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 - April 6th to 9th

#### LANGUAGE

**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?

Every day your child should write about something of their choice. Before they begin, ask them what they would like to write about!

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| **Learning Goals:** 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. | **Look around your house for different advertisements. These can be found online, in flyers, magazines or newspapers.** Think about:  
  - What is the purpose of these advertisements?  
  - Does the advertisement convince or persuade you to buy that product? Why or why not?  
  - What do you think these advertisements are trying to tell you?  
  
  Make a slogan, jingle or logo for one of the advertisements you found and share it with someone in your family. | **Make a poster for a new product that is designed for children your age. Some examples are a new cereal or snack for kids, a new book, video game or invention. Decide what the new product will be. What makes it such a great product? Remember that you want to persuade people to buy the new product!**  
  
  Your poster should include:  
  - A drawing or picture of your product  
  - A logo  
  - A slogan or catch phrase for your product.  
  
  Make a slogan, jingle or logo for one of the advertisements you found and share it with someone in your family. | **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 persuade people to want them.**  
  
  Find an advertisement, product or package and write/type about:  
  - What was your first impression about what you picked?  
  - What jumped out at you?  
  - Did your thinking change as you read the entire ad/package?  
  - Why is it important to read all of the information on ads/packages?  
  
  Think back to the product you chose yesterday or choose a new one. Write or type an email to the head of the company (on paper or digitally) to give feedback about their product. |
| **You might try...** 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? | **Yesterday you made a slogan, jingle or logo for one of the advertisements you found. Can you make a jingle to go with the poster for new product you designed?** | **What do you notice about the size of the fonts (lettering)?  
  Why do you think the author made some sections larger and others smaller?** | **Try creating your own commercial for a new product of your choice. Act it out for someone in your family.** |
**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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**Learning Goals:**

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

**Time Travel**

Rate of travel in relation to distance and time.

- An activity can be described using the measurements of distance, time and rate of travel.
- If a hiker travels 12 km in 4 hours, the rate of travel is 3 km/h. Determine the rate of travel in:
  - metres per hour
  - metres per 15 minutes
  - metres per 10 minutes
  - metres per minute

**Relax – You’re on Camp Time**

Measuring time as it passes by.

- We can measure time using a 12-hour clock system or a 24-hour clock system.
- It is 3:40 p.m. and you are travelling at a rate of 3 km/h. You have been asked to meet fellow hikers at 16:00 hours.
  - Will you make it there on time? Explain your reasoning.
- Next, you and your friends find a spot to pitch your tent. You found the location at 4:15 pm and it took 30 minutes to set up and cook dinner.
  - How much time will you have to relax before going to bed at 22:00 hours?
- If you wake up 06:30 hours, how long have you slept? You pack up and leave by 08:45 hours, how long were you at the camp in total?

**Getting Some Zzzzs**

Making spaces.

- We can use measurements of perimeter and area to determine the size of living spaces.
- You and a friend are planning to sleep in a two-person tent. The tent has a base that is 140 cm by 205 cm. Each of your sleeping bags is 1.85 m long and 58 cm wide.
  - Will you both fit? Is there any extra room? If so, how much?
  - The campsite has a clearing of 9 m in length by 6 m wide.
    - Estimate the number of tents that could fit in this space.

**Mapping it Out**

Using distance and time to communicate.

- We can use distance, time and rate of travel to create a map.
- Imagine yourself completing a hike along the shoreline of Lake Superior. You will start at 1:00 p.m. and will hike for 3 hours. During this time, you travel 9 kilometres and take 5 photographs. Your digital camera records the time each photograph was taken.
  - Photo 1 - 1:15 p.m.; Photo 2 - 1:20 p.m.; Photo 3 - 2:25 p.m.; Photo 4 - 3:20 p.m.; Photo 5 - 3:56 p.m.
- Assuming you hike at a steady pace, determine how far each photograph is located from the start. Record these times and distances and use them to create a map for fellow hikers.
- Another hiker travels the 9 km trail at the rate of 2.4 km/h. This hiker leaves at 1:00 p.m. and stops at all the same locations to take photographs. Will they be at the photographs at the same time? Explain your thinking.

**Consolidation & Conversation**

- 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 units of measure would be helpful to know when planning a hiking trip? Why?
  - Make a general rule explaining the relationship between distance, time and rate of travel.

**Looking for More? Try this...**

- Get Active! Measure the time it takes for you to walk, skip, hop and run between two points (e.g., a hallway in your house, the length of your driveway). How many seconds did each one take?
  - If you double the distance, will it take you twice as long? What if the distance is 5 times as long? Try it!

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The Ministry of Education has also developed an online portal, which is available at 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.