



Week 2

Energy

Learning intention & success criteria:

I can explain how some energy sources produce energy

I can understand and explain different types of energy

What is energy?

How is it produced?

What are the different forms?

LESSON 4

RENEWABLE & NON-RENEWABLE ENERGY

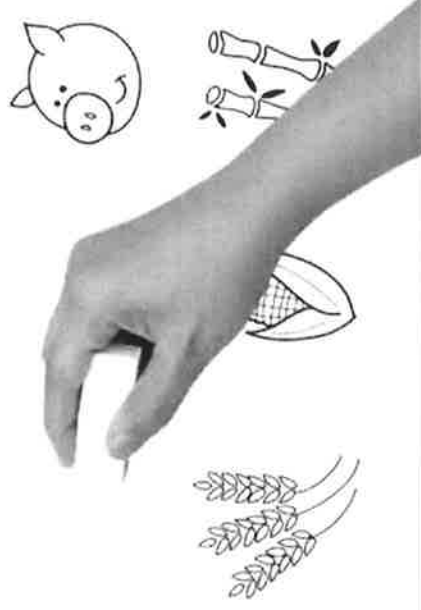


LEARNING INTENTIONS

- I can understand the difference between renewable and non-renewable energy sources
- I can examine the impact that renewable and non-renewable energy sources have on the environment.

RENEWABLE VS NON-RENEWABLE

Watch the following video. See if you can work out the difference between the terms 'renewable' and 'non-renewable'



Answer these questions:

What does the term renewable mean?

What does the term non-renewable mean?

How do you think this relates to the environment?

WHAT DOES THIS HAVE TO DO WITH ENERGY?

Rule up or create a table as follows:

Renewable Energy Sources	Non-renewable Energy Sources

As you watch the following video, list the renewable and non-renewable energy sources in your table.

RENEWABLE/ NON-RENEWABLE ENERGY VIDEO



Click on the link to play the video:

<https://www.youtube.com/watch?v=KEeH4EniM3E>

ONLINE ENERGY ACTIVITY AND QUIZ

On your netbooks, open the following link to complete the renewable and non-renewable activity and quiz.

After playing the game, list 5 facts you learnt about renewable and non-renewable energy sources.

<http://www.childrensuniversity.manchester.ac.uk/media/services/thechildrensuniversityofmanchester/flash/renewable.swf>

Back Up

http://content3.jason.org/resource/content/content/digitalab/8250/misc_content/public/popup.html

EXIT SLIP

- What is the definition of a renewable?
- What is the definition of non-renewable?



Reading Rubric 2.0

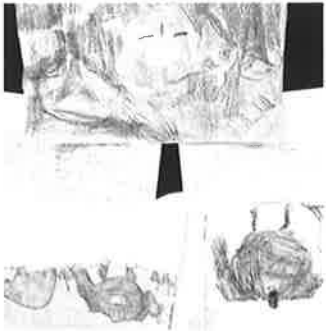


Use the following Reading Rubric and I Can Statements to continue developing your reading

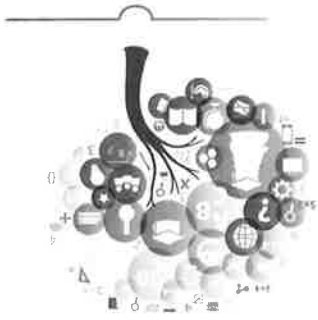


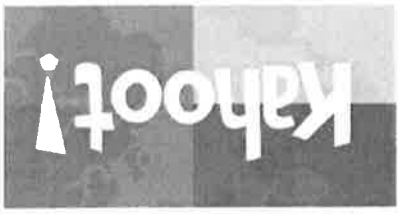
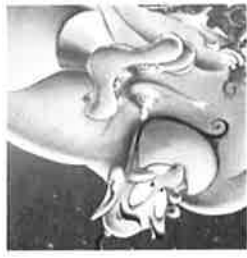

tracks whilst reading your chosen novel.

Each week you will select 2 **different** activities to complete and record it in your Readers

Notebook, on paper or using your Netbook. Once you have completed each task, you need to tick them off, and select another (don't complete the same task twice)!

LEARNING INTENTION: As a reader I can select a reading goal and use evidence to support my understanding of a text

<p>Wanted <input type="checkbox"/></p> <p>Think about one of the main characters in your book. Using the characters values, beliefs and physical traits create a WANTED poster that could be used by authorities.</p>	<p>I can understand how authors use text structures and play with language features to achieve a particular aesthetic and can use this language to visualise the text.</p>	<p>Setting <input type="checkbox"/></p> <p>Choose a passage in your novel that helped you imagine the setting. Copy the passage (should be no more than 1-2 paragraphs). Use coloured pencils to underline the most descriptive words in these sentences. Using these words, create an image, painting or visual representation of your setting.</p> 
<p>3 Wishes <input type="checkbox"/></p> <p>A genie lands in the midpoint of the story you have just read and grants the two main characters three wishes. Create a table that identifies what each of your characters wish for and why?</p>	<p>I can use knowledge of known words, base words, prefixes, suffixes, letter patterns and spelling generalisations to spell new words including technical words.</p>	<p>Vocabulary <input type="checkbox"/></p> <p>Are there any words in your book that you do not understand? Create your own word list. Write what you THINK these words mean (use your novel's context to help you). Look up these words in the dictionary and write down their actual definitions. Can you use these words in a sentence?</p> 
<p>Kahoot <input type="checkbox"/></p> <p>Create an 8-10 question Kahoot based around your novel. This could include questions surrounding characters, settings, problems, solutions or anything else you can think of. Be</p>	<p>I can analyse strategies authors use to influence readers and summarise what I am reading.</p>	<p>Shutter Book <input type="checkbox"/></p> <p>To create a shutter book, turn a piece of paper vertically. Fold the left side of the paper to the center. Then fold the right side to the center. Voila! You now have a shutter book! On the inside of the shutter book, you need to write about the book you are reading. You can write about problems/solutions, situations, facts and opinions, character traits or settings!</p> 

<p>I can create a piece of writing that adapts or combines aspects of texts that I have experienced to create an alternate ending.</p>	<p>I can use comprehension strategies to interpret and analyse information and ideas from the text to create a piece of work in interview format.</p>	<p>I can make predictions about what will happen in my novel using prior knowledge and clues from the text.</p>
<p>What events might have changed how the story ended? Change at least one key event to write an alternate ending to this story. Remembering to use paragraphs, as well as incorporating your problem and solution.</p> <p>Different Ending <input type="checkbox"/></p> 	<p>Pretend you are a presenter on BTN and you are interviewing one of the main characters from your novel. Create a script that you will use to interview them, with an introduction, at least 5 questions and a concluding statement.</p> <p>Character Interview <input type="checkbox"/></p> 	<p>Do you think that your story could take place one hundred years from now? List at least 10 reasons why or why not.</p> <p>In the Future? <input type="checkbox"/></p> 
<p>I can ask questions before, during and after reading which help me understand the text.</p>	<p>I can identify the relationship between words, sounds, imagery and language patterns in narratives and use this knowledge to analyse and make predictions in my novel.</p>	<p>I can use comprehension strategies to interpret and analyse information and ideas from the text to identify character traits of a chosen character within my novel.</p>
<p>Would their wishes have changed anything about the story? How? Think about the cause and effect relationship and how this may have altered the path of the book.</p> <p>creative!</p> 		

'THE PHYSICAL AND NATURAL WORLD'

LESSON 3 – DEFINING ENERGY

LEARNING INTENTIONS

- I can explain how some energy sources produce energy
- I can understand and explain different types of energy

WHAT IS ENERGY?

You cannot always see energy, touch it or hold it in your hand, but energy is everywhere!

Energy is the ability to do work, to make things happen, and to cause changes.

Can you name a form of energy?

(Examples: Light, heat, electricity, sound)

Where do you think we get electricity from?

(Examples: Power plant, the outlet in the wall, sun)

WHAT IS ENERGY?

Energy can be changed from one form to another.

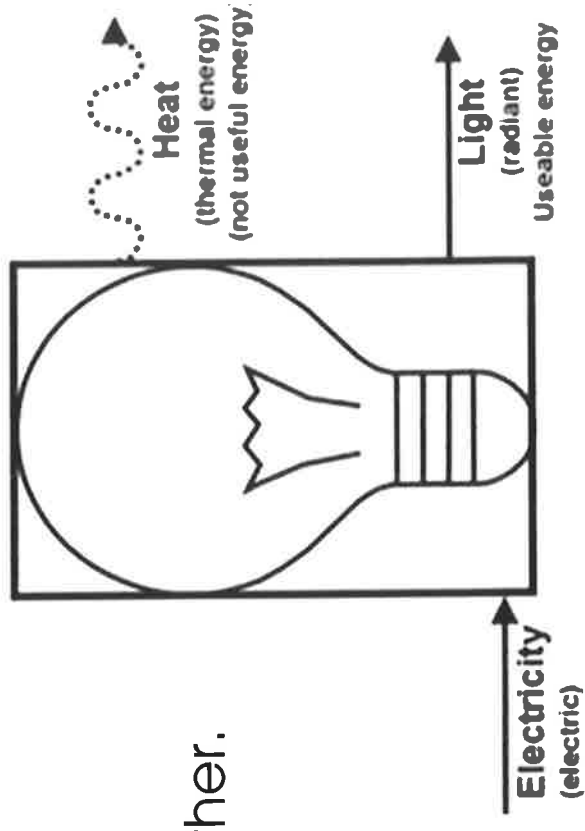
Think about a light bulb.

We turn it on by plugging it into the wall.

What happens when you leave a light bulb on for a while?

It gets hot!

That is an example of electrical energy changing into heat energy.



ENERGY SOURCES

Rule up or make this table on your netbook as follows:

Complete each section of the table as you watch the following video.

<u>Energy</u>	
<u>What is it?</u>	
<u>How it is produced?</u>	
<u>What are the different forms?</u>	

ENERGY SOURCES VIDEO

<https://www.pbslearningmedia.org/resource/phy03.sci.phys.energy.energysource/energy-sources/#.WPRD-stU3IU>

ENERGY SOURCES

Share your answers with your family.



EXIT SLIP

Write a one paragraph reflection about different sources of energy.

You might include:

- What you have learnt
- Examples of the positives and negatives of energy sources

Measurement Menu

Use the following rubric to work through while remote learning. Select 3 **different** activities each week to complete and record it in your Mathematics book, on paper or Netbook.

<p>Draw a bird's eye view of your bedroom. Estimate the length of 5 items in your room in metres and centimetres. Then find the actual measurement and record them.</p>	<p>Draw a bird's eye view of your house. Estimate the perimeter in metres and centimetres. Measure the actual perimeter and then find the difference.</p>	<p>Cook with your parents/careers and measure all of the items (weight kg and g/volume L and ml. Take a photo of your family sharing the meal.</p>	<p>Create a weekly timetable of your exercise journal recording what you did exercise you did and for how long. Create a graph of how many minutes you exercised for each day.</p>	<p>Mathletics: Continue with your assigned activities.</p>
<p>Create your own dream house. You will need to have the measurements of the perimeter and area of the whole house. Label the house (bedrooms/living areas etc.)</p>	<p>OUTSIDE- go outside and see if you can find any object that is exactly a metre. Find an object that is bigger than 50cm and smaller than a metre</p>	<p>Complete the problem solving activity from the rubric.</p>	<p>Using google maps, work out how far from your house to Cosy Corner. How many metres/centimetres/kilometers?</p>	<p>Continue with your assigned activities.</p>
<p>FEEDBACK TASK - <u>Located in your Google Classroom</u> Create a daily timetable of your remote learning. Include an hour breakdown of the day from 8:00am-3:00pm. Like you may see each morning in the POD.</p>	<p>Time- in 1 minute how many stars jumps/push ups/sit up can you do? Record this and see if you can improve it over the week.</p>	<p>Complete the problem solving activity from the rubric.</p>	<p>Using google maps, work out how far from your house to Cosy Corner. How many metres/centimetres/kilometers?</p>	<p>Continue with your assigned activities.</p>

Helpful links

<https://www.khanacademy.org/>

Area and perimeter

<https://www.khanacademy.org/math/geometry/hs-geo-foundations/hs-geo-area/v/perimeter-and-area-basics>

Online maths games.
NASA
Cool maths
Rainforest maths

Measurement and Time

A *timetable* is a kind of schedule that sets out times at which specific events are intended to occur.

You will need to make a timetable of your day including your learning and activities.

Learning Intention - I can interpret and use timetables and develop a timetable of daily activities.

Success criteria-

1. To plan your whole day of activities including times and duration.
2. To total your activity time
3. To have between 6-10 total activities for the day.

Example of a time table:

Time	Activity	Duration
8:00-8:30am	Wake up and breakfast	30minutes
8:30am-9:30am	Reading	1 hour
	Total	1:30 minutes

Make your daily timetable in the space below.

Feedback:	