

Tuesday, May 19th

We are learning to:

English:

- Understand objective and subjective language appropriate to purpose and audience.

Mathematics:

- Locate and position integers on a number line
- Compare and order integers.

What you will need today



Wellbeing Tip of the Day

Setting yourself goals will help you feel accomplished!





Mrs Paula's Riddle of the Day

I have 13 hearts but no brains. What am I?

Yesterday's Answer: I magically turn everything around without touching anything at all. What am I?

A Mirror!

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 See below the 'English Writing Task' materials. You are to complete both sheets.
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

Topic: Exploration of language features in texts
Investigating language features of a personal letter

Today you will:

►► understand objective and subjective language appropriate to purpose and audience.

Resources

Find and prepare

Sheet 1 — English glossary Year 6 Unit 5

(from Lesson 1)

Sheet 11 — Letter from Joan

(save for future lessons)

Highlighter

Key terms

canopy, comprehend, conga line, curtseying, evaluative language, hare, hedgehog, historical context, history, language choices, marsupials, mood, objective language, point of view, secateurs, setting, social context, subjective language, The Strand, vocabulary, wireless, writer's style

Read and comprehend a personal letter

This is a *Letter from Joan*. Joan has moved to Australia from England with her family during the 1950s; she is writing to her friend in England, Harriet, about her experiences living in Australia.

Letter from Joan

Joan Pendlebury

Coolaburra Downs, Queensland

November 16th, 1953

Dear Harriett,

1. How are things in chilly England? It seems so long since we waved London goodbye. Our life here on the
2. farm is very different.
3. The ship we came out on was huge. I mean huge! REALLY enormous. Father said it would be a new start
4. for us after all those years of trying to rebuild our lives after the war. Pete and I had great fun roaming around
5. the decks every day and when we crossed the Equator we had a tremendous party. We all wore costumes
6. and wolfed down lots of cake and cordial.
7. Mummy didn't want to come to Australia, but Father said we'd have a much better life here. Mummy still isn't
8. sure, as now she has to get up really early to milk the cows and organise Pete and me for school. She's not
9. sure if she likes the hot weather either, even though she seems to always be out in her little rose garden in
10. the afternoon with secateurs in hand.
11. Every morning Pete and I wait for the school bus at the end of our long, dirt driveway. Sometimes we see
12. kangaroos hop hop hopping about in the paddock next door. We never tire of watching them. Our teacher, Mr
13. McElvey, said that kangaroos are Australian marsupials. A bit different from hedgehogs and hares, hey
14. Harriett! At lunchtime the whole class sits under the fig tree's lush canopy. My best friend, Angela, has
15. Vegemite in her sandwiches. It's a sort of thick, gooey, black paste — looks and tastes like father's boot
16. polish! I guess it's a bit like Marmite, really, only super salty!
17. It's very quiet here. That's another thing Mummy doesn't like. When we lived in London there was always lots of
18. traffic and people around. We'd often hear the tooting of the cars as they motored down The Strand. Now
19. all we have is a conga line of cows as they stroll in for the afternoon's milking session.
20. Mummy always says there's a possibility they might move back to London one day. Father disagrees and
21. says we ought to give it a shot before we 'throw in the towel'. He's really put his heart and soul into our farm.
22. Perhaps Mummy will be happier after Uncle Herbert arrives from England at Christmas time
23. Harriet — I nearly forgot my most extraordinary piece of news! The Queen and the Duke of Edinburgh are
24. coming to Australia next year! We heard it on the wireless. I'm ever so excited! She's visiting all the main
25. capital cities, but not our little town. I can only imagine Mrs Thistlewhite from the local Country Women's
26. Association curtseying to the Queen wearing her best frock with the matching shoes and gloves. I think that
27. would be frightfully funny! Tonight we're having Mummy's delicious roast lamb with mashed potatoes and
28. gravy. Yum! I usually only have one serve of mash but Pete has two.
29. I really love Australia! I love the kookaburras, I love the big spaces, I love our blue heeler Red ... I love my
30. new life (except for the Vegemite)!
31. Please write back soon and let me know if all is well in London. Lots of love, and hooroo for now!
32. *Joan*

3. Check **Sheet 1** as some of the vocabulary used in the letter may be unfamiliar to you. Complete the following table by filling in the blank spaces.

secateurs	a tool used to [] branches from [] and bushes — usually held in one hand
marsupials	animals that carry their young in a [] because it is born [] and needs nurturing and protection until it grows
hedgehog	a small animal covered in [] for protection — usually rolls itself into a [] when afraid
hare	a [] creature, with long back legs and covered in [], that runs []. It is a completely different species from a rabbit.
canopy	the large [] of a tree that provides [] over an open area
The Strand	a major [] through Westminster in central [] which begins at Trafalgar Square
conga line	a [] originating in Cuba where people form a [] and dance to music
wireless	name for what we now call a []
curtseying	a form of respect shown usually by [] who slightly bend their [] and bow their [] in front of a member of royalty

4. Complete the following comprehension activity based on the letter on **Sheet 11**.

- a. How did Joan and her family travel to Australia?

- b. What does Joan's mother think about her new life?

- c. How do Joan and Peter travel to school?

- d. What was the reason for the party on board the ship?

- e. What is contradictory about Joan's mother's feelings about the heat and her actions? (1–2 sentences)

- f. What kind of person does Joan's father seem to be? (1–2 sentences)

English Writing Task

Narrative Paragraphs - Activity

Name _____

Date _____


Using Linking Devices in Narrative Paragraphs

Fill in the blank spaces in the narrative paragraphs below by choosing the correct linking phrase or clause from the table.


The Deep-Sea Diver


The deep-sea diver looked nervously at the ocean around him. _____, waves crashed angrily into the side of his rocking boat. _____, he was going to have to enter these dangerous waters. _____, he put on his goggles, flippers and oxygen mask. _____, he dived into the freezing waters below and hoped for the best.

He felt the icy water cover him like a blanket. _____, he could see rainbow fish darting out of the coral. _____, he felt calm and happy. _____, a giant shark appeared out of nowhere. _____, the diver swam furiously back towards his boat. He decided never to dive in this part of the ocean ever again!



Slowly but surely	For a few minutes
One by one	When he opened his eyes
Knowing the time had come	Just then
Without another thought	In a few seconds

 LANGUAGE



Narrative Paragraphs - Activity

Name _____

Date _____


Using Linking Devices in Narrative Paragraphs

Underline the linking phrases/clauses in the following narrative paragraphs. There are eight to find.

Professor Fizz's Potion

Professor Fizz clutched the miracle potion in his gloved hand. For many days and nights, he had been trying to perfect this recipe. Now that the brew was exactly right, it was time for a test. Removing his gloves, he pulled the cork from the top of the bubbling beaker. In one gulp, he drank the entire potion and waited.

Almost immediately, Professor Fizz began to feel very strange. In a matter of seconds, his eyes started to feel very hot. A few minutes later, the hairs on his arms and legs started to twitch. While that was happening, he heard a strange whistling sound coming from inside his ears. Professor Fizz hoped that he wouldn't have any more strange reactions to his potion!





Write a linking phrase or clause at the beginning of these sentences. Try to link the ideas in the three sentences together.

1. _____, Professor Fizz went to see his friend.

2. _____, his friend told him to get some rest.

3. _____, Professor Fizz felt much better.

 LANGUAGE



Comprehension Worksheet

Distinguish Between Fact and Opinion

Milkshake Mania!

"You can feel the excitement in the air," said business owner Mary Milkmaid. Today was the grand opening of Mary's Milk Bar.

"I will be serving the best milkshakes in the world!" declared Mary as she cut the ribbon at the official opening.

Mary makes the milkshakes using 2 scoops of ice-cream, 3 shots of syrup and 2 cups of creamy milk. She says that she makes every milkshake with love and that it is the best milkshake you will ever have.

Travis was the first person to order a milkshake from the new milk bar. He decided to have a chocolate one. "I think chocolate is the best. I'm sure all of Mary's milkshakes are great though," he said as he slurped on his chocolate milkshake.

On the opening day, Mary sold one hundred and eight milkshakes. She declared the day a great success and couldn't wait to make more milkshakes tomorrow!



Comprehension Task

Teach Starter.com

Distinguish Between Fact and Opinion

Milkshake Mania!

1. Write **F** for fact or **O** for opinion next to each statement.

- ___ You could feel the excitement in the air.
- ___ Today was the grand opening of Mary's Milk Bar.
- ___ Mary's are the best milkshakes you will ever have!
- ___ Travis was the first person to order a milkshake.
- ___ Travis thinks chocolate is the best.
- ___ Mary sold one hundred and eight milkshakes.

2. "I will be serving the best milkshakes in the world!"

This statement is an opinion. Why do you think it is an opinion?

3. Write a fact you know about milkshakes.

4. Write an opinion you have about milkshakes.

CRAZY CREATIVE CHALLENGE

Write an advertisement for Mary's Milk Bar.

Use both facts and opinions in your ad.

Write your facts in blue and your opinions in red.

Comprehension Task

Teach Starter.com

Mathematics Student Learning Materials

Topic: Number and place value

Locating and representing positive and negative integers

Today you will:

- ▶▶ locate and position integers on a number line
- ▶▶ compare and order integers.

Resources

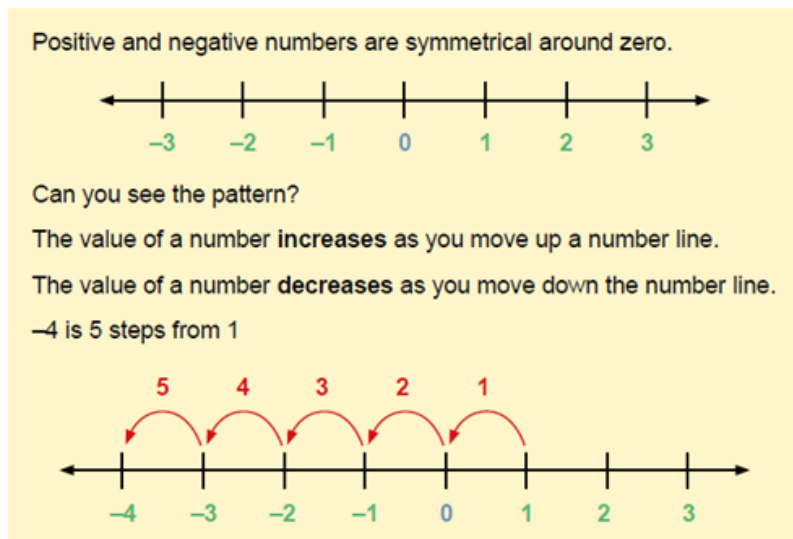
Find and prepare

Sheet 12 — Numbers -10 to 10 (cut out)

Maths exercise book

One metre of string

3. Record examples of where you would see or use negative numbers in everyday life.



4. Cut out the cards on **Sheet 12** — [Numbers -10 to 10](#).

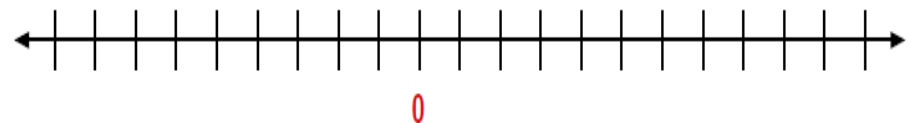
- Place zero (0) in the middle of a one-metre piece of string.
- Shuffle the cards and one by one select a card and place it on the number line (piece of string) in the correct place.
- Once completed, draw the number line in the box provided.

Compare and order positive and negative numbers

5. Pick up the cards, shuffle them and then place them facedown in an open space.

- Select five random cards.
- Write the five cards in order from smallest to largest in value.

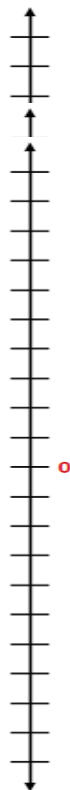
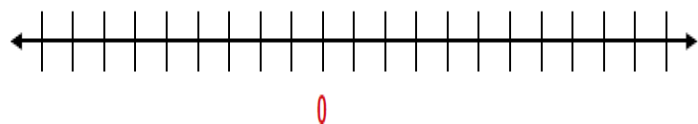
- c. Record the numbers you selected on the following number line:



d. Replace the cards, reshuffle them and then place them facedown again.

e. Select another five random cards and repeat from b.

f. Record the numbers you selected on the following number lines:



Wellbeing Worksheet

Using a Growth Mindset



Did you know it is possible to change from a fixed mindset to a growth mindset?
All it takes is a little bit of effort!

Change the fixed mindset thoughts to growth mindset thoughts.

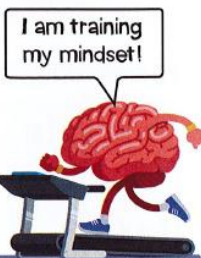
I can't be bothered to finish this task.



I'm not smart enough to understand this.

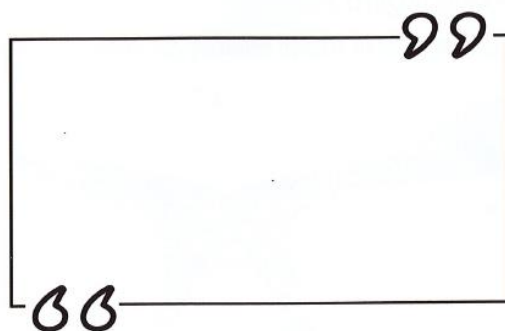


I am not good at maths because my mum isn't good at it.



What will you do if you experience a fixed mindset thought? Why?

Research to find a growth mindset quote or saying that is meaningful to you.
Design a colourful mini poster for your quote or saying below.



Week 5 Dance lesson - Year 6: Adventures in dance

Week 4 Adventure – Space – Brainstorm what adventures/ characters / props might take place in this setting. *For inspiration you might want to view online - "Space in the Stars" Tunnel it Up Dance.



Chose one of your ideas and create a Dance story

Orientation: _____

Climax: _____









Resolution: _____

Create a 30sec – 1 minute **solo** dance routine to retell your adventure story.

Props, costumes and music may|be used to enhance your dance and incorporate particular movements such as the moonwalk to help portray an outer space feeling.

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

Summary of Tables explaining the JMA Seismic Intensity Scale

 <p>0</p> <p>Imperceptible to people.</p>	 <p>1</p> <p>Felt slightly by some people keeping quiet in buildings.</p>	 <p>2</p> <p>Felt by many people keeping quiet in buildings.</p>	 <p>3</p> <p>Felt by most people in buildings.</p>
 <p>4</p> <ul style="list-style-type: none"> Most people are startled. Hanging objects such as lamps swing significantly. Unstable ornaments may fall. 	<p>6 Lower</p>   <p>High earthquake resistance Low earthquake resistance</p> <ul style="list-style-type: none"> It is difficult to remain standing. Many unsecured furniture moves and may topple over. Doors may become wedged shut. Wall tiles and windows may sustain damage and fall. In wooden houses with low earthquake resistance, tiles may fall and buildings may lean or collapse. 		
  <p>5 Lower</p> <ul style="list-style-type: none"> Many people are frightened and feel the need to hold onto something stable. Dishes in cupboards and items on bookshelves may fall. Unsecured furniture may move, and unstable furniture may topple over. 	<p>6 Upper</p>   <p>High earthquake resistance Low earthquake resistance</p> <ul style="list-style-type: none"> It is impossible to move without crawling. People may be thrown through the air. Most unsecured furniture moves, and is more likely to topple over. Wooden houses with low earthquake resistance are more likely to lean or collapse. Large cracks may form, and large landslides and massive collapses may be seen. 		
  <p>5 Upper</p> <ul style="list-style-type: none"> Many people find it difficult to walk without holding onto something stable. Dishes in cupboards and items on bookshelves are more likely to fall. Unsecured furniture may topple over. Unreinforced concrete-block walls may collapse. 	<p>7</p>   <p>High earthquake resistance Low earthquake resistance</p> <ul style="list-style-type: none"> Wooden houses with low earthquake resistance are even more likely to lean or collapse. Wooden houses with high earthquake resistance may lean in some cases. Reinforced-concrete buildings with low earthquake resistance are more likely to collapse. 		

If you feel a tremor

- Protect your head and shelter under a table
- Don't rush outside
- Don't worry about turning off the gas in the kitchen
- Panic leads to injury

Remain calm, and secure your personal safety

- When driving a car, turn on your hazard lights, then slow down smoothly
- Keep away from gates, walls, venter machines and buildings
- Leave immediately to highland when a strong shake has been felt on the seashore

If you see/hear an Earthquake Early Warning

Make residences earthquake-resistant and fix furniture to prepare for earthquakes

Review effects of damage from natural disasters

Read the document **Sheet 2 — Summary of tables explaining the JMA seismic intensity scale** and answer the following:

- a. What is the purpose of the document?
- b. How does it help people stay safe during a natural disaster?
- c. Describe what effects a Scale 4 earthquake might have in your home according to this document.
- d. What action should you take if you were in your house during a Scale 6 earthquake?

Read the following information about how people in Australia can prepare for an earthquake.

Earthquakes: Be prepared

Disaster resilient Australia

Planning for the disaster

There are several steps you need to take when planning for the possibility of an earthquake. Create a family emergency plan that includes:

- A list of safe places in the house during an earthquake and aftershocks.
- Where to meet if you are separated.
- A list of all the emergency phone numbers you will need, making sure everyone knows where this is displayed (e.g. on the fridge).
- You should also have a copy of emergency phone numbers in your emergency survival kit.

Emergency survival kit

Creating an emergency survival kit is important for your survival during an earthquake.

Look for early warning signs

- Unusual animal behaviour — watch for frightened or confused pets running around, or a birdcall not usually heard at that time.
- Ground-water levels — watch for sudden changes of water level in wells or artesian bores.

During the earthquake

If you are indoors

- Stay there. There could be falling debris outside.
- Take cover under an internal door frame, sturdy table, bench or bed.
- Keep away from windows, mirrors, chimneys, overhead fittings and tall furniture.
- In high-rise buildings, get under a desk near a pillar or internal wall.
- Do not use elevators.
- In crowded areas, do not rush for doors. Stay clear of roof and wall fittings.
- Listen to the radio for warnings before moving.

If you are outside

- Keep well clear of buildings, walls, power lines and trees.
- Shelter from falling debris under strong archways or doorways of buildings.
- Don't stand under awnings or parapets/walls as they may collapse.
- If you are in a vehicle, stop in the open until shaking stops. Beware of fallen power lines and damage to roads, overpasses or bridges.
- Listen to the radio for warnings before moving.

After the earthquake

- Remember that there could be aftershocks, and even though they may not be as severe, it is important that you follow the same emergency survival tips as during an earthquake.
- Check for injuries and apply first aid.
- Do not move the seriously injured unless they are in danger.
- To avoid congestions, do not use the telephone unless there is a serious injury or fire.
- Turn off the electricity, gas and water. Check for gas and fuel leaks before lighting matches.
- Check for water or sewerage leaks and broken electrical wiring. Do not touch any wiring.
- Check for cracks and damage, including the roof, chimneys and foundations.
- Be prepared for aftershocks.
- Evacuate the house if it is badly damaged.
- Do not waste food and water as supplies may be interrupted. Collect emergency water from water heaters, ice cubes, toilet tanks and canned foods.
- Listen to the local radio, heed warnings and follow advice on damage and service disruptions.
- Avoid travelling unless for emergency (keep the streets clear for emergency vehicles).
- Do not go sight-seeing or enter damaged buildings. Stay calm and help others if possible.

Source: Earthquakes: Be prepared (Australian Emergency Management Institute) <https://schools.aemi.edu.au/sites/default/files/Eqk-Be%20Prepared.pdf> CC BY 3.0 creativecommons.org/licenses/by/3.0/

Different countries prepare for natural disasters in different ways. Use the information in **Sheet 2** (Japanese preparation) and Earthquakes: Be prepared (Australian preparation) to complete the table below.

	Sheet 2 — Summary of tables explaining the JMA seismic intensity scale (Japan Meteorological Agency)	Earthquakes: Be prepared (AEMI)
Suggestions — being prepared for the disaster		
Suggestions — how to behave during the disaster		
	Sheet 2 — Summary of tables explaining the JMA seismic intensity scale (Japan Meteorological Agency)	Earthquakes: Be prepared (AEMI)
Suggestions — how to behave after the disaster		
Interesting additional information/ differences in plans		