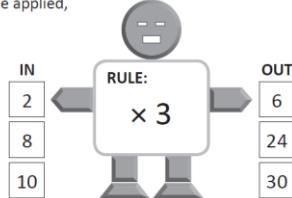


GRADE 6: Monday 26th July

DAILY CHECK IN: <https://forms.gle/wNxMPxWzynHX8DoC7>

Please make sure you have completed your Daily Check In. Your teacher will be marking the roll at 1 PM and needs to see that you are ready to learn 😊

READING	WRITING	MATHS	INQUIRY/OTHER								
Learning intention	Learning intention	Learning intention	Learning intention								
Success Criteria	Success Criteria	Success Criteria	Success Criteria								
Task	Task	Task	Task								
<p>*20 minutes of independent reading is still expected to be completed today in addition to today's novel study task.</p> <p>Today we will be continuing with our class Novel Study. If you have a copy of your class book you can use that. No copy? Click on your class novel below to find today's chapters. If you would like to read along with your teacher as they read the chapter, click on the audio link below.</p> <p>Tuck Chapter Chapter 6 & 7 ... & Audio Hatchet Chapter 6 & Audio Once Chapter 6 & Audio</p> <p>Prior to reading your chapter/s today click the link below to see what questions you will need to respond to. Remember you can answer these questions while you read the chapter or at the end. Don't forget to respond using RACE.</p>	<p>Today we will be looking at how we can use our five senses and the 5 w's to add more depth and detail to our writing. This will make our writing more interesting to read.</p> <p>Remember when we took our ski race passage and improved it? Today you will be taking a different passage and improving it.</p> <p>Remember to:</p> <ul style="list-style-type: none"> - Visualise the scene in your mind - Imagine you are there in that moment. - Brainstorm the details - Use the five senses: What did you see, hear, smell, touch, taste? - How did you feel? - Use the 5 w's <p>Passage:</p> <p><i>Riley stood ready on the field. He looked up, right into the eyes of his opponent, who smiled. The penalty kick was his. It was the grand final. This goal was important. He looked at the clock. There was 2 minutes remaining. The score was 1-1.</i></p>	<p>We are continuing to look at number sequences and identifying the pattern.</p> <p>Using this video or the below examples to remind you how to identify the pattern within a sequence of numbers</p> <p>A number pattern is a sequence or list of numbers that is formed according to a rule. Number patterns can use any of the four operations (+, -, ×, ÷) or a combination of these. There are 2 different types of rules that we can use to continue a number pattern: 1 A recursive rule – find the next number by doing something to the number before it. 2 A function rule – predict any number by applying the rule to the position of the number. Here is an example of a number sequence with a recursive rule. The rule is add 8 to the previous number, starting with 5.</p> 	<p>Today we will be continuing on our Resilience Project journey and reflecting on strong emotions, how they make us feel, and what we can do to respond to them.</p> <p>Watch this video that explores our natural emotions, why we should listen to how we're feeling, and why it's important to learn how to respond to our emotions better.</p> <p>Reflect on three recent times you felt a strong emotion and complete a table using the following prompts to guide you:-</p> <p>What was the emotion you felt? What was the physical feeling? What was the mental feeling? What strategy did you use in response?</p> <p>Here is an example of how you could complete this task in your book or netbook:</p> <table border="1"> <tr> <td></td> <td>Worried</td> </tr> <tr> <td>Physical Feeling</td> <td>My jaw got tight and sore, and I just felt 'wound up'.</td> </tr> <tr> <td>Mental Feeling</td> <td>I felt overwhelmed and like I had so much to do.</td> </tr> <tr> <td>Strategy/ Response</td> <td>I went for a walk and focused on my breathing and the trees.</td> </tr> </table> <p>That is just an example for one emotion. You should be doing the same or similar for three</p>		Worried	Physical Feeling	My jaw got tight and sore, and I just felt 'wound up'.	Mental Feeling	I felt overwhelmed and like I had so much to do.	Strategy/ Response	I went for a walk and focused on my breathing and the trees.
	Worried										
Physical Feeling	My jaw got tight and sore, and I just felt 'wound up'.										
Mental Feeling	I felt overwhelmed and like I had so much to do.										
Strategy/ Response	I went for a walk and focused on my breathing and the trees.										

<p>R RESTATE THE QUESTION Restate or reword the question and turn it into a statement.</p> <p>A ANSWER THE QUESTION What is being asked? Answer all parts of the question.</p> <p>C CITE THE SOURCE Tell where you found examples and details in the text. In paragraph 2... The text states ... The author says...</p> <p>E EXPLAIN your response. Give evidence from the text to support your answer. Add your thoughts. For example... This shows... This means... I believe...</p> <p>All classes can access their Novel Study Questions HERE. Just go to the slide that has the questions for your book.</p>	<p>Task 1: Brainstorm using the 5 senses (Draw the table in your book)</p> <table border="1" data-bbox="628 127 1089 325"> <tr> <td></td><td></td><td></td><td></td><td></td></tr> <tr> <td>SIGHT</td><td>HEARING</td><td>TOUCH</td><td>SMELL</td><td>TASTE</td></tr> <tr> <td> </td><td> </td><td> </td><td> </td><td> </td></tr> </table> <p>Task 2: Rewrite the passage to improve it.</p>						SIGHT	HEARING	TOUCH	SMELL	TASTE						<p>separate emotions and recent experiences you had feeling them.</p> <p><i>Remember: It's okay to feel sad, nervous, angry or scared. In fact, it's totally normal! That's why we learn about them and how we can deal with them.</i></p>
SIGHT	HEARING	TOUCH	SMELL	TASTE													
<p>Too hard?</p> <p>Complete each question as best that you can. Read along with your teacher by listening to your chapter's audio.</p>	<p>Too hard?</p> <p>Stuck for some vocabulary to bump up the passage- here are some suggestions: viciously, crucial, sweat dripping..., nervous, legs shaking, heart beating quickly, crowd roaring.</p>	<p>Too hard?</p> <p>Complete the Questions for numbers of in and out machines. Looking at the numbers on 'IN' use the rule in the middle, find the answer and place it on the 'OUT' side.</p> <p>For example for the first number on the 'IN' is 2 apply the rule which is multiply it by 3 and the answer is 6. e.g. $2 \times 3 = 6$, $8 \times 3 = 24$, $10 \times 3 = 30$</p> <p>This is a function machine. Numbers go in, have the rule applied, and come out again.</p>  <p>When you have an example that has the starting number and answer you need to find out what the operation and other number is. e.g. $2 ? ? = 10$, because this number has gone up we have either added or multiplied the number. So $2 + 8 = 10$, and $2 \times 5 = 10$ We then test the '+8' and 'x5' with the next number. E.g. $8 + 8 = 16$, $8 \times 5 = 40$ The 'x 5' has the correct answer which means we will test it again and that will be the rule. View video for assistance.</p>															

		<p>be applied,</p>											
Too easy?	Too easy?	Too easy?	Too easy?										
Make sure that you have followed RACE. Check that you have included multiple pieces of evidence to support your answer and that you have explained the evidence.	Make sure you are using the five senses and are including figurative language.	<p>Complete the questions for all the tables for each of the number changes. See the worked example below, to apply the operation stated to the IN numbers and calculate the answer for the 'OUT' side.</p> <p>Be careful as many of these have 2 operations to apply.</p> <div style="border: 1px solid green; padding: 10px;"> <p>Worked examples 3.03 Number changers</p> <p>WE1 A number changer has the rule $\text{out} = 3 \times \text{in} + 1$. Fill in the table for the number changer.</p> <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>In</th> <th>Out</th> </tr> </thead> <tbody> <tr><td>1</td><td></td></tr> <tr><td>2</td><td></td></tr> <tr><td>3</td><td></td></tr> <tr><td>4</td><td></td></tr> </tbody> </table> <p>Think If 1 is put into the machine, the out number is 3 times 1 plus 1. If 2 is put into the machine, the out number is 3 times 2 plus 1, and so on.</p> <p>Write $\text{out} = 3 \times 1 + 1 = 4$ $\text{out} = 3 \times 2 + 1 = 7$ $\text{out} = 3 \times 3 + 1 = 10$ $\text{out} = 3 \times 4 + 1 = 13$</p> <p>WE2 If the rule is $\text{out} = 5 \times \text{in} + 2$ and the out number is 57, what is the in number?</p> <p>Think Out is 57. This is 2 more than 55, so the in number multiplied by 5 gives 55. The in number must be 11.</p> <p>Write $\text{out} = 5 \times \text{in} + 2$ $57 = 5 \times \text{in} + 2$ $57 - 2 = 55$ $5 \times \text{in} = 55$ $\text{in} = 11$</p> </div>	In	Out	1		2		3		4		Are you using the right word for the right emotion? Take the following emotions and create an intensity scale of adjectives:- <i>Happy, Sad, Angry, Scared, Worried</i> For example: Happy – Overjoyed – Ecstatic
In	Out												
1													
2													
3													
4													
Don't have _____?	Don't have _____?	Don't have _____?	Don't have _____?										
Don't have access to your class novel? Respond to one of the following questions for your own independent reading book . Make sure you use text evidence in your response.	<ul style="list-style-type: none"> - Describe one event that has happened and why it is significant for your book. - Describe one of your characters: Think about the following questions to guide you: How have they changed? Have you learnt something new about them? How have they been affected by an event? What is their relationship with another character? 	Complete task as set	No extra materials or resources or required for this lesson. This activity can be completed in an exercise book or on your netbook. If you can't access the video, it's okay – just use the example from the lesson plan when you do your reflection!										

- | | | | |
|---|--|--|--|
| <ul style="list-style-type: none">- What do you predict will happen next in your book and why do you think that?- Write a summary of the main events from the chapter you have read today. | | | |
|---|--|--|--|

Tuck Everlasting

Chapter 6 & 7 Questions:-

1. Why did Winnie begin to cry? How did Mae console her?
2. Why do you think the Tucks avoid having a plan in case they were ever discovered?
3. Why did Miles's wife take the children and leave him?
4. What led the Tucks to decide that the spring water was the source of their immortality?
5. How did Tuck prove beyond doubt about his immortality? Do you think he should have done this and why?

Hatchet - Chapter 6

Vocab Bank:-

pulverise: break down into small, fine particles

glacial: relating to the presence of ice, usually from glaciers

twinge: a sharp, sudden pain in a single area

interlace: crossed together tightly and intricately

Questions:-

- Why did Brian choose to set up his shelter close to the lake?
- Brian was so used to food being easily available at home that he was not prepared to find his own in the wilderness. What did he finally do to get food?
- Who did Brian blame for his current predicament? In your opinion, is his thinking reasonable?

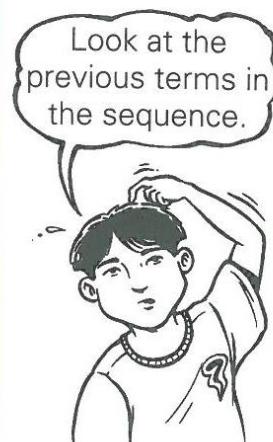
Once - Chapter 6

Chapter Questions:-

1. What do you think this opening sentence means? *Once I walked as fast as I could towards the city to find. Mum and Dad and I didn't let anything stop me. Not until the fire.* (p49)
2. What changes have taken place in Felix (e.g.more cautious, fearful of Nazis) and how do they influence his actions?
3. Felix's choices - do you think Felix did the right thing by a) taking Zelda and b) not telling her the truth about her parents at that point?
4. What other choices did he make for Zelda's benefit?

5 Write a rule to describe each number sequence.

a	13	27	41	55	69	83	
b	129	114	99	84	69	54	
c	3	6	12	24	48	96	
d	2	6	18	54	162	486	
e	1.2	1.7	2.2	2.7	3.2	3.7	
f	98	97.4	96.8	96.2	95.6	95	
g	1	2	4	7	11	16	
h	3	5	8	13	21	34	



6 Write the next 3 numbers in each number sequence.

a	3	6	9	12			
b	2	4	8	16			
c	4	12	36	108			
d	1	8	15	22			
e	1	3	9	27			
f	20	17	14	11			
g	80	75	70	65			

h	208	104	52	26			
i	0	35	70	105			
j	42	57	72	87			
k	28	36	44	52			
l	135	115	95	75			
m	5	17	29	41			
n	25	43	61	79			

7 Extend these sequences. You may need a calculator

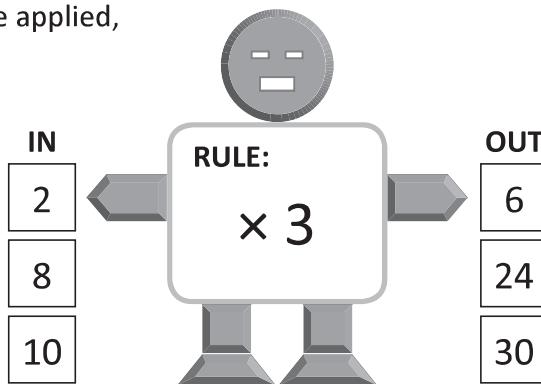
a	12	36	108	324	972			
b	1.25	3.5	5.75	8	10.25			
c	9	54	324	1944				



Patterns and functions – function machines

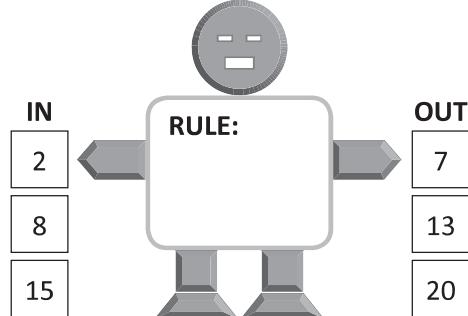
This is a function machine.

Numbers go in, have the rule applied, and come out again.

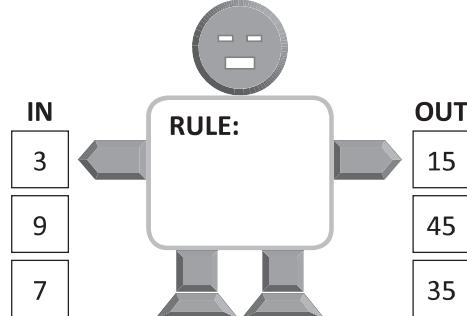


- 1 Look carefully at the numbers going *in* these function machines and the numbers coming *out*. What rule are they following each time?

a

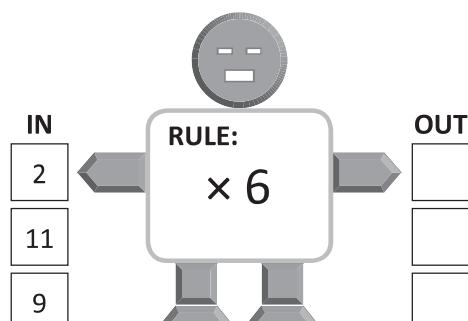


b

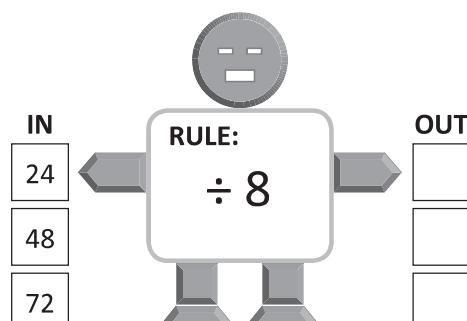


- 2 What numbers will come *out* of these function machines?

a

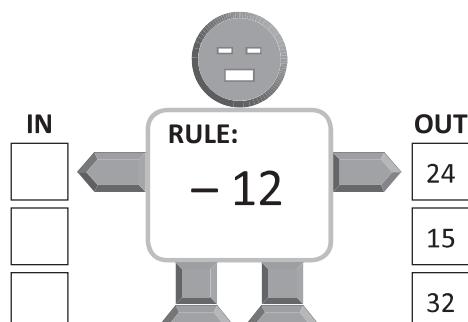


b

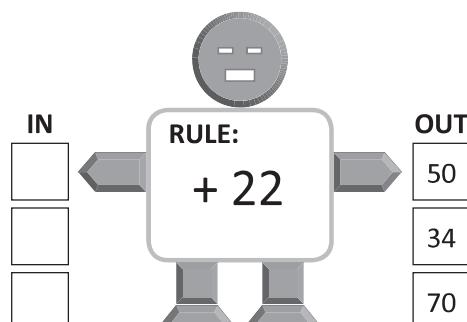


- 3 What numbers go *in* to these number function machines?

a



b



Worked examples 3.03 Number changers

WE1 A number changer has the rule $\text{out} = 3 \times \text{in} + 1$. Fill in the table for the number changer.

In	Out
1	
2	
3	
4	

Think

If **1** is put into the machine, the **out** number is 3 times **1** plus 1.

If **2** is put into the machine, the **out** number is 3 times **2** plus 1, and so on.

WE2 If the rule is $\text{out} = 5 \times \text{in} + 2$ and the **out** number is 57, what is the **in** number?

Think

Out is 57. This is 2 more than 55, so the **in** number multiplied by 5 gives 55. The **in** number must be 11.

Write

$$\text{out} = 3 \times 1 + 1 = 4$$

In	Out
1	4
2	7
3	10
4	13

Write

$$\text{out} = 5 \times \text{in} + 2$$

$$57 = 5 \times \text{in} + 2$$

$$57 - 2 = 55$$

$$5 \times \text{in} = 55$$

$$\text{in} = 11$$

Exercise 3.03 Number changers

WE1 For each of these number changers, copy and complete the table.

a The rule is $\text{out} = 5 \times \text{in} + 3$.

In	Out
2	13
3	
4	
5.1	
6.7	

b The rule is $\text{out} = 2 \times \text{in} - 5$.

In	Out
12	
13	
14	
15	
16.5	

c The rule is $\text{out} = 5 \times \text{in} - 3$.

In	Out
2	
3	
4	
5	
4.5	

d The rule is $\text{out} = 100 - 4 \times \text{in}$.

In	Out
2	
3	
4	
5	
6	

The rule is
 $\text{out} = 5 \times \text{in} + 3$.
So if $\text{in} = 2$,
 $\text{out} = 5 \times 2 + 3$
= 13

e The rule is $\text{out} = 10 \times \text{in} - 5$.

In	Out
2	
3	
4	
5	
6	

f The rule is $\text{out} = \text{in} \times \text{in}$.

In	Out
2	
3	
4	
5	
6	

WE2 For each of these number changers, copy and complete the table.

a The rule is $\text{out} = 5 \times \text{in} - 1$.

In	Out
2	
3	
4	
5	
10	

b The rule is $\text{out} = \text{in} \times 3 + 2$.

In	Out
0	
1	
2	
3	
4	
10	
26	
92	
101	
3002	

c The rule is $B = 2 \times A + 5$.

A	B
0	
1	
2	
10	
45	
105	
205	

d The rule is $B = A \times A + 1$.

A	B
0	
1	
2	
3	
26	
101	
10 001	

3 Which one of the rules A to E below was used to make this table?

In	Out
0	2
1	6

A $\text{out} = \text{in} \times 2 + 3$

B $\text{out} = \text{in} \times 3 + 2$

C $\text{out} = \text{in} \times 4 + 2$

D $\text{out} = \text{in} \times 5 - 3$

E $\text{out} = \text{in} \times 6 - 7$

Using computers

4 Click on the icon to play the Number Changer game with a friend.

