

MONDAY - Week 4

Morning English

Reading

DEAR. Sustained reading for at least 30 minutes.

You can use this time to also catch up with recordings of Esty's Gold (you should have completed up to Chapter 11).

Esty's Gold Modelled Reading and Activity

Listen to and follow the reading of Chapter 11 of Esty's Gold in your google classroom

Character Profile (thinking critically) - John Joe

- We learn a lot about John Joe in Chapter 11. What is your opinion of him?
- Complete the Character Profile Worksheet on John Joe. It is important to consider his participation in the Whiteboy movement.
- Remember to use proper sentences and punctuation. Check your work before turning in.

Digital: A Google Document

Offline: In your workbook

Spelling:

Logon to Soundwaves (Unit 14)

Year 5: baby354

Year 6: bell143

Brainstorm 15 words with the focus phoneme in the middle.

Complete some of **the online activities for unit 14**



Writing

Narratives Lesson 9

Learning Intention: To use descriptive language effectively to build a character.

Watch the video Youtube link <https://www.youtube.com/watch?v=P0h9oQu5tU8>

Answer the following questions from the video

- How would you describe Miss Trunchbull's appearance?
- How would you describe Miss Trunchbull's personality?
- How do you think she feels about children? Her job? Her employees?

Listen to the recording of Miss Michos reading a chapter from Matilda in your Google Classroom.

Answer the following questions from the reading

- Do you think Miss Trunchbull was accurately portrayed in the movie adaptation of the book?
- Which words and phrases would have been most helpful for the actor playing this role?
- Why is detailed description of characters important when writing a narrative?

Digital: A Google Document

Offline: In your workbook

Library/Wellbeing:

What is cyberbullying, and what can you do to stop it?

Learning intention - We are learning to be safe and respectful learners in an online environment

Success criteria

- I can identify what cyberbullying is and can recognise the similarities and differences between in-person bullying, cyberbullying, and being mean

	<p>-I can describe and use strategies in situations of cyberbullying</p> <p>-I can recognise when to seek help in cyberbullying situations</p> <p>-I can empathise with the targets of cyberbullying.</p> <p>- I can be a positive bystander (upstander) in a cyberbullying situation See the attached worksheets. Due Tuesday afternoon. See attached worksheets.</p>
Recess	
Middle Maths	Numeracy Ninjas
	Week 13: Session 3 Be sure to use the 5 minute timer
	Number and Algebra: Fractions and Decimals:
	<p>Learning Intention: To use fractional notation to represent parts of a whole.</p> <p>Read through the attached slides to see the different ways that fractions can be represented. Practice using fractional notations by completing the 3 worksheets. Submit for feedback.</p>
Lunch	
Afternoon	History
	<p>The Australian Colonies - Gold</p> <p>Lesson 3 - The Gold Rush and Social Changes.</p> <p>Digital:</p> <ol style="list-style-type: none"> 1. Access google slides and links to information about how people started settling down and the growth in 'canvas towns'. 2. Melbourne grew rapidly during the 1850s. Compare images of Collins st in <u>1839</u> and between the years <u>1860</u> and <u>1879</u>. 3. Record your observations (compare/contrast) in a <u>T-chart</u>. Submit. <p>Non Digital/Digital: Digital T-chart or draw in workbook to record comparisons.</p>

Name: _____

Date: _____

Character Profile

Name: _____

Age: _____ Gender: _____

Appearance: _____

Role: _____

What's at stake: _____

Personality: _____

Background history: _____

NAME:

CLASS:

DIGITAL CITIZENSHIP

Cyberbullying PART 2

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What is cyberbullying, and what can you do to stop it?

Learning intention

We are learning to be safe and respectful learners in an online environment

Success criteria

I can identify what cyberbullying is and can recognise the similarities and differences between in-person bullying, cyberbullying, and being mean

I can describe and use strategies in situations of cyberbullying

I can recognise when to seek help in cyberbullying situations

I can empathise with the targets of cyberbullying.

I can be a positive bystander (upstander) in a cyberbullying situation



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KEY VOCABULARY

A Bystander

A person who observes a conflict or unacceptable behaviour, but does not take part in it

An Upstander

A person who supports and stands up for someone else



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KEY VOCABULARY

Empathy

To imagine the feelings that someone else is experiencing



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TASK 3

Reasons Why
Cyberbullying Occurs

[Write a LIST of reasons]

Ways to Respond if
You Are Cyberbullied

[Write a LIST of ways to
respond]

Ways to Be an
Upstander

[Write a LIST of how to be an
upstander]



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ACTIVITY: SONDRAS STORY

Sondra's Story

TASK 4

Directions

Read the story of Sondra below. Then read the questions that follow and add your responses.

Sondra is planning a birthday party. Her parents have set a limit of 15 kids, so she can't invite everyone she'd like. Two kids who were not invited – Jesse and Maya – overhear the plans. They decide to spread mean rumours about Sondra using an anonymous messaging app. They say things like:

"Sondra is so not cool not sure why anyone would go to her filthy house."

"I heard Sondra is having fruit instead of cake. Yuk!"

"Sondra is totally boring and I don't know why anyone would go to her party."

They encourage the students who were invited to the party to add reasons to why Sondra "isn't cool" and tell them not to go to her party. When Sondra logs onto the app and sees the messages, her stomach sinks. She feels hurt and embarrassed and doesn't know who's posting the messages. She tells her parents she's sick so she won't have to go to school the next day. She even thinks about cancelling her party.



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1. In this situation, who is in each role?

Target	Bully	Bystanders or Upstanders

2. If you were Sondra, how would you feel in this situation? Would your feelings be the same as or different from Sondra's? Why?



3. Why do you think Jesse and Maya acted the way they did? Could anything have been done so they wouldn't have acted this way in the first place?

4. If you were Sondra, what would you do to try to stop the cyberbullying?



5 . If you were one of Sondra's friends, how could you be an upstander in the situation?



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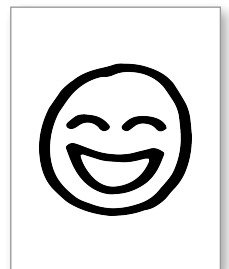
CREATE: UPSTANDER CARDS

Directions

TASK 5

Imagine you see a cyberbullying situation. You're going to create a card to help stop it.

- The card can be for the target, the bully, or someone seeing the cyberbullying.
- It can give them advice, give them action steps, or just say something nice that will make them feel better.
- It should be colourful and creative and use both words and images.
- You decide how you will produce this card. You could use whatever you have available - technology or cardboard and paper. BE CREATIVE!!
- You will also need to submit your card along with your other Tasks.



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Places that offer help

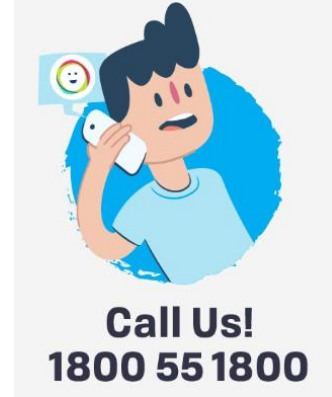
<https://kidshelpline.com.au/kids>



<https://www.esafety.gov.au/kids/how-esafety-can-help>

eSafetykids

How eSafety can help



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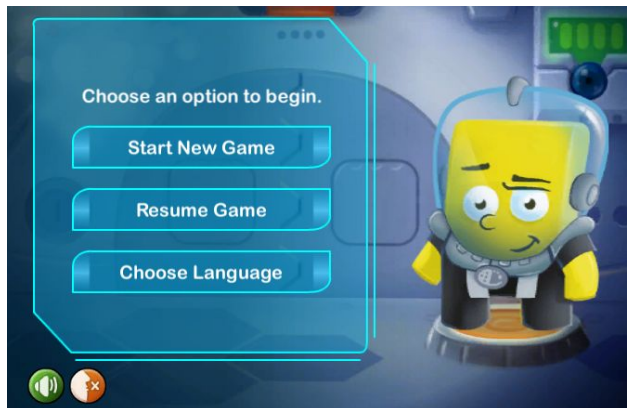
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Here is an online game that covers many of the concepts related to cyberbullying. Ask your parent or carer if it is possible for you to go online

<https://www.digitalpassport.org/evolve.html>



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Fractions and Decimals

Week 4 Lesson 1

Learning Intention

To use fractional notation to represent parts of a whole.

Success Criteria

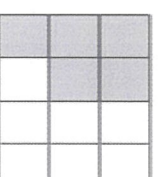
I can use fractional notation to represent shaded parts of whole objects

I can use fractional notation to represent fractions of groups.

What is a Fraction?

A fraction is a part of a whole.

This shape has 12 equal parts. 5 of these have been shaded.



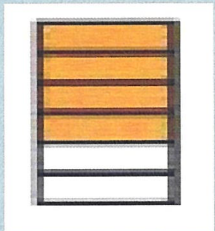
$$\frac{5}{12} = \frac{5 \text{ shaded parts}}{12 \text{ parts altogether}}$$



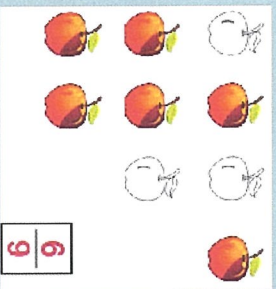
The top number is the numerator, the bottom number is the denominator.

In this example note the fractional notation for the shaded area.

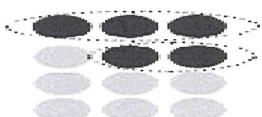
$$\frac{4}{9}$$



Look at the fractional notation for this group.



Fractions of Groups



We can also have fractions of groups.

This is a group of 12 coins. 5 out of the 12 coins are circled.

We express this as $\frac{5}{12}$

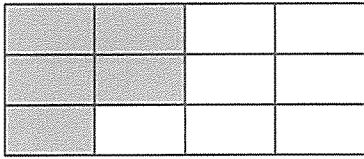


Please complete the three attached worksheets.

Fractions – fractions of shapes

A fraction is a part of a whole.

This shape has 12 equal parts. 5 of these have been shaded.

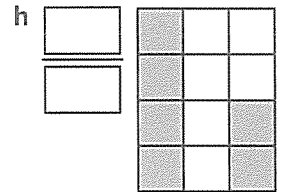
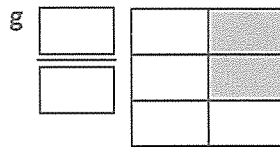
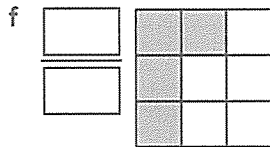
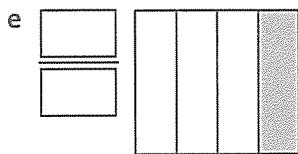
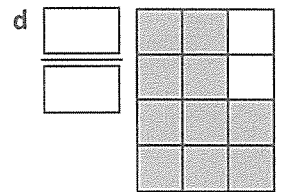
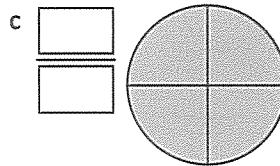
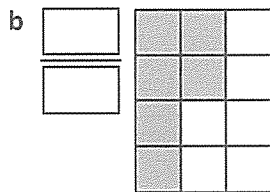
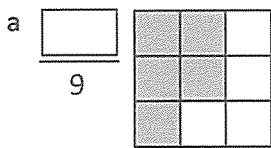


$$\frac{5}{12} = \frac{5 \text{ shaded parts}}{12 \text{ parts altogether}}$$



The top number is the numerator, the bottom number is the denominator.

1 What fraction of each shape has been shaded?



2 Answer the following questions about the shapes above:

a What part of a is unshaded? $\frac{\quad}{\quad}$

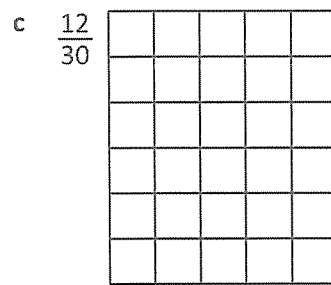
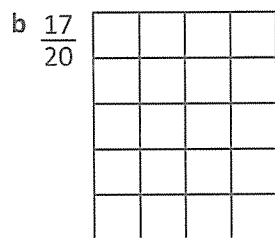
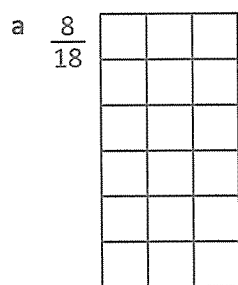
b What fraction of e is unshaded? $\frac{\quad}{\quad}$

c In f, is more of the shape shaded or unshaded? _____

d What fraction of b is unshaded? $\frac{\quad}{\quad}$

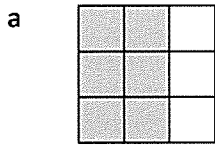
e Look at shape h. What can you say about the amount of shaded and unshaded parts?

3 Shade the given fraction for each shape:

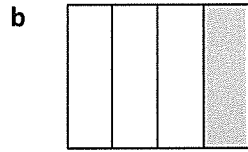


Fractions – fractions of shapes

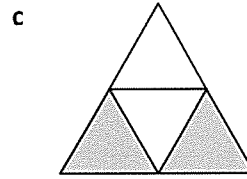
4 Are these statements true or false?



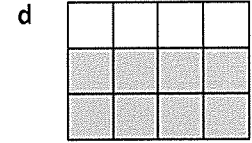
$\frac{6}{9}$ is shaded



$\frac{1}{4}$ is shaded

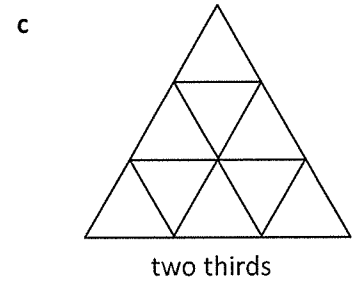
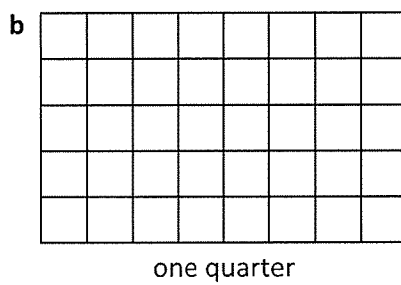
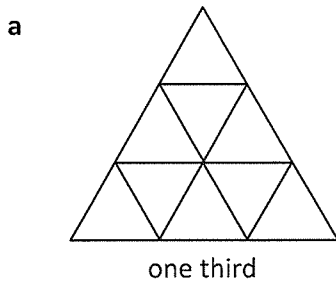


$\frac{1}{3}$ is shaded

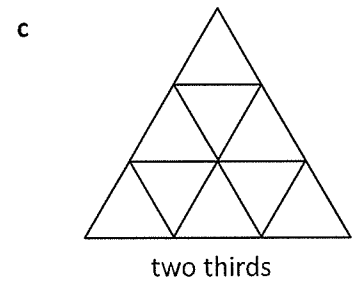
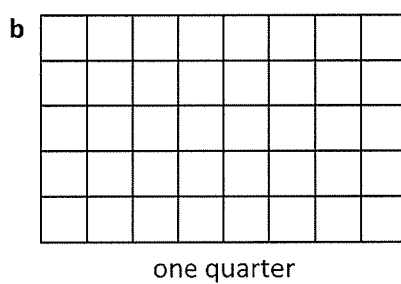
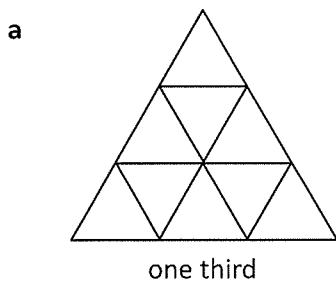


$\frac{7}{12}$ is shaded

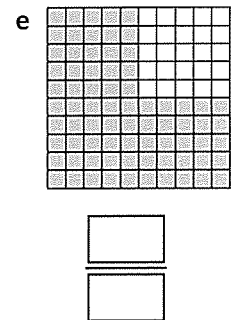
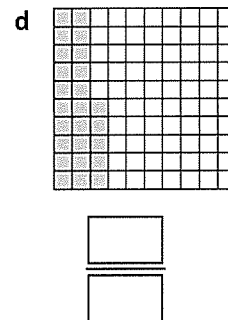
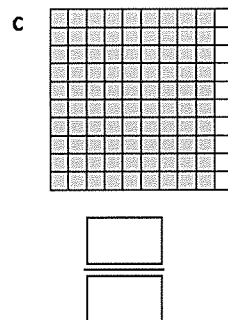
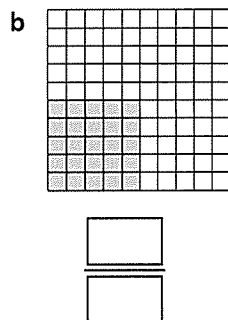
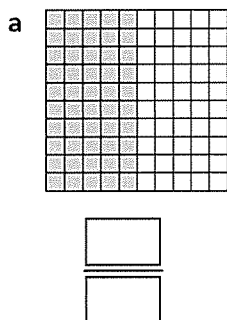
5 Colour the shapes to show:



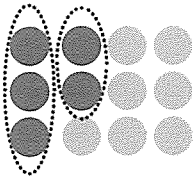
6 Now find another way to colour the shapes to show the same fraction:



7 What fraction of each hundred square is shaded?



Fractions – fractions of a collection

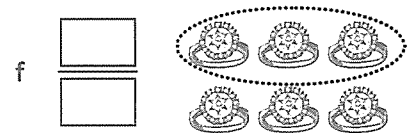
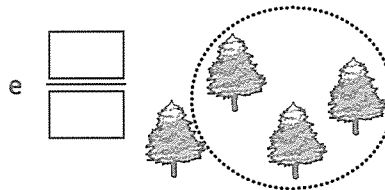
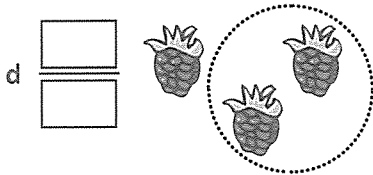
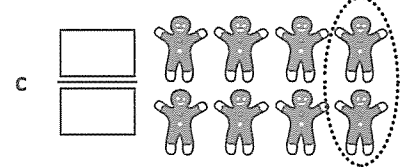
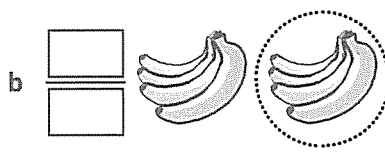
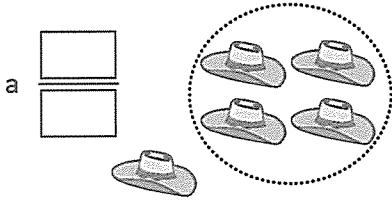


We can also have fractions of groups.

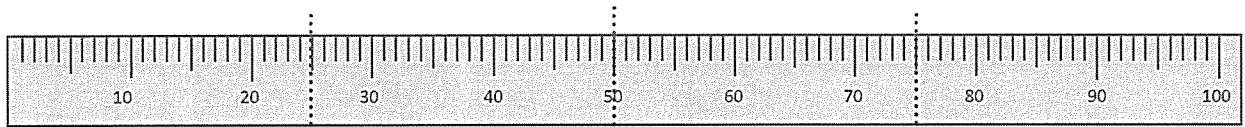
This is a group of 12 dots. 5 out of the 12 dots are circled.

We express this as $\frac{5}{12}$

1 What fraction of each group has been circled?



2 Look at the metre ruler and work out how many centimetres are represented by the fraction:

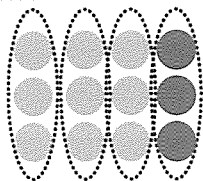


a $\frac{1}{4}$ m = cm

b $\frac{1}{2}$ m = cm

c $\frac{3}{4}$ m = cm

Sometimes we are asked to find the fraction of an amount such as:



Find one quarter of this array.

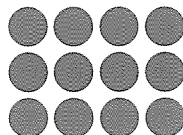
There are 12 dots in the array.

First we divide the array into 4 equal parts.

There are 3 dots in each part or quarter so one quarter of 12 is 3.

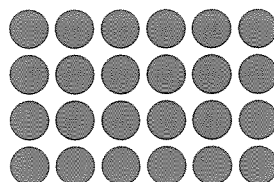
3 Use the arrays to help find the given fractions of the groups:

a $\frac{1}{3}$ of this array is _____ dots



$\frac{1}{6}$ of this same array is _____ dots

b $\frac{1}{4}$ of this array is _____ dots



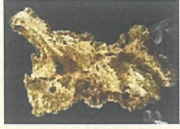
$\frac{1}{6}$ of this same array is _____ dots

History

Stage 3 Lesson 3

The Australian Colonies

Gold



Learning Intentions - Lesson 3

1. describe and explain the significance of people, groups, places and events to the development of Australia
2. describe and explain different experience of people living in Australia over time
3. apply a variety of skills of historical inquiry and communication

Success criteria: I can:

- respond, read and write to show understanding of historical matters
- locate information relevant to inquiry questions in a range of sources
- Compare information from a range of sources

What Social Changes Occurred?



Please carefully read the information in the links below looking for key information and complete the attached T-chart.

1. Click on the links to learn how people began '[putting down roots](#)' and schools and other institutions were built.
2. Read about the '[canvas towns](#)' in [NSW](#) (scroll down to the heading), [outside Melbourne](#) and view an [image](#).
3. Melbourne grew rapidly during the 1850s. Compare the images of Collins St in [1839](#) and between the years [1860 and 1879](#). Record your observations in the attached [T-chart](#) (DOCX 121kB). Submit.



GOLD



Many small towns became cities after the gold rush.

Write your comparisons between the 1840 and images of Collins Street, Melbourne in the T-chart:

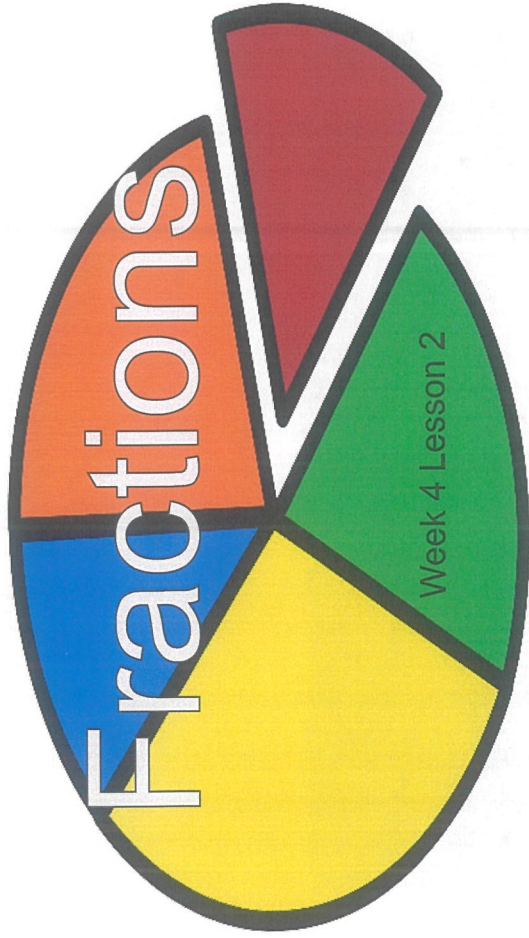
1840

1860 to 1879

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TUESDAY - WEEK 4	
Morning English	Reading:
	DEAR. Sustained reading for at least 30 minutes.
	Modelled Reading
	<p>Esty's Gold: <i>Learning Intention:</i> To effectively use a diary recount to show empathy and understanding of events.</p> <p>Listen to and follow Chapter 12 of Esty's Gold in your Google Classroom</p> <p>Task: Diary Entry Many significant events and conversations occur in Chapter 11 and 12 over the duration of one day. Imagine how Esty must be feeling. Write a diary entry from Esty's point of view to recount her day and her emotions. Submit for feedback Refer to the poster on features of a diary entry to guide you.</p> <p>Digital: A Google Document or slide Offline: In your workbook</p>
Writing	
	<p>Narratives Lesson 10 <i>Learning Intention:</i> To use descriptive language effectively to build a character.</p> <p>Direct characterisation (explicitly telling the reader) Indirect characterisation (implicitly showing the reader).</p> <p>Read through the attached Powerpoint on Characters Complete the Character Description Activity on Slide 6 You can use the STEAL characterisation brainstorm to help you.</p> <p>Digital: A Google Document Offline: In your workbook</p>
Library/Wellbeing:	
See Monday Lesson	
Recess	
Middle Maths	Numeracy Ninja
	<p>Week 13: Session 4 Be sure to use the 5 minute timer</p> <p>Number and Algebra: Fractions and Decimals: <i>Learning Intention:</i> To find a fraction of a whole number using division and multiplication</p> <p>Read through the attached slides. Practice using division and multiplication to find the fraction of a whole number. Do this by completing the 2 worksheets. Submit for feedback.</p>
Lunch	
Afternoon	Science and Technology:
	<p>Write 5 questions for a survey questionnaire about communication e.g What are ways that you communicate at school? Record what you think the most likely answer will be and why. Use the instructions to create your own survey on the website <i>Survey Monkey</i>, publish and copy and paste your link in the google docs for others to complete.</p>



Learning Intention

To find a fraction of a whole number using division and multiplication

Success Criteria

I can use division to find a fraction of a whole number.

I can use both division and multiplication to find a fraction of a whole number.

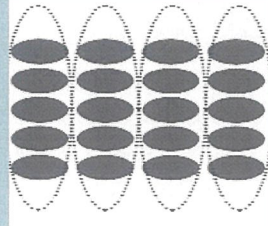
Using Division to find a fraction of a whole number.

There is another way to find fractions of amounts:

What is $\frac{1}{4}$ of 20?

20 divided into 4 groups is 5 in each group

$$20 \div 4 = 5$$



In the example below

$$\frac{1}{3} \text{ of } 24 = 24 \div 3 = \underline{8}$$

Finding other parts of a whole number.

Once we know how to find one part of a group, we can use this to find other amounts:

To find $\frac{2}{3}$ of 9, we first find $\frac{1}{3}$ of 9 \longrightarrow $9 \div 3 = 3$ $\frac{1}{3}$ of 9 = 3

$\frac{2}{3}$ of 9 is 2 times this \longrightarrow $2 \times 3 = 6$ $\frac{2}{3}$ of 9 = 6

Complete the two attached worksheets and don't forget to submit your work.

Fractions of a Number

Worksheet Number 2

Name: _____

$\frac{1}{2}$ of 20 = (1)	$\frac{2}{3}$ of 24 = (11)	$\frac{7}{9}$ of 63 = (21)
$\frac{1}{2}$ of 20 = (2)	$\frac{2}{3}$ of 6 = (12)	$\frac{1}{4}$ of 32 = (22)
$\frac{1}{2}$ of 20 = (3)	$\frac{3}{4}$ of 20 = (13)	$\frac{5}{6}$ of 42 = (23)
$\frac{1}{6}$ of 36 = (4)	$\frac{5}{8}$ of 24 = (14)	$\frac{1}{7}$ of 7 = (24)
$\frac{1}{4}$ of 36 = (5)	$\frac{1}{3}$ of 27 = (15)	$\frac{3}{5}$ of 10 = (25)
$\frac{1}{2}$ of 4 = (6)	$\frac{1}{2}$ of 16 = (16)	$\frac{5}{6}$ of 6 = (26)

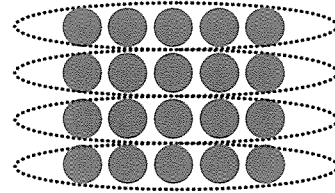
Fractions – fractions of a collection

There is another way to find fractions of amounts:

What is $\frac{1}{4}$ of 20?

20 divided into 4 groups is 5 in each group

$$20 \div 4 = 5$$



4 Find the fractional amounts. You can use blocks or counters to help or solve the problems in your head using division:

a $\frac{1}{5}$ of 20 =

$$20 \div 5 = \text{$$

b $\frac{1}{4}$ of 12 =

$$12 \div \text{$$

c $\frac{1}{3}$ of 18 =

$$18 \div \text{$$

d $\frac{1}{6}$ of 18 =

$$18 \div \text{$$

e $\frac{1}{5}$ of 15 =

$$\text{$$

f $\frac{1}{9}$ of 27 =

$$\text{$$

g $\frac{1}{2}$ of 14 =

$$\text{$$

h $\frac{1}{7}$ of 21 =

$$\text{$$

Once we know how to find one part of a group, we can use this to find other amounts:

To find $\frac{2}{3}$ of 9, we first find $\frac{1}{3}$ of 9 \longrightarrow $9 \div 3 = 3$ $\frac{1}{3}$ of 9 = 3

$\frac{2}{3}$ of 9 is 2 times this \longrightarrow $2 \times 3 = 6$ $\frac{2}{3}$ of 9 = 6

5 Find the fractional amounts. Use the space below to work out the different steps:

a What is $\frac{2}{5}$ of 20?

$$20 \div 5 = \text{$$

$$2 \times \text{$$

$$\frac{2}{5} \times 20 = \text{$$

b What is $\frac{3}{4}$ of 12?

$$12 \div 4 = \text{$$

$$3 \times \text{$$

$$\frac{3}{4} \times 12 = \text{$$

c What is $\frac{2}{3}$ of 18?

$$18 \div 3 = \text{$$

$$2 \times \text{$$

$$\frac{2}{3} \times 18 = \text{$$

d What is $\frac{3}{4}$ of 16?

$$16 \div 4 = \text{$$

$$3 \times \text{$$

$$\frac{3}{4} \times 16 = \text{$$

e What is $\frac{2}{8}$ of 24?

$$24 \div 8 = \text{$$

$$2 \times \text{$$

$$\frac{2}{8} \times 24 = \text{$$

f What is $\frac{2}{7}$ of 14?

$$14 \div 7 = \text{$$

$$2 \times \text{$$

$$\frac{2}{7} \times 14 = \text{$$

Characterisation

The main character or characters are the focus of a narrative's plot. They can be people, animals, imaginary beings or magical objects.

Because of a want or need, the characters must make decisions and take action on a problem or issue. This directs the plot of the narrative.

As writers, it is our responsibility to make our characters seem 'real' to the reader. This can be achieved by providing detailed descriptions of each character's appearance, personality and emotions.

The process of describing the characters of a narrative is called 'characterisation'. Characterisation can be direct (telling the reader) or indirect (showing the reader).



Indirect Characterisation

Indirect characterisation is a more sophisticated method of writing about a character than direct characterisation.

The five methods of indirect characterisation are:

Speech - What does the character say? How do they speak?

Thoughts - What are the characters' private thoughts and feelings?

Effect on others - How do people react to the character?

Actions - What does the character do? How do they behave?

Looks - What does the character look like? What expressions do they use?
You can remember these five methods using the acronym 'STEAL'.



Characterisation – Professor Paleo

Try and visualise the character being described.

Professor Paleo sighed deeply as he wiped his plump, sweaty hands on his beige Safari suit. He was exhausted, but he was not going to give up now. The professor's pet eagle perched loyally on his wide-brimmed hat, watching his master dusting away layers of sand. The professor kindly passed him a worm from the pocket of his shorts. How he loved his master!

Suddenly, the excited professor jumped; his spectacles sliding off the end of his nose. His moustache twitched with anticipation. "Oh my, what have we here?" he whispered, bending down again for a closer look. "Could it be? Slowly, gently, he pulled the dinosaur fossil out of the hot, barren earth.

Now open your eyes.



Characterisation – Professor Paleo

S	T	E	A	L
Speech	Thoughts	Effect on others	Actions	Looks
<ul style="list-style-type: none">"Oh my, what have we here?""Could it be?"	<ul style="list-style-type: none">He was exhausted, but he was not going to give up now.The excited professor jumped...	<ul style="list-style-type: none">The professor's pet eagle perched loyally on his wide-brimmed hat.How he loved his master!	<ul style="list-style-type: none">The professor kindly passed him a worm...Slowly, gently, he pulled the dinosaur bone...	<ul style="list-style-type: none">plump, sw handsbeige Safariwide-brim hatspectacles

[Click here](#) to return to the presentation

Characterisation - Example

How does this image compare with what you visualised Professor Paleo might look like?

Could any additional details be added to the character description?

Answer these questions in a Google Doc and turn them in.



Characterisation - Activity

You are now going to write a description of this character. It may help to place her in the setting that you have already described in last week's activity.

Use the STEAL characterisation technique to brainstorm a description for this character.

Use all of your ideas to write a paragraph describing this character. Remember to show, not just tell! Aim for at least five sentences.



Characterisation – Slide 6 Character

S Speech	T Thoughts	E Effect on others	A Actions	L Looks



Science

Stage 3 - Lesson 3

COMMUNICATION



Learning Intention:

To investigate different methods of communication for different situations

Success criteria: I can ...

- **Identify** digital and non digital forms of communication
- **Conduct** a survey to **identify and compare** ways you communicate at school vs at home

Think of 3 - 5 questions about communication and possible answers

E.g What are ways that you communicate at school?

Talk, email, body gestures, posters, letters, timetables, emails, newsletter announcement, writing informative texts

E.g What are ways you communicate information at home?

Talk, facebook, instagram, email, twitter, mobile phone, skype, calling, notes, letters

E.g How many hours approximately do you spend each day ...

Talking to someone face to face? Using tik tok?

Communicating on facebook? Using insta?

Writing text messages? Using twitter?

In your book ...

Record a hypothesis - What do YOU think the most popular answer is going to be? Why?

Title: Inquiry Investigation

Hypothesis: I think _____ because _____

Create a survey

Using the questions you created, make a survey for your peers to answer

1. Google "survey monkey" & create a free account
2. Once logged in, press "create survey"
3. Select "create from scratch"
4. Next to Q1, type your first question. Before typing in your answer options, select from the drop bar if it's multiple choice/checkbox etc.
5. Once finished, press SAVE, then add your next question
6. To publish your survey, press "Next"
7. Choose "Select surveys your way". Get weblink.
8. Paste weblink in a blank box

Add your link to the google docs titled "Survey Monkey"
Follow the instructions on there

Also in week 3 folder

<https://docs.google.com/document/d/1hrqO-mSEpUV0B4vmq24Cv28eGNVGfo1Ps7hqEAEPM/edit?usp=sharing>



WEDNESDAY - Week 4

Morning
English



Reading:

DEAR. Sustained reading for at least 30 minutes.

Super six strategy - Making Inferences. When reading, we use clues within the visual or written text to figure out (or infer) the meaning.

Complete the comic scenarios worksheet and write in the description areas. Decide how each comic will finish by drawing and describing the final cell. Infer information from everyday situations.

Digital: Google Worksheet

Offline: In your workbook

Spelling:

Logon to Soundwaves (Unit 14)

Year 5: baby354

Year 6: bell143

Brainstorm 15 words with the focus phoneme in the middle.

Do some of **the online activities for unit 14**

Homophones: are words that have the same sound, in terms of how they are pronounced but have a different meaning and are (often) spelt differently.

For example: to; two; too

- Complete the homophones crossword puzzle.

Writing:

Narratives Lesson 11

Learning Intention: To use descriptive language effectively to describe a character

Revise previous lessons on Characterisation

Select your favourite character from a film or book. Please make sure you have enough information and detail on the character to complete a description effectively.

Create a Poster on your character. It must include:

- A colour picture (you can either draw a detailed picture or use an online image)
- Using descriptive language, label the character's appearance (use your 5 Senses organiser if it helps)
- Using descriptive language label or note the character's emotions and personality
- Don't forget to use elements of STEAL: Speech, Thoughts, Effects, Actions and Looks

Digital: A Google Document or slide for the Poster

Offline: In your workbook or on a piece of A4 Paper

Wellbeing:

Choose an activity from the weekly wellbeing challenge for students grid. Tell your teacher what activity you completed.

Recess

Middle
Maths

Numeracy Ninja

Week 14: Session 1

Be sure to use the 5 minute timer

Number and Algebra: Fractions and Decimals

Learning Intention: To order and compare fractions.

Read through the attached slides. **Create** your own fraction strip on a piece of A4 paper. Using this strip answer the questions. **Complete** the attached worksheet. **Submit** for feedback.

Lunch

Afternoon
Other
KLA's

Visual Art

Forced Perspective Photography

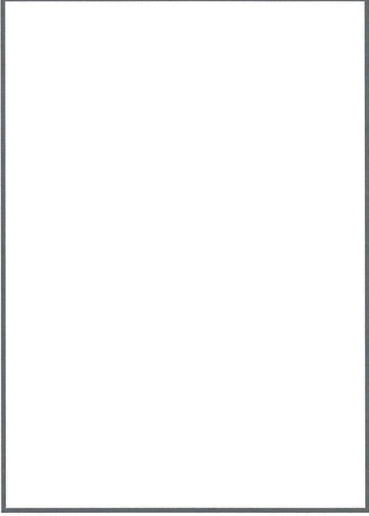
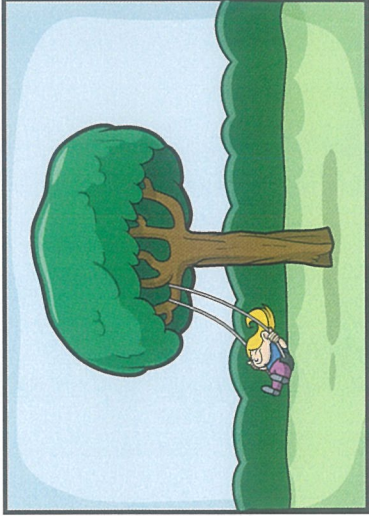
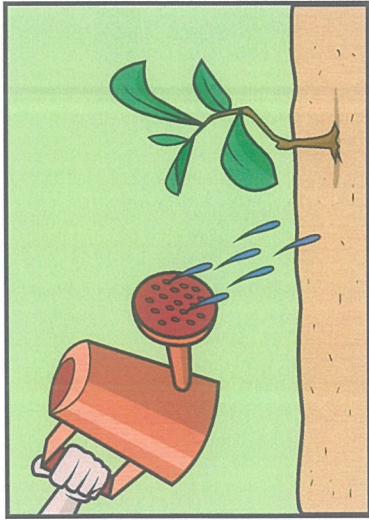
Read the attached slides and refer to last week's lesson (Week 3) for guidance.

Task:

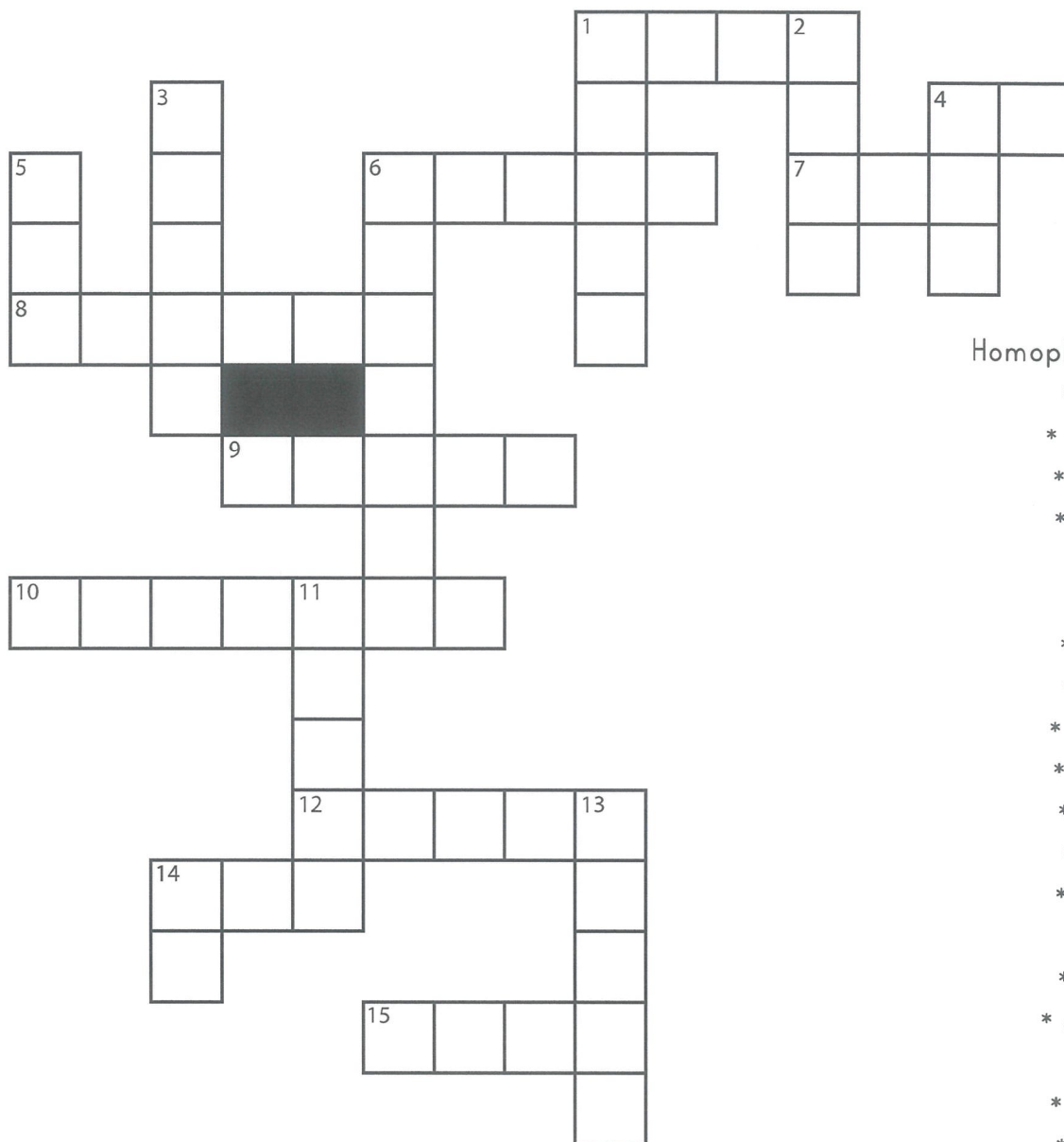
- To upload at least 1 photograph using the technique of forced perspective photography.
- Explain how you created the photo and what you did to improve the photograph.

Name _____ Date _____

Give this comic strip your own title: _____
Infer from the whole comic strip what is happening in each cell. Add a description and draw your own picture in the last cell.



HOMOPHONES CROSSWORD



Homophones Usec

- * two
- * they're
- * aloud
- * there
- * too
- * to
- * your
- * bye
- * where
- * we're
- * right
- * buy
- * write
- * by
- * their
- * allowed
- * rite
- * you're
- * wear

ACROSS CLUES

1. You need to _____ a hat when you are out in the sun. (4)
4. I'm coming _____ your party on the weekend. (2)
6. The parents were very proud of _____ daughter on her graduation. (5)
7. The _____ boys made a great duo. (3)
8. _____ going to be very happy with your science mark. (6)
9. "_____ going out to lunch," said the girl excitedly. (5)
10. We weren't _____ to go out and play until we had cleaned our rooms. (7)
12. You go to the end of the street and then turn _____. (5)
14. It was hard to say _____ to such a good friend for so long. (3)
16. Let's have a sleepover at _____ house. (4)

DOWN CLUES

1. I'm going to _____ a novel when I finish school. (5)
2. Starting school is a _____ of passage. (4)
3. I was surprised when the teacher asked me to read my work _____ to the class. (5)
4. The weatherman said it would be _____ dangerous to go out in the storm. (3)
5. I still need to _____ you a birthday present. (3)
6. _____ going to dinner at their grandparents' house. (7)
11. I don't know _____ I'm going. (5)
13. _____ are so many places to go shopping in my suburb. (5)
14. My favourite book is written _____ an American author. (2)

Fractions

Week 4 Lesson 3

Learning Intention

To Order and Compare Fractions

Success Criteria

- I can use number strips to compare and order fractions
- I can use number lines to compare and order fractions

In the next slide you will find a fraction strip.

From the fraction strip you can see that

$$\frac{1}{6} \text{ is bigger than } \frac{1}{10}$$

Activity: On a blank piece of A4 paper, create your own fraction strip. Use this to answer the questions on slide 6.

$\frac{1}{2}$	$\frac{1}{2}$
$\frac{1}{3}$	$\frac{1}{3}$
$\frac{1}{4}$	$\frac{1}{4}$
$\frac{1}{5}$	$\frac{1}{5}$
$\frac{1}{6}$	$\frac{1}{6}$
$\frac{1}{8}$	$\frac{1}{8}$
$\frac{1}{10}$	$\frac{1}{10}$
$\frac{1}{12}$	$\frac{1}{12}$

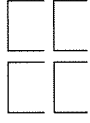
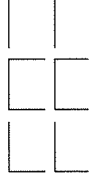
Copy the work below and answer in your book. Submit!

1 Use the strips above to help you answer the following questions. Circle the correct answers:

- a Which is bigger? $\frac{3}{4}$ or $\frac{4}{8}$ b Which is smaller? $\frac{2}{10}$ or $\frac{2}{8}$ c Which is smaller? $\frac{2}{4}$ or $\frac{3}{12}$

2 Use the fraction strips to:

- a Find 3 fractions that are the same as $\frac{1}{2}$ b Find 2 fractions that are the same as $\frac{1}{3}$ c Find the fraction that is greater than $\frac{2}{3}$ but less than $\frac{3}{4}$





Tips for creating excellent forced perspective photography:

1. Work with a partner
2. Be creative and unique
3. Think of your composition ahead of time
4. Keep your image simple
5. Try to improve your photograph and take it again

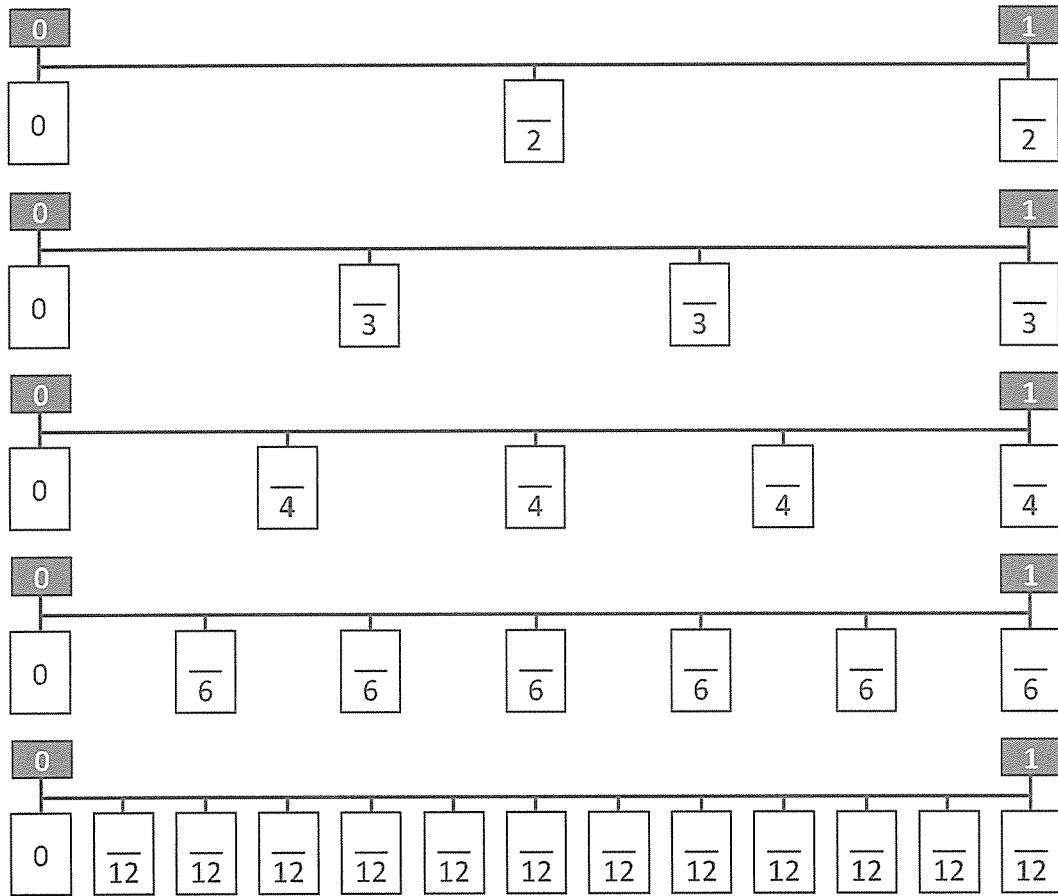
Task:

- To upload at least 1 photograph using the technique of forced perspective photography.
- Explain how you created the photo and what you did to improve the photograph.

Please use this lesson to try another photo using the forced perspective photography technique. Remember, this is not photoshop! This technique is all about creating an illusion with perspective. It is important that you refer to the previous slide to guide you on how to make sure you are creating your best work. Go back and watch last week's lesson as a reminder. Don't forget to submit your reflection on how you improved your work. This is an important part of the task.

Fractions – comparing and ordering fractions

4 Label the missing fractions on the number line:



5 Are these statements true or false? Use the number lines above to help you with your decision. Remember the large end < eats the large number.

a $\frac{1}{3} < \frac{1}{2}$

b $\frac{1}{4} > \frac{2}{6}$

c $\frac{1}{2} > \frac{1}{3}$

d $\frac{1}{4} < \frac{5}{12}$

e $\frac{3}{4} > \frac{7}{12}$

f $\frac{2}{3} > \frac{3}{4}$

g $\frac{7}{12} > \frac{1}{4}$

h $\frac{3}{12} > \frac{1}{6}$

6 Use the number lines above to help you put these fractions in order from smallest to largest:

a $\frac{8}{12}$ $\frac{1}{2}$ $\frac{2}{6}$

b $\frac{1}{4}$ $\frac{2}{6}$ $\frac{1}{12}$

c $\frac{3}{4}$ $\frac{1}{2}$ $\frac{5}{12}$

d $\frac{5}{6}$ $\frac{1}{3}$ $\frac{1}{4}$

THURSDAY - Week 4

Morning
English

Reading:

DEAR. Sustained reading for at least 30 minutes.

You can use this time to also catch up with recordings of Esty's Gold (you should have completed Chapter 13).

Listen to and follow Chapter 14 of **Esty's Gold** in your google classroom.

Super six strategy: Summarising/Making Connections

In Chapter 14, Grandpa describes how Esty has changed since going 'into service'. What does he mean by that?

Task:

- Write a paragraph describing Esty's character development/journey since the beginning of the book. Submit.

Digital: A Google Document

Offline: In your workbook

Spelling:

Logon to Soundwaves (Unit 14).

Year 5: *baby354*

Year 6: *bell143*

Brainstorm 15 words with the focus phoneme in the middle.

Do some of the online activities for **unit 14**

Boggle Challenge: Access the google slides to form as many 3 letter words as you can. Try to get the 9 letter words!

Writing (Grammar Focus)

Learning Intention: To enhance writing skills by using figurative language.

Figurative language describes something in a creative way.

The focus of this lesson is on similes and metaphors.

Tasks:

1. Look at the Figurative language poster and make sure you are familiar with each language device.

2. Watch the video on Similes and Metaphors

2. Complete the Similes google doc and Metaphor Hunt worksheet

Digital/Non-digital - Submit worksheets

Wellbeing

Choose an activity from the weekly wellbeing challenge for students grid. Tell your teacher what activity you completed.

Recess

Middle
Maths

Numeracy Ninja

Week 14: Session 2

Be sure to use the 5 minute timer

Measurement and Geometry: 2D shape

Learning Intention:

To classify and draw triangles and describe their properties

Success Criteria:

- I can identify and describe right-angled, equilateral, isosceles and scalene triangles
- I can identify and describe acute, obtuse and right angle angles

Task:

- Complete the attached worksheets



- Watch the attached Khan Academy video on how to use a protractor.
- Use a ruler and draw 2 lines that meet in your workbook.
- Have a go at using your protractor.
- What type of angle have you made? Acute? Obtuse? Right angle?
- Draw at least 1 acute, 1 obtuse and 1 right angle triangle. Label them

Lunch

Afternoon

French

Other
KLA's

Paris Attractions - Saying what tourist attractions you would like to visit and why.

LI: We are learning about Paris attractions and to say, in French, which attractions we would like to visit and why.

SC: I can tell someone in French that I would like to visit a certain place in Paris and why. See attached document for activities.

Similes

Characters' physical and emotional descriptions can have similarities with other items. Consider the following examples then add two of your own for each column.

How it feels compared to how something else feels	How it looks compared to how something else looks:	How it smells compared to how something else smells	How a character behaves compared with something else
1. His skin was as slippery as rocks covered in algae along the coastline.	1. His hair was as spiky as the toothbrush bristles from a freshly opened pack.	1. The air was as spicy as freshly-cracked black pepper.	1. He ran through the school gate like a cheetah in the race of its life.
2. Her skin was like newly-laundered satin.	2. His hands were wrinkled like prunes.	2. The room smelled like rotting fruit and animal carcasses	2. She was as slow as a snail as she got ready for school.
3.	3.	3.	3.
4.	4.	4.	4.

Metaphor Hunt

Name: _____

Figurative language includes special forms that writers use to help readers make a strong connection to their words. A **metaphor** is one kind of figurative language. It makes a direct comparison of two unlike things. You can tell the difference between a metaphor and a simile because a simile uses the words "like" or "as", and a metaphor does not. Metaphors often use a form of the verb "to be". The verb can be in the past tense (was, were), the present tense (am, is, are), or future tense (will be).

Read the story below. Underline all the metaphors you find.

The Haircut

When I woke up on Saturday, mom said I was a sheepdog with my long, shaggy hair, and it was time for me to get my hair cut. When I looked at her, she was a zebra, half hidden behind the drapes of my overgrown bangs. I couldn't help it. I laughed. She was right, my hair had to be cut.



The barber's chair was a tower, and he pumped it higher and higher. I didn't really mind. I was an explorer, looking at the world in a whole new way. The pieces of hair on the floor were an exotic carpet of strange brown fibers that criss-crossed in a crazy pattern. The floor was an odd new planet, and I was an astronaut looking down from above. The barber pumped the chair again, and I was a rocket coming in for a landing. I couldn't believe the adventure was over so soon.

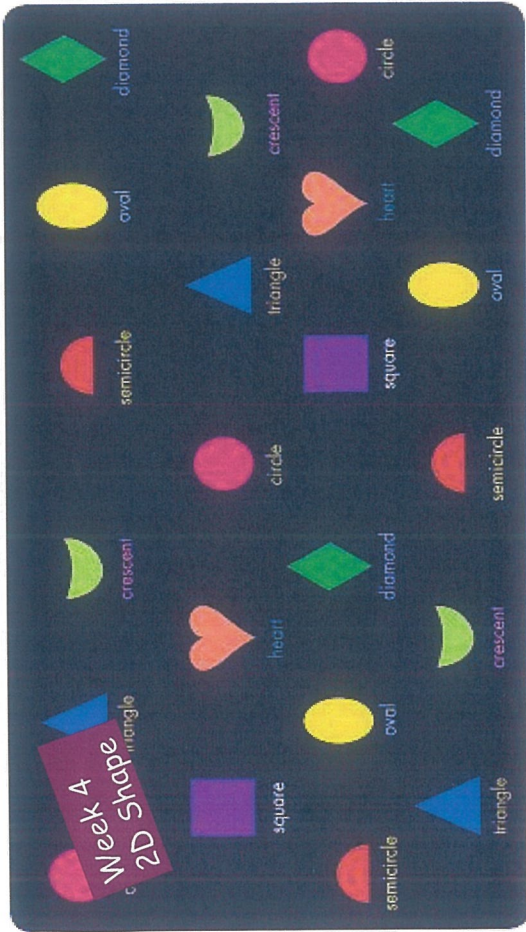
On the way home, we stopped at the store to buy some milk. Unfortunately, there was some amazing sale going on at the time. We were tiny fish swimming in a sea of people. I couldn't wait to get out of there and go home. The drive home was a frustrating experience, because the holiday traffic had turned the street into a parking lot. I hope it's a long time before I'm a sheepdog again!

Learning Intention:

To classify and draw triangles and describe their properties

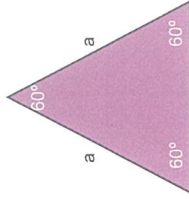
Success Criteria:

- I can identify and describe right-angled, equilateral, isosceles and scalene triangles
- I can identify and describe acute, obtuse and right angle angles



What type of triangle?

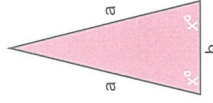
Equilateral Triangle



Three equal sides. a

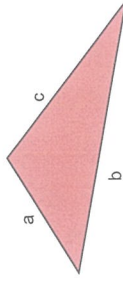
Three equal angles. ALWAYS 60°

Isosceles Triangle



Two equal sides a
Two equal angles x°

Scalene Triangle



No equal sides
No equal angles

Triangles

- Have three sides and three angles
- The three angles ALWAYS add up to 180°

Equilateral

Isosceles

Scalene

There are three special names given to triangles that tell how many sides and angles are equal.

There can be 3, 2, or NO equal sides and angles

What type of angle?

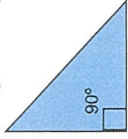
Triangles can also have names that tell you what type of angle is inside:

Acute triangle



All angles are less than 90°

Right angled triangle



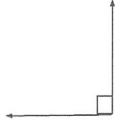
Has a right angle (90°)

Obtuse triangle



Has an angle greater than 90°

Let's measure some angles!!



What I already know:
This angle is exactly 90° .
It is a **right angle**

What I already know:
This angle is larger than a right angle (90°) and smaller than a straight angle (180°).
It is an **obtuse** angle



What I already know:
This angle is smaller than a right angle (90°).
It is an **acute** angle

Please draw and label these angles in your workbook. It's very important to use a ruler in geometry lessons.

What type of triangle is this?

How big is this angle?
This angle is 40°

$$70 + 70 = 140$$

$$180 - 140 = 40$$

This is an **isosceles triangle**
(2 equal sides and 2 equal angles)

I know this because all angles in a triangle add up to 180°

How big is this angle?
 65°




$$90 + 25 = 115$$

$$180 - 115 = 65$$

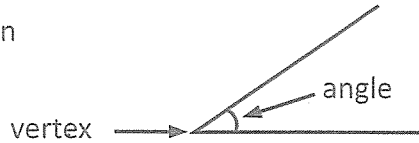
This is a **scalene triangle**
(no equal sides and no equal angles)

Task:

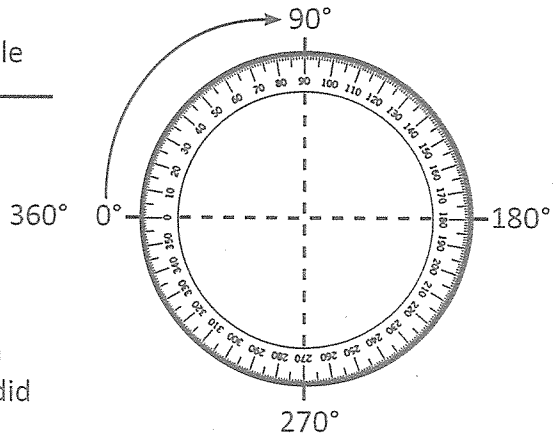
- Complete the attached worksheets
- Watch the attached Khan Academy video on how to use a protractor.
- Use a ruler and draw 2 lines that meet in your workbook
Eg: 
- Have a go at using your protractor.
- What type of angle have you made? Acute? Obtuse? Right angle?
- Draw at least 1 acute, 1 obtuse and 1 right angle triangle. Label them

Lines and angles – classifying angles

An angle is the amount of turn between the intersection of two rays (lines).



Angles are conventionally measured in degrees on a protractor. 360° is a full turn, 180° is a half turn, and 90° is a quarter turn.



Have you heard someone say, "He did a complete 180° on that."? What do you think they meant? What does, "She did a full 360° " mean?

1 Complete the table and use the information to help you to classify the angles below. Use a maths dictionary to help you work out any unknown terms.

right angles are _____	acute angles are _____ than 90°	obtuse angles are _____ than 90° and less than _____	straight angles are exactly _____	reflex angles are greater than 180° and less than _____	revolution angles are exactly _____

a angle

b angle

c angle

d angle

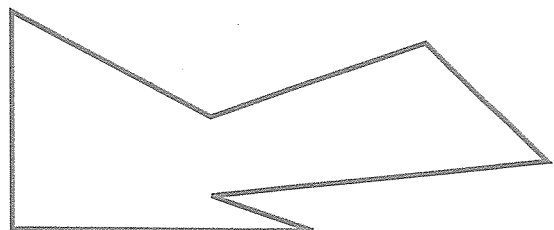
e angle

f angle

Make sure you check which angle you're meant to be measuring! The little arc tells you here.



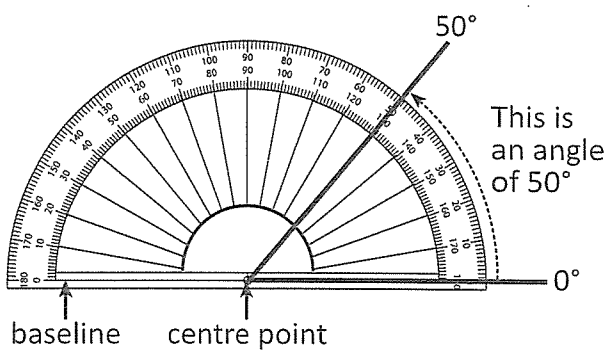
2 Look at the interior angles in this shape. Mark any acute angles with a red arc; obtuse angles with a blue arc; reflex angles with a green arc; and right angles with an orange \square :



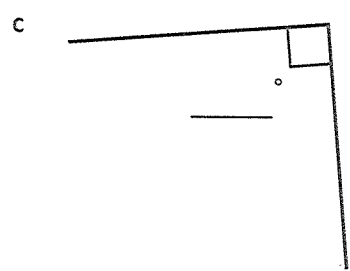
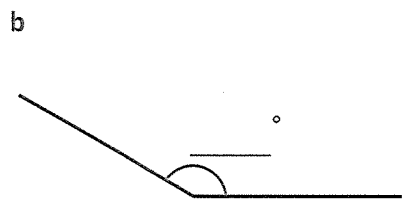
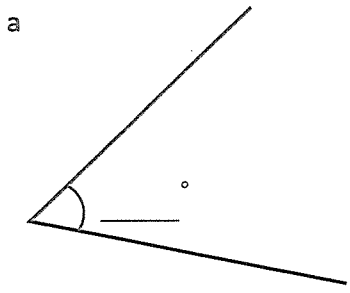
Lines and angles – measuring angles

We use protractors to measure angles.

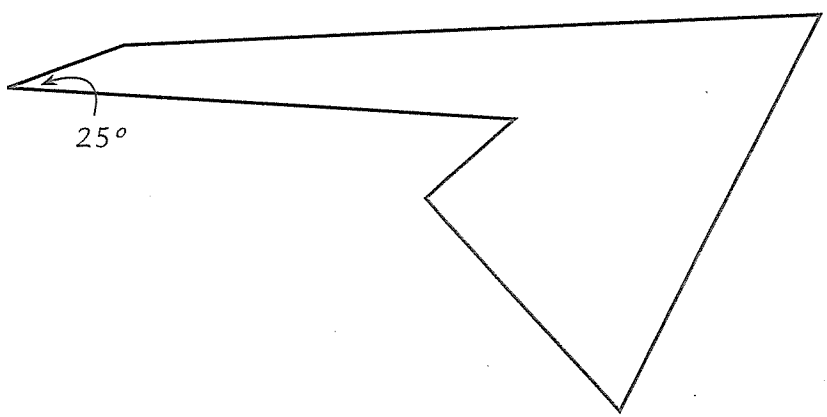
- 1 Align the baseline on the protractor with one of the lines.
- 2 Line up the vertex of the angle with the centre point of the protractor.
- 3 Measure the distance between the two lines, starting at the 0 and counting round.



1 Use your protractor to measure these angles. Write the measurements next to the angles.



2 Measure the interior angles of this shape. Write the measurements next to each angle. The first one has been done for you.



3 List 5 sports or jobs where you think it would be important to consider angles. David Beckham can probably think of at least one.

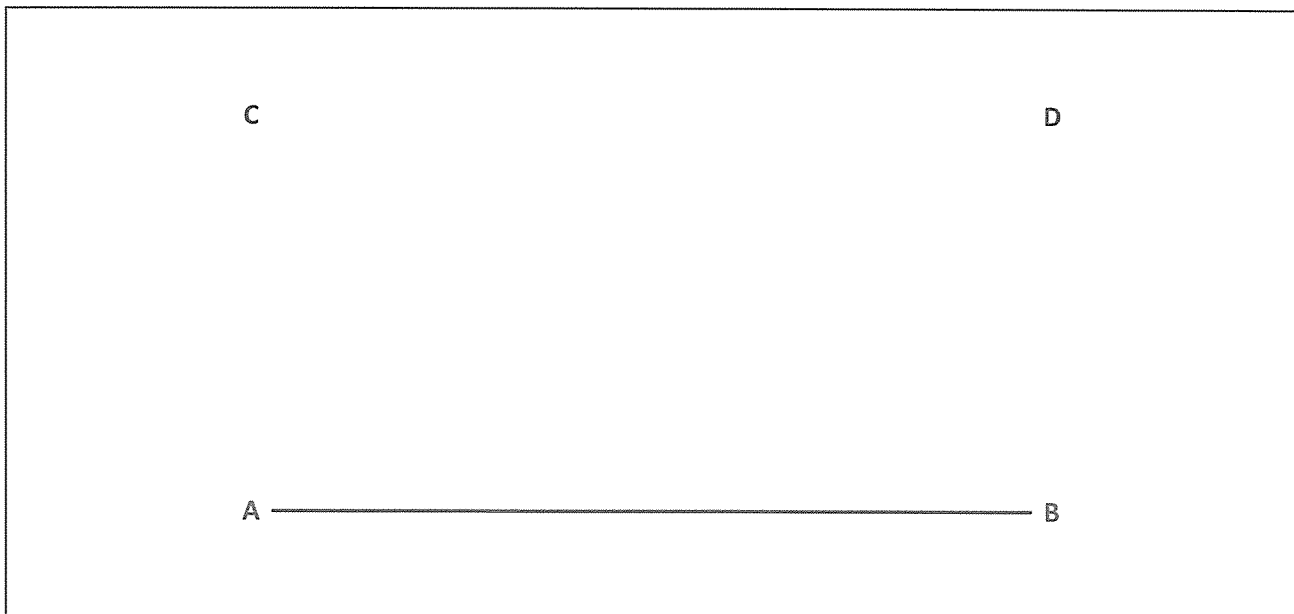
- a _____ b _____ c _____
- d _____ e _____

Lines and angles – lines

When we classify lines we use terms such as parallel, perpendicular, vertical and horizontal. Knowing these terms makes it easier for us to understand and work with shapes.

1 Follow the instructions and fill in the missing information:

- a Look at the **horizontal** line in the box below. Horizontal lines lie flat standing up (tick one box). We call the line AB as it starts at A and ends at B.
- b Draw a 5 cm **vertical** line up from point A. What kind of angle is formed by the two lines at A? _____
- c When two lines meet in such an angle, we say that they're **perpendicular** to each other. Draw another 5 cm line up from B. Is this line perpendicular to Line AB as well? _____
- d Now look at lines AC and BD. Are they perpendicular or parallel to each other? _____
- e If you said **parallel**, you'd be right. Parallel lines are always the same distance away from each other at any point and can never meet.
- f Draw a line that is parallel to line AB by joining CD.
- g Curves can also be parallel. Draw 2 parallel curves in the shape.



2 See if you understand these terms by completing this quick test. Draw:

- a 2 parallel lines
- b 2 lines perpendicular to each other
- c a horizontal line
- d a vertical line

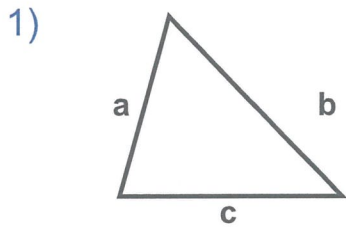
Name : _____

Score : _____

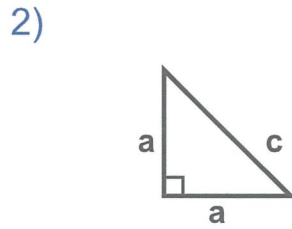
Teacher : _____

Date : _____

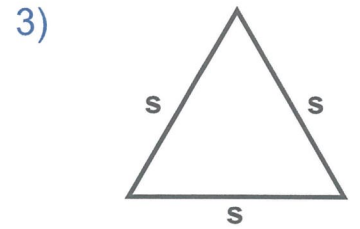
Identify the Type For Each Triangle



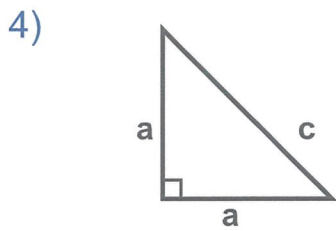
Type: _____



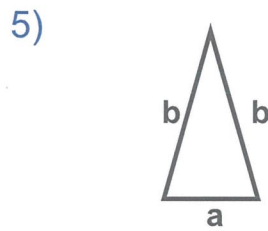
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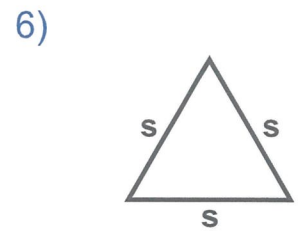
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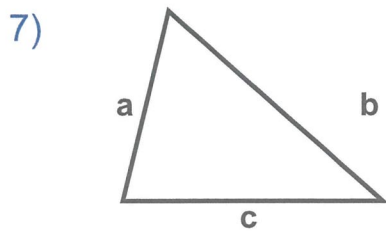
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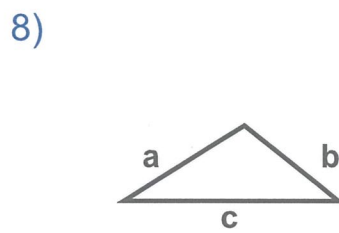
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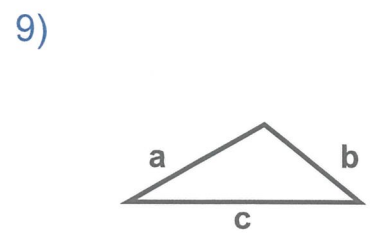
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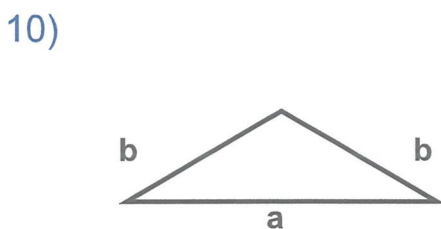
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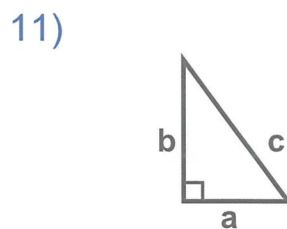
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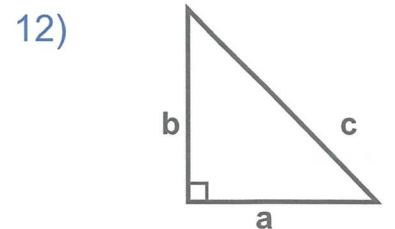
Type: _____



Type: _____



Type: _____



Type: _____

Year 5 & 6 Thursday



Stage 3 French

Term 2 Week 4

Paris Attractions - Saying what tourist attractions you would like to visit and why.

LI: We are learning about Paris attractions and to say, in French, which attractions we would like to visit and why.

SC: I can tell someone in French that I would like to visit a certain place in Paris and why.

Instructions for students, parents and carers

Last week's lesson focused on facts about France and French culture. This week, the focus is on Paris and saying what tourist attractions in Paris you would like to visit.

This week's lesson also 'brings together' much of the learning we have recently been doing for example, expressing your likes and using describing words. There is also language from previous learning such as sports, hobbies, weather and greetings.

Two new expressions are also being taught this week i.e. *Je voudrais visiter* (pronounced "jeuh voodray visitay") and *C'est ... !* (pronounced "sair").

Task 1 – Reading

Please assist, if necessary, your student to read the attached document about Paris and its attractions. If you have access to the Internet and wish to view the document in colour, it can be accessed from the following link: <https://tinyurl.com/week4task1>

Task 2 – Exercise

Students are to please complete the exercise. In the space provided at the end of each French sentence, students are to write the letter of the matching English sentence from the sentences a-h listed below.

Task 3 – Write a Dialogue (Optional Task for Year 6 students to attempt if possible, or for students who would like a challenge):

Students are to write a short dialogue between two friends discussing which tourist attractions they would like to visit. A suggested scaffold is provided.

Merci!

Madame Cartwright

Task 1 - Saying what attractions you would like to visit in Paris

Je voudrais visiter means ***“I would like to visit”***. Read below.



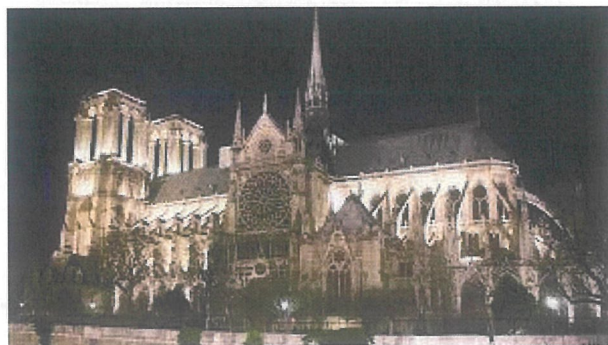
1. ***Je voudrais visiter la Tour Eiffel.***

- Built by Gustave Eiffel to commemorate the centenary of the French Revolution and for the 1889 Paris Exhibition.



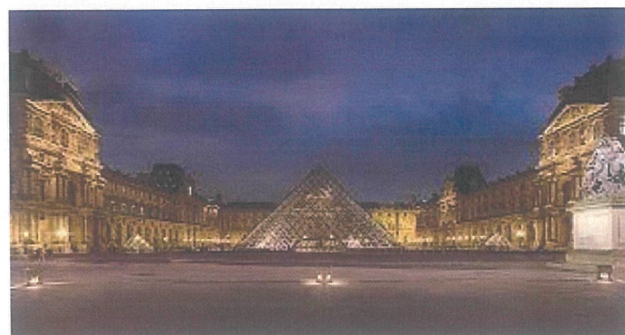
2. ***Je voudrais visiter l'Arc de Triomphe.***

- Built by Napoleon to commemorate France's war victories. It is located at the top of the Avenue des Champs Élysées.



3. ***Je voudrais visiter la Cathédrale de Notre Dame.***

- It is a Gothic cathedral which was built between 1163 and 1345 on the island in the middle of Paris.



4. ***Je voudrais visiter le Louvre.***

- This is the most visited art museum in the world, probably because it contains the Mona Lisa. It was formerly a royal palace.



5. ***Je voudrais visiter le Musée d'Orsay.***

- The building was formerly a railway station and the interior is very beautiful.
- Some of the most famous paintings in the world can be seen here.



6. ***Je voudrais visiter le Sacré-Cœur***

- It is a pure white basilica with a huge dome.
- It is located on the top of a high hill in Montmartre overlooking all of Paris.
- It is beautifully decorated inside.



7. ***Je voudrais visiter Montmartre.***

- This is the area where the artists are found and where they paint, draw and sell their works.



8. ***Je voudrais visiter le Stade Roland-Garros.***

- Roland Garros is the French Open tennis tournament held each year in late May and early June on orange clay courts.



9. *Je voudrais visiter le Stade de France.*

- This is where the big rugby, football/soccer matches are held. It is also the venue for large music concerts.



10. *Je voudrais visiter les Champs-Élysées.*

- This wide, tree-lined avenue is one of the most beautiful in the world. There are many cafes, restaurants and luxury boutiques along it.



11. *Je voudrais visiter les Galeries Lafayette.*

- The interior of this shopping centre is an amazing artwork in itself.



12. *Je voudrais visiter la Place de la Concorde.*

- The tall, 23metre, 3,300 year old obelisk is the oldest monument in Paris.
- It was a gift to King Louis Philippe from the viceroy (ruler) of Egypt, Mohammed Ali Pasha and transporting it from Egypt to Paris was not easy.

Task 2 - Why would you like to visit these places in Paris?

Describing a place in an enthusiastic way.

C'est ... means "It is ..."

e.g. *C'est bon!* means "It is good!"

Exercise: Read the eight French sentences below. Can you work out what they mean? Look at the English sentences below (a-h). Next to each French sentence, write the letter of the corresponding English sentence. The first is done for you.

1. *Je voudrais visiter la Tour Eiffel. C'est magnifique!* __ b __
2. *Je voudrais visiter le Stade de France. J'aime le rugby.* _____
3. *Je voudrais visiter le Stade Roland Garros. J'aime le tennis.* _____
4. *Je voudrais visiter Montmartre. C'est intéressant!* _____
5. *Je voudrais visiter le Louvre. C'est grand!* _____
6. *Je voudrais visiter les Galeries Lafayette. J'aime faire des magasins.* _____
7. *Je voudrais visiter le Musée D'Orsay. C'est bon!* _____
8. *Je voudrais visiter les Champs-Élysées. J'aime les restaurants et les boutiques.* _____

Clues – Vocabulaire

tour = tower, *magnifique* = magnificent, *j'aime* = I like, *intéressant* = interesting, *grand* = big, *faire des magasins* = go shopping, *bon* = good

- a) I would like to visit the Louvre. It is big!
- b) I would like to visit the Eiffel Tower. It is magnificent!
- c) I would like to visit the Champs-Élysées. I like restaurants and boutiques.
- d) I would like to visit the French stadium. I like rugby.
- e) I would like to visit Montmartre. It is interesting!
- f) I would like to visit the Orsay Museum. It is good!
- g) I would like to visit the Roland Garros stadium. I like tennis.
- h) I would like to visit Galeries Lafayette. I like to go shopping.

FRIDAY - Week 4

Morning English	Reading:
	DEAR. Sustained reading for at least 30 minutes.
	BTN
	Watch 'Behind the News' at 10am on ABC Me. Choose your favourite story. Write a summary of the story.
	Modelled Reading:
Listen to Chapter 15 of your class novel, Esty's Gold on google classroom. Super Six Comprehension Strategy: Summarising Using a mind map, summarise the key points from Chapters 11 to 15.	
Wellbeing	
Choose an activity from the weekly wellbeing challenge for students grid. Tell your teacher what activity you completed.	
Recess	
Middle Maths	Maths Challenge
	Complete the attached Challenge. "The Chess Puzzle"
<p>PLEASE SUBMIT YOUR WORK FOR THE WEEK BY 3PM</p> <p>A. ON GOOGLE CLASSROOM – EITHER ON GOOGLE DOCS OR UPLOADING IMAGE OF WORK (SEE HOW TO VIDEO)</p>	
Lunch	
Afternoon Other KLA's	PDHPE:
	<p>View the PDHPE powerpoint about the benefits of exercising our core muscles. Engage in the following strengthening exercises.</p> <ul style="list-style-type: none"> ● 10 crunches ● 25 star jumps <p>Use the 'cha cha slide' follow the actions in the lyrics as you hold the plank position.</p> <p>https://www.youtube.com/watch?v=EWBLyKB9Ok8</p> <ul style="list-style-type: none"> ● 30 second plank ● Repeat these 3 times

THE CHESS PUZZLE

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

$$\text{King} + \text{Rook} + \text{King} + \text{Rook} = 35$$

$$\text{Knight} + \text{Pawn} + \text{Knight} + \text{Pawn} = 18$$

$$\text{Pawn} + \text{Pawn} = \text{Knight} \quad \text{Knight} + \text{Pawn} = \text{King}$$

$$\text{King} + \text{Rook} \times \text{Knight} - \text{King} = \text{King} + \text{Pawn}$$



$$\text{King} = ?$$

PDHPE

Week 4



Hunched back



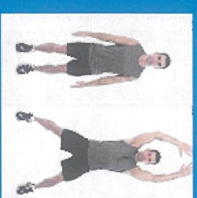
Benefits of planks

- Improves coordination skills
- Improves posture
- Improves balance
- Strengthens abdominal muscles and joints overall

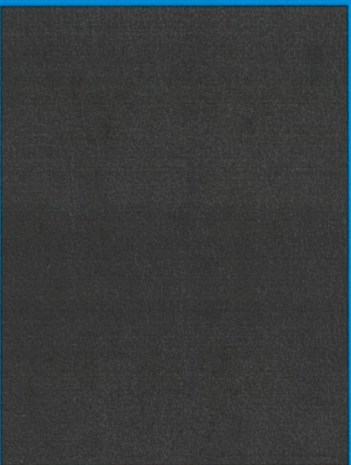
10 x crunches/sit ups

25 x star jumps

Repeat 3 times



Cha Cha Plank



Cha Cha Plank

30 second plank with 30 seconds rest

Repeat 3 times



Dj Casper

Cha Cha Slide
(original)

Whole body stretch

