



Term 2 Remote Learning Week 2

Day One	Day Two	Day Three	Day Four	Day Five
<p>Literacy (Reading/Writing)</p> <p>Complete close reading activities of persuasive writing (Grade 6 Cohort > Literacy > Persuasive), answer the reading questions which will be posted to Edmodo daily.</p> <p>Create a keynote explaining the purpose and features of persuasive writing. Explain how it is different from writing a narrative or an information report.</p>	<p>Literacy (Reading/Writing)</p> <p>Complete close reading activities of persuasive writing (Grade 6 Cohort > Literacy > Persuasive), answer the reading questions which will be posted to Edmodo daily.</p> <p>Brainstorm possible topics for a persuasive writing piece. Make the topics something that interest you or that are relevant - (e.g. if you love sport, maybe you could argue that it is important to still host sport matches without a crowd during the Corona Virus in order to entertain the people at home) - https://www.abc.net.au/news/2020-03-12/why-sport-</p>	<p>Literacy (Reading/Writing)</p> <p>Once you've thought of a few different topics, read some related examples - this will give ideas about you can approach your own text.</p> <p>Highlight/ underline/ write down any figurative language or persuasive devices used by the author, for example;</p> <ul style="list-style-type: none"> - Ethos, pathos, logos - Rhetorical questioning - Emotive language - Facts/ statistics 	<p>Literacy (Reading/Writing)</p> <p>Watch an ad/newspaper article/news and record the emotive words/phrases that the author has used. I.e desperate/loving.</p> <p>Create a word bank to then use in your writing.</p> <p>After recording emotive words/ phrases in reading - create a keynote explaining what the author is trying to achieve with their word choice.</p> <p>E.g. if a newspaper article is saying that a situation is 'desperate' are they trying to make their audience feel calm or concerned? How do you know this? Why would they do this?</p> <p>Begin to think about how you can use these ideas in</p>	<p>Literacy (Reading/Writing)</p> <p>Continue working on their Ethos, Pathos, Logos Powerpoint presentation.</p> <p>As students read articles related to their topic they can record persuasive devices with evidence in PPT.</p> <p>Find the link on Edmodo - folders - Literacy - Persuasive - Ethos, Pathos, Logos video</p> <p>https://youtu.be/gf81d0YS58E</p> <p>Begin brainstorming how you can use Ethos, Pathos, Logos in your own</p>

	<p>matters-in-time-of-coronavirus/12045852</p> <p>Use a mindmap(www.mindmup.com) or a visual of your choice to brainstorm these possible topics.</p> <p>(See Edmodo for more guidance)</p>		<p>your own writing and relate it to your own topic.</p>	<p>persuasive writing - brainstorm persuasive devices that will support your point of view.</p> <p>What facts/ statistics can you use to convince your audience of your point of view?</p> <p>What emotions do you want your reader to feel? What kind of words will help you achieve that purpose?</p>
<p>Maths</p> <p>Ask mum, dad, or older siblings to set up a four corners in the backyard. Corners will be marked as IMPOSSIBLE, UNLIKELY, LIKELY, CERTAIN, and in the middle is 50/50 chance. They are to ask chance questions, like what's the chance of us flying to the grocery store today? You must choose which corner you believe is correct. Explain your answer to the person you're playing with.</p> <p>Watch the intro to 'Chance' video on youtube. https://www.youtube.com/watch?v=KzfWUEJjG18 (link can also be found on Edmodo)</p> <p>Group 1</p>	<p>Maths</p> <p>How can we demonstrate the chance of an event occurring through decimals and percentages?</p> <p>Teacher to create an anchor chart explaining how fractions, decimals and percentages can be used to demonstrate the chances of an event occurring.</p> <p>GROUP 1</p> <p>Chance events can also be demonstrated on a number line. Watch instructional video as teacher demonstrates. (refer to Chance folder Edmodo Video. 'Chance on number lines'. You are to draw up the line in their maths books and write down events that</p>	<p>Maths</p> <p>Complete some of the activities on the webpage shown by teacher. The page has lots of different chance experiment games you can play.</p> <p>Group 1</p> <p>Play the game on weblink, can be found on Edmodo, Chance Folder. Titled Group 1 Game.</p> <p>Group 2</p> <p>Play the game on weblink, can be found on Edmodo, Chance Folder. Titled Group 2 Game.</p> <p>Group 3</p> <p>Play the game on weblink, can be found on Edmodo, Chance Folder. Titled Group 3 Game.</p>	<p>Maths</p> <p>Groups 1</p> <p>You are to practise different chance experiments. They are to write down their predictions first.</p> <p>It can be how many times will score a three point shot on the basketball court for example. If you are to shoot 10 times.</p> <p>You are to then record your results.</p> <p>Group 2:</p> <p>You are to complete page 3 of the Chance Probability Booklet. (Found in Edmodo, Chance Folder, PDF file titled 'Lesson Probability')</p> <p>You are to carefully read instructions and follow the rules in order to determine the probability of an event occurring.</p> <p>Group 3</p>	<p>Maths</p> <p>Complete activities based on your group.</p> <p>Group 1</p> <p>You are to complete activity sheet. (Refer to Edmodo, Chance Folder, JPG File titled 'Chance Worksheet') Work your way through the questions. You do not need to write the whole question out, just show the question number, your working out, and the answer. This sheet may take you two lessons to complete.</p> <p>Group 2:</p> <p>Complete Probability worksheet (Refer to Edmodo, Chance folder, JPG file titled 'Probability Worksheet').</p>

<p>Create a T-Chart in their Maths books and write down a list of events that would be considered Likely and Unlikely. You are to come up with at least 10 events for each.</p> <p><u>Group 2</u></p> <p>The chance of events occurring can also be demonstrated in fraction form.</p> <p>You are to create a list of chance experiments where an event can be from impossible, unlikely, 50/50, likely or certain. How would their data be displayed as a fraction? (refer students that their questions that they list could be similar to our four corners warm up game).</p> <p>$0/4$ = Impossible $1/4$ = Unlikely $2/4$ = Even chance (50/50) $3/4$ = Likely $4/4$ = Certain</p> <p><u>Group 3</u></p> <p>You are to create a list of events that in their regular school day that are equally likely and events that are equally unlikely. Remember, its not CERTAIN or IMPOSSIBLE</p>	<p>could occur on a regular school day and place them in the right spot on their number line.</p> <p><u>GROUP 2</u></p> <p>You are to conduct chance experiments with someone at home. Teacher to provide example in video 'Chance Experiments' Eg. Grab a 6 sided die and they roll the die 10 times, how many times did they roll a 6? You must show your data in percentages and decimals.</p> <p><u>GROUP 3:</u></p> <p>Create a page in your Maths Journal on the definitions of each of the following:</p> <ul style="list-style-type: none"> - Probability - Sample space - favourable - outcomes - trial - events - experiments <p>You are to provide examples when you would be required to use each in Chance experiments.</p>		<p>You are to complete <i>page 3 activity</i>, but they are to also read <i>page 4 (Refer to Edmodo, Chance Folder, PDF file titled 'Lesson Probability')</i> and demonstrate your understanding. What was the relative frequency of them rolling 5s in the dice experiment? You must provide a response and their understanding.</p>	<p>Work your way through the questions. You do not need to write the whole question out, just show the question number, your working out, and the answer. This sheet may take you two lessons to complete.</p> <p><u>Group 3:</u></p> <p>Play the game from the website. Same game that was played earlier in the week. (<i>(Refer to Edmodo, Group 3 Game link)</i>).</p> <p>Write in your maths books how you found evidence of;</p> <ul style="list-style-type: none"> - Probability - Sample space - favourable - outcomes - trial - events - experiments <p>LESSON X 2</p>
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<p>events, but events that still have a chance of occurring. Work to be done in your maths books.</p>				
<p>Humanities What do you know about Australia? Complete the Australian Geography Quiz located on Edmodo When you have done this, discuss what we didn't know. Students can create their own quiz on kahoots about Australia.</p>	<p>Humanities KWL chart Answering this question: 'How do places, people and cultures differ across the world?' When you have filled out the first 2 columns choose one thing from the 'What i want to know" column and research the answer to put in what i have learnt. Post on your class edmodo what you learnt and have a conversation within your class. You should write down what other people have learnt and add it to your 'What you have learnt' column. For example: K- people in australia, america, italy celebrate christmas with presents. People in india wear clothes such as a saree W- what is the traditional clothing for Tonga? What is spain's biggest holiday and how do they celebrate it?</p>	<p>Humanities Create your own mind map with this question in the middle. "How do people's connections to places affect how they think or feel about that place/people?" For example my connection to Italy where my family are from is positive because that is my culture however my connection to Afghanistan is negative because of my prior knowledge of war and terrorism. Try and list at least 3 reasons for each.</p>	<p>Humanities World research Complete the continents of the world research worksheet and fill in all the information that is asked.</p>	<p>Humanities What do you think about when you hear the word 'connection'? Write a definition about what connection means. This should relate to how we connect to other countries. Answer this question: How does Australia connect to other countries? Use the KWL chart from day 2 to help you with this activity.</p> <ul style="list-style-type: none"> • Start researching all the many ways we as Australians have connections to other countries in the world. This could be through traditions/trades/ food/experiences/ sport (olympics) etc. • Give specific examples in your response. • When you finish this write a few dot points on how this influences you individually and how you live your everyday life.

Wellbeing Work through the Big Life Journal - Teens edition. Find this resource on edmodo Grade 6 cohort - folders - mindfulness - Big life journal - Teen addition ebook.pdf Students are to work through this journal over the course of being at home. They are to at minimum complete one task a session.	Wellbeing Students are to go to Edmodo Grade 6 cohort - folders - mindfulness - kindness challenge. You are to select two challenges to complete from the file. Once you have completed the challenges. Write a reflection about how you felt during the challenge and how you made others feel. Link to the schools values of R.I.S.E	Wellbeing Students are to go to Edmodo Grade 6 cohort - folders - mindfulness - virtual field trips. Today you are going on virtual field trip. Take note of what you see. Now recreate a scene that you saw using lego, drawing or any other materials you have at home. Be creative and share your creation to your class edmodo page	Wellbeing Students are to go to Edmodo Grade 6 cohort - folders - mindfulness - cosmic kids yoga Select a yoga session to complete. Record yourself completing a yoga pose or session and share it to your class edmodo page	Wellbeing Students are to go to Edmodo Grade 6 cohort - folders - mindfulness - Art Hub link Let's draw! You are to explore the arthub website/youtube channel and find an activity that appeals to your interest and follow the instructions. Share your progress/final product to your class edmodo page
Physical Education: Complete the following fitness circuit: -running on spot for 1 minute as a warm up -5 push ups -10 lunges -15 squats -20 sit ups -25 star jumps *repeat circuit twice If unsure how to do these activities please refer to the info sent out via compass or simply google the activity	Physical Education: Fundamental motor skill practice- Soccer skills (soccer ball required) -practice dribbling (moving with the ball while it is on the ground using feet only) the soccer ball using only your feet and keeping the ball close to your feet. -practice juggling the soccer ball. Keep the ball off the ground using any part of your body except hands and arms. How many body parts can you use? -practice kicking at a target or goal. If possible use a goalie.	Physical Education: Complete the following gymnastic circuit: -running on spot for 1 minute as a warm up -stretching for 2 minutes (if unsure google some stretches) -hold tuck sit position for 30 seconds -hold rocket ship position for 30 seconds -hold arch position for 30 seconds -hold pike position for 30 seconds -hold L shape position for 30 seconds	Physical Education: Go for a 30 minute walk in your local area. *Please remember to stay in your local area, maintain social distancing and follow any other government guidelines	Physical Education: Just dance Log onto youtube and search for just dance. Select 6 songs and follow the dance steps. *Parents please set them up and ensure they are on appropriate content

		<p>*repeat circuit twice</p> <p>If unsure how to do these activities please refer to the info sent out via compass or simply google the activity</p>		
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SPECIALISTS

<u>Science</u>	<u>Visual Arts</u>	<u>L.O.T.E Italian</u>	<u>Digital Learning</u>	<u>Specialist reminders</u>
<p>Dear 6,</p> <p>As you are not being taught STEM/Science at the moment, below is the Science activity for you.</p> <p>Using your iPad- Write a definition of Physics.</p> <p>Make a video, information report or explanation about your topic in Physics.</p> <p>Grade 6- The physics of electricity transfer(movement) from one place to another.</p> <p><u>Magnetism: Crash Course Physics #32</u></p> <p><u>Electric Current: Crash</u></p>	<p><i>What sort of creative activities have you been enjoying over the last few weeks? Have you been drawing/colouring/constructing/making models/animating/sewing/knitting/painting/etc ?? Email photos of your creations to me shelley.menhennet@education.vic.gov.au and I will put them into a gallery on the Back Art Room Blog. http://thebackartroom.global2.vic.edu.au/</i></p>	<p>L.O.T.E Italian</p> <p>Think about some things you would like to learn about Italy or Questions you have about the Italian language or culture.</p> <p>Write your questions down and do some research to find the answers to your questions.</p> <p>Important: Check out your Italian Edmodo pages for further information/tasks etc.</p>	<p>Look around your house to find all the digital devices that you can.</p> <p>Take a photo of each one and add notes to the photo to say which room it is located in and who uses it.</p> <p>You will need the photos for the activity next week, so make sure you save them in a safe place.</p> <p>You will not need to submit the photos this week, but I will ask you to submit the activity next week. Mr W</p>	<p><u><u>Self Care Reminders</u></u></p> <p>Don't forget to thoroughly wash your hands for 20 seconds.</p>

Course Physics #28				
<p>Activities you should do everyday!</p> <ul style="list-style-type: none"> - Student weekly reflection to teacher – Teacher reply within 2 school working days (TBC) - READING- Read and track your thinking. Record the title of the text you read, the pages you read in your school diary.. You should be reading for a minimum of 30 mins a day. (45mins and you're a legend!!) - WRITING- Write a journal for each day reflecting on your thoughts and feelings. Or Make a video diary of each day. Explain what you have been doing, how you are feeling and thinking.http://www.pobble365.com/a-new-world-2/ - MATHS- Complete a My Numeracy activity in Essential Assessment. - Complete MATHLETICS tasks that relate to what we have been learning about in Maths lessons. If on an iPad or computer, use https://mathsbot.com/ to complete problems OR Work in a workbook. Your teacher will set tasks based on what they think you may need or what you have requested to work on! - HUMANITIES- Be a good Citizen - Do something helpful around your house every day. - WELLBEING- (School values, Social and Emotional learning, school and home connections) Practice meditation using smiling minds, headspace or another meditation app OR Do some yoga, by watching and copying a youtube video. https://www.youtube.com/user/CosmicKidsYoga 				