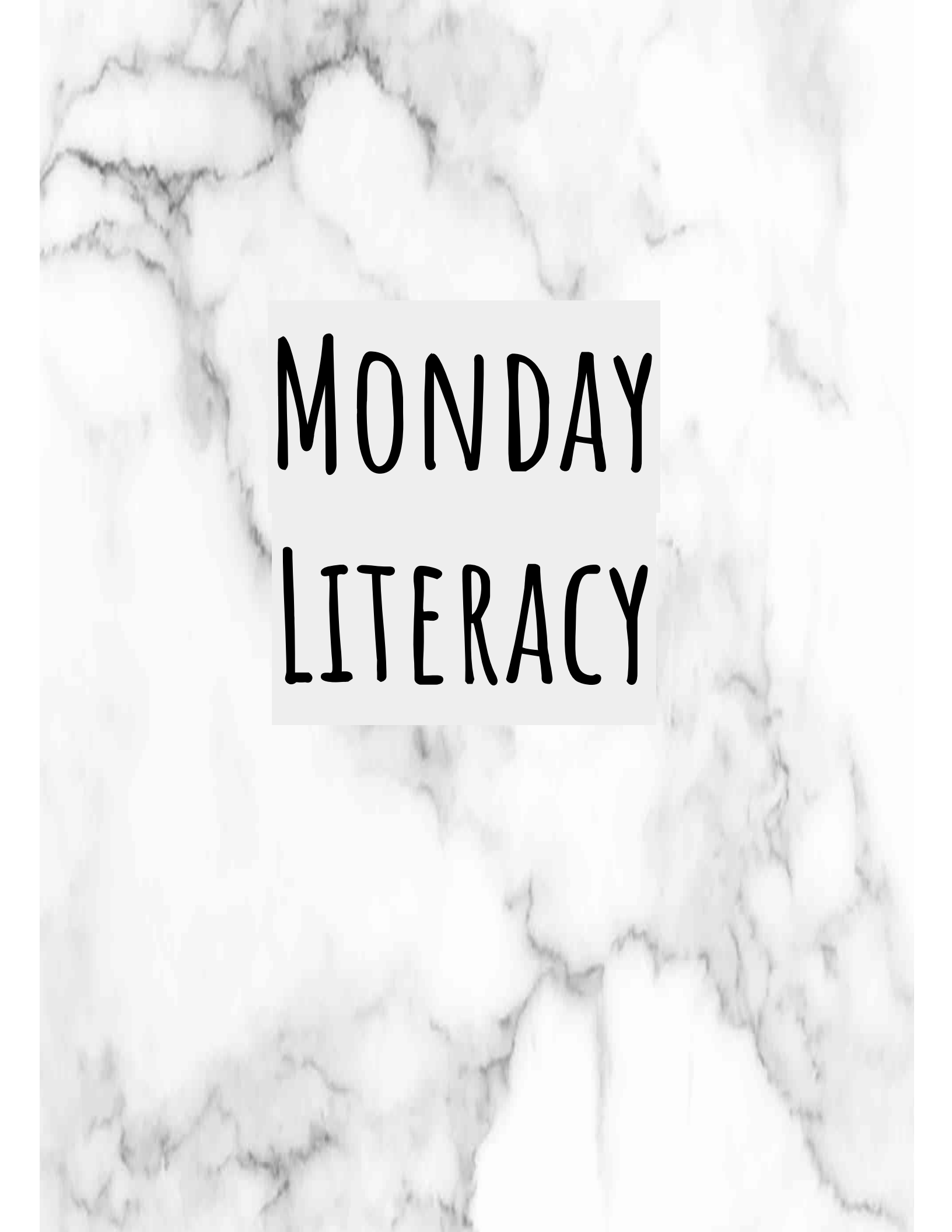


Remote learning Grid - Week 2 Term 3 – YEAR 6

This grid covers both online and offline options. Activities that are highlighted **yellow** will receive explicit feedback from teachers. If the learning is completed offline, please submit the work via one of the 2 options. Option 1: submit work via Google Classroom. Option 2: hand in completed work to the teacher at the end of each week via the front office. **Optional activities are highlighted in green.** Make sure you answer the attendance question on Google Classroom by 9am each morning. Students working online with Google Classroom will also be monitored every second day to ensure that work is being completed. If work is not completed parents will be contacted via Class Dojo. For those working on the home package progress will be checked by class dojo with parents on Thursday mornings. Feedback on activities will be provided in school hours only.

	Monday 19/7/21	Tuesday 20/7/21	Wednesday 21/7/21	Thursday 22/7/21	Friday 23/7/21
Morning	<p>Morning Routine Google Classroom Answer the attendance question in the comments of your teacher's morning video.</p> <p>English DEAR Sustained silent reading for at least 30 minutes. Spelling Soundwaves Unit 20 Year 5 took556 Year 6 loud994 Write down your list of words. Dictionary meanings for list words. Write complex sentences containing 6 of your words. Include in your sentences a metaphor, an idiom and personification. Complete online Sound Waves activities.</p>	<p>Morning Routine Google Classroom Answer the attendance question in the comments of your teacher's morning video.</p> <p>English DEAR Sustained silent reading for at least 30 minutes. Spelling Soundwaves Online Unit 2 Year 6 loud994 Writing Informative Writing Read through the Informative Writing Revision package. Watch the two Youtube videos and respond to the questions in point form. Squiz Kids Podcast: Simply listen to today's podcast. https://www.squizkids.com.au</p>	<p>'Morning Routine Google Classroom Answer the attendance question in the comments of your teacher's morning video.</p> <p>English DEAR Sustained silent reading for at least 30 minutes. Spelling Soundwaves Online Unit 20 Year 6 loud994 <i>Dictionary Meanings</i> for 8 words from your list. Reading: Detention Chapter 5 Chapter 5 Activity: Draw a label of Sina's journey so far. <i>Detention Chapter 6</i> Chapter 6 Activity: Write an interview with Dan. Write a range of interesting questions, then use the text and your imagination to write answers. Squiz Kids Podcast: Simply listen to today's podcast. https://www.squizkids.com.au</p>	<p>Morning Routine Google Classroom Answer the attendance question in the comments of your teacher's morning video.</p> <p>English DEAR Sustained silent reading for at least 30 minutes. Spelling Soundwaves Online Unit 20 Year 5 took556 Year 6 loud994 Reading: Detention Chapter 7 Chapter 7 Activity: Draw a picture of an important event from the book so far. Underneath your picture, write how you think the main character was feeling before the event, during the event and after the event. Explain why you think the character was feeling this way.</p>	<p>Morning Routine Google Classroom Answer the attendance question in the comments of your teacher's morning video.</p> <p>English DEAR Sustained silent reading for at least 30 minutes. Spelling Soundwaves Online Unit 20 Year 5 took556 Year 6 loud994 Activity: Draw a column with the titles Food, Countries and Names. With a timer, brainstorm as many words as possible that include focus phonemes. Reading: Detention Chapter 8 Chapter 8 Activity: Make a prediction about what you think will happen in the next chapter. Explain why you think this will happen. Squiz Kids Podcast: Simply listen to today's podcast. https://www.squizkids.com.au</p>

Wellbeing break	<i>Check in and say Hi</i> Call, facetime or skype a friend and talk about anything except lockdown.	Get Moving! Complete 30 minutes of exercise. List what you did.	<i>Drink some water!</i> We all too often forget to do one of the most important and simplest things for our health and wellbeing. Keeping hydrated throughout the day will help your focus and energy levels and keep you happy and alert!	What are you thankful for? Think about 10 things that you're grateful for. Write them down.	Work and Play Play a boardgame with your family members.
Break					
Middle	Mathematics ● Numeracy Ninjas Week 22 Session 1 ● Complete the "3D Shapes Monday" slide on identifying properties of 3D shapes. Complete all the tasks within the slide. ● Complete 3 Mathletics activities	Mathematics ● Numeracy Ninjas Week 22 Session 2 ● Complete the "3D Shapes Tuesday" slide on identifying and describing 3D objects based on their nets. Complete all the tasks within the slide. ● Complete 3 Mathletics activities.	Mathematics ● Numeracy Ninjas Week 22 Session 3 ● Complete the "3D Shapes Wednesday" slide on sketching front, side and top views of 3D Shapes. Complete all the tasks within the slide. ● Complete 3 Mathletics activities.	Mathematics ● Numeracy Ninjas Week 22 Session 4 ● Complete the "3D Shapes Thursday" slide on constructing pyramids and prisms. Complete all the tasks within the slide (you have 2 days to complete this task). ● Complete 3 Mathletics activities.	Mathematics ● Complete 3 Mathletics worksheets. ● Complete the lesson from yesterday and upload a photo of your castle into the Friday slide.
Wellbeing break	Complete 30 minutes of incidental activities (everyday activities like hanging washing on the line, vacuuming)	Go for a 20 minute walk with your siblings or by yourself.	<i>Do something</i> for your family members, for example, cook a meal, tidy the house, complete a chore without being asked.	<i>Music</i> can make us feel so much better. Make a playlist of your favourite songs.	<i>Ways to Chill for Cheap</i> Self-care doesn't have to be expensive. What are some different low-cost ways that help you to chill out? List a few of your top strategies and complete.
Break	Break	Break	Break	Break	Break
Afternoon	KLA PE Use any of the fitness lessons on the website below to keep up your fitness. Take photos of you completing some of the activities. https://www.youtube.com/results?search_query=pe+with+joe+30th+april	KLA Geography Work through the Google slide for geography. Countries in yellow on the attached map are Australia's top ten trading partners. Place answers onto the Google slide.	KLA Science Work through the 'Week 2 Science, <i>Why do we float in space?</i> ' Inquisitive will be required for this task. Place answers onto the Google slide.	KLA History, Geography, English Squiz Kids Podcast Listen to today's Squiz Kids Podcast on the website https://www.squizkids.com.au/ Write a summary of VIPs (Very Important Points) from the podcast today.	KLA Sport Create a home workout that requires no gym equipment and only household items. Your workout needs to be at least 15 minutes in length and can be one or a mixture of: - Aerobics - Dance routine - Cardio - Body weight/ Resistance - Balance/Yoga You can submit the video online and include yourself demonstrating the workout. Miss Michos will be trying these out! Get creative

The background of the image is a light-colored, marbled pattern with grey and white swirls. In the center, there is a light grey rectangular box containing the text "MONDAY LITERACY" in a bold, black, sans-serif font. The text is arranged in two lines, with "MONDAY" on the top line and "LITERACY" on the bottom line.

**MONDAY
LITERACY**



SPELLING LEARNING INTENTION

WE ARE LEARNING TO DRAW ON APPROPRIATE STRATEGIES TO ACCURATELY SPELL FAMILIAR AND UNFAMILIAR WORDS

SUCCESS CRITERIA:

- I CAN IDENTIFY THE SOUND OF THE WEEK
- I CAN LOOK UP THE MEANING OF AN UNKNOWN WORD IN THE DICTIONARY
- I CAN IDENTIFY TYPES OF SPEECH

DEAR: SUSTAINED SILENT READING FOR AT LEAST 30 MINUTES.

FILL IN THE TABLE BELOW.

Book Title	Type here
Pages	Type here
Time read	Type here

SPELLING: SOUNDWAVES UNIT 20

www.soundwaveskids.com.au

Year 5: took558


Year 6: loud994




Pig Monday - Tuesday


Robot Wednesday - Friday



p pp
 pig
 slipper



r rr wr
 robot
 carrot
 wrist



r robot
rr carrot
wr wrist
rh rhythm
rrh arrhythmic

TYPE IN YOUR LIST WORDS FOR 'P, PP'



UNIT 20 - YEAR 5

List Words

Extension List Words

support
surprise
impolite
position

emptiness
separately
patient

patience
applicant
application

incorporate
experience
expectation

List Words

Extension List Words

decomposition
envelop
escapee
especially
expectation

expenditure
inspector
leopard
patiently
perception

period
preparation
presidential
primarily
privatise

promising
rapidly
recipe
supportive
supposition

UNIT 20 - YEAR 6

List Words

Extension List Words

precede
inspector
precisely
passenger

escapee
supportive
provision

preparation
applicable
municipal

precipice
rapidity
hippopotamus

List Words

Extension List Words

appalling
apprehend
contemptuous
decapitate
decrepit

deprivation
disreputable
impudent
perishable
perpetually

petrified
preferential
preservative
procured
professional

profitable
prosperity
sculptor
shepherd
superficially



GRAMMAR LEARNING INTENTION

WE ARE LEARNING TO WRITE COMPLEX SENTENCES WITH FIGURATIVE LANGUAGE.

SUCCESS CRITERIA:

- I CAN WRITE COMPLEX SENTENCES USING A SPELLING WORD
- I CAN USE CONJUNCTIONS APPROPRIATELY
- I CAN USE FIGURATIVE LANGUAGE IN MY WRITING

SENTENCE REVISION - COMPLEX AND COMPOUND

Simple Sentences

A simple sentence is also called an independent clause. It contains a **subject** and a **verb** and expresses a complete thought.

Scott **plays** tennis in the morning.

Compound Sentences

A compound sentence contains two independent clauses joined by a **coordinating conjunction** (and, but, for, nor, or, so, yet).

Scott **was playing** tennis, **so** **Mary** **went** to the beach.

Complex Sentences

A complex sentence combines an independent clause with one or more dependent clauses. A complex sentence always has a **subordinating conjunction** (after, although, because, since, when) or a relative pronoun (that, which, who).

Scott **wore** his hat **because** **he** **was playing** in the sun.

Complex Sentences

A complex sentence combines an independent clause with one or more dependent clauses. A complex sentence always contains a **subordinating conjunction**.

Example:

Lionel **wore** his **ear muffs** **because** **he** **was** cold.

complex sentences =
main clause + conjunction + dependent clause



CONJUNCTIONS ARE ESSENTIAL IN COMPLEX SENTENCES.

USE THIS POSTER TO HELP YOU WRITE YOUR SENTENCES.

Subordinating Conjunctions

Subordinating conjunctions are used to join an independent clause to a dependent clause. They show how the two clauses relate to each other. Here are some commonly used subordinating conjunctions.

after	although	before	as
if	how	than	that
until	whether	when	where
while	because	unless	since
once	wherever	whenever	though

Figurative Language

FIGURATIVE LANGUAGE ENHANCES OUR SPEECH AND WRITING, ALLOWS US TO DESCRIBE IN MORE DETAIL AND MAKES CONCEPTS EASIER TO VISUALISE.

USE THIS POSTER TO HELP YOU IN THE TASK.

Metaphor

She is a ray of sunshine.
Heart of stone.
He is the light of my life.
A rollercoaster of emotions.

Personification

The snow speaks.
The grass tickled my feet.
The leaves danced on the trees.
The husky corn spoke.

Onomatopoeia

Crash! Splash! Boom!
Pop! Bam! Snap!
Honk! Buzz! Drip!
Swish! Ring! Crackle!

Alliteration

Evil eagles eat eels.
Dreary, dismal darkness.
Pretty purple purses.
Adjectives and adverbs.

Simile

Pure as snow.
Quiet as a mouse.
Busy as a bee.
Cute as a kitten.

Idiom

Time flies.
Cat got your tongue.
Broken heart.
Face the music.

Hyperbole

For the millionth time, be quiet!
He's got a brain the size of a pea.
These shoes are killing me.
Speed up- a snail can go faster than you!

SENTENCES: WRITE COMPLEX SENTENCES CONTAINING 6 OF YOUR SPELLING WORDS.

- ✓ INCLUDE IN YOUR SENTENCES EITHER A METAPHOR, AN IDIOM AND PERSONIFICATION.
- ✓ USE THE PREVIOUS SLIDES TO HELP YOU.
- ✓ UNDERLINE THE SPELLING WORD IN EACH SENTENCE

1.

2.

3.

4.

5.

6.

AMAZING WORK! TURN YOUR WORK IN!

3D shape

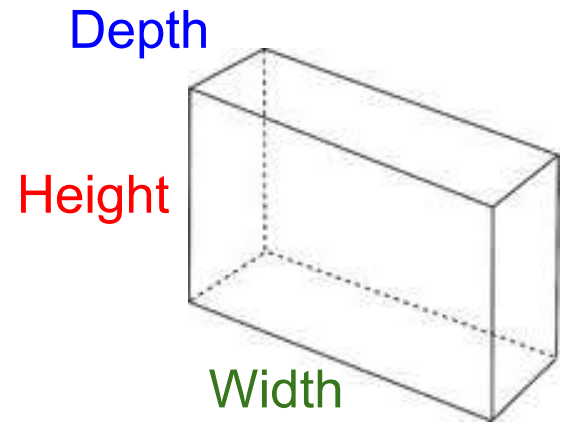
Year 6

Monday

Success Criteria

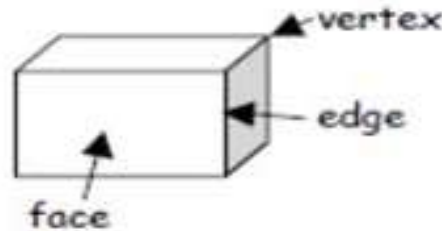
- Identifies properties of 3D objects
- Identifies and describes 3D objects based on their nets
- Uses a variety of materials to construct pyramids and prisms
- Sketches the front, side and top views of 3D shapes

3D shapes have 3 dimensions: **height**, **width** and **depth**. Sometimes we call them solids. When we draw them we often show them as transparent or as skeletons, so we can 'see' all their sides. 3d shapes can have ALL flat sides, ALL curves sides, or a mixture of both.



Face vs surface?

Face is often used to describe a flat polygonal surface, whereas if it is curved, curved surface is commonly used.



Parallel faces are those faces which are opposite and parallel to one another, such as the bases of a prism.

2D shapes are the **faces** of a 3D shape.

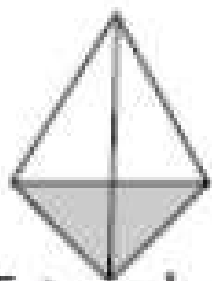
The **edge** is where the 2 faces meet.

The point where 2 or more faces meet is called the **vertex**.

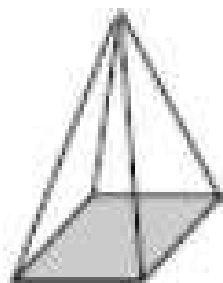
More than 1 vertex is called **vertices**.

An **apex** is the vertex found on the pyramid or cone opposite the base shape.

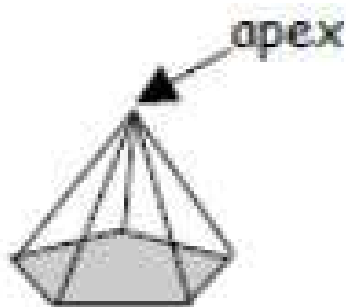
These shapes are **polyhedrons**. This means that each face is a polygon. The polyhedrons that we most commonly come across are prisms and pyramids.



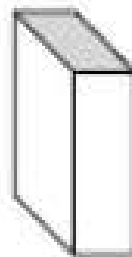
Triangular
Pyramid



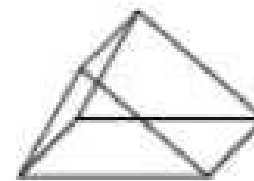
Square
pyramid



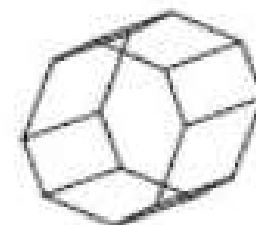
Pentagonal
pyramid



Rectangular
Prism



Triangular
prism



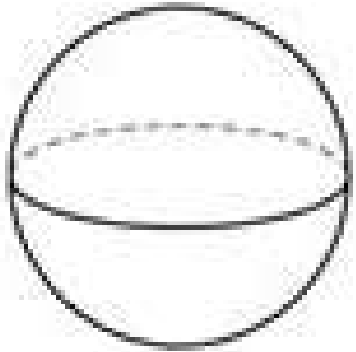
Hexagonal
prism

Pyramids have a base with 3 or more straight sides. They have triangular faces which meet at a point. They are named after their bases.

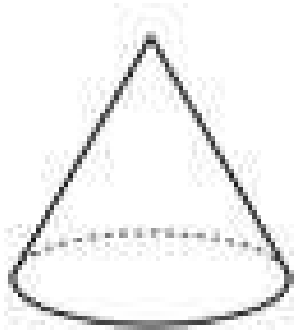
Prisms have identical parallel faces joined by rectangles. Most prisms are named after their end faces.

Non-polyhedrons

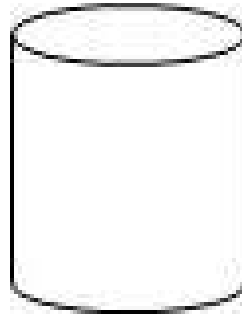
A group of shapes with 1 or more curved surfaces



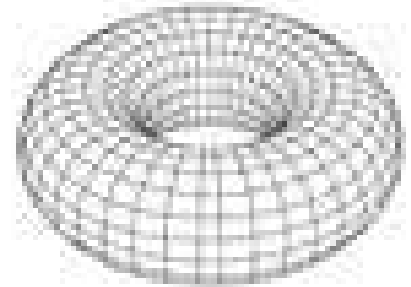
Sphere



Cone



Cylinder



Torus

Teaching Video - *Recognising 3D shapes*

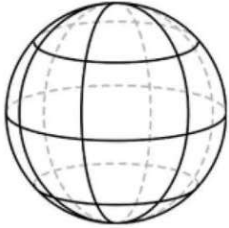
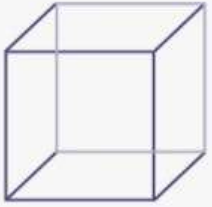
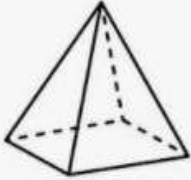
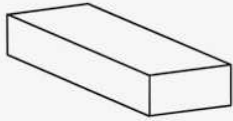
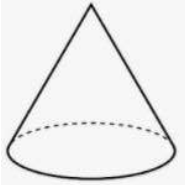
<https://www.khanacademy.org/math/cc-sixth-grade-math/cc-6th-geometry-topic/geometric-solids/v/recognizing-common-3d-shapes>

Practice by answering these questions

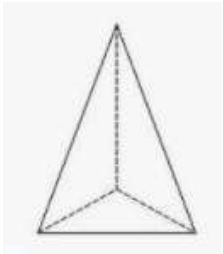
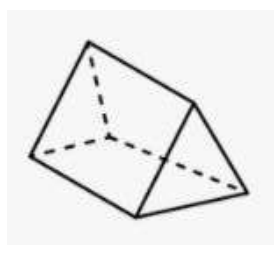
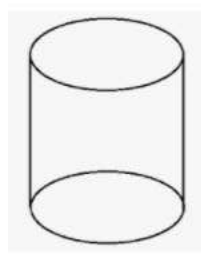
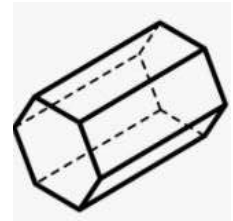
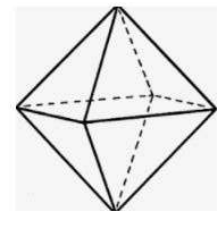
<https://www.khanacademy.org/math/cc-sixth-grade-math/cc-6th-geometry-topic/geometric-solids/e/identify-geometric-solids--3d-figures->

If these links don't work, please copy and paste them into your browser to open them online.

Record the name of the shape and the number of surfaces, edges and vertices

					
Name					
Surfaces					
Edges					
Vertices					

Record the name of the shape and the number of surfaces, edges and vertices

					
Name					
Surfaces					
Edges					
Vertices					



Complete Week 22 Session 1 from the attached slide

Complete at least 3 of your mathletics tasks.

For those of you who need to catch up,
please take the opportunity to get through
some more of your tasks.

WEEK 22 SESSION 1 - Answer as many questions as you can in 5 mins

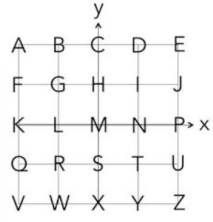
MENTAL STRATEGIES -
do these in your head

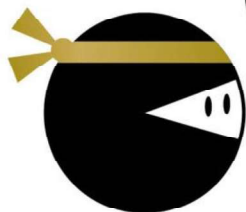
TIMESTABLES -
do these in your head

KEY SKILLS - you may use written calculations for
these questions

Q	Question	Answer
1	$\square + 4 = 5$	
2	$\square + 85 = 100$	
3	What is half of 4?	
4	$99 - 10 = \square$	
5	$55 + \square = 60$	
6	$119 = 99 + \square$	
7	$148 - 139 = \square$	
8	$5 \times 9 = 45$, so $45 \div 5 = \square$	
9	What is 20:27 in 12 hour clock format?	
10	From 7:19 am, how many minutes until 7:50 am?	
Total out of 10		

Q	Question	Answer
1	$7 \times 6 = \square$	
2	$24 \div \square = 8$	
3	$\square \times 7 = 14$	
4	$\square \div 8 = 9$	
5	$18 \div 3 = \square$	
6	$4 \times \square = 36$	
7	$5 \times \square = 40$	
8	$4 \times 4 = \square$	
9	$36 \div \square = 4$	
10	$30 \div \square = 3$	
Total out of 10		

Q	Question	Answer
1	$242 \times 56 = \square$	
2	$17916 - 9991$	
3	2.6×6.7	
4	0.26 as a fraction	
5	$3.45 + 87.28$	
6	$(-10) \div (-1)$	
7	$8 + (-10)$	
8	Round 0.002788 to 2 s.f.	
9	What is the letter at (1,-2)? 	
10	What is $\frac{9}{10}$ of 30?	
Total out of 10		



What's your **NINJA** Score?
Fill in your scores in the boxes
and calculate it now!

**MENTAL
STRATEGIES:**

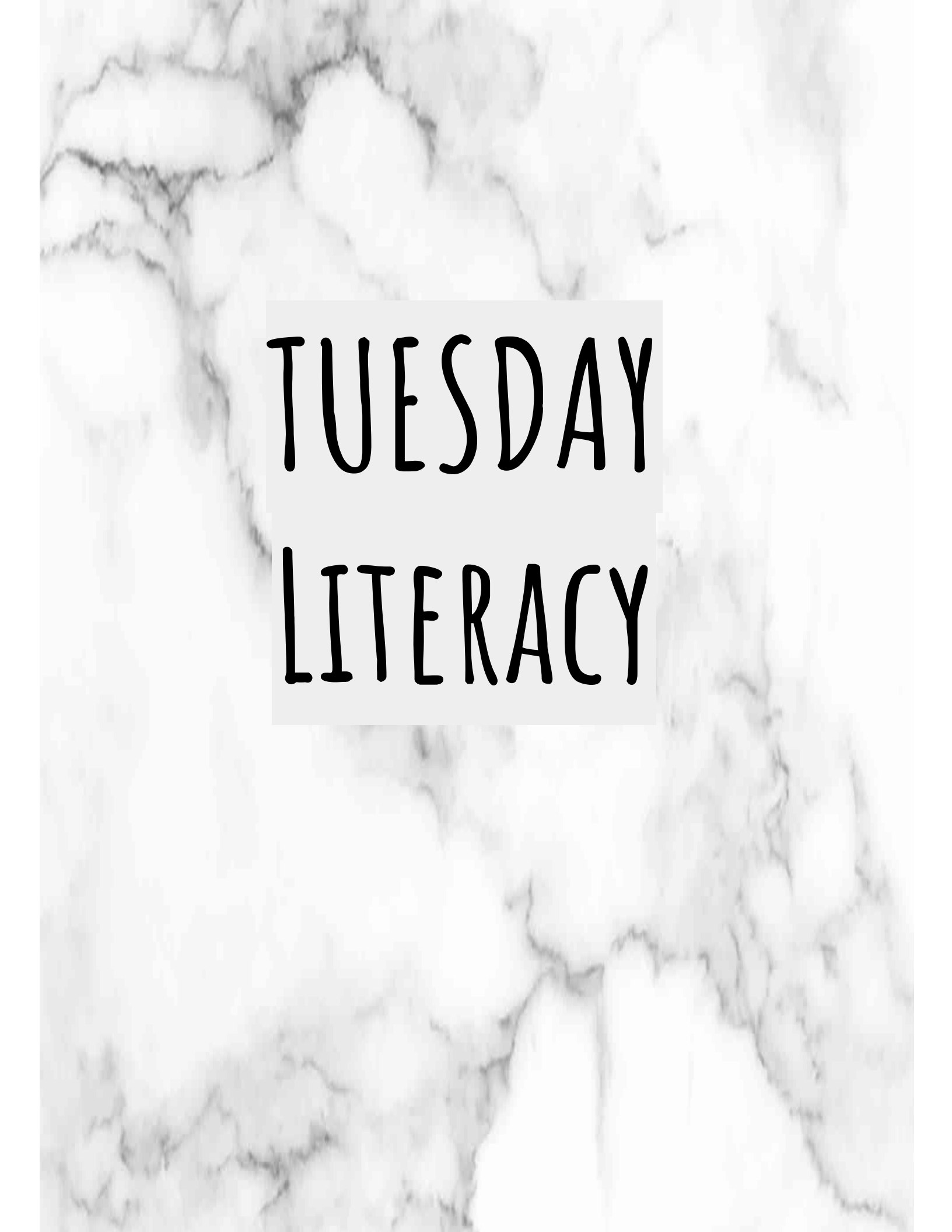
TIMESTABLES:

KEY SKILLS:

+

MY **NINJA** BELT:

NINJA SCORE:

The background is a light-colored marble pattern with grey and white veining. A semi-transparent grey rectangular box is centered on the page, containing the text 'TUESDAY LITERACY' in a bold, black, hand-drawn font. The text is arranged in two lines: 'TUESDAY' on the top line and 'LITERACY' on the bottom line.

**TUESDAY
LITERACY**



SPELLING LEARNING INTENTION

WE ARE LEARNING TO DRAW ON APPROPRIATE STRATEGIES TO ACCURATELY SPELL FAMILIAR AND UNFAMILIAR WORDS

SUCCESS CRITERIA:

- I CAN IDENTIFY THE SOUND OF THE WEEK
- I CAN APPLY SOUND AND SPELLING KNOWLEDGE TO COMPLETE SOUNDWAVES ACTIVITIES

DEAR: SUSTAINED SILENT READING FOR AT LEAST 30 MINUTES.

FILL IN THE TABLE BELOW.

Book Title	Type here
Pages	Type here
Time read	Type here

SPELLING: SOUNDWAVES UNIT 20

www.soundwaveskids.com.au

Year 5: took558

Year 6: loud994

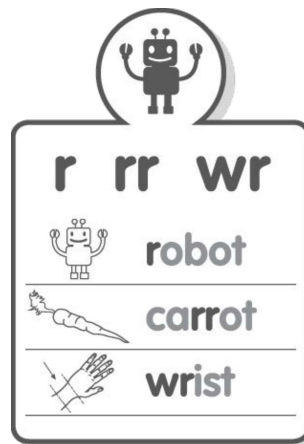
This week, there are two sounds for Unit 20.




Pig Monday - Tuesday

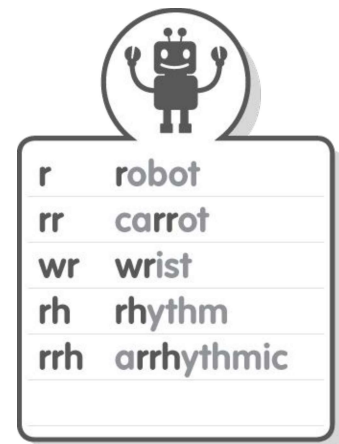
Robot Wednesday - Friday



p pp
 pig
 slipper



r rr wr
 robot
 carrot
 wrist



r robot
rr carrot
wr wrist
rh rhythm
rrh arrhythmic

COMPLETE ONLINE SOUNDWAVES GAMES AND ACTIVITIES.



UNIT 20 - YEAR 5

List Words

Extension List Words

support
surprise
impolite
position

emptiness
separately
patient

patience
applicant
application

incorporate
experience
expectation

List Words

Extension List Words

decomposition
envelop
escapee
especially
expectation

expenditure
inspector
leopard
patiently
perception

period
preparation
presidential
primarily
privatise

promising
rapidly
recipe
supportive
supposition

UNIT 20 - YEAR 6

List Words

Extension List Words

precede
inspector
precisely
passenger

escapee
supportive
provision

preparation
applicable
municipal

precipice
rapidity
hippopotamus

List Words

Extension List Words

appalling
apprehend
contemptuous
decapitate
decrepit

deprivation
disreputable
impudent
perishable
perpetually

petrified
preferential
preservative
procured
professional

profitable
prosperity
sculptor
shepherd
superficially



STAGE 3
INFORMATIVE WRITING

LEARNING INTENTION

WE ARE REVISING THE STRUCTURE AND FEATURES OF INFORMATIVE WRITING.

SUCCESS CRITERIA

- ✓ I CAN IDENTIFY THE PURPOSE AND TYPES OF INFORMATIVE TEXTS
- ✓ I CAN IDENTIFY INFORMATIVE TEXT STRUCTURE
- ✓ I UNDERSTAND THAT INFORMATIVE TEXTS REQUIRE CERTAIN LANGUAGE FEATURES



What Are Informative Texts?

Informative texts provide factual information about a particular topic. Some examples of topics include people, animals, objects and events. There are many types of informative texts, such as:

- procedures
- reports
- explanations
- news articles.



WATCH THIS VIDEO ON INFORMATIVE WRITING..

[HTTPS://YOUTU.BE/022BIMAMKPA](https://youtu.be/022BIMAMKPA)

Informative Texts – Language

Informative texts use factual, subject-specific language.

Here are some examples of the language and grammatical features you might find in an informative text:

- subject-specific, technical vocabulary
- group and/or category words
- adjectives and adverbs
- connectives of time
- phrases showing cause and effect
- comparative language.



What are information reports and why do we write them?

Information reports are written to classify and describe factual information about a certain topic or theme. We can write information reports on animals, cities, history, sport, people, companies and many more topics.

What structure is needed in an information report?

An information report includes:

- An opening general statement or general classification, which classifies the topic and/or theme and includes further technical information about the subject of the report.
- Descriptive information about various aspects of the topic or theme, which is organised into paragraphs, with or without subheadings and sections.

What are the main language features?

- **Language of generalisation**, for example: **A** dinosaur is....
- **Language of description**, for example: The Great Barrier Reef has **beautiful, colourful coral** formations.
- **Language of comparison/contrast**, for example: Trams **are similar to** trains.

What other features need to be included?

Text Cohesion

For a text to 'flow' there needs to be links and relationships established within the text. This is done through linking back to something that has already been mentioned, like events or people. The cohesive features that are used are mainly pronouns and synonyms, for example: Dinosaurs are.... These animals are.... These large animals.... They....

Subject/Verb Agreement

For example: The dinosaur **has** a tail. Dinosaurs **have** a tail.

Technical Language

This language included words and vocabulary that is specific to the particular topic or theme that is being written. When writing about dinosaurs, the technical language would be subject to this particular topic, for example: ancient, Jurassic, carnivores.

Timeless Present Tense

For example: Fish **come up** to the surface of the water to breathe.

Paragraphs in Informative Writing

1.

Introduce the subject using a clear topic sentence.

2.

State facts about the subject in a logical order.

3.

Describe the subject using appropriate technical vocabulary.

4.

Conclude with a statement about the subject.

HINT

Focus on only one aspect of the subject per paragraph.



WATCH THE FOLLOWING VIDEO ON
INFORMATIVE WRITING PARAGRAPHS

[HTTPS://WWW.YOUTUBE.COM/WATCH?V=MPGHEJICBC4&T=11s](https://www.youtube.com/watch?v=MPGHEJICBC4&T=11s)

WRITE 3 FEATURES OF A SUCCESSFUL INFORMATIVE WRITING PARAGRAPH FROM THE VIDEO..

1.

2.

3.

Informational Writing Transition Words and Phrases

Transition words and phrases for providing initial details, reasons and research.	Transition words and phrases for connecting additional details, reasons and research.	Transition words and phrases for connecting the last details, reasons and research.	Transition words and phrases to give examples, evidence and explanations.	Transition words and phrases to start your conclusion.
<ul style="list-style-type: none"> • Firstly • To start • First and foremost • To begin with • In the first place • Initially • For one thing 	<ul style="list-style-type: none"> • Secondly • Next • Another reason • Furthermore • Also • In addition to this • Additionally • Equally important • Another point worth noting • Another fact to consider • Similarly • To continue 	<ul style="list-style-type: none"> • Finally • Lastly • Most importantly • One last reason • Last but not least • Ultimately • Finally, yet importantly 	<ul style="list-style-type: none"> • For example • In fact • Additionally • Specifically • As an example of • Similarly • Such as • Furthermore • Particularly • In other words • To clarify • For instance • To illustrate this point • Evidence of this would be • Proof of this can be seen 	<ul style="list-style-type: none"> • All in all • Subsequently • To sum up • As you can see • All things considered • In conclusion • In summary • As a result • Finally • To wrap it up • Essentially • Overall • Needless to say • For these reasons



A GREAT RESOURCE FOR YOUR INFORMATIVE WRITING!

Language of Generalisation

The language of generalisation is used to make general statements, rather than particular statements about certain groups, classes, or categories of people, places or things.

Examples:

A catfish is...

Many dogs have...

The whole population is...

The total population is...

All of them have dark brown fur.

Descriptive Language

Adverbs, Adverbial Phrases and Adverbial Clauses

Adverbs, adverbial phrases and adverbial clauses are used to build effective and detailed descriptions.

Adverbs are used to give further information about a verb. They are often formed by adding '**ly**' to the end of an adjective.

Adverbial phrases add greater detail to the description. They are a group of words that usually begin with a preposition, such as **How? When? Why? What?** or **With What?**

Adverbial clauses include a verb and provide information about **time, place, reason, purpose and result.**

Adverbial clauses usually begin with a conjunction, for example: **because, when, if, as so, before, after, until, as soon as, where, wherever, since, whenever, once.**

Examples:

The hammerhead shark swim **constantly.** (adverb)

The hammerhead shark hunts and strikes **from below.** (adverbial phrase)

Hammerhead sharks are usually solitary animals, **although they are**

occasionally spotted swimming with other sharks. (adverbial clause)

Descriptive Language

Adjectives, Adjectival Phrases and Adjectival Clauses

Adjectives, adjectival phrases and adjectival clauses are used to build effective and detailed descriptions.

Adjectives are words use to describe a certain topic, theme, person, place or thing.

Adjectival phrases are a noun group introduced by a preposition that gives information about a noun, for example: **with, at, on, to, for, among, by, of, within, around.**

An adjectival clause is a clause that gives specific information about a noun. It must include a verb, and it generally begin with a pronoun such as: **who, whose, to whom, which, that.**

Examples: The girl with **brown curly hair** sat down in front of me.

The girl **with brown curly hair** sat down in front of me.

The girl **who had the brown curly hair** sat down in front of me.

Language of Comparison and Contrast

Comparison

The language of comparison means we deal with similarities and dissimilarities. We use this language to describe the similarities and differences between different ideas and concepts.

Examples:

Tigers are **bigger/smaller/longer/shorter** than cats.

Both the alligator and crocodile **have...**

A funnel web spider is **more** dangerous than an ant.

Jupiter, **like** Saturn **is** a planet in our Solar System.

A similarity between Sydney and Melbourne is...

Language of Comparison and Contrast

The language of contrast means we refer to the most extreme of concepts. We use this language to describe the most extreme similarities and differences between different ideas and concepts.

Examples:

Tigers are **big** and cats are **small**.

Crocodiles and alligators **are** different because...

A significant difference is...

The main similarity is...

Brisbane and Sydney **differ in** population.

WATCH THE FOLLOWING VIDEO ON INFORMATIVE WRITING

https://www.youtube.com/watch?time_continue=50&v=53L-5zE7lbw&feature=emb_logo

Write 3 points from the video that you think are important when writing Informative Texts.

Type here

Type here

Type here

HERE IS AN EXAMPLE OF A STUDENT ANIMAL INFORMATION REPORT ON THE CHEETAH,

YOU CAN SEE HIGHLIGHTED FEATURES THAT ENHANCE THIS REPORT.

THIS PIECE OF WRITING IS FOR YOU TO EXPLORE TO CRITICALLY ANALYZE, TO IMPROVE YOUR OWN WRITING SKILLS AND DEEPEN YOUR UNDERSTANDING OF INFORMATION REPORT WRITING.

Information Report Example – Year 6 / Age 12

The Cheetah

Categorizing

Cheetahs are mammals who belong to the **big cat family**. Their scientific name is ***Acinonyx jubatus*** and they are located in Africa. They are one of the most streamlined of all land animals and whilst most people appreciate Cheetahs for their speed and agility, **they are amazing animals in many other ways**.

Technical Language

Topic sentence about habitat

Cheetahs can accelerate faster than most cars reaching ninety kilometers per hour in less than three seconds. Their stride length is 7 meters which is equal to the length of an elephant. They use their amazing speed to chase down prey such as gazelles, wildebeests, calves and impalas. Cheetahs cannot retract their claws as this causes them to lose grip when running. Their **sandy coloured fur** makes them blend in with their surroundings so they can get close to their prey.

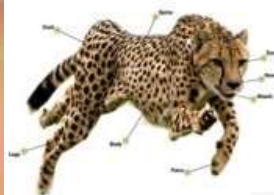
Use of adjectives

Comparative language

Cheetahs also rely on the black marks under their eyes to reduce the glare from the sun because they hunt during the daytime unlike most other cats. Their **muscular tail acts like a rudder** when sprinting at high speed. Cheetahs are the only big cats that can't roar. They either purr like a house cat or chirp, which can be heard from over a kilometre away. Every cheetah **has** a unique chirp.

Present Tense

Labelled relevant diagram



The cheetah's habitat varies from forest to desert and grasslands. Adult cheetahs may be found alone or in a pack called **a coalition** usually made up of two or three litters who defend their territory. Whilst Cheetahs are not as deadly as tigers or lions, they are still considered highly dangerous.

The cheetah is a carnivore that hunts small to medium-sized prey that weigh between twenty to sixty kilograms and mainly consists of small antelopes. They use their sharp teeth, claws, speed and agility to give them a clear advantage over most animals of a similar size.

Unfortunately, the population of cheetahs in Africa is decreasing. In the early 1900's there were approximately 100,000 but in 2010 there were only 7,000. Their lifespan is usually 10 to 12 years. As mammals they give birth to live babies and usually produce three to five kittens in a litter which is raised alone by the mother.

Use of facts to raise awareness

Brief closing comment

Cheetahs are certainly an interesting member of the big cat family **who have much more to them than simply being very fast**.

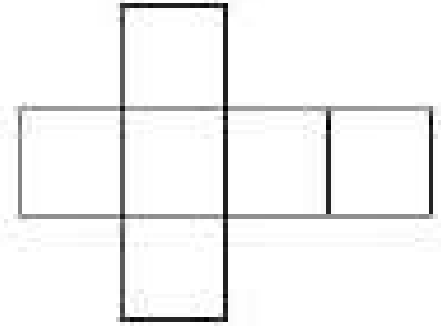
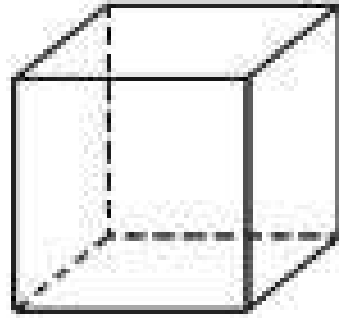
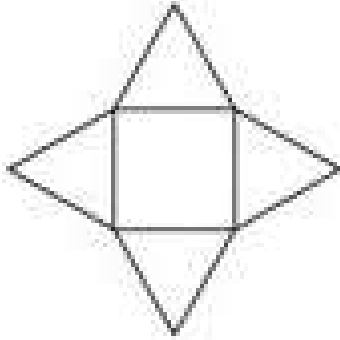
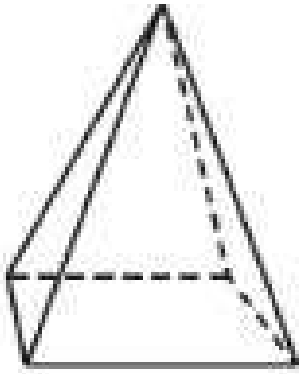
3D shape

Year 6

Tuesday

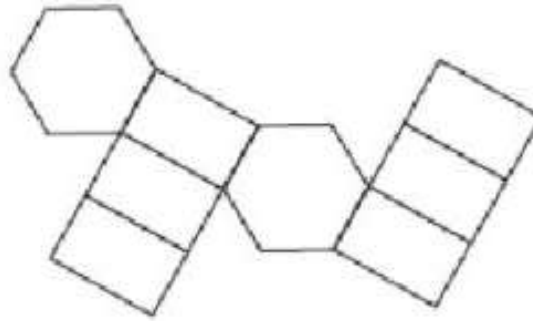
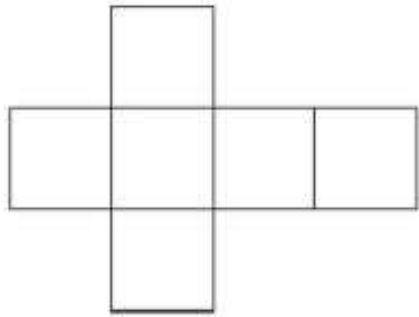
Success Criteria

- Identifies properties of 3D objects
- Identifies and describes 3D objects based on their nets
- Uses a variety of materials to construct pyramids and prisms
- Sketches the front, side and top views of 3D shapes

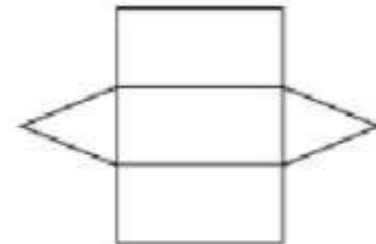
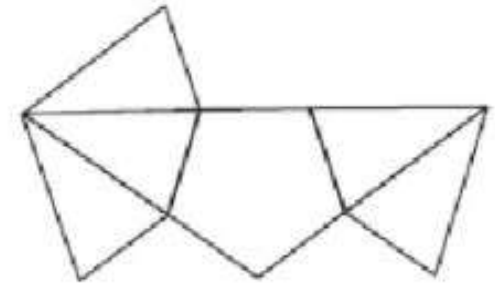
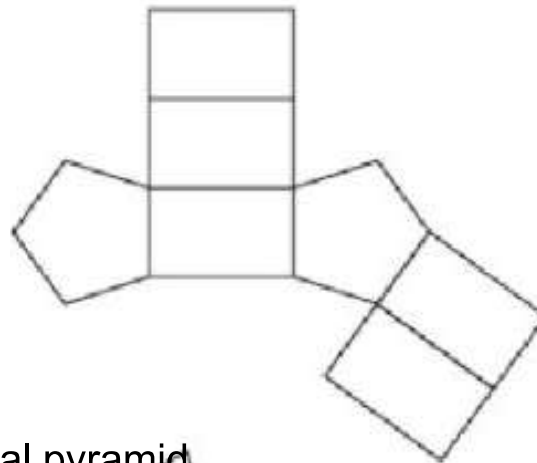
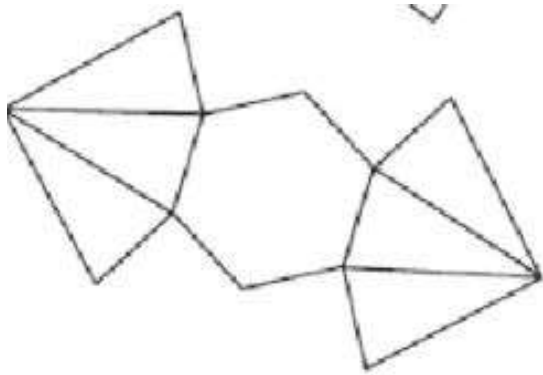
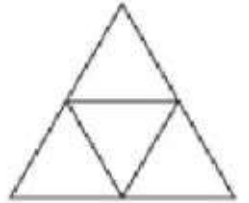


A net is the pattern of a 3D object, unfolded and laid flat.

Parallel faces are **opposite** and parallel to one another, as highlighted above. Not all 3D objects have parallel faces, like the square pyramid above.



Click on each
NAME and drag
the box to the
correct shape



Triangular pyramid

Hexagonal pyramid

Pentagonal pyramid

Triangular prism

Hexagonal prism

Pentagonal prism

cube



Complete Week 22 Session 2 from the attached slide

Complete at least 3 of your mathletics tasks.

For those of you who need to catch up,
please take the opportunity to get through
some more of your tasks.

WEEK 22 SESSION 2 - Answer as many questions as you can in 5 mins

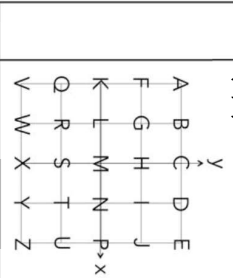
MENTAL STRATEGIES -
do these in your head

Q	Question	Answer
1	$\square + 2 = 5$	
2	$10 + \square = 100$	
3	Halve 6	
4	$79 - 10 = \square$	
5	$24 + \square = 30$	
6	$94 = 34 + \square$	
7	$360 - 353 = \square$	
8	$1 \times 3 = 3$, so $3 \div 3 = \square$	
9	What is 7:20 pm in 24 hour clock format?	
10	From 1:33 pm, how many minutes until 1:51 pm?	
Total out of 10		

TIMESTABLES -
do these in your head

Q	Question	Answer
1	$42 \div \square = 6$	
2	$\square \div 3 = 7$	
3	$2 \times \square = 8$	
4	$\square \div 8 = 8$	
5	$3 \times 8 = \square$	
6	$20 \div \square = 5$	
7	$\square \times 9 = 45$	
8	$\square \div 4 = 10$	
9	$\square \times 7 = 63$	
10	$\square \times 9 = 90$	
Total out of 10		

KEY SKILLS - you may use written calculations for these questions

Q	Question	Answer
1	$93 \times 241 = \square$	
2	$11259 - 5825$	
3	6.5×1.69	
4	$1.461 = \square\%$	
5	$2.38 + 48.56$	
6	$30 \div (-10)$	
7	$(-3) + (-3)$	
8	Round 861 to 2 s.f.	
9	What is the letter at (0,0)? 	
10	What is $1/5$ of 15?	
Total out of 10		

What's your **NINJA** Score?
Fill in your scores in the boxes and calculate it now!



MY **NINJA** BELT:

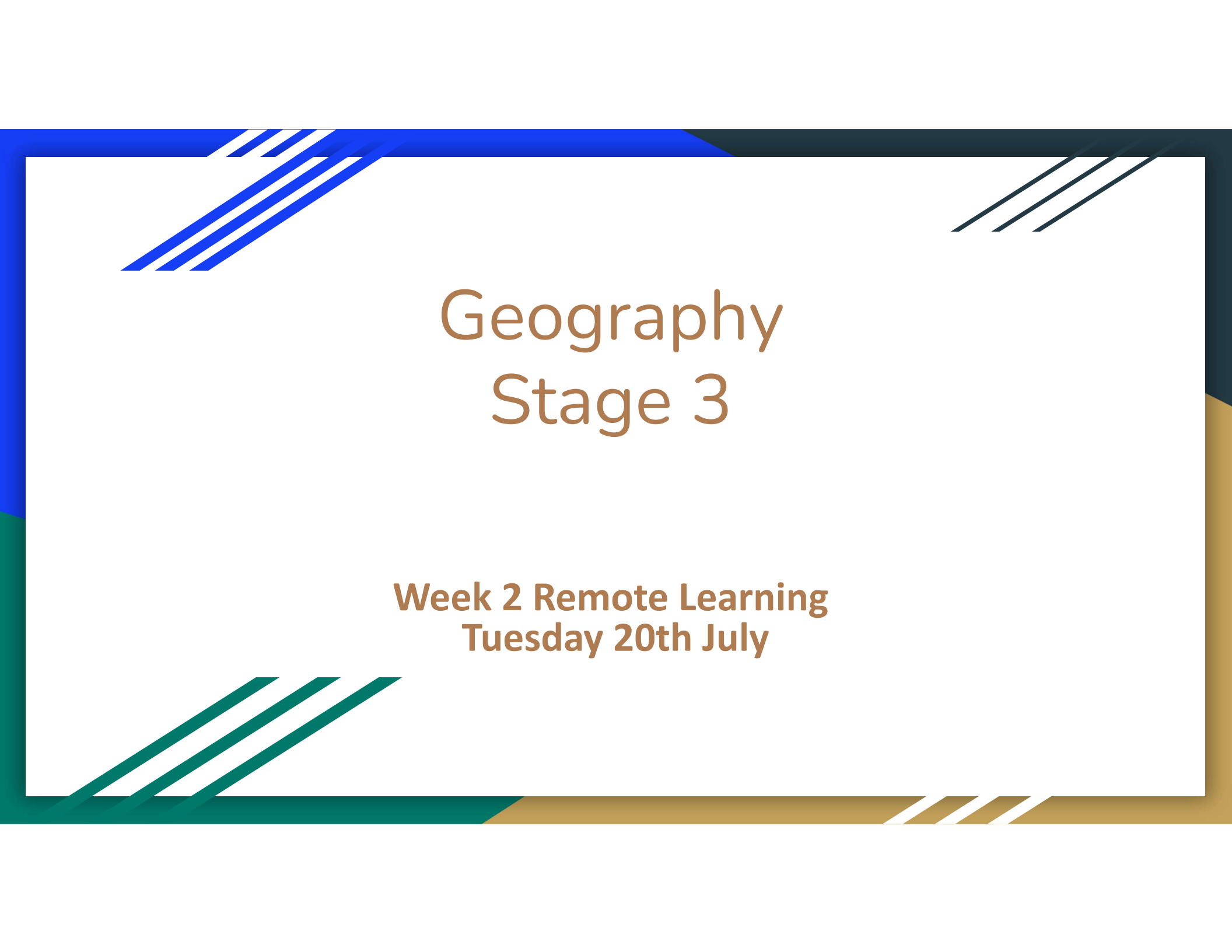
NINJA SCORE:

KEY SKILLS:

 +

MENTAL STRATEGIES:

TIMESTABLES:



Geography Stage 3

**Week 2 Remote Learning
Tuesday 20th July**




What special connections does Australia have with other countries?



7 These are acronyms for some groups that Australia belongs to:

G20 WTO ASEAN APEC IORA ASEM OECD FEALAC

Find out what three of these organisations are and record what they do as a group.

	<p>Answer here</p> <hr/> <hr/> <hr/>
	<p>Answer here</p> <hr/> <hr/> <hr/>
	<p>Answer here</p> <hr/> <hr/> <hr/>

TASK:
Select 3 different organisations. Undergo research to find out more about these organisations and what they do specifically. Place answers in each text box.

Use Google to support you. Ensure you're using accurate websites.

One of the ways that Australia connects with other countries is by trading. Australia has some of the richest minerals in the world, along with world class commodities such as wool, wheat and meat. Trading with other countries means we can sell (export) our produce, creating more jobs in mining, farming, manufacturing and transport. By setting up good connections with trading partners around the world, it also means we can buy (import) things we can't produce easily in Australia.

9

List five items in your classroom or home and write if they were imported or made in Australia.

Answer here

Click this link to help with answering the following question→
[Interactive Trade Map](#)

Find Australia's top 10 trading partners and list them below.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Click on the following → [Advertisement for working in Antarctica](#)

Which jobs would be crucial to a successful working environment in Antarctica, that are not listed in this advertisement?

Answer here

13

What is wrong with this picture?



Answer here

The background is a light-colored marbled pattern with grey and white swirls. Two semi-transparent grey rectangular boxes are centered on the page, one above the other. The top box contains the word 'WEDNESDAY' and the bottom box contains the word 'LITERACY', both in a bold, black, hand-drawn font.

WEDNESDAY

LITERACY



SPELLING LEARNING INTENTION

WE ARE LEARNING TO DRAW ON APPROPRIATE STRATEGIES TO ACCURATELY SPELL FAMILIAR AND UNFAMILIAR WORDS

SUCCESS CRITERIA:

- I CAN IDENTIFY THE SOUND OF THE WEEK
- I CAN USE MY SOUND AND VOCABULARY KNOWLEDGE TO COMPLETE SOUNDWAVES SPELLING TASKS

DEAR: SUSTAINED SILENT READING FOR AT LEAST 30 MINUTES.

FILL IN THE TABLE BELOW.

Book Title	Type here
Pages	Type here
Time read	Type here

SPELLING: SOUNDWAVES UNIT 20

www.soundwaveskids.com.au

Year 5: took558


Year 6: loud994




Pig Monday - Tuesday


Robot Wednesday - Friday



p pp
 pig
 slipper



r rr wr
 robot
 carrot
 wrist



r robot
rr carrot
wr wrist
rh rhythm
rrh arrhythmic

TYPE IN YOUR LIST WORDS FOR 'R, RR, WR'



UNIT 20 - YEAR 5

List Words

Extension List Words

support
surprise
impolite
position

emptiness
separately
patient

patience
applicant
application

incorporate
experience
expectation

List Words

Extension List Words

decomposition
envelop
escapee
especially
expectation

expenditure
inspector
leopard
patiently
perception

period
preparation
presidential
primarily
privatise

promising
rapidly
recipe
supportive
supposition

UNIT 20 - YEAR 6

List Words

Extension List Words

precede
inspector
precisely
passenger

escapee
supportive
provision

preparation
applicable
municipal

precipice
rapidity
hippopotamus

List Words

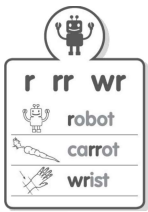
Extension List Words

appalling
apprehend
contemptuous
decapitate
decrepit

deprivation
disreputable
impudent
perishable
perpetually

petrified
preferential
preservative
procured
professional

profitable
prosperity
sculptor
shepherd
superficially



UNIT 20 - YEAR 5

List Words

Extension List Words

battery
relate
through

wreck
resign
refuse

salary
February
library

stationary
respectful
distribute

List Words

Extension List Words

appreciative
celebratory
characterise
contractor
destructive

disinterested
distributor
extremity
improperly
indirect

receptive
recession
refusal
relation
repetitive

resolution
restraint
revelation
reverent
wretched

UNIT 20 - YEAR 6

List Words

Extension List Words

reveal
wrapping
wretched

luxury
resources
advisory

embarrassed
tranquillise
occurrence

reverent
rhapsody
rheumatic

List Words

Extension List Words

altruistic
arrogance
contradictory
contrary
correspondence

curriculum
eradicate
flagrant
illiterate
infiltrate

interrogation
intolerable
irresponsible
irrigation
reluctant

severance
terrestrial
torrential
verification
writhing

Detention Week 2



Chapter 5 and 6

Kobo Desktop

SHOP KOBO MY BOOKS EREADER SETUP Detention

1:47

DETTENTION

weeks, since the day they heard they were being sent home, Sima had listened to Mum and Dad's whispered conversations at night. She was scared that Dad was going a bit like Akram Amiri. He'd been quiet, depressed, even angry sometimes. But, then, in the past few days, while they were planning the escape, he seemed to have hope again.

The police are still sitting there, waiting. An engine revs and she looks behind her to glimpse another police car turning the corner. She slips around the side of the van, drops to the ground, lies down in the gutter. *They've tracked me*, she thinks. *This is it. Why else would two police cars stop on this street?* She sends out a prayer that Mum, Dad and Laila got away. *To Leeton*, she thinks. The thought of them makes her feel so alone.

She watches as the car accelerates towards her, then passes by, pulling up next to the other vehicle.

Sima looks under the van and up the street. The cars are flanked by an enormous shed on one side of the street and a smoke-belching factory on the other. The passenger-side window of the second car rolls down and the officer seems to be talking to the driver of the first car. Seconds later the window goes up, both cars peel left and they are gone. Sima leaves it a few seconds, then climbs out of the gutter, dusts herself off and scurries along outside the factory fence. There's a forklift moving inside the fence. The fat, bald driver looks Sima's way. She speeds up till she's hidden behind a row of concrete trucks.

Sima's exhausted and wants to stop, but she can't. After crossing the road in front of the centre two hours ago, she disappeared into the bush. Sima wanted to wait and see if her family would come, but she didn't dare. Dad had planned that they would stay away from roads until they were far from the centre. So she tramped for over an hour, making slow progress through heavy bush in the semi-dark, fifty metres back from the road. She walked through thick spider webs, scanning the ground for snakes. She's seen a few since arriving in Australia. They often slither into her dreams, too.

Once the sun was well and truly up she stumbled out of the bush into an industrial estate. She collapsed on the grass beside a tall fence with signs saying 'High Voltage' and 'Danger: High-pressure buried oil pipeline' and 'Warning: No unauthorised access'. She was spent. After resting her tired, scratched legs for a while, she took off again and has been weaving her way through an endless labyrinth of factories, sheds and warehouses ever since. Probably going in circles.

Sima makes it to the corner where the police cars turned. They are nowhere to be seen. The street signs say 'Technology Crescent' and 'Computer Circuit'. These seem like strange names for streets. She wonders if she's reading them correctly. Sima went to every English class she could

SCHOOL - 2 / 4

Type here to search

12:35 PM 14/07/2021

Chapter 5 Activity

Draw and label a diagram of Sima's journey so far. Show all of the key features of what she has described about her escape.



Chapter 5 Activity

Insert your diagram below.



Chapter 6 Activity

Write an interview with Dan. Write a range of interesting questions, then use the text and your imagination to write the answers.



Chapter 6 Activity

Write your interview below. Add additional slides if you need more space.



3D shape

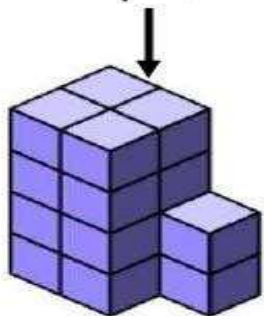
Year 6

Wednesday

Success Criteria

- ✓ Identifies properties of 3D objects
- ✓ Identifies and describes 3D objects based on their nets
- Sketches the front, side and top views of 3D shapes
- Uses a variety of materials to construct pyramids and prisms

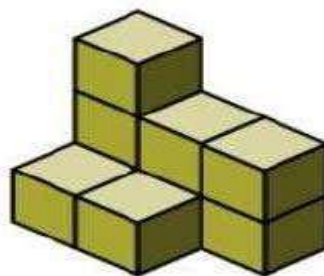
If you look at this object from the top what will you see?



- A)
- B)

21

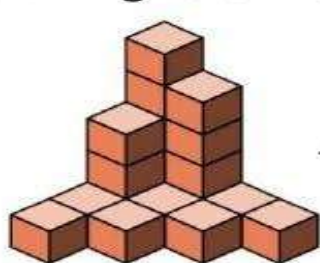
If you look at this object from the back, what will you see?



- A)
- B)

22

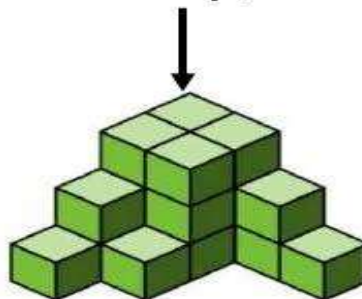
If you look at this object from the right side, what will you see?



- A)
- B)

23

If you look at this object from the top, what will you see?

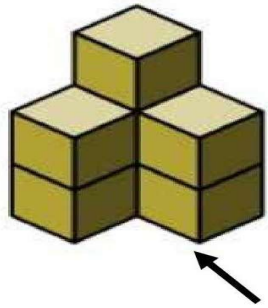


- A)
- B)

24

Circle either A or B for each question.

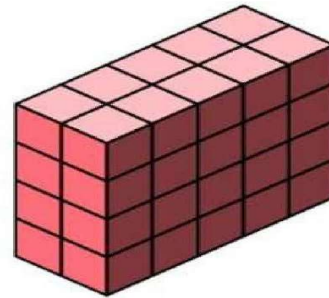
If you look at this object from the front what will you see?



- A)
- B)

25

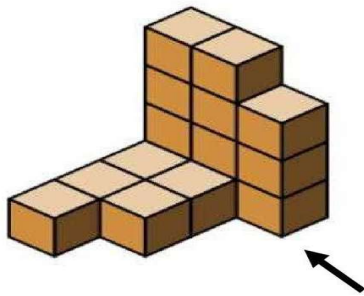
If you look at this object from the top, what will you see?



- A)
- B)

26

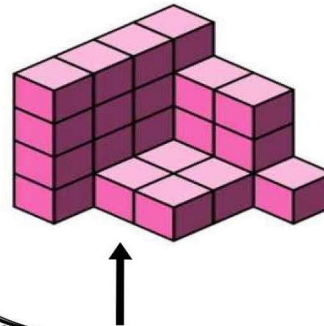
If you look at this object from the side, what will you see?



- A)
- B)

27

If you look at this object from the front, what will you see?

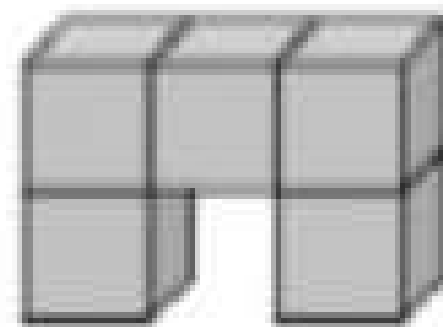


- A)
- B)

28

Circle either A or B for each question.

Use the “lines” function to draw what this shape would look like from these different perspectives

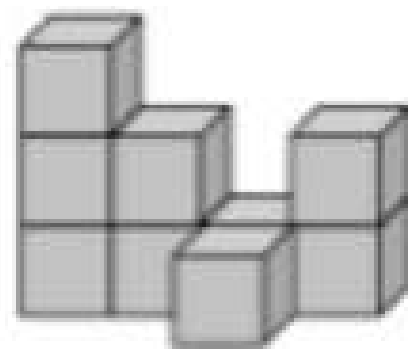


Front view

Top view

Right side view

Use the “lines” function to draw what this shape would look like from these different perspectives

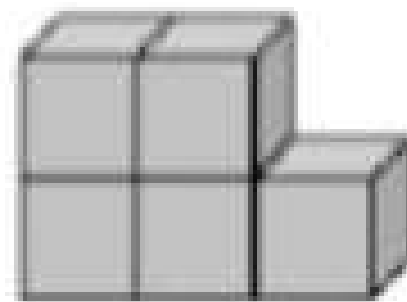


Back view

Top view

Left side view

Use the “lines” function to draw what this shape would look like from these different perspectives

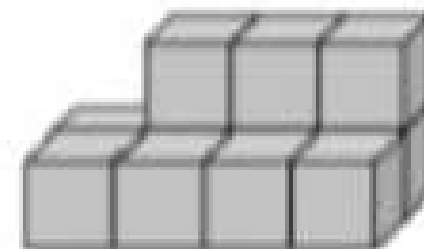


Top view

Right side view

Left side view

Use the “lines” function to draw what this shape would look like from these different perspectives



Top view

Right side view

Left side view



Complete Week 22 Session 3 from the attached slide

Complete at least 3 of your mathletics tasks.

For those of you who need to catch up,
please take the opportunity to get through
some more of your tasks.

WEEK 22 SESSION 3 - Answer as many questions as you can in 5 mins

MENTAL STRATEGIES -
do these in your head

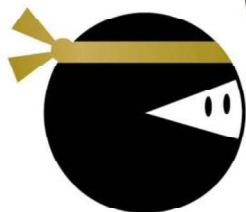
TIMESTABLES -
do these in your head

KEY SKILLS - you may use written calculations for
these questions

Q	Question	Answer
1	$5 = 1 + \square$	
2	$84 + \square = 100$	
3	Halve 3	
4	$86 - 10 = \square$	
5	$179 + \square = 180$	
6	$76 = 16 + \square$	
7	$5458 - 5456 = \square$	
8	$2 \times 6 = 12$, so $12 \div 6 = \square$	
9	What is 12:27 in 12 hour clock format?	
10	From 2:35 am, how many minutes until 2:51 am?	
Total out of 10		

Q	Question	Answer
1	$\square \div 7 = 3$	
2	$3 \times \square = 9$	
3	$\square \div 2 = 6$	
4	$80 \div 8 = \square$	
5	$21 \div \square = 7$	
6	$4 \times 9 = \square$	
7	$5 \times \square = 10$	
8	$8 \div 4 = \square$	
9	$9 \times 5 = \square$	
10	$\square \times 9 = 90$	
Total out of 10		

Q	Question	Answer																														
1	$809 \times 43 = \square$																															
2	$1254 - 747$																															
3	9.2×9.4																															
4	20% as a fraction																															
5	$88.17 + 4.9$																															
6	$(-54) \div (-9)$																															
7	$6 + (-3)$																															
8	Round 0.000069 to 1 s.f.																															
9	What is the letter at (-1,0)? <table style="margin-left: auto; margin-right: auto;"> <tr> <td></td> <td></td> <td style="text-align: center;">y</td> <td></td> <td></td> </tr> <tr> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> </tr> <tr> <td>F</td> <td>G</td> <td>H</td> <td>I</td> <td>J</td> </tr> <tr> <td>K</td> <td>L</td> <td>M</td> <td>N</td> <td>P > x</td> </tr> <tr> <td>Q</td> <td>R</td> <td>S</td> <td>T</td> <td>U</td> </tr> <tr> <td>V</td> <td>W</td> <td>X</td> <td>Y</td> <td>Z</td> </tr> </table>			y			A	B	C	D	E	F	G	H	I	J	K	L	M	N	P > x	Q	R	S	T	U	V	W	X	Y	Z	
		y																														
A	B	C	D	E																												
F	G	H	I	J																												
K	L	M	N	P > x																												
Q	R	S	T	U																												
V	W	X	Y	Z																												
10	What is $1/6$ of 30?																															
Total out of 10																																



What's your **NINJA** Score?
Fill in your scores in the boxes
and calculate it now!

MENTAL STRATEGIES:

TIMESTABLES:

KEY SKILLS:

+

MY **NINJA** BELT:

NINJA SCORE:

Why do we float in space?



1 Why do Astronauts float out in space, but not here on Earth? Share some ideas with a partner, and then the class.

Vocabulary

force
gravity

pull
mass

weight
force field

weightless
orbit

Vocabulary

force

pull

weight

weightless

gravity

mass

force field

orbit

Use a dictionary to write the definitions of each of the above words.

WORD	DEFINITION

2

Look closely at the image, then complete the see, think, wonder question below.



I see

Answer here



I think

Answer here



I wonder

Answer here

Use the e-book to help answer the following questions: [Gravity EBook](#)

<i>What did you already know about forces or gravity?</i>	<i>What new facts have you learnt?</i>	<i>What questions do you have about forces or gravity?</i>
Answer here	Answer here	Answer here


Click on the following link → ['Your weight on other world's calculator'](#)

Use this link to answer each question below

Unit 1 Exploring Forces

Lesson 2 Gravity Gets You Down

6

 Go to the 'Your Weight on Other Worlds' calculator.

Enter your mass (or any mass) and hit 'Calculate'.

The numbers that appear under each planet would be the reading on a set of scales if you were to stand on them on that particular planet.

Remember your mass doesn't actually change from planet to planet. It is your weight that changes!



Write down your weight for a planet that is

- a** Bigger than Earth Answer here (Planet name: Answer here)
- b** Smaller than Earth Answer here (Planet name: Answer here)

The background is a light-colored marbled pattern with grey and white swirls. The text is centered and overlaid on a semi-transparent grey rectangular background.

THURSDAY

LITERACY



SPELLING LEARNING INTENTION

WE ARE LEARNING TO DRAW ON APPROPRIATE STRATEGIES TO ACCURATELY SPELL FAMILIAR AND UNFAMILIAR WORDS

SUCCESS CRITERIA:

- I CAN IDENTIFY THE SOUND OF THE WEEK
- I CAN USE MY SOUND AND VOCABULARY KNOWLEDGE TO COMPLETE SOUNDWAVES SPELLING TASKS

DEAR: SUSTAINED SILENT READING FOR AT LEAST 30 MINUTES.

FILL IN THE TABLE BELOW.

Book Title	Type here
Pages	Type here
Time read	Type here

SPELLING: SOUNDWAVES UNIT 20

www.soundwaveskids.com.au


Year 5: took558

Year 6: loud994

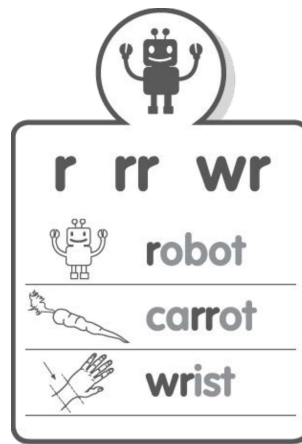
This week, there are two sounds for Unit 20.

Pig Monday - Tuesday

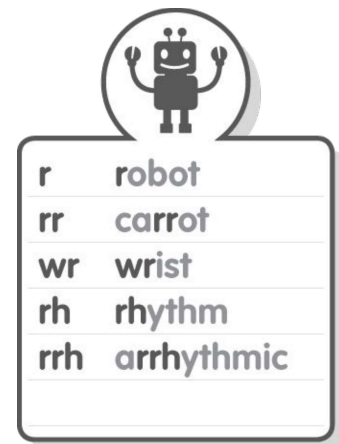
Robot Wednesday - Friday



A card for the 'p' sound. At the top is a piggy bank icon. Below it are the letters 'p' and 'pp'. Underneath are three rows: a pig icon with the word 'pig', a slipper icon with the word 'slipper', and a blank line.



A card for the 'r' sound. At the top is a robot icon. Below it are the letters 'r', 'rr', and 'wr'. Underneath are three rows: a robot icon with the word 'robot', a carrot icon with the word 'carrot', and a wrist icon with the word 'wrist'. There is a blank line at the bottom.



A card for the 'r' sound. At the top is a robot icon. Below it are the letters 'r', 'rr', 'wr', 'rh', and 'rrh'. Underneath are five rows: 'robot', 'carrot', 'wrist', 'rhythm', and 'arrhythmic'. There is a blank line at the bottom.

TYPE IN SOME WORDS FROM BOTH SOUNDS THIS WEEK



UNIT 20 - YEAR 5

List Words

Extension List Words

support
surprise
impolite
position

emptiness
separately
patient

patience
applicant
application

incorporate
experience
expectation

List Words

Extension List Words

decomposition
envelop
escapee
especially
expectation

expenditure
inspector
leopard
patiently
perception

period
preparation
presidential
primarily
privatise

promising
rapidly
recipe
supportive
supposition

UNIT 20 - YEAR 6

List Words

Extension List Words

precede
inspector
precisely
passenger

escapee
supportive
provision

preparation
applicable
municipal

precipice
rapidity
hippopotamus

List Words

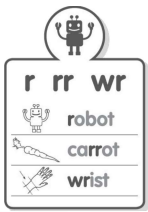
Extension List Words

appalling
apprehend
contemptuous
decapitate
decrepit

deprivation
disreputable
impudent
perishable
perpetually

petrified
preferential
preservative
procured
professional

profitable
prosperity
sculptor
shepherd
superficially



UNIT 20 - YEAR 5

List Words

Extension List Words

battery
relate
through

wreck
resign
refuse

salary
February
library

stationary
respectful
distribute

List Words

Extension List Words

appreciative
celebratory
characterise
contractor
destructive

disinterested
distributor
extremity
improperly
indirect

receptive
recession
refusal
relation
repetitive

resolution
restraint
revelation
reverent
wretched

UNIT 20 - YEAR 6

List Words

Extension List Words

reveal
wrapping
wretched

luxury
resources
advisory

embarrassed
tranquillise
occurrence

reverent
rhapsody
rheumatic

List Words

Extension List Words

altruistic
arrogance
contradictory
contrary
correspondence

curriculum
eradicate
flagrant
illiterate
infiltrate

interrogation
intolerable
irresponsible
irrigation
reluctant

severance
terrestrial
torrential
verification
writhing

WELLBEING TASK



DID YOU KNOW THAT THERE IS SCIENTIFIC EVIDENCE THAT MUSIC IS EFFECTIVE FOR SELF - CARE?

- ✓ REDUCES STRESS
- ✓ DECREASES ANXIETY
- ✓ BOOSTS YOUR MOOD

MAKE A PLAYLIST OF YOUR FAVOURITE SONGS.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

AMAZING WORK! TURN YOUR WORK IN!

WELLBEING TASK

WRITE 10 THINGS THAT YOU ARE GRATEFUL FOR.



GRATEFUL: FEELING OR SHOWING APPRECIATION FOR SOMETHING DONE OR RECEIVED.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

AMAZING WORK! TURN YOUR WORK IN!

Chapter 7 and 8

Kobo Desktop

SHOP KOBO MY BOOKS EREADER SETUP Detention

6:43

DETTENTION

too. Yellow. He goes for his regular seat in the second-back row by the window. He tries to think what he's been eating that's yellow. It's been days since he ate an egg.

'How are you today?' Miss Aston asks.

Dan takes his seat and glances up. She's still looking at him. He nods. She points to the buttons on the front of her shirt, then points at Dan's. He realizes he's mis-matched his buttons again. Mum used to tell him about it every second day. Dan turns away to the window that faces the toilet block, undoes his buttons then does them up again. Summer, sitting behind him, laughs. She has pale skin, red-rimmed eyes. Dan secretly thinks she's part rabbit. She lives in the van park too, over the other side near the creek.

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Summer passes him a snack-size pack of Nacho Cheese Doritos under her desk. Dan looks to the front to see Miss Aston writing something on the board. He takes the chips, drops them on top of his bag, whispers, 'Thanks.' Summer often gives him food, especially in the last few weeks.

'So ... you can be our first reader,' Miss Aston says, grinning at him.

Dan shakes his head.

'C'mon, superstar.'

He groans. Miss Aston calls the class 'Reading Superstars' to try to make them feel like they're The Avengers or S.H.I.E.L.D. agents. The kids call it 'Detention' because, every Thursday morning, she tries to help the five kids in their year who 'can't read good'. Dan's embarrassed to be in a 'special' class. She can call him a superstar all she likes but he doesn't see illiteracy or dyslexia or whatever as a superpower.

Dan glances around the room at the other students, an island of misfit toys – Frankenstein's monsters built from the wreckage of their parents' DNA. Up the back corner on the other side of the room there's Josh, a sandy-haired, nuggety little guy who can punch you in a way that feels like you've been stabbed. Dan knows this because, a couple of weeks ago, he told Josh that his haircut looked a bit weird, so Josh punched him and it felt like he'd been stabbed. Josh's hair still looks weird but Dan's decided not to mention it again.

READING SUPERSTARS – 2 / 7

Type here to search

1:03 PM 14/07/2021

Chapter 7 Activity

Draw a picture of an important event from the book so far. Underneath your picture, write how you think the main character was feeling before the event, during the event and after the event. Explain why you think the character was feeling this way.



Chapter 7 Activity

Insert your picture below.



3D shape

Year 6

Thursday

Success Criteria

- Identifies properties of 3D objects
- Identifies and describes 3D objects based on their nets
- Sketches the front, side and top views of 3D shapes
- Uses a variety of materials to construct pyramids and prisms

It's time to build your **castle!**

Make some nets and construct your own 3D shapes!

Use some 3D shapes found in our home, like cereal boxes, or empty cans

Put it all together to create your own castle.

Photograph it and insert the picture into this slide



Your castle might look something like this!



....or this!!

Insert your photo here
(on Friday)



WARNING!

Wait until tomorrow (Friday) to upload your photo into the slide and submit it for Friday's lesson



Complete Week 22 Session 4 from the attached slide

Complete at least 3 of your mathletics tasks.

For those of you who need to catch up,
please take the opportunity to get through
some more of your tasks.

WEEK 22 SESSION 4 - Answer as many questions as you can in 5 mins

MENTAL STRATEGIES -
do these in your head

TIMESTABLES -
do these in your head

KEY SKILLS - you may use written calculations for these questions

Q	Question	Answer
1	$5 = 2 + \square$	
2	$\square + 81 = 100$	
3	What is half of 5?	
4	$83 - 10 = \square$	
5	$173 + \square = 180$	
6	$106 = 70 + \square$	
7	$469 - 465 = \square$	
8	$6 \times 9 = 54$, so $54 \div 9 = \square$	
9	What is 11:27 am in 24 hour clock format?	
10	4:30 pm is how many minutes after 3:46 pm?	
Total out of 10		

Q	Question	Answer
1	$7 \times \square = 63$	
2	$\square \div 3 = 2$	
3	$10 \div 2 = \square$	
4	$\square \div 8 = 6$	
5	$3 \times \square = 15$	
6	$32 \div 4 = \square$	
7	$5 \times \square = 10$	
8	$4 \times 6 = \square$	
9	$\square \div 9 = 6$	
10	$80 \div \square = 8$	
Total out of 10		

Q	Question	Answer
1	$50 \times 294 = \square$	
2	$1585 - 856$	
3	6.45×0.4	
4	$1.707 = \square\%$	
5	$50.86 + 4.93$	
6	$(-10) \div 5$	
7	$(-3) + (-6)$	
8	Round 3909 to 3 s.f.	
9	What is the letter at (1,-1)? $\begin{array}{cccccccc} & & & & y & & & \\ & & & & \downarrow & & & \\ A & B & C & D & E & & & \\ F & G & H & I & J & & & \\ K & L & M & N & P & Q & R & \\ O & R & S & T & U & & & \\ V & W & X & Y & Z & & & \end{array}$	
10	What is 6/10 of 30?	
Total out of 10		

What's your **NINJA** Score?
Fill in your scores in the boxes and calculate it now!

MENTAL STRATEGIES:

TIMESTABLES:

KEY SKILLS:

+

MY **NINJA** BELT:

NINJA SCORE:



The background is a light-colored marbled pattern with grey and white swirls. Two overlapping grey rectangular boxes are centered on the page. The top box contains the word "FRIDAY" and the bottom box contains the word "LITERACY".

FRIDAY

LITERACY



SPELLING LEARNING INTENTION

WE ARE LEARNING TO DRAW ON APPROPRIATE STRATEGIES TO ACCURATELY SPELL FAMILIAR AND UNFAMILIAR WORDS

SUCCESS CRITERIA:

- I CAN IDENTIFY THE SOUNDS OF THE WEEK IN LIST WORDS

DEAR: SUSTAINED SILENT READING FOR AT LEAST 30 MINUTES.

FILL IN THE TABLE BELOW.

Book Title	Type here
Pages	Type here
Time read	Type here

SPELLING: SOUNDWAVES UNIT 20

www.soundwaveskids.com.au

Year 5: took558


Year 6: loud994




Pig Monday - Tuesday


Robot Wednesday - Friday



p pp
 pig
 slipper



r rr wr
 robot
 carrot
 wrist



r robot
rr carrot
wr wrist
rh rhythm
rrh arrhythmic

TYPE IN SOME OF YOUR LIST WORDS FOR BOTH LISTS.



UNIT 20 - YEAR 5

List Words

Extension List Words

support
surprise
impolite
position

emptiness
separately
patient

patience
applicant
application

incorporate
experience
expectation

List Words

Extension List Words

decomposition
envelop
escapee
especially
expectation

expenditure
inspector
leopard
patiently
perception

period
preparation
presidential
primarily
privatise

promising
rapidly
recipe
supportive
supposition

UNIT 20 - YEAR 6

List Words

Extension List Words

precede
inspector
precisely
passenger

escapee
supportive
provision

preparation
applicable
municipal

precipice
rapidity
hippopotamus

List Words

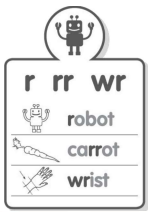
Extension List Words

appalling
apprehend
contemptuous
decapitate
decrepit

deprivation
disreputable
impudent
perishable
perpetually

petrified
preferential
preservative
procured
professional

profitable
prosperity
sculptor
shepherd
superficially



UNIT 20 - YEAR 5

List Words

Extension List Words

battery
relate
through

wreck
resign
refuse

salary
February
library

stationary
respectful
distribute

List Words

Extension List Words

appreciative
celebratory
characterise
contractor
destructive

disinterested
distributor
extremity
improperly
indirect

receptive
recession
refusal
relation
repetitive

resolution
restraint
revelation
reverent
wretched

UNIT 20 - YEAR 6

List Words

Extension List Words

reveal
wrapping
wretched

luxury
resources
advisory

embarrassed
tranquillise
occurrence

reverent
rhapsody
rheumatic

List Words

Extension List Words

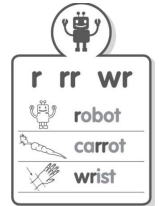
altruistic
arrogance
contradictory
contrary
correspondence

curriculum
eradicate
flagrant
illiterate
infiltrate

interrogation
intolerable
irresponsible
irrigation
reluctant

severance
terrestrial
torrential
verification
writhing

SPELLING: BRAINSTORMING



WITH A 5 MINUTE TIMER, BRAINSTORM AS MANY WORDS AS POSSIBLE THAT INCLUDE FOCUS PHONEMES.

FOODS	COUNTRIES	NAMES

Ways to Chill for Cheap...

Self-care doesn't have to be expensive. What are some different low-cost ways that help you to chill out?

List a few of your top strategies.

1.

2.

3.

Detention Week 2



Chapter 7 and 8

Kobo Desktop

SHOP KOBO MY BOOKS EREADER SETUP Detention

6:43

DETTENTION

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READING SUPERSTARS – 2 / 7

Type here to search

1:03 PM 14/07/2021

Chapter 8 Activity

Make a prediction about what you think will happen in the next chapter. Explain why you think this will happen. .



Chapter 8 Activity

Write your prediction below.



3D shape

Year 6

Friday

Success Criteria

- Identifies properties of 3D objects
- Identifies and describes 3D objects based on their nets
- Sketches the front, side and top views of 3D shapes
- Uses a variety of materials to construct pyramids and prisms

It's time to build your **castle!**

Make some nets and construct your own 3D shapes!

Use some 3D shapes found in our home, like cereal boxes, or empty cans

Put it all together to create your own castle.

Photograph it and insert the picture into this slide



Your castle might look something like this!



....or this!!

Insert your photo here



Complete Week 22 Session 4 from the attached slide

Complete at least 3 of your mathletics tasks.

For those of you who need to catch up,
please take the opportunity to get through
some more of your tasks.