

ELEMENTARY – GRADE 5
Week of April 27, 2020

Kindness Challenge

Information for students

- People can find very creative ways to get others smiling during difficult times. How can you spread positive vibes?
- Think about your own talents and abilities and how you might use them to spread kindness. Brainstorm a list of 5 actions that you could do to put a smile on someone's face (a friend or a family member). Of course, you don't need fancy equipment or musical gifts to spread kindness. You can simply think about different ways of showing you care, like giving compliments, doing acts of service, sharing gifts or spending quality time together.
- Now brainstorm a list of 5 actions that you could do to put a smile on the face of a member of your community (for example: a teacher, a neighbour or a grocery store worker). Some of your actions will certainly be different from the previous list. What could you do?
- Share and discuss your list with your family. Get their feedback on your ideas. Which one of your ideas might people appreciate the most? What other ideas could they suggest to you? Which of your ideas could be revised?
- Take the challenge: Choose an action from each of your lists and act on your ideas. If possible, take a picture of yourself as you spread the positive vibes. To go a step further, with your parents' permission, email cbckidsnews@cbc.ca to tell them about your actions. Be sure to include a photo. They might feature your story on their website!

Materials required

- Device with Internet access for sending emails
- Paper, writing and drawing materials

Information for parents

In this activity, students will have the opportunity to engage in a variety of authentic reading, writing and speaking activities (reading an article, writing a list, discussing ideas and opinions, and writing an e-mail). Please read the instructions with your child, if necessary.

Explique-moi ça

Consigne à l'élève

- Clique sur le lien suivant :
<https://ici.radio-canada.ca/jeunesse/scolaire/emissions/5989/explique-moi-ca>
- Visionne un épisode de ton choix. N'oublie pas que tu peux activer les sous-titres et réécouter la vidéo quelques fois pour mieux comprendre.
- Ensuite, écris un résumé de ce que tu as appris. Inclus la question qui était posée, la réponse et quelques exemples cités dans l'épisode.

Tu veux aller plus loin?

Tu peux refaire cette activité avec une autre vidéo de la série. Tu peux aussi utiliser ce que tu as appris pour créer un jeu-questionnaire!

Matériel requis

- Appareil électronique.
- Internet.
- Feuille mobile ou gabarit.
- Crayon de plomb.

Information for parents

This activity will help your child complete the following Missions FLS: “Je regarde une vidéo, un film ou une émission en français” and “J'écris une histoire en français et je la lis à quelqu'un.”

About this activity

During this activity, children should:

- understand information presented in the video
- summarize what they understand in writing
- be exposed to francophone culture

Parents could:

- prompt children to express themselves in French

Annexe

Explique-moi ça



Image : Radio-Canada

Quelle était la question posée dans l'épisode que tu as choisi?

Quelle était la réponse à cette question?

Explique en citant quelques exemples :

1.

2.

Crée une bande-dessinée

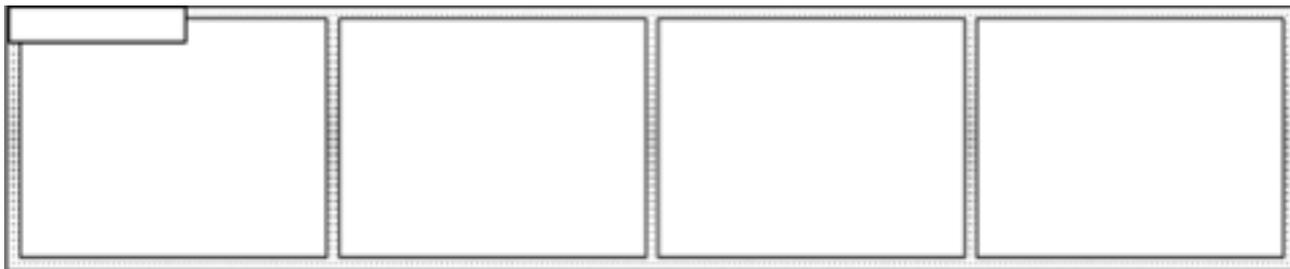
Consigne à l'élèves

- Visionne la vidéo en cliquant sur le lien suivant: <https://www.1jour1actu.com/info-animee/comment-fait-on-une-bd> Comment fait-on une bande dessinée? N'oublie pas que tu peux activer les sous-titres, et/ou réécouter la vidéo quelques fois afin de mieux comprendre.
- Ensuite, crée ta propre BD!
 - Choisis un ou des personnages et pense à ce que tu voudrais raconter.
 - Fais un brouillon de ton scénario en trois cases, ou plus.
 - Fais les dessins, écris les dialogues et choisis des onomatopées.



- Fais la version finale de ta bande-dessinée. Tu peux la dessiner sur une feuille de ton choix.
 - Dessine d'abord à la mine.
 - Ensuite, pense à l'ambiance que tu veux exprimer et choisis des couleurs qui y correspondent pour colorier.

Exemple de gabarit pour bande-dessinée:



Matériel requis

- Un appareil électronique
- Internet
- Du papier
- Des crayons de ton choix

Information for parents

This activity will help your child participate in the following Missions FLS: “Je regarde une vidéo, un film ou une émission en français” and “J’écris une histoire en français et je la lis à quelqu’un”.

- Your child will write and illustrate a short creative text (comic strip) in French.

- Your child will use onomatopoeia as well as learned vocabulary in context in French.
- You could ask your child to read their comic strip to you and ask them questions to help them develop their ideas.

Tangram Equivalent Fractions¹

Information for students

Tangrams are a popular puzzle that can be a great tool for making sense of fractions.

A tangram set contains one small square, one parallelogram, and five triangles of three different sizes. All seven pieces can fit together to form a large square.

Appendix A describes a situation where the school playground is divided into 7 sections.

- Using your knowledge of fractions, answer the questions below the diagram.
- You are encouraged to show your understanding in more than one way (example: use a model, draw a picture and /or write an expression).
- The Tangram template in Appendix B can be cut out and coloured in to help you make sense of the problem (optional).

Hint: You can use tangrams to create a model for the situations described.

Materials required

- Pencil or other writing tool.
- Scissors and colouring tools are optional
- Appendix A
- You do not have to use the Tangram Template in Appendix B to solve the problem. If you want, you can create your own tangram with a 10 cm x 10 cm square.

¹ Neagoy, M. (2017). *Unpacking Fractions: Classroom Tested Strategies to Build Students' Mathematical Understanding*. Association for Supervision & Curriculum Development (ASCD)

Information for parents

It is recommended that children trace the shapes of the tangram provided in Appendix B on the cardboard from a cereal box to make a set that might be easier to work with.

It is important to understand how parts of the whole can be represented in different ways because this will make it easier for children to find equivalent fractions.

Read the instructions to your child, if necessary.

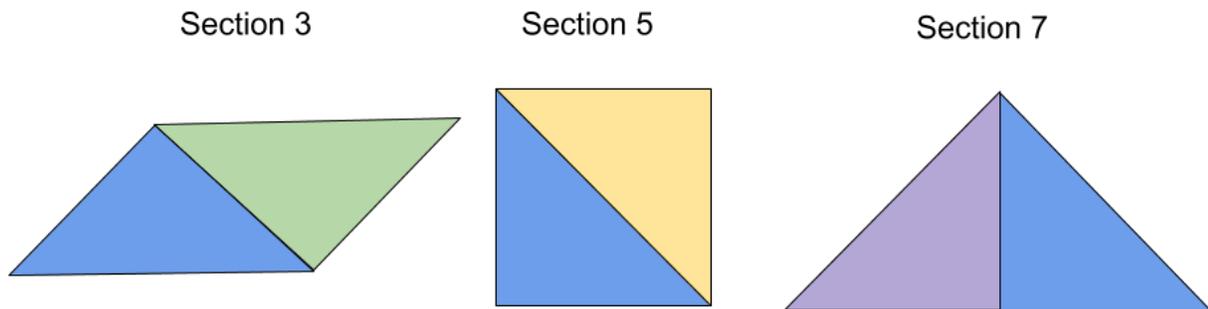
Discuss the questions together.

Answers

Section 1 and Section 2 combined represent $\frac{1}{2}$ (half) of the playground.

Section 2 represents $\frac{1}{4}$ (1 quarter) of the playground. The Art and Music teachers both have $\frac{1}{8}$ (1 eighth) of the playground.

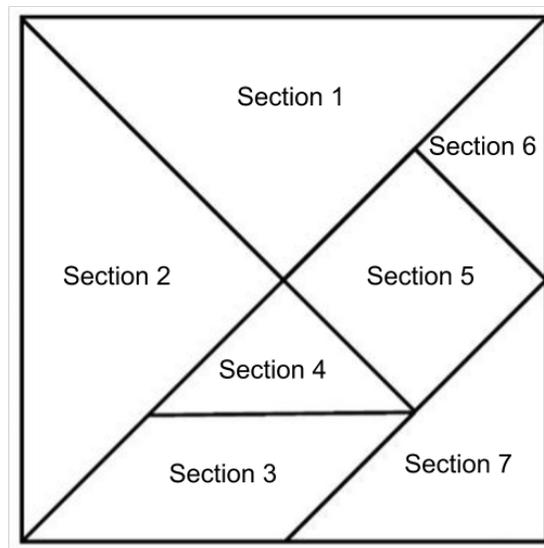
Comparing the areas of sections 3, 5 and 7: They are all the same. See the drawing below:



Appendix A: Playground for Activity Day

The principal has divided up the school's square playground for this year's Activity Day. The playground is one square kilometre (1 km^2). She has decided to divide the playground into seven sections, each representing a fraction of the whole playground, as shown below.

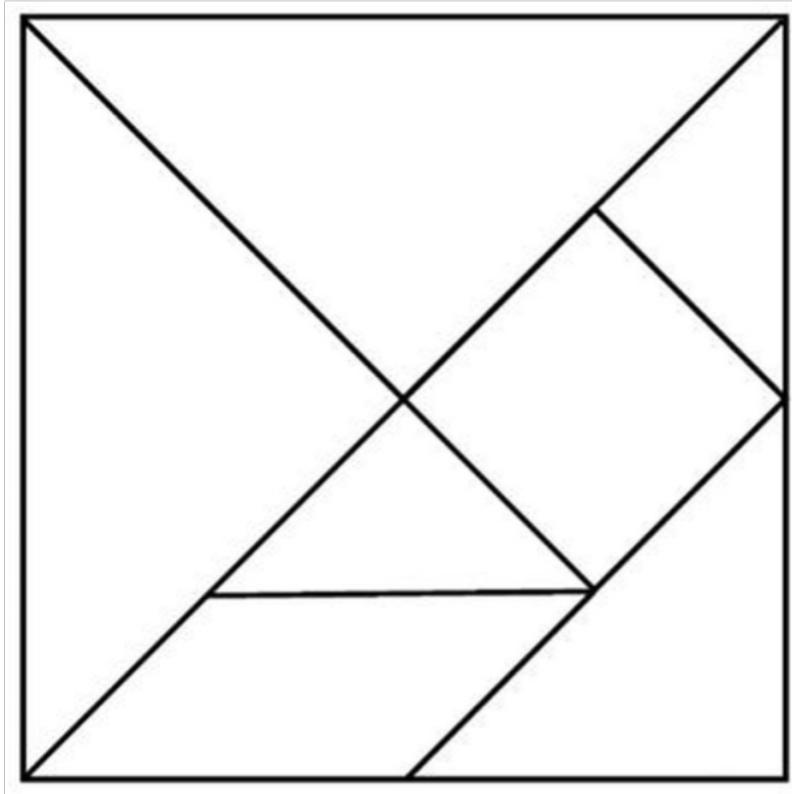
In each section, there will be an activity run by a different teacher.



- When Section 1 and Section 2 are combined, what fraction of the square kilometre playground do they represent?
 - Write a fractional expression, using words or symbols.
- The Art teacher was assigned to Section 2. He then gave half of Section 2 to the Music teacher.
 - What fraction of the whole playground did the Art teacher give to the Music teacher?

Using words or symbols, write a fractional expression representing the area of the section that the Art teacher was left with?
- Compare the areas of Sections 3, 5, and 7.
 - Express their areas as fractions of the square kilometre.

Appendix B: Tangram Set Template



Airplane Challenge

Information for students

- **The Challenge: Build a paper airplane that flies as far as possible!**
 - Collect materials:
 - Paper: regular paper, but you may experiment with any type of paper
 - Ruler, measuring tape, or meter stick
 - Fold a paper airplane!
 - You can create your own design to fold or you may use the diagram provided in the materials section below.
 - When you fold a paper airplane, take your time and make sure you line edges up carefully!
 - TEST:
 - Set up your measuring tape, ruler, meter stick (outside if you can!)
 - Make a table to record your data. Include a column for each of the following:
 - Distance
 - Observations
 - Change
 - Throw your plane!
 - Observe its flight:
 - Does it fly straight?
 - Does it curve up or down?
 - Does it spin?
 - Record your observations:
 - Write them down in the “Observations” column of your table.
 - Measure the distance and record it in your table.
 - Make a change! (Fold, flatten, bend a wing, add a paperclip, fix a crease, change how you throw, etc.) Record the change on your chart in the appropriate section.
 - REPEAT – Continue to improve your airplane so that it can fly as far as possible.
- Work on this for at least 20 minutes! If you want to, fold another plane and change your design!

Reflection:

- What problem did you run into when you were folding the plane or when you made the plane fly? What changes did you make to your plane? Did it fly farther?

Learn About the Components of Physical Fitness and Get Moving!

Information for students

Activity 1:

- Look at the following document and/or video to learn about the components of physical fitness:
 - Document: [Components of physical fitness](#)
 - Video: [The 5 Components of Health-Related Fitness](#)
- What did you learn about physical fitness by watching the video? What can you do to improve your own fitness? Can you name or show some movements that explain the various components of physical fitness?
- Discuss what you learned about physical fitness with a member of your family.

Activity 2:

- Try out the workout suggested in the following document:
 - [Activity 2: Exploring movements with a ball](#)

Activity 2: Exploring movements with a ball

Start

Dribble ball with one hand

20 "star" Jumps by pushing the ball in front of you

20 squats holding ball in your hands

Dribble alternately

Pictures: <https://i.giphy.com/>

Conseils réalisés par Diane Archambault, Carl Anglemont, Joël Bouchard, Yves Lussou, Mathieu Morin et Sarah Montmarini. Transcrits par @9900guy Facebook

- Invite a member of your family to do the workout with you.
- Associate each movement you did with a component of physical fitness

Materials required

- Device with Internet access (for Activity 1)
- Ball (for Activity 2)

Information for parents

About the activity

Children should:

- learn about the essential components of physical fitness and how to improve their own fitness
- carry out physical activities related to the components they learned about

Parents could:

- ask questions about what their child has learned about the components of physical fitness
- discuss the importance physical fitness with their child
- participate in the workout together with their child

Blocking and Direction of Gaze

Information for students

- This lesson is about learning techniques for optimal dramatic communication. After learning practical techniques on how to invent and interpret a dramatic character with body expressions, get ready to direct your character in a performance space. You'll see that it's like choreography or even coding!

Materials required

- Device with Internet access for watching drama instructor Mr. Doyon's course
In English: <https://youtu.be/tBJtRqQmgH4>
En français: <https://youtu.be/RYJXkZIBRBu>
- More pages to complete for your actors' journal
https://drive.google.com/file/d/1hS5zBftpFzEfuuzFzRb43AxdFJN_p3Uq/view?usp=sharing
- Some space to move around

Information for parents

- Give your child some space to work and some privacy when requested.
- Encourage your child and offer, without insisting, periodic feedback on the process. Feel free to join if your child requests.
 - The video is offered in both French and English. It is highly recommended to watch both versions, especially if your child is significantly weaker in one of languages. Seeing the physical communication helps clarify the meaning. The video can be watched as often as necessary.
- Once the activity is finished, encourage your child to share their artistic choices, challenges and successes. Please ensure that the subject-specific vocabulary is used during your conversation. You can find the vocabulary in the video and in the PDF.
- If the student has not completed the first activity, use the following resources:
In English: <https://youtu.be/VrwW9xn7zeQ>
En français: https://youtu.be/KUd_A9dyNU0
Journal: <https://drive.google.com/file/d/1UrJpafS1L4R6TBCihb48aGL6lclTQ3hl/view?usp=sharing>

Special Days



Information for students

- Find a calendar in your house. Does it mention all the celebrations for April and May found on this list: <https://drive.google.com/open?id=1t43MHI3soBzAMxR5eVF0JnvbrbTdAceo?>
- Add the ones that are missing to your calendar. Take special note of the ones you don't know much about!
- You could also print out this blank calendar and add in all the special days found on the list for April and May: <https://drive.google.com/a/emsb.qc.ca/file/d/1Dh2yCqfw1FwU-deTbPVw392qgUjJDE0b/view?usp=sharing>.
- Add in other days that are special to you as well.
- Decorate the special days with symbols or drawings!

Materials required

- Device with Internet access
- Printer (optional)
- Paper, writing and drawing materials

Information for parents

- Visit the following web page for a more complete list of celebrations: <https://www.mcgill.ca/importantdates/holy-days-0>
- Ask your child if they are familiar with any of the other celebrations

Natural Resources - Forests

Information for students

Part A – Benefits of Trees and Forests

- 1) Did you know that forests cover almost one third of the Earth's land? They provide many things, including wood, paper, and fresh air. What other types of things can trees provide to a community? Use the table below to help you. Hint: Think of all the parts of a tree!



Food	Products	Recreational Activities	Environmental Benefits

- 2) What can be done to help sustain this natural resource? Identify three possibilities:

Part B – The Forest Industry at the Beginning of the 20th Century

The forest industry has played a major part of Quebec’s history for over 200 years! In the early 20th century, logs would be floated downriver from the forests to sawmills and pulp mills. The people who guided the logs worked in teams and were called log drivers. Watch the National Film Board video, [The Log Driver’s Waltz](#), to see them in action.

- 1) What skills would a log driver need to stay standing? (Use the video and song lyrics as clues.)
 - a. _____
 - b. _____
 - c. _____

- 2) Draw a picture of a log driver guiding logs and include a caption describing what they’re doing:



Materials required

Useful resources, depending on personal preferences and availability:

- device with Internet access
- writing and drawing materials (paper, pencil, etc.)

Information for parents

- Read the instructions to your child, if necessary.
- Have a discussion with your child to help brainstorm ideas in Part A.
- Encourage your child to talk about their picture with you after they've completed the activity.

