



Gunnedah South Public School



Home Learning Booklet

Week 4

Name: _____

Class: _____

Year 6





Monday

Week 4

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Teacher read aloud and comprehension questions	Pages 2 - 5
	Reading Eggs		
9.30 to 10	Writing	Persuasive writing	Pages 6 & 7
10 to 10.30	Readiwriter Spelling		
10.30 to 11	Handwriting	r, n, F, E & H	Page 8
11 to 11.30	Recess Break		
11.30 to 12	Mathematics	Kitchen/Maths Lesson: measuring capacity	Page 9
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	PE activities with Mrs Mitchell	
1 to 2	Lunch Break		
2 to 3	PBL PDH Wellbeing	PBL – Staying motivated PDH – Presentative Health	Pages 10 - 12

In Flanders Fields

In Flanders fields the poppies blow
Between the crosses, row on row,
That mark our place: and in the sky
The larks, still bravely singing, fly
Scarce heard amid the guns below.

We are the Dead. Short days ago
We lived, felt dawn, saw sunset glow,
Loved, and were loved, and now we lie
In Flanders fields.

Take up our quarrel with the foe:
To you from failing hands we throw
The torch; be yours to hold it high.
If ye break faith with us who die
We shall not sleep,
Though poppies grow
In Flanders fields.

John McCrae



Task One

Explain your thoughts and feelings when you see the following flower.



Write a minimum of four full sentences.

Task Two

Answer the following questions.

1. What is the poem about?

2. Who is supposed to be talking in this poem?

3. What can hardly be heard and why?

4. What does the statement "We lived, felt dawn, saw sunset glow" mean?

5. Who is the foe?

6. "To you from failing hands we throw, The Torch; be yours to hold it high!".
Describe what this line means.

-
-
-
-
-

-
-
-
-
-

Select the most effective and powerful imagery from each stanza. Copy it into the box, and select one illustration - make sure it links with what you see in your mind - to sketch below it (*Imagery - the descriptive language used within a book or a poem to paint an image in a reader's head.*)

[illegible]

debate

Persuasive

Persuades the reader

discuss

Using the topics in the table (or any you have personal interest in), use your device or other information sources to find evidence that supports your opinion of the topic.

Or

Use the facts provided about smoking to structure arguments that support your opinion.

You must:

- Find a statistic, example or quote that supports your opinion on the topic.
- Use technical vocabulary you understand
- Highlight or copy out the information you could use and summarise it

Facts about smoking

1. About one-half of people who smoke die from a smoking related disease.
2. Cigarettes contain more than 4,000 chemicals, many of which cause cancer.
3. Smoking around others can put their health at risk.
4. If you smoke, your children are more likely to smoke.
5. Smoking one cigarette a day will cost you over \$300 a year.
6. Smoking stains your fingers and teeth.

Example argument:

Did you know that within a single cigarette there is over 4000 chemicals, that's right 1 cigarette equals 4000 chemicals! Many of these chemicals can contribute to people developing cancer.

Topic: _____

Evidence 1

Website or source of information: _____

Evidence 2

Website or source of information: _____

Evidence 3

Website or source of information: _____

Name : _____ Date: _____

n

n

racing

northern

cars

round

grand

The cars are racing around the northern track.

E

Egyptian

Eran

H

Hong Kong



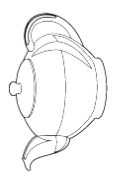
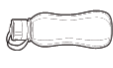
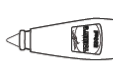
Hyun

Hyun bought the toys in Hong Kong.

WALT: understand and use millilitres and litres

Capacity - Millilitres and Litres (A)

① Use the numbers 1 to 5 to order these objects according to their capacity, from the least to greatest.

<input type="text"/>		1 L
<input type="text"/>		250 mL
<input type="text"/>		600 mL
<input type="text"/>		700 mL
<input type="text"/>		0.5 L

② Using the objects from Question 1, record how many more millilitres are needed to make 1 litre.

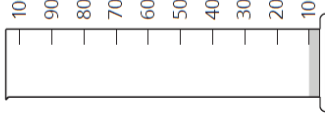

	Container	Capacity	Millilitres to 1 L
a)	milk carton	1 L	
b)	glass of juice	250 mL	
c)	teapot	600 mL	
d)	water bottle	700 mL	
e)	sauce bottle	0.5 L	

③ Convert these millilitre measurements to litres.

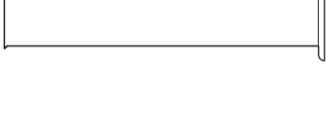
- a) 1200 mL = _____ litres d) 7300 mL = _____ litres
 b) 4500 mL = _____ litres e) 2650 mL = _____ litres
 c) 1800 mL = _____ litres f) 9250 mL = _____ litres

Capacity - Millilitres and Litres (B)

① Record the capacity of each jug to the nearest millilitre.

a) _____ mL	b) _____ mL	c) _____ mL	d) _____ mL
			

② Colour the measuring jugs below to show the correct capacity in millilitres.

a) 150 mL	b) 300 mL	c) 450 mL	d) 800 mL
			



EVERYONE



EVERYWHERE



EVERY TIME



We are learning to stay motivated

Three things I can do to stay motivated

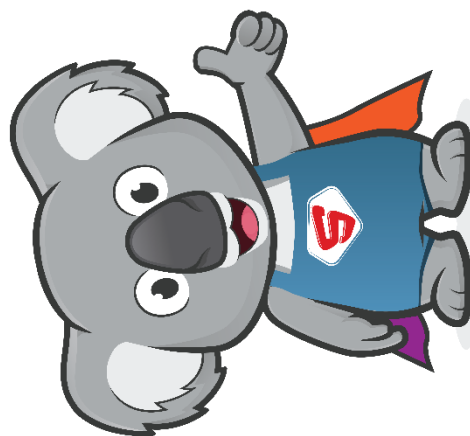
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People who can help me stay motivated

--

*What can stop your motivation and how
can you change it.*

--	--



Personal Development & Health – Term 2 Week 4

We are learning to understand the role of preventative health.

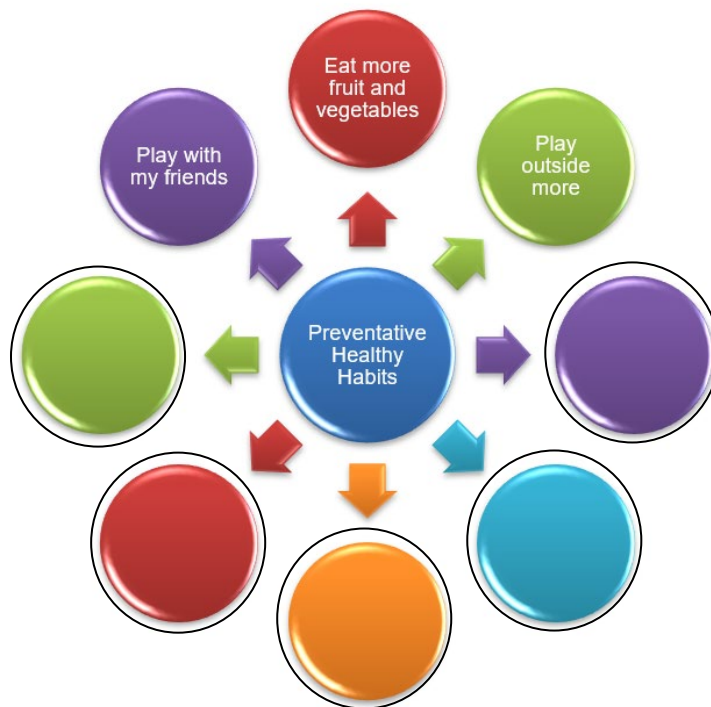
Success Criteria: I can

- ★ describe what preventative health means
- ★ identify barriers that stop me being active
- ★ assess my own health

1. What is preventative health?

Answer:

2. List 6 things that you do to keep you healthy *Click on the circle to enter text*



3. Given the current situation with COVID-19, list what preventative measures are being put in place in the various areas.

At home:

At school:

In the community:

4. Instructions: Rate **your** healthy habits and behaviours by marking the appropriate box for each habit below.

Healthy habits	Always	Sometimes	Never
I visit the doctor for regular check-ups even if I feel healthy.			
I am physically active for at least 60 minutes every day.			
I eat a good balance of foods from the five food groups on the <i>Australian guide to healthy eating</i> .			
I wash my hands after I go to the bathroom and before eating.			
I get at least eight to 10 hours of sleep every night.			
I eat breakfast every day.			
I visit the dentist for regular check-ups.			
My immunisations are up to date.			
I drink water every day.			
I do things that make me happy (for example, sport, music, art, spending time with friends).			
I limit my use of electronic media <u>for entertainment</u> to no more than two hours a day (for example, television, computer, games).			

5. Review the habits you have ticked 'sometimes' or 'never'. How could you improve your healthy habits to maintain your health and wellbeing?

Answer:





Tuesday

Week 4

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Teacher read aloud and comprehension questions	Pages 14 - 18
	Reading Eggs		
9.30 to 10	Writing	Conclusion of a persuasive text	Pages 12 - 21
10 to 10.30	Readiwriter Spelling		
10.30 to 11	Handwriting	m, h, P & B	Page 22
11 to 11.30	Recess Break		
11.30 to 12	Mathematics	Subtract decimals	Page 23
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	PE activities with Mrs Mitchell	
1 to 2	Lunch Break		
2 to 2.30	Geography	Identify what everyday life can be like in a country in Asia	Page 24
2.30 to 3			

A Man and His Donkey

John (Jack) Simpson Kirkpatrick grew up in South Shields, England, with his seven siblings and Scottish parents, Sarah and Robert. They grew up close to the sea where great ships were carried out to sea. During his early years, Jack tried his hand at many different jobs. In the summer, he would work down on the beach with his donkey. He would sell people donkey rides on the beach for one penny. As he would walk alongside his donkey, he would whistle tunes to those who were riding along. During winter, Jack delivered milk to people in the small town where he lived. He would always hear the whistles and toots of the tugboats in the river close by. Every time he heard these sounds, he would sit and imagine he was travelling on a great adventure.

Jack had a variety of jobs as he grew up. When he was only 17 years old, he travelled to Australia looking for work. He worked as a steward, stoker and greaser on Australian coastal ships. He also worked as a cane cutter in Queensland. After that, he was employed on a cattle station, rounding up the cattle. It was hard and laborious work but Jack loved it. After working in a coal mine, he thought that panning for gold would help him find his fortune so he decided to give that a try as well. Unfortunately, Jack did not have much luck. He did not make lots of money in the Gold Rush as he had hoped. He stopped this work and went back to working on the coastal ships.

While he was in Australia on the ship, Jack heard that Britain had declared war on Germany. As a result, he made the brave decision to enlist in the Australian army because he thought that serving his country would make his family proud. He enlisted as a soldier using the name John Simpson.

Jack became a field ambulance stretcher-bearer, which was a very important job. This job was only given to physically strong men. His job required him to treat wounded soldiers that were fighting in the war. There was one problem though. Jack was sent to help the soldiers in Egypt and not England, where he had hoped. After a little bit of training, Jack was sent to the Gallipoli Peninsula. He landed there on 25th April 1915 as part of the Anzac forces. He became very scared as the small boat approached the steep cliffs of Anzac Cove.



A Man and His Donkey

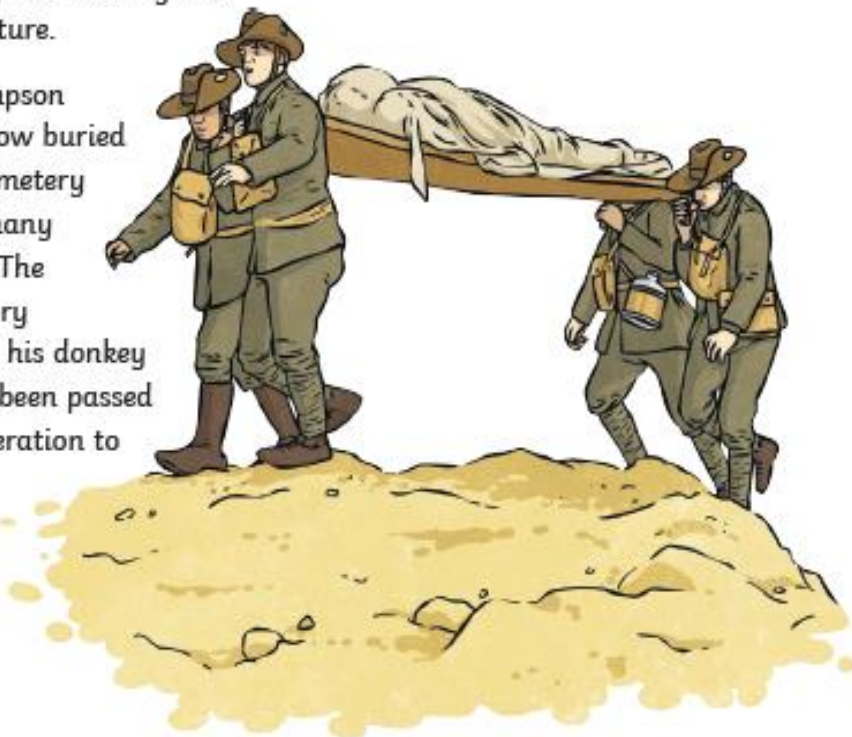
As the boats came to the shore, many shots were fired at them. Jack was lucky he did not die: as he was getting off the boat, he felt a bullet pass by his head. Many soldiers died before setting foot on land. Jack had a first aid station at Hell Spit. The number of wounded soldiers that had to be treated was so great that there were not enough stretcher-bearers to save them all.

In the early hours of one morning, when Jack was out trying to help wounded soldiers, he spotted a donkey. He named it Duffy. Duffy was used to carrying fellow soldiers back to Hell Spit to be treated. Jack would sing and whistle as he tended to the soldiers. Every day, Jack would courageously walk up and down Shrapnel Valley with his donkey, Duffy, carrying water and food to the soldiers.

The work of Jack and Duffy was nothing short of extraordinary. They worked tirelessly all day and through the night to help the wounded soldiers. Colonel John Monash thought their work should be admired so he gave them both a Red Cross armband to show them that their work was greatly appreciated.

One morning, Jack travelled with Duffy back up to Dead Man's Ridge. Suddenly, a bullet struck Jack in the heart and he died. Although it was a tragic loss, he died serving his country and living an adventure.

John (Jack) Simpson Kirkpatrick is now buried at the Beach cemetery and there are many statues of him. The inspirational story of Simpson and his donkey is one that has been passed down from generation to generation and it will continue to be told for many years to come.



We are learning to answer different types of comprehension questions.

*I can answer literal questions (I can find these answers in the text)

*I can answer inferential questions (I can find clues in the text, but I have to think about it)

*I can answer evaluative questions (I can use my opinion and experience to answer these questions)

Read the text and answer the following questions. Remember to use complete sentences.

Literal

1. What is Simpson's full name?

2. How much would a donkey ride on the beach cost?

3. What other jobs did Jack have?

4. Why did he enlist in the Australian Army?

5. What did a stretcher bearer have to do?

6. Where was he sent to help soldiers?

7. What did he name the donkey?

8. Name two things Jack and Duffy did each day.

9. What happened to Jack?

10. Where is Jack buried?

Inferential

1. Why do you think Jack tried lots of different jobs?

2. What does it mean by 'Unfortunately Jack did not have much luck' when relating his time as a gold miner?

3. Why would enlisting make his family proud?

4. Why would only strong men be allowed to be stretcher bearers?

5. Why would Jack be disappointed when he found out he was going to Egypt and not England?

6. Why was it dangerous for Jack and Duffy to move up and down Shrapnel Valley?

Evaluative

1. Why was Jack lucky not to die as he got off the boat at Gallipoli?

2. What does the red cross symbolise?

3. Jack was at Gallipoli for only three and a half weeks before he was killed. Why do you think he is still remembered today?

4. Why were stretcher bearers used to help wounded soldiers?



This is one of the statues commemorating the service of Jack and Duffy. It is at the Australian War Memorial in Canberra.

What would you design as a memorial for soldiers like Jack, and also the many animals who have served their countries in times of war?

Use the space below to draw your memorial. Where would you put it?
What would it be made of?

debate

Persuasive

Persuades the reader

discuss

Using the template and previous examples you are going to create a concluding paragraph that builds on from your ANZAC text OR *one of your own done in previous lessons*. Dot point your ideas before writing it all out, use high modality and emotive language.

You must:

- rewrite your opinion again using different words
- summarise the key arguments to reinforce why your topic is important
- include your audience by involving them within your arguments

Topic: Should we celebrate ANZAC day still?

OR

Topic: _____

WORD BANK

In conclusion...	Consequently...	It is clear that...
For those reasons...	There is no doubt...	To summarise...
After considering...	Try your own	Without a doubt...

In conclusion _____
_____ because

Reason
1

Reason
2

Reason
3

Planning Space

You must:

- rewrite your opinion again using different words
- summarise the key arguments to reinforce why your topic is important
- include your audience by involving them within your arguments

Conclusion 1

Conclusion 2

Name : _____ Date: _____

m

h

ham

happy

mango

mash

mouth

She put mashed mango in my ham salad.

P

Philippines

Phillip

B

Berlin

Beth

Beth and Phillip went to Berlin Zoo.

Calculate each difference

$$\begin{array}{r} 9.442 \\ -0.4 \\ \hline \end{array}$$

$$\begin{array}{r} 94.7770 \\ -8.2318 \\ \hline \end{array}$$

$$\begin{array}{r} 93.2967 \\ -2.3169 \\ \hline \end{array}$$

$$\begin{array}{r} 51.5 \\ -9.2 \\ \hline \end{array}$$

$$\begin{array}{r} 29.55 \\ -2.175 \\ \hline \end{array}$$

$$\begin{array}{r} 0.15 \\ -0.1 \\ \hline \end{array}$$

$$\begin{array}{r} 64.31 \\ -27.24 \\ \hline \end{array}$$

$$\begin{array}{r} 65.6 \\ -0.9833 \\ \hline \end{array}$$

$$\begin{array}{r} 72.9392 \\ -5.16 \\ \hline \end{array}$$

$$\begin{array}{r} 5.1 \\ -0.92 \\ \hline \end{array}$$

$$\begin{array}{r} 95.2 \\ -85.8 \\ \hline \end{array}$$

$$\begin{array}{r} 34.1238 \\ -0.65 \\ \hline \end{array}$$

$$\begin{array}{r} 13.1 \\ -4.7466 \\ \hline \end{array}$$

$$\begin{array}{r} 8.91 \\ -0.6 \\ \hline \end{array}$$

$$\begin{array}{r} 72.7304 \\ -55.292 \\ \hline \end{array}$$

$$\begin{array}{r} 8.8147 \\ -0.64 \\ \hline \end{array}$$

$$\begin{array}{r} 66.8120 \\ -38.57 \\ \hline \end{array}$$

$$\begin{array}{r} 10.50 \\ -1.1 \\ \hline \end{array}$$

$$\begin{array}{r} 73.1604 \\ -33.8900 \\ \hline \end{array}$$

$$\begin{array}{r} 54.11 \\ -0.3 \\ \hline \end{array}$$

$$\begin{array}{r} 34.5045 \\ -17.198 \\ \hline \end{array}$$

$$\begin{array}{r} 0.80 \\ -0.7 \\ \hline \end{array}$$

$$\begin{array}{r} 8.2230 \\ -0.9393 \\ \hline \end{array}$$

$$\begin{array}{r} 0.8 \\ -0.766 \\ \hline \end{array}$$

$$\begin{array}{r} 29.40 \\ -0.183 \\ \hline \end{array}$$

What can everyday life be like in a country in Asia?

1. Watch the train market video. What do you see, think and wonder?

2. Watch the Sherpas video. What do you see, think and wonder?

3. Watch the sulphur miners video. What do you see, think and wonder?

4. Complete a PMI chart for each of the jobs showcased in the videos.

	Plus	Minus	Interesting
Market stall holders of Thailand			
Sherpas of Nepal			
Sulphur miners of Indonesia			



Wednesday

Week 4

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Using a variety of texts	Pages 26 - 32
	Reading Eggs		
9.30 to 10	Writing	Hamburger model of a persuasive text	Pages 32 - 34
10 to 10.30	Readiwriter Spelling		
10.30 to 11	Handwriting	v, w, V & W	Page 35
11 to 11.30	Recess Break		
11.30 to 12	Mathematics	Bus stop method to divide	Pages 36 & 37
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	PE activities with Mrs Mitchell	
1 to 2	Lunch Break		
2 to 2.30	CAPA	Autumn artwork	
2.30 to 3		Drama with Miss Christie	

WARNING:

Please be advised that this document contains
photographs of Indigenous people who are
deceased.

Indigenous Australians in the First World War

Excluded from Serving

Indigenous Australians have served in all major conflicts that Australia has been involved in. However, during the First World War, they were not legally allowed to enlist. Australia's Defence Act 1903 excluded people who were not of European descent from enlisting. Many recruitment officers ignored this legislation as the army needed soldiers desperately. However, on many occasions, Indigenous men were forced to claim another racial identity, such as Maori or Pacific Islander, in order to enlist. Many Indigenous men were able to enlist by using these two loopholes.

Motivation to Enlist

Indigenous Australians wanted to serve because they were attracted by the daily salary of six shillings. There was also some very convincing wartime propaganda. Indigenous men thought that if they returned from war a hero, they would be treated well and equally to white men. Furthermore, some Indigenous men wanted to use their fighting and warrior spirit to prove themselves to their community.

Douglas Grant

Douglas Grant joined the Australian Army in 1916. However, he was discharged soon after enlisting because his battalion was about to leave for battle and he had not yet received government approval, which was required for Indigenous Australians to leave the country. Douglas enlisted a second time and he left for France soon afterwards. During combat, he was seized by the German army and he was sent to a prisoner-of-war camp. While he was there, German doctors, scientists and anthropologists travelled to the camp to examine him. Due to his 'scientific value', he was given special favour and allowed some freedom within the camp. During his time at the camp, Grant became president of the British Help Committee. In this role, he organised food parcels and medical supplies for the prisoners. Grant wrote to aid and humanity agencies in order to make this happen.



Indigenous Australians in the First World War

After the war ended, Grant was transported from Germany to England. He attracted a significant amount of attention while living there. In 1919, Grant sailed back to Australia, where he returned to his job as a draughtsman.

After the War

Indigenous men achieved some equality fighting alongside their white comrades for an empire that had previously deprived them in many ways. Many Indigenous Australians believed that they would get better rights once the war had ended. In reality, many Indigenous people faced even greater discrimination when they returned home. While they had been gone, the government had removed their children during their absence or taken their land without any compensation. This land was given to white soldiers under a soldier settlement program; Indigenous servicemen were excluded from this program.



Overdue Recognition

Attempts in recent years to recognise Indigenous Servicemen have been slow and difficult because of the poor record keeping regarding Indigenous people during the First World War. Very few official records exist of Indigenous soldiers so it is impossible to know how many actually served. It has been estimated that 1,000 Aboriginal men served in the First World War; however, it is likely that this number was much higher. It is now much more common to see Indigenous people march in Anzac Day parades. On Anzac Day, it is imperative we remember the Indigenous soldiers who fought during the First World War and the treatment they received when they returned to Australia.

Photo courtesy of State Library of New South Wales, Queensland State Archives (@flickr.com, wikicommons) - granted under creative commons licence

We are learning to use a variety of texts, including video presentations to locate information.

Before you watch the BTN video read the following instructions...

As you watch the video circle each of the following words as you hear them. Also make note of any new or unfamiliar words as you listen.

ANZAC	enlist	discrimination	comrade
pilgrimage	servicemen	military	service
digger	honour	servicewomen	

What do you think these words mean? If you are not sure, use a dictionary to help you find the meanings.

Watch the BTN report and read the information to help you answer the following questions.

Questions:

1. What is an ANZAC?

2. What did Jake's great Uncle Rufus have to do to become an Australian soldier?

3. How old was Rufus when he joined the war?

4. Indigenous Australians weren't even considered citizens of their own country. What do you think this statement means?

5. Approximately how many Indigenous Australian men were enlisted in the First World War?

- 80
- 800
- 8 000

6. How were Indigenous Australians treated by their fellow soldiers?

7. What did Donna discover when researching for her history project on Ngarrindjeri ANZACs?

8. How did Donna and Jake's cousin Victor say goodbye to Rufus in a traditional way?

9. In your own words describe the role Indigenous Australians have played in wars.

10. Describe what ANZAC Day means to you?

Read the following text

Indigenous Australians – Service

Indigenous people enlisted to serve Australia as not only a duty to serve but also as part of the cultural responsibility of protecting country. They enlisted

for the same reasons as their non-Indigenous fellow servicemen and servicewomen, but for many men, it was and continues to be an honourable way to re-enact traditional roles of leadership, protection and service to community.

Indigenous servicemen and servicewomen were and continue to be involved in almost every war and peacekeeping effort of Australia. At the time of the First World War, few Aboriginal people could vote, were not counted in the Federal census and most lived in poverty. Wartime service in the armed forces provided many Indigenous Australians with a level of racial equality they had not previously known.

Whilst many found equality in service, once back home, they experienced racism and inequality by not receiving the same entitlements as other diggers. Despite this, many became outstanding leaders.

<http://www.ictbin.com/aw/indigenous-australians-at-war.pd>

Extension:

Research Captain Reginald Saunders, the first Aboriginal Australian to be commissioned as an officer in the Australian Army. Complete a short PowerPoint presentation based on the research questions below.

<http://www.awm.gov.au/people/302.asp>

<http://www.awm.gov.au/blog/2009/02/13/reginald-saunders/>

Research questions

1. What Aboriginal group did Reginald Saunders come from? Can you find this group on an Indigenous Language map?
<http://www.abc.net.au/indigenous/map/default.htm>
2. What people and stories inspired Reginald Saunders to join the army?
3. Why do you think Reginald Saunders wanted to serve Australia?
4. When was Captain Reginald Saunders enlisted to the army?
5. What were his skills and what was his role when he first enlisted to the army?
6. Describe how Captain Reginald Saunders is a role model for Indigenous and non-Indigenous Australians.



debate

Persuasive

Persuades the reader

discuss

Using the HAMBURGER template and previous examples you are going to plan a Persuasive text. Dot point your ideas before writing it all out, use high modality and emotive language. Utilise your previous examples, word banks and instructions.

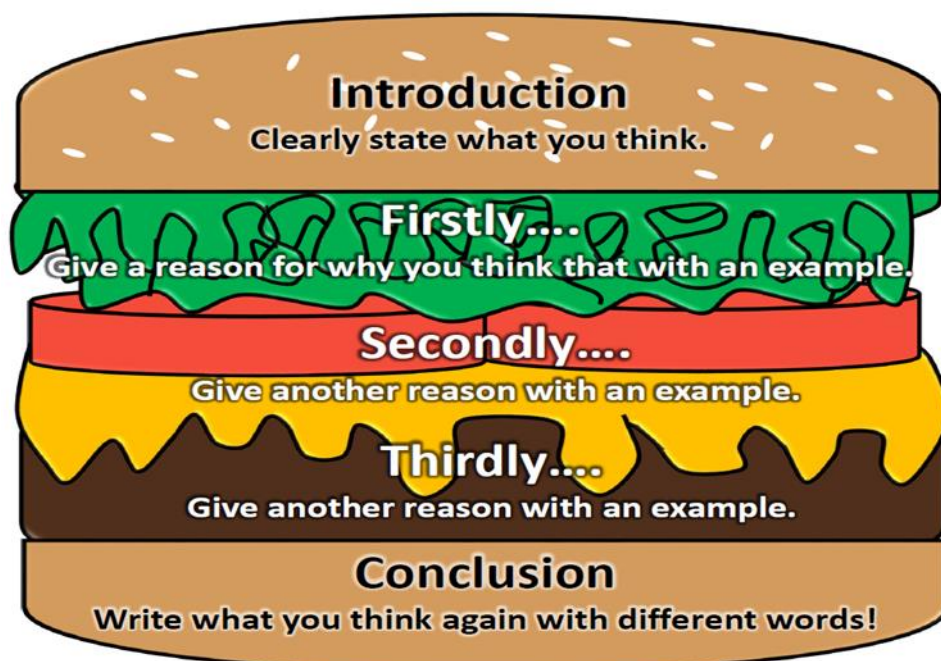
You must:

- Plan out your introduction with your opinion
- Plan and research evidence that will be used in your arguments
- Plan how you will link all your information together in your conclusion.

Topic: _____

WORD BANK

For instance...	Certain...	Furthermore...
In addition...	As evidence...	Surely...



Planning Space

You must:

- Plan out your introduction with your opinion
- Plan and research evidence that will be used in your arguments
- Plan how you will link all your information together in your conclusion.

Evidence - Percentages%, Facts, Examples

1. _____

2. _____

3. _____

Persuasive Text Planner

HAMBURGER

TOPIC: _____

Introduction:

Reason/ Evidence 1:

Reason/ Evidence 2:

Reason/ Evidence 3:

Conclusion: *Link it all together*

Extension: *can you add extra parts to your burger? Maybe chuck some pickles (more facts) on for extra flavour!!!*



Name : _____ Date: _____

v

vanilla

w

window

v w

waving

wavering

I waved as we walked by the window.

V

Vanuatu

Victoria

W

William

Washington

Victoria Falls was named after Queen Victoria.

Division

Find each quotient and the remainder.

$$36 \overline{)536}$$

$$43 \overline{)825}$$

$$22 \overline{)912}$$

$$73 \overline{)655}$$

$$48 \overline{)961}$$

$$86 \overline{)309}$$

$$90 \overline{)585}$$

$$93 \overline{)997}$$

$$92 \overline{)298}$$

$$46 \overline{)296}$$

$$81 \overline{)315}$$

$$88 \overline{)789}$$

$$86 \overline{)750}$$

$$11 \overline{)943}$$

$$23 \overline{)540}$$

$$40 \overline{)103}$$

Division

Find each quotient and the remainder.

$$5 \overline{)783}$$

$$6 \overline{)719}$$

$$9 \overline{)296}$$

$$9 \overline{)917}$$

$$2 \overline{)158}$$

$$2 \overline{)896}$$

$$5 \overline{)858}$$

$$8 \overline{)966}$$

$$3 \overline{)459}$$

$$7 \overline{)954}$$

$$3 \overline{)673}$$

$$3 \overline{)192}$$

$$6 \overline{)889}$$

$$9 \overline{)661}$$

$$5 \overline{)497}$$

$$2 \overline{)971}$$

$$3 \overline{)538}$$

$$6 \overline{)373}$$

$$1 \overline{)345}$$

$$1 \overline{)621}$$



Thursday

Week 4

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Interpret information from a diary and create a timeline of events	Pages 39 & 40
	Reading Eggs		
9.30 to 10	Writing	Hamburger model of a persuasive text	Pages 41 - 43
10 to 10.30	Readiwriter Spelling		
10.30 to 11	Handwriting	s, z, s & Z	Page 44
11 to 11.30	Recess Break		
11.30 to 12	Mathematics	Complete and describe number patterns	Pages 45 & 46
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	PE activities with Mrs Mitchell	
1 to 2	Lunch Break		
2 to 2.30	Science	Mrs Pepper's Science Lesson: How different concentrations of salt affects animals	Pages 47 - 49
2.30 to 3			

Diary of HV Renyolds

We are learning to Interpret information from a diary and create an accurate timeline of events

Open the link to Herbert Vincent Reynolds Diary

1. Read through at least 10 diary entries (you can do more if you want to). Take note of dates and important events. This will help you to create a timeline of events. For example

2nd February 1915- HV Renyolds arrived at Alexandria Harbour at 8am, only pulling into the wharf at 2pm. The soldiers were not allowed to leave the wharf, HV Renyolds did so anyway to look around the city.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

2. Which event did you find the most fascinating? When did it occur? What can you tell me about that day?

[illegible]

debate

Persuasive

Persuades the reader

discuss

Using the HAMBURGER template and your work from last lesson you are going to edit a Persuasive text. Dot point your ideas before writing it all out, use high modality and emotive language. Utilise your previous examples, word banks and instructions.

You must:

- read through your whole text aloud to listen to it
- highlight any words that you are unsure of spelling or you think another word could be used
- go through the checklist and tick off each dot point that you can find in your text
- if you have missed a part or need to edit it then go through past examples for help

Topic: _____

WORD BANK

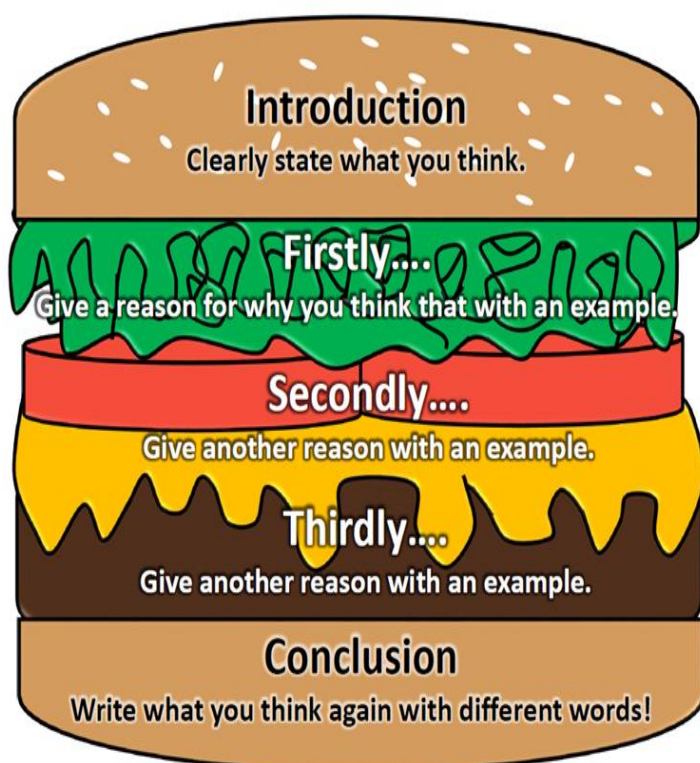
After consideration...	For example...	Pro/ Con...
I am sure that...	When thinking about...	For instance...

Use <https://kids.wordsmyth.net/we/>
If you are unsure of any word meanings or want to
find synonyms for a word.

Planning Space

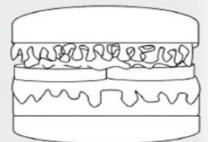
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Persuasive Checklist

Basics	<input type="checkbox"/> Punctuation
	<input type="checkbox"/> Spelling
	<input type="checkbox"/> Grammar
	<input type="checkbox"/> Target Audience
Structure	<input type="checkbox"/> Introduction
	<input type="checkbox"/> State your position
	<input type="checkbox"/> Paragraphs
	<input type="checkbox"/> 3 reasons
	<input type="checkbox"/> Examples
	<input type="checkbox"/> Conclusion
Strengthen	<input type="checkbox"/> Thinking Verbs
	<input type="checkbox"/> Powerful Words
	<input type="checkbox"/> Rhetorical Questions
	<input type="checkbox"/> Sentence Starters
	<input type="checkbox"/> Avoid using 'I'



Persuasive Text Planner

HAMBURGER

TOPIC: _____

Introduction:

Reason/ Evidence 1:

Reason/ Evidence 2:

Reason/ Evidence 3:

Conclusion: *Link it all together*

Extension: *highlight areas of your writing that you want to add greater detail, language or use a persuasive device- make changes by going through previous lessons and applying skills that have been worked on.*



Name : _____ Date: _____

s

sausages

spade

z

zipper

sizzle

fuzzy

We had sausages sizzling on the barbeque.

S

Switzerland

Sophia

Z

Zimbabwe

Zachary

Sophia visited Zachary in Switzerland.

Patterns

① Complete the table.

First number	1	2	3	4	5	6
Second number	3	6	9			

a) Describe the pattern in the table.

b) What would the 9th term in the pattern be?

② Complete the table.


First number	1	2	3	4	5	6
Second number	5	10	15			


a) Describe the pattern in the table.


b) What would the 8th term in the pattern be?


③ Apply the rule to complete the number patterns.


a)  $\times 2 =$

	1	2	3	4	5	6	7	8
<input type="text"/>								

b)  $+ 5 \times 2 =$

	1	3	5	7	9	11	13	15
<input type="text"/>								

c)  $\times 10 - 6 =$

	1	3	5	7	9	11	13	15
<input type="text"/>								

Patterns Challenge

① Complete the table.

x	1	2	3	4	5	6
y	7	14	21			

a) Describe the pattern in the table.

b) What would the 10th term in the pattern be?

② Complete the table.

x	10	20	30	40	50	60
y	19			79		119

a) Describe the pattern in the table.

b) What would the 100th term in the pattern be?

③ Apply the rule to complete the number patterns.

a) $\bigcirc \times 10 \div 2 = \square$

\bigcirc	1	2	3	4	5	6	7	8
\square								

b) $4 \times \bigcirc + 5 \times 2 = \square$

\bigcirc	2	4	6	8	10	12	14	16
\square								

c) Make your own rule. Fill in the table using your rule.

Salt and animals

Animals need salt in their diets. Salt is important, for example, it helps muscles to contract and digestive systems to keep working. However, too much salt causes problems too, including:

- Excessive thirst
- Loss of appetite
- Stomach pain
- Increased urination

How much salt is too much varies from animal to animal. Humans and poultry are sensitive to salt and should not drink high concentrations in their water.



Some livestock, such as cattle and sheep, can tolerate slightly higher concentrations of salt, although it makes them drink a lot more water. They will drink very salty water if very thirsty but it makes them sick and even thirstier.

Animals can tolerate different amounts of salt water depending on their age: older cattle can drink saltier water than young ones. If animals are getting extra fresh water from other sources, for example, from fresh green grass, then they can drink saltier water.



Some animals can drink very salty water. Cats can drink seawater as their kidneys can process the salt. Sea turtles expel salt out of ducts near their eyes, which makes it look like they are crying.

Move the pictures below to the correct column in the table.

You need salt in your diet to:	Too much salt causes these problems:



Stomach pain



Excessive thirst



Help muscles contract



Help digestive system

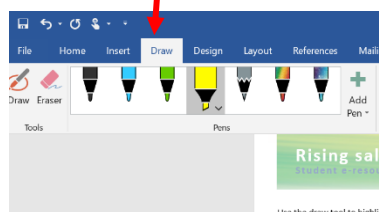


Loss of appetite



Frequent urination

Use the draw tool to highlight the information in the text below that indicates the animals are suffering from drinking water that is too salty.



helping. The cows are having stomach troubles;. Parts of the pasture aren't growing much grass for the cows but we are supplementing it with quality dry feed. They seem to be drinking an awful lot of water too so we are refilling their small drinking dam almost as often as we water the plants. It seems wasteful to be using so much water, even if it comes from a well that goes deep underground so it isn't costing us money. We have a separate rainwater tank that is treated for our personal use.

What could "Concerned Lifestylar" do to improve the health of their animals? Type your ideas in the box below.



Friday

Week 4

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Comprehend a text	Pages 51 - 52
	Reading Eggs		
9.30 to 10	Writing	Hamburger model of a persuasive text	Pages 53 - 54
10 to 10.30	Readiwriter Spelling		
10.30 to 11	Handwriting	b, p, B & P	Page 55
11 to 11.30	Recess Break		
11.30 to 12	Mathematics	Convert between millimetres and litres	Page 56
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	PE with Mrs Mitchell	
1 to 2	Lunch Break		
2 to 2.30	Aboriginal Language and Culture	Understand the importance of Reconciliation	Page 57
2.30 to 3	Virtual Assembly		

THE GALLIPOLI CAMPAIGN

The Gallipoli Campaign was an attack on the Gallipoli peninsula during World War I, between 25 April 1915 and 9 January 1916.

The Gallipoli peninsula was an important tactical position during World War I. The British War Council suggested that Germany could be defeated by attacks on her allies, Austria, Hungary and Turkey.

The Allied forces of the British Empire (including Australia and New Zealand) aimed to force a passage through the Dardanelles Strait and capture the Turkish capital, Constantinople.

At dawn on 25 April 1915, Anzac assault troops landed north of Gaba Tepe, at what became known as Anzac Cove, while the British forces landed at Cape Helles on the Gallipoli Peninsula.

The campaign was a brave but costly failure.

By December 1915 plans were drawn up to evacuate the entire force from Gallipoli. On 19 and 20 December, the evacuation of over 142,000 men from Anzac Cove commenced and was completed three weeks later with minimal casualties.

In total, the whole Gallipoli campaign caused 26,111 Australian casualties, including 8,141 deaths.

Since 1916 the anniversary of the landings on 25 April has been commemorated as Anzac Day, becoming one of the most important national celebrations in Australia and New Zealand.

THE GALLIPOLI CAMPAIGN

casualties
Allied forces
peninsula
tactical

Cape Helles
brave
commemorated

defeated
World War I
Constantinople

The Gallipoli Campaign was an attack on the Gallipoli peninsula during _____, between April 25, 1915 and January 9, 1916.

The Gallipoli _____ was an important _____ position during World War I. The British War Council suggested that Germany could be _____ by attacks on her allies, Austria, Hungary and Turkey.

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In total, the whole Gallipoli campaign caused 26,111 Australian _____, including 8,141 deaths.

Since 1916 the anniversary of the landings on 25 April has been _____ as Anzac Day, becoming one of the most important national celebrations in Australia and New Zealand.

debate

Persuasive

Persuades the reader

discuss

TIME TO PUBLISH!!!!

Using the HAMBURGER template and your work from last lesson you are going to finish editing and publish your Persuasive text. Dot point your ideas before typing it all out, use high modality and emotive language. Utilise your previous examples, word banks and instructions.

You must:

- Make any changes that you have identified or have been given to you by feedback
- do a final read through to make sure it is my best work
- Publish my work using Microsoft Word and include an image

REMEMBER TO KEEP YOUR ORIGINAL AND EDITED VERSIONS SEPARATE SO YOU CAN COMPARE THEM!!

Topic: _____

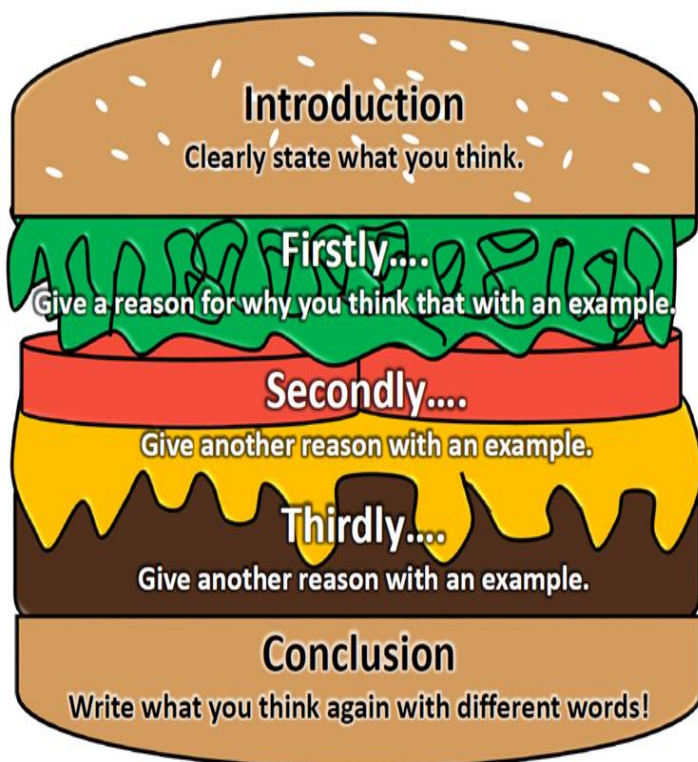
WORD BANK

There is no doubt that...	For your consideration...	Argument...
There is absolutely...	When comparing ...	For a deeper understanding...
You must understand...	Additionally...	Without a doubt...
In brief..	It is certain...	There are many reasons for...
Moreover..	Similarly...	Against..

Planning Space

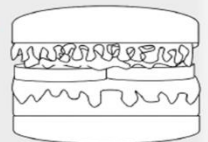
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Name : _____ Date: _____

b

p

bap

baffling

peeping

probe

plumb

The space probe disappearance was baffling.

B

Brazil

Brian

P

Portugal

Paula

Paula is Portuguese.

Converting Litres and Millilitres

Millilitres	Litres
1	0.001
10	0.01
100	0.1
1,000	1
10,000	10
100,000	100

Convert:

Litres	Millilitres
2	
5	
1.7	
7.3	
5.8	
7.8	
0.12	

Millilitres	Litres
1000	
3000	
10000	
2500	
5600	
23000	
11000	
12500	
237000	

Reconciliation Week - Week 4

We are learning to understand the importance of Reconciliation

Task: Design a tile (the square below) for the Schools Reconciliation Challenge including the 2020 theme 'Caring for Country'.

Extension: Primary students may like to write an explanation on the back of their tile design to explain what reconciliation means to them and the importance of the theme 'Caring for Country'.



Your tile must be returned to school to be included in the GSPS Schools Reconciliation Challenge. You can return this to school by taking a photo or scan and send it via:

- Email: gunnedahs-p.school@det.nsw.edu.au
 - Text: 0498 346 377
 - Booklet: postage to school