HILL WEST
Primary
FOUR OAKS

Home Learning Pack
Year 5;
Week Beginning 15.03.21

Home Learning Links

Oak National Academy
Oak National Academy is an online classroom and resource hub. It provides high-quality video lessons and resources to support teachers, parents and pupils.
www.thenational.academy

BBC Bitesize
With BBC Bitesize it is easy to keep learning at home. You can access regular daily lessons in English, maths and other core subjects.
https://www.bbc.co.uk/bitesize

World Book Online
World Book online have just made their fabulous collection of over 3,000 e-books and audiobooks available for free for children to access at home. They have books suitable for all ages. Click on the following link to access them.
https://worldbook.kitaboo.com/reader/worldbook/index.html?usertoken=Mjk5MzQ6MTpJUjA5MjAxNjoy OmNsaWVudDE2OTc6MTY5NzoyMjE2Mjg4OjE6MTU4NDM4MDExMzA2Mjp1cw%3D%3D

Read Works.org
Read Works offers access to 3000+ comprehension for all age groups. Just sign up for a free account to access fantastic texts.
https://www.readworks.org/

Tutortastic
An online platform with tutorials and videos for home learning.
https://www.tutortastic.co.uk/blog/homelearning

Education Quizzes
A series of short quizzes for children to complete related to the National Curriculum subjects. Just select KS1 for Reception, Year 1 & Year 2 and select KS2 for Years 3-6.
https://www.educationquizzes.com/ks1/

Top Marks
A range of activities here but especially good interactive activities for maths.
https://www.topmarks.co.uk/

Classroom Secrets
Classroom Secrets Kids is offering free access to everyone until the end of April 2020. The platform is aimed at primary aged children and covers subjects such as maths, reading, grammar and spelling. The platform is really child-friendly so that they're able to access it on their own. There are a load of games and interactive activities from phonics to SATs
https://kids.classroomsecrets.co.uk/

National Geographic
National Geographic is a great platform for learning and it's totally free. There are online games, resources and competitions, too.
https://www.natgeokids.com/uk/teacher-category/primary-resources/

Reading Eggspress
Reading Eggspress has lots of reading activities including comprehension and retrieval questions to have a go at. Your child's Username and Password should be written in his Homework Book.
https://readingeggspress.co.uk/?_ga=2.107706762.961348329.1601363904-660844018.1598947512

Top Marks – Division
We have been learning about division this week, mostly looking in-depth at partitioning and we will transition into using the short method for division. Here are some great maths games to play on Laptops or iPads.
https://www.topmarks.co.uk/Search.aspx?q=division

Times Tables Rockstars
This is a great times tables game, practice all of the tables up to 12 x 12. Log- in should be in Homework book/ Reading diary.
https://ttrockstars.com/

Key Question Week 10: Who will succeed in the boardroom?
Key Text for Linked Learning: persuasive text
Linked Learning: English, Design and Technology, PDW, Computing

This week, Year 5 will be taking part in a 'Dragons Den' challenge! In PDW, we will be exploring a range of breakfast products including cereals, cereal bars, smoothies and pastries, exploring the nutritional values of each and deciding which the healthiest option is. In Computing, children will present these findings in a graph using Excel. In Design and Technology, children will be designing their own breakfast product which is healthy and nutritionally balanced, and the packaging to go with it. In English, children will be writing a persuasive speech, taking into account their audience and using key facts from their learning in PDW in order to convince 'the Dragons' to invest!

Maths: Children will use prior knowledge of fractions to subtract two fractions where one is a mixed number. Moving on from this, they will use different strategies to subtract two mixed numbers. Children will multiply decimals by whole numbers to create proper and improper fractions.

Science: Science Day- Children will spend the day exploring plants. They will identify the parts of a plant and how these parts allow it to reproduce. They will look at the life cycle of a plant from seedling to end of life and will also have a chance to plant vegetables using cuttings.

Humanities: From the artefacts found at Sutton Hoo, they will find and use information to critically reach and support conclusions about the type of person who was buried at the site and make deductions about the likely identity of this person, using primary sources of evidence.

Computing: (see above)

Music: Continuing their work around 'Clara and The Nutcracker' children will work together to compose a piece of music to accompany the ballet. They will consider all of the previously learnt features of music (e.g. pitch, tempo, dynamics) and how this impacts the listener.

Art: Children will critically theirs and their peers printing, making suggestions for improvement.
Design Technology: (see above)

PDW: (see above)
R.E: Children will explore what fasting is in the Christian faith and what Christians may decide to give up for Lent and why.

P.E: Children will learn to change direction and pass laterally to avoid being 'tackled'.

MFL: Children will also learn key vocabulary for breakfast food to add to their understanding of other foods.

Monday 15th March 2021
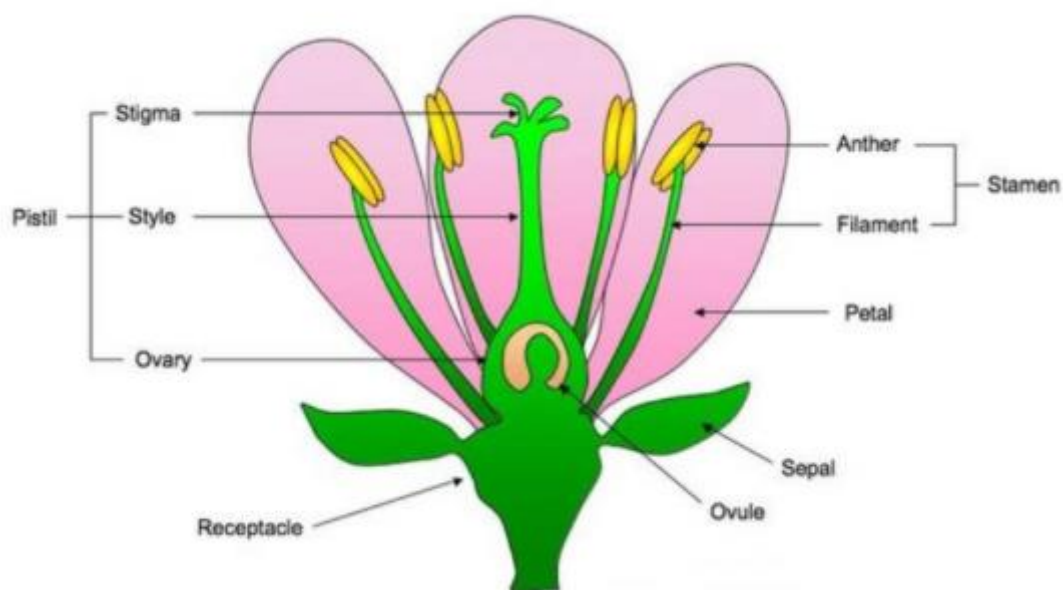
Science Day

1. What can you see in the illustration?
2. Do you think that this illustration represents the plant at a single moment in time?
3. Why do you think so many different structures have been included in the picture?
4. What do you think the artist has had to do to the plant in order to see and draw all of the structures?
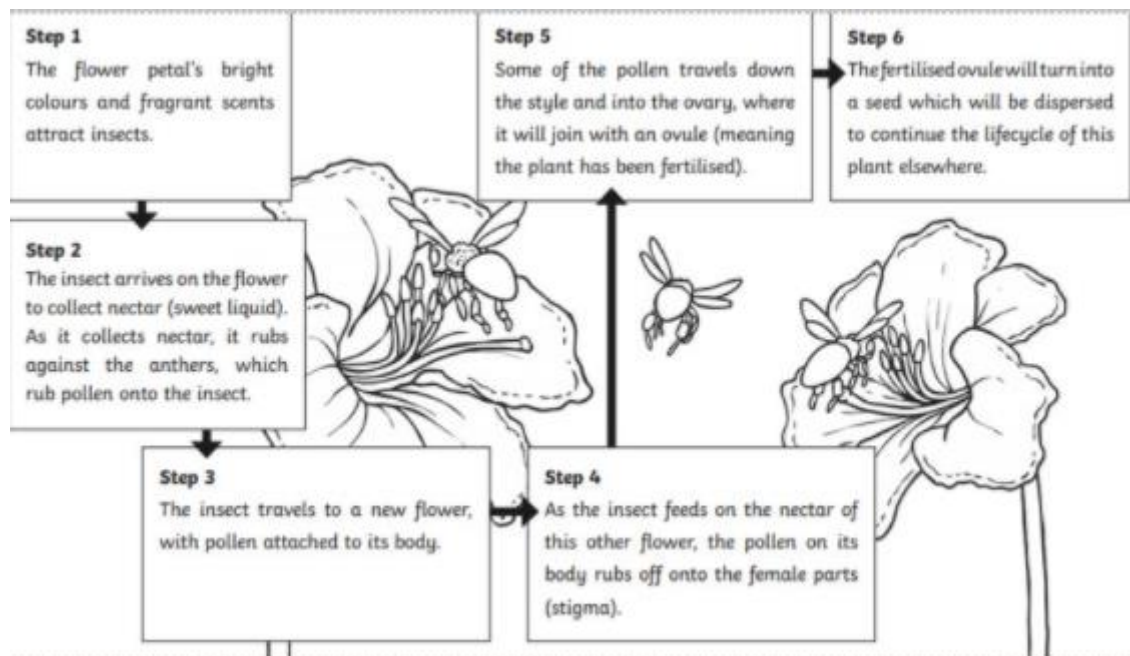5. What art materials and methods do you think the artist has used?

https://www.twinkl.com/resource/t2-s-872-year-3-interactive-science-pdf-plants

Petal	Pollen	Anther
Sepal	Pistil	Sepal
Stamen	Style	Receptacle
Stigma	Filaments	Stem
Ovule	Ovary	

The **stamen** consists of the anther and the filament.

The **carpel** consists of the stigma, style and ovary. The pistil is a fused group of carpels.

The **receptacle** is a thickened part of the stem from which the flower organs grow.

Step 1

The flower petal's bright colours and fragrant scents attract insects.

Step 2

The insect arrives on the flower to collect nectar (sweet liquid). As it collects nectar, it rubs against the anthers, which rub pollen onto the insect.

Step 3

The insect travels to a new flower, with pollen attached to its body.

Step 4

As the insect feeds on the nectar of this other flower, the pollen on its body rubs off onto the female parts (stigma).

Step 5

Some of the pollen travels down the style and into the ovary, where it will join with an ovule (meaning the plant has been fertilised).

Step 6

The fertilised ovule will turn into a seed which will be dispersed to continue the lifecycle of this plant elsewhere.
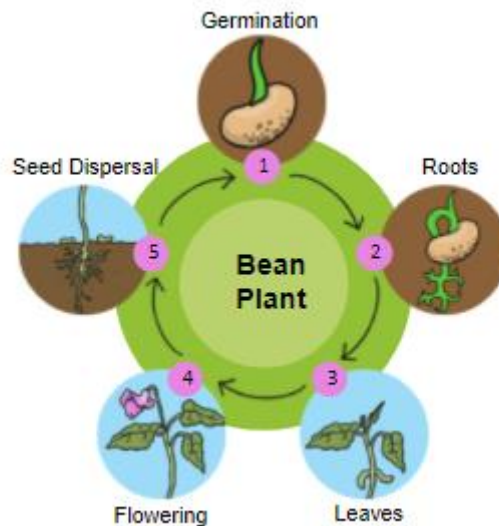
Activity

Using the labelled diagram as a guide, write down the 6 steps of pollination.

Science Day

Task 2: To investigate the life cycle of a seed.

Intro:
Watch following short video clips to show how insects help to pollinate flowering plants
https://www.bbc.co.uk/bitesize/topics/zy66fg8/articles/zx4ktv4 (if the link does not work, Google 'BBC Bitesize Why are bees attracted to flowers')
https://www.bbc.co.uk/programmes/p0128z6q (if the link does not work, Google 'BBC video Pollination and Transportation')
https://www.bbc.co.uk/bitesize/clips/zfx76sg (if the link does not work, Google 'BBC video How plants produce seeds')
https://www.bbc.co.uk/programmes/p0144x0t (if the link does not work, Google 'BBC video beetle pollinates daisies)
https://www.bbc.co.uk/bitesize/clips/znvfb9q (if the link does not work, Google 'BBC video seed dispersal)
https://www.bbc.co.uk/bitesize/clips/zs9c87h (if the link does not work, Google 'BBC video The life cycle of a dandelion')
https://www.bbc.co.uk/bitesize/clips/zgqyrdm (if the link does not work, Google 'BBC video The lifecycle of a plant')

Wind

Sycamore 'helicopters' and dandelion 'clocks' both have fruits which have adapted to use the wind to carry the seeds away when the seeds are ready.

Bursting

Some plants have pods full of seeds which will burst, showering the ground with seeds, like the Himalayan Balsam seed. Peas are another example of a plant bursting open to disperse its seeds.

Shakers

Some plants rely on being shaken to disperse their seeds. When poppies have produced their seeds and have finished flowering all that is left is a long stem with a dried seed pod. These pods have small holes at the top and rely on wind to shake them to scatter the seeds. This method doesn't send the seeds very far. Yucca Campestris seeds also need to be shaken.

Yucca Campestris seeds

Poppy seeds

Catching a Ride

Some plants such as cockleburs have developed to grow tiny hooks on their fruits which hook on to animals (or people) that pass by the plant. Eventually they will drop off on to the ground.

This dog has been covered in burs.

Burdock seeds

Seeds as Food

Some plants make tasty fruits. This is to encourage animals (and people!) to eat the fruits. The seeds then pass through the animal unharmed and out the other end with a ready supply of fertiliser (not tasty in the slightest...quite the opposite). This method ensures the seed is given nutrients to help it grow.

What types of fruits can you think of that are eaten by animals and people with seeds inside?

Drop and Roll!

Some fruits, such as horse chestnuts, have a casing round them which cracks open when it hits the ground. The fruit inside then rolls away from the tree. You can tell which horse chestnuts in the trees are ripe because their casings have already begun to split open before they drop.

Main Activity

Cut out the parts of the life cycle of a flowering plant and stick them in your book in the correct order

An insect picks up pollen

The plant produces seeds, sometimes in fruit or nuts

The insect flies away

The plant grows flowers

The seeds grow into new plants

The seeds are dispersed (moved)

The insect leaves pollen on a different flower

Tuesday 16th March 2021

Maths Arithmetic

16.03.21

LO: To use rounding to support multiplication

1. 489 482 + 5398 =

2. 618 269 + 7269 =

3. 719 493 + 4082 =

4. 500 935 - 8769 =

5. 631 132 - 4972 =

6. 932 846 - 7758 =

Day 1: Use short multiplication to multiply 4-digit by 1-digit numbers; Use rounding to approximate.

Use the grid method or short multiplication to calculate 3 × 235.

×	200	30	5	
3	600	90	15	**705**

$$\begin{array}{r} 2\ 3\ 5 \\ \times\quad 3 \\ \hline 1\ 1 \\ \hline 7\ 0\ 5 \end{array}$$

Day 1: Use short multiplication to multiply 4-digit by 1-digit numbers; Use rounding to approximate.

3 × 4235

Discuss, in pairs, how you might find the answer.

×	4000	200	30	5	
3	12,000	600	90	15	12,705

Add the four numbers.

We need an extra column!

$$\begin{array}{r} 4\ 2\ 3\ 5 \\ \times\quad\ 3 \\ \hline 1\ 1 \\ \hline 1\ 2\ 7\ 0\ 5 \end{array}$$

Multiply the 1s first, then the 10s, then the 100s, then the 1000s. Remember to leave a line for any 'carry' digits during addition.

Multiplication

Agree a range for each answer with a partner.
Use a written method to find the answers, unless you see one you can work out mentally!

1. 3×3421 2. 4×4923 3. 7×4235 4. 5×6748

5. 5156×6 6. 2021×4 7. 8267×5 8. 4278×8

Challenge
Using five different digits, create a 4-digit x 1-digit calculation that gets as close as possible to 60,000.
Who in your group can get the closest?

Estimate before doing the calculations!

1. Which of these gives the closest answer to 20,000?

   a) 4361×5 b) 7036×3 c) 2973×6

2. Which of these gives the closest answer to 40,000?

   a) 9892×4 b) 8051×5 c) 5754×7

3. Which of these gives the closest answer to 60,000?

   a) 9451×7 b) 7444×8 c) 7023×9

4. Which of these gives an answer between 25,000 and 30,000?

   a) 5137×6 b) 6205×4 c) 3629×8

Challenge
Make up a puzzle like this for your group to solve.

Reading Skills: Inference (2 Cards)

Hiding Place

"10-9-8-7..."

Chelsea dived in. The material was all soft and warm but she could tell that she was very easy to spot. "I know," she said to herself, and climbed out of the bed to hide underneath it.

What game is Chelsea playing?
Describe Chelsea's first hiding place.

Tuesday 16th March

English – Persuasive Speech

LO: To identify and use cohesive devices in my writing

Handwriting: owf owf owf owf owf

This Week...

You will be creating a healthy breakfast bar, including the ingredients and branding, then you will pitch your idea to the Dragon's to sell your product.

Let's see how it's done!

Watch to 1Min 50 secs: https://www.youtube.com/watch?v=0HZftd5F0L0

Hi, my name is Will, and I'm the heart of Mak Tok.

At Mak Tok, we make one of the best Malaysian artisans in the UK and possibly the world,

based on a recipe I nicked from my mum.

So, what makes our chilli paste so interesting?

Number one - it's versatile. Have it as a dip, cook with it, or turn it into a curry sauce.

Two - it's delicious. Try marinating with some chicken thigh,

grill it in the oven, squeeze a tiny bit of lime over it and there you have it - succulent chicken satay.

And three - it's irresistible. Just like yours truly.

We started in May 2017, and we've sold more than 8,000 units to date.

We've recently launch into our first supermarket, that's Booths,

and we'll be exporting to the likes of Germany, Austria and Switzerland

in a couple of months. I'm asking for £50,000 in return for 20% of my little company.

And together let's bring Mak Tok to every kitchen and to every heart across the world.

I know we'll get there because my name is Will, and when there's a will, there's a way.

What was successful about Will's pitch?

Main Task: Persuasive techniques

1. Identify the repetition in Will's pitch and underline in one colour. (Show this in a key)

2. Can you find any adjectives or adverbs? Underline them in another colour. (Add to key)

3. Why does Will use repetition? What effect does it have on the listner?

Challenge: Can you use repetition to write a sentence describing your perfect meal.

Maths – Arithmetic

17.03.21

LO: Use short multiplication to multiply 4-digit by 1-digit numbers.

1.	10 x 4.67 =
2.	5.92 x 1000 =
3.	10 x 46.9 =
4.	3.99 x 100 =
5.	1000 x 2.09 =

6.	100 x 24.7 =
7.	9.02 x 100 =
8.	83.4 x 100 =
9.	1000 x 3.29 =
10.	4.98 x 10 =

Day 2: Use short multiplication to multiply 4-digit by 1-digit numbers.

Talk to a partner. What might be a good estimate for this product? Be ready to explain your reasoning.

2137 × 6

Now use short multiplication or the grid method to find the exact answer. Check against your estimate.

×	2000	100	30	7	
6	12,000	600	180	42	12,822

$$
\begin{array}{r}
2\ 1\ 3\ 7 \\
\times \qquad 6 \\
\hline
2\ 4 \\
\hline
1\ 2\ 8\ 2\ 2
\end{array}
$$

Did you remember to leave a line for the 'carry' digits?

Day 2: Use short multiplication to multiply 4-digit by 1-digit numbers.

7 × 6423

Talk to a partner. What might be a good estimate for this product? Be ready to explain your reasoning.

Now use short multiplication or the grid method to find the exact answer.
Check against your estimate.

×	6000	400	20	3	
7	42,000	2800	140	21	44,961

```
    6 4 2 3
  ×       7
  _____
    2 1 2
  4 4 9 6 1
```

Did you remember to leave a line?

Multiplication Challenge
Sheet 2

Estimate before doing the calculations!

1. Which of these gives the closest answer to 20,000?

   a) 4361 × 5   b) 7036 × 3   c) 2973 × 6

2. Which of these gives the closest answer to 40,000?

   a) 9892 × 4   b) 8051 × 5   c) 5754 × 7

3. Which of these gives the closest answer to 60,000?

   a) 9451 × 7   b) 7444 × 8   c) 7023 × 9

4. Which of these gives an answer between 25,000 and 30,000?

   a) 5137 × 6   b) 6205 × 4   c) 3629 × 8

1	2	3	4	5
7 x 5	3 x 7	2 x 7	7 x 6	7 x 7

6	7	8	9	10
5 x 7	7 x 9	7 x 2	8 x 7	7 x 0

11	12	13	14	15
6 x 7	7 x 1	7 x 3	7 x 7	0 x 7

16	17	18	19	20
1 x 7	9 x 7	4 x 7	7 x 8	7 x 4

___ ___ ___ ___ ___ ___
7   19   3   6   7   14

___ ___ ___ ___ ___
6   7   13   10   13

Secret Message Alphabet Key

A= 63	B= 16	C= 24	D= 4	E= 81	F= 10	G= 54	H= 72	I= 14	J= 18	K= 0	L= 49	M= 35
N= 56	O= 30	P= 8	Q= 6	R= 9	S= 21	T= 36	U= 5	V= 32	W= 27	X= 25	Y= 48	Z= 15

<u>Reading Skills: Inference (2 Cards)</u>

Fireworks

Whistle, bang, clap, whizz!
The fireworks flew up into the cold November sky. Zainab
was standing at the lounge window watching in
amazement, when Robbie, her pet dog, came dashing past.
"Oh no!" Zainab exclaimed and ran after Robbie to see if
he was ok.

What is wrong with Robbie?
How do we know something is wrong?

Wednesday 17th March

<u>English – Persuasive Speech</u>

<u>LO: To use persuasive writing techniques</u>

<u>Handwriting:</u> owb owb owb owb owb

Should we be allowed to eat chocolate in school? (Think, Pair, Share)

Arguments for	Arguments against

Main Task: Write a persuasive speech

Write a persuasive speech to persuade Dr Clarke to allow you to have chocoloate in school **or** write a speech to Dr Clarke explaining why she should not lift the ban on chocolate in school.

Can you include:

- Modal verbs (Should, Could, Must, Will..etc)
- Repetition (Repeat a catchphrase or sentence opener)
- The rule of three (Fresh sea salt, ground black pepper and a juicy chunk of beef).
- Rhetorical Questions

Maths - Arithmetic

18.03.21

LO: To use multiplication to multiply amounts of money

17. $58.2 \div 10 =$

18. $345 \div 100 =$

19. $7820 \div 1000 =$

20. $4530 \div 1000 =$

21. $704 \div 10 =$

22. $8790 \div 100 =$

23. $435 \div 10 =$

24. $691 \div 100 =$

25. $4370 \div 1000 =$

26. $1670 \div 100 =$

Day 3: Use short multiplication to multiply 4-digit numbers (including amounts of money) by 1-digit numbers.

3 5 7 8

> Use these four digits in any order you like to make a 4-digit number. Multiply your number by 7, making an estimate first, then choose short multiplication or the grid method to find the exact answer.

A shop sells 6 hoodies, each priced £25.79.

We are going to find the total amount.

6 x £25.79

×	£20	£5	70p	9p	
6	£120	£30	£4.20	54p	£154.74

> 6 x 70p = £4.20

> Add the pounds, then the pence.

$$£25.79$$
$$× \quad 6$$
$$\overline{3\ 4\ 5}$$
$$\overline{£1\ 5\ 4.74}$$

> Take special care with place value when multiplying with money. It is particularly helpful to estimate first...

> (6 x 70p) + 50p = £4.70

Multiplying money
Sheet 1

£46.55   £24.60   £31.66   £19.49   £38.75

1. Which of these would cost more than £200? Estimate each then work out the costs.

   a) 5 pairs of trainers
   b) 4 tracksuits
   c) 7 footballs
   d) 8 sports bags
   e) 7 tennis rackets

2. Which do you think would cost more?
   Estimate each then work out the costs.

   a) 6 pairs of trainers or 7 tracksuits?
   b) 9 sports bags or 6 footballs?
   c) 6 tennis rackets, 4 tracksuits or 3 pairs of trainers?

Challenge

Five children each buy a sports bag, a tennis racket and pair of trainers. How much do they spend altogether?

Problem solving and reasoning questions

Does 2340 x 8 give the same answer as 4320 x 4?

Explain how you are certain that your answer is correct.

Choose a strategy for each of these three multiplications.

Explain why it is not sensible to use the same method for all three.

(i)   340 x 5 =

(ii) 421 x 7 =

(iii) 350 x 9 =

☐☐☐☐ x ☐

Using the digits 3, 5, 6, 7 and 9 once each, how close can you get to 20,000?

Thursday 18th March

Reading Skills: Inference (2 Cards)

The Exam

It was the day after my maths test and we were just sitting down at the table in my favourite restaurant, The Royal Dragon.
"Choose whatever you like Danny," Dad said, "You deserve it."

Why do you think Danny has gone out for a meal?

https://www.youtube.com/watch?v=k2ug9xr0Ias

Main Task: Identify the conjunctive adverb

1. Jason did not study; hence, he failed the test.

2. You can go when the chores are done. Otherwise, you will miss the party.

3. We took blankets for the picnic; also, Sally brought food.

4. The rain was pouring down; still, no one left the beach.

5. You start cooking the steaks. Meanwhile, I will make the dessert.

Challenge for all: Write 3 sentences which use conjunctive adverbs to link together two clauses. Eg: I was running late for school, hence why I forgot my PE kit.

PAG – Using Pronouns to refer back...

What is a pronoun?

Why do we need them?

What's the point?

Pronouns for reference

A **pronoun** is used in place of a **noun**, and often refers to the original noun. In this case, the initial noun can also be called the **antecedent** as it makes it clear who/what the prounoun in referencing.

Eg: Jim went out onto the playground, he played on the swings.

Jim is the antecedent, so we know who **he** is. Without the **antecedent** we wouldn't know who **he** is; this can cause some serious confusion. Check this out...

Main Task: Use your knowledge of Nouns and Pronouns to fix this passage...

When Andy the astronaut came back to Earth after his two-man space voyage, he had lots of news to tell his friends and family. They were all fascinated by his tales of what it was like but especially his young nephew Tommy. He listened to stories about them flying in their ship round Venus where he nearly crashed it into a volcano! However, this doesn't seem to have put him off space at all, as he's now doing a project about his uncle for school.

Challenge: Identify the antecedent for each of the sentences, underline or highlight.

Antonyms:	Prefix:	Root word:	Suffix:

Synonyms:	Word: **succulent**	Etymology:

Definition:

Sentences:

Maths – Arithmetic

19.03.21

LO: Use short division to divide 3-digit numbers by 1-digit numbers.

Doubles and halves

140		108		124	
?	?	?	?	?	?

?		?		?	
75	75	84	84	68	68

132		85		103	
?	?	?	?	?	?

?		?		?	
57	57	79	79	98	98

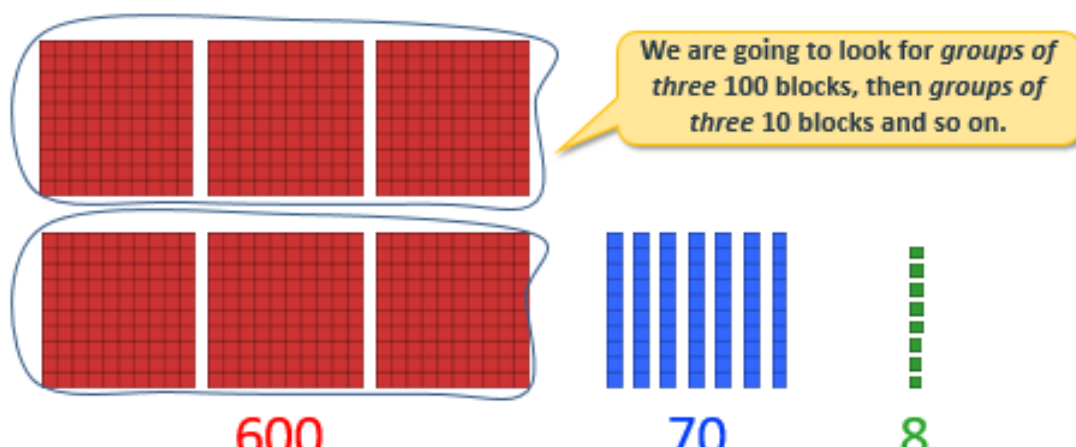**Day 1:** Use short division to divide 3-digit numbers by 1-digit numbers.

Today we are going to learn a method of division called
<u>short division</u> (sometimes nicknamed the 'bus shelter' or
'bus stop' method – can you see why?).

$$678 \div 3 \qquad 3\,)\,\overline{6\,7\,8}$$

We're going to make the 678 using base-10 equipment,
and looks for groups of 3 blocks (because we're dividing by 3).

Day 1: Use short division to divide 3-digit numbers by 1-digit numbers.

We are going to look for *groups of three* 100 blocks, then *groups of three* 10 blocks and so on.
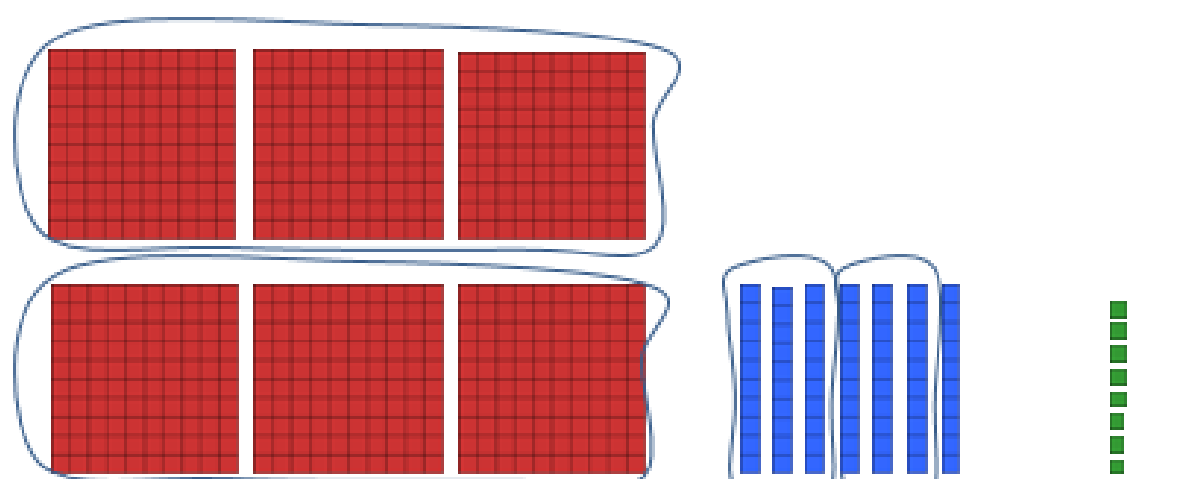
600

70

8

How many groups of three 100 'blocks'?

We write 2 in the 100s column as we are dividing the 100s.

$$2$$
$$3\overline{)6\ \ }$$

Day 1: Use short division to divide 3-digit numbers by 1-digit numbers.

How many groups of 3 'sticks'?

We're dividing the 10s so we write the 2 in the 10s column and write the 1 ten that we have left over in front of the 1s.

$$22$$
$$3\overline{)6\ 7^{1}\ }$$

Day 1: Use short division to divide 3-digit numbers by 1-digit numbers.

1, and 2 left over.
We write 1 in the 100s column as we are dividing the 100s, then 2 tens in front of the 10s digit.

We are going to move a sticky note along to hide and reveal each column in turn.

$$3\overline{)5^2}$$
$$1$$

How many 3s in 5?

How many 3s in 24?

Division practice
Sheet 1

1. $369 \div 3$

2. $448 \div 4$

3. $575 \div 5$

4. $378 \div 3$

5. $672 \div 6$

6. $898 \div 8$

7. $791 \div 7$

8. $643 \div 3$

9. $857 \div 4$

10. $563 \div 5$

11. $691 \div 6$

12. $936 \div 9$

Challenge

Without working them out, which of these do you think will have a remainder? Does your partner agree?

$933 \div 4$ $\qquad$ $801 \div 3$ $\qquad$ $696 \div 8$ $\qquad$ $676 \div 5$

Now try them out! Were you right?

1. $11\overline{)357}$

2. $5\overline{)708}$

3. $3\overline{)508}$

4. $2\overline{)255}$

5. $6\overline{)751}$

6. $9\overline{)705}$

7. $7\overline{)837}$

8. $8\overline{)527}$

9. $5\overline{)638}$

10. $3\overline{)578}$

11. $6\overline{)700}$

12. $2\overline{)417}$

13. $4\overline{)719}$

14. $5\overline{)932}$

15. $7\overline{)305}$

16. $2\overline{)955}$

17. $6\overline{)269}$

18. $8\overline{)397}$

Reading Skills: Inference (2 Cards)

It's not Fair

"But I didn't even do anything." Alex muttered as he stomped up the stairs.

Alex got the blame for lots of things because he was the oldest and should know better. There was food all over the dining room and as he walked up the stairs, his younger brothers ran into the lounge to watch television.

Why do you think Alex is upset?
How do you know this?

English – Persuasive Speech

LO: Perform persuasive speech

Handwriting: owm owm owm owm owm

Research Ingredients for your breakfast bar

-
-
-
-
-

Your unique selling point, what makes your product special

Design the product and the packaging

Writing your persuasive speech...

Include details of the ingredients you have chosen, your unique selling point and why your product should be considered.

Can you include:

-Modal Verbs

-Repetition

-The rule of 3

-Accurate noun/pronoun correspondence.

-Rhetorical Questions

Can you convince the dragons to buy your product?

French

https://www.youtube.com/watch?v=_rOGoSkDB2E

Le Petit Dejeuner

For my breakfast I would like milk with cereals and a coffee.

(Pour mon petit déjeuner je voudrais du lait avec des céréales et un café.)

What is the word for 'breakfast' in French?

What did '*Je voudrais*' mean?

What might I have ordered?

Can you work out the names of these breakfast items?

French	Phonetic Pronunciation
Le café	Luh kafay
Le lait	Luh lay
Le jus d'orange	Luh jhew doronjh
Le pain grillé	Luh pang gree-yay
Le beurre	Luh beur
La confiture	La confityur
Le croissant	Luh crwassong
Le pain au chocolat	Luh pang oh shokolah
Le chocolat chaud	Luh shokolah show
Les céréales	Lay sayrayal

Qu'est-que ce vous prenez?
(What would you like?)

Write out three different sentences containing what you could order in French for breakfast.

Pour mon petit dejeuner je voudrais.........................

avec.................... et un ....

Challenge: What was in a traditional French breakfast? *(Le petit dejeuner traditionnel)*