

Monday, May 11th

We are learning to:

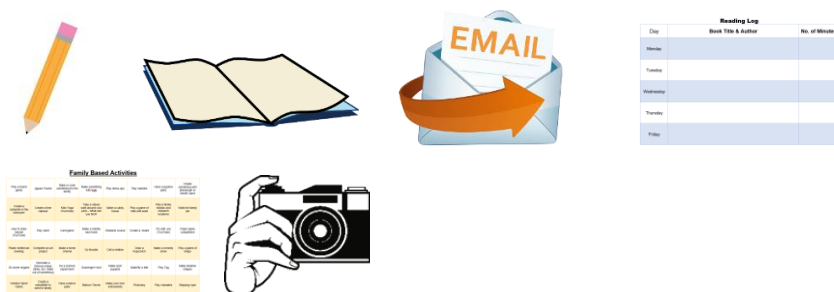
English:

- Understand how verb, tense and adverb choice expands and sharpens ideas
- Understand how vocabulary choices can express shades of meaning, feeling and opinion

Mathematics:

- Apply, identify and describe a combination of transformations.

What you will need today



Wellbeing Tip of the Day

Eating 2 serves of fruit and 5 serves of veggies everyday will help you stay fit and healthy!






Mrs Paula's Riddle of the Day

What inventions lets you look right through a wall?

Friday's Answer: Imagine you're in a room that is filling with water. There are no windows or doors. How do you get out?
Stop Imagining!

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 Write a paragraph to a new student, explaining what our school is like, using objective language. Remember objective language are just facts (things that can be proven). E.g. The tuckshop is next to the multi-covered area E.g. There are 4 year 6 teachers.
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 activity below. Bounce Back Read through the 'Social Biodiversity' sheet and complete the task.
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 – Student Learning Materials 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.

English Student Learning Materials

Examination of personal letters & Responding to a personal letter

Today you will:

understand how verb, tense and adverb choice expands and sharpens ideas
understand how vocabulary choices can express shades of meaning, feeling and opinion.

Resources: Find and prepare Sheet 8 — Letter from Mrs Ellsmore to Matilda (from Lesson 9)

Key terms : adverbs and adverb groups/phrases, emphasis, formal language, garments, historical context, informal language, language features, modality, mood, objective language, point of view, repetition, social distance, subjective language, verbs and verb groups, vocabulary, writer's style

Review language features of a personal letter



Writers of personal letters must consider their use of appropriate:

- subjective and objective language
- verb tenses
- formality.

Writers make their letters more interesting and expressive by using:

- descriptive verbs and adverbs
- descriptive and specific vocabulary
- language strategies such as mood, setting, point of view, writer's style, modality, emphasis and repetition.

Read and discuss a personal letter

Personal letters use various language features to make the letter more expressive. One of these features is the use of the first-person voice. First person uses personal pronouns such as 'I' and 'my'.

1. Answer the following questions using **Sheet 8 — 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 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

Source: French, Jackie 2010, *A Wait for Matilda*, Harper Collins, pp. 181–182. Used with permission from Harper Collins

Read and discuss a personal letter

Personal letters use various language features to make the letter more expressive. One of these features is the use of the first-person voice. First person uses personal pronouns such as 'I' and 'my'.

Answer the following questions using **Sheet 8 — Letter from Mrs Ellsmore to Matilda**. a. Find one example of first-person voice from the letter.

1a. Find one example of first-person voice from the letter.

Another feature of a personal letter is the use of different verb tenses.

Remember

Elaborated tenses are precise variations of verb tense.

Verb tense is about time and lets the reader know when an action happens. Here are examples of past tense, present tense and future tense verbs from the letter:

past tense verb — You mentioned ...

present tense verb — Please, now, accept my deepest ...

future tense verb — I hope you will excuse ...

b. In the table below, identify the correct tense of the verbs used in the letter.

Example	Tense
I and your aunt's friends will make sure you ...	
Miss Hills's death was a loss to many ...	
I wish you every success ...	

Language is used to convey ideas about historical contexts, people, relationships, issues and events.

Many words in the letter convey a sense of time and place. For example, in the second last paragraph, Mrs Ellsmore refers to 'women of all classes'. Today, we do not describe people as belonging to different classes.

c. In the last paragraph of the letter, find the word that was used to describe clothes at the time the text was written.

Verbs and adverbs help to sharpen and expand ideas. In the letter, the verb 'enlivened' in the first paragraph helps us understand that Mrs Ellsmore enjoyed hearing stories about Matilda.

d. Which of the following excerpts from the letter best illustrates that Mrs Ellsmore thinks men are better off than women? Place a tick in the correct box.


- ☐ we worked together gathering signatures
- ☐ their husbands have enjoyed for decades
- ☐ it is indeed a lot to bear
- ☐ your workmen may find useful

Remember that adjectives can also help to sharpen and expand ideas.

Writers will often use modality, emphasis and repetition to influence the reader.

Modality indicates the level of certainty the writer has about what she is saying or the degree to which she is sure about her statements, while emphasis and repetition suggest the level of importance of the topic. Examples of modality in the letter: • 'I gather my half-brother is not impressed ...' This could be modified to change the modality, 'My half-brother is definitely not impressed.' • '... my brother says he believes your mother's maiden name was ...' This could be modified to change the modality '... my brother says your mother's name was ...'

Repetition can also influence the reader. One example of repetition in the letter from Mrs Ellsmore is the use of the word 'please', which reinforces her politeness and her desire to reassure Matilda. The word 'certainly' is repeated, which also highlights her degree of confidence in her comments.



The language we use in a letter is often shaped by the social distance between the writer and the receiver. The closer the relationship between writer and receiver, the less formal the letter will be.

Week 4 Spelling Words

Prefixes – ‘mono’, ‘semi’ and ‘cent’

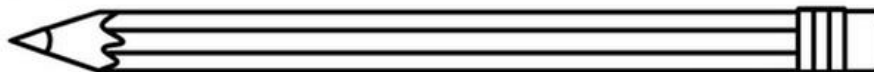
Prefixes – ‘milli’, ‘pent’ and ‘octo’

1. monochrome
2. monotone
3. monorail
4. monopoly
5. semiprofessional
6. semiprecious
7. semidetached
8. semicircle
9. centipede
10. centimetre
11. million
12. millionaire
13. millimetre
14. millipede
15. pentagon
16. pentagram
17. pentathlon
18. octopus
19. October
20. octagon

Spelling

Homework Ideas

- **ABC order:** Write your words in alphabetical order.
- **Word Sort:** Sort your words by vowel sounds, patterns, syllables, etc.
- **Repetition:** Write your words 3 times each
- **Sentences:** Write a sentence for each spelling word.
- **Word Art:** Draw a picture and write your words in the picture.
- **Story time:** Write a short story using all your words.
- **Creative Letters:** Write your words by cutting out letters in an old newspaper or magazine and glue them on a paper.
- **Pyramid:** Write your words adding or subtracting one letter at a time. The result will be a pyramid shape of words.
- **Good Clean Words:** Write your words in shaving cream on a counter or some other surface that can be cleaned safely.
- **Handwriting:** Write each word 3 times in your best handwriting.
- **Cheer your words:** Pretend you are a cheerleader and call out your words!
- **Sound Words:** Use a tape recorder and record your words and their spelling. Then listen to your tape, checking to see that you spelled all the words correctly.
- **Choo-Choo Words:** Write the entire list end-to-end as one long word, using different colors of crayon or ink for different words.
- **Flashwriting:** In a darkened room, use a flashlight to draw letters in the air.
- **Timer:** Get a timer. Set it for 3 minutes. See how many times you can write your words before the timer goes off.
- **Scramble:** Have a parent scramble your spelling words. You unscramble them.
- **Chalk:** Write your words outside using sidewalk chalk.
- **Letters:** Write each word as many times as there are letters in the word.
- **Out loud:** Spell your words out loud 2 times to a brother or sister, mom or dad.
- **Trace Around:** Print your spelling words neatly. Take a colored pen and draw an outline around the word, closely following the shapes of the letters. Close your eyes and remember the shape.
- **Colorful Words:** Use two different color pens to write your spelling words. Use one color to write the consonants and the other for the vowels.
- **Military spelling:** Do jumping jacks, as you clap say a letter to spell your words.
- **Finger Tracing:** Use your finger to spell out each of your words one letter at a time on your Mom or Dad's back. Then it's YOUR turn to feel and spell. Try to guess the word.
- **Practice Test:** Have an adult give you a practice test.
- **Scratch n' Sniff:** Write letters with glue on paper, and then sprinkle with Jell-O. Makes a super scratch n' Sniff when tracing over the letters.
- **Computer Words:** Have your child type their spelling words ten times each on the computer. Use different colors and fonts and print it out!
- **Words-in-words:** Write your word and then write at least 2 words made from each.
- **Snap and Spell:** Snap on each letter, clap when you say the word at the end.
- **Create an activity:** Can you think of a fun way to do your spelling activities? Try it out.



Recognise Cause and Effect

Bruno's Big Adventure

It was just an ordinary Thursday. All of the Williams family had gone to school or to work. Bruno the dog was once again left on the back porch to watch the clouds pass by.

As Bruno lay looking up at the clouds, a big gust of wind blew over. Bruno went into the yard to investigate. To his amazement, the side gate had flung open!

"I know I'm not meant to go out there," Bruno thought to himself. "But if I just have a little wander and not go too far from the house, I can be back before anyone knows that I'm gone!"

Bruno remembered his way to the park. When he got there, another dog was rolling around in the leaves. "That looks like fun!" Bruno thought to himself, so he joined in with the other dog.

Bruno was having so much fun in the park with his new friend that he had forgotten to go back home. It wasn't until he saw his owner in the park, holding his lead, that he knew he was in trouble!



Comprehension Task

Teach Starter.com

Recognise Cause and Effect

Bruno's Big Adventure

1. All of the Williams family had gone out, so
 - a) Bruno was left on the back porch.
 - b) Bruno opened the gate.
 - c) Bruno went to sleep.
2. What caused the gate to open?
3. The gate was open, so
 - a) Bruno watched the clouds.
 - b) Bruno closed the gate.
 - c) Bruno went to the park.
4. Why was did Bruno's owner go to the park?

CRAZY CREATIVE CHALLENGE

Use a comic strip to write the end of Bruno's Big Adventure.

- 🕒 What will happen to Bruno?
- 🕒 How many boxes will you use?

Comprehension Task

Teach Starter.com

Mathematics Student Learning Materials

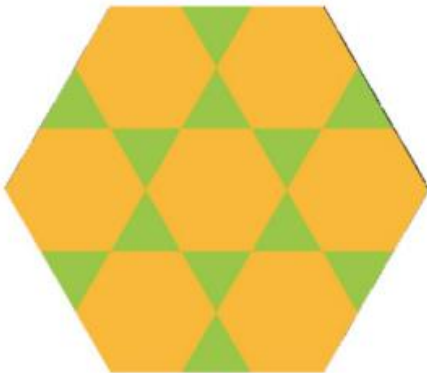
Topic: Location and transformation
Applying a combination of transformations 1
Today you will:

►► apply, identify and describe a combination of transformations.

Resources
Find and prepare
Sheet 23 — Do my new shapes tessellate?
Shapes created in previous lesson
Scissors
Sticky tape (adhesive)



1. Look at the following pattern.



a. What shapes can you see in the pattern?
_____ and _____.

b. Does this combination of shapes tessellate? Explain your answer.

c. Describe one of the transformations creating the pattern.
(What is happening to the triangles?)

d. Describe your next step. If you were to continue or expand the pattern.
What would you do next?

2. Prepare the shapes you created in the last lesson.

In the previous lesson, you created new shapes by applying translations, reflections and rotations to a square.
You will now investigate to see if your new shapes tessellate.
A shape tessellates if it covers a flat surface (plane) in a repeating pattern with no gaps or overlaps.



A tessellating shape can be created by translating or rotating the original shape.



A reflected shape may not tessellate.



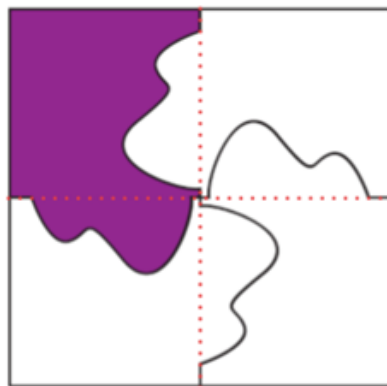
A tessellated shape will repeat a transformation with no gaps or overlapping.

Do my new shapes tessellate?

Instructions:

1. Test to see if the shapes you made in the previous lesson tessellate by tracing around the shapes on the pages that follow.
2. Tick 'yes' or 'no' to indicate whether the new shape tessellates or not.

For example, choose the shape you made by rotating:



Does the shape tessellate?

☒ Yes

☐ No

New shape 1: Choose the shape you made by **translating**.

Remember, the image above is an example, you need to create your own in the space below.

Does the shape tessellate?

☐ Yes

☐ No

New shape 2: Choose the shape you made by **reflecting**.

Does the shape tessellate?

☐ Yes

☐ No

New shape 3: Choose the shape you made by **rotating**.

Does the shape tessellate?

☐ Yes

☐ No



Write a statement in the space below. Include a comment on if you were correct or not, and why.

Strengths and Limitations



Each and every one of us has personal strengths and limitations. It is very important that you are able to acknowledge your strengths and limitations, as they form part of your identity.

List your personal strengths and limitations in the columns below.

My Strengths 	My Limitations 
e.g. I am open-minded.	e.g. I am forgetful.

Choose one of your limitations and explain why you feel this way.

What can you do to change your limitations into strengths?



Social Biodiversity

Name: _____

'Diversity' is a term that means 'variety'. Diversity is a very important element in terms of both the environment and society.

Biodiversity

Biodiversity stresses the importance of every living organism in the overall make-up of our planet. It means that every creature makes a unique contribution to the world. The absence of any one organism would upset the careful balance of the environment.

For instance, have you ever wondered why the world needs ants? They seem to be more of a pest than anything else. But ants are very important to our environment. They are a source of food to other species such as birds and lizards. They also distribute the seeds of numerous plants to safe areas where they can grow. If ants became extinct, plant life would be affected and birds and lizards would need to find another source of food. As a result, the environment would become unbalanced.

Cultural diversity

Similarly, think about Australian society as you know it. Now imagine if you removed all the people who weren't born in this country. Then, take away all the aspects of our society that come from other countries. Gone are all the art and music from other cultures. No more Chinese takeaway or pizza (Italy) for dinner. No more Harry Potter books (England) or Pokemon movies (Japan), and you can forget about McDonald's (United States). Pretty boring, isn't it?

Australia's culture is based on the combination of cultures from all over the world. Statistics collected in 2008 suggest that over 25 per cent of Australia's population were born overseas. Our country has a reputation for being one of the most culturally diverse nations in the world.

So, the success of our society isn't based on one particular culture. Rather, it is based on the combination of many cultures. If we lose just one of these cultures, Australia's culture becomes less diverse and less sophisticated.

1. In what ways is your school 'culturally diverse'?
2. List two ways in which cultural diversity has positive effects in your school.

What are Earthquakes?

Read the passage about earthquakes, then answer the questions below.

An earthquake is a sudden shaking or movement of the Earth's crust. Earthquakes occur when the moving tectonic plates that make up the Earth's surface move apart, bump into each other, or slide under each other. This movement tears apart the surface of the Earth, or crunches it up. Usually, this results in some minor shaking for a few seconds, and nothing very serious happens. However, there are occasions when these plate movements cause major shaking, and the resulting earthquake can have very serious consequences.

When two tectonic plates suddenly move or collide, seismic waves (vibrations which carry energy) move outwards from that point. This original point where the earthquake began is called the focus. Since the focus is usually deep below the surface of the Earth, the location of the earthquake is often referred to as the point on the Earth's surface directly above the focus. This point is called the epicentre.

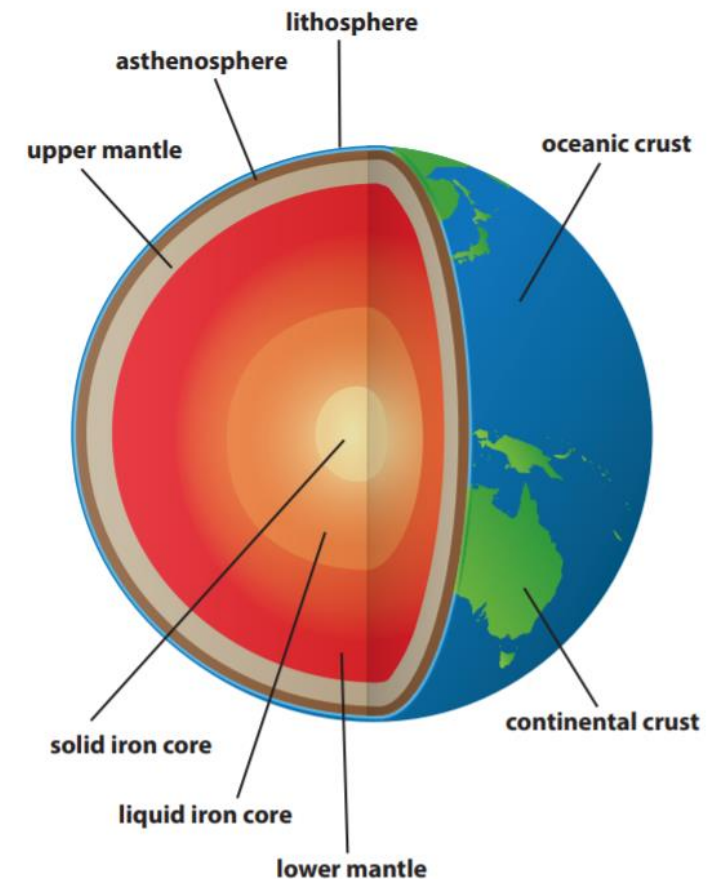
Sometimes, there are smaller shocks that occur before (foreshock) and after (aftershock) a main earthquake. Sometimes foreshocks are so big that scientists are unsure if it is the actual earthquake. Foreshocks and aftershocks can occur for days, weeks and even months before and after a main earthquake.

So how can the magnitude of an earthquake be measured? Geologists use an instrument called a seismograph to measure the strength of the seismic waves created by an earthquake. This then enables the size of the earthquake to be measured using the Richter scale. The Richter scale rates earthquakes on a scale ranging from 0 to 9. An earthquake rated 1 on the Richter scale might hardly be felt on the Earth's surface; but an earthquake rated 2 is ten times as strong as an earthquake rated 1; and an earthquake rated 3 is ten times as strong as an earthquake rated 2 (and so on). It is likely that most people will feel an earthquake with a rating of 5. In

an earthquake with a rating of 8, many buildings will fall down and people's lives will be at serious risk.

Scientists have not yet discovered a way of predicting exactly when and where an earthquake will occur. However, they do know that earthquakes occur along fault lines and we know where these fault lines are. People who live in earthquake-prone areas must be well-educated about earthquakes. They must be prepared, learn how to stay safe and know how to respond quickly when they occur.

Layers of the Earth



Please complete the questions below in relation to Earthquakes

- 1) When do earthquakes occur?
- 2) Why is the location of an earthquake usually referred to as the epicentre?
- 3) How are seismographs useful in measuring the magnitude of an earthquake?
- 4) Can scientists predict when and where an earthquake will occur?
Why/why not?
- 5) Decide whether the following statements are true or false.
 - a) Tectonic plates bumping into each other can cause an earthquake. True / False
 - b) The original point where an earthquake began is called the collision point. True / False
 - c) Foreshocks are only ever very small. True / False
 - d) An earthquake rated 8 on the Richter scale is life-threatening. True / False
 - e) Scientists are aware of where fault lines exist around the world. True / False