

Grade 5

Everything Else

43 sheets • Language • French • Science • Social Studies • Health • The Arts

THIS BOOK BELONGS TO

Find your subject



Language

word parts • summarising • bias • research with sources

Sheets 1–10



Français

year two of Core French • verbs • questions • describing

Sheets 11–15



Science

body systems • matter • forces on structures • energy

Sheets 16–27



Social Studies

New France to 1713 • the three levels of government

Sheets 28–35



Health & PE

growing up • decisions • mental health • tactics

Sheets 36–39



The Arts

emphasis • three parts • motivation • the critical process

Sheets 40–43

New this year

No reading scaffold
the ministry's map stops at Grade 4

Four internal forces
squash, stretch, slide, twist

The reproductive system
and the feelings half

Human body systems
and the health half

New France to 1713
and whose story it is

Emphasis
where the eye goes first

Physical vs chemical
and the particle model

How government works
three levels, three jobs

Three-part music
holding your own line

Grown-ups: Grade 5 is the year children stop learning to read and start reading to learn. From here, vocabulary decides how much a

talk , not
more

Ontario 2023 • 2022 • 2026 • 2019 • 2013 • 2009



Break the word, find the meaning

You don't sound long words out any more. You break them into parts that mean something.

 split

 define

✓ **inconceivable**

in + conceive + able

not + imagine + able to be = not able to be imagined.

Word	Split it	What it must mean
unbelievable		
transportation		
disagreement		
reconstruction		
irreplaceable		

 **Two roots worth owning**

port = carry → transport, portable, export, import, porter, support

struct = build → structure, construct, destruct, instruction, obstruct

Pick one root and build the family. Try *spect* (look) or *dict* (say). How many can you find?

.....

.....

Grown-ups: this single move unlocks subject vocabulary in every subject for the rest of school. Ten minutes on one root beats a spelling list.

Language B2.1



The words that turn up everywhere

These appear in every subject and almost never in conversation. Knowing them exactly is worth a lot.

 define

 use it

Word	What it asks you to do	A sentence using it
analyse		
justify		
evaluate		
interpret		
significant		
summarise		

Shades of meaning. Put these in order from least to most certain:

believe · suspect · know · guess · assume

Why does it matter which one a writer chooses?

Grown-ups: these are Tier 2 words — cross-subject, rarely spoken, and the main thing separating children who understand a question from children who don't.

Language B2.2



Joining three into one

Sentence combining is the fastest way to make writing sound grown-up. Take the short ones and build something better.

 combine

 read it back

✓ Three sentences into one

It was raining. We went to the park. We stayed until dark.

Although it was raining, we went to the park, and we stayed until dark.

That's a compound-complex sentence — two main clauses plus a dependent one.

1. The dog barked. The postman arrived. Nobody answered the door.

.....

2. The ice melted. The temperature rose. The experiment had to start again.

.....

3. Nadia finished her homework. She was tired. She went to bed early.

.....

Now fix these. One is a fragment, one is a run-on. Mark which, then repair both.

Because the bus was late.

We ran to school we were still late the door was shut.

.....

.....

Grown-ups: children can say compound-complex sentences long before they write them. Combining is how you get what they can say onto the page.

Language B3.1



Colons, commas and speech

Punctuate each one. The rule is underneath if you need it.

 punctuate



Grade 5 punctuation

Colon before a list, and after a formal greeting. *Bring three things: a pen, a ruler and a book.*

Comma to set off who you're speaking to. *Maya, could you close the door?*

Quotation marks around the titles of short works — a poem, a song, a chapter.

Rewrite each one correctly.

pack the following a raincoat boots and a hat

.....

sam please pass me the scissors

.....

we read the poem the highwayman in class today

.....

im ready said maya lets go

.....

Correlative conjunctions come in pairs. *either...or, neither...nor, both...and, not only...but also.* Write one sentence using a pair.

.....



Twenty words, no more

A summary means deciding what does not matter. That's a judgement, not a skill — which is why it stays hard.

 read cut it down

In 1608 Samuel de Champlain built a small settlement where the St. Lawrence narrows. The first winter was severe and most of the party died of scurvy and cold. The settlement survived because of trade with the Innu and the Wendat, who supplied food and knowledge of the land. Within thirty years the fur trade running through it had reshaped alliances across a vast area.

In 30 words

Now in 20

Now in 10

What did you drop first, and why? The thing you cut earliest is what you decided mattered least.



Same event, different words

Two writers can describe one thing and take opposite sides, just by choosing different words.

- notice
- explain

"A crowd of concerned residents gathered outside the council offices."

"A mob of angry protesters gathered outside the council offices."

Same crowd. Which words changed, and what does each version want you to think?

A source	Would you trust it? Why?
A museum page written by archaeologists, listing its sources	
A video with no author name and no sources given	
An advert for a product, mentioning research it paid for	
A government statistics page	

Whose voice is missing? A report about a new road says how much faster the journey will be. Who hasn't been asked?



Three sources that don't agree

Grade 4 asked whether to believe one source. Grade 5 asks what you think, having read three.

🔍 research

✎ synthesise

My question:

Source	Where it came from	What it says
1		
2		
3		

All three agree on...

.....

They disagree about...

.....

What do you think, and why? Name which source you found most convincing and what made it so.

.....

.....

Putting it in your own words. Read it, **close the book**, say it out loud, then write. Closing the book is the part that matters — you can't copy what you can't see.



Same facts, three readers

Who you're writing for changes everything except the facts.

 rewrite

 compare

The facts: The school field flooded on Tuesday. Break was held indoors for three days. The caretaker says the drain is blocked. It will cost about \$800 to fix.

1. A text to a friend

2. A report for the school newsletter

3. A letter to the council asking them to pay

What changed between them? Name two things — not the facts, the *writing*.



Holding your ground

Grade 4 learned to make a point. Grade 5 keeps its footing when somebody disagrees — by answering the argument, not repeating your own point louder.

 argue

 listen first

My position:

Two reasons

Now the hard part — the strongest argument *against* me

My answer to it

Say it back. Ask somebody who disagrees to explain their view. Then repeat it in your own words until they say "yes, that's it." Only then reply.

Did they say "yes, that's it" first time? ☐ yes ☐ no

Grown-ups: being able to state an opponent's view fairly before answering it is a genuinely rare adult skill. Practise it on low-stakes topics.

Language B1



Language – how am I doing?

Tick honestly. A blank is information, not a failure.

✓ tick

- | | |
|---|---|
| ☐ I break long words into meaningful parts | ☐ I know what analyse and justify are asking |
| ☐ I can write a compound-complex sentence | ☐ I can spot a fragment and a run-on |
| ☐ I use colons and commas correctly | ☐ I can summarise instead of retelling |
| ☐ I notice when word choice takes a side | ☐ I check who made a source and why |
| ☐ I can use three sources and say what I think | ☐ I put things in my own words properly |
| ☐ I change my writing to suit the reader | ☐ I can state the other side fairly |

The book I'm reading right now is...

One word from it I had to work out:

How I worked it out:



Les verbes – quatre qui font tout

Four verbs do most of the work in French. Learn these and you can say a great deal.

dis-le

écris

ÊTRE – to be	
je	suis
tu	
il / elle	est
nous	sommes
vous	
ils / elles	sont

AVOIR – to have	
j'	ai
tu	as
il / elle	
nous	avons
vous	avez
ils / elles	

Complète.

Je canadienne.

J' dix ans.

Nous à l'école.

Ils un chien.

ALLER (to go) et **FAIRE** (to do/make) sont les deux autres. *Je vais · je fais.* Écris une phrase avec chacun.



Poser des questions

This year you ask as well as answer. Match each question word, then use it.

✎ relie

💬 demande

Qui ?

Where?

Quoi ?

When?

Où ?

Who?

Quand ?

Why?

Pourquoi ?

What?

Comment ?

How?

Écris la question. The answer is given.

Question	Réponse
	Je m'appelle Serena.
	J'ai dix ans.
	J'habite à Toronto.
	Parce que j'aime les animaux.

Interviewe quelqu'un. Ask three people one French question each and write what they said.

.....

.....



Ma journée

Describe an ordinary day. A few connected sentences — that's a Grade 5 paragraph in French.

✎ écris

🗨 lis à voix haute

Des mots utiles

d'abord first · ensuite next · puis then · après after · enfin finally

je me lève I get up · je mange I eat · je vais I go · je joue I play · je fais I do · je me couche I go to bed

Le matin

L'après-midi

Le soir

Lis-le à voix haute. Read it out loud, even if the accent is terrible. Especially if the accent is terrible.

Grown-ups: writing at paragraph level on a familiar topic is the Grade 5 writing expectation. Sequencing words are what turn sentences into a paragraph.

FSL D1 · D2



Où parle-t-on français ?

A quarter of the French curriculum is about the people who speak it. French is one of Canada's two official languages.

👁 cherche

✍ écris

Place	Where in the world	One thing you found out
le Québec		
le Nouveau-Brunswick		
Haïti		
le Sénégal		
la Belgique		

Franco-Ontarians are French speakers born and living in Ontario. About how many are there? Find out.

.....

Find French near you. A road sign, a cereal box, a form, a product label. Copy one down exactly.

.....

Tu ou vous ? À ton ami · À ton professeur · À deux personnes



Français – comment ça va ?

Tick honestly. Then find the one thing you'd most like to be able to say.

✓ coche

- | | |
|--|---|
| ☐ Je peux me présenter | ☐ Je peux dire mon âge |
| ☐ Je peux décrire ma famille | ☐ Je peux parler du temps |
| ☐ Je peux poser une question | ☐ Je connais être et avoir |
| ☐ Je sais quand dire tu ou vous | ☐ Je peux écrire un paragraphe |

The thing I most want to be able to say in French is...

Now go and find out how. Write it here when you know.

Cinq choses à faire à la maison. Label twenty things. Watch a familiar film in French. Read the French side of the cereal box. Teach somebody five words. Play French music while you tidy up. Nobody at home needs to speak French for any of this.



Five systems, one body

Label what each system does and name two parts. Then find the connections — that’s the real work.

label

connect

System	What it does	Two parts
Digestive		
Respiratory		
Circulatory		
Musculoskeletal		
Nervous		

What happens when you run upstairs? Put the five systems in the order they get involved, and say what each one does.

Watch out for heart diagrams. They’re drawn as if you’re facing the person — so the heart’s **left** side appears on the **right** of the page.

Grown-ups: the 2022 curriculum renamed this strand **Human Health and Body Systems** — the older name was Human Organ Systems. The word *health* is doing real work; it isn’t a labelling unit. **Science B2**



Measure your own body working

Take your pulse three times. Real data from a real body — yours.

measure

graph it

When	Beats in 15 seconds	$\times 4 =$ beats per minute
Sitting still		
Straight after running up and down stairs five times		
Two minutes after sitting back down		

Draw a bar graph. Label both axes and give it a title.

Why does it go up?

Why does it come back down? Which system decided that?

Grown-ups: this is Science `B2` and the maths Data strand in one ten-minute activity. Multiplying by four is `B2.2` doing real work. Science B2 · A1



Technology that stands in for a system

Each of these does a job a body system normally does. Which system, and what exactly does it do for it?

match

explain

Technology	Which system	What it does for it
a pacemaker		
a hearing aid		
an inhaler		
a prosthetic leg		
an MRI scanner		

What affects health? Name two things about where a person lives or works that could affect their body systems — and one thing that would reduce the harm.

Not every technology replaces a system. An MRI doesn't do anything *for* the body — it lets a doctor see. Which of the five above are like that?



Everything is made of particles

You can't see them. You work them out from how matter behaves.

 draw them  explain

Solid

Liquid

Gas

Draw the particles in each. How close? How much moving?

 Particle theory in four lines

Everything is made of tiny particles. They are always moving. There are spaces between them. The warmer they are, the faster they move and the further apart they get.

Why does this happen?	Explain using particles
You can squash a gas but not a liquid	
A smell travels across a room	
Metal expands when it gets hot	



Did a new substance appear?

That's the only question. If yes, it's a chemical change. If the stuff is still the same stuff, it's physical.

☐ sort ☒ justify

What happens	Physical or chemical?	How do you know?
Ice melting		
Wood burning		
Sugar dissolving in water		
An iron nail rusting		
Tearing paper		
Baking a cake		
Milk going sour		

Signs of a chemical change

A colour change · a gas produced (bubbles) · heat or light given off · a new smell · a solid appearing when two liquids mix

The one everybody gets wrong. Sugar dissolving looks like it vanished. Design a way to prove the sugar is still there.



The rusting nail – a fair test

Change one thing. Keep everything else the same. Then leave it a week.

set up

observe

Question: what does rust need?

Jar	What's in it	Prediction	What happened
1	nail in water		
2	nail in oil (no air)		
3	dry nail in air		
4	nail in boiled, cooled water, sealed		

What did I change?

What did I keep the same?

So rust needs...

Is rusting physical or chemical? How do you know?

One trial isn't evidence. Grade 5 expects **repeated trials**. If you only did each jar once, how confident should you be?

Grown-ups: the Grade 5 experimentation standard rises — identify the variable changed, the ones held constant, and run repeats. **Science A1 · C2**



Squash, stretch, slide, twist

Four internal forces. Feel each one with a sponge or an eraser before you write anything.

→ feel it

✎ name it

Force	What you do to the sponge	Something real that does this
Compression	squash it	
Tension	pull it	
Shear	slide your hands opposite ways	
Torsion	twist it	

Which force is acting?

- A table leg holding up a heavy load
- A tug-of-war rope
- Wringing out a wet towel
- Scissors cutting paper
- A guy rope holding a tent
- Turning a doorknob

Static or dynamic? A bridge holds its own weight all day (static). Add a hundred people walking in step and it can start to move (dynamic). Give one more example of each.

.....



Build it, break it, build it better

Spaghetti and marshmallows. Load it with coins until it collapses — then look at **where** it failed.



build



test

Attempt 1 — no triangles



Height cm · Held coins

It failed at:

Attempt 2 — triangles at the joints



Height cm · Held coins

It failed at:

Why does a triangle help? A square frame folds sideways. A triangle can't change shape without changing the length of a side. Write that in your own words.

.....

Go and look. Bridges, roofs, cranes, pylons, bicycle frames. Count the triangles. They're everywhere once you notice.



Follow the energy

Energy never disappears. It changes form — and some always ends up as heat you can't use.

→ trace the chain

✎ name each form

✓ A wind turbine

moving air → spinning blades → generator → light bulb

mechanical → mechanical → electrical → light (and some heat)

Situation	The energy chain
You eat breakfast, then cycle to school	
A torch is switched on	
A kettle boils	
A solar panel charges a phone	

Renewable — list four

.....

Non-renewable — list four

.....

Two meanings, one word. *Conservation of energy* is the law — the total never changes. *Conserving energy* is the behaviour — using less. Both are in Grade 5, and they are not the same thing.



What does your house actually use?

Read the meter, change one thing, read it again. Real data about your own home.

⋮ measure

💬 decide

Day	Meter reading	Used since yesterday	What we did differently
Day 1		—	nothing
Day 2			nothing
Day 3			

Days 1 and 2 are your normal. Day 3 is the one where you change something.

Did it make a difference? How much?

Was that a fair test? Name one thing you couldn't control.

The honest question. "Renewable is good, non-renewable is bad" is too simple. Name one real cost of a renewable source — land, materials, wildlife, or when the wind doesn't blow.



Code that watches and decides

Science coding in Grade 5 means making something useful come out — a graph, an alarm, a table.

 write it

 debug

The job: a sensor reads the temperature every minute. If it goes above 25°, sound an alarm. Otherwise just record it.

Write the code in plain words

What is the output? Tick all that apply.

☐ a sound ☐ a data table ☐ a graph ☐ a message

Debug this. Somebody wrote *if temperature above 25, record it; otherwise sound alarm.* What's wrong?

Trades use this. An electrician, a millwright and a heating engineer all work with sensors and conditions. Ask one what they measure.



Science – how am I doing?

Tick honestly. A blank is information.

✓ tick

- | | |
|--|---|
| ☐ I can name five body systems and what they do | ☐ I can explain how two systems work together |
| ☐ I can say how a technology helps a system | ☐ I can describe particles in solids, liquids, gases |
| ☐ I can tell physical from chemical change | ☐ I know the signs of a chemical change |
| ☐ I can plan a fair test with one variable | ☐ I know why repeated trials matter |
| ☐ I can name compression, tension, shear, torsion | ☐ I can tell a static load from a dynamic one |
| ☐ I know why triangles make structures strong | ☐ I can trace an energy chain |
| ☐ I know the two meanings of "conservation" | ☐ I can weigh up a renewable source honestly |

The experiment I'd most like to do again is...

...and I'd change this about how I did it:

Grown-ups: "I'd change this about how I did it" is reflection on method, which is where Level 4 in Thinking actually shows up.

Science A1–E2



Who was already here

Before anybody arrived from Europe, this land was home to nations with their own governments, economies and technologies. Start there.

research

record

Nation	Roughly where	How they lived	One technology
Haudenosaunee			
Anishinaabe			
Wendat			
Mi'kmaq			
Innu			

Whose territory do you live on? Most Ontario school boards publish this. Find out, and write what you learn about that nation.

A word to be careful with. Nobody "discovered" a place where people already lived. *Arrived, reached, encountered* are accurate. Why do you think the word matters?

Grown-ups: the curriculum puts First Nations first in the strand title deliberately. Use sources by Indigenous authors, and a local cultural centre beats a big museum.



The fur trade – who got what

Both sides gained at first. That changed. Both halves are true, and telling only one is the usual mistake.

weigh up explain

	What they gave	What they got
First Nations		
The French		

At the beginning – who held the stronger hand in a trade, and why?

Later on – what changed, and what did it cost?

Two questions to carry all year. Pick any event from this period and answer both.
What did each side think they were agreeing to?

Who had the power to decide the terms?

Grown-ups: First Nations were skilled traders who drove hard bargains and often held the advantage early on. Dependency and displacement came later. SS A1 · A2



One ordinary day, two lives

Pick a child your own age in New France, and one in a First Nations community nearby. Walk both days.

👁 research

✎ compare

Time	A child in New France	A child in a First Nations community
Morning		
Food		
Work or learning		
Home		
Evening		

Three things completely different

Three things surprisingly the same

The "same" column is the interesting one. Families ate together. Children played. Adults taught skills. Those don't change much across a thousand years.



Whose story survived?

Most of what we know came from people who wrote things down. That’s not the same as most of what happened.

notice discuss

Source	Primary or secondary?	Whose view does it give?
A letter written by a missionary in 1640		
A story passed down and shared by an Elder		
A wampum belt		
A textbook written last year		
A trading company’s account book		

Oral history counts. Knowledge passed down by speaking is a primary source. Why might a written record and an oral record of the same event differ?

Who is missing? From the five sources above, name two groups of people whose view is hardest to find.



Which level would I phone?

Three levels, three sets of jobs. Most adults get this wrong — being able to sort it is real competence.

○ sort

✎ label

The issue	Federal, provincial or municipal?
A pothole outside your house	
Getting a passport	
How long the hospital wait is	
What gets taught in school	
Rubbish collection day	
The army	
The library's opening hours	
The speed limit on a provincial highway	

Federal
led by the
.....

Provincial
led by the
.....

Municipal
led by the
.....

First Nations governance doesn't fit the three-level model — band councils, self-government and treaty relationships work differently, and they are not supposed to fit. Find one thing out about how a nation near you governs itself.



Where the money comes from

Each level collects different taxes and pays for different things. Match them up.

⋮ match

💬 decide

Tax	Who collects it	Name one thing it pays for
Income tax		
Sales tax (HST)		
Property tax		

You are the council. There is \$100 000 left this year. Choose how to spend it, and say why.

What	How much	Why
Fix the roads		
New library books		
A new park		
Something else		
Total	\$100 000	

Who would be unhappy with your budget, and what would they say?

Grown-ups: the last question is the perspective expectation. Every budget makes somebody unhappy, and noticing who is the skill.

SS B2 · B3 · Math F1.6



Pick something and do something

Not "learn how government works" — identify a real issue and propose what should be done, by whom.

 investigate

 plan

The issue I've chosen — something local you actually care about:

Which level of government is responsible?

Who cares about this	What they want

My plan of action

What the government should do:

What citizens could do:

What I could do this month:

Actually send it. Write to your councillor or MPP. A reply that arrives is worth a term of lessons.

Grown-ups: 'B1' genuinely asks for a plan of action. Ten is old enough to notice governments don't always do what people want — the answer is to show the mechanisms, not pretend otherwise.

SS B1 · B2



Social Studies – how am I doing?

Tick honestly.

✓ tick

- | | |
|--|---|
| ☐ I can name several First Nations and where they lived | ☐ I know whose territory I live on |
| ☐ I can explain how the fur trade worked | ☐ I can give more than one perspective on an event |
| ☐ I can tell a primary source from a secondary one | ☐ I know oral history is a primary source |
| ☐ I can name the three levels of government | ☐ I know which level does what |
| ☐ I know which taxes each level collects | ☐ I can propose a plan of action on an issue |

The thing that surprised me most this year was...

One question I still want answered:



Bodies change – and so does everything else

This year Health names the reproductive system and explains what happens at puberty. Nothing here is a surprise if you read it first.

read

note

What Grade 5 covers. The parts of the reproductive system, and how the body changes during puberty. The processes of menstruation and spermatogenesis, and how they relate to reproduction and growing up. And — just as importantly — the emotional and interpersonal side of all of it.

Normal changes at puberty. Tick every one you already knew about.

- ☐ getting taller, sometimes fast
- ☐ body hair growing
- ☐ voices changing
- ☐ more body odour
- ☐ oilier skin and spots
- ☐ breasts developing
- ☐ moods going up and down

The timing question. Everyone starts at a different age. Why does it help to know that in advance?

The first person in a class and the last person both find it hard. Neither chose it.

Two or three people I could talk to. Write them down now, on an ordinary day, so the list already exists when you need it.

In Canada, Kids Help Phone is free at any hour: **1-800-668-6868**, or text **CONNECT** to **686868**.

Grown-ups: you may request exemption from the Human Development and Sexual Health portion — ask the school office. Two honest considerations: exempted children generally hear it anyway, second-hand and garbled; and the most common regret parents report is waiting too long.

HPE D1.3 · D1.4 · D2.5



Think it through

A script for the moments when instinct isn't enough. Same six steps every time.

reason

decide

The situation. Someone in your group chat is being unkind about a person who isn't in the chat. Two people have joined in. One person has said nothing. Everyone can see you're online.

1. What could go wrong here?

2. What could I do? List at least three, not just the first idea.

3. What would happen after each one?

4. Is this too big to handle alone? Who would I tell?

5. What I'd actually do

6. How would I know afterwards whether it worked?

Telling isn't tattling. Tattling tries to get somebody in trouble. Telling tries to keep somebody safe. They are different things.

Grown-ups: the same six steps work for far more than online situations. Step 2 — more than one option — is the one children skip.

HPE D2 · A1



Feelings are part of health

Mental health isn't separate from health. Noticing what you feel, and knowing who to ask, are skills you can practise.

- notice
- ask

When this happens	I usually feel	What helps
Before a test		
When plans change suddenly		
When I've fallen out with a friend		
When I've been on a screen for hours		

Signs worth noticing — in yourself or a friend.
Tick any you've seen.

- ☐ not sleeping well for a while
- ☐ stopping things you used to enjoy
- ☐ feeling worried most days
- ☐ avoiding people you like

Asking for help is a skill, not a weakness. What makes it hard to ask? What would make it easier?

Make a plan on a good day. Decide now what you'd do on a hard one — who you'd tell, and what usually helps. Plans made calmly work better.



Why that move worked

Games have rules nobody writes down. Naming a tactic turns guesswork into something you can learn.

[→ play](#)[name it](#)

Tactic	Why it works
Move into open space	
Send it away from the defender	
Watch where the ball is going, not where it is	
Call for it before you receive it	

A fitness goal I can measure. Not "get fitter" — something you could actually check in four weeks.

How I'll check:

Something active I actually enjoy. It doesn't have to be a team sport.

Swimming, climbing, dance, cycling, martial arts, hiking, skating — all count.

Enjoyment is an actual curriculum expectation. Grade 5 is where children who aren't naturally sporty start opting out. Finding something you like is the point.



How big, next to what?

Proportion is the Grade 5 principle of design. It is the size of the parts against the whole — and the size of one thing against everything around it.

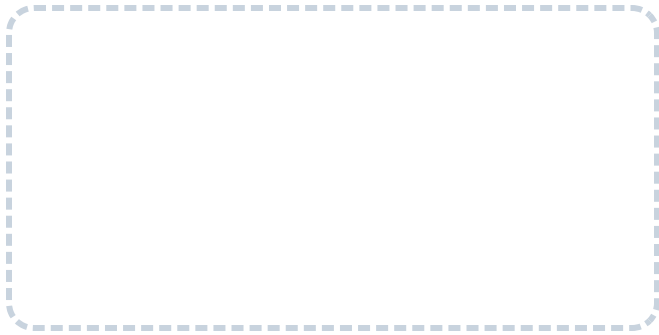
notice

draw

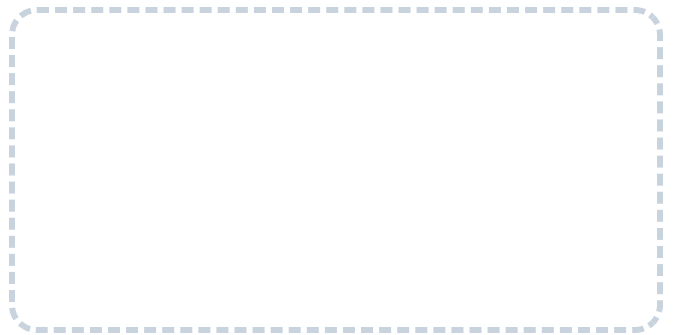
The measurement that fixes most drawings of people

A child's body is roughly five heads tall; a grown-up's is seven or eight. And the eyes sit halfway down the head — not near the top, which is where almost everybody puts them.

Two figures. Draw a child and an adult standing together. Count the heads as you go.



Get it wrong on purpose. Draw a mouse bigger than a house. What does that make you feel about the mouse?



Find it in the wild. Look at a book cover or a poster. Is anything drawn deliberately too big or too small for what is around it? Why do you think they did that?

Grown-ups: the progression runs contrast (Gr 1) → repetition (Gr 2) → variety (Gr 3) → emphasis (Gr 4) →

proportion (Gr 5) → balance (Gr 6). Proportion is the year figure drawing stops looking odd, because it finally has a measurement behind it.

Arts D1 · D2



Making things look far away

Grade 4 did proportion and overlapping. Grade 5 adds the trick where distance drains the colour out of things.

 draw

 shade

Four ways to show depth

Overlapping — one shape partly in front of another

Relative size — distant things drawn smaller

Placement — distant things sit higher up the page

Atmospheric perspective — distant things are paler, bluer and less detailed

Draw a landscape with three clear layers. Use all four tricks.

foreground · middle ground · background

Go and check outside. Look at distant hills or buildings. Are they really paler and bluer than the near ones? Write what you notice.



Three parts, and what a character wants

Two jobs on one page — the Grade 5 music milestone, and the question that unlocks any drama scene.

listen

perform

Music — holding your own line

Term	What it means
unison	
a round	
harmony	
theme and variations	

Two parts was Grade 4. Three parts is this year — you hold your line while hearing two others.

A round we can sing in three parts:

Drama — motivation

The question that unlocks any scene: *What does this character want, and what is stopping them?*

My character wants:

What's in the way:

So in the scene they:

Tension is what makes a scene worth watching — a secret, a deadline, or something at stake. Add one to your scene and see what changes.

Grown-ups: for a child who dislikes performing, devising, directing, writing and designing are all real drama roles and meet the same expectations. Arts C1 · B1



Talking about art properly

Five steps, always in this order. Describing before judging is what makes the judgement worth anything.

 look properly

 respond

Choose a painting, a song, a dance or a play. What I chose:

1. First reaction – before you think about it

.....
2. Description – only what is actually there. No opinions.

.....
3. Analysis – how are line, colour, shape, sound or movement used? Where is the emphasis?

.....
4. Interpretation – what might it mean?

.....
5. Judgement – what do you think of it, and why?

.....
"I don't like it" is not a response. "I don't like it because..." is. The *because* is the whole assignment.

.....
Grown-ups: the same five steps work for a painting, a piece of music, a dance or a play. By Grade 5 a child should run them without being prompted.

Arts A2 · B2 · C2 · D2

Answers – Language, Français

Only questions with one right answer are here. Anything asking you to explain, choose or design is judged on the reasoning.

1. un+believ+able = not able to be believed · trans+port+ation = the act of carrying across · dis+agree+ment = the state of not agreeing · re+construct+ion = the act of building again · ir+replace+able = not able to be replaced.

2. analyse = look closely at the parts · justify = give your reasons · evaluate = judge how good or useful · interpret = say what it means · significant = important enough to matter · summarise = give the main idea briefly. Certainty order: guess, suspect, assume, believe, know.

3. Many correct answers. Fragment: *Because the bus was late* — it needs a main clause. Run-on: *We ran to school we were still late the door was shut* — needs full stops or conjunctions, e.g. *We ran to school, but we were still late, and the door was shut.*

4. Pack the following: a raincoat, boots and a hat. · Sam, please pass me the scissors. · We read the poem "The Highwayman" in class today. · "I'm ready," said Maya. "Let's go."

6. The words that changed: *crowd/mob* and *concerned residents/angry protesters*. The first wants sympathy; the second wants alarm. Missing voice on the road report: the people who live along it, and anyone who'd lose a home or green space.

11. ÊTRE: je suis, tu **es**, il est, nous sommes, vous **êtes**, ils sont. AVOIR: j'ai, tu as, il **a**, nous avons, vous avez, ils **ont**. Then: suis · ai · sommes · ont.

12. Qui = who · Quoi = what · Où = where · Quand = when · Pourquoi = why · Comment = how. Questions: Comment t'appelles-tu ? · Quel âge as-tu ? · Où habites-tu ? · Pourquoi... ?

14. Québec — eastern Canada · Nouveau-Brunswick — Atlantic Canada, officially bilingual · Haïti — the Caribbean · Sénégal — West Africa · Belgique — Europe, next to France. Tu / vous / vous.

Grown-ups: for sheet 3, any grammatical repair is correct. The point is recognising which one is a fragment and which is a run-on.

Language · FSL

Answers — Science

16. Digestive — breaks food down so the body can absorb it (stomach, intestines). Respiratory — takes in oxygen, removes carbon dioxide (lungs, trachea). Circulatory — moves blood, oxygen and nutrients (heart, blood vessels). Musculoskeletal — supports, protects and moves (bones, muscles). Nervous — senses, decides, signals (brain, nerves). Running upstairs: the **nervous** system decides, the **musculoskeletal** moves, which needs oxygen from the **respiratory** system carried by the **circulatory** system, fuelled by the **digestive** system.

17. Beats in 15 seconds $\times$ 4 gives beats per minute. It goes up because muscles need more oxygen, so the heart pumps faster. It comes down because the demand stops — and the nervous system controls both.

18. Pacemaker — circulatory (keeps the heart beating steadily). Hearing aid — nervous (amplifies sound for the ear). Inhaler — respiratory (opens the airways). Prosthetic leg — musculoskeletal (replaces movement and support). MRI — none directly; it lets a doctor *see* rather than doing a job for the body. That last one is the odd one out.

19. Solid: particles close, in a fixed arrangement, vibrating in place. Liquid: close but able to slide past each other. Gas: far apart, moving fast in all directions. Gas squashes because of the spaces; liquid barely does. A smell travels because gas particles spread out. Metal expands because heated particles move more and take up more room.

20. Physical: ice melting, sugar dissolving, tearing paper. Chemical: wood burning, rusting, baking a cake, milk going sour. To prove the sugar is still there — evaporate the water and it comes back.

21. Jar 1 rusts (water + air). Jar 2 doesn't (no air). Jar 3 doesn't, or very slowly (no water). Jar 4 doesn't (boiling drives the air out). So rust needs **both water and air**. Rusting is a chemical change — a new substance, and you can't easily get the iron back.

22. Table leg — compression. Tug-of-war rope — tension. Wringing a towel — torsion. Scissors — shear. Guy rope — tension. Doorknob — torsion.

24. Breakfast then cycling: chemical $\rightarrow$ mechanical $\rightarrow$ mechanical (and heat). Torch: chemical $\rightarrow$ electrical $\rightarrow$ light and heat. Kettle: electrical $\rightarrow$ thermal. Solar panel: light $\rightarrow$ electrical $\rightarrow$ chemical (stored in the battery). Renewable: sun, wind, moving water, biomass, geothermal. Non-renewable: coal, oil, natural gas, uranium.

26. The debugged version: *if temperature above 25, sound the alarm; otherwise record it*. The original had the two actions swapped, so it would alarm constantly and never warn you.

Grown-ups: sheet 18's MRI is deliberately the odd one out — it reveals rather than replaces. Noticing that is the sophisticated answer.

Science A1–E2

Answers – Social Studies, Health, The Arts

31. Missionary's letter — primary, giving a French religious view. Elder's story — primary; oral history is a primary source. Wampum belt — primary, recording an agreement from a Haudenosaunee perspective. Textbook — secondary. Account book — primary, giving the trading company's view. Hardest voices to find: women and children, and anyone who could not write or whose records were not kept.

32. Pothole — municipal. Passport — federal. Hospital wait — provincial. School curriculum — provincial. Rubbish collection — municipal. The army — federal. Library hours — municipal. Provincial highway speed limit — provincial. Led by: the Prime Minister, the Premier, the Mayor.

33. Income tax — federal and provincial. Sales tax (HST) — federal and provincial together. Property tax — municipal.

39. Open space gives your teammate somewhere to pass. Sending it away from the defender means they can't reach it in time. Watching where the ball is going means you arrive at the same time it does. Calling for it tells your teammate you're ready.

42. Unison — everyone doing exactly the same thing at the same time. A round — the same tune, started at different times. Harmony — different notes sounding together on purpose. Theme and variations — one tune, then the same tune changed in different ways.

Most of this book has no answer key on purpose. Anything asking you to research, design, decide, explain or reflect is judged on whether the thinking holds together — not on matching a particular sentence. A well-argued answer nobody expected is worth more than a predictable one.

Level 3 — meeting the grade expectations. A good result, and the goal.

Level 4 — not more work or harder questions. Depth, transfer to something unfamiliar, and the quality of the reasoning.

Grown-ups: in Ontario's four achievement categories the open-ended sheets assess

Thinking and Application — which is where Level 4 lives. Accuracy alone is Level 3.

Growing Success, 2010