



Year 5/6 - Remote Learning - Week 8

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

Weekly Focus

Reading	How does bias affect reading and writing?
Writing	How can we enhance our writing using the 6 + 1 traits?
Spelling	Silent 'p' words
Mathematics	Data Representation and Interpretation
Biology	Chemistry, Biometrics & Iso skills
Health	Cyber Safety
Economy	What is superannuation?
Discover and Grow (DAG Hour)	Ask an MP Incursion

Weekly Assessment

Writing	One Zine piece uploaded to Google Classroom
Mathematics	Data and Statistics Project (Tuesday and Wednesday)
Other	Upload all tasks to a Keynote Presentation and submit this on Friday as a PDF.

Reading

What is bias and why do we need to know about it?

Can you solve this? <https://www.youtube.com/watch?v=vKA4w2O61Xo>

As you can see, we are often affected by bias in ways we don't even realise. We **always** seek to confirm our opinions, even if being wrong actually helps us to understand a situation better.

Writers always have personal bias when they write too, which is why we must be extra careful when we read or consume news media. Sometimes news articles can be funded by companies or even governments in order to make us think a certain way.

Why? Because it may mean they sell more of their products, have less protest to their policy or may gain support for controversial ideas.

Read this article and answer the questions below:

Woman Arrested for Chopping Down Tree

Brenda Haidrock, 87, was arrested yesterday for brutally hacking down a hundred year old Oak tree in Pumley Country Park. Police Constable U. R. Nicked said the pensioner was apprehended at 5pm on High Street as she dragged the tree along the pavement.

Mrs Haidrock, when interviewed said, 'I have no money for coal or firewood, so I chopped down a public tree. I'm a member of the public so why can't I do that?'

A police woman said, 'Destroying public property is a crime.'

1. What are the facts of the event?
2. What words or phrases stick out to you as 'charged'?
3. What is the tone of the piece (how do you feel about Brenda)?
4. What are the writers communicating about their point of view?

NOW, read this article and answer the questions below:

Ain't they got nothing better to do?

Imagine the scene: you're a poor, lonely 87 year-old woman, fiercely independent and used to living alone. The house you have lived in all of your life becomes freezing as temperatures plummet in winter. You have no heating and little money. In desperation, you walk 3km to a local park and cut down a tree for firewood. Whilst lugging the heavy wood home, you are stopped by the police and arrested for destroying public property.

This is policing gone mad! Why arrest the poor and helpless when real criminals are roaming the land?

1. What are the facts of the event?
2. What does the writer believe?
3. Did your opinion about the incident change after reading the second article?
4. What techniques did the writer use to make you feel sorry for Brenda?

Writing

6 + 1 Traits of Good Writing - WORD CHOICE

Mini Lesson:

Word Choice



The trait of word choice boils down to utilizing the right word in the right spot. Precise nouns, descriptive adjectives, and powerful verbs are key.

Visual Icon:
The outer rings of the target represent general and vague word choice (e.g., go, run). Writers hit a bullseye when their language is less predictable and more precise (e.g., dash, sprint).

When we are drafting, it's easy to use the first word that pops into our head. These words will be OK, but **not as precise** as some other words. When we revise, we pinpoint these words and find other, **more precise** words to replace them.

Learning Time:

Watch the video [here](#) to see how to do this activity.

Look at these two lists. The first one is a list of more precise words for MEAN. The second one is more precise words for HOT.

Better words for <u>mean</u>	
<u>pesky</u>	<u>vicious</u>
<u>ornery</u>	<u>vindictive</u>
<u>naughty</u>	_____
<u>spiteful</u>	_____
<u>evil</u>	_____

Better words for <u>hot</u>	
<u>tepid</u>	<u>boiling</u>
<u>luke</u>	<u>sizzling</u>
<u>warm</u>	<u>broiling</u>
<u>simmering</u>	_____
_____	_____

Choose at least 3 words from your factual piece that you could make more precise. Use a **thesaurus** to find 'better' words for them and make a list for each word. **Replace the 3 words** you chose with a better word from your lists.

Zine Time:

Continue working on your zine pieces. If you haven't already, you should probably get started on your creative piece. You need both your factual and creative pieces done by Friday.

How can you give your readers an idea about the fun and silly parts of life in 2020 through your piece? Have fun with it!

Here's some ideas:

- A short story about panic buying toilet paper.
- A poem about the things you plan to do after lockdown.
- A crossword puzzle where the answers are things that have happened this year.
- A Zoom interview with someone you know in a different city/state/country about their year.
- A script for a short scene from a TV show about people saving wildlife during the bushfires

Economy

What is Superannuation?

- The federal government helps Australians to achieve long-term financial goals through the superannuation guarantee.
- The Australian Taxation Office (ATO) makes sure that employers pay superannuation on behalf of their employees.
- Superannuation is the money saved throughout your working life for when you retire. It is mostly made up of the money your employer puts in. You can also contribute to your super. Small contributions over time can make a huge difference later.

Watch this video explaining Taxation and Superannuation and answer the questions below. If you need, re-watch or pause the video to help find the answers.

<https://publish.viostream.com/player/iframe/b83zfb4nk1tanu>

1. How does taxation support a community's health?
2. How does taxation support a community's safety?
3. What is superannuation?
4. Who pays superannuation?
5. What are the benefits of superannuation?
6. Why is superannuation important?

Now that we know superannuation is super important, we need to get the word out to the kids of Australia! You need to come up with a catchy jingle or rap for superannuation. A jingle is a short song or tune used in advertising or promotional campaigns and contains memorable slogans.

Have a look at some of these examples:

- [Weet-bix](#)
- [Aeroplane jelly](#)
- [Qantas](#)
- [Vegemite](#)

A rap can also be used in advertising and uses slogans. Have a look at some of these ads

- [Ikea](#)
- [Atari](#)
- [Menulog](#)

Watch this [Superannuation Rap](#) and try to identify as many of the slogans as you can.

Here are a couple from the song:

- Retire without frustration
- You and your money will never be parted
- Without superannuation, your future will be nothing but sorrow
- Pay now, play later

Try to come up with your own jingle or rap now - remember, it should contain one or more hooks or slogans that explicitly promote superannuation.

Health

What photos and videos should I put online? What is a digital footprint?

During these current times, we are using technology more than ever to educate, communicate and entertain.

Warm up! Split your page into 3 columns with the headings, Education, Communication, Entertainment. Flick through the apps on your iPad and categorise these into those groups. Brainstorm other popular apps you know of and write them into your table.

Education	Communication	Entertainment

Activity: With your teacher, watch this video and have a discussion during your workshop throughout. <https://www.esafety.gov.au/education-resources/classroom-resources/challenge/cybersmart-forever>

Reflection! Test your knowledge with this Kahoot quiz about Cyber Safety.

<https://create.kahoot.it/share/cyber-safety/f47cd153-5728-42b2-ae7e-d42188c92223>

Drama

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

<https://docs.google.com/presentation/d/1XR4WY5JBoLktov5DBjMlu5PanLjCdW1vft6bLe3xgFE/edit?usp=sharing>

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

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

Year 5/6 – Tuesday 8th September 2020

Reading

What is the effect of bias in news stories?

Watch 'How to Spot Bias in the Media':

<https://www.youtube.com/watch?v=vOVyK2jq4yU&t=205s>

BIAS OF THE DAY: Bias through selection or omission

A journalist can show bias through the things they choose to write about or the things they choose to ignore.

For example:

Donald Trump is giving a speech and during this speech people 'boo'. The journalist could describe this as 'his remarks were greeted by jeers' signalling the audience was very unhappy with what Donald Trump said. OR the journalist could say 'his remarks incited exclamations from the crowd'. Notice how the word choice 'exclamations' automatically makes you think the crowd was positive.

As you can see, there are many ways an author's bias can affect how you understand an idea or event.

Today you are going to become BIAS DETECTIVES so you can practise reading/ watching the news with a critical eye.

Read the article and complete the 'Bias Detective Worksheet' which you can find below or on Google Classroom.

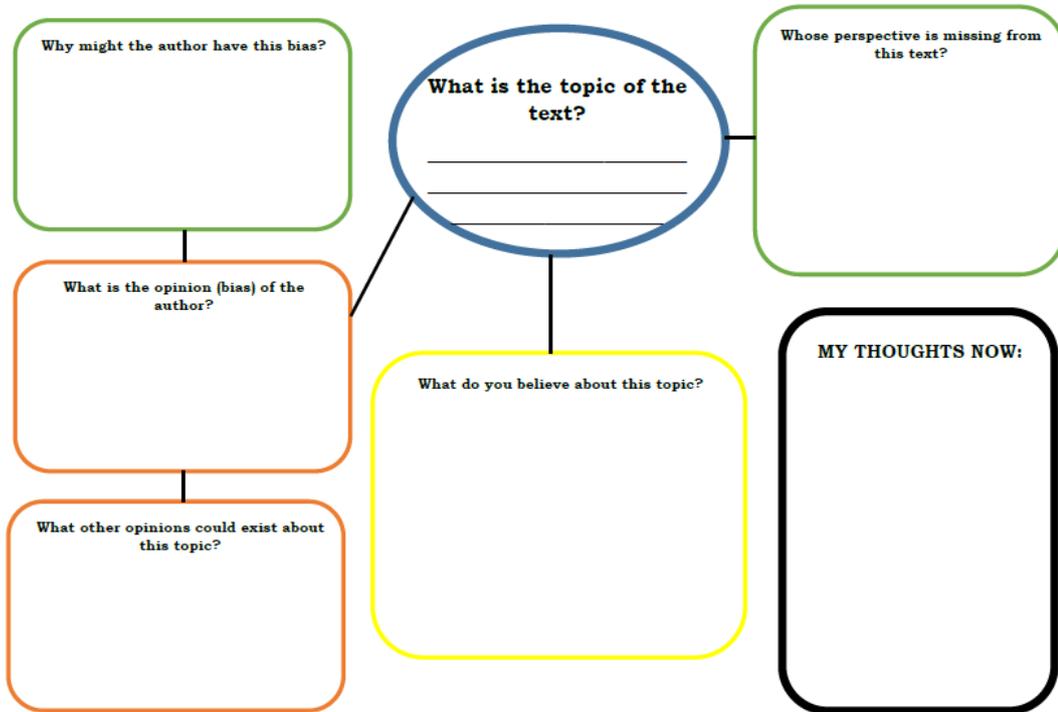


Victorians Increasingly Turning to The Herald Sun's Agenda Setting News

Author: The Herald Sun

Link: <https://www.heraldsun.com.au/news/victoria/victorians-increasingly-turning-to-the-herald-suns-agendasetting-news/news-story/5cabbbd10ee511bea8be3246db8cd357>

The topic of this text is: **Where do Victorians get their news from?**



If you'd like to see how to use this, watch [this video](#) from Alanna.

Writing

6 + 1 Traits of Good Writing - SENTENCE FLUENCY

Mini Lesson:

Sentence Fluency



This is an auditory trait. You don't read fluency; you hear it. When sentence variety and figurative language are used effectively, the reader can hear the elements of a piece come together in a meaningful way.

Visual Icon:
Just as meaningful telephone conversations are based on listening, the same is true for strong writing. The writer needs to get into the habit of listening to his own work to determine if it "sounds good."

Sentence fluency is about **the way our writing sounds**. It is good to have a **variety of sentences** to keep your reader engaged. A good way to check your sentence fluency is to **read your writing out loud**.

Learning Time:

Read these examples out loud. In the original, all sentences are similar in length and rhythm. In the revised version, there are different kinds of sentences with different lengths.

▼Original

All the sentences within this original are "medium-length" with 4-8 words each.

Winter Tunnels

My brother and I made snow tunnels. My brother's tunnel got broken. He thought I broke it. That's when it started. He ambushed me with snowballs. They flew through the air like jets. I slid in my tunnel. I got hit and got angry. I crawl out and throw ice at him. He catches the ice and throws it back. Snow was dripping down my shirt. Eventually I lose and go back inside.

▼Revised

This revision reads with stronger sentence fluency. Sentence lengths vary from one word up to 16.

Winter Tunnels

My brother and I were making tunnels in a snow mound. My brother's tunnel broke. He stared at me, thinking I broke it. That's when it started. He ambushed me with snowballs. They flew through the air like jets. ~~AHHH!~~ I ran, dove, and slid into my tunnel to stay away from him. I got hit. I got angry. I crawl out of the tunnel and start throwing giant pieces of ice back at him. He fired back. Snow and ice chips were dripping down my shirt. Eventually I lose and go back inside.

Choose a paragraph from either of your zine pieces. **Revise the sentences** so that you have a variety of lengths. **Read it out loud** to check how it affects the fluency of your writing.

Zine Time:

Continue working on your zine pieces. You want to aim at getting most, if not all, of the draft for your creative piece done.

DON'T FORGET! Tomorrow, you will have your editorial team meeting. You will need to show your team your progress.

Mathematics

This Project will take two days to complete - there are six tasks to complete, we recommend completing three on each day, as well as the reflection on the second day.

Data & Statistics Project

Your objective for this project is to collect, interpret, represent, describe and draw conclusions from a set of data. You will choose one of the statistical questions, and read the data provided. You will then interpret that data by finding the minimum value, maximum value, mean, median, mode, range, upper quartile, lower quartile, interquartile range and determine if any outliers exist. You'll represent your data by creating a number of graphical representations including a line graph, stem-and-leaf plot, box and whisker plot and histogram. Finally, you'll use your data to draw an overall conclusion about the results. You have two days to complete this project.

Statistical Questions (Choose one)

Mild

- o [How much sleep do teachers get at night \(hours\)?](#)
- o [How many pets do teachers own?](#)
- o [How long have teachers been working at NLPS \(Years\)?](#)

Spicy

- o [How far do teachers live from the city \(kilometers\)?](#)
- o [What is the average temperature in teachers' hometowns \(degrees celsius\)?](#)
- o [How long can teachers hold their breath \(seconds\)?](#)

Ay Caramba

- o [How much money did teachers spend on books in 2019?](#)
- o [How many words can teachers type per minute?](#)

Click on the link of your chosen question to access the data.

Task 1: Put your data in order from least to most

Task 2: Find the Mean, Median, Mode and Range for your data set.

Video reminders can be found here: [Mean, Median, Mode](#) [Range](#)

Task 3: Create a line graph and histogram/bar graph using your data. Video reminders can be found here: [Line graph](#) [Histogram/Bar Graph](#)

Task 4: Create a stem and leaf plot. A video reminder can be found [here](#).

Task 5: Write down the 5 number summary for your set of data (lowest value, lower quartile, median, upper quartile, highest value). Create a box and whisker plot. Mat explains how to make one [here](#).

Task 6: Answer the following questions about your data:

Analysis of the data suggests...

The evidence reveals...

The graphs shows that...

It is clear from the table that...

If participants were asked the same question in 12 months time, the data would...

I was surprised by...

I noticed something unusual about...

How do we use biometrics in the real world?

Watch! Watch this [video](#) as Erin explains what the term biometrics means. As you are watching the video, answer the following questions:

1. Break down “Biometrics” into its morphological form. Explain where the word comes from and what it means.
2. When did biometrics first appear and what was it used for?
3. How has biometrics changed our world for the better?
4. Choose **privacy**, **autonomy** or **social exclusion** and explain why biometrics is an ethical issue.

Activity: In order to save time and improve security, NLPS is looking at installing hand geometry technology at the door of each classroom to identify which students have entered. Use the worksheet below to find your hand geometry.

Step One:

1. Trace your right hand on a piece of paper, keeping the pencil as close to your skin as possible.
2. Using a ruler, measure the following in centimeters (see diagram below):

A: Distance from index fingertip to bottom knuckle _____cm

B: Width of ring finger, measured across the top knuckle _____cm

C: Width of palm across 4 bottom knuckles _____cm

D: Width of palm from middle knuckle of thumb across hand _____cm



Reflection: Create a T-chart listing all of the positive and negative aspects of using hand biometrics as a security system.

	<div style="display: flex; justify-content: space-around; align-items: center;"><div style="background-color: #90EE90; padding: 5px 20px; border: 1px solid black;">Pros</div><div style="border-left: 1px solid black; width: 1px; height: 100%;"></div><div style="background-color: #DC143C; padding: 5px 20px; border: 1px solid black;">Cons</div></div>
<u>Art</u>	<p>During 'Learning at Home' for Art in Term 3, 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: Week 8 Andy Goldsworthy2 - Click on 'Present' at the top right hand corner of the screen, next to the orange 'share' button3 - The power point will then present as a full screen ready for students to watch <p>Post a photo of your artwork on google classroom</p> <p>Previous weeks – Art Week 7 Art Week 6</p>

Reading

What is the effect of bias in news stories?

**BIAS OF THE DAY:
Bias by word choice and tone**

The use of words with a positive or negative tone can strongly influence the reader or viewer.

For example:

An AFL game may be seen very differently depending on how it is described. What sort of game would you think about if it was referred to as a 'loss', 'a close game' or 'a near win'.

Or numbers and statistics that are inflated.

For example:

Compare 'more than 900 people attended the event' to 'fewer than 1000 people showed up to the event'.

Today you are going to continue being BIAS DETECTIVES so you can practise reading/ watching the news with a critical eye.

Read the article and complete the 'Bias Detective Worksheet' which you can find below or on Google Classroom.

Article:



Why do adults think video games are bad?

Author:

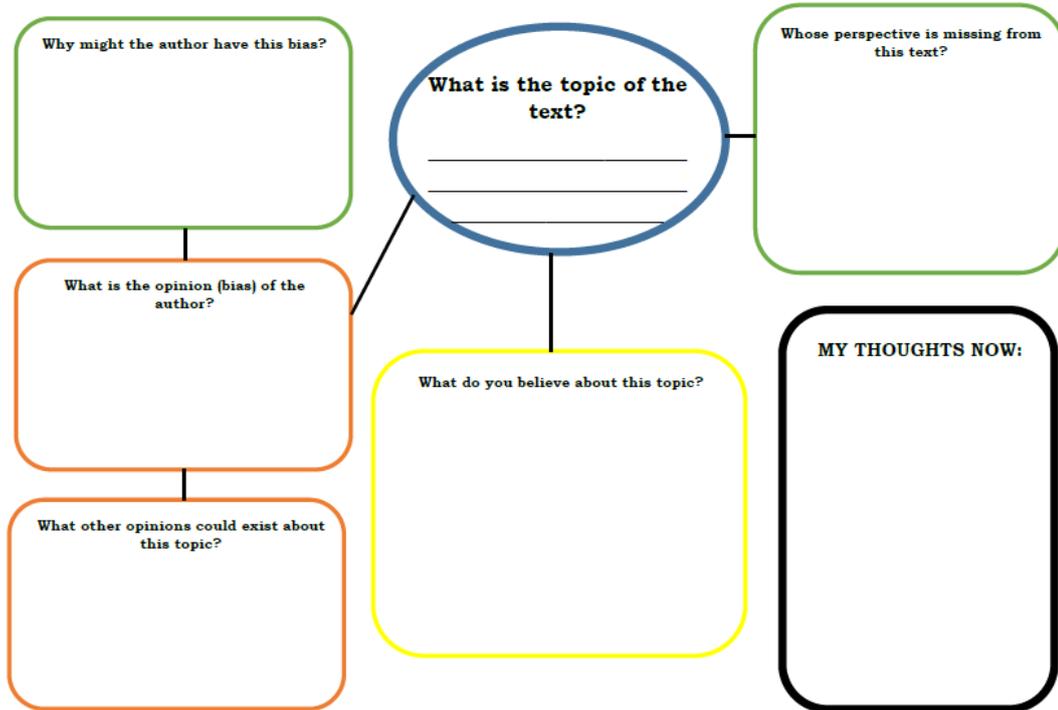


Joanne Orlando

Researcher: Technology and Learning, Western Sydney University

<https://theconversation.com/curious-kids-why-do-adults-think-video-games-are-bad-76699>

The topic of this text is: Video games and kids



Writing

Editorial Team Meeting

Today you are going to meet with your editorial team to check the progress of your zine. 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.

BEFORE THE MEETING! You must read through the agenda so you know what will happen. Open your team's zine shared doc and read the agenda. **DO NOT** add anything to the doc before the meeting.

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.

AFTER THE MEETING: Follow up on anything that your team discussed and continue writing your piece for your part of the zine!

Maths

Data & Statistics Project

Yesterday you started your Data and Statistics Project. Today you will continue working on it, ensuring your graphs are as accurate as possible. [Click here](#) for a reminder of all of the tasks.

Reflection:

Write at least two sentences in each column.

		
What were the positive things about my learning? What went well?	What were the minuses, or negative things about my learning? What would I like to improve or change?	What ideas does this give me for the future? What will I do next time? How could I improve?

Once you have completely finished your project, take photos of your work and **upload them to Google Classroom**. You may put them into a Keynote presentation if you prefer.

BQT

In what ways can we improve our 'iso skills'?

Warm up! Let's play a quick game of 'Guess the Iso Skill'

- a) People decided to bake a lot of me. I am often thought of as "healthy" because of my main ingredient, but the secret is out, I am really just another cake. What am I?
- b) I am a musical instrument, although I am quite uncommon. Mat has been practising with me a lot during lockdown, against his neighbours wishes. I know I don't make the most pleasant

sound. What am i?

c) It has been said that I am the next generation of entertainment. You can create and play with friends exploring 3D worlds on my App. Who am I?

Activity 1: Spend some time today practising your iso skill. Remember to get lots of footage (film, photos, time lapse) to include into your mini-series/Vlog for your Buddy.

Activity 2: Film a 30 second clip answering the following questions.

1. How often have you been practising your iso skill?
2. What has been the biggest challenge or the hardest part to overcome?
3. What has been the easiest part of the skill to learn?

Begin compiling these videos together, along with your photos and videos. Add music and audio to start making it into a cool Vlog!

Next week... You will perform your skill and film a short video on how to teach this skill to your Buddy!

Physical Education

Enter your PE Google Classroom and watch the instructional video for week eight.

Opening/Warm-up – Complete the netball drills workout found in the link.

<https://www.youtube.com/watch?v=8WxpyyUwQIQ>

Netball – There are three variations to a footwork drill found in the next link. Complete each one for 1-2 minutes. You will need a partner for the final two drills.

<https://www.youtube.com/watch?v=LcCkWUmU99I>

Click on the next link and complete the ball skill drills you see in the video.

<https://www.youtube.com/watch?v=sGPHv-hkBVs>

This week we are going to switch our focus to the defensive side of netball. Begin by watching the instructional video and listen closely to the coaching tips provided. Practice the different defensive skills if there is someone at home that is available to help.

<https://www.youtube.com/watch?v=lzPJPCg5SCg>

Complete the four defensive drills you see in the final link ten times each. Have a short rest and repeat.

<https://www.youtube.com/watch?v=NSj72DKxGMQ>

Reading

What is the effect of bias in news stories?

BIAS OF THE DAY:

Bias by use of names and titles

News media often use labels and titles to describe people, places and events.

For Example:

A person can be called an 'Ex-con' or be referred to as 'someone who served a 2 year sentence for a minor offense'.

Or a person could be called a 'terrorist' or a 'freedom fighter'.

Today you are going to continue being **BIAS DETECTIVES** so you can practise reading/ watching the news with a critical eye.

Read the article and complete the 'Bias Detective Worksheet' which you can find below or on Google Classroom.

Article:



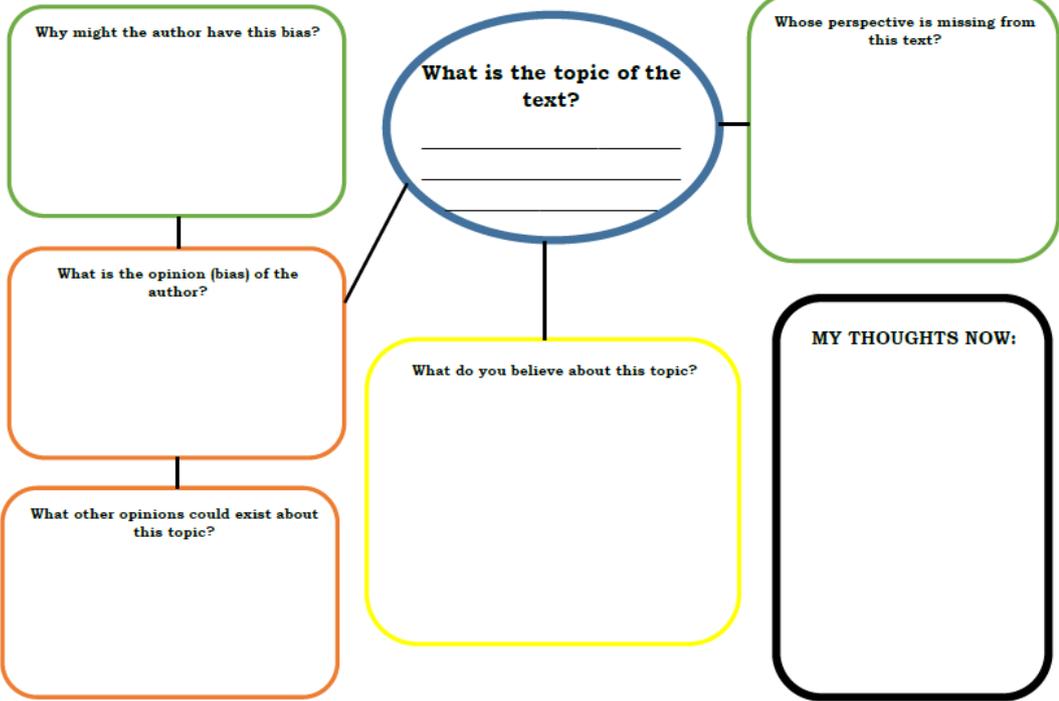
you

Aboriginal Flag Debate

Author: Behind the News Reporter Emma Davis

<https://www.abc.net.au/btn/classroom/aboriginal-flag-debate/11205394>

The topic of this text is: Indigenous Rights and Flag Ownership



Writing

6 + 1 Traits of Good Writing - SENTENCE FLUENCY

Mini Lesson:

Conventions

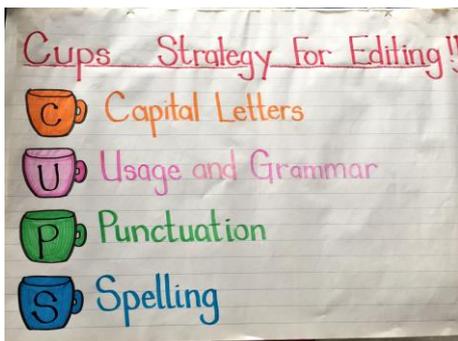


All writers utilize tools like capitalization, spelling, punctuation, grammar, paragraph indents, word spacing, etc. These tools and rules are designed to help the reader move through the writing more easily.

Visual Icon:

There are specific tools within the conventions toolbox that are used to make the writing more correct (e.g., spell check, language books, word walls, etc.).

We check the conventions of our writing when we edit using the CUPS strategy.



Learning Time:

Read your pieces out loud 4 times. Each read, check a different convention. Use a different colour highlighter/pen/texta/pencil to mark them. Use one colour for **capitals**. Another colour for **usage and grammar**. Another for **punctuation** and one more for **spelling**. Fix the mistakes you find so your piece is perfect.

**Zine Time:**

Today, you want to have both your factual and creative pieces finished. And by finished, we mean revised, edited and published. They should be ready so your team can put the whole zine together next week.

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:

- [Mean](#)
- [Quartiles and Interquartile Range](#)
- [Pie Graphs](#)
- [Box and Whisker](#)

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/mathewwilliamson/t5domrip6a8z4o6u>

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!

BQT

How can we use kitchen supplies to better our understanding of chemistry?

Warm up! Set your timer for 7 minutes and grab out a fresh piece of paper - it's time for a Brain Vomit! On your paper, write down and draw everything that pops into your mind when you hear the word **chemistry!**

Today we are going to be investigating how different molecules react with each other. Molecules are groups of atoms stuck together that make up a chemical mixture (like milk or soap!)

Milk is made up of minerals, proteins, and fat molecules. Soap is made up of molecules that like to dissolve fat in water. Let's find out what happens when these different types of molecules come in contact with each other.

It's experiment time!

Activity: In your book, draw up this science report template. The materials and method section has been done for you, but it is your job to come up with the aim, hypothesis, results and conclusion!

Magic Milk Experiment	
Aim	<i>What is the purpose of this experiment? What are we investigating?</i>
Hypothesis	<i>What do you think will happen when the soap comes in contact with the milk? Start your sentence with "It is hypothesized that..."</i>
Materials	<ul style="list-style-type: none">- Full cream milk- Dishwashing liquid- Food colouring- Cotton buds
Method	<ol style="list-style-type: none">1. Pour some milk into the bottom of a large bowl or baking dish. You only need to pour enough milk in to cover the base of the dish.2. Add drops of food colouring to the milk, but don't mix this through!3. In a separate small bowl, pour some dishwashing liquid in.4. Take a cotton bud and soak one end of the cotton bud in the

	<p>dishwashing liquid. Bring this same cotton bud over to your milk bowl and gently touch the surface of your coloured milk with the soap-coated end of the cotton bud.</p> <p>5. Complete this step multiple times and record what you see happening to the milk.</p>
Results	<i>Use words, drawings and photos to explain exactly what happened each time your soap-coated cotton bud came in contact with your coloured milk.</i>
Conclusion	<i>In conclusion, what has this experiment taught you about chemistry between different molecules?</i>

Reflection: Revisit your Brain Vomit poster from our Warm Up activity. What words, phrases and images can you add to this now after completing this experiment?

Music

You have several different activities to select from. Choose one, two or all three to complete, and submit the activity you completed onto GC. You can access the virtual music room [HERE](#) or in the Music GC. Ask your classroom teacher if you are not sure of the code.

LISTENING AND ANALYSIS; A couple of weeks ago, we studied music from the Chiptune genre (music from computer games). This week we are going to listen to a podcast about 8-bit music and the importance of in computer games and beyond, as well as what 8-bit means. Listen to the podcast found in the virtual music room and answer the questions.

CREATE MUSIC - STARWARS challenge!; Find the link to the Music Lab Songmaker in the virtual classroom to recreate the main theme to Star Wars. It is tricky to do, but see how you go and how close you get to it sounding like the main theme. You will have to think about long and short notes and when the melody rises and falls to low notes. I started on the second bottom square (orange note) as my first few notes. Have fun, and if you cannot work out how to write this tune out, can you try creating a piece of music in the style of [Chiptune](#)? Take a video shot of what you come up with and send it to me via GoogleClassroom!

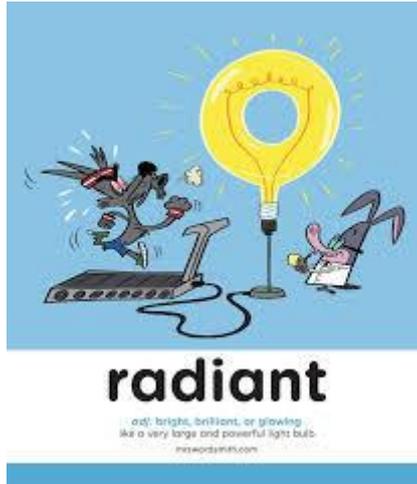
COMPOSITION - Write a rap song; We have done a heap of compositions on Garageband over the past two terms. Now it is time to create a simple backing track using the skills you have learned and expand on that music writing skill to create your own rap or melody line. Watch the tutorial found in the virtual music room to help you write vocal sections of a song. You do not have to create the hook/chorus and the verse if it is too much, but give on sections a go. Use the template in the virtual classroom, and try the simple version (first page).

Vocabulary

How can I learn new vocabulary?

Did you know, in order to learn new words you need to hear them or read them a number of times AND you need to use them!

Some people use word of the day calendars, kind of like this one:



or like this one:



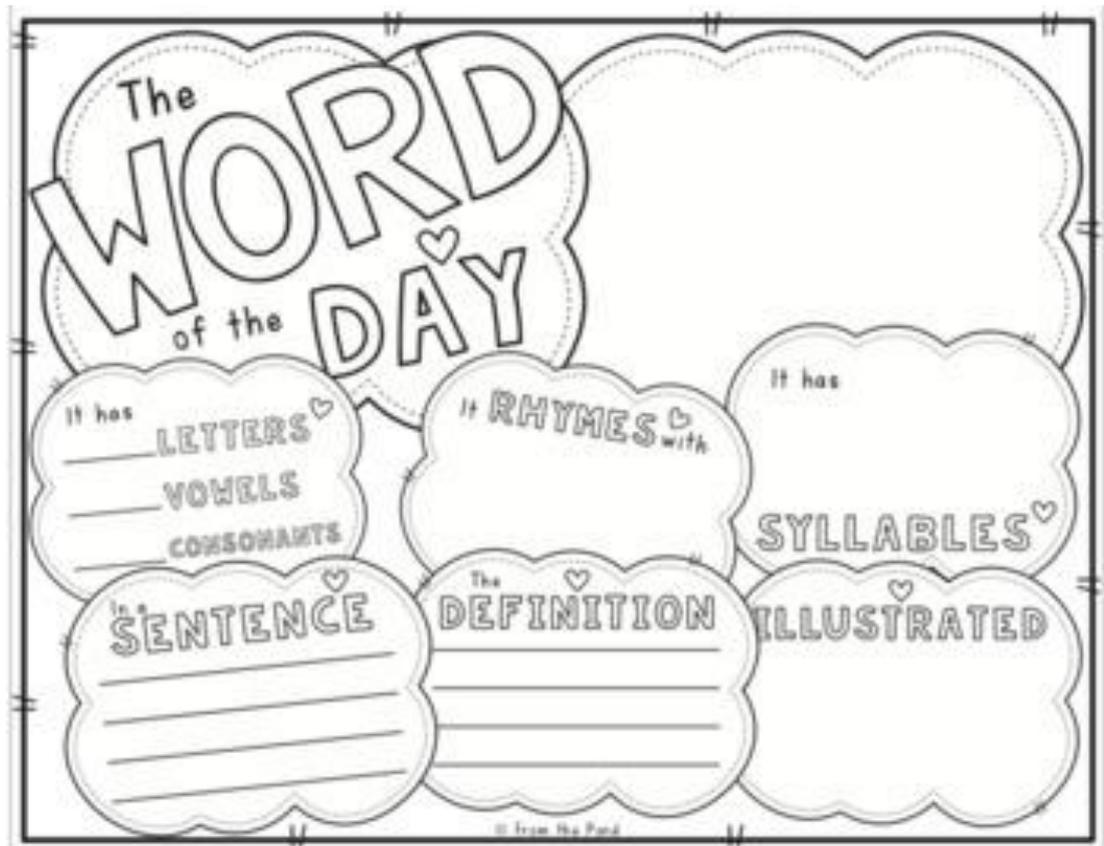
These remind us to try to learn new words every day and gives us options for how to use our new vocabulary!

Today you are going to create a word of the day calendar for next week (Monday to Sunday).

You can use the template below (or above) or create your own, but you will need to find 7 new vocab words.

This website might help you choose your 7 words (Or you could use words you find in your reading):

<https://www.vocabulary.com/lists/60948>



Spelling

Warm up:

Psilent P Puzzle: Circle the pink words that are **pspelled** incorrectly...

Psimon **t**he **p**sychedelic **p**terodactyl **p**saw
a **p**syhic **w**ho **p**said he would **p**swim **t**o
Psydney **t**o **p**study **p**sychology.

Mini Lesson:

In some words the letter 'p' is silent.

For example:

/s/ as 'ps' (psychology)

/n/ as 'pn' (pneumonia)

/t/ as 'pt' (pterodactyl)



Try Spellzone

Study

Go to the Spellzone webpage. Click the  icon next to each word then practice pronouncing the words.

https://www.spellzone.com/word_lists/list-343.htm

Learn

Next, click on the 'Learn' tab.

Learn the spelling list with the *Look, Say, Cover, Write, Check* activity.

Games

Click on the 'Games' tab and choose a game to practise spelling the words.

Learning Time:

Create your own Psilent P Puzzle like the one in the warm up. Post it on this Padlet and **psolve** three other people's puzzles...

<https://padlet.com/michaelmorell/p3hyt08v32p7r72h>

Mathematics

Spend time working on your goals on Essential Assessment and watch the Goal Smasher videos for some quick revision.

When you feel ready, complete your **Post-Test** on Essential Assessment for **Data Representation and Interpretation**.

Choose five of the following questions for your reflection this week:

	<table border="1"> <tr> <td data-bbox="359 280 730 638"> <p>Feelings</p> <p>How do I feel about my learning?</p> </td> <td data-bbox="730 280 1098 638"> <p>Facts</p> <p>What have I learned about Data Representation and Interpretation? What do I know?</p> </td> <td data-bbox="1098 280 1469 638"> <p>Skills</p> <p>What have I learned to do?</p> </td> </tr> <tr> <td data-bbox="359 638 730 920"> <p>Questions</p> <p>What are some questions I still have?</p> </td> <td data-bbox="730 638 1098 920"> <p>Reflecting on Data Representation and Interpretation</p> </td> <td data-bbox="1098 638 1469 920"> <p>Goals</p> <p>What do I still need to work on? What do I need to improve?</p> </td> </tr> <tr> <td data-bbox="359 920 730 1202"> <p>Highlights</p> <p>What were my favourite moments? What did I enjoy most?</p> </td> <td data-bbox="730 920 1098 1202"> <p>Challenges</p> <p>What were some of the more difficult things to learn?</p> </td> <td data-bbox="1098 920 1469 1202"> <p>Links</p> <p>What has this topic got to do with my life? How can I apply this?</p> </td> </tr> </table>	<p>Feelings</p> <p>How do I feel about my learning?</p>	<p>Facts</p> <p>What have I learned about Data Representation and Interpretation? What do I know?</p>	<p>Skills</p> <p>What have I learned to do?</p>	<p>Questions</p> <p>What are some questions I still have?</p>	<p>Reflecting on Data Representation and Interpretation</p>	<p>Goals</p> <p>What do I still need to work on? What do I need to improve?</p>	<p>Highlights</p> <p>What were my favourite moments? What did I enjoy most?</p>	<p>Challenges</p> <p>What were some of the more difficult things to learn?</p>	<p>Links</p> <p>What has this topic got to do with my life? How can I apply this?</p>
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<p><u>Discover and Grow (DAG Hour)</u></p>	<p style="text-align: center;">What would you like to ask a Member of Parliament?</p> <p>Warm up! Start writing down a list of topics or questions that you are interested in.</p> <p>At 2pm today, all the Grade 5/6 students will log onto a virtual incursion with our MP, Melissa Horne. You will have the opportunity to ask Melissa Horne a heap of questions about taxes, government, power and everything in between!</p>									
<p><u>LOTE</u></p>	<p>Selamat siang anak-anak. This week we will be revising the days of the week. You will be answering questions based on a calendar. Click on the link for this week's lesson.</p> <p>Grade 5/6 week 8</p> <p>Please share your work. I would love to see it.</p> <p>Pak Ben</p>									