**Grade 5 Language - April 14\textsuperscript{th} to 17\textsuperscript{th}**

**Reading Passage**

Excerpt from *The BFG* by Roald Dahl

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.

**Learning Goals:**

- I can read a variety of texts and think about how authors use words to create meaning.
- I can use different strategies to generate and organize ideas when writing.

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<td><strong>Excerpt from The BFG by Roald Dahl</strong></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. Don’t be afraid to get creative with your word choice! Think about what you see, taste, touch, hear or smell. This is one way that authors help readers to visualize what they are reading.</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.
- A simile compares one thing with something different. (i.e., her cheeks are red like roses)
- 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!

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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 Math – April 14-17

**Learning Goals:**
• I will be developing my multiplication skills.
• I will be exploring numbers between zero and one and numbers greater than one.

### A Whole Lot of Pieces Going On
Creating and labelling fractions.

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.

### Comparing Units
Find the larger fraction.

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).

### It’s Proper to be Improper
Exploring fractions greater than 1.

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.

### Everyday fractions.
Time to measure.

We use fractions in a variety of ways when we measure.

1. One hour has 60 minutes. How many minutes in:
   - one half hour, one quarter hour, three quarters of an hour, two hours and one half hour, three hours and one quarter of an hour
2. How many full containers?
   How much left over?
3. How many full cups in total?
   How much left over?

### 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!

### 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 ½?

**Scoring:**
- Closer to 0 earns you 1 point, closer or equal to 1 earns you 2 points, and exactly ½ 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](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.