

HOME LEARNING



Learning at Home Booklet 6

Term 3, Week 10

(13th September – 17th September)

Year 6

Name: _____

Class: _____



Stage 3 Online Resources

Mangahigh

<https://www.mangahigh.com>

Teachers have assigned work for students and once this is completed they can free play at their own level. A great, fun resource to practice key concepts.

Literacy Pro

<https://slz04.scholasticlearningzone.com/resources/dp-int/dist/#/login3/student/AUSXD8C>

All students have an online account set up for Literacy Pro. Teachers have assigned work for students to complete. They can read books of their choice and complete the quiz.

Scholastic Learn at Home

<https://classroommagazines.scholastic.com/support/learnathome.html>

Scholastic have put together packages which include books and videos designed to build knowledge of a subject.

Go Noodle: At Home

<https://family.gonoodle.com/>

Copy the routines from the clip for physical activity inside.

National Geographic: For Kids

<https://www.natgeokids.com/au/category/kids-club/>

Navigate your way around this website to find information.

Read Theory

<https://readtheory.org/auth/login>

Login to complete your reading and comprehension tasks

ABC Education

<https://education.abc.net.au/home#!/resources/-/all/all/all>

Select appropriate year level at the top and choose your area of learning.

Kids News

<https://www.kidsnews.com.au>

Great site for kid's news articles and learning about different animals and events.

Year 6 Timetable - Week 10

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Task 1: Reading <i>The Ghost of Mount Fuji</i> Highlight technical language and find meanings</p> <p>Task 2: Spelling Look Cover Write Check</p> <p><u>Spelling Activities:</u> definitions, word builders and fancy font</p> <p>Task 3: Writing & Grammar Correct the spelling mistakes Using different conjunctions Writing activities: 'Father Figure/Inspiring person'</p>	<p>Task 1: Reading <i>The Ghost of Mount Fuji</i> Find the visual clues and highlight them in yellow</p> <p>Task 2: Spelling Look Cover Write Check</p> <p><u>Spelling Activities:</u> Synonyms, antonyms, unjumble words, pictures</p> <p>Task 3: Writing & Grammar Dictionary Scavenger Hunt Modal verbs activity Creative Writing: story from a picture.</p> <p>Task 4: Maths Drills Day 2</p> <p>Task 5: Word Problems Factors and multiples</p> <p>Task 6: Mathematics Highest Common Factors</p>	<p>Task 1: Reading <i>The Ghost of Mount Fuji</i> Identify the purpose of the text using vocabulary</p> <p>Task 2: Spelling Look Cover Write Check</p> <p><u>Spelling Activities:</u> Syllables and comic strip</p> <p>Task 3: Writing & Grammar Quick Writing task (15 minutes) Fronted Adverbials activity Writing prompt: Fronted Adverbials</p> <p>Task 4: Maths Drills Day 3</p> <p>Task 5: Word Problems Factors and multiples</p> <p>Task 6: Mathematics Multiple Madness Monster Multiples</p>	<p>Task 1: Reading <i>The Ghost of Mount Fuji</i> Summarise the main idea of the passage</p> <p>Task 2: Spelling Look Cover Write Check</p> <p><u>Spelling Activities:</u> Rhyming words, boggle and create a word web</p> <p>Task 3: Writing & Grammar Spot the Mistake! Sentence punctuation. Fronted adverbials for Time + writing application activity. Boggle Challenge</p> <p>Task 4: Maths Drills Day 4</p> <p>Task 5: Word Problems Factors and multiples</p> <p>Task 6: Mathematics Lowest Common Multiple</p>	<p>Task 1: Reading <i>The Ghost of Mount Fuji</i> Answer the questions and draw something</p> <p>Task 2: Spelling Look Cover Write Check</p> <p><u>Spelling Activities:</u> Number code and spelling test</p> <p>Task 3: Writing & Grammar Editing activity: Sydney Opera House Colour by Word Classes Writing activity: A Reflection</p> <p>Task 4: Maths Drills Day 5</p> <p>Task 5: Word Problems Factors and multiples</p> <p>Task 6: Mathematics Prime and Composite Numbers</p>
"Let Loose" on Lockdown				
<p>Movie Review Watch a movie of choice and review it.</p> <p>Cooking Challenge Help cook a meal and record the recipe.</p>	<p>Dream Holiday Plan an Australian holiday.</p>	<p>Combination Drawings Find objects and create a drawing from them.</p>	<p>STEM Engineering Paper Airplane challenge.</p>	<p>Family Time Play a board game with a family member.</p>
Optional Tasks				
These tasks can be completed at any time during the week.				
<p>Visual Arts Cardboard Stack Sculpture</p>	<p>Music Write About Music</p>	<p>Science Let's Light it Up</p>	<p>PDH/PE PDH- How can I keep myself and others safe (Support networks) PE - PE – Underarm throw and catch</p>	<p>Mindfulness Breathe Board <i>Inhale in, Exhale out</i> colouring in</p>

THE GHOST OF MOUNT FUJI

1. Long ago in a bleak region of Japan, there lived a gigantic woodsman named Visu. He shared his abode with his spouse and offspring.
2. One day, an ancient priest visited Visu and chastised him for not praying. Visu justified his actions by remarking how extremely busy he was with his dependents, leaving him little time to pray. His reply made the priest very angry, so he described vividly Visu's rebirth as a toad, mouse or insect and the horrors to be endured for eternity. This dire prediction frightened Visu so badly he resolved to pray more diligently.
3. Visu prayed ceaselessly day and night, forsaking all other activities. Soon the meagre rice crops withered, and the family began to starve. Finally, his wife, who had never before uttered an unkind word, reprimanded him bitterly for his laziness. She pleaded for him to work instead of constantly mumbling in prayer. At first Visu was taken aback by his wife's comment, then he replied, 'Wife, the gods must come first! Do not address me in such a disrespectful manner! From now on, I want nothing at all to do with you!' He grabbed his axe, abandoned his family and ascended foggy Mount Fuji.
4. Visu found a secluded place but was soon interrupted by the movement of a fox who sped by and disappeared into the bushes. 'What a lucky omen this is!' thought Visu, and he pursued the fox as it navigated its way through the woods.
5. He was about to abandon the chase when he entered a clearing where two women were reclined near a brook while playing go*. Visu was so captivated by the sight that he sat down nearby to watch. The gentle sounds of the babbling brook, the click of the game pieces as they were moved around the board, the unhurried movements of the women's hands and their lustrous, black hair mesmerised Visu and time passed without notice.
6. His concentration was shattered abruptly when one of the players made an incorrect move. 'Wrong move, beautiful lady!' he cried out. Instantaneously, the women transformed into foxes and fled the clearing. Visu tried to pursue them, but his limbs were stiff and his long, snowy beard tangled around his feet. His axe crumbled into sawdust. Laboriously, he made his way home only to find it had disappeared. 'Where is my home?' he queried an old woman. 'I left home in the afternoon, and this evening, it is gone.'
7. 'You must be insane!' she replied. 'Visu vanished three centuries ago! His wife and descendants are buried. If you are Visu, as you claim, you deserve to be punished eternally by the gods for neglecting your family!'
8. 'I am a pitiful creature indeed to have prayed constantly while my family starved', wailed Visu sorrowfully. 'Heed my last words: "If you pray, you must work, too!"'
9. With that parting remark, a repentant Visu retreated to the mountain, where his ghostly spirit still haunts Mount Fuji each night as the moon rises.

Comprehension Corner – MONDAY ACTIVITY

The Ghost of Mount Fuji (passage is located at start of the wk)

WALT: to highlight technical languages or terms and find their meaning

Language and Features

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

Read the text aloud and think about the language used. Where are the examples of technical language in the text? Highlight in RED.

What other language features are used in the text and how are they effective?

Think about what you already know about the topic to help you understand this text.

Identify words or terms (technical words, scientific words, unknown words) and be 'word detectives' to find or uncover the meaning. Highlight them in GREEN.

Can you read them in a sentence to discover their meaning? Alternatively, look them up and write their meanings below.

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2. One day, an ancient priest visited Visu and chastised him for not praying. Visu justified his actions by remarking how extremely busy he was with his dependants, leaving him little time to pray. His reply made the priest very angry, so he described vividly Visu's rebirth as a toad, mouse or insect and the horrors to be endured for eternity. This dire prediction frightened Visu so badly he resolved to pray more diligently.
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9. With that parting remark, a repentant Visu retreated to the mountain, where his ghostly spirit still haunts Mount Fuji each night as the moon rises.

Year 6 Spelling - Look, Cover, Write, Check (Week 10)

Spelling Words	Monday	Tuesday	Wednesday	Thursday	Friday
abode					
Japan					
spirit					
gigantic					
Fuji					
pray					
eternity					
vividly					
ghostly					
secluded					
ascended					
abandoned					
repentant					
mesmerised					
meagre					
lustrous					
instantaneously					
laboriously					
reprimanded					
descendants					

****Extension words are highlighted**

SPELLING ACTIVITIES

MONDAY

1. Find the definitions of the following list words.

abode	
eternity	
meagre	
descendants	
abandoned	
repentant	

2. Create word builders for 5 of your list words by adding:

ed s es ing est er ion

List word	Word builder

3. Write your words in a fancy font.

FUJI

MONDAY: Writing and Grammar

Correct the SPELLING mistake: There is 1 spelling error per sentence to find and fix!

1. The phone would sometimes interfere with the tv signal. _____
2. Rosie was extremely attached to her teddy bear. _____
3. She didn't know what to suggest. _____
4. Jo's favourite lesson was physical education. _____
5. The child had a guilty conscience. _____
6. Samera thought his face was familiar. _____
7. The government building was magnificent. _____
8. A shower was installed for the convenience of swimmers. _____

Using Different Types of Conjunctions:

- Choose a coordinating conjunction from the box to complete the sentences.

and, but, or, so

1. I listened to the weather forecast _____ put an umbrella in my bag.
2. I enjoy playing hockey _____ it's not my favourite sport.
3. We could go to the park _____ the cinema.

- Choose a subordinating conjunction from the box to complete the sentences.

although, because, even if, so that, whenever

1. My brother is grumpy _____ he has to do his homework.
2. I will always support my local team _____ they always lose.
3. He goes overseas for holidays _____ he doesn't like flying.
4. My dad has fixed my bike _____ I can take it to the park.



MONDAY: Writing and Grammar



PROCEDURAL TASK: Father Figure



Recipe for My _____

Think about a role model that you appreciate having in your life after Father's Day last weekend. Think about what makes this person special and unique.

Write a recipe that someone else could follow to make their own special version of this person. Be creative!

Ingredients

Method

Firstly _____

Next

The Finished Product!
(draw the person here)

A large empty rectangular box intended for drawing the finished product.

Maths Drills Day 1

Whole Number

Write these numbers:

- 1) seven hundred and sixteen
- 2) forty thousand, eight hundred and five
- 3) nine hundred and seventy five thousand, five hundred and thirteen

1)
2)
3)

Multiplying by 10

Record the number:

- 1) $8 \times 10 =$
- 2) $11 \times 10 =$
- 3) $81 \times 10 =$
- 4) $5.7 \times 10 =$
- 5) $728.405 \times 10 =$

1)
2)
3)
4)
5)

Multiplying by 100

- Record the number:
- 1) $10 \times 100 =$
- 2) $32 \times 100 =$
- 3) $980 \times 100 =$
- 4) $1.615 \times 100 =$
- 5) $90.203 \times 100 =$

1)
2)
3)
4)
5)

Triangle Numbers

- What are the next 4 triangle numbers in this sequence?
- Draw a picture below and record the answers.

1 dot 3 dots



1



2

Addition

1) $57 +$

68

2) $767 +$

599

Adding and Subtracting Fractions

1) $7\frac{1}{2} + 1\frac{1}{2} =$ _____

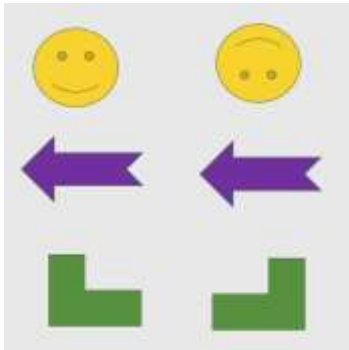
2) $\frac{5}{8} + \frac{5}{8} =$ _____

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

4) $1 - \frac{3}{8} =$ _____

1)
2)
3)
4)

Translate/Rotate/Reflect



Rounding Numbers

Round these to the nearest whole number:

○ 1) $75.04 =$ _____

○ 2) $976.359 =$ _____

○ 3) $496.555 =$ _____

1)
2)
3)

Fractions/Decimals/Percentages

$\frac{30}{100} = 0.3 = 30\%$

Record the following fractions as a decimal and a percentage:

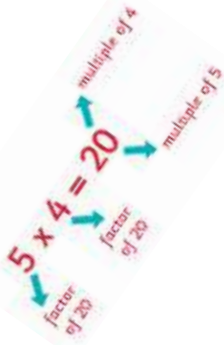
○ 1) $\frac{2}{100} =$

○ 2) $\frac{1}{10} =$

○ 3) $\frac{1}{5} =$

1)
2)
3)

Factors and Multiples



Word Problems

Factors
The numbers that are multiplied to get a given number
factors of 12:
(1, 2, 3, 4, 6, 12)

There will always be fewer factors, because there are a set number of ways to multiply to get a given number.

Multiples
The numbers you say when you skip-count by a given number
multiples of 12:
12, 24, 36, 48, 60, 72, 84, 96, 108, etc.

There will always be more multiples, because numbers are infinite!

Remember: 2 coloured pencils and a lead pencil.

- 1) Underline the question
- 2) Circle the key numbers and words
- 3) Do the maths

MUST DO:

1. Kamal has 6 cans of regular soda and 15 cans of diet soda. He wants to create some identical refreshment tables that will operate during the American football game. He also doesn't want to have any sodas left over. What is the greatest number of refreshment tables that Kamal can stock?

Think: Lowest Common Multiple

What are the multiples of 6: _____

What are the multiples of 15: _____

Circle the number that is common to both numbers and that will be your answer.

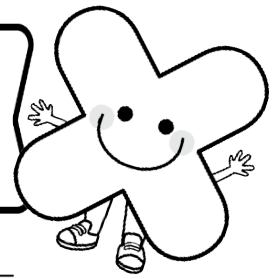
Therefore, the greatest number of tables will be: _____

CHALLENGE QUESTION:

Pencils come in packages of 10. Erasers come in packages of 12. Phillip wants to purchase the smallest number of pencils and erasers so that he will have exactly 1 eraser per pencil. How many packages of pencils and erasers should Phillip buy?

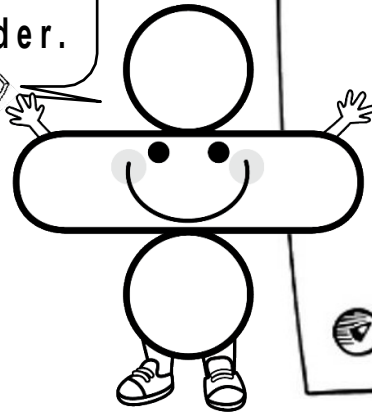
- 4 packages of pencils and 3 packages of erasers
- 5 packages of pencils and 4 packages of erasers
- 6 packages of pencils and 5 packages of erasers
- 12 packages of pencils and 10 packages of erasers

Finding Factors



Name: _____

A factor can divide evenly into a number with no remainder.



Factors are the numbers we multiply together to get another number.

$$5 \times 4 = 20$$

factor factor

multiple or product

The factors of 20 are 1, 2, 4, 5, 10, 20



- Instructions:** 1. Fill in the missing factors.
2. List the factors in ascending order.

1. 18 ___ x 18 = 18 2 x ___ = 18 ___ x 6 = 18

Factors of 18: _____

2. 36 1 x ___ = 36 2 x ___ = 36 3 x ___ = 36 ___ x 9 = 36 6 x ___ = 36

Factors of 36: _____

3. 56 ___ x 56 = 56 2 x ___ = 56 ___ x 14 = 56 ___ x 8 = 56

Factors of 56: _____

- Instructions:** 1. Work out the factors of the following numbers.
2. List the factors in ascending order.

Working out...

1. Factors of 12: _____

2. Factors of 24: _____

3. Factors of 42: _____

4. Factors of 96: _____

Fast Finisher: Using your calculator, list as many factors of 254 as you can.



"Let Loose" on Lockdown

Week 10

You have worked extremely hard and shown amazing resilience this term. Stage 3 teachers are very proud of you. Let's end the term with some fun activities 😊

"TIME FLIES WHEN YOU'RE HAVING FUN."

Movie Review

Watch a movie of your choice, complete a movie review, and answer the following questions. You could even turn it into a movie night with your family.



Cooking Challenge

Help your family cook a meal. Record the recipe and the procedure you need to follow to make the recipe accurately. Upload a photo of your finished product to your teacher on ClassDojo/SeeSaw.



Dream Holiday

Plan an Australian holiday to a holiday destination of your choice. Don't forget flights, accommodation, how much spending money you would need and what you'd like to see whilst there.



Combination Drawings

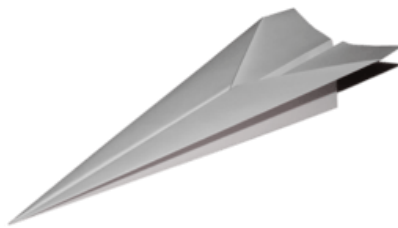
Find 10 objects and place them a piece of paper (all on the same sheet or separate sheets if you want, some of that depends on what objects you choose and their size). Now, turn those objects into something else. There's lots of room for creativity here! Add colour!



STEM Engineering

"Paper Airplane Challenge"

Using one sheet of paper, can you make a paper airplane that flies the furthest distance. Challenge a family member to see who can get the furthest distance.



Family Time

Play a board game with a family member.



Film Review

Grab some popcorn and watch a movie of your choice. Complete the following movie review on the movie you watched.



Movie Title: _____

Genre: (Drama, comedy, action/adventure, animation, sci-fi, fantasy)

Setting:

Time: _____

Place: _____

Summary of Movie:

Who is your favourite character and why?

Did you like this movie? Why or why not?

Who would you recommend this movie to and why?

Cooking Challenge

Help your family cook a meal. Record the recipe and the procedure you need to follow to make the recipe accurately. Upload a photo of your finished product to your teacher on ClassDojo/Seesaw.

A recipe for ...

Ingredients

Equipment

Step by step instructions



Dream Australian Holiday



When lockdown ends NSW residents can't wait to travel again. Your task is to plan for your dream holiday to anywhere in Australia (for a maximum of 4 people – which must include 1 adults). However, the holiday plan must be within the budget given for this task, which is \$20,000.00 including planning for the return airfares, hotel accommodation for the holiday duration, transport fares, entry to sightseeing activities etc.

Place/places to visit: _____

Duration of holiday: _____

Who is going? _____

Flights & Transport (costs, airlines, Taxis, Uber, airport transfers, trains etc.)

Accommodation (hotel, motel, cabin etc., length of time)

Food

Sightseeing Activities

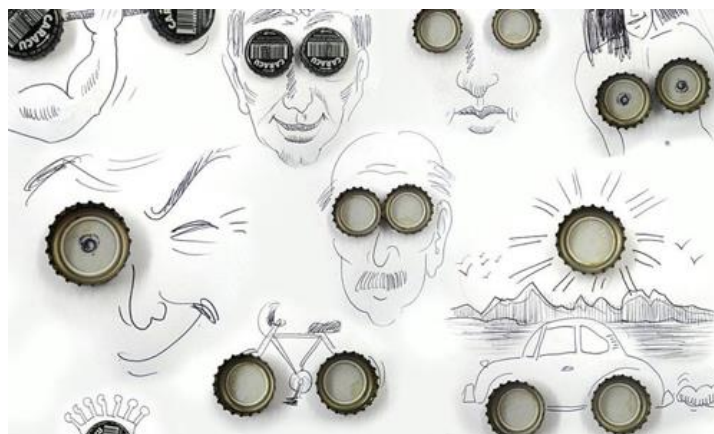
Weather/Climate

Important things to pack

Combination Drawings

Find 10 objects and place them a piece of paper (all on the same sheet or separate sheets if you want, some of that depends on what objects you choose and their size). Now, turn those objects into something else. There's lots of room for creativity here! Add colour! Have fun 😊

Examples:

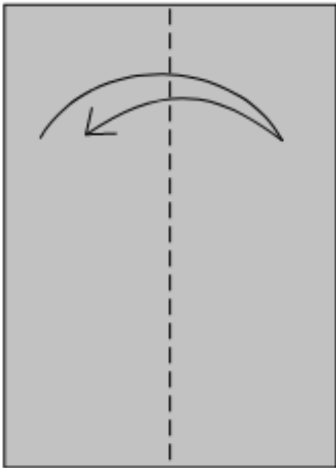


STEM Engineering Challenge: Paper Airplane

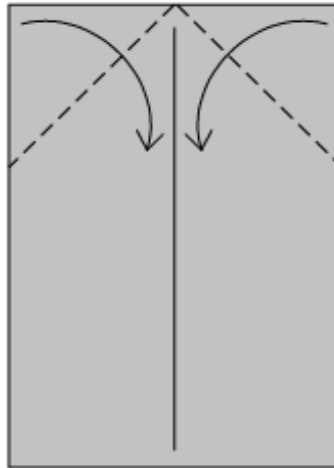
Using one sheet of paper, can you make a paper airplane that flies the furthest distance. Challenge a family member to see who can get the furthest distance. You may use the instructions below or use the internet to find another design.

The Dart

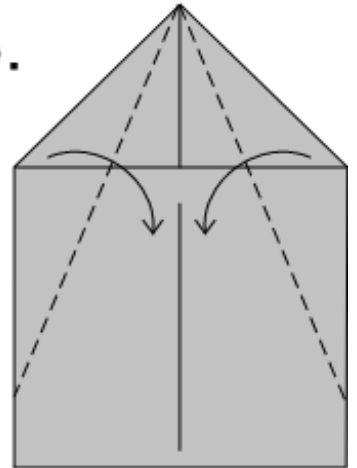
1.



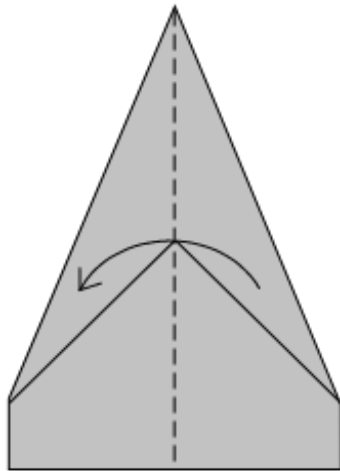
2.



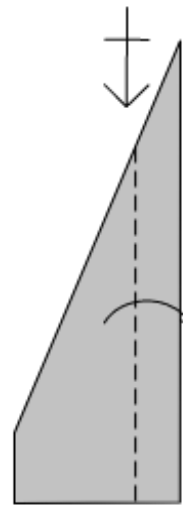
3.



4.



5.

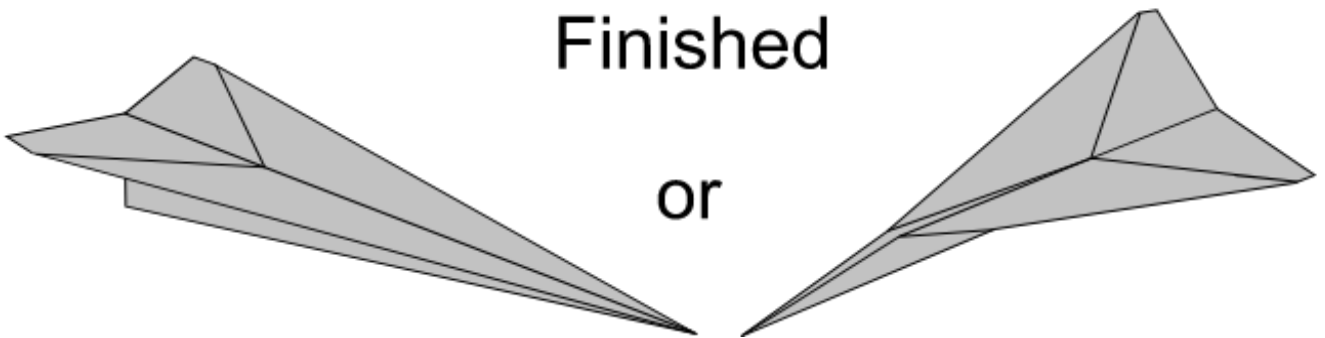


or



Finished

or





Cardboard Stack Sculpture



Ok, it's time for a creativity challenge! Get your cardboard and your thinking skills ready! Who can make the best cardboard sculpture in Stage 3?

Go on a treasure hunt around your home and find as much cardboard as you can - parts of cereal boxes, matchboxes, cardboard rolls, cardboard boxes, cardboard sheets, corrugated cardboard, coloured card - whatever you can find!

Cut the cardboard into shapes of your choice. At this stage you could decorate each shape with collage, paint, pens or mixed media such as beads, sequins or fabric.

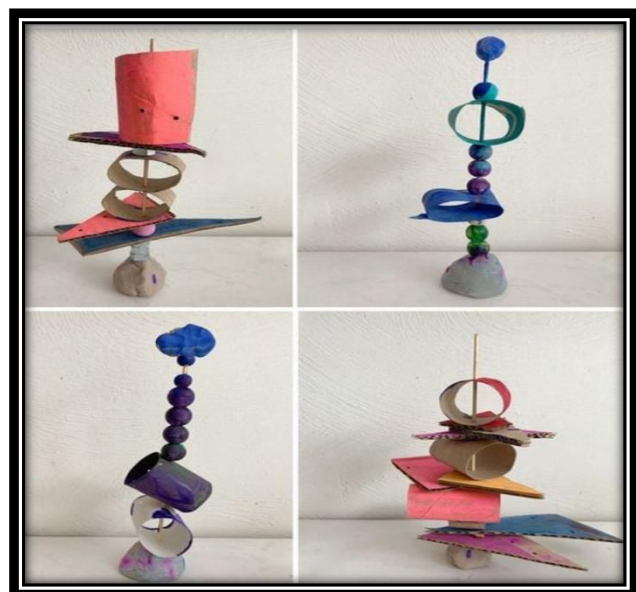
Figure out how to stack the shapes in a way that is balanced and secure so your stack stays up. The best trick for connecting shapes is to cut a slit into each shape and slide them together. You might want to include a base piece of card and connect your stack to that with tape, that's up to you.

Think about the design of your stack so it looks interesting and effective. Experiment with creating interesting spaces between the shapes and different ways to stack.

Put all your shapes together to make your awesome Cardboard Stack Sculpture and photograph it. You might like to hang materials from or wrap parts of your sculpture, to add to the design.

Have fun!

Here are some examples that you may like to get ideas from:



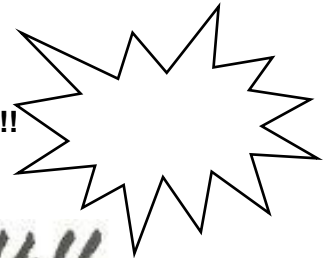
Comprehension Corner – TUESDAY ACTIVITY

The Ghost of Mount Fuji (passage is located at start of the wk)

WALT: Find visual cues which add more information to the story.

- ❖ Read text aloud. Find the visual cues (words/ phrases you can visualise happening) that add more information to the text. Highlight in YELLOW.

How many did you find?!!



THE GHOST OF MOUNT FUJI

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5. He was about to abandon the chase when he entered a clearing where two women were reclined near a brook while playing go*. Visu was so captivated by the sight that he sat down nearby to watch. The gentle sounds of the babbling brook, the click of the game pieces as they were moved around the board, the unhurried movements of the women's hands and their lustrous, black hair mesmerised Visu and time passed without notice.
6. His concentration was shattered abruptly when one of the players made an incorrect move. 'Wrong move, beautiful lady!' he cried out. Instantaneously, the women transformed into foxes and fled the clearing. Visu tried to pursue them but his limbs were stiff and his long, snowy beard tangled around his feet. His axe crumbled into sawdust. Laboriously, he made his way home only to find it had disappeared. 'Where is my home?' he queried an old woman. 'I left home in the afternoon, and this evening, it is gone.'
7. 'You must be insane!' she replied. 'Visu vanished three centuries ago! His wife and descendants are buried. If you are Visu, as you claim, you deserve to be punished eternally by the gods for neglecting your family!'
8. 'I am a pitiful creature indeed to have prayed constantly while my family starved', wailed Visu sorrowfully. 'Heed my last words: "If you pray, you must work, too!"'
9. With that parting remark, a repentant Visu retreated to the mountain, where his ghostly spirit still haunts Mount Fuji each night as the moon rises.

SPELLING ACTIVITIES

TUESDAY

1. Find synonyms and antonyms for the following list words.

List word	Synonym (same)	Antonym (opposite)
gigantic		
secluded		
eternity		
vividly		

2. Unjumble the list words and write them in a sentence.

➤ YRPA

➤ TSGOLHY

➤ SMEISDMEER

➤ UDLEDSEC

➤ OANBDAEND

3. Draw pictures that represent your list words. E.g. reflection

Tuesday: Writing and Grammar

Dictionary Scavenger Hunt! Use a dictionary to answer these questions:

1. Write a verb beginning with 'e' _____
2. What type of word is 'courteous'? _____
3. What does 'colossal' mean? _____
4. Write 3 words that begin with 'ph' _____
5. What is the definition of 'shoddy'?

6. What type of word is 'metallic'?



Modal Verbs: have lots of uses. They can be used to....

- show possibility or probability
- to express obligation or advice
- to talk about habits and abilities
- * to ask permission
- * to make offers and requests
- * to make questions by inversion

**Choose a modal verb and use it accurately in a sentence. Can you use 2 in a sentence? Can you start your sentence with a modal verb?*

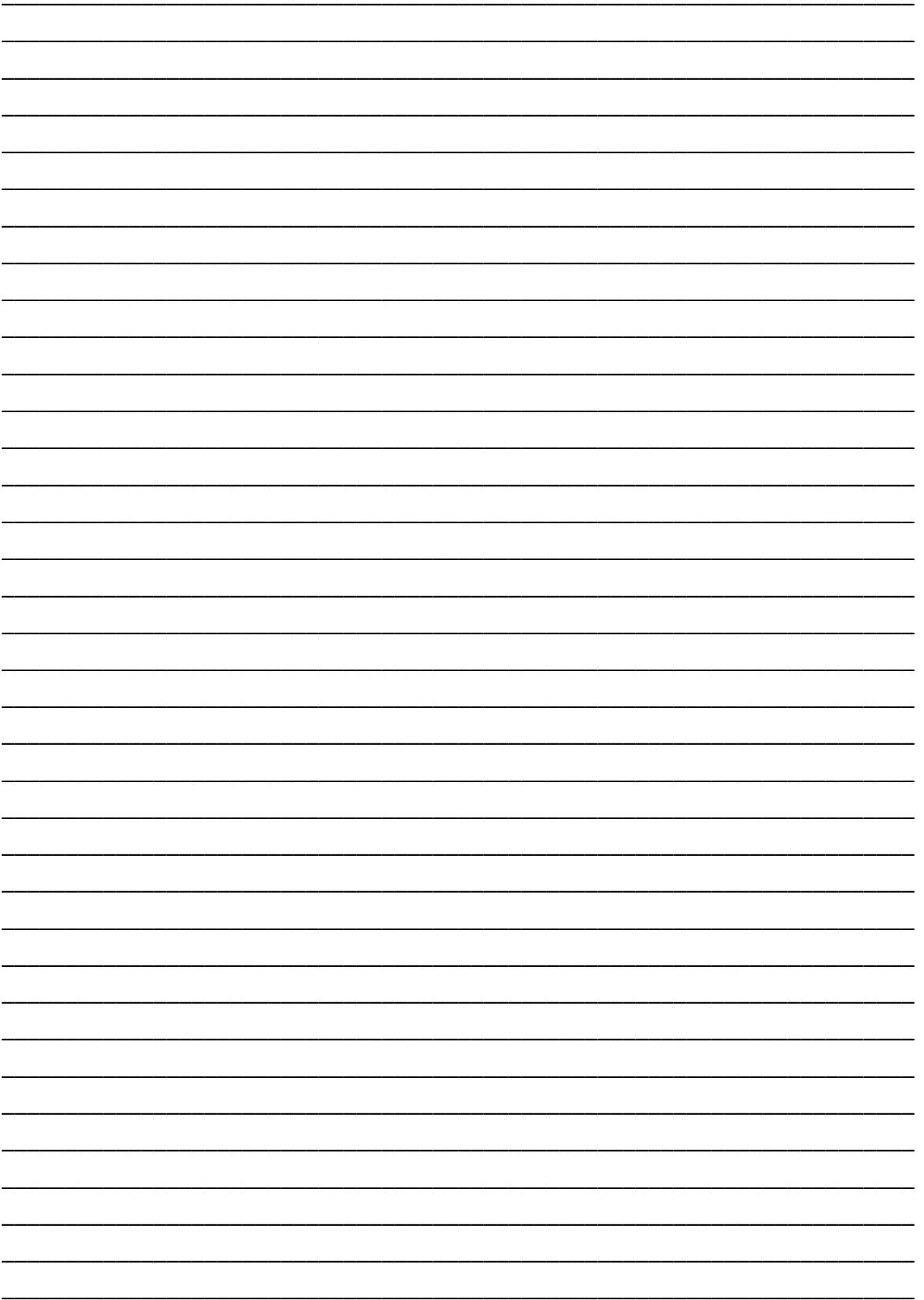
will	shall	should	cannot	would not
could	might not	can	must not	may
ought	could	might	must	would

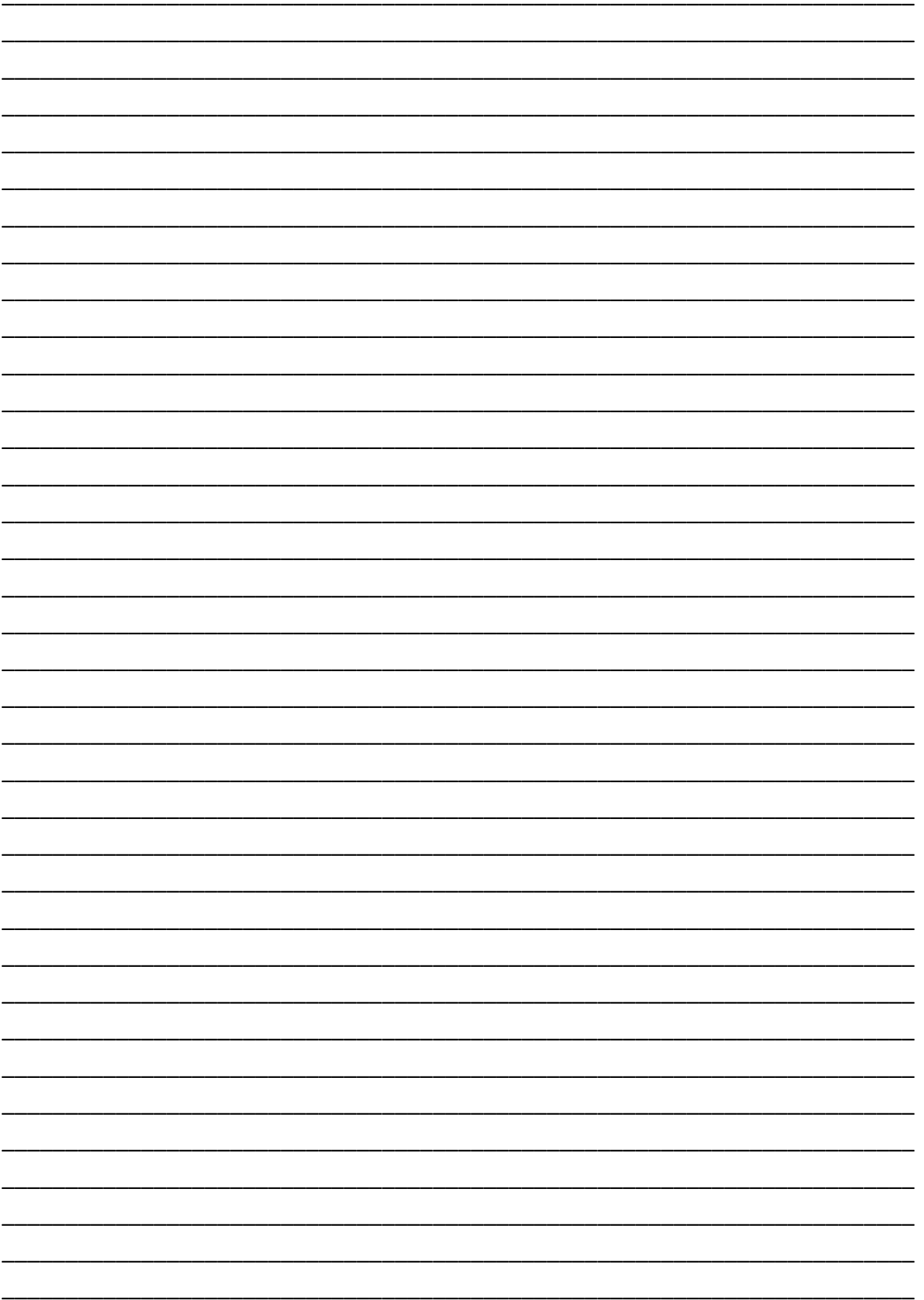
1. Example: "Should we pick up some dinner on the way home from school today?" asked Mum, "We could get KFC?"
2. _____

3. _____

4. _____

5. _____





Maths Drills Day 2

Expanded Notation

Record the number:

- 1) $700 + 20 + 8$
- 2) $2\ 000 + 90 + 7$
- 3) $8\ 000\ 000 + 400\ 000 + 1\ 000 + 600 + 30 + 1$

1)
2)
3)

Dividing by 10

Record the number:

- 1) $600 \div 10 =$
- 2) $380 \div 10 =$
- 3) $250 \div 10 =$
- 4) $91 \div 10 =$
- 5) $51.15 \div 10 =$

1)
2)
3)
4)
5)

Dividing by 100

Record the number:

- 1) $800 \div 100 =$
- 2) $110 \div 100 =$
- 3) $6\ 520 \div 100 =$
- 4) $13 \div 100 =$
- 5) $19.052 \div 100 =$

1)
2)
3)
4)
5)

Time

Record the digital time shown:



1)
2)
3)

Subtraction

1) 97

- 21

2) 715

-389

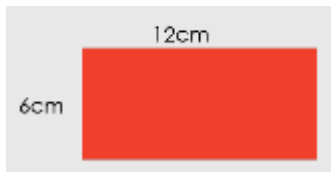
3D Objects

Name these objects:



Perimeter

What is the perimeter of these?



Round to the nearest 10th

- 1) 82.05 =
- 2) 909.61 =
- 3) 7.671 =

1)
2)
3)

Fractions to Percentage

$30/100 = 30\%$

Record the following fractions as a percentage:

- 1) $38/100 =$
- 2) $3/5 =$
- 3) $7/100 =$

1)
2)
3)

MUST DO:

Sapphire and Abe are shelving books at a public library. Sapphire shelves 5 books at a time, whereas Abe shelves 6 at a time. If they end up shelving the same number of books, what is the smallest number of books each could have shelved

Think: Lowest Common Multiple

What are the multiples of 5: _____

What are the multiples of 6: _____

Circle the number that is common to both numbers and that will be your answer.

Therefore, the smallest number of books will be: _____

CHALLENGE QUESTION:

Two neon lights are turned on at the same time. One blinks every 4 seconds and the other blinks every 6 seconds. In 60 seconds, how many times will they blink at the same time?

Highest Common Factor

Name: _____

HCF

30 and 40

30- 1, 2, 3, 5, 6, 10, 15, 30

40- 1, 2, 4, 5, 8, 10, 20, 40

HCF=10



When finding the **highest common factor**, follow the steps below:



1. **LIST** all the factors
2. **LOOK** for the highest factor that is the same
3. **RECORD** the answer!



Find the **highest common factor** of the numbers below:

1.

12 and 24

LIST
LOOK

12- _____

24- _____

RECORD

HCF=

2.

28 and 35

LIST
LOOK

28- _____

35- _____

RECORD

HCF=

3.

10 and 30

LIST
LOOK

10- _____

30- _____

RECORD

HCF=

4.

25 and 42

LIST
LOOK

25- _____

42- _____

RECORD

HCF=

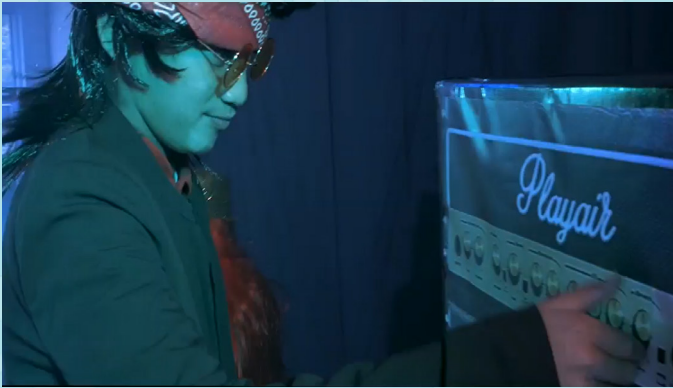
Write About Music

Find the stories behind the songs!

Music
Activities
Year 5-6

Materials: Pencil and paper

Time: 30 minutes



Learn

Songs have been used to tell stories throughout history to teach about the land we live in, ways to work with others, feelings we have and heroic adventures. Songs can be as simple as nursery rhymes like Humpty Dumpty or Three Blind Mice, and can be very complicated like symphonic music that is played by an orchestra.

Songs or pieces of music are often divided up into sections. The way these sections fit together is known as 'musical form'.

There are two sections that appear in most modern music. They are the 'verse' and the 'chorus'.

The chorus contains the main lyrical and musical idea in the song and tends to stay the same throughout the song. Verses feature similar melodies as the chorus but the lyrics in the verse are different each time around. The verse often tells the story of the song

A simple form of a song can be:

- Verse 1
- Chorus
- Verse 2
- Chorus
- Chorus

Most songs have sections other than verses and choruses, such as introductions, bridges (or 'middle 8s'), solos and pre-choruses.

Listen and Write

Choose two of your favourite songs and use the questions on the the next page to think about those songs.

Write your responses on the blank pages at the end of the activity.

Write About Music

Find the stories behind the songs!



Materials: Pencil and paper

Time: 30 minutes

Song Title	<ul style="list-style-type: none">• Does this give a clue to what the song is about?• Why do you think the song is called this?
Chorus	<ul style="list-style-type: none">• Does the title of the song appear in the Chorus?• What is the main message of the Chorus?• Do each of the lines in the Chorus rhyme or not? Can you give an example?• How does the music change? – does it get louder/ softer? Use different instruments? Have more people singing?• Are there lots of words in the Chorus or words that are repeated?
Verse	<ul style="list-style-type: none">• What parts of the story does each Verse tell?• Does the story in each Verse make a sequence of events? Write these down in order• Are there repeated words/ phrases in each Verse?• How many people are singing?• Does the music sound different to the Chorus? Describe some of the differences in sound you can hear.
End of the Song	<ul style="list-style-type: none">• How does the song end?• Does it repeat a phrase and fade out?• Does it have a definite finish?• Does it use music from the Chorus or Verse or does it have it's own music?
Form	<ul style="list-style-type: none">• Write out the Form of your song – list each section in order as you hear it.

Write About Music

Find the stories behind the songs!



Materials: Pencil and paper

Time: 30 minutes

Song One

Song Title

Chorus

Verse

End of the Song

Form

Write About Music

Find the stories behind the songs!



Materials: Pencil and paper

Time: 30 minutes

Song Two

Song Title

Chorus

Verse

End of the Song

Form

Comprehension Corner – WEDNESDAY ACTIVITY

The Ghost of Mount Fuji (passage is located at start of the wk)

WALT: to identify the purpose of the text, using vocabulary from the text.

1. Circle the text type.

informative

persuasive

imaginative

2. What is the purpose of the text? Why?

3. What is the main idea presented and how is it supported / developed?

4. What kind of information is the text telling us about?

5. What is the best way to organise and present an informative text?



SPELLING ACTIVITIES

WEDNESDAY

1. Break up words into their syllables and number the amount.

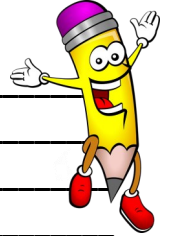
List word	Syllables	Number of syllables
Japan	Jap-an	2

2. Create a comic strip that tells a story using your list words

Wednesday: Writing and Grammar

Quick Thinking Writing! Time yourself to write about the topic for 15 minutes.

Topic: **What do you think happens inside the school buildings at night?
Are there any movements? Are there any sounds?**



A series of horizontal lines for writing, starting from the top of the page and extending down to the bottom. The lines are evenly spaced and cover most of the page's width.

Wednesday: Writing and Grammar

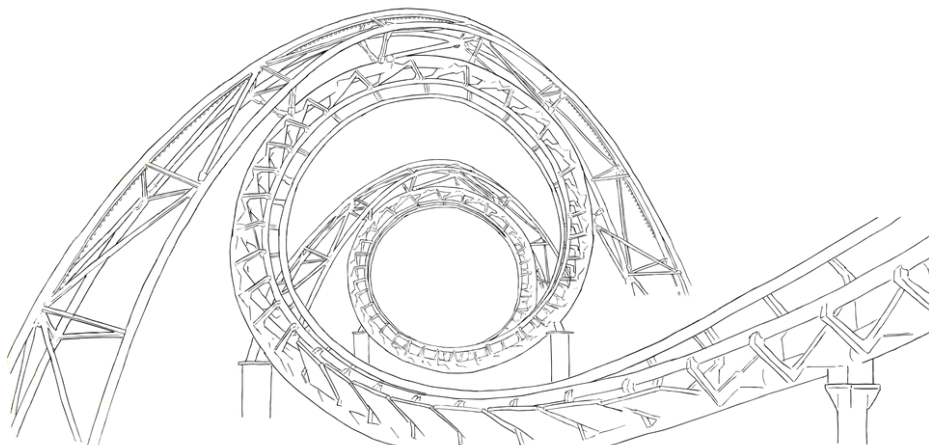
Fronted Adverbials

An **adverbial** is a phrase or clause that has been used like an adverb to add further information about the action in a sentence. Adverbials are used to explain **how**, **when** or **where** something happens.

e.g- She was waiting **by the bus stop**.

***Underline/highlight the adverbial (or adverbials) in each sentence.**

1. He threw the ball against the wall.
2. The dinosaur stomped through the forest and roared a mighty roar.
3. The little girl jumped up and down like a yo-yo.
4. Finally, the plane landed at the airport.
5. An enormous boat sailed along the Murray River.
6. As the sun began to set, birds flittered in the trees.
7. The fairy flew like a firework.
8. He stood and waited under the clock.
9. The ballerina was practising her dance moves throughout the day.
10. After completing the race, Jasmine felt tired.
11. Like an excited child, Jimmy jumped up and down when he entered the theme park.



Wednesday: Writing and Grammar

Fronted Adverbials Writing Prompt

Use fronted adverbials in independent writing.

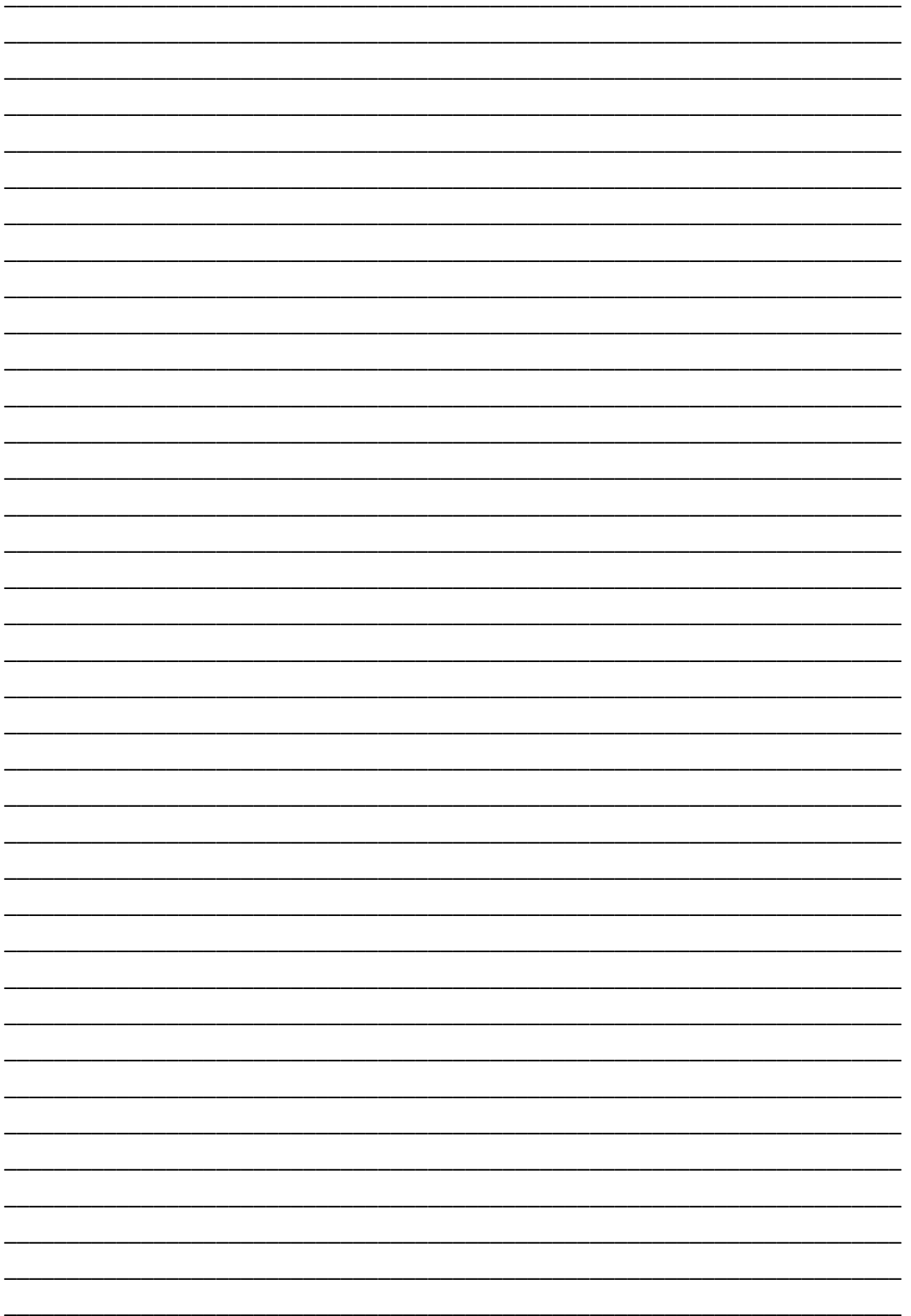
...Look at this image of marathon runners...



Using some of the fronted adverbials in the picture below, write a description of this picture. The first sentence has been done for you. Remember to always place a comma after the fronted adverbial to separate it from the main clause.

Time	Place	Manner
On Sunday 23rd April	Behind the metal barriers	With a determined look
As he was running	Below the beating sun	Feeling exhausted
Whilst the crowd cheered	On their T-shirts	Without slowing

On Sunday 23rd of April, thousands of people hit the streets of Sydney to take part in the annual Sydney Marathon.



Maths Drills Day 3

Factors

Here are the factors for the number 35:

- (1, 35, 5, 7)

Record the factors of the number 54:

Prime or Composite

Write whether these numbers are prime or composite

- 1) 38
- 2) 47
- 3) 2

1)
2)
3)

Order of Operations

Record the answer:

1) $5 + 4 \times 9 =$

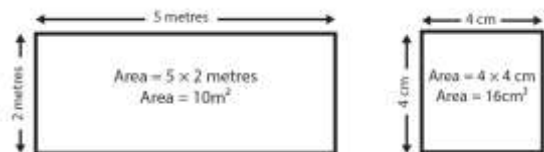
2) $9 \times 2 + 7 =$

3) $47 + 20 \div 5 =$

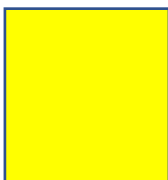
1)
2)
3)

Area

NOT DRAWN TO SCALE



What is the area of the following shapes?



6cm

6cm



4cm

17cm

Conversions

Convert these measurements

Centimetres to metres

- 1) 100cm =
- 2) 850cm =
- 3) 7071cm =

1)
2)
3)

Convert these metres to centimetres

- 4) 1m =
- 5) 9.72m =
- 6) 84.93m =

1)
2)
3)

Fractions of a Group

- 1) What is $\frac{1}{2}$ of 48?
- 2) What is $\frac{1}{4}$ of 16?
- 3) What is $\frac{1}{10}$ of 5875?

1)
2)
3)

Chance – using words

What is the chance of:

- 1) Throwing a dice and landing on a 0?
- 2) Mrs Less bringing her unicorn to school one day?
- 3) Somebody in Year 6 becoming a famous sportsperson?

1)
2)
3)

Round to the nearest 100th

- 1) 31.8671 =
- 2) 12.671 =
- 3) 47.905 =

1)
2)
3)

MUST DO:

Miley and Cole ended up making the same number of biscuits for a bake sale at school, even though Miley made them in batches of 7 biscuits and Cole made them in batches of 11 biscuits. What is the smallest number of biscuits each must have baked?

Think: Lowest Common Multiple

What are the multiples of 7: _____

What are the multiples of 11: _____

Circle the number that is common to both numbers and that will be your answer.

Therefore, the smallest number of biscuits will be: _____

CHALLENGE QUESTION:

At a display booth at an amusement park, every visitor gets a gift bag. Some of the bags have items in them as shown in this table.

i. Items in the Gift Bags

Items	Bags
Hat	Every 2 nd visitor
T-shirt	Every 7 th visitor
Backpack	Every 10 th visitor

How often will a bag contain all three items?

- A. Every 14 bags B. Every 19 bags C. Every 70 bags D. Every 140 bags

Multiple Madness

Riddle 1

Name: _____

Multiples are the answers you get when you multiply 2 numbers together.

For example

$$3 \times 1 = 3$$

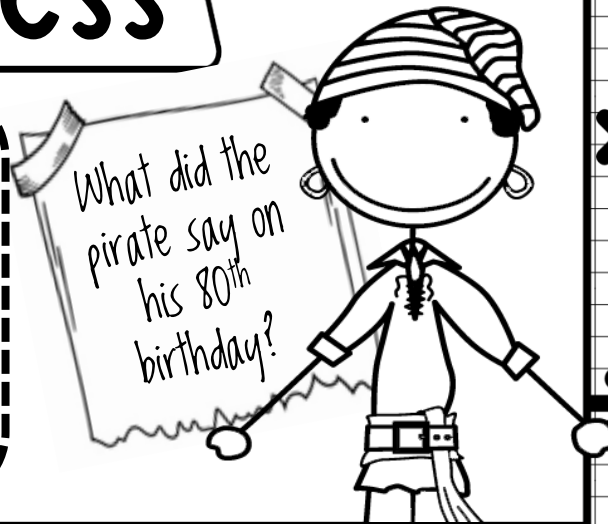
$$3 \times 2 = 6$$

$$3 \times 3 = 9$$

$$3 \times 4 = 12$$

$$3 \times 5 = 15$$

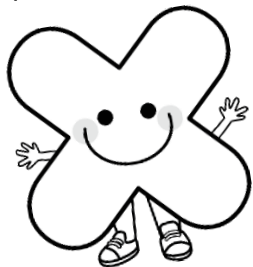
So **3, 6** and **9** are multiples of **3**



Instructions:

- To solve the riddle, find which of the two bold numbers has the most multiples.
- In the first example, the numbers are mostly multiples of **5**, so **A** is written on the first line of the riddle's answer.

a.	5	3	12	25	20	18	36	Multiples of 3	A
								Multiples of 5	B
b.	4	20	16	40	22	48	14	Multiples of 10	S
								Multiples of 2	Y
c.	33	20	77	8	55	16	32	Multiples of 4	E
								Multiples of 11	U
d.	27	25	81	5	54	36	55	Multiples of 9	M
								Multiples of 5	N
e.	4	40	21	16	18	28	44	Multiples of 4	A
								Multiples of 3	B
f.	16	9	64	63	56	54	32	Multiples of 8	T
								Multiples of 9	U
g.	28	36	49	48	30	35	18	Multiples of 6	E
								Multiples of 7	O
h.	36	49	21	96	42	108	35	Multiples of 12	L
								Multiples of 7	Y



A _____
 a b c d e f g h

Multiple Madness

Riddle 1

Name: _____

Multiples are the answers you get when you multiply 2 numbers together.

For example:

$$3 \times 1 = 3$$

$$3 \times 2 = 6$$

$$3 \times 3 = 9$$

$$3 \times 4 = 12$$

$$3 \times 5 = 15$$

So **3**, **6** and **9** are multiples of **3**

What sits at the bottom of the sea twitching?



Instructions:

- To solve the riddle, find out the correct multiple of each answer. Write the matching letter on the line below.
- In the first example, the number **14** is a multiple of **2**, so **n** would be the first letter written on the first line of the riddle's answer.

a Multiple of 2

13
m

14
n

b Multiple of 3

12
e

13
f

c Multiple of 4

16
r

14
s

d Multiple of 5

14
u

15
v

e Multiple of 10

80
o

88
p

f Multiple of 11

44
u

34
v

g Multiple of 9

54
s

52
t

h Multiple of 8

58
v

48
w

i Multiple of 7

14
r

17
s

j Multiple of 12

2
d

36
e

k Multiple of 2 and 5

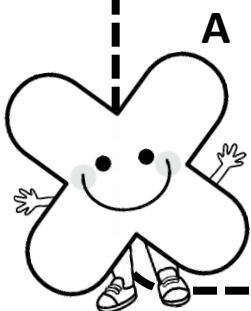
10
c

25
d

l Multiple of 3 and 4

12
j

14
k

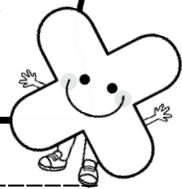


A

a b c d e f g

h i j k l

Monster Multiples



Name: _____

Instructions: Look at the numbers below. Colour in their multiples according to the key. If it is not a multiple of any number listed, leave the space white.

Note: Cool colours are green, blue and purple.

3



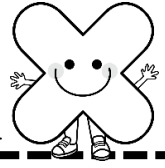
7



8



Monster Multiples



Name: _____

Instructions: Look at the numbers below. Colour in their multiples according to the key. If it is not a multiple of any number listed, leave the space white.

Note: Warm colours are red, yellow and orange.



Let's Light it Up!

This week is your opportunity to create working circuitry!

There are a couple of options depending what equipment you have at home.

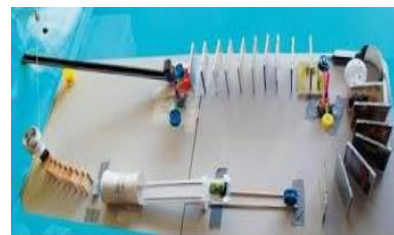
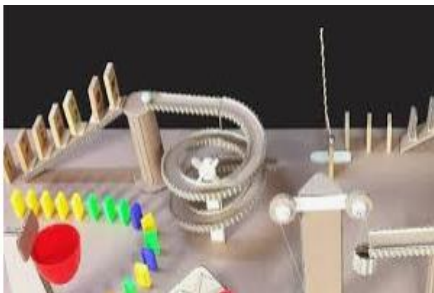
As always check with your grownup what equipment and space you are allowed to use.

If you would like to share your creation you can upload pictures or video to your class See-Saw or onto our Year 6 Science Google Classroom. (code: ijodtd4)

OPTION 1

Build your own **Rube Goldberg Machine** (like the one we looked at in class), with toys and objects from around your house. While this does not need electricity, if any part of the circuit is not connected just right, the domino effect will be broken.

<https://www.inquisitive.com/video/1339-rube-goldberg-machine>



OPTION 2

Design your own Rube Goldberg Machine.

Imagine you could use whatever you like and draw it on paper, a whiteboard, or even chalk on the pavement.

OPTION 3

Check out some of these virtual activities...



<https://sciencewiz.com/portals/electricity/>

https://phet.colorado.edu/sims/html/circuit-construction-kit-dc/latest/circuit-construction-kit-dc_en.html

<https://contrib.pbslearningmedia.org/WGBH/arct15/SimBucket/Simulations/dccircuitbuilder/content/index.html>

OPTION 4

If you have the equipment you could design and build a shoebox house and light it up!

Please ask for permission from your grownup before you start this task and show them the list!

Happy creating.

Materials needed

DESIGN TASK QUESTION 4

You will need the following materials for the design task:

- At least two small lights. They could be bulbs or LEDs or part of a string of Christmas lights (you will need to get some help in separating them out from the extra wire).
- Some batteries (1.2V 'AA' batteries or 3V 'button' batteries. If you find your lights are very dim, you could try a 9V rectangular 'C' battery).
- Some connecting wire (Aluminium foil folded into long strips can also work).
- A small box or two, such as a shoebox.
- Some paperclips and split pins (for creating switches).
- Scissors, craft glue and tape (electrical tape, or 'duct tape' is useful).
- A pair of wire cutters and/or wire strippers will be helpful.

You may use any extra materials you like to create your house, including additional lights, batteries and wires. You might also like to use a motor to create an appliance.



SPELLING ACTIVITIES

THURSDAY

1. Find words that rhyme with at least 5 list words.

List word	Rhyming word

2. Word Boggle. Find as many words inside the following list words as you can.

reprimanded -
mesmerised -
descendants -
repentant -
reprimanded -
instantaneously -

3. Create a word web using your list words. Example:

W
ANCIENT
R

Thursday: Writing and Grammar

SPOT THE MISTAKE!

Fun Fact!

When pencils were first invented, moist bread was used to erase any mistakes!

Read the sentences below. Can you spot the spelling, grammar and punctuation mistakes?

Circle or highlight the mistakes and correct each one.

1. There not in they're house because their over they're, in the park.

2. she was whereing a beautiful, daimond ring?

3. Your'e car is blocking are driveway. Our you going to move it soon.

4. Their where beads of condensation dripping from my cold glass off water.

5. Swaying in the wind, the trees dances to the rythm of the storm. The moon looked down at the danced trees and smiled

6. the glittering snow flakes shined and twinkled as the children runned passed.



Maths Drills Day 4

Multiples

The first 5 multiples of 2 are: 2, 4, 6, 8, 10

- Record the next 3 multiples : 21, 28, 35, 42, _____, _____, _____

Multiplication

Show your working for these:

1) 39

X 4

2) 43

X 63

Division

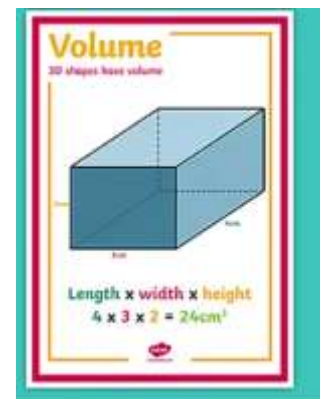
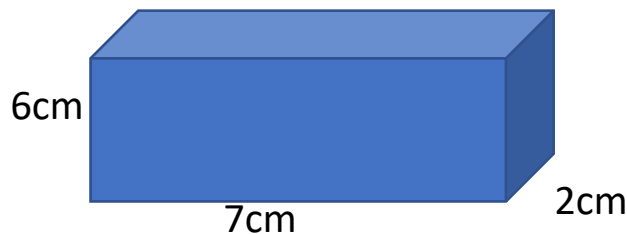
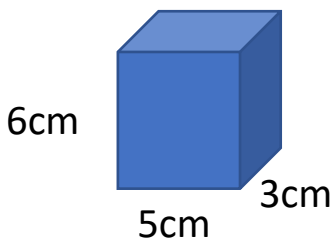
Show your working for these:

1) $532 \div 4 =$

2) $340 \div 5 =$

3) $852 \div 6 =$

Volume



Conversions

Convert these measurements

kilometres to metres

- 1) 1 km =
- 2) 7 km =
- 3) 912.67km=

1)
2)
3)
4)
5)
6)

Convert these metres to kilometres

- 4) 1 000m =
- 5) 6 100m =
- 6) 817m =

Simplifying Fractions

1) $8/16 =$

2) $30/90 =$

3) $60/80 =$

1)
2)
3)

Chance as a Fraction

What is the chance of:

1) Tossing a 10 sided dice and landing on a number higher than or equal to 6?

2) Rolling a 6 sided dice and the number being less than 2?

3) If there are 6 blue shirts, 3 white shirts and 1 red shirt in a bag, what is the chance of reaching into the bag and choosing neither a blue or a white shirt?

1)
2)
3)

Rounding to the nearest one thousandth

◦ 1) 53.7805 =

◦ 2) 12.5063=

◦ 3) 47.01046 =

1)
2)
3)

MUST DO:

Kiara baked 30 oatmeal cookies and 48 chocolate chip cookies to package in plastic containers for her teacher friends at school. She wants to divide the cookies into identical containers so that each container has the same number of each kind of cookie. If she wants each container to have the greatest number of cookies possible, how many plastic containers does she need?

Think: Highest Common Factor

What are the factors of 30: _____

What are the factors of 48: _____

Circle the numbers that are common to both numbers, find the highest and that will be your answer.

Therefore, the number of containers will be: _____

CHALLENGE QUESTION:

There are 40 girls and 32 boys who want to participate in 6th grade intramurals. If each team must have the same number of girls and the same number of boys,

- I. What is the greatest number of teams that can participate in intramurals?
- II. How many girls and boys will be on each team?

Lowest Common Multiple

Name: _____



When finding the **lowest common multiple**, follow the steps below:



1. **LIST** the multiples
2. **LOOK** for the lowest multiple that is the same
3. **RECORD** the answer!



LCM

2 and 5

2- 2, 4, 6, 8, 10, 12, 14

5- 5, 10, 15, 20

LCM = 10

Find the lowest common multiple of the numbers below:

1

LIST
LOOK

3 and 4

3- _____

4- _____

RECORD

LCM =

2

LIST
LOOK

3 and 7

3- _____

7- _____

RECORD

LCM =

3

LIST
LOOK

4 and 12

4- _____

12- _____

RECORD

LCM =

4

LIST
LOOK

6 and 11

6- _____

11- _____

RECORD

LCM =

Stage 3 PDH Week 10

How can I keep myself and others safe?

Support networks

During this activity you will recognise that your choices and decisions help keep you and others healthy and safe. You will also identify a personal network of trusted adults and how they support your health and safety.

1) Last lesson we learnt about controllable and uncontrollable influences. Name one person who could help you in a situation where there are many uncontrollable factors: _____

2) Identify who is in your network of trusted adults that can help support you to stay safe. Use the template below to list people from your network of trusted adults from the following areas.

- self (centre circle)
- parents/ carers (next larger circle)
- extended family & Friends
- local community
- government/state.



3) Explain how these people support you? Consider why some people/groups are closer to you at the centre of the circle and others are further away. How does the relationship influence the type of support provided to keep you safe?

Parent/caregiver –

Extended family and friends

Local community

Government

Explain why someone else may have different people in their network?

4) Read the following scenarios and explain the support you would provide.

Scenario	What support would you provide?
Your cousin is diving in shallow water. What would you suggest to keep your cousin safe?	
Your little brother or sister is hungry and wants something hot to eat for lunch but you're home alone. What would you do to keep everyone safe?	
You are going on a bike ride with your siblings. What would you suggest to keep yourself and them safe?	
You are talking to your best friend online and she tells you she is home alone and someone is knocking on the door. She has a quick look but doesn't recognise the person. What would you do to keep everyone safe?	
You are outside with your friend but have forgotten your sunscreen. What would you do to keep everyone safe?	

PE Week 10

Overarm and Underarm throw



Underarm throw

Things to focus on:

- eyes focused on target
- body facing forwards
- step towards target with alternate foot to throwing hand
- release at the hip

Overarm throw

Things to focus on:

- eyes focused on target
- body side on to target (throwing arm towards the back)
- grip: thumb on the bottom, pointer and middle finger on the top (like bunny ears)
- step towards the target with alternate foot to throwing hands
- rotate hips then shoulders as you throw the ball towards the target

Activity 1: Underarm throw

Set up 6 objects as your throwing target

Step 5 big steps away from the targets and underarm throw the tennis ball or pair of socks, aiming to knock over all of the objects.

Repeat until you have knocked all of the objects over.

Change hands and try again.

Challenge yourself

If you knock them all over the first or second throw –try taking 10 big steps away from the targets or reduce the amount of targets to 2 or 3.

If it took you a few throws to knock over the objects keep practicing.

Activity 2: Overarm throw

Same as activity 2 but this time using the overarm throw.

Have fun and good luck!

Mr Adams

Questions

- The word *chastised* in Paragraph 2 can be replaced with:
 - (a) *scolded.*
 - (b) *chased.*
 - (c) *challenged.*
- From the information in Paragraph 2, we can conclude that according to Visu's religion he believed in:
 - (a) *yoga.*
 - (b) *reincarnation.*
 - (c) *fasting.*
- Which paragraph relates the event which changed Visu from a hard-working woodsman to a man who did not work at all?
 - (a) *Paragraph 3*
 - (b) *Paragraph 1*
 - (c) *Paragraph 2*
- What was Visu's initial reaction after his wife reprimanded him? He was:
 - (a) *stunned.*
 - (b) *expecting it.*
 - (c) *indifferent.*

The main difference between Visu and his wife was that she focused on survival in the present life, but Visu:

 - (a) *only cared about working on the farm.*
 - (b) *was concerned about what would happen after death.*
 - (c) *only cared about stockpiling supplies for the future.*

Which statement is an opinion, not a fact?

 - (a) *Visu is a Japanese woodsman.*
 - (b) *Visu is a father.*
 - (c) *Visu is superstitious.*
- What were the two women playing go most likely to be?
 - {a) *ghost/ spirits*
 - {b) *people*
 - {c) *unusual animals*
- The plural personal pronoun *them* in Paragraph 6 refers to:
 - (a) *the women.*
 - (b) *the foxes.*
 - {c) *Visu's limbs.*
- After Visu's concentration was disrupted, he realised that:
 - {a) *much time had passed while watching the game.*
 - (b) *one of the women had finally won the game.*
 - (c) *he was at Mount Fuji.*

We can conclude that Visu's wife found some way to help herself and her children survive because Visu:

 - (a) *discovered he had descendants who had already been buried.*
 - {b) *talked to his great-, great-, great-, great-, great-grandchildren.*
 - {c) *read the dates of the deaths of his wife and children on their graves.*
- What caused Visu to not notice how much time had passed?
 - {a) *the mesmerising movements of the woman and his surroundings*
 - {b) *He was asleep for three hundred years.*
 - {c) *He forgot to wind his watch.*

We can predict that the old woman will probably:

 - {a) *heed Visu's advice.*
 - {b) *ignore Visu.*
 - {c) *think Visu is insane.*
- The moral of this folktale can best be summarised by the statement that a godly person should:
 - {a) *do nothing except pray.*
 - {b) *pray and work hard.*
 - {c) *look after his or her family before anything else.*
- The writer's purpose for retelling this folktale is to relate:
 - (a) *interesting facts about Mount Fuji.*
 - (b) *an unusual tale.*
 - (c) *how to live well.*

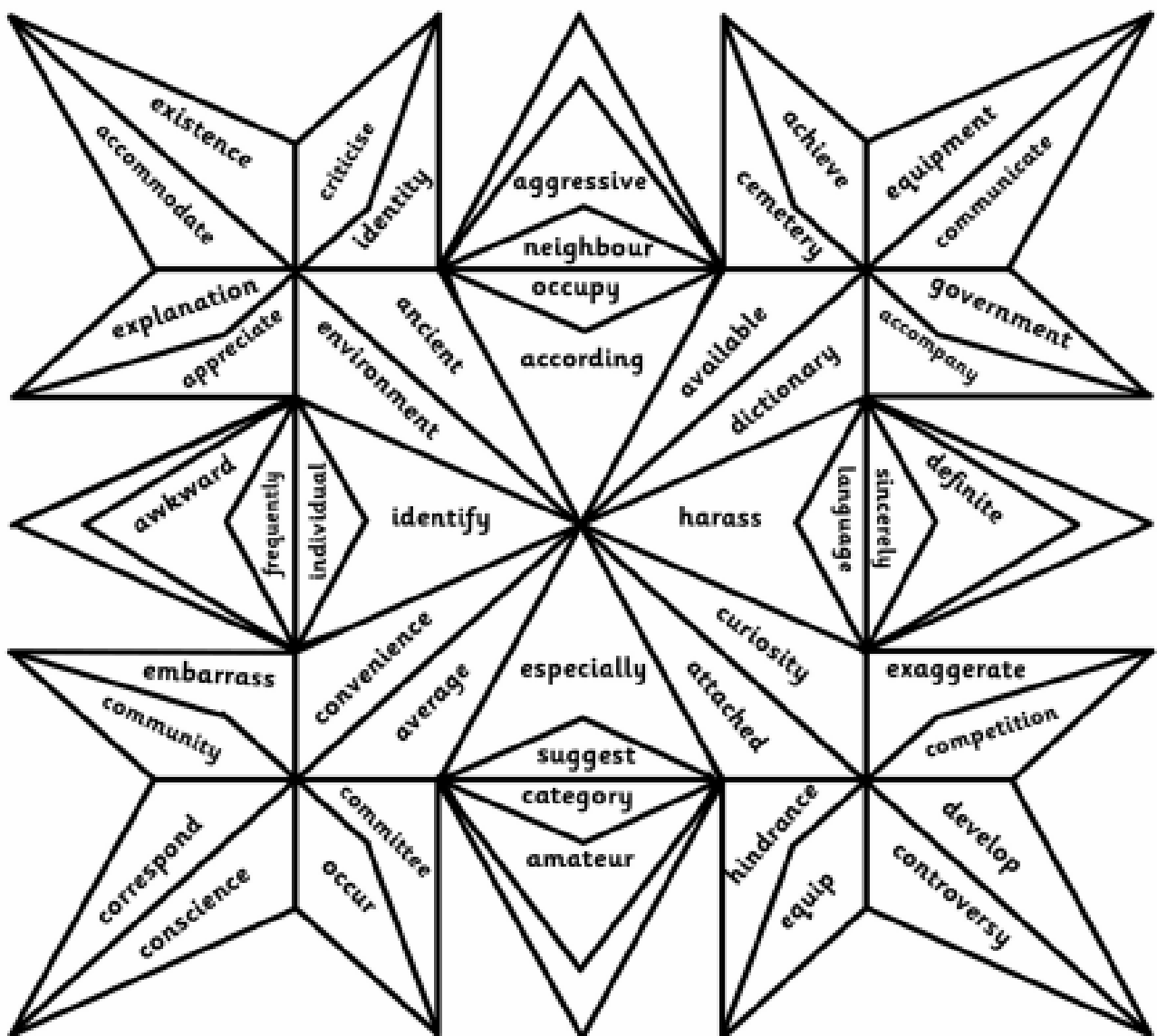
Comprehension Corner – The Ghost of Mount Fuji

FRIDAY ACTIVITY

Friday: Writing and Grammar

Colour by Word Classes Year 5 and 6

LO: I can recognise and name verbs, nouns, adjectives and adverbs.



Verbs = yellow

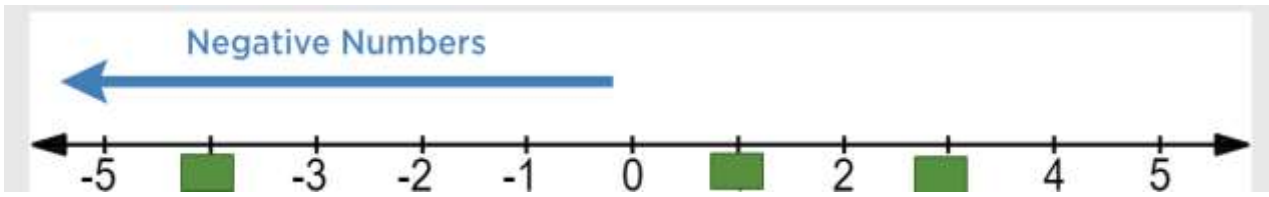
Nouns = blue

Adjectives = purple

Adverbs = green

Maths Drills Day 5

Negative numbers



Fill in the missing numbers on the number line:

Number Patterns

Continue these patterns:

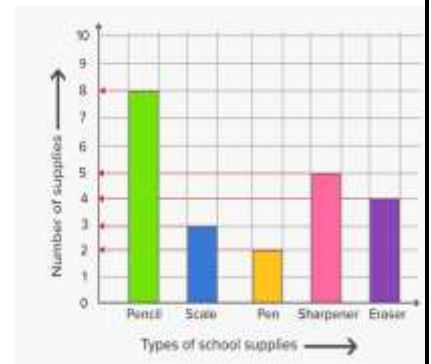
- 1) 1, 4, 7, 10, _____, _____
- 2) 55, 50, 45, 40, _____, _____
- 3) 10, 16, 22, 28, _____, _____

1)	
2)	
3)	

Data

Look at the graph and answer the questions below:

- 1) How many erasers and pens were in the school
 - supplies?
- 2) What is the difference between the scales and sharpeners?



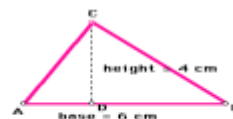
1)	
2)	

Area

- The formula for the area of a triangle is:
- $A = \frac{1}{2} \times \text{base} \times \text{height}$
- What is the area of this triangle?

$$A = \frac{1}{2} bh$$

The area of a triangle equals one half times the base times the height.



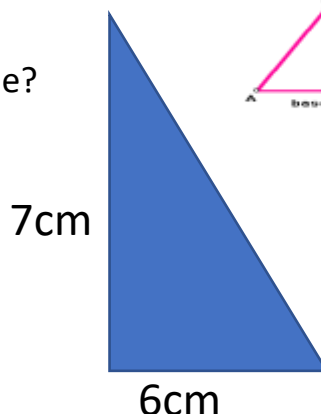
Here is how the math would look:

$$A = \frac{1}{2}bh$$

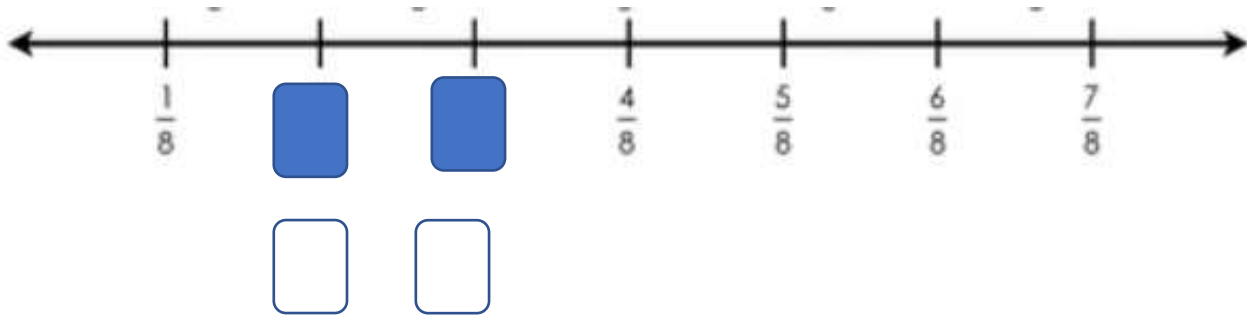
$$A = \frac{1}{2} \times 6 \times 4$$

$$A = \frac{1}{2} \times 24$$

$$A = 12 \text{ square cm}$$



Fractions on a number line



Record the missing fractions

3D objects

How many faces, vertices and edges does this object have?



1) Faces =

2) Vertices =

3) Edges =

Percentages

Calculate the discount if these items were 10% off.

- Hint 1 ($10\% = \frac{1}{10}$)
- Hint 2 (divide by 10)
- E.g. 10% of $\$20 = \$20 \div 10 = \$2$



1) 10% of $\$60 =$

2) 10% of $\$37 =$

1)

2)

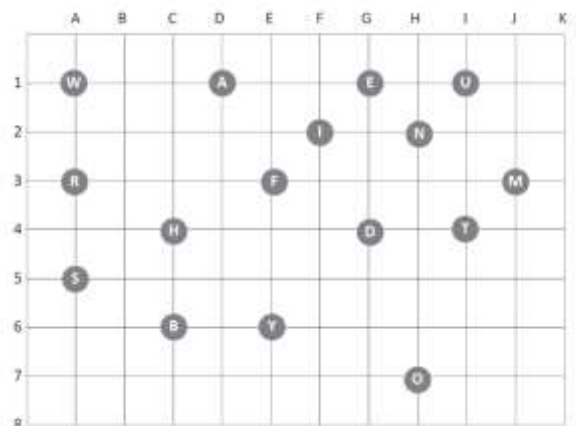
Position

1) What co-ordinates would you find the letter F?

2) What co-ordinates would you find the letter O?

1)

2)



MUST DO:

7. The table shows the number of students in the school choir. The choir teacher plans to arrange the students in equal rows. Only girls or boys will be in each row. What is the greatest number of students that could be in each row?

Students	Number
Girls	48
Boys	64

Think: Highest Common Factor

What are the factors of 48 _____

What are the factors of 64: _____

Circle the numbers that are common to both numbers, find the highest and that will be your answer.

Therefore, the number of students in each row will be: _____

CHALLENGE QUESTION:

Shannon is making identical balloon arrangements for a party. She has 32 maroon balloons, 24 white balloons, and 16 orange balloons. She wants each arrangement to have the same number of each color. What is the greatest number of arrangements that she can make if every balloon is used?

Prime and composite numbers

Prime numbers are numbers that have only themselves and 1 as factors. For example: 2, 3, 5 and 7 are prime numbers but 4, 8 and 9 are not.

Composite numbers are numbers with more than two factors, e.g. 24 has factors of 1, 2, 3, 4, 6, 8, 12 and 24.

- 4** Write all the factors of these numbers then write whether they are prime or composite.

	Number	Factors	Prime or composite
a	8		
b	7		
c	9		
d	11		

	Number	Factors	Prime or composite
e	18		
f	16		
g	23		
h	17		

- 5** Write prime or composite after each number.

- | | | | | | |
|---|----------|---|----------|---|----------|
| a | 5 _____ | e | 29 _____ | i | 32 _____ |
| b | 20 _____ | f | 42 _____ | j | 37 _____ |
| c | 19 _____ | g | 31 _____ | k | 40 _____ |
| d | 24 _____ | h | 60 _____ | l | 45 _____ |

Prime numbers have only themselves and 1 as factors.



2	The last digit is an even number.
3	The sum of the digits add to be a multiple of 3, for example $63 = 6 + 3 = 9$
4	The last 2 digits are multiples of 4, for example <u>912</u>
5	The last digit is a 5 or a 0
6	No rule
7	No rule
8	The last 3 digits are multiples of 8, for example <u>5160</u>
9	The sum of the digits is a multiple of 9, for example $54 = 5 + 4 = 9$
10	The last digit is a 0

- 6** Use these rules to identify the prime and composite numbers below.

54 composite
 80 _____
 64 _____
 81 _____
 71 _____
 83 _____
 99 _____

77 _____
 93 _____
 97 _____
 86 _____
 66 _____
 76 _____
 98 _____

Mindfulness Breathe Board • Educator Guide

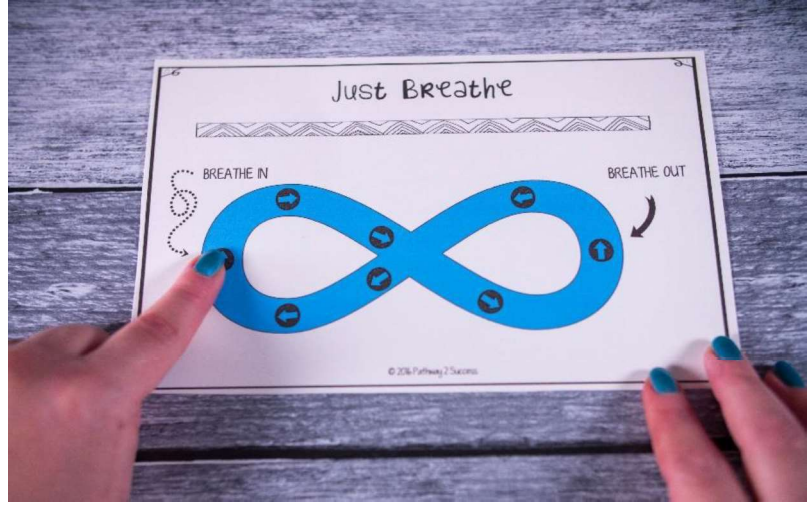
What is Mindfulness?

Practicing mindfulness on a regular basis encourages a number of positive health effects, including more positive emotions, stress reduction, stronger immune system, increased focus and attention, greater empathy and compassion for others, and greater emotional control.

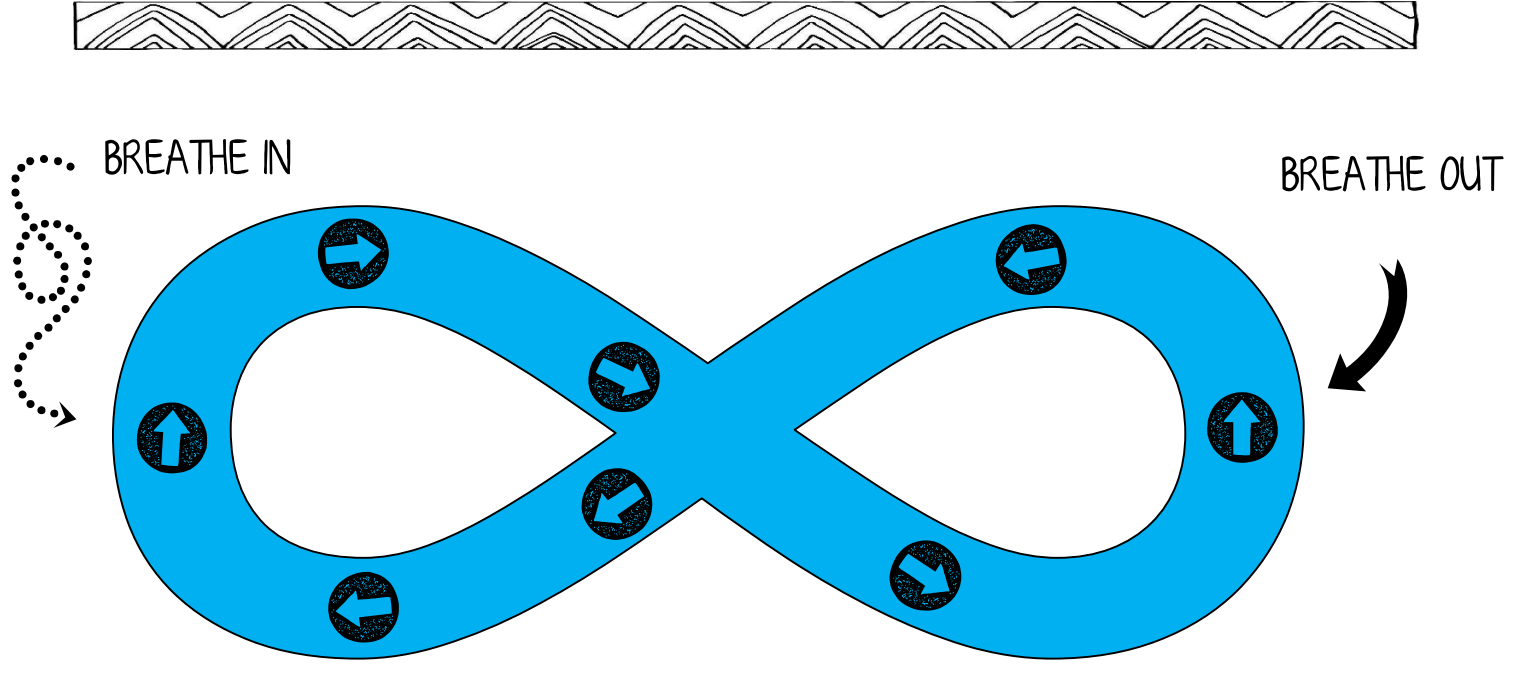
What is a Breathe Board?

A breathe board is a tool help students understand and practice mindful breathing in a more concrete and visual way.

Learners can use these Mindfulness Breathe Boards to start their mindfulness practice. Just have students follow their finger around the figure as they slowly breathe in and out. This should be completed several times.



Just Breathe





INHALE

IN

EXHALE

OUT

