

Krista Speiss Grade 5 ELA Year Plan 2024/2025	September	October	November
Resources: The Great Canadian Spelling	Grammar Text Features Spelling: Long A Long and Short e Read Aloud: The Barrn Grounds Guided Reading Groups using LLI Typing.com Handwriting	Grammar four types of sentences: interrogative, imperative, declarative, exclamatory. Dependent and Independent Clauses Subjects and Predicates Spelling Long and Short i Long o Long u Writing: Personal Narratives Drafting Writing a Lead Dialogue Guided Reading	Grammar Proper nouns Passive Verbs Action, Helping, and Linking Verbs Verb Tense Spelling Vowels with r Long and short e Long i Writing: Adding detail Transitions Paragraphs Guided Reading Groups using LLI

		Groups using LLI Read Aloud: Turtle Island Voices <u>The One Who Watches Over</u> Typing.com Handwriting	Read Aloud: Turtle Island Voices <u>The White Deer</u> Typing.com Handwriting
December	January	February	March
Grammar Infinitives, and Participles Spelling Long o Plurals Irregular Plurals Writing: Finishing a story Writing an ending Guided Reading Groups using LLI Typing.com Handwriting	Grammar Prefix and suffix Spelling Syllables and Stress Schwa Homophones Guided Reading Groups using LLI Writing: Editing Read Aloud: <u>The Curse of Robin Squires</u> Typing.com Handwriting	Grammar idioms Spelling ed and ing endings number words Guided Reading Groups using LLI Writing: Persuasive writing Typing.com Handwriting	Grammar Roots Spelling Possessives Contraction Guided Reading Groups using LLI Writing: Adding detail Transitions Paragraphs

			Read Aloud: <u>Red Rose</u> <u>Compass-</u> <u>Pemmican</u> Typing.com Handwriting
April Grammar Spelling Suffixes Compound words Guided Reading Groups using LLI Writing: Finishing a story Writing an ending Informative Typing.com Handwriting	May Grammar Spelling Related words Ought words Guided Reading Groups using LLI Writing: Editing Poetry Read Aloud: The Secret Path – L. Munro Typing.com Handwriting	June Public Speaking Spelling Looking Back Guided Reading Groups using LLI Writing: Free Write Typing.com Handwriting	

Grade 5

Prior Knowledge from Grade 4

Resources to Guide Instructional Planning

Must-Have Documents

Manitoba Framework of Outcomes 2013
Grade 5 Support Document
Grade 5 Mathematics at a Glance
Glance Across the Grades
Manitoba Report Card Policy and Guidelines

Additional Resources

Problem Solving Rubric
Mental Math Rubric
MAPLE
Numeracy Counts Newsletter

Tools/Manipulatives/Models

Balance scale Base 10 blocks
Pattern blocks Containers
Coloured Tiles Geostrips/blocks
Arrays Number lines
Clocks Rulers
Pentominoes Dice
Fraction circles/strips
Guissenaire rods

Knowledge and Understanding Constructing New Learning

Consolidating Prior Learning

Number

Whole Number

- Addition/subtraction and multiplication/division are inverse operations
- All facts are conceptually related (eg. 6×8 can be thought of as 5×8 and one more 8)
- Encourage personal or invented algorithms based on open arrays and the distributive property.

Rational Numbers – Fractions

- Equivalent fractions are ways of describing the same amount by using different-sized fractional parts

Place Value

- Decimals are an alternative representation to fractions that extend knowledge of the base ten system.
- Decimals to thousandths
- Addition and subtraction of decimals

Patterns and Relations

Patterns

- Known elements in a pattern can be used to predict other elements

Relational Thinking

- Variables are symbols that take the place of numbers; using variables is one way to describe relationships

Shape and Space

Perimeter and Area

- Perimeter and area are related to each other (eg. As the shape of a region or object changes but maintains the same area, there is a predictable effect on its perimeter)
- Area is related to multiplication and is used to understand partial products

Statistics and Probability

Gathering and Organizing Data

- Data are gathered and organized in order to answer questions; data can be obtained from various sources
- Data can be displayed in various ways; each type of graph is most appropriate for certain types of data

Knowledge and Understanding

Constructing New Learning

Whole Number – Multiplication and Division (5.N.5, 5.N.6)

- Operation procedures such as partial products and using the distributive property should be taught meaningfully, and facilitated by concrete manipulations and pictorial models
- Traditional algorithms have been developed over time; these algorithms work well for all numbers and can be used in conjunction with mental math strategies.

Relational Thinking – Single Variable One-Step Equations (5.PR.2)

- Variables can be used to determine subsequent elements
- Determine a pattern rule with sets on a t-chart

Volume (5.SS.3) and Capacity (5.SP.4)

- The capacity of an object tells how much it will hold
- The magnitude of the object being measured and the degree of accuracy needed determines the appropriate measurement unit
- Volume is area stacked up to a specific height

Transformations of 2D Shapes (5.SS.7)

- Shapes can be moved in a plane or space; these changes can be described as translations, reflections or rotations

Probability (5.SP.3, 5.SP.4)

- The relative frequency of outcomes of an event can be used to estimate the probability of an event
- Statistics (5.SP.2)
- Double bar graphs

New Terms to Know and Use

Capacity
Certain
Clockwise
 cm^3 and m^3
Counter-clockwise
Diagonal
Double bar graph
First-hand data
Horizontal
Impossible
Intersecting
Legend
Likelihood
Likely
Litre (L)
Millilitre (mL)
Parallel
Parallelogram
Perpendicular
Possible
Reflection
Rhombus
Rotation
Second-hand data
Transformation
Translation
Trapezoid
Variable
Vertical
Volume

Grade 5

Teaching Through Problem Solving

Extending Student Thinking

Learning through problem solving should be the focus of mathematics at all grade levels. An instructional goal is to move our students beyond basic thinking to higher order thinking. One way to do this is to change conventional questions into ones that are more open-ended. Open-ended questions give all students an opportunity to respond to the problem in their own unique way. Students must be exposed to both conventional and open questions.

Conventional	Open
Solve: $34 \times 28 = \underline{\hspace{2cm}}$ $549 \times 13 = \underline{\hspace{2cm}}$	Prove that $24 \times 6 = 144$. Show three ways to prove your thinking.
Use long division to solve the following: $536 \div 28$ $677 \div 9$	Write a sentence that uses each of these numbers and words: 5, 3995, share, almost.
Solve: $n + \underline{\hspace{1cm}} = 13 - 5$ $10 = 2c$	Create a word problem for the equation $n + 2 = 10$.
Choose 3 containers. Find their capacity using mL.	I need to know how much water the pitcher holds. How can I find out?
Rotate a 2D shape on a point. Describe the position and orientation of the shape.	Design a shape with unifix cubes that has both reflective and rotational symmetry.
For the following list of events, state whether the event is impossible, possible or certain.	Describe an event that fits each word: impossible, possible, certain.
Put 3 blocks of 2 different colours into a bag. Pull out blocks one at a time 10 times and record the outcomes. Explain the results.	Charlie rolled the dice four times and got a 5 each time. How is this possible?

Mental Math and Estimation

- By the end of grade 5, students are able to:
- Recall multiplication facts to 81 and related division facts
 - Compute multiplication and division to 9×9
 - Annexing then adding zeroes
 - Halving and doubling
 - Use distributive property
 - Use mental math strategies to increase efficiency in multiplication and division of larger numbers (1- and 2-digit multipliers/divisors and up to 4-digit multiplicand and dividends)
 - Compute addition and subtraction of decimals to thousandths
 - Estimate
 - Front-end rounding
 - Compensation
 - Compatible numbers
 - Sums and differences of decimals up to thousandths
 - Products and quotients to solve problems
 - Measurement (length, volume, capacity)

End of grade expectations: Grade 4 and																											
3 x 3	3 x 4	3 x 5	3 x 6	3 x 7	3 x 8	3 x 9	4 x 4	4 x 5	4 x 6	4 x 7	4 x 8	4 x 9	5 x 5	5 x 6	5 x 7	5 x 8	5 x 9	6 x 6	6 x 7	6 x 8	6 x 9	7 x 7	7 x 8	7 x 9	8 x 8	8 x 9	9 x 9
3 x 4	3 x 5	3 x 6	3 x 7	3 x 8	3 x 9	4 x 4	4 x 5	4 x 6	4 x 7	4 x 8	4 x 9	5 x 5	5 x 6	5 x 7	5 x 8	5 x 9	6 x 6	6 x 7	6 x 8	6 x 9	7 x 7	7 x 8	7 x 9	8 x 8	8 x 9	9 x 9	
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Source: MET

Students should be taught with visual models. Students should be able to show their reasoning with these visual models.

Strategy	Teaching Strategies
Halving and Doubling	When multiplying numbers that are large or difficult to work with, one strategy is to simplify the numbers by doubling one of the factors and halving the other. The resulting equation is mathematically equivalent. In the visual below, you can see that 18×5 is the same as 9×10.

Month	Specific Curriculum Outcomes
September	Bridging from grade 4 content
	N1 - Represent and describe whole numbers to 1 000 000.
	N3* - Apply mental math strategies to determine multiplication and related division facts to B1 (9 x 9).
October	N8 - Describe and represent decimals (tenths, hundredths, thousandths), concretely, pictorially, and symbolically.
	N10 - Compare and order decimals (tenths, hundredths, thousandths) by using ▪ benchmarks ▪ place value ▪ equivalent decimals
	N7 - Demonstrate an understanding of fractions by using concrete and pictorial representations to ▪ create sets of equivalent fractions ▪ compare fractions with like and unlike denominators
November	N9 - Relate decimals to fractions (tenths, hundredths, thousandths).
	N11 - Demonstrate an understanding of addition and subtraction of decimals (to thousandths), concretely, pictorially, and symbolically, by ▪ using personal strategies ▪ using the standard algorithms ▪ using estimation ▪ solving problems
	N2 - Apply estimation strategies, including ▪ front-end rounding ▪ compensation ▪ compatible numbers in problem-solving contexts.
December	PR2 - Solve problems involving single-variable (expressed as symbols or letters), one-step equations with whole-number coefficients, and whole-number solutions.
	N4 - Apply mental mathematics strategies for multiplication, such as ▪ annexing then adding zeros ▪ halving and doubling ▪ using the distributive property
	N5 - Demonstrate an understanding of multiplication (1- and 2-digit multipliers and up to 4-digit multiplicands), concretely, pictorially, and symbolically, by ▪ using personal strategies ▪ using the standard algorithm ▪ estimating products to solve problems.
January	N6 - Demonstrate an understanding of division (1- and 2-digit divisors and up to 4-digit dividends), concretely, pictorially, and symbolically, and interpret remainders by ▪ using personal strategies ▪ using the standard algorithm ▪ estimating quotients to solve problems.
	SS2 - Demonstrate an understanding of measuring length (mm) by ▪ selecting and justifying referents for the unit mm ▪ modelling and describing the relationship between mm and cm units, and between mm and m units
	SS1 - Design and construct different rectangles given either perimeter or area, or both (whole numbers), and draw conclusions.
March	PR1 - Determine the pattern rule to make predictions about subsequent elements.
	SP1 - Differentiate between first-hand and second-hand data.
	SP2 - Construct and interpret double bar graphs to draw conclusions.
April	SS3 - Demonstrate an understanding of volume by ▪ selecting and justifying referents for the units cm^3 or m^3 ▪ estimating volume by using referents for cm^3 or m^3 ▪ measuring and recording volume (cm^3 or m^3) ▪ constructing rectangular prisms for a given volume
	SS4 - Demonstrate an understanding of capacity by ▪ describing the relationship between mL and L ▪ selecting and justifying referents for the units mL or L ▪ estimating capacity by using referents for mL or L ▪ measuring and recording capacity (mL or L)
	SS5 - Describe and provide examples of edges and faces of 3-D objects, and sides of 2-D shapes, that are ▪ parallel ▪ perpendicular ▪ intersecting ▪ vertical ▪ horizontal
	SS6 - Identify and sort quadrilaterals, including ▪ rectangles ▪ squares ▪ trapezoids ▪ parallelograms ▪ rhombuses according to their attributes.
	SS7 - Perform a single transformation (translation, rotation, or reflection) of a 2-D shape, and draw and describe the image.
May	SS8 - Identify a single transformation (translation, rotation, or reflection) of 2-D shapes.
	SP3 - Describe the likelihood of a single outcome occurring, using words such as ▪ impossible ▪ possible ▪ certain
	SP4 - Compare the likelihood of two possible outcomes occurring, using words such as ▪ less likely ▪ equally likely ▪ more likely
	Consolidation of learning Independent review Fluid small group instruction
June	

*N3 – Consider that 10 minutes a day be spent on math fact learning, September to December addition/subtraction and January to June multiplication/division.

Krista Speiss Grade 5 Science Year Plan 2024/25	SEPTEMBER	October	November	December
Reinforcement of new outcomes, scientific inquiry, critical thinking, and curriculum integration Resources: Simple Super Sheets Boom Cards Generation Genius Hands on Science The Body Book	<u>Healthy Bodies</u> 5-1-01 vocabulary related to their investigations of human health. 5-1-02 Interpret nutritional information found on food labels. Compare a variety of labels. 5-1-03 Describe the types of nutrients in foods and their function in maintaining a healthy body. Research and present 5-1-04 Create and Evaluate a daily menu plan and suggest changes to make it align more	5-1-06 Identify the major components of the digestive system, and describe its role in the human body. 5-1-07 Identify the major components of the skeletal, muscular, and nervous systems, and describe the role of each system in the human body. 5-1-08 Identify skin as the major component of the integumentary system, and describe its role in protecting and supporting the human body.	5-1-11 Describe how the human body gets rid of waste. 5-1-12 Give examples of how systems of the human body work together. 5-1-13 Identify and describe factors necessary to maintain a healthy body. 5-1-14 Evaluate information related to body image and health from media sources for science content and bias. 5-1-15 Explain how human health may be affected by	<u>Forces and Machines</u> 5-3-01 Use appropriate vocabulary related to their investigations of forces and simple machines. 5-3-02 Describe, using diagrams, the forces acting on an object and the effects of increasing or decreasing them. 5-3-03 Investigate a variety of levers used to accomplish particular tasks in order to compare them qualitatively with respect to fulcrum position,

	closely with Canada's Food Guide to Healthy Eating. Make an illustration 5-1-05 Evaluate prepared food products using the design process. *Boom Cards: Nutrients and Function *Generation Genius How Do WE Use Foods	5-1-09 Identify components of the human body's defenses against infections, and describe their role in defending the body against infection. 5-1-10 Identify the major components of the respiratory and circulatory systems, and describe the role of each system in the human body. Group presentation and project boards *Boom Cards: Human Body cards Body System Card Sort Human Body Systems and Organs	lifestyle choices and natural- and human-caused environmental factors *Boom Cards: Human Body cards Body System Card Sort Human Body Systems and Organs	applied force, and load. Experiment 5-3-04 Identify objects in the school and at home that use wheels and axles, and describe the forces involved. 5-3-05 Recognize that a gear is a wheel and axle used to turn another wheel and axle. Design wishing well 5-3-06 Identify common devices and systems that incorporate pulleys and/or gears. Construct a gear chain 5-3-07 Explore to determine how the direction and amount of the applied force and
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		Game: Totally Gross		the speed of rotation vary within a two-gear system. Generation Genius: Balanced and unbalanced Simple Machines
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JANUARY	February	MARCH	APRIL	MAY
<u>Forces and Machines</u> 5-3-08 Compare, quantitatively, the force required to lift a load using a pulley system versus a single fixed pulley, and recognize the relationship between the force required and the distance over which the force is applied. 5-3-09 Identify and make modifications to their own pulley and/or gear systems to improve how they move loads. 5-3-10 Identify and describe types of simple machines. 5-3-11 Describe the advantage of using simple machines to move or lift a given load. 5-3-12 Investigate to identify advantages and	<u>Property and Changes of Matter</u> 5-2-01 Use appropriate vocabulary related to their investigations of properties of, and changes in, substances. 5-2-02 Identify characteristics and properties that allow substances to be distinguished from one another. 5-2-03 Investigate to determine how characteristics and properties of substances may change when they interact with one other. 5-2-04 Recognize that matter is	5-2-08 Demonstrate that changes of state are reversible through the addition or removal of heat. 5-2-09 Explore to identify reversible and non-reversible changes that can be made to substances. 5-2-10 Recognize that a physical change alters the characteristics of a substance without producing a new substance, and that a chemical change produces a new substance with distinct characteristics and properties. 5-2-11 Observe examples of changes	<u>Weather</u> 5-4-01 Use appropriate vocabulary related to their investigations of weather. 5-4-02 Describe how weather conditions may affect the activities of humans and other animals. 5-4-03 Describe properties of air 5-4-04 Recognize that warm and cold air masses are important components of weather, and describe what happens when these air masses meet along	5-4-07 Identify and describe components of public weather reports from a variety of sources. 5-4-08 Describe the key features of a variety of weather phenomena. 5-4-09 Provide examples of severe weather forecasts, and describe preparations for ensuring personal safety during severe weather and related natural disasters. 5-4-10 Investigate various ways of predicting weather, and evaluate their usefulness.

disadvantages of using different simple machines to accomplish the same task. 5-3-13 Compare devices that use variations of simple machines to accomplish similar tasks. 5-3-14 Use the design process to construct a prototype containing a system of two or more different simple machines that move in a controlled way to perform a specific function.	anything that has mass/weight and takes up space. 5-2-05 Identify properties of the three states of matter. 5-2-06 Experiment to compare the mass/weight of a substance in its liquid and solid states. 5-2-07 Demonstrate that the mass/weight of a whole object is equal to the sum of the mass/weight of its parts. Generation Genius: Properties of Matter Material Properties Conservation of Matter Particle Nature of Matter	in substances, classify them as physical or chemical changes, and justify the designation. 5-2-12 Identify potentially harmful chemical products used at home, and describe practices to ensure personal safety. 5-2-13 Evaluate household chemical products using the design process 5-2-14 Research and describe how raw materials are transformed into useful products. Boom Cards Poisonous Household Chemicals	a front. 5-4-05 Use the design process to construct a weather instrument. 5-4-06 Observe and measure local weather conditions over a period of time, using student-constructed or standard instruments, and record and analyze these data. Generation Genius: Extreme Weather Solutions Weather vs Climate	5-4-11 Contrast the accuracy of short- and long-term weather forecasts, and discuss possible reasons for the discrepancies. 5-4-12 Describe examples of technological advances that have enabled humans to deepen their scientific understanding of weather and improve the accuracy of weather predictions.
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Krista Speiss Grade 5 Social Year Plan 2024/25	September	October	November
Text: People and Stories of Canada to 1867	<u>First Peoples</u> 5.1.1 Origins of First Peoples of North America 5.1.2 Connections to the Land Create a timeline Vocabulary Label map of Canada Research Ice Age Review current Canadian government	<u>First Peoples</u> 5.1.1 Origins of First Peoples of North America 5.1.2 Connections to the Land Mock Election Venn Diagram of daily life	5.1.3 Pre-Contact Cultures 5.1.4 First Peoples Governance
December	January	February	March
<u>Early European Colonization</u> 5.2.1 Early European Exploration and Colonization 5.2.2 Nouvelle-France Make posters Role play	<u>Early European Colonization</u> 5.2.2 Nouvelle-France 5.2.3 Cultural Interaction in Early Canada 5.2.4 French–British Colonial Rivalry Video Scattered Seeds	<u>Fur Trade</u> 5.3.1 European Expansion North and West 5.3.2 Importance of the Land in the Fur Trade FESTIVAL DU VOYAGEUR Presentation?	5.3.3 Life during the Fur-Trade Era (1650s – 1850s) 5.3.4 Métis Nation and Culture in the Fur-Trade Era

April	May	June	
<u>British Colony to Confederation</u> 5.4.1 Early Immigration and the Impact of the Loyalists 5.4.2 Sharing the Land	5.4.3 Conflict and Reform 5.4.4 Negotiating Confederation 5.4.5 Citizenship Then and Now	<u>Mapping</u>	

Krista Speiss Grade 5 French Year Plan 2024/25	September	October	November	December
	Greetings Family words vocabulary *card game/match *vocabulary puzzles *vocabulary crosswords *student made vocabulary flashcards *video	Family words vocabulary Conjugation of the verb avoir Singular personal pronouns *label the diagram *word search *family tree Presentation *quiz	Singular personal pronouns Plural personal pronouns Positive and negative statements *fill in the blank *convert sentences	Clothing word vocabulary *vocabulary puzzles *word search *unscramble the words
January	February	March	April	May
Clothing word vocabulary Conjugation of the verb porter Color words *label the diagram *bingo *sentence writing *game Guess Who	Sports vocabulary *flashcards *English/French word match *crossword *word search *unscramble the word *quiz	Questions using Est-ce que Conjugation of the verbs faire and jouer *partner interview *skit	Conjugation of the verbs faire and jouer *concentration card game *unscramble the words *fill in the blank *quiz *listening and draw activity	Food Vocabulary * *label the diagram *create a menu *role play restaurant activity

June				
*skiits *kahoot *quiz				

Krista Speiss Grade 5 Art Year Plan 2024/25	September	October	November
	*Color Wheel *Line Art mediums and vocabulary *Optical illusion *Contrasting colours Indigenous picture *Presentation of illustration with explanation of element featured *Dream catcher	THANKSGIVING *Shape - *Colour wheel * tree in warm and cool colors *shading with crosshatching pumpkins	REMEMBRANCE DAY *Silhouette art(Pin) Overlap and Texture oil pastels and Paint (Watercolor) *tear paper pictures
December	January	February	March
CHRISTMAS – Christmas Present Craft/ Mosaic Stain Glass tissue paper	Aboriginal art *Abstract painting *Leather bracelets Waupun Belt	VALENTINES DAY Concentric Hearts Shape and Form Painting/Clay Sculpture	Space Printmaking Collage

April	May	June	
Textures and Space Barbara Reid 3D Art	Clay Sculpting - Turtle MOTHER'S DAY Student Choice	FATHER'S DAY Student Choice	