Parents/guardians are children’s first teachers and know them best. Children require different supports, structures and assurances during uncertain times, and ADSB recognizes that your child’s well-being is first and foremost. Below are the Grade 5 learning activities in language and math. Teachers will be connecting and having conversations about this learning through Edsby, email and/or phone calls.

Grade 5 Language - April 14th to 17th

Read a variety of materials every day and talk about what you are reading.
Parents, you may wish to use these conversation starters to help support your child’s understanding of what they read:
- Can you tell me about your book/chapter/reading in just a few sentences?
- What made you want to read this?
- What are your favourite things to read? Why?

<table>
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<tr>
<th>READING PASSAGE</th>
<th>DAY 1</th>
<th>DAY 2</th>
<th>DAY 3</th>
<th>DAY 4</th>
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<tr>
<td>Excerpt from <em>The BFG</em> by Roald Dahl</td>
<td><strong>Learning Goals:</strong></td>
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<td>Sophie couldn’t sleep. A brilliant moonbeam was slanting through the gap in the curtains. It was shining right on to her pillow. The other children in the dormitory [room] had been asleep for hours. Sophie closed her eyes and lay quite still. She tried very hard to doze off. It was no good. The moonbeam was like a sliver blade slicing through the room on to her face. The house was absolutely silent. No voices came up from downstairs. There were not footsteps on the floor above either. The window behind the curtain was wide open, but nobody was walking on the pavement outside. No cars went by on the street. Not the tiniest sound could be heard anywhere. Sophie had never known such a silence.</td>
<td>Look at your surroundings in your bedroom, the living room, out a window, or anywhere else where you might be. Make a list of objects that you see. Choose 3 or 4 of the objects on your list and add a descriptive word (adjective) to each one.</td>
<td>Think about a topic you could write about using descriptive language (i.e., pet, family, favourite toy). Remember authors often write about things that they are familiar with. Using this topic, create a web or mind map to record 3 or 4 ideas that you might write about. Try to add descriptive words. We will use this thinking for tomorrow’s learning.</td>
<td>Write a draft paragraph or two using the web or mind map that you created on Day 2 for ideas. Many writers find it helpful to talk about what they might write before they begin. If you can, talk to someone in your family about your ideas before you start. Try to be as clear as possible when talking about your ideas. A paragraph is a group of sentences about a particular topic that are organized in a clear way. Some students may write a few sentences, and others may write a longer piece, and that’s okay. Today the focus is on getting ideas down through writing or typing. Tomorrow you will refine the paragraph.</td>
<td>Share yesterday’s paragraph with a family member or read it out loud to yourself. Circle or highlight a place where you are proud of the descriptive language that you used. Underline an area where you could change your wording to create a stronger picture in the reader’s head. Can you change that part? Proofread your work for: sentences that make sense descriptive words proper punctuation (periods, commas and exclamation marks)</td>
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**You might try…**

- Take a moment and highlight, circle or point to the descriptive language used by the author.
- A simile compares one thing with something different. (i.e., her cheeks are red like roses) Describe at least one object using a simile.
- Find a simile in the reading passage. Share it with a family member.
- Writers use a variety of types of sentences in their work. Did you write some simple, short sentences that can be combined into a longer sentence? Think about joining your ideas using words like because, so, if, and.

Do you want to keep going? Add another paragraph to your writing!
Parents/guardians: Research indicates that literacy and numeracy skills are transferable from one language to another. During this time, we recognize that French Immersion students may not have resources at home to support ongoing learning in French at this time. An older sibling or relative that speaks French may be able help support the learning but this may not always be available. We have provided both English and French Language activities. Please select the ones that are most manageable at this time. French Immersion students are not expected to complete all English and French tasks.

Classroom teachers will be connecting with students and families to engage in conversations and provide ongoing support.

**Learning Goal(s):** I am learning to use inferences to make meaning and write a short text in French.

<<Ro-beaucoup>> trop grand

Regarde le texte. Quelles sont les caractéristiques de ce genre de textes?

Invente un jeu de rôle pour compléter le dialogue de la bande dessinée en français. Quel personnage vas-tu être?

Imagine que tu as ce robot à la maison. Décris ce qu’il peut faire et ce qu’il ne peut pas faire.

Écrire un court paragraphe.

Parent/guardians:

Students will identify what type of text is presented and discuss its characteristics.

Students can role play the missing dialogue in French. What role will they choose?

They will be thinking about a robot they would like to have at home. They will write a short paragraph describing what their robot can and cannot do.

Try this...

Discuss why the title “Ro-beaucoup” trop grand was chosen for this comic strip. Explain the play on words to someone at home.

Grade 5 Math – April 14-17

### Multiplication Number Battles
You will need a deck of cards 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 multiplies their two card values and the highest number wins, taking all the cards. The goal is to collect the entire deck. **Need help with your facts? Use items from around your house to build groupings or arrays that help you solve the fact.** (Example: 9 x 7 could be shown by making 9 groups of 7 items or an array of 9 rows and 7 columns. Then count the total number of items used.)

<table>
<thead>
<tr>
<th>Learning Goals:</th>
<th>I will be developing my multiplication skills.</th>
<th>I will be exploring numbers between zero and one and numbers greater than one.</th>
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<tbody>
<tr>
<td>A Whole Lot of Pieces Going On Creating and labelling fractions.</td>
<td>Numbers between 0 and 1 represent pieces of a whole and are called fractions. There is a special way to write them and say them.</td>
<td>For this activity you will be making a set of fraction strips, each strip is to be folded into equal sections that represent unit fractions. You will need 6 long strips of paper that are the same length. Work carefully to fold each strip into the fractions listed: One Whole, Halves, Thirds, Fourths, Sixths, Tenths. Order your strips from the least amount of folds to the most. Using the diagram to guide you, label all of the equal spaces in each strip. Each of these spaces will be labeled as a unit fraction.</td>
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<tr>
<td>Comparing Units Find the larger fraction.</td>
<td>I can compare and order fractions by using the information given about the size of the piece (the denominator) and the number of pieces (the numerator).</td>
<td>Use your fraction strips to determine the greater size fraction in each pair: ( \frac{1}{2} ) and ( \frac{1}{3} ), ( \frac{1}{4} ) and ( \frac{1}{5} ), ( \frac{2}{3} ) and ( \frac{3}{5} ). What is happening to the size of the pieces as the number in the denominator changes? When the denominator wasn’t different in the pair, what strategy did you use to determine which was greater?</td>
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<td>It’s Proper to be Improper Exploring fractions greater than 1.</td>
<td>When fractions are greater than 1 we have two ways that we can represent the number. We call them improper or mixed numbers and both can be used to represent the same value.</td>
<td>Looking at your fractions strips we can see that two of the ( \frac{1}{2} ) pieces makes one whole. What happens if I had three ( \frac{1}{2} ) pieces?</td>
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| Everyday fractions. Time to measure. | We use fractions in a variety of ways when we measure. | Question to Explore: How do we describe this amount in words and how do we write it using numbers? 
1. I could describe it by the number of \( \frac{1}{2} \) pieces:
   a) In words: I have three one half pieces
   b) In numbers: I have \( \frac{3}{2} \) (Improper Form)
2. I could describe it by the number of whole pieces and how many pieces of a whole are left over. This is a mixed number.
   a) In words: I have 1 whole piece and one half piece
   b) In numbers: I have 1 \( \frac{1}{2} \) pieces (Mixed Number)
Your turn: Try describing these amounts that are bigger than one in words and in numbers:
- Five equal \( \frac{1}{3} \) pieces?
- Seven equal \( \frac{1}{4} \) pieces?
Can you make up one of your own for another set of pieces? |
| Consolidation & Conversation Weekly NS&N: Playing **Multiplication Number Battles** can be a fun way to develop your number facts. Which number facts did you recall easier and which required more thinking? Extension: Try using more decks and just the numbers that are challenging! | Fraction |
| | • What information does the denominator tell you about the fraction? • What information does the numerator tell you about the fraction? • Explain the similarities and differences of improper and unit fractions. • You just labelled the measuring cups and containers, which form did you use to represent your number, an improper fraction or a mixed number? Why? |
| Looking for more? Try this... | Roll two dice. Use the die with the lower number as the numerator and the higher number as the denominator. You will then need to determine if the fraction you created is closer to 0 or 1, or, if it is exactly in the middle and equal to \( \frac{1}{2} \)?  
**Scoring:** Closer to 0 earns you 1 point, closer or equal to 1 earns you 2 points, and exactly \( \frac{1}{2} \) earns you 3 points. Play this game alone and try to reach 20 points in less than 10 turns. Play this game with a family member and see who gets to 20 points first! |

The Ministry of Education has also developed an online portal, which is available at [Ontario.ca/learn-at-home](https://www.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.