

## Year 5/6 - Learning at Home - Week 8

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

### Weekly Focus

<b>Reading</b>	Understanding that texts come in different formats for different purposes
<b>Writing</b>	Drafting and revising adventure narratives
<b>Spelling</b>	Word stems - sign, tract, real, miss, rupt, ject
<b>Mathematics</b>	Area and Perimeter
<b>Science</b>	Physical Sciences - understanding light
<b>Health</b>	Finger Fitness (Resilience)
<b>Personal Learning</b>	Reflecting on our Personal Learning

### Weekly Assessment

<b>Writing</b>	Upload a synopsis or a blurb for your Early Harvest story
<b>Science</b>	Science - 'Youtube Video' for Kids Explain
<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

**Reading**

Independently read your novels for 30 minutes each day.

Read the text and answer all of the questions below.

**Indigenous leaders want rules changed – Year 5 Version**

Adapted from original article by Samantha Lane and Chris Barrett

Indigenous leaders say the Olympic Rules that outlaw Aboriginal flags at the Games should change. They have called on the Australian Olympic Committee to lobby for the longstanding protocol to be overturned.

On Monday, 30<sup>th</sup> July, Damien Hooper, the 20-year-old gold medal contender



**Figure 1** Breaking the rules ... Damien Hooper says he wore the T-shirt for extra motivation because he was fighting a very strong opponent. Photo: Jason South

breached the International Olympic Committee (IOC) rules by wearing a T-shirt with the Aboriginal flag on it at the competition in London.

Former politician and activist Phil Cleary said that recognising both flags at the Games would “affirm our real history and be a major act of reconciliation”. While dual Olympian 110-metre hurdler, Kyle van der Kuyp and former world champion boxer Anthony Mundine led their voices in support of Hooper’s actions.

The Australian Olympic team boss, Nick Green, said that Hooper has told him he was “very remorseful” and “extremely apologetic” about his actions. Hooper said that he had worn the T-shirt to provide “extra motivation because he was fighting a very strong opponent”.

The AOC would not take further action against the 20-year-old heavyweight, who has a gold medal chance for Australia.

“We recognise his indigenous culture, and he is very proud of his indigenous culture, but in this instance the IOC has rule 50, which he is now well aware of ... and he’s learnt a lesson and he won’t do that again,” Green said.

Van der Kuyp said yesterday he completely understood Hooper’s desire to represent his indigenous heritage. He recalled how he knowingly flouted the rules at the 1994 Commonwealth Games. He was caught with an Aboriginal flag stitched into his uniform before racing in heats.

“I would love to see the whole country embrace the flag more,” van der Kuyp said. “It’s not just something for indigenous athletes and indigenous people to embrace. All Australians can embrace it. We’re not there yet, but we’re on the way. And I reckon we’re on the way to sporting teams saying ‘You know what? We’re proud of it.’”

Cleary said the AOC should lobby for the Aboriginal flag to be recognised at the Olympics “out of respect and because it is not a symbol of conquest”.

1. Why do you think newspapers write in columns?
2. Do you think Damien Hooper did the right thing? Why?

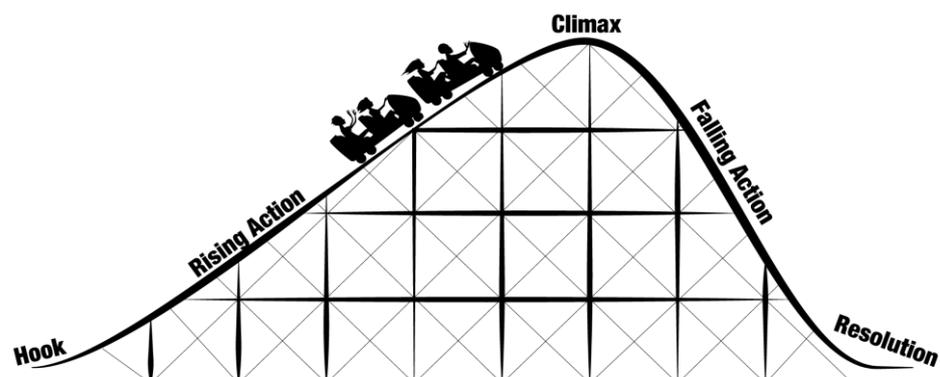
3. From the article, who understood Hooper's action? What evidence supports his understanding?
4. What would you have done if you were of Aboriginal descent and representing Australia at the Olympics?
5. Do you think the Aboriginal flag should also be included at major sporting events? Explain why or why not it should be included.

## Writing

### Drafting

#### Mini-lesson: Organisation

We all know the structure of a narrative very well. It looks like this...



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A well organised story has a structure that takes the reader through the important moments (story beats) in a way that flows well. Watch this video about how Pixar creates stories by identifying a story's beats.

<https://www.khanacademy.org/humanities/hass-storytelling/storytelling-pixar-in-a-box/ah-piab-story-structure/v/video1a-fine>

Use the story spine to outline your Early Harvest story's beats, then continue drafting (or revising if finished) focussing on Organisation.

- Story Spine:**
1. Once upon a time...
  2. Every day...
  3. Until one day...
  4. Because of that...
  5. Because of that...
  6. Because of that...
  7. Until finally...
  8. And ever since then...

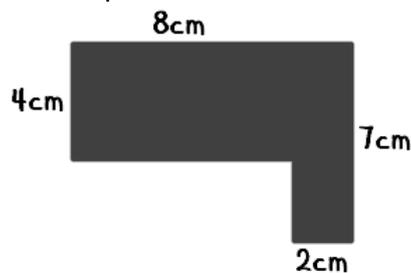
The moral of the story is....

### Mathematics

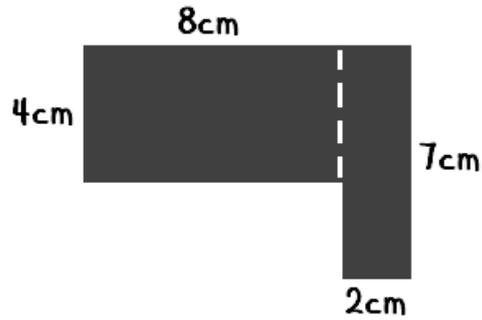
**Warm-up:** Spend 10mins working on Essential Assessments. Work your way through the goals that are available for you. (set a timer to keep you on track!)

#### Area - Figuring out the area of Rectilinear shapes

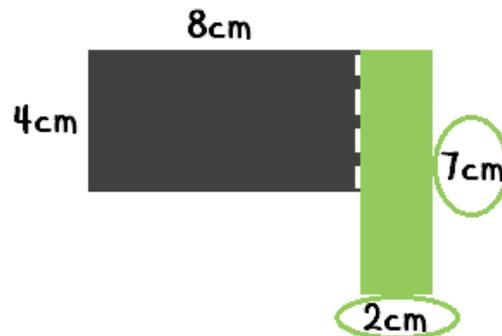
As you may remember from last week, rectilinear shapes are shapes that have multiple rectangles stuck together to form one shape. Kind of like how compound words combine two words to make a new word (water + fall = waterfall), rectilinear shapes are kind of like compound shapes. Two or more shapes are combined to create a new shape. If you think of them like this, then it is easier to find the area of these shapes. Let's have a look at an example:



First, we need to split the shapes into smaller shapes.

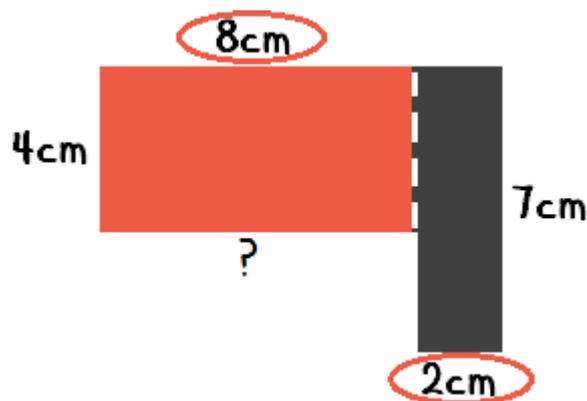


Now let's look at both rectangles. We know we can find the area of a rectangle by multiplying the length x width.



To find the area of this rectangle we have to multiply 2 by 7.

$$\underline{2\text{cm} \times 7\text{cm} = 14\text{cm}^2}$$



For the red rectangle we must first find the correct length of this shape as it is not the full 8cm (we already calculated some of the area - that 2cm in the shape before). So,  $8\text{cm} - 2\text{cm} = 6\text{cm}$ . We can then multiply

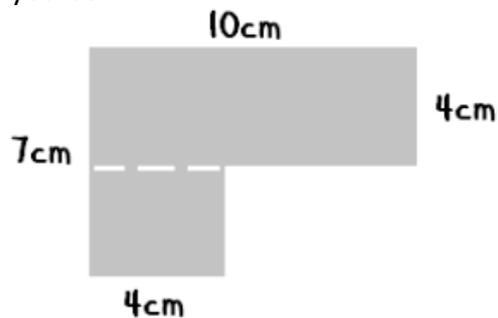
the length and width.

$$\underline{6\text{cm} \times 4\text{cm} = 24\text{cm}^2}$$

So we have one rectangle with an area of  $14\text{cm}^2$  and one with an area of  $24\text{cm}^2$ . Next we just need to add these together to find the total area.

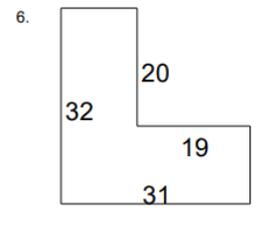
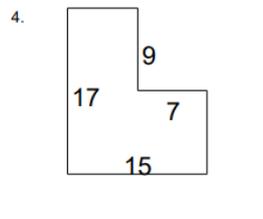
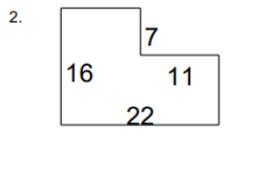
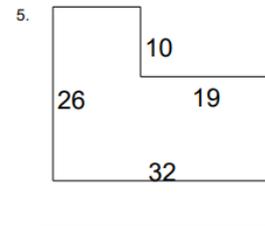
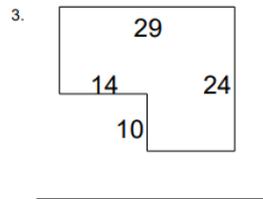
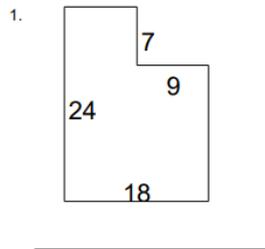
The answer is  $38\text{cm}^2$

Try this example yourself:



Now try to work out the area for these shapes. Extend yourself by also trying to figure out the perimeter of these shapes as well.

Find the perimeter and area.



**Reflection:**

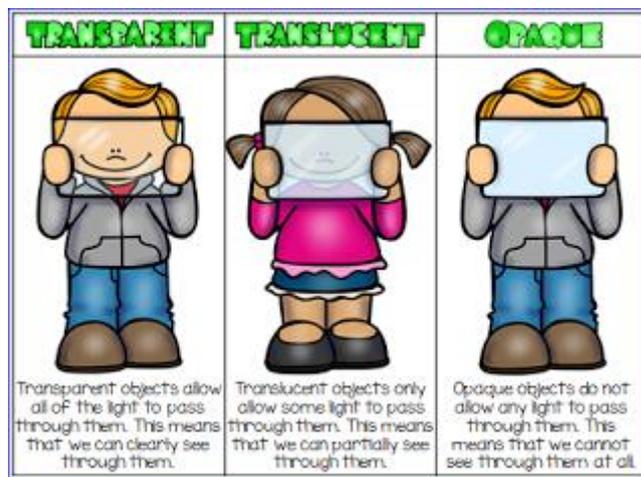
Think back over your learning.

What are two things you did really well?

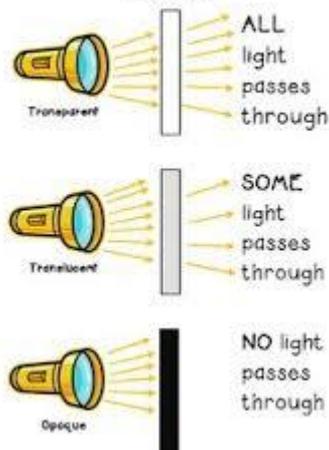
What is one thing you wish you could do better or learn more about?

Science

We are learning the difference between transparent, translucent and opaque objects.



Translucent, Transparent & Opaque



Research the difference between transparent, translucent and opaque. Write a short definition and draw a picture that demonstrates the way light moves through an object that is transparent, translucent or opaque (see the picture above for help). Try to use your own words.

### SCIENCE EXPERIMENT TIME

Using a torch or another light source, find items around your home that you can classify as transparent, translucent or opaque.

Draw this table up into your book and find at least five objects that fit into each category.

Translucent	Transparent	Opaque
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.

### Drama

Dance warm up-

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

20 minute- Cool hip hop tutorial

Watch this YouTube clip of a rap of Humpty Dumpty

<https://www.youtube.com/watch?v=jYHSyNLfx8>

Poetry Director Game

Try singing "I Hear Thunder," in a different manner. For example: as if you were a rock star.

I hear thunder

**I hear thunder!**

I hear thunder!

Hark don't you,

hark don't you?

Pitter, patter raindrops,

Pitter patter raindrops,

I'm wet through

and so are you!

**Here are some ideas for you to choose**

- Rock star
- Cheerleader
- Angrily
- Robot
- Old person
- Bored
- Like a baby
- Excitedly
- Opera singer
- Sadly

- Happily
- Very funny
- Rudely
- Like Santa
- Tiredly
- Anxiously
- Like an elf
- Nervously

Try to add expression. Upload to google classroom.

**Reading**

Independently read your novels for 30 minutes each day.

Read the text and answer all of the questions below.

**The News Post** Friday, March 5

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**IMPORTANT MESSAGE FOR CLEVER KIDS**

***New Getabout™ Backpack  
Voted 'Schoolbag of the Year'!***

Over 10,000 users surveyed, and they overwhelmingly agree!  
Look for the exclusive WOLF® badge...the mark of quality.

- Flexible, light-weight, coated-cotton material is perfect for all weather
- Balanced design prevents backache
- Available in red, black, blue and green
- All pockets have quality metal WOLF® zip fasteners
- Four exterior pockets

***Room for a water bottle or  
a small thermos***

***Mobile phone pocket***

***Includes a reliable snap  
hook for your key ring***



Inside the backpack are two large compartments and a smaller one – designed especially for holding your books, pens and laptop.

**Getabout™ is not just practical – it's stylish!**

***Get cool! Get a Getabout™ for school!***

Call today for the special 'Back to School' sale prices.  
(Bargain prices only while stock lasts!)

Available at The Backpack Specialists Pty Ltd  
12 High St  
Downtown  
Tel: 555-1234



WOLF®

1. How is this advertisement written differently to a newspaper article?
2. Who do you think the advertisement is meant for?

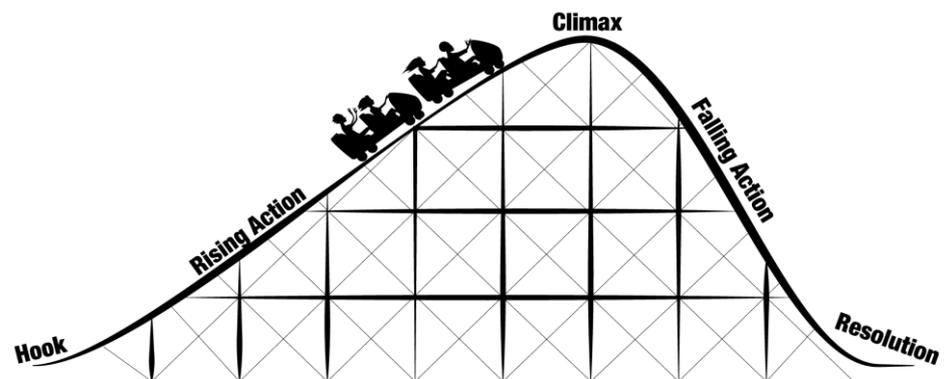
3. What does the advertisement suggest by saying “Bargain prices only while stock lasts”?
4. Which information in the advertisement is fact? Which do you think is opinion?
5. Which features of the backpack do you think are misleading? Why?

**Writing**

Drafting

Mini-lesson: Ideas

Let’s look at our narrative structure again...



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In an engaging story, the tension builds and builds (the rising action), leading up to the most exciting moment (the climax).

A writer builds tension using conflict. Without conflict, a story is flat and boring. People like to read about characters taking risks, overcoming challenges or battling danger. Watch the following video about types of conflict you could use in *your* story.

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

Today is your last session devoted to drafting. Finish drafting (or, if finished, revise) your story focussing on conflict and how you have built the tension all the way to your climax.

**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!)

## Gold Fields Town - Designing a town - Understanding the expectations



Back in the old wild days of bushrangers and jolly swagmen, towns were designed a little differently than the 21st Century. Usually a town had one main street, one road in and one road out, and every town had the same kinds of shops - if you've ever been to Sovereign Hill, imagine that one long street running up the hill. For the rest of this week you will be designing your own Gold Fields Town, and figuring out the area and perimeter of each of your buildings.

There are some requirements for your town, so pay careful attention to the following instructions.

- 1cm square will represent 1m square
- Your town must include at least 10 different buildings
- Each building must be its own unique shape (no two buildings can look the same)
- Each building must be a polygon (straight lines and closed)
- At least five of your buildings should be rectilinear shapes
- At least one building should be a triangle

Here are some options for different buildings you can include in your town, today you will spend your time **drawing** and **measuring** your buildings.

Your town might include:

- a bank - a jailhouse - a general store - a lolly shop - a blacksmith
- a post office - a saloon - a restaurant - a doctors - a police station
- a town hall - a stable - a gold field supply store - a bakery
- a bowling alley - a dentist - a school - a house - a candle shop

### **Reflection:**

Roll a dice. For whatever number you land on, answer the reflection question.

- 1 - What is something you have learned that you think is important?
- 2 - What could you do now that would further your learning?
- 3 - What was your favourite thing about this activity?
- 4 - What would you still like to know more about in Area and Perimeter?

- 5 - What is one thing you would change about this lesson?  
6 - What is something you need to improve as a learner?

**Science**

Get out your lab coats! Today you are going to be a REAL scientist, who determines a hypothesis, completes an experiment and writes a report about their findings. The experiment is given below. You will need to write out the experiment in your book and fill in the headings highlighted in yellow with your own hypothesis, results and discussion.

**Refraction Experiment**

**Hypothesis:** (write your educated guess here about what will happen in this experiment, you must do this before you complete the experiment)

You will need:

1. A Piece of Paper
2. A texta or black marker
3. A glass
4. Water
5. Blu Tac or sticky tape

Method:

1. Using your texta or marker, draw an arrow pointing to the right in the middle of your piece of paper.
2. Sticky Tape or Blu Tac your paper to a wall.
3. Hold up your empty glass in front of the arrow.
4. Now, fill your glass with water and hold up in front of the arrow.
5. Draw two scientific diagrams of your experiment - one with an empty glass and one with the water in the glass.

**Scientific Diagrams:**

Empty Glass	Glass filled with water
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**Results:**

Write what actually happened in your experiment under this heading

**Discussion:**

Write a reflection about WHY you think your results happened.  
YOU MUST REFER TO YOUR HYPOTHESIS HERE.  
Was your hypothesis right or wrong?

Now Watch this video to help you understand REFRACTION.  
<https://www.youtube.com/watch?v=95V-QJYZ2Dw>

**Art**

**Introduction**

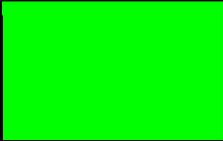
Below are photos of two artworks that I recently showed in an exhibition. Can you see a connection between the images from my journal and these final artworks? As an artist, when you exhibit your work you have to write an artist statement, which is a paragraph explaining your artwork.



Photos of finished artwork – these artwork are graphite pencil on paper, 70cm x 50 cm.

**Task**

Using all the inspiration and ideas you have collected over the past few weeks. Create your own artwork at home using the materials you have available. Make sure there is a connection between your inspiration and



your final artwork. In your journal, write a short paragraph about what your artwork is about.

## Year 5/6 - Learning From Home - Wednesday 3rd June 2020

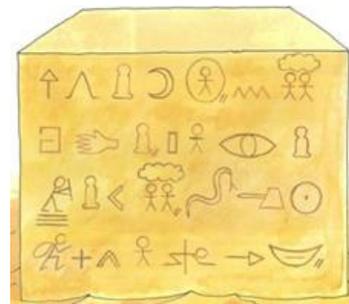
### Reading

Independently read your novels for 30 minutes each day.

Read the text and answer all of the questions below.

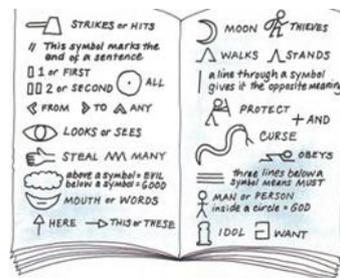
### The Curse of the Lost Idol (Adapted) By Gaby Waters and Graham Round

Annie lay awake in her narrow cabin bunk, listening to the water lapping against the sides of the boat as it sailed down the Nile River towards the Valley of the Kings. She still could not believe that she had won a trip of a lifetime to Egypt to see the golden statue with six toes. Professor Pott had made the discovery but had kept its location secret. The idol had not been removed from its dark, buried chamber because of the curse.



Every so often she thought she heard a chomping noise. What was that? Crocodiles? Surely not? Then a scraping noise. She turned on the light. An envelope had been pushed under her door. Curiously she opened it and examined the contents.

It had a hand-drawn map and a crumpled scrap of paper. Annie read its mysterious message.



The next day, Annie and her fellow passengers set off for the buried chamber. They walked past many ruins. Just beyond Temple of the Moon God was the entrance to the buried chamber. A rope ladder had been tied to a large rock boulder. It snaked along the ground and disappeared into a black hole. "Oh no," thought Annie, "I hope I don't have to go down there."

Professor Pott was the first down the ladder. She switched on the portable lamp in the chamber. One by one the passengers went down the ladder. Annie was surprised by the soft, sandy floor when she stepped off the ladder. Then she saw the idol. It was in the centre of the chamber on a stone block. Gleaming in the gloomy light.

Dr Boffin pulled out his magnifying glass and was about to examine the idol when ... the chamber was plunged into total darkness. "Don't panic ... it's just a temporary electrical failure," said Professor Pott. Annie could see nothing, instead she could hear strange scraping, almost digging

sounds.

Suddenly the light came back. Something is wrong. The idol was missing!

1. In which country is this narrative story set? What was keeping Annie awake?
2. From the opening paragraphs what suggests there is possible danger ahead?
3. What did the author want the reader to think and feel while reading this story?
4. Do you think this story could be rewritten into a movie?
5. How does the story compare to a scary movie or TV show you have seen recently?

## Writing

### Revising: Characterisation



Now that you have finished drafting your story, the next step is to enhance it by revising. When we revise we use the ARMS strategy...

A = Add

R = Remove

M = Move

S = Substitute

The characters of beginner writers are often versions of themselves. How can you enhance your story with vivid, original characters and really bring them to life? Watch this video...

<https://www.khanacademy.org/humanities/hass-storytelling/storytelling-pixar-in-a-box/ah-piab-character/v/character-1>

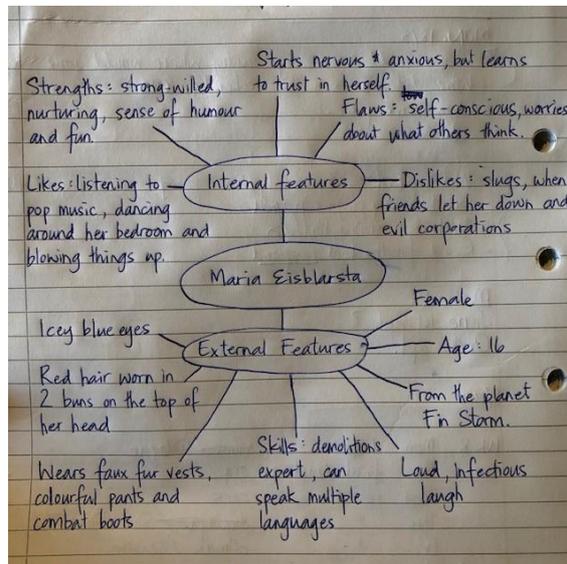
**Create a mind map** with your character's name in the middle. Now draw 2 lines from that, one for Internal Features and the other for External features. Develop a clear image in your mind of your character by mindmapping as many details as you can. Use the questions below to help you.

External features:

- Is your character a human, animal, object, other?
- What kind of clothing do they wear?
- How does your character move?
- How do they communicate? What is their voice like?
- What's the first thing you notice when looking at them from a distance?

Internal features:

- What do they like to do? What do they want?
- What do they fear?
- What emotion do they most often feel?
- How do they change from the beginning of the story to the end?
- How would they respond if trapped in an elevator?



Now go back over your story. What can you add, remove, move or substitute to bring your character to life for your reader? Revise your story focusing on characterisation.

## **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!)

### **Gold Fields Town - Perimeter and Area**

Today you will spend your time **figuring out the perimeter and area** of your buildings.

Go back over your work from yesterday and ensure you are abiding by the requirements for your town

- 1cm square will represent 1m square
- Your town must include at least 10 different buildings
- Each building must be its own unique shape (no two buildings can look the same)
- Each building must be a polygon (straight lines and closed)
- At least five of your buildings should be rectilinear shapes
- At least one building should be a triangle

Draw up a table so you can keep track of the perimeter and area of all of your buildings.

Building	Perimeter	Area

### **Reflection:**

Roll a dice. For whatever number you land on, answer the reflection question.

- 1 - What is something you have learned that you think is important?
- 2 - What could you do now that would further your learning?
- 3 - What was your favourite thing about this activity?
- 4 - What would you still like to know more about in Area and Perimeter?
- 5 - What is one thing you would change about this lesson?
- 6 - What is something you need to improve as a learner?

## **Physical Education**

**Opening/Warm-up** – Let's warm up and increase our heart rate by completing the 20 minute body combat workout found in the link.  
<https://www.youtube.com/watch?v=LHXN64qblos&list=PLCzr8bZEckgBwg-dBjyPZryuLvhlSuLew&index=14>  
or complete as many of the exercise options found in the table below as you wish.

Choice 1	Choice 2	Choice 3	Choice 4	Choice 5
<ul style="list-style-type: none"> <li>- Star jumps for 60 seconds</li> <li>- Toe touches for 60 seconds</li> <li>- Arm circles for 45 seconds</li> <li>- Sit ups for 60 seconds</li> <li>- Push ups for 30 seconds</li> <li>Rest and repeat 3 times</li> </ul>	<ul style="list-style-type: none"> <li>- Bear crawl for 1 minute</li> <li>- Crab walk for 1 minute</li> <li>- Crocodile crawl for 1 minute</li> <li>- Frog leap for 45 seconds</li> <li>Rest and repeat 3 times</li> </ul>	<ul style="list-style-type: none"> <li>Find a line to use</li> <li>- Hop back and forth over it with both feet for 1 minute</li> <li>- Hop with right foot for 1 minute</li> <li>- Hop with left foot for 1 minute</li> <li>Repeat facing right, then facing left</li> </ul>	<ul style="list-style-type: none"> <li>Balance:</li> <li>- Stand on right foot for 45 seconds</li> <li>- Stand on left foot for 45 seconds</li> <li>- Pretend you are on a balance beam and walk heel to toe for 60 seconds.</li> <li>Repeat 3 times</li> </ul>	<ul style="list-style-type: none"> <li>Outdoor scavenger hunt</li> <li>Find:</li> <li>- 5 circle items</li> <li>- 5 square items</li> <li>- 5 rectangle items</li> <li>- 5 triangle items</li> </ul>

**Softball** – This is our final week on softball. Hopefully you have improved your skills in the four phases of the sport (fielding, batting, pitching and base running) over the last few weeks.

This week will be dedicated to revision as well as being an open lesson where you get to choose the drills you want to complete. Below is a Choice Board containing different softball drills. Choose no less than 6 of the activities to complete and try to be selective with the ones you choose. Things you should consider are the areas where you need more practise and the drills you find the most challenging and enjoyable.

<p><b>Throwing practice</b> Stand facing a partner about 8-10m apart. Throw and catch the ball. Aim at your partner's chest and watch the ball at all times. After 5 successful throws and catches, move back one-step each and repeat.</p>	<p><b>Catching 'Fly' balls</b> Same drill as 'Throwing practice' except throw the ball high to make your partner move under the ball in order to catch it. Also, place your thumbs together and raise them to your chin when catching.</p>	<p><b>Throwing on the move</b> Move around in your space, throwing the ball back and forth to your partner. Change direction often. Try to throw the ball slightly wide so your partner will have to reach to catch the ball.</p>
<p><b>Fielding grounders 1</b> Throw the ball to your</p>	<p><b>Fielding grounders 2</b> Each partner starts</p>	<p><b>Fielding grounders 3</b> At a wall, one partner</p>

	<p>partner using an overarm throwing action. Make the ball bounce once or twice before it reaches your partner. Ensure you get your body behind and in-line with the ball when fielding it.</p>	<p>with a ball. Throw grounders to each other at the same time. Focus on the ball coming towards you and not on the ball you have thrown.</p>	<p>overarm throws the ball to the wall for the other partner to catch or field. Keep reversing roles and staying on the move. Footwork is very important when fielding grounders to ensure you place your body in the best possible position to gather the ball.</p>
	<p><b>Base running</b> Like last week, set up a softball diamond with four bases. Begin by jogging around all four bases. Next, sprint to first base and jog the remaining three. Next, sprint 2 bases and jog 2 bases. Sprint 3 bases and jog 1 base. Sprint all 4 bases.</p>	<p><b>Target pitching</b> Set up a target on a wall and from a distance of about 3-4 metres, pitch your ball at the target using an underarm pitching technique. How many times can you hit your target in 3 minutes? Increase the distance away from the target if you need a greater challenge.</p>	<p><b>Batting practice</b> One partner bat, the other pitch. Pitching partner pitches the ball in the batter's hitting zone who swings the bat at the ball. After 10 swings, reverse roles. If you do not have a softball bat, you can use a cricket bat, tennis racket, rolling pin or rolled up newspaper.</p>
<p><b><u>Science</u></b></p>	<p>Choose one of the questions below that interest you and click through to read the article about it.</p> <p>You are now a youtuber on the channel, 'Kids Explain'. Create a short video introducing the question and answering it in your own words.</p> <p>Your audience is primary school students so you will have to keep your explanation simple and you might like to include diagrams or demonstrations to help you. You could video straight onto your iPad and edit or you could use Explain Everything.</p> <p><b>Upload to google classroom.</b></p>		

**Is X-Ray Vision Possible?** <https://theconversation.com/curious-kids-is-x-ray-vision-possible-90393>

**How do glasses help you see?** <https://theconversation.com/curious-kids-how-do-glasses-help-you-see-84363>

**Why are people colour blind?**

<https://theconversation.com/curious-kids-why-are-people-colour-blind-107599>

**Do different people see the same colours?**

<https://theconversation.com/curious-kids-do-different-people-see-the-same-colours-107972>

**How does glow in the dark paint work?**

<https://theconversation.com/curious-kids-how-does-glow-in-the-dark-paint-work-92438>

**Reading**

Independently read your novels for 30 minutes each day.

Read the text and answer all of the questions below.

**LOST TREASURE (A Play)**

**CAST**

**John:** a champion swimmer

**Andras:** a fisher with very good eyesight

**Sarina:** a diver who dives for pearls and shellfish

**Old man:** a retired sailor

**SCENE 1**

*A cafe at a harbour, Port Michèle. Three friends are sitting around a table. An old man with a big grey beard and a ragged sea captain's hat shuffles over to their table and sits down.*

**Andras (jokingly):** Hey, old man of the sea, what's new?

**Old man (mumbling):** Old sailing ship...sank long ago...just off this harbour. Supposed to have treasure. (Sighs) Too old to search for it now. (Limps slowly off stage)

**John (whispering):** I wonder if he's right. Why don't we find the wreck and look for the treasure?

**Andras (chuckling):** Not so fast, John. We don't have a boat.

**Sarina (calmly):** I have an idea. John, you're the strongest swimmer. You could tow us out there on a small raft. Andras, you have the best eyesight. You could spot the sunken wreck from above. Then I can dive and bring up the treasure.

**John:** And we all can bring it back to shore.

**Andras:** It might work.

**John:** It won't be easy pulling the two of you...but let's try.

**Sarina:** Yes! What a team!

**SCENE 2**

—//—

**SCENE 3**

*Inside a boathouse. Gold coins have been divided into three equally large piles. A solitary diamond brooch lies on the floor. The three friends stare at the brooch.*

**Andras:** Okay, we're all rich. There's only the brooch left.

**John (taking the brooch):** I deserve this. Without me we would never have reached the wreck.

**Andras (grabbing the brooch from John):** And without me you wouldn't have found the wreck. So it's mine.

**Sarina (snatching the brooch from Andras):** I'm the one who brought up the treasure. So the brooch belongs to me!

**John (angrily):** Give it to me or I'll never speak to you again.

**Old man (enters, quietly shuffling):** Ah! So you find something and then you lose something. That's why I never bothered looking for the treasure!

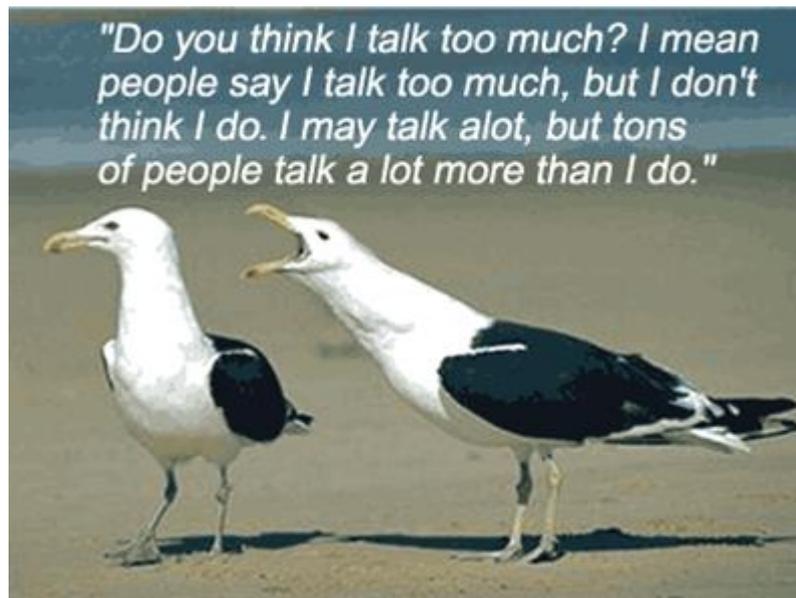
1. Can you name 5 things that make a Play Script different from a narrative?
2. Which character in the play dives for pearls and shellfish?
3. Create a visual summary by drawing 6 different pictures to describe the most important parts of the play.
4. What are scripts used for? Who uses them?

5. Why do you think the setting of each scene is written in *italics* before the dialogue?

## Writing

### Revision: Dialogue

**How should dialogue be used?** Dialogue should be chosen carefully. Readers don't need to know everything the characters are saying. Too much dialogue can be very confusing... and boring!



1. Never say the obvious.

Eg. Leo said, "I was at the park too. There were slides, swings, and monkey bars."

2. Skip the meet and greet.

Eg. "Hi Chloe," he said. Chloe replied, "Hello there!"

3. When characters speak, something should be happening and the plot should be progressing. Conflict between characters is a great place to add dialogue, but balance it with action!

Eg. Harrison screamed, "You stole the purple pens!" as he marched over to Illeana. She folded her arms and frowned.

4. Use dialogue to reveal a character's personality.

Eg. Mabel criticized, "Did you see that girl's ugly dress? I would never wear that."

Watch Gaga's video about formatting dialogue. Try the examples as you go, then apply the rules to your own writing. Continue revising your own story once you're done paying particular attention to dialogue.

[Direct Speech - GaGas Rules](#)

<https://drive.google.com/file/d/16SljeizsraHhXsa80oJMQHZ97Kuog5Po/view>

## Gaga's Dialogue Rules...



1. Enclose dialogue in quotation marks.
2. Put a punctuation mark at the end of dialogue inside the quotation marks.
3. Use a comma after information about the speaker.
4. When dialogue is broken up:
  - Punctuation end of first part
  - Punctuation before the second part
5. When a new speaker says something, start a new paragraph.

Spend 10 minutes writing a synopsis/blurb for your Early Harvest Adventure story and then upload this to Google Classroom.

### 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!)

### Gold Fields Town - Perimeter and Area

Today you will spend your time **figuring out the perimeter and area** of your buildings - but there will be a change to the size of each of your buildings. Here are some new expectations:

- Re-draw five of your buildings, **but do not put in the original measurements on each side**
- Multiply the original side length by 3 (so 4 becomes 12 and 5 becomes 15 etc.)
- Calculate the new area and perimeter of each building.

Draw up a table so you can keep track of the perimeter and area of all of your buildings.

Building	Perimeter	Area

**Reflection:**

Roll a dice. For whatever number you land on, answer the reflection question.

- 1 - What is something you have learned that you think is important?
- 2 - What could you do now that would further your learning?
- 3 - What was your favourite thing about this activity?
- 4 - What would you still like to know more about in Area and Perimeter?
- 5 - What is one thing you would change about this lesson?
- 6 - What is something you need to improve as a learner?

**Music**

This week is set for reflection on your GarageBand projects or musical analysis you have completed over the last 3 weeks.

You will need to select your favorite piece that you have created to share with the class. Post it onto the class stream in Google Classroom and follow it up with a short review of your work;

Use full sentences to describe your piece;

- One musical element or characteristic you particularly loved about your piece.
- Something you would change for next time.
- Ask your class for advice on one particular aspect.
- What is your opinion on how musical elements work, is there still an element that you are unsure of?
- What are your favorite musical elements to create?

After you have posted your work, go through some other pieces by the class and reflect on theirs;

- Ask how they created a certain sound if you are unsure.
- Give them helpful feedback about their piece and what was particularly effective.
- Do you think their piece would have been better using live instruments or do you think that students used GarageBand effectively to create an interesting song?
- What is your ear drawn to? Is their song too busy or are you able to pick out various elements of music?
- Remember to be positive and encouraging with the feedback that you give.

	<p>If you were unable to complete any of the tasks using GarageBand, you might like to spend this week commenting on the work of your classmates to understand what GarageBand can be used for. Report on them in the same way you would write a review on a professional work.</p>
<b><u>Personal Learning</u></b>	<p><b>Prove that you have met your goal.</b></p> <p>When you get back to school next week you will be given the opportunity to share your Personal Learning work with the class. Spend some time today working out a way that you will present to the class. Will it be a video? Or an oral presentation? Or a keynote?</p> <p>Your presentation should include:</p> <ul style="list-style-type: none"><li>- What your personal learning project is and why you chose it</li><li>- What goals you set for yourself during Personal Learning and how you kept track of your learning</li><li>- What you found easiest, and what was most difficult</li><li>- Examples of your work/learning</li><li>- Any reflections or videos you made along the way</li><li>- What you have learnt about yourself as a learner during this process</li><li>- What you might do differently the next time you get to work on some personal learning like this</li></ul>

## Year 5/6 - Learning From Home – Friday 5th June 2020

<b><u>Maths</u></b>	<p><b><u>Post Assessment - Essential Assessment</u></b></p> <p>Spend some time working on your goals for Area on Essential Assessment or Khan Academy.</p> <p>When you feel ready, complete your POST TEST on Essential Assessment.</p> <p>Write a reflection on your results.</p> <p>Some of these questions might help you think it through:</p> <p>Did you work hard on all your goals that were available?</p> <p>Did you slow down and read the question?</p> <p>How could you be better prepared next time?</p> <p>Was there anything you were really proud of?</p>
<b><u>Reading</u></b>	<p>Independently read your novels for 30 minutes each day.</p> <p>Read the text and answer all of the questions below.</p> <p><b>What is Strine?</b></p> <p>“Strine” is a word invented in the 1960s to describe the exaggerated accent of Australian English. Words are spoken quickly and syllables run into each other.</p> <p>An example of this is the name of the author of “Let’s Talk Strine”, Alastair Morrison. He used the name “Afferbeck Lauder” to write his books about Strine. If you say “Afferbeck Lauder” VERY quickly, it might sound like “Alphabetical Order”. Alastair Morrison was being amusing by choosing this name.</p> <p>In 1964 Monica Dickens was visiting Australia to promote her books. During a book signing session in Sydney, a lady handed Monica a copy of a book and said, “Emma Chisit”. Monica began to write in the book: “To Emma Chisit”. It turned out that the lady was NOT Emma Chisit and she did not want the book signed. She was asking, in her Australian accent, “How much is it?” The papers wrote articles about this, and the idea of “Strine” as an Australian language was born!</p>

Speak Aussie English or "Strine"



## SPEAKING AUSTRALIAN SLANG OR "STRINE"

SHE'LL BE RIGHT MATE!  
HOWZAT?! NO WORRIES, SON  
I Reckon! G'DONYA MATE YOU LITTLE RIPPER!  
You Little Bewdy AV-A-GO-YA-MUG  
NO-BULL AUSSIE LINGO! STREWTH!  
DON'T COME THE RAW PRAWN! GROG  
TAKE IT EASY G'DAY MATE, 'OW YER GOIN?  
HOO-ROO FAIR DINKUM YOU LITTLE BOTTLER  
A KANGAROO LOOSE IN THE TOP PADDOCK! Chock a Block

Read the following sentences that are written in "Strine". Decipher what each sentence means and rewrite in regular English. *You might need some help from an adult with a few of these!*

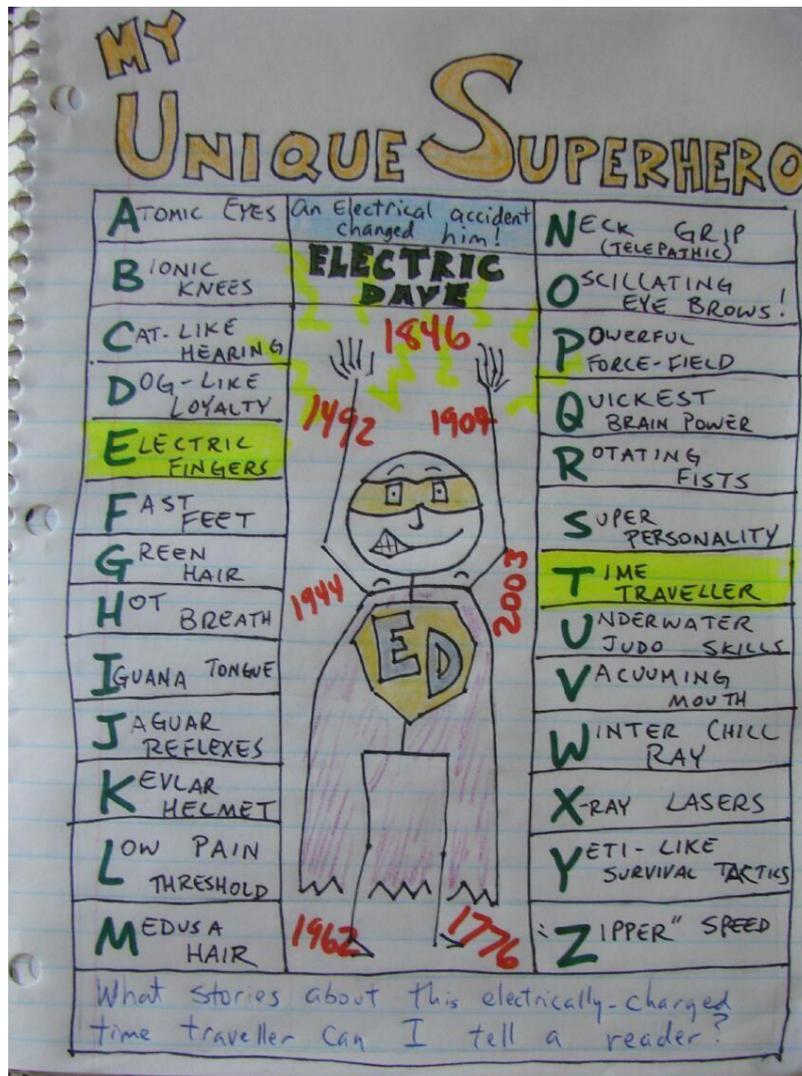
1. We were havin a snag on the barbie on Satdy. It was a bonza day, but there were oodles of blowies about.
2. I was feeling dinky-di crook, so I took a sickie.
3. The ankle-biters were yackin for yonks, so I called them in for their tucker.
4. When the campers saw the bunyip in the billabong, they were like stunned mullets.
5. "Avagoodweekend at the cricket," I heard the bloke say as I took my esky filled with Chrissie leftovers.

### Writing

Today you have a choice. If you feel you have finished revising your adventure story to the stage where it is **perfect** and **so engaging** that it will be impossible for the editors at 100 Story House **not** to choose it for

publication in this year's book, then you may do the Unique Superhero activity.

Otherwise, use this extra time to your advantage. Use ARMS and CUPS to make any last minute revisions. ENHANCE your story! Last chance before we come back to school next week.



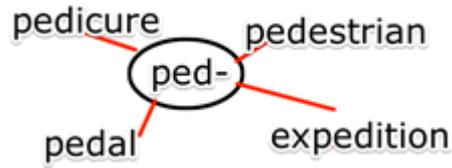
Write an A-Z of unique superheroes. Choose one to illustrate. Decorate your page with colour and illustrations like the one shown above.

### Spelling

Choose one of the following word stems. Mindmap *as many words as you can* that can be formed from that stem.

Stems: sign, tract, real, miss, rupt, ject

Eg. Word stem - ped



This example only has 4. The record when the teachers did this activity was 22.

**Optional**

**The Hon. Melissa Horne MP**  
STATE MEMBER FOR WILLIAMSTOWN  
Minister for Public Transport | Minister for Ports and Freight



Mr David Moss  
Newport Lakes Primary School  
Ross & Elizabeth Street  
Newport VIC 3015  
15/05/2020

Dear David,

I hope you have been keeping well during this period of social isolation. I am writing to you to invite your students to participate in my upcoming Primary School Isolation Challenge.

I recognise that it not been easy for parents, teachers and students over the past few months, with the demands of balancing working from home and the disruption to classroom learning. However I also know that many students in our area have adapted to these circumstances wonderfully, with many students picking up new hobbies, and productively enjoying their time in isolation.

That is why I have established this competition, to encourage students to share their past times with each other in the final leg of their remote learning. Students may take photos or draw pictures of their new hobbies, some of which may include virtual tours of the NGV or Melbourne zoo, new cooking skills that they have been practicing, an at-home yoga class or any other activities or skills that students have picked up during isolation.

I would like to recognise some of the most creative entries with a voucher from the Sun Bookshop, or Book and Paper in Williamstown and feature their drawings or photos on my social media to encourage other students to embrace the final weeks of their learning from home period.

Students and parents should submit their entries by **June 8<sup>th</sup>** for consideration, and they may so do by either:

- Parents to post on Instagram, tagging @melissaforwilliamstown (account must be on public for this) and/or
- Parents to email the photo to [Melissa.horne@parliament.vic.gov.au](mailto:Melissa.horne@parliament.vic.gov.au)

I look forward to seeing all of the creative entries. If you have any questions about the challenge or would like more information you can contact Gabriella in my office on 03 9399 9022 or at [gabriella.dawson@parliament.vic.gov.au](mailto:gabriella.dawson@parliament.vic.gov.au).

Yours sincerely,

**The Hon. Melissa Horne MP**  
State Member for Williamstown  
Minister for Public Transport  
Minister for Ports and Freight



**Health**

This is the last lesson you will complete during this life-changing historical event, so make sure you put your heart and soul into it!

**Finger Fitness - Expert Level**

Watch the following video and learn the actions to the dance. Some of you (like Alanna) will get it within three tries. Others (like Mike) will need to practise over and over for three days, non-stop without food or sleep. So be resilient!

Don't forget - the facial expressions are important, you need to give the impression that you are the coolest hand dancer in the universe.

You will be tested on this when we return to school next week and given a score out of 100.

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



Optional Finger Fitness Extender: Knit a jumper for an elephant.

PS... Please eat food and sleep as per usual.