

# Year 5 Learning from Home Matrix

## Term 3 Week 3, 2020

Any tasks highlighted MUST be uploaded to Google Classroom

| WEEK 3  | Session 1<br>9 to 10am<br><br>READING  | Session 2<br>10 to 11am<br><br>SPELLING/WRITING<br><br><b>SNACKS 11 to 11.30am</b>                | Session 3<br>11.30am to 12.30pm<br><br>MATHS<br><br><b>LUNCH 12.30 to 1.30pm</b>  | Session 4<br>1.30 to 2.30pm<br><br>WALKER LEARNING  | Session 5<br>2.30 to 3.30pm<br><br>SPECIALISTS |
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| <b>LEARNING INTENTIONS</b>                      | We are learning to monitor our reading.  | We are learning about discussion writing.   | <p><b>PLACE VALUE</b><br/>We are learning different multiplication strategies</p> <p><b>APPLIED MATHS</b><br/>We are learning about volume.</p>   | We are learning about significant changes in Australian history.  |  |
| <p><b>MONDAY</b></p> <p><b>ZOOM Meeting</b></p> | <p><b>Read to self - 30 minutes.</b></p> <p><b>Text:</b> <u>Australian Gold Rush (your teacher will upload it online)</u></p> <p><b>Tuning in:</b> Refer to digital readers' notebook of the</p> | <p><b>SPELLING</b></p> <p>Suffixes: ive, ine, ise, ice, ite</p> <p>Along with revision words.</p> | <p><b>MULTIPLICATION</b></p> <p><b>Activity:</b><br/>Work through the multiplication activity on Matific. Your teacher will upload your passwords and a link to the website to Google Classroom</p> | <p><b>Activity:</b><br/>Finding out about some famous Australian explorers.</p> <p>Watch the videos and take notes about what you find out.</p> <p>Watch <a href="#">Blaxland, Lawson and</a></p> | <p><b>SPANISH</b></p>                          |

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|                | <p>strategy read, cover, remember and retell under monitoring.</p> <p><b>Activity:</b> Write a short summary to show your understanding of what you have read.</p>   | <p><b>Tuning In:</b> <a href="#">Bouncing Anagrams</a></p> <p><b>Activity:</b></p> <p><u>Complete the worksheet your teacher will upload to Google Classroom.</u></p>          | <p><b>Extension:</b></p> <p>NAPLAN 2013 that will be uploaded on GC</p>  | <p><a href="#">Wentworth</a></p> <p>Watch <a href="#">Elizabeth and John Macarthur</a></p> <p>Watch <a href="#">Caroline Chisholm</a></p>  |               |
| <b>TUESDAY</b> | <p><b>Read to self - 30 minutes.</b></p> <p><b>Text:</b> <a href="#">Lego Story</a></p> <p><b>Tuning in:</b> Refer to digital readers' notebook on the strategy Map it under monitoring.</p> <p><b>Activity:</b> Students re-watch the story and</p> | <p><b>WRITING</b></p> <p><b>Tuning In:</b> Read the 'Differences Between Direct and Indirect Speech' PowerPoint that your teacher has shared with you on Google Classroom.</p> | <p><b>MULTIPLICATION</b></p> <p><b>Activity:</b> <a href="#">Watch the video on the Box Strategy</a></p> <p>In your remote learning math book, use the box strategy to solve the following problems:</p> <p>27 x 19</p> <p>84 x 41</p> | <p><b>Activity:</b></p> <p>Finding out about some more famous Australian explorers.</p> <p>Watch the videos or read the text and take notes about what you find out.</p> <p>Read about <a href="#">J G Macdonald</a></p> <p>Watch <a href="#">Saint Mary</a></p> | <b>SPORTS</b> |

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|  | <p>create a map showing all of the places the character travels to.</p> <p>This work must be submitted to your teacher on GC.</p> | <p><b>Activity:</b> Read the article '<u>Wicked Wolf Gets His Just Desserts.</u>'</p> <p>Write two sentences that contain direct speech and two sentences that contain indirect speech in your Learning From Home book.</p> <p>Can you write some of your own examples of direct and indirect speech using the characters from the article.</p> | <p>98 x 32</p> <p>17 x 54</p> <p>57 x 49</p> <p><b>Extension:</b> NAPLAN 2013 that will be uploaded on GC</p> | <p><a href="#">Mackillop</a></p> <p>Watch <a href="#">James (David) Unaipon</a></p> <p>Read <a href="#">Peter Lalor</a></p> |  |
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| <p><b>WEDNESDAY</b></p> | <p><b>Read to self - 30 minutes.</b></p> <p><b>Text:</b> <u>Daedalus and Icarus (your teacher will upload it online)</u></p> <p><b>Tuning in:</b> We can monitor our understanding by asking questions about the text.</p> <p><b>Activity:</b> Students ask questions about the text using the 5ws + H.</p> <p>Who, When, What, Where, Why and How</p> | <p><b>WRITING</b></p> <p><b>Tuning In:</b> Read the 'Saying Verbs' Poster that your teacher has shared with you on Google Classroom.</p> <p><b>Activity:</b> Using your current read to self book, find 5 examples of saying verbs and write down the sentences in your Learning From Home book. Search for the most interesting examples you can find!</p> <p>Choose 5 sayings verbs from the tuning in poster and put them into interesting sentences with direct speech.</p> | <p><b>Activity:</b> Make a poster (using Google Docs) explaining how to do the box strategy.</p> <p>You could also make a video explaining the strategy if you prefer.</p> <p><u>Upload to Google Classroom.</u></p> | <p><b>Activity:</b> Use the <a href="#">Map of Australia</a> which your teacher has uploaded to Google Classroom.</p> <p>On the map you need to locate the major goldfields and show where each explorer was located.</p> | <p><b>ART &amp; SCIENCE</b></p> |
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| <p><b>THURSDAY</b></p> <p><b>ZOOM Meeting</b></p> | <p><b>Read to self - 30 minutes.</b></p> <p><b>Text:</b> The book that you are currently reading.</p> <p><b>Choice Board</b></p> <p><b>Word Study</b><br/>Find five interesting words in the book that you are reading. Write down the meaning of each word.</p> <p>AND/OR</p> <p><b>Read to self</b><br/>Continue reading a text of choice.</p> | <p><b>WRITING</b></p> <p><b>Tuning In:</b> Read the 'TEEL Paragraph Structure' Poster that your teacher has shared with you on Google Classroom.</p> <p><b>Activity:</b> Using the TEEL structure, we can write effective paragraphs for our discussion texts.</p> <p>Write a TEEL paragraph for the topic, 'Every child should have a mobile phone'.</p> <p>Use the 'TEEL Sentence Starters' Poster and include some of the starters in your writing.</p> <p>Hand in your writing on Google Classroom by taking a clear photo</p> | <p><b>APPLIED MATHS</b></p> <p><b>Activity:</b><br/><a href="#">Watch the following clip on measuring the volume of cubes</a></p> <p>Complete the Volume activities on Matific</p> | <p><b>Activity:</b><br/>Select ONE of the Australian explorers we have been learning about this week and create a <a href="#">fact file</a> about them.</p> <p>Find out about the changes that have occurred in Australia because of them.</p> | <p><b>MUSIC</b></p> |
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of it or by publishing it on Google Docs.

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|               |  | of it or by publishing it on Google Docs.  |   |   |                   |
| <b>FRIDAY</b> | <p><b>Read to self - 30 minutes.</b></p> <p><b>Text:</b> Your favourite book</p> <p><b>Activity:</b> Prepare a book talk for a text of your choice that you have finished reading recently. Record your book talk.</p> | <p><b>Tuning In:</b> <a href="#">Picture of the day - The Predator</a></p> <p><b>Activity:</b> Read the story starter.</p> <p>What is a predator?<br/>What is the animal in the picture? What might the animal be doing?</p> <p><u>If you have internet access, complete the template on Google Classroom. Remember to write in full sentences.</u></p> <p><u>If you finish early, use the picture as a seed</u></p> | <p><b>Activity:</b><br/>Work on Prodigy for half an hour.</p> | <p><b>Unpacking our Learning Intentions</b></p> <p><b>Tuning In:</b> Our 1st learning intention for WLA this term is:</p> <p>Investigate significant changes in Australian History.</p> <p><b>Activity:</b><br/><u>Using the template shared on GC find the key words in our learning intention, find out the meaning of the words and then rewrite the learning intention into your own words.</u></p> | <b>WELL-BEING</b> |

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|  |  | <p>for your own piece of writing. You can select any text type.</p> |  |  |  |
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