

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

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

### Weekly Focus

<b>Reading</b>	Reading and interpreting infographics
<b>Writing</b>	Exploring what makes a good adventure story.
<b>Spelling</b>	Using the Frayer Model to investigate Tier 2 words.
<b>Mathematics</b>	Chance
<b>Science</b>	Earth and Space - Natural Disasters
<b>Health</b>	Creating health promotion posters.
<b>Personal Learning</b>	Multiple Intelligences

### Weekly Assessment

<b>Mathematics</b>	Complete your Chance 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)
<b>Literacy</b>	Research and choose one untranslatable word. Include the definition and origin of the word, as well as an illustration (Tuesday)
<b>Health</b>	Upload your health promotion poster to Google Classroom (Friday)
<b>Other</b>	All remaining tasks for the week are to be compiled into <b>one</b> Keynote Presentation and submitted as a PDF to Google Classroom at the end of the week (Friday)

## Year 5/6 - Learning From Home – Monday 18<sup>th</sup> May 2020

### Reading

As per usual, students should read independently for at least 30 minutes per day.

Read through the **10 Places to see before they're gone!** infographic.

<https://www.dailyinfographic.com/10-places-to-see-before-theyre-gone-infographic>

What is the **purpose** and who could be the intended **audience** for this infographic?

Using evidence from the infographic, write a 3 sentence summary explaining the main points made.

Choose two different places that face similar threats. What can be done to help these places?

### Writing

**This week is all about developing ideas for your Early Harvest adventure story. Try to remain open minded over the week, you might find an idea that you LOVE, which is great! But, explore LOTS of ideas and don't be precious. Another idea might pop up that turns out to be that nugget of gold.**

Stories are a part of what makes us human. We tell them to entertain, but also to communicate our own unique perspectives. In this video, Pixar artists talk about how they get ideas for stories and our storytelling superpower...

<https://www.khanacademy.org/humanities/hass-storytelling/storytelling-pixar-in-a-box/ah-piab-we-are-all-storytellers/v/video1-final>

1. Think of a memory that you remember vividly. It should be something that comes easily to you.
2. Why do you think you remember this so well? Why is it significant to you personally?
3. Connect one or more emotions to this memory.



4. Now try and express your memory and emotion in some way. The goal is to get it *out of your head*. Here are some ideas for what you could do:
  - a. Verbally - Record yourself describing the memory, to yourself or someone else. Can you make them feel the emotion?
  - b. Written - Write your memory in less than a page. Do the emotions come out in your words?
  - c. Visually - Draw the memory. It can be realistic or abstract. How can you communicate the emotions through your artwork?
5. Write some notes about any ideas this memory has sparked for your story (theme, message, plot, characters, setting, etc.). Do you have any other memories that might be good inspiration?

### **Mathematics**

#### Independent Events

When a coin and a die are thrown together, you can record the possible outcomes in a two way table like the one below. Notice the options for a die roll across the columns and the options for a coin flip down the rows.

	1	2	3	4	5	6
<b>Heads</b>	<i>H, 1</i>	<i>H, 2</i>	<i>H, 3</i>	<i>H, 4</i>	<i>H, 5</i>	<i>H, 6</i>
<b>Tails</b>	<i>T, 1</i>	<i>T, 2</i>	<i>T, 3</i>	<i>T, 4</i>	<i>T, 5</i>	<i>T, 6</i>

Now it becomes easy to see the different outcomes for this experiment and to work out the probabilities. There are 12 different outcomes.

e.g

$$P(\text{Tails and } 2) = 1/12$$

See if you can find the probability of the following:

$$P(\text{Heads and } 1) =$$

$$P(\text{Tails and } 6) =$$

$$P(\text{H and an even number}) =$$

$$P(\text{Getting a tail}) =$$

Draw up your own two way table for when you throw two dice (one red, one blue). Some are done for you to help. You might like to show them in different colours to help you.

	1	2	3	4	5	6
1						
2		2 2				
3				3 4		
4						
5						5 6
6						

How many different outcomes are there for this experiment?

Can you see a link to your times tables?

See if you can find the probability of the following:

$P(1, 1) =$

$P(4, 3) =$

$P(\text{two even numbers}) =$

$P(\text{an odd and an even}) =$

### Science

For the fourth part of your DRP (Disaster Response Pack), the United Nations have asked you to create a model...

**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.

The following videos are examples of models. Choose some of the videos and spend some time viewing them to get ideas for how you might create your own model. How are you going to demonstrate the effects of the natural disaster? You might want to jot down some notes as you watch.

**Earthquake Model - School Project**

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

**Cardboard Town Tsunami**

<https://www.youtube.com/watch?v=wwwKoYE-6MY>

**Volcano Eruption Project - Fun Science Fair Project by Vanessa**

<https://www.youtube.com/watch?v=U8VEnGcfXHY>

Maqueta Tornado

<https://www.youtube.com/watch?v=vOhGq4o2d68>

And for all of you Lego fans out there...

[https://www.youtube.com/results?search\\_query=lego+natural+disaster+model+village](https://www.youtube.com/results?search_query=lego+natural+disaster+model+village)

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.

## Art

### **Introduction**

Throughout art history artists have been influenced by artists before them. Mark Rothko, see artwork below, was influenced by Matisse. Some artists learn from other artists or share a studio with them.



Red Studio by Henri Matisse



White Centre by Mark Rothko

As an artist I have worked with other artists and learnt from other artists. Below are photos of artworks by two Melbourne artists, Jon Cattapan and Emily Floyd. There are also two photos from my journal, you can see how the work samples in my journal are similar to the artworks by the two artists. This is how artists learn and are influenced by each other.



Night Figures by Jon Cattapan.

Cattapan uses a particular painting technique and includes people in a lot of his work.



A page from my journal with work samples that I created during a lesson with Jon Cattapan.



Human Scale (Marquette) by Emily Folyd

Emily Folyd is a Melbourne printmaker and sculpture, I learnt a printmaking technique from her.



A page from my journal, this is a work sample I created with the help of Emily Floyd.

### **Task**

As an artist you need to find another artist that influences you.

Is there an artwork or an artist that you like? Think about the different artists we have looked at in Art. You could do some research online. Here is a helpful link: <https://www.tate.org.uk/kids/explore>

Find a picture of an artwork that you like and paste it into your journal. Write a note with the image so you can remember the name of the artist or artwork. You could add more than one picture, you may like to add 2 or 3 pictures of artworks that influence you.

## Year 5/6 - Learning From Home – Tuesday 19th May 2020

### Reading

As per usual, students should read independently for at least 30 minutes per day.

Read through the **11 Untranslatable words from other cultures** infographic.

<https://www.dailyinfographic.com/11-untranslatable-words-from-other-cultures-infographic>

Choose three words from the infographic and try to (naturally) use it in a sentence or paragraph.

Research some other untranslatable words from cultures, write the definition, origin and illustration. **Post your chosen word and illustration on Google Classroom.**

### Writing

#### **Setting**

Sometimes the setting can spark great ideas for a story, or shape what happens. Have fun getting inspired and letting your imagination run free with this task.

1. Find a picture of an amazing place. This first picture must be a real photo of a real place. Post your picture of that place on this Padlet...

<https://padlet.com/morellmichaelb/cmbon0qz8c8thdfb>

2. Now... look at the pictures that other people have posted. Choose 2 pictures that you really respond to that have potential as inspiration for setting. Do 2 Google image searches (one for each of your chosen pictures) by typing the environment of your chosen pictures into the search bar.

Examples...

Search: forest

Search: Mars

From these searches, choose 2 more pictures and post them on the Padlet as well.

3. Again... look at the new pictures people have posted and choose 3 more that you are drawn too. Do 3 more Google image searches. This time, add the words 'concept art'.

Examples...

Search: castle concept art

Search: underwater concept art

Search: desert concept art

Choose 3 more pictures and post them on the Padlet, too. (We should be getting lots by now)

4. This time... look at the new pictures people have posted and choose 4 that you are drawn too. Do 4 more Google image searches. This time, add an adjective or two.

Examples...

Search: treetop jungle village concept art

Search: dystopian Japanese city concept art

Search: warrior grasslands concept art

Search: futuristic viking boat concept art

(If you're stuck - try any of these words... gothic, ancient, abandoned, subterranean, galactic, ice/snow, Arctic, medieval, fantasy, utopian, mythological, sky/cloud, samurai/ninja, cyberpunk, floating/sinking, etc. Let your imagination go nuts!)

5. Lastly... look at all the pictures that other people have posted (maybe best towards the end of the day). Choose 5 pictures that you really respond to that have potential to be used as inspiration for the setting/s in your story. Write them down, along with any notes for ideas.

### **Mathematics**

An investigation was done to see what the probability of people being left or right handed was. There were 250 people surveyed and the results are below. Draw this two way table into your book and calculate the total males and females, and the total right-handed and left-handed.

	Right Handed	Left Handed	<b>Total</b>
Male	94	32	
Female	98	26	
<b>Total</b>			250

If the probability of Right-Handed Males =  $94/250$

See if you can find the probability of the following.

P (Right Handed Females) =

P (Left Handed People) =

P (Male) =

P (Female) =

Read the table below and answer the questions attached.

**The makeup of a Police Station**

	Male	Female	TOTAL
Constable	56	23	79
Sergeant	8	5	13
Inspector	2	4	6
Chief Inspector	1	1	2
TOTAL	67	33	100

- a) How many female Inspectors are there?
- b) What percentage of the police station are Sergeants?
- c) A police officer is selected at random. What is the probability they are either a male Chief Inspector or a female Sergeant?

**Science**

For the second part of your DRP (Disaster Response Pack), the United Nations have asked you to create a video report...

**VIDEO REPORT**

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

Watch the BTN video report on the 2009 Queensland Floods...

<https://www.abc.net.au/btn/classroom/queensland-floods/10539764>

What are the elements of this video report that you **MUST** include? What conventions did it use that you **COULD** use for yours?

ELEMENTS (**Must** include)

CONVENTIONS (**Could** include)

- **What** - Tell your audience about which natural disaster occurred.
- **Where** - Which country, which part, environments (city/forest/mountains/beach )
- **When** - When did it occur?
- **Who** - Who was effected?
- **How** - How were they effected?
- **Why** - Explain how the disaster was caused.

- voiceovers
- anchor person's introduction
- stats and facts
- footage
- still shots
- maps and charts
- demonstrations
- titles
- music
- dramatic reconstructions
- interviews/vox pops
- infographics

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

### Memorisation

Answer these questions.

What is memorisation?

Have you ever memorised something? What was it?

Do you sometimes feel that you have trouble memorising things? Why? What happened?

What strategies have you used to help memorise something?

Why do you think memorising your lines is important in theatre?

Choose one of the following methods to help you remember the lines of a one minute monologue.

#### **METHOD 1**

Record your lines: Use a recording device to make an audio recording of your lines. Listen to this on headphones over and over. If you only want to focus on your lines, find a partner who can feed you your cues and record the cue lines and then your lines. Listen to this as often as you can, and especially before you go to sleep. Your subconscious mind will work on memorizing while you are asleep. TIP: If you do a table reading of the play at the beginning of rehearsal, you may want to record it. You will be able to hear the entire play recited by the actors who are actually playing the parts.

#### **METHOD 2**

Get help: Ask a family member or a friend to run your lines with you. They need to only give you the cues. If you get stuck, say, 'line' and they will give you the first part of your line. This method is extremely helpful because you are actually saying your lines without holding anything, and with another person there.

#### **METHOD 3**

Writing Method:

Copy your monologue or lines word for word. Do this over and over, and then try to recite your monologue or lines. On the places where you get stuck, write those lines over and over, and then try it again.

#### METHOD 4

Flash card method: Write the one sentence cue line that precedes your line on one side of the card, and then write your line on the other side. Colour code the cards for different scenes, and work on them at various times of day.

#### METHOD 5

Get Silly: Say the lines with funny voices and accents you'll never use. This can get silly. Especially when it's totally opposite of the character. The silliness can help memory.

#### METHOD 6

Musical Method: Put on instrumental music. Say your lines out loud while the music plays. Feel free to allow the music to influence your delivery.

Try to memorise this poem

Your Best

If you always try your best

Then you'll never have to wonder

About what you could have done

If you'd summoned all your thunder.

And if your best

Was not as good

As you hoped it would be,

You still could say,

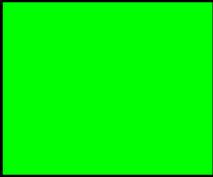
"I gave today

All that I had in me."

~ Barbara Vance

Write a definition for each word:

- Audition
- Dialogue
- Director



You may like to upload your poem to Google classroom - codes will be emailed via compass

## Year 5/6 - Learning From Home - Wednesday 20<sup>th</sup> May 2020

<b><u>Reading</u></b>	<p>As per usual, students should read independently for at least 30 minutes per day.</p> <p>Read through the <b>What does your handwriting say about you?</b> infographic.</p> <p><a href="https://www.dailyinfographic.com/what-does-your-handwriting-say-about-you-infographic">https://www.dailyinfographic.com/what-does-your-handwriting-say-about-you-infographic</a></p> <p>Using evidence from the infographic, write a 3 sentence summary explaining the main points made.</p> <p>Take a photo of and try to analyse your own handwriting. Slowly go through each part of the infographic, what do you agree with or disagree with? Do you think graphology is an accurate indicator of your personality? Why/Why not?</p>
<b><u>Writing</u></b>	<p><b>Emotional Connection</b></p> <p>Often, the best stories are ones where you can feel the author's emotional connection to them. They invite us to understand them and ourselves in new ways. In this video, Pixar artists talk about what stories <b><i>affected them</i></b>, made them have an <b><i>emotional response</i></b> and <b><i>stayed with them</i></b> through their lives.</p> <p><a href="https://www.khanacademy.org/humanities/hass-storytelling/storytelling-pixar-in-a-box/ah-piab-we-are-all-storytellers/v/video2-stories">https://www.khanacademy.org/humanities/hass-storytelling/storytelling-pixar-in-a-box/ah-piab-we-are-all-storytellers/v/video2-stories</a></p> <p>If you were stranded on a deserted island and you could have 3 movies downloaded into your brain to watch any time, which 3 movies would you choose?</p>



1. Why do you think you personally connected with these stories? What do they reveal about you? Come up with at least one reason for each.
2. What, if anything, do these three films have in common? How are they different?
3. Write some notes about any ideas this activity has sparked. What emotions, insights, experiences might you want others to connect with in *your* story?

**Mathematics**

Problem Solving Day!

Answer the questions below. Choose a strategy to help you from the picture.

## Problem Solving Strategies

**Draw a picture**



**Guess and check**



**Make a list**



**Make a table**

A	B	C
1	2	3

**Act it out**



**Work backwards**



**Write a number sentence**

$$10 + 4 = 14$$

**Use objects**



- 1) Kate is at a restaurant for tea. For her main meal she can choose from steak, chicken or fish and for dessert she can choose from fruit, ice cream or pudding. How many different combinations are available for her meal? List them.  
e.g 1 - Chicken and Fruit
- 2) Bill can catch a plane, train, boat or drive to Sydney (pre covid). On his return trip he can only drive or catch a plane. How many different travel combinations are available for Bill's trip? List them.
- 3) What is the probability that any month of the year will have:
  - a) Less than 30 days?
  - b) 30 days?
  - c) 31 days?
- 4) There are 100 Jelly beans in a large bag. A sample of 20 jelly beans has been taken that consists of 8 green, 6 orange and 2 black jelly beans.
  - a) What is the probability of choosing each colour jelly bean with one choice **from the sample**?
    - i)  $P(\text{Green}) =$
    - ii)  $P(\text{Orange}) =$
    - iii)  $P(\text{Purple}) =$
    - iv)  $P(\text{Black}) =$
  - b) How many of each colour jelly bean would you expect to find **in the whole bag**?
    - i)  $N(\text{Green}) =$
    - ii)  $N(\text{Orange}) =$
    - iii)  $N(\text{Purple}) =$
    - iv)  $N(\text{Black}) =$

**Physical Education**

**Opening/Warm-up** – Complete the Body Combat warm-up found in the link. It runs for approximately 16 minutes and is more instructional than previous weeks which is likely to mean you will learn more about technique and you'll feel less inclined to take breaks

[https://www.youtube.com/watch?v=61pEe\\_\\_e1es&list=PLCzr8bZECkgBwg-dBjyPZryuLvhISuLew&index=10](https://www.youtube.com/watch?v=61pEe__e1es&list=PLCzr8bZECkgBwg-dBjyPZryuLvhISuLew&index=10)

or complete your own circuit consisting of 6-8 exercises. Perform each exercise for 60 seconds, have a short rest and then move onto your next one. Try to choose exercises that will target different parts of your body.

**Google Classroom – Reminder**

Up to this point, you should have submitted three pieces of work onto your PE Google Classroom. These pieces of work include your touch football vocab video (Term 1), your triple jump video (Week 4 Term 2) and your softball Venn diagram (Week 5 Term 2).

It is ok to submit these tasks at any time after the due date. Codes will be emailed to parents.

**Softball** – This week we are moving to ball striking using the two-handed side-arm strike.

Watch the video link below to learn how to correctly grip the bat and stand when striking a ball. Try to follow the advice step-by-step while holding a bat and watching the video. If you do not have a softball/baseball bat, you can use a cricket bat, tennis racket or even some rolled up newspaper.

[https://int.search.myway.com/search/video.jhtml?enc=0&n=7867657d&p2=%5EBYX%5Exdm252%5ETTAB03%5EAU&pg=video&pn=1&ptb=F5DDA19A-8997-41DB-A64F-EB705E9AA068&qs=&searchfor=how+to+bat+in+softball&si=clipart-library\\_com&ss=sub&st=tab&tpr=sbt&trs=wtt](https://int.search.myway.com/search/video.jhtml?enc=0&n=7867657d&p2=%5EBYX%5Exdm252%5ETTAB03%5EAU&pg=video&pn=1&ptb=F5DDA19A-8997-41DB-A64F-EB705E9AA068&qs=&searchfor=how+to+bat+in+softball&si=clipart-library_com&ss=sub&st=tab&tpr=sbt&trs=wtt)

**Activities**

- a) **Airborne** – Using a newspaper bat and a balloon, apply the correct technique to try to strike the balloon, aiming to keep it airborne. Try to keep the balloon airborne for 20, 30 or 40 hits.
- b) Try to keep the balloon airborne by hitting it as few times as possible in 60 seconds.

Now try to keep it airborne by hitting it as many times as possible in 60 seconds.

- c) **Newspaper Golf** – Grab 3-4 sheets of newspaper and scatter them a short distance in front of you. Allocate a different value (e.g. 1, 3, 7) to each piece of paper. Strike your balloon using the correct

technique ten times, trying to get as many points as possible by tallying your total as you go. If your balloon misses any of the newspaper sheets, a score of zero is awarded for that strike.

What was your total after 10 strikes? Repeat again, aiming to get a higher total.

d) Scrunch up one of the newspaper sheets to make a paper ball. Toss the paper ball slightly up in the air and try to strike it as it drops into your hitting zone. Repeat for 5 minutes or until you cleanly strike your paper ball 25 times.

e) **Smash!** – The aim of this activity is to strike the balloon as far as possible. Assume the correct stance and grip, and have a pitcher kneeling down about 1 metre away. The pitcher gently ‘pops’ or tosses the balloon up into your hitting zone. Strike the balloon as hard as you can and mark where it landed with any suitable item. Repeat 20 times. How far was your furthest hit?

Repeat using a paper ball. This will be harder to hit because it is considerably smaller than a balloon so it is extra important to watch it closely.

**Reading**

As per usual, students should read independently for at least 30 minutes per day.

Read through the **10 Most visited cities in the world** infographic.

<https://www.dailyinfographic.com/10-most-visited-cities-in-the-world-infographic>

What is the **purpose** and who could be the intended **audience** for this infographic?

Using evidence from the infographic, write a 3 sentence summary explaining the main points made.

Which of the top 10 cities in this infographic would you most want to visit and why? Write at least two paragraphs.

**Writing**



A part of the magic of stories is that they have the ability for our wildest ideas to come to life. In this video, story artists talk about a technique that helps them unlock their imagination.

<https://www.khanacademy.org/humanities/hass-storytelling/storytelling-pixar-in-a-box/ah-piab-we-are-all-storytellers/v/video3-final>

Return to your 3 favourite films and try reframing each of them in terms of a "what if" statement. Share these with someone (written or verbally) and see if they can guess what movie it is from!

Now it's your turn. Come up with 3-5 of your own "what if" ideas. Post them on this Padlet...

<https://padlet.com/morellmichaelb/r3y6ollwfa0vhu6y>

Read other people's ideas. Choose three that you think would make intriguing stories. In the comments section, tell each of the three people which idea it was you liked.

**Mathematics**

Spend some time working on your goals for Chance on Essential Assessment or Khan Academy.

	<p>When you feel ready, complete your POST TEST on Essential Assessment.</p> <p>Write a reflection on your results. Some of these questions might help you think it through: Did you work hard on all your goals that were available? Did you slow down and read the question? How could you be better prepared next time? Was there anything you were really proud of?</p> <p><b>Upload your reflection to google classroom.</b></p>
<p><b><u>Music</u></b></p>	<p>Over the last few weeks we have been learning about electronic music; analysing professional works and creating our own. A few weeks ago we studied the music and video to the song 'We've Just Begun' by Maximum Love. Students made many comments on how the video and the music worked together to create a piece of art. This is also a great way to start thinking about how music works in films to depict emotion, movement and energy.</p> <p>Here is the song ('We've Just Begun' by Maximum love) to refresh your memory;</p> <p><a href="https://www.youtube.com/watch?v=MQi_hwoJEmg">https://www.youtube.com/watch?v=MQi_hwoJEmg</a></p> <p>Last week, we began to understand how Garageband can help us to create our own electronic music while using harmony, melody and rhythm. This week, we are going to continue to use Garageband to create a new piece of music.</p> <p>Here is a silent clip to use to inspire your piece of music. Much like how Maximum Love created a clip and music to match, I want you to create a piece of music to match the feel of this clip. Think carefully about your elements of music; I want to be able to hear how you have created the harmony, melody and rhythmic patterns. The busier you make it, the more difficult it is for listeners to pick out various elements, so; keep it simple!</p> <p>Video reference; <a href="https://drive.google.com/file/d/1hyz-cnN2q63GU3NiaMUwcOllmr0Q_Fb6/vi ew?usp=sharing">https://drive.google.com/file/d/1hyz-cnN2q63GU3NiaMUwcOllmr0Q_Fb6/vi ew?usp=sharing</a></p>

	<p>This week, I want you to also think about form or structure; how will your piece evolve? Will you drop elements out as you go and add them back in? Will there be a bridge section? Will your melody line change to add extra interest?</p> <p><b>TASK POINTERS;</b>  Create a piece of music to match the feel of this clip using Garageband. The clip is only 30 seconds and only there to inspire your piece, make your piece longer if you can. Your piece should go for a minimum of 1 and a half minutes and a maximum of 4.  When I listen back to your piece, I want to pick out how you created harmony, melody, rhythm and structure.</p> <p><b>HOW TO SEND IT TO ME.</b>  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. Google classroom codes will be emailed via compass.</p> <p><b>Steps to send it;</b></p> <ul style="list-style-type: none"> <li>- Make sure you are in the recording section of your song</li> <li>- Select 'my songs' in the top of the left corner</li> <li>- Locate your song wherever you saved it, and hold your finger down until the options menu appears and select share</li> <li>- Select format as song</li> <li>- Select 'high quality'</li> <li>- Enter the information about your song and add an image if you like</li> <li>- In the top right corner, select 'share'</li> <li>- Select where you want to save it; save it into your files</li> <li>- 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</li> </ul>
<p><b><u>Personal Learning</u></b></p>	<p>We all learn in different ways. In fact, there are considered to be eight types of intelligences. As we are all different, we will all naturally be drawn to some ways of learning over others. Have a look at the infographic below and think about which intelligences you might be more drawn to.</p>

## Multiple Intelligences



**Nature Smart**  
(Naturalist)



**People Smart**  
(Interpersonal)



**Number Smart**  
(Logical/Mathematical)



**Picture Smart**  
(Spatial/Visual)



**Self Smart**  
(Intrapersonal)



**Body Smart**  
(Bodily-Kinesthetic)



**Music Smart**  
(Musical)



**Word Smart**  
(Linguistic)

***Learning requires multi-modal approaches!***

Now try the quiz at the following link. It will help you to get a better idea of how you learn...

<https://www.literacynet.org/mi/assessment/findyourstrengths.html>

Apply what you have just found out about how you learn to your Personal Learning project. How might you approach your project differently?

## Year 5/6 - Learning From Home – Friday 22<sup>nd</sup> May 2020

<b><u>Maths</u></b>	<p>Spend some time learning a new maths game. Some examples are below. Teach someone in your house and try to beat them!</p> <p>Knock-out: <a href="https://www.youtube.com/watch?v=bCqOWKbK4to">https://www.youtube.com/watch?v=bCqOWKbK4to</a></p> <p>Fifty: <a href="https://www.youtube.com/watch?v=f58sk-w4Ey0">https://www.youtube.com/watch?v=f58sk-w4Ey0</a></p> <p>Martinetti: <a href="https://www.youtube.com/watch?v=8Imlo-BtSEc">https://www.youtube.com/watch?v=8Imlo-BtSEc</a></p> <p>Run for it: <a href="https://www.youtube.com/watch?v=W678XKYllqc">https://www.youtube.com/watch?v=W678XKYllqc</a></p> <p>Or you might like to find your own game.</p> <p>If you need more dice, you can use a random dice generator here: <a href="https://www.random.org/dice/">https://www.random.org/dice/</a></p> <p>You might even be able to play with a friend over facetime!</p>
<b><u>Reading</u></b>	<p>As per usual, students should read independently for at least 30 minutes per day.</p> <p>Read through the <b>Teenage Mutant Ninja Turtle</b> infographic. <a href="https://www.dailyinfographic.com/10454">https://www.dailyinfographic.com/10454</a></p> <p>Using evidence from the infographic, write a 3 sentence summary explaining the main points made.</p> <p>What fact were you most surprised by?</p> <p>Why do you think the Teenage Mutant Ninja Turtles became so popular? What is it that young people like about them?</p> <p>What do you think was the most important aspect to the success of TMNT - the comic, the TV show, the toys, the movies - and why?</p>
<b><u>Writing</u></b>	<b>Characters</b>

Earlier in the week we looked at setting (world) to spark ideas for our stories. Today we'll look at characters.

<https://www.khanacademy.org/humanities/hass-storytelling/storytelling-pixar-in-a-box/ah-piab-we-are-all-storytellers/v/video-4-world-character>

What kind of character will you create? Think about the following aspects as you do this activity...

- Is your character unique and interesting?
- Does your character have flaws so your reader can relate to them?
- What kind of character will best live your unique perspective?
- Does your character suit your setting?

Choose 3 of the following options and post a picture of each to this Padlet. The characters you choose could be either a protagonist (goody) or a protagonist (baddie).

<https://padlet.com/morellmichaelb/v3luzqebuhi02j64>

1. Find a picture of a character you love from a movie.
2. Find a picture of a character you love from a book.
3. Find a picture of a non-human character you love.
4. Choose a character from Behance...

<https://www.behance.net/galleries/illustration/character-design>

5. Create a character using one of these websites...

<https://www.voki.com/site/create>

<https://mangatar.framiq.com>

6. Draw a character from your own imagination

Look at other people's posts - like 5 pictures that could be good options for characters in your story.

Add to your notes - what ideas has today's activity sparked for your story?

### **Spelling**

Choose one of the words from the list below and complete a Frayer Model using this word. These words are considered Tier2 words, so even though you may not use them in your spoken language very often, they are great words to use in your writing!

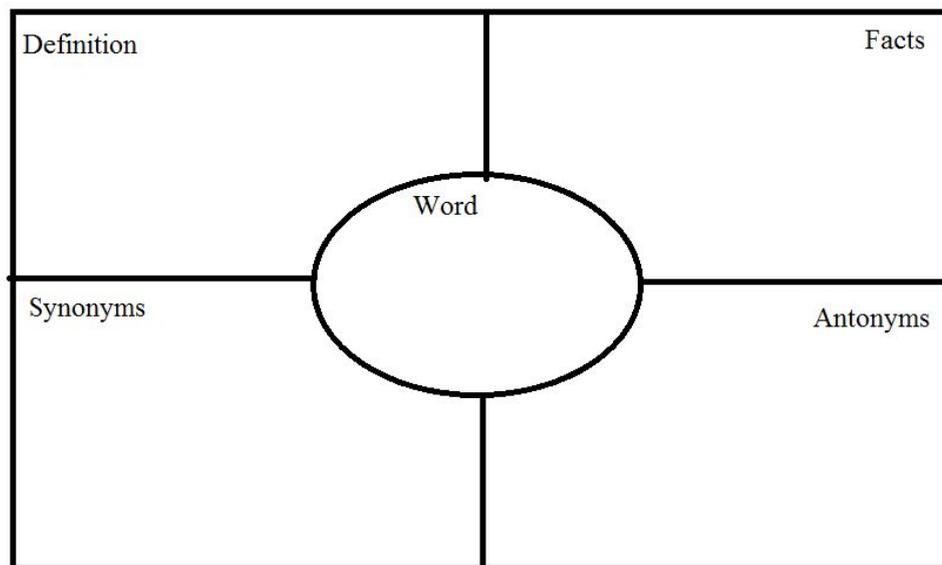
**WORD LIST**

**Accelerate**  
**Precision**  
**Clincher**  
**Invention**  
**Velocity**  
**Assimilate**

**Discrete**  
**Budge**  
**Civilisation**  
**Segregate**  
**Intersect**  
**Capitalise**

**Challenge!** Have a go at completing the Frayer Model below with 3 different words.

Frayer Model



## Health

Health promotion is an important way to communicate good health practices to the community. During the COVID-19 crisis, restrictions still remain over what we can and cannot do.

### **Start with some research:**

1. Research what the current Stage 1 restrictions are for Victorians. In what instances can we leave our house and why?
2. List the ways that participating in outdoor physical activity can lead to health benefits (Include physical, social, mental and emotional benefits)

This website will help you find this information

<https://www.vic.gov.au/coronavirus-covid-19-restrictions-victoria>

### **Your task:**

The Government needs your help to promote healthy practices within the Hobson's Bay community. Create a detailed and eye-catching poster that outlines the benefits of physical activity and the types of exercise Victorians can participate in during Stage 1 restrictions. Include examples

of places in the community that people can go to exercise, as well as the number of people they can exercise with. These posters may be used at school and on community websites to help promote public health.

Some examples of health promotion posters can be found below.

