Tuesday, May 12th

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

Setting yourself goals will help you feel acomplished!

Mrs Paula's Riddle of the Day

I am as light as a feather, but the strongest man can't hold me for more than 5 minutes…

Yesterday's Answer: What inventions lets you look right through a wall?
A Window!

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** A new student would like your opinion on what our school is like. Write a paragraph using subjective language to describe our school. Remember subjective language expresses your opinion. E.g. I think the oval is very fun because there is lots of room to run. E.g. The teachers in the school are all very nice.
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. **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 – 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

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.

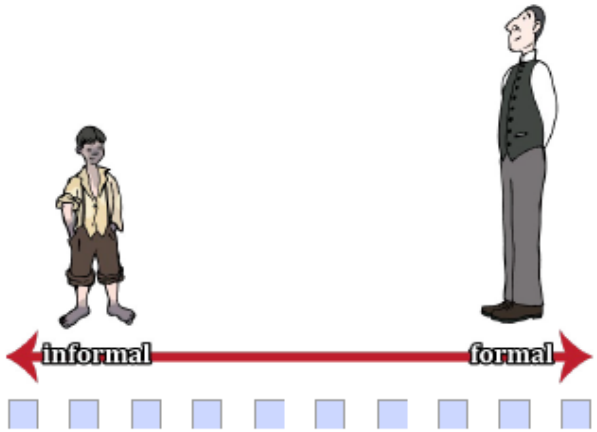
If you are Miss Hills's niece, please accept my apologies for not realising the connection earlier. Please, now, accept my deepest condolences on her death, as well as once again for your father's and, I suspect, your mother's too. It is indeed a lot to bear for someone so young. Miss Hills's death was 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

2. How formal is the relationship between Mrs Ellsmore and Matilda? Plot on this line (continuum) the degree of formality that has been used by inserting a tick in the appropriate box.



Use the language features of a personal letter

Remember the key features of a personal letter:

- begin with a salutation or greeting
- use first-person voice (first-person pronouns 'I', 'me', 'my')
- have one main idea in each paragraph
- use expressive language and vocabulary
- use the appropriate level of formality for the intended audience
- end with a sign-off.

3. Below is a sample letter. The writer is a young female who spends time on the farm belonging to the parents of her cousin. The letter is supposed to be from the same time period as the letter from Mrs Ellsmore — the 1890s.

   Your task is to:

   - include a salutation and sign-off
   - rewrite at least two of the paragraphs to better reflect the time period of the letter
   - change the verbs, adverbs and adjectives or add new ones to make the letter more expressive.

[Salutation here]

I enjoyed my recent stay at the farm. I liked watching the cows being milked. It was good to see that life on the farm has become so easy for your family with everything computerised now. You must appreciate not having to get up at dawn to milk the cows as they did in the past.

The evenings were entertaining. I finally mastered the computer chess game but, since none of my friends here plays chess, I am going to have to wait for my next visit to you to enjoy the game again.

The journey home was quick and comfortable and the food on the plane was nourishing, especially the muesli bars they served. When I arrived at the airport, my luggage was waiting for me and I was driven home in a silver limousine. How exciting it was to pull up at my front door in such an impressive vehicle!

[Sign off]

Think of what farm activities might be more appropriate to the 1890s.

Think of what people might have done on a farm during the evening in the1890s.

Think of how people in the 1890s would have travelled over long distances and what it would have felt like.

List some farm activities that might be appropriate to the 1890's.

List some ideas of what people would have done on a farm at night time, in the 1890's.

List ways people in the 1890's would have travelled over long distances, and how it would have felt.

Comprehension Sheet

Sequence

Sushi Rolls

Ingredients:

1 ½ cups of sushi rice

4 sushi sheets

1 cucumber, cut into thin strips

1 thinly sliced avocado

1 grated carrot

2 tablespoons of mayonnaise

Method

1. Rinse and drain rice 3 times or until water runs clear.
2. Place rice and 1½ cups of cold water in a saucepan over a medium heat. Cover.
3. Bring to the boil. Simmer for 12 minutes or until rice is soft.
4. Place 1 sushi sheet, shiny side down, on a sushi mat. Using damp fingers, spread ¾ cup of rice over the sushi sheet, leaving a 2 cm strip at one end.
5. Spread 1 teaspoon of mayonnaise over the rice. Arrange some cucumber, avocado and carrot over the mayonnaise.
6. Using the sushi mat, roll up firmly to form a roll. Cut into 6 slices. Repeat with remaining ingredients.

Sequence

Sushi Rolls

1. Which one of these things do you need to do before putting the rice on the sushi sheet?
   a) spread mayonnaise over the rice
   b) boil the rice
   c) roll up the rice
2. Number the following sentences in the correct order for making sushi rolls.
   _____ Boil the rice.
   _____ Spread mayonnaise over the rice.
   _____ Prepare the ingredients.
   _____ Put on cucumber, avocado and carrots.
   _____ Spread the rice over the sushi sheet.
3. What is the final step when making sushi rolls?
4. Draw five pictures to illustrate how to make sushi rolls.

CRAZY CREATIVE CHALLENGE

Write your own recipe with pictures showing how to make a food or drink you enjoy.

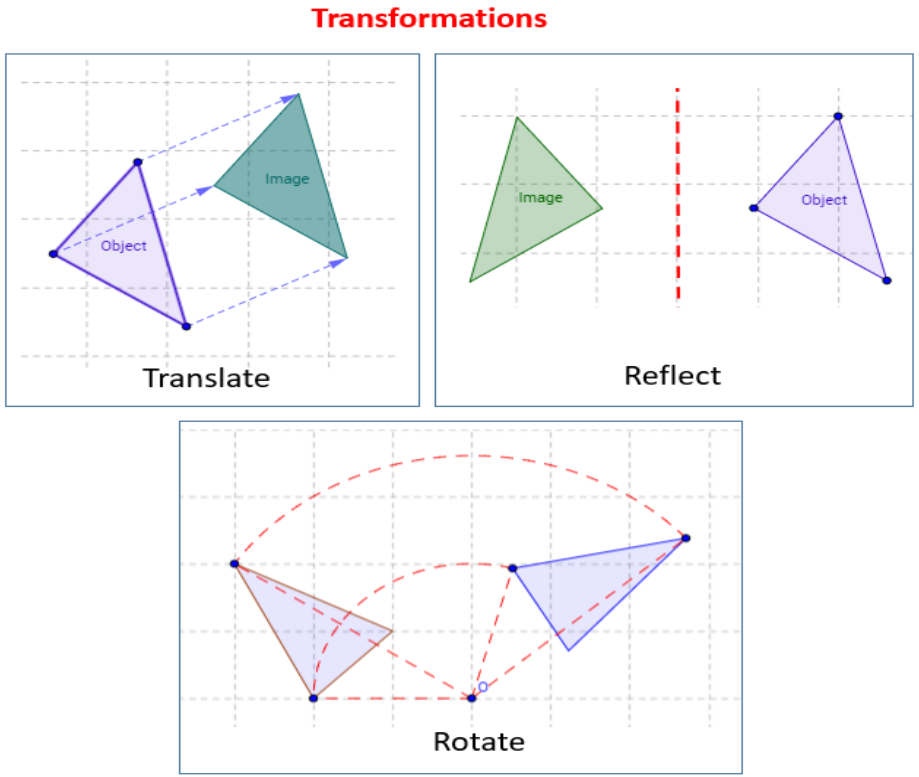
Comprehension Task

TeachStarter.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 25 — More squares 2 (cut out)
Sheet 26 — My tessellation: Part B
Shapes created in previous lesson
Scissors
Sticky tape (adhesive)

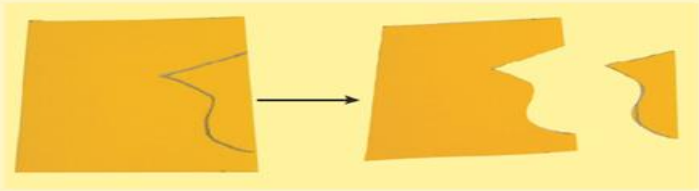
Creating new shapes with multiple transformations



Tessellating a transforming shape

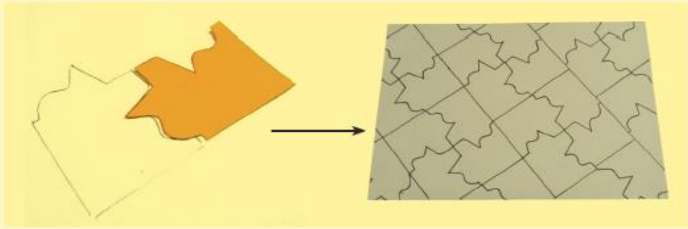
Here is an example of a transformed shape being tessellated.

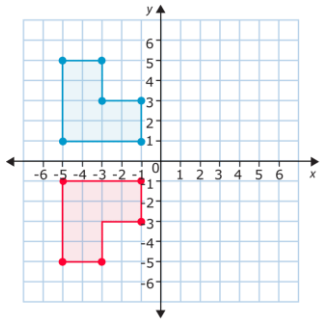
Firstly, a shape is cut out of the square (one side only).



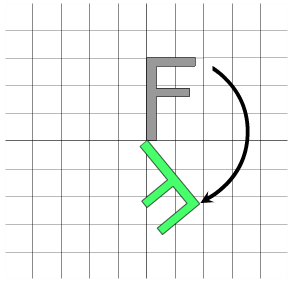
Secondly, the cut-out shape is transformed. In this example, the shape has been rotated and then translated to fit on the top of the square. Care was taken that the cut-out shape lined up perfectly in its new position, the same distance from the corners as for its old position.

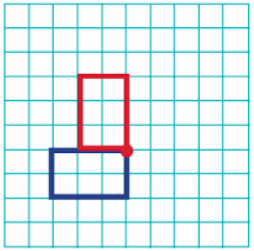
Then the shape is tessellated with itself by translating and rotating the new shape across and down the page.



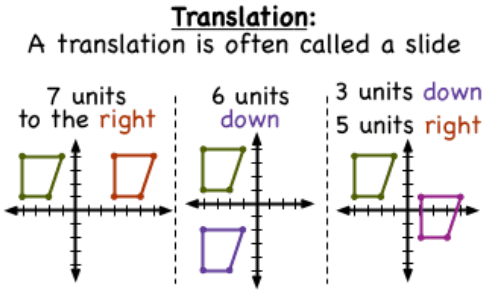


This is an example of a shape being reflected (flipped) across the x axis. Notice that the image is the same distance away from the x axis, and has not moved left or right.

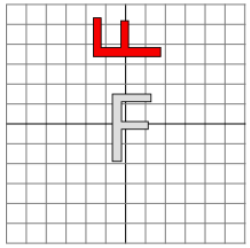




These images show a shape being rotated (turned) around a pivot point. The pivot point is like the shape is pinned at this point, and spun around on it. Notice that they can turn different amounts.



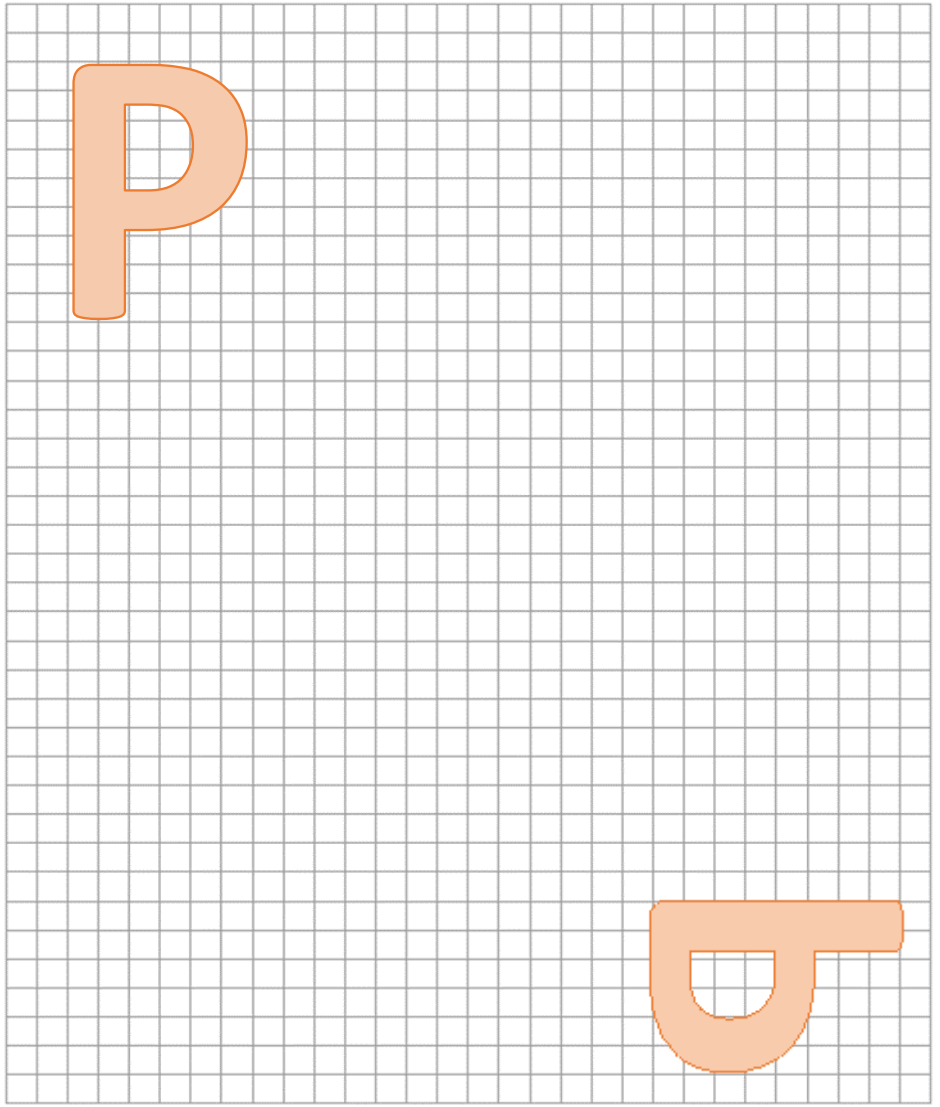
This image shows how a shape can be translated (slid) across a cartesian plane. Notice that each time the shape is identical. Facing the same way and the same size.



This is an example of a shape that has been rotated and slid. It was rotated 90˚ anticlockwise at (0,0), and then translated up. This is known as multiple transformations.

In the grid below, draw the transformations required to take the shape in the top left, and transform it into the shape in the bottom right.

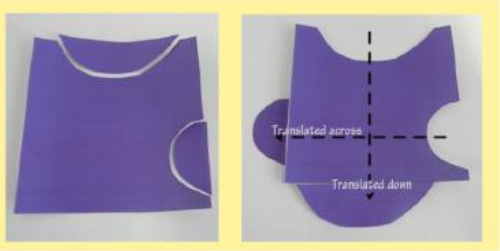
HINT: You will need to use all 3 transformations.



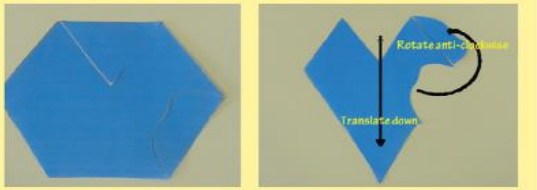
Transformations with complex polygons (2D shapes)

A polygon can be tessellated even if it has been changed using single or multiple transformations.

The square below has had two transformations applied — one cut-out translated down and the other translated across.

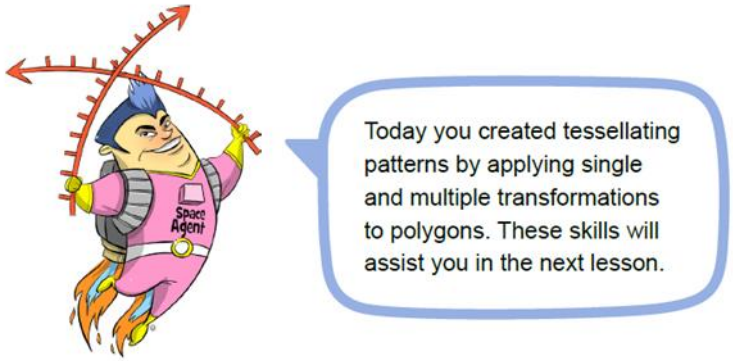


The hexagon has also had two transformations. One cut-out was rotated and the other was translated.



9. Prepare another tessellating shape using **Sheet 25** — More squares 2. This shape should have two transformations applied.

10. Create a tessellation with your new shape using **Sheet 26** — My tessellation: Part B. Keep **Sheet 26** for Lesson 24.



11. Write a statement describing the different transformations which combined to create your tessellation. Be sure to include the amount of turn or movement of each transformation.

_____

_____

_____

_____

_____

Wellbeing

A Recent Achievement

Your achievements contribute to your identity. Achievements can include:

- doing something on your own for the first time
- coping well with an unpleasant situation
- receiving an award at sport or school
- completing a set goal
- learning a new skill
- making a new friend

Think of a recent achievement and complete the certificate below.

Certificate of Achievement

For: _____

Well done!

Describe how you achieved this.

Write three words that describe how this achievement made you feel.

Week 4 Dance lesson - Year 6: Adventures in dance

Week 4 Adventure – Circus – Brainstorm what adventures/ characters might take place in this setting e.g. clown, tightrope walker, lion tamer, etc.

*For inspiration and ideas you might want to view famous circus shows/movies, for example 'The Greatest Showman' and 'Cirque Du Soleil'.

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)

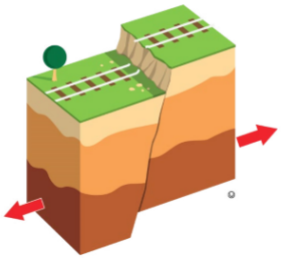
Include props, costumes and music to elevate your dance

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

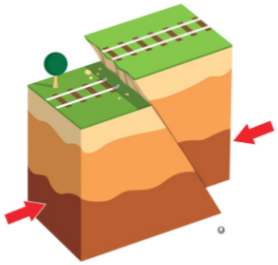
Science Student Learning Materials

Read through the following information for future reference.

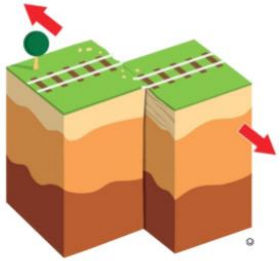
The table below describes different types of faults. A fault is a fracture in the Earth's crust due to movement of opposing blocks of Earth. Faults are categorised by the movement of the two blocks of Earth relative to each other. The most common fault types are shown below. Discuss these with your tutor.



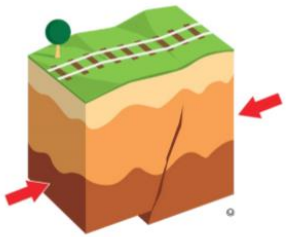
Normal fault: Blocks are moving away from each other resulting in one block moves down vertically in comparison to the other block as the rocks.



Thrust fault: Blocks are moving towards each other resulting in one block being pushed up and over the other.



Strike-slip fault: Blocks are moving horizontally along a vertical fault line and slide past each other.



Blind thrust fault: Blocks are moving towards each other but the movement does not cause the Earth surface to break so the fault line is hidden. There is no evidence of an opening but there may be buckling of the Earth surface.

List earthquakes in Australia in the recent past

4. Listed in the table below are the details of some of the most notable earthquakes in Australia. Read the information paying particular attention to the changes to the Earth's surface due to the earthquakes.

Date	Location	Magni-tude	Observations
20 Apr 2010	Kalgoorlie, WA	5.0	Significant damage caused in Kalgoorlie and aftershocks recorded until 8 June.
29 Aug 2000	Boolara South, Vic	5.0	Unconfirmed reports of minor damage. It was felt in all suburbs of Melbourne, which is approximately 150 kilometres away.
10 Aug 1997	Collier Bay, WA	6.3	The quake was felt in Darwin approximately 600 km away. At 70 km away, the concrete footings of some houses began to break and a water tank was damaged. At 120 km away, there were reports that the wheels of stationary vehicles left the ground, and campervans rocked strongly. Water in a lake 110 km away moved in a way that it looked like it was boiling.
30 Sep 1992	Arnhem Land, NT	5.1	This earthquake occurred off the coast of Arnhem Land, at Nhulunbuy there were reports of cracked plaster and damage to a concrete pavement. A naval ship anchored off Maningrida shook violently through its anchor chain.
28 Dec 1989	Newcastle, NSW	5.6	This earthquake occurred within 15 km of the central business district and was very close to the surface. Thirteen people died and 160 were injured. There was an estimated damage bill of A$4 billion. 35 000 houses, 147 schools and 3000 other buildings were damaged.
7 Jan 1988	Tennant Creek, NT	6.3–6.7	On this day there were three earthquakes approximately half an hour apart ranging from 6.3–6.7 in magnitude. There was severe warping of major natural gas pipelines. One pipeline was shortened by a metre. The ground moved to form a ridge 35 km long and up to 2 m higher than it had previously been.
2 Jun 1979	Cadoux, WA	6.2	Of the 36 residents of Cadoux, one was injured during this quake. Many homes and buildings were damaged or destroyed. Roads, railway lines, pipes and power lines were damaged. Some buildings in Perth 180 km away sustained structural damage. The ground moved to form a ridge 15 km long.
14 Oct 1968	Meckering, WA	6.9	This earthquake wrecked a bank, hotel, shire hall, three churches and 60 out of 75 houses. The highway had a 1.5 m step in it, railway lines were buckled and a water main was folded on itself. The ground moved to form a ridge 37 km long and up to 1.5 metre higher.

Date	Location	Magni-tude	Observations
1 Mar 1954	Adelaide, SA	5.4	The quake caused three serious injuries and damage to 3000 buildings including cracked and collapsed walls, smashed windows and collapsed chimneys.
14 Sep 1946	West Tasman Sea (Flinders Island), TAS	6.0	This earthquake was felt in Tasmania and Victoria. In Launceston, a hotel guest was injured when an 18 kg piece of plaster fell from the ceiling above his bed.
29 Apr 1941	Meeberrie, WA	7.2	This earthquake is Australia's most powerful known onshore earthquake, it was felt as far south as Albany, WA and as far north as Port Hedland, WA which is a distance of over 1500 km. There was little recorded damage at the epicentre of the quake due to the area being sparsely populated. A homestead reported cracked walls, burst rainwater tanks and cracks in the ground.
19 Nov 1934	Dalton-Gunning, NSW	5.6	The damage of this quake was worst in Gunning where trees fell, rocks split, fissures opened in the ground and all stone and masonry buildings were damaged. There was also extensive damage at Dalton.
7 Jun 1918	Bundaberg, Qld	6.0	This earthquake occurred 100 km off the coast and was felt from Mackay, QLD south to Grafton, NSW and west to Charleville. It caused some damage in Bundaberg and Rockhampton and stopped some clocks from Rockhampton to Brisbane.
19 Sep 1902	Warooka, SA	6.0	This earthquake was the second largest known earthquake in South Australia. It caused damage to several stone and masonry building in Warooka including a school. It was the first earthquake to do damage in Adelaide. It is also the first earthquake in Australia known to have caused fatalities.
10 May 1897	Beachport, SA	6.5	This is the largest known earthquake in South Australia and occurred just off the coast between Beachport and Robe. It was felt throughout southern South Australia and south-western Victoria. The earth moved in waves with breaks up to 4 metres deep. Water-soaked earth loosened and moved like quicksand.
1883–1892	West Tasman Sea, TAS	6.3–6.9	During the period 1883–1892, around 2000 earthquakes occurred off the north-east coast of Tasmania. They were felt in south-east Victoria and far south-east New South Wales. The three largest quakes were 6.3, 6.6 and 6.9. These three earthquakes caused damage in Launceston, Tasmania.

1. Name the earthquake you consider the worst? Why?

2. Are all of the earthquakes listed in the table natural disasters?
   Yes or No. Why?

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.

3. When an earthquake occurs, the force can be felt many kilometres away. As you travel further away from where the earthquake occurred, would you expect the force to feel stronger or weaker? Explain.

4. In the Collier Bay 1997 earthquake, water in a lake 110 km away moved in such a way it looked like it was boiling. How could this be?

In Cadoux, Western Australia (1979) the 'ground moved to form a ridge 15 km long'. When there are weaknesses in the Earth's crust, a significant change in the Earth's surface is likely to happen as a result of an earthquake.

5. Several gas pipelines warped as a result of the Tennant Creek 1988 earthquake. What effect would this have had on the environment and the community?

6. There were a number of devastating effects of the Meckering 1968 earthquake. Explain why this earthquake would be considered a natural disaster.