

Tuesday, April 28th

We are learning to:

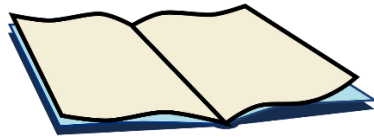
English:

- Understand how evaluative language can influence the reader
- Know how vocabulary choices express shades of meaning
- Understand how language and author strategies influence a personal response to texts

.Mathematics:

- Locate and plot points on a grid
- Plot ordered pairs on the 1st quadrant of a Cartesian plane

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 a family game night	Take a walk in the park	Play a board game	Take a family photo	Take a family video	Take a family photo	Take a family video
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Wellbeing Tip of the Day

Drinking only water for a day will help you feel healthy!

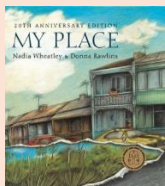





Mrs Paula's Riddle of the Day

Did you hear about the man who stole 10 bars of soap from the supermarket?

Yesterday's Answer: What do you get when you cross a snake and a Pie? A Pie-thon

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

40 minutes  Author: Donna Rawlings and Nadia Wheatley	English – Student Learning Materials See below the English Student Learning Materials. Read through the information provided and answer the questions as necessary. Please find the required pages of 'My Place' attached with the Daily Plan. If you do not have a hard copy of the 'My Place' text, it is available to be purchased online or alternatively, there are free copies available online. When searching for anything online ensure that you follow cyber-safety rules and get your parents' permission.
30 minutes 	English – Letter Writing Today you are to write a letter to your teacher about the similarities and differences between what life is like now to that of the first day at school. Think about how school, family, interacting with friends has changed. 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. Please find structure below.
10 minutes	Fruit Break
50 minutes	English – Spelling, Reading & Comprehension Choose 1 activity from the Spelling & Homework Ideas sheet to complete for 15 minutes. You will find this attached to your weekly plan. Complete the comprehension worksheet – 15 minutes 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.
Morning Tea	
1 hour	Mathematics – Student Learning Materials See below the Mathematics Student Learning Materials. Read through the information provided and answer the questions as necessary.
30 minutes 	Wellbeing Complete an activity from the 'Wellbeing Bingo' Sheet. Dance Mrs Grover's Email: kedwa160@eq.edu.au See below the Dance Materials. Read through the information provided and complete the necessary tasks.
Lunch	
5 minutes 	What Went Well Take a photo of something that you enjoyed doing today. Send this in an email to your teacher
1 hour	Family Based Activity 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.

English – Student Learning Materials

Key terms

emphasis, language choices, language features, modality, objective language, personal recount, repetition, subjective language, vocabulary.

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

4. Read the statements below that are based on the '1888' recount by Victoria. Write an 'O' next to the statements you think are **objective** and an 'S' next to the statements you think are **subjective**.



My father builds houses.

The hotel is a horrible place.

The creek is polluted.

Women shouldn't have jobs.

Modality is another language feature that is used in a recount. Let's look at what modality is.



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:

must will could might

HIGH modality

LOW modality

Degrees of probability:

certain probable possible improbable

HIGH modality

LOW modality

5. Change the modality of the sentences below.

a. Change the word in *italics* to a word with **high modality**.

Victoria *probably* would not have gone swimming in the creek.

b. Change the word in *italics* below to a word with **low modality**.

You *must* walk on the other side of the road.



Emphasis and repetition can be used in recounts. Let's look at what they are and the effect they can create.

Emphasis is a strategy that authors use to stress a key point, convey importance or create a purposeful effect. Using high modality is one way of creating emphasis. Emphasis can also be created through subjective word choices 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.

6. Find and write a sentence from Victoria's recount that shows emphasis with punctuation.

7. How does the author's use of modality and emphasis influence the reader?
(Hint: what does it convey about the time and place?) (2–3 sentences)

Revise language and context

Language features are used to create a range of effects in this recount. The use of language establishes time (1888) and place (Sydney, Australia). Remember, the language choices also help the reader to understand Victoria's opinions about other characters and events.

Share opinions

8. Write 3–4 sentences in response to the following question. Use subjective language to express your feelings and opinions as well as objective language to give information. Try and use expressions of modality, emphasis and repetition to influence the reader.

Do you think you would have liked to live in Sydney in 1888? Why/why not?



9. Ask your teacher how to share your sentences with other students.

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.

Comprehension Worksheet

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

The Governor-General is visiting our school next month. Miss Von Heinemann says it's because the Snowy is so important for Australia. I'll have to tell Val, so she doesn't feel sorry for me being there.

I'm doing my project on *Building the Snowy*. After dinner I asked Dad why it's such a big deal to make electricity. He laughed and asked me if I'd forgotten how cross I used to get when the TV blacked out in the middle of *I Love Lucy*! The power was always cutting out, too, when Mum was in the middle of a wash and the clothes would be left half-done. And once, on my ninth birthday, we were mixing up the dough for my cake, and the Mixmaster went dead, and the sponge part turned out all leathery and horrible.

Dad said those power cuts happened because we were producing electricity from coal and there wasn't enough for big cities like Sydney and Melbourne. 'But when the Snowy finished, there'll be no more black-outs. You can watch *I Love Lucy* all day and night!' he said.

Then Mum chimed in and said the Snowy wasn't just about electricity. The rivers were going to be turned backwards and sent through the tunnels Dad was helping to build, so they could water the dry inland places. 'It'll make the desert bloom,' she said.

• • •

Trouble is, I'm not so sure the Snowy's as great as they say. Not for everyone.

Question	Answer
1. Who is Eva's teacher?	Miss Von Heinemann
2. Why were people experiencing power cuts in Sydney and Melbourne?	
3. What television show did Eva like to watch?	
4. How did the blackouts affect Eva's family?	
5. Which words in the text convey a sense of time and place?	<i>I Love Lucy!</i> , Mixmaster, powercuts and black-outs, Snowy is finished, tunnels Dad was helping build
6. Which words or phrases in the text express ideas about the people and their relationships?	
7. How would the use of hydro-electricity prevent further electricity blackouts?	There will be plenty of electricity generated by the Snowy scheme to support the existing electricity produced by coal.
8. What did Eva's mother mean by 'It'll make the desert bloom'?	

Question	Answer
9. Which words or phrases in the text convey ideas about significant issues or events?	
10. Why does Eva think the Snowy scheme would not benefit everyone?	
11. How would you cope without electricity for a week?	

Mathematics – Student Learning Material

5. a. Identify a pattern or rule and use this to complete the table of values and plot on the Cartesian plane provided.



Hot tip

Refer back to Lesson 4 to assist you in identifying the pattern and completing the table.

x	1	2	3	4
y	1	4	9	

- b. Record the ordered pairs from the table of values in the boxes provided.

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- c. Predict what type of line will be created from the ordered pairs:

☐ straight line

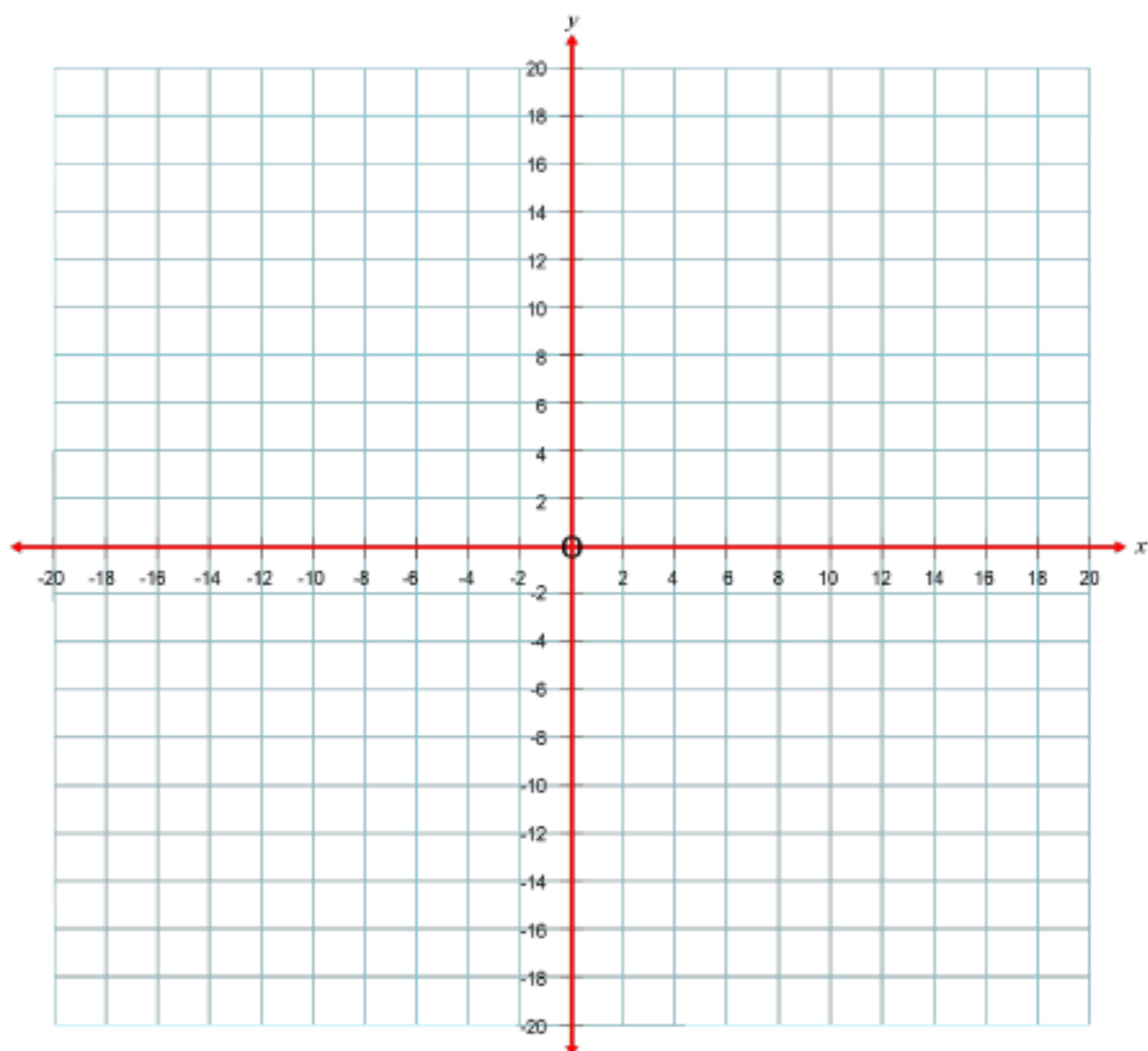
☐ curved line

d. In which quadrant/s will you plot the ordered pairs:

- ☐ first quadrant
- ☐ second quadrant
- ☐ third quadrant
- ☐ fourth quadrant

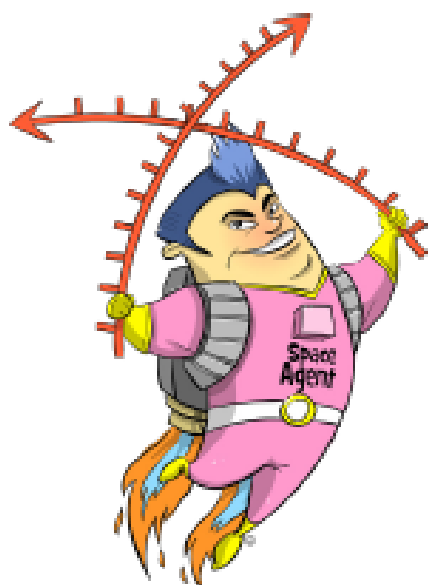
e. On the Cartesian plane provided:

- plot the ordered pairs from part b
- join the points up to create a single line
- reflect on your predictions from part c.



Reflection:

6. Complete **Sheet 15** — [From pattern to graph](#). Plot the points from your table of values on the Cartesian plane. Join the points with a straight line. Once completed, send in to your teacher.



Remember to use the correct conventions for labelling the axes, and marking and labelling points on your Cartesian plane.

Sheet 15 (Next 2 pages)

Student name:



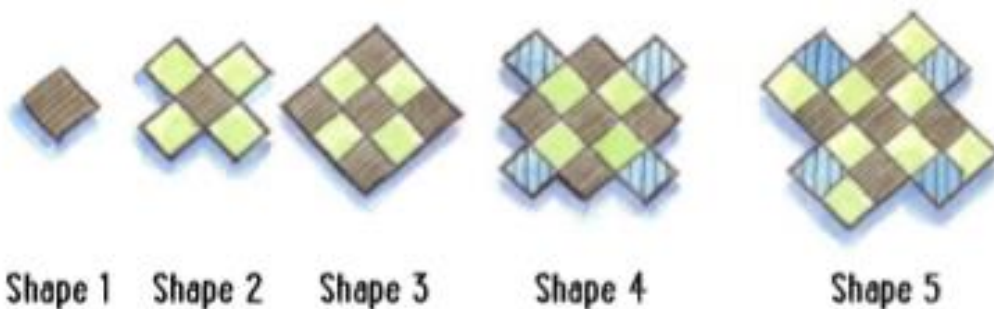
Sheet

15

From pattern to graph

Pattern 1

Riley is making this pattern for a quilt.



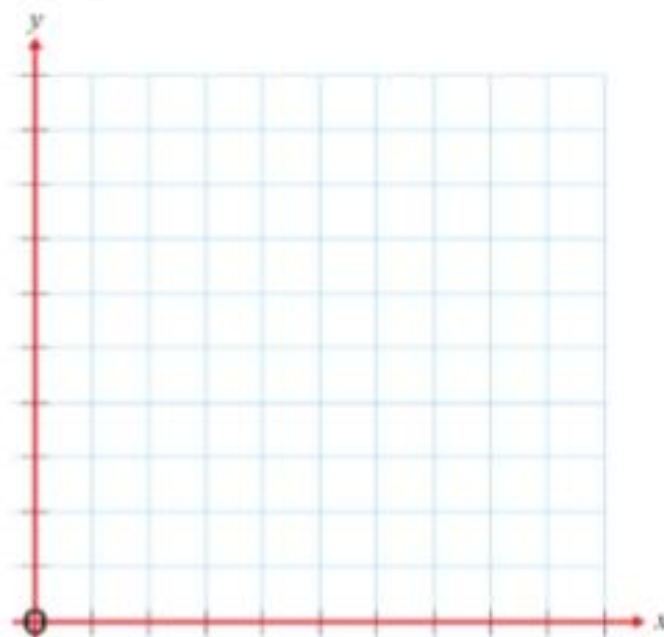
Complete this table using the image above to show how many squares Riley needs for each shape in the pattern.

Shape	1	2	3	4	5
Number of squares	1	5	9		

Write a list of ordered pairs to show how many squares Riley needs for each shape.

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Make a graph to show the number of squares Riley needs to make her quilt. You could use a computer and copy the graph onto the provided grids, or draw your own graph.



Student name:

Pattern 2

Joe is making a craft pattern with toothpicks. Complete the table to show how many toothpicks Joe needs if his pattern is six octagons long.

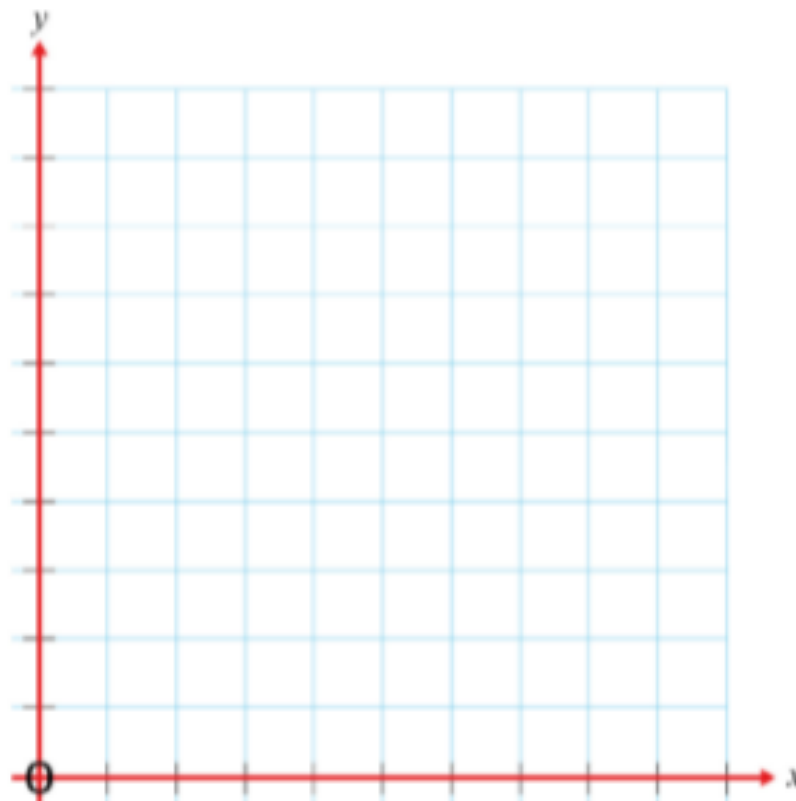


Number of octagons	1	2	3	4	6
Number of sticks	8	15	22	29	

Write a list of ordered pairs, using the information from the table, showing how many toothpicks Joe needs to build his pattern up to six octagons long. The list has been started for you.

(1, 8)				
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Make a graph to show the number of toothpicks Joe needs to make his toothpick pattern. You could use a computer and copy the graph onto the provided grids, or draw your own graph.



How was your student able to complete the activity?

☐ No assistance required
 ☐ Some assistance required
 ☐ A lot of assistance required
 ☐ Not able to do this task

Comments:

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!



Detox from all technology for 24 hours.



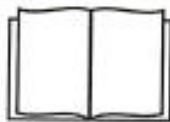
Watch your favourite movie.



Perform a random act of kindness for someone.



Take a warm bath.



Read a book or magazine that interests you.



Spend time exploring the outdoors.



Spend time alone listening to music.



Connect with someone you don't see often.



Write a thankyou letter to someone who has helped you.



Laugh until you cry.



Complete a simple meditation (such as page 51).



Learn a new skill.



Pick up rubbish that isn't yours and put it in a bin.



Do at least 30 minutes of exercise.

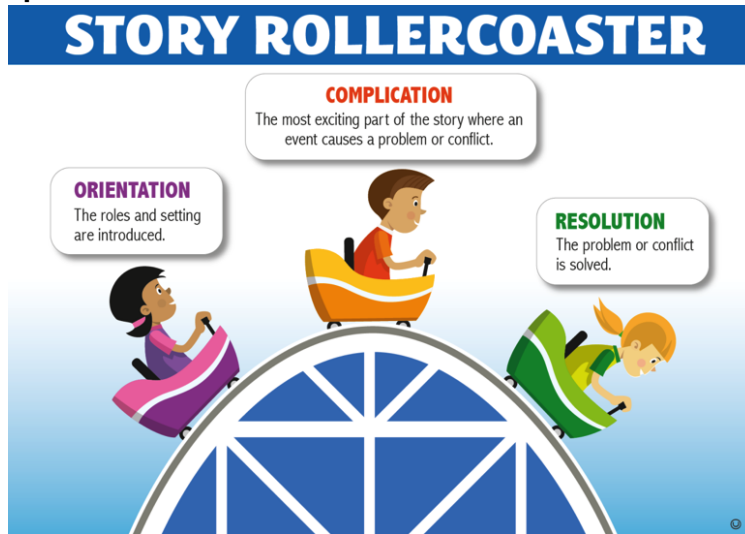


Make someone laugh.

Which task did you enjoy completing the most? Why?

Dance: Adventures in Dance

This dance unit explores Adventures in Dance with the structure of a Narrative storyline.



This is your stimulus picture of your adventure.



Dance structure

Following the below structure of the story you must decide on what the climax of the adventure is going to be – **Note:** How do you convey the climax using dance ONLY – no talking allowed

Orientation: Strap yourself into the rollercoaster and pull down the safety bar

Climax:

Resolution: The rollercoaster ride comes to an end and you get out

Choreograph a 30 second dance sequence to convey this adventure

List movements, choreographic devices, props, music that you used.