

## Morah Lisa's Assignments – June 1 - 5, 2020

<b>Monday, June 1</b>		
Top-Priority ZOOM Calls	<b>10 am</b> – Check-in/Math Review J11, K2-K6 <a href="#">Puppy Chase Game</a>	
Core Mandatory Tasks	<p><b>Fractions Assignment</b></p> <p>20 minutes on IXL on one of the above sections you find the most difficult – become a master!</p> <p style="text-align: center;">OR</p> <p>Write 5 examples of your own (include questions, method and solution)</p>	<p><b>Novel Study</b></p> <p>Listen to Chapter 39-44 <a href="#">here</a> (start at the 15-minute mark)</p> <ul style="list-style-type: none"> <li>- Create notes or sketches to remind yourself what is happening in the chapters</li> </ul>
Optional Support	<b>12-1pm</b>	

<b>Tuesday, June 2</b> <i>*9:30 am Zoom call for those working from home</i>		
Top-Priority ZOOM Calls	<b>9:30 am</b> – The Wild Robot Chapter 45-50	<p><b>12:45 pm</b> – Hebrew Lesson <b>(Group A)</b></p> <p><b>2:15pm</b> – Hebrew Lesson <b>(Group B)</b></p>
Core Top-Priority Tasks	<p><b>Novel Study Assignment</b></p> <p>Complete the spelling and comprehension questions <a href="#">here</a></p> <p><i>Reminder – Download the PowerPoint and you can type right into it</i></p>	<p><b>Social Distancing Games</b></p> <p>Play some of these <a href="#">games</a> with your family or classmates!</p>

<b>Wednesday, June 3</b>		
Top-Priority ZOOM Calls	<b>10 am</b> – Math Lesson - Percentages	
Core Top-Priority Tasks	<b>Math Assignment</b> 20 mins on IXL: Q1 OR 20 minutes Math support with Morah Lisa	<b>Novel Study</b> Listen to Chapter 50-55 <a href="#">here</a> (start at the 20-minute mark) Create notes or sketches to remind yourself what is happening in the chapters
Optional Support	<b>12-1pm</b>	

<b>Thursday, June 4</b>		
Top-Priority ZOOM Calls	<b>10 am</b> – Wild Robot (Chapter 56-60)	
Core Top-Priority Tasks	<b>Social Studies Assignment</b> <a href="#">Rights of a Child</a> <a href="#">Spain</a> <a href="#">Cuba</a> <a href="#">Tunisia</a> <a href="#">Netherlands</a> Give one of the above countries a report card based <i>On The Convention Rights of a Child</i> . Give a letter grade and comment on at least 3 sections OR If you were president of one of the countries above, what 3 things would you change and why based on the <i>On The Convention Rights of a Child</i> .	<b>Science</b> Go the Science World Resource <a href="#">page</a> and pick an experiment to try from home. Click on discrepant event (investigable) and Grade 5 on the left-hand column to get some stellar experiments! Be sure to take photos and tell me what questions you had before and after the experiment? Are you able to investigate those questions further?

<b>Friday, June 5</b>
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Top-Priority ZOOM Calls	<b>10 am</b> – Math Lesson – Percentages (Q1/Q2 Intro)	<b>1 pm</b> – Israeli Dancing ( <i>Optional</i> )
Core Top-Priority Tasks	<p><b>Math Assignment</b></p> <p>20 mins on IXL: Q2</p> <p>OR</p> <p>20 minute <a href="#">video</a> tutorial and write 4 examples and answers</p>	Book a one-on-one with Morah Lisa <a href="#">here!</a>

<b>Other Activities</b>	
<b>French</b>	Continue practicing on Duolingo 2-3 times per week and log each time. <b>If you did not last week, email a copy/photo of your logs so far to <a href="mailto:erichardson@rjds.ca">erichardson@rjds.ca</a></b>
<b>PE</b>	Continue your Fitness Challenge and all other physical activities you choose to do for the week! Don't forget to get outside for fresh air and a healthy dose of vitamin D!

<b>Continuous Learning Plan: Grades 5-7</b> Week of June 1 <sup>st</sup> –5 <sup>th</sup>		
<b>Hebrew &amp; Judaic Activities for the Week</b>		
<p><b><u>Parashat Ha'shavuah- Beha'alotcha</u></b></p> <p><b><u>Groups A &amp; B:</u></b></p> <p>Watch <a href="#">the parasha of this week lesson</a></p>	<p><b><u>Hebrew Reading</u></b></p> <p><b><u>Groups A &amp; B:</u></b></p> <p><b>Daily reading - 15 minutes</b></p> <p>Read from your Bishvil Haivrit workbook, or any Hebrew books you have at your reading level.</p>	<p><b>Daily Tefilla</b></p> <p>Start your day with a morning prayer for at least 15 minutes.</p> <p>Use any siddur you have at home or alternatively use this <a href="#">online siddur</a>.</p>

<p>Choose one assignment and email it to <a href="#">Morah Malki</a> and <a href="#">Morah Riki</a></p> <p><b>Activity #1</b></p> <p>When discussing this week’s parasha, Rabbi Sacks talks about two types of leaders. In your opinion, what makes a good leader?</p> <p><b>Activity #2</b></p> <p>a. What are the challenges that Moshe needs to deal with in this parasha?</p> <p>b. Give 2 examples of challenges that leaders need to deal with nowadays.</p> <p>c. What are the similarities and the differences between the times of Moshe and the current times.</p> <p><b>Activity #3</b></p> <p>Part of a leadership role is to lead change. What kind of change would you lead if you were a leader in your community? Explain why it’s important to you.</p>	<p>If you don’t have any book at home, please email me at <a href="mailto:rikioire@gmail.com">rikioire@gmail.com</a></p> <p><i>Goal: developing Hebrew reading fluency.</i></p>	<p><i>Goal: practicing the morning prayers, staying connected and praying – specifically keeping in mind those affected by the current situation.</i></p>
<p><b><u>Judaic/Hebrew Studies</u></b></p> <p><b><u>In the last 3 weeks we will focus more on Hebrew language.</u></b></p> <p>Watch <a href="#">this</a> .</p>	<p><b><u>Group A:</u></b> <b>Brainpop</b></p> <p>1. Watch the movie <a href="#">ל"ת</a> and answer the questions.</p> <p>Username: Richmond14 Password: brainpop</p>	

Choose one assignment and send it to [Morah Malki](#) and [Morah Riki](#)

**Activity #1**

(This option is only for group B)

Fill in the words in [this](#) link.

**Activity #2**

1. Make a collage with at least 10 different activities that you **like** to do during the summer.
2. Write the name of the activity in Hebrew and in English

**Activity #3**

1. Make a collage with at least 10 different activities that you **don't like** to do during the summer.
2. Write the name of the activity in Hebrew and in English.

**Group B**

Practice your Hebrew on [Duolingo](#)

## **Grades 5-7 Extracurricular Activities: June 1<sup>st</sup> to June 5<sup>th</sup>**

Please complete 2 activities for the week and send a picture of your completed work to Morah Shany ([scohen@rjds.ca](mailto:scohen@rjds.ca))

### **Positivity Rocks**

Decorate a rock! You can use paint or markers. Next, write a positive message on the rock to make others smile. For example, my positive message would be, **YOU ARE AWESOME!** Once your rock is finished and dry, take it back



outside and place it where you found it.

Source: CBC

### **Self-Care**

It is very important to take care of our bodies and brains. It is important to take breaks and be kind to ourselves. Take a break and do something relaxing that you enjoy. Some ideas are, doodle, read, listen to music, try yoga, video chat a friend or a relative.

### **Musical Art**

Have 3-4 different songs ready. Make sure that the songs are each from a different genre and style. Listen to about a minute of the first song. Draw what the music makes you feel and reminds you of. Now switch to a minute of the next song and continue drawing on the same piece of paper, but now draw what the second song makes you feel and reminds you of. Do the same for the third and fourth song. At the end you will finish with one picture made with many feelings and memories. Colour your picture if you would like.

### **Code a Cartoon**

Using the [Scratch program](#), code a cartoon. Watch the instructional video before starting. Morah Shany is here to help if you need any help coding your cartoon.

### **Silhouette**

A silhouette is a dark outline of a person or an object against a lighter background. Draw a silhouette of a person of your choice or an object of your choice. Next, add a light background.



### **Yoga**

Yoga is an exercise for your body's flexibility, and it improves your breathing. Yoga is also a helpful exercise for relaxation. Try one of these [videos](#). Make sure you have a quiet space, either outside or inside.

## **More Fun Activities**

Check out these super fun activities! You can choose to complete any of the activities below.  
Send a picture of your completed work to Morah Shany ([scohen@rjds.ca](mailto:scohen@rjds.ca))

<p style="text-align: center;"><b><u>Charades</u></b></p> <p>As a family come up with simple words that you would be able to act out and write them down on small pieces of paper. Put all of your pieces of paper into a hat or a big bowl. You can divide the family into 2 teams or play just for fun. You are ready to play! Draw a card, act it out, and have your family guess what word you acted out!</p>	<p style="text-align: center;"><b><u>Bust a Rhyme</u></b></p> <p>Play with your family. First stand in a circle. The first person is the rhyme master and they chose a word. The person on the right has to come up with a word that rhymes with the original word. This keeps going until either a person doesn't have any more rhyming words or until the rhymes go all the way back to the leader. For example, if the original word was CAT. What words rhyme with cat? MAT, RAT, HAT, CHAT. Here are the full <a href="#">instructions</a>.</p>
<p style="text-align: center;"><b><u>Storyteller Game</u></b></p> <p>Ask your family to play with you. First stand in a circle. The first person choses a word to start a story. The person on the right continues by adding another word to the story, and so on. Remember, the words have to make sense together, otherwise your story will not make sense. Here are the full <a href="#">instructions</a>.</p>	<p style="text-align: center;"><b><u>READ. STOP. DRAW</u></b></p> <p>Set a timer for 10 minutes. Read until the timer goes off. When the timer goes off, draw a picture of the last sentence that you read.</p>