

## Year 5/6 - Learning @ Home, Term 4, Week 4

Each of the activities included in this document are designed to last for approximately 30 minutes.

### Weekly Focus

<b>Reading</b>	Scaffolding Literacy - How to Make a Bird by Meg McKinlay
<b>Writing</b>	Fractured Fairy Tales
<b>Mathematics</b>	Patterns and Algebra
<b>BQT</b>	Landforms
<b>Health</b>	Gender and Identity
<b>DAG</b>	Pimp my Face Mask

### 5/6 Webex Rooms

5/6MW - <a href="https://eduvic.webex.com/meet/williamson.mathew.m">https://eduvic.webex.com/meet/williamson.mathew.m</a>
5/6AM - <a href="https://eduvic.webex.com/meet/maguire.alanna.k">https://eduvic.webex.com/meet/maguire.alanna.k</a>
5/6EM - <a href="https://eduvic.webex.com/meet/meade.erin.e">https://eduvic.webex.com/meet/meade.erin.e</a>
5/6WH - <a href="https://eduvic.webex.com/meet/hales.warren.g">https://eduvic.webex.com/meet/hales.warren.g</a>
5/6MM - <a href="https://eduvic.webex.com/meet/morell.michael.b">https://eduvic.webex.com/meet/morell.michael.b</a>

### 5/6 Google Meet Codes

5/6MM	5/6AM	5/6EM	5/6MW	5/6WH
a7w6mohixl	fta6gh5lrc	enmkqhu4e7	cnz67vmw66	hnsr3i5mfk

### Tracey's Webex Meeting Link for Instrumental Lessons

<https://eduvic.webex.com/meet/tracey.james> (Meeting number 1658154642)

Instrumental Music Google Classroom with daily challenges to complete  
Code: u6mhm5q

**Monday 25th October**

**9am - Meet with your teacher on Webex/Google Meet**

**P.E - 9.30am - 10.15am**

Welcome to another week of doing PE online. I hope you have enjoyed returning to school and have had a great weekend.

Our live lesson this week is going to take place on Monday at 9.30am. I look forward to seeing you all at that time.

You can join the lesson by clicking on the following link:

<https://eduvic.webex.com/meet/antoniadis.terry.e>

Access code: 578 820 891

**Drama/Music - 10.30am - 11.15pm**

**MUSIC only for Grades 5/6EM, 5/6AM**

This week we will be meeting on Webex for our live lesson on **Monday at 10.30am**. I can't wait to see you all. Here is my link: <https://eduvic.webex.com/meet/tracey.james> (Meeting number 1658154642)

Use the Google Classroom code **udbvrqd** to access your music activities for this week.

Don't forget that Instrumental Music lessons are still happening and there is an **Instrumental Music** Google Classroom for lesson and band resources. Instrumental Music Google Classroom code **u6mhm5q**

**DRAMA only for Grades 5/6WH, 5/6MM, 5/6MW**

**Here is the link for Drama week 4**

[Grade 5/6 week 4 Term 4](#)

I look forward to seeing you for Online Drama with Michelle On Monday at 10.30- 11.15

Feel free to dress Halloween style this week- I will be!

<https://eduvic.webex.com/meet/sullivan.michelle.p>

Access code: 570 741 729

**LOTE - 11.30am - 12.15pm**

Click on the link for this week's Indonesian lesson.

[https://docs.google.com/presentation/d/1fwwwY0VbWQIA3B\\_l2F9INBK3RLPxUzhbrxkJRU6Raa8/edit?usp=sharing](https://docs.google.com/presentation/d/1fwwwY0VbWQIA3B_l2F9INBK3RLPxUzhbrxkJRU6Raa8/edit?usp=sharing)

This lesson is also on **Google Classroom**. Class code: fcqqcgf

I will be teaching this **lesson live on Monday from 11.30 - 12.15**

Click on the link below to access the live lesson

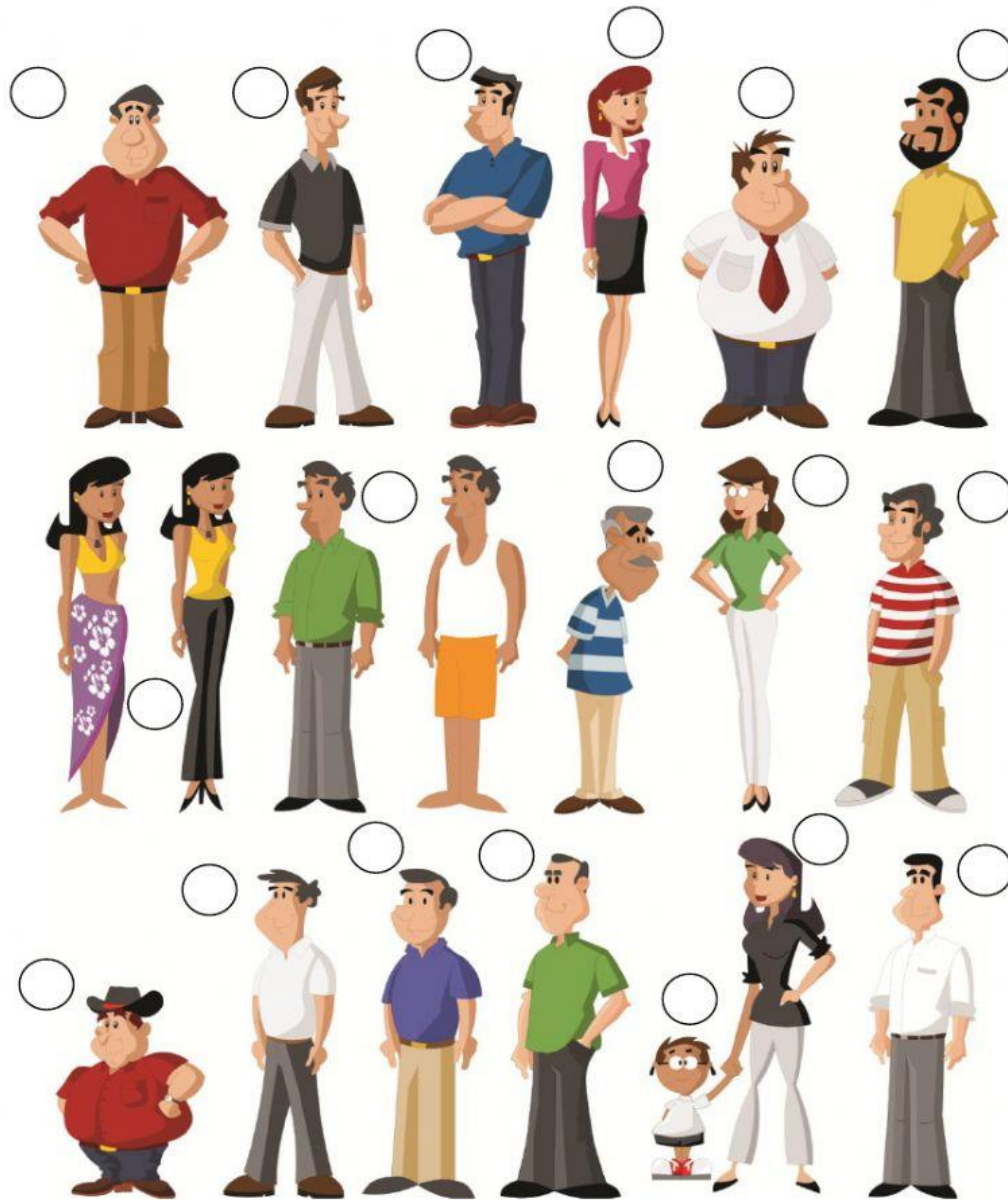
<https://eduvic.webex.com/meet/benito.ricci>

Access code: 165 550 3683

**Please print the worksheet ready for the lesson - on the next page.** It is in the lesson link and in your class planner.

**Write a sentence about 10 of the characters** below using the vocabulary we have been learning. **You can use new describing words** if you like. Number the characters you choose.

Eg. 1. Dia kuat, ramah dan percaya diri (confident)



Lunch - 12.15pm - 12.45pm

Art - 12.45pm - 1.30pm

#### Week 4 Art – Installation Art

To access the Art program on google slides click on the link below.

This week is about [Installation Art](#)

The link will also be available on the 5/6 Art 2021 Google Classroom – access code is t46vezx

Art Online with Laura - Monday 12:45pm - 1:30pm

Laura Russell's Personal Room

<https://eduvic.webex.com/meet/russell.laura.s>

Access code: 574 076 333

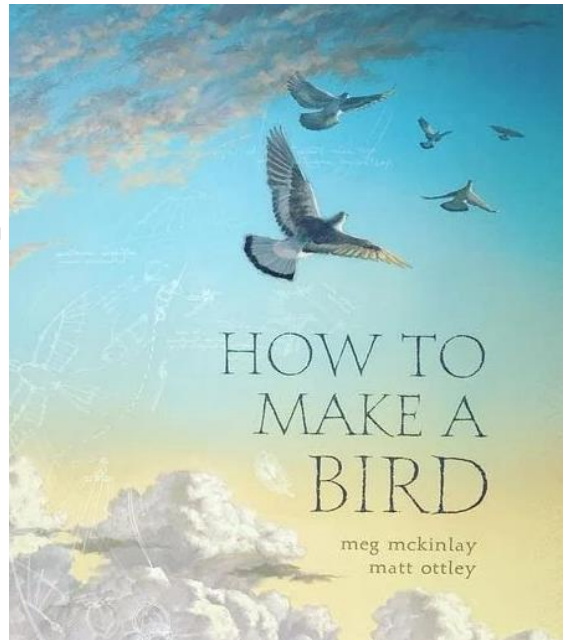
Tuesday 26th October  
9am - Morning Webex  
11.30am - Reading

## Reading

### Scaffolding Literacy - How to Make a Bird

We will do this lesson in our synchronous activity at 11:30.

**Themes:** Look at the images below. Each image represents a different theme from the book, *How to Make a Bird*. What do you think the themes might be?



**What do you think are the key concepts of this text?**



**Re-telling:** Your teacher will retell the story in their own words. Listen carefully to understand the story and consider how the themes are woven into it.

## Writing

Remember when you were little and someone would read a story to you before you nodded off to sleep. Usually the early stories might have started with something like 'Once upon a time...', you know the stories, fairytales that had a moral message for us to ponder over. You know, like listen to your mother when she says stay on the paths

and don't talk to strangers etc. etc.

Well this week we are going to have a look at the fairytales that have a bit of a twist in the storyline and what the characters do that's different to the traditional story.

These are sometimes called Fractured Fairytales.

Still not sure? Watch the video. Enjoy!.

<https://www.bing.com/videos/search?q=stinky+cheese+man&&view=detail&mid=2D78EA6BD95F231BEE882D78EA6BD95F231BEE88&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dstinky%2Bcheese%2Bman%26FORM%3DHDRSC3>

Okay, who made the connection ? Which Fairytale was Stinky Cheeseman based on?

Here is the another one for you to now read. While you are ready, after that I'd like you to complete a Venn diagram and list up the differences and similarities between the fractured and traditional fairytale.

Your Venn diagram should take up a full page of your book, turn it to landscape too.

<https://childrens.poetryarchive.org/poem/little-red-riding-hood-and-the-wolf/>

When you have finished the Venn diagram complete a picture of the new Little Red Riding Hood.

### Maths

Complete your pre-test on Essential Assessments for **PATTERNS AND ALGEBRA**.

Whenever you have some spare time in your maths sessions - work on your goals on Essential Assessment.

Spend 20 minutes now working on your goals.

### BQT

#### What are landforms?

**Warm Up:** Watch <https://www.youtube.com/watch?v=FN6QX43QB4g>. While you are watching, collect all the information you need to answer these questions to prove that *You Are A Quizard, Harry!*

1. The Earth is made up of four different spheres. What are these spheres called and why?
2. True or False? The geosphere is rock solid and never changes its shape.

3. Mountains are considered a landform. How are they formed?
4. What makes a plateau different from a mountain?
5. What does the word *mesas* translate to in Spanish?
6. How does magma form plateaus?
7. What is a desert?
8. Where can we find the largest desert in the world?
9. How are deltas formed?
10. Why is Australia considered an island?



**Activity: Geomorphology** is the study of landforms, including how they began, how they evolve and the processes that shape them. **Geo** meaning land, **morph** meaning change and **ology** meaning the study of.

Choose one of the landforms from the table to research today. **Create a Popplet or MindMap** with everything you have learnt about surviving in your chosen landscape, including how it was formed, what clothing people wear, food they eat, shelter, skills for survival, weather, fauna and flora!

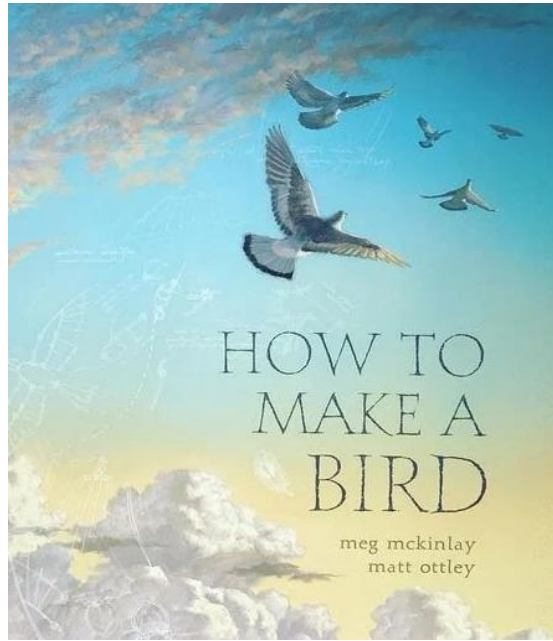
Desert	Mountains	Plateau
Read: <a href="https://www.scienceabc.com/nature/what-is-life-like-in-deserts.html">https://www.scienceabc.com/nature/what-is-life-like-in-deserts.html</a> Watch: <a href="https://www.youtube.com/watch?v=zWxeySEmVIE">https://www.youtube.com/watch?v=zWxeySEmVIE</a>	Read: <a href="https://www.oddizzi.com/teachers/explore-the-world/physical-features/mountains/mountain-life/">https://www.oddizzi.com/teachers/explore-the-world/physical-features/mountains/mountain-life/</a> Watch: <a href="https://www.youtube.com/watch?v=jbEKrXYAEFM">https://www.youtube.com/watch?v=jbEKrXYAEFM</a>	Read: <a href="https://kids.britannica.com/students/article/Tibet/277351">https://kids.britannica.com/students/article/Tibet/277351</a> Watch: <a href="https://www.youtube.com/watch?v=mQCrvfI5VyQ">https://www.youtube.com/watch?v=mQCrvfI5VyQ</a>

**Reflection:** Be ready to share some fun facts from your MindMap or Popplet when we return to school on Thursday.

Wednesday 27th October  
9am - Morning Webex  
11.30am -

## Reading

### Scaffolding Literacy - How to Make a Bird



**Vocabulary:** Read through the following vocabulary words and their meanings.

Step 1: Choose 5 words and draw a picture for each word to represent its meaning.

Step 2: With the other 5 words, write the word in a sentence that demonstrates its meaning.

Example:

I have a hat. (Not OK! Does not give the reader an idea of what a hat is.)

My teacher wears a stylish hat on his head to protect him from the sun. (Much better! Demonstrates what a hat is.)

## New Vocabulary

**Hollow:** Having a space inside. Empty. Not solid.

**Sparrow:** A small bird found in most parts of the world.



**Brittle:** Hard and rigid, but also fragile. Egg shells are brittle.

**Continents:** Earth's main landmasses... Australasia, Asia, Europe, North America, South America and Antarctica.



**Keen eyes:** Extremely sensitive and responsive eyesight.

- Grasp:** To seize or take hold of something.
- Cast:** To throw or hurl.
- Sill:** The horizontal surface beneath a window.
- Speck:** A very tiny spot or particle.
- Vast:** Very great area, size, amount, degree, etc.

Spelling Investigation: Categorise the vocabulary words based on the strategies you would use to spell them.

Morphology	Etymology	Phonology	Orthography	Visual	Mnemonic

**Read Aloud:** Now, play the video and listen to the telling of the story, *How to Make a Bird*. Enjoy!

<https://www.youtube.com/watch?v=FVWSHhNQ3XM>

### Health - Gender and Identity

Last week you thought about the ways boys and girls might be treated differently as babies.

This week we are going to look at the ways adolescents (that's you!) might feel they are SUPPOSED to act/ do/ be or like and how others around them might react.

Read through these behaviours and reactions and place them into the boys or girls category in the table below.

Behaviours/ Actions	Reactions
<ul style="list-style-type: none"> <li>- Cry easily</li> <li>- Be obsessed with sport</li> <li>- Act tough</li> <li>- Like the colour pink</li> <li>- Have crushes on boys</li> <li>- Wear makeup</li> <li>- Have crushes on girls</li> <li>- Not talk about their feelings</li> <li>- Like going on sleepovers</li> <li>- Like getting dirty</li> <li>- Wear dresses</li> <li>- Have muscles</li> <li>- Only have male friends</li> <li>- Keep playing sport when they're injured</li> <li>- Learn tiktok dances</li> <li>- Spend lots of time gossiping</li> <li>- Only have female friends</li> <li>- Not care about their appearance</li> </ul>	<ul style="list-style-type: none"> <li>- Not let them play at lunch/ recess</li> <li>- Call them names</li> <li>- Not invite them to parties</li> <li>- Call them ugly</li> <li>- Call them weak</li> <li>- Pick them last for teams</li> <li>- Bully them</li> <li>- Send them unkind messages online</li> <li>- Call them a girl</li> <li>- Call them a boy</li> <li>- Exclude them</li> <li>- Assume they are gay</li> </ul>



By the time they reach early adolescence, girls are SUPPOSED to:

- 
- 
- 

By the time they reach early adolescence, boys are SUPPOSED to:

- 
- 
- 

... and if they don't, people might say or do things like:

- 
- 
- 

... and if they don't, people might say or do things like:

- 
- 
- 

NOW, brainstorm 3 different things you think boys and girls are supposed to like or the ways people might react if they don't. Add them to your table.

These reactions are called 'policing'. Policing refers to when people take action to discourage boys and girls from being different from gendered expectations.

Write an answer to these questions in your book:

- 1) What is it like for people when others' police them about the ways in which they express their individuality and preferences?
- 2) What personal strengths do people have to call on in order to support their friends to be the kind of person they want to be, even if that is different from others?
- 3) What would it look like if people were showing respect for difference?

## Maths

Please see Google Classrooms for this activity.

### DAG Hour - Pimp my Face Mask

With the new regulations asking all students grade 3 and up to wear a face mask to school, it's time we add a little creativity and fun to our masks!

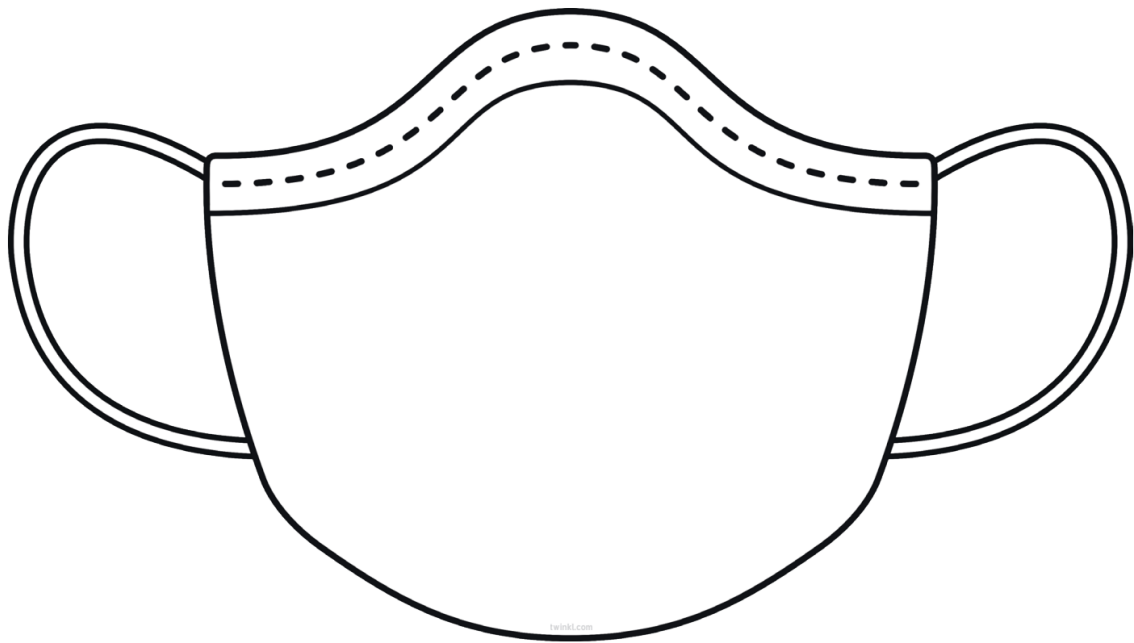
Below you'll find some examples of ways you can *Pimp Your Mask*. What you can create will depend on what tools you have at your disposal.

If you have a simple cloth mask (and you've checked with your parents that you can add some creative flair to it) you could use needle and thread to embroider a design, or if you have tie dye equipment - you can get to work dyeing your mask some funky colours.

If you're more of a disposable surgical mask kind of person, you might like to use a sharpie/ texta to design something on the front!



If you can't find a mask around the house to decorate, use the template below, cut it out and fashion a paper mask - purely for aesthetics.



**Remember:** If you use lots of glue/ textas/ sharpies you may need to air it out on the washing line before you wear it - you don't want to be breathing those fumes in **AND** it must still seal onto your face if you want to wear it for protection.

Strike a pose in your new mask and upload to this padlet:

<https://padlet.com/alannamaquire/h3opa5tgg7liy3a6>