

# HOME LEARNING



## Learning at Home Booklet 3

Term 3, Week 7

(23<sup>rd</sup> August – 27<sup>th</sup> August)

Year 6

Name: \_\_\_\_\_

Class: \_\_\_\_\_



### Stage 3 Online Resources

#### Mangahigh

<https://www.mangahigh.com>

Teachers have assigned work for students and once this is completed they can free play at their own level. A great, fun resource to practice key concepts.

#### Literacy Pro

<https://slz04.scholasticlearningzone.com/resources/dp-int/dist/#/login3/student/AUSXD8C>

All students have an online account set up for Literacy Pro. Teachers have assigned work for students to complete. They can read books of their choice and complete the quiz.

#### Scholastic Learn at Home

<https://classroommagazines.scholastic.com/support/learnathome.html>

Scholastic have put together packages which include books and videos designed to build knowledge of a subject.

#### Go Noodle: At Home

<https://family.gonoodle.com/>

Copy the routines from the clip for physical activity inside.

#### National Geographic: For Kids

<https://www.natgeokids.com/au/category/kids-club/>

Navigate your way around this website to find information.

#### Read Theory

<https://readtheory.org/auth/login>

Login to complete your reading and comprehension tasks

#### ABC Education

<https://education.abc.net.au/home#!/resources/-/all/all/all>

Select appropriate year level at the top and choose your area of learning.

#### Kids News

<https://www.kidsnews.com.au>

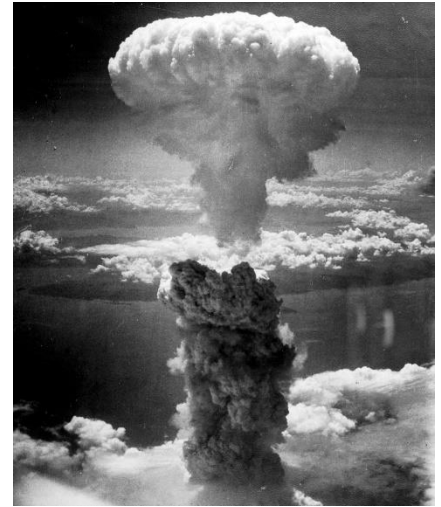
Great site for kid's news articles and learning about different animals and events.

**Year 6 Timetable - Week 7**

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<p><b>Task 1: Reading</b> <i>Hiroshima</i> Highlight technical language and find meanings</p> <p><b>Task 2: Spelling</b> Look Cover Write Check</p> <p>Spelling Activities: definitions, word builders and fancy font</p> <p><b>Task 3: Writing &amp; Grammar</b> Punctuate the sentences 'But' or 'So' conjunctions Write a 'backfill' paragraph</p>	<p><b>Task 1: Reading</b> <i>Hiroshima</i> Find the visual clues and highlight them in yellow</p> <p><b>Task 2: Spelling</b> Look Cover Write Check</p> <p>Spelling Activities: Synonyms, antonyms, unjumble words, pictures</p> <p><b>Task 3: Writing &amp; Grammar</b> Dictionary Scavenger Hunt Adverbs of Manner Descriptive writing: Create a tension scene</p> <p><b>Task 4: Maths Drills</b> Day 2</p> <p><b>Task 5: Word Problems</b> Data word problems</p> <p><b>Task 6: Mathematics</b> Constructing Column Graphs B</p>	<p><b>Task 1: Reading</b> <i>Hiroshima</i> Identify the purpose of the text using vocabulary</p> <p><b>Task 2: Spelling</b> Look Cover Write Check</p> <p>Spelling Activities: Syllables and comic strip</p> <p><b>Task 3: Writing &amp; Grammar</b> Quick Writing task (10 minutes) Modal verbs Find the descriptive &amp; figurative language task Show, Don't Tell writing activity</p> <p><b>Task 4: Maths Drills</b> Day 3</p> <p><b>Task 5: Word Problems</b> Data word problems</p> <p><b>Task 6: Mathematics</b> Learning About Line Graphs</p>	<p><b>Task 1: Reading</b> <i>Hiroshima</i> Summarise the main idea of the passage</p> <p><b>Task 2: Spelling</b> Look Cover Write Check</p> <p>Spelling Activities: Rhyming words, boggle and create a word web</p> <p><b>Task 3: Writing &amp; Grammar</b> Expanding sentences activity Patty Mills Biography: Read, Plan &amp; Summarise pre-writing activity</p> <p><b>Task 4: Maths Drills</b> Day 4</p> <p><b>Task 5: Word Problems</b> Data word problems</p> <p><b>Task 6: Mathematics</b> Line Graphs</p>	<p><b>Task 1: Reading</b> <i>Hiroshima</i> Answer the questions and draw something about Asia</p> <p><b>Task 2: Spelling</b> Look Cover Write Check</p> <p>Spelling Activities: Number code and spelling test</p> <p><b>Task 3: Writing &amp; Grammar</b> Proofreading activity Biography: Plan/Research And write your own draft</p> <p><b>Task 4: Maths Drills</b> Day 5</p> <p><b>Task 5: Word Problems</b> Data word problems</p> <p><b>Task 6: Mathematics</b> Deciphering Dot Plots</p>
<p align="center"><b>Geography:</b></p> <p>Look at flags from Asia. Draw 4 flags from Asian countries. Design a flag for the continent of Asia. What are some of the geographical features of Asia?</p>				
<p align="center"><b>Optional Tasks</b></p> <p align="center">These tasks can be completed at any time during the week.</p>				
<p><b>Visual Arts</b> Design your own mask</p>	<p><b>Visual Arts</b> Be creative and design your own Chinese Lantern</p>	<p><b>Science</b> How do we use energy in our homes?</p>	<p><b>PDH/PE</b> PE- Static Balance PDH – How can I build positive relationships with others?</p>	<p><b>Mindfulness</b> <i>Amazing Things Happen When You Try colouring- in page</i></p>

# Hiroshima

1. September 1939, Germany invaded Poland and started a war that, within a few years, had spread around the world. The Allied forces (including those from Great Britain, the United States of America, the Soviet Union and Australia) battled the Axis, which included German, Italian and Japanese forces. By May 1945, the Axis forces had surrendered in Europe, but in the Pacific, Japan refused to surrender and the fighting continued. On 26 July, the United States demanded that if Japan didn't surrender without meeting certain conditions, the Allies would attack and destroy Japan.



2. The Japanese didn't know the Allied forces had a new and powerful weapon; an atomic bomb. They had been developing this bomb over the past few years and were ready to use it to end the war and to stop the terrible loss of life. The Japanese government rejected the demand to surrender in this way. So, the atomic bomb was ordered to be dropped on the city of Hiroshima on 6 August 1945. At 8.15 am, the bomb, nicknamed 'Little Boy', was dropped, and 57 seconds later it exploded over Hiroshima.

3. The energy, heat and light created by the bomb were far stronger than any bomb ever dropped before. First there was a blinding light, then a huge blast that sent a shock wave in all directions at the speed of sound. This, combined with the immense heat, destroyed much of the city and the people in it in a matter of seconds.

4. The Japanese army couldn't contact its soldiers in Hiroshima. Not knowing what had happened, they eventually sent a plane to find out. The aircraft crew circled the city in disbelief. A great burning scar on the land and a thick cloud of smoke were all that were left.

5. The blast had killed at least 70 000 men, women and children. But many thousands more died months and even years later from sickness caused by the atomic bomb. On 9 August, a bigger atomic bomb, nicknamed 'Fat Man', was dropped on the Japanese city of Nagasaki, killing many tens of thousands of people and destroying the city in one blow.

6. On 15 August 1945, Japan surrendered. World War II was finally over.

# Comprehension Corner – MONDAY ACTIVITY

## HIROSHIMA (passage is located at start of the wk)

**WALT:** to highlight technical languages or terms and find their meaning

### Language and Features

- ✓ I have used a formal tone when writing.
- ✓ I have tried to sound like an expert on the topic.
- ✓ I have used subject-specific, technical vocabulary.
- ✓ I have used the verbs 'to be' and 'to have'.
- ✓ I have used present tense.
- ✓ I have used nouns and noun categories.
- ✓ I have used adjectives and adverbs to enhance description.
- ✓ I have used time connectives.
- ✓ I have used phrases showing cause and effect.
- ✓ I have used comparative language.

Read the text aloud and think about the language used. Where are the examples of technical language in the text? Highlight in RED.

What other language features are used in the text and how are they effective?

Think about what you already know about the topic to help you understand this text.

Identify words or terms (technical words, scientific words, unknown words) and be 'word detectives' to find or uncover the meaning. Highlight them in GREEN.

Can you read them in a sentence to discover their meaning? Alternatively, look them up and write their meanings below.

## Hiroshima

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# Year 6 Spelling - Look, Cover, Write, Check (Week 7)

Spelling Words	Monday	Tuesday	Wednesday	Thursday	Friday
forces					
destroy					
Japan					
invaded					
blinding					
army					
immense					
atomic					
disbelief					
government					
allied					
developing					
exploded					
Japanese					
nuclear					
surrendered					
Soviet Union					
irradiated					
Hiroshima					
Nagasaki					

**\*\*Extension words are highlighted**

# SPELLING ACTIVITIES

MONDAY

1. Find the definitions of the following list words.

disbelief	
destroy	
nuclear	
allied	
irradiated	
immense	

2. Create word builders for 5 of your list words by adding:

ed      s      es      ing      est      er      ion

List word	Word builder

3. Write your words in a fancy font.

army

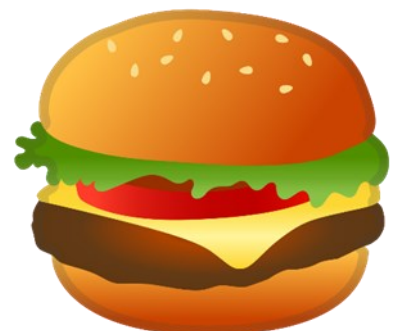
# MONDAY: Writing and Grammar

## Punctuate the sentences:

1. are toby and mark coming with us on Saturday
2. martha took her children lisa and bill to the zoo on Sunday
3. sameera and I are going to maitland this weekend would you like to come
4. have you chosen an outfit for the farewell yet asked tom
5. I like the zoo said lilly jess looked up and saw a monkey had stolen her lunchbox
6. do we have any money left asked jess id like to buy more food

## Confusing Conjunctions:     **but OR so?**

1. My favourite tv show is on \_\_\_\_\_ I'm too tired to watch it.
2. I gave my best friend a hug \_\_\_\_\_ she was still upset.
3. I love playing football \_\_\_\_\_ I decided to join a team.
4. My favourite food is cake \_\_\_\_\_ I know that it isn't very good for me.
5. I truly want to be healthy \_\_\_\_\_ I eat a lot of fruits and vegetables.
6. Goldilocks was hungry \_\_\_\_\_ she decided to eat some porridge.
7. Goldilocks tried the porridge \_\_\_\_\_ it was too salty.
8. Sadly, it rained all day \_\_\_\_\_ we had to stay inside.
9. Unfortunately, mum's favourite vase smashed \_\_\_\_\_ we have to buy her a new one.
10. My beef burger was very burnt \_\_\_\_\_ I sent it back for a replacement.



# MONDAY: Writing and Grammar

## Narrative writing: Backfill

Write a 'backfill' paragraph for the sizzling start provided. Remember you need to provide enough information to put the action of the sizzling start into context.

Answer each of the planning questions to help you:

WHO?

WHAT?

WHEN?

WHERE?

WHY?

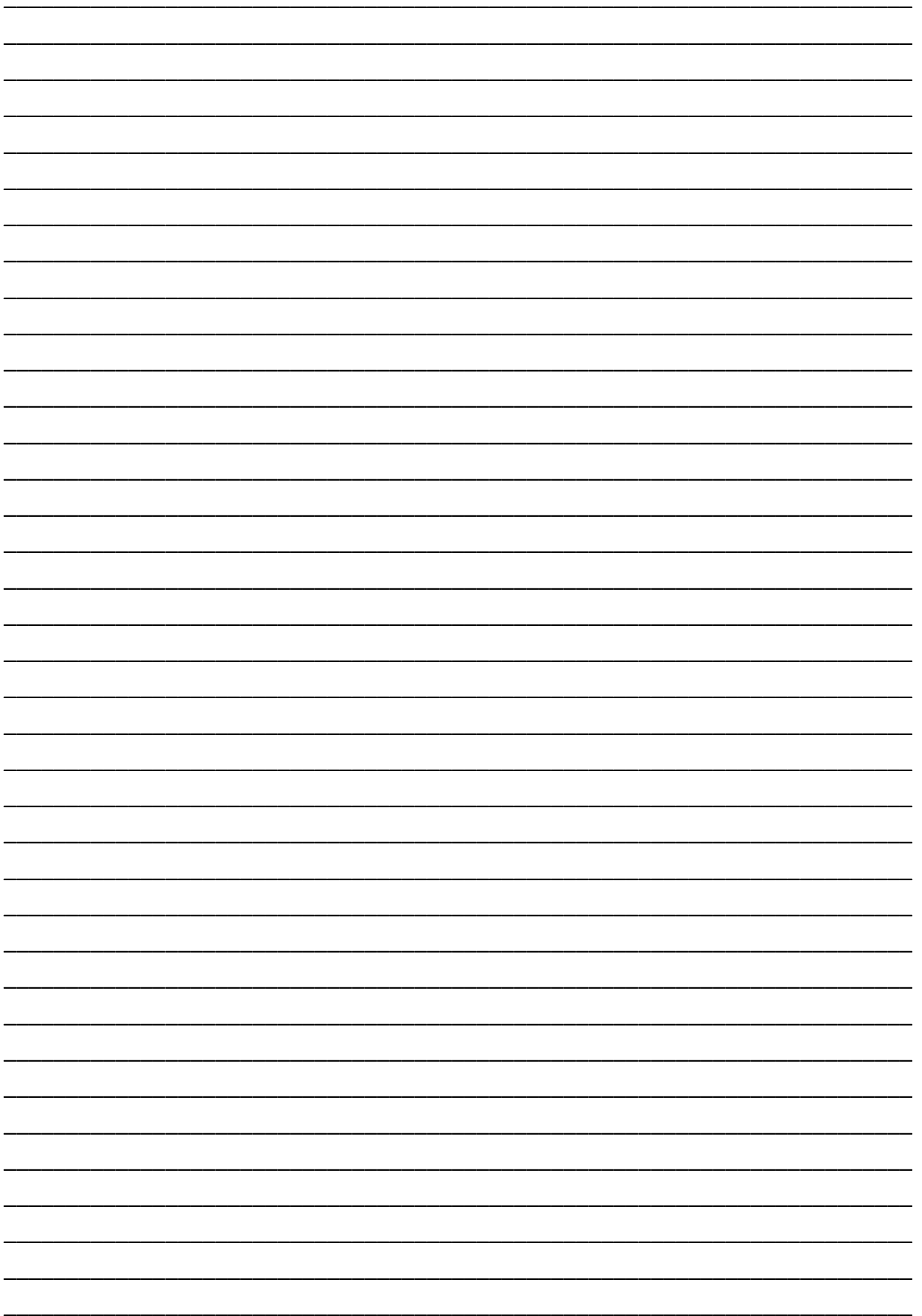


### Sizzling Start:

**I screamed past the trees, jumping and darting to avoid tripping over high roots and smacking my face into low, leafy branches. I slowed slightly to glance back over my shoulder. I couldn't see them but I could hear their shouts of anger and frustration further back...they were not happy. They were coming. I couldn't let them catch me; couldn't let them get their hands on the tiny precious jewel that now lay in my pocket. I focused all of my energy into my legs and ran.**

On the next page write the 'backfill' to this story (what happened at the beginning of the story?).





## Maths Drills Day 1

### Whole Number

Write these numbers:

- 1) four hundred and twenty three
- 2) fifty seven thousand, eight hundred and five
- 3) eight hundred and twenty five thousand, five hundred and seventeen

1)
2)
3)

### Multiplying by 10

Record the number:

- 1)  $9 \times 10 =$
- 2)  $1 \times 10 =$
- 3)  $62 \times 10 =$
- 4)  $4.1 \times 10 =$
- 5)  $378.405 \times 10 =$

1)
2)
3)
4)
5)


### Multiplying by 100

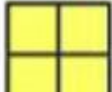
- Record the number:
- 1)  $71 \times 100 =$
- 2)  $32 \times 100 =$
- 3)  $850 \times 100 =$
- 4)  $1.75 \times 100 =$
- 5)  $63.405 \times 100 =$

1)
2)
3)
4)
5)

### Square Numbers

- What are the next 5 square numbers in this sequence?
- Draw a picture below and record the answers.

 $1 \times 1 = 1$

 $2 \times 2 = 4$

## Addition

1)  $48 +$

$24$   
-----  
-----

2)  $915 +$

$596$   
-----  
-----

## Adding and Subtracting Fractions

1)  $6\frac{1}{2} + 3\frac{1}{2} =$  \_\_\_\_\_

2)  $\frac{3}{4} + \frac{5}{4} =$  \_\_\_\_\_

3)  $\frac{7}{10} - \frac{3}{10} =$  \_\_\_\_\_

4)  $1 - \frac{3}{8} =$  \_\_\_\_\_

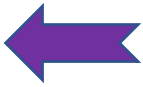
1)

2)

3)

4)

## Translate/Rotate/Reflect



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Rounding Numbers

Round these to the nearest whole number:

○ 1)  $24.4 =$  \_\_\_\_\_

○ 2)  $195.859 =$  \_\_\_\_\_

○ 3)  $489.055 =$  \_\_\_\_\_

1)

2)

3)

## Fractions/Decimals/Percentages

$\frac{30}{100} = 0.3 = 30\%$

Record the following fractions as a decimal and a percentage:

○ 1)  $\frac{47}{100} =$

○ 2)  $\frac{6}{10} =$

○ 3)  $\frac{1}{5} =$

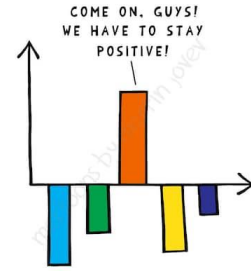
1)

2)

3)

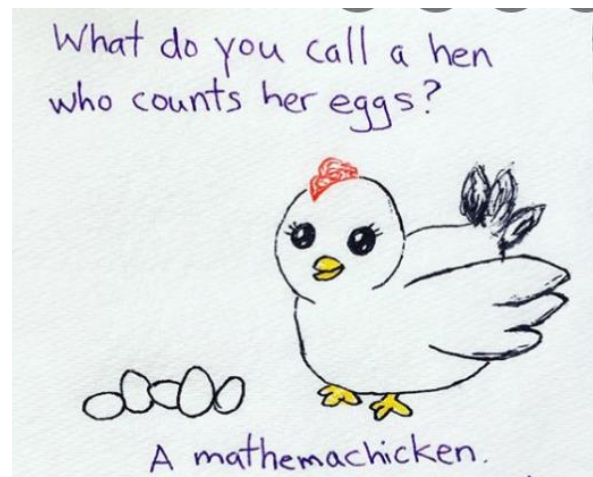
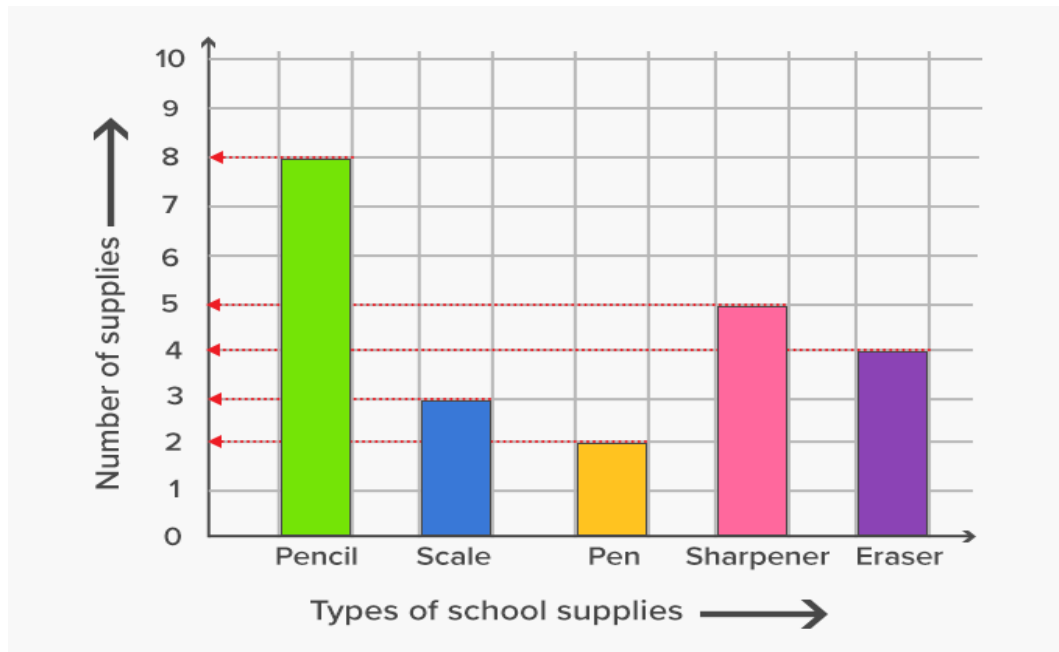


# Data



THE OPTIMIST IN THE OFFICE.

# Word Problems



Remember: 2 coloured pencils and a lead pencil.

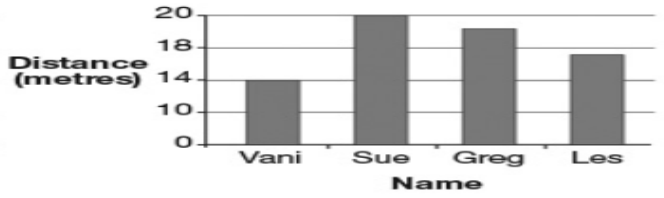
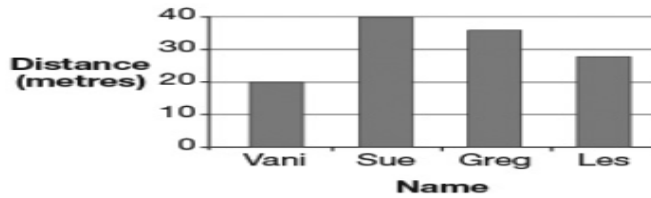
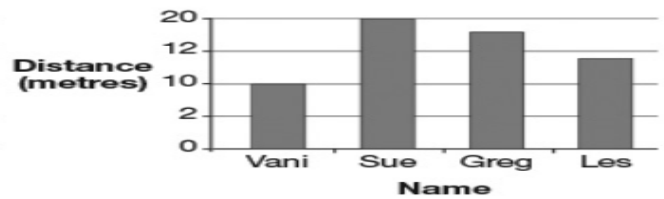
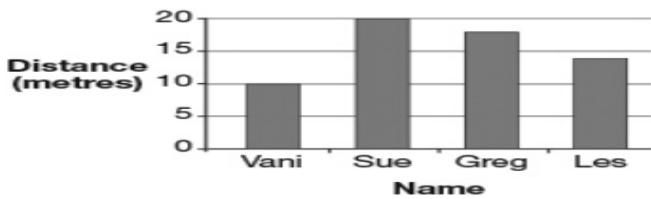
- 1) Underline the question
- 2) Circle the key numbers and words
- 3) Do the maths

# MUST DO:

The table shows the distance (in metres) some children throw a tennis ball.

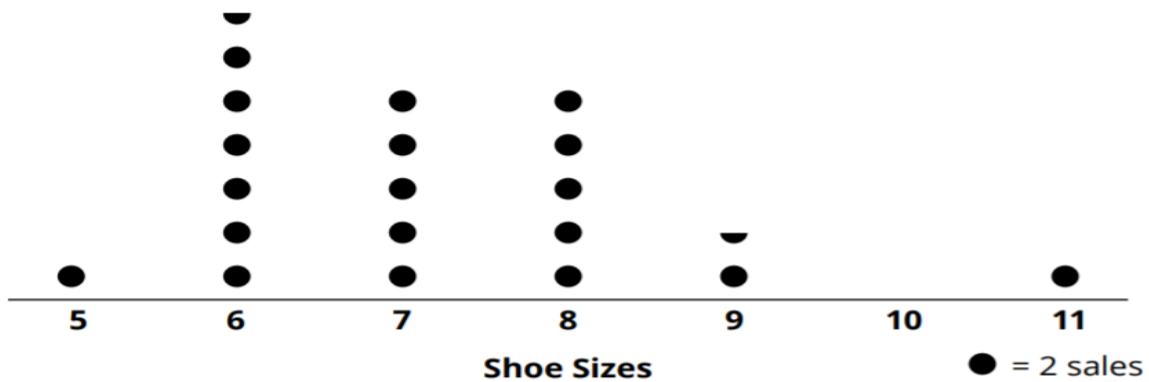
Name	Distance (metres)
Vani	10
Sue	20
Greg	18
Les	14

Which column graph correctly shows the data in the table?



# CHALLENGE QUESTION:

Shoes Sold by Size



Size 7 sold more shoes than sizes 5, 9 and 11 put together? True/False

Name \_\_\_\_\_

Date \_\_\_\_\_

## Posing Questions (A)

- ① You are planning to conduct a survey to investigate what kinds of mini-beasts live in your class vegetable garden.

Write three questions you would need to think about before conducting this survey.

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_

- ② You are interested in discovering what is the busiest time of day for car traffic on the main road outside your school.

Write three questions you would need to think about before conducting this survey.

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_

- ③ You heard on television that many children do not do any exercise. You want to see if this is true for your classmates.

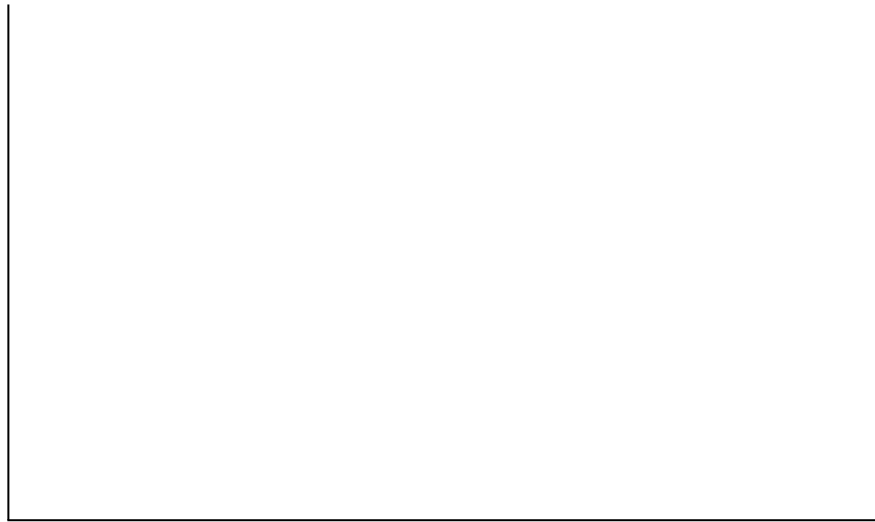
Write three questions you would need to think about before conducting this survey.

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

## Constructing Column Graphs (A)



- ① Construct a column graph to display the information contained in the table below. Don't forget to label the axis and write a title for your graph.

Favourite Subject	No. of Students
English	5
Maths	3
Science	4
History	5
Music	7
Art	4
P.E.	2

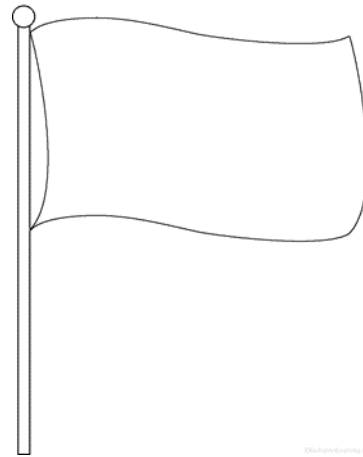
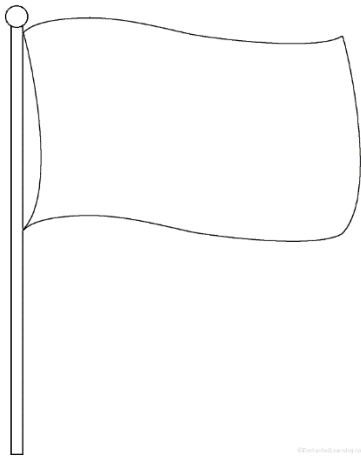
- ② Use your column graph to answer the following questions:

- How many more students like Music than those that like Art? \_\_\_\_\_
- More students prefer Maths to Science. True/False \_\_\_\_\_
- Which subject is the students' favourite? \_\_\_\_\_
- Which subject is the students' least favourite? \_\_\_\_\_

# Geography: Flags of Asia

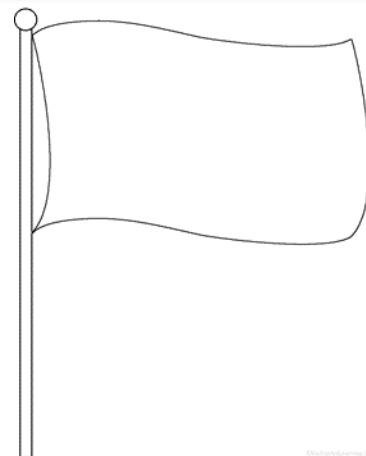
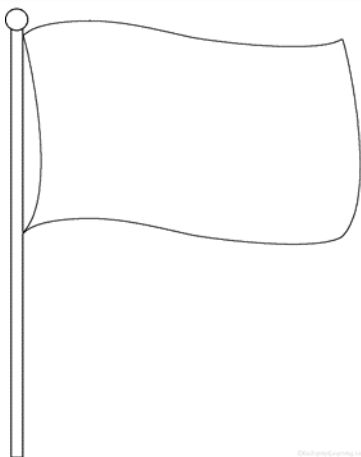
***Vexillology is the study of flags. Each country in the world has its own unique flag. The colours and symbols on the flags are symbolic and have been selected to represent the people and the place. Flags can include symbols that represent geography, history, religion, science, human spirit, war, peace, bloodshed or culture. Some colours represent different things on different flags.***

Choose four flags of Asian countries and research their meaning. Draw the flags in the spaces below and include a description of what the symbols and colours mean.



Blank rectangular box for writing a description of the first flag.

Blank rectangular box for writing a description of the second flag.

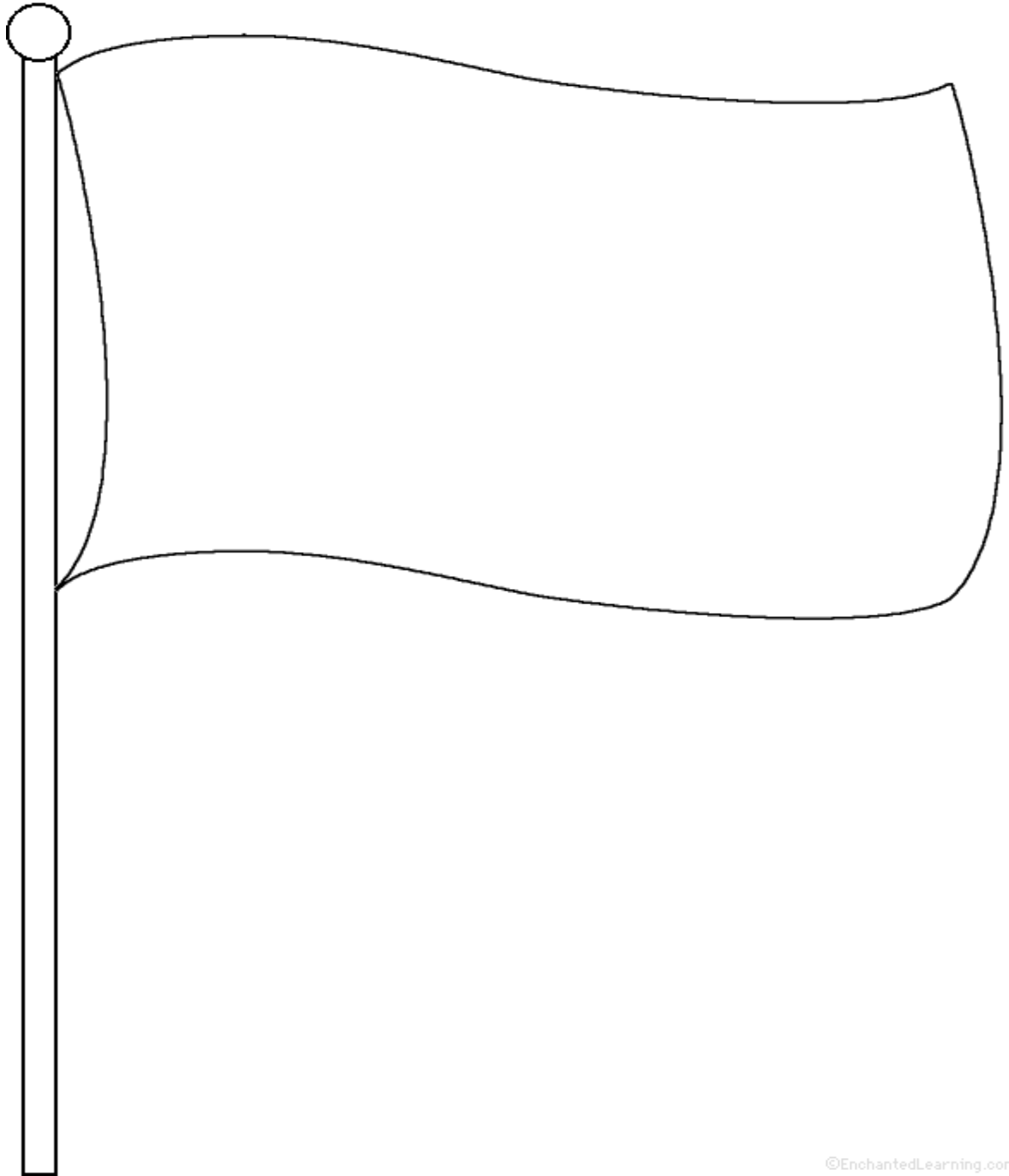


Blank rectangular box for writing a description of the third flag.

Blank rectangular box for writing a description of the fourth flag.



Design a flag for the continent of Asia, using symbols and colours to represent what you have learnt to be important features of this continent.



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**Features :**

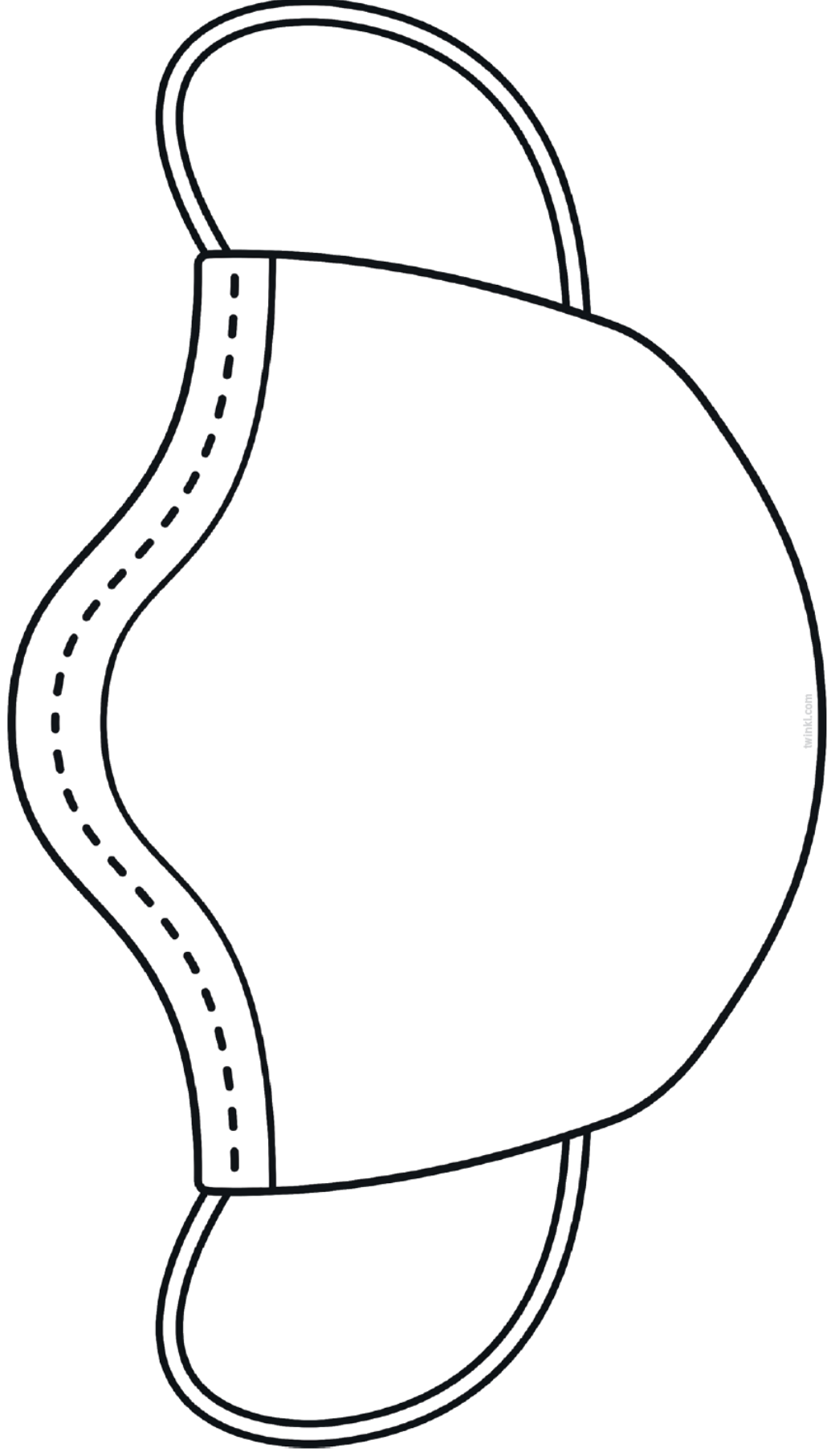
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# Design Your Own Face Mask Art Activity



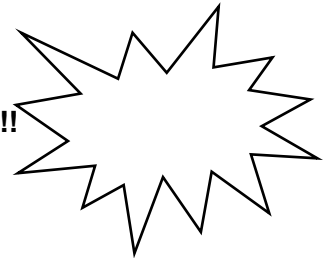
# Comprehension Corner – TUESDAY ACTIVITY

## HIROSHIMA (passage is located at start of the wk)

**WALT:** Find visual cues which add more information to the story.

- ❖ Read text aloud. Find the visual cues (words/ phrases you can visualise happening) that add more information to the text. Highlight in YELLOW.

How many did you find?!!



## Hiroshima

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6. On 15 August 1945, Japan surrendered. World War II was finally over.

# SPELLING ACTIVITIES

## TUESDAY

1. Find synonyms and antonyms for the following list words.

List word	Synonym (same)	Antonym (opposite)
exploded		
disbelief		
surrendered		
destroy		

2. Unjumble the list words and write them in a sentence.

➤ AAJPN

---

➤ SEROCF

---

➤ IAOC TM

---

➤ GND PLEEVIO

---

➤ MOHHSARII

---

3. Draw pictures that represent your list words. E.g. army

# Tuesday: Writing and Grammar

**Dictionary Scavenger Hunt!** Use a dictionary to answer these questions:

1. How many people are in a 'quintet'? \_\_\_\_\_
2. What type of word is 'honeycomb'? \_\_\_\_\_
3. What is the definition of 'fleck'? \_\_\_\_\_
4. Write 3 nouns that begin with 's' \_\_\_\_\_
5. What kind of story is a fable? \_\_\_\_\_
6. What is the definition of 'fishmonger'?  
\_\_\_\_\_



**Adverbs of Manner:** An adverb of manner describes **how** an action is carried out.

\*Add an adverb of manner to each sentence. You can choose from the **word bank** or think of your own!

1. "Where is your homework?" the teacher asked \_\_\_\_\_.
2. "Hooray!" cheered the children \_\_\_\_\_.
3. The lioness \_\_\_\_\_ waited for her prey.
4. "I need a drink of water!" demanded Jack \_\_\_\_\_.
5. She folded up her clothes \_\_\_\_\_ and put them away.
6. I \_\_\_\_\_ walked into the dark, tangled woods.
7. "I've just found a magic key!" she exclaimed \_\_\_\_\_.
8. The ocean waves \_\_\_\_\_ crashed onto the shore.
9. The boy yawned \_\_\_\_\_ as he got into bed.
10. The music was playing \_\_\_\_\_ in the house next door.

**WORD BANK** quickly, quietly, foolishly, slowly, noisily, happily, angrily, happily, neatly, silently, hurriedly, nervously, sleepily, gladly, busily, excitedly, crankily

# Tuesday: Writing and Grammar

## Creating Atmosphere and Tension.

Can you rewrite this paragraph and add 'tension' by using some of the following?

**similes, metaphors, alliteration, descriptive vocabulary, varied sentences**

At the end of a dirt track, trees parted to reveal an old, rundown house. There were no signs of life. There were no birds flying in the sky, no cats hunting for mice. The house was completely empty. The windows were covered up and the paintwork had faded, suggesting that no one had lived here for years. A sound emerged from the house. Was it the cry of a child? Or was it the warnings of a mad person?



**Plan for Writing:** Use question prompts like-

WHO?

WHAT?

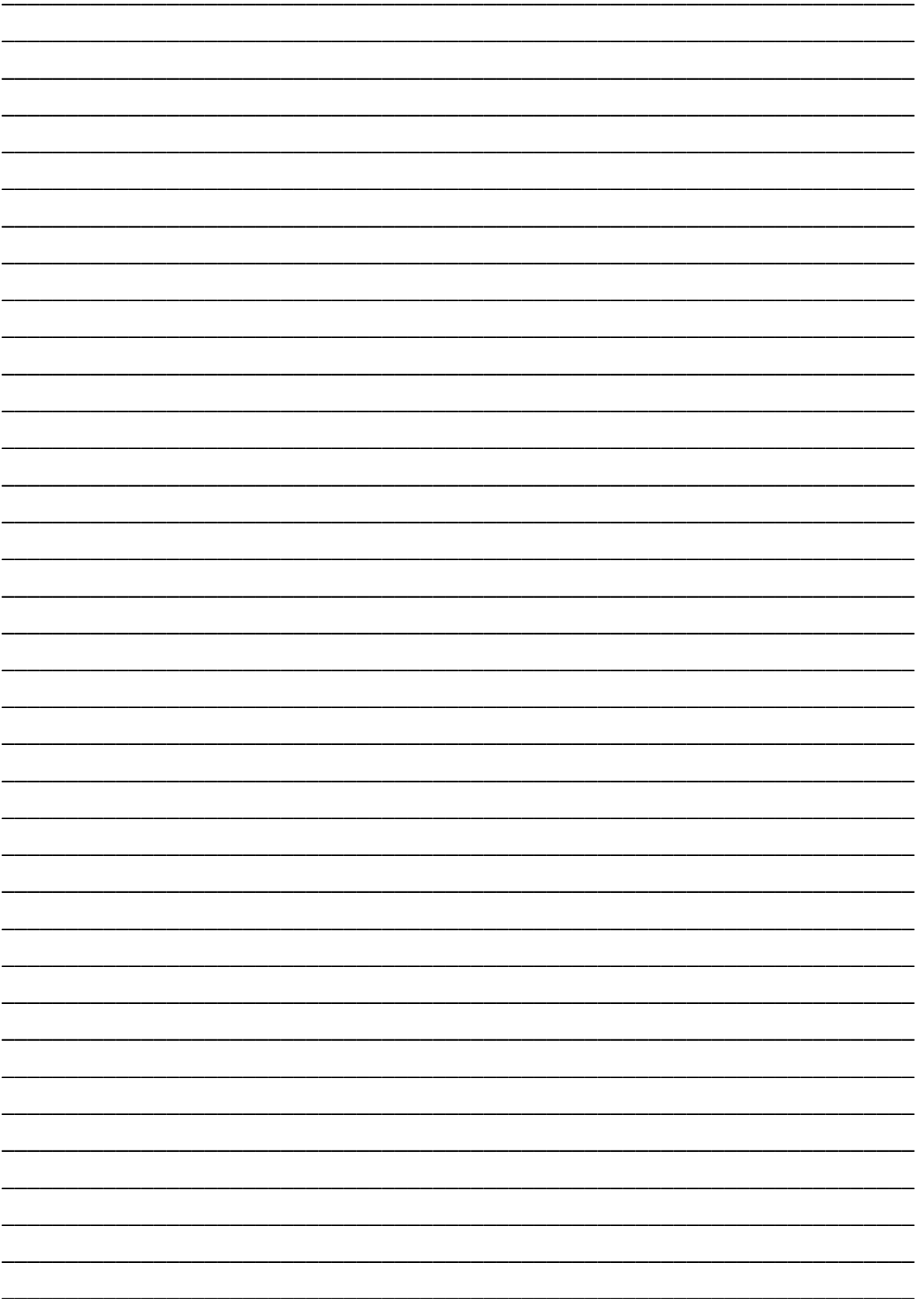
WHEN?

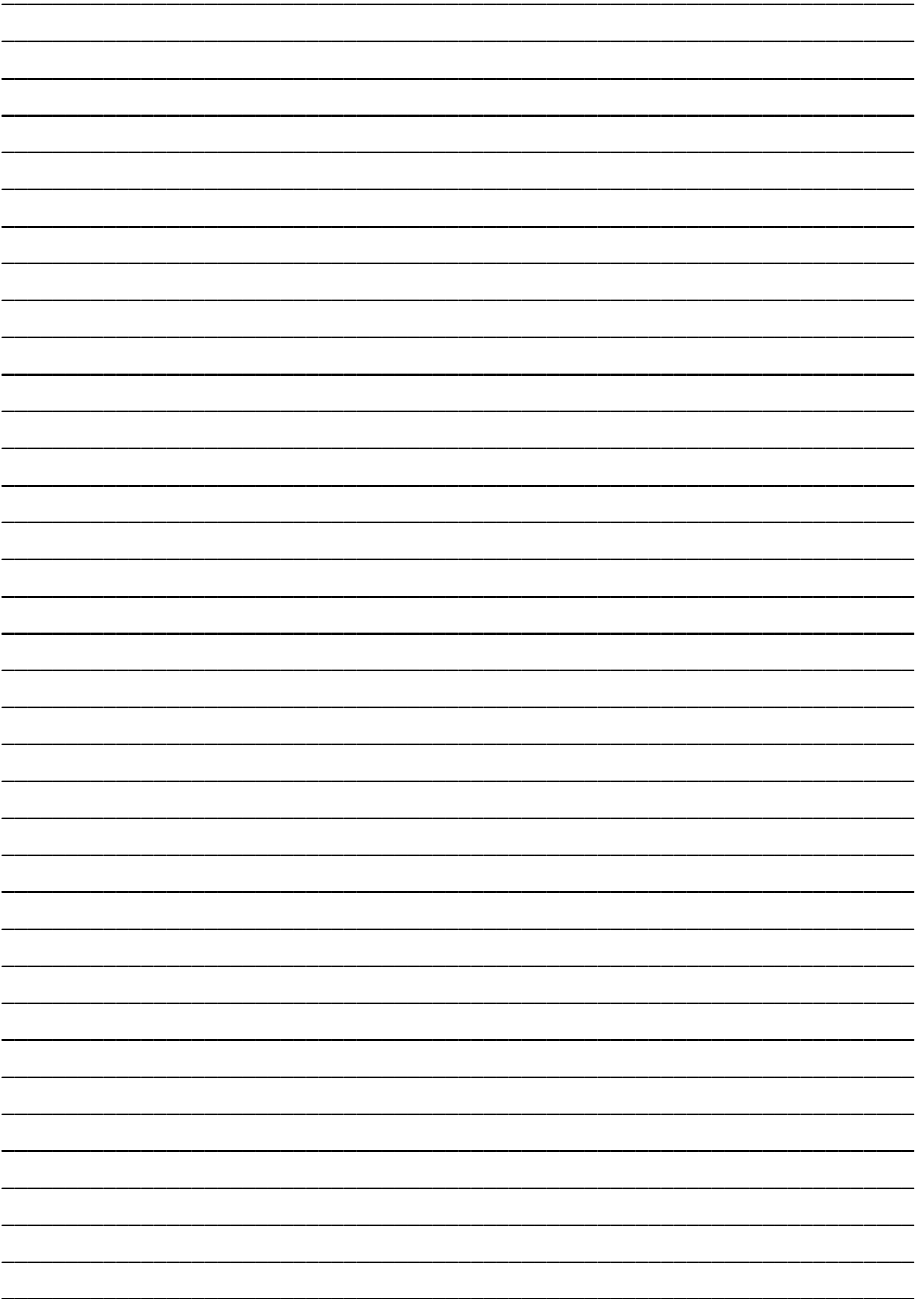
WHERE?

WHY?

HOW?

- Use powerful adjectives and adverbs to describe the atmosphere.
- Use a variety of sentence structures, sentence lengths and sentence starters.
- Write descriptively using 'Show, Don't Tell'.
- Some helpful vocabulary... (eerie, derelict, ancient, abandoned, spine-chilling, creaking sinister).







## Maths Drills Day 2

### Expanded Notation

Record the number:

- 1)  $100 + 20 + 8$
- 2)  $6\ 000 + 600 + 20 + 7$
- 3)  $7\ 000\ 000 + 600\ 000 + 7\ 000 + 500 + 30 + 1$

1)
2)
3)

### Dividing by 10

Record the number:

- 1)  $800 \div 10 =$
- 2)  $130 \div 10 =$
- 3)  $910 \div 10 =$
- 4)  $17 \div 10 =$
- 5)  $46.15 \div 10 =$

1)
2)
3)
4)
5)

### Dividing by 100

Record the number:

- 1)  $900 \div 100 =$
- 2)  $170 \div 100 =$
- 3)  $3\ 560 \div 100 =$
- 4)  $93 \div 100 =$
- 5)  $12.062 \div 100 =$

1)
2)
3)
4)
5)

### Time

Record the digital time shown:



1)
2)
3)

## Subtraction

1) 76

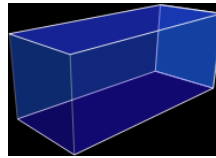
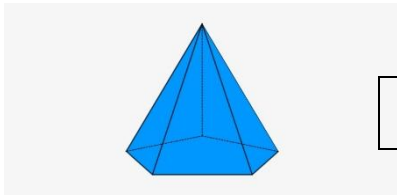
- 51  
-----  
  
-----

2) 725

-389  
-----  
  
-----

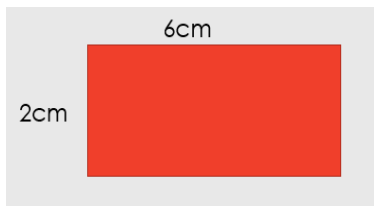
## 3D Objects

Name these objects:



## Perimeter

What is the perimeter of these?



## Round to the nearest 10<sup>th</sup>

- 1) 57.55 =
- 2) 912.31 =
- 3) 7.051 =

1)	
2)	
3)	

## Fractions to Percentage

$30/100 = 30\%$

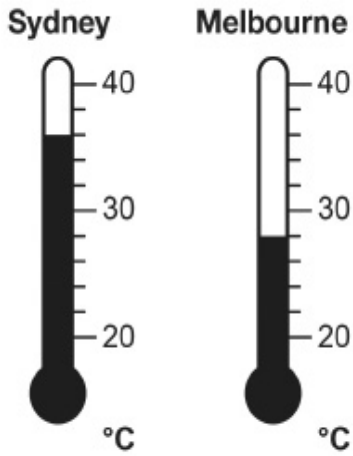
Record the following fractions as a percentage:

- 1)  $83/100 =$
- 2)  $1/4 =$
- 3)  $51/100 =$

1)	
2)	
3)	

# MUST DO:

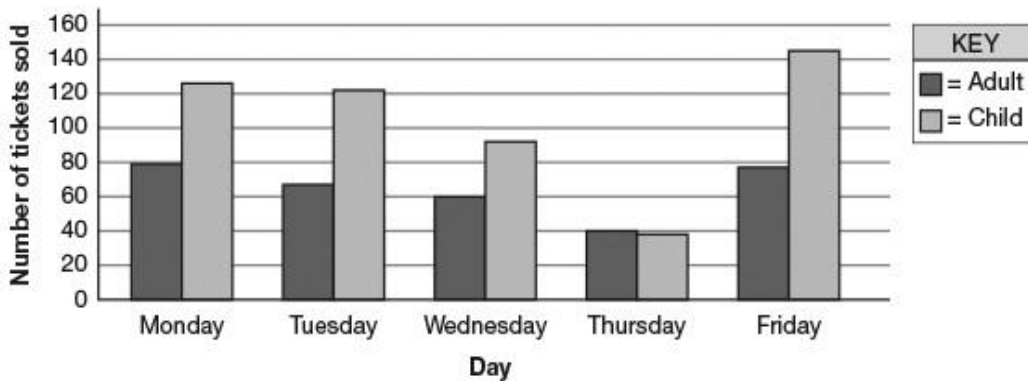
27 What is the difference between the temperatures in Sydney and Melbourne?



°C

# CHALLENGE QUESTION:

35 This graph shows the number of adult and child tickets sold for a school play on different days of the week.

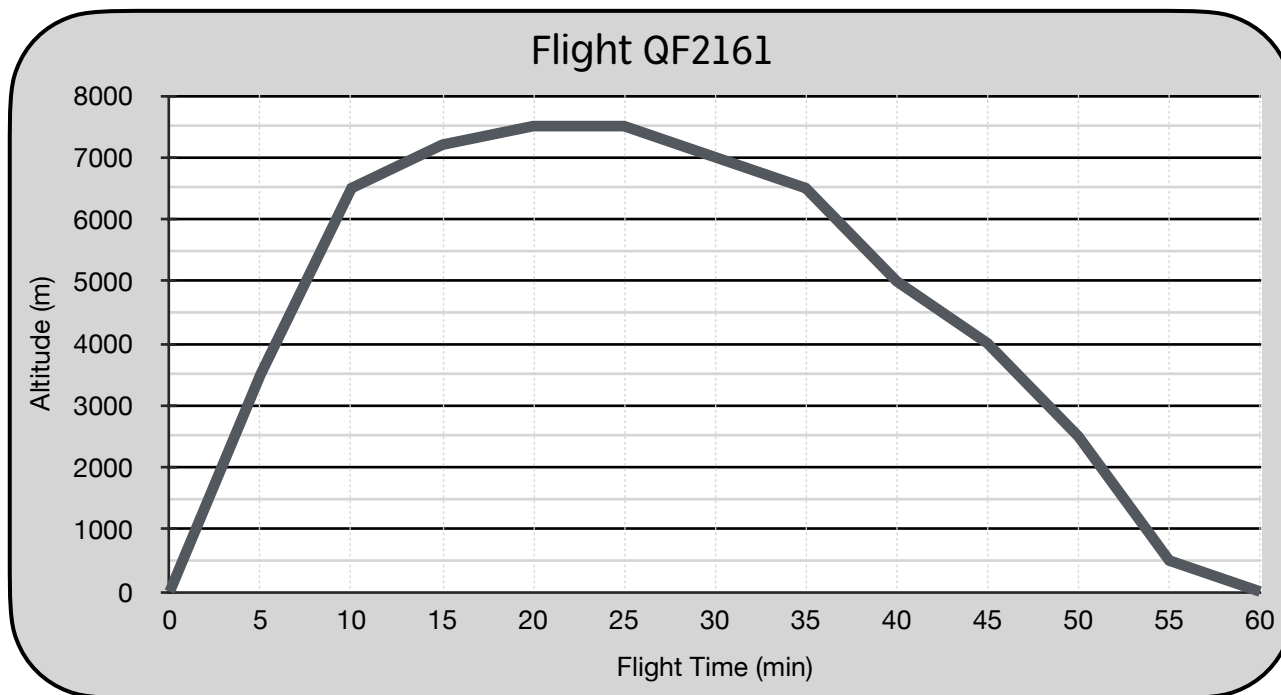
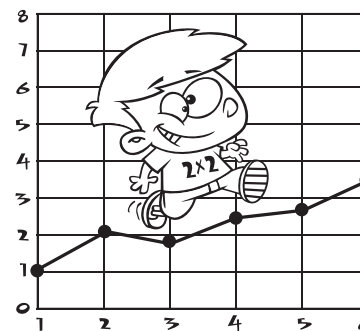


On which day is the difference between the number of adult and child tickets sold closest to 30?

- Monday  Tuesday  Wednesday  Thursday  Friday

# LEARNING ABOUT LINE GRAPHS

Line graphs are great at showing how a number changes over time. Take a look at this line graph that tracks an aeroplane's altitude and then use it to answer the questions below.

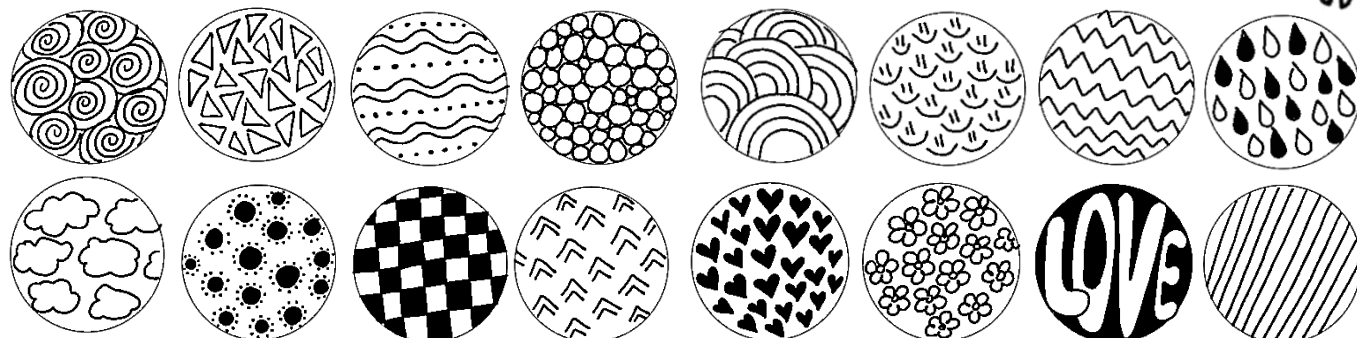


1. What was the highest altitude that this aeroplane got to?  
\_\_\_\_\_
2. How long did it take for the aeroplane to climb to this altitude?  
\_\_\_\_\_
3. Any altitude over 6500m is considered 'cruising altitude' for an aeroplane? How long did this aeroplane spend above that altitude?  
\_\_\_\_\_
4. Did it take longer for the plane to climb to this altitude or come back down?  
\_\_\_\_\_
5. If you were on the plane, would the take-off or the landing feel steeper?  
\_\_\_\_\_

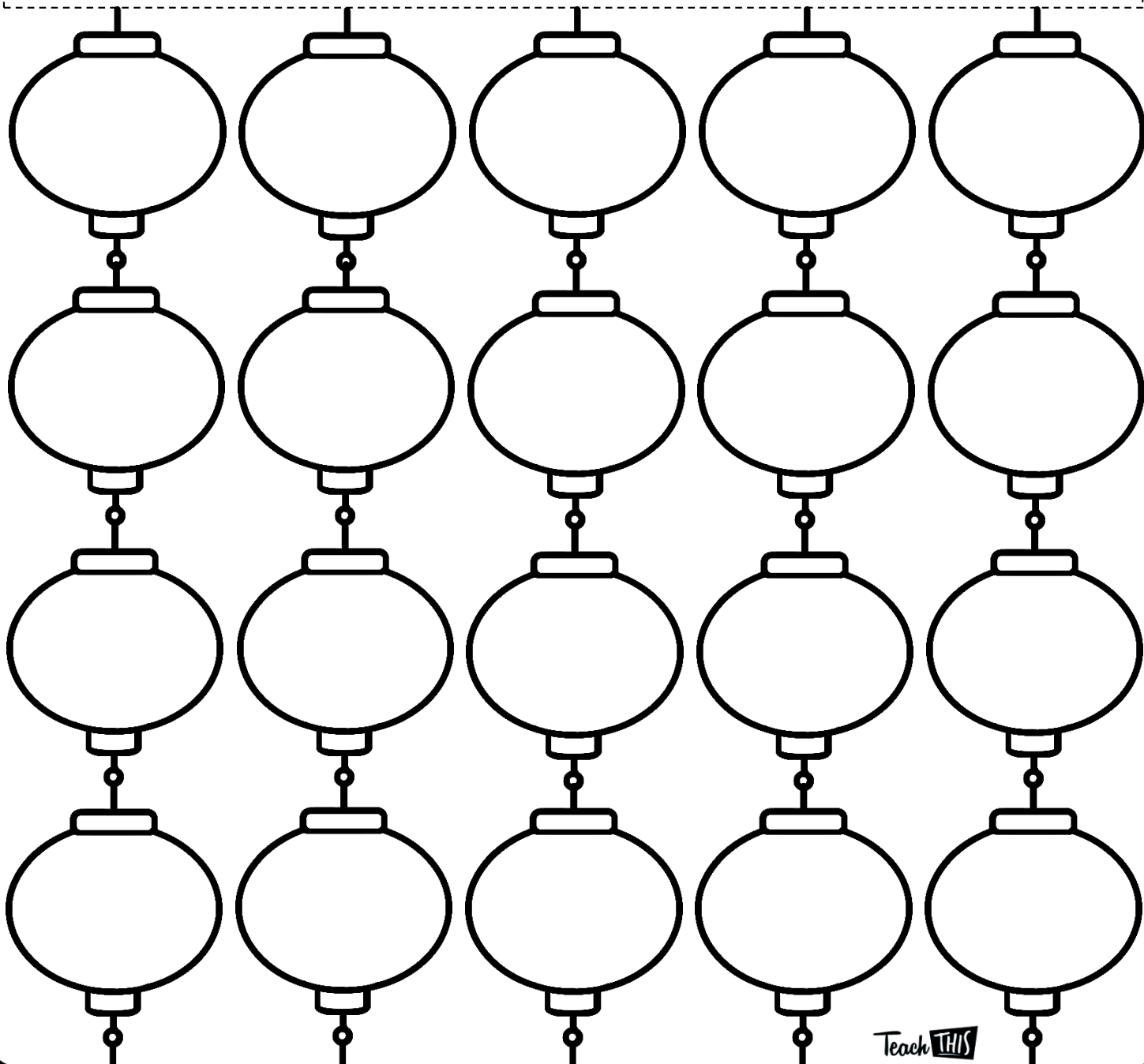
# CHINESE LANTERN DESIGN

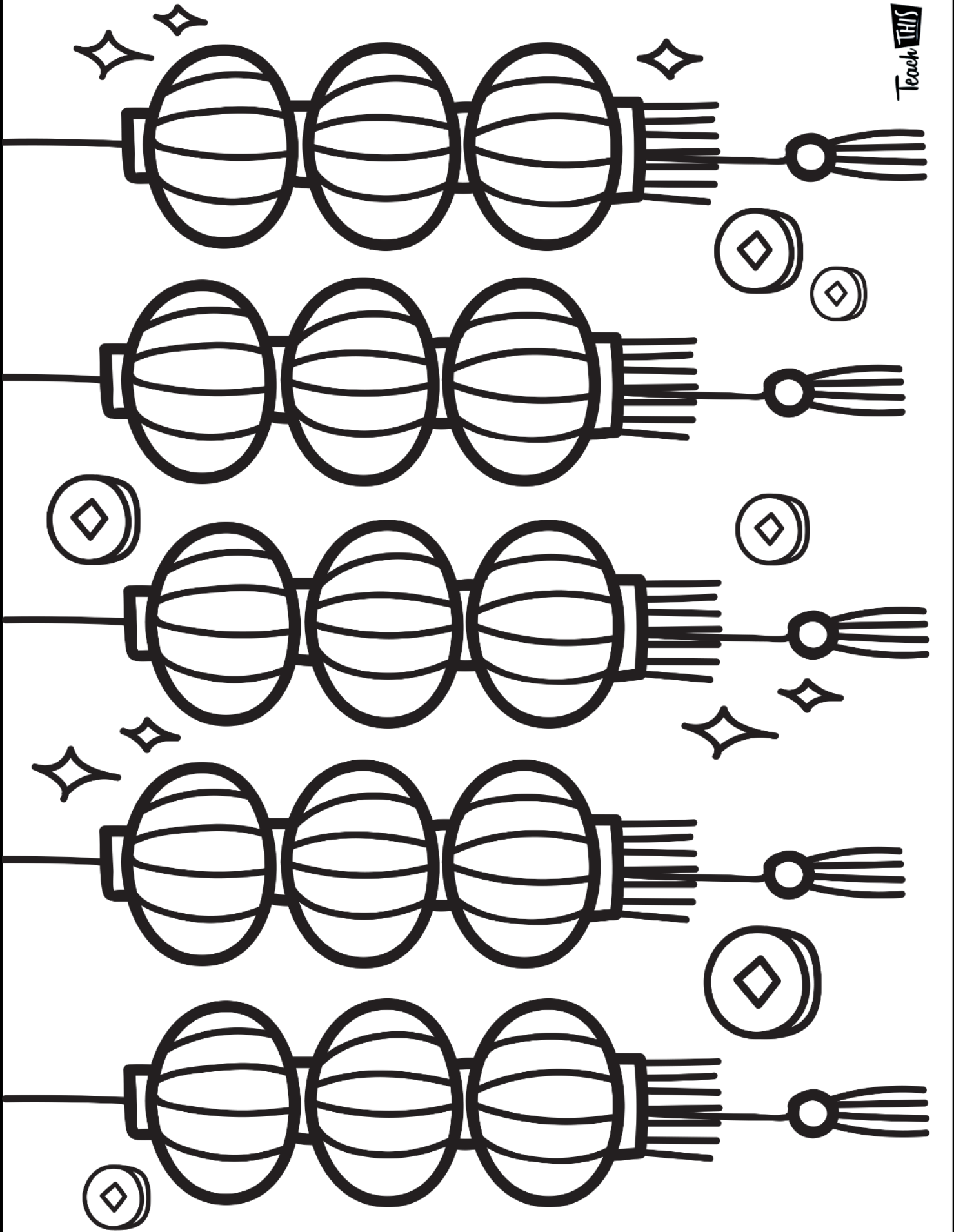


Below are some line pattern ideas, that you might like to use to decorate your Chinese Lantern Design. Be creative and design your own patterns as well!



Use these blank lanterns to create and practise your line patterns. When you are confident, you can use these ideas to complete the fan design on the next page.





HAPPY NEW YEAR

# Comprehension Corner – WEDNESDAY ACTIVITY

## HIROSHIMA (passage is located at start of the wk)

**WALT:** to identify the purpose of the text, using vocabulary from the text.

1. Circle the text type.

informative

persuasive

imaginative

2. What is the purpose of the text? Why?

---

3. What is the main idea presented and how is it supported / developed?

---

---

4. What kind of information is the text telling us about?

---

---

---

5. What is the best way to organise and present an informative text?

---

---

---

---



# SPELLING ACTIVITIES

WEDNESDAY

1. Break up words into their syllables and number the amount.

List word	Syllables	Number of syllables
Soviet Union	So-vi-et Un-ion	5

2. Create a comic strip that tells a story using your list words






# Find the Descriptive and Figurative Language

Look at this short section of writing. Use the colours listed below to find the descriptive and figurative language.

**The movie theatre is an exciting place where people can relax and enjoy the experience. The warm scent of popcorn dances throughout the cinema and a waft of chocolate delights the air. The pitter patter of young children's feet scampering about the arcade creates a feeling of anticipation and joy before the movie begins. The soft cushions invite tired bodies to sink in and rest. The audience's minds are taken on a mini vacation as they watch the movie before them.**

- Try to find the following and highlight or underline in the matching colour.

A verb (yellow)

An adverb (pink)

An adjective (green)

An example of personification (blue)

An example of alliteration (purple)

A metaphor (red)

A simile (orange)

**Write your own example of each:**

- 1. simile:**

---

- 2. metaphor:**

---

# Wednesday: Writing and Grammar

## SHOW, DON'T TELL



**I stood in the centre as the waters rose. I watched the storm edge closer.**

Plan using your senses to write a descriptive piece of writing to match the image above.

**Plan for Writing:** Use question prompts like-

### WHAT CAN THE CHARACTER...

SEE?

HEAR?

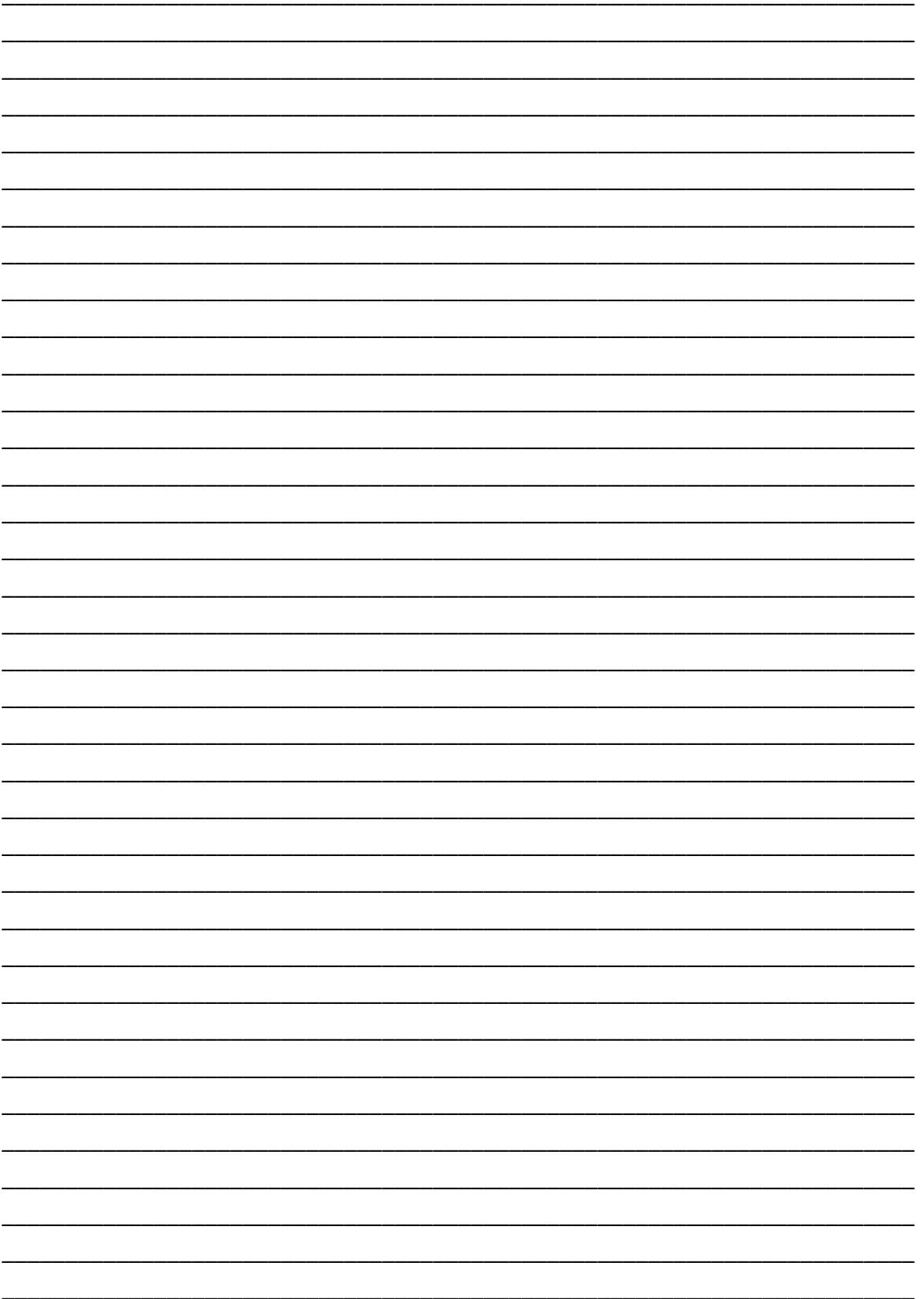
SMELL?

TASTE?

TOUCH?

FEEL? (emotionally)

- Use powerful adjectives and adverbs to describe the atmosphere.
- Use a variety of sentence structures, sentence lengths and sentence starters.
- Write descriptively using 'Show, Don't Tell'.



## Maths Drills Day 3

### Factors

Here are the factors for the number 35:

- (1, 35, 5, 7)

Record the factors of the number 25:

--

### Prime or Composite

Write whether these numbers are prime or composite

- 1) 18
- 2) 43
- 3) 7

1)
2)
3)

### Order of Operations

Record the answer:

1)  $4 + 7 \times 5 =$

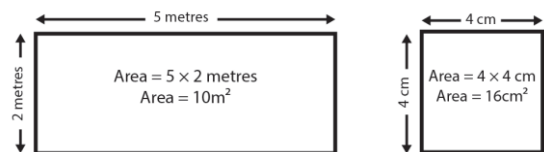
2)  $12 \times 3 + 8 =$

3)  $75 + 250 \div 10 =$

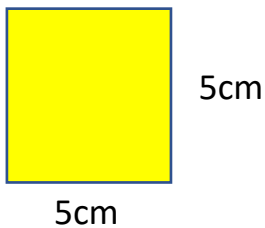
1)
2)
3)

### Area

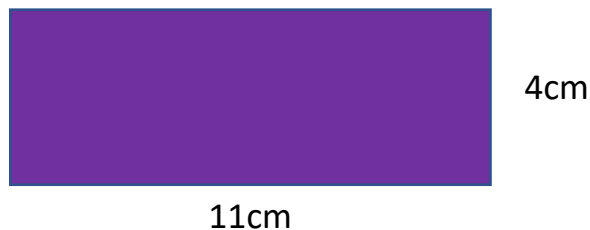
NOT DRAWN TO SCALE



What is the area of the following shapes?



--



--

## Conversions

Convert these measurements

Centimetres to metres

- 1) 100cm =
- 2) 530cm =
- 3) 7107cm =

1)
2)
3)

Convert these metres to centimetres

- 4) 1m =
- 5) 4.72m =
- 6) 34.07m =

1)
2)
3)

## Fractions of a Group

- 1) What is  $\frac{1}{2}$  of 22?
- 2) What is  $\frac{1}{4}$  of 40?
- 3) What is  $\frac{1}{10}$  of 5190?

1)
2)
3)

## Chance – using words

What is the chance of:

- 1) Throwing a dice and landing on a 1, 2 or 3?
- 2) Mr Brown turning 20 yesterday?
- 3) Snowing all of this week?

1)
2)
3)


## Round to the nearest 100<sup>th</sup>





- 1) 51.8795 =
- 2) 12.659 =
- 3) 47.305 =

1)
2)
3)

# MUST DO:

23 The picture graph shows how many tonnes of waste are recycled by 4 schools.

 = 4 tonnes

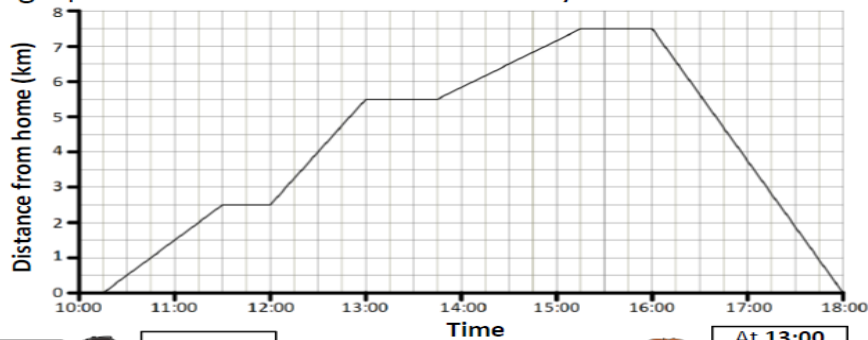
School A	
School B	
School C	
School D	

How many more tonnes of waste does School D recycle than School C?

tonnes

# CHALLENGE QUESTION:

This graph shows the **distance** walked by Jack on a weekend hike...



By 14:30 Jack had walked 6 kilometres



Jack walked 14 kilometres in total



Jack left home at 10:15 and walked for  $1\frac{1}{2}$  hours before stopping for a  $\frac{1}{2}$  hour break



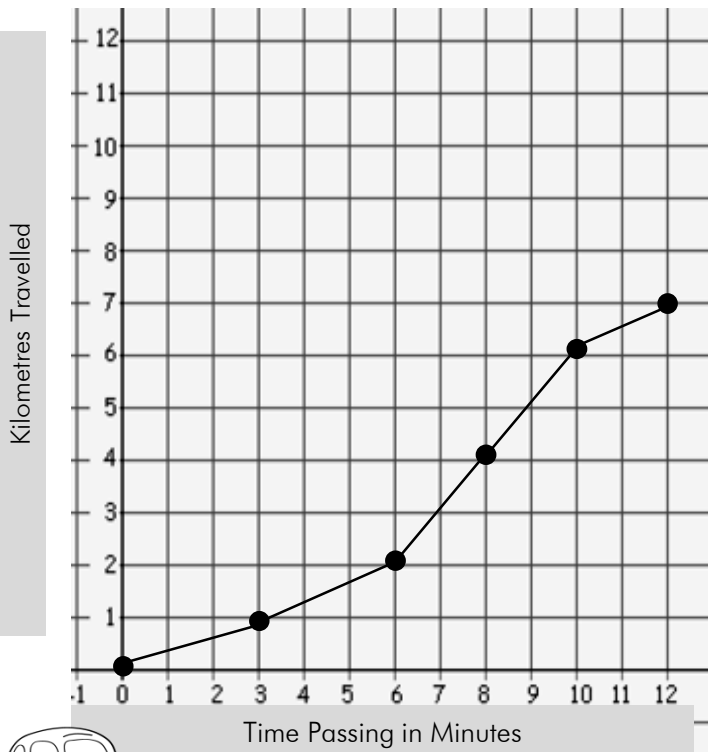
At 13:00 Jack stopped for 40 minutes to have his lunch



Jack was walking for  $7\frac{3}{4}$  hours

**ALL** of the children have made **mistakes** in their statements. What mistakes have they made? **Explain** your reasoning...

## Introduction to Reading Graphs



Graphs can provide lots of information to help us solve problems and answer questions.

Here is an example of how to interpret a graph.

This graph shows a family's record of travel.

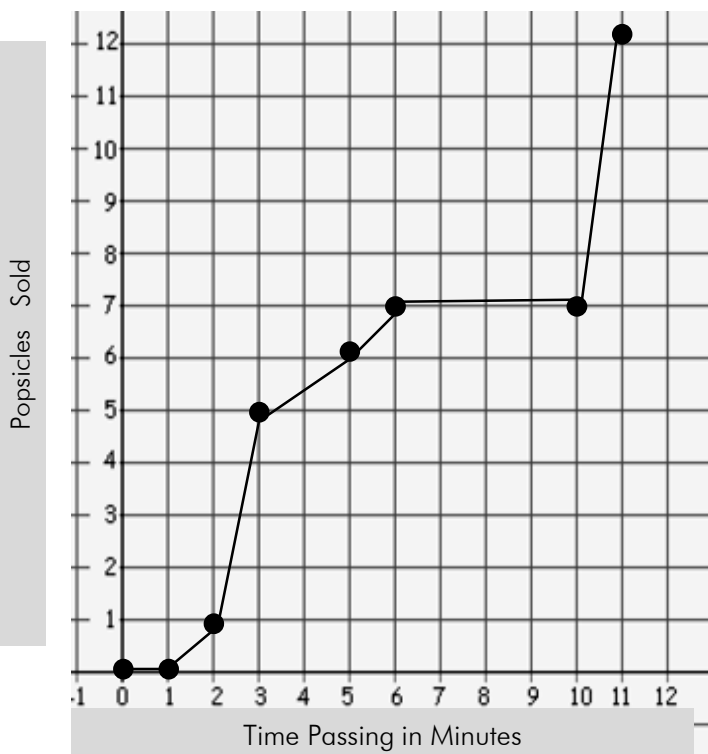
In the first three minutes of their trip, they travelled only one kilometre. It took another three minutes to go the next kilometre. Then, from six to ten minutes, they travelled about one kilometre every minute. Then they slow down to about half that speed again.

The numbers on the left side of the graph show us the kilometres travelled, and the numbers across the bottom of the graph show us the passing of time in minutes.

So if you were asked how far they had travelled in **6 minutes**, the answer would be **2 kilometres**.



## Guided Practice



Use the information on the graph to answer the questions. The school PTA held a popsicle sale after school. The weather was cold, and they did not sell very many. The numbers on the left side show the number of popsicles sold. The numbers across the bottom show the passage of time in minutes.

- How many popsicles had been sold after the first 3 minutes?  
\_\_\_\_\_
- Were more popsicles sold in the first minute, or the last minute?  
\_\_\_\_\_
- How long did it take to sell 6 popsicles?  
\_\_\_\_\_



## Independent Practice: Reading a Graph

Name: \_\_\_\_\_



This graph shows the amount of water Lisa used while she was washing dishes in the sink without plugging it.

Use the graph to answer the questions.

1) How many litres of water did Lisa use in total?

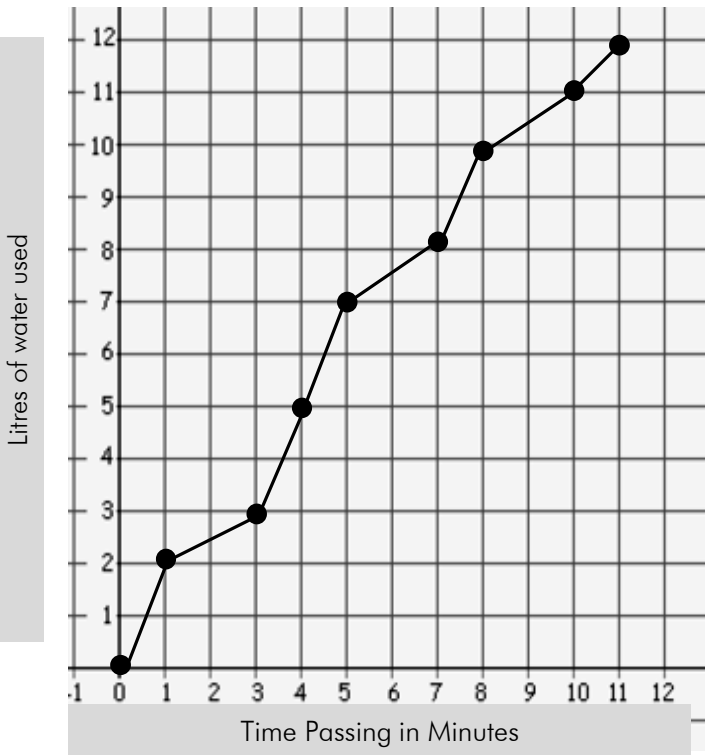
\_\_\_\_\_

2) How many litres of water were used after 4 minutes?

\_\_\_\_\_

3) How long did it take Lisa to use 8 litres of water?

\_\_\_\_\_

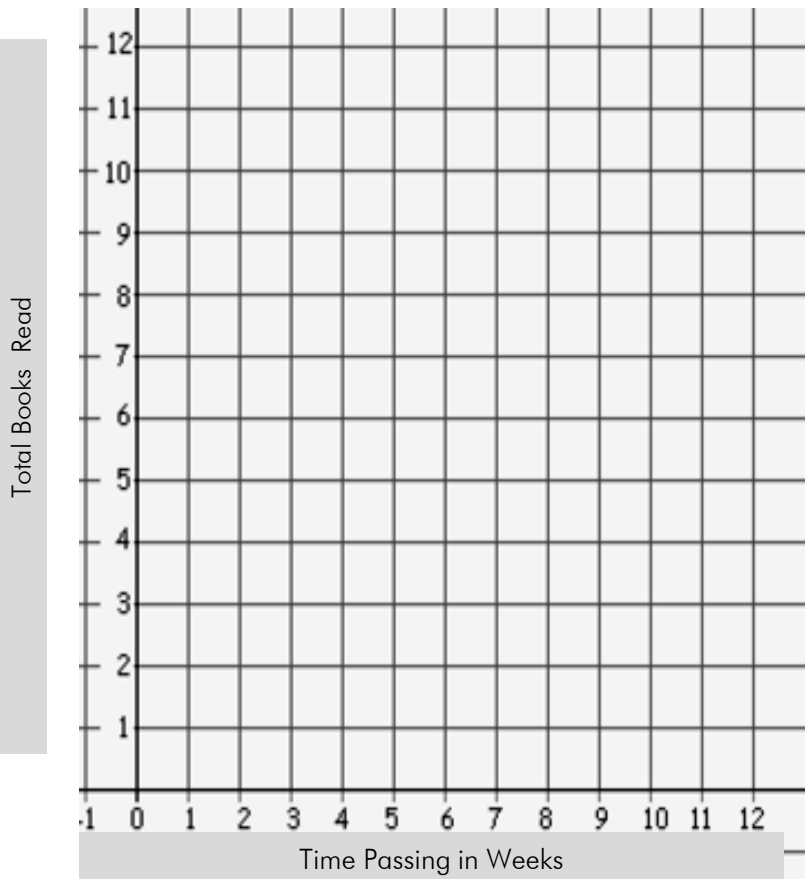


Tim loved to read. Use the graph on the right to record the number of books he read. Plot the points to show the books he read, and connect the points into a line that shows his overall progress.



- Tim read two books in the first week.
- He read three more in the 2<sup>nd</sup> week.
- He did not read any books in week 3.
- He read two books in week 4.
- He did not read any books in weeks 4 or 5.
- He read one book in week 6.
- He chose a long book in week 7, and it took him two weeks to finish.
- During week 9 he read two books.

How many books did he read in total?



\_\_\_\_\_

## Geography: What are some of the geographical features of Asia?

*Asia, being such a large continent, has a diverse range of geographical features. Some of the countries of Asia are stand-alone islands or made up of a group of islands, known as archipelagos. Three of the world's oceans flow in and around the region. Other bodies of water include seas, lakes, and rivers, some of which flow from melted glaciers in the highlands. Large mountain ranges, low lying plateaus and expansive deserts are characteristic of many Asian countries.*

**Name these geographical features of Asia and their country.**

1. The highest mountain in the world \_\_\_\_\_
2. The third longest river in the world \_\_\_\_\_
3. The world's deepest freshwater lake \_\_\_\_\_
4. The lowest point in the world \_\_\_\_\_
5. The tallest volcano in Asia \_\_\_\_\_
6. The largest bay in the world (by area) \_\_\_\_\_

**Using Google Earth find the geographical features above and label them on the map of Asia below:**



Using Google Maps, find each of the following places in Asia. Explore this place and the area around it by using the Zoom tool, photos etc. Write down two or three geographical facts you can find about it. Include geographical terms (e.g. mountain range, ocean, North, south, east, west, near, kilometres)

**Tarako National Park, Taiwan**

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**Mount Fuji, Japan**

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**Halong Bay, Vietnam**

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**Dead Sea, Israel**

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**Phuket, Thailand**

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**Beijing, China**

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# SPELLING ACTIVITIES

## THURSDAY

1. Find words that rhyme with at least 5 list words.

List word	Rhyming word

2. Word Boggle. Find as many words inside the following list words as you can.

developing -
government -
Hiroshima -
Nagasaki -
Japanese -
surrendered -

3. Create a word web using your list words. Example:

D  
FORCES  
S  
T  
R  
O  
Y

# Thursday: Writing and Grammar

**EXPANDING SENTENCES** Expand these simple 3-word sentences by adding adjectives, adverbs and further information. The first is done for you!

**EXAMPLE:** An owl hooted.

*An elegant, snow-white owl hooted loudly from high up in the trees.*

1. A boy shouted.

---

---

2. The witch laughed.

---

---

3. My uncle sneezed.

---

---

4. The teacher talked.

---

---

5. A dog barked.

---

---

6. A bat swooped.

---

---

7. The sun shone.

---

---

8. The snake slithered.

---

---

# Thursday: Writing and Grammar

## Biography Planning:

Use the informative text about Patty Mills (Australian Olympic Basketball star) to complete the Planning page.

Then use your plan to write your own biography about Patty Mills.

## Patty Mills

**Quick Facts**

- Full Name: Patrick Sammie Mills
- Birth Date: 11<sup>th</sup> August 1988
- Place of Origin: Canberra, Australia
- Height: 1.83 metres
- Talents: Basketball

Patrick Sammy Mills was born in Canberra to parents of Aboriginal and Torres Strait Islander descent. His mother is an Indigenous Australian and his father's family originated from three of the Torres Strait Islands. Mills has been playing basketball since he could stand. When he was two, his grandfather made a hoop for him to play with. At four, Patty began playing at an informal basketball club that his father, Benny, established.

In 2007, he began playing basketball for Australia, becoming the third Indigenous Australian professional basketball player. Three years later, Patty signed up with the Portland Trail Blazers and began playing in the NBA. He returned to Australia in 2011 during the NBA lockout and started playing for Melbourne Tigers. Mills once again returned to America in 2012 and joined the San Antonio Spurs, where he continues to play. Along with this team, Patty also regularly plays with the Boomers, Australia's national basketball team.

In 2014, Patty helped the San Antonio Spurs win the NBA championships. After this feat, Mills returned to Australia to work with young people at the Ceduna Youth Hub. Patty became a role model and mentor to youths who struggled at school. Along with this, Mills founded Indigenous Basketball Australia (IBA) with the goal to educate young people on health, culture and sport skills.

Mills has participated in four Olympic games, including the most recent Olympics in Japan. During the Tokyo Olympics, Patty was given the honour of being one of Australia's flag bearers during the opening ceremony. He is the first Australian Indigenous man to carry the flag at an Olympic game. Patty shared the flag with Australian swimmer Cate Campbell.

Years before the Tokyo Olympics, Patty explained he flies three flags – Australia's flag, the Torres Strait Islander flag and the Australian Aboriginal flag. In the interviews after the opening ceremony, Mills included the Aboriginal and Torres Strait Islander flags behind himself. This display represented his diverse heritage and the importance of acknowledging Australia's oldest cultures during an international event.

## PATTY MILLS BIOGRAPHY PLAN

Date and place of his birth:

Who are Patty's family members? What do we know about them?

What accomplishments has he achieved so far in life?

What impact has he made on society? Why is he now a famous Australian?:



# Thursday: Writing and Grammar

Write your own short biography of Patty Mills' achievements so far, using your PLANNING page.

PATTY MILLS



A series of horizontal lines provided for writing a biography.

## Maths Drills Day 4

### Multiples

The first 5 multiples of 2 are: 2, 4, 6, 8, 10

- Record the next 3 multiples : 2, 4, 6, 8, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

### Multiplication

Show your working for these:

1) 35

$$\begin{array}{r} \times 4 \\ \hline \\ \hline \end{array}$$

2) 78

$$\begin{array}{r} \times 46 \\ \hline \\ \hline \end{array}$$

### Division

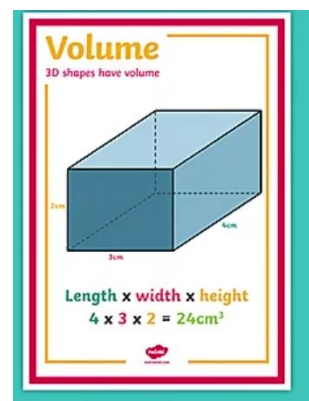
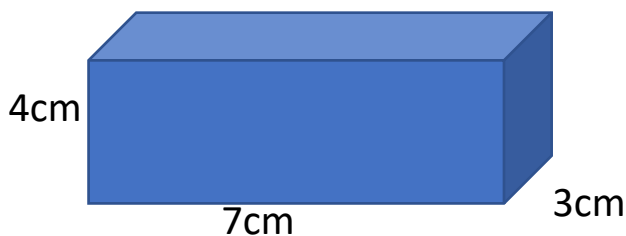
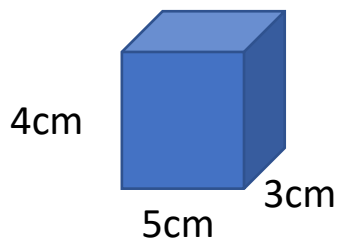
Show your working for these:

1)  $532 \div 4 =$

2)  $6135 \div 5 =$

3)  $784 \div 7 =$

### Volume



## Conversions

Convert these measurements

kilometres to metres

- 1) 1 km =
- 2) 7 km =
- 3) 502.67km=

1)
2)
3)
4)
5)
6)

Convert these metres to kilometres

- 4) 1 000m =
- 5) 7 300m =
- 6) 416m =

## Simplifying Fractions

- 1)  $8/12 =$
- 2)  $15/20 =$
- 3)  $30/100 =$

1)
2)
3)

## Chance as a Fraction

What is the chance of:

1) Tossing a 10 sided dice and landing on a number between 1 and 5?

2) Rolling a 6 sided dice and the number being less than 2?

3) If there are 6 blue shirts, 3 white shirts and 1 red shirt in a bag, what is the chance of reaching into the bag and choosing a blue or a white shirt?

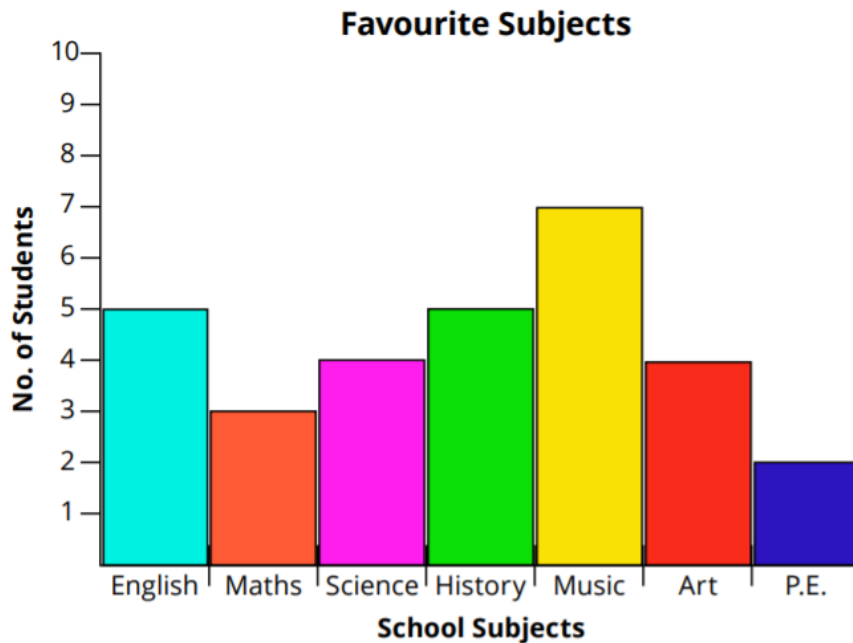
1)
2)
3)

## Rounding to the nearest one thousandth

- 1) 13.7802 =
- 2) 12.5585=
- 3) 47.013576 =

1)
2)
3)

# MUST DO:



How many more students like Music than those that like Art? \_\_\_\_\_

# CHALLENGE QUESTION:



Mariam has **two** items to send to her grandmother. One of them weighs **275g** and the other weighs **450g**.

Use the **line graph** to help her to decide whether to send them **separately or together**.

**Explain** your reasoning ...

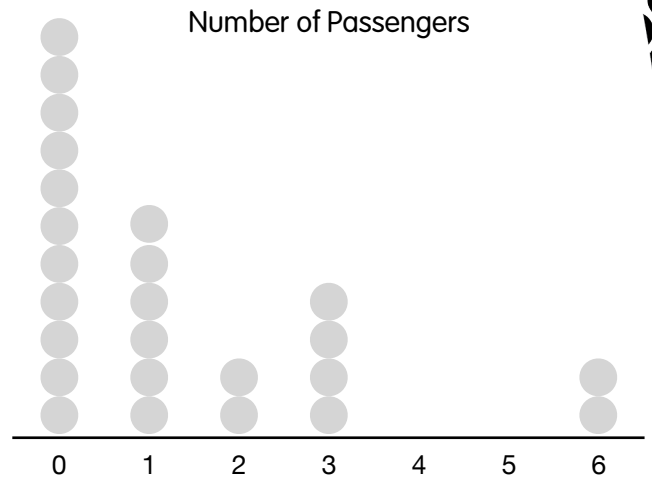


# DECIPHERING DOT PLOTS

A dot plot is another graphical way to display data, but this time using dots. Dot plots are great ways to display discrete numerical data (only whole numbers) to be easily read and interpreted. The dot plot shows clusters, peaks and gaps in the data.

Each dot can either show a single observation, or in larger data sets, each dot can represent multiple observations. Dots can also be coloured differently to display different groups (like boys and girls).

The dot plot on the right shows the number of passengers observed in vehicles, stopped at a traffic light in 15 minutes. Use it to answer the set of questions below, and then make your own dot plot.



1. What is the most common number of passengers for a vehicle to have in it?  
\_\_\_\_\_
2. What is the least common number of passengers?  
\_\_\_\_\_
3. How would the numbers look different if they were taken at an intersection near your school at morning drop off?  
\_\_\_\_\_  
\_\_\_\_\_

Sally works at a paint store taking customer orders. At the end of the day she finds a list of all the orders that were made. Turn her list into a dot plot for Sally's boss.

Paint Orders

ABC painting - 6L  
Mr Jones - 2L  
Ms Smith - 3L  
Brushworx - 7L  
Pete's Painting - 2L  
Roller Girls - 5L  
The Paint Collective - 5L  
Paint Princess - 2L  
Colour Your World - 9L  
Paint Bros - 10L  
Productive Painters - 3L  
Mr Thompson - 2L  
Jessie's Girls - 4L

1 2 3 4 5 6 7 8 9 10

## How do we use energy in our homes?

Many of the devices we use in our homes need “plugging in” to an electrical board or socket. Have a quick look around your home and count how many plugs you see? Write your answer here.



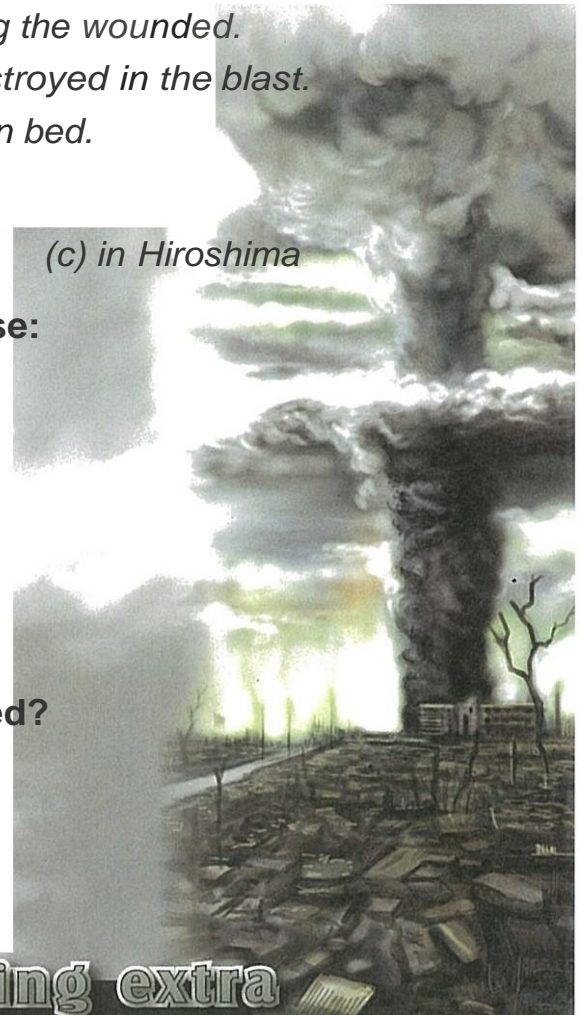
In the past everyone’s clothes were washed by hand. Now most of us have a washing machine. List some other machines that make doing our chores easier.

Name the electrical machine that you could not live without. Explain why it is so important to you.

**Design an electrical machine that would make something in your life easier for you or your family today. Be creative, don't forget to add labels and some explanations.**

# Hiroshima Questions

- **When soldiers, armies or countries stop fighting and *give up*, they:**  
(a) *refuse.*                      (b) *surrender.*                      (c) *invade.*
- **The 'Little Boy' bomb was different from earlier bombs because it was:**  
(a) *made in the USA.*    (b) *much more powerful.*    (c) *strong.*
- **Atomic bombs were used for the first time in which war?**  
(a) *World War I*                      (b) *World War II*                      (c) *World War III*
- **How long after the second atomic bomb drop did Japan surrender?**  
(a) *nine days*                      (b) *six days*                      (c) *nine weeks*
- **The words '*... the bomb ... exploded over Hiroshima*' mean the bomb exploded:**  
(a) *in the air.*                      (b) *on the ground.*                      (c) *in the river.*
- **Why couldn't the Japanese army contact the soldiers in Hiroshima?**  
(a) *The soldiers in Hiroshima were busy helping the wounded.*  
(b) *The army base and phone wires were destroyed in the blast.*  
(c) *The soldiers in Hiroshima were still asleep in bed.*
- **Australian soldiers fought:**  
(a) *for Japan.*                      (b) *against Japan.*                      (c) *in Hiroshima*
- **It is an opinion, not a fact, that the Japanese:**  
(a) *were bombed.*  
(b) *would not surrender without conditions.*  
(c) *should have surrendered.*
- **What was one difference between the 'Little Boy' and 'Fat Man' bombs?**  
(a) *colour*                      (b) *shape*                      (c) *size*
- **What happened after Nagasaki was bombed?**  
(a) *Atomic bombs were developed.*  
(b) *Hiroshima was bombed.*  
(c) *Japan surrendered.*
- **'Little Boy' was dropped over Hiroshima:**  
(a) *in the morning.*  
(b) *in the afternoon.*  
(c) *late at night.*



## Something extra

- ★ The atomic bombs helped end the war, but at a terrible cost. Write whether you feel it was right or wrong to drop atomic bombs on Japan and explain your decision.



# Comprehension Corner – All ABOUT ASIA

## FRIDAY ACTIVITY



# Friday: Writing and Grammar

## Activity Two

First identify the type of mistake in the passage, then correct the 11 mistakes.

He wasn't exacly dressed like an elf, come to think of it. The boy (Russell was farely sure this was a boy now) had thick, dark hair which he war long and free, "Like a girl," Russell though. He wore an all-in-one suit made out of what seemed to be a flexable, smooth tweed. Russell wondered if it was itchy. He had a utility belt holding tinny tools; a hammer, pliers, a screwdriver and a quantity of wire ties. All perfect, miniscule replicas of fermiliar items in Russell's dad's tool box. On his back was a rucksack with, Russell presumed, his climbing geer inside it. On his feet were a pair of chocolate brown boots which looked like leather gloves, but for feet. There was a seperate section for each toe. "Five toes through," Russell noted, "same as me." The eyes that were now looking at Russell expectently were deep brown, almost black and the elf's skin was shiny, soft-looking and a deep mahogany colour.

**Corrections Space: Write them here.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_



# Friday: Writing and Grammar

## Biography Writing

Plan and write a detailed biography about someone:

A) from your family OR

B) from your own research of someone you admire

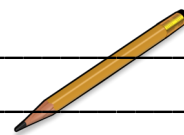


Date and place of birth:

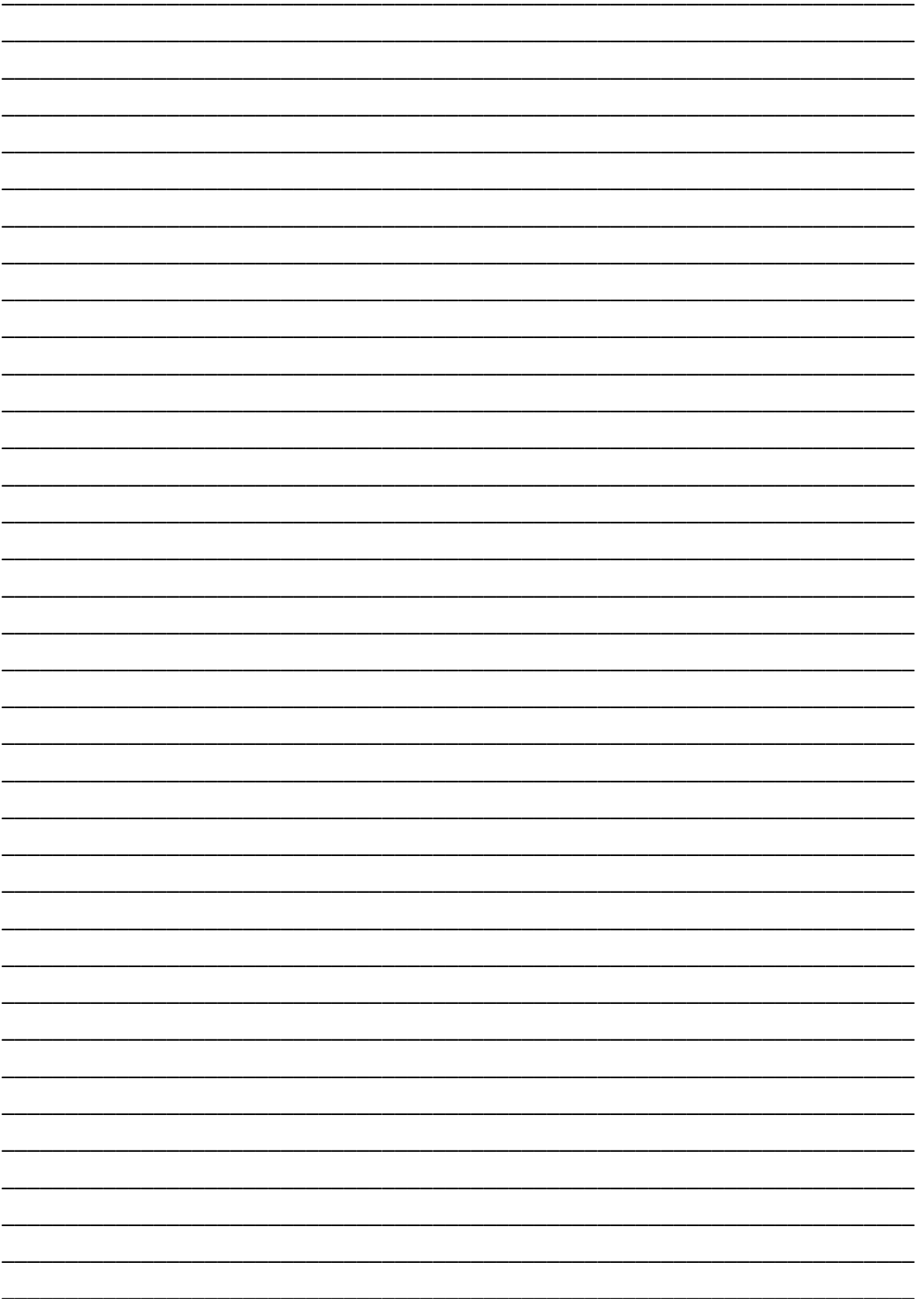
Who are the person's family members? What do we know about them?

What accomplishments have they achieved so far in life?

What impact has the person made on you/ on society? Why do you admire them?

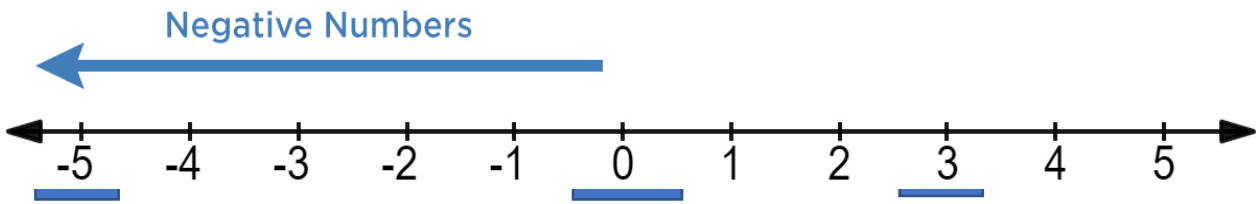


A series of horizontal lines for writing, consisting of 25 evenly spaced lines extending across the width of the page.



# Maths Drills Day 5

## Negative numbers



Fill in the missing numbers on the number line:




## Number Patterns

Continue these patterns:

- 1) 1, 4, 7, 10, \_\_\_\_\_, \_\_\_\_\_
- 2) 22, 24, 26, 28, \_\_\_\_\_, \_\_\_\_\_
- 3) 4, 8, 12, 16, \_\_\_\_\_, \_\_\_\_\_

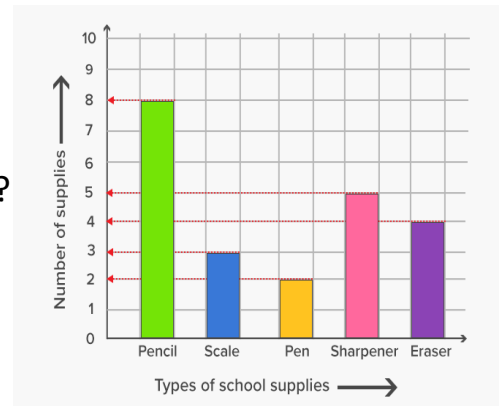
1)
2)
3)

## Data

Look at the graph and answer the questions below:

- 1) How many sharpeners were in the school supplies?
- 2) How many pencils and erasers were there altogether?

1)
2)
3)

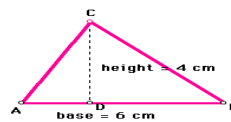


## Area

- The formula for the area of a triangle is:
- $A = \frac{1}{2} \times \text{base} \times \text{height}$
- What is the area of this triangle?

$$A = \frac{1}{2} bh$$

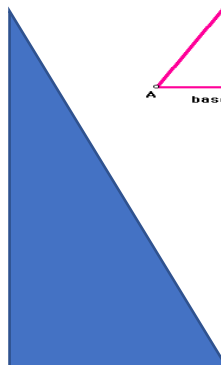
The area of a triangle equals one half times the base times the height.



Here is how the math would look:

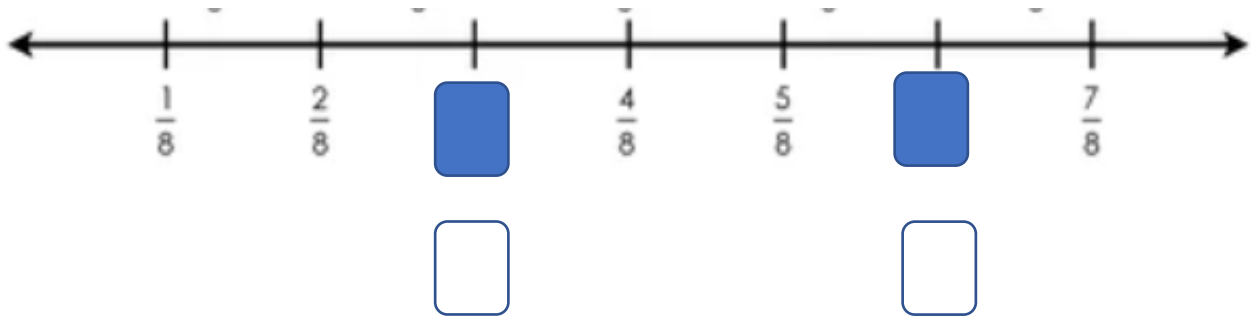
$$\begin{aligned}
 A &= \frac{1}{2}bh \\
 A &= \frac{1}{2} \times 6 \times 4 \\
 A &= \frac{1}{2} \times 24 \\
 A &= 12 \text{ square cm}
 \end{aligned}$$

7cm



6cm

## Fractions on a number line

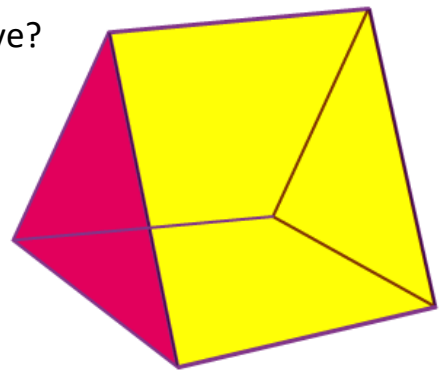


Record the missing fractions

## 3D objects

How many faces, vertices and edges does this object have?

1)Faces =
2)Vertices =
3)Edges =



## Percentages

Calculate the discount if these items were 10% off.

- Hint 1 ( $10\% = \frac{1}{10}$ )
- Hint 2 (divide by 10)
- E.g.  $10\%$  of  $\$20 = \$20 \div 10 = \$2$



1) 10% of  $\$80 =$

1)
2)

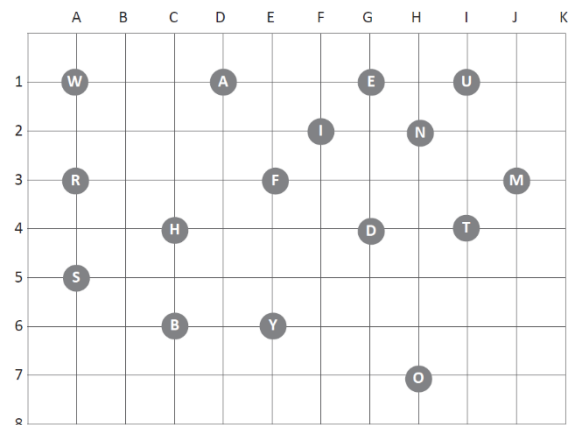
2) 10% of  $\$40 =$

## Position

1) What co-ordinates would you find the letter B?

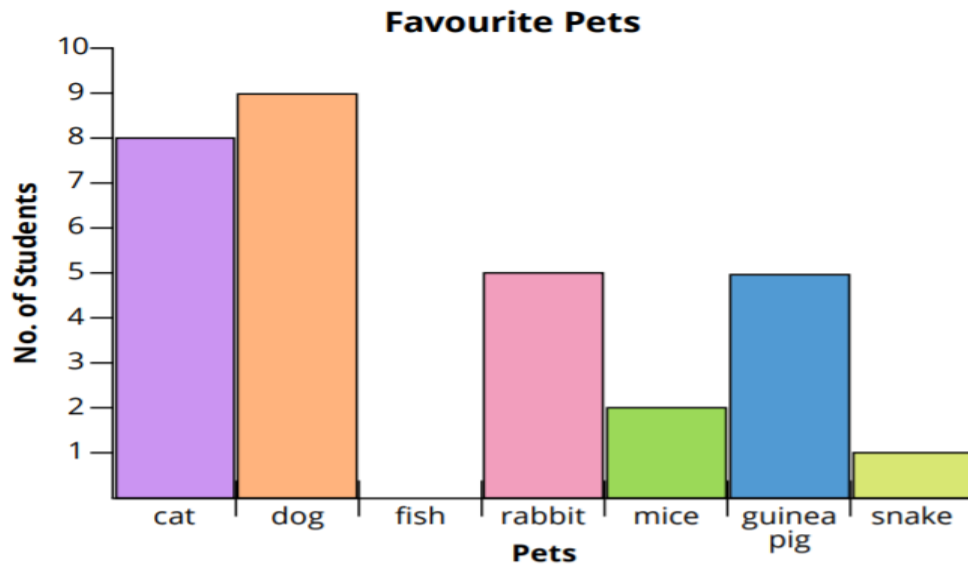
2) What co-ordinates would you find the letter I?

1)
2)





# MUST DO:



How many students were surveyed altogether? \_\_\_\_

# CHALLENGE QUESTION:

This is the timetable for the mornings in Omar's class...

Time	Mon	Tue	Wed	Thu	Fri
8:50 – 9:45	Maths	English	English	English	Maths
9:45 – 11:00	English	Maths	Science	Maths	English
11:00 – 11:15	BREAK	BREAK	BREAK	BREAK	BREAK
11:15 – 12:20	Science	History	Maths	Science	PE

Does Omar spend more time in **Maths** lessons or **English** lessons?

**Show your working** out...

# PE Week 7 Static Balance



## **Static Balance**

Things to focus on

- Non-support leg bent, not touching the support leg at 90 degrees
- Head stable, eyes focused forward
- Body stable and upright

### Activity 1:

Practice by focusing on a point in the room or outside and holding that static balance position for 10 seconds. If you are having trouble with this, start with 5 seconds and work your way up to 10 seconds.

Don't forget to breathe. Holding your breath makes you lose your balance.

### Activity 2:

10 seconds balance with the throw and catch.

Find a medium sized ball around the house, (soccer ball, netball, football, basketball) if you don't have one of these you can use a couch pillow.

Static Balance on your preferred leg (dominant leg) and throw the ball/object up to eye level and catch it again. Try and aim for 10 throw and catches. If you are finding this really easy you can throw the ball/object above your head.

Remember

Non-support leg bent, not touching the support leg

-Head stable, eyes focused forward

-Trunk stable and up-right

-Don't forget to breathe.

Now try the other leg (non-preferred leg, non-dominant leg).

### Activity 3:

Next find a smaller ball, (tennis ball, handball) if you don't have one of these you can use two socks wrapped up.

This time you are going to Static balance on a leg (let's say right leg). With the smaller ball, you are to throw the ball up to eye level with one hand and catching with the same hand (let's say right hand).

Try to remain as still and balanced as you can and catch as many as you can. Try this for 20 seconds.

Swap legs and hands.

Good luck!

### Videos:

I have filmed myself completing the activities. If you would like to have a look and complete the activities with me feel free.

Access the google classroom and view the 3 videos of the 3 activities.

Join my google classroom via the class code: **cgy3mon**

# Stage 3 PDH Week 7

## Different people, different emotions

*During this activity you will recognise that people have different emotional responses to the same situation and that your emotional responses can impact others.*

1. Discuss with your teacher or parent/carer the question: “Can you identify a situation when someone has responded and expressed emotions differently to you or other people?”

For example, one student takes home the class pet over the weekend. That student is excited, happy and proud. Others may be sad, disappointed, confused or frustrated.

Write about this situation and why you think other people reacted differently:

.....

.....

.....

2. Consider the different emotional responses from those involved in the situations listed in the table below. Write the person's name, who they are and how they might react. For example. Jane - my best friend - happy, proud. People could include – parents/caregivers, friends, teammates, other students, teachers.

Situation	People involved	What may their emotional response be?
Last week the school swimming carnival was held. The winning house was announced on assembly this morning.	Students from the winning house Students from the other houses Teachers	
This year you and your friend ran for the school captaincy. Your friend was elected, and you missed out.		
During the school debating competition, you were on the winning team, however, your friend was on the losing team.		
Your parent/caregiver buys you a new jumper that they really like, however, you don't.		

3. Discuss with your teacher or parent/caregiver the following questions.

- Do emotional responses impact others?
- How?

4. Read the scenario

“At school today you get into an argument at lunch with a friend after they lost your handball. The teacher blames you for the argument and the lost ball. As a result, you are punished. This makes you very upset.”

Use the table below to write how your emotional response to the scenario impacts other people. People to consider may include parents/caregivers, brothers/sisters, friends, teachers, teammates, bus drivers.

<b>At school today you get into an argument at lunch with a friend after they lost your handball. The teacher blames you for the argument and the lost ball. As a result, you are punished. This makes you very upset.”</b>			
<b>My emotional response to the scenario</b>	<b>Parent/caregiver response to me</b>	<b>My friend’s response to me</b>	<b>My teacher’s response to me</b>
<p>One possible response</p> <ul style="list-style-type: none"> <li>Yell at the teacher</li> <li>Don’t speak to parents when getting home</li> <li>Ignore instructions from parents/caregiver</li> <li>Mumble when spoken to or don’t respond at all to others</li> </ul>			
<p>Another possible response</p> <ul style="list-style-type: none"> <li>Walk away and take 5 deep breaths</li> <li>Ask to speak to the teacher later so you can explain your side of the story calmly.</li> <li>Talk to your parents/caregiver calmly</li> <li>Write down how you are feeling and give it to the teacher and your friend</li> </ul>			

Which of these is a more preferred response and why? .....

.....

Suggest any alternative responses that would be suitable for the situation? .....

.....



**Amazing  
things  
happen  
when you  
try**