

Grade 5: Framework for Home Learning (Week 2 - Final week of Term 1).

Please read! In order to complete these activities, students will require adult assistance/support at times, and will require access to the internet using a device. Parental responsibilities (including how they can best support their children with this work) are outlined in the letter from Lynne Foster (accessible on Compass).

Students will need:

- Internet access and a device to use.
- Paper (preferably exercise books - the school has provided a lined exercise book per student; Presentation Books will also be used if possible).
- Equipment to write and draw with (pencil cases).
- Access to novels and independent reading books.

We ask that students use this opportunity to practise their **problem solving skills** as well as exercise **independence** in being able to monitor their work.

These are NOT Homework tasks to be brought in next week, these are ONLY to be worked on by students who are at home during this time.

Maths	Reading	Writing/Spelling	Unit of Inquiry/Other
<p>Learning Intentions:</p> <ul style="list-style-type: none"> • How can we use estimation and rounding to check the reasonableness of our answers? • How do we add/subtract decimals accurately and efficiently? <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can apply my Place Value knowledge to new and complex situations. • I understand how to measure accurately. • I can use technology (calculators) to check my working out and answers. 	<p>Learning Intentions:</p> <ul style="list-style-type: none"> • What is the difference between theme and topic? • How can we analyse themes and topics in texts - what are the clues that we might use to decipher them? <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can practise reading stamina. • I can record my thinking before, during and after reading. • I can use thinking skills to answer reading comprehension questions. 	<p>Learning Intentions:</p> <ul style="list-style-type: none"> • How can we apply our knowledge of descriptive and figurative language to create narrative or creative texts? • How can we revise the writing process and follow it carefully? • How do we plan writing using a clear structure? <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can apply my knowledge of narrative texts and their structure, ideas and language features to create my own narrative story. 	<p>Learning Intentions:</p> <ul style="list-style-type: none"> • How can we take efficient notes while we are researching or watching a video? • What are the long term impacts of natural disasters (droughts)? <p>Success Criteria:</p> <ul style="list-style-type: none"> • I understand how to take quick and succinct, clear notes while I am researching or viewing a video. • I can conduct further research to be able create an information report. • I am able to use my critical thinking skills to work independently and manage my time to complete work.

Week 2	Day One	Day Two	Day Three	Day Four	Day Five
Quote or Focus of the Day	<i>Mindset Monday - Let's approach every challenge today with resilience and determination. YOU CAN DO IT!</i>	<i>Thoughtful Tuesday - "If you can't think of anything nice to say, you're not thinking hard enough!". Let's continue praising each other today to keep up the positive, supportive vibes!</i>	<i>No Worries Wednesday - "Every little thing is going to be alright...". You are so brave, strong and tough! Today, let's think about things we are worrying about and worrying thoughts - is there anything we are worrying about that we don't need to stress about?</i>	<i>Teach Us Thursday - "No one else is you - that is what makes you so special". We know you've all got talents and skills of your own. Today, we want you to think about your skills, interests and hobbies and think about something to teach us.</i>	<i>Future Friday - "The future of the entire WORLD is in our classroom...". It's important we continue working towards our Learning and Personal Goals as well as our life goals. What can you do today to work towards these goals?</i>
Morning Block	<p>Spelling: SMART Spelling - Learn your new Spelling words for this week. Weekly Spelling Focus: 'ph' as in dolphin (page 201). Say your words aloud and look up their meanings in the dictionary. Write your own definitions in your books.</p> <p>Maths: Wishball: Whole Numbers Game (10 mins). Independent Goal Time (10 mins). Adding and Subtracting Decimals Error Analysis Task (Google Classroom -> Classwork -> Mathematics -> Decimals Error Analysis).</p>	<p>Spelling: SMART Spelling - Do two Spelling activities from the compulsory activities list.</p> <p>Maths: Independent Goal Time (10 mins). Problem Based Learning Investigation: My Dream Bedroom. Lesson 1.</p>	<p>Spelling: Word of the Day - Complete the first two words of the day and all the activities on the slide need to be added to your 'Word of the Week' Popplets.</p> <p>Maths: Wishball: Hundredths Game (10 mins). Independent Goal Time (10 mins). Problem Based Learning Investigation: My Dream Bedroom. Lesson 2.</p>	<p>Spelling: SMART Spelling - Do two Spelling activities from the compulsory activities list.</p> <p>Maths: Independent Goal Time (10 mins). Problem Based Learning Investigation: My Dream Bedroom. Lesson 3.</p>	<p>Spelling: Word of the Day - Complete the first two words of the day and all the activities on the slide need to be added to your 'Word of the Week' Popplets.</p> <p>Maths: Number Ninja (Multiples) Game (10 mins). Independent Goal Time (10 mins). Problem Based Learning Investigation: My Dream Bedroom. Lesson 4.</p>
Break					

<p>Middle Block</p>	<p>Writing: Narrative Writing. How can we apply our knowledge of Narrative Writing to Process Pieces? Complete TWO Rocket Writing using the prompts, Each Rocket Write is 10 mins.</p> <p>Reading: Independent Reading Time/Read Aloud Time, add book to Reading Log (15 mins). Complete the lesson - Understanding Theme (Slides 1-10).</p>	<p>Writing: Narrative Writing. How do we apply our knowledge of the Writing Process/Cycle? Free choice Process Writing. This will be due on Google Classroom on Friday. Plan your writing using the Narrative Mountain/Roller Coaster structure, begin drafting - please draft by hand only.</p> <p>Reading: Independent Reading Time/Read Aloud Time, add book to Reading Log (15 mins) and complete the remaining slides for Understanding Theme (Slides 10-19).</p>	<p>Writing: Narrative Writing. How do we apply our knowledge of the Writing Process/Cycle? Using descriptive language to make your story come to life. Free choice Process Writing. Continue drafting your Process Piece - remember you draft by hand.</p> <p>Reading: Independent Reading Time/Read Aloud Time, add book to Reading Log (15 mins) and summarise your reading so far this week. What has happened in your book? What real world/self/other text connections can you make so far? What do you predict will happen next?</p>	<p>Writing: Narrative Writing. How do we ensure our writing is engaging? Share your reading with someone at home and ask for TWO things you did well and TWO things to work on. Use their feedback to make edits to your writing so far. Continue your Process Piece of writing - you should be up to publishing on Google Classroom. (Classwork -> Writing -> Narrative Process Writing).</p> <p>Reading: Independent Reading Time/Read Aloud Time, add book to Reading Log (15 mins). Complete the slides for Revision of Theme vs. Plot: Follow Up Tasks.</p>	<p>Writing: Narrative Writing. How do we apply our knowledge of the Writing Process/Cycle? Read a 500 Word Story (BBC) of your choice to begin the session. Free choice Process Writing. Continue drafting your Process Piece. Please submit your Process Piece today on Google Classroom (Classwork -> Writing -> Narrative Process Writing).</p> <p>Reading: Independent Reading Time/Read Aloud Time, add book to Reading Log (15 mins) Show what you know from your learning this week in the Review of Theme vs. Plot End of Week Quiz.</p>
----------------------------	--	---	--	--	--

Break

<p>Afternoon Block</p>	<p>Specialist Session: P.E. lesson using Google Slides tasks.</p> <p>Unit of Inquiry: What are the impacts of droughts in Australia? Work through slides and take notes/answer questions.</p> <p>Sharing/Reflection Time: How was your day? What was a challenge you had to overcome? How did you overcome it? Share this with a family member/parent/sibling.</p>	<p>Specialist Session: Music lesson using Google Slides tasks.</p> <p>Research/Note Taking: B.T.N. Note Taking Task. Watch a B.T.N. episode; take notes on four segments. Research and draft an information report using this guide about structure/language features of information texts.</p> <p>Sharing/Reflection Time: How was your day? Write a 4-5 sentence compliment for the person AFTER you on the class roll. (Ensure you compliment personality - not appearance!). Post on Google Classroom.</p>	<p>Specialist Session: Art lesson using Google Slides tasks.</p> <p>Sharing/Reflection Time: How was your day? What is something you've been worrying/unhappy/upset/angry about? Are these things within your control? If they're not, is there a way we can communicate our worries to people who can help us. Write a letter to a family member/teacher/friend to explain your worries and remember: "a problem shared is a problem halved!".</p>	<p>Specialist Session: Japanese (L.O.T.E.) lesson using Google Slides tasks.</p> <p>Health/Wellbeing: Yoga Practise/ Other Fitness Strategies (e.g. High Intensity Workout, etc).</p> <p>Sharing/Reflection Time: How was your day? Thinking about your talents, knowledge, hobbies and interests, what is something you'd like to teach our class? Write a short paragraph on Google Classroom about what you want to teach us and why. Your teacher MAY contact you to put together a short lesson.</p>	<p>Specialist Session: I.C.T./I.R.C. lesson using Google Slides tasks.</p> <p>Finishing Off Time: Use this time to complete any unfinished work from this week to ensure you have kept up with the content from this week's Home Learning.</p> <p>Sharing/Reflection Time: How can we collaboratively reflect on our week? Create a post on Google Classroom explaining what you enjoyed most/ found most challenging this week. Add in any feedback for your teacher and any further questions you have about anything we've done.</p>
-------------------------------	---	---	---	--	--

Break

Thank you, Year 5s for your hard work, resilience, determination and enthusiasm. We are so impressed by each and every one of you!