

Wednesday, May 13th

We are learning to:

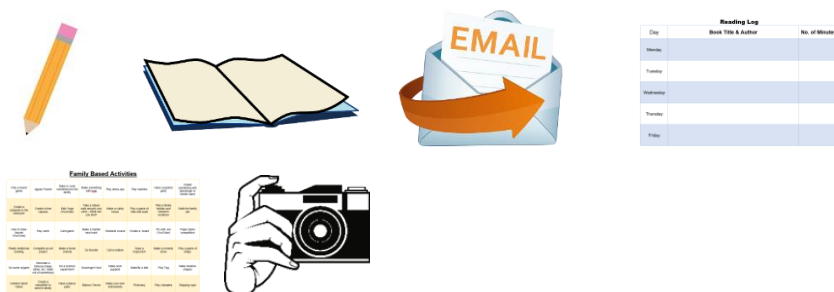
English:

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

Mathematics:

- Locate, compare and order integers on a number line
- Solve problems involving integers.

What you will need today



Wellbeing Tip of the Day

It would be a good idea to start getting back into routine. This includes going to sleep and waking up at appropriate times and following the times outlined on your weekly plan (if possible)



Mrs Paula's Riddle of the Day

I often drop, but I never hit the ground. What am I?

Yesterday's Answer: I have thirteen hearts but no brains. What am I?
A deck of cards!

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 materials for the 'English Writing Task'. You are to use the information provided to write a diary entry from the perspective of Sally. |
| 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

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

5. Complete the table below by placing a tick to show the experiences that you are familiar with.

| Have you ... | Your life experience |
|---|--------------------------|
| been on a long journey? | <input type="checkbox"/> |
| been on a boat? | <input type="checkbox"/> |
| lived in a place where kangaroos could be seen regularly? | <input type="checkbox"/> |
| known someone who hates Vegemite? | <input type="checkbox"/> |

Letter from Joan

Joan Pendlebury
Coolaburra Downs, Queensland
November 16th, 1953

Dear Harriett,

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

Identify historical and social context

The visit of Queen Elizabeth II and the Duke of Edinburgh is a historical event. There are other hints in the letter that the events are set in a particular historical period.

6. The letter uses language or references to events that help identify the historical and social context. Answer the following questions based on historical context.

- a. Why would the family have travelled to Australia by ship?

- b. What words or phrases are used in the letter to indicate its setting is in a rural area in Australia?

Explore language choices

The use of subjective (personal or biased) language is a powerful tool to help convey a writer's feelings.

7. Read the sentences from the letter listed below and identify the subjective language by highlighting the correct words or phrases.
- Mummy didn't want to come to Australia, but Father said we'd have a much better life here.*
 - Harriett — I nearly forgot my most extraordinary piece of news!*
 - Tonight we're having Mummy's delicious roast lamb with mashed potatoes and gravy.*

Vocabulary choices, including evaluative language, can express shades of meaning, feeling and opinion.

8. Re-read the following section of the letter.

The ship we came out on was huge. I mean huge! REALLY enormous. Father said it would be a new start for us after all those years of trying to rebuild our lives after the war. Pete and I had great fun roaming around the decks every day and when we crossed the Equator we had a tremendous party. We all wore costumes and wolfed down lots of cake and cordial.

9. How does Joan's choice of vocabulary help to convey her experiences to the reader?

Remember other strategies writers use to influence the reader:

mood — Writers want their readers to share their feelings. Joan's language choices help the reader share the unfamiliarity of her new life.

setting — Writers establish interesting places and times. We 'see' and 'hear' the celebrations on board the ship.

point of view — Personal letters are written in the first person voice, 'I wait', 'I think'.

writer's style — The writer's choice of language helps the reader to understand the person writing the letter. The reader can understand Joan's wonderment and excitement through her choice of words.

10. Read a possible response from Harriett to Joan below.

Dear Joan,

I was so happy for you when I read your letter. Your new home sounds fabulous. I envy you all those kangaroos hopping about where you can see them every day. Who would have thought you would be in a place so different from London? Although it's ghastly that you can't escape your much-hated Marmite — the Australian version sounds even nastier. But you know me, I do love Marmite spread on toast with a good dollop of butter. I simply can't imagine that it should be more salty, though!

You must find the climate so different there compared to here in London. It is very cold here now and we had our first snowfall of winter the other day. It wasn't much and it all soon turned to muddy slush. It gets dark so early now and it is miserable with so little sun. You must be really happy about not having to put on coats, gloves, hats and boots every time you go outside and about having so much sunshine all the time. I really miss the sunshine.

We are all enthusiastic here about the Queen's visit to Australia. How did we get to have such a beautiful and lovely Queen? Everyone is talking about what she will wear and what Australians will think of her. They couldn't do anything else but love her the way we here in England do. I am sad that your mother is homesick and I hope the Queen's visit doesn't make her feel even more so.

I will await your next letter to hear more about your exciting life in Australia.

Your friend

Harriett

11. Identify language choices in Harriett's letter that are examples of: mood, setting, point of view, and writer's style in the table below.

| Strategy | Language choice |
|----------------|-----------------|
| mood | |
| setting | |
| point of view | |
| writer's style | |

English Writing Task

Sally's Exciting Day

You are Sally. After months of waiting, you have finally had your first birthday party... and it was even better than you had imagined!

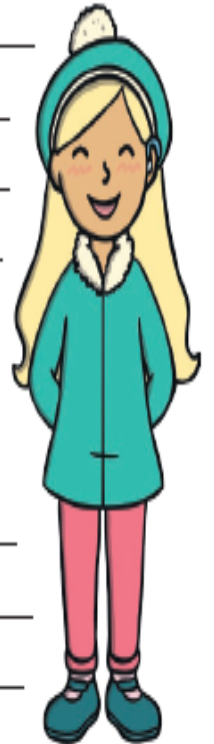
What did you do, see, hear and eat? What were you thinking and feeling at different points throughout the day? Did your feelings change with each different activity?

Write a diary entry from Sally's point of view.

A **good** diary entry will contain:

- Adjectives to describe important events and feelings
- Time words to sequence events in the order they happened
- Past tense verbs
- Conjunctions to give the reader more detail (and, because, but).

Dear Diary, _____



Comprehension Worksheet

Distinguish Between Fact and Opinion

Exercise is Cool!

Exercise boosts brainpower

Exercise helps you to think clearer, which means you can concentrate better in class and learn more.

Exercise gives you more energy

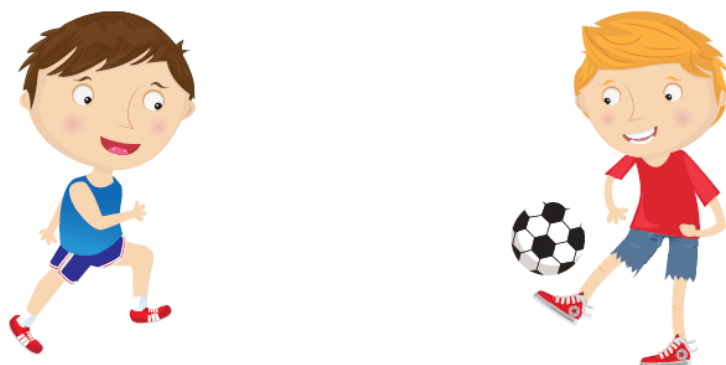
If you exercise throughout the day, you will improve your strength, which means you will have more energy.

Exercise helps stop you from getting sick

Exercise leads you to feel healthier, which means that your body is more likely to fight off colds and illnesses.

Exercise pumps up your heart

Not only does exercise stop you from getting sick, but it also helps strengthen your heart.



Comprehension Task

✓ Teach Starter.com

Distinguish Between Fact and Opinion

Exercise is Cool!

1. Write an opinion about exercise boosting brainpower.
2. Write an opinion about exercise giving you more energy.
3. Write an opinion about exercise helping to stop you from getting sick.
4. Write an opinion about exercise helping to pump up your heart.

CRAZY CREATIVE CHALLENGE

Make a list of all of the ways that you exercise throughout the day.

Create an exercise plan, using items found around the house or classroom, that you can do each day.

Comprehension Task

✓ Teach Starter.com

Mathematics Student Learning Materials

Topic: Number and place value

Solving problems involving integers

Today you will:

- ▶▶ locate, compare and order integers on a number line
- ▶▶ solve problems involving integers.

Creating number lines



Sometimes we find number lines haven't been marked with numbers. The following activities will help teach us how to choose appropriate numbers when recording numbers on our own number lines.

Tim bought Sally an ice-cream cake for her birthday. He was nervous the cake would melt before 12:00 pm. If it was 8 °C during the morning and the temperature rose another 10 °C by noon, what temperature was it when Tim served the cake at 12:00 pm?

After reading the problem, we are able to decide what numbers should be recorded on our number line.

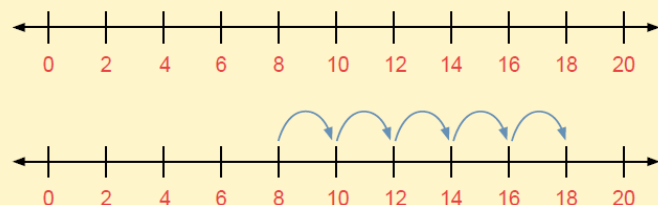
'8 °C during the morning' 'temperature rose another 10 °C by noon'

It can be seen that we are using positive integers. We do not need to record numbers lower than zero for this number line. What number expression would best represent this problem?

$$8\text{ °C} + 10\text{ °C}$$

We don't always need to count in 1s when recording numbers on a number line. It's okay to change the scale when recording integers. You might like to count in 2s or 5s. Due to the size of these numbers, this time we'll create a number line from 0 to 20 and we'll count in 2s.

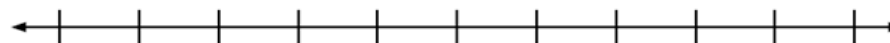
For example:



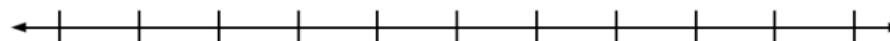
$$8\text{ °C} + 10\text{ °C} = 18\text{ °C}$$

1. Record integers on the following number lines to represent each expression. Mark on a scale and then draw jumping arrows to show your thinking.

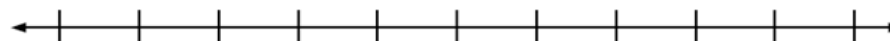
a. $6 + 8 =$



b. $60 - 40 =$



c. $75 + 150 =$



During breakfast, Mum noticed the milk was almost frozen and decided to monitor the temperature of the fridge. A few hours later the temperature of the fridge dropped 12 °C.

What temperature is the fridge now if it was 6 °C at breakfast?

This time we need to record numbers below zero. We need to think of an expression to help solve the problem.

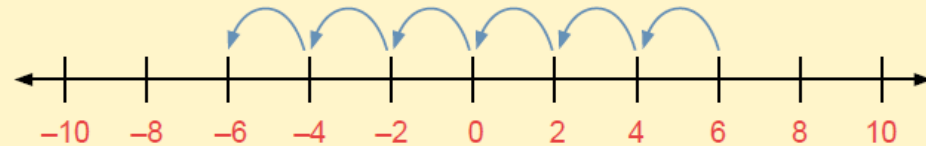
For example:

$$6\text{ °C} - 12\text{ °C}$$

Let's create a number line to help find a solution. This time we are taking a larger number from a smaller number so our number line needs to contain digits below zero (negative numbers).



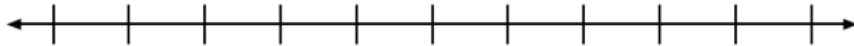
After recording positive and negative integers on our number line, we are able to use jumping arrows to help find a solution.



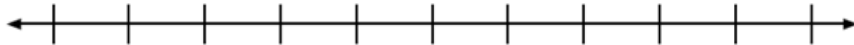
$$6^{\circ}\text{C} - 12^{\circ}\text{C} = -6^{\circ}\text{C}$$

2. Record integers on the following number lines to represent each expression. Mark on a scale and then draw jumping arrows to show your thinking.

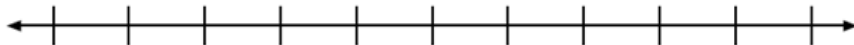
a. $8 - 14 =$



b. $40 - 60 =$



c. $50 - 175 =$



Wellbeing Worksheet

The Power of YET



Think of something you cannot do yet and use your growth mindset to work out how you can succeed at it. Meeting challenges can make us feel good about ourselves and improve our self-esteem. It helps us to build the confidence needed to try new things. e.g. I can't edit videos YET, but if I continue to learn and practise I might be able to achieve it.

Fill in the missing details below.

I'm not good at _____
YET
 but if I _____
 I might be able to achieve it!

I'm not good at _____
YET
 but if I _____
 I might be able to achieve it!

Visualisation

Draw a picture in the glasses below of yourself achieving your goals.



Health Student Learning Materials

Benefits of physical activity

Get active each day

Being active and eating nutritious food helps you to keep fit, healthy and feeling full of energy.

Everyone, not just kids and teens, should be active every day in as many ways as possible.

Not being active can lead to an 'energy imbalance'. That's when the energy we get from the food we eat is more than what our bodies use up. This unused energy can cause excess weight gain and health problems.

Being active also helps you learn and develop important skills such as running, throwing and catching, which are a part of many games and sports.

Trying something new can be a challenge - just remember that it can take time to get good at a new game or sport. Taking part with friends or family and having fun is what counts!



| Moderate activities | Vigorous activities |
|---------------------------|--|
| Walking fast | Organised sports (football, netball, soccer) |
| Bike riding | Running or chasing friends |
| Skateboarding | Swimming laps |
| Dancing | Skipping |
| Playing on park equipment | Nippers |

10 ways physical activity can help you

- ★ Your body grows properly, giving you strong bones, muscles, lungs and heart
- ★ Improves your flexibility, balance and coordination so you can move well
- ★ Improves your running, throwing, jumping, catching and kicking skills, which are part of many sports
- ★ Makes you feel happy and full of energy
- ★ Keeps you staying healthy and maintaining a healthy weight
- ★ Helps you feel relaxed and confident
- ★ Helps you sleep well at night
- ★ Improves your posture
- ★ Keeps your mind alert
- ★ Allows you to have fun with friends and make new ones.

How much activity is needed each day?

Kids aged between 5 and 12 years need at least 60 minutes (1 hour) of moderate and vigorous activity every day. It's even better to be active for a couple of hours but you don't have to do it all at once – doing different activities throughout the day all adds up.


What does moderate and vigorous activity mean?

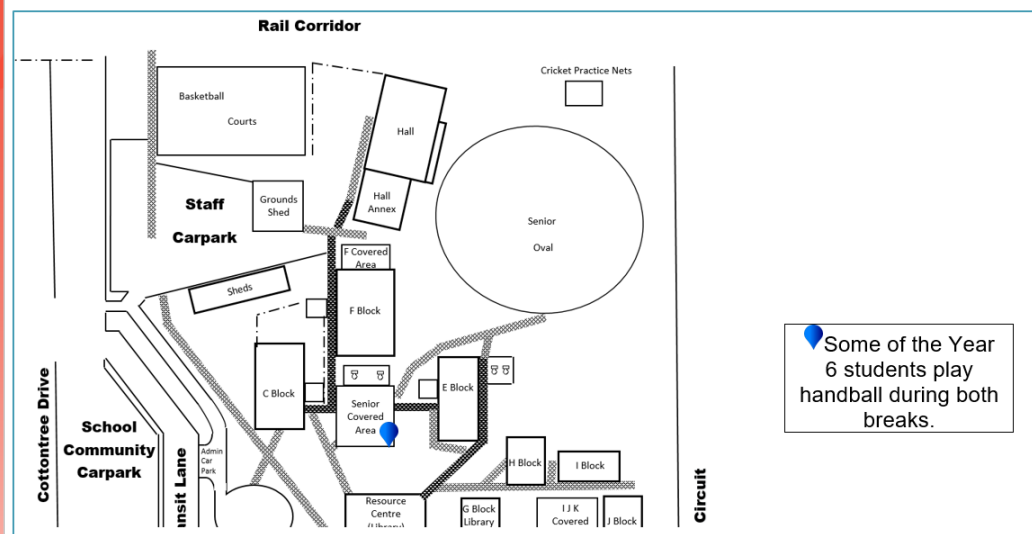
Moderate activities make your heart beat faster and your breathing become quicker than when you're sitting down. Vigorous activity really makes you huff and puff. Over to the right are some examples of each type of activity.

Think about all the physical activities we have available at school. Create a poster to display at school that illustrates all the physical activities we can participate in at school. Include text that informs the reader about the benefits of physical activity. **Take a photo of this and send to Ms. McCrystal – exmcc9@eq.edu.au**

Physical activity map

Instructions: Make a map of your school. Give your map the title 'Physical activity map'.

Place a marker such as  on your map to identify the areas where Year 6 students participate in physical activity. Make **annotations** about the location. An annotation is an explanatory note. The annotation should include the type of physical activity, which groups of Year 6 students are involved and when it occurs. An example of an annotation is given.




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

BALL AND TOP SPINNING GAMES

pirrha

'pir-rha'



SCHOOL YEARS
4–6

SCHOOL YEARS
7–9

SCHOOL YEARS
10–12

Post-school age

Background

The Lake Eyre women made small gypsum balls to spin. The game was played by several players at once. The player whose ball spun the longest was the winner.

Sometimes two women competed against each other. In another form of the game two balls were spun in a large bowl (*pirrha*) and there was excitement when the balls collided.

Language

The name for the game is taken from the large bowl (*pirrha*) used for spinning balls.

Short description

The game is one of ball spinning. The object is to try to make the ball spin for as long as possible.

Players

- One to ten players

Playing area

- A suitable indoor or outdoor area

Equipment

- Use a number of discs (frisbees) — the discs should all be the same. The underside of the disc can be smoothed and the surface waxed.
- Use balls such as wooden balls, billiard balls or large marbles.

Game play and basic rules

- The ball is spun on the surface of an upturned disc (frisbee) or similar object.
- The player prepares by holding the disc in one hand — or placing it on a flat surface — with the other hand ready to spin the ball. The spin is

usually made by flicking the thumb and first and second fingers.

- The signal to start is given and the ball is spun.
- The ball can be moved around the surface of the disc by changing the angle of the disc. For best results the ball should be kept in the middle of the disc.
- A stop-watch is used to time how long the ball spins. When the spin is timed, the stop-watch is started as the hand is lifted away from the ball and the time is recorded until it stops turning.
- Players aim to achieve their best time or beat a set time (such as 45 seconds).

Scoring

The player whose ball spins for the longest time wins the game. Players have three attempts and the best time counts.

Variations

- The game can be played by several players at once. On the signal to start, all players start the ball spinning. The longest-spinning ball is the winner.
- Players in groups of three at a time compete in an elimination contest to determine a winner.
- For a team competition the ball must be spun and hands lifted away quickly on the signal to start. If there is any delay the turn does not count.
- Players attempt to guess which ball will spin the longest before the turn has started.
- Have two balls spinning in the same *pirrha* and attempt to have them collide with each other. This is not a competition.
- The game can be played by the players in teams of three or five and with each player competing against a member of the other team at the same time.
- Spin a basketball on a smooth wooden floor. Use two hands to start the ball spinning.

Top-spinning technique

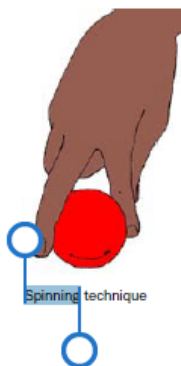
- The spin-ball is spun by being pressed between the first and middle fingers, on either a patch of smooth, hard ground, or more usually on a flat board.
- Another method is to spin the ball by holding it between the thumb and first two fingers and giving it a quick twist.

Suggestion

This activity could be ideally used as a classroom activity or as a night-time activity as part of an outdoor education unit.

Teaching points

- Spin balls ready. Thumb and one or two fingers on the ball.
- Grip and flick hard to spin.
- Hands each side of the disc. Try to keep it still or move it around.
- Count the time.
- Keep going.
- Try again. A little faster. That's the idea.



Spinning technique