

Thursday, May 14<sup>th</sup>

We are learning to:

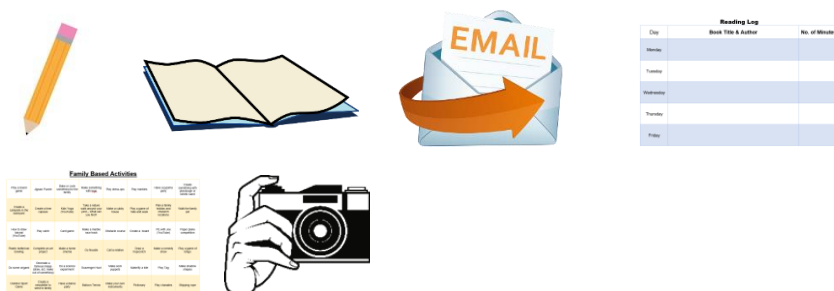
English:

- 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 2 transformations to create an image.
- Add features to image to create an art piece.

What you will need today



Wellbeing Tip of the Day

Be sure to laugh everyday! Laughing reduces stress hormones






Mrs Paula's Riddle of the Day

What is so delicate that saying its name breaks it?

Yesterday's Answer: What two keys are unable to open a door?

A monkey and donkey!

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

|   |  |
|---|--|
| 40 minutes  | <b>English – Student Learning Materials</b><br>See below the English Student Learning Materials. Read through the information provided and answer the questions as necessary.  |
| 30 mins<br>      | <b>English – Writing Task</b><br>See below the materials for writing a paragraph using emotive language.   |
| 10 minutes  | <b>Fruit Break</b>   |
| 50 minutes  | <b>English – Spelling, Reading and Comprehension</b><br>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!<br><br>Complete the comprehension worksheet – 15 minutes<br><br>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. |
| <b>Morning Tea</b>  |  |
| 1 hour  | <b>Mathematics – Student Learning Materials</b><br>See below the Mathematic Student Learning Materials. Read through the information provided and answer the questions as necessary.   |
| 30 minutes  | <b>Wellbeing</b><br>Complete the wellbeing activity below.<br><br><b>Physical Education</b><br>Choose and complete 5 different exercises off the 'Fitness Fun Activity' matrix and then repeat that exercise 4 times.<br>If assistance is required please email Michael Burke <a href="mailto:mmbur0@eq.edu.au">mmbur0@eq.edu.au</a>   |
| <b>Lunch</b>  |  |
| 5 minutes<br>  | <b>What Went Well</b><br>Take a photo of something that you enjoyed doing today. Send this in an email to your teacher   |
| 30 minutes<br> | <b>Health – Student Learning Materials</b><br>See below the Science Student Learning Materials. Read through the information provided and answer the questions as necessary.<br><br>All the work you complete for health, needs to be sent to <b>Ms McCrystal</b><br>Ms McCrystal's Email: <a href="mailto:exmcc9@eq.edu.au">exmcc9@eq.edu.au</a>  |
| 30 minutes  | <b>Family Based Activity</b><br>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

- 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

Welcome to your next lesson on personal letters. You have investigated the features of one personal letter set in the 1890s and identified the language features of this letter. You will now listen to and read a letter set in a different historical period, the mid-1900s.



This letter is from a person who has moved from England to Australia, and now lives in Queensland. She is writing to her friend in England.

## Letter from Val

10

Valerie Pendlebury

Coolaburra Downs, Queensland

November 18th, 1953

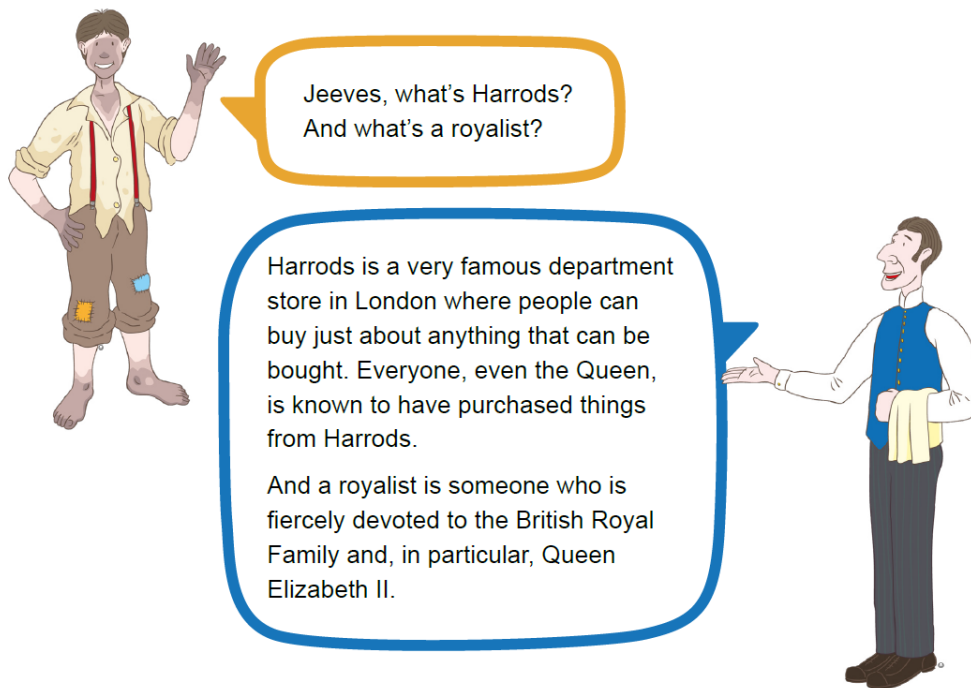
Dear Hilary,

1. How are you? The rain is falling softly outside as I write this letter. It reminds me of London. I'm sitting a little
2. despondently at my kitchen table, looking out onto my beautiful rose garden; it really needs the rain and we
3. haven't had any in such a long time. How very English it feels to be here right now.
4. I saw Joan and Peter off at the bus stop this morning, and, as usual, they waved vigorously until the bus
5. rumbled out of sight. Joan loves it here in Australia, and I'm fairly sure Pete does too.
6. I do occasionally become so very homesick for London, but I don't think the rest of the family feels the same!
7. I miss my old neighbourhood: shopping at Harrods, visiting the Victoria and Albert Museum — those double-
8. deckers, so astoundingly red — and of course you, Hilary. Bill absolutely will not consider moving back
9. home. He's determined to make a go of this dairy farm, but it really is such hard work. We did eventually
10. need a new start after that ghastly war though, I suppose. The aftermath of all that dreadful destruction
11. seemed to go on for years. But did you ever imagine I should become a farmer's wife?
12. Our Prime Minister here, Mr Robert Menzies, is a staunch royalist. He's excited, rather to the extreme I must
13. say, of the Queen's upcoming visit. Some people from our little village are travelling to Brisbane in hopes of
14. catching a glimpse of her when she arrives in Brisbane.
15. Joan gave a talk to her class last week. She spoke very well about her old life in England and the children all
16. listened very intently, so she tells me. Can you believe her school only has one classroom? Dear Hilary, it
17. truly is Australia! Joan tells me they see kangaroos hopping about at lunch time as they sit under
18. a truly marvellous old fig tree.
19. Well, I'd better get a move on. There are cows to milk and potatoes to peel — and my cup of tea's gone stony
20. cold. I'm cooking a lovely lamb roast for dinner. Did I mention my gleaming new refrigerator in my last letter?
21. Bill bought it during his last visit to Brisbane. I'm the first person in the town to have one and I'm absolutely
22. besotted with it! I can tell you Hilary, there is no greater luxury than a refrigerator in this sweltering
23. Queensland heat! I no longer need to keep my meat in the meat safe and our milk and cheese in the ice box.
24. It actually has little compartments for different things like butter and vegetables. He also bought me a lovely
25. bolt of pink and green floral fabric from the Brisbane haberdashery. I intend to make some stylish new frocks
26. in the latest fashions from the Vogue and McCall's sewing patterns I've kept in my armoire (just as soon as
27. Bill fixes the pedal on my ancient sewing machine).
28. Oh, here come Joan and Pete now, walking down the drive (or rather, in Pete's case, happily skipping.)
29. Do write back soon. I'll be waiting eagerly by the letter box every day.

30.  
31.

Your dearest chum,

Val



**Read the Letter from Val (sheet 10) and answer these questions.**

- Where did Val originally come from before she moved to Australia?
- Who was the prime minister of Australia in 1953?
- What new device has Val's husband, Bill, bought for her?
- What are Val's two children called?
- What is unusual for Val about the local school?
- How often is mail delivered to Val's home?
- What particular skills does Val have?
- Is Val happy about the life her children are experiencing?

## English Writing Task

Emotive language - Emotive language is used to make the reader feel certain emotions, such as sadness, excitement or happiness.

1. Underline the emotive language in these sentences and write the emotion you feel next to the sentence. For example,

- Think of the poor defenceless animals that are **suffering** because of our rubbish. **Emotion felt - sad.**
- The puppy pounced and jumped joyfully when a lady took him home from the pound.
- Think about the exhausted children who must suffer through the horrible task of homework.
- We must not allow children's precious skin to be ruined because they are not wearing a hat.

2. Write two paragraphs, adding in some emotive words to describe how you feel about online learning. Send this to your teacher.

## Find the Main Idea

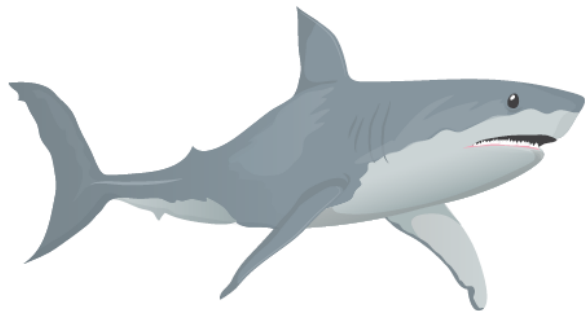
## Sharks – The Leaders of the Ocean

There are around 400 different types of sharks in the world. Sharks are the top predators of the ocean's natural food chain.

Sharks have incredibly sharp teeth and they never run out of them. If a shark loses a tooth, another moves forward from within the shark's jaw (where it neatly keeps a supply of replacement teeth). This way, it is almost impossible for a shark to end up without a full set of teeth. A shark may grow and use over 20 000 teeth in its lifetime.

Sharks have super senses. Two-thirds of a shark's brain is dedicated to its most powerful sense – smell. They have a mirror-like layer on their eyes, allowing them to see better in the water. Sharks are also able to feel vibrations in the water, using a line of canals that go from its head to its tail. These canals are filled with water and contain sensory cells with hairs growing out of them.

On average, a shark's lifespan is 20-30 years in the wild.



## Comprehension Task

## Find the Main Idea

## Sharks – The Leaders of the Ocean

1. What is the main idea of this text?
2. What are three details that support the main idea?
3. Carefully read the text.

Underline any words which are repeated, or seem important. Write them down.

4. Another good title for this text could be
  - a) Small Sharks.
  - b) I Love Sharks.
  - c) Facts about Sharks.
  - d) My Pet Shark.

### CRAZY CREATIVE CHALLENGE

Draw and label a picture of a shark in its habitat.

## Comprehension Task

# 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 26 — My tessellation: Part B (from Lesson 22)

Sheet 27 — Tessellation art

Sheet 28 — Art squares

Sheet 29 — Tessellation masterpiece (Send-in)

Scissors

Glue

A4 or A3 piece of paper or card

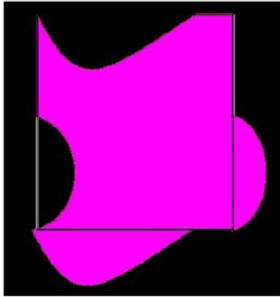
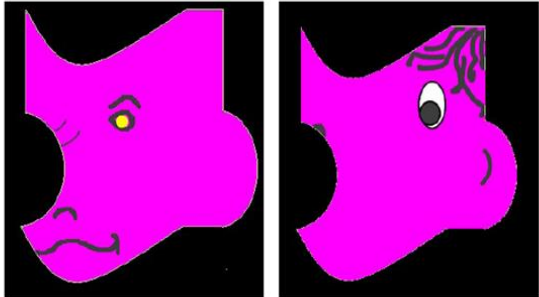
Felt pens (or crayons)



## Creating a transformation pattern

In today's lesson, you will create a tessellating art piece from a transformed shape. This will be your **send-in task**. Let's explore how to create a tessellating art piece.



Look at the following transformed shapes. Try and imagine what plant, animal, object or character the new shape looks like. In the second column of the table, draw features on the shape to make it look like what you imagined.

| Tessellating shape   | What image could be  |
|--|--|
| Example: This is the new tessellated shape.<br> | The shape could be the face of a person or an animal.<br> |

| Tessellating shape  | What image could be |
|---|---------------------|
|   |                     |
|  |                     |



View **Sheet 27 (attached in colour)**— Tessellation art. This sheet has three examples of how a transformed image tessellation can be transformed into an art piece. These are examples of what you are to create in this lesson. a. Note the features the artist has added to the shapes to make them characters or animals.

b. Note the number of tessellations (new shapes) in each piece.

5. Explore websites for tessellation art or artists for more ideas.

*The following example is attached in colour to this document.*

Let's look at this piece of tessellating art.

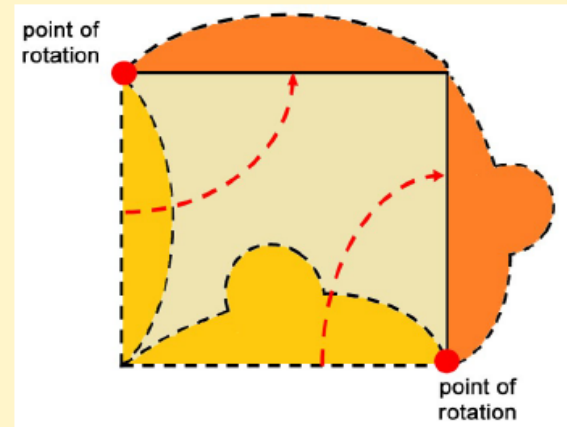


Looks great, doesn't it?

This art piece was created in three steps.

Firstly, two pieces were cut from a square.

The pieces were transformed as seen in the image below. You are required to create an art piece with a new shape consisting of two transformations.



Secondly, the artist imagined what the new shape looked like. They saw a pirate's face.

The artist then added features to the shape so everyone else could see the pirate as well. The artist has added a bandana, earring, beard and facial features to create the pirate.



Lastly, the artist created many pirate faces by tessellating the new shape.

# The Last Time I...

Draw or describe the following:

The last time I laughed really hard.

The last time I felt really happy.

The last time I enjoyed the outdoors.


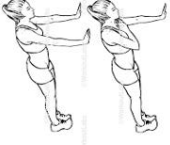











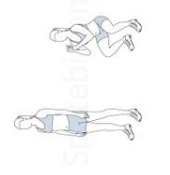

The last time I ate my favourite food.

The last time I felt proud of myself.

The last time I helped someone.

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|   |   |   |
|---|---|---|
| <p>Jumping Jacks x 10</p>        | <p>Shoulder taps x 10</p>  | <p>Rolling side plank x 10</p>             |
| <p>Lunges x 5 per leg</p>        | <p>Burpees x 5</p>         | <p>Jogging on the spot for 30 seconds</p>  |
| <p>Sit ups x 10</p>              | <p>Plank Get ups x 10</p>  | <p>Plank hold for 30 seconds</p>           |
| <p>Mountain Climbers x 10</p>  | <p>Tuck Jumps x 5</p>    | <p>Punches for 30 seconds</p>            |
| <p>Push ups x 5</p>            | <p>Squats x 10</p>       | <p>Lying leg raises x 10</p>             |

# Health Student Learning Materials

## Physical activity alphabet task.

There are many different physical activities that can take place in the community.

Look at the following alphabet table and place a tick next to the activities **you have experienced**. Share your experiences with your teacher at the end of the day.

Some of the physical activities come from an Aboriginal peoples' and Torres Strait Islander peoples' culture, or an Asian culture. Circle those activities you think come from an Aboriginal peoples' and Torres Strait Islander peoples' culture, or an Asian culture.

|                            |                          |
|----------------------------|--------------------------|
| <b>A</b> – aerobics        | <b>N</b> – netball       |
| <b>B</b> – bushwalking     | <b>O</b> – orienteering  |
| <b>C</b> – canoeing        | <b>P</b> – Pilates       |
| <b>D</b> – dabi            | <b>Q</b> – quoits        |
| <b>E</b> – edor            | <b>R</b> – running       |
| <b>F</b> – football        | <b>S</b> – swimming      |
| <b>G</b> – gardening       | <b>T</b> – tai chi       |
| <b>H</b> – hula hooping    | <b>U</b> – ultimate disc |
| <b>I</b> – inline skating  | <b>V</b> – volleyball    |
| <b>J</b> – judo            | <b>W</b> – wana wana     |
| <b>K</b> – keentan         | <b>X</b> – X Games (BMX) |
| <b>L</b> – lompat tali     | <b>Y</b> – yoga          |
| <b>M</b> – mountain biking | <b>Z</b> – zum zum       |

Open up your book to the pages where you completed Part 1 of *My physical activity* last lesson. Now we are going to complete Part 2 of *My physical activity*.

### Part 1:

#### What is physical activity?

Physical activity is a term that includes playing sport, fitness activities, exercise, activities such as dance, yoga, tai chi, everyday activities such as walking to work, household chores, gardening and many forms of active recreation.

| Type of physical activity                      | Where |        |           | Who with |               |            | Why   |
|--|-------|--------|-----------|----------|---------------|------------|---|
|  | Home  | School | Community | Alone    | With a friend | In a group |   |
| Type of physical activity. For example, Soccer |       |        |           |          |               |            | F = fun<br>E = exercise<br>HC = household chore<br>ST = sports training<br>AT = active travel |

In the below activity we are going to think about the community and physical activity

**Part 2:** The **diagram** below represents you and your family as part of the community. A **community** is all the people of a specific location. For example, Jinibara State School is a community, Narangba suburb is a community, Narangba Little Athletics.

- Draw a line out from the **Me** circle and write down the physical activities you usually do in a community setting. These could include walking to the shops, participating in an organised sport or playing in a park.
- For the **My family** circle, write down the physical activities members of your family usually do in the community.
- For **The community** circle, write down the physical activities where groups are involved. These could include walking groups, fun runs and tai chi in local parks.

After you have written information for each circle **answer the question**:

How does your community usually provide opportunities for different groups to participate in physical activity together?





**There are many different ways of participating in physical activity.** Read the instructions for how to play Jillora and play a game with as many people you have at home.



All school-age groups (K–12)

Post-school age

### Background

Spinning balls or tops of various kinds were used as an amusement by Aboriginal people in most parts of Australia and by Torres Strait Islanders.

The spin-ball used in the northwest central districts of Queensland was a round ball of about 2 to 3 centimetres in diameter. It was made of lime, ashes, sand, clay and sometimes hair, rolled into shape, either between the hands or the folds of a blanket, and subsequently baked, thus making it smooth and hard. The spin-ball was often painted with red or yellow ochre.

### Language

The spin-ball was called *jillora* at Boulia, *popojo* at Glenormiston and Roxburgh, *pucho-pucho* in the Kalkadoon country, and *anai-dappi-dappa* at Headingly and Lake Nash. The game was apparently introduced from the lower Diamantina River area.

### Short description

A ball-spinning activity.

### Players

- One to ten players

### Playing area

- A suitable indoor or outdoor area

### Equipment

- Large balls such as basketballs

### Game play and basic rules

- Players attempt to make the ball spin for as long as possible.
- Players use one or both hands to spin the large balls on a smooth surface. Younger players may need help from other players in spinning the balls.