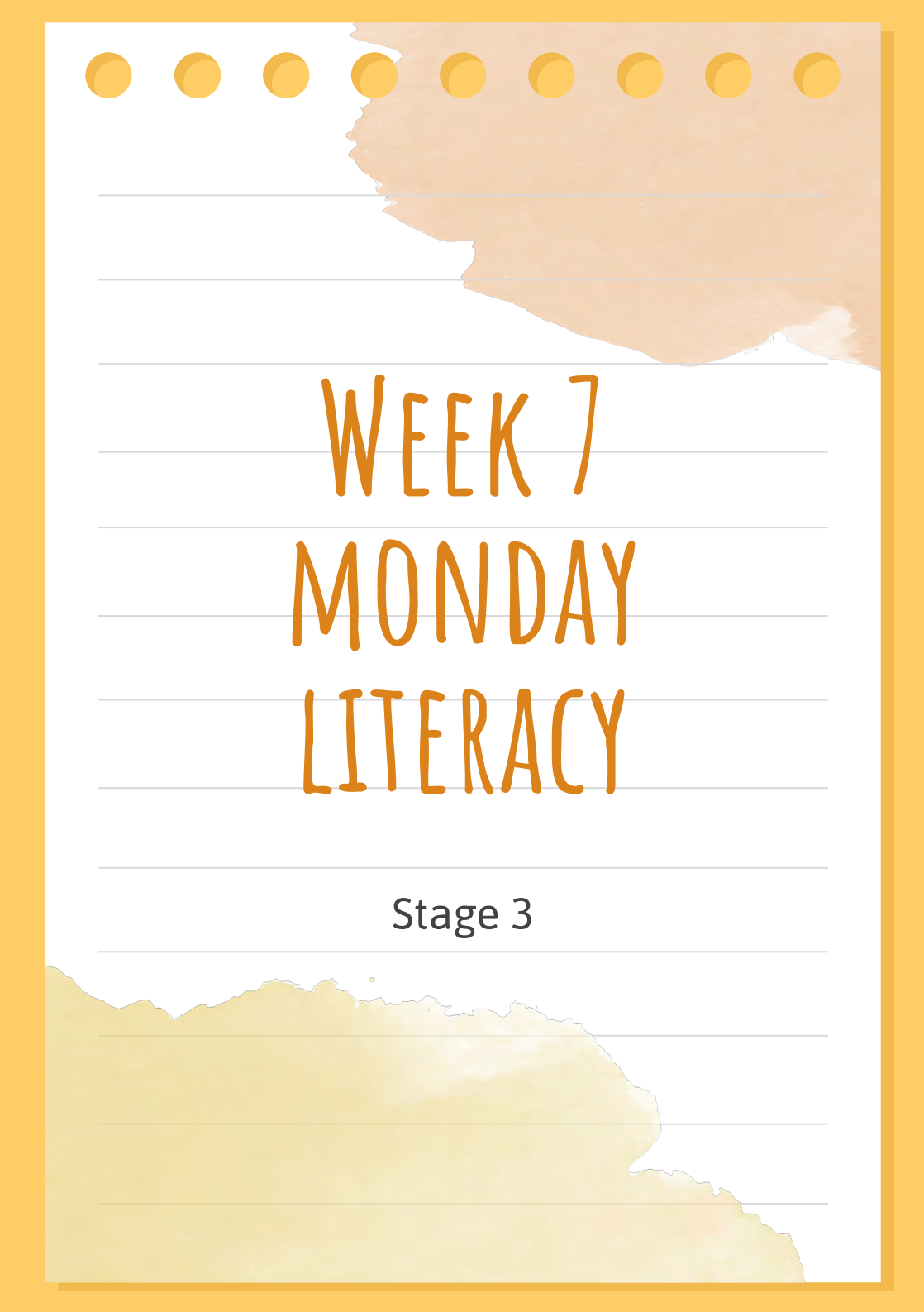


# Remote Learning Grid - Week 7 Term 3 – YEAR 6

This grid covers both online and offline options. 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 23/8/21	Tuesday 24/8/21	Wednesday 25/8/21	Thursday 26/8/21	Friday 27/8/21
<b>Morning</b>	<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. Don't forget 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 25 Year 6 loud994 <b>Complete the Spelling Google Slide</b> Pick Spelling words from your Soundwaves list to complete the activities</p> <p>1. <b>4 Square Grid</b> Pick one word from your list and complete the 4 squares based on your chosen word.</p> <p>2. <b>Alphabetical Order</b> Pick 15 words from your list and place them in Alphabetical Order.</p> <p><b>Reading: Detention</b> <b>Focus on Perspective.</b> Watch the video on perspective. Respond to the questions on Dan's perspective after reading or listening to Chapter 25.</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>Spelling Soundwaves Online</b> Unit 25 Year 6 loud994</p> <p><b>Writing Persuasive Writing</b> 1. <b>Revise</b> Read through the Google Slides Persuasive Writing</p> <p>2. <b>This or That</b> Pick one on the options on the slide and complete the brainstorm graphic organiser with 3 supporting opinions</p> <p>3. <b>Paragraph Graphic Organiser</b> Complete the Paragraph Graphic Organiser based on your opinion with supporting reasons.</p> <p><b>Reading: Detention</b> <b>Focus on Perspective.</b> Respond to the questions on Sima's perspective after reading or listening to Chapter 26.</p> <p><b>Squiz Kids Podcast: Simply listen to today's podcast.</b></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. Don't forget 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 25 Year 6 loud994 Complete the Word Web for one chosen Spelling word.</p> <p><b>Writing Persuasive Writing</b> 1. <b>Watch</b> the video links on <b>PEEL</b> and <b>OREO</b></p> <p>2. <b>This or That</b> Pick one on the options on the slide and complete the brainstorm graphic organiser with 3 supporting opinions</p> <p><b>Reading: Detention</b> <b>Focus on Perspective</b> Watch the trailer for Detention. Respond to the questions on whose perspective is presented in the trailer after reading or listening to Chapter 27.</p> <p><b>Squiz Kids Podcast: Simply listen to today's podcast.</b></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. Don't forget 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 25 Year 6 loud994</p> <p><b>Writing Persuasive Writing</b> 1. <b>Fact or Opinion</b> Read through the Google Slides. Pick a topic of interest. You will research 5 facts on the topic and give your opinion in 5 dot points.</p> <p><b>Reading: Detention</b> <b>Moral Dilemma</b> Read the definition of a moral dilemma. Respond to the questions on the choices Dan makes after reading or listening to Chapter 28.</p> <p><b>Squiz Kids Podcast: Simply listen to today's podcast.</b></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. Don't forget 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 25 Year 6 loud994 <b>Dictionary Meanings</b> Complete Dictionary Meanings for 5 of your list words.</p> <p><b>Grammar Revision: Complete the interactive Google Slide tasks on prefixes.</b></p> <p><b>Reading:</b> Catch up on Detention chapters and writing responses.</p> <p><b>Squiz Kids Podcast: Simply listen to today's podcast.</b></p>

<b>BOOK WEEK ACTIVITY</b>	Listen to Ms Hoang read. Write the next chapter for the book.	Listen to Ms Hoang read. Write about your ideal world. Include an illustration of your ideal world	Listen to Ms Hoang read. Redesign the front cover of your favourite book.	Listen to Ms Hoang read. Upload an image of you in costume or an image of your favourite book.	Listen to Ms Hoang read. Write a book review.
<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>
<b>Middle</b>	<b>Mathematics</b> <ul style="list-style-type: none"> <li>Numeracy Ninjas Week 27 Session 1</li> <li>Complete the "Patterns and Algebra - Monday" slide. Complete all the tasks within the slide.</li> <li>Complete 3 Mathletics activities</li> </ul>	<b>Mathematics</b> <ul style="list-style-type: none"> <li>Numeracy Ninjas Week 27 Session 2</li> <li>Complete the "Patterns and Algebra - Tuesday" slide. Complete all the tasks within the slide.</li> <li>Complete 3 Mathletics activities.</li> </ul>	<b>Mathematics</b> <ul style="list-style-type: none"> <li>Numeracy Ninjas Week 27 Session 3</li> <li>Complete the "Patterns and Algebra- Wednesday" slide.. Complete all the tasks within the slide.</li> <li>Complete 3 Mathletics activities.</li> </ul>	<b>Mathematics</b> <ul style="list-style-type: none"> <li>Numeracy Ninjas Week 27 Session 4</li> <li>Complete the "Patterns and Algebra- Thursday" slide.. Complete all the tasks within the slide.</li> <li>Complete 3 Mathletics activities.</li> </ul>	<b>Mathematics</b> <ul style="list-style-type: none"> <li>Complete 3 Mathletics worksheets.</li> <li>Complete the Friday Maths Challenge</li> </ul>
<b>Wellbeing break</b>	<b>Play a board game with your family.</b>	<b>ZOOM CLASS WELLNESS CHECK IN Year 6: 1:00pm</b> Your teacher will provide you with more information.	<b>Kick a ball or throw a frisbee outside.</b>	<b>ZOOM CLASS BOOK WEEK PARADE Year 6: 1:00pm</b> Your teacher will provide you with more information.	<b>Design and make an animal out of things you can find at home (cardboard, paper etc) and post it on the slide.</b>
<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>
<b>Afternoon</b>	<b>KLA PE with Mr Ellis</b>	<b>KLA Geography</b> Complete the ' <u>Global connections Assessment</u> '. Place answers onto Google Slides	<b>KLA Science</b> Work through the Google slides for Science <u>Why do some things float? (Wk's 6 &amp; 7)</u> . Inquisitive is required for this task. Place answers onto Google Slides	<b>KLA</b> History, Geography, English <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 your favourite story this week	<b>KLA Sport</b> <b>Sport Around the House</b> Work through the list of activities on the Google Slide lesson and tick each off as you complete them!





WEEK 7  
MONDAY  
LITERACY

Stage 3





# MONDAY DEAR SESSION



**Text title**

Type here

**Pages Read**

Type here

**Time Read**

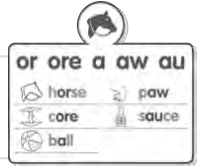
Type here

## LEARNING INTENTION:

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

01

### Focus sound



I can identify the focus sound of the week

02

### Word definitions

I can locate the definition of an unknown word in a dictionary.

03

### Grammar

I can identify types of speech and characteristics of a word.

04

### Alphabetical Order

I can alphabetise and sort my chosen Spelling words



horse



paw



core



sauce



ball

## List Words

## Extension List Words

reporter  
sure  
drawn  
haunted  
crawling  
broad  
stories

storey  
brought  
cause  
awful  
quarter  
force

course  
thoughtful  
taught  
ought  
sword  
fortune

wardrobe  
laundry  
autograph  
audience  
applaud  
applause

## List Words

## Extension List Words

accordingly  
audible  
auditory  
authentic  
authorised

autobiography  
awfully  
cordial  
disorganised  
extraordinarily

flawless  
forcefully  
mournful  
orphanage  
porcelain

resource  
sauce  
saucer  
scrawny  
tortoise

## YEAR 6

## List Words

## Extension List Words

haul  
taunt  
cordial  
author  
broaden  
awfully  
daughter

naughty  
unlawful  
sauce  
source  
tortoise  
alternate

exhausted  
orchestra  
accordingly  
mortgage  
porcelain  
plausible

mournful  
precaution  
automatic  
authentic  
tourniquet  
extraordinary

## List Words

## Extension List Words

absorbent  
assortment  
assuredly  
augment  
auditorium

baulk  
discordant  
editorial  
enthrall  
exorbitant

fortuitous  
fraudulent  
gnawing  
implausible  
inexhaustible

maudlin  
nautical  
sauntered  
warble  
wrought

4 SQUARE VOCABULARY PICK ONE WORD FROM YOUR LIST AND COMPLETE

# 4 square vocabulary

Meaning: Type here	In a Sentence: Type here
Word: Type here	
Picture: Type here	Synonym: Type here Antonym: Type here

# 4 square vocabulary

Meaning: Type here	In a Sentence: Type here
Word: Type here	
Picture: Type here	Synonym: Type here Antonym: Type here

PICK ANY 15 WORDS FROM YOUR LIST  
TO COMPLETE

Write words in ABC order

1. Type here	9. Type here
2. Type here	10. Type here
3. Type here	11. Type here
4. Type here	12. Type here
5. Type here	13. Type here
6. Type here	14. Type here
7. Type here	15. Type here
8. Type here	





# WHAT ARE GLOWS + GROWS?



GLOWS ARE WHAT YOU HAVE  
DONE WELL AND YOUR BRIGHT  
SPOTS IN YOUR WORK.

GROWS ARE WHAT YOU CAN  
IMPROVE ON AND GET  
BETTER AT IN YOUR WORK.



# REFLECTION TIME

## Thinking ABOUT MY PROGRESS...



### GLOW

Type here

Type here

Type here



### GROW

Type here

Type here

Type here

NAME: Type here

DATE: Type here



## YOUR TEACHER'S TURN..

### GLOWS

Type  
here



### GROWS

Type  
here



# *Detention*

## *Week 7*



# Monday - Chapter 25 Youtube link



# Monday - Chapter 25

Kobo Desktop

SHOP KOBO MY BOOKS EREADER SETUP Detention

DETENTION

near the airport, but never in a rush, never with lights blazing, never searching for him. It's serious when federal police provide backup. He knows that. Anti-terror stuff, maybe. Does that mean Sima's a threat?

"How many other people escaped?" he asks. From the ... centre."

Sima shrugs.

"Like, ten?" he asks.

"More," she says. "Fifty?" She tries to imagine how many people actually got away and if her family was among them.

The three AFP cars appear on the bridge over the motorway, speeding towards school.

Dan takes a jagged breath, checks again for a break in the traffic but it's a non-stop flow. He rests a hand on Roseo, letting him know that everything's going to be okay. Even though he's not sure it will be. There's not even a puddle in the middle of this grassy ditch to splash some water on the dog's snout. It hasn't rained in ages.

Dan looks back over his shoulder to the hill they slid down. He scans the bush at the top again for the officers. No one yet. Cars, trucks, motorbikes tear by. He turns to look ahead at the slope leading up to the back fence of the van park. He knows this place, this road, this ground, like he knows his own shadow. Smoke-spewing factories on the far side of the park, rumble of planes, deep groan of semis that he can feel right up through his ribs, elbows, knees. If anyone can help get Sima to safety, it's him.

The sound of the AFP sirens is distant. They could be parked at the school by now.

*Gotta go*

Dan spies what looks like a break in traffic a couple of hundred metres up the road. He scoops his hands beneath the dog, heaves up, stumbling from knees to feet.

"Let's go."

Sima's right there beside him.

They step out onto the road behind a semi that says *Fielder's Fresh Foods* on the side. Another siren now. Speeding down the motorway. They can't see the cop car yet, but it mustn't be far off. Dan makes a start up the rocky incline. Siren soaring, filling the air with its call. He's not going to make it up there. His noodle legs aren't strong enough. The weight of the dog is too much. He stops. And he starts slipping back down when he feels a push from behind, two hands on his lower back, and Sima bulldozes him up the slope.

As they make it to the top the siren is almost upon them. Dan and Sima slip between strands of rusty barbed wire as the cop car slows on the road right behind.

STICK IN THE WOODS - 2 / 2

Type here to search

12:17 PM 16/09/2021

# WHAT IS PERSPECTIVE?

Perspective is a way of regarding situations, facts and texts. Perspective is the way that people look at a situation. There are a number of factors that influence people's perspective such as: previous experiences, beliefs, knowledge of the situation.

1. Watch the following video [Perspective on Vimeo](#)



## *Chapter 25: RESPONDING TO DETENTION: DAN'S PERSPECTIVE*

Dan's character brings a particular perspective or point of view to the story. Think about Dan and what the reader knows about his life and personal experiences. These give him a 'lens' that he sees situations through and influences his choices.

**Answer the following question:**

- Why does Dan risk getting in trouble with the police to help Sima?
- Why doesn't Dan leave the dog Rosco behind when he sees all the police cars and it's hard for him to move fast?

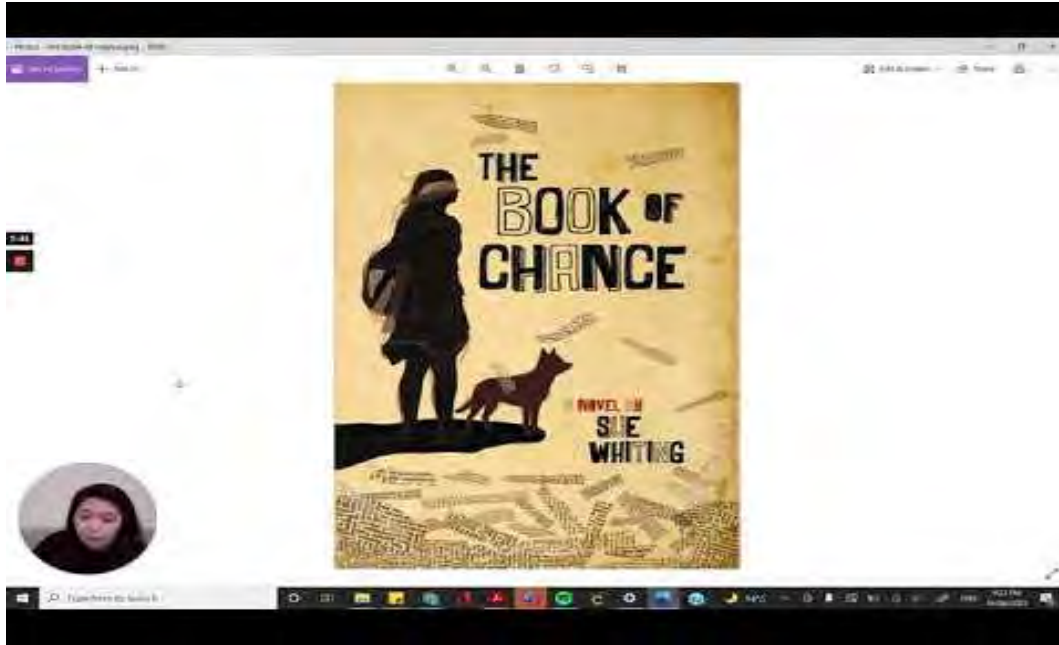


# Book Week 2021

Old Worlds, New Worlds,  
Other Worlds

# Monday

Listen to Ms Hoang read the first chapter of 'The Book of Chance'





# Monday Activity

Write the next chapter for the book you've just listened to.



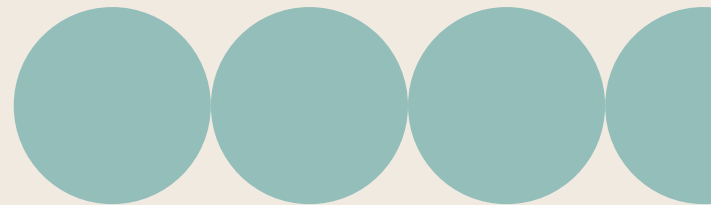


## Chapter 2

Type your chapter here. Add additional slides if needed.

# Patterns and Algebra

Year 6



Monday






# Learning Intention

We are learning to:

Analyse and create geometric and number patterns, to construct and complete number sentences and to locate points on the Cartesian plane.

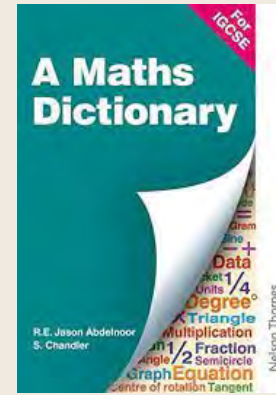
# Success Criteria

We can:

- Recognise that the number plane (Cartesian Plane) is a visual way of describing location on a grid
  - Recognise that the number plane consists of a horizontal axis (x-axis) and a vertical axis (y-axis), creating four quadrants
  - Identify, read, record, plot and label points, given coordinates
- 

# Mathematical Vocabulary

Using an online mathematical dictionary look up “plane” and “Cartesian Plane”. Record the meanings in the tables below.



Click here to search mathematical meanings

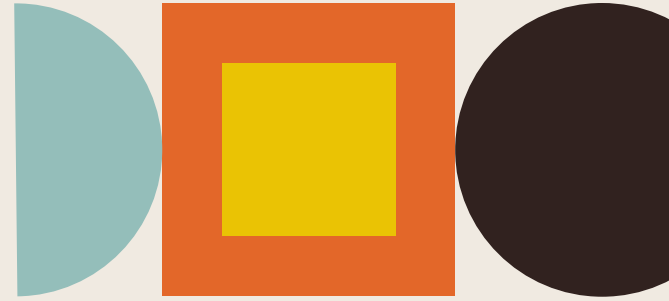
Plane:

Cartesian Plane:

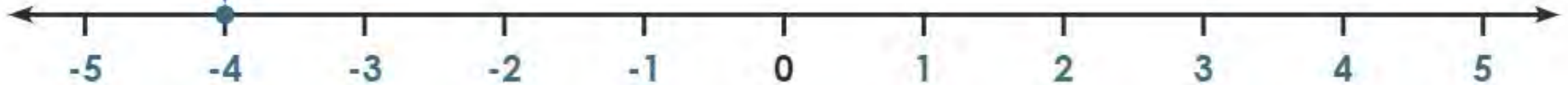
# Glossary

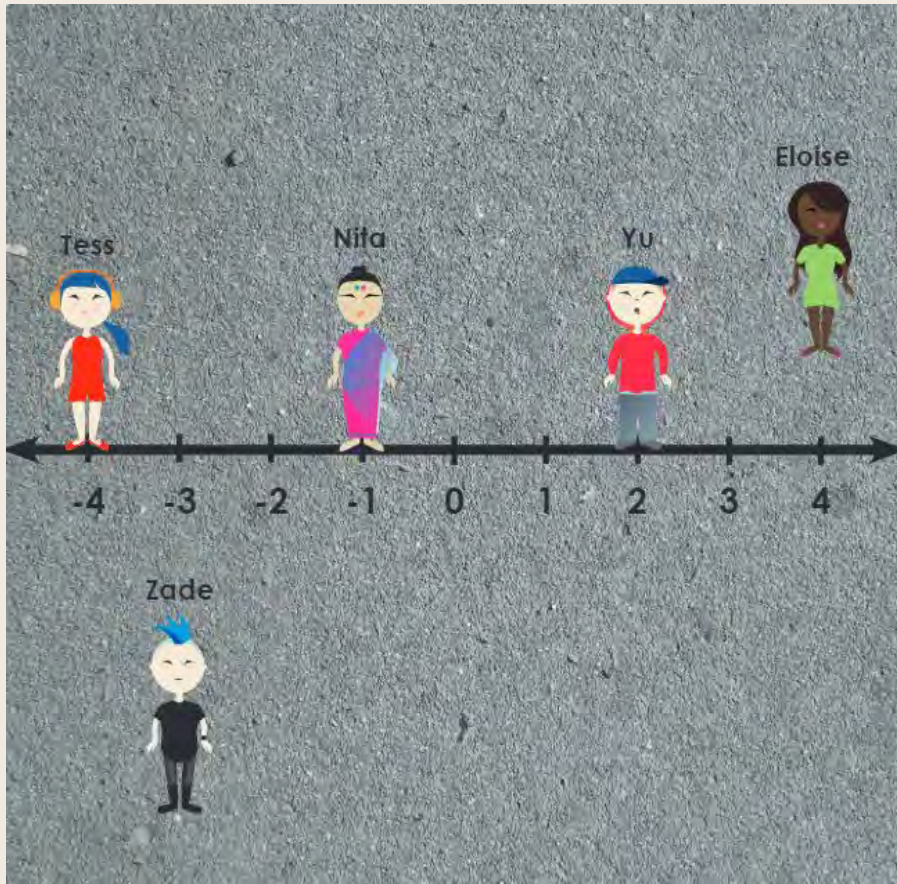
- **axis/axes (plural):** a real or imaginary reference line. Graphs and Cartesian planes have a horizontal axis and vertical axis.
- **coordinates:** a pair of numbers used to show position on a Cartesian plane or map
- **horizontal axis (x-axis):** the axis that is parallel to the horizon on a Cartesian plane or graph
- **intersect:** to divide by going through or across
- **number plane (Cartesian plane):** a system of intersecting lines on a plane with a horizontal and vertical axis
- **origin:** the point on a Cartesian plane where the two axes intersect. The coordinate for the origin is  $(0, 0)$ .
- **plot:** to place points on a Cartesian plane, graph or map
- **point:** a defined position in a space. It is represented as a dot and used to mark a location.
- **point of intersection:** a point in a space where lines meet or intersect
- **quadrant:** any quarter of a Cartesian plane divided by the x-axis and the y-axis
- **vertical axis (y-axis):** at right angles to the horizontal axis on a Cartesian plane.

Look at the horizontal number line below. It shows both positive and negative numbers. Every point on it matches to a real number. The point marked out on this number line represents  $-4$  (negative 4).



The point is positioned at  $-4$ .





Look at the five students in the playground at Wattle Bay Public School. Some of them are standing ON a number line they have drawn.

How would you describe where each student is standing on the number line?

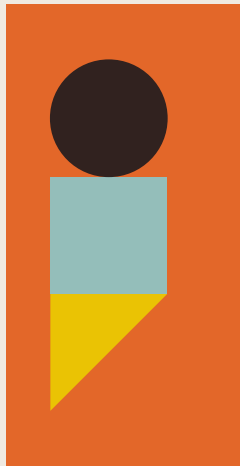
What point on the number line are they at?

Are there some positions that you cannot give a number reference for?





**Answer the questions that follow about the picture and its number line on the previous slide.**



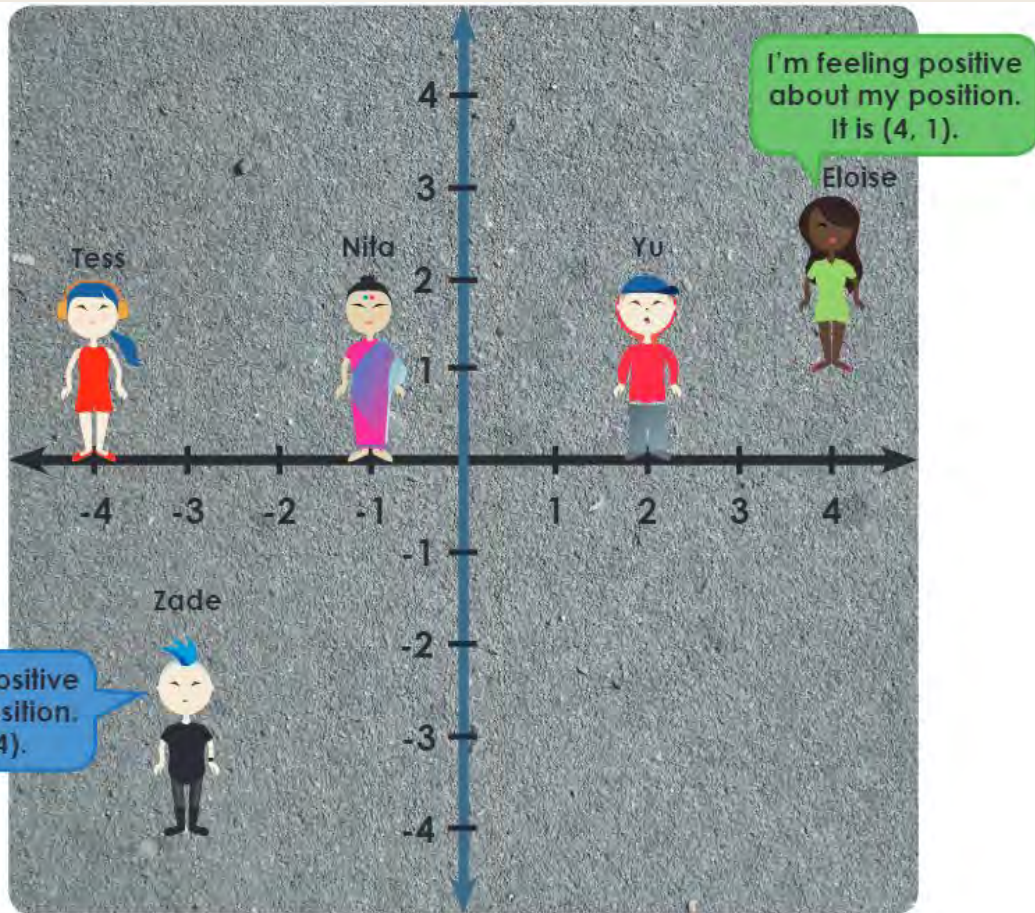
What position are the following students standing at on the number line?

Tess	
Nita	
Yu	

Which two students' positions can you NOT give an exact number reference for?

a.	
b.	

How could you solve this problem? What could you add to the horizontal number line so you can give the position of all students?



We can solve this problem by adding another number line. This number line would be vertical and would be placed at right angles(perpendicular) to the horizontal line. They intersect at 0. Both number lines have the same scale. We call this a **number plane** and positions are located by giving **coordinates**. In this number plane, you would find the coordinates for each student by locating their feet as though they were standing up in a playground in real-life.

# The Cartesian Plane

Imagine a number line with zero at its centre and negative numbers to the left and positive numbers to the right. The number plane or **Cartesian plane** is like two number lines that cross at zero; one of them is horizontal and the other is vertical.

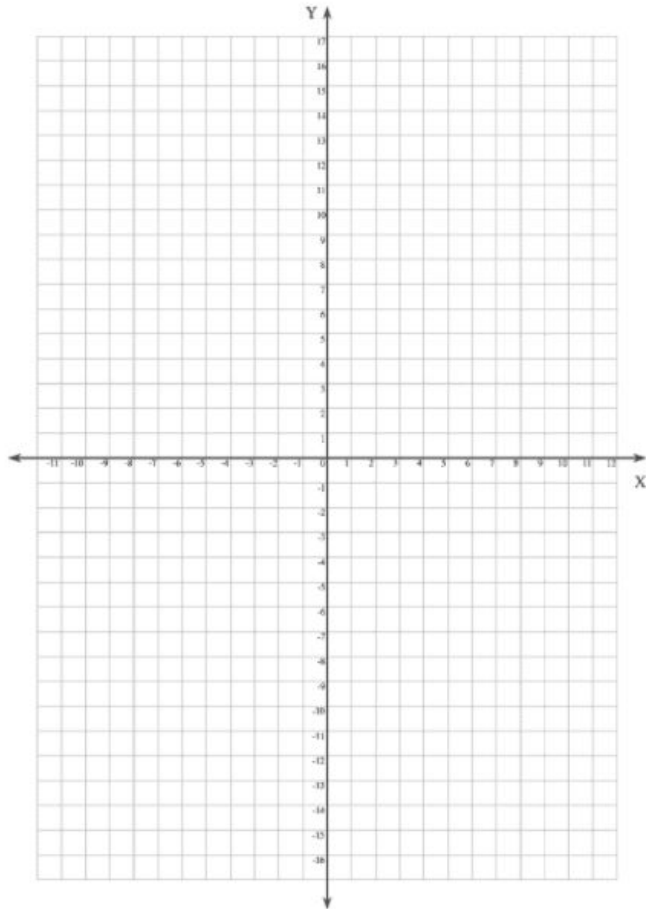
The Cartesian coordinate system is used to plot points.

The Cartesian plane is named after the French mathematician and philosopher René Descartes (1596–1650), who introduced the coordinate system to show how **algebra could be used to solve geometric problems.**



# The Cartesian Plane

Descartes was one of the first mathematicians to devise a way of plotting points on 2 axes: the x-axis and the y-axis.





archaeology



computer graphics



engineering



astronomy



statistics



There are many different occupations that use Cartesian Planes.

How do you think that people in these jobs might use Cartesian Planes?

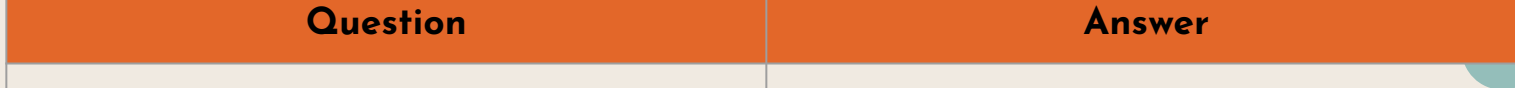
The Cartesian Plane can be used to graph statistics, plot the position of artefacts, design structures, create pictures on a computer and to map the universe.



# QUIZ

Complete the quiz to demonstrate the success criteria:

**Recognise that the number plane is a visual way of describing location on a grid.**



<b>Question</b>	<b>Answer</b>
Record the definition of <b><i>coordinates</i></b>	
Record the definition of <b><i>plot</i></b>	
Name the French mathematician and philosopher who first introduced the coordinate system	



<b>Question</b>	<b>Answer</b>
Name and number 5 ways that the Cartesian Plane can be used in different occupations	
Explain why 2 axes are needed to explain location	



NUMERACY

**NINJAS**

5 MINUTE SKILL CHECK

# WEEK 27

## SESSION 1

Answer as many questions as you can in 5 minutes

# MENTAL STRATEGIES -

do these in your head

Q	Question	Answer
1	$20 = \square + 10$	<input type="text"/>
2	Double 50	<input type="text"/>
3	What is half of 95?	<input type="text"/>
4	$132 + 10 = \square$	<input type="text"/>
5	$76 - 10 = \square$	<input type="text"/>
6	$75 - 20 = \square$	<input type="text"/>

7

$$5 = 3 + \square$$

8

$$42 - 8 = 42 - 2$$
$$- \square$$

9

$$\square \times 9 = 9 + 9$$
$$+ 9 + 9$$

10

What time is  
shown on the  
clock?

 am

**Total out of 10**

# TIMESTABLES -

do these in your head

<b>Q</b>	<b>Question</b>	<b>Answer</b>
1	$90 \div 9 = \square$	<input type="text"/>
2	$3 \times 8 = \square$	<input type="text"/>
3	$8 \times \square = 16$	<input type="text"/>
4	$20 \div 5 = \square$	<input type="text"/>
5	$24 \div \square = 8$	<input type="text"/>
6	$\square \times 10 = 30$	<input type="text"/>

7

$$\square \div 2 = 5$$

8

$$5 \times \square = 20$$

9

$$\square \div 10 = 7$$


10

$$80 \div \square = 8$$

**Total out of 10**

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

<b>Q</b>	<b>Question</b>	<b>Answer</b>
1	$906 + 9228$	<input type="text"/>
2	$(84 - 3) \div 9$	<input type="text"/>
3	Write 24802938 in words. Use the opposite page for your answer.	<input type="text"/>
4	$0.1 \div 100$	<input type="text"/>
5	Simplify $8/10$	<input type="text"/>

6	Difference between $-3$ and $-2$	<input type="text"/>
7	Value of the dot 	<input type="text"/>
8	What is the lowest common multiple of 7 and 8?	<input type="text"/>
9	What is the value of $4^3$ ?	<input type="text"/>
10	$10/3 = \square/6$	<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 27 Session 1

### Mental Strategies Answers



Q	Question	Answer
1	$20 = \square + 10$	10
2	Double 50	100
3	What is half of 95?	47.5
4	$132 + 10 = \square$	142
5	$76 - 10 = \square$	66
6	$75 - 20 = \square$	55
7	$5 = 3 + \square$	2
8	$42 - 8 = 42 - 2 - \square$	6
9	$\square \times 9 = 9 + 9 + 9 + 9$	4
10	What time is shown on the clock?	9:00 am



# Week 27 Session 1

## Timestables Answers

Q	Question	Answer
1	$90 \div 9 = \square$	10
2	$3 \times 8 = \square$	24
3	$8 \times \square = 16$	2
4	$20 \div 5 = \square$	4
5	$24 \div \square = 8$	3
6	$\square \times 10 = 30$	3
7	$\square \div 2 = 5$	10
8	$5 \times \square = 20$	4
9	$\square \div 10 = 7$	70
10	$80 \div \square = 8$	10



# Week 27 Session 1



## Key Skills Answers

Q	Question	Answer
1	$906 + 9228$	<b>10 134</b>
2	$(84 - 3) \div 9$	<b>9</b>
3	Write 24802938 in words. Use the opposite page for your answer.	<b>Twenty four million, eight hundred and two thousand, nine hundred and thirty eight</b>
4	$0.1 \div 100$	<b>0.001</b>
5	Simplify $8/10$	<b><math>4/5</math></b>
6	Difference between $-3$ and $-2$	<b>1</b>
7	Value of the dot	<b>2</b>
8	What is the lowest common multiple of 7 and 8?	<b>56</b>
9	What is the value of $4^3$ ?	<b>64</b>
10	$10/3 = \square/6$	<b>20</b>



# Skills for Sports – Basketball & Soccer

**Wk 7 Got Game Home PE**



# Week 7 Lesson Video

---

Hey there team,

We have another fun and active video for you all this week that will definitely get your heart pumping. Last week we looked at all of the fundamental movement skills (FMS) and put them into practise. Today we are focusing on soccer and basketball and the specific FMS that you need to use when playing them.

Rob, Wes and I will be running you through the activities in the video. Enjoy!

Mr Ellis

[Week 7 - Soccer and Basketball \(Primary\)](#)

Click on the links below to access more videos that will help you further practise your basketball and soccer skills as well as a Kahoot to test your knowledge!

---

[Basketball shooting challenge with Michelle](#)

[Basketball dribbling with Michelle](#)

[Basketball passing with Michelle](#)

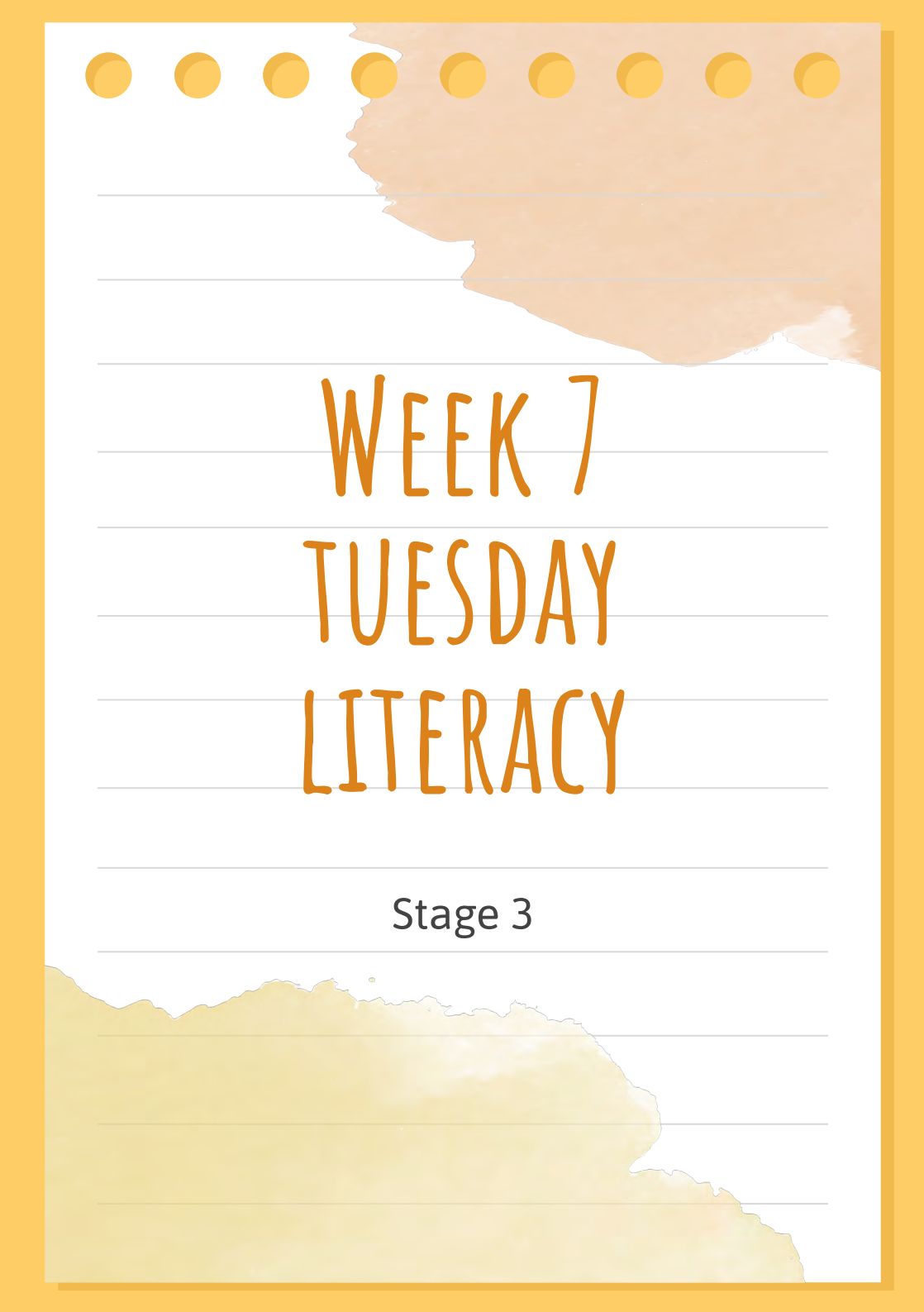
[Soccer ball control with Emily](#)

[Soccer passing with Emily](#)

[Soccer shooting with Emily](#)

Kahoot:

[https://kahoot.it/challenge/07552240?challenge-id=4e948176-9013-45b9-960d-2c108477c092\\_1629246581186](https://kahoot.it/challenge/07552240?challenge-id=4e948176-9013-45b9-960d-2c108477c092_1629246581186)




WEEK 7  
TUESDAY  
LITERACY

Stage 3



TUESDAY  
DEAR SESSION



**Text title**

Type here

**Pages Read**

Type here

**Time Read**

Type here



# UNIT 25

## YEAR 5

### List Words

### Extension List Words

reporter  
sure  
drawn  
haunted  
crawling  
broad  
stories

storey  
brought  
cause  
awful  
quarter  
force

course  
thoughtful  
taught  
ought  
sword  
fortune

wardrobe  
laundry  
autograph  
audience  
applaud  
applause

### List Words

### Extension List Words

accordingly  
audible  
auditory  
authentic  
authorised

autobiography  
awfully  
cordial  
disorganised  
extraordinarily

flawless  
forcefully  
mournful  
orphanage  
porcelain

resource  
sauce  
saucer  
scrawny  
tortoise

## YEAR 6

### List Words

### Extension List Words

haul  
taunt  
cordial  
author  
broaden  
awfully  
daughter

naughty  
unlawful  
sauce  
source  
tortoise  
alternate

exhausted  
orchestra  
accordingly  
mortgage  
porcelain  
plausible

mournful  
precaution  
automatic  
authentic  
tourniquet  
extraordinary

### List Words


### Extension List Words

absorbent  
assortment  
assuredly  
augment  
auditorium

baulk  
discordant  
editorial  
enthral  
exorbitant

fortuitous  
fraudulent  
gnawing  
implausible  
inexhaustible

maudlin  
nautical  
sauntered  
warble  
wrought



# PERSUASIVE WRITING

Stage 3 Week 7



## LEARNING INTENTION:

WE ARE REVISING ELEMENTS OF PERSUASIVE TEXTS TO DEVELOP OUR PERSUASIVE SKILLS.

01

### Purpose

I can identify the purpose of persuasive writing.

02

### Structure

I know what a successful persuasive piece of writing should look like and how it is set out.

03

### Argument

I can support my opinion with reasons.

LET'S REVISE PERSUASIVE TEXTS...

## Writing A Persuasive Text



**Title**



**Opening Statement**  
State your position



**At Least 3 Arguments**



State the argument



Provide supporting evidence



**Conclusion**

Provide a short summary  
of your arguments



**Concluding Statement**  
Re-state your position

## Watch the attached video to go through a Stage 3 Persuasive Writing Sample with Miss Michos

Persuasive Example – Year 6 / Age 12

Smoking

Topic is clear and concise

I strongly recommend banning smoking because there are so many negative consequences to it than other things already banned such as fireworks and flying drones in public places. Smoking affects everyone and everything and here are three definite reasons why smoking should be banned immediately.

Topic sentence about health effects

Firstly, Smoking is bad for your health. It can give you many types of cancer, especially lung cancer which will kill you. It could give heart attacks and strokes which can be fatal. The side effects of smoking are very bad as well, you can lose your sense of taste and smell, possible hearing loss, yellow teeth, tooth decay and bad breath eye cataracts, macular degeneration and much more. So don't smoke it is just waiting to eventually kill you.



Powerful and persuasive language

Secondly, it is very selfish because other people who walk past or are nearby can breathe in your smoke. Babies especially aren't immune to smoke from cigarettes so some of them could possibly die. If you live in the same house as someone who smokes, and you breathe it in then it is actually worse off than smoking yourself. It also takes effect on the environment because you are like a little factory pumping out carbon dioxide into the air which increases climate change.

Great visual imagery

Use of logic and data is hard to argue with

Lastly, it costs \$35 for a pack of 20 cigarettes that means over a week an average smoker would pay about \$165. Over one year you would pay over \$8500. It has a massive effect on the economy as well. Americans spend \$500 billion on smoking annually. You could buy an excellent healthy meal for \$35 or donate it to charity which would be much better than smoking.

Personal insights prompts the reader to consider the issue deeply

These are my definite reasons why you should not smoke, and if you still do after reading this then you should be ready for the consequences. I recommend rethinking smoking because it will save your life. My Da died from smoking too much and I have learned the hard way not to smoke because of this. You don't have to smoke so why even consider it?

Strong language

# Watch the following video

## Opinion Writing

### **WRITING ORGANIZER – Exposition / Persuasion**

**The position:** outlines the issue and writer's point of view.

States what the issue or topic is.  
States what you think about it.  
Can be used to attract attention.

**Arguments:** - Series of points with supporting evidence.

**Why should people believe you?**

1:26

- Argument 1 – Because....
- Argument 1 – Because....
- Argument 1 – Because....
- More arguments ( if needed )

**Summing up:** - restating position and main arguments

Strongly repeats what you believe with the summary of the reasons why.

☀️ Opinion writing is a high - level skill which enhances your argument

☀️ It challenges you to formulate your own thoughts on topics

☀️ This activity will help you effectively express your belief in a persuasive manner

# THIS OR THAT

Sushi



OR

Tacos

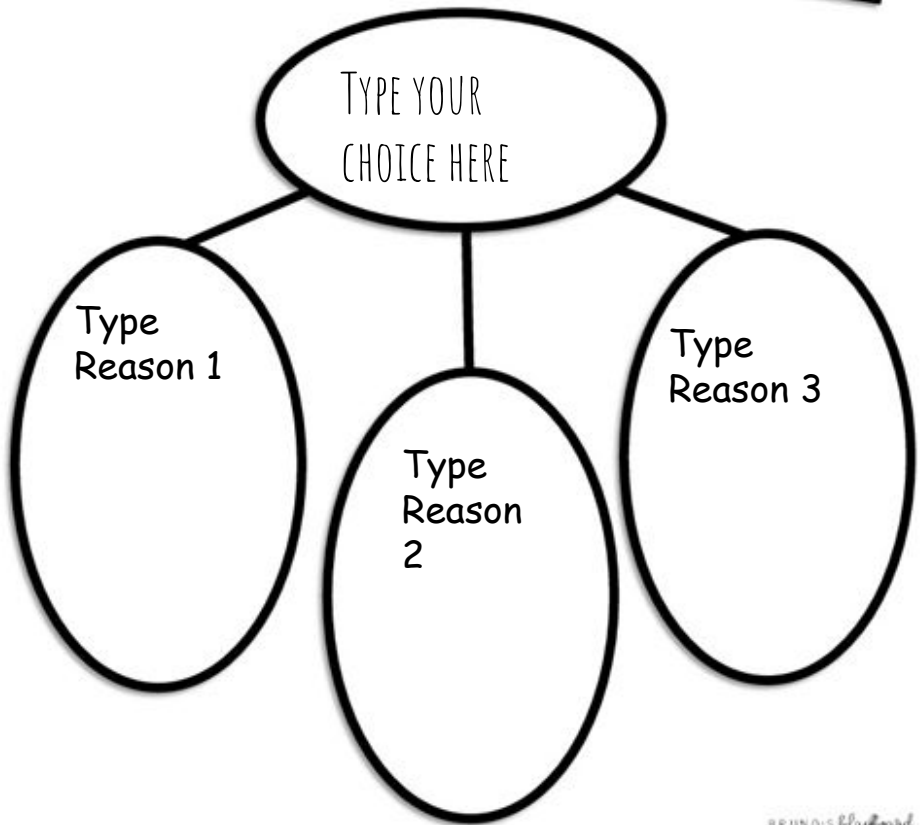


BRUNO'S BREAD

COMPLETE THE BRAINSTORM GRAPHIC ORGANISER BASED ON YOUR OPINION

# THIS OR THAT

Sushi OR Tacos





COMPLETE THE PARAGRAPH GRAPHIC ORGANISER TO SUPPORT YOUR  
OPINION

# THIS OR THAT

Sushi OR Tacos

What do you prefer? \_\_\_\_\_ Type here

● Topic Sentence: \_\_\_\_\_ Type here

## 3 REASONS WHY

1st Reason: \_\_\_\_\_ Type here

Example: \_\_\_\_\_ Type here

2nd Reason: \_\_\_\_\_ Type here

Example: \_\_\_\_\_ Type here

3rd Reason: \_\_\_\_\_ Type here

Example: \_\_\_\_\_ Type here

● Conclusion: \_\_\_\_\_ Type here

# HOW DID YOU DO?

Based on the activities you just completed, think about a **GLOW** and **GROW** for yourself. Fill in the table below. Leave the last slide for your teacher.

## POWERFUL FEEDBACK

**GLOW**



Tells what was done well.

**GROW**



Tells something to work on.



Is specific



Is kind

Type your **GLOW** here



Glow

Type your **GROW** here



Grow

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.

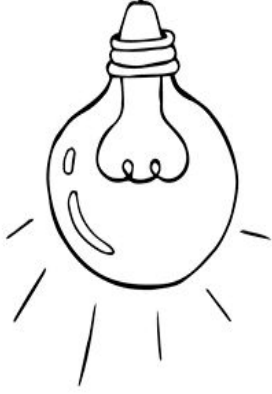
- **Counterclaim:** Although some people think stick glue is better because it is less messy, liquid glue is not messy as long as you go slowly.

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

ways that

TYPE NAME HERE

GLOWS



Type here

ways that  
can

TYPE NAME HERE

GROW



Type here

# *Detention*

## *Week 7*





# Tuesday- Chapter 26

Kobo Desktop

SHOP KOBO MY BOOKS EREADER SETUP Detention

4.28

DETENTION

Dan shakes his head. He wants to say yes.

'What happened to him?' She looks at his grisly cuts and scratches.

'Someone hurt him,' Dan says.

'Who would do that?'

'I d'know. But I want to make sure no one does it again.'

The water seems to have switched Rosco on and his long pink tongue starts to lap at the pool forming beneath the tap. He lies there on his side, licking up muddy water like it's Milo.

Sima screws up her nose, thinking how gritty it must feel on his tongue, then she leans in with cupped hands and takes a couple of mouthfuls of running water. She sharpens it back and enjoys it almost as much as Rosco does. In all the time in the toilet block, she didn't have a single sip of water and she's become a husk. Life starts to flood back in and her brain feels like it's floating rather than rattling against her skull.

Dan reaches in and takes a handful of water too, remembering how dog-thirsty he is. Next thing he knows he has his head under the tap, lost in the cool feeling of it.

Dan wipes his face. 'Man, that's good.' He turns to Sima. She has water all over her face and dripping down her chin onto her scarf. She wipes her face and looks away. Rosco stops licking the puddle, shakes his head, sneezes, then splashes his head back down in the mud.

'You have rotten luck,' Dan says.

'Rotten luck?' Sima asks, not knowing the word 'rotten'.

'You get out of two years in detention and end up at Midgenba High. No one deserves that.'

She smiles softly. 'Is that why you escaped with me?'

'I've wanted to escape since the first day.'

Another siren soars by on the motorway and Sima stands, ready to keep moving.

'Will you take me to the bus?' she asks.

'Van's just up here,' Dan says, nodding towards the front of the park. 'We can check the timetable on my phone.'

Sima feels the fear well up in her, but she lets it sit. No choice but to keep moving. She turns off the tap. The dog does not look good. His cuts seem redder and angrier now that they're wet.

Dan tries to get Rosco to stand, but there's just no way, so he tentatively slips his hands into the mud beneath and heaves the dog up. Dan notices how much Rosco resists now that he's wet, just like Jock used to.

The dog growls and Dan contemplates putting him back on the ground but the growl subsides as they walk up the crumbling road past row after row of vans. The cross-streets are lettered from T at the back of the park to A at the front. Dan and Mum live on B Street. A couple of hundred metres ahead is the sun-faded Midgenba Pines Tourist Park sign.

HOME - 2 / 3

Type here to search

12:27 PM 16/08/2021

## *Tuesday - Chapter 26*

### RESPONDING TO DETENTION: SIMA'S PERSPECTIVE

REMEMBER: PERSPECTIVE IS THE 'LENS' THROUGH WHICH THE STORY IS TOLD. THINK ABOUT IT LIKE THIS:

IF YOU WERE WEARING A PAIR OF GLASSES, WHICH CHARACTER GLASSES ARE YOU WEARING? THROUGH WHOSE LENSES DO YOU SEE THE WORLD?





# SIMA'S PERSPECTIVE

ANSWER THE FOLLOWING QUESTIONS IN COMPLETE SENTENCES AND PARAGRAPHS

- Why do you think Sima loses some trust after seeing where Dan lives?
- What would you think of Dan if you saw where he lived?
- What do you think Sima is thinking and feeling when she sees Dan giving water to Rosco? •
- Why does Dan help Rosco?



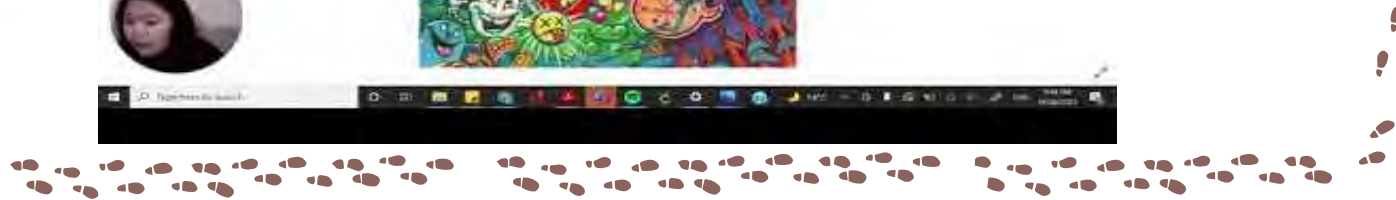
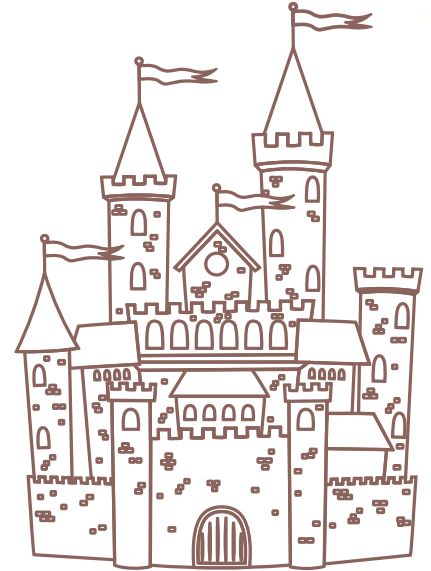
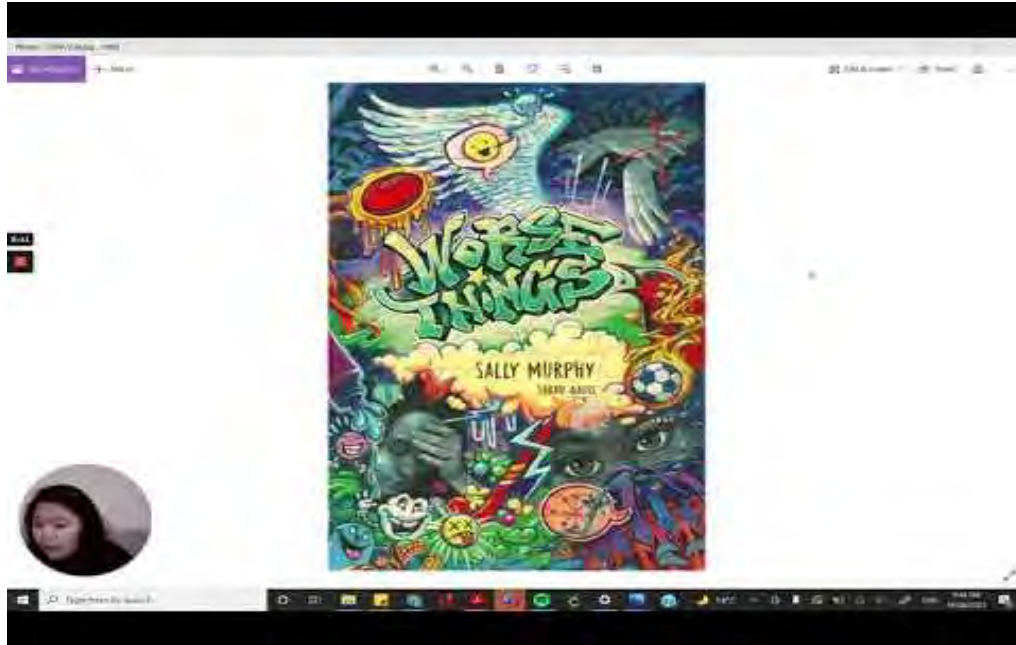


# Book Week 2021

Old Worlds, New Worlds,  
Other Worlds

# Tuesday

Listen to Ms Hoang read the first chapter of 'Worse Things'



# Tuesday Activity

If you could live anywhere in the world, where would it be?

Tell us about your ideal world.

What would it be like to live in your ideal world?



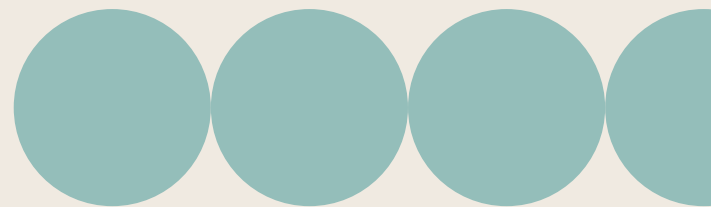


# My Ideal World

Write about your ideal world here. Add additional slides if needed.

# Patterns and Algebra

Year 6



Tuesday





# Learning Intention

We are learning to:

Analyse and create geometric and number patterns, to construct and complete number sentences and to locate points on the Cartesian plane.

# Success Criteria

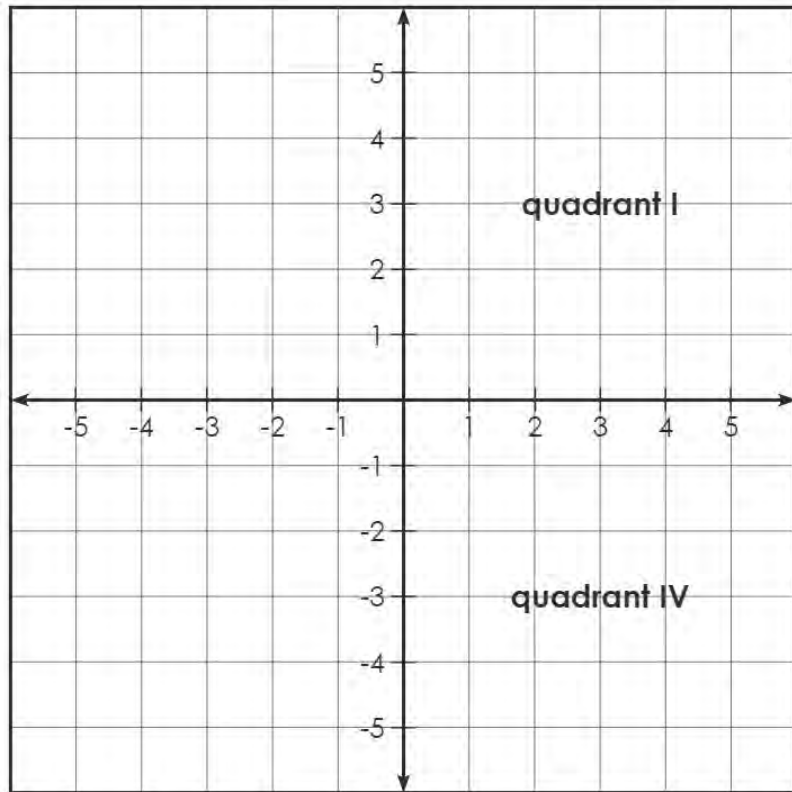
We can:



Recognise that the number plane (Cartesian Plane) is a visual way of describing location on a grid

- Recognise that the number plane consists of a horizontal axis (x-axis) and a vertical axis (y-axis), creating four quadrants
- Identify, read, record, plot and label points, given coordinates

# CONTENTS OF THIS TEMPLATE



x-axis

y-axis

Quadrant 11

Quadrant 111

Origin 0,0

Use these words to  
drag and label the  
Cartesian Plane







The Cartesian Plane is made up of two intersecting lines. It consists of a **horizontal** line and a **vertical** line which **intersect** at **right angles**. The two lines are called axes. The horizontal axis is the **x-axis** and the vertical axis is the **y-axis**.

The point where the axes intersect is 0. This point is called the **origin** and its written as **(0,0)**.

Whenever we locate positions on a cartesian plane we use the origin as our starting point.

You will notice the axes divide the plane into **four sections**. These sections are called **quadrants**.

Each quadrant is given a Roman Numeral (**I, II, III, IV**), starting with the top right-hand quadrant. The quadrants are labelled in an anti-clockwise direction.



Quadrant comes from the word quad, meaning four. That's like the word quadrilateral which has four sides.

The horizontal line is the x-axis and is easy to remember because it is a cross (x) and goes cross the page.

x-axis number

y-axis number

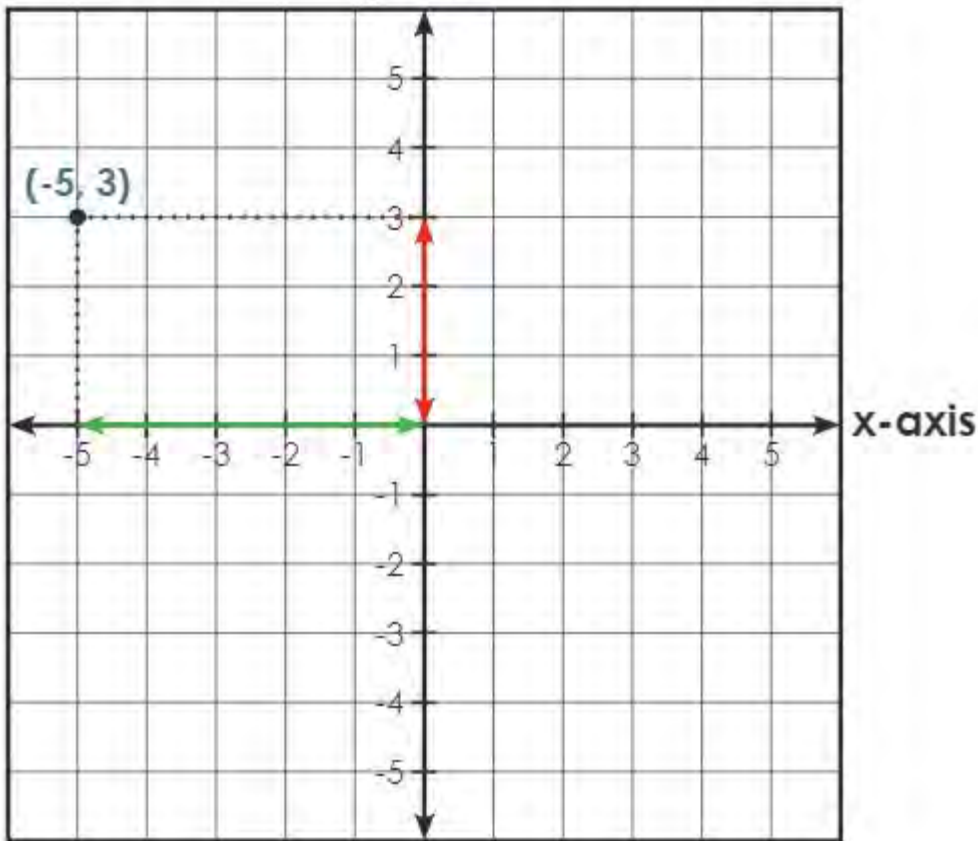
(2, -4)

parentheses  
(brackets)

comma and  
space

- The first number is for the **x-axis**.
- The second number is for the **y-axis**.
- They are separated by a **comma** and a **space**.
- Both numbers are inside the **parentheses**.

y-axis



The coordinates for the point marked on this plane are  $(-5, 3)$

To find this:

- We first moved across the x-axis -5
- Then moved up 3 along the y-axis

The point is located at  $(-5, 3)$

It is important to plot the coordinates in the correct order. **Plot the opposite coordinates on the plane  $(3, -5)$ .**

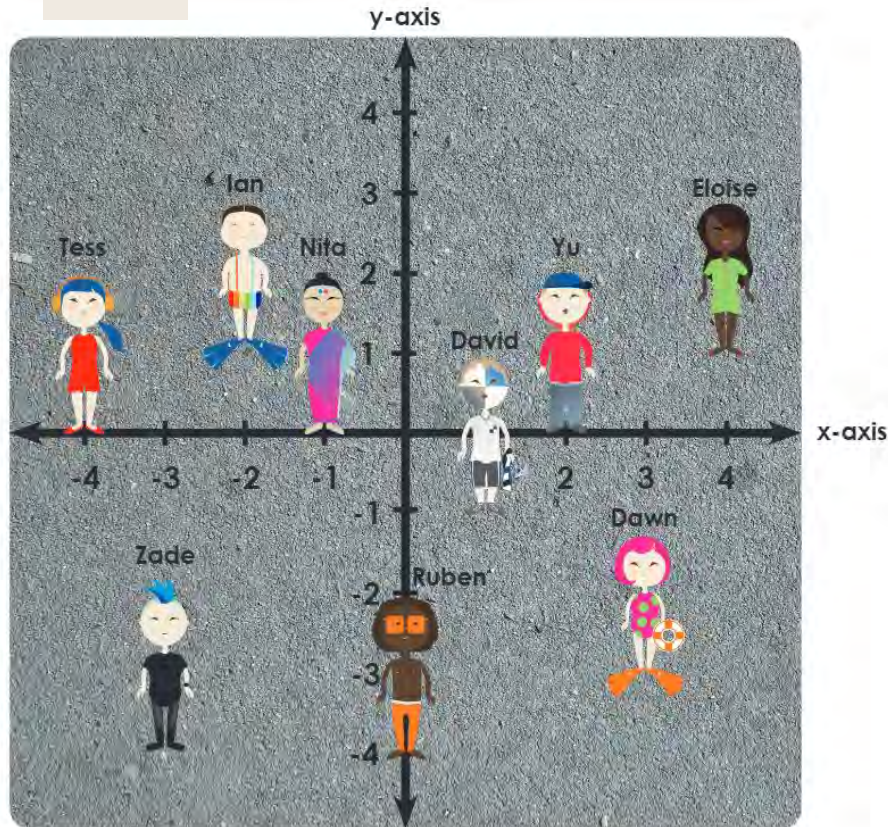
Would it make a big difference if you mixed up the order of the coordinates?

Circle either yes or no

Yes / No



Some more students at Wattle Bay have found a place on the Cartesian Plane. Add the coordinates for these new students.  
**NOTE:** The coordinates are found by locating the coordinates at the feet of each student.



The coordinates for Ian are:

The coordinates for David are:

The coordinates for Ruben are:

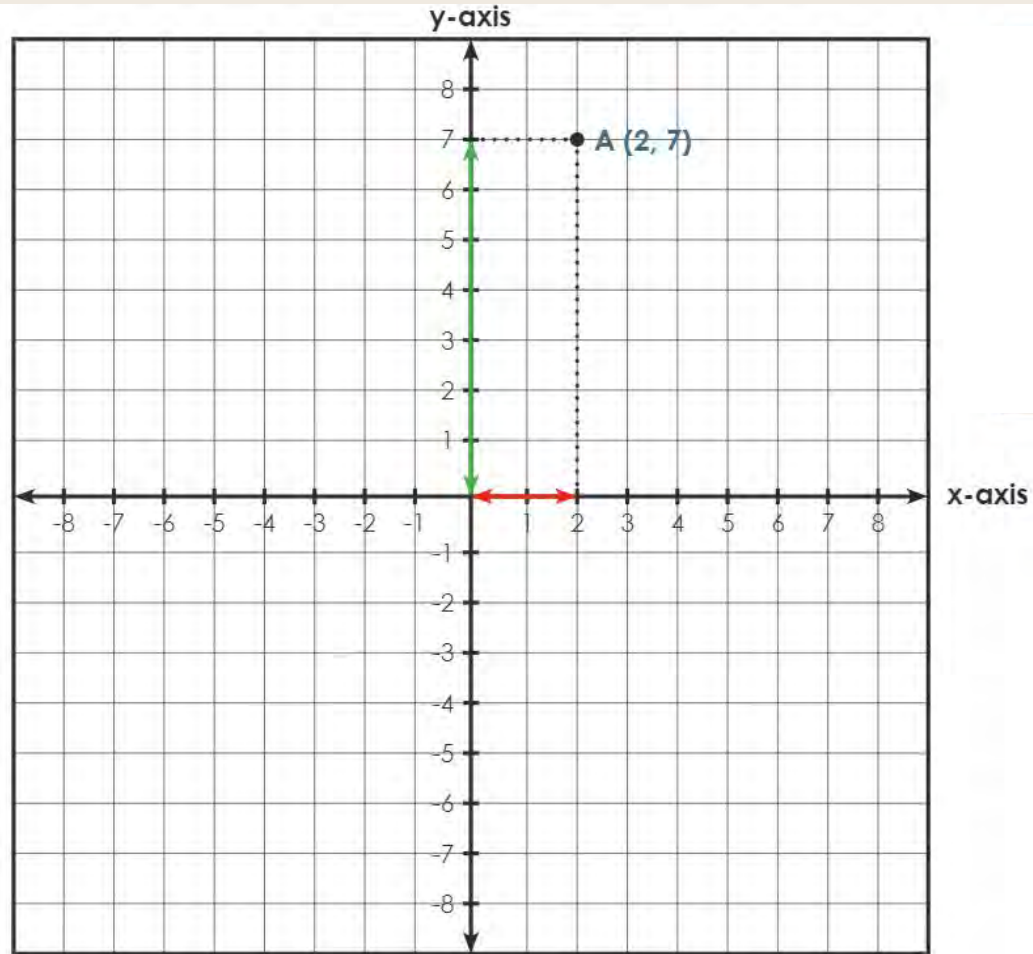
The coordinates for Dawn are:

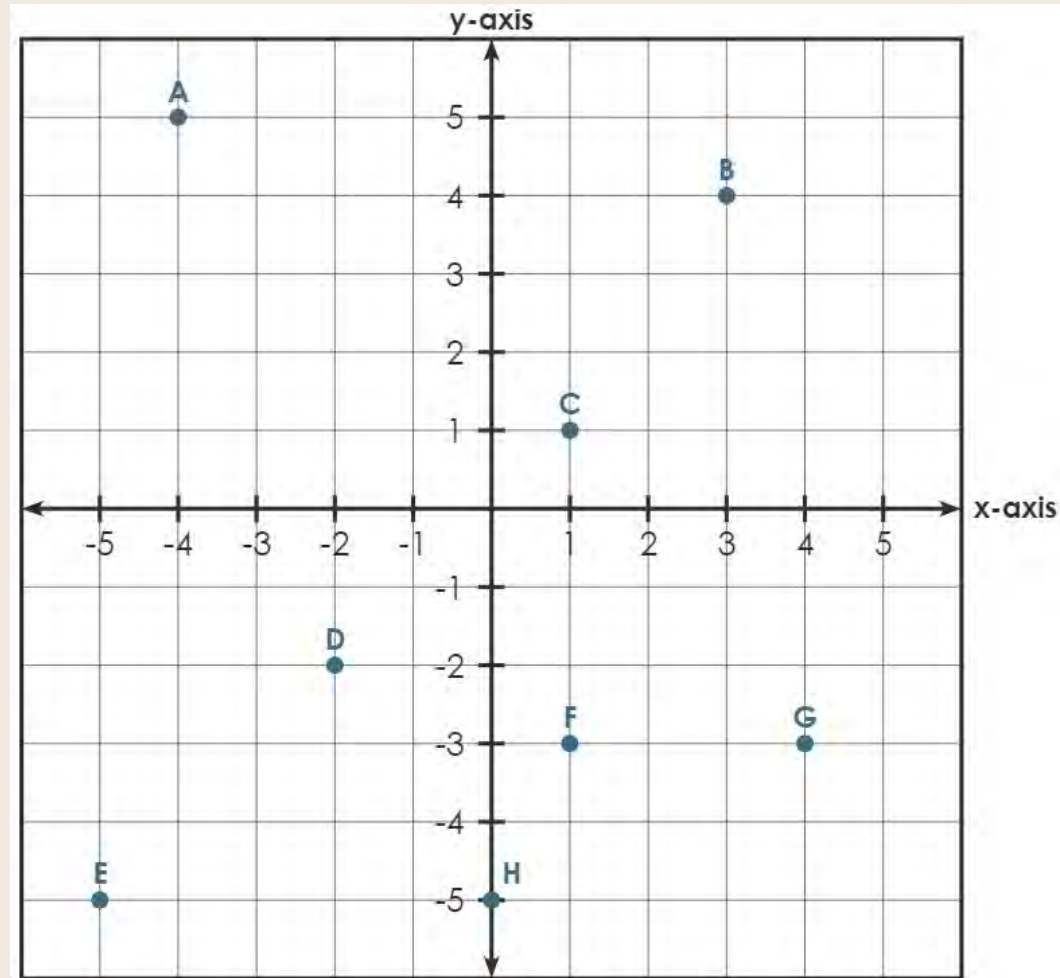


You will now add some coordinates to a cartesian plane.

Plot and label these points on the plane.

	x-axis	y-axis
A	2	7
B	6	0
C	5	-1
D	-8	-5
E	-3	4





Check the points plotted on the Cartesian Plane match the coordinates given in the table. **Circle the coordinates that have been plotted incorrectly** and mark them on the plane correctly. Make sure you label them with the correct letter.

	x-axis	y-axis
A	-4	5
B	3	4
C	1	-1
D	2	-2
E	-5	-4
F	1	-3
G	-3	4
H	-5	0

NUMERACY

**NINJAS**

5 MINUTE SKILL CHECK

# WEEK 27

## SESSION 2

Answer as many questions as you can in 5 minutes

# MENTAL STRATEGIES -

do these in your head

Q	Question	Answer
1	$20 = 3 + \square$	<input type="text"/>
2	Double 77	<input type="text"/>
3	What is half of 15?	<input type="text"/>
4	$20 + 10 = \square$	<input type="text"/>
5	$156 - 10 = \square$	<input type="text"/>
6	$63 - 60 = \square$	<input type="text"/>



7

$$8 = 7 + \square$$

8

$$27 - 15 = 27 - 7 - \square$$

9

$$9 + 9 + 9 + 9 = \square \times 9$$

10

Draw hands on the clock face showing 1:40 pm



**Total out of 10**

# TIMESTABLES -

do these in your head

Q	Question	Answer
1	$36 \div \square = 4$	<input type="text"/>
2	$3 \times 2 = \square$	<input type="text"/>
3	$\square \div 8 = 8$	<input type="text"/>
4	$50 \div \square = 10$	<input type="text"/>
5	$12 \div 3 = \square$	<input type="text"/>

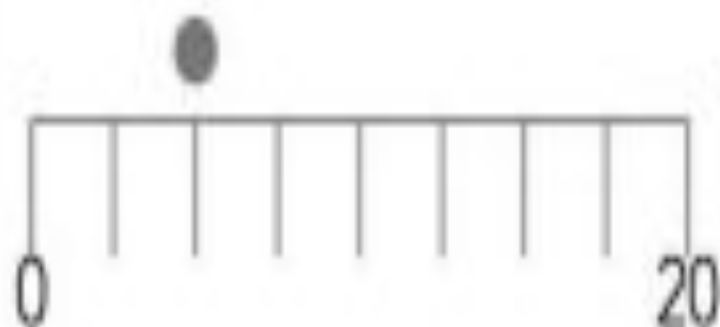
6	$\square \times 4 = 12$	<input type="text"/>
7	$\square \times 6 = 12$	<input type="text"/>
8	$50 \div \square = 10$	<input type="text"/>
9	$80 \div \square = 8$	<input type="text"/>
10	$70 \div 10 = \square$	<input type="text"/>
<b>Total out of 10</b>		<input type="text"/>

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

<b>Q</b>	<b>Question</b>	<b>Answer</b>
1	$2314 + 1009$	<input type="text"/>
2	$(1 + 10) \times 5$	<input type="text"/>
3	Write 12477649 in words. Use the opposite page for your answer.	<input type="text"/>
4	$422.7 \div 10$	<input type="text"/>
5	Simplify $10/16$	<input type="text"/>

6 Which is the highest number,  $-5$  or  $-4$ ?

7 Value of the dot



8 Is 34 a multiple of 8?

9 What is the cube root of 125?

10  $\frac{6}{9} = \frac{30}{\square}$

**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 27 Session 2

### Mental Strategies Answers



Q	Question	Answer
1	$20 = 3 + \square$	17
2	Double 77	154
3	What is half of 15?	7.5
4	$20 + 10 = \square$	30
5	$156 - 10 = \square$	146
6	$63 - 60 = \square$	3
7	$8 = 7 + \square$	1
8	$27 - 15 = 27 - 7 - \square$	8
9	$9 + 9 + 9 + 9 = \square \times 9$	4
10	Draw hands on the clock face showing 1:40 pm	See above



## Week 27 Session 2

### Timestables Answers

Q	Question	Answer
1	$36 \div \square = 4$	9
2	$3 \times 2 = \square$	6
3	$\square \div 8 = 8$	64
4	$50 \div \square = 10$	5
5	$12 \div 3 = \square$	4
6	$\square \times 4 = 12$	3
7	$\square \times 6 = 12$	2
8	$50 \div \square = 10$	5
9	$80 \div \square = 8$	10
10	$70 \div 10 = \square$	7





## Week 27 Session 2



## Key Skills Answers

Q	Question	Answer
1	$2314 + 1009$	<b>3323</b>
2	$(1 + 10) \times 5$	<b>55</b>
3	Write 12477649 in words. Use the opposite page for your answer.	Twelve million, four hundred and <u>seventy seven thousand</u> , six hundred and <u>forty nine</u>
4	$422.7 \div 10$	<b>42.27</b>
5	Simplify $10/16$	<b><math>5/8</math></b>
6	Which is the highest number, $-5$ or $-4$ ?	<b><math>-4</math></b>
7	Value of the dot	<b>5</b>
8	Is 34 a multiple of 8?	<b>No</b>
9	What is the cube root of 125?	<b>5</b>
10	$6/9 = 30/\square$	<b>45</b>

The background features a variety of botanical illustrations in shades of brown, teal, and pink. There are stylized leaves, some with veins, and abstract shapes like a large pink circle with white concentric lines in the top left, and a teal shape with brown dots in the top right. A solid brown circle is positioned to the right of the main title.

# **Geography**

## **Global Connections Assessment**

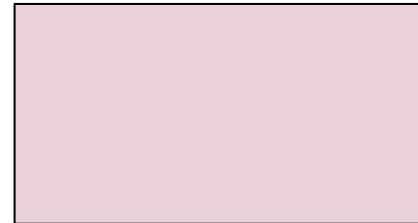
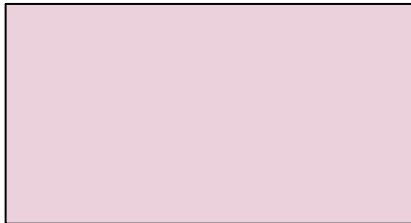
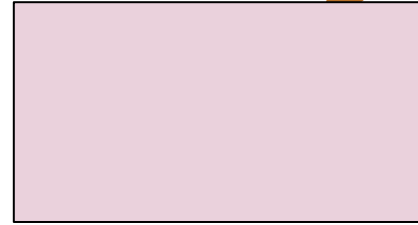
**Week 7**

**HINT:** Think about the lessons about the Olympics and countries providing aid.  
-How did countries globally connect?  
-Why is this important?

Think of some reasons why it might be important for Australia to be well-connected globally.

*Place your answers in the surrounding blank boxes*

\*Answer using full sentences

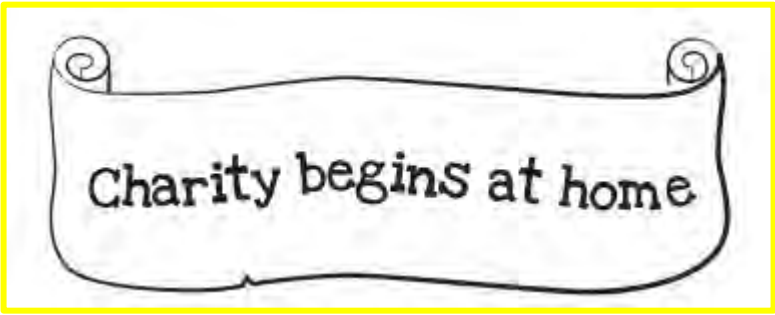


Make a list of countries that Australia has special connections with and describe the connection.

<u>Country</u>	<u>Connection</u>

Think of some of the ways that Australia could be globally connected and with whom.

Sport	System of Government	Think of ONE of your own.

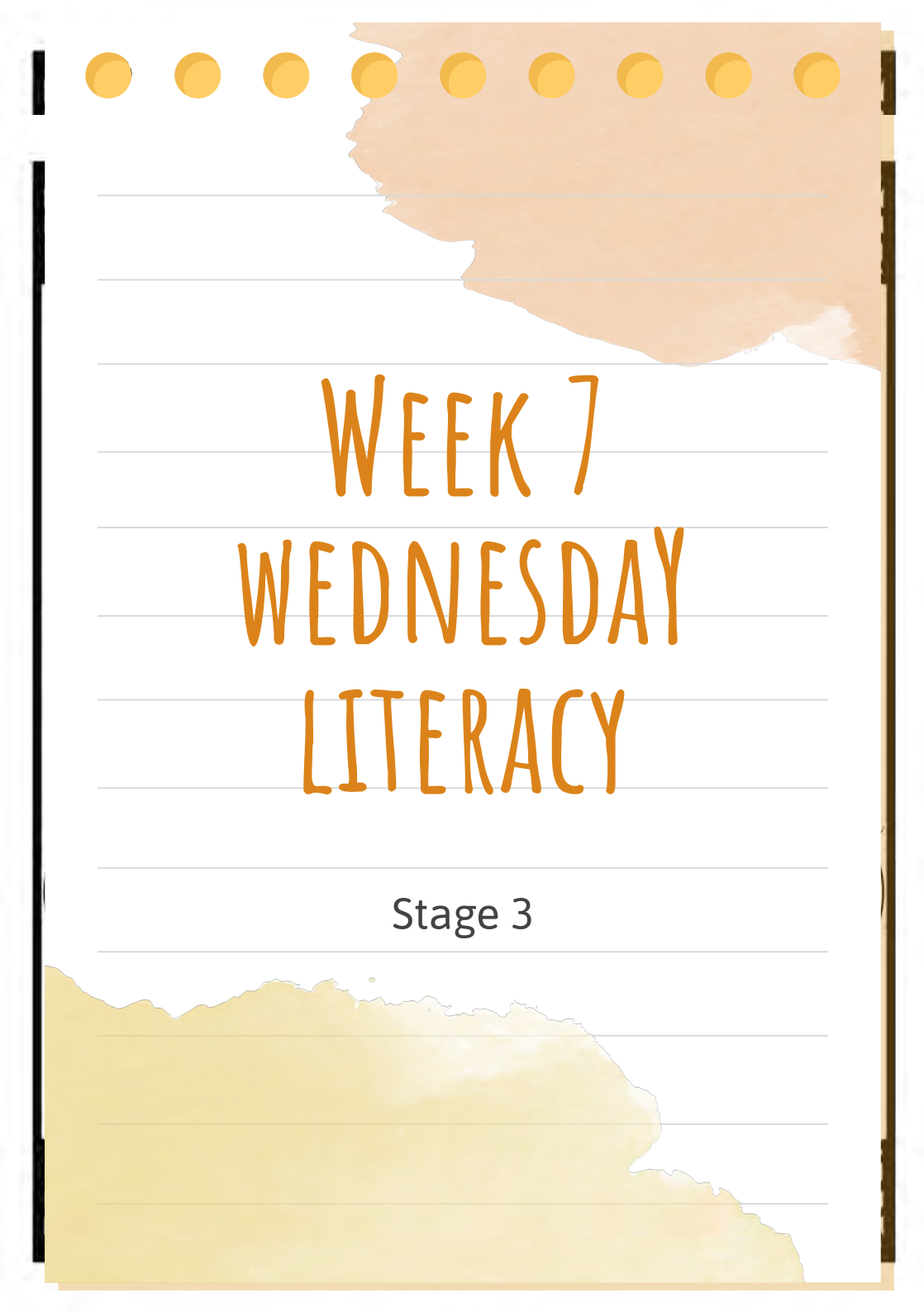


Charity begins at home

This proverb is often misunderstood.

What do you think it means?

How do you think it could be misunderstood?




WEEK 7  
WEDNESDAY  
LITERACY

Stage 3



WEDNESDAY  
DEAR SESSION



**Text title**

Type here

**Pages Read**

Type here

**Time Read**

Type here



# UNIT 25

## YEAR 5



or ore a aw au

horse	paw
core	saucer
ball	

### List Words

### Extension List Words

reporter  
sure  
drawn  
haunted  
crawling  
broad  
stories

storey  
brought  
cause  
awful  
quarter  
force

course  
thoughtful  
taught  
ought  
sword  
fortune

wardrobe  
laundry  
autograph  
audience  
applaud  
applause

### List Words

### Extension List Words

accordingly  
audible  
auditory  
authentic  
authorised

autobiography  
awfully  
cordial  
disorganised  
extraordinarily

flawless  
forcefully  
mournful  
orphanage  
porcelain

resource  
sauce  
saucer  
scrawny  
tortoise

## YEAR 6

### List Words

### Extension List Words

haul  
taunt  
cordial  
author  
broaden  
awfully  
daughter

naughty  
unlawful  
sauce  
source  
tortoise  
alternate

exhausted  
orchestra  
accordingly  
mortgage  
porcelain  
plausible

mournful  
precaution  
automatic  
authentic  
tourniquet  
extraordinary

### List Words

### Extension List Words






absorbent  
assortment  
assuredly  
augment  
auditorium

baulk  
discordant  
editorial  
enthrall  
exorbitant

fortuitous  
fraudulent  
gnawing  
implausible  
inexhaustible

maudlin  
nautical  
sauntered  
warble  
wrought

or ore a aw au

- |   |   |
|---|---|
|  horse |  paw   |
|  core  |  sauce |
|  ball  |   |

Pick a word from this week's list

# VOCABULARY

## Word Web

Dictionary  
Definition

Type here

Picture

INSERT  
IMAGE

Meaning in  
My Own Words

Type here

In a Sentence

Type here

Synonym(s)

Type here

Example

Type here

Focus  
Word:

Type word

Antonym(s)

Type here

Non-Example

Type here

Word Parts  
(root, prefix, suffix)

Type here

Part of Speech

Type here

# OREO STRUCTURE

This or That tasks will help you with your arguments when persuasive writing. Watch the following video links on PEEL and OREO before you begin the task.

## PEEL PARAGRAPH STRUCTURE

P.E.E.L LANGUAGE			
POINT	EVIDENCE	EXPLANATION	LINK
It has been suggested that...	The evidence clearly shows...	The source clearly indicates...	With this in mind, it is evident that...
It is believed that...	This is supported by...	This shows us that...	Therefore, it is evident that...
Some people argue that...	This is demonstrated by...	It is clear from this that...	All this evidence demonstrates...
Many people believe that...	The source tells us that...	The evidence explains that...	
One argument is that...		This supports the argument by...	
One school of thought is that...		It appears that...	
		This demonstrates that...	

### Opinion Writing

**O** **Opinion**  
Tell how you feel about the topic.

**R** **Reason**  
Give some reasons or information to support your opinion.

**E** **Examples**  
Give details to support your opinion.

**O** **Opinion**  
Restate your opinion with feeling.

# THIS OR THAT



OR



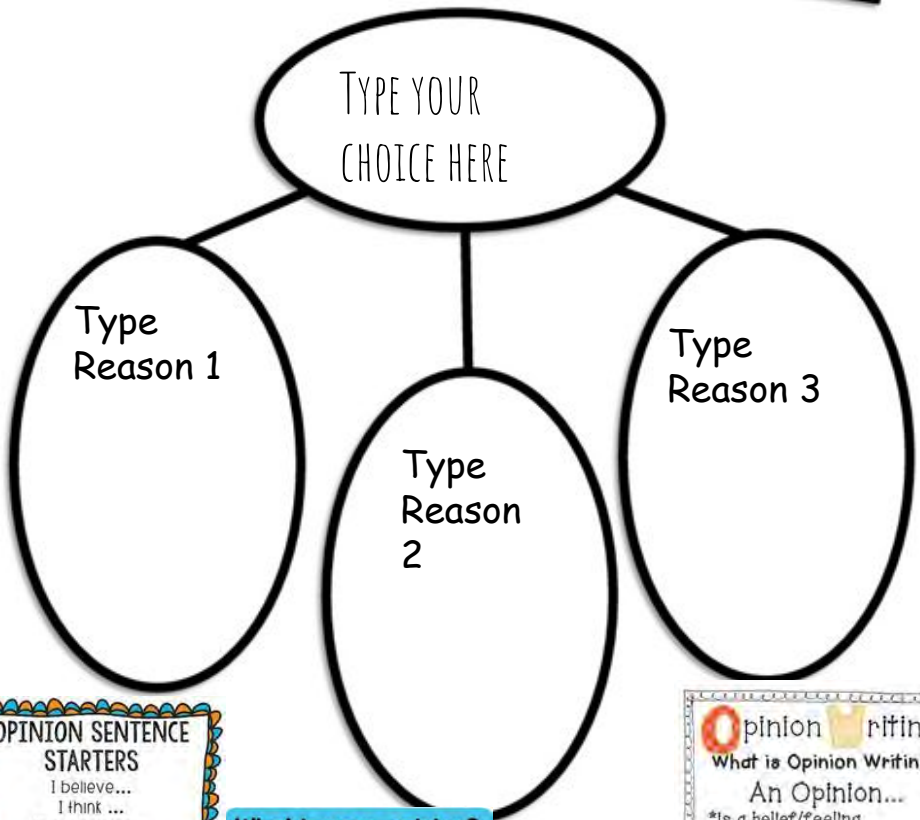
COMPLETE THE BRAINSTORM GRAPHIC ORGANISER BASED ON YOUR OPINION

# THIS OR THAT

Sunny Days

OR

Rainy Days



## OPINION SENTENCE STARTERS

I believe...  
I think ...  
In my opinion...  
I prefer ...  
I feel ...  
... is better than ...  
My opinion is ...  
The best thing about ...  
The worst thing about ...  
Everyone should...  
I agree with ...  
I disagree with ...

## What is your opinion?

- 1 Think
- 2 Decide
- 3 Explain



## Opinion Writing

What is Opinion Writing?

### An Opinion...

- \*is a belief/feeling
- \*is your point of view
- \*is the result of an emotion
- \*may be supported by an argument
- \*may be the result of someone's beliefs, feelings, or perspective
- \*can be stronger when supported by facts and details

# WHAT ARE GLOWS + GROWS?



GLOWS ARE WHAT YOU HAVE  
DONE WELL AND YOUR BRIGHT  
SPOTS IN YOUR WORK.

GROWS ARE WHAT YOU CAN  
IMPROVE ON AND GET  
BETTER AT IN YOUR WORK.



# REFLECTION TIME

## Thinking ABOUT MY PROGRESS...



### GLOW

Type here

Type here

Type here



### GROW

Type here

Type here

Type here

NAME: Type here

DATE: Type here



## YOUR TEACHER'S TURN...

### GLOWS

Type  
here



### GROWS

Type  
here



# *Detention*

## *Week 7*



# Wednesday - Chapter 27 Youtube link



# Wednesday - Chapter 27

The image shows a computer monitor displaying a digital reader interface. At the top, the title "Wednesday - Chapter 27" is written in a large, blue, cursive font. Below the title, the interface shows a navigation bar with "SHOP KOBO", "MY BOOKS", "EREADER SETUP", and "Detention". The main content area displays the text of the chapter, which is centered and reads:

watching you and all those cameras. Midgeba Pines is a crappy place to live but he can still walk out the gate and go up the shops whenever he likes. Or ride his bike down through the concrete pipes in the council yard or get on a plane if he wants. He never has been on a plane, but he could. He will.

In the detention centre, they don't have ripped tarpaulins hanging off the roof and, let's face it, they probably don't have to eat Spam, but they can't leave. Dan can't even imagine that. He looks at Sima, this girl who's spent years locked up in there. She's only twelve or something.

Dan notices the towing mechanism on their van where, once, it might have connected to a car and gone places. Joek's dog lead still hangs from the tow ball, lonely, sad, black and spotty with mould. Dan goes over – still carrying Rosco – and leans down, nearly breaking his back, and unhooks the lead from the tow ball.

Sima watches and waits. Dan sees her looking at the long grass growing around the tyres and the dirty bins at the side. He never even sees that stuff day-to-day.

'Is this where you live?' Sima asks.

'No,' he says, quickly. He feels guilty lying to her and he feels bad for being ashamed, but he can't bring himself to say yes. 'Just borrowing the lead.'

They continue on to 13B – a poo-brown and white van chucked up on bricks, with a smashed window, just like the picture Dan drew in class. Sima feels the fear rise up in her. She doesn't want to go inside. She is sick of being locked up, hidden. She doesn't want to go in there with this boy. Why has he even offered to help her? What does he get out of it? Sima feels her heart flutter. Panic. She closes her eyes, tries to breathe, focus on this moment right here. She looks back up B Street. The thin lady is heading into her van, chattering to the baby.

She watches Dan as he lays Rosco down next to the rusty tap at the side of the van. He clips a lead onto Rosco's collar and drops the handle loop over a water tap pole standing up out of the ground.

He twists the tap on and lets it run, splashing some water on Rosco's lips.

'There you go. Have some more,' he says.

The dog groans as he rolls off his side and starts to lap at the water.

Dan stands and goes to the broken window next to the door, and reaches in. Sima watches, deadly serious, weighing him with her eyes.

'Is this where you live?'

'No,' he says. 'It's kind of my hide-out. I come here to get away when I want some time to myself. No one else uses it. You'll be safe.'

The lock won't budge so he reaches in further, scratching his arm on the broken glass. It bleeds a little. He twists the latch hard and the lock clicks. Dan pulls the outside handle and the door flies open, almost hitting Sima in the face.

'Sorry.'

He motions for her to climb up into the van first but she doesn't. By the look on Sima's face, Dan bets she wishes she'd hidden in the toilets at one of those colleges on the north side of the city with the electronic scoreboards that are worth more than his whole school. Dan wishes she had, too.

At the bottom of the screen, a Windows taskbar is visible, showing the search bar, taskbar icons, and system tray with the date and time (1:12 PM, 16/09/2021).



# *Wednesday - Chapter 27*

Watch the following trailer for Detention and answer the questions in complete sentences. [Detention by Tristan Bancks](#)

1. Through whose 'eyes' or lens are we seeing the escape from the Detention Centre?
2. What devices such as imagery, music, language are used to build a sense of tension?
3. What words have the most impact on you as the viewer.
4. How is the viewer meant to feel? Why?



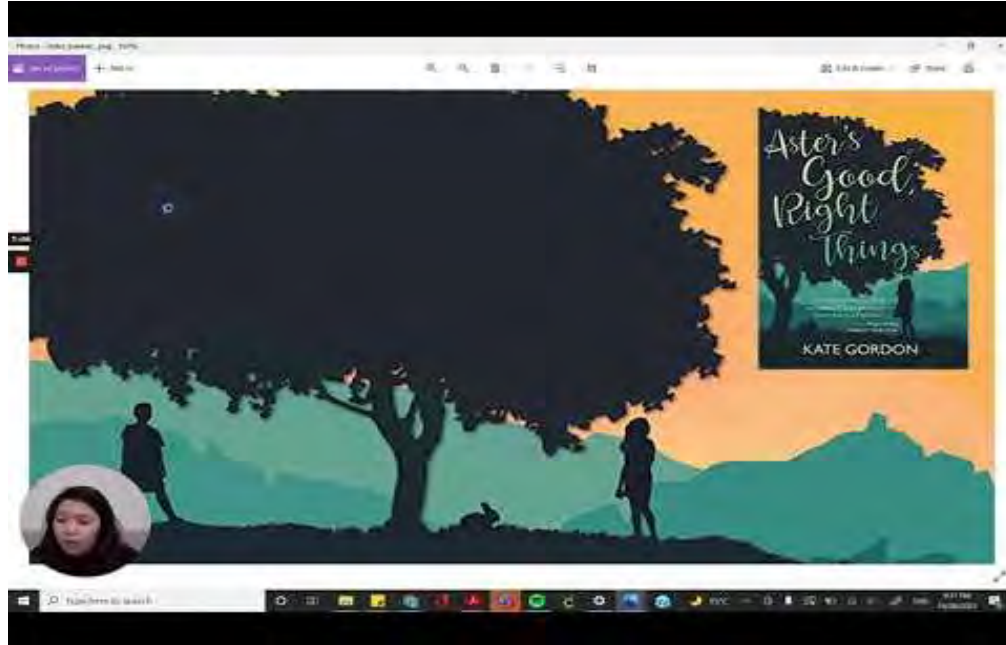


# Book Week 2021

Old Worlds, New Worlds,  
Other Worlds

# Wednesday

Listen to Ms Hoang read the first chapter of 'Aster's Good, Right Things'



# Wednesday Activity

Redesign the front cover of a book. Take an image of your design and upload it to the next slide.

To upload an image, click insert and then image. Find the location of your image and add it to the slide.

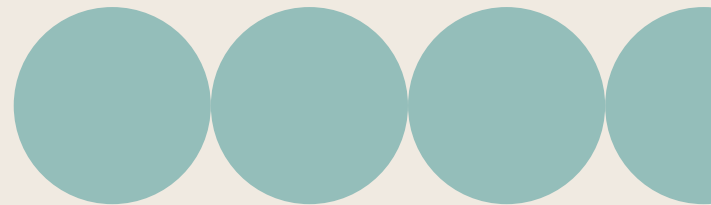




# Book Cover Art

# Patterns and Algebra

Year 6



Wednesday





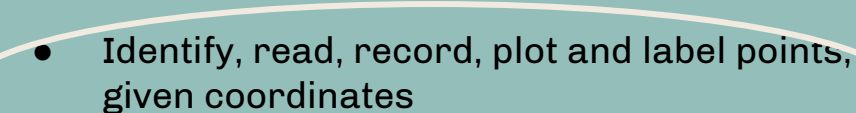
# Learning Intention

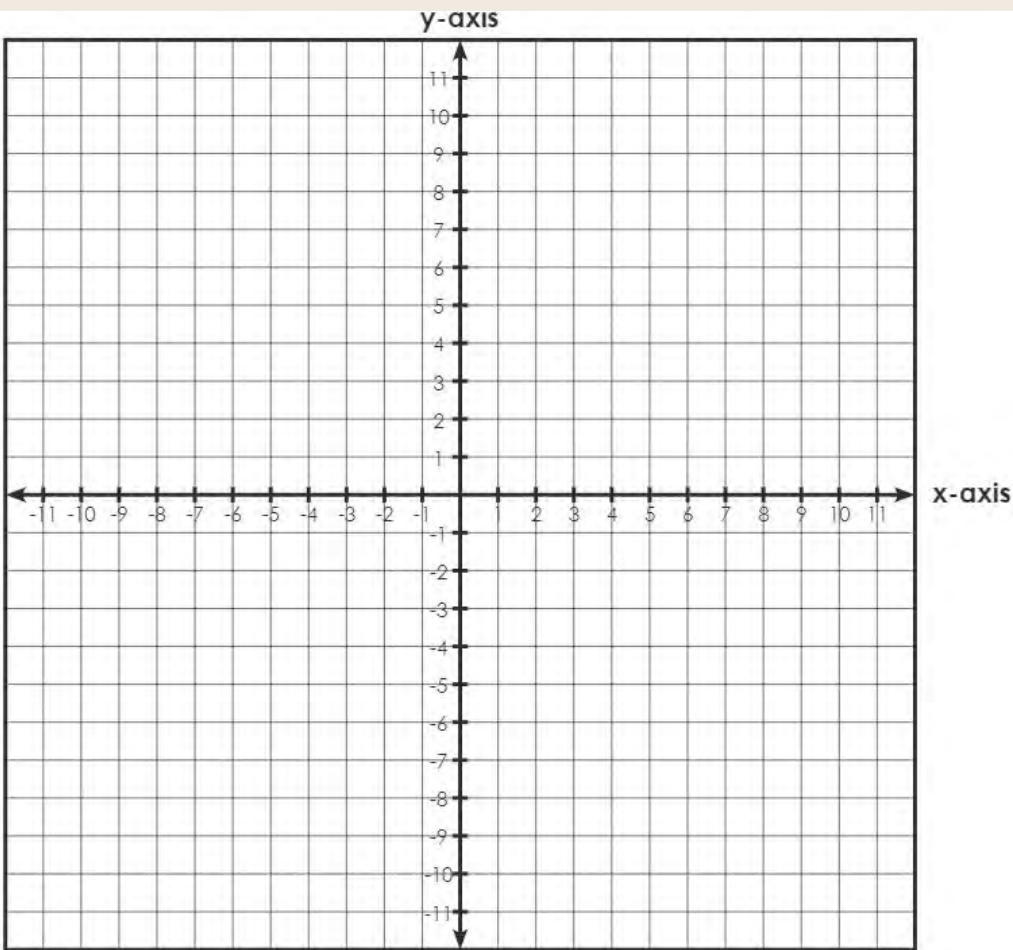
We are learning to:

Analyse and create geometric and number patterns, to construct and complete number sentences and to locate points on the Cartesian plane.

# Success Criteria

We can:

- ✓ Recognise that the number plane (Cartesian Plane) is a visual way of describing location on a grid
  - ✓ Recognise that the number plane consists of a horizontal axis (x-axis) and a vertical axis (y-axis), creating four quadrants
  - Identify, read, record, plot and label points, given coordinates
- 



Plot and label these points on the cartesian plane. Use a different colour for each shape. Connect the coordinates in order and then back to the first coordinate to join it up.



Shape A	$(-11, 4)$	$(-6, 4)$	$(-6, -8)$	$(-11, -8)$
---------	------------	-----------	------------	-------------

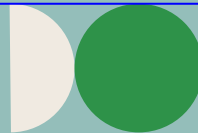
What shape did you plot?

Shape B	$(1, 6)$	$(6, -3)$	$(-4, -3)$
---------	----------	-----------	------------

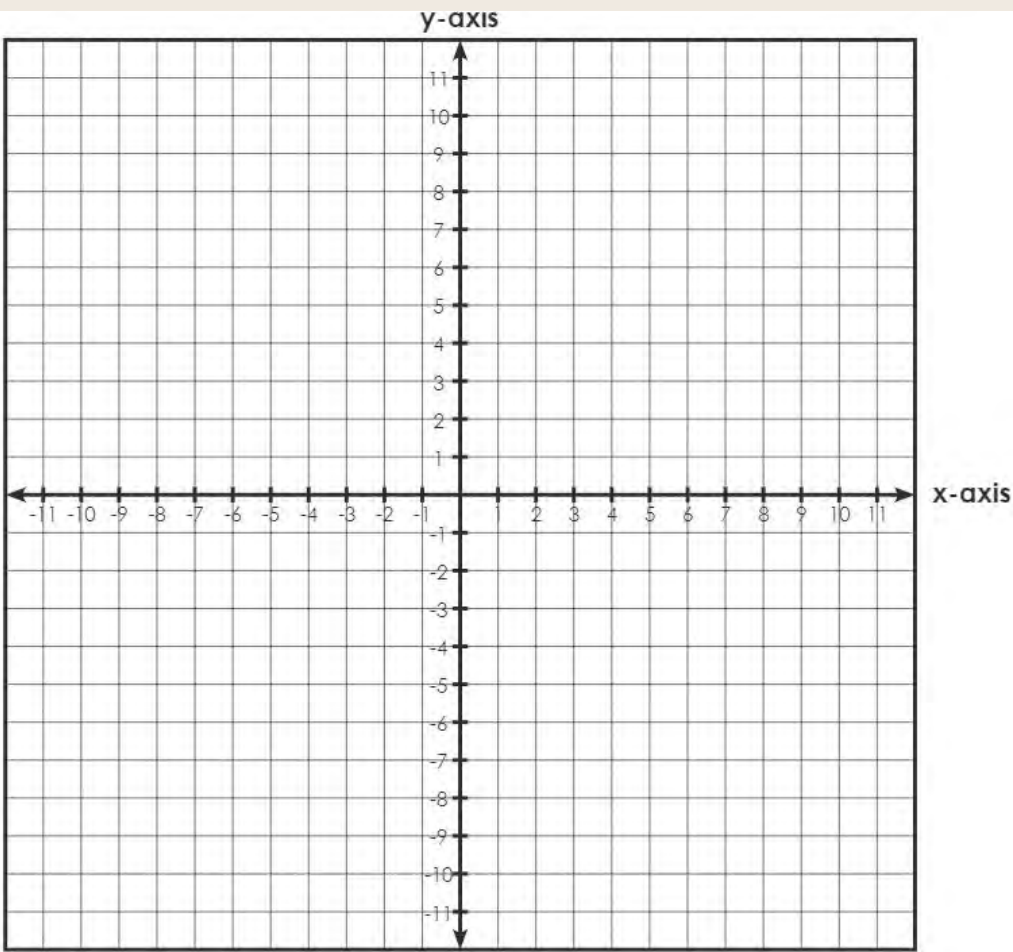
What shape did you plot?

Shape C	$(6, 4)$	$(1, -5)$	$(-4, 4)$
---------	----------	-----------	-----------

What shape did you plot?  
Combine Shapes B and C. What new shape have you made?







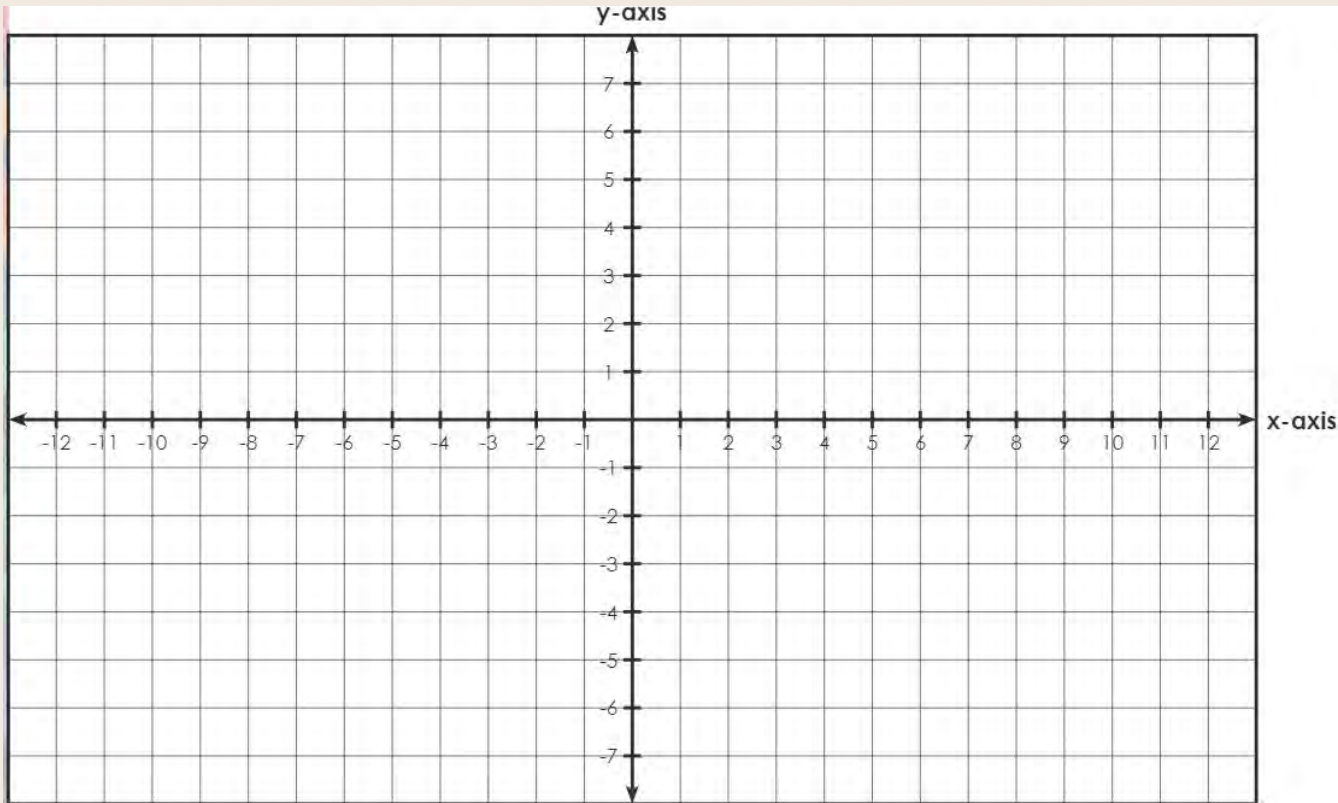
You are now going to use a cartesian plane to design your own shape or picture.



	x-axis	y-axis
A		
B		
C		
D		
E		
F		
G		
H		



**Have another go on this cartesian plane. What other design can you make?**

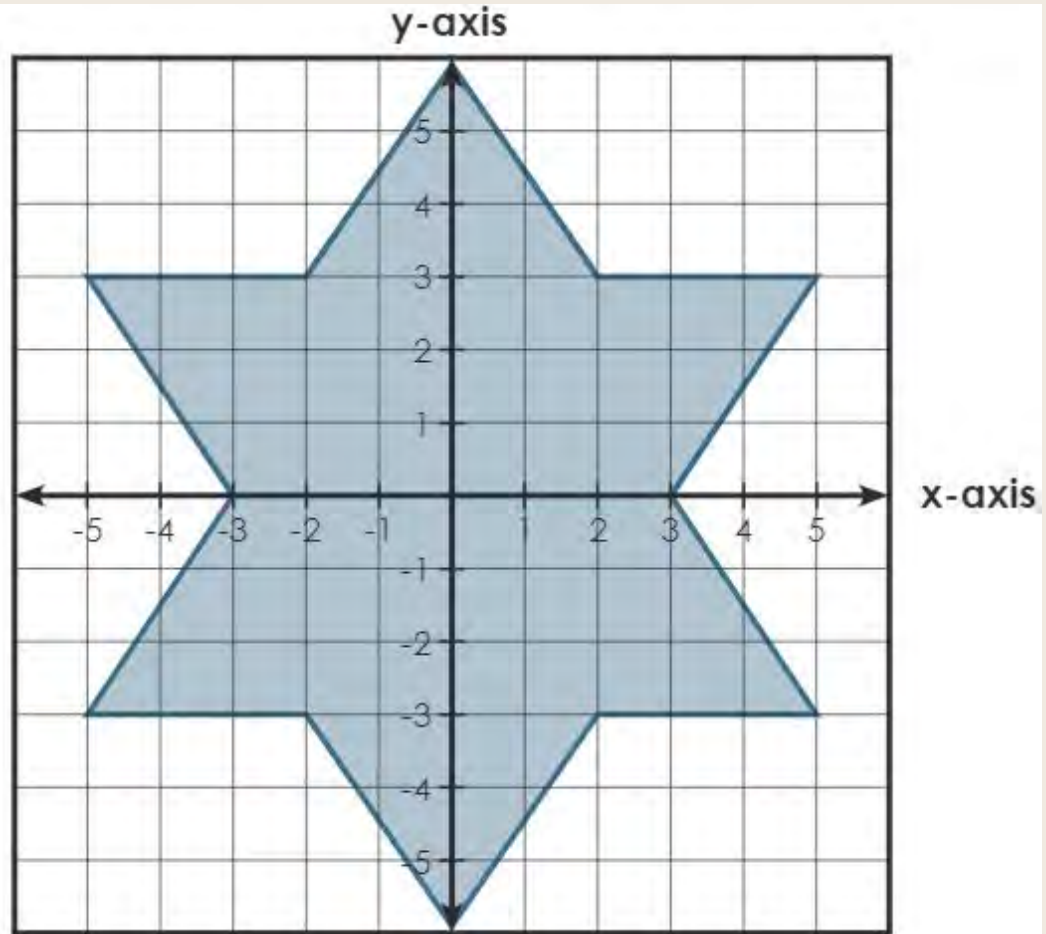


	x-axis	y-axis
A		
B		
C		
D		
E		
F		
G		
H		



Fill in these coordinates to complete the star picture.

	(x, y)
A	
B	
C	
D	
E	
F	
G	
H	
I	
J	
K	
L	





# Games



NUMERACY

**NINJAS**

5 MINUTE SKILL CHECK

# WEEK 27

## SESSION 3

Answer as many questions as you can in 5 minutes

# MENTAL STRATEGIES -

do these in your head

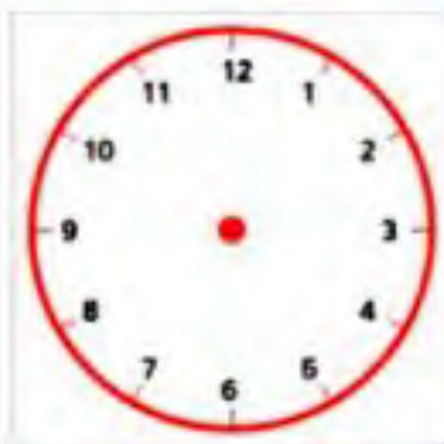
Q	Question	Answer
1	$20 = \square + 14$	<input type="text"/>
2	Double 36	<input type="text"/>
3	Halve 90	<input type="text"/>
4	$162 + 10 = \square$	<input type="text"/>
5	$83 - 10 = \square$	<input type="text"/>
6	$109 - 70 = \square$	<input type="text"/>

7  $6 = 3 + \square$

8  $47 - 9 = 47 - 7$   
 $- \square$

9  $\square \times 6 = 6 + 6$   
 $+ 6 + 6 + 6$

10 Draw hands on  
the clock face  
showing 4:20  
pm



**Total out of 10**

# TIMESTABLES -

do these in your head

Q	Question	Answer
1	$18 \div 9 = \square$	<input type="text"/>
2	$3 \times 4 = \square$	<input type="text"/>
3	$48 \div 8 = \square$	<input type="text"/>
4	$5 \times \square = 35$	<input type="text"/>
5	$3 \times \square = 21$	<input type="text"/>
6	$3 \times 8 = \square$	<input type="text"/>



7

$10 \div \square = 5$

8

$5 \times 8 = \square$

9

$60 \div \square = 6$

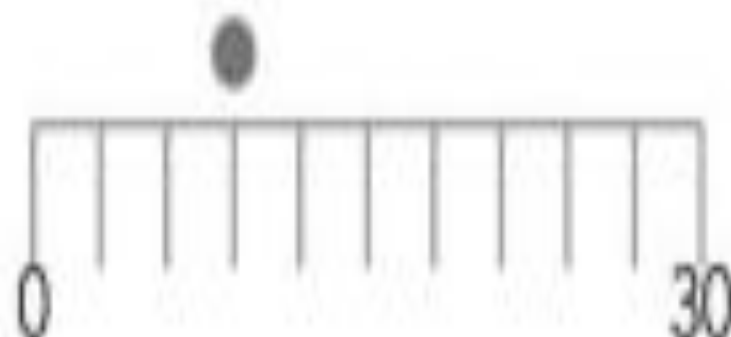
10

$30 \div \square = 3$

**Total out of 10**

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

Q	Question	Answer
1	$9200 + 9803$	<input type="text"/>
2	$\sqrt{16} + 20 \div 5$	<input type="text"/>
3	Write Thirty Five Thousand, Three Hundred and Thirty Two in digits	<input type="text"/>
4	$0.19 \div 1000$	<input type="text"/>
5	Simplify $16/28$	<input type="text"/>
6	$9 - 10$	<input type="text"/>

7	<p>Value of the dot</p> 	<input data-bbox="1053 179 1484 313" type="text"/>
8	<p>What is the lowest common multiple of 7 and 8?</p>	<input data-bbox="1053 750 1484 884" type="text"/>
9	<p>What is the value of <math>\sqrt[3]{64}</math>?</p>	<input data-bbox="1053 1321 1484 1456" type="text"/>
10	<p><math>\frac{9}{2} = \frac{\square}{6}</math></p>	<input data-bbox="1053 1668 1484 1803" type="text"/>
<p><b>Total out of 10</b></p>		<input data-bbox="1053 1960 1484 2094" 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

NUMERACY  
NINJAS

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## Week 27 Session 3

### Mental Strategies Answers



Q	Question	Answer
1	$20 = \square + 14$	6
2	Double 36	72
3	Halve 90	45
4	$162 + 10 = \square$	172
5	$83 - 10 = \square$	73
6	$109 - 70 = \square$	39
7	$6 = 3 + \square$	3
8	$47 - 9 = 47 - 7 - \square$	2
9	$\square \times 6 = 6 + 6 + 6 + 6 + 6$	5
10	Draw hands on the clock <u>face</u> showing 4:20 pm	See above



## Week 27 Session 3

### Timestables Answers

Q	Question	Answer
1	$18 \div 9 = \square$	2
2	$3 \times 4 = \square$	12
3	$48 \div 8 = \square$	6
4	$5 \times \square = 35$	7
5	$3 \times \square = 21$	7
6	$3 \times 8 = \square$	24
7	$10 \div \square = 5$	2
8	$5 \times 8 = \square$	40
9	$60 \div \square = 6$	10
10	$30 \div \square = 3$	10



## Week 27 Session 3



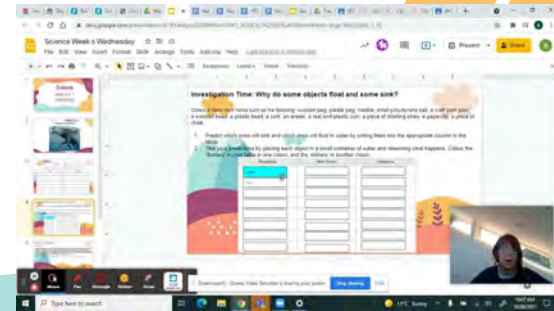
## Key Skills Answers

Q	Question	Answer
1	$9200 + 9803$	<b>19 003</b>
2	$\sqrt{16} + 20 \div 5$	<b>8</b>
3	Write Thirty Five Thousand, Three <u>Hundred</u> and Thirty Two in digits	<b>35 332</b>
4	$0.19 \div 1000$	<b>0.00019</b>
5	Simplify $16/28$	<b><math>4/7</math></b>
6	$9 - 10$	<b>-1</b>
7	Value of the dot	<b>9</b>
8	What is the lowest common multiple of 7 and 8?	<b>56</b>
9	What is the value of $\sqrt[3]{64}$ ?	<b>4</b>
10	$9/2 = \square/6$	<b>27</b>

# Science

## Week 6 & 7

### Wednesday





## Why do some things float?





## Vocabulary

float  
sink

buoyancy  
buoyant

dense  
density

displace



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

Word	Definition





# Buoyancy – the ‘floating force’



What is buoyancy?

*When an object is placed in water, it pushes the water underneath it down and out to the sides. (You might have noticed this in the bath – when you sit down, the water level goes up). The water that has been displaced (pushed out of the way) pushes back up on the object. This force of this water pushing up on the object is called buoyancy. If the upward buoyancy force is equal to the force of gravity pulling the object downward – the object will float. If the buoyancy force is less than gravity – the object will sink.*

Watch this video to learn more about buoyancy: [Buoyancy: What Makes Something Float or Sink?](#)



## Submarine Infographic Research Task:

A submarine is a vessel that can float on the surface of the water, dive down and travel hundreds of metres underwater, then come up to the surface again.

1. How does it do this?
2. Use the links provided to do some research. Present your research as an infographic on the following slide or a format you can easily submit.

*Note: Infographics are visual representations of information or data. It's a way of explaining complex information quickly and clearly such as in signs, maps, technical information. Google examples if you are unsure but you've done them previously in class).*

<https://www.inquisitive.com/guided-research/1504-submarine-guided-research>

Please note this task will be completed over 2 science lessons.

Your Infographic will be submitted Wednesday, Week 7.



# Fact and Opinion

*Learning Intention:*

WE ARE LEARNING THE IMPORTANCE OF FACT AND OPINION IN PERSUASIVE WRITING

*Success Criteria:*

- I CAN DEFINE A FACT
- I CAN DEFINE AN OPINION
- I CAN RESEARCH AND PROVIDE FACTS ON A CHOSEN TOPIC
- I CAN GIVE MY OPINION ON A CHOSEN TOPIC

How to tell the difference between ...

<b>Fact</b>	<b>Opinion</b>
A <b>FACT</b> is a true statement that you can prove.	An <b>OPINION</b> is someone's idea or feeling about something.
<b>Key Words:</b> Dates Numbers Science Historical Events Non-Fiction	<b>Key Words:</b> Prefer Think Feel Believe -er words -est words

# What is a Fact?

A fact is something that is proved to be true.

A **relevant**, well explained fact is **powerful**. It makes an argument more substantial, more authoritative.. More persuasive.

Good persuasive writing expresses an opinion and is based on facts.

TYPE 2 PROVEN FACTS ABOUT 2 DIFFERENT TOPICS.

Fact 1:

Fact 2:

FACTS

TELL US WHAT HAPPENED , AND CAN BE PROVEN TRUE OR FALSE



# What is an Opinion?

An opinion is a view or judgement formed about something, not necessarily based on fact or knowledge.



Good persuasive writing expresses an opinion and is based on facts.

TYPE 2 OF YOUR OWN OPINIONS ON ANY DIFFERENT TOPICS.

Fact 1:

Fact 2:

## OPINIONS

ARE ATTITUDES OR JUDGEMENTS THAT CAN'T BE PROVEN RIGHT OR WRONG



[Click to watch Miss Michos' instructional video...](#)

# Facts

Type your fact here

Type your fact here

Type your fact here

Type your fact here

Type your fact here

# Opinions

Type your opinion here

Type your opinion here

Type your opinion here

Type your fact here

Type your fact here



# GROWS *and* GLOWS

Type student name here

Type student GROWS here

Type student GLOWS here

# *Detention*

## *Week 7*



# Thursday - Chapter 28 Youtube link



# Thursday- Chapter 28

Kobo Desktop

SHOP KOBO MY BOOKS EREADER SETUP Detention

DETECTION

*Her family?*

Dan's not sure about her family, hasn't met them. But he knows, deep, deep down, that Sima poses no harm. He also knows he's not going into juvenile detention. So he only has one choice. Get Sima away, clean and safe.

*This'll be the first place they look. If they know I've left school grounds, they'll come straight here.*

He clicks open the small cupboard above the bench and grabs an old box of Favourites chocolates. He reaches in, pulls out a Crunchie, unwraps it, jams it in his mouth, throws the rest in his backpack. He finds a snack-size packet of salt and vinegar chips and one of Mum's cans of Diet Coke. He feels bad only giving Sima junk food so he grabs the one withered apple from the fruit bowl and shoves that in too.

There's a cooked sausage on a plate in the fridge. The underside is thick and white with fat. It's been in there since sausages were invented but he figures Roscoe probably won't mind.

Dan hears a siren in the distance. It could have been going a while. He's not sure. He fills a water bottle in the tiny sink and something outside catches his eye. He leans in to the crack at the edge of the curtains. Across E Street and between the next row of vans he can see a sliver of road at the front of the park. On that road, a police car cruises by, nice and slow. It doesn't stop but it allows plenty of time for whoever's inside to have a good, long look, and then it moves on.

Dan slings the pack onto his back and heads for the door, then remembers something. He goes to the corner of the kitchen, opens a low cupboard and reaches up the back, past the mad scramble of saucepans and baking trays, till he lays his hand on an old biscuit tin. He pulls it out, looks at it a second. 'Arnott's Famous Biscuits'. A picture of a Rosella embossed on the front. It must be bad being a bird locked in a cupboard. He found this tin in 13B. He hides it in behind the baking equipment because he's pretty sure it's safe from Mum there.

He opens the tin and his gaze rests on the contents. Cash. A bunch of notes. Mainly fives and tens but there's a twenty in there somewhere, too. About a hundred and fifty bucks that Dan's saved over the last year.

He takes out the cash, folds the wad of notes and stuffs it into his pocket. As he does, he hears the sound of a car right out front of the van, tyres cracking on gravel. He stands, inches open the curtain.

3:56

SC Stage 3 2021  
I am glad you're all busy on necessary school tasks. I have...

Reply

SUPPLIES — 2 / 2

Type here to search

22°C

1:38 PM  
16/08/2021

# Thursday - Chapter 28

**A moral dilemma is a conflict in which you have to choose between two or more actions and have moral reasons for choosing each action.**

Think about this definition and watch the trailer for Detention. [Detention by Tristan Bancks](#). Answer the questions in complete sentences.

1. Dan is presented with the moral dilemma as to whether to continue to help Sima even though he has seen the news item and knows how much trouble he will get into. Why do you think Dan continues to help Sima?
2. Would you give all your savings to help Sima? Why/Why not?



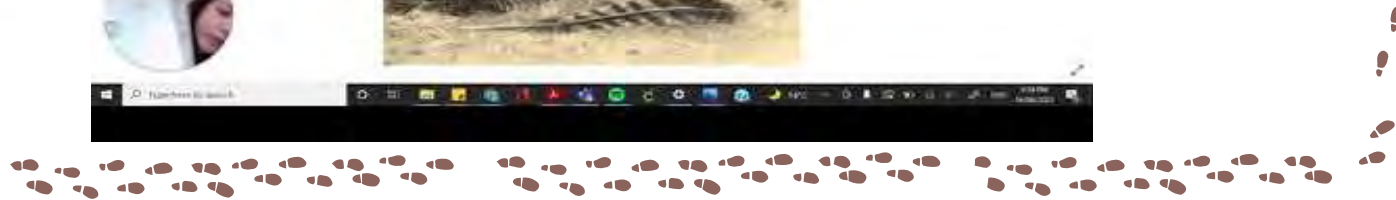
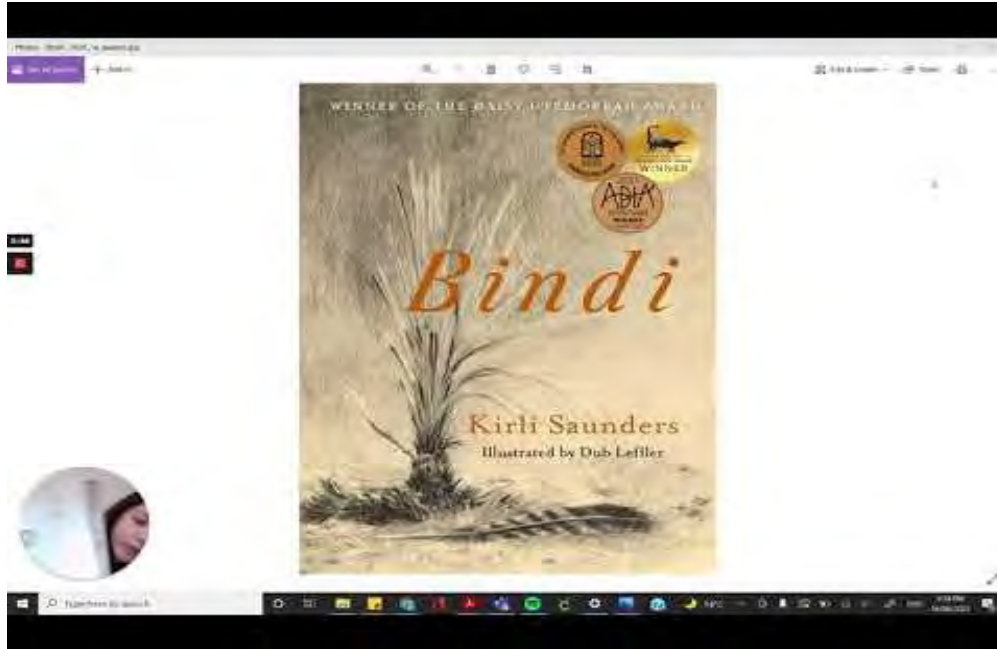
# Book Week 2021

Old Worlds, New Worlds,  
Other Worlds



# Thursday

Listen to Ms Hoang read the first chapter of 'Bindi'



## Thursday Activity

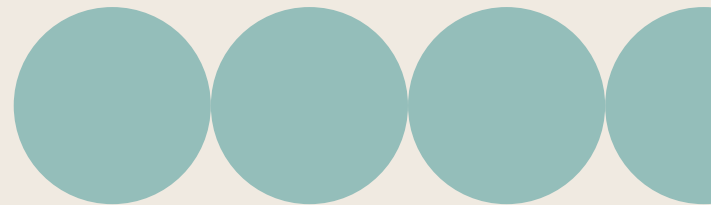


Dress up as your favourite character and upload a photo onto the slide. If you do not want your image shared, upload an image of your favourite book or character.



# Patterns and Algebra

Year 6



Thursday





# Learning Intention

We are learning to:

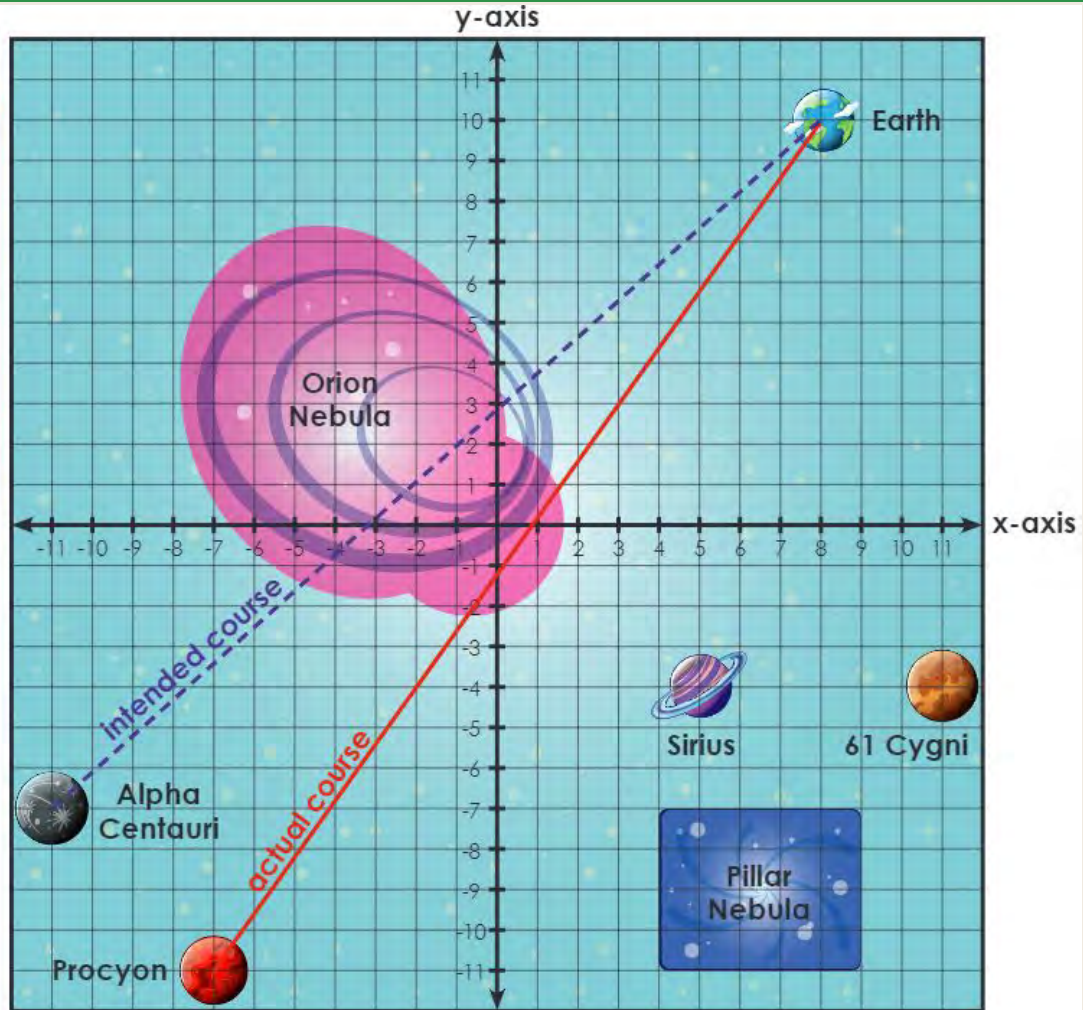
Analyse and create geometric and number patterns, to construct and complete number sentences and to locate points on the Cartesian plane.

# Success Criteria

We can:

- ✓ Recognise that the number plane (Cartesian Plane) is a visual way of describing location on a grid
- ✓ Recognise that the number plane consists of a horizontal axis (x-axis) and a vertical axis (y-axis), creating four quadrants
- Identify, read, record, plot and label points, given coordinates

Imagine you are a navigator for the NAASA (National Australian Aeronautics and Space Agency). You are part of a team entering coordinates into the flight computers of unmanned stellar exploration space craft. Using the star map, answer the questions that follow.



A critical situation has developed. The Komo II Long Distance Explorer was intended to be flying from Earth to Alpha Centauri, marked by the purple dashes. Instead it is flying off course and will hit the star Procyon, marked by the red line. There must be a problem with the coordinates.

Which coordinates have been entered?

What should the coordinates be?

The Wombat Satellite has sent back data that indicates a planet has water. The data shows that the planet is from a point exactly halfway between Sirius and 61 Cygni. The radio transmission was lost before the Wombat could send the coordinates of the planet.

What are the coordinates for this planet?

If you plot a course from Earth to this planet, where will it pass through the x-axis?

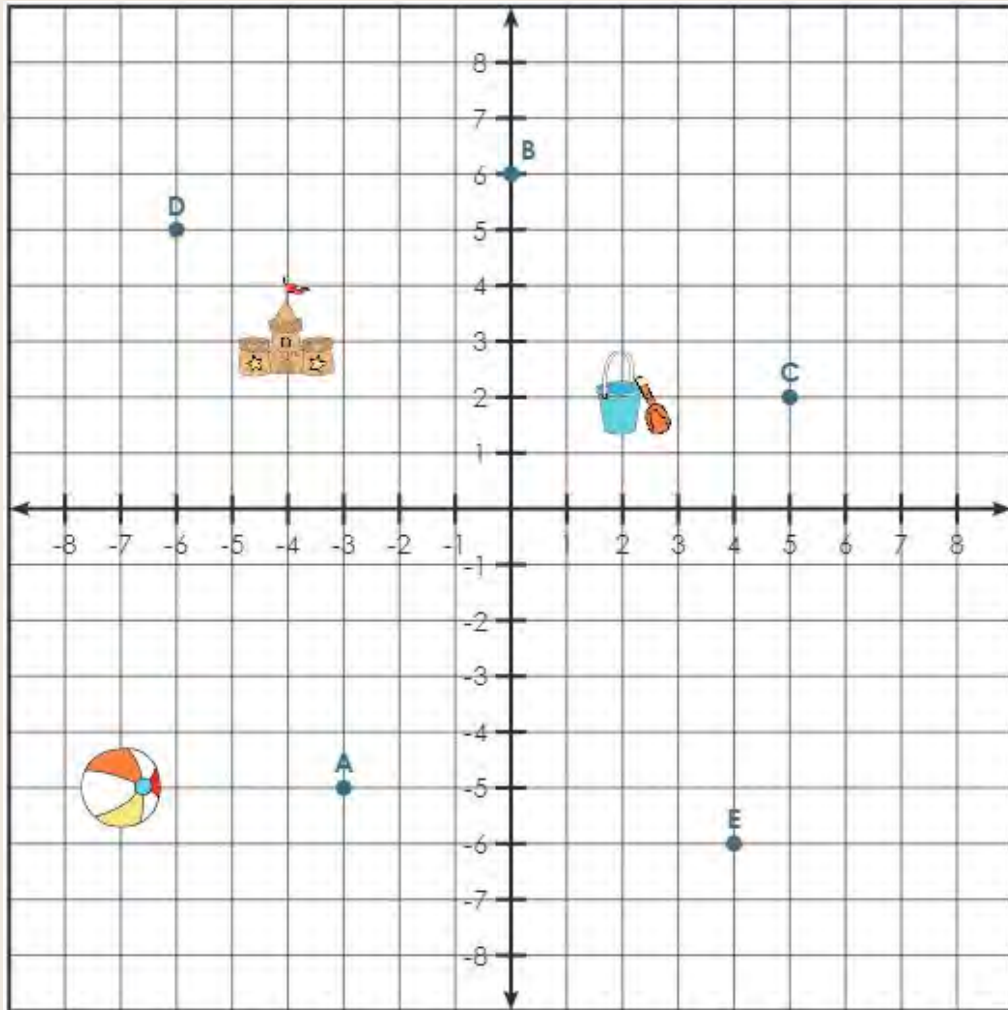


Plot a course to send the “Australian Albatross” spacecraft from Earth to any point in the second quadrant. You must avoid the Orion Nebula or your expedition will end in disaster. Write your answer below.

Plot the coordinates for each corner of the Pillar Nebula







What are the coordinates of the origin?

Which quadrant is point A in?

Which axis is point B on?

If the coordinate for the y-axis of point C is changed to -2, which quadrant will it be in?

Write the coordinates for point D

Write the coordinates for point E

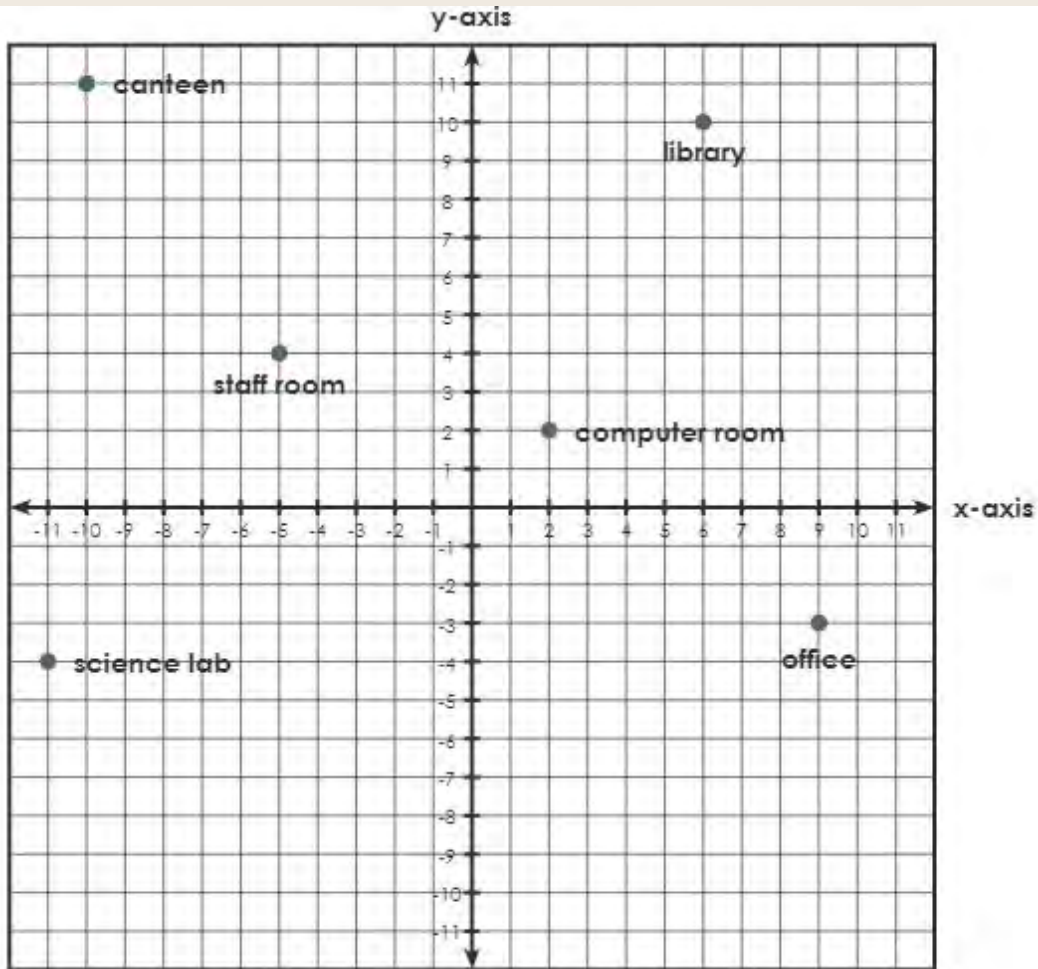


Continue using the cartesian plane on the previous slide to answer the following questions.

What is located at:	
$(-4, 3)$	
$(2, 2)$	
$(-7, -5)$	

Insert the following shapes at the given coordinates
A triangle at $(-5, -2)$
A heart at $(4, 5)$
A star at $(-3, 1)$





Add the following locations on the cartesian plane:

- Art room (3, -4)
- Maths room (-7, -2)
- Band room (4, 5)

Continue using the cartesian plane on the previous slide to answer the following questions.

The Japanese Club meets halfway between the art room and the science lab. Plot this onto the cartesian plane and then write the coordinates here.

Coordinates:

The playground is the same distance from both the x-axis and the y-axis as the canteen, but it is in the third quadrant. Plot it on the cartesian plane.

Write the coordinates here:



Student  
Feedback

Tick to show your answer			
Did you find the video helpful?			
Could you do the activities on your own?			

NUMERACY

NINJAS

5 MINUTE SKILL CHECK

# WEEK 27

## SESSION 4

Answer as many questions as you can in 5 minutes

# MENTAL STRATEGIES -

do these in your head

Q	Question	Answer
1	$\square + 10 = 20$	<input type="text"/>
2	Double 31	<input type="text"/>
3	What is half of 21?	<input type="text"/>
4	$166 + 10 = \square$	<input type="text"/>
5	$114 - 10 = \square$	<input type="text"/>
6	$169 - 90 = \square$	<input type="text"/>

7  $3 = 1 + \square$

8  $24 - 9 = 24 - 4$   
 $- \square$

9  $\square \times 3 = 3 + 3$   
 $+ 3 + 3 + 3$

10 Draw hands on  
the clock face  
showing 5:15  
pm



**Total out of 10**



# TIMESTABLES -

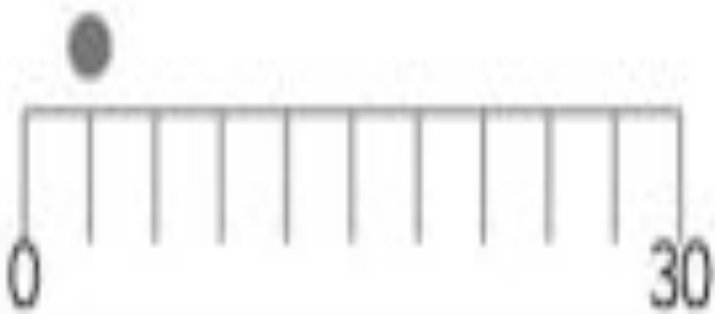
do these in your head

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

6	$3 \times 7 = \square$	<input type="text"/>
7	$\square \times 6 = 12$	<input type="text"/>
8	$5 \times \square = 25$	<input type="text"/>
9	$10 \times 5 = \square$	<input type="text"/>
10	$\square \times 9 = 90$	<input type="text"/>
<b>Total out of 10</b>		<input type="text"/>

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

<b>Q</b>	<b>Question</b>	<b>Answer</b>
1	$546 + 4446$	<input type="text"/>
2	$1^2 + 1 \times 4$	<input type="text"/>
3	Write Six Hundred and Ten Thousand, Eight Hundred and Thirty in digits	<input type="text"/>
4	$9251 \div 10$	<input type="text"/>
5	Write $\frac{6}{24}$ in its simplest form	<input type="text"/>

6	Difference between $-7$ and $7$	<input type="text"/>
7	Value of the dot 	<input type="text"/>
8	List the first 4 multiples of 12	<input type="text"/>
9	What is the value of $(-10)$ cubed?	<input type="text"/>
10	$\frac{3}{2} = \frac{\square}{4}$	<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 27 Session 4

### Mental Strategies Answers



Q	Question	Answer
1	$\square + 10 = 20$	<b>10</b>
2	Double 31	<b>62</b>
3	What is half of 21?	<b>10.5</b>
4	$166 + 10 = \square$	<b>176</b>
5	$114 - 10 = \square$	<b>104</b>
6	$169 - 90 = \square$	<b>79</b>
7	$3 = 1 + \square$	<b>2</b>
8	$24 - 9 = 24 - 4 - \square$	<b>5</b>
9	$\square \times 3 = 3 + 3 + 3 + 3 + 3$	<b>5</b>
10	Draw hands on the clock <u>face</u> showing 5:15 pm	<b>See above</b>



## Week 27 Session 4

### Timestables Answers

Q	Question	Answer
1	$\square \div 9 = 10$	<b>90</b>
2	$3 \times 10 = \square$	<b>30</b>
3	$\square \div 8 = 5$	<b>40</b>
4	$5 \times 8 = \square$	<b>40</b>
5	$\square \div 3 = 3$	<b>9</b>
6	$3 \times 7 = \square$	<b>21</b>
7	$\square \times 6 = 12$	<b>2</b>
8	$5 \times \square = 25$	<b>5</b>
9	$10 \times 5 = \square$	<b>50</b>
10	$\square \times 9 = 90$	<b>10</b>



# Week 27 Session 4



## Key Skills Answers

Q	Question	Answer
1	$546 + 4446$	<b>4992</b>
2	$1^2 + 1 \times 4$	<b>5</b>
3	Write Six <u>Hundred and Ten Thousand</u> , Eight Hundred and Thirty in digits	<b>610 830</b>
4	$9251 \div 10$	<b>925.1</b>
5	Write $6/24$ in its simplest form	<b><math>1/4</math></b>
6	Difference between $-7$ and $7$	<b>14</b>
7	Value of the dot	<b>3</b>
8	List the first 4 multiples of 12	<b>12, 24, 36, 48</b>
9	What is the value of $(-10)$ cubed?	<b><math>-1000</math></b>
10	$3/2 = \square/4$	<b>6</b>



BTN EPISODE

THURSDAY 26TH AUGUST

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 - THURSDAY 26TH AUGUST

Type your summary here



WEEK 7  
FRIDAY  
LITERACY

Stage 3



# FRIDAY DEAR SESSION



**Text title**

Type here

**Pages Read**

Type here

**Time Read**

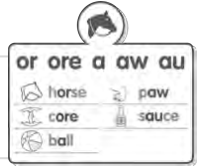
Type here

LEARNING INTENTION:

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

01

Focus sound



I can identify the focus sound of the week

02

Word definitions

I can locate the definition of an unknown word in a dictionary.

03

Grammar

I can identify types of speech and characteristics of a word.



## or ore a aw au



horse



paw



core



sauce



ball

### List Words

### Extension List Words

reporter  
sure  
drawn  
haunted  
crawling  
broad  
stories

storey  
brought  
cause  
awful  
quarter  
force

course  
thoughtful  
taught  
ought  
sword  
fortune

wardrobe  
laundry  
autograph  
audience  
applaud  
applause

### List Words

### Extension List Words

accordingly  
audible  
auditory  
authentic  
authorised

autobiography  
awfully  
cordial  
disorganised  
extraordinarily

flawless  
forcefully  
mournful  
orphanage  
porcelain

resource  
sauce  
saucer  
scrawny  
tortoise

# YEAR 6

### List Words

### Extension List Words

haul  
taunt  
cordial  
author  
broaden  
awfully  
daughter

naughty  
unlawful  
sauce  
source  
tortoise  
alternate

exhausted  
orchestra  
accordingly  
mortgage  
porcelain  
plausible

mournful  
precaution  
automatic  
authentic  
tourniquet  
extraordinary

### List Words

### Extension List Words

absorbent  
assortment  
assuredly  
augment  
auditorium

baulk  
discordant  
editorial  
enthrall  
exorbitant

fortuitous  
fraudulent  
gnawing  
implausible  
inexhaustible

maudlin  
nautical  
sauntered  
warble  
wrought

# DEFINITIONS

Write the definition, part of speech and a sentence for 5 words on your list. The first one has been done for you.

*& sentences*

storey (**noun**) a part of a building comprising all of the rooms that are the same level.

Blank blue writing line.

Blank grey writing line.

Blank blue writing line.

Blank grey writing line.

Blank blue writing line.

Blank grey writing line.

Blank blue writing line.

Blank grey writing line.

Blank blue writing line.

Blank grey writing line.

Blank blue writing line.





**STAGE 3**

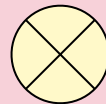
# **FRIDAY GRAMMAR REVISION**



## **PREFIXES**



A prefix is a word part added in front of a base word to change the meaning.



# Learning Intention: We are revising features of Prefixes.

**1.**

I can define what a prefix is and how it is used.



**2.**

I can use prefixes to spell words.

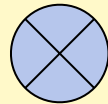
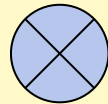
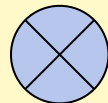
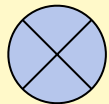
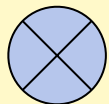
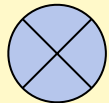
**3.**

I can identify the prefix and base word in my work.





# INTRODUCTION



# Let's review the basic prefixes!

Word	Prefix (meaning in parenthesis)	Base Word	Meaning
unlucky			
unzip			
disagree			
prehistoric			
reuse			
misspell			
mispronounce			

## Review

-un    -pre  
-re    -mis  
-dis

**Directions:** Place the ovals around the words that can be rewritten as a prefixed word. Type the prefixed word in the text box. Follow this pattern: Use **un-** for 1-2. Use **dis-** for 3-4. Use **pre-** for 5-6. Use **re-** for 7-8. Use **mis-** for 9-10.

**1. Please check to make sure the door is not locked.**

**2. He is not able to attend the party.**

**3. Mark was not satisfied with the lunch options.**

**4. If you do not obey the speed limit, a police officer might give you a ticket.**

**5. These clothes need to be washed before they are worn.**

**6. Remember to heat the oven before you put the pan in it.**

**7. My mom decided to decorate the living room again.**

**8. Barry needs to wash the car again tomorrow.**

**9. Please repeat your name. I think I heard it wrong.**

**10. I was given wrong information by the clerk at the gas station.**

**in- im-  
il- ir- all mean**



<b>Word</b>	<b>Prefix</b> <i>(meaning in parenthesis)</i>	<b>Base Word</b>	<b>Meaning</b>
<b>incomplete</b>			
<b>informal</b>			
<b>impolite</b>			
<b>impatient</b>			
<b>improbable</b>			
<b>illegible</b>			
<b>irregular</b>			

**in-/im-  
il-/ir-**

**Directions:** Place the ovals around the words that can be rewritten as a prefixed word with in-, il-, im-, or ir-. Type the prefixed word in the text box.

1. **It is not proper to talk when there is food in your mouth.**

2. **My dad says that it is not logical to wear flip flops when there is snow on the ground, but I disagree!**

3. **My little sister is not capable of keeping secrets.**

4. **Five of the ten answers on Carla's math quiz were not correct.**

5. **Cam was not responsible when he left the keys at his friend's house.**

6. **Drinking alcohol and then driving a car is not legal.**

7. **It is not possible for humans to visit Mars at this time.**

8. **The fifteen-year-old is not an experienced driver.**

#### **A Spelling Guide**

**ir-** use when the base word starts with r (irresponsible, irregular)

**il-** use when the base word starts with l (illegal, illogical)

**im-** use when the base word starts with m or p (immature, impossible, impersonal)

# GROWS *and* GLOWS

Type your name here

Type your GROWS here

Type your GLOWS here



# GROWS

and

Your teacher will type your GROWS here



Your teacher will type your GLOWS here

# GLOWS

Type student name here



# Book Week 2021

Old Worlds, New Worlds,  
Other Worlds

# Friday

Listen to Ms Hoang read the first chapter of 'The Stolen Prince of Cloudburst'.



# Friday Activity



Write a book review. You can review one of the books you've listened to this week, or a book of your own choosing. There is a template on the next slide.

















<b>Book Title:</b>		<b>Author:</b>	
<b>Rating:</b>		<b>Illustrator:</b>	
<b>Plot:</b> What happens? Are there any plot twists? Did you find the plot interesting?			
<b>Characters:</b> Who are the main characters? Who was your favourite character? Why?			
<b>Your opinion:</b> Did you like the book? What was your favourite part? Why?			
<b>Recommend:</b> Would you recommend this book to a friend?			

Week 7

# Friday maths challenge

# Alien Algebra

If...




			
			
			
			

25

20

26

Then

# Geometry Gems

If...

One coordinate is (3, 1)	The shape includes at least one right angle
Two of the sides are the same length. They are 4 units long.	The triangle is isosceles. The coordinates are all positive.

Then

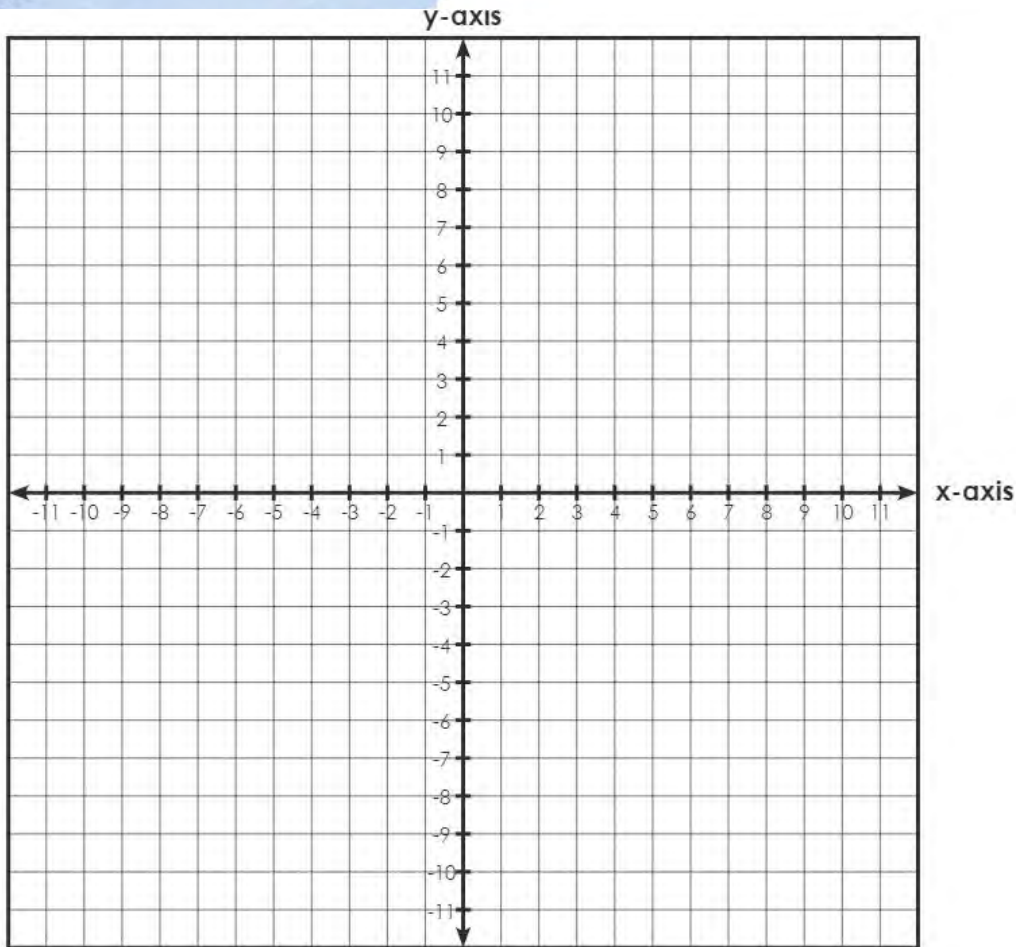
**Name the coordinates**

(You can plot them on the cartesian plane on the next slide to help you)

Answer

--





**Plot  
Coordinates**

# Wellbeing - Friday

*Design and make an animal out of things you can find at home (cardboard, paper etc).  
Take a photo and post it on a slide.*





# WEEK 7

# STAGE 3 SPORT

Stuck at home? Don't worry - we got you!

# SPORT AROUND THE HOUSE CHALLENGE

WORK THROUGH THE LIST OF ACTIVITIES  
TICK EACH OFF AS YOU COMPLETE  
THEM!



# SPORT AROUND THE HOUSE

TICK OFF/HIGHLIGHT AT LEAST 5!

- Walk/run 2000 steps
- Throw a ball at a wall and catch it 20 times (use a ball or scrunched up newspaper)
- Keep a balloon or scrunched up paper ball in the air for 10 hits in a row
- Animal walks - walk into all rooms of your house using your favourite animal walk (eg" bear crawl, kangaroo jump, or inch worm)
- 20 star jumps Run on the spot for one minute
- Throw and catch a scarf into the air 30 times - try using different hands
- Stand on one foot and throw a ball, soft toy or scrunched up paper ball from one hand to the other
- Play your favourite song and dance
- Practice your standing long jump - mark a line on the ground to start behind and then jump as far forward as you can. Try 10 jumps and see if you can beat your last jump
- Set up a goal (e.g bin) and try to get 20 kicks in Set up some toys or bottles as targets and roll a ball to knock them over. If you knock a target over, step back to make it more challenging
- Read a story book with an often repeated word - if the word is mentioned in the story, you need to do an activity (eg: 5 star jumps)



HAVE FUN AND TURN IT IN!