

Weekly Learning Framework

Unit Seven - Year 6



Name: _____

Class: _____

**Please return your booklet when
your child comes in on Monday.**



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?

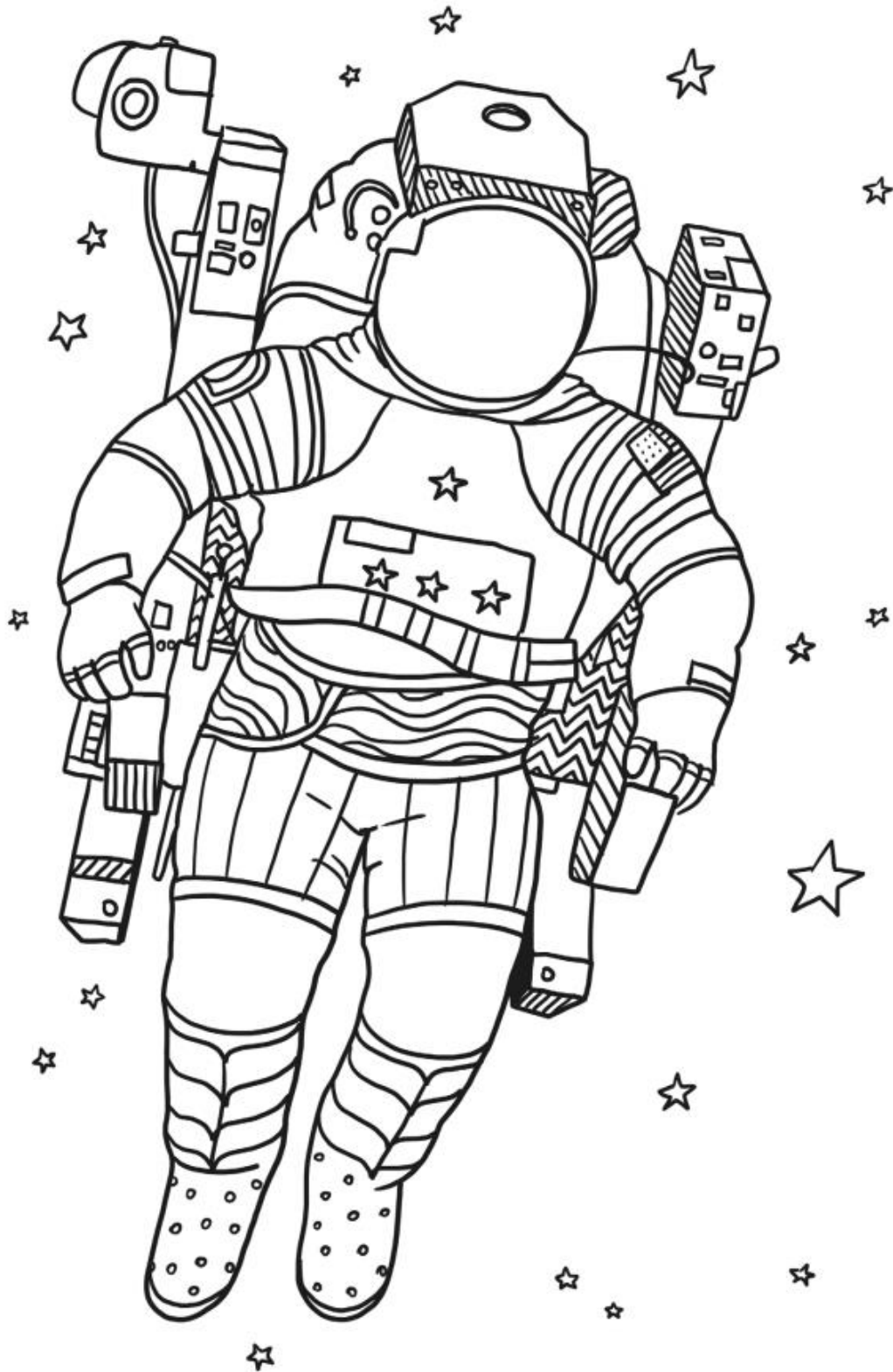
	Wednesday	Thursday	Friday	Monday	Tuesday
Morning	<p><u>English</u></p> <p>Watch the ‘Year 6 Spelling Unit 7’ video on Google Classroom focusing on <fer>.</p> <p>Revise the sound focus of <fer>. Complete spelling activity provided. Write 10 words that contain the specific sound focuses.</p> <p>(30 minutes)</p> <p>Brain Break – Try to do 10m sprints for 60 seconds without stopping. Record how many sprints you get completed in the timeframe.</p> <p>Watch all of the videos on persuasive writing, take notes!</p> <p>Look at the “Writing to persuade” writing stimulus.</p> <p>Following the instructions from the videos, you will need to create a persuasive letter to a travel agent. This will be your persuasive writing assessment for the term, so make sure that you use all of your knowledge</p>	<p><u>English</u></p> <p>Watch the “Colons in sentences” video on Google Classroom.</p> <p>Revisit the grammar focus for the week “Colons in sentences”. Complete the grammar activity provided. Write 10 words that contain the specific sound focuses.</p> <p>(30 minutes)</p> <p>Brain Break – Try to do hopping on the spot for 60 seconds without stopping. Record how long you could do it for.</p> <p>Watch the “How to use Wushka” video on Google Classroom.</p> <p>Login to the online reading program Wushka using the username and password that the school emailed to you. (If you have not received your Wushka login details yet, please email the school and request them to be emailed back to you.)</p>	<p><u>English</u></p> <p>Revise the sound focus of <fer>. Complete at least one spelling activity provided in the spelling activity grid. Write 10 words that contain the specific sound focuses.</p> <p>(30 minutes)</p> <p>Brain Break – Try to do step-ups (stepping up and down onto a step or stair) for 60 seconds without stopping. Record how long you could do it for.</p> <p>Watch the “How to use Wushka” video on Google Classroom.</p> <p>Login to the online reading program Wushka using the username and password that the school emailed to you. Revise or reread your assigned text on Wushka and complete the “After you have completed the school reader” activities.</p> <p>(30 minutes)</p>	<p><u>English</u></p> <p>Revisit the grammar focus for the week “Colons in sentences”. Write a paragraph of your own, including some words from your spelling list and your grammar focus for the week. Write 10 words that contain the specific sound focuses.</p> <p>(20 minutes)</p> <p>Brain Break – Try to do up-and-down squats for 60 seconds without stopping. Record how long you could do it for.</p> <p>Informative Writing</p> <p>We are starting a new style of writing today! Your job is to watch the documentary on the Solar System below https://www.youtube.com/watch?v=libKVRa01L8&list=PLijvPDlt6ApTHMisqbFv2SmJ7x0333mFz and create an information report on the Solar System. You will only have 40 minutes to complete the writing, use it all!</p> <p>(40 minutes)</p>	<p><u>English</u></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. Rewrite the sentence, and mark your work.</p> <p>(15 minutes)</p> <p>Free writing, write about anything that you like, it can be an information piece, poetry, song, story, persuasive writing piece, speech etc.</p> <p>(25 minutes)</p> <p>Brain Break – Try to jog on the spot for 60 seconds without stopping. Record how long you could do it for.</p> <p>Watch Mrs Antonelli’s Library lesson video on Google Classroom “Stepping Stones”.</p> <p>Complete the comprehension questions in the booklet.</p> <p>(20 minutes)</p>

	and create the best writing piece you can! (30 minutes)	Read your assigned text on Wushka and begin the comprehension activities. (30 minutes)			
Break					
Middle	<p><u>Mathematics</u></p> <p>Revise 6 times tables, time how long it takes you to go over them. (2 minutes)</p> <p>Complete the Problem-A-Day task for today. (3 minutes)</p> <p>Watch Mrs Nelson's Make and Round TENS video on Google Classroom and then play that TENS activity by yourself or against someone else at home. (10 minutes)</p> <p>Brain Break – Try to do knee-highs for 60 seconds without stopping. Record how long you could do it for.</p> <p>Watch Mrs Nelsons's video on Fractions on Google Classroom. Flip a</p>	<p><u>Mathematics</u></p> <p>Complete 3 Mathletics tasks set for you by your classroom teacher. (25 minutes)</p> <p>Revise 6 times tables, time how long it takes you to go over them. (2 minutes)</p> <p>Complete the Problem-A-Day task for today. (3 minutes)</p> <p>Brain Break – Try to do burpees for 60 seconds without stopping. Record how long you could do it for.</p> <p>Log on to number of the day https://mathsstarters.net/nufmoftheday 3, 4 or 5 digit (student choice) and</p>	<p><u>Mathematics</u></p> <p>Revise 6 times tables, time how long it takes you to go over them. (2 minutes)</p> <p>Complete the Problem-A-Day task for today. (3 minutes)</p> <p>Complete the Make and Round TENS activity by yourself or against someone else at home. (10 minutes)</p> <p>Brain Break – Try to do planking for 2 minutes without stopping. Record how long you could do it for.</p> <p>Watch Mrs Nelson's second video on Fractions on Google Classroom.</p>	<p><u>Mathematics</u></p> <p>Complete 3 Mathletics tasks set for you by your classroom teacher. (25 minutes)</p> <p>Revise 6 times tables, time how long it takes you to go over them. (2 minutes)</p> <p>Complete the Problem-A-Day task for today. (3 minutes)</p> <p>Brain Break – Try to do lunges for 60 seconds without stopping. Record how long you could do it for.</p> <p>Log on to number of the day https://mathsstarters.net/nufmoftheday 3, 4 or 5 digit (student choice) and</p>	<p><u>Mathematics</u></p> <p>Complete 3 Mathletics tasks set for you by your classroom teacher. (25 minutes)</p> <p>Revise 6 times tables, time how long it takes you to go over them. (2 minutes)</p> <p>Complete the Problem-A-Day task for today. (3 minutes)</p> <p>Brain Break – Try to do skipping for 60 seconds without stopping. Record how many skips you completed.</p> <p>Log on to number of the day https://mathsstarters.net/nufmoftheday 3, 4 or 5 digit</p>

	<p>card, and create a fraction questions where your turned card is the answer e.g. turn over a 4, $\frac{1}{4}$ of 16 is 4. Turn over a 7, $\frac{1}{2}$ of 14 is 7 etc. Complete the card flip activity and fill it out in your work booklets.</p> <p>Complete the worksheet provided (30 minutes)</p>	<p>complete the daily number of the day. (5 minutes)</p> <p>Complete the Make and Round TENS activity by yourself or against someone else at home. (10 minutes)</p>	<p>Complete the equivalent fractions activities in your booklet. (30 minutes)</p>	<p>complete the daily number of the day. (5 minutes)</p> <p>Complete the Make and Round TENS activity by yourself or against someone else at home. (10 minutes)</p>	<p>(student choice) and complete the daily number of the day. (5 minutes)</p> <p>Complete the Make and Round TENS activity by yourself or against someone else at home. (10 minutes)</p>
Break					
Afternoon	<p><u>PDHPE</u></p> <p>Drop everything and read for 10 minutes. Choose any book you would like, read for fun.</p> <p>Bounce Back - Friendship: Read through the 'Friendship Poems' worksheet. Watch the following YouTube clip https://www.youtube.com/watch?v=WtH4FQMIPP4</p> <p>Complete the Bounce Back activity in your booklet. (30 minutes)</p>	<p><u>Space</u></p> <p>Drop everything and read for 10 minutes. Choose any book you would like, read for fun.</p> <p>Planets Research Task</p> <p>Over the next few weeks you will be completing research tasks to assist you with gathering information for your project. You will be completing research on one planet a week. This week is Mercury. Complete the "Mercury Research Task".</p>	<p><u>Space</u></p> <p>Drop everything and read for 10 minutes. Choose any book you would like, read for fun.</p> <p>Travelling around Mercury</p> <p>Use the information that you gathered yesterday afternoon to decide on a suitable type of transport system you would need to use on Mercury. Write a tourist guide on the best way to get around Mercury and the best things to see.</p>	<p><u>Creative Arts</u></p> <p>Drop everything and read for 10 minutes. Choose any book you would like, read for fun.</p> <p>Guided drawing of the Solar System</p> <p>View the following YouTube guided drawing on planets, and have a go yourself. https://www.youtube.com/watch?v=tliPkXEVt-E</p> <p>Using your own materials at home, create your own artwork based on the video. You can take a picture of</p>	<p><u>Sport</u></p> <p>Drop everything and read for 10 minutes. Choose any book you would like, read for fun.</p> <p>Road Safety: Distractions, Distractions</p> <p>Complete the worksheet provided in your booklet.</p> <p>- You will need access to the Safety Town website to support your learning.</p> <p>https://www.safetytown.com.au/town/student/stage-3/#list</p>

	<p>Watch BTN classroom news for the week. Create a VIP summary for each section, with at least 3 dot points for each individual story.</p> <p>(30 minutes)</p> <p>Just Dance – Choose 2 Just Dance songs to dance to. Record which songs you chose in the brain breaks chart.</p>	<p><i>This work can also be used in your project!</i></p> <p>(60 minutes)</p> <p>Just Dance – Choose 2 Just Dance songs to dance to. These can be the same or different songs from yesterday. Record which songs you chose in the brain breaks chart.</p>	<p>Remember that you need to think about the gravity, the temperature and all of the other things that you might experience when on Mercury!</p> <p>(60 minutes)</p> <p>Just Dance – Choose 2 Just Dance songs to dance to. These can be the same or different songs from yesterday. Record which songs you chose in the brain breaks chart.</p>	<p>your artwork and submit it on Google Classroom or hand it in with your booklet on Wednesday. <i>This work can also be used in your project!</i></p> <p>(60 minutes)</p> <p>Just Dance – Choose 2 Just Dance songs to dance to. These can be the same or different songs from yesterday. Record which songs you chose in the brain breaks chart.</p>	<p>(you may need to create an account using your school email)</p> <p>(30 minutes)</p> <p>Watch the following ABC video on Aboriginal ‘mob’ dancing https://iview.abc.net.au/show/move-it-mob-style. Scroll down to Episode 1. Follow along to the dance as best you can!</p> <p>(30 minutes)</p>
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Wednesday



Spelling List 15

Write the meaning for each of these root words. Then add the suffixes to make a word family for each one.

1. refer

refer

2. referral

<ed>

<ing>

3. infer

transfer

4. inferred

<ed>

<ing>

5. transfer

infer

6. transferring

<ed>

<ing>

confer

7. prefer

<ed>

<ence>

8. preferred

defer

9. defer

<ing>

<ence>

10. deferred

prefer

11. confer

<ing>

<ence>

offer

12. conferring

<ed>

<ing>

13. offer

14. offered

15. conference

16. deference

17. inference

18. reference

REMEMBER!
Use the doubling rule if <fer> is stressed when the suffix is added, EXCEPT in the word 'transferable'.

Which prefixes found in the Spelling List have these meanings?

again
back

away
undo
remove

across
through
changed

before

Spelling Sheet 15a (GHI)

Activity	Teacher Recognition
Completes spelling task, focusing on adding the correct suffix and prefixes to change the root word	

Write your spelling words out each day

Wednesday	Thursday	Friday	Monday	Tuesday

Activity		Teacher Recognition
	Spells words correctly each day, focusing on double letters in certain words	

Brain Breaks Completion Record

Wednesday	Thursday	Friday	Monday	Tuesday
10m sprints:	Hopping:	Step-ups:	Up-and-down Squats:	Jogging:
High Knees	Burpees:	Planking:	Lunges:	Skipping:
Just Dance:	Just Dance:	Just Dance	Just Dance:	Aboriginal Dancing:

Activity		Teacher Recognition
	Completes daily Brain Break activities	

Writing to persuade: Assessment

Task: You are the new owner of a hotel in the resort *Star Sands Bay* on planet *Crest*. You are going to write a letter to a travel agent, hoping they will include an advertisement for your hotel in their new summer brochure. You need to persuade them that your hotel and the resort itself would be an excellent choice for holidaymakers visiting from earth.



Facts

Planet- Crest

Resort - Star Sands Bay

- Right side of planet- flat terrain
- Silver star dust sandy beaches
- Emerald green ocean washes into the bay
- Seventeen hours sunshine
- Two spherical suns to help those sun tans!

Activities

- Shooting Star- arcade for those young at heart
- Supernova- sing along to Oasis' finest hits at this stellar bar
- Black Hole- theme park for those seeking excitement
- Comet - the local nightclub for night owls
- The Globe Theatre - for those who wish to experience some culture

Hotel - Asteroid Apollo




- Spacious rooms with sea and moon-ringed view
- Pink lunar pool to relax by
- Restaurant is orientated towards visitors from earth- also offers local dishes such as Unicorn steak and Locust stir-fry
- Night and day - 29 hour reception service
- Reasonable prices- 40 Zogs per person per night!



Word Bank

spectacular	amazing	superb	breath taking	glittering	
brilliant	fun packed	exhilarating	sparkling	magnificent	
delicious	satisfying	excellent	beautiful	stunning	incredible
	extravagant	enjoyable	outstanding	fabulous	overwhelming
	astounding	entertaining	dazzling		

Modality

Low (Weakest)	Medium	High (Strongest)
<p>could</p> <p>couldn't</p> <p>doubtful</p> <p>I think</p> <p>may</p> <p>maybe</p> <p>might</p> <p>might not</p> <p>occasionally</p> <p>perhaps</p> <p>possibly</p> <p>potentially</p> <p>rarely</p> <p>sometimes</p> <p>unsure</p> 	<p>apparently</p> <p>frequently</p> <p>likely</p> <p>often</p> <p>ought to</p> <p>probably</p> <p>regularly</p> <p>scarcely</p> <p>should</p> <p>shouldn't</p> <p>usually</p> <p>would</p> <p>wouldn't</p> 	<p>absolutely</p> <p>always</p> <p>certainly</p> <p>clearly</p> <p>definitely</p> <p>has to</p> <p>have to</p> <p>impossibly</p> <p>invariably</p> <p>is</p> <p>must</p> <p>mustn't</p> <p>never</p> <p>obviously</p> <p>shall</p> <p>surely</p> <p>undoubtedly</p> <p>unquestionably</p> <p>will</p> <p>will not</p> 

[illegible]

Revising 6 x Tables

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

Activity		Teacher Recognition
	Recalls 6 x tables correctly each day	

Problem-A-Day

Here is a number pattern:



5, 15, 45, 135,

How is each new number in this pattern made?

Working out - Transformation step

Cambridge Gardens Public School

15

The math symbols in this equation are missing.



Make the equation true by adding two or more symbols (+, -, x, /, or =).

2 3 4 8

Working out - Transformation step

For example, Problem: 4 2 2 Solutions: $4 = 2 + 2$ or $4 - 2 = 2$

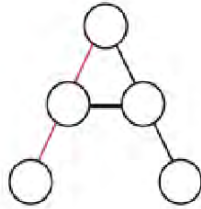
Cambridge Gardens Public School

16

FRIDAY

Select digits from 1 to 9 to complete the figure below.

The product of numbers in the circles connected by the different lines must be equal.



Cambridge Gardens Public School

17

Working out - Transformation step

The regular price of a shirt is \$24.50.

The shirt is on sale for 10% off the regular price.

What is the sale price of the shirt?

\$

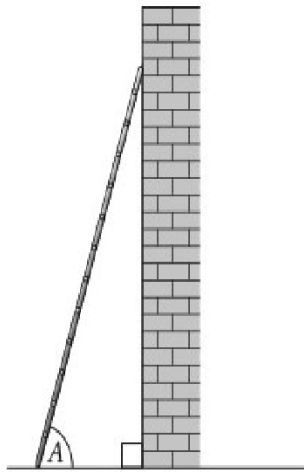
MONDAY

Working out - Transformation step

Cambridge Gardens Public School

18

A ladder is leaning up against a wall.



The angle marked A , between the ladder and the ground is
 more than 90 degrees. equal to 90 degrees. less than 90 degrees.

☐
☐
☐

Working out -
Transformation step

Activity	Teacher Recognition
<div> <div></div> <div>Completes daily Problem-a-Day activities.</div> </div>	

TENS Activity: Make and Round

TENS Activity Completion Record				
Wednesday	Thursday	Friday	Monday	Tuesday

Activity		Teacher Recognition
	Completes daily TENS activity	

Flip-a-card Activity

Flip a card, and create a fraction questions where your turned card is the answer e.g. turn over a 4, $\frac{1}{4}$ of 16 is 4. Turn over a 7, $\frac{1}{2}$ of 14 is 7 etc. Complete at least 10 of these questions, no two problems can be the same. You must create a new question each time – even if you have the same answer.

Card Turned	Question
5	$\frac{1}{4}$ of 20 = 5
8	$\frac{1}{2}$ of 16 = 8
2	$\frac{1}{2}$ of ____ = 2
3	$\frac{1}{3}$ of ____ = 3

Unit Fractions of Sets (1)



Name:

Date:

- Find unit fractions of the following amounts by sharing cubes or other apparatus.

$\frac{1}{8}$ = one eighth	$\frac{1}{6}$ = one sixth	$\frac{1}{5}$ = one fifth	$\frac{1}{4}$ = one quarter	$\frac{1}{3}$ = one third	$\frac{1}{2}$ = one half
----------------------------	---------------------------	---------------------------	-----------------------------	---------------------------	--------------------------

1. $\frac{1}{3}$ of 27 =	9. $\frac{1}{5}$ of 20 =
2. $\frac{1}{6}$ of 12 =	10. $\frac{1}{6}$ of 18 =
3. $\frac{1}{4}$ of 28 =	11. $\frac{1}{4}$ of 16 =
4. $\frac{1}{5}$ of 25 =	12. $\frac{1}{8}$ of 24 =
5. $\frac{1}{8}$ of 16 =	13. $\frac{1}{4}$ of 20 =
6. $\frac{1}{2}$ of 24 =	14. $\frac{1}{3}$ of 18 =
7. $\frac{1}{6}$ of 24 =	15. $\frac{1}{5}$ of 15 =
8. $\frac{1}{3}$ of 15 =	16. $\frac{1}{2}$ of 30 =

Activity	Teacher Recognition
Manipulate fractions of whole numbers	

Bounce Back – Friendship

Sad Underwear

Knock, knock.

Who's there?

Someone with sad underwear.

Sad underwear? How can that be?

When my best friend's mad at me,

Everything is sad.

Even my underwear.

Judith Viorst

Phyllis

By Judith Viorst

You knew me when I didn't know myself

And when I lose myself you find me.

Whenever things get bad

And I forget the good I've had,

You help remind me.

I tell you of my joys. My joys increase.

I tell my sorrows. They diminish.

And when I want to quit

You keep me going, bit by bit,

Until I finish.

Friendship is an art and you have made

The act of friendship your great art form.

I know that I can bear

The biggest chill because you're there

To keep my heart warm.

HARVEY By Judith Viorst

Harvey doesn't laugh about how I stay short while everybody grows.

Harvey remembers I like jellybeans -except black.

Harvey lends me shirts I don't have to give back.

I'm scared of ghosts and only Harvey knows.

Harvey thinks I will when I say someday I will marry Margie Rose.

Harvey shares his lemonade -sip for sip.

He whispers "zip" when I forget to zip.

He swears I don't have funny looking toes.

Harvey calls me up when I'm in bed with a sore throat and a runny nose.

Harvey says I'm nice -but not too nice.

And if there is a train to Paradise,

I won't get on it unless Harvey goes.

What are the Characteristics of a Good Friend?



BLM
6.3

Name: _____

Decide for each characteristic or behaviour whether you think it is 'very important', 'pretty important' or 'desirable, but not so important'.

Characteristics	Very important	Pretty important	Desirable, but not so important
Is good looking			
Is loyal and stands up for me			
Is honest and says what they think when I ask them			
Is about the same age as me			
Has a sense of humour			
Doesn't tell others what I have told them in private			
Shows warmth and affection towards me			
Is supportive and caring when I need it			
Is a good listener			
Is good at sport			
Likes the same things that I do			
Is 'cool' and wears clothes that are in fashion			
Is popular			
Comes from a similar kind of family to mine			
Is fun to be with			
Is thoughtful and considerate			
Lets me be myself			

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Activity	Teacher Recognition
Completes Bounce Back – What makes a good friend activity	

This image shows a full page of blank, lined paper. It features approximately 28 evenly spaced horizontal black lines across its entire width, typical of notebook or legal stationery. The background is a solid off-white color, and there are no margins, text, or other markings present.

Activity		Teacher Recognition
	Includes at least 3 VIPS for each segment	

SPARE PAGE

Student

I have completed my work to the best of my ability

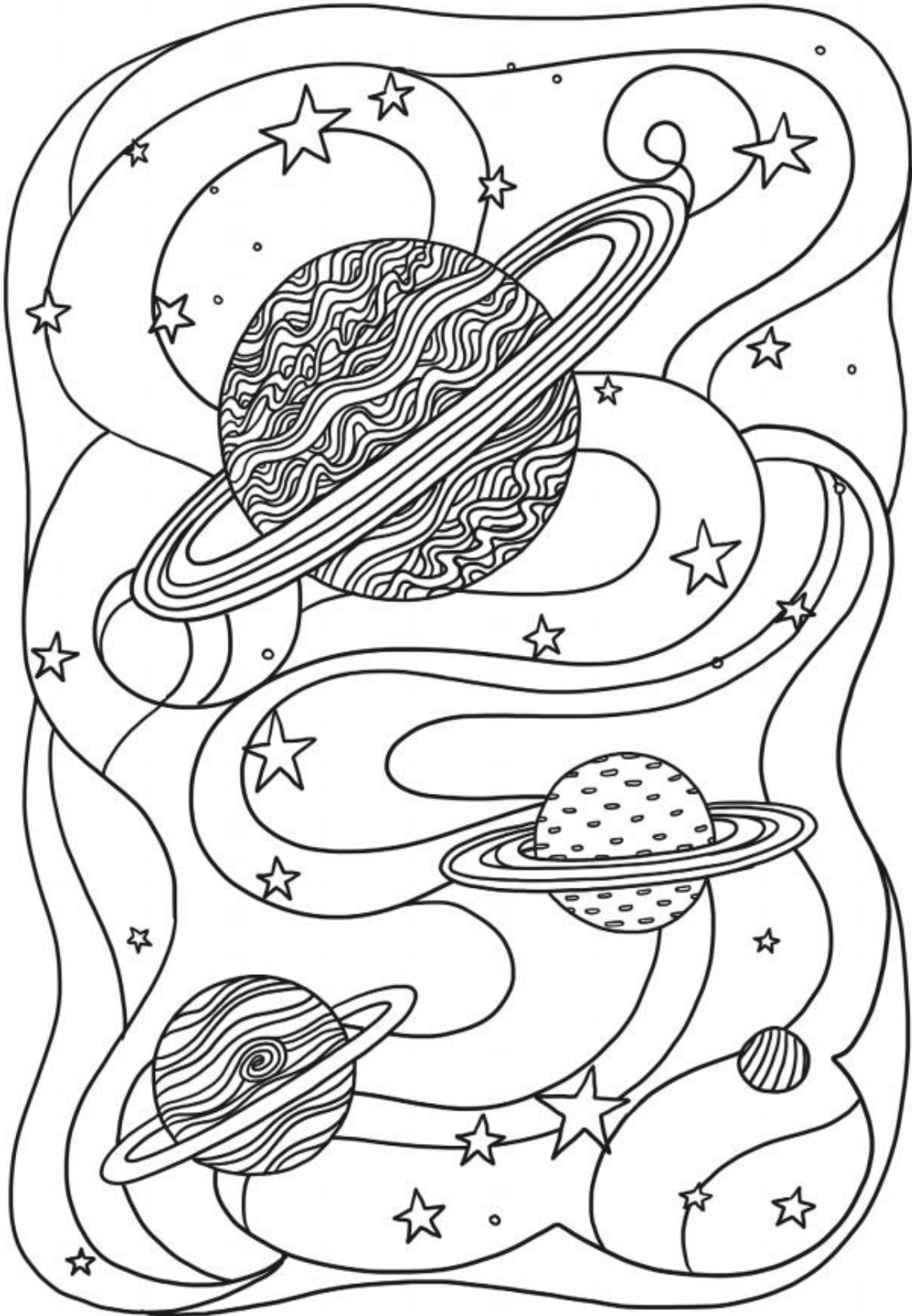
Name : _____

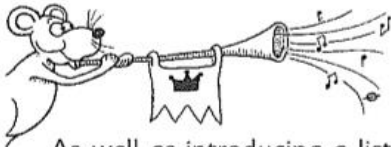
Parent/Carer

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

Name: _____

Thursday

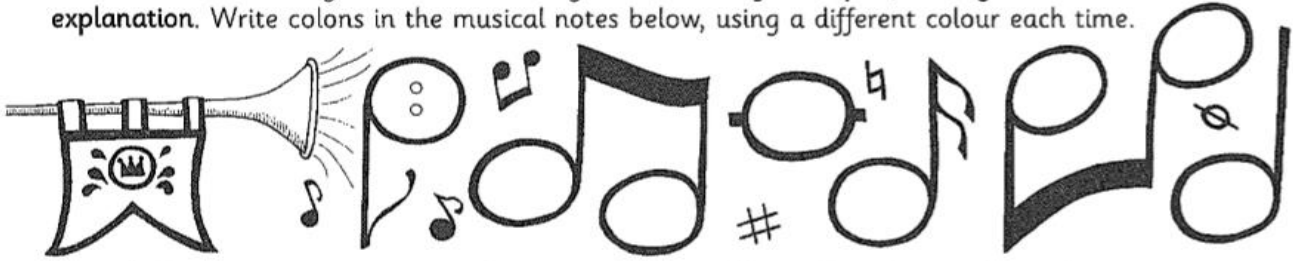




Colons in Sentences



As well as introducing a list of bullet points, colons can also be used in sentences. We use a colon in our writing to introduce things like a **list of examples**, a **single idea** or an **explanation**. Write colons in the musical notes below, using a different colour each time.



Expand these sentences, using a colon to introduce a different list of examples each time.

1. We need to take the following items on our trip.

2. They sell many things at the market.

3. I bought these ingredients for the cake.

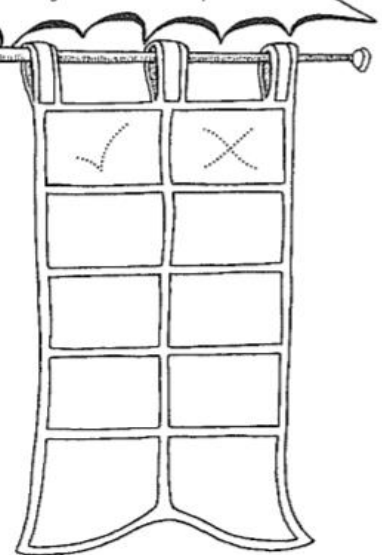
Identify which two sentences below are incorrect and rewrite them so that the colon is used properly.

REMEMBER! In a sentence, a colon is only used after an independent clause, and it never separates a verb from either its object or its complement.

4. At the zoo I saw: raccoons, beavers, turtles, bears and many other animals.
5. There is an important reason to eat broccoli: it is extremely good for you.
6. Alex can play several instruments, including: the piccolo, the piano and the accordion.
7. Dad quickly poured me a glass of water: I had started to hiccup and could not stop.
8. Strange things occurred that night: clocks stopped, the mirror cracked and the owls shrieked loudly.

9. _____

10. _____



Grammar Sheet 15 (GH6)

Activity	Teacher Recognition
Completes grammar task	

Wushka Completion Record

Day	Reading	Quizzes/Activities
Thursday		
Friday		
After you have completed the school reader activities		
Activity		Teacher Recognition
	Completes Wushka Reading and Comprehension Quizzes and Activities	

Mathletics working out page

Mathletics Task

Task 1: _____

Task 2: _____

Task 3: _____

Teacher Recognition

Number of the Day Answers

Thursday	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.

Activity		Teacher Recognition
Answers Number of the Day questions and marks own responses		

Mercury Research task

- Research and present facts about the planet Mercury.
- Locate information on its location, size, as well as any other information you think is important.

Be sure to include:

- Namesake (Who is your planet named after?)
- Is it an inner or outer planet?
- Distance from the Sun (How many kilometres?)
- Distance from Earth (How many kilometres?)
- Diameter (What is the distance across Mercury)
- Period of revolution (How long is one year on your planet in Earth years?)
- Rotation period (One day on Mercury equals how many hours/days on Earth?)
- Find out how old (in earth years) you would be on this planet.
- Moons (How many? What are their names?)
- Atmosphere (What gases are in the atmosphere?)
- Temperature (How hot or cold is it?)

Daytime: _____ Night-time: _____ Composition

- What is Mercury made of? Name the most common elements and molecules in the planet's core and in the planet's atmosphere.
- What is the form of the matter (solid, liquid, or gas)?
- How much would you weigh on your Mercury?

You have been given a blank page to present this information in a way that suits your learning style. It can be in a table, mind map, can include drawings or images.

Mercury Information Page

[illegible]

Activity		Teacher Recognition
	Completes Mercury research task	

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: _____

Friday



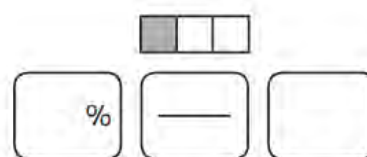
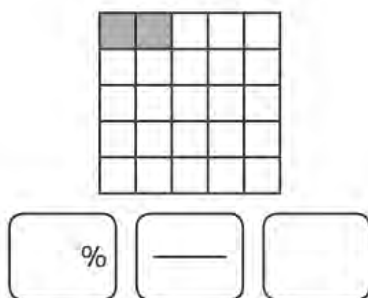
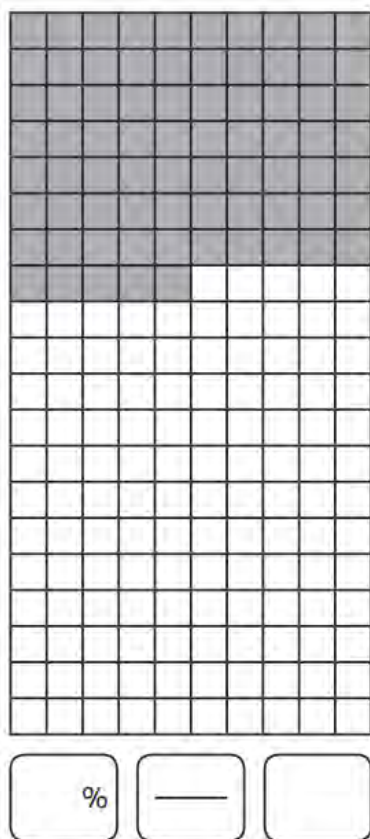
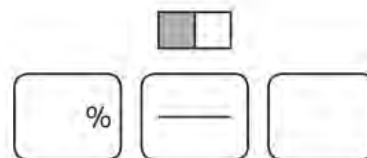
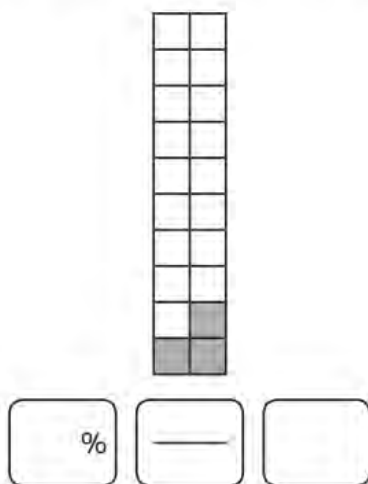
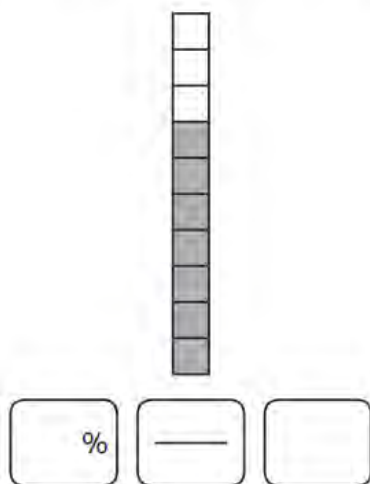
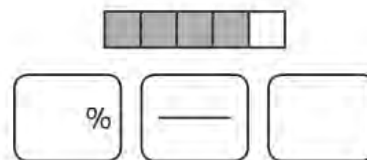
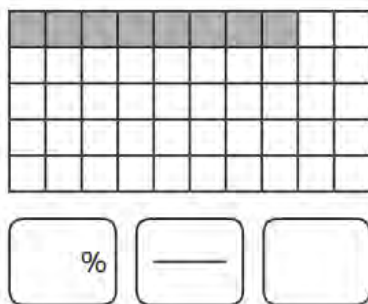
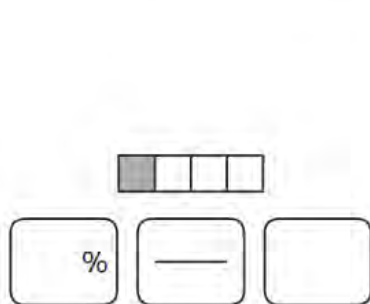
Spelling practise and patterns	Find-a-word Make a find-a-word using 10 of your words. List the words to find. Ask your teacher for a piece of grid paper.	Picture Words Write 5 words and draw a picture or diagram for each one.
	Rainbow Syllables Write or type 10 words using a different colour for each 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

[illegible]

Activity		Teacher Recognition
	Completes at least one spelling activity from grid	

Converting fractions, decimals and percentages

Write the percentage, fraction and decimal represented by the following:



Unit Fractions of Sets (2)



Name:

Date:

- Find unit fractions of the following amounts by sharing cubes or other apparatus.

$\frac{1}{8}$ = one eighth	$\frac{1}{6}$ = one sixth	$\frac{1}{5}$ = one fifth	$\frac{1}{4}$ = one quarter	$\frac{1}{3}$ = one third	$\frac{1}{2}$ = one half
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1. $\frac{1}{3}$ of 9 =	9. $\frac{1}{4}$ of 32 =
2. $\frac{1}{2}$ of 28 =	10. $\frac{1}{3}$ of 30 =
3. $\frac{1}{6}$ of 6 =	11. $\frac{1}{3}$ of 12 =
4. $\frac{1}{3}$ of 21 =	12. $\frac{1}{4}$ of 24 =
5. $\frac{1}{4}$ of 12 =	13. $\frac{1}{5}$ of 10 =
6. $\frac{1}{8}$ of 32 =	14. $\frac{1}{2}$ of 22 =
7. $\frac{1}{4}$ of 8 =	15. $\frac{1}{6}$ of 30 =
8. $\frac{1}{5}$ of 30 =	16. $\frac{1}{3}$ of 24 =

Activity	Teacher Recognition
Completes converting fractions, decimals and percentages worksheets	

Travelling around Mercury

Use the information you gathered yesterday afternoon to decide on a suitable type of transport system you would need to use on Mercury. Write a tourist guide on the best way to get around Mercury and the best things to see.

(Remember to consider the gravity, temperature, composition of the planet as you design)

Activity		Teacher Recognition
	Designs suitable transport system for travelling around Mercury and can identify sites to be seen	

Student

I have completed my work to the best of my ability

Name : _____

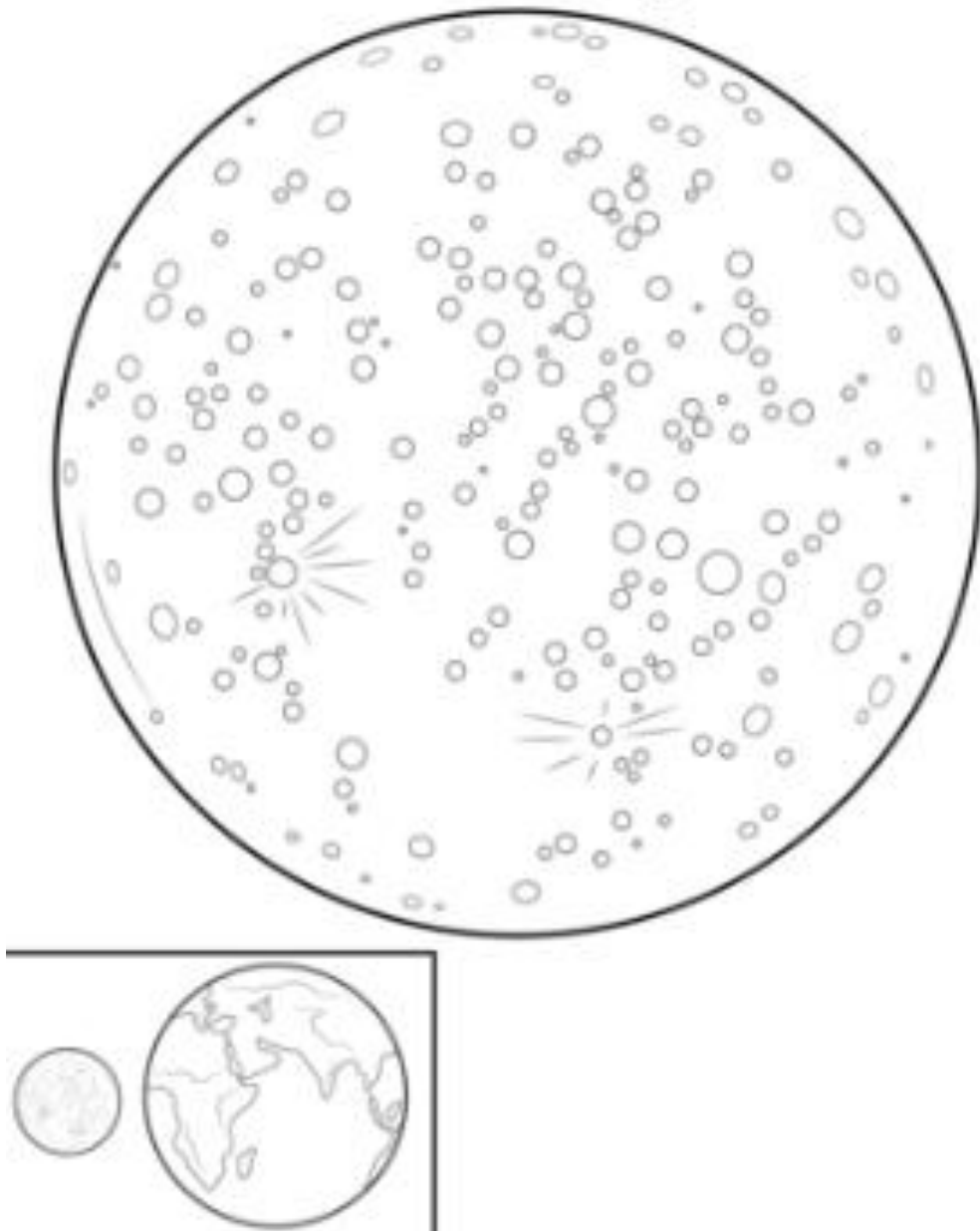
Parent/Carer

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

Name: _____

Monday

Mercury



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

Success Criteria		Teacher Recognition
	Writes a paragraph using some of this week's spelling words and weekly grammatical features	

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

This image shows a full page of blank, lined paper. It features approximately 20 evenly spaced horizontal grey lines across its entire width, typical of notebook or composition paper. The lines are uniform in thickness and color, providing a guide for handwriting. There are no margins, text, or other markings present on the page.

Success Criteria		Teacher Feedback
	Follows the correct structure for informative writing	
	Uses subheadings to organise writing	
	Includes specific vocabulary	
	Edits own work	

Mathletics working out page

Mathletics Task

Task 1: _____

Task 2: _____

Task 3: _____

Teacher Recognition

Planets Guided Drawing

Activity		Teacher Recognition
	Designs space artwork, focusing on colour, spacing and lines.	

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: _____

Tuesday



This image shows a single sheet of white paper with horizontal blue or grey ruling lines. 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
	Writes five sentences using one different spelling word per sentence.	

Free writing stimulus ideas

- Write a fact file about a planet
- Create a poem about your favourite person
- Create a story about going in to space
- Discuss which is the best planet, and why
- Write a journal entry about this week
- Create an interview for a famous astronaut

Remember, these are only IDEAS. You can write about ANYTHING you like!

Free Writing

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

Stepping Stones by Margriet Ruurs

Watch Mrs Antonelli's story called 'Stepping Stones' and answer the following questions.



When civil war comes to Syria, Rama and her family are forced to flee their once-peaceful homeland, seeking refuge on foot and only able to take what they can carry on their backs. They walk a long way to the sea and board a small boat with the hope of finding a peaceful and safe place to live.

Rama and her family become refugees. How would you explain what a refugee is?

Why is it difficult for Rama and her family to leave Syria?

Are there freedoms mentioned by Rama that we take for granted? _____

List some examples:

How are your childhood memories similar to and different from Rama's?

_____ The author states that Nizar Ali Badr (the illustrator of the book) has the ability to 'display such emotion' through a medium as cold and emotionless as stone. What do you think the author means by this? Look carefully at the illustrations and think about what they tell you and how they make you feel.

Can you create a picture using natural objects you find outside? Have a go.

Success Criteria		Teacher Feedback
	Completes comprehension questions on 'Stepping Stones'	

Mathletics Task

Task 1: _____

Task 2: _____

Task 3: _____

Teacher Recognition



Distractions, Distractions

Distractions can happen anytime, anywhere. Explore why it's important to pay attention and be aware in road environments.

Before you complete the online activity, make a list of things you think distract pedestrians when they are out and about.

Things that distract pedestrians	
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Once you have finished your list, access the 'Distractions, Distractions' activity on the Safety Town website. See image above. <https://www.safetytown.com.au/town/student/stage-3/#list>

After completing the online activity – answer these questions

- Who is responsible for making a journey safer? Why? _____

- What can you do as a pedestrian to reduce the likelihood of being distracted?

- Who might change your intention to behave safely? Why? _____

- What strategies can you use if friends, family or peers may be distracted as a pedestrian or wheels user? Why? _____

Activity	Teacher Recognition
Completes 'Distractions, Distractions' online activity and answers questions.	

“Move it Mob Style – Episode 1

<https://iview.abc.net.au/show/move-it-mob-style>

Use the box below to record your experience. Some examples of relevant information have been set out for you.

How did you find the choreography? Was it easy?

How was the music? Current? Relevant?

Activity		Teacher Recognition
	Completed ‘Move it Mob style’ task and reflected on experience.	

Spare Page

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: _____

Student and Parent Reflection

Student

I am happy with the amount of work I completed

☐

I know I did my best

☐

I am learning to work at home

☐

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: _____

Attendance

My intentions for Phase One:

- ☐ I will continue to send my child following the Phase One Guidelines of one day face to face learning, 4 days remote learning.
- ☐ I am an essential service worker and/or it is not possible for my child to do remote learning
- ☐ I will be keeping my child home at home fulltime doing remote learning until further notice due to Covid-19 concerns.

Any comment or queries?

Teachers Response
