## Remember to READ EVERY NIGHT! Practice your reading goal



## Don't forget to fill in your Read It! Home Reading Log Have you reached the 100, 150 and 200 club?

| Week | English | Spelling | Mathematics | Science |
| :---: | :---: | :---: | :---: | :---: |
| 6 | Use a ‘TEEL’ paragraph structure to explain how shadows change as the time of day changes. | Consonants and vowels For each word, write the C or V above each letter | Write out your 4,7 and 8 division tables. | Test the reflection of light using a mirror at home. What do you notice? |
| 7 | Use a ‘TEEL’ paragraph structure to explain Mexico's Dia De Muertos' Festival. (Day of the Dead) | Sounds in Words <br> Write a number under each sound (not letter) you hear in your words Eg: <br> in-sin- c-ere <br> 1212311 | Estimate the answers to the following division facts (use rounding): $\begin{aligned} & 44 \div 9= \\ & 104 \div 8= \\ & 49 \div 3= \\ & 73 \div 4= \end{aligned}$ |  |
| 8 | Use a ‘TEEL’ paragraph structure to explain the difference between reflection and refraction. | Place a dot between your syllable breaks of your spelling words <br> Eg: was•n't | How much do you spend on groceries each week? Create a shopping list and calculate the total. | Write an explanation of why it is important to keep all but one variable the same when conducting a scientific investigation. |
| 9 | Use a ‘TEEL' paragraph structure to explain which Mexican landmark you would most like to visit and why. | Write 3 simple sentences using your spelling words and then make your sentences more detailed, making them either compound or complex. | You have $\$ 100$ to spend on a party for you and a few friends. What will you buy? Create a shopping list and calculate the total. Make sure that you don't go over budget. |  |
| 10 | Use a ‘TEEL paragraph structure to expain how you would use mirrors to light a route in the dark. | Write 3 compound sentences using your spelling words and 3 different 'FANBOYS' as the coordinating conjunctions. | You have $\$ 500$ to spend on a weekend trip with your family. Where will you go? Create an itinerary and calculate the total cost. Make sure that you don't go over budget. | Choose a natural disaster that we might encounter in Townsville and explain how we prepare and respond to it. |

## Year 5 Unit 2 Spelling overview

| Lesson concepts | Week | Focus <br> Spelling knowledge -Visual (V), <br> Phonological (P), <br> Morphemic (M), <br> Etymological (E) | Suggested spelling words CORE WORDS |  |  |  | Weekly overview | Resources |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Spelling new words - Use of word origins, prefixes and suffixes | 6 | Silent letters - 'gn', 'st', 'mb', 'bt', 'gh' and 'ch' V | sign <br> design <br> resign <br> campaign <br> castle | listen whistle crumb climber thumb | plumber debt doubtful subtle eight | night caught bought thought yacht | - pre-test <br> - create a cross word <br> - word sort <br> - post-test | Website - C2C Spelling Curriculum into the classroom (C2C) Spelling P-10 |
|  | 7 | Ambiguous vowels - 'au', 'aw' and 'al' V | audio author auditory audience sauce | daughter naughty authority awful awkward | awesome <br> lawful <br> drawn <br> also <br> almost | always although altogether alternatively called | - pre-test <br> - oral word sort <br> - cloze activity <br> - post-test | Text — Bear, Donald. R; Invernizzi, Marcia; Templeton, Shane; Johnstone, Francine, 2012, |
|  | 8 | ```Suffixes - ct + 'ion', ss + 'ion', t + 'ion' and 'e' drop + 'ion' M``` | introduction direction selection correction instruction | expression submission transmission discussion profession | interruption suggestion prevention exception communication | illustration location frustration decoration pollution | - pre-test <br> - nominalisation activity <br> - word sort <br> - post-test | Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction, 5th edn, Pearson, Boston <br> Text — Hornsby, D; Wilson, |
|  | 9 | 'i' before 'e’ generalisation exceptions V | vein weigh weird their reign | seize either neither height weight | freight neighbour leisure foreign caffeine | species ancient science society sufficient | - pre-test <br> - research generalisation <br> - word hunt <br> - post-test | L, 2011, Teaching phonics in context, Pearson, Australia <br> Text - Hill, Susan, 2012, Developing early literacy: |
|  | 10 | Consolidation V P M | Review, reinforce and extend student learning |  |  |  |  | Assessment and teaching, $2^{\text {nd }}$ edn, Eleanor Curtain Publishing, Australia |

