

## Year 5 Learning from Home Matrix

### Week 8 Term 2, 2020

Any tasks **highlighted** MUST be uploaded to Google Classroom

WEEK 8	Session 1 9 to 10am  READING	Session 2 10 to 11am  WRITING  <b>SNACKS 11 to 11.30am</b>	Session 3 11.30am to 12.30pm  MATHS  <b>LUNCH 12.30 to 1.30pm</b>	Session 4 1.30 to 2.30pm  WALKER LEARNING	Session 5 2.30 to 3.30pm  SPELLING CRAFT ACTIVITIES SPECIALISTS
LEARNING INTENTIONS	We are learning about summarising and questioning.	We are learning to write rich descriptions.  We are learning to use the 'show, don't tell' strategy.	<b>PLACE VALUE</b> We are learning about multiplication  <b>APPLIED MATHS</b> We are learning about area.	We are learning about energy.  We are learning about chemical reactions.  We are learning about inventions.	We are learning about The sounds oo,ew,ou, ue, ui
MONDAY	<b>Read to self - 30 minutes.</b>  <b>Tuning in:</b> Look at the Narrative Pyramid strategy that will be posted up in Google Classroom  <b>Text:</b> <a href="#">Brave Irene</a>  <b>Activity:</b> Students	<b>Writer's Notebook</b>  <b>Tuning In:</b> Watch this video about <a href="#">conjunctions</a> and this <a href="#">conjunction song</a> .  <b>Conjunctions</b> are words that connect or link phrases, sentences, clauses or	<b>Tuning In</b> There are lots of different words we use as synonyms for multiplying.  <b>Activity</b> In your learning from home book, write a list of words we can use when	<b>Tuning in:</b> Watch the most recent BTN episode.  <b>Activity:</b> Share with your family something that you found interesting or something that you wonder about one of the topics. You could	<b>Tuning in:</b> Play the below game. What was your score?  <a href="#">Spelling the long vowel sound: ue, ue, ew</a>  <b>Activity:</b> Words for week 8: mushroom,

	<p>watch the story and use the narrative pyramid to write a summary.</p>	<p>words together. You can think of these words as words that join sentences together. Words like <i>and, but, or, yet, for, nor, so</i> are all examples of conjunctions.</p> <p><b>Activity:</b> Copy out eight-ten sentences from the book that you are reading that contain a conjunction. Circle the conjunction in the sentence.</p> <p>Why would an author use conjunctions in their writing?</p>	<p>talking about multiplication.</p>	<p>also share with your class on Google Classroom.</p>	<p>monsoon, cartoon, tablespoon, snooze, brew, corkscrew, withdrew, screwdriver, coupon, wound, youth, group, mousse, chop suey, gruesome, cruise, suitable, recruit, breadfruit</p> <ol style="list-style-type: none"> <li>1. Do look, say, cover, write and check in your books.</li> <li>2. Unjumble these list words: werb, snmoon, onolteabsp, krcocsrwe, mereosug, umssoe, roctaon, noduw.</li> <li>3. Which list words are compound words?</li> <li>4. Choose 5 words and place them</li> </ol>
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					<p>into complex sentences?</p> <p>5. Test your parents. How many did they get correct?</p>
<b>TUESDAY</b>	<p><b>Read to self - 30 minutes.</b></p> <p><b>Tuning in:</b> Look at the Coding strategy that will be posted up in Google Classroom</p> <p><b>Text:</b> <a href="#">Sea turtles</a></p> <p><b>Activity:</b> Students read the article and use the coding strategy to write a summary.</p>	<p><b>Tuning in:</b> Watch the video about the <a href="#">‘Show, Don’t Tell’ writing strategy</a>.</p> <p><b>Activity:</b> ‘Show, Don’t Tell’ is a strategy that writers can use to write rich descriptions and to paint a picture in the mind of their readers. Think about what the characters <b>face, body</b> and <b>voice</b> might be doing in each situation.</p> <p>Use the ‘Show, Don’t Tell’ strategy to write a paragraph that paints a picture of the following situations for the reader. Your sentences should be</p>	<p><b>Tuning in:</b> 3’s times tables.</p> <p><b>Activity:</b> Learn your three’s times tables.</p> <p>- Write them down -Time how long it takes you to memorise them - Have a family member quiz you on them.</p> <p><b>EXT</b></p> <p>Record a short video of yourself explaining the three times tables rule/pattern. Upload the video to Google Classroom.</p>	<p><b>Option 1 set tasks</b></p> <p><b>Activity:</b> Complete task 1 from the document - <b>WLA option 1 set tasks week 8</b> that is shared on Google Classroom.</p> <p><b>Option 2 ERP</b></p> <p><b>Activity -</b> Complete task 1 from <b>WLA option 2 ERP</b> (numeracy link). Upload your completed task to Google Classroom.</p>	<p>Pick a specialist activity to do.</p>

		at least 3-5 sentences long.			
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1. He was exhausted
2. She was excited
3. He was hungry
4. She was upset
5. He was feeling very alone

<p><b>WEDNESDAY</b></p>	<p><b>Read to self - 30 minutes.</b></p> <p><b>Tuning in:</b> Refer to the Thick and Thin Questions that will be uploaded on Google Classroom.</p> <p><b>Text:</b> The book that you are currently reading.</p> <p><b>Activity:</b> Students write 5 thick and 5 thin questions.</p>	<p><b>Editing and Publishing</b></p> <p>Using a red pen or pencil, edit your 'Show, Don't Tell' paragraphs.</p> <p>Ensure you have:</p> <ul style="list-style-type: none"> <li>circled misspelled words</li> <li>edited for capital letters (starts of sentences and proper nouns)</li> <li>added in full stops, commas and correct punctuation.</li> </ul> <p>Publish your work using Google Docs, Microsoft Word, Book Creator or by handwriting a finished copy.</p> <p>Hand it in to your teacher on Google Classroom by taking a</p>	<p><b>Tuning in:</b> Seven Times Tables</p> <p><b>Activity:</b> Learn your seven times tables by using <a href="#">this video</a></p> <p>-Write down the multiples of 7</p> <p>-Time how long it takes you to write them all down.</p> <p>-Have a family member quiz you on the sevens times tables</p> <p><b>EXTENSION</b> Cute out a giant number 7 in bubble writing. Inside the number 7 write the multiples.</p> <p><a href="#">Here is an example</a></p>	<p><b>Option 1 set tasks</b></p> <p><b>Activity:</b> Complete task 2 from the document - <b>WLA option 1 set tasks week 8.</b></p> <p>Find a Youtube video of an experiment that you like.</p> <p>Write a list of the resources and materials that are used to conduct the experiment.</p> <p>Write a summary of the steps taken in the experiment.</p> <p><b>Option 2 ERP</b></p> <p><b>Activity</b> Begin task 2 from <b>WLA option 2 ERP</b> (literacy link). Write an explanation piece that is relevant to the learning intentions and your ERP research</p>	<p>Pick a specialist activity to do.</p>
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		photo of it, sharing the link or uploading a file.		questions. You will continue to work on this tomorrow.	
<b>THURSDAY</b>	<p><b>Read to self - 30 minutes.</b></p> <p><b>Text:</b> The book that you are currently reading.</p> <p><b>Activity:</b> Students can use the prompts below to assist them to think of questions to ask about the book.</p> <p>I wonder.....</p> <p>How come....</p> <p>Why....</p> <p>I'm confused....</p> <p>What if....</p> <p>I don't understand....</p>	<p><b>Tuning in:</b> <a href="#">Picture of the day - Dragonworld</a></p> <p><b>Activity:</b> Read the story starter.</p> <p>Where are the dragons heading? What is 'paradise'? Why are they looking forward to it so much? Are these the only 3 dragons that exist? Or are there more?</p> <p>If you have internet access, complete the template on Google Classroom and hand it in to your teacher when you have finished. Remember to write in full sentences.</p>	<p><b>Applied Maths</b></p> <p><b>Tuning in:</b> Perimeter City!</p> <p><b>Activity:</b> You need:</p> <p>Paper Scissors Ruler Pencils</p> <p>You are going to make a city skyline. Using your ruler, rule and cut out different sized buildings for your city.</p> <p>Paste them onto a larger piece of paper.</p> <p>Measure the perimeter of these buildings.</p>	<p><b>Option 1 set tasks</b></p> <p><b>Activity:</b> Begin task 3 from <b>WLA option 1 set tasks week 8.</b></p> <p>Use the list of resources and summary of steps from task 2 to put together a <i>detailed scientific report</i> on the experiment.</p> <p>You will continue working on this activity tomorrow.</p> <p><b>Option 2 ERP</b></p> <p><b>Activity</b> Complete task 2 from <b>WLA option 2 ERP</b> (literacy link). Write an explanation piece that is relevant to the learning intentions</p>	Pick a specialist activity to do.

				and your ERP research questions. You will publish this work next week.	
<b>FRIDAY</b>	<p><b>Read to self - 30 minutes.</b></p> <p><b>Text:</b> <a href="#">Spiderman</a></p> <p><b>Activity:</b> Research Project – Spider Profile</p> <p>Students will choose a species of spider to research and create a profile.</p> <p>Here are some species of spiders they could research:</p> <ul style="list-style-type: none"> <li>• Huntsman</li> <li>• Redback spider</li> <li>• Tarantula</li> <li>• Giant water spider</li> <li>• Black house spider</li> </ul>	<p><b>Writer’s Notebook</b></p> <p><b>Tuning in:</b> Watch this video about ‘<a href="#">Dear Australia</a>’, a movement which has been started by Australia Post.</p> <p><b>Activity:</b> Next week, when we return to school, your teacher will be asking you to write a letter to send to Australia Post. The National Archive of Australia will be collecting letters for future generations to learn about what it was like to live through the COVID-19 pandemic.</p> <p>In today’s writing session you will need</p>	<p><b>Applied Maths</b></p> <p><b>Tuning in:</b> Continue with yesterday’s activity.</p> <p><b>Activity:</b> Now measure the area of the buildings in your city.</p> <p>Take a pic and upload to GC</p>	<p><b>Option 1</b></p> <p><b>Activity:</b> Complete task 3 from <b>WLA option 1 set tasks week 8.</b></p> <p>Use the list of resources and summary of steps from task 2 to put together a <i>detailed scientific report</i> on the experiment.</p> <p>Upload your completed report to Google Classroom.</p> <p><b>Option 2 ERP</b></p> <p><b>Activity:</b> Complete task 3 from <b>WLA option 2 ERP.</b></p>	Pick a specialist activity to do

		<p>to start planning your letter. Some ideas for things you could include in your letter are:</p> <ul style="list-style-type: none"><li>● A message of hope</li><li>● A story of community spirit</li><li>● A description of how this event has changed your life</li><li>● An artwork or drawing</li></ul> <p>If you have access to the internet, complete the 'Dear Australia Planning Template' that your teacher has shared with you on Google Classroom.</p>		<p>Think about how you are going to present your research at the expo. Draw a plan of what you are going to make for your artefact into your WLA book.</p>	
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