JPPS Year 6 - Home Learning Stage 3 - Term 4 - Week 3

Please note: This is only an Overview. Students are sent a daily learning plan on google classroom each day where they will complete their work.

Times are a suggestion based on regular School day	Monday	Tuesday	Wednesday	Thursday	Friday
Suggested Times **Morning Session** **8:55am - 10:55am** (15 minute Crunch and Sip break around 10:00am) Spelling Words: vertex reduce scale perspective equilateral desiccate accumulate accolade succulent accomplish reduction equality accomplishments vertices scaled	9:00 Class ZOOM **English** **Reading** **WALT:** Comprehend a range of different texts. **Success Criteria:** I can read the entire text I can use my background knowledge and textual clues to make an inference I can make connections between texts I've read and my own knowledge **Task:** **Read the following text:**	9:00 Class ZOOM **English** **Reading** **WALT:** Comprehend a range of different texts. **Success Criteria:** I can read the entire text I can use my background knowledge and textual clues to make an inference I can make connections between texts I've read and my own knowledge **Task:** https://www.kidsnews.com.au/health/clever-ads-no-cure-for-vaccine-complacency/news-story/514b47b3a76639fe3e23afc1494097ba Questions: 1.Who drew the cartoon? 2.What are the names of	9:00 Class ZOOM **English** **Reading** **WALT:** Comprehend a range of different texts. **Success Criteria:** I can read the entire text I can use my background knowledge and textual clues to make an inference I can make connections between texts I've read and my own knowledge **Task:** **Read the following text** https://www.k5learning.com/worksheets/reading-comprehension/grade-5-conclusions-inferences-a.pdf **Questions:**	9:00 Class ZOOM **English** **Reading & Viewing** **WALT:** understand how authors use tightening tension in informative texts. **Success Criteria:** I can identify the technique the author has used I can explain the impact it has on the reader **Task:** There are a number of ways to build tension or momentum in an informative text to maintain the reader's interest. Read the following informative picture books aloud to the class: • Anzac Biscuits by Phil Cummings	9:00 Class ZOOM **English** **Reading & Writing** **WALT:** identify, explain and create Tension in informative writing. **Success Criteria:** I can identify where tension occurs in a text. I can explain how the author created tension. I can create an informative text that uses tension. **Task:** listen & read ABC Darwin's radio piece 'As extreme as it gets – Crocodile egg collecting' at: https://www.abc.net.au/local/photos/2012/07/10/3542896.htm Please note, it would be best to turn the accompanying slideshow off for the first

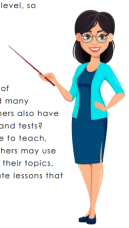
sapphire
cashmere
frankfurt
marathon
sardines

Curious About Careers: Teacher

Do you enjoy working with kids? Do you like helping people? Is learning fun for you? Teaching could be the career for you!

Teachers need to graduate from college and get their teaching license in whichever state they would like to teach in. This requires taking some tests and working with another teacher for a few months to make sure they understand the best ways to work with students.

Teachers need to be able to work well with other people. They need to work with students, parents, other teachers, and other staff members at the school. Sometimes the students may get frustrated if they don't understand the work, so teachers need to know how to help them calm down and work through it. Other times the students might have something **unpleasant** going on at home, so teachers need to be able to listen and provide a safe place for those students. Teachers may plan lessons with other teachers in the same subject area or grade level, so they have to be able to work well with their colleagues. There are many other staff members in schools who teachers also need to work with, including principals, coaches, secretaries, and custodians.



As most kids know, teachers also have to do a lot of grading. They grade math tests, spelling tests, and many other papers. But did you know that a lot of teachers also have to create their own lessons, worksheets, projects, and tests? Most teachers are told what information they have to teach, but they may get to choose how to teach it. Teachers may use technology, art, books, and experiments to teach their topics, among other ways! They take a lot of time to create lessons that will help their students learn.

Teachers have to continue to learn throughout their careers. They attend workshops, take classes, read books, and research teaching topics online. All kids learn a little differently, so there is always new information to learn about the best ways to teach students!

Not only do teachers have to get along with many different types of people, plan lessons, and keep learning, but they also have to keep track of how students are doing so that they can offer extra help to any students who are having a hard time learning. They look at test scores and other data constantly to make sure their class is keeping up with how students across the country are performing. They want to make sure that students in all of the schools are learning as much as they can, no matter where they live or which school they attend.

There is a lot of work to do as a teacher, both during school and after school, but working with students is a lot of fun, too! Luckily teachers get some time to catch up on all of their work over breaks. Many teachers use their breaks to learn more about teaching, or create fun activities for upcoming units. They also take some time to relax, too, so they have more energy to share with their classes when school begins again! Teaching is a great career for people who love to help others, who love to keep learning, and who want to make the world a better place.

Extended response
Questions:
1. What do people need to do if they want to become teachers?
2. Why is it important for teachers to work well with others?

3. What does "unpleasant" mean in the the two people are in the cartoon, can you infer what they do?
3.Why do you think the Prime Minister responded this way?
What techniques has the author used in this text?

Vocabulary

WALT:interprets the meaning of vocabulary in context in an information text

Success Criteria:
-I am able to find a tier 2 or 3 word within a sentence
-I can find the dictionary meaning of a word
-I am able to use a word in my own sentence

Task:
Select one key tier 2 or 3 words from the text.

Word	**Student response**
Found in (paragraph/part of the	

Use what you already know and what the story says to make inferences:
1. Why did the animals bring their problems to the Lion?
a) The animals knew the Lion was powerful.
b) The animals knew the Lion was fair.
c) The animals feared that the Lion would punish them.

2. Why did the Lion write a Royal Order?
a)The Lion wanted the best for each and every animal.
b)The Lion was tired of the animals bringing their problems to him.
c)The Lion wanted to be King of the field and forest.

3. Why did the Lion call all the creatures together to hear the Royal Order?
a)The Lion wanted to show off his power. b)The Lion wanted to punish the strongest of the creatures.
c)The Lion wanted every creature to hear the new rules

https://www.youtube.com/watch?v=k56jsvSkwH8
• Sorry Day by Cora Vass https://www.youtube.com/watch?v=owPeoqsfsSk
• Midnight by Mark Greenwood. https://www.youtube.com/watch?v=NJ7Fn_clTUw

In each instance, identify which of the following techniques have been used and explain the effect they have on the reader:

• paint a word picture
• short, sharp sentences
• opposition and contrast.

Writing

Writing (Do this task over the next two day).
WALT: Write an informative text focusing on tightening tension.

Success Criteria:
I can use a sizzling start and tightening tension to create an engaging text.

Task:
Watch:
https://www.youtube.co

run through at least.

You will need to click the audio about ¾ the ebay down the page.

Identify the moments of tension in this account. What might have happened? How did the text build tension and what were the key moments of tension?

Choose one of the topics below and use the ideas from the group brainstorm to write your own tension scene and share it with another group.

1. A climbing crew counted the population of a rare, cliff-nesting seabird on the remote coast of Australia.
2. A 16-year old completed the dangerous crossing from Australia to New Zealand by herself in a small sailing boat.
3. A helicopter crew searched all night for a man who fell off a cliff while rock climbing.
4. A crew of biologists from Australia spent a winter in Antarctica observing the penguin colonies.

<table>
<tr>
<td></td>
<td>3rd paragraph? How do you know?

4. What are tasks that might be different for an elementary school teacher versus a high school teacher?

5. Would teaching be a good fit for you when you grow up? Why or why not?

<u>Vocabulary</u>
WALT:interprets the meaning of vocabulary in context in an information text

Success Criteria:
-I am able to find a tier 2 or 3 word within a sentence
-I can find the dictionary meaning of a word
-I am able to use a word in my own sentence

Task:
Select Two key tier 2 or 3 words from the text.</td>
<td><table>
<tr><td>text)</td><td></td></tr>
<tr><td>Sentence used</td><td></td></tr>
<tr><td>I think it means</td><td></td></tr>
<tr><td>Clues I used (sentence context, inferences, clues within text)</td><td></td></tr>
<tr><td>Definition (in my OWN words)</td><td></td></tr>
<tr><td>It makes me think of (synonyms)</td><td></td></tr>
<tr><td>Put the word into a new sentence of your own</td><td></td></tr>
</table>
Spelling:
WALT: understand when we need to use double C when spelling.

Success Criteria:
I can explain the rule in my own words</td>
<td>.
4. What was the purpose of the Lion’s Royal Order?
a) Natural enemies would live together in peace.
b) Natural enemies would live in different places of the forest. c) Natural enemies would have to settle their own differences.
~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~ Think about what makes the most sense, to draw a conclusion: The Rabbit said, "Oh, how I have longed to see this day, in which the weak shall take their place without fear, by the side of the strong." And after the Rabbit said this, he ran for his life.

5. This is probably because:
a)The Rabbit was afraid that the Lion was trying to trick all the creatures.
b) The Rabbit did not think the Lion’s new rules would work.
c) The Rabbit did not want to be friends with the Dog.</td>
<td><u>m/watch?v=bjKzJlu56oU</u>
 

What do you think it feels like to catch the perfect wave?
• What would it feel like to fall off?
• Why do you think people love to surf? Come up with at least three reasons. Write a sentence that links them using the Rule of Three.
• Have you ever heard of any animals surfing? If yes, what are they? Why do you think they do it?
• Where in the whole wide world would you love to surf?
• What do you think would make a tense moment in a surfing</td>
<td>5. A man successfully went over Niagara Falls in a large bubble or Zorb ball.

Listening and viewing

WALT: comprehend a video.

Success Criteria:
I can take notes
I can listen and watch carefully

Task:
Listen and watch:
<u>https://www.abc.net.au/btn/classroom/20211012-ep28-btn/13574360</u>

Answer the following questions:

COVID Roadmap
1. What did the COVID Roadmap story explain?
2. What are the kids in the BTN story looking forward to when Lockdown ends?
3. Explain the restrictions in NSW if you are under 16 and not vaccinated.
4. Melbourne is the most locked down city in the world. True or false?</td>
</tr>
</table>

Word	Student response
Found in (paragraph/part of the text)	
Sentence used	
I think it means	
Clues I used (sentence context, inferences, clues within text)	
Definition (in my OWN words)	
It makes me think of (synonyms)	
Put the word into a new sentence of your	

I can explain when to use a double c.

Task:

If the word needs to contain a short vowel sound before the **/k/** sound, we can double the **c** in the middle of the word.

Here are some more common words with a double **c** pronounced with a **/k/** sound after a short vowel sound:

- **a**cc**ount**
- **bro**cc**oli**
- **hi**cc**up**
- **a**cc**urate**
-

Which words from our spelling list fits this rule.

What are 3 other words that fit this rule?

6. Draw another conclusion: What lesson is this story meant to teach?

<u>Vocabulary</u>

WALT: interprets the meaning of vocabulary in context in an information text

Success Criteria:

-I am able to find a tier 2 or 3 word within a sentence
-I can find the dictionary meaning of a word
-I am able to use a word in my own sentence

Task:

Select one key tier 2 or 3 words from the text.

Word	Student response
Found in (paragraph/part of the text)	
Sentence used	
I think it means	

competition? Pair up and come up with at least five ideas.

• If you watched the video (link above), watch it again and look for the tiny adjustments Koa Smith makes as he moves. What decisions do you think he is making?

La Palma Volcano

1. La Palma is part of what archipelago?
2. How long has it been since the volcano on La Palma erupted?
3. What is a hot spot volcano?
4. What happened in the weeks before the eruption that let scientists know that the volcano might erupt?

2021 Nobel Prize

1. What was Alfred Nobel's most famous invention?
2. Name a past winner of the Nobel Prize.
3. This year's Nobel Peace Prize went to two journalists for protecting free _____.

Spelling:

WALT: understand what toponomy is and how it relates to spelling.

Success Criteria:
I can explain what *toponomy is and how it relates to my spelling words.*

					Task: What does the term toponomy mean? How does it relate to these spelling words? sapphire cashmere frankfurt marathon sardines

own	

Writing

WALT: use tightening tension in our informative texts

Success Criteria:

I have shown not told

I have used short sharp sentences

I have used opposition and contrast

Task:

While informative texts are not renowned for their dramatic tension scenes, in order to maintain the reader's interest, it is important to build momentum throughout the text. Think David Attenborough documentary rather than old fashioned fact sheet. As was the case in persuasive writing, the key is to start strong but save your strongest information for the final body paragraph. In addition, there are three techniques that professional writers use to build

Clues I used (sentence context, inferences, clues within text)	
Definition (in my OWN words)	
It makes me think of (synonyms)	
Put the word into a new sentence of your own	

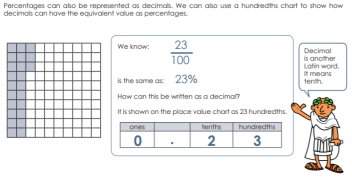
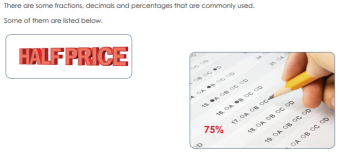
Writing (Do this task over the next two day).

WALT: Write an informative text focusing on tightening tension.

Success Criteria:

I can use a sizzling start and tightening tension to create an engaging text.

	tension in informative texts. Exemplars: | TECHNIQUE	EFFECT	EXAMPLE | |---|---|---| | **Paint a word picture** | Painting a word picture using all of the senses makes the reader feel like they are present in the moment. | *Flying a glider is completely different to flying a plane. It's cold up there in the crisp, blue sky. There is hardly any sound – no engine noise, only the whistle of air over the wingtips.* | | **Short, sharp sentences** | Using short, sharp sentences gives a sense of haste or urgency. | *There's movement in the reef below. Sharks. Lots of sharks.* | | **Opposition and contrast** | Using contrasting images, words, pace or points of view adds drama. | *Right there in the heart of the bustling metropolis is a small slice of tranquillity. Stepping out of the relentless stream of pedestrians in to Central Park feels like entering a different world.* | Have a go at using each of the techniques in the exemplars above to add tension to an informative text. You may also like to use The Rule of Three (grouping or repeating phrases, images or concepts) in combination with these techniques for added impact.		**Task:** **Watch:** **https://www.youtube.com/watch?v=bjKzJlu56oU**  What do you think it feels like to catch the perfect wave? • What would it feel like to fall off? • Why do you think people love to surf? Come up with at least three reasons. Write a sentence that links them using the Rule of Three. • Have you ever heard of any animals surfing? If yes, what are they? Why do you think they do it? • Where in the whole wide world would you love to surf?		

			• What do you think would make a tense moment in a surfing competition? Pair up and come up with at least five ideas. • If you watched the video (link above), watch it again and look for the tiny adjustments Koa Smith makes as he moves. What decisions do you think he is making?		
Suggested Times **Middle Session** **11:15am - 12:35pm**	**Mathematics** 11:15am class ZOOM **WALT**: recognise what a percent is and equivalent percentages and fractions. **Success Criteria:** I can explain the relationship between percentages and fractions I am able to convert a fraction into a percentage and vice versa. **Task**: Watch: https://drive.google.com/file/d/1l0XOFE-yhTI_VMOp	**Mathematics** 11:15am class ZOOM **WALT**: recall commonly used equivalent percentages, decimals and fractions. **Success Criteria:** I can find equivalent fractions and percentages. **Task**: Look back at the information about the Murray-Darling Basin in the previous lesson. It informed us that 40% of the nation's farms were located in the Murray-Darling Basin.	**Mathematics** 11:15am class ZOOM **WALT**: calculate with fractions, decimals and percentages in everyday situations. **Success Criteria:** **Task**: 	**Mathematics** 11:15am class ZOOM **WALT**: calculate with fractions, decimals and percentages in everyday situations. **Success Criteria:** **Task**: 	**Mathematics** 11:15am class ZOOM **WALT**: Show our understanding of the concepts we learnt this week. **Success Criteria:** **Task**: Complete the google form on your google classroom.

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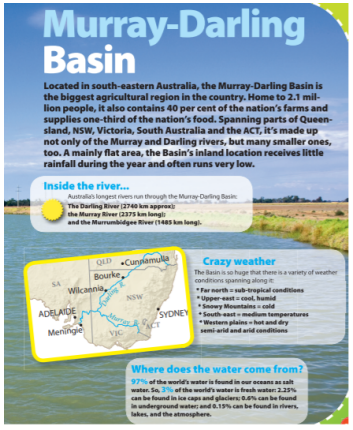
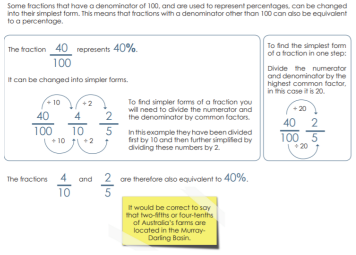
What if you were awarded 100% in your maths exam? If there were exactly 100 questions in the exam, how many would you have answered correctly? What if your mark was 50%? If there were exactly 100 questions in the exam, how many questions would you have answered correctly?



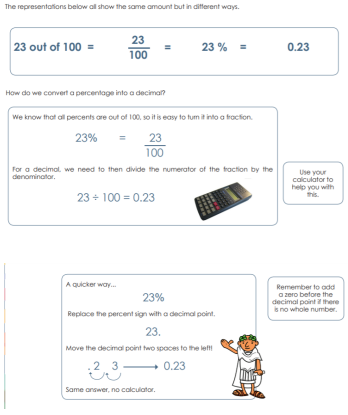
Think about the percentage of farms given. Do you think either of the following facts would also be correct?

1. **Four-tenths of the nation's farms can be found in the MurrayDarling Basin.**

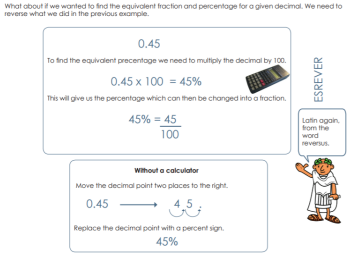
2. **Two-fifths of the nation's farms can be found in the MurrayDarling Basin.**



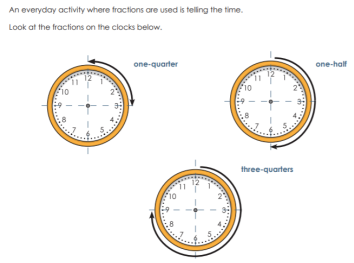
1. Let's look at this another way. Answer the questions about each of the hundredths chart below:



1. Convert the following percentages into decimals:
55% -
48% -
13% -
82% -



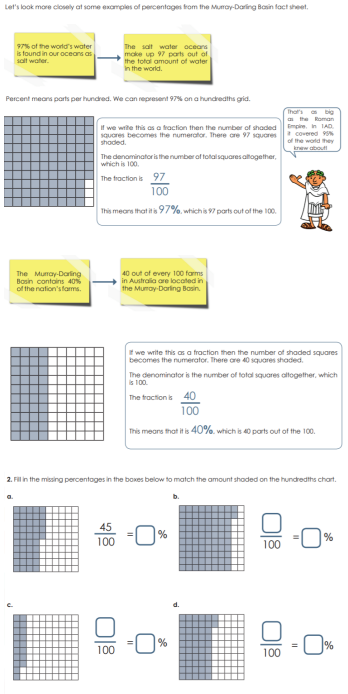
2. Convert the following percentages into a decimal. You may choose to use a calculator or another method.
65% -
21% -
7% -
89% -



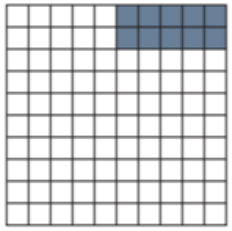
d. What time is the clock showing?
e. How many minutes past the hour?
f. _____ of an hour is the same as_____ minutes.

g. What time is the clock showing?

1. Read through the information on the Murray-Darling Basin.
a. List all the fractions, decimals and percentages you can find in this information.
b. Write the smallest percentage.
c. Find the examples that contain both decimals and percentages. Write them here as a decimal.

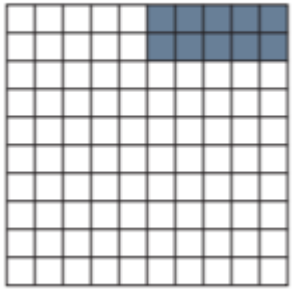


Grid A



a. How many squares are shaded on Grid A?
b. How many squares are there altogether in the grid?
c. What fraction has been shaded?
d. What percentage is this?

Grid B

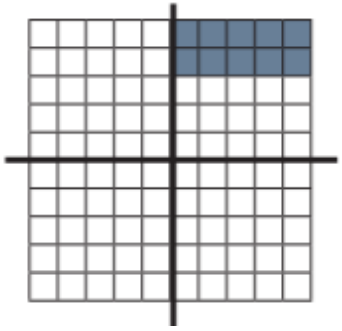


The same grid has been further divided into equal parts with the same number of squares shaded.
a. How many parts has Grid B been divided into?
b. How many parts are shaded?
c. How would you write this

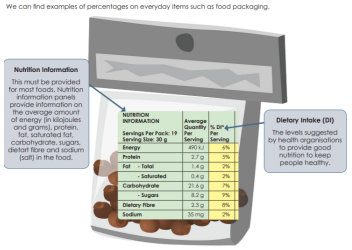
3. Convert the following decimals into a percentage and then a fraction. You may choose to use a calculator or another method.

	percentage	fraction
0.03		
0.25		
0.62		
0.6		

In the previous lesson we looked at some commonly used percentages and found the simplest form of a fraction for them. Let's see if you can now write the correct decimal form to match.



h. How many minutes past the hour?
i. ____ of an hour is the same as ____ minutes.



2. This table has three columns. The column on the right includes the percentage of the Dietary Intake (DI) per serving.

a. What percentage per serving of the dietary intake is the amount of dietary fibre?
b. What percentage per serving of the dietary intake is the amount of saturated fat?

3. We can see from the table that there is an average of 2.7 g of protein per serving, which is 5% of the dietary Intake (DI) per serving.

a. . If 2.7 g of protein is 5% of the

3. Shade in the correct number of squares to match the percentage.

a. 58%

b. 15%

c. 84%

d. 6%

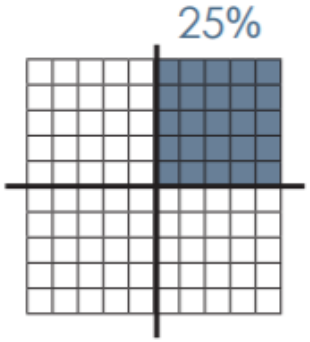
4. Match the following fractions to the equivalent percentage by drawing a line.

a.	$\frac{11}{100}$	90%
b.	$\frac{62}{100}$	11%
c.	$\frac{32}{100}$	32%
d.	$\frac{4}{100}$	62%
e.	$\frac{90}{100}$	4%
f.	$\frac{65}{100}$	65%

as a fraction?

Change the percentage to a fraction and then write the fraction in its simplest form.

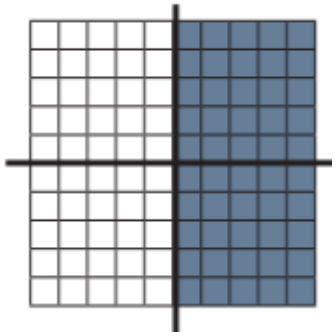
You will need to use the hundredths chart and also the division method.



a. Write the fraction to represent this percentage.
b. How many parts is the grid divided into?
c. What would the fraction for this be?
d. This means 25/100 = ?/?

Add in the correct divisor to show how to work out the simplest fraction form to match the percentage shown in the grid.

=



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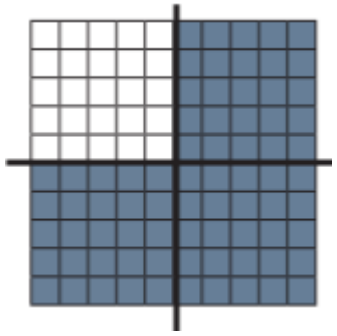


How do we convert a decimal which includes a whole number to a percentage and then a fraction? This is different from the previous example because the whole number means it will be more than 100%.

Look at the decimal.

whole number → 1.37 ← decimal

Change this into a percent by moving the decimal point 2 places to the right and then replacing the decimal point with a percent sign.

1 3 7. = 137%

Change this into an improper fraction.

$\frac{137}{100}$ ← improper fraction

The denominator is smaller than the numerator so we need to change this into a mixed numeral. There is 1 whole in this number and 37 hundredths.

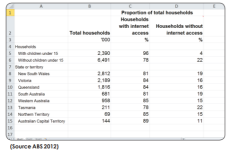
$1\frac{37}{100}$ ← mixed numeral

5. Convert the following decimals into mixed numerals
1.26 -
4.57 -
6.01 -

recommended dietary intake, how many grams would 100% be? You may use your calculator.

b. Find the information on the package about sodium. If 35 mg of sodium is 2% of the recommended dietary intake, how many milligrams would 100% be? You may use your calculator.

Spreadsheets showing statistics can be found in newspapers, books and on the Internet. These give information about a variety of subjects that might be used to help the government and other businesses plan for future projects.

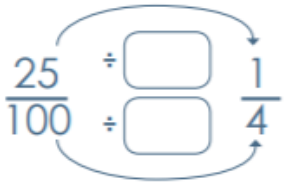


	Total households	Households with internet access	Households without internet access
	'000	%	%
Households			
With children under 15	2,380	96	4
Without children under 15	6,481	78	22
New South Wales	2,812	81	19
Victoria	2,189	84	16
Queensland	1,816	84	16
South Australia	681	81	19
Western Australia	958	85	15
Tasmania	211	78	22
Northern Territory	89	85	15
Australian Capital Territory	144	89	11

(Source ABS 2012)

4. This spreadsheet is from the Australian Bureau of Statistics (ABS). It shows how many households have internet access per state from 2012 to 2013.

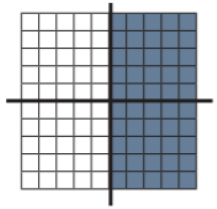
Look carefully at the table – you will see that out of 2 812 000 households in NSW, 81% had internet access, while 19% did not have internet access.
a. Which state has the



Box 1:
Box 2:

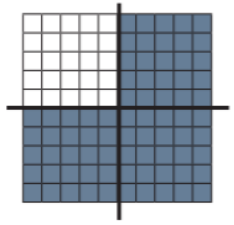
4. Find the simplest fraction for these percentages. Show your working out.

50%



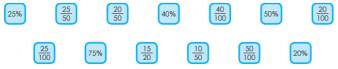
a. The simplest fraction for 50% is ….

75%



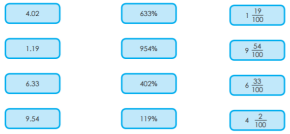
b. The simplest fraction for 75% is

5. Write the following percentages and fractions in the correct columns below.



8.50 -

6. Match the following decimals with the correct percentage and mixed numeral by drawing a line.

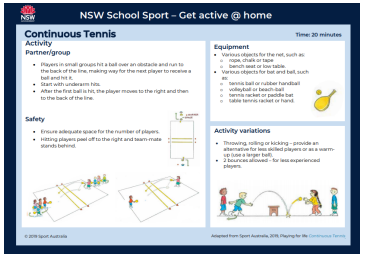


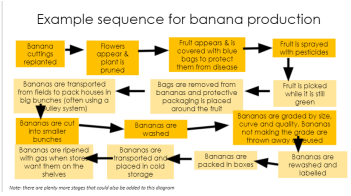
highest percentage of homes with internet access?
b. Which state has the lowest percentage of homes with internet access?
c. Which state or states have 16% of households without internet access?

Now it's your turn.
Find 3 examples of fractions, decimals or percentages in the media. You can search magazines, newspapers, brochures, or other types of media such as television, internet or radio. Complete the table on the following page.
You will need to:
● Copy or add a photo of your example.
● Write where you found the example.
● Record what information each example gives us.

Example of percentage, fraction or decimal	Where you found it	Information it gives you
Dogs are the most common pet, with 39% of households owning a dog. There	Internet Australian Veterinary Association http://www.ava.com.au/news/media	Decimals are used to show the number of dogs and cats in the millions. The

		one-quarter one-half three-quarters one-fifth two-fifths		are estimated to be 4.2 million pet dogs in Australia. Cats are the second most common pet, with 29% of households owning a cat. There are estimated to be 3.3 million pet cats in Australia -centre/hottopics-4 percentages give information about the number of households that have dogs and cats.	
Break Have something to eat and get outside to do some physical activity					
Suggested Times **Afternoon Session** **1:25pm to 2:50 pm**	**Daily Wellbeing Activity:** **Curiosity & Interest** Set a timer for 3 minutes. On a separate piece of paper, write down as many things as you can think of in 3 minutes that you are curious about learning more about. They can be big things or small things, silly things or sensible things. When you have finished, look at all the things on your list and circle the 3	**Daily Wellbeing Activity:** **Get Crafty** https://www.happinessishomemade.net/bird-seed-ornaments/ **DEAR Time.** **Mandarin:** **WALT:** Compose simple texts in Chinese using modelled language. **Success Criteria:**	**Daily Wellbeing Activity:** **Music Time** 'Viva la Vida' by Coldplay. https://www.youtube.com/watch?v=dvgZkm1xWPE **DEAR Time.** **Science:** WALT: evaluate the sustainable production of bananas	**Daily Wellbeing Activity:** **Mindful Moment** Engage in this Mindfulness activity from the Institute of Positive Education. **https://www.youtube.com/watch?v=48xLty1H-ZQ** **DEAR Time.** **Creative Arts - Music** **WALT:** To	**Daily Wellbeing Activity:** **Thanks** One of the ultimate wellbeing strategies is gratitude. Challenge: Let five people know why you are grateful for them. They might be friends, family, teachers or people in your wider community. Send them a message, or write them a note,

	things you are most interested in. How are these top 3 things similar? How could you find out more about them or spend more time doing them? On the back of your list, write a story or draw a picture about what you would look like and feel like if you spent more time doing these things that you are interested in learning more about. **DEAR Time.** **PDH:** **WALT:** Plan and practise behaviours that protect my wellbeing **Success Criteria:** I can identify and discuss different ways to promote health and safety, such as wearing sunscreen What are some ways you can protect yourself from the sun? (The image may help you with your answer!) Add more answers if you like.	I can tell daily routines using time words. I can record a journal of my weekly routine. **Task:** 1. Revision https://www.youtube.com/watch?v=HFUtz-VIGbw (Days of the Week) https://www.youtube.com/watch?v=dGPDrq9mVcg (Telling Time) https://www.youtube.com/watch?v=6hCnI0cBj54 (Telling Time and Time Period) 2. Play the video https://www.youtube.com/watch?v=nZOG8xcZ8TM , practice Mandarin along with the speaker. 3. Copy and write the following Chinese sentence in your journal. 星 期 一 早 上 八 点 我 去 跑 步。 xīng qí yī zǎo shang bā diǎn wǒ qù pǎo bù Monday morning 8 o'clock I go jogging 4. Extension: Write another Chinese sentence on your own for Monday in the following structure:	**Success Criteria:** I can describe the stages of banana production I can explain the importance of the stages of banana production I can evaluate the sustainability of banana production **Task:** **Watch the Video:** **https://www.youtube.com/watch?v=ZQsRkG-nFA0** Discuss the information you have seen in this video. Note for this video and the following video that these bananas are not made in Australia. Bananas are a domestic Australian product. Bananas eaten in Australia are usually made in Australia and all bananas made in Australia are used in Australia. Also note that the claims in this video that no rejected	understand and apply knowledge around the element of duration in music **Success Criteria:** I can recognise duration within music I can determine the rhythm of notes based on their frequency I can distinguish the tempo; between long notes and short notes **Task:** **Introduction:** When we talk about **duration** it indicates time and this is the same in music, with additional elements. Read and discuss the following definition with the students. **Duration**: describes aspects of organised sound in relation to **time**, particularly rhythm and tempo. The concept of duration includes beat (the underlying pulse of the music), rhythm (patterns of long and short sounds and silences), metre (the grouping of beats into multiples of two	explaining why you're grateful for them. **DEAR Time.** **Physical Education:** **WALT:** hit a ball with a tennis racquet **Success Criteria:** look at the ball Control the racquet with power **Task:** 

	 **TASK:** Design your own sunscreen, it will need to include: • A sunscreen brand name. • A front label which will attract young buyers. Include a SunSmart tagline or catchphrase that will appeal to younger buyers. • The SPF (Sun Protection Factor) rating you will give your sunscreen. • The category of sunscreen, e.g. water sports, snow, outdoor workers, kids' formula, etc. • Make sure the back label includes SunSmart's recommendations for sunscreen	• Monday + period of day + time + 'I go' + 'activity' 5. Take a photo of your written work and upload it onto your DLS.	bananas are wasted is not accurate in the Australian market. Complete your banana production sequencing while watching the following video: https://www.youtube.com/watch?v=TV7tsXyq7ow What new information does this video contain compared to the other video we watched? Create a sequence graph about bananas. See below for example. 	or three) and tempo (the speed of the pulse/beat). **Guided** Musicians learn how to read music by recognising note values which tells them when and how to play their instrument. To understand this, watch this video which gives you a visual picture of how this works. **A different way to visualise** https://www.youtube.com/embed/2UphAzryVpY Students write down **3** things they learned from the video **Duration** can be observed through percussion ensembles where a range of instruments can produce different sounds, high and low with different note lengths. Watch this video to observe the variety and be ready to answer questions about it. The instruments in this ensemble are a xylophone, glockenspiels, a snare drum, a bass	

	type, application instructions, use-by date and storage details. Use this website to research more information: https://www.sunsmart.com.au/protect-your-skin/slop-on-sunscreen You might like to print and draw on the following or  			drum, a cymbal and 2 shakers. **Independent Task** **Going Home** "https://www.youtube.com/embed/ku9eWIV6GgY" percussion performance Students answer the following questions 1. Which instrument played the shortest notes (quarters, eighths)? 2. Which instrument played the longest notes (whole)? 3. What differences can you see between the xylophones? 4. How does this affect the sounds they make? 5. Which instruments provided a pulsing beat ?	