



Year 5/6 - Remote Learning - Week 1

Weekly Focus

Reading	It's a classic!
Writing	Writer's Notebook
Spelling	Syllabication
Mathematics	Volume and Capacity
BQT	What does it mean to have power?
Health	How does gender affect our access to opportunity?
Economy	Find me a job!
Discover and Grow (DAG Hour)	1st Time Listening: Reaction Videos

Weekly Assessment

Reading	Post on your Reading Groups Google Doc
Maths	Solving volume questions (Wednesday)
Music	Hip hop beats
Other	Upload all tasks to a Keynote Presentation and submit this on Friday as a PDF.

Year 5/6 - Monday 5th October 2020

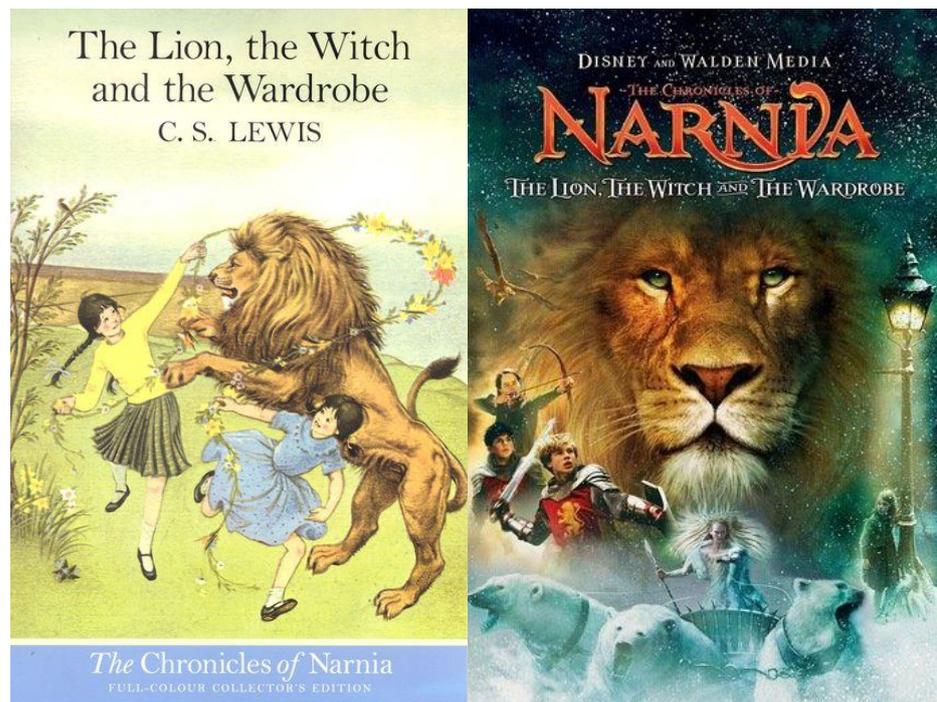
Reading

Reading City of Ember together as a grade was an awesome experience. So we're going to do it again. This time we're reading a classic... The Lion, the Witch and the Wardrobe by C. S. Lewis. And... just like last time, we'll have a movie day at the end. But this time (fingers crossed all goes to plan), we'll watch it together at school.

Attached to the post on Google Classroom today is an **.epub** file for the book. You will need to click on the file and open in iBooks/Books to gain access to the book. Each day we will also provide an mp3 of the audiobook for the chapter you are reading. Try downloading the .epub file now.

It's important that you don't read ahead, because there will be different activities set up for each of the different chapters each day.

You will also work in small groups to discuss the book on Google Docs, just like last time.



Today, **read Chapter One**. You can read from the text independently or read along as you listen to the audiobook attached on Google Classroom. After you read, answer the questions in your group's shared doc.

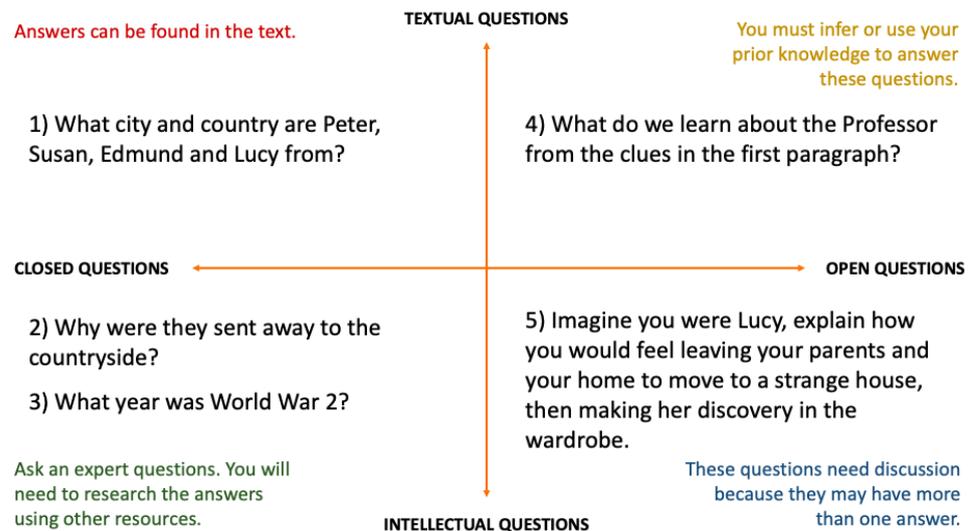
Making Connections

In the first paragraph of the book, we learn some important things about the characters and setting of the story. It is set during a significant time in history. To help you get inside the

characters heads and hearts, look at the following website. Read a little, look at the images and watch the video. Try to imagine what it would have been like for kids your age during that time.

<https://www.thehistorypress.co.uk/articles/the-evacuation-of-children-during-the-second-world-war/>

Now, use the text, the website, your own research and your own prior knowledge and imagination to answer these questions in your group's shared doc, don't forget to use full sentences.



Writing

Generating Lists

Over the next few weeks we're going to be working on some Writer's Notebook activities. When you get the chance this week, get down to school because there will be a special Notebook there waiting for you! You'll be able to use this book for Remote Learning this week, and hopefully for even when you're not asked by a teacher to write too. A Writer's Notebook 'creates a place for writers to save their words—in the form of a memory, a reflection, a list, a rambling of thoughts, a sketch, or even a scrap of print taped on the page,' and today you're going to begin by creating some lists!

Lists are a fun thing to generate, and research shows that they are also a fun thing to read! So not only will you get to exercise your brain a little by organising and rearranging your personal preference on a number of lists, but you can also generate quite the discussion (and potential arguments) with your friends and family. Another great thing about lists? You can't get it wrong! They are personal, so only your opinion matters in the end...

Here are some ideas for lists you can come up with...

- Best dog breeds (or best dinosaurs, or best mythical beast)

- Best Wednesday night dinner options (or whatever day, or best pizza restaurants in Newport, or best salads for a hot January afternoon)
- Places I want to travel, ranked by how desperate I am to go there
- The un-funniest things said by my Dad (or Mum, or uncle, or brother, or whoever)
- The best songs by David Bowie (or Led Zeppelin, or Billie Eilish, or Frank Sinatra, or whoever)



Find Me a Job!

Economy

Warm up! What would happen if tomorrow everyone stopped paid work for a year? Complete a PMI chart using your thoughts. P stands for Plus (positive things), M stands for Minus (negative things) and I stands for Interesting (neither good or bad points, maybe a question you have?)

PLUS	MINUS	INTERESTING
<i>Example: We wouldn't have to go to school</i>	<i>Example: There wouldn't be any shows on Netflix to watch</i>	<i>Example: What happens when our car runs out of petrol?</i>

Activity! Watch this [video](#) and complete the activities throughout.

Challenge! Create a job advertisement for a job that you would like to work in one day. The advertisement can be prepared for a newspaper, radio, TV ad or poster format. The ad must include the following information:

- Name of job position
- Employer's needs (What is the boss looking for?)
- Personal qualities required for the job
- Location of the job
- Contact details to apply

Here's an example from Google

EN-ACT MARKETING

SALES SPECIALISTS WANTED

NATIONWIDE

Who We Are
Join our amazing team not only earn a salary you deserve but be part of something never seen in Asia before. We are the leading disruptor and provider of:

- Event and roadshow sales
- E-Commerce and Affiliate sales
- Insurance products

Our Goal is...
to become the leading disruptor for face to face & digital sales of consumer products & Insurance in Asia through unparalleled innovation, service and technology

If you are up for a Challenge kindly call +6014-3153404 or send your CV to suren@en-actmarketing.com
For more info visit our website <http://www.en-actmarketing.com>

Join Us!

BQT

What is a democracy?



Draw or cut out these headings into your book.

DEMOCRATIC	UNDEMOCRATIC	NOT SURE
-------------------	---------------------	-----------------

The cards below list a range of democratic and undemocratic values, behaviours and systems. See if you can categorise them as either democratic or undemocratic (or unsure).

You can cut and paste or re-write them out.

Dictatorship	Corruption	Intolerance	Citizenship	Being allowed to express your opinions
Interferences by governments in our daily lives	Trustworthiness	Living in fear	Being given a choice	Punishment according to agreed laws
Racism	Decisions made by one person	Laws	Being able to protest against a decision	Elected government
Paying people to vote for you	One vote one value	Treating people equally	Voting	Bullying
Allowing citizens to elect representatives	Elections	Excluding people because of their background or gender	Behaving in a violent way to others	Rigging the elections
Having no rights to vote in your country	Agreement between friends	Decisions made by the teacher	Being responsible for your behaviour	Acknowledging that people have rights
Autocracy	Monarchy	Decisions made by parents	Junior School Council	Hands-up voting in class
Free speech	Secret ballot			

If there were any that you placed in the 'unsure' heading, now spend some time researching what those words mean and see whether you can place them into the appropriate category.

Interesting insight 1

VOTING FOR THE PRIME MINISTER

The Prime Minister is not directly elected by the Australian people. By convention, the party or coalition of parties, with a majority (more than half) of the members elected to the House of Representatives, form the government. The position of the leader of the government is known as the Prime Minister and this position is determined by the members of the elected

government. The members of the government can also decide to change their leader at any time.

Drama

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

<https://docs.google.com/presentation/d/1mpYngBsekDtfwQndLzv3XGHf-QLblBo3cvywa5sM5YY/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 6th October 2020

Reading

Today, **read Chapter Two** of The Lion, the Witch and the Wardrobe.

What is a classic?

The Lion, the Witch and the Wardrobe is considered a classic children's novel. But what does that mean? Have a look at the following websites and do the list challenge to see how many classics you've read...



<https://www.listchallenges.com/85-classic-childrens-books>

<https://www.readings.com.au/collection/childrens-classics>

Here is a list of criteria for what makes something a classic...

- A classic stands the test of time. They are just as loved and relevant today, as they were when they were first written.
- A classic influences society, they help shape us as people and our culture.
- Classics are those books about which you usually hear people saying: 'I'm rereading...', never 'I'm reading....'
- A classic is a book which with each rereading offers as much of a sense of discovery as the first reading.
- A classic is a book which has never exhausted all it has to say to its readers.
- A classic addresses universal human concerns and helps us understand how to deal with them.
- A classic influences other books/films/music that are created after it.
- A classic is respected by most people. It is re-read, examined and discussed throughout the years.

In your group's shared doc, make three lists. List **5 classic books**, **5 classic movies** and **5 classic songs**. Choose carefully! This is NOT a list of your favourites, the classics MUST fit the criteria above. You will probably need to do some research.

Choose **one** of these classics and explain why you chose it using evidence to back up your opinion.

Writing

Would you rather?

Last term on Google Classroom you were asked a number of hypothetical 'Would you rather?' questions, many of you had very interesting responses to why you chose your particular answer (like, I'd have an extra finger rather than an extra toe because I wouldn't be able to find shoes that fit properly). Some of you also just put down one-word answers - which is fine too, because you must have weighed up the options and chose the one that suited you.

So today, you are going to take one of the 'Would you rather?' questions, and write a short narrative, or poem, or information report, or persuasive piece (many options here). You can choose whatever genre you like, because some writing styles will suit the different prompts.

If you had to spend one night alone in a museum or a supermarket, which would it be and why?

Would you rather be banned from using devices for a whole year OR not be allowed to eat any sweets or desserts for a whole year?

Would you rather take a one week trip to a country of your choice OR take a four week trip around Australia?

Would you rather be the worst player on a team that always wins or the best player on a team that always loses?

Would you rather have breakfast in a hot air balloon or dinner in a castle?

You will need to write for at least 30 minutes.

Mathematics

What is volume?

In Maths, volume can be defined as the 3D space enclosed by a boundary.

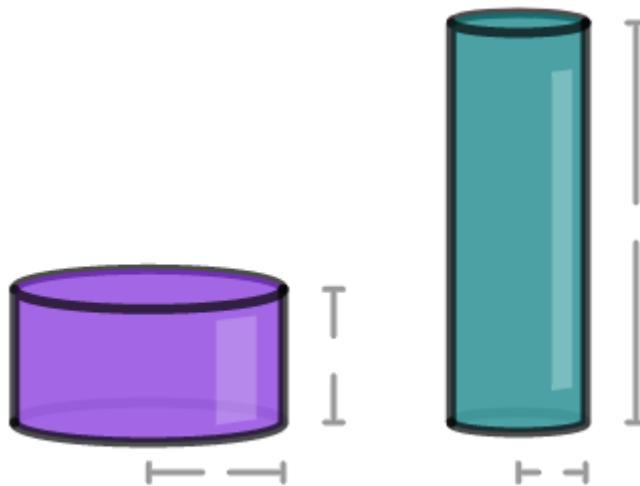
Finding the volume of an object can help us to determine the amount required to fill that object, like the amount of water needed to fill a bottle, or the amount of soil to fit into a terrarium.

Warm up! Why do we need to learn the formula for volume? When will we use this in real life? Set your timer for 6 minutes and make a list of all of the objects in your house

where you would need to find the volume, or how much that object holds. Like, your lunchbox or the washing basket! OK, go!



Activity! Grab yourself 2 pieces of A4 paper to make cylinders - one tall and skinny, the other short and wide. Tape each cylinder together by lining up the sides of the paper so they touch, but **do not** overlap. They should look like this...



Now, make a hypothesis about which cylinder holds more, or do they have the same volume? Let's find out.

Step 1: Fill the tall cylinder with something like dry rice, skittles, M&Ms, almonds, popcorn, MAB blocks (you get my drift!)

Step 2: Place the short and wide cylinder over the top of your tall cylinder that is filled.

Step 3: Lift the tall cylinder up, letting the dry ingredients fill the short cylinder. What do you notice? Was your hypothesis correct?



Reflection: Draw up these traffic lights in your Maths book. Next to **GREEN** write something about volume that you understand, next to **YELLOW** write something you're working on but still unsure and next to **RED** write something about volume that you don't know yet.

BQT

What are the different levels of government and what are they responsible for?



The **FEDERAL GOVERNMENT** raises money through taxing incomes, spending and businesses.



FEDERAL MATTERS SUCH AS

- MEDICARE
- DEFENCE
- IMMIGRATION
- FOREIGN POLICY



STATE/TERRITORY GOVERNMENTS receive more than half their money from the federal government and also collect taxes.

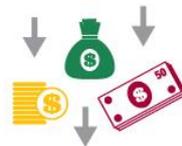


STATE MATTERS SUCH AS

- ROADS
- HOUSING
- PRISONS
- PUBLIC TRANSPORT
- POLICE and AMBULANCE SERVICES



LOCAL COUNCILS collect taxes (rates) from all local property owners and receives money from the federal and state governments.



LOCAL MATTERS SUCH AS

- TOWN PLANNING
- SEWERAGE
- LOCAL ROADS
- RUBBISH COLLECTION

Watch this BTN video about the different levels of government:

<https://www.abc.net.au/btn/classroom/levels-of-government/10524692>



Play this match up game, see if you can correctly place each of the different portfolios into their level of government:

<https://peo.gov.au/sub-site/three-levels-of-government-game/index.html>

PLAY this Kahoot and see if you can match the scenario to the appropriate level of government:

https://kahoot.it/challenge/07193021?challenge-id=fcb94391-53bf-4952-8926-c4ce4e7db1f2_1600315591021

Interesting insight 2

It is compulsory for Australian citizens who have attained the age of 18 years to enrol and to vote (*Commonwealth Electoral Act 1918*, section 101). The AEC maintains the electoral rolls for federal elections. Eligible voters only need to enrol once, but need to ensure that their details such as name and address remain up to date

Art

Week 1 Term 4 – Photojournalism | NLPS Year Book

For Art this week 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: [Photojournalism](#)
- 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

Post your photos on google classroom - code: roeu4zh

Year 5/6 - Wednesday 7th October 2020

Reading

Read Chapter 3 of *The Lion, the Witch and the Wardrobe*

Prediction

Ooh... C. S. Lewis has ended this chapter with a cliffhanger. What's going to happen? This is the perfect opportunity to make a prediction.

Anything could happen, but C. S. Lewis has been dropping all sorts of clues for us along the way, giving us hints to keep us curious. In a table, explain at least 6 clues and for each clue, predict what that clue suggests might happen.

Clue	Prediction
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Here's some suggestions for the predictions you could make...

- What will happen to Edmund?
- Who is the White Witch? What will she do to Edmund?
- What will happen to Mr Tumnus?
- Will the other children enter the wardrobe? What will happen?

Don't forget to put your work in your group's shared doc.

Writing

A conversation between...

Have you ever wondered what a dog would say to a horse if they met in the street one day? Or what a seagull would say to a forgotten chip laying on the ground? Or maybe, what a cat would say to it's human who is constantly annoying it with that laser? Well... wonder no more! Because today you're going to imagine all things (living and nonliving) have emotions and the capacity to speak! Incredible!

So, what will you choose? The classic dog speaks to human? Or maybe cat speaks to bird... or mouse... or dog (man, cats have a lot of enemies, hey?)

It is important to remember the conventions of writing a conversation - your talking marks indicate when a character is speaking. Make sure you also include some interesting 'said' words to indicate who said what (and how it was said).

Mathematics

What is the formula to find the volume of an object or shape?

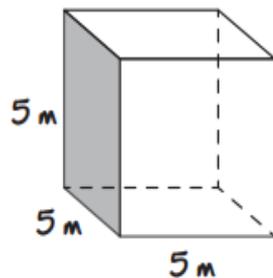
Warm up! Watch this [video](#) to find out the formula we use to solve for volume.

Activity Time! Choose your heat or challenge yourself by completing all three activities.

Upload your work to Google Classroom for feedback!

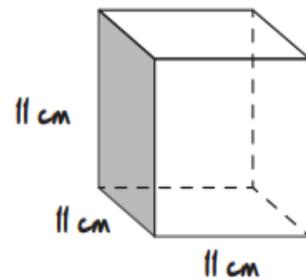
Mild

1.



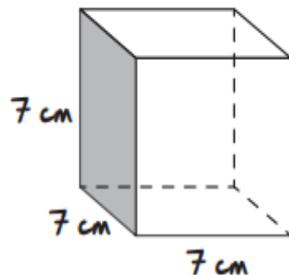
Formula _____
= _____
= _____

2.



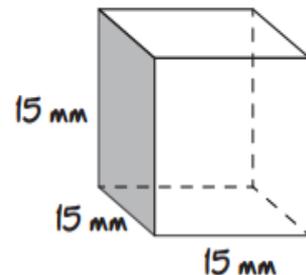
Formula _____
= _____
= _____

3.



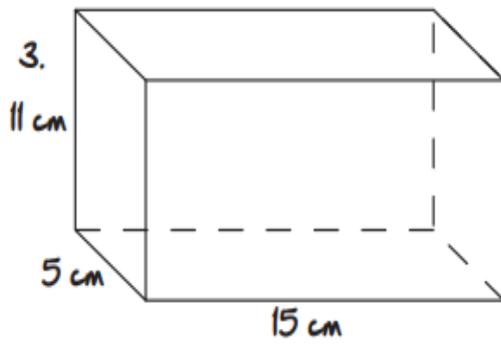
Formula _____
= _____
= _____

4.

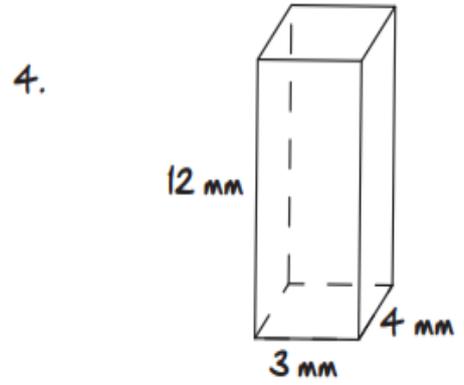


Formula _____
= _____
= _____

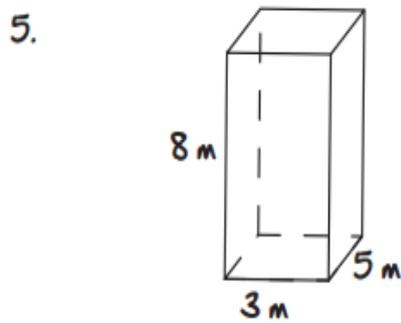
Spicy



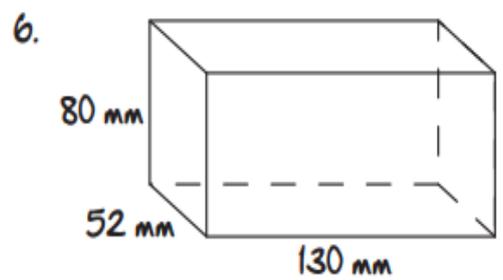
Formula _____
= _____
= _____



Formula _____
= _____
= _____

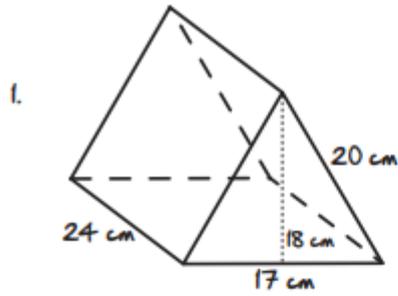


Formula _____
= _____
= _____

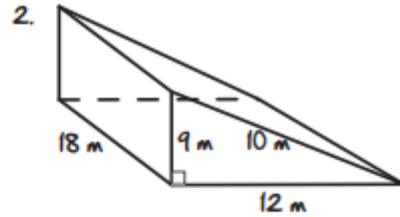


Formula _____
= _____
= _____

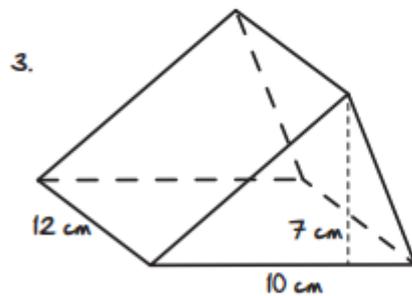
Ay Caramba!



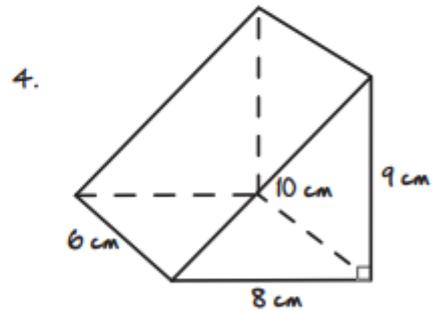
Formula _____
 = _____
 = _____
 = _____



Formula _____
 = _____
 = _____
 = _____



Formula _____
 = _____
 = _____

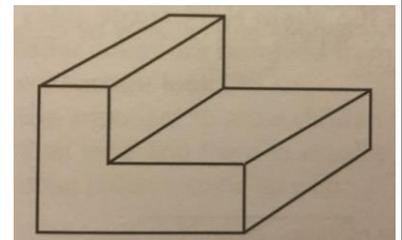


Formula _____
 = _____
 = _____

Challenge! I made a shape from cubes. It looks like this diagram.

What might its volume be?

Try and come up with 3 different solutions.



BQT

How can I understand problems where there may be multiple levels of government involved in the issue?

When a problem affects many different areas we call it a multifaceted issue... meaning it has many sides or stories. Today you get to choose a multifaceted problem to learn more about, whilst you look through the lens of the 'levels of government' involved.

CHOOSE topic A or topic B and answer the questions given.

TOPIC A

The Murray-Darling Basin Plan Problems:

<https://www.abc.net.au/btn/classroom/basin-plan-problems/10522718>



- Why is the management of the Murray-Darling river system such a complex problem? (Think about the environmental, social, political, economic and cultural reasons).
- What sort of problems arise when different governments (VIC, NSW, SA, QLD, Federal) have to deal together with an issue?
- What are the tensions between the different governments?

TOPIC B

Coronavirus Border Restrictions:

<https://www.abc.net.au/btn/classroom/border-restrictions/12602250>



- Why is the management of Border Restrictions such a problem? (Think about the environmental, social, political, economic and cultural reasons).
- What sort of problems arise when different governments (VIC, NSW, SA, QLD, Federal) have to deal together with an issue?
- What are the tensions between the different governments in regards to this issue?

Interesting insight 3

The word 'democracy' comes from two Greek words: *demos* meaning 'the people' and *kratos* meaning 'power'. Effectively, the word 'democracy' means 'people power' – the right of the people of a nation to make decisions about how they are governed.

Physical Education

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

Opening/Warm-up – Complete the six-minute [Teens Cardio workout](#)

AFL – It's AFL finals time so I thought it would be a good time to complete an AFL unit of work.

This week we are going to begin with the handball.

Watch the video in the next link to find out the correct way to handball in AFL.

<https://www.youtube.com/watch?v=MWeHdGS-MiY>

Set up a target for you to aim at and complete 20 right and 20 left handed handballs at your target from a stationary position.

Extension 1. - Step back and repeat the drill from further away or make your target smaller.

Extension 2. – Complete the same drill but this time be on the move when handballing.

Watch the final video found in the next link. There are 15 different handballing drills for you to complete. You will need a partner for most of these drills. If someone is not available to help you, use a rebound wall and improvise as much as possible.

<https://www.youtube.com/watch?v=wEpr9jiixZY>

Reading

Read chapter 4 of The Lion, the Witch and the Wardrobe

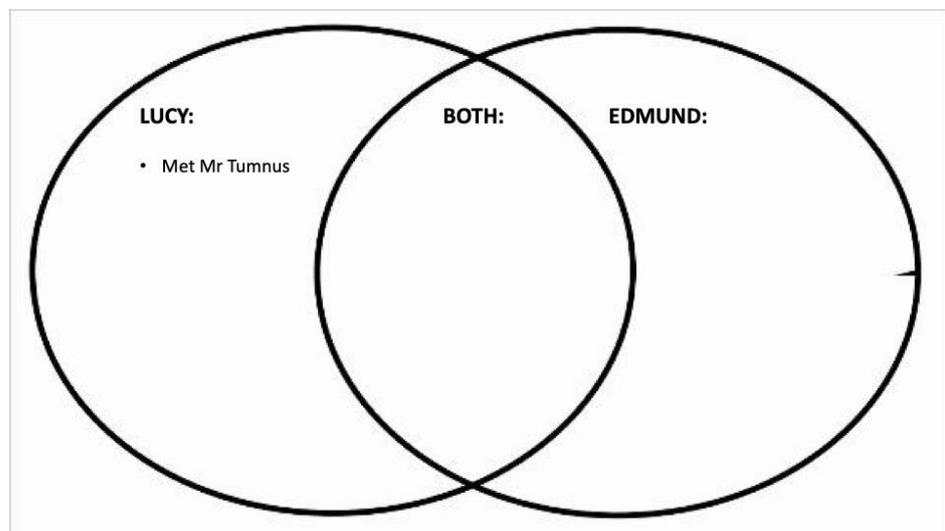
Compare and Contrast

Now, Lucy and Edmund have both entered Narnia through the wardrobe. Although, their experiences have been different. If we compare and contrast these experiences we can learn more about the story and where it might be headed.

Use the template to create a Venn diagram..

- On one side, list details that were unique to Lucy's experience entering the wardrobe and in Narnia.
- On the other side, list details unique for Edmund's experience.
- In the middle, list details that are the same for both characters.

Your aim is to list significant details, ones that reveal things about the story and help us get a deeper understanding.



Take a pic of your Venn diagram analysis and put it in your group's shared doc.

Writing

Connecting the senses with memories.

When you hear a particular song, or eat a particular food, or smell a particular fragrance, our brains often connect these with specific memories in our lives. Today you are going to write a piece reflecting on how sounds, smells, tastes, feelings, sights connect with

specific moments in your life. Fill in the chart below to help generate some ideas...

	Sights	Sounds	Smells	Feelings/Touch	Tastes
My favourite holiday					
First day of school					
A time you've hurt yourself					
A time you were nervous or excited					

CONNECTING THE SENSES WITH MEMORIES.

My mum would do the vacuuming on a Sunday morning. It woke the house, and frustrated us kids, but I guess it was the only time she could do it. Having a house now, I appreciate trying to get housework done before lunch, so you can enjoy the best part of the day, but when I was a kid, when I heard the vacuum starting up, I would hide my head under the pillow, scream into it, and then slowly drag myself out of my stupor and meander into the hallway.

The smell would hit my nostrils first. The lavender infused carpet cleaner would cloak my entire mind; the acid melting my nostril hair and making me feel dizzy. The constant buzz of the vacuum cleaner droned on in the background as I walked jadedly down the hall, the sleep still clinging to the corners of my eyes. Then I could hear the music. Although it was secondary to the shrill screams of the vacuum, I knew the song. It was always the same.

*There's a quarter of a man in the market,
With a quarter of a car so it's easy to park it.*

The lyrics made me smile, and still do to this day. When my mum saw me walk into the kitchen, she'd turn off the vacuum cleaner and say good morning. The music, not so quiet any more, would envelope the house, the upstrokes of the reggae guitar and the quick chords of Hammond organ bring back happy memories. That is until I reflect on the next words that came out of my mother's mouth, before turning the vacuum cleaner back on she'd say...

"Mat, you need to clean and vacuum your room"

Mathematics

How can we find the volume of a shape?

Warm up! The formula to find the volume of a cube or a rectangular prism is Length x Width x Height (LxWxH). Test your multiplication knowledge by completing the questions using the link below.

http://www.amsi.org.au/ESA_middle_years/Year6/Year6_md/Year6_2b.html#stucon
-3

Activity: Find 5 objects around the house that would be classified as a cube or a rectangular prism. These could include a shoe box, book, lunchbox, deck of cards - anything!

Step 1: Take a photo of your item on your iPad.

Step 2: Use your ruler to carefully measure the length, width and height of the item.

Step 3: Use the formula to calculate the volume of the object in your Maths book.

Once you have found the volume for the 5 items, use the photos on your iPad to create a table ranking the items from the greatest volume to the least volume.

For example:

Rank	Item	Volume
1		2,300cm ³
2		845cm ³

Reflection! Draw up your traffic lights again and reflect on what you have learned so far this week about volume.

GREEN: Something about volume that you understand

YELLOW: Something you're working on but still a little unsure

RED: Something about volume that you don't know yet



Health

How does gender affect our access to opportunity?

Have a look at the photos below of political moments where men have been removed from the picture:



Listen to Jacinda Ardern (Prime Minister of New Zealand) discuss women in leadership:

https://www.youtube.com/watch?v=b36_bFcpK68

Watch this video about gender stereotypes:

<https://www.youtube.com/watch?v=nrZ21nD9I-0>

Learn about gender inequality in Australia:

<https://www.youtube.com/watch?v=PRdEcR2IDeY>

Create an infographic about what you have learned about gender inequality and access to opportunity. Use the above videos or your own research to educate others about this very complicated issue.

Share your poster on this padlet: <https://padlet.com/09539107/ci4v0ujazgkzi67t>

Music

You can access the virtual music room [HERE](#) or in the Music GC. Submit your Hip Hop beat to GC. Ask your classroom teacher if you are not sure of the code.

HIPHOP BEATS; We have talked alot about how to put a song together using Rhythm, Harmony and Melody. Listen to the song in the virtual music room by Lauren Hill and hear how it starts out with the rhythm track, then the string sound comes in with the harmony, and the vocals is the melody. After you have listened to the example, use the 'Sampulator' to create your own simple Hip Hop sample. **Record it and submit it to GC.**

Year 5/6 - Friday 9th October 2020

<p><u>Vocabulary</u></p>	<p>How can I deepen my understanding of vocabulary through connecting words to colours?</p> <p>Read Chapter 5 of The Lion, the Witch and the Wardrobe (or read and follow along to the audiobook).</p> <p>Here are some of the interesting words you would have encountered over the last few chapters of The Lion, the Witch and the Wardrobe...</p> <p>trooped glossy faun inquisitive wringing wretched hoax lulling jeered spiteful superior logic jollification</p> <p>Choose six words from the above list and think carefully about the meaning of each word. It might help to look up a dictionary definition or find some synonyms to help with your understanding.</p> <p>Think creatively about how you can connect each word to a different colour. Explain why each word is that particular colour to you. For example, To me, glossy is black because I imagine my school shoes that were black shiny leather, and I had to wax them to keep them shiny. Or, I think spiteful is green because I imagine a mean witch with green skin who does hateful things to people just to annoy them and make them feel bad.</p>
<p><u>Spelling</u></p>	<p style="text-align: center;">Syllabication</p> <p>A syllable is a unit of spoken language made up of a single uninterrupted sound formed by a vowel. Every syllable in every word must have a vowel.</p> <p>Re-Write each word below dividing it into syllables.</p> <p>For example autograph is au/to/graph</p> <p>daybreak hither munchies oxygen lighten minibus epidermis nasturtium beachcomber platelet tambourine</p>

Using a dictionary (or any book really), find six words that will fit into each of the sections of this table. **Choose your words carefully, you will also use these 18 words for your spelling next week. Don't choose words that you are already confident in spelling, but also don't choose words that have meanings you don't understand.**

2 Syllable Words	3 Syllable Words	+ Syllable Words

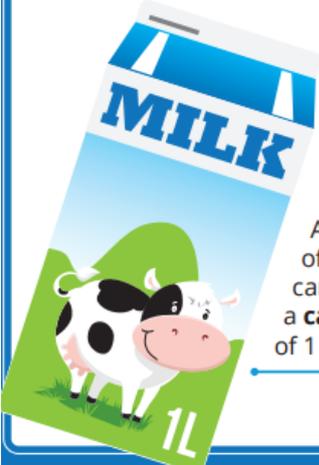
Mathematics

What is the difference between capacity and volume?

Capacity vs Volume

Capacity is the amount of liquid a container can hold.

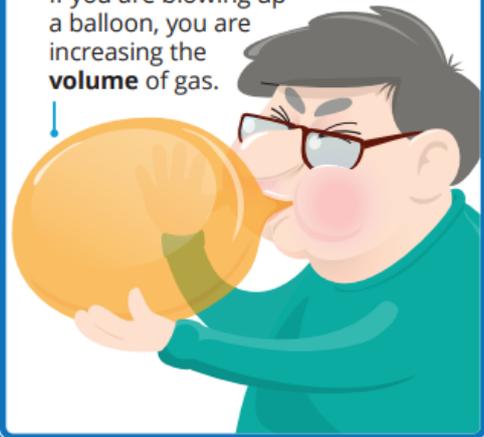
We measure the **capacity** of anything which can hold something else.



A carton of milk can have a **capacity** of 1 litre.

Volume is how much space an object takes up. It includes solids, liquids and gases.

If you are blowing up a balloon, you are increasing the **volume** of gas.



Capacity is often the term we use when describing the volume of an object when it is filled with fluid. For example, what is the capacity of a coffee mug?

Warm up! Head into the kitchen and take photos of every kitchen item that you could measure for capacity. These could be cups, measuring jugs, drink bottles, containers, saucepans, you name it! Create a collage of these images in Pic Collage and post your image to this padlet:

<https://padlet.com/erinmeade/vctnou5w677afnfx>

Activity: When we solve for volume we use cubic measurements, for example, cm³. Because capacity refers to liquids, we need to make sure we use the correct metrics. When solving for capacity, we often use millilitres (mL) or litres (L).

FUN FACT: 1cm³ is equal to 1mL

Test your knowledge of converting from volume to capacity by completing these questions...

1. A cube with a volume of 18cm³ has a capacity of _____
2. A cylinder with a volume of 210cm³ has a capacity of _____
3. A prism with a volume of 43m³ has a capacity of _____

Now, choose your heat or complete all three questions. These are open-ended questions meaning you can come up with more than one solution!

Mild	<p>Alanna filled a container using 3 cups of water. What container might she have filled?</p> <p>Use your kitchen items to measure out how much water is in 3 cups and test out some containers. Use your ruler to measure the dimensions of the container that the water fills. Draw this container in your book, including the length, width and height. Use your volume formula to figure out the exact volume and capacity for this container.</p>
Spicy	<p>Can you find some containers which have the same capacity but a different shape?</p> <p>Look around the kitchen and use a measuring jug and water to calculate the capacity of different containers. Once you have found at <u>at least</u> 3 different containers with the same capacity, draw these up in your Maths book, including the length, width and height. Use your volume formula to figure out the exact volume and capacity for these containers.</p>
Ay Caramba!	<p>Mat absolutely loves almond milk and goes through 3L each day. Design a container which could hold 3L of almond milk and still fit in Mat's fridge.</p> <p>Figure out how much 3L is in mL and in cubic centimetres (cm³). Use your knowledge of volume and capacity to draw a container design, carefulling labelling the length, width and height, ensuring it would fill 3L. Measure the inside of your fridge and find out if any of your designs fit into your fridge door?</p>

Discover and Grow (DAG Hour)

1st Time watching: Music Reaction Video



I was on youtube the other day, looking for some videos of cute elephants going down slides, and I came across this:

<https://www.youtube.com/watch?v=0I3-iufiywU>



These guys grew up only listening to hip hop and they had NEVER heard any of the great classic music that made the music world what it is today! Now they listen and record their reactions..... the coolest part is that they are very open minded and they really feel the music they listen to.

Your job today is to watch one of the videos below and create a '1st Time listening' video.

Remember to be open minded, you may find something you absolutely love!

Try and pick something you haven't heard before and extra points if you can get a parent involved!

Ziggy Stardust - David Bowie <https://www.youtube.com/watch?v=3qrOvBuWJ-c&feature=share&app=desktop>

RESPECT - Aretha Franklin <https://www.youtube.com/watch?v=6FOUqQt3Kg0>

Raspberry Beret - Prince https://www.youtube.com/watch?v=l7vRSu_wsNc

Smells like teen Spirit - Nirvana <https://www.youtube.com/watch?v=hTWKbfoikeg>

Knights of Cydonia - Muse https://www.youtube.com/watch?v=G_sBOsh-vyl

	<p>Eleanor Rigby - Beatles https://www.youtube.com/watch?v=HuS5NuXRb5Y</p> <p>Paranoid Android - Radiohead https://www.youtube.com/watch?v=Lt8AfleJOxw</p> <p>Piece of my heart - Janis Joplin https://www.youtube.com/watch?v=7uG2gYE5KOs</p> <p>Total Eclipse of the Heart - Bonnie Tyler https://www.youtube.com/watch?v=lcOxhH8N3Bo</p> <p>Post your reaction video to this padlet: https://padlet.com/michaelmorell/1plp30ta8tklptvq</p>
<u>LOTE</u>	<p>Hai anak-anak. This week we will be revising numbers by playing a card game called "Hap"</p> <p>Click on the link for the lesson</p> <p><u>Grade 5/6 week 1 term 4</u></p> <p>Have fun</p> <p>Pak Ben</p>