

## Alternative home learning grid Year 6: Week 8

### RE

List and explain 5 ways you can be a bucket filler at school.	List and explain 5 ways you can be a bucket filler at Home.	Explain why it is important that you always try to do your best work at school.	Explain why it is important that you follow the 'Making Jesus Real' focus at school. How can it make you a better school leader?	Explain how you spread the word of Jesus through your actions and the way you speak to others.
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### English

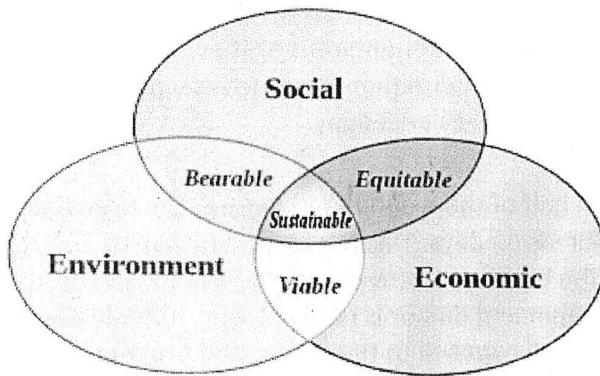
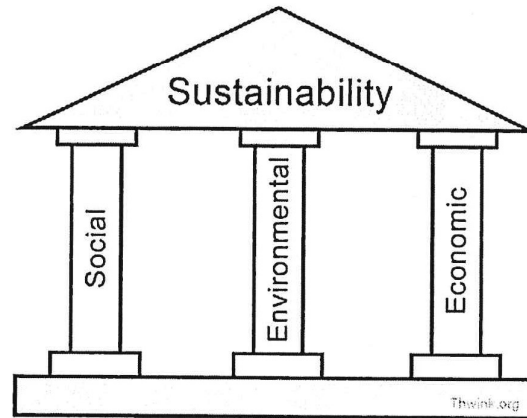
Look at the notes about sustainability, we discussed this in class. Read Ida's story and answer the questions.  <u>Reading for enjoyment</u>	Research the information about the Daintree Rainforest and write an informative text.  <u>Reading for enjoyment</u>	Write a persuasive text about saving the Daintree Rainforest. Complete the work about persuasive writing before you begin.  <u>Reading for enjoyment</u>	Write an imaginative text about saving the Daintree Rainforest. Complete the work about using direct speech before you begin.  <u>Reading for enjoyment</u>	You are an author. You are writing a children's book about your endangered animal.  <u>Reading for enjoyment</u>
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### Maths

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Angles worksheet	Angles worksheet	Angles worksheet	Angles worksheet	Angles worksheet
<u>Other activities</u>	Science and Technology.	Try to do some cooking for your family (check first). Even if it is making a cup of tea or coffee for your Mum	Do a drawing or a painting that expresses your feelings. You can use colours to show your emotions, the lines you	Journal about something that you are grateful for. You might write about your family, your friends, feeling
Try to get outdoors everyday and do something you enjoy. This could be riding your motorbike,				

garden, playing basketball – anything that makes you feel good.	Design a seismograph using water to detect motion in the Earth's surface. Draw a diagram of it, include notes so that someone else could make it. Make the seismograph using items you have at home and test it. We will talk about this during our Teams meeting.	or Dad. Try some new recipes and think about how Maths is important in cooking. We will talk about this during our Teams meeting.	draw and how you draw them also will show your emotions. We will talk about this during our Teams meeting	safe at home, something growing in the garden. Explain how it makes you feel.
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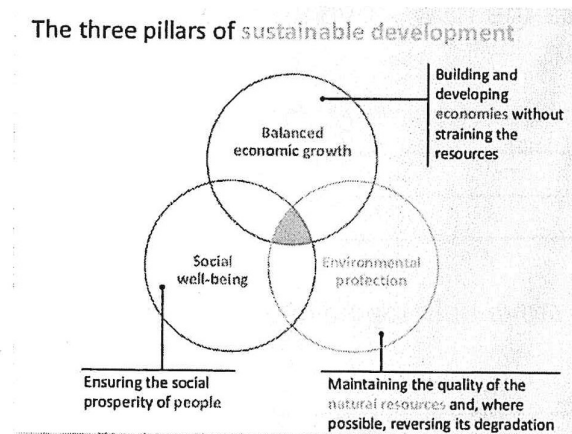
Monday



Bearable means are you able to live with it.

Viable means are you able to make money from it if it is your business.

Equitable means is it fair for as many people as possible.



**Work to do : Read Ida's story and explain how the development of the stove uses all three pillars of sustainability. Look at the diagrams and the definition before you answer.**



My family's favourite dish is rice, bananas, beans and vegetables. When I heard about the new stoves, I thought this was great news. Trees are not as numerous as they used to be. At the moment, we don't have many trees at all. When I heard that these stoves would help us use less wood and cut down less trees than before I was very happy.

The new stove means that I now use less than half of the wood I used before. The firewood that I used for just three days now lasts me for seven days. This is a very good way to protect the environment. When I was using the traditional stove, I would have to cook from 2pm until 9pm. Now I start cooking dinner at 4pm and dinner is ready at 7pm. The old open stove required constant attention and we were all exposed to the smoke and fire much longer. I can now leave the food to cook and do other things like cleaning while my children are at school.

Now I even have some time to rest!

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The stove is environmental (how does the new stove help the people look after the environment?) because

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The stove is 'social' ( how does the new stove help Ida have a better life?) because

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The stove could help the economy ( how could the new stove help Ida earn some money?) because

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Compare Ida's lifestyle to your lifestyle in terms of sustainability.

List the sustainable things you do.

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List the sustainable things you think Ida does.

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Explain which lifestyle you would like to live and why.

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## **Tuesday**

### **Work to do:**

**Research and write an informative text about the Daintree rainforest. (information attached if are unable to work online)**

Make sure you use the correct structure of an informative text and use any technical language.

Introduction: explain the topic

Paragraphs: each paragraph should be about one thing (size of the Daintree, number and types of animals are examples)

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Visuals

Wednesday

Work to do:

Write a persuasive text “ The Daintree Rainforest should be saved”. You may agree or disagree with this statement. Below is an outline of the structure we use at school to write persuasive texts. On the next pages are some worksheets to make sure you remember how to use persuasive devices in a persuasive text. You should do these before you start writing.

## Persuasive Writing Planning Sheet

Topic:

- Definition- tell the reader what the thing is
- Breakdown- are there different types
- issue funnel- who does this affect, local, Australia or the world
- linking sentence- There are many reasons why .....

connective	topic	Argument- write your point
Firstly,	write the topic	Evidence- how can you support it
		Device- use one of the devices

connective	topic	argument
		evidence
		device

connective	topic	argument
		evidence
		device



- opinion- I definitely believe .....
- summary- rewrite your arguments
- ending- Imagine a world .....

**Before you start your persuasive text, you should complete the work about persuasive devices to help you.**

Emotive Language	Questions asked just for effect, or to emphasise a point.
Alliteration	Words used to make the reader feel like you are talking to them.
Personal Pronouns	Repetition of the same sound at the beginning of words.
Exaggeration	Language used to make the reader feel certain emotions.
Rule of 3	Words used to indicate the degree to which something is probable.
Rhetorical Questions	Providing information that is inflated, or over-the-top.
Repetition	Important words or phrases that are used more than once.
Modality	Three adjectives or phrases used together to emphasise a point.

Read the persuasive devices listed above. Think about the number of times you have used them in the classroom. Match them with the definition. Remember to use a number of devices in your text.

#### Identifying Persuasive Devices

Read each sentence. Work out the persuasive devices being used to try to persuade the reader. Explain your answers.