

Wednesday, May 13th

We are learning to:

English:

- Understand and explain how language features and vocabulary are used by authors to represent ideas, characters and events
- Understand how to analyse information in text, explaining literal and implied meaning

Mathematics:

- Use transformations to create an art piece.

What you will need today



Wellbeing Tip of the Day

Be sure to check in on your friends and family. Positive interactions are important.






Mrs Paula's Riddle of the Day

What two keys are unable to open a door?

Yesterday's Answer: I am as light as a feather, but the strongest man can't hold me for more than 5 minutes...

A Breath

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 mins 	English – Writing Task See below the materials for writing a paragraph using evaluative language.
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 bingo below. French Mr Moorrees details: cxmoo0@eq.edu.au Find the LOTE materials attached separately
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 	Health – Student Learning Materials See below the Science Student Learning Materials. Read through the information provided and answer the questions as necessary. All the work you complete for health, needs to be sent to Ms McCrystal Ms McCrystal's Email: exmcc9@eq.edu.au
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 Comprehending the text

Today you will:

- understand and explain how language features and vocabulary are used by authors to represent ideas, characters and events
- understand how to analyse information in text, explaining literal and implied meaning
- understand how to use evidence from a text to explain a response to it.

Resources

Find and prepare

Reading comprehension — Letter to Mrs Ellsmore

From French, Jackie 2010, A Waltz for Matilda, Harper Collins.

Monitoring task — Reading comprehension (Send-in)

Key terms: adverbs and adverb groups/phrases, formal language, informal language, modality, tense and verb groups



In this lesson, you will complete a reading comprehension monitoring task. The task requires you to read a letter and answer the questions on the response sheet.

Reading comprehension — Letter to Mrs Ellsmore

Text for Monitoring task — Reading comprehension

December 1894

Dear Mrs Ellsmore,

I hope you are well.

Last Sunday I wore the dress you sent. A preacher comes every two months to the church in town. My friend Tommy took me on the back of his bicycle. I had to be careful not to tear my dress. It got dusty but Tommy has made me an iron so I can wash and iron and wear it as often as I want.

The iron is Tommy's invention, it is hollow with a wood handle welded on top. You put hot coals in it, so you do not have to heat it up on the stove like other irons, because I do not have my stove yet. If your housekeeper would like one, Tommy could make you one. You can write to him care of Mrs Lacey's Boarding House, Gibber's Creek. He is a very good workman.

He has made me a stove for Christmas too! He is going to bring it out in Mr Doo's cart tomorrow. I have not seen it yet. He says it is a new invention as well, as it is made of two layers of metal with air in between them so the room does not get so hot.

I do not see how air can stop a room getting hot, but Tommy says it does and his inventions work nearly all of the time.

I wish my father could have met Tommy. My father made things from wood and Tommy makes them from metal, but I think they would have liked each other.

It hasn't rained yet, not since I have been here. Everyone at church said the drought is getting worse. Tommy and Mr Sampson and I have put pipes from the spring here down to a trough for the sheep. They do not stand in the water now, so the spring stays clean. We have put more pipes down to the cornfield too. It is a big cornfield, so we can feed the sheep corn too. I move the pipe twice a day so in a week the whole field gets wet...

I have my own shearing shed now. It has a wood floor so the clean side of the wool does not get dirty, and a corrugated roof, but no walls as we did not have enough iron. There is also a corrugated iron dip for the sheep to get them clean under and ~~kill maggot~~ treat them for parasites.

We sheared over a hundred sheep. I bought more sheep cheap because we have grass and water and other places do not. Tommy lent me the money but I have paid him back now that we have sold the wool and some ram lambs...

Thank you again for the parcel. I am very grateful indeed. I hope you and Florence have a very merry Christmas.

Yours respectfully,

Matilda O'Halloran

Reading Task

To read and comprehend a letter from a different historical context and analyse and explain language features.

Instructions

Read the letter to Mrs Ellsmore from Matilda O'Halloran from the text *A Waltz for Matilda* by Jackie French.

Number each line from 1 to 31, starting with 'Dear Mrs Ellsmore,' and finishing with 'Matilda O'Halloran'.

Answer the questions in the spaces provided. For multiple choice questions, select the response that best answers the question and shade one bubble.

1. How often does the preacher come to town?

2. Why can Matilda wear her dress as many times as she wants?

3. Mrs Ellsmore has a housekeeper. What conclusions could a reader draw about Mrs Ellsmore?

4. The stove Tommy has made for Matilda has two layers of metal with air in between them. This has made the stove:

- ☐ stronger
☐ lighter to carry
☐ able to stop the room from getting hot
☐ able to cook food more quickly

5. What impression does the reader get of Tommy? Write down three adjectives that could be used to describe him.

6. What adverb in lines 13–14 provides a qualification about Tommy's inventions? Explain the level of modality used in the adverb and what it influences the reader to believe about Tommy.

7. Re-read lines 15–16. What word or phrase conveys Matilda's belief that it is likely that Tommy and her father would have liked each other?

8. Why does Matilda suggest that her father and Tommy might have liked each other?

9. What actions has Matilda taken to help her farm cope with the drought?

- ☐ built a shearing shed
☐ sheared the sheep
☐ planted corn to feed the sheep
☐ laid pipes from the spring to the trough

10. Why was Matilda able to buy some sheep at a lower cost?

11. Why do you think the author, Jackie French, has Matilda cross out the words ~~kill maggots~~ and then write *treat them for parasites* (line 24)? Do the different descriptions evoke a different response in you? Explain.

12. The following sentence appears in the text: *We sheared over a hundred sheep.* (line 25)

- a. Suggest adverbs which could be added to provide more information about the verb 'sheared':

the pace at which they sheared

how well they sheared

- b. Provide two adjectives that could be included to convey more information about the sheep.

- c. Rewrite the sentence 'We sheared over a hundred sheep' with at least one adverb, one adjective and one adverbial phrase to convey more details about the shearing of the sheep.

13. How does the reader know that this letter is sent before Christmas?

14. Matilda does not use many expressive verbs to convey vivid action. Why might this be?

15. How does Matilda's precise use of elaborated tenses expand ideas, establish time and place and appeal to a reader's senses? Find evidence to support your answer.

16. What level of formality is established in the letter? What does this suggest about Matilda's relationship with Mrs Ellsmore? Use evidence from the text to explain your conclusion.

17. Do you think Matilda enjoys her life? Use evidence from the text to support your answer.

18. How would Matilda and Tommy's lives be different if they lived today?

19. Do you think you would have enjoyed Matilda's life? Explain why or why not.

English Writing Task

Evaluative language: Evaluative language is language that is used to make judgements about the positive and negative aspects of a person, thing or situation. Evaluative language is also used to assess the quality or worth of something. Evaluative language is used to express their opinions and feeling about the topic.

For example, Being out in the sun without sunscreen **is very bad**. You could get sunburnt which is **very dangerous** as it could lead to melanomas. Melanoma is a type of skin cancer which usually occurs on the parts of the body that have been overexposed to the sun. Melanoma is the third most common cancer diagnosed in Australia. Melanoma risk increases with exposure to UV radiation from the sun or other sources such as solariums, particularly with episodes of sunburn (especially during childhood). **A fantastic way** to avoid getting overexposure to UV radiation and sunburned is adopting the SLIP, SLOP, SLAP, SEEK, SLIDE practice. I believe this **is a very easy and responsible way** to limit the chance of melanoma.

Think back to our Health unit which focused on health messages and the Sunsmart campaign of Slip, Slop, Slap, Seek, Slide. Using evaluative language to write a paragraph about the positive aspects of adopting the Sunsmart campaign practices when in the sun. Email your paragraph to your teacher.

Wellbeing Worksheet

One Year Ago



No matter how hard you try you cannot avoid change. Change is sometimes challenging, but it can make your life better once you understand it. Think about yourself at this time last year. What has changed? Maybe you have a new favourite game or TV show, new friends or a different teacher. Maybe you went through a challenging time last year but it has passed now. A lot can happen in one year!

Think about how you have changed emotionally, physically and socially over the last year, then fill in the details below.

Emotional Changes

How have you changed emotionally?

Think: moods, feelings, self-awareness, self-management, sensitivity etc.



Physical Changes

How has your body changed?

Think: body shape, height, appearance etc.



Social Changes

How have you changed socially?

Think: values, interests, relationships, independence etc.



Distinguish Between Fact and Opinion

Advertising Facts and Opinions



Ellie's Great Adventure is the best book you will ever read!
Available now from www.booksgalore.com



Come and try a pair of our new school shoes made with natural rubber soles. You will feel like you are walking on a cloud.



Watch The Grocks on Channel 2, every afternoon at 4 pm. We think it is the funniest show on television.



Drink more water! Water is healthier than soda and it tastes better too.

Distinguish Between Fact and Opinion

Advertising Facts and Opinions

1. Write the fact and opinion in the advertisement for Ellie's Great Adventure.
2. *You will feel like you are walking on a cloud.*
This is the opinion in the advertisement for school shoes.
Explain why this is the opinion.
3. Write the fact and opinion in the advertisement for The Grocks.
4. Write another fact you know and another opinion you have about water.

CRAZY CREATIVE CHALLENGE

Write a letter to a friend about your day at school.
Remember to include both facts and opinions about your day.

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)

Scissors

Glue

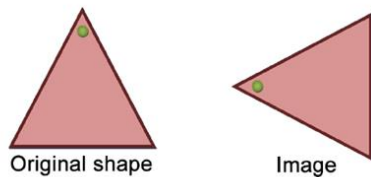
A4 or A3 piece of paper or card

Felt pens (or crayons)

Review transformations

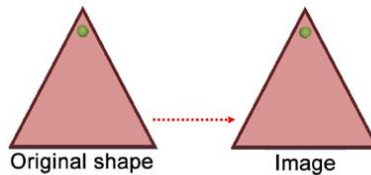
1. View the shapes below. Identify the transformation as a translation, rotation or reflection.

Example 1.

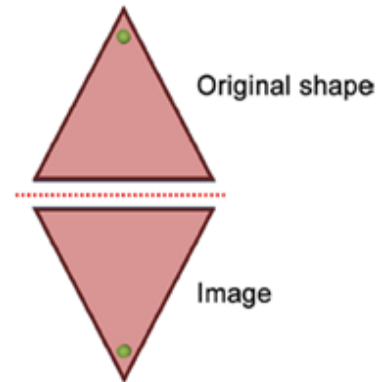


This triangle has been rotated anticlockwise 90 degrees.

Example 2.



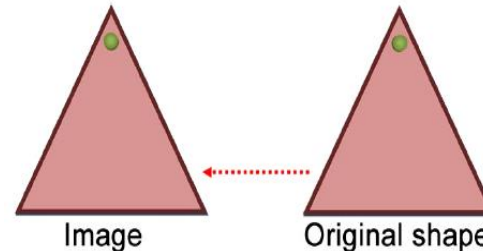
This triangle has been translated.



Question 1.

This triangle has been

_____.



Question 2.

This triangle has been

_____.

Look at the tessellation you created yesterday.

Reflect on the new shape and tessellating pattern you created.

(1) What transformations did you use to create your tessellation?

(2) Can you see anything (for example, an animal or character) in your tessellation or new shape?

(3) Write a few sentences in the lines below about what you discovered about your tessellation.

Have you **moved**
enough today?



SLEEP

- 5–13 year olds need 9–11 hours per night.
- 14–17 year olds need 8–10 hours per night.



PHYSICAL ACTIVITY

Aim for 60 minutes or more per day – the more you huff & puff the better!



INACTIVITY

Move more & sit less in your spare time.

Find out more at www.health.gov.au

Children and young people (aged 5–17 years) should achieve the recommended balance of high levels of physical activity, low levels of sedentary behaviour, and sufficient sleep each day.

Australian 24-Hour Movement Guidelines for Children and Young People (5 to 17 years):
An Integration of Physical Activity, Sedentary Behaviour, and Sleep



Health Student Learning Materials

PHYSICAL ACTIVITY

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.

What is health-related fitness?

Physical fitness is considered a measurement of the body's ability to function efficiently, effectively and without injury in work and leisure activities, to participate in recreational activities and to cope with emergency situations. *Health-related fitness* includes components such as cardiovascular fitness, flexibility, muscular endurance and strength.

What are the recommended guidelines for physical activity for Year 6 students?

The recommended guideline for physical activity for Australians aged 5 to 17 years is a total of 60 minutes moderate to vigorous activity every day. Physical activity can be in small activities over the day to total 60 minutes each day.

What is the difference between vigorous and moderate physical activity?

Moderate intensity in a physical activity requires some effort, but children and young people should still be able to speak easily (e.g. brisk walking, active play, riding a bike or scooter).

Vigorous intensity in a physical activity requires more effort and should make children and young people breathe harder and faster ('huff and puff') when participating (e.g. running, playing sport).

Write a paragraph with at least 5 sentences that describes in your own words what physical activity is.

My physical activity

Instructions

Part 1: Read the following definition of physical activity.

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.

- Think about the physical activities you have done during the past three days. Write down the type of physical activity in the table and place a tick in the appropriate column to show **Where** and **Who with**. Use the code in the last column **Why** to record your responses.

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 E = exercise HC = household chore ST = sports training AT = active travel


Look down the columns for the most ticks and answer the following questions:

- Where do you do most of your physical activity?
- Do you do most of your physical activity alone or with others?
- What is the most common reason you participate in physical activity?

Please make sure you send this work to Ms McCrystal!

Ms McCrystal's Email: exmcc9@eq.edu.au

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




Australian Government
Australian Sports Commission

BALL-HITTING GAMES

Wana Wana

'wa-na wa-na'



SCHOOL YEARS 4-6

SCHOOL YEARS 7-9

Background

This is a version of a game played by the young Noongar girls in the southwest of Western Australia. A girl used her wana (digging stick) to stop the other girls hitting a short stick placed on the ground.

Language

A wana (or wanna) is a digging stick in the language of some Noongar people of the southwest of Western Australia. This game version has been called wana wana to reflect the name repetition that younger players often call in their play.

Short description

Players practise their throwing, catching and hitting skills. (This is a practice activity version of the game called wana.)

Players

- Groups of four to eight players

Playing area

- A designated indoor or outdoor area suitable for the activity

Equipment

- Tennis balls or unihoc balls and Kanga cricket or other bats

Game play and basic rules

- Players in the groups form a circle (finger-touching distance apart or further) and have one player in the centre of the circle with a bat.
- Each player in the circle takes turns to underarm throw (lob) the ball to the centre player (batter). The ball is hit — not too hard — by the centre player to the person on the thrower's left. If the ball is not caught the player retrieves the ball and the throwing, hitting and catching continues around the circle of players.

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