## Framework for Learning from Home - Year 52021 Week 2

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

|  | Monday $19^{\text {th }}$ July | Tuesday $20^{\text {th }}$ July | Wednesday $21{ }^{\text {st }}$ July | Thursday $\mathbf{2 2}^{\text {nd }}$ July | Friday $23{ }^{\text {rd }}$ July |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Morning | English <br> Viewing: have a look at the stimulus below 'The Tree Door' and write down 5 of your noticings. <br> Respond: answer these questions based on the stimulus. <br> 1. Who might live inside the tree? <br> 2. What would the house look like and who put the sign on the door? <br> 3. What do the local people think about the potential beast living inside? <br> 4. If you lived in a village nearby, would you approach the door and meet the beast? <br> 5. What do you think the | English <br> Reading: Read one chapter of a novel or text from your school magazine. Write down at least 10 new or unfamiliar words and write their meanings. Write a paragraph that includes all words. $\qquad$ <br> Respond: using the stimulus from Monday 'The Tree Door' complete the following grammar activities: <br> Sick Sentences these sentences are 'sick' and need help to get better. Can you help? <br> - The door opened and the beast came out. <br> - The big beast had scary teeth and big claws. | English <br> Reading: Read or listen to the news article of the day from <br> https://www.kidsnews.com.a $\underline{u}$ and complete the quick quiz related to it. Copy and paste the questions into your PowerPoint and complete them. <br> Spelling: complete a task from the spelling grid using this week's soundwaves word list. <br> Writing: Using this story starter for 'The Tree Door', continue the story. Remember to use your 7 Steps for Writing strategies to make your story engaging. <br> 'The creaky, old doors had | English <br> Reading and Responding: Read one chapter of a novel or text from your school magazine. https://bit.ly/2UtJxKg <br> Think about how the story you read made you feel. Write and make about a connection: text to text; text to world; or text to self. <br> Spelling: complete a task from the spelling grid using this week's soundwaves word list. | English <br> Reading: Listen to the Squiz Kids daily podcast: <br> https://www.squizkids.co m.aul <br> Respond: Record the 5 most interesting facts. Why are they interesting to you? <br> Journal writing: write some personal and academic goals you have for yourself for Term 3. <br> Soundwaves: <br> Complete one page of Unit 20 below and the online activities for this week's unit. www.soundwaveskids. |


|  | Monday $19^{\text {th }}$ July | Tuesday $\mathbf{2 0}^{\text {th }}$ July | Wednesday $21{ }^{\text {st }}$ July | Thursday ${ }^{22}{ }^{\text {nd }}$ July | Friday $\mathbf{2 3}^{\text {rd }}$ July |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | beast looks like? <br> 6. What does the saying 'don't judge a book by its cover' mean? Do you think this could apply to the beast? <br> Spelling: Complete one page of Unit 20 below and the online activities for this week's unit. www.soundwaveskids.co m.au <br> $\overline{\text { Access code: sit815 }}$ Extension: Please note, there is an extension word list so please choose the list that is right for you. | - He looked scary, he was kind. <br> Sentence Challenge Write one of these conjunctions in each space to complete the sentences. Use each word once. as, however, and <br> Ben $\qquad$ Claire said the beast was terrifying. Jayne, $\qquad$ liked him $\qquad$ he was kind to her. <br> Viewing: Watch this week's BTN episode and write a summary of one of the stories. <br> https://www.abc.net.au/ btn/ <br> Optional Extension Activity: <br> What is your Favourite board game or online Game? How would you teach someone new the rules of the game? What are the benefits of playing this game? Make a poster promoting this game. Create a modified version of this game and play it with a family member. | not been opened for years. The beast had always lived inside, but nobody dared to visit. Noises that echoed from the gaps in the door had haunted those who heard them. Nobody knew what the narrow, mossy steps led to. Nobody knew what was lurking within. <br> One day, the heavy, wooden doors slowly began to open with a groan... <br> Can you continue the story of the mysterious door? <br> Optional Extension Activity: <br> Continue working on your board game from Tuesday | Writing: Write an Acrostic Poem about a word of your choice. eg Winter, Sport, July, Mathematics <br> Optional Extension Activities: <br> 1. Make an alliterative sentence about another member of the class. <br> 2. Design an advertisement for a magazine or the internet for: <br> - A Time Machine | com.au <br> Access code: sit815 <br> Optional Extension Activity: Write a persuasive letter about the importance of sustainability using as many words from the extension word list as possible. |


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| :---: | :---: | :---: | :---: | :---: | :---: |
| Break | Break | Break | Break | Break | Break |
| Middle | Mathematics: <br> Walk around your home and find 5 2D shapes or 3D objects. You can draw these or take a photo. Name and record the properties for these 5 shapes/objects. <br> Complete the HotMaths activities set by the teacher, including one HotSheet. <br> Wellbeing: Complete the Mindful Sounds activity below. <br> Optional Extension Activity: iMaths Complete the iMaths investigation: iFlakes Use this link to access additional resources www.imathskids.com.a u Access code: read664 | Mathematics: <br> Choose a number between 10,000 and 99,000. <br> Use words and pictures to create a poster showing as much information about the number as possible. <br> You could also write the number using expanded notation. For example: 56, 345 would be written as $50,000+6,000+300+$ $40+5$. <br> Using the numbers on the Numeracy Whole Number worksheet, round all numbers to the nearest $10,100,1000$ and 10 , 000. <br> Science and Tech <br> Watch the following video: http://studyjams.scholastic .com/studyjams/jams/scie nce/matter/solids-liquidsgases.htm <br> Write down at least three facts that you have | Mathematics: <br> What happens when you add an odd number to an even number? <br> Do this 5 times using different numbers, then explain what the rule might be. <br> Complete the HotMaths activities set by the teacher, including one HotSheet. <br> Languages: please complete any Languages work set by your Languages teacher on your Languages Teams account. <br> Optional Extension Activity: iMaths Complete the iMaths investigation: iFlakes Use this link to access additional resources | Mathematics: <br> Draw or create with objects a visual representation for $3 \times 3,4 \times 6$ and $6 \times 8$. <br> Upload a photo of your drawings or objects and write a sentence to explain each image. <br> Complete the HotMaths activities set by the teacher, including one HotSheet. <br> Wellbeing: Complete the Mindful Steps activity below. | Mathematics: <br> What object am I? <br> Using your knowledge about the properties of 3D objects write a "What object am I?" riddle. <br> For example, This 3D shape has 6 flat square faces, 12 straight edges and 8 corners. What object am I? <br> Complete the HotMaths activities set by the teacher, including one HotSheet. <br> Languages: please complete any Languages work set by your Languages teacher on your Languages Teams account. |


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| :---: | :---: | :---: | :---: | :---: | :---: |
|  | You will find the sheets you need below. | learned. <br> Optional Extension Activity <br> 50,50,50 and 50 <br> Aroon says his age is 50 years, 50 months, 50 weeks and 50 days. <br> What age will he be on his next birthday? <br> Once you have solved the problem, try and create one of your own for your class teacher to solve. | www.imathskids.com.au <br> Access code: read664 You will find the sheets you need below. | Optional Extension Activity <br> Subtracting to 2008 <br> In this subtraction, $P, Q, R$ a nd $S$ are digits. What is the value $\begin{array}{r} 8 \mathrm{Q} 0 \\ -\mathrm{P} 0 \mathrm{R} 2 \\ \hline 2008 \end{array}$ <br> of $P+Q+R+S$ ? <br> Once you have solved the problem, try and create one of your own for your class teacher to solve. | Optional Extension Activity: iMaths Complete the iMaths investigation: iFlakes Use this link to access additional resources www.imathskids.com .au Access code: read664 <br> You will find the sheets you need below. |
| Break | Break | Break | Break | Break | Break |
| Afternoon | Creative Arts: <br> Draw a scene you can see from your window using any medium you have at home such as pencils, crayons, coloured textas or water colours. | Creative Arts: <br> Draw your favourite animal using any medium you have at home. You may use pencils, crayons, coloured textas or water colours. Get inspired by directed drawings on youtube. "Art for kids | Creative Arts: <br> Digital Art-using any creative/Artistic App on your iPad. Create a still life digital artwork of your favourite fruit and vegetable. Get a bowl and fill it with your favourite fruit or vegetables or | Music: <br> Using the GarageBand App create a tune and add your own lyrics if you choose. The created tune has to be original and at least 30 secs | Activities: <br> Complete an activity from the "activities and ideas for home for parents of primary learners" sheet on the back page of this booklet. |


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| :---: | :---: | :---: | :---: | :---: |
|  | Hub". You may choose to draw one of the animals on the website if you like. | combine them both. Refer to Paul Cezanne's fruit bowl artwork below. | to a minute long. | Catch-up: <br> Finish any unfinished tasks from Monday Thursday |

The Tree Door


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Part 3: Making Models of Shapes
Task: To create 3D models of shapes using materials you have at home (playdoh, Lego, straws, sticks, paper / anything else you have)

Steps:

1. Look at the shape in the shape box
2. Make a model of the shape using something you have at home
3. Name the shape and upload a photo of your model

| Shape | Name of shape | Model of shape |
| :---: | :---: | :---: |
|  | Triangular based <br> pyramid |  |
|  |  |  |
|  |  |  |




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> Reasoning and reporting

7 Display your tables and graphs. highest nutritional value.

$$
\begin{aligned}
& \text { Choose the best three cereals to be served ot the } \\
& \text { breakfast club. }
\end{aligned}
$$

6 Interpret your data.
Analyse the data and decide which cereal has the
Use the data from your table to construct five
different column graphs. One column graph will show
the percentoges of protein for each cereal. The other
four column graphs will show percentages of fat,
carbohydrate, sugar and fibre.
 5 Graph your datc cereal boxes you collected. Look at the amounts per 100 g
of each ingredient. How does this relate to percentages?
Look at the nutritional information on Data page I
iFlakes nutritional values (pl63).
4 Record your information.
Survey the students in your class to collect data on their
favourite breakfast cereals. Show the results of your
survey on a dot plot.
In groups, select six different cereals to investigate
and collect the boxes.
3 Study the nutritional information.
Locote the same
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$\qquad$

## Using maths

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Materials
iMaths 5 Investigation Plan
Student's na
Due date. $\qquad$
Now that I have read through the Investigation, I am going to make a plan that should help me understand this Investigation.

## Name of Investigation:

I understand that this Investigation is asking me to:


## Word Work Grid

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

| Syllable Sort <br> 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. <br> Date: $\qquad$ | Odd One Out <br> 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. <br> Date: $\qquad$ | Wacky Words <br> 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. <br> Date: $\qquad$ | Word Detective <br> Write three clues about each of your spelling words. Ask someone to try to guess your spelling words using your clues. <br> Date: $\qquad$ | Digging in the Dictionary <br> Use a dictionary to find the definition and write a sentence for each of your spelling words. <br> Date: $\qquad$ |
| :---: | :---: | :---: | :---: | :---: |
| Rhyming Wheels <br> Think of as many words as you can that rhyme with your spelling words. <br> Date: $\qquad$ | Alliteration <br> Write a sentence for each of your spelling words using as much alliteration as possible. <br> Date: $\qquad$ | Sentence Smart <br> Write a sentence for each of your spelling words. <br> Date: $\qquad$ | Story Time <br> Write a story using as many of your spelling words as you can. Underline each of your spelling words. <br> Date: $\qquad$ | Sort Them Out <br> Sort the words on your spelling list into three different categories of your choice. <br> Date: $\qquad$ |
| Word Search <br> Create your own word search using all the words on your spelling list. <br> Date: $\qquad$ | Handwriting Hero <br> Write out your spelling words in your very best cursive hand writing. <br> Date: $\qquad$ | Letter Lingo <br> Write a letter to a friend. Use as many spelling words in your letter as you can. <br> Date: $\qquad$ | Words Within Words <br> Make a list of as many smaller words as you can find from your spelling list. <br> Date: $\qquad$ | Code Breaker <br> Use the code guide to make a code for each of your spelling words. <br> Date: $\qquad$ |

## mindFUL SOUnDS

Materials: live or recorded sounds such as a ringing bell, nature sounds or calming music

1. Sit straight and still. Close your eyes and take three deep breaths in and out
2. When you begin to hear a sound, concentrate on what you can hear
3. Pay attention to whether you hear it louder in one ear than you do in the other

4. Keep your eyes closed until the sound is completely gone
5. If you notice your thoughts wandering, bring your attention back to the sounds you can hear.
6. After you open your eyes, remain sient until you hear a voice again

## Teacher notes

- Students close ther eyes while the teacher intiates the sound/s. - The activity is fnished when the sound has completely dissipated.


## MInDFUL STEPS

1. Head outside and find a small area where you can walk in a line for five steps, then turn and walk back again, without interruption. You may like to take off your shoes and socks
2. Stand still and straight. Take three slow, deep breaths in and out.
3. Take five steps in one direction, waking slowly and noticing how your body moves with each step
4. Listen to the sounds around you and the sound your feet make on the ground. Try not to change the way you walk, but instead just notice how your body naturally moves.

## Guiding Questions

- What does the ground feel like under your feet?
- When you take a step, which part of your foot touches the ground first?
- Does your body feel heavy or light today?
- Are you slouching when you walk or is your back up straight?



## Paul Cezanne's fruit bowl artwork




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    appropriate
    chauffeur
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