

WELCOME BACK YEAR 6

Year 6 Learning from Home – Term 4 Week 1			
Tuesday	Wednesday	Thursday	Friday
MORNING SESSION			
<p><u>Literacy</u> Morning Routine Read through the information on What is a review? Read through the text 'About Marsupials.' Focus on - Questions to get you started on your book review. Were the questions answered in the review? Write down your answers.</p> <p>Sentence of the Day Read the text to learn about writing in present continuous tense.</p> <p>Reading This term we are starting a new text, <i>The Iron Man</i>. Each week you will read chapters of the story and complete reading and writing activities based on the text. Read Chapter 1.</p>	<p><u>Literacy</u> Morning Routine Read through the information on What is a review? 'Frankenstein's Cat'. Go through and highlight all the high modality words and persuasive devices.</p> <p>Sentence of the Day Read the text to learn more about writing in present continuous tense.</p> <p>Reading Read Chapter 2 of <i>The Iron Man</i>.</p> <p>Vocabulary Be a 'Word Detective' and search for examples of powerful verbs in Chapter 1 of <i>The Iron Man</i>. Ted Hughes uses some interesting action words to describe the movements and state of</p>	<p><u>Literacy</u> Morning Routine Read through the information on What is a review? Read through the text 'Mapping the World.' Make notes on whether it's a strong review. Justify your opinion.</p> <p>Sentence of the Day Read the text and identify the sentences written in present continuous tense.</p> <p>Reading Finish reading Chapters 1 & 2 of <i>The Iron Man</i>. Complete the comprehension questions.</p> <p>Vocabulary</p>	<p><u>Literacy</u> Morning Routine Read through the information on What is a review? Use the Book Review Chatterbox to interview your family and yourself about a recent book you have read.</p> <p>Sentence of the Day Identify the sentences written in present continuous tense and write your own.</p> <p>Vocabulary Choose 5 words from Thursday's <i>The Iron Man</i> vocabulary activity. Complete the worksheet using these words.</p> <p>Reading</p>

<p>Writing Complete the Pre-Assessment by writing a review. This can be based on a book/poem you have read, or a movie you have seen recently.</p>	<p>the Iron Man. Highlight the powerful verbs that you find.</p> <p>Writing Read through the annotated block planner to make sure you understand the different components of a book review.</p>	<p>Complete the vocabulary activity by matching the word to the correct definition.</p> <p>Writing Look at the block planner, then read through the annotated exemplar text based on “The Hunger Games”. See if you can identify the different parts of the introduction using the labels.</p>	<p>Catch up time! Ensure you have read both chapters of <i>The Iron Man</i> and completed the reading and vocabulary activities.</p> <p>Extension Log into Literacy Pro and read the eBook <i>Maze Runner</i> by James Dashner. Your teacher has already assigned it to you. If you don’t have access to Literacy Pro you can read the short story <i>Harrison Bergeron</i> by Kurt Vonnegut included in the LFH pack instead.</p> <p>Writing Give yourself 5 minutes to draw the block planner of a book review from memory. Using your block planner, highlight the different parts on the exemplar text; focus on the title and introduction paragraph.</p>
<p>MIDDLE SESSION</p>			
<p><u>Mathematics</u> Warm up Complete the percentage discounts worksheet.</p> <p>Cartesian Plane Read through the teaching notes on Cartesian Planes. Complete the</p>	<p><u>Mathematics</u> Warm up Complete the percentage discounts worksheet.</p> <p>Cartesian Plane Read over the retrieval notes. Complete the activity of marking X and Y on given coordinates. Use the</p>	<p><u>Mathematics</u> Warm up Complete the worksheet on 12-hour and 24-hour time and reading timetables.</p> <p>Cartesian Plane Complete the worksheets attached on plotting points on Quadrant 1 on a</p>	<p><u>Mathematics</u> Problem Solving Complete the ‘Zoo Coordinates’ worksheets attached.</p> <p>Extension (OPTIONAL) Use the blank grid paper to draw and label your own cartesian plane and create your own treasure map.</p>

investigations on plotting points in Quadrant 1.	grid paper to draw Quadrant 1 of a cartesian plane and plot at least 8 coordinates on it.	cartesian plane. Follow the instructions on what lines to join and see what picture you create.	<u>FITNESS FRIDAY</u> Time: 1:30-2pm Your teacher will provide the zoom link on Google Classroom.
AFTERNOON SESSION			
<u>CAPA – Dance</u> <u>HIP HOP SESSION</u> Time: 1:30-2pm Your teacher will provide the zoom link on Google Classroom. <u>Geography</u> This term we are learning about Global Connections. Complete the 'Who's in our squad?' lesson. http://inq.co/class/i21 Code:1575	<p style="text-align: center;">YOU ARE INVITED TO A</p> <p style="text-align: center;">YEAR 6 ZOOM SESSION!</p> <p style="text-align: center;">TIME: 2-2:30PM</p> <p>Join Zoom Meeting https://nsweducation.zoom.us/j/66459782508?pwd=ckxydjlxZ0F6cWxNVXRiZmtYeG9vQT09 Meeting ID: 664 5978 2508 Passcode: 265565 </p>	<u>Science</u> This term we are learning about microorganisms. Read through the lesson notes and complete the worksheets attached. The following link will help you with your flowchart. https://www.youtube.com/watch?v=6cD-jqABVYc	<u>PDH- My Digital Footprint</u> Cyber safety is very important. Watch the short video ' <i>How private is your personal information?</i> ' https://www.youtube.com/watch?v=yrt8m0hcKU Think about how surprised the customers were about the information that could be discovered about them. Was it difficult to find out this information? Not all information is safe to share online. Work out what is safe, not safe or should be shared with caution. Play ' <i>Know Your Risks</i> '. https://wordwall.net/resource/21722212 Try the different templates. Choose 3 cards from each category and think about why they fit in that specific category.

What is a Review?

- A review is a particular type of persuasive writing. A review is a report on a book, short story, poem, movie, play, piece of music or art, or exhibition. The purpose of a review is to introduce the reader to the piece, express the reviewer's opinion about it, and finally persuade the reader that the piece is (or is not) worth reading, seeing, or hearing.

Why Do We Write Reviews?

- Book reviews are one type of persuasive writing. They usually contain a brief overview of the content of the book, followed by a commentary on its strengths and weaknesses. The reviewer concludes with a recommendation as to whether someone should read the book or not. The recommendation can be stated directly or implied. Book reviews can be of fiction or non-fiction books.

What is the Purpose of a Book Review?

- A **book review's** purpose is to help people decide whether the **book would** interest them enough to read it. **Reviews are** a sneak peek at a **book**, not a summary. Like wonderful smells wafting from a kitchen, **book reviews** lure readers to want to taste the **book (or not)** themselves.

Is a Book Review Fact or Opinion.

What type of writing have we learnt a book review is?

- **Persuasive** essays require **good** research, awareness of the reader's biases, and a solid understanding of both sides of the issue. A **good persuasive essay** demonstrates not only why the writer's opinion is correct, but also why the opposing view is incorrect.
- This means, we simply cannot state our opinion, we must support it with fact and detail to convince our audience.

Is a Book Review Fact or Opinion?

A **fact** is something that can be proven true, while an **opinion** is a statement of a person's or group's thoughts, feelings, or beliefs.

Have a look at the following sentences and decide if they are fact or opinion?

The Hunger Games is the best book ever written!

The Hunger Games movie was banned in Vietnam.

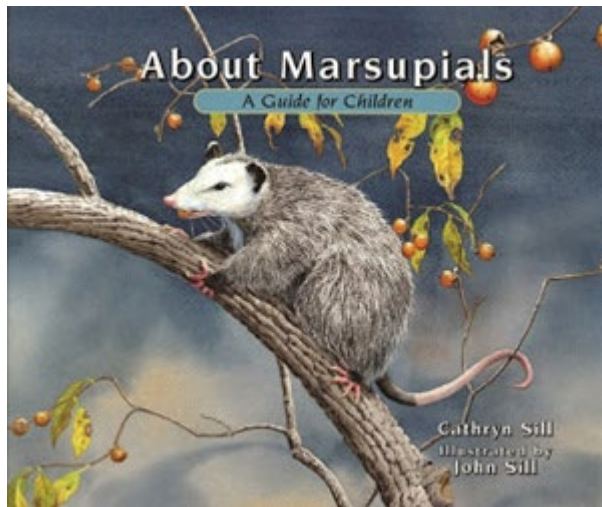
The story is set in a country known as Panem.
Katniss Everdeen is the best character in the novel.

Questions to get you started on your book review

1. What are the best parts of this text? Why?
2. Do you think this is a good text? Explain your answer.
3. Would you recommend this text to another class? Why?
4. Which character was your favourite in this text? Explain why.
5. How did the plot in this book make you feel? Why did you feel this way?
6. What do you think might happen next in the text?
7. In one minute, explain the storyline of this text.
8. If you could introduce a new character to the story, who would it be and what role would they play?

About Marsupials

Review by Connor C., age 6, Boston Mensa



About Marsupials is the title so the book is about...marsupials, of course. It's non-fiction. I really think everyone would like the book. I think someone who likes animals would especially like to read it.

The glossary of facts in the back of About Marsupials is the most useful part. I thought the most interesting parts were that some marsupials have their pouch at their back legs and one marsupial, the Yellow-footed Rock Wallaby, is very small but can jump 13 feet wide!

Kids in the 4-8 age range would like this book. Even though it's not a story book, 4 year olds would like the few words on each page and they would love the beautiful pictures. But older kids would like it because of all the facts in the back of the book. There's a lot of information for each animal. I think boys and girls (and parents) would enjoy reading it. This book is very interesting. I give it 4 stars.

Tuesday

Sentence of the Day

Tense

What is tense?

In grammar, tense is a category that expresses time reference; that is, when something is occurring. The main tenses found in many languages include the past, present, and future. Tenses are usually expressed by the use of specific forms of verbs.

For example, consider the verb *jog*. Adding the morphograph *-ing* creates *jogging* (present tense). Alternatively, adding the morphograph *-ed* creates *jogged* (past tense).

Within the three main types of tense, there are categories that further manipulate how we use verbs. When writing academically, you have to consider the correct **tense** to write in. When writing to inform, persuade, or review, you should be writing in **present continuous tense**.

Present Continuous Tense

The present continuous tense is a way to convey any action or condition that is happening right now, frequently, and may be ongoing. It adds energy and action to writing, and its effect helps readers understand when the action is happening.

Examples of Present Continuous Tense

The following are basic examples of the present continuous tense. The verb tense in each sentence is underlined.

She is crying.

He is talking to his friend.

The baby is sleeping in his crib.

We are visiting the museum in the afternoon.

THE IRON MAN

Ted Hughes

1

The Coming of the Iron Man

The Iron Man came to the top of the cliff.

How far had he walked? Nobody knows. Where did he come from? Nobody knows. How was he made? Nobody knows.

Taller than a house, the Iron Man stood at the top of the cliff, on the very brink, in the darkness.

The wind sang through his iron fingers. His great iron head, shaped like a dustbin but as big as a bedroom, slowly turned to the right, slowly turned to the left. His iron ears turned, this way, that way. He was hearing the sea. His eyes, like headlamps, glowed white, then red, then infrared, searching the sea. Never before had the Iron Man seen the sea.

He swayed in the strong wind that pressed against his back. He swayed forward, on the brink of the high cliff.

And his right foot, his enormous iron right foot, lifted - up, out into space, and the Iron Man stepped forward, off the cliff, into nothingness.

CRRRAAAASSSSSSH!

Down the cliff the Iron Man came toppling, head over heels.

CRASH!

CRASH!

CRASH!

From rock to rock, snag to snag, tumbling slowly. And as he crashed and crashed and crashed.

His iron legs fell off.

His iron arms broke off, and the hands broke off the arms.

His great iron ears fell off and his eyes fell out.

His great iron head fell off.

All the separate pieces tumbled, scattered, crashing, bumping, clanging, down on to the rocky beach far below.

A few rocks tumbled with him.

Then

Silence.

Only the sound of the sea, chewing away at the edge of the rocky beach, where the bits and pieces of the Iron Man lay scattered far and wide, silent and unmoving.

Only one of the iron hands, lying beside an old, sand-logged washed-up seaman's boot, waved its fingers for a minute, like a crab on its back. Then it lay still.

While the stars went on wheeling through the sky and the wind went on tugging at the grass on the cliff top and the sea went on boiling and booming.

Nobody knew the Iron Man had fallen.

Night passed.

Just before dawn, as the darkness grew blue and the shapes of the rocks separated from each other, two seagulls flew crying over the rocks. They landed on a patch of sand. They had two chicks in a nest on the cliff. Now they were searching for food.

One of the seagulls flew up - Aaaaaark! He had seen something. He glided low over the sharp rocks. He landed and picked something up. Something shiny, round and hard. It was one of the Iron Man's eyes. He brought it back to his mate. They both looked at this strange thing. And the eye looked at them. It rolled from side to side looking first at one gull, then at the other. The gulls, peering at it, thought it was a strange kind of clam, peeping at them from its shell.

Then the other gull flew up, wheeled around and landed and picked something up. Some awkward, heavy thing. The gull flew low and slowly, dragging the heavy thing. Finally, the gull dropped it beside the eye. This new thing had five legs. It moved. The gull thought it was a strange kind of crab. They thought they had found a strange crab and a strange clam. They did not know they had found the Iron Man's eye and the Iron Man's right hand.

But as soon as the eye and the hand got together, the eye looked at the hand. Its light glowed blue. The hand stood up on three fingers and its thumb, and craned its forefinger like a long nose. It felt around. It touched the eye. Gleeefully it picked up

the eye, and tucked it under its middle finger. The eye peered out, between the forefinger and thumb. Now the hand could see.

It looked around. Then it darted and jabbed one of the gulls with its stiffly held finger, then darted at the other and jabbed him. The two gulls flew up into the wind with a frightened cry.

Slowly then the hand crept over the stones, searching. It ran forward suddenly, grabbed something and tugged. But the thing was stuck between two rocks. The thing was one of the Iron Man's arms. At last the hand left the arm and went scuttling hither and thither among the rocks, till it stopped, and touched something gently. This thing was the other hand. This new hand stood up and hooked its finger round the little finger of the hand with the eye, and let itself be led. Now the two hands, the seeing one leading the blind one, walking on their fingertips, went back together to the arm, and together they tugged it free. The hand with the eye fastened itself on to the wrist of the arm. The arm stood up and walked on its hand. The other hand clung on behind as before, and this strange trio went on searching.

An eye! There it was, blinking at them speechlessly beside a black and white pebble. The seeing hand fitted the eye to the blind hand and now both hands could see. They went running among the rocks. Soon they found a leg. They jumped on top of the leg and the leg went hopping over the rocks with the arm swinging from the hand that clung to the top of the leg. The other hand clung on top of that hand. The two hands, with their eyes, guided their leg, twisting it this way and that, as a rider guides a horse.

Soon they found another leg and another arm. Now each hand, with an eye under its palm and an arm dangling from its wrist, rode on a leg separately about the beach. Hop, hop, hop, hop they went, peering among the rocks. One found an ear and at the same moment the other found the giant torso. Then the busy hands fitted the legs to the torso, then they fitted the arms, each fitting the other, and the torso stood up with legs and arms but no head. It walked about the beach, holding its eyes up in its hands, searching for its lost head. At last, there was the head - eyeless, earless, nested in a heap of read seaweed. Now in no time the Iron Man had fitted his head back, and his eyes were in place, and everything in place except for one ear. He strode about the beach searching for his lost ear, as the sun rose over the sea and the day came.

The two gulls sat on their ledge, high on the cliff. They watched the immense man striding to and fro over the rocks below. Between them, on the nesting ledge, lay a great iron ear. The gulls could not eat it. The baby gulls could not eat it. There it lay on the high ledge.

Far below, the Iron Man searched.

At last he stopped, and looked at the sea. Was he thinking the sea had stolen his ear? Perhaps he was thinking the sea had come up, while he lay scattered, and had gone down again with his ear.

He walked towards the sea. He walked into the breakers, and there he stood for a while, the breakers bursting around his knees. Then he walked in deeper, deeper, deeper.

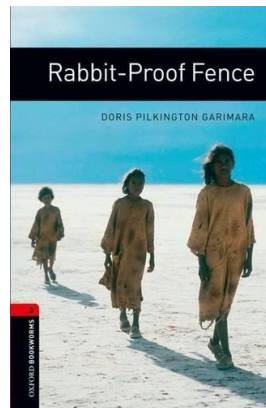
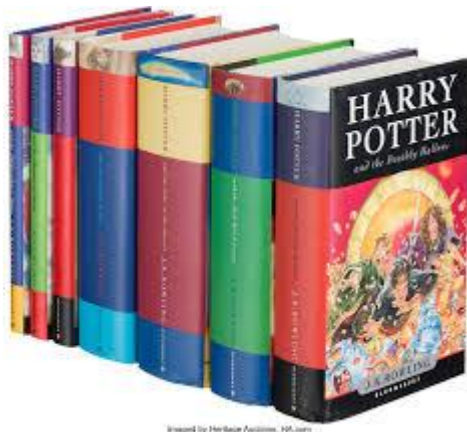
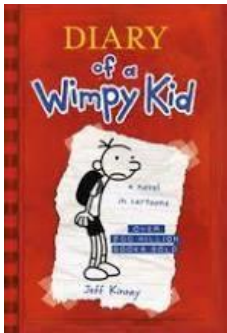
The gulls took off and glided down low over the great iron head that was now moving slowly out through the swell. The eyes blazed red, level with the wavetops, till a big wave covered them and foam spouted over the top of the head. The head still moved out under water. The eyes and the top of the head appeared for a moment in a hollow of the swell. Now the eyes were green. Then the sea covered them and the head.

The gulls circled low over the line of bubbles that went on moving slowly out of the deep sea.

Writing a Review

Pre-assessment: Year 6, Term 4, 2021

Your job is to write a review on you favourite novel, poem or film.

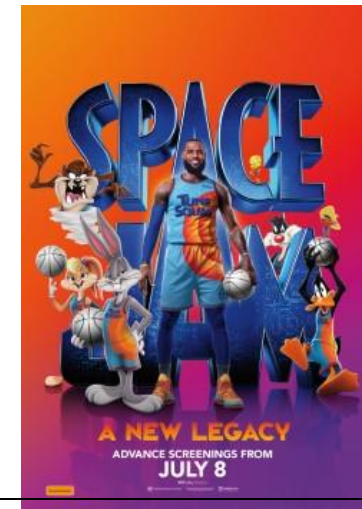
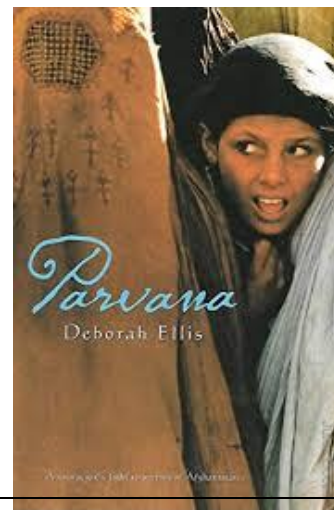


You must include:

- ✓ **A title**
- ✓ **An opening paragraph** (include a thesis statement and summary of your book).
- ✓ **3 TEEL Paragraphs** (include some information about the plot and the characters).
- ✓ **A conclusion** (that links back to your opening paragraph with a recommendation for the book).

Remember to:

- Plan your writing before you begin.
- Write using a variety of sentences.
- Separate your information using paragraphs.
- Check your spelling and punctuation.
- Check and edit your writing when you are finished.



Name _____

Date _____

Purchase Percentages (A)

① Find the percentages of each quantity.

- a) 50% of \$20 = _____
- b) 25% of \$40 = _____
- c) 10% of \$60 = _____
- d) 25% of \$100 = _____
- e) 10% of \$120 = _____
- f) 50% of \$150 = _____
- g) 10% of \$80 = _____
- h) 50% of \$240 = _____
- i) 20% of \$10 = _____
- j) 20% of \$200 = _____

② Solve these problems.

- a) Serena ordered a pair of shoes online for \$84. When the package arrived, the shoes were damaged, so she received 50% off the purchase price. How much did Serena save?

- b) Gretel bought a jacket for \$125. Two days later she saw the exact jacket on sale for 25% off. How much would Gretel have paid for the jacket if she got it on sale?

③ Logan was buying books online. If he spends over \$100, he gets a 10% discount. If he spends over \$200, he gets a 25% discount and if he spends over \$300, he gets a 50% discount.

- a) If he has an order for \$120, what will the discounted price be?

- b) If he added more books and now has an order for \$220, what will the discounted price be?

- c) If his order grows to \$350, what will the discounted price be?

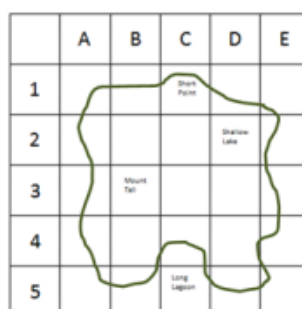


Math – Tuesday – Week 1

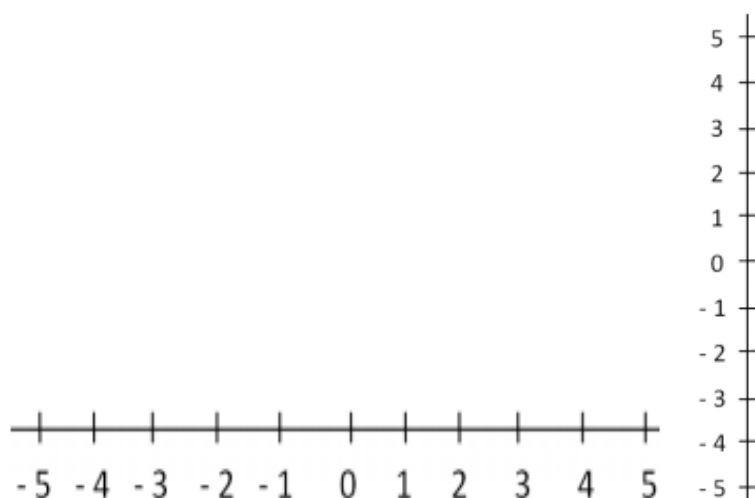
LI: WALT use and understand the cartesian plane.

Today brings an investigation about the Cartesian plane. What do you know about the Cartesian plane? Talk about the Cartesian plane with someone at home.

We've investigated grid maps and we found that they can use letters and numbers as coordinates. We've used the alpha-numeric coordinates around the outside of the map, to locate and describe position on grid maps and we found we could label the coordinates of cells where rows and columns intersect.

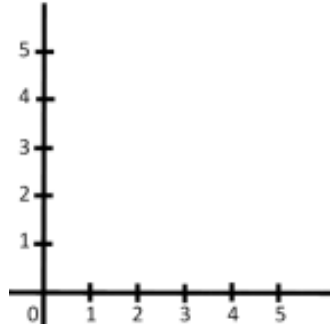


We've investigated placing numbers on number lines and we found that counting forwards by ones on a number line is adding 1 each time. Counting backwards by ones on a number line is subtracting 1 each time. We found that we could continue subtracting 1 from zero to get negative numbers. Today we are only going to focus on positive numbers. Number lines can be horizontal or vertical. We know that numbers get larger as we move to the right on a horizontal number line and we know that numbers get smaller as we move to the left on a horizontal number line. In which direction do numbers get larger on a vertical number line? Do numbers get larger on a vertical number line as we move upwards? In which direction do numbers get smaller on a vertical number line? Do numbers get smaller on a vertical number line as we move downwards?

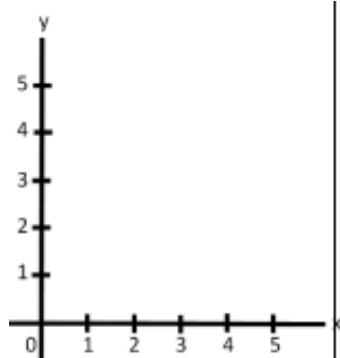


Today we're going to investigate how we can place these two number lines together to make a Cartesian plane to describe position in 2 dimensions. How

could we place the two number lines together? At which number do you think we could make the number lines meet? Let's make the two number lines superimpose at the zeros. When we cross 2 number lines like this, it is called a Cartesian plane. Here is a picture of quadrant one from the cartesian plane, showing only the positive numbers.



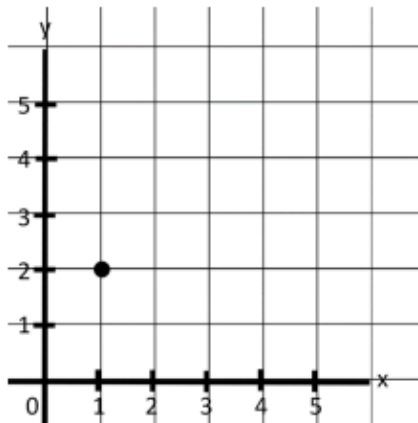
If a Cartesian plane is flat, how many dimensions does it have? Does the Cartesian plane go left to right? Does the Cartesian plane go front to back? Does the Cartesian plane only go in 2 of the 3 directions? Does the Cartesian plane have 2 dimensions? Because we have 2 number lines, let's give each number line a name so we don't have to keep calling them 'vertical' and 'horizontal'. Let's call the horizontal number line 'x'. And let's call the vertical number line 'y'. Just like in graphs, we'll call each of these lines an axis. We know that an axis is just a straight line that is a boundary. So we have an x axis. And we have a y axis.



Let's use the same system as we used to describe positions on the grid map, to describe positions on this Cartesian Plane. Let's start with just one quarter of the Cartesian Plane 1 quarter of the Cartesian Plane is called a quadrant. Quadrant just means quarter of a shape. Let's call this quadrant, quadrant 1. Does this look a little like our alpha-numeric grid map? On an alpha-numeric grid map, the numbers and letters name the rows and columns. On a Cartesian plane, the numbers on the x and y axes name the grid lines. This means we can name exact positions When we name the coordinates for a position, we always name the horizontal coordinate first, then the vertical coordinate. There is no mathematical reason for this.

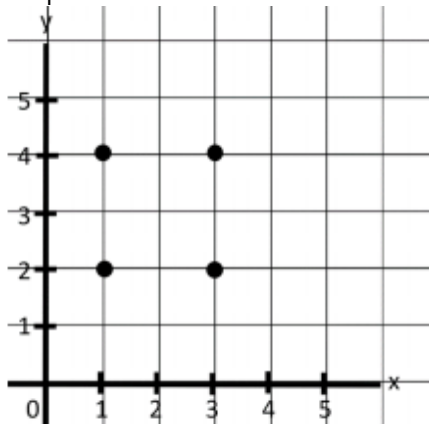
When we are given coordinates or plot points on a Cartesian plane, they are placed in brackets like this (1,2). This means we can locate or plot our point on 1 on the x axis, and 2 on the y axis. A trick to help you remember is that x comes before y in the alphabet, just like in our brackets.

Where would position $(1, 2)$ be?



We can see the dot is in line with the 1 on the x axis and the 2 on the y axis, giving us the co-ordinate $(1, 2)$.

Example - Let's plot these positions in quadrant 1 on the Cartesian plane. Let's place a point at $(1, 4)$. Will we go to 1 on the x axis and then up to 4 on the y axis? Let's place a point at $(3, 4)$. Will we go to 3 on the x axis and then up to 4 on the y axis? Let's place a point at $(3, 2)$. Will we go to 3 on the x axis and then up to 2 on the y axis? Could we draw lines to join these points? What shape will we make? Will we make a square?



We can see all positions in quadrant 1 are positive numbers, so when we are given coordinates with two positive numbers, we know it will be in quadrant one.

Today:

Complete the plotting coordinates worksheet attached below.

Name : _____

Plotting Points

Positive: S1

A) Plot each point on the coordinate grid.

1) T(3, 3)

2) S(1, 8)

3) H(2, 8)

4) E(6, 2)

5) R(5, 4)

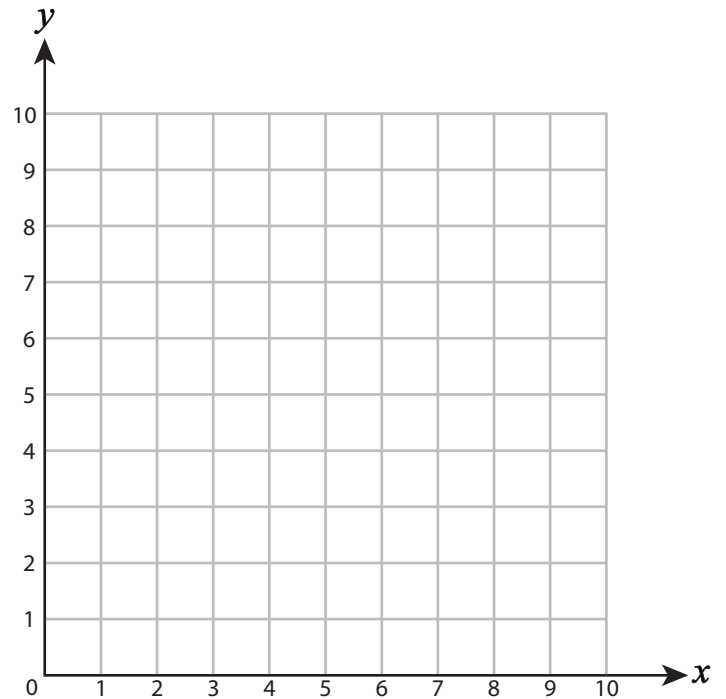
6) L(7, 6)

7) M(3, 1)

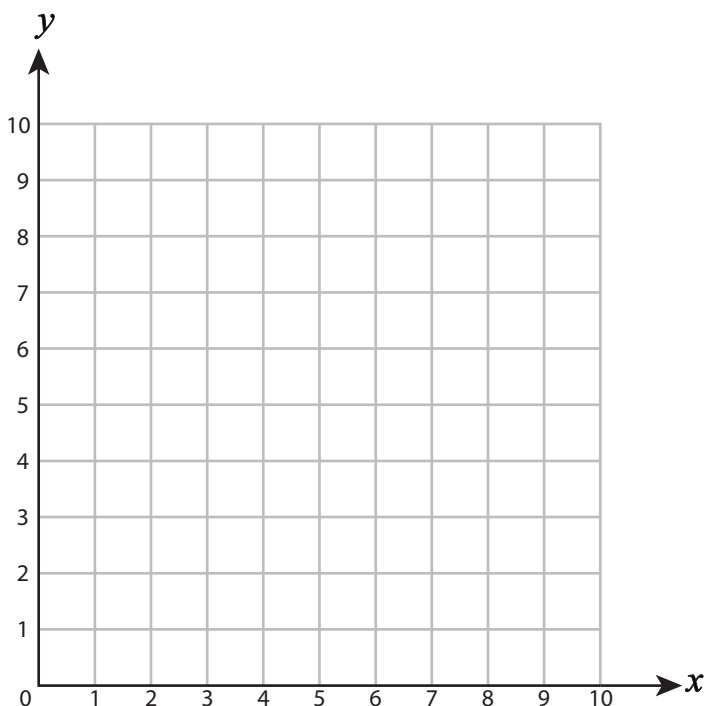
8) V(9, 5)

9) P(7, 1)

10) A(4, 7)



B) Draw each shape on the coordinate grid.



11) Draw ○ at (3, 1)

12) Draw ☆ at (4, 5)

13) Draw □ at (1, 7)

14) Draw △ at (3, 5)

15) Draw □ at (8, 2)

What special connections does Australia have with other countries?

1 Watch the video about Antarctica.

2 Make a collage of words in the iceberg shape below to represent what you saw in the video.



3 Looking at the NASA image of the Earth's city lights, what do you notice about the continent of Antarctica and what do you think this means?

Tuesday Geography

4 Which seven countries have territorial claims to Antarctica?

5 Find a map of Antarctica, including the territories “owned” by the seven countries and draw your own freehand version, with the territories included. Include the North Point, map title, oceans, seas, islands, and any other geographical mapping conventions.



6

Read the articles about how Australia and other countries are co-operating in the management of Antarctica. List some key points and then summarise each one by composing a tweet (280 characters or less).

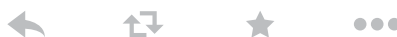
AUS/USA/NZ



AUS/China



AUS/France/others




Tuesday Geography

7 These are acronyms for some groups that Australia belongs to:

G20 WTO ASEAN APEC IORA ASEM OECD FEALAC


Find out what three of these organisations are and record what they do as a group.



1: _____



2: _____



3: _____

8 Give an example of one of these organisations in action, describing a project the countries are working on together.

One of the ways that Australia connects with other countries is by trading. Australia has some of the richest minerals in the world, along with world class commodities such as wool, wheat and meat. Trading with other countries means we can sell (export) our produce, creating more jobs in mining, farming, manufacturing and transport. By setting up good connections with trading partners around the world, it also means we can buy (import) things we can't produce easily in Australia.

9

List five items in your classroom or school and write if they were imported or made in Australia.

10

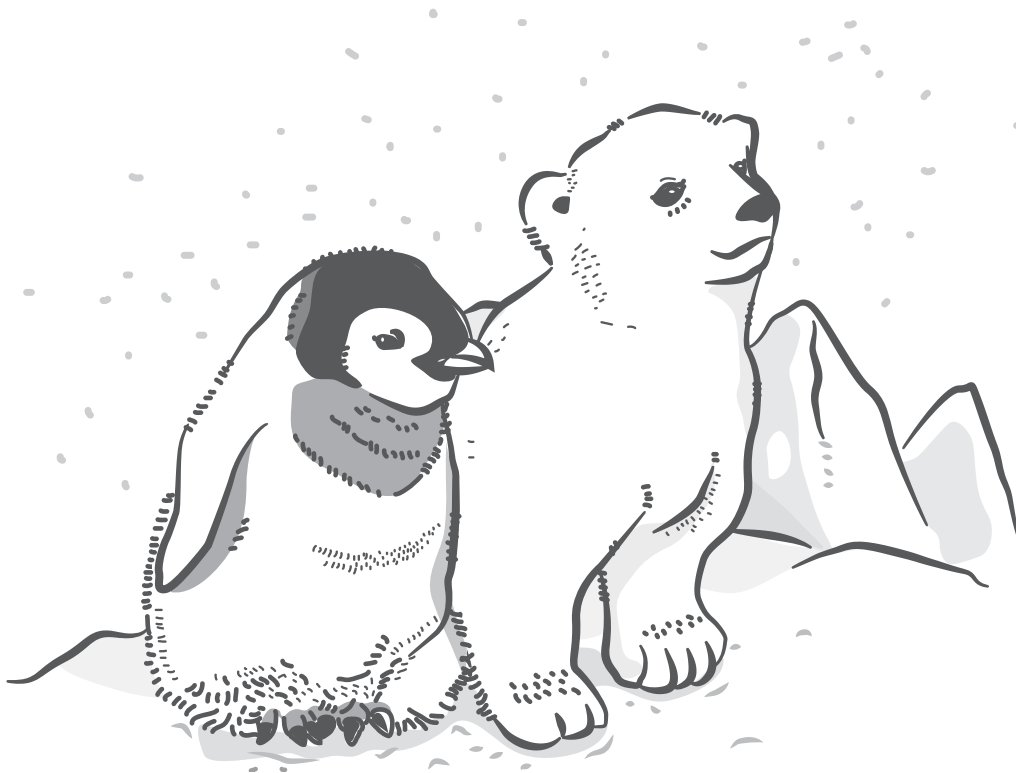
Go to the interactive trade map. Find Australia's top 10 trading partners and label them and Australia on the world map below.



11 Conduct your own research to find one of the things we import from each of our top 10 trading partners and label this on the map, next to the corresponding country. List some of the things we export to these trading partners next to Australia on the map.

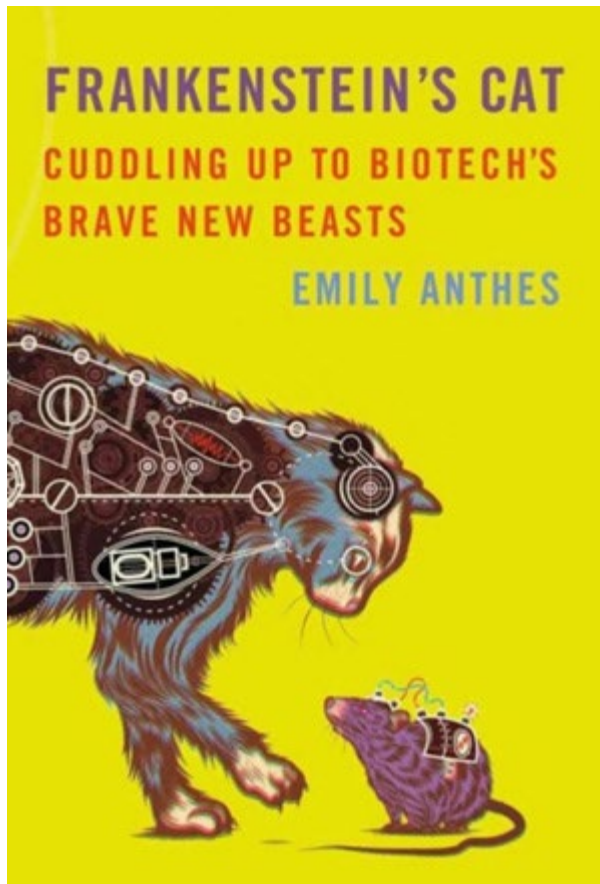
12 Watch the advertisement for working in Antarctica. Which jobs that would be crucial to a successful working environment in Antarctica are not included in this ad?

13 What is wrong with this picture?



Frankenstein's Cat

Review by Zander H., age 12, Mid-America Mensa



I appreciated Frankenstein's Cat for its fascinating explanation about the often baffling subject of bioengineering and its sister sciences. Emily Anthes explains the many sides of today's modern technology, such as gene modification, cloning, pharmaceutical products (from the farm), prosthesis, animal tag and tracking and gene cryogenics. This book provides a well-rounded summary of these complicated sciences without being boring or simply factual. Her real world examples take us on a journey from the farm, to the pet store and then from the pharmacy to the frozen arc.

Have you ever wondered if the neighborhood cat is spying on you? Read about Operation Acoustic Kitty

and find out if this feline fantasy fiction or fact. Do you think bugs are creepy? What about a zombified cyborg beetle? Is Fido so special that you want two of him? Money can buy you an almost exact copy of your pooch BUT don't expect the same personality. Emily Anthes makes you crave more information. She makes you want to know the future of Earth's flora and fauna, as well as humanity itself.

I would highly recommend this book to anyone who desires a guide to the future of biological science and technology. Frankenstein's Cat is best read by the light of a glow-in-the-dark fish, while cuddling your favorite cloned dog and drinking a glass of genetically modified milk.

Wednesday

Sentence of the Day

Present Continuous Tense

The present continuous tense is a way to convey any action or condition that is happening right now, frequently, and may be ongoing. It adds energy and action to writing, and its effect helps readers understand when the action is happening.

Present continuous tense can be used to express something happening right now or to express something that is not happening right now. Examples of this use include:

He is not standing.

Anthony is sitting in the chair.

You are not watching the movie.

Rose is reading a book.

Present continuous tense can also be used to show that something will or will not happen in the near future. Examples of this use include:

She is not going to the game tonight.

He is meeting his friends after school.

Are you visiting your cousin this weekend?

I am not going to the meeting after work.

Is John playing football today?

Present continuous tense can be used for actions that are still happening at the time of speaking. Examples of this use include:

Marc is making pizza now.

They are eating lunch right now.

Frances is talking on the phone at the moment.

Present continuous tense can be used in questions as well. Here are some more examples of this use:

Is she laughing?

Are they listening to the teacher?

Is the baby drinking his bottle?

Are you going?

2

The Return of the Iron Man

One evening a farmer's son, a boy called Hogarth, was fishing in a stream that ran down to the sea. It was growing too dark to fish, his hook kept getting caught in weeds and bushes. So he stopped fishing and came up from the stream and stood listening to the owls in the wood further up the valley, and to the sea behind him. Hush, said the seam. And again, Hush. Hush. Hush.

Suddenly he felt a strange feeling. He felt he was being watched. He felt afraid. He turned and looked up the steep field to the top of the high cliff. Behind that skyline was the sheer rocky cliff and the sea. And on that skyline, just above the edge of it, in the dusk, were two green lights. What were two green lights doing at the top of the cliff?

Then, as Hogarth watched, a huge dark figure climbed up over the cliff-top. The two lights rose into the sky. They were the giant figure's eyes. A giant black figure, taller than a house, black and towering in the twilight, with green headlamp eyes. The Iron Man! There he stood on the cliff-top, looking inland. Hogarth began to run. He ran and ran. Home. Home. The Iron Man had come back.

So he got home at last and gasping for breath he told his dad. An Iron Man! An Iron Man! A giant!

His father frowned. His mother grew pale. His little sister began to cry.

His father took down his double-barrelled gun. He believed his son. He went out. He locked the door. He got in his car. He drove to the next farm.

But the farmer laughed. He was a fat, red man, with a fat, red-mouthed laugh. When he stopped laughing, his eyes were red too. An Iron Man? Nonsense, he said.

So Hogarth's father got back in his car. Now it was dark and it began to rain. He drove to the next farm.

That farmer frowned. He believed. Tomorrow, he said, we must see what he is, this iron man. His feet will have left tracks in the earth.

So Hogarth's father again got back into his car. But as he turned the car in the yard, he saw a strange thing in the headlamps. Half a tractor lay there, just half, chopped clean off, the other half missing. He got out of his car and the other farmer

came to look too. The tractor had been bitten off – there were big teeth-marks in the steel.

No explanation! The two men looked at each other. They were puzzled and afraid. What could have bitten the tractor in two? There, in the yard, in the rain, in the night, while they had been talking inside the house.

The farmer ran in and bolted the door.

Hogarth's father jumped into his car and drove off into the night and the rain as fast as he could, homeward.

The rain poured down. Hogarth's father drove hard. The headlights lit up the road and bushes.

Suddenly – two headlamps in a tall treetop at the roadside ahead. Headlamps in a treetop? How?

Hogarth's father slowed, peering up to see what the lights might be, up there in the treetop.

As he slowed, a giant iron foot came down in the middle of the road, a foot as big as a single bed. And the headlamps came down closer. And a giant hand reached down towards the windshield.

The Iron Man!

Hogarth's father put on speed, he aimed his car at the foot.

Crash! He knocked the foot out of the way.

He drove on, faster and faster. And behind him, on the road, a clanging clattering boom went up, as if an iron skyscraper had collapsed. The iron giant, with his foot knocked from under him, had toppled over.

And so Hogarth's father got home safely.

BUT

Next morning all the farmers were shouting with anger. Where were their tractors? Their earth-diggers? Their ploughs? Their harrows? From every farm in the region, all the steel and iron farm machinery had gone. Where to? Who had stolen it all?

There was a clue. Here and there lay half a wheel, or half an axle, or half a mudguard, carved with giant toothmarks where it had been bitten off. How had it been bitten off? Steel bitten off?

What had happened?

There was another clue.

From farm to farm, over the soft soil of the fields, went giant footprints, each one the size of a single bed.

The farmers, in a frightened, silent, amazed crowd, followed the footprints. And at every farm the footprints visited, all the metal machinery had disappeared.

Finally, the footprints led back up to the top of the cliff, where the little boy had seen the Iron Man appear the night before, when he was fishing. The footprints led right to the cliff-top.

And all the way down the cliff were torn marks on the rocks, where a huge iron body had slid down. Below, the tide was in. The grey, empty, moving tide. The Iron Man had gone back into the sea.

SO

The furious farmers began to shout. The Iron Man had stolen all their machinery. Had he eaten it? Anyway, he had taken it. It had gone. So what if he came again? What would he take next time? Cows? Houses? People?

They would have to do something.

They couldn't call in the police or the Army, because nobody would believe them about this Iron Monster. They would do something for themselves.

So, what did they do?

At the bottom of the hill, below where the Iron Man had come over the high cliff, they dug a deep, enormous hole. A hole wider than a house, and as deep as three trees one on top of the other. It was a colossal hole. A stupendous hole! And the sides of it were sheer as walls.

They pushed all the earth off to one side.

They covered the hole with branches and the branches they covered with straw and the straw with soil, so when they finished the hole looked like a freshly-ploughed field.

Now, on the side of the hole opposite the slope up to the top of the cliff, they put an old rusty lorry. That was the bait. Now they reckoned the Iron Man would come over the top of the cliff out of the sea, and he'd see the old lorry which was painted red, and he'd come down to get it to chew it up and eat it. But on his way to the lorry he'd be crossing the hole, and the moment he stepped with his great weight on to that soil held up only with straw and branches, he would crash through into the hole and would never get out. They'd find him there in the hole. Then they'd bring the few bull-dozers and earth-movers that he hadn't already eaten, and they'd push the

pile of earth in on top of him, and bury him for ever in the hole. They were certain now that they'd get him.

Next morning, in great excitement, all the farmers gathered together to go along to examine their trap. They came carefully closer, expecting to see his hands tearing at the edge of the pit. They came carefully closer.

The red lorry stood just as they had left it. The soil lay just as they had left it, undisturbed. Everything was just as they had left it. The Iron Man had not come.

Nor did he come that day.

Next morning, all the farmers came again. Still, everything lay just as they had left it.

And so it went on, day after day. Still the Iron Man never came.

Now the farmers began to wonder if he would ever come again. They began to wonder if he had ever come at all. They began to make up explanations of what had happened to their machinery. Nobody likes to believe in an Iron Monster that eats tractors and cars.

Soon, the farmer who owned the red lorry they were using as bait decided that he needed it, and he took it away. So there lay the beautiful deep trap, without any bait. Grass began to grow on the loose soil.

The farmers talked of filling the hole in. After all, you can't leave a giant pit like that, somebody might fall in. Some stranger coming along might just walk over it and fall in.

But they didn't want to fill it in. It had been such hard work digging it. Besides they all had a sneaking fear that the Iron Man might come again, and that the hole was their only weapon against him.

At last they put up a little notice: "DANGER: KEEP OFF", to warn people away, and they left it at that.

Now the little boy Hogarth had an idea. He thought he could use that hole, to trap a fox. He found a dead hen one day, and threw it out on to the loose soil over the trap. Then towards evening, he climbed a tree nearby, and waited. A long time he waited. A star came out. He could hear the sea.

Then – there, standing at the edge of the hole, was a fox. A big, red fox, looking towards the dead hen. Hogarth stopped breathing. And the fox stood without moving – sniff, sniff, sniff, out towards the hen. But he did not step out on to the trap. Was he too smart to walk out there where it was not safe?

But at that moment he stopped sniffing. He turned his head and looked towards the top of the cliff. Hogarth, wondering what the fox had seen, looked towards the top of the cliff.

There, enormous in the blue evening sky, stood the Iron Man, on the brink of the cliff, gazing inland.

In a moment, the fox had vanished.

Now what?

Hogarth carefully quietly hardly breathing climbed slowly down the tree. He must get home and tell his father. But at the bottom of the tree he stopped. He could no longer see the Iron Man against the twilight sky. Had he gone back over the cliff into the sea? Or was he coming down the hill, in the darkness under that high skyline, towards Hogarth and the farms?

Then Hogarth understood what was happening. He could hear a strange tearing and creaking sound. The Iron Man was pulling up the barbed-wire fence that led down the hill. And soon Hogarth could see him, as he came nearer, tearing the wire from the fence posts, rolling it up like spaghetti and eating it. The Iron Man was eating the barbed fencing wire.

But if he went along the fence, eating as he moved, he wouldn't come anywhere near the trap, which was out in the middle of the field. He could spend the whole night wandering about the countryside along the fences, rolling up the wire and eating it, and never would any fence bring him near the trap.

But Hogarth had an idea. In his pocket, among other things, he had a long nail and a knife. He took these out. Did he dare? His idea frightened him. In the silent dusk, he tapped the nail and the knife blade together.

Clink, Clink, Clink!

At the sound of the metal, the Iron Man's hands became still. After a few seconds, he slowly turned his head and the headlamp eyes shone towards Hogarth.

Again, Clink, Clink, Clink! Went the nail on the knife.

Slowly, the Iron Man took three strides towards Hogarth, and again stopped. It was now quite dark. The headlamps shone red. Hogarth pressed close to the tree-trunk. Between him and the Iron Man lay the wide lid of the trap.

Clink, Clink, Clink! again he tapped the nail on the knife.

And now the Iron Man was coming. Hogarth could feel the earth shaking under the weight of his footsteps. Was it too late to run? Hogarth stared at the Iron

Man, looming, searching towards him for the taste of the metal that had made that inviting sound.

Clink, Clink, Clink! went the nail on the knife. And

CRASSSHHH!

The Iron Man vanished.

He was in the pit. The Iron Man had fallen into the pit. Hogarth went close. The earth was shaking as the Iron Man struggled underground. Hogarth peered over the torn edge of the great pit. Far below, two deep red headlamps glared up at him from the pitch blackness. He could hear the Iron Man's insides grinding down there and it sounded like a big lorry grinding its gears on a steep hill. Hogarth set off. He ran, he ran, home – home with the great news. And as he passed the cottages on the way, and as he turned down the lane towards his father's farm, he was shouting "The Iron Man's in the trap!" and "We've caught the Iron Giant."

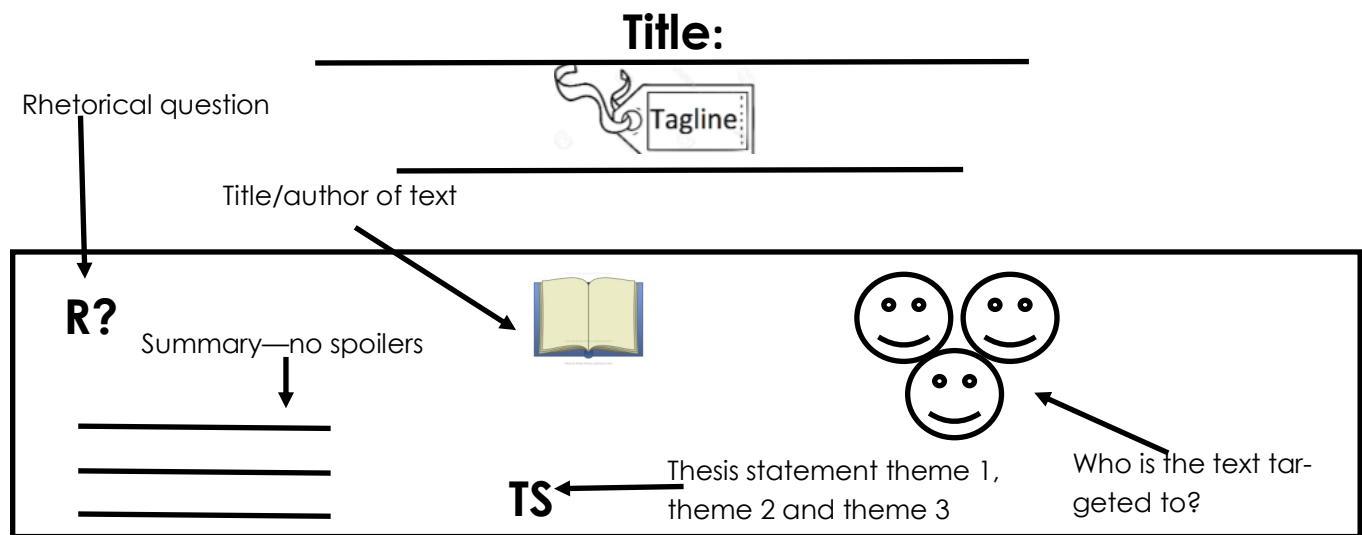
When the farmers saw the Iron Man wallowing in their deep pit, they sent up a great cheer.

He glared up towards them, his eyes burned from red to purple, from purple to white, from white to fiery whirling black and red, and the cogs inside him ground and screeched, but he could not climb out of the steep-sided pit.

Then under the lights of car headlamps, the farmers brought bulldozers and earth-pushers, and they began to push in on top of the struggling Iron Man all the earth they had dug when they first made the pit and that had been piled off to one side.

The Iron Man roared again as the earth began to fall on him. But soon he roared no more. Soon the pit was full of earth. Soon the Iron Man was buried silent, packed down under all the soil, while the farmers piled the earth over him in a mound and in a hill. They went to and fro over the mound on their new tractors, which they'd bought since the Iron Man ate their old ones, and they packed the earth down hard. Then they all went home talking cheerfully. They were sure they had seen the last of the Iron Man.

Only Hogarth felt suddenly sorry. He felt guilty. It was he, after all, who had lured the Iron man into the pit.



✓ How well is the theme portrayed throughout the text?

OR

✗

T Topic sentence states your first theme

E Elaborate—how is your theme portrayed in the text?

E Evidence—provide evidence of your theme through quotes

L Link to T.S and sum up by re-stating the theme.

THEME 1

✓ How well is the theme portrayed throughout the text?

OR

✗

T Topic sentence states your first theme

E Elaborate—how is your theme portrayed in the text?

E Evidence—provide evidence of your theme through quotes

L Link to T.S and sum up by re-stating the theme.

THEME 2

✓ How well is the theme portrayed throughout the text?

OR

✗

T Topic sentence states your first theme

E Elaborate—how is your theme portrayed in the text?


E Evidence—provide evidence of your theme through quotes

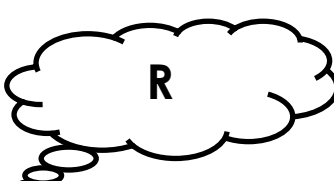
L Link to T.S and sum up by re-stating the theme.

THEME 3

=

OR





R

What does the text do well? Or not? Re-state themes

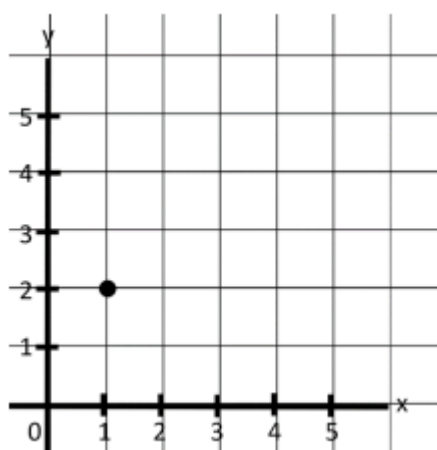
C.T.A

Who should go and get this text?

Wednesday – Math – Cartesian plane

LI: WALT construct and plot points on a cartesian plane.

Yesterday we learnt about the cartesian plane. We saw that a cartesian plane is a 2-dimensional plane that allows us to plot and locate points on a grid. We learnt that a cartesian plane is one horizontal and one vertical number line combining at zero. We learnt the cartesian plane has four quadrants and we focused on quadrant one. We learnt that each number line is called an axis. The horizontal line is our x axis, and the vertical number line is our y axis. We learnt coordinates are given like this (1,2). Where 1 is in line with the x axis, and 2 is in line with the y axis. The plot on (1,2) looks like



Remember the first number in our brackets is in line with the x axis position. Remember that x comes before y in the alphabet as a rule to remember the order.

In the coordinates below, write an x and a y above the correct coordinate to help remember this rule.

(1,6) (3,4) (4,7) (8,2) (9,3) (10,3) (5,6)

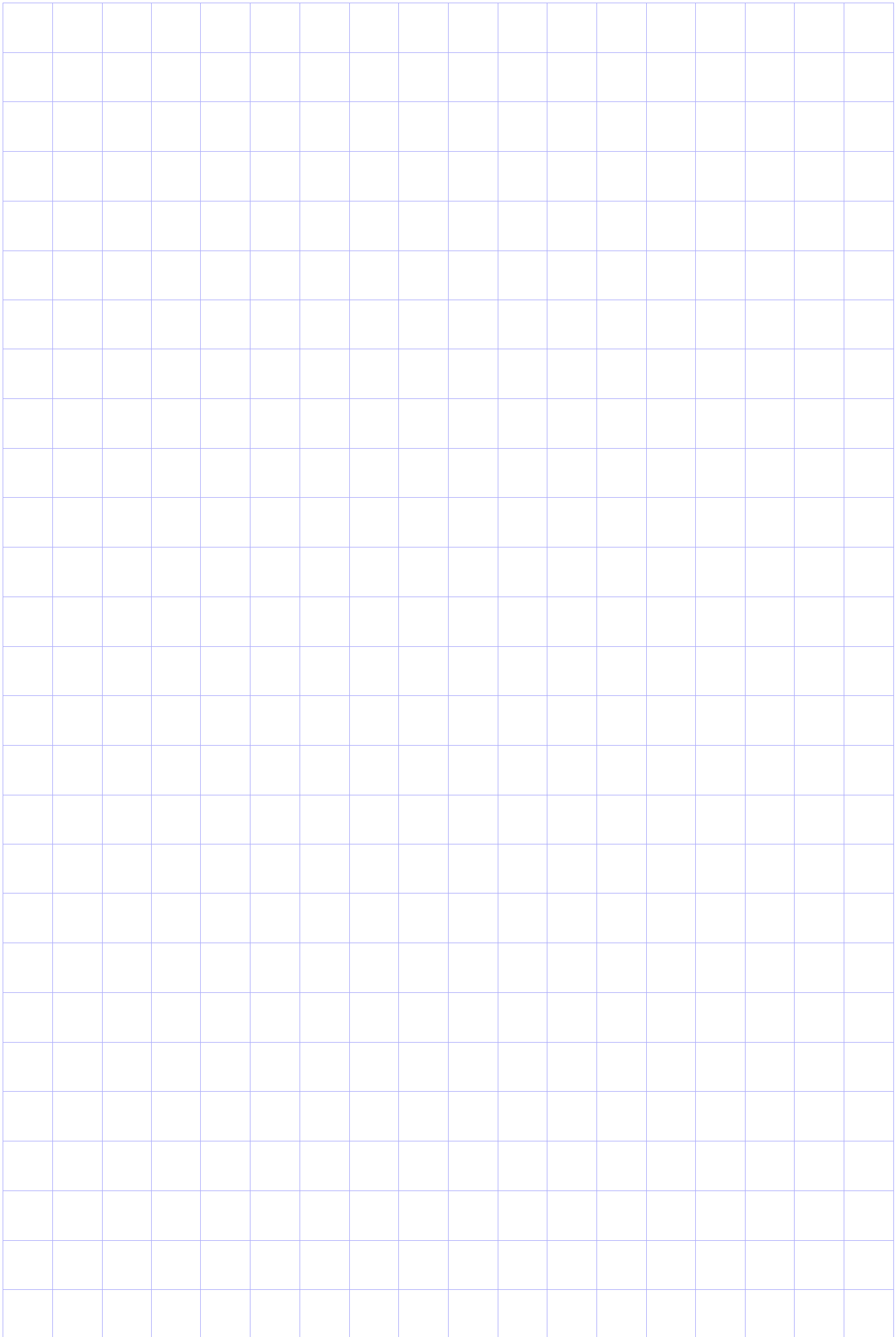
The first number in every bracket should have an x above it, whilst the second number should have a y above it.

Activity:

Today we will continue our work on Cartesian planes. On the grid paper below, draw a Cartesian plane with positive numbers showing quadrant one. Label each axis correctly with either an x or y.

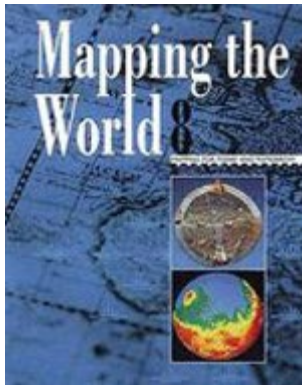
Select two numbers and plot them on your Cartesian plane, plot at least 6 coordinates.

Extension: use your coordinates to create a shape, such as a rectangle.



Mapping the World

Review by Umar A., age 10, Central New Jersey Mensa



Every day, people around the world use maps. Whether it is an airplane pilot or businessman, housewife or museum group, maps have always and will continue to provide useful information for all.

Mapping the World talks about the uses of maps, as well as how to differentiate between the type of map projection and type of map.

In this series, we travel to the past and learn about historical mapmakers, from Claudius Ptolemy (who stated the idea that the Earth is at the center of the universe) to Gerardus Mercator (who created one of the most widely used map projections) and more. This series goes into tremendous detail on the cartographer's life and maps. We then journey to the present era to learn about map projections and the diverse types of maps used today. You might ask, "What is the difference between the two? They sound the same to me." No map projection is perfect, because you cannot really flatten a sphere into a rectangle. An uncolored projection could be used in many ways. We could use it for population concentration, highways, land elevation, and so many other things!

For example, we could make a topographic map of the U.S., which shows land elevation. We could make it a colorful map that shows the amount of pollution in different areas, or it could be a population map, or it could even be a map that shows the 50 states, their capitals and borders! Our last step in this amazing excursion is the near future, where we see some hypothetical solutions as to what maps will be used for. Currently, we are working on better virtual map technology.

Now, scientists have been able to put maps on phones. Back in the early 1900s, people had to lug a lot of maps around to find your way from place to place, or just keep asking for directions. Now, all the information is on a phone or global positioning system (GPS). It is amazing how much maps have changed technology and the world in this century.

The Mapping the World 8-book set goes into amazing levels of detail. It is a long read, but it gives an immense range and amount of information that you would not find in any other book or series on maps. The flowing way the chapters and books are organized makes it easy to link passages from different books in this series together. Mapping the World is a treasure box, filled with the seeds of cartography. Collect and plant them, and you soon will have the fruits of cartography, beneficial to those who want to be cartographers. Use this series to the utmost, then the fruits of mapping will be sweet for all who endeavor to succeed in cartography.

Thursday

Sentence of the Day

Present Continuous Tense

In addition to what you have learned, the present continuous tense can be used to describe actions that are being repeated. Words like always, constantly and forever are used along with the verb. Examples of this use include:

- Jack and Jill are always fighting.
- She is constantly complaining about her sister.
- Her mother is forever misplacing her keys.

Another use of this tense is when talking about a planned event in the future. Examples of this use include:

- We are leaving for the beach tomorrow morning.
- The kids are arriving at six o'clock.
- She is speaking at the conference this evening.

Change the following sentences, and the verbs they contain, to create sentences in present continuous tense:

1. I will arrive tomorrow.

2. He will speak at the conference.

3. I will attend the meeting, tomorrow.

4. I won't read the book.

5. I will run in the race.

Identify and underline the sentences below that are written in present continuous tense.

1. We finally learned the truth about the mysterious neighbour.
2. She is far too busy painting her nails to listen to her mother.
3. Our neighbour mows his lawn every morning.
4. The red car is speeding down the raceway.
5. In 2021, TikTok is continuing to gain popularity.

The Iron Man – Comprehension Questions

Chapter 1

1. The Iron Man falls over the cliff. Which part of him breaks off first?

2. How did Ted Hughes describe the movement and sound of the sea after the Iron Man has fallen?

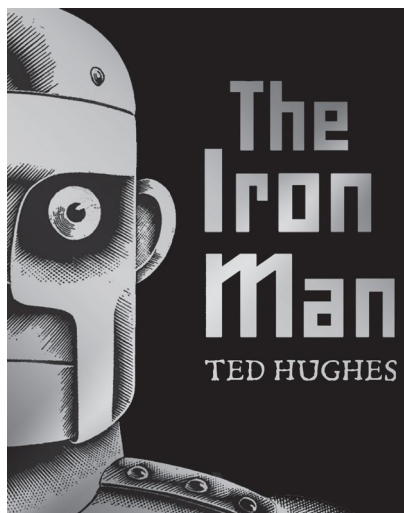
3. Can you find a quotation to describe what the seagulls thought they had found when they picked up one of the Iron Man's eyes?

4. What is the Iron Man thinking about when he stands looking out to sea?

Chapter 2

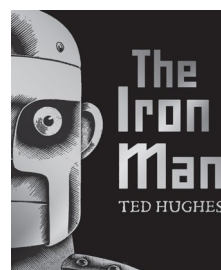
1. Why do you think Hogarth and the farmers want to trap the Iron Man?

2. What might the Iron Man be thinking as he glares up out of the pit?



The Iron Man

The following vocabulary words are from The Iron Man by Ted Hughes. Read each word and match it to the correct definition.



VOCABULARY WORD	DEFINITION
swayed	The absence of life or existence
toppling	Move slowly or rhythmically backwards and forward from side to side.
strode	Do something in a very joyful or happy way
nothingness	In a way that means you are unable to speak.
spouted	To stretch out your body or neck so that you can see something.
gleefully	Overbalancing and falling.
craned	To poke roughly or quickly.
speechlessly	A slow, regular movement of the sea in rolling waves that do not break.
jabbed	Walk with long, decisive steps in a direction.
immense	To send out liquid or for liquid to flow forcibly in a stream.
swell	Extremely large or great, especially in scale or degree.

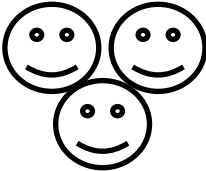
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THEME 1



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THEME 2



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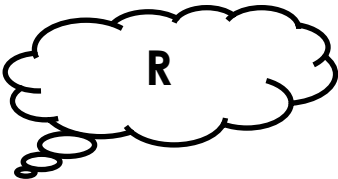
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THEME 3

=



OR



C.T.A

Week 1, Thursday
Exemplar Text

Rhetorical question

tagline

The Hunger Games title

Introduce author/book/who is the target audience

May the Odds Be Ever in Your Favour

Can you imagine living in a world where your life is left to a game of chance? A world where if your name is simply pulled from a hat, you must not only survive but be expected to kill another human being for the entertainment of the rich and powerful. This is the world come to life in Suzanne Collins' science fiction novel for young adult readers: "The Hunger Games". The novel is centered around Katniss Everdeen - a 16-year-old girl living in a future North America known as "Panem". Each year, the Capitol selects a boy and a girl between the ages of 12 and 18 from each of the twelve outlying districts to compete in the annual "Hunger Games", a televised fight-to-the-death. In this gripping Collins' dystopian novel explores the major themes of sacrifice, inequality, and power.

Thesis statement

summary

"The Hunger Games" explores sacrifice. Collins' develops the character, Katniss, as fierce, yet compassionate. The portrayal of Katniss' behaviour, not only captivates but connects the audience to her. *"In District 12, where the word tribute is pretty much synonymous with the word corpse, volunteers are all but extinct."* Her acting as the first volunteer tribute shows how she would put her own life on the line to keep her sister free of danger. The author cleverly uses Katniss's selfless actions to create a ferocious protagonist who embodies the ability to love and sacrifice for those important to her.

'The Hunger Games' forces the reader to question social inequality and injustice. In Panem, wealth is heavily concentrated in the hands of the rich, particularly those people living in the Capitol and certain districts (One and Two). The result is a huge disparity between their lives and the lives of the poor. *"What must it be like, I wonder, to live in a world where food appears at the press of a button?"* Collins reveals social inequalities throughout the novel, most notably the tesserae rationing system. The use of emotive language and rhetorical questions throughout the text allows the reader to empathise with the characters and understand that the odds are not quite ever in their favour.

Abuse of power by corrupt, totalitarian governments is a central theme explored in the Hunger Games. The brutal and repressive Capitol regime will do anything to hold total control. Collins ironically utilises the wealthy's entertainment – a brutal game show, as a control mechanism over the population. *"Taking the kids from our districts, forcing them to kill one another while we watch..."* Readers are equally lured into the spectacle of The Games. The blurred lines between reality and fiction numb the elite's consciousness to demanding gruesome entertainment.

This dystopian novel, The Hunger Games tackles the darker side of humanity. It centers around an imagined society in which people lead wretched, dehumanized, fearful lives. Although it requires a level of maturity with some of its morbid themes, this novel is one which will be enjoyed by all.

Name: _____

Date: _____

Time

1. Convert the following times between 24-hour time and 12-hour time.

a) 8:40 am _____

b) 11:55 pm _____

c) 9:37 pm _____

d) 12:01 am _____

e) 0600 _____

f) 1952 _____

g) 1711 _____

h) 0029 _____

2. How long do the following trips take?

Bus Stop	Bus 1 (pm)	Bus 2 (pm)	Bus 3 (pm)
Red Road	3:25	3:55	4:10
Mango Mall	3:28	3:58	4:13
Pink Palace	3:33	4:03	4:18
Green Grove	3:39	4:09	4:24
Purple Plaza	3:44	4:14	4:29
Aqua Avenue	3:49	4:19	4:34
Lilac Lane	4:02	4:32	4:47

a) Mango Mall to Purple Plaza
_____b) Green Grove to Lilac Lane
_____c) Pink Palace to Aqua Avenue
_____d) The entire bus journey

3. Solve these word problems using the timetable.

a) Eli is travelling from the Mango Mall to Purple Plaza. He just misses the 3:28 pm bus. How long must he wait for the next one?

b) Between which two stops is the journey the shortest? How many minutes does it take between these two stops?

c) Vicky catches the 3:25 pm bus from Red Road to Pink Place. She later continues her journey and takes the 4:18 pm bus to Aqua Avenue. How long does she spend on the bus?





Coordinate Pictures

For each line, start at the first coordinate, plot the next coordinate and join it with a straight line. Keep adding straight lines to the next coordinate until you have finished the coordinates for that line. Complete all of the lines to make the picture.

Line 1: (12,13), (18,20)

Line 2: (10,16), (11,12), (16,12), (12,9), (14,4), (10,7), (6,4), (8,9), (4,12), (9,12), (10,16)

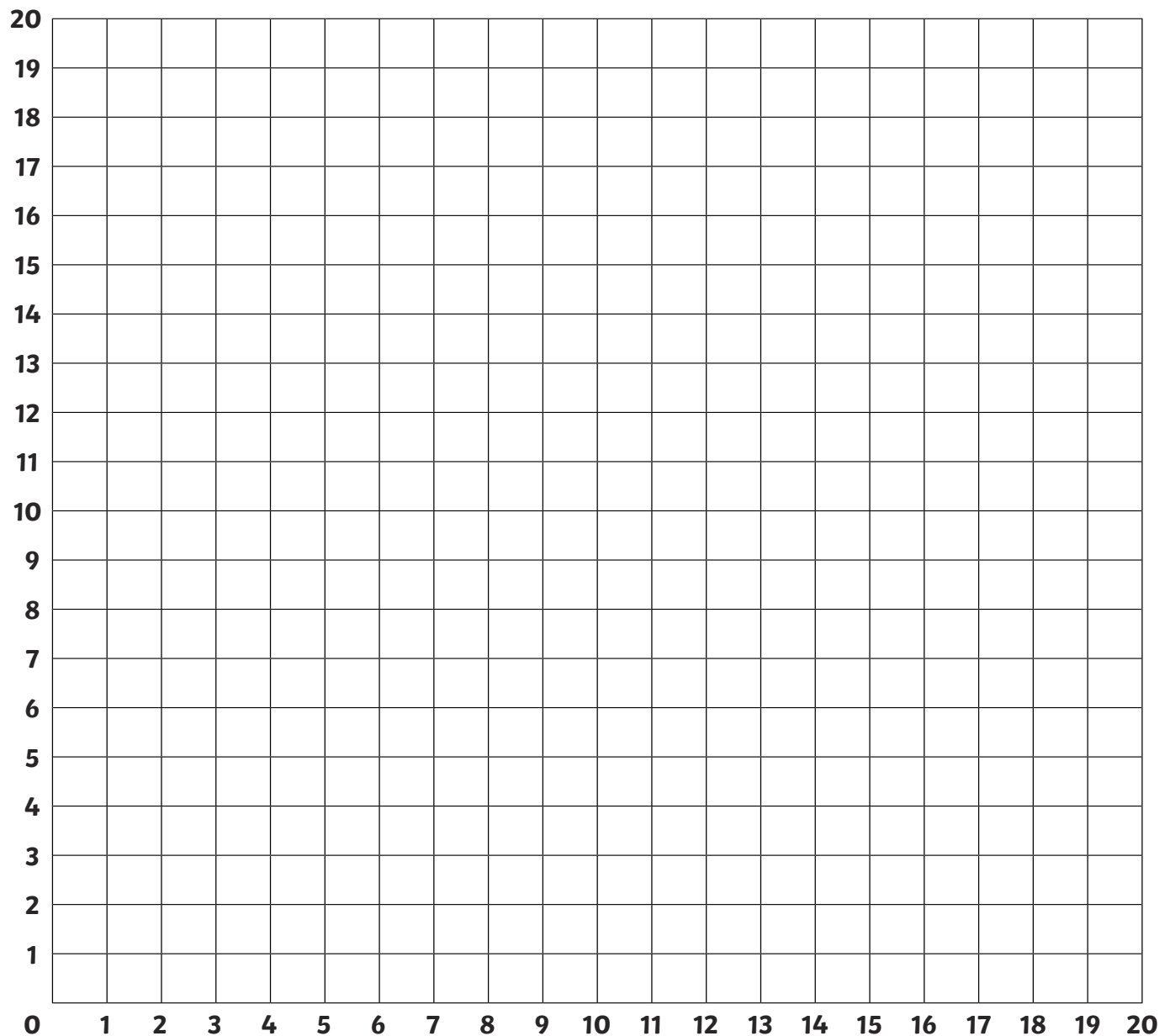
Line 3: (14,8), (20,7)

Line 4: (8,13), (2,20)

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

Line 6: (10,20), (12,13), (20,13), (14,8), (17,0), (10,5), (3,0), (6,8), (0,13), (8,13), (10,20)

Line 7: (6,8), (0,7)





Coordinate Pictures

For each line, start at the first coordinate, plot the next coordinate and join it with a straight line. Keep adding straight lines to the next coordinate until you have finished the coordinates for that line. Complete all of the lines to make the picture.

Line 1: (8,13), (7,12), (7,10)

Line 2: (11,10), (11,8), (10,7), (15,2), (17,4), (3,18), (5,20), (10,15), (9,14), (9,12)

Line 3: (13,12), (13,8)

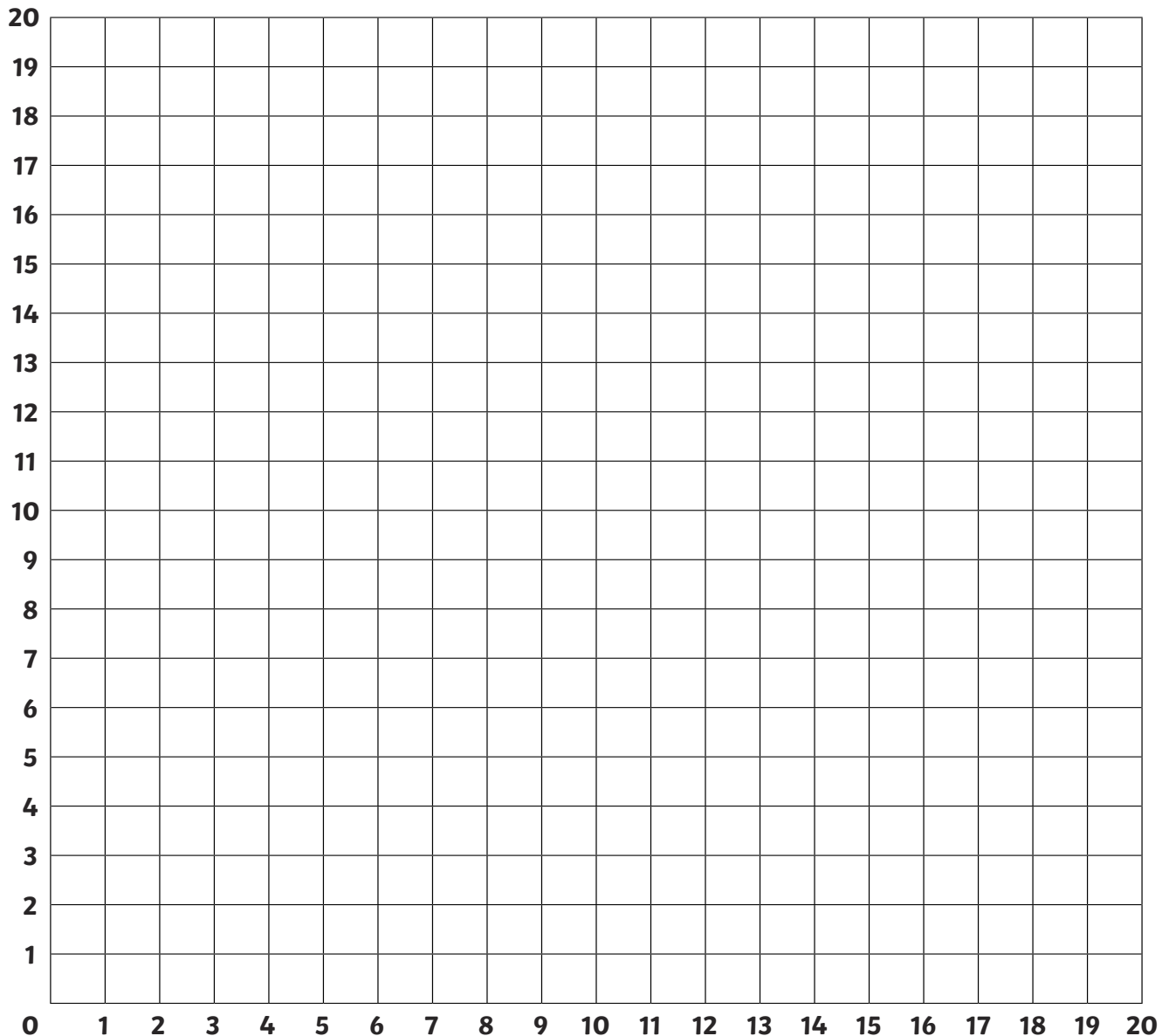
Line 4: (9,14), (11,14), (12,13)

Line 5: (13,4), (13,0), (7,0), (7,8)

Line 6: (8,7), (8,5), (9,5), (9,7), (8,7)

Line 7: (11,12), (13,12), (14,11), (19,16), (17,18), (3,4), (1,6), (6,11), (7,10), (9,10)

Line 8: (11,4), (12,4), (12,2), (11,2), (11,4)





Coordinate Pictures

For each line, start at the first coordinate, plot the next coordinate and join it with a straight line. Keep adding straight lines to the next coordinate until you have finished the coordinates for that line. Complete all of the lines to make the picture.

Line 1: (15,10), (15,14), (16,15), (16,10)

Line 2: (7,12), (9,14)

Line 3: (4,7), (3,6), (3,5), (4,4), (5,4), (6,5), (6,6), (5,7), (4,7)

Line 4: (15,4), (15,3), (16,2), (17,2), (18,3), (18,4), (17,5), (16,5), (15,4),

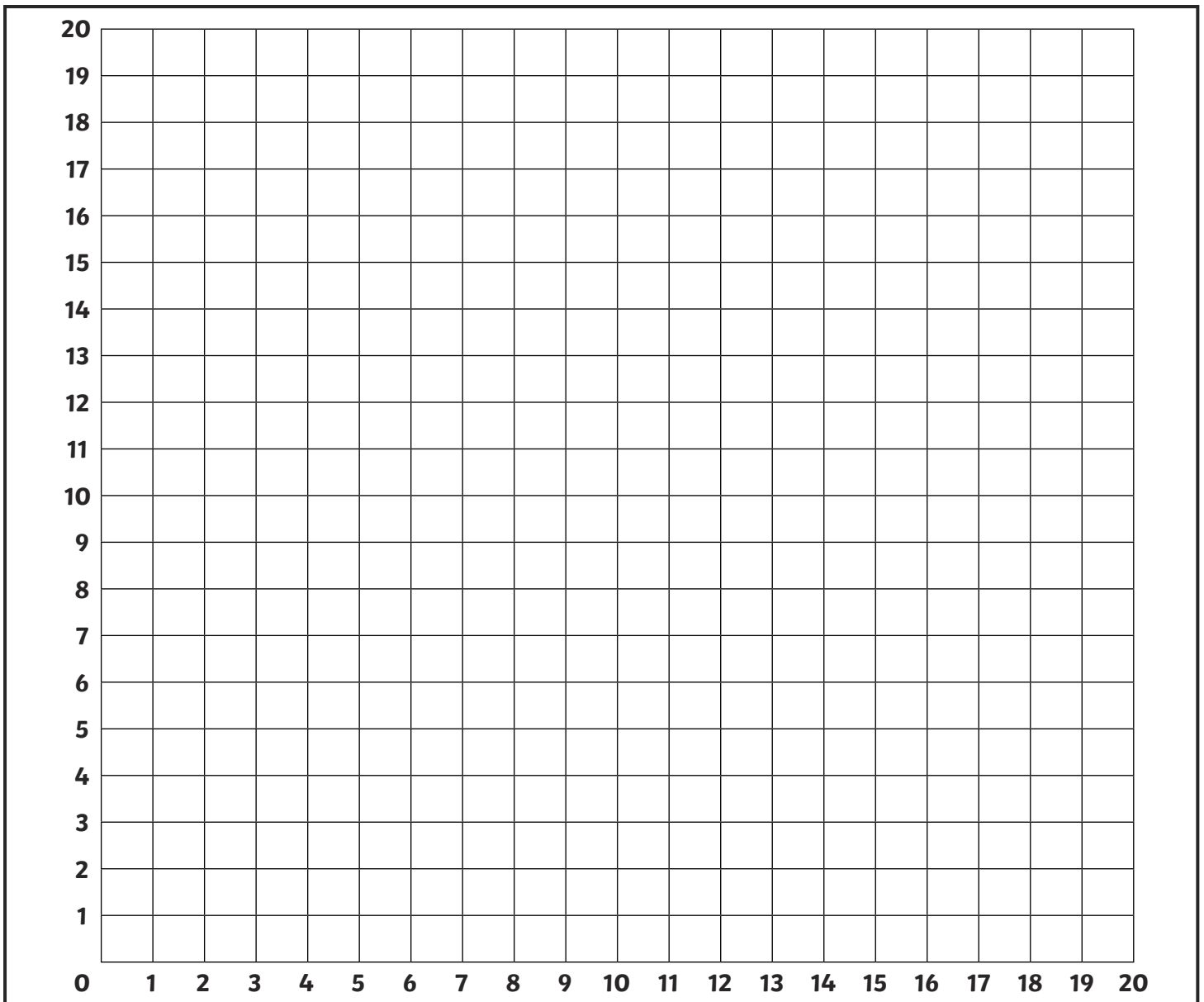
Line 5: (8,4), (8,7), (6,9), (3,9), (1,7), (1,4), (3,2), (6,2), (8,4)

Line 6: (11,10), (8,13)

Line 7: (1,17), (12,17), (10,18), (1,18), (1,10), (0,9), (0,8), (2,10), (7,10), (9,8), (9,6), (12,6),
(13,10), (10,17)

Line 8: (18,4), (20,5), (20,10), (16,10), (16,8), (17,8), (17,7), (15,7), (15,10), (7,10), (6,11), (3,11),
(3,15), (2,15), (2,8)

Line 9: (8,4) (15,4)



Thursday
Week 1 – Science
Marvelous Micro-organisms
Part 1

U: We are learning to understand how the growth and survival of yeast is affected by the physical conditions of its environment.

This term we are learning about micro-organisms. a microorganism or microbe is an organism that is microscopic. The morphography micro, means small. The morphography scope, means to see. Hence, we get the word microscope, which is an instrument to help see very small organisms that our eyes often can't see. Microorganisms can be bacteria, fungi, archaea or protists. The term microorganisms do not include viruses and prions, which are generally classified as non-living.

Throughout this term we will be focussing on bread to help us build our understanding of micro-organisms (think about when you forget to eat your sandwich and you get it out of your bag a week later and it's all mouldy).

Activity 1:

Below is a picture of Lebanese flatbread and a picture of a sandwich loaf of bread. Examine the two pictures and answer the questions below.



- What differences do you notice about these two breads?

- What do you think caused the difference?

Background information on bread:

Bread can be 'leavened' (risen) or 'unleavened' (flat). The basic ingredients of leavened bread are flour, water, yeast and salt. Yeast is added to make the bread rise. A common form of bread eaten in Australia is white bread, containing baker's yeast and flour made by grinding grains of wheat (a cereal seed), but many other kinds of bread are also eaten. Different kinds of flour can be used, including wholemeal wheat flours and flour from corn, rye and other cereals. Whole grains, other seeds or herbs can also be added to bread to alter its flavour, texture and appearance.

Various kinds of flatbread are made by cooking a mixture of flour, water and salt. After people discovered that adding yeast to the bread dough would make it rise,

they began making leavened bread. This is softer and less dense than flatbreads. Sourdough breads, common in Europe, are prepared using both yeast and a species of the *Lactobacillus* bacteria. The bacteria produce lactic acid as a waste product, which acidifies the bread and gives it a sour flavour. The acidity of the bread also makes it hard for other micro-organisms to grow, helping the bread to resist spoilage from mould and bacteria.

Which ingredient is added to help bread rise? _____

Activity 2:

Today you are going to observe some different types of bread you have in your house. These might be sandwich breads, flatbreads and sourdoughs. You will be required to use your senses to complete the table below. If you don't have these breads at home, think about a time you may have had them to help answer the questions. It is important to get evidence from real observations in science so we can make detailed explanations of what we observe. You will also be looking at bread labels to find out more about the key ingredients in bread. Australian food standards require ingredients to be listed in descending order of weight, so the major ingredient always comes first on the label. This helps people with food intolerances avoid getting sick, and to help people make healthier choices with their diet.

An ingredient list is often found on the back of the package and looks like this.



Complete the table below by filling in the blanks for each bread type. These include texture (what it feels like), odour (what it smells like), taste (is it yum or not, explain why) and appearance (what does it look like). Then list the ingredients from the back of the packaging. If you only have one bread type at home, fill in one column, extend yourself by researching other breads online and use your experience to fill in the blanks.

Observation record: Exploring bread

Name: _____ Date: _____

Feature	Bread name		
	1	2	3
Texture			
Odour			
Taste			
Appearance			
Ingredients			

Week 1 – Science Marvellous Micro-organisms Part 2

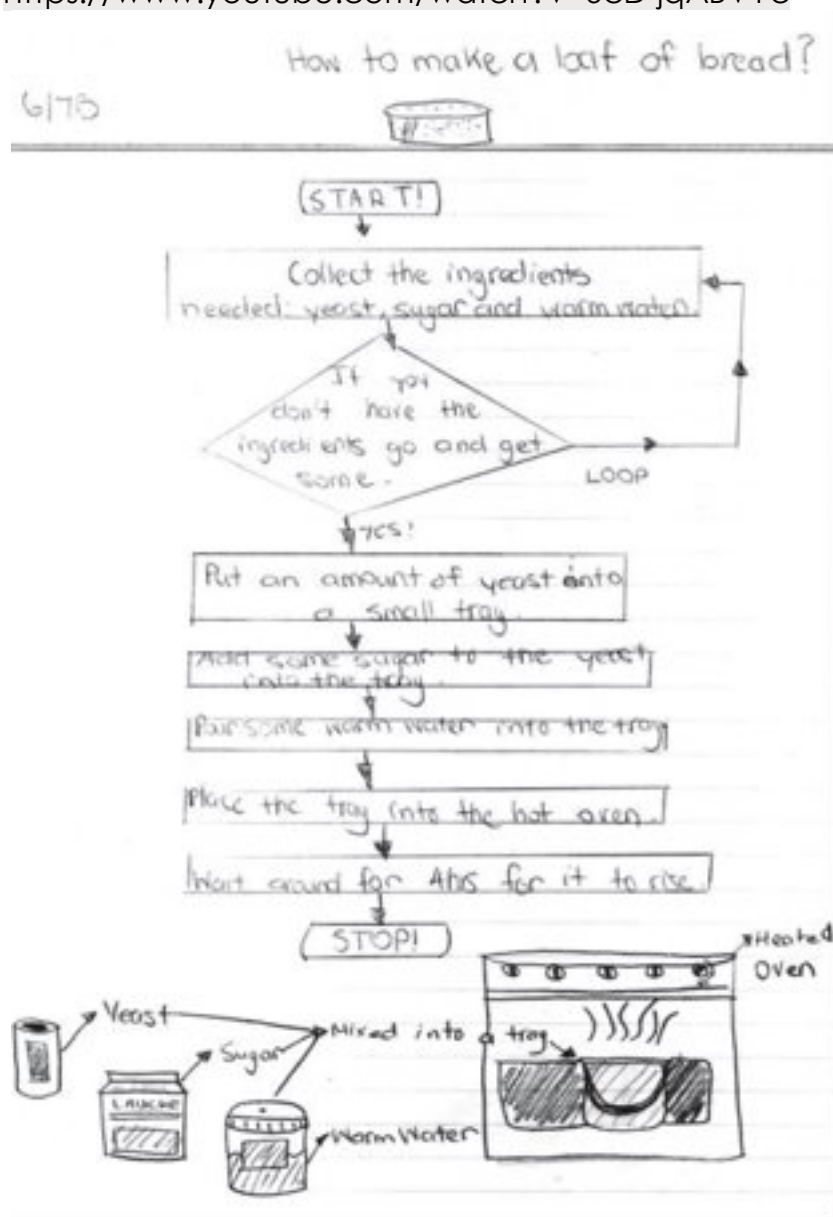
U: We are learning to create a flow chart to show the bread making process.

A **flowchart** is a picture of the separate steps of a process in sequential order. It is a generic tool that can be adapted for a wide variety of purposes, and can be used to **describe** various processes, such as a manufacturing process, an administrative or service process, or a project plan.

Below is an example of a flow chart for making bread.

Watch the YouTube link attached and draw your own flow chart on the paper attached.

<https://www.youtube.com/watch?v=6cD-jqABVYc>



My flow chart:

Week 1 – Science
Marvellous Micro-organisms
Part 3

LI: We are learning to understand the importance of Anton Van Leeuwenhoek's work the importance of the microscope.

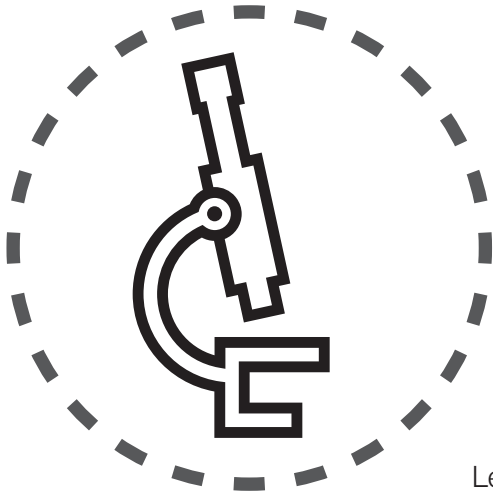
Who was Anton Van Leeuwenhoek?

Van Leeuwenhoek is best known for his **pioneering work in the field of microscopy** and for his contributions toward the establishment of microbiology as a scientific discipline.

Read the attachment below and highlight the important information.

Anton van Leeuwenhoek (Layu-un-hook): Microscope maker

Name: _____ Date: _____



Anton van Leeuwenhoek (1632–1723) was born over 350 years ago in Holland. He wasn't a scientist but had a hobby that allowed him to see a world that no one before him had seen.

Leeuwenhoek was a businessman who bought and sold cloth. To look closely at the fibre in the cloth, he used a little hand lens. This hand lens magnified objects only three times but Leeuwenhoek enjoyed using it to look at things in nature or even his own fingerprints. Leeuwenhoek became interested in how the lens was made and he started to grind his own lenses and make his own microscopes. He found that he was very good at making lenses. As a hobby, he made more than 250 simple microscopes. Some of these microscopes could magnify objects 300 times. Leeuwenhoek set out to study as many things as he could find. He looked at the sting of a bee and what mould was like. He looked at blood and thin slices of plants. He looked at a drop of water and discovered little creatures moving in it. He discovered little creatures everywhere. He called them animalcules. He was the first person to see microscopic creatures.

Leeuwenhoek wrote down everything he saw and drew very accurate pictures. He wrote letters to important scientific societies and told the scientists about his discoveries.

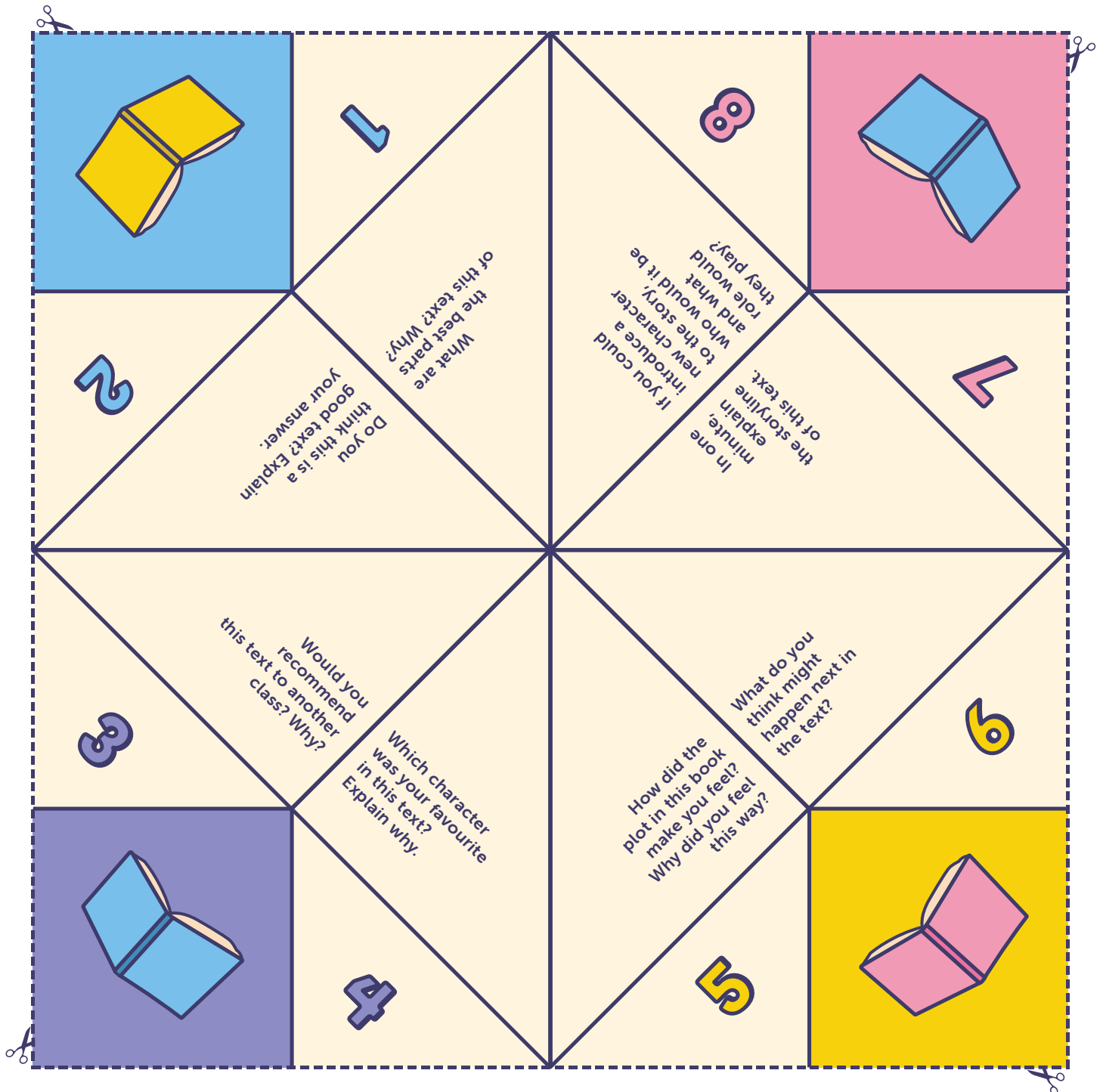
At first he wasn't believed. Then the scientists of the Royal Society of London sent an observer to Holland to meet him and to investigate his microscopes. The report was very good and caused such excitement that Queen Anne of England and Czar Peter the Great of Russia visited Leeuwenhoek to see the little creatures. Some years later, Leeuwenhoek was made a full member of the Royal Society of London. Leeuwenhoek never gave up his fascinating hobby. He kept making new discoveries with his home-made microscopes throughout his life. He died in 1723 when he was 91 years old.

Find out more at this website:

www.ucmp.berkeley.edu/history/leeuwenhoek.html

BOOK REVIEW

CHATTERBOX



QUESTIONS:

1. What are the best parts of this text? Why?
2. Do you think this is a good text? Explain your answer.
3. Would you recommend this text to another class? Why?
4. Which character was your favourite in this text? Explain why.
5. How did the plot in this book make you feel? Why did you feel this way?
6. What do you think might happen next in the text?
7. In one minute, explain the storyline of this text.
8. If you could introduce a new character to the story, who would it be and what role would they play?

Friday

Sentence of the Day

Present Continuous Tense

Underline the sentences below that are written in present continuous tense:

1. Ali is looking for a new job.
2. My football team is winning the game.
3. I was hoping that we could chat.
4. I will be there soon.
5. I am thinking of a number from 1 to 10.
6. The guitarist is jamming with his band.
7. Are you watching the cricket?
8. I am not looking forward to the hot weather.
9. I'm hoping and praying that they return safely.
10. I won't be attending the concert.

In the spaces below, write sentences in present continuous tense. Try to use a variety of sentences, including questions.

1. _____
2. _____
3. _____
4. _____
5. _____

Vocabulary Sentences

Write your word, put it in a sentence and draw a picture to match.

Word	Sentence	Illustration

The Hunger Games

May the Odds Be Ever in Your Favour

Can you imagine living in a world where your life is left to a game of chance? A world where if your name is simply pulled from a hat, you must not only survive but be expected to kill another human being for the entertainment of the rich and powerful. This is the world come to life in Suzanne Collins' science fiction novel for young adult readers: "The Hunger Games". The novel is centered around Katniss Everdeen - a 16-year-old girl living in a future North America known as "Panem". Each year, the Capitol selects a boy and a girl between the ages of 12 and 18 from each of the twelve outlying districts to compete in the annual "Hunger Games", a televised fight-to-the-death. In this gripping Collins' dystopian novel explores the major themes of sacrifice, inequality, and power.

"The Hunger Games" explores sacrifice. Collins' develops the character, Katniss, as fierce, yet compassionate. The portrayal of Katniss' behaviour, not only captivates but connects the audience to her. *"In District 12, where the word tribute is pretty much synonymous with the word corpse, volunteers are all but extinct."* Her acting as the first volunteer tribute shows how she would put her own life on the line to keep her sister free of danger. The author cleverly uses Katniss's selfless actions to create a ferocious protagonist who embodies the ability to love and sacrifice for those important to her.

'The Hunger Games' forces the reader to question social inequality and injustice. In Panem, wealth is heavily concentrated in the hands of the rich, particularly those people living in the Capitol and certain districts (One and Two). The result is a huge disparity between their lives and the lives of the poor. *"What must it be like, I wonder, to live in a world where food appears at the press of a button?"* Collins reveals social inequalities throughout the novel, most notably the tesserae rationing system. The use of emotive language and rhetorical questions throughout the text allows the reader to empathise with the characters and understand that the odds are not quite ever in their favour.

Abuse of power by corrupt, totalitarian governments is a central theme explored in the Hunger Games. The brutal and repressive Capitol regime will do anything to hold total control. Collins ironically utilises the wealthy's entertainment – a brutal game show, as a control mechanism over the population. *"Taking the kids from our districts, forcing them to kill one another while we watch..."* Readers are equally lured into the spectacle of The Games. The blurred lines between reality and fiction numb the elite's consciousness to demanding gruesome entertainment.

This dystopian novel, The Hunger Games tackles the darker side of humanity. It centers around an imagined society in which people lead wretched, dehumanized, fearful lives. Although it requires a level of maturity with some of its morbid themes, this novel is one which will be enjoyed by all.

HARRISON BERGERON by Kurt Vonnegut, Jr.

THE YEAR WAS 2081, and everybody was finally equal. They weren't only equal before God and the law. They were equal every which way. Nobody was smarter than anybody else. Nobody was better looking than anybody else. Nobody was stronger or quicker than anybody else. All this equality was due to the 211th, 212th, and 213th Amendments to the Constitution, and to the unceasing vigilance of agents of the United States Handicapper General.

Some things about living still weren't quite right, though. April for instance, still drove people crazy by not being springtime. And it was in that clammy month that the H-G men took George and Hazel Bergeron's fourteen-year-old son, Harrison, away.

It was tragic, all right, but George and Hazel couldn't think about it very hard. Hazel had a perfectly average intelligence, which meant she couldn't think about anything except in short bursts. And George, while his intelligence was way above normal, had a little mental handicap radio in his ear. He was required by law to wear it at all times. It was tuned to a government transmitter. Every twenty seconds or so, the transmitter would send out some sharp noise to keep people like George from taking unfair advantage of their brains.

George and Hazel were watching television. There were tears on Hazel's cheeks, but she'd forgotten for the moment what they were about.

On the television screen were ballerinas.

A buzzer sounded in George's head. His thoughts fled in panic, like bandits from a burglar alarm.

"That was a real pretty dance, that dance they just did," said Hazel.

"Huh" said George.

"That dance-it was nice," said Hazel.

"Yup," said George. He tried to think a little about the ballerinas. They weren't really very good-no better than anybody else would have been, anyway. They were burdened with sashweights and bags of birdshot, and their faces were masked, so that no one, seeing a free and graceful gesture or a pretty face, would feel like something the cat drug in. George was toying with the vague notion that maybe dancers shouldn't be handicapped. But he didn't get very far with it before another noise in his ear radio scattered his thoughts.

George winced. So did two out of the eight ballerinas.

Hazel saw him wince. Having no mental handicap herself, she had to ask George what the latest sound had been.

"Sounded like somebody hitting a milk bottle with a ball peen hammer," said George.

"I'd think it would be real interesting, hearing all the different sounds," said Hazel a little envious. "All the things they think up."

"Um," said George.

"Only, if I was Handicapper General, you know what I would do?" said Hazel. Hazel, as a matter of fact, bore a strong resemblance to the Handicapper General, a woman named Diana Moon Glampers. "If I was Diana Moon Glampers," said Hazel, "I'd have chimes on Sunday-just chimes. Kind of in honor of religion."

"I could think, if it was just chimes," said George.

"Well-maybe make 'em real loud," said Hazel. "I think I'd make a good Handicapper General."

"Good as anybody else," said George.

"Who knows better then I do what normal is?" said Hazel.

"Right," said George. He began to think glimmeringly about his abnormal son who was now in jail, about Harrison, but a twenty-one-gun salute in his head stopped that.

"Boy!" said Hazel, "that was a doozy, wasn't it?"

It was such a doozy that George was white and trembling, and tears stood on the rims of his red eyes. Two of the eight ballerinas had collapsed to the studio floor, were holding their temples.

"All of a sudden you look so tired," said Hazel. "Why don't you stretch out on the sofa, so's you can rest your handicap bag on the pillows, honeybunch." She was referring to the forty-seven pounds of birdshot in a canvas bag, which was padlocked around George's neck. "Go on and rest the bag for a little while," she said. "I don't care if you're not equal to me for a while."

George weighed the bag with his hands. "I don't mind it," he said. "I don't notice it any more. It's just a part of me."

"You been so tired lately-kind of wore out," said Hazel. "If there was just some way we could make a little hole in the bottom of the bag, and just take out a few of them lead balls. Just a few."

"Two years in prison and two thousand dollars fine for every ball I took out," said George. "I don't call that a bargain."

"If you could just take a few out when you came home from work," said Hazel. "I mean-you don't compete with anybody around here. You just set around."

"If I tried to get away with it," said George, "then other people'd get away with it-and pretty soon we'd be right back to the dark ages again, with everybody competing against everybody else. You wouldn't like that, would you?"

"I'd hate it," said Hazel.

"There you are," said George. The minute people start cheating on laws, what do you think happens to society?"

If Hazel hadn't been able to come up with an answer to this question, George couldn't have supplied one. A siren was going off in his head.

"Reckon it'd fall all apart," said Hazel.

"What would?" said George blankly.

"Society," said Hazel uncertainly. "Wasn't that what you just said?"

"Who knows?" said George.

The television program was suddenly interrupted for a news bulletin. It wasn't clear at first as to what the bulletin was about, since the announcer, like all announcers, had a serious speech impediment. For about half a minute, and in a state of high excitement, the announcer tried to say, "Ladies and Gentlemen."

He finally gave up, handed the bulletin to a ballerina to read.

"That's all right-" Hazel said of the announcer, "he tried. That's the big thing. He tried to do the best he could with what God gave him. He should get a nice raise for trying so hard."

"Ladies and Gentlemen," said the ballerina, reading the bulletin. She must have been extraordinarily beautiful, because the mask she wore was hideous. And it was easy to see that she was the strongest and most graceful of all the dancers, for her handicap bags were as big as those worn by two-hundred pound men.

And she had to apologize at once for her voice, which was a very unfair voice for a woman to use. Her voice was a warm, luminous, timeless melody. "Excuse me-" she said, and she began again, making her voice absolutely uncompetitive.

"Harrison Bergeron, age fourteen," she said in a grackle squawk, "has just escaped from jail, where he was held on suspicion of plotting to overthrow the government. He is a genius and an athlete, is under-handicapped, and should be regarded as extremely dangerous."

A police photograph of Harrison Bergeron was flashed on the screen-upside down, then sideways, upside down again, then right side up. The picture showed the full length of Harrison against a background calibrated in feet and inches. He was exactly seven feet tall.

The rest of Harrison's appearance was Halloween and hardware. Nobody had ever born heavier handicaps. He had outgrown hindrances faster than the H-G men could think them up. Instead of a little ear radio for a mental handicap, he wore a tremendous pair of earphones, and spectacles with thick wavy lenses. The spectacles were intended to make him not only half blind, but to give him whanging headaches besides.

Scrap metal was hung all over him. Ordinarily, there was a certain symmetry, a military neatness to the handicaps issued to strong people, but Harrison looked like a walking junkyard. In the race of life, Harrison carried three hundred pounds.

And to offset his good looks, the H-G men required that he wear at all times a red rubber ball for a nose, keep his eyebrows shaved off, and cover his even white teeth with black caps at snaggle-tooth random.

"If you see this boy," said the ballerina, "do not - I repeat, do not - try to reason with him."

There was the shriek of a door being torn from its hinges.

Screams and barking cries of consternation came from the television set. The photograph of Harrison Bergeron on the screen jumped again and again, as though dancing to the tune of an earthquake.

George Bergeron correctly identified the earthquake, and well he might have - for many was the time his own home had danced to the same crashing tune. "My God-" said George, "that must be Harrison!"

The realization was blasted from his mind instantly by the sound of an automobile collision in his head.

When George could open his eyes again, the photograph of Harrison was gone. A living, breathing Harrison filled the screen.

Clanking, clownish, and huge, Harrison stood - in the center of the studio. The knob of the uprooted studio door was still in his hand. Ballerinas, technicians, musicians, and announcers cowered on their knees before him, expecting to die.

"I am the Emperor!" cried Harrison. "Do you hear? I am the Emperor! Everybody must do what I say at once!" He stamped his foot and the studio shook.

"Even as I stand here" he bellowed, "crippled, hobbled, sickened - I am a greater ruler than any man who ever lived! Now watch me become what I can become!"

Harrison tore the straps of his handicap harness like wet tissue paper, tore straps guaranteed to support five thousand pounds.

Harrison's scrap-iron handicaps crashed to the floor.

Harrison thrust his thumbs under the bar of the padlock that secured his head harness. The bar snapped like celery. Harrison smashed his headphones and spectacles against the wall.

He flung away his rubber-ball nose, revealed a man that would have awed Thor, the god of thunder.

"I shall now select my Empress!" he said, looking down on the cowering people. "Let the first woman who dares rise to her feet claim her mate and her throne!"

A moment passed, and then a ballerina arose, swaying like a willow.

Harrison plucked the mental handicap from her ear, snapped off her physical handicaps with marvelous delicacy. Last of all he removed her mask.

She was blindingly beautiful.

"Now-" said Harrison, taking her hand, "shall we show the people the meaning of the word dance? Music!" he commanded.

The musicians scrambled back into their chairs, and Harrison stripped them of their handicaps, too. "Play your best," he told them, "and I'll make you barons and dukes and earls."

The music began. It was normal at first-cheap, silly, false. But Harrison snatched two musicians from their chairs, waved them like batons as he sang the music as he wanted it played. He slammed them back into their chairs.

The music began again and was much improved.

Harrison and his Empress merely listened to the music for a while-listened gravely, as though synchronizing their heartbeats with it.

They shifted their weights to their toes.

Harrison placed his big hands on the girls tiny waist, letting her sense the weightlessness that would soon be hers.

And then, in an explosion of joy and grace, into the air they sprang!

Not only were the laws of the land abandoned, but the law of gravity and the laws of motion as well.

They reeled, whirled, swiveled, flounced, capered, gamboled, and spun.

They leaped like deer on the moon.

The studio ceiling was thirty feet high, but each leap brought the dancers nearer to it.

It became their obvious intention to kiss the ceiling. They kissed it.

And then, neutralizing gravity with love and pure will, they remained suspended in air inches below the ceiling, and they kissed each other for a long, long time.

It was then that Diana Moon Glampers, the Handicapper General, came into the studio with a double-barreled ten-gauge shotgun. She fired twice, and the Emperor and the Empress were dead before they hit the floor.

Diana Moon Glampers loaded the gun again. She aimed it at the musicians and told them they had ten seconds to get their handicaps back on.

It was then that the Bergerons' television tube burned out.

Hazel turned to comment about the blackout to George. But George had gone out into the kitchen for a can of beer.

George came back in with the beer, paused while a handicap signal shook him up. And then he sat down again. "You been crying" he said to Hazel.

"Yup," she said.

"What about?" he said.

"I forget," she said. "Something real sad on television."

"What was it?" he said.

"It's all kind of mixed up in my mind," said Hazel.

"Forget sad things," said George.

"I always do," said Hazel.

"That's my girl," said George. He winced. There was the sound of a rivetting gun in his head.

"Gee - I could tell that one was a doozy," said Hazel.

"You can say that again," said George.

"Gee-" said Hazel, "I could tell that one was a doozy."

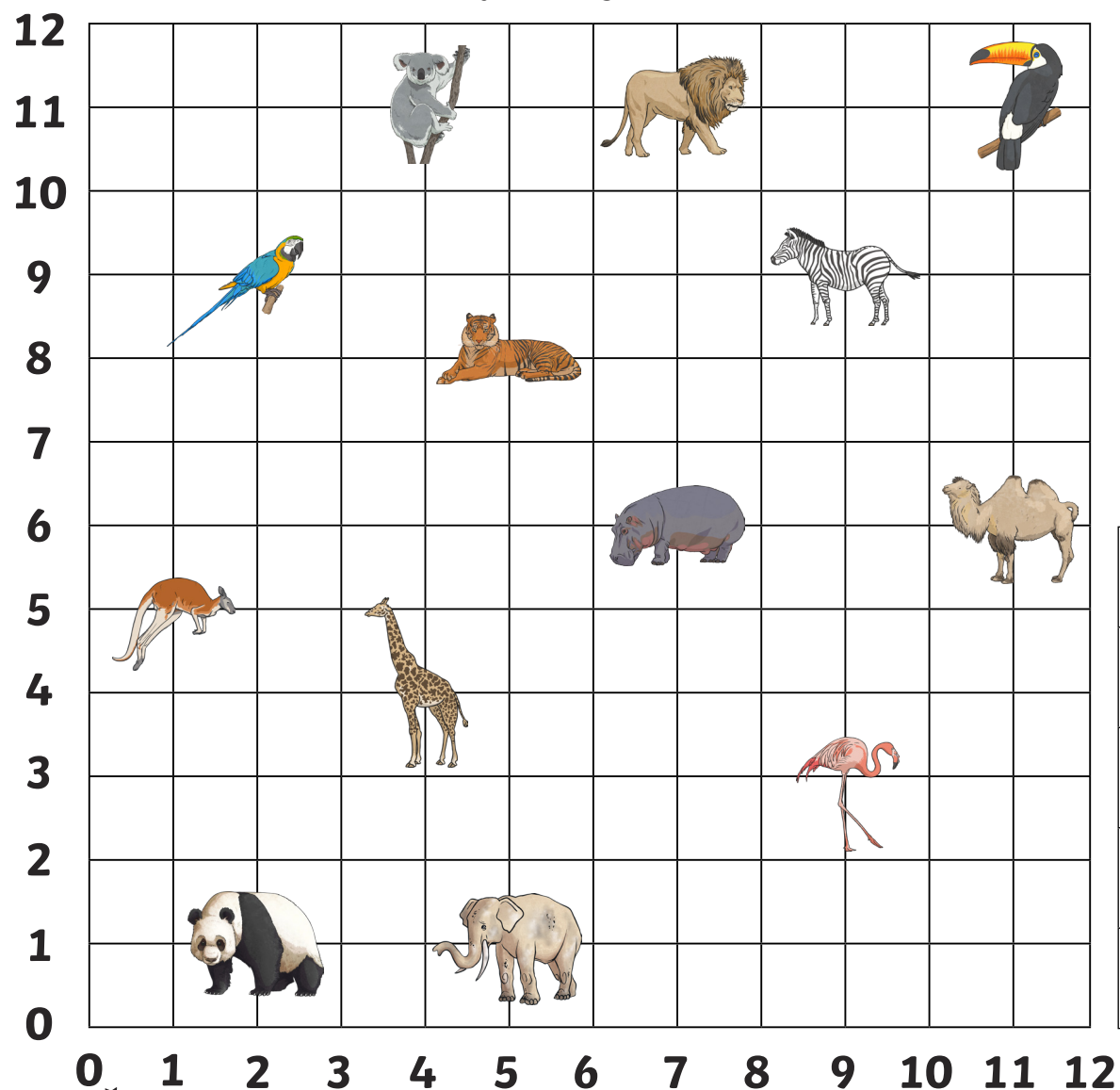
"Harrison Bergeron" is copyrighted by Kurt Vonnegut, Jr., 1961.



Zoo Coordinates

Math - Friday

Which zoo animal is at the following coordinates?



(7,11) = _____ (7,6) = _____

(2,1) = _____ (11,6) = _____

(11,11) = _____ (1,5) = _____

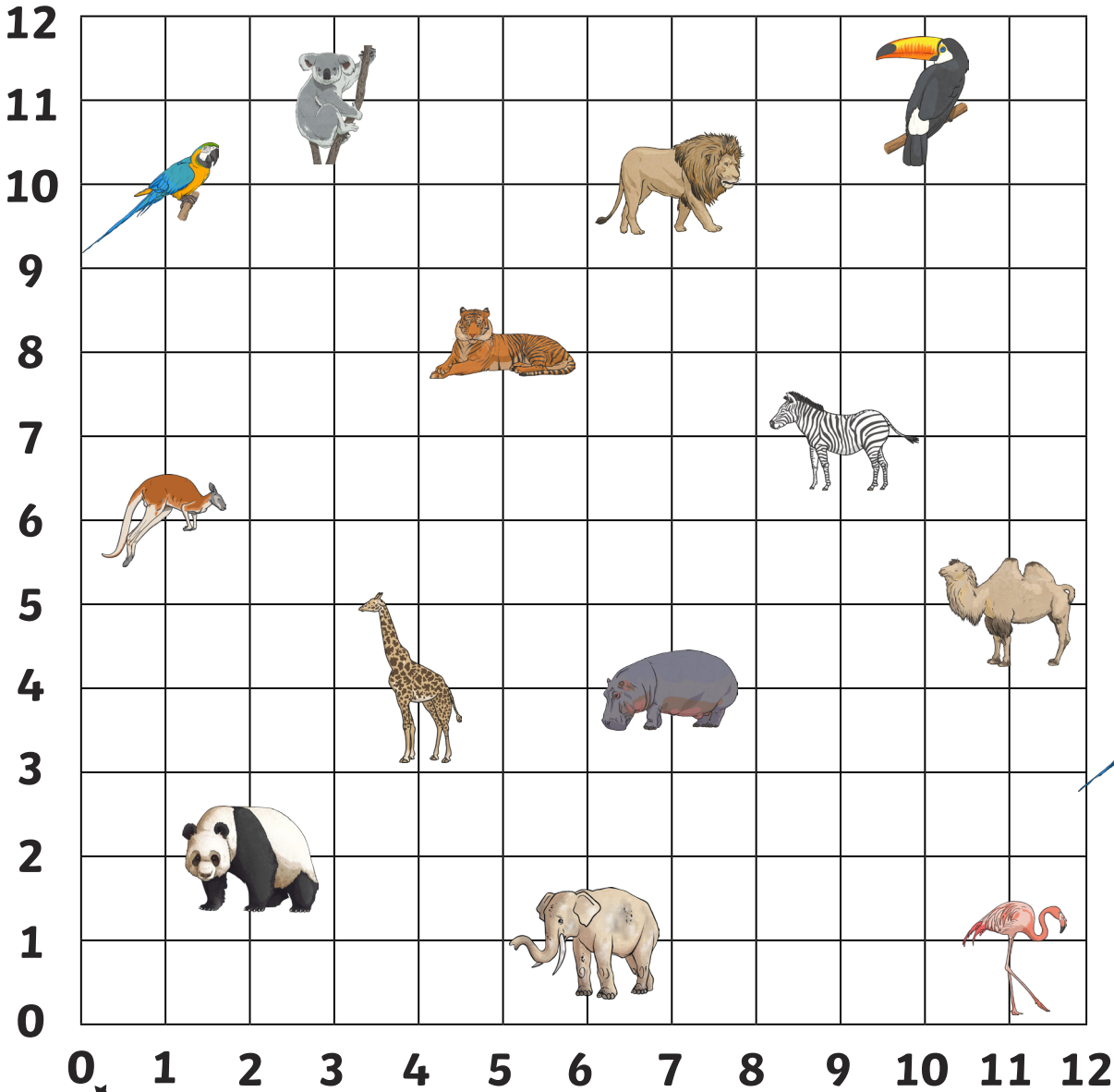
(9,3) = _____ (9,9) = _____

(4,11) = _____ (5,8) = _____


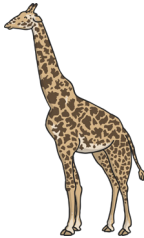








parrot	kangaroo	panda
koala	tiger	giraffe
elephant	flamingo	hippo
camel	zebra	lion
toucan		



Zoo Coordinates

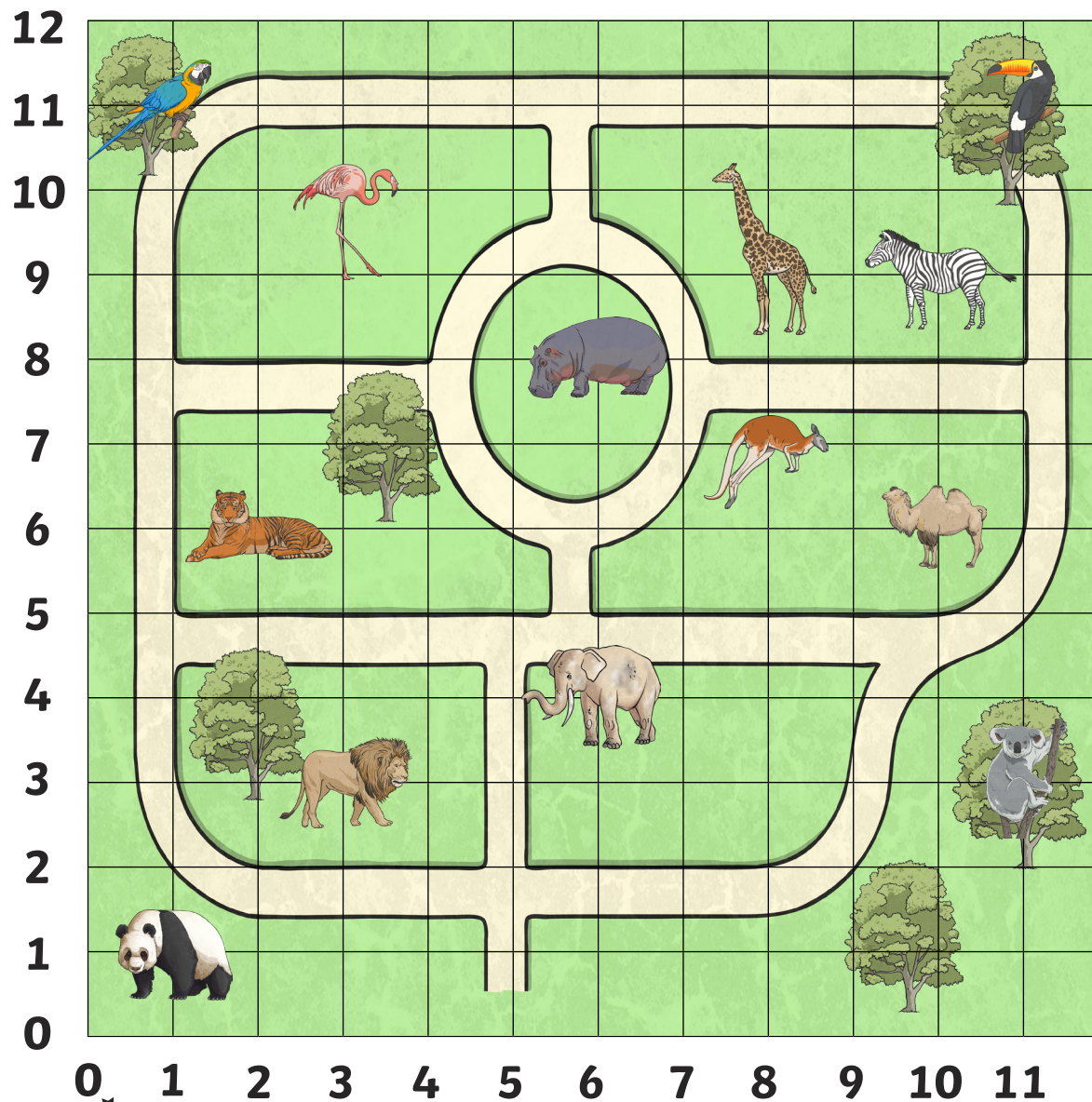


Write the coordinates for the zoo animals:

	= (,)		= (,)
	= (,)		= (,)
	= (,)		= (,)
	= (,)		= (,)
	= (,)		= (,)



Zoo Coordinates



Which animal is at these coordinates on the zoo map?

(11,11) = _____

(2,6) = _____

(6,8) = _____

(3,10) = _____

(11,3) = _____

(1,1) = _____

Write the coordinates of these animals on the zoo map:



=



=



=



=



=



=

Draw your own zoo animals at these coordinates on the map:

(6,1)

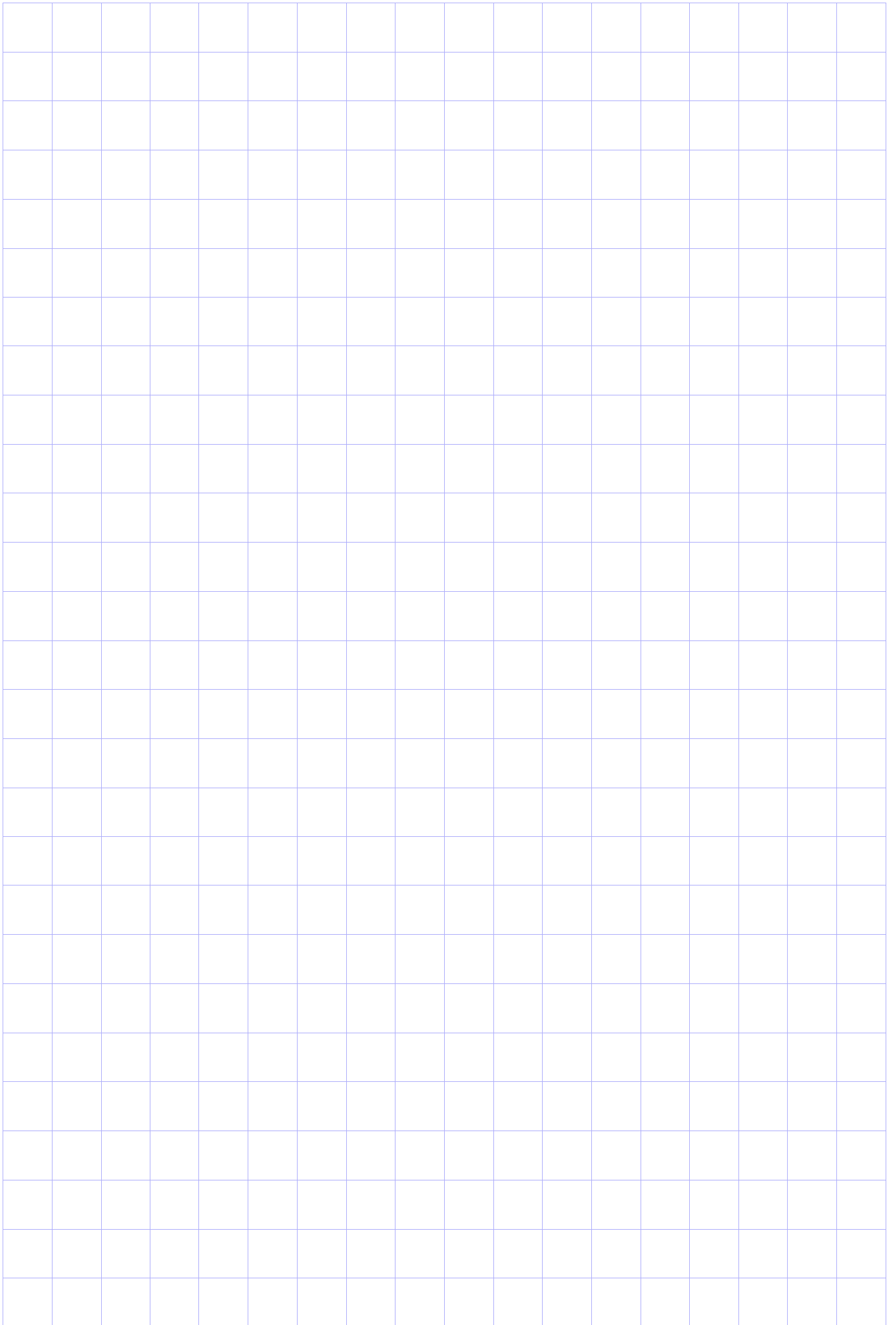
(2,9)

(7,3)

(8,3)

(8,6)

(11,1)



Year 6 Specialist Learning from Home Grid Term 4 Week 1

Phonics

Monday – Friday

- Look, cover, write and check the following camera words.

Camera words	Monday	Tuesday	Wednesday	Thursday	Friday
great					
break					
steak					
whole					
prove					
sugar					

Write a complex sentence for each camera word. A complex sentence is formed by adding one or more subordinate clause to the main clause using a conjunction.

- _____
- _____
- _____
- _____
- _____
- _____

Tuesday

Read each word in the column on the left before you start. Match the pairs of words and then fill in the blanks to complete the word, saying each sound as you write. Write each sound in its own box. If two or three letters make one sound (e.g., ee, ore, th, ch), write them in the same box.

leaks

mirth

feed

chain

more

steep

teach

		n	
		d	
s			p
l	ea	k	s
t			
		th	
m			

Wednesday

We can break words into separate parts called syllables. Some words have only one syllable and some words have more than one syllable. Syllables are sometimes called the beats in a word.

- Read the words, then clap the syllables in each word. Each word has two syllables. For example, gob 🖐️ lin 🖐️

coff/ee	es/teem	free/dom
treat/ment	pea/nut	mean/while
bea/con	can/teen	meet/ing

Year 6 Specialist Learning from Home Grid Term 4 Week 1

Wednesday

- Find and circle the words in the wordsearch.

greet	weak	breathe	team	stream
fleece	cheat	heave	reed	heat

f	l	e	e	c	e	c	e	p	b
x	t	h	e	a	v	e	u	e	r
g	r	e	e	t	y	c	i	g	e
h	r	a	s	s	o	h	p	a	a
e	z	t	c	t	w	e	a	k	t
a	s	r	b	r	e	a	n	a	h
t	e	a	m	e	j	t	h	g	e
v	m	z	q	a	r	e	e	d	m
t	h	e	n	m	m	s	h	c	l

Thursday

- Read and write all the words that have an ea and ee sound in the find a word.

- Use these words to write five complex sentences.

- _____
- _____
- _____
- _____
- _____

- Draw a line to match the word to the meaning.

stream

reed

heave

fleece

Lift or haul (something heavy) with great effort.

A small, narrow river.

The woolly covering of a sheep or goat.

A tall, slender-leaved plant of the grass family, which grows in water or on

Reading

Pip's Surprise Meal

299 words

Pip is keen to make an **appealing** meal for Mum. She has never made a dish before. "But how hard can it be?" she thinks.

She pops up her sleeves and cleans her hands, eager to start. She begins by steaming a fresh leek, some beans and some frozen peas in a pot. Meanwhile, she gets some lean beef and chops it up. She also has time to mix some fish with ice-cream. Then she takes the greens off the stove. They are nice and soft and she mashes them into a thick green **slush**.

"Too easy," she says to herself. "This is fun!"

Pip places all the bits on a plate. She begins with the beef, then the fish mix and the green slush. To finish, she decorates everything with some red streaks of tomato sauce.

"Hmmm," she thinks, "It's nice so far, but the meal is still missing a bit. I need a side dish."

She pops some corn, adds some thick peanut butter and grates some hard cheese on top. Then she sticks it all in the microwave and heats it until the cheese melts.

"Beep, beep, beep," dings the microwave.

"Yum!" thinks Pip.

She adds her popcorn side dish to her beef plate. But it still seems **incomplete**.

Then Pip sees what she needs! She crunches some Weet-Bix over it all and places a clean mint leaf on top. Ah, perfect. She takes the plate in to Mum, and hands her a crisp white napkin and a large fork.

"I call it Beef Surprise with Popcorn Melt. It is a real treat! I hope you like it," says Pip.

Mum is very surprised. In fact, she is so pleased with the meal that she tells Pip that she will eat just a small bit now and freeze the rest for later.

"Okay," says Pip with a contented smile. "And I can make you some more any time you like!"

Monday- Read the story and answer the following questions.

1. What ingredients did Pip use?

2. How did Pip prepare the leek, beans and peas? What does slush mean?

3. What was strange or odd about the ice-cream?

4. Why was the meal incomplete? What did Pip place on the meal to make it perfect?

5. What does appealing mean? Do you think that Beef Surprise with Popcorn Melt sounds like an appealing meal?

6. What meal would appeal to you?

7. Why do you think Pip's mum was going to save the rest for later?

8. How could Pip improve the next meal she prepares?

Monday – Friday

- Read the story 'Pip's Surprise Meal' to an adult or older sibling every day.
- Time yourself each day to check your fluency and expression. The aim is to improve your fluency and practise using expression as you read. Write down how many seconds it takes you to read the story every day.

Monday	Tuesday	Wednesday	Thursday	Friday

Progress Monitoring Passage 8

Dear Steve

I am so glad that my teacher told me about you and asked me to write to you. When she told me that you liked cars and tennis too, I could not believe it. We have so much in common!

As you probably know, I live in Sydney. Lots of people outside Australia seem to think that we all live in the bush or on big sheep stations. In fact most of us live in big cities like me and my family. You have probably heard of the Opera House and our famous Sydney Harbour Bridge. Well, I don't live anywhere near them either! Our house is in a suburb called Castle Hill which is about twenty kilometres from the city centre. It's also quite a long way from Bondi Beach, so don't ask!

When I think of the United States, I imagine living in a mansion like a movie star. My big sister says that most people in New York live in apartments. Where do you live? Do you have any brothers or sisters? When is your birthday?

That's all for now. I can't wait to hear from you.

With best wishes from your new friend,
Karen

196 words

Monday and Friday

- Read the 'Progress Monitoring Passage 8' to an adult or older sibling and time yourself.
- The aim is to improve your fluency and practise using expression as you read. Write down how many seconds it takes you to read the story. You should aim to get approximately 139 words per minute.

Monday	Friday

- Have you made an improvement in your reading fluency?

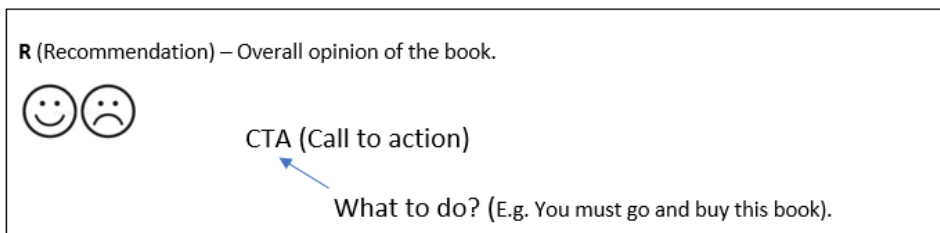
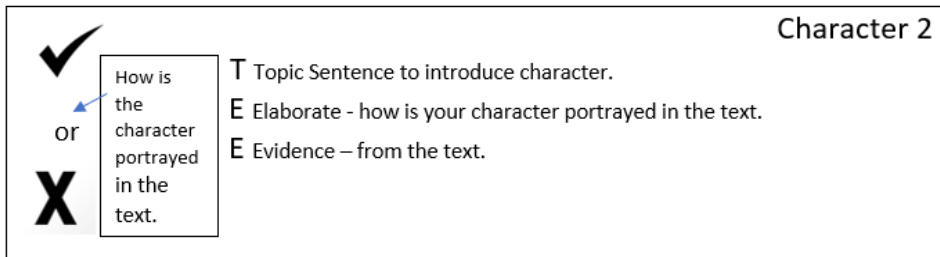
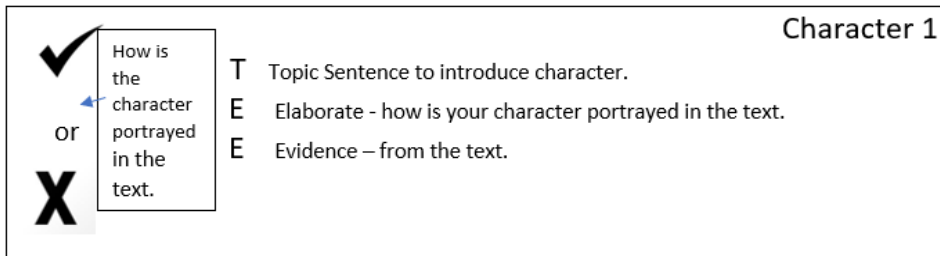
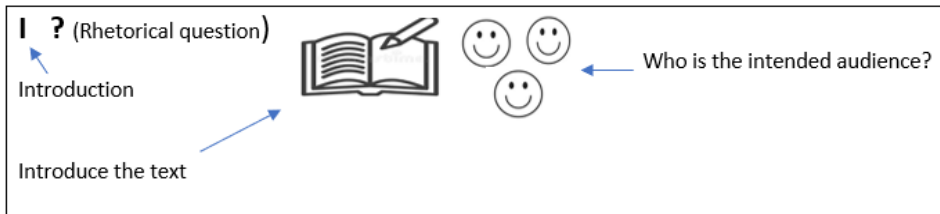
Year 6 Specialist Pack - Week 1

Tuesday

This term, we will focus on writing a review. This can be based on a book, poem or a movie.

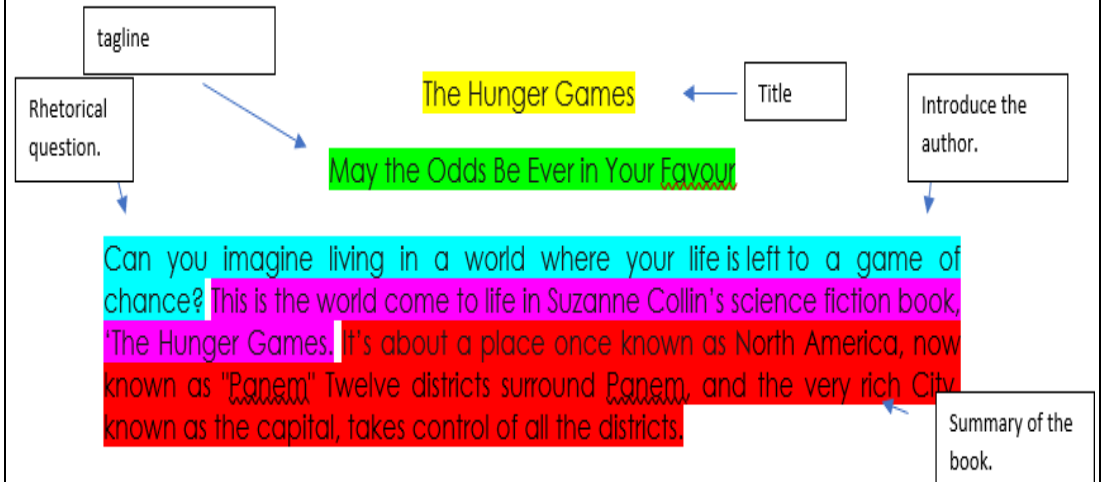
Today you will need to review the block planner and make sure you understand all the components below.

Title _____



The following book review is part of an exemplar text for the book, 'The Hunger Games'. The focus this week is the title and introduction.

Copy the title and introduction on the space provided below. Then, read it to an adult or sibling and discuss the different components.



Wednesday

Copy the block planner below on a piece of scrap paper.

Title _____

I ?



or



T
E
E

Character 1



or



T
E
E

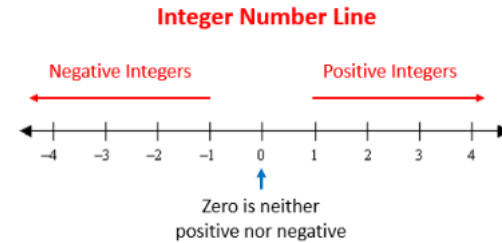
Character 2

R



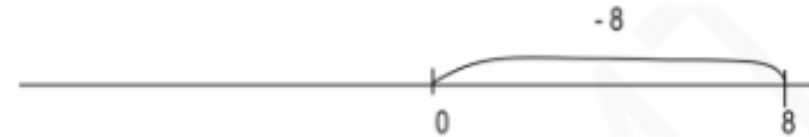
CTA

Negative Numbers



Example: It's 8 degrees and the temperature drops 10 degrees. What would the temperature be now.

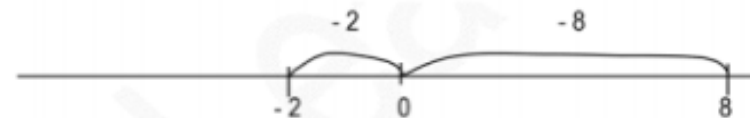
1. Record a jump from 8 to the left with -8 above it. Record a mark and zero where it ends, for example:



2. Partition 10 into 8 and 2

$$\begin{array}{r} 8 - 10 = \\ \swarrow \searrow \\ 8 + 2 \end{array}$$

3. Record a jump from 0 to the left with -2 above it. Record a mark and -2 where it ends.



4. Temperature = $8 - 10 = -2$

Complete the subtraction problems below using the number line.

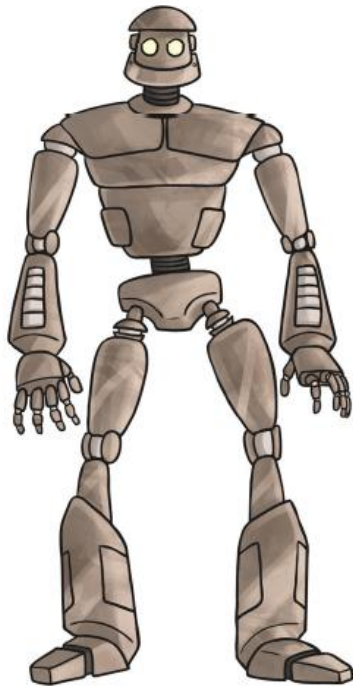
1. $3 - 7 =$ _____

2. $4 - 7 =$ _____

Thursday

Write a character description of the Iron man below. Use the words in the word bank to help you form a description.

strong	soft heart	loyal	friendly
helpful	hero	special	powerful



Complete the subtraction problems below using the number line.

1. $2 - 5 =$

2. $3 - 5 =$

3. $3 - 8 =$

4. $4 - 9 =$

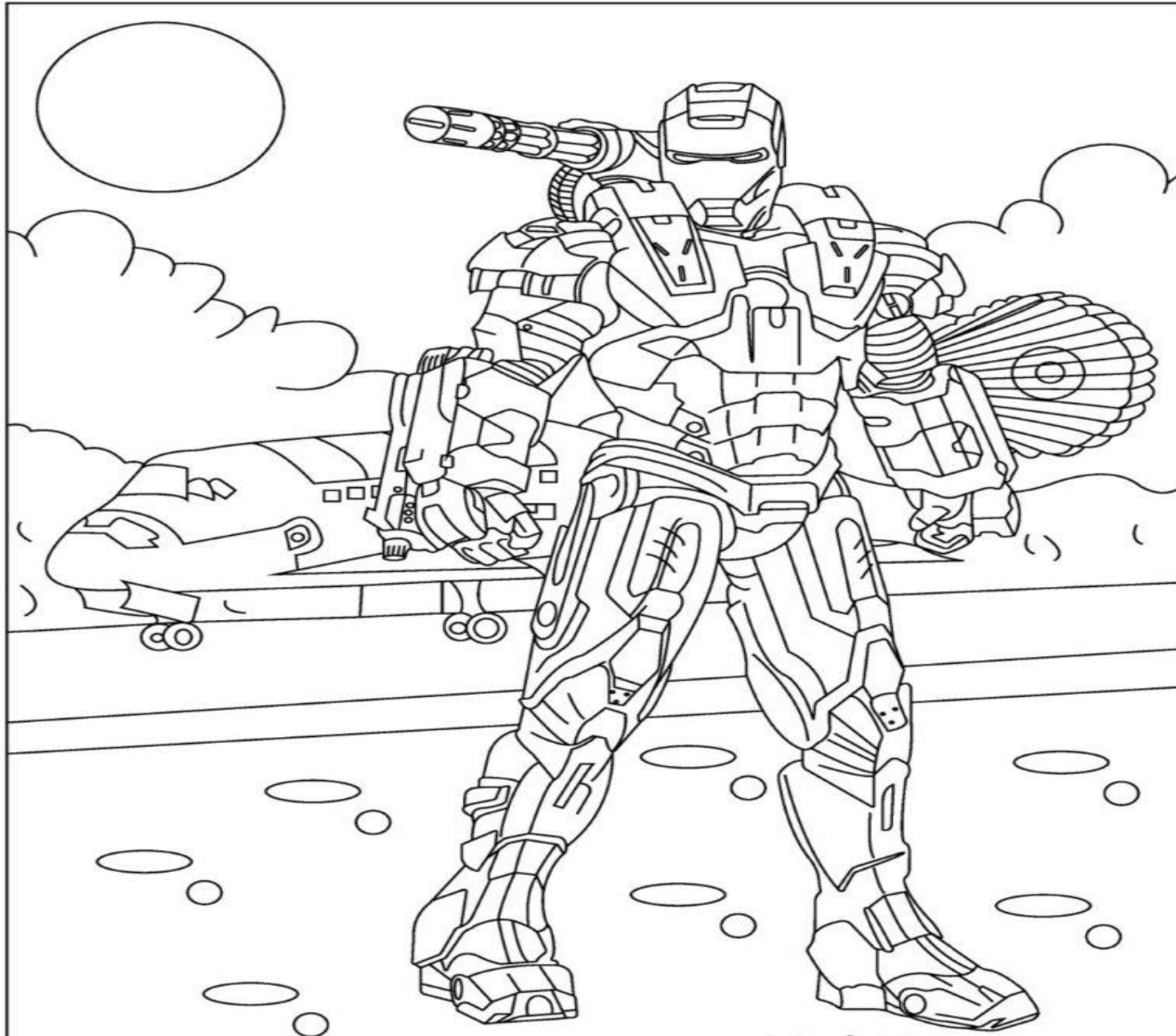
5. $2 - 6 =$

6. $1 - 7 =$

7. $4 - 12 =$

Friday

Read aloud and follow the set of directions for this picture.



- Colour the sun in yellow.
 - Put orange rays on the sun.
 - Colour the iron man.
 - Circle the front of the aeroplane.
 - Colour the circles on the floor in grey.
 - Put an X on the clouds.
 - Draw a little iron man next to the big iron man.
 - Colour the wheels of the aeroplane in black.
- **Use the set of directions to help you describe your picture to an adult in full spoken sentences.**