

Tuesday, May 5th

We are learning to:

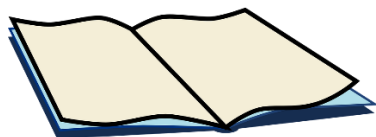
English:

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

.Mathematics:

- Identify and understand transformations
- Apply transformation to regular irregular polygons

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	Listen to music	Make a collage	Make a drawing	Play a game	Read a book	Make a poster	Make a drawing	Make a drawing	Make a drawing
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Wellbeing Tip of the Day

Take a moment to reflect on something positive that happened today.





Mrs Paula's Riddle of the Day

Why are artists no good in sports matches?

Friday's Answer: Why do seagulls live by the sea?

Because if they lived by the bay, they'd be Bagels!

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 Today you are to write a letter to a family member. You need to start a conversation with this person through your letter writing. You may discuss a topic of your choice. 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  Send your tessellation to your teacher	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
30 Minutes	Science See below the Science 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.

Weekly Spelling Words

Spelling Focus

1. Suffixes – 'wise'

'wise' is a common suffix that is attached to a noun to form an adjective or adverb. The suffix 'wise' often means with respect to, in the manner of or in the direction of.

2. Complex consonants 'ch' (digraph) and 'qu' (blend)

otherwise	chemist
likewise	stomach
widthwise	anchor
waterwise	liquid
lengthwise	qualify
clockwise	equivalent
Anticlockwise	picturesque
chronic	inquisitive
character	equestrian
choir	quarantine

English Student Learning Materials

Key terms

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

Review language features of a diary entry

1. Review features of a diary entry.

Diary entry features
Dear diary
First person point of view
Elaborated tenses (combination of past and present verb tense)
Nouns and noun groups provide a fuller description
Precise verbs and adverbs sharpen and expand ideas
Informal language
One main idea per paragraph



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

Extract Friday 15 August from *My story: Snowy — the diary of Eva Fischer*

Friday 15 August

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 is 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.



High modality is when you are certain of something.

Low modality is when you are a bit unsure.

HM – It **WILL** be Wednesday tomorrow

LM – it **MIGHT** rain tomorrow

2. Re-read **Sheet 5 — Friday 15 August**.

3. Read the sentences below and examine the modal words/phrases in bold. Place the letter 'H' for **high modality** or an 'L' for **low modality** in the box at the end of each sentence.

Remember, **modality** is a technique writers use to express degrees of certainty and probability.

a. The Snowy Mountain hydro-electric scheme **could** assist with Australia's electricity supplies.

b. The Snowy Mountain hydro-electric scheme **must** assist with Australia's electricity supplies.

c. Australia is **certainly** a country of cultural diversity.

d. Australia is **possibly** a country of cultural diversity.

e. I **may** write in my diary after dinner.

f. I **will** write in my diary after dinner.

4. Read the sentences below and identify whether these are examples of **emphasis** or **repetition**. Write the letter 'E' for emphasis or 'R' for repetition in the box at the end of each sentence.

Authors can use different strategies to emphasise a point. These include **modality**, use of **subjective** or **evocative language**, and punctuation such as exclamation marks. **Repetition** of words and/or phrases, or words of similar meaning can also draw attention to ideas and help convey the writer's point of view.

a. Dad laughed and chuckled when I told him my news.

b. We absolutely must do everything we can to achieve our aims.

c. We will be successful due to her courageous decision.

5. Audience and purpose will influence the choice of **formal** and **informal language**. Below are a number of different scenarios. Indicate in the space provided whether informal or formal language would most likely be used.

- a. Tom, aged 10, writes to his local Member of Parliament expressing his point of view on an issue.

- b. Tom writes a note to his best friend Adam.

- c. Tom writes a letter to his Principal to apply for a sports captain position.

- d. Tom speaks to his sister about his prospects for the karate class.



Someone would use **formal language** when applying for a job or they are at official place

Whilst **informal language** could be used when writing to a friend, snapchatting or talk to a family member or peer.

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.

Sample letter text:
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.

Identify Author's Purpose

The Thirsty Monkey

One summer's day, a very thirsty monkey was wandering around looking for some water. Hours passed and the monkey still could not find any water. The monkey was becoming more and more tired and started to feel very weak.

The thirsty monkey was almost ready to give up hope, when suddenly he found a jug with some water in it!

The monkey tried to pick up the jug, but it was too big and heavy. Disappointed, the monkey then tried to put his hand inside the jug to scoop out the water, but the opening was too small! He tried to push the jug over, but it would not budge. The monkey was sad, but he was not going to give up.

After thinking long and hard, the monkey thought of a great idea. He started to pick up some rocks that were lying on the ground and begun dropping them into the jug, one by one. As he put more rocks into the jug, the water rose. Eventually, the water was high enough for the monkey to have a drink. The monkey was happy that his idea had worked and he was no longer thirsty!

Moral: If you try hard enough, you may soon find the answer to your problem.

Comprehension Task

The Thirsty Monkey

1. Explain in your own words the moral of this story.
2. The author uses the words *thirsty*, *disappointed*, *sad* and *happy* in the passage.

Why do you think he/she uses these words?

3. Why do you think it was important for the author to inform the reader that the monkey was feeling very weak?
4. What could have happened to the author to make them decide to write this passage?



CRAZY CREATIVE CHALLENGE

With a partner or on your own, create a comic strip story that relates to the text.

- 🕒 How many scenes (boxes) will you need?
- 🗣️ Will you use speech or thinking bubbles?
- 🎨 What pictures will you draw?

Mathematics – Student Learning Materials

Topic: Location and transformation

Identifying transformations

Today you will:

- ▶ identify transformations (translations, reflections and rotations)
- ▶ apply transformations to regular and irregular polygons.

Resources

Digital

Video — Reflection, translation and rotation (2:54)

Learning object — Flip, slide and turn (2)

Learning object — Symmetry

Find and prepare

Sheet 17 — Centimetre dot paper

Sheet 18 — Polygons

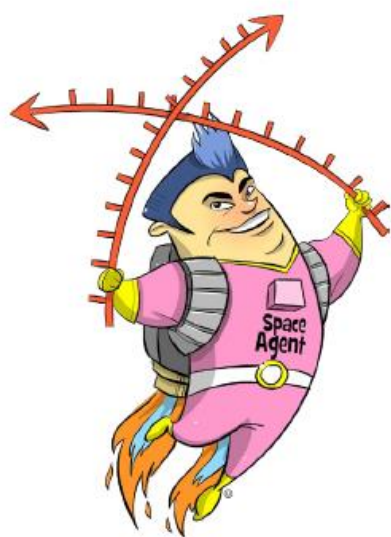
Digital camera or glue and scissors

Protractor (from Unit 4)

Maths exercise book

Key terms

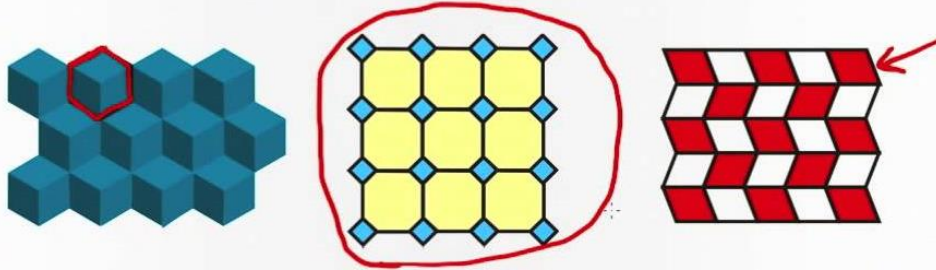
For definitions and explanations of terms, please see the **Glossary**



In today's lesson, you will revise reflection, translation and rotation. This will help you during the next several lessons on transformations and tessellations. Let's get started!

TESSELLATIONS

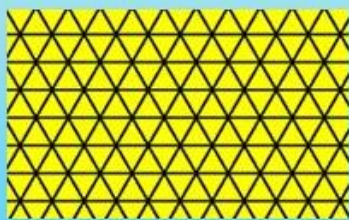
TO TESSELLATE A SHAPE, IT MUST BE ABLE TO EXACTLY SURROUND A POINT, OR THE SUM OF THE ANGLES AROUND EACH POINT IN A TESSELLATION MUST BE 360° . THE ONLY REGULAR POLYGONS WITH THIS FEATURE ARE EQUILATERAL TRIANGLES, SQUARES, AND REGULAR HEXAGONS.



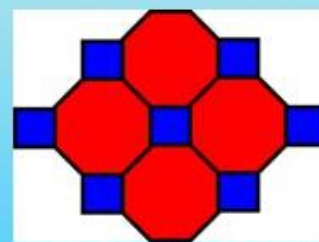
Tessellations

- A tessellation is another name for a tiling
- Tessellations are made up of regular polygons that are repeated over and over again to cover an entire plane
- They cannot have any gaps or overlaps
- Every vertex of a tessellation must be the same, and the angles of the vertices must add up to 360 degrees

Regular Tessellations



Semi-Regular Tessellations

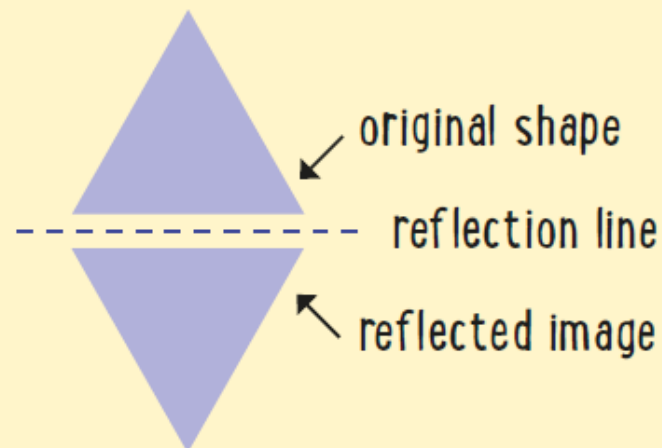


A **transformation** is when a shape (usually a 2D polygon) is repeated using a reflection, translation or rotation movement.

When you transform a shape, it changes its location or orientation but its size and shape remain the same.

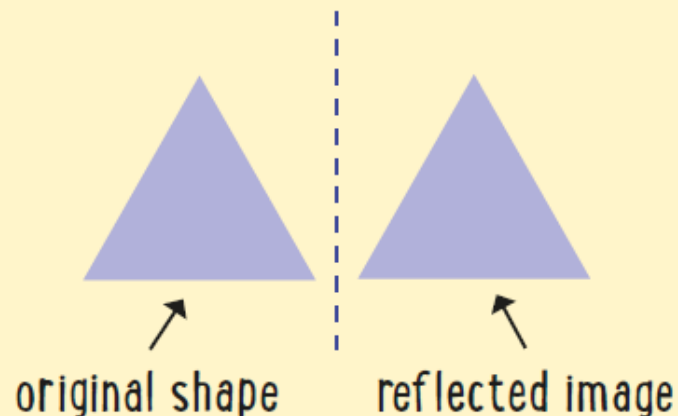
A **reflection** is where a shape is *flipped*. It will create the mirror image of the original shape.

Example 1:



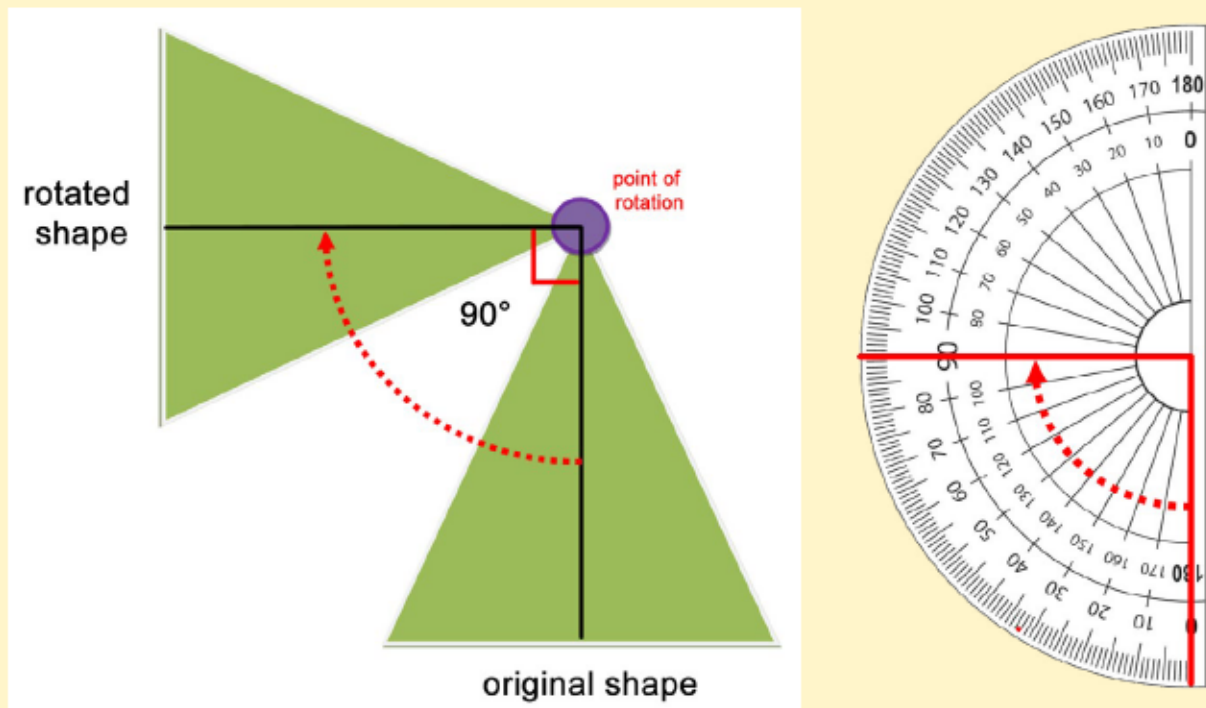
Example 2:

The second triangle has been reflected vertically (from the left to the right).



A **rotation** is when a shape *turns* about a fixed point.

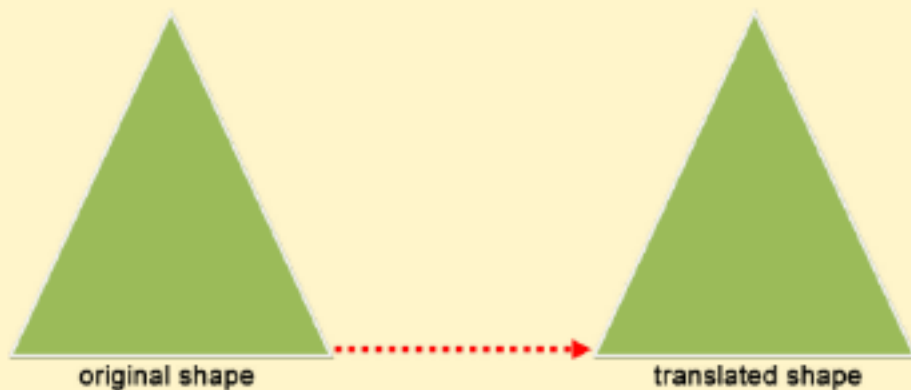
Example 3: The triangle (original shape) has been rotated 90 degrees clockwise to give the rotated image.



When you rotate a shape, it is often helpful to use a protractor.

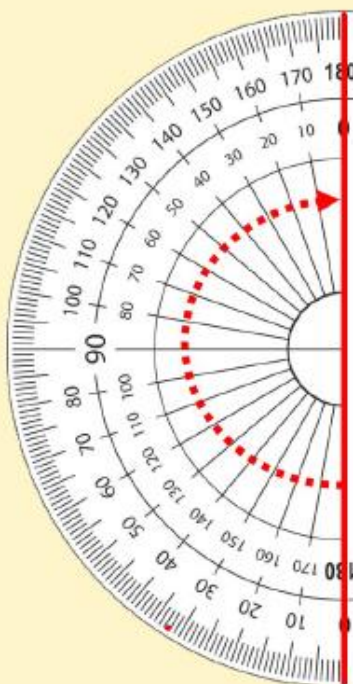
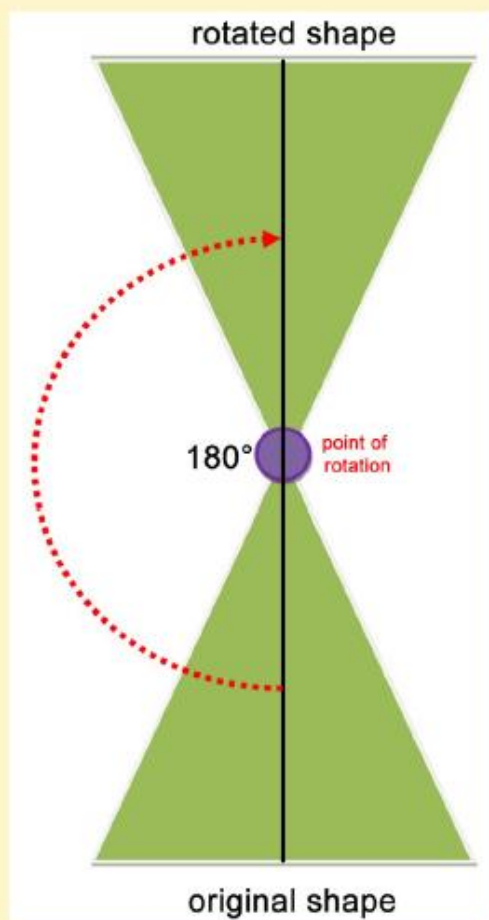
Example 5:

The triangle has been translated to the right.



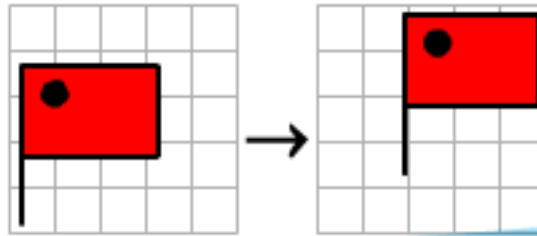
Example 4:

The triangle (original shape) has been rotated 180 degrees (clockwise) to give the rotated image.

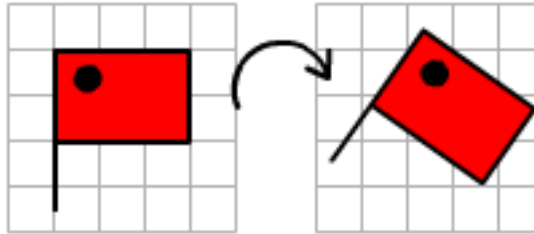


A **translation** is when a shape *slides*. To describe a translation, we say how far left or right, and how far up or down, the shape has moved.

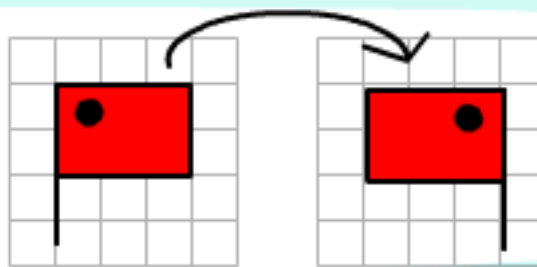
**Translate:
(Slide)**



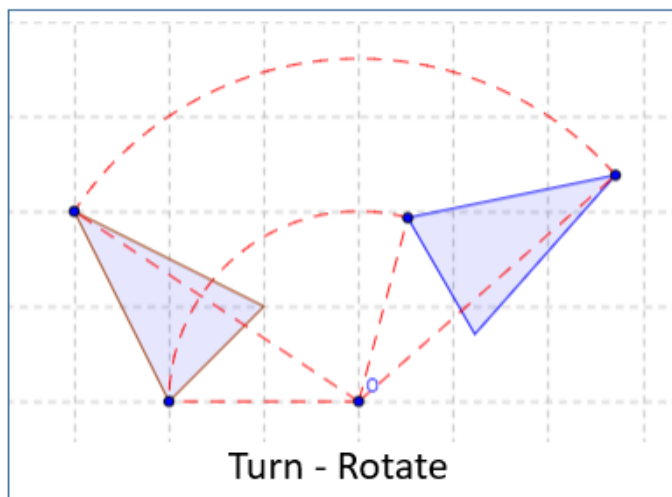
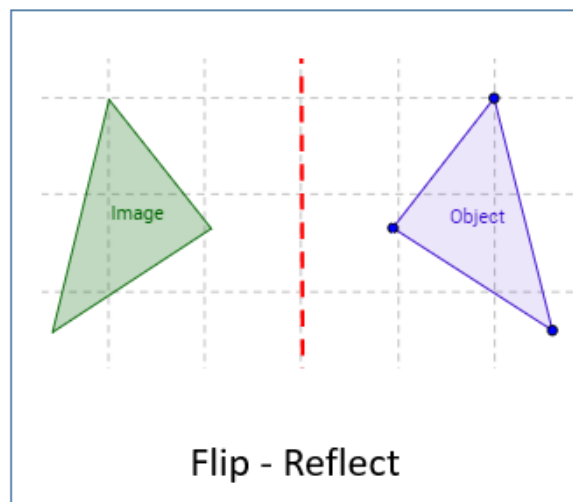
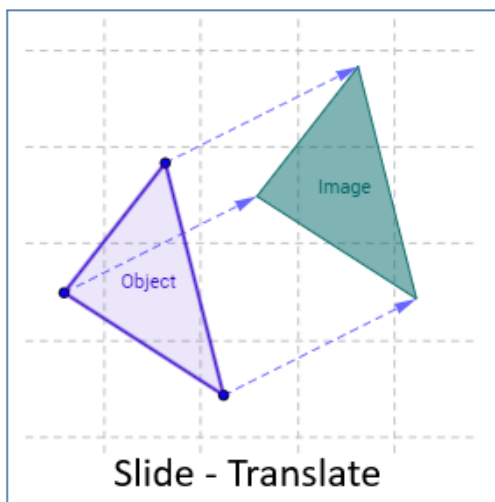
**Rotate:
(Turn)**



**Reflect:
(Flip)**

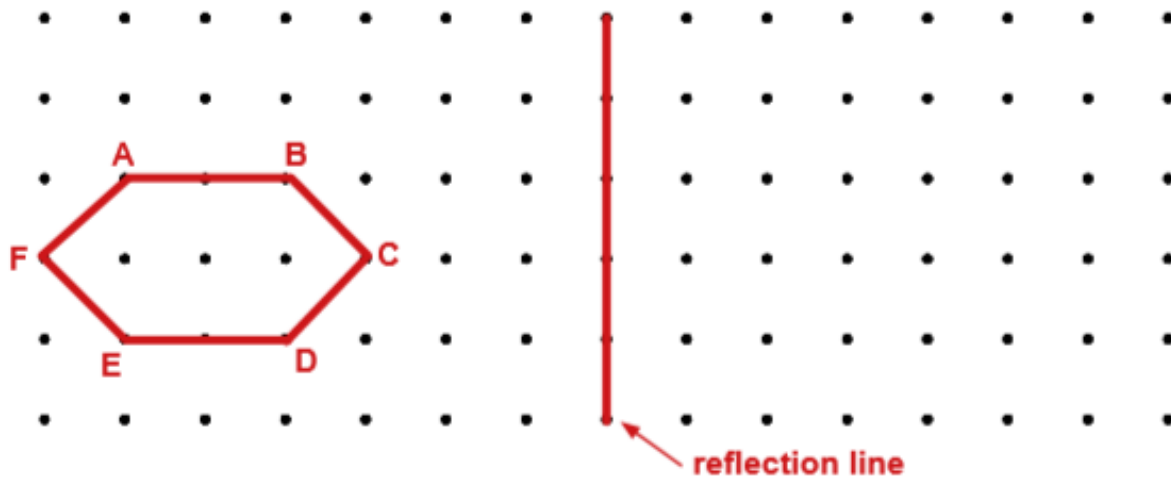
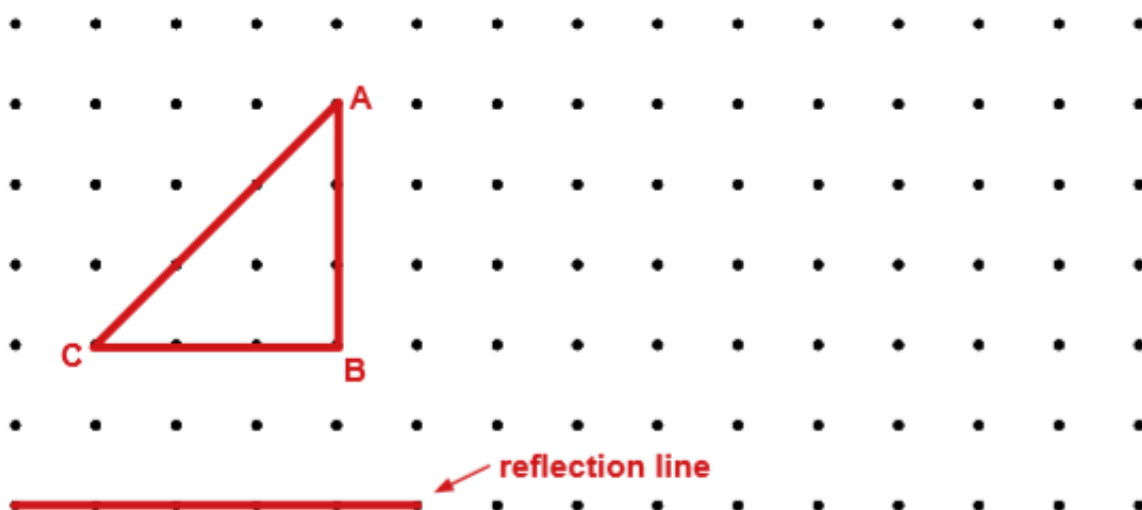


Transformations



Create the following diagram for this task (grid paper)

Centimetre dot paper



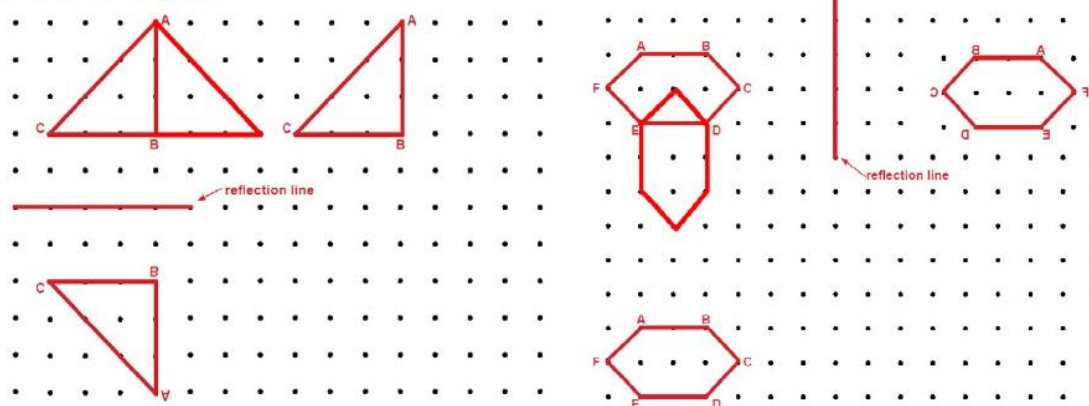
4. Perform the following transformations to the triangle in the top left-hand corner of **Sheet 17**:
- Translate the triangle 7 cm to the right and draw the image.
 - Reflect the triangle in the reflection line shown and draw the image.
 - Rotate the triangle 90 degrees clockwise around point B and draw the image.
5. Perform the following transformations to the hexagon in the middle of **Sheet 17**:
- Translate the hexagon 8 cm down the page and draw the image.
 - Reflect the hexagon in the reflection line shown and draw the image.
 - Rotate the hexagon 90 degrees clockwise around point E and draw the image.



Hot tip

Your sheet should look something like this.

Centimetre dot paper



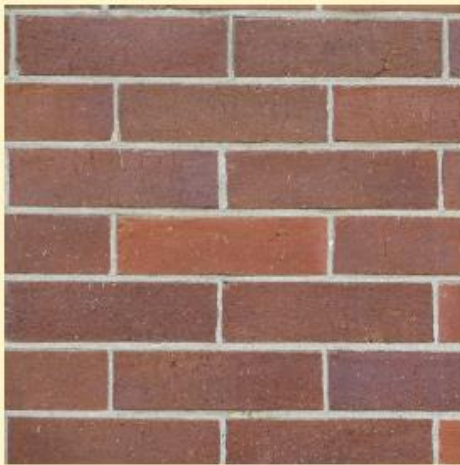
Two-dimensional shapes can be transformed to make new shapes, designs or patterns.



Patterns can be created by transforming shapes. When creating a design or pattern, it is important that the shapes tessellate.

Tessellation

The word **tessellation** comes from the Latin word 'tessella' which means small blocks or tiles. When shapes **tessellate**, it means that an area is covered with one or more shapes that fit together with **no gaps and no overlaps**.



Science – Student Learning Materials

Topic: Geological events

Exploring volcanoes

Today you will:

- ▶ define natural disasters
- ▶ understand why volcanic eruptions may or may not be natural disasters.

1. What do you know about natural disasters?

a. List some types of natural disasters that you know.

b. Are all natural disasters the same? Why or why not?

Define natural disasters



A natural disaster is a natural event which causes loss of life (including the death of humans and other living things) and/or economic damage. This definition includes a range of events but they all involve forces of nature (weather, movements of the Earth) and the effects on people and their environments. In this lesson, we will study volcanoes which can cause a natural disaster.

Introduce volcanoes and define dormant, active and extinct volcanoes

Volcano — A volcano is an opening in the Earth's surface allowing **magma** and gases to escape from beneath the surface.

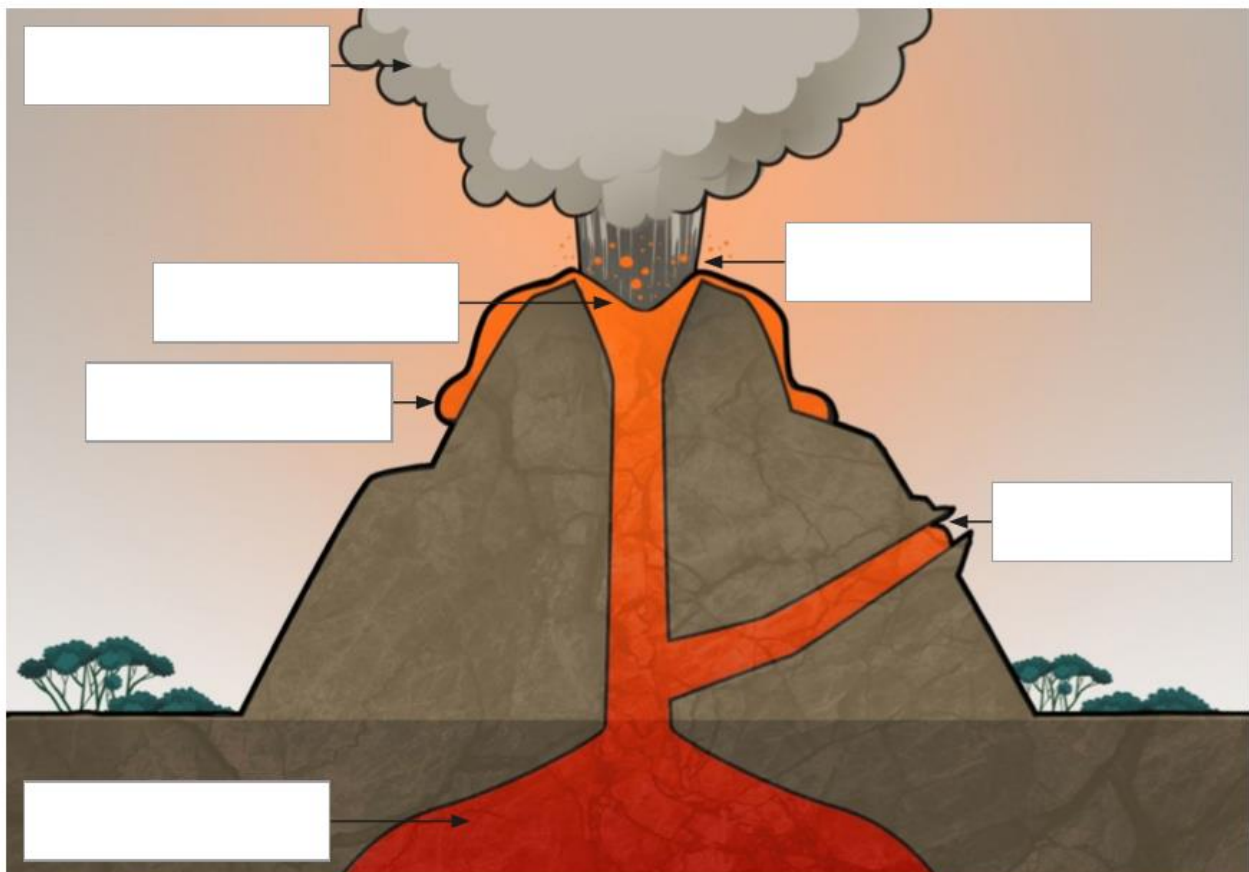
When a volcano **erupts**, **volcanic ash** is released into the air and **magma** from beneath the Earth's surface is pushed through the **main vent** causing a **crater** to form. Once the **magma** reaches the surface it is called **lava**, which flows down the side of the volcano until it eventually cools and hardens. **Magma** also flows to the surface through other **vents** in the volcano's surface.

Volcanoes are considered to be either **active**, **dormant** or **extinct**.

- An **active volcano** is one that has erupted in the past 600 years.
- A **dormant volcano** is one that has not erupted in the past 600 years but is predicted to erupt again in the future.
- An **extinct volcano** is one that has not erupted for at least 10000 years and is not expected to erupt again.

2. Label the diagram below using the words provided. Use the information above to help you.

lava main vent crater vent magma volcanic ash



Wellbeing Worksheet

Being Mindful



Practising mindfulness means you are focused, which helps you when performing tasks. Being mindful shows an awareness of who you are, where you are and what you are doing. And the best part? Anyone can do it!



It would be good to be mindful when:

Describe the last time you acted mindfully.

Dance Student Learning Materials

For some inspiration for last weeks' work on creating a dance about a rollercoaster please go to YouTube kids and watch and copy 'Roller Coaster - Koo Koo Kanga Roo'
<https://www.youtube.com/watch?v=GSDxhF6GIUU&hl=en-GB>

Week 3 Adventure – Forest – Brainstorm what adventures might take place in this setting e.g. Bushfire



Chose one of your ideas and create a Dance story

Orientation: _____

Climax: _____

Resolution: _____

Create three (3) freeze frames to represent the orientation, climax and resolution

Join the freeze frames with movements that help convey what is happening in your story.

Be sure to hold each **freeze frame for 4 seconds** each before moving on.

In total your dance shouldn't be more than 20-30 seconds.

Dance Timing - Freeze Frame 1 (hold for 4 seconds)

Movement phase (4-8 seconds)

Freeze frame 2 (hold for 4 seconds)

Movement phase (4-8 seconds)

Freeze frame 3 (hold for 4 seconds)

Once complete please record your dance and email it through as a **MP4 file**
along **with this sheet** to kedwa160@eq.edu.au