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.).
What is a Concrete Poem?
A concrete poem’s visual appearance matches the topic. The words form shapes which illustrate the poem’s subject as a picture, as well as through their literal meaning.

Read the following concrete poem:

“Raindrop”
A drop of rain is like a sudden knock at the door.
Unexpected, yet often welcomed with a smile. It can brighten your day or ruin your plans. It can make you laugh or make you sad. Whether the raindrop is moving fast or slow, or is big or small, it always gets everyone’s attention. A raindrop contains many secrets. It is a bubble of anticipation and surprise. It cleanses the earth, it feeds the flowers, and fills the holes. The raindrop never is silent. It bangs on the roof, splatters on the window, or splashes into a puddle.
A raindrop.

How does the shape of the poem help the reader to understand the poet’s message? Give specific examples from the text to support your thinking.

I am learning to...
- analyze and reflect on vivid and/or figurative language used in texts that I read.

I am learning to...
- identify and explain how the elements of personification and symbolism enhance the effectiveness of a text.

I am learning to...
- generate and organize ideas and information for a specific purpose and audience.

I am learning to...
- make revisions to improve the content, clarity, and interest of my written work.

Reread the poem and respond to the following:
- Why did the poet choose to communicate his ideas through a concrete poem?
- What did you notice about the poet’s use of language in the poem?
- What words, phrases, or lines are memorable? Why?
- What details did the poet capture?
- What words create images? Explain why.
- How did the poem make you feel?

Record your thinking. Share your responses with someone at home, a friend, or perhaps your teacher.

Read the following poem.

The Rose that Grew from Concrete
by Tupac Shakur
Did you hear about the rose that grew from a crack in the concrete? Proving nature’s law is wrong, it learned to walk without having feet.
Funny it seems, but by keeping its dreams, it learned to breathe fresh air. Long live the rose that grew from concrete when no one else ever cared.

Irony is the opposite of what is expected. How does the poet use irony in this poem?

Symbolism is the use of symbols to represent an idea. How does the author use symbolism in the poem?

What shape would complement the language and subject of this poem?

Create your own concrete poem.

Choose an object to be the subject for your poem.

Write your poem normally. Try to describe how the subject makes you feel. The words will be fitted into your drawing later. Consider adding irony and/or symbolism to enhance your text.

Who might be able to give you feedback on your poem?

After getting feedback on the content of your poem, proofread it to check for any spelling and grammar errors.

Now you will put the finishing touches on your poem.

Draw a simple outline of the shape - pencil is best.
Write your poem into the shape. You may need to make the writing larger or smaller.
Erase the outline of your shape, so that it is just the words from your poem left creating the image!
You may want to add colour throughout your poem, or in certain parts, for emphasis.

Reflect
How does the shape of your poem help the reader to understand your message? Be specific. Record your reflections.

Save a copy of your concrete poem in a safe place. You will use it again in a couple of weeks.

You might try…
Think of an alternative shape that the author could have used in this poem.

Find poetry around the house. Look in magazines, books, fridge magnets etc. It’s everywhere!

Design your own “Poetry Dice”. Cut out 2 cube nets to make your dice. Put different sentence “starters” on one, and sentence “enders” on the other. Roll the dice and have fun!

Share your poem with family members or friends.
**Learning Goal:**
This week you will be exploring how to use a number line to model multiplication with fractions.

**Jumping Along**
Repeated addition is similar to multiplication

When learning multiplication, we had several strategies to use. We could look at $4 \times 8$ and, if we didn't know the fact automatically, we could use a model, make 4 groups of 8, and add to find the total.

Another strategy would be to use a number line and do 4 jumps of 8 units to determine the total.

![Number Line](image1)

We can use the jumping strategy when multiplying fractions as well. This number line represents 9 jumps of $\frac{1}{3}$ to determine a total of 3.

![Number Line](image2)

The following statements represent different multiplication facts. Predict which would produce the largest result.

- 3 jumps of $\frac{1}{4}$ $(3 \times \frac{1}{4})$
- 3 jumps of $\frac{1}{2}$ $(3 \times \frac{1}{2})$
- 3 jumps of $\frac{2}{5}$ $(3 \times \frac{2}{5})$
- 3 jumps of $\frac{3}{4}$ $(3 \times \frac{3}{4})$

Use the jumping strategy on the number line to determine which multiplication fact was the largest. Was it close to your prediction? How do you know? Did you notice any patterns?

**Does Order Matter?**
Different jumps, same results

Is finding $\frac{1}{2}$ of 10 the same as finding the total of 10 groups of $\frac{1}{2}$? This question can be modelled using a number line and a number sentence to represent this multiplication fact.

![Number Line and Sentence](image3)

Write the number sentence and use a number line to compare the following numbers:

- $\frac{1}{4}$ of 8 and 8 groups of $\frac{1}{4}$
- 12 groups of $2 \frac{1}{4}$ and 2 $\frac{1}{4}$ groups of 12
- $\frac{3}{5}$ of 10 and 10 groups of $\frac{3}{5}$

What do you notice about the results? What does this tell you about the order of multiplying numbers? Can you write a statement to describe a generalization (rule) about order of multiplying?

**Fractions in Our Daily Lives**
Applying what we know

Use a number line to model the following problems and write the matching multiplication number sentence. Using your model or strategy of your choice, try to solve each problem.

- **Painting:** It takes $1 \frac{2}{3}$ hours to paint one room in a home. How long would it take to paint all the rooms in your home?
- **Orbits:** A satellite makes 4 revolutions of the earth in one day. How many revolutions would it make in $6 \frac{1}{2}$ days?
- **Making Money:** A neighbor agrees to pay you $10 an hour to complete yardwork. You work three days as follows: Day One 2 hours, Day Two 3 $\frac{1}{2}$ hours, Day Three 1 $\frac{1}{4}$ hours. How much should you expect to get paid?

**Puzzling Pieces**
Comparing fractions to the whole

This hexagon represents a yard. Sandi cut the grass covering $\frac{4}{6}$ of the yard and then Andy cut $\frac{2}{3}$ of the grass that was leftover. What fraction of grass in the entire yard did Andy cut? Use the image to explain your thinking.

**Challenge Question:** Justin ate $\frac{3}{5}$ of a box of raisins. If his sister ate $\frac{1}{4}$ of the remaining raisins in the box, what fraction of the whole box did she eat?

Can you use the grid to model this problem? Before you start, think about why there are there 4 row and 5 columns? Could this help you to solve this problem?