

Year 5/6 - Remote Learning - Week 6

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

Weekly Focus

Reading	How can we use thinking routines to synthesis information?
Writing	Personal Writing Project - Time Capsule Zines
Spelling	How do we add suffixes to words ending in -y?
Mathematics	Data Representation and Interpretation
Biology	Writing an information report about your beast
Health	Attitudes to School Survey (Workshop)
Economy	Introduction to Taxes
Discover and Grow (DAG Hour)	School Photos

Weekly Assessment

Reading	Pretest - Opinion Piece about the world (Monday)
Mathematics	Complete your pre-test on Essential Assessments for DATA REPRESENTATION AND INTERPRETATION . Write down two of your goals and upload to Google Classroom (Tuesday)
Biology	Complete Information Report (Wednesday)
Other	Upload all tasks to a Keynote Presentation and submit this on Friday as a PDF.

Reading

What is the world like in 2020?

Do you have opinions about things? (of course you do!) Today you are going to respond to a statement in a short opinion piece. Think of this as a *pretest* for what we are going to learn over the next few weeks.

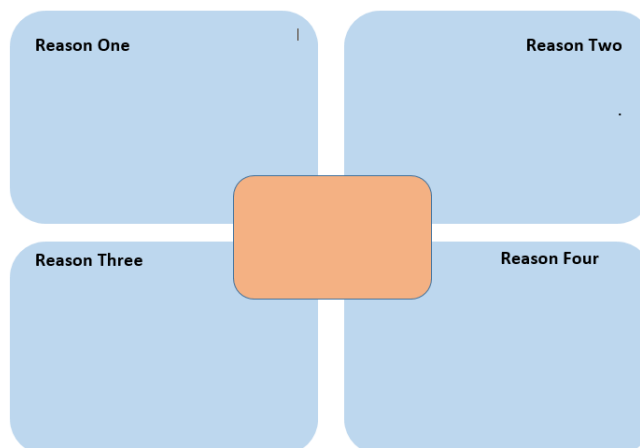
Watch [this video](#) from Alanna to learn more about why this is important.

Choose one of the following statements to write your piece about. You may **agree** or **disagree** with the statement as long as you back up your opinion with **REASONS AND EVIDENCE**.

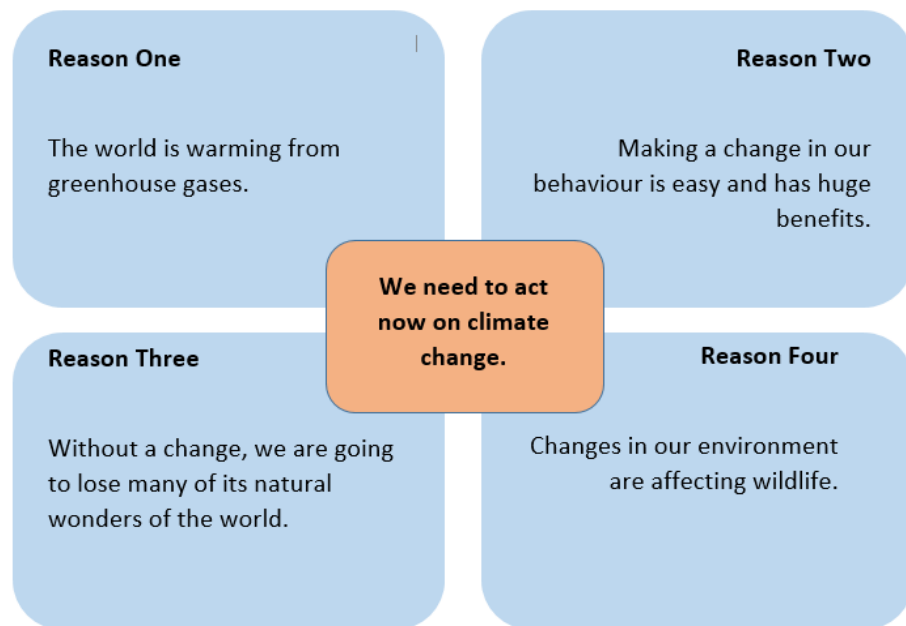
- Coronavirus is changing the world for the better.
- Humans should use the resources the planet provides in whatever way they want.
- People making money in the mining industry are entitled to all the money they earn.
- Tourists should not be allowed to visit the Great Barrier Reef.
- School prepares students for the real world.
- Humans are selfish.
- Technology is the future.
- Humans are all treated equally.
- If we don't adapt to our changing world, we will perish.
- We should remove all land borders and live in peace.

Your opinion piece should be at least 5 sentences.

This scaffold may help you map out your ideas.



Here is how to use this:



Upload your opinion paragraph to Google Classroom AND to your new Synthesising Reading Document on google docs.

Writing

Grade 5/6 of 2020... what an amazingly unique experience you have had this year! At no other time in the history of our planet, have kids learned in the way that you have over the past few months. You are history makers!

In years time, people will want to know what the world was like during this special period in human history.

Grade 6 students of 2020 are putting together a time capsule to bury on our school grounds. When it is dug up in the future, people will look at what's inside and have an understanding of what life was like.

So, for our next Writing project, you are going to create zines to publish and place inside the time capsule. The topic of your zine is going to be...

OUR WORLD IN 2020 A.D.

First step, you need to know what a zine is. It's like a mini-magazine. Watch the following video and answer the questions in **full sentences**...

https://www.youtube.com/watch?v=JxKe_jb2Hiw

WHAT IS A ZINE ?



1. What are the similarities and differences between magazines and zines?
2. What kind of things can go in a zine?
3. What were the titles of 5 of the zines in the videos and what were their topics?
4. What kind of written text did you notice in the zines?
5. What kind of images/artwork did you notice in the zines?
6. What do you think would be the steps for making a zine?
7. Which one was your favourite zine and why?

Economy

Taxes!

In the immortal words of [George Harrison](#)

Let me tell you how it will be

There's one for you, nineteen for me

'Cause I'm the taxman, yeah, I'm the taxman

Or how about [Ray Davies](#)?

The tax man's taken all my dough

And left me in my stately home

Lazing on a sunny afternoon

And I can't sail my yacht

He's taken everything I got

All I've got's this sunny afternoon

So, who is this tax man? What even is tax and why do adults always keep going on about it? [Watch this video](#) to learn a little bit about what tax does.

Well, now that you are earning your money from your job as a remote learner, it's about time you started giving back to society. **All levels of governments collect tax to pay for goods and services for all Australians.** Let's start by looking at the different levels of government, and what they are responsible for. Watch this [BTN video](#) explaining the different levels of government in Australia.

Split your page into three, and under the headings **Federal Government**, **State Government** and **Local Government** try and sort the service below. Think about which level of government provides each service. Here are a couple of links that you could use to help you out (note - you will have to read through these links - the answers will not just appear to you)

[Link 1](#)

[Link 2](#)

[Link 3](#)

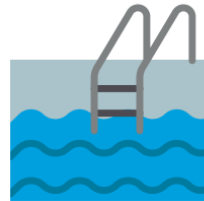
Major roads



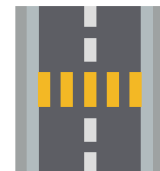
Community hall



Swimming pools



Local roads



Electricity and gas supply, water supply and sewerage



Schools



Waste management (dump, recycling)



Libraries



Hospitals



Ambulance stations



Bus stops



Public transport





So, our taxes go towards paying for everything that makes our society great. Finish off today's economy session by competing against the other 5/6s in this [Kahoot](#)

BQT - Biology

How can we write an information report about our beast?

Today you are going to begin **drafting** an information report about YOUR BEAST!

Your report must have:

- At least 7 paragraphs
- 4-6 sentences per paragraph

Follow the following format and use subheadings to help your reader understand!

BEASTLY REPORT

Introduction

Environment

Describe your environment in full detail. You should feel like you are standing in your environment as you describe the sights, sounds, smells, temperature.

The Beast and its Adaptations

What is its name? What physical characteristics were predetermined (rolled in the Beast Builder)? What characteristics did you add on to help your beast live in its environment?

Predators and Prey

Describe the predator and prey that your beast interacts with in its environment in detail. What did you add to your beast to help it catch its prey and escape from its predators?

Catastrophe

Explain what has happened to your environment. What has happened to the vegetation? How about the predators and prey in the environment? Is the climate the same?

Mutation

Give a detailed description of the new mutation you have given to your beast. How is this mutation beneficial to the survival of your beast?

Conclusion



Begin ***drafting*** today. You will revise and publish later this week!

Health

Why do we complete the Attitude to School Survey?

This week in our Google Meets Workshop we will be going through the Attitudes to School Survey. This survey helps us find out how YOU feel about Newport Lakes Primary School. Your answers will be kept safe and no one except you will know what answers you gave. The survey can help our school become better.

This is not a test and there are no right or wrong answers. If you don't know what a question means, please ask your teacher or parent to help you.

You will be asked about your thoughts and feelings in relation to our school, family, friends, health (including mental health) and wellbeing, and bullying. If you don't want to answer a question, you can skip it and go to the next question. If any questions make you upset or uncomfortable, please speak with your

teacher or a parent. This survey will take around 30-40 minutes to complete. If you run out of time it is OK to stop and leave some answers blank.

Click on the link to get to the survey. Your teacher will provide you with your **Student ID** and **Password**.

<https://www.prima.com.au/atoss>

Do not complete this activity until your Google Meet Workshop on Monday

Year 5/6 - Remote Learning – Tuesday 25th August 2020

Reading

What is synthesis and why do I need to know about it?

Synthesising is the skill of bringing together information from many different places to build an idea, opinion or argument.

Don't be fooled, it's easy to do... but hard to do WELL.

Watch this video about synthesising:

<https://www.youtube.com/watch?v=7dEGoJdb6O0>

Essentially:

Synthesis = Prior Knowledge + New Information + Evidence + Personal Opinion



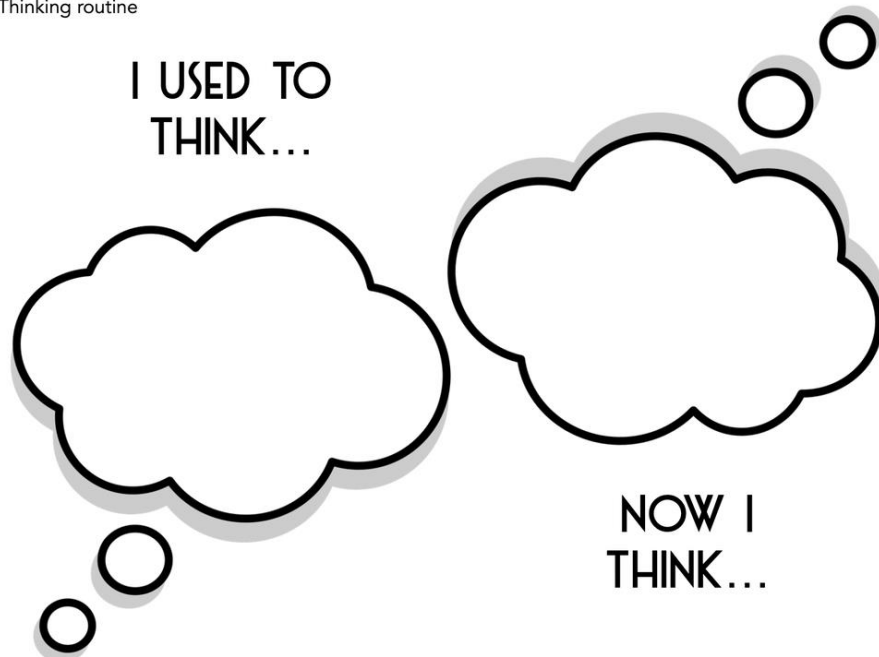
One way to show your thinking as you read is to complete a **THINKING ROUTINE**. Today we will try an easy one you may have seen before, I used to think..... but now I think.....

Using the scaffold below, write everything you know about 'Education' into the left cloud. These questions might help your thinking:

1. What is education?
2. What age groups and genders does this affect?
3. Does everyone go to school?
4. What are the most important things to learn?

5. Is school the only way to get an education?
6. Why do people go to school?

Thinking routine



Choose your level of video and summarise the change in your thinking or understanding in the right cloud. You may like to watch all the videos if you would like to build more understanding.

Warning: AICARUMBA has some complex ideas

Mild	Spicy	Aicarumba
<p>Education around the world: https://www.youtube.com/watch?v=4AcLwBgClio</p> <p>School of the Air: https://www.abc.net.au/btn/classroom/school-of-the-air/10531692</p>	<p>What does Education mean to you? https://www.youtube.com/watch?v=Un5msddQl6U</p> <p>21st Century Skills: https://www.youtube.com/watch?v=nA1Aqp0sPQo</p>	<p>What's education for? https://www.youtube.com/watch?v=HndV87XpkWg</p> <p>What is education - Ted Talk: https://www.youtube.com/watch?v=T2h5-DP_IdI</p>

Writing

Editorial Team Roles

Just like the professional world, you will need to work within a team to produce your zine. Your teacher has put together these teams for you.

Everyone will have roles and responsibilities. Here are a couple of roles that your team will need to assign later this week...

EDITOR-IN-CHIEF: This person will lead the team. Because the time capsule is a Grade 6 legacy project, it is only fair that we choose Grade 6 students for this role (Sorry Grade 5, you will have your own privileges next year).

ARTISTIC DIRECTOR: This person's job is to guide the overall look and design of the zine.

WRITERS: Everybody in the team (Editor-in-Chief and Artistic Director included) will be writers and contribute 3 items..

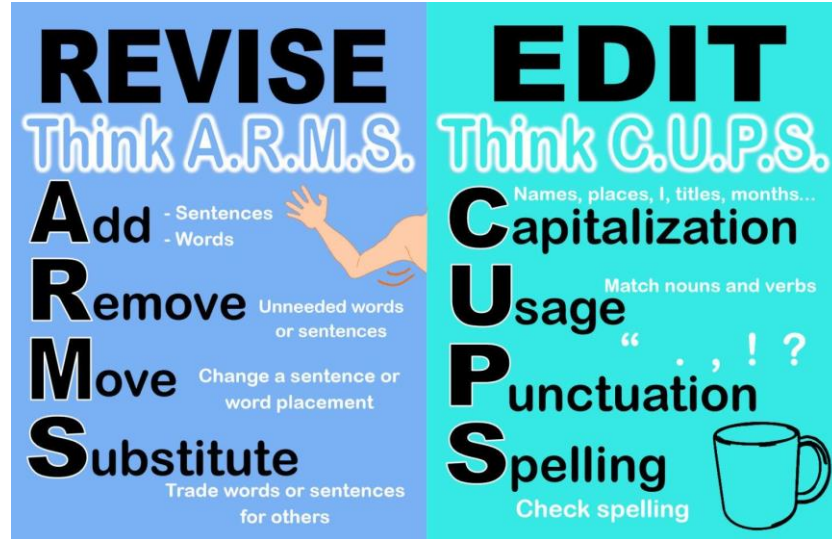
- 1 factual
- 1 creative
- 1 personal

Today's task:

Look at the following roles for the factual and creative items. Write what you think each role involves in a table. The first ones have been done for you as an example.

FACTUAL	
Roles	What's involved?
International news	Example: An international news writer would research events that are happening in other countries and write a news article.
Local news	
Arts & Culture	
Sports	
Weather	
Review	

	Finance & Business	
	CREATIVE	
	Roles	What's involved?
	Poetry	Example: A poetry writer would create a poem that gives people a feeling for what the world is like in 2020.
	Fiction	
	Interview	
	Recipe	
	Puzzle	
	Cartoon	
	Script	
<u>Mathematics</u>	<p>Complete your pre-test on Essential Assessments for Data Representation and Interpretation.</p> <p>Write down 2 of your goals and upload to Google Classroom.</p> <p>Whenever you have some spare time in your maths sessions - work on your goals on Essential Assessments or Khan Academy.</p> <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>	
<u>BQT - Biology</u>	<p>How can we revise and edit our information report?</p> <p>Have you completed your draft of your information report? If not, get cracking!</p> <p>Now it's time to revise and edit your information report using the ARMS and CUPS strategy.</p>	



Remember to follow the **publishing guidelines** when typing up your report. Include headings to help the reader understand the report.



Upload your completed information report to **Google Classroom**. You must also include your diagrams of your beast before and after mutation!

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: [Art Week 6 Cindy Sherman](#)
- 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

	<p>Links are also on Google Classroom (code: roeu4zh). Upload work to the new folder 'Week 6 Art'. There is also a message on the stream about folders for previous - if you have any questions, message me on Google Classroom.</p>
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	<p>Previous weeks – Art Week 5 Art Week 4 Art Week 3</p>
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Reading

How can I use a thinking routine to help synthesise information about sustainability?

Today you are going to use the thinking routine 'Claim, Support, Question'.

Claim Support Question

☐ Make a **claim** about the topic, issue or idea being explored. A claim is an explanation or interpretation of some aspect of what is being examined.

☐ Identify **support** for your claim. What things do you see, feel, or know that lend evidence to your claim?

☐ Raise a **question** related to your claim. What may make you doubt the claim? What seems left hanging? What isn't fully explained? What further ideas or issues does your claim raise?

purpose

This routine helps learners to identify and to probe claims of fact or belief. Identification of claims calls learners to look for patterns, spot generalisations and identify assertions.

Digging Deeper into Ideas

The first step is to write a claim or opinion about the topic to be discussed.

An example of a claim or opinion statement could be something like:

- Kids learn 21st century skills like collaboration and communication when they go to school.
- Education is only important when it teaches people how to get a job.

Watch this video: https://www.youtube.com/watch?v=F4_F8Nd3-W0

Now, thinking about the topic of sustainability, write a 'claim' or an 'opinion' in your book about what you believe about sustainability.

claim


NOW find support for your claim...



Here are some different sources of information to help support your claim. Choose your level and watch the videos/read the articles and **note down the information that does and does not directly support your claim.**

Warning: AICARUMBA has some complex ideas

Mild	Spicy	Aicarumba
Sustainability for Kids - https://www.youtube.com/watch?v=5ACfPVA-EE8 Solar Future - https://www.abc.net.au/btn/classroom/solar-future/10530034	Sustainability Explained: Three Pillar Model - https://www.youtube.com/watch?v=5r4loXPx8&t=54s Reef Threat - https://www.abc.net.au/btn/classroom/reef-threat/10533274	Climate Science: What you need to know - https://www.youtube.com/watch?v=ffjlyms1BX4 Why People don't Believe in Climate Change - https://www.youtube.com/watch?v=y2euBvdP28c

	<p>Finally, ask a question. What are you still wondering? What else do you need to know to support your claim?</p>  <p>alamy stock photo</p>
<p><u>Writing</u></p>	<p>Editorial Team Meeting</p> <p>Today you are going to meet with your editorial team to start planning the production of your zines. Your teacher has scheduled Google Meet times for each team. This is an independent group task. Your teacher will be in the Google Meet, but you will have to run the meetings yourself.</p> <p>BEFORE THE MEETING! You <u>must</u> read through the agenda so you know what will happen. Open the shared doc (Zine Shared Doc) and read the agenda. DO NOT add anything to the doc before the meeting.</p> <p>DURING THE MEETING: Use the agenda to work your way through the meeting. As you go, add anything to the doc where it shows you in red text.</p> <p>AFTER THE MEETING: Follow up on anything that your team discussed and start thinking of ideas for your part of the zine!</p>
<p><u>Mathematics</u></p>	<p>Interpreting data in Tables</p> <p>Over the next two weeks you will be exploring data representation and interpretation during your Maths sessions. Sessions will be broken up into two parts, the first part of each session will look at interpreting, reading and answering questions about a particular type of data representation, and the second part will be for you to practise creating the data representation.</p> <p>Part 1:</p>

BEAN BAG THROWS	
Name	Distance in metres
Peter	13
Ali	10
Sam	6
Ella	12
Jo	14

Question 1: How much further did Ella throw the bean bag compared to Ali?

Question 2: Who threw the bean bag the furthest?

Question 3: What is the range for this set of data? **Note:** To find the range subtract the lowest number from the highest number. Watch [this video](#) by Mat explaining how to find the range.

Mat is cooking dinner and he noted down the times each time takes to cook:

	Cooking time
Chicken	1 hour 40 minutes
Potatoes	20 minutes
Peas	10 minutes

Question 1: If he started cooking the chicken at 5:10pm, what time should he put on the potatoes and peas if he wants everything to be ready at the same time?

Question 2: What time would he have to start cooking each item if Mat wanted to serve dinner at 6pm?

Question 3: If Mat could only cook 3 potatoes at a time, how long would it take him to cook 12 potatoes?

Ted noted some facts about his family and put them into this table:

Name	Gender	Height (cm)	Age (years)	Shoe size
Ted	Male	148	10	6
Rania	Female	167	14	9
Luke	Male	175	52	10
Judy	Female	159	54	8 $\frac{1}{2}$

- Question 1:** How did Ted order his data?
Question 2: What is the height range for Ted's family?
Question 3: How much older is Luke than Rania?

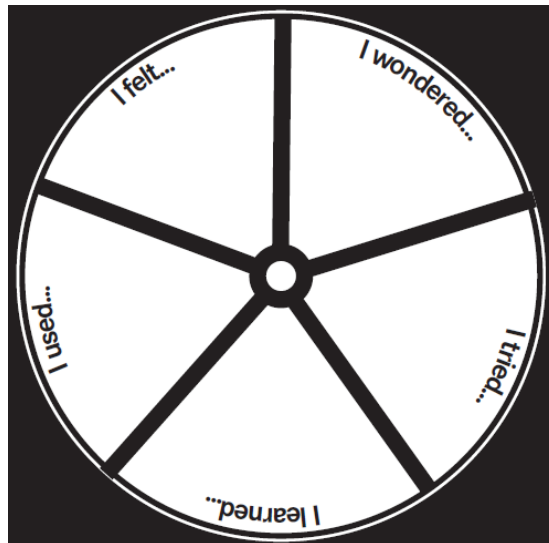
Part 2:

Just like Ted, you're going to create a table that includes some information about you and your family. Think about what other types of data you could collect as well as Gender, Height, Age and Shoe Size.

Think outside the box - what kinds of things could be measured? Fingernail length? Sure. What about the total amount of push ups each family member can do in 30 seconds? I'm sure your family would be thrilled to have this data collected about them.

Once you've filled in your data chart, find the Range for each of the categories, for example the range for most push ups in 30 seconds would be the highest number, take away the lowest number.

Reflection: The Learning Wheel - think back over your learning today, complete each sentence in the spokes of the wheel.



BQT - Biology

How can we present our information report using different media?

The very famous Sir David Attenborough is looking for young experts to work alongside him to discover new species.

Warm up! Watch this video of Sir David Attenborough saying 'Boo!' to a sloth. While watching the video, answer the following questions:

1. What important information does he mention about the sloth's diet?
2. What type of language does Attenborough use to make the video more

interesting?

3. What is important about the sloth's claws?

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



On **Monday**, you will be presenting an 'Attenborough-style' video about YOUR BEAST during our Google Meet workshops with your classmates.

Activity: Use iMovie or a movie-making app of your choice to create a **3 minute** clip about your beast. Here are some important things to include:

1. Use language that will engage your audience like remarkable, fascinating, wonderful, amazement...
2. Talk about interesting facts about your beast's environment, adaptations, predators and prey, the catastrophe and mutations
3. Include photos, videos and diagrams of your beast

If you are in need of some inspiration and a crash-course into using iMovie, check out this [video](#) as Erin creates a short clip for you.

Physical Education

Make your way into your PE Google Classroom and watch the instructional video for week six.

Opening/Warm-up – Complete the twelve-minute body combat workout found in the link.

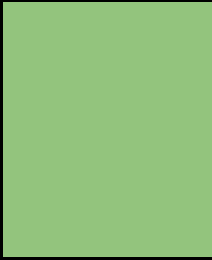
<https://www.youtube.com/watch?v=SgFxZtoFHro>

Netball – We will begin by completing some quick 'Figure 8's' footwork drills. Click on the link and work through each drill for 1-2 minutes.

<https://www.youtube.com/watch?v=NeY0aLu1Lwg>

Click on the next link and complete the eight different ball-handling activities. Ideally, there will be someone else to help you. Otherwise, use a rebound wall.

<https://www.youtube.com/watch?v=ok1hXvS739M>



Our new learning this week will focus on attacking skills. Watch the final video closely, take on board the tips given and complete the different types of attacking skills in an open space. Repeat each one approximately 10 times.

<https://www.youtube.com/watch?v=s1LJDtgNrCY>



G'day Grade 5/6!
It's moiye, Sharon Strzelecki.
I'm so excited to be your guest moderator this week.
It's noice
It's different
It's unewesual!

Year 5/6 - Remote Learning - Thursday 27th August 2020

Reading

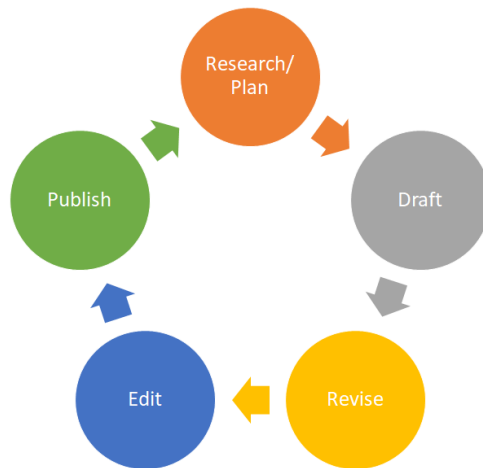
How can I synthesise my understanding of the concepts we have studied?

Warm up! Spend 10 minutes looking at the synthesizing work you did for Education on Tuesday and Sustainability on Wednesday. Use a highlighter and highlight the 2 most important opinions you have developed and the evidence to back up these ideas.

Use this table to help you record your ideas.

	Education	Sustainability
--	------------------	-----------------------

	Opinion 1	Evidence:	Evidence:
	Opinion 2	Evidence:	Evidence
<p>Choose ONE opinion and it's related evidence.</p> <p>Post these on this PADLET: https://padlet.com/09539107/5y0t5ukf41dh</p>			
<u>Writing</u>	<p>Heeeeerrrrrrreeeeee weeeeeee gooooooooooo!</p> <p>Now you've had your first editorial meeting, it's time to get started.</p> <p>From here on, you need to work independently on the writing process. You have until the end of week 8 to produce your 3 pieces for the zine. You will have to do the mini lessons each day, but afterwards, it is up to you to manage your time.</p> <p>Mini Lesson: Here's a reminder of the steps you will need to go through for the writing process...</p>		



Learning Time:

Today you are going to get started on your **factual** piece. In your meeting yesterday, you were assigned a role for your factual piece (international news, local news, arts & culture, sports, weather, review or business & finance).

Start **researching and planning** your piece. Here's some tips to help you work independently:

1. Do some research to decide on a topic for your piece.
2. While you research, use a mind map to brainstorm and organise your ideas.
3. Use more than one resource to find your information.
4. Use a template to organise your ideas into a planner.
5. Decide how many paragraphs your piece will end up having (including introduction and conclusion).

Here are a few websites you could try, but feel free to search for your own as well...

<https://thekidshouldseethis.com/>

https://www.youtube.com/channel/UCOe_y6KKvS3PdIfb9q9pGug

<https://www.abc.net.au/news/good-news/>

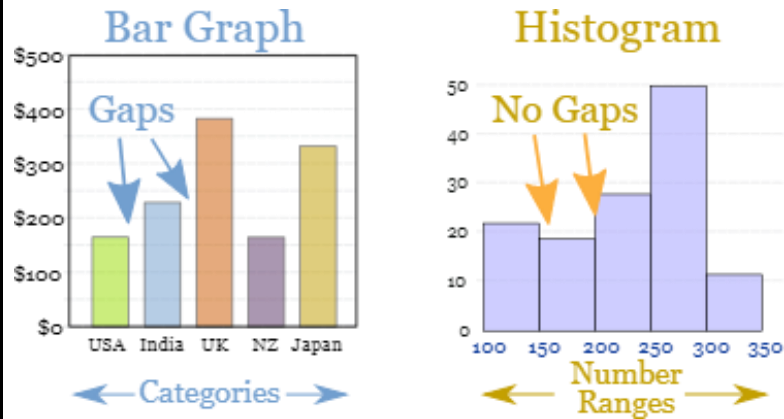
<https://thenewdaily.com.au/news/good-news/>

<https://www.goodnewsnetwork.org/category/news/kids/>

Mathematics

Bar Graph and Histograms

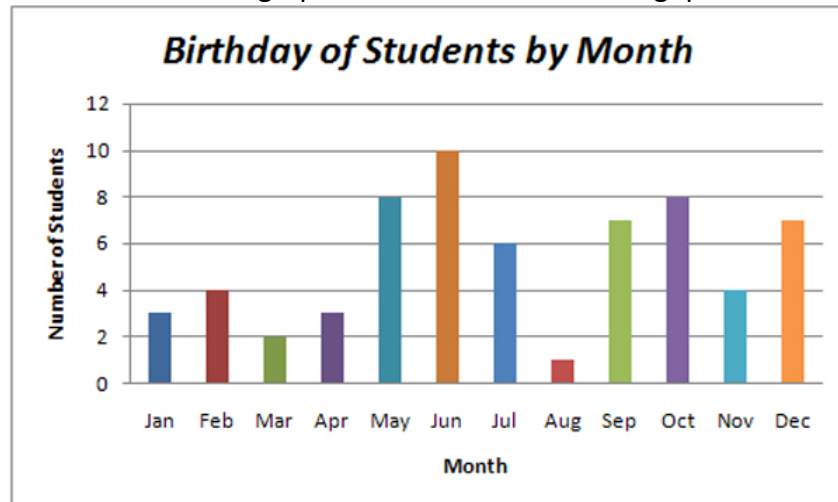
Warm up: Look at the images of a bar graph and a histogram below.



What are three things you could make a bar graph about? What would the titles for these graphs be?

What are three things you could make a histogram about? What would the titles for these graphs be?

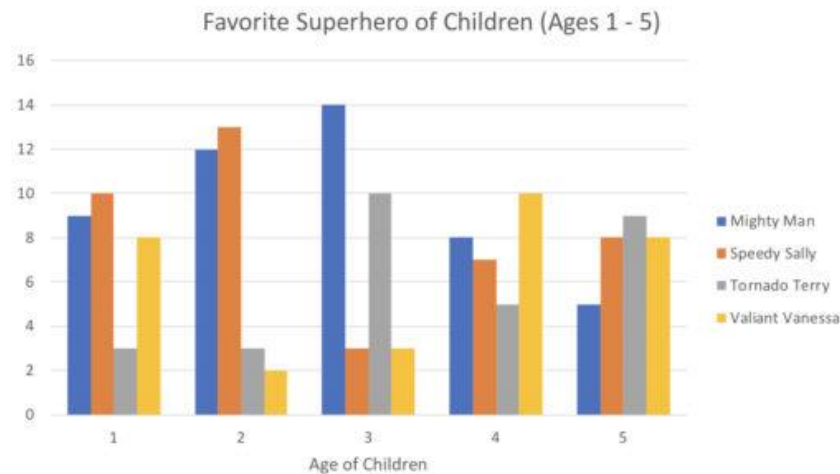
Part 1: Look at the graph and answer the following questions.



Question 1: How many students celebrate their birthday in July?

Question 2: How many more students were born in December compared to August?

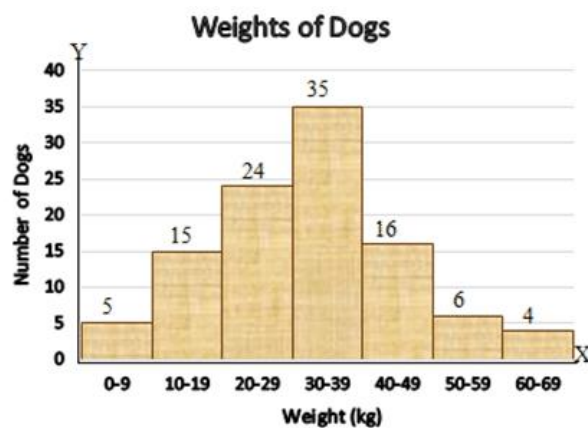
Question 3: How many students celebrate their birthday in summer?



Question 1: How many 5 year olds like Speedy Sally most?

Question 2: How many more 3 year old children like Tornado Terry compared to 2 year olds?

Question 3: Who is the most popular superhero overall?



Question 1: How many more dogs weigh between 30-39kg compared to 50-59kg?

Question 2: How many dogs weigh between 0 and 29kg?

Question 3: True or False - the weight of dogs is an example of continuous data. Watch [this video](#) to help (note, this is an American video, so it includes some imperial measurements)

Part 2:

The Learner Agency Research Circle at Newport Lakes administered a survey last term and found the results to the following questions.

1. What helped you stay happy and motivated during At Home Learning?
2. What skills did you improve when learning from home?


Using the results, create two high quality bar graphs. Watch [this video](#) by Mat to ensure you include all the required aspects for a bar graph.

What helped you stay happy and motivated during At Home Learning?	Total
Pets	28
Friends	11
Food/Drink	8
Exercise	11
Brain Breaks	7
Family	44
Teacher	4

What skills did you improve when learning from home?	Total
Patience	14
Resilience	9
Compassion	6
Research Skills	21
Organisation	12
Responsibility	14
Use of technology	23
Online Communication	14
Collaboration	2
Self-Management	30

Reflection:

Think back over your learning. How do you feel? Colour the faces that best describe your feeling and explain why below.

	 <p>I felt like this because...</p>
<p><u>Drama</u></p>	<p>Here is your Drama Lesson for the week. This is a virtual classroom link.</p> <p>https://docs.google.com/presentation/d/1s0kr7x-ku7kj3VGarvJCgWUn-NVW9yQwaA9pM4qvxc/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>
<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. Ask your classroom teacher if you are not sure of the code.</p> <p>https://drive.google.com/file/d/1NvFf2-5XtrPL019jVlwsNv2hJ9YO64-S/view?usp=sharing</p> <p>UNDERSTANDING HOW MUSIC WORKS; This week we are going to do something a little different and learn about how pianos work with a podcast. We often look at creating music, but we don't often spend time investigating how music actually works and how instruments</p>

produce sounds. You will find a link to a podcast in the virtual music room that will help you to understand how pianos work. Find a quiet spot at home, close your eyes and relax while learning how pianos work. There are questions in the virtual music room to sum up your learning at the end.

SOUNDWAVES; With this activity we are going to investigate how music works further with harmonics in the Music Lab. Have fun experimenting and discovering what harmonics are in the site and then answer some questions found in the virtual music room.

PERFORMANCE; In classes at school, the grade 5/6 classes were learning many different instruments and how to perform on them to form a band. We didn't get too much time to investigate and learn how to play the drums! So now is the time! Find the link to a site called 'Little Kids Rock' and learn to play drums without a drum kit with the tutorial. When you have learned how to play air drums, it is somewhat easy to transfer these skills onto an actual kit.

Year 5/6 - Remote Learning – Friday 28th August 2020

Vocabulary

What vocabulary will help us with our reading next week?

Next week we are going to be looking into opinion articles based on **ethics** and world issues. These articles will force you to question what you know about **equity** and equality, as well as get you thinking about your own **morals**. Here are some questions to get you thinking...

Do you make choices based on **integrity** and doing the right thing? Would you do good for others without expecting anything in return as an **altruistic** act? If we don't help to make Earth a better place, will we simply **perish**?

The **purple words** might be new to your vocabulary, so today you are going to investigate these words!

1. Draw up this table in your book.
2. Investigate the meaning of each word and use your new knowledge to complete each section of the table.
3. Complete the table by finding an image that helps you remember what the word means.

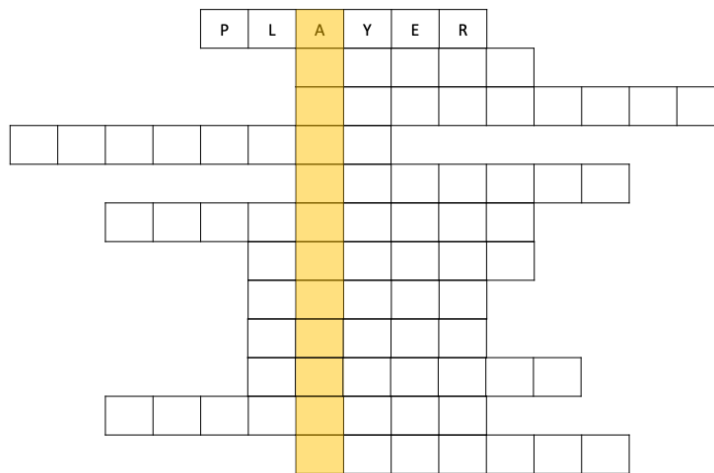
Word	Put the word in a sentence	Your definition	Synonym and Antonym	Find a picture
Ethics				
Equity				
Morality				
Integrity				
Altruism				
Perish				

Spelling

Warm Up: Complete the following Stackable Puzzle to reveal the name of a certain 'sir' we all know and love (yellow boxes). The first line has been done for you as an example.

1. play + er
2. try + ed

3. trendy + est
4. Plural of family
5. nasty + er
6. crabby + est
7. copy + er
8. cry + ed
9. coy + ly
10. busy + est
11. stingy + ly
12. heavy + ly



Mini Lesson:

Usually, when we add the suffixes s, ed, er, est, ly to words ending in y, we drop the y and add i.

Be careful! There are always exceptions. We DON'T drop the y and add i for words ending in ay, ey, oy, uy.

When to change -y to -ies, -ied, -ier and -iest

Forming plurals

To form the plural of a noun, we change a -y ending to ~~-ie-~~ and then add s.

baby » *babies*
hobby » *hobbies*
family » *families*

Forming the third-person singular of a verb

To form the third-person singular (*he, she, it*) of verbs, we change a -y ending to ~~-ie-~~ before adding s:

fly » *flies*
try » *tries*
marry » *marries*
copy » *copies*

Past tense of verbs

To form the past tense of regular verbs which end in -y:

study » *studied*
try » *tried*
hurry » *hurried*
marry » *married*

Comparatives and superlatives

We change the -y ending of an adjective to ~~-ier~~ and ~~-iest~~ to form comparatives and superlatives:

happy » *happier, happiest*
heavy » *heavier, heaviest*
lazy » *lazier, laziest*

Forming adverbs

We form adverbs from adjectives by changing a -y ending to ~~-ily~~:

happy » *happily*
heavy » *heavily*
lazy » *lazily*

Be careful!

We don't change -y to ~~i~~ when the word ends in ~~-ay~~, ~~-ey~~, ~~-oy~~, ~~-uy~~:

play » *played*
monkey » *monkeys*
enjoy » *enjoys*
buy » *buys*

exception: *day* » *daily*
~~dayly~~

Learning Time: In the table above, read the rules for adding es, ed, er, est, ly suffixes to words ending in y. Then, create your own Stackables Puzzle using these rules.

Maths

Line Graphs

Warm up: Yesterday you may have explored the idea of Discrete Vs Continuous Data. Watch [this video](#) if you didn't.

Continuous vs Discrete Data

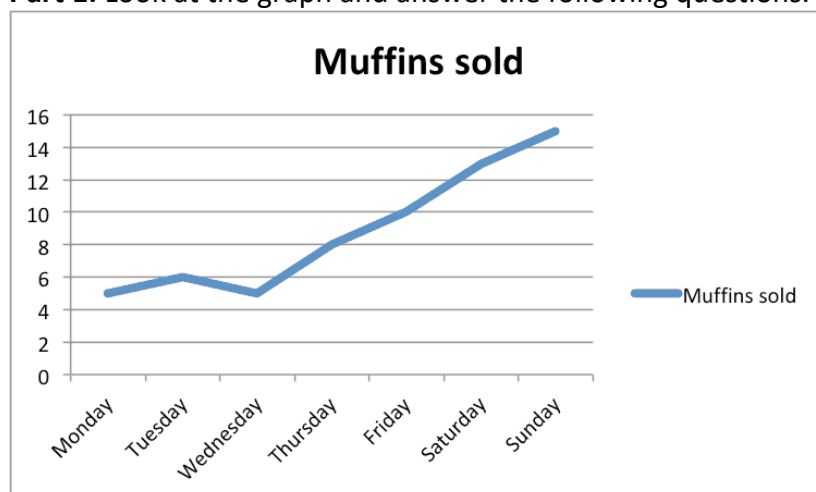
Any Value		Specific Values
"Measured"		"counted"
5.6, 2.489	vs	1, 2, 3, 4, 5, 6
Temperature		# of cats

Split your page into two, include the headings Continuous and Discrete. Sort the

following into the correct side.

- Age of Galapagos Tortoise - Weight of a dog - Jellybeans in a jar - Rolling a 6- sided dice - Students in a class - Time in a race - Length of a leaf - Price of a bus ticket - Temperature of water - Number of items in your shopping trolley

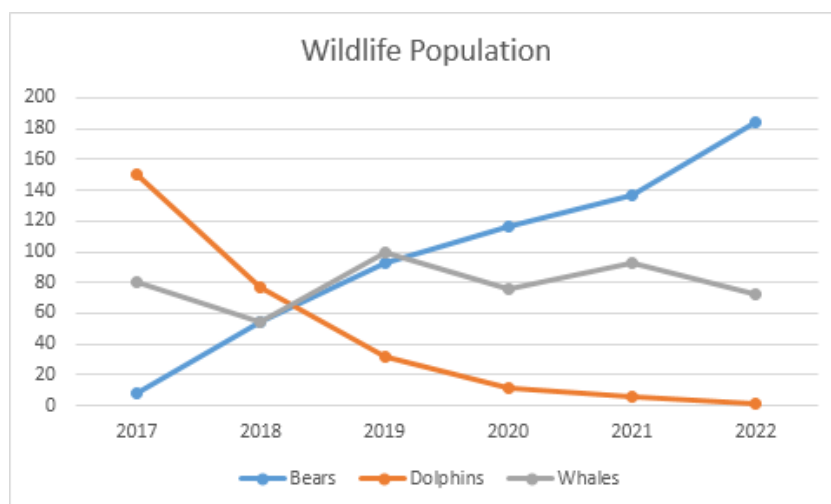
Part 1: Look at the graph and answer the following questions.



Question 1: How many muffins were sold on Tuesday?

Question 2: How many muffins were sold on the weekend?

Question 3: How many more muffins were sold on Friday compared to Wednesday?

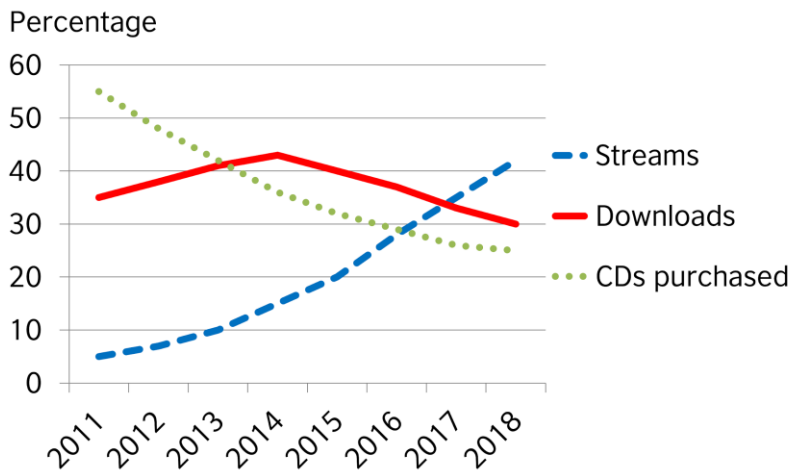


Question 1: In which years were there more whales than bears?

Question 2: By how many did the population of whales increase from 2018 to 2019?

Question 3: What happened to the population of dolphins? What is one possible reason for this?

Percentage of total music sales by method



Question 1: What was the most popular way to purchase music in 2012?

Question 2: In what year did streaming become the most popular way to purchase music?

Question 3: For how many years were Downloads the most popular way to purchase music?

Part 2:

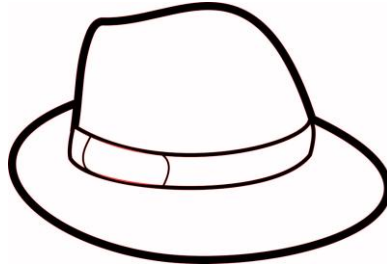
Plot the following data on a Line Graph. Watch [this video](#) by Mat to ensure you include all the required aspects for a line graph.

Tickets sold for Melbourne Attractions by Year

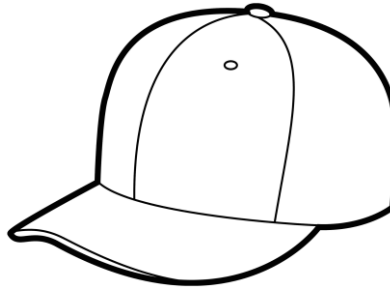
	2017	2018	2019	2020
Snow Globe Museum	31	50	75	43
Zoo for Unusual Animals	16	20	46	54
The Melways Library	79	63	37	12

Reflection: Thinking hats on! Think back over your learning. Use coloured pencils (as indicated) to write your thoughts in each hat.

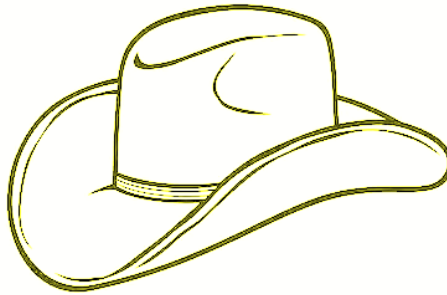
Red - How do you feel about what or how you have learned?



Black - What were some of the challenges in this learning?

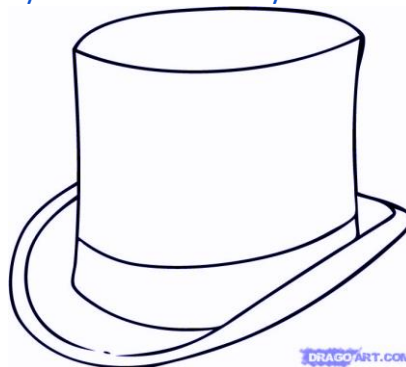


Yellow - What are some of the best things about what/how you have learned today?



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Blue - What have you learned about yourself as a learner today?

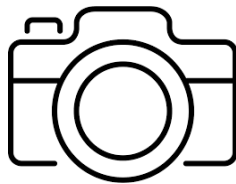


[DRAGOART.COM](https://www.dragoart.com)

Green - What might you do differently or how could you improve your learning next time?



**Discover and
Grow (DAG
Hour)**



School Photos:

Every year the photographer visits NLPS to take our school photos, in fact some of you may have a collection of these photos from your very first year at kinder / school onwards.

This year is different and the school has had to postpone our photographer's date twice already! But you and your family might want a photo as a memento of this most remarkable time.

How can we fix this? Yes, of course, you could all take your own DIY school photos!

Task: Working with a parent or your siblings, please take your own DIY school photo.

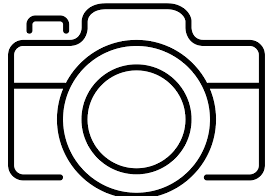
Collaborating. Plan, together with your sibling or parent, where you'd like to take your photo and how you'd like it to look. Older siblings, you might share your past school photos with younger sibling/s and discuss similarities between all the photos.

Researching. You might talk to your grown ups about taking a great photo, or look up 'how to take a good portrait photo'.

Thinking. Some things to consider are what you will wear in your photo, where you will stand in your photograph, would you take it on a rainy day or postpone until a nicer day?

Self-Managing. Get yourself ready to have your school photo taken; this means you will put on your school uniform, brush your hair, check to see that there's no food stuck in between your teeth!

Communicating. If you are the photographer, you'll need to direct your subject - that is, advise them where to sit, or stand, and get ready with their photo-face at the critical moment. Then take your photo (maybe even take more than one; a regular photo and a funny photo, for example). And if you are being

	<p>photographed, talk to your photographer about how you would prefer to sit or stand. After the photos are taken you'll review the photos together, and discuss whether you're both happy with the outcome or whether you'd like to go again.</p> <p><u>Hint:</u> <i>Your photo should be of your head and shoulders, your hair will be brushed, you will be wearing your school uniform and your best smile and you'll be standing in front of a single coloured background (a white door would be the best).</i></p> <p>Further challenge: If you have enjoyed this photography challenge, consider taking another photo titled '2020 Porch-trait': a portrait of your entire family, taken on your front porch (or in your back garden or even all in the biggest bed)! Again, it will be a great memento of this most unusual year.</p> <p><u>Consider all of the same aspects:</u> Where will you take the photograph? Try to make this an outside photograph, but decide which direction you'll face and what your background will be. How will you all pose? Decide if you will stand or sit or a bit of both. Will you all be side by side or will you be staggered? What will you wear? Jeans, finest outfit or fancy-dress... And what about the tone, or the <i>feel</i> of the photo? You might all be smiling or very serious. You could research 'tips for taking a great family portrait'.</p> <p>N.B. The official school photograph date will be re-arranged, again, for later in 2020.</p> 
<p><u>LOTE</u></p>	<p>Hai anak-anak. Apa kabar? (How are you?). This week's lesson is about Indonesian money (rupiah). I hope you enjoy it</p> <p><u>Grade 5/6 week 6</u></p> <p>Pak Ben</p>