

Term 3, 2018

Week 3 (30 July –)

Year 5 – 6

Reading and viewing / inquiry

Explain to your child that today you will share an article with them titled *Where do my recycled items go?* Before you ask them to read, ask them to brainstorm everything that they know about the topic. This is called 'getting knowledge ready' and is a fundamental pre-reading activity that teachers do with their students at Westgarth. Encourage your child to present this anyway that they like, such as a list or a mind map.

Ask them to read the article independently. The article can be found at <https://theconversation.com/curious-kids-where-do-my-recycled-items-go-86135>. Research suggests that reading aloud assists with comprehension so their reading does not have to be in silence! Encourage them to take notes and identify words that they are unsure of. Sticky notes are a nice way for students to record these words.

Next, look at the unknown words together and define the meaning of each. You may like to support them in using a dictionary app or website to do this efficiently. It is important that they have an understanding of the vocabulary prior to focusing on the comprehension side of things.

Now ask your child to read the article to you. Discuss key points as they go to ensure that they are making meaning of what they read. Ask them to consider the main ideas from the article and how they feel about it. Discuss what they would like to know more about.

Task:

Ask your child to reflect and respond to the article by using the attached Plus, Minus and Interesting (PMI) tool. This will require rather in depth discussion, particularly when they are considering ideas to go further with their learning about this topic.

Plus

What are some of the positives?



Minus

What are some of the negatives?



Interesting

What can you do or what would you like to find out more about?



Writing – information reports

The text that you read with your child about recycling was a good example of an information report. For this writing task, students will be required to compose their own information report, about a topic of choice.

Firstly, discuss with them some topic ideas. Some suggestions might be more light-hearted such as a report about 'who stole the biscuits from the family kitchen' to more serious topics such as 'saving water'. It is important that your child has the freedom to choose as this will nurture their willingness to write.

Next they will need to plan what they are going to write. Mind mapping is a great way for them to brainstorm ideas prior to writing. They will also require some support in considering effective ways to get their information across. Is there someone that they could interview and therefore quote in their article? Are there some facts and statistics that can be included? It might be a good idea to reread the article *Where do my recycled items go?* and discuss how the author gets their point across.

It is an expectation that students set out their ideas in separate paragraphs by year 5. If they have not, ask them to review their text and place a coloured mark where a new paragraph should begin.

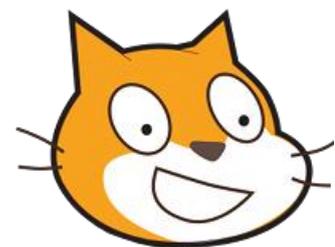
Extension ideas:

- Publish the information report electronically using Word or Pages
- Storyboard and compose a script for a TV report on this topic. With a bit of hard work they may even be able to film this and share it with their class to educate others! The BTN website has some excellent resources that encourages children to bring their news stories to life via multimedia <http://www.abc.net.au/btn/rookietraining.htm>

Mathematics / Digital Technologies

There has been quite a lot of hype around teaching students computer coding in recent years. This has been highlighted by the Victorian Curriculum including a focus on new areas of learning that have included computational thinking.

Coding is basically telling a computer what you want it to do. This often involves typing in step-by-step commands for a computer to follow. Teachers at Westgarth have already provided students with a strong foundation in coding through the teaching of visual programming language on a website called Scratch.



Scratch is an online resource created by the MIT Media Lab where students can program interactive media such as stories, games and animations. As students have created projects with Scratch, they have learned to think creatively, work collaboratively and make practical use of many mathematical concepts.

The offline version of Scratch is a free download <https://scratch.mit.edu/download>. Alternatively, children can use the online version (even without an account) and they can import and export their data to the home computer as they would a Word or PowerPoint file. The online version can be accessed on <https://scratch.mit.edu/>.

For this week's maths task, children are required to create a 'virtual pet'. Your pet will need to be programmed to be interactive by eating, drinking and playing. Some of the mathematical concepts that are required for the task include:

- Knowledge of the x and y axis
- Decimals
- Concept of time (e.g. 2.4 seconds)
- Negative numbers
- Chance and data (using the 'random' block)



Printable cards to complete this task can be accessed on <https://resources.scratch.mit.edu/www/cards/en/petCards.pdf>