## Framework for Learning from Home Year 6 - Week 4

|  | Monday <br> August 2 | Tuesday <br> August 3 | Wednesday <br> August 4 | Thursday <br> August 5 | Friday <br> August 6 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Session $1$ | English <br> Reading: Read a chapter from a book at home or use your school magazine or storyline online: <br> https://www.storylineonli ne.net/ <br> Respond: Description <br> Describe the setting of the story in detail. Try and add one or more similes to your description. | English <br> Reading: read or listen to a news article from https://www.kidsnews.com.au/ <br> Respond: Choose one of the following: <br> - answer the questions at the end of the article <br> - complete one of the activities at the end of the article <br> Soundwaves: Unit 22 <br> Complete online activities using the online platform. | English <br> Soundwaves: Unit 22 <br> Complete page 1 of Unit 21 student pages <br> Writing: Task 2 <br> 1. Journey to School OR <br> 2. Trapping the Sun Upload Task 2 to Teams | English <br> Reading: Read the persuasive text (attached) Rubbish on the School Playground. <br> Respond: Answer the questions about the persausive text (worksheet attached) <br> Soundwaves: Unit 22 <br> Complete page 2 of Unit 22 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 22 <br> Optional extension: <br> Superchallenge activity |


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|  | Writing: Task 1 <br> Choose one option; <br> 1. Journey to School OR <br> 2. Trapping the Sun Upload Task 1 to Teams | Viewing: Watch 'Behind the News' on ABC Me or online at https://www.abc.net.au/btn <br> Respond: Choose your favourite story. Write a detailed summary of the story. | History <br> Inquisitive (due Friday) <br> Lesson 3 <br> Complete the lesson pages (using the given resources in Inquisitive). <br> Class to do: http://inq.co/class/4zi <br> Class code: 7884 <br> This lesson will need more than one session to complete. Additional time has been allocated on Thursday. | Writing: Task 3 <br> 1. Journey to School OR <br> 2. Trapping the Sun Upload Task 3 to Teams | Writing: Task 4 <br> 1. Journey to School OR <br> 2. Trapping the Sun Upload Task 4 to Teams |
| 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 |


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| Session $2$ | Fitness <br> Watch this interactive video and practice your skipping skills <br> https://vimeo.com/4169191 $\underline{36}$ <br> (Attach Fitness PowerPoint) <br> Mathematics <br> HotMaths: Units of area <br> HotSheet: <br> 1) Different units <br> 2) Same area, different shapes <br> OC HotMaths: Area - <br> Formula for area of a triangle <br> OC HotSheet: <br> 1) Composite areas and triangles <br> 2) An investigation of area | PDH <br> Students will participate in a meditation from the Smiling Mind App. <br> Students will learn about empathy and participate in activities related to empathy. <br> (Attach Empathy PowerPoint) <br> Mathematics <br> HotMaths: Area of <br> rectangles \& squares <br> HotSheet: <br> 1) A shortcut to area <br> 2) Area calculations <br> OC HotMaths: Area areas of parallelograms <br> OC HotSheet: Exploring areas of parallelograms | Fitness <br> Watch this interactive video and practice your hopping skills. <br> https://vimeo.com/42273870 <br> 8 <br> Mathematics <br> NRich Maths: <br> Area and Perimeter <br> (see attached PDF) | Fitness <br> Watch this interactive video and practice your dancing skills. <br> https://vimeo.com/443892 <br> 706 <br> Mathematics <br> HotMaths: Area of triangles <br> HotSheet: Calculating areas of triangles <br> OC HotMaths: Area kites and rhombuses <br> OC HotSheet: Composite shapes with kites and rhombuses | Fitness <br> Using the fitness task cards create your own circuit. <br> (Attach fitness task cards) <br> Mathematics <br> HotMaths assessment: <br> Assigned in HotMaths |


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| :---: | :---: | :---: | :---: | :---: | :---: |
| Break | Break (1 hour) <br> Eat \& Play | Break (1 hour) <br> Eat \& Play | Break (1 hour) Eat \& Play | Break (1 hour) Eat \& Play | Break (1 hour) <br> Eat \& Play |
| Session <br> 3 | Community Languages classes (20mins) <br> Science <br> Inquisitive (due Thursday) <br> Living Things in Their <br> Environment - Lesson 3 (Microlife) <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> This lesson will need more than one session to complete. Additional time has been allocated on Tuesday. | Science <br> Continue the work from Monday. Due Thursday | CAPA: Music <br> Students use informal rhythm notation to create their own compositions and calculate the number of beats in a set of rhythms. <br> (Use attached PDF) | History <br> Complete the work from Wednesday. Due Friday | Free choice |

## 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 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: $\qquad$ |

## Area and Perimeter

1. What can you say about these two shapes?

What is the area of each one? What is the perimeter of each one?
2. What can you say about the shapes below?

You can print out a set of shapes and cut them into separate cards.
3. Can you draw a shape in which the area is numerically equal to its
perimeter? And another? (E.g. Perimeter $=24 \mathrm{~cm}$ Area $=24 \mathrm{~cm}^{2}$ )
4. Can you draw a shape in which the perimeter is numerically twice the area? (E.g. Perimeter $=24 \mathrm{~cm}$ Area $\left.=12 \mathrm{~cm}^{2}\right)$
5. Can you draw a shape in which the area is numerically twice the
perimeter?
6. Can you make the area of your shape go up but the perimeter go down?
7. Can you make the perimeter of your shape go up but the area go down?

## Rubbish on the School Playground

 in place.
 believe that students are too lazy to walk to a bin and, therefore, throw their rubbish on the ground. When students go outside to play, they do not want to



 playground.

$$
\begin{aligned}
& \text { Furthermore, I believe there is too much rubbish on the } \\
& \text { school playground because there are few accessible bins. } \\
& \text { Having more bins in places where students can see } \\
& \text { them would be beneficial. The bins would } \\
& \text { then decrease the amount of rubbish in } \\
& \text { the school playground significantly. } \\
& \text { Teachers could also reward students } \\
& \text { with stickers and tokens when they find } \\
& \text { that they are doing the right thing and } \\
& \text { placing their waste in the bin. They also } \\
& \text { may look out for students who pick up } \\
& \text { litter that is not theirs and give them } \\
& \text { more rewards. I think students would } \\
& \text { definitely respond well to this positive } \\
& \text { approach, and as a result, the amount of } \\
& \text { rubbish on the school playground will decrease. } \\
& \text { To sum up, action needs to be taken to tackle the amount of } \\
& \text { litter on the school playground. There is a need for more accessible } \\
& \text { bins, and teachers need to find ways to reward students who do the right } \\
& \text { thing for the environment. }
\end{aligned}
$$



Home Percussion Explore the rhythms around you!

Materials: Safe kitchen items (such etc.), Rhythm Clock activity sheet

The two rhythm notes that we've been working with can be given a numerical value.
$\Pi$ ("ti-ti") is two half beats, which is equal to 1 beat and;
Z ("za") is 1 beat even though it's silent.


$$
0
$$

$$
\begin{array}{r}
-\quad \text { ㅇ } \\
-\quad ~ \\
\hline
\end{array}
$$ Time: 30 minutes

## Calculate

I (tat is is beat,

6


$\underset{\text { Green }}{\mid} \underset{\text { Beans }}{\mid}$
If we add up the beats from this rhythm,

$$
1+1+1 / 2+1 / 2+1=4
$$




응
णु
2 $\square$

Pine-app-le

Lett-uce

|  |  |  |  |
| :---: | :---: | :---: | :---: |
|  | Sweet Po - ta-to |  |  |
|  |  |  |  |
|  |  | $\underset{\text { Lem }}{\text { I ons }}$ |  |
|  |  |  |  |

$\int$ HOTSheet

## DIFFERENT UNITS

## TASK 1 Small areas

Work out the area of this rectangle in square centimetres and square millimetres.


Area $=$ $\qquad$ $\mathrm{cm}^{2}$

2


Area $=$ $\qquad$ $\mathrm{mm}^{2}$

## TASK 2 Larger areas



This rectangle has an area of 6 square metres
How many square centimetres would you need to fill this rectangle?
$\qquad$ -

Extension: How many square millimetres are needed to fill this rectangle? $\qquad$

## CHALLENGE Homes on the station

The largest cattle station in Australia in 2009 was Anna Creek Station with area $34000 \mathrm{~km}^{2}$.
A normal suburban building block is about $500 \mathrm{~m}^{2}$.
How many of these building blocks could you fit on Anna Creek Station? $\qquad$  (You could use a calculator to help you work this out.)

Extension: Find the size of the block of land on which you live. $\qquad$
How many of these of these would fit on Anna Creek Station? $\qquad$ -

4 Hotsheet
Units of area

## SAME AREA, DIFFERENT SHAPES

You can form two different shapes from three squares by joining the side of one square to the side of another.


Don't join the squares like this because the sides don't align:


How many different shapes can you make using five squares? (Don't include shapes that are reflections or rotations of another shape.)


These shapes are called pentominoes. Why do you think this name is used?
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Length, perimeter \& area

## A SHORTCUT TO AREA

## TASK $1 \quad$ Count the number of squares

Draw lines to divide this rectangle into centimetre squares.
Count or calculate the number of squares.
What is the area of the rectangle? $\qquad$
What method could you use to quickly find the number of
 squares in the rectangle?

## TASK $2 \quad$ Calculate the number of squares

Follow these steps to find the number of millimetre squares in this rectangle without drawing them in.

How many 1 mm squares would fit across the long side of the rectangle? $\qquad$ ,

How many would fit along the width (or breadth) of the rectangle? $\qquad$
What is the area of the rectangle? $\qquad$
How did you work out the total number of squares in the area? $\qquad$

## TASK 3

Work out a formula for area
Now work out the number of squares in a rectangle 7 cm long and 4 cm wide, without drawing the rectangle.
Explain how you worked out the area of this rectangle $\qquad$ -
$\qquad$

## 8) $\int_{\text {нотsheet }}$ <br> Area of triangles

CALCULATING AREAS OF TRIANGLES
Measure the sides of each rectangle in whole centimetres and calculate its area.
Using those measurements, calculate the areas of each of the triangles inside the rectangles.

What did you find out?

## AN INVESTIGATION OF AREA

What is special about triangles drawn inside parallel lines?

## TASK 1 Calculate areas of triangles



For each triangle, measure the base and height then calculate the area. Remember, you must measure the height at right angles to the base

|  | Triangle A | Triangle B | Triangle C |
| :--- | :--- | :--- | :--- |
|  <br> height |  |  |  |
| Area |  |  |  |

What do you notice about the areas and why does this happen?
$\qquad$

1 Measure triangle D and determine its area.

2 Draw two more triangles that have the same base and area as triangle D . (Hint: Draw a line parallel to the base of triangle D.)
$6_{\text {HoTsheet }}$
Formula for area of a triangle

## COMPOSITE AREAS AND TRIANGLES



A rhombus can be divided into four congruent (identical) triangles. Find the area of the rhombus.


Use what you know about the area of triangles to find the area of this square.

## EXPLORING AREAS OF PARALLELOGRAMS

## TASK 1 Which side is the base

The area of any parallelogram is set, and should not depend upon the side you decide to call the base.
1 Measure the base and the perpendicular height then calculate the area.
Base $=$ $\qquad$ mm
Height $=$ $\qquad$ mm
Area $=$

2 Measure the new base and the new perpendicular height and then calculate the area

Base $=$ $\qquad$ m
Height $=$ $\qquad$ mm

Area $=$

3 What might cause a slight difference between these area calculations?

## TASK 2 Find the base

Calculate the length of the base of the parallelogram if it has an area of $45 \mathrm{~cm}^{2}$.

4 Hotsheet
Area of a kite \& a rhombus

COMPOSITE SHAPES WITH KITES AND RHOMBUSES
Work out the area of each figure or the shaded section of the figure. Where necessary, round the answer to two decimal places. None of the images are drawn to scale

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1/2
Metric measures, perimeter \& futher area

