

Year 6
Term 3, Week 9
Monday - Friday



Name: _____ *Class:* _____



GLENDORE PUBLIC SCHOOL

Where Everyone can Succeed

RESPECT

CARING

LEARNING









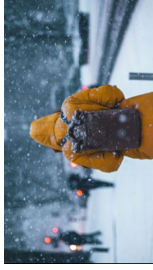





SUCCESS



CALLAGHAN
EDUCATION
PATHWAYS

Year 6 – Term 3, Week 9

Continuity of Learning – Working at Home Program

Daily Tasks						
Times	Monday	Tuesday	Wednesday	Thursday	Friday	
Morning Session	<p>Spelling</p>  <p>Complete the spelling activities on today's Microsoft Form or in your hardcopy booklet.</p>	<p>Spelling</p>  <p>Complete the spelling activities on today's Microsoft Form or in your hardcopy booklet.</p>	<p>Spelling</p>  <p>Complete the spelling activities on today's Microsoft Form or in your hardcopy booklet.</p>	<p>Spelling</p>  <p>Complete the spelling activities on today's Microsoft Form or in your hardcopy booklet.</p>	<p>Reading</p>  <p>Complete the individually assigned tasks on Reading Eggspress or complete the cloze passage task in your hardcopy booklet.</p>	
	<p>Grammar in Writing</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>Grammar in Writing</p>  <p><i>Lesson 2</i></p> <p>Complete your grammar lesson in today's Microsoft Form or in your hardcopy booklet.</p>	<p>Grammar in Writing</p>  <p><i>Lesson 3</i></p> <p>Complete your grammar lesson in today's Microsoft Form or in your 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>Grammar in Writing</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>Editing Task</p>  <p>Complete your editing task on Narwhals on today's Microsoft Form or in your hardcopy booklet.</p>	<p>Reading</p>  <p>Complete the individually assigned tasks on Reading Eggspress or complete the comprehension task in your hardcopy booklet.</p>	<p>Reading</p>  <p>Complete the individually assigned tasks on Reading Eggspress or complete the comprehension task in your hardcopy booklet.</p>	<p>Reading</p>  <p>Complete the individually assigned tasks on Reading Eggspress or complete the comprehension task in your hardcopy booklet.</p>		



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Fruit and Movement Break				
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.				
	Writing <i>Informative Texts – Wonder of the World Writing</i> Complete your writing task in today's Microsoft Form or in your hardcopy booklet.	Writing <i>Informative Texts – Wonder of the World Writing and publishing</i> Complete your writing task in today's Microsoft Form or in your hardcopy booklet.	English Unit <i>Sadako and the Thousand Paper Cranes Chapter 3</i> Complete your book study task in today's Microsoft Form or in your hardcopy booklet.	English Unit <i>Sadako and the Thousand Paper Cranes Chapter 4</i> Complete your book study task in today's Microsoft Form or in your hardcopy booklet.
Recess Break	Recess Break	Recess Break	Recess Break	Recess Break
Middle Session				
DEAR Reading You can either choose a story on Epic or you can read a book from home				
	Maths Complete activities in today's Microsoft Form or in your hardcopy booklet. 	Maths Complete activities in today's Microsoft Form or in your hardcopy booklet. 	Maths Complete activities in today's Microsoft Form or in your hardcopy booklet. 	Maths Complete activities in today's Microsoft Form or in your hardcopy booklet. 
	Complete individually assigned tasks on Mathletics if you have access.	Complete individually assigned tasks on Mathletics if you have access.	Complete individually assigned tasks on Mathletics if you have access.	Complete tasks on Prodigy if you have access. 



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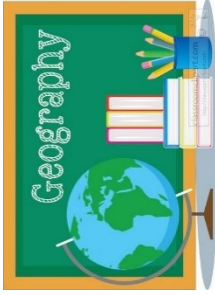



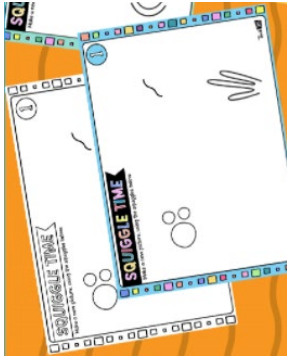




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	Science	Geography	CAPA	PD/Health	PE
	<p>Complete Science activities in today's Microsoft Form or in your hardcopy booklet.</p> 	<p>Complete Geography activities in today's Microsoft Form or in your hardcopy booklet.</p> 	<p>Complete Drama activities in today's Microsoft Form or in your hardcopy booklet.</p> 	<p>Complete Water Safety activity in today's Microsoft Form or in your hardcopy booklet.</p> 	<p>Complete the basketball shootout activity listed 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>Drawing Activity</p> <p>Complete the squiggle drawing activity. Use the lines on the worksheet to make a new picture. Be as creative as you can.</p> 	<p>Wool Sun Catcher</p> <p>Make a colourful sun catcher using some sticks and wool. If you don't have wool, you might have cotton or scrap fabric you could use.</p> 	<p>Virtual Tour</p> <p>Take a virtual tour of somewhere that interests you. Here is an example website.</p>  <p>https://freedomhomeschooling.com/virtual-field-trips/?fbclid=IwAR38iRdOZCqI oqhKY07UEf7JIPztYVQxqXpQ bFgF40yRXKdxsvD5Iupn1Q</p> <p>If you don't have internet – write about where you would like to visit, plan out what you would do and what you plan to see.</p>	<p>BTN</p> <p>Watch the latest episode of BTN -</p>  <p>https://www.abc.net.au/btn/classroom/</p> <p>No Access? Create your own BTN segment.</p>	<p>Cooking</p> <p>Find a recipe and make it with a family member. Share your recipe with the class in the daily VC or on Teams if you have access to the internet</p> 



Monday

Spelling

List Word	Practice	List Word	Practice
disease		indicate	
dislodge		difference	
distribute		confusion	
dishonest		inquisitive	
disapprove		conference	
wholly		helium	
special		psychiatrist	
already		magnificent	
magazine		observation	
guilty		industrialised	
truly		<u>indict</u>	
arrival		<u>insatiable</u>	
ascend		<u>insidious</u>	
fugitive		<u>installation</u>	
descend		<u>itinerant</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 9

Monday



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

Write your best paragraph here

Challenge Words	Definition	Example
Mirage	Something that it is not real or true, although it may seem to be.	After climbing for two hours, we saw the mountains on the horizon then they vanished like a mirage .
Gorge	A narrow cleft with steep, rocky walls, especially one through which a stream runs.	Steep cliffs rose on either side of the gorge , which was spanned by a suspension bridge.
Plunge	To cast oneself, or fall as if cast, into water.	He ran down the steps to the pool terrace and plunged in.
Onyx	Black, especially a pure or jet black.	The huge hall was trimmed from floor to dome in onyx and gold.
Insignificant	Unimportant, especially because it is very small.	You feel insignificant measured against the great mountains.

Information Report Writing

Wonders on the World Writing



Wonders of the World is the writing focus for the week. You are going to research and write about **ONE** famous landmark. It can be natural (example - Great Barrier Reef, the Northern Lights, the Grand Canyon) or manmade (example – the Eiffel Tower, Taj Mahal, The Great Wall of China, Machi Picchu).

Each day, two categories have been selected. You need to make sure you are saving an additional copy (Word document or Class Notebook) of your research and paragraphs as you will be presenting a final document with all your writing on Wednesday.

Take notes and record the information in the boxes below. Remember each paragraph should contain **4-5 sentences** of information.

Location – town, city, area, country, can we still visit this location?

Research Points

History – has it changed over the years in appearance, use, etc...

Research Points

Timetables

Hardcopy –
Complete the times table grid

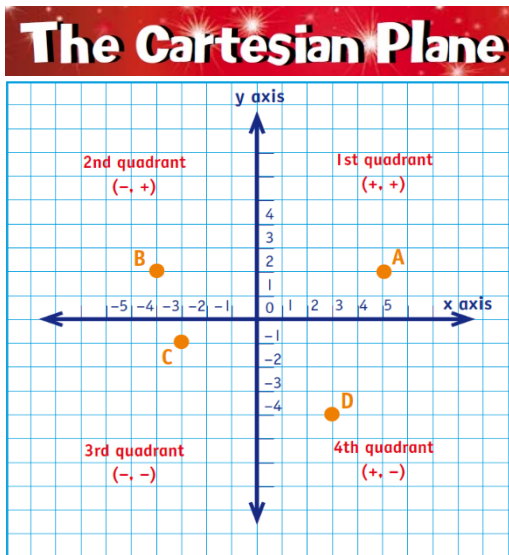
Online – Complete your answers in your MS Form

Rate how you think you went:



Monday Week 9								
1	$6 \times 8 = \square$		11	$7 \times 10 = \square$		21	$8 \times \square = 32$	
2	$\square \div 1 = 10$		12	$7 \times 2 = \square$		22	$\square \times 8 = 48$	
3	$\square \times 5 = 45$		13	$100 \div \square = 10$		23	$20 \div \square = 10$	
4	$\square \div 3 = 9$		14	$4 \div \square = 2$		24	$45 \div 5 = \square$	
5	$9 \times \square = 54$		15	$7 \times 6 = \square$		25	$\square \div 10 = 7$	
6	$7 \times 7 = \square$		16	$6 \times 7 = \square$		26	$\square \times 6 = 54$	
7	$49 \div 7 = \square$		17	$1 \times \square = 4$		27	$6 \times 8 = \square$	
8	$2 \times \square = 2$		18	$8 \times 6 = \square$		28	$\square \times 9 = 81$	
9	$20 \div \square = 10$		19	$30 \div 3 = \square$		29	$\square \times 10 = 20$	
10	$8 \times \square = 48$		20	$7 \times 10 = \square$		30	$30 \div \square = 10$	

Please read carefully through this Topic Introduction before attempting the following questions.



The plane has 4 quadrants and two axes. The axes intersect at right angles at the point of origin (0,0).

Axes can go on forever so they have arrows at each end.

Each point on the plane is named by an ordered pair of numbers, in brackets with a comma between them. The x value always comes before the y value (x comes before y in the alphabet).

A is (5, 2), B is (-4, 2), C is (-3, -1), D is (3, -4)

Cartesian Planes use intersecting vertical and horizontal lines to provide a graphical or visual way of describing location.

Locations are described using *coordinates*.

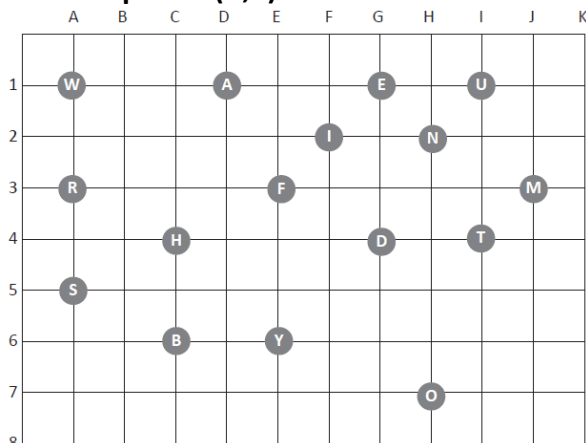
Coordinates locate a position on the x-axis (horizontal) first, and then the y-axis (vertical), e.g. (4,2).

Coordinates – plotting coordinates

Maps and street directories use coordinates to help us follow routes and find places. We read coordinates horizontally and then vertically, so the letter comes before the number.

Question 1 – Write the letter for each coordinate to work out the riddle and the answer.

For example A1 (A,1) = W.

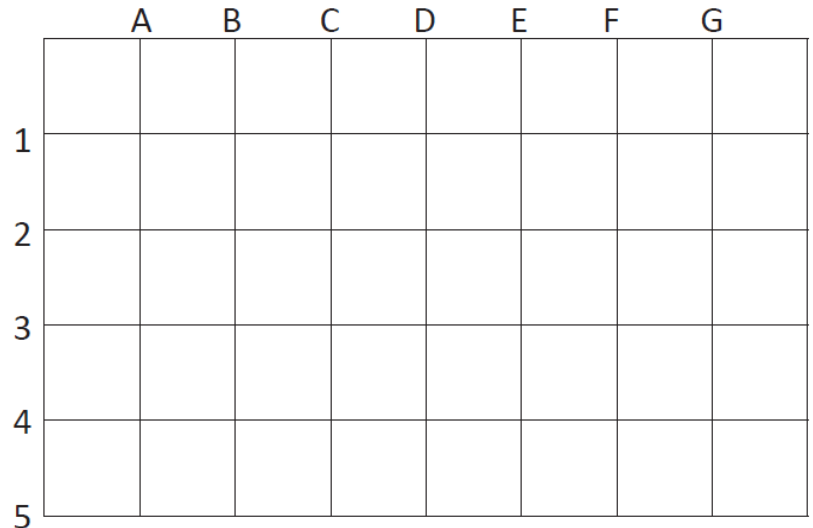


Questions			
A1, C4, D1, I4, A5		F2, I4	
E6, H7, I1, A3, A5		J3, H7, A3, G1	
C6, I1, I4		I4, C4, D1, H2	
E6, H7, I1, A3		E6, H7, I1	
E3, A3, F2, G1, H2, G4, A5		G4, H7?	
I1, A5, G1			

Riddle answer	
E6, H7, I1, A3	
H2, D1, J3, G1!	

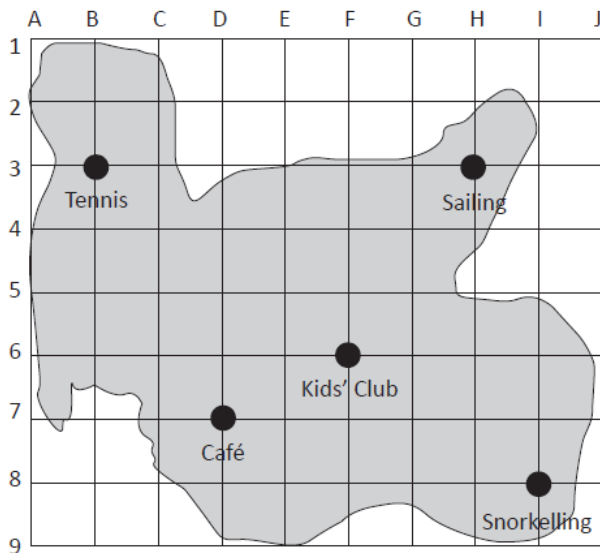
Question 2 - Plot the following points and then connect them to make a 3D shape. Use a ruler.
 (Online - have the students upload a photo of their drawing.)

- F1 to C1
- C1 to A3
- A3 to A5
- A5 to D5
- D5 to F3
- F3 to F1
- F1 to D3
- D3 to D5
- C1 to C3
- A3 to F3
- C3 to A5



What 3D Object have you drawn? _____

Question 3 – Write the ordered pair (coordinates) for these places on the island.

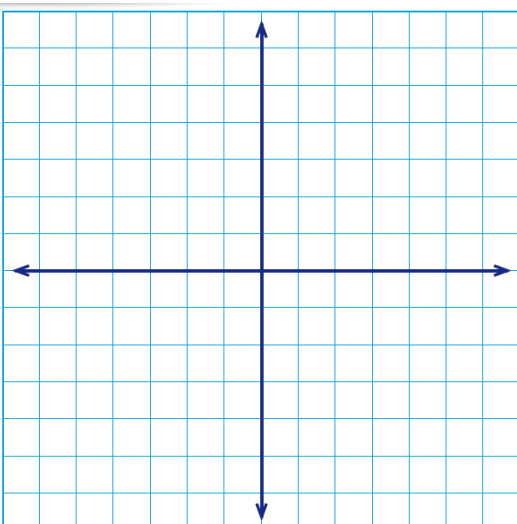


- Sailing _____
- Tennis _____
- Café _____
- Kids' Club _____
- Snorkelling _____

Now label these on the map:

- Marina – G3
- Jet skiing – C8
- Camping site – D4

Question 4



1 Mark:

a the axes. b the origin. c the scale on each axis.

2 Mark in these points:

A (0, 6), B (-5, -5), C (6, 2), D (-6, 2), E (5, -5)

3 In which quadrant does each point lie?

A _____, B _____, C _____, D _____, E _____

4 Join A → B → C → D → E → A

5 What shape have you drawn? _____

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

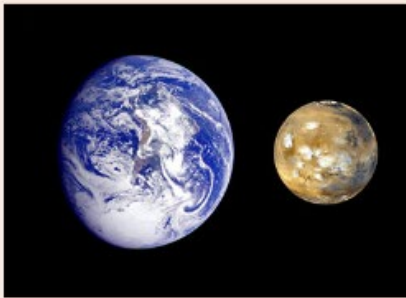
FOURTH ROCK

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.

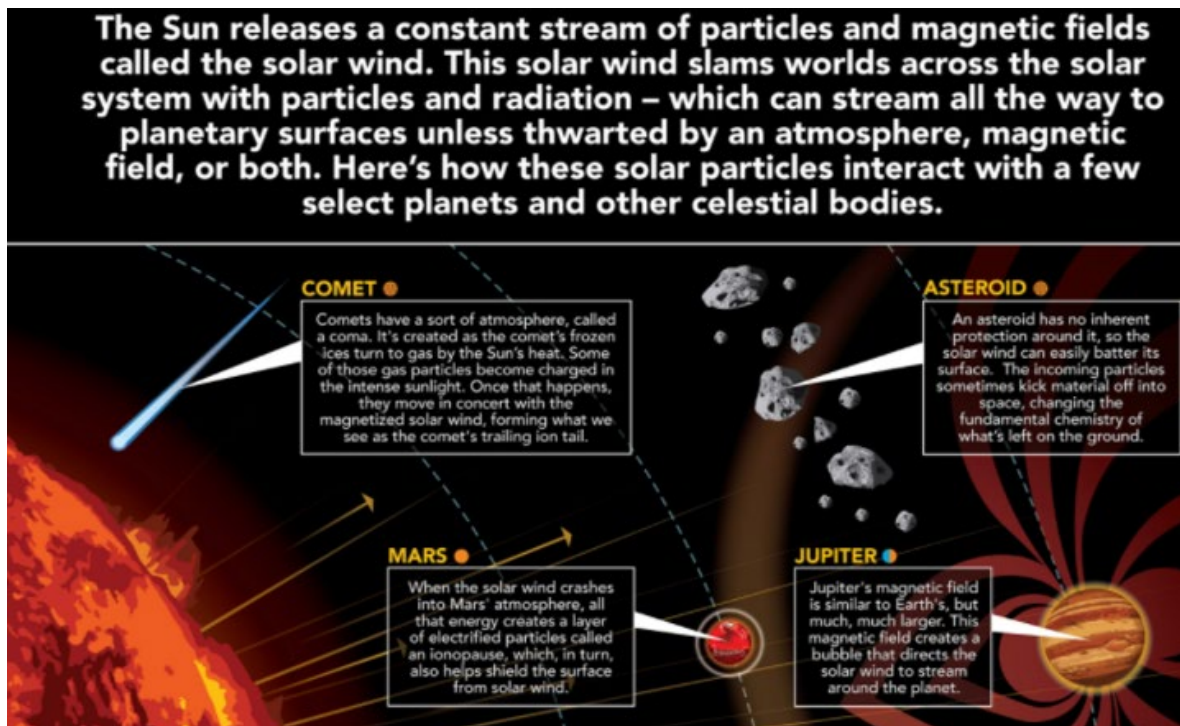
Mars' Neighbors

- 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.

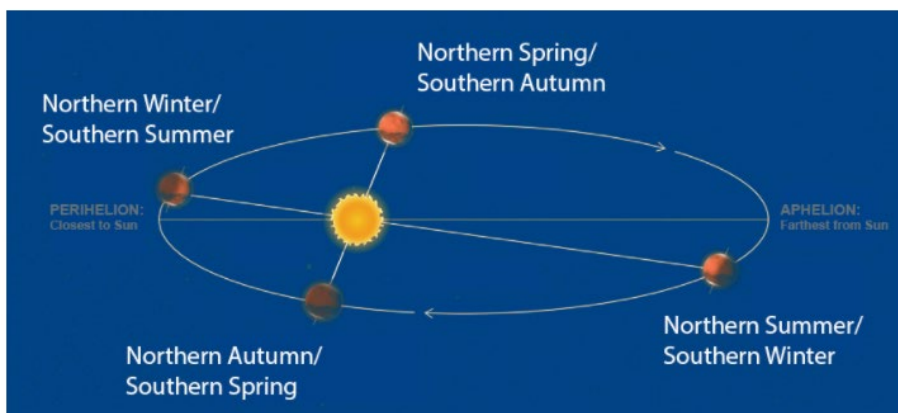
Quick History

- 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.

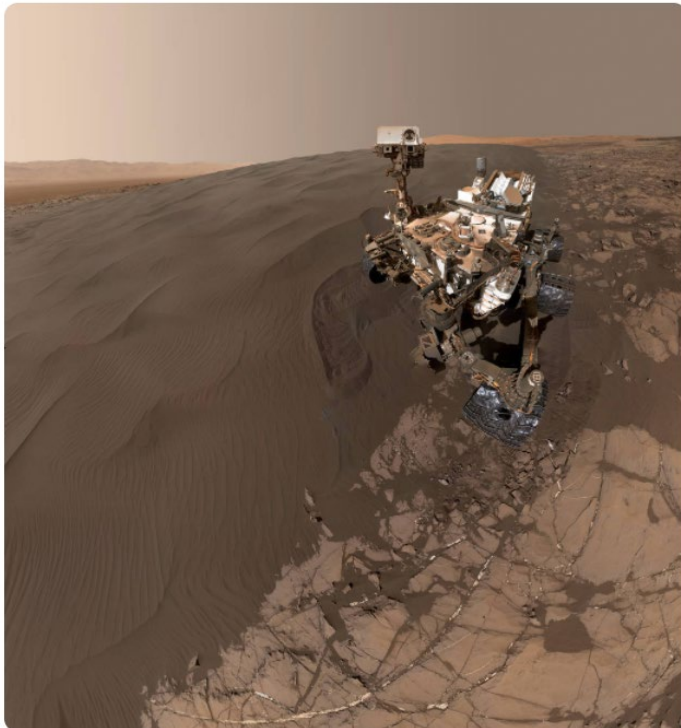
Curiosity landed in Gale Crater. This crater is special because it has a tall mountain in the middle. The mountain has many layers of rock. Each layer is made of different minerals from different time periods. These minerals could tell scientists about the history of water on Mars.

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.

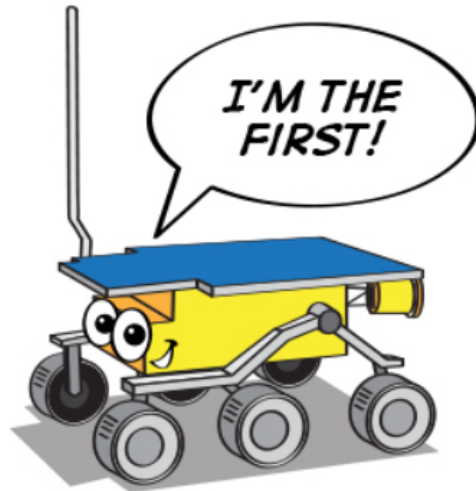
Curiosity brought 17 cameras with it to the Red Planet—more than any other rover. It uses some of its cameras to take photos of its journey. Cameras also act as Curiosity's eyes, helping it to spot and stay away from danger.

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!



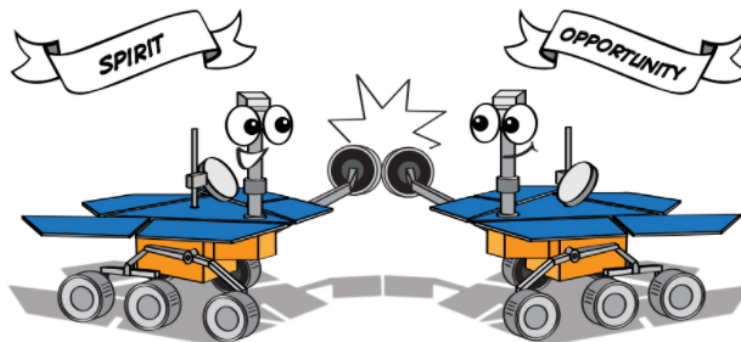
A self-portrait of Curiosity on a Martian sand dune. At this site, it used instruments to scoop up and study sand samples. Credit: NASA/JPL-Caltech/MSSS

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:

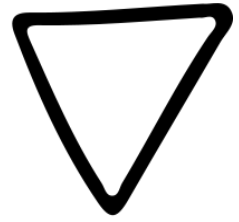
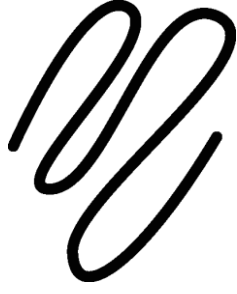
Aboriginal and Torres Strait Islander people are keen observers of the night sky, having detailed knowledge systems built around the Sun, Moon, and planets visible to the eye (as a distance from the Sun: Mercury, Venus, Mars, Jupiter, and Saturn). For countless generations, they studied the motions of 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*.

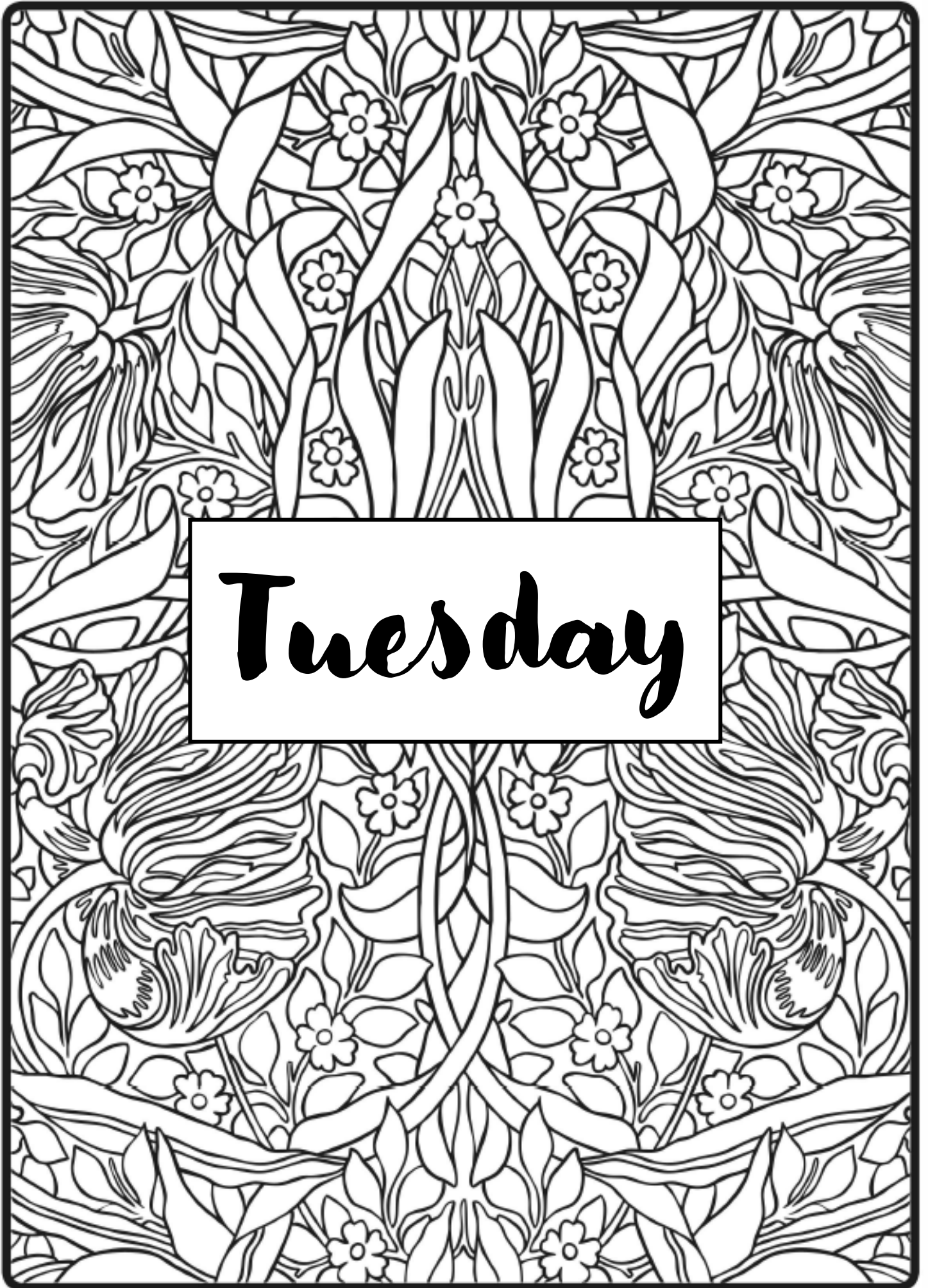
The Wardaman traditions about planet spirits moving back and forth during their journey along the Dreaming Road is a description of retrograde motion, showing us how Aboriginal people long ago observed the complex motions of the planets and incorporated that knowledge into oral traditions, which were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

SQUIGGLE TIME

Make a new picture, using the squiggles below:



6



Tuesday

Spelling

List Word	Practice	List Word	Practice
disease		indicate	
dislodge		difference	
distribute		confusion	
dishonest		inquisitive	
disapprove		conference	
wholly		helium	
special		psychiatrist	
already		magnificent	
magazine		observation	
guilty		industrialised	
truly		<u>indict</u>	
arrival		<u>insatiable</u>	
ascend		<u>insidious</u>	
fugitive		<u>installation</u>	
descend		<u>itinerant</u>	

UNIT 25

Phonics

disease
dislodge
distribute
dishonest
disapprove

Basic list / High frequency

wholly	truly	indicate
special	arrival	difference
already	ascend	confusion
magazine	fugitive	inquisitive
guilty	descend	conference

Difficult

helium
psychiatrist
magnificent
observation
industrialised

Own words



Spelling rule

Usually, words ending in a silent 'e' do not drop the 'e' when adding the suffix 'ly'.

Example:
sure surely

1. Use your spelling rule to rewrite these words by adding 'ly'.

- a entire _____
b sincere _____
c extreme _____
d secure _____
e severe _____

Words in context

2. Choose a list word to complete these sentences.

- a I have already read that _____.
- b A _____ is a person that is running away.
- c What is the _____ between these two diseases?
- d The salesmen attended their annual sales _____.
- e _____ is a gas that is lighter than air.



3. Unjumble these letters to make list words.

- a tuygil _____ c viarlar _____ e eddens _____
b lwohyl _____ d deisase _____ f hleuim _____

Wrong spelling

4. Correct the spelling mistakes.

- a The magazine was wholely about the singer.
- b Can we assend this hill on our bicycles?
- c The observation will indecate that you are correct.
- d There is confuseon about where the fugitive was last seen.



Word building

5. Complete the word building table.

a	ascend	ascended	
b		indicates	indicating
c	descend	descended	
d		disapproves	disapproving

Year 6 Grammar in Writing Term 3 Week 9

Tuesday



Challenge Words	Definition	Example
Mirage	Something that it is not real or true, although it may seem to be.	After climbing for two hours, we saw the mountains on the horizon then they vanished like a mirage .
Gorge	A narrow cleft with steep, rocky walls, especially one through which a stream runs.	Steep cliffs rose on either side of the gorge , which was spanned by a suspension bridge.
Plunge	To cast oneself, or fall as if cast, into water.	He ran down the steps to the pool terrace and plunged in.
Onyx	Black, especially a pure or jet black.	The huge hall was trimmed from floor to dome in onyx and gold.
Insignificant	Unimportant, especially because it is very small.	You feel insignificant measured against the great mountains.

Etymology

Etymology is the study of where words come from. Often, the words we use in English have deep roots in other languages, especially Latin and Greek. Bits and pieces have been taken from ancient languages and combine to make new English words.

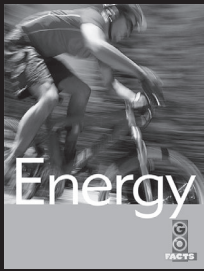
Words are assembled from a base (or root word) and affixes, both prefixes and suffixes.

For example:

<u>Root word</u>	<u>Definition</u>	<u>Example</u>
<u>Bio</u>	life	biology, biography
<u>Micro</u>	small	microb, microscope
<u>Phon</u>	sound	phone, symphony

Use a dictionary to find and write the definition for the following root words:

geo	
pater	
chrono	
aqua	



Lesson 117 • Energy

Name _____

Identifying the Main Idea and Finding Supporting Details

To discover what a text is about, you need to look for the main idea or key point. Facts and details in the text can help you find the main idea.

Read the passage.

Colour four things that can make electricity.

Circle the key word that tells us how fuels such as coal can be turned into electricity.

Underline the words that tell us how sunlight is captured to make electricity.

The most common way to make electricity is to burn a fuel, such as coal. This heats water to make steam. The steam spins a turbine. This powers a generator to make electricity.

There are other ways to make electricity. Wind and water can also power a generator. A solar cell absorbs sunlight to make electricity.

Electrical energy can be converted into other forms of energy, such as heat, light and sound.

Lightning is an electrical current that jumps through the air. The current heats the air hotter than the surface of the sun.

Highlight the word that tells us what water becomes when it is heated.

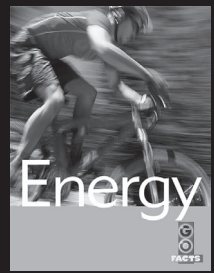
Circle the verb that tells us how steam powers a turbine.

Colour the word that tells us what a turbine powers to make electricity.

Colour the correct answers.

- 1 What is the **main idea** or **key point** of the passage?
- why electricity is made
 - where electricity is made
 - how electricity is made
 - when electricity is made
- 2 Which three **details** best **support the main idea**?
- Lightning is an electrical current that jumps through the air.
 - Electricity is made by burning coal.
 - A solar cell absorbs sunlight to make electricity.
 - Electrical energy can be converted into heat.
 - Wind and water can power a generator to make electricity.

Lesson 117 • Energy



Name _____

Read the passage.

Underline the sentence that tells us what potential energy is.

Colour the sentence that tells us what kinetic energy is.

Work waiting to be done is potential energy. Work being done is kinetic energy.

Potential energy is energy that could be released or used. A coiled spring has potential energy because the spring could uncoil. A rock on the edge of a cliff has potential energy. Its potential energy is the energy that would be released if it fell from the cliff.

The food we eat becomes potential energy when it is stored in our bodies. When this energy is used to do things, such as kick a ball, it becomes kinetic energy.

Circle an example of potential energy.

Highlight an example of kinetic energy.

1 What is the passage **mainly** about? _____

2 List at least three **details** that **support the main idea**.

a _____

b _____

c _____

Information Report Writing

Wonders on the World Writing



Wonders of the World is the writing focus for the week. You are going to research and write about **ONE** famous landmark. It can be natural (example - Great Barrier Reef, the Northern Lights, the Grand Canyon) or manmade (example – the Eiffel Tower, Taj Mahal, The Great Wall of China, Machi Picchu).

Each day, two categories have been selected. You need to make sure you are saving an additional copy (Word document or Class Notebook) of your research and paragraphs as you will be presenting a final document with all your writing on Wednesday.

Take notes and record the information in the boxes below. Remember each paragraph should contain **4-5 sentences** of information.

Construction – Manmade -When was it built, who built it, how and from what was it built. **Natural** – what is it made of, what is it's natural purpose of use, any animals and plants make use of this site.

Research Points

Useful tourist information – cost, opening times, dress code, requirements, how do you get there?

Research Points

Year 6 Maths – Term 3, Week 9 – Patterns and Algebra – TUESDAY – Lesson 2

Timetables

Hardcopy – Complete the times table grid

Online – Complete your answers in your MS Form

Rate how you think you went:



Tuesday Week 9					
31	$8 \times \square = 24$		41	$8 \div 4 = \square$	
32	$6 \times 4 = \square$		42	$6 \times \square = 24$	
33	$1 \times 4 = \square$		43	$\square \div 4 = 10$	
34	$10 \times 4 = \square$		44	$42 \div 7 = \square$	
35	$90 \div 10 = \square$		45	$6 \times 2 = \square$	
36	$\square \div 2 = 4$		46	$6 \times 8 = \square$	
37	$8 \times \square = 24$		47	$49 \div 7 = \square$	
38	$60 \div 6 = \square$		48	$\square \times 6 = 48$	
39	$\square \times 1 = 9$		49	$6 \times \square = 42$	
40	$\square \times 6 = 48$		50	$1 \times 4 = \square$	
				51	$32 \div 4 = \square$
				52	$6 \times \square = 24$
				53	$\square \times 10 = 100$
				54	$10 \times 4 = \square$
				55	$9 \times 5 = \square$
				56	$10 \times 10 = \square$
				57	$5 \times \square = 5$
				58	$8 \times 5 = \square$
				59	$5 \times \square = 35$
				60	$24 \div 6 = \square$

We can remember the quadrants by thinking: We can remember the quadrants by thinking:

*"I am both **NEGATIVE & POSITIVE** I know where Quadrant 2 is."*

All points in Quadrant 2 are made up of 1 **Negative (x-axis)** number and 1 **Positive (y-axis)** number, e.g. (-3, 4) or (-12, 19)
Negative X and Positive Y

*"I am **POSITIVE** I know where Quadrant 1 is."*

All points in Quadrant 1 are made up of 2 **positive** numbers, e.g. (3, 4) or (12, 19)

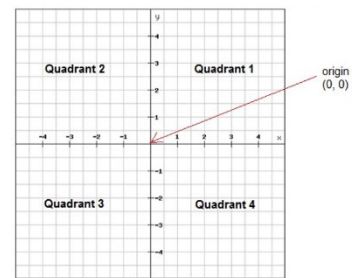
We can remember the quadrants by thinking: We can remember the quadrants by thinking:

*"I am **NEGATIVE** I know where Quadrant 3 is."*

All points in Quadrant 3 are made up of 2 **Negative** numbers, e.g. (-3, -4) or (-12, -19)

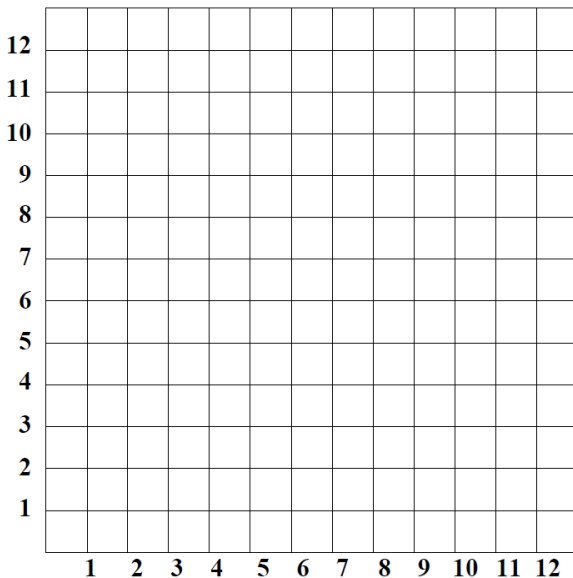
*"I am both **POSITIVE & NEGATIVE** I know where Quadrant 4 is."*

All points in Quadrant 4 are made up of 1 **Positive (x-axis)** number and 1 **Negative (y-axis)** number, e.g. (3, -4) or (12, -1919)
(Positive X, Negative Y)



x before y: We learn to crawl (along the x-axis) before we learn to climb (up the y-axis)

Question 1 – Plot the following on the Cartesian Plan.



Plot the following co-ordinates and join the points with a straight line:

Shape A
(1,1) (4,1) (4,5)

Shape B
(7,1) (10,2) (5,3)

Shape C
(7,4) (11,4) (9,8)

Shape D
(9,9) (12,9) (12,12) (9,12)

Shape E
(3,5) (5,5) (7,7) (7,9) (5,11)
(3,11) (1,9) (1,7)

What shape is made by:

- A: _____
- B: _____
- C: _____
- D: _____
- E: _____

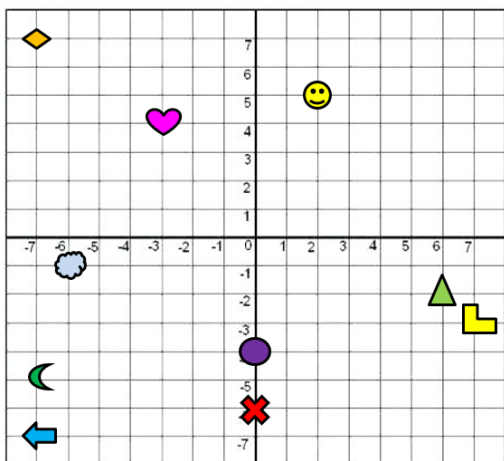
Recap: What is the perimeter of:

- Shape A: _____
- Shape B: _____
- Shape C: _____
- Shape D: _____
- Shape E: _____

Question 2 – What quadrant are the following Coordinate Points in:

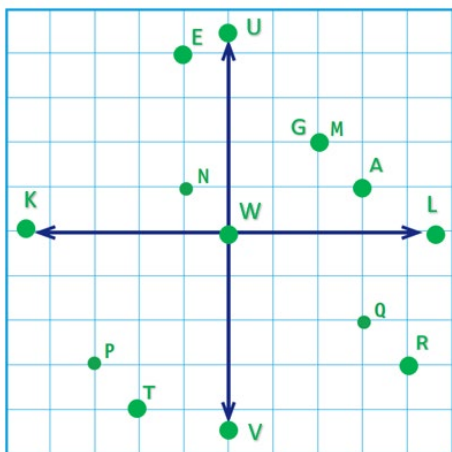
- a) (3 , 1) = _____
- b) (14 , - 2) = _____
- c) (- 7 , 5) = _____
- d) (4 , - 4) = _____
- e) (- 3 , - 6) = _____
- f) (8 , 2) = _____
- g) (5 , 10) = _____
- h) (- 9 , 6) = _____
- i) (- 2 , - 5) = _____

Question 3 – Using the following Cartesian Plane, what are the coordinate points (x , y) of the following symbols. What Quadrant are they located in?



- = _____
- = _____
- = _____
- = _____
- = _____
- = _____
- = _____
- = _____
- = _____
- = _____

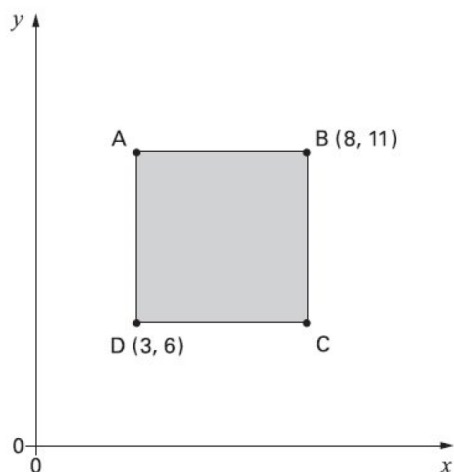
Question 4 - Using the Cartesian Plane below, answer the following questions.



- a) Write the letter and ordered pair (coordinates) for the Point of Origin.
Letter = _____ Ordered Pair = (_____ , _____)
- b) What letters and ordered pairs (coordinates) represent the x-axis?
Letters = _____ Ordered Pairs = (_____ , _____) and (_____ , _____)
- c) What letter is at (2 , 2) = _____ d) What letter is at (4 , -3) = _____
- e) What letter is at (-1 , 4) = _____ f) What letter is at (3 , 1) = _____
- g) What letter is at (-2 , -4) = _____
- h) Write the ordered pair for the following Letters.
1) M = (_____ , _____) 2) N = (_____ , _____) 3) P = (_____ , _____)
4) Q = (_____ , _____) 5) W = (_____ , _____)

i) Add three points of your own on the Cartesian plane and write the ordered pair for each point below.

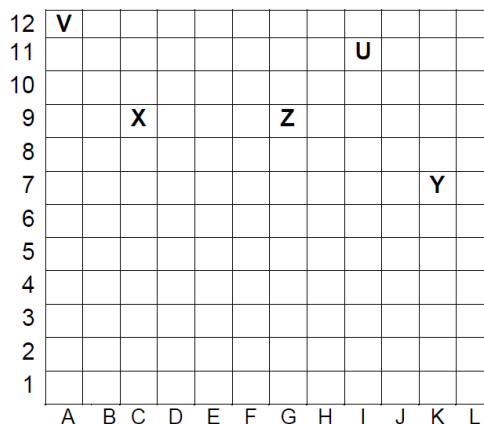
Question 5 – Write the coordinates for the remaining Point of the square, A and C. Remember a square is Made up of 4 sides of equal length.



A = (_____ , _____)
C = (_____ , _____)

What quadrant would this square be in? _____

Question 6 Write the Coordinates of the following letters.



- Z
 - X
 - V
 - Y
 - W
 - U
- Colour:
- a) E7 green b) F10 blue c) A8 red
 - d) H12 yellow e) K11 orange.

Geography

Inquiry question – How does the threat of bushfire effect where people live in Australia?



Brainstorm a list of words to describe this picture. Write them as word-art in and around the flames below. Write in the colours you would see during a bushfire.



The natural environment



How do bushfires effect the natural environment? Look at these images. Use descriptive language to write a paragraph about how bushfire effects wildlife and the land?

The human made environment –



How do bushfires effect the human made environment? Look at these images. Use descriptive language to write a paragraph about how bushfire effects places where people live?

Write your answer in the answer box.



More and more Australian's are living closer to the bush as our population gets bigger and we need more space. How does the threat of bushfire effect where people live in Australia?

Wool Sun Catchers



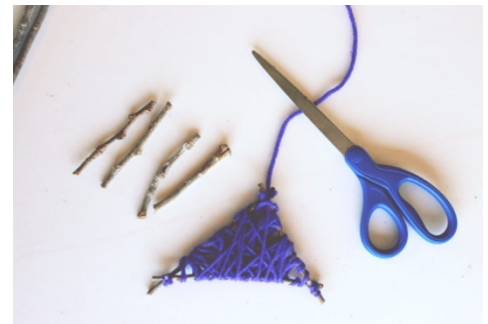
Materials

- Small Sticks
- Colourful Wool
- Scissors



Step 1

Pick your sticks. You want to find sticks that are thin and straight. If you want to try making shapes with curves in them you will want slender, bendy sticks that are still green. These you can shape into hearts and circles if you are feeling adventurous. Otherwise you are stuck making triangles, diamonds, and squares for your wool sun catchers.



Step 2

Now it is time to try your sticks together and make your shapes. The best way to do this is to pull the string through the middle of the two sticks, wrap it around twice, and pull it back through the middle of the two sticks. Then take the long ends and tie them together with double knots as shown in the picture.



Step 3

Next, with a long piece of wool (about 1 metre) you start wrapping around your shape. You can loop it in and out, or you can just wrap it around the outside of your sticks if that is easier. You do not want to use so much wool that you can see spaces through your sun catcher, otherwise they won't catch the sun.

Step 4

When you have finished wrapping wool around your shape it is time to tie it off. During this part you want to leave a long bit of string to hang your wool sun catcher from. All you have to do is wrap a loop around the criss-cross section of two sticks, pull the long piece through the loop, and pull tight. There! You are done.

Tip: Your sun catcher is easy to personalise. You can use matching colour schemes so they go well with the colours in your room. They look so good when they are hung from the windows. Another thing you can try is wrapping them with lace or twine.





Wednesday

Spelling

List Word	Practice	List Word	Practice
disease		indicate	
dislodge		difference	
distribute		confusion	
dishonest		inquisitive	
disapprove		conference	
wholly		helium	
special		psychiatrist	
already		magnificent	
magazine		observation	
guilty		industrialised	
truly		<u>indict</u>	
arrival		<u>insatiable</u>	
ascend		<u>insidious</u>	
fugitive		<u>installation</u>	
descend		<u>itinerant</u>	

t	b	p	m	w	e	n	f	d	c
a	r	r	i	v	a	l	u	f	p
i	d	u	f	u	g	y	g	o	g
e	w	k	l	j	n	q	i	r	u
m	f	a	m	y	d	h	t	x	i
s	p	e	c	i	a	l	i	k	l
p	h	n	k	z	v	y	v	j	t
d	e	s	c	e	n	d	e	b	y

Word meanings

6. Use the clues to find the list words in the wordsearch.

- a Responsible for wrongdoing
- b Move down e.g. a hill
- c A person who flees from arrest
- d Honestly
- e Appearance at the scene
- f Different from others

7. Write one meaning for each of these words. Use a **dictionary**.

- a dishonest _____
- b inquisitive _____
- c psychiatrist _____

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

- a difference, descend, disease _____
- b inquisitive, indicate, industrialised _____
- c already, arrival, ascend _____

Syllables

9. Break these words into syllables. (All syllables must contain a vowel sound.)

- a disease

--	--	--
- b already

--	--	--	--
- c confusion

--	--	--	--
- d distribute

--	--	--	--

Grammar – Homophones

10. Use **practise** or **practice** in the sentences.

- a Apparently she wouldn't _____ it.
- b That is enough _____ for today.
- c _____ the exercise carefully to succeed.
- d I _____ shooting goals most afternoons.
- e Mia will open a medical _____ next year.

Prefixes

11. Choose a prefix from the box to add to the words.

dis	out	inter
-----	-----	-------

- a _____ order
- b _____ honest
- c _____ perform
- d _____ mount
- e _____ board
- f _____ loyal
- g _____ national
- h _____ advantage
- i _____ please
- j _____ act

Punctuation – Commas

12. Commas can be used to separate introductory phrases from the rest of a sentence.

Example: Before leaving, I will pack my bag and organise my money.

Put the commas in these sentences.

- a After school I will read a special magazine.
- b In cold weather Tara will not go walking in the park.
- c After eating I will not go swimming for thirty minutes.



Word origins

Magazine comes from the French word **magasin** meaning storehouse.

Year 6 Grammar in Writing Term 3 Week 9

Wednesday



Challenge Words	Definition	Example
Mirage	Something that it is not real or true, although it may seem to be.	After climbing for two hours, we saw the mountains on the horizon then they vanished like a mirage .
Gorge	A narrow cleft with steep, rocky walls, especially one through which a stream runs.	Steep cliffs rose on either side of the gorge , which was spanned by a suspension bridge.
Plunge	To cast oneself, or fall as if cast, into water.	He ran down the steps to the pool terrace and plunged in.
Onyx	Black, especially a pure or jet black.	The huge hall was trimmed from floor to dome in onyx and gold.
Insignificant	Unimportant, especially because it is very small.	You feel insignificant measured against the great mountains.

Etymology

Etymology is the study of where words come from. Often, the words we use in English have deep roots in other languages, especially Latin and Greek. Bits and pieces have been taken from ancient languages and combine to make new English words.

Words are assembled from a base (or root word) and affixes, both prefixes and suffixes.

For example:

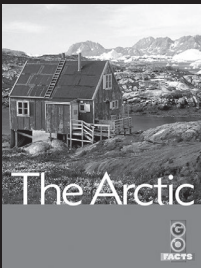
<u>Root word</u>	<u>Definition</u>	<u>Example</u>
<u>Bio</u>	life	biology, biography
<u>Micro</u>	small	microb, microscope
<u>Phon</u>	sound	phone, symphony

Find words that have the root:

domus	
aqua	

Lesson 118 • The Arctic

Name _____



Identifying the Target audience and purpose of a text

To identify the author's purpose in writing a text, it helps to work out who the text was written for. For example, texts about scientific subjects will contain lots of technical and scientific words. This suggests that the author is targeting people who are interested in science. The language the author uses will show what his or her purpose is — to inform, persuade, instruct, or entertain.

Read the passage.

Underline the sentence that gives information about how Russia laid claim to the land beneath the Arctic Ocean.

Colour the sentence that gives information about why the Russians researched the land beneath the Arctic Ocean.

The countries that make up the Arctic often argue about who owns it. Many countries want the Arctic's valuable oil and gas deposits.

In 2007, 50 Russian scientists used a mini submarine to research the seabed under the North Pole. They were trying to prove that the land underneath the Arctic Ocean is connected to their land in Siberia. They even planted a Russian flag on the seabed.

There are over 10 billion tons of oil and natural gas deposits in the Arctic territory. Canada, Norway and Greenland are also trying to prove that they own the land under the Arctic waters.

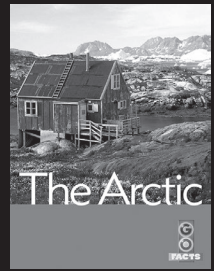
Highlight the sentence that gives information about the amount of oil and natural gas there is in the Arctic.

If you don't know what the term *oil and gas deposits* means, put a **W** next to it. If you know what the term means, put a **✓** next to it.

Colour the correct answers.

- What is the author's **main purpose** in writing this text?
 - to persuade readers that Russia owns the land beneath the Arctic waters
 - to inform readers about the countries that are trying to prove ownership of the Arctic
 - to entertain readers with stories about the Arctic.
- Who is the **target audience** for this text?
 - scientists
 - politicians
 - oil and gas companies
 - the general public
- What is the **clue** to question 2's answer? The author uses language that ...
 - most people can understand.
 - only scientists can understand.
 - only politicians can understand.
 - only adults can understand.

Lesson 118 • The Arctic



Name _____

Read the passage.

Underline the definition of an igloo.

Colour the words that tell us what size the blocks of snow should be.

Circle all the verbs that give orders.

An igloo is a dome-shaped shelter, made out of blocks of snow.

What you need:

- A snow saw
- Dry snow

What to do:

1. Use the saw to cut blocks of hard, dry snow, about one yard long and 20 centimetres deep.
2. Draw a circle in the snow and stand in the middle of it. Place the blocks around the circle in layers. The blocks of snow should overlap and lean towards the center.
3. Place the last block on top of the igloo. Cut it to fit the hole.
4. Cut a tunnel under the wall for the entrance. Poke small breathing holes in the walls.

Highlight the sentence that tells us how to form the blocks of snow into a dome shape.

Put a box around the key word that tells us how people will enter and leave the igloo.

- 1 What is the purpose of the text? _____

- 2 List six verbs that helped you work out the answer to question 1. _____

- 3 Who would be most likely to build an igloo? _____

- 4 Do you think that people who live in places where it doesn't snow would be interested in reading the text? Give one or more reasons for your answer.

- 5 Based on your answer to question 4, who is the **target audience** for the text?

Information Report Writing

Wonders on the World Writing



Wonders of the World is the writing focus for the week. You are going to research and write about one famous landmark. It can be natural (example - Great Barrier Reef, the Northern Lights, the Grand Canyon) or manmade (example – the Eiffel Tower, Taj Mahal, The Great Wall of China, Machi Picchu)

Task: write an introduction and conclusion for your Wonder of the World Writing. You need to include a picture of your landmark (hand drawn is fine).

Optional extra: Publish Monday, Tuesday and Wednesday writing as a poster or booklet.

Introduction – Main points of information in report

Points

Conclusion – Reinstatement of main points of information

Points

Timetables

Hardcopy – Complete the times table grid

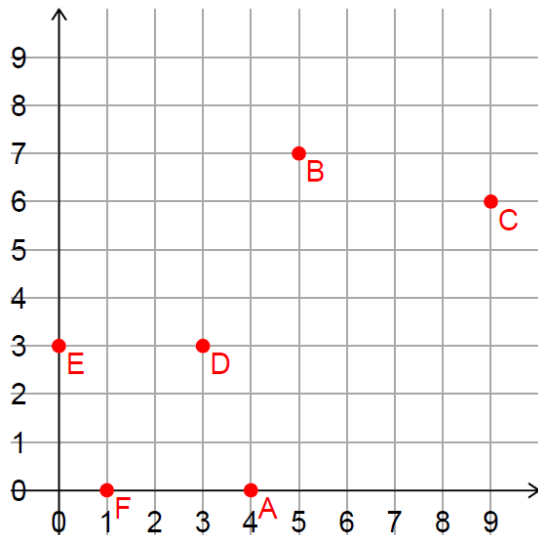
Online – Complete your answers in your MS Form

Rate how you think you went:



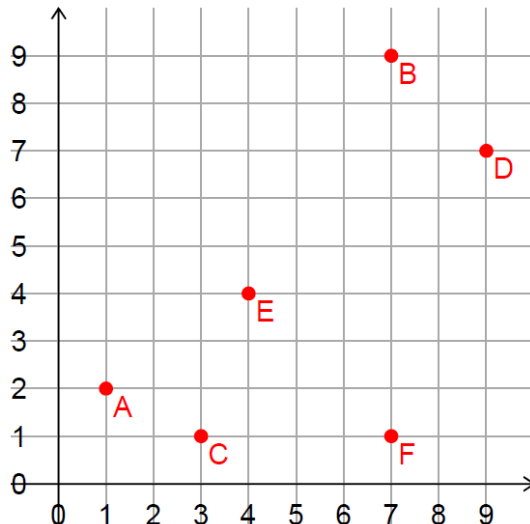
Wednesday Week 9			
1	$70 \div 7 = \square$	11	$81 \div \square = 9$
2	$7 \times 9 = \square$	12	$5 \times \square = 5$
3	$12 \div 6 = \square$	13	$10 \div 1 = \square$
4	$\square \times 7 = 7$	14	$\square \div 1 = 8$
5	$7 \times 6 = \square$	15	$6 \times 4 = \square$
6	$6 \times 7 = \square$	16	$\square \times 3 = 24$
7	$\square \div 2 = 6$	17	$20 \div \square = 4$
8	$9 \times 5 = \square$	18	$4 \times \square = 24$
9	$3 \div 1 = \square$	19	$\square \div 3 = 6$
10	$7 \div \square = 7$	20	$\square \times 8 = 80$
			21 $\square \times 2 = 16$
			22 $9 \times 5 = \square$
			23 $8 \times \square = 24$
			24 $\square \div 6 = 10$
			25 $9 \times \square = 27$
			26 $\square \times 3 = 27$
			27 $9 \times 5 = \square$
			28 $\square \times 10 = 60$
			29 $\square \times 8 = 40$
			30 $1 \times 4 = \square$

Question 1: Write the coordinates of the following letters.



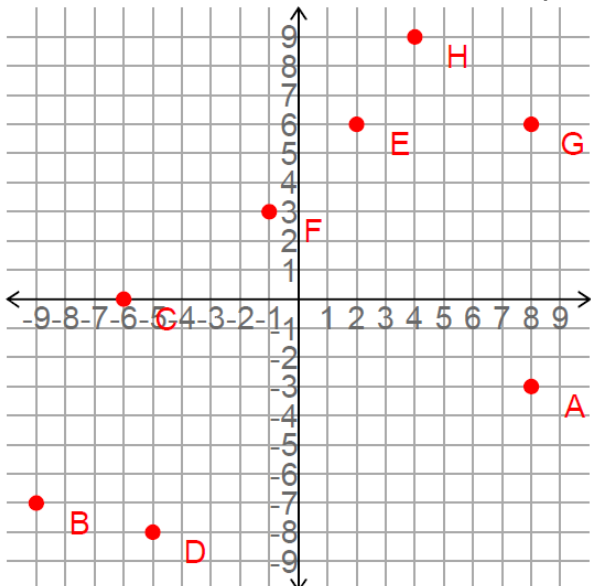
A = (____, ____) B = (____, ____)
 C = (____, ____) D = (____, ____)
 E = (____, ____) F = (____, ____)

Question 2: Write the coordinates of the following letters.



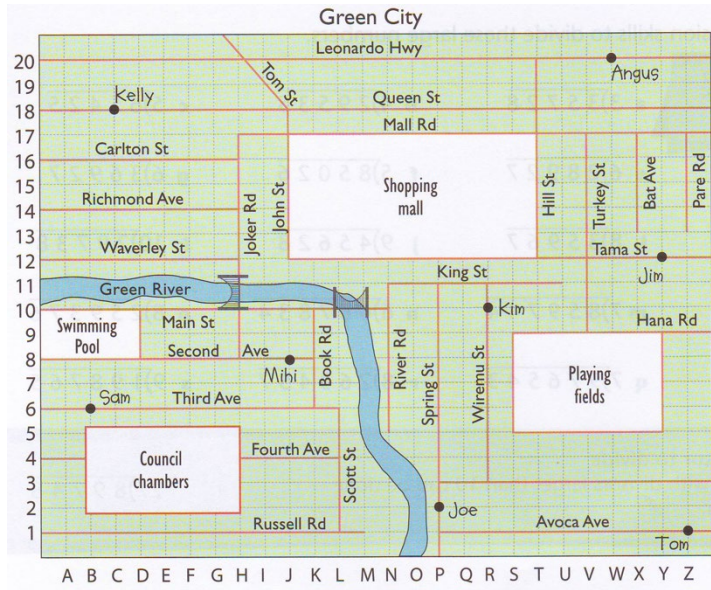
A = (____, ____) B = (____, ____)
 C = (____, ____) D = (____, ____)
 E = (____, ____) F = (____, ____)

Question 3 – Write the coordinates and the quadrant for each point labelled.



A = (____, ____) Quadrant : _____
 B = (____, ____) Quadrant : _____
 C = (____, ____) Quadrant : _____
 D = (____, ____) Quadrant : _____
 E = (____, ____) Quadrant : _____
 F = (____, ____) Quadrant : _____
 G = (____, ____) Quadrant : _____
 H = (____, ____) Quadrant : _____

Question 4 – Give the coordinates of the children marked on the map (note: you are looking for the dot near the name)



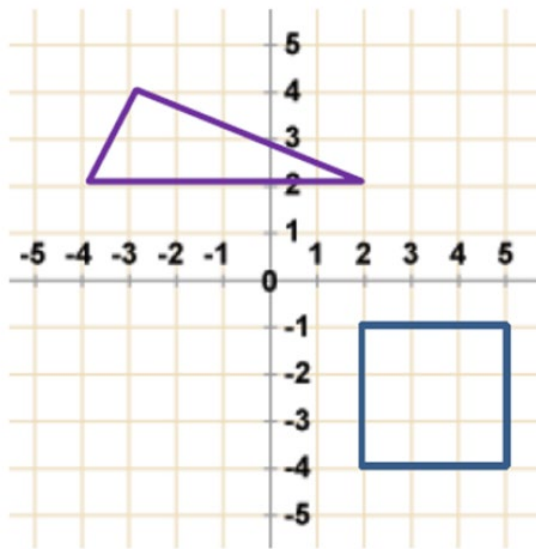
- a) Kelly = (_____ , _____) b) Joe = (_____ , _____)
- c) Sam = (_____ , _____) d) Kim = (_____ , _____)
- e) Mihi = (_____ , _____) f) Angus = (_____ , _____)
- g) Jim = (_____ , _____) h) Tom = (_____ , _____)

Question 5: Using the map on the left, put a cross on the following coordinates.

- a) A 3 b) J 11 c) Y 4
- d) S 1 e) D 19 f) G 5
- g) N 5

Question 6 – Firstly, write down the coordinates of the vertices (corners) of the following shapes.

Secondly, What quadrant is each shape predominately in? (Q1, Q2, Q3 or Q4)



Triangle: (_____ , _____) , (_____ , _____)
and (_____ , _____).

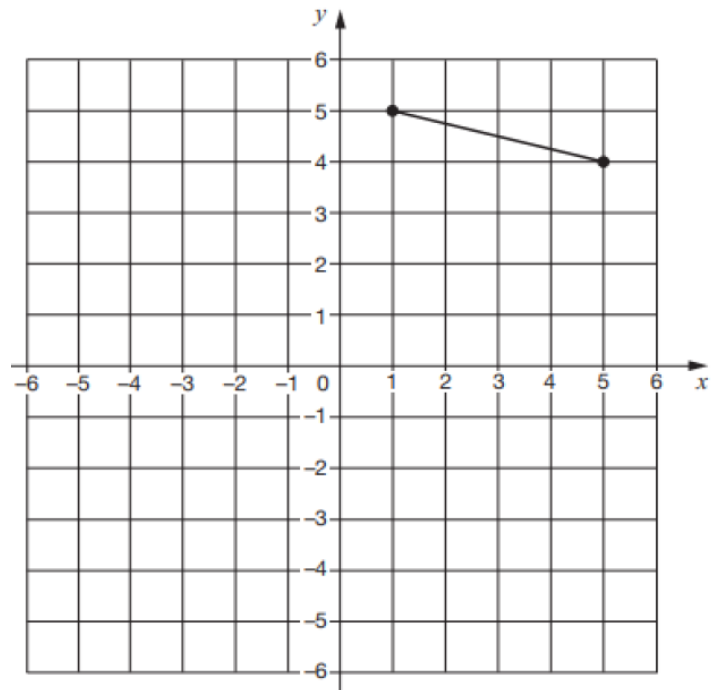
Quadrant : _____

Square: (_____ , _____) , (_____ , _____)
(_____ , _____) and (_____ , _____)

Quadrant : _____

Question 7 – Complete the quadrilateral by plotting the following coordinates and joining the dots together to create a quadrilateral

(1 , 5) , (5 , 4) , (1 , -3) and (-3 , 4)





So far in Drama we have talked about Voice and Emotion.

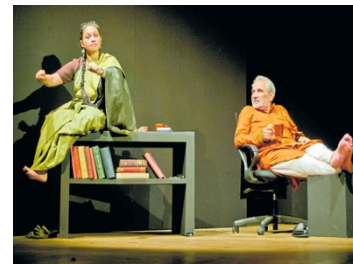


Today we are going to explore some more of the Elements of Drama.

1. SPACE

Space is the word that describes where a drama is performed and how the actors use the space. Space relates to:

- grouping
- levels
- proximity



Activity: Personal Space Bubbles –

Find a space where you are not touching anything and then crouch in a ball. Imagine you are in a bubble that slowly grows to a size you choose. You then need to feel all around you, visualising the bubble with its shape, texture and colour. Feel your bubble grow until you have reached as far as you can above, and to each side without moving from your spot. At that point your bubble pops! Return to sitting down. The purpose of this activity is to bring awareness to the space around you. Actors need to do this when performing. They always need to be aware of **where** they are in relation to props, other actors, the stage etc.

2. FOCUS

Focus means to direct the audience's attention to:

- a specific character
- space
- object/s
- idea/s.



Focus can also refer to how well a performer concentrates and stays in character.

Activity: Running race –

Find an open space. Stand as if you are a spectator at a running race. You need to imagine the race moves from your left to right. You should show your emotion to the race progressing as well as shifting your vision. You could then pretend you are watching a horse race or final of a tennis match. Notice how your eyes and body shift as you are watching.




3. SYMBOL

Symbol in drama can refer to anything that is being used to stand for something else. This might be an object, action, event or place. Props, costumes and colours on stage are used as symbols in drama.

For example, the colour **Red** is often used to show rage, anger, energy, strength, speed, heat, power, danger, aggression, blood, fire, war, excitement and violence. **Gold** is often used to show riches, extravagance, wealth, warm, precious and prosperity.

What do you think the colour **blue** could be used to symbolise in drama?

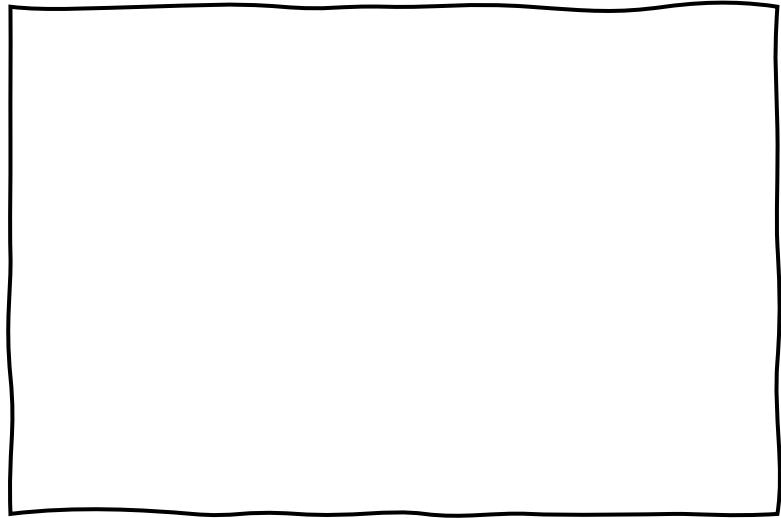
Activity: below there are pictures of a number of symbols that could be used as props in a play. Your task is to come up with an idea for a play that incorporates each. For example, the crown could be a play about an evil king trying to gain power.

Symbol	Idea for a play
	
	
	

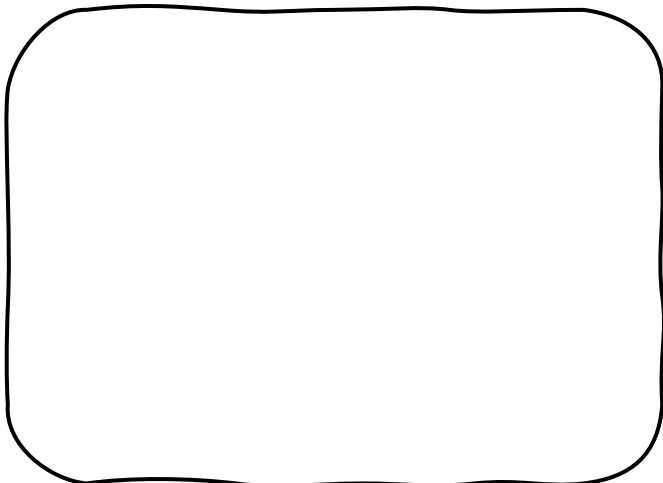
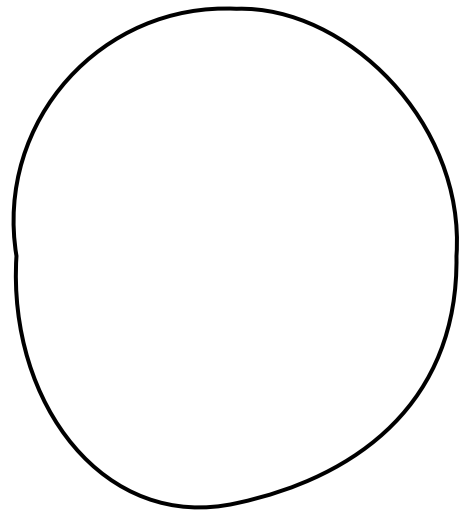
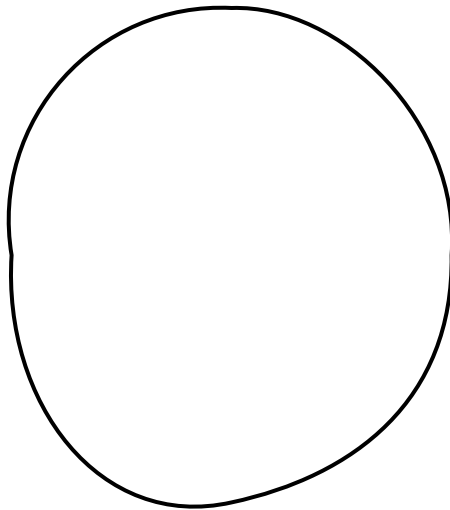
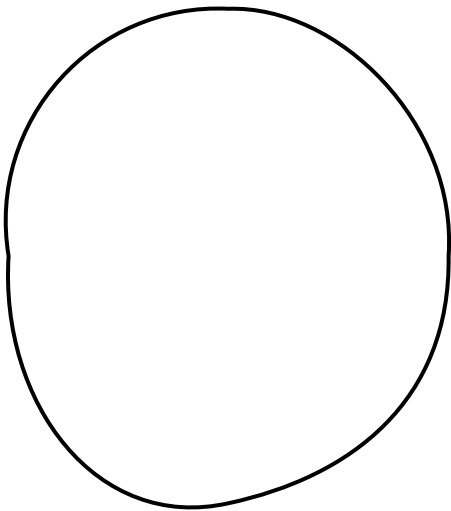
Travel Information

If you could go somewhere, where would it be? What would you do and what would you see?

Location: _____



3 fun things to do



Best thing about the location



Thursday

Spelling

List Word	Practice	List Word	Practice
disease		indicate	
dislodge		difference	
distribute		confusion	
dishonest		inquisitive	
disapprove		conference	
wholly		helium	
special		psychiatrist	
already		magnificent	
magazine		observation	
guilty		industrialised	
truly		<u>indict</u>	
arrival		<u>insatiable</u>	
ascend		<u>insidious</u>	
fugitive		<u>installation</u>	
descend		<u>itinerant</u>	

Wk9

Spelling

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

Teach **THIS**

Verbal Linguistic

Spelling Well

Say your spelling words using:

‘Look - Say - Cover - Write - Check’

Mathematical/Logical

Fact Factory

Draw a table of facts about each of your spelling words.

Naturalistic

Form a Word

Look outside at nature to find things that form the letters of the week's spelling words and draw them on paper.

Eg: tree branches, clouds, playground equipment.

Visual/Spatial

Paint me a Word

Grab a paintbrush, some paint and some paper and paint each of your spelling words in your favourite colours.

Interpersonal

Celebrity Heads

On small cards, write each of this week's spelling words, so you can play ‘Celebrity Heads.’

Intrapersonal

Memory Challenge

Look over your past spelling lists. How many words do you remember how to spell? Do a self evaluation.

Bodily Kinaesthetic

Jump High

Say your words out loud at the same time as you jump rope.

Musical/Rhythmic

Rum a Tum Tum

Chant your spelling words to the beat of a drum.

DREW – Drop Everything and Write



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



Lesson 119 • Advertisements

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 key word that tells us what happens in the boy's house on a Saturday morning.

Highlight the cartoons that have animals in them.

Saturday morning in my house means **CARTOONS**. Old cartoons, new cartoons, action cartoons, funny cartoons. Cartoon kids, cartoon cats, cartoon squids and cartoon rats. Cartoon goodies being saved, cartoon baddies being blamed. Cartoon wombats in a cage, cartoon aliens in a rage.

But I refuse to watch unless I get my bowl of **Corny-Biks**. Because cartoons aren't cartoons without **Corny-Biks**.

Colour the word that is similar in meaning to *temper*.

Underline the word that tells us what Corny-Biks are served in.

Colour the correct answers.

- What does the boy do on Saturday mornings?
 eats pancakes for breakfast plays sport watches television goes to the movies
- What kind of cartoons does the boy watch?
 mainly cartoons about animals all kinds of cartoons
 mainly cartoons about superheroes mainly cartoons about aliens
- Which is the best inference? Corny-Biks are most likely a type of ...
 biscuit. energy bar. dessert. breakfast cereal.
- Which words are the clue to question 3's answer?
 morning and bowl refuse and saved house and cage cartoons and funny
- Where would you expect to find a squid?
 in the ocean in a forest in a tree underground

Lesson 119 • Advertisements

Name _____



Read the passage.

Colour the words that helped you visualise what happens in the boy's house on a Saturday morning.

Saturday morning in my house means **CARTOONS**. Old cartoons, new cartoons, action cartoons, funny cartoons. Cartoon kids, cartoon cats, cartoon squids and cartoon rats. Cartoon goodies being saved, cartoon baddies being blamed. Cartoon wombats in a cage, cartoon aliens in a rage.

But I refuse to watch unless I get my bowl of **Corny-Biks**. Because cartoons aren't cartoons without **Corny-Biks**.

Put a star next to the pictures that helped you with your drawings.

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 some of the things in the advertisement.

Cartoon cats

Cartoon goodies being saved

Cartoon aliens in a rage

The boy eating a bowl of Corny-Biks

Sadako and the Thousand Paper Cranes

Chapter Three – Sadako’s Secret



Listen to a reading of Chapter 3 <https://youtu.be/IAFFi7XG8IA>

Write a summary of Chapter 3

Answer the following questions

1. Why is this chapter called Sadako’s secret?

2. The kind of words from her parents made the knot in Sadako’s stomach loosen.” What does this line imply (mean/suggest)?

3. Which sentence in the end of this chapter creates suspense? How does it create suspense?

Task: Doves are released by the monks as a symbol of peace. Research and find three other commonly used peace symbols. Create your own peace symbol and explain how it represents peace.

Symbol 1 -

Symbol 2 -

Symbol 3 -



My symbol is _____

Explain below how your symbol represents peace.

Timetables

Hardcopy – Complete the times table grid

Online – Complete your answers in your MS Form

Rate how you think you went:



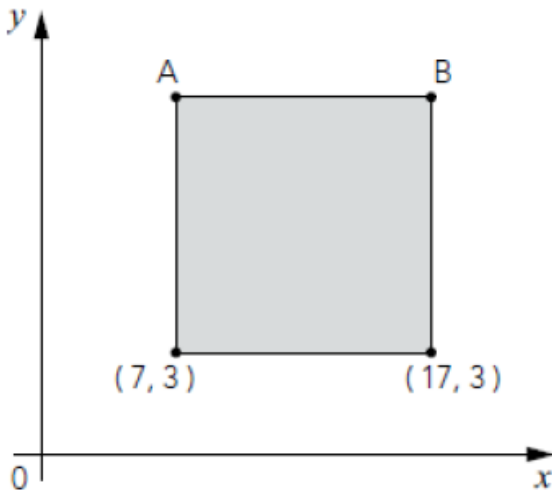
Thursday Week 9								
31	$\square \times 8 = 80$		41	$8 \times \square = 24$		51	$\square \times 8 = 80$	
32	$\square \div 7 = 5$		42	$2 \times \square = 14$		52	$7 \times 10 = \square$	
33	$8 \times \square = 32$		43	$54 \div \square = 6$		53	$7 \times 3 = \square$	
34	$\square \times 1 = 10$		44	$\square \times 8 = 56$		54	$\square \times 8 = 56$	
35	$9 \times 5 = \square$		45	$\square \div 6 = 1$		55	$54 \div \square = 6$	
36	$6 \times \square = 24$		46	$\square \div 9 = 8$		56	$\square \times 6 = 30$	
37	$7 \times \square = 21$		47	$8 \times \square = 80$		57	$7 \div 1 = \square$	
38	$7 \times 6 = \square$		48	$1 \times \square = 9$		58	$9 \times \square = 63$	
39	$\square \times 6 = 60$		49	$2 \times \square = 6$		59	$10 \times 5 = \square$	
40	$5 \times 8 = \square$		50	$50 \div \square = 5$		60	$2 \div 1 = \square$	

Question 1 – The shaded shape is a square.

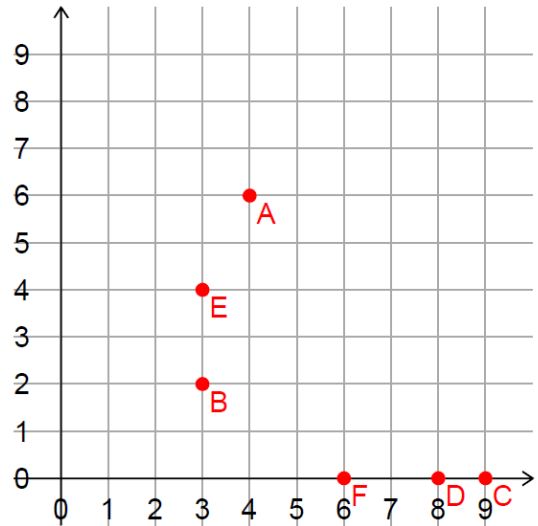
What are the coordinates of A and B?

A = (_____ , _____)

B = (_____ , _____)



Question 2: Write the coordinates of the following letters



A = (_____ , _____)

B = (_____ , _____)

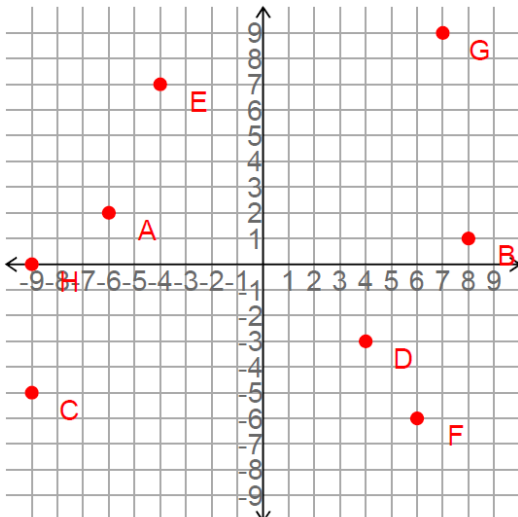
C = (_____ , _____)

D = (_____ , _____)

E = (_____ , _____)

F = (_____ , _____)

Question 3 – Write the coordinates and the quadrant for each point labelled.



A = (_____ , _____)

Quadrant : _____

B = (_____ , _____)

Quadrant : _____

C = (_____ , _____)

Quadrant : _____

D = (_____ , _____)

Quadrant : _____

E = (_____ , _____)

Quadrant : _____

F = (_____ , _____)

Quadrant : _____

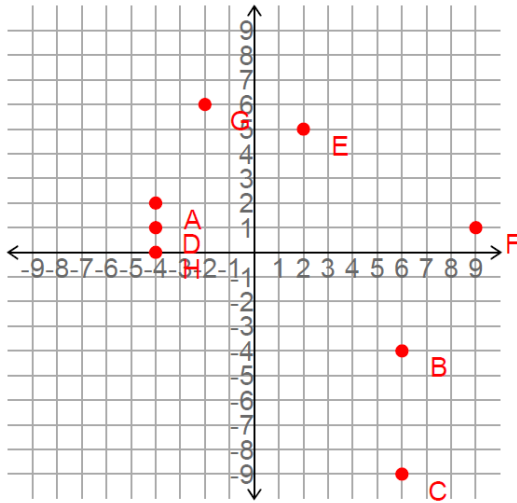
G = (_____ , _____)

Quadrant : _____

G = (_____ , _____)

Quadrant : _____

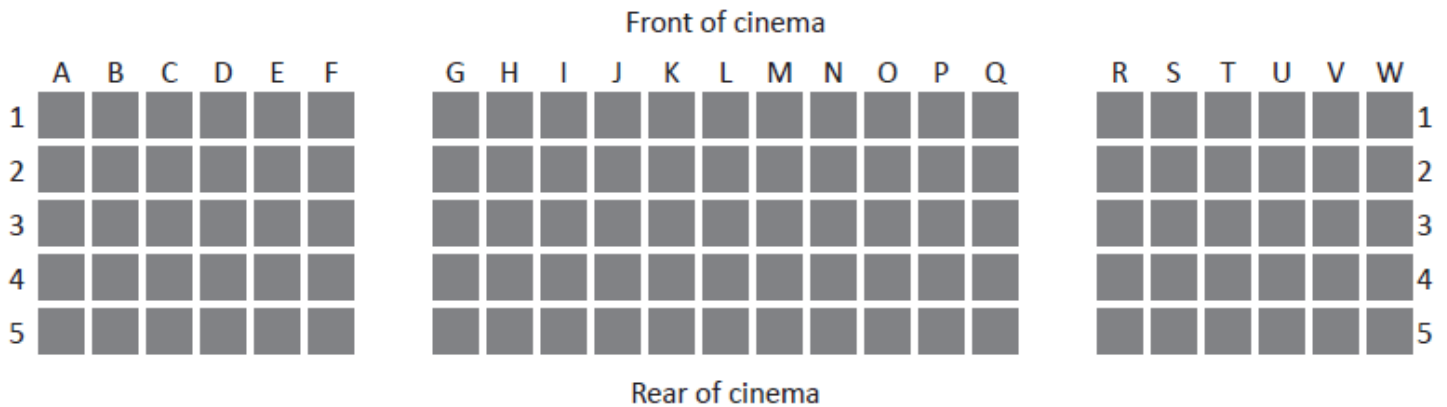
Question 4 – Write the coordinates and the quadrant for each point labelled.



- A = (_____ , _____) Quadrant : _____
- B = (_____ , _____) Quadrant : _____
- C = (_____ , _____) Quadrant : _____
- D = (_____ , _____) Quadrant : _____
- E = (_____ , _____) Quadrant : _____
- F = (_____ , _____) Quadrant : _____
- G = (_____ , _____) Quadrant : _____
- G = (_____ , _____) Quadrant : _____

Question 5 – Look at the following Cinema Plan. Use the clues to find who is sitting where.

CINEMA 2
Screen



The following seats were booked by 6 different people. Read the clues then fill in the table.

- Clue 1** Jack is sitting in E4.
- Clue 2** Molly is 2 rows directly in front of Jack.
- Clue 3** Trent is 2 seats to the left of N3.
- Clue 4** Carly is 12 seats to the right of Molly.
- Clue 5** Brian is on Carly's left.
- Clue 6** Lim is directly behind Trent.
- Clue 7** Zac is 6 seats to the right of Molly.
- Clue 8** Ella is on Lim's left.
- Clue 9** Will is in an aisle seat in row 3 in the section on the far right.

Name	Seat
Molly	
Jack	
Trent	
Brian	
Carly	
Lim	
Zac	
Ella	
Will	

Physical Development and Health PD/H

Water Safety



Read the following scenario:

You are swimming in a river or creek with your friends. One of your friends calls out to you for help.

You are not a very good swimmer, what would you do?

- a) Jump straight into the water and try to help them?
- b) Run to get help?
- c) Lie down on the ground and try to reach with a stick or throw something that floats?
- d) Think they are playing and ignore them?

Write a paragraph explaining your answer including why you didn't pick the other options.

Afternoon Activity - BTN

BEHIND THE NEWS

FOCUS QUESTIONS. BEFORE. DURING. AFTER. CONCEPT MAP. MAKING CONNECTIONS.

Name: _____

Episode: _____

BEFORE THE EPISODE

What do you already know about the given 'BTN' episode?

AFTER THE EPISODE

What do you still wonder after viewing the given 'BTN' episode?

MAKING CONNECTIONS

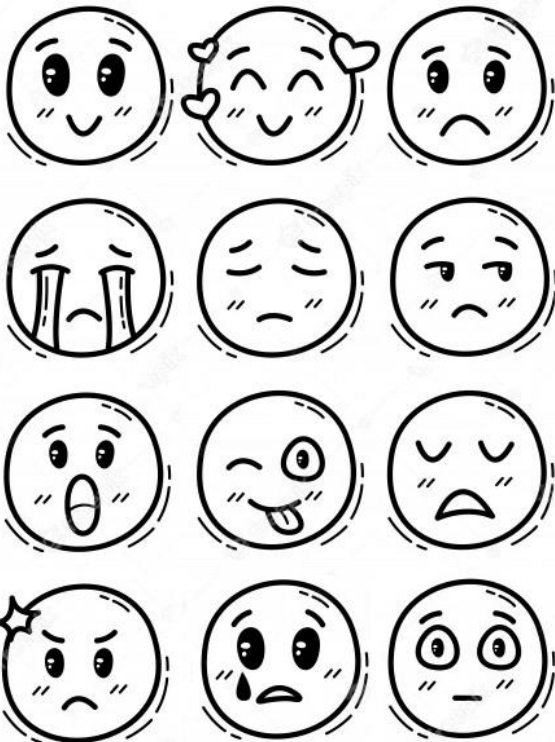
Did this 'BTN' episode remind you of something? Can you relate to this episode? Using the lines below, write about a personal experience or time in your life that relates to the episode that you have just viewed.

No Access? Create your own BTN segment.



Check In

How do you feel about your day?



What is something that you felt you were successful in completing today?

What was something you found hard today and would like help with?



Friday

Lesson 120 • Simple Machines

Name _____



Important Information

To find the most important information in a text, we need to look for the words, phrases or sentences that are the most closely connected to the subject being written about.

Read the passage.

In paragraph 1, circle three verbs that tell us what screws do.

In paragraph 3, highlight the tool that is needed to turn a screw.

Screws hold things together, and lower and raise things.

A screw is an inclined plane wrapped around a cylinder. The inclined plane forms a ridge along the cylinder. This ridge is called the thread of the screw.

As a screw is turned by a screwdriver, it turns a greater distance than it moves forward. The turning motion becomes a forward motion.

A Greek mathematician called Archimedes invented a screw machine more than 1200 years ago. It was used to lift water into fields and out of ships.

In paragraph 2, underline the sentence that gives the best description of a screw.

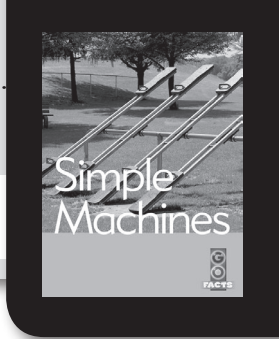
In paragraph 4, colour the sentence that tells us what the first screw machine was used for.

Colour the correct answers.

- Which **three** sentences tell us how a screw works?
 - Screws hold things together, and lower and raise things.
 - A screw is an inclined plane wrapped around a cylinder.
 - The inclined plane forms a ridge along the cylinder.
 - This ridge is called the thread of the screw.
 - As a screw is turned by a screwdriver, it turns a greater distance than it moves forward.
 - The turning motion becomes a forward motion.
 - A Greek mathematician called Archimedes invented a screw machine more than 1200 years ago.
- Of the three sentences you chose in question 1, write out the one you think best sums up what screws are used for.

Lesson 120 • Simple Machines

Name _____



Read the passage.

In paragraph 1, circle two verbs that tell us what a wheel fitted with an axle does.

In paragraph 2, highlight the example of a wheel and axle.

A wheel with a rod, called an axle, through its center can lift and move loads.

The axle is joined to the wheel. When either the wheel or axle turns, the other part also turns. The steering wheel in a car is a wheel and axle.

The circle turned by a wheel is much larger than the circle turned by the axle. The longer distance turned by the wheel makes the axle turn more powerfully.

A wheel and axle is often used with gears. A gear is a wheel with cogs around its edge. Several gears can be connected, so that their cogs lock into each other.

In paragraph 3, put a box around the words that tell us what gives an axle its power.

In paragraph 4, colour the sentence that tells us what a gear is.

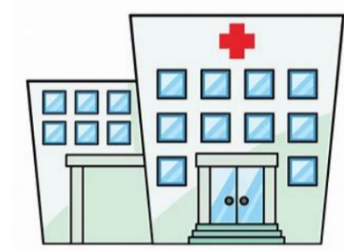
- 1 Write out the sentence in the passage that best describes what a wheel fitted with an axle can do. _____

- 2 Find and write out two sentences in the passage that give examples of ways a wheel and axle can be used. _____

- 3 Find and write out the sentence in the passage that tells us how a wheel and axle work together. _____

Sadako and the Thousand Paper Cranes

Chapter Four – A secret no longer



Listen to a reading of Chapter 4 <https://youtu.be/tnbXxEnvkzQ>

Write a summary of Chapter 4

Answer the following questions

1. Does the title of this chapter reflect what happens in the chapter? Why/Why not?

2. How is Sadako feeling at the end of this chapter?

3. Why is leukemia also known as 'the atom bomb disease'?

Vocabulary Task

Create your own definition for each word, then use a dictionary to find the meaning.

Pang	Fused
Dictionary Definition:	Dictionary Definition
Murmur	Miserable
Dictionary Definition	Dictionary Definition

What sentence best summarizes chapter 4?

- A) Sadako was taken to the hospital. Her family was very sad because they found out Sadako had leukemia.
- B) Sadako fell while she was running. In the hospital the family was told that Sadako was ill with leukemia. The family and Sadako were terrified.
- C) Sadako's secret finally was discovered. She felt really ashamed for keeping it from her family for a long time. She should have told them earlier she had leukemia.
- D) Sadako fell while she was running. She thought it was no big deal. However, her family still took her to the hospital.

Year 6 Maths – Term 3, Week 9 – Patterns and Algebra – FRIDAY – Lesson 5

Timetables

Hardcopy – Complete the times table grid

Online – Complete your answers in your MS Form

Rate how you think you went:

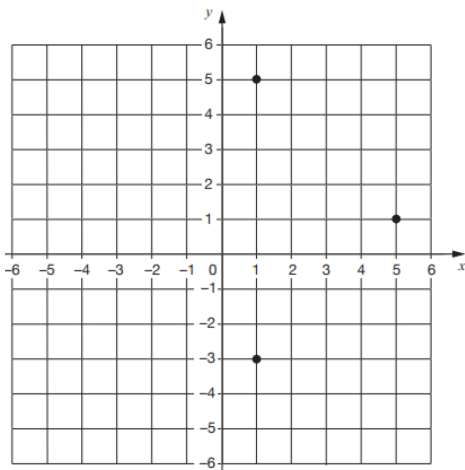


Friday Week 9					
1	$40 \div \square = 8$		11	$70 \div \square = 7$	
2	$\square \div 6 = 1$		12	$42 \div 7 = \square$	22
3	$\square \times 2 = 14$		13	$81 \div 9 = \square$	23
4	$2 \times 4 = \square$		14	$\square \times 7 = 63$	24
5	$28 \div 4 = \square$		15	$3 \times 10 = \square$	25
6	$\square \div 3 = 6$		16	$\square \div 4 = 3$	26
7	$1 \times \square = 7$		17	$9 \times 10 = \square$	27
8	$30 \div \square = 10$		18	$\square \div 5 = 10$	28
9	$\square \times 8 = 8$		19	$7 \times \square = 21$	29
10	$9 \times \square = 72$		20	$8 \times \square = 24$	30

Coordinates - Problem Solving

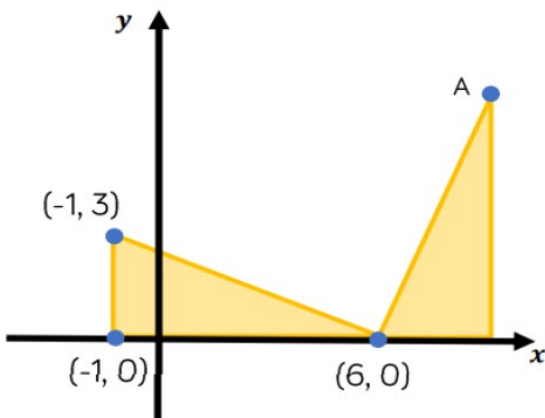
Q1) Layla draws a square on the coordinate grid below.

Three of the vertices are marked.



What are the coordinates of the missing vertex (corner) of the square? (_____ , _____)

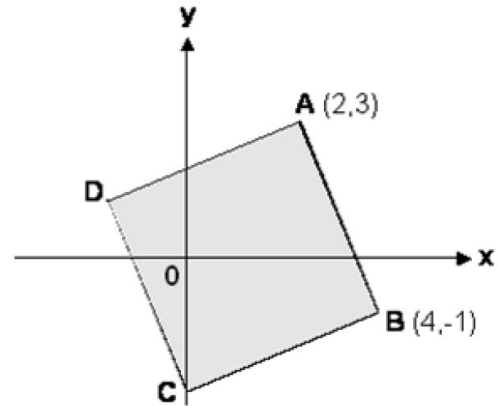
Q2) The diagram shows two identical triangles. They have the same length sides but have been turned. The coordinates of three points are shown below.



What are the coordinates of A? (_____ , _____)

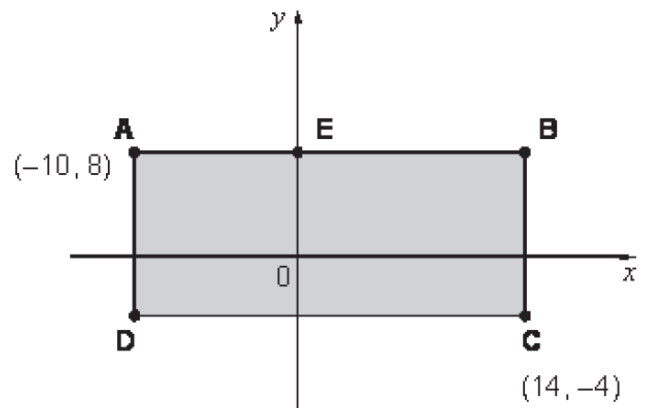
Q3) The shaded shape ABCD is a **Square**.

Because it is a square, it has equal side lengths.



What are the coordinates D? (_____ , _____)

Q4) The diagram below shows the shaded shape ABCD which is a rectangle. The sides of the rectangle are parallel to the axes.

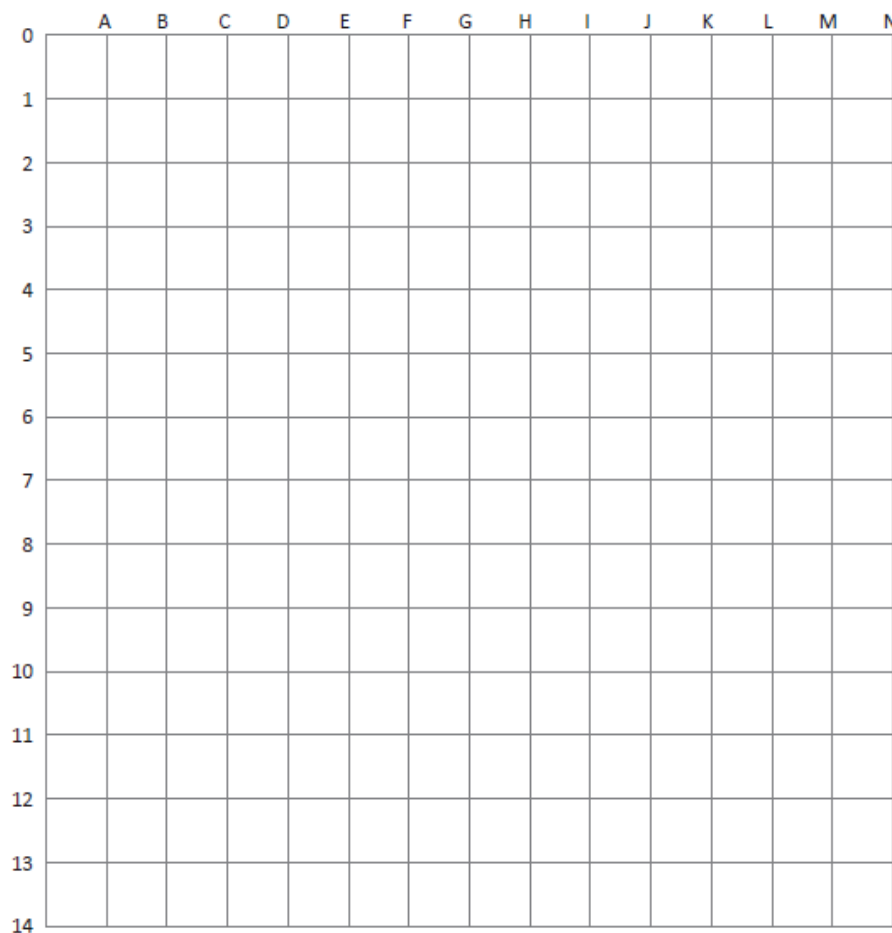


What are the coordinates of B? (_____ , _____)

What are the coordinates of D? (_____ , _____)

What are the coordinates of E? (_____ , _____)

Create a design by connecting the coordinates below. Use a sharp pencil and a ruler.



Connect these coordinates, work down each column and tick each one off as you go.				
G1	K9	C11	E3	E11
to	to	to	to	to
I3	K11	C9	G1	G7
I3	K11	C9	I3	C9
to	to	to	to	to
K3	I11	A7	G7	G7
K3	I11	A7	K5	C5
to	to	to	to	to
K5	G13	C5	G7	G7
K5	G13	C5	K9	E3
to	to	to	to	to
M7	E11	C3	G7	G7
M7	E11	C3	I11	
to	to	to	to	
K9	C11	E3	G7	

Extension Work – optional but highly recommended to attempt

Write your answers below.

CONTINUE THE LINE

A line is drawn on a grid. It passes through the coordinate points (1, 6), (3, 4), and (5, 2).

- a) What are the next 2 coordinate points that the line will pass through to the right of (5, 2)?
- b) What is the next coordinate point that the line will pass through to the left of (1, 6)?

Extension

A rectangle is drawn on a grid. One corner is at (1, 0) and the other corner is at (3, 12).

The area of the rectangle is $\frac{1}{5}$ of the total area in the grid. What are the coordinate points of the top right-hand corner of the grid?

Hint: The bottom corner must be (0, 0) and the height of the grid is 12.

Strategy hints!

- ★ Look for the important words in the question.
- ★ Use a drawing.
- ★ Think logically.

a) _____

b) _____



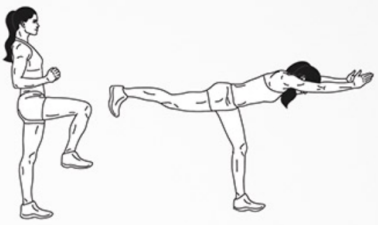



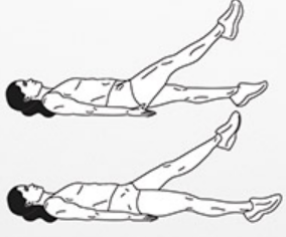

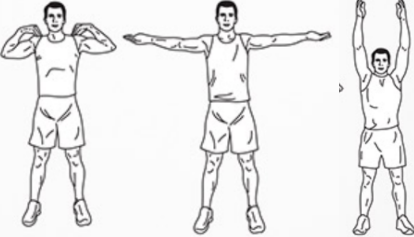



Extension: _____

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

Spectacular Me

Warm Up

Rest
 Up to 2 minutes.

ACTIVITY	ENJOYMENT	REPS
ACTIVITY 1 		4 Single Leg/Leg Squats
ACTIVITY 2 		4 Single Leg Deadlifts
ACTIVITY 3 		10 Plank Rotations
ACTIVITY 4 		10 Flutter kicks laying on your back
ACTIVITY 5 		20 Shoulder taps
ACTIVITY 6 		20 Bicep Extensions

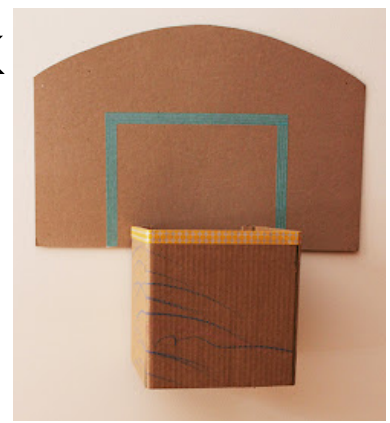


Basketball Door Trick Shot Challenge.

If you have a Basketball hoop or Netball ring feel free to use these

Equipment Needed:

- > A hoop (Basketball hoop/Netball ring or a home made hoop)
- > A ball (basketball/netball, Paper ball or sock ball.



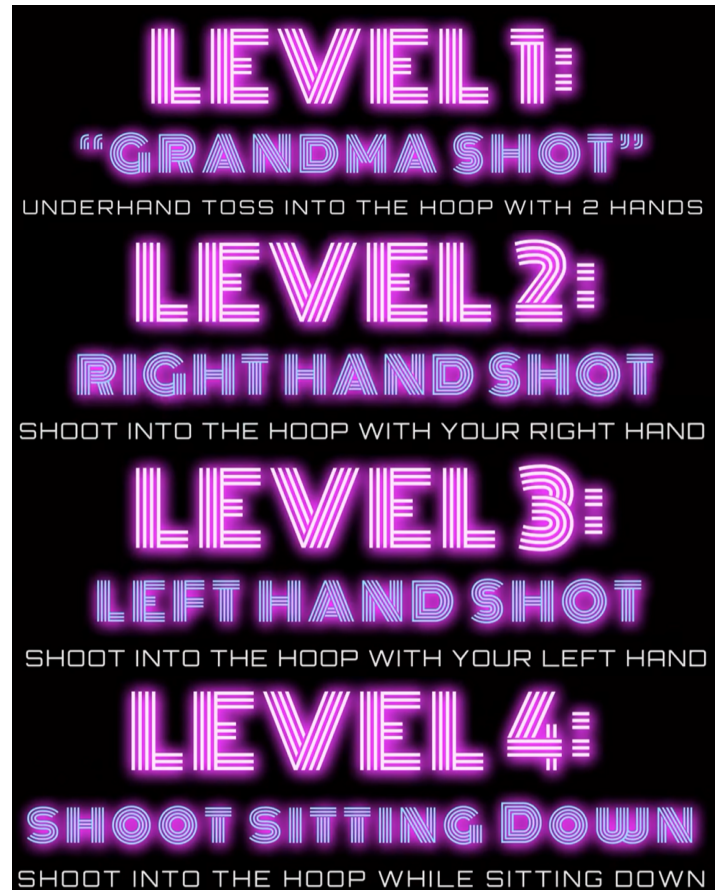
Task:

- > Create a variety of trick shots you will try and complete.
- > Try and complete the following shots within the given time limit.
- > Try and see how many shots in a row you can get without missing from a set distance.
- > Can you create a trick shot sequence that involves landing at least 3 different shots in a row?

Safety

Note if you are using a basketball or netball please stay outside and use the Basketball hoop or Netball ring.

If you are using your door and cardboard box as your basketball along with your rolled up socks as the ball, please make sure there are no breakable items around.



Challenge Time

You have 1 minute to complete each trick shot in the order of the list provided. If you miss a shot, you must attempt that shot again before moving to the next shot on the list. **Can you do it?**

Describe the trick shot/s you created below, providing detail on how to successfully complete each one and the materials you will need.



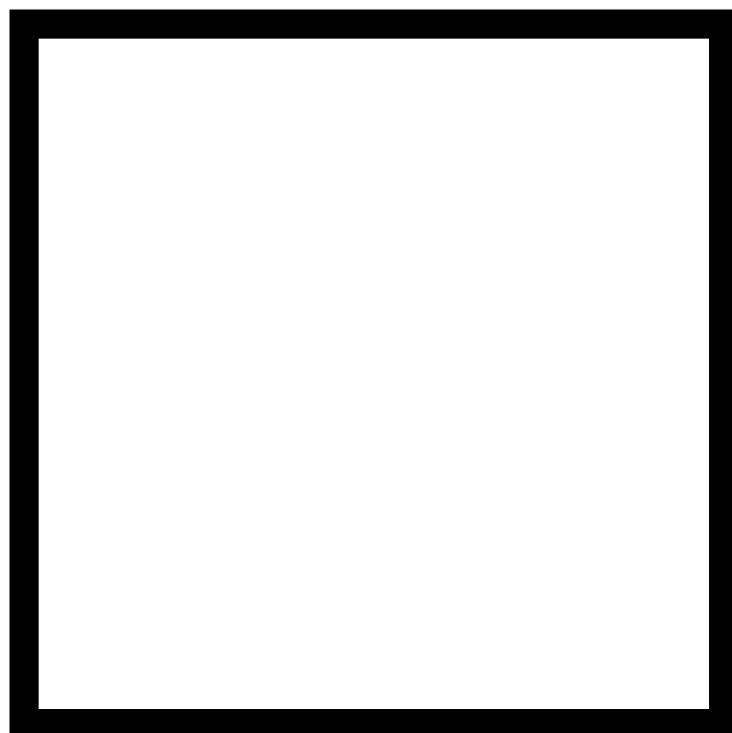
What was your best record of scoring a basket without missing?

Were you able to complete the challenge in 1 Minute?



How did you enjoy this Task?
What did you like? What did you dislike. What did you find easy? What was hard?

Draw an example of one of your created trickshots.



Online can upload a short video or photo.

Stage 3 Friday Term 3 Week 9 - Recipe

Time to wind down for the week.

Find a fun and easy recipe to make with someone in your house. This could be hot chocolate, mug cake that can be cooked in the microwave or a special popcorn recipe ready for a movie night.

Record the recipe in the space below