The Algoma District School Board cares... April 27 – May 1, 2020

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.

**Well-Being**

**Cyber Tips for Parents:**

**Be involved.** Help set privacy settings and passwords for children and tweens. Ensure that your child’s privacy is protected and be aware of the games that they are accessing.

**Talk with your children.** Have conversations with your children and youth about age appropriate games and activities.

**Set limits.** Your children and teens depend on you to guide them through smart internet use. Be aware of how much time they are online and set appropriate limits for your family.

**Get help.** If you see or read anything sexual from an adult to your child, report to the police immediately.

---

**Emotional Health Activity**

Think of a four-word affirmation (e.g. “I can do this”, “I can do division”, “I’ll try my best”, “I am loved today”, “I believe in me”, “Today will be awesome”, “I know my alphabet”, “I can decode words”, etc.). Match each word chosen to a finger in your hand. As you say your affirmation in your head, match each finger with your thumb; one finger per word. This Four Finger Affirmation can now be used to feel more confident in stressful situations. It can be practised privately as no one has to know when we are using this affirmation.

---

**Movement Activity**

**Turn up the Music** (movement with music) - try each of these activities using a variety of music. Change the music to create different tempos and movements: slow music with exaggerated motions, fast music to create energy and calming music to slow things down.

**Dance Party** (dance and move to the music), **Freeze Dance** (stop the music and freeze), and **Balloon/Tissue Dance** (keep the balloon or tissue in the air as the music plays).

---

**Social Activity**

**Build a Time Capsule** – find a small container or cardboard box and fill it with photos, drawings, letters written by each family member, etc. Be sure to add info on current world events and pop culture (top movies, songs, TV shows, etc.).
Read a variety of materials every day and talk about what you are reading.
Questions parents may wish to ask:
• Can you give me a brief summary or some quick facts about what you have read?
• Who is your favourite character? Why? OR What was something new you learned?

**Reading Passage**

*Every Day is Earth Day*

By Kelly Roper

Every day is earth day,
Or at least it should be.
We should take steps every day
to save our planet, don't you agree?

Try walking when it's practical,
And skip driving a car.
It will help cut down emissions
And raise air quality by far.

Reuse, renew, recycle,
Think of how much you throw away.
Our earth can only hold so much trash,
One day there'll be the devil to pay.

And when it comes to littering,
It's not enough to clean up after yourself.
Leave places better than you find them,
And pick up litter left by someone else.

Don't spray your garden with pesticides,
Protect the birds and the bees.
Choose natural ways of deterring pests,
That won't carry poisons in the breeze.

These are easy things we all can do
To protect the earth for future generations.
If we continue to ignore all the warning signs,
We'll face sad and irreversible ramifications.

https://greenliving.lovetoknow.com/Earth_Day_Poems

**Learning Goals:**
• I can read a variety of texts and think about how authors use words to create meaning.
• I can use different resources and strategies to draft and revise ideas for writing.

Reread the poem “Every Day is Earth Day”.
Which words did you not know the meaning of in the poem? Circle them. What clues does the author give you in that line or section of the poem that helps you understand the words?
Share your thinking with someone at home or with your teacher.

An “I” poem expresses thoughts and feelings as if you were an object, place or different person. There is no set format for this kind of poem. It can rhyme, but it doesn't have to. Read the example “I am the Moon” poem below.
Imagine that you are the Earth.
Write an “I” poem to tell your story.
You might use some or all of these in your poem:
I am…
I dream…
I wonder…
I say…
I hear…
I understand…
I see…
I cry…
I want…
I worry…
I am…
I touch…
I pretend…
I feel…

I am the Moon
By GGM
I am the moon,
What is going on below?
The silence is deafening.
I cannot see through the smog.
I am fearful.
When will they take responsibility?

How does the author of “Every Day is Earth Day” use words and different sentence types to help the reader understand the message? (Think about clear language, rhythmic & rhyming words, various types of sentences, etc.)

Do you want to try…

Add an additional section to the poem “Every Day is Earth Day”.
Think of the strategies you use as a reader. What strategies did you use to read these poems (“Every Day is Earth Day”, “I am the Moon”)?
Publish a final copy of your poem. Think about your printing/font, colour and overall presentation.

**You might try…**

Reread your own poem from yesterday and continue to revise it. Find an area where you can change your wording to help your reader better understand your message. Who might be able to give you feedback on your poem?
GRADE 6 MATH

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.**

**Learning Goal:**
This week you will be exploring how to represent and compare a variety of fractions using a number line as a visual model.

**Line Them Up**
**Looking at fractions on a number line**
We can use number lines to represent fractions. In the image provided, the line is divided into two equal parts. The denominator in the fraction tells us how many equal parts are needed along the line between zero and 1. This line has intervals of $\frac{1}{2}$.

**TRY THIS:** Label each set of fractions on a number line to determine which is the smaller fraction.

Did any fractions land on the same spot on the number line? We call these **equivalent fractions**. Equivalent fractions may use different numbers, but they represent the same fraction amount.

**Exploring Equivalence**
**Finding mixed fractions and improper fractions that are equal**
The number line model can be used to represent unit fractions and can be used to compare **equivalent fractions**. The number line below shows that $\frac{4}{4}$ is equivalent to 1 and that $\frac{8}{4}$ is equivalent to 2. What number is equivalent to $\frac{5}{4}$?

**TRY THIS:** Create a new number line split into thirds and label the point $1\frac{1}{3}$. What is the equivalent fraction?

**Comparing Fractions**
**Greater than, less than, equal to**
**TRY THIS:** For each pair of fractions, choose a model that will help you determine if the first fraction is greater than ($>$), less than ($<$) or equal to ($=$) the second fraction.

**TRY THIS:** For each scenario, find a fraction(s) to suit the rule:

- Identify three fractions between 2 and 3
- Identify one fraction between $\frac{1}{3}$ and $\frac{6}{9}$
- Identify one fraction between $\frac{1}{5}$ and $\frac{2}{3}$
- Identify one fraction between $\frac{4}{3}$ and $\frac{9}{4}$

Can you order all the fractions from least to greatest on the number line?

**Fractions in Our Daily Lives**
**Applying what we know**
You have $4\frac{2}{3}$ cups of hot chocolate powder. Each serving requires $\frac{2}{3}$ cup of hot chocolate powder. Is there enough to make 7 servings of hot chocolate? Explain your thinking.

Josie, Chris, Andy and Sally go shopping. They each have the same amount of money. Josie spends $\frac{4}{5}$ of her money. Chris spends $\frac{3}{4}$ of his money, Andy spends $\frac{68}{100}$ of his money and Sally spends $\frac{16}{20}$ of her money. Who spent the most money? Who spent the least amount of money? Did anyone spend the same amount of money? How do you know?

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.