

Framework for Learning from Home – Year 6: Week 3

六年级在家学习大纲 – 第三学期 第三周

Education Week 26-30 July 2021 Theme: Lifelong Learners

2021年7月26-30日 教育周主题：学无止境

	Monday	Tuesday	Wednesday	Thursday	Friday
Session 1	<p>English 英语</p> <p>Reading: Choose an article to read on the following website: 阅读：选择一篇文章在以下网站阅读： https://kids.nationalgeographic.com/animals</p> <p>Respond: Describe the features of this animal. Where does this animal live? Describe its natural habitat. List some interesting facts about this animal. 回答：描述这种动物的特征。这种动物住在哪里？描述它的自然栖息地。列出一些关于这种动物的有趣事实。</p>	<p>English 英语</p> <p>Reading: Read or listen to the following article: 阅读：阅读或收听以下文章： https://www.kidsnews.com.au/olympics/olympics-part-1-ancient-games-sparked-the-olympic-tradition/news-story/3bced9cac754682f7e18e17aa254f895</p> <p>Respond: Complete pages 7 and 8 (The Ancient Games) in the <i>Kids News – Olympic Booklet</i> (separate PDF document) Soundwaves: Unit 21 Complete page 1 of Unit 21 student pages</p>	<p>English 英语</p> <p>Writing - TASK 2 做任务 2 的练习： 1. Superman's Dilemma; or 2. On the Prowl Upload Task 2 to Teams. 完成后上传到 Teams</p> <p>History 历史 <i>Inquisitive 好奇 (due Friday)</i> 本周五交作业 Becoming a Nation 一个民族 Lesson 2 – The Birth of a Nation 第二课：一个国家的诞生</p> <p>Complete the lesson pages (using the given resources)</p>	<p>English 英语</p> <p>Reading: Read the persuasive text (attached) Text Messaging is Better Than Talking. 阅读：阅读有关说服力的文字（附件）：短信比说话好。</p> <p>Respond: Answer the questions about the persuasive text. 回应：回答关于有说服力的文本的问题。</p> <p>Soundwaves: Unit 21 Complete page 2 of Unit 21 student pages 做 Soundwaves 21 单元第</p>	<p>English 英语</p> <p>Reading: Listen to the Squiz Kids daily podcast: 收听 Squiz Kids 每日播客： https://www.squizkids.com.au/</p> <p>Respond: Record the 5 most interesting facts. Why are they interesting to you? 回答：写下 5 个最有趣的事情。为什么你觉得这些事情很有趣？</p> <p>Soundwaves: Unit 21 做 Soundwaves 21 单元作业</p> <p>Optional extension: Superchallenge activity 选做题：超级挑战活动</p>

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Writing: 写作 选择其中一个作业题，完成并上传到 Teams</p> <p>Choose one story option</p> <ol style="list-style-type: none"> 1. Superman's Dilemma <p>OR</p> <ol style="list-style-type: none"> 2. On the Prowl <p>Complete and upload Task 1 to Teams.</p> <p>Education Week Livestream – 10am Click on this link to the Department of Education's livestream 教育周直播 - 上午 10 点 点击此链接进入教育部的直播</p> <p>https://education.nsw.gov.au/public-schools/education-week/ed-week-events#Monday0</p>	<p>完成 Unit 21 中第一页作业</p> <p>Viewing: Watch 'Behind the News' on ABC Me or online at 观看：在 ABC Me 或在线观看“新闻背后”</p> <p>https://www.abc.net.au/btn</p> <p>Respond: Choose your favourite story. Write a detailed summary of the story. 回答：选择你最喜欢的故事。写一个详细的故事摘要。</p>	<p>in Inquisitive). 完成作业（使用 Inquisitive 中的资料）。</p> <p>Class to do: http://inq.co/class/4zi Class code: 7884</p> <p>This lesson will need more than one session to complete. Additional time has been allocated on Thursday. 这节课需要多一点时间来完成。你可以用在星期四提供的额外时间继续。</p>	<p>二页的作业</p> <p>Writing – Task 3 选择其中一个作业题，完成并上传到 Teams</p> <ol style="list-style-type: none"> 1. Superman's Dilemma <p>OR</p> <ol style="list-style-type: none"> 2. On the Prowl <p>Upload Task 3 to Teams</p>	<p>Writing: Task 4 选择其中一个作业题，完成并上传到 Teams</p> <ol style="list-style-type: none"> 1. Superman's Dilemma <p>OR</p> <ol style="list-style-type: none"> 2. On the Prowl <p>Upload Task 4 to Teams</p>
<p>Break 小憩</p> <p>Break (30 mins) Eat & Play</p>	<p>Break (30 mins) Eat & Play</p>	<p>Break (30 mins) Eat & Play</p>	<p>Break (30 mins) Eat & Play</p>	<p>Break (30 mins) Eat & Play</p>

	Monday	Tuesday	Wednesday	Thursday	Friday
Session 2	<p>Fitness 健身</p> <p>Watch this interactive video and practice your striking skills – Day 1</p> <p>观看视频并练习技能 - 第 1 天</p> <p>https://vimeo.com/415024468</p> <p>(Attach Fitness PowerPoint for the week) 参看附上这周的 PPT 视频</p> <p>Mathematics 数学</p> <p>HotMaths: Reviewing addition & subtraction 复习加减法</p> <p>HotSheet: Different Methods 不同的方法</p> <p>OC HotMaths:</p> <p>OC 班数学</p> <p>Introducing Algebra: Adding & subtracting terms 介绍代数: 加减项</p> <p>OC HotSheet: Magic Puzzles 魔法拼图</p>	<p>Education Week 教育周</p> <p>Interview your parents or another adult about Lifelong Learning: Use the provided PDF to guide the interview.</p> <p>就学无止境问题采访你的父母或其他成年人: 使用提供的 PDF 来指导采访。</p> <p>Mathematics 数学</p> <p>Graphing the Growth of Olympics – Activity 4 (pages 10 and 11) Kids News Olympic Booklet</p> <p>描绘奥运会的发展——练习 4 (第 10 和 11 页) 儿童新闻奥林匹克手册</p>	<p>PDH 德育体育</p> <p>Students will participate in a meditation from the Smiling Mind App.</p> <p>学生通过 Smiling Mind 应用程序参与冥想。</p> <p>Students will learn about developing a growth mindset. They will complete related activities.</p> <p>(Attach Growth Mindset powerpoint)</p> <p>学生学习如何培养成长心态, 完成相关活动。</p> <p>Mathematics 数学</p> <p>NRICH Maths: Olympic Measures (see attached PDF) 奥数度量 (见附件 PDF)</p>	<p>Fitness 健身</p> <p>Watch this interactive video and practice your striking skills - Day 2</p> <p>观看视频并练习技能 - 第 2 天</p> <p>https://vimeo.com/422310325</p> <p>Mathematics 数学</p> <p>HotMaths: Adding decimals</p> <p>添加小数点</p> <p>HotSheet: Making it all add up 加起来</p> <p>OC HotMaths: 做链接/作业</p> <p>Introducing Algebra: Equivalent Expressions</p> <p>OC HotSheet: None 没作业</p>	<p>Fitness 健身</p> <p>Watch this interactive video and practice your striking skills – Day 3</p> <p>https://vimeo.com/434566133</p> <p>Mathematics 数学</p> <p>HotMaths: Subtracting decimals</p> <p>HotSheet: Decimal subtraction stories</p> <p>OC HotMaths: Linking algebra & number rules</p> <p>OC HotSheet: Where order matters</p> <p>OC 班数学</p> <p>The Olympic Values – Kids News booklet (activity 6, page 15) 奥林匹克价值观 - 儿童新闻小册子 (第 15 页第六题)</p>

	Monday	Tuesday	Wednesday	Thursday	Friday
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	<p>Community Languages classes (20mins) 学中文 20 分钟 Science 科学</p> <p><i>Inquisitive (due Thursday)</i> <u>Living Things in Their Environment</u> – 环境中的生物— Lesson 2 - Will we stay or will we go 第 2 课 - 我们是留下还是走</p> <p>Complete the lesson pages (using the given stimulus resources in Inquisitive) 完成课程作业 (使用 Inquisitive 中给定的资料) Class to do: http://inq.co/class/4zi Class code: 7884</p> <p>This lesson will need more than one session to complete. Additional time has been allocated on Tuesday.</p>	<p>Science 科学</p> <p>Continue the work from Monday. Due Thursday 继续星期一的作业。本周四交作业。</p>	<p>CAPA: Visual Arts – Manga drawing</p> <p>视觉艺术：漫画绘画或日本小说的图画。 绘制自己风格的漫画肖像 Manga are comics or graphic novels originating in Japan. Draw your own Manga style portrait. https://www.youtube.com/watch?v=DFLar6qV00c</p> <p>Upload your drawing to the posts section in Teams for everyone to see. 把你的绘图上传到 Teams 中让所有人查看。</p>	<p>History 历史</p> <p>Complete the work from Wednesday. Due Friday 继续完成星期三的作业。本周五交作业</p>	<p>EDUCATION WEEK 教育周</p> <p>Upload 3 pieces of work that you are proud of onto Seesaw. Include reflections: - What you were learning - Why you are proud of the work 将 3 件你引以为豪的作品上传到 Seesaw。 包括反思： - 你在学习什么 - 你为什么为这些作品感到自豪</p>

完成下面每一格里的作业，把日期写下：

Word Work Grid

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

<p>Syllable Sort</p> <p>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.</p> <p>Date: _____</p>	<p>Odd One Out</p> <p>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.</p> <p>Date: _____</p>	<p>Wacky Words</p> <p>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.</p> <p>Date: _____</p>	<p>Word Detective</p> <p>Write three clues about each of your spelling words. Ask someone to try to guess your spelling words using your clues.</p> <p>Date: _____</p>	<p>Digging in the Dictionary</p> <p>Use a dictionary to find the definition and write a sentence for each of your spelling words.</p> <p>Date: _____</p>
<p>Rhyming Wheels</p> <p>Think of as many words as you can that rhyme with your spelling words.</p> <p>Date: _____</p>	<p>Alliteration</p> <p>Write a sentence for each of your spelling words using as much alliteration as possible.</p> <p>Date: _____</p>	<p>Sentence Smart</p> <p>Write a sentence for each of your spelling words.</p> <p>Date: _____</p>	<p>Story Time</p> <p>Write a story using as many of your spelling words as you can. Underline each of your spelling words.</p> <p>Date: _____</p>	<p>Sort Them Out</p> <p>Sort the words on your spelling list into three different categories of your choice.</p> <p>Date: _____</p>
<p>Word Search</p> <p>Create your own word search using all the words on your spelling list.</p> <p>Date: _____</p>	<p>Handwriting Hero</p> <p>Write out your spelling words in your very best cursive hand writing.</p> <p>Date: _____</p>	<p>Letter Lingo</p> <p>Write a letter to a friend. Use as many spelling words in your letter as you can.</p> <p>Date: _____</p>	<p>Words Within Words</p> <p>Make a list of as many smaller words as you can find from your spelling list.</p> <p>Date: _____</p>	<p>Code Breaker</p> <p>Use the code guide to make a code for each of your spelling words.</p> <p>Date: _____</p>



Some activities and ideas for home for parents of primary and early learners

Make or do a jigsaw puzzle  Try some origami Create an obstacle course

Bake or cook something Learn a magic trick Paint or draw a picture 

Make a joke book Take photos of 10 living things  Build a blanket fort

Plan and hold a picnic Make your own kite Try a new board game 

Play indoor mini-golf  Play Limbo Write a letter to your future self

Potato sack race with pillow cases Hold a tea-party  Make a time capsule

Hold a Karaoke concert  Play hide and seek Open a pretend store

Blindfolded taste test Look at photo albums Have a paper plane contest 

Play Pictionary Play dress up  Play Restaurant Try Yoga

Make a shoebox diorama Learn a new card game  Put on a play

Make or play an instrument  Create a treasure hunt Write or recite poem

Have a talent show Make handmade presents Choreograph a dance 

Read a new book from the library Play water bottle bowling

Play life-size Noughts and Crosses Build the tallest tower 



The Modern Games

Activity 4: Graphing the growth of the Olympics

The first modern Olympics in 1896 saw 241 competitors from 14 nations compete in 43 events. The number of nations represented and athletes competing has grown dramatically since then. Use the data provided in the table to create a graph that shows how the modern Olympics have grown. You can create your graph to show either the number of competing nations or the number of individual competitors.

If you are feeling clever, you could choose to include both sets of data on your graph! Remember to title and label all parts of your graph.

Find the graph template on the next page.

Extension:

Advanced option - You might notice from your graph that there are a few instances through the history of the modern Olympics where growth in nation or competitor numbers does not follow the overall trend. Choose one of these occasions and do your own research to see if you can find an explanation for the anomaly. Write a paragraph to explain what happened that year.

Basic option - Use your graph to help you work out a reasonable estimate of how many nations and/or competitors you think would have competed at the 1940 Olympic Games if it had not been cancelled as a result of World War II.

Advanced option - all years

Year	Nations	Competitors
1896	14	241
1900	24	997
1904	12	651
1908	22	2008
1912	28	2407
1916	No Olympics	due to World War I
1920	29	2622
1924	44	3088
1928	46	2883
1932	37	1334
1936	49	3963
1940	No Olympics	due to World War II
1944	No Olympics	due to World War II
1948	59	4104
1952	69	4955
1956	72	3314
1960	83	5338
1964	93	5151
1968	112	5516
1972	121	7134
1976	92	6084
1980	80	5179
1984	140	6829
1988	159	8397
1992	169	9356
1996	197	10,318
2000	199	10,651
2004	201	10,625
2008	204	10,942
2012	204	10,568
2016	207	11,238

Basic option - every 5th Olympiad

Year	Nations	Competitors
1900	24	997
1920	29	2622
1940	No Olympics	due to World War II
1960	83	5338
1980	80	5179
2000	199	10,651



Olympic Values

Activity 6: The Olympic Values

The Olympic Values are Respect, Excellence and Friendship.
Write a sentence to explain what each of these means to you.

Respect	
Excellence	
Friendship	

Compare the Olympic Values to your school's values.
Write them into the space provided below.

My School's Values	The Olympic Values
	<ul style="list-style-type: none"> - Respect - Excellence - Friendship

Draw a solid line joining any values that are exactly the same. Draw a dotted line joining any values that are not exactly the same but are similar in their meaning or intention.

In the space provided, explain how your school values and the Olympic values are similar. Why do you think this is?

Choose one of the values listed above, and give a specific example of a time when you have demonstrated that value in your life:

I demonstrated _____ when I _____

Extension: If you were to choose your top 3 values by which to live your life, what would they be and why?

Below are some interesting measurements and records from events at the Olympic Games. Unfortunately they have been muddled up.

Can you cut out the cards and regroup them correctly?

Usain Bolt's 100 metres World Record	40	km
Mass of Women's Discus	02:15:25	mph
Women's Discus World Record	1500	km
Average speed of World Record Men's 50 km Walking race	1	metres
Men's Shot put World Record	76.8	hr:min:sec
Paula Radcliffe's Women's Marathon World Record	6.16	metres
Triathlon Swim (distance)	8.77	kg
Triathlon Bicycle ride (distance)	10	metres
Triathlon Run (distance)	9.58	seconds
Men's Pole Vault World Record	23.12	metres



Olympic Measures

Women's Long Jump World Record	18	cm
Men's High Jump World Record	21.34	hr:min:sec
Basketball hoop diameter	10	metres
Basketball hoop height	01:49:55	seconds
Diameter of Archery target	7.52	metres
Archers' distance from the target	01:46:25	metres
Height of Diving platform	2.45	hr:min:sec
Men's 10km Swimming 2012 Olympics winner's time	70	inches
Men's 50m Freestyle Swimming 2012 Olympics winner's time	122	metres
Men's Triathlon 2012 Olympics winner's time	10	feet

FOR **12-15-**
YEAR-OLDS

BECOME A MANGAKA


CREATE YOUR OWN MANGA-STYLE PORTRAIT IN JUST FOUR STEPS:

1. Start by drawing the lower part of the face.
2. Draw big eyes, slightly above the ears.
3. Add the nose (a small triangle).
There are several possibilities for the mouth:
round to show astonishment
 - with the edges turning up to express happiness
 - with the edges turning down to express sadness
4. Finish with the hair.



Text Messaging is Better Than Talking!

Everyone tends to think that text messaging is better than talking. Some reasons for this opinion is because it is cheaper and much faster to use, it has less radiation exposure compared to talking on the phone, it allows people with hearing disabilities to communicate, and it is also very convenient.

Firstly, it is easy to see that text messaging is better than talking on a mobile phone because it is a lot cheaper. Depending on the mobile plan you are on, a  Some phone plan options even offer unlimited texts! This means that you can send an infinite number of texts included as part of your phone plan.



Another reason why texting is better than talking is that it is more convenient in terms of time. When you send a text message, it is directly received by the recipient in seconds. Also, you can send a message to more than one person at a time. This proves to be very convenient as you don't have to personally call the people you want to speak to individually if you want to tell them the same news or information. Due to these reasons, it is evident that texting is more convenient than talking on the phone.

In addition, it is obvious to see that text messaging doesn't cause much radiation exposure. Talking on the phone causes the radioactive waves to be extremely close to the brain. Holding your phone close to your head can lead to headaches. It is clear that a safer alternative would be to text, as there are fewer health risks and issues associated with this.

Furthermore, I firmly believe that text messaging allows for all people to be able to make contact with each other. It is a form of communication that is heavily relied upon for those people with hearing difficulties. By being able to text, they can send and receive messages like any other person. Talking on the phone can often cause frustration and issues of miscommunication. Therefore, it is clear that text messaging far outweighs the benefits of talking on the phone.

In conclusion, text messaging far outweighs talking on the phone because it is cheaper and quicker to use, time convenient, and it significantly reduces radiation exposure. It can also help people with disabilities to communicate with others.