

Friday, May 1st

We are learning to:

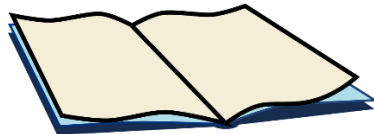
English:

- Understand how modality, emphasis and repetition can influence personal response to texts.

Mathematics:

- Locate points on the Cartesian plane
- Plot ordered pairs on all four quadrants

What you will need today



Reading Log		
Day	Book Title & Author	No. of Minutes
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Family Based Activities

Play a board game	Organize photos	Share an online recipe	Make something new	Play board game	Play movies	Make something new	Cook something new
Read a book or article to a child	Write a letter to a friend	Take a walk in the park	Make a family recipe	Make a family recipe	Play a game of cards	Play a game of cards	Make something new
Write a story or poem	Play cards	Call a grandparent	Make a family recipe	Make a family recipe	Make a family recipe	Make a family recipe	Make something new
Family volunteer activity	Complete an art project	Make a family recipe	Go outside	Go to a museum	Check a recipe	Make a family recipe	Play a game of cards
Do water aerobics	Write a letter to a friend	Take a walk in the park	Make a family recipe	Make a family recipe	Make a family recipe	Make a family recipe	Make something new
Outdoor sports	Write a letter to a friend	Make a family recipe	Make a family recipe	Make a family recipe	Make a family recipe	Make a family recipe	Make something new



Wellbeing Tip of the Day

Marking off 'To Do' list will help you feel accomplished!






Mrs Paula's Riddle of the Day

Why do Seagulls live by the sea?

Yesterday's Answer: A cowboy rides into town on Friday, stays for three days, then leaves on Friday. How did he do it?

His horse's name is Friday!

These times are only a guide, as to the duration of the activity

<p>40 minutes</p>	<p>English – Student Learning Materials</p> <p>See below the English Student Learning Materials. Read through the information provided and answer the questions as necessary.</p>
<p>30 minutes</p> 	<p>English – Letter Writing</p> <p>Today you are to write a letter to your teacher telling them about the best aspects of your week. When writing your letter, you need to remember to include the facts and your feelings about the topics, as well as write in the appropriate letter structure.</p>
<p>10 minutes</p>	<p>Fruit Break</p>
<p>50 minutes</p>	<p>English – Spelling, Reading & Editing</p> <p>Choose 1 activity from the Spelling & Homework Ideas sheet to complete for 15 minutes. You will find this attached to your weekly plan.</p> <p>Complete the editing worksheet – 15 minutes</p> <p>Read independently for 20 minutes. Be sure to record this on your weekly reading log. The reading log can be found attached to your weekly plan.</p>
<p>Morning Tea</p>	
<p>1 hour</p>	<p>Mathematics – Student Learning Materials</p> <p>See below the Mathematics Student Learning Materials. Read through the information provided and answer the questions as necessary.</p> <p>Finish off any other work you have not yet completed.</p>
<p>30 minutes</p> 	<p>Wellbeing</p> <p>Complete an activity from the 'Wellbeing Bingo' Sheet.</p> <p>Reflection</p> <p>Complete the weekly reflection sheet below. Please send this to your teacher.</p> <p>Music</p> <p>Mrs Gibson's email: agibs93@eq.edu.au</p> <p>Refer to the 'Music Learning Grid' for details.</p>
<p>Lunch</p>	
<p>5 minutes</p> 	<p>What Went Well</p> <p>Take a photo of something that you enjoyed doing today. Send this in an email to your teacher</p>
<p>1 hour</p>	<p>Family Based Activity</p> <p>Choose an activity from the 'Family Based Activity' Matrix to complete with the people in your household. This activity matrix can be found attached to your weekly plan.</p>

English – Student Learning Materials

Key terms

adverbs and adverb groups/phrases, emphasis, formal language, informal language, modality, point of view, repetition, subjective language, tense, verbs and verb groups

For definitions and explanations of terms, please see the **Glossary**.



Monday 14 July

Extract from *My Australian Story: Snowy — The Diary of Eva Fischer*

Just in from school. There's about fifty-eight kids in the school. The other teacher takes the littlies. Lizzie sits on one side of me and Ivan is on the other. He's from Latvia. It's right beside Estonia, and it's part of Russia now, too.

• • •

At lunch I got out my Vegemite sandwiches and Lizzie had damper with devon — but the other kids! Ivan had stale-looking black bread, Angelina had a stinky thing called salami, and a Spanish boy had some kind of cold potato cake with egg, called a torteea or something. Dean Brown had a hot pie that his dad gets sent up from the canteen. He is so spoilt! No wonder he's got no friends.

Better stop — got so much homework. On the first day! Dad's on day shift now, he'll be home soon. Mum started work today: so it's chops tonight — surprise, surprise.

From the book MY AUSTRALIAN STORY: SNOWY — THE DIARY OF EVA FISCHER by Siobhan McHugh

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Review language features of a diary entry

In a diary entry, the author uses **first person point of view** (I, me, my) and a combination of past and present tense.

- **Verb tense** is about time (past, present or future tense) and lets the reader know when an action happens. For example,
 - Yesterday I baked a cake. (past)
 - Now I am baking a cake. (present)
 - Tomorrow I will bake a cake. (future)

The author also uses the following:

- **Nouns** and **noun groups** help the reader to understand time and place, for example: 'Then **they** noticed **the old trundling cart with its handsome horse and shrivelled-up rider...**'
- Precise **verbs** and **adverbs** sharpen and expand ideas, for example: 'The horse **bolted**, **toppling** over the cart and kicking **furiously** at the air...'
- **Informal language** is used because the intended audience is the author, for example: 'I don't **reckon** old Tom will ever see that horse again.'
- A diary entry uses **one main idea** for each paragraph.

1. Tick the language features of a diary entry you can identify on **Sheet 4 — Monday 14 July**.

Language feature	
first person	<input type="checkbox"/>
past tense	<input type="checkbox"/>
present tense	<input type="checkbox"/>
informal language	<input type="checkbox"/>
one main idea for each paragraph	<input type="checkbox"/>

Read and discuss a diary entry

2. Re-read Sheet 4.

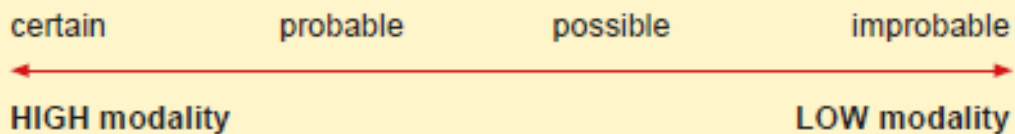
Remember

Modality is a technique used by writers to influence the reader. Modality expresses degrees of possibility, probability, obligation and permission. This can be represented on a continuum from high to low. High modality is when a phrase is certain and presents a strong perspective. Low modality is the opposite, conveying uncertainty and weakness. For example:

Degrees of obligation:



Degrees of probability:



Emphasis also conveys importance. Modality can emphasise a point, as can the use of subjective language to express feelings and evoke a response from the reader. Punctuation, such as exclamation marks, can also emphasise words and ideas.

Repetition is also used to create emphasis. Repeating the same word, phrase or words with similar meanings (synonyms) can draw attention to an idea and stress importance.

3. The author, Siobhan McHugh, uses subjective language and exclamation marks to **emphasise** Eva's strong feelings about the other children's lunches. Find some examples of these author techniques on **Sheet 4** and write them below. Two examples have been done for you.

'but the other kids!'

'stale-looking'



Does the author's use of subjective language and exclamation marks influence you to form certain opinions about Eva? It helps me form a picture in my mind of Eva as very confident and fascinated by her new experiences in Cabramurra.

Formal and informal language

formal language — used in more formal contexts; often used in business or academic writing

For example: *How are you? Would you like to go to the movies?*
When writing a letter for a business purpose: *Dear Sir/Madam* or *Dear Mrs Brown*.

informal language — everyday language; a more relaxed or casual way of communicating; used more often in spoken interactions. It can include the use of colloquial expressions and contractions.

For example, *How are ya? Wanna go to the movies?* When writing a letter to a friend or relative: *Hello Nan* or *Hi Dave*.

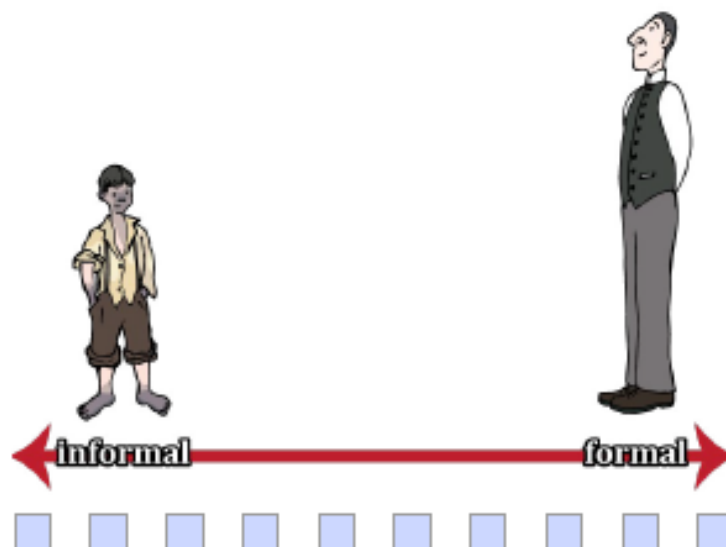
Remember that the choice of language is influenced by the purpose of the communication and the intended audience.

Formality of language

The language you choose when you write or speak is determined by your relationship with the reader or listener. Who is involved in the interaction will influence the choice of language. For example:

- A hairdresser would choose more **formal language** for a client they have just met, but might use **less formal language** when speaking to other hairdressers or to clients they have known for many years. This is because in the roles of hairdresser and client, the hairdresser is offering a service to the client and would want a good relationship so the client returns for future business.
- In interactions between a principal and a student, the student would use more **formal language** than they would when speaking to their best friend. This is because in the roles of principal and student, the principal has more authority than the student and can give instructions to the student to follow.

4. Plot on this line (continuum) the degree of formality that has been used in the extract from the **Sheet 4** by inserting a tick in the appropriate box.



Use the language features of a diary entry

5. Review the language features of a diary entry (from the start of this lesson).
6. Complete the following:
 - first person point of view
 - a combination of [] and [] tense
 - [] and [] to help the reader understand time and place
 - precise [] and [] to sharpen and expand ideas
 - informal []
 - one [] for each paragraph
7. Write a paragraph about lunchtime at school from the point of view of one of the students at Eva's school. You might choose to be Lizzie, Ivan, Angelina, the Spanish boy or Dean. Use **evaluative language** to express feeling and opinion. Respond to some of these ideas in your paragraph:
 - How do you feel at lunchtime?
 - Do you feel accepted by the other students?
 - Do you feel isolated or different? Why?
 - Highlight the diversity in culture from the food eaten at lunch.



Hot tip

When writing your paragraph in your English exercise book, use fluent and legible handwriting. You may need to change the speed and style of your handwriting to match the audience and purpose of the task.



Reading

Remember to complete your daily reading today.

English – Letter Writing

1. Heading
Your name and address.

2. Date
The date you wrote your letter on.

3. Greeting
Your hello.

4. Content
What you want to say and the reason why you are writing.

5. Closing
The way you want to end your letter.

6. Signature
Sign your name.

7. PS (Postscript)
Found at the end of a letter. You can put anything you forgot to say here.

Jenna Masters
14 Short Street
NEWLAND NSW 2000

5 October 2014

Dear Kendall,

How are you and your family? Did you enjoy your holiday at the beach?

We spent the holidays at Nan and Pop's, helping them on the farm. We got to work with so many of the animals. I especially like feeding the calves and riding the horses. Jessica enjoyed feeding the chickens and collecting the eggs every morning.

Are you ready to go back to school? Mum bought me new books, pencils and a pink pencil case. I can't wait to see my school friends again.

I hope you have a good time back at school and I can't wait to hear all about it. Please write to me soon.

Love from,

Jenna 😊

P.S. I can't wait for you and your family to visit us next holidays!

Teach Starter.com

You should consider the following things in your letter writing:

Facts

- Location description – what the area looks like
- Technology devices that are used today
- Current events happening in our area

Feelings & Thoughts

Students describe their feelings towards current events, their routines and their belongings

Editing Worksheet

Verb tenses

1. Read the sentences.

- (a) Underline and then write the verb in each sentence.
(b) Write 'present' next to the sentence that tells something is happening now.
Write 'past' next to the sentence that tells something has already happened.

I watch a DVD. _____

I watched a DVD. _____

2. Underline each verb. Write 'present' or 'past'.

(a) I walk to school. _____ I walked to school. _____

(b) She talked to the boy. _____ She talks to the boy. _____

(c) He played football. _____ He plays football. _____

(d) I work hard. _____ I worked hard. _____

(e) I cleaned up the mess. _____ I clean up the mess. _____

3. Underline each verb. Write 'present' or 'past'.

(a) I write a story. _____ I wrote a story. _____

(b) The plant grows. _____ The plant grew. _____

(c) He taught reading. _____ He teaches reading. _____

(d) I wear a shirt to school. _____ I wore a shirt. _____

(e) She thought about it. _____ She thinks about it. _____

(f) We catch the train. _____ We caught the train. _____

4. Write the past verb to match these.

(a) draw _____

(b) ride _____

(c) eats _____

(d) buy _____

(e) meets _____

(f) finds _____

(g) see _____

(h) hear _____

Mathematics – Student Learning Materials

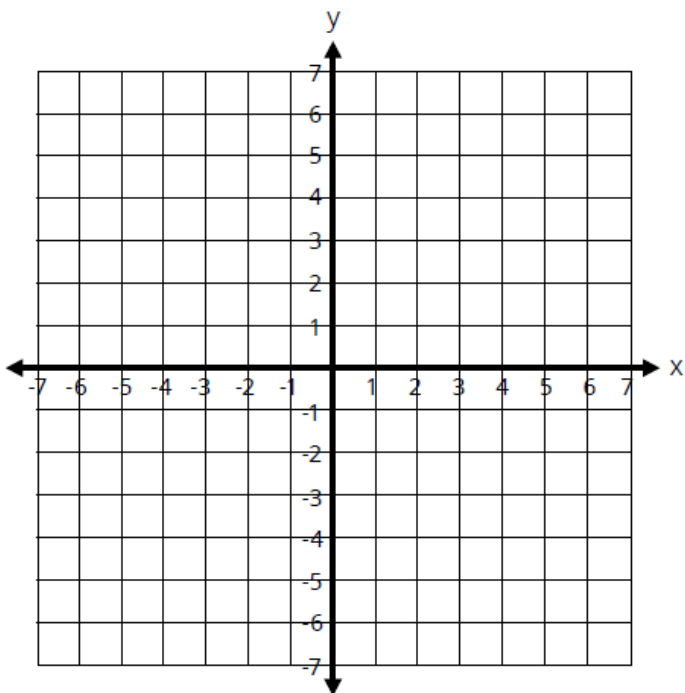
Be sure to use to this to finish any math worksheets from the past week as well as having a go at these.

Year 6 - Location and Transformation - Questions

Name _____

Date _____

The Cartesian Plane (A)



① a) Plot these ordered pairs on the Cartesian Plane.

A: (3, 3)

B: (-3, 3)

C: (-3, -4)

D: (3, -4)

b) Draw a line to connect the points. What shape does it make?

c) Which point lies in Quadrant 1?

② Using the Cartesian Plane provided, name the letter of the point at each ordered pair.

a) (-5, 5) = _____

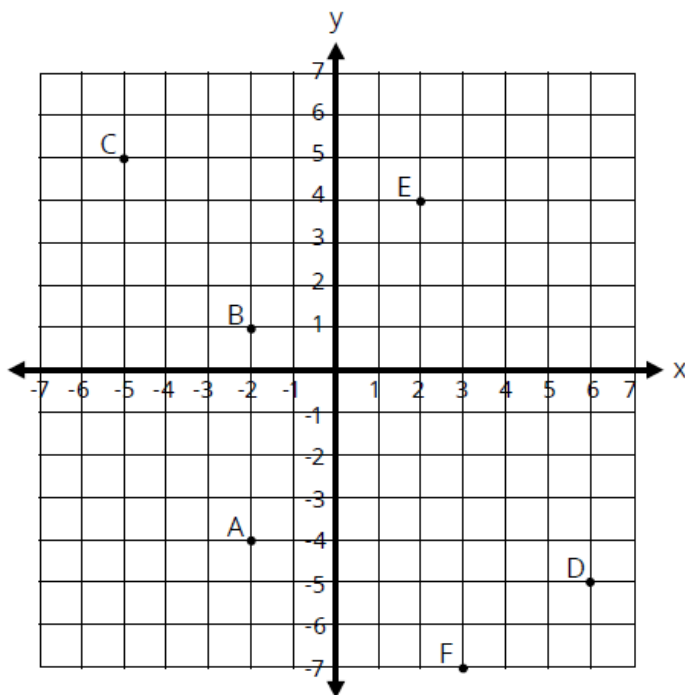
b) (-2, -4) = _____

c) (2, 4) = _____

d) (-2, 1) = _____

e) (3, -7) = _____

f) (6, -5) = _____



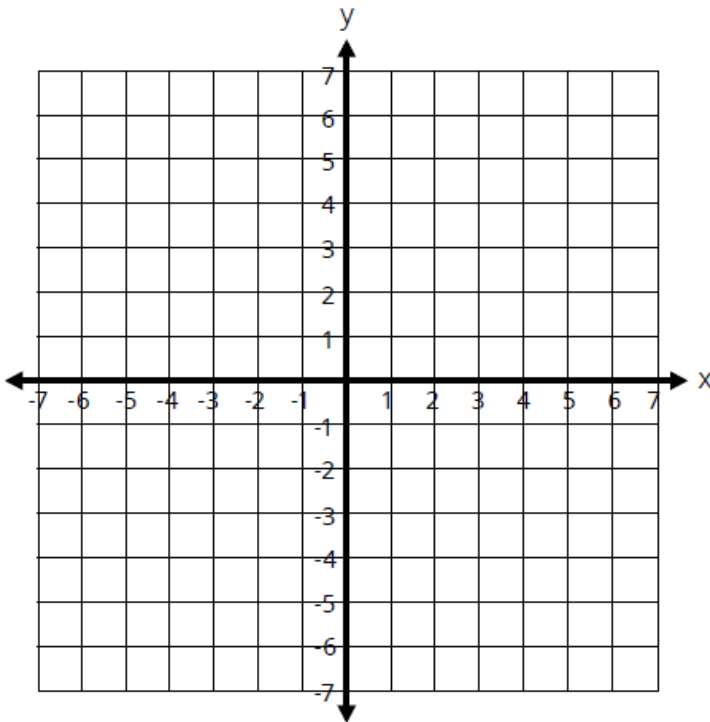
③ a) Write all of the points in Quadrant 2.

b) Write all of the points in Quadrant 4.

Name _____

Date _____

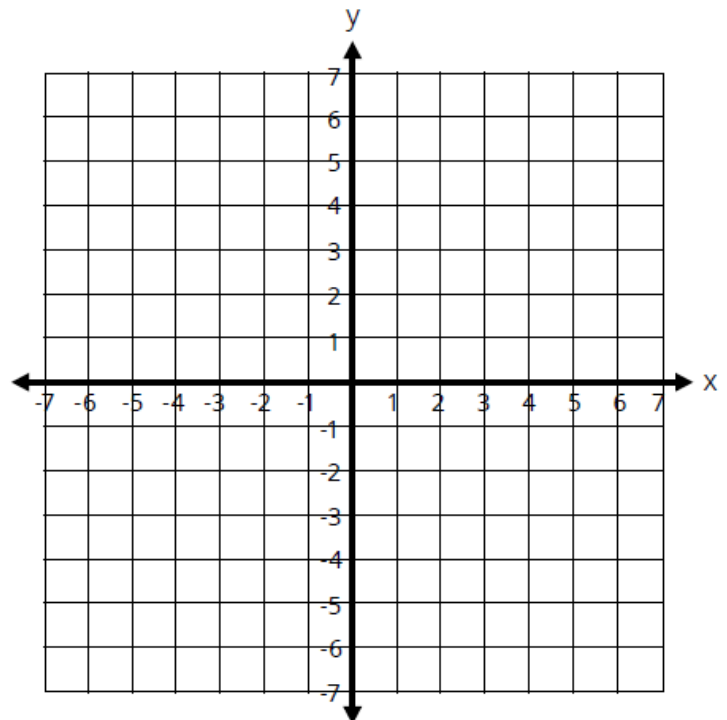
The Cartesian Plane (B)



- ① a) Plot points on the Cartesian Plane to make a triangle. Label your points and write the coordinates for each point.

- b) Write the quadrant that each of your points lies in.

- ② a) Plot points on the Cartesian Plane to make a pentagon. Label your points and write the coordinates for each point.



- ③ a) Write all of the points in Quadrant 1.

- b) Write all of the points in Quadrant 3.

Wellbeing Bingo

Wellbeing Bingo



Shade the wellbeing activities on the bingo card below as you complete them throughout the *week*. Once you have shaded every task below call 'BINGO!'

BINGO!

<p>Detox from all technology for 24 hours.</p>	<p>Watch your favourite movie.</p>	<p>Perform a random act of kindness for someone.</p>
<p>Take a warm bath.</p>	<p>Read a book or magazine that interests you.</p>	<p>Spend time exploring the outdoors.</p>
<p>Spend time alone listening to music.</p>	<p>Connect with someone you don't see often.</p>	<p>Write a thankyou letter to someone who has helped you.</p>
<p>Laugh until you cry.</p>	<p>Complete a simple meditation (such as page 51).</p>	<p>Learn a new skill.</p>
<p>Pick up rubbish that isn't yours and put it in a bin.</p>	<p>Do at least 30 minutes of exercise.</p>	<p>Make someone laugh.</p>

Which task did you enjoy completing the most? Why?

Reflecting on the Week



Fill in the journal entry below with your own thoughts.

Date: _____

What **went well** this week and why?

Something that **challenged me** this week was:

Was this something I was able to control? Explain.

One **new thing** I learnt this week was:

Circle the face that best represents how you have felt this week.

















NAME: _____

Choose an activity and colour in the star once completed. Try to get **3 different activities done in a week**. You can do an activity more than once. Add some more stars and colour them if you do. These are some starter ideas that support the direction of Music Education and Music concept development in our school. If you discover a fun extension or idea, please let me know about it. Some of the provided free links are ones that your child might have seen in class... some are new... talk about them most of all, at every opportunity sing with your children, teach them nursery rhymes, play clapping games... all of these, at any age, are great.

Have fun making music with your family! **Ms Gibson** 😊 agibs93@eq.edu.au

<p>Sing through the ANZAC song that we have practised this term. “Lest We Forget” the link is below.</p> <p style="text-align: right;"></p>	<p>Find a book with rhyming text. Try singing it instead of saying it. Or level up and write your own rhyming story.</p> <p style="text-align: right;"></p>	<p>Write a 16 beat rhythmic composition using known notes/rests - include one of the new rests we have studied 2beat rest on the 3rd line or 4 beat rest hanging from the 4th line.</p> <p style="text-align: right;"></p>	<p>The music alphabet is A, B, C, D, E, F, G. Create your own close activity/short story with the missing words could be written on the staff.</p> <p style="text-align: right;"></p>
<p>Respond to Music. Listen to a recording of a piece of music. Draw/paint/collage what it makes you think of.</p> <p style="text-align: right;"></p>	<p>Create a ‘Stomp’ routine - movements and sounds using everyday objects.</p> <p style="text-align: right;"></p>	<p>“Pass One Drink Cup Tideo” Sing the song and teach the passing pattern to someone else in your home.</p> <p style="text-align: right;"></p>	<p>Teach someone else the solfa and hand signs that you know e.g. <i>do, re, mi, so, la high do’</i> Watch “Whacky Do Re Mi” link below</p> <p style="text-align: right;"></p>
<p>Play “Guess that Tune”. Hum a song for others to guess the title.</p> <p style="text-align: right;"></p>	<p>Listen to a range of music and keep the beat on different parts of your body- is it presto or largo??... watch the YouTube clip below to remember these words.</p> <p style="text-align: right;"></p>	<p>Watch some of the cool body percussion and clapping game links below.</p> <p style="text-align: right;"></p>	<p>Lay down, relax and listen to some beautiful music. Talk about what you thought about while it was playing.</p> <p style="text-align: right;"></p>

You can copy these links into your browser:

BOOM SNAP CLAP TUTORIAL https://www.youtube.com/watch?v=cbX_i1SAfHY

BOOM SNAP CLAP EXTENTION with a partner - <https://www.youtube.com/watch?v=UkFs5glUMjw>

Body percussion link <https://www.youtube.com/watch?v=sb-2VsE2y-U>

Bim Bam <https://www.youtube.com/watch?v=hz0dSnaTs2g>

“Lest We Forget” ANZAC https://www.youtube.com/watch?v=V8AnxfAROPc&list=RDV8AnxfAROPc&start_radio=1

Whacky Do Re Mi <https://www.youtube.com/watch?v=GoUUK3Hy7vM>