

### Year 5/6 - Remote Learning - Week 1

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

#### Weekly Focus

<b>Reading</b>	Delving into the Dystopian
<b>Writing</b>	What is poetry?
<b>Spelling</b>	'ion' endings
<b>Mathematics</b>	Financial Maths
<b>Biology</b>	How does adaptation transform our world?
<b>Health</b>	What does it mean to have integrity?
<b>Economy</b>	What's your money personality?
<b>Discover and Grow (DAG Hour)</b>	Balloon Volleyball

#### Weekly Assessment

<b>Reading</b>	Chapter 3 responses on your reading group's Google Doc
<b>Maths</b>	Complete your pre-test on Essential Assessments for <b>MONEY AND FINANCIAL MATHEMATICS</b> . Write down two of your goals and upload to Google Classroom.
<b>Other</b>	Upload all tasks to a Keynote Presentation and submit this on Friday as a PDF

**Reading**

**What makes a civilization?**

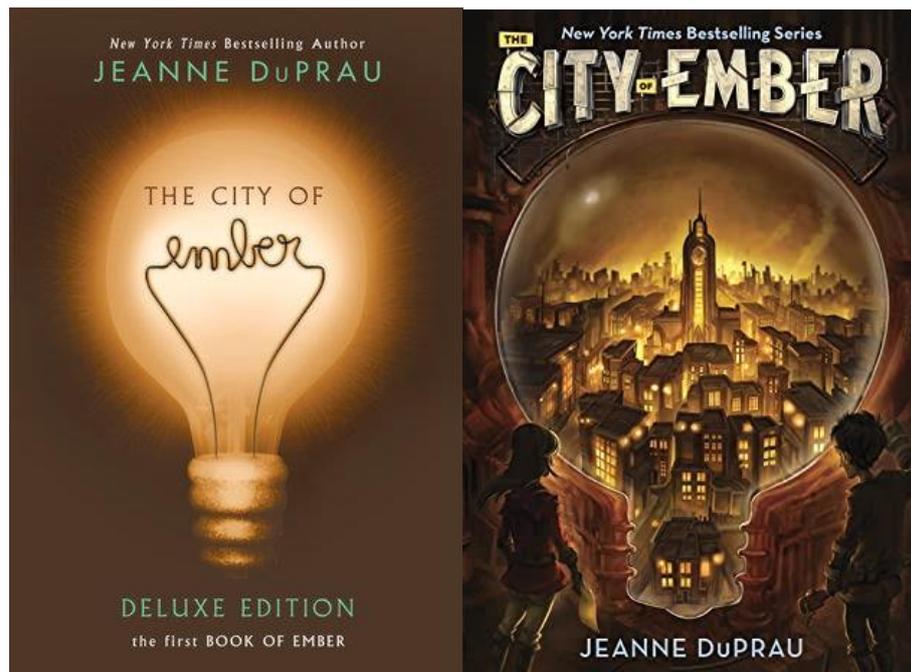
During Remote Learning this time around we're all going to read the same book! 'But how?' I hear you ask... well... attached to the post on Google Classroom today is a **.epub** file for a book called *The City of Ember* by Jeanne DuPrau. You will need to click on the file and open in iBooks to gain access to the book. Each day we will also provide an mp3 of the audiobook for the chapter you are reading. Try downloading the .epub file now and opening in iBooks, but don't start reading yet! Watch [this](#) video by Mat to help you (note - there isn't an audiobook file today.)

It's important that you don't read ahead - because there will be different activities set up for each of the different chapters each day.

You will also be put into small groups to discuss the book on Google Docs, watch Mat's video [here](#) to find out how to access your Google Doc as well as an introduction to Dystopian Literature.

The question for reading today is 'What makes a "civilization"?'

*City of Ember* is a story about an imaginary city. Using the cover of the book and any other information you have learned so far, try and predict the ways in which the key features of a civilization will be seen in the novel. Record your answers on the attached table.



Feature	Prediction of how it will be seen in the novel
<p><b>Plenty of Food</b></p> <p>-It is essential for all civilizations to have plenty of food. Extra food can be stored for lean times or can be traded for other goods and services.</p>	
<p><b>Large Settlements</b></p> <p>-All civilizations require large populations. Big groups of people living together in towns and cities can protect themselves from enemies. People must find ways to work out their differences in order to live together peacefully.</p>	
<p><b>Varied Jobs</b></p> <p>-A large variety of jobs is essential in a successful civilization. When only part of the population is required to farm the land for food, new jobs become possible. Craftspeople, teachers, soldiers, traders, and artists are some of the many workers needed for a civilization to thrive.</p>	
<p><b>Structured Society</b></p> <p>-In order for a civilization to thrive, society must be structured. Social structures need to be put in place so it is made clear who has power.</p>	
<p><b>Great Works</b></p>	

	<p>- All successful civilizations have great works. These are the buildings, monuments, and public works of a civilization that symbolise its greatness. Great works are only possible when there is a large workforce, and when government systems are able to organise large scale projects.</p>						
	<p><b>Systems for Keeping Records</b></p> <p>-Thriving civilizations have record keeping systems – people need ways to keep records of what they own, buy, and sell. These can also include other types of written records, such as laws, historical records, and literature.</p>						
<b>Writing</b>	<p><b>What is poetry and what are the different types of poems?</b></p>						
	<p>Let’s warm up. Open your writing book and have a go at writing a poem about YOU! You may choose to write this as an acrostic, cinquain, song lyrics - you choose!</p> <p><b>Activity:</b> What is a poem? Have you ever actually thought what the definition of a poem is? Read through the 3 texts below and write down whether you think each of these are poems or not!</p>						
	<table border="1"> <thead> <tr> <th><i>Text</i></th> <th><i>Is it a poem? Why or why not?</i></th> </tr> </thead> <tbody> <tr> <td> <p><b>The List</b> Today at the shops I need to buy, Apples, bananas, ice cream and pie, Carrots and milk, berries and meat, Bread, spaghetti and also a treat!</p> </td> <td></td> </tr> <tr> <td> <p><b>The Snake</b> Snakes slither along slippery surfaces using the sindwinding method. The snake spears its head forward and the rest of the body follows. Some snakes can ascend sandy slopes without slipping while sindwinding.</p> </td> <td></td> </tr> </tbody> </table>	<i>Text</i>	<i>Is it a poem? Why or why not?</i>	<p><b>The List</b> Today at the shops I need to buy, Apples, bananas, ice cream and pie, Carrots and milk, berries and meat, Bread, spaghetti and also a treat!</p>		<p><b>The Snake</b> Snakes slither along slippery surfaces using the sindwinding method. The snake spears its head forward and the rest of the body follows. Some snakes can ascend sandy slopes without slipping while sindwinding.</p>	
<i>Text</i>	<i>Is it a poem? Why or why not?</i>						
<p><b>The List</b> Today at the shops I need to buy, Apples, bananas, ice cream and pie, Carrots and milk, berries and meat, Bread, spaghetti and also a treat!</p>							
<p><b>The Snake</b> Snakes slither along slippery surfaces using the sindwinding method. The snake spears its head forward and the rest of the body follows. Some snakes can ascend sandy slopes without slipping while sindwinding.</p>							

<p><b>The Snowflake</b>  Snowflakes  Graceful, intricate  Floating, dancing, falling  Perfect in their uniqueness  Flawless</p>	
---	--

Poetry is a form of imaginative writing that people use to express thoughts and feelings about something in a creative way. The purpose of poetry is to engage and excite the imagination of the reader, or stir an emotional response within them.

Keeping this definition in mind, have you changed your mind about any of the texts above? Yes or No?

**Activity:** Create a MindMap of all the different types of poems you know of. When you can't think of any more, use your iPad to google the different types of poems and add these to your MindMap.

Economy

Watch [this](#) video first! Introduction to our Classroom Economy



**Money Personality Quiz**



*Directions:* Put a check next to the statements that you **agree with strongly**. Leave the statement blank if that isn't you almost all of the time.

**Section 1:**

- \_\_\_ - Getting a good deal is important to me
- \_\_\_ - My money needs to be easily accessible
- \_\_\_ - I know exactly how much money I have
- \_\_\_ - I buy things that are practical, not just "in" at the moment ( I wouldn't buy a fidget spinner)
- \_\_\_ - I buy only what I can afford
- \_\_\_ - I normally only pay for myself when I go out (I don't buy my friends meals)

**Total checks from section 1:** \_\_\_\_\_

**Section 2:**

- \_\_\_ - People think I am very generous with my money
- \_\_\_ - My clothes and overall appearance is very important to me
- \_\_\_ - I feel like paying the bill when I'm out with my friends
- \_\_\_ - I feel like I owe my friends when they do nice things for me or give me anything
- \_\_\_ - I like having the newest and greatest (computer, watch, phone, etc)
- \_\_\_ - Even if I don't have the money, I will act like I do until I get it

**Total checks from section 2:** \_\_\_\_\_

**Section 3:**

- \_\_\_ - I enjoy spending money on other people
- \_\_\_ - I donate money or I would if I had extra
- \_\_\_ - When someone asks for money, for any cause, I will most likely give it to them
- \_\_\_ - I like giving more than receiving
- \_\_\_ - I enjoy giving people presents on their birthday or other holidays
- \_\_\_ - I feel uncomfortable taking money from others even when I've earned it

**Total checks from section 3:** \_\_\_\_\_

**Section 4:**

- \_\_\_ - I think about the consequences before I spend my money
- \_\_\_ - I don't need to have the newest or nicest things. I just buy what I need
- \_\_\_ - I have money saved up for when I really need something
- \_\_\_ - When I want something, I normally won't buy it unless I need it
- \_\_\_ - I like to plan around how I spend my money
- \_\_\_ - I know how much money I have and how much I need for the future

**Total checks from section 4:** \_\_\_\_\_

**Section 5:**

- \_\_\_ - When I have a \$20 bill in my pocket, I will likely spend it while I'm out
- \_\_\_ - I like to say "yes" to opportunities that cost money, even if I don't have the money right then
- \_\_\_ - Sometimes I regret spending the money the way I do
- \_\_\_ - I buy things that I may only use once or twice
- \_\_\_ - My money just seems to disappear!
- \_\_\_ - When I need money, I just ask my family for some or work an extra shift to get it

**Total checks from section 5:** \_\_\_\_\_

---

Now tally up your checks. Whichever section has the most checks is your strongest money personality. If you have more than one, consider them both.

*Results:*

Here is a general overview of what each section means:

Section 1: Safety- You like to be in control of your money. Money helps you feel safe and prepared for anything that comes your way, expected or unexpected. You are disciplined with your spending habits and don't mind delayed gratification.

Section 2: Image- You thrive on a positive self image and you can reach that by owning the nicest and newest things. You make a really good first impression and people often think of you as generous, but sometimes superficial.

Section 3: Generosity- You feel good giving your money away. People gravitate toward you when they are in need, especially financially and you have trouble saying no. You enjoy giving more than receiving and sometimes give too much, especially of your money, which can leave you in a pickle when unexpected expenses come up.

Section 4: Goal Oriented- Being financially stable now and in the future is important to you. You are driven by your goals and therefore make money decisions while thinking long term.

Section 5: FOMO- You have major FOMO (fear of missing out) when it comes to money. You fear missing out so you engage in everything even if you don't have the money. You don't worry about long term consequences of your money decisions and are positive that things will work out for the best. Delayed gratification?? NO WAY!

Now you are going to create a mind map. Based on your strongest personality, I want you to create one central circle and write the personality in it. Then answer the following questions around the map either in words, pictures or a combination of the two.

1. What are the advantages of your money personality?
2. What are the disadvantages of your money personality?
3. What is a situation when you have seen your money personality shine through?
4. Were you modeled this personality? (family members, friends, situational, etc)

5. What messages did you get as a kid about money? (spending, saving, giving, etc)
6. What is your worst fear regarding money?
7. What gets you most excited about money?
8. What are three money goals that you have?

e.g.



Share your mindmap on padlet:

<https://padlet.com/09539107/ci4v0ujazgkzi67t>

Reflection:

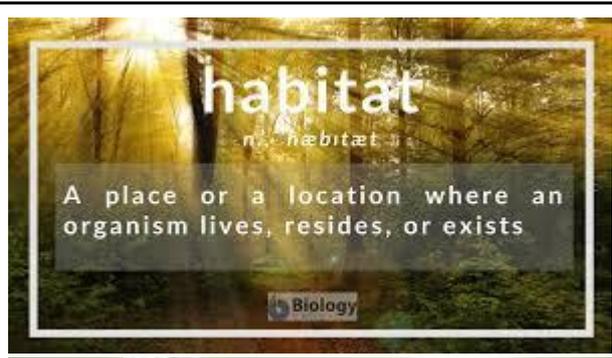
1. Do you agree or disagree with your money personality? Why?
2. What did you learn about yourself in regards to money by doing this activity?
3. Why might it be helpful to know your money personality?
4. What are the limitations to categorizing yourself in regards to a money personality?

**BQT - Biology**

Today we are going to begin by tuning into our BQT question...

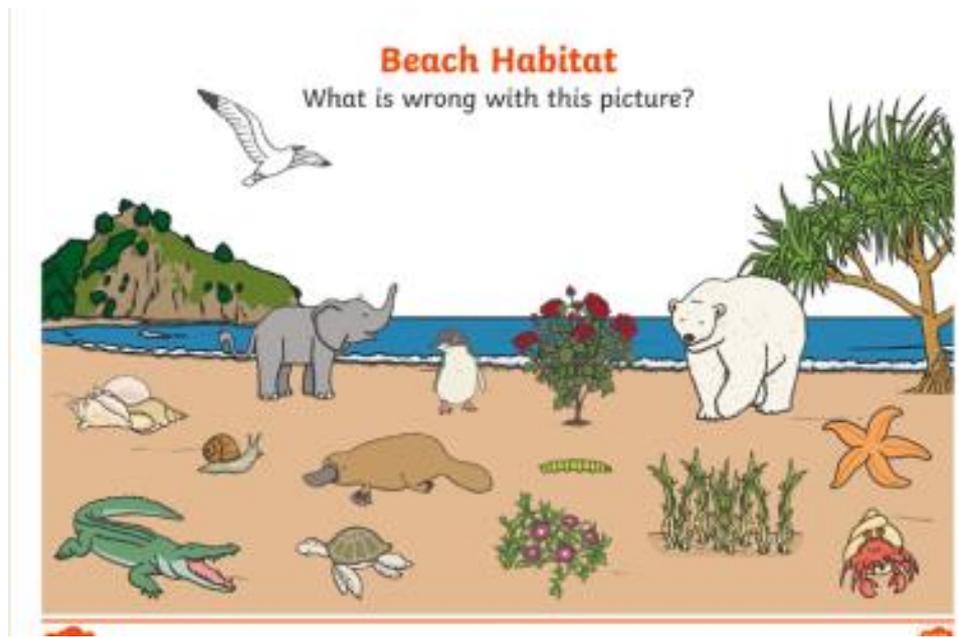
**How does adaptation transform our world?**

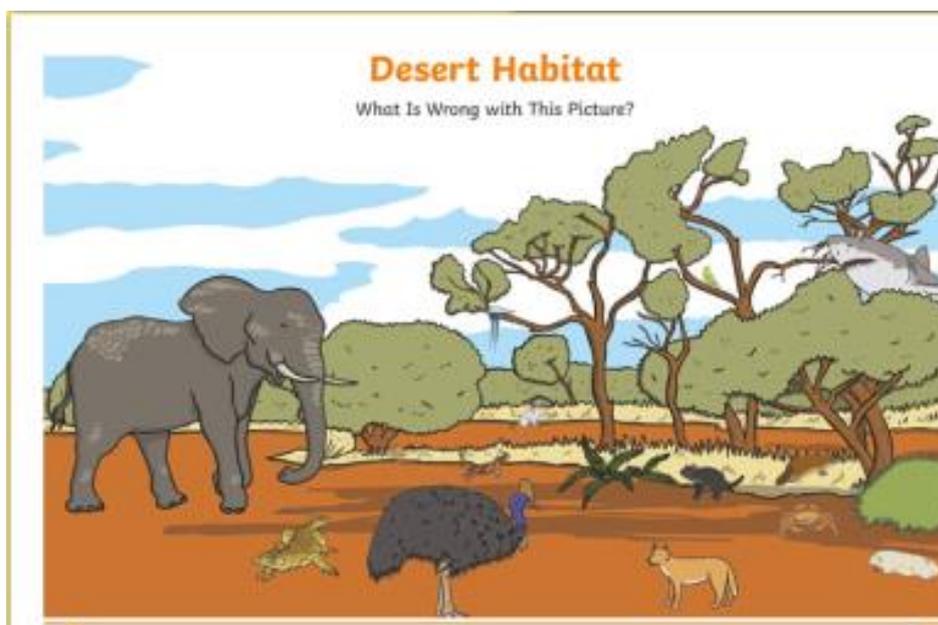
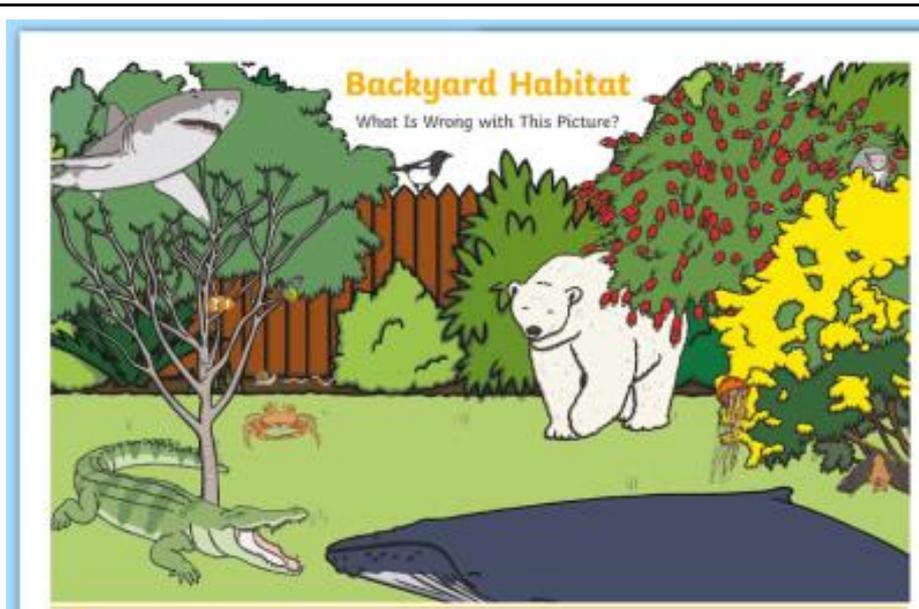
Read these definitions below and draw a quick diagram of what the words 'habitat' and 'adaptation' mean to you.



**NOW:**

Examine these pictures below carefully. What is wrong with them?





Choose a habitat listed below and draw a picture to show what animals and plant life would realistically live there:

- Backyard
- Beach
- Newport Lakes
- Australian Desert
- Antarctica
- Ocean

\*make sure you label your diagram..... you are a scientist after all.  
Make sure it has lots of colour like the ones above.

## Drama

Here is your Drama Lesson for the week. This is a virtual classroom link.

<https://docs.google.com/presentation/d/1F5aUVpg67ePkoIV1uMCgh8Z4OVQKcoXz2mV9tQhnf8/edit?usp=sharing>

It is designed to be completed independently by the students. Once you open the link you will need to press present. If you see a play icon on the page this is me (Michelle) speaking and giving you instructions. Enjoy the Animation. Thanks for all of your hard work in Drama. Michelle

This link will also be sent to you on google classroom. If work needs to be submitted, you will do it on google classroom.

## Year 5/6 - Remote Learning – Tuesday 21st July 2020

<b>Reading</b>	<p style="text-align: center;"><b>Tuning in to The City of Ember and answering Right There questions.</b></p> <p>Read <b>The Instructions</b> and <b>Chapter 1</b> of The City of Ember, or read along as you listen to the audiobook attached on Google Classroom. After each chapter, answer the questions. If you didn't yesterday, download the .epub file on Google Classroom. Watch <a href="#">this</a> video by Mat to help figure out how to get the audiobook working if you'd prefer to listen as you read.</p> <p>Instead of writing out the following questions, when you write include the question in your answer (for example for Question 1 below, you could write - The citizens of Ember were required to stay in the city for ...)</p> <p><b>The Instructions</b></p> <ol style="list-style-type: none"><li>1. For how long are the citizens of Ember required to stay in the city?</li><li>2. Who is supposed to keep the instructions, and where are they supposed to keep them?</li><li>3. Describe what the 7th mayor did, and how it jeopardized the contents of the box.</li><li>4. What happened to the mayor before he was able to tell his successor about the box?</li></ol> <p><b>Chapter 1</b></p> <ol style="list-style-type: none"><li>1. Where does Ember get its light from? Why do they sometimes go off?</li><li>2. The people of Ember are afraid that something might happen one day. What is it?</li><li>3. Describe what happens to the children of Ember when they turn 12.</li><li>4. Of the jobs listed in Chapter 1, which job would you like to have if you were a student in this story? Why?</li></ol>
<b>Writing</b>	<p style="text-align: center;"><b>What are the five different elements of poetry?</b></p> <p><b>Warm up</b> - Let's get your brain ticking and practise some rhyming words. Choose a word from the list below and write it in the first box at <b>START</b>. Think of rhyming words and write them in the following boxes. Try to get all the way to <b>END</b> if you can!</p>

Choose your starting word  
**poor, mad, power, date, fair**

<b>START</b>				
				<b>END</b>

Yesterday, we looked into the definition of poetry and the different types of poems. Today, we are going to be exploring the **Elements of Poetry** in a video that you can watch [here](#).

Read through the excerpts of poems below and use your Elements of Poetry Hand to help you identify each element. Highlight each of the elements in a different colour!

**Autumn Leaves**

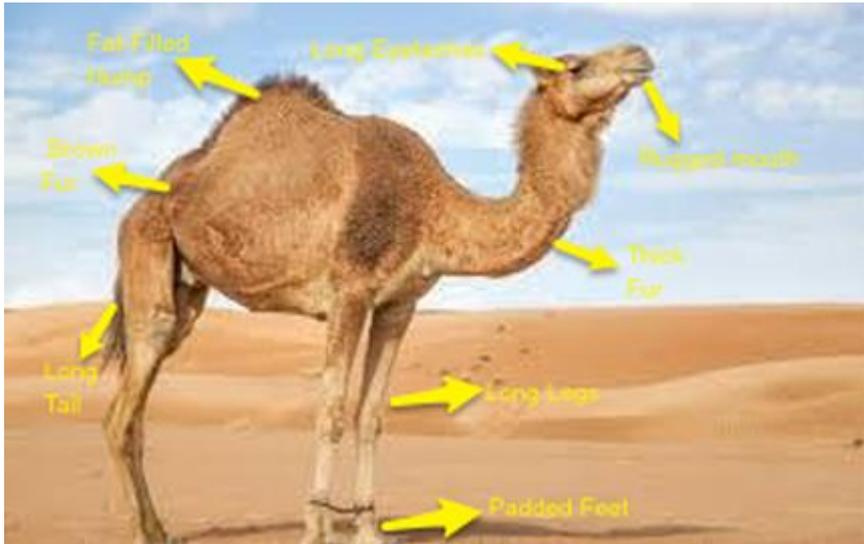
Silent as a church mouse,  
 Gliding on the breeze.  
 Falling, floating, flying,  
 Drifting through the trees.

**The Pig, Roald Dahl**

In England once there lived a big  
 And wonderfully clever pig.  
 To everybody it was plain  
 That Piggy had a massive brain.  
 He worked out sums inside his head,  
 There was no book he hadn't read.  
 He knew what made an airplane fly,  
 He knew how engines worked and why.  
 He knew all this, but in the end  
 One question drove him round the bend:  
 He simply couldn't puzzle out  
 What LIFE was really all about.

**All The World's A Stage, William Shakespeare**

All the world's a stage,  
 And all the men and women merely players;  
 They have their exits and their entrances,  
 And one man in his time plays many parts,

	<p>His acts being seven ages. At first, the infant, Mewling and puking in the nurse's arms. Then the whining schoolboy, with his satchel And shining morning face, creeping like snail Unwillingly to school.</p>
<p><b>Mathematics</b></p>	<p>Complete your pre-test on Essential Assessments for <b>MONEY AND FINANCIAL MATHEMATICS</b>.</p> <p><b>Write down two of your goals and upload to Google Classroom.</b></p> <p>Whenever you have some spare time in your maths sessions - work on your goals on Essential Assessments or Khan Academy.</p> <p><b>NEWS UPDATE: You can earn bonuses in the classroom economy for each trophy you achieve on Essential Assessments.</b></p> <p>Spend 20 minutes now working on your goal.</p>
<p><b>BQT - Biology</b></p>	<p><b>What adaptations do different animals have to survive their habitat?</b></p> <p>Adaptations are certain characteristics animals have that allow them to survive in the environments they live in.</p> <p>Watch this video. Learn the words if you like! <a href="https://www.youtube.com/watch?v=YX8VQJJVpTg">https://www.youtube.com/watch?v=YX8VQJJVpTg</a></p> <p>Note down all the examples of adaptations that are suggested in the video about the Camel. You may need to pause the video and rewatch as necessary.</p> 

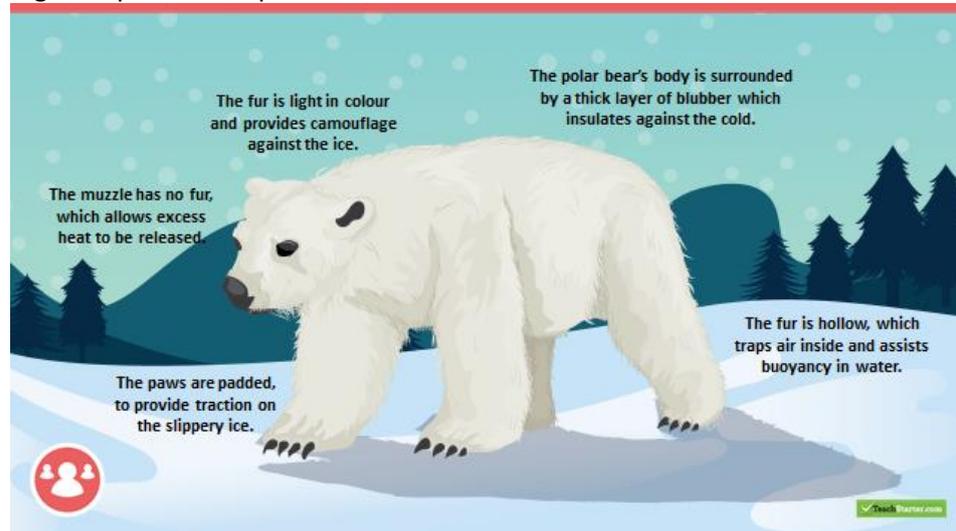
The table below shows an example, you can fill in the rest:

Feature	Adaptation
Big Pads on feet	Better traction than a jeep (can walk on sand without falling over)

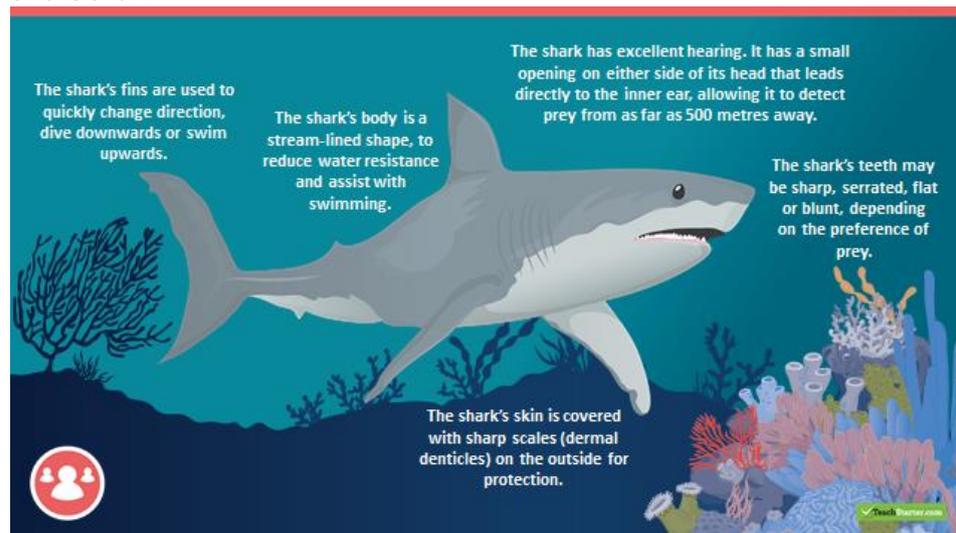
**NOW:**

Choose another animal that interests you and research the different adaptations they have to help them survive their environments.

A good option is the polar bear...



or the shark



Draw a table like the one below to help you record the information you find.

Feature	Adaptation

Watch this video about some of the strangest animal adaptations:

<https://www.youtube.com/watch?v=1naB0hZbKQE>

NOTE: this man says adaption, which is the same as adaptation.

## Art

During 'Learning at Home' for Art in Term 3, all students will be sent a link to the same google slides document.

Please take the following steps to access the learning:

1. Click on this link:  
[https://docs.google.com/presentation/d/15JsGgreurclTwvCQVg8Xhcj1Rj\\_dXHir5BohKFuOnBo/edit#slide=id.p](https://docs.google.com/presentation/d/15JsGgreurclTwvCQVg8Xhcj1Rj_dXHir5BohKFuOnBo/edit#slide=id.p)
2. Click on 'Present' at the top right hand corner of the screen, next to the orange 'share' button
3. The power point will then present as a full screen ready for students to watch

Please note:

- There is audio and videos embedded in the slides, so make sure you have the volume turned up on your device.
- The audio recording will play automatically for each slide, but if you need to listen to the instructions again, you can click on the speaker icon in the top left hand corner of the slide. The audio recording is to assist young students that are unable to read independently.
- There are seven activities; each is listed as suitable for a range of year levels. The 'suitable year' range is a recommendation based on the average student. Students can choose activities that are not in their year level range.

Students can select one or more of the activities to do. Students can select an activity that interests them or that matches their abilities.

- All videos are suitable for students from Prep to Grade 6. While students may not be in the recommended year level, they may find the visual information and artworks inspirational and helpful in gaining ideas for their own artwork.
- Some activities may require a printer so they can be printed. Copies will also be available at the Office with printed planners.
- Some activities can be downloaded and saved as a Word document, which can then be completed on the computer (for example, highlighting in a word search, or filling in text in a crossword).
- The intention is to provide students with choice in their learning, to accommodate a range of abilities and interests, and to provide younger students with more independence.

**Week 1 – Artist of the Week: Bridget Riley**

Reading

**How can I read between the lines and understand the metaphoric language that the author uses?**

Read **Chapter 2** of The City of Ember, or read along as you listen to the audiobook.

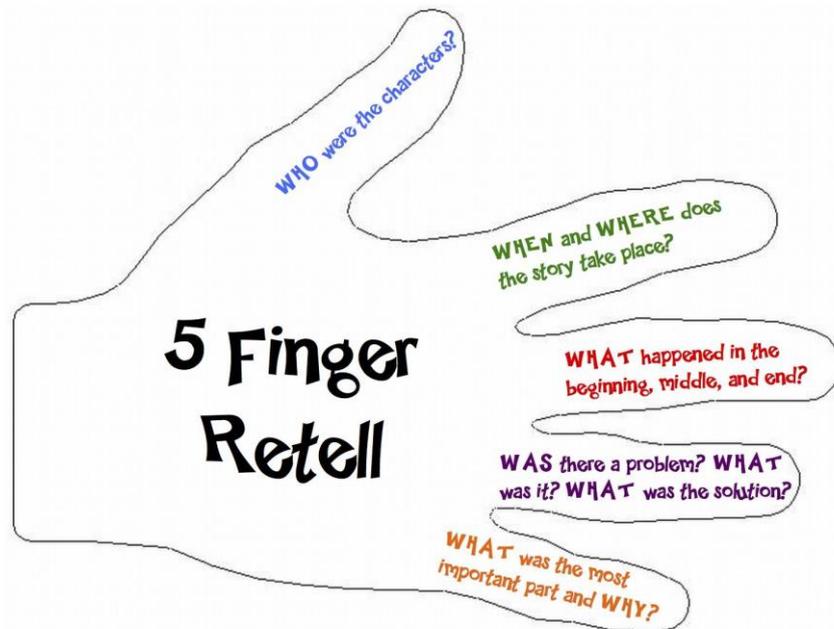
Lina “loves her little sister so much that it is like an ache under her ribs.”

What did Jeanne DuPrau mean when she wrote this? Describe someone or something that you love as much as this.

**How can I write an effective summary using the five finger summary strategy?**

**Five Finger Summary**

On each of the fingers, write down a different piece of information regarding Chapter 2 of The City of Ember.



Writing

**How can we create a poem on a poster using our favourite books?**

Today we are getting hands-on with poetry!

**Here is what you will need.**

- A selection of books or poems
- Pens, pencils or textas

	<p>- Scissors and glue - Poster paper (plain or coloured, A4 or A3)</p> <p>Firstly, select <u>20 random lines</u> out of different books or poems that you have found. Write each line onto paper and cut these into strips.</p> <p>Now, mix up these lines and arrange them to form a poem. Have a play around with it and find a combination you are happy with.</p> <p>Glue these down onto your poster paper to create your customised poem! Add a title to your poem &amp; be sure to add your name.</p> <p>Take a photo of your poster and upload it to this padlet: <a href="https://padlet.com/10043442/11thv7m16y4envw0">https://padlet.com/10043442/11thv7m16y4envw0</a></p>
<p><b>Mathematics</b></p>	<p><b>Warm Up:</b> Look at the Lion Dance menu: <a href="http://liondancerestaurant.com.au/dine-in-menu/">http://liondancerestaurant.com.au/dine-in-menu/</a></p> <p>Imagine you and a friend are going to dinner. Pick 6 things from the menu and write down the items in your Maths book. Add the items together to calculate the total cost of the meal.</p> <p><b>Warm up extension- choose more than 6 items and calculate the change from \$200.</b></p> <p><b>Mini Lesson:</b> Watch this video on adding money... <a href="https://www.youtube.com/watch?v=x4v8dnP4V00">https://www.youtube.com/watch?v=x4v8dnP4V00</a></p> <p><b>Learning Time:</b> School Council are considering a school canteen. They want you to get an idea of the costs by looking at Williamstown Primary School's canteen menu.</p> <p>All students should do the green 'MILD' task. For those of you who need an extender to grow your learning, do the orange 'SPICY' task and then the red 'AICURUMBA' task.</p> <p>You will find the menu at this link... <a href="http://williamstownps.vic.edu.au/wp-content/uploads/2020/05/MenuWPS-2020COVID.pdf">http://williamstownps.vic.edu.au/wp-content/uploads/2020/05/MenuWPS-2020COVID.pdf</a></p>



- Add all the items in each section of Willi Primary's canteen menu.
- What is the total cost of the entire menu?
- Check your calculations by subtracting each item from the total cost.

**Physical Education**

Navigate your way back into your PE Google Classroom and watch the short welcome video.

Google Classroom codes for PE are:

5/6A – zmf27dk	5/6E - yaldbwm	5/6M - yxdftqv	5/6W – 7kko7ql
-------------------	-------------------	-------------------	-------------------

Opening/Warm-up – Complete the 12 minute boxing warm-up found in the link. The routine starts off quite slow but gradually gets harder. Try to get through as much of it as you can and have a short rest when needed.

[https://www.youtube.com/watch?v=oWXEbl\\_KDUE](https://www.youtube.com/watch?v=oWXEbl_KDUE)

Tennis – We are going to start this term by looking at the sport of tennis.

Below are two links where you are provided with progressive drills aimed at developing your racquet control, hand-eye co-ordination and gross motor skills. Spend approximately one minute performing each one.

You will need a tennis racquet and tennis ball for most of the drills and a bean bag for others. If you do not have the equipment you need, try to substitute it with something else. For instance, instead of a tennis racquet, you may use a smaller bat or paddle, a plastic cricket bat or even a Frisbee.

<https://www.youtube.com/watch?v=x2MY1GHb27c>

<https://www.youtube.com/watch?v=WMiRdbyQeK0>

Hitting a forehand – Watch the final link below. It gives you some tips on hitting a forehand.

Begin practising hitting a forehand. You can practise with someone else or by yourself by hitting your ball towards a rebound wall.

<https://www.youtube.com/watch?v=MKiW-Ks2kmo>

**BQT - Biology**

**What are the different types of Adaptations?**

Draw this table up into your books:

<b>Adaptation</b>	<b>Definition</b>	<b>Example</b>
<b>Structural</b>		
<b>Behavioral</b>		
<b>Physiological</b>		

Watch [this video](#) of Alanna explaining the difference between each adaptation type and fill in the table as you watch.

Remember you can pause and rewind if you miss some information.

Now Read through these examples of animal adaptations and classify them as either Structural (body parts), Behavioural (action) or Physiological (automatic).

- Kangaroos need very little water to survive. The intestine of the Red Kangaroo reabsorbs water as it passes through which means the kangaroo produces very dry faeces and the little water they have available to them is put to good use by being recycled by their body.
- Kangaroo Rats have adapted to survive in the desert without ever taking a sip of water. Instead, they get all the moisture they need from the seeds that they eat.

- Five families of fish make their own "antifreeze" proteins to survive in the frigid Southern Ocean encircling Antarctica. The proteins bind to ice crystals in their blood, preventing the fish from freezing.
- The fennec fox of North Africa has large ears which "serve a dual purpose": they are great for listening for bugs to eat that may be moving around underground, but they are also loaded with blood vessels, allowing the animals to dissipate excess body heat.
- In the Australian Outback, pooled water can be extremely hard to come by. To deal with this issue, the thorny devil has developed skin that can absorb water like blotter paper (called "capillary action").
- Cuttlefish have the amazing ability to change their color and texture in order to blend into their surroundings. They can detect how much light is being absorbed into the environment, then use that information to mimic it with their own pigments. They have 3 skin layers (yellow, red, and brown), which can be stretched in different ways to make unique colors and patterns.
- To survive the winter, up to 60 percent of Alaskan Wood Frogs' bodies freeze solid. They also stop breathing and their heart stops beating. This allows them to survive temperatures as low as -80 degrees Fahrenheit. And in spring, they thaw out and "come back to life."
- Kangaroos are mostly active in the early morning or evening, when it is cooler. During the day, when the temperature is most extreme, kangaroos spend the time lazing around under the shade of trees.



### Sergeant Haughton - Week 1 Guest Moderator

Good morning recruits, here are my requirements for a successful day of study:

1. Every 30 minutes drop and give me 20 push-ups
2. Don't forget to call me 'sir' if you ask a question
3. When I give you instructions, answer with 'YES SIR SERGEANT SIR!'

#### Reading

#### How can I effectively communicate my thoughts about The City of Ember with my peers?

Read Chapter 3 of The City of Ember (or read and follow along to the audiobook), and then get on to your Reading Group's Google Doc and share your answers to the following questions:

In your opinion, what would be the best thing about living in Ember?  
What would be the worst thing about living there?

What wonderings do you have about what might happen next in the book?

Name a character trait for Lina or Doon, use evidence from the text to back up your reasoning. For example, Lina is compassionate because of how much she loves her sister and grandmother.

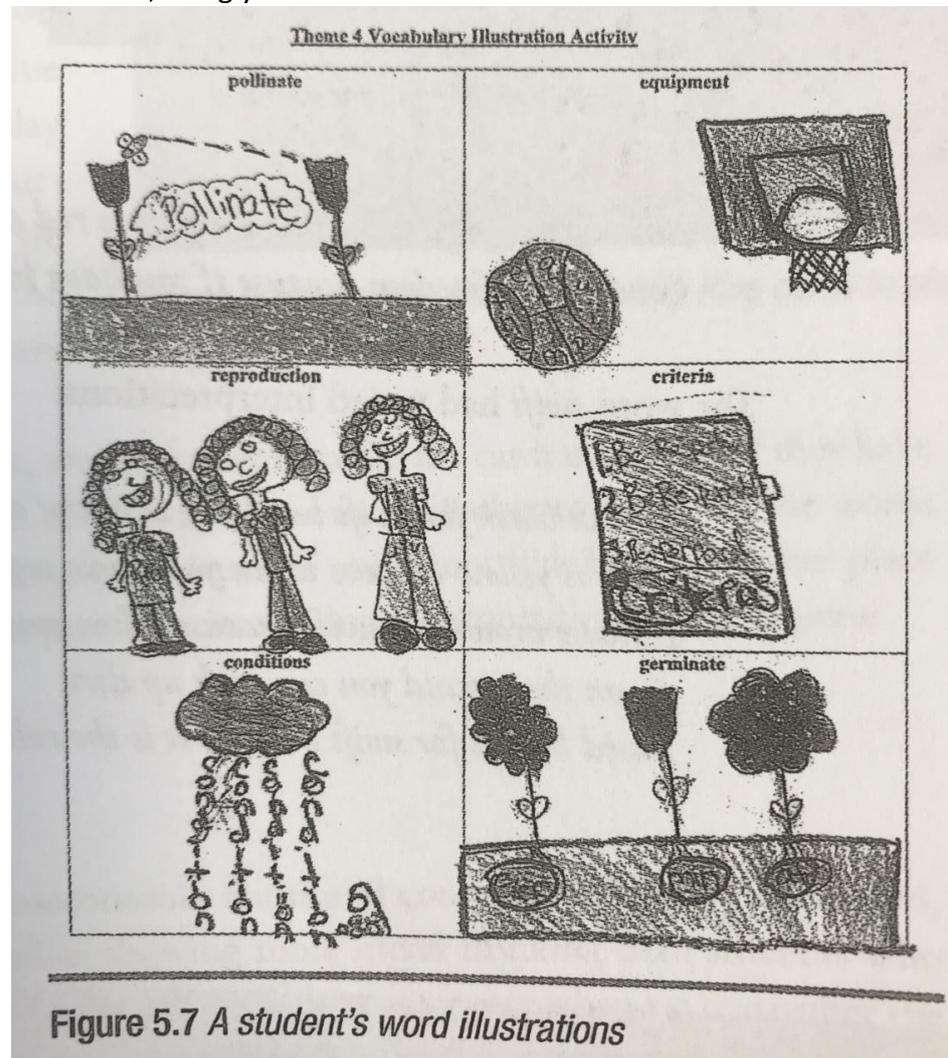
**Spelling**

What rules can we use to find out when to use *tion/sion/cian* at the end of words?

**Warm-up:** Set your timer for 3 minutes and write down as many words you can think of that end in 'ion'

Watch <https://www.youtube.com/watch?v=KgmV0g1mqp0> and write down the rules about which 'ion' or 'ian' ending to use.

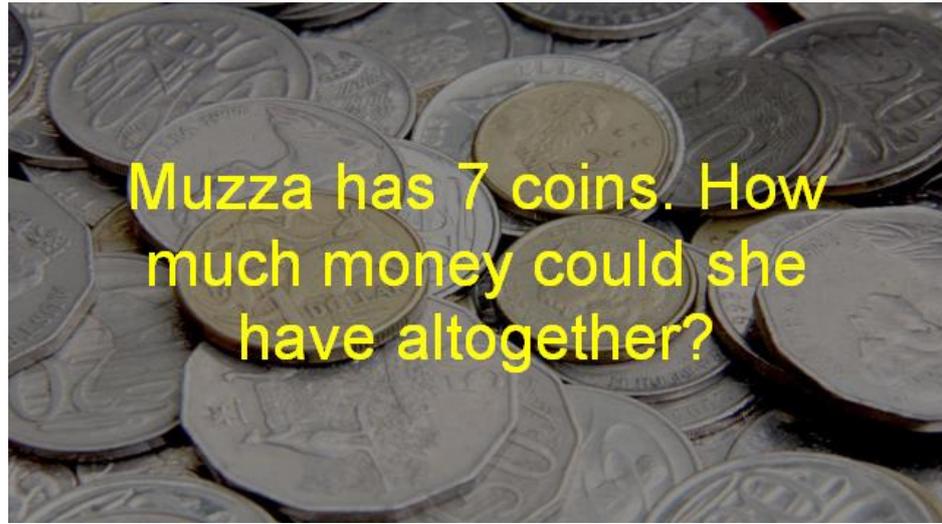
**Activity:** Using your novel and other texts around the house, find 6 words that end in 'ion/ian'. Create a Word Illustrations table like the one below, using your 6 words.



**Challenge!** Look at the 6 words that you have chosen and figure out what each of the root words would be. Write these down below your illustration.

## Mathematics

### Warm up:



Time yourself - give yourself 3 minutes to come with as many answers to this question as you can.

### Mini Lesson:

Watch this video to review calculating change...

<https://www.youtube.com/watch?v=YXF7WDpWpg>

### Learning Time:

Elon Musk has come up with an amazing new business venture - [Weird Food Supermarket](#).

1. Find an image of a weird food item for Elon Musk's store.
2. Roll a dice 4 times to determine its price in dollars and cents. (eg. \$16.23)
3. Post the image of the item and its price on this Padlet...  
<https://padlet.com/morellmichaelb/yke0v3x0nkjcc93>
4. You have \$500 to spend. Choose as many items as you like (at least 10).
5. Calculate your change after buying each item.

Example:

### Lamington Burger \$53.31



### Music

**This term, you will get several different activities to select from. Choose one, two or all three to complete!**

**You will find all of the activity links [HERE](#) in your virtual music room!**

#### **THEORY;**

We are going to be looking at how music is notated over the next few weeks. There are a few different levels of worksheets found in the virtual classroom. One is on the treble clef and the other on the bass clef, and there is a bonus worksheet if you like a challenge!

#### **LISTENING;**

We have done many listening tasks in previous lessons. This week I have provided you with a unique piece of music. Pop musician, Barry Black, composed a unique album in a classical style about various animals. I love the instrument choice and how clearly we can picture these animals, as well as how he has thought carefully about how to manipulate musical elements to suggest what that animal is doing. Find the link in the virtual classroom to listen to the piece called 'Drowning Spider' and complete some of the questions to review the piece. You will find all of this information and musical element prompts in the virtual classroom.

#### **COMPOSITION;**

Can you think of an animal and a situation that animal might be in, and compose your own piece of music? You have many different ways you can choose to do this; using GarageBand, composing for an instrument you know how to play and recording it, creating a soundscape and using iMovie. What sort of elements will you focus on to create your piece of music (tempo, instrument choice, texture, structure)? Have fun!

**Health**

**What does it mean to have integrity?**

**Success Criteria:** During our classroom economy, I will strive to have integrity guide all my choices.

What are morals? Are all humans born with a sense of what is right or wrong? How do we learn right from wrong?

Our Classroom Economy is a game, but to get the most out of it as a learning experience we want to treat it as seriously as possible.

The 2 main rules that guides the experience are:

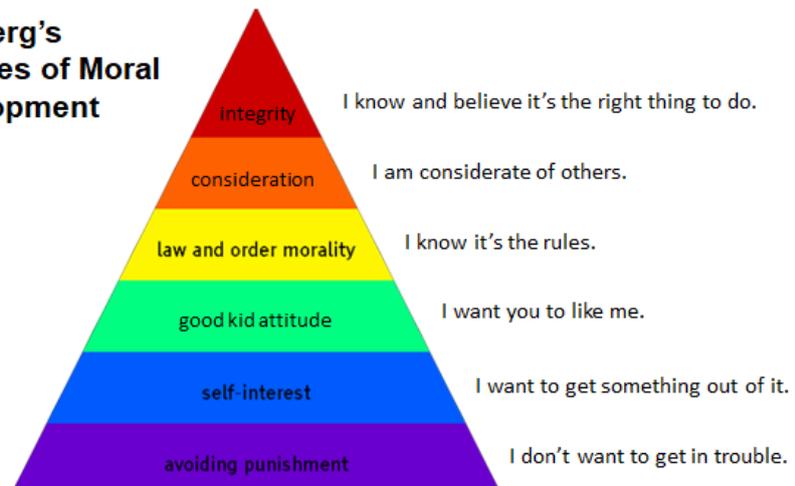
1. Let integrity guide your actions.
2. All decisions should be as close to ‘real life’ as possible.

Look at the following slide.

Complete a ‘See, Think, Wonder’ Routine

What do you think this diagram shows?

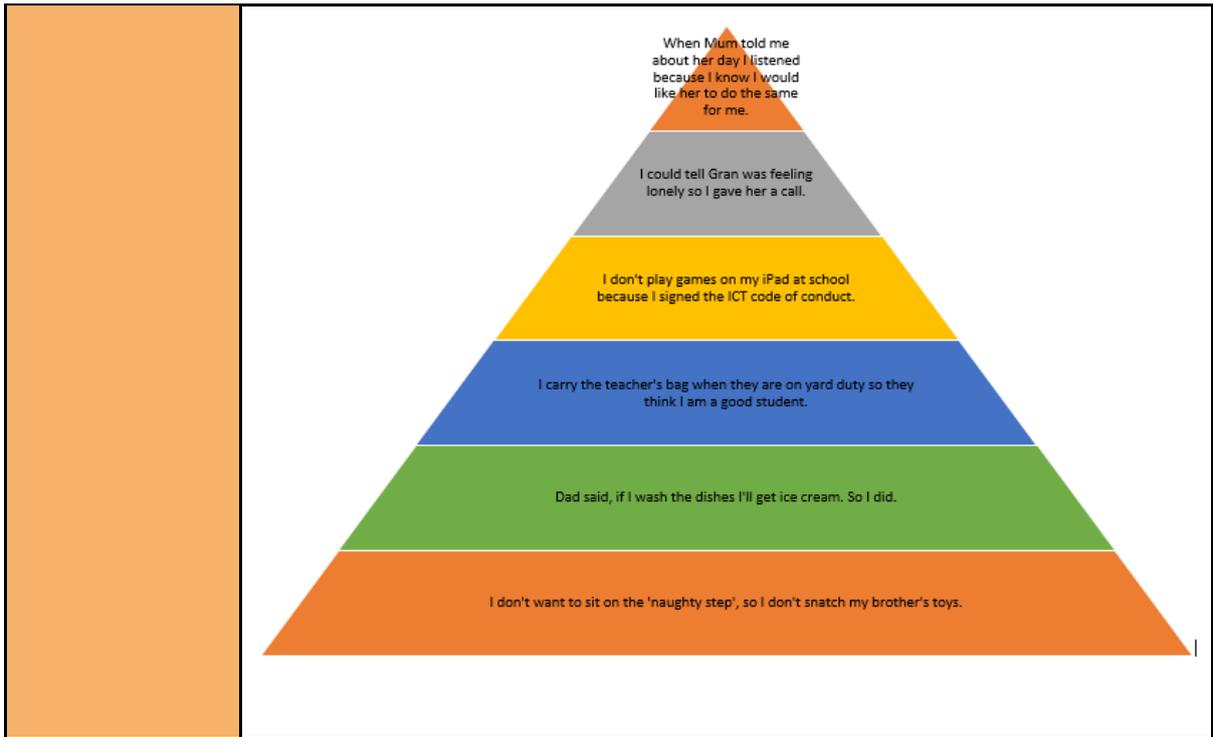
**Kohlberg’s  
6 Stages of Moral  
Development**



These are the 6 stages that people go through as they develop their morals. When we are little blobs we start right at the bottom. As we get older we get closer to attaining integrity. Which stage do you think you are at now?

Draw this pyramid into your book and write your own example for each stage of the pyramid.

Here's an example...



Maths

**Warm Up:**

Mary has \$1764.48 in her bank account. Which items can she buy from Ray's Electrical?



Time yourself - give yourself 3 minutes to come up with as many answers to this question as you can.

**Mini Lesson:** Watch the video lesson [here](#) on how to make a budget and look at the example below.

**My Healthy Breakfast Budget**

Item	Cost	Amount	Total
Fruit Loops	\$6.50	1 box	\$6.50
Strawberry Oak	\$3.25	1 litre	\$3.25
Noshu Caramel Spice Donut	\$3.75	3	\$11.25
<b>Grand Total:</b>			\$21.00

Oh no! I'm over by \$1.00. Only 2 donuts for me. Waah!

**Learning Time:**

# Class Party!

Make a budget for an end-of-year party for your class. David has generously budgeted \$100 for you to spend on food.

Brainstorm items your classmates might like to eat/drink. Use the Woolworths Online website to find the prices.

Draw up a table in your book. Calculate the total costs.



## Spicy:

- Calculate the balance (what's left over).
- Once you have completed your table in your book, experiment with creating a digital budget. What program or app could you use to create a professional budget?

## Aicurumba:

- Figure out how to create a budget on a spreadsheet and insert formulas to calculate totals and balance.



## Woolworths Website:

<https://www.woolworths.com.au/>

## Reading

### How can I deepen my understanding of vocabulary through connecting words to colours?

Read Chapter 4 of The City of Ember (or read and follow along to the audiobook).

Here are some of the interesting words you would have encountered over the last few chapters of The City of Ember.

Weary   Endeavor   Ledger   Surefooted   Resonant   Raucous

Rivulets   Enmeshed   Pungent   Welling   Reverberating   Brawny

### Colour Connections

	<p>Choose six words from the above list and think carefully about the meaning of each word. It might help to look up a dictionary definition or find some synonyms to help with your understanding.</p> <p>Think creatively about how you can connect each word to a different colour. Explain why each word is that particular colour to you. For example, To me, rivulets is blue because I imagine small beads of water when I think of the word. Or, I think reverberating is grey because I imagine sound waves to be grey and when I think of reverberating I think of an echo moving through an empty space.</p>
<p><u>Writing</u></p>	<p style="text-align: center;"><b>How can we use a current poem as a template to write our own poems?</b></p> <p>Poetry can be a lot easier when we use a template to help us get started. Read through the poem below.</p> <p style="text-align: center;"><b>I am, By Mary Deroux</b></p> <p style="text-align: center;">I am the river, gently flowing, as I wind my way to the sea. I am the breeze, softly blowing, through the leaves of a mighty tree. I am the snowcapped mountain, the frost, the wind, the rains. I am a misty fountain, the dry and dusty plains. I am the sparkle, of the early morning dew. I am the dream, of my mother's dreaming. Who are you?</p> <p>Use the template below to write your own 'I Am' poem.</p> <p><b>I am</b> (two special characteristics – words that describe you)  <b>I wonder</b> (something you are curious about or don't understand.)  <b>I hear</b> (a sound that makes you happy or you look forward to hearing)  <b>I see</b> (something you see almost every day)  <b>I want</b> (an actual desire – something you want more than anything)  <b>I am</b> (the first line of the poem restated)</p> <p><b>I pretend</b> (something you actually pretend to do – like acting like a rock star)  <b>I feel</b> (a feeling you often get) <b>when</b> (explain what causes the feeling)  <b>I love</b> (something you love more than anything else!)  <b>I worry</b> (something that really bothers you)</p>

**I cry** (something that makes you very sad)  
**I am** (the first line of the poem repeated)

**I understand** (something you know is true – a simple fact about life)  
**I say** (something you believe in)  
**I dream** (something you actually dream about)  
**I try** (something you really make an effort about)  
**I hope** (something you actually hope for)  
**I am** (the first line of the poem repeated)

**Challenge!** Read over your poem, highlight and annotate the different elements using your Elements of Poetry Hand to help you!

Discover and  
Grow (DAG  
Hour)

How can we do something fun to keep ourselves in good spirits?

### BALLOON VOLLEYBALL



**What you will need:**

- balloon
- string
- two chairs
- at least two players.

**What to do:**

1. Create a volleyball net with a string tied between two chairs.
2. Blow up a balloon.
3. Divide players into two teams and allocate a side of the string to each team.
4. On "Go" the teams tap the balloon back and forth. The aim is to keep the balloon off the floor or the walls.
4. Two balloons, used at once, provide great action!
5. For older children: scores can be recorded when one side fails to control a balloon and allows it to touch the floor or desk or wall.
6. Decide on the target number of points to win a game.
7. Use the taps of the balloons to spell out a word or create a silly sentence.
8. Practise your maths tables as you tap the balloon in the air.

Ideas for playing alone or with an adult:

- Time trials - How many taps of the balloon before it hits the ground?
- Balloon targets - set up washing baskets or targets on a wall, furniture or floor for your child to test their skills.
- Bat and balloon - use a rolled up newspaper or wooden spoon as a bat.

## LOTE

Halo murid-murid kelas lima dan enam. This week is the first lesson of our new topic, "Time". Before we start our lesson, if you'd like to sing an Indonesian children's song, click on the link below and sing along. It's called Balonku (My balloons) and it's a great song for learning colours.

<https://www.youtube.com/watch?v=6or1RRHa4cQ>

We will start by learning how to ask the time.

### **What's the time? – Jam berapa?**

This week we will just focus on saying hour times such as 3 o'clock, 7 o'clock, etc.

1 o'clock – jam satu

4 o'clock – jam empat

11 o'clock – jam sebelas

Let's watch a short video which explains how to ask and say the time in Indonesian. Make sure you repeat out loud to make sure your pronunciation is correct. The video contains extra information about telling the time. That's ok.. we will be covering it all in later lessons.

<https://www.youtube.com/watch?v=Gunz4IAO15M>

For this week's activity, draw hands on each clock face and write the time in Indonesian below it. Click on the link below. If you would like to challenge yourself, try some half past times.

**Eg.**



**Jam tiga**

[https://docs.google.com/document/d/1deaK60\\_3bgqY0AzvjMZdGQ21YxiX1ksvKR4b0guWkuU/edit](https://docs.google.com/document/d/1deaK60_3bgqY0AzvjMZdGQ21YxiX1ksvKR4b0guWkuU/edit)

