

ELEMENTARY – GRADE 5
Week of April 20th 2020

Visit to the Australia Zoo

Information for students

- Visit the Australia Zoo by watching the video at <https://www.youtube.com/watch?v=y699qXKDVwE> (7:14 minutes)
- After viewing the video, create a promotional brochure or pamphlet for the Australia Zoo.
- View samples of pamphlets by googling “pamphlet examples” or look at brochures or pamphlets that you might have at home. What kind of information and images do you need to include?
- Choose a favourite animal or part of the zoo that you would like to highlight. Find out more about this and include that information. Use the site <https://www.australiazoo.com.au/> or other student friendly websites.
- If you believe that zoos should not exist, create a pamphlet that explains and promotes your point of view.
- Design your pamphlet on paper or using a digital application. (Microsoft Word has templates for brochures.)
- Share your pamphlet with your friends using video chat or another method that is approved by your parents.

Material required

- Device with Internet access, paper, writing and drawing materials or digital applications to create a brochure/pamphlet.
- Optional: sample brochures/pamphlets

Information for parents

Help your child find the link to the online tour and review the instructions with your child, if necessary.

Préfèreras-tu?

Consigne à l'élève

- Réfléchis à la question suivante:
Quel animal serait le plus *utile* pour toi: **un cheval, une vache** ou **une douzaine de poules**? Trouve deux raisons pour justifier ta réponse.
- Parles-en avec un membre de ta famille.
- Pour aller plus loin, rédige ton texte à partir du [plan suivant](#)

Matériel requis

- Une feuille mobile
- Un crayon à la mine

Information for Parents

About the activity

During this activity, your child will:

- Write a short opinion text;
- Express their opinion in French and support it with examples.

You can:

- Ask questions in order to encourage your child to speak French;
- Allow some mistakes in the sentences.

Annexe – (au besoin)

Quel animal serait le plus utile pour toi : un cheval, une vache, ou une douzaine de poules ?

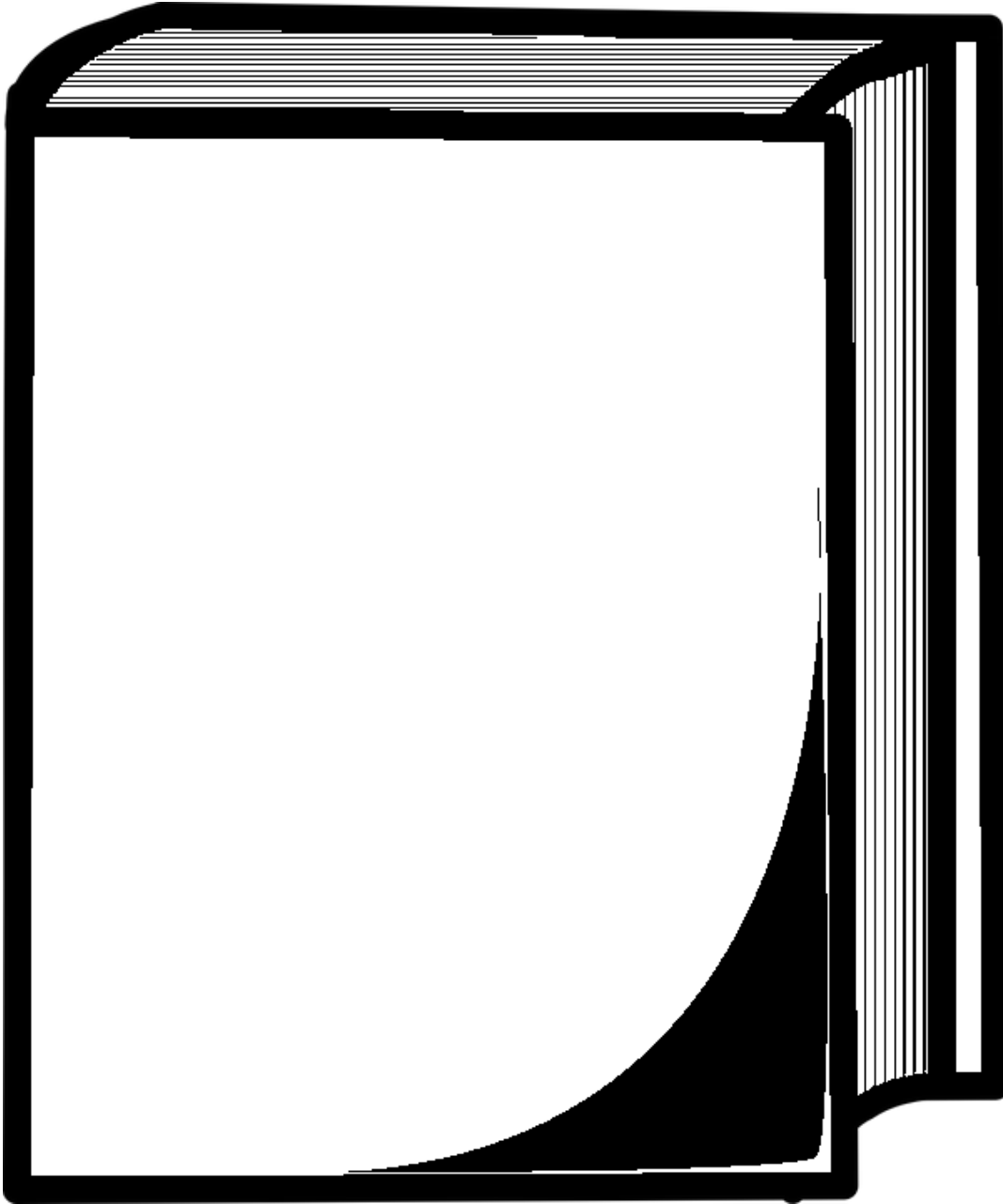
Plan de mon texte

Les animaux	Mes idées
<p><i>un cheval</i></p>  <p><i>photo par Sarah Olive (unsplash)</i></p> <p><i>une vache</i></p>  <p><i>photo par Aurélien Lemasson-Théobald (unsplash)</i></p> <p><i>une douzaine de poules</i></p>  <p><i>photo par chatnarin pramnapan (unsplash)</i></p>	<p>a) Selon moi, l'animal le plus utile serait :</p> <hr/> <p>b) parce que (raison no. 1)</p> <hr/> <hr/> <hr/> <p>c) parce que (raison no. 2)</p> <hr/> <hr/> <hr/> <hr/>

Au pays des histoires

Consignes aux élèves

À toi d'inventer un livre imaginaire. Tu vas créer sa page couverture, son titre, son résumé.



Matériel requis

- Un crayon et des crayons à colorier

Information for parents

- Review the instructions with your child, if necessary.
- Help your child to write complete sentences using familiar words.

Code Number

Instructions for students

- Use the six clues given below to find a code number.
- There are many possibilities. How many code numbers can you find?
- Explain how you used the clues to find more than one code number.
- After you find at least two different code numbers, write a seventh clue that will allow only one possible code number to be correct.

Materials required

- Paper and pencil
- Calculator

Information for parents

- Read the instructions to your child, if necessary, and explain to them what they must do.
- Discuss the clues, if necessary.
- Extension: Once your child has completed this activity, you can ask your child to create their own code number by writing six new clues and having someone else use the clues to determine what the code number is. Encourage them to design it so that there are many code numbers that can fit their clues.

CLUES FOR THE CODE NUMBER	
1st CLUE	The code number is between 8,500 and 8,800.
2nd CLUE	The code number can have a decimal in it.
3rd CLUE	When the code number is multiplied by 8, the result is a whole number.
4th CLUE	The digit in the hundreds place is $\frac{3}{4}$ of the value of the digit in the thousands place.
5th CLUE	The sum of all digits in the code number is 26.
6th CLUE	The digit in the hundreds place is double the digit in the tens place.
7th CLUE	(include your clue here so that there is only one possible code number)

Adapted from the activity “What’s the Secret Code” from YouCubed.org: <https://www.youcubed.org/tasks/>

Solutions include:

- 8639
- 8634.5
- 8632.25
- 8631.125

Energy and its Movement

Information for students

- Energy is a difficult concept to imagine because it is invisible.
- Energy can be put into these categories (or types):
 - Mechanical (the energy in movement)
 - Thermal (the energy in heat)
 - Light (the energy in light particles)
 - Electrical (the energy in electron particles)
 - Chemical (the energy in chemical reactions)
- Energy can also change from one type to another. For example, chemical energy in a battery can turn into electrical energy to power a device.
- Make a list of the different types of energy used in your home. Give as many examples of each type of energy as you can. Then, answer the following questions:
 - Which are the most common types of energy in your home?
 - Why do you think these types of energy are so common in your home?
- Name some ways in which humans convert different types of energy into electrical energy. Make a list of as many ways as possible.
- Some materials allow energy to move through them easily (we call those conductors) while other materials do not (we call those insulators). For example, metal wires allow electrical energy to flow, but rubber does not.
- Thermal conductivity experiment:
 - Place a plastic or wooden cutting board and a metal frying pan on a counter.
 - Leave them out for an hour to make sure they are both at room temperature.
 - Place your hands on both to feel their temperature. Does one feel colder? Describe what you feel.
 - Take out two ice cubes. Place one on the pan and one on the cutting board. Write down as many observations as possible.
- What happened in the thermal conductivity experiment? Can you explain why that happened? Use these sentence starters to help you make 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].
- Which materials do you think are better at conducting thermal energy (allowing heat to flow)? Make an ordered list of materials from best to worst conductor. If possible, you may share your list on social media using the hashtag #ScienceAtHomeQC-g5
- Make a list of questions you have about the concept of energy. Discuss this with someone you know.

Materials required

Please list and describe the materials required

- Paper, writing and drawing materials
- Metal frying pan
- Wooden or plastic cutting board
- Ice cubes
- Device with Internet access (optional)

Information for parents

- Read the instructions to your child, if necessary.
- Discuss the questions together.
- Visit this link to watch a video and get a brief explanation <https://youtu.be/ZoyVTEHpxw> (optional).

Learn About Canada's Food Guide, then Get Active!

Information for students

- Last January (2019), after *A LOT* of discussion and anticipation, Canada released a new Food Guide. What do you know about the new food guide? What were the big differences in the new guide from the one that was in place before? Discuss with a family member.
- Watch the following videos:
 - a) Video (40 sec): [The Eat Well Plate - Breakfast](#)
 - b) Video (30 sec): [The Eat Well Plate – Healthy Snacks](#)
- The 'Half Your Plate' suggestion encourages everyone to eat more fruits and vegetables. Do you eat fruit at breakfast? Do your snacks include vegetables? Look through the [Recipes section on the food guide website](#) and find a new idea for a snack that you would like to try preparing for yourself. If you need ingredients, write them on the grocery list!
- Healthy Eating and the Environment.
 - Start on the [main homepage of the food guide](#). On the left toolbar, click "tips". Under the first heading called *Meal planning, cooking and healthy choices*, scroll to find the box called *Healthy eating and the environment*. What are two things you can do to make environmentally friendly food choices? Discuss with a family member.

Now Get Active!

- What is agility? What does it mean to have good agility? Watch the following video to review what agility means:
 - Video (1 min 9 seconds): [Agility](#)
- Use sidewalk chalk or masking tape on the floor to create an agility ladder at home, either inside or outside. Review different agility ladder patterns (link below). Can you do them all? Try them slowly then increase your speed. You might have to spend some time practicing!
 - [Click here to explore six different agility ladder patterns.](#)

Materials required

- access to watch video
- chalk or masking tape (or other household items to create an agility ladder).

Information for parents

Through the activity...

Your child will :

- learn about Canada's new food guide;
- explore different agility ladder movement patterns.

You can :

- support your child's learning through discussion and questioning;
- do the activities, or part of the activities, with your child.

Inventing a Dramatic Character

Information for students

- Learn practical techniques on how to invent and interpret your own original dramatic character. In your first online drama lesson, your instructor, Monsieur Doyon will show you how to build a believable character with body expressions: attitude, gestures, mimicry, movement and rhythm.

Materials required

- Device with Internet access to watch a dynamic video featuring Monsieur Doyon

In English: <https://youtu.be/VrwW9xn7zeQ>

En français : https://youtu.be/KUd_A9dyNU0

- A pen or pencil to complete the first pages of your actors' journal

<https://drive.google.com/file/d/1UrJpafS1L4R6TBCihb48aGL6lcLTQ3hl/view?usp=sharing>

- Some space to move about, and just your body

Information for parents

- Thank you for encouraging the student actor to invent - not copy - a dramatic character.
- Thank you for giving the student actor some space to work and some privacy during the building process.
- Thank you for being encouraging and for offering, without insisting, periodical feedback on his or her process.

The video is offered in both French and English. It is highly recommended for the viewer to watch both versions. Especially when an observer is significantly weaker in one of languages, the physical communication witnessed helps clarification. The video can be watched as often as needed by the learner.

- Once completed, thank you for encouraging the student actor to share his or her (appreciation) choices, challenges and successes. Please insure that the subject specific vocabulary is applied you're your verbal exchanges. You can find the vocabulary in the video and in the PDF.

Every Child Needs . . .

Information for Students

What is the difference between a want and a need? This can be a surprisingly difficult question! There are some things we want so badly, that it actually feels like we NEED it! And the same thing goes for needs: there are some things we need . . . but don't always want (like to go to bed early on a school night ☺). Of course, we all need food, water and shelter, but are there other things we need? As you think about the differences between your wants and needs, try to think about other children your age all over the world. Do you think their needs would be the same?

- Take a few minutes to think about the things you want and the things you need. Then:
 - Fold a paper in half to make 2 equal columns. On one side, make a list of the things you want, and on the other side make a list of the things you need (see *below for example*).
 - Review your list! Do some things need to be switched from one category to the other?
- Now think of other kids the same age as you. What do you think their needs might be? Are their needs the same or different from yours?
- Now that you have come up with a few things, choose from your list what you feel is most important. Using the sheet below, illustrate what you feel EVERY child needs.

Materials Required

- Pencil, eraser, copy book or looseleaf, coloring pencils

Information for parents

- Read the instructions to your child.
- Discuss the questions together.

See next page for activity sheet.

Every Child Needs . . .

Brainstorm your ideas

<u>Want</u>	<u>Need</u>

Student-Led Inquiry Using MAPTIA

Information for students

Step 1:

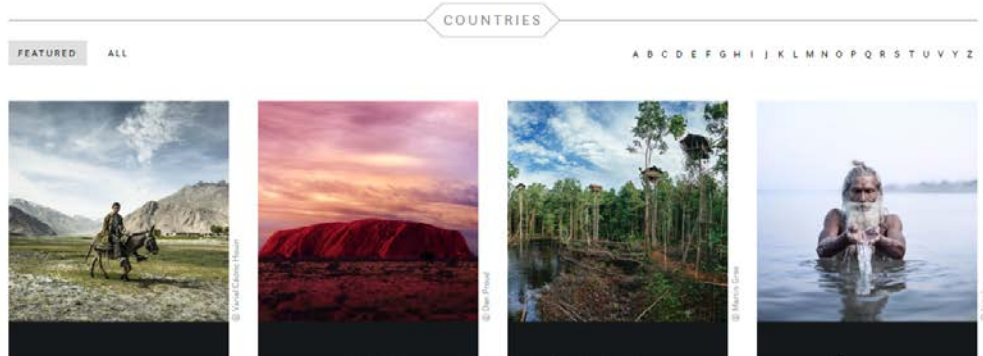
First, visit the following website: <https://maptia.com/places>

MAPTIA
HOME TO A WORLD OF STORIES

EXPLORE COMMUNITY  STORE ABOUT

PLACES

 COUNTRIES  CONTINENTS  CITIES  LANDSCAPES  OCEANS



Step 2:

Choose one of the countries that you see here, and then CLICK on it.

Step 3:

Carefully read the article and enjoy the beautiful photographs that are featured.

Step 4:

After you have read the article, write down all of the questions that you now have about this country. Give free rein to your curiosity and write down as many questions as you can think of.

Questions that I have:

--

Step 5:

Now place a star next to the one question that is your favourite question, the one that you really want to research further.

Step 6:

Now, use Google to try to find the answer to your question.

Step 7: Record your findings

My question:

--

What I found out:

--

Materials required

Useful resources, depending on personal preferences and availability:

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

Information for parents

- Help your child find the link.
- Your child may benefit from your help in reading the instructions.