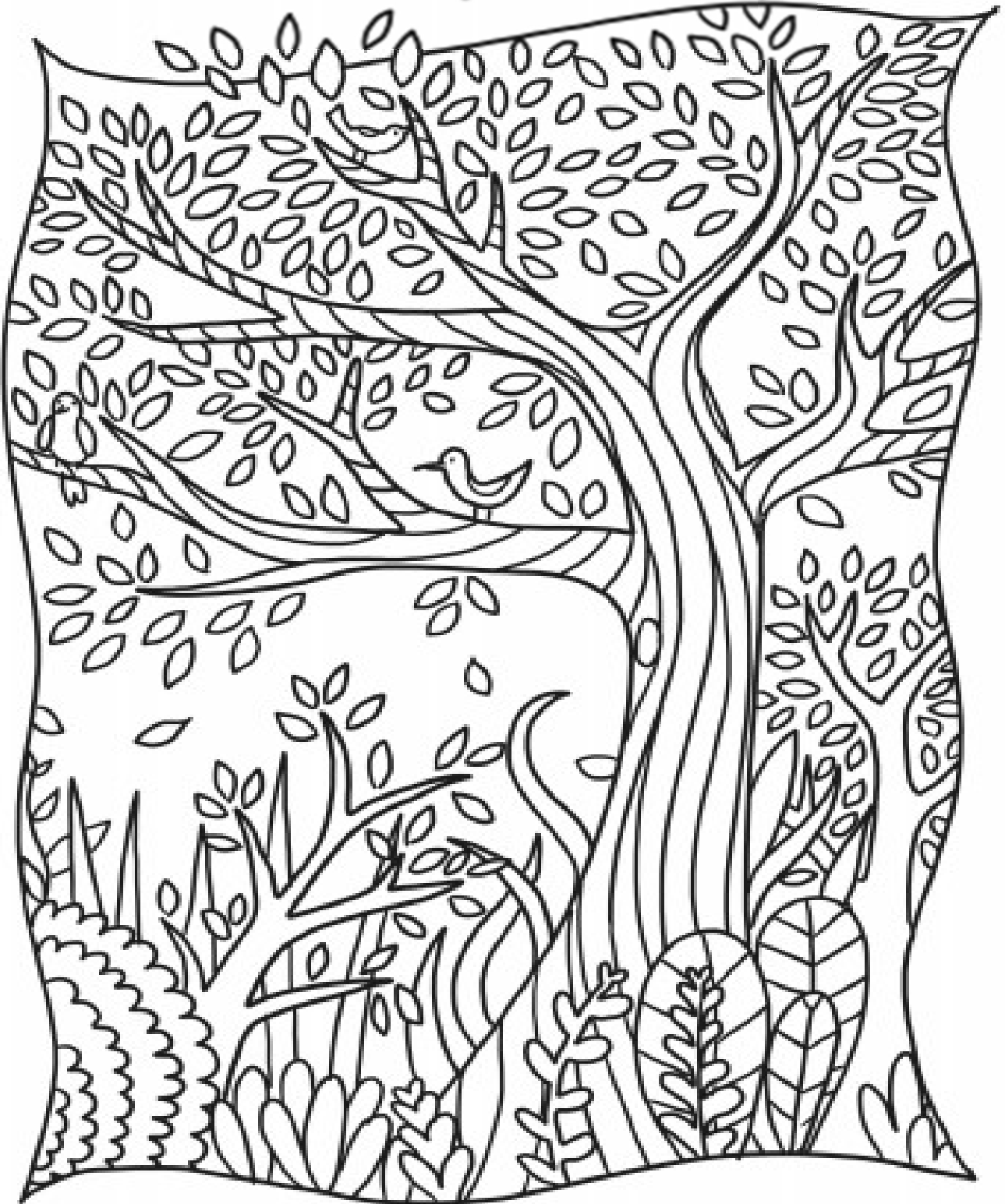




Year 6 - Term 3, Week 8

Monday - Friday



Name: _____ *Class:* _____



GLENDORE PUBLIC SCHOOL

Where Everyone can Succeed

RESPECT

CARING

LEARNING










SUCCESS



CALLAGHAN
EDUCATION
PATHWAYS

Year 6 – Term 3, Week 8

Continuity of Learning – Working at Home Program

Daily Tasks					
Times	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Session	<p>Spelling</p> <p>Complete spelling activities on today's Microsoft Form or in hardcopy booklet.</p>	<p>Spelling</p> <p>Complete spelling activities on today's Microsoft Form or in hardcopy booklet.</p>	<p>Spelling</p> <p>Complete spelling activities on today's Microsoft Form or in hardcopy booklet.</p>	<p>Spelling</p> <p>Complete spelling activities on today's Microsoft Form or in hardcopy booklet.</p>	<p>Reading</p>
	<p>Grammar in Writing</p>  <p><i>Week 8, Lesson 1</i></p> <p>Complete your grammar lesson in today's Microsoft Form or hardcopy booklet.</p>	<p>Grammar in Writing</p>  <p><i>Week 8, Lesson 2</i></p> <p>Complete your grammar lesson in today's Microsoft Form or hardcopy booklet.</p>	<p>Grammar in Writing</p>  <p><i>Week 8, Lesson 3</i></p> <p>Complete your grammar lesson in today's Microsoft Form or hardcopy booklet.</p>	<p>DREW – Drop Everything and Write</p>  <p>Use the prompt in today's Microsoft Form or in your hardcopy booklet.</p>	<p></p> <p>Complete individually assigned tasks on Reading Eggspress or complete the comprehension worksheet in hardcopy booklet</p>
	<p>Editing</p> <p>Complete your editing task on Uluru on today's Microsoft Form or in your hardcopy booklet.</p>	<p>Reading</p>  <p>Complete individually assigned tasks on Reading Eggspress or complete the comprehension worksheet in hardcopy booklet</p>	<p>Reading</p>  <p>Complete individually assigned tasks on Reading Eggspress or complete the comprehension worksheet in hardcopy booklet</p>	<p>Reading</p>  <p>Complete individually assigned tasks on Reading Eggspress or complete the comprehension worksheet in hardcopy booklet</p>	<p>Grammar in Writing</p>  <p><i>Week 8, Lesson 4</i></p> <p>Complete your grammar lesson in today's Microsoft Form or hardcopy booklet.</p>



GLENDORE PUBLIC SCHOOL

Where Everyone can Succeed

RESPECT

CARING

LEARNING

SUCCESS



CALLAGHAN
EDUCATION
PATHWAYS

	<p align="center">Fruit and Movement Break</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">Writing <i>Editing task</i> Informative Text – Report Complete writing task in today's Microsoft Form or hardcopy booklet.</p>	<p align="center">Writing Informative Text – Report Complete writing task in today's Microsoft Form or hardcopy booklet.</p>	<p align="center">Writing Informative Text – Report Complete writing task in today's Microsoft Form or hardcopy booklet.</p>	<p align="center">English Unit <i>Sadako and the Thousand Paper Cranes</i> Complete tasks if today's Microsoft Form or hardcopy booklet.</p>	<p align="center">English Unit <i>Sadako and the Thousand Paper Cranes</i> Complete tasks if today's Microsoft Form or hardcopy booklet.</p>
<p align="center">Recess Break</p>	<p align="center">Recess Break</p>	<p align="center">Recess Break</p>	<p align="center">Recess Break</p>	<p align="center">Recess Break</p>	<p align="center">Recess Break</p>
<p align="center">Middle Session</p>	<p align="center">DEAR Reading</p> <p align="center">You can either choose a story on Epic or you can read a book from home</p>				
	<p align="center">Maths Perimeter Complete activities today's Microsoft Form or hardcopy booklet.</p> <div align="center" data-bbox="340 1053 526 1241"> </div> <p>Complete individually assigned Mathletics tasks.</p>	<p align="center">Maths Perimeter Complete activities today's Microsoft Form or hardcopy booklet.</p> <div align="center" data-bbox="734 1093 920 1281"> </div> <p>Complete individually assigned Mathletics tasks.</p>	<p align="center">Maths Perimeter Complete activities today's Microsoft Form or hardcopy booklet.</p> <div align="center" data-bbox="1128 1093 1314 1281"> </div> <p>Complete individually assigned Mathletics tasks.</p>	<p align="center">Maths Perimeter Complete activities today's Microsoft Form or hardcopy booklet.</p> <div align="center" data-bbox="1518 1093 1704 1281"> </div> <p>Complete individually assigned Mathletics tasks.</p>	<p align="center">Maths Perimeter Complete activities today's Microsoft Form or hardcopy booklet.</p> <div align="center" data-bbox="1836 1093 2172 1273"> </div> <p>Complete individually assigned Prodigy tasks.</p>



GLENDORE PUBLIC SCHOOL

Where Everyone can Succeed

RESPECT







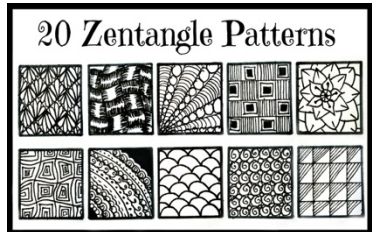
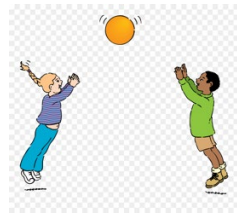

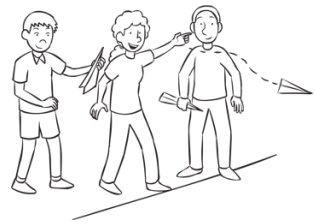
CARING

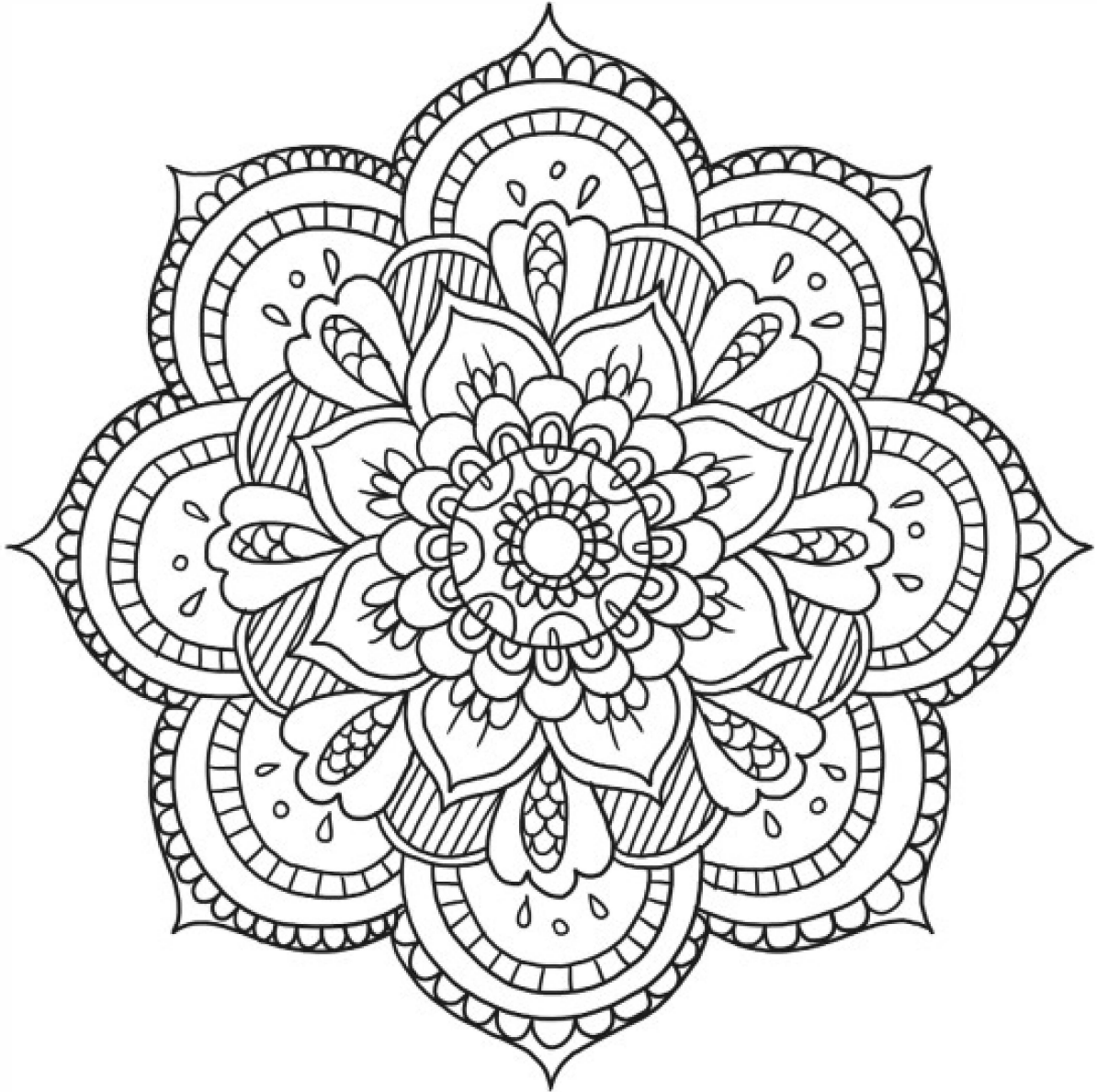
LEARNING

SUCCESS



CALLAGHAN
EDUCATION
PATHWAYS

	Science	Geography	CAPA	PD/Health	PE
	<p>Earth's Place in Space Complete/ Begin Science Research activity in today's Microsoft Form or hardcopy booklet.</p> 	<p>Traditional Practices Complete Geography activities in today's Microsoft Form or hardcopy booklet.</p> 	<p>Emotion in Drama Complete Drama activities in today's Microsoft Form or hardcopy booklet.</p> 	<p>Water Safety Complete PDH activities in today's Microsoft Form or hardcopy booklet.</p> 	<p>Warm Up + Jump Rope Complete PE activities in today's Microsoft Form or hardcopy booklet.</p> 
Lunch Break	Lunch Break	Lunch Break	Lunch Break	Lunch Break	Lunch Break
Afternoon Session	<p>Dance</p> <p>Follow the video to learn the dance! https://www.youtube.com/watch?v=LaB9c3kQkfU If you don't have internet access, make up your own dance routine and draw a visual representation of the movements in your booklet</p> 	<p>Visual Art</p> <p>Create a Zentangle artwork either in your booklet or on paper at home and upload a picture of it to your Afternoon session Form</p> 	<p>Outside Activity</p> <p>Go outside and practice some sports skills of your choice. Upload a picture to your Form or write about/draw a picture of it in your workbook!</p> 	<p>BTN</p>  <p>Choose any episode of BTN you like and write about what you learnt - https://www.abc.net.au/btn/ If you don't have internet access, interview a parent or sibling and create a short news segment based on them. Become your very own BTN presenter.</p>	<p>Free Choice</p> <p>Paper Airplane Competition See if you can come up with the BEST design for a paper airplane. Verse someone in your family or write about your design in your booklet/Form</p> 



Monday

Spelling

List Word	Practice	List Word	Practice
salary		veranda	
aviary		suspicion	
secretary		expensive	
dictionary		apparently	
imaginary		suspicious	
distances		efficient	
dissimilar		stomach	
download		annihilate	
population		reminiscent	
aviator		irresponsible	
loyalty		<u>hypocrite</u>	
civilian		<u>heifer</u>	
disaster		<u>hypodermic</u>	
aviation		<u>immeasurable</u>	
shoulder		<u>incognito</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 8

Monday



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

Write your best paragraph here

Challenge Words	Definition	Example
Galaxy	An extremely large group of stars and planets that extends over many billions of light years.	Look around and you can see other planets and stars in the galaxy .
Constellation	A group of stars which form a pattern and have a name.	A constellation of stars was spotted through the telescope.
Nebula	Cloud of interstellar gas and dust.	The word nebula should be reserved for gas and dust clouds
Periphery	The external boundary of any surface or area.	Some camping spots in the State are in the periphery of national parks
Panorama	An unobstructed and wide view of an extensive area in all directions.	I live on a hill, the view from my balcony is a breathtaking panorama .
Solitary	By itself; alone.	On the beach was a solitary fisherman, catching nothing but seaweed.

Information Report Writing

Watch the clip on the Kangaroo Rat https://www.youtube.com/watch?v=wkJLHnYy_G0

Take notes and record the information in the boxes below. The categories are already done for you.

Note – If you cannot watch the video research an animal of your choice.

Characteristics – Where does it live, what does it look like?

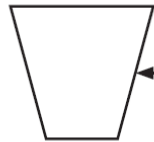
Unique Features – How does it collect food?

Enemies – Who are its enemies, how does it defeat them?

Monday									
1	___ × 3 = 24	7	___ ÷ 2 = 4	13	7 ÷ ___ = 7	19	24 ÷ 6 = ___	25	7 × 6 = ___
2	___ × 9 = 63	8	___ × 4 = 12	14	10 × 4 = ___	20	___ × 9 = 72	26	6 × ___ = 54
3	24 ÷ 6 = ___	9	7 × ___ = 49	15	8 × ___ = 40	21	5 ÷ 1 = ___	27	___ × 2 = 18
4	10 × 4 = ___	10	7 ÷ ___ = 7	16	15 ÷ 3 = ___	22	21 ÷ 3 = ___	28	9 × ___ = 63
5	___ × 5 = 40	11	7 × 10 = ___	17	___ × 2 = 2	23	___ × 6 = 48	29	___ ÷ 2 = 1
6	5 × ___ = 20	12	___ × 7 = 28	18	3 × 8 = ___	24	5 × 5 = ___	30	8 × ___ = 40

Perimeter – measure perimeters

Perimeter is the length around a shape. The word originates from Greek and literally means 'around measure'.



The boundary of this shape is the perimeter.

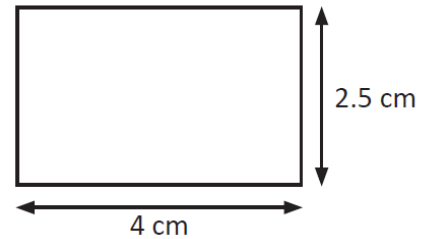
We can find the perimeter of squares and rectangles without measuring every side.

This rectangle has 2 sides measuring 2.5 cm and 2 sides measuring 4 cm.

$(4 + 4) + (2.5 + 2.5) = 8 + 5 = 13$ Perimeter is $2L + 2W$

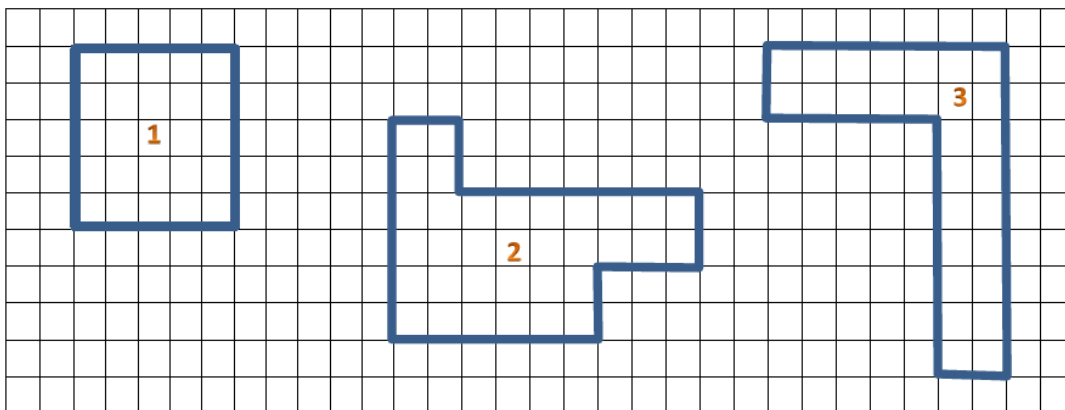
Another way to organise this is $2 \times (L + W)$

Squares are even easier: $4 \times L$



Understanding

1. Use the grid to calculate the perimeter and area of the following shapes.



Shape 1

Perimeter = _____

Area = _____

Shape 2

Perimeter = _____

Area = _____

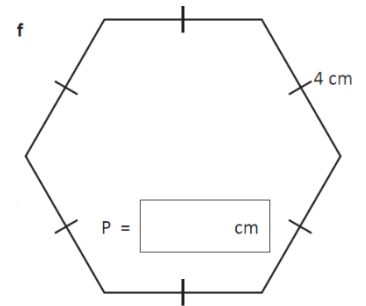
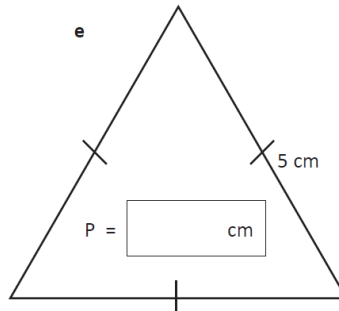
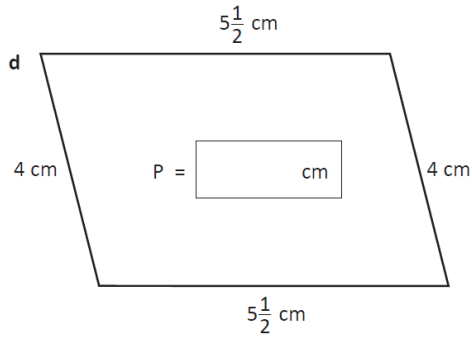
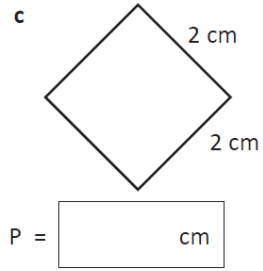
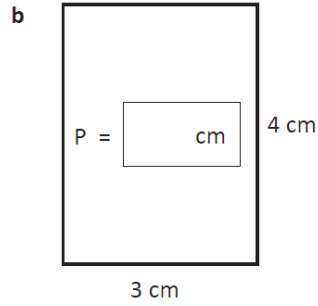
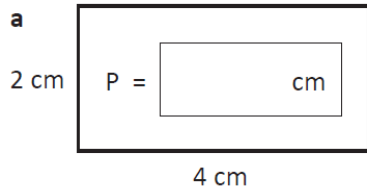
Shape 3

Perimeter = _____

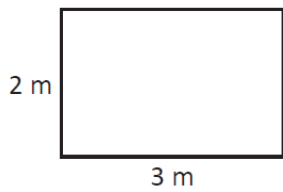
Area = _____

2) look carefully at the dimensions on each shape and find the perimeter.

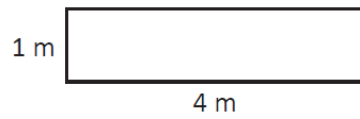
Express your answers in cm:



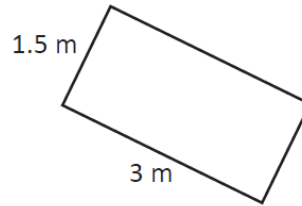
3) Use a shortcut method to work out the perimeter of:



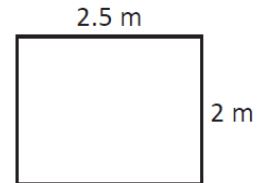
a P =



b P =

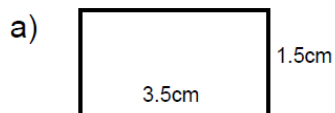


c P =

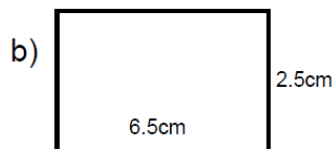


d P =

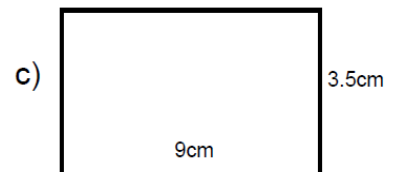
4) Find the perimeter of these shapes.



Perimeter =



Perimeter =



Perimeter =

Science Project- Due 13th September

Using the information provided complete a scientific research project on Mars.

- * This will be completed over the next 3 weeks
- * You can do your project at any time over the next 3 weeks
- * **You MUST answer the following 4 questions (see below)**
- * You will present the information in a PowerPoint, a booklet, a poster, a Word document or any other way you think would be appropriate (not a video)
- * You will need to include pictures, graphs, tables or diagrams
- * If you are presenting your project on a poster or booklet (handwritten), you must drop it into school for marking by **Monday 13th September**
- * If you are presenting your poster using Word, PowerPoint or any other computer program, on **Monday 13th September**, Mrs Buckley and Mrs Le Quesne will add an announcement in your class teams for you to post it onto
- * Every **Monday** at **1.30-1.45pm** Mrs Buckley and Mrs Le Quesne will open class teams board for you to post any questions about your project

1. **Clearly identify the key features of your planet.**

Here are some examples:

- *size
- *distance from the sun
- *what is it made from
- *anything else you think is important

2. **Describe and explain the interaction between the sun and your planet.**

- *Compare their sizes
- *What and how does your planet orbit?
- *How long is one day on your planet?
- *What is the temperature like on your planet?
- *Does your planet have distinct seasons?
- *Think about what role gravity might have to allow your planet and the sun to interact
- *anything else you think is important

3. **Describe how scientists, astronauts and space missions from the past and present have improved our understanding of your chosen planet.**

*Provide examples of what these scientists/astronauts/space missions have discovered.

Eg. NASA's Mars Exploration Project discovered that long ago Mars was soaked in acidic water. This helps us to understand that Mars is not a very likely planet to find living things.

4. **Explain the Indigenous perspective of your chosen planet.**

- *What did Aboriginal and Torres Strait Islanders know about your chosen planet?
- *How did they use this knowledge to help with their everyday lives?

Here is the marking rubric that teachers will use to give you a final score

Earth's Place in Space- Marking Rubric

Science Project- Planet Discovery

Criteria	No attempt- you have not answered the question at all	Developing- You have tried to answer all parts of the question, but you are missing some important information	Achieving- You have answered all parts of the questions	Taking it further- You have answered all parts of the question and have done a little more research yourself to show a deep understanding	Higher order thinking- You have answered all parts of the question and have done an extensive amount of your own research to show a very deep understanding
<u>Criteria 1:</u> Plans and conducts a scientific investigation; collects and evaluates data to communicate conclusions.					
<u>Criteria 2:</u> Understands and compares the key features of the chosen planet.					
<u>Criteria 3:</u> Demonstrates and describe the interaction between the Sun and the planet, their relative sizes and orbits.					
<u>Criteria 4:</u> Describes how scientists from the past and present have improved our understanding of the chosen planet.					
<u>Criteria 5:</u> Communicates how Aboriginal and/ or Torres Strait Islander Peoples use observation of the night sky (including the chosen planet) to inform their daily lives.					

All about Mars

Key Features:

Mars is the fourth planet from the Sun – a dusty, cold, desert world with a very thin atmosphere. Mars is also a dynamic planet with seasons, polar ice caps, canyons, extinct volcanoes, and evidence that it was even more active in the past.

Mars is one of the most explored bodies in our solar system, and it's the only planet where we've sent rovers to roam the alien landscape.

NASA currently has two rovers ([Curiosity](#) and [Perseverance](#)). These robotic explorers have found lots of evidence that Mars was much wetter and warmer, with a thicker atmosphere, billions of years ago.

Mars

Planet



Mars is the fourth planet from the Sun and the second-smallest planet in the Solar System, being larger than only Mercury. In English, Mars carries the name of the Roman god of war and is often referred to as the "Red Planet". [Wikipedia](#)

Moons: [Phobos](#), [Deimos](#) Trending

Distance from Sun: 227.9 million km

Orbital period: 687 days

Surface area: 144.8 million km²

Radius: 3,389.5 km

Length of day: 1d 0h 37m

Gravity: 3.721 m/s²

10 Need-to-Know Things About Mars

1

SMALL PLANET

If the Sun were as tall as a typical front door, Earth would be the size of a dime, and Mars would be about as big as an aspirin tablet.

2

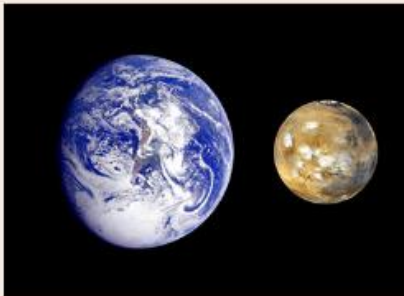
FOURTH ROCK

Mars orbits our Sun, a star. Mars is the fourth planet from the Sun at an average distance of about 228 million km (142 million miles) or 1.52 AU.

3

LONGER DAYS

One day on Mars takes a little over 24 hours. Mars makes a complete orbit around the Sun (a year in Martian time) in 687 Earth days.



4

RUGGED TERRAIN

Mars is a rocky planet. Its solid surface has been altered by volcanoes, impacts, winds, crustal movement and chemical reactions.

5

BRING A SPACESUIT

Mars has a thin atmosphere made up mostly of carbon dioxide (CO₂), argon (Ar), nitrogen (N₂), and a small amount of oxygen and water vapor.

6

TWO MOONS

Mars has two moons named Phobos and Deimos.

7

RINGLESS

There are no rings around Mars.

8

MANY MISSIONS

Several missions have visited this planet, from flybys and orbiters to rovers on the surface. The first true Mars mission success was the Mariner 4 flyby in 1965.

9

TOUGH PLACE FOR LIFE

At this time, Mars' surface cannot support life as we know it. Current missions are determining Mars' past and future potential for life.

10

RUSTY PLANET

Mars is known as the Red Planet because iron minerals in the Martian soil oxidize, or rust, causing the soil and atmosphere to look red.



Structure and Surface

- Mars is a terrestrial planet. It is small and rocky.
- Mars has a thin atmosphere.
- Mars has an active atmosphere, but the surface of the planet is not active. Its volcanoes are dead.

Time on Mars

- One day on Mars lasts 24.6 hours. It is just a little longer than a day on Earth.
- One year on Mars is 687 Earth days. It is almost twice as long as one year on Earth.

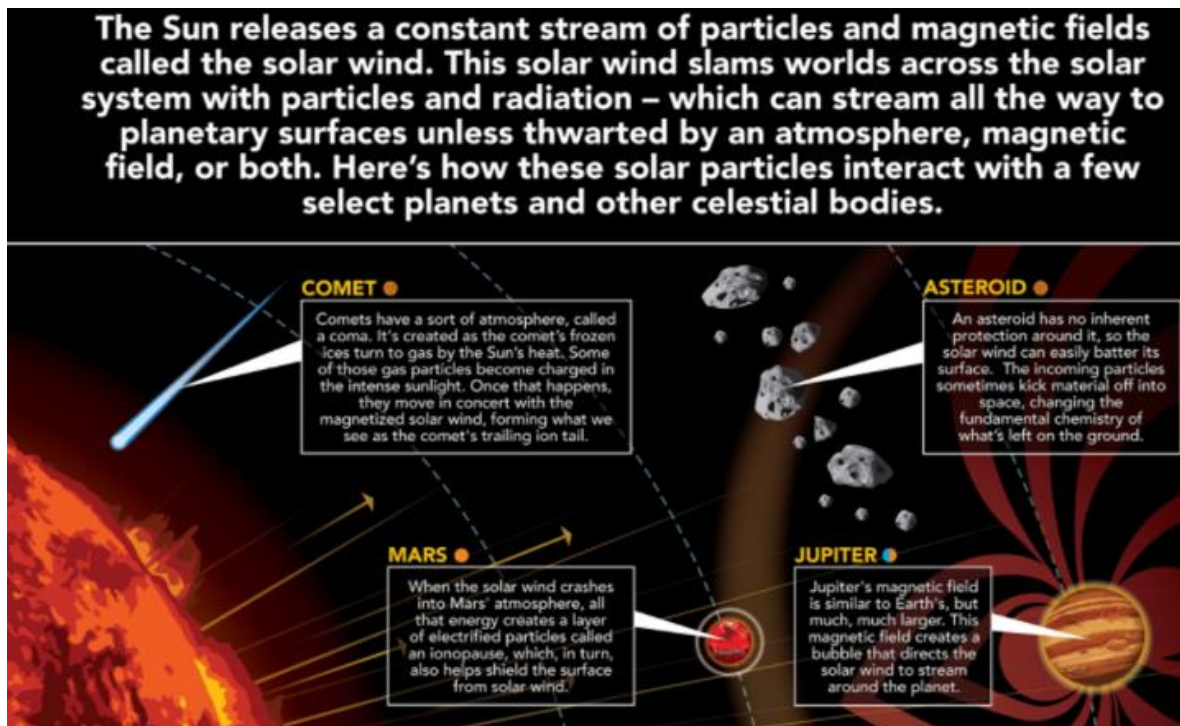
Mars' Neighbors

- Mars has two moons. Their names are Phobos and Deimos.
- Mars is the fourth planet from the Sun. That means Earth and Jupiter are Mars' neighboring planets.

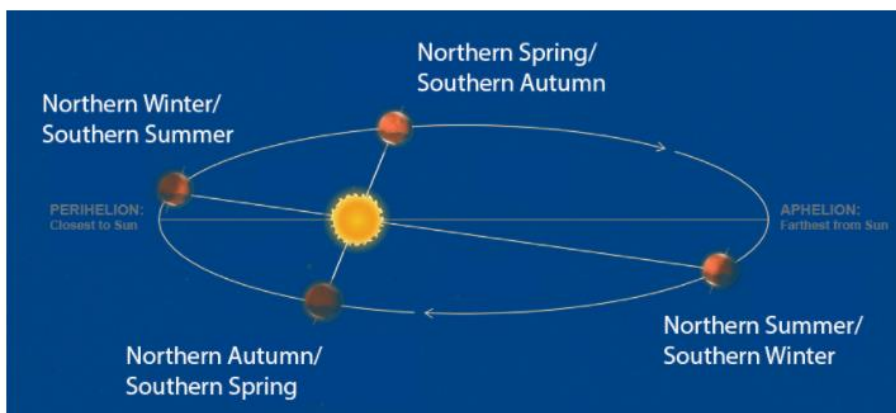
Quick History

- Mars has been known since ancient times because it can be seen without advanced telescopes.
- Several missions have visited Mars. And Mars is the only planet we have sent rovers to. They drive around Mars, taking pictures and measurements.

Interaction between the Sun and Mars:



Mars has distinct seasons because of its interaction with the sun.



July 01, 2016

Mars has four seasons just like Earth, but they last about twice as long. That's because it takes about two Earth years for Mars to go around the sun. July 4, 2016 just happens to be the start of spring in the southern hemisphere on Mars, where Mars rovers Curiosity and Opportunity are exploring.

The southern hemisphere has "harsher" seasons than in the north. During Southern winter, Mars is farthest away from the Sun in its elliptical orbit around the Sun. That's different from Earth, because our planet has a near circular orbit. Winter in the southern hemisphere is worse, because Mars is the farthest away from the Sun and moves more slowly in its orbit. Going from a winter to warmer spring can be quite dramatic.

Spring for the rovers on Mars is the start of the dust season. Dust storms can brew in one area of the planet, and grow into planet-wide storms. Global dust storms can even blanket the whole planet, covering it from sight. Data from orbiters can tell us a lot about the scope and scale of storms and how they affect rovers on the ground.

How scientists have improved our understanding of Mars:

Curiosity rover:

On [Earth](#), where there is water, there are living things. We know that [Mars](#) had water a long time ago. But did it also have other conditions life needs?

To find out, NASA sent the Curiosity rover to Mars. Curiosity is the largest robot to ever land on another planet. It is about the size of a small SUV.

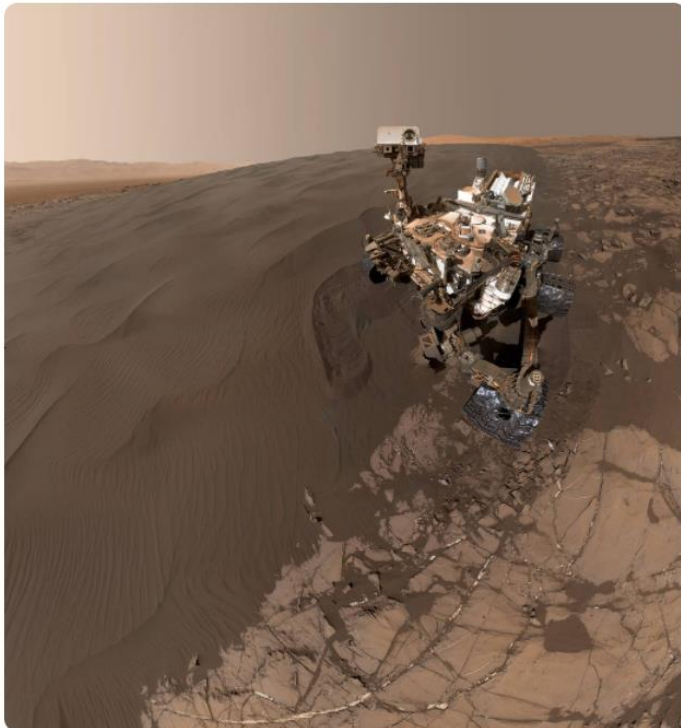
Curiosity landed in Gale Crater. This crater is special because it has a tall mountain in the middle. The mountain has many layers of rock. Each layer is made of different minerals from different time periods. These minerals could tell scientists about the history of water on Mars.

The rover uses many scientific instruments to study the rocks in Gale Crater. Curiosity used its drill to make a hole in a rock that once was mud at the bottom of a lake. One of its other instruments studied the powder drilled from the rock. This information helped scientists learn that the Gale crater had ingredients that ancient life would have needed to survive.

Scientists sent Curiosity to Mars to measure lots of other things, too—including radiation. Radiation is a type of energy that can come from the sun. It travels in high-energy waves that can be harmful to living things. Curiosity found that Mars has high, dangerous levels of radiation. NASA will use Curiosity's radiation data to design missions to be safer for human explorers.

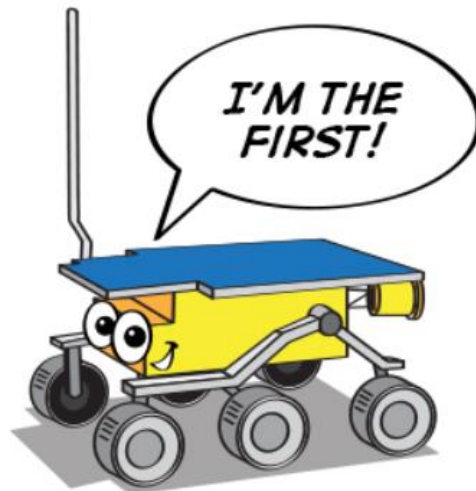
Curiosity brought 17 cameras with it to the Red Planet—more than any other rover. It uses some of its cameras to take photos of its journey. Cameras also act as Curiosity's eyes, helping it to spot and stay away from danger.

One of Curiosity's cameras—at the end of its 7 foot long robotic arm—even acts like a sort of “selfie stick.” It can hold the camera two meters away and take a selfie to send back to Earth!



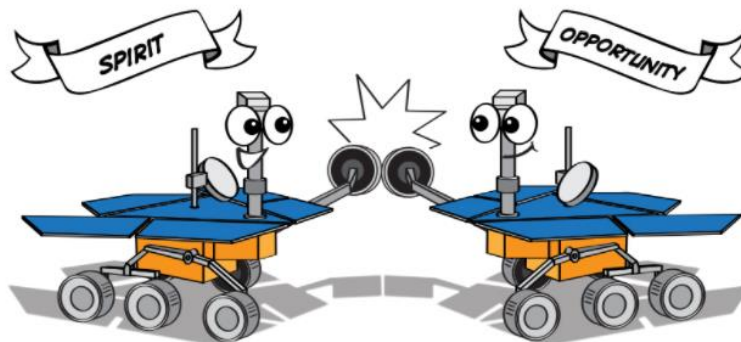
A self-portrait of Curiosity on a Martian sand dune. At this site, it used instruments to scoop up and study sand samples. Credit: NASA/JPL-Caltech/MSSS

Sojourner Rover:



In 1997, NASA scientists did something pretty amazing. For the first time, they used a small wheeled robot to study the surface of [Mars](#). This robotic explorer, called a **rover**, was named Sojourner. It was only about the size of a microwave oven. However, it went on to share lots of important new information with scientists.

Spirit and opportunity Rovers:



After the success of the [Sojourner rover](#), NASA wanted to send more rovers to learn about [Mars](#). So, in 2003, they sent two rovers to the Red Planet. The rovers were named Spirit and Opportunity. Together, they were part of the Mars Exploration Rover mission.

The rocks that Spirit and Opportunity studied showed scientists that a long time ago, water on Mars may have looked a lot like water on Earth. Mars once had lakes and rivers on the surface. Like Earth, it also had water below the ground, as well as water vapor in the atmosphere

Perseverance Rover:

Rovers on [Mars](#) have collected evidence of water and some of the chemical building blocks of life. Scientists think it might be possible that life existed on Mars a long time ago. If there were living things, they were probably teeny tiny little organisms—something like bacteria here on [Earth](#). But, did life actually ever get started on Mars?

The Mars 2020 mission hopes to answer that question. The mission sent a rover very similar to [Curiosity](#) to explore the rocks, dirt, and air on Mars. Like Curiosity, the Perseverance rover is the size of a small SUV. The new rover has a different goal and different instruments. It will look directly for signs of past life on Mars.

The new rover will also experiment with a natural resource that would be helpful in planning a human mission to Mars.

The atmosphere of Mars is made mostly of a gas called carbon dioxide. But many living things (including humans) need oxygen to breathe. If a human were to go to Mars, they would have to bring lots of oxygen. However, there isn't much room on the spacecraft to carry liquid oxygen.

The rover will test a method for getting oxygen from the air in the Martian atmosphere. This will help NASA plan for the best designs to send human astronauts to explore Mars one day.

Aboriginal and Torres Strait Islander Knowledge of Mars and the Solar System:

Aboriginal and Torres Strait Islander people are keen observers of the night sky, having detailed knowledge systems built around the Sun, Moon, and planets visible to the eye (as a distance from the Sun: Mercury, Venus, Mars, Jupiter, and Saturn). For countless generations, they studied the motions of Solar System bodies through detailed observation, which was recorded and passed to successive generations through oral tradition. Aboriginal and Torres Strait Islander people distinguished planets from the background stars, noted the changing positions of planets in the sky over days and months, observed their changing positions relative to each other, and characteristics of their journey across the sky.

In many Aboriginal traditions, the planets are seen as children of the Sun and Moon. They represent ancestor spirits walking across the sky, connecting ceremony and Law to various groups of stars. In Wardaman Aboriginal traditions, Uncle Bill Yidumduma Harney describes the planets moving across the sky as ancestral beings walking along a road. Just as you or I walk down the street, sometimes we stop and turn back before moving forward again. Sometimes we slow down and chat with other people during our journey. Uncle Yidumduma says the ancestral beings are coming back for another 'yarn' with other planets as they travel across the sky.¹ Sometimes they come close together, in what is called a *conjunction*.

The Wardaman traditions about planet spirits moving back and forth during their journey along the Dreaming Road is a description of retrograde motion, showing us how Aboriginal people long ago observed the complex motions of the planets and incorporated that knowledge into oral traditions, which were passed to younger generations.

Monday Afternoon Session:

Dance – Stage 3 – Years 5 and 6



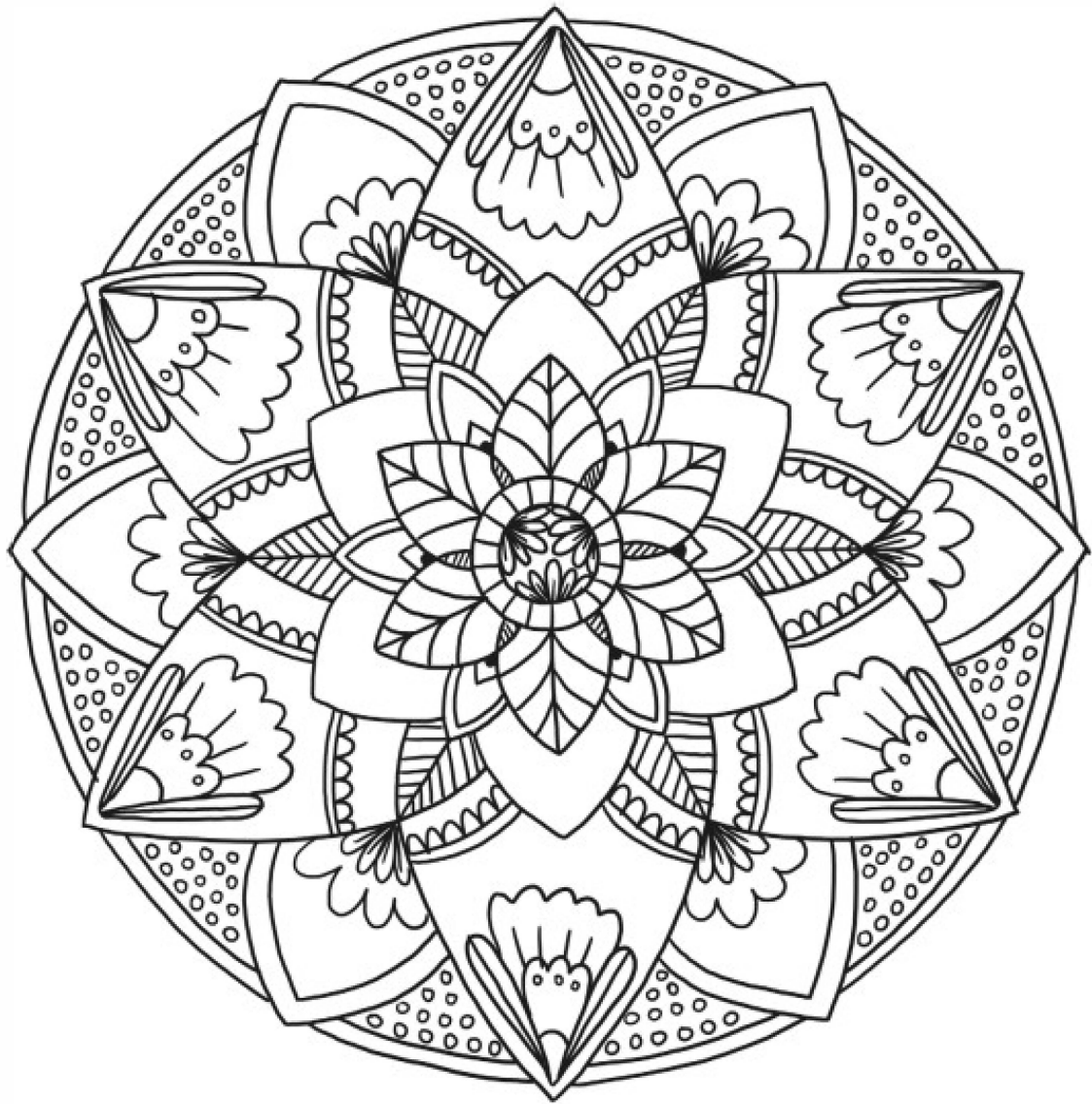
End your Monday by getting up and moving through DANCE. If you can, head to the link below, listen in, join in, and have some fun while dancing.

<https://www.youtube.com/watch?v=LaB9c3kQkfU> or alternatively search the following in an Internet browser 'SISA Dance Lesson - Stage 2 and Stage 3' and note that it is the **Dance lesson** not the Aerobics lesson.

Before starting: Make sure you are in a safe environment and have all the equipment you need

If you don't have internet access, make up your own dance routine. Use the space below to create a visual representation of the movements in your dance. You could use stick figures to show the dance moves or even use a code with a key.

For example, ★ = bop on the spot



Tuesday

Spelling

List Word	Practice	List Word	Practice
salary		veranda	
aviary		suspicion	
secretary		expensive	
dictionary		apparently	
imaginary		suspicious	
distances		efficient	
dissimilar		stomach	
download		annihilate	
population		reminiscent	
aviator		irresponsible	
loyalty		<u>hypocrite</u>	
civilian		<u>heifer</u>	
disaster		<u>hypodermic</u>	
aviation		<u>immeasurable</u>	
shoulder		<u>incognito</u>	

UNIT 24

Phonics

salary
aviary
secretary
dictionary
imaginary

Basic list / High frequency

distances	loyalty	verandah
dissimilar	civilian	suspicion
download	disaster	expensive
population	aviation	apparently
aviator	shoulder	suspicious

Difficult

efficient
stomach
annihilate
reminiscent
irresponsible

Own words



Spelling rule

If the last syllable has a short vowel and is not stressed, do not double the last letter when adding 'ed' and 'ing'.
Example: **of**/fer
stressed/not stressed
offered, **offering**

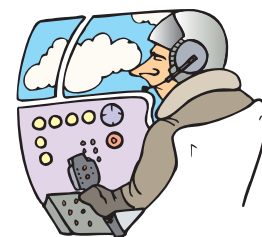
1. Use your spelling rule to add 'ed' and 'ing' to these words.

	<i>ed</i>		<i>ing</i>
a offer	_____	f offer	_____
b abandon	_____	g abandon	_____
c suffer	_____	h suffer	_____
d utter	_____	i utter	_____
e develop	_____	j develop	_____

Wrong spelling

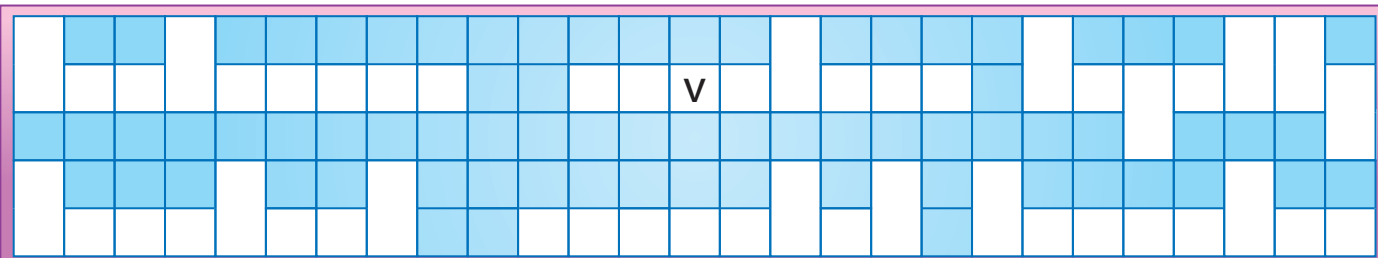
2. Correct the spelling mistakes.

- Who pioneered aviateon in Australia?
- The two populations are very dissimilar.
- Apparently the new game is expensave.
- The aviator flew long distences each week.
- It is nice to sit and reminisce on the verander.



Word shapes

3. Select list words to match the word shapes.



Word meanings

4. Choose a word from the lists to match the clues below.

- | | | | |
|----------------------------------|-------|--|-------|
| a Not the same | _____ | d An organ of the body | _____ |
| b Feeling that someone is guilty | _____ | e Completely destroy | _____ |
| c Very costly | _____ | f The number of people living in an area | _____ |

Word building

5. Build onto these words using 's', 'ed' and 'ing'. Then write them in a sentence.

- | | | |
|------------|----------|-------|
| a shoulder | __ | _____ |
| b shoulder | __ __ | _____ |
| c shoulder | __ __ __ | _____ |

Year 6 Grammar in Writing Term 3 Week 8

Tuesday



Challenge Words	Definition	Example
Galaxy	An extremely large group of stars and planets that extends over many billions of light years.	Look around and you can see other planets and stars in the galaxy .
Constellation	A group of stars which form a pattern and have a name.	A constellation of stars was spotted through the telescope.
Nebula	Cloud of interstellar gas and dust.	The word nebula should be reserved for gas and dust clouds
Periphery	The external boundary of any surface or area.	Some camping spots in the State are in the periphery of national parks
Panorama	An unobstructed and wide view of an extensive area in all directions.	I live on a hill, the view from my balcony is a breathtaking panorama .
Solitary	By itself; alone.	On the beach was a solitary fisherman, catching nothing but seaweed.

SYNONYMS

Synonyms are two words that are different, but have similar meaning.

Examples:

beautiful

pretty

Synonyms are words that are different, but have the same meaning.

hot

blazing, boiling, burning, fiery, flaming, heated, igneous, incandescent, roasting, scalding, scorching, searing, sizzling, smoking, steaming, sweltering, warm

love

adore, adulation, affection, appreciation, crush, delight, devotion, infatuation, like, lust, passion, respect, sentiment, yearning

sleep

bedtime, doze, dream, nap, rest, slumber, snooze

Read the word in the first column.

Find and circle the other words that are synonyms:

1. narrow	slender	parade	wide
2. decrease	upwards	reduce	shrink
3. old	vintage	antique	modern
4. specific	category	particular	fixed
5. secret	open	restricted	confidential
6. hungry	ravenous	starving	guilty
7. smart	peculiar	ancient	intelligent
8. rich	disaster	wealthy	affluent



Lesson 113 • Caught in the Act

Name _____

Visualisation

Visualising pictures in our heads of the people, places, things and events we are reading about helps build better understanding of the text. Looking for key words in the text will help us create the images in our heads.

Read the passage.

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

Highlight the word that tells us what kind of a landing Troy had.

Colour the word that tells us what the boat was made from.

I couldn't believe it. The runway was a lily pad. We were going too fast. How would he stop in time? The lily pad seemed so small. Suddenly, the dragonfly stopped in midair. He hovered over the lily pad and dropped me. Luckily it was a soft landing.

"Do you have any idea how dangerous that is?" I yelled.

The dragonfly said nothing. He flew off, leaving me alone on the lily pad.

A small boat, made from a leaf, pulled up to the side of the lily pad.

"Are you Troy Cooper?" asked the green beetle who was driving the boat.

Underline the words that Troy yelled at the dragonfly.

Circle the words that tell us who was driving the boat.

Put a box around the question that the beetle asked Troy.

Colour the correct answers.

- Where did the dragonfly drop Troy?
 in the water on a lily pad on a runway on a leaf
- Why didn't Troy get hurt when the dragonfly dropped him?
 He landed on his feet. He landed in the water.
 The lily pad was soft. He landed in a pile of leaves.
- Who was driving the boat?
 a beetle a dragonfly a hornet a bee
- What was the boat made from?
 a flower a lily pad bark a leaf
- What colour was the beetle?
 brown yellow green orange

Lesson 113 • Caught in the Act

Name _____



Read the passage.

In paragraph 1, underline the words and phrases that helped you visualise how the dragonfly approached the runway.

In paragraph 1, colour the words and phrases that helped you visualise how Troy landed on the lily pad.

I couldn't believe it. The runway was a lily pad. We were going too fast. How would he stop in time? The lily pad seemed so small. Suddenly, the dragonfly stopped in midair. He hovered over the lily pad and dropped me. Luckily it was a soft landing.

"Do you have any idea how dangerous that is?" I yelled.

The dragonfly said nothing. He flew off, leaving me alone on the lily pad.

A small boat, made from a leaf, pulled up to the side of the lily pad.

"Are you Troy Cooper?" asked the green beetle who was driving the boat.

In paragraphs 4 and 5, highlight the words and phrases that helped you visualise the beetle talking to Troy.

Read the passage again. As you do so, visualise what you are reading about. Draw a picture of the images you create in your head as you read about the events described in the passage.

Approaching the lily pad

Landing on the lily pad

Meeting the green beetle

Information Report Writing

Task: Research and write a report about an event or celebration around the world (e.g., Birthday, Christmas, Eid, Halloween, or Easter)

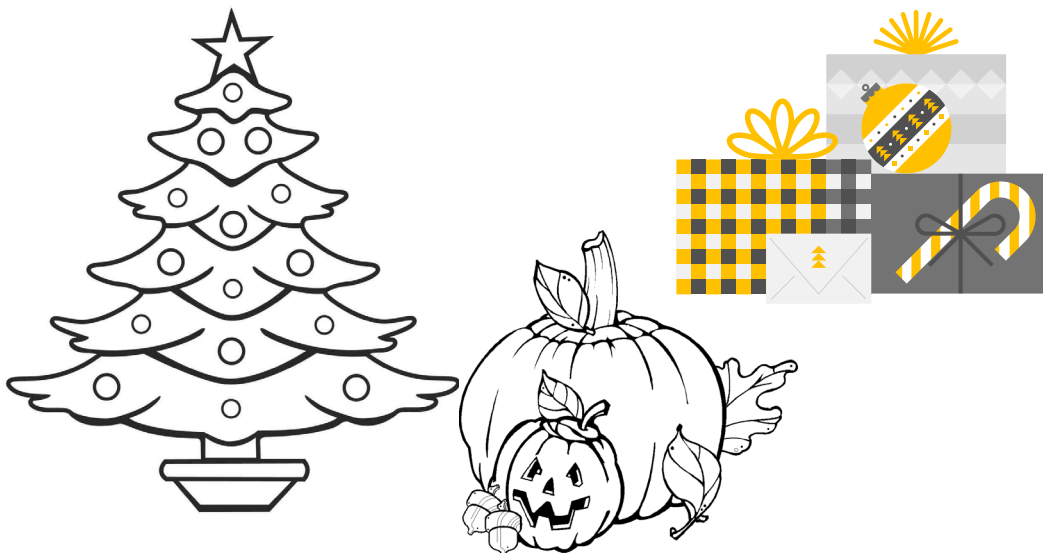
How:

Step 1 - Choose an event or celebration and research – don't forget to include facts. You need 3-4 facts for every category (enough to write a paragraph). On the next page is a template to record your research.

Research categories are:

- What is the celebration?
- When is it and when did it first start?
- Who celebrates this event?
- What is involved with celebrating the event?

Step 2 - Write an introduction and 2 paragraphs based on 2 of the categories you researched.



Researcher: _____

Topic: _____

What is the Celebration?

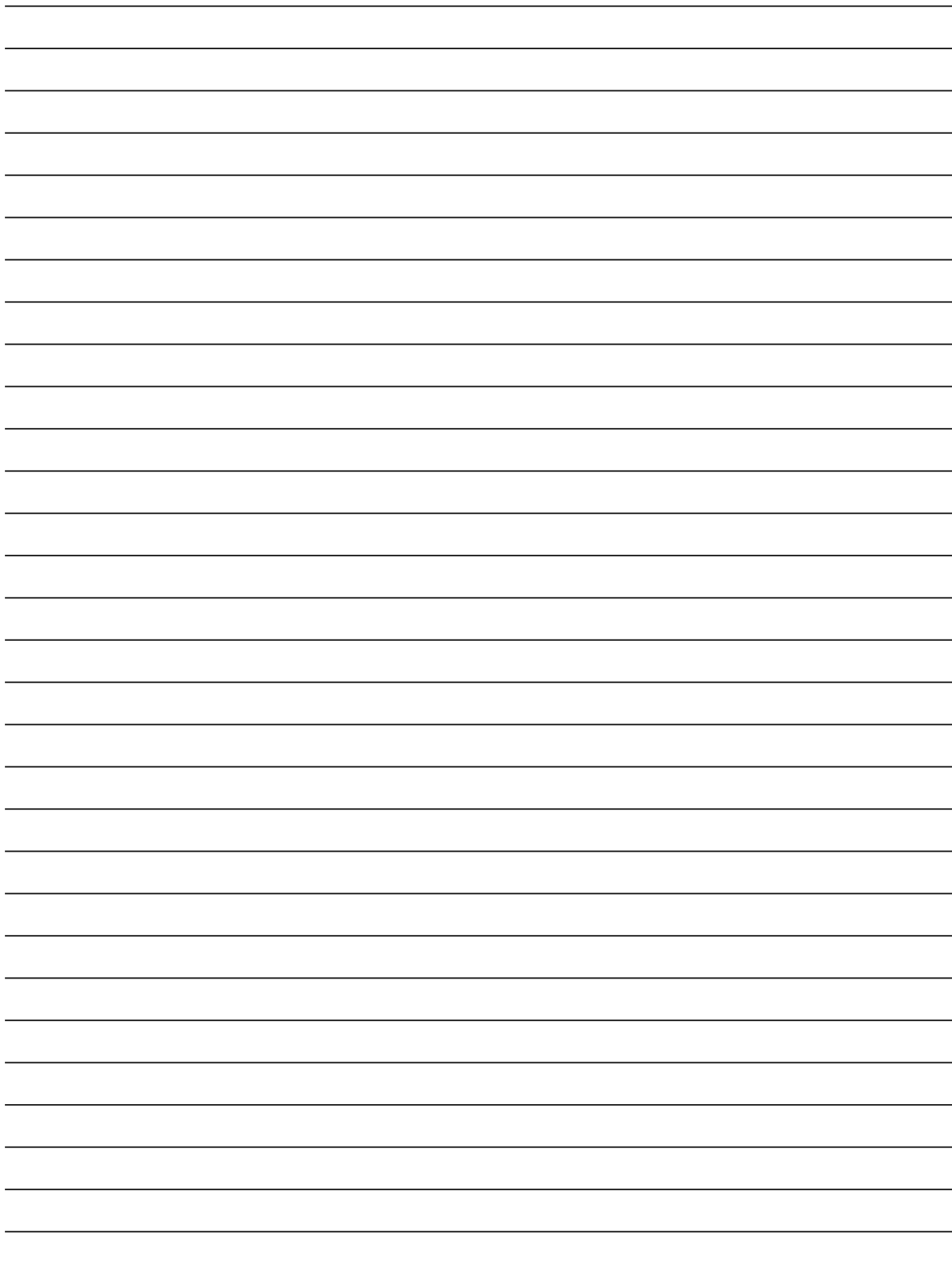
When is it and when did it first begin?

Event Information Report Research

Teach **THIS**

Who celebrates the event?

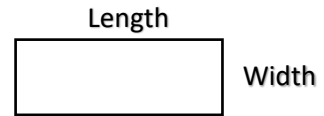
What is involved with celebrating the event?



Tuesday									
1	$___ \div 5 = 7$	7	$___ \times 9 = 72$	13	$10 \div 1 = ___$	19	$24 \div 6 = ___$	25	$9 \times 8 = ___$
2	$8 \times 7 = ___$	8	$10 \times ___ = 90$	14	$10 \times ___ = 80$	20	$___ \times 4 = 28$	26	$7 \div 1 = ___$
3	$___ \times 7 = 7$	9	$___ \times 8 = 56$	15	$10 \times ___ = 60$	21	$5 \times 5 = ___$	27	$___ \div 3 = 3$
4	$___ \times 3 = 3$	10	$7 \div ___ = 1$	16	$36 \div 9 = ___$	22	$___ \times 3 = 18$	28	$5 \times 8 = ___$
5	$5 \times 3 = ___$	11	$20 \div 4 = ___$	17	$___ \times 3 = 6$	23	$30 \div 3 = ___$	29	$___ \div 2 = 4$
6	$1 \times 2 = ___$	12	$___ \times 10 = 80$	18	$___ \times 1 = 3$	24	$12 \div ___ = 3$	30	$49 \div ___ = 7$

Perimeter – measure perimeters

1) Find the perimeter of rectangles with the following dimensions:



Length	Width	Perimeter
6cm	2.2cm	
12.5mm	4mm	
5.5m	3.56m	
150cm	1.3m	

2) Circle the correct perimeter for these rectangles:

a) Length = 12cm, Width = 8cm

32cm 40cm 20cm

b) Length = 14mm, Width = 12mm

26mm 52mm 40mm

c) Length = 8.5cm, Width = 2.7cm

22.4cm 112cm 11.2cm

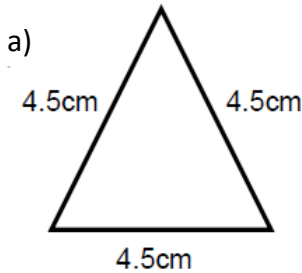
d) Length = 10.2cm, Width = 8.4cm

85.68cm 36cm 37.2cm

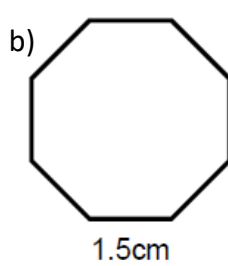
e) Length = 22mm, Width = 11mm

6.6cm 33mm 60mm

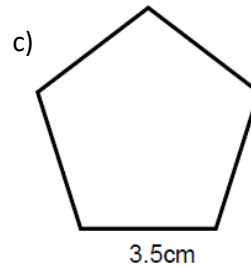
3) Find the perimeter of these shapes.



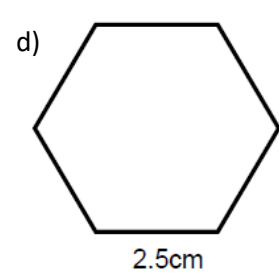
Perimeter = _____



Perimeter = _____



Perimeter = _____



Perimeter = _____

4) What is the length of the missing side (dotted line) in each shape?

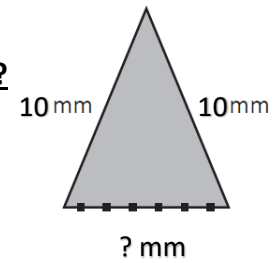
Note the Perimeter is given in these examples so you need to find The Missing side. See the example to the right. The Perimeter is 25mm, and we know two side lengths. We can solve this by using the following:

$$\text{Perimeter} = 10\text{mm} + 10\text{mm} + ? \text{ mm}$$

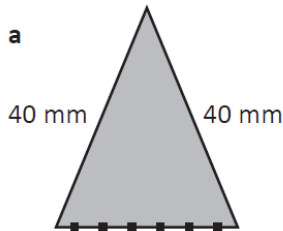
$$25\text{mm} = 20\text{mm} + ? \text{ mm}$$

$$(25\text{mm} - 20\text{mm}) = ? \text{ mm}$$

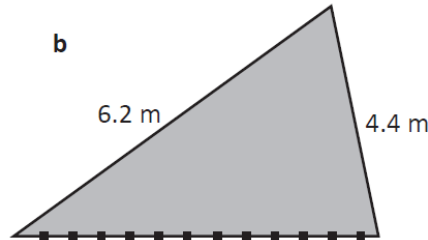
$$? \text{ mm} = 5\text{mm}$$



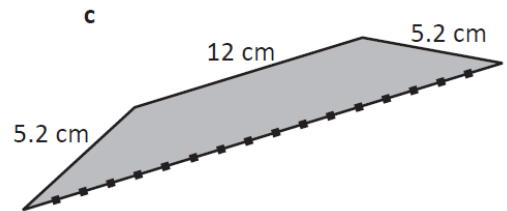
Perimeter
= 25mm



$$P = 110 \text{ mm}$$



$$P = 16.6 \text{ m}$$



$$P = 44 \text{ cm}$$

5) Find the mystery perimeters using our knowledge of 2D shapes.

a I have 4 sides.
My opposing sides are equal.
One of my sides is 8 cm
in length.
Another is 4 cm.
What is my perimeter?

b I have 6 sides.
All my sides are equal.
One of my sides is 5.62 mm.
What is my perimeter?

c I am a regular octagon.
6 of my sides total 12.6 cm
in length.
What is my perimeter?

Geography Week 8

Inquiry question – How do the traditional practices of Aboriginal people affect the land?

Firestick Farming



Aboriginal people have traditionally used fire to manage the land. The practice is called firestick farming and it is a way of burning the land to find food without damaging it.

Firestick farming helps to reduce the risk of bushfires by clearing plants that fuel bushfires. After the burn, there is more area for different types of plants and food to grow.

The fire encourages the growth of different kinds of plants in different areas throughout the year. The heat from fire triggers the germination of seeds, leading to the growth of food plants. The ash after the fire becomes a fertilizer that feeds the earth and plants. The plants attract animals that Aboriginal peoples hunt, such as kangaroos, wallabies, and bilbies. Burning the bush helps to flush these animals out into the open to make hunting easier.

One example of the benefits of firestick farming was in desert areas that were usually covered with spinifex grass. Aboriginal people burned the spinifex, clearing the land for growth of edible plants. Among them were wild tomatoes and wild bananas, which were staple foods for people of the desert.

Traditional European Farming Methods



Traditional farming has many issues for the land –

Too much farming can cause erosion. Erosion is when natural forces like water, wind, ice, and gravity wear away rocks and soil. Soil erosion can create problems for farmers because the land is stripped of nutrients and food crops cannot grow.

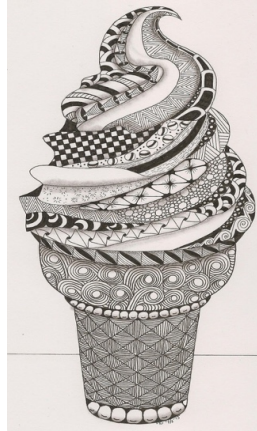
Drought is a big problem for farmers and the land. Drought can be caused by people because cutting down trees to make room for huge farms and diverting rivers to water crops changes the natural environment and interferes with nature and contributes to drought.

More than half the world's land is being used for food crops and farming. Since the industrial revolution massive farms use 70% of water resources and produce huge amount of emissions that contribute to global warming. Chemical fertilizers are used on crops to grow more food but pollute the environment and harm the soil.

Tuesday – afternoon session

Zentangle artwork

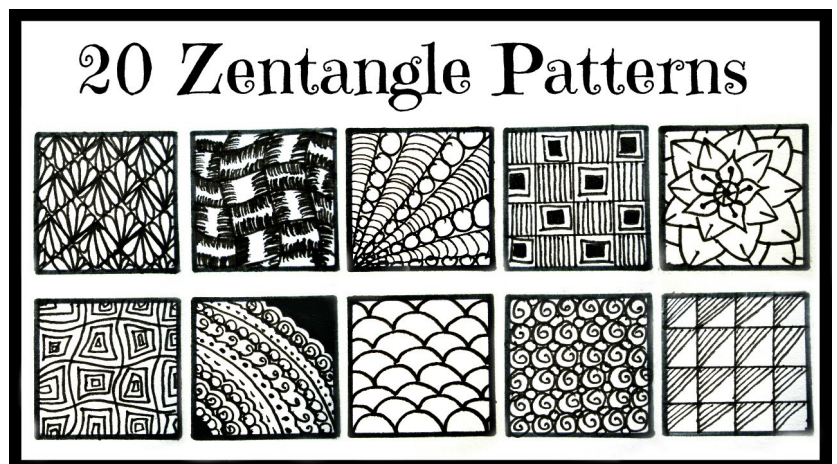
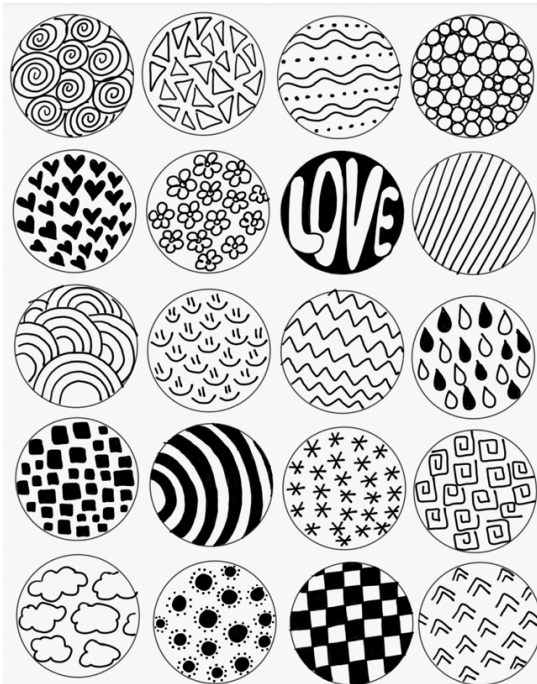
This afternoon you are going to create a Zentangle. Look at the examples below.



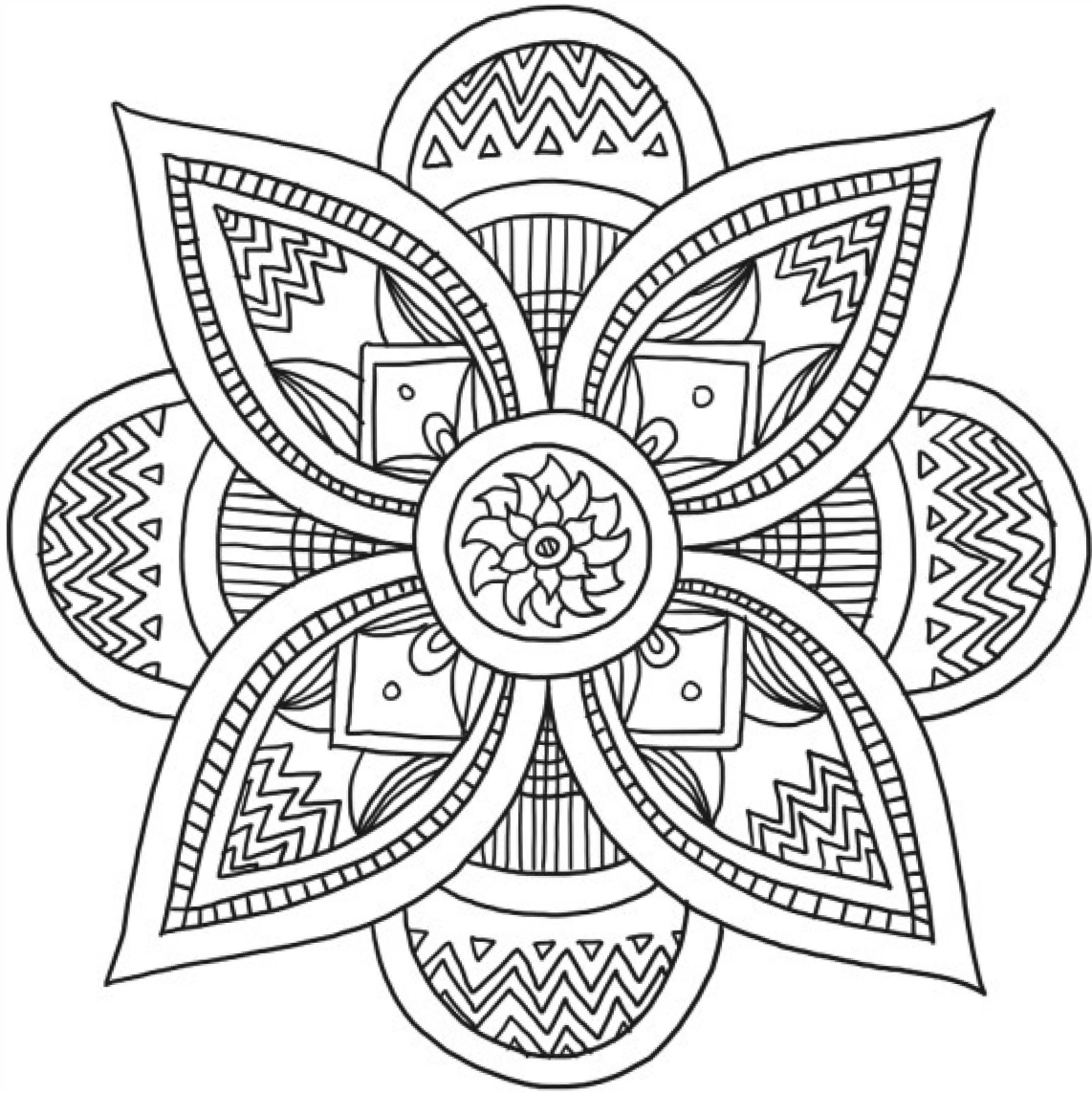
A Zentangle is a miniature abstract work of art created by a collection of patterns.

First, draw the outline of an object ~ anything ~ a flower, an animal, a letter of your name, or even trace your hand. Make sure it is just a simple outline without detail, because you will fill it with patterns!

Next, create patterns inside your drawing. You might like to use black marker to make your designs bold. Use some of the patterns in the examples below if you like. Why not add a background once you're finished!



Create your Zentangle on the next page 😊



Wednesday

Spelling

List Word	Practice	List Word	Practice
salary		veranda	
aviary		suspicion	
secretary		expensive	
dictionary		apparently	
imaginary		suspicious	
distances		efficient	
dissimilar		stomach	
download		annihilate	
population		reminiscent	
aviator		irresponsible	
loyalty		<u>hypocrite</u>	
civilian		<u>heifer</u>	
disaster		<u>hypodermic</u>	
aviation		<u>immeasurable</u>	
shoulder		<u>incognito</u>	

ABC	DEF	GHI
JKL	MNO	PQR
STU	VWX	YZ

Secret code

6. Find these words using the secret code.

a o.. o.. l..o o.. o.. o.. _____

b o.. o.. l..o o.. o.. o.. o.. _____

c o.. o.. o.. o.. o.. o.. o.. _____

d o.. l..o o.. o.. o.. o.. o.. o.. _____

7. Write **smaller words** that you can find in these words.

a reminiscent _____

b apparently _____

8. Write list words that:

a start with 'dis' _____

b have double letters _____

c have 2 syllables _____

9. Write the **plural** of these words.

a disaster _____ c civilian _____ e aviator _____

b verandah _____ d aviary _____ f secretary _____

Grammar – Adverbs

10. Underline the adverbs in the sentences below.

- a The weather will apparently get colder.
- b The aviator quickly controlled the plane.

- c I slowly got out of bed.
- d That business runs efficiently.



Synonyms

11. Draw a line to match the synonyms.

a expensive	○	○ unfriendly
b sleep	○	○ weak
c hostile	○	○ dear
d feeble	○	○ slumber
e assignment	○	○ project

Homophones

12. Write homophones for these words.

- a mettle _____
- b paws _____
- c scent _____
- d mourning _____
- e seen _____

Punctuation

13. Rewrite this sentence with correct punctuation and spelling.

the civillian population of south america is aparently declining

Word origins

The word **telephone** comes from the Greek words **tele** meaning afar or distant and **phon** meaning sound.

Year 6 Grammar in Writing Term 3 Week 8

Wednesday



Challenge Words	Definition	Example
Galaxy	An extremely large group of stars and planets that extends over many billions of light years.	Look around and you can see other planets and stars in the galaxy .
Constellation	A group of stars which form a pattern and have a name.	A constellation of stars was spotted through the telescope.
Nebula	Cloud of interstellar gas and dust.	The word nebula should be reserved for gas and dust clouds
Periphery	The external boundary of any surface or area.	Some camping spots in the State are in the periphery of national parks
Panorama	An unobstructed and wide view of an extensive area in all directions.	I live on a hill, the view from my balcony is a breathtaking panorama .
Solitary	By itself; alone.	On the beach was a solitary fisherman, catching nothing but seaweed.

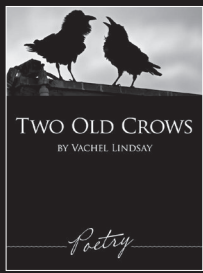
Antonyms

Antonyms are words that have opposite meanings.



Fill in the missing words with antonyms to complete the passage.

In Backwards World, everything is the opposite as it is here on Earth. The same sun comes up every morning and the sun comes up every night. People feel excited about holidays and everyone loves ice cream. In Backwards World, people are friendly with their neighbors and everyone says hello when they see friends in town. Families have dinner together and then spend the evening laughing as they watch their favorite TV show. When it's time for bed, all the children in Backwards World close their eyes and dream about how similar things must be on planet Earth.



Lesson 114 • Two Old Crows

Name _____

Sequencing Events

To identify the sequence of events in a text, look at numbers and words that give clues to the order in which things happen.

Read the passage.

Two old crows sat on a fence rail.
Two old crows sat on a fence rail,
Thinking of effect and cause,
Of weeds and flowers,
And nature's laws.
One of them muttered, one of them stuttered,
One of them stuttered, one of them muttered.
Each of them thought far more than he uttered.
One crow asked the other crow a riddle.
One crow asked the other crow a riddle:
The muttering crow
Asked the stuttering crow,
"Why does a bee have a sword to his fiddle?"

Colour all the words that tell us what the crows thought about.

Highlight the words that tell us how the crows talked.

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

Underline the question the crow asked.

Colour the correct answers.

- In the passage, what is the **first** thing the two old crows do?
 fly to a fence sit on a fence think about nature talk to each other
- What do the two old crows do **after** thinking of effect and cause? They think of ...
 trees and bushes. grass and seeds. rivers and streams. weeds and flowers.
- In the passage, what is the last thing that happens?
 One of the crows asks the other crow a riddle.
 One of the crows answers a riddle.
 One of the crows starts to mutter.
 One of the crows starts to stutter.

Information Report Writing

Task: You are to research and write an information report on a **topic of your choice**.

How:

Step 1 - Choose a topic and research– don't forget to include interesting facts in your research. You need 3-4 facts for every category (enough to write a paragraph). On the next page is a template to record your information.

Remember – use more than one website or book for your information.

Step 2 - Then write an information report on your topic. You must include:

- An Introduction
- Paragraphs with your information
- A picture
- A conclusion



Topic Suggestions – if you are unsure what to write:

- A country
- A famous person
- An Olympian
- A sport
- A well-known landmark – Great Barrier Reef, Great Wall of China
- An underwater animal
- Dinosaurs

RESEARCHER: _____

TOPIC: _____

[Empty rectangular box for notes]

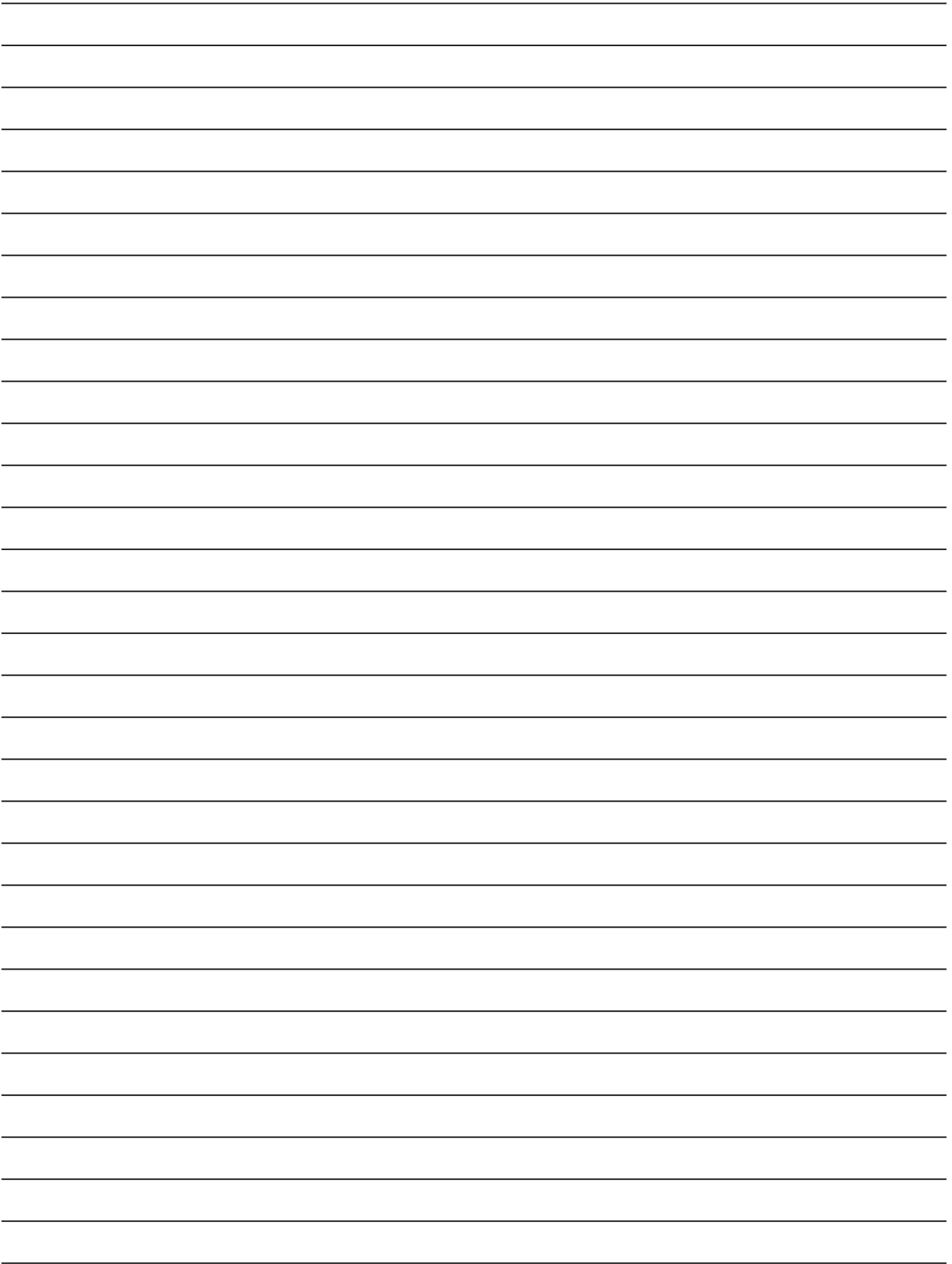
[Empty rectangular box for notes]

**MY
INFORMATION
REPORT
RESEARCH
REGISTER**

Teach **THIS**

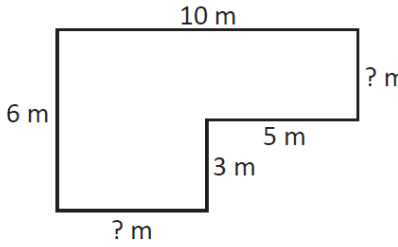
[Empty rectangular box for notes]

[Empty rectangular box for notes]



Wednesday									
1	$7 \times 6 = \underline{\quad}$	7	$7 \times 6 = \underline{\quad}$	13	$7 \times 6 = \underline{\quad}$	19	$7 \times 6 = \underline{\quad}$	25	$7 \times 6 = \underline{\quad}$
2	$\underline{\quad} \times 1 = 10$	8	$\underline{\quad} \times 1 = 10$	14	$\underline{\quad} \times 1 = 10$	20	$\underline{\quad} \times 1 = 10$	26	$\underline{\quad} \times 1 = 10$
3	$7 \times 9 = \underline{\quad}$	9	$7 \times 9 = \underline{\quad}$	15	$7 \times 9 = \underline{\quad}$	21	$7 \times 9 = \underline{\quad}$	27	$7 \times 9 = \underline{\quad}$
4	$3 \times \underline{\quad} = 3$	10	$3 \times \underline{\quad} = 3$	16	$3 \times \underline{\quad} = 3$	22	$3 \times \underline{\quad} = 3$	28	$3 \times \underline{\quad} = 3$
5	$3 \times \underline{\quad} = 27$	11	$3 \times \underline{\quad} = 27$	17	$3 \times \underline{\quad} = 27$	23	$3 \times \underline{\quad} = 27$	29	$3 \times \underline{\quad} = 27$
6	$7 \times 3 = \underline{\quad}$	12	$7 \times 3 = \underline{\quad}$	18	$7 \times 3 = \underline{\quad}$	24	$7 \times 3 = \underline{\quad}$	30	$7 \times 3 = \underline{\quad}$

Perimeter – perimeters of composite shapes



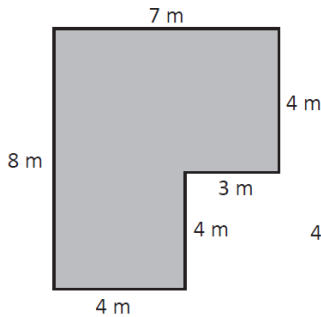
Look at this shape. Some of the measurements are missing. How do we work out the perimeter?
We use the information we have to help us fill in the gaps.

$$5 \text{ m} + ? \text{ m} = 10 \text{ m} \quad 10 \text{ m} - 5 \text{ m} = 5 \text{ m}$$

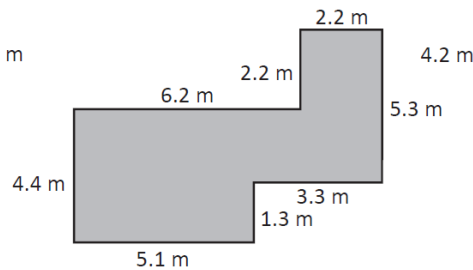
$$3 \text{ m} + ? \text{ m} = 6 \text{ m} \quad 6 \text{ m} - 3 \text{ m} = 3 \text{ m}$$

The perimeter of this shape is therefore 32 m.

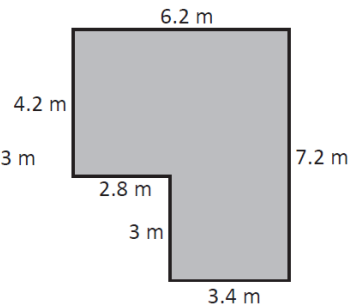
1) Work out the perimeter of these composite shapes* by adding the length of the sides.



a P =



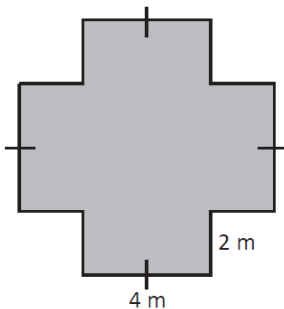
b P =



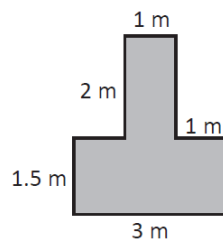
c P =

**Not drawn to scale.*

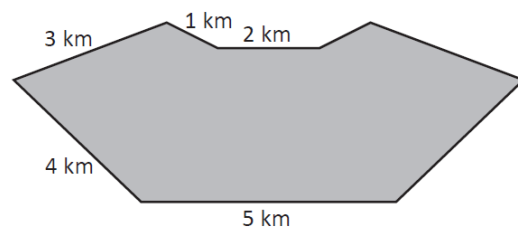
2) These shapes* are symmetrical (made up of exactly similar parts facing each other or around an axis; showing symmetry.). Use this knowledge to help you find their perimeters.



a P =



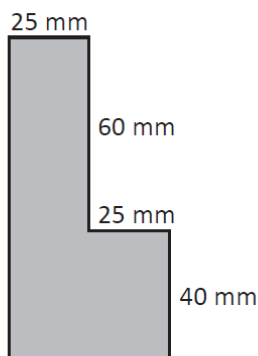
b P =



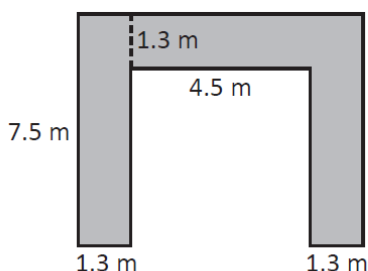
c P =

**Not drawn to scale.*

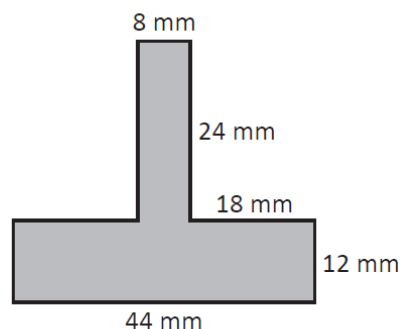
3) Work out the perimeter of these shapes* using the known measurements to guide you:



a $P =$



b $P =$



c $P =$

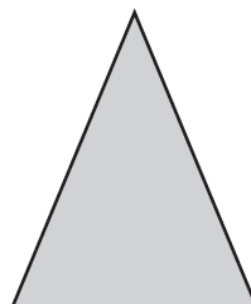
**Not drawn to scale.*

Perimeter puzzles **solve**

4) Solve these perimeter puzzles:

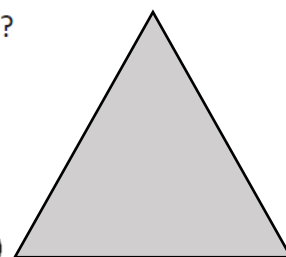
- a Look at this isosceles triangle. The base measures 3 m. The perimeter of the triangle is 11 m.

What is the length of one of the other sides?



- b An equilateral triangle has a perimeter of 15.9 mm. How long is each side?

Each side is long.

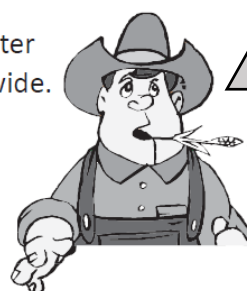


- c Farmer Joe needs to re-fence one of his paddocks. The perimeter of the paddock is 144 m. The paddock is twice as long as it is wide.

What is its length? What is its width?

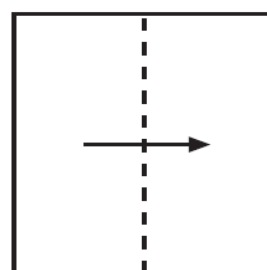
L =

W =



- d A square piece of paper is divided in half as shown. If the perimeter of one of the halves is 36 cm, what was the perimeter of the original square?

P =



Last week we talked about **voice** and how it helps performers to convey information about their characters in drama.

Here are some tongue twisters for you to read **OUT LOUD** as a warm-up for today:

TONGUE TWISTERS

Whether the weather be fine,
Or whether the weather be not,
Whether the weather be cold
Or whether the weather be hot,
We'll weather the weather
Whatever the weather,
Whether we like it or not.



Of all the felt I ever felt,
I never felt a piece of felt
which felt as fine as that
felt felt, when first I felt
that felt hat's felt.



I cannot bear to see a bear
bear down upon a hare.
when bare of hair he strips
the hare, right there
I cry, "Forbear!"



Three thin thieves thought
a thousand thoughts.
Now if three thin thief
thought a thousand
thoughts, how many
thoughts did each thief think?



Swan swam over the sea,
Swim, swan, swim!
Swan swam back again
Well swum, swan!



Susan shineth shoes and
Sarah saw a shot-silk sash
shop full of shot-silk
sashes as the sunshine
shone on the side of the
shot-silk sash shop.



A flea and a fly flew up
in a flue.
Said the flea, "Let us fly!"
Said the fly, "Let us flee!"
So they flew through a
flap in the flue.



While we were walking,
we were watching window
washers wash Washington's
windows with warm
washing water.



Susan shineth shoes and
socks; socks and shoes
shines Susan. She ceased
shining shoes and socks,
for shoes and socks
shock Susan.



CAPA – Week 8

Emotion in Drama

What are feelings and emotions?

Brainstorm any words you think of when you think of **emotions**:

This week our focus is **conveying emotion in drama**. What do you think this means?

Why do you think emotion is important **in drama**?

When a performer conveys or expresses emotion, they help the character come to life. It allows the viewer to see/feel what the character is feeling and immerse themselves in the story.

Emotion is conveyed through:

- Facial expression
- Hand gestures
- Body language

YOUR TASK:

On the next page, you will find some scenarios that you need to act out.

1. Look at the scenario
2. Act it out (do this with a family member or by yourself, paying attention to your facial expression and body language)
3. Record (next to each scenario) what your facial expression and body language was like. Write as much information as you can
4. Do this for each scenario

EMOTIONS

Charades



Hitting a baseball through a neighbor's window
Fighting over a toy with your brother
Saying goodbye to someone you will miss
Going on a rollercoaster
Hitting a homerun
Flying on an airplane
Breaking your favorite toy
Learning to drive
Missing the winning soccer goal
Riding a bike for the first time
Falling off your bike
Holding a baby
Taking out the stinky garbage
Getting dropped off for the first day of school
Not getting invited to a friend's party
Performing in a talent show

Wednesday Afternoon Session

Go outside and practice some sports skills of your choice. This could be throwing, catching, running, dodging, leaping, etc. You might play a game of hopscotch to practice hopping/jumping, throw/kick a ball to a family member, or create a circuit for yourself with star jumps, high knees and burpees!



Draw a picture of what you do below 😊



Thursday

Spelling

List Word	Practice	List Word	Practice
salary		veranda	
aviary		suspicion	
secretary		expensive	
dictionary		apparently	
imaginary		suspicious	
distances		efficient	
dissimilar		stomach	
download		annihilate	
population		reminiscent	
aviator		irresponsible	
loyalty		<u>hypocrite</u>	
civilian		<u>heifer</u>	
disaster		<u>hypodermic</u>	
aviation		<u>immeasurable</u>	
shoulder		<u>incognito</u>	

Wk8

Spelling

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

Teach **THIS**

Verbal/Linguistic

King of Crosswords

Make a crossword puzzle using all of your spelling words. Test it out on someone else.

Mathematical/Logical

Small Circles

Find smaller words in each of your spelling words.

Naturalistic

Rock and Roll

Collect some small rocks outside and use them to form your spelling words or paint your spelling words on each rock.

Bodily/Kinaesthetic

Write on my Back

Using your fingers, write each of your spelling words on a friend's back. See if they can guess which word you're writing.

Visual/Spatial

String it Along

Write each of your spelling words with a long piece of string. Glue the string to your page.

Interpersonal

Can you guess?

Describe one of your spelling words to a friend and have them guess it.
EG: February = the 2nd month, shortest month of the year, Valentine's Day is in this month.

Intrapersonal

Think about it

Think about the ways you learn best. What helps or hinders you?

Musical/Rhythmic

Click Clack

Tap out the syllables of the spelling words on some castanets or other percussion instruments.

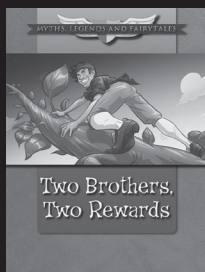
DREW – *Drop Everything and Write*



Use this picture to write your own text. You may select the text type.

Lesson 115 • Two Brothers, Two Rewards

Name _____



Interpreting Character Behaviour, Feelings and Motivation

To interpret a character's feelings and what motivates them to behave in a certain way, you need to look for clues in the text. The clues are usually in the words and punctuation.

Read the passage.

Underline the sentence that tells us how the younger brother was different from his older brother.

Highlight the sentence that shows what the younger brother did when he found the injured sparrow.

There were once two brothers who were very different from each other. The older brother, though rich, always wanted more. The younger brother was not rich, but he was happy with what he had.

One day the young brother found a sparrow with a broken wing. He took it home and nursed it back to health. When it was time for the sparrow to fly away, it said, "You showed me great kindness, yet expected nothing in return. Please take this pumpkin seed. Plant it in your garden and wait for it to ripen."

Circle the phrases that are the clues to question 2's answer.

Colour the sentence that tells us why the sparrow rewarded the younger brother.

Highlight the reward that the sparrow gave the younger brother.

Colour the correct answers.

- What is the most likely reason the young brother took care of the injured sparrow?

<input type="radio"/> He felt sorry for the sparrow.	<input type="radio"/> He expected the sparrow to reward him.
<input type="radio"/> He wanted the sparrow as a pet.	<input type="radio"/> He wanted to sell the sparrow.
- Which adjective best describes the young brother?

<input type="radio"/> greedy	<input type="radio"/> rich	<input type="radio"/> caring	<input type="radio"/> curious
------------------------------	----------------------------	------------------------------	-------------------------------
- Which two phrases in the passage are the clues to question 2's answer?

<input type="radio"/> took it home	<input type="radio"/> great kindness	<input type="radio"/> fly away	<input type="radio"/> nursed it
------------------------------------	--------------------------------------	--------------------------------	---------------------------------
- What most likely **motivated** the sparrow to reward the younger brother? The sparrow was ...

<input type="radio"/> angry with the younger brother.	<input type="radio"/> grateful to the younger brother.
<input type="radio"/> scared of the younger brother.	<input type="radio"/> feeling generous.

Lesson 115 • Two Brothers, Two Rewards



Name _____

Read the passage.

Underline the sentence that tells us why the older brother shot the sparrow.

Highlight the sentence that tells us why the older brother wanted the sparrow to get better quickly.

News of his brother's sudden fortune reached the older brother. When he heard what had happened, he took out a slingshot, shot a sparrow and broke its wing. He took the bird home and nursed it while thinking, "The sooner you are better, the sooner I get my reward."

When the bird was better, it gave the older brother a pumpkin seed. The seed sprouted into a vine, but the vine did not grow along the ground—it grew up into the sky. "I shall climb the vine and collect my reward," said the older brother.

He climbed the vine all the way to the moon. As soon as he stepped onto the moon, the vine disappeared.

Circle the reward that the sparrow gave the older brother.

Underline a sentence that shows that the older brother was a greedy man.

Colour the sentence that tells us what happened when the older brother got to the top of the vine.

1 Carefully explain why the older brother shot the sparrow.

2 How do you think the sparrow **felt** when the older brother broke its wing?

3 Do you think the older brother got the reward he deserved? Give reasons for your answer.

Sadako and the Thousand Paper Cranes

This week is the beginning of a new text – *Sadako and the Thousand Paper Cranes*.

Make a prediction about the book. I think this book will be about _____

Chapter One – Good Luck Signs

Listen to a reading of Chapter 1 - <https://youtu.be/Tqi6-HMeGDI>

Write a summary of Chapter 1

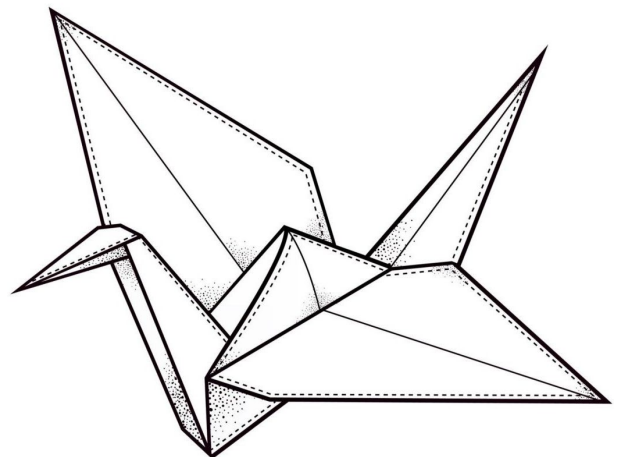
Answer the following questions

1. Why did the author include the spider, which Sadako thinks is a 'good luck sign' at the end of the chapter?

2. What are some things people consider to be 'good luck signs' in Australian culture?

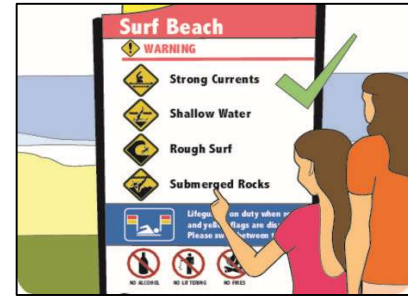
3. What was Peace Day?

4. The atomic bomb was dropped nine years before the story began. Why did Mr. Sasaki still pray that his family would be protected by the bomb?





Water Safety



Your activity today is to make a collage of beach and surf environments.

You can do this by using magazines or google images.

Once you have collected your pictures, draw arrows to show safe beach practices and safety rules.

(Some examples are swimming between the flags, swim with a friend, have an adult supervising, follow instructions from a lifeguard)

1 Don't Swim alone.

2 Don't swim just after eating.

3 Don't swim when you're hot or tired.

4 Don't swim in strange places.

5 Don't swim out after anything drifting.

6 Don't stay in the water too long.

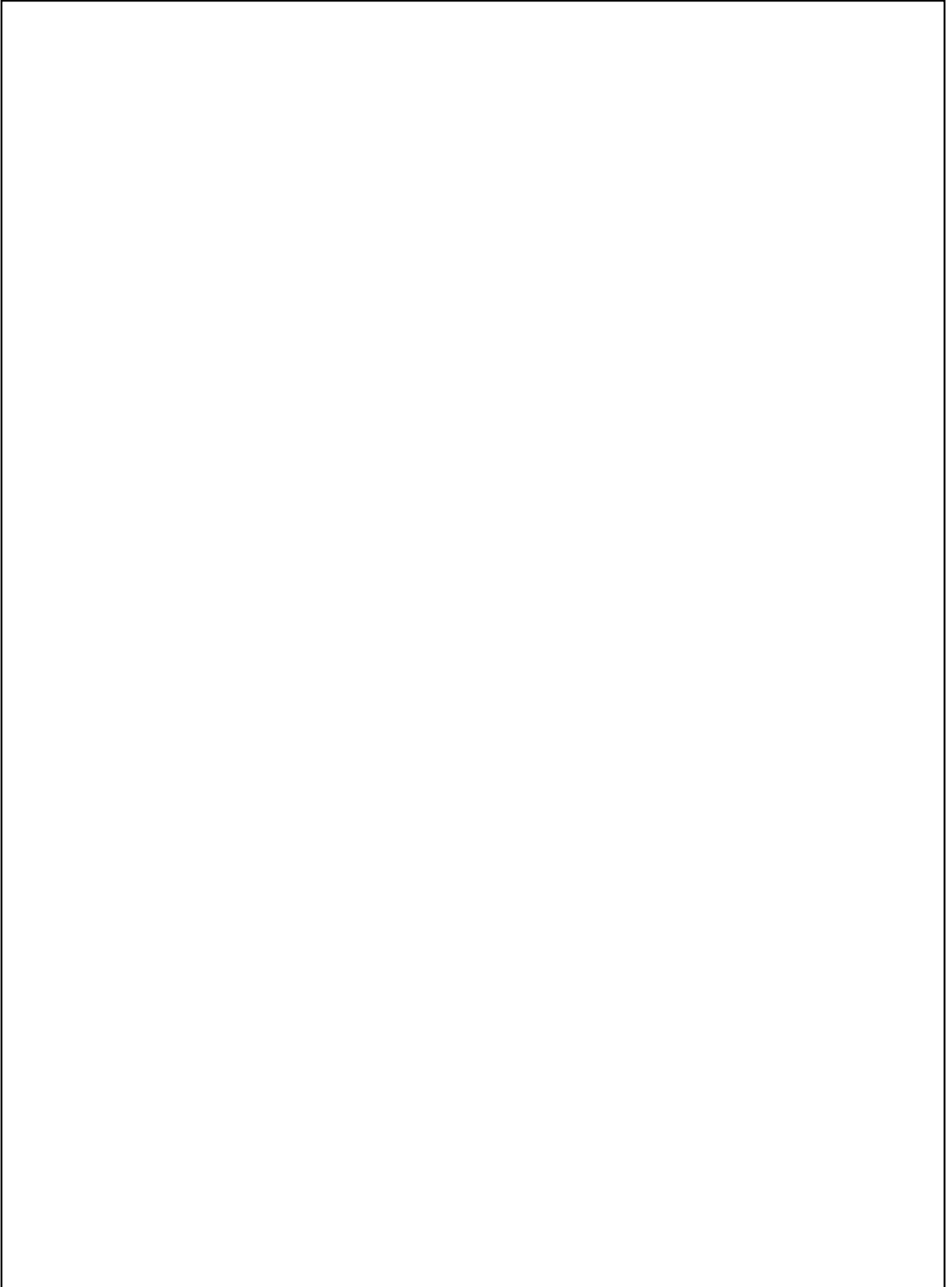
7 Don't swim out to sea.

8 Swim parallel and close to the shore.

9 Do what the Lifeguard tells you.

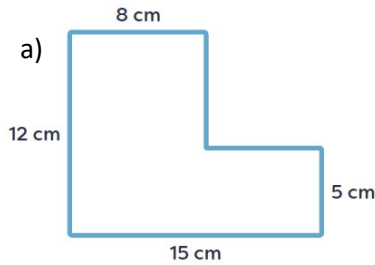
REMEMBER THESE RULES • ENJOY YOURSELF • COME HOME SAFELY

My Water Safety Collage

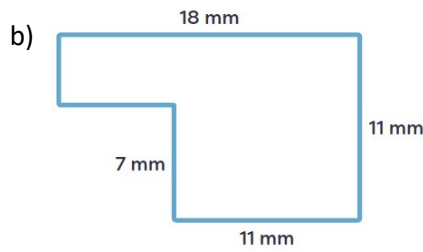


Thursday									
1	$7 \div \underline{\quad} = 1$	7	$7 \div \underline{\quad} = 1$	13	$7 \div \underline{\quad} = 1$	19	$7 \div \underline{\quad} = 1$	25	$7 \div \underline{\quad} = 1$
2	$\underline{\quad} \times 4 = 28$	8	$\underline{\quad} \times 4 = 28$	14	$\underline{\quad} \times 4 = 28$	20	$\underline{\quad} \times 4 = 28$	26	$\underline{\quad} \times 4 = 28$
3	$1 \times 7 = \underline{\quad}$	9	$1 \times 7 = \underline{\quad}$	15	$1 \times 7 = \underline{\quad}$	21	$1 \times 7 = \underline{\quad}$	27	$1 \times 7 = \underline{\quad}$
4	$9 \times 2 = \underline{\quad}$	10	$9 \times 2 = \underline{\quad}$	16	$9 \times 2 = \underline{\quad}$	22	$9 \times 2 = \underline{\quad}$	28	$9 \times 2 = \underline{\quad}$
5	$9 \times \underline{\quad} = 72$	11	$9 \times \underline{\quad} = 72$	17	$9 \times \underline{\quad} = 72$	23	$9 \times \underline{\quad} = 72$	29	$9 \times \underline{\quad} = 72$
6	$20 \div \underline{\quad} = 4$	12	$20 \div \underline{\quad} = 4$	18	$20 \div \underline{\quad} = 4$	24	$20 \div \underline{\quad} = 4$	30	$20 \div \underline{\quad} = 4$

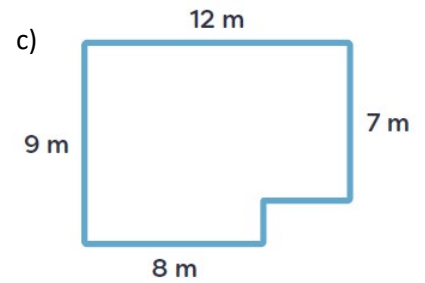
1) Calculate the Perimeter of the following composite shapes.



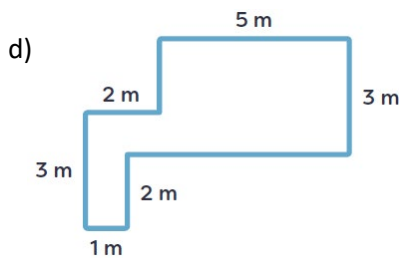
Perimeter = _____



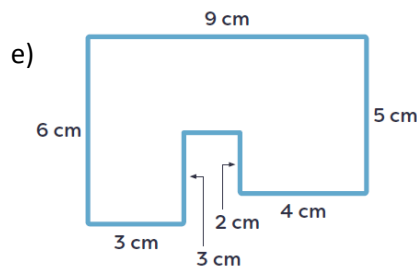
Perimeter = _____



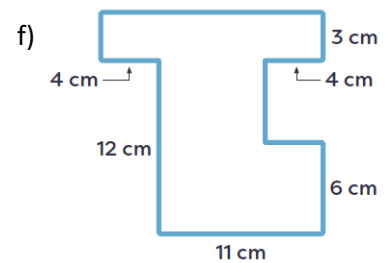
Perimeter = _____



Perimeter = _____



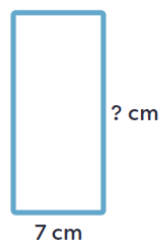
Perimeter = _____



Perimeter = _____

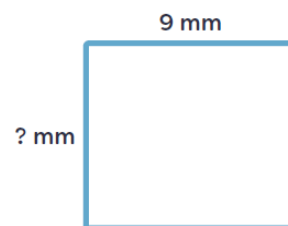
2) Use your knowledge of rectangles and your understanding of Perimeter to solve the following. Your task is to solve and find the size (length) of the missing side.

a) The rectangle below has a perimeter of 44 cm.



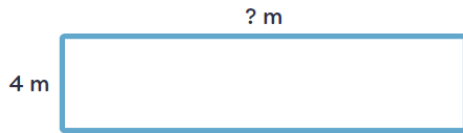
Side length = _____

b) The rectangle below has a perimeter of 34 mm.



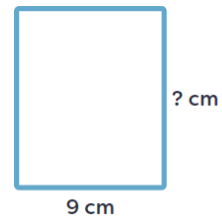
Side length = _____

c) The rectangle below has an area of 72 m^2 .



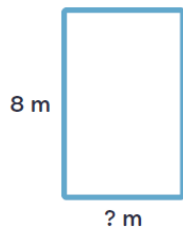
Side length = _____

d) The rectangle below has an area of 99 cm^2 .



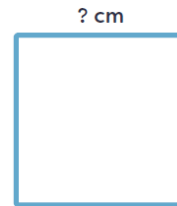
Side length = _____

e) The rectangle below has a perimeter of 26 m.



Side length = _____

f) The square below has a perimeter of 48 cm.



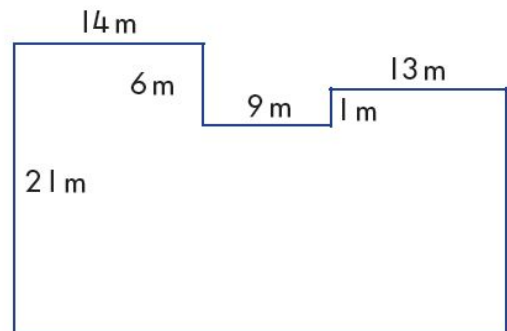
Side length = _____

3) Optional Challenge Question if you want to extend yourself.

FENCE LINE

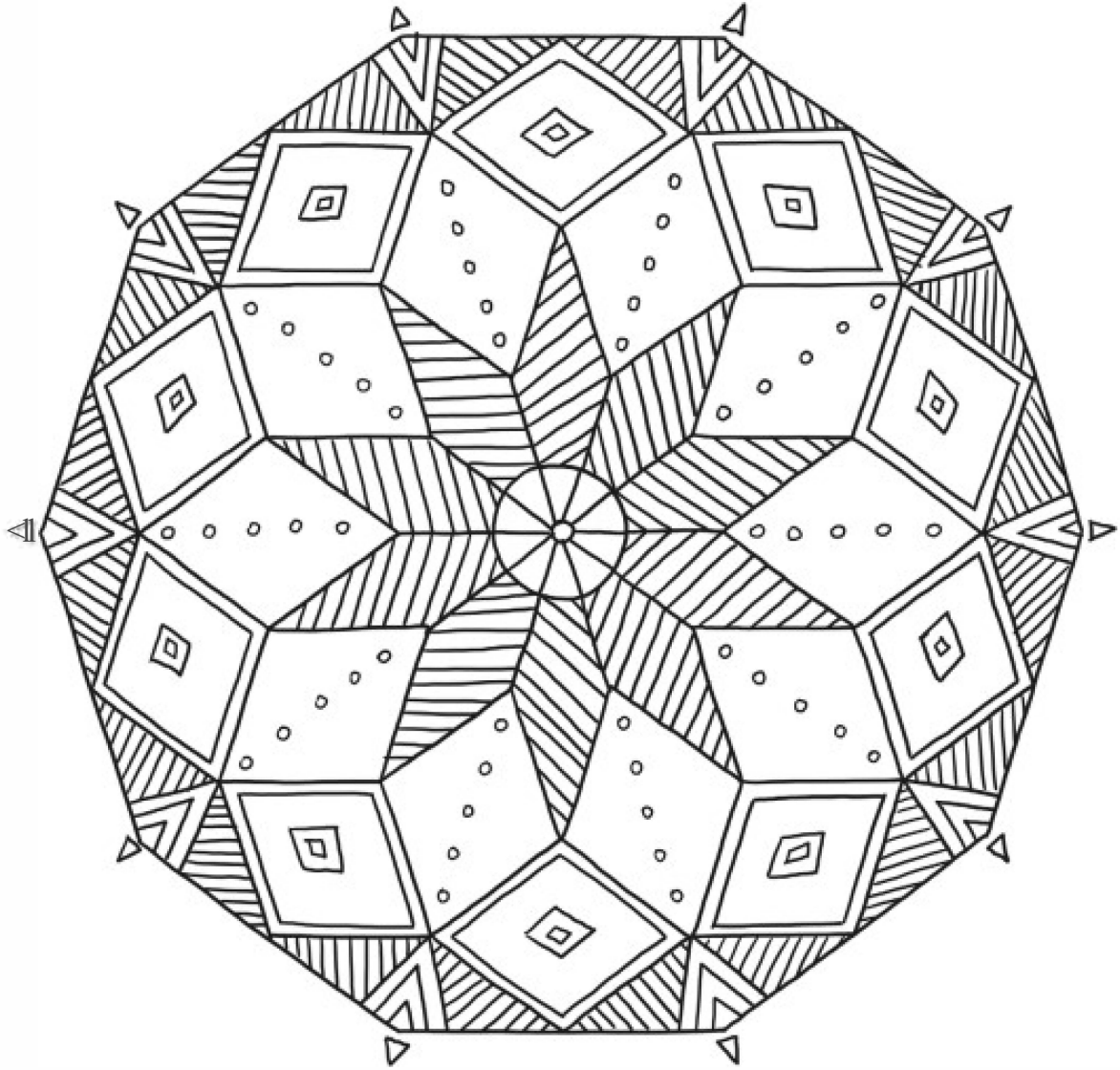
a) What is the perimeter of this property?

b) What is the area of this property?

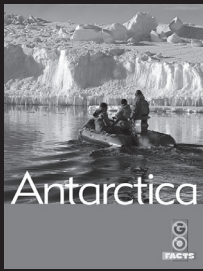


a) _____

b) _____



Friday



Lesson 116 • Antarctica

Name _____

Working out Word Meanings

We can often work out the meaning of words we do not understand by using clues in the text.

Read the passage.

Circle the word that tells us what the meteorologists sent into the atmosphere.

In paragraph 2, highlight three words or phrases that refer to weather.

Research stations in Antarctica are busy places. A visitor might describe a typical day like this:
Early this morning I joined a group of meteorologists as they launched a weather balloon. The balloon rose high into the sky and recorded temperature, wind speed and air pressure. Scientists then studied the results. After that, I watched a glaciologist drill ice cores. Ice cores contain air bubbles of gas from thousands of years ago. Glaciologists studied the ice cores to learn more about the Earth's atmosphere.

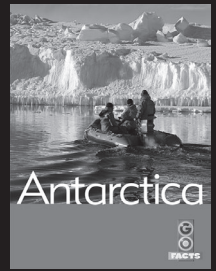
Colour the word that tells us what the glaciologist was drilling.

Underline the words that tell us why glaciologists study ice cores.

Colour the correct answers.

- What did the meteorologists send into the atmosphere?
 a hot air balloon a helium balloon a weather balloon a water balloon
- What word can best replace the phrase *temperature, wind speed and air pressure*?
 tornadoes weather hurricanes snowstorms
- Based on your answers to questions 3 and 4, what is the best definition of a meteorologist? Someone who studies how ...
 weather affects the environment. balloons affect the environment.
 tornadoes form. snowstorms form.
- What is a glacier? A slowly moving mass of ...
 mud. soil. water. ice.
- What does a glaciologist most likely study? All forms of ...
 soil. ice. water. mud.

Lesson 116 • Antarctica



Name _____

Read the passage.

Underline the phrase that tells us what the geologists were doing.

Colour the information contained in the rock samples.

Research stations in Antarctica are busy places. A visitor might describe a typical afternoon like this:
After lunch, I flew by helicopter to where geologists were collecting rock samples. These contain important information about the Earth from millions of years ago.
Finally, I saw a marine biologist check the electronic tag that was glued to a weddell seal. These tags record information about where marine animals travel.

Highlight the sentence that tells us what the biologist was doing.

Circle the key word that helps us work out what the word *marine* means.

- 1 What were the geologists doing? _____

- 2 What information do the rocks contain? _____

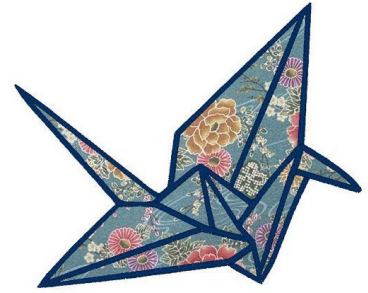
- 3 Use your answers to questions 1 and 2 to help you write a description of what a geologist does.

- 4 What is a marine animal? _____

- 5 Which word is the **clue** to question 4's answer? _____

Sadako and the Thousand Paper Cranes

Chapter Two – Peace Day



Listen to a reading of Chapter 2 https://youtu.be/ZK0LaxHfu_A

Write a summary of Chapter 2

Answer the following questions

1. Why did Mr Sasaki light the candles?

2. What did the family do with the candles?

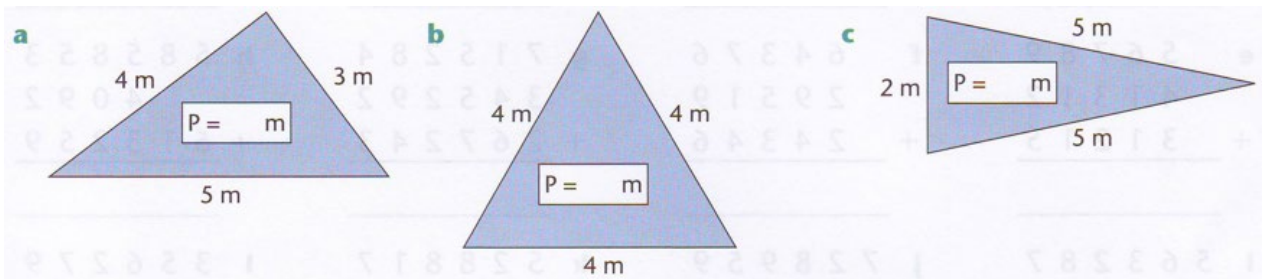
3. How does this contribute to the meaning of the chapter?

4. How would it be different without the inclusion of candles?

Task: Research and describe how other cultures/traditions use candles in special ceremonies.

Friday									
1	$6 \times 8 = \underline{\quad}$	7	$6 \times 8 = \underline{\quad}$	13	$6 \times 8 = \underline{\quad}$	19	$6 \times 8 = \underline{\quad}$	25	$6 \times 8 = \underline{\quad}$
2	$\underline{\quad} \div 1 = 10$	8	$\underline{\quad} \div 1 = 10$	14	$\underline{\quad} \div 1 = 10$	20	$\underline{\quad} \div 1 = 10$	26	$\underline{\quad} \div 1 = 10$
3	$\underline{\quad} \times 5 = 45$	9	$\underline{\quad} \times 5 = 45$	15	$\underline{\quad} \times 5 = 45$	21	$\underline{\quad} \times 5 = 45$	27	$\underline{\quad} \times 5 = 45$
4	$\underline{\quad} \div 3 = 9$	10	$\underline{\quad} \div 3 = 9$	16	$\underline{\quad} \div 3 = 9$	22	$\underline{\quad} \div 3 = 9$	28	$\underline{\quad} \div 3 = 9$
5	$9 \times \underline{\quad} = 54$	11	$9 \times \underline{\quad} = 54$	17	$9 \times \underline{\quad} = 54$	23	$9 \times \underline{\quad} = 54$	29	$9 \times \underline{\quad} = 54$
6	$7 \times 7 = \underline{\quad}$	12	$7 \times 7 = \underline{\quad}$	18	$7 \times 7 = \underline{\quad}$	24	$7 \times 7 = \underline{\quad}$	30	$7 \times 7 = \underline{\quad}$

1) Calculate and record the perimeter of each triangle.

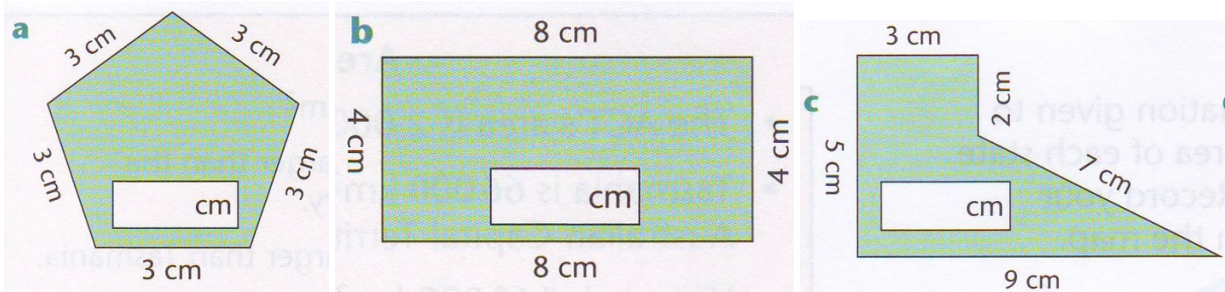


Perimeter = _____

Perimeter = _____

Perimeter = _____

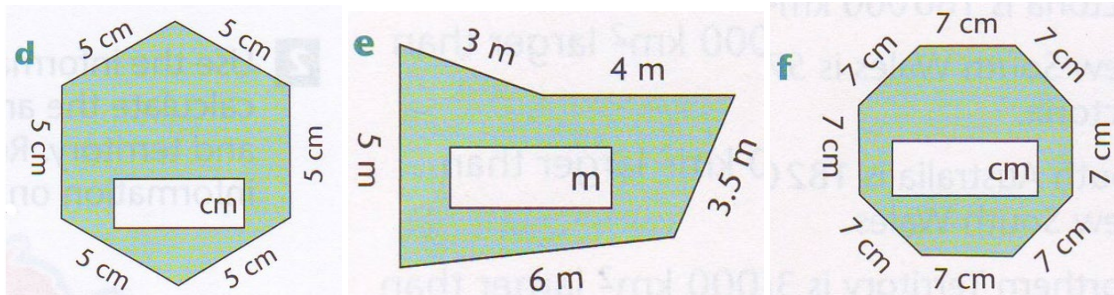
2) Calculate and record the perimeter of each polygon?



Perimeter = _____

Perimeter = _____

Perimeter = _____



Perimeter = _____

Perimeter = _____

Perimeter = _____

3) Calculate the perimeter of these shapes.

Perimeter

a.	A regular hexagon with sides of 8 centimetres.	
b.	An equilateral triangle with sides of 5 centimetres.	
c.	A regular decagon with sides of 10 centimetres.	
d.	A square with sides of 9 centimetres.	
e.	A regular pentagon with sides of 6 centimetres.	
f.	A regular octagon with sides of 8.5 centimetres.	

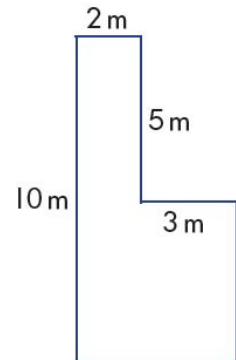
4) Describe a regular polygon that has a perimeter of 40 centimetres.

5) Challenge Question (only if you want to challenge yourself)

GARDEN AREAS

A gardener builds an L-shaped garden bed.
 Then, she builds a pathway around the outside of the garden bed.
 The pathway is 2 metres wide.

- a) How many metres longer is the perimeter of the pathway than the perimeter of the garden bed?
- b) Does the pathway or the garden bed have the bigger area?
 By how much?



a) _____





















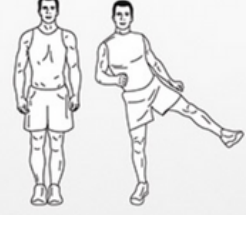



b) _____

Level 1 3 Sets
 Level 2 5 Sets
 Level 3 7 Sets

Warm Up

FOUNTAIN OF YOUTH

Rest
 Up to 2 minutes.

ACTIVITY	ENJOYMENT	REPS
ACTIVITY 1 	  	20 March Steps
ACTIVITY 2 	  	20 Torso rotations
ACTIVITY 3 	  	20 Side Jacks
ACTIVITY 4 	  	20 Bicep extensions
ACTIVITY 5 	  	20 Shoulder taps
ACTIVITY 6 	  	20 Side leg raises



Jump Rope



Rope Selection: Rules

Step 1: Hold the ends of the jump rope in each hand.

Step 2: Step on the middle of the rope with both feet.

Step 3: Bring the ends of the rope straight up by your body.

Step 4: See if its the right length. The ends of the rope should come near your armpits.



Basic

- Single bounce
- Double bounce
- Backwards
- Hop
- Skier
- Bell
- Jogger
- Rocker

Intermediate

- Skip
- Front straddle
- Side straddle
- Straddle cross
- Side swing
- Double side swing
- Criss cross

Advanced

- 180 and 360
- Toe to toe
- Heel to heel
- Side cross swing
- Cowboy
- Double under
- Elevator
- Wounded duck

Task: Try and attempt the Jump rope activities below.

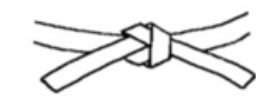
Note there are links down at the bottom of the page.

Link 1: Explains each skill from basic to advanced levels and how to complete them.

Link 2: Explains what you could do if you have a partner to jump rope with.

Some Tips:

Turn First, Then Jump! **Stand Tall, Jump Small!**



Level 1 - White Belt
1-19 Jumps



Level 2 - Yellow Belt
20-29 Jumps



Level 3 - Orange Belt
30-44 jumps



Level 4 - Green Belt
45-59 Jumps



Level 5 - Blue Belt
60-74 Jumps



Level 6 - Purple Belt
75-99 Jumps



Level 7 - Red Belt
100-124 Jumps



Level 8 - Brown Belt
125-174 Jumps



Level 9 - Black Belt
175 or more Jumps

Alternatives if you don't have a skipping rope

- Using towels, twist and tie/tape them together.
- Recycle plastic bags and weave them together. **Link:** <https://www.youtube.com/watch?v=dTJEcqAxra0>
- Hoola Hoop.
- Be creative, create your own.

Link 1: <https://www.youtube.com/watch?v=wK8XUaAfmSs&t=37s> or you can search How to Teach Jump Rope Tricks in PE |Basic, Intermediate and Advanced| and the video is made by **The PE Specialist**.

Link 2: <https://www.youtube.com/watch?v=K-Y53t14BC4&t=84s> or you can search How to Teach Partner Jump Rope Tricks and the video is made by **The PE Specialist**.

Link 3: <https://www.youtube.com/watch?v=dTJEcqAxra0> **DIY craft** to make your own rope.