



# Learning From Home Framework – Term 3 Week 9 OC 6T

Your child’s class teacher will upload the daily activities to Google Classroom each morning.

Only the daily **tasks that are PINK need to be turned in on the google classroom.**

All other tasks to be completed in your workbooks.

	Monday 6 <sup>th</sup> September	Tuesday 7 <sup>th</sup> September	Wednesday 8 <sup>th</sup> September	Thursday 9 <sup>th</sup> September	Friday 10 <sup>th</sup> September
<b>Wellbeing</b>	ROLL CALL QUESTIONS				
	<b>MAGIC MONDAY:</b> If you could have a Disney side kick, who would it be and why?	<b>TELL ME TUESDAY:</b> What are you hoping to be when you grow up?	<b>WOULD YOU RATHER WEDNESDAY:</b> Would you rather sit in a box of crickets or have a tarantula crawl over you? Why?	<b>THANKFUL THURSDAY:</b> When you think about learning, what are you thankful for?	<b>FUN FACT FRI-YAY:</b> The human eye blinks an average of 4 200 000 times a year. Tell us your fun fact for today!
<b>English</b>	<p><b>Spelling</b></p> <p>Copy out your spelling words. Research and answer the following questions:</p> <ol style="list-style-type: none"> <li>1. What is the origin of the root word?</li> <li>2. What is the meaning of the root word?</li> <li>3. Brainstorm 5 more words that use the root word and are not included on your spelling list.</li> <li>4. Choose a column. Define the words and use them in sentences.</li> <li>5. Using your 5 brainstorm words, draw a picture. Ensure it makes sense and that each of the words are represented.</li> <li>6. Using the root word, create words that do not currently</li> </ol>	<p><b>Spelling</b></p> <p>Complete a spelling task of your choice from the spelling matrix.</p> <p><b>Reading and Viewing</b></p> <p>Read a book or article of your choosing and complete a reading task from the Reading Activities Matrix.</p>	<p><b>Spelling</b></p> <p>Complete a spelling task of your choice from the spelling matrix.</p> <p><b>Reading and Viewing</b></p> <p>Read a book or article of your choosing and complete a reading task from the Reading Activities Matrix.</p>	<p><b>Spelling</b></p> <p>Complete a spelling task of your choice from the spelling matrix.</p> <p><b>Reading and Viewing</b></p> <p>Read a book or article of your choosing and complete a reading task from the Reading Activities Matrix.</p>	<p style="text-align: center;"><b>TECH FREE FRI-YAY</b></p> <p>Enjoy your Fri-YAY and go tech free! You have no normal tasks to complete today. All we ask is that you answer the roll call question and check the grid then feel free to switch off. Instead, take a look at this week’s Tech Free Wellbeing Matrix and complete as many activities as you like! Don’t worry your siblings have tech free Fri-yay too so get together and enjoy your day! We can’t wait to hear all your stories about the fun things you did today 😊</p>

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	<p>exist but make sense based on your research. Use prefixes and suffixes to make meaning.</p> <p><b>Writing – Water Filtration Unit</b> (Assignment – submit in Google Classroom EACH DAY)</p> <p><b>PURPOSE: What are the purposes of the land uses surrounding the waterways?</b></p> <p>Answer these questions WITHOUT doing any research.</p> <ol style="list-style-type: none"> <li>1. What happens to sewage once it leaves your house?</li> <li>2. What kind of things get washed down street drains?</li> <li>3. Are there chemicals that are used on farms or in other industries that can end up in waterways?</li> <li>4. Are there contaminants in the air that end up in the waterways?</li> </ol> <p>Once you have answered them without research, look up your answers and add on any more information that you find. Put this underneath your first answer.</p>	<p><b>Writing – Water Filtration Unit</b> (Assignment – submit in Google Classroom EACH DAY)</p> <p><b>PURPOSE: What are the purposes of the land uses surrounding the waterways?</b></p> <p>Follow the link to play the game: Caring for Saltwater Creek. This is continuing from Wednesday last week.</p> <p>Today we are playing section two and three of this game.</p> <ul style="list-style-type: none"> <li>• <u>Section 2</u>: Clean the Creek</li> <li>• <u>Section 3</u>: Your Lily Creek Catchment Management Plan</li> </ul> <p><a href="https://www2.cairns.qld.gov.au/mcc/?SecondRun=true">https://www2.cairns.qld.gov.au/mcc/?SecondRun=true</a></p>	<p><b>Writing – Water Filtration Unit</b> (Assignment – submit in Google Classroom EACH DAY)</p> <p><b>CONNECTIONS – What is the relationship between the surrounding land uses and the waterways?</b></p> <p><b>PART ONE</b></p> <p>Create an infographic to represent the relationship between the surrounding land uses and the waterways. This can be done on paper or digitally.</p> <ol style="list-style-type: none"> <li>1. Choose one of the waterways in Australia and make that your title.</li> <li>2. Add a map of this waterway.</li> <li>3. Add pictures around your map to show the uses of the surrounding lands.</li> <li>4. Label the uses of the surrounding lands in one colour.</li> </ol> <p>Think about the surrounding land uses, and the different types of contaminants that come from it (eg. fertiliser, litter, sewerage, chemicals, plastic, etc.).</p>	<p><b>Writing – Water Filtration Unit</b> (Assignment – submit in Google Classroom EACH DAY)</p> <p><b>CONNECTIONS – What is the relationship between the surrounding land uses and the waterways?</b></p> <p><b>PART TWO</b></p> <p>Think about ways that the impacts of these different contaminants could be reduced. What can be done to reduce the impacts?</p> <p>TIP: think about ways to avoid contamination of waterways in the first place – it is better to prevent a problem rather than to fix one.</p> <ol style="list-style-type: none"> <li>6. In a third colour, add the impact/s of the potential contaminants on the ecosystems and human health.</li> <li>7. In a fourth colour, add an action that could be taken to reduce the impact of a contaminant on the ecosystems and human health.</li> </ol> <p>(For example: if the impact is rubbish washing into the waterway, you could pick a</p>	

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			5. In a second colour, add a list of the potential contaminants that can come from each of the surrounding land uses.	specific location that extra bins could be added or somewhere that a public awareness sign could be posted to reduce the rubbish waste.)	
<b>Share evidence of your daily maths investigations on Google Classroom EACH DAY.</b>					
<b>Mathematics</b>	<b>Maths</b> <b>Around the World Investigations: Poke Problems</b> <ol style="list-style-type: none"> <li>1. Research how many Pokémon there are in the world. What percentage of your country's population is this?</li> <li>2. In Japan and other parts of the world, it is common for people to stand on corners of streets catching Pokémon using the 'Pokémon Go' app. Some Pokémon can only be caught in specific geographical locations. Map the Pokémon regions on a world map. Record the distance to each one from your country of origin.</li> <li>3. Design your own Pokémon. It must branch off a current species. Consider: height, weight, colour, anatomy, food source, protection from heat/cold, senses, and a</li> </ol>	<b>Maths</b> <b>Infinity and Beyond Investigations: Build and Breathe</b> <ol style="list-style-type: none"> <li>1. Forget everything you know about aliens. You are going to build your own alien. You will need to choose a name for a planet for your alien to live on. Consider etymology. Research the plants in our solar system and choose one, other than Earth, that is going to be the best in terms of: gravity, temperature, atmosphere and water.</li> <li>2. In the creation of your alien, you will also need to consider: height, weight, growth, ageing, life expectancy, and appearance.</li> <li>3. Sketch and build the mode of transport that your alien uses to travel. Consider: fuel, speed, and</li> </ol>	<b>Maths</b> <b>Mathematician Investigations: Chess Champion</b> <ol style="list-style-type: none"> <li>1. Who invented the game of chess? This is widely debated topic. Do your research and draw a conclusion.</li> <li>2. In theory, calculate the most amount of chess moves in a single game of chess. How did you calculate this?</li> <li>3. The chess board is a square grid. How many squares create the chess board? Create your own chess board. Decide on the area of your chess board.</li> <li>4. Based on your answer from Question 3, how many chess boards could you lay out on the floor of your classroom? How many chess boards would you need if you were to use this design as wallpaper for your</li> </ol>	<b>Maths</b> <b>Wild World Investigations: Bubbler Balls</b> <ol style="list-style-type: none"> <li>1. What is a sand bubbler crab? Draw a scaled sand bubbler crab with a ratio of 1:6.</li> <li>2. The sand bubbler crab retreats to its own burrow at high tide. It survives by staying inside its burrow in a bubble of water. Assuming the bubble is a perfect sphere, estimate the volume of this bubble.</li> <li>3. How deep is a sand bubbler crab's burrow? Estimate the amount of water that would fill the burrow. Show this as a diagram.</li> <li>4. Sand bubbler crabs roll sand into balls to filter out any plankton. They work in a radial manner at a distance of 1m from their burrow. Estimate how many balls of sand are rolled</li> </ol>	

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	<p>way to move.</p> <p>4. Include how the above characteristics change from birth to a fully grown Pokémon. Graph the average height and weight over time.</p> <p><b>EXT:</b> Establish 20 mathematical facts about your new Pokémon.</p>	<p>appearance.</p> <p><b>EXT:</b> How long would it take your alien to visit Earth using a chosen mode of transport? Consider the formula for speed, distance and time.</p>	<p>classroom?</p> <p><b>EXT:</b> How would the game be impacted if you took away a row of squares from the length of the board?</p>	<p>before the tide rises.</p> <p>5. Estimate how many grains of sand have been rolled from Question 4.</p> <p><b>EXT:</b> Draw a cartesian plane with four quadrants. Assuming the origin is the sand bubbler crab's burrow, draw the surrounding sand balls in a radial manner. Record these coordinates.</p>	
<b>Other Learning Areas</b>	<p><b>Life Skills Homework Contract:</b></p> <p>Choose one of the tasks from the Life Skills Homework Contract. Use this time across the week to work on this task and upload your final product to Google Classroom.</p> <p><b>OPTIONAL Activities:</b> See below.</p>	<p><b>Life Skills Homework Contract:</b></p> <p>Continue working on your task.</p> <p><b>OPTIONAL Activities:</b> See below.</p>	<p><b>Life Skills Homework Contract:</b></p> <p>Continue working on your task.</p> <p><b>OPTIONAL Activities:</b> See below.</p>	<p><b>Life Skills Homework Contract:</b></p> <p>Continue working on your task.</p> <p><b>OPTIONAL Activities:</b> See below.</p>	<p><b>Life Skills Homework Contract:</b></p> <p>Continue working on your task.</p> <p><b>Don't forget to submit your final product to Google Classroom.</b></p> <p><b>OPTIONAL Activities:</b> See below.</p>

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<b>Spelling</b>	<b>WORD ORIGIN</b>	<b>PHONICS</b>	<b>RULE</b>		
	<b>cept</b> concept conceptual deception exception exceptional inception misconception preconception susceptible	<b>-al</b> logical accidental betrayal critical personal national professional technical educational	beauty cloudy drowsy happy magnify simplify falsify  When adding a suffix beginning with a consonant to a word ending in y, change the y to i before adding the suffix: -ness, -less, -ful, -ly, -ment, -cation		
<b>OPTIONAL: Wellbeing Activities</b>	For any additional activities that you would like to complete, check out these matrix'. <ul style="list-style-type: none"> <li>• Music matrix and email to Ms Deys for feedback.</li> </ul> REMEMBER: These activities are optional only.				