

# Framework for Learning from Home – Year 6

# Term 3 – Week 5

	Monday 9 <sup>th</sup> August	Tuesday 10 <sup>th</sup> August	Wednesday 11 <sup>th</sup> August	Thursday 12 <sup>th</sup> August	Friday 13 <sup>th</sup> August
<b>Session 1</b>	<p><b>English 英文</b>  <b>Reading:</b> Read a chapter from a book at home or use your school magazine or storyline online:  <a href="https://www.storylineonline.net/">https://www.storylineonline.net/</a>                      阅读家里的书或在线学校杂志或故事:</p> <p><b>Respond:</b> Making Connections 连接                      Choose a character from the story.                      从故事中选一个角色                      How does this character remind you of yourself OR another character from a different book OR a real-life person you know?                      这个角色如何让你联想起在自己, 书中的一个角色或你在生活中认识的人?</p> <p><b>Writing: Task 1 写作 1</b>  <b>Understanding language features</b>                      Using a language features</p>	<p><b>English 英文</b>  <b>Soundwaves: Unit 23</b>                      Complete online activities using the online platform.                      完成英语拼写作业</p> <p><b>Viewing:</b> Watch 'Behind the News' on ABC Me or online at  <a href="https://www.abc.net.au/btn">https://www.abc.net.au/btn</a>                      观看 ABC Me 或在线观看“新闻背后”</p> <p><b>Respond:</b> Choose your favourite story. Write a detailed summary of the story. Include what you think about the story.                      回答: 选择你最喜欢的故事。写一个详细的故事摘要和你对这个故事的看法。</p> <p><b>Writing: Task 2 写作 2</b>  <b>Planning for writing</b>                      Teacher models:                      - brainstorming 5 arguments for OR</p>	<p><b>English 英文</b>  <b>Soundwaves: Unit 23</b>                      Complete page 1 of Unit 23 student pages                      完成 23 单元中第一页练习</p> <p><b>9:30 – Library 图书馆</b>                      Mr Philpott will be reading a text about federation 听阅读</p> <p><b>Mathematics 数学</b>  <b>NRICH</b>                      Multiples Grid 做附上的作业                      (attach worksheet)</p> <p><b>History - Virtual Excursion</b>                      历史-虚拟游览                      11am Zoom session with State Library for History, regarding Migration to Australia.                      上午 11 点与国家历史图书馆的 Zoom 会议, 讨论澳大利亚移民问题。</p>	<p><b>English 英文 Soundwaves: Unit 23</b> Complete page 2 of Unit 23 student pages                      完成 23 单元中第二页练习</p> <p><b>Writing: Task 3 写作 3</b>  <b>Planning for writing</b>                      - Students brainstorm 5 arguments for OR against a topic                      - Select THREE best arguments: strong, medium, strongest                      - Organise arguments on a planning scaffold                      写作准备:                      - 选 5 个支持或反对主题的论点                      - 选择三个最佳论据: 强、中、最强                      - 组织论据</p> <p><b>History 历史</b>  <i>Inquisitive (due Friday)</i>                      Lesson 4  <b>Becoming a nation –</b>  <i>(An Australian System of</i></p>	<p><b>English 英文</b>  <b>Reading:</b> read or listen to a news article from  <a href="https://www.kidsnews.com.au/">https://www.kidsnews.com.au/</a> 听读新闻</p> <p><b>Respond:</b> Choose one of the following: 任选一题</p> <ul style="list-style-type: none"> <li>answer the questions at the end of the article</li> <li>complete one of the activities at the end of the article</li> <li>回答文章的问题</li> <li>完成文章其中一项练习</li> </ul> <p><b>Soundwaves: Unit 23</b>                      Optional extension: 选做题                      Superchallenge activity</p> <p><b>Writing: Task 4</b>  <b>Research skills 研究技能</b>                      Teacher models how to find if information on a website is credible. 教师示范如何确定网站上的信息是否可信。</p>

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<p>checklist as a guide, locate, highlight and label the language features of a simple persuasive text. Comment on the paragraphs and types of sentences used in the text. Read, think and answer: 使用语言特征步骤作为指南, 定位, 表示和标记说明文的语言特征。评论文章中使用的段落和句子类型。阅读、思考并回答:</p> <ul style="list-style-type: none"> <li>• Is this a good piece of writing?</li> <li>• What are some good things?</li> <li>• What things can be improved?</li> </ul> <p>Share your labelled text and answers on Teams</p> <p><b>Science 科学</b>  <i>Inquisitive (due Thursday)</i>  <b><u>Living Things in Their Environment</u></b> –  Lesson 4 - Let It Grow  Complete the lesson pages (excluding the experiment) using the given stimulus resources in Inquisitive.  使用 Inquisitive 中给提供的资源完成课程页面 (不包括实验)。  Class to do:  <a href="http://inq.co/class/4zi">http://inq.co/class/4zi</a></p>	<p>against a topic</p> <ul style="list-style-type: none"> <li>- selecting THREE best arguments: strong, medium, strongest</li> <li>- organising arguments on a planning scaffold</li> </ul> <p>写作准备  教师引导:  - 选 5 个支持或反对主题的论点  - 选择三个最佳论据: 强、中、最强  - 组织论据</p>	<p><b>Webinar ID 连接</b>  958 7882 4424  Join from a PC, Mac, iPad, iPhone or Android device:</p> <p>Please click this URL to join. <a href="https://sl-nsw-gov-au.zoom.us/j/95878824424?tk=HUK51xWO8vdchehlR1osP-Ac-t_fr0TtuhB9HQvDE.DQIAAAAWUtLB6BZxYThEQ1RYZVQ4ZUFwcGxfSEVIY2h3AAAAAAAAAAAAAAAAAAAAAAAA&amp;pwd=RVMcTVPeVR4a1NkQml6bVFyclYxdz09&amp;uuid=WN_5tbDp-SUTXCCfA8lesicew">https://sl-nsw-gov-au.zoom.us/j/95878824424?tk=HUK51xWO8vdchehlR1osP-Ac-t_fr0TtuhB9HQvDE.DQIAAAAWUtLB6BZxYThEQ1RYZVQ4ZUFwcGxfSEVIY2h3AAAAAAAAAAAAAAAAAAAAAAAA&amp;pwd=RVMcTVPeVR4a1NkQml6bVFyclYxdz09&amp;uuid=WN_5tbDp-SUTXCCfA8lesicew</a></p>	<p><i>Government)</i>  Complete the lesson pages (using the given resources in Inquisitive).  第 4 课澳大利亚政府体系完成课程页面 (使用 Inquisitive 中的给定资源)。  Class to do:  <a href="http://inq.co/class/4zi">http://inq.co/class/4zi</a>  Class code: 7884  This lesson will need more than one session to complete. Additional time has been allocated on Thursday.  这个功课需要更长的时间才能完成。周四已经分配了额外的时间</p>	<p>Students brainstorm 5 and select 3 arguments for the topic: <u>Breakfast is the most important meal of the day</u>  学生集思广益 5 个论点, 但只选择 3 个论点讨论: <u>早餐是一天中最重要的一餐</u>  Sort the 3 arguments into: strong, medium, strongest  Students gather credible evidence to support each argument and record it on a planning template.  将 3 个论点按: 强、中、最强排列。学生收集可靠的证据来支持每个论点并将其记录在写作准备的模板上。  Write the 3 arguments with supporting details on a persuasive writing graph or similar scaffold.  Upload your persuasive writing graph/ scaffold to Teams</p> <p>用说明文写作的步骤列出你 3 个带有证据的论点, 然后上传到 Teams</p>

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<b>Break</b>	Break (30 mins) 小憩 Eat & Play	Break (30 mins) 小憩 Eat & Play	Break (30 mins) 小憩 Eat & Play	Break (30 mins) 小憩 Eat & Play	Break (30 mins) 小憩 Eat & Play
<b>Session 2</b>	<p><b>Fitness 健身</b>  <b>Throif – Throw Golf</b>            Please follow the instructions on the Fitness – Week 5 PowerPoint.</p> <p><b>Mathematics</b>  <b>HotMaths: Multiplication Strategies</b>  <b>HotSheet:</b></p> <ul style="list-style-type: none"> <li>- Multiplying tactics</li> <li>- Calculator problem</li> </ul> <p><b>OC 班数学作业</b>  <b>OC HotMaths:</b> Multiplying Whole Numbers &amp; Long Division  <b>OC HotSheet:</b> Ancient Multiplication &amp; Long Division Puzzles</p>	<p><b>PDH 智育和体育</b>  <b>Mental Health</b>            Students will participate in activities to promote their understanding of the importance of mental health and wellbeing. Promoting the ability to ‘bounce back’ when life changes and challenges you.  <i>(attach powerpoint)</i></p> <p><b>Mathematics</b>  <b>HotMaths: Mixed Operations</b>  <b>HotSheet:</b></p> <ul style="list-style-type: none"> <li>- Make my number</li> </ul> <p><b>OC 班数学作业</b>  <b>OC Maths:</b> Maths Olympiad Problems</p>	<p><b>Wellbeing Wednesday 福利课</b></p> <ul style="list-style-type: none"> <li>- Go for a walk with a family member</li> <li>- 与家人一起散步</li> <li>- Do something for a family member – you could help make lunch, tidy part of the house or fold the washing 做家务</li> <li>- Learn a new skill such as origami or juggling (you can use objects such as rolled up socks)            学习新的技能</li> </ul> <p><a href="https://www.youtube.com/watch?v=KfnyopxdJXQ">https://www.youtube.com/watch?v=KfnyopxdJXQ</a></p>	<p><b>Fitness. 健身</b>  <b>Striking a ball – bucket and hoop</b>            Please follow the instructions on the Fitness – Week 5 PowerPoint.            请按照健身第 5 周 PowerPoint 上的说明进行操作</p> <p><b>Mathematics 数学</b>  <b>HotMaths: Exploring Division</b>  <b>HotSheet:</b></p> <ul style="list-style-type: none"> <li>- Division dilemmas</li> </ul> <p>完成 <b>HotSheet</b> 数学作业</p> <p><b>OC 班数学作业</b>  <b>OC HotMaths:</b> Grouping Symbols (order of operations)  <b>OC HotSheet:</b> Following Orders</p>	<p><b>Fitness 健身</b>            Using the fitness task cards create your own circuit.  <b>(Attach fitness task cards)</b></p> <p>使用健身任务卡创建自己的循环锻炼。</p> <p><b>Mathematics 数学</b>  <b>HotMaths: Test - Assigned to Hotmaths</b>  <b>数学测试</b></p>

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<b>Break</b> 小憩	Break (1 hour) 小憩 Eat & Play	Break (1 hour) 小憩 Eat & Play	Break (1 hour) Eat & Play	Break (1 hour) 小憩 Eat & Play	Break (1 hour) 小憩 Eat & Play
<b>Session 3</b>	<b>Community Languages classes (20mins)</b> 中文课时间 <b>Science 科学</b> Continue from earlier today. 继续之前的作业	<b>Science 科学</b> Continue with Monday's lesson – Let it Grow 接着做星期一的作业		<b>History 历史</b> <i>Inquisitive (due Friday)</i> Lesson 4 <b><u>Becoming a nation</u></b> – ( <i>An Australian System of Government</i> ) Continue the work from earlier today. Due Friday 接着做之前的作业，星期五交作业	<b>CAPA Visual Arts</b> Colour Wheel Eye Find details on the attached PowerPoint. 在 Wheel Eye 涂颜色 在随附的 PowerPoint 中查找详细信息。

完成下面每一格作业，填上日期。








































## Word Work Grid

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

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