

# Remote Learning Grid - Week 9 Term 3 – YEAR 6

Activities that are highlighted **yellow** will receive explicit feedback from teachers. **Optional activities are highlighted in green.** 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. Feedback on activities will be provided in school hours only.

	Monday 6/9/21	Tuesday 7/9/21	Wednesday 8/9/21	Thursday 9/9/21	Friday 10/9/21
Morning	<p><b>Morning Routine</b> <b>Google Classroom</b> Answer the attendance question in the comments of your teacher's morning video.</p> <p><b>English</b> <b>DEAR</b> Sustained silent reading for at least 30 minutes. You also have online reading subscriptions to <a href="http://www.wushka.com.au">www.wushka.com.au</a> <a href="https://readtheory.org/auth/login">https://readtheory.org/auth/login</a> <a href="https://education.abc.net.au/home#!/home">https://education.abc.net.au/home#!/home</a></p> <p><b>Spelling Soundwaves</b> Unit 27 Year 6 loud994</p> <p><b>Spelling Google Slide</b> Pick Spelling words from your Soundwaves list to complete. 1. <b>Dictionary Meanings</b> Pick 8 words from your list and write their definition.</p> <p><b>10am ZOOM GROUP 1</b> <b>Literacy Discussion</b> *your teacher will have more information</p> <p><b>Reading: Detention</b> <b>Fences!</b> Respond to the questions on the use of the symbol 'fences' after reading or listening to Chapter 33.</p>	<p><b>Morning Routine</b> <b>Google Classroom</b> Answer the attendance question in the comments of your teacher's morning video.</p> <p><b>English</b> <b>DEAR</b> Sustained silent reading for at least 30 minutes. You also have online reading subscriptions to <a href="http://www.wushka.com.au">www.wushka.com.au</a> <a href="https://readtheory.org/auth/login">https://readtheory.org/auth/login</a> <a href="https://education.abc.net.au/home#!/home">https://education.abc.net.au/home#!/home</a></p> <p><b>Spelling Soundwaves Online</b> Unit 27 Year 6 loud994</p> <p><b>Writing Persuasive Writing</b> 1. <b>This or That</b> Pick one on the options on the slide and complete the brainstorm graphic organiser with 3 supporting reasons 2. <b>Paragraph Graphic Organiser</b> Complete the Paragraph Graphic Organiser based on your opinion with supporting reasons.</p> <p><b>10am ZOOM GROUP 2</b> <b>Literacy Discussion</b> *your teacher will have more information</p> <p><b>Reading: Detention</b> <b>Focus on Ethical Dilemmas.</b> Respond to the questions on Dan's ethical dilemma after reading or listening to Chapter 34.</p>	<p><b>Morning Routine</b> <b>Google Classroom</b> Answer the attendance question in the comments of your teacher's morning video.</p> <p><b>English</b> <b>DEAR</b> Sustained silent reading for at least 30 minutes. 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Details in Google Slide.</p> <p><b>10am ZOOM GROUP 3</b> <b>Literacy Discussion</b> *your teacher will have more information</p> <p><b>Reading: Detention</b> <b>Focus on Sima.</b> Respond to the questions about Sima after reading or listening to Chapter 35.</p> <p><b>Squiz Kids Podcast: Simply</b> listen to today's podcast.</p>	<p><b>Morning Routine</b> <b>Google Classroom</b> Answer the attendance question in the comments of your teacher's morning video.</p> <p><b>English</b> <b>DEAR</b> Sustained silent reading for at least 30 minutes. 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Justify your choice for each item, including why it is important.</p> <p><b>Reading: Detention</b> <b>Author Perspective</b> Respond to the questions on events after Sima's escape</p>	<p><b>Morning Routine</b> <b>Google Classroom</b> Answer the attendance question in the comments of your teacher's morning video.</p> <p><b>English</b> <b>DEAR</b> Sustained silent reading for at least 30 minutes. You also have online reading subscriptions to <a href="http://www.wushka.com.au">www.wushka.com.au</a> <a href="https://readtheory.org/auth/login">https://readtheory.org/auth/login</a> <a href="https://education.abc.net.au/home#!/home">https://education.abc.net.au/home#!/home</a></p> <p><b>Spelling Soundwaves</b> Unit 27 Year 6 loud994</p> <p><b>Reading:</b> Catch up on Detention chapters and writing responses.</p> <p><b>BTN</b> Watch this week's BTN Episode on the website <a href="https://www.abc.net.au/btn/classroom/">https://www.abc.net.au/btn/classroom/</a> Write a summary of VIPs from the episode this week</p> <p><b>Squiz Kids Podcast: Simply</b> listen to today's podcast.</p>

		Squiz Kids Podcast: Simply listen to today's podcast.		after reading or listening to Chapter 36. Squiz Kids Podcast: Simply listen to today's podcast.	
Wellbeing break	<i>Library Wellbeing Task</i> Go in to Your Library GC	Do a job around the house to make it easier for your parents.	<b>Wellbeing Wednesday</b> Go for a walk with a family member and get some fresh air.	<i>Library Wellbeing Task Due</i> Go in to Your Library GC	<b>FUN FRIDAY</b> Watch today's Education Live Stream Event
Break	Break	Break	Break	Break	Break
Middle	<b>Mathematics</b> <ul style="list-style-type: none"> <li>• Week 29 Session 1</li> <li>• Complete the "Data - Monday" slide. Complete all the tasks within the slide.</li> <li>• Complete 3 Mathletics tasks</li> </ul>	<b>Mathematics</b> <ul style="list-style-type: none"> <li>• Week 29 Session 2</li> <li>• Complete the "Data - Tuesday" slide. Complete all the tasks within the slide.</li> <li>• Complete 3 Mathletics tasks</li> </ul>	<b>Mathematics</b> <ul style="list-style-type: none"> <li>• Week 29 Session 3</li> <li>• Complete the "Data - Wednesday" slide. Complete all the tasks within the slide.</li> <li>• Complete 3 Mathletics tasks</li> </ul>	<b>Mathematics</b> <ul style="list-style-type: none"> <li>• Week 29 Session 4</li> <li>• Complete the "Data - Thursday" slide. Complete all the tasks within the slide.</li> <li>• Complete 3 Mathletics tasks</li> </ul>	<b>Mathematics</b> <ul style="list-style-type: none"> <li>• Complete the Stage 3 Maths Challenge</li> <li>• Complete 3 Mathletics activities.</li> </ul>
Wellbeing break	Complete the 'My Coping Strategies' Survival Guide on Google Slides	ZOOM CLASS WELLNESS CHECK IN Year 5: 1:30pm	<b>Wellbeing Wednesday</b> Play a game outside and get some Vitamin D.	ZOOM CLASS WELLNESS CHECK IN. Year 5: 1:30pm	<b>STEP CHALLENGE</b> Try and reach 10,000 steps today. Use this time to get your walk on.
Break	Break	Break	Break	Break	Break
Afternoon	<b>KLA</b>  1:20 - 2:00  School Virtual Disco	<b>KLA</b> <b>Geography (Lesson 8)</b> How can stereotypes and generalisations affect how we think about places? A study of India and Ethiopia.	<b>KLA</b> <b>Science Assessment</b> All about forces!  Complete the slides to demonstrate what you've learned about forces!	<b>KLA</b> <b>Geography (Lesson 9)</b> Explore the connections between Australia and New Zealand.	<b>KLA Sport</b>  Sport with Mr Ellis



# Week 9

# Stage 3

Monday

# Monday DEAR

## Text Read

Type here

## Pages Read

Type here

## Amount of Time

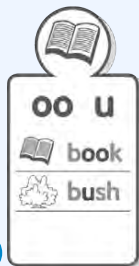
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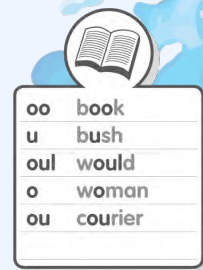
# Soundwaves Unit 27

## Year 5



soot	shouldn't	bullock	barefoot
sugar	crooked	fullness	bulldozer
woollen	fully	womanly	understood
wooly	bully	pudding	knighthood
wolf	pulley	butcher	cushion
couldn't	bullet	driftwood	kookaburra
would've			

## Year 6



hoodwink	rookery	bullion	ebullient
ambushed	whoosh	courier	woomera
bullying	bushel	likelihood	babushka
pulleys	bulrush	fulfilment	pincushion
bullocky	fulsome	unfulfilled	bushwhacker
cuckoo	bulletin	fulfilling	misunderstood
crookedly			

## Year 5 Extension


bullies	ebullient	misunderstood	swoosh
bullying	ebulliently	penpusher	wolverine
bushranger	footlights	pulleys	wolves
cushioned	fulfilling	pulpit	woodwork
ebullience	livelihood	pushiness	woolgrower

## Year 6 Extension

bookbinder	falsehood	kaput	sootiness
bulbul	fulcrum	kibbutz	sputnik
bullroarer	fulminate	kibbutzim	unfulfilling
bulwark	fulmination	pullet	woofer
chequebook	hookworm	pulmonary	worsted



oo u

 book

 bush

## Learning Intention:

We are learning strategies to spell familiar and unfamiliar words.



oo book

u bush

oul would

o woman

ou courier

### Success Criteria

- I can identify the focus sound of the week in unfamiliar words.
- I can define my words and identify their part of speech.

# DICTIONARY DIG

Look up your spelling words in the dictionary and type their definition.

unfulfilling

**(adjective)** not providing happiness or satisfaction.









# *Detention*

## *Week 9*



# Monday - Chapter 33 Youtube link



or the best. If the last journey, they would be no longer looking people on the way.

They reach the front of a great window with a high ceiling. Behind the glass, it's the corner of Bilbo's room and the window looks out over the city. They see the front of the road to the east. The road goes up the hill to the street. They look down the road towards the city, but the street goes on, so they can't see the end of it at all. They look.

They step out of the doorway, look right, up to the corner, and take another right at the corner. It's the way out of the room through Bilbo's passage, with a window looking out the wall to the left.

It goes with a window on the left. The window is a high one, looking out the hill to the left.

It's a window on the left. When the road goes out, they look out the window. They go past the tall, white walls of the window, past the street. The window is a high one, looking out the hill to the left.

They see the front of the road, behind the window, out of sight of the road and past the hill to the left.

They see the front of the road, behind the window, out of sight of the road and past the hill to the left. They see the front of the road, behind the window, out of sight of the road and past the hill to the left. They see the front of the road, behind the window, out of sight of the road and past the hill to the left.

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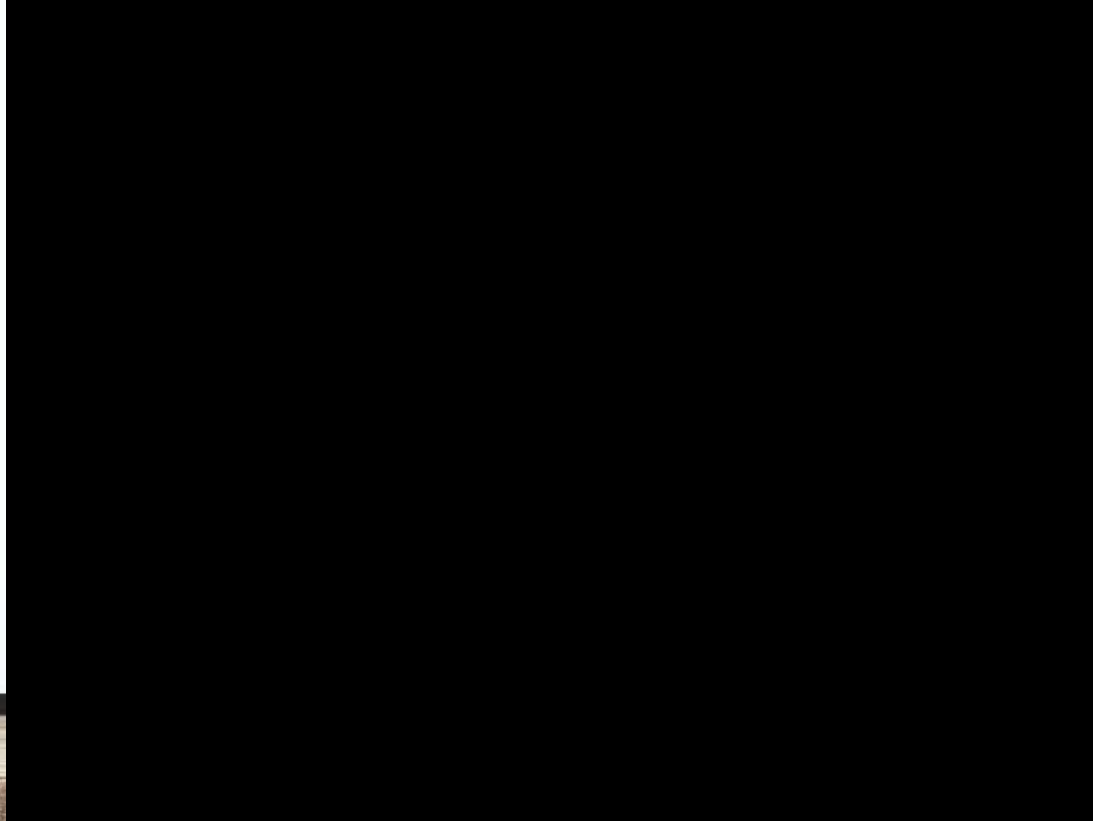
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# *Monday - Chapter 33*



# PERSPECTIVE AND SYMBOLS

Readers bring their own perspective or life experiences to understanding stories. The author uses the symbol of a fence throughout the novel including as an image on the front cover.

- 1. Describe what images/feelings you have when you think of a fence.**
  
- 2. Contrast this to the ‘fences’ in Sima’s life. How has her life been impacted by ‘fences’?**



**3. The author, Tristan Banks challenges the reader with the lines:**

*'Fences, Sima thinks. She never wants to see another fence as long as she lives. If she had her way, there would be no fences locking people in or out.'*

**Do you think the author thinks it's fair that refugees are locked behind 'fences' in Australia? What do you think he would like to have changed?**

**4. When Dan asks Sima what Afghanistan is like she says it's 'beautiful'. Are you surprised by her response? Why/Why not?**



Monday - Year 6

# DATA



# Learning Intention

We are learning to use appropriate methods to collect data and construct, interpret and evaluate data displays, including dot plots, line graphs and two-way tables

# Success Criteria

I can:

- Interpret and compare a range of data displays
- Interpret secondary data presented in digital media and elsewhere
- Interpret tables and graphs presented in digital media and factual texts
- Identify and describe conclusions
- Critically evaluate data representations found in digital media
- Identify sources of bias and misleading representations of data



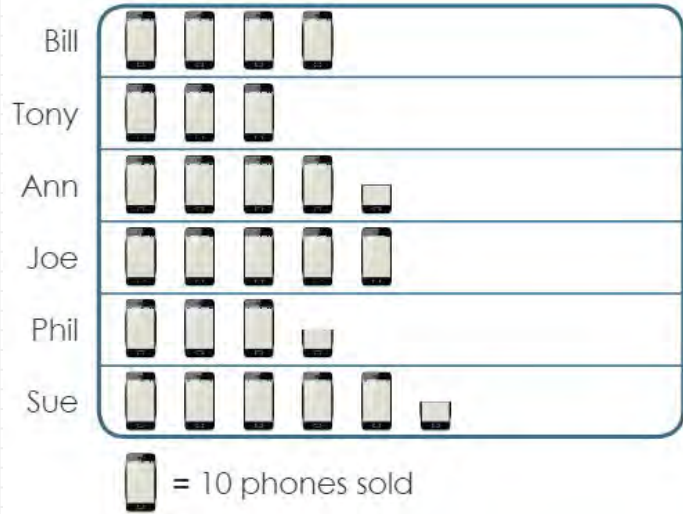
# Glossary

- **axis/axes (plural):** a real or imaginary reference line. Graphs and Cartesian planes have a horizontal axis and a vertical axis.
- **bias:** error placed into data gathering and presentation by choosing one result or answer over others; an unfair preference or dislike of something
- **data:** collection of information
- **key:** information describing what features there are in a graph or on a map
- **numerical data:** data shown as numbers instead of pictures. This data is obtained by counting (how many students in a class) or the measurement of a physical attribute (heights of students in a class)
- **side-by-side column graph:** a graphical representation of a two-way table
- **table:** information organised in rows and columns
- **two-way table:** a table used to show two sets of information

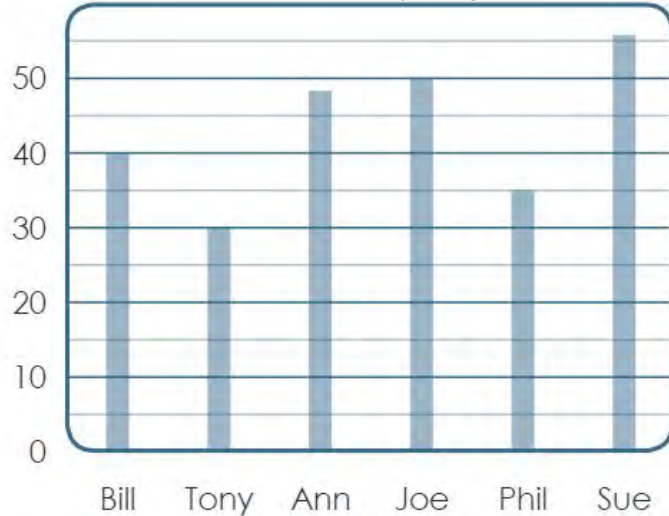


There are many ways to display data, and each type of data display has its own advantages. Below are two graphs representing mobile phone sales. On the left is a picture graph and the right is a column graph.

## Mobile Phone Sales for The Telemob Phone Company



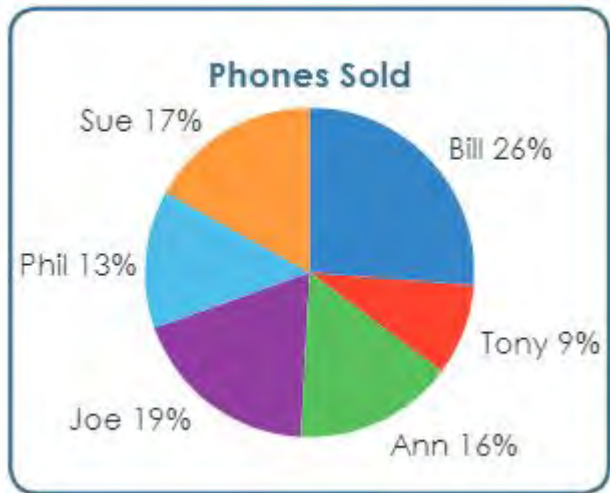
What are some of the key differences between these graphs?



What other type of display, apart from a picture or column graph, would you use to display this data?

How would you change these graphs so that they showed in greater detail how many phones are being sold?

Which graph represents this data more accurately? Why?



This is a sector, or pie graph. It is divided into coloured sectors. Each sector represents a part of the total. In this sector graph, we can see that Bill sold more phones than anyone else because his sector is the biggest.

Name	Phones Sold
Bill	59
Tony	20
Ann	35
Joe	42
Phil	30
Sue	38

This table shows exact numbers of phones sold per person. Tables are useful when you want to analyse data in detail. You can enter the numbers in a spreadsheet to do calculations and analyse the data in different ways.

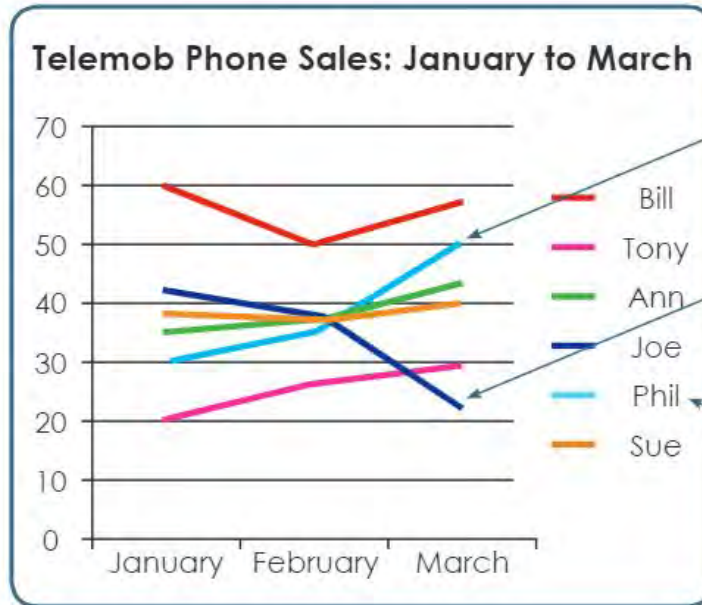
These displays show the phones sold by each person compared to the others.

Which display shows the information in a more detailed way?

Which display do you think is easier to read?

**Line graphs** and **side-by-side column graphs** differ from the previous data displays. In the graphs below the data is displayed over a three month period. This helps us to see trends in data, and **line** and **side-by-side column graphs** are the best ways to visually display the data.

In this **line graph**, we can compare two or more sets of data. For example, we can easily compare sales between Joe and Phil from February to March. The graph shows that Joe's sales decreased, while Phil's sales increased. The disadvantage is that we cannot easily see how many phones were sold overall, and what proportion each person sold.



The ascending line shows Phil's sales have increased.

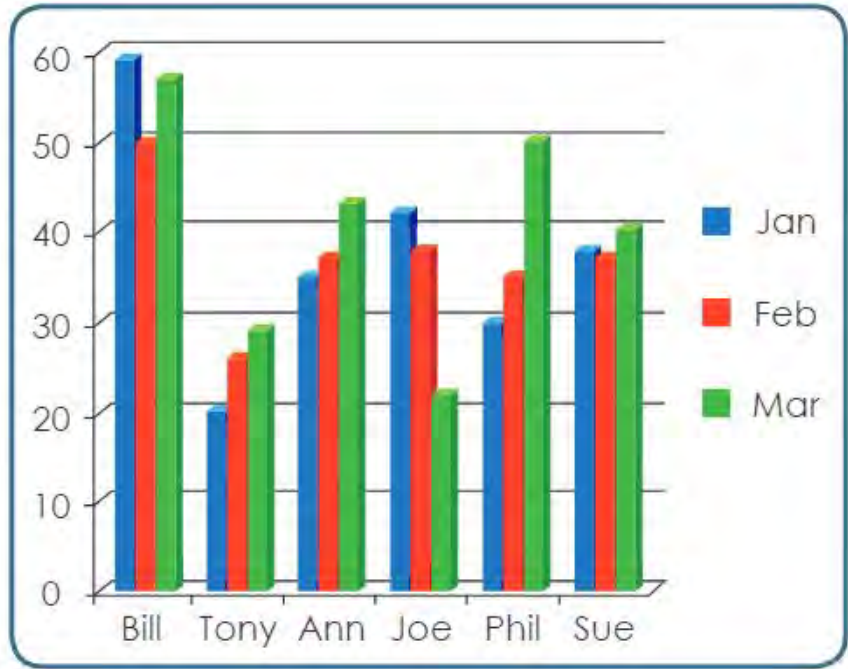
The descending line shows Joe's sales have decreased.

Key: Each colour matches a salesperson.

In this **side-by-side column graph**, the data for each person is grouped, so it is not easy to compare the data of different sales people.

Can the information in these two graphs be displayed in a sector graph? Why? Why not?

Would you be able to make fair comparisons if some people didn't work in January? Why?





## Colour fill the type of graph to match the statements.

Column graph

Sector graph

Table

Line graph

Shows continuous data gathered over time in a visual display. Easy to compare data in one set at any point in time.

Data shown as vertical bars. Good for making quick comparisons.

Enables us to see proportions of an overall total.

Gives exact numerical amounts. Can be used in spreadsheets for further analysis.

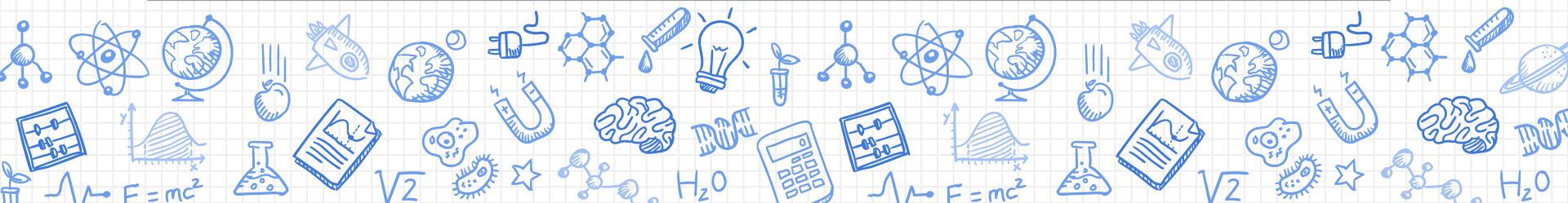


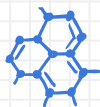
There are two types of data used for information displays.

**Primary Data:** Data that is collected by the investigator. For example, if you collect data on how many minutes a day you play computer games, this would be primary data.

**Secondary Data:** Data used that has already been collected by someone else. For example, if you used data from a report about how much junk mail a house receives in a year, you would be using secondary data.

Example	Primary or Secondary
Newspaper sector graph you use in a presentation	
Counting cars in the car park for 3 hours	
Your survey of Year 6 eye colour	
Two-way table of scores on a gaming website	





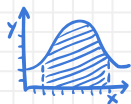
## Popular Baby Names in 1960

1960	Boys	No.	Girls	No.
1	Peter	2335	Jennifer	1217
2	Mark	2040	Julie	1086
3	David	1990	Susan	1082
4	Michael	1850	Deborah	915
5	John	1748	Karen	908
6	Stephen	1616	Kim	770
7	Robert	1346	Debra	683
8	Gregory	1224	Sharon	677
9	Paul	1182	Christine	609
10	Anthony	1007	Donna	594
11	Ian	785	Robyn	588
12	Steven	784	Catherine	574
13	Wayne	782	Margaret	555
14	Christopher	764	Elizabeth	552
15	Craig	583	Helen	552
16	Richard	557	Sandra	543
17	James	555	Vicki	534
18	Andrew	550	Michelle	533
19	William	485	Wendy	525
20	Brett	483	Joanne	509

## Popular Baby Names in 2013

2013	Boys	No.	Girls	No.
1	William	696	Charlotte	613
2	Oliver	630	Olivia	551
3	Jack	574	Amelia	540
4	Noah	555	Chloe	517
5	James	510	Mia	517
6	Lucas	471	Emily	504
7	Thomas	468	Isabella	486
8	Lachlan	454	Ava	483
9	Cooper	453	Sophie	449
10	Liam	447	Ruby	426
11	Ethan	445	Sophia	407
12	Jacob	428	Ella	389
13	Alexander	428	Sienna	375
14	Isaac	412	Grace	369
15	Joshua	408	Lily	315
16	Samuel	399	Ivy	312
17	Harrison	356	Zoe	308
18	Benjamin	348	Matilda	300
19	Mason	346	Isla	299
20	Max	337	Emma	282

Use the tables on this page about popular baby names in 1960 and 2013 to answer questions on the following page.



These tables are based on data gathered from the NSW Registry of Births, Deaths and Marriages website

If we use the data from the tables, would we be using primary or secondary data? Why?

If the NSW Registry of Births, Deaths and Marriages uses the data, are they using primary or secondary sources of data? Explain your answer.

Look at the number of people born with names which were in the top 10 in 1960 and in 2013. What do you notice?

One possible explanation is that more children were born in 1960 than in 2013. What other explanations could there be for the difference between the two years?



NUMERACY

**NINJAS**

5 MINUTE SKILL CHECK

# WEEK 29

## SESSION 1

Answer as many questions as you can in 5 minutes

# MENTAL STRATEGIES -

do these in your head

Q	Question	Answer
1	$10 = \square + 1$	<input type="text"/>
2	What is double 8?	<input type="text"/>
3	What is half of 51?	<input type="text"/>
4	$15 + 80 = \square$	<input type="text"/>
5	$133 - 60 = \square$	<input type="text"/>

6	$12 + \square = 20$	<input type="text"/>
7	$68 + 70 = \square$	<input type="text"/>
8	$51 + 18 = 51 +$ $9 + \square$	<input type="text"/>
9	$1 + 871 = \square$	<input type="text"/>
10	$86 + 85 = 80 +$ $80 + \square$	<input type="text"/>
<b>Total out of 10</b>		<input type="text"/>

# TIMESTABLES -

do these in your head

Q	Question	Answer
1	$21 \div \square = 7$	<input type="text"/>
2	$\square \times 10 = 100$	<input type="text"/>
3	$\square \div 10 = 3$	<input type="text"/>
4	$49 \div \square = 7$	<input type="text"/>
5	$8 \times 8 = \square$	<input type="text"/>

6

$$\square \div 6 = 4$$

7

$$45 \div \square = 5$$

8

$$6 \times 6 = \square$$

9

$$\square \times 6 = 54$$

10

$$90 \div 10 = \square$$

**Total out of 10**



**KEY SKILLS** - you may use written calculations for these questions

Q	Question	Answer
1	$612 \div 9 = \square$	<input type="text"/>
2	$10 \div 2 + 4$	<input type="text"/>
3	$40.32 \div 0.5$	<input type="text"/>
4	$0.13 \times 10$	<input type="text"/>
5	$(-100) \div (-10)$	<input type="text"/>
6	If $a = 5$ , $b = 9$ and $c = 3$ , what is the value of $2a + b/c$ ?	<input type="text"/>

7	$5 - (-10)$	<input type="text"/>
8	What is the highest common factor of 27 and 19?	<input type="text"/>
9	What is the value of $(-12)$ squared?	<input type="text"/>
10	What is 110% of £120?	<input type="text"/>
<b>Total out of 10</b>		<input type="text"/>

Type here

# WHICH NINJA BELT ARE YOU?



Which belt does your  
NINJA Score earn you?

0-3

WHITE

YELLOW 4-6

7-9

ORANGE

GREEN 10-13

14-17

BLUE

PURPLE 18-21

22-25

RED

BROWN 26-29

30

BLACK

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NINJAS

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## Week 29 Session 1

### Mental Strategies Answers

Q	Question	Answer
1	$10 = \square + 1$	9
2	What is double 8?	16
3	What is half of 51?	25.5
4	$15 + 80 = \square$	95
5	$133 - 60 = \square$	73
6	$12 + \square = 20$	8
7	$68 + 70 = \square$	138
8	$51 + 18 = 51 + 9 + \square$	9
9	$1 + 871 = \square$	872
10	$86 + 85 = 80 + 80 + \square$	11





# Week 29 Session 1

## Times tables Answers

Q	Question	Answer
1	$21 \div \square = 7$	3
2	$\square \times 10 = 100$	10
3	$\square \div 10 = 3$	30
4	$49 \div \square = 7$	7
5	$8 \times 8 = \square$	64
6	$\square \div 6 = 4$	24
7	$45 \div \square = 5$	9
8	$6 \times 6 = \square$	36
9	$\square \times 6 = 54$	9
10	$90 \div 10 = \square$	9





## Week 29 Session 1

### Key Skills Answers

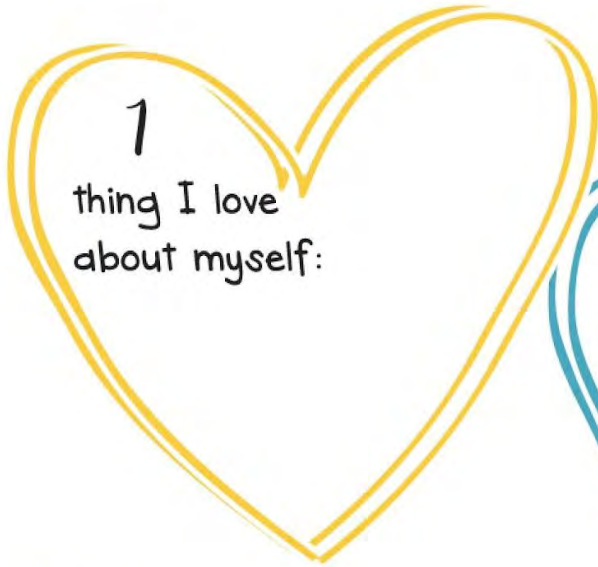
Q	Question	Answer
1	$612 \div 9 = \square$	68
2	$10 \div 2 + 4$	9
3	$40.32 \div 0.5$	80.64
4	$0.13 \times 10$	1.3
5	$(-100) \div (-10)$	10
6	If $a = 5$ , $b = 9$ and $c = 3$ , what is the value of $2a + b/c$ ?	13
7	$5 - (-10)$	15
8	What is the highest common factor of 27 and 19?	1
9	What is the value of $(-12)$ squared?	144
10	What is 110% of £120?	£132

The background is a light-colored marble pattern with grey veins. The text is centered and arranged in three lines, each on a light grey rectangular background.

MONDAY  
WELLBEING  
TASK

Day 1

# I CAN BUILD MY SELF-LOVE each day



3 ways I show kindness to others:

4 positive qualities I have:

5 things I did well this week:



# Week 9

# Stage 3

Tuesday



# Tuesday DEAR

## Text Read

Type here

## Pages Read

Type here

## Amount of Time

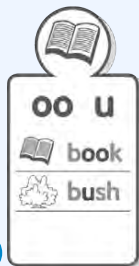
Type here





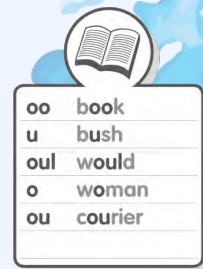
# Soundwaves Unit 27

## Year 5



soot	shouldn't	bullock	barefoot
sugar	crooked	fullness	bulldozer
woollen	fully	womanly	understood
wooly	bully	pudding	knighthood
wolf	pulley	butcher	cushion
couldn't	bullet	driftwood	kookaburra
would've			

## Year 6



hoodwink	rookery	bullion	ebullient
ambushed	whoosh	courier	woomera
bullying	bushel	likelihood	babushka
pulleys	bulrush	fulfilment	pincushion
bullocky	fulsome	unfulfilled	bushwhacker
cuckoo	bulletin	fulfilling	misunderstood
crookedly			

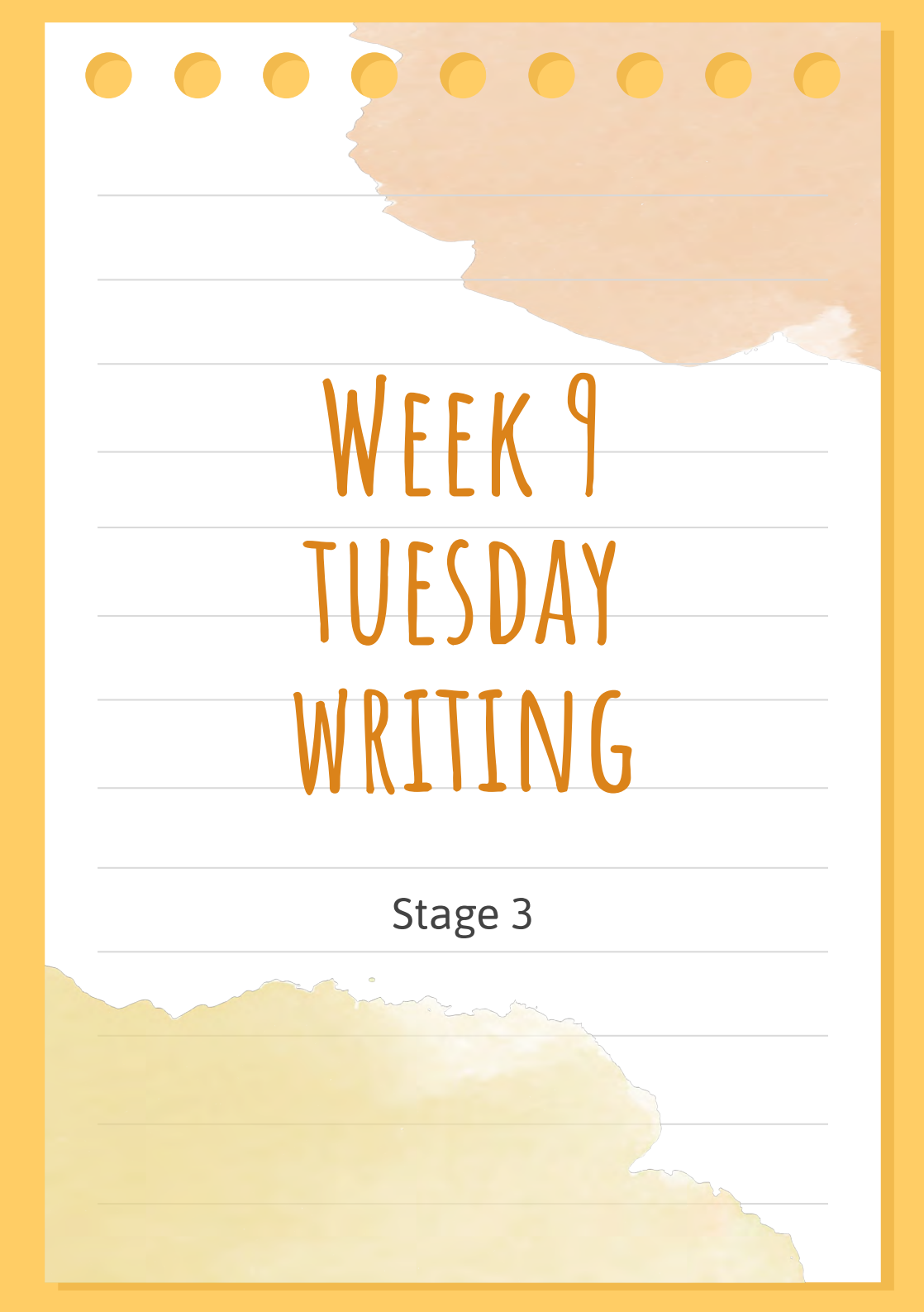
## Year 5 Extension

bullies	ebullient	misunderstood	swoosh
bullying	ebulliently	penpusher	wolverine
bushranger	footlights	pulleys	wolves
cushioned	fulfilling	pulpit	woodwork
ebullience	livelihood	pushiness	woolgrower

## Year 6 Extension

bookbinder	falsehood	kaput	sootiness
bulbul	fulcrum	kibbutz	sputnik
bullroarer	fulminate	kibbutzim	unfulfilling
bulwark	fulmination	pullet	woofer
chequebook	hookworm	pulmonary	worsted

[Soundwaves Online](#)



WEEK 9  
TUESDAY  
WRITING

Stage 3

LEARNING INTENTION:

I CAN STATE MY OPINION WITH SUPPORTING,  
RELEVANT REASONS

01

Opinion

My opinion reflects one of the options presented.

02

Reasons

I have 3 relevant persuasive reasons that support my opinion

# PEEL PARAGRAPH REVISION

Watch the video to get more information from Muss Michos

Your Paragraph Should Include:

P

Point

Make your point



E

Evidence

Back it up:  
Support your point with evidence & examples

E

Explanation

Explain how the evidence supports your point

L

Link

Link this point to the next point in the following paragraph  
Or back to main point

[www.mussmichos.com](http://www.mussmichos.com)

# Your paragraph should include:

**P** **E** **E** **L**

## **POINT**

Make a clear and relevant point.

## **EVIDENCE**

Support your point with evidence and examples.

## **EXPLANATION**

Support your point with evidence and examples.

## **LINK**

Link back to the main question or the following paragraph.

I strongly believe...	For example...	This shows...	From this we can conclude...
Another point to consider is...	This is illustrated by...	This means...	It is clear that...
First of all...	This can be seen...	Therefore...	In conclusion...
It is quite obvious that...	Data shows...	Because of this...	We can therefore see...

WATCH THE VIDEO ON THE PEEL  
PARAGRAPH STRUCTURE



## Persuasive sentence starters

Cut out these sentence starters and give to children to use as practice in persuasive arguments.

I believe that...      In my opinion...

It is vital that...      I have to say that...

I really feel that...      I'm sure...      I know...

Others must agree that...      It is clear that...

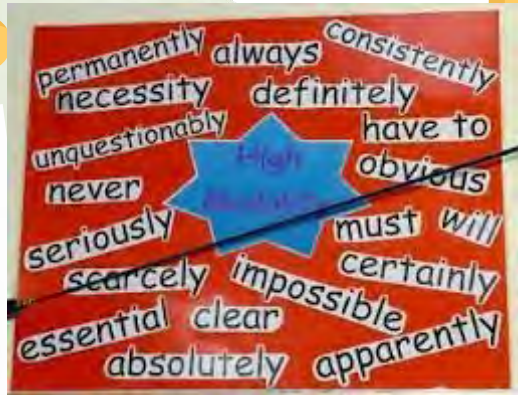
Clearly...      I'm absolutely certain...

It has to be time that...      Without doubt...

The time has come to...      It seems to me that...

Everyone knows that...      I agree that...      Of course...

The fact is...      In truth...      Surely...



## Modal verbs and adverbs



Degree and modality = strength of your belief

High words

Medium words

Low words

Here are some examples

High words

Medium words

Low words

Certainly  
Never  
Must  
Will  
Clearly  
Definitely  
Is

Likely  
Might  
Can  
Could  
May  
Possibly  
Sometimes

Occasionally  
Should  
Often  
Perhaps

## Things to include in your persuasive writing

### Sentence Starters for stating your opinion:

- In my opinion
- I think
- I feel
- I believe
- I prefer
- My favorite

### Transitions when providing reasons:

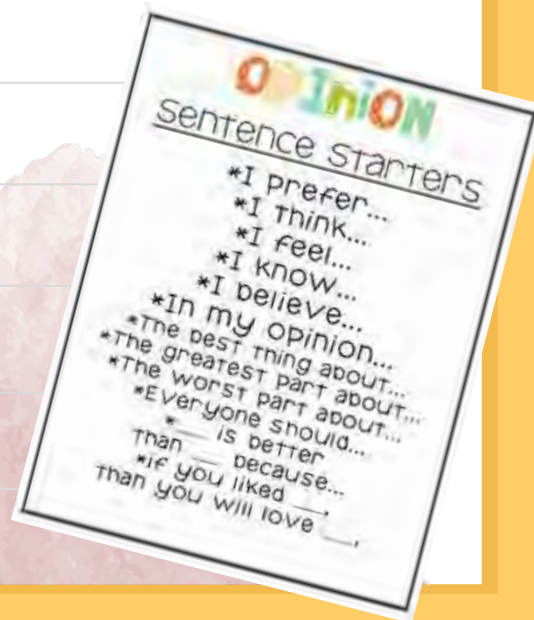
- First
- To start
- To begin with
- Second
- Next
- Another reason
- Finally
- Lastly
- Most importantly
- One last reason

### Transitions when providing examples/details:

- For example
- For instance
- In particular
- Specifically
- Additionally
- In other words
- In fact
- An example is

### Transitions when coming to a conclusion:

- In conclusion
- All in all
- As you can see
- To sum it up
- To summarize
- Finally



Watch this video and enlarge me...

You have to make a decision!

Setting:

You have to evacuate your house immediately and you can only take one of the following options...

# THIS OR THAT

Your favourite pair of  
**sneakers**



OR

A treasured family  
**photo**



BRUNO-S Blackboard

COMPLETE THE BRAINSTORM GRAPHIC ORGANISER BASED ON YOUR OPINION ON WHICH ITEM YOU WOULD TAKE AND WHY

# THIS OR THAT

Sneakers

OR

Photos

TYPE YOUR  
CHOICE HERE

Make sure each  
reason is different

Type  
Reason 1

Type  
Reason 3

Type Reason  
2

Remember order  
your reasons, the first  
being the strongest

Include a high  
modality word

Start each reason with a  
different sentence starter

Watch this video and enlarge me...

COMPLETE THE PARAGRAPH GRAPHIC ORGANISER TO SUPPORT YOUR OPINION

# THIS OR THAT

sneakers OR Photos

What do you prefer? Type here

● Topic Sentence: Type here

Type here

## 3 REASONS WHY

1st Reason: Type here Type here

Example: Type here

2nd Reason: Type here

Example: Type here

3rd Reason: Type here

Example: Type here

● Conclusion: Type here



USE THIS EXAMPLE ON LIQUID GLUE AND STICK GLUE  
TO HELP YOU IF YOU GET STUCK...

# THIS OR THAT



What do you prefer? Liquid Glue

- **Topic Sentence:** Liquid glue is a superior glue choice in compassion to stick glue for many reasons.

## 3 REASONS WHY

1<sup>st</sup> Reason: It sticks better to paper and craft objects.

Example: When connecting cotton balls to craft sticks to forms a strong bond.

2<sup>nd</sup> Reason: It is flexible and able to reach small areas.

Example: Because it is liquid it can get in between cracks.

3<sup>rd</sup> Reason: It last longer than stick glue.

Example: Stick glue dries out quickly causing it to expire faster than liquid glue.

- **Counterclaim:** Although some people think stick glue is better because it is less messy, liquid glue is not messy as long as you go slowly.

- **Conclusion:** In summary, liquid glue offers many benefits that stick glue does not making it a superior choice.

# *Detention*

## *Week 9*

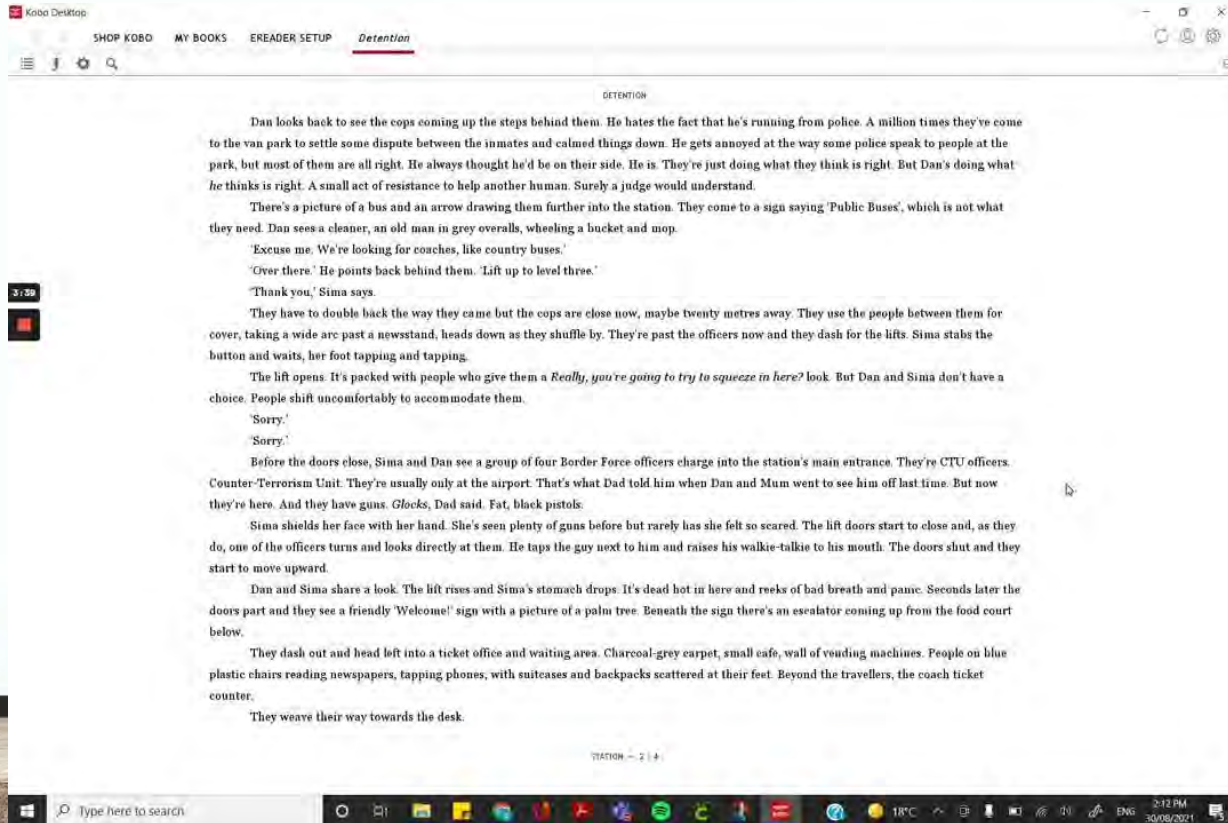




# Tuesday - Chapter 34 Youtube link



# Tuesday - Chapter 34



Koba Desktop

SHDP KOB0 MY BOOKS EREADER SETUP Detention

DETENTION

Dan looks back to see the cops coming up the steps behind them. He hates the fact that he's running from police. A million times they've come to the van park to settle some dispute between the inmates and calmed things down. He gets annoyed at the way some police speak to people at the park, but most of them are all right. He always thought he'd be on their side. He is. They're just doing what they think is right. But Dan's doing what *he* thinks is right. A small act of resistance to help another human. Surely a judge would understand.

There's a picture of a bus and an arrow drawing them further into the station. They come to a sign saying 'Public Buses', which is not what they need. Dan sees a cleaner, an old man in grey overalls, wheeling a bucket and mop.

'Excuse me. We're looking for coaches, like country buses.'

'Over there.' He points back behind them. 'Lift up to level three.'

'Thank you,' Sima says.

They have to double back the way they came but the cops are close now, maybe twenty metres away. They use the people between them for cover, taking a wide arc past a newsstand, heads down as they shuffle by. They're past the officers now and they dash for the lifts. Sima stabs the button and waits, her foot tapping and tapping.

The lift opens. It's packed with people who give them a *Really, you're going to try to squeeze in here?* look. But Dan and Sima don't have a choice. People shift uncomfortably to accommodate them.

'Sorry.'

'Sorry.'

Before the doors close, Sima and Dan see a group of four Border Force officers charge into the station's main entrance. They're CTU officers. Counter-Terrorism Unit. They're usually only at the airport. That's what Dad told him when Dan and Mum went to see him off last time. But now they're here. And they have guns. *Glocks*, Dad said. Fat, black pistols.

Sima shields her face with her hand. She's seen plenty of guns before but rarely has she felt so scared. The lift doors start to close and, as they do, one of the officers turns and looks directly at them. He taps the guy next to him and raises his walkie-talkie to his mouth. The doors shut and they start to move upward.

Dan and Sima share a look. The lift rises and Sima's stomach drops. It's dead hot in here and reeks of bad breath and panic. Seconds later the doors part and they see a friendly 'Welcome!' sign with a picture of a palm tree. Beneath the sign there's an escalator coming up from the food court below.

They dash out and head left into a ticket office and waiting area. Charcoal-grey carpet, small cafe, wall of vending machines. People on blue plastic chairs reading newspapers, tapping phones, with suitcases and backpacks scattered at their feet. Beyond the travellers, the coach ticket counter.

They weave their way towards the desk.

STATION — 214 —

Type here to search

3:13 PM 30/08/2021

# ETHICAL DILEMMA

Dan regards the police in a positive light. However, in running from them:

*'Dan's doing what he thinks is right. 'A small act of resistance to help another human. Surely a judge would understand'.*

1. **With these lines, what do you think the author, Tristan Bancks wants the reader to question/consider?**
2. **Do you think it is important to challenge or resist authority to help another human? Why/Why not?**



**3. Dan uses his savings to buy Sima's bus ticket to Leeton. Do you think Dan is still making the right decision to help Sima even though they are clearly being pursued by Border Force officers. Why/Why not?**

**4. What 5 words would you use to describe Dan's character? Which of these qualities do you admire the most? Why?**



Tuesday - Year 6

# DATA





# Learning Intention

We are learning to use appropriate methods to collect data and construct, interpret and evaluate data displays, including dot plots, line graphs and two-way tables

# Success Criteria

I can:

- Interpret and compare a range of data displays
- Interpret secondary data presented in digital media and elsewhere
- Critically evaluate data representations found in digital media
- Identify sources of bias and misleading representations of data
- Interpret tables and graphs presented in digital media and factual texts
- Identify and describe conclusions



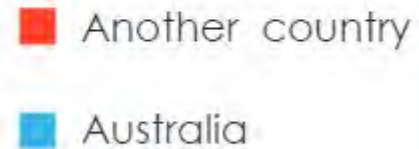
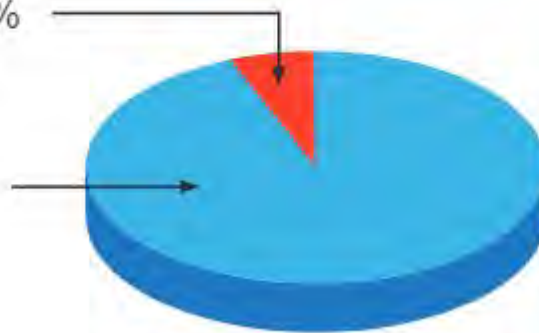
When gathering data, it is important to design questions that collect information that and display it without bias. **Bias** is when data and information displays show information that is not complete, or is misleading so that a desired result can be shown.

For example, the sector graph below shows that 94% of people in an international survey think that Australia is the best country in the world. This would lead us to believe that a large amount of people around the world think that Australia is the best country in the world for living in.

### Proportion of People Who Believe Australia is the Best Country to Live In

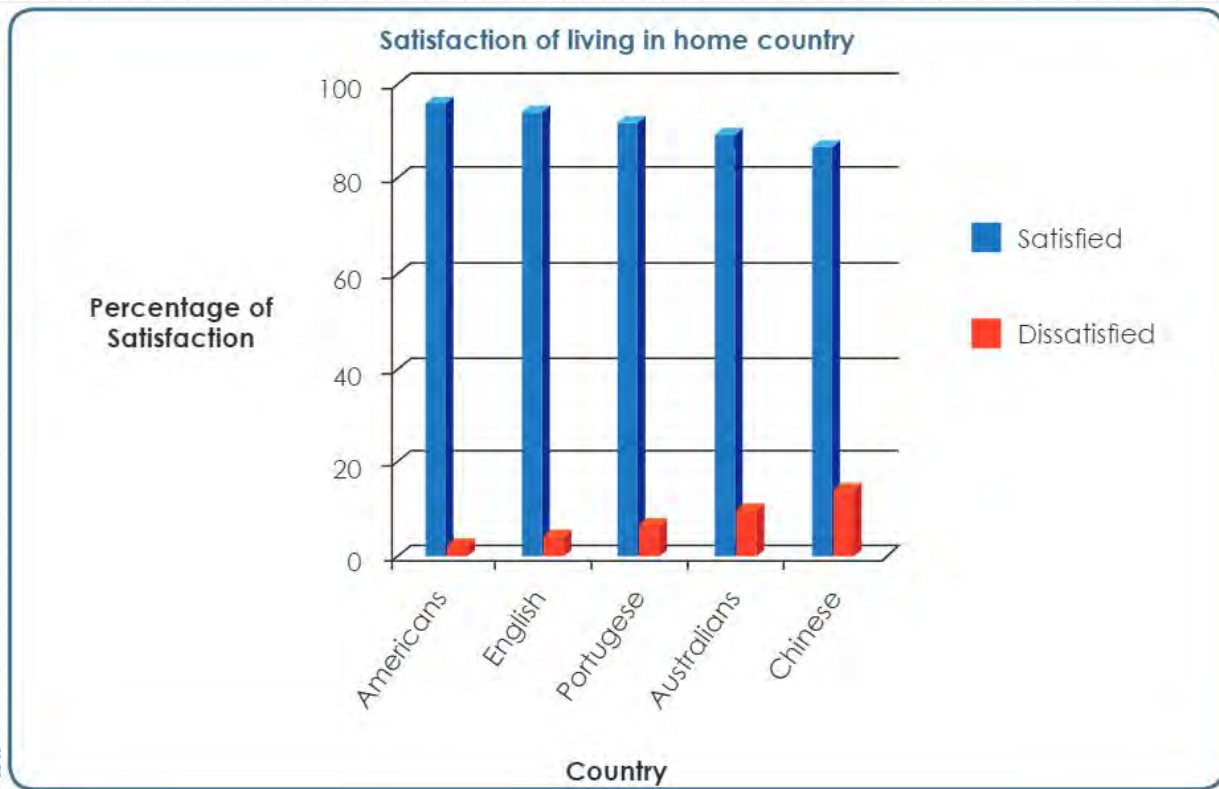
Another country 6%

Australia 94%



The data displayed actually only shows the opinions of people living in Australia and not the opinions of people in other countries.

Below is the graph that the data was taken from. This graph shows that other countries, such as America have a far higher portion of people who are satisfied with living in their own country. Compared to other countries, Australia doesn't rate as highly.



Look at the title of the two displays on the previous pages. They are quite different and do not mean the same thing. How do these titles influence what you think about the data they show?





Compare these two questions:

A	B
Should schools force children to do boring homework?	Should homework be a part of school work?

**Question A** uses negative language: force and boring. It is telling us that the homework is boring and that children are forced to do it. This will make most people more likely to disagree that homework should be a part of school.

**Question B** is a neutral question. It does not present a particular viewpoint while asking a question. It does not use any language that makes homework sound good or bad.

Look at the questions. Do you think that they are biased or neutral? Write your answer and give your reason. If you think it is a biased question, change it and write a neutral question in the right column.

Question	Biased or Neutral?	Reason	Neutral question
Would you rather eat a delicious steak that I cooked or another boring meat pie?			
How tall are you?			
Is soccer your favourite sport?			
What time do you go to bed?			
Do you like the boring stories your teacher reads after lunch?			



# Misleading Graphs

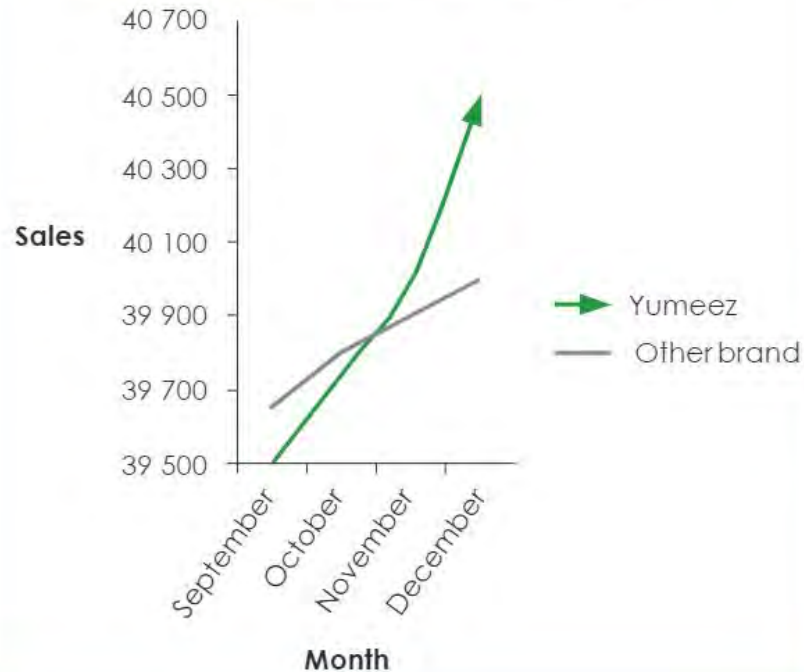
Graphs can be constructed so that they are deliberately misleading. In this line graph, it looks like Yumeez Corn snacks are very popular compared to a different brand.

Can you see what is misleading about this graph?

**Hint:** Look at the scale and title.

Why do you think the data would be presented in this way? Write your answer below.

Massive growth of Yumeez Corn Snacks sales



NUMERACY

**NINJAS**

5 MINUTE SKILL CHECK

# WEEK 29

## SESSION 2

Answer as many questions as you can in 5 minutes

# MENTAL STRATEGIES -

do these in your head

Q	Question	Answer
1	$10 = \square + 1$	<input type="text"/>
2	What is double 8?	<input type="text"/>
3	What is half of 51?	<input type="text"/>
4	$15 + 80 = \square$	<input type="text"/>
5	$133 - 60 = \square$	<input type="text"/>

6

$12 + \square = 20$

7

$68 + 70 = \square$

8

$51 + 18 = 51 +$   
 $9 + \square$

9

$1 + 871 = \square$

10

$86 + 85 = 80 +$   
 $80 + \square$

**Total out of 10**

# TIMESTABLES -

do these in your head

Q	Question	Answer
1	$21 \div \square = 7$	<input type="text"/>
2	$\square \times 10 = 100$	<input type="text"/>
3	$\square \div 10 = 3$	<input type="text"/>
4	$49 \div \square = 7$	<input type="text"/>
5	$8 \times 8 = \square$	<input type="text"/>

6

$$\square \div 6 = 4$$

7

$$45 \div \square = 5$$

8

$$6 \times 6 = \square$$

9

$$\square \times 6 = 54$$

10

$$90 \div 10 = \square$$

**Total out of 10**



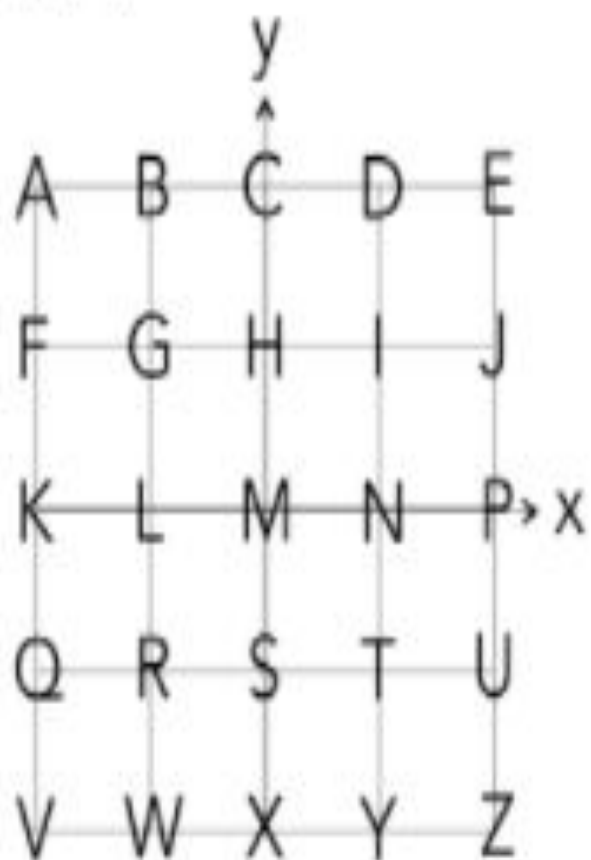
**KEY SKILLS** - you may use written calculations for these questions

Q	Question	Answer
1	$612 \div 9 = \square$	<input type="text"/>
2	$10 \div 2 + 4$	<input type="text"/>
3	$40.32 \div 0.5$	<input type="text"/>
4	$0.13 \times 10$	<input type="text"/>
5	$(-100) \div (-10)$	<input type="text"/>
6	If $a = 5$ , $b = 9$ and $c = 3$ , what is the value of $2a + b/c$ ?	<input type="text"/>

7  $(-2) + (-1)$

8 Round 6.3674 to 3 s.f.

9 What is the letter at (1,0)?



10 What is  $\frac{8}{10}$  of 80?

**Total out of 10**

Type here

# WHICH NINJA BELT ARE YOU?



Which belt does your  
NINJA Score earn you?

0-3

WHITE

YELLOW 4-6

7-9

ORANGE

GREEN 10-13

14-17

BLUE

PURPLE 18-21

22-25

RED

BROWN 26-29

30

BLACK

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## Week 29 Session 1

### Mental Strategies Answers

Q	Question	Answer
1	$10 = \square + 1$	9
2	What is double 8?	16
3	What is half of 51?	25.5
4	$15 + 80 = \square$	95
5	$133 - 60 = \square$	73
6	$12 + \square = 20$	8
7	$68 + 70 = \square$	138
8	$51 + 18 = 51 + 9 + \square$	9
9	$1 + 871 = \square$	872
10	$86 + 85 = 80 + 80 + \square$	11





# Week 29 Session 1

## Times tables Answers

Q	Question	Answer
1	$21 \div \square = 7$	3
2	$\square \times 10 = 100$	10
3	$\square \div 10 = 3$	30
4	$49 \div \square = 7$	7
5	$8 \times 8 = \square$	64
6	$\square \div 6 = 4$	24
7	$45 \div \square = 5$	9
8	$6 \times 6 = \square$	36
9	$\square \times 6 = 54$	9
10	$90 \div 10 = \square$	9




## Week 29 Session 1

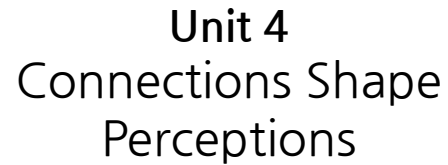
### Key Skills Answers

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7	$5 - (-10)$	15
8	What is the highest common factor of 27 and 19?	1
9	What is the value of $(-12)$ squared?	144
10	What is 110% of £120?	£132





# Geography Lesson 8



Unit 4  
Connections Shape  
Perceptions




## How can stereotypes and generalisations affect how we think about places?





# How can stereotypes and generalisations affect how we think about places?

Sixty-two million people in India live in slums. Slums are areas of a city which are filled with overcrowded, run-down housing, which are considered unfit for people to live in. Most slums have no regular fresh water or proper toilets and are overrun with rubbish.



Look at the image below of the Dharavi slum in India.



What do you see?



What do you think?



What do you wonder?

Read the newspaper headlines, below.  
Place words in the surrounding boxes to describe what it might feel like to live in the slum. Aim to include verbs, adjectives and nouns.



Read the newspaper headlines about India's slums.





Watch the following clip: <https://www.inquisitive.com/video/1030-the-dharavi-slum>

After viewing  
the above clip,  
write a  
newspaper  
headline about  
Dharavi slum  
that tells a  
different story.

THE TIMES OF INDIA

Type here



# Ethiopia

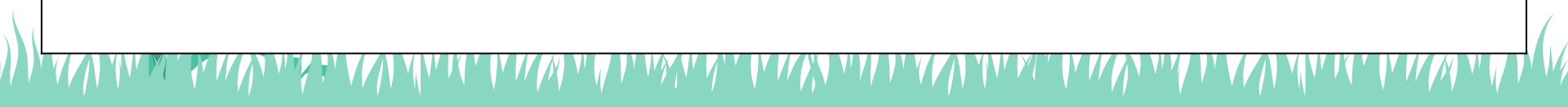


What are your current perceptions about Ethiopia?  
(i.e. negative/positive and why?)

**Click here to view images of Ethiopia** → [Ethiopia images](#) --> [Ebook](#)

Describe what you see?

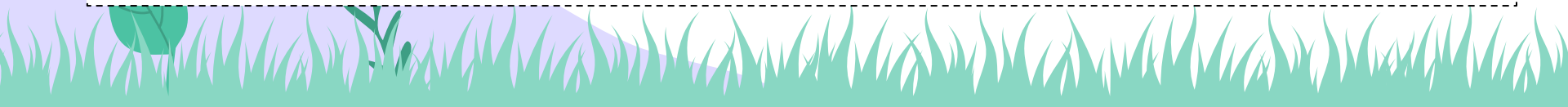
How might Ethiopia be affected by people's incorrect perceptions?





Watch this video → <https://www.inquisitive.com/video/1031-delhi-street-children-s-newspaper>

*What are these kids doing to break down media and society stereotypes about them?*





# Week 9

# Stage 3

Wednesday

# Wednesday DEAR

## Text Read

Type here

## Pages Read

Type here

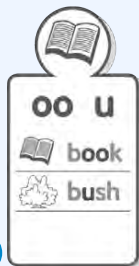
## Amount of Time

Type here



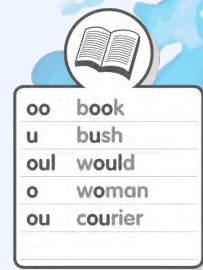
# Soundwaves Unit 27

## Year 5



soot	shouldn't	bullock	barefoot
sugar	crooked	fullness	bulldozer
woollen	fully	womanly	understood
wooly	bully	pudding	knighthood
wolf	pulley	butcher	cushion
couldn't	bullet	driftwood	kookaburra
would've			

## Year 6



hoodwink	rookery	bullion	ebullient
ambushed	whoosh	courier	woomera
bullying	bushel	likelihood	babushka
pulleys	bulrush	fulfilment	pincushion
bullocky	fulsome	unfulfilled	bushwhacker
cuckoo	bulletin	fulfilling	misunderstood
crookedly			

## Year 5 Extension

bullies	ebullient	misunderstood	swoosh
bullying	ebulliently	penpusher	wolverine
bushranger	footlights	pulleys	wolves
cushioned	fulfilling	pulpit	woodwork
ebullience	livelihood	pushiness	woolgrower

## Year 6 Extension

bookbinder	falsehood	kaput	sootiness
bulbul	fulcrum	kibbutz	sputnik
bullroarer	fulminate	kibbutzim	unfulfilling
bulwark	fulmination	pullet	woofer
chequebook	hookworm	pulmonary	worsted

# Writing Activity

What are your most  
prized possessions?

*This lesson is the preparation for tomorrow's writing lesson*





Watch this video.

**It relates to many of the topics we have covered this term and throughout the year with refugees, immigration and asylum seekers.**

What are your most prized possessions?



a prized/treasured  
possession  
**(one that is very  
important to you):**

Think of all of your most  
prized possessions.  
Decide what they would  
be.

Look at the next slides to help you  
decide..













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+  
WORLD VISION





# Your Prized Possessions

## *What you need to do:*

- *Think about what a prized possession means to you*
- *Collect your prized possessions (they could be items in your home or that belong to someone in your family)*
- *Have at least 6 prized possessions - they can be anything*
- *Lay your chosen possessions on the floor (you can lay them on a blanket, towel as a background like the examples shown)*
- *Take a photo from an aerial view*

### **Extension:**

Number your objects in the photo like the first example and name what they are.



# Type your name Prized Possessions

Insert your photo here



An extra slide if you need it



# *Detention*

## *Week 9*



# Wednesday - Chapter 35 Youtube link



# Wednesday - Chapter 35

Kobo Desktop

SHOP KOBO MY BOOKS READER SETUP Detention

3:28

DETENTION

Dan drops to the ground.

'Where is she?' the cops demand. 'Where is she?'

Sima rolls over and over, seeing concrete, the underside of a bus, concrete, underside of bus, grazing her arms and elbows and knees until she's two bays over between 22 and 23.

'Who?' Dan asks.

The girl! They're standing right over him now.

'What girl?'

Sima jumps up and runs between the buses to the back where she sees the Sydney bus turning left and heading down a ramp. She chases it, banging on the side, leaving hand marks in the black diesel fume dust all the way to the front of the bus.

All but one of the Border Force officers leave Dan and run to the rear of the buses. They split up, cleecking beneath and between each bus. But Sima's halfway down the ramp now, trying to make the driver stop.

The officer left with Dan drops to the ground, on hands and knees, looking under the bus next to them. As he does, Dan gets to his feet, runs to the front of the buses and across the path. The officer chases him. Dan slips through a door marked 'Fire Exit'. There's a blue plastic chair inside the narrow concrete corridor and Dan jams it up under the door handle. He hears a thump as the officer runs into the door, but it doesn't give, and Dan bolts down the darkened hallway to a set of stairs.

Sima keeps banging on the side of the bus, then on the glass door. The driver looks out, shakes his head. *He is not going to stop*, she thinks. *He's not going to stop*. She waves her ticket and slams her palm on the glass door again and again and, finally, the bus pulls up, brakes screaming, stopping on the steep, curving ramp. The door bangs open.

'What're you doing?!' the driver snaps. 'You'll get yourself killed.'

'I need to get on,' she says. 'Sorry, sorry.'

He shakes his head again. 'Where are you going?'

She steps up onto the bus.

'Leeton,' she says. 'Sydney.' She tries to make it sound as Australian as she can.

'Y'can't travel without an adult.'

Without hesitation Sima says, 'At the back, my mother.' Her face flushes red with the lie but the driver is looking back. The bus is pretty packed.

He checks his watch, shakes his head. 'Okay, go.'

Sima hands him the ticket, but he waves her past. The doors slam and the bus continues down the ramp. Sima makes her way along the aisle, looking out through the back window, waiting for the officers to appear.

TO: CATCH A BUS -- 2 / 8

Type here to search

18°C 3:22 PM 30/08/2021



# TO CATCH A BUS

The scene at the bus station is chaotic with armed Border Force officers chasing Sima, people screaming and the fire alarm causing panic.

**1. Do you think that Sima presents such a 'threat' to public safety that the behaviour of the border force officers is justified? Why? Why not?**

**2. Sima makes it onto the bus to Leeton but will she make it all the way to her Uncle's? What do you think might happen next?**



**3. What 5 words would you use to describe Sima's character?**

**4. Which of these qualities do you admire the most? Why?**





# Learning Intention

We are learning to use appropriate methods to collect data and construct, interpret and evaluate data displays, including dot plots, line graphs and two-way tables

# Success Criteria

I can:

- Interpret and compare a range of data displays
- Interpret secondary data presented in digital media and elsewhere
- Interpret tables and graphs presented in digital media and factual texts
- Identify and describe conclusions
- Critically evaluate data representations found in digital media
- Identify sources of bias and misleading representations of data

Graphs are made by different people for different reasons, so it is important to think about who collected the data, presented the graph and if there is any bias in what they want to tell us.

This data display is from the Australian Beverages Council (ABC)



Look at the two line graphs in the information display on the previous page and answer the following questions:

What do these graphs show us?

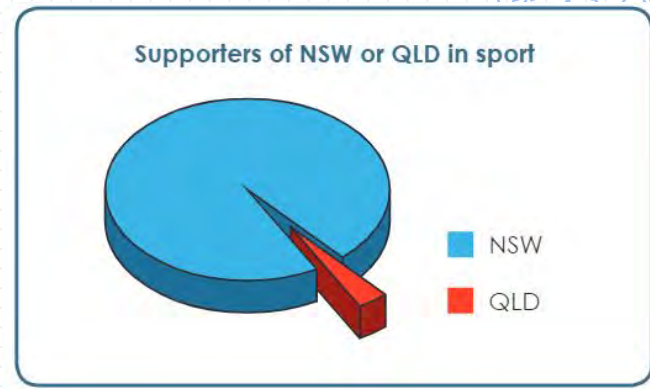
Why do you think the years are different between the two graphs?

Does this make comparisons between the two graphs fair and accurate? Give reasons for your answer

How would you change the line graphs in the data display to make them more accurate?



Here is a **sector graph**.  
Look at the graph and  
answer the following  
questions:

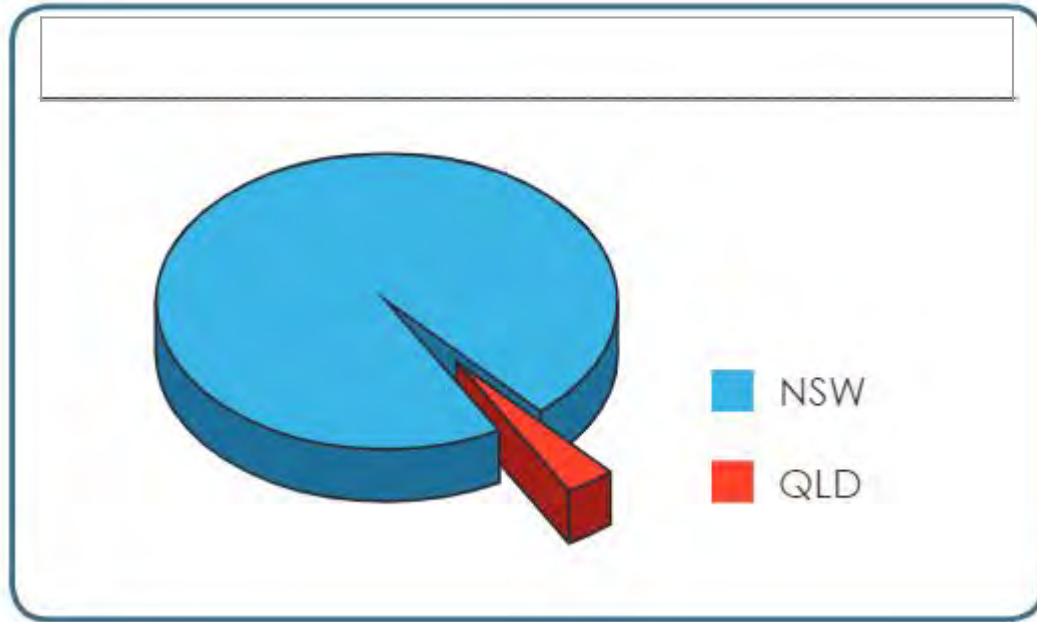


What does this sector graph show?

Does the graph indicate from what year or where the data was gathered? Why might this make a difference?

Do you think the graph is complete? Why or why not?

The data for this sector graph was collected last year, in Sydney.  
Write a title for this sector graph, in the space provided, that  
makes it less misleading for someone reading it.



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5 MINUTE SKILL CHECK

# WEEK 29 SESSION 3

Answer as many questions as you can in 5 minutes

# MENTAL STRATEGIES -

do these in your head

Q	Question	Answer
1	$10 = 1 + \square$	<input type="text"/>
2	Double 6	<input type="text"/>
3	What is half of 80?	<input type="text"/>
4	$150 + 20 = \square$	<input type="text"/>
5	$78 - 50 = \square$	<input type="text"/>

6	$69 + \square = 70$	<input type="text"/>
7	$98 + 97 = \square$	<input type="text"/>
8	$32 + 12 = 32 +$ $8 + \square$	<input type="text"/>
9	$1 + 147 = \square$	<input type="text"/>
10	$36 + 15 = 30 +$ $10 + \square$	<input type="text"/>
<b>Total out of 10</b>		<input type="text"/>

# TIMESTABLES -

do these in your head

Q	Question	Answer
1	$27 \div \square = 9$	<input type="text"/>
2	$10 \times \square = 20$	<input type="text"/>
3	$40 \div \square = 4$	<input type="text"/>
4	$7 \times \square = 42$	<input type="text"/>
5	$\square \times 9 = 72$	<input type="text"/>



6

$$\square \div 6 = 2$$

7

$$45 \div \square = 5$$

8

$$6 \times \square = 48$$

9

$$63 \div 9 = \square$$

10

$$100 \div \square = 10$$

**Total out of 10**

**KEY SKILLS** - you may use written calculations for these questions

Q	Question	Answer
1	$288 \div 9 = \square$	<input type="text"/>
2	$100 - 20 \div 5$	<input type="text"/>
3	$67.32 \div 9$	<input type="text"/>
4	$9.28 \times 10$	<input type="text"/>
5	$70 \div (-10)$	<input type="text"/>
6	If $a = 7$ , $b = 10$ and $c = 9$ , what is the value of $c / (b - a)$ ?	<input type="text"/>

7

$$45 \div \square = 5$$

8

$$6 \times \square = 48$$

9

$$63 \div 9 = \square$$

10

$$100 \div \square = 10$$

**Total out of 10**

Type here

# WHICH NINJA BELT ARE YOU?



Which belt does your  
NINJA Score earn you?

0-3

WHITE

YELLOW 4-6

7-9

ORANGE

GREEN 10-13

14-17

BLUE

PURPLE 18-21

22-25

RED

BROWN 26-29

30

BLACK

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## Week 29 Session 3

### Mental Strategies Answers

Q	Question	Answer
1	$10 = 1 + \square$	9
2	Double 6	12
3	What is half of 80?	40
4	$150 + 20 = \square$	170
5	$78 - 50 = \square$	28
6	$69 + \square = 70$	1
7	$98 + 97 = \square$	195
8	$32 + 12 = 32 + 8 + \square$	4
9	$1 + 147 = \square$	148
10	$36 + 15 = 30 + 10 + \square$	11





## Week 29 Session 3

### Times tables Answers

Q	Question	Answer
1	$27 \div \square = 9$	3
2	$10 \times \square = 20$	2
3	$40 \div \square = 4$	10
4	$7 \times \square = 42$	6
5	$\square \times 9 = 72$	8
6	$\square \div 6 = 2$	12
7	$45 \div \square = 5$	9
8	$6 \times \square = 48$	8
9	$63 \div 9 = \square$	7
10	$100 \div \square = 10$	10





## Week 29 Session 3

### Key Skills Answers

Q	Question	Answer
1	$288 \div 9 = \square$	32
2	$100 - 20 \div 5$	96
3	$67.32 \div 9$	7.48
4	$9.28 \times 10$	92.8
5	$70 \div (-10)$	-7
6	If $a = 7$ , $b = 10$ and $c = 9$ , what is the value of $c / (b - a)$ ?	3
7	$(-2) - (-9)$	7
8	What is the highest common factor of 21 and 28?	7
9	What is the value of $8^2$ ?	64
10	What is 65% of £370?	£240.50

The background features a white central area with colorful, abstract shapes. On the left, there are yellow and purple wavy borders. On the right, a purple shape contains a grid of white dots. At the bottom, there are teal and yellow wavy borders, with a teal circle on the left and a red circle on the right.

**Science**

Week 9 (Assessment)

Wednesday

## Name and describe three forces you learnt about in this unit

	Force (name)	Describe
1		
2		
3		

Drag the correct force onto the the corresponding image. Some may have more than one force



a)

Gravity

Thrust

Air Resistance

Tension

Buoyancy

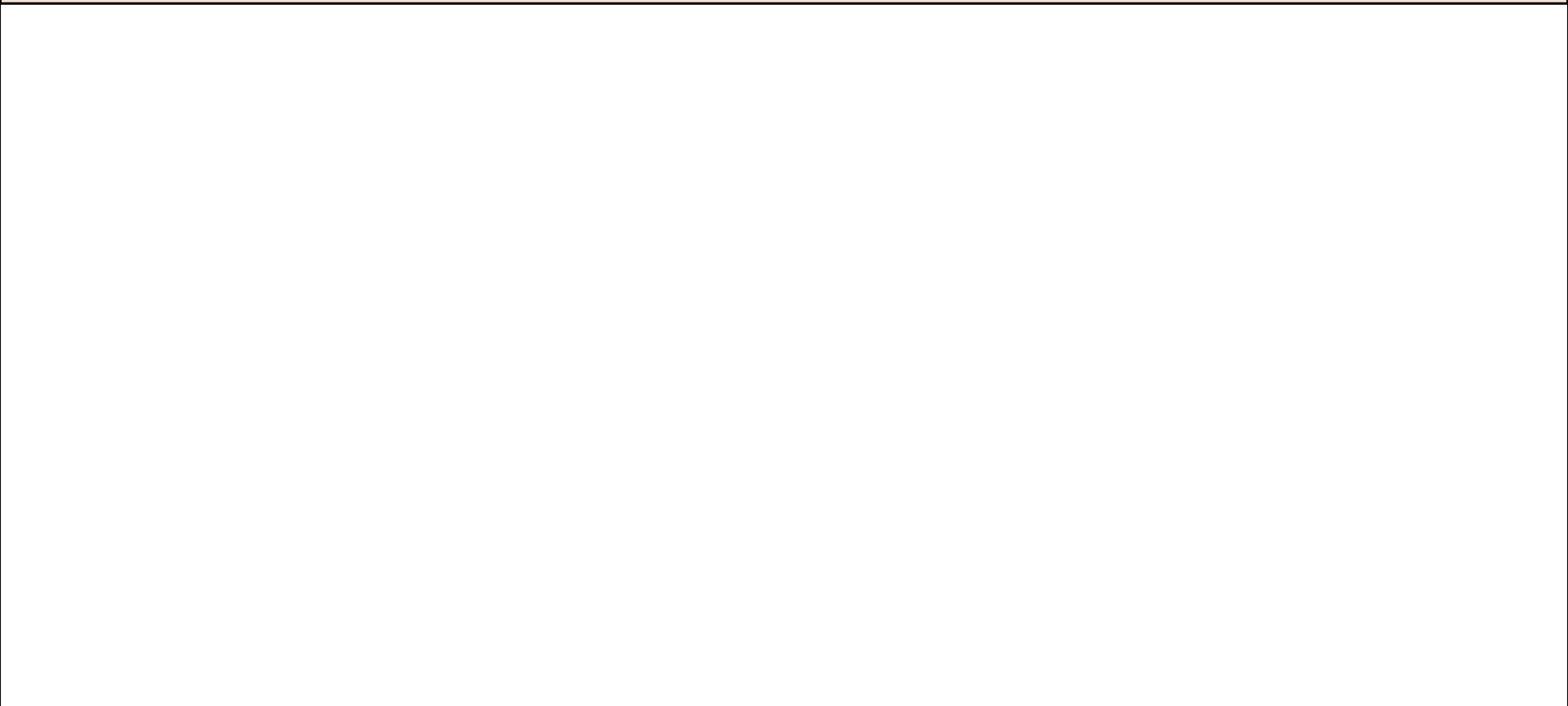
Elastic Force

b)

Write down below,  
whether each image uses  
a 'push' or 'pull' force

1. Cruise ship image →
2. Rocket image →
3. Parachute image →

**Mars is almost half the size as Earth and therefore the force of gravity will also be half the strength. Knowing what you now know about forces and the atmosphere on Mars, design an efficient vehicle that could be used to explore the planet or the area surrounding it. Use the shape/arrow feature to create your vehicle. Alternatively, draw and label your design.**





# Week 9

# Stage 3

Thursday



# Thursday DEAR

## Text Read

Type here

## Pages Read

Type here

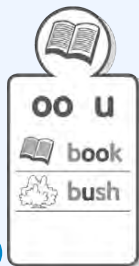
## Amount of Time

Type here



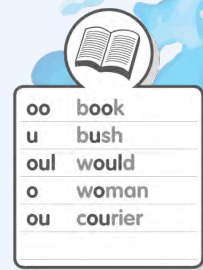
# Soundwaves Unit 27

## Year 5



soot	shouldn't	bullock	barefoot
sugar	crooked	fullness	bulldozer
woollen	fully	womanly	understood
wooly	bully	pudding	knighthood
wolf	pulley	butcher	cushion
couldn't	bullet	driftwood	kookaburra
would've			

## Year 6



hoodwink	rookery	bullion	ebullient
ambushed	whoosh	courier	woomera
bullying	bushel	likelihood	babushka
pulleys	bulrush	fulfilment	pincushion
bullocky	fulsome	unfulfilled	bushwhacker
cuckoo	bulletin	fulfilling	misunderstood
crookedly			

## Year 5 Extension

bullies	ebullient	misunderstood	swoosh
bullying	ebulliently	penpusher	wolverine
bushranger	footlights	pulleys	wolves
cushioned	fulfilling	pulpit	woodwork
ebullience	livelihood	pushiness	woolgrower

## Year 6 Extension

bookbinder	falsehood	kaput	sootiness
bulbul	fulcrum	kibbutz	sputnik
bullroarer	fulminate	kibbutzim	unfulfilling
bulwark	fulmination	pullet	woofer
chequebook	hookworm	pulmonary	worsted

# Learning Intention:

## We are learning to write an appropriate synonyms for words.

### Success Criteria


- I know that a synonyms are words that mean the same as a given word
- I can write a synonym for my chosen list words.



# SYNONYMS

Type your spelling words and a word with the same meaning.






# Persuasive Writing

My prized possessions

**You will need yesterday's photo  
submission to complete this task.  
Ensure it is complete.**



# Learning Intention:

## We are writing a paragraph to justify our choice in our prized possessions

### Success Criteria

- I can include a topic sentence at the very beginning.
- I can identify each of my prized possessions with a reason of justification
- I have written a concluding statement to summarise my paragraph

***Please remember your teacher will be taking into consideration the suitability of your choices***



# Things to consider before you begin...



## Setting

Remember you have been given little notice and need to evacuate your house. [Click here](#) to refresh your memory

## Suitability of choices

You probably won't have much space and will need to keep your baggage light.



## PEEL Paragraphs

Remember to include elements of a PEEL paragraph.

## Persuasive Language Features

To justify your choices there is an element of persuasion. Look at the next slide if you need revising.



# Things to include to make your paragraph

Your Paragraph Should Include:

**P** **E** **E** **L**

Point Evidence Explanation Link

Make your point

Back it up: Support your point with evidence & examples

Explain how the evidence supports your point

Link this point to the next point in the following paragraph Or back to main point



[www.cursiveworksheets.com](http://www.cursiveworksheets.com)



Sentence Starters for stating your opinion:

- In my opinion
- I think
- I feel
- I believe
- I prefer
- My favorite

Transitions when providing reasons:

- First
- To start
- To begin with
- Second
- Next
- Another reason
- Finally
- Lastly
- Most importantly
- One last reason

Transitions when providing examples/details:

- For example
- For instance
- In particular
- Specifically
- Additionally
- In other words
- In fact
- An example is

Transitions when coming to a conclusion:

- In conclusion
- All in all
- As you can see
- To sum it up
- To summarize
- Finally

## Persuasive sentence starters

Cut out these sentence starters and give to children to use as practice in persuasive arguments.

I believe that...

In my opinion...

It is vital that...

I have to say that...

I really feel that...

I'm sure...

I know...

Others must agree that...

It is clear that...

Clearly...

I'm absolutely certain...

It has to be time that...

Without doubt...

The time has come to...

It seems to me that...

Everyone knows that...

I agree that...

Of course...

The fact is...

In truth...

Surely...

# Title for your paragraph

Type your paragraph here

**Another slide if you need it**

# *Detention*

## *Week 9*







# Thursday - Chapter 36

Kobo Desktop

SHOP KOBO MY BOOKS EREADER SETUP Detention

☰ 🔍

DETECTION

**AFTER**

1:49

I have something important for us to read this morning,' Miss Aston says, resting her whiteboard marker on the shelf beneath the board.

Groans from Josh and Thomas up the back. Dan taps Summer on the shoulder. She turns and he passes her a snack-size pack of Cheezitos under the table. She whispers 'thanks' and drops them on her bag.

'No, no, it's something I'm sure you'll like,' Miss Aston says.

As soon as she says it – maybe it's the little look she flashes Dan – he knows it's about Sima. He just knows. It's been six weeks and he has no idea where she is, if she made it to Leaton, if she's dead or alive. He's desperately wanted to call someone in Leaton to find out, but who would he call? The police? The information centre? Still, somehow, since that day, he's felt like she's still close to him. He can't quite explain why.

Dan was questioned by police and by the principal about his role in Sima's escape. He was threatened with suspension and expulsion but Mum and Miss Aston stood up for him. Miss Aston claims she didn't say anything to the principal about Sima on the day of the lockdown. She came back to the classroom after the debriefing at the hall, wanting to help Sima, searching for Dan. But they were gone. So she says, but Dan isn't buying it. If she hadn't backflipped, maybe they could have got Sima to safety without the big chase, without risking her life. Dan is no longer Miss Aston's biggest fan. He wants to get out of 'Reading Superstars' as fast as he can.

Miss Aston places a printout of a newspaper article on each of their desks. Rubi's desk is empty. She moved on last week into regular English classes. There's a kid called Trung in the class now. Dan's near-expulsion seems to have gained him some kind of street cred from Thomas and Josh since the lockdown. Thomas calls Dan 'savage' and 'gangsta' in the playground. And Josh hasn't punched Dan in weeks. Not hard anyway.

Dan's the last to get the article. He picks it up, tries to read the headline.

'Why's this so special, Miss?' Thomas asks.

'Let's read it together and you'll find out. Dan, you can go first.'

For the first time ever, Dan agrees to reading aloud in class. He feels the fear of getting it wrong in front of the others, the fear of looking like

AFTER — 1/4

Type Here to search

18°C 2:28 PM 30/08/2021

## AFTER: AUTHOR'S PERSPECTIVE

1. Do you believe that Miss Aston didn't say anything to the Principal about Sima on the day of the lockdown? Why/Why not?

2. In this chapter we find out that the protests and escapes have led to an inquiry on the treatment of refugees and the Federal Government is under pressure to settle more refugees. Why do you think the author is telling us this now?

**3. What do you think is the author's perspective on Australia's refugee policy and citizens having a 'voice'?**

**4. At the end of the chapter, we find out that Sima is at her Uncle's. How does the future look for Sima now?**

Thursday - Year 6

# DATA



# Learning Intention

We are learning to use appropriate methods to collect data and construct, interpret and evaluate data displays, including dot plots, line graphs and two-way tables

# Success Criteria

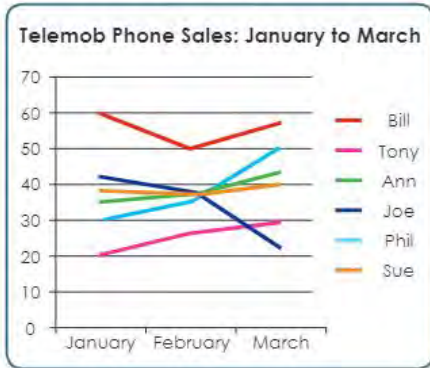
I can:

- Interpret and compare a range of data displays
- Interpret secondary data presented in digital media and elsewhere
- Interpret tables and graphs presented in digital media and factual texts
- Identify and describe conclusions
- Critically evaluate data representations found in digital media
- Identify sources of bias and misleading representations of data

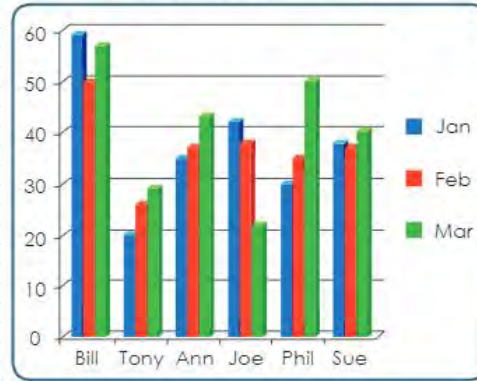


Look at the graphs below to answer the questions on the following page.

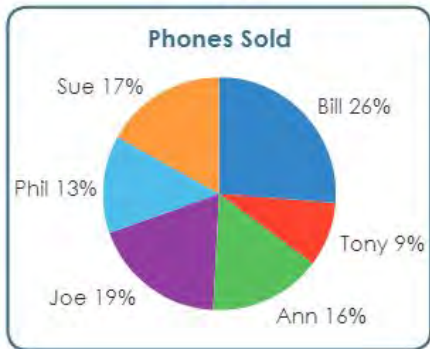
Line graph



Side-by-side column graph



Pie graph



Picture graph





Which type of graph (shown on the previous page) would be most appropriate to display the following information?

Write the name of the graph here



Growth of a sunflower over three weeks	
Proportion of all cars cleaned in one month by beach team member at Dave's Wash World	
Number of sheep shorn per hour by Max, Quentin, and Raif from 8am to 6pm	
Number of gold, silver and bronze medals won by each country at one Olympic Games	

Write 2 biased questions and 2 neutral questions for a survey about chips and pies in school tuckshops.

### Biased Questions

1.

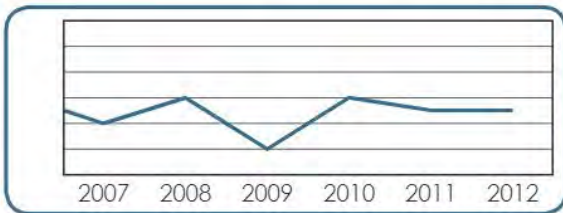
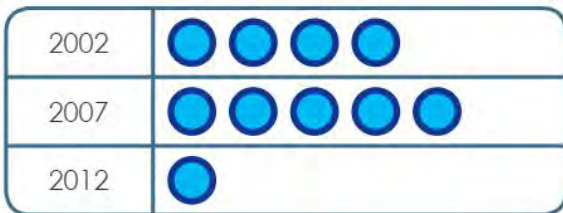
2.

### Neutral Questions

1.

2.

Match each of the following graphs to the following reports by inserting a line to connect them



**State energy consumption**  
 New South Wales consumes more energy than Queensland. There was a reverse in this trend for one year due to unseasonal warm weather causing...

**Interest rates**  
 The Australian dollar steadied against the US dollar and currency speculators heaved a sigh of relief after two torrid years of rises and falls.

**BioWarrior no longer lord of its domain**  
 After years of strong sales due to an active online community, sales of the latest version of BioWarrior have slumped. Sales are down 40 000 from the peak...

**6RW improves on tidiness**  
 Class 6RW have worked very hard to keep their lunch area litter free. Only one piece of litter was found after lunch for two days last week.

NUMERACY

**NINJAS**

5 MINUTE SKILL CHECK

# WEEK 29

## SESSION 4

Answer as many questions as you can in 5 minutes

# MENTAL STRATEGIES -

do these in your head

Q	Question	Answer
1	$1 + \square = 10$	<input type="text"/>
2	Double 2	<input type="text"/>
3	Halve 13	<input type="text"/>
4	$31 + 30 = \square$	<input type="text"/>
5	$62 - 20 = \square$	<input type="text"/>
6	$85 + \square = 90$	<input type="text"/>

7	$44 + 47 = \square$	<input type="text"/>
8	$83 + 13 = 83 +$ $7 + \square$	<input type="text"/>
9	$7 + 977 = \square$	<input type="text"/>
10	$29 + 37 = 29 +$ $30 + \square$	<input type="text"/>
Total out of 10		<input type="text"/>



# TIMESTABLES -

do these in your head

Q	Question	Answer
1	$\square \div 3 = 9$	<input type="text"/>
2	$10 \times \square = 30$	<input type="text"/>
3	$10 \times \square = 80$	<input type="text"/>
4	$\square \div 7 = 4$	<input type="text"/>
5	$\square \div 8 = 2$	<input type="text"/>

6

$6 \times 6 = \square$

7

$9 \times 7 = \square$

8

$6 \times 2 = \square$

9

$9 \times 4 = \square$

10

$\square \times 8 = 80$

**Total out of 10**

**KEY SKILLS** - you may use written calculations for these questions

Q	Question	Answer
1	$720 \div 9 = \square$	<input type="text"/>
2	$59 - 2 \div 1$	<input type="text"/>
3	$131.6 \div 10$	<input type="text"/>
4	$5.42 \times 10$	<input type="text"/>
5	$(-10) \div (-5)$	<input type="text"/>

6	If $a = 5$ $b = 3$ and $c = 10$ , what is the value of $bc / a$ ?	<input type="text"/>
7	$7 - (-8)$	<input type="text"/>
8	List all the factors of 4	<input type="text"/>
9	What is the value of $6^2$ ?	<input type="text"/>
10	What is 115% of £160?	<input type="text"/>
<b>Total out of 10</b>		<input type="text"/>

Type here

# WHICH NINJA BELT ARE YOU?



Which belt does your  
NINJA Score earn you?

0-3

WHITE

YELLOW

4-6

7-9

ORANGE

GREEN

10-13

14-17

BLUE

PURPLE

18-21

22-25

RED

BROWN

26-29

30

BLACK

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## Week 29 Session 4

### Mental Strategies Answers

Q	Question	Answer
1	$1 + \square = 10$	9
2	Double 2	4
3	Halve 13	26
4	$31 + 30 = \square$	61
5	$62 - 20 = \square$	42
6	$85 + \square = 90$	5
7	$44 + 47 = \square$	91
8	$83 + 13 = 83 + 7 + \square$	6
9	$7 + 977 = \square$	984
10	$29 + 37 = 29 + 30 + \square$	7





## Week 29 Session 4

### Timestables Answers


Q	Question	Answer
1	$\square \div 3 = 9$	27
2	$10 \times \square = 30$	3
3	$10 \times \square = 80$	8
4	$\square \div 7 = 4$	28
5	$\square \div 8 = 2$	16
6	$6 \times 6 = \square$	36
7	$9 \times 7 = \square$	63
8	$6 \times 2 = \square$	12
9	$9 \times 4 = \square$	36
10	$\square \times 8 = 80$	10



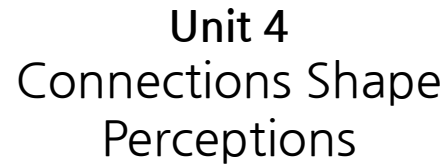
## Week 29 Session 4

### Key Skills Answers

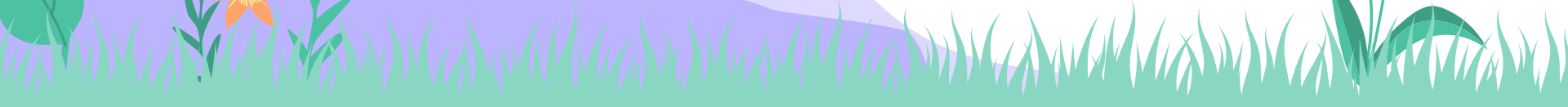
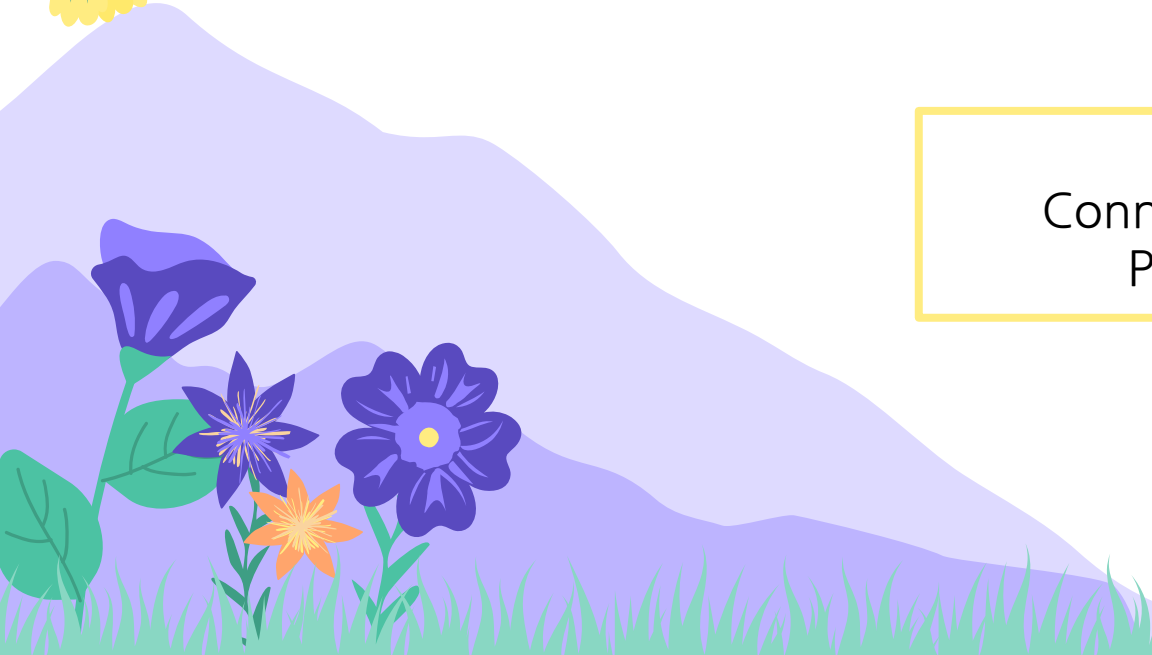


Q	Question	Answer
1	$720 \div 9 = \square$	80
2	$59 - 2 \div 1$	57
3	$131.6 \div 10$	13.16
4	$5.42 \times 10$	54.2
5	$(-10) \div (-5)$	2
6	If $a = 5$ , $b = 3$ and $c = 10$ , what is the value of $bc / a$ ?	6
7	$7 - (-8)$	15
8	List all the factors of 4	1, 2, 4
9	What is the value of $6^2$ ?	36
10	What is 115% of £160?	£184



# Geography Lesson 9



Unit 4  
Connections Shape  
Perceptions



## How do connections influence the way Australians and New Zealanders perceive each other and their countries?



# Australia Day Australian Lamb advertisement 2019



In the video, there is a selection of Australia/New Zealand issues mentioned.

Choose **one** of these and do your own research about it, then complete the mind map with information.

- The underarm bowling incident
- Which country invented the pavlova?
- Australia claiming famous/successful people: Russell Crowe, Mel Gibson, Crowded House, Phar Lap

***Complete this on the next slide***





Australian  
point of view

New Zealand  
point of view

Issue



My opinion

How could this  
be resolved creatively?





Watch the following video: Australia and New Zealand Sport  
<https://www.inquisitive.com/video/1033-australia-new-zealand-sport>

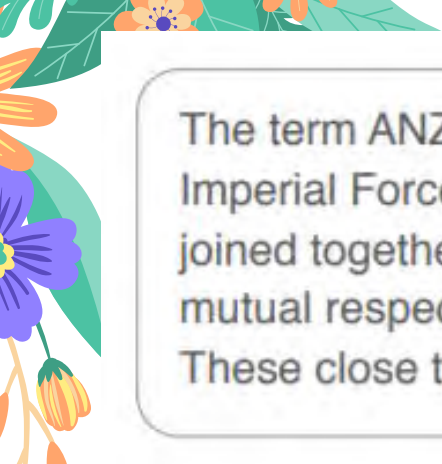
Answer the questions below in each football

Things Australians and New Zealanders have in common



Reasons why our sporting rivalry is so intense





The term ANZAC was created in 1914, in World War I, when the Australian Imperial Force and New Zealand Expeditionary Force stationed in Egypt were joined together to fight under one command. The ANZAC spirit symbolises the mutual respect earned when Australians and New Zealanders fought together. These close ties between Australia and New Zealand continue today.

The ANZAC bridge in Sydney was built to honour the Australian and New Zealand soldiers who served together in World War 1

Conduct your own research about the ANZAC bridge and explain one way that it respects the Australia New Zealand connection.

Answer here

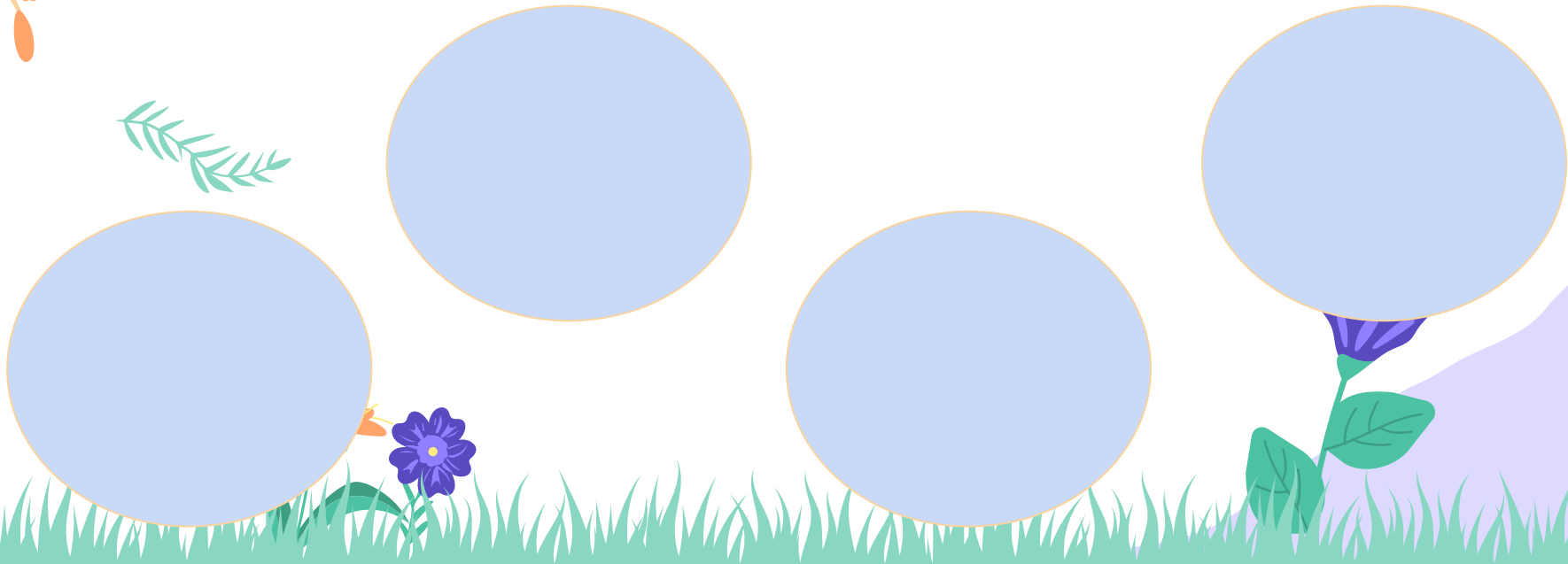




Click and explore this website

<https://www.newzealand.com/au/campaign/new-australia-land/>

Look through the different tourist options that New Australia-Land has to offer and find some examples of perceptions that New Zealand has about Australia. Place the perceptions in the bubbles below.





# Week 9

# Stage 3

Friday

# Friday DEAR

## Text Read

Type here

## Pages Read

Type here

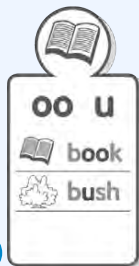
## Amount of Time

Type here



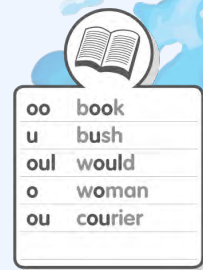
# Soundwaves Unit 27

## Year 5



soot	shouldn't	bullock	barefoot
sugar	crooked	fullness	bulldozer
woollen	fully	womanly	understood
wooly	bully	pudding	knighthood
wolf	pulley	butcher	cushion
couldn't	bullet	driftwood	kookaburra
would've			

## Year 6



hoodwink	rookery	bullion	ebullient
ambushed	whoosh	courier	woomera
bullying	bushel	likelihood	babushka
pulleys	bulrush	fulfilment	pincushion
bullocky	fulsome	unfulfilled	bushwhacker
cuckoo	bulletin	fulfilling	misunderstood
crookedly			

## Year 5 Extension

bullies	ebullient	misunderstood	swoosh
bullying	ebulliently	penpusher	wolverine
bushranger	footlights	pulleys	wolves
cushioned	fulfilling	pulpit	woodwork
ebullience	livelihood	pushiness	woolgrower

## Year 6 Extension

bookbinder	falsehood	kaput	sootiness
bulbul	fulcrum	kibbutz	sputnik
bullroarer	fulminate	kibbutzim	unfulfilling
bulwark	fulmination	pullet	woofer
chequebook	hookworm	pulmonary	worsted



BTN EPISODE

FRIDAY 10TH SEPTEMBER

BTN Link

<https://www.abc.net.au/btn/classroom/>

BTN

SUMMARY

**TASK:** Watch BTN Episode for this week.

Write a summary about your favourite story.

# Summarising

- What was the text about?
- Who was in the story?
- Where did the story take place?
- What was the author's purpose?
- What is the main message or moral of this text?
- Was there a problem to be resolved in the text?
- How was the problem resolved?
- What are some keywords or key phrases from the text?
- How have your feelings about the topic changed?
- Were you surprised by the ending? Why? Why not?
- Did you enjoy the piece? Why? Why Not?
- How would you describe this text to another person?

# BTN SUMMARY - FRIDAY 10TH SEPTEMBER

Type your summary here

YEAR 5 & 6




# MATHS

# CHALLENGE

Week 9 - Friday



# CHALLENGE 1


$$\text{Red Tulip} + \text{Red Tulip} + \text{Red Tulip} = 60$$

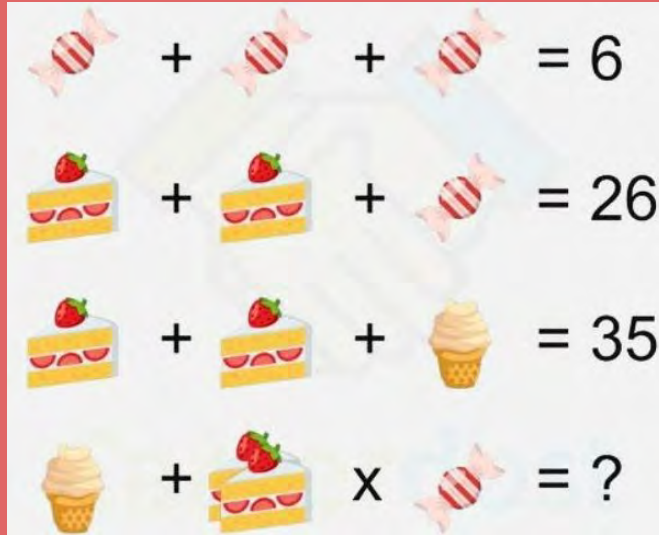
$$\text{Red Tulip} + \text{Purple Flower} + \text{Purple Flower} = 30$$

$$\text{Purple Flower} - \text{Two Yellow Sunflowers} = 3$$

$$\text{Yellow Sunflower} + \text{Red Tulip} \times \text{Purple Flower} = ?$$

Answer:

# CHALLENGE 2


$$\begin{array}{ccccccc} \text{Candy} & + & \text{Candy} & + & \text{Candy} & = & 6 \\ \text{Cake} & + & \text{Cake} & + & \text{Candy} & = & 26 \\ \text{Cake} & + & \text{Cake} & + & \text{Ice Cream} & = & 35 \\ \text{Ice Cream} & + & \text{Cake} & \times & \text{Candy} & = & ? \end{array}$$

Answer:




# CHALLENGE 3

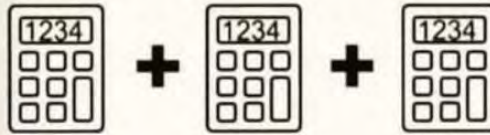
$$\begin{array}{l} \text{Blue Rocket} + \text{Blue Rocket} + \text{Blue Rocket} = 15 \\ \text{Yellow Rocket} + \text{Yellow Rocket} + \text{Yellow Rocket} = 30 \\ \text{Red Rocket} + \text{Red Rocket} + \text{Red Rocket} = 12 \\ \text{Yellow Rocket} \times \text{Blue Rocket} - \text{Red Rocket} = ? \end{array}$$

Answer:


# CHALLENGE 4



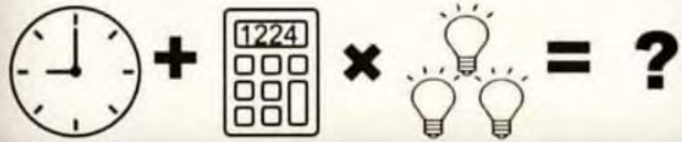
$\text{Clock} + \text{Clock} + \text{Clock} = 21$



$\text{Calculator} + \text{Calculator} + \text{Calculator} = 30$



$\text{Light Bulb} + \text{Light Bulb} - \text{Light Bulb} = 05$



$\text{Clock} + \text{Calculator} \times \text{Light Bulb} = ?$

Answer:

# CHALLENGE 5

## Pokémon Math Challenge

Use your math skills to find the value of each icon.

$$39 = \text{Pikachu} + \text{Pikachu} + \text{Jigglypuff}$$

$$\text{Pikachu} - \text{Smiling Face with Halo} = 10$$

$$\text{Slowbro} = 2 \times \text{Smiling Face with Halo}$$

$$\text{Jigglypuff} = \text{Pikachu}$$

$$\text{Pikachu} + \text{Slowbro} + \text{Jigglypuff} - \text{Smiling Face with Halo} = ?$$

Answer:

# ESCAPE ROOM

Can you complete the 4 tasks to help astronauts reactivate the navigation system ?



# LOST IN SPACE!



The astronauts aboard the International Space Station have just sent out a distress signal, their navigation system is malfunctioning, and they are beginning to go off course!

The only way to bypass their emergency protocol and reactivate the navigation system is to follow the clues and find the 4 security codes.

The astronauts are relying on you, so make sure you read all the instructions carefully to crack the codes!

# LOST IN SPACE!



1. In this online file, you will have all of the instructions and puzzles needed to uncover 4 secret codes. Type your answers onto the slides so you can keep track of your answers.
2. Read all instructions carefully to solve the problems accurately and uncover the correct codes.
3. When you finish a task, the code must be typed into a Google Form you can access here:  
<https://forms.gle/TTegRRcKSVpDJsyR7>
4. If your code is incorrect you will be prompted to 'try again'. If your code is correct, continue to the next task!



# TASK ONE

## Supplies needed:

- ✓ Task 1 question sheet

## Directions:

1. Find the missing quantities in each number sentence
2. Add all the digits of each answer (the missing number), one at a time, then record this number on the code line below. Do this for all the numbers, working from left to right and top to bottom
3. Type your code into the Google Form with no spaces. If the code is correct, progress to the next task.



# TASK TWO

## Supplies needed:

- ✓ Task 2 question sheet

## Directions:

1. Find the values of the lemon, strawberry and watermelon
2. Write these values at the bottom of the page, then type the numbers from left to right into the Google Form with no spaces. If the code is correct, progress to the next task.

# TASK TWO QUESTION SHEET

$$\text{Lemon} + \text{Lemon} + \text{Lemon} = 21$$

$$\text{Strawberry} \times \text{Lemon} + \text{Strawberry} = 40$$

$$\text{Strawberry} \times \text{Watermelon} + \text{Watermelon} = 60$$

$$\text{Lemon} = \underline{\quad ? \quad}$$

$$\text{Strawberry} = \underline{\quad ? \quad}$$

$$\text{Watermelon} = \underline{\quad ? \quad}$$

# TASK THREE

## Supplies needed:

- ✓ Task 3 question sheet

## Directions:

1. Find the rule for each number pattern, then fill in the missing numbers
2. Record the missing numbers (not the rule) on the code line below. Numbers should be recorded in order (left to right and top to bottom)
3. Type your code into the Google Form with no spaces. If the code is correct, progress to the next task.





# TASK FOUR

## Supplies needed:

- ✓ Task 4 question sheet
- ✓ Task 4 decoder

## Directions:

1. Solve the word problems
2. On the decoder page, use the answers from the word problems to find the secret message
3. Type the secret message in CAPITAL letters into the Google Form with no spaces. If the code is correct, you have made it out!

# TASK FOUR QUESTION S

## QUESTION 1

Matthew has saved \$1560 for a trip overseas, and his parents gave him \$200. How much more money does he need to save if the trip costs \$2300?

Type here

## QUESTION 2

Tom purchased 2 books at his local book store for a total of \$39. If one book was double the price of the other, how much was the cheapest book?

Type here

## QUESTION 3

Rihanna ran 7.5km over 3 days. On the first 2 days she ran the same distance. How far did she run on the third day, if it was half of what she ran on each of the first 2 days?

Type here

## QUESTION 4

Milly's dad is 45 years old, he is 15 years older than twice Milly's age. How old is Milly?

Type here

# TASK FOUR DECODER

QUESTION 1 DECODER									
0	1	2	3	4	5	6	7	8	q
I	E	W	R	A	N	T	Y	U	p

QUESTION 1    ?    ?    ?

QUESTION 2 DECODER									
0	1	2	3	4	5	6	7	8	q
J	L	O	E	S	A	N	C	B	p

QUESTION 2    ?    ?

QUESTION 3 DECODER									
0	1	2	3	4	5	6	7	8	q
p	D	U	E	S	I	B	A	X	Q

QUESTION 3    ?    ?

QUESTION 4 DECODER									
0	1	2	3	4	5	6	7	8	q
R	T	U	D	E	I	K	C	Y	F

QUESTION 4    ?    ?

CODE: ? ? ? ? ? ? ? ? ? ?

# Muscular Strength vs Muscular Endurance



**GOT GAME  
HOME PE  
Week 9**



## Week 9 Lesson Video

Welcome to week 9 everyone. Only two weeks until holidays and a well deserved break.

Our Got Game lesson this week is all about Muscular Strength and Endurance. You will learn what each one is and what exercises/activities you can do to increase your strength and endurance in your body. You will be working hard in this video with Rob and I so get your water bottle ready and make sure you've got plenty of energy and enthusiasm! Click on the link below to get stuck into it.

Good luck,

Mr Ellis

<https://loom.com/share/0e6e1f2283f7443f9ad63cd3876220f3>

# Extension Videos

Click on the links below to access more videos that will further improve your Muscular Strength and Endurance as well as a Kahoot to test your knowledge! If the Kahoot link you click on does not let you complete that quiz then click on one of the other links.

[Skipping combinations with Michelle](#)

[Speed skipping with Michelle](#)

[Side swing crossover skipping with Michelle](#)

[Boxing muscular strength and endurance with Emily](#)

[Muscular endurance activity with Emily](#)

[Roll the dice activity with Emily](#)

## **Kahoot:**

[https://kahoot.it/challenge/08132235?challenge-id=4e948176-9013-45b9-960d-2c108477c092\\_1630452015453](https://kahoot.it/challenge/08132235?challenge-id=4e948176-9013-45b9-960d-2c108477c092_1630452015453)

[https://kahoot.it/challenge/03046507?challenge-id=4e948176-9013-45b9-960d-2c108477c092\\_1630452059266](https://kahoot.it/challenge/03046507?challenge-id=4e948176-9013-45b9-960d-2c108477c092_1630452059266)

[https://kahoot.it/challenge/06345366?challenge-id=4e948176-9013-45b9-960d-2c108477c092\\_1630452118440](https://kahoot.it/challenge/06345366?challenge-id=4e948176-9013-45b9-960d-2c108477c092_1630452118440)

[https://kahoot.it/challenge/02124285?challenge-id=4e948176-9013-45b9-960d-2c108477c092\\_1630452201967](https://kahoot.it/challenge/02124285?challenge-id=4e948176-9013-45b9-960d-2c108477c092_1630452201967)