Term 3, 2018

Week 5 (14 August –)

Year 5 – 6

Reading and viewing (and some mathematics!)

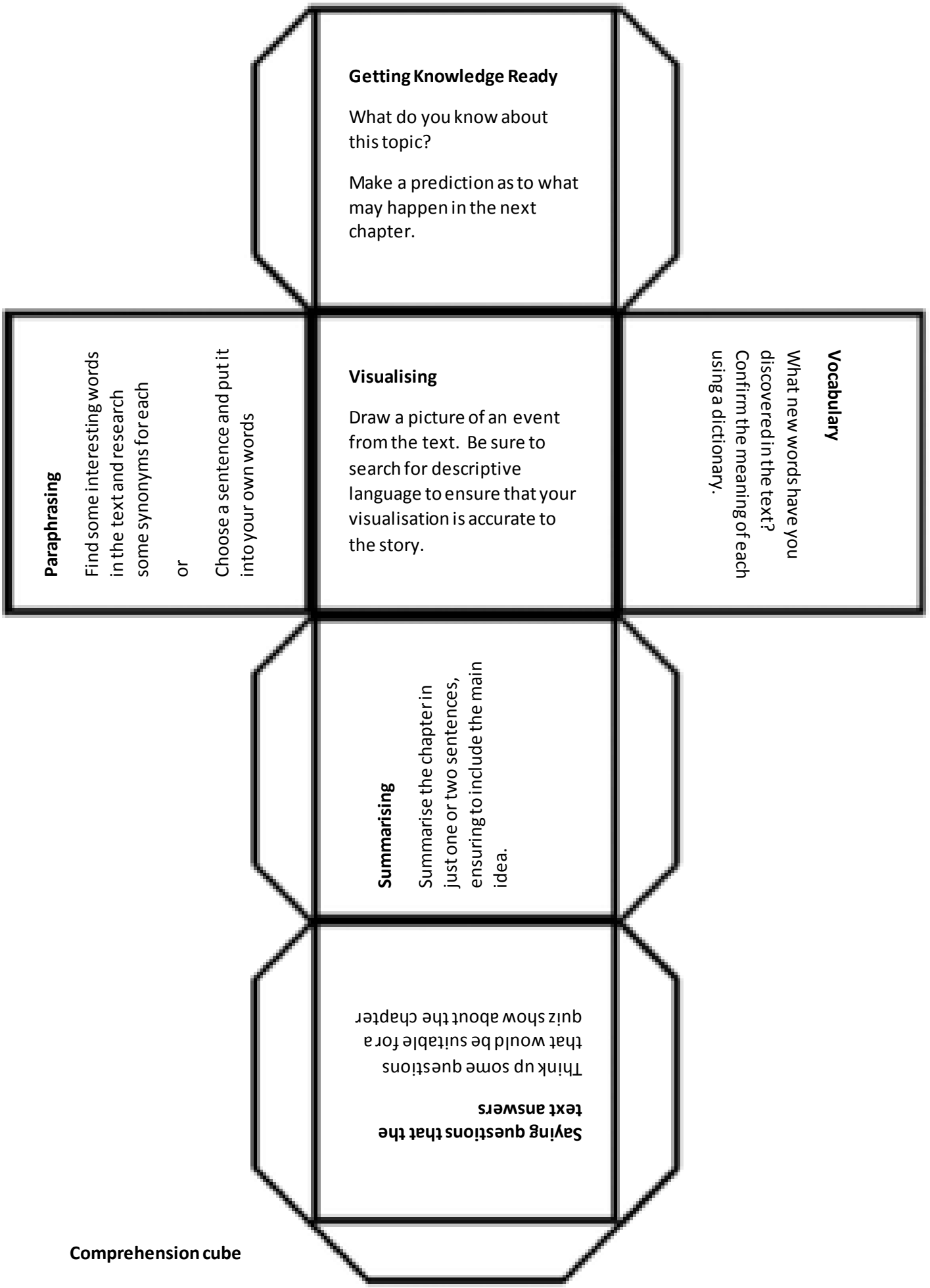
At Westgarth, we teach reading and viewing by drawing from explicit teaching strategies developed by Dr John Munro called the High Reliability Literacy Teaching Procedures (HRLTPs). These are research driven and designed to assist students in making meaning from texts. The HRLTPs are:

- Getting knowledge ready
- Vocabulary
- Reading aloud
- Paraphrasing / visualising
- Saying questions the text answers
- Summarising
- Reviewing the text

For this week's task, your child will make a 'comprehension cube' to draw from these actions. Firstly, they will need to create the cube. They may wish to use the template on the following page or alternatively they could measure and create their own! Your child has been working on developing nets of three-dimensional objects in maths sessions already! Graph paper would be useful for this, which they could ask their teacher for. Once created, the cube will become a die to roll in order to stimulate comprehension about the text that they read this week.

Ask them to read aloud passages from their home reading text. This is a good time to monitor whether the text is appropriate for their reading level or not. There shouldn't be an excessive amount of unknown vocabulary or otherwise they will experience difficulty in making meaning from the text. On the flip side, the text shouldn't be too easy, where there is nothing to challenge their comprehension skills.

When they have read a chapter of their text aloud to you, prompt them to roll the cube and articulate an answer for each roll. To extend your child, you could ask them to document their answers on paper or on an electronic device.



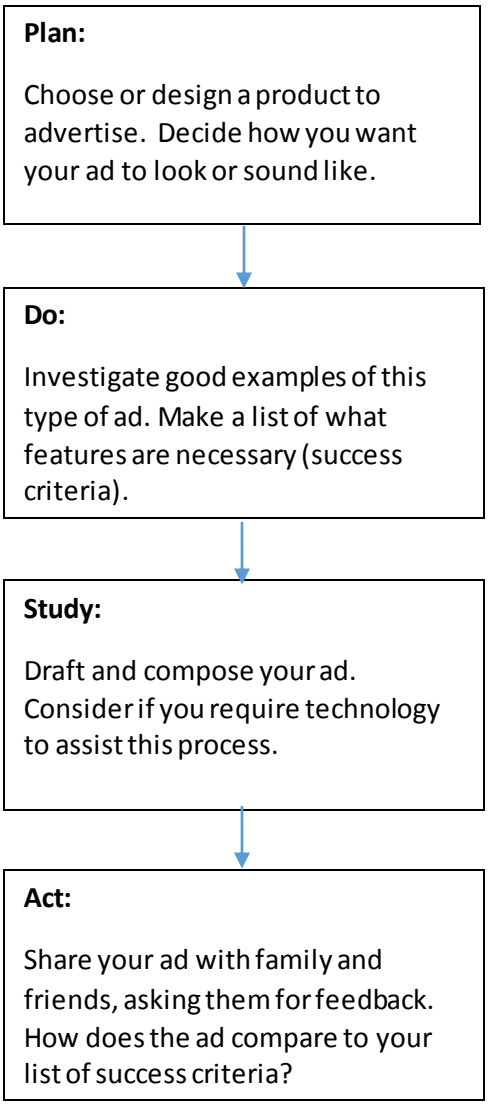
Comprehension cube

Writing – compose a persuasive text

Persuasive texts are all around us in the world, particularly in the form of advertising. For this week's writing task your child will be required to develop an advertisement of their own. Firstly, they will need to choose/design a product to promote and decide on the actual form of the advertisement. Discuss this with them; will it be a poster, TV commercial, radio jingle or something else?

Support your child to investigate effective examples of this type of ad. Have them record these features as a list to begin forming a success criteria. This will be the list that they refer to once they have completed the task.

There are a number of digital resources that may be of use in making their ads look professional. PowerPoint and Keynote can be useful in designing posters. Your child could also apply their ability to use GarageBand from music class to form a song for their product. Windows Movie Maker and iMovie are other programs that may be useful in creating a professional looking TV commercial. Below is a flow chart that maybe helpful for your child in completing the task:



Mathematics – statistics and probability

For this week's maths task, your child will collect data about a topic of interest, display this graphically (with or without digital technologies) and interpret their findings. Firstly, they will need to choose what they are going to collect data about. This can be in the form of a research/survey question (e.g. what is your favourite ice cream flavour?) or something that they can observe (e.g. the colour of the cars that drive down our street)

Prompt your child to make predictions as to what the data will show at the end of their investigation. Also discuss how they will collect their data. They may wish to use tallying for this component, for example:

Cars that drive down our street in 30 minutes

Colour	Number of cars	
White	𝍸 |	6
Red	|	1
Silver	|||	3
Blue	|	1
Black	|||	3
Green	||	2
Other	|	1
Total		17

Once your child has collected their data, prompt them to consider a way to present this as a graph. Graph paper may be useful to create column graphs. Another option is to use digital technologies to present their data. Your child has already had some experience in using Microsoft Excel at school to create graphs. The 'Numbers' app on iPad is another suitable option.

Finally, your child will need to interpret the data that they have collected. This can be completed as a short report. Ask them to consider such questions as:

- What did you discover?
- How does the data differ from your prediction?
- What were the challenges?
- What else could you investigate about this topic?