



The Wonder of **Grade 5**

Curriculum Sample

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**Welcome to the Wonder of Grade Five!**

Often this year is known as the Golden Age for children. There is a temporary balance, grace and confidence that can be felt. Your child has awakened enough to their own individuality but has not entered puberty yet. Soak it up! What a beautiful time to enjoy with your child! The curriculum brings many opportunities to bask in the Golden achievements of humanity. The study of the history of ancient cultures, culminating in the study of Greece, will be inspiring to your child on every level!

Year Overview

Month	Curriculum Areas	Social Emotional Learning Competencies	First Peoples' Principles of Learning	Description
MONTH 1: Wonder of Botany	<ul style="list-style-type: none">ScienceLanguage Arts	<ul style="list-style-type: none">Critical Thinking	Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).	Botany provides the science focus for this year. Students learn about the plant world by understanding the relationship of plants to the human being. The lessons come alive with experiments, and time spent in nature.
MONTH 2: The Wonder of Ancient India	<ul style="list-style-type: none">Social StudiesLanguage ArtsArts Education	<ul style="list-style-type: none">Communication	Learning is embedded in memory, history, and story.	Ancient India, a glorious, colourful, spirit-infused time in our human history. This is the culture and belief system that led to the birth of Siddhartha Gautama, who became the Buddha.
MONTH 3: The Wonder of Decimals	<ul style="list-style-type: none">MathLanguage Arts	<ul style="list-style-type: none">Personal Awareness	Learning involves patience and time.	This math block demonstrates the connection between fractions and decimals. Children learn the practical and user-friendly process for working with parts of a whole.
MONTH 4: The Wonder of Persia and Mesopotamia	<ul style="list-style-type: none">Social StudiesLanguage Arts	<ul style="list-style-type: none">Communication	Learning recognizes the role of indigenous knowledge.	Learning about the people of Persia and Mesopotamia awakens wonder and respect for the human journey upon earth. Here we have the first farmers and city-builders.
MONTH 5: The wonder of My Country	<ul style="list-style-type: none">Social StudiesLanguage ArtsMath	<ul style="list-style-type: none">Social Awareness and Responsibility	Learning involves recognizing the consequences of one's actions. Learning involves generational roles and responsibilities. Learning recognizes the role of indigenous knowledge.	Students are ready to delve into the history and geography of the country they live in. Through the history of the indigenous people, mapmaking, stories and a research project, the country they live in comes alive.



MONTH 6: The Wonder of Ancient Egypt	<ul style="list-style-type: none"> • Social studies • Language Arts • Career Education • ADST 	<ul style="list-style-type: none"> • Creative Thinking • Personal Awareness 	Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.	Ancient Egypt, with its grandeur, architectural feats, royalty, and riches, is always a wonder to children. In addition to these aspects, students are guided to see the role that the Nile played in their daily lives, as well as the progression of our human story through myths, language, arts, and science.
MONTH 7: The Wonder of Greek Mythology	<ul style="list-style-type: none"> • Language Arts • Social Studies • Arts Education 	<ul style="list-style-type: none"> • Personal Awareness 	Learning is embedded in memory, history, and story.	Greek Mythology begins to make way for human history. Real locations are interwoven into the myths. This is the turning point for students of this age, as we mark the final time when ancient mythology forms the basis for curriculum.
MONTH 8: The Wonder of Freehand Geometry	<ul style="list-style-type: none"> • Math • Science • Arts Education • Language Arts 	<ul style="list-style-type: none"> • Creative Thinking 	Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).	Geometry, the study of earth and measure, is brought through the wonder of shapes and designs. Observing nature and patterns in our lives, the everyday shapes we are surrounded by are brought to life in their full glory. Students practice their drawings in freehand for the final time.
MONTH 9: The Wonder of Ancient Greece	<ul style="list-style-type: none"> • Social Studies • Language Arts 	<ul style="list-style-type: none"> • Critical Thinking 	Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.	The study of Ancient Greece becomes historical. The focus is now on the logic and reason that is awakening in the human being. Students learn about the city-states, the Olympics, great wars and great thinkers of the time.
MONTH 10: The wonder of Botany 2	<ul style="list-style-type: none"> • Science • Language Arts • ADST 	<ul style="list-style-type: none"> • Creative Thinking • Critical Thinking 	Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).	Spring brings a wonderful opportunity to observe the plant world in all its glory. Plant observation, experiments, and sketching form the backdrop for deep learning experiences.



The Morning Lesson

Rhythm and Routine

At Daily Wonder we talk a lot about rhythm and routine. That's because we know that young children feel a sense of good health when they are held by boundaries, including the lay-out of the day, week, month.... Children are meant to learn through play and doing until they reach high school. This means we need to provide them with lots of activities that spark their creativity and provide space for wonder. When they know what is expected of them the children are freed up to be in the moment. It is up to the adults to create the boundaries to free the children.

A friend recently told us that she was not expecting the freedom that came with building a fence around her property. It sounds kind of backwards, that a fence creates freedom, but think about it...she has a dog that had to be tied up or managed all the time. Once the fence went up, the dog knew how far it could go and the people trusted that the dog would just do dog things. We aren't comparing children and dogs, but we are comparing the freedom fence to boundaries.

Rhythm – this is your wide level organization such as your year, when you start school, what holidays or celebrations you participate in, what time you get up each day, what time you start and end your morning lesson...

Routine – these are the details within your rhythm such as singing a song to begin the morning lesson, lighting a candle before story, and how you end the day. Routines are kind of like the rules for 'how we do things'.

Your Daily Wonder teachers suggest the following rhythm for your morning lesson (framework for sample taken from "The Roadmap to Literacy" by Langley and Militzer-Kopperl):

Portion	Time amount	Content – each portion has a balance of loud and quiet
Opening	12-15 min	Begin, verse, singing, speech, movement, nature observation, riddle, etc. Here you are welcoming the day, becoming present for the lesson.
Skills/Practice*	20-40 min	Practice skills and activities associated with concepts from previous days, here you are building competencies (knowledge and abilities) on the path to understanding concepts.
Intro/Review*	10-25 min	New and on-going concepts, new subject content, new skills, review previous day, multi-sensory activities
Bookwork*	15-35 min	Portfolio for writing/drawing, copy, picture; practice books for rough draft, rules, etc.
Story	15-20 min	The key! Preferably told rather than read. Used to intro new concept or as soul food, can be moved to Intro section

*can include one or two transition activities of 2-3 minutes

Transition – Integrated Movement Activities (IMA) such as singing, clapping, speech, movement, developmental exercises, bean bag, Simon says, etc

**What Else?**

As you can see, we are suggesting a morning lesson that is between 1 – 2 hours each morning. We recommend this is followed five days per week. That leaves you a lot of day to fill before bedtime!

Numeracy – In addition to the Morning Lesson, your Daily Wonder team recommends that your child spend 15 – 30 minutes each day working on math foundation skills. DW is committed to introducing the big math concepts in Monthly Units throughout the year but your child needs to practice these skills daily. The amount of practice will be unique to your child, your schedule and their grade level. **We suggest using a provincial/state math book available at your local bookstore and working through this chapter by chapter.** Have a look at our Numeracy Scope and Sequence PDF to see what and when big concepts will come up for your child in a Monthly Unit, that way you can avoid the skill building portions for that topic in your math skills book until your child has been introduced to it properly.

Literacy – Your Daily Wonder team recommends that in addition to the Morning Lesson and Numeracy Practice time, your child spend 15 – 30 minutes each day reading. Again, DW will introduce literacy concepts along the way but reading and writing are foundational skills that need practice every day. Your child will have plenty of practice writing through the daily lesson, but reading is necessary to practice outside the lesson time. Depending on your child's relationship to reading at this time it can be great to read to your child, have them read aloud to you, or give them quiet space for silent reading. You'll know what combination suits your child best. Books you choose should be enjoyable, minimally but consistently challenging, contain appropriate content for the age of the reader, and provide examples of characters that share your child's frame of reference whenever possible.

Your Daily Wonder team also recommends a good balance of unstructured play time or creative time, and down time. Here is a sample of a daily rhythm used by some of our DW members:

Time	Activity
8 – 10 am	Morning Lesson
10 – 10:30 am	Snack and chores
10:30 – 11 am	Numeracy skills practice
11 – 12:30 pm	Play time/Creative time - unstructured
12:30 pm	Lunch and chores
1:30 – 3 pm	Play time/Creative time – structured (lessons, outings etc)
3 – 4 pm	Quiet time/Reading time



You are going to have unique rhythms and routines because your family's needs are unique. Our number one suggestion is, have fun! Our number two suggestion is, no matter how you organize your day and week, for best results keep it consistent.

Here are some ideas for activities to do after the morning lesson is finished:

1. Outdoor hike, adventure
2. Painting-- free painting or guided
3. Beeswax, clay, play-dough modelling---can have them create things based on morning lesson or seasonal themes
4. Knitting
5. Music lesson/practice
6. Free drawing- crafting time--based on morning lesson or seasonal themes
7. Cooking/baking
8. House chores
9. Journal writing
10. Older students could catch up on morning lesson work
11. Story time/ silent reading
12. Gardening
13. Woodwork
14. Building projects



The Wonder of Botany

Year 5 Month 1

This is a 5 day sample. Full unit includes 15 days of guided lessons and a 5 day flex week with suggestions for projects and independent work.



Month Overview

CURRICULUM AREAS/LEARNING OUTCOMES — CONCEPTS/BIG IDEAS

Language Arts: Concept: Using language in creative and playful ways helps us understand how language works.

Connection: Your child is receiving examples of rich, descriptive language through the imaginations and stories. They are working with descriptive writing and poetic styles.

Math: Concept: Computational fluency and flexibility with numbers extend to operations with larger (multi-digit) numbers.

Connection: Your child will have daily review and practice of previously learned math concepts.

Science: Concept: Multicellular organisms rely on internal systems to survive, reproduce, and interact with their environment.

Connection: Your child is learning how a variety of plants respond to their environment for survival. They are creating experiments and analyzing data and findings.

FIRST PEOPLES' PRINCIPLES OF LEARNING

Principle: Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Connection: Through regular communion with nature through walks, plant observation, artistic activities and discussions, children gain a reverence and honour for nature and our human connection to our natural surroundings.

OVERVIEW

The Botany lessons will be brought in ways that relate directly to the child's experience. In this way, deep and meaningful connections are made. The focus is on what the child can experience and observe with their senses. The discoveries build more appreciation and wonder for the plant world. The child will be brought on a learning journey that demonstrates how the plant world is made up of "babies," "toddlers," "school age children" etc., and that the plant's stages of development are based on how much wisdom they can receive from the sun.

This 4-week block introduces students to the plant world through an artistic and scientific study. Students will create their own Botany Book filled with sketches and drawings of the plant world, along with poetry and descriptive paragraphs. In addition, students will conduct their own science inquiries, plan experiments, and record data and findings.

Charles Kovac's book, [Botany](#), informs this unit.



PARENT PREPARATION

If you want to read anything ahead of time, Charles Kovacs' book, ["Botany"](#), is excellent. If you don't read this, the daily curriculum and supplementary videos will give you the basic understanding of the perspective for the lessons, along with guided imaginations for your child.

You may want to choose your own seasonal or themed poetry for you and your child to memorize and recite each day. Choose any songs or music you would like to incorporate into this unit. Read "Supporting Documents" and watch supporting videos for help with this.

Review the science experiments ahead of time:

- **Day 4:** Seed Experiment
- **Day 7:** Plant Maze
- **Day 14:** Pinecone Experiment
- **Flex Week:** Option to choose another plant experiment of your choosing

DEVELOPMENTAL CONNECTION

The science curriculum unfolds in direct relationship to the child. Last year the science focus was on the animal world, creatures that walk the earth. This year we look closer to the earth for our inspiration, as the plant world becomes the focus. Next year, we move even further into the earth, with the study of Geology. The study of Botany reflects the beautiful balance that the child of this stage of development is also experiencing. There is a common beauty, grace, and balance that the child exudes just before the shift into puberty

PARENT REFLECTION

Questions to consider before going into this unit: What is my personal relationship to the plant world? Did I grow up connected to nature, or feeling once removed from it? Was I in a city or rural setting, and did this play a role in my relationship to the plant world? What type of plant am I most drawn to? And why do I think I am drawn to it? What qualities and characteristics does it have that I connect with?

Questions to consider at the end of the unit: Has my relationship with the plant world changed at all? Do I feel more wonder for nature? How so?



MATERIALS NEEDED

- Read “Supporting Documents” and watch the supporting videos for information:
 - About your opening, transition and closing verses/songs – see our suggestions or choose your own.
 - About developmentally appropriate and theme related movement activities for opening and transitions – have chosen activities ready to share
- Fast growing seeds
- Glass jars for growing experiments
- Potting soil
- Thesaurus
- Dictionary (junior dictionary if your child is still learning how to use one)
- Print-off Plant Observation Skills (See Day 5).
- Chapter book(s) for daily reading- see list of suggested Grade 5 readers
- [Pinecone experiment for Day 14.](#)

SOCIAL EMOTIONAL HIGHLIGHTS

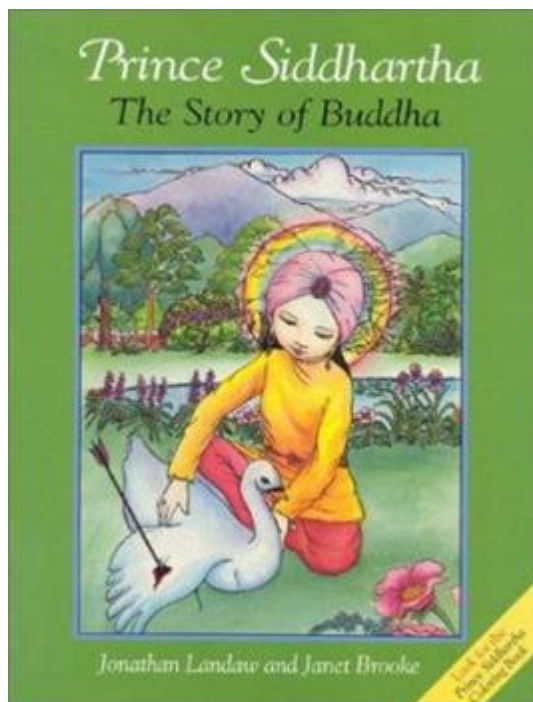
Social Awareness and Responsibility involves the awareness, understanding, and appreciation of connections among people, including between people and the natural environment. Social Awareness and Responsibility focuses on interacting with others and the natural world in respectful and caring ways.

Critical and Reflective Thinking encompasses a set of abilities that students use to examine their own thinking and that of others. This involves making judgments based on reasoning, where students consider options, analyze options using specific criteria, and draw conclusions.



Heads Up!

This is a heads up for next month – Grade 5, Month 2, The Wonder of Ancient India. We are strongly recommending that you purchase or borrow from your local library: [Prince Siddhartha: The Story of Buddha by Jonathan Landaw](#). This book will be a big help for weeks 3 and 4 of this next unit.





Verses, Poetry & Song Suggestions

OPENING VERSE FOR GRADE 5

*I look into the world
Wherein there shines the sun
Wherein there gleam the stars
Wherein there lie the stones
The plants the live and grow
The animals they feel and live
And humans to Spirit give
A dwelling in the soul*

*I look into the soul
That living, dwells in me
Life's spirit lives and weaves
In light of sun and soul
In heights of worlds without
In depths of soul within
To thee oh Spirit of Earth (or Spirit of God)
In seeking, turn myself
That strength and grace and skill
For learning and for work
In me may live and grow*

CLOSING VERSE FOR GRADE 5

*May the long-time sun
Shine upon you
All love surround you
And the pure light within you
Guide your way home*

This verse can either be spoken or sung. [Here's the tune](#) if you wish to sing it.



UNIT POETRY SUGGESTION

The Harvest

by: Alice C. Henderson

The silver rain, the shining sun,
The fields where scarlet poppies run,
And all the ripples of the wheat
Are in the bread that I do eat.
So when I sit for every meal
And say a grace, I always feel
That I am eating rain and sun,
And fields where scarlet poppies run

This is both a poem and a song. [Here's the tune](#) if you wish to sing it.

UNIT SONG SUGGESTION

I Love the Mountains

[Here's the tune](#)

I Love the Mountains

I love the moun - tains, I love the roll ing hills, I love the flow - ers,

I love the daff - o - dills, I love the fire - side when all the lights are low,

Boom - dee ah da, Boom dee ah da, Boom dee ah da, Boom - dee-ah - da Ah.



DAY 1

GOALS OF THE LESSON

Your child will practice the skill of observation.

WHAT TO KNOW BEFORE YOU BEGIN TODAY

Please refer to the Wonder of Botany month overview for the comprehensive list of materials, resources, and field trip ideas. Please make sure you have watched the brief introductory video for this unit. The video will explain why this unit is developmentally appropriate for the child of this age. As well, if you are new to Daily Wonder, welcome! Please make sure you have read “supporting Documents” and watched the supporting videos.

Make sure you have a book that you would like to read to your child each day as “soul food”. See our recommended reading list for grade appropriate choices. The other option is that your child reads independently if that suits your family’s needs.

Have your morning verse ready. This marks the beginning of our morning lesson. Instead of calling your child to come to you, and asking them to stop what they are doing, find a calm and grounded way to signal that lessons are beginning. Ideas that work well: play a short melody on an instrument of choice (it could be as easy as 3 notes repeated 3 times). Sing a simple melody of your choosing, or ring a soft bell.

TODAY'S LESSON

STEP 1: Opening: Begin the morning lesson with the morning verse. We suggest sticking with the same opening verse for the whole school year. Here’s our suggestion for Grade 5:

*I look into the world
Wherein there shines the sun
Wherein there gleam the stars
Wherein there lie the stones
The plants the live and grow
The animals they feel and live
And humans to Spirit give
A dwelling in the soul*



*I look into the soul
That living, dwells in me
Life's spirit lives and weaves
In light of sun and soul
In heights of worlds without
In depths of soul within
To thee oh Spirit of Earth (or Spirit of God...)
In seeking, turn myself
That strength and grace and skill
For learning and for work
In me may live and grow*

You may add any other poetry or verse that speaks to you and relates to the subject or the season. See our suggestions above or choose your own.

Step 2. Intentional Movement Activity (IMA): Go for a walk around your property or a nearby forest. Observe the natural world. Notice all the different kinds of trees, flowers, and plants. What season are you in? What is happening on the earth right now that affects the plant world? How is this affecting the plant world? Are things blooming? What is dying?

Step 3. Math Practice: Five-minute Math Activities. ***Please make sure you have watched the video called Math Activities.** Begin review of math concepts; use your recommended math workbook. Observe your child's review of math. It is normal that math concepts that have been learned, "go to sleep" when not being used. It will take a few weeks to review and recall all the math that was previously learned!

Step 4. New Material: Have your child look up the word "botany" in the dictionary. Learn what the origin of the word is.

Guided Imagination: Create a calm and uncluttered space to sit comfortably with your child. Practice taking 10 deep breaths in through the nose and out through the mouth. Draw attention to the fact that when we feel and notice our breath, it helps us to be in the present moment. Have your child close their eyes and breathe.

Begin the guided visualization:

Imagine the deep, dark, and cool earth that blankets the world. In the wintertime, there are million upon millions of sleeping seeds, covered by the blanket of earth. They are protected from the harsh cold of winter. They are protected from the frost and wind and snow and ice. Inside the



earth, they are nestled, safe and snug, like little sparks of light. Each seed, you can imagine, is a tiny spark of light, like a star in the earth. During the winter, deep inside, the earth would look like the starry sky. What amazing and magical secrets are hidden inside each seed? We have these tiny sparks inside us as well. When we struggle to understand something, and then finally get it, it is a spark of light in our mind. Throughout each day, if you really pay attention, you will notice that you have little tiny sparks light up in your mind, every time you understand something or learn something new.

In the summertime, all those seeds in the earth are called forth, to awaken and rise towards the light and the warmth. They blossom into flowers and wake up to the outside world.

Plants must live in two worlds to survive. They need the light and warmth to call forth their blossoms and fruit, and they need the cool, darkness of the earth to nurture their roots. In the winter, the earth is a stronger force for the plant, and in the summer, the sun is the stronger force. The plant is a child of the sun and earth. Just as we humans have a mother and a father, so the plants have the mother earth and the father sun.

Step 5. Learning Portfolio: Have your child draw the title page for their learning portfolio. **Please make sure you have watched the video titled "The Learning Portfolio."*

Step 6. Story: Create your reverent story time moment. Light a candle if this helps to set the mood. Read the chapter book you have chosen for this unit, or have your child read independently.

Step 7. Closing: Recite your closing verse to end the morning lesson. Here's one suggestion, but feel free to choose your own. This verse can either be spoken or sung. [Here's the tune](#) if you wish to sing it.

*May the long-time sun
Shine upon you
All love surround you
And the pure light within you
Guide your way home*



DAY 2

GOALS OF THE LESSON

Your child will continue developing the skills of observation. Your child will sketch what they observe.

WHAT TO KNOW BEFORE YOU BEGIN TODAY

An important aspect of each morning lesson is reviewing experiences, ideas, and concepts from the previous lesson. In this way, we are building up reflective forces in the child. It is always important to develop and balance the skill of reflection with the skill of visualization.

Reflection helps us to understand and incorporate lessons from the past into our present moment, and visualization helps us to direct our learning into a future time.

Your child will be choosing a tree to observe on a regular basis. When you go out to look for one today, please bring: paper, clipboard, pencil, and eraser, for sketching.

Good sketching comes from keen observation. Make sure your child looks very closely at the leaves, the bark, the shape of the tree etc. If your child tends to want to rush through it, or skim the surface, find more detailed questions to draw your child into the experience.

The skills of observation take time. Allow this to be a process for your child, not an end goal to be met today.

This sketch will be continued at home and put into the learning portfolio.

TODAY'S LESSON

Step 1. Opening: Begin the morning lesson with the morning verse. You may add any other poetry or verse that speaks to you and relates to the subject or the season.

Step 2. Intentional Movement Activity (IMA): Choose a suitable warm-up activity. See Resource hub if you would like inspiration!

Step 3. Math Practice: Five-minute Math Activities. Review of math concepts use your recommended math workbook. Observe your child's review of math. It is normal that math concepts that have been learned, "go to sleep" when not being used. It will take a few weeks to review and recall all the math that was previously learned!



Step 4. Review: Review yesterday's plant world observations. Ask your child what they noticed on the walk yesterday. What kinds of things are happening in the plant world? What stood out for them as interesting or wonderful? What roles are the earth and the sun playing in the plant world? Engage in a conversation.

Step 5. New Material: What is a deciduous tree? If you do not know the definition, look the word up in a dictionary.

Outdoor Activity: Take a walk outside on your property, or a nearby park/forest. Make sure you have some paper, clipboard, pencil and eraser, for sketching.

- Choose a deciduous tree on or near your house. Choose one that has a lot of activity. Perhaps the leaves are starting to turn colour. Perhaps it has fruit on it.
- You will be observing your tree often and keeping notes of observations and changes over the 4 weeks of this unit.
- First try to get a feeling for your tree: how tall do you think it is? How wide? What is the color and texture of the bark? Feel it: is it rough or smooth? What kind of signs of the season do you notice on the tree?
- Draw your tree. Draw a detailed pencil sketch of the tree. Do you notice any scars where branches have fallen off? Why do you think they fell off? How did the tree heal?
- As you observe your tree, notice the shape and colour of leaves. Are there fruits or nuts? When do birds visit (what kind of birds?). Sketch a close-up of a leaf, fruit or nut.
- Try thinking of the tree as an apartment building. Who lives on the ground level? In the upper stories? Observe any insects, fungi, lichen, moss, or other life.

Language Arts Writing: Back at home, have your child write the rough copy descriptive paragraph about your tree. It should be 5-6 sentences. Use the tree observation questions as the guide for writing the paragraph. Again, writing skills will be reviewed over the first weeks, as they may be rusty after the summer break. Reminders on the use of capital letters, periods, commas, and the 4 parts of speech that make a great sentence, are needed often.

Step 6. Learning Portfolio: Have your child continue the tree sketch, adding detail and colour. It can be glued into the next page of the learning portfolio. Have your child create a beautiful page, with a decorative border and a title.

Step 7. Story: Create your reverent story time moment. Light a candle if this helps to set the mood. Read the chapter book you have chosen for this unit or have your child read independently.

Step 8. Closing: Recite your closing verse to end the morning lesson.



DAY 3

GOALS OF THE LESSON

Your child will work on descriptive writing and develop proofreading skills.

WHAT TO KNOW BEFORE YOU BEGIN TODAY

Your child will be proofreading their rough copy. This is a skill developed over time. Observe your child's proofreading skills. Print off a Grade 5 specific editing checklist you can find online, to assist your child. Build on their success. If they struggle with spelling, focus on the most commonly misspelled words. It will be overwhelming if they have to correct a large number of spelling mistakes. Use your judgment and correct some of the spelling for them. You can keep a separate list of spelling words you would like them to memorize, and have a short spelling quiz every Friday.

TODAY'S LESSON

Step 1. Opening: Begin the morning lesson with the morning verse. You may add any other poetry or verse that speaks to you and relates to the subject or the season. You may choose to do a morning warm-up activity, or short walk to get energized.

Step 2. Intentional Movement Activity (IMA): Choose a suitable warm-up activity. See Resource hub if you would like inspiration!

Step 3. Math Practice: Five-minute Math Activities. Review of math concepts; use your recommended math workbook.

Step 4. Review: Review yesterday's tree observation exercise. Ask your child why they chose that tree. What did they notice about the bark, leaves, fruits, seasonal changes, insect activity? How did they experience their sketching skills? If it was hard, what can they learn from challenging experiences? How can these experiences help us grow?

Language Arts Writing: Proofread and edit the rough copy from yesterday. Encourage additional words to be added if the sentences could be more interesting. Review the use of adjectives and adverbs and remind your child of the benefit of using adjectives to describe the nouns, and adverbs to describe the verbs. It is one thing to write: "The tree is tall." It is another thing to write: "The tall, brown, deciduous tree gracefully reaches its smooth branches towards the sky." Have a vision of your end goal—that your child can write with beautiful and descriptive language and pace your child with incremental steps that challenge their edge.



Step 5. New Material:

Guided Imagination: Create a calm and uncluttered space to sit comfortably with your child. Practice taking 10 deep breaths in through the nose and out through the mouth. Draw attention to the fact that when we feel and notice our breath, it helps us to be in the present moment. Have your child close their eyes and breathe.

Imagine you are walking through a field, and you come across little yellow blossoms covering the grass. They are very common wildflowers. They are covering the ground in different stages of growth. You can see some have just a green bud reaching to the sun, with a small hint of yellow trying to reach towards the sun. Others are in full blossom facing the sun with brightness. And still others have moved past the blossom stage and are in the fruit stage. The soft white puff balls are the fruit stage of the dandelion. You pick one of these from the grass and can't resist blowing on it; little white stars come off and fly away in the wind. These are the seeds, scattering in all directions, to eventually become new dandelions. When you look closely at this flower, and inspect the leaves, you see jagged, tooth-like shapes along the edge of the leaf. People used to think these sharp points looked like lions' teeth, which in French translates to "dents (dahns) de lions". This eventually became the word "dandelion". In the spring, the warmth of the air creates the green leaves and stem. As the sun gets warmer and stronger, it calls forth the yellow petals, and when the sun is less strong, it is the earth that maintains the warmth of the sun and encourages the fruits to grow. And of course, the roots are nourished by the rainwater. The little dandelion, seen as a pest to many humans, is very wise. It has learned how to gain wisdom from the sun and to create colored petals, and fruit which bears seeds.

Step 6. Learning Portfolio: Have your child write the good copy Special Tree Observation into their learning portfolio. It is important that they do their best work and put great effort into the neatness of the writing, as well as the aesthetics of the page layout and design.

Step 7. Story: Create your reverent story time moment. Light a candle if this helps to set the mood. Read the chapter book you have chosen for this unit or have your child read independently.

Step 8. Closing: Recite your closing verse to end the morning lesson.



DAY 4

GOALS OF THE LESSON

Recognize that great scientific thought originates with wonder and curiosity about a subject. Your child will begin the scientific steps of:

- Questioning and Predicting
- Planning and Conducting
- Processing and analyzing data and information

WHAT TO KNOW BEFORE YOU BEGIN TODAY

Today will be an opportunity for your child to come up with questions they would like to explore. They will begin the steps of planning the experiment.

The important piece for the parent to carry, is that science stems from wonder and curiosity. We want your child to wonder about something, find curiosity about an aspect of the plant world, and set out to find an answer. It can be very simple questions, like: "Can a plant grow in the dark space in my cupboard?" Gently guide your child to find what they are wondering about.

TODAY'S LESSON

Step 1. Opening: Begin the morning lesson with the morning verse. You may add any other poetry or verse that speaks to you and relates to the subject or the season. You may choose to do a morning warm-up activity, or short walk to get energized.

Step 2. Intentional Movement Activity (IMA): Choose a suitable warm-up activity. See Resource hub if you would like inspiration!

Step 3. Math Practice: Five-minute Math Activities. Review of math concepts; use your recommended math workbook.

Step 4. Review: Review yesterday's dandelion imagination. Ask your child to recall what they remember from it. Guide the review to include what nature elements support the bud, petals, and fruits. Review that the flower is seeking wisdom from the sun.

Step 5. New Material: Guided Imagination: Create a calm and uncluttered space to sit comfortably with your child. Practice taking 10 deep breaths in through the nose and out through the mouth. Draw attention to the fact that when we feel and notice our breath, it helps us to be in the present moment. Have your child close their eyes and breathe.

Guide them through this brief imagination. (It is an excellent practice for them to inwardly visualize the metamorphosis of the plant)



Imagine a seed sleeping in the deep and dark earth. All winter long it has been protected from the harsh and cold winter. Something calls it to awaken, the seed swells and expands beneath the earth, and a tiny root and shoot emerge. The shoot wants to reach upwards and break through the dark soil. Something calls it upwards, tiny green stem unfurling, leaves expanding, buds developing. The root wants to reach deeper, to be held in the dark soil.

Opening your eyes

Question: What is happening on the earth, and how is it affecting the tiny seed in the spring and summer? What natural elements are at work here, and how do they affect the plant world?

Summarize by asking your child: So, what does a plant require for optimal growth?

Allow a conversation to unfold that begins with: "I wonder what would happen if we took a seed and

STEP 7. SEED GROWING EXPERIMENT:

Scientists begin with 'Questioning & Predicting,' leading to 'Planning & Conducting' followed by 'Processing & Analyzing.' So take some of the things you were questioning above and plan the following experiment.

Materials Needed:

- 3 - 4 clear glass jars
- Wet paper towels
- Fast germinating seeds (peas, beans, radishes etc.)

1st Step: Questioning & Predicting: From the conversation you guided your child through above, they should be mulling over the question, "What is the optimal environment to grow a seed?" Next, continue your conversation with your child, guiding them to predict where in your own home a seed would grow best, something along the lines of, "Seeds in the sunniest spot will grow best."

2nd Step: Planning & Conducting: After asking your questions and making your predictions, the following scientific step is Planning & Conducting. So gather your materials and set up your experiment. To do this, place wet paper towels in each of your jars. Make sure to wring out the paper towels so there's no excess water in the jar. Next, place your seed down one side of the jar, near the bottom, between the glass and the paper towel. This way, you can watch the seed open, and your child will see the activity of the root and shoot as the seed wakes up. Next, place your jars in different environments around your home. Some examples are; in full sun, beside a computer, in partial sun, beside a crystal, and in a dark cupboard. In the days that follow, be sure to keep your paper towels damp by spritzing them with water. But not too wet; you don't want them to mould.



3rd Step: Processing & Analyzing: After your experiment is ready to go, the following scientific step is Processing & Analyzing Data and Information. Create a chart in your

Step 8. Learning Portfolio. See the example below. You will use this chart to collect and record data every day as you watch your seeds grow. For the remainder of this unit, each day, remember to check on your seeds and record your data in your chart.

Step 9. Story: Create your reverent story time moment. Light a candle if this helps to set the mood. Read the chapter book you have chosen for this unit or have your child read independently.

Step 10. Closing: Recite your closing verse to end the morning lesson.







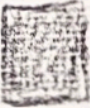


MY SEED EXPERIMENT

My Question: What is the optimal environment to grow a seed?

My Prediction: I think the seed in the sunniest spot will grow best.

OBSERVATION CHART - seeds planted April 7th

SEED ENVIRONMENT	Day 1	Day 2	3	4	5	6	7	8	9	10	11	12	13
 Sunniest spot													
 beside computer													
 medium sun													
 beside a crystal													
 dark cupboard													



DAY 5

GOALS OF THE LESSON

Your child will practice observation skills. They will be guided with questions from the plant profile. They will learn about synonyms. They will write a descriptive paragraph.

WHAT TO KNOW BEFORE YOU BEGIN TODAY

Now that your child has set up their seed experiment, they must observe any changes each day, and record the changes in their learning portfolio.

Today your child will find a flowering tree, plant, or late-blooming flower to observe. They will build a plant profile.

Print off Plant Observation Skills (see below). They will write their observations on this print-off.

They will then use the descriptive words to write a paragraph about the tree/plant they have chosen.

Your child will need a thesaurus. A book format would be ideal. If not, you can utilize the internet for a thesaurus. Tell your child about synonyms.

TODAY'S LESSON

Step 1. Opening: Begin the morning lesson with the morning verse. You may add any other poetry or verse that speaks to you and relates to the subject or the season. You may choose to do a morning warm-up activity, or short walk to get energized.

Step 2. Intentional Movement Activity (IMA): Choose a suitable warm-up activity. See Resource hub if you would like inspiration!

Step 3. Math Practice: Five-minute Math Activities. Review of math concepts; use your recommended math workbook.

Step 4. Review: Review yesterday's material. How do the elements affect the plant world? What is the most important thing that guides a scientist? What were you wondering about? What are the first 3 steps you have taken with your scientific inquiry? Describe your experiment set up.

Step 5. New Material: Your child will find a flower, a flowering plant or a flowering tree to observe. Print off the attachment: **Plant Observation Skills** (see below). Write down your observations of the plant. Each area is going to ask you for three descriptive words for that aspect of the plant.



Language Arts Writing: Take the Plant Observation Skills worksheet you just filled out and find a more descriptive word to replace each of the ones you chose. Use a thesaurus to search for more interesting words. Using the new descriptive words, now write a descriptive paragraph about your flowering tree/plant. Remember to follow rules for punctuation and grammar.

Step 6. Learning Portfolio: Sketch a picture of the flowering plant you chose.

Step 7. Story: Create your reverent story time moment. Light a candle if this helps to set the mood. Read the chapter book you have chosen for this unit or have your child read independently.

Step 8. Closing: Recite your closing verse to end the morning lesson.



Plant Observation Skills

Activity #1: Find a flowering tree, flowering plant or late blooming flower to observe. Print off, and have your child fill in the answers.

Leaves

List 3 colours to describe the leaves

1. _____
2. _____
3. _____

List 3 words to describe the leaves' textures

1. _____
2. _____
3. _____

List 3 words to describe the leaves' shape

1. _____
2. _____
3. _____

List 3 words that describe the leaves' smell

1. _____
2. _____
3. _____

Stem

List 3 words to describe the stem

1. _____
2. _____
3. _____

List 3 words to describe the stems' textures

1. _____
2. _____
3. _____

List 3 words to describe the stems' shape

1. _____
2. _____
3. _____



Flowers

List 3 colours to describe the flowers

1. _____
2. _____
3. _____

List 3 words to describe the flower's texture

1. _____
2. _____
3. _____

List 3 words to describe the flower's shape

1. _____
2. _____
3. _____

List 3 words to describe the flower's smell

1. _____
2. _____
3. _____



The Wonder of Ancient India

Year 5 Month 2

This is a 5 day sample. Full unit includes 15 days of guided lessons and a 5 day flex week with suggestions for projects and independent work.



Month Overview

CURRICULUM AREAS/LEARNING OUTCOMES — CONCEPTS/BIG IDEAS

Language Arts: Concept: Language and text can be a source of creativity and joy.

Connection: In this unit your child will hear the creation myth and the flood myth as well as other stories from ancient India. Your child will also follow a recipe.

Concept: Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.

Connections: Your child will learn about and discuss the Four Noble Truths, the Buddhist Eight-fold path, the ancient caste system and the story of Siddhartha Gautama, who became the Buddha. These will bring a foundation for deep connections as they consider everything they learn in relation to their own life. Your child will learn about the religion of Hinduism and their specific belief system. Either they are learning about a new religion and making connections about the world, or they are familiar or have grown up in this religion, in which it is an opportunity to deepen their knowledge or ask new questions. They are investigating their own personal duties and responsibilities in this life.

Math: Concept: Computational fluency and flexibility with numbers extend to operations with larger (multi-digit) numbers. Identified regularities in number patterns can be expressed in tables. Numbers describe quantities that can be represented by equivalent fractions.

Connection: Look for review chapters in your chosen math workbook on identifying number patterns, or play games with this theme. Review fractions and specifically equivalent fractions in their workbook. Your child will be working with fractions while cooking.

Social Studies: Curricular Competency: Develop a plan of action to address a selected problem or issue. Use Social Studies inquiry processes and skills to — ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions. Explore the idea of duty and responsibility, and compare a range of points on an issue.

Connection: Your child is observing their personal and or social awareness and developing ways of addressing areas to strengthen.

Science: Concept: Earth materials change as they move through the rock cycle and can be used as natural resources. **Connection:** Through ancient creation stories, your child is gaining an understanding of First Peoples' concepts of interconnectedness in the environment; that everything in the environment is one/connected (e.g., sun, sky, plants and animals) and we have a responsibility to care for them.

CURRICULUM OVERVIEW

This unit will take your child on a journey of ancient India. Your child will gain a feeling for the geographical landscape of this land, as well as the creation stories and the myths. This will help them gain a feeling for the way these ancient people saw the world. They will hear the story of Rama and Sita, Krishna, and the great Buddha.

This unit will highlight the Buddhist Eight-Fold Path. Your child will be choosing an aspect of the path to focus and reflect on. It is recommended that the parent choose a focus as well.



FIRST PEOPLES' PRINCIPLES OF LEARNING

Principle: Learning is embedded in memory, history, and story. **Connection:** Your child is gaining an understanding of India through descriptions of the land, as well as through story and history.

Principle: Learning requires exploration of one's identity. **Connection:** Your child is imagining themselves emerged in the ancient caste system, how it would feel and what role they would be best suited for.

Principle: Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Connection: When your child learns about a different way of seeing the world, a different religious belief system in the world, this supports their growth, and ability to be open and accepting of those who are different than themselves. This knowledge enhances personal and social awareness and extends to its furthest reach, affecting all things.

Principle: Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). **Connection:** Your child will cook a meal from the Indian tradition. This activity brings many elements of learning together-experiential, relational, connectedness.

SOCIAL EMOTIONAL LEARNING

Using the activity around dharma, the Four Noble Truths, and the Eight-fold Path as your guide, your child will delve into aspects of the following social emotional work.

Personal Awareness and Responsibility involves understanding the connections between personal and social behaviour and well-being; it encourages people to make constructive and ethical decisions and act on them. People who are personally aware and responsible demonstrate self-respect, persevere in difficult situations, and exercise responsibility. They understand that there are consequences for their decisions and actions. A personally aware and responsible individual takes steps to ensure their well-being, sets goals and monitors progress, regulates emotions and manages stress, and recognizes and advocates for their own rights.

Positive Personal and Cultural Identity involves the awareness, understanding, and appreciation of the factors that contribute to a healthy sense of oneself; it includes knowledge of one's family background, heritage(s), language(s), beliefs, and perspectives in a pluralistic society.

People who have a positive personal and cultural identity value their personal and cultural narratives and understand how these shape their identity. They exhibit a sense of self-worth, self-awareness, and positive identity to become confident individuals who take satisfaction in who they are and what they can do. They contribute to their own well-being and to the well-being of their family, community, and society.

Social Awareness and Responsibility involves the awareness, understanding, and appreciation of connections among people, including between people and the natural environment. Social Awareness and Responsibility focuses on interacting with others and the natural world in respectful and caring ways. People who are socially aware and responsible contribute to the well-being of their social and physical environments. They support the development of welcoming and inclusive communities, where people feel safe and have a sense of belonging. A socially aware and responsible individual contributes positively to their family, community, and environment; empathizes with others and appreciates their perspectives; resolves problems peacefully; and develops and sustains healthy relationships.



MATERIALS NEEDED

- Learning Portfolio
- Grade 5 math practice book
- Atlas-or access to map of India
- Pencil sharpener/pencil crayons
- Dictionary
- Editing checklist (See [Resource Hub](#) on Website).
- Clay needed for Day 12
- Day 10 - Optional [mandala craft](#)
- Street chalk might be used to create an outdoor mandala
- Day 15 - option to prepare an Indian feast

READING RECOMMENDATIONS

- Suggested independent reader for free time- [The Iron Ring](#) by Lloyd Alexander.
- [Prince Siddhartha: The Story of Buddha](#) - author-Jonathan Landaw (for week 3 and 4)

SUGGESTED FIELD TRIPS: (Depending on where you live in the world, this is easier or more difficult to do)

- Visit a Hindu or Buddhist temple
- Visit an East Indian neighbourhood community

UNIT RESOURCES

- User Friendly Resource for Hinduism: [The Origins of Hinduism](#)
- Fascinating Background Reading if interested in delving deeper into the connection between ancient myths: [Manu Flood Myth](#)
- [Manu and the Fish](#)
- [Caste System in Ancient India](#)
- [Birth of Shri Krishna Story](#)
- [Buddhist Stories](#)
- [Buddhism](#)
- [Buddhism: Four Noble Truths](#)



DEVELOPMENTAL CONNECTION

This is the first unit in an amazing journey through the history of ancient civilizations, and their major contributions to humanity. By bringing experiences to your child that evoke feeling and connection, a deep foundation is laid. This foundation can be built on with further study in the same subject area, later in their lives. The ancient civilizations that arose on the earth, arose in such a way that they emulate the human path to independence and freedom. The ancient Indians were deeply connected to the spirit world, as will be seen in their myths and cultural beliefs. This aligns with the human infant and young child, who is completely at one with their surroundings, and from Daily Wonder's perspective, connected to the spirit world, or unseen forces, from where they just came. Throughout this year, your child will take a rich and creative journey through major civilizations that impacted humanity deeply: India, Persia, Mesopotamia, Egypt, and Greece.

By understanding our human history, and having reverence and respect for the human journey, we are more able to honour life on earth. It is filled with trials and tribulations. The ancient myths that will be heard over this year, speak to the major questions of life and death. They are questions that your child wonders about. Perhaps they wonder quietly on their own as they fall asleep at night, and perhaps they wonder aloud, and ask you questions that are difficult to answer. These myths bring us connection. They also bring us opportunities to discuss and wonder together. We are all on a journey filled with many questions. Where did we come from? And where are we going? And what are we supposed to be doing while we are here?

PARENT REFLECTION

Questions to consider before going into this unit:

What, if any, is your connection to Indian culture? What would you like to learn more about? There is a very spiritual aspect to ancient India. What is your connection to the unseen world around us? If this is not something you connect to, will you be able to practice holding back your own opinions and guiding your child to experience this spiritually connected ancient culture? Check out the Buddhist Eight-fold Path resource on the Hub. You can follow the same social emotional learning activity alongside your child.

Questions to consider at the end of the unit:

What has been a wonder-filled moment for you? What did you learn about our collective history? What did you learn about your child? What did you learn about yourself? Did you practice yoga each morning with your child? What were the benefits? Is there something you would like to continue with, and could bring into your daily life routine?



Verses, Poetry & Song Suggestions

OPENING VERSE FOR GRADE 5

*I look into the world
Wherein there shines the sun
Wherein there gleam the stars
Wherein there lie the stones
The plants the live and grow
The animals they feel and live
And humans to Spirit give
A dwelling in the soul*

*I look into the soul
That living, dwells in me
Life's spirit lives and weaves
In light of sun and soul
In heights of worlds without
In depths of soul within
To thee oh Spirit of Earth (or Spirit of God)
In seeking, turn myself
That strength and grace and skill
For learning and for work
In me may live and grow*

CLOSING VERSE FOR GRADE 5

*May the long-time sun
Shine upon you
All love surround you
And the pure light within you
Guide your way home*

This verse can either be spoken or sung. [Here's the tune](#) if you wish to sing it



UNIT POETRY, SONG, MOVEMENT & PARENT PREPARATION

It is a great idea to begin the morning lesson with yoga during this unit. Depending on your comfort level with yoga, you can lead your child, or find a video that you can follow together. It is wonderful if you can have the room set up with yoga mats, music and incense. Create a peaceful and reverent space, and begin your morning lesson with your morning verse, chants that you are learning and a yoga flow. Practice taking some time for a quiet meditation at the end. Each child will have a different level of ability to enjoy this stillness. Observe how it is for your child and adjust accordingly. Try chanting OM together at the end of the yoga.

This morning yoga and chanting can be anywhere from 10-30 min. Feel out what is right for you and your child. Follow this same routine throughout the unit. You will see benefits and improvements. You can find our chants and yoga suggestions [on our website by visiting this link.](#) These can be used in place of poetry and songs for this unit.



DAY 1

GOALS OF THE LESSON

Your child will gain a feeling for the geographical landscape of India.

WHAT TO KNOW BEFORE YOU BEGIN TODAY

Please refer to the Wonder of Ancient India month overview for the list of materials and resources. Please make sure you have watched the brief introductory video for this unit. The video will explain why this unit is developmentally appropriate for the child of this age.

Field trips and outings are always a great idea! Please schedule those whenever you can, and make necessary adjustments to the daily guide!

TODAY'S LESSON

STEP 1: Opening: Begin the morning lesson with the morning verse. We suggest sticking with the same opening verse for the whole school year. Here's our suggestion for Grade 5:

*I look into the world
Wherein there shines the sun
Wherein there gleam the stars
Wherein there lie the stones
The plants the live and grow
The animals they feel and live
And humans to Spirit give
A dwelling in the soul*

*I look into the soul
That living, dwells in me
Life's spirit lives and weaves
In light of sun and soul
In heights of worlds without
In depths of soul within
To thee oh Spirit of Earth (or Spirit of God...)
In seeking, turn myself
That strength and grace and skill
For learning and for work
In me may live and grow.*



Step 2. Intentional Movement Activity (IMA): Begin the morning lesson with a yoga practice, verse and chanting. [See link for resources](#). Refer to the monthly overview for suggestions. Recite your morning verse at the beginning of the practice. Light candles and dim the lights. This can be a very calming and magical time.

Step 3. Math Practice: Five-minute Math activity. Choose a math game or activity from the Hub resources. 10-15 min of math review in their workbook.

Step 4. New Material: Geography of India India is a vast country. It looks like a big elephant's ear, forming a triangular shape. The tip of the country is in the south, and this tip juts into the Indian Ocean. The northern part of India borders on the Himalayan Mountain Range. The Himalayas are home to the largest mountain peak in the world, Mount Everest. The summers are hot. The northern part of the country experiences a cold climate in the winter, and the southern part of the country has a mild winter. There are two great rivers that flow from the mountains. These are the Indus River and the Ganges River. The Ganges River is a sacred river for the people of India. They bathe in it to wash away any wrong-doings. India has jungles, hot desert and grassy plains. The wildlife in India is wide and varied. There is the Indian elephant, the Royal Bengal tiger, the snow leopard, the Indian rhinoceros, the highly venomous Indian cobra, and the Nilgiri Tahr, to name just a few. The country of India is on the continent of Asia. It is bordered by bodies of water on 3 sides. The Indian Ocean in the south, the Bay of Bengal in the east and the Arabian Sea on the west side.

Step 5. Learning Portfolio: Have your child draw the title page for their learning portfolio. *Please make sure you have watched the video titled: The Learning Portfolio. They can create a page with the title: Ancient India, written in a style that looks like Sanskrit. Go online to get an idea of Sanskrit style. Have your child draw a beautiful lotus flower as the main image. Find online resources for images to follow or see our example below. The smudging technique would work well for this drawing. The smudging technique is as follows: Take pencil crayon shavings, dump them onto the page you want to colour in, and smudge the shavings with your finger to cover the desired area. Please watch [this short video](#) for further clarification.

Learning Portfolio example is from a Daily Wonder member.





Step 6. Story: Create your reverent storytime moment. Light a candle if this helps to set the mood. Read the following:

In ancient times in India, it is said that Brahman, the All Powerful, Everlasting and Infinite, breathed life over the waters, waters that had always been and were timeless. Out of this deep and dark water, that had no beginning and no end, a golden egg, brighter than the sun, came forth from the deep waters. For a long time, so long that we can't even measure, the egg floated upon the timeless waves. Until one day, it opened and out came Brahma. Brahma took one half of the shell, and from this the earth was formed. And with the other half of the shell, he created the Heavens. Soon, there were other gods that wanted to join Brahma. The most important to join were Vishnu and Shiva. Brahma was the creator. He was solemn, serious and always reciting holy prayers called the Vedas. This was the Hindu holy word of the gods. Shiva was the feared one. He was the god of destruction and renewal. He was called the Destroyer. He would dance in circles and forms. Between the Creator Brahma and the Destroyer Shiva, was Vishnu, who maintained the Peaceful balance. Vishnu was a great helper of human beings. He was full of compassion and love. He did not like to see human beings suffering. He would come to earth, to live in noble souls. Some of these souls that he incarnated into, you will hear about throughout this unit. Vishnu was known as the Preserver. Together these three gods held the balance of life. It is said that Brahma would exhale that sound-Ah, and Vishnu would exhale the sound-Oh, and Shiva would exhale the sound-Aum. Together these three sounds combined to create the sacred sound AUM (written also as OM). This sound expresses the vibration of the universe.

Each of these gods had a female companion, a goddess, who had her own work to do in heaven and on earth. Brahma's companion was Sarasvati, the goddess of wisdom and learning. Shiva's companion was Shakti, the joy of life. Vishnu's companion was Lakshmi, the goddess of love and beauty.

Step 7. Closing: Try chanting OM together and then recite your closing verse to end the morning lesson. Here's one suggestion, but feel free to choose your own. This verse can either be spoken or sung. [Here's the tune](#) if you wish to sing it.

*May the long-time sun
Shine upon you
All love surround you
And the pure light within you
Guide your way home.*



DAY 2

GOALS OF THE LESSON

Your child will recall the landscape of India, write a dictation and draw a map.

WHAT TO KNOW BEFORE YOU BEGIN TODAY

Repetition is the key to getting into a flow with your routine. Soon the routine will carry you all!! It takes time at first to be consistent and stay in the routine. You've got this!

[The Manu Flood Myth](#) is fascinating background reading if you are interested in delving deeper into the connection between ancient myths.

TODAY'S LESSON

Step 1. Opening: Namaste. I honour the divine light in you. What a beautiful greeting, and one that you can bring into your morning rhythm throughout this unit. During this unit, it is most effective to weave the poetry, verse, song and/or chants that you have chosen into the yoga session.

Step 2. Intentional Movement Activity (IMA): Begin the morning lesson with a yoga practice, verse and chanting. See Hub for resources. Refer to the monthly overview for suggestions. Recite your morning verse at the beginning of the practice. Light candles and dim the lights. This can be a very calming and magical time.

Step 3. Math Practice: Five-minute Math activity. Choose a math game or activity from the Hub resources. 10-15 min of math review in their workbook.

Step 4. Review: Have your child review the geography of India. Can they describe the land? What borders it on each side? Can you think of reasons why their ancient culture was untouched by outsiders for so long? What geographical reasons could there be? What are the main rivers? What kind of climate is it? What type of animals are unique to India? Can they recall the trinity of Hindu gods? Can they recall the creation story?



Step 5. New Material

Dictation: Read the following dictation for your child to copy into a rough copy practice book. Dictations can be challenging for many children. This is great practice to be able to listen and write what they hear, with some speed and accuracy. Observe your child, and make adjustments as necessary. This is a skill that can take time to build. You can shorten or lengthen the dictation to meet your child's needs. Corrections will take place tomorrow!

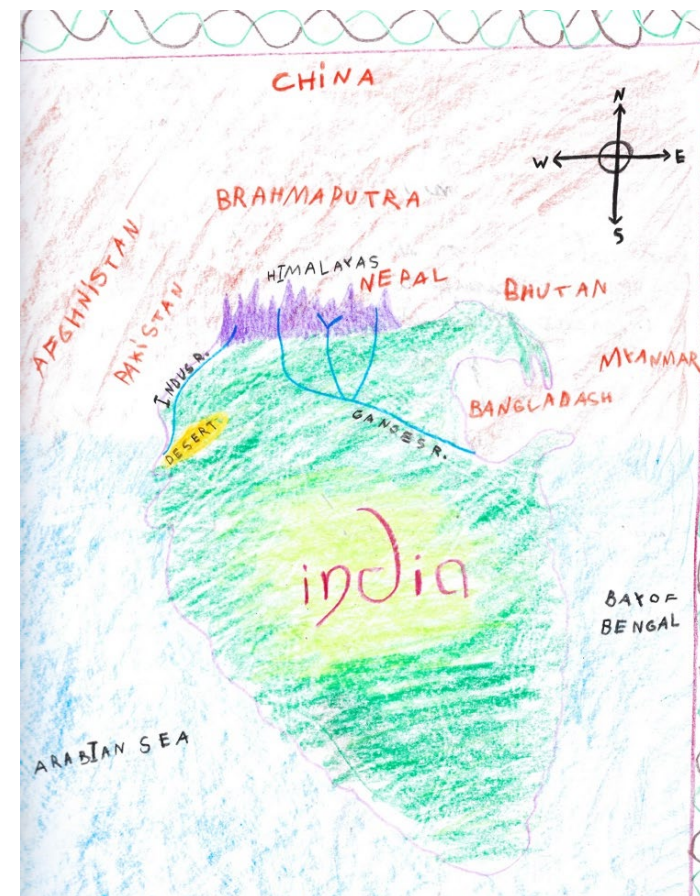
The land of India forms a huge triangle. The southern tip reaches into the Indian Ocean. The northern part of the country borders the Himalayan Mountains. There are two great rivers that flow from the mountain range, these are the Indus and the Ganges. India has jungles, hot desert and grassy plains. There are many animals unique to India.

Step 6. Learning Portfolio: Today your child will draw the map of India. They will label the geographical areas that have been discussed: rivers, ocean, sea, bay, mountain ranges, biomes (plains, desert, jungle). Use the smudging technique for colouring in the map. The smudging technique is as follows: Take pencil crayon shavings, dump them onto the page you want to colour in, and smudge the shavings with your finger to cover the desired area. Please watch [this short video](#) for further clarification.

Learning Portfolio example is from a Daily Wonder member.

Step 7. Story: Create your reverent storytime moment. Light a candle if this helps to set the mood. Read the following: [Manu and the Fish](#)

Step 8. Closing: Chant OM together and then recite your closing verse to end the morning lesson.





DAY 3

GOALS OF THE LESSON

Your child will work on proofreading skills. They will recall the flood myth and make connections between other cultural/religious stories around the world.

WHAT TO KNOW BEFORE YOU BEGIN TODAY

If your child is familiar with other flood stories, today would be a great time to bring up this discussion during review. Guide your child to recognize the similarities between myths in different cultures. Together you can wonder at the meaning of this. Was there a flood in an ancient time that all cultures wrote about? Was this a metaphor that all cultures felt called to write about? What does your child think?

[The Manu Flood Myth](#) is fascinating background reading if you are interested in delving deeper into the connection between ancient myths.

You will be introducing your child to the Caste System in Ancient India. If there is discussion of the caste system in modern India, it is important to make the distinction. Humans in ancient times had a very different consciousness. It is only in our modern times over the last 500 years or so, that humans as a collective, have begun to awaken to our desire to be treated equally.

TODAY'S LESSON

Step 1. Opening: Namaste. I honour the divine light in you. What a beautiful greeting, and one that you can bring into your morning rhythm throughout this unit. During this unit, it is most effective to weave the poetry, verse, song and/or chants that you have chosen into the yoga session.

Step 2. Intentional Movement Activity (IMA): Begin the morning lesson with a yoga practice, verse and chanting. See Hub for resources. Refer to the monthly overview for suggestions. Recite your morning verse at the beginning of the practice. Light candles and dim the lights. This can be a very calming and magical time.

Step 3. Math Practice: Five-minute Math activity. Choose a math game or activity from the Hub resources. 10-15 min of math review in their workbook.



Step 4. Review: Have your child retell the main parts of Manu and the Flood. What are the common themes that they have heard in other stories? What does it remind them of? What do they find interesting about this common theme? If they did a little research, it would be interesting to see just how many cultures have a flood myth. Hmmm, I wonder!

Language Arts Writing: Have your child proofread their dictation. See editing checklist on the hub. Again, this can be a very challenging skill for many children. You will probably need to go over their editing and support them in finding all the errors.

Step 5. New Material: The Caste System in Ancient Days

After the great flood in ancient days, Brahma, Vishnu and Shiva decided that there needed to be more order in the world. The flood had washed away the wrong-doing, and there was a chance to begin fresh. They declared that there would be four groups, or castes created. The gods would decide at birth, which caste you would belong to, and there you would live out your life. You could only marry within your caste, live in the community with fellow caste members, and you would have specific jobs and tasks that was for your caste to perform. It was considered the dharma, or duty and responsibility of each human to live within the clearly divided tasks for the caste they were in. The gods did say, that since humans would come back to earth over many lifetimes, and all Indians knew this to be true, then each human would have the possibility of ascending the caste order and moving upwards.

These are the four castes: Brahmins, Kshatriyas, Vaishyas, Shudras. Based on the link for your background reading, you can add more details if desired. At the top of the hierarchy were the Brahmins who were mainly teachers and intellectuals and are believed to have come from Brahma's head. Then came the Kshatriyas, or the warriors and rulers, supposedly from his arms. The third slot went to the Vaishyas, or the traders, who were created from his thighs. At the bottom of the heap were the Shudras, who came from Brahma's feet and did all the menial jobs.

Step 6. Learning Portfolio: Today your child will write the good copy dictation in their portfolio. You are looking for their best effort in writing, page layout and aesthetics. Guide them to add beauty with colour and small illustrations, or designs. See *Learning Portfolio example from a Daily Wonder member below*.

Step 7. Story: Create your reverent storytime moment. Light a candle if this helps to set the mood. Read the following: First part of Rama and Sita (or another Indian Myth or Tale of your choice).

Step 8. Closing: Chant OM together and then recite your closing verse to end the morning lesson.



India

The land of India forms a huge triangle. The southern tip reaches into the Indian Ocean. The northern part of the country borders the Himalayan mountains. There are two great rivers that flow from the mountain range, these are the Indus and the Ganges. India has jungles, hot and cold deserts, and grassy plains. There are many animals unique to India.





DAY 4

GOALS OF THE LESSON

Your child will consider the caste system, pros and cons, as well as imagine which group they would have felt best suited for and why.

WHAT TO KNOW BEFORE YOU BEGIN TODAY

Review of the ancient caste system with your child. Have them share their thoughts on this system. Use this link: [Caste System in Ancient India](#).

Your child will be having fun with Sanskrit today!

TODAY'S LESSON

Step 1. Opening: Namaste. I honour the divine light in you. What a beautiful greeting, and one that you can bring into your morning rhythm throughout this unit. During this unit, it is most effective to weave the poetry, verse, song and/or chants that you have chosen into the yoga session.

Step 2. Intentional Movement Activity (IMA): Begin the morning lesson with a yoga practice, verse and chanting. See Hub for resources. Refer to the monthly overview for suggestions. Recite your morning verse at the beginning of the practice. Light candles and dim the lights. This can be a very calming and magical time.

Step 3. Math Practice: Five-minute Math activity. Choose a math game or activity from the Hub resources. 10-15 min of math review in their workbook.

Step 4. Review: Have your child tell you about how and why the caste system was formed in ancient times. What are the 4 groups? What jobs do they each hold? What do you think are the good things about this system? What do you think the challenges are with this type of system? If you were in ancient India, which caste would you have been in and why?

Language Arts Writing: Have your child write a rough copy paragraph explaining which caste system they would have been in and why.



Step 5. New Material: Sanskrit is the ancient language of India

Sanskrit is 5000 years old – The World's Oldest Language. Sanskrit fell out of common usage around 600 BCE (before common era). It is now a liturgical language- the holy languages found in the scriptures of Hinduism, Buddhism and Jainism.

[Check out some beautiful Sanskrit words](#) and how they are written. Do other research if needed. Find 5 words you find meaningful that you can copy into your book. Include the symbol for OM.

Step 6. Learning Portfolio: Today your child will create a beautiful page titled: Sanskrit. Have them beautifully copy their chosen words onto the page. This will take time and care. They may want to include a sentence about Sanskrit.

Step 7. Story: Create your reverent storytime moment. Light a candle if this helps to set the mood. Read the following: Rama and Sita (or another Indian Myth or Tale of your choice). See Unit Resources above for links.

Step 8. Closing: Chant OM together and then recite your closing verse to end the morning lesson.



DAY 5

GOALS OF THE LESSON

Your child will develop proofreading skills.
They will learn about some beliefs of Hinduism.

WHAT TO KNOW BEFORE YOU BEGIN TODAY

You will share some information about Hinduism with your child. There is guidance below, and you can also add your own research and knowledge base.

TODAY'S LESSON

Step 1. Opening: Namaste. I honour the divine light in you. What a beautiful greeting, and one that you can bring into your morning rhythm throughout this unit. During this unit, it is most effective to weave the poetry, verse, song and/or chants that you have chosen into the yoga session.

Step 2. Intentional Movement Activity (IMA): Begin the morning lesson with a yoga practice, verse and chanting. See Hub for resources. Refer to the monthly overview for suggestions. Recite your morning verse at the beginning of the practice. Light candles and dim the lights. This can be a very calming and magical time.

Step 3. Math Practice: Five-minute Math activity. Choose a math game or activity from the Hub resources. 10-15 min of math review in their workbook.

Step 4. Review: What is Sanskrit? How old is it? Where did it originate? What words do you know from this ancient language? What do you think about writing in it? How does it compare to writing in English?

Language Arts Writing: Have your child proofread the paragraph on the caste system. Help with corrections as needed.

Step 5. New Material: Hinduism

Hinduism is about 4000 years old. Hindus believe that when you die your soul is born again in a different body. This is called reincarnation. It happens time and time again until you can break out of the cycle of dying and being reborn. This breaking free is called moksha. People can only reach moksha by replacing their ignorance with wisdom. The power which keeps the cycle of life turning is called karma. This means your

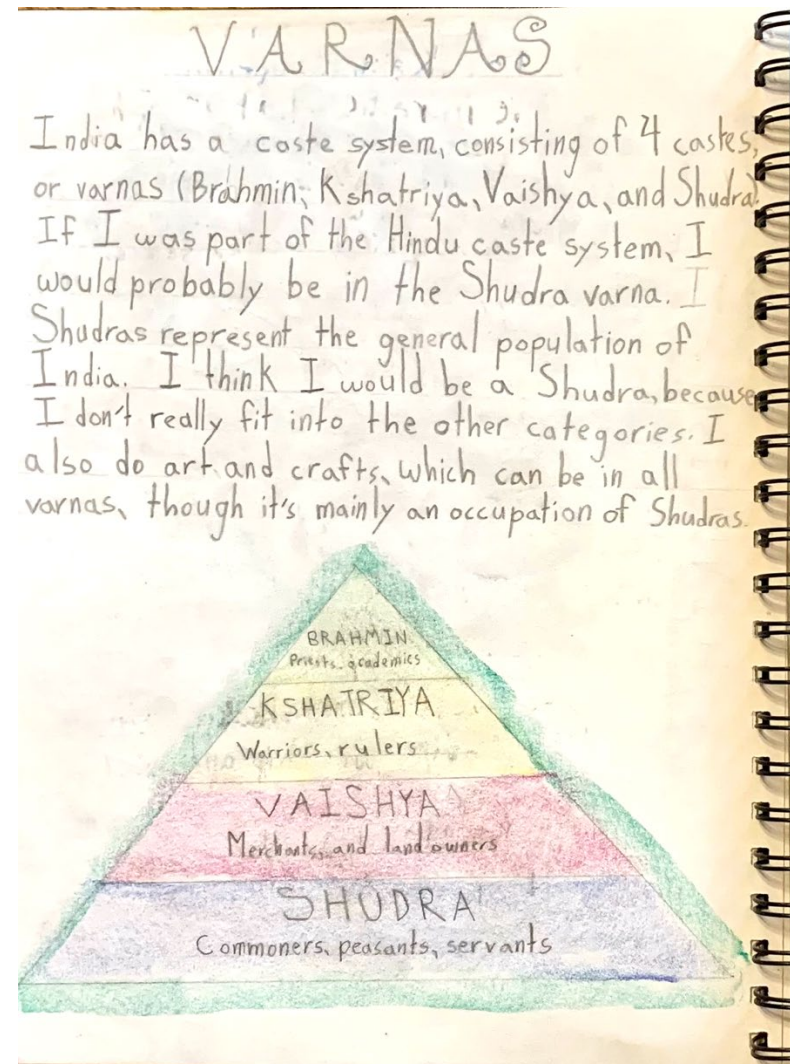


actions, good or bad, and their effects, good or bad. Good karma in this life will mean a good birth next time. Bad karma means that your next life will be hard. Hindus believe there are four main ways to moksha. These are knowledge, meditation, loving worship, and duty.

Step 6. Learning Portfolio: Today your child will write the good copy caste writing in their portfolio. Have them include a pyramid structure that illustrates the hierarchy of the 4 castes. See *Learning Portfolio example from Daily Wonder member*.

Step 7. Story: Create your reverent storytime moment. Light a candle if this helps to set the mood. Read the following: Rama and Sita (or another Indian Myth or Tale of your choice).

Step 8. Closing: Chant OM together and then recite your closing verse to end the morning lesson.





The Wonder of Decimals

Year 5 Month 3

This is a 5 day sample. Full unit includes 15 days of guided lessons and a 5 day flex week with suggestions for projects and independent work.



Month Overview

CURRICULUM AREAS/LEARNING OUTCOMES — CONCEPTS/BIG IDEAS

Math: Concept 1: Computational fluency and flexibility with numbers extend to operations with larger (multi-digit) numbers.

Concept 2: Numbers describe quantities that can be represented by equivalent fractions.

Connection: Your child can review fractions, specifically equivalent fractions in their workbook.

Connection: In this unit your child will learn about decimals and how they are used, and their relationship to fractions. They will work with place values up to the hundred thousandths. They will compare decimals to fractions, work with rounding decimals and ordering decimals. They will add, subtract, multiply and divide decimals and learn about fraction to decimal equivalence.

Language Arts: Concept: Language and text can be a source of creativity and joy.

Connection: Your child will be listening to a story or reading independently each day. They will write paragraphs in their learning portfolio and proofread them. They will write out the math rules for each newly learned skill.

Science: Concept: First Peoples' concepts of interconnectedness in the environment.

Connection: Your child is deepening their understanding that everything in our environment is connected. They will decide what they would like to put effort into caring for.

Social Studies: Concept: Identify significant natural resources in your province or state.

Connection: Have your child consider what natural resources are most important to the economy of your community. Connect this to the science concept, and how your child will put more effort and awareness into caring for an aspect of the environment.

Curricular Competency: Develop a plan of action to address a selected problem or issue.

Connection: Your child is observing their personal and or social awareness and developing ways of addressing areas to strengthen.

FIRST PEOPLES' PRINCIPLES OF LEARNING

Principle: Learning involves patience and time.

Connection: It takes time and patience to fully understand and be able to work with new math concepts, and it takes a trust that this is normal. The concept can be challenging for many children, and therefore, honouring the importance of patience, and modeling this for your child, brings great feelings of peacefulness, ease and confidence that learning is a journey.



SOCIAL EMOTIONAL LEARNING

Social Awareness and Responsibility involves the awareness, understanding, and appreciation of connections among people, including between people and the natural environment. Social Awareness and Responsibility focuses on interacting with others and the natural world in respectful and caring ways.

People who are socially aware and responsible contribute to the well-being of their social and physical environments. They support the development of welcoming and inclusive communities, where people feel safe and have a sense of belonging.

A socially aware and responsible individual contributes positively to their family, community, and environment; empathizes with others and appreciates their perspectives; resolves problems peacefully; and develops and sustains healthy relationships.

Your child will be discussing and thinking about the First Peoples' understanding of interconnectedness. They will consider the natural resources of the region they are from, and how the economy depends on a particular resource in their own community. Is this need for a particular resource causing an imbalance? How can we see this? What do we as humans need to consider when it comes to our personal needs and demands?

CURRICULUM OVERVIEW

For a child to learn math with ease, they must be comfortable when they land in a “math fog”. This means that they are sitting in a confused place where they cannot see any signposts. It means they lack clarity and understanding around a new concept, and they are going to simply trust that the fog will lift. In the meantime, they can keep trying, they can stay positive and not get down on themselves, and they will take baby steps that are guided by you and Daily Wonder.

This is a 15-day immersion in all things math! You can prepare your child on the first day for this 15 Day Math Marathon! Maybe they need special snacks for endurance, or an extra brain break between Steps 4 and 5 each day. Just observe and make adjustments accordingly! Throughout the unit, there will be games and worksheets suggested. Math skills need to be practiced daily and finding a variety of ways to practice the same material is the key. It is recommended that you prepare the suggested math games ahead of time. Feel free to do your own online research to find other exciting games for review and practice.

Math takes time and patience. Remember to help your child to feel that just showing up, and being open-minded, and remaining confident is a huge part of learning math. The concepts will click when a child is open and patiently ready to receive the new learning.

If you find your child loves math and is easily learning new concepts and skills, you can adjust accordingly and move into millionth place value and beyond, once the hundred thousandths have been introduced.



MATERIALS NEEDED

- Numbers 0-9 on single square pieces of paper, have a decimal point on one piece of paper.
- Have the words- ones, tens, hundreds, thousands, hundred thousands, tenths, hundredths, thousandths, hundred thousandths written out on paper
- Tape
- Base ten blocks, rods of 10, units of one
- Print off and cut out 6 base ten blocks, 10 rods, 10 units – See Day 1
- Greater than/Less than print off math sheet
- Metric ruler
- Dice
- Deck of cards

See games listed in Parent Preparation section for further material ideas.

PARENT PREPARATION

Considering your level of comfort with decimals and fractions, this could be a great opportunity to learn alongside your child and deepen your understanding of these math concepts.

Decimal game ideas you may want to organize ahead of time.

- [Place Value Card Game](#)- Day 4
- [Place Value to the thousandths Card Game](#)-Day 7
- [Rounding to the hundredths practice](#)- Day 8
- [Decimal Bingo Game](#)- Day 14 Create a simple bingo grid by hand or generate one online. Fill it with decimal fractions that can be simply converted to fractions. Call out the fraction version, like $\frac{1}{4}$ and your child will have to find 0.25 on their card. You can do the same activity and fill the card with fractions and call out the decimal number.
- [This is a fun game that can be adapted for decimal practice!](#) - Day 15



CURRICULUM OVERVIEW

In your child's 10th and 11th year, as they develop more of an inner sense of self and a feeling of more independence, the math curriculum can reflect this as well. Fractions were introduced in Grade 4, which reflected the child's new inner experience of being a separate and smaller part of the whole. In Grade 5, this same feeling is present in the children, and yet they are more familiar with the experience now. We can introduce the child to the experience of being 1 out of 100,000, and gain a feeling for this tiny amount.

Daily Wonder delivers units that immerse the child in a particular subject. When your child gets exposed to a new concept, sleeps on it, reviews it, and practices it the following day, the concept develops into a strong foundational understanding. Each day the skill is deepened by introducing the next concept. For 15 days, your child will be absorbed in the wonder of decimals. If your child has an aversion to math, this may be a challenging unit for your child to be engaged in. As the parent, stay clear and open to the difficulties and resistance your child may exhibit. Patience and time are the keys to developing math skills.

PARENT REFLECTION

Questions to consider before going into this unit: As an adult, what is my skill set when it comes to math? What kind of a student was I when it came to math? Do I have a positive attitude or a negative attitude towards my skill set? How can I model a positive and open growth mindset for my child if they are struggling with some of this work?

Questions to consider at the end of the unit: How did my child meet this unit? How did I work with their strengths and challenges? Did I see myself in my child? Do they have a similar connection to math as I do? What can I take from this intensive math unit that can help my child as they continue to work with decimals throughout the year?



Verses, Poetry & Song Suggestions

OPENING VERSE FOR GRADE 5

*I look into the world
Wherein there shines the sun
Wherein there gleam the stars
Wherein there lie the stones
The plants the live and grow
The animals they feel and live
And humans to Spirit give
A dwelling in the soul*

*I look into the soul
That living, dwells in me
Life's spirit lives and weaves
In light of sun and soul
In heights of worlds without
In depths of soul within
To thee oh Spirit of Earth (or Spirit of God)
In seeking, turn myself
That strength and grace and skill
For learning and for work
In me may live and grow*

CLOSING VERSE FOR GRADE 5

*May the long-time sun
Shine upon you
All love surround you
And the pure light within you
Guide your way home*

This verse can either be spoken or sung. [Here's the tune](#) if you wish to sing it.

**UNIT POETRY SUGGESTION****Autumn Song***by Margaret Rose*

October is a piper,
Piping down the dell—
Sad sweet songs of sunshine—
Summer's last farewell,
He pipes till grey November
Comes in the mist and rain,
And then he puts his pipe away
Till Autumn comes again

UNIT SONG SUGGESTION**Canon for Four Voices (Be Ye Lamps)**[Here's the tune](#)

Canon For Four Voices

Dorian Mode

Be Ye Lamps

Buddha

1. Be ye lamps— un - to your - selves. 2. Be your own— con - fi-dence.

5 3. Hold to the truth with - in— your - selves 4. as to the on - ly lamp!



DAY 1

GOALS OF THE LESSON

Your child will be introduced to the concept of decimals or be reviewing this work if previously learned. Your child will work with hands-on manipulatives to gain an understanding of the relationship between fractions and decimals.

WHAT TO KNOW BEFORE YOU BEGIN TODAY

Please refer to the Wonder of Decimals month overview for the comprehensive list of materials and resources. Please make sure you have watched the brief introductory video for this unit. The video will explain why this unit is developmentally appropriate for the child of this age. As well, if you are new to Daily Wonder, please make sure you have accessed the resources in the “Documents & Videos” section.

Make sure you have a book that you would like to read to your child each day as “soul food”. See our recommended reading list for grade appropriate choices. The other option is that your child reads independently, if that suits your family’s needs.

MATERIALS FOR TODAY:

- Base ten blocks, rods of 10, units of one – See below for printable
- Print off and cut out 6 base ten blocks, 10 rods, 10 units

TODAY'S LESSON

STEP 1: Opening: Begin the morning lesson with the morning verse. We suggest sticking with the same opening verse for the whole school year. Here’s our suggestion for Grade 5:

*I look into the world
Wherein there shines the sun
Wherein there gleam the stars
Wherein there lie the stones
The plants the live and grow
The animals they feel and live
And humans to Spirit give
A dwelling in the soul*

I look into the soul



*That living, dwells in me
Life's spirit lives and weaves
In light of sun and soul
In heights of worlds without
In depths of soul within
To thee oh Spirit of Earth (or Spirit of God...)
In seeking, turn myself
That strength and grace and skill
For learning and for work
In me may live and grow*

You may add any other poetry or verse that speaks to you and relates to the subject or the season. See our suggestions above or choose your own.

Morning Convo: This conversation highlights the core competency Social Awareness and Responsibility. The focus is on the First Peoples' concept of interconnectedness: *everything in the environment is one/connected (e.g., sun, sky, plants and animals) and we have a responsibility to care for them*. Have a discussion with your child. What does interconnectedness mean? What are the natural resources in your province or state? Why is it important that we care for these resources? What is the most important resource for the economy in your community?

Step 2. Intentional Movement Activity (IMA): What best suits your child? Choose an activity that meets their temperament and personality. Do they need to get some energy-burning exercise in order to sit quietly? Maybe a bike ride, run, or walk in the neighbourhood to get the day started. A different option is an indoor game. See the hub for a rhythmic activity to try with your child. Or...just maybe, you want to have your child do both!

Step 3. Five minute Math Activity or Game: *Please make sure you have watched the video on math activities. Follow the activity with 10-15 minutes of review of previously learned math concepts. Use the Grade 5 math workbook you have chosen. Do not yet have your child do any of the new decimal work that is in the workbook! They should learn this new concept through hands-on lessons this month, and I'll let you know when it's a good time to use the workbook! Topic to review today: place value to 1,000,000.

Step 4. New Material: Short story to introduce decimals: Once the story is over, you can draw a little visual of Deca Island, and the whole and parts of logs moving to either side of the island (the decimal point).



It was an early November morning, and the loggers were ready to get to work. It was still dark and cold as they arrived at the breakfast tent. It was a frosty morning and they were trying to warm up with hot coffee. The cooks at the logging camp had fixed them a hearty breakfast of eggs and their bellies were getting full. Most of these men had been loggers for a long time. Being a logger was a dangerous job. Each job within this process was difficult and very risky. The men needed to be alert at every moment. The snow started to fall softly. The workday started, and right away the men were felling trees. When the trees were felled, some of the men had the job of hooking the logs up to horses, and then the horses would drag the felled logs along the snow-covered ground to the collection point at the edge of a nearby river.

Once the logs were at the river's edge, the next step was called the driving. The driving had to wait until the spring thaw, so the logs would collect at the river's edge for months. Finally, by spring the logs were rolled into the river and there they floated down river. This was a dangerous ride for the men called "river hogs." These men had to stand on the floating logs and help guide them down the river. They had to be very sure-footed and steady, so as not to topple off the bobbing logs, and get pinned between them or under them in the chilly river. The men referred to as "river hogs" had a big job on this day. They were coming up to Deca Island. This island was perfectly round and centred right in the middle of the river. The river hogs had a very important job as they approached Deca Island. They had to make sure all the whole logs went to the left side of the island, while the pieces and parts of the whole logs went to the right of Deca Island. This was so important because the river split for a little while, and the whole logs needed to go to the left of the river because there was more room for them to pass. The small broken parts and pieces of logs had to go to the right of the island because this side of the river was narrower. There the river hogs stood on their rolling, bobbing logs, fast approaching Deca Island. Experts in their field, they pushed and rolled logs left and right, hopping from log to log, keeping track of all the whole logs and all of the parts of logs. The last logs were directed around Deca Island. The river hogs were successful! They had managed to keep everything in the right river ways. The logs were now heading down to the sawmill.

Math Activity: Work with the base ten blocks, rods of 10, and single units. Have them see that there are one hundred squares that make up the whole block. Each unit of that block is $\frac{1}{100}$ of the block. Now have them look at the rod. The rod is 10 single units. What fraction of the block is one rod? There are 10 rods in a block, so it is $\frac{1}{10}$ of the whole. They could also say it is $\frac{10}{100}$. This is accurate, however when that fraction is simplified and we divide the top and the bottom by 10, we get $\frac{1}{10}$. Ask your child to represent a given number with the correct blocks, rods and units. Begin with fractions. Ask them to represent 3 and $\frac{2}{10}$. They will show you 3 blocks and 2 rods. Ask them to show you 2 and $\frac{4}{100}$. They will show you 2 blocks and 4 single units. Give several numbers and have them show you in fractions.

Step 5. Learning Portfolio: Have your child draw the title page for their learning portfolio. *Please make sure you have watched the video titled The Learning Portfolio. Have them draw a picture of Deca Island, with whole logs moving to the left and parts of logs moving to the right. Title the page: The Wonder of Decimals. Below are some examples, one is a chalk drawing from a Waldorf teacher and the others are from Learning Portfolios of Daily Wonder members.

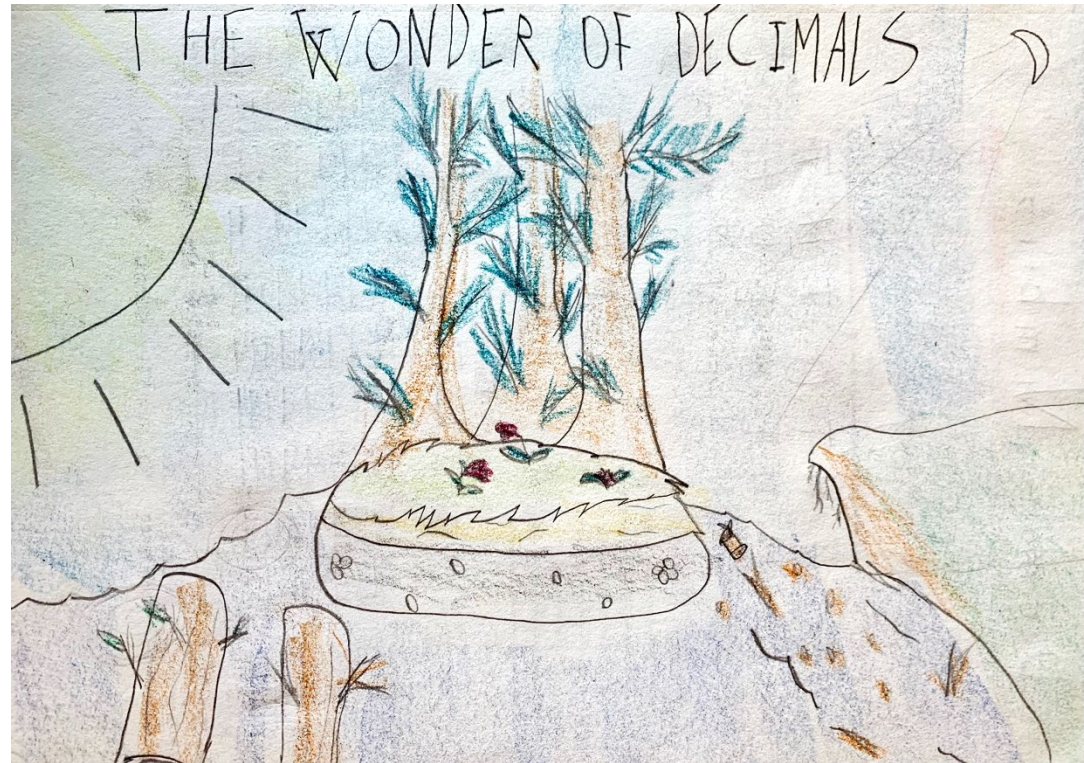
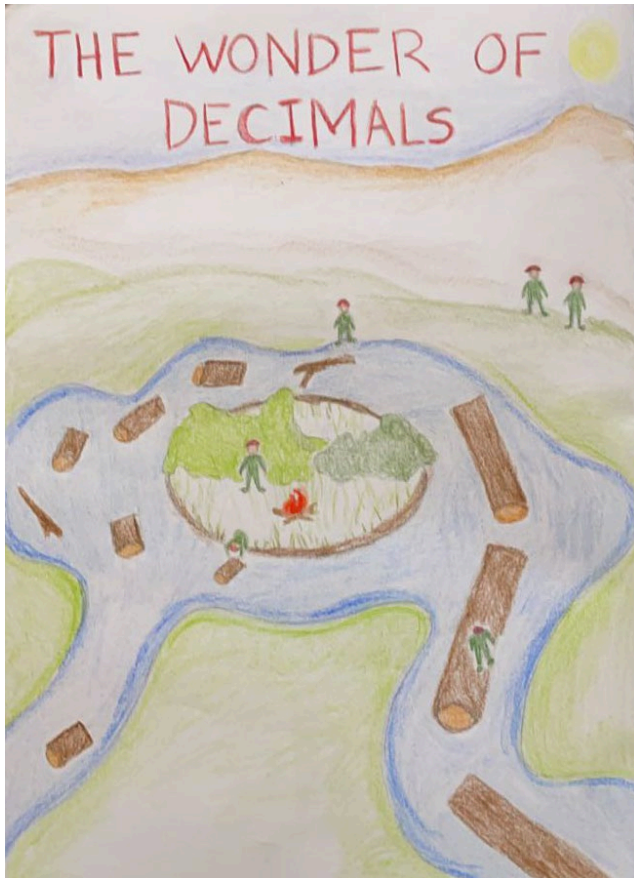


Step 6. Story: Create your reverent storytime moment. Light a candle if this helps to set the mood. Read the chapter book you have chosen for this unit, or have your child read independently.

Step 7. Closing: Recite your closing verse to end the morning lesson. Here's one suggestion, but feel free to choose your own. This verse can either be spoken or sung. [Here's the tune](#) if you wish to sing it.

*May the long-time sun
Shine upon you
All love surround you
And the pure light within you
Guide your way home*

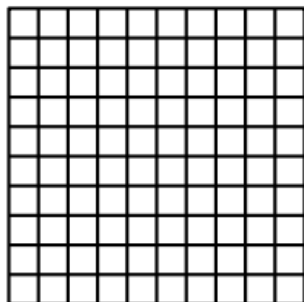




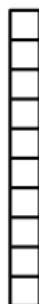


Introduction of Decimals

Help students understand that this is called a flat and is worth one whole.



This figure is called a rod and is worth one-tenth or 0.1. It is called one-tenth, because it is one out of ten that make up one whole.



This is called one unit and is worth one-hundredth or 0.01. It is called one-hundredth, because it is one out of one hundred that make up one whole.



Students need to understand the decimal side of place value. Spend a little bit writing on your white board or chalk board about place value.

hundreds tens ones **●** tenths hundredths thousandths

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After explaining the basics of base 10 blocks, ask students to model 1.23 with their blocks. Let the students try for a little while before offering any help. This is where the whole "discovery learning" takes place. Students love to try to figure things out, especially when they have hands-on manipulatives to work with. Walk around the room and make sure that the students are modeling the number correctly. Model the number yourself just to make sure everyone has the same thing. The model should have one flat, two rods, and three units. Have them do this with a couple of more numbers until you are sure everyone is understanding. Even if some of the students understand, they still like playing with the manipulatives and won't mind doing a couple of extras. Here are some examples you could use. Do these numbers one at a time and stop after each one to make sure everyone knows how to do it.

1. 2.47

2. 3.39

3. 1.4

4. 2.7

Now ask students to put the blocks aside for a second and to get out their "personal white boards." Have them model some numbers by drawing them on these white boards. Here are some examples to use. They can just draw generic pictures of the figures, we aren't in art and our focus is not on how pretty, but whether they understand the concept we are learning. To draw a flat, just a large square is sufficient. To draw a rod, a long, skinny rectangle is fine. To draw a unit, a small square is great. It is not necessary to put in all of the little squares in the flats or rods.

1. 2.77

2. 5.07

3. 7.5

4. 8.6

Now you can draw a couple of pictures of models, and have them write the numbers.

By this time, your students should be comfortable with the concept of decimals.

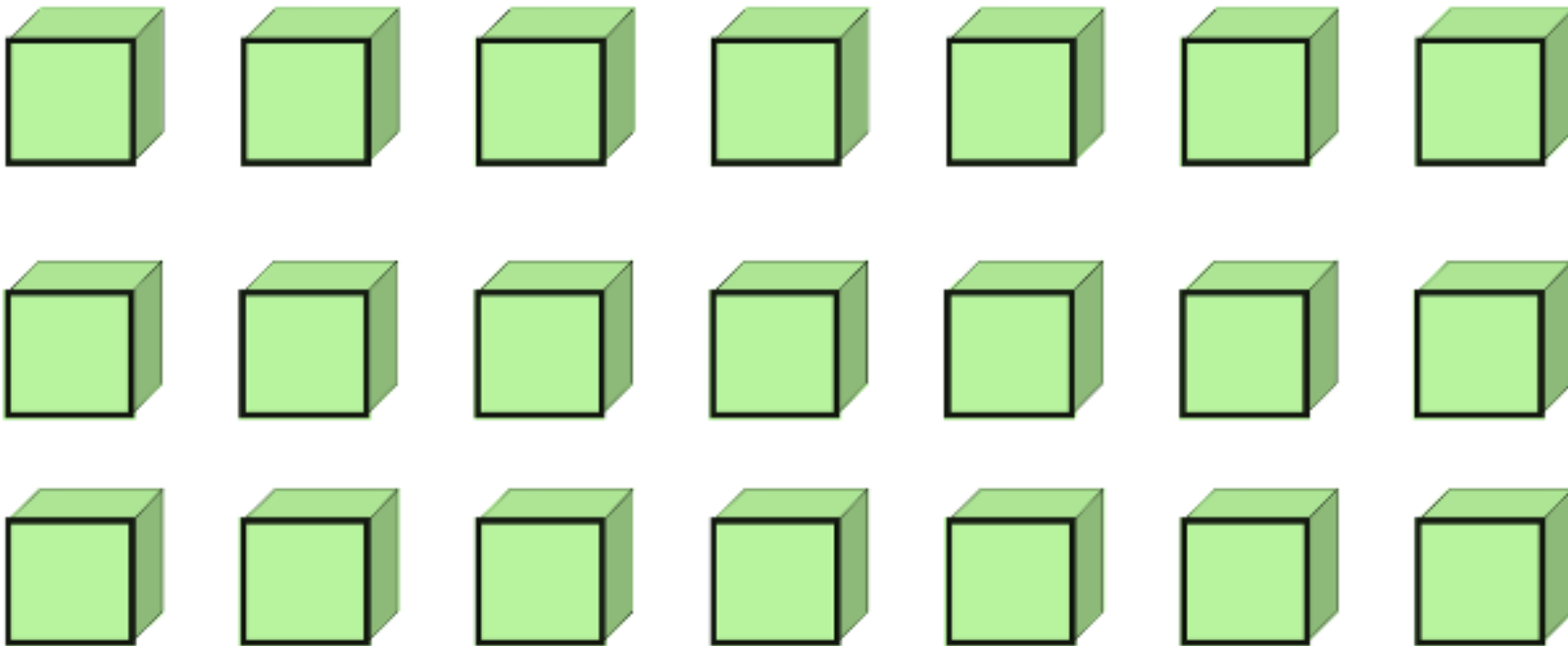
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Base 10 block, Rods of 10 and Units of 1

Print out the following 3 pages and cut them up to use with this unit.

To make them last longer you could laminate them. You could also apply a magnet to the back of them to use on a magnetic white board.



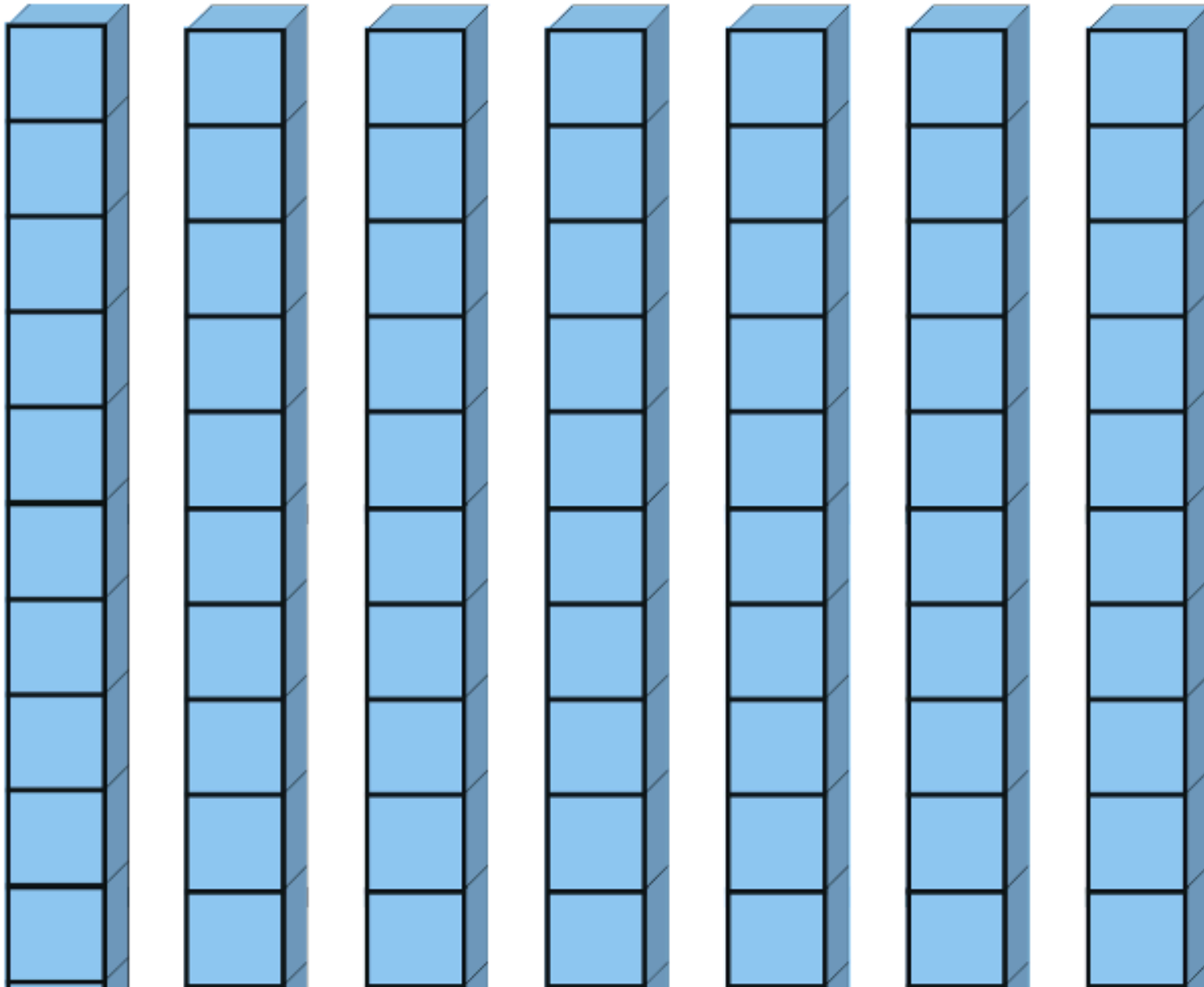


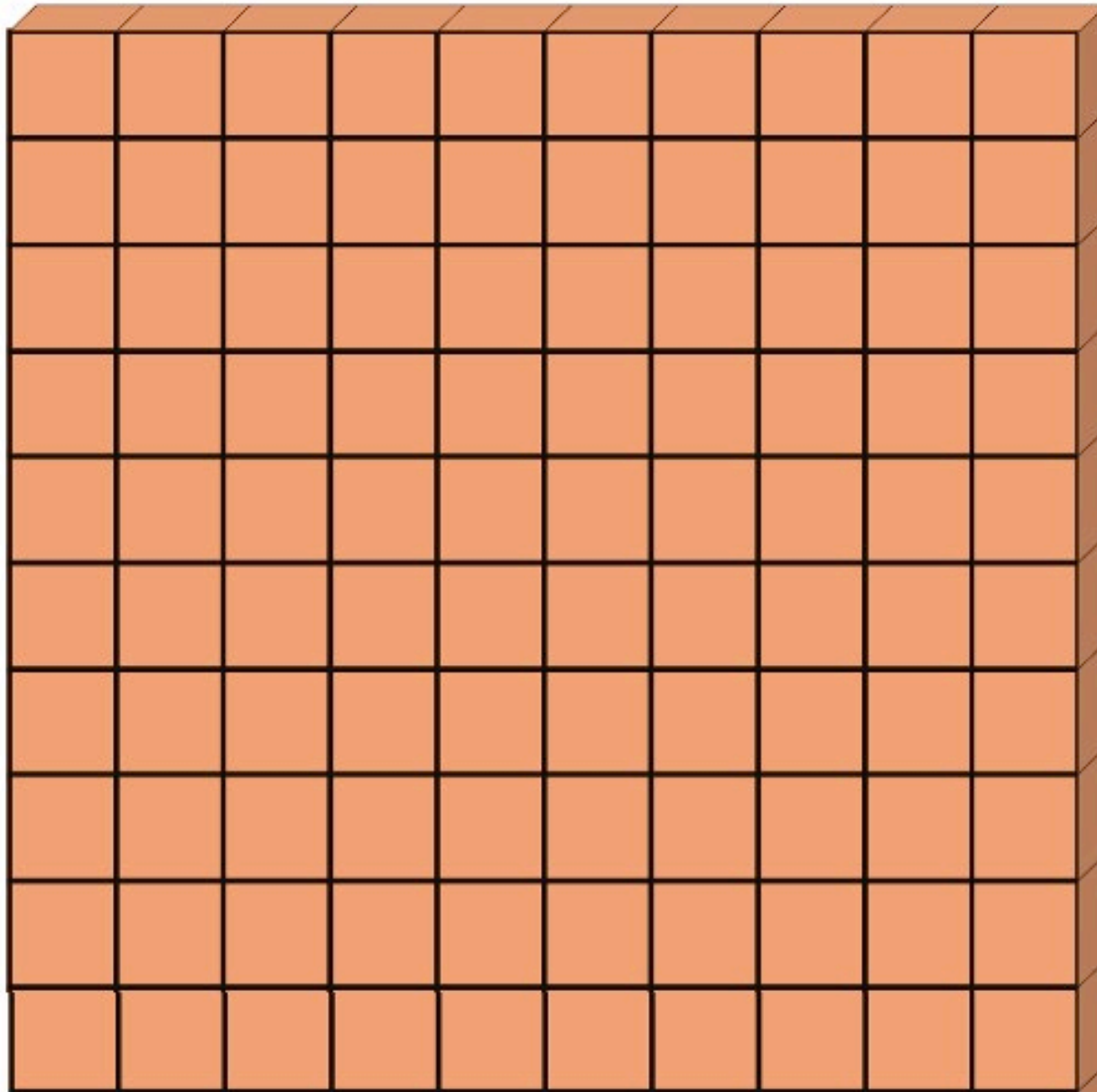
The Wonder of Decimals

Day 1

Month 3

Year 5







DAY 2

GOALS OF THE LESSON

Your child will be working with the concept of decimals, or be reviewing this work if previously learned. Your child will work with hands-on manipulatives to gain an understanding of the relationship between fractions and decimals.

WHAT TO KNOW BEFORE YOU BEGIN TODAY

Materials for today:

- Write each number, 0-9, on single square pieces of paper, have a decimal point on one piece of paper.
- Have the words- ones, tens, hundreds, tenths, hundredths written out on paper.
- Tape
- Base ten blocks, rods of 10, units of one – See Day 1 above for printable.
- Print off and cut out 6 base ten blocks, 10 rods, 10 units.

TODAY'S LESSON

Step 1. Morning Verse: Begin the morning lesson with the morning verse. You may add any other poetry or verse that speaks to you and relates to the subject or the season.

Morning Convo: Review yesterday's thoughts on the First Peoples' concept of interconnectedness. Review what the natural resources are in your province or state. Why is it important that we care for these resources? What is the most important resource for the economy in your community? If everything is connected, and humans have the responsibility for caring for our environment, ask your child what they can take on as a way of showing up and putting out more effort. Brainstorm ideas for what they would like to do around the house or yard that could contribute positively to the environment.

Step 2. Intentional Movement Activity (IMA): What best suits your child? Choose an activity that meets their temperament and personality. Do they need to get some energy-burning exercise in order to sit quietly? Maybe a bike ride, run, or walk in the neighbourhood to get the day started. A different option is an indoor game. See the hub for a rhythmic activity to try with your child. Or...just maybe, you want to have your child do both!



Step 3. Five minute Math Activity or Game: Follow the activity with 10-15 minutes review of previously learned math concepts. Use the Grade 5 math workbook you have chosen. Topic to review today: place value, multiplying and dividing by 10, 100, 1000

Step 4. Review: What does the prefix “deca” mean? Ask your child what words begin with deca? (decade, decagon, decameter, December, decapod).

Ask your child when it might be important to calculate and read numbers that are less than one. Examples would be money, time in a race, Olympics scores and timing, science measurements, body temperature.

When we move to the right of the decimal, we are in fractions. The place value of each spot decreases as it moves away from the decimal point. A decimal fraction decreases by a factor of 10 with each place value to the right. Show your child an example of the place value positions on paper. The first spot to the right of the decimal is tenth. Next is hundredth. Next is thousandth. What would you predict the next 3 spots will be? We are multiplying by 10 each time. When we move to the left of the decimal, we are in whole numbers, and each place value increases by a factor of 10.

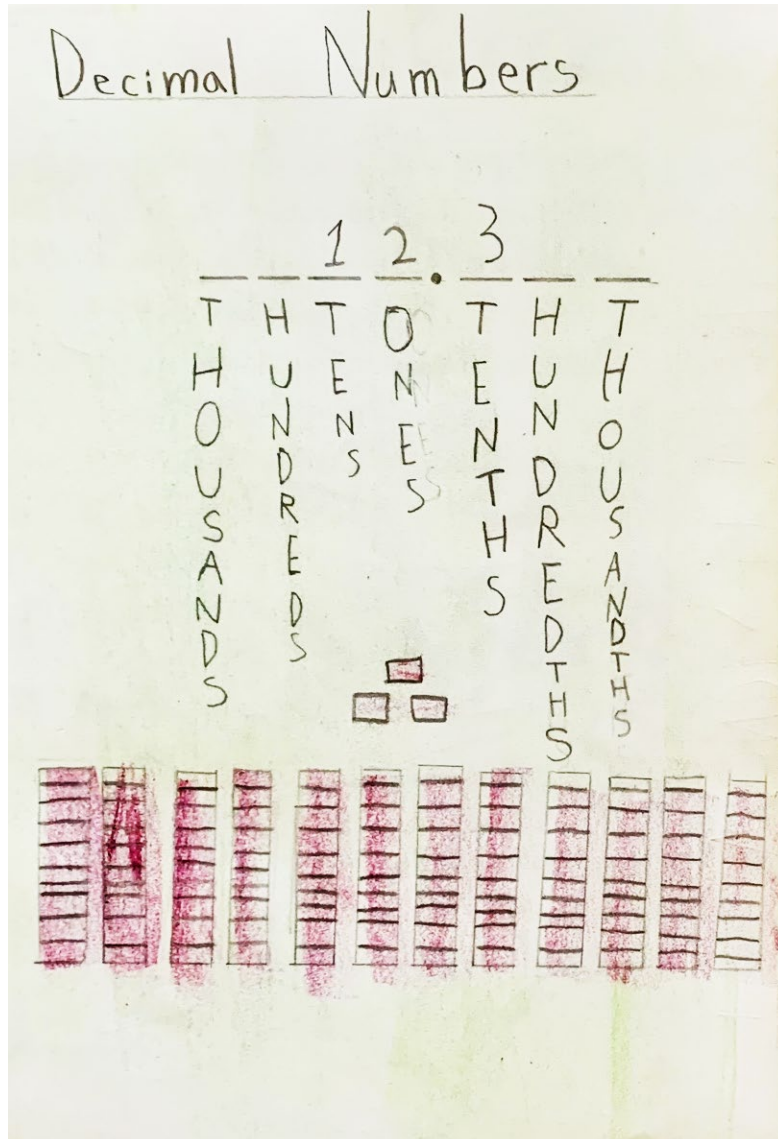
Step 5. New Material: Place Value Math Game

Tape the place value cards, ones, tens, hundreds, tenths, hundredths in their proper order, with the decimal in the correct place, on a wall or on the backs of chairs. Say a number and ask your child to find the number cards you prepared, and place them in the correct place value column. Start very simply. For example, 20 and $\frac{3}{10}$. Your child will place the 2 in the tens column, 0 in the ones column, and 3 in the tenths column. You can highlight for them, because the column means tenths, all we need to do is put a 3 there, and we know what it means. Practice this with a variety of numbers, building up to hundredths today.

Math Activity: Work with the base ten blocks, rods of 10, and single units again. Review yesterday’s work by asking your child to represent a fraction with the appropriate manipulatives, and then write the fraction down. After practicing a few fractions, have them try with decimal fractions. Ask them to represent 1 and $\frac{1}{10}$ as a decimal etc. Only work with tenths in this way today. Based on the game just played, have them try to write these decimal fractions down.

Step 6. Learning Portfolio: Have your child draw the place value chart in their learning portfolio. Title: Decimal Numbers. Thousands, hundreds, tens, ones DECIMAL POINT tenths, hundredths, thousandths

Have them write the number 12 and 3 tenths in the place value columns, and then draw the picture of 12 base blocks, and 3 rods to illustrate the number. See example below from Daily Wonder member.



Step 7. Story: Create your reverent storytime moment. Light a candle if this helps to set the mood. Read the chapter book you have chosen for this unit, or have your child read independently.

Step 8. Closing: Recite your closing verse to end the main lesson.



DAY 3

GOALS OF THE LESSON

Your child will be working with place value to the hundredths. They will work with greater than and less than with tenths and hundredths.

WHAT TO KNOW BEFORE YOU BEGIN TODAY

Materials for today:

- Numbers 0-9 on single square pieces of paper, have a decimal point on one piece of paper.
- Have the words- ones, tens, hundreds, tenths, hundredths written out on paper.
- Tape
- You will need 7 Base ten blocks printed off for the learning portfolio today– See Day 1 above for printable.

TODAY'S LESSON

Step 1. Morning Verse: Begin the morning lesson with the morning verse. You may add any other poetry or verse that speaks to you and relates to the subject or the season.

Morning Convo: Review. If everything is connected, and humans have the responsibility for caring for our environment, have you come up with something you can do that helps the environment, or shows more respect for the interconnectedness of everything? Do you have some ideas of what you can do around the house or yard that could contribute positively to the environment?

Step 2. Intentional Movement Activity (IMA): What best suits your child? Choose an activity that meets their temperament and personality

Step 3. Five minute Math Activity or Game: Follow the activity with 10-15 minutes of review of previously learned math concepts. Topic to review today: place value, multiplying and dividing by 10, 100, 1000

Step 4. Review: What does the prefix deca mean? (It means ten, and when it comes to decimals, it means that decimal numbers decrease by factors of 10). Why is it helpful for us to be able to calculate numbers into such small parts like hundredths or thousandths?

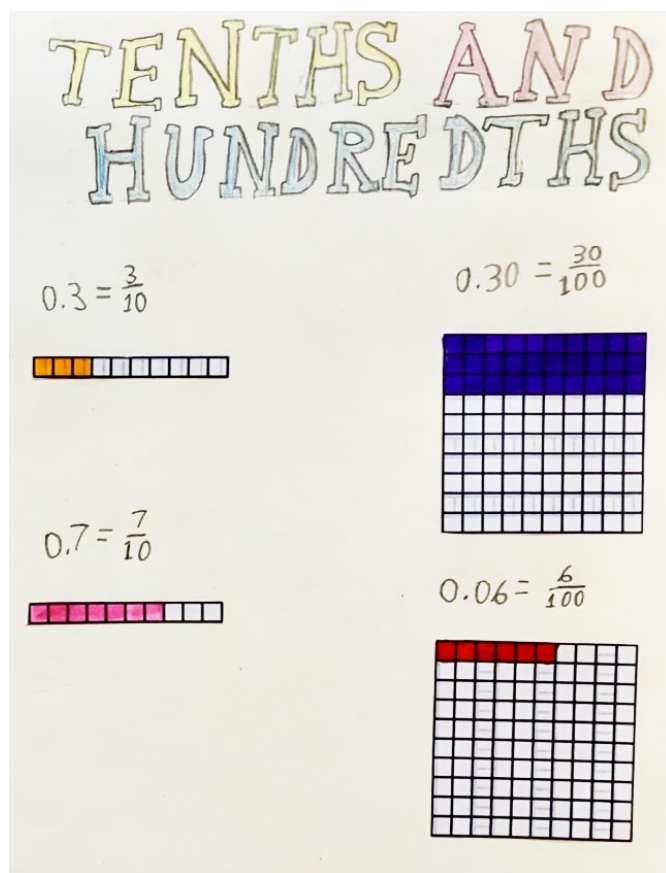
Have your child explain the position of the decimal and what is happening to the left and the right of the decimal. Can they name the place value columns and set up the place value game that you played yesterday? Play again, give out several numbers to practice placing in the correct columns, and then practice writing the numbers as decimal fractions. Ask them to notice that only single digits can go in any given column. So what happens if the number is 2 and 10/10? What do we know about a fraction that has the same numerator and denominator? (It means it is



equal to 1). So 2 and $10/10$ is really 3. Give the number 3 and $12/100$, and have your child create the decimal fraction 3.12 Ask them to show you 3.12 with the base ten blocks, rods and units. Observe if they are comprehending this, or if they are still a bit foggy. Just observe, and you will see ways to help bring clarity tomorrow.

Step 5. New Material: Greater Than and Less Than

Using your place value game, ask your child to place the following numbers in the proper place value columns: $1/10$ and $1/100$. (0.1 and 0.01) Ask them which is greater than the other. Have them illustrate these numbers with the base ten blocks, rods and units, to add a visual for this. They will be able to compare one rod (.1) with one unit (.01). Try this with a few numbers and follow the above steps as laid out.



Step 6. Learning Portfolio: Have your child write the title Tenth and Hundredths in their portfolio. Have them write the following fraction numbers. Give them the first number that is bold and support them to work out the rest of the answers on their own. Ask them to convert the given fraction number into a decimal fraction and then to shade in the base 10 block.

$3/10$ = 0.3 = (glue in a base 10 block, and shade in three rods)

$7/10$ = 0.7 = (glue in a base 10 block and shade in 7 rods)

$30/100$ = 0.30 = (glue in a base ten block and shade in 30 units) What is an equivalent fraction to **$30/100$** ? Yes, $3/10$ is the same thing. .3 and .30 are the same size. Whenever there is a zero to the right of a decimal fraction, it does not increase the value at all. This is just the same as whenever there is a zero to the left of a whole number, it does nothing 050 is still 50.

$6/100$ = 0.06 = (glue in a base 10 block and shade in 6 units)

You can come up with more practice questions to add to their book. See example beside from a Daily Wonder member.

Step 7. Story: Create your reverent storytime moment. Light a candle if this helps to set the mood. Read the chapter book you have chosen for this unit or have your child read independently.

Step 8. Closing: Recite your closing verse to end the main lesson.



DAY 4

GOALS OF THE LESSON

Your child will be working with the number line using a metric ruler. They will work with greater than and less than with tenths and hundredths.

WHAT TO KNOW BEFORE YOU BEGIN TODAY

- [Place Value Card Game Idea](#)
- **Greater than/Less than print off math sheet**
- **Metric ruler**
- **Learning Portfolio**

TODAY'S LESSON

Step 1. Morning Verse: Begin the morning lesson with the morning verse. You may add any other poetry or verse that speaks to you and relates to the subject or the season.

Morning Convo: Based on the discussion over the last few days what is the idea you have come up with that will help care for an aspect of the environment? Why did you pick this action? How does it help? How do you propose that you schedule this into your daily routine? How much time will it take each day? Could it be done during morning lesson?

Step 2. Intentional Movement Activity (IMA): What best suits your child? Choose an activity that meets their temperament and personality.

Step 3. Five minute Math Activity or Game: Follow the activity with 10-15 minutes of review of previously learned math concepts. Topic to review today: place value, multiplying and dividing by 10, 100, 1000.

Step 4. Review: Ask them to explain why 0.1 is greater than 0.01. Can they explain why 0.1 and 0.10 are equal to each other? Observe your child's comprehension level at this point to see if you need to slow down and go over some of the work from previous days, or if they are comfortable with this. Have your child practice comparing decimal fractions as greater than, less than, or equal. [See below for math sheet suggestions.](#)

[Place Value Card Game Idea](#)



Step 5. New Material: Math Activity

Using the metric ruler, have your child look at the markers between 1cm and 2cm. How many points are in between? How many millimetres make up a centimetre? So, if 1cm is a whole number, how many millimetres make up a whole number (10)? So, 1 millimetre is $\frac{1}{10}$ of a centimetre. How would we write this? (0.1) Have your child go through and write out the decimal fractions between 0cm and 2cm on scrap paper. It should look like this:

0, 0.1, 0.2, 0.3, 0.4, 0.5, 0.6, 0.7, 0.8, 0.9, 1.0, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.0

Have your child write these numbers as fractions as well ex. $\frac{1}{10}$, $\frac{2}{10}$ etc.

Ask your child to imagine a metre stick or look at one if you have it. How many centimetres are in a metre? (100cm) So what would the fraction and decimal fraction look like if you wanted to label 3 cm.? This would be $\frac{3}{100}$, and it would look like 0.03. The 3 has to be sitting in the hundredths place value. Ask your child other questions based on the metre ruler and working in hundredths.

Step 6. Learning Portfolio: Have your child draw two rulers on the page. One ruler is measuring centimetres and millimetres, and the other is going to be a metre stick, highlighting centimetres. Have them mark and label each ruler with the decimal fractions underneath.

It will be easiest to draw a meter stick divided into decimeters. That means the ruler will be marked at every 10 centimetres. See the Metre Stick Number Lines sheet for an example below.

Then your child can make small pencil ticks between each decimeter to highlight centimetres. They can choose various spots on the metre stick to point to and write out the fraction and decimal fraction.

Step 7. Story: Create your reverent storytime moment. Light a candle if this helps to set the mood. Read the chapter book you have chosen for this unit or have your child read independently.

Step 8. Closing: Recite your closing verse to end the main lesson.



Comparing decimals

Grade 4 Decimals Worksheet

Compare the numbers. Add: > or < or =

1. $0.0 \underline{\hspace{1cm}} 41.6$

2. $4.90 \underline{\hspace{1cm}} 0.62$

3. $5.42 \underline{\hspace{1cm}} 0.84$

4. $8.8 \underline{\hspace{1cm}} 2.40$

5. $8.15 \underline{\hspace{1cm}} 0.66$

6. $0.28 \underline{\hspace{1cm}} 9.30$

7. $22.7 \underline{\hspace{1cm}} 0.03$

8. $6.8 \underline{\hspace{1cm}} 7.34$

9. $0.01 \underline{\hspace{1cm}} 7.18$

10. $0.07 \underline{\hspace{1cm}} 0.7$

11. $13.8 \underline{\hspace{1cm}} 3.2$

12. $0.3 \underline{\hspace{1cm}} 1.0$

Directions: For each problem use the greater than (>), less than (<), or equal (=) symbol to compare the decimals.

1. $0.92000 \underline{\hspace{1cm}} 0.29$

2. $0.3050 \underline{\hspace{1cm}} 0.305$

3. $0.52 \underline{\hspace{1cm}} 0.25$

4. $0.32 \underline{\hspace{1cm}} 0.054$

5. $0.27 \underline{\hspace{1cm}} 0.270$

6. $9817.95173 \underline{\hspace{1cm}} 9871.95173$

7. $0.498 \underline{\hspace{1cm}} 49.8$

8. $800.890089 \underline{\hspace{1cm}} 800.89008$

9. $346.498074 \underline{\hspace{1cm}} 346.49803$

10. $3463.33936 \underline{\hspace{1cm}} 3436.33936$

11. $649.316084 \underline{\hspace{1cm}} 649.316044$

12. $0.56000 \underline{\hspace{1cm}} 0.56$

13. $0.951 \underline{\hspace{1cm}} 95.1$

14. $0.090589 \underline{\hspace{1cm}} 0.090558$

15. $0.97 \underline{\hspace{1cm}} 0.970000$

16. $0.984000 \underline{\hspace{1cm}} 0.984$

17. $0.3060 \underline{\hspace{1cm}} 0.306$

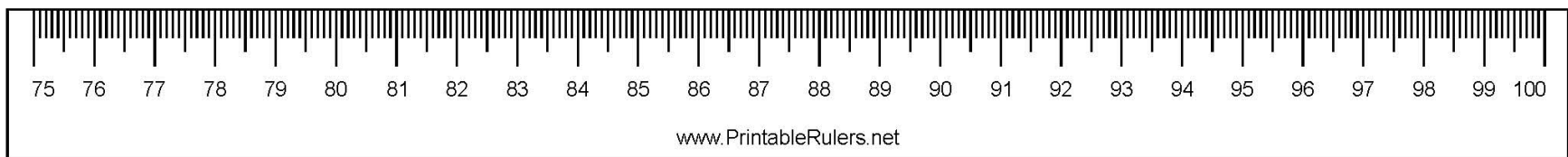
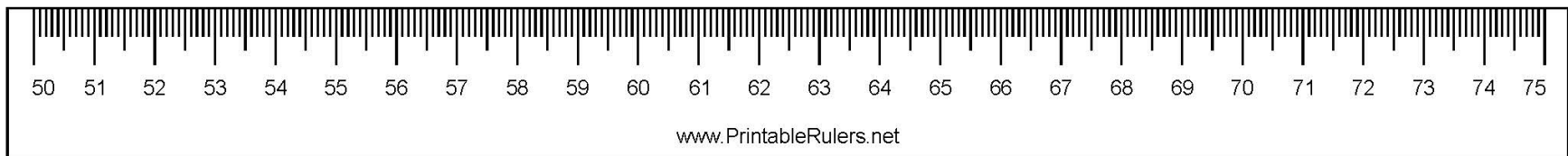
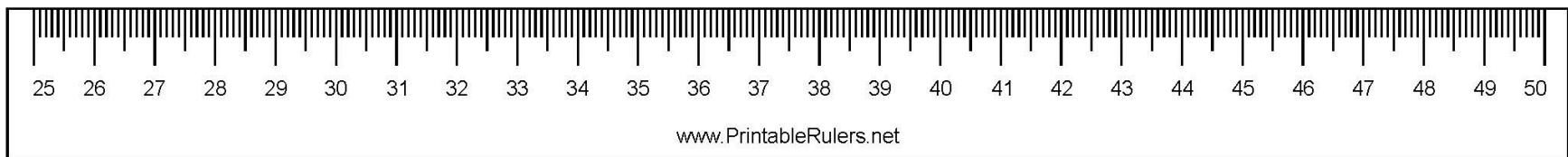
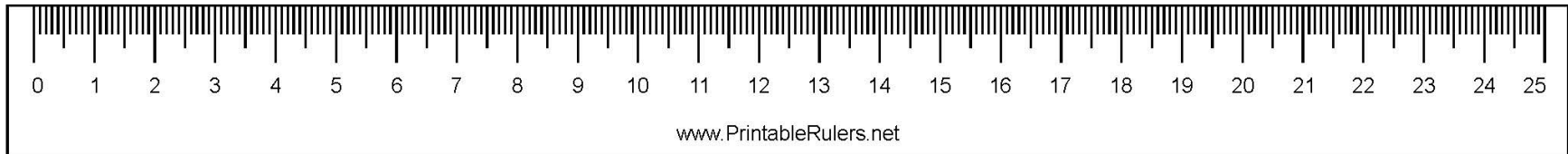
18. $0.069 \underline{\hspace{1cm}} 690$

19. $0.942 \underline{\hspace{1cm}} 9.42$

20. $0.74400 \underline{\hspace{1cm}} 0.744$



1 meter





DAY 5

GOALS OF THE LESSON

Your child will be introduced to thousandths place value.

WHAT YOU NEED TO KNOW BEFORE YOU BEGIN TODAY

Materials Needed:

- You should make 3 extra zeros and make a card with thousandths and thousands now.
- Numbers 0-9 on single square pieces of paper, have a decimal point on one piece of paper.
- Have the words- ones, tens, hundreds, tenths, hundredths written out on paper.
- Tape
- Thousandths grid- see below for work example

TODAY'S LESSON

Step 1. Morning Verse: Begin the morning lesson with the morning verse, and any song or poetry you've been working on.

Social Awareness and Responsibility: The action that you have chosen to take should be done at the same time every day. This helps to establish a healthy routine.

Step 2. Intentional Movement Activity (IMA): What best suits your child? Choose an activity that meets their temperament and personality.

Step 3. Five minute Math Activity or Game: Follow the activity with 10-15 minutes of review of previously learned math concepts.

Step 4. Review:

- Number Line. Ask your child to walk the decimal fraction number line forwards and backwards, reciting the decimal fractions from 2cm up to 3.5 cm, moving by millimetres.
- Have them write out this number line in decimal fractions.
- Play the Place Value game with the place value columns taped up on the wall. Call out fractions and have your child place the numbers in the correct columns.
- Have your child practice greater than, less than, or equals math. Here are some questions you can ask them. Have your child write down the numbers you say, and then answer. 0.52 and 0.25, 0.27 and 0.270, 0.23 and 2.3, 0.04, and 0.40. Feel free to add to this but stay in the tenths or hundredths for today.



Step 5. New Material: Introducing Thousandths Place Value

Show your child the thousandths grid. Have them look it over, count the various parts. Ask them to shade 1/10 of the grid and write out equivalent fractions. 1/10 of the grid is actually 100/1000 little squares. These fractions are equal. Have them shade 1/100 of the grid. This amount of the grid is actually 10/1000. These are equal fractions. Have your child explain ways that we can know this. Have them shade 1/1000 of the grid. Work with your child to have them write these fractions as decimal fractions, so that $1/10 = 0.1$, $1/100 = 0.01$, and $1/1000 = 0.001$. The thousandths place value is the third spot to the left, but what happens if we don't use zeros to hold space in the tenth and hundredth columns? Why are zeros so important?

Play the Place Value game now with the thousandths and thousands columns added. Call out fractions and have your child place the numbers in the correct columns. Observe their skills at this point in the unit. See if there are areas you need to slow down on and review, or if you need to add more challenging questions to work with.

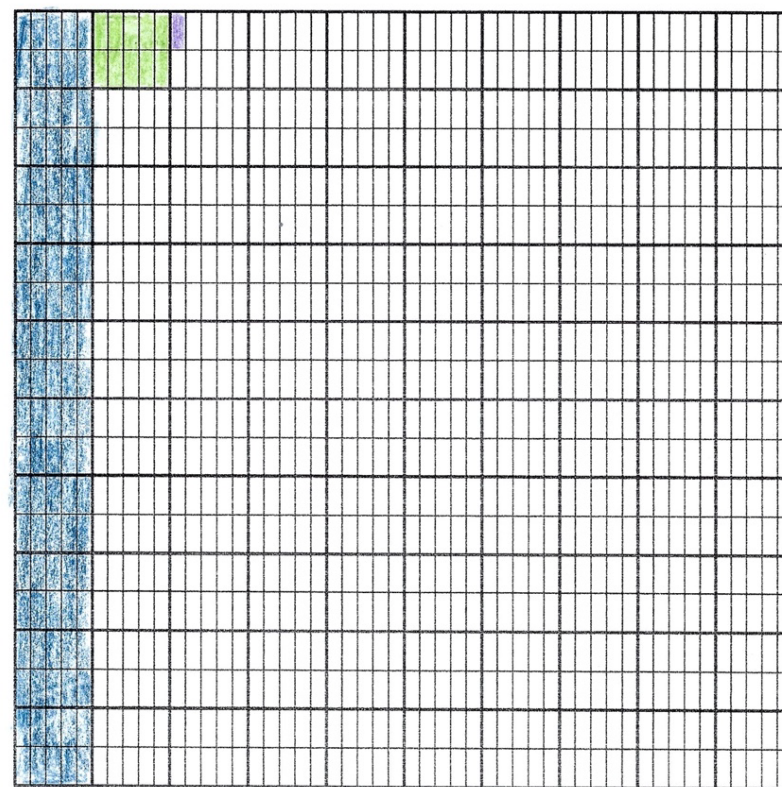
Step 6. Learning Portfolio: Title: Thousandths. Your child will glue the thousandths grid with the shaded parts into their portfolio. Make sure the shaded fractions are labelled as fraction, decimal fraction, and that equivalent fractions are shown as well. See below for example and printable.

Step 7. Story: Create your reverent storytime moment. Light a candle if this helps to set the mood. Read the chapter book you have chosen for this unit or have your child read independently.

Step 8. Closing: Recite your closing verse to end the main lesson

$$\begin{array}{l} \frac{100}{1000} \\ \frac{10}{100} \\ \frac{1}{10} \end{array} \quad \begin{array}{l} \frac{10}{1000} \\ \frac{1}{100} \end{array} \quad \begin{array}{l} \frac{1}{1000} \end{array}$$

Thousandths Grid



$$\begin{array}{l} .1 \\ .10 \\ .100 \end{array} \quad \begin{array}{l} .01 \\ .010 \end{array} \quad \begin{array}{l} .001 \end{array}$$

Free Math Worksheets at www.math-drills.com



Printable Thousandths Grid:

