



Year 6



Term 3

Weeks 8 & 9

Term 3 Week 8 Monday 31 August 2021

Morning	Daily Check-In @ 10:30am Check-in with your classroom teacher (through Microsoft Teams) <ul style="list-style-type: none"> ➤ Are you ready for learning? ➤ Have you read through your daily plan? ➤ Do you have any questions about the upcoming learning activities? 	Squiz Kids						
	Spelling: Complete <u>two</u> activities from the word work grid.							
	Brain break: <div style="text-align: center;"> <h3 style="color: green;">Frog Squats</h3> <ol style="list-style-type: none"> 1. While standing, set your feet so they are wider than your shoulders. 2. Lean forward and place your elbows on the inside of your knees. 3. Squat down and try to touch your backside on the back of your legs. 4. Extend your legs back straight so you feel a stretch in the back of your legs. 5. Continue this movement for the allotted time. </div> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>							
	Writing: The aim of this activity is to write a non-fiction text about someone you admire in the format of an information poster. Include: <ul style="list-style-type: none"> - A large main heading - A minimum of 3 sub-headings followed by a paragraph of text that relates back to the subheading - A text box of basic facts - A photograph or realistic illustration - Other images that support your information 	Typing.com Pobble 365						
	Reading: Read a book/ magazine/ newspaper for 20 minutes. Choose one reading task from the 'reading matrix'. OPTIONAL: Listen to one episode of Mackaroy uncovered on the ABC website. Complete the questions posted on MS Teams	Kids News EPIC						
Lunch & Movement Break								
Middle	Conversation starter (Chat with your siblings and family at home): If you could listen to any song right now, what would it be?							
	Mathematics Skills Practice: Adding decimals <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 5px;"><i>Introductory</i></th><th style="text-align: left; padding: 5px;"><i>Consolidating</i></th><th style="text-align: left; padding: 5px;"><i>More Challenging</i></th></tr> </thead> <tbody> <tr> <td style="padding: 5px;"> 1. $3.43 + 4.68 =$ 2. $0.45 + 1.43 =$ 3. $22.75 + 13.85 =$ 4. $0.04 + 0.64 =$ 5. $123.45 + 765.43 =$ [plus create 7 more of your own] </td><td style="padding: 5px;"> 1. $3.4 + 5.45 =$ 2. $6.04 + 5.3 =$ 3. $14.8 + 9.435 =$ 4. $29.05 + 43.55 =$ 5. $5.4 + 5.6 + 3.04 =$ [plus create 7 more of your own] </td><td style="padding: 5px;"> 6. $6.1 + \underline{\hspace{1cm}} = 10.6$ 7. $0.64 + \underline{\hspace{1cm}} = 1.92$ 8. $4.3 + \underline{\hspace{1cm}} = 6.32$ 9. $23.99 + \underline{\hspace{1cm}} = 52.43$ 10. $17.00 + \underline{\hspace{1cm}} = 21.556$ [plus create 7 more of your own] </td></tr> </tbody> </table> <p><i>*Show your working out.</i></p>	<i>Introductory</i>	<i>Consolidating</i>	<i>More Challenging</i>	1. $3.43 + 4.68 =$ 2. $0.45 + 1.43 =$ 3. $22.75 + 13.85 =$ 4. $0.04 + 0.64 =$ 5. $123.45 + 765.43 =$ [plus create 7 more of your own]	1. $3.4 + 5.45 =$ 2. $6.04 + 5.3 =$ 3. $14.8 + 9.435 =$ 4. $29.05 + 43.55 =$ 5. $5.4 + 5.6 + 3.04 =$ [plus create 7 more of your own]	6. $6.1 + \underline{\hspace{1cm}} = 10.6$ 7. $0.64 + \underline{\hspace{1cm}} = 1.92$ 8. $4.3 + \underline{\hspace{1cm}} = 6.32$ 9. $23.99 + \underline{\hspace{1cm}} = 52.43$ 10. $17.00 + \underline{\hspace{1cm}} = 21.556$ [plus create 7 more of your own]	Mathletics Prodigy Khan Academy Multiplication.com
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Number Talk:

What do you need to find a number chosen from this hundred square?

0	1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29
30	31	32	33	34	35	36	37	38	39
40	41	42	43	44	45	46	47	48	49
50	51	52	53	54	55	56	57	58	59
60	61	62	63	64	65	66	67	68	69
70	71	72	73	74	75	76	77	78	79
80	81	82	83	84	85	86	87	88	89
90	91	92	93	94	95	96	97	98	99

Four of the clues below are true but do nothing to help in finding the number.

Four of the clues are necessary for finding it.

Here are eight clues to use:

1. The number is greater than 9.
2. The number is not a multiple of 10.
3. The number is a multiple of 7.
4. The number is odd.
5. The number is not a multiple of 11.
6. The number is less than 200.
7. Its ones digit is larger than its tens digit.
8. Its tens digit is odd.

What is the number?

Focus Area: Multiplying Decimals**Multiplying Decimals**

1. Multiply like whole numbers.
2. Count decimal places in the problem.
3. Put the same number of places behind the decimal in the product.

$$\begin{array}{r} 2.34 \\ \times 1.2 \\ \hline 2.808 \end{array}$$

2 decimal places
+ 1 decimal place
3 decimal places

Introductory

Grace rides the bus to and from school each day. A one-way trip is 8.12km. How many km's does she travel in 3 days?

Consolidating

Baby Luke plays with blocks. Each block is 3.7cm tall. He has a collection of 11 blocks. If he could stack all the blocks up on top of the other, how many cm's tall would his tower be?

More Challenging

Jackie bought juice boxes to give to her softball team. The juice boxes cost \$0.79 each and she bought 22 boxes. How much did she have to pay for the juice boxes?



NOTE: These activities are designed to be work through starting at Introductory → working through to either → Consolidating or → More Challenging

Snack & Movement Break

Afternoon	<p>PDH:</p> <p><u>Create your own Mindfulness advent calendar</u></p> <p>Just like you have a chocolate advent calendar around Christmas. You are now going to have a mindfulness advent calendar all year round. I have attached 24 sample activates for reference.</p> <p>What you are going to do is:</p> <ol style="list-style-type: none">1. Research and find 31 different mindfulness activities (I have attached 24 examples for ideas).2. Write or type your activities onto paper.3. Label each activity with a number 1-31 (one activity for each day of the month).4. Create your advent calendar. Use your imagination/research how you want your advent calendar to look.5. Share your advent calendar with your friends or family so they can join in. <p>Examples of advent calendars:</p> <ul style="list-style-type: none">• Place in the pockets of a cloth advent calendar you already have. Or create your own cloth advent calendar• Punch a hole, string the invitations, and choose to hang on the Christmas tree, a Christmas wreath or hang around your home to find each day.• Research your own advent calendar design.	
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Term 3 Week 8 Tuesday 31 August 2021

Morning	Daily Check-In @ 10:30am Check-in with your classroom teacher (through Microsoft Teams) <ul style="list-style-type: none"> ➤ Are you ready for learning? ➤ Have you read through your daily plan? ➤ Do you have any questions about the upcoming learning activities? 	Squiz Kids						
	Spelling: Complete <u>two</u> activities from the word work grid.							
	Brain break: Speedy squirrel (kick sits) 1. Start on your hands and knees 2. Slide your right leg to the left until your hip is on the ground 3. While bringing your right leg back to the middle slide your left leg to the right until your hip is on the ground. 4. It should be a smooth constant movement. 5. Repeat movement for the allotted time. <div>   </div>							
	Reading: Read a book/magazine/newspaper for 20 minutes Choose one reading task from the 'reading matrix'.	Kids News EPIC						
	Viewing and Recording Watch BTN on ABC Me at 10am. <ul style="list-style-type: none"> • Summarise the BTN episode. • What were the main themes of the episode? • What did you like about the episode? • What are three questions that you can ask about one of the topics presented in the episode? 	Typing.com Reading Eggs BTN						
Lunch & Movement Break								
Middle	Conversation starter (Chat with your siblings and family at home): If you could have anything of your choice for dinner tonight, what would you have?	Big Life Journal Podcast						
	Mathematics Skills Practice: Subtracting Decimals <table border="1"> <thead> <tr> <th>Introductory</th><th>Consolidating</th><th>More Challenging</th></tr> </thead> <tbody> <tr> <td> 1. $25.5 - 3.4 =$ 2. $84.98 - 52.44 =$ 3. $790.33 - 645.21 =$ 4. $333.98 - 222.54 =$ 5. $240.44 - 100.34 =$ [plus create 5 more of your own] </td><td> 1. $76.4 - 22.98 =$ 2. $0.673 - 0.5 =$ 3. $45.32 - 12.99 =$ 4. $99.03 - 22.08 =$ 5. $0.692 - 0.321 =$ [plus create 5 more of your own] </td><td> 1. $0.673 - 0.5 =$ 2. $17.45 - 22.91 =$ 3. $845.2 - 67.953 =$ 4. $28.55 - 42.909 =$ 5. $0.72 - 8.4 =$ [plus create 5 more of your own] </td></tr> </tbody> </table> *Show your working out.	Introductory	Consolidating	More Challenging	1. $25.5 - 3.4 =$ 2. $84.98 - 52.44 =$ 3. $790.33 - 645.21 =$ 4. $333.98 - 222.54 =$ 5. $240.44 - 100.34 =$ [plus create 5 more of your own]	1. $76.4 - 22.98 =$ 2. $0.673 - 0.5 =$ 3. $45.32 - 12.99 =$ 4. $99.03 - 22.08 =$ 5. $0.692 - 0.321 =$ [plus create 5 more of your own]	1. $0.673 - 0.5 =$ 2. $17.45 - 22.91 =$ 3. $845.2 - 67.953 =$ 4. $28.55 - 42.909 =$ 5. $0.72 - 8.4 =$ [plus create 5 more of your own]	Mathletics Prodigy Khan Academy Multiplication.com
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	Number Talk: Allison went grocery shopping and her total came to \$20.26. She had a coupon that allowed her to pay 0.87 times her total. How much did Allison spend at the grocery store?							

Focus Area: Multiplying Decimals

Students complete the following activities:

BY 10	To multiply a decimal by 10 , you move the decimal point one place to the right . You may need to add zeros as place holders.	Now YOU try!
		$124 \times 10 =$
	For Example:	$12.4 \times 10 =$
	$3.14 \times 10 = 31.4$  Move one place to the right	$1.24 \times 10 =$ $.124 \times 10 =$
BY 100	To multiply a decimal by 100 , you move the decimal point two places to the right . You may need to add zeros as place holders.	Now YOU try!
		$321 \times 100 =$
	For Example:	$32.1 \times 100 =$
	$2.971 \times 100 = 297.1$  Move two places to the right	$3.21 \times 100 =$ $.321 \times 100 =$
By 1000	To multiply a decimal by 1000 , you move the decimal point three places to the right . You may need to add zeros as place holders.	Now YOU try!
		$.5674 \times 1000 =$
	For Example:	$5.674 \times 1000 =$
	$9.478 \times 1000 = 9478.0$  Move three places to the right	$56.74 \times 1000 =$ $567.4 \times 1000 =$

Snack & Movement Break

Afternoon

SCIENCE

You will need an ice cube for this lesson

Today we are going to be learning about solids, liquids and particles.

Answer these questions:

- Predict (guess) what will happen if we leave the ice cube inside on a plate?
- What are the ways we could make it melt faster?
- Test one of the ways you suggested in the last question.
 - Create a plan on what you are going to do
 - List the items that you will need
 - Predict (guess) what you think is going to happen? (Including how long it will take)
 - Evaluate the experiment: Did it work? Why, why not?
- Compare the ice cube with the melted water. Are these the same object? Discuss the similarities and differences. List them in your book.

Scientists believe that all substances are made of particles. When objects are solid, the particles are packed together and wobble in a fixed position. When they are a liquid, they have more energy and the particles can move more freely. As they gain more heat energy, particles move more energetically.

Create 2 boxes and draw the particles. One for solid and one for liquid"



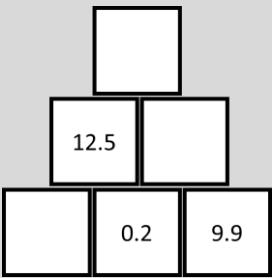
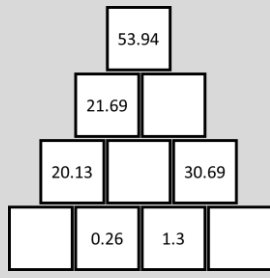
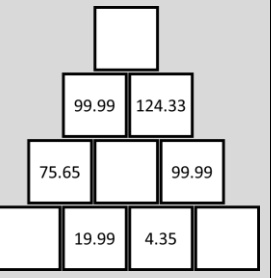
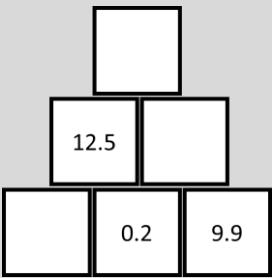
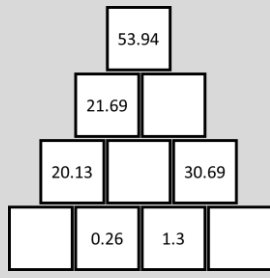
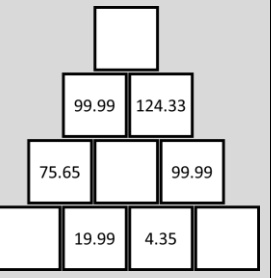
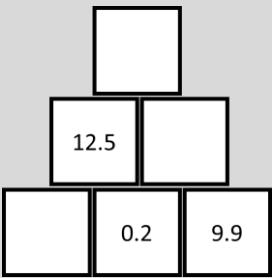
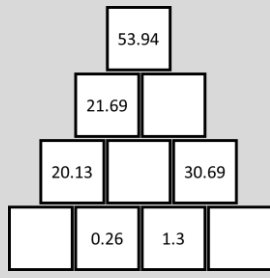
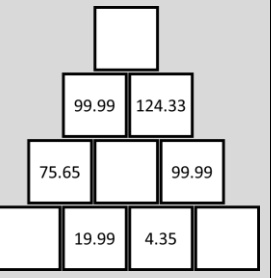
Solid



Liquid





Term 3 Week 8 Wednesday 1 September 2021

Morning	Daily Check-In @ 10:30am Check-in with your classroom teacher (through Microsoft Teams) <ul style="list-style-type: none"> ➤ Are you ready for learning? ➤ Have you read through your daily plan? ➤ Do you have any questions about the upcoming learning activities? 	Squiz Kids						
	Spelling: Complete <u>two</u> activities from the word work grid.							
	Brain break: <h3>Donkey Kicks</h3> <ol style="list-style-type: none"> 1. In a push up position with your knees slightly bent and head over the top of your hands. 2. Jump and flick your legs so the back of your heels <u>touch</u> your backside. 3. Repeat the movement for the allotted time. 4. While doing the movement, flex your abs and have a tight core  							
	Writing: <ul style="list-style-type: none"> • Create a detailed 'How to' guide to inform someone of how to play your favourite game. It can be any type of game (board, card, video game, etc.) You will need to include: <ul style="list-style-type: none"> ○ Equipment or materials needed ○ How many people can play? ○ How to set up the game ○ Rules ○ How the game starts ○ How to play ○ How the winner is determined ○ Diagrams or images to support your information 	Typing.com Pobble 365						
	Reading: <ul style="list-style-type: none"> • Read the text 'Mythical Countries' and answer the following questions on teams or in a workbook. Comprehension <ol style="list-style-type: none"> 1. Which words in the first paragraph tells you that the stories might not be real? 2. Find and copy a phrase that tells you that one of the stories might have had a little of bit of truth in it. 3. If somebody is "showered with gold and jewels", what does it mean? 4. Which phrase tells you that the story of Shangri-La isn't ancient? 5. Find a word with a definition closest to "the place a story is based on". 	Kids News EPIC						
Lunch & Movement Break								
Middle	Conversation starter (Chat with your siblings and family at home): If you could be any character in a Disney movie, which one would you be?	Big Life Journal Podcast						
	Mathematics Skills Practice: Adding and Subtracting decimals <table border="1" data-bbox="280 1693 1206 2063"> <thead> <tr> <th>Introductory</th><th>Consolidating</th><th>More Challenging</th></tr> </thead> <tbody> <tr> <td>  </td><td>  </td><td>  </td></tr> </tbody> </table> <p>*Show your working out.</p>	Introductory	Consolidating	More Challenging				Mathletics Prodigy Khan Academy Multiplication.com
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	<p>Number Talk: We have exactly 100 coins. There are five different values of coins. We have decided to buy a piece of computer software for 39.75. We have the correct money, not a penny more, not a penny less! Can you discover what the five different types of coins are worth and how many of each we have saved?</p>													
	<p>Focus Area: Multiplication</p> <table> <tr> <th><i>Introductory</i></th><th><i>Consolidating</i></th><th><i>More Challenging</i></th></tr> <tr> <td>2.5 x ? = 5.0</td><td>22.5 x ? = 90</td><td>? X 3 = 12.6</td></tr> <tr> <td>? X 3 = 6.9</td><td>? X 3 = 12.4</td><td>? X 6 = 14.4</td></tr> <tr> <td>1.2 x ? = 14.40</td><td>? X 6 = 21</td><td>? X 4 = 32.8</td></tr> </table>	<i>Introductory</i>	<i>Consolidating</i>	<i>More Challenging</i>	2.5 x ? = 5.0	22.5 x ? = 90	? X 3 = 12.6	? X 3 = 6.9	? X 3 = 12.4	? X 6 = 14.4	1.2 x ? = 14.40	? X 6 = 21	? X 4 = 32.8	
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Snack & Movement Break														
Afternoon	<p>Sport:</p> <p style="text-align: center;"><u>Lockdown Olympics</u></p> <p>Record your time or distance in these (home) Olympic events:</p> <ul style="list-style-type: none"> • Shot put (toss socks into a tub) – Same technique as shot put but see how far you can toss a pair of socks into a tub. You will need more accuracy for this event. Record your best throw out of 5 attempts • 100 metre sprint (20 metre sack race) – Time how quick you can sack race over 20 metres. If you don't have a sack, just make sure your feet are together when you're hopping. • Long jump (horizontal jump) – From a standing start (no run up), see how far you can jump forward. Record your best jump out of 5 attempts • 200 metre sprint (30 metre egg and spoon race) – Time how quickly you can do an egg and spoon race. Add an extra 10 seconds to your time if your egg falls off. • Soccer (juggling a soccer ball with your foot) – See how many times you can kick the ball up without it hitting the ground. Best score out of 5 attempts. • Rugby 7's (passing for distance) – Record how far you can pass a football. • Curling (coin toss) – Record how close you can slide a 20-cent piece to the edge of your table (smallest distance from the edge the better). Record your smallest distance from 5 attempts. • Basketball (finger spin) – Time how long you can spin a basketball on your finger. Longest time out of 5 attempts. • Rhythmic gymnastics (dance routine) – Create a 30 second dance routine to your favourite song (need to include 1 forward roll and 2 full spins) <p>Record your distances and times for each event. Add them into teams if you want to compare how you went against your classmates.</p> <p>Try to come up with another two events you could share with your classmates.</p>													

Term 3 Week 8 Thursday 2 September 2021

Morning	Daily Check-In @ 10:30am Check-in with your classroom teacher (through Microsoft Teams) <ul style="list-style-type: none"> ➤ Are you ready for learning? ➤ Have you read through your daily plan? ➤ Do you have any questions about the upcoming learning activities? 	Squiz Kids						
	Spelling: Complete <u>two</u> activities from the word work grid.							
	Brain break <h3>Mountain Goats</h3> <ol style="list-style-type: none"> 1. Get onto hands and knees on the floor and then up on your toes (plank position) 2. Pull one knee up towards your chest 3. Repeat action with your other knee 4. Continue alternating the movement with both knees  							
	Reading: <ul style="list-style-type: none"> • Read the text 'Mythical Counties' and answer the following questions on teams or in a workbook. Questions <ol style="list-style-type: none"> 1. Why might the story of Atlantis be partly true? 2. Which story was created most recently? 3. What does Maes Gwyddno mean? 4. Summarise how the story of El Dorado began. 5. Which of the stories do you think is most likely to have been based on a real place? Why? 	Typing.com Pobble 365						
	Writing: Using the text "Mythical Countries" as inspiration, create your own mythical country. PLANNING Think through and record the following details about your mythical country <ul style="list-style-type: none"> ➤ Name ➤ Location ➤ Capital ➤ Population ➤ Currency ➤ Flag ➤ Cultural practices (food, dance, traditional dress) ➤ Landmarks 	Kids News EPIC						
Lunch & Movement Break								
Middle	Conversation starter (Chat with your siblings and family at home): What is one thing you wish you could do that you know you probably never will? Why?	Big Life Journal Podcast						
	Mathematics Skills Practice: Words problems with decimals <table border="1"> <thead> <tr> <th>Introductory</th><th>Consolidating</th><th>More Challenging</th></tr> </thead> <tbody> <tr> <td> Fred went shopping and spent \$15.80 in the first shop, \$7.95 in the second shop and \$87.24 in the third shop. How much did he spend altogether? How much change did he have from the \$120 he started with? </td><td> Peter was ordering material to make curtains. The three windows he needed to cover were 1.4m wide, 1.2m wide and 2.4m wide. Each curtain needs to be 0.2m wider than the window. What are the three lengths of the curtains? How much material is needed altogether? </td><td> Charlotte went shopping with her birthday money of \$55.00. She bought three items and received \$4.90 in change. How much could each item have been? (There are multiple correct answers.) </td></tr> </tbody> </table> <p><i>*Show your working out.</i></p>	Introductory	Consolidating	More Challenging	Fred went shopping and spent \$15.80 in the first shop, \$7.95 in the second shop and \$87.24 in the third shop. How much did he spend altogether? How much change did he have from the \$120 he started with?	Peter was ordering material to make curtains. The three windows he needed to cover were 1.4m wide, 1.2m wide and 2.4m wide. Each curtain needs to be 0.2m wider than the window. What are the three lengths of the curtains? How much material is needed altogether?	Charlotte went shopping with her birthday money of \$55.00. She bought three items and received \$4.90 in change. How much could each item have been? (There are multiple correct answers.)	Mathletics Prodigy Khan Academy Multiplication.com
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	<p>Number Talk: A hospital buys bottles of a medicine. Large bottles contain 0.7 litres of medicine and small bottles contain 0.3 litres of medicine. Cases of bottles contain 24 bottles. How much medicine will be bought if the hospital buys 3 cases of large bottles and 2 cases of small bottles?</p>					
	<p>Focus Area:</p> <div><p>Division of a Decimal Number by 10, 100 or 1000</p><p>Division of a decimal number by 10, 100 or 1000 can be performed by moving the decimal point to the left by as many places as the number of zeroes in the divisor.</p><p>For Example: $752.3 \div 10 = 75.23$</p><p>$752.3 \div 100 = 7.523$</p><p>$752.3 \div 1000 = 0.7523$</p></div> <table><tr><td>Introductory</td><td>Consolidating</td></tr><tr><td></td><td></td></tr></table>	Introductory	Consolidating			
Introductory	Consolidating					
Snack & Movement Break						
Afternoon	<p>Geography –</p> <p>PROJECT:</p> <p>Choose a country and complete a geographical inquiry research on its culture, traditions, native animals, language, climate, where it is on a map, flag, etc.</p> <p>Create a storyboard/brochure/travel video or other, about the country and why we should visit it.</p> <p>What are it's natural or manmade features that draw people to it?</p> <p>Who are the indigenous people of the country?</p> <p>What are the similarities and differences of the country of study with Australia?</p>					

Term 3 Week 8 Friday 3 September 2021

Morning	Daily Check-In @ 10:30am Check-in with your classroom teacher (through Microsoft Teams) <ul style="list-style-type: none"> ➤ Are you ready for learning? ➤ Have you read through your daily plan? ➤ Do you have any questions about the upcoming learning activities? 	Squiz Kids
	Spelling: Complete <u>two</u> activities from the word work grid.	
	Brain break: <p style="text-align: center;">Dead Bugs</p> <ol style="list-style-type: none"> 1. Lie on your back and lift your bent knees so that your shins are in line with the floor. 2. Bend your arms directly in front of your face or rest them on the knees. 3. Pull your abs in and crunch up into a crouched position lifting your shoulders off of the floor as well as your tailbone. 	
	Writing Using the text "Mythical Countries" as inspiration, create your own mythical country. Create an information report about your mythical country, using the information you planned yesterday. Your information report will need to include: <ul style="list-style-type: none"> ➤ Title ➤ Introduction ➤ Sub-headings (at least 3) – not required for the introduction and the conclusion ➤ Paragraphs (not just dot points) ➤ Images and maps ➤ Conclusion 	Typing.com Pobble 365
	VCOP: Complete at least 3 VCOP activity cards	Kids News EPIC
Lunch & Movement Break		
Middle	Conversation starter (Chat with your siblings and family at home): What is something that's really popular right now that you think will be ridiculous and embarrassing in five years?	Big Life Journal Podcast
	Mathematics Amy went into her local stationery shop. Her mum had given her \$2.50 to spend. Amy liked the look of some luminous pens, which cost 15cents each, and some fancy pencils, which cost 10cents each. She bought four times as many pens as pencils and was given 40c change. How many of each did she buy?	Mathletics Prodigy Khan Academy Multiplication.com
Snack & Movement Break		

Rebound Catch

Home Fun - Catching



Organisation

Equipment:

- 1 soft, medium-sized Ball

Set up and Timing:

- 2m from wall
- 10 minutes



Learning Experience

Instruct students to:

- Complete with a parent/carer/family member. Using a brick wall and a ball practice catching.
- Throw the ball at the wall under-arm and try and catch the ball with two hands.
- See how many times you can catch the ball off the wall without letting the ball touch the ground, standing: 2m, 3m, and 4m away from the wall.
- Write down your highest score.





Teaching Tips

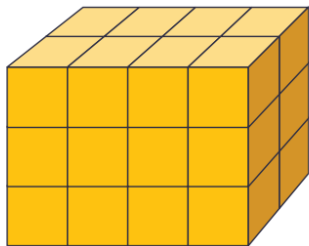
Teaching Tips:

- Correct CATCH technique:
 - Eyes focused on the object.
 - Feet move to place the body in line with the object.
 - Hands move to meet the object.
 - Hands and fingers relaxed and slightly cupped to catch the object.
 - Catches and controls the object with hands only.
 - Elbows bent to absorb the force of object.

Term 3 Week 9 Monday 6 September 2021

Morning	Daily Check-In @ 10:30am Check-in with your classroom teacher (through Microsoft Teams) <ul style="list-style-type: none"> ➤ Are you ready for learning? ➤ Have you read through your daily plan? ➤ Do you have any questions about the upcoming learning activities? 	Squiz Kids						
	Spelling: Complete <u>two</u> activities from the word work grid.							
	Brain break:  Gorilla crawls+ Kangaroo Jumps <ol style="list-style-type: none"> 1. Start at the cone standing with your feet wider than shoulder-width apart. Then bend over and reach your hands out on the ground in front of you. 2. You will shift your weight forward to your hands on the ground and then jump your feet forward outside your hands. 3. Repeat step 2 until you reach the other cone 4. Stand up, turn around and hop back to the starting cone like a kangaroo 5. Repeat from the start till time is up 							
	Reading: Read the text ' <i>Melting Chocolate</i> '. Answer the following questions <ol style="list-style-type: none"> 1. What is the name given to two bowls that use water to heat the contents? 2. Which cocoa percentage took the second longest to melt? 3. What effect does more cocoa have on the taste of chocolate? 4. Milk chocolate has more cocoa than dark chocolate: true or false? 5. How much of each chocolate does the experiment need? OPTIONAL: Listen to one episode of Mackaroy uncovered on the ABC website. Complete the questions posted on MS Teams.	Kids News EPIC						
	Writing: Write a description of a favourite object that you own. Use sensory details – words that describe how somethings looks, feels, tastes, smells, and sounds – to create a clear description of your object. Include a labelled diagram of the object.	Typing.com Pobble 365						
Lunch & Movement Break								
Middle	Conversation starter (Chat with your siblings and family at home): If you could go back in time, what is one thing you would do differently?							
	Mathematics Skills Practice: Multiplying by 10, 100 and 1000 <table border="1"> <thead> <tr> <th>Introductory</th><th>Consolidating</th><th>More Challenging</th></tr> </thead> <tbody> <tr> <td> 1. $12.3 \times 10 =$ 2. $0.45 \times 100 =$ 3. $945.1 \times 10 =$ 4. $34.2 \times 1000 =$ 5. $99.99 \times 100 =$ Create 5 more of your own </td><td> 6. $0.067 \times 100 =$ 7. $3.45 \times 10 =$ 8. $9.98 \times 1000 =$ 9. $84.3 \times 100 =$ 10. $0.009 \times 1000 =$ Create 5 more of your own </td><td> 11. $12.3 \times \underline{\quad} = 1230$ 12. $0.009 \times \underline{\quad} = 0.09$ 13. $345.210 \times \underline{\quad} = 345210$ 14. $0.034 \times \underline{\quad} = 3.4$ 15. $8.307 \times \underline{\quad} = 830.7$ Create 5 more of your own </td></tr> </tbody> </table> <i>*Show your working out.</i>	Introductory	Consolidating	More Challenging	1. $12.3 \times 10 =$ 2. $0.45 \times 100 =$ 3. $945.1 \times 10 =$ 4. $34.2 \times 1000 =$ 5. $99.99 \times 100 =$ Create 5 more of your own	6. $0.067 \times 100 =$ 7. $3.45 \times 10 =$ 8. $9.98 \times 1000 =$ 9. $84.3 \times 100 =$ 10. $0.009 \times 1000 =$ Create 5 more of your own	11. $12.3 \times \underline{\quad} = 1230$ 12. $0.009 \times \underline{\quad} = 0.09$ 13. $345.210 \times \underline{\quad} = 345210$ 14. $0.034 \times \underline{\quad} = 3.4$ 15. $8.307 \times \underline{\quad} = 830.7$ Create 5 more of your own	Mathletics Prodigy Khan Academy Multiplication.com
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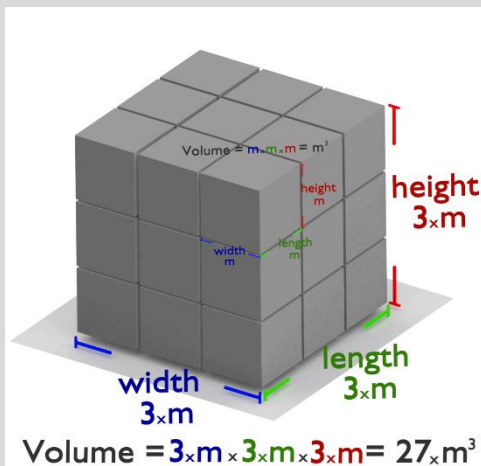
Number Talk:



What dimensions are represented in this model?
What do each of these dimensions represent?
How can we prove these dimensions are true?

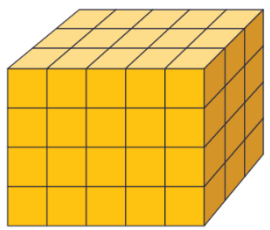
Focus Area: Volume

The volume of a shape is found using the following example:



The formula for volume is: width x length x height
Find the volume of the following shapes, using the formula above.

Introductory



Consolidating

Height = 50 cm
Length = 20 cm
Width = 15 cm

Create a shape with the same volume but different dimensions.

EXTENSION:

Felicia built a cube out of smaller cube blocks. She used 27 blocks altogether. There were 3 levels of blocks and each level had the same number of blocks. She decided to place a sticker onto every block face she could see, including the ones on the bottom.

Complete the statements below about the faces of the blocks.


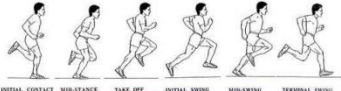


- There will be ? block(s) with 3 stickers.
- There will be ? block(s) with 2 stickers.
- There will be ? block(s) with 1 stickers.
- There will be ? block(s) with no stickers.

NOTE: These activities are designed to be work through starting at Introductory → working through to either → Consolidating or → More Challenging

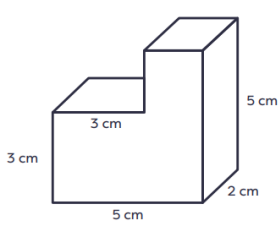
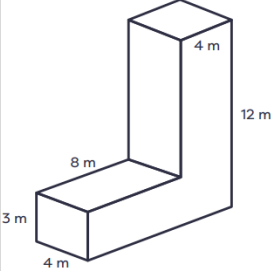
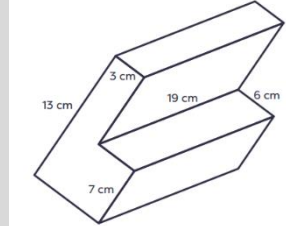
Snack & Movement Break

Afternoon	<p>PDH:</p> <p><u>Staying hopeful during Coronavirus Times</u></p> <p>Read this newspaper article https://www.guideposts.org/better-living/positive-living/positive-thinking/5-ways-to-keep-hopes-and-dreams-alive</p> <p>Dr. Waters says, it's crucial to your emotional well-being to continue planning and dreaming for the future, even when that future looks uncertain. She suggests making bucket lists of things you've always wanted to do or accomplish.</p> <p>Create 3 bucket lists:</p> <ol style="list-style-type: none"> 1. What you would like to achieve/do by the end of the year. 2. What you would like to achieve/do by the time you finish school. 3. What you would like to achieve/do during your entire life. <p>Now you need to research about your items in your bucket list. This is the time to plan for your activities. Examples of things you might need to research include:</p> <ol style="list-style-type: none"> 1. Where can you do it? 2. Do you need to travel? 3. How much will it cost? 4. Will you do it by yourself, or with someone else? Etc. <p>Put these bucket lists up in your room somewhere and tick off items when you achieve them.</p>	
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Term 3 Week 9 Tuesday 7 September 2021

Morning	Daily Check-In @ 10:30am Check-in with your classroom teacher (through Microsoft Teams) <ul style="list-style-type: none"> ➤ Are you ready for learning? ➤ Have you read through your daily plan? ➤ Do you have any questions about the upcoming learning activities? 	Squiz Kids									
	Spelling: Complete <u>two</u> activities from the word work grid.										
	Brain break: <div style="text-align: center;">  </div> <ol style="list-style-type: none"> 1. Get yourself in a standing start position to begin the sprint. 2. Push off your back foot and begin to run. 3. Keep your head down and body low over the first 5 steps to build speed. 4. Proceed to a full sprint, making sure you are using your arms and picking up your knees in your stride (run for 5 to 10 metres). 5. When you reach the cone gently bring yourself to a stop, set up and do the same back to the other cone. <div style="text-align: center;">   </div>										
	Reading: Re-read 'Melting Chocolate' and answer the following questions; <ol style="list-style-type: none"> 1. Find a word or phrase that means the same as "has an effect". 2. Why is it important to get an adult to help with hot water? 3. What should you do once you think the chocolate has melted? 4. Chocolate with less cocoa has more cocoa butter in it. What does this experiment tell you about cocoa butter's melting temperature? Why? 	Kids News EPIC									
	Viewing and Recording Watch BTN on ABC Me at 10am. <ul style="list-style-type: none"> • Summarise the BTN episode. • What were the main themes of the episode? • What did you like about the episode? What are three questions that you can ask about one of the topics presented in the episode?	Typing.com Pobble 365									
Lunch & Movement Break											
Middle	Conversation starter (Chat with your siblings and family at home): What is something that always makes you laugh, even when you're upset?										
	Mathematics Skills Practice: Dividing by 10, 100 and 1000 <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Introductory</th><th style="width: 33%;">Consolidating</th><th style="width: 33%;">More Challenging</th></tr> </thead> <tbody> <tr> <td> 1. $678 \div 100 =$ 2. $6.50 \div 10 =$ 3. $8634 \div 1000 =$ 4. $4.32 \div 100 =$ 5. $4087.66 \div 1000 =$ </td><td> 1. $5.99 \div 1000 =$ 2. $3.423 \div 10 =$ 3. $980.05 \div 100 =$ 4. $384.65 \div 10 =$ 5. $8000.2 \div 1000 =$ </td><td> 6. $230.45 \div \underline{\quad} = 23.045$ 7. $0.671 \div \underline{\quad} = 0.00671$ 8. $345.1 \div \underline{\quad} = 3.451$ 9. $0.09 \div \underline{\quad} = 0.00009$ 10. $284 \div \underline{\quad} = 0.284$ </td></tr> <tr> <td>Create 5 of your own</td><td>Create 5 of your own</td><td>Create 5 of your own</td></tr> </tbody> </table> <p><i>*Show your working out.</i></p>	Introductory	Consolidating	More Challenging	1. $678 \div 100 =$ 2. $6.50 \div 10 =$ 3. $8634 \div 1000 =$ 4. $4.32 \div 100 =$ 5. $4087.66 \div 1000 =$	1. $5.99 \div 1000 =$ 2. $3.423 \div 10 =$ 3. $980.05 \div 100 =$ 4. $384.65 \div 10 =$ 5. $8000.2 \div 1000 =$	6. $230.45 \div \underline{\quad} = 23.045$ 7. $0.671 \div \underline{\quad} = 0.00671$ 8. $345.1 \div \underline{\quad} = 3.451$ 9. $0.09 \div \underline{\quad} = 0.00009$ 10. $284 \div \underline{\quad} = 0.284$	Create 5 of your own	Create 5 of your own	Create 5 of your own	Mathletics Prodigy Khan Academy Multiplication.com
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Create 5 of your own	Create 5 of your own	Create 5 of your own									
	Number Talk: <div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <p>Length = 25 cm</p> <p>Width = 10 cm</p> <p>Height = 6 cm</p> </div> </div> <ul style="list-style-type: none"> - What are some ways to write the volume as an expression? - Explain your expression. - Why did you write your expression in that way? 										

Focus Area:
Volume of compound shapes

Introductory	Consolidating	More Challenging
		

NOTE: These activities are designed to be work through starting at Introductory → working through to either → Consolidating or → More Challenging

Snack & Movement Break

Afternoon

Science

Today we are going to be learning about dissolving.

Look at meaning of these words:

Reversible: capable of being reversed so that the previous state or situation is restored.

Irreversible: not able to be undone or altered.

We are going to explore whether or not different substances will dissolve. Introduce the students to the substances, such as salt, pepper, sugar, sand, coffee. (Whatever you can find around your house) Invite students to predict which substances will dissolve and which will not. Write them in your book.



Eg:

Item	My Prediction	Did it Dissolve?
Sand	Yes	No

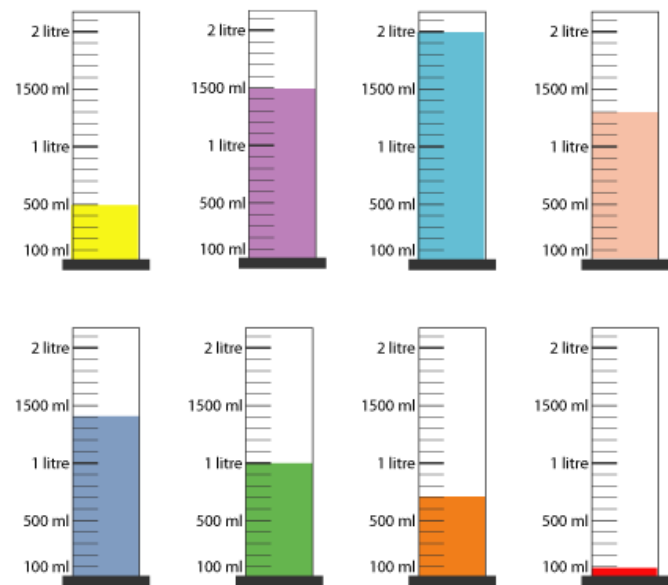
Question: Once something has been dissolved, can it be reversed?

Optional: Use the BBC Science Clips interactive to explore reversible and irreversible changes made by heating and dissolving. Ask students to predict the outcome before conducting each virtual experiment. http://www.bbc.co.uk/schools/scienceclips/ages/10_11/rev_irrev_changes.shtml

Term 3 Week 9 Wednesday 8 September 2021

Morning	Daily Check-In @ 10:30am Check-in with your classroom teacher (through Microsoft Teams) <ul style="list-style-type: none"> ➤ Are you ready for learning? ➤ Have you read through your daily plan? ➤ Do you have any questions about the upcoming learning activities? 	Squiz Kids						
	Spelling: Complete <u>two</u> activities from the word work grid.							
	Brain break: Struggling turtle 1. Lay flat on your back and bend your knees up so your feet come in closer to your body. 2. Keeping your back flat on the ground, use your core muscles to reach down and touch your right heel with your right hand. 3. Doing the same thing, reach down with your left hand to touch your left heel. 4. Repeat this back and forth until time is up.  							
	Writing: Write a TOP 10 article listing your favourite songs. Include an explanation of why each song has earned a spot in your TOP 10.	Typing.com Pobble 365						
	Reading: Read a book/magazine/newspaper for 20 minutes Choose one reading task from the 'reading matrix'.	Kids News EPIC						
Middle	Conversation starter (Chat with your siblings and family at home): What do you think the world will be like 20 years in the future?							
	Mathematics Skills Practice: Multiplying decimals <table border="1"> <thead> <tr> <th>Introductory</th><th>Consolidating</th><th>More Challenging</th></tr> </thead> <tbody> <tr> <td> 1. $12.4 \times 3 =$ 2. $84.3 \times 4 =$ 3. $27.5 \times 7 =$ 4. $34.5 \times 9 =$ 5. $23.45 \times 2 =$ Create 5 of your own </td><td> 6. $3.7 \times 3.4 =$ 7. $4.9 \times 3.9 =$ 8. $2.2 \times 6.8 =$ 9. $4.7 \times 9.9 =$ 10. $5.6 \times 3.5 =$ Create 5 of your own </td><td> 11. $75.3 \times 3.6 =$ 12. $45.32 \times 1.9 =$ 13. $67.3 \times 9.4 =$ 14. $76.35 \times 18.5 =$ 15. $34.25 \times 17.4 =$ Create 5 of your own </td></tr> </tbody> </table> <p><i>*Show your working out.</i></p>	Introductory	Consolidating	More Challenging	1. $12.4 \times 3 =$ 2. $84.3 \times 4 =$ 3. $27.5 \times 7 =$ 4. $34.5 \times 9 =$ 5. $23.45 \times 2 =$ Create 5 of your own	6. $3.7 \times 3.4 =$ 7. $4.9 \times 3.9 =$ 8. $2.2 \times 6.8 =$ 9. $4.7 \times 9.9 =$ 10. $5.6 \times 3.5 =$ Create 5 of your own	11. $75.3 \times 3.6 =$ 12. $45.32 \times 1.9 =$ 13. $67.3 \times 9.4 =$ 14. $76.35 \times 18.5 =$ 15. $34.25 \times 17.4 =$ Create 5 of your own	Mathletics Prodigy Khan Academy Multiplication.com
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Number Talk:



A group of eight children in Class 6 were measuring water using measuring cylinders. They coloured the water to make reading the scales easier.

They lined up the cylinders in two neat rows, each labelled with a child's name and the amount they had measured out.

Then Harry opened the window and the wind blew most of the labels onto the floor! "Oh! Harry!" they all wailed. Can you relabel the cylinders for them?

Ahmed had measured out just a thousand millilitres and Belinda twice as much as Ahmed.

Grace had measured out three-quarters of the amount that Belinda had done and Freddie had half the amount that Ahmed had measured out.

Which were their cylinders?

Callum had coloured his water blue. How much did he measure out?

Ellie had coloured her water pink and Dan coloured his orange. How much did they measure out?

"Don't drink that!" Harry had laughed, pointing at Dan's cylinder, "It's not orange juice!" As his hand stretched out he knocked over his red liquid. "Oh! Harry!" they all wailed again.

How much was left in Harry's cylinder after the accident?

Focus Area: CAPACITY

Christina has containers of water that she has collected while exploring the lakes and streams around her house. The volume of water in each container is given.




Introductory	Consolidating				
<p>Sort the litre and millilitre volumes from greatest volume at the top to least volume at the bottom. Explain your reasoning.</p> <table><tr><td>2L</td></tr><tr><td>4000mL</td></tr><tr><td>100mL</td></tr><tr><td>0.3L</td></tr></table>	2L	4000mL	100mL	0.3L	<p>What is the total volume, in mL, of all 4 containers of water? Show your work to explain your solution.</p>
2L					
4000mL					
100mL					
0.3L					

EXTENSION:

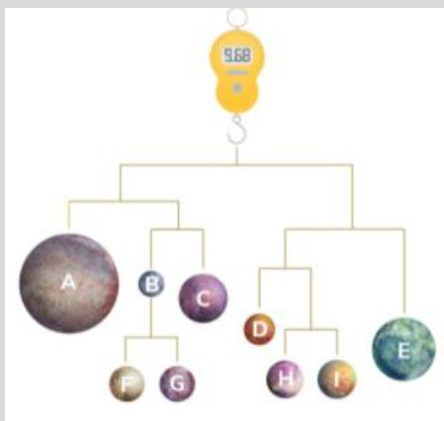
- Show Christina's total volume in Litres.
- Christina collected more water the following day; 780 mL, 369 mL and 9.2 L, what would this bring her total to?

Afternoon	<p>Sport: Kolf (kicking golf) – This is best played at a park or somewhere with open space. https://www.sportaus.gov.au/_data/assets/pdf_file/0013/704002/Throlf.pdf</p> <p>Can be played by yourself where you keep your score. Or you can play against a family member.</p> <ol style="list-style-type: none"> 1. Create 3 targets that you can kick your ball to (tree, goal posts, cricket pitch etc). Choose a 'starting point' where you will kick your ball from. 2. Choose or create at least one object that will act as an obstacle. The obstacle needs to be placed between the 'starting point' and the target. E.g. you need to go around the pole before kicking the ball to the tree. 3. Kick your ball towards the target. You should aim to hit the target. Pick up the object from where it landed and throw the object again until the target has been hit. 4. Record how many kicks it took to hit the target. 5. Repeat the challenge 5 times for each of the 3 targets (see if you get better your score) 6. Explain how you refined your kicking during the game of 'Obstacle golf' to effectively kick your ball to the target. <p>Target 1 - Target 2 - Target 3 -</p> <p>Resources</p> <ol style="list-style-type: none"> 1. A ball (for example, soccer ball, football, AFL ball etc.) <p>3 objects or landmarks to create a target for the ball to hit (for example, tree, goal posts, building, pole, shoes etc.)</p>	
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Term 3 Week 9 Thursday 9 September 2021

Morning	Daily Check-In @ 10:30am Check-in with your classroom teacher (through Microsoft Teams) <ul style="list-style-type: none"> ➤ Are you ready for learning? ➤ Have you read through your daily plan? ➤ Do you have any questions about the upcoming learning activities? 	Squiz Kids						
	Spelling: Complete <u>two</u> activities from the word work grid.							
	Brain break: <p style="text-align: center;">Peeping meerkat</p> <ol style="list-style-type: none"> 1. Start in a standing position, then drop to the ground into a push up position. 2. Drop your chest to the ground, then push up and bring your legs up so you are on your hands and feet. 3. From this position, stand up, jump, and raise your hands above your head. 4. Land back into your standing position, then repeat steps 1, 2 and 3. 5. Repeat these steps until time runs out. <div style="display: flex; justify-content: space-around; align-items: center;">   </div>							
	VCOP: Complete at least 3 VCOP activity cards	Typing.com Pobble 365						
	Reading: Read a book/magazine/newspaper for 20 minutes Choose one reading task from the 'reading matrix'.	Kids News EPIC						
Lunch & Movement Break								
Middle	Conversation starter (Chat with your siblings and family at home): What's the first thing you would do if you won the lottery?							
	Mathematics Skills Practice: Word problems with multiplying decimals <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Introductory</th><th style="width: 33%;">Consolidating</th><th style="width: 33%;">More Challenging</th></tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> It takes 16.4 metres to make a pair of curtains. How many metres of fabric is needed to make 8 pairs of curtains? </td><td style="vertical-align: top;"> Sam earns \$6.50 per hour for doing his Saturday morning paper round. It takes him 3 hours to do the round. How much does he earn each Saturday? How much does he earn after doing the paper round for 4 weeks? </td><td style="vertical-align: top;"> Train tickets from Muswellbrook to Sydney cost \$42.67 for adults and \$28.75 for children. How much will it cost for a group of 21 adults and 14 children to travel to Sydney? </td></tr> </tbody> </table> <p><i>*Show your working out.</i></p>	Introductory	Consolidating	More Challenging	It takes 16.4 metres to make a pair of curtains. How many metres of fabric is needed to make 8 pairs of curtains?	Sam earns \$6.50 per hour for doing his Saturday morning paper round. It takes him 3 hours to do the round. How much does he earn each Saturday? How much does he earn after doing the paper round for 4 weeks?	Train tickets from Muswellbrook to Sydney cost \$42.67 for adults and \$28.75 for children. How much will it cost for a group of 21 adults and 14 children to travel to Sydney?	Mathletics Prodigy Khan Academy Multiplication.com
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	Number Talk:  <p>The picture shows four equal weights on one side of the scale and an apple on the other side. What can you say that is true about the apple and the weights? If the apple weighs 180g, how heavy must one weight be? If the apple weighed 375g, how heavy would one weight be? If the apple was a giant one and weighed a full kilo and the weights were each 250g, what would the scale look like? How do you know? Can you prove it?</p>							

Focus Area: MASS



This planet mobile is perfectly balanced. The hanging scales reads a gross mass of 9.68kg.

Introductory

What is the mass of each planet in this mobile if planet B= 0.508kg and planet I= 0.605kg the mass of the hangers is negligible?

Consolidating

Three additional planets X, Y and Z with a total mass of 1.2 kg are to be added to this mobile system without affecting the balance.

Explain how this could be done, showing all working and reasoning.

Snack & Movement Break

Afternoon

Geography –

PROJECT:

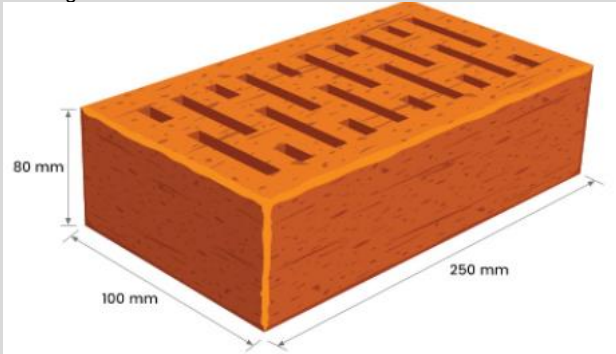
Choose a country and complete a geographical inquiry research on its culture, traditions, native animals, language, climate, where it is on a map, flag, etc.

Create a storyboard/brochure/travel video or other, about the country and why we should visit it.

What are it's natural or manmade features that draw people to it?

Who are the indigenous people of the country?

Term 3 Week 9 Friday 10 September 2021

Morning	Daily Check-In @ 10:30am Check-in with your classroom teacher (through Microsoft Teams) <ul style="list-style-type: none"> ➤ Are you ready for learning? ➤ Have you read through your daily plan? ➤ Do you have any questions about the upcoming learning activities? 	Squiz Kids
	Spelling: Complete <u>two</u> activities from the word work grid.	
	<i>Brain break: Dancing - turn on one of your favourite songs and dance around your house /living room /bedroom</i>	
	Writing: Create/bake/cook a desert that includes the ingredient of chocolate. Write a procedure on the creation of this recipe, make sure to include the ingredients and all the steps it took to complete it.	Typing.com Pobble 365
	Reading: Read a book/magazine/newspaper for 20 minutes Choose one reading task from the 'reading matrix'.	Kids News EPIC
Lunch & Movement Break		
Middle	Conversation starter (Chat with your siblings and family at home): If you could travel anywhere is the world for a week long holiday, where would you go? Why?	
	Investigation-  <p>The dimensions of each rectangular-prism brick used for a small construction are shown. The bricks are all stacked flat, laying the same way on the face with the greatest area.</p> <p>The stack has a total of 400 whole bricks and 10 layers.</p> <p>Each layer is at least 4 bricks wide or long.</p> <p>What are the possible dimensions for the stack of bricks? The possible dimensions of the stack of 400 whole bricks are: width = ? mm length = ? mm height = ? mm Briefly outline the method you used to find the stack dimensions. Can you find other possible dimensions for the stack?</p>	Mathletics Prodigy Khan Academy Multiplication.com

Afternoon

PE:

Kicking Distance

Home Fun - Kicking



Organisation

Equipment:

- 1 Ball
- Markers as goals

Set up and Timing:

- 20m of open space
- 10 minutes



Learning Experience

Instruct students to:

- Practice kicking as hard and as far as you can.
- Mark your distance with any object.
- Try and beat your longest kick each time.
- Measure the distance of your longest kick by counting the number of your steps it takes to get to the ball.
- Have approximately 5 goes and write down your best score (number of steps).



Teaching Tips

Teaching Tips:

- Correct KICK technique:
 - Eyes focused on the ball throughout the kick.
 - Non-kicking foot is placed beside the ball.
 - Contacts ball with the top of the foot (shoelaces) or instep.
 - Forward and sideward swing of arm opposite kicking leg.
 - Bends knee of kicking leg at least 90 degrees during the back-swing.
 - Kicking leg follows through high towards the target area.

Spelling Words Week 8 & 9

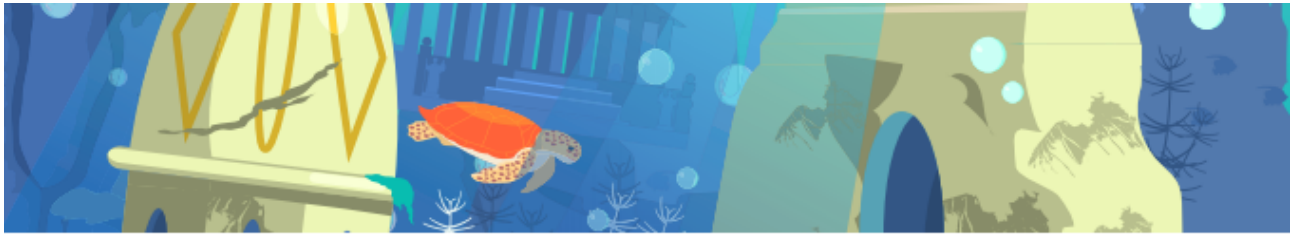
	<u>Week 8</u>		<u>Week 9</u>	
	6 Red & 6 Blue ci as in special	6 Yellow c as in city	6 Red & 6 Blue Words ending in -ible	6 Yellow Prefix inter-
RED	special	decision	terrible	internet
	especially	centimetre	horrible	interschool
	specialist	acidic	possible	interlinked
	gracious	decide	visible	interstate
	delicious	citizen	edible	interact
	superficial	grocery	sensible	intercom
ORANGE	official	vacancy	destructible	interrupt
	politician	certain	collapsible	interfere
	financial	circuit	responsible	interwoven
	racial	circle	forcible	interaction
	antisocial	bicycle	legible	internal
	vicious	recycle	reversible	interior
GREEN	spacious	successful	invincible	interruption
	electrician	cancellation	audible	international
	physician	circumference	permissible	interference
	artificial	participation	convertible	interpersonal
	precious	exception	feasible	intermediate
	judicial	accessible	accessible	intertwined

Word Work

<p style="text-align: center;">Dictionary Meanings</p> <p>Use the internet or a dictionary to find the meaning of 5 of your spelling words</p>	<p style="text-align: center;">Rainbow Sounds</p> <p>Write your spelling words, using different colours for each sound in the word. Eg shout = sh ou t</p>
<p style="text-align: center;">Grammar sentences</p> <p>Use EIGHT of your spelling words in detailed sentences. Underline and label the nouns in red, the verbs (action words) in blue and the adjectives (describes the noun) in green.</p>	<p style="text-align: center;">Alphabet Spending</p> <p>How much are your words worth? A=\$1, B=\$2, C=\$3, D=\$4, etc CAT = C=\$3 + A=\$1 +T=\$20 = \$24</p>
<p style="text-align: center;">Silly Sentences</p> <p>Create 5 silly statements using your spelling words. For example; for the word "write"- Will rats infect the eggs?</p>	<p style="text-align: center;">Spelling Points</p> <p>Say each word aloud and write your words in a list. Work out how many points each word is worth if:</p> <p style="text-align: center;">Graph = 2 points Digraph = 5 points Trigraph = 10 points</p>
<p style="text-align: center;">Word Origin</p> <p>Find the word origin of 5 of your spelling words.</p>	<p style="text-align: center;">Chunking</p> <p>Break your words into chunks (syllables). Example: A-MAZE-ING</p>
<p style="text-align: center;">Synonyms/Antonyms</p> <p>Find a synonym and antonym for three spelling words and put the new word into a sentence.</p>	<p style="text-align: center;">Hidden Words</p> <p>Use 5 of your words to write as many little words as you can within the word eg. transport – sport, pan, pot, not, an, or, ran, top, tan, tar</p>

Reading Matrix

<p style="text-align: center;"><u>Character profile</u></p> <p>Draw a picture of a character in your text. Label your character. Write a short biography for this character.</p>	<p style="text-align: center;"><u>Different Ending</u></p> <p>Change the ending of your story/chapter. Illustrate after you have written.</p>	<p style="text-align: center;"><u>Summarising</u></p> <p>Jot down as many very important Points from the text as you can.</p>	<p style="text-align: center;"><u>Character comparison</u></p> <p>Choose two characters and compare. How are they different? How are they the same?</p>
<p style="text-align: center;"><u>Mapping it out</u></p> <p>Have a go at drawing a map of one of the places from the text you have just read. See how much detail you can include in your map, including different places, keys and colour.</p>	<p style="text-align: center;"><u>Visual Poem</u></p> <p>Create a concrete found poem about the text you have read. To create a concrete found poem, students must only use words, phrases or even whole sentences "found" in their text. Then, they must shape these words into a visual representation on paper.</p>	<p style="text-align: center;"><u>Connecting</u></p> <p>Based on the text you have just read, share a story about yourself that is related to an event or character that was in the book. How do you relate to this character? Do you share the same opinions? Friendships? Family life? Interests?</p>	<p style="text-align: center;"><u>Social Profile</u></p> <p>Write & draw a social media profile for your character/object you have read about in your text. This will include: Character Name, Hometown, School, Works at, Family, Places visited, Music favourites, Book favourites, Photos</p>
<p style="text-align: center;"><u>Status Update</u></p> <p>Write 3-4 'status updates' on your character/object in your text. This might be what they are doing right now, what their opinion is on a topic, what they are thinking about.</p>	<p style="text-align: center;"><u>Predicting</u></p> <p>Before you read your text predict what you might be reading, use the images and subheadings to guide your predictions.</p>	<p style="text-align: center;"><u>Visualising</u></p> <p>Draw a picture of what is happening from what you visualised in your head. Write about this scenario.</p>	<p style="text-align: center;"><u>Character poster</u></p> <p>Create a wanted poster, based on a character from your text. This should include a picture of them, their interests, personality traits etc.</p>



Mythical Countries

Fabulous and mythical countries have appeared in stories for centuries. Many explorers headed off into the wild to find them, only to then perish. Some of them are based on real places. Most are just the stuff of fantasy.

El Dorado

Legends of lost cities filled with gold go back thousands of years. The city of El Dorado first appeared in stories in the 16th century. Europeans believed that there was a lost city of gold hidden somewhere in the New World of South America. The origins of the story do have a grain of truth. The first Europeans to arrive in Colombia heard of a tribe in the mountains. The tribe showered their new chiefs with gold and jewels. These precious gifts were thrown into a lake to please their gods. Settlers referred to the chief as El Dorado. Eventually, the tribe was conquered by another. Spanish settlers moved into the area and found gold and treasure in the lake. There was so much that they assumed it must come from a city of great wealth somewhere close. Nobody has ever found such a city.

Lost City of Atlantis

The legend of Atlantis stretches all the way back to the Ancient Greeks. The story first appeared 2,300 years ago. It was told by the famous philosopher Plato. Almost all of it is false. He said that a race of people who were half-human and half-god built a new city. It was created on a series of islands in the ocean. He said that it was a paradise filled with treasure and exotic wildlife. Plato said that the island existed 9,000 years before his time. He said that many poets had spoken of it. However, his story is the only one that has ever been discovered. Powerful earthquakes and volcanic eruptions were common back then. There is a chance that great cities might have succumbed to them. It is unlikely that any of them were created by demigods.

Shangri-La

Shangri-La is actually a very modern legend. It is another story that contains a paradise on Earth. James Hilton described a perfect village deep in the Himalayan mountains in his book 'Lost Horizon'. It was published in 1933. According to the story, all of the wisdom of humankind is stored in the community of Tibetan monks. Several places in Tibet have claimed to be the inspiration for the tale. None have been officially recognised.

Cantre'r Gwaelod

The Lost Land of Wales is an ancient story that was originally called Maes Gwyddno (The Land of Gwyddno). Both myths explain how a stretch of land between Ramsey Island and Bardsey Island, off the coast of Wales, sank beneath the waves. In Maes Gwyddno, the priestess of a fairy well allowed the water to overflow. It flooded the land, and the island sank to the bottom of the sea. The tale of Cantre'r Gwaelod began in the 17th century. In this story, a careless guard left the floodgates of a dam open, and the water flooded the land. The church bells of Cantre'r Gwaelod are said to ring out under the waves in times of danger.



MELTING CHOCOLATE

Have you ever wondered what the different percentages mean on the bars of chocolate in the supermarket aisle? What exactly does 75% cocoa mean? Simply put, it tells you just how much cocoa is in the mixture and this affects the taste of the chocolate. The higher the amount of cocoa, the darker and more bitter the chocolate will be.

That might not be the only impact it has on the chocolate. This experiment is going to try to prove the following statement: Chocolate with more cocoa melts at a higher temperature than chocolate with less cocoa.

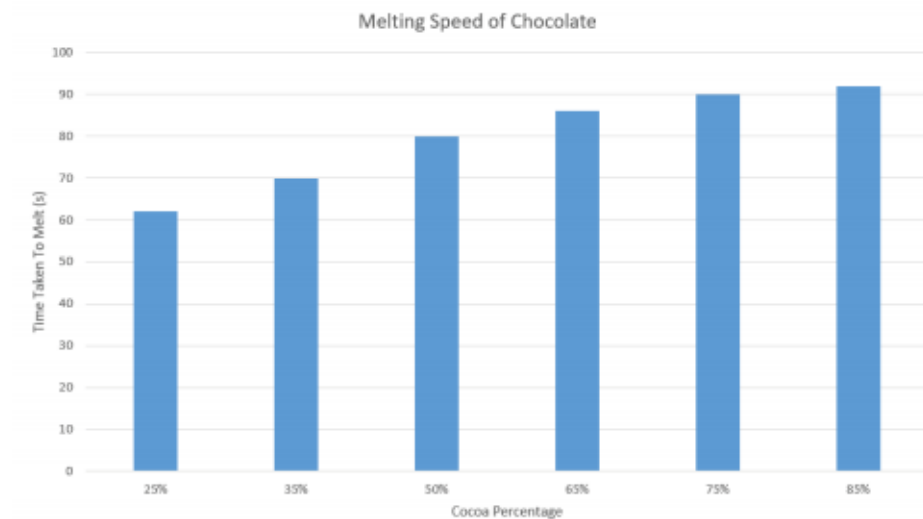
What you will need

- Bars of chocolate with different amounts of cocoa (milk chocolate is roughly 25% cocoa)
- A bowl of hot water (get an adult to help you with this)
- A smaller bowl that rests just inside the larger bowl
- A stopwatch
- A wooden spoon

Method

1. Place the smaller bowl onto the larger bowl. The hot water shouldn't be touching the bottom of the smaller bowl. (This is called a bain-marie)
2. Break each bar of chocolate into cubes and separate 15g of each type.
3. Place the cubes of the first type of chocolate into the small bowl. Start your stopwatch.
4. As the chocolate starts to melt, keep a close eye on any lumps. When you think all of the chocolate has melted, use the wooden spoon to double-check. Stop the stopwatch.
5. Reheat the water and repeat steps 3-4 with your other chocolates. Record the time for each one.

Results



Conclusion

As you can see from the graph, the chocolate with the higher cocoa content took longer to melt. This shows they have a higher melting point than chocolate with a lower percentage of cocoa. Use some of the extra chocolate to test this in other ways: you might find that darker chocolate only melts when you put it in your mouth, whereas milk chocolate melts in your hands.

Advent calendar – Mindfulness activity ideas

1	2	3	4
Collect some interesting objects from nature to decorate your home with.	Name one thing you are looking forward to doing today	Find a comfy patch of ground, lie down and look up at the sky. If there are clouds make up stories about them.	Tell a joke. Extra challenge: it can't be anything to do with toilets!
5	6	7	8
Name 3 things you love about someone in your family.	Head outside with your family and play a game, whatever takes your fancy!	Write a list of conversation starters for dinner tonight.	Put on your favourite song and have a dance!
9	10	11	12
Pick up some rubbish even if it doesn't belong to you..	Change your perspective and get upside down. Downward dog, handstand, legs up the wall - your choice!	Take a moment to visualise your happy place, then describe it (smell, colour, feelings there).	Do something kind for your neighbour.

13	14	15	16
Make a mindful moment - take 5 deep breaths, or close your eyes and name what you can hear.	Play a game of air charades. Like air guitar, air surfing. Act out your favourite activity.	Post a letter to someone today. Write about why you are thinking of them.	Play whole body scissors paper rock!
17	18	19	20
Smile and say hi to someone you pass on the street today.	Look for an opportunity to be helpful today - make it your B.O.B moment (be of benefit).	Name 3 things you are proud you have done this year.	Close your eyes and draw. Don't think about what, just draw and see what you create.
21	22	23	24
Chew a piece of chocolate for as long as possible! Or count your chews... try to get to 50!	Write down something you want to learn or get better at next year.	Sing your favourite christmas carol, favourite song, anything just sing (and even better in a group)!	Name one thing you want to savour about this year



Country Fact Sheet



Capital City:

Population:

Terrain:

Climate:

Natural Resources:

Type of Government:

Bordering Countries:

Map:

Flag:

Holidays and Traditions:

Famous people:

Foods:

Famous landmarks:

Layers of Learning

World Expo - Assessment Task and Marking Rubric.

Assessment Task

Create a storyboard, brochure, ~~powerpoint~~ or ~~poster~~, displaying information on the country of your choice.

Included in the powerpoint/poster the following information:

Capital City	Current Population	Terrain	Type of Government	Nearby countries	Culture
Traditions	Famous People	Famous Landmarks	Currency	Native <u>animals</u>	Language/s
Climate	Where it is on a map	Flag/s	Food	Education	Current Prime Minister/President

Tell your audience why we should visit it.

What are it's natural or manmade features that draw people to it?

Who are the indigenous people of the country and what is their history?

What are the similarities and differences of the country of study with Australia?

	Outstanding Achievement (A) - 5 marks	High Achievement (B) - 4 marks	Sound Achievement (C) - 3 marks	Basic Achievement (D) - 2 mark	Limited Achievement (E) - 1 marks	
Information about selected country (<u>see</u> about criteria)	Details have captured important information about the topic and will increase the audiences understanding. All required information included	Details include some important information about the topic and will help the audience understand. 4 parts of required information included	Details include important <u>information</u> but the audience may need more information to understand fully. 3 parts of required information included	Details are too general or incomplete. The audience needs more information to understand. 2 parts of required information included.	Incomplete research 1 part of required information included.	

Design Presentation	<p>All images are related to the topic and make it easier to understand.</p> <p>All information on the posters can be easily read and followed</p> <p>No grammatical, spelling or punctuation errors</p>	<p>Most of the images are related to the topic and make it easier to understand.</p> <p>Most of the information on the poster can be read and followed</p> <p>Minor grammatical, spelling or punctuation errors.</p>	<p>Some of the images relate to the topic.</p> <p>Some of the information on the poster can be read and followed.</p> <p>A few grammatical, spelling or punctuation errors.</p>	<p>Images do not relate to the topic.</p> <p>Much of the <u>posters</u> information is unclear and hard to understand.</p> <p>Many grammatical, spelling or punctuation errors.</p>	<p>No images</p> <p>Information is unclear and hard to understand</p> <p>Lots of grammatical, spelling or punctuation errors.</p>	No Attempt (N/A) - 0 Marks
Information	No plagiarism - highly detailed and informative	Detailed and informative - little to no plagiarism	Some of the information presented in "own words" - some copied information	<u>Limited information</u> presented in "own words" - mostly copied information	Information not relevant to topic.	
Bibliography	Comprehensive bibliography (<u>diverse</u> range of resources)	Detailed bibliography (<u>wide</u> range of resources)	Bibliography (<u>limited</u> range of resources)	Basic bibliography	Limited bibliography.	
Quality of Presentation (Powerpoint, poster, video, brochure)	<p>High level of care in detail for the presentation.</p> <p>There are no errors in spelling, <u>grammar</u> and punctuation.</p> <p>Extensive knowledge of topic.</p> <p>Information is clear and concise on each slide.</p> <p>Visually appealing/engaging.</p>	<p>There are minor errors in spelling, <u>grammar</u> and punctuation.</p> <p>Too much information on two or more slides.</p> <p>Significant visual appeal.</p>	<p>There are some errors in spelling, <u>grammar</u> and punctuation.</p> <p>Too much information was contained on many slides.</p> <p>Minimal effort made to make slides appealing or too much going on.</p>	<p>There are many errors in spelling, <u>grammar</u> and punctuation.</p> <p>The slides were difficult to read and too much information had been copied onto them.</p> <p>No visual appeal.</p>	<p>There are alot of errors in spelling, <u>grammar</u> and punctuation.</p> <p>The slides were difficult to read and that little to no relevant information on them.</p> <p>Visual appeal not present.</p>	No Attempt (N/A) - 0 Marks

TOTAL: ____ /25

GRADING	A = 25-20	B = 19-15	C = 14-10	D = 9-5	E = 4-1	N/A = 0
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VOCABULARY

Foiled You!

#91

For dramatic effect, a foil, is a character placed into a story that is the opposite of the main character. Their job is to 'foil' the plot and disrupt the story.

Example: *Draco Malfoy* in the Harry Potter series.

Use a main character from the text you are reading and create your own foil character description, (even if one already exists, make this one your own, and unique).

Challenge: Describe the main character to your partner, then read out your foil character description.



CONNECTIVES

You Complete Me

#92

Complete these sentences so that they make sense.

From then on, we were very careful **but**...

I always kept my bike in good condition, **on the other hand**...

A large grin spread across her face and her eyes sparkled, **however**...

Challenge: Continue each sentence further so a story begins to emerge.



OPENERS

How likely is that?

#93

Continue the sentence for each of these modality sentence openers to explain how likely, or unlikely, something will occur.

- Frequently...
- Certainly...
- Never...

Challenge: Come up with three new modality words to explain an unlikely event.



PUNCTUATION

Add More with Brackets

#94

Use brackets to add detail/description to these sentences. Think about where you want to insert the information (what you are adding detail to).

Conscious of the lights about to change Jack slammed his foot on the brake.

The flowers were brilliantly arranged along the table for the display.

Challenge: Test to see if commas would have been more appropriate than brackets.



What Next?

Use the connectives below to extend the sentences to explain what happened next.

besides

furthermore

even though

Simply apologising was not going to work...

The snowman slowly melted...

Oh no, I forgot...



Challenge: Pick one scenario and extend it out into

Use This Punctuation

Can you write a short paragraph about **the effects of climate change** using all these pieces of punctuation?



Challenge: Steal the punctuation out of the paragraph you have just created, then swap with a partner to try and edit.



Describing What?

What might each of these adjectives be describing?
Give a reason for why the adjective is appropriate for the noun you have chosen.

- powerful
- adept
- miserly



Challenge: Come up with three new adjectives for a partner to complete the challenge.

Paint It with Words?

Choose one of these pictures below and create a descriptive opening sentence.

Add detail by using figurative language. (metaphor, simile, alliteration, etc.)



Challenge: Complete the task for both pictures.