



**Holy Eucharist Catholic Primary School**

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# **Grade 6**

## **Remote Learning Pack Week 9**

**Week Beginning – Monday 6<sup>th</sup> September  
2021**

# Week 9 T3- GRADE 6 WEEKLY PLANNER - 6A, 6JC and 6HK 2021

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.

	<b>MONDAY</b> Date:6/9/2021	<b>TUESDAY</b> Date:7/9/2021	<b>WEDNESDAY</b> Date: 8/9/2021	<b>THURSDAY</b> Date: 9/9/2021	<b>FRIDAY</b> Date: 10/9/2021
9:15am	Organise your items for the day. Set up your desk, pens and pencils.	Organise your items for the day. Set up your desk, pens and pencils.	Organise your items for the day. Set up your desk, pens and pencils.	Organise your items for the day. Set up your desk, pens and pencils.	Organise your items for the day. Set up your desk, pens and pencils.
9:30am	<b>Reading</b> <b>Explanation Text - How Volcanoes Erupt</b>  <b>1. What is a volcano?</b>  <b>2. Write down key vocabulary from the text that is <u>technical language</u> relating to 'How Volcanoes Erupt.'</b>  <b><u>Some examples may include:</u></b> magma chamber, crater, eruption  Write down all the <b>technical vocabulary</b> you can identify in the text below that relate to 'How Volcanoes Erupt.' Identify what these words mean using a	<b>Religion</b> <b>Google Meet with your Class</b>  <b>Prejudice and Discrimination</b> <ul style="list-style-type: none"> <li>Media Watch. Students find examples of discrimination (and acceptance and inclusion).</li> <li>Create a media watch board - Your teacher will give you this watch board for you to put on your 'online desk.'</li> </ul> <b>Videos - <a href="#">Mulan</a> (Sexism) <a href="#">Zootopia</a> (Racism) <a href="#">Blind People</a> (Discrimination against Disability)</b>  <b>Questions to answer on your watch board:</b> <ul style="list-style-type: none"> <li>Who is being discriminated against?</li> <li>Who is doing the discriminating? Why?</li> <li>How obvious is the discrimination?</li> </ul>	<b>Reading</b> <b>Explanation Text - Why Do Icebergs Float?</b>  Cause and Effect is <b>the relationship between two things when one thing occurs, something else happens</b> . For example, <i>if we cut too many trees, it may destroy natural habitats</i> .  The <b>cause</b> is 'if we cut too many trees' and the <b>effect</b> of cutting too many trees is that it <b>destroys natural habitats</b> .  <b>Find 5 examples of Cause and Effect from the text, 'Why do Icebergs Float?'</b>	DAILY MASS READINGS AND REFLECTION <a href="https://catholic-daily-reflections.com/">HTTPS://CATHOLIC-DAILY-REFLECTIONS.CO</a> <a href="#">M/</a>  Read Thursday's Mass reflection on the website above. Write a reflection on this reading for Thursday.  <b>Zoom Link</b>  <b>9:45am - WELLBEING SESSION ON ZOOM AFTER MASS WITH MR. FARACI (Whole Year 6 Cohort)</b>	<b>Chance Worksheet</b> <b>What are the Chances of THAT!?</b>  Read the scenarios below and write down using <i>chance language</i> the likelihood of these events occurring.  <b>Chance language to use;</b> impossible, highly unlikely, very unlikely, likely, 50/50 chance, even chance, very likely, highly likely, certain.  <b>Your teacher will give you a Google Doc to edit in.</b>

	<p>dictionary/online dictionary. You will need to know what these mean for tomorrow's lesson.</p> <p><b>Your teacher will give you a Google Doc to edit in.</b></p>	<p>- ★ - Do you agree with the judgment/issue? Why/why not?</p> <p><b>Your teacher will give you access to this document.</b></p>	<p><b>Your teacher will give you a Google Doc to edit in.</b></p>		
10:10am	<p><b>WRITING - Brochure Good Copy Publishing</b></p> <p>Using information from your brochure plan over the last two weeks, you will be publishing a brochure for St Albans/Melbourne.</p> <p><b>Early Finishers:</b> Write a diary entry (historical narrative) regarding what life is like during the Covid-19 pandemic in 2020-2021.</p> <p><b>Use the document to write in. Do this ONLY if you finished your Brochure.</b></p>	<p><b>Reading Explanation Text - How Volcanoes Erupt (Cause and Effect)</b></p> <p>Cause and Effect is <b>the relationship between two things when one thing occurs, something else happens</b>. For example, <i>if we cut too many trees, it may destroy natural habitats</i>.</p> <p>The cause is 'if we cut too many trees' and the effect of cutting too many trees is that it destroys natural habitats.</p> <p><b>Find 5 examples of Cause and Effect from the text, 'How Volcanoes Erupt.'</b></p> <p><b>Your teacher will give you a Google Doc to edit in.</b></p>	<p><b>MATHS - All Groups</b> <u><a href="#">Essential Assessment</a></u></p> <p>Please click on the <b>Statistic and Probability</b> link and then click on the <b>Chance</b> button and complete the <b>Pre Assessment</b>.</p> <p>When you have finished the <b>Chance Pre Assessment</b> click on the <b>General All Assessment for Statistics and Probability</b> and complete that as well.</p>	<p><b>PERSONAL LEARNING TIME:</b> Choose from the following:</p> <ul style="list-style-type: none"> <li>● Catch up on tasks from any subject - Specialists included</li> <li>● Finish off Writing Tasks from this week - brochure</li> <li>● Practise Number Facts (Sunset Maths)</li> <li>● Complete My Numeracy Tasks</li> <li>● Creative Writing</li> </ul>	<p><b>Religion</b></p> <p><b>Prejudice and Discrimination</b></p> <ul style="list-style-type: none"> <li>● Media Watch. Students find examples of discrimination (and acceptance and inclusion).</li> <li>● Create a media watch board - Your teacher will give you this watch board for you to put on your 'online desk.'</li> </ul> <p><b>Videos -</b> <a href="#">Mulan</a> (Sexism) <a href="#">Zootopia</a> (Racism) <a href="#">Blind People</a> (Discrimination against Disability)</p> <p><b>Questions to answer on your watch board for a different video:</b></p> <ul style="list-style-type: none"> <li>- Who is being discriminated against?</li> <li>- Who is doing the discriminating? Why?</li> <li>- How obvious is the discrimination?</li> </ul>

					<p>- ★ - Do you agree with the judgment/issue? Why/why not?</p> <p><b>Your teacher will give you access to this document.</b></p>
11:00am	<i>Prayer &amp; eat lunch</i>	<i>Prayer &amp; eat lunch</i>	<i>Prayer &amp; eat lunch</i>	<i>Prayer &amp; eat lunch</i>	<i>Prayer &amp; eat lunch</i>
11:15am	<b><i>Lunch Break-</i></b> Play a Board Game, Read a Book, Play outside.	<b><i>Lunch Break-</i></b> Play a Board Game, Read a Book, Play outside.	<b><i>Lunch Break-</i></b> Play a Board Game, Read a Book, Play outside.	<b><i>Lunch Break-</i></b> Play a Board Game, Read a Book, Play outside.	<b><i>Lunch Break-</i></b> Play a Board Game, Read a Book, Play outside.
12:00pm	<p><b>MATHS</b></p> <p>Targeting Maths Sheet Division Sheets</p>	<p><b>MATHS</b></p> <p>Targeting Maths Sheet Division Sheets</p>	<p><b>WRITING - Brochure Good Copy Publishing</b></p> <p>Using information from your brochure plan over the last two weeks, you will be publishing a brochure for St Albans/Melbourne.</p> <p><b>Early Finishers:</b> Write a diary entry (historical narrative) regarding what life is like during the Covid-19 pandemic in 2020-2021.</p> <p><b>Use the document to write in. Do this ONLY if</b></p>	<p>Grade 6 - Google Classroom Teachers and Specialist Teachers available via email (12-2)</p> <p>Use approximately 30-40mins (for each subject) to work on tasks set by your specialist teacher. Everything is uploaded to Google Classroom.</p> <p><b>ART-</b> Activities from Mrs Hickey</p> <p><b>CHINESE-</b> Activities from Miss Sun</p> <p><b>MUSIC -</b> Activities from Mr O'Bree</p> <p><b>P.E -</b></p>	<p><b>READING</b></p> <p>Identify the <u>causal conjunctions</u> from the text.</p> <p><b>Causal conjunctions link the cause to the effect.</b></p> <p><i>Some examples of this:</i></p> <p><b>so</b> <b>an effect of</b> <b>therefore</b> <b>because</b> <b>as a result of</b> <b>so as</b> <b>therefore</b> <b>because</b> <b>otherwise</b> <b>still yet</b></p>

			you finished your Brochure.	Activities from Mr Herrera  DIGITAL TECH - Activities from Ms Faraj	Identify the Causal conjunctions in the passage.  Your teacher will give you a Google Doc to edit in.
1 2 . 4 5 p m	SCREEN BREAK Play a non digital Maths game/ or Card or Board Game.	<b>ANDY LAM GOOGLE MEET WITH MISS CHARISE.</b>  SCREEN BREAK Play a non digital Maths game/ or Card or Board Game.	SCREEN BREAK Play a non digital Maths game/ or Card or Board Game.	SCREEN BREAK Play a non digital Maths game/ or Card or Board Game.	SCREEN BREAK Play a non digital Maths game/ or Card or Board Game.
1 : 0 0 p m	<b>Inquiry</b>  <b>Before and After Natural Disasters.</b>  View the before and after pictures of Natural Disasters in the following slides. Comment on the changes made in each picture.  <b>Your teacher will upload this powerpoint.</b>	<b>WRITING - Brochure Good Copy Publishing</b>  Using information from your brochure plan over the last two weeks, you will be publishing a brochure for the city that you are travelling to.  <b>Your teacher will upload a template for you to produce this in. Make it interesting and add pictures, change the font!</b>  <b>Early Finishers:</b> Write a diary entry (historical narrative) regarding what life is like during the Covid-19 pandemic in 2020-2021.	<b>Inquiry</b>  <b>Before and After Natural Disasters.</b>  View the before and after pictures of Natural Disasters in the following slides. Comment on the changes made in each picture.  <b>Your teacher will upload this powerpoint.</b>	Teachers and Specialist Teachers available via email (12-2)  Use approximately 30-40mins (for each subject) to work on tasks set by your specialist teacher. Everything is uploaded to Google Classroom.  <b>ART-</b> Activities from Mrs Hickey  <b>CHINESE-</b> Activities from Miss Sun  <b>MUSIC -</b> Activities from Mr O'Bree  <b>P.E -</b> Activities from Mr Herrera	<b>PERSONAL LEARNING TIME:</b> Choose from the following: <ul style="list-style-type: none"> <li>Catch up on tasks from any subject - Specialists included</li> <li>Finish off Writing Tasks from this week</li> <li>Practise Number Facts (Sunset Maths)</li> <li>Complete My Numeracy Tasks</li> <li>Creative Writing</li> </ul>

		Use the document to write in. Do this <b>ONLY</b> if you finished your Brochure.			
2 : 0 0 p m	<b>Snack Break</b>	<b>Snack Break</b>	<b>Snack Break</b>	<b>Snack Break</b>	<b>Snack Break</b>
2 : 3 0 p m	<b>Brain Break/ Wellbeing</b> <i><b>‘People with the growth mindset know that it takes time for potential to flower.’</b></i>  What is a growth mindset? What does the word potential mean? How have you used your potential during remote learning? Some days are better than others, how have you used your inbuilt resilience on days when you have felt a bit flat? What has been your best day during remote learning so far?	<b>Exercise – Find a quiet space:</b>  Today you are going to do some exercises. Find a space to do the follow activities: 10 star jumps 10 push ups 10 squats 10 jumps bringing your knees up 10 skips on the spot  Repeat twice	<b>Positivity: Curiosity &amp; Interest</b>  <i><b>‘If you have good thoughts they will shine out of your face like sunbeams and you will always look lovely.’ – Roald Dahl</b></i>  Researchers say that the top positive emotions are: joy, gratitude, serenity, interest, hope, pride, amusement, inspiration, awe and love. Choose one of the emotions listed and answer the following questions. Draw a picture of the emotion you have chosen and show us why you were feeling that emotion.	<b>Wellbeing - Connect Again:</b> Is there someone you haven’t spoken to in a while? Think of three new people to connect with this week. Then, send them a letter, a text, an email, or even call them on the phone to check in.  <b>Marking Time:</b> Creating a new tradition can help us during difficult times. Choose an idea that might work for your family and give it a go! • Noticing how someone has helped you and thanking them • Sharing something you’re grateful for at the start of a meal • Writing or drawing something as a family • Having a movie night • Cooking together • Looking at old photos and	<b>Wellbeing - Feel Good Friday</b>  Reflect back on this week and think of 5 things that have happened that have made you happy.





Mr Dough, the cake shop owner, has 7 different ways to package his cakes.

1 How can he pack mixed boxes of cakes without having any left over? eg 3 boxes of 16.

- |         |         |         |
|---------|---------|---------|
| a _____ | b _____ | c _____ |
| d _____ | e _____ | f _____ |
| g _____ | h _____ | i _____ |

2 How many bags will there be if:

- a each flavour of cake is put into a separate bag? \_\_\_\_\_
- b two bags are used for each flavour of cake? \_\_\_\_\_
- c one of each flavour of cake is put into a bag? \_\_\_\_\_
- d two of each flavour of cake are put into a bag? \_\_\_\_\_

3 Write the division and multiplication number sentences to prove your answers to Question 2.

- |         |         |
|---------|---------|
| a _____ | b _____ |
| c _____ | d _____ |

$\div$   
means to divide.

# How many?



1 How many cages?

a 16 birds — 2 in each cage \_\_\_\_\_

b 24 birds — 6 in each cage \_\_\_\_\_

c 36 pigs — 6 in each cage \_\_\_\_\_

d 16 rats — 4 in each cage \_\_\_\_\_

e 49 lizards — 7 in each cage \_\_\_\_\_

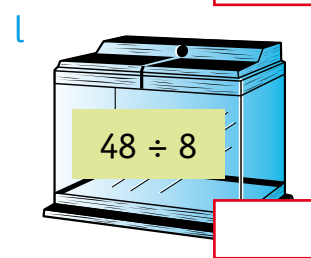
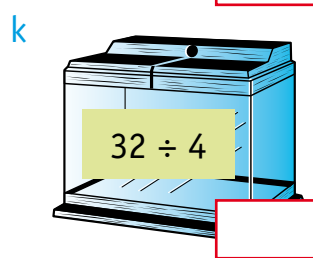
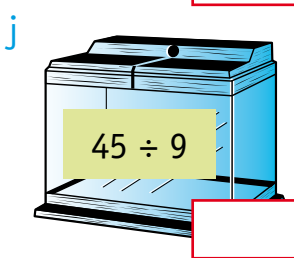
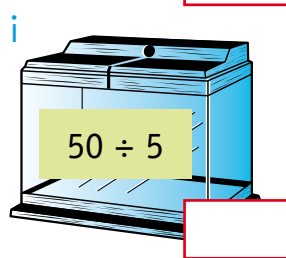
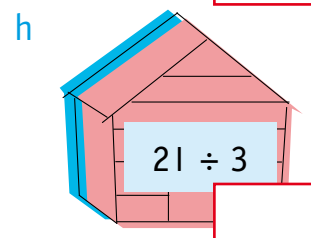
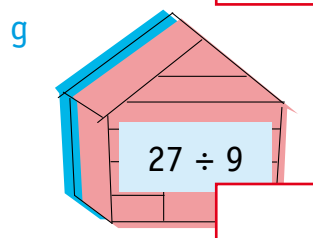
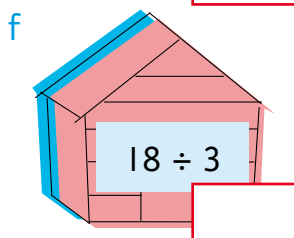
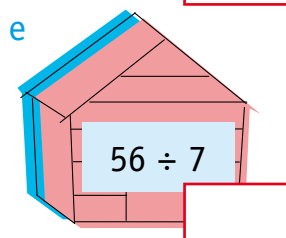
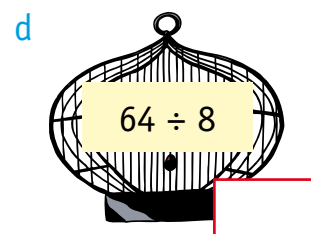
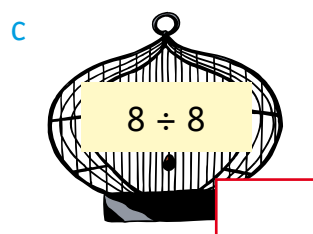
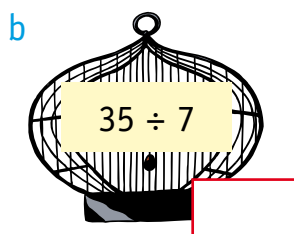
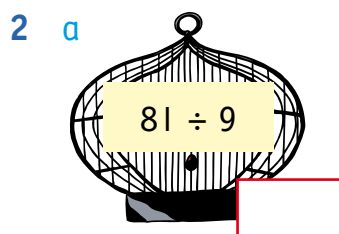
f 54 mice — 9 in each cage \_\_\_\_\_

g 60 rabbits — 10 in each cage \_\_\_\_\_

h 72 chooks — 8 in each cage \_\_\_\_\_

i 42 parrots — 7 in each cage \_\_\_\_\_

j 40 rabbits — 5 in each cage \_\_\_\_\_



3 a  $\square \div 6 = 9$

b  $14 \div \square = 2$

c  $\square \div 5 = 5$

d  $21 \div \square = 3$

e  $9 \div 9 = \square$

f  $\square \div 10 = 4$

g  $10 \div \square = 1$

h  $\square \div 10 = 10$



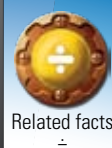
## Challenge!

How many different ways can you put 100 fish into tanks?





# Division and multiplication



$\overline{)}$  is another division sign.  $2 \overline{)8}$  means  $8 \div 2$ .

The answer 4 is written on top.  $2 \overline{)8}^4$



1 Write  $\times$  and  $\div$  facts for each.

<p>a</p> <p><math>4 \times 6 = \underline{\hspace{2cm}}</math></p> <p><math>6 \times 4 = \underline{\hspace{2cm}}</math></p> <p><math>24 \div 6 = \underline{\hspace{2cm}}</math></p> <p><math>24 \div 4 = \underline{\hspace{2cm}}</math></p>	<p>b</p> <p><math>\underline{\hspace{2cm}}</math></p> <p><math>\underline{\hspace{2cm}}</math></p> <p><math>\underline{\hspace{2cm}}</math></p> <p><math>\underline{\hspace{2cm}}</math></p>	<p>c</p> <p><math>\underline{\hspace{2cm}}</math></p> <p><math>\underline{\hspace{2cm}}</math></p> <p><math>\underline{\hspace{2cm}}</math></p> <p><math>\underline{\hspace{2cm}}</math></p>	<p>d</p> <p><math>\underline{\hspace{2cm}}</math></p> <p><math>\underline{\hspace{2cm}}</math></p> <p><math>\underline{\hspace{2cm}}</math></p> <p><math>\underline{\hspace{2cm}}</math></p>	<p>e</p> <p><math>\underline{\hspace{2cm}}</math></p> <p><math>\underline{\hspace{2cm}}</math></p> <p><math>\underline{\hspace{2cm}}</math></p> <p><math>\underline{\hspace{2cm}}</math></p>	<p>f</p> <p><math>\underline{\hspace{2cm}}</math></p> <p><math>\underline{\hspace{2cm}}</math></p> <p><math>\underline{\hspace{2cm}}</math></p> <p><math>\underline{\hspace{2cm}}</math></p>
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2 a	b	c	d	e	f
$4 \overline{)8}$	$2 \overline{)4}$	$3 \overline{)21}$	$3 \overline{)9}$	$2 \overline{)6}$	$8 \overline{)32}$
g	h	i	j	k	l
$5 \overline{)15}$	$3 \overline{)6}$	$4 \overline{)4}$	$2 \overline{)8}$	$5 \overline{)10}$	$6 \overline{)42}$

3 Check your answers to question 2 by multiplying.

a $4 \times \underline{2} = \underline{8}$	b $2 \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$	c $3 \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$
d $3 \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$	e $2 \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$	f $8 \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$
g $5 \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$	h $3 \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$	i $4 \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$
j $2 \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$	k $5 \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$	l $6 \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

4 What operation will you use? Write a number sentence and the answer.

a Jim ate 4 apples every day. How many did he eat in 1 week?



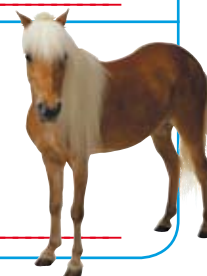
b Kylie ate 56 cherries last week. How many was that each day?



c Farmer Hay had 36 sheep to put into 4 paddocks. How many sheep in each?















d Farmer Oats had 5 paddocks with 8 horses in each. How many horses altogether?



# Division



1 Write the number sentence and the answer.

<p>a 12 oranges shared by 4 people.</p>  <p>_____ ÷ _____ = _____</p>	<p>b 15 bananas eaten by 3 monkeys.</p>  <p>_____ ÷ _____ = _____</p>	<p>c 54 nuts eaten by 8 squirrels.</p>  <p>_____ ÷ _____ = _____</p>
<p>d 33 sweets shared by 3 children.</p>  <p>_____ ÷ _____ = _____</p>	<p>e 63 snails eaten by 9 lizards.</p>  <p>_____ ÷ _____ = _____</p>	<p>f 42 days. How many weeks?</p>  <p>_____ ÷ _____ = _____</p>
<p>g 30 giraffes for 6 zoos.</p>  <p>_____ ÷ _____ = _____</p>	<p>h 42 bones for 6 dogs.</p>  <p>_____ ÷ _____ = _____</p>	<p>i 72 candles for 8 cakes.</p>  <p>_____ ÷ _____ = _____</p>
<p>j 70 books put into 7 boxes.</p>  <p>_____ ÷ _____ = _____</p>	<p>k 81 beads for 9 necklaces.</p>  <p>_____ ÷ _____ = _____</p>	<p>l 18 eggs for 6 cakes.</p>  <p>_____ ÷ _____ = _____</p>

2 Follow the pattern.

a  $8 \div 2 = \underline{\quad}$   
 $80 \div 2 = 40$   
 $800 \div 2 = 400$

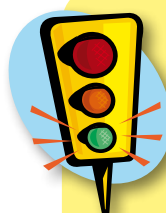
b  $9 \div 3 = \underline{\quad}$   
 $90 \div 3 = \underline{\quad}$   
 $900 \div 3 = \underline{\quad}$

c  $12 \div 6 = \underline{\quad}$   
 $\underline{\quad} \div 6 = \underline{\quad}$   
 $\underline{\quad} \div 6 = \underline{\quad}$

d  $28 \div 7 = \underline{\quad}$   
 $\underline{\quad} \div 7 = \underline{\quad}$   
 $\underline{\quad} \div \underline{\quad} = \underline{\quad}$

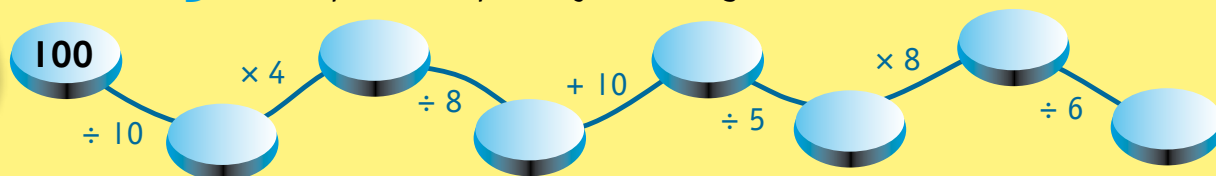
e  $48 \div \underline{\quad} = 8$   
 $480 \div 6 = \underline{\quad}$   
 $\underline{\quad} \div 6 = 800$

f  $\underline{\quad} \div 5 = 7$   
 $\underline{\quad} \div \underline{\quad} = 70$   
 $\underline{\quad} \div 5 = \underline{\quad}$



## Challenge!

Complete the path by following instructions.



## Monday - Technical Vocabulary in an Explanation Text

Read the text below **twice**.

### How Volcanoes Erupt

Volcanoes are like openings on the Earth's surface. All volcanoes can eject lava, rocks, gas or ash, which can cover the surrounding land. When this happens, it is called a volcanic eruption.

There are five main parts of a volcano: the magma chamber, the main vent, the crater, the cone and sometimes there are some smaller vents. The magma chamber is a large space where magma is stored. It is connected to the surface by the main vent and smaller vents. The crater is located above the magma chamber and the outside of the volcano is referred to as the cone.

Just before an eruption, the magma chamber is filled with molten rock from the mantle. After a short period of time, the pressure increases and, as a result, the magma rises through the vent towards the crater. Magma contains bubbles of gas, which grow larger and larger as the pressure increases. This leads to the volcano erupting magma on to the surface of the earth. As the gas bubbles in the magma escape into the atmosphere, the hot molten rock changes to lava. There are two main types of eruptions: explosive eruptions and effusive eruptions. An explosive eruption is when the volcanic material is ejected from the crater violently and dramatically. By contrast, in an effusive eruption, the lava gradually oozes out of the crater. The type of eruption is determined by the amount of gas and the mineral content in the magma. All volcanic eruptions cause significant changes, both positive and negative, to the surrounding land.

As the lava cools, it solidifies and becomes a type of igneous rock, such as basalt and granite. Volcanic eruptions are part of a continual process called the rock cycle. Eruptions occur daily around the world and new rock is constantly being formed through this process.



1. What is a volcano?
2. Write down key vocabulary from the text that is technical language relating to 'How Volcanoes Erupt.'

Some examples may include: magma chamber, crater, eruption

Write down all the **technical vocabulary** you can identify in the text below that relate to 'How Volcanoes Erupt.' Identify what these words mean using a dictionary/online dictionary. You will need to know what these mean for tomorrow's lesson.

[illegible]

## Tuesday - Cause and Effect

Read the text below **twice**.

### How Volcanoes Erupt

Volcanoes are like openings on the Earth's surface. All volcanoes can eject lava, rocks, gas or ash, which can cover the surrounding land. When this happens, it is called a volcanic eruption.

There are five main parts of a volcano: the magma chamber, the main vent, the crater, the cone and sometimes there are some smaller vents. The magma chamber is a large space where magma is stored. It is connected to the surface by the main vent and smaller vents. The crater is located above the magma chamber and the outside of the volcano is referred to as the cone.

Just before an eruption, the magma chamber is filled with molten rock from the mantle. After a short period of time, the pressure increases and, as a result, the magma rises through the vent towards the crater. Magma contains bubbles of gas, which grow larger and larger as the pressure increases. This leads to the volcano erupting magma on to the surface of the earth. As the gas bubbles in the magma escape into the atmosphere, the hot molten rock changes to lava. There are two main types of eruptions: explosive eruptions and effusive eruptions. An explosive eruption is when the volcanic material is ejected from the crater violently and dramatically. By contrast, in an effusive eruption, the lava gradually oozes out of the crater. The type of eruption is determined by the amount of gas and the mineral content in the magma. All volcanic eruptions cause significant changes, both positive and negative, to the surrounding land.

As the lava cools, it solidifies and becomes a type of igneous rock, such as basalt and granite. Volcanic eruptions are part of a continual process called the rock cycle. Eruptions occur daily around the world and new rock is constantly being formed through this process.



Cause and Effect is **the relationship between two things when one thing occurs, something else happens**. For example, *if we cut too many trees, it may destroy natural habitats*.

The cause is 'if we cut too many trees' and the effect of cutting too many trees is that it destroys natural habitats.

**Find 5 examples of Cause and Effect from the text above.**

Cause	Effect
Eg. Magma chamber filled with molten rock from the mantle	Pressure increases and magma rises through the vent towards the crater

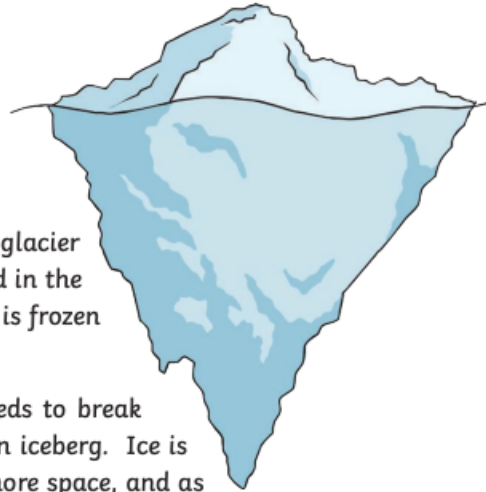


## Wednesday - Cause and Effect

### Why Does an Iceberg Float?

Read the text below **twice**.

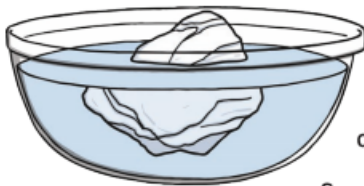
## Why Does an Iceberg Float?



An iceberg is a mass of ice that has broken off part of a glacier and floats out to sea. Although most icebergs are found in the ocean, they are made up of fresh water since a glacier is frozen snow and rain. Frozen snow and rain creates ice.

Just before an iceberg is formed, part of a glacier needs to break off. This glacial ice then falls into the ocean to form an iceberg. Ice is made up of very fine crystals. These crystals take up more space, and as a result expand. This expansion results in the floatation of the ice.

A typical iceberg shows approximately one eighth of its total mass above the water. This means that the other seven eighths of it are under the surface. This can be very dangerous to boats since only a little of the iceberg can be seen.



Icebergs are found mostly in Antarctic and Arctic waters. Wind and ocean currents move icebergs away from their starting points. During this stage, icebergs slowly begin to melt only once the temperature rises above zero degrees Celsius.

Some people have suggested towing icebergs to places where water is scarce and melting them there. The water can then be used for drinking and irrigation.

Cause and Effect is **the relationship between two things when one thing occurs, something else happens**. For example, *if we cut too many trees, it may destroy natural habitats*.

The **cause** is 'if we cut too many trees' and the **effect** of cutting too many trees is that it **destroys natural habitats**.

**Find 5 examples of Cause and Effect from the text above.**

Cause	Effect
Eg. Cutting of too many trees	Natural habitats are destroyed

# Natural Disasters

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**Activity:** View the before and after pictures of Natural Disasters in the following slides. Comment on the changes made in each picture.

# Bushfires

---



# Before a Bushfire

---



# After a Bushfire





# Floods

---





# Before a Flood

—



# After a Flood



# Cyclones

---



# Before a Cyclone

---

- 

# After a Cyclone

-

# Earthquakes

---



# Before an Earthquake

---

- 

# After an Earthquake

-



# Landslides

---



# Before a Landslide

---

- 

# After a Landslide

-

# Tsunamis

---



# Before a Tsunami

—



# After a Tsunami






## Friday - Causal Conjunctions

Identify the causal conjunctions from the text below.

**Causal conjunctions:** link the cause to the effect.

**Cause and effect:** the relationship between two things where one thing makes something else happen.

*Some examples of causal conjunctions:*

**so**  
**an effect of**  
**therefore**  
**because**  
**as a result of**  
**so as**  
**therefore**  
**because**  
**otherwise**  
**still yet**

Read the text below **twice**. In each line,  
Highlight in the text in **purple** the causal conjunction.  
Highlight in **green** the cause.  
Highlight in **orange** the effect.

1. **Industrialization** **has also led to** **climate change** which **will**
2. **worsen** the problems associated with water scarcity.
3. Because of global warming, it is predicted that floods and
4. droughts will increase. This will result in contaminated water
5. supplies and water shortages, which, in turn will have a major
6. impact on health and food security, particularly in low-income
7. communities.

**Write the Causal conjunctions, cause and effect from the passage above. I have given you an example below:**

Line	Causal Conjunctions	Cause	Effect
1	Has led to	Industrialization	Climate Change
1-2	Will worsen		
3			
4			
5-6			

## **Diary Entry Day 1**

Write a diary entry (historical narrative) regarding what life is like during the Covid-19 pandemic in 2020-2021.

**Date:**

**Dear Diary,**

RACISM

What are your ideas, feelings and attitude towards Racism?

How would Jesus like us to treat other people?

Can you think of a Bible story where Jesus treated some people with compassion?  
Retell the story

## **Diary Entry Day 2**

Write a diary entry (historical narrative) regarding what life is like during the Covid-19 pandemic in 2020-2021.

**Date:**

**Dear Diary,**

RACISM

What are your ideas, feelings and attitude towards Racism?

How would Jesus like us to treat other people?

Can you think of a Bible story where Jesus treated some people with compassion?  
Retell the story



## Music Term 3 Week 9

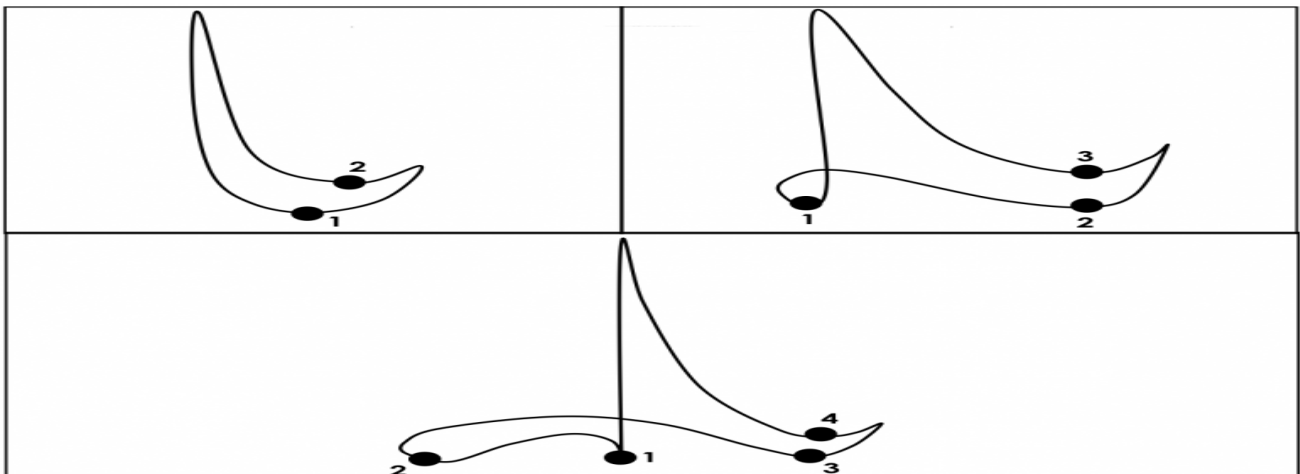
Gr. 3-6

### THE ORCHESTRA -THE CONDUCTOR

[https://www.youtube.com/watch?v=z\\_yIn8V3UcU](https://www.youtube.com/watch?v=z_yIn8V3UcU)

In this video, you saw the conductor move his hands in different patterns, depending on the beat of the music. **Copy the conductor patterns in the box below (or on another piece of paper), then watch this conductor - Mirga Gražinytė-Tyla -and tell me 2 things about her conducting.** Maybe you can practice conducting some of your favourite music at home using these patterns!

[https://www.youtube.com/watch?v=DF8\\_qGI5Vl0](https://www.youtube.com/watch?v=DF8_qGI5Vl0)






# HOLY EUCHARIST SCHOOL

1A Oleander Drive St Albans South

Ph: 8312-0900



## Term 3 Week 9 Grade 3 & 6 Physical Education Remote Learning

Hello 3-6 students, parents and carers,

Here are WEEK 9 activities, students can access the websites using a device. Some activities require sports equipment, use something from around the house that would do the same job as the sports equipment. You need a small space to do most of these activities, if you have outdoor space then use that.

### STUDENTS:

If you don't have access to a digital device or internet, go for a bike ride, walk, little jog, kick to kick with siblings or adults (if weather permits).



Please do these activities or get outside and get active with siblings or adults. (If weather permits).

Remember to **HAND IN** your work by posting a picture on Google Classroom and answering the two questions for the main activity. (Class Dojo for Grade 3 students).

Students and Parents, please don't hesitate to contact me for any help or support on:

[heribert.herrera@hestalbanssth.catholic.edu.au](mailto:heribert.herrera@hestalbanssth.catholic.edu.au)



Stay Safe and take care of your family.

**Mr. Herrera Physical Education Teacher.**

<b>Warm-Up</b> 5 Minutes •  <b>Learning Intention:</b> I'm learning to warm-up correctly.	<b>Equipment:</b> <ul style="list-style-type: none"><li>• Water Bottle</li><li>• Yoga mat (if you have one)</li><li>• Space to exercise</li></ul> <b>Warm Up Video:</b> Link: <a href="#">Warm-Up exercises :</a>	
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Name: \_\_\_\_\_




Class: \_\_\_\_\_

Date: \_\_\_\_\_

**Activity 1: What is your favourite sport? (answer in Chinese using “wǒ xǐhuān”)****Activity 2: cut and paste the images to match the Chinese words.**

gǎn lǎn qiú	yóu yǒng	tǐ cāo	pǎo bù	pái qiú
lán qiú	yùn dòng	zú qiú	pīng pāng qiú	wǎng qiú



	
<p><b>Activity or Skill:</b> Workout</p> <p><b>Learning Intention:</b> I'm learning not to give up and workout for 10 minutes straight.</p> <p>(Short and sharp exercises)</p> <p>Give each exercise a go, push yourself and be confident :)</p>	<p>Time: 20 minute work-out  <b>Link:</b> <a href="#">Intermediate Full Body Workout   Train With Leroy 🔥</a></p>  <p><b>Questions:</b></p> <p>1: Which of these exercises was easy? Why?</p> <p>2: Which of these exercises was hard? Why?</p> <p>MAKE SURE YOU HAND IN THESE QUESTIONS WITH YOUR PICTURE ON GOOGLE CLASSROOM OR (CLASS DOJO for Grade 3 students)</p>
<p><b>Warm-Down</b> 10 Minutes Stretching is important to help us recover and cool down our body.</p> <p><b>Learning Intention:</b></p> <ul style="list-style-type: none"> <li>I'm learning to cool down correctly after my workout.</li> </ul>	<p><b>Warm down for 10 minutes:</b>  <b>Link:</b> <a href="#">Kids 10 Minute Daily Stretch Routine</a></p> 

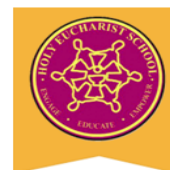


# Holy Eucharist Catholic Primary School

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[www.hestalbanssth.catholic.edu.au](http://www.hestalbanssth.catholic.edu.au)



Grades 5 and 6 Week 9

**Learning Intentions:** Grade 5 - Today we will learn to draw a space crater or a black hole, and Grade 6 will draw the letter 'D' in 3D, optical illusion art. Please follow the videos to get the ideas.

If you don't have access to the internet draw a hole as seen in the drawing

<https://www.youtube.com/watch?v=Fiv5HQ4hvd8>



**You will need:** white A4 paper, black marker, soft pencil for shading  
**Grade 6**

<https://www.youtube.com/watch?v=c5ZMR3zj-aA>

Follow this video to draw the letter 'D' in 3D to represent the word 'Dyes' or colours in preparation for our tie dye T- shirts when we get back to school.

