

WEEK: MAY 19th - May 25th (Gr. 5-Gr.8 Calendar)

<p>Tuesday May 19th</p>	<p>AM ACTIVITY: Draw Horrible Homophones</p>	<p>PM ACTIVITY: Art with Household items</p>
	<p>INSTRUCTIONS:</p> <p>What You Need: Pen Paper Crayons or markers</p> <p>What You Do:</p> <ol style="list-style-type: none">1. Write the words “horse” and “hoarse” on a piece of paper. Ask your child to identify the difference between the two words. Make sure she realizes that “horse” is the name of an animal, and “hoarse” is the description of the way something sounds, such as a hoarse voice.2. Tell your child that these two words are homophones, or words that sound the same but look different.3. Brainstorm a list of homophones with your child. Some examples may include sea/see, ant/aunt, ate/eight, prince/prints, bare/bear, hair/hare, and hear/here.4. Instruct your child to write a sentence using one word from each homophone pair, such as “I swim in the sea.”5. Tell your child to cross out the homophone in each sentence and write the other word from the pair. This will leave sentences like “I swim in the see.”6. Challenge your child to try to illustrate one of the sentences, no matter how silly the illustration will look.	<p>INSTRUCTIONS: What You Need: Variety of kitchen gadgets such as a whisk, potato masher, or slotted spatula White construction paper plates Tempera paint</p> <p>What You Do:</p> <ol style="list-style-type: none">1. Help your child look through your kitchen drawers to find cooking tools that might make interesting marks and prints. Look for things with unusual shapes or textures, like slotted spoons, cookie cutters, or meat tenderizers.2. Invite your child to select his three favorite colors from the paint provided, and then squeeze a small amount of paint on the paper plates.3. Now it’s time to get printing! Have your child select a kitchen tool to use for the first print. Press it into the paint, making sure it’s evenly coated, and then on the paper. What type of design is left behind?4. Encourage them to experiment with creating patterns and designs on his paper



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Wednesday May 20th

AM ACTIVITY: Don't get mad get even!

INSTRUCTIONS:

Deck of playing cards with the face cards (jacks, queens, kings) removed

What You Do:

1. Lay out all of the cards face up, in a horizontal line. For this game, aces= 1.
2. Let your child know that he has one minute to pick out and remove the pairs of cards with even sums (for example, 2 + 6 = 8).



3. Count and record how many cards remain. One card= 1 point.
4. Tell your child that the fewer points he accumulates, the better.
5. Shuffle the cards again and lay them out in a line. In this round, encourage your kid to try to remove more cards than he did the last time!
6. In the final round, give your kid an unlimited amount of time to try to pair up and remove all of the cards. If he's successful, tell him he gets to subtract 10 points from his score.

PM ACTIVITY: Cloud in a Jar

INSTRUCTIONS: What You Need: Empty jar with lid Water Mug Pen Strainer Freezer Ice Microwave Towel Spoon Blue food coloring (optional) Ice mold (optional)

What You Do:

1. If you have time beforehand, use water, blue food coloring, and an ice mold to create some blue ice cubes.
2. Hand your child an empty jar and help her remove its label.
3. Wash the jar out with soap and water until it is as clean as you can get it.
4. Use a towel to dry the jar off before setting it to the side.
5. Instruct your child to carefully fill a mug with water.
6. Place the mug of water into the microwave for at least two minutes to heat the water up. You could boil water instead if you feel this would be easier.
7. As the water is heating up, place a strainer into the freezer until needed.
8. Carefully remove the mug from the microwave and have your child pour the water into the empty jar.
9. Add a drop of blue food coloring to the water and have your child stir it in with a spoon.
10. Place the lid back over the top and allow the warm air to rise to the top for a minute or so.
11. Remove the strainer from the freezer and carefully place it over the top of the jar in place of the lid.
12. Help your child gather some ice and place it into the strainer to keep the top half cold.
13. Allow the moisture inside the jar some time to condense, thus creating a rain effect. As time goes on, not only will the condensed moisture create the appearance of rain but the melting ice will add a dripping effect.



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Thursday May 21st

AM ACTIVITY: Drip, Drip, Drop

INSTRUCTIONS:

Challenge

- How many drops of water can you fit on a dime, nickel, quarter, loonie and a toonie?
- Find a way to fit more than 30 drops onto a nickel
- Add one drop at a time very slowly
- Is there anything you could add to the water to change its properties?



Materials: coins, eye dropper or a straw, water, dish soap, oil, and sunscreen

Questions to think about:

- Make a prediction prior to each attempt at placing drops of water onto each coin
- Use a chart or a graph to record each attempt. What does the data tell you

PM ACTIVITY: Powerful Paper

INSTRUCTIONS: Challenge:

- Use only paper and tape to create a structure that will hold a heavy book. It must be able to stand on its own.

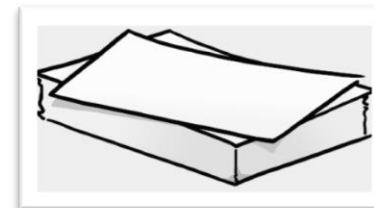


Materials: paper, tape, and a heavy book

Hint: Try folding or rolling the paper

Questions to think about:

1. What force does the book show?
2. How does gravity affect your structure?
3. Use your structure to design a skyscraper that can hold a heavy statue on the very top
4. How much weight can your structure hold? Graph the maximum weights of each structure you tried.



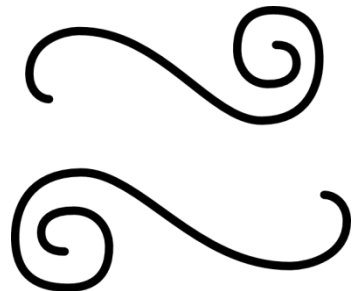
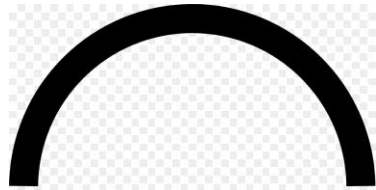
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Friday May 22nd

AM ACTIVITY: THINK OUT OF THE BOX FRIDAY

INSTRUCTIONS:

- Complete the following two drawings by turning the object into something new



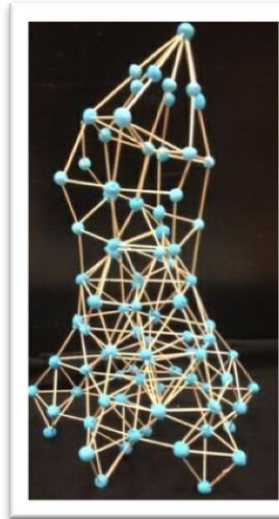
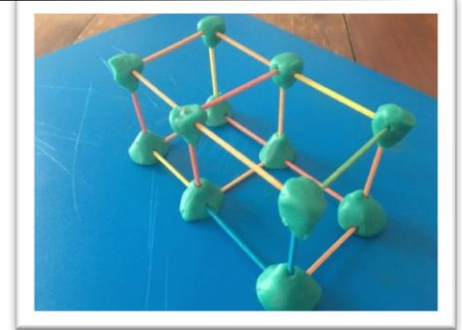
PM ACTIVITY: Bone-a-fide!

INSTRUCTIONS:

Challenge:

- Build a model of a person or animal that can hold the most weight

Materials: playdoh, straws, cotton swabs, scissors, spaghetti (dry), small wooden blocks



Before you get started:

1. Research vertebrates and invertebrates. Would a worm or a jellyfish model be able to hold the weight? Why or why not? Are the bones in your model easily bent or broken?
2. Using the internet for support draw a diagram of the major bones in the human skeletal system and label them. (e.g. femur, tibia, phalanges)
3. Measure some of the bones in your body. Record the measurements in a chart. Which bones were the longest? Shortest?

Follow-up Questions:

1. Which material was the strongest? Weakest?

Can you think of a better material to use for the bones of your model?

WEEK: MAY 19th - May 25th (Gr. 5-Gr.8 Calendar)

Monday May 25th

AM ACTIVITY: Move it, Move it

INSTRUCTIONS:

Challenge: build a machine that can move an item from one end of the table to another

Materials: unsharpened pencils or sticks, toilet paper rolls, paper strips, straws, and tape

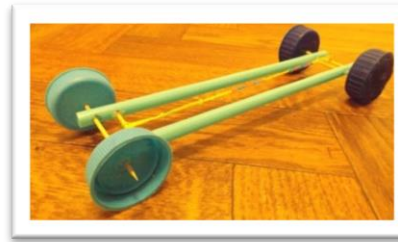
*****Before you try and have your machine move across the table make a prediction to whose machine will travel the furthest*****

Before you get started:

1. Research the word friction. Was there friction anywhere in your machine? How did it affect the movement?
2. Does the size of the rollers matter? How can you modify the belt to work better?
3. What problem does this machine solve? Create a machine to make a part of your life easier.

Follow-up Questions:

1. Using a ruler, or non-standard units of measure, measure whose machine went the furthest?
2. What differences in each machine where there that may have contributed to the machine travelling further or shorter distances?



PM ACTIVITY: Making Music

INSTRUCTIONS:

Challenge: Create an instrument that can play music

Materials: Small and large rubber bands, hair ties or string, jumbo craft sticks, a pencil, or smaller scraps of wood, shoe box or a box that is similar in size, metal coffee cans or any type of metal tin from the recycling, paper plates or circles of the same size cut out of construction



paper, dried beans or rice

What you need to do:

1. Using the items from the materials list create an instrument that you can play
2. Does playing the instrument harder, softer, or longer make a different sound?

Follow-up Questions:

- Design another instrument that uses vibrations to make sound
- Does the size and shape of the materials affect the sound? How?
- Using the items from the materials list create an instrument that you can play
- Does playing the instrument harder, softer, or longer make a different sound?
- Add some other materials to your instrument. Does it make your instrument sound better or worse?

