

## Year 5/6 - Learning at Home - Week 3

*Each of the activities included in this document are designed to last for approximately 30 minutes.*

<u>SUGGESTED DAILY HOME LEARNING TIMETABLE</u>		
<i>Before 9:00am</i>	<i>Wake up</i>	<i>Eat breakfast, make your bed, get dressed and clean your teeth</i>
<i>9:00am-9:30am</i>	<i>Healthy time</i>	<i>Take a walk outside, do some yoga from online (Cosmic Kids) or complete some mindfulness (Smiling Mind videos available online)</i>
<i>9:30am-10:30am</i>	<i>Literacy</i>	<i>Complete set Reading or Writing task</i>
<i>10:30am-11:00am</i>	<i>Brain break</i>	<i>Have something healthy to eat and take half an hour to rest your brain</i>
<i>11:00am-12:00pm</i>	<i>Numeracy</i>	<i>Complete set Mathematics task</i>
<i>12:00pm-12:30pm</i>	<i>LUNCH</i>	
<i>12:30pm-1:30pm</i>	<i>Literacy</i>	<i>Complete set Reading, Writing or Spelling task</i>
<i>1:30pm-2:30pm</i>	<i>Specialists</i>	<i>Complete set Art, PE, Drama or Music task (one per day)</i>
<i>2:30pm-2:45pm</i>	<i>Brain break</i>	<i>Have something healthy to eat and take fifteen minutes to rest your brain</i>
<i>2:45pm-3:30pm</i>	<i>Science/Health/Personal Learning</i>	<i>Complete a Science or Health lesson. Use this time to complete some learning that is of a personal interest to you, or use apps such as Khan Academy or Essential Assessment to work on your Maths goals.</i>

### Weekly Focus

<b>Reading</b>	Developing a sense of characterisation when reading and viewing texts
<b>Writing</b>	Beginning to draft a narrative and increasing vocabulary
<b>Spelling</b>	Investigating French-origin words
<b>Mathematics</b>	Multiplying fractions and finding a fraction of a quantity
<b>Science</b>	Investigating solids, liquids and gases and investigating reversible and irreversible changes
<b>Health</b>	Investigating how much time we spend on screens versus time being active away from screens
<b>Personal Learning</b>	Setting SMART goals

### Weekly Assessment

<b>Mathematics</b>	<p>Use Explain Everything to show in detail your working out for one of the worded problems. Submit this to Google Classroom (Wednesday)</p> <p>Complete your Fractions Post-Test on Essential Assessment. What score did you get? Write a reflection on whether you achieved your goals and what your next step should be. Submit to Google Classroom (Thursday)</p>
<b>Literacy</b>	Submit your Narrative Plan to Google Classroom for feedback (Tuesday)
<b>Other</b>	All remaining tasks for the week are to be compiled into <b>one</b> Keynote Presentation and submitted to Google Classroom at the end of the week (Friday 3.30pm)

## Year 5/6 - Learning From Home – Monday 27<sup>th</sup> April 2020

### Reading

Students should be independently reading for at least 30 minutes per day, as per usual.

If the main character of the last story you read created a social media page, what would it say? Use the format below or create your own. Fill in their profile, making sure to include as much information as possible about them.

### Me, Me, Me!

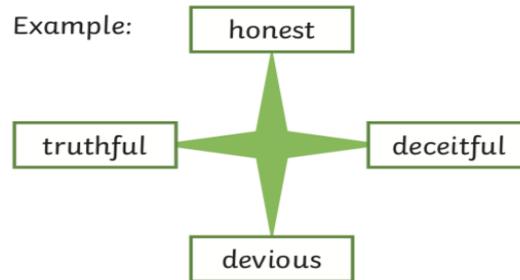
If the main character of the last story you read created a social media page, what would it say? Fill in their profile, making sure to include as much information as possible about them.

Profile Picture:		Decorative picture:	
		Name: <span style="float: right;">Add as friend!</span>	
<b>Friends</b>		What's on your mind?	
<b>Visited:</b> last Thursday		Me and my friends at a cool party last weekend! with _____	
<b>Went to:</b> on Saturday		Draw a photograph here	
<b>Became friends with:</b> and 6 other people			
<b>Worked at:</b>		I just ate _____	
<b>Studied at:</b>		_____	
<b>Lives in:</b>		_____	
<b>From:</b>			
<b>Birthday:</b>			

## Writing

### **Synonym Compasses**

Use adjectives from the last book you read to expand your vocabulary. Start with an interesting word from the book at the top. Write the antonym below. Next, write a synonym to the left and an antonym opposite. Use a thesaurus if you need to.



## Mathematics

If you haven't already, sign up for Khan Academy so you can work on personalised goals. Your class code is:

5/6W: WVPWB53A

5/6M: 8YURHVDH

5/6E: PHW6DA5Y

5/6A: QH737G6P

Warm Up: Play this Bingo game...

[https://www.abcya.com/games/equivalent\\_fractions\\_bingo](https://www.abcya.com/games/equivalent_fractions_bingo)

Log on to Khan Academy. Go to the following link and watch the video...

<https://www.khanacademy.org/math/arithmetric/fraction-arithmetic/arith-review-multiply-fractions/v/multiplying-a-fraction-by-a-fraction>

Create sums by rolling a dice to insert digits in each of the boxes. Practice solving the sums you create.

$$\frac{\square}{\square} \times \frac{\square}{\square} =$$

Complete the practice questions at the link below. You can also watch any videos in the sidebar to help you learn or do further practice activities to earn 'Energy Points'.

[https://www.khanacademy.org/math/arithmetric/fraction-arithmetric/arith-review-multiply-fractions/e/multiplying\\_fractions\\_0.5](https://www.khanacademy.org/math/arithmetric/fraction-arithmetric/arith-review-multiply-fractions/e/multiplying_fractions_0.5)

**EXTENDER:** Learn how to divide fractions on Khan Academy and try any practice activities.

### **Science**

Not all substances can be easily classified as solid, liquid or gas. In this session, have a go at making Oobleck and decide whether it would be classified as a solid, liquid or gas. If you don't have cornstarch at home, simply watch this clip instead:

<https://www.youtube.com/watch?v=nw8KaHglokQ>

If you are making Oobleck, be sure to take photos and add these to your Keynote Presentation for the week.

# OUBLECK



## Materials:

½ cup of cornstarch

¼ cup of water

a couple drops of food coloring

spoon or wooden stirrer

cup or bowl

## Instructions:

1. Add the food coloring to your water.
2. Put the cornstarch in your cup or bowl.
3. Stir the colored water into your cornstarch.
4. Play with the oobleck! Let it drip off your fingers, but then watch as you can form a ball with it. Poke it hard with your finger, but then slowly let your finger sink into it.
5. Decide, could it be a solid or a liquid?

Once you have finished with your Oobleck, be sure to tip it straight into the bin and NOT down the drain!

## Art

### **Create your own abstract artwork**

Now that you have thought about what makes a good artwork after looking at abstract artworks on the Tate's website – you will be creating your own abstract artwork.

Start by having a conversation with yourself –

- What is your artwork going to be about?
- How are you going to make it interesting?
- What materials do you have available to use?
- How can you use those materials?

Write some answers to these questions as a mind map so you can remember why and how you are going to create your artwork.

Draft your artwork on a piece of paper using a grey lead pencil, you may need to create several different drawings until you are happy with your design. Remember to refine your design each time - keep the areas you like and lose the areas you don't like.

Now that you have a final design, you can start creating your final artwork using the materials selected.

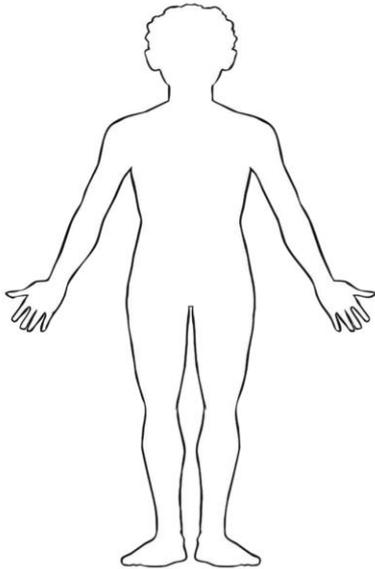
Take a photo of your draft and final artwork and upload them to Google Classroom with the code: 7lqqe5

## Year 5/6 - Learning From Home – Tuesday 28<sup>th</sup> April 2020

### Reading

Students should be independently reading for at least 30 minutes per day, as per usual.

Think about a character from a story you have read. Draw a silhouette and label around the outside with things you know about their appearance. Inside the silhouette, write things you know about their thoughts, feelings and personality.



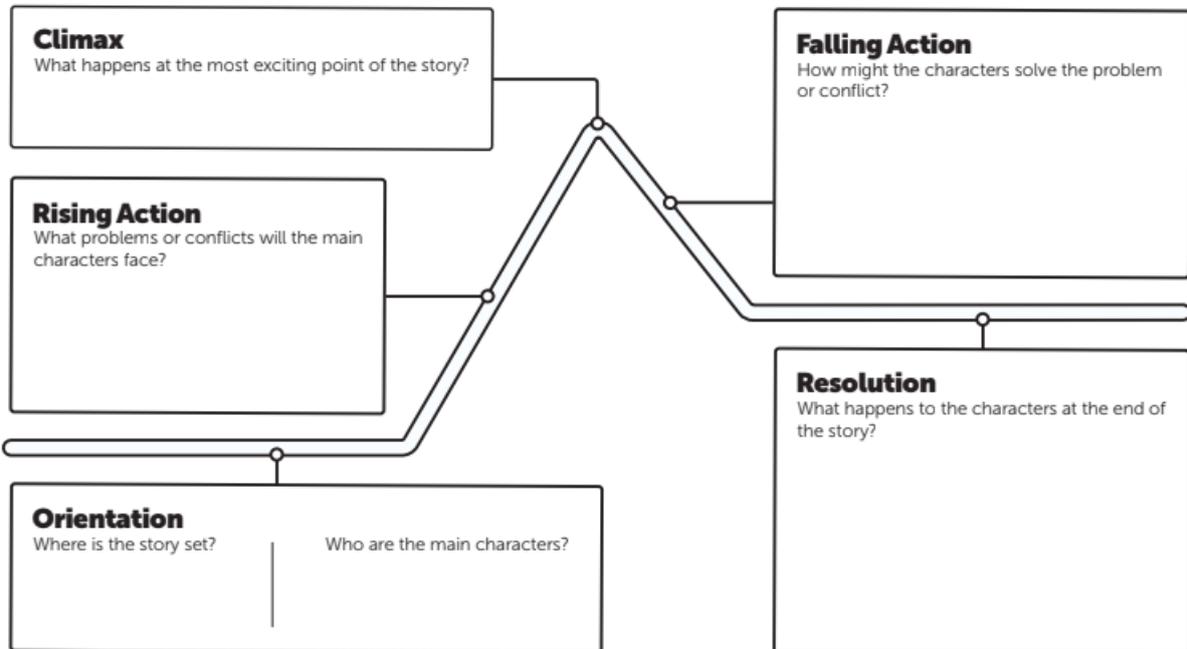
### Writing

#### **Planning a Narrative**

You need to write a story this week, and the Theme is **Competition**. Your story can be about anything, but there must be some sort of competition in your story. There could be a competition that a character is striving to win, or competition between animals for food, or a rivalry between two characters. The possibilities are endless!

Today you need to plan. Choose one of the planning templates below to help you plan your story. **When you have finished your plan, upload it to Google Classroom to receive feedback.**

# Narrative Plot Structure Template



# Narrative Planning Template

Title \_\_\_\_\_

Orientation		
Setting	Characters	Mood
		

↓

Complication

↓

Events and Climax

↓

Resolution

## Mathematics

**Warm Up:** Play this Snow Sprint game...

[https://www.mathplayground.com/ASB\\_SnowSprint.html](https://www.mathplayground.com/ASB_SnowSprint.html)

### **Mini Lesson:**

When we multiply a fraction by a whole number, we can substitute the multiplication sign 'x' for 'of'.

Example:  $\frac{1}{2} \times 6 = 3$  is the same as  $\frac{1}{2}$  of 6 is 3

We can use what we learnt about multiplying fractions to find a fraction of a whole number...

Example: What is  $\frac{4}{5}$  of 10?

$$\frac{\boxed{4}}{\boxed{5}} \times \frac{\boxed{10}}{\boxed{1}} = \frac{\boxed{40}}{\boxed{5}} = \frac{\boxed{8}}{\boxed{1}}$$

So,  $\frac{4}{5}$  of 10 is 8.

Watch this video to check your understanding...

<https://www.khanacademy.org/math/cc-fifth-grade-math/5th-multiply-fractions/imp-multiplying-fractions-and-whole-numbers/v/concept-fraction-whole-number-product>

Try 3 of these problems...

$$\frac{1}{2} \times 8 =$$

$$\frac{2}{3} \times 9 =$$

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

$$\frac{3}{5} \times 20 =$$

$$\frac{3}{7} \times 21 =$$

$$\frac{9}{6} \times 18 =$$

Practice: Do the 'Find a fraction of a quantity' practice activity on Essential Assessment. Try any other activities on Essential Assessment or Khan Academy to help you achieve your goals.

## Science

Read the article below and find some examples of the different types of plastics that are around your house that can be recycled.

## How is reversible change used in recycling? – I

We all know how important it is to recycle as much material as we can. This helps to reduce the volume of rubbish going into landfill sites and to conserve natural resources that are used to make new materials.

Recycling glass and plastic is possible because the chemical properties of both materials allow them to be heated and cooled and yet remain unchanged. But unlike simply melting and refreezing an ice block, industrial recycling is more complicated.



There are many different grades of recyclable plastic, all of which are used for different products. For example, high-density polyethylene (HDPE) is used for plastic jugs and some toys, and low-density polyethylene (LDPE) is used for food wrapping and plastic bags. Have you ever noticed the triangle formed with three arrows which is printed on plastic containers? It usually

has a number between one and seven inside the triangle and letters outside it. This label identifies the type of plastic the item is made from and is used when plastics are sorted during the first stage of the recycling process.

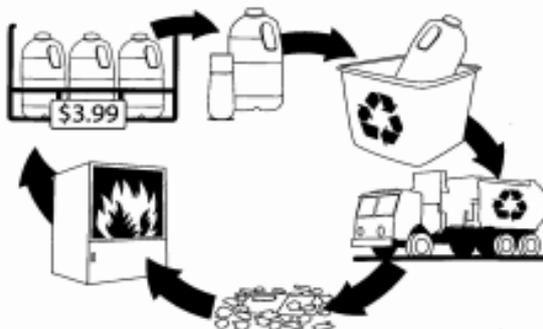
After it is separated into its different grades, the plastic is shredded into flakes. In this state, the material is heated to its melting point. The molten plastic is formed into pellets known as nurdles, which are sold in bulk and used in the manufacture of other products (for example, engineered woods like plywood and MDF).

Recycling plastic does not reduce the need for manufacturing new plastic but it can reduce the demand for other resources; for example, less trees are felled to make wood products because engineered 'wood', which is stronger and more durable, is made using the plastic nurdles.

With glass recycling, after it is collected the glass is sorted by colour (green, brown, clear etc.). After this the glass is crushed into small pieces and is then referred to as cullet.

Before the cullet is melted in a furnace, other raw materials used to make glass are added. These include sand, limestone and soda ash. After being mixed at approximately 1500 °C, the glass can be moulded into new bottles and other products.

Like glass, the paper making process is also reversible, allowing the tonnes of waste paper created every year to be used again. Water and chemicals are added to the waste paper, which is then reduced to slurry in a pulper. The pulp goes through a number of cleaning processes before being made into paper again.



Create a poster that you can stick up at home to remind your family members about the different types of items that can be recycled.

### Drama

Spend 5 minutes practising some guided imagery help with focusing. You can put on some relaxing music such as:

<https://www.youtube.com/watch?v=IE6RYpe9IT0&t=710s>

You may choose to involve younger siblings if you have any. Ask an adult to read this to you.

### **Ice Palace Journey**

Imagine you are walking along a path toward a large ice palace. It is sunset and you are watching the sunset behind the snow covered “turrets” of the palace. The ground is covered in snow ankle deep. Feel your shoes crunch the snow as you slowly walk. You can hear the echo of your steps in the forbidden forest. The only other sound you hear is the soft hoot of an owl flying overhead. You are now at the stone steps of the palace. You slowly and carefully walk up them so you do not fall. You arrive at the huge doors. As you come close to the doors they silently swing open. You are standing in a huge hall. The ceiling is 100 feet above your head. What do you see? What does it smell like in here? How is it decorated? Is there any other being in the hall with you? Do you know him/her? What are you doing? What is going on? Have you been there before? You slowly turn back around and head out the doors. As you slowly walk down the front steps the doors close silently behind you. You are walking down the path again. The crunch of snow is all you hear. Tell your muscles to move again. Open your eyes.

- Ask yourself these questions
- What did the palace look like to you?
- What did the doors look like?
- What did you see inside?
- Were there other people in the palace?
- Was there anything that surprised you?

**Read the following monologue and identify the beginning, middle and the end.**

### **SLEEPING BEAUTY** by MABEL R. GOODLANDER

PRINCE: How still it is here! Everyone in this room is asleep. Is there no one awake in the whole castle?

(He goes out behind the throne and reappears in the kitchen. He laughs out loud at sight of the cook holding the boy by the collar, with a rolling-pin raised in her other hand but stops suddenly at the sound of his own voice. He examines the kitchen and then goes out to the centre front of the stage.)

The tales that old man told me of this strange, enchanted castle are true. Everything here is asleep; the people are not dead, for the colour is still in their cheeks, and they are breathing gently.

But (looking around) where is the beautiful princess who lives here? They say that many princes have tried to break through the thorny hedge around the castle park, but no one has succeeded. Yet the thick branches parted to let me through the instant that I touched them with my sword. It is wonderful! But I must find the princess. I long to see her.

(He turns, sees the stairs to the tower, and goes quickly up, but stops suddenly at sight of the princess.)

Oh! (Tenderly)

How beautiful she is!

(He kneels on one knee at her feet.)

Her face is sweet and gentle. I love her already, though I have not heard her speak, or seen the colour of her eyes.

(He takes her hand and kisses it.)

### **Beginning, Middle, and End**

Now answer these questions:

What happens in the beginning of the monologue?

What happens in the middle of the monologue?

What happens at the end of the monologue?

You can submit your answers on Google Classroom in the Drama folder:

### **Week 3: Google Classroom codes for you to upload your work**

5/6W- ahjp2eg

5/6 M- abulyo5

5/6 A- wdq7xot

5/6 E- uxggpb5

## Year 5/6 - Learning From Home - Wednesday 29<sup>th</sup> April 2020

### Reading

Students should be independently reading for at least 30 minutes per day, as per usual.

In most stories, there is a protagonist and an antagonist. The protagonist is the main character, often the hero, and the antagonist is the character that opposes the hero, often the villain.

Choose one of the following movies to watch with your family (or any film with a clear protagonist/antagonist). Create a T-chart identifying the Protagonist and the Antagonist and list their character traits.

### **Movies:**

The Lion King

Aladdin

Shrek

Peter Pan

Despicable Me

Spirited Away

The Incredibles

Harry Potter

### Writing

#### **Drafting**

For the next two sessions, spend your time writing your **competition narrative**. Before you start writing, make sure you have a focus in mind. Remember the 6 Traits.

Choose one of the traits to focus on each day, and get writing!

## 6-Traits of Writing

# Cheat Sheet for Upper Grades



### Ideas

- Knowledge of topic
- Narrowed topic
- Stays on topic; focused
- Ideas make sense; clarity
- Ideas elaborated & developed



### Organization

- Prewriting
- Beginning, middle, end
- Logical order/sequence
- Transitions



### Voice

- Reader-writer connection
- Sense of audience
- Writer's attitude about the topic
- Point of view



### Word Choice

- Specific words, rather than general & vague (Right word, right spot)
- Synonyms
- Vivid sensory descriptions/imagery
- Strong action verbs



### Sentence Fluency

- Complete sentences
- Easy to read aloud
- Varied sentences (beginnings, lengths, types, etc.)
- Figurative language helps the piece sound rhythmic & musical



### Conventions

- Spelling
- Capitalization
- Punctuation
- Grammar & mechanics
- Paragraph indents

### Mathematics

First, use what you have learned about fractions to solve the following worded problems. Then, choose **ONE** of these worded problems and use Explain Everything to create a detailed video about how you worked out this problem. **Upload your video to Google Classroom.**

There were  $\frac{10}{16}$  students present in Mr Clarke's Science class and  $\frac{7}{10}$  students were present in Ms Brown's English class. Which teacher had a larger fraction of students attend?



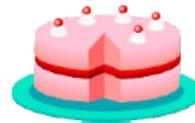
Re-write the fractions in order from smallest to largest.

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

Yesterday 7 out of 8 customers ordered a hamburger. Today only 2 out of 4 customers ordered a hamburger. What fraction of people ordered a hamburger over the last two days?



Sandra ate  $\frac{5}{12}$  of the cake that she just baked and gave  $\frac{1}{4}$  of the cake to Gillian. What fraction of the cake remains?



Tomorrow you will be doing your post-test. Log on to Essential Assessment and do any practice activities you have not yet completed. Be sure to choose activities that will help you grow your understanding and achieve your goals.

## Physical Education

### **Athletics**

Opening/Warm-up – Complete the Body Combat warm-up found in the link. It is high intensity so it is perfectly fine if you need to pause and have breaks in between exercises. Grab a towel, water bottle and some room to move and away you go.

<https://www.youtube.com/watch?v=gid7mT-1YnY&list=PLCzr8bZECkgBwg-dBjyPZryuLvhlSuLew&index=6&t=0s>

Or... complete your own circuit consisting of 8-10 exercises. We are going to increase the time spent at each exercise from 30 seconds to 45 seconds. Remember to have a short rest in between exercises and that your exercises are different so you get a full-body warm-up.

### Athletics – Shot Put

The shot put has featured in every modern Olympics since 1896. It's an athletic throwing event that involves putting, or pushing, a heavy metal ball with one hand as far as possible from a circle. The winner is the athlete who puts the shot the farthest from the front marker of the throwing circle.

Watch the video link below. The online coach talks you through the grip, stance and release when performing this event.

Using a tennis ball, or any other ball that fits in one hand, practise the shot put no less than ten times. Use any suitable item to mark where your first attempt lands. Move your marker when a subsequent attempt lands further away.

Measure the distance of your best attempt and record. You also need to make a note of the type of ball you used.

<https://www.youtube.com/watch?v=tHVMufMECPo>

Towards the end of the video, the online coach briefly mentioned there are more advanced techniques that enable athletes to gain further distance. This is done through sliding or spinning before releasing the shot.

Introduce the slide to your technique and perform a further ten attempts. Have you been able to add distance? How far was your best attempt with the slide? Once again, record your distance.

### Athletics – 200m

In week one of this term, we looked at the 100m sprint. One of our vocab focus words was 'Plyometric'. Plyometric training is important in many sports, including the 200m sprint.

In the two minute video link below, there are ten plyometric drills that I want you to work through. Try to find an open stretch of about 15-20m. Perform each drill four times. Ensure you take short breaks in between each one so that each drill is performed with maximum intensity and effort.

<https://www.youtube.com/watch?v=5SQviRdHHRI>

We are now going to move onto leg strengthening drills. Building and maintaining powerful legs is important for all sprinters. In the link below, you will find nine challenging leg exercises. Perform each exercise 10 to 15 times each or for 30 seconds at a time.

Even though the exercises are equipment-free, you may have to improvise slightly with some of them. Get someone to film you doing the exercises as these may be uploaded to Google Classroom shortly.

You may also want to stagger the exercises throughout the week where you are doing three each day. Otherwise, you may find your legs are extremely sore for a day or two if you complete the entire workout all at once, but I will leave this up to you.

<https://www.youtube.com/watch?v=pwBQGHI8JAO>

Finally, if you can get to a park or a sports field, complete a run of approximately 200m.

## Year 5/6 - Learning From Home – Thursday 30<sup>th</sup> April 2020

### Reading

Students should be independently reading for at least 30 minutes per day, as per usual.

Choose a character from your novel. Use a Venn diagram to compare this character with yourself. What does the character do, say, think or feel?

Book Title:

My Name:

My Character's Name:

Both

13

### Writing

#### **Drafting**

For the next two sessions, spend your time writing your **competition narrative**. Before you start writing make sure you have a focus in mind. Remember the 6 Traits.

Choose one of the traits to focus on each day, and get writing!

### Mathematics

Log on to Essential Assessments and complete the Fractions post-test. Record your score and write a reflection. Did you achieve your goals? Write a reflection on whether you achieved your goals and what your next step should be. **Submit this to Google Classroom.**

## **Music**

### **Musical Analysis**

Listen to and watch the clip for the song 'We've Just Begun' by Maximum Love.

[https://www.youtube.com/watch?v=MQi\\_hwoJEmg](https://www.youtube.com/watch?v=MQi_hwoJEmg)

This is a piece of electronic music, it will be difficult to describe the instruments as they are not technically 'real' instruments, more digital sounds created by synthesizers and computers to mimic 'real' instruments.

The song works in cycles of 4 bars.

The first cycle (4 bars) introduces what we call the 'drone' or main chord progress for the song. These 4 notes or chords are heard throughout the song as a pattern. Every 4 bars new musical ideas are introduced to create layers.

The next sound that is introduced is the 'handclap' or percussive rhythmic pattern. This creates a sense of feeling that drives the music forward and gives the piece momentum.

Begin to answer the following questions into Google Classroom, using your own words and answering in complete sentences.

### **Google classroom codes;**

5/6W; uqxd2

5/6M; y4pdt7y

5/6A; tlb2ktx

5/6E; xv2xauf

*What is the next sound that has come in?*

*What role does this sound play in the piece?*

*What instrument is it mimicking?*

During this particular cycle, there is also voice added.

*Do you like the voice added to this piece and why/why not?*

The next sound that is added is a melody line. It is played a little higher in pitch. *How do you feel about the melody line? Why do you think the composer has added this in?*

As the piece progresses, listen as more layers are added in to create a thicker texture.

*Can you write a short summary (approx. 150 words) of this piece of music discussing some musical elements that stood out to you.*

Put your summary onto Google Classroom.

Musical elements you might want to discuss

Rhythm: Is there a rhythmic pattern? Does it use short notes or long notes or a combination?

Dynamics: Describing the volume of the piece. Does it change?

Melody: What is the pitch (high/low)? The melody is a combination of notes, usually something we like to sing to.

Harmony: What are the chords or bass line doing underneath the melody? Is it adding a sad/happy sound?

Tone colour: What are the instruments doing? What do they sound like? Is it a harsh sound, warm, smooth...etc.

Texture: Describes the layers in music; busy, thin, thick, sparse...etc.

Structure/Form: Does the song evolve? Is there a climax point? Does it change at the end?

# Year 5/6 - Learning From Home – Friday 1<sup>st</sup> May 2020

## Maths

Choose one (or more!) of the following Maths challenges below. Get creative with your answers and use drawings and objects around your house to show your understanding. Post your answers on this Padlet: <https://padlet.com/10043442/ajv9jnbybjd70wbo>

MILD: How many different designs can you draw which are  $\frac{3}{4}$  red and  $\frac{1}{4}$  yellow?

SPICY: I picked up a handful of Smarties. One-third of them were red. What might a drawing of the Smarties look like?

AICARUMBA: Some numbers add to give 10. I know at least one of them has a fraction part in it, but none uses decimals. What might the numbers be? How many different equations can you make?

## Reading

Students should be independently reading for at least 30 minutes per day, as per usual.

Collect the work from Reading you have completed over the course of the week and add it to your Keynote Presentation.

## Spelling

Many words from other languages have infiltrated the English language. Which French words do we use? Make a list of some common words, and note how different letters make different sounds. For example, the /o/ sound in homage and the /x/ sound in faux.

Add the words you've found on the padlet below.

<https://padlet.com/williamsonmathewm/7jbcclon6fbe7ql7>

## Health

Spending loads of time online can affect both your physical and mental health. Sitting down for a long time and staring at a screen can be bad for your eyesight and your posture. However, sometimes time online can be relaxing and interacting with your friends on FaceTime can be really positive for your mental health!

*Have a go at answering the following questions:*

1. Parents often think kids spend too much time online - do they? Is that a bad thing?
2. What are the good things about time spent online? What are some of the bad things about it?

3. Why do adults think kids spending time online can be bad if it's too much? What do you think is too much time?

The Learning from Home Program means we are all spending more time staring at our screens, but exactly how much time are we on our iPads, phones and laptops?

Draw up the 2 tables below and complete them in your book. If you don't do some of these activities, don't include it into your table.

Perform an audit on your daily activities by filling in the table below. Extra spaces have been provided for you to add any other activities you do each day.

<b>Activity</b>	<b>Details of activity</b>	<b>Hours per day</b>
Eating		
Sleeping		
Playing		
Homework		
Being active		
Relaxing		
Studying		

<b>Activity</b>	<b>Time spent on computer</b>	<b>Time spent on phone or tablet</b>
Searching online – for fun		
Searching online – for homework		
Sending emails		
Instant messaging		
Webcam chatting		
Social Networking		
Watching and sharing video content		
Other tasks for homework		
Playing games		
Sending texts		
Sending pics		
Making phone calls		
Downloading apps and ringtones		
Listening to music		
Taking and editing photos or video		

What is one thing you can change in your everyday life to help balance out the time spent on screens and away from screens?

Perhaps, you will set a timer to remind yourself to move away from your screen every hour and enjoy some movement outside? Add this work to your Keynote Presentation for the week.

### **Personal Learning**

Where are you at with your skill right now? If you had to rate your ability out of 10 (*10 being "I've nailed it!"*), what score would you give yourself? Create 3-5 goals that you would like to achieve making sure they are SMART goals.

**S** = Is this **specific** to my learning?

**M** = Can I **measure** my progress?

**A** = Is this **achievable** for me?

**R** = Is this **relevant** to my learning?

**T** = Can I achieve this with the **time** I have?

Write these goals on poster paper and stick them on your bedroom wall to remind yourself everyday! Take a photo of these goals and upload to your Keynote Presentation for the week.