

GRADE 6: Wednesday 7th October

Notes for today: All students to complete the [daily check in](#) before the 9.30am Teams call.
Complete all tasks in your One Note workbook, if completed on paper upload an image to One Note.

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>Complete all tasks in you <u>Week 1 Reading Page</u> in OneNote.</p> <p>Today we will be reading Chapter 2.</p> <p>Today you are going to be focussing on analysing a main character in a novel. You will be thinking about the information the author gives you about 'Jess'. Think about his personality, appearance, interests, goals, his family and relationships.</p> <p>Before you read chapter 2, think about what you have learnt about Jess in chapter 1 and add to the table.</p> <p>Then, open Chapter 2- Leslie Burke and read. While reading, any time you learn something about Jess, stop and add the quote to your character table and explain what this tells you about him.</p> <p>Once complete write a short summary of what has happened using the 5W- who, what, when, where, why and how.</p> <p>Once you have filled in the character chart there are two questions for you to answer.</p>	<p>Note: Your teacher will be sharing and comparing some examples of strong writing in your Daily Call today to give you some clear ideas and examples of what to include in your own writing!</p> <p>Complete the Instead Of... activity on your Week 1 Writing Page on OneNote by replacing the personal tone in the passages with an impersonal tone.</p> <p><i>Use the following quick guide to persuasive statements to assist in what to include and avoid in your Instead Of... activity.</i></p> <p>Include:-</p> <ul style="list-style-type: none"> - 'We must...' statements - 'It is clear...' statements - 'This shows...' statements <p>Avoid:-</p> <ul style="list-style-type: none"> - 'I believe...' statements - 'You should...' statements - 'I hope you...' statements <p>This can be an important tool in persuasive writing because it shows that an idea or issue is bigger than just your own personal</p>	<p>We are learning how to calculate elapsed time.</p> <p>I can apply my knowledge of how to calculate elapsed time to worded problems.</p> <p>Elapsed time is calculating the period of time that has occurred between two points. To calculate what the time was or is going to be, we will need starting time then to either add (after, past) or subtract (before) the period of time from that starting point.</p> <p>Watch each of these short videos to explain how to calculate these time movements.</p> <p>Adding time to a start time</p> <p>Subtracting time from a start time.</p> <p>After watching the video; Click on the Secret Agent Quiz and read the instructions carefully before completing. The starting time you are given is in 12-hour time (digital) and will say if it is morning or the afternoon; all answers need to be given in 24-hour time.</p> <p>When you have completed your cards log on to Mathletics and complete the modules set. (View Tuesday's Answers)</p> <p>Main Task , Too Hard, Too Easy</p>	<p>We are learning to understand what a healthy friendship is.</p> <p>I can understand healthy habits to make friends.</p> <p>I can explain what a good or bad friendship looks like.</p> <p>As we get older, our friendships change. The things you talk about, do together and rely on each other for become different. It is important to check up on your friendships and make sure they are still meeting your needs.</p> <p>Watch today's video about what good friends do, and think about your own friendships. You can find a link to the presentation here.</p> <p>Fill out the worksheet on your Week 1 Inquiry Page to show what a good friend does and does not look like.</p> <p>Then, make a poster to advertise one of your friends who is an amazing friends, include a drawing or picture and captions explaining how they are a great friend and post a photo of it or copy of it underneath the worksheet on One Note. A template for this task can be found on One Note.</p>

Remember to use RACE, write in complete sentences and include <i>text evidence</i> .	opinion, which can create a bigger impact on your writing.		
Too hard?	Too hard?	Too hard?	Too hard?
Listen along to the audio for chapter 2 . Pause and rewind if you get confused or miss a part. Task: Only write a summary of the chapter. Optional: Answer as many questions as you can.	Choose at least four of the statements to re-write in your Instead Of... activity. You might like to work through these together with a classmate or send them to your teacher on Teams to see how you went!	View both the videos in full. Complete questions 1-8 of the Secret Agent Quiz questions, and have a go at 9—16. Complete your Mathletics modules.	N/A
Too easy?	Too easy?	Too easy?	Too easy?
Write a detailed summary to describe what happened in the chapter, using text evidence and quotes from the chapters to help you reveal what you now know about the story. Use Race and include multiple examples to support your response for each question.	Underline or highlight the sections in each Instead Of... statement that makes it <u>less persuasive</u> than it could be. After re-writing the statements using impersonal language, rank them as <u>most persuasive</u> (1 to 6).	Complete all questions of your Secret Agent Quiz questions before beginning your Mathletics modules.	N/A
Don't have _____?	Don't have _____?	Don't have _____?	Don't have _____?
Click on this link to access today's tasks.	Follow the links on this page and send your teacher an email of your activity if you are not using Teams so they can see how you went.	Complete all tasks as assigned.	