Term 2, 2018
Weeks 9 and 10 (12 – 25 June)

Year 5 – 6

Fiction book reports
One way a student gets to know a character is to think deeply about them and make inferences based on their actions and on what others say about them. Through a character's actions, students can learn what they fear and what they want to avoid the most. Have your child select several characters (from the book he/she is currently reading) and ask him/her to write short essays on what he/she believes the characters fear the most and what evidence he/she has used to come to this conclusion.

Have your child select five current news or feature stories from television or news magazines that he/she thinks a character (from the book that he/she is currently reading) would be interested in. Ask your child to explain how the character might respond to each of the stories and what opinions might the character have about the news stories.

Asking and answering question about a text
Use the Q-Matrix strips (below) to take turns, with your child, in asking and answering questions about the book that he/she is reading. Focus on 'Present', 'Past' and 'Imagination' question strips. Watch the YouTube clip to gain an understanding about the types of questions. This clip is available at: https://www.youtube.com/watch?v=-0zOFyX22so

Spelling / Vocabulary
Suffixes are added to the end of an existing word in order to create a new word. Ask your child to add 'tion' or 'sion' to the following base words (e.g., *collide* becomes *collision*).

decide	*persuade*	*describe*	*interpret*	*explode*
concentrate	*create*	*comprehend*	*extend*	*impress*
accommodate	*locate*	*educate*	*interrupt*	*radiate*

Have your child check his/her responses in a dictionary (and if necessary, make corrections).

Mathematics – Basic number facts
Knowing basic number facts are important because they form the building blocks for higher-level concepts in mathematics. When a student masters his/her basic facts, maths concepts will be significantly easier and the student will be better equipped to solve problems. If a student spends a lot of time working out the basic facts, he/she is more likely have 'cognitive overload' and get 'lost' in his/her calculations. Number fact wheels can assist your child's automaticity with the basic facts. Download the templates and watch the YouTube clip which explains how to make and use the number fact wheels.

- Addition and subtraction wheel template (PDF)
- Making and using an addition and subtraction wheel (YouTube clip)
- Multiplication and division wheel template (PDF)
- Making and using a multiplication and division wheel (YouTube clip)

Mathematics / Problem solving
- Who's who: https://nrich.maths.org/11821
- Counting on letters: https://nrich.maths.org/83

Q-matrix strips

Present	1 What is?	2 Where/ When is?	3 Which is?	4 Who is?	5 Why is?	6 How is?
Past	7 What did?	8 Where/ When did?	9 Which did?	10 Who did?	11 Why did?	12 How did?
Possibility	13 What can?	14 Where/ When can?	15 Which can?	16 Who can?	17 Why can?	18 How can?
Probability	19 What would?	20 Where/ When would?	21 Which would?	22 Who would?	23 Why would?	24 How would?
Prediction	25 What will?	26 Where/ When will?	27 Which will?	28 Who will?	29 Why will?	30 How will?
Imagination	31 What might?	32 Where/ when might?	33 Which might?	34 Who might?	35 Why might?	36 How might?