

Year 6 - Home Booklet 6

Monday

Spelling	<p>Write your spelling words in your book and discuss the meaning of the words with someone.</p> <p><i>Spelling pattern: the prefix inter- meaning 'between'.</i> <i>"i" as in tin, "n" as in net, "t" as in tap, "eh" as in teacher.</i></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="color: red;">Red</th> <th style="color: orange;">Orange</th> <th style="color: green;">Green</th> </tr> </thead> <tbody> <tr> <td>internet</td> <td>international</td> <td>interwoven</td> </tr> <tr> <td>interschool</td> <td>interfere</td> <td>interaction</td> </tr> <tr> <td>interlinked</td> <td>interference</td> <td>intercom</td> </tr> <tr> <td>interstate</td> <td>interact</td> <td>interpersonal</td> </tr> <tr> <td>interrupt</td> <td>interwoven</td> <td>international</td> </tr> <tr> <td>interruption</td> <td>interruption</td> <td>interlinked</td> </tr> <tr> <td></td> <td></td> <td>intermediate</td> </tr> <tr> <td></td> <td></td> <td>internal</td> </tr> <tr> <td></td> <td></td> <td>interior</td> </tr> </tbody> </table>	Red	Orange	Green	internet	international	interwoven	interschool	interfere	interaction	interlinked	interference	intercom	interstate	interact	interpersonal	interrupt	interwoven	international	interruption	interruption	interlinked			intermediate			internal			interior
Red	Orange	Green																													
internet	international	interwoven																													
interschool	interfere	interaction																													
interlinked	interference	intercom																													
interstate	interact	interpersonal																													
interrupt	interwoven	international																													
interruption	interruption	interlinked																													
		intermediate																													
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		interior																													
Sentence of the day	<div style="border: 2px solid black; padding: 10px; margin-bottom: 10px;"> <p style="text-align: center;">SENTENCE OF THE DAY Week Six</p> <p style="background-color: #00FFFF; padding: 5px;">Learning Intention: use adverbs, adjectives and adverbial phrases to make simple sentences more interesting.</p> <p style="font-size: 0.8em;">Authors can make simple sentences more interesting by adding <i>adjectives</i> to describe nouns, <i>adverbs</i> to add meaning to verbs, <i>adverbial phrases</i> and <i>adjectival phrases</i>.</p> <p>For example: <i>The wind howled.</i></p> <ol style="list-style-type: none"> 1. Add an adjective: The fierce wind howled. 2. Add an adverb: The fierce wind howled continuously. 3. Add an adjectival phrase: The fierce wind from the south howled continuously. 4. Add an adverbial phrase: The fierce wind from the south howled continuously during the night. </div> <div style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;">SENTENCE OF THE DAY Monday</p> <p>Learning Intention: use adverbs, adjectives and adverbial phrases to simple sentences to make them more interesting.</p> <ol style="list-style-type: none"> 1. Add an adjective 2. Add an adverb 3. Add an adjectival phrase 4. Add an adverbial phrase <p>Prompt: <i>Enrich these sentences using the four steps above:</i></p> <ul style="list-style-type: none"> ● The dog barked. </div>																														

Writing

Sizzling Start: The crows had been gathering for some time, no doubt displeased by the girl's actions. She could feel the cold, wet slime dripping slowly from her fingertips, but it didn't bother her. Her hands were still, steady, without fear: she had been eagerly awaiting this moment. All she could think about was the creature in front of her, finally escaped from its cage. It had hatched. It was time...



Write the **Backfill** for this sizzling start. Remember the backfill is like the orientation to the story now you have the reader's attention. It should include the; Who, When and Where.

Reading

Read for at least 20 mins a book of your choice.

After reading:

Complete one of the following sentences about what you have just read:

Question: "I wonder if..." or "what if..."

Connection: "This reminds me of..."

Opinion: "I think..."

Reaction: "WOW, I didn't know that..."

Comprehension

Complete the following questions in your book.

1. What sport is Harry playing?
2. How might Harry be feeling at this moment?
3. What do you think Harry's team-mates are thinking?
4. If you were playing in the match, would you rather be Harry or one of his team-mates at this moment? Can you explain why?
5. Have you ever been under pressure?
6. How does it make you feel?
7. What advice would you give someone who is under pressure?



Problem Solving (show working out)

Lisa put her dolls in order of height. The heights made a pattern.



Doll 1
8.75 cm



Doll 2
7 cm



Doll 3
5.25 cm



Doll 4
?



Doll 5
1.75 cm

What is the height of Doll 4?

2.75 cm



3.25 cm



3 cm



3.5 cm



Maths

Write the heading "Integers" and complete the following.

UNIT 27

Integers

Integers are positive and negative whole numbers including zero. There are many instances in the real world where we need negative numbers. Negative numbers are numbers less than zero written with a minus sign (-) in front of them. Positive numbers greater than zero are the numbers you have been dealing with so far and can be written with or without a (+) sign.

5 There are many places around the world and in Australia where temperatures below zero exist. Look carefully at the thermometers below and record the temperatures.

a °C

b °C

c °C

d °C

e °C

f °C

g °C

6 Look carefully at this diagram representing sea levels, then estimate an answer to each question.

a How far above sea level is the top of the flag? _____

b How far below sea level is the fish? _____

c How far above sea level is the aerial on the house? _____

d How far below sea level is the swimmer's foot? _____

e How far above sea level is the top of the house? _____

f Give the height of both birds. _____

g Give the height of the top of the wave. _____

7 What happens when you subtract a larger number from a smaller number?

Investigate everyday situations that use integers; locate and represent these numbers on a number line

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Science

Design an Earthquake-Proof Building

Study the buildings below. How might their shape and structure help them in an earthquake?



The Transamerica Pyramid - San Francisco



The Yokohama Landmark Tower - Japan



A Japanese Pagoda



Beijing National Stadium

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How to Strengthen a Building

Use this box to make notes to help you create your earthquake-proof building.

- Shape (what shapes could prevent the building from twisting?)
- Walls (what could you use to strengthen your walls?)
- Base (how could you make your building more stable? How could your building absorb the shock waves?)
- Other (think about how you could protect your building's windows, gas and electricity supply.)

Use this list of features to help you make your notes:

- Deep foundations to add stability to the building.
- X-shape supports prevent the building from twisting and make it stronger.
- Emergency shut off switches for gas and electricity to prevent fires.
- Thin walls with steel bars help to reduce the movement of the building.
- Sprinkler system to put out any fires.
- Shock absorbers in the base can absorb the shock waves produced by the earthquake.
- Shutters on windows to stop any falling glass.

Tuesday

Spelling

Write 3-5 spelling words in a sentence in your book.

Sentence of the day

SENTENCE OF THE DAY

Tuesday

Learning Intention: use adverbs, adjectives and adverbial phrases to simple sentences to make them more interesting.

1. Add an adjective
2. Add an adverb
3. Add an adjectival phrase
4. Add an adverbial phrase

Prompt: *Enrich these sentences using the four steps above:*

- The girl sang.

<p>Writing</p>	<div data-bbox="555 107 1291 589" data-label="Image"> </div> <p>This is our sizzling start</p> <p>BOOM! It was the moment they had all been dreading for decades. It had finally happened. Fear filled the city below. People began screaming, crying and running for shelter. Was this the end?</p> <p>Can you backfill? - who, where, when, why</p>
<p>Reading</p>	<p>Read for at least 20 mins a book of your choice</p>
<p>Comprehension</p>	<p>Watch the news and create 5 questions from what you have seen. Think:</p> <p>What if...</p> <p>Why did... How</p> <p>come...</p> <p>Why...</p>
<p>Problem Solving (show working out)</p>	<p>In 4 years time Jodie will be 20 years old. Steve will then be half Jodie's age.</p> <p>How old is Steve now?</p>

Maths

Write the heading "Negative Numbers" and complete the following in your workbook.

Negative numbers **UNIT 30**

4 Display how these number sentences can be done on a number line. The first one has been done for you.

a $7 + 4 - 10 - 8 =$

b $9 + 3 - 6 - 5 - 2 =$

c $-16 + 7 + 5 + 2 + 4 + 5 =$

d $-2 + 7 - 11 - 7 =$

5 Solve the number sentences. The number line above will assist you.

a $-10 + 6 + 2 =$	f $-15 + 8 + 8 + 8 =$	k $10 + 3 - 9 - 7 - 2 =$
b $10 - 7 - 8 =$	g $6 + 2 - 9 - 5 =$	l $7 + 4 - 8 - 10 + 1 =$
c $12 - 8 - 8 =$	h $0 - 2 + 7 + 3 =$	m $-10 + 10 - 7 + 7 + 3 =$
d $12 - 7 - 7 =$	i $-1 + 6 - 10 - 2 =$	n $-3 + 7 + 2 - 9 + 2 =$
e $14 - 6 - 9 =$	j $-5 + 7 + 6 - 4 =$	o $-2 + 3 - 8 - 2 + 1 =$

6 Write a number sentence or story of your own and solve it on the number line.

Investigate everyday situations that use integers; locate and represent these numbers on a number line

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Wednesday

Spelling

Break your spelling words into syllables.

Sentence of the day

SENTENCE OF THE DAY *Wednesday*

Learning Intention: use adverbs, adjectives and adverbial phrases to simple sentences to make them more interesting.

1. Add an adjective
2. Add an adverb
3. Add an adjectival phrase
4. Add an adverbial phrase

Prompt: *Enrich these sentences using the four steps above:*

- The moon shone.

Writing



Suddenly, the wind gusted, and Sammy was lifted higher and higher until his owner Beth could hang on no more... "Owwooooooo!" yelled Sammy, as the world below him drifted further and further away. Up...Up...Up...He went, until Beth was just a tiny dot; an ant far beneath him!
Write a Pebble, Rock and Boulder for this story.

Reading

Read for at least 20 mins a book of your choice.

After reading:

Complete one of the following sentences about what you have just read:

Question: "I wonder if..." or "what if..."

Connection: "This reminds me of..."

Opinion: "I think..."

Reaction: "WOW, I didn't know that..."

Comprehension



- 1.What do you think it would feel like to ride an ostrich?
- 2.How do you think the ostrich feels about being ridden?
- 3.What top-tips would you give Emma to help her win the race?
- 4How do you think riding an ostrich would be different from riding a horse?
- 5.What thoughts do you think are going through Emma's mind?

Problem Solving (show working out)

A rectangular paddock has a perimeter of 50 metres.
Each long side has a length of 15 metres.

What is the length of each short side?

metres

Maths


Write the heading "Elapsed Time/Timetables" and complete the following in your workbook.

UNIT 21

Elapsed time/timetables

10 Calculate the work time from start to finish for these occupations.

Occupation	Start	Finish	Elapsed time
a Carpenter	7:00 am	4:00 pm	
b Accountant	8:00 am	5:30 pm	
c Part-time teller	11:00 am	2:30 pm	
d Nurse	8:00 pm	5:00 am	
e Security guard	9:00 pm	6:30 am	




11 The armed forces often use 24-hour time when conducting their exercises. Calculate the amount of time each person spent on these activities.

a Private Smee went on manoeuvres at 2200 and finished them at 0830. How long did the manoeuvres take? _____


b Captain Zero started flying at 1600 and finished his journey at 0515. How long did the flight take? _____

c Captain Hook took the RAN Commander on a short cruise that started at 1105 and finished at 1345. How long did it take? _____



12 Make a timetable for a Tuesday and a Wednesday of your school week. List the times in half-hour intervals in the first column. Use 24-hour time.

Time	Tuesday	Wednesday
	Recess	Recess
	Lunch	Lunch



Problem solving L N PSC ICT *Interpret and use timetables* **89**

History	<p style="text-align: center;"><u>What makes a good Prime Minister or leader?</u></p> <p>Have a good think about it, interview your family and write all responses in your books.</p>
Other	<p>Write a letter to yourself outlining the reason why you have received a PBL award.</p> <p>OR</p> <p>Reorganise your cupboard making sure all you clothes are folded.</p>

Thursday

Spelling	Create a find a word in your book. Use a 10cm by 10cm grid. Have someone solve it or post for your teacher to solve.
Sentence of the day	<div style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;">SENTENCE OF THE DAY <i>Thursday</i></p> <p>Learning Intention: use adverbs, adjectives and adverbial phrases to simple sentences to make them more interesting.</p> <ol style="list-style-type: none"> 1. Add an adjective 2. Add an adverb 3. Add an adjectival phrase 4. Add an adverbial phrase <p>Prompt: <i>Enrich these sentences using the four steps above:</i></p> <ul style="list-style-type: none"> ● Flowers grew. </div>
Writing	<p>In August we celebrate National Book Lovers Day. Answer one of the following.</p> <p>Why do you think it is important to read?</p> <p><u>Or</u></p> <p>Write a summary of your favourite book.</p> <p>Aim for at least half a page.</p>
Reading	Read for at least 20 mins a book of your choice
Comprehension	<p>Watch a TV show and complete all of the sentences: Your title is the name of the show.</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 working out)

Eight children share 2 pies equally.
How much pie will each child get?

$$\frac{1}{2}$$



$$\frac{1}{4}$$



$$\frac{1}{8}$$



$$\frac{1}{16}$$















Maths

Write the heading "AM and PM Revision" and complete the following in your workbook.





UNIT
6

am and pm revision

12 Complete the clockfaces for each digital time.

a 3:15 pm	b 1:40 pm	c 2:22 am	d 12:34 pm
			
e 4:05 pm	f 9:52 am	g 9:43 pm	h 1:01 pm
			
i 10:45 am	j 7:52 pm	k 8:07 pm	l 11:15 am
			

13 Complete the time trail.


→ + 25 min →

→ + 1 hr 10 min →

→ + 1 hr 17 min →



Time facts:

60 seconds = 1 minute	7 days = 1 week	365 days = 1 year
60 minutes = 1 hour	14 days = 1 fortnight	366 days = 1 leap year
24 hours = 1 day	52 weeks = 1 year	12 months = 1 year

14 Convert these time facts to another unit.

a 5 minutes = _____ seconds	i 2 days = _____ hours
b 3 minutes = _____ seconds	j 3 days = _____ hours
c 10 minutes = _____ seconds	k $5\frac{1}{2}$ days = _____ hours
d $4\frac{1}{2}$ hours = _____ minutes	l 30 minutes = _____ seconds
e $5\frac{1}{4}$ hours = _____ minutes	m $2\frac{1}{2}$ minutes = _____ seconds
f 24 hours = _____ minutes	n 49 days = _____ weeks
g 35 days = _____ weeks	o 75 minutes = _____ seconds
h 360 seconds = _____ minutes	p $4\frac{1}{2}$ years = _____ weeks

I think 30 days is equal to 720 hours.



Compare 12- and 24-hour time systems and convert between them

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Other	Listen to some music and relax OR Create an artwork of a calm peaceful subject
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Friday

Spelling	Get someone to test you on your spelling words, or do a look cover write check with them.
Sentence of the day	<div style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;">SENTENCE OF THE DAY <i>Friday</i></p> <p>Learning Intention: use adverbs, adjectives and adverbial phrases to simple sentences to make them more interesting.</p> <ol style="list-style-type: none"> 1. Add an adjective 2. Add an adverb 3. Add an adjectival phrase 4. Add an adverbial phrase <p>Prompt: <i>Enrich these sentences using the four steps above:</i></p> <ul style="list-style-type: none"> ● The storm ended. ● The sun shone. </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>Opinion: "I think..."</p> <p>Reaction: "WOW, I didn't know that..."</p>
History	<p>We have talked a lot about Federation (1901) but what would our lives be like if we didn't Federate? We would probably be a number of different countries by now.</p> <p>Imagine that we did not Federate, what would each country be called? Would they all remain the same names as we have today?</p> <p>Draw a map of Australia in your book and give each state/territory either a new name, or the same as we have now. Eg; Western Australia.</p>
Other	<p>Go outside and kick or bounce a ball, jump on the trampoline, run round the back yard</p> <p>OR take the dog for a walk</p> <p>Build a 3D object made out of recyclable materials</p>