

Year 6 - Home Booklet 7

Monday

| | | | |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|------------|
| Spelling | <p>Write your spelling words in your book and discuss the meaning of the words with someone.</p> <p><i>Spelling pattern: Revision of plurals - more than one.</i></p> | | |
| | Red | Orange | Green |
| | leaves | thieves | hooves |
| | knives | calves | calves |
| | mangoes | tomatoes | shelves |
| | potatoes | dingoes | echoes |
| | libraries | photos | mosquitoes |
| | memories | videos | potatoes |
| | | | libraries |
| | | | journeys |
| | | | avocados |

| | |
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| Sentence of the day | <div style="border: 2px solid black; padding: 10px; margin-bottom: 10px;"> <p style="text-align: center; font-size: 1.2em;">SENTENCE OF THE DAY Week Seven</p> <p style="background-color: #00FFFF; padding: 5px;">Learning Intention: An <u>adverbial clause</u> is a complete message of thought, containing a verb or a verb group, which provides information which describes the person or thing named. Adverbial clauses can be used to include more information in a sentence and to make it more interesting. An adverbial clause usually begins with a preposition (e.g. when, while, as, before, although, until, after, since, unless, whenever, where).</p> <p>For example:</p> <p style="text-align: center;">The fierce wind from the south howled <u>continuously</u> <u>during the night</u>.</p> </div> <div style="border: 2px solid black; padding: 10px;"> <p style="text-align: center; font-size: 1.2em;">SENTENCE OF THE DAY Monday</p> <p>Learning Intention: Identify the adverbial clause.</p> <p style="text-align: center;">Circle the verb and underline the adverbial clause.</p> <p>Prompt: <i>You can go and play after you have finished your work.</i></p> </div> |
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Create a planning page for this picture. Over the next few days you will use his planning page to help you write a story.

You may want to brainstorm. REMEMBER your first idea is not always your best idea!



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 comprehension pack 'Rainforest Deforestation'.

Problem Solving (show your working out)

Clare bought 3 kg of bananas.



About how much did Clare pay?


Write the heading "Metres, Centimetres and Millimetres" and complete the following in your workbook.

Metres, centimetres and millimetres

UNIT 14

11 Find a suitable place on the playground and mark off a 10 m line. Count how many of your paces are needed to cover 10 m. _____ paces
Use this information to estimate these lengths before measuring them.

| Length | Estimate | Metres |
|-----------------------------------|----------|--------|
| a The width of a netball court | | |
| b The length of a netball court | | |
| c The width of a school building | | |
| d The length of a school building | | |
| e The width of the playground | | |



Measurement facts
 10 millimetres = 1 centimetre 1000 millimetres = 1 metre
 100 centimetres = 1 metre 1000 metres = 1 kilometre

12 Use your measurement facts to convert these measurements to different units.

a 6 cm = _____ mm g $5\frac{1}{2}$ cm = _____ mm m 60 mm = _____ cm
 b 8 m = _____ cm h 2.5 m = _____ cm n 500 cm = _____ m
 c 5 km = _____ m i 9.5 km = _____ m o 4000 m = _____ km
 d 18 cm = _____ mm j 11.5 cm = _____ mm p 1000 mm = _____ m
 e 55 m = _____ cm k 4.25 m = _____ cm q 4500 mm = _____ m
 f 11 km = _____ m l 8.3 km = _____ m r 9250 m = _____ km

13 Order these units of length from shortest to longest.

| | | | | | |
|---|---------|--------|--------|---------|--|
| a | 19 cm | 9 m | 250 mm | 20 cm | |
| b | 3 m | 290 cm | 3.1 m | 2950 mm | |
| c | 4000 mm | 401 cm | 3.5 m | 4000 cm | |

14 Solve the problems.

| Problems | Working |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| a How wide is Tahnee's bedroom if eight wallpaper strips were needed to cover the wall and each strip was 500 millimetres wide? | |
| b How many kilometres does Leisel swim each day if she begins with a 500 metre warm-up and follows this with a 1000 metre swim at half pace and finishes with six 50 metre sprints? | |

Problem solving N CCT Convert between common metric units of length 59

Tuesday

Spelling

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

Sentence of the day

SENTENCE OF THE DAY *Tuesday*

Learning Intention: Identify the adverbial clause.

Circle the verb and underline the adverbial clause.

Prompt: *Animals are often vicious when they have young to protect.*

| | |
|------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Writing</p> | <p>Using your planning page from Monday write a sizzling start in your workbook for the picture you have been given.</p> <p>Think about which start you will use; Action? Question? Sound effects? A memory?</p> |
| <p>Reading</p> | <p>Read for at least 20 mins a book of your choice</p> |
| <p>Comprehension</p> | <div data-bbox="389 479 1251 943" data-label="Image"> </div> <p><u>Complete these questions in your workbook.</u></p> <ol style="list-style-type: none"> 1. Have you ever been surprised by the weather? 2. What is your favourite type of weather? 3. What is your least favourite type of weather? 4. What causes frost? 5. What causes snow? 6. What causes the different types of weather we experience? 7. What causes the seasons? 8. Why is the weather different in different parts of the world? |
| <p>Problem Solving (show your working out)</p> | <p>How long would it take to count to a million? Hint: You don't have to do it!</p> |


Maths

Write the heading "Geometric Patterns" and complete the following in your workbook.

(Rather than using matches, you can use paddle pop sticks or pencils)

UNIT 10 Geometric patterns

1 a Build the geometric pattern of triangles with matches, then sketch the next set of triangles in the sequence.




b Complete and extend the table to record the number of matches needed to make the pattern of triangles.

| | | | | | | | |
|-----------|---|---|---|---|---|---|---|
| Triangles | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Matches | 3 | 6 | | | | | |

c In small groups discuss a rule to describe the number pattern formed by the triangles, then write it.

d Use the rule to state how many matches would be needed for 15 triangles.

2 a Build the pattern of pentagons with matches, then sketch the next set of pentagons.




b Complete and extend the table to record the number of sides needed to make the pattern of pentagons.

| | | | | | | | |
|-----------|---|---|---|---|---|---|---|
| Pentagons | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Sides | 5 | | | | | | |

c Write a rule to describe the pattern.

d How many sides would there be on 10 pentagons?

3 a Build the pattern of squares with matches, then sketch the next set of squares.




b Complete and extend the table to record the number of sides needed to make the pattern of squares.

| | | | | | | | |
|---------|---|---|---|---|---|---|---|
| Squares | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Sides | 4 | | | | | | |

c Write a rule to describe the pattern.

d How many sides would there be on 12 squares?

4 Write a rule to describe the triangle pattern below.



Rule _____

40 Continue and create sequences involving whole numbers, fractions and decimals; describe the rule used to create the sequence. Communicating, Reasoning, L, N, CCT

Other

Play a game of cards with a family member

OR

Draw a map of your neighbourhood and label as many landmarks as you can (shops, parks, etc.)

Wednesday

| | |
|-----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Spelling | Break your spelling words into syllables. |
| Sentence of the day | <div style="border: 1px solid black; padding: 10px;"><p style="text-align: center;">SENTENCE OF THE DAY <i>Wednesday</i></p><p>Learning Intention: Identify the adverbial clause.</p><p style="text-align: center;">Circle the verb and underline the adverbial clause.</p><p>Prompt:</p><p><i>John does well at maths because he has learnt his tables.</i></p></div> |
| Writing | <p>Bees are interesting insects.</p> <p>Research and write about why Bees are an important animal in our world.</p> <p>Aim for at least half a 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> |
| Problem Solving (show your working out) | <p>How many beats would your heart beat in a lifetime if you lived to 80 years old?</p> |

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

Prime and composite numbers

UNIT
10

5 Study the rules for divisibility to aid you in identifying 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 912 |
| 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 5160 |
| 9 | The sum of the digits is a multiple of 9, for example $54 = 5 + 4 = 9$ |
| 10 | The last digit is a 0 |

Prime numbers are numbers that only have themselves and 1 as factors. Composite numbers are numbers with more than 2 factors.

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

| | | |
|-----------------------|------------|------------|
| a 54 <u>composite</u> | h 77 _____ | o 63 _____ |
| b 80 _____ | i 93 _____ | p 65 _____ |
| c 64 _____ | j 97 _____ | q 67 _____ |
| d 81 _____ | k 86 _____ | r 69 _____ |
| e 71 _____ | l 66 _____ | s 73 _____ |
| f 83 _____ | m 76 _____ | t 75 _____ |
| g 99 _____ | n 98 _____ | u 79 _____ |

7 Shade the numbers in the grid that are divisible by the given divisor.

| | Divisor | Number | | | | |
|---|---------|--------|-----|------|------|-------|
| a | 2 | 14 | 100 | 248 | 152 | 2157 |
| b | 3 | 18 | 396 | 67 | 225 | 1233 |
| c | 4 | 28 | 112 | 1442 | 1347 | 3856 |
| d | 5 | 50 | 275 | 171 | 2275 | 4723 |
| e | 8 | 68 | 248 | 1480 | 2344 | 1560 |
| f | 9 | 83 | 135 | 3348 | 3448 | 2557 |
| g | 10 | 997 | 990 | 1040 | 3395 | 10000 |

297 is divisible by 9 because $2 + 9 + 7 = 18$ which is a multiple of 9.

8 Create 4 numbers of at least 3 digits that are divisible by 4. _____

9 Create 4 numbers of at least 3 digits that are divisible by 8. _____

10 Create 4 numbers of at least 3 digits that are divisible by 9. _____

Communicating, Reasoning
Identify and describe properties of prime, composite, square and triangular numbers

41

Design a flag for each 'country' that you have created in Booklet 6 (The map of Australia).

For example, the Queensland flag may be using lots of sunshine type colours and design (yellow, orange, green for the rainforests etc).

Remember if we did not federate, the only state that would probably have the Union Jack would be NSW.

Here are some designs to help you get started. Keep your flags simple.

Country Flags for PowerPoint



Thursday

| | |
|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Spelling | Create a find a word a find a word in your book. Use a 10cm by 10cm grid. |
| 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: Identify the adverbial clause.</p> <p style="text-align: center;">Circle the verb and underline the adverbial clause.</p> <p>Prompt:</p> <p style="text-align: center;"><i>A horse will not work unless it is properly fed.</i></p> </div> |
| Writing | <p>The world-renowned Vivid festival illuminates the city of Sydney with mesmerising art displays and 3D light projections.</p> <p>Write a show don't tell piece on an experience from vivid. If you have not been to vivid, ask an adult to show you some pictures from previous Vivid Festivals or do your own research.</p> <p>REMEMBER: Be creative! It is not always about what you see! Try to include other senses as well, some ideas you could write about include; getting the train into the city, large crowds, winter's night and food vans.</p> |
| Reading | Read for at least 20 mins a book of your choice |

Comprehension

Listen to your favourite song and see if you can find similes, metaphors or imagery.

Problem Solving (show your working out)

David and Sarah both bought a T-shirt and hat. They each spent the same amount of money.

David's T-shirt cost \$28.90 and his hat cost \$21.10. Sarah's T-shirt cost \$30.95.

How much did Sarah's hat cost?

Maths

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

UNIT 26 Rounding numbers

7 Round these numbers to the nearest 10.

a $19 = 20$ e $52 =$ i $65 =$
 b $21 =$ f $38 =$ j $129 =$
 c $37 =$ g $41 =$ k $256 =$
 d $49 =$ h $53 =$ l $385 =$

8 Round these numbers to the nearest 100.

a $99 = 100$ f $297 =$ k $1426 =$
 b $186 =$ g $375 =$ l $1550 =$
 c $207 =$ h $450 =$ m $2379 =$
 d $508 =$ i $850 =$ n $4503 =$
 e $602 =$ j $817 =$ o $5987 =$

9 Round these numbers to the nearest 1000.

a $1023 = 1000$ f $2699 =$ k $13027 =$
 b $999 =$ g $7326 =$ l $15301 =$
 c $3745 =$ h $5206 =$ m $15987 =$
 d $9999 =$ i $7509 =$ n $14674 =$
 e $1257 =$ j $6500 =$ o $17500 =$

Numbers ending in 5 are rounded up.

Numbers ending in 50 are rounded up.

Numbers ending in 500 are rounded up.

Many advertisements that deal in large numbers use a K to show thousands. e.g. 23K = 23 000. The K is an abbreviation for the Greek word *khilioi* which means thousand.

10 Write each of these numbers using K as an abbreviation.

a $7000 = 7K$ d $13000 =$ g $36000 =$
 b $3000 =$ e $27000 =$ h $74000 =$
 c $9000 =$ f $18000 =$ i $56000 =$

11 Round each number in the number sentences below to the nearest 1000 and estimate an answer for each. Record your answer in an abbreviated form using a K.

| | Question | Estimate |
|---|---------------|----------|
| a | $1249 + 1958$ | 3 K |
| b | $2896 + 3107$ | |
| c | $5777 + 3699$ | |
| d | $7777 + 6666$ | |
| e | $5977 + 5017$ | |

| | Question | Estimate |
|---|----------------|----------|
| f | $29864 + 3207$ | |
| g | $35977 + 5103$ | |
| h | $36102 + 8798$ | |
| i | $37901 + 5109$ | |
| j | $55354 + 9999$ | |

POSITION VACANT
Accountant
 Must be fully qualified and willing to work long hours.
 CPA accredited.
 Salary \$96K

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

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: Identify the adverbial clause.</p><p style="text-align: center;">Circle the verb and underline the adverbial clause.</p><p>Prompt:</p><p><i>Although the story is an old one, it never fails to interest children.</i></p></div> |
| 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..." |
| Other | Go outside and kick or bounce a ball, jump on the trampoline, run round the back yard OR Take the dog for a walk OR Build a 3D object made out of recyclable materials |

Rainforest Deforestation

Rainforests are an essential part of our planet, providing oxygen, absorbing carbon dioxide and housing 50% of the animal and plant species of the planet. Not to mention, the medicines and cures that are made using plants only found in a rainforest environment.

Deforestation

Deforestation is the name given to the destruction of the rainforests and this is being done by burning them, chopping down the trees, or in some cases, flooding the areas. This is happening so fast that an area the size of twenty football pitches is being destroyed every minute! If the current rate of deforestation continues, it will take less than a hundred years to destroy all the rainforests on Earth.



Fact File in Numbers

- 20% of the world's oxygen is produced in the Amazon forest.
- 28,000 species of animals are expected to become extinct in the next 25 years due to deforestation.
- $\frac{1}{3}$ of the tropical rainforests that we had have already gone.

Why are they being destroyed?

The biggest reason rainforests are cleared is to make space for food, including cattle to be farmed for cheap beef and also growing large crops, such as soya beans and palm oil. In addition, other causes of deforestation, which are also related to making money include; chopping down and using the wood from the forest, building roads for mining metals, gold or diamonds, flooding areas to make dams to generate electricity and also digging for oil.

How can they be saved?

There are plenty of charities fighting against deforestation and people can always help by raising money for those charities. Also, think about the reasons that the forests are being destroyed and how some little changes in your everyday habits could help. For example, the cheap beef farmed in the areas that used to be rainforest land is often used in fast food chains. Could you avoid eating fast food from these outlets? You could also check on your supermarket food labels for the country of origin of any meat you buy. Was it farmed in an area where deforestation is taking place? You could also use rainforest-friendly wood so you know it is not a by-product of deforestation. Finally remember, paper comes from trees so any paper saving you can do, as well as recycling, will help the environment.

Questions about Rainforest Deforestation

1. Name a reason not to destroy rainforests given in the first paragraph.

2. Name **two** of the three ways given that a rainforest can be destroyed.

3. What **percentage** of the rainforests has already gone?

4. In the fact file, what does the author say will happen in the next quarter of a century?

5. Why does saving paper help the rainforests?

6. Why has the author used an exclamation mark in paragraph two?

7. What **fraction** of the earth's plant and animal species live in the rainforests?

8. List **two** main reasons why deforestation is occurring.

9. Which rainforest produces 20% of the world's oxygen?

10. What is your opinion about deforestation? How could you help to stop it?
