

Year 5 Home Learning **Week 4** Monday 25th October - 29th October

Year 5 is now back learning at school. This means the teacher will only be working with children in the classroom. There will be no more learning grids after this week. We hope to see you soon.

Remember to join your class zoom session. If you don't know the meeting ID and password, ask your teacher.


5J- 11:30 Monday, Tuesday and Wednesday

5M- 11:30 Monday, Wednesday and Thursday

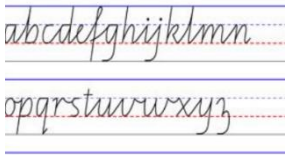
5C- 11:30 Monday, Tuesday, Wednesday



- ☐ Complete the following learning activities for the week.
- ☐ Activities can be completed in your homework book, Google Slides, Google Doc or Submitted on Google Classroom or Seesaw.
- ☐ Your teachers will be available for questions on Seesaw every day from 9:00am-11:00 and 2:00-3:00
- ☐ Be sure to create a safe, quiet learning space, free of distractions
- ☐ Remember to have regular breaks, drink water and eat some fruit/food

Time	Monday	Tuesday	Wednesday	Thursday	Friday
Morning 9:00- 9:40	<p>Read for 20 Minutes. This might be from a book you already have at home or by using EPIC or Reading Eggs.</p> <p>Listen to the poem “A message from your Brain” being read to you on Seesaw.</p> <p>You can find a copy of the text attached to the end of the learning grid.</p> <p>After listening to the poem highlight all the rhyming words. Do you notice a pattern with the rhyming words? Where in the sentence are the rhyming words written?</p> <p>Keep in mind you will be writing your own poem this week.</p>	<p>Read for 20 Minutes. This might be from a book you already have at home or by using EPIC or Reading Eggs.</p> <p>Read the poem “A message from your Brain” on your own.</p> <p>Write a paragraph explaining the main idea from the text.</p> <p>What is the message in the poem? Why is this an important poem?</p> <p>NOTE: Your paragraph of the main ideas can help you with the retell activity for tomorrow.</p>	<p><u>Reading</u> Read for 20 Minutes. This might be from a book you already have at home or by using EPIC or Reading Eggs.</p> <p><u>Retell</u> Provide a detailed retell of the poem “A message from your Brain”.</p> <p>Learning Intention: We are learning to accurately retell a text including most relevant details.</p> <p>Success Criteria: *I can identify the most important parts of the text when retelling and only talk about these important parts. *I can locate where the most relevant details in the text are when reading. *I can provide a clear and detailed retell verbally.</p>	<p><u>Reading</u> Read for 20 Minutes.</p> <p><u>Vocabulary</u> The poem it states that a growth mindset is important to keep you succeeding.</p> <p>What does it mean if you are succeeding?</p> <p><u>Vocabulary</u> Succeeding</p> <ol style="list-style-type: none"> Look up the meaning of the word. Is the word a noun, verb or adjective? Write 2 interesting sentences using the word. Write a synonym for the word <p>Challenge: try to use the word in your writing this week</p>	<p><u>Reading</u> Read for 20 Minutes. This might be from a book you already have at home or by using EPIC or Reading Eggs.</p> <p><u>Vocabulary</u> “Who said learning was always plain sailing?”</p> <p>What does this sentence mean?</p> <p>What does it mean if something isn't always plain sailing?</p> <p></p> <p>Write your own definition about the sentence.</p>

	<p>Learning Intention: We are learning to write an engaging poem for the reader about never giving up.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • I have a clear message in my poem about never giving up for the reader. • I have used descriptive vocabulary throughout my poem. • I have used rhyming words in my poem for engage the reader and create effect throughout the text. 				
9:40-10:20	<p><u>Writing – Poetry (Planning)</u></p> <p>This week you will create a poem about never giving up.</p> <p>Today you will begin to plan your poem. When you are planning your poem some things you can think about are;</p> <ul style="list-style-type: none"> • Reasons why we should never give up • What we can do when things get hard • How to show a growth mindset • Words to encourage the reader to never give up. <p>Use the template to help you plan your poem. The template is attached to the end of the learning grid.</p> <p>Think about rhyming words you could use in your poem.</p>	<p><u>Writing- Poetry (composing)</u></p> <p>Use your plan from yesterday to write your poem.</p> <p>Look at the Learning Intention and Success Criteria before you begin writing.</p> <p>Remember your poem needs to encourage the reader to never give up.</p> <p>Remember to try to make your poem rhyme, use interesting descriptive words and write in paragraphs.</p> <p>Your teacher be working on this during zoom this week.</p>	<p><u>Writing- Poetry (self-assessing)</u></p> <p>Today you will self-assess your writing.</p> <p>Look at the success criteria. Can you show evidence in your writing where you have used the success criteria?</p> <p>Use a different colour highlighter to show your teacher evidence of the success criteria in your writing.</p>	<p><u>Writing- Poetry (recrafting)</u></p> <p>Use the feedback you were given from your teacher to edit and recraft your writing.</p> <p>Were you missing some parts of the success criteria in your writing? How can you edit your work to include this?</p> <p>Think about what part of your narrative you can improve and add your changes to your writing.</p>	<p><u>Writing Reflective Journal writing.</u></p> <p>Write about your week of learning.</p> <p>How do you feel?</p> <p>What challenges did you face?</p> <p>What does that mean for next week's learning?</p> <p>What was a highlight in your week?</p>

<p>10:20-11:00</p>	<p><u>Spelling - 'ness'</u></p> <p>This week we are looking at words that end with 'ness'. This suffix changes the meaning of an adjective to a noun. It describes a quality or state of being.</p> <p>For example, the word <u>happy</u> is an adjective since it describes a person. <u>Happiness</u> is what the person becomes when they are happy.</p> <p>Watch the video on SeeSaw that explains this rule.</p> <p>*Write down at least one example of how the suffix 'ness' changes the meaning of a word from an adjective to a noun.</p>	<p><u>Spelling - definitions</u></p> <p>Write down the definitions of your spelling words.</p> <p><u>Extension:</u> Create a crossword puzzle using your spelling definitions.</p>	<p><u>Spelling - Sentences</u></p> <p>Create sentences using your spelling words. Try to use a mixture of simple, compound and complex sentences.</p>	<p><u>Spelling - Word Hunt</u></p> <p>Look for at least 5 extra words that have the suffix 'ness'. What do they mean?</p>	<p><u>Handwriting</u></p> <p>Put your spelling words into sentences. You may use your sentences from Wednesday if completed.</p> <p>Write your sentences in cursive handwriting. Make sure your handwriting is neat and you're your letters have been joined correctly.</p> 
<p>Break 11:00-11:40</p>					

11:40-
12:30

Mathematics



Answer to last week's question was 77.

Number Talk

Can you figure out what the number is?



Clue #1

The answer is greater than 25 and less than 51.

Clue #2

Cross out the numbers in this pattern: 27, 29, 31, 33 ...

Clue #3

The answer does not include the digit 3.

Clue #4

Eliminate 1 number with this clue. What is the missing number in this pattern? 32, 31, 30, 29, ____

Clue #5

Do you see the blue ball? The word "blue" has 4 letters. The answer does not include the digit 4.

Mathematics

Multiplication

Complete the following questions.

$$\begin{array}{r} \text{a) } 27 \times \\ \underline{6} \end{array} \quad \begin{array}{r} \text{b) } 45 \times \\ \underline{5} \end{array}$$

$$\begin{array}{r} \text{c) } 264 \times \\ \underline{4} \end{array} \quad \begin{array}{r} \text{d) } 412 \times \\ \underline{3} \end{array}$$

$$\begin{array}{r} \text{e) } 8219 \times \\ \underline{5} \end{array} \quad \begin{array}{r} \text{f) } 2145 \times \\ \underline{2} \end{array}$$

$$\begin{array}{r} \text{g) } 28 \times \\ \underline{15} \end{array}$$

.....
.....
.....

$$\begin{array}{r} \text{h) } 245 \times \\ \underline{32} \end{array}$$


.....
.....
.....

Mathematics

Log on to Mathletics and complete the activity that has been assigned to you.

Multiplication

Complete the following questions.

a) 5J has run out of  whiteboard pens! Miss Volpato orders 8 boxes. Each box contains 18 pens. How many pens will she have?

b) We need new soccer balls. A box contains 12 balls, and we buy 15 boxes. How many soccer balls do we buy?



c) 5M is visiting McDonalds. There are 21 children, and they each order a burger meal for \$5. How much does the class spend?



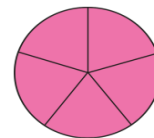
d) There are 22 children in 5C and they all love reading books. Every child reads 18 books a month. How many books are read in 5C every month?



e) Mr Misitano, on average, sneezes 13 times a week! How many times does he sneeze in a year?

Mathematics

Chance- Identify the probability of outcomes ranging from 0 to 1. (from impossible to certain).

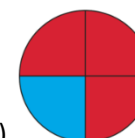
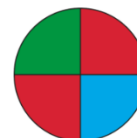


1)

2)

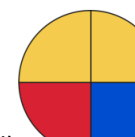
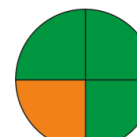
In the first spinner the chance of spinning pink is certain. Therefore the probability is 1.0 The chance of spinning black is impossible. Therefore the probability is 0.0 In the second spinner the chance of spinning blue is unlikely (1 out of 4). The probability is 0.25. The chance of spinning red is even (2 out of 4). The probability is 0.5.

Identify the chance of spinning red on each spinner. In words and in decimals.



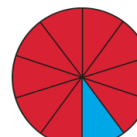
a)

b)



c)

d)



e)

f)

Mathematics

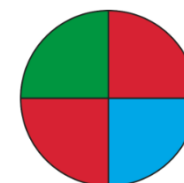
Log on to Mathletics and complete the activity that has been assigned to you.

Chance

Complete the maths sheet below and design your own spinners to illustrate the various probabilities.

For example:

The probability of spinning green is 0.25

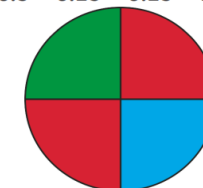


Extension:

Write down the chance of spinning each colour in decimal format.

For example:

Red 0.50, blue 0.25, green 0.25.
 $0.5 + 0.25 + 0.25 = 1.0$



12:30-1:00	<p style="text-align: center;"><u>Health</u></p> <p><u>What does ‘resilience’ look like?</u></p> <p>You are able to bounce back from hard times. You are able to adjust to unexpected changes. You are flexible when your plans don’t work. You are able to learn and grow from your mistakes. You are optimistic and believe things will get better. You keep going even if you’re knocked down!</p> <p>TASK:</p> <p>What things do you do when you feel a strong emotion (either good or bad)?</p> <p>Once you’ve written them all down, put a star next to the ones you think are healthy ways of dealing with emotions, and a cross next to any that are unhealthy. Do you think there are any ways that you can improve your response to emotions?</p> <p>Share this on seesaw with your teacher.</p>	<p style="text-align: center;"><u>PD/H/PE</u></p> <p>Instrument fun</p> <p>Create homemade instruments with household items, then choose your favourite song to use the instruments with. Record yourself and share with your teacher.</p>	<p style="text-align: center;"><u>PD/H/PE</u></p> <p>Obstacle course</p> <p>Create a fun and challenging obstacle course being creative with items at home. Record yourself and challenge your family members to take part of the challenge</p>	<p style="text-align: center;"><u>PD/H/PE</u></p> <p>Circuit fun</p> <p>10 squats 5 sit ups 6 sprints 15 push ups</p> <p>Enjoy and challenge yourself to more if you are able to</p>	<p style="text-align: center;"><u>PD/H/PE</u></p> <p>Log on to Smiley Minds app and chose one of the mindfulness videos to relax and end your week. You have done an amazing job and we will see you very soon.</p>
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1:40-
3:00Visual Arts- Artist appreciation

Last week we created our own Disney character. This week you will be creating a short comic strip to introduce your character or tell a short story. You can make your own comic strip template or use one of the templates at the end of the grid. Here are some things to remember:

- Make sure to colour in your comic strip.
- Use speech bubbles in your comic.
- Drawings must be in the style of Disney.

Look up what Disney comics look like to give you inspiration.

SCIENCE

Do all liquids freeze when placed in a freezer?

Experiment: Place a few of these items safely in the freezer. Each liquid needs to be in a separate container.
Vegetable oil
Syrup/honey
Flat fizzy drink
Vinegar
vinegar with salt.

Before they freeze, predict what will happen.

A prediction is called a hypothesis in science experiments.

-What were your results?

- Did each liquid become a solid?

-Write down your results in the table the back of this grid or complete the activity on SeeSaw.

Wellbeing Wednesday

Look at the flyer attached at the end of the Learning Grid to find some fun wellbeing activities you can complete at home.

Don't forget to share your photos with your teacher.

History

Read the eBook The Australian colonies: Maps and engravings by John Rapkins posted by your teacher on Seesaw. After reading eBook answer the questions below (see it at the end of the grid).

STEM or Catch Up

We challenge you this week to build a Balance Scale. Be creative and think outside the box with the items that you use. Share this with your class teacher on seesaw.

Spelling Rule	Spelling Words	Extension Words
<p>Prefix: ness -state of being</p> <p>*If adding 'ness' to a word ending with 'y', replace the y with i.</p>	<p>kindness happiness weakness openness sadness softness rudeness</p>	<p>forgetfulness nervousness awareness consciousness effectiveness</p>

A Message from Your Brain

Hello, it's me! The brain in your head.
You can't see me but trust me, I'm there.
I'm hidden in bone, all cosy and warm –
If I were out, then most people would stare!

I wanted to pass on a message to you
About learning and challenge and failing.
I know that it's hard when you start a new thing.
Who said learning was always plain sailing?

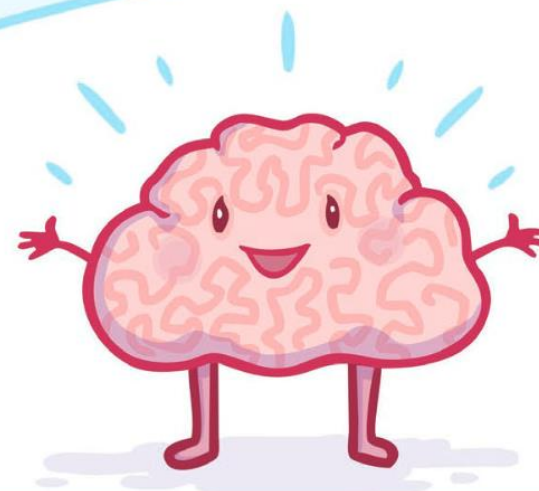
Learning new things can be fun and exciting;
New skills help you to change and grow.
But sometimes, new skills can be hard to pick up.
Trust me – I'm a brain, I should know.

I'm a bit like a muscle; I like to work out,
Exercising new thoughts and ideas.
But the thought of a challenge should not make you sad,
Or fill you up with panic and fear.

I know that sometimes work can seem far too much,
But it's possible! Honest – I know
That if you keep on trying and do not give up,
You'll get there and your brain will grow.

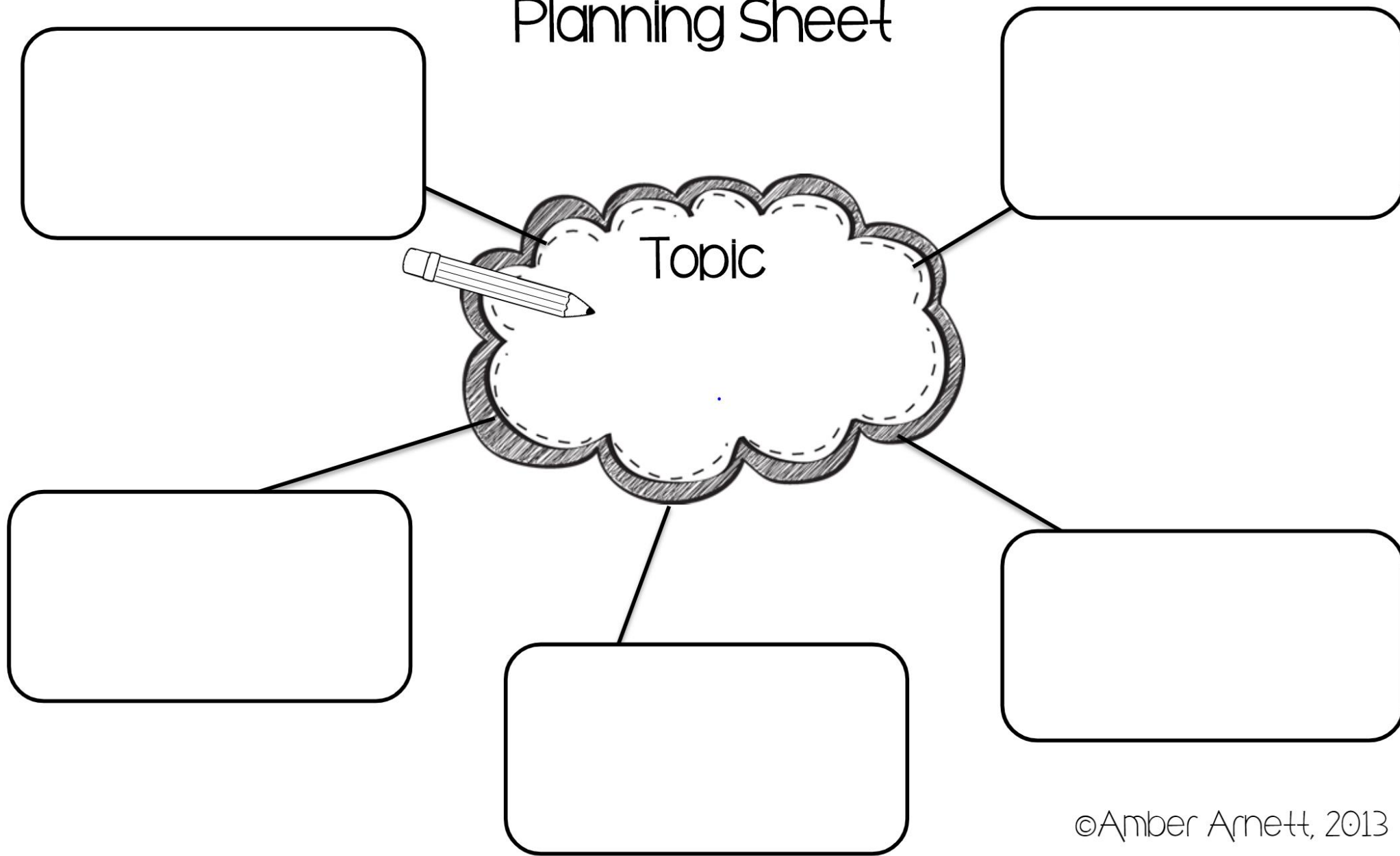
Growth mindset is something that we should all have;
It's important to keep you succeeding.
So keep your mind open and try some new things,
Because all of us brains need a feeding!

If something goes wrong, then it's not a big deal –
Don't panic or give up or stop.
You can do it; as long as you give it your best,
With practice, you'll end up on top!



visit [twinkl.com](https://www.twinkl.com)

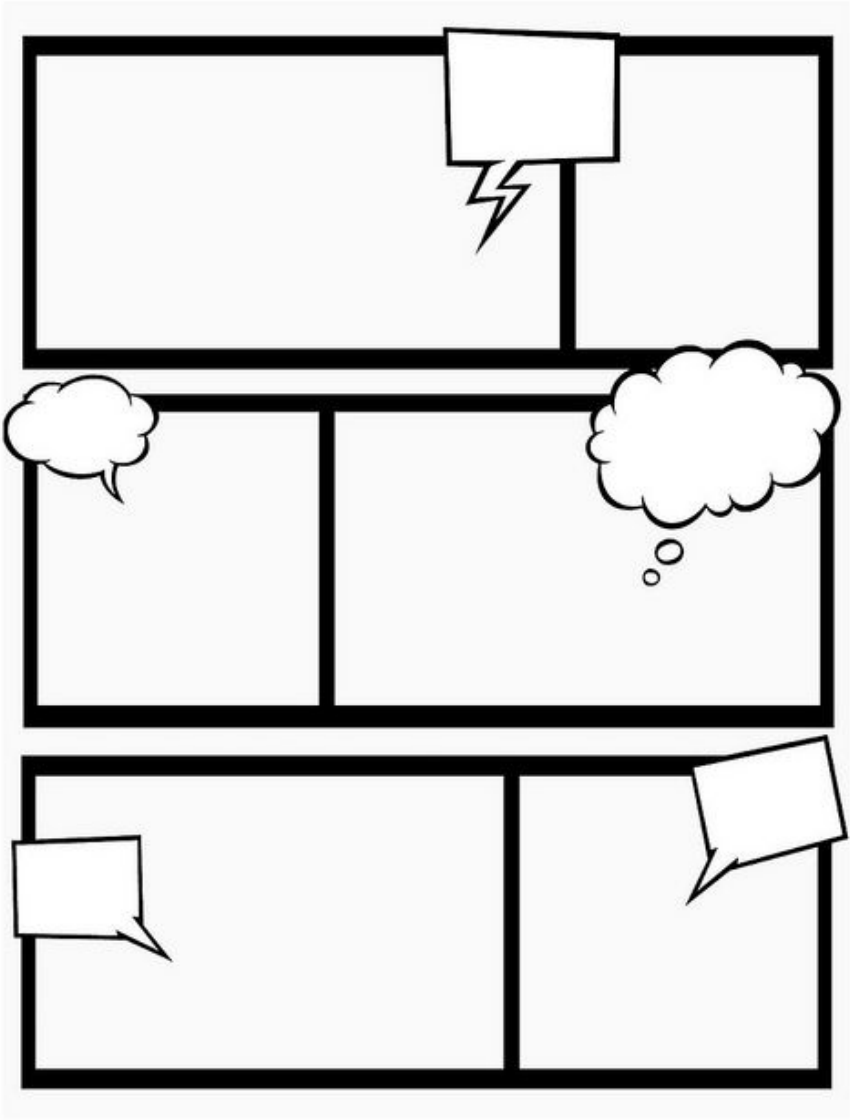
Poetry Planning Sheet



A central cloud-shaped box with a dashed outline and a shaded border. Inside the cloud, the word "Topic" is written. A pencil is drawn on the left side of the cloud. Five lines radiate from the cloud to five empty rounded rectangular boxes: one to the top-left, one to the top-right, one to the bottom-left, one to the bottom-right, and one to the bottom-center.

Topic

Monday Art- Comic Templates (Choose one or make your own)



Name: _____ Date: _____

Comic Strip Story

Title: _____ Author: _____

Setting: _____ Characters: _____

Science – Tuesday

Freezing Liquids	Vegetable Oil	Honey	Flat lemonade	Vinegar	Vinegar with salt
Prediction					
Result					

Thursday- History

There is no map of Queensland in the book because...

- ☐ it hadn't been discovered.
- ☐ it was part of the New South Wales colony.
- ☐ it wasn't a part of the Australian Colonies.

Why were most settlements located on the coast?

- ☐ For fishing and whaling.
- ☐ Easier to transport and trade products by sea.
- ☐ As landing ports for convicts and immigrants.
- ☐ All of the above.

List three natural features shown on the maps.

The illustrations around the maps...

- ☐ fill up an empty space.
- ☐ add information about the land and its people.
- ☐ Creates a sense of wonder and awe of countries far away.

The maps were published in London and New York because...

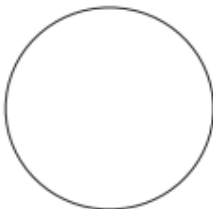
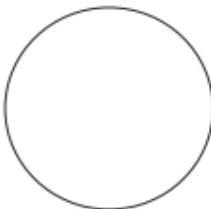
Study Rapkin's map of your local state or territory and create a quiz question to challenge your classmates.

Probability Range Spinner Designs

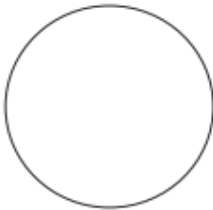
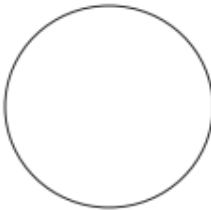
I can recognise and illustrate that probability of outcomes range from 0 to 1. (ACMSP117)

Design your own spinners to illustrate the probability of outcomes for each number range.

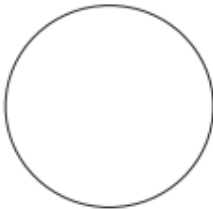
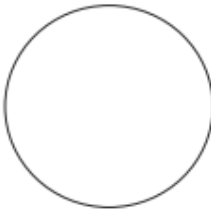
The probability of spinning pink is 0.50. The probability of spinning brown is 0.25.



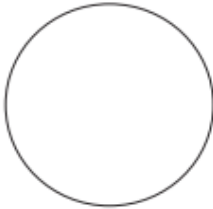
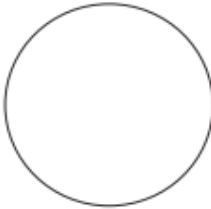
The probability of spinning purple is 0.75. The probability of spinning black is 0.0.



The probability of spinning _____ is 1. The probability of spinning _____ is 0.10.



The probability of spinning _____ is _____. The probability of spinning _____ is _____.



Wellbeing Wednesdays

Take the afternoon to do some of the fun things below. This is some time just for you!

Go to Smiling Mind and complete an activity



Do some sidewalk art using chalk



Build a Fort and have a nap inside



Play a board game with your family



Listen to the 'What If World' Podcast for some amazing stories



Build a Fairy Garden outside using leaves, sticks and rocks



Build a MUD Village outside by adding water to some dirt. Get dirty!



Start a passion project. What is something you really want to learn about? A musician, a type of art, outer space, a celebrity? Do some research.....read, watch videos, investigate! How will you show your learning?

