

Grade 5 Curriculum Framework				Months: March-April 2021		
<b>Core Competencies</b>						
<b>Students will be...</b>						
<b>Communicating</b> <ul style="list-style-type: none"> <li>I can share my ideas</li> <li>I can listen to others.</li> <li>I can ask questions.</li> </ul>	<b>Collaborating</b> <ul style="list-style-type: none"> <li>I can work in a group</li> <li>I can cooperate</li> <li>I am respectful</li> </ul>	<b>Creative Thinking</b> <ul style="list-style-type: none"> <li>I get ideas when I play</li> <li>I can solve problems</li> <li>I can think of a new idea</li> </ul>	<b>Critical &amp; Reflective Thinking</b> <ul style="list-style-type: none"> <li>I can show if I like something or not</li> <li>I can explore my world</li> <li>I can reflect on my learning</li> </ul>	<b>Personal Awareness &amp; Responsibility</b> <ul style="list-style-type: none"> <li>I can share my feelings</li> <li>I can celebrate my efforts</li> <li>I can make choices that keep me happy and safe</li> </ul>	<b>Positive Personal &amp; Cultural Identity</b> <ul style="list-style-type: none"> <li>I can tell you about myself</li> <li>I know some of my strengths</li> <li>I can share things important to me</li> </ul>	<b>Social Awareness &amp; Responsibility</b> <ul style="list-style-type: none"> <li>I am kind and respectful to others</li> <li>I can solve some problems and ask for help</li> <li>I know other people can be different than me</li> </ul>
<b>Big Ideas</b>						
<b>Students will understand...</b>						
English Language Arts	Français - immersion	Math	Socials	Science		
<b>Reading, Listening and Viewing</b> <ul style="list-style-type: none"> <li>Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens</li> <li>Texts can be understood from different perspectives</li> </ul> <b>Writing, Speaking and Representing</b> <ul style="list-style-type: none"> <li>Stories can be understood from different perspectives</li> <li>Using language in creative and playful ways helps us understand how language works</li> </ul>	<ul style="list-style-type: none"> <li>L'interprétation d'un texte dépend non seulement de son contenu mais aussi de sa structure et de son aspect visuel.</li> <li>La recherche de l'information à travers diverses sources offre différents points de vue et enrichit les connaissances et le vocabulaire.</li> </ul>	<b>Numbers:</b> Numbers describe quantities that can be represented by equivalent fractions.  <b>Computational Fluency:</b> Computational fluency and flexibility with numbers extend to operations with larger (multi-digit) numbers.  <b>Patterning:</b> Identified regularities in number patterns can be expressed in tables. Geometry & Measurement: Closed shapes have area and perimeter that can be described, measured, and compared.  <b>Data &amp; Probability:</b> Data represented in graphs can be used to show many-to-one correspondence.	<ul style="list-style-type: none"> <li>Demographic changes in North America created shifts in economic and political power</li> <li>People from diverse cultures and societies share some common experiences and aspects of life</li> </ul>	<ul style="list-style-type: none"> <li>Solutions are homogeneous</li> <li>Machines are devices that transfer force and energy</li> </ul>		
<b>Learning Standards</b>						
<b>Students will do / know...</b>						
English Language Arts	Français - immersion	Math	Socials	Science		
<b>Through reading, listening and viewing students will:</b> <ul style="list-style-type: none"> <li>Use a variety of comprehension strategies before, during, and after reading, listening, or viewing to guide inquiry and deepen understanding of text</li> <li>Respond to text in personal and creative ways</li> <li>Recognize how literary elements, techniques, and devices enhance meaning in texts</li> </ul> <b>Through writing, speaking and representing students will:</b> <ul style="list-style-type: none"> <li>Communicate in sentences and paragraphs, applying conventions of Canadian spelling, grammar, and punctuation (paragraph</li> </ul>	Explorer et réfléchir: <ul style="list-style-type: none"> <li>Analyser la relation d'interdépendance entre le texte et l'image</li> <li>Distinguer les idées secondaires des idées principales d'un texte</li> <li>Obtenir et trier des informations de diverses sources pour en faire ressortir les éléments les plus pertinents</li> </ul> Créer et communiquer: <ul style="list-style-type: none"> <li>Synthétiser les informations de différents textes</li> <li>Organiser et rédiger un texte en respectant les structures à l'étude</li> <li>Réviser ses travaux à l'aide d'outils de référence</li> </ul>	Students will reason, analyze, understand, solve, communicate, represent, connect and reflect on: <ul style="list-style-type: none"> <li>decimals to thousandths</li> <li>addition and subtraction of decimals to thousandths</li> <li>whole-number, fraction, and decimal benchmarks</li> <li>equivalent fractions</li> </ul>	<ul style="list-style-type: none"> <li>Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivation (participation and representation in Canada's system of government)</li> </ul>	<b>Question &amp; Predict:</b> demonstrate a sustained curiosity about a topic, observe, identify questions/ problems to solve through scientific inquiry, make predictions about the findings  <b>Analyze:</b> experience & interpret the local environment, identify First Peoples perspectives, use a variety of methods to represent patterns / relationships, identify patterns / connections in data, compare data with predictions, demonstrate an openness to new ideas and consider alternatives  <b>Evaluate:</b> evaluate fairness of tests, identify sources of error, suggest improvements to methods, identify assumptions in secondary sources, demonstrate an appreciation of evidence, identify social /ethical / environmental implications of findings  <b>Apply and Innovate:</b> contribute in caring for self / community through individual / collaborative approaches, cooperatively		

<p>structure sentence structure and grammar)</p> <ul style="list-style-type: none"> <li>Develop and apply expanding word knowledge (morphology, including roots, affixes, and suffixes)</li> </ul>				<p>design projects, transfer and apply learning to new situations, generate and introduce new ideas when problem solving</p> <p><b>Communicate:</b> communicate ideas / explanations / processes in a variety of ways, express and reflect on personal or shared experiences of place</p>
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**Ideas for In-class Instruction**

English Language Arts	Français - immersion	Math	Socials	Science
<p><b>Predicting-Pair share</b> Ask students about making predictions. Write ideas on the board; use prompting questions like, "how do we predict?" "what might we predict?" etc.</p> <p>Practice "<a href="#">think, pair, share</a>" Intentionally divide the class into groups of 2-3. Hand out <a href="#">predicting/evidence collecting</a> sheet (students will use this to record their thinking). Hand out either short story:</p> <ul style="list-style-type: none"> <li><a href="#">Weird Wonderful</a></li> <li><a href="#">Gyffe's Llaw</a></li> </ul> <ol style="list-style-type: none"> <li>Read the title</li> <li>Prompt students to think about what the story could be about</li> <li>Fill in the "prediction" category.</li> <li>Read the story as a class, then give time for partners to reread it.</li> <li>Students fill in their thinking sheets together.</li> <li>Review Prediction and Think/Pair/Share and formatively assess</li> <li>Give time for students to share their ideas/evidence.</li> </ol> <p><b>Persuasive Writing (Opinion Writing)</b> What is persuasive writing? Take a look at the purpose and parts together. <a href="#">Persuasive Writing Structure Slides</a></p> <p>Review Persuasive Writing Structure using "<a href="#">Riding Your Bike to School</a>"</p> <p>Intentionally group students into 2 or 3. Allow time for groups to share and think on their responses before (fake randomly) calling on groups to share.</p> <p>Use the <a href="#">Google Slides</a> to guide the lesson and fill out shared information.</p>	<p>Consulter la page d'Alloprof au sujet des <a href="#">biographies</a> et le <a href="#">dictionnaire biographique</a> pour identifier les éléments importants d'une biographie.</p> <p>Lire des biographies des <a href="#">athlètes olympiques canadiens</a> pour comparer la structure et identifier les idées principales et les idées secondaires des textes.</p> <p>Partez d'un concept exploré en sciences humaines qui permet de comparer des perspectives, des lieux ou des pratiques culturelles pour travailler le paragraphe comparatif - la <a href="#">structure</a>, la <a href="#">planification</a> et la rédaction.</p>	<p><b>Decimals</b> Start the lesson with a mini discussion on decimals. Does the class know what decimals are? where might we see decimals in our everyday lives? How comfortable are we working with them?</p> <p>Show this quick <a href="#">video on decimals</a> so students have a brief insight into properly writing decimals to the thousands.</p> <p>Explain today's activity - students are going to practice their place value skills using dice (use dice in your classroom or students can use a dice <a href="#">roller</a> website). Their objective is to fill in their <a href="#">yahtzee dice sheet</a>.</p> <p>Rules:</p> <ul style="list-style-type: none"> <li>each student rolls 4 die</li> <li>they record their numbers in order</li> <li>they need to record it properly (having 3 digits after the decimal)</li> </ul> <p><u>Extension:</u> <a href="#">The yahtzee dice sheet</a> has an extended activity for students who are learning to add decimals to the thousands (use the same rules but show students how to add them).</p> <p><u>Additional Resources:</u> <a href="#">Decimal adding and subtracting rules</a></p> <p><b>Fractions</b> <a href="#">Click here</a> for some lesson ideas for exploring fractions.</p> <p>Begin the lesson with a number talks about fractions <a href="#">Example lesson on fractions</a> (has an example of number talks using fractions).</p> <p>After, show <a href="#">equivalent fraction</a> video. Allow time for class to discuss what an equivalent fraction is.</p> <p>Follow up with the <a href="#">fraction practice</a> sheet. Students can be put into pairs, go over the chart showing both fraction benchmarks and an equivalent fraction. Do a whole class activity</p>	<p><b>Immigration Perspective</b> What is immigration? Who is an immigrant? What is emigration? Is immigration beneficial? Write the collection of ideas on the board.</p> <p>Show <a href="#">video on immigration</a>.</p> <p>"think-pair-share" groups discuss who were the different groups who immigrated to Canada - Why might someone want to immigrate?</p> <p>Show ads promoting immigrants coming to Canada</p> <ul style="list-style-type: none"> <li><a href="#">Come to Canada "My Land"</a></li> <li><a href="#">The Nearest British Colony</a></li> <li><a href="#">The Canadian Pacific</a></li> </ul> <p>Who do you think the posters are for? Which groups of people are represented?</p> <p>Discuss why immigrants would want to come to Canada during this time period - consider why moving to Canada would be appealing. End the lesson with an <a href="#">exit ticket</a>.</p> <p><b>Immigration Laws</b> Class discussion on <a href="#">Push and Pull Factors for Migration</a></p> <p>Why would someone want to immigrate? How would they immigrate? Do you think immigration would be easy, why or why not?</p> <p>Discuss how Canada has a negative history with some immigrant groups. Show <a href="#">video on the history of Canadian immigration</a>.</p> <p>Allow students time to discuss in groups.</p> <p>Introduce the Chinese Head Tax. (<a href="#">Teacher Resource</a>)</p>	<p><b>Solutions and Solubility</b> Show <a href="#">video on beginner chemistry</a>. Go over the nature of today's experiment - the class will be put into pods. (<a href="#">video on current experiment</a>).</p> <p>Materials needed:</p> <ul style="list-style-type: none"> <li>sugar</li> <li>baking powder</li> <li>flour</li> <li>salt</li> <li>chalk</li> <li>5 beakers or clear cups</li> <li>spoons</li> </ul> <p>Have students use their <a href="#">experiment recording sheet</a> to make their hypotheses and record their results. Discuss:; What would make their results different? Were their results what they expected?</p> <p><b>Circulatory system</b> What is the circulatory system? What does it consist of? How can we check to see if it's working?</p> <p>Show <a href="#">video on the circulatory system</a>. In groups students will create their own obstacle course to test:</p> <ul style="list-style-type: none"> <li>their normal heart rate</li> <li>accelerated heart rate</li> <li>how can they increase or decrease their heart rate</li> </ul> <p>Use their <a href="#">experiment recording sheet</a> to make their hypotheses and record their results. Discuss:; What would make their results different? Were their results what they expected?</p>

<p>Play <a href="#">This or That</a> with the group and choose one slide to co-create a piece of opinion writing with the class following the structure shared.</p> <ol style="list-style-type: none"> <li>1. Introduction with hook</li> <li>2. Opinion</li> <li>3. 2-3 reasons to support</li> <li>4. 1-2 details for each reason</li> <li>5. Summing up</li> <li>6. Call to action</li> </ol>		<p>where the teacher presents a fraction (in number form) and students then have to represent the fraction on their circles (can laminate each sheet per student).</p> <p><u>Extension:</u> Teaching equivalent fractions can be taught using a fraction <a href="#">dominoes</a> game (again can laminate for students).</p> <ul style="list-style-type: none"> <li>• put students into pairs</li> <li>• students have to find a pair of equivalent fraction</li> <li>• they place their domino pieces to the corresponding fraction</li> </ul>	<p>By creating a Time Line, make a list of unfair laws that tried to stop Chinese people from coming to Canada.</p> <p><a href="#">Canadian Encyclopedia</a></p> <p><a href="#">Canadian Museum for Human Rights</a></p> <p><a href="#">Bamboo Shoots Student Backgrounders</a></p> <p><a href="#">Immigration and Refugees Inquiry Kit</a></p>	
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