

Year 5/6 - Learning at Home - Week 5

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

Weekly Focus

Reading	Critically analysing a short story and noting the effective authors' devices.
Writing	Exploring what makes a good adventure story.
Spelling	Investigating Spanish-origin words that we still use today.
Mathematics	Conducting experiments that teach you about Chance.
Science	How to report and respond to Natural Disasters
Health	Practicing gratitude.
Personal Learning	Updating your teacher on what you have learned so far.

Weekly Assessment

Literacy	Rewrite one of Tony's adventures in your own words. Upload this to Google Classroom for feedback (Tuesday)
Remote NLPS TV	Record a summary of how your Personal Learning project is coming along (Thursday)
Other	All remaining tasks for the week are to be compiled into one Keynote Presentation and submitted as a PDF to Google Classroom at the end of the week (Friday)

Year 5/6 - Learning From Home – Monday 11th May 2020

Reading

This week in Reading you will be reading and analysing some of the winning entries into the 2018 Early Harvest project (check out the awesome book cover below - the theme for 2018 was Dreams). As you read throughout the week you'll notice that your writing doesn't have to be super long, or even a narrative. It's pretty crazy to think that at this time next year some students from Newport Lakes Primary School will be published authors!



After reading the piece answer the following questions:

1. What did you like about this piece of writing (be specific)?
2. What didn't you like about it?
3. What author's devices did you notice the author using?
4. What were some of the effective word choices that the author used?
5. Write down your favourite sentence or phrase from the piece.
6. Explain what the ending to this story meant.
7. Who do you think the intended audience for this piece is?
8. Illustrate a front cover for this story.

Once Upon An Alternate Universe

By Tuscany Espedido

Shawn's deep breaths turned shakier as he saw the look of fury and rage in Levi's eyes. "You're leaving the band? After everything we've been through?" Levi questioned, with obvious anger in his voice.

Robert placed his hand on Levi's shoulder, hoping he could stop him from doing anything irrational, while Jack just stayed behind his drum kit, not wanting to get involved. It seemed that Stanley's advice to leave the band wasn't going so well. "Levi, calm down, it - " Robert was cut off by Levi.

"Don't interfere!" Levi yelled, shoving Robert's hand away from his shoulder. "How dare you betray us like this? We did so much for you!"

"I'm sorry, I really am. There's just this other band, and I really think I'd be better off with them," Shawn said.

"Sorry? You don't get to be sorry! I know I shouldn't have trusted you!" Levi said. It was 1984, and they were watching as many other bands succeeded, and now they were done with just watching. Now that they were losing who they thought was their key member, they were sure that this was the end for their dream. Levi took a massive swing at Shawn's face, letting his bad temper get the best of him. Shawn looked up at the hot-headed singer. He was rude, arrogant, but he never thought Levi would be violent. "Levi, what have you done?" Jack asked, gasping and finally speaking up. He ran from behind his drum kit to go to Shawn's side. Before he could help, Shawn grabbed his guitar and ran. Levi chased after him, yelling, "Get back here Shawn, I'm not done with you!"

Upon hearing Levi's voice, Shawn ran faster and faster, not wanting to be caught in his wrath again. Hoping he would lose him, he turned around the corner into a dark and sketchy alleyway. He hid behind a dumpster, keeping silent as he saw Levi walk through the alley. Finally, Levi left, so Shawn got out of the mysterious alleyway, hoping he wouldn't bump into him. When he walked out onto the street, things weren't normal at all. Everything just seemed off. Everyone and everything looked the same, but something was just strange.

"You look a bit lost there, Shawn."

Shawn flinched when he heard Levi's voice from behind. "Levi? Wait, aren't you mad?" Shawn asked.

"Mad? What would I be mad at? You always were the funny one," Levi said, laughing nervously. "Now hurry up, Shawn, we've got a gig tonight!"

"A gig?" Shawn asked, confused. Just a few minutes ago, he had quit the band and Levi had punched him in the face.

"Are you okay Shawn? Oh well, I'll take you over to the Hollywood Bowl, and we can get ready," Levi said.

As they walked together, Shawn had his eyebrows furrowed in confusion. The Hollywood Bowl? But they were all the way in Melbourne, or that's just what Shawn thought. He looked around, noticing that they were in Los Angeles on the Sunset Strip. "We're in L.A.?" Shawn asked.

"Of course we are! It's our North American tour, silly! Now come on, are we flying or not? Levi asked.

"Flying? Shawn asked as his eyes widened.

Levi nodded suspiciously. "Yeah of course! People have been flying without planes since '68. Are you sure you're okay?" Levi asked.

"Yeah, sorry. Uh, what's the year?" Shawn asked curiously.

"1984, obviously," Levi laughed.

Shawn looked around. Big hair, bright clothing. It was definitely the 80's, just not the one he knew.

Somehow, Shawn started flying, and Levi followed as if it were normal. When they arrived, they saw people cheering and wearing shirts that said their band name. People asked for autographs, and of course, they signed them. The two were let inside the venue, and Shawn looked around in amazement. Were they really famous in some other world? Before Shawn could look around, they were rushed backstage to get ready. When they entered the room, they saw Jack and Robert dressed up like a proper mainstream 80's glam rock band.

"Finally!" Jack said as twirled drumsticks around fingers."

“Took you two long enough, where have you been?” Robert asked, plucking the thick strings of his bass. “I just went to look for Shawn, sorry about that,” Levi said. “You go do your weird guitar routines, I’ll go get ready.”

Jack poked Shawn’s head with his drumstick. “Better get ready, bud, the show’s in an hour,” Jack advised.

“But what’s the setlist?” Shawn asked.

“What it always is, silly duffer!” Jack said.

Shawn could smell Jack’s hairspray even though they weren’t very close to each other. Thanks to the trends, everyone smelled like hairspray and bubblegum. Shawn gave Jack a clueless look.

“You really don’t know, do you? It’s been the same the whole tour! Oh well, here you go,” Jack said, passing a sheet of paper to Shawn. Shawn looked at the songs, none of them were originals! “We’re a cover band?” Shawn asked.

“What do you mean? We wrote these! Maybe you’re just a little tired. Stay focused!” Jack said, walking off. Did Shawn’s favourite bands no longer exist, and plus, where was he anyway? It was a world where people flew, his band was famous, and they wrote all these musical masterpieces. Although he was really freaked out, this was absolutely amazing! His dreams had come true, he was a famous rock star! After an hour of dressing up and practising on his guitar, it was time for him to experience his dream.

They all ran out on stage, looking out at the loud and lively audience. The atmosphere was amazing as they played through each song. The crazier the crowd went, the crazier they got. By the end, everyone was ecstatic, and Shawn had forgotten that he was in a strange and different universe.

That was, until he heard police sirens. The show was already over, and they were sure that they hadn’t done anything bad. Shawn looked at the sky, and he saw a flying pirate ship being led by giant over-sized eagles. Once they landed, they went over to Shawn and handcuffed him.

“You! We’ve caught you traveling across universes, and now we must send you home,” a futuristic man said.

“What? Who are you?” Shawn asked.

“The police of the universes! We are arresting you and sending you back to your universe,” he said.

Shawn felt a painful zap feeling before he found himself flying through this dark tunnel. Looking around, he saw himself in different universes, each one labelled. They came across a universe labeled “original universe” and the futuristic man pushed Shawn in. For a quick moment, all he saw was pitch black until he blinked.

There he was, on the park bench with his friend Stanley. “So, what do you say, quit your band and join ours?” Stanley offered. This was before the fight, and this was when he decided to leave the band.

“This is a message from the universe police: pretend the fight never happened, or follow your original plan. Do as you please but they each have consequences,” he heard a voice in his head say. He had a path and a plan he was meant to follow. “I’ll join,” Shawn said with a smile. He heard the voice in his head again. “The cycle continues, you are trapped in this loop forever until you follow your true dream, sell-out.”

Writing

What makes a good adventure story? Revisit the last 5 adventure stories you watched and/or read and create a Mind Map listing all the features that make it GREAT! Choose what you believe is most important and finish off this sentence, ***A great adventure story must include...***

Post this sentence as a comment on today’s daily post on your Google Classroom stream.



Mathematics

Warm-up - How fast can you complete these.

The Great Maths Race

1. Times Tables

$$9 \times 8 =$$

$$6 \times 7 =$$

$$8 \times 4 =$$

5. Multiply Decimals

$$2.6 \times 5.5 =$$

2. Jumping Flea

$$0.3535 \times 100 =$$

6. Divide decimals by whole numbers

$$18.2 \div 4 =$$

3. Swinging Flea

$$8765.43 \div 1000 =$$

7. BODMAS

$$5 \times (21 \div 7) + 5 =$$

4. Lattice Method

$$32 \times 61 =$$

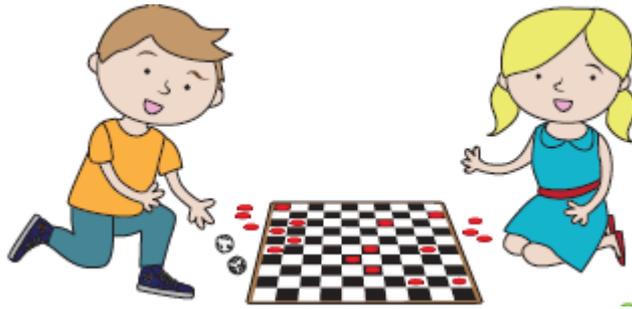
8. Average

Find the average of:
20, 11, 17, 24, 19

Post your answers and your time on the padlet below:
<https://padlet.com/09539107/di6wfg9nbmj104c0>

Task

During a recent game of Snakes and Ladders, you noticed your friend whispering to the dice before each roll. You found this rather strange, so you asked your friend about it. Your friend replied, "If you whisper Roll me a six! to the dice before rolling it, you have a higher chance of getting a six. Everyone knows that!"



You have been thinking about this statement and wondering whether your friend is right. You have decided to conduct a detailed chance experiment to see whether whispering to the dice before rolling it increases the chance of getting a six.

Making Predictions about the experiment.

Do you think that the statement you are testing in this experiment is true or false? Give reasons for your answer.

Out of 20 rolls, how many sixes do you think you might roll during the part of the experiment (Whispering to the Dice)? Give reasons for your answer.

Out of 20 rolls, how many sixes do you think you might roll during the second part of the experiment (Rolling the Dice Normally)? Give reasons for your answer.

What will need to happen in this experiment to prove that the statement is true?

We will be investigating this experiment across the whole week.

Science

Over the next few weeks for science, you'll be working on a project. Read the following letter to find out what you will need to do.



UNITED NATIONS
Disaster Management Sector

ATTN: Disaster Management Team

PROJECT: Universal Disaster Management Planning

DATE: May 2020

Dear Disaster Management Specialist,

In recent years there has been a high number of natural disasters occurring across the globe. In response to this, we at the UN have decided to review and improve how we prepare for and manage

natural disasters. As a professional in this area we want you to put together a DRP - Disaster Response Pack. This is what we need you to do...

1. MAKE CHOICES

- Choose a natural disaster
- Choose a country where that natural disaster has taken place

2. VIDEO REPORT

Make a video report on a natural disaster that actually happened in the country you have chosen. (1 minute maximum)

3. EVACUATION AND RESPONSE PLAN

Design a map of what a village in your chosen country might look like.

Design an evacuation and response plan for the community to help them minimise damage and to keep people safe. Add information to your map (arrows, key, icons, labels, etc.), so that it clearly explains your response plan. This map will be displayed in buildings throughout communities in your country.

4. MODEL

Using whatever resources are available to you, build a model of your village. Use your model to demonstrate the effect of a natural disaster on your village.

Put your DRP together carefully, it will not only be presented to UN delegates, but also to leaders in your chosen country. Future global safety is in your capable hands!

Yours sincerely,

Antonio Guterres
Secretary General of the United Nations

Today, you need to complete the first part - MAKE CHOICES.

Think back to the map you created last week to help you. You will probably need to do some extra research as well. Choose a place where a natural disaster occurred and mark it on the map at this Padlet...

<https://padlet.com/morellmichaelb/lxkr4kmz1kedw1tz>

On the map, locate where you have chosen to base your 'village' for your Emergency Response Plan. Type which natural disaster occurred there and add a Google Image of the location.

If you have time left, you can start working on other parts of the project.

Art

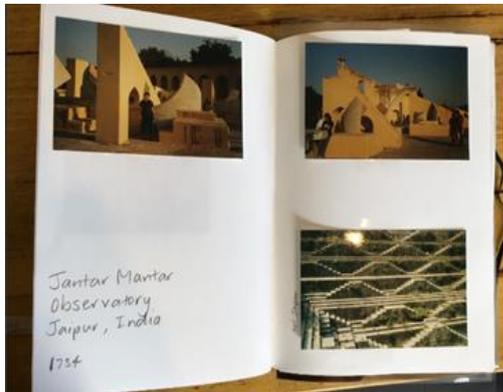
Introduction

This week you will continue to collect inspiration for your art journal. As an artist you will be learning what to look for and where to find inspiration.

Step 2 - Personal Experience

Personal experience is also important for artists. What you do and see can inspire you. What you do and see can help you understand or unpack your ideas. Collecting photos, postcards or drawings will help you remember these experiences.

Below are two pages from my journal. I have travelled through parts of India and England. I have collected photos and postcards from places I have visited for inspiration. These photos and drawings sometimes become part of my artwork.



Photos from my trip to India – on the left page is a photo of me standing in front of a massive sundial.



Postcards from my trip to England – I visited Greenwich and saw the Harrison clocks.

These pages of my art journal don't relate to the pages I showed you last week. As an artist you might have many ideas and you might find inspiration in lots of different places. If you find something interesting, collect a photo or drawing and keep it in your journal.

Task

You need to collect 2 or 3 postcards, tickets or photos that remind you of an experience. Something you have seen, or a place you have been or an activity you have done. It doesn't have to connect to the inspiration you found last week. When you have found your images, glue them into your journal. Write a description so you can remember what, where and when you had that experience.

Examples of experiences could be:

- A concert you went to
- An exhibition you went to see
- Somewhere you have visited – could be something local like Newport Lakes
- A sporting event
- A family holiday
- A visit to your cousin's house or a friend's house

Next week....

Next week you will be looking at other people's artwork for inspiration.

Year 5/6 - Learning From Home – Tuesday 12th May 2020

Reading

This week in Reading you will be reading and analysing some of the winning entries into the 2018 Early Harvest project.

After reading the piece answer the following questions:

1. What did you like about this piece of writing (be specific)?
2. What didn't you like about it?
3. What author's devices did you notice the author using?
4. What were some of the effective word choices that the author used?
5. Write down your favourite sentence or phrase from the piece.
6. Explain what the ending to this story meant.
7. Who do you think the intended audience for this piece is?
8. Illustrate a front cover for this story.

Mystical Dreams

By Vivian Luu

I suddenly woke up with a shock. I keep on having nightmares. I looked outside. It was still midnight. I checked the clock: it was 5:15am. The windows were dark, dull and gloomy. I slowly closed my eyes and drifted off to sleep.

Next minute, I felt queasy. I sat up straight thinking, Where am I? I was puzzled, thinking to myself. Don't worry Maiya, this is not real.

"Ouch, my head!" Something hit my head, bounced off and landed on the floor. It was a basketball.

"Oh my, I'm so sorry, are you okay?"

I was confused. "Am I hallucinating?" I asked myself. "I don't think so..." But I kept hearing that strange voice. Was it in my head? Was I crazy? Was there something wrong with me?

Later I saw a large shadow over me. I was terrified. I curled myself into a ball. "Please, don't hurt me!" I cried.

"Why would I hurt you?"

I turned around and looked. It was a boy the same age as me. "Oh, I'm sorry. I didn't know it was you," I answered.

"It's okay. I'm Claud. Well, are you okay?" he asked.

"Yeah, I'll be fine. I'm Maiya." I smiled.

Later we were talking about all sorts of things like games, hobbies and everything else. Day by day we got really close. Then one day he realised that we're not the same. He was a person made out of... clouds. He also had large angel wings... Then there was me, a basic human, made out of flesh and meat with bones and with no wings at all.

"Let's play a game!" I smiled.

"Okay... Tag! You're it!" Claud giggled.

From then on, we always played tag together. One day, I accidentally tripped on a tiny little stone and fell in a hole, but not just any dull hole. A colourful hole. I landed with a thump. So did Claud. The place was full of colours. It was like a magical rainforest. We both found mysterious stuff like we'd never seen before. I found an apple. Not just any apple, but a huge red apple.

"Look what I found!" I said as I was holding up the apple.

"Nice, put that apple in this box!" Claud smiled, holding out a box with holes in the bottom.

"Where did you get that box from?" I asked

"Oh, this? I got this before you fell in the hole, 'cause the box was supposed to be for the smooth pebbles. Maybe we could fill up the holes in the box. Maybe that's how we get out," he answered.

Later we picked up random stuff, but we didn't know what to do till Claud picked up a big green bear.

"PUT ME DOWN. YOU WEIRD MONSTER!" the green bear yelled.

Claud yelled and dropped the weird bear.

"What are you?" Claud asked.

"I'm a bear. What else would I be?" growled the green bear.

"What's your name?" I asked.

"Name's MoMo," MoMo sighed.

"Why do you look like a blob?" Claud asked curiously.

"Why are you so rude?" yelled MoMo.

I quickly ran off, because I didn't want to be apart of that conversation. I started randomly collecting stuff.

"By the way what's your name?" MoMo called to me.

"I'm Maiya," I answered.

Later MoMo was having trouble walking. "Great, I'm stuck here forever!" MoMo yelled furiously and folded his arms.

I came and helped MoMo, but Claud tried to act like he didn't know anything.

MoMo found out that gum was stuck on his leg and that's why he couldn't walk. He furiously took it out and threw the gum right the box. "Hey, guys, I found something!" MoMo exclaimed.

"Yea... whatever." Claud sighed and tried to find something cooler.

"Well, why don't you help him, Claud?" I asked.

"What. WHAT?!" yelled Claud.

I rolled my eyes and left. Claud thought for a moment, and then helped MoMo.

"Yay! We got it!" MoMo smiled.

"Yay! We got the last item!" Claud exclaimed.

"What do you mean?" I asked. He showed me the last hole in the box, then he put the item in. "We did it, Maiya! We did it!" MoMo yelled.

A door appeared before our eyes.

"Home..." Claud said with glee as we all ran to the door....

Everything went white.

I woke up breathing heavily. I thought it was a dream...or was it?

I looked down on my lap. All the items that I had collected were scattered on my bed. I also saw that Claud and MoMo were turned into plushies.

I smiled and hugged both of them.....tightly.

Writing

Watch this short adventure film called, Taking Flight.

<http://takingflightfilm.com/>

Choose one of the adventures that Tony and his Grandpa encounter and describe this adventure in detail. Start with the line, "I was travelling in the Radio-Flyer when..."

Aim to write 2-3 paragraphs and be sure to include figurative language and exciting word choices to hook-in the reader. **Submit this to Google Classroom for feedback.**

Mathematics

Warm-up: Spend 10mins working on Essential Assessments. Work your way through the goals that are available for you. (set a timer to keep you on track!)

Draw the following table up into your maths book.

Conducting the Experiment

Part 1: Whispering to the Dice		Part 2: Rolling the Dice Normally	
Roll	Outcome	Roll	Outcome
1		1	
2		2	
3		3	
4		4	
5		5	
6		6	
7		7	
8		8	
9		9	
10		10	
11		11	
12		12	
13		13	
14		14	
15		15	
16		16	
17		17	
18		18	
19		19	
20		20	

Today you are going to conduct the experiment. Roll a dice 20 times (if you need you can use a random generator found here <https://www.random.org/dice/?num=1>, if you don't have a 6 sided dice at home). For the first 20 rolls, whisper **Roll me a six!** before each roll and record what happens in the table you drew up. Next roll the dice 20 more times, without whispering. Record what happens in the second half of the table.

Draw up the following table and record the frequency of each number you rolled for each part of the experiment.

1. In the table below, record the frequency that each number was rolled for each part of the experiment.

	1	2	3	4	5	6
Part 1 (Whispering to the Dice)						
Part 2 (Rolling the Dice Normally)						

Science

Look at the following photographs of Disaster Management Specialists (DMSs) at work. What do you think are some of the things DMSs do?





Look at one or both of the following websites. Make a list of the things DMSs do before, during and after a natural disaster.

<http://www.environmentalscience.org/career/disaster-management-specialist>

<https://www.workitdaily.com/career-paths-disaster-management>

Continue working on your project. You may complete the project in any order you like. Think carefully about how you might best manage your time. The due date for the project is the end of Week 7.

Drama

Students are to complete the ‘Drama terms that we use’ multiple choice questionnaire. You will need to log into your google classroom account and click on to the quiz questionnaire. Don’t worry if you don’t know the answer, just try your best!

Further instructions for this activity will be in google classroom.

Grade 5/6 Drama codes:

5/6 E - uxggpb5

5/6 A - wdq7xot

5/6 M - abulyo5

5/6 W - dasdhvf

Year 5/6 - Learning From Home - Wednesday 13th May 2020

Reading

This week in Reading you will be reading and analysing some of the winning entries into the 2018 Early Harvest project.

After reading the piece answer the following questions:

1. What did you like about this piece of writing (be specific)?
2. What didn't you like about it?
3. What author's devices did you notice the author using?
4. What were some of the effective word choices that the author used?
5. Write down your favourite sentence or phrase from the piece.
6. Who do you think the intended audience for this piece is?
7. Illustrate a front cover for this story.

Weaving the Universe

By Sean Carpenter

Tonight I made a blanket, a blanket of my universe. Some parts are worn away, others completely new. I am ever making more, I don't have a choice.

I watch as stars fade, flickering out until silence takes them. I see the planets full of animals. I watch waves lap at shores that hide the secrets to their planets, lying undiscovered. I watch civilisations learn, grow, and collapse. I make up stories about them to stop their thoughts hurting me.

There are parts of my universe that are scarred, broken. The creatures that live there occasionally come out to find me. They are scarred and they are broken. It takes hours of hugging to help me forget them. Sometimes hugs aren't enough and burns are left on my mind.

Some days there are new places to explore and learn, others are quiet. Although I have a universe in my grasp, past, present and future, the answers to all my questions and every secret ever, I want to take it off. There is only one place I want to be ... breakfast.

Writing

Let's practice writing an adventure story, where you can choose your own ending. The team at Early Harvest will help you write this short story, step-by-step. Take your time doing this task, as you will have time to work on it tomorrow and Friday.

Remember your adventure story board you created last week? Have that in front of you, as you might like to use those ideas and characters in this short story!

All you need to do is click on the link below, enter this password, and follow along with what the video tells you to do!

The link is <https://www.100storybuilding.org.au/interactive-video-workshops/>

Password: kittens92

Mathematics

Warm-up: Spend 10mins working on Essential Assessments. Work your way through the goals that are available for you. (set a timer to keep you on track!)

Watch this video to help you understand how to find fractions, decimals and percentages.

<https://www.khanacademy.org/math/pre-algebra/pre-algebra-ratios-rates/pre-algebra-intro-percents/v/fraction-decimal-and-percent-from-visual-model>

Find your frequency tables from your maths lesson yesterday. Determine the probability of rolling each number as a fraction, decimal and percentage **according to your data** and use these tables to help you record.

Part 1 (Whispering to the Dice)

	1	2	3	4	5	6
Fraction						
Decimal						
Percentage						

Part 2 (Rolling the Dice Normally)

	1	2	3	4	5	6
Fraction						
Decimal						
Percentage						

Physical Education

Opening/Warm-up – Complete the Body Combat warm-up found in the link. It runs for approximately 13 minutes and is broken into three short segments. Like last week, it is a high intensity workout so it is a good idea to pause and have breaks whenever they are needed.

<https://www.youtube.com/watch?v=SgFxZtoFHro&list=PLCzr8bZECkgBwg-dBjyPZryuLvhlSuLew&index=9>

or complete your own circuit consisting of 6-8 exercises. We are going to increase the time spent at each exercise from 45 seconds to 60 seconds. Remember to have a short rest in between exercises.

Softball - This week, we are going to start working on something new. Softball is a sport that is gaining in popularity around the world. It became part of the Olympics program from 1996 – 2008. It was removed from the program for 2012 and 2016 but has been reintroduced for the Tokyo Games next year. It is similar in some aspects to tee-ball and baseball.

Complete a Venn Diagram comparing the sports of baseball and softball. You will need to research the two sports, complete your Venn diagram and submit your work to me via Google Classroom.

5/6A – zmf27dk	5/6E - yaldbwm	5/6M - yxdftqv	5/6W – 7kko7ql
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Fielding – One aspect of softball is fielding. When you are on the fielding team, you need to be able to field a ground ball, catch a ball, toss and overarm throw accurately as well as make quick decisions once the ball is hit in your direction.

Complete each one of the following drills for 6-8 minutes, or longer if you believe you need more practise. Use any small ball for these drills. Tennis balls or bouncy balls are probably best even though they are a little bit smaller and considerably softer than balls used when playing softball.

Fielding ground balls – Stand a few metres away from a wall. Begin by **tossing** your ball (underarm throw) against the wall and trying to gather it cleanly in your hands as it bounces or rolls back toward you. Remember to get your body completely behind the ball and to watch it closely all the way into your hands.

Stand further back from the wall and throw the ball **overarm** towards the wall and attempt to field the ball cleanly as it rebounds back toward you.

Tossing/Pitching (underarm throwing) – In softball, the pitcher must pitch the ball using an underarm throwing action. We also toss a ball when fielding when we need to throw the ball short distances. If executed correctly, it is a very accurate away of throwing the ball.

Set up a target. It might be drawing a circle on a wall with chalk, hanging up a hoop, or placing a box or bucket on the ground. Toss your ball towards your target. Whenever you 'hit' your target, take a step back and try again. Whenever you 'miss' your target, take a step forward so your next attempt is closer to your target.

Overarm throwing – Complete the same activity as the previous one, except this time, instead of tossing the ball toward your target, use the overarm throw.

We normally throw overarm when we need to throw a ball further. Therefore, when you are throwing toward your target, stand further away. It is a good idea to change your target to make it bigger.

If there is another person available, you may want to throw the ball to each other with your partner acting as your target.

d) Catching – You can develop your catching skills in different ways. You may stand a little closer to the wall and catch the ball as it rebounds back to you without it bouncing. You may throw and catch a ball with a partner. Or, you may toss the ball up in the air to yourself and increase the difficulty by tossing the ball higher as you go.

Year 5/6 - Learning From Home – Thursday 14th May 2020

Reading

This week in Reading you will be reading and analysing some of the winning entries into the 2018 Early Harvest project.

After reading the piece answer the following questions:

1. What did you like about this piece of writing (be specific)?
2. What didn't you like about it?
3. What author's devices did you notice the author using?
4. What were some of the effective word choices that the author used?
5. Write down your favourite sentence or phrase from the piece.
6. Who do you think the intended audience for this piece is?
7. Illustrate a front cover for this story.

Bright

By Mary Javelona

I look at the world around me,
though there's nothing left to see,
it's just darkness and shadows, with monsters and devastating things,
and right now, for me, this place seems too heartless to be.

But when I see a glimpse of light,
it brings myself to hope
I give myself a smile of delight,
to know I'm in the real world.

Then I question,
was that a dream?

I got up from my bed, and saw the sunrise.

Through the window, I see

birds flying,

flowers blooming,

people smiling,

and I know,

this is my world.

Writing

Continue to follow along with The Early Harvest Team and complete your adventure short story. When you think you have finished, you may choose to write another story, add some extra endings or illustrate your work using pictures and images.

The link is <https://www.100storybuilding.org.au/interactive-video-workshops/>

Password: kittens92

Mathematics

Warm-up: Spend 10mins working on Essential Assessments. Work your way through the goals that are available for you. (set a timer to keep you on track!)

Today you are going to compare your 'observed' probability to the 'expected' probability.

We know that with a six sided dice we have an equal chance of rolling any number from 1-6.

e.g

$P(\text{rolling } 1) = 1/6$ or 0.16

$P(\text{rolling } 2) = 1/6$ or 0.16

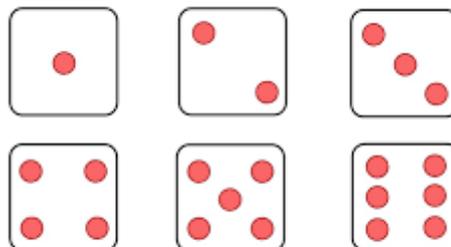
$P(\text{rolling } 3) = 1/6$ or 0.16

$P(\text{rolling } 4) = 1/6$ or 0.16

$P(\text{rolling } 5) = 1/6$ or 0.16

$P(\text{rolling } 6) = 1/6$ or 0.16

Sample Space for Rolling a Die:



6 outcomes

This is also called the Sample Space or the **EXPECTED PROBABILITY**.

The frequencies you found in your experiment this week are called the **OBSERVED PROBABILITY**. (Because you observed it!)

You would have worked out these probabilities yesterday but remember

$$\text{Probability of an event} = \frac{\text{Number of successful outcomes}}{\text{Total number of possible outcomes}}$$

Whispering to the Dice

	1	2	3	4	5	6
Observed Probability (as a decimal)						
Expected Probability (as a decimal)	0.16	0.16	0.16	0.16	0.16	0.16

Rolling the Dice Normally

	1	2	3	4	5	6
Observed Probability (as a decimal)						
Expected Probability (as a decimal)	0.16	0.16	0.16	0.16	0.16	0.16

Why might you have different Observed and Expected Probabilities?

Did whispering to the dice increase the chance of your 'observed probability' to be higher than expected?

What do you think would happen if we completed more trials, say 1000? or 10,000?

Personal Learning

How much have you progressed with your personal learning project? Look back on your SMART goals and ask yourself, am I achieving my goals?

It's time to send us an update on your progress. Record a short summary explaining:

1. What you have learnt so far
2. What you would still like to discover
3. Has your chosen project been easier or harder than you expected
4. What advice would you give to someone who is about to start learning about your chosen topic

Submit this to Google Classroom as your NLPS episode for this week.

Music

Over the past 2 weeks we have been researching electronic music and how the songs are constructed. This week we will learn how to create our own music sample using Garageband on your iPads.

You will need to load Garageband onto your iPads from the App store if you do not already have it on there. Please do this with a parent or guardian and make sure you get the free version.

When you have it installed onto your iPad, watch the following tutorial to learn how to use loops.

<https://www.youtube.com/watch?v=XOH3n7yDRpw>

This tutorial goes into a bit of detail about what options you have to create your own short song however, today we are going to keep it simple and just experiment with the program.

TASK;

You are going to create your own very short musical excerpt combining the 3 elements we have been studying; **rhythm, harmony and melody**. You can start your piece with any element you like and make it as creative as you want. But remember; we are keeping it really simple this week so only add 3 tracks in.

Here is an example of mine;

<https://drive.google.com/open?id=1mcS0UtFHW6XFliduLT-WEGLIuWpDLvA4>

Notice how I have started with the rhythm from the loops, then layered the harmony (chords) in, and then I experimented with playing my flute for the melody later. You might like to sing for your melody track! My excerpt is only 16 bars long.

A few tips to help;

Be patient; it might take a little while to navigate around the program. Just have fun and experiment.

Keep it simple! Music with too much going on can sometimes sound too heavy and busy. Use only 3 tracks this week. We can add to it later.

If you are using the recording setting to record yourself singing or playing an instrument; you need to have **headphones** in so that the microphone on your iPad does not pick up the noise from the track as well as what you intend to record.

Using the **loops** is the easiest and quickest way to complete this task. You can make it as easy or difficult as you wish.

HOW TO SEND IT TO ME.

I would love to see what you come up with if you are able to send it, so please send it through to Google Classroom. If you are unable to send it to me, please keep it on your iPad and send me a self-reflection on how you completed this task.

5/6W uqxvdo2

5/6A tlb2ktx

5/6E xv2xauf

5/6M y4pdt7y

Steps to send it;

- Make sure you are in the recording section of your song.
- Select 'my songs' in the top of the left corner
- Locate your song wherever you saved it, and hold your finger down until the options menu appears and select share
- Select format as song
- Select 'high quality'
- Enter the information about your song and add an image if you like
- In the top right corner, select 'share'
- Select where you want to save it; save it into your files
- Select a folder you would like to save it in; you need to remember this folder location as you will need it to upload it to Google Classroom.

Year 5/6 - Learning From Home – Friday 15th May 2020

Maths

Warm-up: Spend 10mins working on Essential Assessments. Work your way through the goals that are available for you (set a timer to keep you on track!)

Concluding your investigation.

- 1) How did the results of part 1 (whispering to the dice) compare with your prediction?
- 2) How did the results of part 2 (rolling the dice normally) compare with your prediction?
- 3) List any similarities/differences you notice in the two parts of the experiment.
- 4) If you whisper, 'Roll me a six!' you have a higher chance of rolling a six.

Is this statement true *according to YOUR* data? Why or Why not?

Reflecting on *Roll me a Six!*

Did you enjoy working on this investigation?

Were the results as you expected? Give reasons to explain your answer.

What would you say to your friend about whispering to the dice before rolling?

What new knowledge and skills did you learn by completing this investigation?

Now...

Watch this video on how to play Greedy Pig.

https://www.youtube.com/watch?v=gMFMpC3mC_0

Teach a family member how this game works and challenge them to beat you. Think about your strategy before you play!

Reading

This week in Reading you will be reading and analysing some of the winning entries into the 2018 Early Harvest project.

After reading the piece answer the following questions:

1. What did you like about this piece of writing (be specific)?
2. What didn't you like about it?
3. What author's devices did you notice the author using?
4. What were some of the effective word choices that the author used?
5. Write down your favourite sentence or phrase from the piece.
6. Who do you think the intended audience for this piece is?
7. Illustrate a front cover for this piece.

How to have the Best Dream Ever!

By Lana Dang

Hello there! Have you ever yearned for something so bad but it's impossible because it's a unicorn, or a really cool car that you just can't afford? Well, I wish I had dog and a cat, and maybe some cool shoes, but I just can't get it! So, if you want to undergo an amazing experience, I advise you to keep on reading!

This brilliant procedure will help you have the best dreams ever, getting what you want instead of dreaming about something so boring.

Just follow these steps!

MATERIALS:

- The most fluffy and comfy pillows you have
- A big and warm blanket
- A comfy mattress on a bed
- Soothing music that you like
- A photo of your wish

PROCEDURE

STEP 1: Prepare the bed in a way where you feel safe, warm and comfy, I like to have my bed prepared by having my pillows fluffed and surrounding my head down to my shoulders, my blanket wrapped all around me with the music just loud enough to hear all around the room. Why I like to have it this way is because when the music is loud enough, I can hear it even if I am focusing on something else. I also like to have my blanket and pillows that way because I feel my mind is being protected and that my lower body is warm and comfortable.

STEP 2: Place your photo of your wish under your pillow and set a clear picture of it in your mind (this is called Visualising), think of all the feelings you'd have if it really was true, then lie down.

STEP 3: Wrap yourself in the blanket and listen carefully to the music. Then gently close your eyes...

STEP 4: Imagine a doorway and take a peek through it. You'll see what you were longing for. After that walk slowly towards it because it will take time to really get what you want. If you rush towards it, then things won't go as planned. When you do walk towards it, you'll enter a wonderful dream!

Once you have fallen asleep, that'll be all you will have needed to do! I guarantee you'll have a beautiful and joyful dream about your wish coming true! And if you want to visit the dream again, just use these four very simple steps!

Enjoy!

Writing

Complete your short story that you have been working on with The Early Harvest Team. When you think you have finished, you may choose to write another story, add some extra endings or illustrate your work using pictures and images.

The link is <https://www.100storybuilding.org.au/interactive-video-workshops/>

Password: kittens92

If you have finished all of this, simply move on to your Spelling task for today.

Spelling

It's time to look into which Spanish words we use in our language.

Can you think of any off the top of your head? Do some research and make a list of some common words. Then, choose **at least 3** of these Spanish-origin words and use these in one proper sentence. Post your sentence to this Padlet: <https://padlet.com/10043442/6fyvfnhgo8ky0h7>

Health

Practicing gratitude is an important aspect to your mental, emotional and physical health.

Watch the following video:

<https://www.bing.com/videos/search?q=gratitude+video+for+students&docid=607996012468374281&mid=3E38F960670BC4E3ABC83E38F960670BC4E3ABC8&view=detail&FORM=VIRE>

1. Reflect and record at least 3 things you are grateful for
2. Create your own video or poster explaining your response

Here is an example of one thing I am grateful for and the detail you are encouraged to provide in your responses...

I am grateful for technology and how it allows me to stay connected to the important people in my life despite being physically separated. The sound of their familiar voices, seeing their smiling faces and being able to share moments in the moment without having to wait days or even longer for a letter to arrive is helping me get through social isolation.