

# GRADE 6: Tuesday 27<sup>th</sup> 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								
<b>Learning intention</b>	<b>Learning intention</b>	<b>Learning intention</b>	<b>Learning intention</b>								
We are learning to develop an in-depth understanding of a text.	We are learning to add depth and detail to our writing to make it more interesting.	We are learning to understand the relationships of number patterns.	We are learning to understand the chemical response emotions have on our bodies								
<b>Success Criteria</b>	<b>Success Criteria</b>	<b>Success Criteria</b>	<b>Success Criteria</b>								
I can identify and explain main events and issues within a text. I can respond to questions using key details and text evidence.	I can use the five senses to add detail and depth. I can use the five w's to add detail and depth.	I can calculate the number pattern and relationship of a given data set. I can explain the rule for a number pattern or sequence.	I can identify different chemicals released in the brain I can outline the impact of chemicals on our bodies and emotions								
<b>Task</b>	<b>Task</b>	<b>Task</b>	<b>Task</b>								
<p><b>*20 minutes of independent reading is still expected to be completed today in addition to today's novel study task.</b></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 to find today's chapters. If you would like to read along with your teacher as they read the chapter, click on the <b>audio link below</b>.</p> <p>Tuck <a href="#">Chapter 8 &amp; 9</a> &amp; <a href="#">Audio</a> Hatchet <a href="#">Chapter 7</a> &amp; <a href="#">Audio</a> Once <a href="#">Chapter 7</a> &amp; <a href="#">Audio</a></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 <b>RACE</b>.</p>	<p>Yesterday we looked at using the 5 senses, 5 w's and powerful adjectives to add depth and detail to our writing. Why? It makes our writing more interesting!</p> <p>Today you will be taking a different passage and improving it. Remember to:</p> <ul style="list-style-type: none"> <li>- Visualise the scene in your mind</li> <li>- Imagine you are there in that moment.</li> <li>- Brainstorm the details</li> <li>- Use the five senses: What did you see, hear, smell, touch, taste?</li> <li>- How did you feel?</li> <li>- Use the 5 w's</li> </ul> <p><b>Passage:</b> <b><i>A small boat in a storm at sea.</i></b> <b><i>It was the perfect morning for a fishing trip. Sam sat in her boat, ready to catch something big. She was determined to win the fishing competition. She cast her rod and waited. Then the sky changed, and the storm hit.</i></b></p>	<p>Using the strategies we applied to yesterday's questions, work your way through each of the 4 sections. Click on this <a href="#">video</a> to refresh your understanding of how to identify a number sequence.</p> <p><b>Section 1</b> Name the rule for the pattern of numbers given.</p> <p><b>Section 2</b> What will the next number in the sequence given?</p> <p><b>Section 3</b> Using the rule given and the starting number, complete the next 3 numbers in the sequence.</p> <p><b>Section 4</b> Identify the pattern with the numbers given and complete the missing numbers in the sequence.</p>	<p>Today we will be continuing on our Resilience Project journey and learning about the actual chemicals that are released in our brains, when they are triggered, and how they make us feel.</p> <p>Watch <a href="#">this video</a> that explores some of the chemicals in our brain and how they affect and impact our feelings and emotions.</p> <p>Use what you learnt in the video, as well as some extra information from <a href="#">this slide</a>, to complete a table that explains <u>dopamine</u>, <u>serotonin</u>, <u>oxytocin</u> and <u>adrenaline</u> using the following prompts:-</p> <ul style="list-style-type: none"> <li>- What is it?</li> <li>- When do we feel it?</li> <li>- How does it affect our bodies?</li> </ul> <p>Here is an example of how you could complete this task in your book or netbook:</p> <table border="1" data-bbox="1659 1313 2154 1546"> <thead> <tr> <th></th> <th>Serotonin</th> </tr> </thead> <tbody> <tr> <td>What?</td> <td>The happiness hormone</td> </tr> <tr> <td>When?</td> <td>Exercise, sunlight, remembering happy events</td> </tr> <tr> <td>How?</td> <td>It regulates our mood, helps us sleep, and even improves our memory and ability to learn!</td> </tr> </tbody> </table>		Serotonin	What?	The happiness hormone	When?	Exercise, sunlight, remembering happy events	How?	It regulates our mood, helps us sleep, and even improves our memory and ability to learn!
	Serotonin										
What?	The happiness hormone										
When?	Exercise, sunlight, remembering happy events										
How?	It regulates our mood, helps us sleep, and even improves our memory and ability to learn!										

**R** **RESTATE THE QUESTION**  
Restate or reword the question and turn it into a statement.

**A** **ANSWER THE QUESTION**  
What is being asked?  
Answer all parts of the question.

**C** **CITE THE SOURCE**  
Tell where you found examples and details in the text.  
In paragraph 2... The text states... The author says...

**E** **EXPLAIN** your response. Give evidence from the text to support your answer. Add your thoughts.  
For example... This shows... This means... I believe...

All classes can access their Novel Study Questions [HERE](#). Just go to the slide that has the questions for your book.

**Task 1: Brainstorm using the 5 senses**  
(Draw the table in your book)

 SIGHT	 HEARING	 TOUCH	 SMELL	 TASTE

**Task 2: Rewrite the passage to improve it**

When you are finished spend what time you have left for your maths on the 'Grade 6 Remote Learning Challenge' on Sumdog. The competition finishes at 3pm today.

Those who would like a challenge and Mr Sutherland's Maths workshop go to the 'Too Easy' section.

That is just an example for one of the chemicals. You should be doing the same or similar for all four underlined above.

*Remember: The way we feel on the outside is often a reflection of what's happening on the inside. If we can learn to identify how we are feeling, we can get better at identifying what we can do to feel better!*

**Too hard?**

Complete each question as best that you can. Read along with your teacher by listening to your chapter's audio.

**Too hard?**

Stuck for some vocabulary to bump up the passage- here are some suggestions: **thunder booming, tiny wooden boat, excited, carefully, patiently, fish nibbling**

**Too hard?**

Complete at least the first row of [Section 1](#), [Section 2](#), and [Section 3](#). Have a go at the other questions and some of section 4.

**Too hard?**

Make sure you use the example in the lesson plan to help you start your activity. If you get stuck, you can share ideas with a classmate or post a question on your Inquiry Channel.

**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.

**Too easy?**

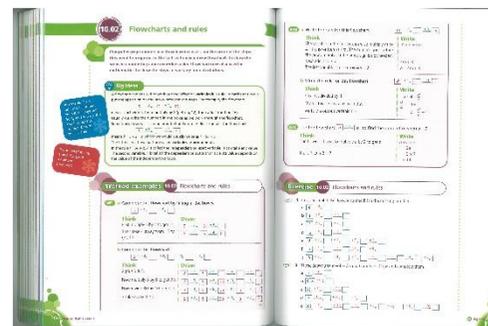
Make sure you are using the five senses and are including figurative language.

**Too easy?**

Complete all questions from [Section 4](#). Open the pages on [Flowcharts and Rules](#). Read the work examples of how to apply an operation to a number sequence and how that number changes with each step. Write up the sequence, operation and answers for each of question 1 and 2.

**Too easy?**

You might like to do some extra research on the way dopamine, oxytocin and serotonin affect our emotions and our bodies. We have already started learning about these in class and why they help make us feel good!



**Don't have \_\_\_\_\_?**

Don't have access to your class novel? Respond to one of the following questions for your own independent reading book.

**Don't have \_\_\_\_\_?**

Complete task as set.

**Don't have \_\_\_\_\_?**

Complete tasks as set.

**Don't have \_\_\_\_\_?**

No extra materials or resources or required for this lesson. This activity can be completed in an exercise book or on your netbook.

<p>Make sure you use text evidence in your response. <b><i>(Choose a different option to yesterday).</i></b></p> <ul style="list-style-type: none"><li>- Describe one event that has happened and why it is significant for your book.</li><li>- 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?</li><li>- 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.</li></ul>			<p>If you can't access the video, it's okay – just use the example from the lesson plan when you complete the activity!</p>
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# Tuck Everlasting

## Chapter 8 & 9 Questions:-

1. Mae said to Winnie, “We’ll bring you back tomorrow. All right?” Winnie answered, “All right.” In your opinion, what would have happened if Winnie had answered, “No”?
2. Describe the way the Tucks make Winnie feel.
3. In addition to Winnie, who heard the whole story about the spring? Predict what he will do.
4. The long journey exhausted Winnie. How did Mae and Miles help?
5. Upon seeing Winnie, Tuck smiled. Why was this unusual?

# Hatchet - Chapter 7

## Vocab Bank:-

Find the dictionary meaning for these words.

**crude (p67), gorge (p69), receded (p66), fierce (p 68)**

## Questions:-

- What effect did eating so many berries have upon Brian?
- What sight caused Brian to “do nothing, think nothing”? In your opinion, why wasn't Brian harmed?
- Brian thought that the danger in a city park at night was worse than the danger he faced in the woods. Do you agree or disagree? Explain.

# Once- Chapter 7

## Chapter Questions:

1. What do you think this opening sentence means? *Once I woke up and I was at home in bed. Dad was reading me a story about a boy who got left in an orphanage. Mum came in with some carrot soup. They both promised they'd never leave me anywhere. We hugged and hugged. (p57)*
2. How does Felix answer his own question - *'Why would the Nazis make people suffer like this just for the sake of some books?'* (p64) Why is this a turning point?
3. Displacement - think about the many things the people forced to travel on the road had to abandon. Apart from material possessions, what else would they have had to leave behind? (e.g. other people, businesses, family heirlooms, pets, freedom, wealth etc . . .)
4. What could they bring with them? (e.g. spiritual beliefs, knowledge, loved ones etc . . .)

What is the rule  
for this pattern?

13, 16, 19, 22, 25...

What is the rule  
for this pattern?

42, 40, 38, 36...

What is the rule  
for this pattern?

35, 40, 45, 50...

What is the rule  
for this pattern?

15, 17, 19, 21...

What is the rule  
for this pattern?

19, 16, 13, 10...

What is the rule  
for this pattern?

1, 2, 4, 7, 11, 16...

What is the rule  
for this pattern?

2, 4, 8, 16, 32...

What is the rule  
for this pattern?

1, 5, 25, 125, 625...

What is the rule  
for this pattern?

50, 100, 150, 200...

<p>What are the missing numbers in this pattern?</p> <p>6, 9, __, 15, 18, __, 24, 27</p>	<p>What are the missing numbers in this pattern?</p> <p>1, 2, 4, __, 11, __, 22, 29</p>	<p>What are the missing numbers in this pattern?</p> <p>3, 6, __, 24, __, 96, 192</p>
<p>What are the missing numbers in this pattern?</p> <p>12, 16, __, 24, 28, __, 36</p>	<p>What are the missing numbers in this pattern?</p> <p>27, 36, __, 54, 63, __, 81</p>	<p>What are the missing numbers in this pattern?</p> <p>36, 32, __, 24, 20, __, 12</p>

# Too Hard Task

Finish the pattern according to the rule: Add 8.  13, __, __, __	Finish the pattern according to the rule: Subtract 3.  86, __, __, __	Finish the pattern according to the rule: Multiply by 2.  1, __, __, __
Finish the pattern according to the rule: Add 16.  21, __, __, __	Finish the pattern according to the rule: Multiply by 3.  1, __, __, __	Finish the pattern according to the rule: Add 75.  20, __, __, __
Finish the pattern according to the rule: Subtract 15.  90, __, __, __	Finish the pattern according to the rule: Subtract 9.  100, __, __, __	Finish the pattern according to the rule: Add 31.  77, __, __, __

What is the next number in this pattern?  18, 24, 30, 36, __	What is the next number in this pattern?  21, 28, 35, 42, __	What is the next number in this pattern?  64, 56, 48, 40, __
What is the next number in this pattern?  126, 128, 130, 132, __	What is the next number in this pattern?  36, 45, 54, 63, __	What is the missing number in this pattern?  37, 49, 61, __, 85

Finish the pattern according to the rule: Add 8.  13, __, __, __	Finish the pattern according to the rule: Subtract 3.  86, __, __, __	Finish the pattern according to the rule: Multiply by 2.  1, __, __, __
Finish the pattern according to the rule: Add 16.  21, __, __, __	Finish the pattern according to the rule: Multiply by 3.  1, __, __, __	Finish the pattern according to the rule: Add 75.  20, __, __, __
Finish the pattern according to the rule: Subtract 15.  90, __, __, __	Finish the pattern according to the rule: Subtract 9.  100, __, __, __	Finish the pattern according to the rule: Add 31.  77, __, __, __

What are the missing numbers in this pattern?

6, 9, \_\_\_\_, 15, 18, \_\_\_\_, 24, 27

What are the missing numbers in this pattern?

1, 2, 4, \_\_\_\_, 11, \_\_\_\_, 22, 29

What are the missing numbers in this pattern?

3, 6, \_\_\_\_, 24, \_\_\_\_, 96, 192

What are the missing numbers in this pattern?

12, 16, \_\_\_\_, 24, 28, \_\_\_\_, 36

What are the missing numbers in this pattern?

27, 36, \_\_\_\_, 54, 63, \_\_\_\_, 81

What are the missing numbers in this pattern?

36, 32, \_\_\_\_, 24, 20, \_\_\_\_, 12

Computer programmers use flowcharts to work out the order of the steps they need to program. In the last section you drew flowcharts to show the steps in completing some everyday tasks. Flowcharts are also used in mathematics to show the steps in working out calculations.

### Big ideas

A flowchart can be used to work out the effect on variables in a rule. In mathematics we put the operation on the arrow between the steps. For example, the flowchart

$$\boxed{6} \xrightarrow{\times 2} \boxed{12} \xrightarrow{+4} \boxed{16}$$

means start with 6, then multiply by 2 (getting 12), then add 4 (getting 16).

Usually we write the numbers in the boxes as we work through the flowchart.

Sometimes flowcharts can be used to build up rules. For example, the flowchart

$$\boxed{k} \xrightarrow{\times 5} \boxed{\phantom{0}} \xrightarrow{+2} \boxed{r}$$

means  $k \times 5 + 2 = r$ , which we would usually write as  $r = 5k + 2$ .

The letters in a flowchart are called **variables** or **pronumerals**.

In the rule  $r = 5k + 2$ ,  $k$  is called the **independent** or **input** variable. It can take any value. The second variable,  $r$ , is called the **dependent** or **output** variable. Its value depends on the value of the independent variable.

In any rule, if no operation is stated, then it is always times. So  $3y$  means  $3 \times y$ . It is usual to put the number before the variable.

'Pronumeral' means 'stands for (pro) a number (numeral)'.

### Worked examples 10.02 Flowcharts and rules

**WE1 a** Complete this flowchart by filling in the boxes.

$$\boxed{5} \xrightarrow{\times 3} \boxed{\phantom{0}} \xrightarrow{-4} \boxed{\phantom{0}}$$

#### Think

First multiply 5 by 3 to get 15. Then take 4 away from 15 to get 11.

#### Draw

$$\begin{array}{l} \boxed{5} \xrightarrow{\times 3} \boxed{15} \xrightarrow{-4} \boxed{\phantom{0}} \\ \boxed{5} \xrightarrow{\times 3} \boxed{15} \xrightarrow{-4} \boxed{11} \end{array}$$

**b** Complete this flowchart.

$$\boxed{2} \xrightarrow{+3} \boxed{\phantom{0}} \xrightarrow{\times 6} \boxed{\phantom{0}} \xrightarrow{+10} \boxed{\phantom{0}} \xrightarrow{-3} \boxed{\phantom{0}}$$

#### Think

2 plus 3 is 5.  
Now multiply 5 by 6 to get 30.  
Now divide 30 by 10 to get 3.  
3 take away 3 is 0.

#### Draw

$$\begin{array}{l} \boxed{2} \xrightarrow{+3} \boxed{5} \xrightarrow{\times 6} \boxed{\phantom{0}} \xrightarrow{+10} \boxed{\phantom{0}} \xrightarrow{-3} \boxed{\phantom{0}} \\ \boxed{2} \xrightarrow{+3} \boxed{5} \xrightarrow{\times 6} \boxed{30} \xrightarrow{+10} \boxed{\phantom{0}} \xrightarrow{-3} \boxed{\phantom{0}} \\ \boxed{2} \xrightarrow{+3} \boxed{5} \xrightarrow{\times 6} \boxed{30} \xrightarrow{+10} \boxed{3} \xrightarrow{-3} \boxed{\phantom{0}} \\ \boxed{2} \xrightarrow{+3} \boxed{5} \xrightarrow{\times 6} \boxed{30} \xrightarrow{+10} \boxed{3} \xrightarrow{-3} \boxed{0} \end{array}$$

**WE2 a** Write the rule for this flowchart.

$$\boxed{m} \xrightarrow{\times 4} \boxed{\phantom{0}} \xrightarrow{+3} \boxed{n}$$

#### Think

The variable in the first box is  $m$ , so multiply  $m$  by 4. This is written as  $4m$ . The number goes before the pronumeral and the times sign is not needed. Next add 3 to  $4m$ . The last variable is  $n$ , so  $n = 4m + 3$ .

#### Write

$$\begin{aligned} m \times 4 &= 4m \\ 4m + 3 & \\ n &= 4m + 3 \end{aligned}$$

**b** Write the rule for this flowchart.

$$\boxed{d} \xrightarrow{+4} \boxed{\phantom{0}} \xrightarrow{-11} \boxed{z}$$

#### Think

$d$  is first divided by 4. Then 11 is taken away to find  $z$ . Write the output variable first.

#### Write

$$\begin{aligned} d + 4 &= \frac{d}{4} \\ \frac{d}{4} - 11 &= z \\ z &= \frac{d}{4} - 11 \end{aligned}$$

**WE3** Use the flowchart  $\boxed{a} \xrightarrow{\times 2} \boxed{b}$  to find the value of  $b$  when  $a = 7$ .

#### Think

The flowchart says to multiply  $a$  by 2 to get  $b$ .

If  $a$  is 7,  $b$  is  $2 \times 7$ .

#### Write

$$\begin{aligned} b &= a \times 2 \\ &= 2a \\ &= 2 \times 7 \\ &= 14 \end{aligned}$$

### Exercise 10.02 Flowcharts and rules

**WE1 1** Copy each of these flowcharts and fill in the missing numbers.

a  $\boxed{6} \xrightarrow{\times 3} \boxed{\phantom{0}}$

b  $\boxed{4} \xrightarrow{\times 2} \boxed{\phantom{0}} \xrightarrow{+3} \boxed{\phantom{0}}$

c  $\boxed{3} \xrightarrow{\times 4} \boxed{\phantom{0}} \xrightarrow{-3} \boxed{\phantom{0}}$

d  $\boxed{12} \xrightarrow{\times 6} \boxed{\phantom{0}} \xrightarrow{-6} \boxed{\phantom{0}}$

e  $\boxed{2} \xrightarrow{\times 3} \boxed{\phantom{0}} \xrightarrow{+4} \boxed{\phantom{0}} \xrightarrow{+5} \boxed{\phantom{0}} \xrightarrow{\times 2} \boxed{\phantom{0}}$

f  $\boxed{5} \xrightarrow{\times 9} \boxed{\phantom{0}} \xrightarrow{-5} \boxed{\phantom{0}} \xrightarrow{+4} \boxed{\phantom{0}} \xrightarrow{-8} \boxed{\phantom{0}}$

g  $\boxed{6} \xrightarrow{+3} \boxed{\phantom{0}} \xrightarrow{\times 2} \boxed{\phantom{0}} \xrightarrow{+6} \boxed{\phantom{0}} \xrightarrow{+4} \boxed{\phantom{0}} \xrightarrow{\times 3} \boxed{\phantom{0}} \xrightarrow{+4} \boxed{\phantom{0}} \xrightarrow{+5} \boxed{\phantom{0}}$

**WE1 2** These flowcharts involve decimal numbers. Copy and complete them.

a  $\boxed{7} \xrightarrow{+4} \boxed{\phantom{0}}$

b  $\boxed{8.18} \xrightarrow{\times 0.2} \boxed{\phantom{0}}$

c  $\boxed{92} \xrightarrow{+10} \boxed{\phantom{0}} \xrightarrow{+7.7} \boxed{\phantom{0}}$

d  $\boxed{2} \xrightarrow{\times 0.3} \boxed{\phantom{0}} \xrightarrow{+0.4} \boxed{\phantom{0}} \xrightarrow{+5} \boxed{\phantom{0}}$

e  $\boxed{101} \xrightarrow{-14} \boxed{\phantom{0}} \xrightarrow{+0.3} \boxed{\phantom{0}} \xrightarrow{+2} \boxed{\phantom{0}} \xrightarrow{+5} \boxed{\phantom{0}} \xrightarrow{+25} \boxed{\phantom{0}} \xrightarrow{+8} \boxed{\phantom{0}} \xrightarrow{+100} \boxed{\phantom{0}}$

# Chemicals, Feelings & Emotions

Chemicals occur naturally in our body, and they are produced by our brain when we feel different ways or do different things. This means that when you are feeling sad or stressed or excited on the outside, there are chemical reactions and responses going on, on the inside!

**Dopamine:** This is known as the 'feel good' hormone in our brain. It makes us feel happy and satisfied, and it can be released when we exercise, laugh, listen to music, meditate, spend time with our friends, and get a good night's sleep.

**Serotonin:** This is sometimes called the 'happiness' hormone. It helps to regulate our mood and makes us feel content and calm, and it can help us sleep better and learn better. Exercise, sunshine and even a massage will trigger a release of serotonin in your brain.

**Oxytocin:** This is referred to as the 'cuddle' hormone, and it is released when we kiss, cuddle, hug and high five the people we care about. It makes us feel relaxed and safe, and it is why you feel so good when you get a cuddle from your parents. Oxytocin helps us build trust and empathy.

**Adrenaline:** This is the 'fight or flight' hormone that gets our bodies ready for action. It makes our hearts pound and our lungs work faster, and it can even make us sweat. Adrenaline is released when we are in stressful situations like before a speech or big game, or during emergencies.