## Framework for Learning from Home - Year 6 Week 2

|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Session $1$ | English <br> Reading: Read a chapter from a book at home or use your school magazine: <br> https://theschoolmagazine. com.au/magazine/touchdo wn <br> https://www.storylineonline. net/ <br> Respond: Using speech bubbles and pictures of the characters, draw a conversation between two characters from the story you have been reading. <br> Remember a thought is drawn as a cloud and a spoken statement is drawn as ag bubble. <br> Soundwaves: Unit 20 <br> Complete online activities using the online platform <br> Writing: The Magic Ride | English <br> Reading: Read a chapter from a book at home or use your school magazine: <br> https://theschoolmagazine. com.au/magazine/touchdo wn <br> https://www.storylineonline. net/ <br> Respond: Choose ten interesting words from your reading and find their definitions. Choose one of the activities to complete with your chosen words from the Word Work Grid. <br> Viewing: Watch 'Behind the News' on ABC Me or online at https://www.abc.net.au/btn Respond: Choose your | English <br> Soundwaves: Unit 20 <br> Complete page 1 of Unit 20 student pages <br> Writing: The Magic Ride <br> Part 2: Sentence <br> Challenges and Sick <br> Sentences <br> History <br> Inquisitive (due Friday) <br> Becoming a nationLesson One (Towards Federation) <br> Complete the lesson pages (using the given resources in Inquisitive). <br> Class to do: <br> http://inq.co/class/4zi <br> Class code: 7884 | English <br> Reading: Read a chapter from a book at home or use your school magazine: <br> https://theschoolmagazine. com.au/magazine/touchdo wn <br> https://www.storylineonline. net/ <br> Respond: Choose 3 important events from the text and explain how you would have handled them differently to the characters in the story. <br> Explain how it may have changed the outcome of the story in either a small or major way. <br> Soundwaves: Unit 20 <br> Complete page 2 of Unit 20 student pages | English <br> Reading: Listen to the Squiz Kids daily podcast: <br> https://www.squizkids.com. aul <br> Respond: Record the 5 most interesting facts. Why are they interesting to you? <br> Soundwaves: Unit 20 <br> Optional extension: Superchallenge activity <br> Writing: The Magic Ride <br> Part 4: Complete the story and edit your writing. <br> Upload the finished story to Teams. |


|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | Complete one part of this writing task each day this week. It is to be complete by Friday this week. <br> Part 1: Question Time | favourite story. Write a detailed summary of the story. | *Students may need to allocate additional time throughout the week for the task. | Writing: The Magic Ride <br> Part 3: Continue the story. |  |
| Break | Break (30 mins) Eat \& Play | Break (30 mins) Eat \& Play | Break (30 mins) Eat \& Play | Break (30 mins) Eat \& Play | Break (30 mins) Eat \& Play |
| Session <br> 2 | Fitness <br> Watch this interactive video and practice your catching skills <br> https://vimeo.com/41344 <br> $\underline{2823}$ <br> Mathematics <br> - HotMaths: <br> Prime and composites <br> HotSheet: <br> The Sieve of Eratosthenes <br> - OC HotMaths: <br> What is algebra? <br> OC HotSheet: None | PDH <br> Wellbeing PowerPoint. (use the provided powerpoint) <br> Students complete a meditation from the Smiling Mind App. <br> Students read a comic about germs, respond to questions and design their own comic. <br> Mathematics <br> - HotMaths: <br> Square and triangular <br> HotSheet: <br> Square Numbers <br> - OC HotMaths: <br> Words into algebra | Fitness <br> Watch this interactive video and practice your throwing skills <br> https://vimeo.com/42510 1968 <br> Mathematics <br> NRich Maths: <br> Multiples Grid (see attached PDF) | Fitness <br> Watch this interactive video and practice your advanced throwing skills https://vimeo.com/46054 9558 <br> Mathematics <br> HotMaths: <br> The language of angles <br> HotSheet: Why 360? <br> - OC HotMaths: <br> Algrebra: substitution OC HotSheet: <br> Substituting numbers | Fitness <br> Create your own circuit. It may include skipping with a rope, star jumps, burpees, etc. <br> Mathematics <br> HotMaths assessment: <br> Assigned in HotMaths <br> Ken Ken Puzzles <br> See below. |


|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | OC HotSheet: <br> Algebra Translator |  |  |  |
| Break | Break (1 hour) Eat \& Play | Break (1 hour) Eat \& Play | Break (1 hour) Eat \& Play | Break (1 hour) Eat \& Play | Break (1 hour) Eat \& Play |
| Session $3$ | Science <br> Inquisitive (due Thursday) <br> Living Things in Their Environment - Lesson One (Extreme Survivors) <br> Complete the lesson pages (using the given stimulus resources in Inquisitive) <br> Class to do: http://inq.co/class/4zi <br> Class code: 7884 <br> *Students may need to allocate additional time throughout the week for the task. | Science <br> Continued from Monday. | Music <br> Write About Music <br> Find the stories behind the songs! <br> Students choose two of their favourite songs and use the questions on the worksheet to guide thinking about those songs. | Plan a game of trivia for your family. You might like to have a theme (animals, geography, food, etc). <br> Create a list of questions (10-20) and get your family together at a time that suits everyone to play your trivia. | Design a new ride to go in a theme park. Draw a labelled drawing of your ride. <br> OR <br> Free choice |

## The Magic Ride - Writing Task



## Story Starter!

- Faster and faster they spun, until it felt like they would soar off into the sky at any moment.
- The park around her became a blur of green, a smudge of green paint covering Daisy's eyes. She gripped onto the seat with every muscle in her body, gritting her teeth as she concentrated on retaining her balance.
- Little did Daisy know that this ride was unlike any other in the playground. When the ride reached top speed, something magical happened...

The Magic Ride - Writing Task

## Task 1. Question time! MONDAY

Answer the following questions in DETAILED full sentences.
What do you think is about to happen to Daisy? What is the magic that is about to happen?

Are there any other children in the park?
What will their reaction be when the magic happens?
What will Daisy's parents do next?
Have you ever been on an exciting ride?
Can you describe what it feels like to be on the ride?

## Task 3. Continue the story THURSDAY

Re-read the story starter and write the rest of the story.
Think about the following:

- Look at the questions from part one.
- How can you 'Show' what the characters are feeling? (Show, Don't Tell)
- Only include the interesting parts of the story (Ban the Boring).
- Add some ‘Dynamic Dialogue’.
- End the story with impact.

Task 2. WEDNESDAY
a) Sentence challenge!
'wasn't' and 'couldn't' are both examples of apostrophes being used in contractions. Can you put these contractions into sentences about the picture?
didn't, shouldn't , hadn't

## b) Sick sentences!

These sentences are 'sick' and need help to get better. Can you help?

Daisy sat on the seat. She started to spin round and round. Everything went a bit blurry. She went really fast. Then something happened...

## Task 4. Complete the story FRIDAY

Read over the story you wrote yesterday and complete it if you have not already. Edit the story and upload to Teams.
Think about the following when editing your writing:

- Check for spelling, punctuation and grammar mistakes.
- Could you re-write any sentences to make them more interesting or to have more impact on the story?
- Have you included descriptive language?
- Would some dialogue improve any parts of the story?


## Ken Ken Puzzles

## How to play:

1. Fill in each square with a single number. In a $3 x 3$ grid, use the numbers 1 through 3 . In a $4 \times 4$ grid, use the numbers 1 through 4 . In a $5 \times 5$ grid, use the numbers 1 through 5 ...and so on.
2. Do not repeat numbers in any individual row or column. For example, in a $3 \times 3$ grid, each column and each row should be filled in with the numbers 1,2 , and 3 , with no duplication.
3. Each heavily outlined set of squares is called a "cage." The numbers in each cage must combine (in any order) to produce the target number indicated in the top corner by using the mathematical operation next to the target number.
4. A number may be repeated within a cage as long as it is not in the same row or column.


39-11


39-15


## Word Work Grid

Complete each of the activities in this grid. Write the date you completed each activity on the line provided.

| Syllable Sort <br> Write your spelling words in order from the least amount of syllables to the most. Words with the same number of syllables should be in alphabetical order. <br> Date: $\qquad$ | Odd One Out <br> For each of your spelling words, write four words. One is your spelling word, two relate to your spelling word and one is the odd word out that doesn't fit with the other two. <br> Date: $\qquad$ | Wacky Words <br> On a sheet of paper, write your spelling words in different directions, filling up the whole sheet. Use different colours and types of writing for each word. <br> Date: $\qquad$ | Word Detective <br> Write three clues about each of your spelling words. Ask someone to try to guess your spelling words using your clues. <br> Date: $\qquad$ | Digging in the Dictionary <br> Use a dictionary to find the definition and write a sentence for each of your spelling words. <br> Date: $\qquad$ |
| :---: | :---: | :---: | :---: | :---: |
| Rhyming Wheels Think of as many words as you can that rhyme with your spelling words. <br> Date: $\qquad$ | Alliteration <br> Write a sentence for each of your spelling words using as much alliteration as possible. <br> Date: $\qquad$ | Sentence Smart <br> Write a sentence for each of your spelling words. <br> Date: $\qquad$ | Story Time <br> Write a story using as many of your spelling words as you can. Underline each of your spelling words. <br> Date: $\qquad$ | Sort Them Out <br> Sort the words on your spelling list into three different categories of your choice. <br> Date: $\qquad$ |
| Word Search <br> Create your own word search using all the words on your spelling list. <br> Date: $\qquad$ | Handwriting Hero Write out your spelling words in your very best cursive hand writing. <br> Date: $\qquad$ | Letter Lingo <br> Write a letter to a friend. Use as many spelling words in your letter as you can. <br> Date: $\qquad$ | Words Within Words <br> Make a list of as many smaller words as you can find from your spelling list. <br> Date: $\qquad$ | Code Breaker <br> Use the code guide to make a code for each of your spelling words. <br> Date: $\qquad$ |



$\int_{\text {Hotsheet }}$ Square \& triangular numbers
SQUARE NUMBERS
TASK $1 \quad$ Build square numbers
Use counters or the widget Grid counters to help with these questions.
a How many counters have been used to build this square?

> b This picture shows that 49 is a square number. How many counters in total would you need to build the next square number after 49 ?
c Can you create a square using exactly 20 counters?

$\begin{array}{ll}\text { SHOTSheet } & \text { The language of angles } \\ \text { WHY } 360^{\circ} \text { ? } & \end{array}$
Why did they use $360^{\circ}$ and not something simpler like $100^{\circ}$ ?
Is it just a coincidence that we use $360^{\circ}$ for a full turn


## OC STUDENTS ONLY Words into algebra

2) Hotsheet

ALGEBRA TRANSLATOR
TASK $1 \quad$ Translate words into algebra
Rewrite the following statements as algebraic expressions, and vice versa.

| Expression in words | Algebraic expression |
| :--- | :--- |
| Double a number then add 5 |  |
| The sum of a number and 14 |  |
| Triple a number |  |
| Double a number |  |
| Add 5 to a number then double it $2 x+5$ |  |
| Take 14 from a number |  |
| The product of a number and 14 |  |

OC STUDENTS ONLY
Substitution $\square$

## Write About Music <br> Find the stories behind the songs! <br> Materials: Pencil and paper Time: 30 minutes


Learn Songs have been used to tell stories throughout history to teach about the land we live in, ways
to work with others, feelings we have and heroic adventures. Songs can be as simple as nursery rhymes likes Humpty Dumpty or Three Blind Mice, and can be very complicated like symphonic mu-
Songs or pieces of music are often divided up into sections. The way these sections fit together is known as 'musical form'.
There are two sections that appear in most modern music. They are the 'verse' and the 'chorus'
The chorus contains the main lyrical and musical idea in the song and tends to stay the same throughout the song. Verses feature similar melodies as the chorus but the lyrics in the verse are different each time around. The verse often tells the story of the song
A simple form of a song can be:

- Verse 1
- Chorus
- Verse 2
- Chorus
Most songs have sections other than verses and choruses, such as introductions, bridges (or 'mid-
dle 8 s ), solos and pre-choruses.
Listen and Write
Choose two of your favourite songs and use the questions on the the next page to think about those
songs.

| Write About Music <br> Find the stories behind the songs! |  |
| :---: | :---: |
| Song Title | - Does this give a clue to what the song is about? <br> - Why doyou think the song is called this? |
| Chorus | - Does the title of the song appear in the Chorus? <br> - What is the main message of the Chorus? <br> - Do each of the lines in the Chorus rhyme or not? Can you give an example? <br> - How does the music change? - does it get louder/ softer? Use different instruments? Have more people singing? <br> - Are there lots of words in the Chorus or words that are repeated? |
| Verse | - What parts of the story does each Verse tell? <br> - Does the story in each Verse make a sequence of events? Write these down in order <br> - Are there repeated words/ phrases in each Verse? <br> - How many people are singing? <br> - Does the music sound different to the Chorus? Describe some of the differences in sound you can hear. |
| End of the Song | - How does the song end? <br> - Does it repeat a phrase and fade out? <br> - Does it have a definite finish? <br> - Does it use music from the Chorus or Verse or does it have it's own music? |
| Form | - Write out the Form of your song - list each section in order as you hear it. |
|  |  |



