Year 5 – 6

Reading and viewing – finding the main idea

Finding the main ideas in longer texts can often prove difficult for some children (and some adults for that matter). As your child is now engaging in more complex text types with a range of structures and features, differentiating between main ideas and supporting details can be challenging.

For this week's task, your child will keep a log of the main ideas from a text that they read over this homework period. This will require your child to draw from their ability to summarise what they read. A summary of text should aim to be a sentence (or two or three). If too many supporting details are recalled then it will take the form of a retell instead, which is a useful skill but not the focus of this task.

Firstly, you will need to work with them to determine a suitable text. Either a narrative chapter book or non-fiction text broken into sections will be fine. As they read, I recommend using sticky notes to enable your child jot down what key words and ideas that they will consider when forming their main idea sentence at the end of each chapter. J.K. Rowling often uses the titles of her chapters in the Harry Potter series to document such words, so this may spark an interesting discussion with your child if they are familiar with these texts.

At the end of each chapter, discuss with your child what the main idea/summary sentence could be. As this may be difficult for your child initially, prompting them with questions will be useful. Example prompts might be:

- What idea was the author trying to make sure that we get from this chapter?
- Using the key words on your sticky note, say what happened in the chapter in only 1 or 2 sentences.

It is up to you and your child how they document their log of main ideas. Providing computer access is available, programs such as PowerPoint and Keynote are a great way to keep a digital log of their ideas.

Writing – script writing

For this week's writing task, your child will need to select a story that they have read. This may even be the same text as the one that they used for finding main ideas for the reading and viewing activity. The only prerequisite will be that text needs to have some character speech as this will drive most of the task – to develop a script for a scene from the text.

Next your child will have to select an event from the story to develop as a script. They will also need to decide how to format their script. There are many example play scripts for them to view online.

Mathematics – four operations, decimals, place value and chance/probability

Games make mathematical learning more engaging and this teaching strategy is not limited to students in the early years of schooling. Teachers at Westgarth often use games to provide a meaningful and fun experience for your child to revise their mathematical learning.

For this week's task, you will play the game 'Just Gridding' with your child. It was created by Rob Vingerhoets, an educational consultant that our staff have worked with and author of several texts that we utilise at Westgarth, including 'Maths on the Go'. The game is extremely open-ended and can be modified to include some quite complicated number concepts. Be sure to view (and subscribe!) to our very own Donald Eddington's YouTube channel DEtv to review the language, processes (such as renaming) and strategies that our staff use to teach your child the four operations. It is important that this is kept as consistent as possible in order for your child to experience success in maths.

Just Gridding Maths Game

Organisation:

- Play game in a pair
- Each player has one 'staircase' per game

Materials:

- 1 die (standard six-sided die is fine, although you could borrow a ten-sided 0-9 die from your classroom teacher)
- Use the 'staircase' templates overleaf, or alternatively draw your own

Objective:

To make the largest number

Instructions:

1. Player A rolls the die.
2. Both players have to place the number shown in the ones column, which is the top level of their staircase grid.
3. Player B rolls the die.
4. Both players have to place the number shown in either the ones or tens column, which is the second top level of their staircase grid.
5. Players continue taking turns in rolling and working their way down the grid until all numbers are filled. Both players then add together all four levels to determine their total for the game. The largest number wins.
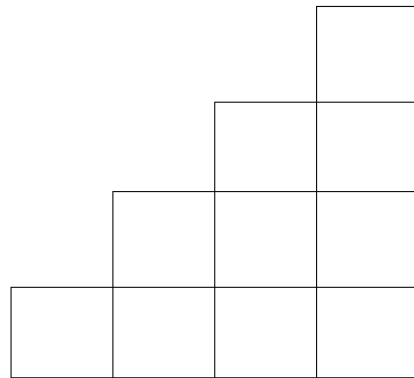
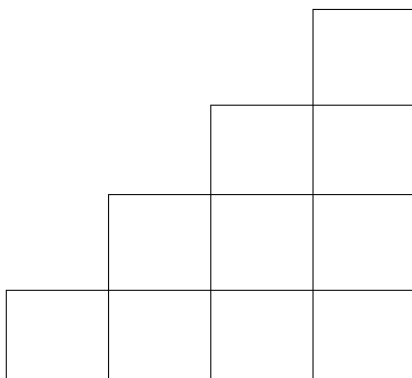# Just Gridding Scoresheet

Player A _____

Th	H	T	O
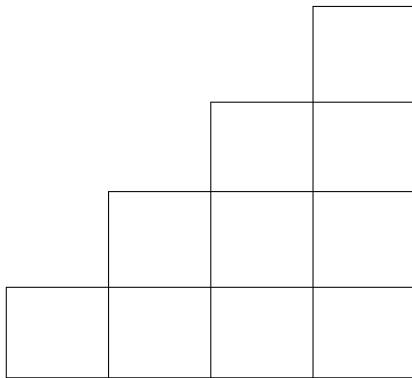
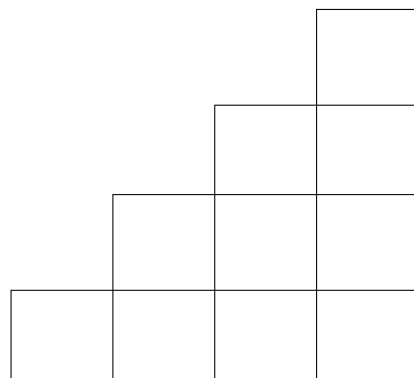Player B _____

Th	H	T	O

Player A _____

Th	H	T	O

Player B _____

Th	H	T	O

Extension:

- Extend the number of levels in the staircase
- Make the smallest number the winner, or the closest number to ____ (e.g. 3000)
- Modify the place value columns to incorporate decimal fractions