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 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?

**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 half pieces
   - 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.
   - 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 $\frac{1}{5}$ 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 between 0 and 1 and those that are greater than 1.**

- $\frac{4}{5}$
- $2\frac{1}{2}$
- $\frac{5}{7}$
- $2\frac{2}{3}$
- $\frac{6}{10}$
- $\frac{5}{2}$
- $\frac{8}{5}$
- $\frac{9}{10}$
- $\frac{7}{8}$
- $\frac{2}{3}$
- $\frac{1}{2}$
- $\frac{1}{3}$
- $\frac{1}{5}$
- $\frac{1}{4}$
- $\frac{3}{4}$

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?

Thinking about numbers greater than the value of one.

**How many watermelons in total?**

Write the number that represents the number of cups of water.

### 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?**

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!
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 read in French using text features to make inferences.**

Regarde le titre et les images. Quelles prédictions peux-tu faire sur ce qui se passe dans l'histoire?

Lis le texte. Quelles stratégies de lecture as-tu utilisées pour comprendre le sens des mots conifères et empreintes?

Selon toi, qui sera le visiteur de Nathaniel? Écris quelques phrases pour justifier ton choix.

Parents/guardians:
Using features from the text, students will predict who Nathaniel's visitor might be. They will write a few sentences in French justifying their choice.

Consider asking them what reading strategies they use when they find unfamiliar words in French such as *conifères* and *empreintes*.

À suivre... To be continued

You might try...

Remember or imagine a time when you discovered some unusual footprints. Write a description of the event. Where were you? What did you find? How did you feel? Were you able to guess what they were?
### Grade 6 - 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?

### Reading Passage

**Excerpt from: The King of the Forest**

With a hint of pride and a little smile, I have to admit that despite my 200 years, I’m still quite fit. Many are those who follow the twisting trail that leads to the depths of the forest to take my picture. Once at my feet, with emotion they loudly exclaim: “This tall, amazing maple is so old, so handsome!”

Hesitant, they touch my rough, chapped bark. Then their eyes travel up my long, slender trunk to the deep fissure, an old wound. And it’s there, high up, that they discover beneath the fork the life that thrives in my leafy mane. My roots run deep, so at home I stay; the life that thrives in my leafy mane.

My roots run deep, so at home I stay; this beautiful time of year brings me great joy. Like a glowing sunset sky, for a brief time I proudly display my cloak of many colours.

**Source:** [https://www.eqaq.com](https://www.eqaq.com)

(You do not need to access this link.)

### DAY 1

**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.

<table>
<thead>
<tr>
<th>Reading Passage</th>
<th>DAY 1</th>
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<tbody>
<tr>
<td><strong>Excerpt from:</strong> The King of the Forest</td>
<td><strong>Learning Goals:</strong></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.

**Read the passage from The King of the Forest in the column to the left.**

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

**You might try…**

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

**Source:** [https://www.eqaq.com](https://www.eqaq.com)

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### DAY 2

**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.

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.

**You might try…**

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

**Source:** [https://www.eqaq.com](https://www.eqaq.com)

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### DAY 3

**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.

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.

**You might try…**

You might write about:
- A paragraph using the web or mind map that you created on Day 2.
- A paragraph about a topic you could write about using descriptive language (i.e., pet, family, favourite toy).

**Source:** [https://www.eqaq.com](https://www.eqaq.com)

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### DAY 4

**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.

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:
- Ideas that are clear and organized
- Sentences of different lengths
- Descriptive words
- Proper punctuation (periods, commas and exclamation marks)

**You might try…**

You might write about:
- A paragraph using the web or mind map that you created on Day 2.
- A paragraph about a topic you could write about using descriptive language (i.e., pet, family, favourite toy).

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