



St James' Primary School
MUSWELLBROOK

Home Learning

Unit of Work

Stage 3

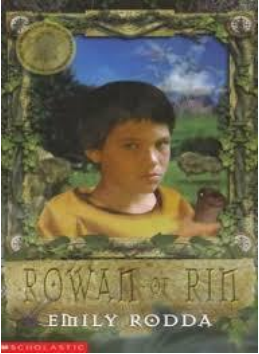
Term 2, Week 3, 2020

5/6G Miss Osborne- lauren.osborne@mn.catholic.edu.au

5/6M Mrs Harrod/Miss Collett - rebecca.harrod@mn.catholic.edu.au and clare.collett@mn.catholic.edu.au

5/6J Mrs Jacobs/Mrs Whitehead - jane.jacobs@mn.catholic.edu.au

<p>English Intention: Students will demonstrate an understanding of the comprehension strategy of prediction. Success Criteria: Students will adjust their predictions after listening to the first 2 chapters.</p>	<p>English Intention: Students will demonstrate an understanding of characterisation. Success Criteria: Students will be able to explain characterisation to another person.</p>	<p>LEARNING AT SCHOOL</p>	<p>LEARNING AT SCHOOL</p>	<p>English Intention: Students will demonstrate and understanding of characterisation. Success Criteria: Students will create 2 paragraphs describing 2 different characters.</p>
<p>Monday 11/5</p>	<p>Tuesday 12/5</p>	<p>Wednesday 13/5 At School</p>	<p>Thursday 14/5 At School</p>	<p>Friday 15/5</p>
<p>Super Six Comprehension Strategies - Predicting – is a useful strategy as it helps us think about what to expect when we read. What we already know (our prior knowledge) helps us to predict. When we predict we use the: Title, front and back covers, blurb, pictures or diagrams and table of contents. We can think about the:</p>	<p>Answer these Comprehension questions about chapter 1 and 2 of Rowan of Rin.</p> <p>Chapter 1 What's Rowan's job in the village? Write a paragraph to describe Rowan. Who is Sheba?</p> <p>Chapter 2 How did Rowan's father die?</p>			<p>Character descriptions – using the powerful adjectives provided on Good Guy and Bad Guy write a paragraph about each character.</p>

<p>Topic, author, text form – informative, imaginative, persuasive. Good readers keep making predictions and adjusting them through their reading.</p>  <p>Using the comprehension strategy of prediction – predict what our next text – Rowan of Rin will be about. Use the Predictions Questions sheet to help with this. (Prediction needs to be a paragraph of 4 lines)</p>	<p>What did Rowan give to Sheba and why? Describe the character of Sheba and what she is like?</p> <p>Use the following link to listen to chapters 3 and 4 of Rowan of Rin. Start at 33:58 on the clip https://www.youtube.com/watch?v=BQQErVigskw <u>Please do not read ahead</u></p>			
<p>Read Chapter 1 and 2 of Rowan of Rin https://www.youtube.com/watch?v=BQQErVigskw <u>Please do not read ahead</u></p>	<p>Revise Characterisation. Characterisation is the process of creating a character for a story. To be successful, writers must engage the reader with interesting and powerful adjectives that provide a</p>			<p>Watch BTN episode – Look at the picture on the cover and verbally predict what the story might be about. Watch https://www.abc.net.au/btn/</p>

	<p>detailed description of the character.</p> <p>Read the character description of Fantastic Mr Fox. Use a highlighter to highlight the descriptive words in the passage.</p>			
<p>Review Spelling words for Week 3. Complete 2 Spelling activities from the Spelling Matrix. Try and complete an activity that you haven't done before.</p>	<p>Complete 3 Spelling activities from the Spelling Matrix.</p>			<p>Complete 2 Spelling activities from the Spelling Matrix.</p>
<p>Using the writing stimulus of The Wolf Story Starter continue to write the story. Afterwards edit your work and read it aloud to someone at home. Complete the Sentence Challenge activity regarding Prepositions.</p>	<p>Using the writing stimulus of The Visitor Story Starter continue to write the story. Afterwards edit your work and take a photo/publish on computer and edit it to your teacher.</p>			<p>Using the writing stimulus of Lightning never strikes twice Story Starter continue to write the story for the next 2 paragraphs. Ask someone at home to continue the story by writing the next 2 paragraphs. Look at the 'Sick Sentences' from the story. Rewrite these sentences to make them more interesting. These sentences will be shared next week at school on Wednesday.</p>

Maths


Learning Intention:

Students will choose appropriate units of length to calculate the perimeter and area of various 2D shapes.

Every day as a warm up complete a problem solving activities.	Every day as a warm up complete a problem solving activities.	AT SCHOOL LEARNING	AT SCHOOL LEARNING	Every day as a warm up complete a problem solving activities.																								
Monday	Tuesday	Wednesday	Thursday	Friday																								
<p>Activity 1 Students will be re-introduced to the various measures of length. Students watch this short video which introduces that Length is used in everyday activities. (See Information sheet about Length) https://www.bbc.co.uk/teach/skillswise/length-and-distance/zrkrpg8 Students revise the basic conversions of metric units. Complete the following worksheets for Length</p> <ul style="list-style-type: none"> Units of Length 1 (Q1-4) Units of Length 2 (Q5-6) <p>Write down what you think are the links between length, area and perimeter? Complete worksheets Measuring Length at home and Measuring Length at home 1.</p>	<p>Activity 2 Students will be shown how to convert measurements. Watch the short clip https://www.youtube.com/watch?v=2dhQ_pmlLJU Measure five lengths around your house or yard. Draw up the following table and complete the conversion</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Item</th> <th>cm</th> <th>mm</th> <th>m</th> </tr> </thead> <tbody> <tr> <td>Eg table</td> <td>34cm</td> <td>340</td> <td>0.34</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p>Complete following worksheets on conversions of length</p> <ul style="list-style-type: none"> Units of Length 3 (Q1-3) Units of Length 4 (Q4-5) 	Item	cm	mm	m	Eg table	34cm	340	0.34																			<p>Activity 3 Students will manipulate and calculate perimeters of basic polygons. Students will begin to discuss the concept of perimeter. Why is it important? Watch clip to recognise the importance of perimeter and area. http://www.learnalberta.ca/content/mejhm/index.html?l=0&ID1=AB.MATH.JR.SHAP&ID2=AB.MATH.JR.SHAP.AREA&lesson=html/video_interactives/areaperimeter/areaPerimetersmall.html After watching the clip discuss how perimeter and area is are calculated? Complete the following worksheets on Perimeter</p> <ul style="list-style-type: none"> Units of Length 5 (Q1-2) Units of Length 6 (Q1-3)
Item	cm	mm	m																									
Eg table	34cm	340	0.34																									

Other Learning Areas

<p>Religion <u>Lesson 1</u></p> <p>Students choose one practice from the Shabbat to explore more fully e.g. the Shema, the meals, songs etc. to develop their understanding about the connections between the selected Shabbat practice or prayers and why they are significant. How does the practice explain or represent the Jewish relationship with God?</p> <p>https://www.youtube.com/watch?v=vimjZWHXKFY (This is to be written in your homework books or typed and emailed to your teacher).</p>	<p>Religion <u>Lesson 2</u></p> <p>Take a look at one of the school's most recent liturgies and identify ways that the basic structure of a sacred ritual reflects the idea of a special type of communal celebration. Pinpoint ways that God is made present at different points in this liturgy.</p> <p>Note down on the document when God is made present in a different colour.</p>			<p>Religion Reflective Activity:</p> <p>Read Matthew 18.19-20 again and reflect using a <u>Journaling activity</u> about what this means for students now.</p> <p>Students discuss their reflection if they feel comfortable.</p>
<p>Creative Arts</p> <p>Creative Art Lesson1: Visit the following website: http://www.jeanniebaker.com/ and choose a book by Jeannie Baker. Read the book if you have access otherwise watch https://www.youtube.com/watch?v=4JLVneJa1Is</p> <ul style="list-style-type: none"> ○ In a word document (or alternatively you can record you self) answer the following questions. <ul style="list-style-type: none"> ● What techniques were used in the books? How do you think these 	<p>Science</p> <p>*Watch the clip "Materials and their properties": https://www.youtube.com/watch?v=tAEQDu7juEg . Discuss the materials in the clip and the ways they were used.</p> <p>*Use this to create a list of material properties – eg, flexibility, flammability, conductivity, waterproof etc. Brainstorm why these properties would be important for their purpose</p>			<p>History</p> <p>Students draw an Australian bank note from a mystery bag (current series & paper notes \$2, \$5, \$10 and \$100). Students research one of the significant people on that note and create a brochure explaining why that person is on the note.</p>

<p>artworks were created? How can you tell this? Is it from the textures?</p> <ul style="list-style-type: none"> • What are some of the key messages used in the books? <p>What do you think Jeannie is trying to say by creating this book? How do the messages from this book differ from the messages of another book by Jeannie Baker?</p> <ul style="list-style-type: none"> • How do you think Jeannie got her ideas for this book? How might she have collected the information she needed for the book? Where would she have got the materials from? <p>On the website go to the technique link (https://www.jeanniebaker.com/technique/) and read.</p> <p>Where do you think Jeannie got her ideas and collected materials from?</p> <p>Pick one picture (a natural picture from one of Bakers books) try to sketch/ reproduce the main shapes of this picture.</p>	<p>PE</p> <p>Movement Break: Complete the fitness challenge and record your time, see if you can improve on this during the week.</p>			 <p>https://www.youtube.com/watch?v=1u3upZG4toE</p> <p>https://www.abc.net.au/btn/classroom/5-cent-change/10528132</p>
--	---	--	--	---