

**ELEMENTARY – GRADE 5**  
**Week of April 13<sup>th</sup> 2020**

# Time Capsule

## Information for students

- Read the following article: <https://www.nytimes.com/2017/11/18/us/time-capsule-space-needle.html>.
- Time capsules are created to communicate present-day ways of life to future generations of people. They often include items that help to capture a moment in time and represent current events, objects of importance, and stories or reflections of world affairs, trends and society. Time capsules are buried, hidden or stowed away until a specified date: usually many years in the future. When time capsules are opened, we can learn a lot about the time period in which it was created.
- At this moment, we are living a piece of history unlike any other in the past. A time capsule is a great way to record what we are experiencing and how we are experiencing it, and also a fun way to note things that are important to us so that we can reflect on them in later years.
- Be a historian and create a personal or family time capsule. Some things you could include are:
  - pictures or drawings of your friends and family with notes to describe the people within them,
  - a journal entry or note describing how you feel about what is happening right now and what you are doing to make the best of this strange time,
  - a list of challenges that you or your family members are facing during this time,
  - notes on an interview (that you conduct) with an older or younger family member or friend about how they are doing during this time (perhaps through telephone or FaceTime etc.),
  - a list of all the things you hope to do or people you hope to visit when things get back to normal,
  - labels or packaging of important items with a description,
  - a letter to your future self,
  - predictions about the future,
  - a current newspaper or the headlines from newspaper(s) (you can record it on paper from internet if hard copy is unavailable OR create your own headlines),
  - trinkets or items that represent something important from this time with a note to explain (ex. if your family is playing a lot of games, include a game piece or a drawing of one and explain its importance), and/or
  - **anything** that you feel represents you, your family or society in this time of history.
- Put all of your items in a container or box with a seal, and hide or bury it with a note designating the date to be opened (ex. do not open until June 1, 2035).

### **Materials required**

- box or container with a lid
- photos, mementos, trinkets, newspaper clippings, event tickets, journal entries, interview notes (see above) etc.
- writing supplies: paper, pencils, drawing tools etc.

### **Information for parents**

- Discuss or watch examples of time capsule creations and unveilings.
- Review the term “headline” if choosing to include in time capsule.
- Help formulate “interview questions” if student chooses to conduct interview.

# Je pars en vacances !

## Information for students

- Tu es parti(e) une semaine en vacances avec tes parents et tu écris une carte postale à ton ami(e) pour lui donner de tes nouvelles.
- Tu peux écrire sur une feuille ou à l'ordinateur.
- Pour écrire une carte postale tu as besoin :
  - 1-Des formules :  
Pour commencer : Cher Pierre, Chère Marie, Salut, Cher ami/Chère amie  
Pour terminer : Au revoir, À plus tard, À bientôt, À la prochaine
  - 2-Quelques phrases courtes  
Endroit où tu es : Je suis aujourd'hui à la plage.  
Météo et/ou des appréciations : Il fait très chaud au Mont-Tremblant. C'est extraordinaire.  
Activités que tu fais : Je fais des châteaux de sable avec mon frère.

## Materials required

- Une feuille et un crayon.

## Information for parents

- Review the instruction with your child, if necessary.
- Discuss the questions together.
- Help your child to write complete sentences.
- Write complete sentences using known words.

# Decimal Fill in the Blanks

## Information for students

Fill in the blanks using 6 different digits to make the greatest possible sum.

$$\underline{\quad}.\underline{\quad} + \underline{\quad}.\underline{\quad} = \underline{\quad}.\underline{\quad}$$

Fill in the blanks using 6 different digits to make the smallest possible sum.

$$\underline{\quad}.\underline{\quad} + \underline{\quad}.\underline{\quad} = \underline{\quad}.\underline{\quad}$$

## Materials required

Pencil, eraser

## Information for parents

- In this activity, your child will practice adding decimal numbers and using the trial-and-error problem solving strategy.
- Encourage your child to persevere and to try many solutions in order to find the greatest and smallest possible sums.

# Inquiry into Chemical Changes

## Information for students

- The following are some signs that a chemical reaction took place:
  - A gas is released
  - There is a change of colour
  - The temperature changes without the need of a heat source (e.g. the mixing of two chemicals makes the container feel hotter or colder).
  
- List as many examples as possible of chemical reactions. What makes you think they are chemical reactions? Explain.
- Sometimes matter can undergo a change even though it's not a chemical reaction. Those are called physical changes. Can you give examples of physical changes?
- Demo:
  - (optional) this video is an example of the demo below  
<https://drive.google.com/file/d/1znPxxwE8SB4iEdQnn99hxywJCU5kQ4KnP/view?usp=sharing>
  - Carefully pour baking soda into a balloon.
  - Pour some vinegar into an empty water bottle.
  - Wrap the balloon's neck around the bottle's neck without spilling the baking soda inside.
  - Place the bottle and balloon combination on a kitchen scale.
  - Take note of the starting weight (or mass)
  - Lift the balloon to allow the baking soda to fall into the bottle without detaching it.
  
- What do you notice is happening? Make a list of as many observations as possible.
- Draw a before and after picture of the demo.
- Make a list of possible explanations for any change observed. Here are some sentence starters to help you come up with hypotheses:
  - I think \_\_\_\_\_ has something to do with \_\_\_\_\_
  - I think \_\_\_\_\_ causes \_\_\_\_\_ to happen.
  - The reason I expect to see this [what I'm seeing] is because [give a cause and effect explanation].
  
- What has happened to the weight (or mass) of the demo?
- What happens to the weight (mass) if you remove the balloon?
- What kind of change happened - physical or chemical? Explain what makes you think that.

### Materials required

- Paper, writing and drawing materials
- An empty water bottle
- Baking soda
- Vinegar
- Kitchen scale
- A balloon
- (optional) Device with Internet access

### Information for parents

- Help your child open the link to the video.
- Help your child run the demo, if necessary.
- Read the instructions to your child, if necessary.
- Discuss the questions together.
- (optional) Brief video explanation 1: <https://www.youtube.com/watch?v=G4b6zAypaRw>
- (optional) Brief video explanation 2: <https://www.youtube.com/watch?v=2S6e11NBwiw>

# Toss a Coin Workout

## Instructions for students

- Toss a coin and see what side it lands on.
- If it lands on “heads,” do the exercise listed for “heads” for that toss.
- If it lands on “tails,” do the exercise listed for “tails” for that toss.
- Toss the coin eight times to complete your workout.
- Make sure you look at the chart below to see which exercises you need to do.
- Don’t forget to drink some water and to be careful.
- You can take a break at any time!

## Materials required

- A coin for tossing
- The Toss a Coin Workout Chart below
- A timer, if available (otherwise you can count the seconds out loud)

## Information for parents

- Your child will need a clear space to do these exercises.
- Read the instructions and explain the activity to your child, if necessary. For example, show your child which side of the coin is “heads” and which side “tails.”
- Please remind your child to take breaks in between the exercises if they feel tired.

## Toss a Coin Workout Chart

Use this chart to know which exercises you need to do, based on the side the coin landed on.  
REMEMBER: You can take a break at any time.

	<b>If it lands on “heads,”</b>  <b>do this:</b>	<b>If it lands on “tails,”</b>  <b>do this:</b>
<b>1st toss</b>	Jog in place for 1 minute	Do 30 jumping jacks
<b>2nd toss</b>	Do 20 sit-ups	Do 10 push-ups
<b>3rd toss</b>	Do 20 squats	Do walking lunges from one side of the room to the other (touch the wall)
<b>4th toss</b>	Do 30 jumping jacks	Jog in place for 1 minute
<b>5th toss</b>	Do the plank for 20 seconds	Do 20 squats
<b>6th toss</b>	Do 10 push-ups	Do 20 sit-ups
<b>7th toss</b>	Do walking lunges from one side of the room to the other (touch the wall)	Do 30 jumping jacks
<b>8th toss</b>	Jog in place for 1 minute	Do the plank for 20 seconds

### CHALLENGE:

Do the Toss a Coin Workout three times this week!

YOU CAN DO IT! 😊

# Draw Like Picasso

## Information for students

- Pablo Picasso is one of the most famous artists of all time. Some people love his painting and sketches, others do not. Nevertheless, everyone seems to agree that it is pretty unique and often very colorful!
- Go to this link to see examples:  
[https://www.google.com/search?q=pablo+picasso+paintings&tbm=isch&hl=en&rlz=1C1GC EA\\_enCA856CA856&hl=en&ved=2ahUKEwjtoemBtdboAhXHdd8KHQQvBZEQrNwCKAB6BAqBEDM&biw=1263&bih=529](https://www.google.com/search?q=pablo+picasso+paintings&tbm=isch&hl=en&rlz=1C1GC EA_enCA856CA856&hl=en&ved=2ahUKEwjtoemBtdboAhXHdd8KHQQvBZEQrNwCKAB6BAqBEDM&biw=1263&bih=529)
- Picasso's type of art is called analytic cubism which means to take a look at something whole and then look at the individual parts that make up the whole object. Those parts are then drawn separately and oftentimes overlapping.
- This short YouTube video shows how you can create art like Picasso.  
<https://www.youtube.com/watch?v=OmN64i55Aw8>
- Think of someone in your family (or yourself) that you would like to create a portrait of. Analyze their full face and then their features separately. Remember, it is not meant to look like the person but a representation of parts of the person's face.
- Have fun drawing members of your family or friends. Ask you family to identify each individual drawing that you do. Ask them which features helped them make their guesses and why did they choose those features over others you drew. Challenge another family member to do a Picasso inspired portrait of someone you both know and then compare your results. Do you see the person differently? How do your perspectives differ?

## Materials required

- Device with Internet access
- Paper and drawing materials

## Information for parents

- Perspective is sometimes everything! If needed, help your child access the link to see examples of Picasso's works and the video of the how to draw like Picasso.
- Read the instructions to your child, if necessary. Look at the Picasso's painting together and ask your child what stands out for them and share your thoughts.
- Once your child has completed their art, use the suggestions questions for the student to guide your discussions around their work and perhaps some that you have created as well!

# A New Way to Celebrate

## Information for students

- April is an important month for many faiths and religions around the world. Holidays are a time for celebration, bonding with family, and an opportunity for spiritual reflection. This year traditions may need to be practiced and celebrated in a new way.
- How are you and your family being creative while celebrating Passover, Easter, or Ramadan? How can your traditions still be practiced with the many social limitations and difficulties we are facing?
- Choose a holiday that is celebrated in April. On a piece of paper write a list of the traditions your family has. Think about your daily schedule, the food you eat, activities and religious ceremonies you participate in, or any important symbols/images that represent the holiday.
- For this year's celebration some social traditions will have to change. What can you do to change some of those traditions?
- On the other side of your paper write down a new and alternative way you can still participate in those important social traditions.
- Show a family member your list of ideas and suggestions.
- Chag Pesach Sameach! Happy Easter! Ramadan Mabarak!

## Materials required

Paper, pen or pencil

## Information for parents/gardians

- This is a great activity to teach your child about overcoming obstacles and resiliency.

## Create Your Own Coat of Arms

### Information for students

In this activity, you will learn how to create your own Coat of Arms!

#### Step 1:

Read the following article from Kpedia carefully:

[Coat of Arms](#)

#### Step 2:

Make a Coat of Arms that represents yourself (or you can also make one that represents your family, if you would like).

Here is a video that will show you how to make a coat of arms. [LINK](#)



#### Step 3:

Share your Coat of Arms with family and friends.

Well done!

## Materials required

Useful resources, depending on personal preferences and availability:

- writing and drawing materials (paper, pencils, etc.)
- Device with Internet access

## Information for parents

- If necessary, go over the instructions with your child.