

Friday, May 15th

We are learning to:

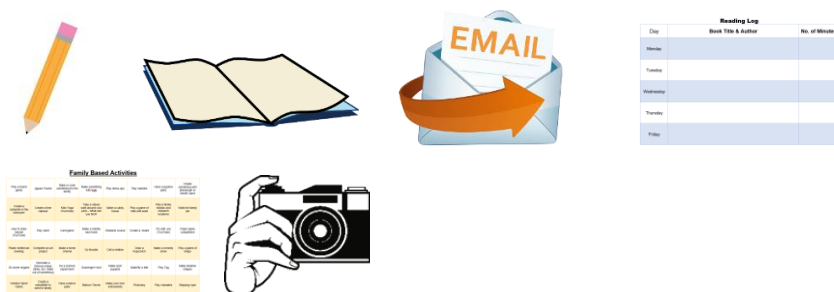
English:

- Understand the uses of objective and subjective language, appropriate to purpose and audience
- Understand how effective use of verbs, elaborated tenses and adverbs creates more descriptive language.

Mathematics:

- Use transformations to create an art piece.

What you will need today



Wellbeing Tip of the Day

You should be getting 30 minutes of exercise every day to stay fit and healthy.





Mrs Paula's Riddle of the Day

What do spiders study at art school?

Yesterday's Answer: What is so delicate you can break it just by saying its name?

Silence

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 – Writing Task Over this week we have explored objective language, subjective language, evaluative language and emotive language. Please write three paragraphs about how Covid-19 is effecting your life at the moment using these language features. Please send this to your teacher.
10 minutes	Fruit Break
50 minutes	English – Spelling, Reading and Comprehension Choose 1 activity from the Spelling & Homework Ideas sheet to complete for 15 minutes. Please print or copy your words somewhere safe, as you will need them every day this week! 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 Mathematic Student Learning Materials. Read through the information provided and answer the questions as necessary.
30 minutes	Wellbeing Complete the wellbeing sheet below. Reflection Complete the weekly reflection sheet below. Please send this to your teacher. Music Mrs Gibson's email: agibs93@eq.edu.au Refer to the 'Music Learning Grid' for details.
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

Topic: Exploration of language features in texts

Analysing language features of a personal letter

Today you will:

- ► understand the uses of objective and subjective language, appropriate to purpose and audience
- ► understand how effective use of verbs, elaborated tenses and adverbs creates more descriptive language.

Key terms: adverbs and adverb groups/phrases, aftermath, armoire, besotted, comprehend, despondently, historical context, history, language features, mood, nouns and noun groups/phrases, objective language, point of view, social context, subjective language, tense, verbs and verb groups, vocabulary, writer's style

Identify historical and social context

Vocabulary can give you a sense of time and place (**historical context**). Some of the vocabulary in the letter gives you clues about when. **For example**, 'meat safe' refers to the place people kept their meat before electricity. The meat safe was a metal box with tiny holes all around it, which allowed the air to pass through to keep meat fresh and away from insects. A wet cloth draped over it cooled the air even more.

Social context refers to the situation in which the text was written, who the author and characters are and the relationships and interactions between them.

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 Hills'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

Review **Sheet 10** again to answer the following questions.

- a. You know when the letter was written because it has a date at the top. What other example in the letter is linked to a specific date?

- b. There is another event mentioned in the letter, which actually happened in 1954. Name this event.

- c. How does the reference to the ice box suggest this letter was written in the past?

Complete the table below by placing a tick to show the experiences that you are familiar with.

Have you ...	Your life experience
seen a member of the royal family?	<input type="checkbox"/>
been impressed with a new home-help device?	<input type="checkbox"/>
debated and discussed a new trend in fashion?	<input type="checkbox"/>
given a talk to your class about your family background?	<input type="checkbox"/>

Explore language choices

One way a writer achieves a particular tone in a personal letter is by using subjective or objective language.

Objective language is free from bias or personal opinion. It can be proved by using facts and figures. For example, the sentence: 'The playground has equipment', uses objective language. It can be proved that there is equipment in the playground.

Objective language does not convey the author's opinion. It uses facts to give the reader unbiased information.

Subjective language is personal or biased language. It cannot be proved using facts and figures. For example, the sentence: 'The playground has exciting equipment', uses subjective language. Not everyone might agree that the equipment is exciting.

Subjective language helps the reader understand the author's point of view because it expresses feelings and opinions.

7. Complete the table below by writing 'subjective' or 'objective' beside each of the sentences/phrases from **Sheet 10**.

Sentence/phrase	Type
I saw Joan and Peter off at the bus stop this morning.	<input type="text"/>
Joan loves it here in Australia ...	<input type="text"/>

Sentence/phrase	Type
It has little compartments for different things.	
There is no greater luxury than a refrigerator ...	
He's excited, rather to the extreme ...	

There are other strategies a writer uses in a personal letter to influence their reader.

Mood — Writers might want their readers to share their feelings. Val uses various devices to convey a certain mood in the letter. These include using exclamation marks and rhetorical questions. A rhetorical question is a question to which no answer is expected.

Which one of the following words best describes the mood Val achieves by using exclamation marks and rhetorical questions?

sadness, despair, wonder, fear, anger

Setting — The information at the top of the letter tells us it is set in Queensland in 1953. The letter gives us the impression that this is a very interesting time with new and different things happening and a particularly special event.

Choose a phrase from the letter that illustrates how interesting it is for Val to be in Australia at this time.

Point of view — Personal letters are written in first person and provide the point of view of the writer.

10. Choose one example of first-person voice from the letter that conveys Val's feelings about something.

Writer's style — The way in which the writer selects vocabulary and language features can convey something about their personality and develop a relationship with the audience. It is also influenced by the purpose of the text.

11. Which one of the following descriptions best conveys the style of writing reflected in the letter?

warm and friendly, cold and heartless, sad and lonely, calm and unemotional



Remember that verbs, elaborated tenses and adverbs also help to make a personal letter more expressive.

12. Imagine you are Hilary and you have decided to write a return letter to Val. You want to tell Val about something new and interesting that you have experienced. Write one paragraph that could be included in this letter. Ensure you use a combination of tenses, verbs/verb groups, adverbs/adverb groups and noun groups to provide description and to create mood.

Making Predictions

Going on Holidays

The day had finally arrived... school had ended and the holidays had begun!

I was filled with great excitement. Tomorrow my family and I were heading off on our annual holiday.

I took out my big green and blue suitcase from the bottom of my wardrobe, threw it onto my bed and quickly unzipped it. An old musty smell burst out of the bag, so I drowned it with some of my mother's best perfume.

Inside were the remains of who knows what from the bottom of my old boots and an old lift pass. After making my suitcase nice and clean again, I started gathering all the things I would need for my holiday.

I slowly loaded my suitcase with warm clothes. I packed my beanie and gloves, along with the long stripy scarf Nan knitted me. I couldn't wait to try the sleek new goggles my friend Sam leant me, I hoped that they would make me go faster!

Lastly, I packed some pocket money so I could buy a delicious hot chocolate at the end of my fun days.



Comprehension Task

✓ Teach Starter.com

Making Predictions

Going on Holidays

1. Predict where the person might be going on holidays.

Why do you think this?

2. Who might the main character be?

Why do you think this?

3. *An old musty smell burst out of the bag.*

Predict what caused the smell. Why do you think this?

4. Do you think the main character will go on the same holiday again next year?

Explain a reason for your prediction.

CRAZY CREATIVE CHALLENGE

You are stranded on a deserted Island.

Write and/or draw a list of ten items that you wish you had packed and taken with you.

Comprehension Task

✓ Teach Starter.com

Mathematics Student Learning Materials

Topic: Location and transformation

Applying a combination of transformations 2

Today you will:

►► use transformations to create an art piece.

Resources

Find and prepare

Sheet 28 — Art squares

Sheet 29 — Tessellation masterpiece (Send-in)

Scissors

Glue

A4 or A3 piece of paper or card

Felt pens or Crayons.

Create a tessellating shape of your own that could be used to create an art piece.

- Use **Sheet 28 — Art squares** to create a new shape. The shape should have two transformations.
- Look at your new shape and imagine what it looks like.
- Add the features to turn your new shape into a creation, just like the artists did in the examples.
- Start tessellating and create your art piece on **Sheet 29 — Tessellation masterpiece** or your own backing paper.
- Send the completed sheet to your teacher or share your completed piece as directed.



Hot tip

This art piece can be created by making multiple shapes and gluing the tessellating pattern onto a piece of paper or card OR the art piece can be created by tracing the one new shape on to a card and adding the features after (as seen in the example below).



Wow, what an interesting way to end our work on transformations. I think others will be very excited to see your art piece, so don't forget to show them.

Multiple Intelligences



Music smart (musical)


loves to sing, rap, hum etc.


plays an instrument


can create music or be a DJ


has a passion for music


can memorise songs

Self smart (intrapersonal)


feels connected to self


understands own feelings


good at following gut instincts


sets goals and is self-motivated


knows own strengths and limitations

Picture smart (visual-spatial)


good sense of direction


remembers details of what has been seen


can draw or colour in well


good with space and distance


can visualise designs

Nature smart (naturalist)


cares for animals


loves being outdoors


collects bugs, leaves or rocks


enjoys gardening


concerned about pollution levels

People smart (interpersonal)


shows empathy


good at sharing


natural leader


enjoys collaborating


good at interacting

Number/Reasoning smart (logical-mathematical)


good at maths


can code


can solve problems


enjoys experiments


interested in gaming

Word smart (linguistic)


likes to read


enjoys writing


good at spelling


listens to others well


remembers facts easily

Body smart (bodily-kinesthetic)


enjoys building or making things



good hand-eye coordination


passionate dancer


good at acting


talented at sport

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>