

Year 6 Learning from Home – Term 4 Week 2

Monday	Tuesday	Wednesday	Thursday	Friday
MORNING SESSION				
<p><u>Literacy</u> Morning Routine Read through the slides on book genres. Read through the genre matching cards. Cut them out, shuffle them and match them again. After you have matched them, play a game of memory with a family member.</p> <p>Sentence of the Day Read the text provided about active and passive voices in writing. Identify the subject and verb in the sentences provided.</p> <p>Reading Last week you started reading a new text, <i>The Iron Man</i>. Read Chapter 3 today so you can complete the activities for the rest of the week.</p> <p>Writing Draw the block planner.</p>	<p><u>Literacy</u> Morning Routine Read through the slides on book genres. Complete the 'Literary Genres Hunt.' Justify your choices to a family member or friend (virtually).</p> <p>Sentence of the Day Read the text to better understand the differences between using an active or passive voice in writing. Transform Monday's sentence into a sentence that uses a passive voice.</p> <p>Reading Complete <i>The Iron Man</i> Chapter 3 comprehension questions.</p> <p>Vocabulary Design your own menu for an Iron Man Restaurant using vocabulary words from the first three chapters of <i>The Iron Man</i>.</p> <p>Writing</p>	<p><u>Literacy</u> Morning Routine Throughout this term complete the <i>Book Genre Bingo</i>. How long will it take you read a book from each genre? You can use books from LiteracyPro and books at home. Write the author and title after you have read the book in the corresponding box.</p> <p>Sentence of the Day Identify the sentences in the list that use an active voice.</p> <p>Reading Different types of books are organised into groups called genres. Read the <i>Literacy Genres</i> worksheet and complete the activity.</p> <p>Vocabulary Complete the vocabulary activity by matching the word to the correct definition.</p>	<p><u>Literacy</u> Morning Routine Review the slides on genres. Complete the <i>Odd One Out</i> activity. Access Orbit (Oliver Library) and search the title of each book to identify its genre.</p> <p>Sentence of the Day Re-write the sentences provided, using an active voice.</p> <p>Reading Complete the <i>Literacy Genres Crossword</i> activity.</p> <p>Vocabulary Complete <i>The Hunger Games – Mix and Match</i> activity.</p> <p>Writing Draw the block planner. On the exemplar you were given on Monday, highlight the title/author/target. Read <i>Helpful Hints for Book Reviews</i>: title/author/target.</p>	<p><u>Literacy</u> Morning Routine This term we will be focusing on the genre Science-Fiction. Watch this video: https://youtu.be/nrusgQ5JftA Write down any texts (movies, books etc) that you have read or viewed that fit into the Science-Fiction genre.</p> <p>Sentence of the Day Remember the last book we read as a class, <i>Parvana</i>. Using an active voice, write sentences that address different aspects of the book.</p> <p>Reading Complete the <i>Genre and Subgenre</i> activity. Read the text descriptions and identify the genre and subgenre from the list. Explain your answer in a sentence or two.</p> <p>Extension Log into Literacy Pro and continue reading the eBook</p>

<p><u>Title and Tagline</u> On the exemplar, highlight the title and tagline. Read <i>Helpful Hints for Book Reviews</i>; Title and Tagline summary.</p>	<p>Draw the block planner. <u>Title and Tagline</u> Revise what you learnt yesterday. Choose one book you have read this year and create your own title and tagline for it. Post this on your Google Classroom to show your teacher and classmates.</p>	<p>Writing Draw the block planner. On the exemplar you were given on Monday, highlight the rhetorical question. Read <i>Helpful Hints for Book Reviews</i>; rhetorical questions. Based on the book you looked at yesterday, write one rhetorical question.</p>	<p>Come up with your own title/author/target sentence to use for the book you've been writing about this week.</p>	<p><i>Maze Runner</i> by James Dashner. 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 Extension Log into Storyathon and complete the 100-word story challenge. Your teacher will provide your login details. If you cannot log in/no access to a computer, look at the challenge in the LFH pack and handwrite your story.</p>
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MIDDLE SESSION

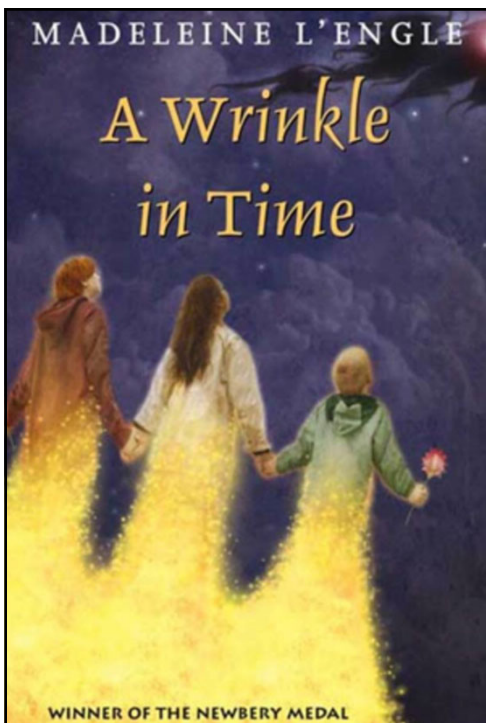
<p>CAPA – Dance HIP HOP SESSION Time: 12:45pm https://us06web.zoom.us/j/86908836259?pwd=M2NXMnNhQ2lITUVqd00zUm92cEtjQT09 Meeting ID: 869 0883 6259 Passcode: 228368</p>	<p><u>Mathematics</u> Warm up Complete the <i>Subtract Fractions with related denominators</i> worksheet. Cartesian Plane Read the recap on Cartesian planes. Complete the attached worksheet. Plot the points and connect them to draw the picture. Then complete the investigation on the grid attached.</p>	<p><u>Mathematics</u> Warm up Set up a timer and test your knowledge of multiplying and dividing by 7. Which round was your best? Cartesian Plane Complete the attached worksheets on plotting and locating coordinates on a Cartesian plane. When that is complete, get a family member and play <i>Cartesian Battleships</i>.</p>	<p><u>Mathematics</u> Warm Up Set up a timer and test your knowledge of multiplying and dividing by 6. Which round was your best? Problem Solving Complete the problem-solving questions on plotting points on the Cartesian plane.</p>	<p><u>Mathematics</u> Extension (OPTIONAL) Test your knowledge of the Cartesian plane by attempting the extension questions.</p> <p>FITNESS FRIDAY Time: 1:30pm https://us06web.zoom.us/j/85329582592?pwd=djJaUlMyZWVhaG54R08yYUJDDdGdmDz09 Meeting ID: 853 2958 2592 Passcode: 582814</p>
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AFTERNOON SESSION

<p><u>Mathematics</u> Warm up Complete the worksheet <i>Subtract Fractions</i>. Cartesian Plane Read the attached explicit teaching notes introducing the four quadrants of the Cartesian plane. To help with this, watch the following video https://www.khanacademy.org/math/cc-sixth-grade-math/cc-6th-negative-number-topic/cc-6th-coordinate-plane/v/quadrants-of-coordinate-plane Complete the <i>What are the coordinates?</i> worksheet.</p>	<p><u>Geography</u> Complete the worksheet <i>I've Been to Bali Too</i>. Use the Inquisitive link and code below to access the resources http://inq.co/class/i21 Code:1575</p>	<p><u>Science</u> Microorganisms - Lesson 2 Read through the notes and answer the questions on microorganisms and the definition of a fair test. Complete the questions based on the following experiment. https://www.youtube.com/watch?v=qoxY0z8ukUQ</p>	<p><u>PDH- Secure Passwords</u> Passwords help us stay secure online. Watch the short clip: https://youtu.be/lhIXtBNNuKs Imagine all that stands between you and a vault full of cash is a combination with 3 digits. Use your logic powers to crack the code! Play <i>Crack the code</i>. Use your new skills to create six passwords with superpowers. To make a strong password, make it: long, unusual, memorable, secret, unique and include symbols or numbers. Now test the strength of your passwords and password lengths to see how long it takes for a computer to crack your superpowered passwords. https://www.security.org/how-secure-is-my-password/</p>	<p><u>Wellbeing Week 2021</u> Wellbeing week is a reminder to stop and think about your mental health and wellbeing, and the wellbeing of people around you. <u>Show Kindness</u> Evidence shows that helping others makes us feel good too. It can help reduce stress, improve your emotional wellbeing and even benefit your physical health. + Write a thoughtful message to your classmates on Google Classroom. + Paint a rock with a kind message and place it in your front garden for those walking past to read. + Help a parent around the house. + Play a game or read with a sibling.</p>
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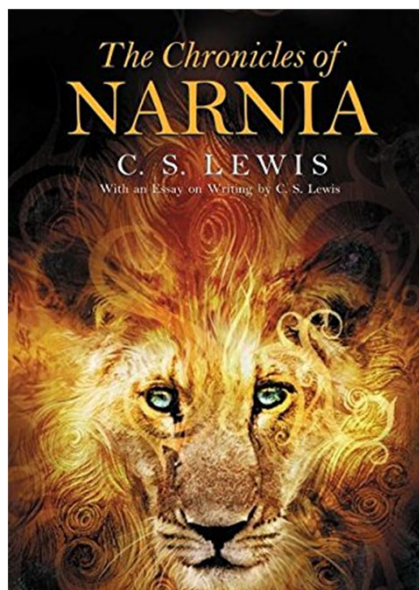
Science Fiction

Science fiction (sometimes shortened to sci-fi or SF) is a genre of speculative fiction that typically deals with imaginative and futuristic concepts such as advanced science and technology, space exploration, futuristic societies, time travel, parallel universes, and extraterrestrial life

2

Fantasy

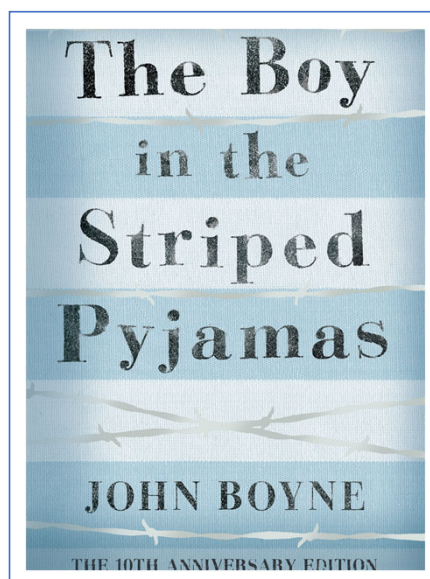
Fantasy novels are speculative fiction stories with imaginary characters set in imaginary universes. They're inspired by mythology and folklore and often include elements of magic. The genre attracts both children and adults; well-known titles include *Alice's Adventures in Wonderland* by Lewis Carroll and the *Harry Potter* series by J.K. Rowling.



3

Historical

Historical fiction novels take place in the past. Written with a careful balance of research and creativity, they transport readers to another time and place—which can be real, imagined, or a combination of both. Many historical novels tell stories that involve actual historical figures or historical events within historical settings.



4



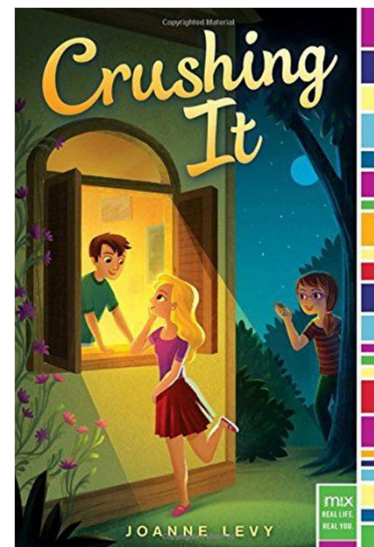
Horror

- Horror novels are meant to scare, startle, shock, and even repulse readers. Generally focusing on themes of death, demons, evil spirits, and the afterlife, they prey on fears with scary beings like ghosts, vampires, werewolves, witches, and monsters. In horror fiction, plot and characters are tools used to elicit a terrifying sense of dread.

5

Romance

Romantic fiction centers around love stories between two people. They're lighthearted, optimistic, and have an emotionally satisfying ending. Romance novels do contain conflict, but it doesn't overshadow the romantic relationship, which always prevails in the end.



6

Adventure

Definition:
A story in which the characters go somewhere exciting and dangerous.

Key Features:
A chase or narrow escape. A battle might be fought. 'Goodies' against 'Baddies'. Usually makes us wonder if the characters will make it or not.

Definition:
A story about imagined places and people. Not based on reality at all.

Horror

Definition:
A scary story written to frighten people!

Key Features:
Elements of surprise and shock. Detailed descriptions to create a scary atmosphere. All will seem well and then suddenly go wrong! Short sentences can be used for effect.

Fantasy

Key Features:
A whole other world with fantastical creatures and magic. Extraordinary and beautiful events.

Definition:
A story in which a crime is committed and the perpetrator is unknown.

Key Features:
The main character tries to solve the crime. Clues are found to help with solving the mystery, though some clues are found to lead us away from the truth and surprise us at the end.

Detective/ Mystery

Science Fiction

Definition:
Stories that are based around scientific knowledge.

Key Features:
These stories are often set in the future and scientific discoveries are usually the inspiration for the advanced technology that is mentioned in them e.g. time machine.

Myths and legends

Definition:
A myth is a traditional story, that normally involves supernatural events or beings, explaining a natural or social phenomenon.

A legend is a story that is based on an event or a person but cannot be proven.

Key features:
A story that is, or was considered true.
The characters are often non-human.
The settings are usually ancient.
The plot of the story may take place between the real world and a supernatural world.

Biography

Definition:

A story about a real person's life that is written by somebody else.

Key features:

Opening statement to introduce the person and why he/she is well known.

Can be told as a story of important events within another person's life.

It is always told in third person and past tense.

It is always told in the same order that the events take place (chronological order).

Closing statement to explain how the person will be remembered.

Key features:

Is told as a story of important events within a person's life.

It is always told in first person and past tense.

It is always told in the same order that the events take place (chronological order).

Autobiography

Definition:

A story about a real person's life that is written by himself or herself.

Monday

Sentence of the Day

Active Voice

In many forms of writing, writers are encouraged to use an active voice, as opposed to a passive voice. We are frequently encouraged to do this, but what does it mean?

In most English sentences with an action verb, the subject performs the action denoted by the verb.

These examples show that the subject is *doing* the verb's action:

The man must have eaten five hamburgers.

The *man* (subject) is doing the *eating* (verb).

Marilyn mailed the letter.

Marilyn (subject) is doing the *mailing* (verb).

Colourful parrots live in the rainforest.

Parrots (subject) are doing the *living* (verb).

Because the subject does or "acts upon" the verb in such sentences, the sentences are said to be in the **active voice**.

The sentences below are written using an active voice. Circle the subjects of the sentences and underline the verbs that the subjects are performing.

1. Mohammed woke up early in the morning.
2. Brian insisted on staying up late.
3. Matilda decided to stay home.
4. Dina threw her rubbish in the bin.
5. The school students watched a movie together.

What's to be Done With the Iron Man?

So the Spring came round the following year, leaves unfurled from the buds, daffodils spread up from the soil, and everywhere the grass shook new green points. The round hill over the Iron Man was covered with new grass. Before the end of the summer, sheep were grazing on the fine grass on the lovely hillock. People who had never heard of the Iron Man saw the green hill as they drove past on their way to the sea, and they said: "What a lovely hill! What a perfect place for a picnic!"

So people began to picnic on top of the hill. Soon, quite a path was worn up there, by people climbing to eat their sandwiches and take snaps of each other.

One day, a father, a mother, a little boy and a little girl stopped their car and climbed the hill for a picnic. They had never heard of the Iron Man and they thought the hill had been there for ever.

They spread a tablecloth on the grass. They set down the plate of sandwiches, a big pie, a roasted chicken, a bottle of milk, a bowl of tomatoes, a bagful of boiled eggs, a dish of butter and a loaf of bread, with cheese and salt and cups. The father got his stove going to boil some water for tea, and they all lay back on rugs munching food and waiting for the kettle to boil, under the blue sky.

Suddenly the father said: "That's funny!"

"What is?" asked the mother.

"I felt the ground shake," the father said. "Here, right beneath us."

"Probably an earthquake in Japan," said the mother.

"An earthquake in Japan?" cried the little boy. "How could that be?"

So the father began to explain how an earthquake in a far distant country, that shakes down buildings and empties lakes, sends a jolt right around the earth. People far away in other countries feel it as nothing more than a slight trembling of the ground. An earthquake that knocks a city flat in South America, might do no more than shake a picture off a wall in Poland. But as the father was talking, the mother gave a little gasp, then a yelp.

"The chicken!" she cried. "The cheese! The tomatoes!"

Everybody sat up. The tablecloth was sagging in the middle. As they watched the sag got deeper and all the food fell into it, dragging the tablecloth right down into

the ground. The ground underneath was splitting and the tablecloth, as they watched, slowly folded and disappeared into the crack, and they were left staring at a jagged back crack in the ground. The crack grew, it widened, it lengthened, it ran between them. The mother and the girl were on one side and the father and the boy were on the other side. The little stove toppled into the growing crack with a clatter and the kettle disappeared.

They could not believe their eyes. They stared at the widening crack. Then, as they watched, an enormous iron hand came up through the crack, groping around in the air, feeling over the grass on either side of the crack. It nearly touched the little boy, and he rolled over backwards. The mother screamed. “Run to the car,” – shouted the father. They all ran. They jumped into the car. They drove. They did not look back.

So they did not see the great iron head, square like a bedroom, with red glaring headlamp eyes, and with the tablecloth, still with the chicken and the cheese, draped across the top of it, rising out of the top of the hillock, as the Iron Man freed himself from the pit.

When the farmers realized that the Iron Man had freed himself they groaned. What could they do now? They decided to call the Army, who could pound him to bits with anti-tank guns. But Hogarth had another idea. At first, the farmers would not hear of it, least of all his own father. But at last they agreed. Yes, they would give Hogarth’s idea a trial. And if it failed, they would call in the Army.

After spending a night and a day eating all the barbed wire for miles around, as well as hinges he tore off gates and the tin cans he found in ditches, and three new tractors and two cars and a lorry, the Iron Man was resting in a clump of elm trees. There he stood, leaning among the huge branches, almost hidden by the dense leaves, his eyes glowing a soft blue.

The farmers came near, along a lane, in cars so that they could make a quick getaway in things went wrong. They stopped fifty yards from the clump of elm trees. He really was a monster. This was the first time most of them had had a good look at him. His chest was as big as a cattle truck. His arms were like cranes, and he was getting rusty, probably from eating all the old barbed wire.

Now Hogarth walked up towards the Iron Man.

“Hello,” he shouted, and stopped. “Hello, Mr Iron Man.”

The Iron Man made no move. His eyes did not change.

Then Hogarth picked up a rusty old horseshoe, and knocked it against a stone: Clonk, Clonk, Clonk!

At once, the Iron Man's eyes turned darker blue. Then purple. Then red. And finally, white, like a car headlamps. It was the only sign he gave of having heard.

"Mr Iron Man," shouted Hogarth. "We've got all the iron you want, all the food you want, and you can have it for nothing, if only you'll stop eating up the farms."

The Iron Man stood up strait. Slowly he turned, till he was looking directly at Hogarth.

"We're sorry we trapped you and buried you," shouted the little boy. "We promise we'll not deceive you again. Follow us and you can have all the metal you want. Brass too. Aluminium too. And lots of old chrome. Follow us."

The Iron Man pushed aside the boughs and came into the lane. Hogarth joined the farmers. Slowly they drove back down the lane, and slowly, with all his cogs humming, the Iron Man stepped after them.

They led through the villages. Half the people came out to stare, half ran to shut themselves inside bedrooms and kitchens. Nobody could believe their eyes when they saw the Iron Man marching behind the farmers.

At last they came to the town, and there was a great scrap-metal yard. Everything was there, old cars by the hundred, old trucks, old railway engines, old stoves, old refrigerators, old springs, bedsteads, bicycles, girders, gates, pans – all the scrap iron of the region was piled up there, rusting away.


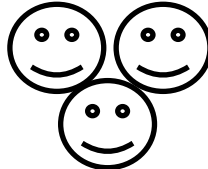
"There," cried Hogarth. "Eat all you can."

The Iron Man gazed, and his eyes turned red. He kneeled down in the yard, he stretched out on one elbow. He picked up a greasy black stove and chewed it like a toffee. There were delicious crumbs of chrome on it. He followed that with a double-decker bedstead and the brass knobs made his eyes crackle with joy. Never before had the Iron Man eaten such delicacies. As he lay there, a big truck turned into the yard and unloaded a pile of rusty chain. The Iron Man lifted a handful and let it dangle into his mouth – better than any spaghetti.

So there they left him. It was an Iron Man's heaven. The farmers went back to their farms. Hogarth visited the Iron Man every few days. Now the Iron Man's eyes were constantly a happy blue. He was no longer rusty. His body gleamed blue, like a new gun barrel. And he ate, ate, ate, ate – endlessly.

Title: _____


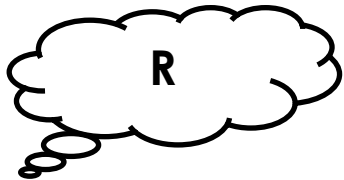



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Week 2
Exemplar Text

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.

Helpful Hints to write Book Reviews!



Week 2

The first part of a book review is the **title and tagline**. This page will show you how to include these in your book reviews.

Title (Monday)

A title tells the reader which book you are writing about. For example, if you are writing about Harry Potter and the Chamber of Secrets, your title will be Harry Potter and the Chamber of Secrets.

Note: All words should be in capital letters, except for conjunctions (as, and, because, but, for).

The Hunger Games

Tagline (Monday)

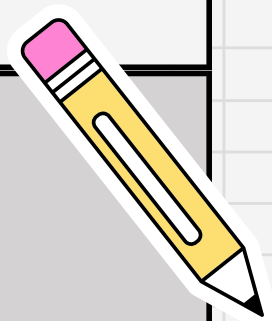


A tagline in a book review is **usually** a prominent (important) quote from the book. You can tell if a quote is *prominent* or not by saying it to a friend, and to see if your friend recognises it. A tagline for Harry Potter might be: Expelliarmus. The tagline appears directly underneath the title.

May the odds be ever in your favour

Introduction Paragraph (Part 1)

- Rhetorical Questions
- Title/Author/Target



R?

Rhetorical Question (Wednesday)

The first part of an introduction is a rhetorical question. You have practised these before so they shouldn't be new to you. A rhetorical question is a question that does not need an answer. Have a look at the examples below:

- Have you ever wished you could perform magic?
- Can you imagine living in a world where a wave of a wand can bring you whatever you desire?



Helpful Hints to write Book Reviews!



Week 2

Rhetorical Questions (Wednesday) R?

- Have you ever imagined living in a world where the government controls your entire life?
- Can you see yourself making it through a maze with deadly challenges at every turn?

Your rhetorical question will be based on whichever book you are reviewing.

Can you imagine living in a world where life is left to a game of chance?

Title/Author/target (Thursday)



The sentence following the rhetorical question should introduce the book, author and target. It can also mention the genre.

Genre - Genre is the type/theme of book. Some examples of genres include: horror, mystery, romantic, comedy, science fiction.

*This the world brought to life by Suzanne Collins' (**author**) science fiction novel for young readers (**genre and target**) "The Hunger Games" (**book**).*

Or

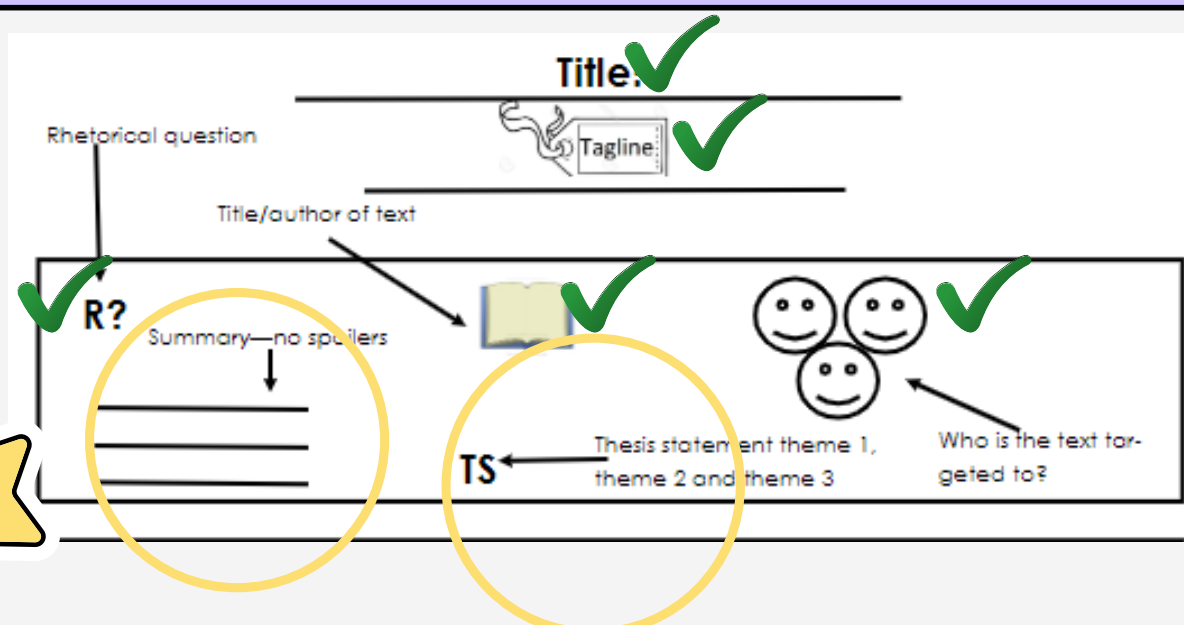
*Suzanne Collins (**author**) brings adventure and science fiction (**genre**) together with her young adult novel (**target**) "The Hunger Games" (**book**).*

This is **Part 1** of the introduction paragraph.

Next week we will look at **Part 2** of the introduction paragraph.

- summary
- thesis statement

Checklist of what we've learnt this week. We will look at the circled parts next week



Subtract Fractions

Aim: to subtract fractions

Subtract the following fractions. You will need to convert the fractions so they all have the same denominator.

1. $\frac{2}{3} - \frac{1}{2} = \underline{\quad}$
 $\frac{\quad}{6} - \frac{\quad}{6} = \frac{\quad}{6}$

2. $\frac{5}{8} - \frac{1}{2} = \underline{\quad}$
 $\frac{\quad}{8} - \frac{\quad}{8} = \frac{\quad}{8}$

3. $\frac{3}{8} - \frac{1}{3} = \underline{\quad}$
 $\frac{\quad}{24} - \frac{\quad}{24} = \frac{\quad}{24}$

4. $\frac{5}{6} - \frac{1}{4} = \underline{\quad}$
 $\frac{\quad}{12} - \frac{\quad}{12} = \frac{\quad}{12}$

5. $\frac{7}{10} - \frac{2}{3} = \underline{\quad}$
 $\frac{\quad}{30} - \frac{\quad}{30} = \underline{\quad}$

6. $\frac{3}{4} - \frac{6}{10} = \underline{\quad}$
 $\frac{\quad}{20} - \frac{\quad}{20} = \underline{\quad}$

7. $\frac{5}{12} - \frac{1}{4} = \underline{\quad}$
 $\underline{\quad} - \underline{\quad} = \underline{\quad}$

8. $\frac{3}{8} - \frac{1}{4} = \underline{\quad}$
 $\underline{\quad} - \underline{\quad} = \underline{\quad}$

9. $\frac{11}{12} - \frac{3}{6} = \underline{\quad}$
 $\underline{\quad} - \underline{\quad} = \underline{\quad}$

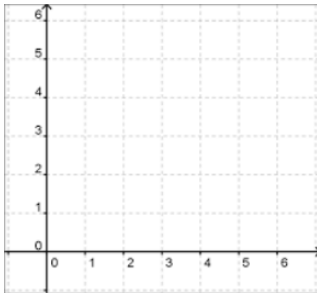
10. $\frac{2}{3} - \frac{3}{10} = \underline{\quad}$
 $\underline{\quad} - \underline{\quad} = \underline{\quad}$

Math

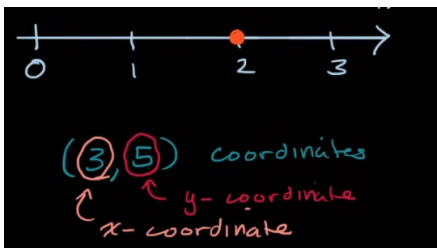
Week 2 – Monday

L1: WALT locate points on all quadrants on the cartesian plane.

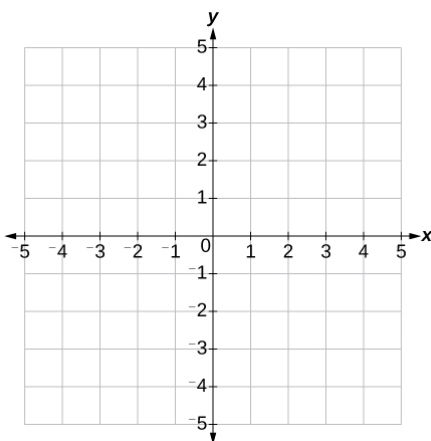
Recap: We learnt last week that two number lines can be connected to create a cartesian plane. We learnt that these number lines connect at the origin (0,0). We learnt that two positive number lines connected create a part of the cartesian plane known as quadrant one like so.



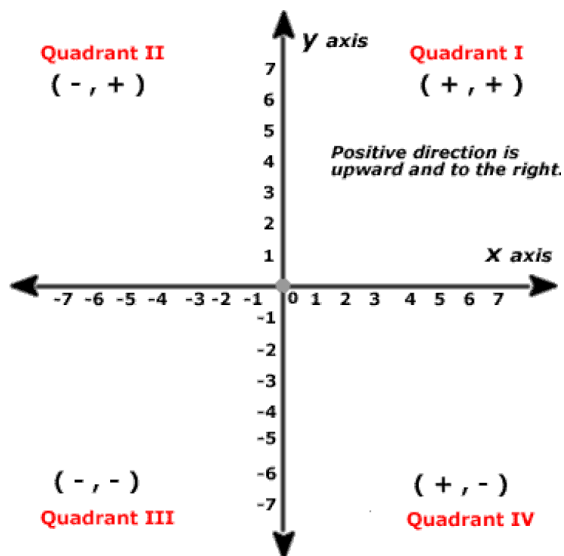
We learnt that each number line is known as an axis. The horizontal (flat) axis is known as axis x. The vertical (up and down) axis is known as axis y. We learnt that points can be located on the cartesian plane using co-ordinates such as (1,2). We learnt that the first number in the brackets is the location on the x axis and the second number is the location on the y axis such as the one here.



Today: We will extend our number lines to create four quadrants. To extend our number lines, we will introduce negative number lines like so.



To introduce negative numbers on the x axis, we move the line to the left, below zero. To introduce negative numbers to our y axis, we extend the line down, below zero. We can make our number lines go up as infinite as we chose, and below zero to negative as infinite as we chose. As you can see in the cartesian plane above, there are now four sections, these are what we call, the four quadrants.

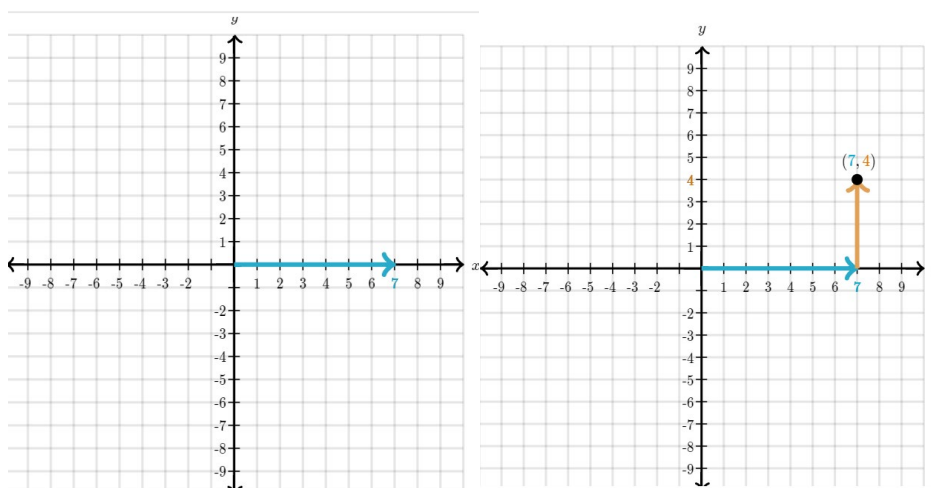


As we learnt last week, quadrant one is

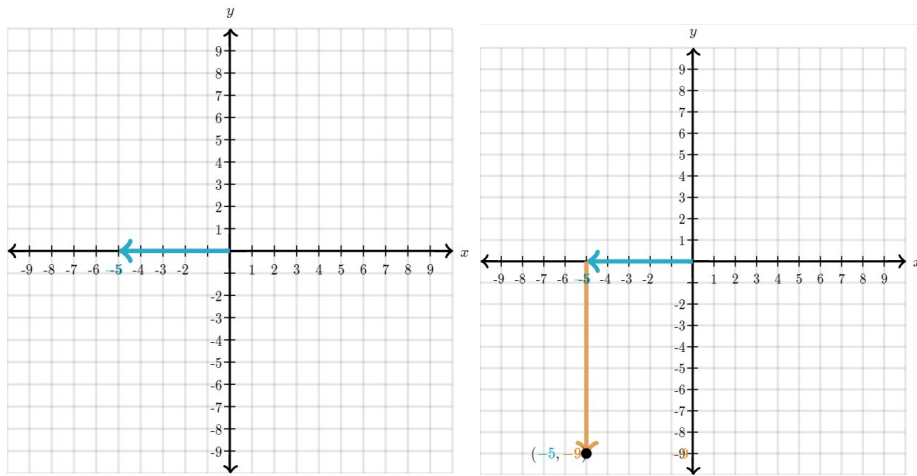
made up of positive numbers on the x axis and positive numbers on the y axis. Quadrant two is to the left, that means the quadrants move **anti-clockwise**. Quadrant two is where you will find points that are negative on the x axis and positive on the y axis such as $(-2, 1)$, this would be -2 on the x axis and up to 1 on the y axis. Quadrant three is where both numbers are negative, such as $(-2, -2)$, with -2 on the x axis and -2 on the y axis. Quadrant four is where the x axis is positive, but the y axis is negative, such as $(3, -2)$. We see in all quadrants the same rules apply, the first number in the brackets is the number on the x axis, and the second number is on the y axis.

Let's look at the examples below for quadrant 1 and quadrant 3.

Quadrant 1: Let's plot the point $(7, 4)$. Start with plotting the 7 on the x axis, then the four on the y axis.



Quadrant 3: Lets plot the point $(-5, -9)$. Start with plotting -5 on the x axis, and -9 on the y axis.

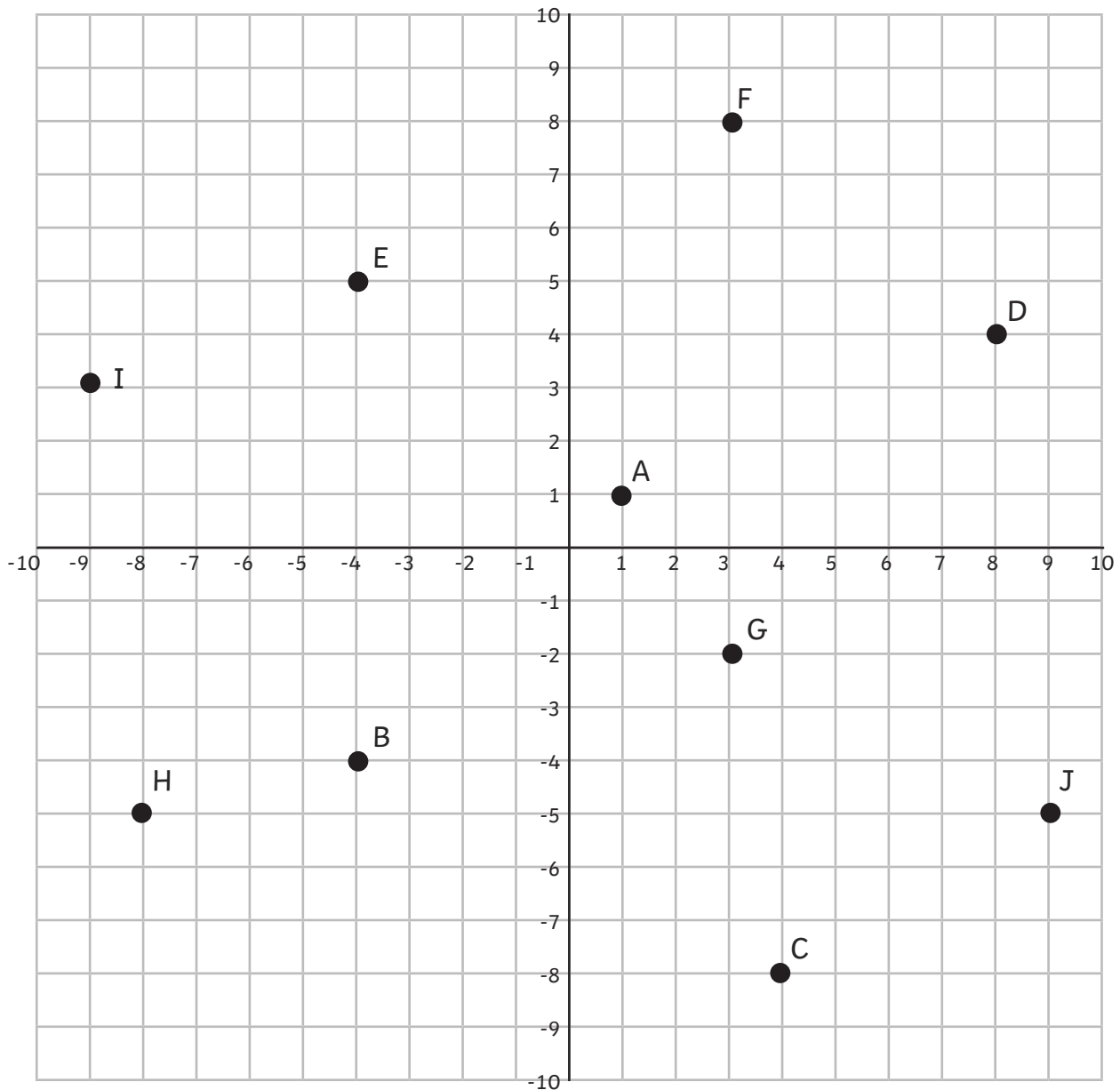


To help recap what you have learnt, watch the following video.

<https://www.khanacademy.org/math/cc-sixth-grade-math/cc-6th-negative-number-topic/cc-6th-coordinate-plane/v/quadrants-of-coordinate-plane>

What Are the Coordinates?

Write the coordinates of each point that is plotted in the grid. One has been done for you.



A = (1, 1) F = (__, __)

B = (__, __) G = (__, __)

C = (__, __) H = (__, __)

D = (__, __) I = (__, __)

E = (__, __) J = (__, __)

Challenge:

Point E moves 6 spaces to the right and 5 places down. What are its new coordinates?

(__, __)

Literary Genres Hunt

There are so many good books, sometimes it is hard to know which to read! Can you find the title of a book from each of the following genres?

Genre	Title	Author
Fiction		
Non-Fiction		
Drama		
Fable		
Fantasy		
Historical Fiction		
Humour		
Mythology		
Tall Tales		
Biography		
Autobiography		



Tuesday

Sentence of the Day

Active and Passive Voice

ACTIVE VOICE

At each concert, the soprano sang at least one tune from a well-known opera.

↑ ↑ ↑
doer of action action receiver of action

PASSIVE VOICE

At each concert, at least one tune from a well-known opera was sung by the soprano.

↑ ↗ ↑
receiver of action action doer of action

We can change the normal word order of many active sentences (those with a direct object) so that the subject is no longer *active*, but is, instead, being *acted upon* by the verb – this changes our writing to having a passive voice.

Note in these examples how the subject-verb relationship has changed.

Five hamburgers must have been eaten by the man.

Hamburgers (subject) are being *eaten* (verb).

The letter was mailed by Marilyn.

The *letter* (subject) was being *mailed* (verb).

Consider yesterday's third example of a sentence written with an active voice:

Colourful parrots live in the rainforest.

Re-write this sentence below, using a passive voice:

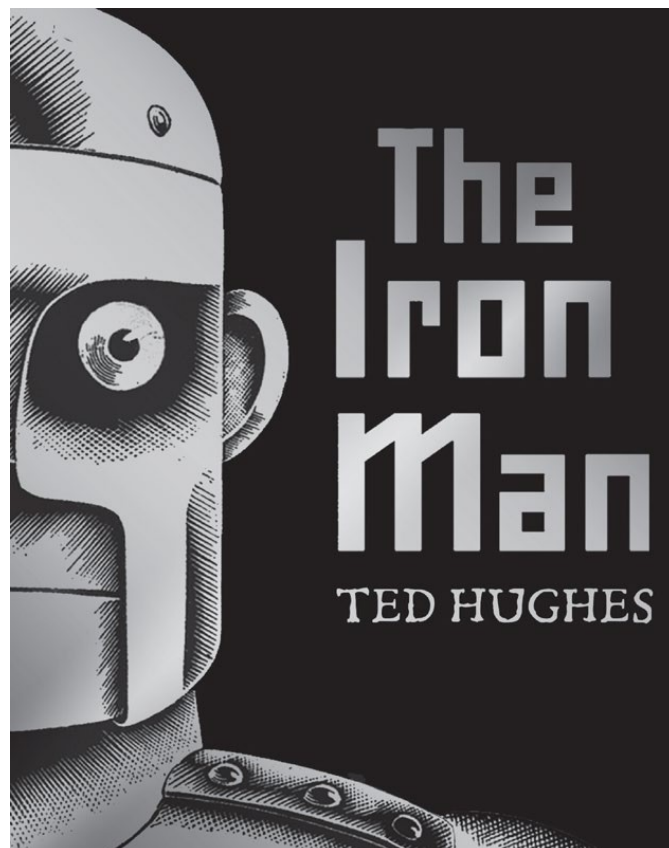
The Iron Man – Comprehension Questions

Chapter 3

1. There are lots of exclamation marks at the beginning of Chapter 3. Why do you think this is?

2. How does Hogarth's change of attitude lead to a change in behaviour?

3. Why do you think Hughes chooses to write a happy ending to Chapter 3?



The Iron Man

Look back at everything the Iron Man has eaten so far in the story, particularly at the end of Chapter 3. Design your own menu for an Iron Man Restaurant. Include plenty of delicious choices e.g. 'a greasy black stove' and remember to include a description too, e.g. tangy, chewy metal drizzled with a generous coating of oily grease, served with a side order of staples and drawing pins.

Think about your layout and presentation too!

A large, empty rectangular box with a thin black border, intended for the student to draw or write their menu design.

Subtract Fractions

Aim: to subtract fractions

Subtract the following fractions. You will need to convert the fractions so they all have the same denominator.

1. $\frac{7}{8} - \frac{1}{3} = \underline{\quad}$
 $\frac{\quad}{24} - \frac{\quad}{24} = \frac{\quad}{24}$

2. $\frac{9}{10} - \frac{3}{4} = \underline{\quad}$
 $\frac{\quad}{20} - \frac{\quad}{20} = \frac{\quad}{20}$

3. $\frac{2}{5} - \frac{1}{3} = \underline{\quad}$
 $\frac{\quad}{15} - \frac{\quad}{15} = \underline{\quad}$

4. $\frac{7}{12} - \frac{2}{5} = \underline{\quad}$
 $\frac{\quad}{60} - \frac{\quad}{60} = \underline{\quad}$

5. $\frac{16}{25} - \frac{3}{5} = \underline{\quad}$
 $\underline{\quad} - \underline{\quad} = \underline{\quad}$

6. $\frac{3}{4} - \frac{5}{7} = \underline{\quad}$
 $\underline{\quad} - \underline{\quad} = \underline{\quad}$

7. $\frac{3}{11} - \frac{1}{5} = \underline{\quad}$
 $\underline{\quad} - \underline{\quad} = \underline{\quad}$

8. $\frac{4}{9} - \frac{1}{4} = \underline{\quad}$
 $\underline{\quad} - \underline{\quad} = \underline{\quad}$

9. $\frac{1}{6} - \frac{1}{8} = \underline{\quad}$
 $\underline{\quad} - \underline{\quad} = \underline{\quad}$

10. $\frac{7}{8} - \frac{5}{6} = \underline{\quad}$
 $\underline{\quad} - \underline{\quad} = \underline{\quad}$

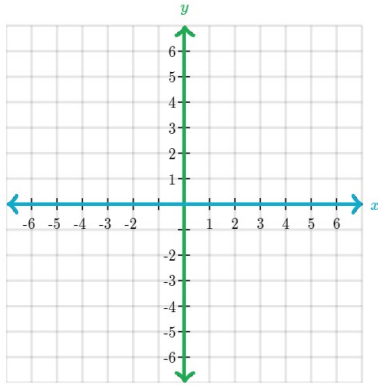
Challenge: Can you explain why these last 2 questions are similar?

Math – Tuesday

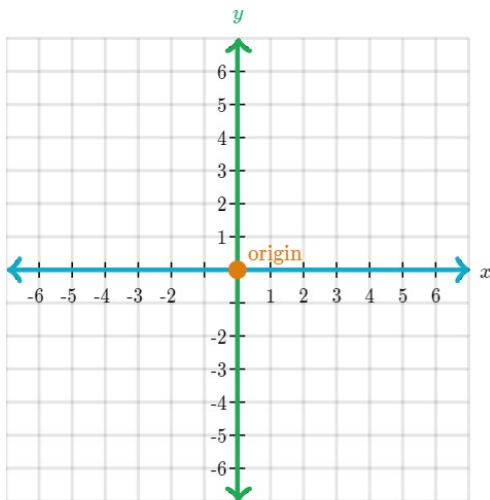
LI: WALT to plot and locate points in all four quadrants of the cartesian plane.

Recap:

What is an axis? A coordinate plane has one horizontal axis, and one vertical axis, the y-axis.

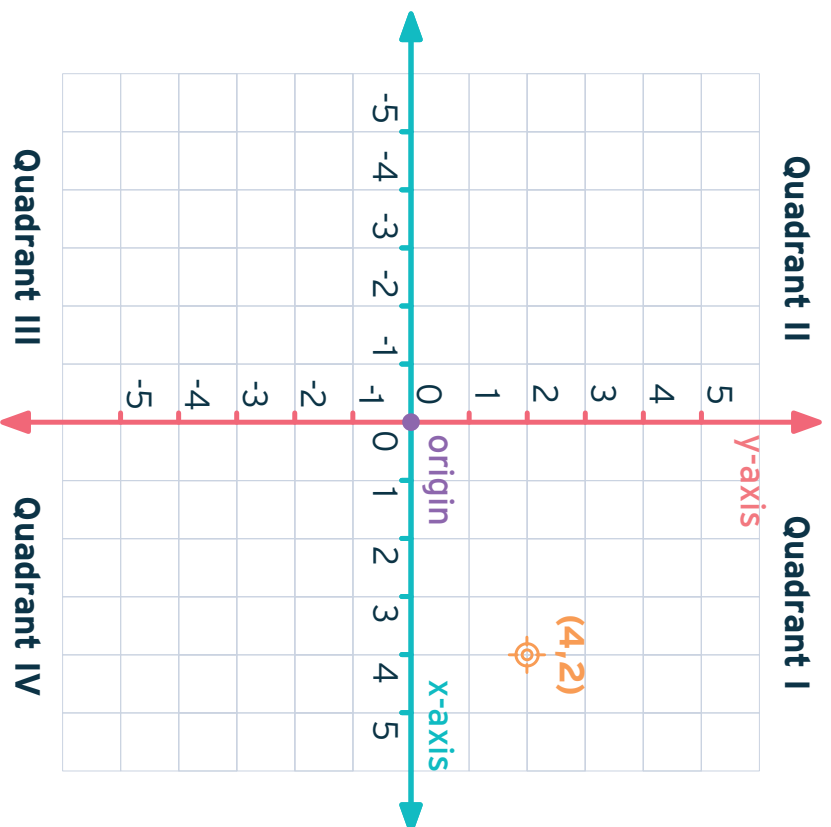


What is the origin? The origin is where the x axis and y axis meet at (0,0)



What are the four quadrants? The cartesian plane is divided into four quadrants. Quadrant one (QI) is the top right of the coordinate plane, where there are only positive coordinates. Quadrant two (QII) is the top left of the coordinate plane. They are negative x and positive y (-,+). Quadrant three (QIII) is the bottom left and they are both negative. Quadrant four (QIV) is the bottom right and they are positive x and negative y (+,-).

CARTESIAN PLANES



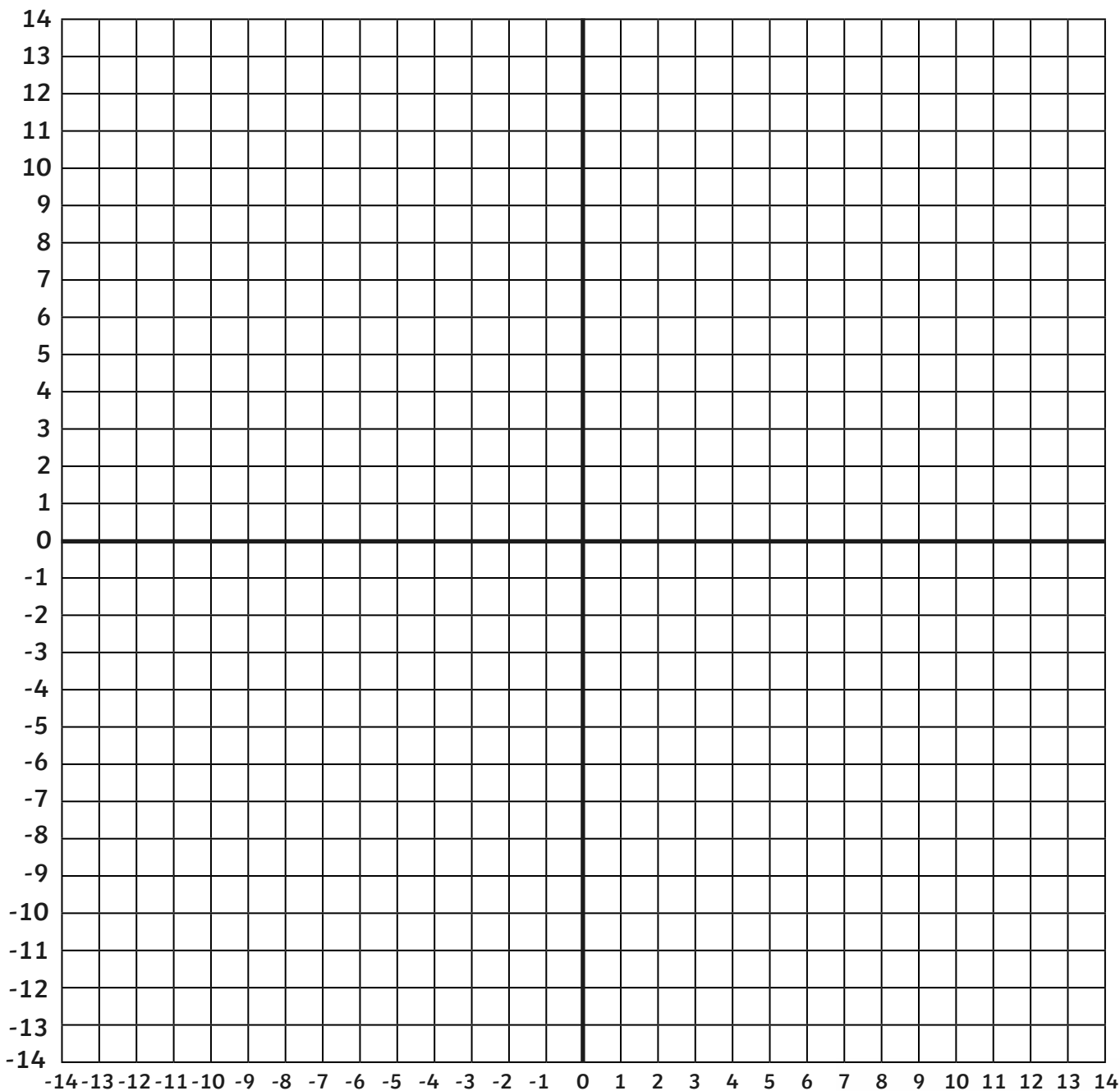
Cartesian Planes use intersecting vertical and horizontal lines to provide a graphical or visual way of describing location.

Locations are described using *coordinates*.

Coordinates locate a position on the x-axis (horizontal) first, and then the y-axis (vertical), e.g. **(4,2)**.

Shark Infested Co-ordinates

Mark the co-ordinates below with a x and then join the points to see what is lurking there.



Co-ordinates

- | | | | | |
|-------------|-------------|--------------|-------------|------------|
| a. (14, 5) | f. (4, -2) | k. (-6, -7) | p. (-13, 1) | u. (0, 3) |
| b. (13, 2) | g. (3, -4) | l. (-8, -5) | q. (-12, 2) | v. (3, 2) |
| c. (12, 0) | h. (1, -3) | m. (-9, -2) | r. (-9, 3) | w. (9, 1) |
| d. (13, -3) | i. (-4, -3) | n. (-13, -1) | s. (-4, 3) | x. (14, 5) |
| e. (10, -1) | j. (-6, -2) | o. (-11, 0) | t. (-2, 7) | |

Cartesian Coordinates.

Construct a Cartesian plane.

Select 2 cards to make Cartesian coordinates.

- Make both coordinates positive and mark the point in quadrant 1; or
- Make both coordinates negative and mark the point in quadrant 3; or
- Make the x coordinate positive and the y coordinate negative and mark the point in quadrant 4; or
- Make the x coordinate negative and the y coordinate positive and mark the point in quadrant 2.

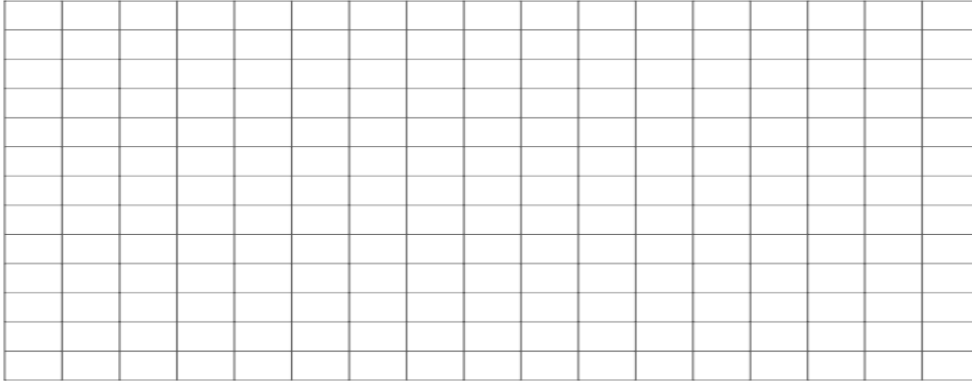
Reflection: Which coordinate do we name first? Which coordinate do we name second?

In which quadrant are both coordinates positive? Why?

In which quadrant are both coordinates negative? Why?

In which quadrant is the x coordinate positive and the y coordinate negative? Why?

In which quadrant is the y coordinate positive and the x coordinate negative? Why?



How do Australians connect with other people and places?


1

Look at the provided image. What do you see, think and wonder?

See



Think



Wonder



2

Tourism is one of the fastest growing industries in the world. In less than 25 words, write your own definition for tourism.

3

One of the reasons tourism is becoming popular is because transport is getting more accessible and reliable. What could be some other reasons?

4 People travel for different reasons. Connect the reason for travel with the destination.

To see natural features

Disneyland, USA

To experience another culture

Mount Everest, Nepal

For adventure

Coral Coast, Fiji

For entertainment

Great Barrier Reef, Australia

For relaxation

Tokyo, Japan

5 Watch the video on the best job in the world.

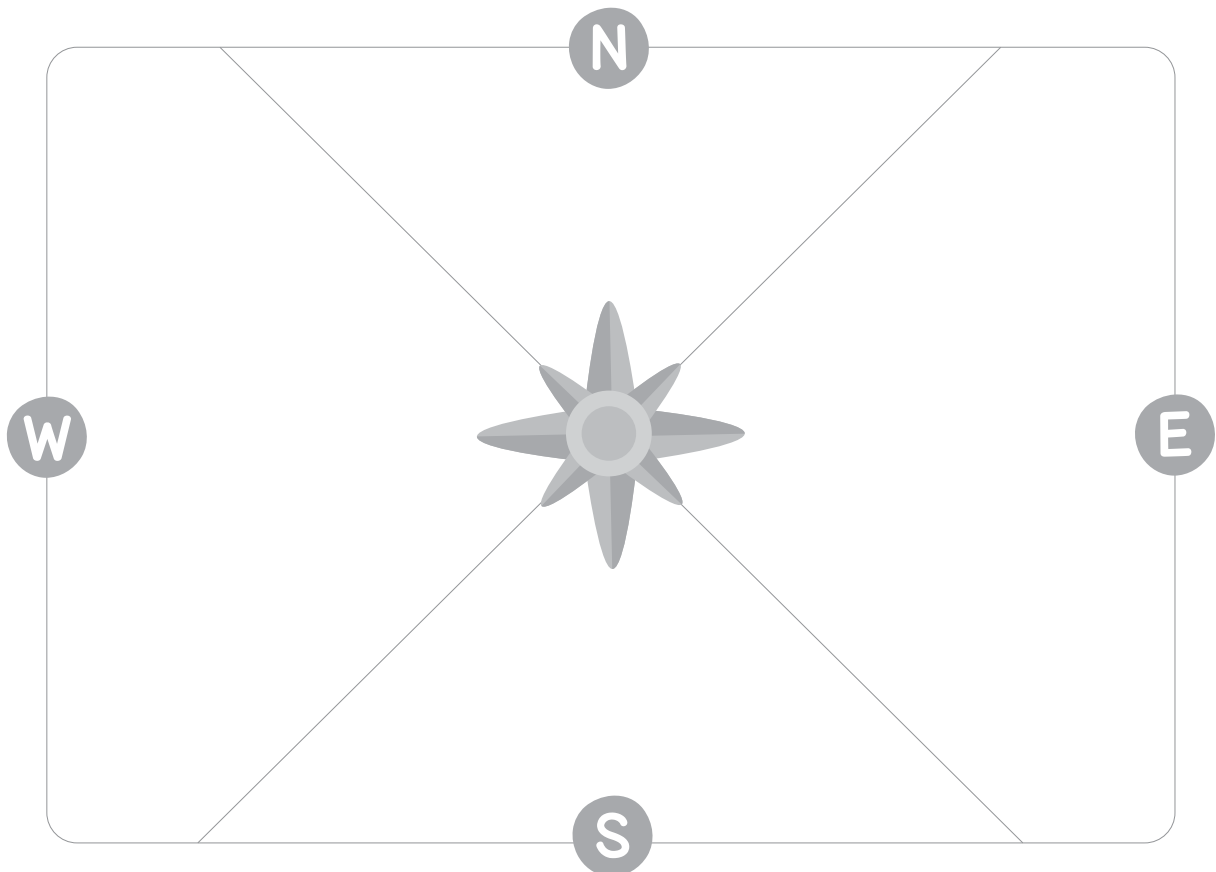
6 Thinking about the video, complete the compass points routine.

North – What else do you **Need** to know?

South – What **Suggestions** do you have for this idea?

East – What **Excites** you about this idea?

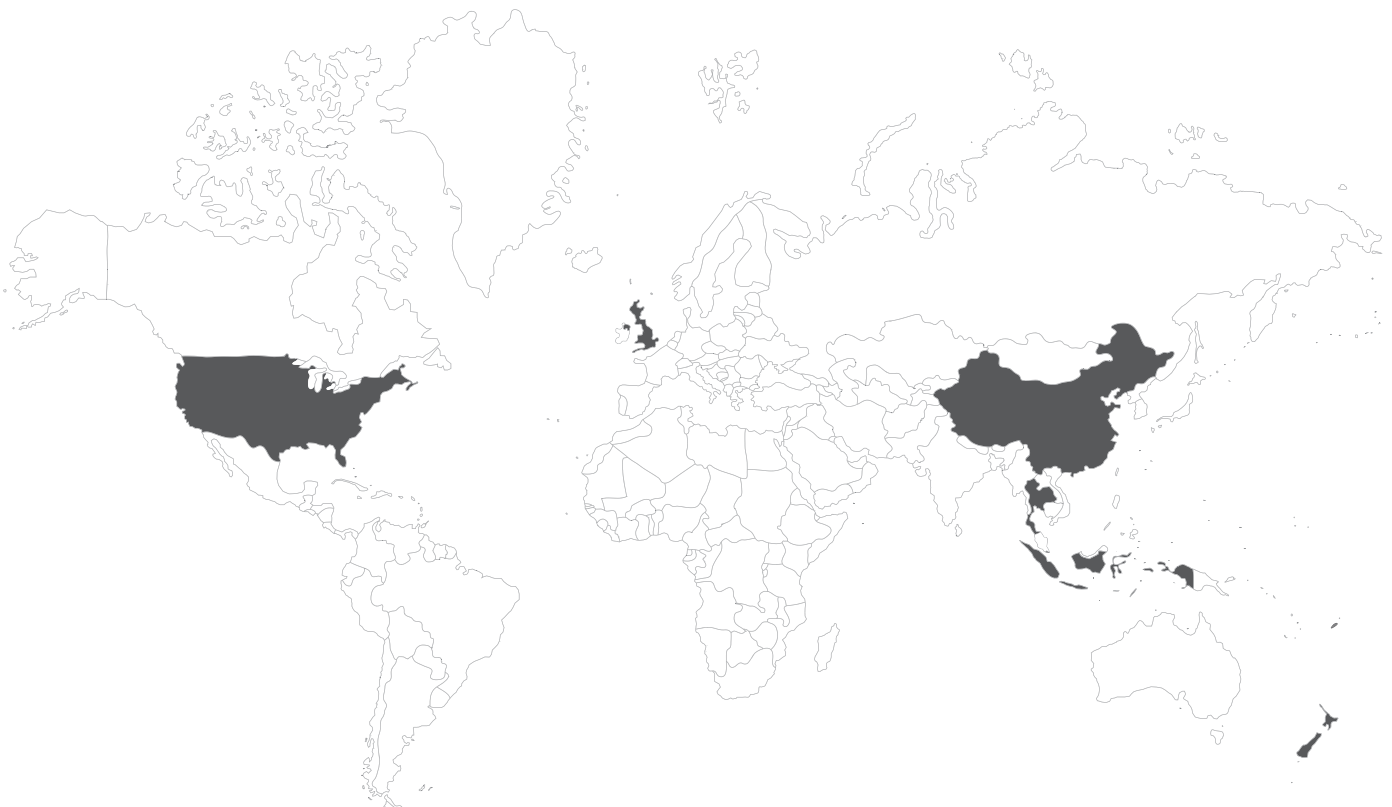
West – What **Worries** you about this idea?



7 This ad was described as the most successful tourism marketing campaign in history. Find out more about what happened when the ad was aired and explain why you think it was so successful.

8 The countries coloured black on this map are the main destinations that Australians travel to.

- a** Label the countries with their names.
- b** Find out which one is the main travel destination for Australians and circle it in red.
- c** Why do you think this is the most popular place to visit?



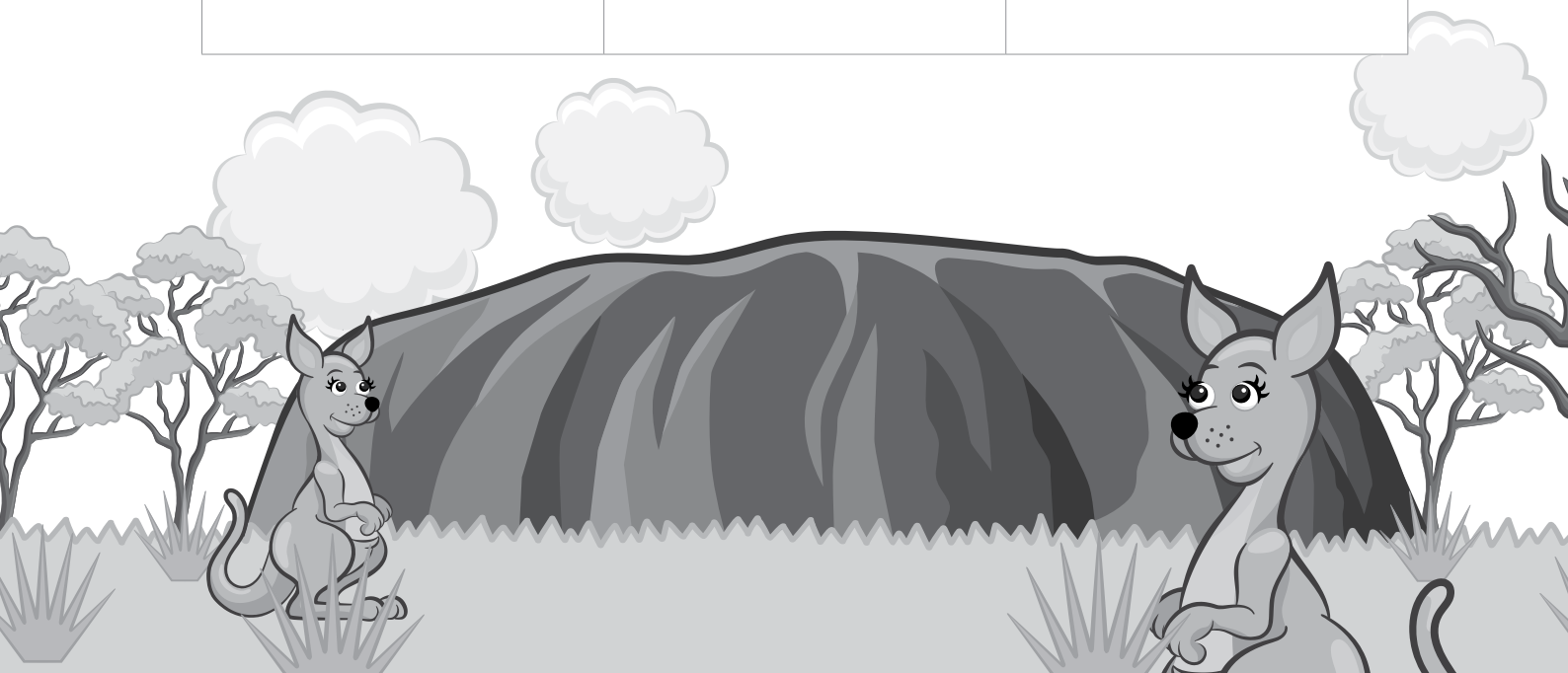
9 Which country has the most visitors come to Australia?

10 Which of the reasons for travel from question four might be why people visit Australia?

11 Go to the sister cities website and explore the information provided there.

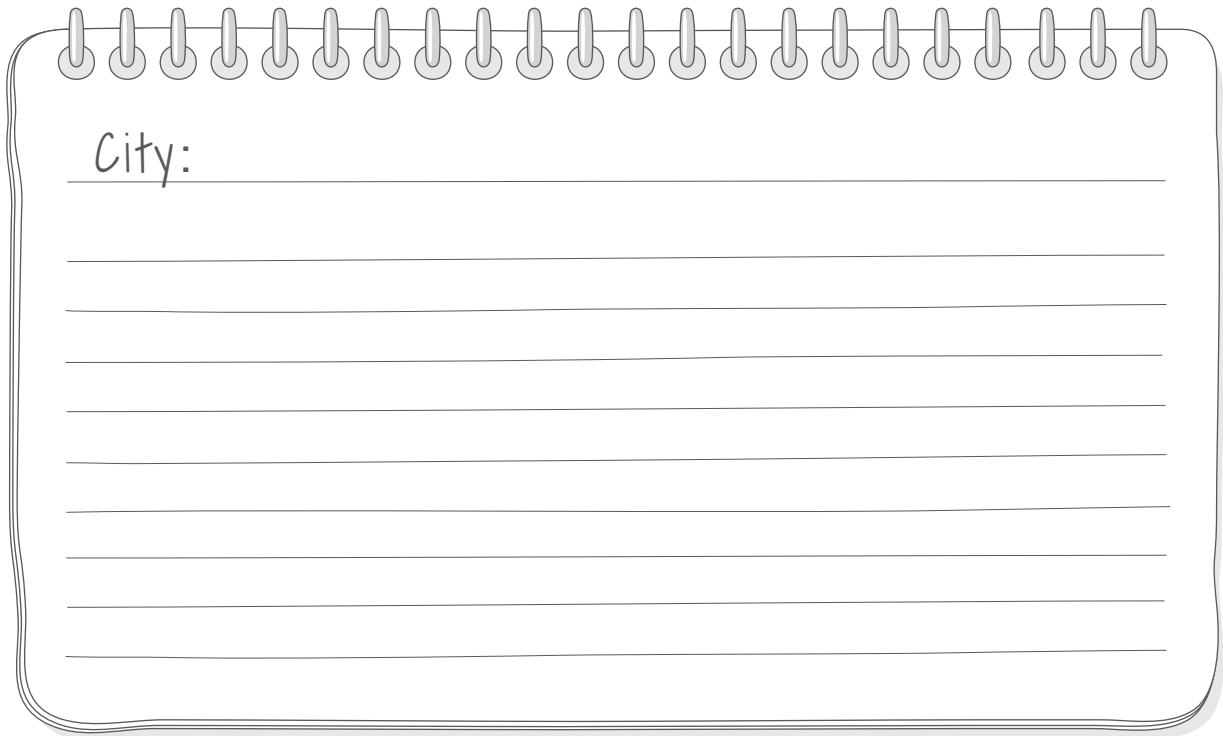
12 Complete a PMI chart about sister cities.

Plus	Minus	Interesting



13

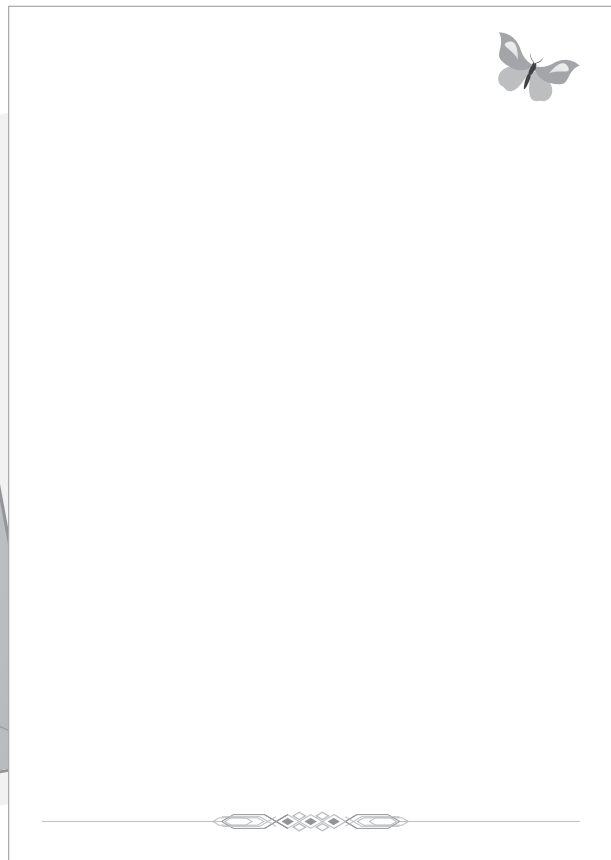
Go back to the sister cities website and select "About Us", then "Seeking Sister Cities". Select one of the places seeking a sister city connection and use this site and other website research of your own to learn more about this place.

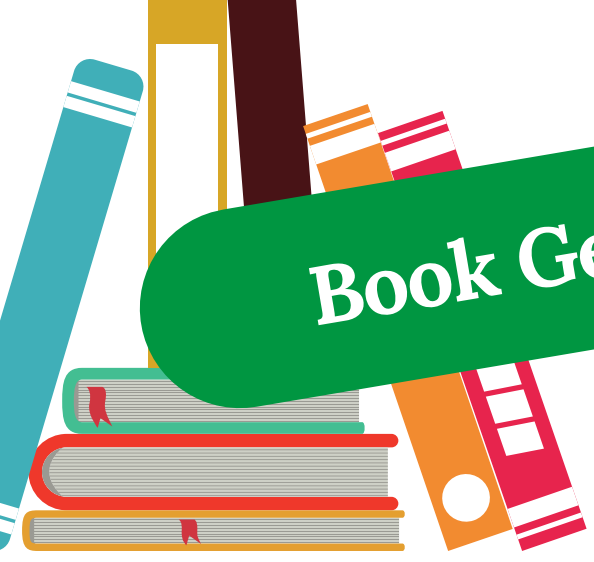


City: _____

14

Thinking about your own town or city, write a letter to the sister city organisation, outlining reasons why your place would be a good matching sister city for the one you researched.

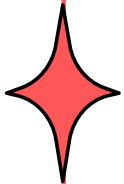
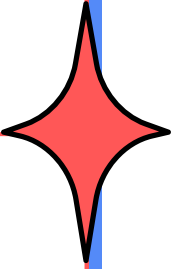




Book Genre

Bingo

Historical fiction	Science-Fiction	Horror
Adventure	Mystery/ Detective	Fantasy
Non-Fiction	Romance	Myth/ Legend



Wednesday

Sentence of the Day Active and Passive Voice

Using an active voice in your writing is often encouraged, as it is in this term's writing. This is because it is often seen as a stronger way of communicating a point or a message to the reader. This is particularly important when writing a persuasive text, like a review. Using the information you have learned this week, identify and underline the sentences below that use an active voice.

1. The cashier counted the money.
2. The squirrel quickly climbed up the tree.
3. The house was painted by Anna.
4. John received a letter in the mail.
5. The house was egged by the children.
6. Sandra broke the glass.
7. The glass was broken by the ball.
8. The shoes were stolen by the jealous neighbour.
9. The jealous neighbour stole the shoes.
10. In every movie, there is a protagonist and antagonist.

Literature Genres

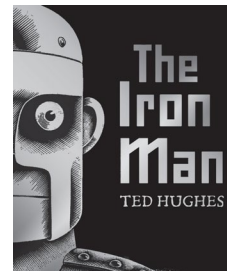
We organise different types of books into groups called 'genres'. Different genres can even be incorporated into one book or story. Below are just a few of the most common literature genres.

Fiction	is a genre of writing that is not true.
Non-fiction	is a genre of writing that is true.
Drama	is a genre that is represented through dialogue, in a script form of writing, or a performance.
Fable	is a genre usually about animals and gives the reader a moral or lesson.
Fantasy	is a fiction work that contains many incredible creatures or events.
Historical Fiction	is an untrue story that includes many historical facts, settings, events, or people.
Humor	is an amusing, entertaining genre.
Mythology	is a genre that includes traditional tales, usually about ancient Greek and Roman gods.
Tall Tales	are exaggerated stories that have a good deal of humor.
Biography	is a non-fiction genre that tells about a person's life.
Autobiography	is a non-fiction genre that tells about a person's life and is written by that person.

Can you think of a book you have read for each genre above? Write the name of the book next to each definition.

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
valley	A person's bodily shape.
skyline	Extremely tall, especially in comparison with the surroundings.
sheer	Something suddenly falling down or giving way.
dusk	A low area of land between hills or mountains, typically with a river or stream flowing through it.
figure	A very steep cliff, nearly perpendicular to the floor.
towering	Not able to understand.
puzzled	The outline of land and buildings defined against the sky.
bolted	An area of the country.
skyscraper	The darker stage of twilight.
collapsed	To close and lock the door securely.
region	The name of a group of machines.
machinery	A very tall building with lots of floors.

Sensational Sevens

Round 1

1. $2 \times 7 =$
2. $9 \times 7 =$
3. $6 \times 7 =$
4. $10 \times 7 =$
5. $4 \times 7 =$
6. $6 \times 7 =$
7. $7 \times 7 =$
8. $3 \times 7 =$
9. $5 \times 7 =$
10. $12 \times 7 =$
11. $8 \times 7 =$
12. $11 \times 7 =$
13. $7 \times 7 =$
14. $2 \times 7 =$
15. $8 \times 7 =$
16. $5 \times 7 =$
17. $9 \times 7 =$
18. $4 \times 7 =$
19. $1 \times 7 =$
20. $3 \times 7 =$

Time: _____

Errors: _____

Round 2

1. $7 \times 7 =$
2. $9 \times 7 =$
3. $4 \times 7 =$
4. $7 \times 8 =$
5. $7 \times 10 =$
6. $11 \times 7 =$
7. $7 \times 7 =$
8. $3 \times 7 =$
9. $7 \times 1 =$
10. $7 \times 6 =$
11. $7 \times 2 =$
12. $7 \times 4 =$
13. $5 \times 7 =$
14. $7 \times 9 =$
15. $10 \times 7 =$
16. $7 \times 3 =$
17. $12 \times 7 =$
18. $7 \times 5 =$
19. $8 \times 7 =$
20. $6 \times 7 =$

Time: _____

Errors: _____

Round 3

1. $35 \div 7 =$
2. $49 \div 7 =$
3. $56 \div 7 =$
4. $14 \div 7 =$
5. $84 \div 7 =$
6. $21 \div 7 =$
7. $42 \div 7 =$
8. $28 \div 7 =$
9. $21 \div 7 =$
10. $28 \div 7 =$
11. $14 \div 7 =$
12. $7 \div 7 =$
13. $77 \div 7 =$
14. $70 \div 7 =$
15. $49 \div 7 =$
16. $63 \div 7 =$
17. $56 \div 7 =$
18. $63 \div 7 =$
19. $35 \div 7 =$
20. $42 \div 7 =$

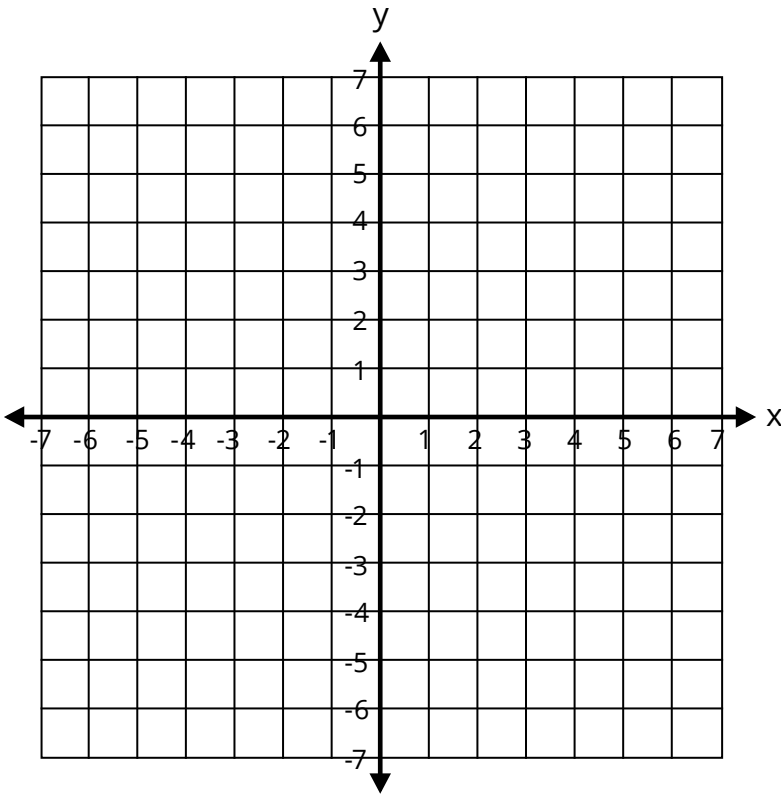
Time: _____

Errors: _____

Name _____

Date _____

The Cartesian Plane (A)



① a) Plot these ordered pairs on the Cartesian Plane.

A: (3, 3)

B: (-3, 3)

C: (-3, -4)

D: (3, -4)

b) Draw a line to connect the points. What shape does it make?

c) Which point lies in quadrant 1?

② Using the Cartesian Plane provided, name the letter of the point at each ordered pair.

a) (-5, 5) = _____

b) (-2, -4) = _____

c) (2, 4) = _____

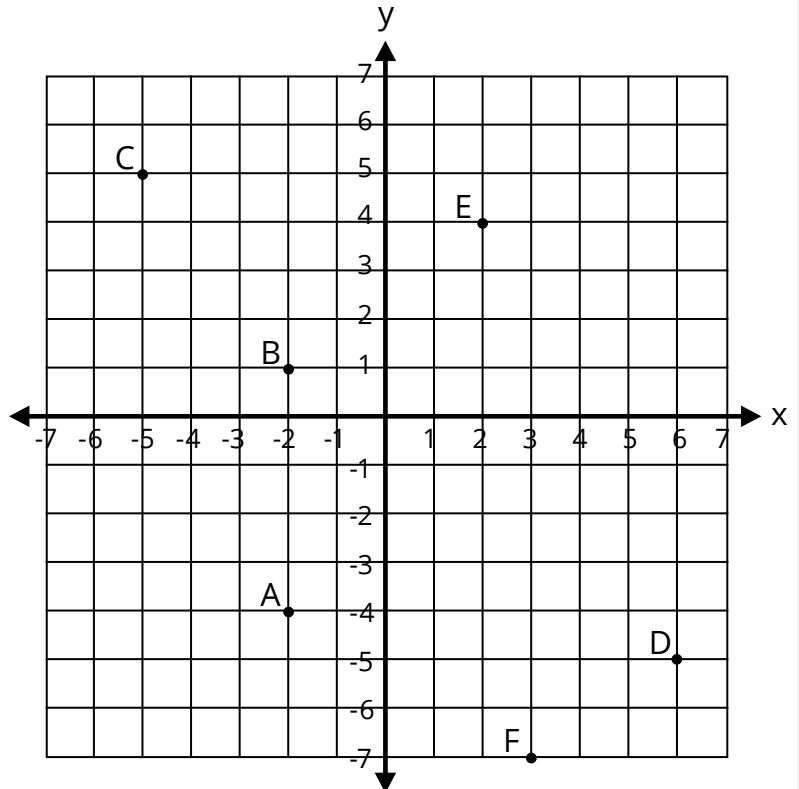
d) (-2, 1) = _____

e) (3, -7) = _____

f) (6, -5) = _____

③ a) Write all of the points in quadrant 2.

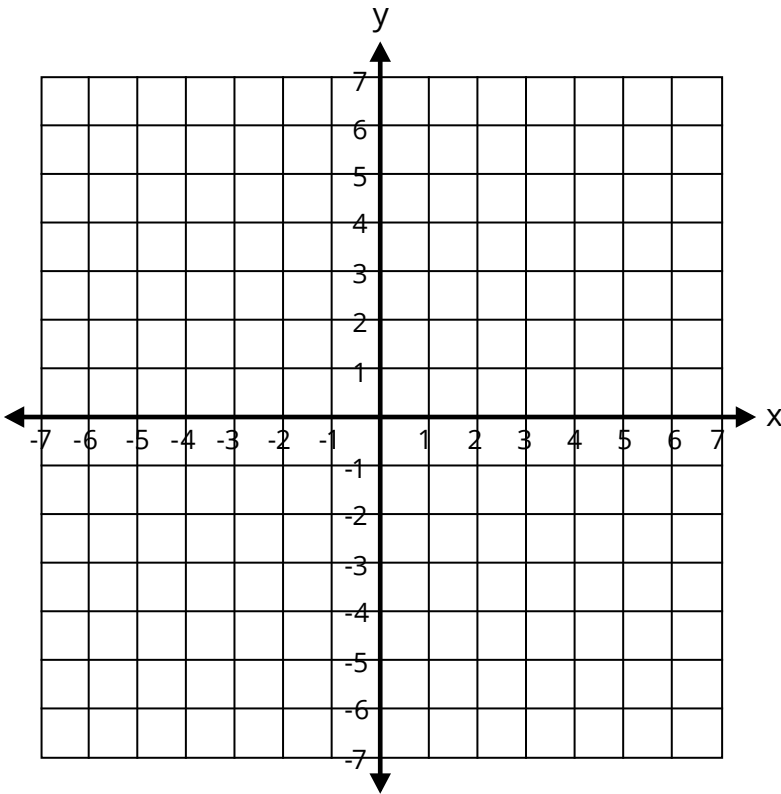
b) Write all of the points in quadrant 4.



Name _____

Date _____

The Cartesian Plane (B)



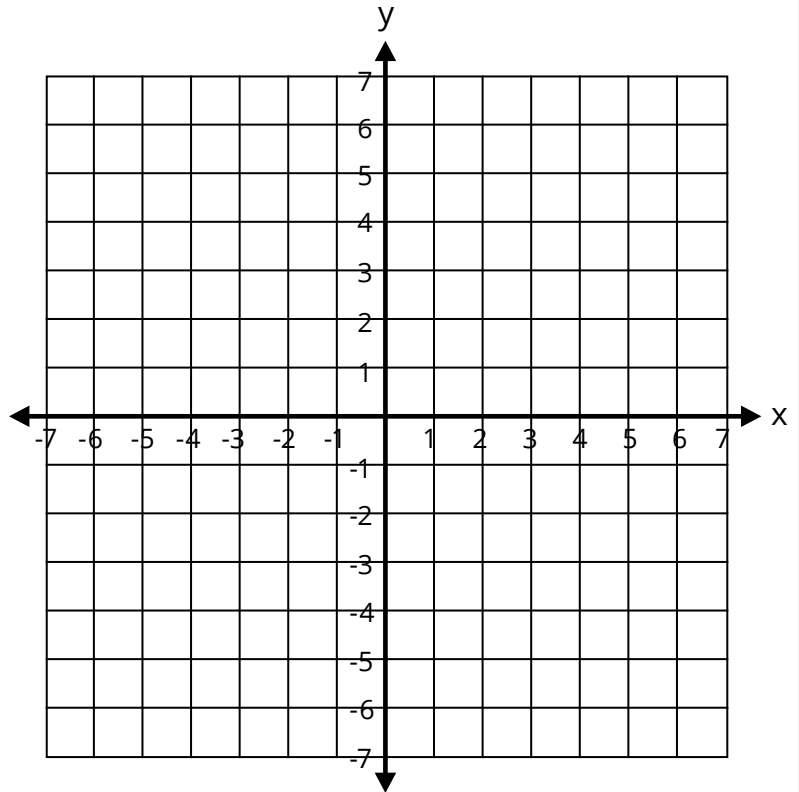
- ① a) Plot points on the Cartesian Plane to make a triangle. Label your points and write the coordinates for each point.

- b) Write the quadrant that each of your points lies in.

- ② a) Plot points on the Cartesian Plane to make a pentagon. Label your points and write the coordinates for each point.

- ③ a) Write all of the points in quadrant 1.

- b) Write all of the points in quadrant 3.



Cartesian Battleships

Instructions

Put the following ships on your defensive grid by marking the appropriate letters horizontally or vertically.

Battleship (5 squares)



Rowboat (3 squares)



Ship (4 squares)



H = hit

M = miss

My Ships

					6						
	S				5						
	S				4						
	S				3						
	S				2	B	B	B	B	B	
					1						
-6	-5	-4	-3	-2	-1	1	2	3	4	5	6
					-2						
					-3						
					-4						
				R	M	R					
					-6						

Both players mark their ships on their own 'My Ships' grid, following the guide above.

The player to go first calls out a position (i.e. 1,2). The other player replies by saying "hit" or "miss" depending on whether the position called out hit a square covered by one of their own ships. It is a good idea to cross out the parts of the ships that your enemy has hit. Remember that in Cartesian Battleships a shot is fired at a point on the grid. Therefore a ship is hit if it is even touching that point!

The player who called out the position should mark a hit or a miss on the 'Enemy Ships' enemy grid to keep track of the shots taken. If the shot is a 'hit', the player continues to call positions; otherwise, the other player takes a turn. If the opposing player has scored hits on all squares covered by a ship, the defending player must call out, "hit ...you sank my battleship" (or whatever type of ship it was to be sunk).

The winner of the game must sink all the enemy ships!

Enemy Ships

					6						
					5						
					4						
			M		3						
					2	H					
					1						
-6	-5	-4	-3	-2	-1	1	2	3	4	5	6
					-2						
					-3						
					-4						
					-5						
					-6						

My Ships

6																
5																
4																
3																
2																
1																
-1																
-2																
-3																
-4																
-5																
-6																

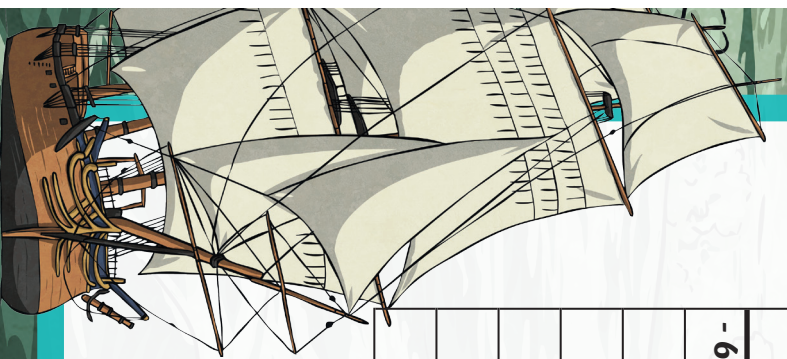
Enemy Ships

6																
5																
4																
3																
2																
1																
-1																
-2																
-3																
-4																
-5																
-6																

Battleship (5 squares)

Ship (4 squares)

Rowboat (3 squares)



My Ships

	6	5	4	3	2	1	1	2	3	4	5	6
-6												
-5												
-4												
-3												
-2												
-1												
1												
2												
3												
4												
5												
6												

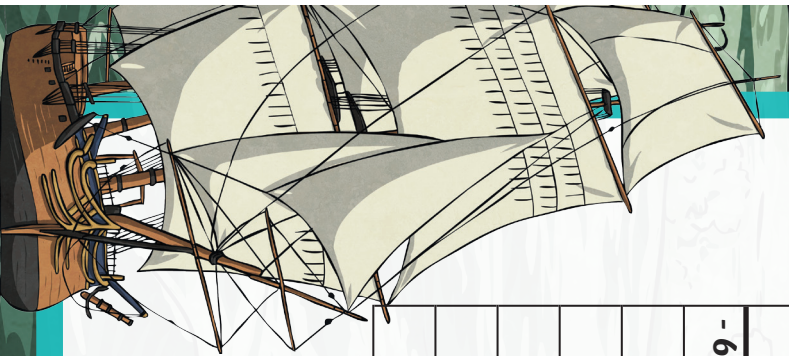
Enemy Ships

	6	5	4	3	2	1	1	2	3	4	5	6
-6												
-5												
-4												
-3												
-2												
-1												
1												
2												
3												
4												
5												
6												

Battleship (5 squares)

Ship (4 squares)

Rowboat (3 squares)



Science

Week 2 – Yeast Feast

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

Recap:

What are microorganisms?

Micro-organisms, or microbes, are a diverse group of minute, simple forms of life that include bacteria, algae, fungi, protozoa, and viruses. Microorganisms are too small to be seen with the naked eye and are normally viewed by means of a microscope. The study of microorganisms is called microbiology.

In your own words, write a definition of a microorganism below.

In today's lesson, we will continue to build our understanding of the effect yeast has in the bread making process. Last week we looked at different types of bread and we learnt that yeast helps certain types of breads rise. Unlike flatbreads, breads which include yeast as an ingredient rise, and become the breads we often use for sandwiches.

Yeast in bread:

- The yeast used in bread-making is a micro-organism that requires food and the right temperature and conditions in which to grow. Yeast is activated by liquids, such as milk and water. It breaks down sugars for energy and produces carbon dioxide gas and alcohol as waste products. Yeast can also use enzymes to break down complex carbohydrates, for example, starch (like the starches found in flour) into sugars, ready for it to be used as an energy source.
- This is why sugar doesn't have to be added when making bread, though it sometimes is because it makes the process faster. Carbon dioxide gets trapped in the dough, creating pockets of gas which make the bread rise. When the dough is heated during baking, the heat causes the pockets of gas to expand, making large spaces in the bread. The bread rises and becomes lighter. The alcohol is evaporated or burnt off during baking, which is why people don't get tipsy after eating a sandwich.

Define yeast used in the bread making process.

Today, we will watch an experiment to investigate what happens when yeast is mixed with other substances, including sugar and water. We will be using four

different combinations to test our investigation. All four bottles in the video include; water, sugar and an amount of yeast. The amount of yeast in each bottle is different, to help us see the effect it has when mixed with sugar and water.

Explain why you think it is important to use a variety of combinations for scientists to test their theories.

It is also critical for scientists to conduct their experiments fairly. What do you think it is meant by conducting a fair test?

You conduct a fair test by making sure that you change one factor at a time while keeping all other conditions the same.

For our test to be fair today, we must ensure we only change one ingredient per bottle. The variable changed, is the amount of yeast used in each bottle. That means, the amount of water and sugar in each bottle remains the same in all bottles. It is also critical that each bottle used is the same for all four bottles. This ensures our test is fair and all 'variables' remain equal.

Follow the steps below to conduct your experiment with the YouTube video. The link for the video can be found here. <https://www.youtube.com/watch?v=qoxY0z8ukUQ>

In the table below, write and draw what you can see happening to each bottle in the video. Write a prediction about what you think will happen to each bottle and balloon over the next hour.

Bottle 1:	Bottle 2:
Bottle 3:	Bottle 4:

In the table below, write and draw what changes you can see have occurred after the first few hours.

Bottle 1:	Bottle 2:
Bottle 3:	Bottle 4:

In the table below, write and draw what changes you can see have occurred at the end of the video.

Bottle 1:	Bottle 2:
Bottle 3:	Bottle 4:

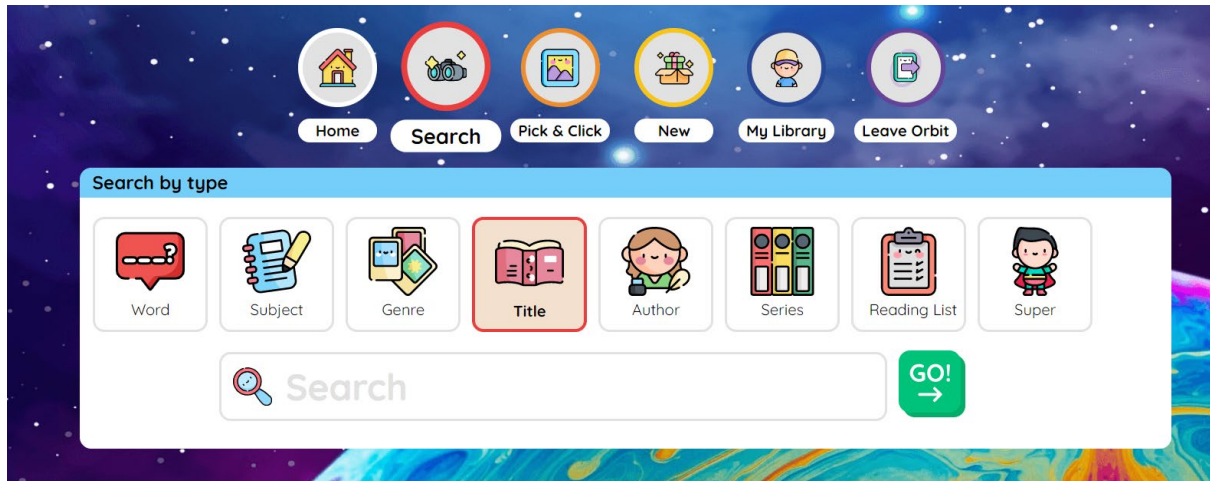
What was the one variable that was changed throughout the bottles (what made the bottles different to each other)?

What variables remained the same (what things were the exact Same In each bottle)?

In the space below, write a conclusion for the man in the video for his science experiment. Using full sentences describe what occurred.

Odd One Out- Book Titles and Genres

Login to your Student Portal to access Orbit (Oliver Library). Search the following book titles below. Can you work out the genre of each? Which book title does not belong in each genre? Can you find a replacement?



Book Title	Odd one out	Reason	Substitution
Frankenstein Goosebumps: Ghost Beach Gulliver's Travels Dracula			
Minecraft The Boy in the Stripped Pajamas Eureka boys: 1854: do you dare? Beth: the story of a child convict			
A Wrinkle in Time Doctor Strange The Giver Demon Dentist			

Thursday- Morning Routine

Book Title	Odd one out	Reason	Substitution
Alice in Wonderland The Golden Compass Harry Potter and the Chamber of Secrets Diary of Wimpy Kid			
The Guggenheim mystery The Wings of Fire Series Theodore Boone: kid lawyer Murder at the museum			
Dog man Gangsta Granny The BFG Dragonkeeper			

Thursday

Sentence of the Day
Active and Passive Voice

The following sentences are written in a passive voice. Re-write them in an active voice:

1. The book was made better by the strong characters in the story.

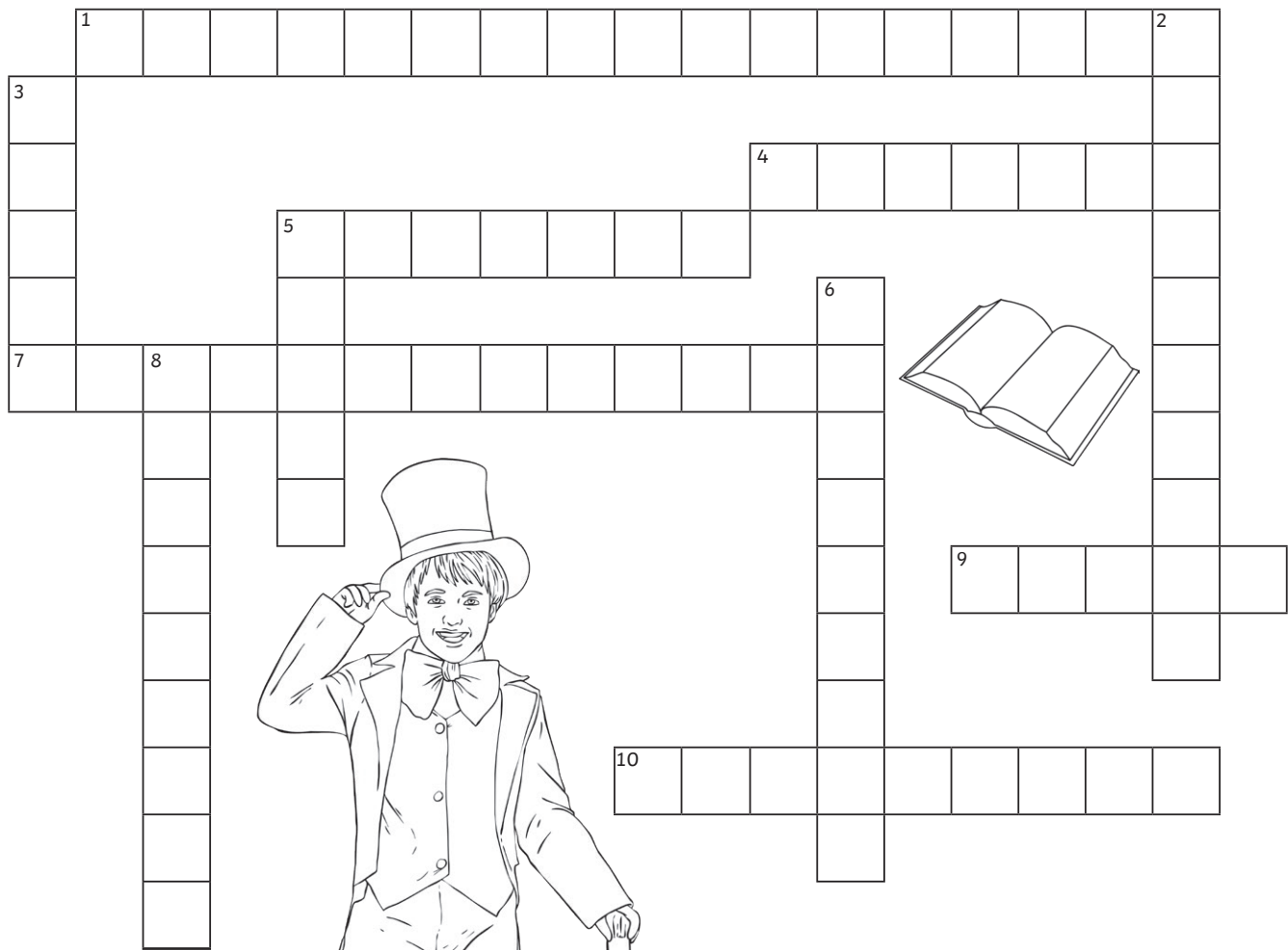
2. A fishing expedition was attended by 3 fishermen.

3. The swing was being used by the youngest sibling.

4. The apple was eaten by John.

5. It was no surprise that the robbery was orchestrated by the biggest criminal network of the century.

Literature Genres Crossword



Across




1. A genre which includes many historical settings, events, or people, but is not a true story
4. A genre of narrative writing in which the information or events of the story are not true
5. A fictional work that contains many incredible creatures or events
7. A nonfiction genre that tells about a person's life and is written by that person
9. An amusing, entertaining genre
10. A nonfiction genre that tells about a real person's life




Down

2. A genre of writing in which the information or events of the story are true
3. A genre of work that is designed to be read in a play as a performance
5. Usually a short story about animals and offers the reader a moral or lesson at the end
6. A genre that incorporates traditional tales, usually about ancient Greek and Roman gods
8. Exaggerated stories that incorporate a good deal of humor

The Hunger Games – Mix and Match

Cut out all of the squares and match the vocabulary words to the correct sentences and images.

<p>Deterrent (P.4)</p>	<p>In theory, it's supposed to be electrified twenty-four hour a day as a deterrent to the predators that live in the woods.</p>	
<p>Apothecary (p.8)</p>	<p>I finish with equal verve. We have to joke about it because the alternative is to be scared out of your wits.</p>	
<p>Verve (p.8)</p>	<p>They ran an apothecary shop in the nicer part of District 12.</p>	

<p>Preposterous (p.9)</p>	<p>He lists the disasters, the droughts, the storms, the fires, the encroaching seas that swallowed up so much of the land, the brutal war for what little sustenance remained.</p>	
<p>Anguish (p.15)</p>	<p>"Leave the district. Run off. Live in the woods. You and I, we could make it" says Gale. I don't know how to respond. The idea is so preposterous.</p>	
<p>Sustenance (p.18)</p>	<p>The anguish I always feel when she's in pain wells up in my chest and threatens to register on my face.</p>	

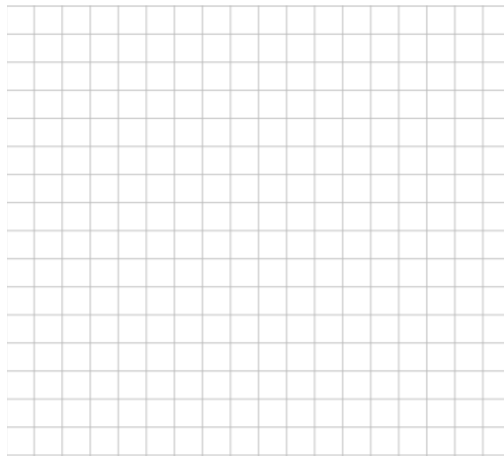
Thursday – Math – Week 2

Problem Solving.

Complete the problem-solving questions below. You may wish to draw a cartesian plane on the grid paper to help you solve the questions.

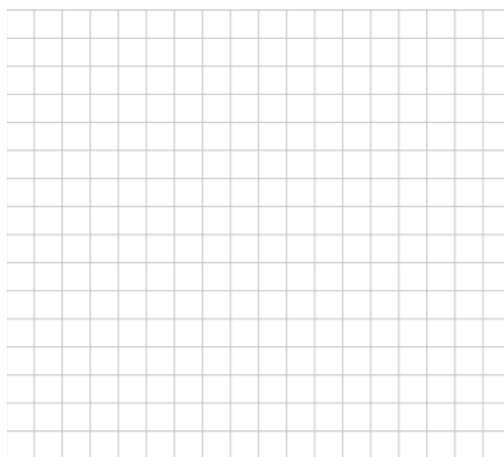
**Lola placed a point on the Cartesian plane with 2 positive coordinates.
In which quadrant is the point?**

1.1)



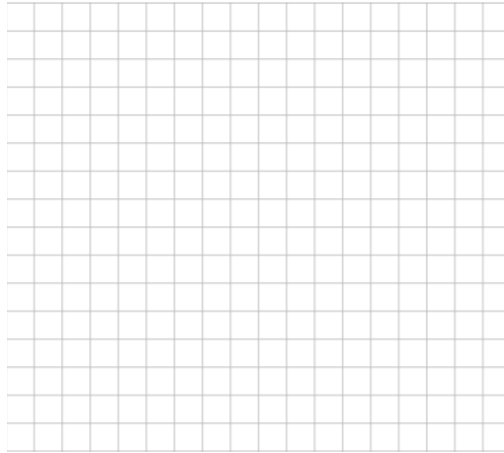
**Lola placed a point on the Cartesian plane with 2 negative coordinates.
In which quadrant is the point?**

1.2)



Lola placed 3 points on the Cartesian plane.
One point had 2 positive coordinates.
One point had 2 negative coordinates.
One point had a positive x coordinate and a negative y coordinate.
In which quadrant is there no point?

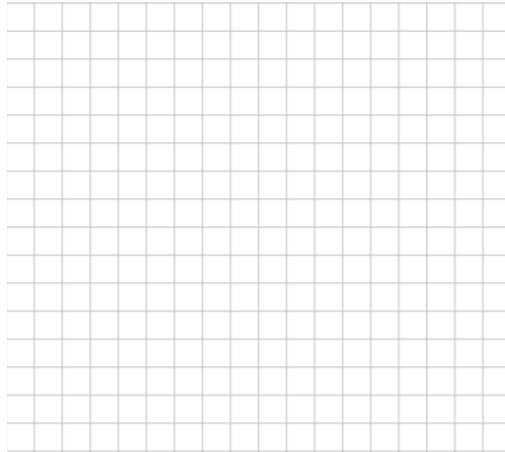
1.3)



2. For the following problems, you will be required to draw a Cartesian plane. Use the grid paper below each question to draw a plane, plot the given pairs of coordinates and solve the problem.

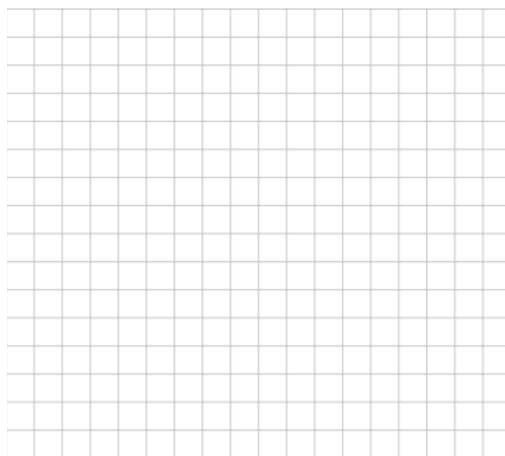
Karen constructed a shape with a vertex on each of the following coordinates on a Cartesian plane: $(3, 2)$ $(3, -2)$ $(-3, -2)$ $(-3, 2)$

2.1) **What shape did Karen construct?**



Karen constructed a shape with a vertex on each of the following coordinates on a Cartesian plane: $(3, 2)$ $(3, -2)$ $(-3, -3)$

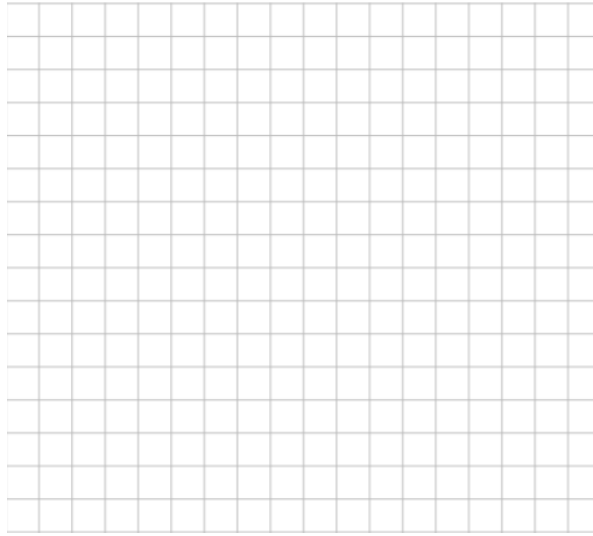
2.2) **What shape did Karen construct?**



Karen constructed a shape with a vertex on each of the following coordinates on a Cartesian plane:
 $(3, 2)$ $(-3, 2)$ $(-3, -3)$

If Karen's shape was a rectangle, what would be the other coordinate?

2.3)





Crack the code

How many guesses do you need to crack open the vault?

Step 1

Player 1: choose a 3 digit number using only numbers between 1 and 6. Write it down to remember it, but keep it secret from player 2. You can use the same number more than once in your 3 digit number.

Step 2

Player 2: write your first guess in line 1 of the table.

Step 3

Player 1: in the smaller boxes on line 1, let Player 2 know how good their guess was:
 If they have a number that's the right number in the right place, draw a .
 If they have the right number in the wrong place, draw a .
 If they guess a number that isn't in your number at all, draw a .

For example: If Player 1 is thinking of 653 and Player guesses 321, they would get a result of : one number (3) is the right number in the wrong place, and two numbers (2 and 1) aren't in the code at all.

1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					

Step 4

Repeat steps 2 and 3 in the next rows of the table as many times as you need until Player 2 guesses Player 1's number.

Code:	6	5	3			
1	3	2	1	?	X	X
2	4	5	6	X	✓	?
3	6	2	4	✓	X	X
4	6	5	1	✓	✓	X
5	6	5	2	✓	✓	X
6	6	5	3	✓	✓	✓

Here's how a game looks if the code is '653'



Step 5

Play the game again but instead of **numbers** this time agree with your partner on six items in a group: say, favourite foods (chocolate, donut, apple, cherry, salami, tomato) or superheros (Spiderman, Iron Man, Black Widow, Black Panther, Captain Marvel, Thor). Write the list down so you can both see it.

Play the game again - so Player 1 might choose **Thor - Iron Man - Spiderman**. If Player 2 guesses **Black Panther-Iron Man-Thor** - the feedback would be **×✓?**.

Step 6

You can use this game to make really strong passwords. If your password is only 3 characters long, computers can guess your password **almost instantly**. If you use a password with 20 characters it will take much longer. So next time you need to choose a password think about your three favourite things in a group - foods, superheroes, TV shows. This will make a nice long password that you can remember easily but computers can't crack easily. For example the password **ThorIronManSpiderMan** would take **607 million years** for a computer to guess with today's technology!

1					
2					
3					
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12					

For video instructions on how to play, check out-
<https://www.youtube.com/watch?v=XoGcWLQzxBo>

Friday

Sentence of the Day

Active Voice

You should now have a clear understanding of how to use an active or passive voice in your writing.

When writing a book review, you should comment on the best parts of a text, how a text can be improved, the plot, and the characters included in the book.

Using an active voice, write a sentence (or sentences) to discuss each of these aspects of *Parvana*.

1. Best parts of the text:

2. How the text could be improved:

3. The plot:

4. The characters:

Genre and Subgenre

Directions: read the descriptions of each of the following texts. Identify the genre and subgenre from the list below. Write your answer and explain it in a sentence or two.

Fiction: historical fiction, science fiction, realistic fiction, fantasy

Nonfiction: informational writing, persuasive writing, biography, autobiography

Folklore: fable, fairy tale, tall tale, myth, legend

1. ***The Man Behind the Moon*** by Shelton Pacer

This text tells the true life story of Richard Proctor, who argued in the 1870s that the dark spots on the Moon's surface were craters formed by collision, not volcanoes as previously believed.

Genre: _____ Subgenre: _____

Explain your answer

2. ***The Basketball Player*** by Terry Rudder

Chris Bosworth has just moved from the farm to the city, and he may be the most awkward freshman in the history of high school. He is lanky, unfashionable, and his voice keeps changing pitch when the teacher calls on him in class. But when Chris starts playing for the school's underdog basketball team, things start to change for him in a big way.

Genre: _____ Subgenre: _____

Explain your answer

3. ***Cordwood Pete*** retold and illustrated by C.G. Mills

Mills retells the stories of Cordwood Pete, younger brother of Paul Bunyan. Unlike Paul, who grew to be a giant, Cordwood Pete was a mere 4 feet 9 inches. Pete's growth was stunted because he could never get enough to eat with Paul eating everything in site. But what Cordwood Pete lacked in size, he made up in speed. He was fast enough to cut 50 square miles in a single day!

Genre: _____ Subgenre: _____

Explain your answer

4. **Science is Fun** by Allan Mallon

This exciting science text teaches readers to conduct scientific experiments using common household items.

Genre: _____ Subgenre: _____

Explain your answer

5. **Space Racers** by Eric Marshall

This book follows a group of competitors from different interstellar backgrounds. These racers are competing to win the ultimate race across the universe.

Genre: _____ Subgenre: _____

Explain your answer

6. **Sleeping Beauty** retold by Brent Lansing

In Lansing's retelling of this classic story, a wicked fairy casts a spell that causes a princess to sleep for a hundred years. A young prince overcomes monsters and sorcery to save his beloved.

Genre: _____ Subgenre: _____

Explain your answer

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 than 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."

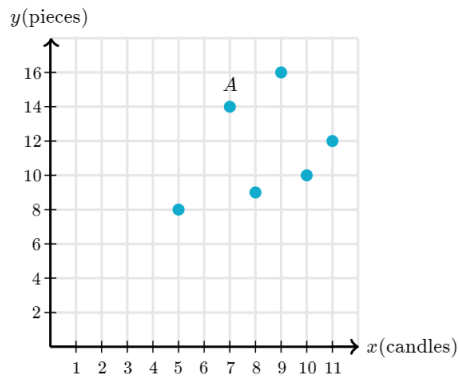
"Harrison Bergeron" is copyrighted by Kurt Vonnegut, Jr., 1961.

Friday – Math – Week 2

Extension (Optional)

Test your knowledge of the cartesian plane by completing the extension questions below.

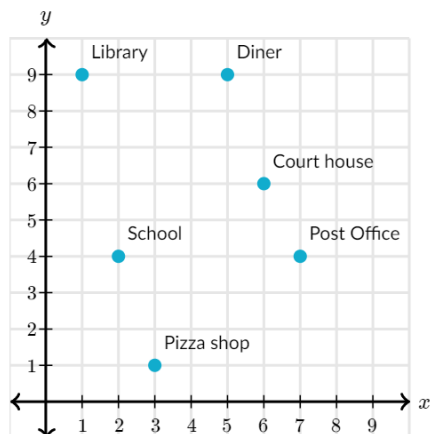
1. The cartesian plane below shows the relationship between the number of candles and the number of pieces into which each cake she has baked this month has been cut into.



What is the meaning of point A?

- a) A cake with 14 candles is cut into 7 pieces.
- b) A cake with 14 candles is cut into 14 pieces.
- c) A cake with 7 candles is cut into 7 pieces.
- d) A cake with 7 candles is cut into 14 pieces.

2. Jack graphed the locations of several places in his town on the cartesian plane below.



Which description below explains how to get from the school to the diner on the map?

- a) Jack has to go 3 blocks right, then 5 blocks up.
- b) Jack has to go 4 blocks right, then 2 blocks up.
- c) Jack has to go 1 block down, then 4 blocks to the left.

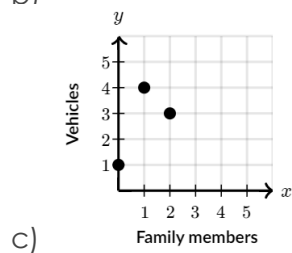
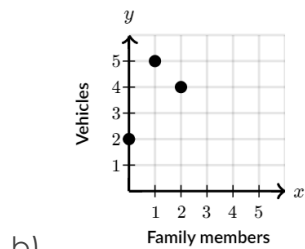
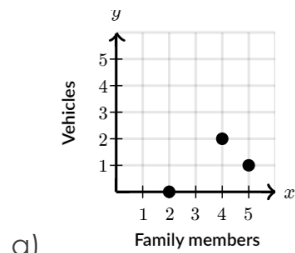
3. Divya is collecting data about the families in her apartment building on a coordinate grid. Each ordered pair represents the number of family members and number of vehicles that family owns, respectively, for each apartment.

Apartment 1: $(5,1)$ $(5,1)$

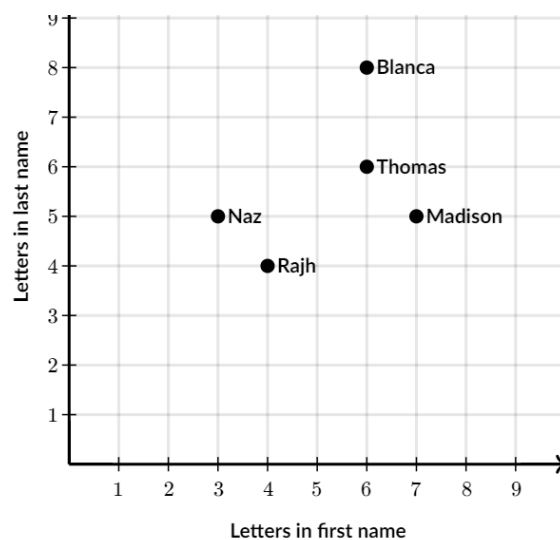
Apartment 2: $(4,2)$ $(4,2)$

Apartment 3: $(2,0)$ $(2,0)$

Which coordinate plane correctly shows Divya's data so far?

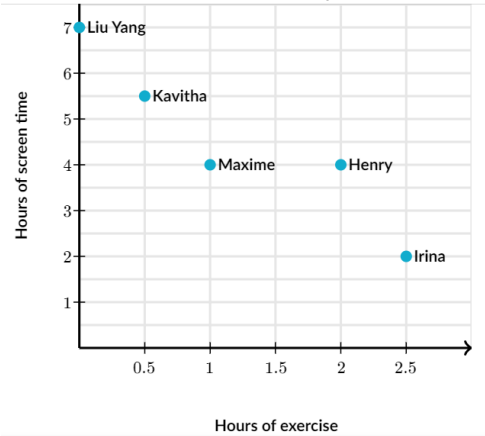


4. A group of 5 friends compared the lengths of their names. The points show numbers of letters in the first and last names of each friend.



What is the most common number of letters in the friends' last names?

5. The graph below shows the relationship between hours of exercise and hours of screen time for a group of 5 friends on Thursday.



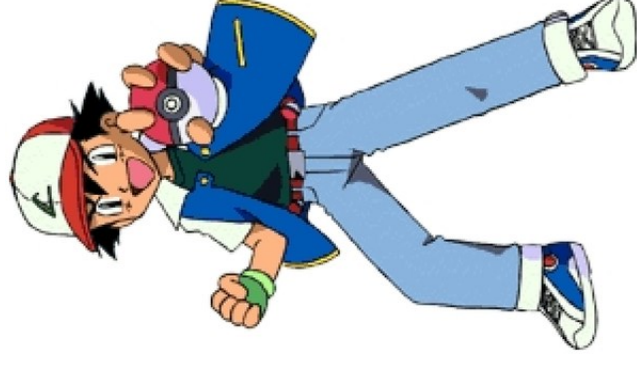
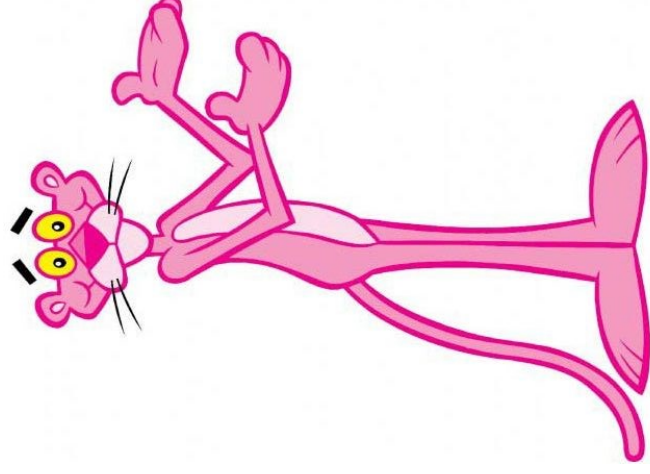
What is the meaning of point marked **Maxime**

- a) Maxime had 2 hours of exercise and 8 hours of screen time.
- b) Maxime had 4 hours of exercise and 1 hour of screen time.
- c) Maxime had 5 hours of exercise and 5 hours of screen time.
- d) Maxime had 1 hour of exercise and 4 hours of screen time.

Extension Writing

Your challenge is to write a story that is precisely 100 words on the theme of "Character Twist".

Choose any well known character (eg Batman, Dracula, Tooth Fairy, Santa, Hermione, Peppa Pig etc) and put them in a highly unexpected circumstance. Have fun!!



Phonics

Monday-Friday

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

Camera words	Monday	Tuesday	Wednesday	Thursday	Friday
Island					
front					
sword					
wolf					
sew					
hour					

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

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

Tuesday



Add the suffixes to the end of each word to change the word to past tense and future tense. Say each word as you write it.

Word Present tense	Word + ed Past tense	Word +ing Future tense
trick	tricked	tricking
shift		
call		
limp		
fill		
dress		

Choose four words from the table and write a complex sentence for each.

- _____
- _____
- _____
- _____

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 .

Den/mark	gar/lic	scar/let
nor/mal	gar/den	trans/port
tar/get	dis/card	par/ty

Wednesday

- Find and circle the words in the word search.

dart	spark	sharp	harm	charm
scar	march	shard	scarlet	discard

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

Thursday

- Read and write all the words that have an 'ar' sound in the word search.

- Use these words to write 5 complex sentences.

- _____
- _____
- _____
- _____
- _____

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

shard	Of a brilliant red colour.
scarlet	Get rid of (someone or something) as no longer useful or desirable
discard	A small fiery particle thrown off from a fire, alight in ashes, or produced by striking together two hard surfaces such
spark	A piece of broken ceramic, metal, glass, or rock, typically having sharp edges

Reading

Fishing at the Lake

295 words

When it got dark, Mark and I went fishing. Our rods were on Mark’s porch. We picked them up and made our way to the foreshore. We jumped in our boat and rowed across the lake. When we got to a good fishing spot we put our lines in. Small waves smacked the side of our boat. I lay back, glad to look at the stars as we rocked from side to side.

It was not long before Mark’s line was being yanked back and forth.

“I’ve got one,” he yelled.

He pulled it in with a sharp tug. On the end was a small carp.

“Too small,” I remarked. “Throw it back.”

We kept fishing. Insects darted around us, attracted to the spark of our lamp. I let go of my rod to slap my leg where an insect bit me. Just then it was my line that started to jump and my rod almost fell in the lake. I got it just in time and pulled the line up. Hanging onto the end was a mini catfish.

“Too small, way too small,” called Mark. “Discard it.”

We started fishing again, but we didn’t get another bite. The starlit evening became still. The lake was flat and **calm**. Mark began to relax and snore a little and so I started to pack up. It was time to go back.

Just then a dark shadow **approached** our boat. Huge waves started to form around us. Mark’s line gave a sudden sharp **jolt** and his rod bent like mad. It looked like it would be **torn** in two.

“Mark!” I called. “Grab your rod!”

Mark sat up with a start. He got his rod and pulled the line hard but the fish was too large.

“I need your help,” he gasped.

I held the rod with Mark and together we pulled the huge fish up to our boat. But then we saw it was a shark!

“AHHH!” we yelled. “Too big, way too big. Throw it back!”

Monday - Read the story ‘Fishing at the Lake’ and answer the following questions.

1. Why did they throw the first fish back in the water?

2. Why did the narrator’s rod almost fall in the lake in the middle of the story?

3. After the catfish, what was the atmosphere like on the boat?

4. What did the shark look like when it was in the water?

5. Describe how the water changed?

6. Why did Mark’s line give a sudden jolt? What does jolt mean?

7. How do we know that the shark was big and strong?

8. Do you think that they enjoyed their fishing trip? Why/Why not?

Monday – Friday

- Read the story ‘Fishing at the Lake’ 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.

Monday	Tuesday	Wednesday	Thursday	Friday

Progress Monitoring Passage 7

Have I ever told you about Flossy Blossom the Possum? In our garden there is a big old gum tree. Every night at about seven we watch as Flossy makes her way along the branch to the fence. Then she leaps on to the bird table and helps herself to the fruit and other food we put out for the birds.

If we ever forget to put out any food, before long we hear a scratching noise on the window. That is Flossy's way of telling us to give her something nice to eat and to be quick about it! She is really cute and very clever.

A few weeks ago, we began to get worried. We had not seen her for several days. We were afraid that she might have had an accident or that she was sick. There was no sign of her anywhere.

One morning, we heard a scratching sound coming from the roof. Dad got a torch and we climbed up into the loft. Guess what we found up there? There was Flossy Blossom in the corner looking very proud of herself. Why? Because she was a mother! Beside her were two cute, little, baby possums.

196 words

Monday and Friday

- Read the 'Progress Monitoring Passage 7' to an adult or older sibling and time yourself on Monday and Friday.
- 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. 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

Monday

Copy the block planner below on a piece of paper.
Label and explain the components of this block planner to an adult or sibling.

Title _____

I ?



Character 1

✓ T
or E
X E

Character 2

✓ T
or E
X E

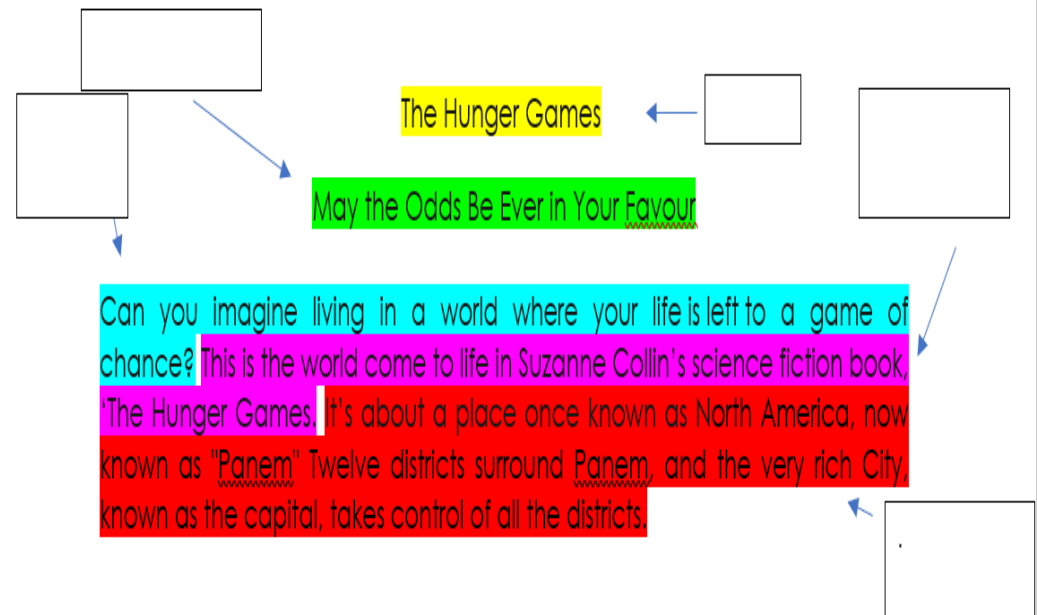
R



CTA

Fill in the blank boxes to annotated the title and introduction paragraph below.
Use the words in the word bank to help you.

Title	Introduce author	tagline
Summary of the book	Rhetorical question	



Tuesday

Using the table below that has the Introduction components of a book review (refer to the block planner), write the correct one under each sentence.

Title	Introduce author	tagline
Summary of the book	Rhetorical question	

1. What would you do if you were confronted by a giant iron man?

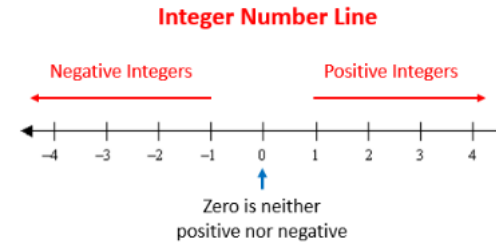
2. The Iron Man.

3. The friendly giant.

4. Ted Hughes writes this mythical children's story, turning the giant Iron Man into a hero that saves humanity.

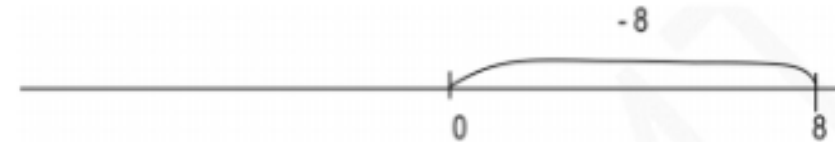
5. It's about a mysterious Iron Man that has a joyful and tender heart. He found himself on Earth unequipped to recognise its dangers.

Negative Numbers



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

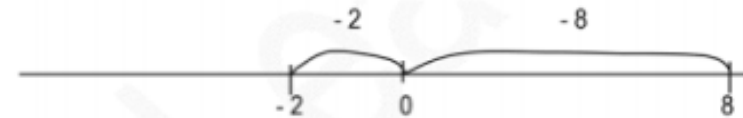
1. Record a jump from 8 to the left with -8 above it, and record a mark and zero where it ends, for example,



2. Partition 10 into 8 and 2

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

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



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

Complete the subtraction problems below using the number line.

1. $10 - 12 =$ _____

2. $9 - 11 =$ _____

Wednesday

After you read chapter 2 of 'The Iron Man' (In week 1's learning from home pack), answer the following comprehension questions.

1. What was Hogarth doing when he saw the Iron Man for the first time?

2. Who saw the Iron man after Hogarth?

3. What did Hogarth's father see bitten in the middle of the road?

4. What did the farmers do to trap the Iron Man?

5. How did Hogarth trap the Iron Man?

6. After the Iron Man was buried how did Hogarth feel?

Complete the subtraction problems below using the number line.

1. $3 - 5 =$ _____

2. $1 - 4 =$ _____

3. $8 - 9 =$ _____

4. $6 - 7 =$ _____

5. $9 - 12 =$ _____

6. $2 - 6 =$ _____

7. $2 - 8 =$ _____

Thursday

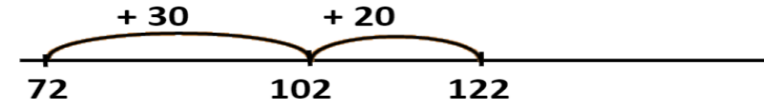
Write a character description of Hogarth below. Use the words in the word bank to help you form a description.

curious	confident	loyal	honest
intelligent	hero	special	brave



Complete addition problems below, by adding tens (10s) and bridging to a 100 on a number line.

$$72 + 50 =$$
$$\begin{array}{r} / \quad \backslash \\ 30 + 20 \end{array}$$

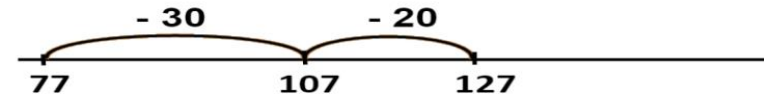


1. $50 + 70 =$

2. $63 + 80 =$

Complete subtraction problems below, by subtracting tens (10s) and bridging to a 100 on a number line.

$$127 - 50 =$$
$$\begin{array}{r} / \quad \backslash \\ 20 + 30 \end{array}$$

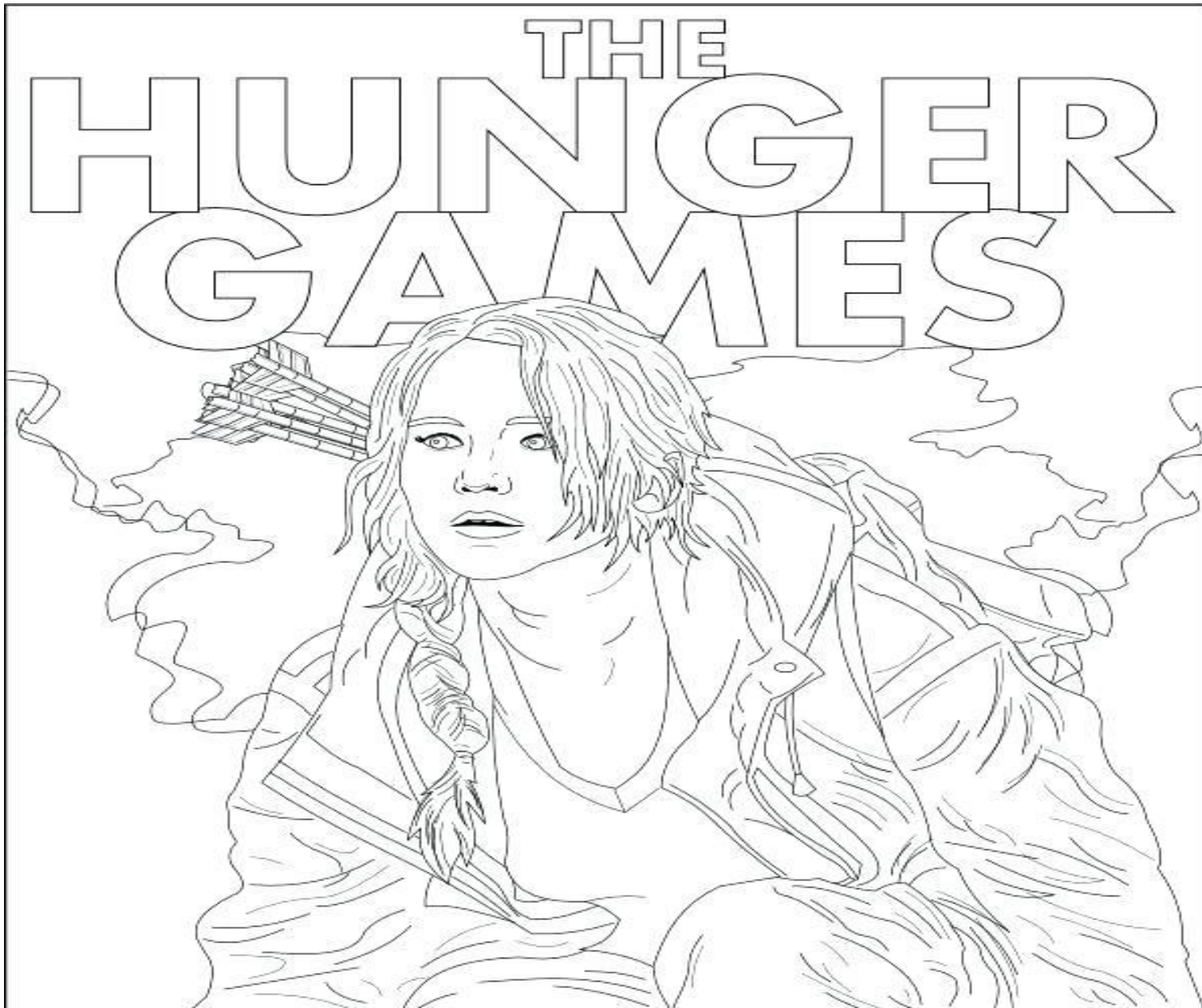


1. $120 - 50 =$

2. $110 - 40 =$

Friday

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



- Colour the title in your favourite colours.
- Circle the arrows.
- Colour the girl's hair in brown.
- Shade her jacket in blue.
- Colour the background in grey.
- Put an X on her nose.
- Colour her eyes in green.

➤ Use the set of directions to help you describe your picture to an adult in full spoken sentences.