

**ELEMENTARY – GRADE 6**  
**Week of April 20<sup>th</sup> 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.

## Materials 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/>

# Voyage dans l'espace!

## Consignes à l'élève

- Clique sur ce [lien](#).
- Choisis une planète au sujet de laquelle tu aimerais apprendre des informations.
- Regarde la vidéo, puis écris quatre informations intéressantes que tu as apprises sur cette planète.
- Maintenant, invente une nouvelle planète (nom, grosseur, température, paysage, habitée ou non, etc.).
- Écris un texte pour décrire ta planète. N'oublie pas d'utiliser plusieurs adjectifs!
- Si tu en as envie, fais un dessin, une affiche ou une maquette qui représente ta nouvelle planète.
- Présente ta nouvelle planète à ta famille. Explique aussi quelles sont les différences et les ressemblances entre ta planète et celle de la vidéo que tu as regardée.
- Si tu veux, tu peux t'enregistrer et envoyer ta présentation à tes amis par courriel.

## Matériel requis

- Ordinateur, tablette ou téléphone intelligent avec accès à Internet
- Papier, crayon
- Facultatif: marqueurs, colle, peinture, papier construction, matériaux recyclés, etc.

## Information for parents

### About the activity

Your child will practise:

- listening to and selecting relevant information
- writing a descriptive text
- making comparisons
- orally presenting their work

You can:

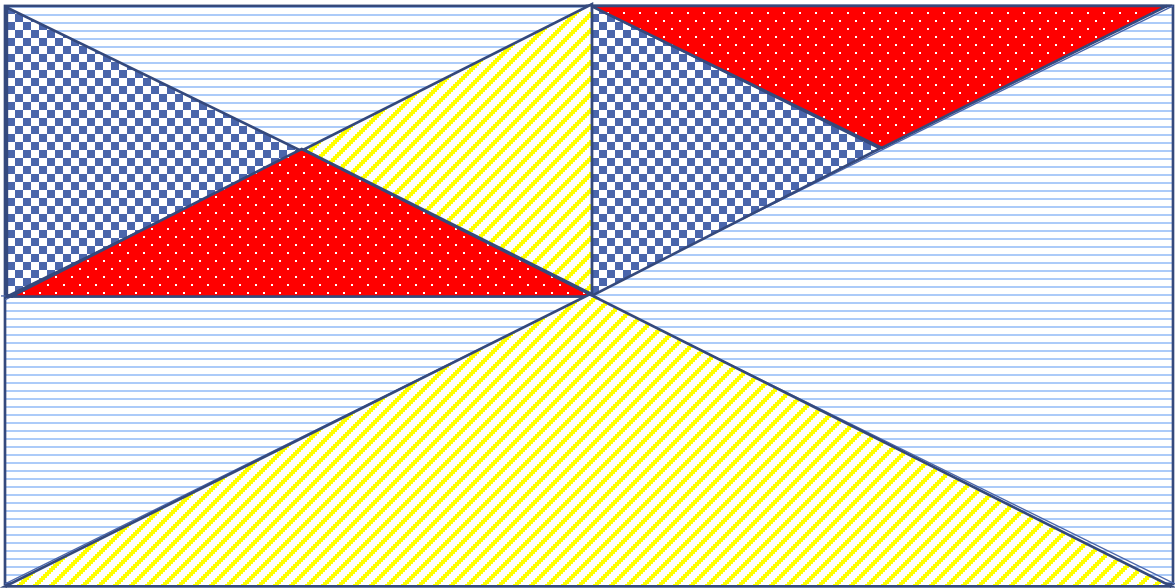
- help your child access the videos and make a recording
- read the instructions with your child, if necessary
- watch your child's presentation and ask questions about it

# Fraction Fun

## Instructions for students

- Determine what fraction of the big rectangle is represented by each colour pattern.
- Write an addition statement to represent each colour.

Ex. Red dots:  $\frac{1}{16} + \frac{1}{16} = \frac{2}{16}$  Or  $\frac{1}{8}$



## Information for parents

- Representing fractions is an important part of the math program in grade 6. Help your child understand that shapes that look different can represent the same fractional part of the whole.
- Your child may find it helpful to trace and cut apart the sections of the rectangle and cut them into smaller pieces to determine the fractional part of the whole.

# Magnetism

## Information for students

- Get a magnet.
- To which surfaces does your magnet “stick”? Make a list.
- What do the surfaces that the magnet “sticks” to have in common? If allowed, you can share your ideas on social media using the hashtag #ScienceAtHomeQC-g6.
- Research the following:
  - What is the difference between a magnet and an electromagnet? Sketch and explain.
  - What types of things are attracted to a magnet?
  - Why do we say our planet is like a big magnet? Sketch and explain.
  - Is our planet’s North pole like the north pole of a magnet? Sketch and explain.
  - How did ancient sailors use the Earth’s magnetic field to navigate the seas? Sketch and explain.
- Ask a parent where North is OR use a phone app to find out.
- Make a compass (optional video → <https://www.youtube.com/watch?v=UxbEliaXEY8>):
  - Get a sewing needle and carefully make it float on the surface of water in a glass. Sketch and explain what you see it doing. Use arrows to show how it moves.
  - Now take the needle and carefully rub the magnet on it many times. Then, again, make the needle float on the surface of the water. Sketch and explain what you see it doing now. Use arrows to show how it moves.
  - Gently blow across the top of the floating needle to make it point elsewhere. Does it go back to where it was pointing before? Why? Sketch and explain.
- How many things do you know that use magnets? Make a list. Give yourself 1 point for each item. What’s your score? If allowed, share this on social media with the hashtag #ScienceAtHomeQC-g6
- Sandra accidentally mixed a cup of sand with a cup of iron dust.
  - What do you think she could do to separate them? Sketch and explain your separation setup and technique.
  - Can you use this separation technique to separate any two mixtures? Explain.
- (Optional) Sketch and explain what you think is happening here: <https://www.youtube.com/watch?v=XBWY9qzGGd4>

### Materials required

- paper, writing and drawing materials
- Sewing needle - be careful not to hurt yourself!
- A magnet
- A glass or bowl of water
- A compass or compass app (optional)
- Device with Internet access (optional)

### Information for parents

- Use a fridge magnet or other stronger magnet.
- Help your child locate North.
- Read the instructions to your child, if necessary.
- Discuss the questions together.
- Brief video explanation: <https://www.youtube.com/watch?v=4Z7NBSqHHpQ> (optional)
- Help your child find the link to the videos (optional).
- If permitted, help your child share their work on social media using the hashtag #ScienceAtHomeQC-g6. Help them compare their ideas to those being shared (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

# Take a Line for a Walk

## Information for students

- Think of a fruit or vegetable for your inspiration
- Draw the outline of the fruit or vegetable on a piece of paper
- Take a pencil and “take a line for a walk” by making the line travel throughout your image and creating a curved path that contains loose waves, curls and many loops! The line can even go outside of your image onto the background.
- Colour in the enclosed spaces that have been created by the line, using a different colour for each space.
- You may choose to use different shades of colours that are natural for your fruit or vegetable and other colours for the background or you might choose other colour palettes.
- You can look at this [example](#) to have an idea of a finished product.
- Display your artwork for you and your family to enjoy!

## Materials required

- Paper
- Coloured pencils

## Information for parents

- Read the instructions with your child, if necessary.

Inspired by: <https://www.instagram.com/p/BTFVGtCBrsc/>

# Wants and Needs during the COVID-19 Crisis

## Information for students

This probably isn't a typical day for you, if you think back to what a typical day would have looked like about two months ago. Maybe you were looking forward to March Break or a big event coming up with some friends. For this activity, think about how your opinion of wants and needs may have changed over the past two months due to the global COVID-19 crisis.

On a piece of paper, make a table like the one below (or however you prefer to organize your work). Remember that a **need** is something required to survive, and a **want** is a desire for something, often to satisfy a need (e.g. I want ice cream to meet my need to eat).

- List your needs and wants for the months of February and April.
- After you have finished, ask yourself these questions:
  - Are my needs and wants different?
  - How are they different?
  - Does anything surprise me about these differences?
  - Do I think this will change once things return to normal?

After, ask your family to make their own lists and have fun answering the same questions and comparing the differences with each other.

February – Before COVID-19		April – During COVID-19	
Need	Want	Need	Want

### **Materials required**

- Sheet of paper
- Pencil, pen, or markers

### **Information for parents**

- If needed, read the instructions with your child and reinforce the difference between a want and need.
- Make you own list independently and share your list with your child.

# Timeline

## Information for students

- Timelines are created to represent important events chronologically. They are usually related to a theme or a certain period in history. Timelines can be helpful in that they highlight only the most important events in an extensive period of time. For example, a document covering the last one hundred years of a town's history could take up several volumes; however, a timeline can extract only the most important pieces of information and still provide us with a general understanding of the history of that town.
- Each date entry on a timeline typically includes relevant graphics and/or important information related to the specified time frame or theme:
  - <https://www.youtube.com/watch?reload=9&v=xc64qurhFng>
- Click on the links below to explore different types of timelines.
  - A historical timeline of Québec:  
<https://www.thecanadianencyclopedia.ca/en/timeline/quebec>
  - A Canadian history timeline: <https://prezi.com/nvmuepq5abvv/canadian-history-timeline/>
  - Google “student timeline examples” to see the various formats and designs of personal timelines.
- You are currently living a piece of history that you may want to reflect upon later in life. Create a timeline of current, personal or family events related to our new way of life during this time of social distancing. How and when did your life begin to change? What are the most important things to include in order to represent this time in history effectively?
- There are many other themes and time periods you can choose from if you would prefer. Some examples are:
  - a timeline of your typical day, including important routines and events
  - a timeline of your life from birth to present day, including major milestones and events
  - a family timeline, including major events that have taken place in your family circle
  - an education timeline, outlining the major events since the beginning of your school career to present day (i.e. learning at home)
- For this activity, you can simply draw a line across the middle of a sheet of paper flipped horizontally. Insert segments and date blocks above and below the line. Be sure to brainstorm the events you are going to choose prior to creating the final timeline. It can be tricky to squeeze them in chronologically as you go. You can also find many printable templates online or look at examples for inspiration and create your own.

### **Materials required**

Useful resources, depending on personal preferences and availability:

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

### **Information for parents**

- Discuss timelines and help create an example together, especially if Internet access is limited or unavailable.
- Help student to brainstorm important events when necessary.