


GRADE 6: Wednesday 9th June

DAILY CHECK IN: <https://forms.gle/TcW76nhy2xRnZxgZ6>

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
We are learning to develop an in-depth understanding of a text.	We are learning to brainstorm a range of interesting and engaging ideas for writing.	We are learning to understand different perspectives.	We are learning to understand how and why a bill is proposed.
Success Criteria	Success Criteria	Success Criteria	Success Criteria
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 create a list of ideas, events and issues to write about. I can include key words, details and feelings in my brainstorm.	I can imagine views of objects from different physical perspectives.	I can create a proposal for a new law.
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>Holes Chpt 38-40 & Audio Hatchet Chpt 14 & Audio Once Chapter 16 & 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 you will be completing a Writer's Notebook entry (in your workbook). You will be completing a See/Think/Wonder chart for the following image: You need to write down dot points for:</p> <ul style="list-style-type: none"> - What you can see/feel when looking at the image - What you are wondering about the image - What you are thinking about the image <p>Aim to include at least 5 points for each section of your see/think/wonder chart.</p>  <p>See an example below of what this will look like in your workbook:</p>	<p>We are looking at bird's eye view perspective. A bird's eye view is looking down on an item from above, the item will have a very different view. For example you would only be able to see the top of the table not the legs and it would be drawn as a rectangle.</p> <p>Task 1 Find 5 very different items and draw a front and top view of each one. Label each one.</p> <p>Task 2 Draw a Birds eye view of your bedroom. Remember to include all the items as they would be seen from your roof. Draw each of them to scale, meaning that if your bed is twice as big as your desk, they will not be the same size in your drawing. Here is a video and example below to help you. You can colour it and use a ruler or straight edged item for your lines.</p>	<p>Making Laws Following yesterday's lesson about how a law is made, today you need to propose a bill that could be made into a law for our Wizard World. A law is passed for one of the following reasons:</p> <p><u>Fix things</u> - Think about some possible problems in the wizard world that might need fixing (e.g. the misuse of magic, inappropriate invisibility.) <u>To protect</u> - Think about someone or something in the wizard world that might need help (e.g. disabled wizards, disadvantaged wizard schools.) <u>Make things fair</u> - Think about things in the wizard world that are not fair (e.g. some wizards have many broomsticks, some have none.)</p> <p>Task 1: Making a Bill What you need to do, write this in your book</p> <ol style="list-style-type: none"> 1. Think a problem that needs fixing or help (for example their there are no regulations around flying broomsticks) 2. Once you have your problem area think about 2 or 3 things the government do to make the law to improve it. (e.g. age, speed flying, kinds of brooms)

<i>Don't have _____?</i>	<i>Don't have _____?</i>	<i>Don't have _____?</i>	<i>Don't have _____?</i>
<p>Don't have access to your class novel? Respond to one of the following reading responses for your own independent reading book.</p> <p>Book Club Journal Sentence Starters Summarising</p> <p>Readers identify the most important ideas of what they read and restate them in their own words.</p> <ul style="list-style-type: none"> - The text is mainly about... - The author's most important ideas were... - The basic gist is... - The key information is... - I read about... - Big events that happened were... 	<p>Complete task as assigned in your workbook.</p>	<p>Complete tasks as written.</p>	<p>Complete the activities as written.</p>

Holes- Chapters 38-40

Chapter Questions:-

1. What did Stanley find when he dug a hole in the soggy soil in the gully?
2. What do you think made Zero tell Stanley the truth about Clyde Livingston's shoes?
3. Why does the story shift back to the story of Sam saying, "Onions!."
4. What themes are obvious in Chapter 40 and how are they shown by the author?

Once - Chapter 16

Chapter Questions

- Once again, a book is a saviour in this chapter. Explain how, and explain how such a small act by Felix has such a big impact to the people on the train.
- Even though Barney and the others chose not to risk it, not all hope is lost for them. What does Barney still have with him, and why are they so important?
- “If you see my mum and dad will you tell them I love them and I know they did their very best?” (p. 148) What does Felix admit by saying this to Barney? What does it show that he has realised?

Hatchet- Chapter 14

Use a dictionary to define the words.

sulfurous (p123), vital (p122), impaired (p123)

Answer the comprehension questions in your own books.

1. Do you agree with Brian's conclusion that mistakes were more serious in his situation than in the city. Explain why?
2. What lessons did the skunk teach Brian?
3. Explain Brian's solution for storing fish.