



Elmwood's Grade 5 News

January 20th, 2011

Our Next Unit of Inquiry: Winds of Change

ORGANIZING THEME: HOW THE WORLD WORKS

DESCRIPTION: An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and the environment.

SUBJECT FOCUS: Linked to Ontario Curriculum Science unit on "Forces Acting on Structures and Mechanisms."

DURATION: Approximately 6 weeks, from the end of January to beginning of March.

CENTRAL IDEA: Natural disasters occur worldwide and impact societies and the built world.

INQUIRY INTO:

- How natural disasters impact communities;
- The causes and effects of forces as they relate to natural disasters;
- How forces guide the design of new structures and mechanisms; and
- Interactions between communities and the built world.

SUGGESTIONS FOR ACTIVITIES AT HOME:

- Point out any articles in newspapers or magazines relating to weather-related or other natural disasters;
- Watch the news for any events related to natural disasters, the effects of natural disasters or the relief provided after one;
- Build models or constructions out of Lego pieces or other building materials;
- Discuss weather and weather changes;
- Ask your daughter to help you create an emergency kit or first aid kit for your car;
- Visit the Canada Science and Technology Museum for a special programme.
- National Engineering Week is from February 20 – 26, 2011, and a variety of activities are planned in and around Ottawa.

IMPORTANT NOTE FOR PARENTS:

Any parent who has expertise or ideas to share about this unit is asked to email Ms. Holmes (aholmes@elmwood.ca) or Ms. Wiegand (cwiegand@elmwood.ca) with their suggestions. Ideas will be incorporated when possible and time permitting.

EVERYDAY MATHEMATICS

UNIT #6 – Using Data; Addition and Subtraction of Fractions

The authors of Everyday Mathematics believe that students should work substantially with data. Unit 6 is designed to present and teach relevant data skills and concepts, allowing your daughter ample opportunities to practice organising and analysing the data she collects.

The data that your daughter collects at first will usually be an unorganised set of numbers. After organising the data using a variety of methods, she will study the **landmarks** of the data. The following terms are called landmarks because they show the important features of the data.

- The **maximum** is the largest data value observed.
- The **minimum** is the smallest data value observed.
- The **range** is the difference between the maximum and the minimum.
- The **mode** is the most popular data value—the value observed most often.
- The **median** is the middle data value observed.
- The **mean**, commonly known as the average, is a central value for the set of data.

At the end of the unit, students will demonstrate their skills by conducting a survey of their peers, gathering and organising the data, and analysing the results.

Finally, students will explore addition and subtraction of fractions. They will learn to find common denominators and apply this skill to add and subtract fractions with unlike denominators.

Unit 6 areas of focus:

- To use data from surveys and investigate the effect of a sample size;
- To read and use contour maps that show climate and rainfall data; and
- To revisit addition and subtraction of fractions.

For more information about the topic, refer to the Student Reference Book for the chapter on Data and Probability. You may find pages 114-134 particularly useful throughout this unit.

Please keep this letter for reference as your child works through Unit 6.

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