

**Week 3 - Year 5 Remote and Flexible Learning Program**

**Suggested Daily Schedule**

8.30 – 9.30am	Physical Activity	Play outside, go for a walk, play with your pet, ride your bike
9.30 - 10.30am	Academic time	Select two literacy tasks from reading, writing or spelling activities listed.
10.30- 11.00am	Break	
11-.00 12.00pm	Academic time	Select a Mathematics task from activities listed
12.00- 1.00pm	Creative time	Select an Art activity or a home construction activity with your child’s favourite materials i.e. Lego, craft, music, instrument
1.00- 1.30pm	Lunch	
1.30 -2.30pm	Academic time	Select an Inquiry or Indonesian task from activities listed
2.30- 3.30pm	Physical Activity	Select a physical education activity or wellbeing activity.

Google classroom will be the main avenue for your child to post work, read instructions from the teacher, seek feedback and interact with other members of the class. Listed below are the weekly activities we encourage your child to work through in order. If you feel there is too much work please make the adjustments that work for your family with quantity and pace.

**All** tasks will be posted onto each homeroom’s Google Classroom, each Monday morning and will be provided in hard copy, available from the school each week. All students have connected to their Google Classroom and can log into their Google account, using their CASES code and name. Here’s an **EXAMPLE**:

*Mr Cuthbertson’s Login could be:*

**Username:** Student ID e.g. CUT0002@torquaycollege.vic.edu.au

**Password:** Ross00 (this requires a minimum of 6 digits)

<b>Week 3 Year Level 5</b>	
<b>Content Area</b>	<b>Suggested Learning Activities</b>
<b>Reading</b>	<p><b>Choice Reading - Setting -</b></p> <p>Over <b>two</b> sessions students will be reading their choice novel for 15-20 minutes each day. Our focus this week will be on setting. Students will have a choice between;</p> <ul style="list-style-type: none"> <li>● focussing on <u>one setting</u></li> <li>● selecting a <u>series of locations</u> their characters have travelled and creating a map of their journey thus far.</li> </ul>

	<p>They will visualise (by drawing) the setting, describe what it would be like if they were there and summarise the events that occur in this place (two examples have been provided).</p> <p><b>Figurative Language - Metaphors</b></p> <p>This week we will explore metaphors over <u>two</u> sessions. There will be one learning activity (The Metaphor Family) to explain the concept then a follow up to apply their understanding.</p> <p>Questions to consider</p> <ul style="list-style-type: none"> <li>● What’s the difference between a simile and a metaphor?</li> <li>● Can you turn a simile into a metaphor and vice versa?</li> </ul> <p>Follow up: students to read their choice novel for 15-20 minutes and identify any metaphors they come across or any similes that they can turn into metaphors.</p> <p><b>Epic!</b> <a href="https://www.getepic.com/">https://www.getepic.com/</a></p> <p>Over <u>one</u> session, students read a non-fiction text (preferably with a science focus). They are encouraged to take notes or record facts that could inform their writing. Students working online can get onto Epic! reading website to search for non-fiction texts. With our science focus this term there are a lot of resources to navigate.</p>
<p><b>Writing</b> 5 Lessons</p> <p>(4 x Writing, 1 x Spelling &amp; Grammar)</p>	<p><b>Quick Writes</b></p> <p>Get your ideas flowing with some Quick Writes. Use the picture prompts (and/or the sentence starters if you like).</p> <ul style="list-style-type: none"> <li>● Be creative</li> <li>● 30 sec / 1 min thinking</li> <li>● 5 minutes writing</li> <li>● 2 minutes edit</li> </ul> <p>Type or handwrite these. Continue them in free choice writing if you like.</p> <p><b>**Challenge can you write a different text type for each prompt?</b></p> <p><b>Writer’s Workshop</b></p> <p>Students will work through the writing process to craft pieces of writing from different text types and genres. Students have access to the Writing Process (from Week 1) to refer to for directions. These sessions are progressive and they can work on a piece over a few sessions. They may choose to complete their writing by hand or Google Docs if they have computer/internet access.</p> <p><b>Metaphors</b></p>

	<p>After completing this week’s metaphor work in Reading, students will complete a metaphor poem based on the sample (The Metaphor Family) provided.</p> <p><b>Spelling &amp; Grammar</b> Hi Everyone, I’m starting to feel a little bit left out :-( When you are typing and squishing two words together, you keep forgetting to use me! Yours in contracting, Apostrophe P.S. You can find me next to the Enter key! Complete the Apostrophes for contraction worksheet</p>
<p><b>Maths</b></p>	<p><b>Mental Maths</b> Students to complete Week 3 Mental Maths questions from Mon-Thur, completing one of the four challenges each day eg. on Monday - complete Monday’s questions.... The book which individual students have been allocated is aligned with the teacher that they worked with throughout our Place Value unit in Term One, not necessarily their homeroom teacher. Some students have discussed moving books with their teachers and if others are finding the questions too easy/difficult they too can move to a different book to find the correct level. This however, needs to be communicated with their teacher during their 1:1 conference.</p> <p><b>Mathletics x2 Sessions - Assigned tasks:</b> Students will be assigned tasks relating to addition and subtraction which they are to complete. Once all set tasks have been completed, students can engage in live Mathletics (choose appropriate level). <a href="https://www.mathletics.com/au/">https://www.mathletics.com/au/</a></p> <p><b>Fun Maths Activity</b> Students will use their problem solving strategies to complete a range of different riddles. These riddles have various concepts in them for the students to be able to work out. Answers can be recorded in the student’s maths book. Students can then create their own riddles using their problem solving strategies for their family members to solve</p> <p><b>Rich Task - Addition &amp; Subtraction - This task is to be submitted to your teacher for feedback</b> Students will complete a rich maths task focusing on addition and subtraction. Students will complete this task in their Maths book beginning with the ‘STARTER’ activity, moving on to ‘CHALLENGER’ and then ‘EXTENDER’ if able. These activities are designed to be progressively more challenging.</p>

<p><b>Inquiry - Science &amp; Well Being</b></p>	<p><b>Task 1- Scientific Method Google Slide Presentation</b> This task is to be submitted to your teacher for feedback</p> <p>Students will be introduced to the Scientific Method. After watching an experiment video, students will practice writing up their prac using the format of the Scientific Method.</p> <p><b>Task 2- SciencRubric</b> Choose another task from the Scientific Rubric.</p> <p><b>Task 3- Landcare Photo Competition</b> Students are to explore their own backyard and take a photo of nature..</p> <p><b>WITH PARENT PERMISSION</b> photograph something that fits into one of these categories.</p> <ul style="list-style-type: none"> <li>● Biodiversity – birds, bees, insects, flowers, trees</li> <li>● Food production – veggie patch, fruit and herbs</li> <li>● Indigenous perspectives – bush tucker gardens</li> <li>● Waste management – worm farm, compost, recycling bins.</li> </ul> <p>Post your pic to Google Classroom and if your parents say you can, enter the Junior Landcare competition <a href="https://juniorlandcare.org.au/campaigns/whatsinyourbackyard/">https://juniorlandcare.org.au/campaigns/whatsinyourbackyard/</a> and maybe win a prize.</p> <p><b>Wellbeing Choice Board</b> Students are to choose an activity from the Well-being choice board, reflecting on this task in their Online Wellbeing Diary or in a hard copy diary.</p>
<p><b>Well Being</b></p>	<p><b>Understanding Your Feelings Video</b></p> <p>Watch the following video <a href="https://www.youtube.com/watch?v=KYfRzAII7TQ">https://www.youtube.com/watch?v=KYfRzAII7TQ</a></p> <p><b>We have a problem; how can we deal with it?</b></p> <p>When we are faced with a problem it is helpful to have some steps that assist us with finding a solution. There are lots of different ways of doing this and different people will find some things more helpful than others.</p> <p>Throughout life we will all be faced with a range of problems, many minor and some on a larger scale. Sometimes we have to make difficult decisions or make hard choices. Being able to work through problems is an important skill for life. Helping others think through their options when they face a problem is also an important skill in friendship. It is more important to be able to help people think things through for themselves rather than to just tell them what to do.</p>

	<p>Use the "<a href="#">we have a problem; how can we deal with it?</a>" worksheet to map out your options before making a decision about how you could deal with your scenario</p> <p><i>Adapted from RRRR Level 5/6: Topic 4, Activity 1</i>  <b>Strategies for calming intense emotions</b></p> <p>Try all ten strategies from the "<a href="#">strategies for calming intense emotions</a>" handout</p> <p>Spend some time thinking about how each of these made your body feel. Which ones do you think would be the most helpful to you? Revisit your personal coping profile from last week, adding any new strategies from this list that you think would be useful to you. Revisit your daily timetable and make sure you have a daily self-calming activity scheduled each day</p> <p><i>Adapted from RRRR Level 3/4 Topic 3 Positive Coping Activity 4</i></p>
<p><b>Physical Activity</b></p>	<p><b>Cross Country</b> Continue to increase the distance from previous week.</p> <p><b>Soccer skills</b>  <u>Partner Dribble</u> One partner will be dribbling, the other will be a defender. The defender is not going to try to take the ball away. They will simply act as a moving obstacle for the dribbler. Each dribbler will dribble in a zigzag pattern across the backyard. Dribble about 10 steps forward and to the right, then change direction and dribble 10 steps forward and to the left. The defender will simply keep up with the dribbler and stay in front of the dribbler's path. Switch positions: the defender becomes the dribbler and the dribbler becomes the defender.</p> <p><b>Tennis skills</b>          Frame and Play videos with Stefan Bojic Level 5 and 6  <a href="https://www.youtube.com/watch?v=JEhogUBSPFQ">https://www.youtube.com/watch?v=JEhogUBSPFQ</a></p> <p>Introduce the Hot Shots serve (drop ball and forehand strike) from behind the serving line.</p> <p>Discuss how to win points in tennis such as 2 faults, ball hits net, ball hit out of court.</p> <p>Students to play points against an opponent in singles or pairs</p> <p>Introduce Hot shots scoring (first to four points win game with no deuce) Play some games in singles or doubles.</p>
<p><b>Indonesian</b></p>	<p><b>Activity 1:</b> Boleh saya minta...? Watch video link in Google Classroom. This means 'can I please have?' Write the phrase and the meaning down and challenge yourself to asking for things using the phrase 'Boleh saya minta...?' for a whole day. For example "Boleh saya minta donut". "Boleh saya minta toothpaste".</p> <p><b>Activity 2:</b> Often when ordering at a restaurant the restaurant will have a very big menu but will have "run out" of that particular things. This might be because they didn't actually have it but it was the wrong season. "Maaf, sudah habis". Watch the video link in Google Classroom.</p> <p><b>Activity 3:</b> Teach your family the two phrases "Boleh saya minta ... something or other" and "Maaf, sudah habis". Begin by asking your family and them asking you for things that might be in the house then start asking for things that might be harder to get. For example. "Boleh saya minta apel?"</p>

	<p>“Ya boleh”. “Boleh saya minta pasta?” Ya boleh”. “Boleh saya minta mars bar?” “Maaf sudah habis”. Boleh saya minta chocolate fountain?”</p>
<p><b>Art</b></p>	<p>Draw a birds-eye view of your house.</p> <p>Include rooms and furniture.</p> 
<p><b>Optional websites sites that can be accessed to support learning</b></p>	<ul style="list-style-type: none"> <li>● Twinkl- Setting this up is really easy to do - go to <a href="http://www.twinkl.co.uk/offer">www.twinkl.co.uk/offer</a> and enter the code AUSTRCODE (30 day free trial )</li> <li>● Levelled Inquiry based units of work for all year levels- <a href="https://www.coolaustralia.org/">https://www.coolaustralia.org/</a></li> <li>● EPIC - Digital fiction and nonfiction texts (link)</li> </ul>