

5/6G and 5/6I Learning From Home Plan - Term 2, Week 4



Most tasks can be found in Google Classroom. Go to the Classwork page and look under the Term 2, Week 4 heading. If you do not have access to a device or Internet, you can complete the tasks described below on paper.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
SPELLING				
Learning Intention: To recognise the sound pattern in my spelling words and other words.				
<ul style="list-style-type: none"> Read your words aloud with an adult and discuss the sound pattern or rules Highlight the part of the word the sound rule applies to Identify more examples of each sound pattern or rule 	<ul style="list-style-type: none"> Read your words aloud 1 x Spelling City activity Dictionary Meanings: select 5 words and record the dictionary definitions 	<ul style="list-style-type: none"> Read your words aloud 1 x Spelling City activity Word Meanings: select 5 words and research synonyms and antonyms. 	<ul style="list-style-type: none"> Read your words aloud 1 x Spelling City activity Word Building: select 5 words and identify all variations e.g. shout, shouted, shouting, shouts, shout-out 	<ul style="list-style-type: none"> Read your words aloud 1 x Spelling City activity Sentences: select 5 words and write each word in a sentence
GRAMMAR			HANDWRITING	
Learning Intention: To express opinions using appropriate opinion adjectives.			Learning Intention: To express opinions using appropriate opinion adjectives.	
	<ul style="list-style-type: none"> Complete the worksheet: <i>Opinion Adjectives</i> or complete the activity on Google Classroom. 		<ul style="list-style-type: none"> 2 x Typing Club activities Complete the worksheet: <i>The Homework Machine</i> 	
READING				
Learning Intention: To understand how authors use their stories to make comments about social injustice.				
<p><i>A Waltz For Matilda</i> by Jackie French</p> <ul style="list-style-type: none"> Read: <i>A Waltz For Matilda</i>, Chapters 19-24 During reading record any questions, observations or thoughts. 	<ul style="list-style-type: none"> Write a summary of the key events in Chapters 19-24. Answer the following questions: <ol style="list-style-type: none"> Why did Mr Drinkwater offer Matilda a job? Why did Matilda refuse Mr Drinkwater's offer? What events led to Auntie Love hiding in the cave? What made it possible for Matilda to stay and live at Moura? Describe a typical day for Matilda's at Moura. 	<p>5/6I ONLY</p> <ul style="list-style-type: none"> Join your classmates for a Zoom lesson to discuss the book: <ul style="list-style-type: none"> Wednesday 20th May 9:30am A link, the <i>Meeting ID</i> and <i>Password</i> will be posted on the Google Classroom stream at 8:40am. You must have completed the Zoom permission note to participate. 	<p>5/6G ONLY</p> <ul style="list-style-type: none"> Join your classmates for a Zoom lesson to discuss the book: <ul style="list-style-type: none"> Thursday 21st May 9:30am A link, the <i>Meeting ID</i> and <i>Password</i> will be posted on the Google Classroom stream at 8:40am. You must have completed the Zoom permission note to participate. 	<ul style="list-style-type: none"> Auntie Love teaches Matilda many skills about managing the land and natural resources at Moura. Research how Indigenous people managed the land prior to European settlement. Create an A4 poster or brief slideshow to share your information.

<p>Boy Overboard by Morris Gleitzman</p> <ul style="list-style-type: none"> Read: <i>Boy Overboard</i>, Chapters 11-13 During reading record any questions, observations or thoughts. 	<ul style="list-style-type: none"> Answer the following questions: <ol style="list-style-type: none"> Why would Jamal and Bibi's mum risk her life to be a teacher? Is she a good role model to her children? Create a PMI (Plus, Minus, Interesting) chart about being a teacher in Afghanistan. 	<p>5/6I ONLY</p> <ul style="list-style-type: none"> Join your classmates for a Zoom lesson to discuss the book: <ul style="list-style-type: none"> Wednesday 20th May 10:00am A link, the <i>Meeting ID</i> and <i>Password</i> will be posted on the Google Classroom stream at 8:40am. You must have completed the Zoom permission note to participate. 	<p>5/6G ONLY</p> <ul style="list-style-type: none"> Join your classmates for a Zoom lesson to discuss the book: <ul style="list-style-type: none"> Thursday 21st May 10:00am A link, the <i>Meeting ID</i> and <i>Password</i> will be posted on the Google Classroom stream at 8:40am. You must have completed the Zoom permission note to participate. 	<ul style="list-style-type: none"> Imagine you are a reporter for an Australian newspaper who observed the events in the football stadium. Write a newspaper report OR record a television news report about the events. Your report should tell the audience/reader: <ul style="list-style-type: none"> who was there what happened when it happened where it happened why it happened 						
<p>WRITING Learning Intention: To identify and use a variety of persuasive devices in writing.</p>										
<ul style="list-style-type: none"> Watch the Persuasive Devices video and/or read the <i>Persuasive Devices</i> handout Answer the following questions: <ul style="list-style-type: none"> What are some examples of persuasive devices? What is the purpose of persuasive devices? Why are persuasive devices helpful when expressing a particular point of view? Complete the <i>Persuasive Devices Match Up</i> activity 	<ul style="list-style-type: none"> Review the <i>Persuasive Devices</i> handout Complete the <i>Persuasive Devices Sorting Task</i> 	<ul style="list-style-type: none"> Review the <i>Persuasive Devices</i> handout Complete the <i>Using Persuasive Devices</i> activity 	<ul style="list-style-type: none"> Collect examples of persuasive devices from magazine and newspaper advertisements, online or in your junk mail. Create a slideshow of your collected persuasive devices. Ensure your persuasive device is clearly labelled. 	<ul style="list-style-type: none"> Revisit one of the persuasive texts you have written so far this term. Identify and label the persuasive devices currently in your text. Improve your text by adding in 1-2 additional persuasive devices. Make your additions in another colour so they can be easily seen. 						
<p>MATHS Learning Intention: To solve two-digit x two-digit multiplication problems using the area model and a formal algorithm.</p>										
<ul style="list-style-type: none"> Mentals, Unit 14, Day 1 Maths Online: complete your assigned multiplication tasks <ul style="list-style-type: none"> OR read <i>Traditional Algorithm</i> and complete the <i>Long Multiplication</i> worksheet (select the worksheet for your team) 2 x Mathletics tasks 	<ul style="list-style-type: none"> Mentals, Unit 14, Day 2 Watch: Area Model Multiplication Explained! <ul style="list-style-type: none"> OR read: <i>Array or Box Method</i> (Note: Array or Box Method and the Area Model are the same thing) Estimate and solve the following multiplication problems using the Area Model: <table style="margin-left: 20px;"> <tr> <td>35 x 23</td> <td>76 x 15</td> </tr> <tr> <td>274 x 36</td> <td>482 x 29</td> </tr> <tr> <td>5872 x 47</td> <td>532 x 682</td> </tr> </table> Check using a formal algorithm 2 x Mathletics tasks 	35 x 23	76 x 15	274 x 36	482 x 29	5872 x 47	532 x 682	<ul style="list-style-type: none"> Mentals, Unit 14, Day 3 Complete the worksheet: <i>Written Methods – extended multiplication</i> 2 x Mathletics tasks 	<ul style="list-style-type: none"> Mentals, Unit 14, Day 4 Complete: <i>Multiplication Word Problems Set 1</i> 2 x Mathletics tasks 	<ul style="list-style-type: none"> Mentals, Unit 14, Day 5 Complete: <i>Multiplication Word Problems Set 2</i> 2 x Mathletics tasks
35 x 23	76 x 15									
274 x 36	482 x 29									
5872 x 47	532 x 682									

HISTORY	Learning Intention: To understand where migrant groups came from and how they contributed to Australia.		LIBRARY
History - Lesson 7: Where did migrant groups come from? <ul style="list-style-type: none"> View the stimulus poster: <i>We came from distant shores</i>. Complete the worksheet <i>We came from different shores</i> or complete the activity on Google Classroom Read the <i>Migrant Groups</i> fact sheet. Choose one of the migrant groups and use kiddle.com to research the reasons why they came and what contribution they made to the development of the Australian Colonies. If you do not have internet access, some information about <i>Japanese Pearl</i>ers has been provided for you. 	Lesson 8: Perceptions of the early Migrants from Asia and the Pacific Islands <ul style="list-style-type: none"> Read <i>Mongolian Octopus - Its Grip on Australia</i> Complete the worksheet <i>Life in the Australian Colonies for early migrants from Asia and the Pacific Islands</i>. 		<ul style="list-style-type: none"> Complete: <i>Library Week 4 - Australia's Migrant Population</i>
PE/FITNESS	CAPA	PDH	
<ul style="list-style-type: none"> Complete approximately 30 minutes of physical activity each day Mrs Hockey and Mrs Trotter have included some suggested activities. Keep a diary of your physical activity (what, when, how long) At the end of the week calculate the total amount of time spent on physical activity over the week. 	<ul style="list-style-type: none"> Choose one of the attached images, either <i>CAPA Option 1</i> or <i>CAPA Option 2</i>, and use your imagination to help you draw the missing part of the picture. Think about: <ul style="list-style-type: none"> Can you continue the lines and draw the right shapes? Can you match colours with the materials you are using? Could you try to create a photographic effect using crayons or paints? Upload a picture of your finished work. 	<ul style="list-style-type: none"> Learning Intention: To examine how the local community and environment can influence community health and wellbeing. View <i>Image Gallery A</i> and <i>Image Gallery B</i> Think: <ul style="list-style-type: none"> What is similar about each set of images? What is different about each set of images? Research what is meant by the terms: 'built' and 'natural' in relation to the environment Research: <ul style="list-style-type: none"> What spaces does the Illawarra region offer for recreational activities? Classify these spaces as built or natural 	