

Week 4

Resources

Inquiry Week 4 Feedback Task

Energy on Local and National Scale

Please write your answers in full sentences and make sure they are in your own words. You are welcome to research your answers and provide statistics if that helps support your opinion.

1. We know that coal is the main energy source in Australia, it contributes to 73% of our energy production. How do you feel about this? Do you think it will change in the future? What changes would like to see made?

2. Thinking about what you have learned or discovered about coal mining and the Alcoa Mine. Your challenge is to research 3 strengths and 3 weaknesses about coal mining. Make sure to write your answers in sentences and provide detail.

Strengths

1	
2	
3	

Weaknesses

1	
2	
3	

YEAR 6 INQUIRY UNIT – 'THE PHYSICAL AND NATURAL WORLD'

LESSON 7 – ENERGY ON A LOCAL AND NATIONAL SCALE

LEARNING INTENTIONS

- I can explore the strengths and weaknesses of energy production on a local scale
- I can explain how energy is produced in Australia

ENERGY PRODUCTION IN AUSTRALIA

Make a prediction:

What do you think is the main source of energy in Australia? (Solar, wind, hydro, coal, geothermal or nuclear)

Watch the following video to find out:

<http://www.abc.net.au/btn/story/s4047564.htm>

ENERGY PRODUCTION IN AUSTRALIA

Answer:

What did you find out from watching the video?

- **What is the main source of energy in Australia? Were you surprised by this? (refer to feedback task)**
- **What are the positives and negative of using coal in Australia?**

PREDICTIONS!

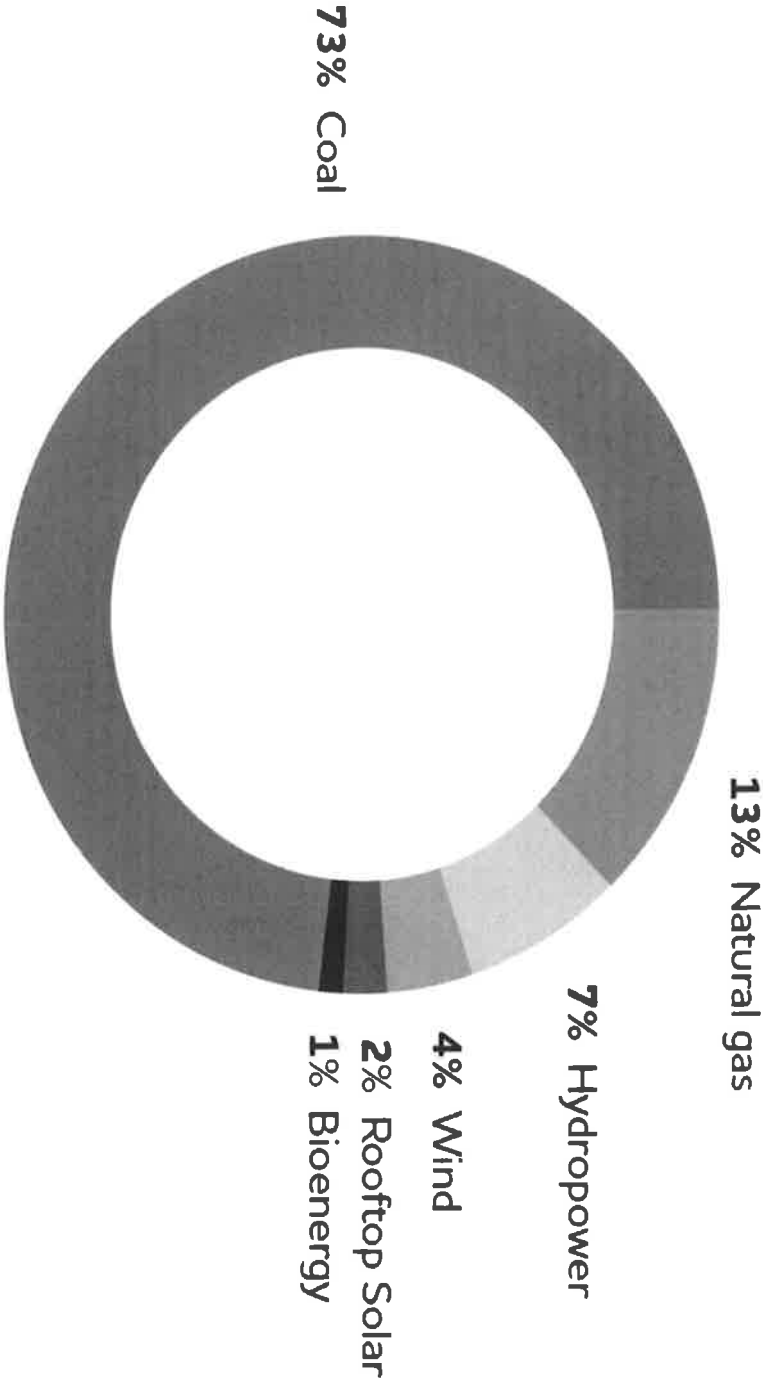
We know that coal is the main source of energy in Australia. It contributes about 70%.

How do you feel about this? Do you think it will change in the future?
(refer to feedback task)

What order would you rank the following energy sources in terms of their use in Australia (share your predictions with a friend):

- Oil
- Gas
- Wind
- Solar
- Hydro

ELECTRICITY GENERATION ACROSS AUSTRALIA



WHAT ACTION IS AUSTRALIA TAKING?

Watch and record your thinking about the below AGL ad:

<https://www.youtube.com/user/aglenergy>

ENERGY PRODUCTION LOCALLY

From 1969-2015, there was a major power station in our own backyard, producing energy at a local level. Does anybody know where this was?

The Anglesea power station was run by a company called Alcoa, and generated energy through brown coal. In 2015 it was closed down following pressure from local residents who were concerned about pollution to the air and environment.

While you watch the following video, think about strengths and weaknesses of a coal plant in your local area.

ANGLESEA GOAL MINE PROTEST



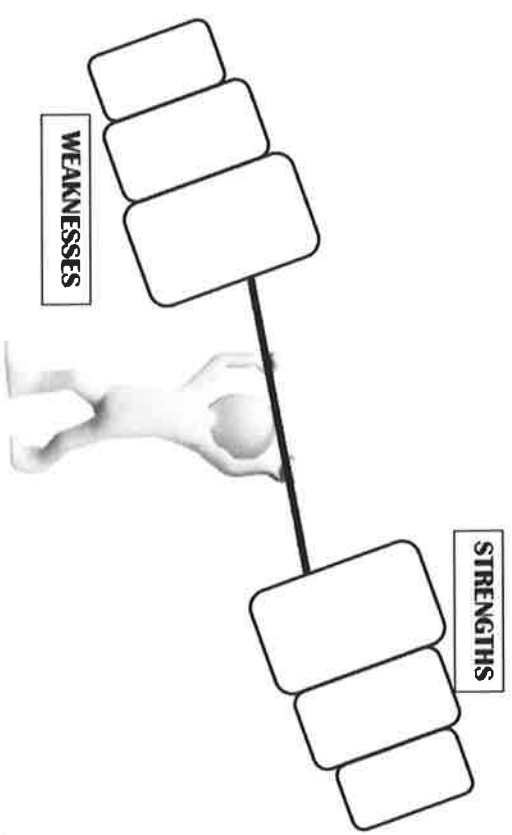
Link to Video: <https://www.youtube.com/watch?v=0xXm8lovHlY>

ACTIVITY

Week 4 Inquiry Feedback Task

Complete the following activity assigned to you as a feedback task (Google Classroom>Classwork>Inquiry>Week 4 Feedback Task).

You will need to research 3 strengths and 3 weaknesses of the Alcoa coal mine/coal mining in general. Please answer your questions in detail.



YEAR 6 INQUIRY UNIT – 'THE PHYSICAL AND NATURAL WORLD'

LESSON 8 – ENERGY AND POLITICS

LEARNING INTENTIONS

- I can explain how the Government is planning to address Australia's 'Energy Crisis'
- I can form my own opinions on political issues

COUNTRIES LEADING THE CHARGE ON RENEWABLE ENERGY

In lesson 7, we learnt that Australia uses 73% of coal, a non renewable energy BUT...
100% renewable energy is possible!

Countries all around the world are powering towards a renewable energy future by embracing solar, wind and geothermal energy and these countries are in the lead to win the renewable energy race!

- Sweden is nearly **100% renewable** - wind and solar
- Costa Rica is **95% renewable** - hydro, geothermal, solar and wind
- Scotland is **98% renewable** - world's largest floating wind farm!

This is possible in Australia but it takes our leaders like PM Scott Morrison to make the change...

ENERGY AND POLITICS

Energy is always a hot topic in politics. Recently, the politicians and media have been talking about our carbon emissions creating warmer temperature (climate change) resulting in our 2019/20 bushfire season. Do you think climate change impacted the 2019/20 bushfires?

Coal is our main energy source. This is mainly because it is easily available in Australia which means it's cheaper to use. Making solar panels and wind farms can be very expensive! If we use renewable energy sources it can cost a lot of money to our government and a lot of money for the consumer too - which is us! Would your family be ok with our groceries, petrol and household items costing more money if it meant we could help save our environment?

They are predicting we only have 50-100 years supply of coal left. This means there is a lot of pressure on the government to come up with a solution.

ENERGY AND POLITICS VIDEOS

As you watch the following videos, think about your opinion on Climate Change. Is Australia doing enough for the environment?

What is Global Warming/Climate Change?

<https://www.youtube.com/watch?v=Sv7OHfIRfU>

The South Australian Energy Crisis (2017):

<http://www.abc.net.au/btn/story/s4636594.htm>

Global Strikes and Climate Change:

<https://www.abc.net.au/btn/newsbreak/global-strike-4-climate/11532132>

ENERGY, CLIMATE CHANGE AND POLITICS

Climate change and energy sources is a complicated issue.

Did you know that Australia is currently ranked 57th out of 57 Countries tested for its efforts/policies around improving Climate Change?

This means that Australia (by population size) is consider one of the worst, or the worst, polluters of carbon dioxide on the planet.

Although many of the decisions made around this are made by the Government, we can all make a difference.

ENERGY AND POLITICS VIDEOS

Write your answers to the below questions in your book:

What did you learn from watching the videos?

Do you think the Australian government is taking Climate Change seriously enough?

What can you and your family do to help the environment and minimise carbon dioxide emissions?

OPTIONAL ACTIVITY

Write a letter expressing your point of view about Australia's energy:

- Scott Morrison / The Government
- The Media
- Environmentalists

Measurement Week 4 Feedback Task and Quiz

Q 1. Name

Q2. What is 3.2km when converted to metres? *

- 32m
- 32000m
- 3200m
- 320000m
- Other...

Q3. What is 1.37m when converted to cm? *

- 13.7cm
- 1.37cm
- 1370cm
- 137cm

Q4. What is 72cm when converted to mm? *

- 72mm
- 720mm
- 7.2mm
- 72000mm
- Other...

Q5. How many grams are in 1.75kilograms? *

- 17.5 grams
- 1750 grams
- 175 grams
- 17050 grams

Q6. How many liters are in 1700 milliliters? *

- 17 liters
- 1.7 liters
- 170 liters
- Other...

Q7. When converting centimeters (cm) to metres (m), what do you need to do? *

- Multiply it by 10
- Multiply it by 100
- Divide it by 10
- Divide it by 100

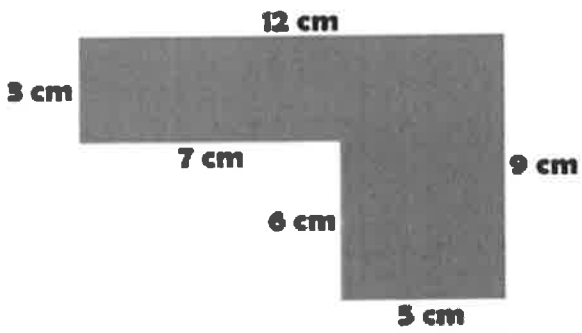
Q8. What is the perimeter of this shape below? *

- 42cm
- 40cm
- 39cm
- 42mm
- Other...

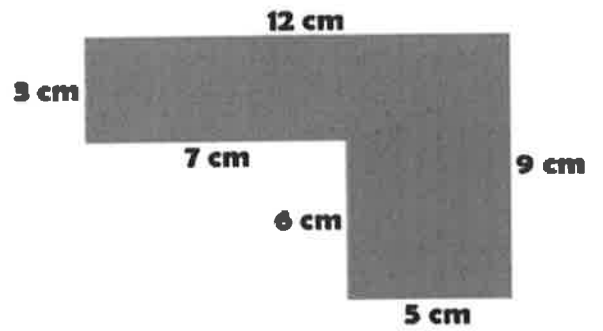
Q9. What is the area of the shape below? *

- 39cm²
- 66cm²
- 72cm²
- 60cm²
- Other...

Q8.



Q9.





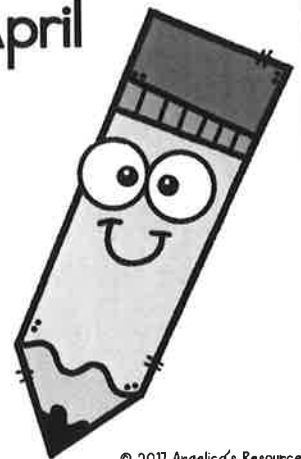
Revising and Editing

- Descriptive Words**
5 senses (see, hear, taste, touch, smell)

- Spelling**
sight words (we, of, are, this, the)

- Capitalization**
the → The april → April

- Punctuation**
• , ? !



Year Six Spelling

Term 2: Week 4 Remote &
Flexible Learning

Focus: Compound Words

Revision

This year we have been looking at prefixes, suffixes and words building.

In your own words define:

What are prefixes, suffix and base words?

Revision

In your own words define:

What are prefixes, suffix and base words?

Hopefully your definition was something like this:

A **base** word is a word that can have **prefixes** or **suffixes** added to it.

A **prefix** is a letter or set of letters added to the beginning of a word.

A **suffix** is a letter or set of letters added to the end of a word.

Task 1 - Word sort

On the next slide you will see a list of words

- Sort them into groups..

Explain your reasons for grouping this could be based of phonics (sound), visual pattern or morphology (meaning) e.g.

- *These words all have the code...*
- *These words all have 2 syllables*
- *These words are all past tense*

Think about our focus as you group.

Compound Words

pineapple

footprints

screwdriver

weekend

scarecrow

toothpaste

thunderstorm

rainbow

grandmother

friendship

Task 2 - Explaining the sound

Compound words are two or more **words** which are put together to make one larger new **word**. This new **word** has a new meaning.

Use a highlighter to break each of the compound words into two parts

Eg. **Foot**print



Task 3 – Word hunt

Try and find as many compound words in the book that you are reading and write them in a new sentence.

Task 4 - Dictation

- Listen carefully as a family member reads a short paragraph for you to write down.
- Pay close attention to the full sentence as it will help you with your punctuation.
- This dictation include a variety of sentence types.

Task 4 - Dictation

1. The rainbow came after the thunderstorm.
2. My grandmother made a scarecrow.
3. On the weekend I made pancakes.
4. I brushed my teeth with toothpaste after eating pineapple.
5. There were footprints on the path but the only thing there was a scarecrow...

If you used . instead of ... that's okay

Literature Circles

Reading Term 2

SUMMARISER

Your role is to prepare a brief summary of your reading. This should be an overview of the main ideas and key message.

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1. Key Points:

- Record the main events of this part of the text (you might like to take notes as you read)
- Use brief dot points, not sentences

2. Summary:

- Retell the events of this section in your own words
- Make sure to explain in detail and include interesting vocabulary, using your key points as a guide.

Remember to include:

Name of Book _____ **Name of Role** _____

<p>KEY POINTS</p> <ul style="list-style-type: none">•••••••• <p>etc.</p>	<p>SUMMARY</p>
--	-----------------------

How do we become expert summarisers?



Sample Response - Summariser

Because of Winn Dixie

Summariser

- ~ Indi and Gloria dump threw a party.
- ~ Winn Dixie ran away because of the thunder storm.
- ~ India learnt something new about the preacher.
- ~ Gloria dump told the preacher and India how they found Winn-Dixie
- ~ Dunlap came over to India and helped her up.

They all sat around and sang songs of friends. They all became friends because of Winn-Dixie.

Indi had this idea that her and Gloria dump could through a party and invite all their friends. Gloria said their can only be a party if she invites the dewberry boys. Everyone agreed to the party except it took a little convincing to get Otis to come. The party was going great until they heard thunder and it started pouring rain. India was so worried about the party she forgot about Winn Dixie and his fear of thunder, India and the preacher went searching for Winn Dixie. The preacher wanted to give up but India didn't let him. The preacher started crying because of India's mum she wanted him and so did the preacher. She yelled at him for giving up

on her mum, but he revealed that he tried and tried to keep her but he is lucky that she left India. They tried to find him they knew he wouldn't go far so they went back to Gloria's house and they could hear music a block away. When they arrived at Gloria's India saw win Dixie and she ran up to Winn Dixie and hugged him. Gloria dump and sweetie pie told the story of that they heard snoring so they sent Otis to go into Gloria's room and found Winn Dixie under the bed covered in dust. India went out side to look at her tree and see if has grown. Dunlap did something India thought he would never do. He put his hand out and helped her up.

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KEY POINTS

- *
- *
- *
- *
- *
- *

etc.

SUMMARY

TEXT TYPES

Recount

A Recount tells what happened.

- Background information about who, where and when.
- Series of events in chronological order.
- Personal expressions of attitude and feelings.

Structure of a Recount:

Information Report

An Information Report is used to present information about something. It describes an entire class of things, whether natural or made.

- Opening general definition or classification.
- Sequence of related statements about the topic.
- Concluding statement.

Structure of an Information Report:

Exposition

An Exposition puts forward an argument or a particular point of view.

- Point of view is stated.
- Justification of arguments in a logical order.
- Summing up of argument.

Structure of an Exposition:

Narrative

A Narrative tells a story.

- Orientation—who, what, where and when.
- Complication.
- Series of events.
- Resolution.

Structure of a Narrative:

Explanation

An Explanation makes clear how or why things are as they are, or a series of events in chronological order.

- A general statement.
- A series of events in chronological order.
- Concluding statement.

Structure of an Explanation:

Description

Description details the characteristic features of a particular thing.

- Opening statement introducing the subject.
- Characteristic features of the subject.
- Concluding statement (optional).

Structure of a Description:

Procedure

A Procedure tells how to do something.

- Opening statement of goal or aim.
- Materials required listed in order of use.
- Series of steps listed in chronological order.

Structure of a Procedure:

Discussion

A Discussion presents information and opinions about more than one side of an issue.

- Opening statement presenting the issue.
- Arguments or evidence for different points of view.
- Concluding recommendation.

Structure of a Discussion:

Response

A Response is used to summarise, analyse and respond to literary texts. A Response may be a review or a personal response.

- Content—background information on the text.
- Description of the text (including characters and plot).
- Concluding statement (judgment, opinion or recommendation).
- Context—background information on the text.
- Personal opinion and/or reaction.

Structure of a Review:

Structure of a Personal Response:

Parachute Problem Solving

Measurement

Learning Intention:

I can solve problems involving the comparison of lengths and areas using appropriate units

I can measure, calculate and compare elapsed time

You have been tasked with a rescue operation to make a parachute!

Your parachute must get your person to the ground safely. You will have to design, build and test a parachute. For this to be successful the time from release at 2m to hitting the ground has to be above 1.5 seconds, any less and the results are not good!

The person you are rescuing must weigh 100 grams and they must be able to be placed in, and removed, from the harness (you cannot glue/sticky tape them in).

Please keep this Google Doc, on your netbook, with the photos and drawings as we may share it later.

Suggested Materials:

Material for the canopy, cotton, string, blu tac, stone or a pebble

You'll also need somewhere to launch from, as well as a timing device.

What you need to do:

Research parachute design- how they work, what are they key components.

Design- draw the design of your parachute and label each part with the correct language (terminology)

Build- construct your parachute from your materials (your choice) and include measurements (see table below)

Test- The fun bit. Test and time your parachute. PLEASE SEEK HELP FROM PARENTS/CARERS FOR THIS PART OF THE TASK

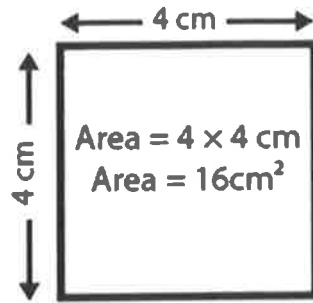
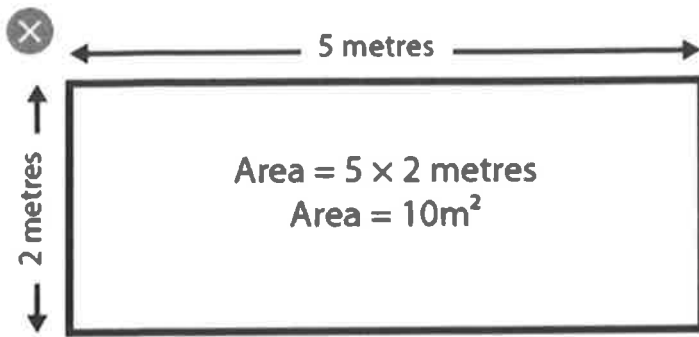
Improve- If your parachute was not successful (or you want to increase the safety) in getting your person to the ground in 1.5 seconds or more you can redesign it.

Reflect-

Complete the table for your mathematics

Item	Length total	Area	Mass
Suspension lines			
Canopy (must be square or rectangle)			
Harness			
Passenger weight			100g

To work out the area of shape you need to multiply the length by the width.



Test	Time	Result
1		
2		
3		
4		

Time the table below will give your results

Time	Result
0.0-1.4 seconds	Fail
1.5-2.0	Pass
2.1- plus	Engineering genius

Reflection:

What did I learn?

If I was to redesign my parachute, what would I do differently next time ?

Is this an activity I'd like to share with my prep buddy? If so, why/why not.

WRITER'S WORKSHOP:

Editing & Revising

Revise Vs Edit

Embedded into the writing process are two significant stages, revision and editing.

. Revision:

- ideas
- organisation
- voice
- word choice
- sentence fluency

Editing:

- conventions .,!?
- publishing

Revision is individual, creative, complex and messy.

Editing is predetermined, correct and exacting.

Revision

Revision can be really tough. It's where we take on the hard part of writing: creating meaning. We add details, move things around, cut great chunks, reword phrases, listen to the voice and its authenticity. Literally, we take the idea and move it along until it is fully developed and unmistakably clear.

We need to break revision down, to small doable pieces. That way it becomes easier, and our writing will become better.

When we revise, we need to look at the ideas, organisation, voice, word choice and sentence fluency.

REVISING LOOKS LIKE

- Re-reading your draft
 - Does it make sense?
- Checking and/or revising your writing goal
- VCOP and up-levelling
 - Don't just colour, make some improvements
 - Consider synonyms
 - Delete unnecessary information
- Reading your work aloud to yourself
- Checking your sentence lengths
- Thinking about your purpose and audience
 - Does your writing meet their needs?



USE THE VCOP PYRAMIDS

Ambitious Vocabulary

beneficial, endeavor, occur, worsen, unjust, naps, stamina, jets, giggle, writhe, broadly, freestyle, bid, adore, jogs, jostle, jibe, quaking, companion, stinking, thousands, fearful, moribund, pestiferous, ethereal, detestable, renounce, wretchedly, juncture, generous, appreciate, consider, wasteful, courage, peak, noble, testingly, merrily, aggressively, indignantly, unimpaired, maddening, edifying, shuffling, emotion, evocative, lashing, progress, figure, communication, ingratiate, observation, prefer, reach, outstandingly, tenderly, biologically, formidable, overgrown, periodic, over, common, done, cease, evade, spawning, speculation, jinxed, urban, spry, keen, discernible

Sentence Openers

The... My... I...
 First... Then... If...
 Next... Last... When...
 Because... Also... Last time...
 After... Another thing... Soon...
 Although... Before... Afterward...
 Sometimes... Eventually...
 After a while... Often... Another thing...
 Never... Always... Besides... Even thought/If... Before...
 Meanwhile... Before very long... However... In addition...
 Despite... An important thing... We always... Fifth... I felt as...
 I discovered... Having decided... I actually... Due to... As time went...

Open with a wide range of sentence openers to keep the reader interested.

Cool Connectives

and
 but
 because
 when
 before
 after
 although
 while
 besides
 as well as
 All the above plus
 in addition to
 as well as
 contrary to
 despite
 other
 nevertheless
 so as to
 however

A range of sophisticated ways of connecting thoughts, ideas, phrases and sentences

Punctuation Pyramid

C.
 C. ?
 C. ? ,
 C. ? , ! ... ' " " : ; () -

START AT THE TOP OF THE PYRAMID AND WORK YOUR WAY DOWN.



Editing

Making our writing more 'readable' and understandable through the correct use of conventions.

When we edit, we are looking for:

- spelling
- punctuation
- grammar (do our words make sense?)
- capitalisation
- paragraphing

When we edit, we need to follow the writing 'rules'. Pop your editors hat on and 'edit' the text to the right.

Dreams
Emily Taylor
20th 12, 1991
Dreams

I have a dream for the world. I dream that one day soon, the environment will be cleaner. Breathing clean air must feel good. In fact, the air and ground we breathe would be so much better. We don't have very clean air. In the air and ground we breathe we could have a healthier body. There wouldn't be any sick animals or people because of pollution or garbage. A cleaner environment can come, if everyone helps clean up.

I have a dream for my country. I dream that one day soon, everyone who is hungry can get a decent meal. The hungry people must be fed. If they had a meal they wouldn't be so thin. They must be fed from hunger. Everyone can have a few decent meals if people care.

Your task: Week 4

Revision and Editing can be overwhelming, but only if you try to correct everything at once.

This week you need to choose **ONE** area to focus on eg. vocab or punctuation to make your writing better.

“Squeeze it once, and let it go.”

Learning to write takes time, practice and patience. Never lose sight of the **big goal: becoming a good writer.**



Survei Rumah Saya

Nama: Pak Zander

(A survey of my house)

Y = ya (yes) T = tidak (no)

	kursi	meja	lemari pakaian	tempat tidur	lemari es	televisi	sofa	rak buku	kolam renang	kecil	besar	beran-takan	rapi	bau
dapur	T	Y	T	T	Y	T	T	T	T	Y	T	T	Y	T
kamar tidur (satu)	Y	Y	Y	Y	T	T	T	Y	T	Y	T	Y	T	T
halaman belakang	T	T	Y	T	T	T	T	T	T	Y	T	Y	T	T
ruang keluarga	T	Y	T	T	T	Y	Y	Y	T	T	Y	T	Y	T
kamar mandi	T	T	T	T	T	T	T	T	T	Y	T	T	Y	T
kamar kecil	T	T	T	T	T	T	T	T	T	Y	T	T	Y	Y

