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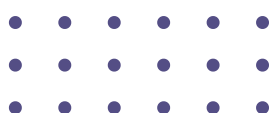
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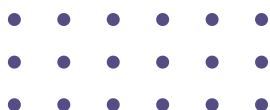
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WHAT IS COMPOSTING?

Biodegradation is an important process within the natural world. It ensures that dead organic matter is broken down and **reused**, preventing wastage of valuable nutrients and minerals that can help other organisms grow and survive.

There are two ways that biodegradation can occur: aerobically or anaerobically. The difference between these two ways is based on whether oxygen is present or not. Different bacteria help in the biodegradation process under aerobic and anaerobic conditions, and it's the anaerobic bacteria that produce greenhouse gases and contribute to air **pollution**. Therefore, aerobic biodegradation is the preferable way to discard organic waste, and this process is called **composting**.

Composting is the intentional decomposition of organic waste such as food scraps and yard clippings, into nutrient-rich **compost** which can be mixed with soil for gardens and plants. Composting is an important way to decrease the amount of waste that is dumped in **landfills**, and it's fairly easy to do. Approximately 60% of landfill waste is organic material, and only about 8% of waste is actually composted. This suggests that we could significantly improve the state of our environment by composting more regularly.

How does composting work?

Wherever there is soil, there are bacteria looking for something to eat. When decaying organic materials, such as food scraps, are placed on this soil, the bacteria start to break down the organic materials. This process then creates heat which helps the bacteria multiply at a faster rate, and thus speeds up the decomposition process. The heat produced also helps sterilize the compost from harmful pests, and as long as the composting materials are kept oxygenated (by frequent mixing) no unpleasant odors should be produced.

If there is not enough oxygen, a new type of bacteria will begin to work: anaerobic bacteria. These bacteria have to undergo a different process to break down organic materials which results in the production of methane, which has an unpleasant odor, and, as mentioned before, is a harmful greenhouse gas.

Types of Composters:

There are two main ways of composting in the home. The first is the traditional composting method using an aerated contained compost heap outdoors, and the second is vermicomposting, which uses worms in an enclosed container which can be kept indoors or outdoors. With vermicomposting, the worms digest the organic waste and excrete nutrient rich worm castings which can be used just like the compost in the traditional method.





WHAT IS COMPOSTING?

Using the information found on the page called “What is Composting?” and any resources available to you, answer the following questions.

1. Why is aerobic composting preferable to anaerobic composting?

2. How important is composting to protecting the environment? Why?

3. What are the advantages and disadvantages of composting?

Advantages	Disadvantages

4. What suggestions can you provide that would make composting more advantageous to the general public?

5. How does vermicomposting compare to traditional composting?

What are the advantages and disadvantages?

Advantages	Disadvantages

6. Compare you answers to questions 3. and 4. What do you think would be the most effective way to encourage the general public to compost a greater percentage of their household waste?

7. Draw a diagram of how composting works. Start and end with the produce image provided.



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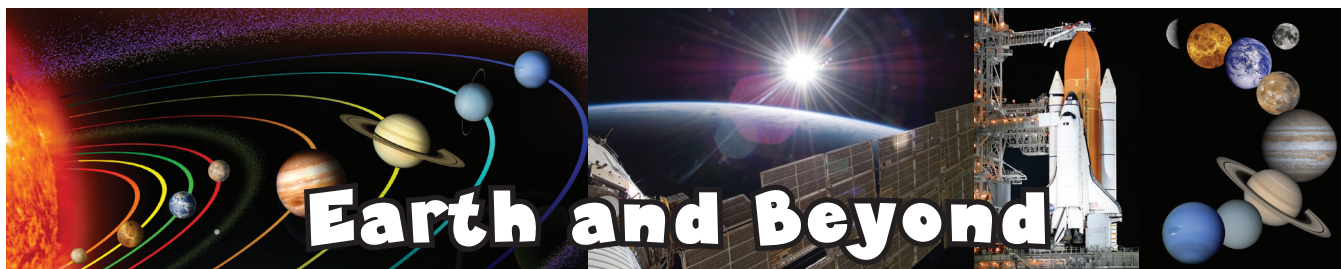
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Name: _____

1. **Word Meanings:** Match these words from the story to their meanings.
Write the letter beside the word in front of the correct meaning.

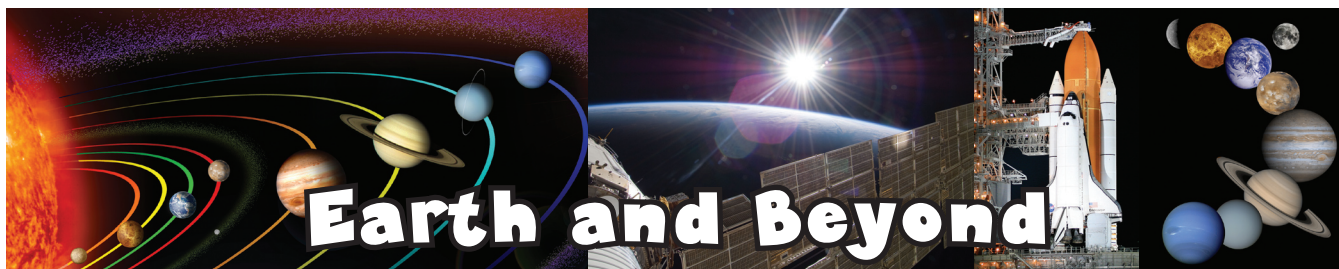
Word	#	Meaning
a) asteroids		a colorless, odorless gas that humans need to breathe in
b) astronauts		the force that pulls things toward the center of the earth
c) atmosphere		the air that surrounds the Earth
d) comets		a planet's path as it moves in a circle around another heavenly body
e) craters		hollow areas in the ground that look like the inside of a bowl
f) gravity		thousands of small, rocky bodies that revolve around the sun
g) laboratories		heavenly bodies with a bright head and a long tail of light
h) missiles		objects, like rockets, that are projected through the air
i) orbit		people who fly in a space craft
j) oxygen		rooms used for doing scientific experiments

2. Every year, astronomers and astronauts discover new facts about our universe.
List five facts you already know about our solar system.

- a) _____
b) _____
c) _____
d) _____
e) _____

3. Astronauts train for a number of years before they make a journey into space.
a) What are some skills an astronaut would need to have before doing any space travel?

4. b) In outer space, there is no gravity. Describe some problems that could result from no gravity in the space craft.



Earth and Beyond

Space is that area that lies between all of the bright objects we see in the night sky. Our planet Earth is one of those bright objects that can be seen.

Did you know

- Earth is the only planet known to us that has water and oxygen. Living things need both of these to exist and survive.
- Everything on Earth is held in place by an invisible force called gravity. Without gravity, everything would just float out into space.
- A thick layer of gases surrounds earth. This is called the atmosphere. It provides oxygen that we need to live and breathe. It also lets in heat and light from the sun and keeps out the sun's dangerous rays.
- Earth travels around the Sun in a path called an orbit. It takes 365 days to make one complete trip. The Earth turns as it travels.

4. Is it likely that there is life as we know it on some of the other planets?

Give reasons for your answers.

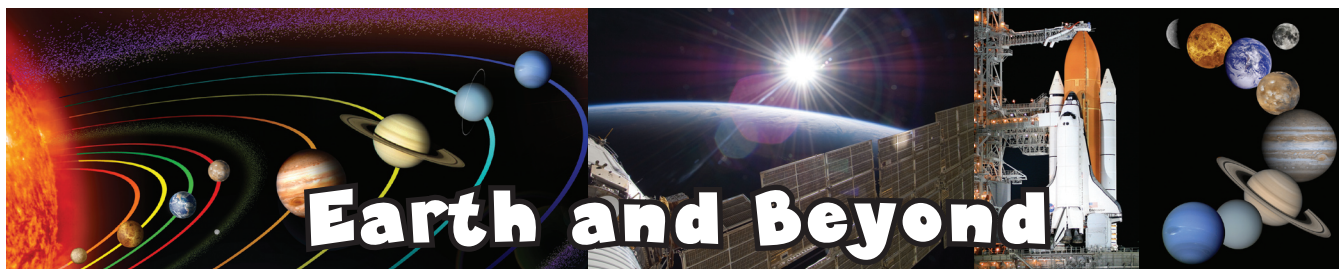
The Moon travels around the Earth in an orbit. It spins as it travels. It takes 27 days for the Moon to go around the earth. The surface of the Moon is covered with hollowed out parts called craters. Plants and animals could not survive on the Moon because there isn't any atmosphere like there is on Earth. Humans have walked on the Moon, but they used special equipment.

The Solar System

Our solar system is made up of the Sun, eight planets, and their moons. There are also asteroids and comets. The Sun is at the center of our solar system. The Sun is not a planet, it is a star. It is a huge ball of burning gases and is the closest star to our Earth. The planets all orbit the Sun. They travel in the same direction, but they go at different speeds.

Did you know

- Mercury takes only 88 Earth days to travel around the Sun.
- Venus has a thick poisonous atmosphere. The yellowish clouds are full of acid that could burn your eyes and skin.
- Earth is made up of land that is mainly rock. Three quarters of Earth's surface is covered by water.



Earth and Beyond

- Mars is covered with a red dust. This makes it look like it is a hot planet. Actually, it is freezing cold!
- Jupiter is called "The Giant." All seven other planets could fit inside Jupiter.
- Saturn is surrounded by colorful rings made of icy rocks. They look very bright and colorful because they reflect the Sun's light.
- Uranus has 27 moons!
- Neptune takes 165 Earth years to make one orbit around the Sun.

5. a) Could humans live on Venus? Why or why not?

b) Could humans live on Mars? Why or why not?

Pluto was once included as a planet in our solar system. But scientists have discovered that it really is a "dwarf planet." Our solar system contains eight planets.

Space Travel and Exploration

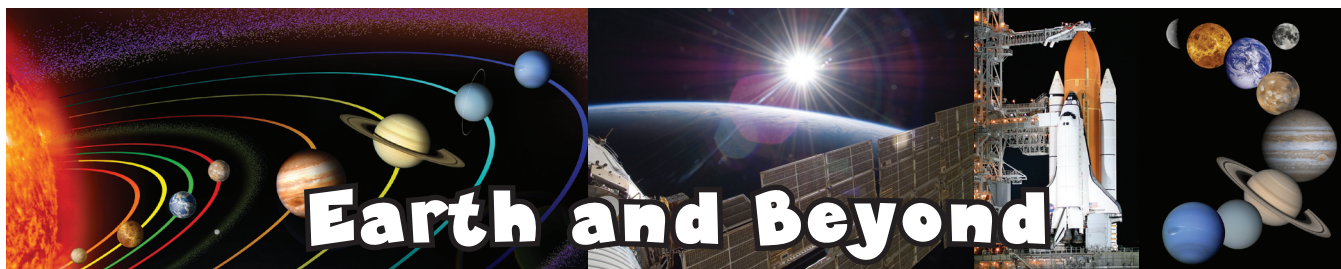
Special rockets and missiles have been built to break away from Earth's gravity. This lets them travel beyond earth and into outer space. These vehicles contain enough air, food, and water for the astronauts to complete their space mission.

Did you know?

- A trip from the Earth to the Moon and back takes about six days. The first mission to land on the Moon was called Apollo 11.
- An astronaut's footprints stay on the Moon's soil for a long time because there is no wind to blow them away.
- Satellites that orbit in space send back pictures of Earth so we can study the surface and the atmosphere. Satellites help us to forecast the earth's weather.
- Before astronauts journey to dangerous planets, robots may be sent to bring back information. In 2004, the Mars Exploration Rover landed on Mars.
- The International Space Station will be the biggest ever built. Once completed, it will be the size of a five bedroom house. It will contain six laboratories. There are 16 countries working together to build it.
- In the future, people may be taking their vacations in outer space.

Scientists are working on special space probes to visit other worlds to look for forms of life. Maybe someday you will be able to visit and explore one of the outer planets.





6. Pretend that you are a travel agent for a company that offers vacations in outer space. Design an ad to tell about a resort on a distant planet or on the moon. Include details that would attract future tourists.
- Complete the written part by adding your own ideas.
 - Draw and color a picture to show your space resort. Include all the details from your written ad.

a) Welcome to beautiful _____!
(name of the resort)

We are located on the exotic planet of _____.

This resort boasts such features as _____,
_____, and _____.

The gorgeous surroundings include _____
and _____.

You are guaranteed an ideal vacation on _____ as the
weather is always _____.

BOOK TODAY!

Contact : _____ (your name) at _____

b)

Thinking Beyond the Facts

Try to find out more about our universe and new discoveries.
Use magazines, non-fiction library books, and the internet to help you.
Here are some websites to help you get started:

www.solarviews.com
www.factmonster.com

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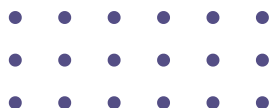
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Name: _____

Correct these sentences.

1. we don't gots no snow in hour yard yet

2. my sister amy will say her speech at the royal canadian legion contest

Fact or fiction?

3. Snow falls in every part of Canada. _____
4. The snowman did a fancy dance for the children. _____

Use context clues to explain the underlined word.

5. Catastrophes, like flooding and tornadoes, may be caused by extreme weather.

WEEK

1

ACTIVITY

1

TOTAL

/5

Name: _____

Write the best word to complete this sentence.

1. I _____ have any money to buy a treat. **doesn't / wasn't / don't / isn't**

Correct these sentences.

2. i red an amazing adventure story about vikings visiting north america long ago

3. one explorer named leif the lucky may have settled in newfoundland

Common or proper noun?

4. Moose Factory _____
5. monarch butterfly _____

WEEK

1

ACTIVITY

2

TOTAL

/5

Name: _____

What reference source would you use to find:

1. an synonym for “hungry” _____
2. the location of James Bay _____

Correct these sentences.

3. our family is gonna visit the dinosaur display at the royal ontario museum

4. wouldnt it be fun to watch wales play in the waters of the atlantic ocean

Complete this analogy.

5. pilot is to airplane as jockey is to _____

WEEK

1

ACTIVITY

3

TOTAL

/5

Name: _____

Divide each word into syllables.

1. snowboarding _____
2. Fredericton _____

Correct these sentences.

3. have you ever scene a double reinbow in the sky asked alan

4. i has read most of the adventure books written by pierre berton

Where would you find this part of a friendly letter?

5. Your friend, Clint _____

WEEK

1

ACTIVITY

4

TOTAL

/5

Name: _____

Explain the meaning of the underlined expressions.

1. Becky had high hopes that she would win the contest.

2. Aaron hoped he could win over his mother to let him go scuba diving.

3. Not a creature was stirring, not even my cat!

4. Mr. Green has the best head for planning track and field events.

5. The adventurers took to the road without a care.

WEEK

1

ACTIVITY

5

TOTAL

/5

Name: _____

Bonus Activity Where Am I?

Where would you find each one of these? Draw a line to connect your answers.

- | | |
|---|----------------------|
| 1. The Rocky Mountains | Nova Scotia |
| 2. Canada's Parliament Buildings | Saskatchewan |
| 3. Red soil and fields of potatoes | British Columbia |
| 4. The Calgary Stampede | Newfoundland |
| 5. Bonhomme | Ontario |
| 6. The city of Winnipeg | New Brunswick |
| 7. Grain elevators | Prince Edward Island |
| 8. The Magnetic Hill | Manitoba |
| 9. The harbour of Halifax | Alberta |
| 10. A moose strolling along the highway | Québec |

WEEK

1



*The Canada Bank Note Company in Ottawa, printed the last
Canadian one-dollar bill on April 20, 1989.*

MY CANADA

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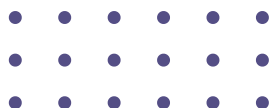
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CANADIAN MAPPING

Helpful Teacher Notes for Specific Pages:

It is well worth the time taken to insist that map colouring and labelling guidelines be followed. Explain that a map is intended to provide us with information. It must be legible. A reminder chart might look like this:

Reminders for Maps

- Colour inside the lines using horizontal movements.
- Colours should not mix.
- Shade lightly.
- Label in small, neat printing.
- Label rivers by printing along the meandering direction of the river.
- All maps should have great titles that immediately tell us how this map will be useful.
- The best maps include a Legend/Key.

Page 59: Comparing Regions: Pre-teaching required: define and discuss economic and cultural activities. Give examples.

Literacy connection: Students write a letter as if they live in a region (could be their own or another) to a person in a far off place. The letter will show what they know about their region. Use the comparison chart to elicit from students how the environment of a region (including physical geography, natural resources available, proximity to cities and other countries, climate, etc.) affects what economic activity goes on there.



Economic Regions of Canada

An **economic region** is an area in Canada that is significant because of its high volume of production, exchanging and transporting of certain goods and services, resulting in wealth to that region and to Canada.

Beside each of the following regions, sketch a good map symbol for that region. The first one is done for you. Then, draw your symbols in the appropriate places on the map.

Niagara Region: Ontario		Oil Rich Lands: Alberta	
Tourism: Maritimes		Agriculture: Prairies and Southern Ontario	
Mining: Northern Ontario, Yukon, Northern Quebec, Northwest Territories		Forestry: British Columbia	
Energy: Ontario, Quebec, New Brunswick		The St. Lawrence-Great Lakes Seaway: Ontario and Quebec	

Other

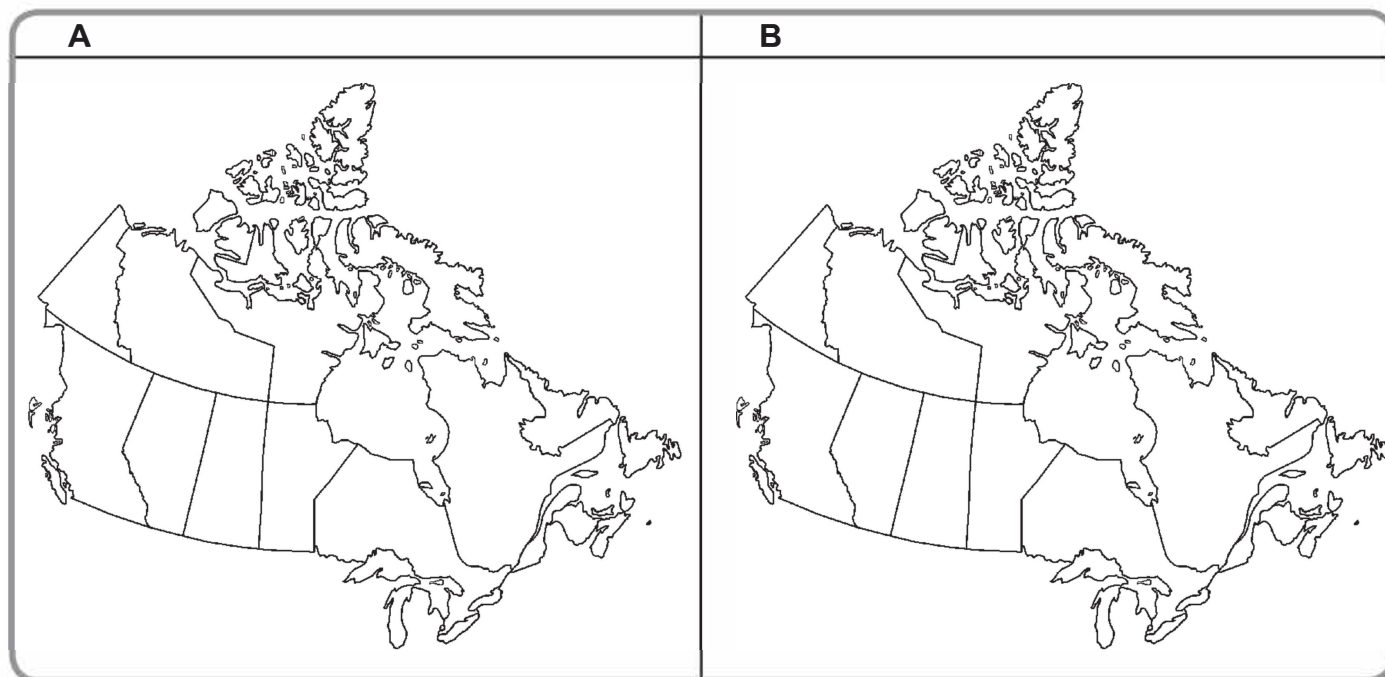
Main economic activity in Niagara Region: tourism, agriculture (especially viticulture – winemaking)

Main economic activity in the Alberta Oil Sands Area: mining, oil extraction, natural gas.





Comparing Economic Regions



Give each map a title. It should be the name of one of Canada's economic regions. On the map, lightly colour the area covered by this region.

For each of these regions complete the sentences below:

A. The main cities in this region are: _____

B. The main cities in this region are: _____

A. The major airport(s) in this region are: _____

B. The major airport(s) in this region are: _____

A. This region is linked to parts of Canada by these major highways: _____

B. This region is linked to parts of Canada by these major highways: _____

A. This region has flourished because (see hints below) _____

B. This region has flourished because (see hints below) _____

Hints: it is important to regions to be near major waterways, highways and airports. This way their goods can easily be exported to other parts of Canada and the world. Some regions develop because of their specific climate, soil type or appeal to tourists.



Canada's Natural Resources

Natural Resource: something found in nature that people find useful or valuable

Canada is rich in **natural resources**. Many of these are exported to other countries, helping to bolster the economy and strengthen ties with trading partners. Listed below are examples of Canada's natural resources. Beside each one, sketch a symbol for this resource. Make it simple enough and small enough to use on a map. (Add to the list as you discover missing items). Use the same sketch more than once (as many resources are duplicated). You may find some ideas for symbols in atlases.

Note: there are two types of symbols

1. **pictorial symbols:** pictures that depict exactly or almost exactly the resource found in that place e.g. farming 
2. **non-pictorial symbols:** shapes used on maps to represent resources e.g.  gold

Province/Territory	Natural Resource	Symbol
Yukon	natural gas mining	
Northwest Territories	petroleum mining	
Nunavut	mining	
Newfoundland and Labrador	oil hydroelectricity mining forestry	
British Columbia	coal natural gas minerals hydroelectric energy fishing forestry	
Saskatchewan	natural gas petroleum coal minerals farming mining (potash, sand, gravel, salt)	



Canada's Natural Resources

Province/Territory	Natural Resource	Symbol
Alberta	coal oil gas mining (sand, gravel, limestone) farming	
Manitoba	hydroelectric energy minerals farming	
Ontario	nuclear power energy hydroelectric energy minerals farming waterways	
Quebec	hydroelectric plants nuclear power fishing minerals mining	
New Brunswick	nuclear power minerals forestry fishing	
Nova Scotia	mining fishing	
Prince Edward Island	farming mining	



Symbols on a Map: Natural Resources

1. On a political map of Canada, draw your symbols for Canada's natural resources. Use atlases, books and the Internet to determine relative locations for your symbols. The following list will be helpful. Add to it if you can.

Yukon:	natural gas, mining
Northwest Territories:	petroleum, mining
Nunavut:	mining
British Columbia:	coal, natural gas, minerals, hydroelectric energy resource, fishing, forestry
Alberta:	coal, oil, gas, mining (sand, gravel, limestone) farming,
Saskatchewan:	natural gas, petroleum, coal, minerals, farming, mining (potash, sand, gravel, salt)
Manitoba:	hydroelectric energy resources, minerals, farming
Ontario:	nuclear power energy resource, hydroelectric energy resource, minerals, mining farming, waterways resource
Quebec:	hydroelectric plants energy resource, nuclear power energy resource, fishing, minerals, mining (sand, gravel, granite, limestone)
New Brunswick:	nuclear power energy resource, minerals, forestry, fishing
Nova Scotia:	mining (salt, granite, limestone), fishing
Prince Edward Island:	farming, mining
Newfoundland/ Labrador:	oil, hydro electricity energy resource, mining, forestry

2. Settlements develop near sources of natural resources. For each symbol you draw, label at least two towns or cities nearby.
3. Circle the sentences below that help explain why these settlements began. Put one straight line through those that don't apply.

Workers need shelter.

Stores and other businesses start up to cater to workers' needs.

It's always very pretty.

There are no wild animals in the area.

There is often a great deal of work available for engineers, planners and labourers etc.

Often more than one company is involved in obtaining the resource.

There is an adequate supply of water.



Natural Resources in Canada

Vocabulary

1. **Resources** are the machines, workers, money, land, raw materials, and other things that can be used to produce goods and services.
2. **Natural Resource** is something found in nature that people find useful or valuable.
3. A **renewable resource** is any natural resource (e.g., wood or solar energy) that can be replenished naturally with the passage of time.
4. A **non-renewable resource** is a resource that cannot be naturally restored or replenished. It is a resource that is exhausted because it has not been replaced or because it is used faster than it can be replaced (e.g., oil and coal).
5. **Flow Resource** is a resource that is neither renewable or non-renewable but must be used when and where it occurs or it will be lost (e.g., wind, sun).
6. **Exports** are commodities (goods or services) sold to a foreign country.
7. **Imports** are to bring or carry in from an outside source, especially to bring in goods or materials from a foreign country for trade or sale.
8. **Economy** is the wealth and resources of a region and the system of producing and using various products and services.
9. **Trading Partner** is a country that buys your goods and sells their goods to you.
10. **Primary Industries** are industries that harvest raw materials or natural resources (e.g., farming, forestry, and mining).

Can You Guess What I am Thinking About?

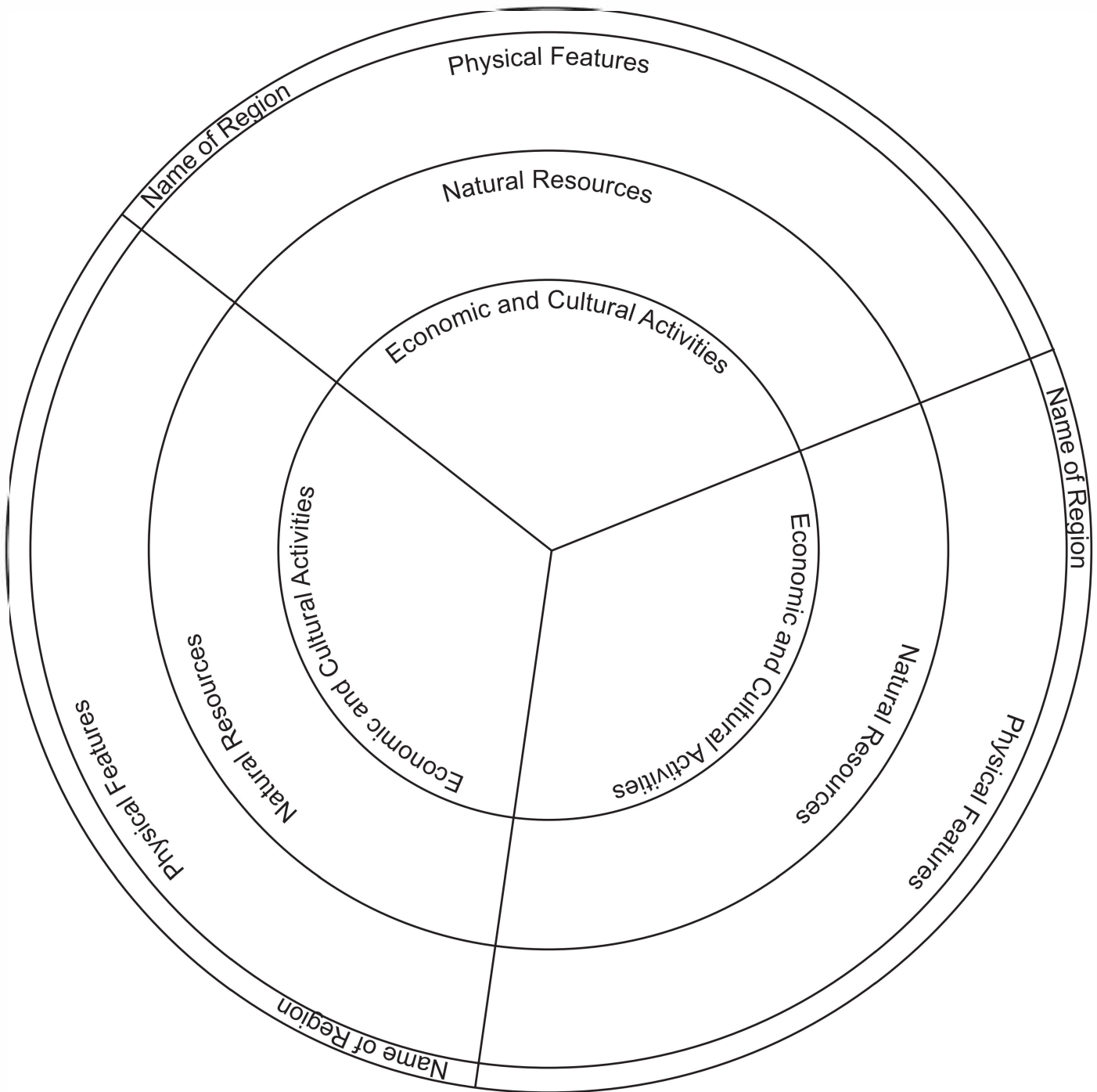
Each of these sets of words tells about one or more of the terms defined above. On the line below each set, print a number 1-10 to tell the corresponding definition.

port ship plane goods _____	wood coal wind sun _____	Canada U.S.A. buy sell _____	water tides wind sun _____	minerals coal oil petroleum _____
fishing mining farming forestry _____	money resources products trade _____	production system country import/export _____	two-way trade countries shipping trucking _____	trees animals air water _____



Comparing Regions

The physical features and natural resources of a region result in the types of economic and cultural activities that occur there. Use atlases, other books, maps, and the Internet to complete the graphic organizer comparing three regions of Canada.





Canada's Highest, Lowest, Longest, Largest!

Use maps of Canada, atlases and the Internet to locate the following places in Canada.

1. On the lines given, name the correct place. Include the province or territory for each.
2. On the map of Canada, print the correct alphabet letter to indicate the approximate location of this place.
3. As you search for these answers, add to this list any "longest, widest, largest, smallest" facts you find. Share these with your class.

A) Canada's highest elevation _____

B) Canada's highest waterfall _____

C) Canada's southernmost point _____

D) Canada's lowest elevation _____

E) The largest lake completely in Canada _____

F) Canada's largest island _____

G) Canada's most northerly point _____

H) Canada's most easterly point _____

I) Canada's longest river _____

J) Other _____

K) Other _____



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