

Thursday, May 7th

We are learning to:

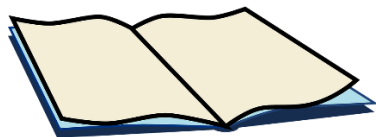
English:

- Understand how ideas can be expanded through careful choice of verbs, elaborated tenses and adverb groups/phrases.

Mathematics:

- Apply a transformation to create tessellating shapes

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	Take a walk around the house	Make a collage with old photos	Play a board game	Play a board game	Make a collage with old photos
Make a collage with old photos	Make a collage with old photos	Make a collage with old photos	Make a collage with old photos	Make a collage with old photos	Make a collage with old photos
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Wellbeing Tip of the Day

It is good to stop screen time at least 1 hour before going to bed.





Mrs Paula's Riddle of the Day

What are moving left to right, right now?

Yesterday's Answer: Name 4 days of the week that start with 'T'

Tuesday, Thursday, Today & Tomorrow!

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

40 minutes	English – Student Learning Materials See below the English Student Learning Materials. Read through the information provided and answer the questions as necessary.
30 minutes	English – Letter Writing Reply to the family member that you sent a letter to yesterday. If they have not replied to you, write a new letter to someone else. 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 & Grammar 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 grammar 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  Send the pattern you made to your teacher	Mathematics – Student Learning Materials See below the Mathematic 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. Physical Education Choose and complete 5 different exercises off the 'Fitness Fun Activity' matrix and then repeat that exercise 4 times. If assistance is required please email Michael Burke mmbur0@eq.edu.au
Lunch	
5 minutes 	What Went Well Take a photo of something that you enjoyed doing today. Send this in an email to your teacher
30 minutes	HASS See below the HASS Student Learning Materials. Read through the information provided and answer the questions as necessary
30 minutes	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

adverbs and adverb groups/phrases, comprehend, condolences, determination, endeavour, formal language, garments, historical context, personal recount, presumption, salutation, social context, stockmen, tense, transgressed, verbs and verb groups

Read and comprehend a personal letter

Hi there! I'm Jeeves. I'll be joining you as we continue our examination of personal texts. We have just explored diary entries as a form of personal recount. Now we will look at personal letters.



You will need to look at your glossary! You will find this attached to Monday's email.

Personal letters are different from diary entries in several ways:

audience — a personal letter is meant to be read by someone other than the writer and who may not be a close friend of the writer

purpose — a personal letter usually has a specific purpose, such as sharing news with a friend or thanking someone for a gift

structure — sentence structure may be more formal with complete sentences and correct grammar

Let's now read a letter to explore these features. This letter is from the book *A Waltz for Matilda* by Jackie French. In 1894, twelve-year-old Matilda decides to escape her life of poverty in the city and search for her unknown father's farm. Her mother and aunt have died and she is alone. The book explores her experiences as she grows up in the Australian countryside.



Read **Sheet 8** — [Letter from Mrs Ellsmore to Matilda](#) and number the lines from 1 to 30, beginning with the salutation.

Some of the vocabulary used in the letter may be unfamiliar to you.

Check **Sheet 1** — English glossary Year 6 Unit 5 and then complete the following table.

stockmen	men who work on a <input type="text"/> looking after animals such as cattle
transgressed	has crossed a line between what might be <input type="text"/> behaviour and what might not be <input type="text"/> behaviour
endeavour	effort to <input type="text"/>
determination	commitment to <input type="text"/> a particular outcome

condolences	expression of <input type="text"/> to someone on the death of a family member or friend
presumption	assuming the right to do something which may not be <input type="text"/>
garments	<input type="text"/>

We will now use our comprehension strategies to investigate the letter.



QAR (Question-Answer Relationship) comprehension strategies can be used to understand a text.

- Some information is stated directly in a word or phrase or in one sentence (right there).
- Other information requires us to look in several parts of the text (think and search).
- Sometimes we need to put clues together from our own knowledge and from the text (author and you).
- When the answer is not in the text, we have to use our own judgment (on my own).



3. Complete **Sheet 9** — [Comprehension: Letter from Mrs Ellsmore to Matilda.](#)

Letter from Mrs Ellsmore to Matilda

Dear Miss O'Halloran,

I recently heard from my nephews that you are still at your father's house, and that one of the Drinkwater's former stockmen is working for you. I gather that my half-brother is not impressed. My nephews too appear to feel that you have transgressed by being female, young and somehow escaping their father's control. Their tales certainly enlivened the last weekend they spent with me. I wish you every success with your endeavour.

You mentioned an 'Aunt Ann' and my brother says he believes your mother's maiden name was 'Hills'. It only occurred to me when I returned here that it is possible that you may be related to a late acquaintance of mine from the Women's Temperance and Suffrage League, Miss Ann Hills. She and I first met when we worked together gathering signatures for the petition to give women the vote their husbands have enjoyed for decades.

She several times mentioned her niece, Matilda O'Halloran, who lived with her, and although it is not an uncommon name I suspect the determination such as you and Miss Hills have both displayed is rare.

If you are Miss Hill's niece, please accept my apologies for not realising the connection earlier. Please, now, accept my deepest condolences on her death, as well as once again for your father's and, I suspect, your mother's too. It is indeed a lot to bear for someone so young. Miss Hills's death was a loss to many, and not least to the cause for which we women of all classes and backgrounds are working.

I hope you will excuse the presumption of the accompanying parcel. It contains some of my late husband's garments that your workmen may find useful, and others perhaps for yourself as well. Please also accept my assurances, too, that if you ever decide that the bush life is not for you — as it certainly is not for me — that I and your aunt's friends will make sure you have both comfort and security.

Yours, most sincerely,

Mrs George Ellsmore

Comprehension: Letter from Mrs Ellsmore to Matilda

Read Sheet 8 — Letter from Mrs Ellsmore to Matilda to answer the following questions. Record the QAR (Question-Answer Relationship) comprehension strategy you used to find the answer. Some have been done for you.

Question	Strategy	Answer
What are the names of the people mentioned in the text of the letter?	right there	Mr Drinkwater Miss Ann Hills Matilda O'Halloran
What does Mrs Ellsmore think about life in the bush?		
What organisation for women is mentioned in the letter?		
Does Mrs Ellsmore admire Miss Ann Hills?	think and search	
Which of Matilda's family members have died according to Mrs Ellsmore's letter?		
What are Mrs Ellsmore's views about women having the right to vote?		She supports women having the right to vote.
Is Mrs Ellsmore younger or older than Matilda?		
What seems to be the purpose of the letter?	author and you	
Which character trait does Mrs Ellsmore mention to support her view that Miss Hills was Matilda's aunt?		

Paragraph 5

Paragraph 2

...her death was a loss to many
...the determination Miss Hill displayed is rare

Paragraph 4

Miss Hill was Mrs Ellsmore's friends. Matilda is possibly Miss Hills daughter

Paragraph 3



Are Matilda and Mrs Ellsmore close friends?

Think about formal and informal language.

think and search

What kind of person does Mrs Ellsmore appear to be?

Mrs Ellsmore appears generous as she offers to ensure Matilda's comfort and security if Matilda returns to the city.

What is Mr Drinkwater's attitude towards Matilda?



Paragraph 1

What are Mrs Ellsmore's feelings towards Matilda?

author and you



Is Mrs Ellsmore pleased with Matilda's traits?

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

Make Inferences and Draw Conclusions

One Summer's Day

Ella and Kristen are sitting under a tree having a conversation.

Ella: Wow, it's hot today isn't it?

Kristen:

Ella: That sounds like a nice way to cool off. Where are you going to go?

Kristen:

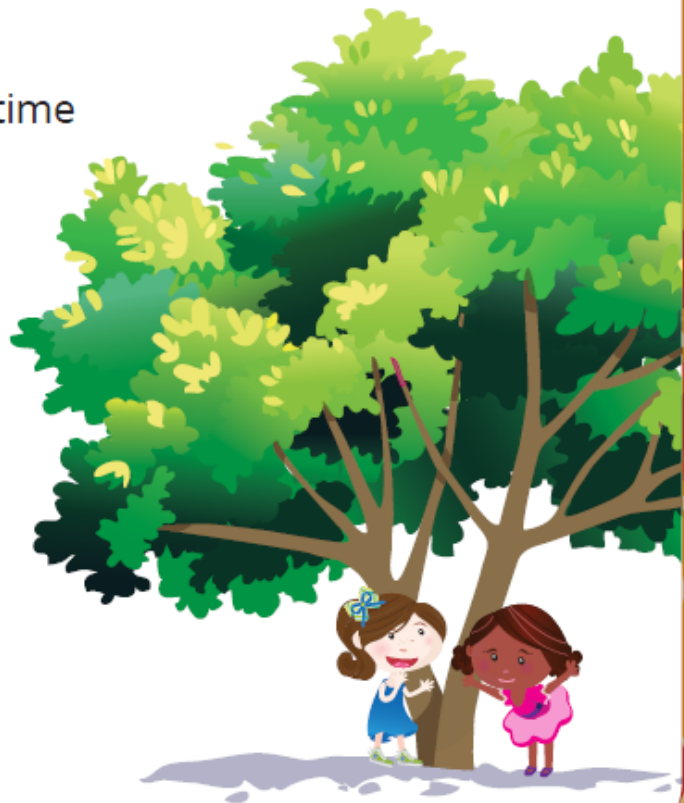
Ella: I'd love to, but I didn't bring my swimmers. Thank you, though. You're so lucky to have a pool. Do you use it often?

Kristen:

Ella: I would use it all the time too, if I had a pool.

Kristen:

Ella: Thank you, I would love to come for a swim tomorrow.



Comprehension Task

✓ Teach Starter.com

One Summer's Day

1. Use Ella's questions and responses to help you infer what Kristen was saying.

Write her dialogue in the blank spaces on the worksheet.

2. Does Kristen have a pool at home? How do you know?
3. How often does Kristen use the pool? How do you know?
4. When did Kristen ask Ella to go for a swim?

CRAZY CREATIVE CHALLENGE

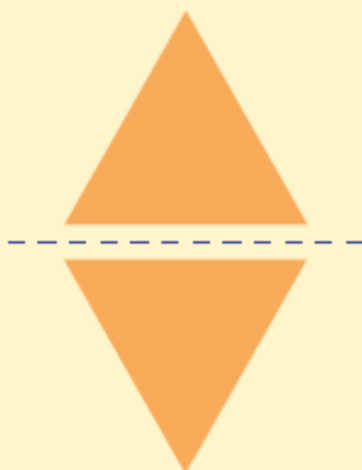
Write one side of a conversation about something you did on the weekend.

- 🎯 Swap your conversation with a partner and see if they can fill in the missing dialogue using inferences.

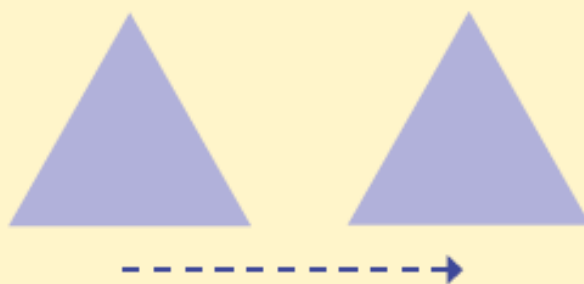
Mathematics Student Learning Materials

The language of transformations

Reflection: A mirror image of the figure is produced. It is described by stating the line the image is reflected in and the direction of reflection, for example, horizontal or vertical.



Translation: Shifting a figure in a plane without turning it. To describe a translation, it is enough to say how far left or right, and how far up or down the figure is moved.

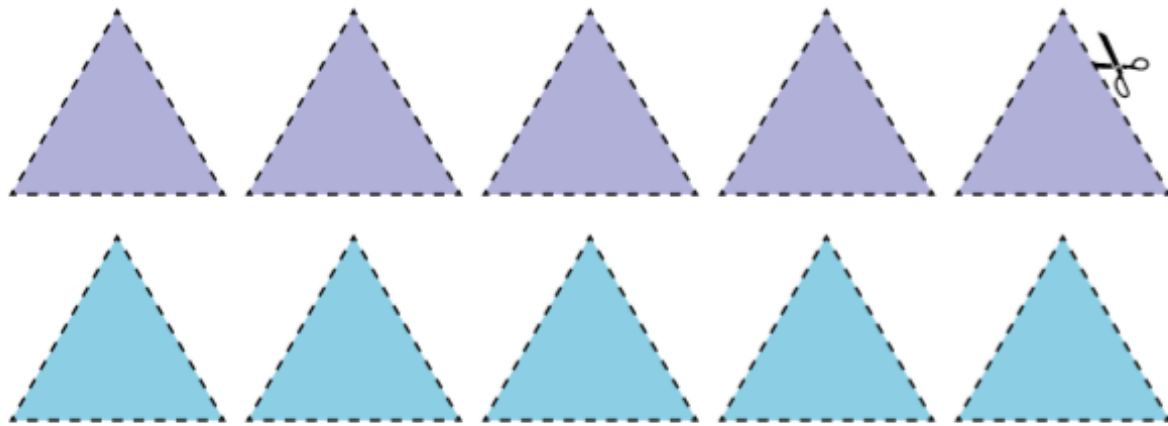


Rotation: Turns a figure about a fixed point (centre of rotation). A rotation is described by the centre of rotation, the angle of rotation and the direction of rotation (clockwise or anticlockwise)

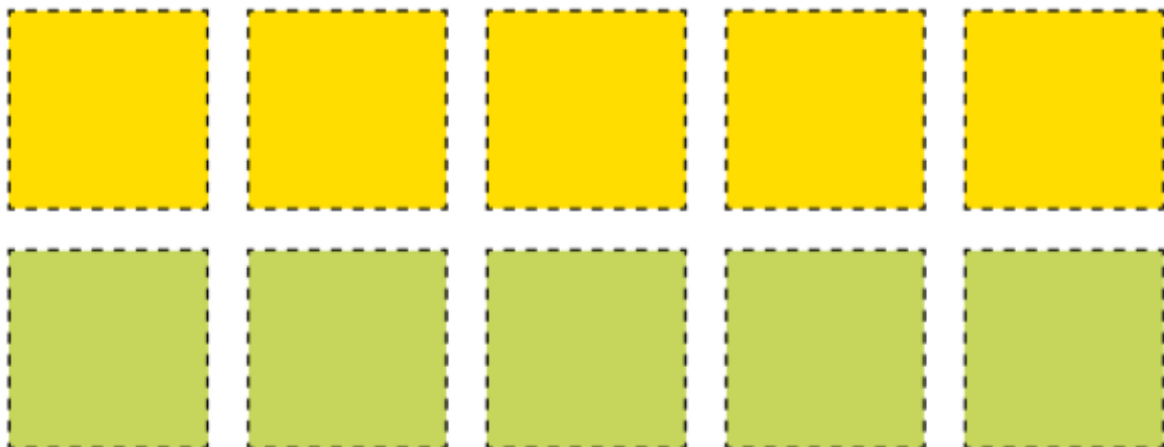


For this activity, you will need to create the following shapes or cut out accurately. (Paper or thin card)

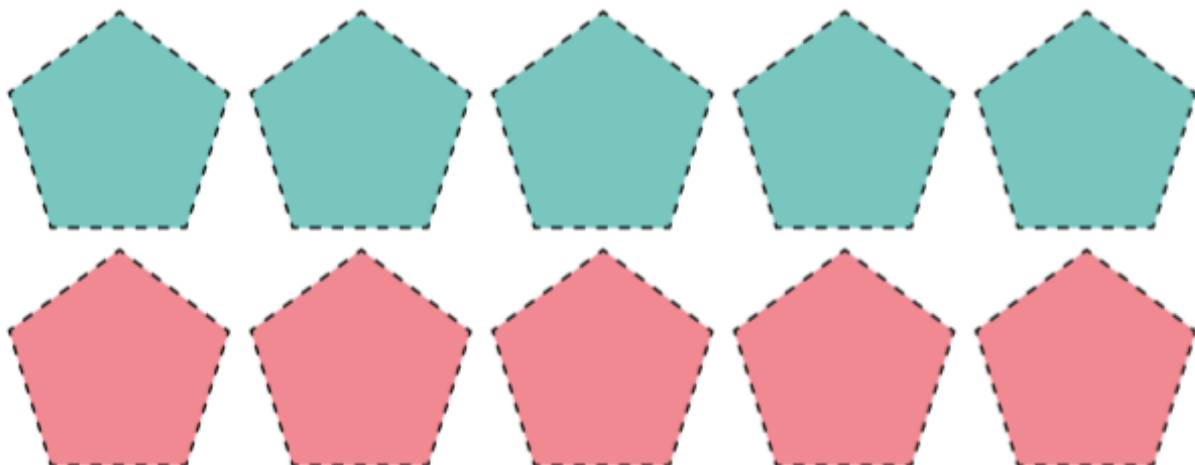
Triangles



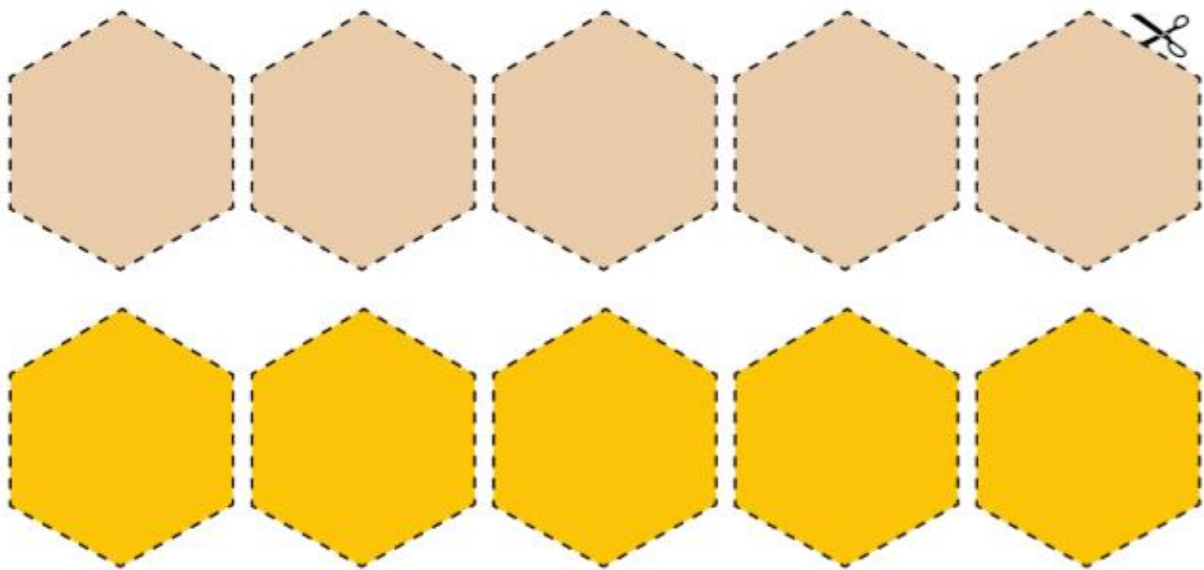
Squares



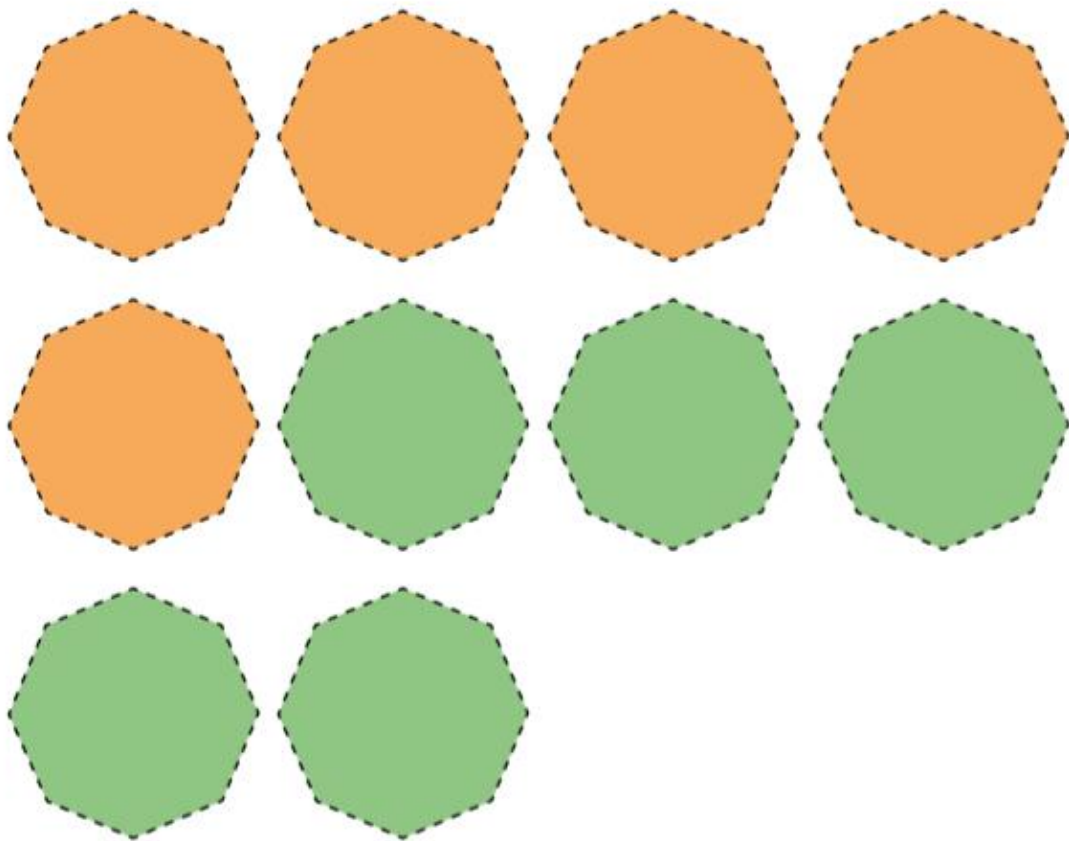
Pentagons



Hexagons



Octagons



Which polygons tessellate?

Prepare

1. Cut out the shapes on **Sheet 19 — Polygons 2**, neatly and accurately. There are 10 pieces of each of the five shapes.

Predict

2. Tick the shapes you think will tessellate.

☐ pentagon

☐ triangle

☐ octagon

☐ hexagon

☐ square

Explore

3. Follow these instructions to explore each shape. Start with the triangles.
 - Attempt to create a tessellation with the shape.
 - Only investigate one shape at a time; do not mix different shapes together in a pattern.
 - Repeat the challenge for each of the other shapes.
 - Record the results in the table below.

Note: Store the shapes in a safe place, such as an envelope.

Record

Tick the appropriate box for each shape.

Shape	Tessellates	Does not tessellate
Triangle	<input type="checkbox"/>	<input type="checkbox"/>
Square	<input type="checkbox"/>	<input type="checkbox"/>
Pentagon	<input type="checkbox"/>	<input type="checkbox"/>
Hexagon	<input type="checkbox"/>	<input type="checkbox"/>
Octagon	<input type="checkbox"/>	<input type="checkbox"/>

Explain results

Use the evidence you gathered to answer the following questions.

a. How did you decide which shapes tessellated?

b. How did your results compare with your predictions?

c. Explain why certain shapes did not tessellate.

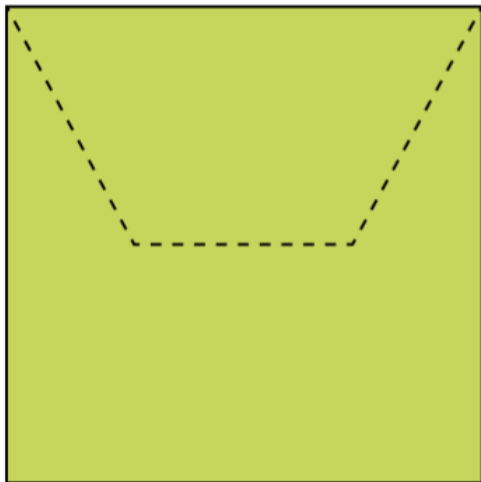
Transforming a square

Instructions

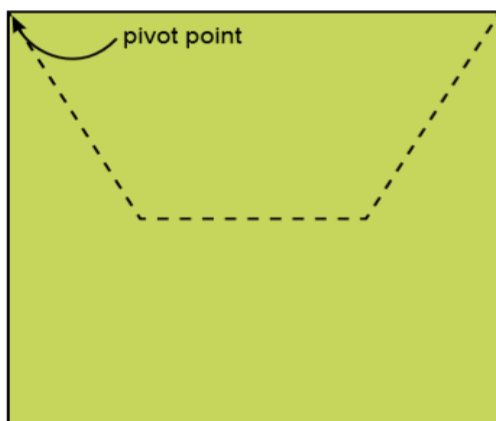
Before you watch the **Video — Creating a tessellating shape**, cut out the three squares.

In the video, you will be asked to change the squares to create a new shape.

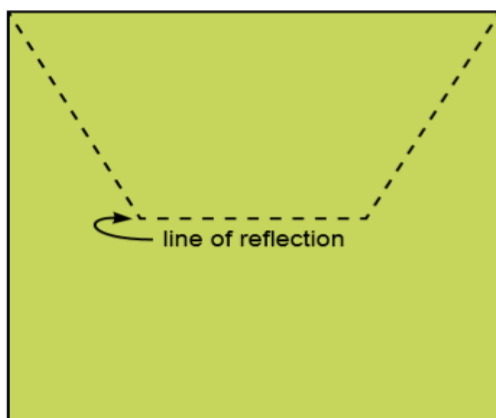
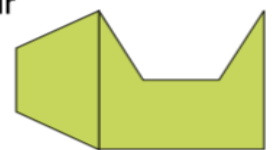
Follow the instructions as you work along with the video to create the shape.



1. Cut out the square.
2. Cut along the dotted lines.
3. **Translate** the piece down the square to the opposite side (so that the top side of the cut-out piece lines up with the lower side of the square).
4. Attach it with adhesive tape. Your shape should look like this:
5. Do you think this shape will tessellate?



1. Cut out the square.
2. Cut along the dotted lines.
3. **Rotate** the piece anticlockwise around the pivot point to the left side of the square.
4. Attach it with adhesive tape. Your shape should look like this:
5. Do you think this shape will tessellate?



1. Cut out the square.
2. Cut along the dotted lines.
3. **Reflect** the piece in the line of reflection.
4. Translate the reflected piece down the square so that the short side of the piece lines up with the lower side of the square.
5. Attach it with adhesive tape. Your shape should look like this:
6. Do you think this shape will tessellate?



Wellbeing Worksheet

My Identity



Your identity is what makes you unique from other people. Your identity can be influenced by a variety of factors, such as family, friends, culture, environment, clubs, your appearance, experiences, achievements, school, peers, groups and sport.

Shade all of the options that describe you.

I have:

a brother	brothers	a sister	sisters
a step-brother	step-brothers	a step-sister	step-sisters
no siblings	a pet or pets	no pets	cousins

I live:

in a small town	in a large town	in a city	near the beach
on a farm	in a house	in a unit	in the bush
in a townhouse	in a villa	in a caravan	in a granny flat

Describe where **home** is to you.

How have certain **places** influenced your identity?

Draw **an experience** you have had that has influenced who you are today.

Physical Education – Activity Matrix

Push ups x 5 	Mountain Climbers x 10 	Sit ups x 10 	Lunges x 5 per leg 	Jumping Jacks x 10 
Squats x 10 	Tuck Jumps x 5 	Plank Get ups x 10 	Burpees x 5 	Shoulder taps x 10 
Lying leg raises x 10 	Punches for 30 seconds 	Plank hold for 30 seconds 	Jogging on the spot for 30 seconds 	Rolling side plank x 10 
Flutter kicks x 10 	Superman x 10 	Bridge x 10 	Side lunges x 10 	Calf raises x 10 

HASS Student Learning Materials



Read through the following
information – questions to come
tomorrow

The 1963 Yirrkala bark petitions

In 1963, the Australian government took 300 square kilometres of land from the Yolngu people in Arnhem Land without even asking them. Wanting their voices to be heard, the Yolngu people wrote two bark petitions to let the government that they objected to this.

In July 1963, Yolngu leaders told the government representatives about their objection. They told them that they did not ask the Yolngu people and they did not get the opportunity to tell the government why they objected. They were worried about the mining of the land, and how it will hurt the land because of Yolngu Law.

Yolngu Law

Yolngu law of land is based on being a custodian of the land where they live. It means they belong to the land and caring for it. They do not own the land as most people do today. They did not pay money to buy the land. They are connected to the land. They see the land as the 'mother' who has provided protection, enjoyment, and has catered for the economic, social and religious needs of the people. The land determines the relationships between the clans in their social, cultural, economic and religious life. Land is also seen as having legal significance and its legal requirements are binding upon the people. This law covers the ownership of land and waters, the resources on or within these lands and waters.

"This is aboriginal people's place. We want to hold this country. We do not want to lose this country."

Milirrump, signatory on the
Bark Petition

Requesting an inquiry, the Yolngu created petitions using painted designs to proclaim Yolngu law, depicting the traditional relations to land. Inside the painted frame, they added typed text in English and Gumatj languages. These petitions are the first to use traditional forms and combine bark painting with text typed on paper. The Yolngu people sent the petitions to the Commonwealth Parliament in August 1963.

However, that Australian law at the time did not recognise the Yolngu Law of belonging to the land. The government disagreed with the Yolngu people, used the Australian Law to the case, and agreed with the Mining Company. The Australian Government used the concept of 'terra nullius' to solve the problem.

Terra nullius

A concept in international law meaning 'a territory belonging to no-one' or 'over which no-one claims ownership'. The government used this to say that ***no one owned the land, so the mining company was allowed to buy the land.***