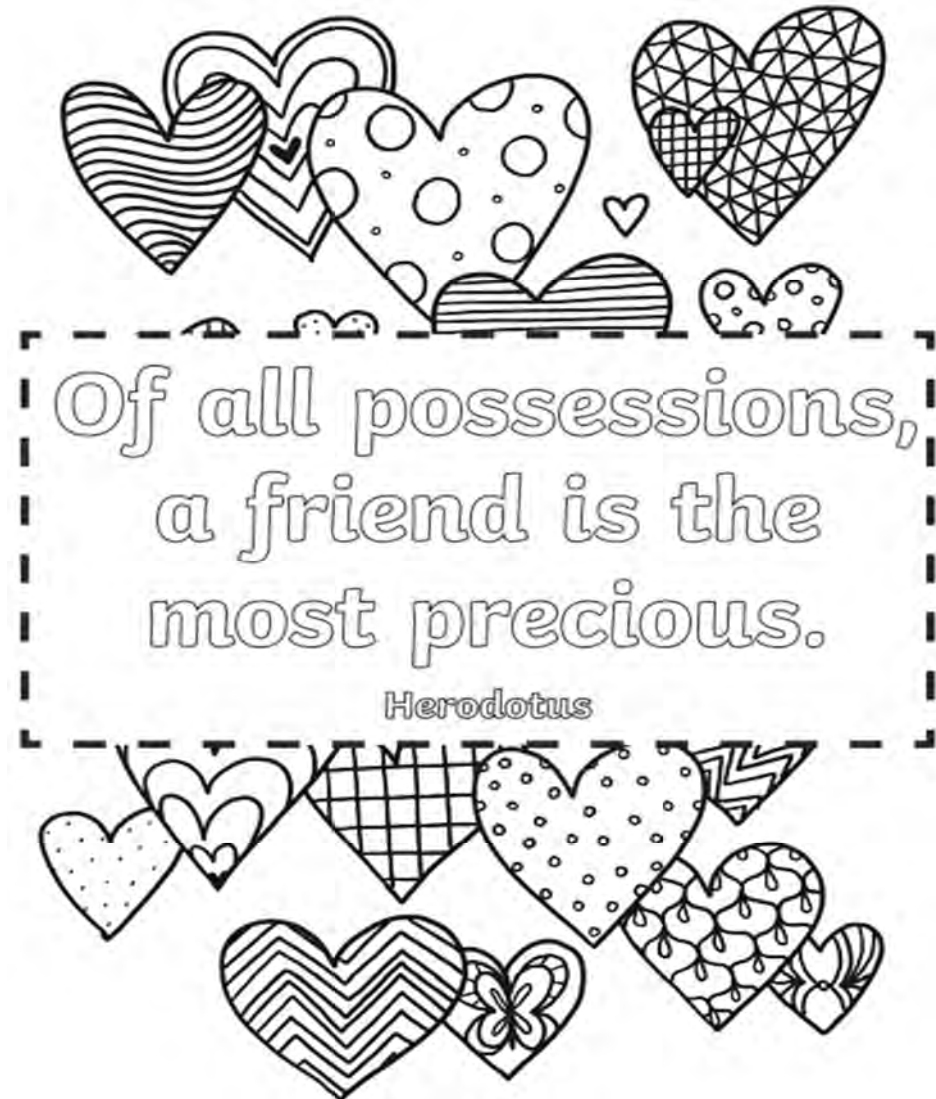


Weekly Learning Framework

Unit Five (Part A) - Year 6



Remember to upload the photos of the activities that have a star next to them
to Google Classroom!

Name: _____



Class: _____




Learning environment checklist



In setting up this space the following should be considered:

- ☐ Is the area free of distraction?
- ☐ Is there excessive noise in the area?
- ☐ Are there trip hazards in the area?
- ☐ Is the area exposed to direct glare or reflections?
- ☐ Does the area have sufficient power points available?
- ☐ Is equipment (extension cords etc.) in good, safe, working condition?
- ☐ Is there a proper desk and chair and other necessary equipment (light, stationery and devices)?
- ☐ Is the chair adjusted correctly?
 - Feet should be flat on the floor and knees bent at right angles with thighs parallel to the floor.
 - The chair backrest should support the lower back and allow your child to sit upright.
 - The chair should move freely and not be restricted by hazards such as mats and power cords.
 - Chair arm rests should be removed or lowered when typing.
- ☐ Is the computer adjusted correctly?
 - The screen should be positioned directly in front of your child.
 - The screen should be at a distance where your child can see clearly and easily without straining. The top of the screen should be slightly lower than eye level.
 - The keyboard should be positioned at a distance where elbows are close to your child's body and their shoulders should be relaxed.
 - The mouse should be placed directly next to the keyboard.
- ☐ Are their most frequently used items within easy reach from a seated position?

Unit 5 (A)	Friday 20/8/21	Monday 23/8/21	Tuesday 24/8/21	Wednesday 25/8/21	Thursday 26/8/21
Morning	<p>English</p> <p>Spelling: Schwa <ure></p> <p>Complete spelling worksheet provided. Write 10 words that contain the specific sound focuses. These are your spelling words for the week – If you can find more challenging ones, you can use them!</p> <p>(30 minutes)</p> <p>Brain Break – Place a piece of paper on your head and then write your date of birth.</p> <p>Reading: Login to the online reading program Reading Eggs using the username and password. Complete two Reading Eggspress activities.</p> <p>(25 minutes)</p> <p>Writing: Journal. Journal writing provides an opportunity for you to write freely as well as provide information. Write an</p>	<p>English</p> <p>Grammar: Using the verb ‘to do’ in statements.</p> <p>Revise the grammar focus for the week Using the verb ‘to do’ in statements. Watch the video in Google Classroom to assist. Complete the grammar activity provided.</p> <p>Write out your spelling list.</p> <p>(30 minutes)</p> <p>Brain Break – Find someone in your house to play ‘scissors, paper, rock’ with. Best of 5 rounds is the winner!</p> <p>Writing: Journal – Write your journal entry for today.</p> <p>(10 minutes)</p> <p>Informative: Pre-Test Choose an animal to research</p> 	<p>English</p> <p>Revise the Schwa <ure></p> <p>Complete at least two spelling activities provided in the spelling activity grid.</p> <p>Write out your spelling list.</p> <p>(30 minutes)</p> <p>Brain Break – Try to do some wall push ups! Find a wall, rest your arms on the wall and take a step back. Now push yourself away from the wall.</p> <p>Login to the online reading program Reading Eggs using the username and password. Complete two Reading Eggspress activities.</p> <p>(25 minutes)</p> <p>Writing: Journal – Write your journal entry for today.</p> <p>(10 minutes)</p>	<p>English</p>  <p>Revise Schwa <ure></p> <p>Complete two spelling activities provided in the spelling activity grid.</p> <p>Try to write your 10 spelling words without copying! Reflect on how you went.</p> <p>(30 minutes)</p> <p>Brain Break – Lazy 8 breathing. Place your finger in the palm of your opposite hand. Draw the number 8 on your hand repeatedly. Take deep breaths in and out with each 8 you create.</p> <p>Writing: Journal – Write your journal entry for today.</p> <p>(10 minutes)</p> <p>Informative: Read the sample texts closely and</p>	<p>English</p> <p>Look, cover, write, check your spelling list for the week. Get a family member to test you on 5 of your words, in sentences. Review the sentences and mark your work. (15 minutes)</p> <p>Reading: Login to the online reading program Reading Eggs using the username and password. Complete two Reading Eggspress activities.</p> <p>(25 minutes)</p> <p>Brain Break – Square breathing. Place your finger in the palm of your opposite hand. Trace the shape of the square on your palm. Take deep breaths in and out.</p> <p>Writing: Journal – Write your journal entry for today.</p> <p>(10 minutes)</p> <p>Informative: Watch the video on Google</p>

	<p>informative journal entry each day.</p> <p>(10 minutes)</p>	<p>and write an information report. Try to remember as many language features as you can.</p> <p>(30 minutes)</p>		<p>then use your knowledge to add more information by making the text more descriptive.</p> <p>(15 minutes)</p>	<p>Classroom about Informative Writing Read the text and identify the language and structural features specific to information reports.</p> <p>(30 minutes)</p>
Break					
Middle	<p><u>Mathematics</u></p> <p>Complete 2 Mathletics tasks set for you by your classroom teacher.</p> <p>(25 minutes)</p> <p>Revise 11 times tables, time how long it takes you to go over them.</p> <p>(2 minutes)</p> <p>Complete the Problem-A-Day task for today.</p> <p>(3 minutes)</p> <p>Log on to number of the day https://mathsstarters.net/nuhoftheday 3, 4, 5 or 6 digit number (student choice) and complete the daily number of the day. Be sure to reflect on your answers.</p>	<p><u>Mathematics</u></p> <p>Complete 2 Mathletics tasks set for you by your classroom teacher.</p> <p>(25 minutes)</p> <p>Revise 11 times tables, time how long it takes you to go over them.</p> <p>(2 minutes)</p> <p>Complete the Problem-A-Day task for today.</p> <p>(3 minutes)</p> <p>Log on to number of the day https://mathsstarters.net/nuhoftheday 3, 4, 5 or 6 digit number (student choice) and complete the daily number of the day. Be sure to reflect on your answers.</p>	<p><u>Mathematics</u></p> <p>Complete 2 Mathletics tasks set for you by your classroom teacher.</p> <p>(25 minutes)</p> <p>Revise 11 times tables, time how long it takes you to go over them.</p> <p>(2 minutes)</p> <p>Complete the Problem-A-Day task for today.</p> <p>(3 minutes)</p> <p>Log on to number of the day https://mathsstarters.net/nuhoftheday 3, 4, 5 or 6 digit number (student choice) and complete the daily number of the day. Be sure to reflect on your answers.</p>	<p><u>Mathematics</u></p> <p>Complete 2 Mathletics tasks set for you by your classroom teacher.</p> <p>(25 minutes)</p> <p>Revise 11 times tables, time how long it takes you to go over them.</p> <p>(2 minutes)</p> <p>Complete the Problem-A-Day task for today.</p> <p>(3 minutes)</p> <p>Log on to number of the day https://mathsstarters.net/nuhoftheday 3, 4, 5 or 6 digit number (student choice) and complete the daily number of the day. Be sure to reflect on your answers.</p>	<p><u>Mathematics</u></p> <p>Complete 2 Mathletics tasks set for you by your classroom teacher.</p> <p>(25 minutes)</p> <p>Revise 11 times tables, time how long it takes you to go over them.</p> <p>(2 minutes)</p> <p>Complete the Problem-A-Day task for today.</p> <p>(3 minutes)</p> <p>Log on to number of the day https://mathsstarters.net/nuhoftheday 3, 4, 5 or 6 digit number (student choice) and complete the daily number of the day. Be sure to reflect on your answers.</p>

	<p>(5 minutes)</p> <p>Brain Break – Dramatic fall. Imagine you have tripped over something in your house – act out your fall with as much enthusiasm as possible.</p> <p>Watch Mrs Nelson’s Factors and Multiples TENS video on Google Classroom and then complete the TEN activity by yourself or with someone else at home.</p> <p>(15 minutes)</p> <p>Division: Complete the worksheet and use this information for later tasks this week.</p> <p>(15 minutes)</p> 	<p>(5 minutes)</p> <p>Brain Break – Shoe Carry. Pick up 3 pairs of shoes and walk around the room 5 times. Stop. Then walk around the room 5 times in the opposite direction.</p> <p>TEN: Factors and Multiples. Complete the activity. You can watch Mrs Nelson’s video again if needed.</p> <p>(10 minutes)</p> <p>Division: Watch the video on division in Google Classroom to assist with division tasks this week. Use a written strategy to complete the worksheet provided.</p> <p>(20 minutes)</p>	<p>(5 minutes)</p> <p>Brain Break – Miming. Imagine you are on stage as a famous singer. Put your favourite song on and mime your performance.</p> <p>TEN: Factors and Multiples. Complete the activity. You can watch Mrs Nelson’s video again if needed.</p> <p>(10 minutes)</p> <p>Division: Watch the video on division in Google Classroom to assist with division tasks this week. Use the formal written strategy to solve 4 digit division problems.</p> <p>(20 minutes)</p>	<p>(5 minutes)</p> <p>Brain Break – 5,4,3,2,1. Touch 5 things, hop on your left foot 4 times, pat your head 3 times, touch your nose twice and shout ‘Boo’ once.</p> <p>TEN: Factors and Multiples. Complete the activity. You can watch Mrs Nelson’s video again if needed.</p> <p>(10 minutes)</p> <p>Division: Watch the video on division in Google Classroom to assist with division tasks this week. Use the formal written strategy to solve word problems.</p> <p>(20 minutes)</p>	<p>(5 minutes)</p> <p>Brain Break – High five Give a high five to everyone in your house. (See if you can figure out how to High Five yourself!)</p> <p>TEN: Factors and Multiples. Complete the activity. You can watch Mrs Nelson’s video again if needed.</p> <p>(10 minutes)</p> <p>Multiplication/Division: Watch the video on division in Google Classroom to assist with division tasks this week. Use written and mental strategies to assist you in completing the worksheet provided.</p> <p>(20 minutes)</p>
Break					

<p>Afternoon</p>	<p>Drop everything and read for 10 minutes. Choose any book you would like, read for fun.</p> <p>Sport</p> <p>‘Move it Mob Style!’ Watch the video and follow along! https://iview.abc.net.au/video/ZX9956A010S00 (25 minutes)</p> <p>Watch this comedic news report https://iview.abc.net.au/show/horrible-histories-sports-special and record at least 3 relevant points. (30 minutes)</p>	<p>Drop everything and read for 10 minutes. Choose any book you would like, read for fun</p> <p>PDHPE</p> <p>Bounce Back: Humour. Complete the activities on humour. (45 minutes)</p> <p>Science: SET UP REQUIRED!</p> <p>Gather all the equipment you will need to set up the experiment you need to conduct tomorrow afternoon. (10 minutes)</p>	<p>Drop everything and read for 10 minutes. Choose any book you would like, read for fun.</p> <p>Science: Light Shows </p> <p>How do sundials work? Watch Miss Barbagallo’s science video.</p> <p>Follow the instructions to conduct the experiment and answer the questions. (All day experiment, 20 minutes for the questions)</p> <p>Watch this video of scientific facts and record at least 3 relevant points. https://iview.abc.net.au/video/ZW1301A018S00 (30 minutes)</p>	<p>Drop everything and read for 15 minutes. Choose any book you would like, read for fun.</p> <p>History: Gold</p> <p>Daily Life in Bathurst- Read the information provided and complete the worksheet. (35 minutes)</p> <p>Watch this video about life on the Goldfields and record at least 3 relevant points. https://iview.abc.net.au/video/ZW2246A002S00 (15 minutes)</p>	<p>Drop everything and read for 10 minutes. Choose any book you would like, read for fun.</p> <p>Creative Arts </p> <p>Watch Mrs Alo’s video in Google Classroom and complete the task. (40 minutes)</p> <p>Watch this video and record at least 3 relevant points. https://iview.abc.net.au/video/NE2004S020S00 (15 minutes)</p>
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Weekly Recording - Spelling words and grid, Journal Entries, Reading Eggspress, Brain Breaks, Mathletics, Times tables , Problem-A-Day, Number of the Day, TEN and VIPs

Write your spelling words out each day

Friday	Monday	Tuesday	Wednesday	Thursday

Activity		Teacher Recognition
	Spells words correctly each day	

Brain Breaks Completion Record

Friday	Monday	Tuesday	Wednesday	Thursday
Write your date of birth	Scissors, Paper, Rock	Wall push ups	Lazy 8 breathing	Square breathing
Dramatic Fall	Shoe Carry	Miming	5, 4, 3, 2, 1	High Five

Activity		Teacher Recognition
	Completes daily Brain Break activities	

Reading Eggspress Completion Record

Day	Quizzes/Activities Completed	
Friday		
Tuesday		
Thursday		

Activity		Teacher Recognition
	Completes Reading and Comprehension Quizzes and Activities in Reading Eggs	

Spelling Grid

Highlight 2 activities you have completed on Tuesday.

Use this grid and a different coloured highlighter to record the 2 activities you completed on Wednesday.

Spelling practise and patterns	Find-a-word Make a find-a-word using 10 of your words. List the words to find. Ask your teacher for a piece of grid paper.	Picture Words Write 5 words and draw a picture or diagram for each one.
	Rainbow Syllables Write or type 10 words using a different colour for each syllable.	Mini Words Find 10 mini words (words in words) within your spelling list
	Synonyms Write synonyms (similar meaning) for 5 of your words. Use a dictionary or thesaurus to help you	Word Building Find the base word of 5 of your words. Add prefixes or suffixes to make as many words as you can for each one.
Meanings	Dictionary Meanings Find dictionary meanings for at least 5 of your words. Write them neatly into your homework book.	Acrostic Poem Create an acrostic poem for 3 of your spelling words.
	Etymology Use a dictionary to find out the language the 5 of your words come from.	Antonyms Write antonyms (opposites) for 5 of your words. Use a dictionary or thesaurus to help you.
Using your words	Sentences Use at least 5 of your words in interesting sentences.	Dictation Write a dictation passage using all of your words.
	Missing Words Put 10 words in a cloze exercise. Leave a line for each missing word. List the missing words	Parts of Speech Put your words into grammatical categories e.g. nouns, verbs, adjectives, adverbs
Taking Charge/ Self-evaluation	Your Activity Create a new spelling activity of your own. Write the instructions down.	Quiz Me Choose 5 words from the spelling list and write them on cards to blutac around the house. Have people quiz you on them

Activity	Teacher Recognition
<ul style="list-style-type: none"> Completes at least 4 spelling activities 	

Revising 11 x Tables

Friday	Monday	Tuesday	Wednesday	Thursday
11 x 1 =				
Time:	Time:	Time:	Time:	Time:

Activity		Teacher Recognition
	Recalls 8 x tables correctly each day	

Mathletics

Day	Set activities	Bonus
Friday		
Monday		
Tuesday		
Wednesday		
Thursday		

Activity		Teacher Recognition
	Completes set Mathletics Tasks	

TEN

Friday	Monday	Tuesday	Wednesday	Thursday

Activity		Teacher Recognition
	Engages in daily TEN activity	

Journal Entries

Day	Entry
Friday	
Monday	
Tuesday	
Wednesday	
Thursday	

Activity	Teacher Recognition
Completes daily journal entries.	

Number of the Day Answers

Friday	1. 2. 3. 4. 5. 6. 7. 8. 9. 10.
Monday	1. 2. 3. 4. 5. 6. 7. 8. 9. 10.
Tuesday	1. 2. 3. 4. 5. 6. 7. 8. 9. 10.
Wednesday	1. 2. 3. 4. 5. 6.

	7. 8. 9. 10.
Thursday	1. 2. 3. 4. 5. 6. 7. 8. 9. 10.

Activity		Teacher Recognition
	Completes the Number Of The Day and marks their own answers.	

Digital Media: Relevant Points

Day	VIP's
Friday	
Tuesday	
Wednesday	
Thursday	

Activity		Teacher Recognition
	Summarise and records information from digital media	

Problem-A-Day

NEWMAN'S PROMPTS



Read the question twice. If you don't know a word, leave it out. Replace tricky names with your own.

Locate the question and look at the key words. Work out together what the question is asking you to do.



Plan how you are going to work out the answer. You may want to draw a tape diagram.

Write down all of your working out. Use another strategy to check your answer.



Now, write down your answer to the question separately. Have you answered what the question was asking?

Cambridge Gardens Public School

2

FRIDAY

A number has been rounded off to 100.3

What might the number be?

List 5 possibilities.

Working out - Transformation step

Cambridge Gardens Public School

27

Jackson owns a bookshop that has:



- *twelve thousand and sixty-three* fiction books
- *four thousand, three hundred and two* non-fiction books

Write these as numbers in the boxes below and then find the total number of books.

fiction books

non-fiction books

Working out - Transformation step

Simone owns a bookshop that has:



- *thirty-six thousand, four hundred and nineteen* fiction books
- *ninety-nine thousand and two* non-fiction books

Write these as numbers in the boxes below and then find the total number of books.

fiction books

non-fiction books

Working out - Transformation step

Nina owns a bookshop that has:



- ☐ *sixty-nine thousand four hundred and eighty* fiction books
- ☐ *one hundred and fifty-five thousand four hundred and three* non-fiction books

Write these as numbers in the boxes below and then find the total number of books:

fiction books

non-fiction books

Working out - Transformation step

Cambridge Gardens Public School

5

Fill in the boxes to solve this equation:



$$\begin{array}{r}
 \square \square \square \\
 \square \square \square \times \\
 \hline
 \square \square \square
 \end{array}$$

Working out - Transformation step

Cambridge Gardens Public School

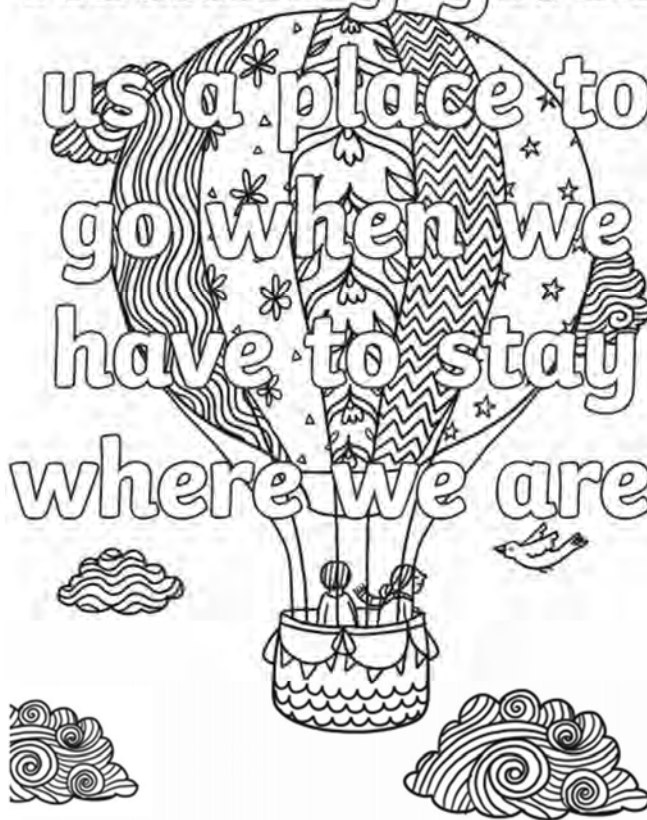
6

Activity		Teacher Recognition
	Completes daily Problem-a-Day activities.	

Friday

20.8.21

Reading gives
us a place to
go when we
have to stay
where we are.



Student

I have completed my work to the best of my ability

Name: _____

Parent/Carer

I am happy with the quality and amount of work my child has done today

Name: _____

Spelling List 26



Schwa <ure>



Put the words in the Spelling List into alphabetical order.

1. picture

2. nature

3. injure

4. lecture

5. texture

6. pasture



7. sculpture

8. creature

9. stature

10. torture

11. rupture

12. cultured

13. manufacture

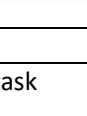
14. adventurer

15. procedure

16. treasurer

17. acupuncture

18. disfigurement



1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

16.

17.

18.



Activity	Teacher Recognition
Completes spelling task	

Division – Complete these division sums as quickly as possible. You will need this information for later tasks this week.

Name:

Number Correct:

Time Taken:

Previous Score:



$22 \div 11 =$	$33 \div 11 =$	$40 \div 5 =$	$27 \div 3 =$	$99 \div 11 =$	$25 \div 5 =$
$28 \div 7 =$	$16 \div 8 =$	$121 \div 11 =$	$48 \div 4 =$	$63 \div 7 =$	$8 \div 2 =$
$18 \div 6 =$	$12 \div 6 =$	$72 \div 8 =$	$99 \div 9 =$	$60 \div 12 =$	$18 \div 2 =$
$56 \div 8 =$	$8 \div 1 =$	$77 \div 11 =$	$28 \div 4 =$	$54 \div 6 =$	$24 \div 6 =$
$3 \div 1 =$	$55 \div 5 =$	$60 \div 10 =$	$45 \div 5 =$	$25 \div 5 =$	$18 \div 6 =$
$32 \div 8 =$	$36 \div 4 =$	$70 \div 7 =$	$40 \div 5 =$	$9 \div 9 =$	$18 \div 9 =$
$60 \div 5 =$	$24 \div 8 =$	$18 \div 2 =$	$22 \div 2 =$	$88 \div 8 =$	$40 \div 5 =$
$8 \div 8 =$	$96 \div 8 =$	$20 \div 2 =$	$132 \div 12 =$	$40 \div 8 =$	$12 \div 4 =$
$2 \div 2 =$	$48 \div 8 =$	$72 \div 8 =$	$110 \div 11 =$	$84 \div 7 =$	$20 \div 5 =$
$24 \div 3 =$	$77 \div 7 =$	$8 \div 4 =$	$48 \div 12 =$	$30 \div 5 =$	$84 \div 12 =$
$21 \div 7 =$	$9 \div 1 =$	$33 \div 3 =$	$27 \div 3 =$	$60 \div 5 =$	$48 \div 8 =$
$84 \div 12 =$	$35 \div 5 =$	$12 \div 12 =$	$25 \div 5 =$	$49 \div 7 =$	$12 \div 1 =$
$35 \div 7 =$	$120 \div 12 =$	$81 \div 9 =$	$80 \div 10 =$	$32 \div 8 =$	$10 \div 2 =$
$48 \div 4 =$	$66 \div 11 =$	$88 \div 8 =$	$8 \div 4 =$	$54 \div 9 =$	$35 \div 5 =$
$24 \div 8 =$	$72 \div 12 =$	$10 \div 1 =$	$88 \div 8 =$	$60 \div 5 =$	$54 \div 6 =$
$40 \div 10 =$	$16 \div 2 =$	$45 \div 9 =$	$7 \div 1 =$	$48 \div 6 =$	$21 \div 7 =$
$56 \div 8 =$	$88 \div 11 =$	$108 \div 9 =$	$32 \div 8 =$	$10 \div 2 =$	$54 \div 9 =$
$36 \div 12 =$	$11 \div 11 =$	$56 \div 8 =$	$20 \div 5 =$	$88 \div 11 =$	$5 \div 1 =$
$5 \div 5 =$	$88 \div 8 =$	$88 \div 11 =$	$5 \div 1 =$	$16 \div 2 =$	$48 \div 12 =$
$3 \div 3 =$	$81 \div 9 =$	$12 \div 2 =$	$120 \div 12 =$	$77 \div 7 =$	$110 \div 10 =$
$18 \div 9 =$	$8 \div 8 =$	$70 \div 7 =$	$4 \div 2 =$	$24 \div 2 =$	$28 \div 7 =$
$24 \div 3 =$	$45 \div 5 =$	$30 \div 10 =$	$5 \div 5 =$	$8 \div 2 =$	$12 \div 6 =$
$10 \div 2 =$	$42 \div 7 =$	$8 \div 4 =$	$18 \div 6 =$	$72 \div 6 =$	$24 \div 8 =$
$66 \div 11 =$	$56 \div 7 =$	$24 \div 4 =$	$12 \div 1 =$	$9 \div 3 =$	$45 \div 9 =$

Activity	Teacher Recognition
Quickly and accurately recalls division facts	

Sport

- 'Move it Mob Style!' Watch the video and follow along!

<https://iview.abc.net.au/video/ZX9956A010S00>

- Watch this comedic news report <https://iview.abc.net.au/show/horrible-histories-sports-special> and record at least 3 relevant points. You can record them in the table at the front of your booklet or below.

Activity	Teacher recognition
Completes physical activity and records information about sports.	

Monday

23.8.21



Student

I have completed my work to the best of my ability

Name: _____

Parent/Carer

I am happy with the quality and amount of work my child has done today

Name: _____

Using the verb 'To Do' in statements



Positive and Negative Statements



Auxiliary verbs can help to emphasise a positive verb or make it negative. We **stress** the auxiliary for emphasis (You **will** go to the party!) and put 'not' between it and the main verb to make it negative (You **will not** go to the party!). The simple forms of the past and present tenses have no auxiliaries so we use the verb 'to do' together with the infinitive form of the main verb instead.



do/does/did + infinitive = **positive** statement
do/does/did + not + infinitive = **negative** statement



Underline each verb in red and decide whether it is in the past or present tense. Then rewrite each sentence using the correct form of 'to do' to a) show emphasis and b) make it negative.

- | | | |
|------------------------|-----------------------|---------------------------|
| 1. I like bananas. | I do like bananas. | I do not like bananas. |
| 2. We made pancakes. | We did make pancakes. | We did not make pancakes. |
| 3. They went home. | _____ | _____ |
| 4. He builds boats. | _____ | _____ |
| 5. You ran away. | _____ | _____ |
| 6. The rain stopped. | _____ | _____ |
| 7. I locked the door. | _____ | _____ |
| 8. You know Sam. | _____ | _____ |
| 9. We met John. | _____ | _____ |
| 10. She plays golf. | _____ | _____ |
| 11. They told you. | _____ | _____ |
| 12. You saw the thief. | _____ | _____ |

'To do' is often contracted with 'not' in everyday speech. Trace over the contractions below and then write them out in full underneath, with no letters missing.

I do n o t , I don't

I don't you don't he doesn't we don't they don't

I didn't you didn't she didn't we didn't they didn't

Activity	Teacher Recognition
Completes grammar work on gerunds.	

Informative Writing

- Research any animal of your choosing. Use the information below to help with your research. Write your own information report using the following subheadings:
 - Classification
 - Behaviour
 - Diet
 - Habitat
 - Appearance
 - Environmental adaptations
- Try to include as many structural and language features as you can.

Information Reports

What are information reports and why do we write them?

Information reports are written to classify and describe factual information about a certain topic or theme. We can write information reports on animals, cities, history, sport, people, companies and many more topics.

What structure is needed in an information report?

An information report includes:

- An opening general statement or general classification, which classifies the topic and/or theme and includes further technical information about the subject of the report.
- Descriptive information about various aspects of the topic or theme, which is organised into paragraphs, with or without subheadings and sections.

What are the main language features?

- **Language of generalisation**, for example: **A** dinosaur is....
- **Language of description**, for example: The Great Barrier Reef has **beautiful, colourful coral** formations.
- **Language of comparison/contrast**, for example: Trams **are similar to** trains.

What other features need to be included?

Text Cohesion

For a text to 'flow' there needs to be links and relationships established within the text. This is done through linking back to something that has already been mentioned, like events or people. The cohesive features that are used are mainly pronouns and synonyms, for example: Dinosaurs are.... These animals are.... These large animals.... They....

Subject/Verb Agreement

For example: The dinosaur **has** a tail. Dinosaurs **have** a tail.

Technical Language

This language included words and vocabulary that is specific to the particular topic or theme that is being written. When writing about dinosaurs, the technical language would be subject to this particular topic, for example: ancient, Jurassic, carnivores.

Timeless Present Tense

For example: Fish **come up** to the surface of the water to breathe.

What skills are needed and developed when writing information reports?

Researching, surveying, taking notes, summarising and interviewing.

Title/Subject:



General Introduction

Paragraph 1

Vocabulary

Paragraph 2

Paragraph 3

Conclusion

Activity	Teacher Recognition
Researches and compiles an information report	

Division – Written algorithm

Use a written strategy to complete these division problems. (There may be remainders)

1. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <div style="display: flex; align-items: center; border-bottom: 1px solid black; margin-bottom: 5px;"> 2 4 1 </div> </div>	2. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <div style="display: flex; align-items: center; border-bottom: 1px solid black; margin-bottom: 5px;"> 8 2 5 7 </div> </div>	3. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <div style="display: flex; align-items: center; border-bottom: 1px solid black; margin-bottom: 5px;"> 9 3 9 9 </div> </div>
4. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <div style="display: flex; align-items: center; border-bottom: 1px solid black; margin-bottom: 5px;"> 5 2 1 4 </div> </div>	5. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <div style="display: flex; align-items: center; border-bottom: 1px solid black; margin-bottom: 5px;"> 7 5 4 5 </div> </div>	6. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <div style="display: flex; align-items: center; border-bottom: 1px solid black; margin-bottom: 5px;"> 9 8 6 7 </div> </div>
7. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <div style="display: flex; align-items: center; border-bottom: 1px solid black; margin-bottom: 5px;"> 5 4 3 3 </div> </div>	8. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <div style="display: flex; align-items: center; border-bottom: 1px solid black; margin-bottom: 5px;"> 5 1 3 7 </div> </div>	9. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <div style="display: flex; align-items: center; border-bottom: 1px solid black; margin-bottom: 5px;"> 7 4 3 9 </div> </div>
10. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <div style="display: flex; align-items: center; border-bottom: 1px solid black; margin-bottom: 5px;"> 8 4 8 9 </div> </div>	11. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <div style="display: flex; align-items: center; border-bottom: 1px solid black; margin-bottom: 5px;"> 1 1 3 4 2 </div> </div>	12. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <div style="display: flex; align-items: center; border-bottom: 1px solid black; margin-bottom: 5px;"> 1 2 2 9 3 </div> </div>

Extension: Make your own division algorithms to solve – can include larger numbers.

Activity	Teacher Recognition
Accurately uses a written strategy to solve multiplication problems.	

Bounce Back- Humour.

'Positive humour helps us cope better' - Read the information about Charles Schultz and answer the questions that follow.

Charles Schultz



BLM
7.3

Name: _____

Charles Schultz has been described as the greatest cartoonist the world has ever seen. Schultz was the creator and illustrator of a very famous comic strip called *Peanuts*. For over 50 years his cast of characters entertained people with their predictable personalities and foibles. By the time Schultz died in 2000, his comic strip and characters had appeared in newspapers and magazines all over the world, as well as on mugs, greeting cards and clothing.

The main character in *Peanuts* is an insecure boy named Charlie Brown. Charlie Brown is kind and caring, but he is also vulnerable and desperate for people to like and respect him. He has lost 10 000 games of checkers in a row and always strikes out at baseball, but he manages to handle his failures by 'bouncing back' each time and surviving.

Another character in *Peanuts* is Snoopy, Charlie Brown's faithful dog. Snoopy is always there for Charlie but also has a wild fantasy life of his own. Other characters include Lucy, who is overly confident but with little reason, and constantly criticises Charlie Brown and tries to make his life miserable. Lucy has a little brother called Linus, who has given the world the term 'security blanket', as he always has to have one with him.

The stories in *Peanuts* are always gentle. The punchlines are funny but not cruel. Readers are able to laugh at the characters and their funny adventures and feel empathy for them at the same time.

As a child, Charles Schultz loved to draw and quickly became very good at it. He read other comic strips passionately. He then began to create his own characters and eventually submitted them to his school magazine. However, nobody seemed too impressed and his comic strips went unpublished.

At high school, Schultz wasn't particularly popular and the other students paid him little attention. He lacked confidence. He found it hard to generate enough confidence to ask girls out. He worked hard to become captain of the school's golf team but lost his only important match.

When Charles Schultz created comic strips as an adult, he drew on some of his more difficult experiences when growing up. He made fun of some of his failures in a gentle way. He once commented that he knew what it was like to feel inferior, and deep down most people felt like this. His sense of humour helped him through life and his cartoon strips reflected people's basic fears and setbacks, which are a normal part of life.

Charles Schultz never let his setbacks and failures get the better of him. He learned from them, always looked on the funny side of life, and eventually became a success.

1. What is a security blanket?
2. What were some of the setbacks in Schultz's life that helped him to understand other people?

JOKES! How to tell a joke well.

1. What are the 'Dos' and 'Don'ts' of telling a joke well? List them below.

Do
Don't

2. Practise telling these jokes to your family, or call a friend. Remember to use the skills you have listed in the 'Do' column. You can add to the columns as much as you like.

Good luck!

Activity	Teacher Recognition
Completes tasks on humour.	

Jokes

The clever prisoner

Three men are captured and put in jail. They are found guilty and ordered to be executed by a firing squad. When the first man faces the firing squad, he has a brilliant idea. He decides to confuse them and create a panic. Just as the soldiers raise their rifles and the officer says 'Ready, aim ...', the prisoner yells out 'Earthquake'. The soldiers panic and run off and the prisoner escapes. The second prisoner thinks that this is a good idea, and when he faces the firing squad and the soldiers raise their guns and say 'Ready, aim', he calls out 'Tornado'. The soldiers panic and run off and the second prisoner escapes. The third man is not as clever as the other two, but he thinks he will try to do the same thing and confuse them. When the soldiers raise their guns and the officer says 'Ready, aim ...', he calls out 'Fire!'

What is intelligence?

Two men, Tom and Bob, were digging holes on a very hot day. Tom said to Bob, 'How come we're digging holes on this sort of day when our boss is standing in the shade having a cold drink?' Bob said, 'I don't know. I'll go and ask him.' So he did, and the boss said, 'I don't have to dig holes in the ground on a hot day like you do because of intelligence.' 'What do you mean?' said Bob. 'Well, I'll show you,' replied the boss. 'I'll put my hand in front of this tree and I want you to hit my hand with your fist as hard as you can.' Bob took a mighty swing and tried to punch the boss's hand, but at the last minute the boss moved his hand and Bob punched the tree instead. The boss said, 'That's intelligence.' Bob went back to Tom and said, 'I'm going to be a boss because now I know how to be more intelligent.' Tom asked, 'What do you mean?' Bob said, 'Here, I'll show you.' He put his hand in front of his face and said, 'Go on, hit my hand.'

Who did you say was the stupid one?

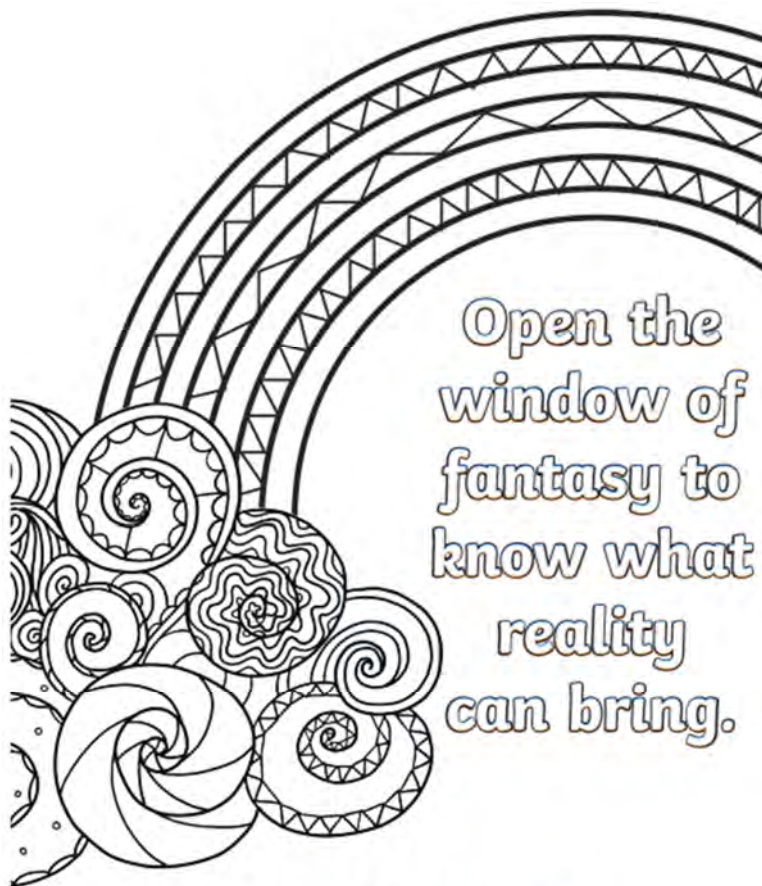
Sam, a young boy, often hung out at the local shop. The shopkeeper often noticed boys teasing Sam. The boys said Sam wasn't very smart. To prove it, sometimes the boys offered Sam a choice between a one-dollar coin and a two-dollar coin. Sam always took the one-dollar coin. The boys told the shopkeeper that Sam took the coin that was worth less money because it was bigger! One day, after Sam had again been offered the two coins, and again had chosen the one-dollar coin over the two-dollar coin, the shopkeeper took Sam aside and said, 'Sam, those boys are making fun of you. They think you don't know that the two-dollar coin is worth more money than the one-dollar coin. Are you grabbing the one-dollar coin because it's bigger, or what?' Sam replied, 'No sir, but if I took the two-dollar coin, they'd quit doing it, and then I wouldn't get any more money!'



BLM
7.2

Tuesday

24.8.21



- Raul D. Arellano

Student

I have completed my work to the best of my ability

Name: _____

Parent/Carer

I am happy with the quality and amount of work my child has done today

Name: _____

Divison: 4 digit algorithms

Use a written method to solve these division problems. (Remember to record the remainders)

1. $8 \overline{)4593}$

2. $5 \overline{)3901}$

3. $3 \overline{)8288}$

4. $6 \overline{)1291}$

5. $9 \overline{)2210}$

6. $5 \overline{)8302}$

7. $4 \overline{)7401}$

8. $9 \overline{)3230}$

9. $5 \overline{)7774}$

10. $6 \overline{)8900}$

11. $12 \overline{)3891}$

12. $17 \overline{)5594}$

13. $24 \overline{)7589}$

14. $31 \overline{)8781}$

15. $38 \overline{)3289}$

16. $46 \overline{)4028}$

17. $16 \overline{)9482}$

18. $56 \overline{)8492}$

19. $18 \overline{)2401}$

20. $44 \overline{)9991}$



Optional Extension Activities:

2. Create your own written problems for others to solve. You can pop them into the Google Classroom if you like.

Activity		Teacher Recognition
	Accurately solves word problems involving multiplication	

Making a Sundial

You will need:

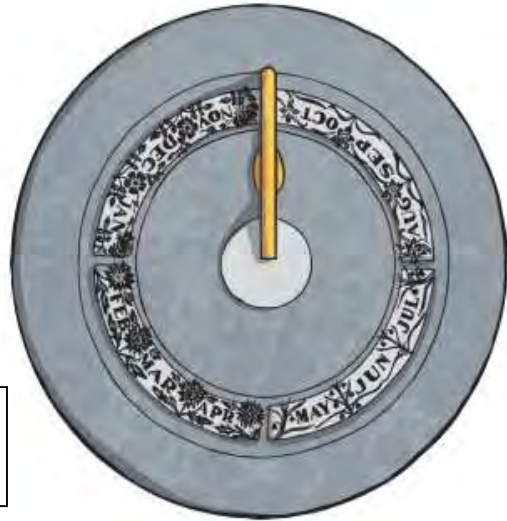
Chalk

Stones

Large, straight stick

Clock

(You may need to make substitutions based on what you have available)



Instructions: * You must set up this experiment at the beginning of a school day*

1. Find a spot outdoors that is not sheltered and will be in the sunshine for most of the school day.
2. Place your stick vertically in the centre of the area you have chosen. (If it is a concrete area, you may need create a mound of dirt, use BLU tac etc)
3. Look at the shadow that the stick is creating and place a stone at the end of the shadow.
Record the time you do this. Set a timer for 1 hour from this time.
4. Return one hour later and look at where the shadow is formed. Place a rock at the end of the shadow. Use chalk to record the time on the stone/concrete.
5. Repeat Step 4 until the end of the school day.
6. You can check the accuracy of your sundial by returning at the same times the next day and observing where the shadows fall.

Questions:

Did you find all the shadows the same length? Why or why not?

How are shadows created?

What makes this sundial work?

How is your sundial like the first sundials?

Use the words in the box to fill in the spaces.

revolve	24 hours	rotation
----------------	-----------------	-----------------

A sundial works because of the of the _____ earth. The earth rotates once every _____. Although it looks like the sun is moving, this is because of the earth's rotation. The sun doesn't rotate or _____.

What time was the shadow of the sundial shortest? Why do you think this?

In what direction does the sun rise and set?

Activity	Teacher recognition
<ul style="list-style-type: none">• Follows instructions to conduct an experiment and draws logical conclusions.• Investigates the length and direction of shadows.	

Wednesday

25.8.21



Student: I have completed my work to the best of my ability

Name : _____

Parent/Carer: I am happy with the quality and amount of work my child has done today

Name: _____

Adding description to informative writing

We have learnt about the importance of detail when writing in the informative style.

Re-write the following descriptions using details and correct technical language. The first one has been done for you. Pay attention to the use of descriptive adjectives.

Not Detailed	Detailed
Harry had black hair and green eyes. He wore glasses. The only thing Harry liked about his own appearance was a scar on his forehead.	Harry had a thin face, knobbly knees, black hair and bright-green eyes. He wore round glasses held together with a lot of Sellotape because of all the times Dudley had punched him on the nose. The only thing Harry liked about his own appearance was a very thin scar on his forehead which was shaped like a bolt of lightning.
Claire wore her hair up and put on her school uniform. She felt worried about the school day approaching.	
The old car had been parked on the street for a long time. Its owner forgetting that it even existed.	

Activity	Teacher Recognition
Recalls prior knowledge when adding description to text	

Division: Written Problems

Complete the necessary calculation, and then decide if your answer needs to be rounded up or down.

1. Each glass of fresh apple juice made at the café requires the juice of four apples. If they have 391 apples, how many full glasses of juice can they make?

Answer:

2. Bilal and Georgina are planting seeds. They have 863 to plant and they decide to plant eight in each pot. How many pots will they need altogether?

Answer:

2. It's a busy night at the hostel – beds are arranged four to a room and there are 279 guests wishing to stay. How many rooms will the hotel need to ensure everyone gets a bed?

Answer:

Optional Extension: Write and solve 5 division problems. You can include decimals if you like!

<p><u>Activity</u></p> <p>Accurately answers word problems involving division</p>	<p><u>Teacher Recognition</u></p>
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Carefully read the information below and complete the worksheet.

Daily Life in Bathurst

Settlers set about building a future on the land for themselves and their children. After a day's hard work in the fields, making clothes or preserving fruits, there was some time left for leisure activities. The Bathurst countryside provided pastimes such as collecting butterflies and moths, collecting rocks that contained gems and fossils and going for a dip in a local waterhole.

Children in the 1800s loved toys, nursery rhymes and games just as much as children do today. People believed at this time though that games should be educational. This is why board games often focused on teaching science, history, geography and religion. Books were still quite rare in the colony and would have only been found in the homes of wealthy free settlers. Poorer settlers may not have known how to read and education was not compulsory for children.



Other Popular Games and Pastimes

- | | | |
|-----------------------------------|--------------------------------|---------------------------------------|
| • Card games and jigsaw puzzles | • Playing quoits and skittles | • Playing with tin and clockwork toys |
| • Hopscotch and follow the leader | • Making scrapbooks | • Skipping, hula-hoops |
| | • Playing jacks (knucklebones) | • Making wooden pull-along toys |

Clothing

Women on homesteads had the job of making clothes for the family. Hard-wearing fabrics like calico, denim and muslin were used so that clothes lasted longer. The Bathurst climate meant that farmers had to work outdoors in the hot, dry summer and the cold, icy conditions of winter. Cotton shirts and trousers kept them cool in summer and for winter a woollen jacket and hat were added.



National Library of Australia

In the 19th century, children's clothing was a miniature version of what their parents wore. Boys and girls wore frocks with pantaloons underneath. Wealthier settlers could afford to order items from Sydney Town such as silk and cotton stockings, fancy vests and wool frock coats with tails. Women wore long skirts, blouses and lace-up boots. They would carry parasols to protect them from the hot sun and wore bonnets for church and decorated hats for social occasions.

Activity**Daily Life in Bathurst****Games and Pastimes**

- ☐ Look at the games and pastimes on page 20 that were popular with the Bathurst settlers in the 1800s and complete the following.

1. Make a list of the activities that are still popular today. Use a dictionary to help you with unfamiliar words.

Leisure activities that are still popular today

2. How have games and pastimes changed over the last 200 years? Give some examples to support your answer.

3. Suggest two reasons for settlers' clothes being made out of long-lasting fabrics.

- ---
- ---

4. Study the image of the children (right). In what ways are they dressed to look like small adults?



National Library of Australia

5. Do you think that the clothing of the early settlers was suited to the climate and environment of Bathurst?

Activity	Teacher Recognition
Independently reads and completes history worksheets.	

Thursday

26.8.21



Student: I have completed my work to the best of my ability

Name : _____

Parent/Carer: I am happy with the quality and amount of work my child has done today

Name: _____

Spelling

This image shows a single sheet of white paper with horizontal black lines, resembling notebook paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Activity	Teacher recognition
Accurately spells words when writing dictated sentences.	

Informative Writing

Here is an excerpt of an information report. Use all your knowledge to annotate the different parts of the text. Watch the video on Google Classroom to see how to annotate.

Giant Pandas

Physical Description

The giant panda, a black-and-white bear, has a body typical of bears. It has black fur on its ears, eye patches, muzzle, legs, and shoulders. The rest of the animal's coat is white. Although scientists do not know why these unusual bears are black and white, some speculate that the bold colouring provides effective camouflage. In patches of dense bamboo, a still panda is nearly invisible, and virtually disappears among snow covered rocks. Another thought is that the pattern may help with social signals in some way, or help giant pandas to identify one another from a distance so they can avoid socialising, as they are typically a solitary animal.

The giant panda has lived in bamboo forests for several million years. It is a highly specialised animal, with unique adaptations. The panda's thick, wooly coat keeps it warm in the cool forests of its habitat. Giant pandas have large molar teeth and strong jaw muscles for crushing tough bamboo. Many people find these chunky animals to be cute, but giant pandas can be as dangerous as any other bear.

Size

About the size of an American black bear, giant pandas stand between 60 to 90 centimetres tall (on all four legs), and reach 1.2 to 1.8 metres long. Males are larger than females, weighing up to 113 kilograms. Females rarely reach 104 kilograms.

Native Habitat

Giant pandas live in a few mountain ranges in south central China, in Sichuan, Shaanxi and Gansu provinces. They once lived in lowland areas, but farming, forest clearing and other development now restrict giant pandas to the mountains.

Giant pandas live in broadleaf and coniferous forests with a dense understory of bamboo, at elevations between 5,000 and 10,000 feet. Torrential rains or dense mist throughout the year characterises these forests, often shrouded in heavy clouds.

Food/Eating Habits


A panda usually eats while sitting upright, in a pose that resembles how humans sit on the floor. This posture leaves the front paws free to grasp bamboo stems with the help of a "pseudo thumb," formed by an elongated and enlarged wrist bone covered with a fleshy pad of skin. The panda also uses its powerful jaws and strong teeth to crush the tough, fibrous bamboo into bits.

A giant panda's digestive system is more similar to that of a carnivore than an herbivore, and so much of what is eaten is passed as waste. To make up for the inefficient digestion, a panda needs to consume a comparatively large amount of food to get all its nutrients. To obtain this much food means that a panda must spend 10 to 16 hours a day foraging and eating. The rest of its time is spent mostly sleeping and resting.

Activity	Teacher Recognition
Recognises structural and language features of an information report.	


Multiplication and Division

A. How many of each coin is in the piggy bank?




5c coin _____

85c



5c coin _____

\$1.45



20c coin _____

\$7.60

B. How many of each coin is in the piggy bank?



\$1.70

20



\$9.20

50



\$10.60

16

C. How many of each coin could be in the piggy bank?



\$1.65



\$3.05



\$35.10

D. How do these circumstances affect the amounts in these savers' piggy banks?



Sonia

\$8.20



Krystal

\$2.70

Sonia gives half of her money to Krystal.

They both save until they have doubled their money.

They add their money together and share it between themselves equally.

Use mental and written skills of multiplication and/or division to complete these questions.




Activity	Teacher Recognition
<div style="border: 1px solid black; padding: 5px;"> Uses written and mental strategies to assist in solving multiplication/division problems. </div>	

Creative Arts

Activity	Teacher Recognition
Completes visual arts activity	

Student and Parent Reflection

Student

I am happy with the amount of work I completed		
 <input type="checkbox"/>	I know I did my best	 <input type="checkbox"/> I am learning to work at home
		 <input type="checkbox"/> I found it hard

What did I enjoy most in this unit of work?

What did I need help with?

Parent

I was happy with the amount of work completed by my child: _____

Any comment or queries?

Teachers Response
