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 6 learning activities in language and math. Teachers will be connecting and having conversations about this learning through Edsby, email and/or phone calls.

### Grade 6 - April 6th to 9th

#### Learning Goal
I can read a variety of texts and think about how authors use words and images to convince or persuade.

When writing, I am learning to think about and organize my ideas and think about my purpose for writing.

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
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<tbody>
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<td><strong>Learning Goals:</strong></td>
<td>I can read a variety of texts and think about how authors use words and images to convince or persuade. When writing, I am learning to think about and organize my ideas and think about my purpose for writing.</td>
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<tr>
<td><strong>ENGLISH LANGUAGE</strong></td>
<td>You might try…</td>
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<td>Does the item persuade you to do or buy something? Does it have the opposite effect? How might you improve the way the information is presented?</td>
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<td>Imagine what a text exchange about this product might be between you and a friend or family member. Write a series of texts which “record” your back and forth conversation.</td>
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<td>Try creating a brand new product of your choice! You can type, talk or write about your product.</td>
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<td>Use the feedback you received from your family to revise your ad.</td>
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<td><strong>ENGLISH LANGUAGE</strong></td>
<td>There are many products in your home such as televisions, computers, your favourite snack food, video game, TV show or movie. All these items use advertisements to convince or persuade people to want them. Choose two products and compare them using a list or t-chart. Some ideas to think about: Who is this product designed for (target audience)? Who would buy this product? What is the purpose of the product?</td>
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<td>Choose one of the products that you compared yesterday and think about the following. (You don’t need to write these down but talking to someone about them would be great!) What did the author do to grab your attention? (e.g., images, font, etc.) How has the company attempted to influence your thinking? How does the product make you feel? Why? Compose a short paragraph to recommend this product, including: a short summary of the product what was liked/disliked about the product and why rating (i.e. 5 stars) add your own ideas</td>
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<td>This is a planning/thinking day to prepare for the learning for Day 4. You are part of a planning team to advertise the product that you reviewed yesterday. Your advertisement may be a poster, pamphlet, radio or television commercial, or your own idea. Think about the following ideas in your planning. Record your thinking so you can review it tomorrow. A “hook” - what will make someone want to view your ad Name of the product Key features of the product Reasons why someone should buy it</td>
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<td>Using your plan from yesterday, create an oral, hardcopy or digital advertisement to showcase your product. After you have created your ad, practice sharing it with a family member, or even in front of the mirror. Ask for feedback! Would your family member buy this product? Why or why not? What did they like about your ad? Are there areas you could improve?</td>
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*Edsby, email and/or phone calls.*

*Teachers will be connecting and having conversations about this learning through Edsby, email and/or phone calls.*
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: I can speak French at Home – Yes you can ! / Oui, je peux parler en français à la maison.**

This week, your child: Can use French words to talk and write about the media (les médias).

<table>
<thead>
<tr>
<th>FRENCH LANGUAGE</th>
<th>This task is to create, conduct a survey and organize data into a graph about favorite types of television shows.</th>
<th>Exprime tes idées sur ton émission de télévision préférée. Écris un paragraphe qui explique pourquoi tu aimes cette émission. Parle des personnages, des lieux, de l'intrigue, de l'humour, etc. Donne le plus de détails possibles. Compare-la aussi à une autre émission afin de convaincre les autres de ton choix.</th>
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<tr>
<td>Parents/Guardians:</td>
<td>Fais un sondage sur le type d'émission préféré des gens autour de toi. N'oublie pas de leur demander d'expliquer la raison de leur choix. Réponds à la question toi aussi! Si c'est possible, tu peux demander la même question à tes amis soit par téléphone ou en ligne. Prends des notes et crie un graphique. Que remarques-tu? Explique tes résultats? Est-ce que tes parents ont les mêmes goûts que toi?</td>
<td>Tu as reçu une lettre t'invitant à faire partie d'une émission de téléréalité de ton choix. Réponds à la lettre dans laquelle tu acceptes ou refuses l'invitation. Explique pourquoi et donne des exemples. Tu peux inventer une émission qui n'existe pas encore. Utilise les éléments suivants pour écrire ta lettre: Cher Monsieur Chère Madame Je vous remercie pour (mentionne ici le nom de l'émission et son contenu) J'accepte ou je refuse de participer.... N'oublie pas de saluer à la fin et de signer ton nom.</td>
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<tr>
<td>Parents/Guardians:</td>
<td>Décris en une phrase chaque type d'émission et donne des exemples pour chacune.</td>
<td>Talk about the results with your child.</td>
</tr>
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Parents/Guardians:

This task is to write a letter accepting or rejecting an invitation to appear on a television reality show.
### Learning Goals:

- I will explore different ideas in measurement and develop my multiplication skills.
- I will learn that there are a variety of methods to determine measurements and they are all used for different reasons.

### Park Space

**Using perimeter and area to make decisions.**

- **The same space can be measured in different ways depending on what information you need.**
  - Alex and Amanda want to hold a special event in a park next August. The park space is along the waterfront. It is a rectangular shape with dimensions of 400 m by 800 m.
  - The minimum area required to hold the special event is 300 000 square metres. Can Alex and Amanda use the park that they chose? Explain your reasoning.
  - Currently, the snow is melting and causing the ground to be oversaturated with water. To protect the grass, the city plans to put a fence around three sides of the park. Draw a diagram showing the width and length of the park that would allow for the least amount of fencing. What would the length of the waterfront need to be? What is the least amount of fencing that would be needed?

### Shaping Up

**Determining the area of 2-D shapes.**

- **Area is a measure related to 2-D shapes. Depending on the shape, there will be different methods used to determine the area.**
  - Draw a square on a piece of paper and cut it out. Now draw a line diagonal line from one corner to the other and cut in half. What shape do you have? Are they the same size? What do you notice about the area of each shape? Does this work if you did it for a rectangle? Try it out. How can you use this information to find the area of your new shape?
  - Draw and cut out a rectangle. Next, cut off a piece in the shape of a triangle. Place the triangle at the opposite end of the rectangle. What shape did you make? Did the area change? How can you use the area of a rectangle to find the area of this new shape?

### Festive Times

**Planning a space using 2-D shapes.**

- **Many diagrams and maps include a variety of 2-D shapes to display information.**
  - Alex and Amanda have hired you to plan their special event. They have asked you to create a design showing the space used for the event. They have shared with you that they need spaces for 3 different stages: 1 play area for kids, 10 food booths, 2 areas for people to eat, and any other features that you would like to include that would provide a fun experience for families.
  - The challenge: Design the space for this event using as many shapes (or combination of shapes) as possible.
  - Extension: Determine the area of each shape in your design. What total area of the park is left for people to walk about and relax?

### Feed Me!

**Determining size of serving using grams and kilograms.**

- **We can measure the size of a serving of food using grams or kilograms.**
  - During the event, a serving of lasagna will be provided to each participant. Alex and Amanda have prepared several pans of lasagna that are 1.96 kg.
  - An average serving size is 200 grams and they expect 1500 participants at their event. Help Alex and Amanda determine the number of pans of lasagna that they will need. Explain your reasoning.

### Multiplication Battles

- **Multiplication Battles** can be a fun way to develop your number facts. Which facts did you recall easier and which required more thinking? Try using more decks of cards and just the numbers that are challenging!

### Measurement

- What strategy would you suggest to someone to help them find the perimeter of an object?
- Do you feel confident in finding the areas of squares, rectangles, triangles and parallelograms?
- When would you use grams to determine a serving size and when would you use kilograms?

### Multiplication Number Battles

You will need a deck of cards using Ace through 10 where the Ace = 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 (beans, rice, marshmallows) 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.)

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**Consolidation & Conversation**

- **Looking for More? Try this...**
  - A group of students want to make a garden in the school yard and they decide to collect some fencing to protect the plants.
  - Michelle found 5 m of fencing in her shed. Aris found two pieces of fencing, one measuring 300 cm, the other measuring 6 m. Thomas found another piece measuring 8 m, and Xander donated one more piece of fencing.
  - This fencing was used to surround their garden that had a perimeter of 28 m. What was the length of the fencing donated by Xander?

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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.