

Framework for Learning from Home – Year 5 2021

For some of the below activities you may need your parents help. Show each completed activity to your parents to check.

	Monday	Tuesday 13 th July	Wednesday 14 th July	Thursday 15 th July	Friday 16 th July
Morning		English Reading: Read one chapter of a novel or text from your school magazine. Write your response to the chapter. https://bit.ly/2UtJxKg Respond: Use these questions to guide your response: 1. How are the characters and plot creating an interesting narrative? 2. How have the main character/s changed? 3. What/who is responsible for this? 4. What do you think will happen next? Soundwaves: Complete one page of Unit 19 below and the online activities for this week's unit. www.soundwaveskids.com.au Access code: sit815	English Reading: Read or listen to a news article from https://www.kidsnews.com.au/ Respond: Choose either of the following - answer the questions at the end of the article OR complete one of the activities at the end of the article. Writing: Write a narrative on a topic of your choice, or the topic below – you may use a picture or news article for ideas. <i>The crowd was screaming as I took the shot...</i>	English Reading: Read one chapter of a novel or text from your school magazine. Use the questions from Tuesday to guide your response. https://bit.ly/2UtJxKg Spelling: complete a task from the spelling grid using this week's soundwaves word list. Writing: Write a Cinquain Poem about school Line 1: subject Line 2: describes subject Line 3: action words about the subject Line 4: feelings about the subject Line 5: synonyms for the subject	English Reading: Listen to the Squiz Kids daily podcast: https://www.squizkids.com.au/ Respond: Record the 5 most interesting facts. Why are they interesting to you? Journal writing: write and draw how you're feeling today. Soundwaves: Complete one page of Unit 19 below and the online activities for this week's unit. www.soundwaveskids.com.au Access code: sit815

	Monday	Tuesday 13 th July	Wednesday 14 th July	Thursday 15 th July	Friday 16 th July
Break	Break	Break	Break	Break	Break
Middle		<p>Mathematics: Make a paper airplane. Measure how far the plane flies. Repeat the flight three more times and average the measurements. Try a new design to see if you can beat that distance.</p> <p>Science and Tech What ways can we help the environment in our homes? Write a list of all the ways you help the environment in your household eg. recycling, composting, growing own food</p>	<p>Mathematics: Number busting: In this calculation some numbers are missing. What might they be? 3 . □ + □ . 7□□ 6. □ 3 Give as many answers as you can think of. Complete the HotMaths activities set by the teacher, including one HotSheet. Wellbeing: complete the mindful breathing activity below.</p>	<p>Mathematics: Number busting: The answer is 3/7. What might the question be? Give as many answers as you can think of. Measurement: Sally measured the outside walls of her house. Some of the lengths were 8m, 6m, 5m and 4m. What might the house look like? (All corners are right angles) Draw a scale drawing of Sally's house. Wellbeing: complete the wellbeing Body Scan</p>	<p>Mathematics: Number busting: Eighty-four children in four grade are arranged into teams with the same number in each team. How many teams are there and how many children might there be in each team? Give as many answers as you can think of. Complete the HotMaths activities set by the teacher, including one HotSheet.</p>
Break	Break	Break	Break	Break	Break
Afternoon		<p>Creative Arts: Drama Create: plan a dramatic presentation based on a migrant story. Write some ideas about:</p>	<p>Activities: Complete an activity from the "activities and ideas for home for parents of primary learners" sheet</p>	<p>Creative Arts: Visual Arts Sketch an object from your home using pencils. Pay attention to shape,</p>	<p>Activities: Complete an activity from the "activities and ideas for home for parents of primary</p>

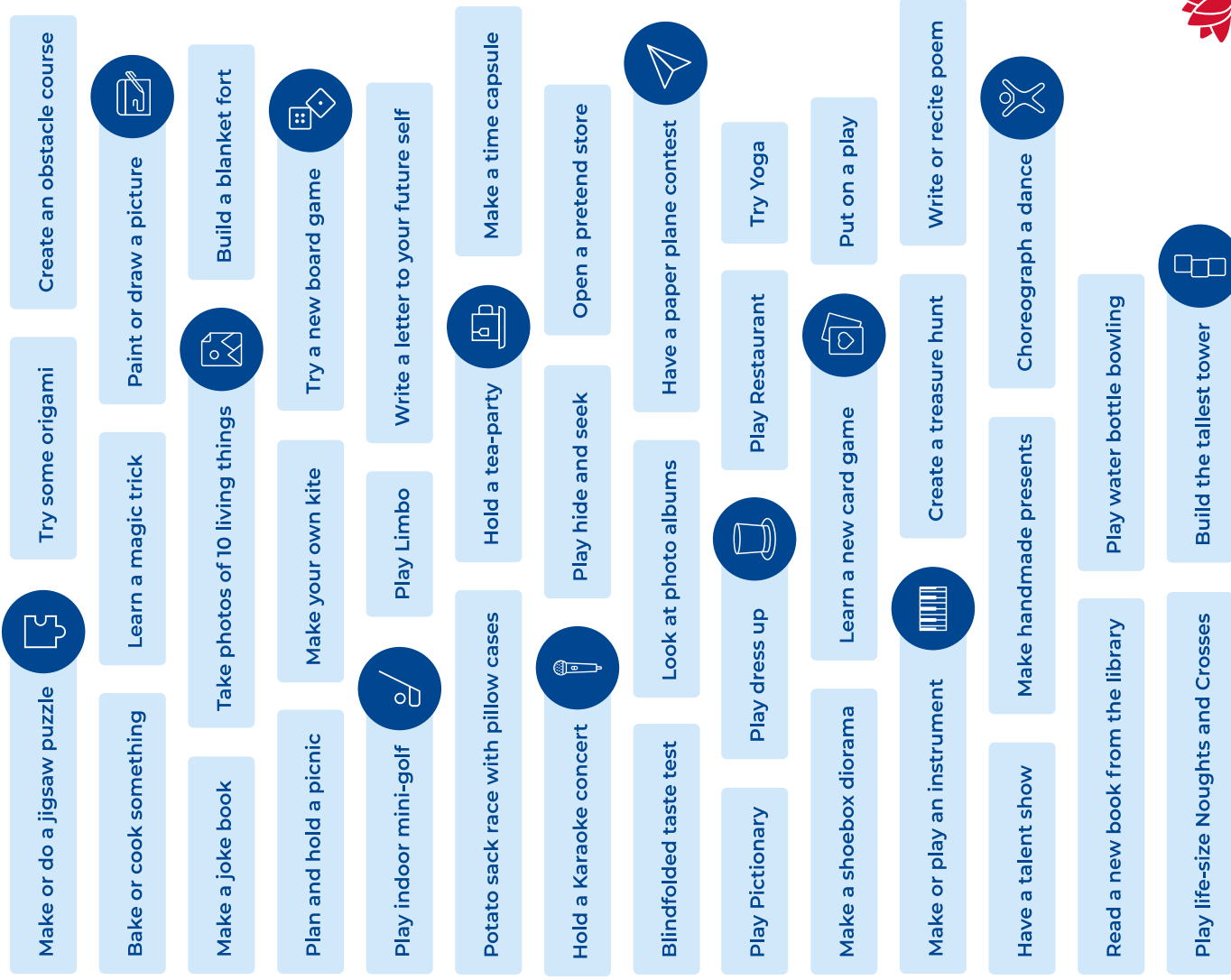
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		<ul style="list-style-type: none"> • What people are wearing? • What are they eating? • What were the challenges they faced? • What was the environment around them like? • Were there contrasts to the environments they had left? • What and who did they leave behind and who would they meet? <p><u>Perform</u>: practise performing your dramatic presentation to a family member.</p>	on the back page of this booklet.	shading and tone. Show your sketch to a family member for feedback.	<p>learners" sheet on the back page of this booklet.</p> <p>Catch-up: Finish any unfinished tasks from Monday – Thursday</p>

Word Work Grid

Complete each of the activities in this grid. Write the date you completed each activity on the line provided.

<p>Syllable Sort Write your spelling words in order from the least amount of syllables to the most. Words with the same number of syllables should be in alphabetical order.</p> <p>Date: _____</p>	<p>Odd One Out For each of your spelling words, write four words. One is your spelling word, two relate to your spelling word and one is the odd word out that doesn't fit with the other two.</p> <p>Date: _____</p>	<p>Wacky Words On a sheet of paper, write your spelling words in different directions, filling up the whole sheet. Use different colours and types of writing for each word.</p> <p>Date: _____</p>	<p>Word Detective Write three clues about each of your spelling words. Ask someone to try to guess your spelling words using your clues.</p> <p>Date: _____</p>	<p>Digging in the Dictionary Use a dictionary to find the definition and write a sentence for each of your spelling words.</p> <p>Date: _____</p>
<p>Rhyming Wheels Think of as many words as you can that rhyme with your spelling words.</p> <p>Date: _____</p>	<p>Alliteration Write a sentence for each of your spelling words using as much alliteration as possible.</p> <p>Date: _____</p>	<p>Sentence Smart Write a sentence for each of your spelling words.</p> <p>Date: _____</p>	<p>Story Time Write a story using as many of your spelling words as you can. Underline each of your spelling words.</p> <p>Date: _____</p>	<p>Sort Them Out Sort the words on your spelling list into three different categories of your choice.</p> <p>Date: _____</p>
<p>Word Search Create your own word search using all the words on your spelling list.</p> <p>Date: _____</p>	<p>Handwriting Hero Write out your spelling words in your very best cursive hand writing.</p> <p>Date: _____</p>	<p>Letter Lingo Write a letter to a friend. Use as many spelling words in your letter as you can.</p> <p>Date: _____</p>	<p>Words Within Words Make a list of as many smaller words as you can find from your spelling list.</p> <p>Date: _____</p>	<p>Code Breaker Use the code guide to make a code for each of your spelling words.</p> <p>Date: _____</p>

Some activities and ideas for home for parents of primary and early learners



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MINDFUL BREATHING

1. Sitting or standing, place your hands on your belly. Close your eyes, or look down towards your hands.
2. Take three slow, deep breaths in and out.
3. In your mind, count '1, 2, 3' for each breath in and '1, 2, 3' for each breath out. Pause slightly at the end of each exhale.
4. Continue for 3 to 5 minutes or until the teacher says, "Stop".

Guiding Questions

- Can you feel your hands moving?
- What is moving your hands? Is it the air filling your lungs?
- Can you feel the air moving in through your nose?
- Can you feel the air moving out through your nose?
- Does the air feel a little colder on the way in and warmer on the way out?
- Can you hear your breath?
- What does it sound like?



BODY SCAN

1. Stand or lie comfortably. Keep your body straight. Be still and silent. Soften your breath. Shut your eyes or look towards your hands or the ceiling.
2. Take three slow, deep breaths in and out.
3. Focus on your feet for 5 to 10 seconds.
 - How does this body part feel?
 - Is it cold or warm?
 - Does it feel tight or relaxed?
 - Is all, or part, of that body part touching the floor?
 - Can you feel any clothing against your skin?
 - What does it feel like?
4. Move your focus to your toes, then your ankles, then your calves and then your knees. Consider the above questions at each 'stop'.
5. Continue, body part by body part, until you reach your head.
6. If you feel any tightness or stress in a particular area, imagine breathing the stress out of that body part with each exhale.



Unit 19



oa o_e ow o boat rose window comb

List Words

lone
local
echo
ghost
goal
shown
elbow
scold
stolen
wholly
swollen
overboard
decode
poach
broach
loaves
motor
motion
moment
suppose
compose
potato
though
boulder
quotient

1 Colour the graphemes that represent **oa o_e ow o** in the List Words.

2 Go to the List Words for Unit 19. Count the sounds and identify all the graphemes in each List Word.

3 Write any other letters that can represent **oa o_e ow o** on the Grapheme Chart. Write one word example for each.

4 Colour the words where you hear **oa o_e ow o**.

oa boast goal gader keyboard moan

o_e lonely before sideencode quide

ow move tomorrowtovel allowed unknown

o tomato who swollen golden odion

ou shoulder boulder mould clout could

oo soon broach wooden chase broaches

ough althoughbought through dough plough

Grapheme Chart

grapheme	word



5 Write List Words that include the following graphemes to fit on the lines.

oa ow o o o
o e ow oa o o
oa o oa o o e
ough o o e ou o e

6 Write List Words to rhyme with these words.

smoulder geddo toe whole shown
stolen vocal poach lation suppose

7 Fill in the empty sound boxes to represent the sounds in each homograph. [Go to Helpful Hint 16](#)

I got a **bow**ard arrow for my birthday.

We each had to **bow**to our partners to start the dance.

The pig farmer bought a new **sow**al the pig sales.

The wheat farmer uses a tractor to **sow**seeds to grow wheat.

I did my **project** on rockets.

Rockets **project** missiles into space.

8 Unjumble these words to match their meanings. Most are pairs of homophones. [Go to Helpful Hint 15](#)

totally	_____ (hllowy)	large rock	_____ (bdeboru)
sacred	_____ (hloy)	more adventurous	_____ (bdebor)
all on its own	_____ (elno)	grass was cut	_____ (mnow)
noun for verb lend	_____ (alno)	groan	_____ (amno)
score	_____ (agla)	piece of jewellery	_____ (bchroo)
jail	_____ (agla)	approach nervously	_____ (abchro)

9 Rewrite each word adding **s** or **es**. [Go to Helpful Hints 3 4 and 5](#)

echo	_____	buoy	_____	potato	_____	scold	_____
loaf	_____	broach	_____	quotient	_____	poach	_____
pony	_____	elbow	_____	suppose	_____	hoax	_____

10 Write words built from the words in the brackets to finish the sentences.

The students were _____ how to fix the car engine by the motor mechanic. (show)

The thieves _____ brooches that had already been _____ by another thief. (steal)

My elbow began _____ when a bee stung me. Soon it was too _____ to straighten. (swell)

11 Write the words in the rectangle under the prefix or roots from which they have developed.

project	compose	telephone	suppose	photograph	proceed
megaphone	produce	telephoto	microphone	photocopy	depose
pro	phono	phos	pono	positus	
means forward	means sound	means light	means I place		

Challenge

Find and colour every List Word in the Word Search to find the Hidden Word. The word *lone* has been done for you.

★ Letters forming words go in any direction except diagonally. No letter is shared by words. Use different colours.

Tip: Connect letters with a lead pencil line first in case you wish to erase an error!

