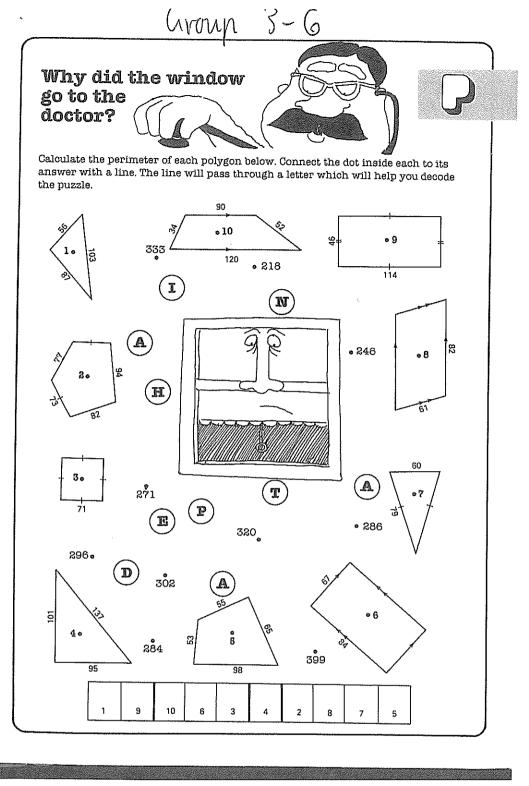
This timetable is flexible and can be adapted to suit your needs. All resources can be accessed through Google Classroom. Please email the teachers if you have any questions.

ADDITIONAL SMALL GROUP GOOGLE MEETS (Timetable Below)

		ADDITION	AL SMALL GROUP GOOGLE	MEETS (1	imetable Below)		
	MONDAY Date: 17/8	TUESDAY Date: 18/8	WEDNESDAY Date: 19/8		THURSDAY Date: 20/8	VIII.	FRIDAY Date: 21/8
8:45am	Meditation/Prayer	Meditation/Prayer	Meditation Prayer	8:45am	Meditation/Prayer	8:45am	Meditation Prayer
9:00am	Grade 6- Google Classroom Morning Post/Attendance Quiz 9.10 am GRADE 6- GOOGLE MEET WITH THE WHOLE YEAR LEVEL	Grade 6- Google Classroom Morning Post/Attendance Quiz READING: Access the 'Reading Week 6' Slideshow. Read your set Book Club text and respond to the questions on the Slideshow in your Digital Workbook (please note that the allocated reading and questions must be finished by the end of Week 6).	Grade 6- Google Classroom Morning Post/Attendance Quiz READING Access the 'Reading Week 6' Slideshow. Read your set Book Club text and respond to the questions on the Slideshow in your Digital Workbook (please note that the allocated reading and questions must be finished by the end of Week 6).	9:00am	Grade 6- Google Classroom Morning Post/Attendance Quiz RELIGION Access the Religion Week 6 Slideshow on Google Classroom. This week's focus is on "Justice for the Poor". Complete Task 3: Think about unfair sharing - relate to yourself, a text, the world and Scripture.	9:00am	Grade 6- Google Classroom Morning Post/Attendance Quia READING Access the 'Reading Week 6' Slideshow. Read your set Book Club text and respond to the questions on the Slideshow in your Digital Workbook (please note that the allocated reading and questions must be finished by the end of Week 6).
9.40am	Compulsory: Personal Reading/Reading Blog/Question Stem	Compulsory: Personal Reading/Reading Blog/Question Stem	Compulsory: Personal Reading/Reading Blog/Question Stem	9.30am	Compulsory: Personal Reading/Reading Blog/Question Stem	9.40am	Compulsory: Personal Reading/Reading Blog/Question Stem
10:00am	WRITING: Persuasive Pre-Assessment Instructions on Google Classroom. To be completed under test conditions as an Independent Writing Assignment.	WRITING: Features of a Persuasive text - Vocabulary choices/Persuasive language Watch the video and pause to take notes on the following: Video 1: Persuasive Language Part 1 (LINK POSTED TO GOOGLE CLASSROOM)	WRITING: Features of a Persuasive text - Vocabulary choices/Persuasive language Video 2: Persuasive Language Part 2 (LINK POSTED TO GOOGLE CLASSROOM) using evidence repetition adjectives adverbs alliteration Answer the question: How can choices in vocabulary help you to express shades of meaning, feeling and opinion in persuasive texts? (one paragraph)	10:00am	INQUIRY: Relationships-Health and Wellbeing 1. Access the "Inquiry Week 6" Powerpoint on Google Classroom. 2. Read the "What is a Relationship?" description on Slide 7. 3. Watch the short film "Alike" then, complete Task #11-outlined on Slide 8. MATHS- Speed & Accuracy: 5 mins	10:00am	WRITING: Persuasive texts in context - Point of View and Blas Research and write a definition in your own words: 1. Point of view: 2. Blas: Complete the 'Point of view: witnes reports' online interactive activity. Read through each account of what happened and complete the tasks. A the end, read through each omplet report by clicking on the folder. (LINK POSTED TO GOOGLE CLASSROOM) Answer the question: What have you learnt about differer points of view and blas from this activity' (one paragraph)
11:00am	Prayer & eat lunch	Prayer & eat lunch	Prayer & eat lunch	11:00am	Prayer & eat lunch	11:00am	Prayer & eat hinch
11:15am	Lunch Break	Lunch Break	Lunch Break	11:15am	Lunch Break	11:15am	Lunch Break
12:00pm	MATHS	MATHS Groups today 1, 2	MATHS Groups today 3,4	12:00pm	Specialists	12:00pm	MATHS Groups today 5, 6
	Speed & Accuracy: 5 mins	Speed and Accuracy: 5 mins	Speed & Accuracy: 5 mins				Speed & Accuracy: 5 mins
12.30pm	(Everyone) Measurement (Tasks A-K) Ensure you have completed all tasks from A-K from last week, ensure that questions are clearly labelled and can be located by your teacher. If finished work on My Numeracy tasks on Essential Assessment. This week the teachers will be checking that students are using their accounts.	MATHS Speed & Accuracy: 5 mins (Everyone) Measurement (Tasks A-K) Ensure you have completed all tasks from A-K from last week, ensure that questions are clearly labelled and can be located by your teacher. If finished, start your Wednesday Maths tasks.	MATHS Speed & Accuracy: 5 mins (Everyone) Group 1 and 2 Exercise 5.6- Rectangles Complete the various area problems related to rectangles. Group 3-6- Area- Rectangle Riddles Complete Both sides- "What games do horses like playing best?" "I have five noses, six mouths and seven ears. What am 1?" Calculate the areas of the squares, rectangle and composite figures to solve the riddles.		12-12.30 ART 12.30-1 LOTE 1-1.30 MUSIC 1.30-2 P.E. (Google Meet)		MATHS Speed & Accuracy: 5 mins (Everyone) Correct your Maths from the Week- Write in your scores so they are visible to your teacher Group 1-2- Area of a Triangle Calculate the area of each triangle. (Answers will be posted on Monday) Group 3-6- Perimeter- Polygon Riddle "Why did the window go to the doctors?" Calculate the perimeter of each polygon to solve the riddle. If finished work on My Numera tasks on Essential Assessment.
2.45pm	SCREEN BREAK	SCREEN BREAK	SCREEN BREAK	12.30pm	A MARIN AND	12.45pm	SCREEN BREAK
1:00pm	INQUIRY: Relationships- Health and Wellbeing 1. Access the "Inquiry Week 6" Powerpoint on Google Classroom.	RELIGION: Access the Religion Week 6 Slideshow on Google Classroom. This week's focus is on 'Justice for the Poor'. Complete Tasks 1 and 2	INQUIRY: Relationships- Health and Wellbeing 1. Access the "Inquiry Week 6" Powerpoint on Google Classroom.	1.00pm 1:30pm		1:00pm	1pm GRADE 6- GOOGLE MEET WITI THE WHOLE YEAR LEVEL
	2.Read slides 1-3 to review Week 5 and the focus for Week 6 3.Read the description of "Peer Pressure" on Slide 4. 4.Watch the read aloud story and begin Task #10- outlined on Slide 5.	Task 1: Set up your Week 6 Digital Workbook document in your Week 6 folder and read the slideshow about the topic. Task 2: Watch the You-Tube clip and respond to the question.	2. Read the instructions on Slide 6. 3. Continue with and Complete Task #10.		\$6) 16780 2 4856 1		
2:00pm	Snack Break	Snack Break	Snack Break	2:00pm	Snack Break	2:00pm	Snack Break
2:30pm	PERSONAL LEARNING TIME Continue with /Complete tasks from throughout the day. If you are up to date - Choose a screen break activity e.g. Physical Activity, Drawing, Creative Writing, Mindfulness,	DIGITAL TECHNOLOGIES Instructions will be posted on Google Classroom by Miss Borg	PERSONAL LEARNING TIME Continue with /Complete tasks from throughout the day. If you are up to date - Choose a screen break activity e.g. Physical Activity, Drawing, Creative Writing, Mindfulness, Silent	2:30pm	PERSONAL LEARNING TIME Continue with /Complete tasks from throughout the day. If you are up to date - Choose a screen break activity e.g. Physical Activity, Drawing, Creative Writing, Mindfulness,	2:30pm	PERSONAL LEARNING TIME Continue with / Complete tasks fror throughout the day. If you are up to date - Choose a screen break activity e.g. Physical Activity, Drawing, Creative Writing, Mindfulness, Silent Readin

MEASUREMENT 1-2 Rule up a page with a 2cm, margin, 2 Write the above heading. 3. Measure 10cm from the left, rule the line and record your name, grade and group. 4. Now you're ready to start. 5. Write the number and just the answer, if required make sure you have the correct unit at the end. A. Make a list of ten words containing "cent" Write the word and it's meaning. B. Use a tape measure to measure the distance around the head of everyone at home. Record the distance. C. Measure the length of both feet of everyone in your family. If everyone placed their feet heel to toe in a straight line, what length would they make? D. What does the odometer on a cardo? E. What unit of measure does an odometer use? F. Convert this measurement to meters. G. How would you calculate the perimeter of a soccer field? H. How would you calculate the area of a soccer Jield? 1. Draw a rectangle 8cm by 4 cm. Colculate its perimeter and area. J. Draw a 3cm square. Calculate the perimeter and K. Copy the diagram and calculate its perimeter and area.

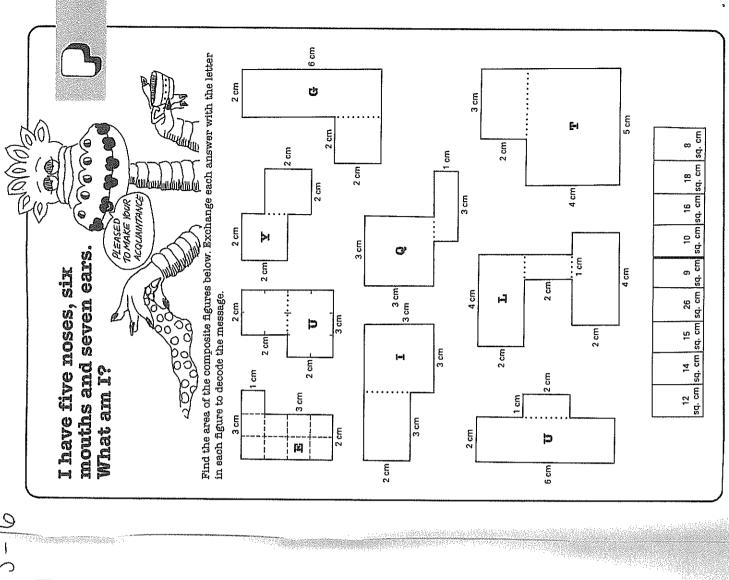


"What game do horses

like playing best?"

Directions: Calculate the areas of the squares and rectangles below by counting square cm. Exchange the letter next to each shape for its area in the puzzle answer.

6 cm



4 cm

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9 11 21 6 sq. cm sq. cm sq. cm

24 18 10 25 15 16 22 32 sq. cm sq. cm sq. cm sq. cm sq. cm

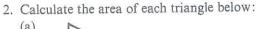
3 cm

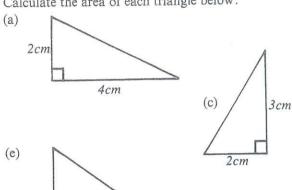
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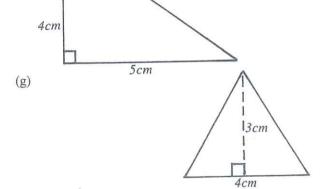
2 cm

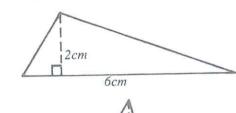
5 cm

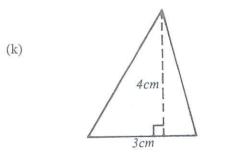
Area of a Triangle-Group 1 and 2



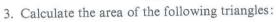


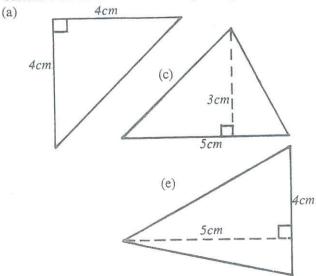


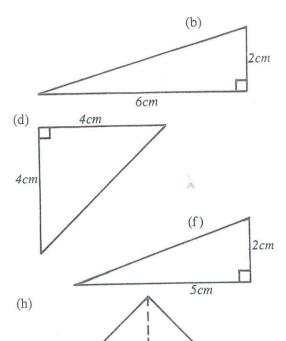


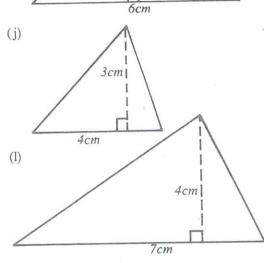


(i)

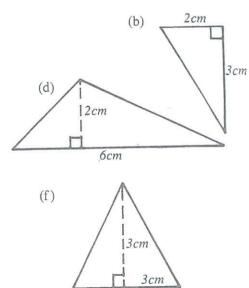








3ст



5 Find the area of each of the followi 6 Since the width of a square is the s. area of each of the following square area of a square is $A = l \times l$ or simpl 9 mm 2 cm 7 mm 8 cm 3 mm 2 cm 7 cm 13 mm 5 cm rectangle. (e) (g) (a) (a) 2 cm 11 cm 4.5 cm 6 cm If the area of a rectangle is 24 cm^2 and its width is 10 mm then its length is: 10 mm (i) \mathbf{E} 72 cm² 13 cm 10 cm Group 1 and 2 12 m 3 cm 9 mm (Ç D 30 cm² **D** 240 cm 4 cm D 33 cm² A rectangle that has twelve rows each of three square (J) Jun C 20 m 12 m (p) e cm $C 36 \text{ cm}^2$ C 2.4 mm 3m C 28 cm² 2 Find the areas of the following rectangles. The area of the following rectangle is: 4 Determine the area of each shaded region. (e) (h) (P) 5 cm /2 cm **B** 16.5 cm^2 5 km centimetres has an area of: 3 cm **B** 15 cm^2 **B** 24 cm 1 cm All angles are right angles. 1 11 cm 16 km Exercise 5.6 9 cm \mathbf{A} 4 cm² **A** 2.4 cm **A** 14 cm² **E** 66 cm² Kectangles 3 cm (a) (g 3 (a) <u>6</u>0 (b) (C) (a)

7 cm

L J

 \bar{c} mm

Maths Speed And Accuracy "sick 'em. Rev!"

150

doing !!		_	1000		
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	/				
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3 8	28 4 0+12	53. <u>3</u>	78 100		
5 4. 10	29 6 of 12	54 2	79.75		
5 12.	29 6 of 12 30 12 of 12	5 F	72 78 100 80 79.75 80 6 81 10 81 7 82. 14 75 83, 100		
. 17	31. FOF 16	56. 9 57. 4 57. 4 58. 5	81 10		
6. 14 8	81. ~	7_	7		
7. 76	32 5 of 20	57. 7	82. 14		
9	+ of 72	58. 5	75 82 100		
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13 24	48 3	73. 7	98 95		
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74 27	49. 4	74. 9	99 150		

Week 6 Reading Introducing 'Book Club'

How EPIC!

We are learning to select, navigate and read increasingly complex texts for a range of purposes, applying appropriate text processing strategies to recall information and consolidate meaning.

We are learning to understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects.

Personal Reading!



Read for at least 20 minutes per day using a book from EPIC or a Hard copy text.

Respond to a 'Question Stem' in your 'Week 6 Reading Blog' for each day of the school week (Monday to Friday). This will be the evidence that you provide of your reading this week.

Question Stems

Thinking Within the Text	
✓ What was the problem in the story? What did do to solve the problem?	
✓ What happened in the story? How did the story end?	
✓ Explain what you learned in this book. What did you learn about?	
✓ What were some important facts about in this book?	
✓ What information did you learn from the (chart, map, label, graph, photo, drawing,	
glossary)? What kind of information does it give you?	
Thinking Beyond the Text	
✓ Tell me some waysand are alike/different.	
✓ Tell me how felt when Why?	
✓ Why is important?	
√ How does change? What does learn?	
✓ How do you think felt when (or about)?	
✓ Why do you think? Can you give an example from the book?	
✓ Make a prediction about How do you know something is going to happen here?	
✓ What dos the writer say that makes you think that?	
√ What is a question you still have about?	
✓ What lesson did learn?	
✓ What was the value of to?	
Thinking About the Text	
✓ Is this a good title for this story? Why (not)?	
✓ What makes the title, a good one for this book?	
✓ What did learn? How do you know this?	
✓ Why do you think the writer said?	
√ What did the writer mean by?	
\checkmark Show the sections of the book and tell the kind of information in each section.	
✓ How does the heading help you read the book?	
✓ How did the writer help you understand?	
√ How did the writer make this book interesting?	
\checkmark Look at the way the writer began the book. What did the writer do to get you	
interested in the topic?	
✓ What side do you think the writer is on? Why?	
✓ What is the significance of?	
\checkmark Why do you think the writer wrote this book in 1 st (or 3 rd) person?	
✓ What genre did the writer use? What makes you think that?	
\checkmark Look at the way the writer ended the book. Do you think this is a good way to end? Wh	У
or why not?	
✓ Give an example of a description the writer used to show what was like.	
✓ What was the most important part of the story and why?	
✓ Find the part in the story where	
✓ What did the writer mean when s/he said?	
✓ What was the writer's message?	
✓ The writer used specific words/phrases to describe Can you give examples?	
✓ How did the writer let you know that something exciting was going to happen	
(foreshadowing)? Find examples from the text.	_
✓ Look back at the text and find some powerful descriptive words. Explain what they mea	<u>n.</u>

Book Club



This week for Reading, you will be doing work towards a 'Book Club' Meet which will happen in Week 7 during your Literacy Google Meet.

You are required to read the assigned text in EPIC this week which is based on our Inquiry theme 'RUOK' relating to 'Friendship'.

You must read the text and answer the questions by the end of Week 6. Your teacher will give you feedback on your responses and you will also share these responses during your Week 7 Literacy Meet.

Book Club



The following text has been set for you by your teacher in EPIC which is on the theme of 'Friendship':

Read the book up to the indicated page number and then answer the questions on the next slide by the end of Week 6.

Groups 1 & 2:

Jane, the Fox and Me, written by Fanny Brit: read up to page 55.

Groups 3 & 4:

Ozzy and Millie, written by Dana Simpson: read up to page 56.

Groups 5, 6 & 7:

El Deafo, written by Cece Bell: read up to page 31.

Book Club



Book Club Questions

(to be answered in your Digital Workbook by the end of Week 6 in a document titled 'Reading Book Club'):

About the Text ...

What is the GENRE of the text?

What are some key FEATURES of the text? (What do you notice about what the author has done to present the text to the reader).

Within the Text ...

What is the story about so far?

Your opinion ...

What is your opinion of the text so far?

City or country?

Some people think the country is the best place to live.

Others think it is better to live in a city.

What do you think? Where is the best place to live?

Perhaps you think both places are good for different reasons.

Write to convince a reader of your opinions.

Start with an introduction.

An introduction lets a reader know what you are going to write about.

• Write your opinions on this topic.

Give reasons for your opinions.

Explain your reasons for your opinions.

· Finish with a conclusion.

A conclusion sums up your reasons so that a reader is convinced of your opinions.

Remember to:

- plan your writing
- use paragraphs to organise your ideas
- write in sentences
- choose your words carefully to convince a reader of your opinion
- pay attention to your spelling and punctuation
- check and edit your writing so it is clear .

WEEK 6 Religion Catholic Social Justice Teaching (CST) 'Justice for the Poor'

IN RELIGION - 'JUSTICE FOR ALL' YOU WILL BE:

The Christian values that stem from Biblical teaching, including the Principles of Social Justice, and our personal response to it, is important to the welfare of the community.

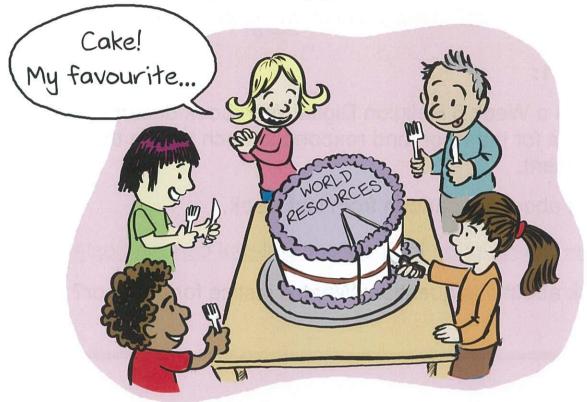
This week we are tuning into understandings of 'Justice for the Poor'.

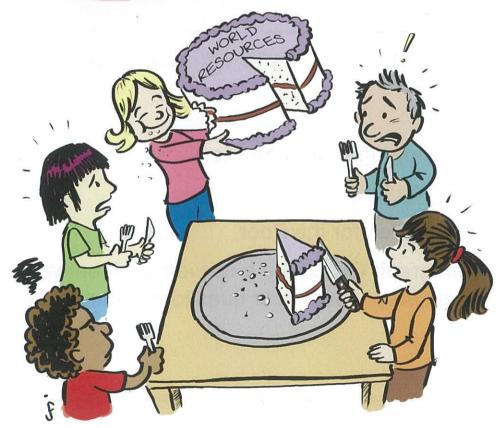
When we fight poverty and oppose the unfair conditions of the present, we are not just promoting human well-being; we are also furthering people's spiritual and moral development, and so we are benefiting the whole human race." Pope Paul VI, Populorum Progressio, On the Development of Peoples, 1967, #76





PREFERENTIAL OPTION FOR THE POOR





"The earth belongs to everyone, not to the rich."
St Ambrose

This week's three Religion Tasks

Task #1:

Create a Week 6 Religion Digital Workbook document 'Justice for the Poor' and respond to each task in this document.

Think about the cartoon from last week.

Preferential Option for the Poor Editorial cartoon poster.

Think about this question: What is justice for the poor?

This week's three Religion Tasks

Task #2:

Watch the following You-Tube clip.

End Poverty. Uphold Dignity. Promote Justice. -

Preferential Option for the Poor.

Write a paragraph OR create a conversation between two people about your thoughts or questions about this video.

This week's three Religion Tasks

Task #3: Relating injustice to Self, Text, World and Scripture

Write examples where an injustice through a situation of <u>unfair sharing</u> has occurred or is represented under the following headings. You must describe the example and explain the injustice.

Relate to self: A relevant personal example.

Relate to Text: A text, movie, song, book that contains similar themes.

Relate to World: An example of inequality in our society.

Relate to Scripture: Find a quote or scripture passage in the New Testament (Bible) relating to Jesus that teaches us how to respond to the needy (poor).

HOW DO OUR RELATIONSHIPS INFLUENCE OUR HEALTH







LETS REVIEW WEEK 5!



In Week 5 we considered how different factors and scenarios can "drive" our moods and behaviours.

We also started to explore the positive and negative influences of our peers and friends.



WHAT'S UP IN WEEK 6?

In Week 6, we will be continue to explore the influence that peers and friends have on us and will consider the other important relationships in our lives.

The big question for the week is:

How do our relationships influence our health and wellbeing?



WHAT IS "PEER PRESSURE?"

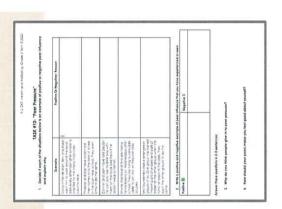


We are all influenced by our peers (people in our own age) to some degree. This is called 'peer pressure'. Our peers can influence both our thoughts and actions. Sometimes, we do something because 'the group' did it, instead of making the choice ourselves. Peer influences are not always negative— they can be positive too!

Before completing today's task, watch the Read Aloud of the picture book Zero by Kathryn Otoshi, consider how "peer influence" played a role in the story's ending.

TASK #10- PEER PRESSURE

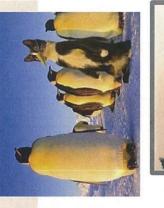
- In Task #10, you will continue to explore the ways that your peers ways, and you will consider what pressured to "follow along" with can influence you in different you should do when you feel the group.
- (on Google Classroom) and save #10-Peer Pressure" template it in your Week 6 folder. Make a copy of the "Task 2.
 - Complete Questions 1-4.



TASK #10- PEER PRESSURE CONTINUED

to say no to an influence that is negative, choices. Today you will be thinking about strategies that can be used when you want It can be hard to decide between "fitting goes against your values or just doesn't in with the group" and making your own feel right to you.

- Read the "Wanting to Fit In" advice found on the Kids Helpline webpagehttps://kidshelpline.com.au/kids/issues/wanting-to-fit-in
- On your "TASK #10- Peer Pressure" template complete Question 5. 2.





WHAT IS A RELATIONSHIP?

have expectations and so do our friends, and even people that we Everyday we spend time and interact with different people. Each person 'expects' us to behave in a different way. Our parents have just met!

relationships with people. It is important to be able to discuss issues, solve conflict, negotiate and make decisions. We need to Communication is the key to developing good, strong and healthy know how to express our thoughts and feelings without forcing them on others.

A good relationship relies on a good level of respect, communication and trust, that is built over time.

TASK #11- MY RELATIONSHIPS



1. Before completing today's task- Watch the short film "Alike"-

https://www.youtube.com/watch?v=kQitK32mGJQ

Classroom) and save it in your Week 6 Relationships" template (on Google 2. Make a copy of the "Task #11-My influenced by their relationships. folder.

Complete Questions 1-5. 3

Consider how each character's wellbeing was

TASK #10- "Peer Pressure"

1. Decide if each of the situations below is an example of positive or negative peer influence and explain why.

Scenario	Positive Or Negative/ Reason
Corey's friends Matt, Ben and Aidan want him to work around the local park every afternoon after school to practise for the interschool crosscountry race.	
Phoebe and Zoe have scratched their names onto the bark of a tree in the bush near school. They want Emily to do the same.	
Connor and Liam have told Declan he can only ride his BMX bike with them on the local bike track if he doesn't wear a helmet.	
Shona, Mahlia and Tina are taking tennis lessons on Wednesdays after school. They are trying to persuade Jade to join too, so they can play doubles.	
Mrs Townsend's class is arranged in groups of six. One group has started throwing bits of erasers and balls of paper at the other group when she turns her back to the class. They want the other groups to do the same.	

2. Write a positive and negative example of peer influence that you have experienced or seen.

Positive	Negative X

Answer these questions in 2-3 sentences:

- 3. Why do you think people give in to peer influence?
- 4. How should your peers make you feel good about yourself?

5. Read the examples below of ways to resist peer influences that are negative or simply unwanted! Add your own advice to the list (at least 5 more examples, but add as many as you like). Decorate with images related to your advice.

How to Resist Peer Influences!

★ Trust yourself- you know the difference between right and wrong

★ Ask a trusted friend or adult about what they would do



TASK #11- My Relationships

 Why are relations relationships? 	hips important to our hea	llth and wellbeing? F	low do we maintain good		
2. List keywords or p	hrases that describe you	r behaviour when yo	ou are in the company of	_	
A teacher/coach	A parent or guardian	Close friends	Someone you just met		
3. Write the expectati	ions <u>placed on you</u> by you	ur			
(a) Teachers- My teac	hers expect me to				
(b) parent(s)/guardian	s-				
(c) Peers-					
(d) Close friends-					
4. Write the expectation	ns <u>you place on</u> your				
(e) Teachers- I expect my teachers to					
(f) parent(s)/guardian	s-				
(g) Peers-					
(h) Close friends-					
5. Define the word <i>empathy.</i> Why do we need empathy to maintain good relationships?					