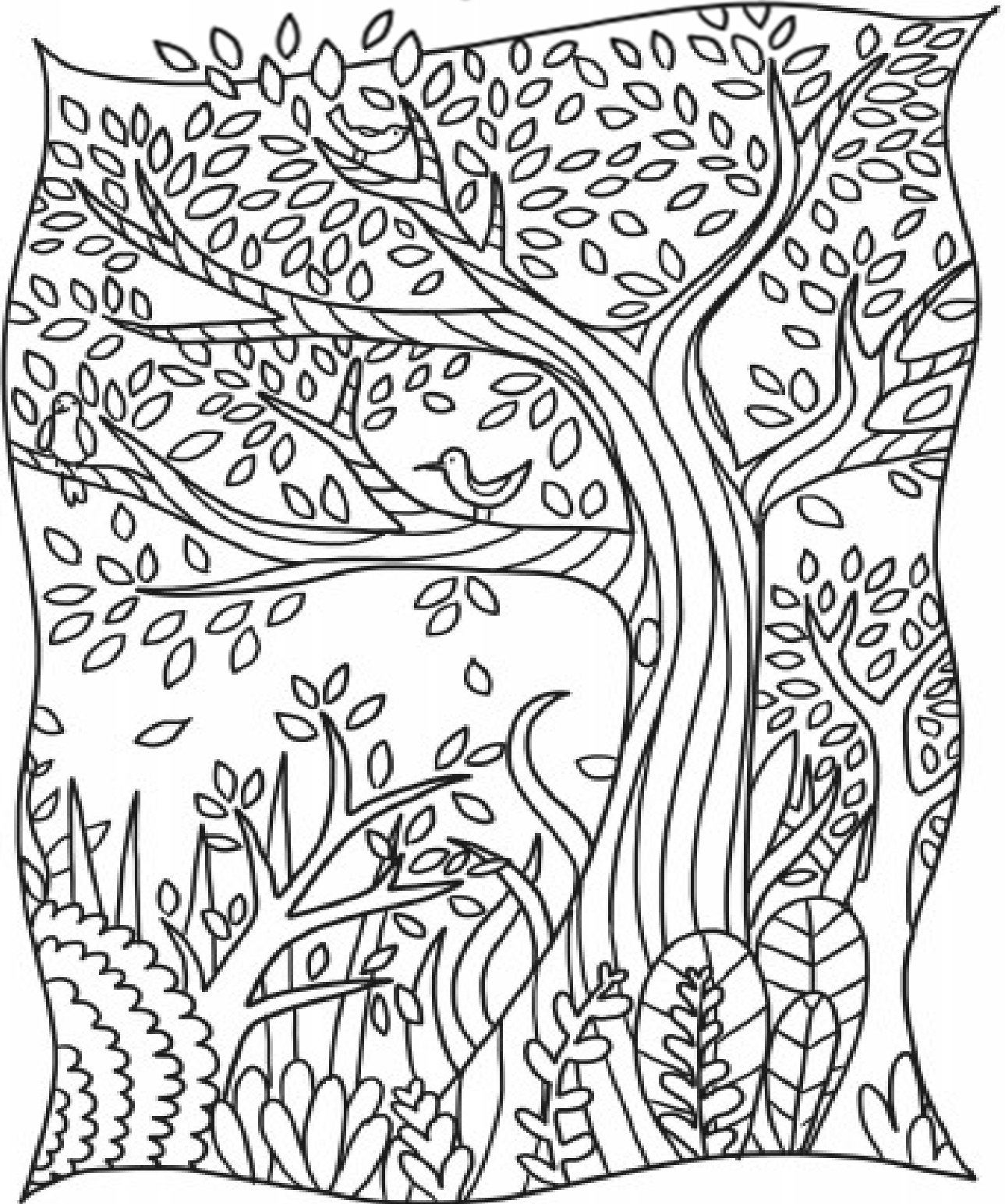




# *Year 6 - Term 3, Week 7*

## *Monday – Friday*



*Name:* \_\_\_\_\_ *Class:* \_\_\_\_\_



# GLENDORE PUBLIC SCHOOL

Where Everyone can Succeed

RESPECT

CARING














LEARNING

SUCCESS



## Year 6 – Term 3, Week 7

### Continuity of Learning – Working at Home Program

Daily Tasks					
Times	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Session	<p><b>Spelling</b></p>  <p>Complete the spelling activities on today's Microsoft Form or in your hardcopy booklet.</p>	<p><b>Spelling</b></p>  <p>Complete the spelling activities on today's Microsoft Form or in your hardcopy booklet.</p>	<p><b>Spelling</b></p>  <p>Complete the spelling activities on today's Microsoft Form or in your hardcopy booklet.</p>	<p><b>Spelling</b></p>  <p>Complete the spelling activities on today's Microsoft Form or in your hardcopy booklet.</p>	<p><b>Reading</b></p>  <p>Complete the individually assigned tasks on Reading Eggspress or complete the cloze passage task in your hardcopy booklet.</p>
	<p><b>Grammar in Writing</b></p>  <p><i>Lesson 1 - Pre-test</i></p> <p>Complete your pre-test in today's Microsoft Form or in your hardcopy booklet.</p>	<p><b>Grammar in Writing</b></p>  <p><i>Lesson 2</i></p> <p>Complete your grammar lesson in today's Microsoft Form or in your hardcopy booklet.</p>	<p><b>Grammar in Writing</b></p>  <p><i>Lesson 3</i></p> <p>Complete your grammar lesson in today's Microsoft Form or in your hardcopy booklet.</p>	<p><b>DREW – Drop Everything and Write</b></p>  <p>Use the prompt in today's Microsoft Form or in your hardcopy booklet.</p>	<p><b>Grammar in Writing</b></p>  <p><i>Lesson 4 - Post Test</i></p> <p>Complete your post-test in today's Microsoft Form or in your hardcopy booklet.</p>
	<p><b>Reading</b></p>  <p>Complete the individually assigned tasks on Reading Eggspress or complete the comprehension task in your hardcopy booklet.</p>	<p><b>Reading</b></p>  <p>Complete the individually assigned tasks on Reading Eggspress or complete the comprehension task in your hardcopy booklet.</p>	<p><b>Reading</b></p>  <p>Complete the individually assigned tasks on Reading Eggspress or complete the comprehension task in your hardcopy booklet.</p>		



# GLENDORE PUBLIC SCHOOL



*Where Everyone can Succeed*

RESPECT

CARING

LEARNING

SUCCESS

	<p align="center"><b>Fruit and Movement Break</b></p> <p align="center">Eat a piece of fruit or vegetable and take a 10 minute movement break. This could include doing a quick workout video or dance, creating your own circuit, playing a game with a sibling or making up your own movement activity.</p>				
	<p align="center"><b>Writing</b> <i>Informative Texts – Developing body and conclusion</i></p> <p>Complete your writing task in today's Microsoft Form or in your hardcopy booklet.</p>	<p align="center"><b>Writing</b> <i>Informative Texts – Developing body and conclusion</i></p> <p>Complete your writing task in today's Microsoft Form or in your hardcopy booklet.</p>	<p align="center"><b>Writing</b> <i>Informative Texts – Developing body and conclusion</i></p> <p>Complete your writing task in today's Microsoft Form or in your hardcopy booklet.</p>	<p align="center"><b>English Unit</b> <i>Universal Declaration of Human Rights</i></p> <p>Complete your book study task in today's Microsoft Form or in your hardcopy booklet.</p>	<p align="center"><b>English Unit</b> <i>Universal Declaration of Human Rights</i></p> <p>Complete your book study task in today's Microsoft Form or in your hardcopy booklet.</p>
<p><b>Recess Break</b></p>	<p align="center"><b>Recess Break</b></p>	<p align="center"><b>Recess Break</b></p>	<p align="center"><b>Recess Break</b></p>	<p align="center"><b>Recess Break</b></p>	<p align="center"><b>Recess Break</b></p>
<p><b>Middle Session</b></p>	<p align="center"><b>DEAR Reading</b></p> <p align="center">You can either choose a story on Epic or you can read a book from home</p>				
	<p align="center"><b>Maths</b></p> <p>Complete activities in today's Microsoft Form or in your hardcopy booklet.</p> <div align="center" data-bbox="333 1038 472 1177"> </div> <p>Complete individually assigned tasks on Mathletics if you have access.</p>	<p align="center"><b>Maths</b></p> <p>Complete activities in today's Microsoft Form or in your hardcopy booklet.</p> <div align="center" data-bbox="728 1038 866 1177"> </div> <p>Complete individually assigned tasks on Mathletics if you have access.</p>	<p align="center"><b>Maths</b></p> <p>Complete activities in today's Microsoft Form or in your hardcopy booklet.</p> <div align="center" data-bbox="1122 1038 1261 1177"> </div> <p>Complete individually assigned tasks on Mathletics if you have access.</p>	<p align="center"><b>Maths</b></p> <p>Complete activities in today's Microsoft Form or in your hardcopy booklet.</p> <div align="center" data-bbox="1516 1038 1655 1177"> </div> <p>Complete individually assigned tasks on Mathletics if you have access.</p>	<p align="center"><b>Maths</b></p> <p>Complete activities in today's Microsoft Form or in your hardcopy booklet.</p> <div align="center" data-bbox="1888 1038 2063 1177"> </div> <p>Complete tasks on Prodigy if you have access.</p>



# GLENDORE PUBLIC SCHOOL




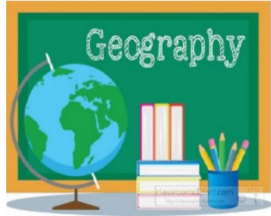








*Where Everyone can Succeed*

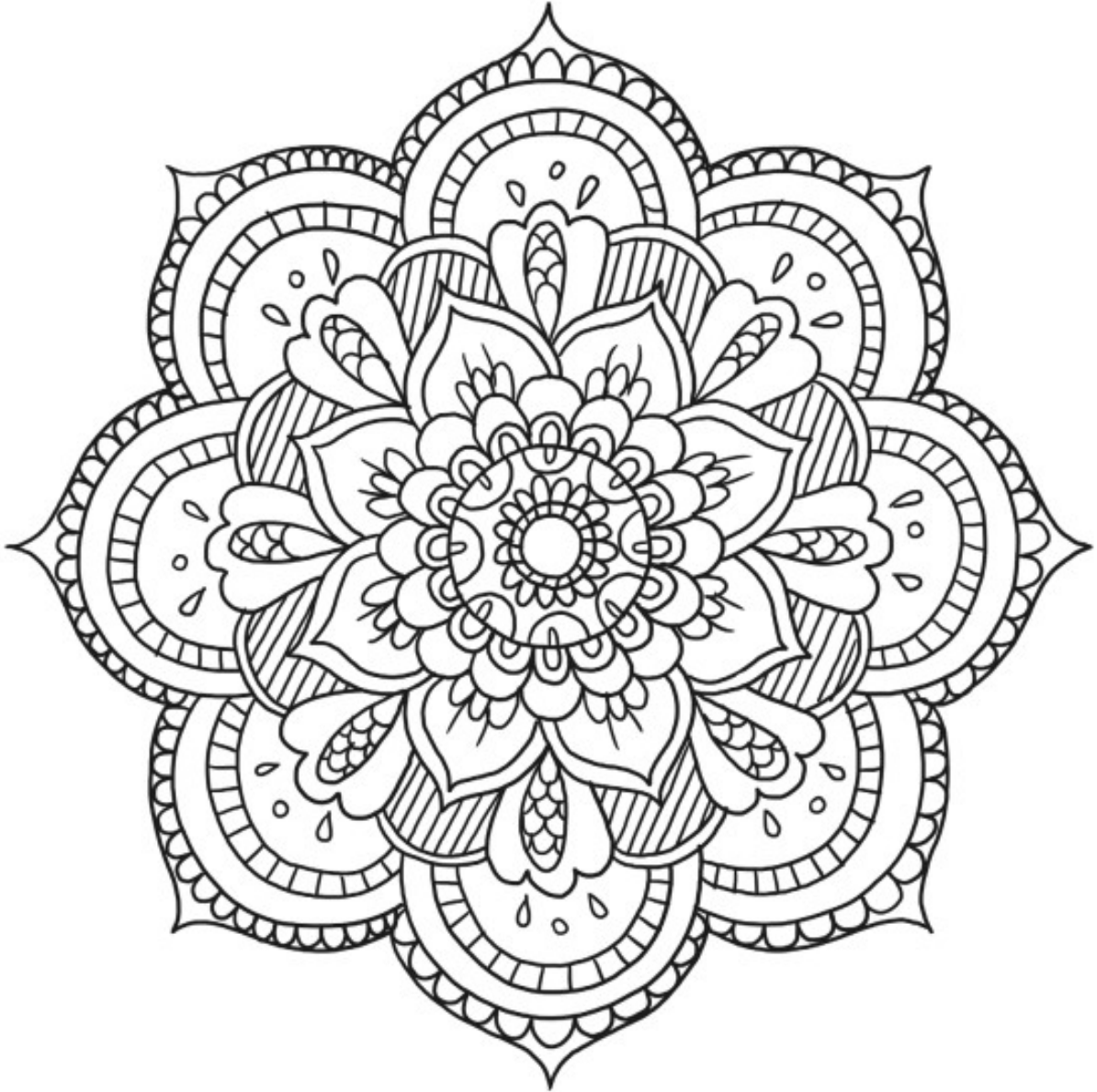
RESPECT

CARING

LEARNING

SUCCESS

	Science	Geography	CAPA	PD/Health	PE
	<p>Complete Science activities in today's Microsoft Form or in your hardcopy booklet.</p> 	<p>Complete Geography activities in today's Microsoft Form or in your hardcopy booklet.</p> 	<p>Complete Drama activities in today's Microsoft Form or in your hardcopy booklet.</p> 	<p>Complete Water Safety activities in today's Microsoft Form or in your hardcopy booklet.</p> 	<p>Complete the warm up and the game Gorri in today's Microsoft Form or in your hardcopy booklet.</p> 
Lunch Break	Lunch Break	Lunch Break	Lunch Break	Lunch Break	Lunch Break
Afternoon Session	<p><b>Drawing Activity</b></p> <p>Complete the astronaut drawing activity.</p> 	<p><b>Outside Activity</b></p> <p>Build an obstacle course in your backyard and time yourself completing it.</p> 	<p><b>Pillow Fort</b></p> <p>Build a pillow fort or a cubby for you to relax in.</p> 	<p><b>BTN or Squiz Kids</b></p> <p>Watch the latest episode of BTN -</p>  <p><a href="https://www.abc.net.au/btn/classroom/">https://www.abc.net.au/btn/classroom/</a></p> <p>No Access? Create your own BTN segment.</p>	<p><b>Art</b></p> <p>Complete the leaf art activity.</p> 



*Monday*

# Spelling

List Word	Practice	List Word	Practice
pedal		thorough	
pedlar		donation	
pedestal		continent	
pedigree		necessity	
pedicure		endeavour	
familiar		facilities	
practice		terminus	
personal		adrenaline	
necessary		interrogate	
donor		exaggerate	
editor		<u>fastidious</u>	
publish		<u>frivolous</u>	
scissors		<u>fascination</u>	
patients		<u>geometric</u>	
practise		<u>glutinous</u>	

## Activity 1 – Alphabetical Order

Write your list words in alphabetical order. Only include the extension words if you usually complete extension words in your class.

1.		6.		11.		16.		21.	
2.		7.		12.		17.		22.	
3.		8.		13.		18.		23.	
4.		9.		14.		19.		24.	
5.		10.		15.		20.		25.	

## Activity 2 – Dictionary Meanings

Choose 5 words and write their **dictionary** meanings below. Do not just write down what you think they mean.

1.

2.

3.

4.

5.

# Year 6 Grammar in Writing Term 3 Week 7

## Monday



Brainstorm words that will help you write a great paragraph (adjectives, nouns, similes etc)

Write your best paragraph here

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Challenge Words	Definition	Example
<b>Incinerate</b>	To burn or reduce to ashes.	He could use wizard's fire and <b>incinerate</b> the entire city.
<b>Smoulder</b>	To burn without flame; undergo slow or suppressed combustion.	She watched the thin paper curl and <b>smoulder</b> among the smoking embers of last night's blaze.
<b>Tawny</b>	Dark yellowish or dull yellowish-brown colour.	Lions vary in colour from nearly white to deep brown but <b>tawny</b> yellow is the most common shade.
<b>Vista</b>	A view or prospect, especially between rows of trees or houses.	The hard climb is worth it when you finally make it to the top and look at the <b>vista</b> .
<b>Catapult</b>	To thrust or move quickly or suddenly.	The boy used a <b>catapult</b> and smashed 2 windows.



# Informative Text Checklist

## Structure

- ✓ My informative text begins with a general statement which introduces and classifies the subject.
- ✓ My informative text contains a series of factual paragraphs which describe the characteristics of the subject.
- ✓ My informative text ends with a concluding statement which sums up the information presented about the subject.

## Language and Features

- ✓ I have used a formal tone when writing.
- ✓ I have tried to sound like an expert on the topic.
- ✓ I have used subject-specific, technical vocabulary.
- ✓ I have used the verbs 'to be' and 'to have'.
- ✓ I have used present tense.
- ✓ I have used nouns and noun categories.
- ✓ I have used adjectives and adverbs to enhance description.
- ✓ I have used time connectives.
- ✓ I have used phrases showing cause and effect.
- ✓ I have used comparative language.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Informative Text Fact File – African Lions

Read the facts about lions, then sort them into the correct box in the fact file.  
Hint: There are three facts per box.

prey includes antelopes, buffaloes,  
zebras, giraffes and crocodiles

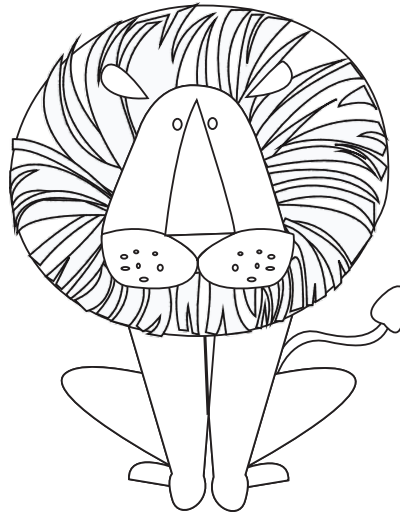
powerful jaws and teeth

female lions (lionesses) are  
the hunters of the pride

native to southern and  
eastern Africa

need to eat 5-7 kg (11-15 lb)  
of meat every day

live for 12-16 years



belong to the cat species

live together in social  
groups called 'prides'

live in grasslands, scrub  
and open woodlands

males have thick manes to  
protect their necks

carnivorous mammals

males weigh around 180 kg (400 lb),  
females weigh 130 kg (290 lb)

General Facts	Size and Appearance
Habitat and Lifestyle	Hunting and Eating

## **Developing the body of an Informative Text - African Lions**

Use the facts you have just sorted into the 'fact file' to create paragraphs about each of the of the main ideas below. You may want to go back and review the Informative Text Checklist before you start.

### General Facts

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### Size and Appearance

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### Habitat and Lifestyle

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### Hunting and Eating

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Fractions of Whole Numbers

Finding a fraction of a quantity is the same as dividing the quantity by the fraction's denominator.

$$\frac{1}{3} \text{ of } 9$$


---


$$=$$

is the same as

$$9 \div 3$$


---


$$=$$

Complete the missing information below.

1.  $\frac{1}{2}$  of 10 is the same as  $10 \div 2$  and equals

2.  $\frac{1}{4}$  of 8 =  =

3.  =  $60 \div 10$  =

4.  =  $24 \div 8$  =

5.  $\frac{1}{5}$  of 20 =  =

6.  =  = 10

7. Write a word problem that involves finding a fraction of a quantity. Add the answer to the other side of the page.

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## Add and subtract fractions - same denominator

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Fractions, Decimals and Percentages

Investigate strategies to solve problems involving addition and subtraction of fractions with the same denominator (ACMNA103)

### Understanding

1. Add the following fractions.

$$\frac{1}{4} + \frac{2}{4} =$$

$$\frac{1}{5} + \frac{3}{5} =$$

2. Subtract the following fractions.

$$\frac{2}{3} - \frac{1}{3} =$$

$$\frac{4}{7} - \frac{2}{7} =$$

### Fluency

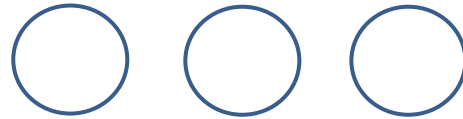
1. Use the number line to show how you can simplify the fractions below.

$$\frac{5}{6} - \frac{3}{6} =$$



2. Shade the fraction of each shape to show how you can simplify the fractions below.

$$\frac{1}{4} + \frac{2}{4} =$$



### Problem Solving

1. Isabella cut a pizza into 8 pieces. She gave 3 pieces to Mark and 2 pieces to Brian.



a) What fraction of pizza did she give out?

b) What fraction of pizza does she have left?

2. Robert adds  $\frac{1}{7}$  of a tank of petrol to his car on Tuesday and  $\frac{3}{7}$  of a tank of petrol to his car on Wednesday. What fraction of petrol has he added to his car?



### Reasoning

1. Simplify the fractions below, and then draw the answer to each question to show which fraction is larger.

$$\frac{1}{5} + \frac{1}{5} =$$

$$\frac{8}{10} - \frac{3}{10} =$$

2. Write a fraction addition problem that equals  $\frac{6}{7}$ .

$$= \frac{6}{7}$$

## Science

Imagine you are a space tourist and you have 3 days in space. Plan your trip by listing what you will do and see each day. You should plan three separate trips to different places. You might ride a comet, explore Saturn's rings, or have lunch on the International Space Station. Make sure you plan a fun and creative trip!

Day 1:
Day 2:
Day 3:

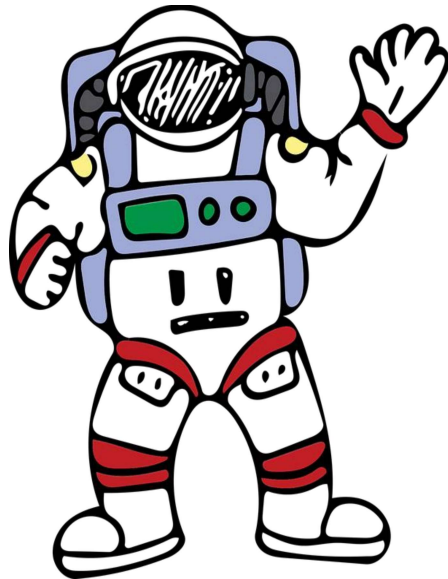


**Design or invent a new piece of technology that can solve the problem of space junk.**

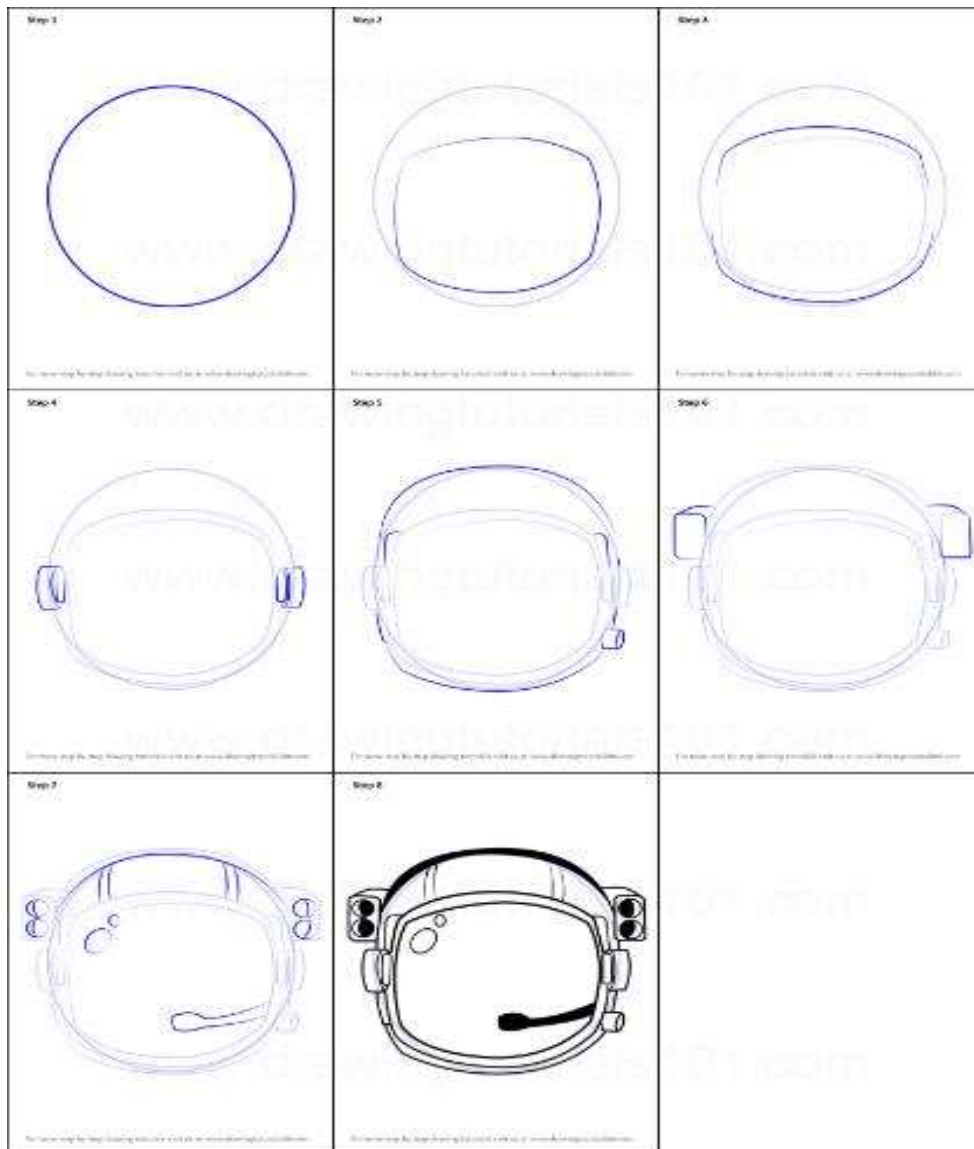
**Draw, label and explain how it works.**

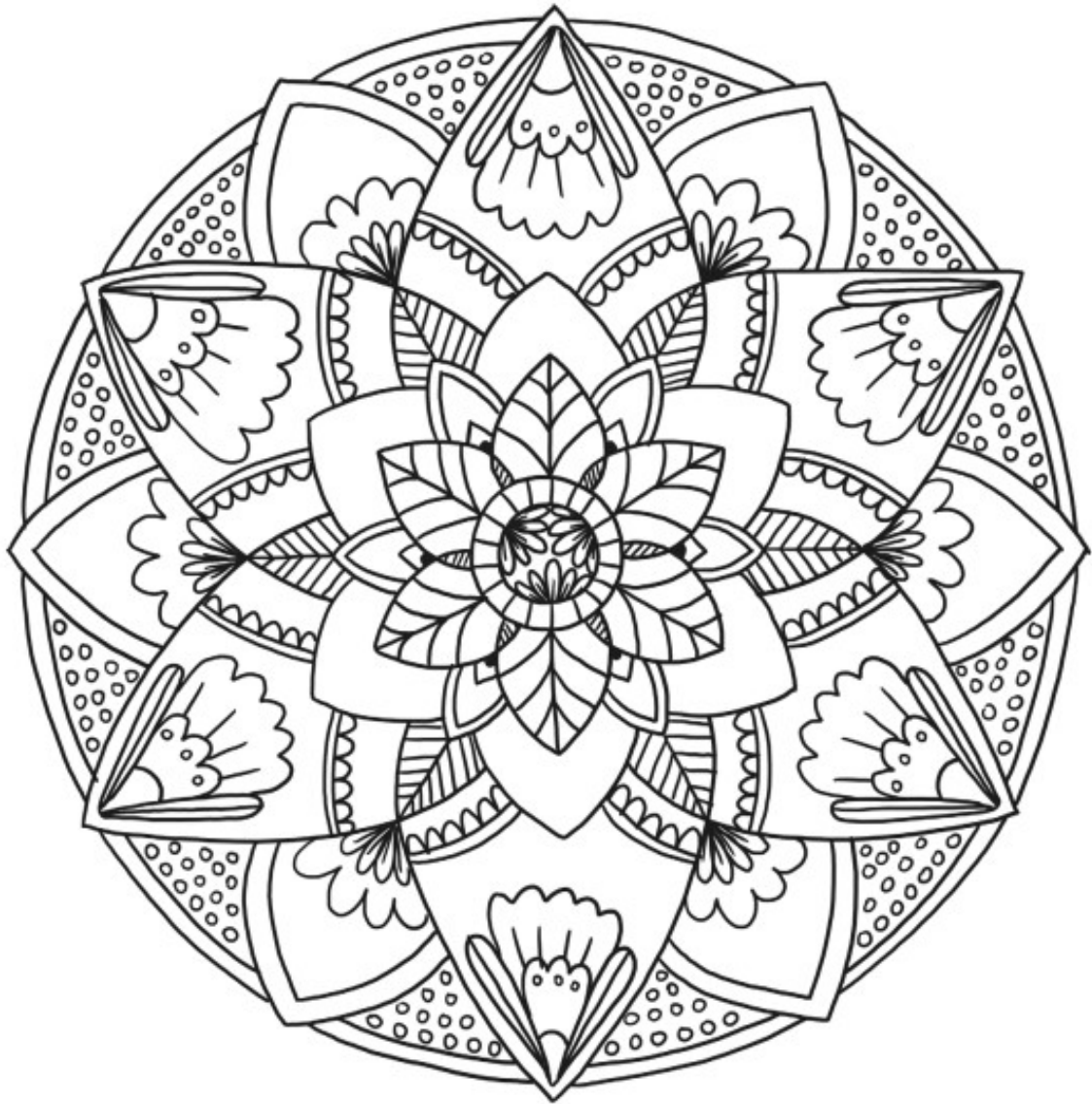
A large, empty rounded rectangular box with a thin black border, intended for drawing and labeling a new piece of technology to solve the problem of space junk.





Follow the steps  
to draw an  
astronaut in their  
helmet.





*Tuesday*

# Spelling

List Word	Practice	List Word	Practice
pedal		thorough	
pedlar		donation	
pedestal		continent	
pedigree		necessity	
pedicure		endeavour	
familiar		facilities	
practice		terminus	
personal		adrenaline	
necessary		interrogate	
donor		exaggerate	
editor		<u>fastidious</u>	
publish		<u>frivolous</u>	
scissors		<u>fascination</u>	
patients		<u>geometric</u>	
practise		<u>glutinous</u>	

# UNIT 23

## Phonics

pedal  
pedlar  
pedestal  
pedigree  
pedicure

## Basic list / High frequency

familiar	editor	thorough
practice	publish	donation
personal	scissors	continent
necessary	patients	necessity
donor	practise	endeavour

## Difficult

facilities  
terminus  
adrenaline  
interrogate  
exaggerate

## Own words



### Spelling rule

Usually when thinking 'ei' or 'ie', think 'i' before 'e' except after 'c', when the blend has an 'ee' sound.

Example:

brief receive

1. Use your spelling rule to complete these words.

a ch ___ f	f br ___ f
b th ___ f	g rec ___ pt
c perc ___ ve	h rel ___ f
d p ___ ce	i bel ___ ve
e sh ___ ld	j dec ___ ve

## Words in context

2. Choose a list word to complete these sentences.

- Have a \_\_\_\_\_ search for the scissors.
- Mrs Cook made a \_\_\_\_\_ to the Red Cross.
- Jackie visited the beautician for a \_\_\_\_\_.
- The \_\_\_\_\_ found all the mistakes in the author's work.
- Adam is a caring person, so he became a blood \_\_\_\_\_.



3. Unjumble these letters to make list words.

- |                |                  |                 |
|----------------|------------------|-----------------|
| a norod _____  | c tcnennit _____ | e sssrioc _____ |
| b tidroe _____ | d lpsorean _____ | f bpsiluh _____ |

## Wrong spelling

4. Correct the spelling mistakes.

- Endevour to not exaggerate the truth.
- That information is persenol and private.
- "Where are my scssors?" asked Ali.
- The editor will publesh my story.
- Which contenet do you live on?




## Word building

5. Complete the word building table.

a	practise		practised	
b		endeavours		endeavouring
c	publish		published	
d		interrogates		interrogating

# Year 6 Grammar in Writing Term 3 Week 7

## Tuesday



Challenge Words	Definition	Example
<b>Incinerate</b>	To burn or reduce to ashes.	He could use wizard's fire and <b>incinerate</b> the entire city.
<b>Smoulder</b>	To burn without flame; undergo slow or suppressed combustion.	She watched the thin paper curl and <b>smoulder</b> among the smoking embers of last night's blaze.
<b>Tawny</b>	Dark yellowish or dull yellowish-brown colour.	Lions vary in colour from nearly white to deep brown but <b>tawny</b> yellow is the most common shade.
<b>Vista</b>	A view or prospect, especially between rows of trees or houses.	The hard climb is worth it when you finally make it to the top and look at the <b>vista</b> .
<b>Catapult</b>	To thrust or move quickly or suddenly.	The boy used a <b>catapult</b> and smashed 2 windows.

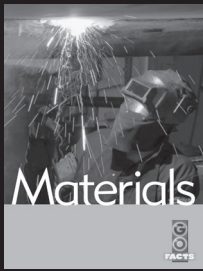
## Active and Passive Voice

### The Rules

- To be able to understand passive and active voice, you need to have a good understanding of **subjects**, **verbs** and **objects** within sentences.
- In English, **active sentences** are used much **more often** than passive sentences.

Decide whether the following sentences have been written in active voice or passive voice.

1. The McLeod family visit Scotland every year during the summer.
2. Jessie's brother was admitted to hospital during his illness.
3. Water was limited during the great drought of 1997.
4. Poppy found her missing library book underneath her bed.
5. Grandpa's birthday was celebrated with cake and party balloons.



# Lesson 110 • Materials

Name \_\_\_\_\_

## Drawing conclusions

To draw conclusions from a text, we have to use clues to make our own judgements. The clues help us find the answers that are hiding in the text.

## Read the passage.

Circle the key word that is the clue to question 1's answer.

Underline the sentence that is the clue to question 5's answer.

Glass is made by mixing sand, limestone and soda ash in a furnace. The molten glass is poured into a mould or laid out in sheets. It hardens as it cools.

Glass breaks easily. This property can be changed by adding chemicals or by changing the way glass cools. If you reheat glass, then quickly cool it, the glass becomes much stronger.

Pyrex glass is a special type of glass. It does not expand when it is heated as much as normal glass.

Glass can be recycled over and over again.

Underline the sentence that tells us what happens to molten glass.

Highlight the word that tells us what happens to molten glass as it cools.

## Colour the correct answers.

- Which is the best **conclusion**? Glass is made by melting a mixture of minerals at ...  
 low temperatures.       freezing temperatures.       very high temperatures.
- Which is the best **clue** to question 1's answer.  
 poured       furnace       mold       sheets
- Which is the best **conclusion**? Glass can be made into ...  
 one shape only.       flat shapes only.  
 long shapes only.       lots of different shapes.
- Which two words are the best **clues** to question 3's answer?  
 *mould and sheets*     *sand and limestone*     *hardens and cools*     *mixing and poured*
- Which is the best **conclusion**? Glass ...  
 is an eco-friendly material.       is harmful to the environment.  
 has very few uses.       is a very soft material.

# Lesson 110 • Materials



Name \_\_\_\_\_

## Read the passage.

Circle the two words that are the clues to question 1's answer.

Highlight the word that that is the clue to question 2's answer.

Most metals come from minerals. Rocks that contain minerals are called ores. They are crushed or heated to collect the metal.

Iron comes from iron ore. It is made into steel by adding carbon.

Metals can corrode. When rust eats away at iron or steel, it corrodes. Rust is a flaky, brown substance that forms when oxygen, water and iron combine. This process is faster if the water is salty.

An alloy is a mixture of metals. For example, stainless steel is an alloy of steel and chromium. Alloys have different properties. They can be stronger, lighter and softer than other metals.

Underline the words that tell us how iron ore is changed into steel.

Colour the words that tells us how steel is changed into stainless steel.

1 The text **suggests** that there are different ways of collecting metals from ores. Which words are the **clues**?

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2 Why can we **conclude** that iron and steel will corrode faster in sea water?

---

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---

3 Why can we **conclude** that steel and stainless steel have different properties?

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Name \_\_\_\_\_

Date \_\_\_\_\_

# Informative Text Fact File – Cupcakes

Read the facts about cupcakes, then sort them into the correct box in the fact file.  
Hint: There are three facts per box.

cupcakes were given the name as they were 'a cake to be baked in small cups'

easy to fill with a variety of fillings

baked in the oven in individual paper cups or aluminium foil cups

can be a variety of sizes including mini, medium and large

recipe includes butter, sugar, flour, eggs, milk and baking soda

may be decorated with frosting, or may be left uniced



cook quickly and evenly

a small cake, specifically designed to serve one person

can be decorated to suit any special occasion

first created in the United States of America in the 1790s

cake should look like a fluffy sponge if cooked correctly

the first recipe was written in *American Cookery* by Amelia Simmons

What are cupcakes?	What do cupcakes look like?
What is the history of cupcakes?	Why are cupcakes so popular?



## Developing the body of an Informative Text - Cupcakes

Use the facts you have just sorted into the 'fact file' to create paragraphs about each of the of the main ideas below. You may want to go back and review the Informative Text Checklist before you start.

General Facts

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What do cupcakes look like?

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What is the History of Cupcakes?

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Why are cupcakes so popular?

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# Decimal fractions – reading and writing decimals

When we write decimals we follow this place order:

Thousands	Hundreds	Tens	Units	Tenths	Hundredths	Thousandths
			2	• 2	5	6

Numbers **before** the decimal point are whole numbers.

Numbers **after** the decimal point are parts of a whole number.

The further the digit is to the left in the number, the greater its value. The further it is to the right, the smaller its value.

- 1 What is the value of the digit in bold? Tick the correct column:

	Thousands	Hundreds	Tens	Units	Tenths	Hundredths	Thousandths
a 5.892					•		
b 13.05					•		
c 763.22					•		
d 89.021					•		
e 100.001					•		
f 560.45					•		
g 312.956					•		

- 2 Read each number and write it as a decimal:

- a four units, one hundred and twenty two thousandths \_\_\_\_\_
- b one hundred and eleven, and sixty five hundredths \_\_\_\_\_
- c three hundred, and forty two thousandths \_\_\_\_\_
- d four thousand, and twelve hundredths \_\_\_\_\_
- e twelve, and 13 thousandths \_\_\_\_\_
- f two hundred and thirteen, and forty-three hundredths \_\_\_\_\_

Watch out for the commas! They indicate the end of whole numbers.



**CHECK**

- 3 These answers are all close but incorrect. Write the correct answers:

- a twenty seven tenths is written as 0.27 No it's not, it's written as
- b forty eight hundredths is written as 0.048 No it's not, it's written as
- c 9000 thousandths is written as 0.009 No it's not, it's written as
- d eleven and 12 hundredths is written as 11.012 No it's not, it's written as
- e 167 hundredths is written as 16.7 No it's not, it's written as

# Calculating – subtracting decimal fractions

How do we subtract decimal fractions using a written strategy?

We arrange the numbers so the place values line up and then we start with the smallest value.

We first subtract the tenths. We have 4 tenths, can we subtract 5 tenths?

No, so we rename a unit as 10 tenths. Now we have 14 tenths. 14 tenths subtract 5 tenths is 9 tenths.

We have 5 units, can we takeaway 3 units? Yes, the answer is 2.

$$\begin{array}{r}
 5 \cancel{6} . 14 \\
 - 3 . 5 \\
 \hline
 2 . 9
 \end{array}$$

## 1 Solve these problems:

**a**

$$\begin{array}{r}
 42 . 5 \\
 - 34 . 4 \\
 \hline
 \\
 \hline
 \end{array}$$

**b**

$$\begin{array}{r}
 86 . 2 \\
 - 34 . 6 \\
 \hline
 \\
 \hline
 \end{array}$$

**c**

$$\begin{array}{r}
 32 . 7 \\
 - 20 . 4 \\
 \hline
 \\
 \hline
 \end{array}$$

**d**

$$\begin{array}{r}
 7 . 40 \\
 - 5 . 25 \\
 \hline
 \\
 \hline
 \end{array}$$

**e**

$$\begin{array}{r}
 2 . 47 \\
 - 2 . 15 \\
 \hline
 \\
 \hline
 \end{array}$$

**f**

$$\begin{array}{r}
 6 . 72 \\
 - 4 . 51 \\
 \hline
 \\
 \hline
 \end{array}$$

**g**

$$\begin{array}{r}
 32 . 85 \\
 - 21 . 63 \\
 \hline
 \\
 \hline
 \end{array}$$

**h**

$$\begin{array}{r}
 74 . 14 \\
 - 12 . 01 \\
 \hline
 \\
 \hline
 \end{array}$$

**i**

$$\begin{array}{r}
 76 . 33 \\
 - 20 . 25 \\
 \hline
 \\
 \hline
 \end{array}$$

Sometimes we have to work with numbers that have a different amount of digits such as  $8.4 - 5.35$

When this happens, we rename. 4 tenths becomes 40 hundredths:  $8.40 - 5.35$

## 2 Rename these problems and solve:

**a**

$$\begin{array}{r}
 16 . 5 \\
 - 3 . 38 \\
 \hline
 \\
 \hline
 \end{array}$$

**b**

$$\begin{array}{r}
 7 . 17 \\
 - 3 . 4 \\
 \hline
 \\
 \hline
 \end{array}$$

**c**

$$\begin{array}{r}
 89 . 2 \\
 - 4 . 72 \\
 \hline
 \\
 \hline
 \end{array}$$

# Geography

## **Phase 2: *Creating your town.***

Using the information you listed in Week 6 Geography under climate, features, culture and economy begin to plan your town.

You should draw or write a rough plan first before you begin to build it.

Things to consider:

- Water storage - like a dam or lake
- Farming land
- Power supply - such as wind farms/turbines, solar panels or a fossil fuelled power plant (if you choose fossil fuel you will need to transport your fuel to the powerplant using a railway)
- 1 main road
- Minor / smaller roads, footpaths and bikeways
- A Commercial area with
  - a supermarket
  - a newsagent
  - a butcher
  - a bakery

## **Phase 3: *Moving in.***

People are starting to move into your town. What types of homes will people live in?

- Residential land use/zoning -
- Low density homes - for only 1 family (red)
- Medium density housing - such as units or townhouse developments (green)
- High density housing - such as an apartment building (blue)

## **Phase 4: *Make it more liveable!***

Make sure your town has:

- Healthcare services - like a doctor's office or a hospital
- A school
- Recreation areas - like parks, lakes, cycle ways, skate parks, community centres
- Services and activities you would like to see in a town that you would like to live in.

### **Build your town**

- You might like to draw a plan like the one you did in Week 5. It might be helpful to use grid paper if you have some.
- You might like to use an online design tool like Minecraft or similar.
- You might write a description of your town.
- Make it as simple or complex as you like.
- Take a picture of your plan and upload it to your class TEAMS.
- Make an iMovie or video of you giving a tour around your town.
- If you need more time for the building element that is fine. Upload it when you are happy with your build.
- Have fun!

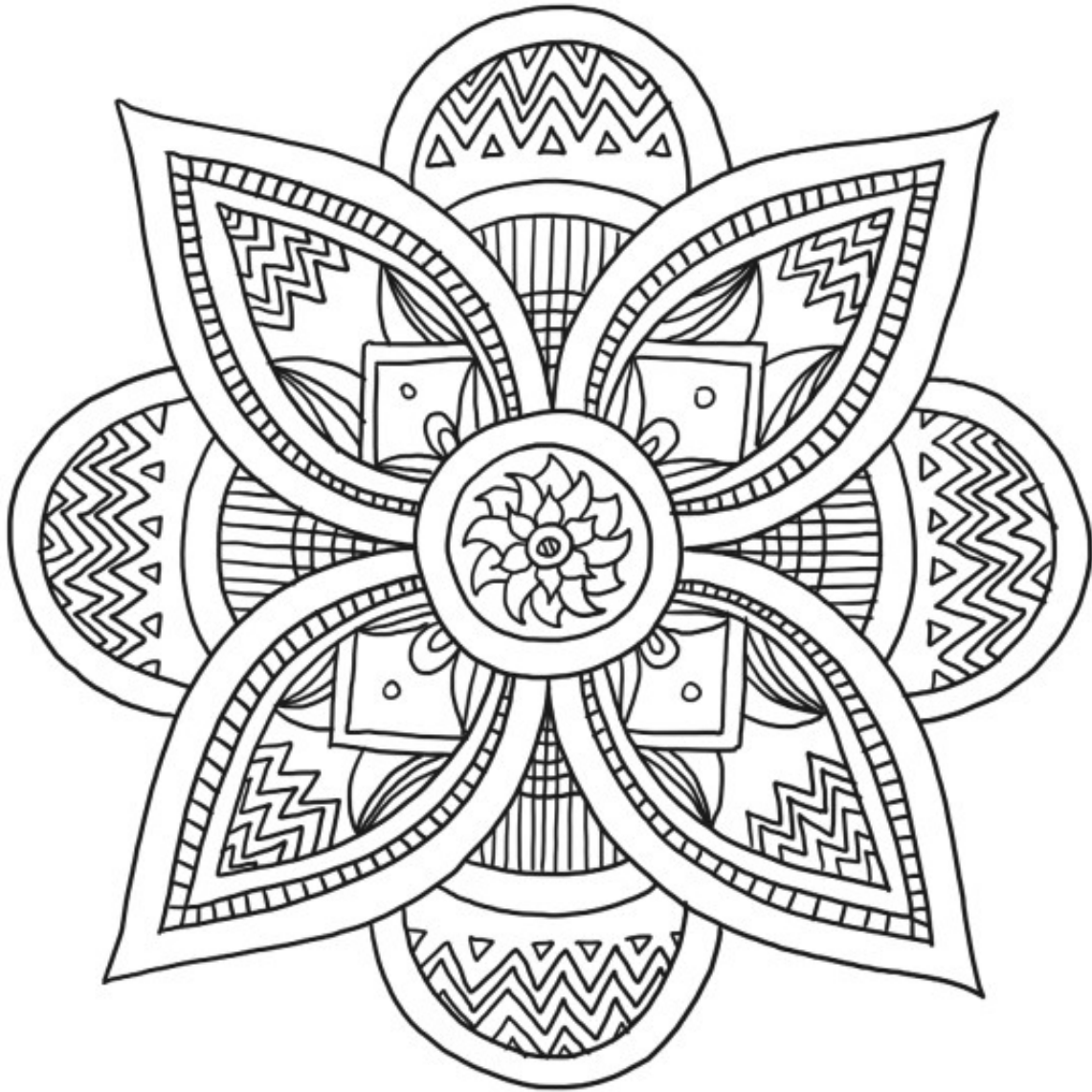
Some ideas are below. Please remember you can make it as simple or as detailed as you like.



# Obstacle Action!

Build an obstacle course in your back yard and time yourself racing around it. Can you beat a sibling or an adult?





*Wednesday*



# Spelling

List Word	Practice	List Word	Practice
pedal		thorough	
pedlar		donation	
pedestal		continent	
pedigree		necessity	
pedicure		endeavour	
familiar		facilities	
practice		terminus	
personal		adrenaline	
necessary		interrogate	
donor		exaggerate	
editor		<u>fastidious</u>	
publish		<u>frivolous</u>	
scissors		<u>fascination</u>	
patients		<u>geometric</u>	
practise		<u>glutinous</u>	

**Word meanings**

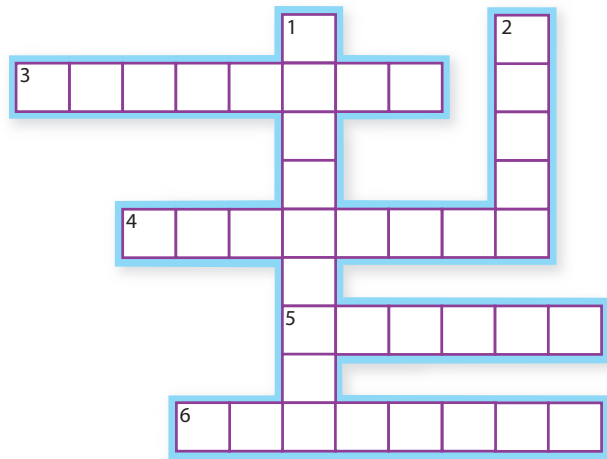
6. Solve the crossword puzzle.

**Across** →

- 3 Sharp tool used for cutting
- 4 Well known
- 5 Person in charge of a newspaper or magazine
- 6 People getting medical treatment

**Down** ↓

- 1 Large mass of land
- 2 A person who makes a donation



7. Write these words in **alphabetical order**.

- a practise, personal, patients
- b exaggerate, editor, endeavour
- c pedal, publish, practice

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8. Write the list words that can be made from these letters.

**n e o r i t p b l u s c**

\_\_\_\_\_

9. Write a sentence using these words.

- a publish
- b endeavour
- c donor

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Grammar – Prepositions**

10. Prepositions are words that show position. Example: The book is (**on, under, below, beside**) the table. Underline the prepositions in the sentences below.

- a Please put the scissors on the desk.
- b The plane flew over the continent.
- c I made a donation to charity.
- d The editor sat near the window.

**Grammar**

11. Shade the correct word in each sentence.

- a The editor ring / rang / rung her personal assistant.
- b I will endeavour to ring / rang / rung my mum tomorrow.
- c I have ring / rang / rung the doctor to make an appointment.
- d "The scissors are break / broke / broken!" exclaimed Luke.
- e Peter break / broke / broken his arm in two places.



**Punctuation**

12. Shade the box that has the correct punctuation.

- a Are you familiar with these facilities!
- b Where are all my Patients.
- c Mr Brooks published a book titled 'Butterflies.'
- d Mr donor gave a donation?

# Year 6 Grammar in Writing Term 3 Week 7

## Wednesday



Challenge Words	Definition	Example
<b>Incinerate</b>	To burn or reduce to ashes.	He could use wizard's fire and <b>incinerate</b> the entire city.
<b>Smoulder</b>	To burn without flame; undergo slow or suppressed combustion.	She watched the thin paper curl and <b>smoulder</b> among the smoking embers of last night's blaze.
<b>Tawny</b>	Dark yellowish or dull yellowish-brown colour.	Lions vary in colour from nearly white to deep brown but <b>tawny</b> yellow is the most common shade.
<b>Vista</b>	A view or prospect, especially between rows of trees or houses.	The hard climb is worth it when you finally make it to the top and look at the <b>vista</b> .
<b>Catapult</b>	To thrust or move quickly or suddenly.	The boy used a <b>catapult</b> and smashed 2 windows.

**ACTIVE VOICE & PASSIVE VOICE**

If the **subject** of a sentence is performing the **action**, then the sentence is written in active voice.

If the **subject** of a sentence is **being acted upon** by someone or something else, then the sentence is written in passive voice.

For example:  
The teacher **taught** the children.

For example:  
The children **were taught** by the teacher.

1. Label the sentences below as either active voice (A) or passive voice (P).
  - a. The photographer captured the perfect photo of the sunset. \_\_\_\_\_
  - b. The runaway train hurtled violently along the train tracks. \_\_\_\_\_
  - c. The band was adored by the fans who attended their concert. \_\_\_\_\_
  - d. Jack helped his little sister to do her homework. \_\_\_\_\_
  - e. The herd of zebras were chased by the ferocious lionesses. \_\_\_\_\_

Write your best paragraph about the image above

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# Lesson 111 • Feral and Spam

Name \_\_\_\_\_

## Point of View

To identify point of view, we have to look at the way characters behave and feel. The clues are in the way they express their opinions and views about a subject.

### Read the passage.

In paragraph 1, circle the key word that tells us how Fairlie feels about being a twin.

Underline the sentence that is the clue to question 5's answer.

I hate being a twin. I guess it might be OK if you were an identical twin. You could fool other people by pretending you were the other twin. But Sam and I only got the bad bits of being a twin—like having to share our birthday. That was a real drag.

"I'm not having a party with all of his friends there," I yelled.

"Now Fairlie," Mum began in her best 'don't-argue-with-me' voice, "I'm not having two separate birthday parties. I don't see why you make so much fuss about this."

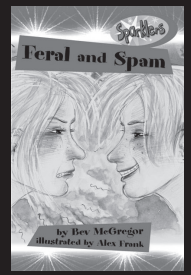
Colour the name of the person from whose point of view the passage is written.

In paragraph 1, highlight the pronouns that show from whose point of view the passage is written.

### Colour the correct answers.

- From Fairlie's **point of view**, what is one of the worst things about being a twin?  
 swapping identities    sharing identities    sharing birthdays    sharing chores
- Which phrase is the best **clue** to question 1's answer?  
 having a party    a real drag    Sam and I    the other twin
- From whose **point of view** is the passage written?  
 Fairlie's    Sam's    Mum's    a friend's
- Which pronouns helped you answer question 3?  
 *you and your*    *he and his*    *I and our*    *they and them*
- Which word tells us that Mum **thinks** Fairlie is overreacting?  
 separate    parties    birthday    fuss

# Lesson 111 • Feral and Spam



Name \_\_\_\_\_

## Read the passage.

Underline the adjective that shows what Mum thought of Fairlie's idea.

Highlight the sentence that helped you answer question 2.

"Perhaps I should just organise a party for Sam this year," Mum threatened.

"Yeah. Perhaps there should just be a party for Sam," Sam agreed.

"Fine," I said. "Suits me. Sam can have his party this year and I'll have mine next year."

Sam didn't look quite so happy with that idea. Mum did though.

"What a wonderful idea, Fairlie," she said.

"Wonderful," Sam said without enthusiasm.

Colour the sentence that helped you find the answer to question 3.

Put a box around question 4's answer.

1 What did Mum **think** of Fairlie's idea?

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2 How did Sam **feel** when Mum suggested that this year's party be just for him?

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3 How did Sam's **feelings** change when Fairlie suggested that they take turns in having a party?

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4 Which phrase suggests that Sam did not really **think** that Fairlie's idea was so wonderful?

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# Developing the conclusion of an Informative Text

To finish an informative text, you need to write a conclusion. A conclusion sums up some of the main points within your paragraphs.

1) Use your facts from Monday's lesson to write a conclusion for *African Lions*.

General Facts	Size and Appearance
live for 12-16 years belong to the cat species carnivorous mammals	males weigh around 180 kg (400 lb), females weigh 130 kg (290 lb) males have thick manes to protect their necks powerful jaws and teeth
Habitat and Lifestyle	Hunting and Eating
live in grasslands, scrub and open woodlands live together in social groups called 'prides' native to southern and eastern Africa	need to eat 5-7 kg (11-15 lb) of meat every day prey includes antelopes, buffaloes, zebras, giraffes and crocodiles female lions (lionesses) are the hunters of the pride



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2) Use your facts from Tuesday's lesson to write a conclusion for *Cupcakes*.

What are cupcakes?	What do cupcakes look like?
recipe includes butter, sugar, flour, eggs, milk and baking soda	cake should look like a fluffy sponge if cooked correctly
baked in the oven in individual paper cups or aluminium foil cups	may be decorated with frosting, or may be left uniced
a small cake, specifically designed to serve one person	can be a variety of sizes including mini, medium and large
What is the history of cupcakes?	Why are cupcakes so popular?
the first recipe was written in <i>American Cookery</i> by Amelia Simmons	easy to fill with a variety of fillings
cupcakes were given the name as they were 'a cake to be baked in small cups'	cook quickly and evenly
first created in the United States of America in the 1790s	can be decorated to suit any special occasion



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# Calculating – multiplying decimals by 10, 100 and 1 000

When we multiply by 10 the number becomes larger by 1 place value.

When we multiply by 100 the number becomes larger by 2 place values.

When we multiply by 1 000 the number becomes larger by 3 place values.

Look what happens to 45.216 when we apply these rules:

$$45.216 \times 10 = 452.16$$

$$45.216 \times 100 = 4521.6$$

$$45.216 \times 1\,000 = 45\,216$$

- 1 Warm up with these. Work with a partner and a calculator. Predict your answers to the following then try out the problems. Your answers will be one or more of the following. The first one has been done for you.**

tens

tenths

hundredths

units

What place values are in your answers? Multiply by 10:

a these units: 6, 3, 1 ..... *We get 60, 30, 10 (tens)*

b these tenths: 0.6, 0.3 and 0.1 ..... *We get*

c these hundredths: 0.06, 0.03 and 0.01 ..... *We get*

d these units and tenths: 1.6, 2.3 and 3.4 ..... *We get*

e these tenths and hundredths: 0.16, 0.23, 0.31 and 0.49 .. *We get*

- 2 Multiply these decimals by 10, 100 and 1 000. Estimate first.**

	$\times 10$	$\times 100$	$\times 1\,000$
0.5		50	
0.25	2.5		
0.37			370
1.2			
7.34		734	

- 3 Estimate, then calculate the answers:**

a  $10 \times 0.7 =$

b  $100 \times 0.9 =$

c  $10 \times 0.3 =$

d  $100 \times 0.15 =$

e  $1\,000 \times 0.27 =$

f  $100 \times 0.45 =$

g  $100 \times 0.255 =$

h  $10 \times 0.555 =$

i  $1\,000 \times 0.178 =$



# Calculating – dividing decimals by 10, 100 and 1000

When we divide by 10 the number becomes smaller by 1 place value.

When we divide by 100 the number becomes smaller by 2 place values.

When we divide by 1000 the number becomes smaller by 3 place values.

Look what happens to 45 when we apply these rules:

$$45 \div 10 = 4.5$$

$$45 \div 100 = 0.45$$

$$45 \div 1000 = 0.045$$

**1** Divide these numbers by 10, 100 and 1000. Estimate first.

	$\div 10$	$\div 100$	$\div 1000$
50	5		
25		0.25	
37.2			
48.5			0.0485
542			

**2** Estimate, then calculate the answers:

a  $72 \div 10 =$

b  $48 \div 1000 =$

c  $35.2 \div 100 =$

d  $92.05 \div 10 =$

e  $345.7 \div 1000 =$

f  $55.07 \div 100 =$

**3** You'll work with a partner for this activity. You'll also need a calculator. Take turns giving each other a decimal number to transform.

- Give them the starting number and the number you want it to become.
- Your partner then has to do so in one move on the calculator, dividing by either 10, 100 or 1000.
- If they can do so, they score 10 points. If they get it wrong, you score 10 points. If you give them a problem that can't be solved by dividing by 10, 100 or 1000, they score the 10 points.
- Swap roles. First person to 50 points wins. Record the numbers below:



## Drama

# The Voice



The voice is one of the performer's most powerful tools. Think about situations in which you solely rely on your voice, such as phone conversations and radio. The listener solely relies on what they hear to understand. Think about how the performer uses the voice to convey the character's age, status and emotions. The tone of my voice can help tell the audience of my mood. Performers will often use vocal techniques to help prepare their voices. They will use exercise such as tongue twisters and breathing techniques. It is important for a performer to project their voice to make sure that the audience can hear them clearly.

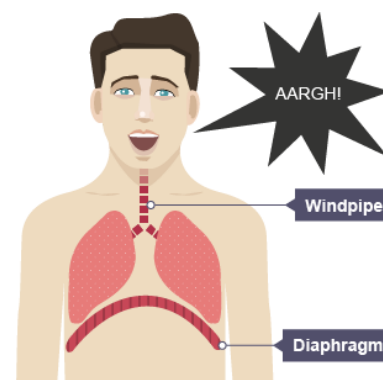
Have a go at completing some of the exercises listed below. Then follow

<https://www.bbc.co.uk/bitesize/guides/zqtgq6f/revision/1> to help complete the tables below.

### Exercise One:

Place a hand on your tummy. Take a deep breath in, when you breathe in your tummy should expand, as it is allowing the air in, now breathe out. Your tummy should return to normal or 'deflate' if you like. Your shoulders should not move when breathing. This allows you to breathe from your diaphragm and doing so ensures you take deeper and fuller breathes. Running out of breath will mean that words tail off and lose their impact. It is important for volume too. The breath you take supports the sound and makes it strong.

When you breathe in, the diaphragm contracts, pulling downwards to increase the volume of the chest and air is sucked into the lungs. The diaphragm relaxes when you release air and sound, so that the muscle is helping you control the output of air.



You can repeat this exercise a few times expanding your breath count each time. For example, breathe in for 3 seconds, hold it for 3 seconds then release it for 3 seconds. Then try with 5 seconds.

### **Exercise 2: Toffee.**

I'm sure we all have had toffee before and can understand how very tasteful it is. But also, how much work it can take to eat. If you haven't then think of chewing gum. Now imagine you have placed a piece of toffee/gum into your mouth. Practice moving your mouth as though you were chewing. Really exaggerate the movements. Don't worry about any funny facial expressions you may pull!

Performers often use this technique to help relax their jaws. Humans tend to hold a lot of tension in our jaw. It is important to relax our jaw so that we can properly and clearly pronounce our words.

### **Exercise 3: Funny face.**

This is a very simple exercise to help relax all the muscles in our face. Make as wide a face as possible (wide open mouth, wide eyes). Then scrunch as tightly as possible. Repeat four times.

### **Exercise 4: Tongue Twisters.**

This exercise will warm up our vocal cords and improve our pronunciation. (Try not to rush but explore different pace with all tongue twisters)

- I wish to wash my Irish wristwatch.
- Sixty silly sisters simple singing
- Around the rough and rugged rock, the ragged rascal ran
- Give papa a cup of proper coffee in a copper coffee cup

Know any of your own tongue twisters? Give them a go!

### **So, what's good and what's bad for a performer's voice?**

Did you know that yawning is good for your voice? It helps open the back of your throat. Have a yawn right now if you can! How does it feel?

**On the next page you will focus on other things that are good/bad for the voice.**

**Your task: Use the internet to research what is good and bad for a performers voice and how you can look after your own.**

*(If you don't have the internet, just have a guess based on what you already know)*

<u>Good</u>	<u>Bad</u>
<ul style="list-style-type: none"> <li>• Yawning</li> </ul>	

**Now complete the table below by adding a definition to each key vocal vocabulary.** Use the internet to research the definitions or have a guess if you don't have the internet. Make sure when you are researching that you get the relevant definition as some words might have more than one meaning. **For example, you might google search 'Pace definition in drama' , 'Pitch definition in drama', etc.**

Pace	
Pitch	
Tone	
Projection	
Pause	
Accent	
Emphasis	

You probably haven't done this in a while...

## **Build a pillow fort or cubby!**

Grab your favourite book, game or listen to a podcast or audio book and have some time-out in your fort.





*Thursday*

# Spelling

List Word	Practice	List Word	Practice
pedal		thorough	
pedlar		donation	
pedestal		continent	
pedigree		necessity	
pedicure		endeavour	
familiar		facilities	
practice		terminus	
personal		adrenaline	
necessary		interrogate	
donor		exaggerate	
editor		<u>fastidious</u>	
publish		<u>frivolous</u>	
scissors		<u>fascination</u>	
patients		<u>geometric</u>	
practise		<u>glutinous</u>	

Wk7

# Spelling

Each day, choose ONE activity to complete using your list of spelling words.

Teach **THIS**

## Verbal Linguistic

### Alphabet Soup

Write each of your spelling words out in alphabetical order.

## Mathematical/Logical

### Line Them Up

Write all your spelling words out in one long row and circle any other words you can find.

## Naturalistic

### Noisy Animals

Can you think of any animals in nature that make a noise found in any of your spelling words?  
EG: hoop - an owl says "Hoo!"

## Bodily Kinaesthetic

### Syllable Salute

Clap out the syllables of your spelling words.

## Visual/Spatial

### Puzzling Times

Create word puzzles, cut each puzzle up and see how quickly you can put all the pieces back together.

## Interpersonal

Yes, I'm miming!

Mime your spelling words for a friend. Can they guess which word you are miming?

## Intrapersonal

A long list

List all the subjects you do at school. Where do you rank spelling?

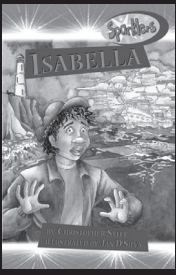
## Musical/Rhythmic

To the Beat

Write a rap song to help learn your spelling words.







# Lesson 112 • Isabella

Name \_\_\_\_\_

## Cause and Effect

To find cause and effect, we ask why something happens and what the result is.

### Read the passage.

Highlight the object that Toby tripped over.

Circle the word that tells us what was buried in the sand.

Underline the clause that tells us why Toby dug through the sand.

Toby climbed down the stairs to the beach. He looked out across the sea as he walked. Suddenly, Toby tripped over something and fell face first into the sand.

Toby stood up and brushed the wet sand from his clothes. He bent down for a closer look at what he had tripped on.

It was a piece of wood. As Toby lifted it, something underneath caught his eye. He dug through the sand and uncovered a bell. Toby lifted the bell and scraped off the barnacles. There was a date carved on its side.

"1892", Toby read.

Put a box around the word that tells us what Toby was looking at when he tripped.

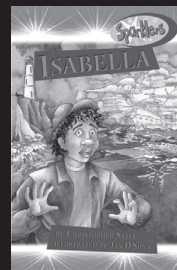
Circle the word that tells us what was clinging to the bell.

Highlight the date carved on the bell.

### Colour the correct answers.

- 1 What **caused** Toby to trip?  
 a bell       a broken stair       a hole in the sand       a piece of wood
- 2 What **caused** Toby to dig through the sand? He ...  
 saw something.       felt something.       heard something.       smelt something.
- 3 What **happened** when Toby dug through the sand? He found ...  
 some barnacles.       a bell.       a piece of wood.       an old box.
- 4 What is the most likely **reason** the bell was covered in barnacles? It had once been ...  
 on a boat.       in the ocean.       on a rock.       on dry land.
- 5 What **happens** when barnacles come in contact with a hard surface? They ...  
 try to eat it.       swim around it.       attach themselves to it.       play with it.

# Lesson 112 • Isabella



Name \_\_\_\_\_

### Read the passage.

Underline the phrase that tells us when the diary entry was made.

Highlight the name of the person who wrote the diary entry.

Colour the words that are a clue to why the lighthouse keeper fell asleep.

Felix Thompson was seated at the table.  
Felix stood and looked at Toby. "I'm sorry about before."  
Then he handed Skip a black book. "This is my great-grandfather's diary. It tells all about the night of October 12, 1892."  
Toby was stunned. He ran to Skip's side. "What happened?"  
Skip opened the lighthouse keeper's diary and read. "It has been a bad week. Storm, after storm, after storm. I was dead on my feet. Fell asleep on watch. The light must have gone out during the night. I didn't know any damage had been done until the next day. When I heard that *The Isabella* was missing in my waters, I lied, when I filled in the logbook."

Circle the words that tell us what happened to the light while the lighthouse keeper was asleep.

Underline the sentence that tells us what happened to *The Isabella*.

1 **Why** did Felix's great-grandfather fall asleep on the night of October 12, 1892?

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2 What **happened as a result** of Felix's great-grandfather falling asleep that night?

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3 What is the most likely **reason** that Felix's great-grandfather lied when he filled in the logbook?

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# Universal Declaration of Human Rights

Re-Watch video of Book 'We are all Born Free': <https://www.youtube.com/watch?v=Q3ozxrdD30s>

Below are the first 30 articles of the Universal Declaration of Human Rights.

**Article 1** - Everyone is born free and equal in dignity and with rights.

**Article 2** - You should never be discriminated against for any reason. Rights belong to all people, whatever our differences.

**Article 3** - Everyone has the rights to life, liberty and security.

**Article 4** - No-one shall be held in slavery or servitude.

**Article 5** - No-one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

**Article 6** - You have the right to be treated as a person in the eyes of the law.

**Article 7** - You have the right to be treated by the law in the same way as everyone else. Everyone has a right to protection against violations of their human rights.

**Article 8** - If your rights under law are violated, you have the right to see justice done in a court or tribunal.

**Article 9** - No-one shall be subject to arbitrary arrest, detention or exile.

**Article 10** - You have the right to a fair and public trial by an independent and impartial tribunal.

**Article 11** - Everyone is to be presumed innocent until proven guilty in a fair trial. No one should be charged with a criminal offence for an act which wasn't an offence at the time the act was done.

**Article 12** - No-one has the right to intrude in your private life or interfere with your home and family without good reason. No-one has the right to attack your good name without reason.

**Article 13** - You have the right to freedom of movement within your country. Everyone has the right to leave a country and to return home.

**Article 14** - You have the right to seek and to enjoy asylum from persecution in other countries. You may not invoke this right if fleeing just laws in your own country.

**Article 15** - You have the right to a nationality.

**Article 16** - You have the right to marry and to raise a family. Men and women have the same rights when they are married and when they are separated.

**Article 17** - You have the right to own property and it cannot randomly be taken away from you.

**Article 18** - You have the right to freedom of thought, conscience and religion and to peacefully express those beliefs in teaching, practice and worship.

**Article 19** - You have the right to freedom of opinion and expression.

**Article 20** - You have the right to freedom of peaceful assembly and association.

**Article 21** - You have the right to take part in the government of your country.

**Article 22** - As a member of society, you have a right to social security.

**Article 23** - You have the right to work, to good working conditions, to equal pay for equal work and to form and join unions.

**Article 24** - You have the right to rest and leisure.

**Article 25** - You have the right to a decent life, including enough food, clothing, housing, medical care and social services.

**Article 26** - You have the right to an education.

**Article 27** - No-one may stop you from participating in the cultural life of your community.

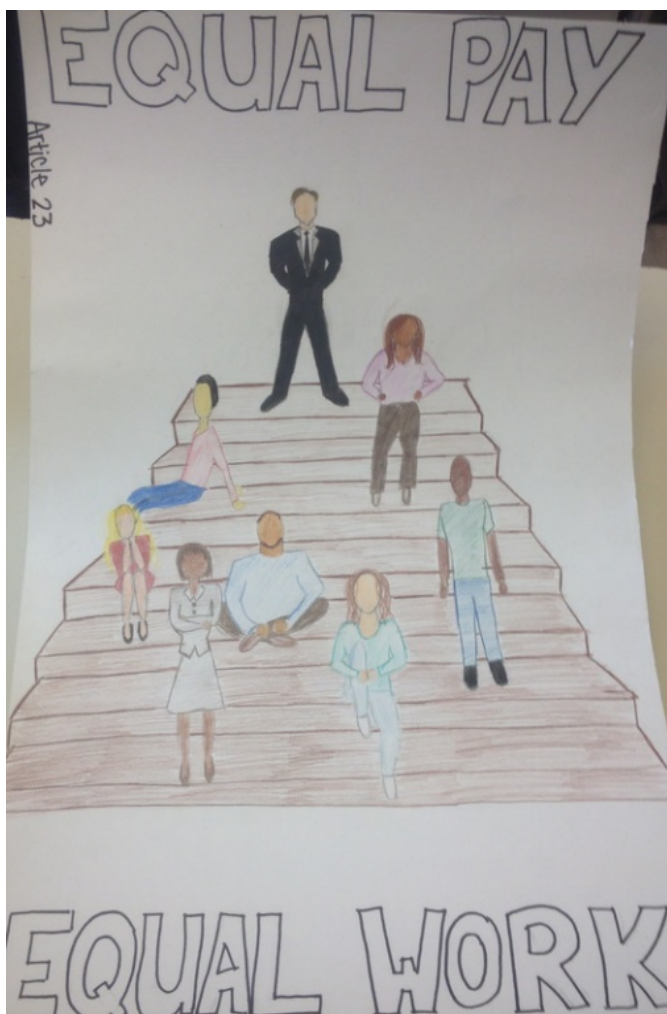
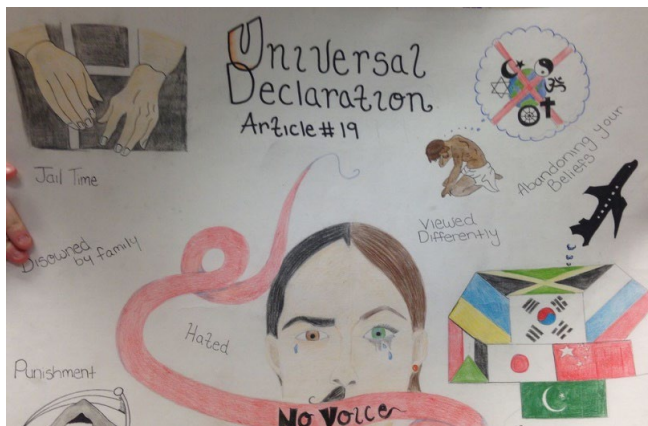
**Article 28** - You have the right to live in the kind of world where your rights and freedoms are respected.

**Article 29** - We all have a responsibility to the people around us and should protect their rights and freedoms.

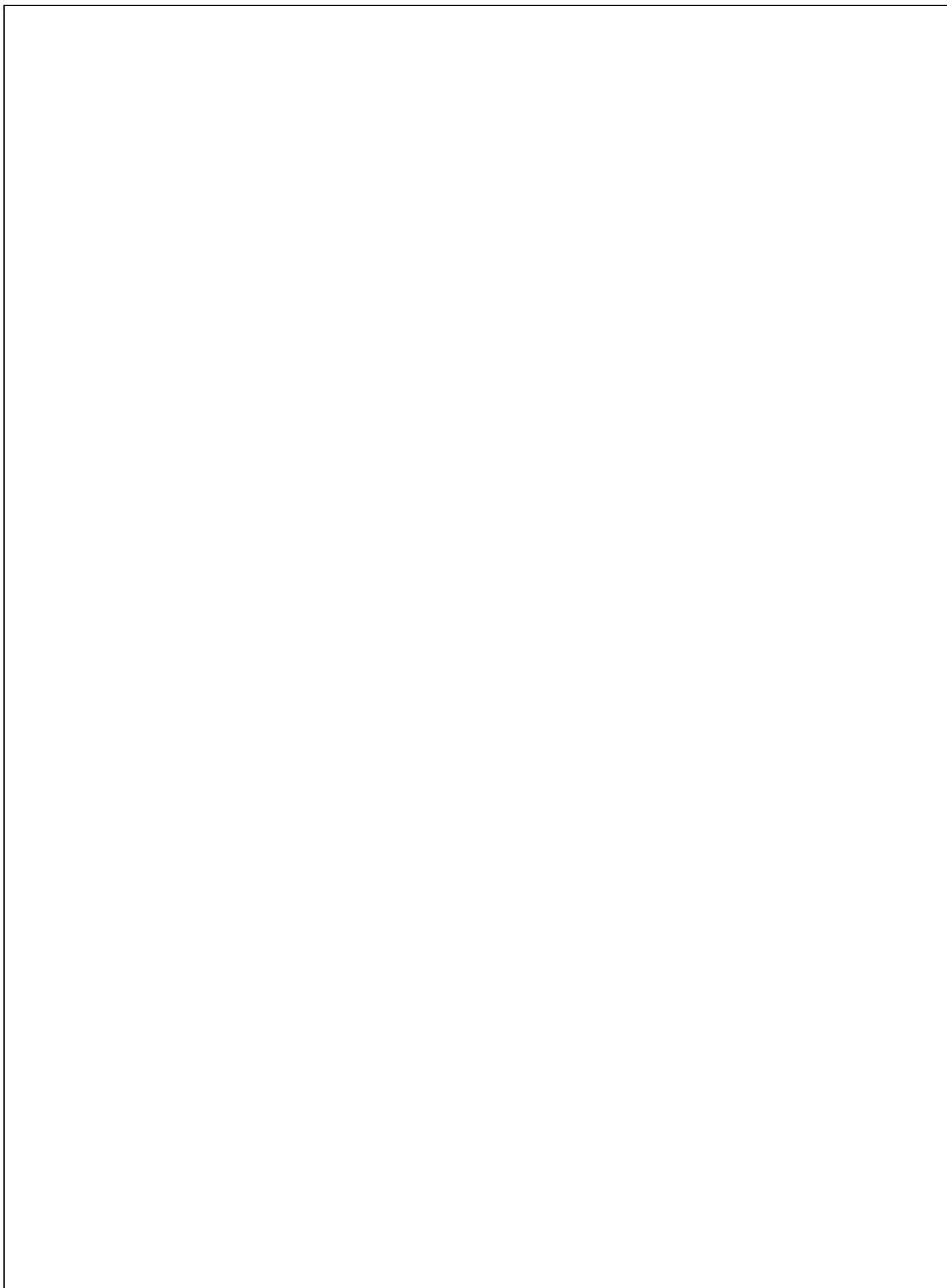
**Article 30** - There is nothing in this declaration that justifies any person or country taking away the rights to which we are all entitled.

Your task: Create a poster focused on a particular article from the Universal Declaration of Human Rights.

**Examples**



# Universal Declaration of Human Rights Poster



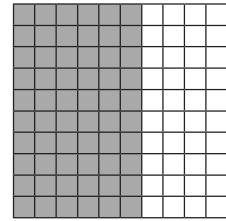
# Decimal fractions – percentages

Percent comes from the Latin ‘per centum’ and means parts per hundred. It is expressed using the symbol %.

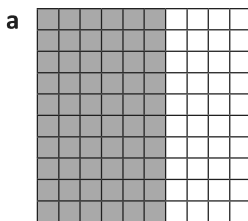
Here, 60% has been shaded. This is the same as 60 hundredths.

$$\frac{60}{100} = 0.60 = 60\%$$

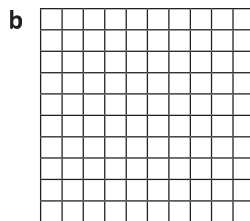
We commonly use percentages in sales – *25% off everything TODAY ONLY*; on tests – *I got 85%*; and when we are gathering and reporting on data – *78% of people surveyed love chocolate*.



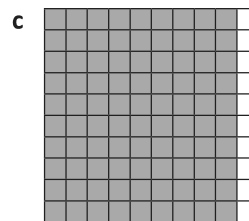
## 1 Fill in the missing values:



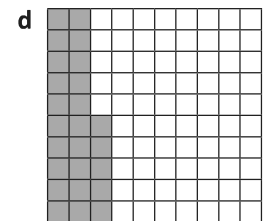
$\frac{60}{100}$	0.	%
------------------	----	---



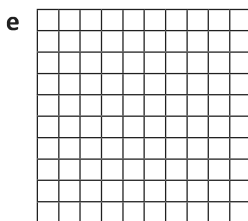
$\frac{30}{100}$	0.3	%
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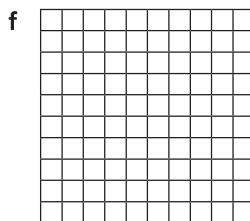
—	0.	90%
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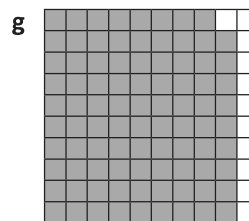
—	0.25	%
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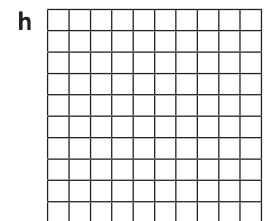
$\frac{45}{100}$	0.	%
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—	0.75	%
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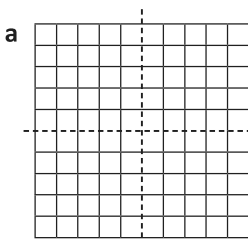
—	0.	%
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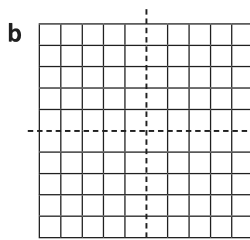
—	0.5	%
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It is useful to know some common percentages such as 25%, 50%, 75% or 100%.

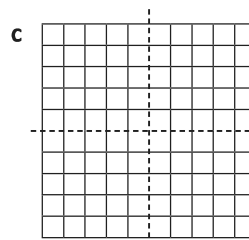
## 2 Shade the grids to show the following percentages:



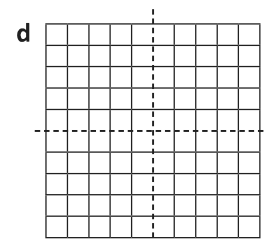
$\frac{1}{4}$	0.	%
---------------	----	---



$\frac{1}{2}$	0.	%
---------------	----	---



$\frac{3}{4}$	0.	%
---------------	----	---



$\frac{4}{4}$		%
---------------	--	---

# Decimal fractions – comparing and ordering decimals

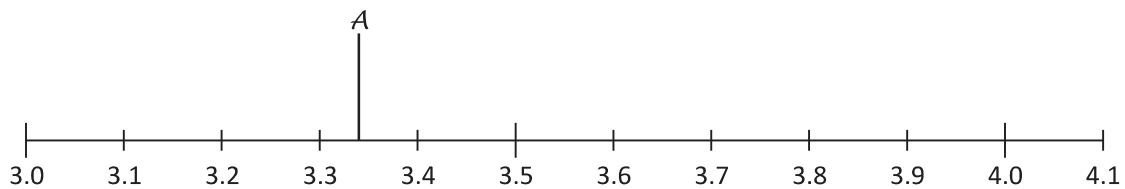
We need to carefully consider the place value of digits when ordering and comparing decimals.



	Name	Distance
<b>A</b>	Spitter Macgee	3.34 m
<b>B</b>	Did You See That One Big-noter	3.1 m
<b>C</b>	Secret-ingredient Spitski	3.15 m
<b>D</b>	Dead-eye Jones	3.63 m
<b>E</b>	The Long Distance Shooter	4.01 m
<b>F</b>	Sally Straw	3.36 m
<b>G</b>	Technique Tezza	3.96 m
<b>H</b>	Lone Shooter	4.04 m
<b>I</b>	Double Or Nothing Danielle	4.05 m
<b>J</b>	Shoot Dog	3.94 m

- 1** 6A has a very cool teacher who decides to harness, not ban, the class' current obsession with pea shooting. After a week of intense training, a shoot-off occurs. The results for the top ten shooters are tabled on the right.

Place the students on the number line. The first one has been done for you.



- 2** Use the above information to answer the following questions:

- Who shot the furthest on the day? \_\_\_\_\_
- Whose shot was the shortest? \_\_\_\_\_
- Which students' shots were 1 hundredth of a metre apart?  
\_\_\_\_\_
- What was the difference between the shots of Shoot Dog and Spitter Macgee? \_\_\_\_\_
- Do you think you could beat this? Something to try at home perhaps? Even 6A's teacher eventually had enough of the pea shooting.

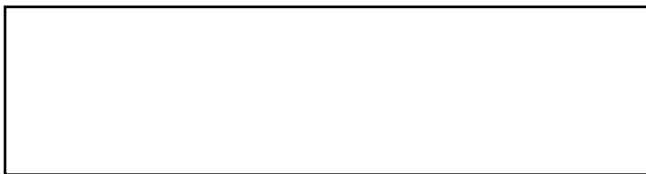


## PDH – Water Safety

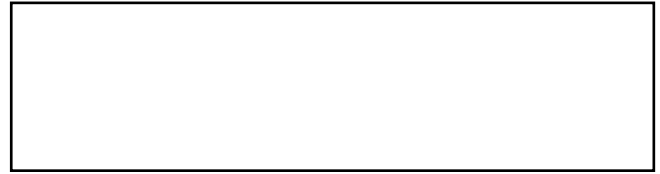
All bodies of water have identifying features that help keep people using it safe.

What can you see in these pictures that helps to keep people safe around water?

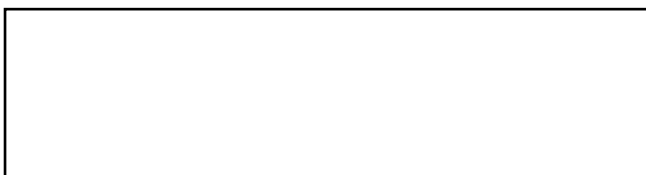
a)



b)



c)



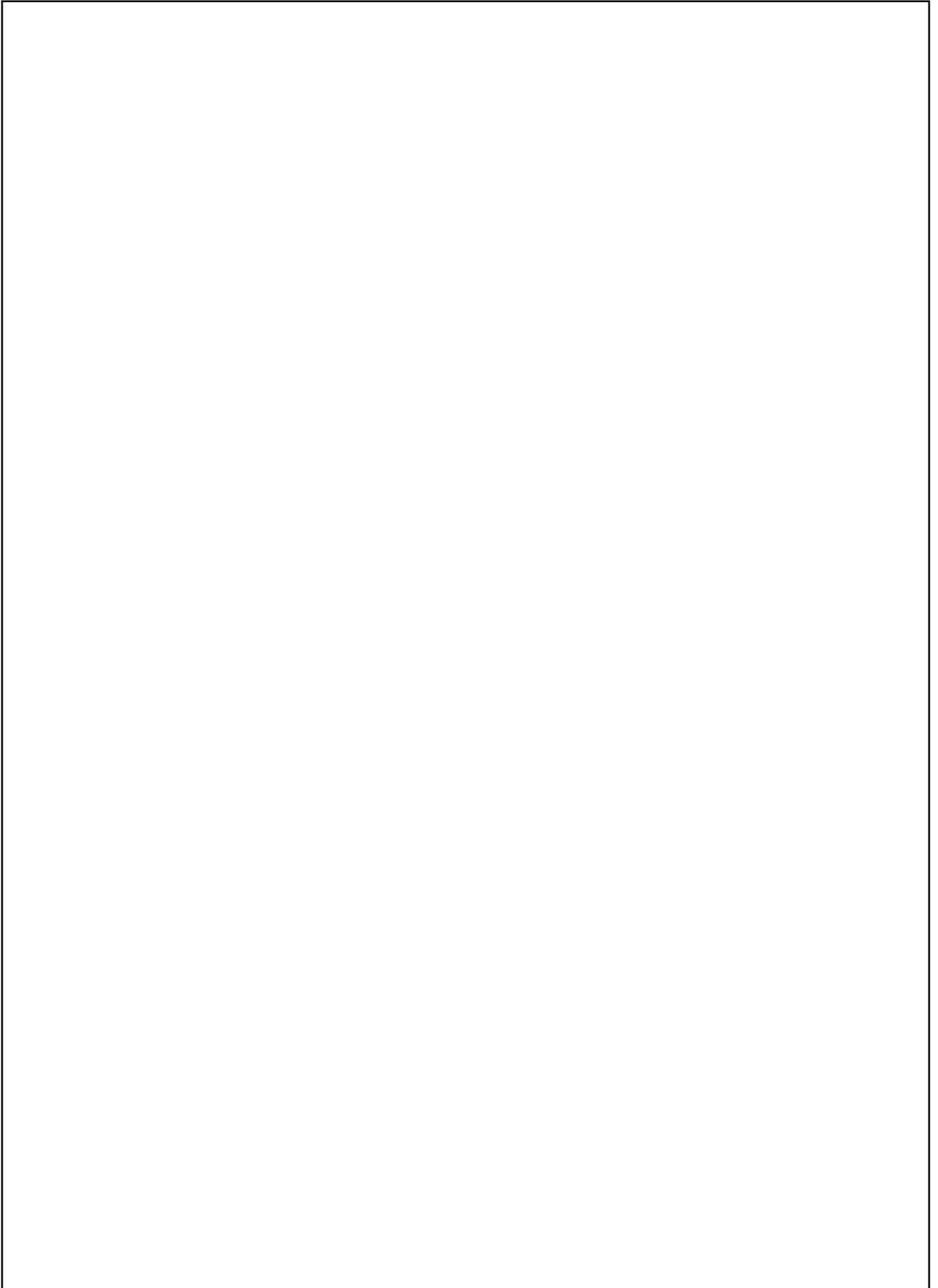
d)



### Activity:

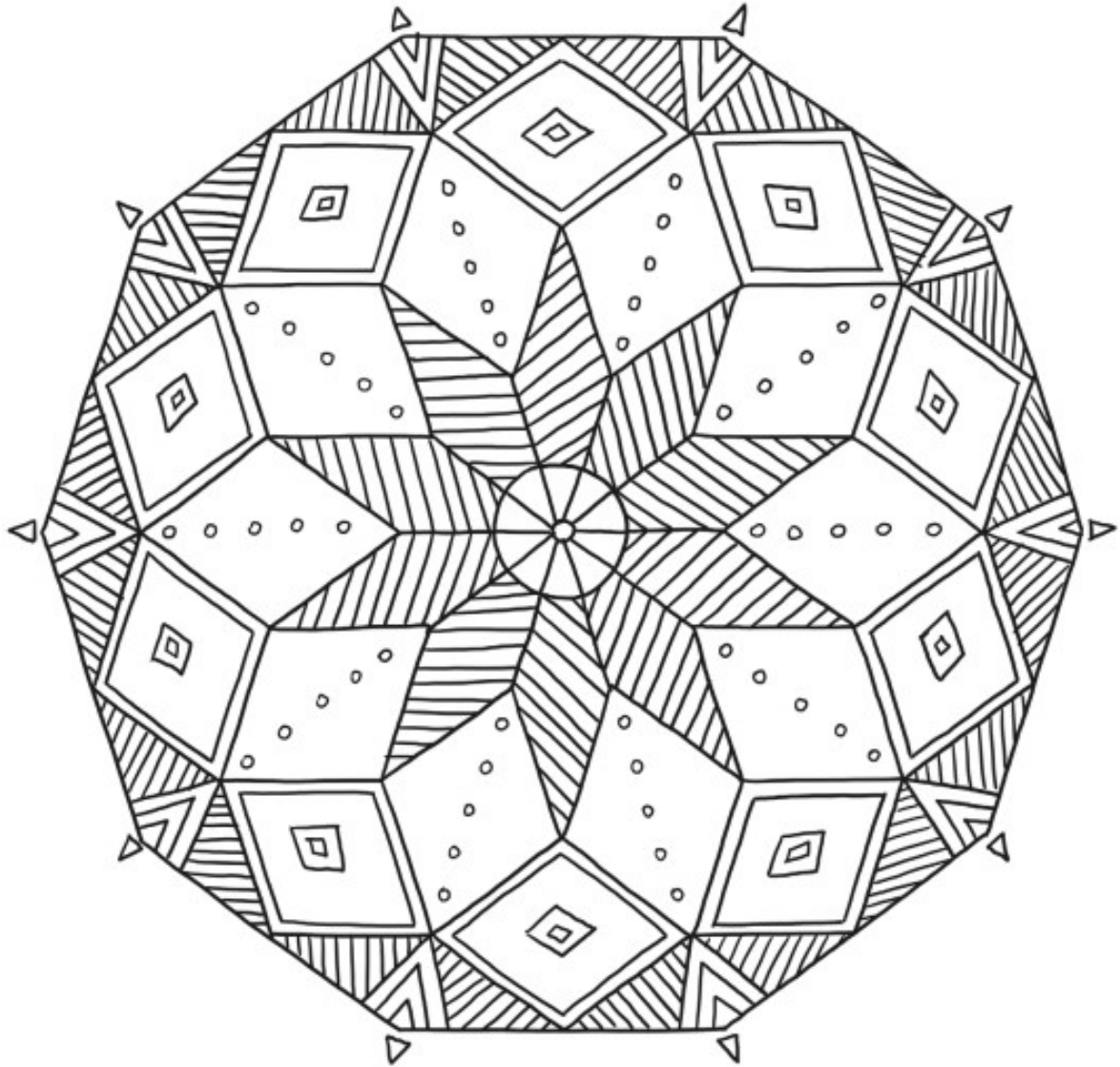
Design your own public pool. Make sure you include safety features such as depth markings, entry stairs / ladders and signs. When you have finished write a list of safety rules that swimmer must follow at your pool.

## Pool Design



## Safety Rules





*Friday*

# Main idea and details

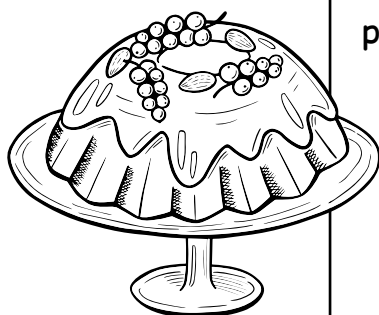
The main idea or key point is what the text is about. Details support the main idea.

Read the passage.

**Highlight** who Marc-Antoine Careme was.

**Colour** the words that suggest that Careme was a very creative chef.

**Underline** who Careme cooked for.



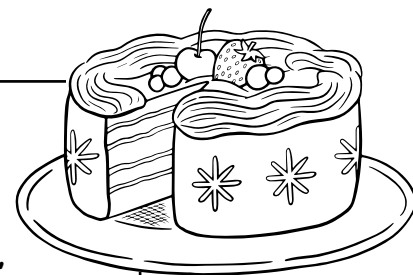
## What's cooking?

Marc-Antoine Careme (1784–1833) was considered the master of French cooking, creating dishes that often looked more like sculptures. He cooked for royalty and the rich and famous. His cuisine was the talk of Europe.

Via his travels, Careme introduced to France such delicacies as caviar (unfertilised fish eggs) and *pashka* (a creamy Russian cheesecake).

While in England, he produced a jellied custard set in a crown of ladyfingers (long, thin biscuits). He named it the Charlotte Russe—a pastry still baked today.

Careme also prepared massive feasts. At one military festival, he served 10 000 guests from a menu that required 6 cows, 75 calves, 250 sheep, 8000 turkeys, 2000 chickens, 1000 partridges, 500 hams and 2000 fish.



**Highlight** the delicacies Careme introduced to France.

Put a **box** around the dish Careme produced while in England.

**Circle** the word that describes the feasts.

**Circle** the correct answers.

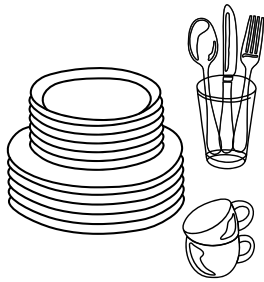
- 1 What is the passage mainly about?
  - a the achievements of Marc-Antoine Careme
  - b the type of food people ate 200 years ago
  - c unusual delicacies
  - d cooking for large numbers of people
  
- 2 Which three details support the main idea?
  - a The Charlotte Russe is a pastry that is still baked today.
  - b Careme created dishes that often looked more like sculptures.
  - c Careme produced a jellied custard.
  - d Careme prepared massive feasts.
  - e *Pashka* is a creamy Russian cheesecake.
  - f Ladyfingers are a delicacy.
  - g Careme lived from 1784-1833.

## Read the passage.

Circle what a kitchen's design resembles.

Put a box around what the different areas of a kitchen are called.

Colour where wait staff and kitchen staff meet.



A kitchen is designed like a factory—raw materials (ingredients) come in at one end of the production line and exit at the other end as a meal ready to be served.

Kitchens are divided into clearly defined areas, called stations, that handle different tasks. Because a kitchen is a busy and sometimes dangerous environment, it is organised to make it easy to work in and move around. For example, wait staff and kitchen staff meet where dishes are served and dirty plates collect, but otherwise keep out of each other's way.



Underline the reason the kitchen is organised to make it easy to work and move around in.



3 What is the passage mainly about?

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---



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4 List three details that support the main idea.

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# Universal Declaration of Human Rights

Re-Watch video of Book 'We are all Born Free': <https://www.youtube.com/watch?v=Q3ozxrdD30s>

Below are the first 30 articles of the Universal Declaration of Human Rights.

**Article 1** - Everyone is born free and equal in dignity and with rights.

**Article 2** - You should never be discriminated against for any reason. Rights belong to all people, whatever our differences.

**Article 3** - Everyone has the rights to life, liberty and security.

**Article 4** - No-one shall be held in slavery or servitude.

**Article 5** - No-one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

**Article 6** - You have the right to be treated as a person in the eyes of the law.

**Article 7** - You have the right to be treated by the law in the same way as everyone else. Everyone has a right to protection against violations of their human rights.

**Article 8** - If your rights under law are violated, you have the right to see justice done in a court or tribunal.

**Article 9** - No-one shall be subject to arbitrary arrest, detention or exile.

**Article 10** - You have the right to a fair and public trial by an independent and impartial tribunal.

**Article 11** - Everyone is to be presumed innocent until proven guilty in a fair trial. No one should be charged with a criminal offence for an act which wasn't an offence at the time the act was done.

**Article 12** - No-one has the right to intrude in your private life or interfere with your home and family without good reason. No-one has the right to attack your good name without reason.

**Article 13** - You have the right to freedom of movement within your country. Everyone has the right to leave a country and to return home.

**Article 14** - You have the right to seek and to enjoy asylum from persecution in other countries. You may not invoke this right if fleeing just laws in your own country.

**Article 15** - You have the right to a nationality.

**Article 16** - You have the right to marry and to raise a family. Men and women have the same rights when they are married and when they are separated.

**Article 17** - You have the right to own property and it cannot randomly be taken away from you.

**Article 18** - You have the right to freedom of thought, conscience and religion and to peacefully express those beliefs in teaching, practice and worship.

**Article 19** - You have the right to freedom of opinion and expression.

**Article 20** - You have the right to freedom of peaceful assembly and association.

**Article 21** - You have the right to take part in the government of your country.

**Article 22** - As a member of society, you have a right to social security.

**Article 23** - You have the right to work, to good working conditions, to equal pay for equal work and to form and join unions.

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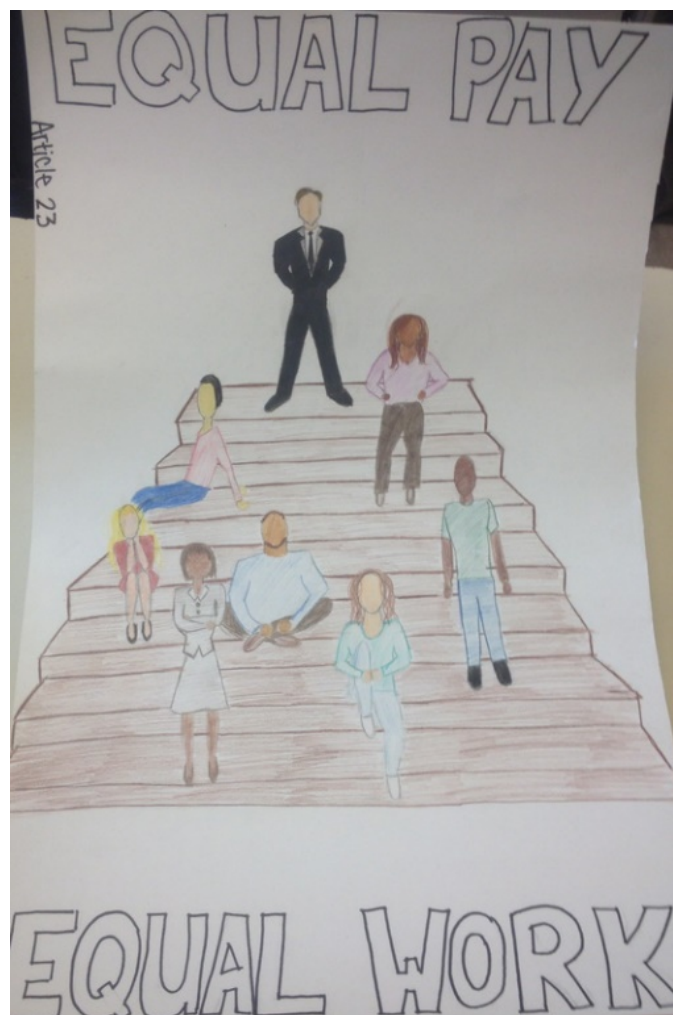
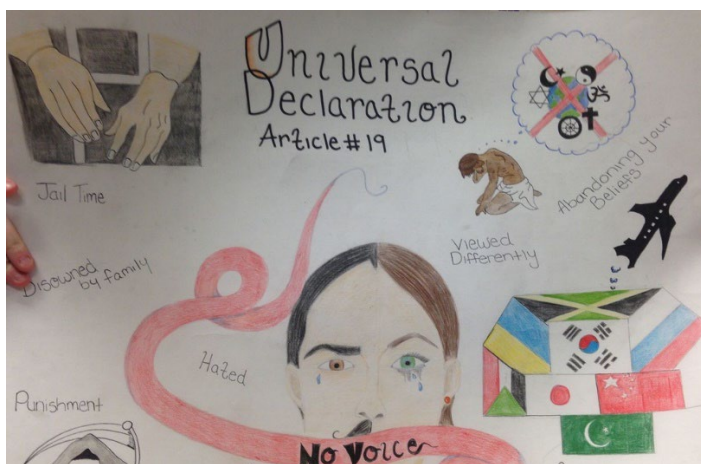
**Article 28** - You have the right to live in the kind of world where your rights and freedoms are respected.

**Article 29** - We all have a responsibility to the people around us and should protect their rights and freedoms.

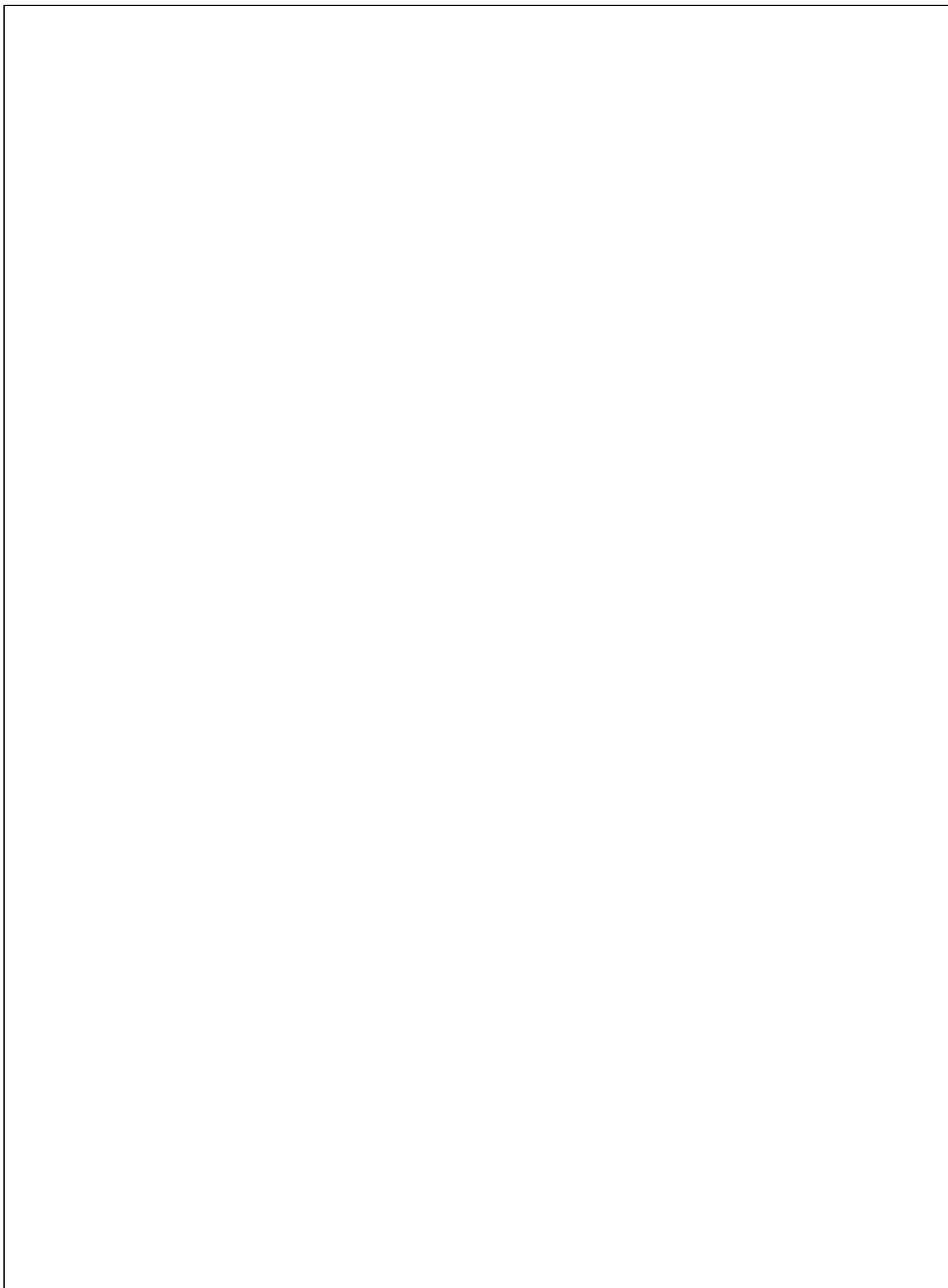
**Article 30** - There is nothing in this declaration that justifies any person or country taking away the rights to which we are all entitled.

Your task: Choose a different article (not the one from yesterday) and create another poster focused on an article from the Universal Declaration of Human Rights.

### Examples



# Universal Declaration of Human Rights Poster

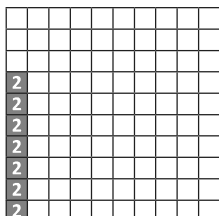


# Fractions of an amount – percentage

We often have to find percentages in real life such as ‘40% off – today only!’

40% of 100 is  $\frac{40}{100}$  or 40. A \$100 item would be reduced by \$40.

That’s easy if everything costs \$100 but how do we find percentages of numbers other than 100? There are a number of ways to do this – here are some of them.



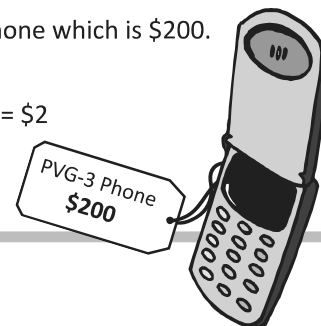
Look at this 100 grid. It represents the total cost of this phone which is \$200.

Each of the 100 squares represents 1% of this.

To find the value of a single square we divide:  $\$200 \div 100 = \$2$

Each square or percent represents \$2.

How do we then find 7% of \$200?  $7 \times \$2 = \$14$ .



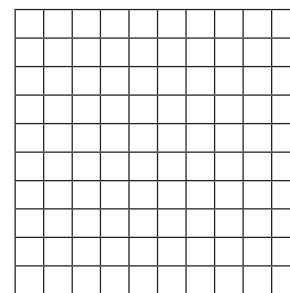
## 1 Use the 100 grid to calculate:

- a 5% of \$200 is \_\_\_\_\_      b 20% of \$200 is \_\_\_\_\_
- c 10% of \$200 is \_\_\_\_\_      d 22% of \$200 is \_\_\_\_\_
- e 15% of \$200 is \_\_\_\_\_      f 50% of \$200 is \_\_\_\_\_
- g If the store advertises a sale of 15% off the cost of the phone, what is the saving in dollars? \_\_\_\_\_

## 2 Use the 100 grid to calculate the following. 1 square represents \_\_\_\_\_ people:

300 people

- a 8% of 300 people is \_\_\_\_\_      b 50% of 300 people is \_\_\_\_\_
- c 25% of 300 people is \_\_\_\_\_      d 40% of 300 people is \_\_\_\_\_
- e 12% of 300 people is \_\_\_\_\_      f 80% of 300 people is \_\_\_\_\_
- g If 65% of the 300 people surveyed liked chocolate, how many people liked chocolate? \_\_\_\_\_



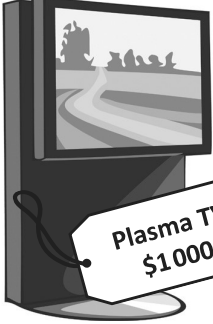

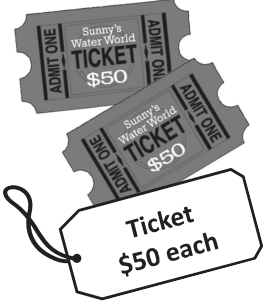

## 3 Patterns can also help us understand percentages. Use patterns to calculate. The first row has been done for you.

- |                            |                           |                            |
|----------------------------|---------------------------|----------------------------|
| 10% of 40 is _____ 4 _____ | 5% of 40 is _____ 2 _____ | 20% of 40 is _____ 8 _____ |
| 10% of 50 is _____         | 5% of 50 is _____         | 20% of 50 is _____         |
| 10% of 60 is _____         | 5% of 60 is _____         | 20% of 60 is _____         |
| 10% of 100 is _____        | 5% of 100 is _____        | 20% of 100 is _____        |
| 10% of 500 is _____        | 5% of 500 is _____        | 20% of 500 is _____        |
| 10% of 1000 is _____       | 5% of 1000 is _____       | 20% of 1000 is _____       |
| 10% of 3000 is _____       | 5% of 3000 is _____       | 20% of 3000 is _____       |






# Fractions of an amount – finding discounts

We have to calculate discounts quite often in real life. Stores have many special offers and canny consumers can quickly calculate the savings to help them make decisions about their purchases.

1 How much would you save if the following discounts were offered? Choose a method to calculate:

 <b>Plasma TV</b> <b>\$1000</b>	 <b>DVD</b> <b>\$12 each</b>	 <b>Ticket</b> <b>\$50 each</b>	 <b>Puppy</b> <b>\$250</b>
10% off _____	10% off _____	10% off _____	10% off _____
25% off _____	25% off _____	25% off _____	25% off _____
50% off _____	50% off _____	50% off _____	50% off _____
60% off _____	60% off _____	60% off _____	60% off _____

2 You are helping your grandpa with his holiday shopping at Savers. Everything in the store marked ★ is 5% off, everything marked ★★ is 15% off and everything marked ★★★ is 20% off. Help your grandpa calculate both the savings and the new costs:

 <b>★★ \$20</b> Saving _____ New price _____	 <b>★ \$85</b> Saving _____ New price _____	 <b>★ \$500</b> Saving _____ New price _____
 <b>★★★ \$15</b> Saving _____ New price _____	 <b>★★ \$40</b> Saving _____ New price _____	

# 4-minute Warmup



hops on the spot



side-to-side hops



hops on the spot



single leg hops



chest expansions



arm circles



alt chest expansions



arm circles



torso rotations



hip rotations



torso rotations



shoulder rotations

Complete  
each Warm  
up for 20  
seconds  
each

# GORRI

## "GOR-RI"



BOWL BALL OR DISC GAMES WERE PLAYED BY ABORIGINAL BOYS AND MEN IN ALL PARTS OF AUSTRALIA. FOR EXAMPLE IN WESTERN AUSTRALIA A PIECE OF ROUNDED BARK (DISC) WAS ROLLED AND USED AS THE TARGET. ACCURACY OF EYE AND SPEED IN CASTING THE SPEAR WERE EASILY LEARNED FROM THE DISC GAME. A LARGE BALL IS ROLLED AND PLAYERS TRY TO HIT IT WITH A TENNIS BALL.

### What you need

- > a rectangular playing area (backyard works fine)
- > 1 or 2 tennis/paper/soft balls per player (to throw at the moving target)
- > A variety of balls (targets) of different size (beach ball, soccer ball, exercise ball).

### How to play - Modified

Either by yourself or with a partner, you will need to mark out scoring zones, further away equals more points. You will roll your larger ball away from you and using your Tennis Balls aim to hit the target. If the ball comes to a stop and you hit it, it doesn't count.

### Change it Up

- > Vary the size of the target ball.
- > Vary the type of target ball
- > Vary the type of throw or throwing hand



### Stuck Indoors, No Problem

> Roll a soft ball, or carefully roll a soccer ball and instead of using Tennis balls used scrunched up pieces of paper.

What is your record without missing a shot?

# Leaf Art

Collect leaves and natural objects to create a picture or collage.  
It might be an animal, bridge, dirt bike or a landscape.  
Your choice!

