

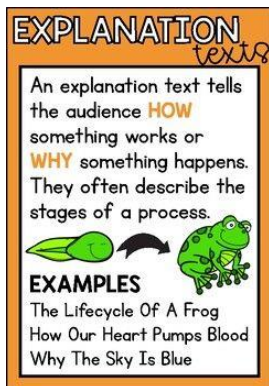


- LOCKDOWN GRID – 56 Team 11<sup>th</sup> - 15<sup>th</sup> October 2021

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p><b>Reading</b> <b>9 – 9:50</b> <b>Summarising</b></p> <div> <p><b>Summarising</b> A summary retells the main events of a text in a shorter version</p>  </div>	 <p>This week we are focusing on: <b>Summarising</b> This is when we explain an idea in a shortened form.</p> <p>Locate the article: <b>Earthquake hits Newcastle</b></p> <p>What information can you gather from the picture? Can you find any key words in the article?</p> <p>Locate: Question Placemat – Fill in the sections (Who, What, When, Where, Why)</p> <p>This will help you to write a summary of the text.</p>	<p>Today we will continue to focus on <b>summarising</b> and how this can be used to help us understand what we are reading.</p> <p>When we read through a text, we need to find key words or phrases that can be used to assist with our own summary.</p> <p>Locate the article: <b>Earthquake</b></p> <p>Skim the article for key words / phrases. Write a list of what these are. From the pictures, explain what you can see.</p> <p>Read the article. What information can you write about this using your list of key words / phrases?</p> 	 <p>Today we will continue to focus on <b>summarising</b> and how this can be used to help us understand what we are reading.</p> <p>When we read through a text, we need to find key words or phrases that can be used to assist with our own summary.</p> <p>Locate the article: <b>Tectonic Plates Facts</b></p> <p>Read through this article and record any key words / phrases you notice while you are reading. Use the diagrams to help gather information.</p> <p>Summarise the reading into 2 paragraphs? Remember to use technical language (tier 3 words) in your summary.</p>	<p>Today you are going to become a reporter.</p> <p>Locate the article: <b>Massive 7.2 magnitude Indonesian earthquake rocks Darwin and forces residents to flee</b></p> <p><b>Write a headline:</b> <i>The headline of a news story is written to give people an idea of the story. It also should catch people's attention and make them want to read the story.</i></p> <p>Imagine that you are a reporter for Kids News. You have been asked to choose four interesting things in today's story. Each item will be turned into a story of its own. Your job is to write an interesting and catchy headline for each story.</p> 	<p>Read the following text about <b>Australia Day</b></p> <p>Australia Day is on January 26 each year, we come together as a nation to celebrate how good it is to be Australian. We also identify some of the great things about our country. We also remember Indigenous Australians and acknowledge them as the original owners of the land, before British settlement in 1788. On Australia Day, some people from other countries who currently enjoy living in Australia, become Australian citizens. This takes place at special citizenship ceremonies. Most people in Australia celebrate Australia Day by attending one of the many public events in their local community. These include concerts, fireworks, awards ceremonies and fundraising events. On Australia Day, people like to display Australian flags outside their houses, or on their cars. It is a wonderful day to spend time with family and friends. Many people enjoy a traditional</p>

					<p>Australian barbeque on Australia Day.</p> <p>Task: Using a mind map, identify some of the key words from this article.</p>  <p>If you were to explain Australia Day to another person, what would you tell them?</p> <p>What are some of the ways we celebrate Australia Day?</p> <p>How do you celebrate Australia Day?</p> 
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**Writing**  
**10 – 10:50**  
**Explanation**



**Spelling**

Today we are exploring **unique spelling patterns**

- Eigh (Weight)
- Ough (drought)
- Augh (Draught)

**Task:** Look through any text available. (hardcopy or online)

Locate examples of words that contain the above spelling patterns.

Write these down in a Google Doc or in your work book.

What do you notice about words with same spelling pattern and how they sound?

Eg: **thought, rough, though.**

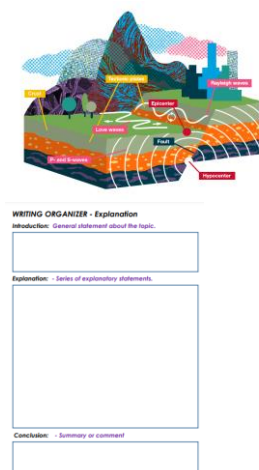
Notice how they have the same spelling pattern but sound different!

**Task 2:** There are 9 different pronunciations of the selling patter **ough**. Can you think of an example for each one?

**Explanation**

Your job today is to create a plan based off your chosen topic (look below)  
You will use a graphic organiser to plan your ideas.

'Tuesday Explanation Plan'



**Task:** you are going to pick the following topic and create your plan. Be sure to research your topic. Your plan can be completed in simple dot points.

**Topics to choose from:**

What causes a Tsunami?  
What causes a volcano to erupt?  
What causes a cyclone?

**Explanation**

Today you are going to write an introduction.

A good introduction

- Introduces the topic
- Grabs the audience attention
- Provides essential content

Discuss why the following statement is an effective introduction to an explanation text.

'The earth has a limited amount of water. The water keeps going around and around in what we call the "Water Cycle"

**Task:** You will now write up your introduction for your topic.

**Explanation**

Today you are going to write the 'description' part of your explanation text

This is where we explain the sequence of events or the 'why or the how'.

Focus on 3 paragraphs, otherwise you'll get overwhelmed. Each paragraph is usually organised in subcategories or subheadings and needs follow a logical order.

Each paragraph is supported with the 'how' or 'why' details.

We need to make sure we include:

- Subheadings
- Paragraphs
- Present tense
- Technical vocabulary
- Conjunctions to extend ideas and add detail
- Time connectives (eventually, after, before etc.)
- Diagrams or photos - which might have labels

**Task:** You will now write up your description for your topic.

**Explanation**

Today you are going to write the 'conclusion' part of your explanation

The conclusion paragraph should:

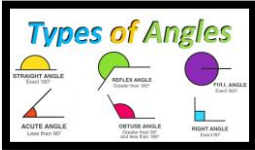

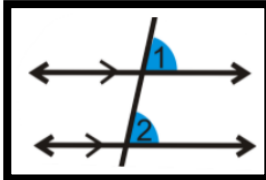
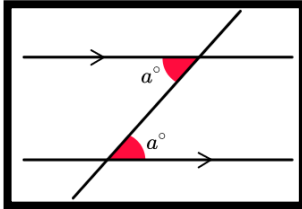
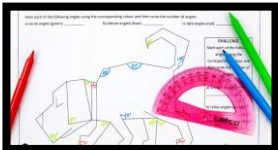
- **restate your topic,**
- **summarise the key supporting ideas you discussed throughout the work**
- **offer your final impression on the central idea.**

Look at the following statement and discuss why this is an effective conclusion.

**'No animal or plant can survive without water. For this reason, the Water Cycle is one of the most important natural processes on our planet.'**

**Task:** You will now write up your conclusion for your topic.

		What causes an earthquake?			
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<p><b>Numeracy 11 – 11:50 Geometric Reasoning</b></p>	<p><b>Measurement and Geometry - Geometric Reasoning</b></p> <p>Your job today is to use the knowledge you learnt from last week's Numeracy lessons to locate, identify and label various angles.</p> <p><b>Task:</b> Complete the Monday numeracy activity. <b>'Identifying Angles'.</b></p> 	<p><b>Measurement and Geometry - Geometric Reasoning</b></p> <p>Your job today is to become artistic in order to create and measure angles in a fun way using a protractor.</p> <p><i>*If you do not have a protractor, there is a printed version you can use in the work booklet*</i></p> <p><b>Task:</b> Complete the Tuesday numeracy activity. <b>'Looking for Angles in Letters'.</b></p> 	<p><b>Measurement and Geometry - Geometric Reasoning</b></p> <p>Your job today is to learn about <b>'Corresponding Angles'</b></p> <p><i>Corresponding Angles occur when two parallel lines are both intersected (crossed) by a straight line on any angle.</i></p> <p><b>Task:</b> Complete the Wednesday numeracy activity. <b>'Finding Corresponding Angles'.</b></p> 	<p><b>Measurement and Geometry - Geometric Reasoning</b></p> <p>Your job today is to learn about <b>'Alternate Angles'</b></p> <p><i>Alternate Angles occur when two parallel lines are both intersected (crossed) by a straight line on any angle.</i></p> <p><b>Task:</b> Complete the Thursday numeracy activity. <b>'Finding Alternate Angles'.</b></p> 	<p><b>Measurement and Geometry - Geometric Reasoning</b></p> <p>Your job today is to become artistic in order to create and measure angles in a fun way using a protractor.</p> <p><i>*If you do not have a protractor, there is a printed version you can use in the work booklet*</i></p> <p><b>Task:</b> Complete the Friday numeracy activity. <b>'Making Pictures with Angles'.</b></p> 
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**Integrated Earthquakes Not compulsory**

## Understanding Earthquakes and their scales

Today you will learn about earthquakes and the scales that are used to measure the severity of them.

Read the information in the text titled **'Reporting Earthquakes'**.

Once you have read this information, write down 5 interesting/important facts from each subheading to show what you have learnt.

## How and why do earthquakes occur?

Today we will learn about how and why earthquakes occur.

Read the below summary.

Infer what this looks like.

Draw a picture/diagram of this happening to the best of your ability in your book.  
Add colour and label the diagram.

An earthquake is the sudden movement of Earth's crust. Earthquakes occur along fault lines which are cracks in the Earth's crust where tectonic plates meet. Tectonic plates are a massive, irregularly shaped slabs of solid rock, usually thousands of kilometres wide. Earthquakes occur where plates are spreading, slipping, or colliding. As the plates grind together, they get stuck and pressure builds up, ultimately causing earthquakes of various strengths.

## Create your own makeshift earthquake

Today you are going to demonstrate to your family what an earthquake looks like when it occurs.

You will need:

- 2 shoe boxes (same height) on a table/chair
- Lego building or something that can sit tall – sit it half way over each box- where the 2 boxes meet
- Toys that can be put onto both the shoe boxes.

You are going to imitate a fake earthquake.  
Slowly shake the table/chair that your boxes are on.

The fault line (the crack between the 2 boxes) will start to shift slowly. Slowly start to move the table or chair faster and with some more strength. You will notice that the building sitting on the fault line and other surroundings things will start to move or even fall. Describe in your own words what you saw happen.

## Layers of Earth

What do you know about the layers of the earth?

The earth involves four layers.

**These are:**

**Crust-** most external layer

**Mantle**- under the crust and takes up most space

**Outer Core-** protects the inner core and is below the mantle

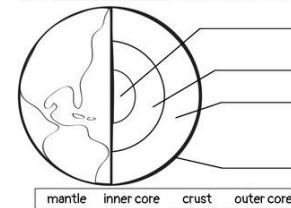
**Inner Core-** inside the outer core and furthest from the crust.

Using these descriptions, draw a circular earth and label the 4 different layers and where you believe they are positioned.

It is important to re-read the descriptions to ensure you have labelled the correct layers in the correct spots.

Give each layer a different colour.

Name: \_\_\_\_\_ I can label the layers of the earth.

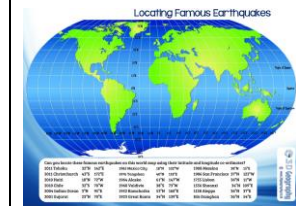


## Locating Famous Earthquakes

Today we will look at a map of the world.  
Refer to worksheet.

This map of the world has latitude and longitude coordinates of some of the world's most famous earthquakes.

Follow the co-ordinate directions and put a mark on the map with the earthquake name next to it.



Once you have completed the above task, answer these questions.

What were you doing when the earthquake hit Melbourne during the school holidays?  
What did you hear and see?  
How did it make you feel?