
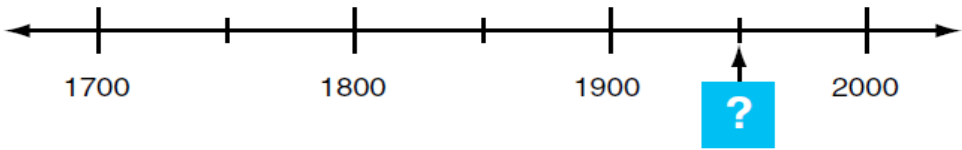


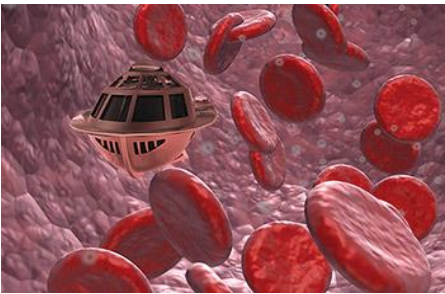
Year 6 – Booklet 12


Monday

Spelling	<p>Write your spelling words in your book and discuss the meaning of the words with someone.</p> <p><i>The digraph /ou/ making the sound "ou" as in house</i></p> <table><tr><td>Red</td><td>Orange</td><td>Green</td></tr><tr><td>house</td><td>noun</td><td>accountability</td></tr><tr><td>shout</td><td>sound</td><td>background</td></tr><tr><td>mouth</td><td>profound</td><td>denounce</td></tr><tr><td>bouncing</td><td>accountant</td><td>announcement</td></tr><tr><td>mountain</td><td>council</td><td>shouting</td></tr><tr><td>accountant</td><td>denounce</td><td>flounder</td></tr><tr><td></td><td></td><td>confound</td></tr><tr><td></td><td></td><td>sprout</td></tr><tr><td></td><td></td><td>voucher</td></tr></table>	Red	Orange	Green	house	noun	accountability	shout	sound	background	mouth	profound	denounce	bouncing	accountant	announcement	mountain	council	shouting	accountant	denounce	flounder			confound			sprout			voucher
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accountant	denounce	flounder																													
		confound																													
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		voucher																													
Sentence of the day	<p>Learning Intention: We are learning to create a subject for a sentence. Write an interesting subject for the given predicates (sentence endings, with a verb and object)</p> <p>Prompt: swam beside the beautiful coral reef.</p> <p>Pro Tip: Think of an object or person that can do that action, that's your SUBJECT! **Make sure you include adjectives about your subject.</p>																														
Writing	<div><p>Is the rock big or the people little?</p><p>Use your knowledge of microorganisms to solve this problem?</p><p>Be as creative as you can!</p><p>Remember to use your 'Seven Steps' writing process to engage your reader!</p></div> <div></div>																														
Reading	<p>Read for at least 20 mins a book of your choice.</p> <p>After reading:</p> <p>Complete one of the following sentences about what you have just read:</p>																														

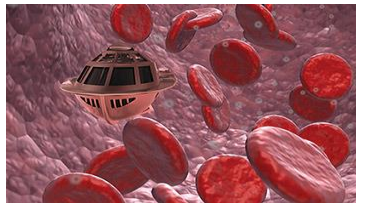
	<p>Question: "I wonder if..." or "what if..."</p> <p>Connection: "This reminds me of..."</p> <p>Reaction: "WOW, I didn't know that..."</p>
Problem Solving (show your working out)	<p>Here is a timeline in years.</p>  <p>What year is the arrow pointing to?</p> <p>Answer: _____</p>
Maths	Write the heading "Decimals, Percentages, and Fractions" in your workbook and complete the Math Task page at the back of the booklet.
Other	<p>Cut out a page from a magazine. Cut it into pieces to create a jigsaw puzzle. Share it with a family member.</p> <p style="text-align: center;">OR</p> <p>Make lunch for the family.</p>


Tuesday

Spelling	Write your words in the shape of a rainbow. Use all different colours to make a rainbow.
Sentence of the day	<p>Learning Intention: We are learning to create a subject for a sentence. Write an interesting subject for the given predicates (sentence endings, with a verb and object)</p> <p>Prompt: from that moment on she knew.</p> <p>Pro Tip: Think of an object or person that can do that action, that's your SUBJECT! **Make sure you include adjectives about your subject.</p>
Comprehension	Read about 'Anton von Leeuwenhoe' and answer the questions.
Writing	<p>This is an image from a show called Fantastic Voyage. The ship is in the bloodstream of someone.</p> <p>Create a planning page for this picture. Over the next few days you will use his planning page to help you write a story.</p> 

	<p>You will need to brainstorm your ideas. REMEMBER your first idea is not always your best idea!</p> 
Reading	Read for at least 20 mins a book of your choice.
Problem Solving (show your working out)	How many Mars Bars would it take, lined up from end to end, to reach from one end of a soccer field to the other?
Maths	Write the heading "Decimals, Percentages, and Fractions" in your workbook and complete the Math Task page at the back of the booklet.
Other	<p>Draw an equilateral triangle with sides of 10cm. Now drawing straight lines from edge to edge. See how many triangles you can make.</p> <p>Or</p> <p>Start a small flower garden. (The reject shop and Bunnings both have seed packets.)</p>

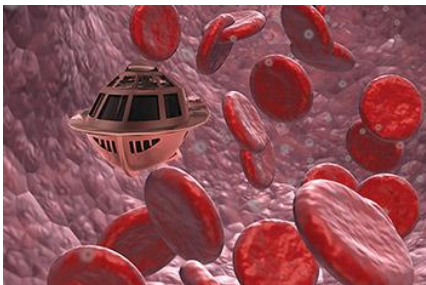

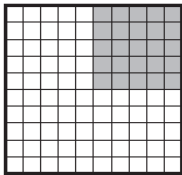
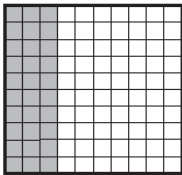
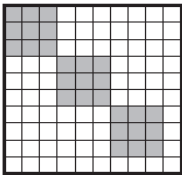
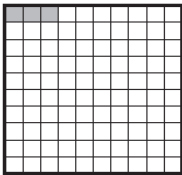
Wednesday

Spelling	<p>Adding: Vowels are worth 10 points and consonants are worth 5. Add up the letters from your spelling words and see which is worth the most.</p> <p><i>Vowels: a, e, i, o, u</i></p> <p><i>Consonants: all other letters.</i></p>
Sentence of the day	<p>Learning Intention: We are learning to create a subject for a sentence. Write an interesting subject for the given predicates (sentence endings, with a verb and object)</p> <p>Prompt: 'I can't wait!'</p> <p>Pro Tip: Think of an object or person that can do that action, that's your SUBJECT!</p> <p>**Make sure you include adjectives about your subject.</p>
Writing	<p>Write a sizzling start and backfill based on your planning from yesterday.</p> 

	Think about which start you will use; Action? Question? Sound effects? A memory?
Comprehension	Read the text 'Microscopes' and answer the questions.
Reading	<p>Read for at least 20 mins a book of your choice.</p> <p>After reading: Complete one of the following sentences about what you have just read:</p> <p>Question: "I wonder if..." or "what if..."</p> <p>Connection: "This reminds me of..."</p> <p>Opinion: "I think...."</p> <p>Reaction: "WOW, I didn't know that..."</p>
Problem Solving (show your working out)	<p>This lolly is made with equal layers. The layers are white or black.</p>  <p>What fraction of the lolly is made of black layers? Answer: _____</p>
Maths	Write the heading "Improper Fractions and Mixed Numerals" in your workbook and complete the Math Task page at the back of the booklet.
Other	<p>Make some paper people. Cut some cardboard people. Then using coloured paper, make clothing items to dress them up in.</p> <p style="text-align: center;">OR</p> <p>Congratulations! You've just one 1 million dollars. Write a list of people you would help and how.</p>

Thursday

Spelling	Break your words up into sounds and syllables.
Sentence of the day	<p>Learning Intention: We are learning to create a subject for a sentence. Write an interesting subject for the given predicates (sentence endings, with a verb and object)</p> <p>Prompt: leapt over the sleeping lion.</p> <p>Pro Tip: Think of an object or person that can do that action, that's your SUBJECT! **Make sure you include adjectives about your subject.</p>

Writing	 <p>Finish your story by writing your tightening tension and exciting ending!</p> <p>Remember to try to use figurative language, like similes or metaphors, to really engage your reader!</p>
Reading	Read for at least 20 mins a book of your choice
Comprehension	Read the text 'How to Use Microscopes' and answer the questions.
Problem Solving (show your working out)	<p>Dan shaded a fraction of this long rectangle.</p>  <p>Which grid shows the same fraction shaded?</p> <div style="display: flex; justify-content: space-around; align-items: flex-end;"> <div style="text-align: center;">  <input type="radio"/> </div> <div style="text-align: center;">  <input type="radio"/> </div> <div style="text-align: center;">  <input type="radio"/> </div> <div style="text-align: center;">  <input type="radio"/> </div> </div>
Maths	Write the heading "Number Sentences" in your workbook and complete the Math Task page at the back of the booklet.
Other	<p>Using an empty bottle, create a mythical creature. Don't forget to name it.</p> <p style="text-align: center;">OR</p> <p>Go outside and do some yoga. Nice slow stretches. Control your breathing, deep slow breaths.</p>

Friday

Spelling	Get someone to test you on your spelling words, or do a look cover write check with them.
Sentence of the day	<p>Learning Intention: We are learning to create a subject for a sentence. Write an interesting subject for the given predicates (sentence endings, with a verb and object)</p> <p>Prompt: ran straight into the forest.</p> <p>Pro Tip: Think of an object or person that can do that action, that's your SUBJECT! **Make sure you include adjectives about your subject.</p>
Writing	<p>Read through your narrative writing this week.</p> <p>Spend some time editing your work. Remember you are looking for correct sentence structure and that your story follows your planning page.</p>







Reading	<p>Read for at least 20 mins a book of your choice.</p> <p>After reading:</p> <p>Complete one of the following sentences about what you have just read:</p> <p>Question: "I wonder if..." or "what if..."</p> <p>Connection: "This reminds me of..."</p> <p>Opinion: "I think..."</p> <p>Reaction: "WOW, I didn't know that..."</p>
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




Other	<p>Go outside and create a little fitness circuit. (Short sprints, push ups, burpees etc.)</p> <p style="text-align: center;">And</p> <p>Complete any unfinished work.</p>
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Decimals, percentages and fractions

UNIT
5

4 Complete the charts to show equivalent fractions, decimals and percentages.

	$\frac{\quad}{100}$	Common fraction	Decimal	%
a		$\frac{55}{100}$	0.55	55%
b		$\frac{\quad}{100}$		
c		$\frac{\quad}{100}$		
d		$\frac{1}{2}$	0.5	50%
e		$\frac{\quad}{4}$		
f		$\frac{\quad}{10}$		

	$\frac{\quad}{100}$	Common fraction	Decimal	%
g		$\frac{\quad}{10}$ or $\frac{\quad}{5}$		
h		$\frac{\quad}{10}$ or $\frac{\quad}{5}$		
i		$\frac{\quad}{10}$ or $\frac{\quad}{5}$		
j		$\frac{\quad}{10}$ or $\frac{\quad}{5}$		
k		$\frac{\quad}{4}$		

5 Use your calculator to convert the fractions to decimals by dividing the numerator by the denominator. Once you have converted them to a decimal write them as a percentage as well.

Example: $\frac{1}{4} = 1 \div 4 = 0.25$

a $\frac{1}{2} = 0. \quad \%$	f $\frac{3}{4} = 0. \quad \%$	k $\frac{3}{10} = 0. \quad \%$
b $\frac{1}{5} = 0. \quad \%$	g $\frac{27}{100} = 0. \quad \%$	l $\frac{90}{100} = 0. \quad \%$
c $\frac{1}{20} = 0. \quad \%$	h $\frac{1}{8} = 0. \quad \%$	m $\frac{5}{10} = 0. \quad \%$
d $\frac{3}{5} = 0. \quad \%$	i $\frac{7}{10} = 0. \quad \%$	n $\frac{9}{12} = 0. \quad \%$
e $\frac{4}{8} = 0. \quad \%$	j $\frac{5}{8} = 0. \quad \%$	o $\frac{3}{8} = 0. \quad \%$

6 Write some fractions then convert them to decimals then percentages with a calculator.

Decimals, percentages and fractions

UNIT
12

4 Express these decimals as percentages.

- | | | |
|--|--|--|
| a 0.35 = <input type="text"/> % | e 0.37 = <input type="text"/> % | i 0.5 = <input type="text"/> % |
| b 0.75 = <input type="text"/> % | f 0.96 = <input type="text"/> % | j 0.99 = <input type="text"/> % |
| c 0.25 = <input type="text"/> % | g 0.24 = <input type="text"/> % | k 0.04 = <input type="text"/> % |
| d 0.56 = <input type="text"/> % | h 0.67 = <input type="text"/> % | l 0.01 = <input type="text"/> % |

0.25
25%
 $\frac{25}{100}$
 $\frac{1}{4}$
Are all
the same.

5 Express these percentages as decimals.

- | | | |
|-------------------------------------|-------------------------------------|------------------------------------|
| a 76% = <input type="text"/> | e 70% = <input type="text"/> | i 6% = <input type="text"/> |
| b 33% = <input type="text"/> | f 80% = <input type="text"/> | j 7% = <input type="text"/> |
| c 56% = <input type="text"/> | g 90% = <input type="text"/> | k 9% = <input type="text"/> |
| d 79% = <input type="text"/> | h 40% = <input type="text"/> | l 5% = <input type="text"/> |

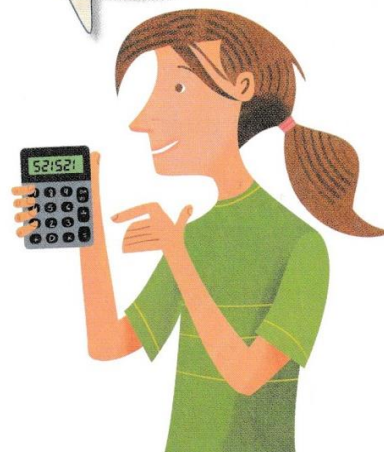


6 Write decimals then percentages for each fraction. You may need to use your calculator to divide the numerator by the denominator to find the decimal, which will then help you with the percentage (%).

	Frac.	Dec.	%
a	$\frac{1}{10}$	0.1	10%
b	$\frac{3}{10}$		
c	$\frac{5}{10}$		
d	$\frac{7}{10}$		
e	$\frac{9}{10}$		
f	$\frac{8}{10}$		
g	$\frac{2}{10}$		

	Frac.	Dec.	%
h	$\frac{4}{10}$		
i	$\frac{6}{10}$		
j	$\frac{1}{5}$		
k	$\frac{3}{4}$		
l	$\frac{1}{2}$		
m	$\frac{1}{4}$		
n	1	1.0	100%

$\frac{1}{5}$
 $1 \div 5 = 0.2$



7 Order from the smallest to the largest.

a	$\frac{6}{10}$	0.59	61%	
b	0.89	90%	$\frac{3}{4}$	
c	0.25	$\frac{3}{10}$	23%	
d	50%	0.45	$\frac{49}{100}$	

e	0.4	39%	$\frac{41}{100}$	
f	0.72	$\frac{75}{100}$	70%	
g	0.59	$\frac{55}{100}$	49%	
h	$\frac{1}{10}$	0.01	20%	

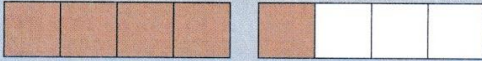
Improper fractions and mixed numerals

Improper fractions have numerators larger than their denominators.

E.g. $\frac{5}{4}$, $\frac{7}{5}$, $\frac{9}{4}$, $\frac{6}{5}$, $\frac{10}{9}$

A mixed numeral is a number that consists of a whole number and a fraction.

E.g. $1\frac{1}{2}$, $2\frac{1}{4}$, $1\frac{3}{4}$, $2\frac{4}{5}$, $7\frac{1}{10}$

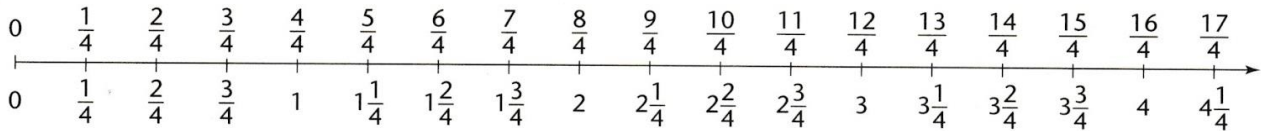


This diagram can be viewed as both $\frac{5}{4}$ and $1\frac{1}{4}$.

- 4** Write an improper fraction and a mixed numeral for each set of modelled shapes.

	Models	Improper fraction	Mixed numeral
a			
b			
c			
d			

- 5** Use the number line to write an improper fraction for the mixed numerals.



- a $1\frac{1}{4} = \frac{5}{4}$ c $2\frac{3}{4} =$ e $3\frac{1}{4} =$ g $2\frac{1}{4} =$
b $1\frac{3}{4} =$ d $3\frac{2}{4} =$ f $4\frac{1}{4} =$ h $4\frac{3}{4} =$

- 6** Use the number line to find a mixed numeral for each improper fraction.

- a $\frac{5}{4} = 1\frac{1}{4}$ c $\frac{9}{4} =$ e $\frac{10}{4} =$ g $\frac{13}{4} =$
b $\frac{7}{4} =$ d $\frac{6}{4} =$ f $\frac{15}{4} =$ h $\frac{17}{4} =$

To convert an improper fraction to a mixed numeral divide the numerator by the denominator.

- 7** Convert each improper fraction to a mixed numeral.

- a $\frac{7}{5} =$ e $\frac{5}{4} =$ i $\frac{11}{8} =$ m $\frac{10}{3} =$
b $\frac{9}{6} =$ f $\frac{7}{4} =$ j $\frac{4}{3} =$ n $\frac{10}{4} =$
c $\frac{5}{3} =$ g $\frac{7}{6} =$ k $\frac{8}{3} =$ o $\frac{11}{5} =$
d $\frac{6}{5} =$ h $\frac{9}{8} =$ l $\frac{9}{4} =$ p $\frac{13}{8} =$

Anton Van Leeuwenhoe



*Known as the Father of Microbiology.

*Born in the Netherlands and lived

From 1632 to 1723

*First to discover bacteria. In 1676 he

discovered bacteria in water. He estimated that it would take more than 10,000 of them to fill a grain of sand.

*Discovered single-cell organisms. They are mainly single-cell plants or animals.

*First to discover the facet structure of insect eyes



*He made 25 microscopes. Before then
There had only even been 9 made.

*His lenses in his microscopes were
the highest quality ever seen

*He used copper or silver to make the Microscopes.

*He was the first to discover cells in blood and
did experiments on himself.



*He discovered more than 200 species of the smallest organisms in the world.

Comprehension Week 8

Monday

1. Where was Anton Van Leeuwenhoek born? _____

2. What was he known as the father of? _____

3. How many microscopes did he make? _____

Why do you think he made so many? _____

4. Where was the first place Anton discovered bacteria? _____

5. What metals did he use to make the microscopes? _____

6. Why do you think he did experiments on himself?

Name: _____

Date: _____

Microscopes

What is a microscope?

A microscope is an instrument that scientists use to make objects appear larger. Scientists need a microscope to see something that their own eyes cannot see. Scientists will use microscopes to study microorganisms. Examples of a microorganism include bacteria, fungi, and viruses.

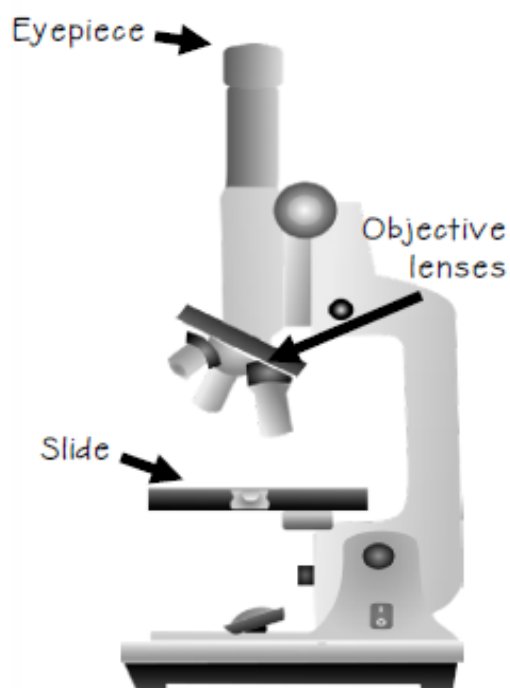
There are many different types of microscopes. A simple microscope has one lens. A hand lens is an example of a simple microscope. A compound microscope has two sets of lenses. It is more powerful than a hand lens. A compound microscope is the type of microscope we use in school. An electron microscope is another type that can be found in science laboratories.

How does a microscope work?

A microscope makes things look bigger. It works because the light that comes from the object passes through the lenses. A lens is a piece of glass that is shaped to bend light.

The top lens of the microscope is called the eyepiece. This is the lens closest to your eye. This is where you will place your eye to look at the object the microscope is magnifying. There are other lenses. They are called objective lenses. These lenses are close to the object.

The object that you are viewing is placed on the slide. The slide is located below the objective lenses.



Comprehension - Wednesday

1. What is a microscope?

2. What are 2 types of microscope?

3. What does a microscope do?

4. What is a lens?

5. Where do you put what you are looking at?

6. Why do you think microscopes are important to scientists?

HOW TO USE A MICROSCOPE



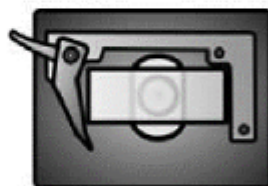
1. Plug in the microscope and switch it on.

2. Turn the light up.



3. Adjust the stage by turning the coarse adjustment knob.

4. Mount the slide on the stage by opening the curve fork and then place the slide in the holder.



5. Turn to the lowest objective lens over the hole in the stage.

6. Adjust the stage by turning the coarse adjustment knob.



7. Adjust the fine focus adjustment knob to sharpen the image.

8. To view object at higher magnification rotate to a higher objective lens.



Comprehension - Thursday

Circle your answer

- | | |
|--|-----|
| 1.Can I adjust the fine focus first? | Y/N |
| 2.The first thing I do is turn the light up? | Y/N |
| 3.Do I mount the slide on the stage by opening the curve fork? | Y/N |
| 4.Can I view at a higher magnification? | Y/N |
| 5.Does the microscope plug into the electricity? | Y/N |

Why do you think there is a set procedure for using a microscope?

If you had a microscope what would you like to look at? Why?
