

<p><b>Krista Speiss</b>  <b>Grade 5</b>  <b>ELA Year Plan</b>  <b>2023/24</b></p>	<p><b>September</b></p>	<p><b>October</b></p>	<p><b>November</b></p>
<p><b>Resources:</b>  <b>The Great</b>  <b>Canadian Spelling</b></p>	<p><b>Grammar</b>  The four types of sentences: interrogative, imperative, declarative, exclamatory.</p> <p>Dependent and Independent Clauses</p> <p>Subjects and Predicates</p> <p><b>Spelling:</b>  Long A  Long and Short e</p> <p><b>Writing:</b>  Personal Narratives</p> <p><b>Guided Reading</b>  Groups using LLI</p> <p><b>Typing.com</b>  <b>Handwriting</b></p>	<p><b>Grammar</b>  Action, Helping, and Linking Verbs</p> <p>Verb Tense</p> <p><b>Spelling</b>  Long and Short i  Long o  Long u</p> <p><b>Writing:</b>  Drafting  Writing a Lead  Dialogue</p> <p><b>Guided Reading</b>  Groups using LLI</p> <p><b>Read Aloud:</b>  Turtle Island  Voices <u>The One Who Watches Over</u></p>	<p><b>Grammar</b>  Proper nouns</p> <p>Passive Verbs</p> <p><b>Spelling</b>  Vowels with r  Long and short e  Long i</p> <p><b>Writing:</b>  Adding detail  Transitions  Paragraphs</p> <p><b>Guided Reading</b>  Groups using LLI</p> <p><b>Read Aloud:</b>  Turtle Island  Voices <u>The White Deer</u></p>

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

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

<b>Krista Speiss</b>  <b>Grade 5</b>  <b>Math Year Plan</b> <b>2023/24</b>	<b>September</b>	<b>October</b>	<b>November</b>
<p>*Daily Mental Math</p> <p>*small group instruction</p> <p>*daily reinforcement of new outcomes</p> <p>*problem solving</p> <p>*Jump Math</p> <p>*Super Simple sheets</p> <p>*Boom cards</p> <p>*Prodigy</p> <p>*Sumdog</p> <p><b>Assessment:</b></p> <p>*unit tests</p> <p>*daily assignments</p> <p>*observations</p> <p>*class Participation</p> <p>*MRLC tests</p>	<p><b><u>Numbers</u></b></p> <p><b>5.N.1</b> Represent and describe whole numbers to 1 000 000.</p> <p><b>5.N.3</b> Apply mental math strategies to determine multiplication facts and related division facts to 81 (9 x 9).</p> <p>Generation Genius:</p> <p>Intro to Multiplication</p> <p>Addition and Subtraction within a Thousand</p> <p>Numbers in Expanded Word Form</p>	<p><b>5.N.8</b> Describe and represent decimals</p> <p><b>5.N.10</b> Compare and order decimals (tenths, hundredths, thousandths).</p> <p>Generation Genius:</p> <p>Into. To Dec.</p> <p>Dec. to the Thousand</p> <p>Into to 2 step problem solving</p>	<p><b>5.N.7</b> Demonstrate an understanding of fractions by using concrete and pictorial representations.</p> <p><b>5.N.9</b> Relate decimals to fractions (tenths, hundredths, thousandths).</p> <p><b>5.N.11</b> Demonstrate an understanding of addition and subtraction of decimals (to thousandths), concretely, pictorially, and symbolically.</p> <p><b>Generation Genius:</b></p> <p>Interpreting Fractions as decimals</p> <p>Problem solving with Decimals</p>

December	January	February	March
<p><b>5.N.2</b> Apply estimation strategies</p> <p><b>5.PR.2</b> Solve problems involving single variable (expressed as symbols or letters), one-step equations with whole-number coefficients, and whole-number solutions.</p>	<p><b>5.N.4</b> Apply mental mathematics strategies for multiplication</p> <p><b>5.N.5</b> Demonstrate an understanding of multiplication (1- and 2-digit multipliers and up to 4-digit multiplicands), concretely, pictorially, and symbolically.</p> <p><b>5.N.6</b> Demonstrate an understanding of division (1- and 2-digit divisors and up to 4-digit dividends), concretely, pictorially, and symbolically.</p>	<p><b>5.SS.1</b> Design and construct different rectangles, given either perimeter or area, or both (whole numbers), and draw conclusions.</p> <p><b>5.SS.2</b> Demonstrate an understanding of measuring length (mm)</p> <p>Generation Genius:</p> <p>Intro to Perimeter</p> <p>Intro to Area</p>	<p><b>5.PR.1</b> Determine the pattern rule to make predictions about subsequent elements.</p> <p><b>5.SP.1</b> Differentiate between first-hand and second-hand data.</p> <p><b>5.SP.2</b> Construct and interpret double bar graphs to draw conclusions.</p> <p>Generation Genius:</p> <p>Scaled Pictures and Bar Graphs</p> <p>Generate number Patterns</p>

April	May	June	
<p><b>5.SS.3</b> Demonstrate an understanding of volume</p> <p><b>5.SS.4</b> Demonstrate an understanding of capacity.</p> <p><b>5.SS.5</b> Describe and provide examples of edges and faces of 3-D objects, and sides of 2-D shapes.</p> <p><b>5.SS.6</b> Identify and sort quadrilaterals.</p> <p>Generation Genius:</p> <p>Sorting Shapes</p>	<p><b><u>Shape and Space</u></b></p> <p><b>5.SS.7</b> Perform a single transformation (translation, rotation, or reflection) of a 2-D shape and draw and describe the image.</p> <p><b>5.SS.8</b> Identify a single transformation (translation, rotation, or reflection) of 2-D shapes.</p> <p><b>5.SP.3</b> Describe the likelihood of a single outcome occurring, using words.</p> <p><b>5.SP.4</b> Compare the likelihood of two possible outcomes occurring, using words.</p>	<p>Consolidation of Learning</p> <p>Independent Review</p>	

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<b>Krista Speiss Grade 5 Science Year Plan 2023/24</b>	<b>SEPTEMBER</b>	<b>October</b>	<b>November</b>	<b>December</b>
<p><b>Reinforcement of new outcomes, scientific inquiry, critical thinking, and curriculum integration</b></p> <p><b>Resources:</b>  <b>Simple Super Sheets</b>  <b>Boom Cards</b>  <b>Generation Genius</b>  <b>Hands on Science</b>  <b>The Body Book</b></p>	<p><b><u>Healthy Bodies</u></b>  <b>5-1-01</b> vocabulary related to their investigations of human health.  <b>5-1-02</b> Interpret <b>nutritional information</b> found on food labels. Compare a variety of labels.  <b>5-1-03</b> Describe the <b>types of nutrients in foods</b> and their function in maintaining a healthy body. Research and present  <b>5-1-04</b> Create and <b>Evaluate a daily menu</b> plan and suggest changes to make it align more</p>	<p><b>5-1-06</b> Identify the <b>major</b> components of the digestive system, and describe its role in the human body.  <b>5-1-07</b> Identify the <b>major components</b> of the skeletal, muscular, and nervous systems, and describe the role of each system in the human body.  <b>5-1-08</b> Identify skin as the major component of the integumentary system, and describe its role in protecting and supporting the human body.</p>	<p><b>5-1-11</b> Describe how the human body gets rid of waste.  <b>5-1-12</b> Give examples of how systems of the human body work together.  <b>5-1-13</b> Identify and <b>describe</b> factors necessary to maintain a healthy body.  <b>5-1-14</b> Evaluate information related to body image and health from media sources for science content and bias.  <b>5-1-15</b> Explain how human health may be affected by</p>	<p><b><u>Forces and Machines</u></b>  <b>5-3-01</b> Use appropriate <b>vocabulary</b> related to their investigations of forces and simple machines.  <b>5-3-02</b> Describe, using diagrams, the forces acting on an object and the effects of increasing or decreasing them.  <b>5-3-03</b> Investigate a variety of levers used to accomplish particular tasks in order to compare them qualitatively with respect to fulcrum position,</p>



	<p>closely with Canada's Food Guide to Healthy Eating. Make an illustration</p> <p><b>5-1-05 Evaluate prepared food products</b> using the design process.</p> <p>*Boom Cards: Nutrients and Function *Generation Genius How Do WE Use Foods</p>	<p><b>5-1-09 Identify components</b> of the human body's defenses against infections, and describe their role in defending the body against infection.</p> <p><b>5-1-10 Identify the major</b> components of the respiratory and circulatory systems, and describe the role of each system in the human body.</p> <p>Group presentation and project boards</p> <p>*Boom Cards: Human Body cards Body System Card Sort Human Body Systems and Organs</p>	<p>lifestyle choices and natural- and human-caused environmental factors</p> <p>*Boom Cards: Human Body cards Body System Card Sort Human Body Systems and Organs</p>	<p>applied force, and load. Experiment</p> <p><b>5-3-04</b> Identify objects in the school and at home that use wheels and axles, and describe the forces involved.</p> <p><b>5-3-05</b> Recognize that a gear is a wheel and axle used to turn another wheel and axle. Design wishing well</p> <p><b>5-3-06</b> Identify common devices and systems that incorporate pulleys and/or gears. Construct a gear chain</p> <p><b>5-3-07</b> Explore to determine how the direction and amount of the applied force and</p>
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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
<p><b><u>Forces and Machines</u></b></p> <p><b>5-3-08</b> 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.</p> <p><b>5-3-09</b> Identify and make modifications to their own pulley and/or gear systems to improve how they move loads.</p> <p><b>5-3-10</b> Identify and describe types of simple machines.</p> <p><b>5-3-11</b> Describe the advantage of using simple machines to move or lift a given load.</p> <p><b>5-3-12</b> Investigate to identify advantages and</p>	<p><b><u>Property and Changes of Matter</u></b></p> <p><b>5-2-01</b> Use appropriate vocabulary related to their investigations of properties of, and changes in, substances.</p> <p><b>5-2-02</b> Identify characteristics and properties that allow substances to be distinguished from one another.</p> <p><b>5-2-03</b> Investigate to determine how characteristics and properties of substances may change when they interact with one other.</p> <p><b>5-2-04</b> Recognize that matter is</p>	<p><b>5-2-08</b> Demonstrate that changes of state are reversible through the addition or removal of heat.</p> <p><b>5-2-09</b> Explore to identify reversible and non-reversible changes that can be made to substances.</p> <p><b>5-2-10</b> 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.</p> <p><b>5-2-11</b> Observe examples of changes</p>	<p><b><u>Weather</u></b></p> <p><b>5-4-01</b> Use appropriate vocabulary related to their investigations of weather.</p> <p><b>5-4-02</b> Describe how weather conditions may affect the activities of humans and other animals.</p> <p><b>5-4-03</b> Describe properties of air</p> <p><b>5-4-04</b> Recognize that warm and cold air masses are important components of weather, and describe what happens when these air masses meet along</p>	<p><b>5-4-07</b> Identify and describe components of public weather reports from a variety of sources.</p> <p><b>5-4-08</b> Describe the key features of a variety of weather phenomena.</p> <p><b>5-4-09</b> Provide examples of severe weather forecasts, and describe preparations for ensuring personal safety during severe weather and related natural disasters.</p> <p><b>5-4-10</b> Investigate various ways of predicting weather, and evaluate their usefulness.</p>

<p>disadvantages of using different simple machines to accomplish the same task.</p> <p><b>5-3-13</b> Compare devices that use variations of simple machines to accomplish similar tasks.</p> <p><b>5-3-14</b> 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.</p>	<p>anything that has mass/weight and takes up space.</p> <p><b>5-2-05</b> Identify properties of the three states of matter.</p> <p><b>5-2-06</b> Experiment to compare the mass/weight of a substance in its liquid and solid states.</p> <p><b>5-2-07</b> Demonstrate that the mass/weight of a whole object is equal to the sum of the mass/weight of its parts.</p> <p>Generation Genius: Properties of Matter Material Properties Conservation of Matter Particle Nature of Matter</p>	<p>in substances, classify them as physical or chemical changes, and justify the designation.</p> <p><b>5-2-12</b> Identify potentially harmful chemical products used at home, and describe practices to ensure personal safety.</p> <p><b>5-2-13</b> Evaluate household chemical products using the design process</p> <p><b>5-2-14</b> Research and describe how raw materials are transformed into useful products.</p> <p>Boom Cards Poisonous Household Chemicals</p>	<p>a front.</p> <p><b>5-4-05</b> Use the design process to construct a weather instrument.</p> <p><b>5-4-06</b> Observe and measure local weather conditions over a period of time, using student-constructed or standard instruments, and record and analyze these data.</p> <p>Generation Genius: Extreme Weather Solutions Weather vs Climate</p>	<p><b>5-4-11</b> Contrast the accuracy of short- and long-term weather forecasts, and discuss possible reasons for the discrepancies.</p> <p><b>5-4-12</b> Describe examples of technological advances that have enabled humans to deepen their scientific understanding of weather and improve the accuracy of weather predictions.</p>
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<b>Krista Speiss Grade 5 Social Year Plan 2023/24</b>	<b>September</b>	<b>October</b>	<b>November</b>
<b>Text: People and Stories of Canada to 1867</b>	<b><u>First Peoples</u></b> <b>5.1.1</b> Origins of First Peoples of North America <b>5.1.2</b> Connections to the Land Create a timeline Vocabulary Label map of Canada Research Ice Age <b>Review current Canadian government</b>	<b><u>First Peoples</u></b> <b>5.1.1</b> Origins of First Peoples of North America <b>5.1.2</b> Connections to the Land  <b>Mock Election</b> <b>Venn Diagram of daily life</b>	<b>5.1.3</b> Pre-Contact Cultures <b>5.1.4</b> First Peoples Governance
<b>December</b>	<b>January</b>	<b>February</b>	<b>March</b>
<b><u>Early European Colonization</u></b> <b>5.2.1</b> Early European Exploration and Colonization <b>5.2.2</b> Nouvelle-France  <b>Make posters</b> <b>Role play</b>	<b><u>Early European Colonization</u></b> <b>5.2.2</b> Nouvelle-France <b>5.2.3</b> Cultural Interaction in Early Canada <b>5.2.4</b> French–British Colonial Rivalry  <b>Video</b> <b>Scattered Seeds</b>	<b><u>Fur Trade</u></b> <b>5.3.1</b> European Expansion North and West <b>5.3.2</b> Importance of the Land in the Fur Trade  <b>FESTIVAL DU VOYAGEUR</b> <b>Presentation?</b>	<b>5.3.3</b> Life during the Fur-Trade Era (1650s – 1850s) <b>5.3.4</b> Métis Nation and Culture in the Fur-Trade Era

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

<b>Krista Speiss</b> <b>Grade 5</b> <b>French Year</b> <b>Plan 2023/24</b>	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>
	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
<b>January</b>	<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>
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



<b>June</b>				
*skiits *kahoot *quiz				

<p><b>Krista Speiss</b></p> <p><b>Grade 5</b></p> <p><b>Art Year Plan</b></p> <p><b>2023/24</b></p>	<p><b>September</b></p>	<p><b>October</b></p>	<p><b>November</b></p>
	<p>*Color Wheel</p> <p><b>*Line</b></p> <p>Art mediums and vocabulary</p> <p>*Optical illusion</p> <p>*Contrasting colours</p> <p>Indigenous picture</p> <p>*Presentation of illustration with explanation of element featured</p> <p>*Dream catcher</p>	<p>THANKSGIVING</p> <p><b>*Shape</b> - Paper Mache Masks for Halloween</p> <p>*Colour wheel</p> <p>* tree in warm and cool colors</p> <p>*shading with crosshatching pumpkins</p>	<p>REMEMBRANCE DAY</p> <p>*Silhouette art(Pin)</p> <p><b>Overlap and Texture</b></p> <p>oil pastels and Paint (Watercolor)</p> <p>*tear paper pictures</p>
<p><b>December</b></p>	<p><b>January</b></p>	<p><b>February</b></p>	<p><b>March</b></p>
<p>CHRISTMAS –</p> <p>Christmas Present</p> <p>Craft/ Mosaic</p> <p>Stain Glass tissue paper</p>	<p>Aboriginal art</p> <p>*Abstract painting</p> <p>*Leather bracelets</p>	<p>VALENTINES DAY</p> <p>Concentric Hearts</p> <p><b>Shape and Form</b></p> <p>Painting/Clay</p> <p>Sculpture</p>	<p><b>Space</b></p> <p>Printmaking</p> <p>Collage</p>

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