

ASKING QUESTIONS

Good readers ask questions to help them understand the text.

Your feedback task this week is to record your wonderings before, during and after reading for 3 of your daily reading sessions within the week.

You will be required to complete the tables within this document and submit it on Google Classroom for your teacher to provide feedback.

Learning Intention: We are learning how to ask questions to help us understand our text.

Success Criteria: I can ask questions before I read, while I read and after I have finished reading that help me understand the text.

ASKING QUESTIONS ? ? ?

Good readers ask questions to help them understand the text. Good readers ask questions before they read, while they read, and after they read.

WHEN TO ASK QUESTIONS...

When you don't understand something.

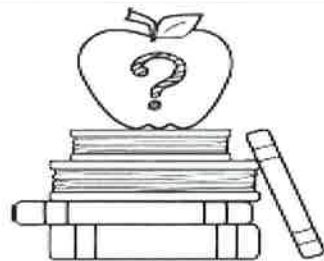
When something is confusing.

When you wonder about something.

When you are curious about something.

SENTENCE FRAMES:

- I wonder...
- What if...
- How did...
- What will happen when...
- What does ---- mean?



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Reading Session One

My Questions BEFORE Reading.....

1.

2.

My Questions DURING Reading.....

3.

4.

My Questions AFTER Reading.....

5.

6.

Were any of your questions answered while you were reading?
If so, select one of these and explain how it was answered below.

Question Number:
How was it answered?

Reading Session Two

My Questions BEFORE Reading.....

1.

2.

My Questions DURING Reading.....

3.

4.

My Questions AFTER Reading.....

5.

6.

Were any of your questions answered while you were reading?
If so, select one of these and explain how it was answered below.

Question Number:
How was it answered?

Reading Session Three

My Questions BEFORE Reading.....

1.

2.

My Questions DURING Reading.....

3.

4.

My Questions AFTER Reading.....

5.

6.

Were any of your questions answered while you were reading?
If so, select one of these and explain how it was answered below.

Question Number:
How was it answered?

Reading Goals

Reading Goals	When to choose this goal	Task Ideas/Evidence	Check Box
Stop to visualise (picture) a character or a situation in the story.	My book doesn't have many pictures and I want to imagine what is happening.	Create your Own OR Task 1 Task 2 Task 7	<input type="checkbox"/>
Write down a few questions before I start reading and then answer my questions at the end of reading time.	I have a hard time remembering what happens in my story. If I ask questions, it will help me stay focused on finding the answers as I read.	Create your Own OR Task 8	<input type="checkbox"/>
Stop at the end of a chapter or section, in my story, summarise what is going on.	I get to the end of the chapter or section and I can't remember the details of the story.	Create your Own OR Task 4	<input type="checkbox"/>
Go back and reread when I don't understand what is going on in the story.	When I get to the end of reading time, I can't remember what I read.	Create your Own OR	<input type="checkbox"/>
Learn new and interesting words from the books I read.	I keep coming across new and interesting words and I don't remember what they mean.	Create your Own OR Task 3	<input type="checkbox"/>
Take a picture walk or preview the chapter titles before reading.	I want to get my mind thinking and predicting about what I will read next.	Create your Own OR Task 4 Task 5	<input type="checkbox"/>
Use clues from the text to create different scenarios	I want to understand events in my story, and create alternate situations using imagery, imagination and narrative writing.	Create your Own OR Task 6 Task 9	<input type="checkbox"/>
CREATE YOUR OWN GOAL		Create your own OR Select a Task #	<input type="checkbox"/>



FEEDBACK TASK:

Write a paragraph to summarise the episode into your own words. Try to structure your writing into beginning, middle and end.

Write into this text box:

Focus Questions

Social Distancing

1. Why is social distancing important?

Italy Coronavirus Report

1. Northern Italy has had the most cases of coronavirus than anywhere else in Italy. True or False?

What is a virus?

1. Give three examples of things that are caused by viruses.
2. When were viruses first discovered?
3. What do viruses need to spread?

Aurora Australis

1. What is an icebreaker?
2. How does the icebreaker help with scientific research?

Action Sports Girls

1. What sport do Naomi and Fenella participate in?
2. What does Dr Meredith Nash say about girls participating in 'action' sports?

Teacher feedback:

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 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>FEEDBACK TASK - <u>(Located in your Google Classroom)</u> <u>Create a daily timetable of your remote learning.</u> <u>Include an hour by hour breakdown of the day from 8:00am-3:00pm.</u> <u>Like you may see each morning in the POD.</u></p>
<p>Create a weekly timetable of your days. Include your learning, meals, lunchtime from Monday to Monday.</p>	<p>Create an exercise journal recording what exercise you did and for how long. Create a graph of how many minutes you exercised for each day.</p>	<p><u>Coding activities: follow the link</u></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>Time- in 1 minute how many star jumps/push ups/sit up can you do? Record this and see if you can improve it over the week.</p>
<p><u>Mathletics:</u> Continue with your assigned activities.</p>	<p>Using google maps, work out how far from your house to Cosy Corner. How many metres/centimetres/Kilometers?</p>	<p>Complete the problem solving activity from the rubric.</p>	<p>Create 10 measurement questions that you can share with a friend in Year 6.</p>	<p>Online maths games. <u>NASA</u> <u>Cool maths</u> <u>Rainforest maths</u></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>

Australia's Energy Future

Lesson 1 - What is energy?

LEARNING INTENTIONS

- I can explain how we use energy in our everyday lives
- I can name different types of energy

WHAT IS ENERGY?

Do you love playing outside during recess?

Do you love to play an instrument?

Do you enjoy watching TV and playing video games?

If you like doing all these things, there is one thing that you need to do all of them:

energy

WHAT IS ENERGY?

Energy is the ability to do work, and energy is happening all around us. It happens as the sun comes up in the morning. It happens as your dog catches a Frisbee or when you ride your bike. It even happens when you turn on the light in your bedroom.

There are many different types of energy that make all of this happen.



WHAT ARE THE DIFFERENT TYPES OF ENERGY?

- When the sun shines outside it is giving off light energy through its bright rays.
- Rub your hands quickly together. You may feel them getting warm. This is an example of heat energy. The molecules in your hands move fast to make heat.
- There is also electrical energy which happens when something called electrons move around a 'circuit' to make electricity.
- These are just a few of the many different kinds of energy we use every day.

WHAT ARE THE DIFFERENT KINDS OF ENERGY?

Can you name some more? Write them down:

-
-

When you watch the video on the next slide, think about what you notice about energy around the world.

DIFFERENT TYPES OF ENERGY



DIFFERENT TYPES OF ENERGY

Take a moment to think about what you noticed in the video.

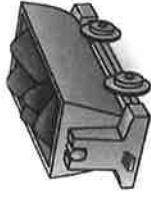
- Any positive or negative impacts?
- Can you now name more types of energy?

DIFFERENT TYPES OF ENERGY

This term we will be focusing on **renewable** and **non-renewable** energy and the impact it has on the environment.

The different types of energy that we will be focusing on this term are:

Coal



Geothermal



Solar



Hydro



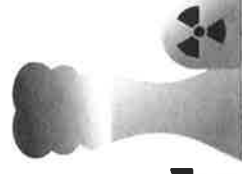
Tidal



Wind

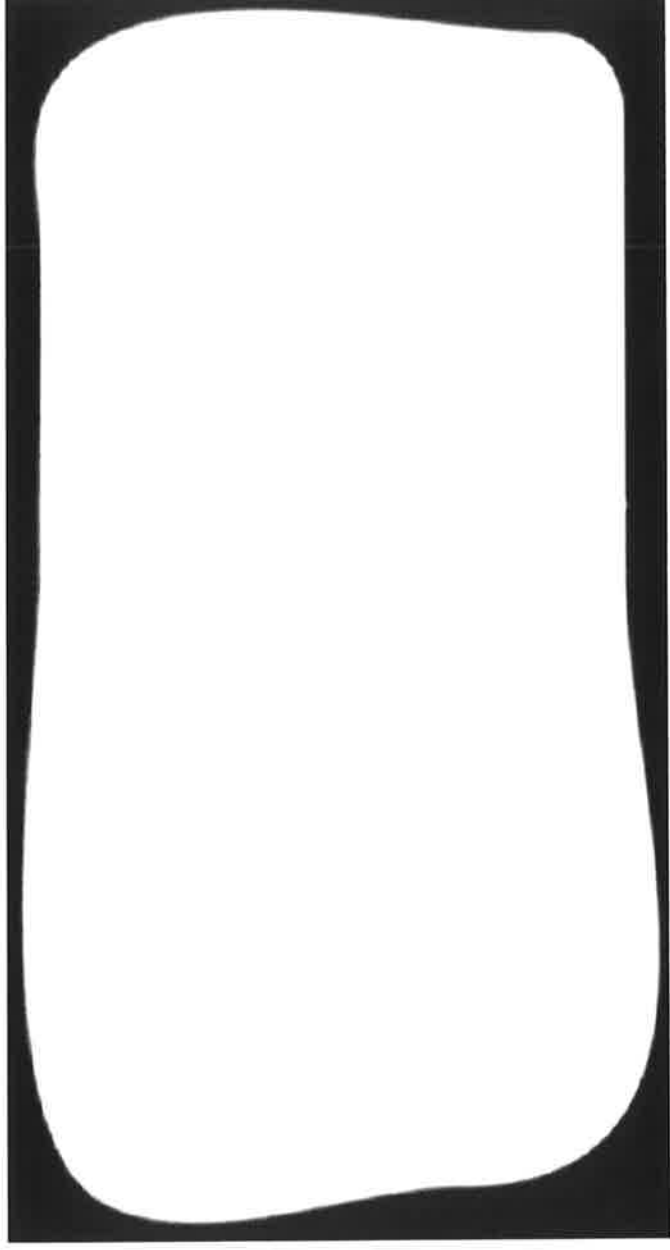


Nuclear



I WONDER...

Complete an 'I wonder' brick for our Wonder Wall



EXIT SLIP

1. Share your I wonder with someone at home and discuss your ideas. You'll need submit your wonder on slide 10 so your teacher can see what you've done.
2. Write your own definition of what is energy?

Australia's Energy Future

LESSON 2 – ENERGY PRE-TEST

LEARNING INTENTIONS

- I can use my prior knowledge to demonstrate my current understanding of energy

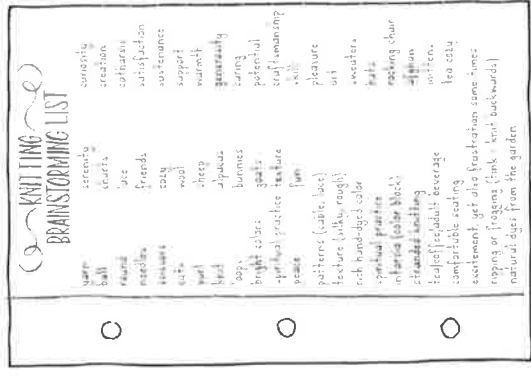
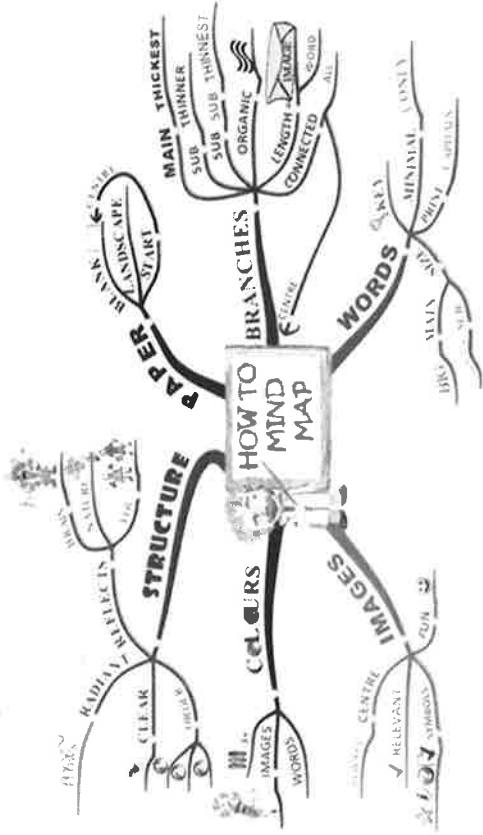
ENERGY PRE-TEST

Throughout this lesson you will work independently. This is a pre-test for our inquiry unit on Energy.

What are the expectations for a pre-test?

WHAT DO I KNOW ABOUT ENERGY?

You have 15 minutes (set your own timer) to brainstorm everything you currently know about energy. Use a brainstorming method that best suits you (e.g.: list, mind map)



Lit Tac Toe

Your Task:

Select an activity that links to your chosen reading goal and complete the task using the novel of your choice.

You will need to rule up your Readers Notebooks with your **title, date** and the **activity number** you choose to complete.

<p>#1 Create a bubble map describing one of the characters from your novel. Be creative!</p>	<p>#2 Create a double bubble map comparing and contrasting two characters in the section.</p>	<p>#3 Assume the point of view from a character in your novel and create a bubble map about another character in your novel.</p>
<p>#4 Make an illustration flow map sequencing five main events in the story. You will also need to briefly summarise what is happening in each illustration.</p>	<p>#5 Identify an important event in your novel and create a multi flow map to show the cause and effect (problem and solution) of that event.</p>	<p>#6 Write a letter to your teacher telling them all about the section in your novel that you have just read. Be sure to include important events, characters and what new ideas, themes or concepts you learned from reading it.</p>
<p>#7 Create a quilt square about your novel. Be sure to come up with at least one to represent the story.</p>	<p>#8 What might happen next? Write a sequel to section of your novel that you are reading.</p>	<p>#9 Write yourself into your novel. What would your role in the novel be?</p>