The Algoma District School Board cares, first and foremost, about the well-being of our students and families during this time. We are committed to supporting and developing our confident learners, as we collectively commit to staying home to protect ourselves, each other and our communities, as caring citizens.

Airlines always tell passengers that in an emergency, they are to put the oxygen mask on themselves before helping others – this is because we can never take care of others if we don’t care take of ourselves, first. The COVID-19 pandemic emergency has presented us all with challenges and additional strains and stresses. Please know that we understand the challenges of learning at home, working at home or in an essential service, sharing technology and trying to provide structure to the day. By keeping well-being at the forefront of our approach to learning, we are trying to be respectful of the need to keep you and your family well, as we provide meaningful learning opportunities that can be integrated into your family’s schedule. Parents, please do not allow academics to be an added stress – we are here to support you and your child, but know that wellness must be the first priority.

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**Well-Being**

Tips for Making a Schedule at Home

Select the format for your schedule (list, calendar, checklist, etc.)

Decide what timelines work for your family

Try to incorporate academic, movement, emotional health and social activities throughout the day

After dinner, plan a family social activity

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**Emotional Health Activity**

Students who engage in physical activity and/or breathing exercises during the school day are able to focus, and maintain attention throughout the day, as these tasks stimulate executive functions, and allow students to regulate emotions experienced in the classroom (Diamond & Lee, 2011).

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**Movement Activity**

**Hot Spot Challenge** - Create a challenge for each hot spot such as jumping jacks, push-ups, balance on one leg, frog jumps, squats, step up on a stool, sit ups, tossing a ball! Do the activity at each station for 30 seconds before switching to the next station. To add variety and difficulty increase the time for each station, switch the order of stations and create your own!

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**Social Activity**

**Create a Family Journal** – each family member contributes to the journal on a daily basis. Our personal experiences/thoughts/feelings about the current pandemic and its far reaching ramifications will make interesting reading in a few years.
**Grade 6 Language - April 20th to 24th**

**Reading Passage**

From **Earth Day**

Our planet is an amazing place, but it needs our help to thrive! That’s why each year on April 22, more than a billion people celebrate Earth Day to protect the planet from things like pollution and deforestation. By taking part in activities like picking up litter and planting trees, we’re making our world a happier, healthier place to live.

The first Earth Day was celebrated in 1970, when a U.S. organized a national demonstration to raise awareness about environmental issues. By 1990, Earth Day was an event celebrated by more than 140 countries around the globe. You can celebrate and protect the planet at the same time. Check out the Earth Day idea below to help save the planet any time of year.

**Turn Off the Lights**

Does that lamp really need to be on while the sun is out? Electricity doesn’t just happen—it has to be produced from things around us. A lot of times it comes from fossil fuels (such as coal, oil, or natural gas) that contribute to climate change. But electricity can also be made from renewable sources like wind, water, the sun, and even elephant dung! No matter where it’s coming from, try conserving electrical energy by using only what you need.

Source: (You do not need to access this link.)
https://kids.nationalgeographic.com/explore/events/celebrations/earth-day/

<table>
<thead>
<tr>
<th><strong>Reading Passage</strong></th>
<th><strong>Day 1</strong></th>
<th><strong>Day 2</strong></th>
<th><strong>Day 3</strong></th>
<th><strong>Day 4</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Learning Goals:</strong></td>
<td>I can understand what I read and connect ideas to my own knowledge and experiences.</td>
<td></td>
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<tr>
<td><strong>Text Features</strong></td>
<td>Read the article “Earth Day” in the column to the left.</td>
<td>Refer to the “Earth Day” article.</td>
<td>What do you think the main idea of the “Turn Off the Lights” paragraph is?</td>
<td>Using your web from yesterday, summarize the paragraph, “Turn Off the Lights”. Your summary can be spoken or written. You do not need to include your new ideas in your summary.</td>
</tr>
<tr>
<td><strong>Day 1</strong></td>
<td>Write down three ways you can conserve electricity.</td>
<td>What text features did you find helpful in understanding what you read?</td>
<td>Record the main idea in a web and include the supporting details on the spokes coming out from your web.</td>
<td></td>
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<tr>
<td><strong>Glossary:</strong></td>
<td><strong>climate change</strong> - describes a change in the average conditions, such as temperature and rainfall, in a region over a period of time</td>
<td>Text features to think about from the article:</td>
<td>Add some of your own ideas for saving electricity in a different colour of pen, pencil or font.</td>
<td></td>
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<tr>
<td><strong>conserving</strong> – saving or protecting resources or energy</td>
<td><strong>deforestation</strong> – clearing or cutting down forests</td>
<td>Underlined words</td>
<td></td>
<td></td>
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<tr>
<td><strong>renewable sources</strong> – a source which can be used repeatedly and replaced naturally</td>
<td><strong>You might try...</strong></td>
<td>Glossary</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>What is your community doing to help people reduce, recycle and reuse or to combat climate change?</td>
<td>Title/headings</td>
<td></td>
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<tr>
<td>Create a slogan, jingle or poster to promote your idea. (It can be about conserving water, or another idea.)</td>
<td>Examples</td>
<td></td>
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<tr>
<td>Ask a friend or family member for ideas to conserve electricity that you hadn’t considered.</td>
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<td>Could you suggest a new idea for your community to use to try to combat climate change? Do you think it will work? Why or why not?</td>
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**You might try...**

- What is your community doing to help people reduce, recycle and reuse or to combat climate change?
- Create a slogan, jingle or poster to promote your idea. (It can be about conserving water, or another idea.)
- Ask a friend or family member for ideas to conserve electricity that you hadn’t considered.
- Could you suggest a new idea for your community to use to try to combat climate change? Do you think it will work? Why or why not?
**Fraction Number Battles:** You will need a deck of cards (or create your own) using Ace through 10 where A = 1. Deal the cards between players. The game is played by each player flipping two cards at a time. Each player uses their two cards to create a fraction. The highest fraction wins, taking all the cards. The goal is to collect the entire deck. *Need help with comparing your numbers? Try using a fraction model.*

<table>
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<tr>
<th>Learning Goal:</th>
<th>This week you will be exploring how to represent and compare a variety of fractions using fraction bars as visual models.</th>
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<td><strong>Fraction Bar Model</strong></td>
<td>A fraction bar looks like a rectangle divided into equal pieces and it can be used to represent unit, proper, improper or mixed fractions.</td>
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</tbody>
</table>
| Representing fractions using fraction bars | The unit fraction $\frac{1}{3}$: ![Fraction Bar](image)  
The proper fraction $\frac{5}{6}$: ![Fraction Bar](image)  
The improper fraction $\frac{3}{2}$: ![Fraction Bar](image)  
The mixed fraction $1\frac{1}{2}$: ![Fraction Bar](image)  |

Use fraction bars to model the following fractions:
- Unit or Proper Fractions: $\frac{1}{4}$, $\frac{2}{3}$, $\frac{4}{9}$  
- Improper Fractions: $\frac{5}{2}$, $\frac{7}{3}$, $\frac{6}{4}$  
- Mixed Fractions: $2\frac{1}{2}$, $1\frac{2}{3}$, $3\frac{1}{2}$

| Greater Than, Less Than | Fraction bars can be used to help us compare fractions with same sized pieces (denominator).  
For example, these shaded bars show the comparison of the fractions $1\frac{2}{3}$ and $\frac{7}{3}$.  
Use a strategy or model of your choice to compare the following fractions to determine which is larger.  
- $2\frac{2}{3}$ or $\frac{11}{3}$  
- $\frac{9}{4}$ or $2\frac{1}{4}$  
- Joe has $3\frac{4}{5}$ of a chocolate bar and Jen has $2\frac{2}{3}$ of the same type of chocolate bar. Who has more? |
|---------------|--------------------------------------------------------------------------------------------------|

| Greater Than, Less Than | Fraction bars can be used to help us compare fractions with different sized pieces (denominator).  
For example, the fractions $\frac{5}{6}$ and $\frac{2}{3}$ can be compared by using bars of the same size.  
Use a strategy or model of your choice to compare the following fractions to determine which is larger.  
- $\frac{1}{5}$ or $\frac{1}{4}$  
- $\frac{3}{10}$ or $\frac{1}{8}$  
- $\frac{3}{4}$ or $\frac{2}{3}$  
- $\frac{12}{5}$ or $\frac{12}{8}$  
- $\frac{11}{4}$ or $\frac{9}{3}$ |
|---------------|--------------------------------------------------------------------------------------------------|

| Equal Eating | Two groups of students are sharing equal sized sub sandwiches within their group.  
- Group 1 – Jeff, Alex and Bella are sharing 5 sub sandwiches equally.  
- Group 2 – Sue, Sandy, Fred and George are sharing 6 sub sandwiches equally.  
Will each group get the same amount of sub sandwich? Use a strategy or model of your choice model to show your thinking. |
|---------------|--------------------------------------------------------------------------------------------------|

The Ministry of Education has also developed an online portal, which is available at [Ontario.ca/learn-at-home](http://Ontario.ca/learn-at-home) and enables students at every grade level to continue learning while away from school. These resources are developed by Ontario educators, and resources for all grades are informed by leading instructional guidance.