

Year 5/6 - Remote Learning - Week 5

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

Weekly Focus

Reading	Thinking critically about The City of Ember
Writing	Information Reports
Spelling	'-ing' and '-ed' words
Mathematics	Location and Transformation
Biology	Build a Beast
Health	What is emotional literacy and why is it important?
Economy	Currency exchange rates
Discover and Grow (DAG Hour)	The Great Newport Lakes Paper Plane Competition

Weekly Assessment

Reading	Choose any of the discussion questions you've answered this week and upload to Google Classroom
Mathematics	Reflection on Post-Test for Location and Transformation (Friday)
Biology	Show what you know answers (Wednesday)
Other	Upload all tasks to a Keynote Presentation and submit this on Friday as a PDF.

Reading

Thinking critically and responding to what we have read.

It isn't time to just forget what we've read in *The City of Ember*. To gain a deeper understanding and appreciation of the text, we need to think about and respond to questions where we combine our understanding of the book, with our own thoughts and opinions (and the reasons we have these opinions). First, watch [this video](#) from Alanna, explaining how to answer a discussion question.

Choose one of the two discussion questions to explore each day this week, your response to the question should be at least 5 sentences long (or even longer).

Doon and Lina like very different things. Doon wants to work in the Pipeworks; Lina yearns to be a messenger. Doon likes to study how things work. Lina likes to run and explore. But their friendship grows because they are ultimately searching for the same thing. How do they complement one another and help one another develop through the novel?

Hint: For this question think about the personality traits of both Lina and Doon, find examples of how the characters show these traits in the book and compare and contrast the two.

Earth today has many environmental and social issues. What sort of problems could have led to the building of the City of Ember?

Hint: For this question think critically about what is happening in the world today, what would be the benefits and consequences of building an underground city with no knowledge of the happenings of today?

Steps for writing a response to a question:

1. **Read:** Read the question and highlight the key points
2. **Theme:** Decide which theme this question links to
3. **Evidence:** Find evidence from the book to support your answer
4. **Opinion:** Add what you think to your response.

Now that we have finished reading *The City of Ember*, you will need to find something else to independently read for at least 30 minutes each day.

Writing

Warm Up:

Edit the following passage. There are 8 mistakes.

Corroboree Frogs are australia's most iconic amphibian species and amongs the most vizually spectacular frog in the world. They can readily distinguished by the bold yelllow and black longitudinal stripes on its top, sides and leg's. Its belly is marbled black, white and yellow



Mini Lesson:

For your information report, today you are moving onto the next step in the writing process - REVISING.


Read your draft and use this checklist to make sure you have everything an information report needs.

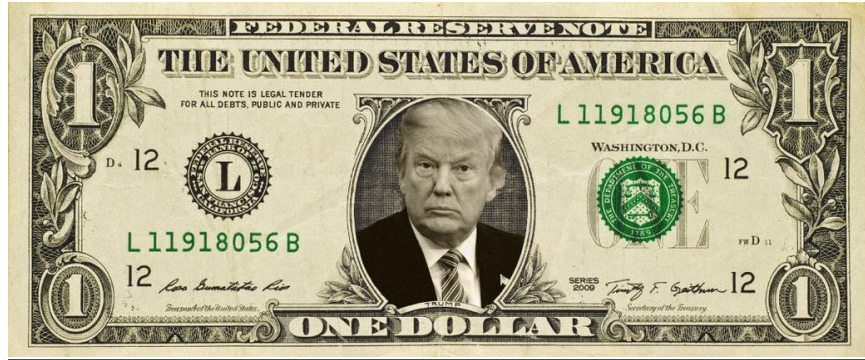
- ☐ I have a title
- ☐ I wrote a topic sentence at the beginning of each paragraph
- ☐ I organised similar information into paragraphs
- ☐ I used researched facts
- ☐ I used subheadings
- ☐ I used technical language
- ☐ I used descriptive words
- ☐ I used present tense

Learning Time:

Use the ARMS strategy to revise your report.

1. Read your draft back to yourself OUT LOUD.
2. Underline or circle anything that doesn't sound right or that could be improved.
3. Add, remove, move or substitute words, phrases or sentences to make your writing more engaging.

	 <p>REVISE</p> <p>Add</p> <ul style="list-style-type: none"> - details - transitions - interesting words <p>Remove</p> <ul style="list-style-type: none"> - words/sentences that don't make sense - extra information <p>Move</p> <ul style="list-style-type: none"> - words/sentences for a better order <p>Substitute</p> <ul style="list-style-type: none"> - boring words for interesting words
<p><u>Economy</u></p>	<p>Why are there different currencies in the world?</p> <p>You may have noticed on Pay Grade that your money is in USD (US dollars). Isn't it strange that we don't all use the same currency?</p> <p>Warm Up! Log in to your Pay Grade account and write down the amount of money you have in your account. If you can't login, ask your teacher how much money you have. When you change or convert your money from USD into AUD (Australian dollars) do you think the amount will increase or decrease? Now, open Google and convert your USD amount into Australian dollars. You can do this by searching <i>[your amount] USD converted to AUD</i>. How many Australian dollars do you actually have?</p>



Most countries in the world have their own currency. But, not all money is equal to the same amount, so we have “exchange rates” to compare different currencies. This allows people to travel between countries and exchange their normal money for another.

Activity: The worksheet attached to the Daily Post has a list of 10 countries. You will need to research the value of these countries’ currencies in Australian dollars and fill your answers in on the worksheet. Search Google for a [currency converter website](#).

BQT - Biology

How do animals adapt when their environment changes?

Watch [this video](#) from Dr Garth about how mutations occur.

CATASTROPHE

Your beast has enjoyed a life of leisure in your current environment - playing with other beasts, frolicking in the lovely weather, eating lots of food and evading the predators in the area.

Unfortunately, times are changing and your beast must inherit a beneficial mutation or its species will die! Based on the environment you rolled in the Beast Builder, choose the appropriate catastrophe that will now affect your beast’s environment.

Environment 1: The mountains that were once covered in ice and snow have experienced an unusually warm season caused by global warming. The snow and ice have melted creating raging rivers and streams all over the mountain as the water flows towards the valley below.

Environment 2: The polar ice caps have melted causing the sea levels to rise. The desert is now flooded with several inches of saltwater from

	<p>nearby seas and saltwater organisms such as small clams and sea cucumbers now inhabit the sand.</p> <p>Environment 3: Pollution from a nearby Cruise Ship collision has severely affected the quality of water in your environment, spilling oil everywhere, washing passenger's luggage and trash onto the beaches and creating floating 'rafts' of debris.</p> <p>Environment 4: The volcano on the island goes dormant and due to its location in the Northern Hemisphere, the island experiences an ice age. The island is blanketed in a thick layer of frigid ice, killing all vegetation.</p> <p>Environment 5: A drought has come, causing all standing water to evaporate. The swamps and marshes in the area dry up and cause the sticky humidity of the air to disappear.</p> <p>Environment 6: A rare meteor shower rains down on the land, opening a giant hole in the roof of the cave. The hole allows sunlight, fresh air and other weather conditions to affect the interior of the cave.</p> <p>LUCKILY, your beast is growing in numbers and new mutations are being introduced into the species often. Maybe they can survive!</p> <p><i>Introduce a new mutation adapted to the new environment conditions that may help your beast's species continue on for generations to come. Think about whether these adaptations are behavioural, structural or physiological.</i></p> <p>Draw a picture of your newly created beast and the environment AFTER the catastrophe.</p>
<u>Drama</u>	<p>Here is your Drama Lesson for the week. This is a virtual classroom link.</p> <p>https://docs.google.com/presentation/d/1GlqORVvk9oavnEuPIFcD2rhufD4AOTFQiD319WzKg1-0/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>This link will also be sent to you on Google classroom. If work needs to be submitted, you will do it on Google classroom.</p>

Year 5/6 - Remote Learning – Tuesday 18th August 2020

<p><u>Reading</u></p>	<p>Choose one of the two discussion questions to explore today. Your response to the question should be at least 5 sentences long.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">Steps for writing a response to a question:</p> <ol style="list-style-type: none"> 1. Read: Read the question and highlight the key points 2. Theme: Decide which theme this question links to 3. Evidence: Find evidence from the book to support your answer 4. Opinion: Add what you think to your response. </div> <p>Clary tells Lina, “Everyone has some darkness inside.” Light and colour both play very key roles in the novel. In what ways, other than the failing street lamps, are colour and light important?</p> <p>Hint: To help with this answer you might think about the importance of the finding a movable light, the burst of colour when Lina and Doon see the sunrise for the first time. You could also talk about the light/dark of Doon and his anger, or even the light of Poppy and Lina compared to Looper and the mayor.</p> <p>The possibility of never-ending darkness changes many of Lina’s friends and many of the townspeople. She discovers that her friend Lizzie has begun to accept things from Looper, who is stealing things from the storerooms. Why does Lina turn down the gifts that Lizzie offers her? Do you think that she was right to do so?</p> <p>Hint: To answer this question think about what kind of person Lina is, what personality traits does she display that explains her behaviour. Explain why you think Lizzie thinks it is okay to be accepting the gifts.</p> <p>Now that we have finished reading The City of Ember, you will need to find something else to independently read for at least 30 minutes each day.</p>
<p><u>Writing</u></p>	<p>Warm up:</p> <p>Edit the following passage. There are 10 mistakes.</p> <p style="color: red;">the Western Quoll has approximately 40 to 70 wite sports that cover there body but not the tail. This spotted pattern help to break up the Western Quolls outline in the moonlight so that the animal is protected form predators. this adaptation also masks the quoll’s movement at night,</p>



Mini Lesson:

The next step of the writing process is **EDITING**.



Learning Time:

A lot of people, when they are asked to read their work out loud, don't read what's actually written **ON THE PAGE**. Instead, they read what they **THINK** they've written.

DON'T BE ONE OF THOSE PEOPLE!

For your editing task today, you are going to create an audio version of your report.

1. Record yourself reading your report out loud.
2. Listen to your recording and point to each word as you hear it.
3. Pause the recording every time you hear something that does not sound right. Underline or circle it.

Go back and edit any mistakes you found using the COPS strategy. Your edited version should now be perfect!

Maths

How do we translate, reflect and rotate shapes?

Watch! Watch this video about translation, reflection and rotation.

<https://www.youtube.com/watch?v=NKtJd1hki9k>

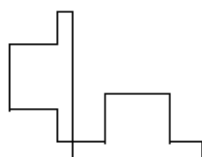
Fill out the definition table below with the new knowledge you learned from watching the video.

TERM	DEFINITION	EXAMPLE
Reflection		
Translation		
Rotation		

Let's practise! Demonstrate your knowledge by completing the following activities. Start with **MILD** and work your way up through **SPICY** to **AICARUMBA!**

MILD Activity

Draw a line to match up the shape with the correct transformation.



translated



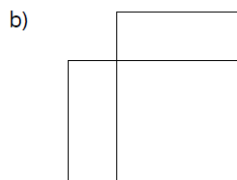
reflected

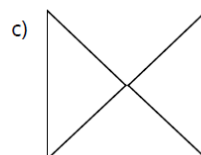


rotated

Write if each figure was **translated**, **reflected** or **rotated**.


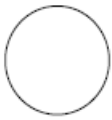

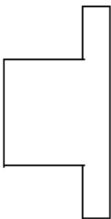

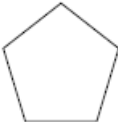
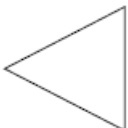

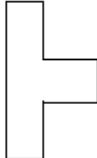






SPICY Activity

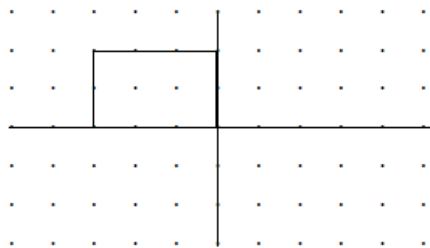
Transform each of these shapes according to their category.

Reflect	Translate	Rotate
		
		
		

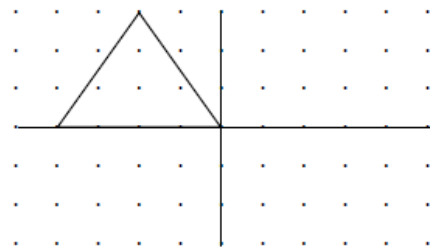
AICARUMBA Activity

Transform these shapes according to the instructions.

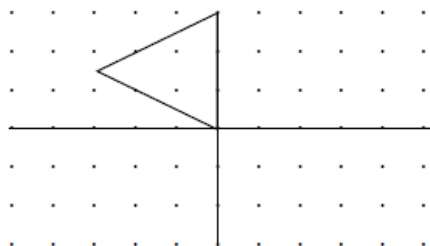
a) Rotate 90° clockwise.



b) Translate to the right.



c) Reflect this shape.



d) Rotate 180° anticlockwise.



Challenge! Log on to Essential Assessment and complete your My Numeracy tasks. Remember, a trophy equals a bonus on Pay Grade!

**BQT -
Biology**

How do animals adapt when their environment changes?



Now that your beast has adapted and mutated due to a catastrophe, you will need to add this information to your infographic!

Add your new adaptations to the infographic, and describe the devastating catastrophe. Include the following:

- Diagrams of your beast before and after adaptation
- Annotations of your beasts adaptations
- Description of the catastrophe using your best describing skills
- Details of your environment both before and after catastrophe
- a map of the location of your beast
- statistics about how many of your beast exist both before and after catastrophe

Watch this video for how to make an engaging infographic:

https://www.youtube.com/watch?time_continue=3&v=rI9ZcfKt8sY&feature=emb_l
[OGO](#)

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: [Week 5 Frida Kahlo](#)
- 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

Previous weeks – [Art Week 4](#) [Art Week 3](#) [Art Week 2](#)

Year 5/6 - Remote Learning - Wednesday 19th August 2020

<p><u>Reading</u></p>	<p>Choose one of the two discussion questions to explore today. Your response to the question should be at least 5 sentences long.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">Steps for writing a response to a question:</p> <ol style="list-style-type: none"> 1. Read: Read the question and highlight the key points 2. Theme: Decide which theme this question links to 3. Evidence: Find evidence from the book to support your answer 4. Opinion: Add what you think to your response. </div> <p>The city of Ember was built when people were worried that the human race might not survive. Do you think this was a good plan? Hint: Think about what you would have done if you were one of the builders, is there anything you would have changed about the way they put the instructions together?</p> <p>The mayor is the most corrupt character in the novel. He squelches the thirst for knowledge and limits freedom, yet the majority of the townspeople just accept his behavior. Why do you think they act this way? What other actions might they have taken? Hint: Think back to Alanna's video on Monday, maybe there are some clues in her answer that could help you with this question.</p> <p>Now that we have finished reading The City of Ember, you will need to find something else to independently read for at least 30 minutes each day.</p>
<p><u>Writing</u></p>	<p>Warm Up: Edit the following passage. There are 11 mistakes.</p> <p>In kimberley, australia the nativ Black-footed Tree-rat was recently finded after 30 years of supposed extinctshun. It has been droven to local extinction across many rejions of northern Australia due two the presents of invasive feral cats an habbittat change.</p>



Mini Lesson:

The last step of the writing process today - PUBLISHING.

Here is a checklist to make sure your finished information report looks as professional as possible.

- ☐ Title - centred, interesting 14 pt+ font, bold
- ☐ Title - Capital letters (I bet at least 1 person forgets)
- ☐ Name - your full name, centred, normal 14 pt font, not bold
- ☐ Name - Capital letters (surely no one would forget this!)
- ☐ Subtitles - bold, 14 pt font (leave a line between each paragraph)
- ☐ Paragraphs - normal 12 pt font
- ☐ Spacing - 1.5 or double spaced

Learning Time:

Open up a new doc on Pages and publish your information report.

Mathematics

What are Cartesian coordinates and how can we use a Cartesian plane to draw shapes?

Watch the [video](#) as Erin explains how to label a Cartesian plane and how to locate coordinates on a Cartesian plane. Have a go at the **MILD** and **SPICY** activities.

MILD Activity: Draw up a Cartesian Plane in your Maths book and label the quadrants and the x and y axis from the origin to to 15. Draw dots

according to these coordinates: $(-7, 7)$, $(-7, -10)$, $(15, -10)$

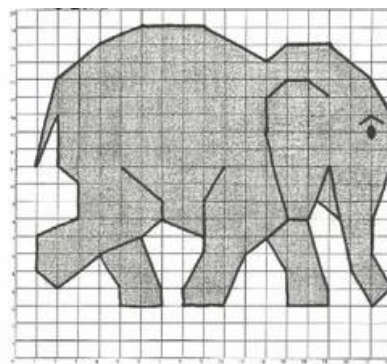
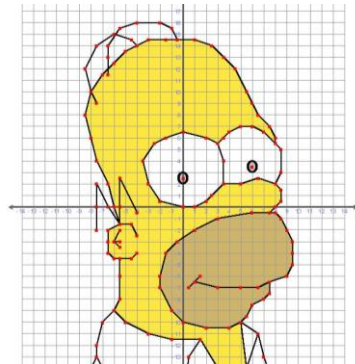
Now connect your dots using straight lines to create a common 2D shape!

What shape did you draw?

Draw up another Cartesian Plane and have another go at joining these coordinates: $(-6, 6)$, $(6, 6)$, $(10, -2)$, $(6, -6)$, $(-6, -6)$, $(-10, -2)$

What shape did you draw?

SPICY Activity: Design your own dot-to-dot drawing by writing down the coordinates. Give your coordinates and your Cartesian plane to a family member and see if they can follow your coordinates to draw your image. Here are some AMAZING example of dot-to-dot drawings on Cartesian planes:



How do we transform shapes on a Cartesian plane?

Watch this [video](#) as Erin demonstrates how to transform shapes on a Cartesian plane. Have a go at the **AICARUMBA** activity.

AICARUMBA Activity: Use Explain Everything App to draw up a Cartesian plane, clearly labelling the quadrants and the x and y axis. Create a video clearly explaining transformations of a shape/image on your Cartesian plane following the steps below.

1. Draw your shape on your Cartesian plane at coordinates $(-5, 2)$
2. Translate your shape $|6, 4|$
(This means move your shape across 6 places on the X axis and up 4 places on your Y axis)
3. Reflect shape about the Y axis
4. Translate your shape $|2, -1|$

	<ol style="list-style-type: none"> 5. Rotate 90 degrees anticlockwise about the axes origin (The axes origin is the very centre of your Cartesian plane) 6. Reflect on the X axis <p>Did you find any of the activities today challenging? If so, check out the goal smasher videos tomorrow to help you revise before your Post-Test!</p>
<u>BQT - Biology</u>	<p>How can I show what I know about adaptations and mutations?</p> <p>To demonstrate what you have learned about adaptation and mutation from our Build a Beast unit, answer the following questions:</p> <ol style="list-style-type: none"> 1. When we rolled the dice to determine our beast's characteristics, what does the dice represent? 2. Explain how mutation leads to adaptation. 3. How does natural selection 'drive' evolution? 4. Give an adaptation found in nature for each organism and explain how this adaptation helps this organism to survive and reproduce in their environments (you may need to research to find the answer): <ol style="list-style-type: none"> a. a saguaro cactus: b. a grizzly bear: c. an orb spider: d. a camel: e. a polar bear: 5. When looking out my back door, I see robins, blue jays, finches, crows, hawks and owls all living in the same area. How is it possible that all of the birds can live in the same area without starving? Be specific. <p>Upload your answers to these 'Show what you know' prompts to google classroom.</p>
<u>Physical Education</u>	<p>Once again, make your way into your PE Google Classroom and watch the instructional video for week five.</p> <p><u>Opening/Warm-up</u> – Complete the circuit workout found in the link.</p> <p>https://www.youtube.com/watch?v=hRXoKTBSZil</p>

Netball – This week, we are going to begin a new unit of work on netball.

To begin, watch the short instructional video that explains some of the rules and key fundamentals of netball.

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

We are going to work on important footwork and movement skills. Watch the coaching video found in the next link and spend 1-2 minutes completing the different skills. The skills include the one and two foot landing, the one and two foot jump, the take off and pivot.

https://www.youtube.com/watch?v=rtnDm52t_eM

We are now going to learn about and work on four key ball handling skills when playing netball – the two-handed catch, shoulder pass, chest pass and bounce pass. Watch the next link and spend approximately 3-5 minutes practicing each one. You can do this with another person or on your own using a rebound wall.

<https://www.youtube.com/watch?v=QTIOYtX6d88>

Year 5/6 - Remote Learning - Thursday 20th August 2020



Hey kids! Ash from Pokemon here!

Watch my tv show intro here: <https://www.youtube.com/watch?v=6xKWiCMKKJg>

Your teachers called me in to take you through your learning today.

If you've seen my tv show you'll know, 'I wanna be the very best, like no one ever was!' And I hope you are aiming to be the very best in your learning everyday!

Reading

Choose one of the two discussion questions to explore today. Your response to the question should be at least 5 sentences long.

Steps for writing a response to a question:

1. **Read:** Read the question and highlight the key points
2. **Theme:** Decide which theme this question links to
3. **Evidence:** Find evidence from the book to support your answer
4. **Opinion:** Add what you think to your response.

How are Poppy's actions important to the plot? Is she an important character?

Hint: Think about what Poppy did in the book (chomping on the instructions), how did this action lead to other important plot points?

At the end of the novel, Lina, Doon, and Poppy have discovered a sunlit earth. What do you think will become of them in the sequel? Do you think that there are other people on the surface?

Hint: For this question you will have to think creatively about what might happen to Doon and Lina. Think about the importance of Community throughout the book, how will this help you answer this question.

Now that we have finished reading *The City of Ember*, you will need to find something else to independently read for at least 30 minutes each day.

Writing

Warm Up:

Edit the following passage. There are 10 mistakes.

A adaptation of the Orange-Bellied Parrot are they're extremely accurate memmory. when they migrat north too the mainland, they will return within 5 metres of their place from the year befor. This is the same when they go back to bread in tasmania.



Mini Lesson:

Information reports not only communicate information through words, but also through visual images. For example:

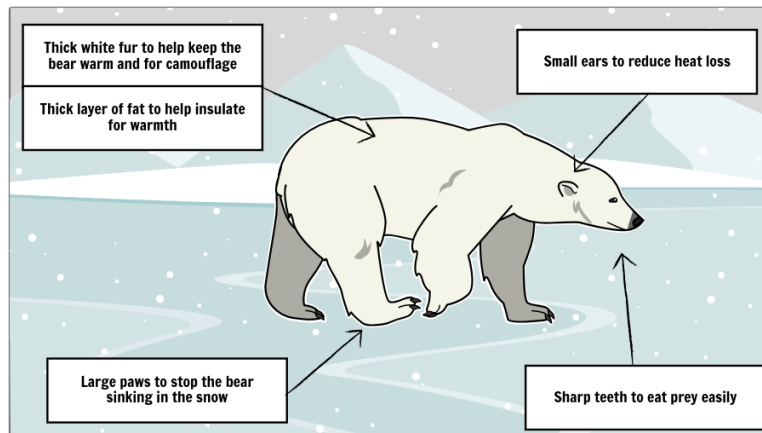
- Photographs
- Tables
- Graphs
- Maps
- Diagrams
- Flow-charts
- Infographics



Learning Time:

Insert an image for each of your main paragraphs into your report. Use a different type of image for each paragraph. You will need to do some research to find images online.

With at least one of your images, use PicCollage to add labels to your image. For example...



Submit your finished information report on the Weekly Keynote.

Mathematics

How can we best prepare for our Post-Test?

Goal Smasher Videos!

To help you prepare for your Post-Test, the 5% teachers have made videos focusing on some of the topics we have covered in this unit.

Choose the video that best suits the goal you have been working on. Watch the video and attempt the question at the end. Here are your options:

- [Use location and directions](#)
- [Enlarging and reducing shapes](#)
- [Use Cartesian coordinates](#)
- [Use translations, reflections and rotational symmetries](#)

Activity: Now you are an expert in your goal, create your own goal smasher video!

1. Explain the concept and how to do it
2. Give us an example
3. Finish with a problem for your audience to solve

Post your video on this padlet. Watch 3 other videos, solve the problems and be sure to give them a 'like'.

<https://padlet.com/morellmichaelb/mdruw6f6f5jfva9e>

Challenge! To BEST prepare yourself for tomorrow, watch all of the goal smasher videos made for you by your teachers and have a go at solving all of the questions at the end of each video!

What is emotional literacy and why is it important?

Emotional literacy is knowing what our emotions are, being able to label them and understand why it is important to experience all of them.

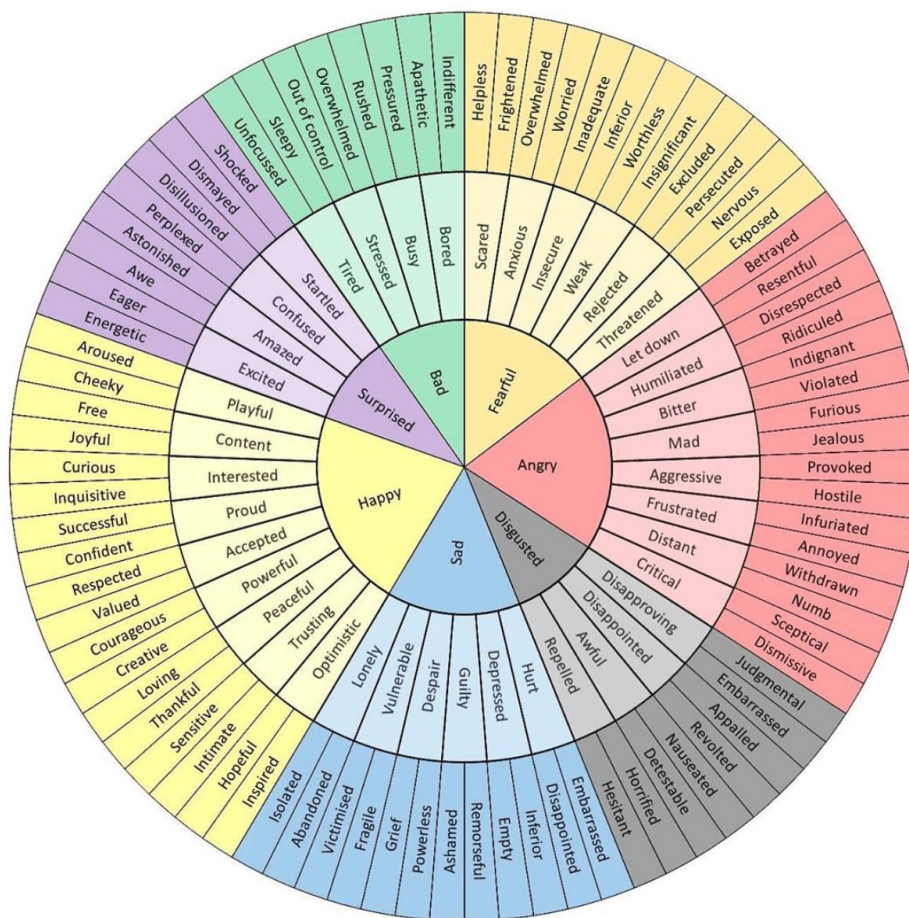
Watch this video to understand a little more about emotions:

<https://www.youtube.com/watch?v=KYfRzAlI7TQ>

Did you know we have six core emotions:



However, each of these core emotions can actually be split up into a lot of other emotions that are all linked to these six. Examine the emotion wheel below... (notice the addition of bad). Notice how your emotions get more specific as you move to the outer circles.



Your task is to choose one emotion from each colour and draw a picture to describe it. Use your own experience, or the experience of others.

e.g. This is a drawing of Fearful - Anxious - Overwhelmed.

I felt this emotion when I had to complete an assignment for school. It was due the next day and I didn't understand what I had to do to finish it. When I got home my Dad asked me to do my chores and I had netball training at 6pm. Each line represents when my brain was trying to think of everything I had to do and how I didn't believe I could do it all in time.



Music

You have several different activities to select from. Choose one, two or all three to complete!

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. Ask your classroom teacher if you are not sure of the code.

https://drive.google.com/file/d/1yu9IMK-vXw_cE_VHp3DQK9DZwJKu_lc/view?usp=sharing

THEORY

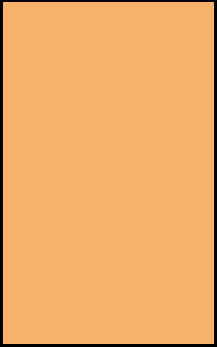
As you know, we are learning about notes on the stave and how to recognise where they are found. There is a link to another online game in the virtual music room. There are activities for the treble clef, bass clef and even alto clef! Please do the level that is right for you or select the area that you need to work on. For example; if you are new to reading music from a stave, try the treble clef. If you are a trombone player, try the treble clef as you are less familiar with this, or if you are a clarinet player, try the bass clef. If you learn the piano, attempt the alto clef! There is a cheat sheet for the treble clef in the virtual classroom, but you might have to do some research to find out more about the bass and alto clef notes.

LISTENING

We are going to do something a little different for this week; gaming music! Listen to the original music from Super Mario Bros, world 1-1. This would have been the first music anyone would have listened to for this game, and by far the most recognisable and famous. It was written by Koji Kondo in 1985. Electronic music written for gaming at this time was limited. There was only so much space on the memory cards for the music, and there were only 5 channels available to use. This means that the composer was only able to create 5 different sounds. Computer game music then evolved into its own genre of music called [‘Chiptune’](#)! In the case of the music Kondo wrote for Super Mario Bros. there was one melody (main tune) 2 harmony parts, one percussion (rhythm) part and the sound effects (texture) when the player bumps into something or finishes a world, etc. Take a listen to the music in the virtual music room and try and hear 4 of the 5 parts; melody, 2 harmony (chords or bass notes) and the fuzzy drum sound. You won’t hear the sound effects as no one is playing the game at the moment. Answer the questions found in the virtual music room.

COMPOSITION;

Can you create a piece of music for a computer game in the style Koji Kondo or the [Chiptune](#) genre? Limit yourself to only 5 sounds; 1 melody part, 2 harmony



(chords or a bass line), rhythm section and one track for some textural sounds when the player accomplishes something.

Although this might be easiest using GarageBand as it is electronic music, 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.

Year 5/6 - Remote Learning – Friday 21st August 2020

<u>Reading</u>	<p><u>Movie watching party!</u></p> <p>At 11am this morning we are all going to watch The City of Ember together (make sure you complete your Post-Test on Essential Assessment before watching).</p> <p>The movie is available to watch for free on SBS On Demand - your parents have been emailed about creating a SBS account so you can watch it on a television (using the Smart TV Function or an Apple TV/Google Chromecast), or downloading the SBS On Demand App on your iPad for the purposes of watching the movie.</p>
<u>Spelling</u>	<p>In English, to change the tense of a verb we often add a suffix. Usually...</p> <ul style="list-style-type: none">● Add -ing to make a verb present continuous tense● Add -ed to make a verb past tense <p>Read the following slides to learn the rules for spelling -ing and -ed words then try the examples...</p> <div data-bbox="432 1120 1386 1653"><h3>Spelling -ing Words</h3><p>If it's a short vowel - double the consonant Example: hop hopping</p><p>If it's a long vowel with a silent 'e' - buby e Example: hope hoping</p><p>TRY THESE: run, write, skip, love, hate, sit, make, nap, whip, wipe</p></div>

Spelling -ed Words

Short vowel double the consonant

Example: hop hopped

Long vowel silent 'e' – just add d

Example: hope hoped

End in 'y' – buby 'y', add 'ed'

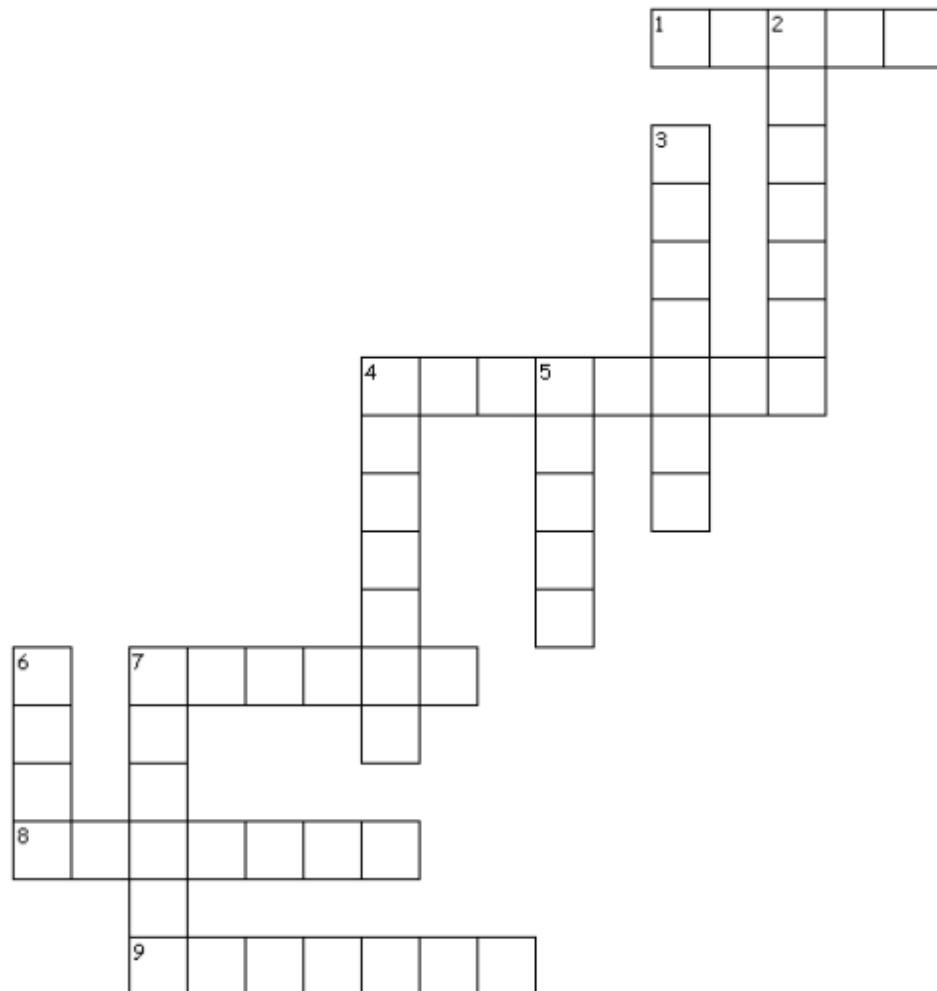
Example: study studied

TRY: skip, love, hate, fit, map, tune, cry, like, rip, fake, hurry


TRY THESE EXCEPTIONS: run, write, make, take, hide, sit, get, hit

Try It:

Solve this crossword using the rules you have just learned...



	<p>Across</p> <ol style="list-style-type: none"> cope past tense shut present continuous tune present continuous tense whip past tense grab past tense <p>Down</p> <ol style="list-style-type: none"> pop present continuous study past tense sip present continuous tense try past tense fly past tense take present continuous tense <p>Your Turn:</p> <p>Create your own -ing and -ed crossword like the one above. Your crossword must:</p> <ul style="list-style-type: none"> • Use the rules you've just learned • Have 5 past tense words • Have 5 present continuous words • Have 1 word that is an exception <p>Post your crossword on this Padlet and solve at least one of the crosswords posted by someone else.</p> <p>https://padlet.com/morellmichaelb/eii9gky9a2wwm3ji</p>
<u>Maths</u>	<p>Spend time working on your goals on Essential Assessment and watch the Goal Smasher videos for some quick revision.</p> <p>When you feel ready, complete your Post-Test on Essential Assessment for Location and Transformation.</p> <p>Write a reflection on your results and submit these to Google Classroom.</p> <p>Some questions to get you thinking could be:</p> <ul style="list-style-type: none"> - Did you work hard on all your goals that were available? - Did you take your time to read every question? - Did you check your answers before submitting? - What were you really proud of? - How will you continue to enhance your learning now?
<u>Discover and Grow (DAG Hour)</u>	<p>Paper Planes: a whole school STEAM project</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> • How can I research, design and create a paper model of an airplane? • What features will help my plane fly further? <p>Watch this video for an explanation on the Paper Plane project.</p> <p>https://www.youtube.com/watch?v=4pUcN5i0JPQ&feature=youtu.be</p>

	<p>Task</p> <ol style="list-style-type: none"> 1. Research, design and create your own paper plane over the week. 2. Test your plane to see if it flies. You may need to make a new design if it doesn't go far. Remember to decorate your plane! 3. Have an adult measure how far your plane travels. 4. Take a photo of your design (include all the different models you may have trialled) and write down how far it flew. 5. Upload your photo and hand it in to your teacher. Check your 'Learning At Home Program' about how and where to upload your submission. 6. The plane that has the best design from each class will get to show and demonstrate how far it travels when we return to school. The best design will be judged on: <ol style="list-style-type: none"> a) decorative (colourful) b) travels the furthest <p>**Note: PRIZES will be given once back at school for the best design in each year level.***</p> <div data-bbox="467 869 863 1061" style="border: 1px dashed black; padding: 5px; margin: 10px 0;"> <p>ONLY equipment allowed:</p> <ul style="list-style-type: none"> • Paper • Sticky tape • Glue • Scissors • Pencils/crayons for colouring </div> <div data-bbox="956 831 1224 1088" style="text-align: right;">  </div> <p>For some ideas and inspiration on making paper planes see:</p> <ul style="list-style-type: none"> • Read: <i>Paper Airplane Designs</i> https://www.foldnfly.com/#/1-1-1-1-1-1-1-1-2 • Watch: <i>Paper Planes TRAILER 2 (2015)</i> - Sam Worthington Movie HD https://www.youtube.com/watch?v=eGtQIVgQF9g
<p><u>LOTE</u></p>	<p>Hai anak-anak. This week's lesson is about Batik. Click on the link below for the lesson.</p> <p>Pak Ben</p> <p><u>Indonesian Grade 5/6 week 5</u></p>