



Year 5/6 - Remote Learning - Week 9

Weekly Focus

| | |
|-------------------------------------|--|
| Reading | Op Ed/ Opinion Pieces for Zines |
| Writing | The +1 Trait: 'Presentation' |
| Spelling | Term 3 Revision |
| Mathematics | Term 3 Revision |
| BQT | Experiments, Design & Technology and Personal Learning |
| Health | Character strengths |
| Economy | Insurance |
| Discover and Grow (DAG Hour) | Writing a 100 word story |

Weekly Assessment

| | |
|----------------|--|
| Reading | Op Ed/ Opinion Piece (Wednesday) |
| BQT | Iso skills video for Buddies (Wednesday) |
| Other | Upload all tasks to a Keynote Presentation and submit this on Friday as a PDF. |

Year 5/6 - Monday 14th September 2020

Reading

How can we write an op ed/opinion piece to go in our zines?

Watch [this video](#) from Alanna about what an Op Ed Piece is.

All of your op ed pieces are going to be published in your zines, so it is important they are top quality!

This website has lots of opinion pieces on it:

<https://www.timeforkids.com/g56/sections/opinion/>

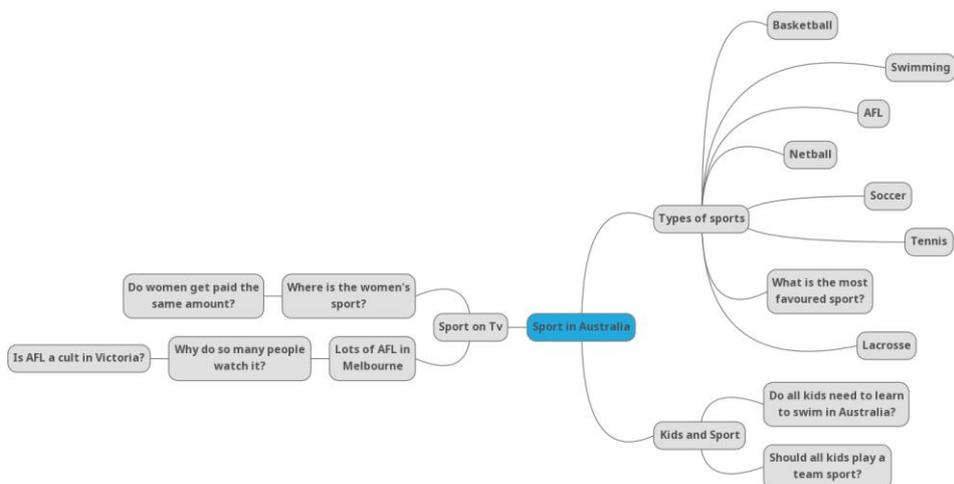
Read through some of the titles for inspiration for a topic. You may like to build on the opinion piece you started a few weeks ago OR you can write about something entirely different!

Here are some topics that might spark your ideas.

| | | | |
|----------------------|-------------------------|--|----------------------|
| International Travel | Family Life in Lockdown | Technology | Equality/ Inequality |
| School in 2020 | The Environment | Politics (Dan Andrews or Scott Morrison) | Protesting |
| Sport | Racism | Video Games | Being Healthy |

Remember it has to link to 2020 and the theme of your zine!

Step one: create a mindmap (like the one below) to brainstorm all the ideas you have about your topic.



I chose the topic 'sport' and was able to think of a few ideas that would make good opinion pieces. One of them stood out to me because I feel passionately about it.

My opinion is that a lot of the things people love about AFL resemble a cult. This is probably because:

1. I (Alanna) didn't grow up with AFL
2. I don't understand why people are sooo invested in their team
3. I just don't find it interesting to watch a game or talk about it
4. There are songs people sing and special clothes you have to wear
5. People get upset when you don't believe in how good AFL is
6. People are VERY emotionally invested in the outcomes of games/ seasons
7. You are part of an 'in' group or an 'out' group based on the team you support
8. It looks weird to people on the outside of it

These are two of the definitions of a cult:

'a relatively small group of people having beliefs or practices regarded by others as strange or as having excessive control over members.'

OR

'a misplaced or excessive admiration for a particular thing'.

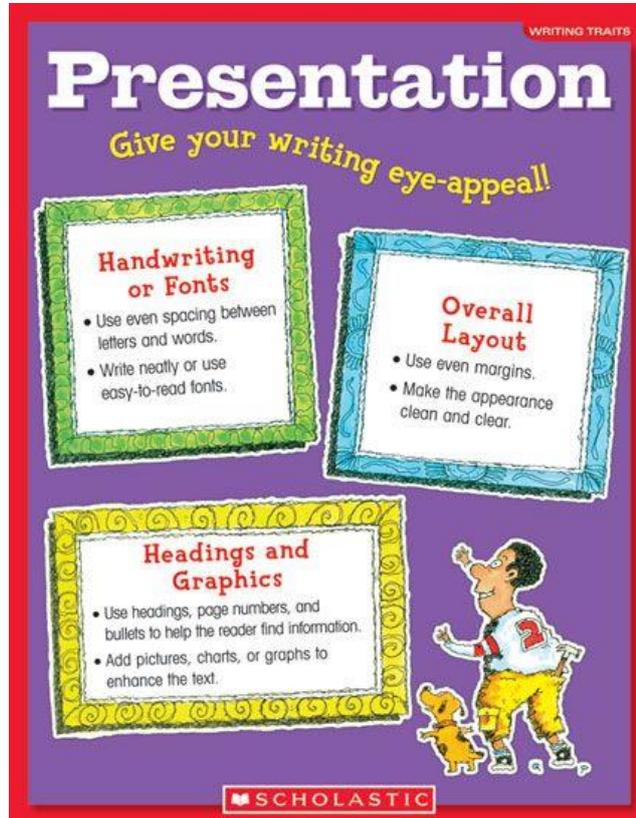
So, because I think my opinion is probably a little controversial (i.e you are all going to very passionately disagree with me) I would like to argue this question for my opinion piece. After all - Op Ed pieces are about trying to persuade people about your opinion whether you think others will agree or not.

Step Two: Turn your opinion into a thoughtful rhetorical question. This will be your title. **Please don't copy mine (or argue the opposite)** this is your chance to form and argue **YOUR OWN UNIQUE OPINION** about anything you care about!

Does AFL in Victoria resemble a cult?

Post your opinion piece title in your Google Classroom feed.

Mini Lesson:



Learning Time:

This last week is all about putting together your zine and making it look its best.

Look at the following examples of zine pages. Notice the elements of each example that you need to consider for presentation:

- Titles/subtitles
- Fonts (type, size, etc.)
- Layout and formatting
- Visual images
- Backgrounds, borders and margins
- Anything else?



intro:
This is a poetry and art zine by Tadhg Lynch. He lives in Ireland.
This is his first zine.
He has been writing for years.
He loves comics, reading and photography.
Hope you like it.
Feel free to copy it or give it away.

Index:

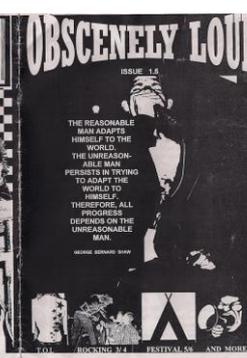
| | | |
|-------------------|---|----------------------------------|
| Poetry | 1 | baki@gmail.com |
| Eyes | 3 | blog.bogofoundation.blogspot.com |
| Doors + Telephone | 4 | |
| Trees | 5 | blog.bogofoundation.blogspot.com |
| Poetry | 6 | |
| Sketches | 9 | |

How many mistakes can you find?



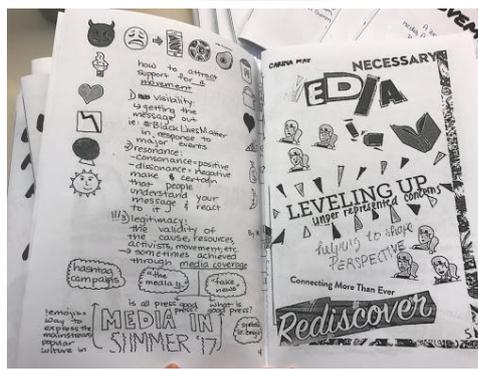
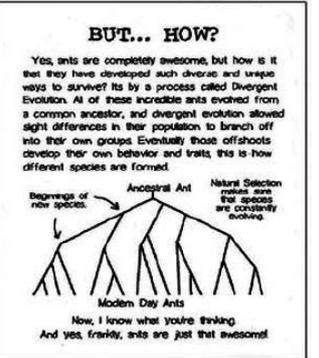
LOST IN LOVE
a gut-wrenching epic by:
Tammy Packs

"I don't want to live at the Sassy anymore," Sabrina wailed hysterically. Justice, Sabrina's sister, nodded. She was used to her outbursts from her younger sibling... about her feelings about the Sassy. It wasn't easy Regina (said sister) from the moment her brother had been killed in a particularly gory car accident... Justice had been accused of her brother's murder. She didn't know that several of her parents' friends had been accused of her brother's murder. This information that she did not share with Justice for fear of upsetting her.



WEAVER ANTS
Weaver ants are awesome because they are exemplary examples of teamwork. They build their nests out of leaves bound together with silk. By working together with silk, they can build incredible leaf nests. They have a myriad of tricks to bind and form the leaves.

- By gnawing onto other workers' waists, chains can be formed to stretch leaves together. Then workers holding paper in their jaws glue the edges.
- The more ants that are working together to accomplish a single task, the more they other ants will assist in the effort. Workers are independent and are attracted to larger crowds.
- The leaves produce the silk used to bind the leaves and therefore must possess a cocoon.



How to use social media effectively for activism!

If you don't have a specific cause or movement, social media can be a helpful tool to do so.

1. **Research** - Find out what you want to do. If you want to do it, you need to know what you're doing. Use an online search engine to find out what you're doing. Use an online search engine to find out what you're doing.

2. **Get creative** - Use the 30-second rule. People of color can spread rapidly, and help you. People of color can spread rapidly, and help you. People of color can spread rapidly, and help you.

3. **Remember - to participate** - When using social media to highlight a specific event (protest, demonstration, etc.), don't just snap a picture and leave it.

Zine Time:

Today, you need to take the pieces you have written and prepare them for publication in your zine.

You can use anything you like to produce the final version of your pieces (Pages, Keynote, PicCollage, hand drawn, paint, collage, photography, etc.),

BUT... It MUST fit A5 pages. That's half of an A4 page. It can be more than 1 page, but EACH page must be A5 in size.

TIP: Don't forget, the standard size that many apps or programs work in is A4, so when you put it into your zine, it will shrink down to half the size. So make sure your font is big enough to read.

IMPORTANT! When your piece is ready, take a screenshot or photo of it and put it in your team's shared doc.

Economy

Insurance

What is insurance? Why do I need to know about it?

Do you know what insurance is? Write a definition in twelve words or less... watch this video of some kids trying to explain it if you need a little help.

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

According to the Oxford Dictionary, **insurance** is an arrangement by which a company agrees to provide a **guarantee of compensation** for specified loss, damage, illness, or death in return for payment of a specified **premium**.

Find some time to have a conversation with an adult in your house today. Ask them what kinds of things they have insured, and why they have these things insured. Can you think of some things that your family does not have insurance for? Why was the decision made not to insure these things?

So, we are thinking about making some insurance policies available at school. Come up with a list of some of the policies we should include, why a student should take out a policy and how much it should cost (premium) per week.

For example:

- Forgotten iPad Insurance - If a student leaves their iPad at home, then they get to use a school iPad instead. \$10 per week.

Reflection:

Think about, and answer the following questions:

1. Who do you think might want to get an insurance policy to cover them if they lost their taste buds?
2. If you were a professional athlete, what might you want to get an insurance policy for?

| | | | |
|----------------------------|---|----------------------|--|
| | <ol style="list-style-type: none"> 3. If you could only insure one thing that you own, what would it be? 4. Is insurance important? Why/Why not? | | |
| <p><u>BQT</u></p> | <p style="text-align: center;">Is this material biodegradable or not?</p> <p>Remember that experiment we started 2 weeks ago when we buried different household materials in soil? Well, today let's finish it.</p> <table border="1" data-bbox="384 521 1332 864"> <tr> <td data-bbox="384 521 549 864"> <p>Method</p> </td> <td data-bbox="549 521 1332 864"> <ol style="list-style-type: none"> 1. Begin completing the <i>Recording Observations worksheets</i> by entering today's date, your materials and what you expect the results will be. 2. Grab your garden gloves and dig up your items 3. Complete the <i>Recording Observations worksheet</i> by drawing each material after burial and writing sentence below each picture describing what has happened </td> </tr> </table> <p>Reflection time! Complete the questions reflecting on your experiment.</p> <ol style="list-style-type: none"> 1. Did what you expect to happen occur? 2. Did some materials decompose more than others? Why or why not? 3. What impact could these materials have on the environment? 4. What have you learned by completing this experiment? | <p>Method</p> | <ol style="list-style-type: none"> 1. Begin completing the <i>Recording Observations worksheets</i> by entering today's date, your materials and what you expect the results will be. 2. Grab your garden gloves and dig up your items 3. Complete the <i>Recording Observations worksheet</i> by drawing each material after burial and writing sentence below each picture describing what has happened |
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| <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/16g71JAmFj_4g1JPvSqkcUX4MLZjufF6TQbCxehire6w/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 - Tuesday 15th September 2020

Reading

How can we write an opinion piece to go in our zines?

Now that you have your op ed title, you will need to begin researching and writing your piece. You can go at your own pace but you will need to have it ready to upload to Google Classroom for teacher feedback by Wednesday and to your Editor in Chief by Thursday.

You may like to use some of the thinking routines we completed earlier in the term to help you research and understand the ideas in your topic.

Colour - Symbol - Image

| COLOUR What colour best represents this? | SYMBOL What symbol best represents this? | IMAGE What image best represents this? |
|---|---|---|
| Why did you choose this colour? | Why did you choose this symbol? | Why did you choose this image? |

I used to think... But now I think...

I used to think

Now I think

The routine helps students reflect on their thinking about a topic or issue and explore how and why that thinking has changed. This routine also develops students' ability to identify and talk about their thinking. © Learning & Leading Well

The 4 C's

| | |
|--|---|
| Connect: What connection do you make with the text? (text - text, text - self, text - world) | Challenge: What puzzled or challenged you in the text? |
| Concept: What themes or ideas does the author use? | Change: How did the characters, attitudes, actions or thinking change throughout the text? |

After you have done some research you can get started on hooking your reader in with an interesting beginning.

Here are some ways to hook your reader right from the first paragraph:

1 INTERESTING QUESTION HOOK

- Ask a question that relates to your essay or paper.
- Make sure it's a question where the audience needs to read the essay to get the answer.

2 STRONG STATEMENT HOOK

- Write a sentence or group of sentences that make an assertive claim about your essay topic.
- Make sure this question connects to your thesis statement.

3 FACT/ STATISTIC HOOK

- Start your essay with a true fact or statistic about your topic.
- Make sure your fact comes from a credible source.

4 METAPHOR/ SIMILE HOOK

- Write a metaphor that makes a direct comparison between your topic and something different.
- Or use a simile by adding "like" or "as" between the topic and something different.

5 STORY HOOK

- Begin your essay with a short story or episode that connects to your writing topic.
- Make sure you can use this type of hook for that writing assignment.

DESCRIPTION HOOK

- Write a vivid description of a scene or setting that will draw your readers into your writing.
- Have the description hook tie into the rest of your essay.

7 QUOTATION HOOK

- Begin your essay with a powerful, striking and/ or memorable quotation.
- Quote the person's words directly.
- Can be a quotation from a famous person, but it doesn't have to be.
- Make sure the quotation is relevant to your essay topic

Suzanne Davis, Academic Writing Tutor
<https://www.academicwriting success.com>



Here is my 'strong statement' hook:

Does AFL in Victoria resemble a cult?

Picture this.... hundreds of thousands of people all coming together to celebrate the same thing. Lots of them wear special clothes or colours to demonstrate their commitment to the cause. Sometimes they sing. Loudly. Always out of tune. Names are thrown around with the reverence of a God. People spend

incredible amounts of money to be part of the experience; fees for membership, clothes, and tickets to attend events. Extra special memberships only available after demonstrated commitment, years loyally spending thousands both in currency and in time. Anyone who wasn't born into this lifestyle cannot comprehend the obsession with a game where the rules change more often than the Melbourne weather. No, I'm not talking about your local religious cult, I'm talking about AFL. Victoria's game.

Try to have some part of your opinion piece ready to show your Zine group in your meetings tomorrow.

If you decide to write more than your hook today, here is the organisation of an opinion piece..... make sure you check off each thing:

1. Hook
2. Statement of Opinion
3. Background information about the topic (definition of topic)
4. Reasons and evidence to support your opinion
5. Discuss the opposite of your opinion and why it is wrong
6. Conclusion: restate main arguments and finish with a strong statement.

Writing

PUTTING IT ALL TOGETHER

Today you are going to put your zine together on Book Creator. Each team member will have a different job (you chose these at your meeting last week), here they are...

- **ARTISTIC DIRECTOR:** Design the front cover and put it on your team's shared doc.
- **CONTENTS EDITOR:** Create a contents page so your readers can see what is inside the zine. Put it on the shared doc.
- **ACKNOWLEDGEMENTS EDITOR:** Create a page that sends a message from your team to your future readers and thanks any people who have helped you create the zine or supported you this year (parents, family, friends, classmates, teachers, principals, health workers, delivery drivers, etc.). Put it on the shared doc.
- **BLURB EDITOR:** Design the back cover, including a blurb that tells readers what is inside and hooks them in. Put it on the shared doc.
- **TEAM PAGE EDITOR:** Create a page that tells your readers who created the zine. Use the photos that each team member put on the shared doc. Put your completed page on the shared doc, too.

- EDITOR-IN-CHIEF: Copy and paste every page (everything, the whole zine including everyone’s individual pieces too) from the shared doc into Book Creator. Put it in an order you think best.

NOTE:

- If the Editor-in-Chief sees problems with a piece (eg. serious mistakes, presentation not up-to-scratch, etc.) they can ask them at tomorrow’s meeting to fix and resubmit.
- Editor-in-Chief: you have until Friday, so don’t feel pressured to have the completed zine ready today.

Mathematics

Body Percentages

Today we’re going to be using a formula to find the percentage. You will need a tape measure and a calculator to support you with this task.

Earlier this term we looked at percentages as a discount when studying financial maths, but percentages are everywhere in the world! So we’re going to look at how your body is made up.

You will need to determine the length of your body parts i.e. head, legs, and torso, and another person in your house, in regards to total height. Before you start, draw up this table, so you’ve got it ready to go.

| Who? | Total Height (in cm) | Length of head | Length of torso | Length of Legs | Head % | Torso % | Legs % |
|------|----------------------|----------------|-----------------|----------------|--------|---------|--------|
| | | | | | | | |
| | | | | | | | |

First up, you need to measure your total height and record in cm. Then measure your head length (from top of head to bottom of neck), torso length (from shoulder down to hip) and leg length (from hip to the floor).

You will then need to represent each different length as a percentage of your total height. Watch [this video](#) by Mat, who explains it so eloquently.

To find the percentage, you’ll need to grab your calculator. Say for example your total height was 154cm and your leg length was 82cm. The fraction of your leg to your whole body would be 82 out of 154. This fraction doesn’t really help us, so instead we need to make it into a percentage. To do this type $82 \div 154 \times 100$.

Continue to work out the different percentages for your body parts - remember, the three numbers added together should equal very close to 100!

Reflection: Think Boxes

Think back over your learning today and use the following prompts to reflect:

See it!
Draw some images that come to mind when you think about this topic



Feel it!
How does this make you feel?



Ask it!
What questions does this make you want to ask?



Show it!
Create a symbol or choose one word that explains what the main idea is.



BQT

In what ways can we present our 'Iso skills' project to our Buddies?

The time has come for you to collect all of your footage and compile it into an entertaining "vlog" for your Buddy to watch next Term!

Watch! This video is a good example of what your finished product might look like including practise footage, tips and tricks (although yours will be WAY better!)

<https://www.youtube.com/watch?v=YEUVQMXyU6k>



HOW TO JUGGLE ONE HANDED

Activity: Compile all of the footage you have collected of your iso skill and put it all together in an entertaining format on iMovie or another movie-making app.

Upload your video to Google Classroom.

Art

Free Choice – Think outside the Box

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 9 Free Choice](#)
- 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 – [Week 8](#) [Art Week 7](#) [Art Week 6](#)

Year 5/6 - Wednesday 16th September 2020

Reading

How can we write an opinion piece to go in our zines?

Today you need to spend some time ***drafting*** your op ed piece for your zine. Tomorrow you will need to publish your op ed piece and send to your Editor-in-Chief.

After the hook you wrote yesterday you can continue by defining your topic and giving important background information about it.

As an example using 'Does AFL in Victoria resemble a cult?':

Next I may discuss what I'm referring to when I talk about the AFL and I might discuss what a cult means according to a definition that supports my opinion. Here we must imagine that there are people who don't know what AFL is (crazy I know!) or what parts of being in a cult I see in AFL culture. (i.e wearing the same clothes, all believing in the same thing, spending lots of money on the cult etc).

The remaining parts of your Op Ed piece are very similar to your opinion paragraphs you wrote a few weeks ago.... give reasons and evidence to support your opinions, tell why other viewpoints are wrong and summarise what you believe with a strong statement to end.

Remember to use everything you have learned over the last few weeks!

Here is a checklist for the organisation of your opinion piece:

1. Hook
2. Statement of Opinion
3. Background information about the topic (definition of topic)
4. Reasons and evidence that support your opinion
5. Discuss the opposite of your opinion and why it is wrong
6. Conclusion: restate main arguments and finish with a strong statement.

When you are finished your draft, upload to Google Classroom so your teacher can give you feedback before you publish your final copy.

Writing

Editorial Team Meeting

Today is your last team meeting. It is the **last chance** for your team to make sure everything is in place to **complete your zine** and that it **looks amazing**.

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.

Mathematics

**Battleships!
Two Player Game**

Today you will play a game of battleships with a family member or classmate (via a video call). Mat explains how to play [here](#), but carefully read the instructions before starting your game. To play you will need either an alphanumeric grid (diagram 1 below) or the Cartesian plane with all four quadrants (diagram 2 below).

Each player needs a copy of the same type of grid. It is easy to rule up either type of grid (each player will need two copies of the grid, one where you mark your battleships, the other where you mark your guesses).

Each player then draws three ships on their map/grid without the other playing seeing. **Each ship should be three squares in length.**

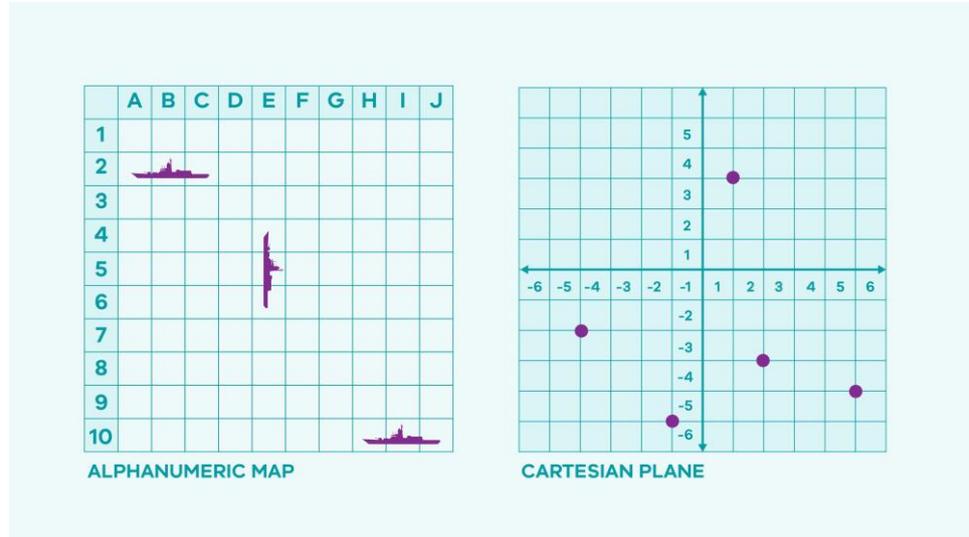
The objective of the game is to sink all of your opponent's ships. To do this you must guess where the ships have been placed on your opponent's map by stating coordinates.

Note: When stating coordinates it is important to state the horizontal reference first followed by the vertical reference. For example, for the alphanumeric grid you might say E5 and for the Cartesian plane you might say (1, 3).

Each player must note down which coordinates they have used by marking their grids.

If using the alphanumeric grid, you need to successfully hit the ship twice, then it will sink.

If using the Cartesian plane, each player will need to place six ships on the board. Only one hit is necessary. You will use both negative and positive coordinates.



Health

What are character strengths?

Character strengths are different to talents, skills and knowledge. They are attributes like *courage*, *kindness*, *humour* and *persistence* which help you make the most of your experiences and deal with your challenges.

Warm up! Think of a fictional character from a book, movie or TV show. Draw this character on a piece of paper and write down all of the character strengths this character has around it.

Activity: Below is a list of character strengths.

| | |
|---|---|
| Hope and optimism Always looks on the bright side of things | Humour Sees the light side, helps people to laugh |
| Fairness Treats people fairly | Determination Works hard to achieve goals |
| Honesty Speaks truthfully | Courage Does not hide from challenging situations |
| Loyalty Stays true through difficult times | Tolerance Accepts different and distress |

| | | |
|----------------------------------|--|---|
| | | without anger |
| | Trustworthiness Does what they say they'll do | Compassion Thinks of how others are feeling |
| | Generosity Gives freely of their time and possessions | Enthusiasm Has lots of energy and excitement for life |
| | Self-control Controls desires and sticks to decisions | Creativity Thinks of many ways to solve challenges |
| | <p>You are required to create a piece of art to be used as an advertisement which promotes the advantages of this strength and what it can provide in someone's life. Make it sound amazing, as if someone would want to buy that character strength for themselves!</p> <p>Reflection: At the dinner table tonight, discuss with your family member about character strengths and point out a character strength that you admire in each of your family members.</p> | |
| <u>Physical Education</u> | <p>Enter your PE Google Classroom and watch the instructional video for week eight.</p> <p><u>Opening/Warm-up</u> – Complete the 20-minute kids workout</p> <p><u>Netball</u> – Welcome to the final week of netball. This week, we are going to spend some time revising many of the skills we have been practicing over the last month.</p> <p>Let us begin by completing the three drills you see in the first link. They are designed to work on your balance, stability, fast feet and safe landings.</p> <p>https://www.youtube.com/watch?v=5lG0L5yzQvU</p> <p>We are now going to work on our ball handling. You will need two balls to complete most of the drills you see. Perform each drill for 2 minutes.</p> <p>https://www.youtube.com/watch?v=D-a6iisjPPg</p> <p>Finally, we will turn our attention back to shooting practice which we first looked at two weeks ago. Complete the series of shooting drills you see in the next link. Once again, if you do not have a ring to aim at, you can improvise and aim at different things. More details will be in the instructional video.</p> <p>https://www.youtube.com/watch?v=HuQ4V71tAec</p> | |

Year 5/6 - Thursday 17th September 2020

Reading

How can we write an opinion piece to go in our zines?

Today you must publish your opinion pieces but first you need to access the feedback your teacher has given you on your draft. Read carefully through their feedback, ask questions if unsure and revise your work to make your pieces the best you can!

If you haven't received your feedback yet, send a kind and polite message to your teacher asking if they could send you some feedback as soon as is possible. (hint* please and thank you will go a long way!)

Remember to revise and edit using ARMS and CUPS.



You will need to publish your Op Ed piece in line with the directions from the creative director of your zine. Ensure you have matched the fonts, pictures and style guidelines.

Send it to your Editor in Chief ready to be included in your Zine.

Writing

Today is your last day for working on your zine. Your teacher has set up a couple of ways for your team to communicate online if you need to.

GOOGLE STREAM - Your teacher will create a post on your class stream where you can send messages to people in your team. Check this post regularly (every half hour at least).

GOOGLE MEETS - In the post (the one mentioned above) your teacher will include a schedule for team meetings. If your team needs to meet, they can. Comment with your team number and the time to book your meeting.

IMPORTANT NOTES:

- Your teacher will not be available for meetings so you will need

to run your meeting independently.

- It is not compulsory to have a meeting. It is up to the Editor-in-Chief to make that call.
- Please stick to the meeting time limit of 30 minutes.

Mathematics

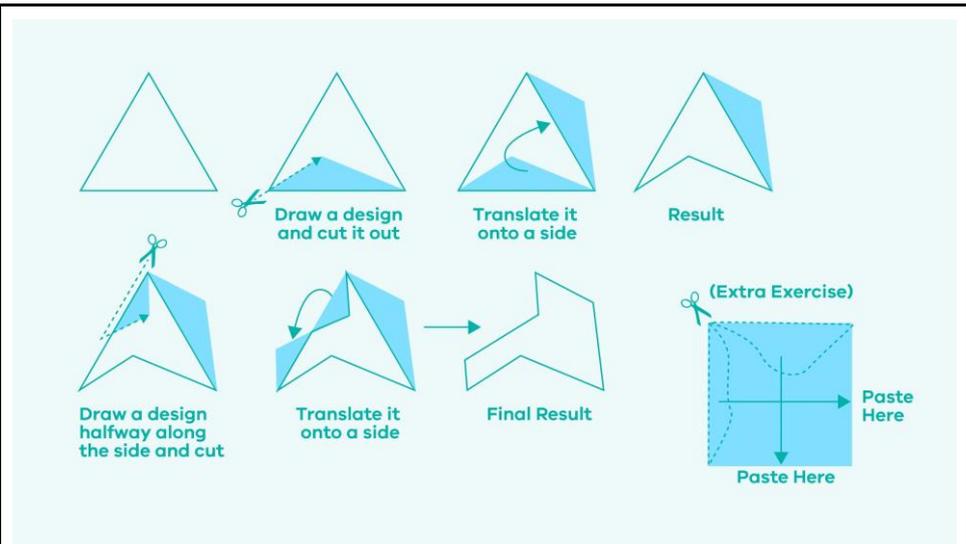
Tessellations

Today we're going to be creating some Maths Art! Woo! You are going to create your own shapes that can tessellate by changing regular polygons such as the square, hexagon, or triangle. This activity has been inspired by M.C. Escher's work.



- Start with a regular polygon that can tessellate such as the triangle. Make sure you use a ruler to draw your shape. See the diagrams below.
- Cut out your shape.
- Next, change one of the sides with a simple design. Note: intricate designs can be difficult to cut out.
- Cut out the design and sticky tape it onto one of the adjacent sides.
- For the last side, you need to draw another design, one that reaches the halfway point of a side. Cut it out and tape it on the other half.

Once you have your final design, trace around it and tessellate your shape using transformations. You can get creative and use different colours or turn your shape into an image, rather than weird looking polygons.



BQT

Can we use coding to solve challenging problems in the real world?

Do you have a creative and logical mind, love to solve problems and enjoy using technology? Well, if 'yes', then today's Coding Challenge is for you!

Check out Google Classroom for all the information on what you need to do to ace this problem-solving challenge using coding!

Music

You have one main task this week, and one bonus activity if you would like to learn more about music technology. 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. This week we are going to do a summary of all the things we have learned during remote learning in music and some fun activities. Hand one of the tasks into GC.

<https://drive.google.com/file/d/1v1AJejH5gvtMHxIhLhoY87zleaNemEZK/view?usp=sharing>

TASK; MUSICAL UNDERSTANDING; Find a quiet spot, close your eyes and listen to the podcast found in the virtual music room. This episode is not on one topic in particular, but answering some questions people had about how music works. Have a think about a question you might have always wanted to ask too! After listening to the podcast answer the questions in the virtual music room.

BONUS TASK; TECHNOLOGY IN MUSIC; We have learned a lot about technology during this period of remote learning, including how to create music by not actually playing any traditional musical instruments. This week, you are going to take a lesson either to advance your knowledge of Garageband or how samples and loops work and more. Find the link to various lessons in the virtual music room and watch one of the lessons. Take some notes while watching it. To show your understanding, you can either write a summary of what you learned, or use that new skill by having a go creating your own piece of music.

Year 5/6 - Friday 18th September 2020

Vocabulary

How can we use synonyms and antonyms to help understand new vocabulary?

Synonyms and Antonyms help us understand new vocabulary because they can show us other words that mean the same or the opposite of our new vocabulary. It is best to use a thesaurus for this.

Find 5 synonyms and 5 antonyms for these new vocab words:

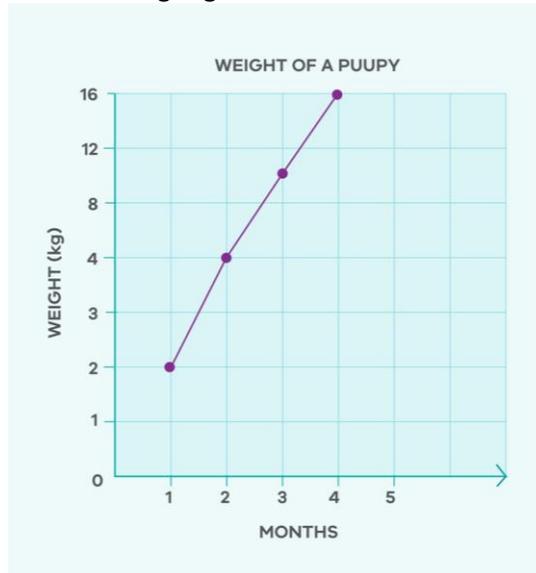
| Vocab | Synonym | Antonym |
|-----------|---------|---------|
| conscious | | |
| tireless | | |
| intrigue | | |
| rapturous | | |
| vague | | |

Play this Kahoot and see if you can work out the synonyms for the words given:

https://kahoot.it/challenge/0341430?challenge-id=fcb94391-53bf-4952-8926-c4ce4e7db1f2_1599612850885

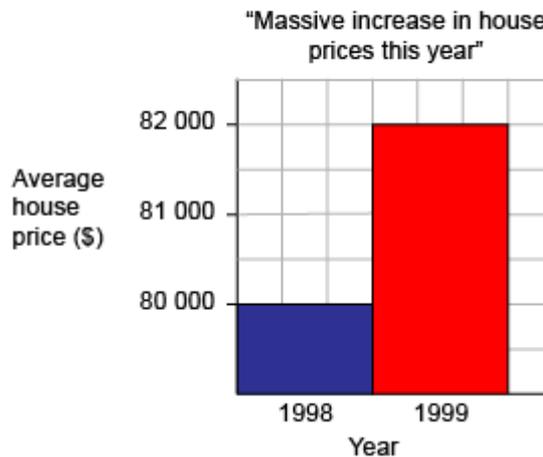
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| | <p>There will be prizes for those who make it to the podium. The following places will be paid on Pay Grade...</p> <ul style="list-style-type: none"> ● 1st - \$100 ● 2nd - \$75 ● 3rd - \$50 |
| <p><u>Spelling</u></p> | <p>Term 3 Ultimate Spelling Kahoot</p> <p>Time to put your spelling knowledge to the test. Here's a reminder of some of the things you've learned this term...</p> <ul style="list-style-type: none"> ● sion, tion, xion, cian suffixes ● ph and ch ● adding -ed and -ing ● adding suffixes to words ending in -y ● silent p (ps, pt, pn) ● homographs <p>https://kahoot.it/challenge/0723276?challenge-id=c0d36ea0-8bc3-480c-9525-f36dcf083573_1599542709051</p> <p>There will be prizes for those who make it to the podium. The following places will be paid on Pay Grade...</p> <ul style="list-style-type: none"> ● 1st - \$100 ● 2nd - \$75 ● 3rd - \$50 |
| <p><u>Mathematics</u></p> | <p>Misleading Graphs!</p> <p>Weight of a Puppy</p> <p>Look at the graph below and write a response to the following questions;</p> <ul style="list-style-type: none"> ● What is the graph telling you? ● What is something confusing about the graph? ● Where can you see flaws? <p>Look closely at the scale on the graph, did you notice the scale does not have even intervals. For example, it increases by one from 0 to 4 then suddenly jumps to 8. Why is this misleading?</p> |

Redraw the graph with a different scale and explain the information you find. For example, when was there the greatest weight gain, when was there the smallest weight gain etc.



Average house prices

Sometimes newspapers or media outlets use data to write their stories. Graphs and data will add validity to their opinion (remember, data is an amazing persuasive technique). But sometimes, data can be misused. Look carefully at this graph:

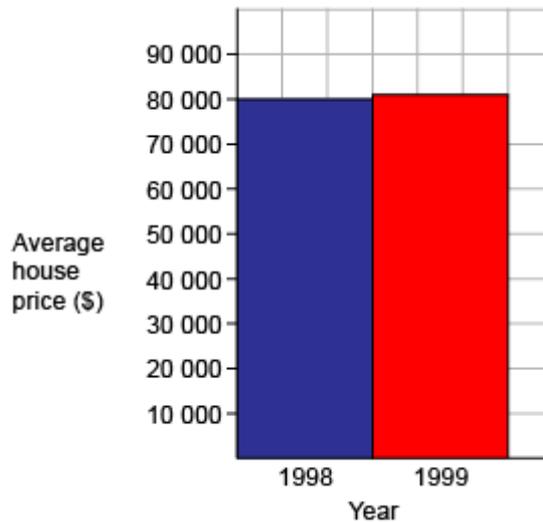


Answer these questions:

- What is the headline?
- Glancing at the graph, by how much do you think house prices have risen?
- What do you notice about the vertical scale on the graph?
- Why is the representation misleading?
- Why do you think a newspaper would produce a graph such as this?

The following graph has used the same information but with a correct scale.

Average house prices



What do you notice? Now imagine you are a journalist about to write an article. What would the headline be?

Write a paragraph for the newspaper using this mathematical information. If possible, include the approximate percentage rise in prices.

Discover and Grow (DAG Hour)

How can we write a 100 Word Story?

1. Look at the picture below.



2. Write down some interesting words to describe what you see or could feel and hear if you were at this location. What could have happened in the past?

3. Write your story using these words and ideas from the picture.

4. You can only use 100 words, so choose them carefully to make sure your story is concise and still interesting!

5. Check and edit your writing.

Use these boxes to make sure you've only written 100 words!

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LOTE

Halo anak-anak. This week we will be learning the names of the months. Click on the link for this week's lesson.

[Grade 5/6 week 9](#)

Pak Ben