



Year 5/6 - Remote Learning - Week 4

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

Weekly Focus

Reading	Summarising
Writing	How do we write an information report?
Spelling	Word origins - Greek
Mathematics	Location and Transformation
Biology	Building Beasts
Health	How do we know our stress cues and what are our coping strategies?
Economy	What are Action Items?
Discover and Grow (DAG Hour)	Creepy Crawlies Challenge

Weekly Assessment

Reading	Video chapter summary (Tuesday)
Maths	Complete your pre-test on Essential Assessments for LOCATION AND TRANSFORMATION . Write down two of your goals and upload to Google Classroom (Tuesday)
Other	Upload all tasks to a Keynote Presentation and submit this on Friday as a PDF.

Year 5/6 - Remote Learning – Monday 10th August 2020

Reading

Chapter 15 - A Desperate Run

Throughout the book Doon had been observing the bug, noticing how it changes. In this chapter, the moth breaks out of its cocoon and is free. How is the moth a symbol for Lina and Doon?

(Think carefully, your answer should be at least four sentences.)

Key Elements: Write about and illustrate an important part of today's reading. Include lots of text evidence, and be sure to pick out all of the important key details.

Writing

Warm up:

Write one sentence about a fact you know or researched about this animal. Use 9 words EXACTLY.



Mini Lesson:

Read the following infographic about information reports...

CREATING AN INFORMATION REPORT

PURPOSE OF AN INFORMATION REPORT:

An information report is a **FACTUAL** text that informs the reader about something. It is a way for someone to better understand something. It uses **FACTS** to explain, and gives **DETAILS** to aid reader understanding

STRUCTURE OF AN INFORMATION REPORT:

INTRODUCTION:

Classification - outline what the thing is. Give an overview of it.

PARAGRAPH 1:

Topic sentence - what this paragraph is about.
Sentences that contain facts and details about this topic

PARAGRAPH 2:

Topic sentence - what this paragraph is about.
Sentences that contain facts and details about this topic

PARAGRAPH 3:

Topic sentence - what this paragraph is about.
Sentences that contain facts and details about this topic

CONCLUDING PARAGRAPH:

There may or may not be a concluding statement.

LANGUAGE FEATURES:

- **TECHNICAL LANGUAGE** e.g. athlete
- **PRESENT TENSE** e.g. The athletes **compete** for medals. (past tense would be **competed**)
- **LINKING VERBS** e.g. made up of, caused by.
- **VISUALS** - photographs, diagrams, graphs and pictures are all used in information reports to provide information for the reader.
- There may be a **GLOSSARY** included at the end of the information report.

The information report you are writing is about the critically endangered animal you chose last week and its adaptations. So you will need...

- **Introduction** - What is your animal? How endangered is it? How many are left? Give us statistics/number facts. What are its main threats?
- **Paragraph 1** - Tell us about the animal's habitat. What kind of environment does it live in? Describe the environment. What part/s of the world? What climate? Where does it shelter/eat/lay its eggs etc.? Any other interesting facts about its habitat.
- **Paragraph 2** - Tell us about the animal's eating habits. What does it eat? How much? How often? Is it a carnivore/herbivore/omnivore? Where does it find its food? How does it find its food? Any other interesting facts about its food habits.
- **Paragraph 3** - Tell us about its adaptations. Describe them. What kind of adaptations are they (physiological/behavioural/structural)? Why has it developed

these adaptations? How do the adaptations help the animal? Any other interesting facts about the adaptations.

So, altogether you should have 4 paragraphs (including the introduction).

Learning time:

Rule up the following planner in your book. Use your notes from the research you did last week to plan your report. Do extra research to fill any areas that need more information.

ADAPTATIONS INFORMATION REPORT PLAN	
Title:	
Introduction:	
1st Paragraph (Adaptations) Subtitle:	
2nd Paragraph (Habitat) Subtitle:	
3rd Paragraph (Food habits) Subtitle:	

Economy

What are action items and when can we apply these to our account?

Warm up! On pay grade, you are able to apply 'action items' to your account. Two of these action items are 'bonuses' and 'withdrawals'. Find the definition for these terms and provide two examples for each from pay grade.

Bonus	Withdrawal (infraction)
Definition:	Definition:
Example from pay grade:	Example from pay grade:

Activity: When do people get bonuses in real life? When do people get withdrawals (tickets and fines)? Create a list of as many different bonuses and withdrawals you can think of in everyday life. You might like to ask your parents to help you!

Activity: If you had the chance to add a custom action item, what would it be? Think of your most creative bonus OR withdrawal, and post it on today's daily post stream.

We have assigned some action items on pay grade for you. Go into pay grade now and apply any action items that you are eligible for. However, IF you apply a false action item, you will be charged with bank fraud, a withdrawal of \$750.

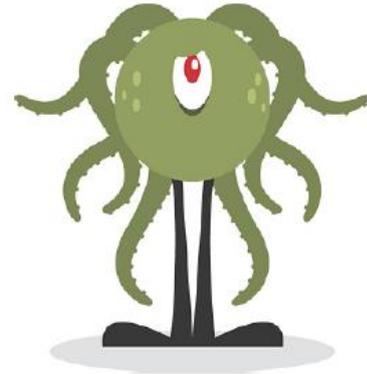
Bank fraud is the use of potentially illegal means to obtain money, assets, or other property owned or held by a bank, or to obtain money by posing as a bank or other financial institution. In many instances, bank fraud is a criminal offence!

How can I show my understanding of adaptations and how they drive evolution?

Build a Beast Project

Over the next few weeks you will be completing a 'build a beast' project and eventually writing an information report about its adaptations.

You will randomly create an organism and its environment with a roll of a die. Roll a die for each category below to determine the conditions of your environment, then roll it to determine the qualities of your beast.



You **must** use these qualities, however, you may add more adaptations to ensure that your beast can survive within its environment.

Watch [this video](#) to see what beast Alanna created!

BEAST BUILDER

Where does it live?

1. mountains covered in ice and snow with cold, blustery winds
2. dry desert with scorching hot days and freezing cold nights
3. in the ocean or on the beach with frequent storms and warm weather
4. on a small volcanic island with frequent eruptions and tropical climate
5. swamp with standing water and sticky, humid air
6. in a cave that is dark, damp, and cool

What is the soil?

1. large, jagged, loose rocks
2. sandy soil with pools of quicksand everywhere
3. solid densely packed soil that is difficult for beasts to burrow through
4. dry, crunchy mud that caves in underfoot
5. sticky red clay that beasts sink into and get stuck in
6. slimy, slippery mud that is difficult to walk on

What kind of vegetation is present?

1. tall trees with long branches and big leaves
2. small dwarf trees and shrubs with tiny leaves and colourful flowers

3. vines with thorns that grow along the ground
4. short plants with thick succulent leaves to retain water
5. low lying mosses and grasses
6. thin tall straw-like grasses

What kind of beast is it?

1. a soft-bodied invertebrate
2. a bird
3. a reptile
4. a large mammal
5. a flying insect
6. an amphibian

What kind of exoskeleton/skin/fur/feather does it have?

1. very thick
2. colourful
3. blended into the surroundings (camouflaged)
4. layer of slime on top
5. spikes or spines
6. very thin

What kind of mouthparts does it have?

1. piercing, sucking mosquito like mouth
2. fangs that deliver venom
3. flat teeth for grinding
4. sharp pointy teeth for tearing and shredding
5. large front teeth for clipping leaves
6. no teeth for swallowing things whole

What are its predators?

1. footeous maximus: big footed creatures that chase and stomp beast flat
2. vampiro motheus: lands on beast and sucks blood until dry
3. injectesect parasitus: lays eggs on beast that burrow into and devour from inside out
4. vomitous spidereus: vomits on beast and melts it with digestive fluids
5. megamaggot grubbeus: leaps out of the ground and swallows beast whole

Each time you roll the die think about how this roll affects your beast. Create an adaptation for each that helps your beast survive its environment. For mouthparts, be sure to describe what your beast eats based on the mouthparts you were assigned.

	<p>Be creative, but try and stick to the rules of nature so you can demonstrate that you understand what adaptations are and how they help an organism survive in its environment. Adaptations must be realistic and exist in nature. No bionic hearing or laser vision!</p> <p><i>Start by drafting your ideas into a quick sketch and thinking about the adaptation.</i></p>
<u>Drama</u>	<p>Here is your Drama Lesson for the week. This is a virtual classroom link: https://docs.google.com/presentation/d/1iZRCtH_AwvSYAOI3ggFVexWYGanL-k0EvJTywLmtKRQ/edit?usp=sharing</p> <p>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</p> <p><i>This link will also be sent to you on Google Classroom. If work needs to be submitted, you will do it on Google Classroom.</i></p>

Year 5/6 - Remote Learning – Tuesday 11th August 2020

Reading

Chapter 16 - The Singing

Create a video summarising the key points of chapter 16. Watch [this video](#) from Mat to help.

Remember to include all of the important information about the chapter when creating your video. A good scaffold for writing a summary is:

Q
Who is the main

KEY POINT
What did the

POINT
What was the

KEY POINT

KEY POINT

How could you use this to help you create your video about what happened to Lina in this chapter?

Upload your video to Google Classroom

Writing

Warm up:

Write one sentence about a fact you know or researched about this animal. Use 11 words EXACTLY.



Mini lesson:

Today we will move on to the next step in the writing process - DRAFTING. At the least, you will need to finish your introduction.

Use this checklist to see if your introduction has everything it needs...

- I have a topic sentence that explains what my report is about.
- I have said how endangered my animal is (conservation status).
- I have given at least one fact about how many are left.
- I have included what its main threats are.

Learning time:

Spend at least 30 minutes drafting your information report. Your goal today is to have the draft of your introduction completed. If you manage to do this and still have time remaining, continue on writing more of your report.

Mathematics

Complete your pre-test on Essential Assessments for **LOCATION AND TRANSFORMATION**.

Write down 2 of your goals and upload to Google Classroom.

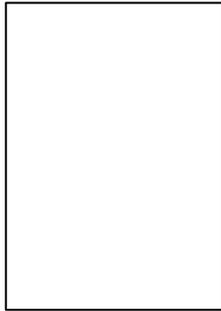
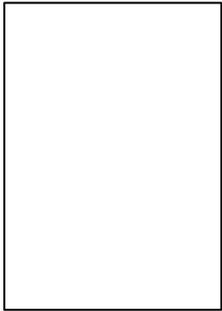
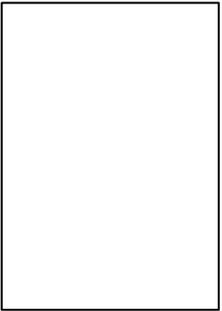
Whenever you have some spare time in your maths sessions - work on your goals on Essential Assessments or Khan Academy.

	<p>NEWS UPDATE: You can earn bonuses in the classroom economy for each trophy you achieve on Essential Assessments.</p> <p>Spend 20 minutes now working on your goals.</p>
<p><u>BQT - Biology</u></p>	<p style="text-align: center;">Build a beast</p> <p><u>The drawing:</u></p> <p>Your drawing must be colourful and include all of the following criteria:</p> <ol style="list-style-type: none"> 1. Draw the environment with all of its qualities described. At the bottom of your picture write three lines describing your environment. 2. Name and draw your animal in this environment and don't forget to include the three additional adaptations it needs to survive. Please label each adaptation with a sentence describing how it helps your organism with your environment. 3. Create, draw and label an organism that your beast could eat based on its mouthparts. Also create, draw, and label the organism that eats your beast. <p>Pretend this is a scientific drawing for a textbook; it needs to be high quality and detailed.</p>
<p><u>Art</u></p>	<p>During 'learning at home' for Art in term three, all students will be sent a link to the same Google Slides document.</p> <p>Please take the following steps to access the learning:</p> <ol style="list-style-type: none"> 1 - Click on this link: Art Week 4 Yayoi Kusama 2 - Click on 'present' at the top right hand corner of the screen, next to the orange 'share' button 3 - The PowerPoint presentation will then present as a full screen ready for students to watch <p>The link to this week's Art program will also be posted on Google Classroom – code: roeu4zh</p> <p>Take a photo of your work and upload it to Google Classroom in the 'Art Term 3' folder.</p> <p>Previous weeks – Art Week 3 Art Week 2 Art Week 1</p>

Reading

Chapter 17 - Away

Draw 4 key scenes from the chapter, in order. Below your drawing, explain what happened and why.

			
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Lina and Doon have no idea what the paddles are, or how to use them. They also didn't know how to use the candles. Choose one of the following objects, and explain what it is, and how to use it. Make sure you explain it clearly so that someone who has never seen or heard of the object knows what it is, and how to use it.

- Shoe horn
- Sunglasses
- Chewing gum
- Yellow pages
- Cassette tape

Share your explanation with your reading group.

Writing

Warm up:

Write one sentence about a fact you know or researched about this animal. Use 13 words EXACTLY.



Mini lesson:

To write your main body paragraphs, follow the following steps...

Informative Texts - Paragraph Structure

To write an informative paragraph, follow these steps.

1. Introduce the subject using a clear topic sentence.
2. State facts about the subject in a logical order.
3. Describe the subject using appropriate technical vocabulary.
4. Conclude with a statement about the subject.

When writing an informative paragraph, it is important to focus on **one aspect of the subject**. When you are ready to move on to another aspect of the subject, it is time to begin a new paragraph.

Here's an example... (this example is pitched at grades 3/4)

Informative Paragraph - Example



Most turtles reproduce during the warmest months of the year. The females will come ashore on a sandy beach to lay their eggs after mating. They then leave the eggs to hatch on their own. When they hatch, the hatchlings (baby turtles) scramble down into the water. They have to be quick to avoid being eaten by predators. Most baby turtles will perish within their first year.

Each of your paragraphs will have three parts, like this...

Informative Paragraph - Example

topic sentence
introducing the subject

Most turtles reproduce during the warmest months of the year.

facts about the subject
in logical order

The females will come ashore on a sandy beach to lay their eggs after mating. They then leave the eggs to hatch on their own. When they hatch, the hatchlings (baby turtles) scramble down into the water. They have to be quick to avoid being eaten by predators.

concluding statement
about the subject

Most baby turtles will perish within their first year.

Don't forget, info reports use technical vocabulary (words)...

Informative Paragraph - Example

describe the subject
using technical
vocabulary

*Most turtles **reproduce** during the warmest months of the year. The females will come ashore on a sandy beach to lay their eggs after **mating**. They then leave the eggs to hatch on their own. When they hatch, the **hatchlings** (baby turtles) scramble down into the water. They have to be quick to avoid being eaten by **predators**. Most baby turtles will **perish** within their first year.*

Click [here](#) to watch a video on how to write a main body paragraph for your report.

Learning time:

Spend at least 30 minutes drafting your information report. Your goal today is to have at least one of your main paragraphs done. If you manage to do this and still have time remaining, continue on with your report.

Mathematics

How can we demonstrate symmetry, rotation and tessellation?

Warm up! Let's have a look at some of the new vocabulary we will be using for this unit. Below is a table with all of the new vocabulary. You need to find the definition of each word and include a picture that helps describe the meaning.

Word	Definition	Picture
Pattern		
Rotation		
Clockwise		
Anticlockwise		
Line of symmetry		
Tessellation		
Quarter turn		
Half turn		
Three quarter turn		
Full turn		

Imagine you are programming a robot to walk from your front door to your kitchen. Use the new vocabulary above to create a code for the robot to follow!



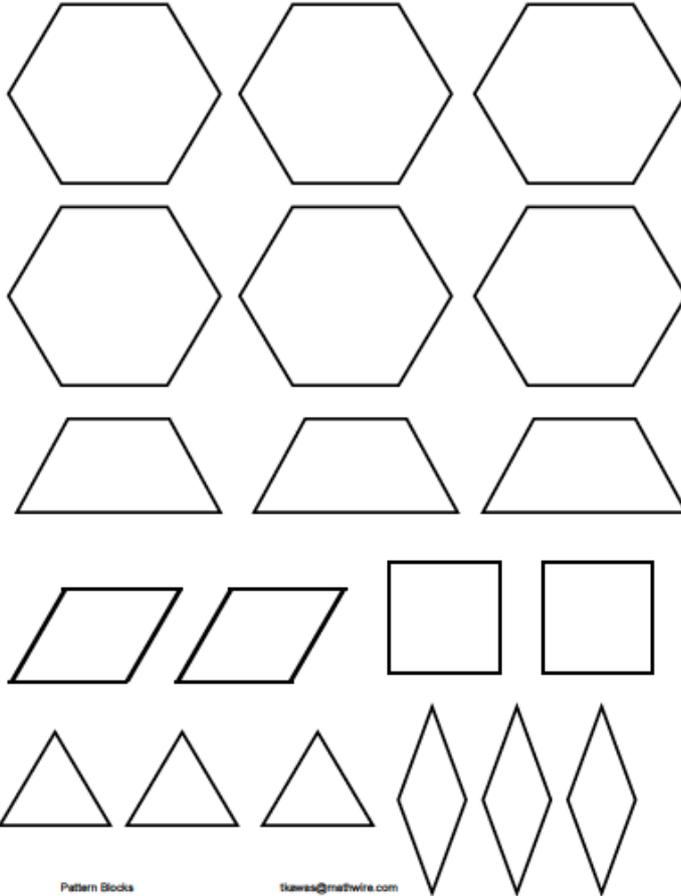
Check out [Erin's video](#) as she explains all things rotation, symmetry and tessellation, as well as how to set out your next activity.

Activity: On three separate pages in your maths book, you will need to create the following:

1. A page that clearly demonstrates rotation (including quarter, half, three quarter turns, clockwise and anticlockwise)
2. A page that clearly demonstrates line of symmetry
3. A page that clearly demonstrates tessellation

You will need to copy these shapes onto paper, cut them out and then glue them into your book according to each page.

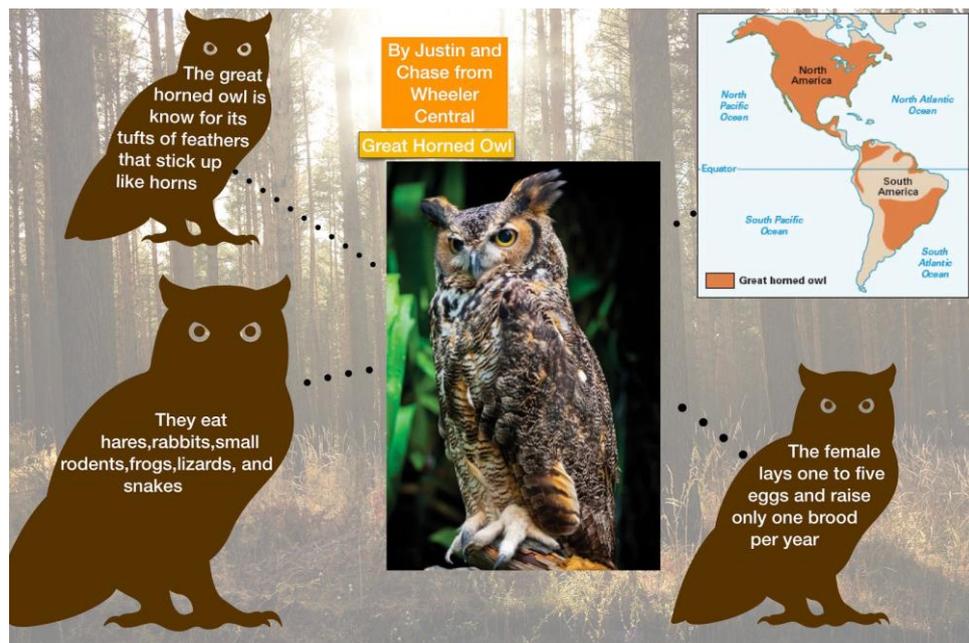
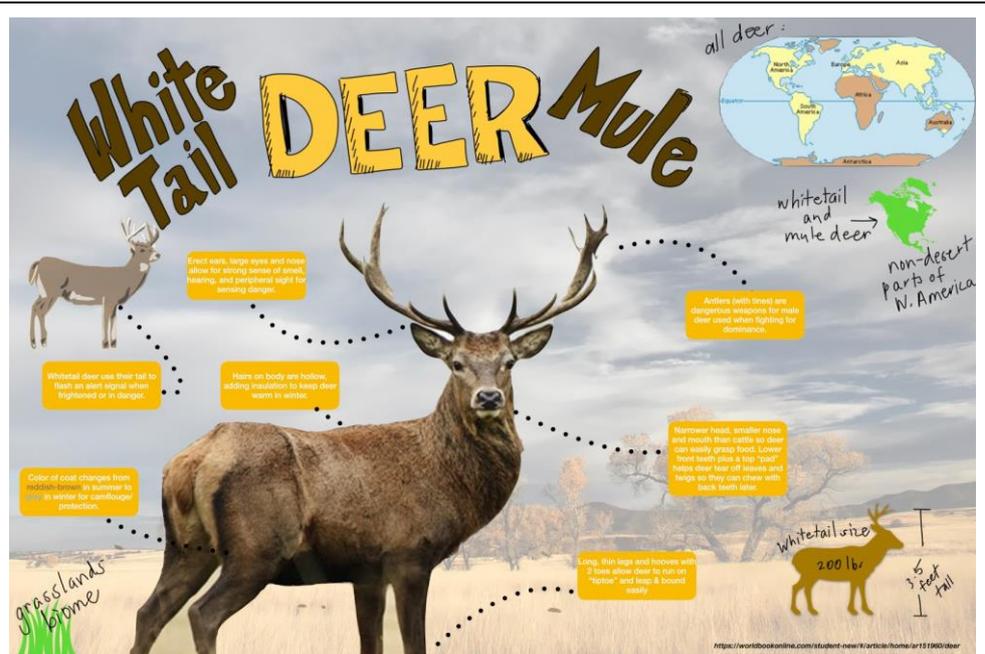
Pattern Block Template



BQT - Biology

How can we create an infographic on our 'build a beast' animal?

Examine these infographics about animals and their adaptations below.



Create an infographic about your beast, using the above for inspiration. Spend at least 45 minutes on this, making sure it is of a good quality and includes the following:

- a title
- your drawing
- annotations of your beast's adaptations
- detailed descriptions of your animal's adaptations
- a detailed description of your beast's environment
- a map of the location of your beast

	<ul style="list-style-type: none"> ● statistics about how many of your beast are in the wild
<p><u>Physical Education</u></p>	<p>Once again, make your way into your PE Google Classroom and watch the instructional video for week four.</p> <p><u>Opening/warm-up</u> - Complete the 10 minute total body circuit found in the link: https://www.youtube.com/watch?v=FmWPRv6g9aI</p> <p><u>Tennis</u> – In week four, we are going to begin by working on a tennis shot known as the ‘overhead smash’. Spend a few minutes watching the instructional video found in the link below to find out what it is and how to hit one well:</p> <p>https://www.google.com/search?q=how+to+do+the+overhead+smash+in+tennis&rlz=1C1CHFX_enAU784AU784&oq=how+to+do+the+overhead+smash+in+tennis&aqs=chrome..69i57j0l3.7921j1j4&sourceid=chrome&ie=UTF-8#kpvalbx=r4YnX9y6L8zG4-EPv5CqgAI31</p> <p>Now we are going to practise the overhead smash by performing the drill you see in the next link. Try to execute the drill as you see it, really focusing on getting into the right position and striking the ball at the right time. Complete this drill for 5-10 minutes or until you feel comfortable hitting an overhead smash:</p> <p>https://www.youtube.com/watch?v=2tFJzcA792w</p> <p>Finish off by copying the tennis training wall drills you see in the final link. This will be great revision for the forehand, backhand and volley work you have done in recent weeks.</p> <p>You do not have to complete ten in a row as shown in the video. Set yourself a goal and try to achieve that number of consecutive hits against the wall before moving on to the next one:</p> <p>https://www.youtube.com/watch?v=GU7mq8uZgJo</p>

Year 5/6 - Remote Learning - Thursday 13th August 2020

<p>Reading</p>	<p>Chapter 18 - Where the River Goes</p> <p>Chapter 19 - A World of Light</p> <p>In your own words, describe the journey down the river and up and out of Ember.</p> <p><i>The sky arched over them, higher than they could have imagined, a pale, clear blue. Lina felt as though a lid that had been on her all her life had been lifted off. Explain what the author means by this.</i></p> <p>Heading into the last chapter, what are three questions that you want answered? Share these with your reading group.</p>
<p>Writing</p>	<p>Warm up:</p> <p>Write one sentence about a fact you know or researched about this animal. Use 15 words EXACTLY.</p>  <p>Mini lesson:</p> <p>Today is your last day for drafting your information report. Once you have finished writing, check your work using the following checklist...</p> <ul style="list-style-type: none"><input type="checkbox"/> TITLE<input type="checkbox"/> NAME<input type="checkbox"/> INTRODUCTION<ul style="list-style-type: none"><input type="checkbox"/> Introduce the animal<input type="checkbox"/> Explain how endangered it is and why<input type="checkbox"/> PARAGRAPH 1 - HABITAT<input type="checkbox"/> PARAGRAPH 2 - EATING HABITS<input type="checkbox"/> PARAGRAPH 3 - ADAPTATIONS

Learning time:

Spend at least 30 minutes drafting your information report. Your goal today is to complete your draft. If you are not finished, you will need to schedule extra time today or tomorrow to finish.

YOUR DRAFT MUST BE FINISHED BY FRIDAY 3:30PM

Mathematics

How can we use a grid system to describe a location?

We often use a grid system when looking at maps of places, cities, towns and roads.

Warm up! Check out the grid below of Treasure Island and answer the questions.

What are the coordinates for Treasure Island?

	👛 (____)	👤 (____)	☠️ (____)	🏠 (____)						
	Put an X on the grave of 'Blind Pete' (H6) – Plant a flag (D2) – Where is the pirate ship? (____)									
7	🌊								👛	🌊
6	🌊									🌊
5			🌲	🌲	🌲			👤		
4			☠️	🌲	🌲					
3							🏔️	🏔️		
2					🏠					🌊
1	🌊									🌊
	A	B	C	D	E	F	G	H	I	J

Activity: How well do you know your way around Australia? Use the grid system and the map of Australia to identify the coordinates for the following cities and landmarks found in Australia. You may have to Google where some of these are!

Step 1: Carefully trace an outline of the map of Australia in your maths book on the grip paper.



Step 2: Label the grid by writing letters on the x axis and numbers on the y axis (just like the picture above!).

Step 3: Choose your heat! Identify the landmarks and answer the questions from the table below. Begin with the **MILD**, work your way up through **SPICY**, all the way to **AICARUMBA!**

MILD	SPICY	AICARUMBA!
Using your map, label the coordinates for: a) Melbourne b) Canberra c) Sydney d) Perth e) Darwin f) Hobart g) Adelaide h) Brisbane	Using your map, label the coordinates for: a) Uluru b) The Big Banana c) Great Barrier Reef d) Shark Bay e) The Bungle Bungles f) Cairns g) Broome h) Kangaroo Island	Determine the compass direction from: a) Melbourne to Adelaide b) The Big Banana to Perth c) Sydney to Broome d) Kangaroo Island to Hobart

Challenge! Complete your Essential Assessment goals on location. Remember, if you score a trophy you earn yourself a bonus on pay grade!

Health

How can we identify stress cues and cope with stress?

Find the stress cue survey attached on google classroom.

Watch [this video](#) from Alanna about how to complete the survey. ==>

ACTIVITY: Know yourself

Look at each of the physical symptoms, feelings, characteristics or beliefs listed below and decide how often each applies to you:

- Tick R if you experience it Rarely
- Tick S if it applies Sometimes
- Tick O if you experience it often

	R	S	O		R	S	O		R	S	O
Headache				Fatigue				Irritability			
Confusion				Hopelessness				Resentful			
Nervousness				Exhaustion				Blaming others			
Can't sleep				I'm an idiot				Critical			
Muscle tension				Hate my job				Tell people off			
Frustrated				Lack of energy				They're all idiots			
Fidgety				No appetite				Can't trust people			
Difficult relaxing				Don't care about anything				Sarcastic			
Never enough time				Constantly tired				Seen as bossy / unreasonable			
Why is everything left to me?				Feel a failure				Get into fights			
Difficulty concentrating				Feel regret or guilt for past mistakes				Get into arguments			
Smoking or overeating				Withdrawing from people				Don't forgive others mistakes			
Are they all idiots?				What is the point?				Quick tempered			
TOTAL				TOTAL				TOTAL			
			FLIGHT				FREEZE				FIGHT

So... is your stress behaviour mostly linked to your 'fight', 'flight' or 'freeze' response?

Post on your Google Classroom daily post whether you are flight, freeze or fight. You can be a combination if your scores are similar for two.

The teachers also did this survey and they discovered their stress cues were mostly:

Alanna - Flight

Mike - Freeze

Erin - Fight

Mat - Flight

You should also share your stress cues with the people around you, so that they can recognise when you're not feeling 100%. Encourage your adults at home to do the survey too and compare your answers!

Now, I'd like you to have a think about what sort of things you like to do when you're feeling stressed to make yourself feel better.

Make a list of your coping/self care strategies. If you're stuck have a look at some examples below:

- Walk the dog
- Go for a bike ride
- Go bush walking
- Go swimming
- Do Yoga
- Go to the gym/ do a training session
- Get good quality sleep
- Read a book/ magazine
- Write or draw
- Play a solo card game
- Do a crossword/Sudoku
- Visit a museum/art gallery/library
- Say 'no'
- Dance
- Practice mindfulness/ meditation
- Play a musical instrument
- Play in the backyard with your children
- Play with/cuddle your pets
- Do some gardening/ watering
- Write a 'to do' list
- Clean the house
- Phone/message a friend
- Catch up with friends
- Pampering – facial, nails
- Watch Netflix
- Turn your phone off
- Get takeaway food
- Sing
- Read the newspaper
- Buy yourself a gift
- Eat healthy food
- Eat one of your favourite/treat foods
- Rearrange your furniture
- Comfort food
- Drink tea/ coffee/ hot chocolate
- Look up funny memes
- Make your bed. Fresh sheets
- Get a hug
- Learn a new skill
- Do a DIY project
- Go to a market
- Computer games
- Listen to a podcast
- Organise your food pantry
- Accept help from others
- Write a list of things you're grateful for
- Have a bath
- Pick some flowers
- Ironing/fold washing
- Wear clothing that makes you feel good
- Design your dream house

Use the table below to categorise each of your coping/self care strategies into one of the five categories:

Energetic	Self-Calmng	Social	Distract	Getting Organised

ACTIVITY 5: What self-care categories do you use?

Energetic

includes things like exercise, sport, dance which can help lift your mood

Self-calming

includes things that calm you down, like drawing, mediation, listening to music, taking a shower

Social

includes things to connect you with others like talking things over, help-seeking or socialising with others

Distract

includes things that shift your focus like reading, watching TV, playing games, hobbies

Getting organised

includes activities that help you plan and get organised, like making lists and tidying up

It is best to have coping strategies from across all five categories.

Write the answers to these questions in your book.

- Are you missing coping strategies from one area? Which?
- What strategies could you add, to help you have strategies across all five areas?
- How will you remind yourself to practise your coping strategies?

	<p>- How can you recognise when you are feeling stressed, based on your stress cues?</p>
<p><u>Music</u></p>	<p>You have several different activities to select from. Choose one, two or all three to complete!</p> <p>You will find all of the activities in your virtual music room! You can access this with the link below or in the Music Google Classroom.</p> <p>Ask your classroom teacher if you are not sure of the code.</p> <p>https://drive.google.com/file/d/14s9FOQrv2NntquT8ViqcAwlOHI28i4gz/view?usp=sharing</p> <p>THEORY</p> <p>This week we are going to have fun playing a game online to summarise what we know about notes on the stave in the treble clef. Revise where to find the notes on the stave in treble clef by clicking the whiteboard in the virtual music room and find the link to the game, also in the music room. Remember, if you have difficulty remembering where the notes are on the stave; check out the cheatsheet in the music room!</p> <p>LISTENING</p> <p>This week we are going to look at more loops. Here is a video of a musician using looping techniques to create a song on her own using many different instruments herself. Watch Elise Trouw perform her version of the Foo Fighters song 'Everlong' mashed up with Bobby Caldwell's 'What you don't do for love'. She has put all of her instruments on a timer and is able to record short snippets of music on each and layer the music until it builds. Find some questions to answer in the virtual music room.</p> <p>COMPOSITION</p> <p>Can you create a piece of music in the style of the song Elise created, focusing on only several loops. Try creating loops or recording sounds around your house to layer them and let a piece of music build. Remember, simple is best. Don't use too many too quickly, or create too many that it sounds too busy. Use whatever mode you would like to compose; it might be a graphic score, using Garageband, you could also compose for an instrument you know how to play and record it, create a soundscape with the repeated pattern, or use iMovie.</p>

Reading

Chapter 20 - The Last Message

We've finished The City of Ember! Congratulations!

Share three questions with your reading group you still have AFTER finishing reading...

Here are some of the interesting words we've encountered in our novel this week:

dawdled feeble curtly ponderously presume wryly defying tether kiosk stricken relentlessly billowed catastrophe

Synonym/antonym chart

Complete the synonym/antonym chart with your reading group (go to your reading Google Doc to complete). Include at least 4 synonyms and antonyms for each of the words (you may need to remove the suffix of a word to find the synonym/antonym - for example, instead of wryly, look up wry).

Word	Synonyms	Antonyms
dawdled		
feeble		
curtly		
ponderously		
presume		
wryly		
defying		
tether		
kiosk		
stricken		
relentlessly		

	billowed		
	catastrophe		
<u>Spelling</u>	<p>Warm up:</p> <p>Spend 5 minutes trying these free spelling games...</p> <p>https://www.spellzone.com/word_lists/games-109.htm</p> <p>Mini lesson:</p> <p>Learning about the origins of words can help us learn to spell them. A lot of words in English come from Greek words. So often, understanding the Greek root words will help us understand why some words are spelled in ways we would not expect.</p> <p>For example, the letters 'ch' in words with Greek origins make a 'k' sound.</p> <p>As in: <u>e</u>cho, <u>ch</u>emist, sto<u>ch</u>mach</p> <p>Watch this video about the sounds 'ch' can make and their origins...</p> <p>https://www.youtube.com/watch?v=JqQz6r6lBB8</p> <p>Find the 'ch' as 'k' words in this Word Search puzzle...</p>		

Words with a 'k' sound spelt with 'ch'

L Z T W T H X E B S T E D X X V O
G Z S A E A P C F F X K M H J B U
S Y T Y C C S Q E D N W S Z H I W
K Z I O H O J Y E T E P C C J O R
L N R S N P J W O I I K E T O M K
Y K N J O W D A J T B L D L T F K
J R O Q L S S O E I L Y K A D W G
F F R K O M T S K C X S E T Q I Q
C Y C A G E O H M X H M Y K O Q T
P R H B Y P M G K F S O V R F X P
R T E E H C A K C O N U L M M X A
T S S S C Z C B A Q X K P H K L C
D I T A P Q H H P P Q B O Z U W T
L M R T K S C U D S C H E M E X K
K E A A E Y S C H A R A C T E R J
G H T S U R O H C H J Q W L E X B
M C E L F K W B P Q X Z O I M S J

technology orchestra chemistry stomach
chaos ache character echo
chorus scheme

Learning time:

Another example of a sound that has a different spelling because of its Greek origins is 'ph'. It is spelled 'ph' but we pronounce it with an 'f' sound.

As in: graph, physics, telephone

Brainstorm as many 'ph' as 'f' words as you can in five minutes. You may use a dictionary to help you. Write them in your literacy book.

Your turn...

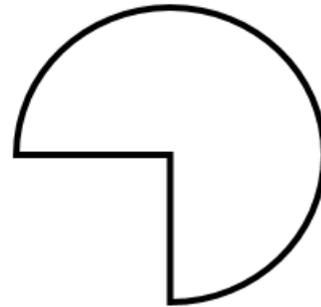
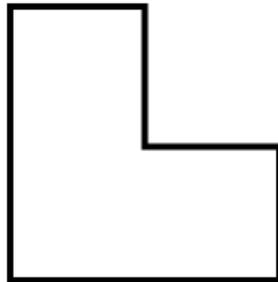
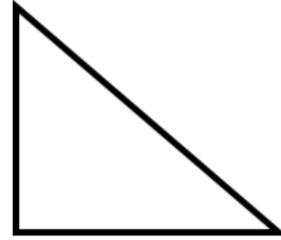
Create a word search puzzle using 'ph' as 'f' words. You may use graph paper from your maths book, or try the website below...

https://www.abcya.com/games/make_a_word_search

Mathematics

How can we enlarge and reduce images using a grid system?

Warm up! Draw these shapes in your maths book. Then, draw each shape again, but double the size.



Watch the [video](#) to learn about **transformation** and **scale factor**.

Activity: Now it's time to put your new knowledge in action. Choose your heat!

MILD	SPICY	AICARUMBA!
<p>1. A rectangle has a length of 6mm and a width of 5mm. Draw a rectangle that is 2 times bigger.</p> <p>1. An equilateral triangle has side lengths measuring 12cm. The scale factor is 3. Draw the new triangle.</p>	<p>1. A triangle has side lengths of 5cm, 8cm and 9cm. The matching triangle has side lengths of 36cm, 20cm and an unknown length. Draw the triangles, find the scale factor and calculate the unknown length.</p> <p>1. A rectangle has a length of 14m and a width of 9m. The scale factor is 0.5. Draw the rectangles and fill in the</p>	<p>1. The area of a large rectangle is 30cm squared. The scale factor is 3. Draw the new rectangle, labelling its length, width and area.</p> <p>1. The sides of a rectangle measure 20cm and 28cm. If the rectangle is to be reduced using scale factor $\frac{3}{4}$ what will be the new lengths of the sides?</p>

	<table border="1"> <tr> <td data-bbox="432 206 751 315"></td> <td data-bbox="751 206 1070 315">corresponding lengths.</td> <td data-bbox="1070 206 1378 315"></td> </tr> </table>		corresponding lengths.	
	corresponding lengths.			
<p><u>Discover and Grow (DAG Hour)</u></p>	<p style="text-align: center;">Creepy crawlies</p> <p>What you will need:</p> <ul style="list-style-type: none"> • paper and pens • calculator (optional) • a partner (optional) <p>What to do:</p> <ol style="list-style-type: none"> 1. Read the Creepy Crawlies text below and clarify your understanding. What is the task asking you to do? 2. Record your thinking and answers in a logical way. You might want to include drawings, lists, tables, graphs, etc. 3. Justify your thinking. What numeracy skills did you use? Eg doubling, multiplying, etc. What problem solving strategies did you use? Eg draw a diagram. 4. Explain your thinking to someone in your house. <p style="text-align: center;">Professor Bunsen, the mad scientist, has a collection of beetles and spiders in a special container. The floor sensor in the laboratory tells her that there are six less than 180 legs altogether in the container. The infra-red detector tells her that there are four less than 30 bodies in the container.</p> <p style="text-align: center;">In the laboratory down the corridor, another scientist, Doctor Von Krankenshaft, has a similar container but it contains lizards and beetles. The floor sensor in Doctor Von Krankenshaft’s laboratory tells him there are four lots of 41 legs in his container and the infra-red detector tells him there are nine less than 40 bodies.</p> <p style="text-align: center;">Which scientist has the most beetles in their container?</p> <p style="text-align: center;">How do you know?</p>			
<p><u>LOTE</u></p>	<p>Selamat siang anak-anak. (Good afternoon children)</p> <p>How did you go with last week’s lesson? I hope you were able to complete it.</p> <p>So far we have learnt how to say:</p>			

- Hour times. Eg Jam lima (5 o'clock)
- Half hour times. Eg. Jam setengah tujuh (half past 6)

This week we will learn how to say 'past' and 'to' times. Let's look at 'past' times first.

It's important to know that in Indonesian you say the hour first.

In Indonesian, the word **lewat** is used.

So 10 past 3 is tiga **lewat** sepuluh. 20 past 9 is sembilan **lewat** dua puluh.

Now, let's look at 'to' times.

In Indonesian the word **kurang** is used.

So 5 to 1 is satu **kurang** lima. 10 to six is enam **kurang** sepuluh.

Click on the link to watch a video that explains this further. Repeat the times said by the presenter to practise your speaking:

[Time Part 2 - Learn Real Bahasa Indonesia #16](#)

This week, you will make a quiz on your ipad that will test someone's knowledge of saying the time in Indonesian.

Your quiz must include 'hour' times, 'half past' times, 'past' times and 'to' times.

You can do it any way you like. Here is a suggestion:

<p>Jam berapa?</p> 	<p>Jam satu</p>	<p>Jam berapa?</p> 	<p>Jam enam kurang limabelas</p>
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If possible, let someone try out your quiz.

Selamat bersenang-senang. Have fun!

