Year 5 Homework

For your homework, you need to complete two tasks from each row of the grid: English, Maths and Integrated. It is also important that you read every week. Optional tasks are just that...optional! If you have any problems with this homework, please come and see me as soon as possible to get support. You will be marked according to the rubric at the front of your homework book.

-Mrs Clark and Mr Faumuina

**READING**

Read for a minimum of 15 minutes at least four times a week. Every time you read, record the book, magazine or article and page numbers in your diary. Your diary will be checked on Friday for reading, and should be signed by a parent.

**English**

Choose 2 activities that will support you with your learning and will challenge you!

**Reading Comprehension** (Reading and Thinking)

Think about the book you are currently reading in class or at home. What are eight questions you would like to ask the author? Make sure the questions relate to the book (ie, not “What is your favourite colour?”).

**Persuasive Argument** (Writing)

In class we have been looking at persuasive writing and making an argument. To agree or disagree with something, it is important to understand both sides of an argument. Your task is to think about the following topic and write five reasons why you could either agree or disagree with the topic. Make sure your reasons are in full sentences.

"Students should be allowed to have mobile phones at school."

**Creative Writing**

Complete this story in a maximum of 25 lines. Use interesting words and phrases to build up the suspense.

"The night was clear; a billion stars sparkled in the sky. During our night walk I had decided to sneak off to scare the other campers. But I soon realised I was lost...."

**Maths**

Choose 2 activities that will support you with your learning and will challenge you!

**Maths puzzle- optional 1**

Draw a perfect circle in your homework book. Using only three straight lines, can you divide the circle into seven sections?

**Maths mystery- optional 2**

1. This mystery number has 4 digits. Every digit is an odd number. None of the digits are 9. Every digit in the number is different. The smallest digit is in the thousands place. The greatest digit is in the ones place. The preceding describes two possible numbers. What is the greatest mystery number?

**Graphing- compulsory**

Complete the graphing activity on the opposite page. You will use a bar graph to represent the data in this table. Challenge: yourself by representing the data in another form such as a pie graph, a line graph or pictograph.

**Integrated Studies**

Choose 2 activities that will support you with your learning and will challenge you!

**Newspaper Article** (Writing and History)

Write a newspaper article about a huge gold discovery in the 1850s. You might like to include an interview with a miner who just discovered one of the biggest nuggets ever found.

Remember to write your article in present tense, like it is still the 1850s!

**Past vs Present!** (History, Thinking, Writing)

If you were to travel back in time to spend a week on the goldfields, which three modern amenities would you miss most and why?

Which three aspects of modern life would you be happiest to ‘escape’ from and why?

**Art** (Design)

Create an artwork using only three colours about your first impressions of year 5.

**OPTIONAL ACTIVITIES**

This week’s organisation tip is to make sure you have a clear space to start your homework. either use a desk or your table, you never achieve your best work cramped on the couch in front of the TV!

- Mrs Clark and Mr Faumuina

Blog: http://stpaulsyear5.global2.vic.edu.au

Weeks 6 and 7 – Due Friday 22nd March
Chips Survey

The children in Year 5 carried out a survey to find out what flavours of chips children liked best in their class. They recorded their answers in a table using the tally method.

<table>
<thead>
<tr>
<th>Flavour of crisps</th>
<th>Tally</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plain</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corn chips</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Roast chicken</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salt and vinegar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cheese and onion</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Complete the table.
2. Draw a bar chart (block graph) to illustrate the data.
3. Which is the most popular flavour of chips (the modal flavour)?
4. **When they were carrying out the survey the children in Year 5 experienced a problem.** Think carefully about the survey. Imagine that you were carrying out the survey yourself using the data shown. **Why might there be a problem with the table they used to collect their data?**
5. One child in Year 5 said, “Hardly anyone likes roast chicken flavour.” What is wrong with what they’ve said?
6. **There are 30 children in Year 5.** Why is Aysha right when she says, “We can tell for sure what flavour the children in our class like best?”
7. What would you have to do to find out what was the least favourite flavour of chips?