



Elmwood's Grade 5 News

October 20, 2011

Our Next Unit of Inquiry: Our Bodies Inside and Out

ORGANIZING THEME: WHO WE ARE

DESCRIPTION: An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; and what it means to be human.

SUBJECT FOCUS: linked to Ontario Curriculum Science unit on Human Organ Systems.

DURATION: approximately 6 weeks – end of November until the end of January.

CENTRAL IDEA: Our bodies are influenced by factors both within and beyond our control.

INQUIRY INTO:

- The five key body systems (digestive, excretory, circulatory, respiratory, and nervous);
- How the systems function both independently and interdependently;
- Factors that influence our health;
- The impact of human activities and technological innovations on health.

SUGGESTIONS FOR ACTIVITIES AT HOME:

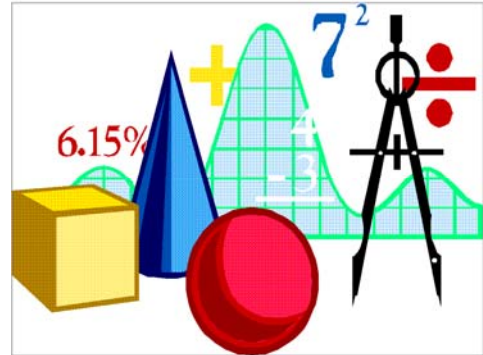
- Point out any articles in newspapers or magazines relating to health or the human body;
- Involve your daughter in planning meals and ask her to help plan a 'balanced meal' which includes all food groups;
- Take your daughter grocery shopping and have her help make healthy food choices for the family;
- When grocery shopping, look at food labels and identify the nutrients in different foods;
- Ask your daughter to help plan family activities that are activity-based and focus on improving health.

Everyday Mathematics

UNIT #2 – Estimation and Computation

Computation is an important part of problem solving. Many of us were taught that there is just one way to do each kind of computation. We may have learned to subtract by borrowing, without realizing that there are many other methods of subtracting numbers.

In Unit 2, students will investigate several methods for adding, subtracting, and multiplying whole numbers and decimals. Throughout the year, students will practice estimation, using calculators as well as learning mental and paper-and-pencil methods for computation. Students will identify which method is the most appropriate for solving a particular problem. From exposure to a variety of methods, they will learn that there are often several ways to accomplish the same task and achieve the same result. Students are encouraged to solve problems using whatever method they find most comfortable.



Computation is usually not the first step in the problem-solving process: one must first decide what numerical data are needed to solve the problem and which operations need to be performed. In this unit, your daughter will continue to develop her problem-solving skills with a special focus on writing and solving equations.

Unit 2 areas of focus:

- To devise an estimation strategy to solve a problem;
- To subtract multi-digit numbers using the **trade-first** and **partial-differences methods**;
- To review and apply vocabulary associated with chance events;
- To make magnitude estimates for products of multi-digit numbers;
- To review and practice the **lattice method** for multiplication of numbers; and
- To understand the relative sizes of 1 million, 1 billion and 1 trillion.



Compass Needed

Our next unit involves geometry and each student will need to have a compass. Please check your daughter's school supplies and ensure she has a compass.

UNIT #3 – Explorations in Geometry

Unit 3 will review some geometry concepts from earlier grades while introducing and expanding on others. In this unit, your daughter will use a compass to construct basic shapes and create geometric designs. She will also explore concepts of congruent figures (same size, same shape), using a compass and straightedge. In addition, students will use another tool, the Geometry Template (provided by the school). It contains rulers for measuring, as well as cut-outs for drawing a variety of geometric figures.

Finally, students will explore the mathematics and art of tessellations – patterns of shapes that cover a surface without gaps or overlap. They will use mathematical principles to create their own designs.

You can help your child by asking questions about 2-dimensional and 3-dimensional geometric forms: angles, line segments, curves, cubes, cylinders, spheres, pyramids, and so on. Many wonderful geometric patterns can be seen in nature as well as in the things that people create. It will be helpful for you and your child to look for and talk about geometric shapes throughout the year.

Unit 3 areas of focus:

- To explore data collection, organization and interpretation,
- To review types of angles, geometric figures and the use of geometric tools,
- To explore the geometric properties of polygons
- To explore side and angle relationships in regular tessellations.

For more information about the topic of angles and geometry, please refer to the Student Reference Book: Geometry and Constructions, beginning on page 136. Within this chapter, you will find detailed information related to the lessons we are learning about in class. Pages 138 – 146 deal specifically with measuring angles and drawing geometric figures.

As always, should you have any questions about the content being covered or ways you can help with math practice at home, please email us at aholmes@elmwood.ca or cwiegand@elmwood.ca.