



Monday 11th October 2021

Reading – Comprehension- Inferring: *We are going to continue to work on the comprehension strategy of “inferring”.* View the clip to learn more about how we use our world knowledge and clues from the text to draw inferences about things that aren't directly stated in a text. <https://www.youtube.com/watch?v=ZE4jOLDLdOQ>

Task 1- Read the “Spookiest of Holidays” page attached. Using the descriptive language in the *final paragraph*, draw what the bedrooms at Ghostly Manor would look like in your workbook. List the words that helped you infer and send a photo of your drawing on Google Classroom or Class Dojo.



Task 2- Use your inferring skills to answer these questions about the text.

1. What is the purpose of this text? Provide evidence.
2. Why is Ghostly Manor described as “a holiday with a difference” and “a most unusual holiday”?
3. List 3 rhetorical questions from the text and explain their effect on the audience.
4. List the months of the year Ghostly Manor would be open in Australia. How do you know?
5. What type of person would visit Ghostly Manor? Give reasons for your answer.
6. Would you stay there? Why/why not?

Handwriting – Horizontal Joins to ‘e’

Complete the handwriting worksheet attached to the pack, focusing on horizontal joins to ‘e’. Notice the bigger dip.

bigger dip
We

Writing – Persuasive Devices: Rhetorical Questions

Do you know what rhetorical questions are? Rhetorical questions are **used to emphasise a point where the answer to the question is obvious due to the wording of the question**. They are questions that do not expect an answer but trigger an internal response for the reader. View the clip to learn more <https://www.youtube.com/watch?v=i1aeiQR0tv8>

Re-read- “Spookiest of Holidays” from today’s reading task, paying attention to how the composer has used rhetorical questions to make points about Ghostly Manor and persuade people to stay.

Task- Write a rhetorical question for each issue/product below. Then **choose one issue/product** to develop into a **persuasive paragraph** that includes your rhetorical question, as well as other persuasive techniques.

Remember to include positive/negative nouns groups from last week’s learning!

Issues/Products:

1. Issue- The school playground is always untidy.
2. Issue- Children aren’t wearing bike helmets.
3. Product- A Queensland holiday.
4. Issue- Your bedtime is too early.
5. Product- Fidget spinner.

Success Criteria:

- I have a rhetorical question for each issue/product.
- My paragraph is at least 5 sentences.
- All of my sentence punctuation is correct- including question marks!

Rhetorical Questions Starters



Stretch and Recess Break

Mathematics Activity 1 – Plotting Coordinates

Refer to the worksheet that follows this page. You need to plot the 10 points listed on to the graph as well as identify the coordinates for points that are already plotted. A key rule to remember when describing coordinates is that you always state the horizontal point from x-axis first, followed by the vertical point on the y-axis. The point (2,4) is across 2 spaces and up 4 from 0. Look at the three red examples shown to further understand how points are plotted correctly for support. Use the skills you have practised to complete the second worksheet which requires you to plot points, join lines together and make a picture. What could it be?



Mathematics Activity 2 – Complete the multiplication and division triangles.

To complete each triangle, you will need to use your multiplication and division knowledge to fill in the blank spaces. Each corner of the triangle has a circle, the number in each circle must be multiplied to find the missing value that fits in the rectangle between them. A completed example is attached with your worksheet.

Lunch Break

Creative Arts – Enchanted Garden ‘Rainbow Bubble Art’



Supplies Needed:

- Bowl(s) of water for each colour used (a small amount of water)
- Food colouring (1 or more colours) ** Paint can also be used instead of food colouring.
- Dishwashing liquid
- PVA glue (optional)
- Small Straws (Straws cut in half)
- Cardboard (you can use the inside of cereal/cardboard boxes) or thicker paper
- Newspaper to cover your table and old clothes to wear when creating.

Instructions:

- Place a small amount of water in the bottom of your bowls.
- Add a big squirt of dishwashing liquid in the bowls and stir.
- Add food colouring to your bowl or add different colours to each bowl. Stir.
- Use a straw and blow bubbles into the mix.
- When a mountain of bubbles has formed, lay your cardboard over the top to absorb the coloured patterns.
- Experiment with blowing bubbles directly onto your artwork or dripping colours and blowing organic spider lines using your straw.

Morning

Middle

Afternoon

THE SPOOKIEST OF HOLIDAYS

Fancy a holiday with a difference? Come and experience a most unusual holiday at Ghostly Manor. Could anything be more exciting?

This sixteenth-century manor is teeming with the oldest and most respected ghosts in the country. You wouldn't want to miss it – would you?

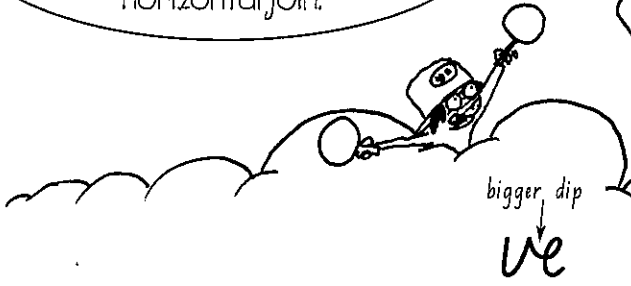
Open throughout the coldest months of the year, we offer special weekend haunts, for the more daring holidaymaker. We doubt you'll find a holiday more spine-chilling at any time of year.

All bedrooms are fitted out to the highest standards, with creaking doors, the creepiest looking portraits and custom-built cobwebs. All designed so you'll have the worst night's sleep of your life. Do you want to be scared to death?

Date ___ / ___ / ___

★ Revision - Horizontal joins to e

The horizontal join to e from o, r, v, w and x has a bigger dip than a normal horizontal join.



bigger dip

we re oe

oe re ve we xe oe re ve we xe

canoe flower active oxen amoeba west pixel

relaxed awed vixen weird poetry velvet oboe

Tornadoes are very powerful, and have been known

to wrap heavy vehicles around power poles.

SELF ASSESSMENT

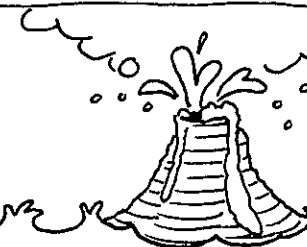
Rate your horizontal joins to e.



Needs work



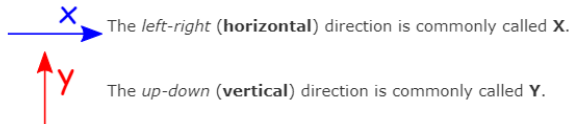
Force 5



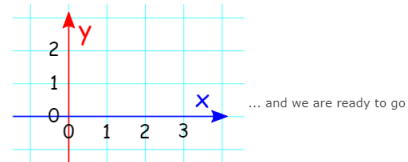
Earth-shaking!

Mathematics Activity 1 – Plotting Coordinates

X and Y Axis

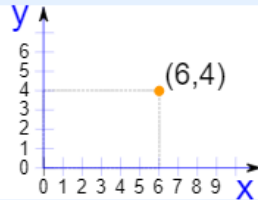


Put them together on a graph ...



Where they cross over is the 'origin', **we measure everything from there.**
 The **X Axis** runs horizontally through zero & the **Y Axis** runs vertically through zero.

Example:



Point **(6,4)** is
 6 units across (in the **x** direction), and
 4 units up (in the **y** direction)

So **(6,4)** means:

Go along 6 and then go up 4 then "plot the dot".

And you can remember which axis is which by:

x is A CROSS, so x is ACROSS the page.

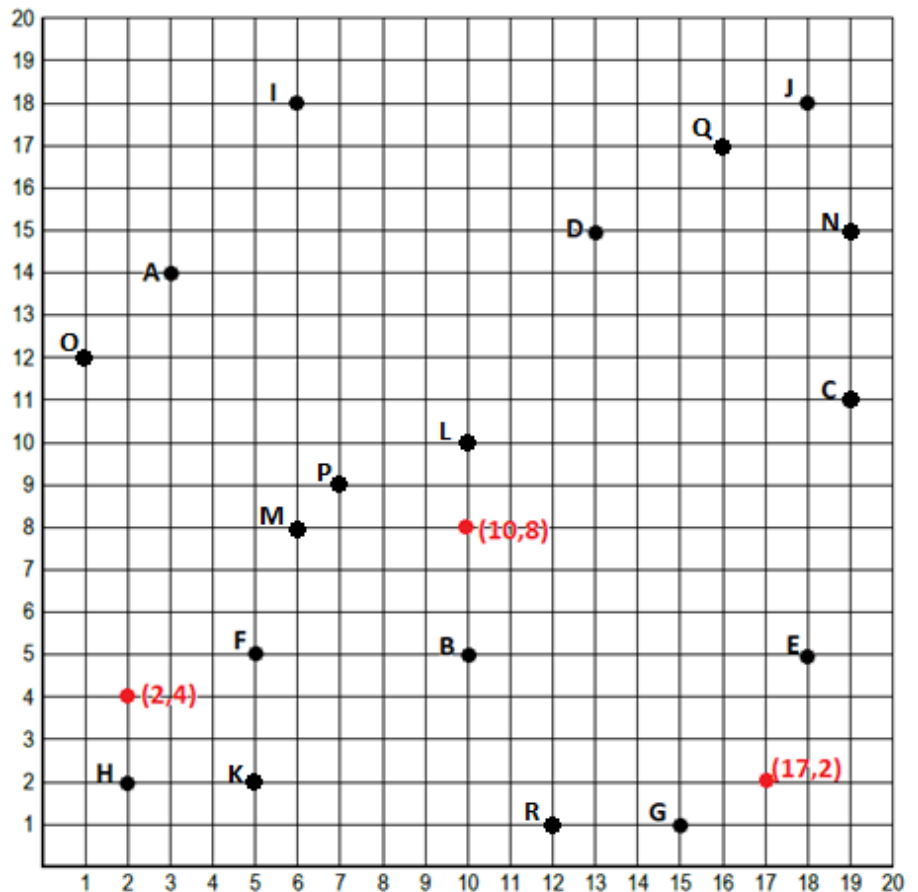
Instructions: You need to plot the 10 points listed on to the graph as well as identify the coordinates for points that are already plotted. A key rule to remember when describing coordinates is that you always state the horizontal point from x-axis first, followed by the vertical point on the y-axis. The point (2,4) is across 2 spaces and up 4 from 0. Look at the three red examples shown to further understand how points are plotted correctly for support.

What are the coordinates of these plotted points:

- A (,)
- B (,)
- C
- D
- E
- F
- G
- H
- I
- J

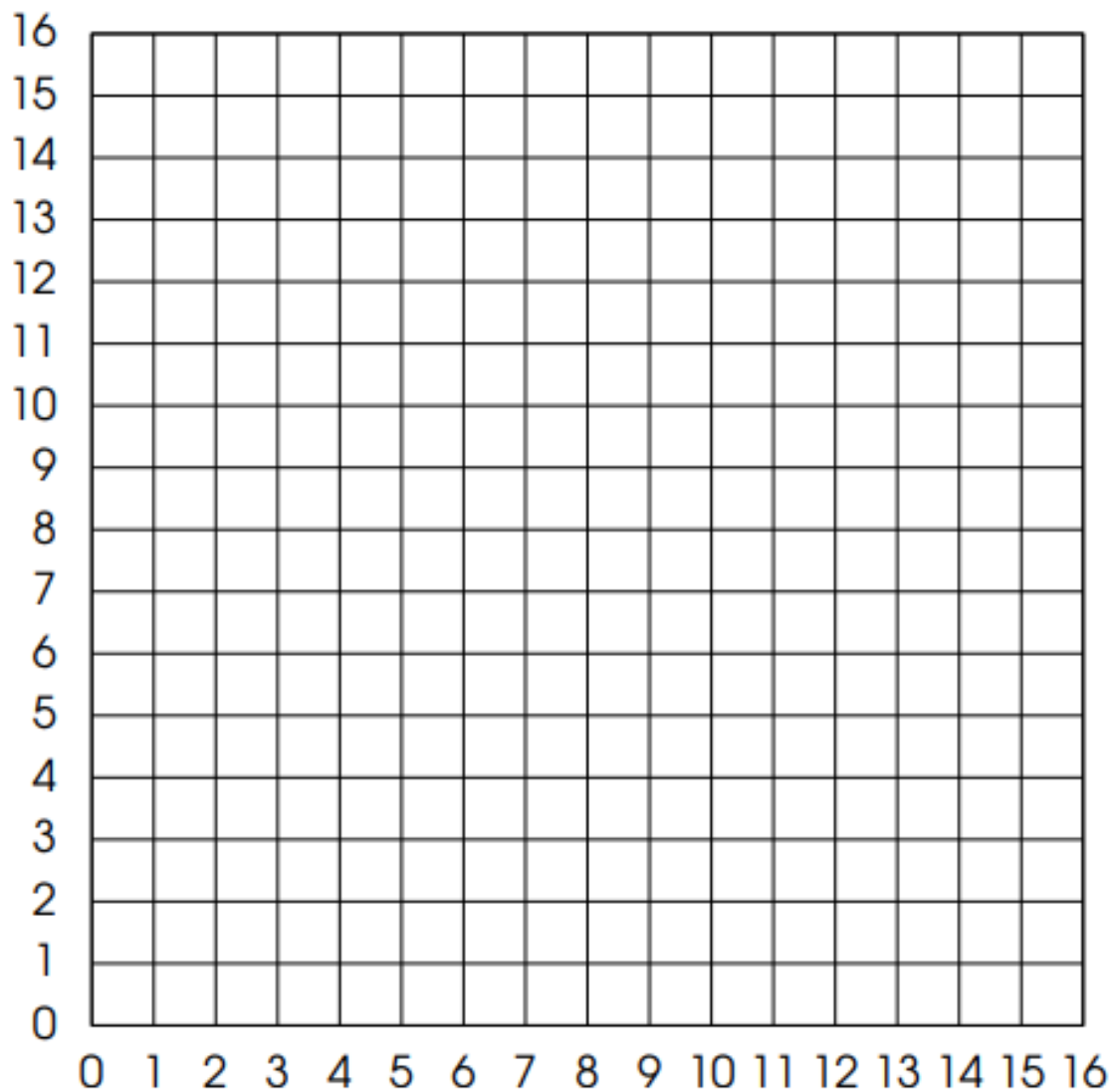
What letters are at these coordinates?

- (6,8) _____
- (16,17) _____
- (7,9) _____
- (10,10) _____
- (1,12) _____
- (5,2) _____
- (12,1) _____
- (19,15) _____



Mathematics Activity 1 – Plotting Coordinates – Hidden Picture

There is a picture hidden in this grid. Connect the points with lines to reveal it.



Line 1: (0,7) (0,9) (7,16) (8,16) (15,9) (15,7) (13,7) (8,13) (7,13) (2,7) (0,7)

Line 2: (1,7) (1,0) (14,0) (14,7)

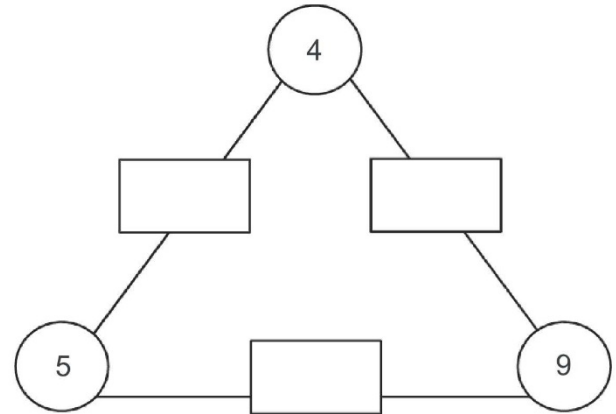
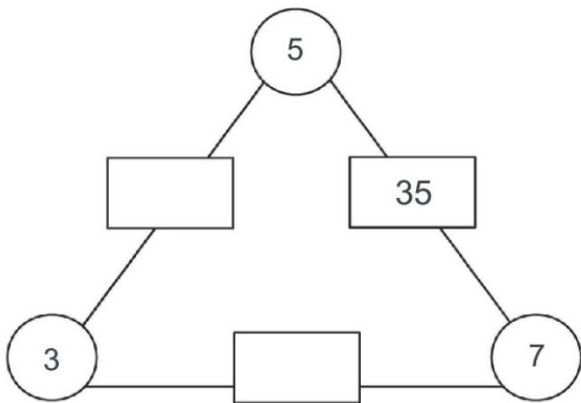
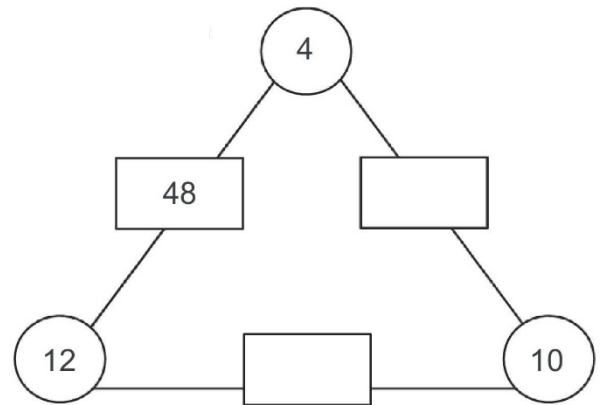
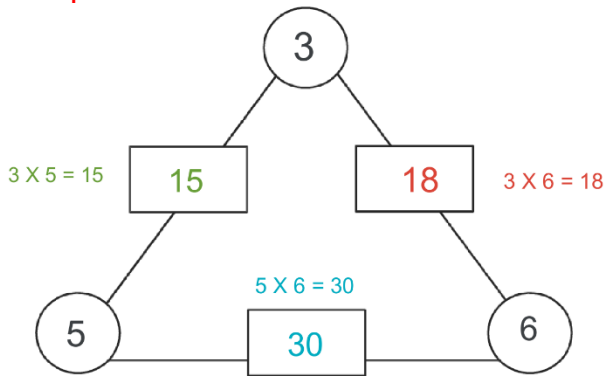
Line 3: (5,0) (5,6) (10,6) (10,0)

Line 4: (11,13) (11,15) (13,15) (13,11)

Remember to connect all the points in lines. There are four lines. After you connect the points in **Line 1**, start a new line using the first point in **Line 2**. Use a ruler for a more accurate picture. To turn in this task, let your teacher know what the hidden picture is or take a photo of your finished product!

Mathematics Activity 2 – Multiplication and Division Triangles

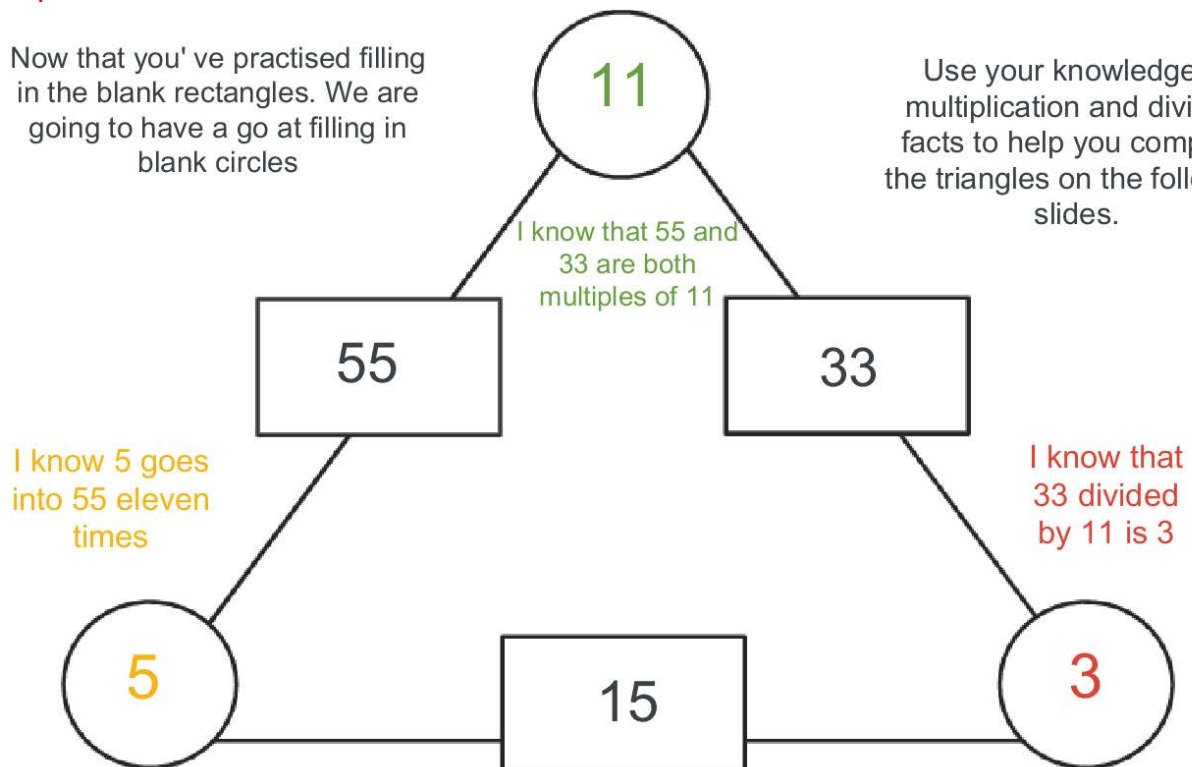
Example:

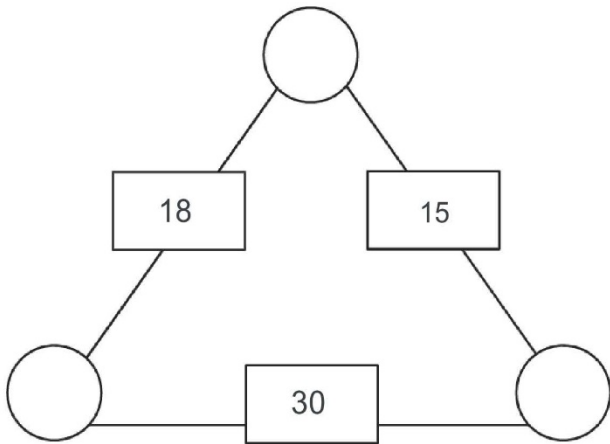
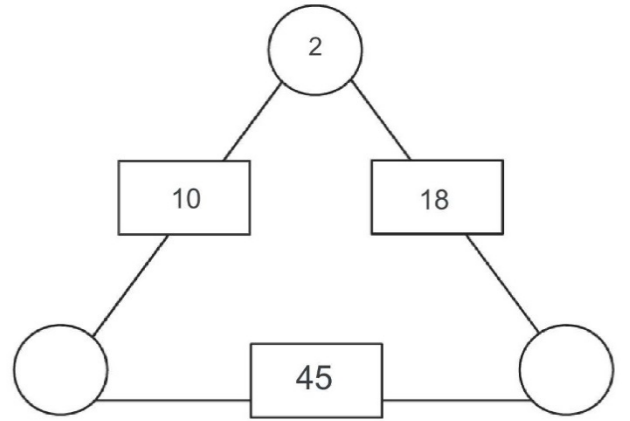
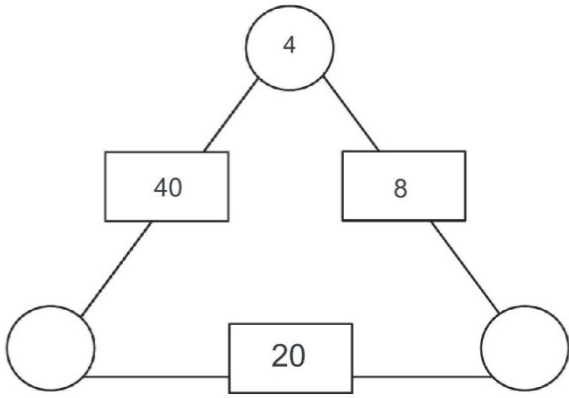


Example:

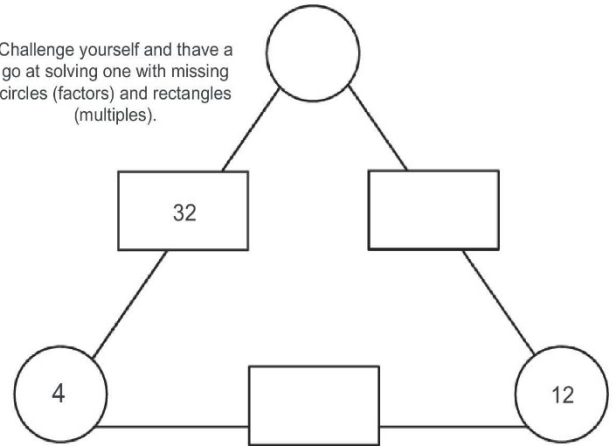
Now that you've practised filling in the blank rectangles. We are going to have a go at filling in blank circles

Use your knowledge of multiplication and division facts to help you complete the triangles on the following slides.

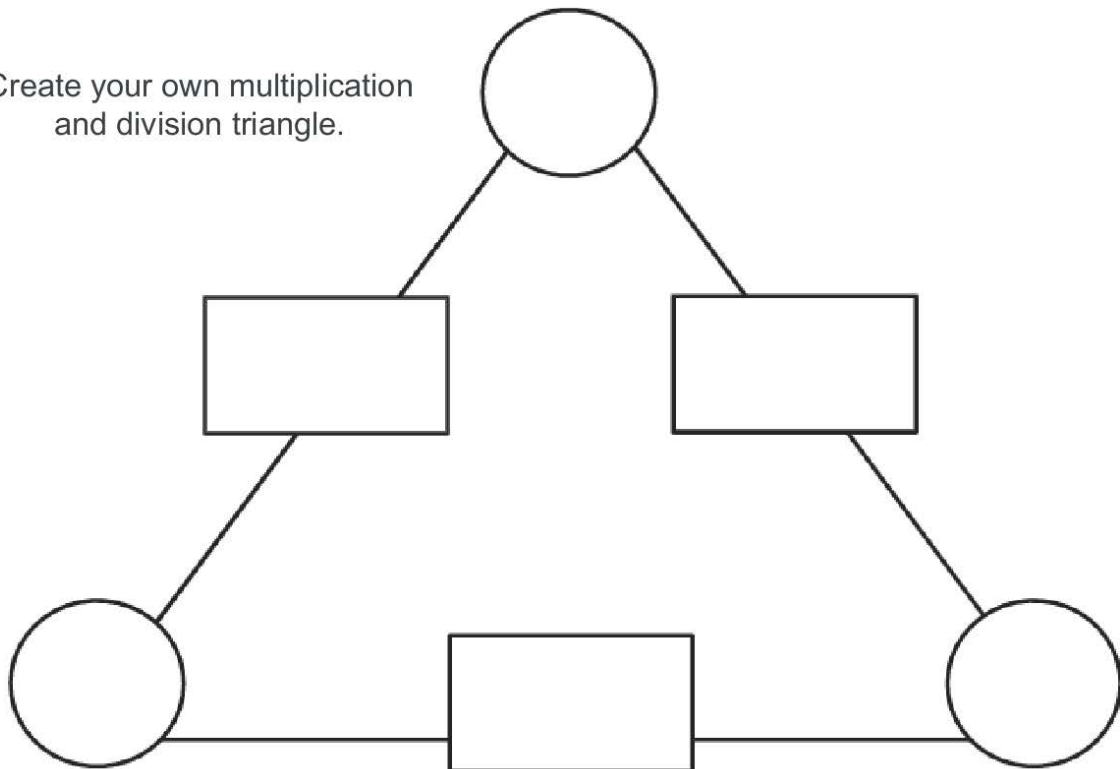




Challenge yourself and have a go at solving one with missing circles (factors) and rectangles (multiples).



Create your own multiplication and division triangle.



Reading – Text Analysis- Turtle Infographic

View the “Swimming in It” infographic attached to the pack. Use your *inferring* skills to analyse and interpret the text.



1. What is the salient image (what grabs your attention most)?
2. What is the purpose of the text? How do you know?
3. How is the composer trying to make us feel? What techniques do they use?
4. Which fact is the most shocking to you? Why?
5. What is the effect of presenting these facts in an infographic, instead of written in paragraphs like a news article or webpage?
6. Why do you think the composer chose “Swimming In It” as the title for the infographic? How do the images support this?

Spelling – Unit 12 Doubling rule – final consonant/stressed syllable -phonological

Watch video double the final consonant

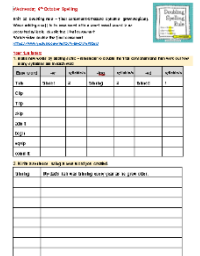
<https://www.youtube.com/watch?v=EmO1KoPY5aU>

When adding a suffix to base word with a short vowel sound in an accented syllable, double the final consonant.

Your two tasks:

1. Make new words by adding suffix – remember to double the final consonant and then work out how many syllables are in each word – fill in the table

Base word	-er	syllable/s	-ing	syllable/s	-ed	syllable/s
Thin	thinner	2	thinning	2	thinned	1



2. Write a sentence using a new word you created.

thinning	My dad's hair was thinning every year as he grew older.
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Morning

Writing – Persuasive Techniques- Using Facts

As you saw in the “Swimming In It” infographic from today’s reading task, numbers (statistics) and facts can be used **to provide convincing information**. The reader will feel that they cannot argue with facts and that statistics will prove what the writer is saying. They can also create an emotional response in the reader.

- Facts can be used to support an argument e.g. “Plastic that ends up in our oceans poses a serious threat to the lives of innocent sea creatures. For example, 52% of sea turtles worldwide have accidentally eaten plastic trash in the ocean. Isn’t that shocking?”
- Facts can also be used in rhetorical questions e.g “Did you know that 52% of sea turtles worldwide have accidentally eaten plastic trash in the ocean? We must do something about this before it is too late!”

Task- Choose an issue that is important to you. What do you want people to do about it?

Research some facts that will support your arguments and include them in a persuasive letter that engages the audience. Make sure to clearly state the issue and the audience before you begin and include a range of persuasive devices. You can use the turtle infographic and write about plastic pollution in the ocean if you can’t think of a different issue or do not have the internet.

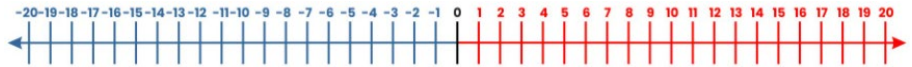
Success Criteria:

- I have included 2-3 facts to persuade my audience.
- All of my sentence punctuation is correct.
- I may have other persuasive devices (noun groups, hyperbole, commands, rhetorical questions, emotions).

Middle

Mathematics Activity 1 – Simple Addition & Subtraction Including Negatives

Have you ever wondered how negative numbers work? Do you know how to add and subtract numbers that include negatives? Today, you will use a number line to help you develop a deeper understanding of how negative numbers work. The skills you learn or revise today will help you to understand tomorrow’s activity on Cartesian Planes. Complete the worksheet attached or the Google Classroom version.












Mathematics Activity 2 – Can you solve the puzzle?

What is the value of each shape?

Purple circle _____

Blue triangle _____

Green pentagon _____

			28
			45
			
	31		

Lunch Break

Afternoon

PE – Modified Games

Imagine if you could change the rules of one of your favourite games. What game and rule would you choose and why? Today you will select two invasive games and modify (change) the rules so the games becomes better in some way.

A table has been provided on a worksheet at the back of the workbook to help you structure your ideas. When school returns, your teacher may play your modified version of the game during PE or sport!

Invasive game examples:

- Capture the Flag
- Basketball
- Netball
- Soccer
- Rugby League
- Touch Football/Oztag
- Hockey
- Ultimate Frisbee



Afterwards, get outside and do some physical activity!

SWIMMING IN IT



700
SPECIES OF
ANIMALS ARE
SEVERELY THREAT-
ENED BECAUSE OF
OCEAN WASTE.

A BY-THE-NUMBERS LOOK AT HOW
MARINE ANIMALS ARE IMPACTED
BY OCEAN TRASH

**22
MILLION**
TONS (20 MILLION MT)
OF CARBON DIOXIDE
IS ABSORBED BY THE
OCEAN EACH DAY
BECAUSE OF
TRASH.

10%
OF ALL DEAD
ANIMALS FOUND IN
BEACH CLEANUPS
WORLDWIDE WERE
ENTANGLED IN
PLASTIC BAGS.

443
ANIMALS AND BIRDS
WERE FOUND TRAPPED
BY MARINE DEBRIS
DURING A RECENT
INTERNATIONAL
COASTAL CLEANUP.



5
TRILLION
PIECES OF PLASTIC
(NOT INCLUDING MICROBEADS)
ARE FLOATING IN THE
WORLD'S SEAS.



90%
OF SEABIRDS
EAT PLASTIC
TRASH.

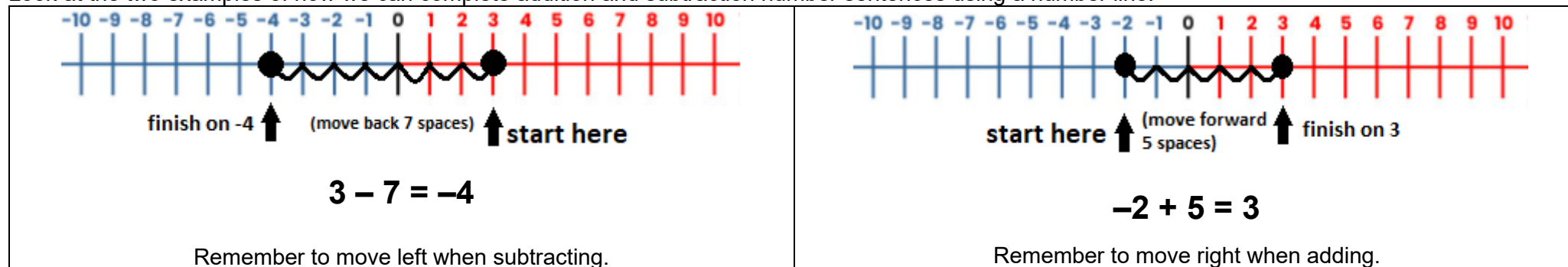
20%
OF FISH FOUND
DURING ONE
EXPEDITION HAD
PLASTIC IN THEIR
STOMACHS.

52%
OF SEA TURTLES
WORLDWIDE HAVE
ACCIDENTALLY
EATEN PLASTIC
TRASH IN THE
OCEAN.

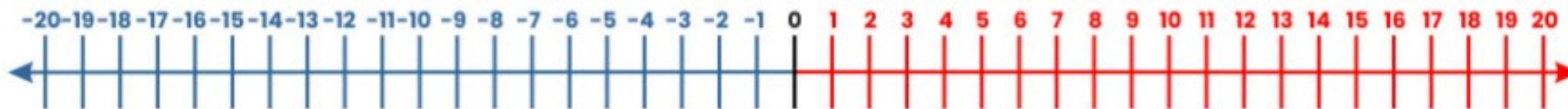


Mathematics Activity 1 – Simple Addition & Subtraction Including Negatives

Look at the two examples of how we can complete addition and subtraction number sentences using a number line.



Use this larger number line to complete the addition and subtraction number sentences below. See if you can work some out without using it!



$2 - 4 = \underline{\quad}$

$5 - 8 = \underline{\quad}$

$-3 + 6 = \underline{\quad}$

$-14 + 17 = \underline{\quad}$

$6 - 7 = \underline{\quad}$

$4 - 15 = \underline{\quad}$

$-1 + 4 = \underline{\quad}$

$-10 + 25 = \underline{\quad}$

$1 - 14 = \underline{\quad}$

$17 - 30 = \underline{\quad}$

$-6 + 10 = \underline{\quad}$

$-12 + 34 = \underline{\quad}$

$3 - 9 = \underline{\quad}$

$20 - 40 = \underline{\quad}$

$-7 + 7 = \underline{\quad}$

$-18 + 40 = \underline{\quad}$

$11 - 11 = \underline{\quad}$

$16 - 27 = \underline{\quad}$

$-5 + 6 = \underline{\quad}$

$-16 + 16 = \underline{\quad}$

Extension Try these harder ones without a number line or make a huge number line to help you!

$-36 + 49 = \underline{\quad}$

$24 - 86 = \underline{\quad}$

$-77 + 92 = \underline{\quad}$

$63 - 95 = \underline{\quad}$

PE – Modified Games

Select two invasive games and modify the rules so the games become better! Think about how the rule change affects attack and defense skills/tactics. Check out the example for Oztag...

Game – Oztag	
Rule change – If you drop the ball forwards, it is 'play on' and the ball is not given to the other team.	
How this improves the game – This make the game better for beginner players who are still learning how to play Oztag and may not have perfected their ball handling skills. The rule change allows the game to keep moving and not stop and start so often which should maximise playtime and increase enjoyment.	
Attack skills/tactics – Players would not have to be so focused on handling the ball as much so they would have better vision on players trying to tag them.	Defense skills/tactics – The tactic of rushing up on players to force a knock on would no longer be effective. When defending, players should be award that if the ball is dropped forward, then they are able to pick it up and steal possession.

Game 1 –	
Rule change –	
How this improves the game –	
Attack skills/tactics –	Defense skills/tactics –

Game 2 –	
Rule change –	
How this improves the game –	
Attack skills/tactics –	Defense skills/tactics –

Viewing – Comprehension/Text Analysis: Guide Dogs

View the “Guide Dog Interviews” video

<https://www.youtube.com/watch?v=lxwJ2GgtDHs>

Use your comprehension skills (*particularly inferring*) to answer the questions.

1. What is the purpose of this video? What is your evidence?
2. What are some of the skills and attributes a guide dog needs?
3. What was the effect of “interviewing” humans for a guide dog’s job?
4. Give some examples of how humour has been used to engage the audience or make a point.
5. Do you think this ad is effective? Why/why not?



Spelling – Unit 12 Doubling rule- final consonant/stressed syllable - orthographical
Your tasks:

1. Read the base word and new words created using the doubling rule. Work out which new word fits into the table and type/write it in. (The first one is done for you)

skid (skidding, skidded)	admit (admitted, admittance),	begin (beginner, beginning)
commit (committal, committed)	equip (equipping, equipped,)	forbid (forbidden, forbider)
outwit (outwitting, outwitted)	permit (permitted, permitting)	regret (regretting, regrettable)

			s	k	i	d	d	i	n	g	
						t	t				

Example 17 Doubling Rule
 Write the base word and the words that are formed using the doubling rule in the table below.

Base word	skid	admit	begin
Word 1	skidding	admitted	beginning
Word 2	skidded	admittance	beginner
Word 3			
Word 4			
Word 5			
Word 6			
Word 7			
Word 8			
Word 9			
Word 10			

2. Write in a column the words that are formed using the doubling rule.

Word 1	
Word 2	
Word 3	
Word 4	
Word 5	
Word 6	
Word 7	
Word 8	
Word 9	
Word 10	

Write the definitions (meaning) of the following words (regrettable, committed, forbidden, outwitted, beginner, permitting, skidded)

Writing – Persuasive Techniques- Modal Language

Modal language gives the reader information about the degree of obligation or certainty involved in an action. Modality can be demonstrated through careful word choice and may include selective use of **verbs, adverbs and adjectives**.

Watch the video about using modal language in persuasive writing.

<https://www.youtube.com/watch?v=j8dPb7ZiJ0Q>



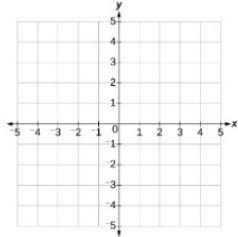
Task- Use the word bank attached to write some statements about guide dogs that would help an audience understand their importance in the lives of people who are blind and encourage people to donate money for their training. Think about the video you watched in today’s viewing activity “Guide Dog Interviews”. You could do other research as well. Your statements should use a range of high, medium and low modal words.

Success Criteria:

- I have used a range of modal language in my statements.
- All of my statements are correctly punctuated.

Stretch and Recess Break

Mathematics Activity 1 – Cartesian Plane: Four Quadrant Coordinate Plotting



Today we will build off the skills you practised on Monday and Tuesday to plot coordinate points that include negative numbers. This skill can be quite tricky to learn but easy once you master it, so be persistent! They are called Cartesian Planes because the idea was developed by the mathematician and philosopher Rene Descartes who was also known as Cartesius. Complete the worksheet attached.

Morning

Middle

Mathematics Activity 2 – Prickly Problem

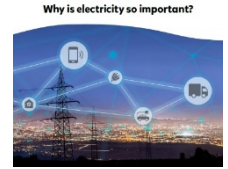
Use your problem-solving skills to complete the following questions.

Captain Sparrow earns \$1.45 an hour from his website.

- 1) How much money does he make in the whole month of July?
- 2) How much money did he make during the whole of winter?

Lunch Break

Science & Technology – Why is electricity so important?

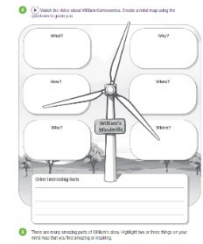
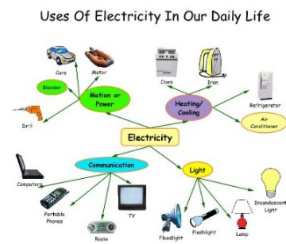


Part 1

1. Write definition of 'electricity'
2. Read vocabulary words and look up the meanings in a dictionary (energy, electricity, transform, essential, irrigation, machine, appliance, device, electrons, blackout, dynamo)
3. Watch video of William Kamkwamba from Malawi about his windmill.
https://www.ted.com/talks/william_kamkwamba_how_i_harnessed_the_wind?language=en
4. After watching the video of William Kamkwamba, write some things you found interesting about what, why, how, when, who and where William built the windmill.
5. Highlight two or three things on your mind map that you find amazing or inspiring about William's story

Part 2

6. Think - List all the machines, appliances or devices you use every day that use electricity. They might plug in or use batteries.
7. Rank your **top 6** machines, appliances or devices you use and believe are most important for everyday life and write reasons why they are important to you.



Spelling

Unit 12 doubling rule - final consonant/stressed syllable (orthographical)

Your tasks:

1. Read the base word and new words. Work out which new word fits into the table and type/write it in. (first one is done for you)

skid (skidding, skidded)	admit (admitted, admittance),	begin (beginner, beginning)
commit (committal, committed)	equip (equipping, equipped,)	forbid (forbidden, forbider)
outwit (outwitting, outwitted)	permit (permitted, permitting)	regret (regretting, regrettable)

			s	k	i	d	d	i	n	g	
						†	†				
						n	n				
						†	†				
						p	p				
						d	d				
						†	†				
						†	†				
						†	†				

2. Write the definitions (meaning) of the following words

regrettable	
committed	
forbidden	
outwitted	
beginner	
permitting	
skidded	

Writing Activity– Modal Language Word Bank

Modality is used to indicate the degree to which something is certain, possible or improbable.

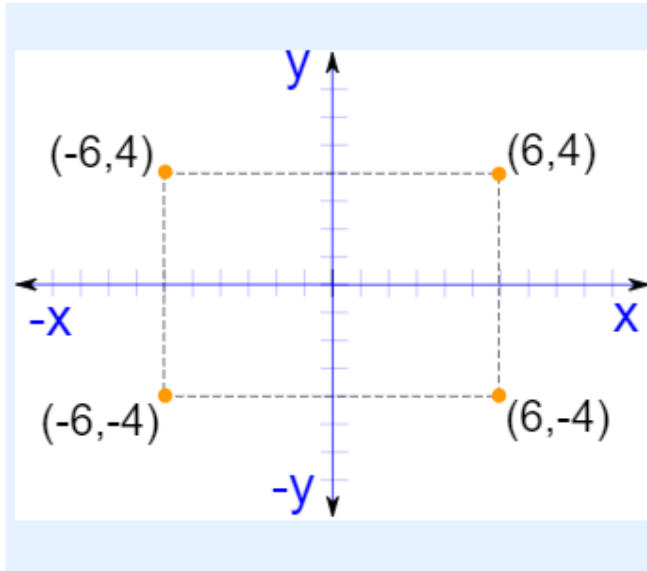
<u>High Modality</u>	<u>Medium Modality</u>	<u>Low Modality</u>
High modality is when something is obvious, certain, definite, sure or complete.	Medium modality is when something is possible, probable or likely.	Low modality is when something is improbable, doubtful, unlikely, unclear or unsure.
must is would will will not have to absolutely never always undoubtedly certainly clearly obviously definitely necessary clear essential completely	should tends to probably regularly often most frequently likely unlikely usually high possibility	can could might may doubtful rarely sometimes maybe occasionally chance

What About Negative Values of X and Y?

Just like with the number line, we can also have negative values on a Cartesian Plane.

Negative: start at zero and **head in the opposite direction**:

- Negative x goes **to the left**
- Negative y goes **down**



So, for a **negative** number:

- go **backwards** for x
- go **down** for y

For example **(-6,4)** means:

go **back** along the x axis 6 then go up 4.

And **(-6,-4)** means:

go **back** along the x axis 6 then go **down** 4.

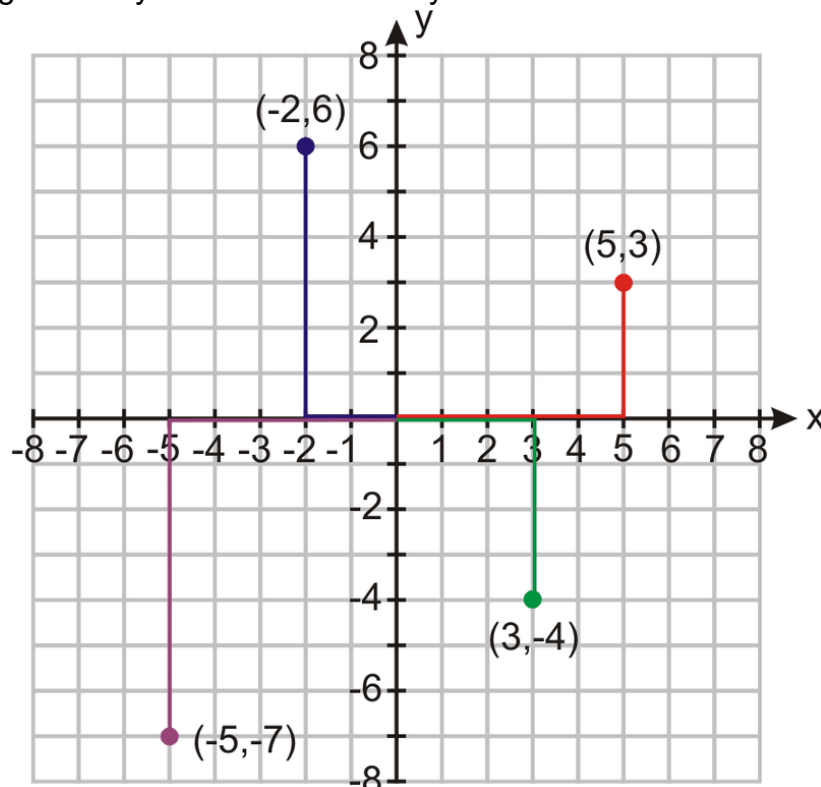
Remember the first number in the coordinate tells you how far to move across:

- If the first number is negative, you move left.
- If the first number is not negative (positive), you move right.

The second number in the coordinate tells you how far to move up or down:

- If the second number is negative, you move down.
- If the second number is not negative (positive), you move up.

Check out the four examples below. Look at the numbers in the coordinates and whether or not the numbers are negative so you can see how they work on the Cartesian Plane.



Mathematics Activity 1 – Cartesian Plane Coordinates

Cartesian Plane 1: Identify which letter is at each of the coordinates listed:

$(-2,-3)$ _____

$(4,-3)$ _____

$(-3,-6)$ _____

$(-4,2)$ _____

$(-6,4)$ _____

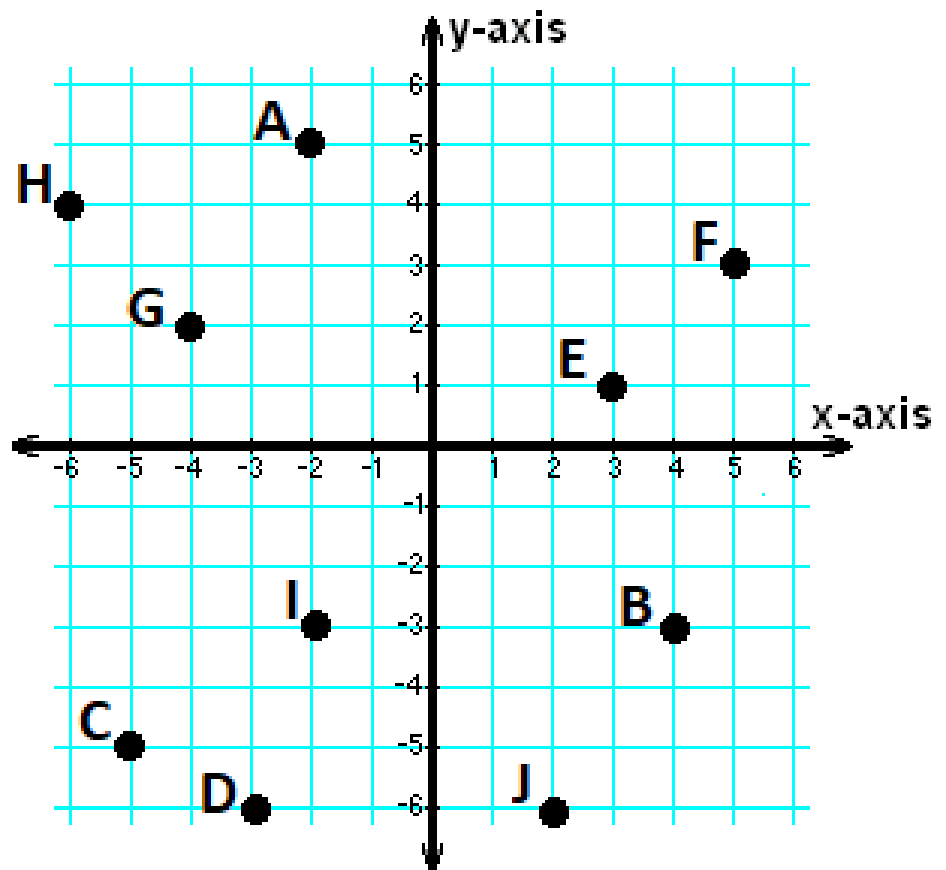
$(-2,5)$ _____

$(3,1)$ _____

$(-5,-5)$ _____

$(2,-6)$ _____

$(5,3)$ _____



Cartesian Plane 2: Identify the coordinates for the points plotted.

A (,)

B

C

D

E

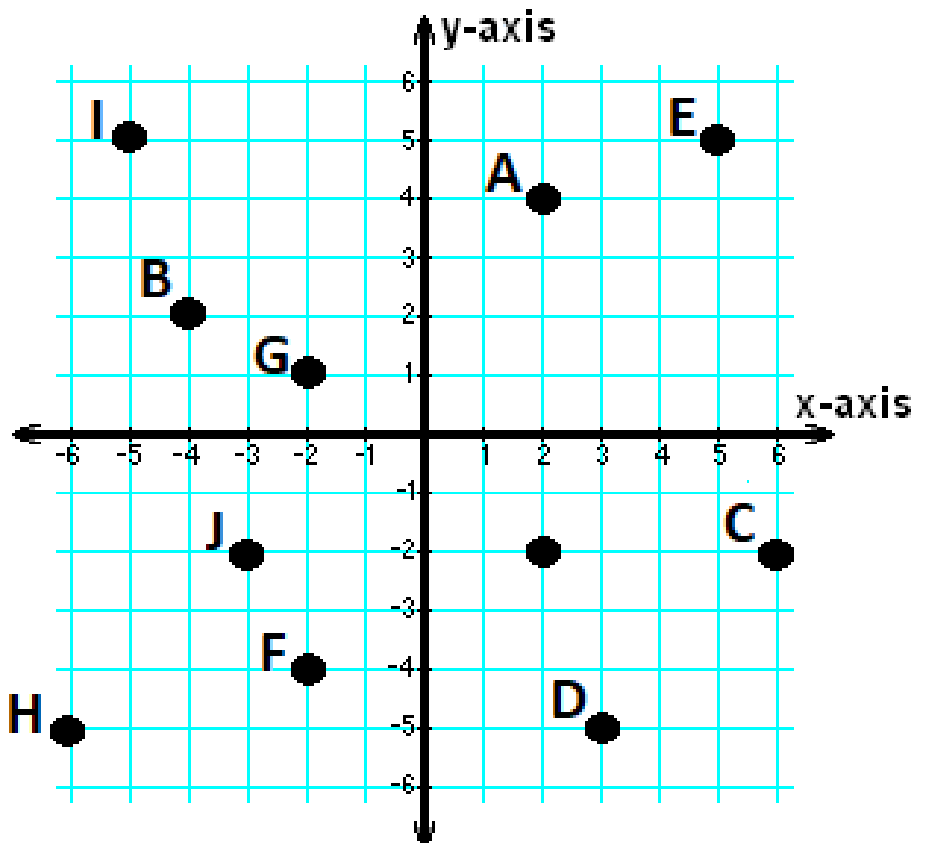
F

G

H

I

J



Science - Electricity: We Can't Live Without It!

Why is electricity so important?



PART 1. Focus Question: Why is electricity so important?
1. Write the definition of 'electricity'. ➤
2. Read vocabulary words and look up the meanings in a dictionary energy, electricity, transform, essential, irrigation, machine, appliance, device, electrons, blackout, dynamo
3. Watch video of William Kamkwamba from Malawi about his windmill. https://www.ted.com/talks/william_kamkwamba_how_i_harnessed_the_wind?language=en

4. After watching video of William Kamkwamba write some things you thought interesting about what, why, how, when, who and where William built the windmill.

William's windmill transformed (changed) the energy of the wind into electrical energy (electricity), that could power a pump. Energy is the ability to do work, without energy nothing can happen. Electricity is the most important form of energy we use on a daily basis.

What?
Why?
How?
When?
Who?
Where?
Other interesting facts
■
■
■
■

4 Watch the video about William Kamkwamba. Create a mind map using the questions to guide you.

5 There are many amazing parts of William's story. Highlight two or three things on your mind map that you find amazing or inspiring.

5. Highlight two or three things on your mind map that you find amazing or inspiring about William's story.

1.

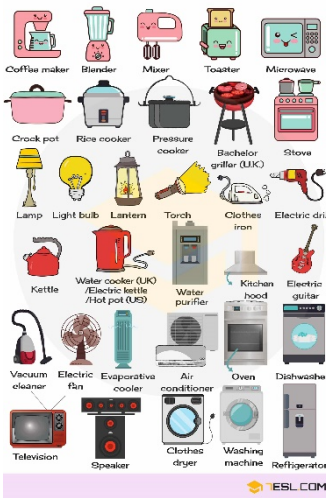
2.

3.

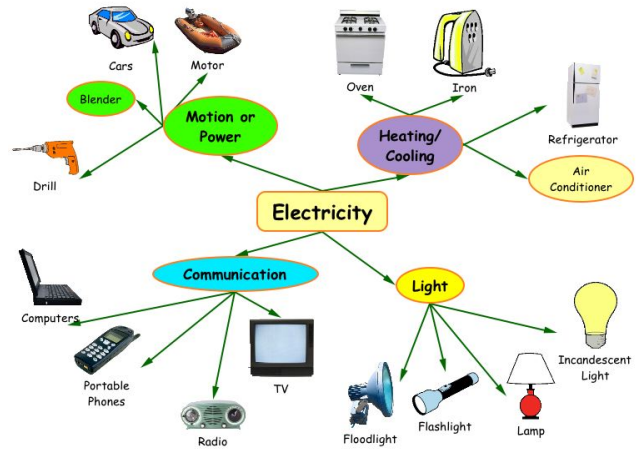
Science - Electricity: We Can't Live Without It!

PART 2. Focus Question: Why is electricity so important?

Household Devices & Appliances



Uses Of Electricity In Our Daily Life



6. THINK.

List all the machines, appliances or devices you use every day that use electricity. They might plug in or use batteries.

-
-
-
-
-
-
-

Machines, appliances or devices you use

7. Rank your **top 6** machines, appliances or devices you use and believe are most important for everyday life and write reason why they are important to you.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

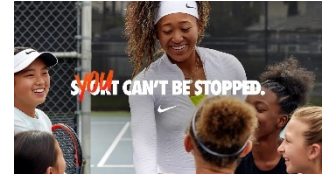
Thursday 14th October 2021

Reading – Viewing – Comprehension/Text Analysis: Nike

View the Nike-“You Can't be Stopped” video <https://www.youtube.com/watch?v=Mlr6QtAvzZM>

Use your comprehension skills (particularly inferring) to answer the questions.

1. This ad uses the personal pronouns “you”, “your” and “we”. What effect does this have?
2. Nike is a sports shoe company that wants us to buy their shoes. What persuasive techniques does this ad use to achieve that purpose? Give specific examples of language, visuals and music.
3. What is the main message of this ad? Think about the slogan “Sport can't be stopped” with the word “You” written over the word “Sport”.
4. Do you think this is an effective ad for Nike shoes? Why/Why not?



Spelling – Spelling – Unit 12 Doubling rule- final consonant/stressed syllable -morphological

Your tasks:

1. **Unscramble the words** – write correct word in table below - cittaadmen ,ernnbgie, ppedqui, ttmipered, rrlaeefr, tttwngouii -choose from the following: **admittance, beginner, committal, equipped, forbidden, outwitting, permitted, referral, regrettable.**
2. **Word sort** - Sort the word bank words into groups using similar double rule (first word is done for you)
3. **Challenge:** Write 3 sentences using as many 'double rule' words from task 1 or 2.

Word	Double Rule
admittance	
beginner	
committal	
equipped	
forbidden	
outwitting	
permitted	
referral	
regrettable	

Morning

Writing – Persuasive Techniques- Personal Pronouns

Use personal pronouns so your readers see that you are speaking directly to them – “we”, “you” “our” and “us” make the audience believe you are speaking only to them. The use of personal pronouns can **draw the readers into** the material that you are writing and make them feel more involved immediately. In Term 2, Stage 3 learned about writing reviews, particularly of video games. We often used personal pronouns to speak directly to the audience.

Task- Watch the clip “The Egyptian Pyramids” <https://www.youtube.com/watch?v=j6PbonHsqW0&t=18s> , or choose another clip, show or story. Write a **2 paragraph review** of the text. Paragraph One should engage the audience with a Sizzling Start technique and then introduce the story without giving away the ending. Paragraph Two should give your opinion on the story using persuasive techniques and giving examples of the positives or negatives. Conclude with your recommendation. Remember to **use Personal Pronouns!**

Success Criteria:

- I have used personal pronouns.
- Paragraph one is a Sizzling Start and Introduction.
- Paragraph two includes my opinion, examples and recommendation.
- I have other persuasive devices (rhetorical questions, modal language, noun groups, hyperbole, facts, emotions, commands).
- All of my sentences are correctly punctuated.



Stretch and Recess Break

Mathematics Activity 1 – Four Quadrants of the Cartesian Plane



Today you will learn about the four quadrants that make up the four quarters of the Cartesian Plane. They are numbered from 1-4 in Roman Numerals: I, II, III, IV. First identify which of the four quadrants the listed coordinates sit in. Finish by using the skills you have learnt this week to create a Cartesian Plane drawing by following a list of steps. See the attached worksheets for further instructions.

Mathematics Activity 2 – Discuss Results.

Joe	12.24 m
Nate	17.50 m
Ray	17.20 m
Jake	15.35 m

- By what distance, did Nate beat Jake?
 How much further did Ray need to throw to match Nate?
 What is the sum of all distances?

Middle

Lunch Break

Geography – Bushfire Mitigation: Project Firestorm RFS (Level 2)



Hello Firestormers - Welcome! Today you will investigate Level 2 of Project Firestorm. You will see that there are two (2) parts to this lesson.

Go to - <https://www.projectfirestorm.com.au/> and explore all of the parts of Level 2. Use the knowledge you build up to answer the questions on the two worksheets attached.

Afternoon

Spelling -Unit 12 Doubling rule- final consonant/stressed syllable - morphological

Your tasks:

1. **Unscramble the words** – write correct word in table below - choose from the following: [admittance](#), [beginner](#), [committal](#), [equipped](#), [forbidden](#), [outwitting](#), [permitted](#), [referral](#), [regrettable](#).

cittaadmen	admittance
ernnbgie	
ppedqui	
ttmipered	
rrlaæfr	
tttwngouii	

2. **Word sort** - Sort the word bank words into groups using similar double rule (first word is done for you)

<u>Word bank</u>	
regrettable, occurring, dropping, committal, submitting, committed, forbidden, outwitted, beginner, permitting, skidded, admittance, clipped, winner, referral, grinned, wedding	
rr	nn
dd	pp
tt	
Regrettable	

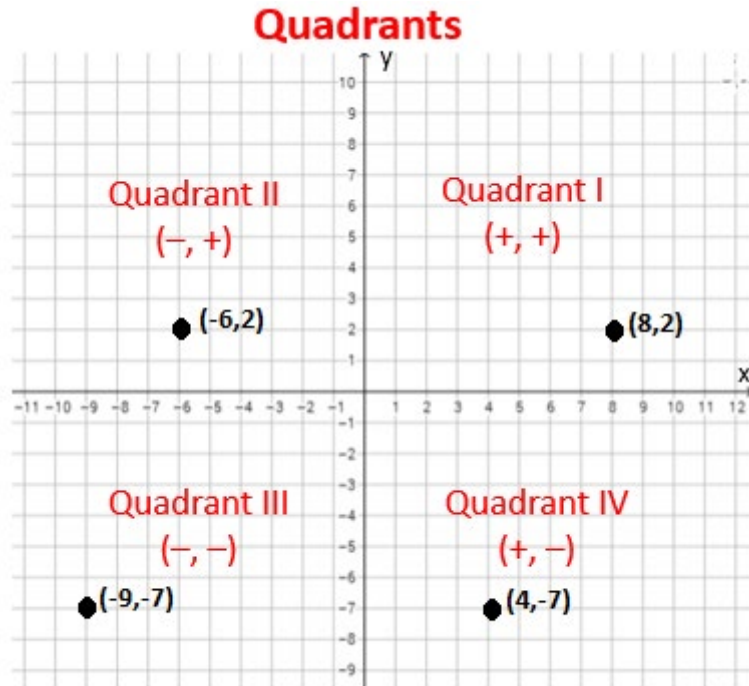
3. Challenge: Write 3 sentences using as many 'double rule' words from task 1 or 2.

- 1.
- 2.
- 3.

Mathematics Activity 1 – Four Quadrants of the Cartesian Plane

The four quarters of the Cartesian Plane are called 'quadrants'. They are numbered from 1-4 in Roman Numerals: I, II, III, IV. Check out the examples below:

- (8,2) is in Quadrant I because both numbers are positive.
- (-6,2) is in Quadrant II because the first number is negative and the second is positive.
- (-9,-7) is in Quadrant III because both numbers are negative.
- (4,-4) is in Quadrant IV because the first number is positive and the second is negative.



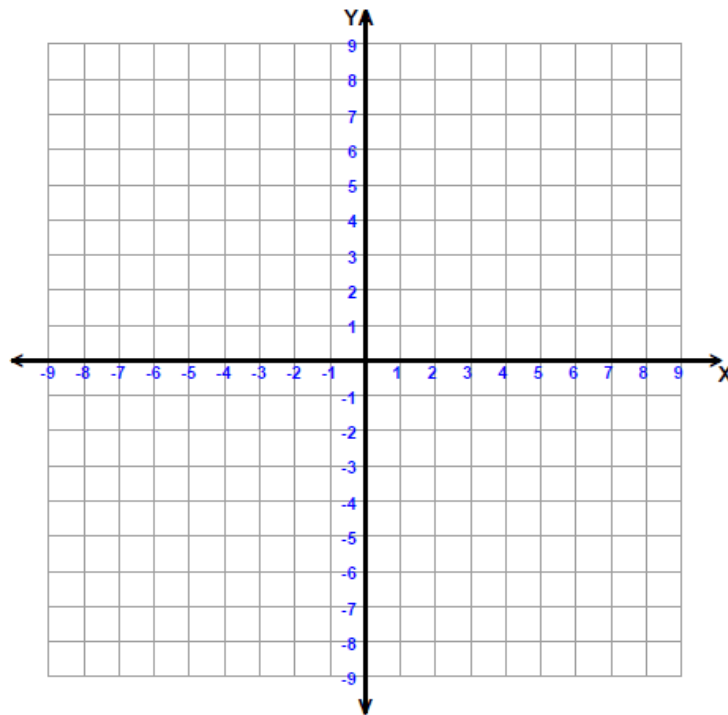
Your task is to state which of the four quadrants each point sits in:

Coordinate	Quadrant	Coordinate	Quadrant
(3,-5)		(-6,-4)	
(-4,-3)		(1,-2)	
(2,10)		(-4,7)	
(-3,-5)		(6,7)	
(2,-11)		(-1,-2)	
(-5,5)		(8,-3)	
(3,9)		(-9,7)	

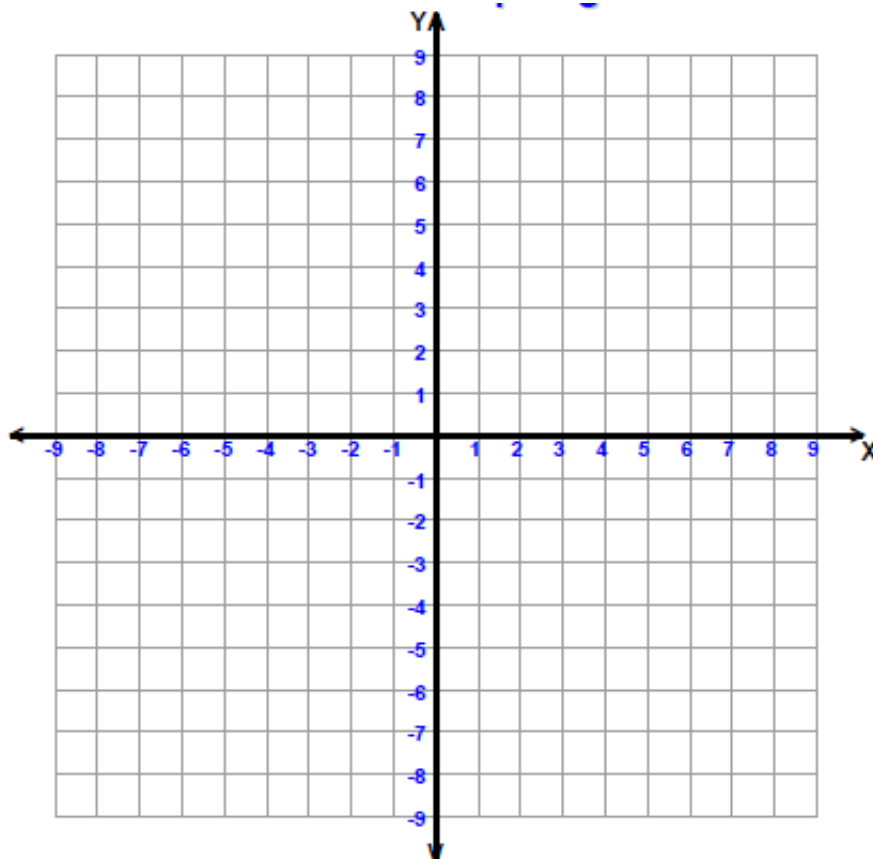
Suggest one coordinate of your own that would sit in each quadrant:

Quadrant I	(,)
Quadrant II	(,)
Quadrant III	(,)
Quadrant IV	(,)

Mathematics Activity 1 –Cartesian Plane Puzzles



$(-2,6)$, $(-2,-2)$, $(-3,-2)$, $(-3,-3)$, $(0,-3)$, $(0,-2)$, $(-1,-2)$, $(-1,6)$, $(2,6)$
 $(2,5)$, $(3,5)$, $(3,7)$, $(-6,7)$, $(-6,5)$, $(-5,5)$, $(-5,6)$, $(-2,6)$ End of Sequence



Connect each sequence of points with a line.

$(8,7)$, $(7,3)$, $(5,1)$, $(1,-3)$, $(-1,-5)$, $(-2.5,-4.5)$, $(-3.5,-3.5)$, $(-4,-2)$, $(-2,0)$, $(2,4)$, $(4,6)$, $(8,7)$ End of Sequence

$(-3.5,-3.5)$, $(-4,-4)$, $(-5,-4)$, $(-5,-5)$, $(-4,-6)$, $(-3,-6)$, $(-3,-5)$, $(-2.5,-4.5)$ End of Sequence

$(-5,-4)$, $(-8,-6)$, $(-6,-6)$, $(-8,-9)$, $(-5,-7)$, $(-5,-9)$, $(-3,-6)$ End of Sequence

$(4,6)$, $(5,4)$, $(7,3)$ End of Sequence

$(2,4)$, $(3,2)$, $(5,1)$ End of Sequence

$(0,2)$, $(1,0)$, $(3,-1)$ End of Sequence

$(-2,0)$, $(-1,-2)$, $(1,-3)$ End of Sequence

PROJECT FIRESTORM

Week 2 Lesson 2 - Enter Level 2 – Bushfires for Real

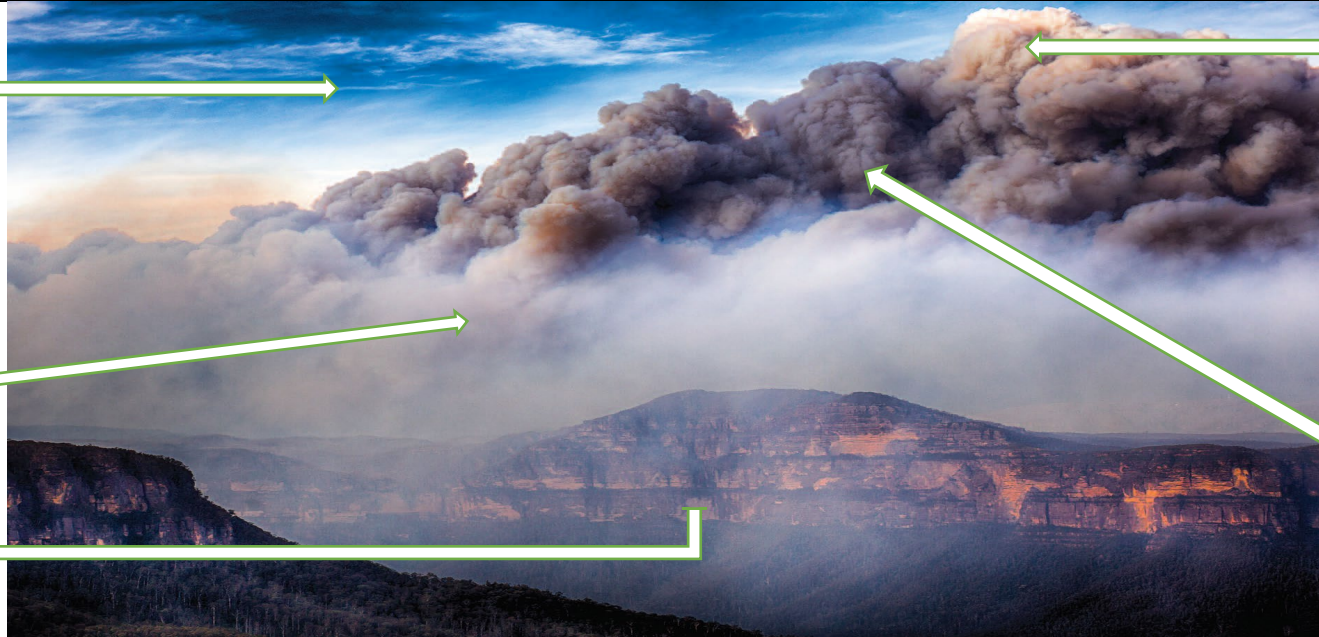
Here is the link again - <https://www.projectfirestorm.com.au/>

Return to Project Firestorm and enter Level 2 – [View the Blue Mountains bushfires link.](#)

Atmosphere above (warmer air) the wispy clouds is an indication of strong upper winds.

The angle of the smoke plume reveals there is a strong wind blowing from the left to right, NW to SE.

Scale: The size of the smoke plume shows the size of the fire against the mountain range.



Clouds form where the temperature of the smoke is reaching dew point. These clouds are called pyro cumulous. The dew point is the temperature to which air must be cooled to become saturated with water vapor.

Dark smoke indicates a high fire probably in a forested area with heavy fuel loads.

Complete the open close

Whispy clouds are an indication of strong _____ winds and the _____ of the smoke _____ shows there is a _____ blowing from left to right, _____ to _____. _____ form at the _____ Point where the air cools and becomes _____ with water _____. Dark smoke indicates a _____ chance that the fire is in an area with lots of _____.

Word bank

Upper, plume, heavy fuel load, vapour, saturated, high, angle, wind, Dew, clouds, strong

Remember: cross off your words in the word box as you go.

PROJECT FIRESTORM

Week 2 Lesson 2 Part 2- Enter Level 2 – Bushfires for Real Here is the link again - <https://www.projectfirestorm.com.au/>

Look and listen to each area in Level 2 - Remember what you learnt in Level 1 – Use the table to answer the five (5) **How's**

5 HOW STRATEGY

<u>How can you let people know a fire is coming?</u>	
<u>How can fires be stopped from spreading?</u>	
<u>How can firefighters be kept safe?</u>	
<u>How communities rebuild?</u>	
<u>How can people be well prepared?</u>	

<p>Stop fires happening in the first place</p> <ul style="list-style-type: none"> Ignition sources Accidental fires Arsonists High danger periods 	<p>Stop fires spreading</p> <ul style="list-style-type: none"> Backburning and containment lines Firefighting Vehicles and aircraft Communications 	<p>Make sure everyone is well prepared</p> <ul style="list-style-type: none"> Education Bush fire plans Community activities Communications and events
<p>Keep firefighters safe</p> <ul style="list-style-type: none"> Clothing Vehicles Equipment Remote control firefighting 	<p>Let people know a fire is coming</p> <ul style="list-style-type: none"> Alerts and warnings Communication technology Automatic systems Correct procedures 	<p>Tackle fires in inaccessible areas</p> <ul style="list-style-type: none"> Aviation Fire trails Pre-installed systems Remote control firefighting
<p>Help people who can't help themselves</p> <ul style="list-style-type: none"> Hospitals Disabled or sick Those with special needs Communications 	<p>Rebuild fire-ravaged communities</p> <ul style="list-style-type: none"> Temporary accommodation Counselling and support Fundraising Relocation 	

Friday 15th October 2021

Reading – Text Analysis: Persuasive devices- Bushfire Preparedness

Our Geography unit this term has involved learning about bushfires. Use your world knowledge from these tasks and the work we have been doing in writing to view and interpret the bushfire preparedness posters attached in this pack. For each poster, identify:

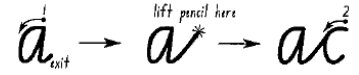
1. The main idea or message
2. The salient image (what stands out most)
3. 3 Persuasive devices used (rhetorical questions, modal language, noun groups, hyperbole, facts/experts, emotions, personal pronouns, commands). Give specific examples from the text. Finally, which ad do you find the most effective, and why?



Morning

Handwriting – Drop-in Joins

Complete the handwriting worksheet attached to the pack focusing on drop-in joins. Take notice when to lift your pen.



Writing – Persuasive Writing- All devices

For the first 2 weeks of term, we have been revising our persuasive techniques. Imagine you know someone who lives in or near the bush and doesn't have a fire safe bushfire plan. Compose a letter that would persuade them that a plan is necessary and gives them advice on how to be prepared. Use your learning from geography to help. You must use AT LEAST one example of each of the persuasive devices we have revised.

Success Criteria: I have included-

- rhetorical questions
- modal language
- positive/negative noun groups
- hyperbole (exaggeration)
- facts/experts
- emotions
- commands
- correct punctuation



Stretch and Recess Break

STEM – Helpful Invention Design

For this activity you are going to design and build a helpful invention.

Middle

Nothing in this world is perfect, but that doesn't mean we can't make improvements! Think about a problem in your community or home and invent something that will solve it. Consider all the costs and materials that you'll need and don't forget to draw up your design!

See the attachment in this learning pack for the instructions for this lesson.

Lunch Break

Creative Arts – Enchanted Forest: Paper Mache Sculpture of Choice! 😊

See the attachment in this learning pack for the instructions for this project. Ideas to consider...

Afternoon

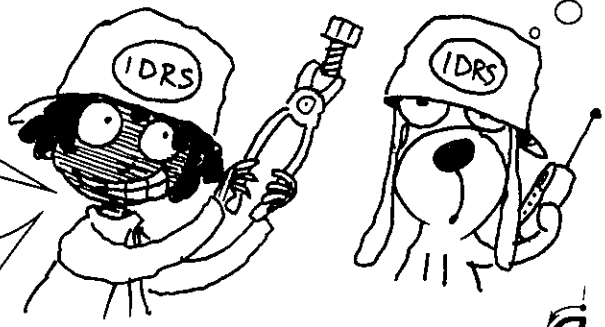


Date ___ / ___ / ___

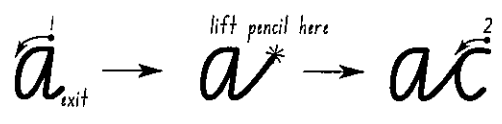
☆ Revision – Drop-in joins

The letters
a, c, d, g, o and q,
are dropped into
place.

The letter f is
also dropped in after
an exit flick.



Take the exit
flick up high before you
lift your pencil.



Copy. For the first line, put a star * to show each place where you lifted your pencil.

ac ca dg eq ha ic lo ma nd ta




zo ig ed ng da af ef if lf uf

mandarin equal half piglet life tangy loud

Avalanches and landslides can occur after an

earthquake dislodges loose soil and snow.

Rate your drop-in joins.

Needs work  Force 5  Earth-shaking! 

SELF ASSESSMENT

Reading- Bushfire Preparedness

Advertisement One



IF YOU PLAN TO SAVE YOUR FAMILY
THIS BUSH FIRE SEASON YOUR FAMILY NEEDS A PLAN.

COMPLETE YOUR **BUSH FIRE SURVIVAL PLAN** NOW.

PREPARE → ACT → SURVIVE. RFS.NSW.GOV.AU   1800 679 737

Advertisement Two

WAITING UNTIL THERE'S A BUSH FIRE TO DECIDE WHEN TO LEAVE
IS NOT A FIREPROOF PLAN



HOW FIREPROOF IS YOUR PLAN?
FIND OUT IN 5 MINUTES AT MYFIREPLAN.COM.AU

PREPARE → ACT → SURVIVE
NSW RURAL FIRE SERVICE

Advertisement Three

"We learnt you could be more at risk than you think"

Christine and family, bush fire survivors



Last summer more than 700 homes were destroyed across Northern NSW. Not all of them were right next to the bush. Burning embers can travel kilometres, and fire can hit faster than you imagine. Learn from those that experienced it first-hand last season, and make sure you know your risk.

HOW FIREPROOF IS YOUR PLAN?
FIND OUT IN 5 MINUTES AT MYFIREPLAN.COM.AU

PREPARE → ACT → SURVIVE
NSW RURAL FIRE SERVICE

STEM- Helpful Invention Design

Activity Instructions

Nothing in this world is perfect, but that doesn't mean we can't make improvements! Think about a problem in your community or home and invent something that will solve it. Consider all the materials that you'll need and don't forget to draw up your design!

Part A: Research

Step 1. Find a problem in your home or local community. It could be that dad's keys are always going missing, shoes are always left on the floor, rubbish polluting the streets, the local wildlife not having somewhere safe to stay at night. Write down all your possible ideas, even the weak ones.

Step 2. Select your strongest idea. Answer the following questions to decide if you've identified an appropriate problem.

Why does this problem need solving?

How will your invention solve the problem?

Who will benefit from you solving this problem?

How will their lives improve?

Part B: Designing A Solution

Step 1. Imagine you are an inventor. The person with the problem has come to you asking you to design a solution.

Draw a blueprint (detailed plan) of your invention. This could be as simple as a bird box or as complicated as a pollution-cleaning robot.

Remember to include **labels** of the different parts. **Write** a short paragraph explaining how your invention works, and how it benefits the community. You must include what materials your invention will be made of.

Extension:

Using cardboard, plastic bottles, toilet and paper towel rolls, soft drink cans and other art supplies found around the house, build a 3D model of your invention so people can get a better idea of what it looks like and how it works.

CAPA: Enchanted Forest - Paper Mache Sculpture of Choice!

Enchanted Forest: Paper Mache Sculpture of Choice! 😊

Paper mache ideas are very similar to sculpting.

It is not however, an activity for clean freaks. It can get very messy but, children love it, and they get to make some wonderful things with this material.

Research different kinds of paper mache ideas. You can choose to create a bowl or use the bowl shape to create a mask!

One way of making paper mache crafts is to cover items with the paper mache, transforming it and reshaping it. Another is to sculpt with the material itself.

Paper mache projects take a while to create as you need to allow lots of time for the layers to dry. (It's great if you want an ongoing project but, not if you need something quick).

To make basic paper mache you need three basic things - Paper, some form of mold (eg balloon or bowl) and some kind of paste.

For paper you can use:

- * Old newspapers or phone book paper cut/torn into strips.
- * Paper towels cut into strips.
- * Scrap paper for recycling.

For paste:

- * Water mixed with PVA (wood) glue. One part water to two parts glue.
- * Wallpaper paste. Just follow directions and use a drop less water than instructed. If it is too thick then just add a bit more water.
- * Liquid starch (laundry product) or cornflour (kitchen/cooking ingredient) mixed with water.
- * A flour/water combination. eg: Mix one part flour with about 1 to 2 parts of water until you get a consistency like thick glue. Add more water or flour as necessary. Mix well to get out all the bumps. Add a few tablespoons of salt to help prevent mould!

Directions:

- Create your choice of paste mixture in a bowl.
- Tear newspaper into strips.
- Dip one piece of newspaper at a time into prepared paper mache paste.
- Hold the strip over the paste bowl and run it through your fingers to squeeze off excess paste.
- Smooth strip down over your mold (eg, balloon) with fingers. Repeat with the aim of completely covering your creation with layers of newspaper strips. They should all be over-lapping.
- After one layer is applied, let it dry about 24 hours.
- One the next day, add another layer of newspaper strips and let dry another 24 hours.
- Repeat this process until you get the desired effect, but you should have at least three or four layers.
- Paint, decoupage or decorate your creation.

VIEW YOUR CHOICE OF INSPIRATIONAL You Tube VIDEOS before you begin your project.

Use your imagination when creating your paper mache sculpture!

