

ELEMENTARY – GRADE 6
Week of April 13th 2020

What is Friendship?

Information for students

- Go to https://www.youtube.com/watch?v=x2FoGf_Fx0 to find the read aloud of the book *Enemy Pie* by Derek Munson. Turn on closed captioning while you watch.
- What can we learn about friendship from this story? Why does the main character declare Jeremy his enemy right from the start? What changes his mind? Talk about the book with someone else.
- Go to <https://wonderopolis.org/wonder/what-does-it-mean-to-be-a-good-friend> to read the article “What Does it Mean to Be a Good Friend?” To hear the article read out loud hit the “Listen” button under the title.
- The article talks about the qualities of a good friend. Brainstorm your own list of what it takes to be a good friend. Does that list change because we aren’t in school right now and you don’t see your friends every day? Add to your list ways to be a good friend while practising social distancing.
- Write a letter to a good friend (on the computer or on paper). Tell them why they are important to you and why you miss them. Describe why you think they are a good friend and remind them that you are thinking about them. If you are comfortable sharing the letter with them, you can email it (if you wrote on paper you could take a picture of it and send that) or call them and read it to them.
- Connect with your friends, text them, phone them, email them, video call them. Create an activity to do with your friend while staying apart (bake cookies at the same time in a video call, challenge each other to a push-up contest, read the same book and talk about it).
- Dig deeper into the story, the start of the book really hooks the reader. Go back to the video and listen to the first page again. A hook is a way of beginning a story so that it really grabs the reader’s attention. Consider how the author of *Enemy Pie* really hooks the reader. What are some other ways you have seen writers “hook” the reader in? Try it yourself, rewrite the start of *Enemy Pie* or write the beginning to a story of your own, how will you get your reader to keep reading?
- Don’t forget, when writing you can use Google Voice Typing, doodles, drawings, or video to record your ideas.

Materials required

- Device with Internet access
- Paper, writing and drawing materials

Information for parents

- Review the instructions with your child, if necessary.
- Listen to your child tell you about the story.
- Should you not have access to technology or the Internet, simply have your child begin at the fourth bullet point, brainstorming a list of qualities of a good friend.

Par la fenêtre

Consignes aux élèves

- Regarde 5 minutes par la fenêtre. Que vois-tu? Que se passe-t-il? Fais une liste en deux colonnes.
- Prends les mots de la colonne « Que vois-tu? ». Comment pourrais-tu les classer? En ordre alphabétique, par exemple. Ou selon la classe de mots à laquelle ils appartiennent? Selon leur genre (vérifie dans le dictionnaire pour en être certain). Peux-tu penser à d'autres façons de les classer? Dans quelle classe de mots se trouve la majorité des mots que tu as écrits dans la colonne « Que se passe-t-il? »
- Et que se passe-t-il chez les voisins? Imagine ce que les enfants font. Est-ce que les adultes travaillent? Il y a des animaux? Que font-ils? Décris ce que tu « vois ». Si tu préfères, enregistre tes idées quand tu décris la scène.
- Et si tu étais un oiseau qui revient du sud? Comment verrais-tu le quartier? Mets-toi dans la peau de cet oiseau et décris ce que tu vois du haut des airs. Dessine un plan vu du ciel et décris-le. Où te trouves-tu? Explique à un ami oiseau comment venir te rejoindre.
- Vois-tu la bouteille de plastique vide qui a été laissée dans la rue devant chez toi? Imagine « la vie » de cette bouteille dans les prochains jours, dans les prochaines semaines. Tu pourrais aussi imaginer comment elle s'est retrouvée là. Qui l'a abandonnée dans la rue? Commence ton histoire par « Il était une fois une bouteille de plastique vide... ».
- Quelqu'un passe devant chez toi. Ouvre la fenêtre. Que lui dis-tu? Et pour tous ceux que tu ne verras pas passer, écris des messages en grosses lettres. Fais de jolies affiches avec ces messages et colle-les dans ta fenêtre.

Matériel requis

- Papier, crayon, grands cartons, crayons de couleur, dictionnaire
- Optionnel: un appareil pour enregistrer une capsule audio (ordinateur, tablette, etc.)

Information for parents

In this activity

Children should:

- Develop their observation skills
- Classify words in various categories
- Write a descriptive text or produce one verbally (recording)
- Draw up a plan
- Give instructions
- Write a story
- Speak to a neighbour or passer-by
- Write short messages
- Draw posters.

Parents could:

- Help their child to read instructions and choose one or more of the suggested activities
- Help their child to review word classification and use a dictionary
- Help their child to write complete sentences
- Listen to their child's text.

What is the number?

Information for students

- Cut the “Find the number cards”
- Spread out the cards face-up on a table or the floor.
- Choose a card and read its question.
- Find a card with a matching answer, place this card next to the first card, and read the question on this second card. Find the matching answer
- Continue to read the questions and find answers.
- Organize the cards in a circle so that each question is followed with a correct answer.
- Each card must be included.

The goal is to place the cards so that the number identified on each card answers the question on the card before it.

Materials required

Please list and describe the materials required

- 1 deck of *Find the number* cards (See Appendix)
- A pair of scissors
- Scrap paper to workout questions
- Calculator to check answers (optional)

Information for parents

Activity details

The goal of this activity is to place the cards so that the number identified on each card answers the question on the card before it.

For this activity, parents can print the “Find the number” cards with the instructions for the child. The child must cut out the cards and place them face-up on a table or the floor and then follow the instructions in the section titled information for students.

Allow children to use paper, pencil and multiplication tables to do their calculations. Students can check their answers with a calculator or with an adult.

<p>The number is 1</p> <p>What number is 250 tens + 3 ones?</p>	<p>The number is 1 715</p> <p>What number is the smallest prime number?</p>	<p>The number is 557 345</p> <p>What number is between 70 tens and 80 tens?</p>	<p>The number is 0.64</p> <p>What number is represented when you breakdown 81 as a product of prime numbers?</p>
<p>The number is Fifteen thousand seven hundred</p> <p>What number is between 10 000 and 14 000?</p>	<p>The number is 64</p> <p>What number is greater than 350 thousand but less than 500 thousand?</p>	<p>The number is 3 402.03</p> <p>What number is $3\,000 + 400 + 20 + \frac{3}{10}$? 4^3?</p>	<p>The number is 40 276</p> <p>What number is</p>
<p>The number is 742</p> <p>What number is 64 hundredths?</p>	<p>The number is 405 786</p> <p>What number is 17 hundreds + 15 ones?</p>	<p>The number is 2 503</p> <p>What number is $50\,000 + 700 + 3$?</p>	<p>The number is 25 000</p> <p>What number is 63 thousands + 25 hundreds + 18 ones?</p>
<p>The number is 50 703</p> <p>What number is $4 \times 10^4 + 2 \times 10^2 + 7$ $\times 10^1 + 6 \times 10^0$?</p>	<p>The number is 13 700</p> <p>What number is 25 499 rounded to the nearest thousand?</p>	<p>The number is 65 518</p> <p>What number is greater than half a million?</p>	<p>The number is 490</p> <p>What number is one more than 15 699?</p>
<p>The number is 2</p> <p>What number is $100 \times 5 - 2 \times 5$?</p>	<p>The number is 7 442</p> <p>What number is 10^0?</p>	<p>The number is 3^4</p> <p>What number is three thousand four hundred two and three hundredths?</p>	<p>The number is 3 420.3</p> <p>What number is 74 hundreds + 42 ones?</p>

Inquiry into Pollution

Information for students

- Human activity has advantages and disadvantages. One negative side effect is pollution. Make a list of the ways a household can pollute.
- You can use the link below or other sources to research:
 - What are “greenhouse gases”?
 - How does air pollution affect people and animals?
 - Link: <https://climate.nasa.gov/vital-signs/carbon-dioxide/>
- If everyone in the world stayed home for 2 months, what do you think would happen to:
 - Air pollution? Explain.
 - Land pollution? Explain.
 - Water pollution? Explain.
 - Animal wildlife near cities? Explain.
- Over the course of the next few weeks, observe the following in your neighbourhood:
 - How much garbage do you see in the streets or parks? Can you graph the amount of garbage you see over time?
 - How many animals can you spot? Can you graph the number of animals you see over time?
- Explain why you may be seeing more animals in your neighbourhood these days. Justify your claims with evidence. Here are some sentence starters to help you begin:
 - I think _____ has something to do with _____ because _____
 - I think _____ causes _____ to happen because _____.
 - The reason I expect to see this [what I’m seeing] is because [give a cause and effect explanation].
- From your research, what can you tell families who would like to pollute less. Make a list of as many recommendations as possible. If allowed, you may share your list on social media using hashtag #ScienceAtHomeQC-g6.
- (Optional) You can watch the video using the link below to make a compost in your backyard:
 - <https://www.youtube.com/watch?v=Q5s4n9r-JGU>

Materials required

- paper, writing and drawing materials
- food waste, dirt and space in the yard (ask a parent if you can compost)
- (optional) device with Internet access

Information for parents

- If possible help your child make a compost heap. (optional video explanation <https://www.youtube.com/watch?v=M1kIpCBD3UI>)
 - Read the instructions to your child, if necessary.
 - Discuss the questions together.
 - (optional) Help your child find the links to the videos.
- (optional video explanation <https://www.youtube.com/watch?v=kdDSRRCKMil>).

Note: vocabulary in this video may not be at grade 6 level).

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 time 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.

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

Your School Community

Information for students

Our school communities are being challenged by new circumstances. We no longer have the daily contact that we are used to, and we must think about new ways to support one another:

1. Brainstorm and write a journal exploring what you can do to support your school community during this time of social distancing. What are your responsibilities and what role can you play that will have a positive impact on this community?
2. Make a drawing, a piece of art, a model out of building blocks, or some other creation that represents your school community during this difficult time. Be creative and think outside of the box.

Materials required

- Paper and writing materials, and whatever other materials you would like for Task 2.

Information for parents

- You can use this activity as a jumping-off point for dialogue and discussion about what communities we belong to and what roles communities play in our lives.
- Feel free to participate in the art component of this activity, either by creating your own representation to go along with that of your child, or by creating something with your child (you are after all a member of the school community!)

