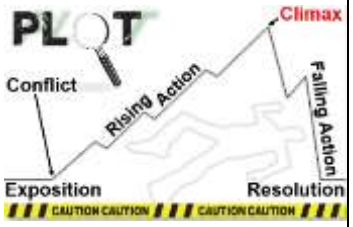
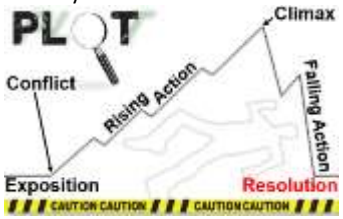
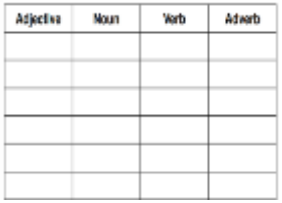
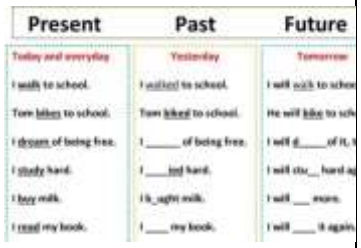
Grade 6 Remote Learning Program

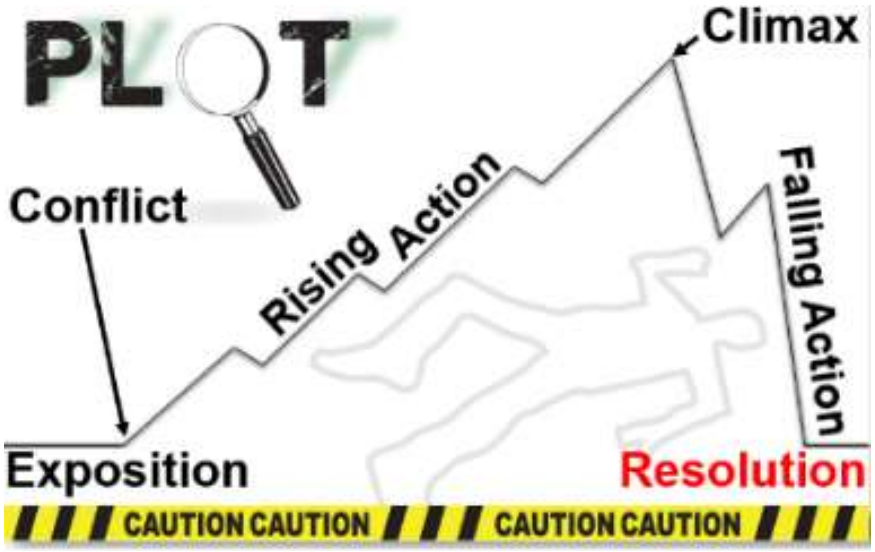
READING		Day 1	Day 2	Day 3	Day 4	Day 5
Reading	**Reading:**	**Learning Intention:** To analyse authors purpose in a text. **Success Criteria:** I can answer in full sentences and in paragraph form. I can use evidence from the text to support my responses.	**Learning Intention:** Understand varying parts of a text. **Success Criteria:** I can identify the Climax in the story.	**Learning Intention:** Understand varying parts of a text. **Success Criteria:** I can identify the Resolution in the story.	**Learning Intention** To make text connections with BTN. **Success Criteria** I can respond to a BTN story based on questions given I can use evidence from the BTN to support my responses	**Learning Intention:** To extend my vocabulary from words found in the text. **Success Criteria** I can find the definition, synonym and antonym for challenging words found in Holes I can understand what these words mean based on the sentence they are in.
	Independent / Work time (40 mins)	On Youtube, search *Fox by Margaret Wild.* *Watch this video* After listening to the book, what lesson/s does this story teach us? How does it teach it? Explain your response and give evidence to support your thinking. Aim for 3 separate paragraphs. *For example:* I believe that Margaret Wild is teaching us …. My reasons behind this is that Margaret uses specific words such as …..	Re-watch the book *Fox* from yesterday's link to identify the 'Climax'. <u>Climax</u> is the crisis point in the story, when the action and suspense is at its most intense. What is the climax of the story *Fox*? Why do you think this is the climax? Give evidence from the book to support your reasoning/thinking. Your answers need to be in full sentences. 	The resolution is the ending of the story where the conflict/problem is solved. After reading *Fox*, how was the story resolved? Do you feel this was the best way for the story to be resolved? Your response needs to be in full sentences. Would you change the resolution for the story 'Fox' if so, how would you end it? 	**Comprehension – BTN** Watch ABC-ME Channel 23 @11:45am or choose your own BTN episode. https://www.abc.net.au/btn/teachers/ Complete a reading response. Date: Title: Author: Summary: Response: (see Reading Response attachment – keep this sheet safe for upcoming weeks)	**<u>Vocabulary</u>** Using the book *Fox, or a book from Epic, or* your own chapter book, write down 5 interesting/tricky words. For each word, find the definition, synonyms and antonyms and put into a sentence.

Grade 6 Remote Learning Program

WRITING		Day 1	Day 2	Day 3	Day 4	Day 5
Writing	**Writing**	**Learning Intention:** To describe what a verb and adverb is and how they can be used to make actions more vivid. **Success Criteria:** I can describe what a verb is. I can describe what an adverb is. I can identify these in my writing.	**Learning Intention:** To explain and identify present, past and future tense. **Success Criteria:** I can give examples of present, past and future tense.	**Learning Intention:** To identify different ways authors use sentence starters. **Success Criteria:** I can identify and give examples of different sentence starters that authors have used. I can identify and describe why a sentence is engaging	**Learning Intention:** To create a narrative, using correct structure, language features & correct punctuation. **Success Criteria** I can use correct structure of a narrative. I can use different language features. I can edit for punctuation.	**Learning Intention:** To create two words into one by using a contraction. **Success Criteria** I can make two words into one by using a contraction. I can split a contraction up into its two words.
	Independent / Work time (40 mins)	*Think about the importance of the careful choice of verbs and adverbs in our writing. They help to make an action more vivid. E.g. 'she ate (verb) her lunch' compared to 'she quickly (adverb) gobbled (verb) up her lunch'.* **Activity:** Students make a table in Word with the headings Adjective, Noun, Verb and Adverb (as below). When you have filled in a row. Read what you have written. Does it make sense or is it a silly sentence? Try to use alliteration for fun eg. Silly snake slithers slowly. Cautious Cat, creeps carefully. Aim to make up at least 10.  **Reflection:** Think about what the difference between adverbs and verbs? Why is it important to use verbs and adverbs in my work?	*Tenses are tools to help speakers to express time in the language. There are three main tenses; present tense, past tense and the future tense.* *Present – I **walk** to school.* *Yesterday – I **walked** to school.* *Tomorrow – I will **walk** to school.* **Activity:** Students make a table in Word or your book with the headings PRESENT, PAST, FUTURE. Using the table below as an example, come up with 10 or more *Present, Past, Future* sentences.  **Reflection**: Why is it important to use the correct tense?	*Looking at the book Fox written by Margret Wild, we can see that she uses descriptive language to start her sentences to engage and entertain the reader* *eg.* *Days, perhaps weeks...* *He stops scarcely...* *Slowly, jittery hop....* **Activity:** Using books at home or the website Epic! identify and create a list of creative ways that the author/s have used as sentence starters. Make a list of at least 10 different sentence starters that you like. **Reflection:** Think about why authors use a variety of different sentence starters in their writing. What was your favourite sentence starter you found today?	*Students plan and write their narrative.* ** 10 minutes planning* ** 45 minutes writing* ** 5 minutes editing* **Activity:** ***Locked in a Shopping Centre***. Today you were shopping in an Theme Park (Dream World). You missed the announcement at the end of the day that the park was closing… YOU ARE LOCKED IN! You have the whole theme park to yourself, so what will you get up to?	**SPELLING** *A contraction is a word that has been shortened by dropping one or more letters. An apostrophe is added to indicate the missing letters.* *Eg. Can't= can not* **Activity:** Make a list of 15 or more contractions you know. Look in books to help you make your list if need be. Students then change the contractions into the two words. Practise your 5 spellings words for the week. This will ensure you are ready to be tested by your teacher. **Reflection:** Reflect on why we have contractions.

Grade 6 Remote Learning Program

MATHS		Day 1	Day 2	Day 3	Day 4	Day 5
Maths	Maths	**Learning Intention:** We are learning about fractions. **Success Criteria** I can demonstrate my understanding of fractions.				
	Mental Maths	**Essential Assessment** **Sunset Maths (+ -)**	**Essential Assessment** **Sunset Maths (x ÷)**	**Essential Assessment** **Sunset Maths (Algebra)**	**Essential Assessment** **(Sunset Maths $ Money)**	https://www.transum.org/Maths/Game/BIDMAS/
	Independent / Work time (40 mins)	*Everything I know about my fraction.* Select a fraction that is suited to your maths ability from the list below: ¾, 5/8, 1 ¼ Write down everything you know about your fraction. Include as many of the following as you can: write down the decimal equivalent of your fraction, represent your fraction on a number line, find three other fractions equivalent to your fraction, represent your fraction as part of a metre, cut a piece of wool or string that is this long, record the length of the wool in centimetres. **Reflection:** What did you find out about your fraction that surprised you?	*Fractions are numbers we can add or multiply* **Activity:** It takes 2 minutes to squeeze 2/3 or a cup of juice. How much juice could I squeeze in 16 minutes? How long would it take to squeeze 4 cups of juice? Show 2 different ways to find the answers. You can draw the solution or work out how much juice you can squeeze in one minute. **Reflection:** How did you work out the answer? Did you draw a picture?	*Think about how you could model finding the fraction of a quantity, eg get out the number of objects and divide them into groups according the denominator eg ¼ of 12. Get 12 spoons and split them into 4 groups. There will be 3 spoons in each group. 3 spoons are ¼ of 12. 6 spoons are 2/4 or one half of 12.* **Activity:** 1/3 of a class order lunches from the canteen each day. How many pupils might be in the class and how many of them order lunches each day? Support: What do you know and what can you find out about ¼? Record it on paper or show it with materials. Extension: Write some different stories about 3 x ½. **Reflection:** How have these open-ended tasks helped you to further your understanding of fractions?	*Number lines are a good way of showing fractions and helping us to understand them.* **Activity:** Use a number line to show - two fractions that add to give ½. -a number sentence that has the answer of 3/7 -these fractions in order, ½, ¾, 1/5, 2/8 Play fraction games on the website. https://www.splashlearn.com/fraction-games-for-5th-graders **Reflection:** Playing games can help you to further your understanding of new ideas. Do you find it helpful to play games like these fraction games.	*Challenge yourself to see how well you can answer the Essential Assessment questions on the My Numeracy portal.* **Reflection:** Compare your percentage on the post fractions test to your pre test. Did you improve? Do you need to do more revision? Remember that it can take up to 500 goes (or Hits) to learn new things.

Present	Past	Future
Today and everyday	Yesterday	Tomorrow
I walk to school.	I walked to school.	I will walk to school.
Tom bikes to school.	Tom biked to school.	He will bike to school.
I dream of being free.	I _____ of being free.	I will d_____of it, too.
I study hard.	I ____ied hard.	I will stu__ hard again.
I buy milk.	I b_ught milk.	I will ___ more.
I read my book.	I ____ my book.	I will ____ it again.

Adjective	Noun	Verb	Adverb