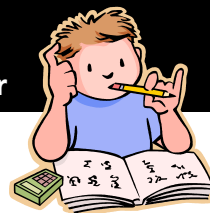








# Grade 56C Homework

<http://56c2011.global2.vic.edu.au>  
Weeks 4.1 and 4.2 – Due Friday 21 October



Complete two tasks from each row of the grid- English, Maths and Integrated. It is also important that you read every week. If you have any problems with this homework, please come and see me as soon as possible! Your homework rubric will be used to mark the tasks.  
-Mr Mills

**REMEMBER** to ask for help if you do not understand it. It is **OK** not to know what everything means, but there is always someone to help!

READING		Read for a minimum of 20 minutes at least three times a week. Every time you read, record the book, magazine or article and page numbers in your diary. Your diary will be checked on Friday morning, and should be signed by a parent. For something different this week, why not read a magazine or comic!	
<b>English</b> Choose 2 activities that will support you with your learning and will challenge you!	<b>Around the World (Geography, History, Reading, Writing)</b> Select one of the countries we travel through as a part of the Global Children's Challenge. Find out some interesting facts and information about that country. Present this information in a fact file, information report or other creative way as you see fit. Think about what is an acceptable amount of work to put in to this task.  Ensure you include a bibliography (a list of where your information came from – and don't just say "Internet" or "Google" – what is the website? What is the book title?) 	<b>Building the Tension (Writing/Vocab)</b> Use what we've learned about tightening tensions and write a short story (half a page) about a favourite holiday or event from the past. Don't write a recount – just an interesting story.  Remember to build the suspense and make it exciting by describing what you can see, hear, feel, taste, sense and smell. Make it as fantastic as your production or birthday party writing! 	<b>Review (Comprehending/Summarising)</b> Think about an exciting book you have read recently (or read a new book!). Try and think of a book that others might not have read (in other words, don't choose <i>Diary of a Wimpy Kid</i> ).  Write a brief review (two or so paragraphs) of the book in the appropriate post on our blog. Try and hook the reader by telling them why the book's exciting and why they'd want to read it – use some of your tightening tensions tricks to help. Remember not to spoil the ending of the book!
<b>Maths</b> Choose 2 activities that will support you with your learning and will challenge you!	<b>Find something new! (Investigating, Number, Personal Learning)</b> For this task, investigate maths for yourself. Visit the BBC's Skillswise website ( <a href="http://www.bbc.co.uk/skillswise/maths">www.bbc.co.uk/skillswise/maths</a> or linked on the blog). It contains revision on most things we have learnt in maths this year and also has one-minute videos for each topic explaining how we might use that area of maths everyday.  Pick some areas of maths. Before watching the video, list different ways you think people might use that area of maths everyday (for example, time might be used to organise meetings, recording length of races etc). After watching the video add to the list in a different colour anything you left off.  If you can't access the videos at home, make sure you ask at school.	<b>3D Shapes (Shape, Articulating)</b> Hunt around your house for different three dimensional shapes you can find. Take a photo of them, or draw them.  Label the shapes to show how you can identify what sort of shape they are. You should do this by identifying their key <b>attributes</b> (number of edges, vertices, faces).  Can you find any really interesting 3D shapes? 	<b>GCC Maths (Four Ops, Averages, WM)</b> Pick one seven day period of data from the GCC results you have recorded.  <b>Create and solve</b> at least five different written maths problems using this data. Be creative with the sorts of maths you could use. For example: <ol style="list-style-type: none"> <li>What is the average (mean) number of steps I took in 7 days?</li> <li>How many more steps did I take on Monday than Wednesday?</li> </ol>
<b>Integrated Studies</b> Choose 2 activities that will support you with your learning and will challenge you!	<b>How is it different? (Personal Learning, Transition)</b> Visit the website of the secondary college you will be attending next year (or Grade 5s, select a school you think you may attend or would like to). Have a look at the website and find out what the school's values are (they all have them on there- I've looked ☺).  Are any of them the same as our values at Berwick Fields? Which ones are different? Do they mean the same thing but are called something different?  Create a table or write some sentences to show examples of how you already demonstrate these values, or what you might do to display them next year. 	<b>Buddying Scientist (Science)</b> Find a science experiment that you can conduct at home. Put a copy of this experiment in your book and record your findings. What is something new you have learnt from conducting this experiment?  <b>Extension:</b> Use a digital camera and record yourself conducting the experiment, or bring it in to share with us. 	<b>Make them count. (Phys Ed/Health)</b> Think of some new, creative ways to boost your step count, and in turn your fitness and wellbeing, for the Global Children's Challenge.  Record at least three activities you did that you wouldn't normally do and how many steps it added to your total. (Before you begin the activity, record your total, and check afterwards and find the difference).
OPTIONAL ACTIVITIES		TIP FOR THE WEEK!	
<b>Optional Activities</b>	<b>Mathletics-</b> Can you earn a bronze certificate this week in Mathletics? 	This week's <b>organisation</b> tip is to ensure you're in the right frame of mind before beginning homework. No point if you are really tired or exhausted. Have a snack, something to drink or a ten minute break if needed before starting.	