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 take care 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.).
### Grade 5 Language - April 27th to May 1st

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

#### I am Water

I tumble in torrents
don mountain sides steep
Plunging and pitching
to lakes dark and deep.

I flow and I flood
across rivers and plains
or gurgle through gutters
and dribble down drains.

I am the spirit of water
Born to flow and be free
To seep from snow and ice
To surge and spray the sea.

**Visualizing** is when you create a mental picture in your mind.

How does **visualizing** help you to understand the poem?

Choose a line or section that most reminds you of water.

What word choice did the author use to describe the water?

How many more words can you list to describe water?

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#### 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 *"I am Water."*

What do you think the first stanza (the first 4 lines of the poem) is about?

What clues does the author give you to help you understand the following words?

- Torrents
- Plunging
- Surge

Share your thinking with someone at home or maybe even with your teacher.

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**An “I” poem** is a poem that 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.

Choose an animal, object or setting from nature, or even a character from a book that you are reading. Write an *"I"* poem about it/him/her.

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…

Think about how the author used descriptive language in *"I am Water"* to help the reader visualize what they are trying to say. You may want to go back and reread the poem to refresh your memory.

Now reread your own poem.

Continue to revise your poem from yesterday. Find an area where you can change your wording to create a stronger picture in the reader's head. Use your senses to help revise your word choice in your poem.

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Add an additional section to the poem *"I am Water"* using the descriptive words from your list.

Underline any parts of the poem you think are interesting or parts you especially like. Share your thinking with someone.

Publish a final copy of your poem. Think about your printing, use of colour and overall presentation. Who can you share your poem with?

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Source: *(You do not need to access this link.)* resource-bank.scholastic.co.uk
Learning Goal:
This week you will be exploring how to represent and compare a variety of fractions using the 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 two equal spaces of \( \frac{1}{2} \).

To compare two fractions, we could use one number line or two number lines. When using two number lines we need to be sure to make them equal lengths. Here are some examples:

- comparing \( \frac{1}{3} \) and \( \frac{2}{3} \) on one number line
- comparing \( \frac{1}{2} \) and \( \frac{2}{3} \) on two number lines

TRY THIS: Label each set of fractions on a number line to determine which is the smaller fraction:
- \( \frac{1}{2} \) and \( \frac{1}{4} \)
- \( \frac{2}{4} \) and \( \frac{2}{3} \)
- \( \frac{1}{2} \) and \( \frac{4}{8} \)
- \( \frac{3}{4} \) and \( \frac{9}{12} \)
- \( \frac{2}{5} \) and \( \frac{4}{10} \)

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

The number line model can be used to represent unit fractions and can be used to compare equivalent fractions greater than 1. 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? How did you know?

Counting On
Using the number line to count fractions

TRY THIS: Create a number line from 0 to 3, split it into fifths and label the “ticks” with their proper or improper fraction name. Use this number line to help you with the following counting game problem: Eric, Michael, and Albert are playing a counting game using fractions. Each player takes a turn counting by a unit fraction. For the first game, Eric starts by saying “I have \( \frac{1}{5} \)”, Michael counts that he will have \( \frac{2}{5} \) and so on. When someone lands on any whole number (e.g. \( \frac{5}{5} = 1 \)) they are out. Using the number line that you created, try to determine who will win this game.

Looking for more fun? Try playing this game with friends or family using a denominator of your choice.

Now We’re Cooking!
Fractions in our daily lives

TRY THIS: Use the recipe for Chocolate Chip Cookies to answer the following:
- What ingredient do you need the most?
- Which ingredients do you need the same amount of?
- Do you need more brown sugar or cocoa?

Measuring Challenge: To make this recipe you only have one measuring cup. Explain how you could measure out the ingredients for this recipe using only a \( \frac{1}{4} \) measuring cup.

How many \( \frac{1}{4} \) cups would you need for each ingredient?

Chocolate Chip Cookies
- \( \frac{3}{4} \) cup of butter
- \( \frac{3}{2} \) cups packed brown sugar
- \( \frac{1}{2} \) cup cocoa
- \( 2 \frac{1}{4} \) cup of flour
- \( \frac{6}{8} \) cups of semi-sweet chocolate chips

The Ministry of Education has also developed an online portal, which is available at 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.