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

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

#### 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.

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<th>Day</th>
<th>Learning Activities</th>
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| **Day 1** | 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. |
| **Day 2** | 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. |
| **Day 3** | 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? |
| **Day 4** | 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.  
In your email, think about the following:  
- What did you like or dislike about this product? Why?  
- How could you make it better? |
| **Day 5** | Yesterday you made a slogan, jingle or logo for one of the advertisements you found. Can you make up 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. |

**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?
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.

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<tr>
<th>Activity</th>
<th>Instructions</th>
<th>Example</th>
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<td>Make a list in French of all the outdoor activities [walking (la marche), biking (la bicyclette), camping (le camping), fishing (la pêche), horseback riding (l’équitation), soccer (le soccer), etc.] you can think of.</td>
<td>Can group them by season? [spring (printemps), summer (été), fall (automne), winter (hiver)] Find two other ways you can categorize them. Share your lists with someone in your family.</td>
<td>This week, your child: Can use French words to talk and write about outdoor activities (les activités en plein air).</td>
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<td>Choose one of the outdoor activities that you have listed. Imagine that you are doing that activity now.</td>
<td>What do you see? Touch? Taste? Smell? Hear? Feel? Write a paragraph in French which describes the experience of this outdoor activity using the 5 senses. [sight/ I see (la vue/je vois), touch/ I touch (le toucher/ je touche), taste/ I taste (le gout/ je goûte): smell/ I smell (l’odorat/je sens): hear/ I hear (l’ouïe: J’entends) Can you add extra details like where you are, with whom, when this activity took place? [Where? (Où?), With whom? (Avec qui?), When (Quand?)] Describe an outdoor activity in French to someone in your family. Think of what equipment you need, how you dress for it, if it’s an individual or group activity, etc. Give a few clues without mentioning the name of this activity. Can your family guess which activity it is?</td>
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<td>Watch television or listen to the radio in French about an outdoor activity of your choice.</td>
<td>Take notes on new information or vocabulary that you learned. Draw a quick sketch and label it with this information.</td>
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**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.)

| 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.** |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------|
| Relax – You’re on Camp Time Making spaces. | **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 Zzzzss 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! |
| Looking for More? Try this... | **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. |

The Ministry of Education has also developed an online portal, which is available at [Ontario.ca/learn-at-home](https://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.