

LEARNING

- FROM -

• HOME •

ENGLISH

Year 5



<p>Make a T-chart in your journal. List 5 facts and 5 opinions about learning at home.</p>	<p>What is your favourite dinner food? Write a procedural text explaining how to make it. Remember to include ingredients, clear steps and a conclusion. Be as creative and descriptive as you can.</p>	<p>Choose a random book in your home. Open it up to a page in the middle. Write the entire page using cursive.</p>	<p>If you could switch places with anyone in the world, just for tomorrow, who would it be and why? Write a text explaining your reasons.</p>
<p>Choose 2 picture books to read. What connections can you find between them? Can you think of a third book that shares these same connections?</p>	<p>Create a presentation explaining everything you have learned this year. Present it to your family to practise your presentation skills.</p>	<p>Imagine you are a turkey and it is almost time for Christmas. Write a text persuading the reader to eat a plant based option this year instead of turkey.</p>	<p>As you are reading a book, draw 5 'snapshots' of what you are imagining. Ask a family member to guess what you read just by looking at your pictures.</p>
<p>Walk around your home and describe the location of objects using prepositions and prepositional phrases, e.g. My shoes are under the table.</p>	<p>Have someone at home put 10 items in front of you. Type the name of each object on a keyboard. Can you do it faster the second time? Can you do it with your eyes closed?</p>	<p>While watching your favourite TV show, keep a list of adjectives that the main character uses. At the end of the show, count up how many he or she said!</p>	<p>Write a drama (play) to describe your day. Remember to use characters, dialogue, setting, and acts.</p>

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MATHS

Year 5



<p>Use coloured tape to create a Cartesian coordinate system on the floor. The plane needs 7 vertical lines and 7 horizontal lines. Identify the origin. Roll two dice. Plot the point (#,#) on your coordinate plane using coloured tape.</p>	<p>Choose 6 small objects. Write a number sentence on a piece of paper. Leave one of the terms out, and put an object in its place, e.g. $42 \div \text{apple} = 6$. How many number sentences can you create?</p>	<p>Have an adult put a piece of coloured tape on a fan blade. On its slowest speed, count how many rotations it completes in 10 seconds. If it continues in this same manner, how many rotations will it complete in 1 week?</p>	<p>Find six chapter books in your home and record the number of pages in each. How many number sentences can you create using these numbers?</p>
<p>Remove the jacks, queens, kings, and aces from a deck of cards. Turn over two cards and make a two-digit number. Determine if the number is prime or composite.</p>	<p>Create a snack menu using the items in your home. Give each item a price. Keep a record of all of the snacks you eat throughout the week. Calculate the total amount of money you 'spent' on snacks this week!</p>	<p>Roll a die 4 times and add the numbers together. Repeat 15 times. Create a maths test and answer key using your numbers. Make sure to include number sentences, one-step and two-step word problems, and fractions.</p>	<p>Calculate the perimeter of your patio/balcony. Assume all patios/balconies on your street or in your building are the exact same size. What is the perimeter of all of them combined?</p>
<p>Create two cubes using the cube template. Write a fraction on each side of both cubes. Roll the cubes. Which fraction is greater? What is the sum of the fractions? What is the difference of the fractions?</p>	<p>Roll a die four times. Using the 4 digits, create a decimal to the thousandths place. Do this 10 times. Order the decimals from least to greatest. Then, make 5 comparison statements using $<$, $>$, and $=$.</p>	<p>Find all of the writing utensils in your home, e.g. pencils, pens, markers, and crayons. Which type has the most? Create a bar graph to represent the data.</p>	<p>Roll one die and one of your fraction cubes. Divide the whole number by the fraction. Then divide the fraction by the whole number. Did you get the same answer? Why or why not?</p>

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HOME

OTHER AREAS

Year 5



Create and name a new type of stretch. Make a poster showing how to do the stretch. Tonight, after dinner, teach it to your family.

Create a model of sedimentary rock using objects in your home such as pillows, blankets, etc. Explain to a family member the characteristics of sedimentary rock.

Stand up tall and put your arms out to the side. Slowly breathe in and lean to one side, stretching your fingers to the floor. Slowly breathe out while standing back up. Do this for 2 minutes, switching sides each time.

Create a map of your neighbourhood. Add in a compass rose. Try to give directions to a family member to navigate the neighbourhood.

Hold a family meeting and discuss how everyone is feeling staying at home for an extended period of time.

Make a paper windsock out of a small paper bag, streamers, markers, and any other craft items you may have lying around your house. Hang your windsock outside, and let it blow in the wind.

Measure your bedroom in lunges, bunny hops, and tiptoes. What other ways can you measure it?

Using objects found around your home, e.g. shoelace, piece of yarn, block, etc., create a model of a simple circuit. Demonstrate to a family member the flow of electricity in your circuit.

Read a picture book and do 5 star jumps every time you read the word 'and'.

Make your own rainstick with an empty paper towel roll. Close one end with paper and a rubber band. Place a loosely crumpled piece of foil and a few spoonfuls of uncooked rice or beans inside the tube. Then, seal the other end.

Create a large tic-tac-toe board on the floor using coloured tape. Choose random objects and play with a family member.

Stand in front of a ticking clock. With each tick, alternate touching your head, shoulders, knees, then toes. Do this for 2 minutes.

Name: _____

Opinion Planning

Topic: _____

Introduction - State your position



Argument 1

Argument 2

Argument 3



Reasons, facts, and evidence

Reasons, facts, and evidence

Reasons, facts, and evidence



Conclusion

Name: _____

Date: _____

Title: _____

Scene: _____

Characters: _____

Character:	Dialogue: _____ _____ _____ _____
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Character:	Dialogue: _____ _____ _____ _____
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Character:	Dialogue: _____ _____ _____ _____
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Name: _____

Date: _____

Character:	Dialogue: _____ _____ _____ _____
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Character:	Dialogue: _____ _____ _____ _____
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Character:	Dialogue: _____ _____ _____ _____
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Character:	Dialogue: _____ _____ _____ _____
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Name _____

Date _____

Simple Procedure Text Writing Scaffold

Title

Materials/Equipment/Ingredients

Steps

1.

2.

3.

4.

- Touch Typing -



