



IN GEOGRAPHY, 5SK ARE CURRENTLY GRAPHING RAINFALL & TEMPERATURE FOR CALGARY, CANADA AND EXAMINING THE RELATIONSHIP BETWEEN LOCATION, SEASONS AND VEGETATION



I AM VERY PROUD TO SAY THAT 5SK ARE MOVING IN THEIR TABLES CHALLENGE

5SK NEWS



We are Kate DiCamillo Fans!

Over the last term, I have read three Kate DiCamillo books to the students. Ms DiCamillo is an amazing writer who uses great imagery and figurative language in her work. 5SK have been able to identify elements in her writing and make connections to Seven Steps writing. They especially liked how Ms DiCamillo used personification in her tightening tension scenes. We have just started reading Flora and Ulysses and it definitely started with a sizzling start.

The Miraculous
Journey of Edward
Tulane

The Tiger Rising

The Magician's
Elephant

Flora & Ulysses

Maths Concepts in Unit 6

Through the proficiency strands - Understanding, Fluency, Problem solving and Reasoning - students have opportunities to develop understandings of:

1. Using units of measurement - **chooses appropriate units** for length, area, capacity and mass; measures length, area, capacity and mass; finds perimeter; problem solves and reasons when applying measurement to answer a question

- be able to read a set of scales
- work out simple area and perimeter problems
- understand the difference between mg, g and kg
- be able to read graduations on a measuring jug
- find the missing part in an area sum (given answer and part, must work out other part)
- be able to use a measuring cup (dry ingredients)
- place measurements in order from smallest to biggest

2. Fractions and decimals - makes **connections between fractions and decimals; compares and orders decimals**

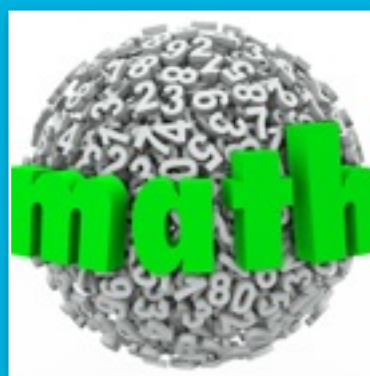
- complete a mixed fraction pattern ($2\frac{4}{6}$)
- place fractions and decimals on a number line

3. Patterns and algebra - **creates, continues and identifies the rule** for patterns involving the addition and subtraction of fractions; use number sentences to find unknown quantities involving multiplication and division

4. Number and place value - adds and subtracts using mental and written strategies including the right-to-left strategy; multiplies whole numbers and divides by a one-digit whole number with and without remainders

In Unit 6, 5SK will have two formal assessments that go towards the report card and two monitoring assessments.

Measuring with formal and informal units



Skills needed:

Read digital scales

Be able to use: measuring cups for liquids and dry ingredients

Select the correct measuring device for items

Strong understanding of area and perimeter

ENGLISH UNIT 6

Responding to Poetry

IN THIS UNIT, STUDENTS LISTEN TO, READ AND VIEW A RANGE OF POETRY, INCLUDING NARRATIVE POEMS, TO CREATE A TRANSFORMATION OF A NARRATIVE POEM TO A DIGITAL MULTIMODAL NARRATIVE.

Fur and Feathers

The emus formed a football team
Up Walgett way;
Their dark-brown sweaters were a dream
But kangaroos would sit and scream
To watch them play.

'Now, butterfingers,' they would call,
And such-like names;
The emus couldn't hold the ball
— They had no hands — but hands aren't all
In football games.

A match against the kangaroos
They played one day
The kangaroos were forced to choose
Some wallabies and wallaroos
That played in grey.

The rules that in the West prevail
Would shock the town;
For when a kangaroo set sail
An emu jumped upon his tail
And fetched him down.

A whistler duck as referee
Was not admired.
He whistled so incessantly
The teams rebelled, and up a tree
He soon retired.

The old marsupial captain said,
'It's do or die!'
So down the ground like fire he fled
And leaped above an emu's head
And scored a try.

Then shouting, 'Keep it on the toes!'
The emus came.
Fierce as the flooded Bogan flows
They laid their foemen out in rows
And saved the game.

On native pear and Darling pea
They dined that night:
But one man was an absentee:
The whistler duck — their referee —
Had taken flight.

Paterson, AB 1933, *Fur and Feathers*

Discuss at home:

1. What is the poem about?
2. Where is the poem set?
3. What is the purpose of the poem? (PIE)
4. How many lines does the poem have?
5. Does it have regular stanzas?
6. Does it use regular rhyming patterns or free verse?
7. How long are the lines? Consistent rhyme?
8. Does the poem use punctuation?
9. List unfamiliar words.
10. Are there any sound devices?

- alliteration, assonance, repetition, rhyme and rhythm