Wednesday, May 6th

We are learning to:

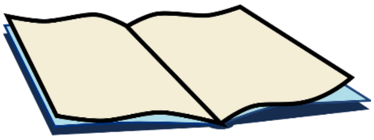
English:

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

Mathematics:

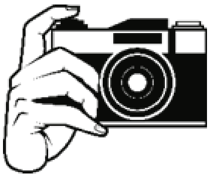
- Identify and understand transformations
- Apply transformation to regular irregular polygons

What you will need today



Reading Log

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



Wellbeing Tip of the Day

Don't get stuck focusing on something that you cannot achieve. Move on and come back to it later with a fresh mind!

well being
#take care

Mrs Paula's Riddle of the Day

Name 4 days of the week that start with the letter 'T'

Yesterday's Answer: Why are artists no good in sport matches?

They are always drawing!

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 & 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 a picture of a tessellation at your home.	**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. **French** *Mr Moorrees details: cxmoo0@eq.edu.au* Read through the French materials below and complete the set 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.

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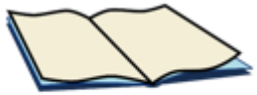




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English – Student Learning Materials

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

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.

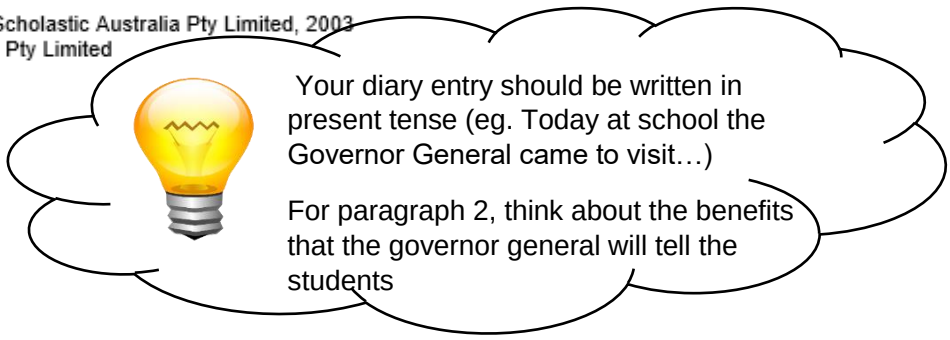
I'm doing my project on *Building the Snowy*. After dinner I asked Dad why it's such a big deal to make electricity. He laughed and asked me if I'd forgotten how cross I used to get when the TV blacked out in the middle of *I Love Lucy!* The power was always cutting out, too, when Mum was in the middle 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.



Use the language features of a diary entry

6. Plan a diary entry from Eva's point of view for the 15 September 1958, when the Governor-General visits the school. You may need to refer to **Sheet 5** to assist you.

   Think about these questions:

   a. What will happen on 15 September 1958 for Eva?

   b. Where will the action occur?

   c. Who will be the significant people involved?

   d. Why will this event be significant or special?

7. Use this table to plan your ideas in note form.

Date	
Orientation • introduce what, where and when the event occurred • who was involved	
Paragraph 2 • the Governor-General gives a speech • explain any links to past or future events	

Paragraph 3 • a whole school morning tea follows the Governor-General's speech	
Paragraph 4 • conclude with an emotive response to the event	

Hot tip

Words that evoke a sense of time and place will bring the characters and experiences you write about to life. Language choices influence the audience by:

- creating the mood
- constructing the setting

8. Complete **Sheet 7** — Diary entry and submit it to your teacher.

Hot tip

When writing your answer on ***Sheet 7****, 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.*

Let's Go for a Swim!

One hot day, the Jones family decided to go for a swim to cool down. Dad and Mitch wanted to go to the beach, but Gran and Sarah wanted to go to the pool.

Dad and Mitch argued that the beach was better. "You can lay on the sand and build sandcastles at the beach," they said. "You can also body surf in the waves and eat fish and chips."

Gran and Sarah argued that the pool was better. "You don't get sand in your swimsuit in the pool," they explained. "You also don't get knocked over in the surf by big waves and there are no jellyfish that might sting you."

In the end, the family remembered that there was a swimming pool at the beach. When they got there, Dad and Mitch went swimming in the surf, whilst Gran and Sarah dangled their legs in the pool. Everyone was happy and cool.

On their way home, they stopped in at a fish and chip shop for a delicious dinner.

Compare and Contrast

Let's Go for a Swim!

1. Why do Dad and Mitch like the beach more than the pool?
2. Why do Gran and Sarah like the pool more than the beach?
3. What are two positive comments that you could say about the beach that you could also say about the pool?
4. Which would you prefer, the beach or the pool?

   Explain why.

CRAZY CREATIVE CHALLENGE

It is important to be safe around water when you are at the beach or in a pool.

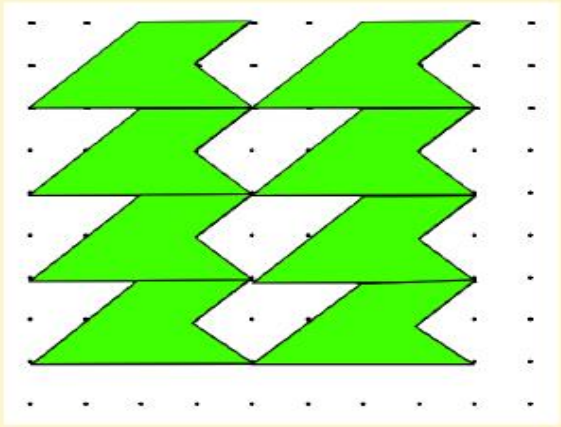
Design and make a poster to remind people of water safety.

Comprehension Task

TeachStarter.com

Mathematics – Student Learning Materials

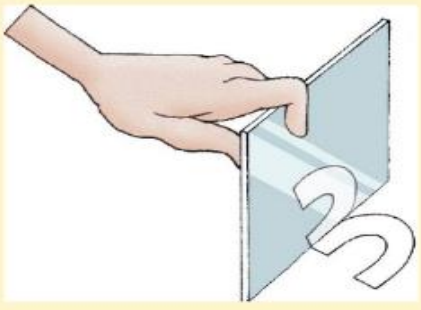
When shapes are rotated, translated or reflected to create a pattern, sometimes there are gaps between the shapes. **This is NOT a tessellation.**

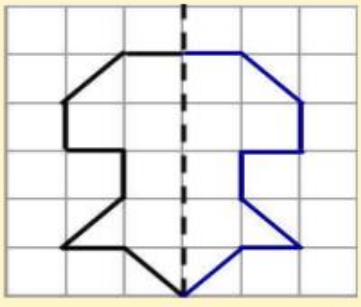


You may notice that the tessellations around your home are symmetrical and are made up of simple 2D polygon shapes.

Line symmetry

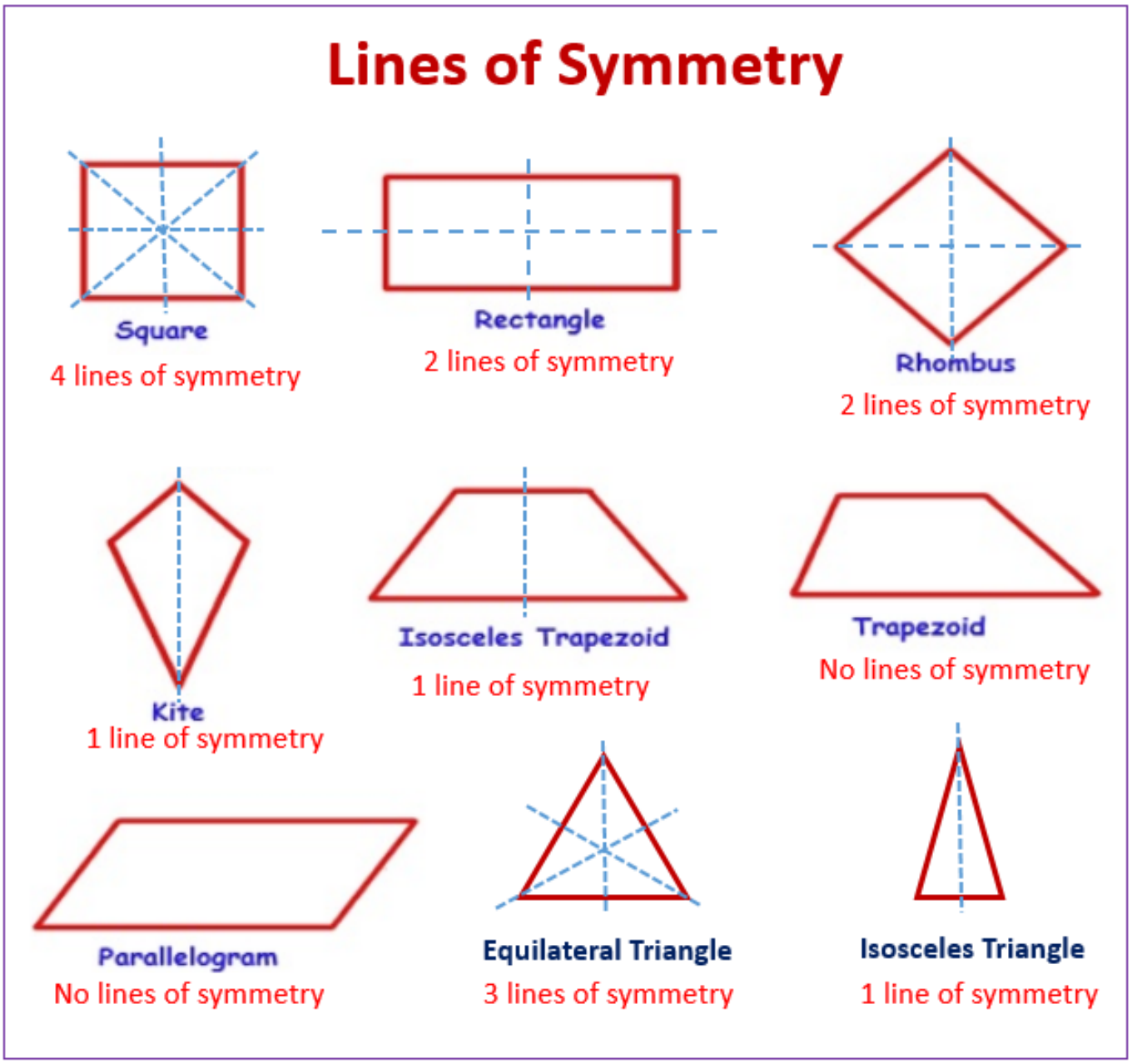
Line symmetry is the mirror image of a shape or a shape cut in equal halves. When a shape has symmetry, both sides are the same shape and size.





What is symmetry?

Something is symmetrical when it is the same on both sides. A shape has symmetry if a central dividing line (a mirror line) can be drawn on it, to show that both sides of the shape are exactly the same.



What makes a tessellating shape?

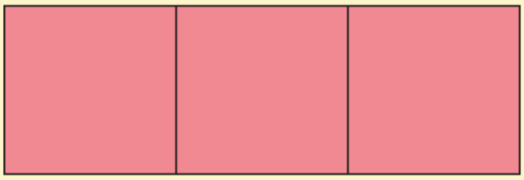
A tessellating polygon must do two things:

a. Each piece must fit together without overlapping or gaps.

b. The pattern must be able to be continuously repeated, this means it could go on forever without ending.

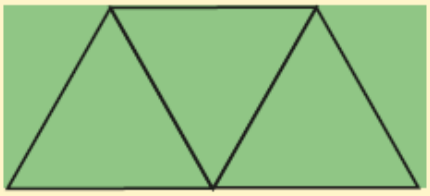
The following regular polygons are examples of tessellating patterns:

square



square tessellation

triangle



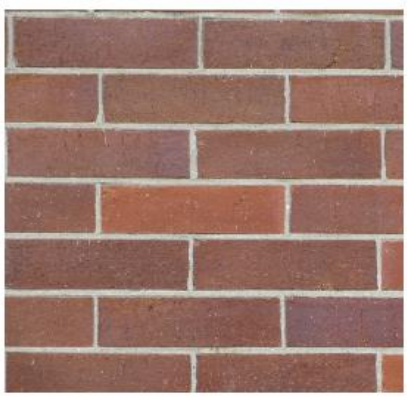
triangular tessellation

These tessellating patterns are made by reflecting the polygons up and down. They are symmetrical and repeat the same transformation over and over.

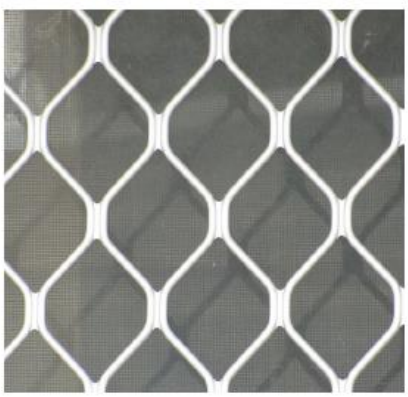
7. Find a tessellating shape at home or in your surroundings.

Examples:

Brick wall



Security screen



a. Take a rubbing or photo and place it in your Maths exercise book or share it with your class, if directed by your teacher.

b. List your findings and explain the tessellating pattern for each.

Hot tip

Image 1 is a rectangular tessellation on a wall. It can be created by repeatedly translating each brick.

Image 2 is a hexagonal tessellation on a door. It can be created by repeatedly reflecting and translating the hexagon.

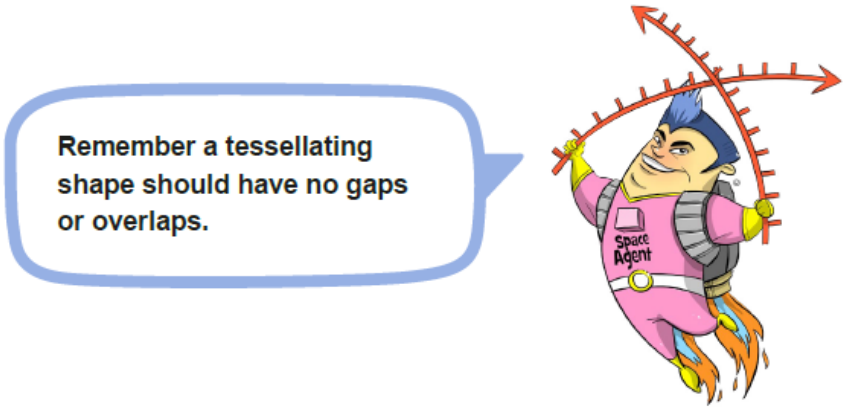
Consolidate transforming and tessellating a shape

8. Using the shapes below choose two shapes, then neatly and accurately cut out all of these two shapes. Complete the following patterns and glue them in the space below (or take a photo and send it to your teacher).

A. Rotate a shape (around a corner) anticlockwise 90 degrees, four times.

B. Reflect a shape horizontally or vertically at least four times.

9. Cut out a polygon of your choice and, in the space below, repeat a transformation of your choice to create a tessellating pattern.



Wellbeing Worksheet

My Vision Board

A vision board is a personal space to display what you want out of life and how you would like to feel. It can be created using magazine clippings, drawings, affirmations, print-outs, words and decorative items.

Create your own vision board in the space below.
Remember: It should represent what you want AND how you want to feel.

French Learning Materials

Revision of Term 1 language concepts

Match the action and verbal explanations with the most appropriate picture.

Cut out the phrases and glue below the most appropriate pictures.

When activity is completed take a  ***and*** 

to teacher.

This is how you ask someone how they are	This is how you say '*Hello*' to your friends	Means '*goodbye*' and '*see you soon*'
This is how you greet someone you don't know or don't know well	Can mean '*bye*' as well as '*hello*' or '*hi*'	This is how you would say '*good evening*' to someone
'*Hi, how are you?*' '*I am fine, thank you!*'	You only say this last thing at night	'*Good morning, how are you?*' '*I am not very well!*'

Science – Student Learning Materials

Read the following information to answer the questions below.

Mount St. Helens: Before and After

1 of 9 NEXT

Eruption of Mount St. Helens in Washington State, May 18, 1980

More than 10,000 small earthquakes preceded the eruption of Mount St. Helens before its triggering event: a magnitude 5.1 earthquake that shook loose the volcano's entire north flank. Within 10 minutes, the volcano had sent steam, water, and debris more than 12 miles above sea level in a massive eruption column that then drifted to the east.

Photo Credit: USGS/Cascades Volcano Observatory, Austin Post

VIEW VIDEO

May 18, 1980

Mount St. Helens: Before and After

BACK 2 of 9 NEXT

Before and After: Mount St. Helens

These images show the volcano just one day before its eruption, and again nearly four months after. The steep, symmetrical cone, typical of a stratovolcano, formed from the accumulation of debris from previous eruptions. In the early stages of the 1980 eruption, a lateral blast collapsed the north flank. Enough material was lost to the blast and subsequent eruption activity to trim about 400 meters (1,300 feet) of height from Mount St. Helens.

Photo Credits: USGS/Cascades Volcano Observatory, Harry Glicken

VIEW VIDEO

May 17, 1980

September 10, 1980

BACK 3 of 9 NEXT

Before and After: Obscurity Lake, 16 kilometers (10 miles) north of Mount St. Helens

This clear mountain lake, surrounded by dense forest and other vegetation, was completely transformed by the eruption. As debris from the eruption column settled, it devastated a 390-square-kilometer (150-square-mile) area. The delta in the foreground formed from ash deposited by inlet streams.

1978

1980

Photo Credits: USDA Forest Service, Mount St. Helens National Volcanic Monument

VIEW VIDEO

BACK 4 of 9 NEXT

Pyroclastic Flows

Moving as fast as 100 kilometers per hour (60 miles per hour) and heated to a temperature of 400°C (800°F), pyroclastic flows descend down slope from a crater during explosive eruptions or form when an eruption column settles. These images show one of the 17 pyroclastic flows produced during the Mount St. Helens eruption and a scientist examining blocks of cooled pumice, the primary component of the flows.

August 7, 1980

October 17, 1980

Photo credits: (Top) USGS/Cascades Volcano Observatory, Peter W. Lipman. (Bottom) USGS/ Cascades Volcano Observatory, Terry Leighley.

VIEW VIDEO

BACK 5 of 9 NEXT

Devestation: Blowdown

Taken within a week of the eruption, this image shows the slopes of Smith Creek valley, east of Mount St. Helens. Where a forest once stood - with enough timber to build 150,000 homes - only stripped and felled trees remain. A blowdown is an area of trees that has been literally blown down by the force of a volcanic blast. For scale, note the two scientists at bottom-right in the image.

September 24, 1980

Photo Credit: USGS/Cascades Volcano Observatory, Lyn Topinka

VIEW VIDEO

BACK 6 of 9 NEXT

Devestation: Lahars

When water from rain or melted snow and ice mixes with loose rock debris, volcanic mudflows, called lahars, may form. Flowing much like wet concrete, lahars move down slope at speeds of up to 130 kilometers per hour (80 miles per hour). They can uproot trees, destroy roads, and bury most everything in their paths. The mud line visible on the trees reveals just how deep the lahars from Mount St. Helens were before the mud receded.

May 31, 1980

October 23, 1980

Photo credits: (Top) USGS/Cascades Volcano Observatory, Dan Dzurisin, 1980.
(Bottom) USGS/Cascades Volcano Observatory, Lyn Topinka, 1980.

VIEW VIDEO

BACK 7 of 9 NEXT

Mount St. Helens two years later

Plumes of steam, gas, and ash, like the one pictured here, periodically rose from the volcano in the years following the 1980 eruption. These smaller eruptions built a new lava dome inside the crater. A few months after this photograph was taken, a larger, explosive eruption occurred, shattering the dome.

May 19, 1982

Photo credit: USGS/Cascades Volcano Observatory, Lyn Topinka

VIEW VIDEO

BACK 8 of 9 NEXT

Recovery and Regrowth

The eruption decimated nearly all life forms over a large area. Yet, beginning just a few months after the May 18 blast, vegetation returned to Mount St. Helens. Some plants had been preserved in snow pack. Others grew from seeds carried by wind and animals that quickly moved in from adjacent territories. Within a few years, the ridges surrounding the volcano were covered with new growth, including fireweed, pictured here.

August, 1984

Photo credit: USGS/Cascades Volcano Observatory, Lyn Topinka

VIEW VIDEO

Before and After: Satellite Sequence

This sequence of satellite images shows Mount St. Helens and its surrounding area in 1973, 1983, and 2000. While the devastation caused by ash and other debris clearly changed the forested landscape, 20 years after the eruption, much of the area surrounding the volcano had been covered by new vegetation. Recovery to 1973's old-growth conditions, however, is still more than a century away.

Photo credit: NASA/Goddard Space Flight Center Scientific Visualization Studio

VIEW VIDEO

1973

1983

2000

Volcanoes
What erupted out of Mount St Helens?
What happened with the eruption material?
How are volcanoes monitored?

Volcanoes
How can a volcano change the surface of the Earth?

Apply your knowledge of volcanoes to list:

Volcanoes
Negative impacts of volcanic eruptions
• • •
Positive impacts of volcanic eruptions
• • •