

## 5/6R Class Timetable Term 2 Week 3

Monday 11/05/20

**Morning**

**Literacy**

Writing (55 mins approximately)-

*Learning Intention- I can identify and explore the language features of persuasive texts.*

1. Watch Miss Gray go through the Persuasive Devices Video. Remember to pause it when she says and complete any activities or come back and re-watch the video if you need to.
2. After watching the video answer the following questions:
  - a. What are some examples of persuasive devices?
  - b. What is the purpose of persuasive devices?
  - c. Why are persuasive devices helpful when expressing a particular point of view?
3. Watch Miss Gray go through the Persuasive Devices PowerPoint. Remember to pause it when she says and complete any activities or come back and re-watch the video if you need to.
4. Match the persuasive device to its definition by highlighting them in the same colour (the first one has been done for you):
5. The following sentences are from a persuasive text about homework. Copy and paste the sentence into the table to match it with the type of persuasive device it is demonstrating.
  - a. We need to work together to make schools see that homework is a completely unnecessary exercise.
  - b. Don't students deserve to unwind and relax after a long day at school?
  - c. After school, children deserve to unwind, relax and just be kids.
  - d. Think about all the exhausted children who must suffer through the horrific task of homework every single night.
  - e. Homework is stressful for the student; boring for the student and pointless for the student.
  - f. Students should be social after school, not stuck inside doing silly study!
  - g. Homework is destroying the childhoods of today's children.
  - h. It is certain that homework does not achieve anything for students; this old-age practice must be stopped!
6. Your friends are arguing whether or not *books are more enjoyable than movies*. Choose which side you support. Write a sentence using each persuasive device to help argue your viewpoint.

BRAIN BREAK 5 MINS- JUST DANCE OR PHYSICAL ACTIVITY

**Maths- Time** (60 mins approximately)

All Groups are *learning and reviewing how to read and convert 12 and 24 hour time:*

1. Watch this video to show 12hour and 24hour time:  
<https://www.youtube.com/watch?v=hBiCJt6B9Ow>

	<ol style="list-style-type: none"> <li>2. Read through the slides assigned to you “12 and 24 hour time”.</li> <li>3. Complete the activities on the slides to practice converting between 12 and 24 hours.</li> <li>4. Turn in your work to Miss Gray when finished.</li> </ol>
<b>Break</b>	
<b>Middle</b>	<p><b>Technology</b> (<u>60 mins approximately</u>)</p> <p>Please see Miss Lin’s lesson for technology this week.</p> <p><b>Literacy</b></p> <p><u>Word sorts- (30 minutes)-</u></p> <ol style="list-style-type: none"> <li>1. You have been assigned new words for Week 3 and 4.</li> <li>2. Please watch the YouTube view assigned to you to understand your sort.</li> <li>3. Complete your Word Sort activities, you can do as many activities as you would like in this time frame.</li> </ol>
<b>Break</b>	
<b>Afternoon</b>	<p><b>Literacy</b></p> <p><u>Reading and comprehension (30 minutes)-</u></p> <ol style="list-style-type: none"> <li>1. Log on to Wushka and read the book you have been assigned for Week 1. You have either been assigned <i>A Safe Place</i> or <i>The Rocket Man</i>.</li> <li>2. Then complete one of the comprehension tasks assigned to you for your text. (There are two tasks to complete this week you can choose which one you would like to do first). Turn in your work when you are finished.</li> </ol> <p><b>Creative Arts</b></p> <p><u>Dance (30 minutes)-</u></p> <ol style="list-style-type: none"> <li>1. Today you are going to learn the moves to create a short dance.</li> <li>2. Open the “Learnt Work- Part 1” activity sheet (this will be a view only file).</li> <li>3. Click on the link to learn the first dance moves:  <a href="https://publish.viostream.com/play/w9i3zgn4gmpjf">https://publish.viostream.com/play/w9i3zgn4gmpjf</a></li> <li>4. Practise this as part of your brain break time this week.</li> </ol>

# 5/6R Class Timetable Term 2 Week 3

Tuesday 12/05/20

**Morning**

**Literacy**

Writing (55 mins approximately)-

*Learning Intention- Identify and use correct paragraph structure in persuasive texts*

1. Watch Miss Gray go through and explain the PEEL paragraphs structure (Point/Purpose, Explain/Evidence, Evaluate, Link).
2. Open the Constructing Persuasive Paragraphs Google Doc assigned to you.
3. Complete the activities and Turn In your work to Miss Gray for her to check.

BRAIN BREAK 5 MINS- JUST DANCE OR PHYSICAL ACTIVITY

Text Study- Ella and the Ocean (60 mins approximately)-

1. Watch Miss Gray read the next pages of Ella and the Ocean- remember you can rewatch the video, pause it and come back to it if you need to.
2. Answer the following questions:
  - a. PERSPECTIVE- Choose two of the characters (Ella, Dad, Mum, Gran or Ben) and write a short paragraph describing how you feel at the beach. These paragraphs should show a difference in perspective as some of the characters had been to the beach before and others it was their first time.
  - b. INFERENCE- How has swimming in the ocean made them feel?
  - c. CONNECT- If you were describing the beach to someone that hasn't been before what would you tell them? What do they need to pack or bring? What are some important things to know about the beach?

**Break**

**Middle**

**Maths- Time (60-75 mins approximately)**

Groups 1, 2 and 3 are learning to *measure time and order events*:

1. For today's lesson you will need a stopwatch. You can use a phone, iPad or the stopwatch on Google:  
[https://www.google.com/search?q=stopwatch&rlz=1C1GCEA\\_enAU895AU895&oq=stopwatch&aqs=chrome..69i57j0l7.2410j0j7&sourceid=chrome&{google:instantExtendedEnabledParameter}ie=UTF-8](https://www.google.com/search?q=stopwatch&rlz=1C1GCEA_enAU895AU895&oq=stopwatch&aqs=chrome..69i57j0l7.2410j0j7&sourceid=chrome&{google:instantExtendedEnabledParameter}ie=UTF-8)
2. Today you will record the time it takes you to do 5-10 everyday jobs or activities. You may choose which jobs or activities you time. Some suggestions are: taking out the rubbish, making your bed, making some toast, folding a shirt and reading one page of a book.
3. Open the "Duration of Events" Google Doc assigned to you.
4. Estimate the time it will take you to do these activities before recording.
5. Once completed, finish the remaining questions that compare the times.
6. Turn your work in to Miss Gray.

Groups 4,5 and 6 are learning to *read and understand timetables*:

1. Today you will be reading and interpreting timetables.

	<ol style="list-style-type: none"> <li>2. Watch Miss Gray complete the first few questions and explain how to read a timetable.</li> <li>3. Complete the timetables worksheet assigned to you. You will need to record your answers on a sheet of paper</li> <li>4. Share your answers with me OR get an adult to check for you.</li> </ol>
<b>Break</b>	
<b>Afternoon</b>	<p><u>Word sorts- (30 minutes)-</u></p> <ol style="list-style-type: none"> <li>1. You have been assigned new words for Week 3 and 4.</li> <li>2. Please watch the YouTube view assigned to you to understand your sort.</li> <li>3. Complete your Word Sort activities, you can do as many activities as you would like in this time frame.</li> </ol> <p><u>Reading and comprehension-</u></p> <ol style="list-style-type: none"> <li>1. Log on to Wushka and read the book you have been assigned for Week 1. You have either been assigned <i>A Safe Place</i> or <i>The Rocket Man</i>.</li> <li>2. Then complete one of the comprehension tasks assigned to you for your text. (There are two tasks to complete this week you can choose which one you would like to do first). Turn in your work when you are finished.</li> </ol>

## 5/6R Class Timetable Term 2 Week 3

Wednesday 13/05/20

<b>Morning</b>	<b>Literacy</b> <u>Handwriting (30 minutes approximately)–</u> <ol style="list-style-type: none"><li>1. Follow the handwriting instructions for Week 3's work.</li><li>2. You do not have to submit your work for this.</li><li>3. Complete your work on any paper you have at home OR on a printed sheet.</li></ol> <u>Word sorts- (30 minutes)-</u> <ol style="list-style-type: none"><li>1. You have been assigned new words for Week 3 and 4.</li><li>2. Please watch the YouTube view assigned to you to understand your sort.</li><li>3. Complete your Word Sort activities, you can do as many activities as you would like in this time frame.</li></ol> <u>Hip hop (30 minutes approximately)-</u> <p>All students can engage in hip hop this week! Have a look at the link to Hernans choreography and practise the moves.</p>
<b>Break</b>	
<b>Middle</b>	<b>Maths- Time</b> <p>Groups 1, 2 and 3 are learning about <i>daylight savings</i>:</p> <ol style="list-style-type: none"><li>1. Today we are going to learn about Daylight Savings.</li><li>2. Read through the "Why do we have Daylight Savings" PowerPoint.</li><li>3. Read the "Daylight Savings with Questions" PowerPoint and complete the questions on the last slides.</li><li>4. Turn in the "Daylight Savings with Questions" PowerPoint for Miss Gray to check when you are complete.</li></ol> <p>Groups 4,5 and 6 are learning to <i>construct timelines to scale</i>:</p> <ol style="list-style-type: none"><li>1. Today you will be learning to construct and read timelines.</li><li>2. Complete the "Reading Timelines" Google Doc assigned to you.</li><li>3. The last question asks you to create a timeline. Do this on a piece of paper and remember to use a ruler. Take a photo of your timeline and insert it into the "Reading Timelines" Google Doc or share your photo with Miss Gray.</li></ol>
<b>Break</b>	

Afternoon

## Geography

### Factors that shape places-

1. This term we will be looking at how people change the natural environment in Australia and other places around the world. To start we will look at an Aboriginal perspective and form an understanding of their connection to the land.
2. Open "The Ngarrindjeri Nation Factsheet" assigned to you. Read the text and highlight the main points using the highlight tool next to where you change font colour.
3. Answer the following questions at the bottom of the factsheet:
  - a. Write 3-5 sentences to summarise the key points you took from this piece.
  - b. What colours and patterns the Ngarrindjeri people might use to represent the environment in which they live?
  - c. Look at the pictures of the landscape at the Country of the Ngarrindjeri Nation. Describe this landscape. Look up other images by searching the titles of the images listed on the factsheet. Choose your favourite image to add to your description.
  - d. Read the Dreaming Story of Ngarrindjeri. What was the purpose of the story?

# 5/6R Class Timetable Term 2 Week 3

Thursday 14/05/20

<b>Morning</b>	<p><b>Literacy</b></p> <p><u>Text Study- Ella and the Ocean (60 mins approximately)-</u></p> <ol style="list-style-type: none"><li>1. Watch Miss Gray read the next pages of Ella and the Ocean- remember you can rewatch the video, pause it and come back to it if you need to.</li><li>2. Answer the following questions:<ol style="list-style-type: none"><li>a. CONNECT- what is something you hold close to you as a good memory? Describe this memory and why it is important to you.</li><li>b. MONITOR- "At home everything was the same but different" What does this mean? How have the colours in the pictures changed?</li><li>c. INFERENCE-The family has a new perspective on life on the farm and a new attitude, why do you think this is?</li><li>d. INFERENCE- What does the image on the last page symbolise for the families future?</li></ol></li></ol> <p>BRAIN BREAK 5 MINS- JUST DANCE OR PHYSICAL ACTIVITY</p> <p><b>Maths- Time</b></p> <p>Groups 1, 2 and 3 are learning to <i>calculate time elapsed</i>:</p> <ol style="list-style-type: none"><li>1. Today we are learning to calculate elapsed time.</li><li>2. Watch Miss Gray explain how to calculate time elapsed.</li><li>3. Complete the "Time Elapsed" worksheet assigned to you.</li><li>4. Turn in your work when you are complete.</li></ol> <p>Groups 4,5 and 6 are <i>reviewing learning on time</i>:</p> <ol style="list-style-type: none"><li>1. This is our last lesson for time so we are going to review everything we have learnt and practised.</li><li>2. Complete the "Time Worksheets" assigned to you.</li><li>3. You will need to complete your answers on a sheet of paper or you can print the worksheets to complete.</li><li>4. Submit your work to Miss Gray when completed.</li></ol>
<b>Break</b>	
<b>Middle</b>	<p><b>PDHPE (60 mins approximately)</b></p> <p>Please see Miss Lin's lesson for Personal Health this week.</p> <p>BRAIN BREAK 5 MINS- JUST DANCE OR PHYSICAL ACTIVITY</p>
<b>Break</b>	

Afternoon

**Literacy**

Word sorts- (15 minutes)-

1. You have been assigned new words for Week 3 and 4.
2. Please watch the YouTube view assigned to you to understand your sort.
3. Complete your Word Sort activities, you can do as many activities as you would like in this time frame. Remember to record what you have done.

**Sport**

Fitness- Don't let your fitness drop- join in for another session with Joe-

[https://www.youtube.com/watch?v=ybn\\_SO990go](https://www.youtube.com/watch?v=ybn_SO990go)

What about trying some Yoga?

<https://www.youtube.com/watch?v=dF7O6-Qablo>

Or you can:

- Go for a run or walk
- Go for a bike ride
- Play handball with a parent or sibling
- Play tips with a parent or sibling

# 5/6R Class Timetable Term 2 Week 3

Friday 15/05/20

Morning

PDHPE

Fitness- Don't let your fitness drop- join in for another session with Joe-  
<https://www.youtube.com/watch?v=f1DCBvypjNw>

Fundamental movement skills- Practise the skill of 'hopping'. Look at the hopping explanation and practise it with some hopping based activities. Some suggested activities include:

- Make a hopping obstacle course for yourself (this could be done indoors if needed)
- Make hopping patterns by combining hopping in one place with hopping along a straight or curved pathway
- Play hopscotch

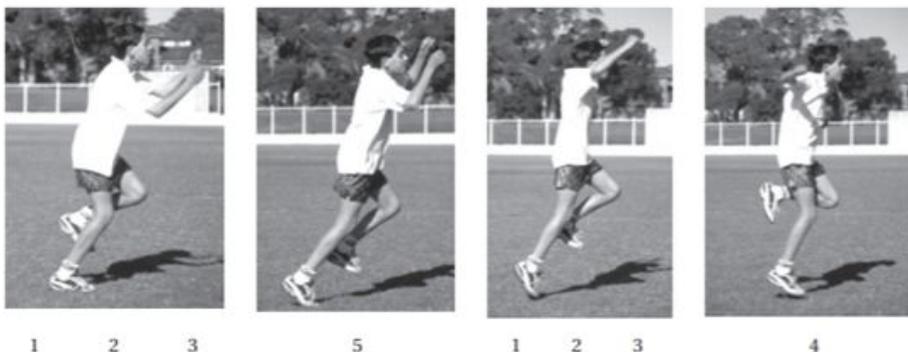
## Hop



### About the skill

Hopping is a continuous rhythmical locomotor skill, characterised by taking off and landing on the same foot. It is used in many dance forms, in athletics in the triple jump and in many playground games, such as hopscotch. It is a good indicator of being able to maintain balance while moving, which is often referred to as dynamic balance.

### Skill components



1. Support leg bends on landing, then straightens to push off.
  2. Lands and pushes off on the ball of the foot.
  3. **Non-support leg bent and swings in rhythm with the support leg.**
  4. **Head stable, eyes focused forward throughout the jump.**
  5. **Arms bent and swing forward as support leg pushes off.**
- (Introductory components marked in bold)

	<p><b>Science</b> (<u>60 mins approximately</u>)</p> <p>Please see Miss Lin's lesson for science this week.</p>
<b>Break</b>	
<b>Middle</b>	<p><b>Geography-</b> <u>Factors that shape places-</u></p> <ol style="list-style-type: none"> <li>4. This term we will be looking at how people change the natural environment in Australia and other places around the world. To start we will look at an Aboriginal perspective and form an understanding of their connection to the land.</li> <li>5. Open "The Ngarrindjeri Nation Factsheet" assigned to you. Read the text and highlight the main points using the highlight tool next to where you change font colour.</li> <li>6. Answer the following questions at the bottom of the factsheet: <ol style="list-style-type: none"> <li>a. What do Aboriginal people mean by the term 'Country'?</li> <li>b. Describe the Aboriginal way of life in 3 sentences:</li> <li>c. Outline how the thinking about the environmental impact of Aboriginal and Torres Strait Islander people has changed in recent times.</li> <li>d. Outline the reasons why Aboriginal and Torres Strait Islander people used fire.</li> <li>e. Describe the impact that regular burning has on the landscape.</li> <li>f. State the possible causes for the extinction of Australia's megafauna.</li> <li>g. Explain how the extinction of the megafauna affected the Australian landscape.</li> </ol> </li> </ol>
<b>Break</b>	
<b>Afternoon</b>	<p><b>BTN</b></p> <p>Watch the latest episode of BTN and leave a comment on our Google Classroom Stream about the episode. <a href="https://www.abc.net.au/btn/">https://www.abc.net.au/btn/</a></p> <p><b>Week Reflection</b></p> <p>Complete your Week 3 reflection in your Google Docs Diary.</p>