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?

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<td>The King of the</td>
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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 4 or 5 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.

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.

Authors may often use more than one adjective to describe an object. Refer to The King of the Forest. Look back at the text and find some powerful descriptive words. Tell someone in your family what you think they mean.

While reading, think about the descriptive words the author uses. Highlight or circle the descriptive language used by the author.

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 and think about using vivid words that add interest to your writing.

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.

Think of simple words and create a list of words that can replace these words. (e.g., big – gigantic, enormous, massive, etc.)

How can you make your sentences more complex? Maybe try combining simple sentences into more complex ones.

You might try…

Using the reading passage to help you, create a sketch or drawing of the picture created by the author.

Do you want to keep going? Add another paragraph to your writing!

Source: https://www.eqao.com
(You do not need to access this link.)
Grade 6 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, labelling and comparing fractions.

Numbers between 0 and 1 represent pieces of a whole and are called fractions. 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).

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: Halves, Thirds, Fourths, Sixths, Tenths, Whole.

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.

Use your fraction strips and determine the greater size fraction in each pair:

- $\frac{1}{2}$ and $\frac{1}{3}$
- $\frac{1}{3}$ and $\frac{1}{4}$
- $\frac{1}{4}$ and $\frac{2}{5}$
- $\frac{2}{5}$ and $\frac{4}{5}$

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?

**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.

Looking at your fraction 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?

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:
   - *In words:* I have three one half pieces
   - *In numbers:* I have $3\frac{1}{2}$ (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.
   - *In words:* I have 1 whole piece and one half piece
   - *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 $\frac{1}{7}$ pieces?

Can you make up one of your own for another set of pieces?

**Sort It Out**
Sorting and comparing numbers.

We can compare numbers of any form between zero and one and for numbers greater than one.

Sort the following fractions into fractions with values between 0 and 1 and those that are greater than 1.

$\frac{4}{5}$, $\frac{2}{3}$, $\frac{1}{2}$, $\frac{5}{8}$, $\frac{5}{10}$, $\frac{2}{5}$, $\frac{9}{10}$, $\frac{7}{8}$, $\frac{2}{8}$, $\frac{1}{10}$, $\frac{4}{5}$, $\frac{3}{7}$

Sort the amounts greater than one into two sections, mixed numbers and improper fractions. Were there any fractions that didn’t fit into either category? What were they? Can you find any mixed number and the improper fractions are equal to each other?

**Picture This**
Representing numbers with images.

Images can represent numbers between zero and one and numbers greater than one.

Thinking about numbers between the values of 0 and 1.

Order the boxes from the least amount of shading to the most. Can you write the number that represents each shaded region?

**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 of cards and just the numbers that are challenging!

- 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. What strategies could you use to compare and order fractions less than 1?
- What strategies could you use to compare and order fractions greater than 1?

**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](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.