



Gunnedah South Public School



Home Learning Booklet

Week 2



Year 6



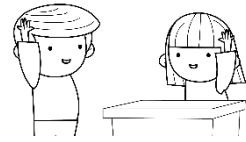


Monday

Week 2

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Teacher read aloud. Reading Eggs.	
9.30 to 10	Writing	View, discuss and respond with evidence to a topic or question	Page 2
10 to 10.30	Spelling	Vocab sprint: spelling convention to build words	Pages 3 - 4
10.30 to 11	Handwriting	Correct typing technique	
11 to 11.30	Recess Break		
11.30 to 12	Mathematics	Addition and subtraction: subtract from zeros	Pages 5 - 6
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	Balancing Yoga	
1 to 2	Lunch Break		
2 to 2.30	PBL	Wellbeing	Page 7
2.30 to 3	PDHPE	Identify what factors influence health	Page 8

Rhetorical Questions



A rhetorical question is a question that is asked, but there is no need to reply.
For example: Who doesn't like chocolate?

1. Decide whether these questions are rhetorical (R) or non-rhetorical (N).

- a) What is the difference between a rabbit and a hare? R/N
- b) Do I look like I was born yesterday? R/N
- c) How would you feel if your house was full of rubbish? R/N
- d) Do we have school tomorrow? R/N
- e) Wouldn't you feel horrible if you didn't give that dog a home? R/N

2. Write your own rhetorical questions about these school issues.

Imagine you are trying to engage your audience.

Issue	Rhetorical Question
a) The school playground is always untidy.	
b) You have heard that lots of children are wasting water.	
c) Children are not wearing helmets when they ride bikes.	
d) Children are not wearing their hats at play time.	

Word Building

We are learning to build new words using the spelling convention of the week.

Success Criteria:

*When adding -able or -ous to words ending in -ge or -ce, keep the -e.

1. change -

2

3

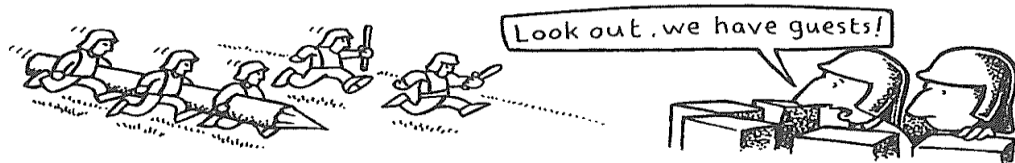
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5

Plurals Revision

Write the correct form of plural on the line.

sentryes / sentries	answeres / answers
geese / geoses	shelves / shelfs
chimnies / chimneys	clashes / clash's
matches / matchs	cross's / crosses
eagls / eagles	friendes / friends
gulfs / gulves	replys / replies
tomatos / tomatoes	octopus's / octopuses
wifes / wives	peachs / peaches
highways / highwayes	chieves / chiefs
oxen / oxes	bushs / bushes
monkies / monkeys	waltzs / waltzes
factoryes / factories	tweezerses / tweezers
ditchies / ditches	oasises / oases
pianoes / pianos	trophys / trophies
piecs / pieces	entryes / entries
gallies / galleys	videoes / videos
answeres / answers	sandwiches / sandwichs
giraffes / giraffs	knifes / knives
guests / guestes	castles / castls



Definition

Sentence

guide

Synonyms/Antonyms

Draw a picture

Prefixes/Suffixes

Subtraction Across Zero

$$\begin{array}{r} 1) \quad 9,000 \\ - \quad 5,679 \\ \hline \end{array}$$

$$\begin{array}{r} 2) \quad 7,000 \\ - \quad 438 \\ \hline \end{array}$$

$$\begin{array}{r} 3) \quad 800 \\ - \quad 324 \\ \hline \end{array}$$

$$\begin{array}{r} 4) \quad 6,000 \\ - \quad 548 \\ \hline \end{array}$$

$$\begin{array}{r} 5) \quad 500 \\ - \quad 71 \\ \hline \end{array}$$

$$\begin{array}{r} 6) \quad 3,000 \\ - \quad 913 \\ \hline \end{array}$$

$$\begin{array}{r} 7) \quad 8,000 \\ - \quad 2,083 \\ \hline \end{array}$$

$$\begin{array}{r} 8) \quad 1,000 \\ - \quad 965 \\ \hline \end{array}$$

$$\begin{array}{r} 9) \quad 700 \\ - \quad 581 \\ \hline \end{array}$$

$$\begin{array}{r} 10) \quad 3,000 \\ - \quad 957 \\ \hline \end{array}$$

$$\begin{array}{r} 11) \quad 900 \\ - \quad 189 \\ \hline \end{array}$$

$$\begin{array}{r} 12) \quad 6,000 \\ - \quad 4,056 \\ \hline \end{array}$$

$$\begin{array}{r} 13) \quad 200 \\ - \quad 161 \\ \hline \end{array}$$

$$\begin{array}{r} 14) \quad 2,000 \\ - \quad 503 \\ \hline \end{array}$$

$$\begin{array}{r} 15) \quad 400 \\ - \quad 75 \\ \hline \end{array}$$

$$\begin{array}{r} 16) \quad 600 \\ - \quad 364 \\ \hline \end{array}$$

$$\begin{array}{r} 17) \quad 4,000 \\ - \quad 2,857 \\ \hline \end{array}$$

$$\begin{array}{r} 18) \quad 5,000 \\ - \quad 1,892 \\ \hline \end{array}$$

Subtraction Across Zero

$$\begin{array}{r} 1) \quad 7,052,060 \\ - \quad 365,101 \\ \hline \end{array}$$

$$\begin{array}{r} 2) \quad 603,634 \\ - \quad 221,900 \\ \hline \end{array}$$

$$\begin{array}{r} 3) \quad 90,801 \\ - \quad 9,320 \\ \hline \end{array}$$

$$\begin{array}{r} 4) \quad 402,420 \\ - \quad 21,065 \\ \hline \end{array}$$

$$\begin{array}{r} 5) \quad 70,000 \\ - \quad 50,000 \\ \hline \end{array}$$

$$\begin{array}{r} 6) \quad 5,320,152 \\ - \quad 3,100,241 \\ \hline \end{array}$$

$$\begin{array}{r} 7) \quad 36,086 \\ - \quad 12,420 \\ \hline \end{array}$$

$$\begin{array}{r} 8) \quad 9,830,021 \\ - \quad 3,524,110 \\ \hline \end{array}$$

$$\begin{array}{r} 9) \quad 203,803 \\ - \quad 162,472 \\ \hline \end{array}$$

$$\begin{array}{r} 10) \quad 6,000,000 \\ - \quad 5,000,000 \\ \hline \end{array}$$

$$\begin{array}{r} 11) \quad 860,432 \\ - \quad 413,002 \\ \hline \end{array}$$

$$\begin{array}{r} 12) \quad 69,580 \\ - \quad 64,853 \\ \hline \end{array}$$

$$\begin{array}{r} 13) \quad 503,000 \\ - \quad 364,535 \\ \hline \end{array}$$

$$\begin{array}{r} 14) \quad 26,300 \\ - \quad 2,211 \\ \hline \end{array}$$

$$\begin{array}{r} 15) \quad 8,032,082 \\ - \quad 5,603,760 \\ \hline \end{array}$$

$$\begin{array}{r} 16) \quad 90,005 \\ - \quad 70,842 \\ \hline \end{array}$$

$$\begin{array}{r} 17) \quad 4,008,674 \\ - \quad 884,021 \\ \hline \end{array}$$

$$\begin{array}{r} 18) \quad 300,000 \\ - \quad 28,413 \\ \hline \end{array}$$



We are learning to identify how to be safe, respectful, learners at home.

We are all in different learning environments at the moment. Write expectations on how you are being safe, respectful learners at home. Southey would love to see what expectations you come up with. You may like to make a movie that shows you displaying these expectations at home.

GUNNEDAH SOUTH HOME MATRIX			
VALUES	SAFE	RESPECTFUL	LEARNER
AT HOME			

Personal Development & Health

We are learning to identify what factors influence our health.

There are three areas of health. For each area list a positive or negative influence. Examples have been given to start you off.

PHYSICAL		SOCIAL	
Positive Rest – good night sleep	Negative Always eating junk food	Positive Helping people	Negative Fighting with friends
MENTAL/EMOTIONAL			
Positive Having confidence		Negative Not telling people how you feel.	

2. From the influences you have listed highlight or circle which ones you have controls over. This means which are the ones that you can change.

3. Good health is about balancing your triangle. Draw your own triangle like the one below, label each section physical, social and mental. Then in each section draw pictures that describe your health in these areas.

Is your triangle balanced? Why/why not? What can you do to balance your triangle?





Tuesday

Week 2

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Comprehension activity. Reading Eggs.	Pages 10 - 13
9.30 to 10	Writing	Introductions in a persuasive text	Page 14
10 to 10.30	Spelling	Vocab sprint: using list words in context	Pages 15 - 17
10.30 to 11	Handwriting	Diagonally join to head and body letters	Page 18
11 to 11.30	Recess Break		
11.30 to 12	Mathematics	Multiplication and Division: use the 'Bus Stop' method to divide	Pages 19 - 20
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	Circuit: burpees, sit ups and high knees	
1 to 2	Lunch Break		
2 to 2.30	Geography	Discover some of the geographical features of Asia	Pages 21 - 23
2.30 to 3			

World's Largest Seal

by Guy Belleranti

In the freezing ocean waters of Antarctica, the planet's largest seals make their home in a frozen world. These giants are southern elephant seals, and they can grow as long as the length of a car and weigh as much as two cars combined. The name "elephant seal" comes from both the males' enormous size and from their giant trunk-like nose, called a proboscis. Females do not have a proboscis and they are much smaller.



A thick layer of blubber keeps southern elephant seals warm in their icy habitat. The seals are clumsy on land, but in water they're graceful swimmers and incredible divers. They can easily dive 1,000 to 4,000 feet to hunt for squid, octopus, and various kinds of fish. Elephant seals are able to stay underwater for 20 minutes or more. The longest underwater session researchers observed is an amazing two hours! When they return to the surface to breathe, it's only for a few minutes. Then they dive again.

While elephant seals spend most of their time swimming, they also gather on beaches in groups called colonies. One reason they come to land is to give birth and breed. Males arrive before females. They battle for dominance, deciding who will have large harems of females. Raising their enormous bodies, the males inflate their snouts and bellow. Usually these confrontations end quickly. However, sometimes only a physical battle can settle the matter. These fights can be bloody, but permanent injury is rare.

Females arriving on land give birth to a single pup they've been carrying since the previous year. Newborns weigh about 90 pounds. The mother nurses her pup for a little over three weeks. After this, she breeds with a dominant male and then returns to the sea to feed. Her pup now weighs well over 200 pounds and is on its own. If it survives, it too will enter the sea within a couple of months.

A second reason elephant seals come to land is to molt. When they molt, they shed old skin and fur and new skin and fur grows.

A smaller species, the northern elephant seal, lives in the Pacific Ocean, dispersed from Baja, California to Alaska. Both northern and southern elephant seals were once hunted nearly to extinction. However, under legal protections both have made incredible comebacks.

World's Largest Seal

by Guy Belleranti



1. Based on the information in the article, describe how an elephant seal's movements are different on land than in the water.

2. Why do male elephant seals arrive on land before females during the breeding season?

3. According to the information in the article, describe two reasons why elephant seals come on land.

4. How does an elephant seal obtain its food? What foods are a part of an elephant seal's diet?

5. Based on what you read in the article, are elephant seals in danger of becoming extinct today? Why or why not?

World's Largest Seal

by Guy Belleranti

Fill in the missing letters to create a vocabulary word from the article. Then write the full word on the line. Be sure you spell each word correctly.



1. ____ n ____ m o ____ s

hint: extremely large

2. ____ o ____ i n ____ n ____ e

hint: power or superiority over others

3. c ____ u ____ y

hint: awkward; ungainly

4. ____ e r ____ a ____ e n ____

hint: lasting indefinitely

5. ____ ____ l ____ n i e ____

hint: groups of elephant seals

6. e ____ i n ____ t ____ n

hint: disappearance from the planet

7. ____ u b ____ e r

hint: fatty tissue that helps sea mammals stay warm

8. ____ e l l ____

hint: make a loud roaring sound

World's Largest Seal

by Guy Belleranti

In the article, "World's Largest Seal," you learned that southern elephant seals reside in the icy waters of Antarctica.



Choose another animal species that lives in Antarctica. Using the Internet, with your teacher's permission, research five interesting facts about the animal you choose. Describe what you learned on the lines below. Be sure to include the website address where you learned the information about your animal species.

[illegible]

Website I used: _____

Name _____



Using facts and
opinions to persuade

The Power of Persuasion



Have you ever tried to convince someone to feel the way you do about something? To write a convincing **persuasive paragraph**, state your opinion clearly, give reasons, and support your opinion with facts. Remember that facts can be checked or proven. Here is an example from a letter to the editor of a newspaper.

Our town should consider building a skateboard park. According to a recent community survey, there are more kids skateboarding than ever before but fewer places to skateboard. Certain townspeople and merchants have complained to authorities that skateboarders make too much noise, create a nuisance for pedestrians and drivers, and are causing property damage. As a result, we skateboarders are continually “asked” to move on. We are always looking for new places to practice. Specially designated areas and parks for skateboarders have worked in other communities with similar problems. If everyone would work together, it could work here.

Jason Anderson
Green Hills

Answer each question about the letter to the editor above.

1. What opinion does Jason state in his letter? _____
2. What reasons does Jason give? _____

3. What facts does Jason present to support his opinion? _____

Think about some problems and issues that affect your school, neighborhood, community, or state. Choose one that you feel deeply about. What is your opinion? Write what you think should be done to resolve the problem or issue.

List reasons for your opinion.

List facts to support your opinion.

Now, write a paragraph on another piece of paper. Then ask friends to read your paragraph and share their responses. Do they agree or disagree with you? Why? Do they have suggestions that could improve your paragraph to make it more persuasive? Revise your paragraph.

We are learning to use our spelling words in context.

Success Criteria:

*Use correct punctuation

*Check for meaning

*Underline the spelling word in each sentence.

Sentences

1.

2.

3.

4.

5.

6

7.

8.

9.

10.

Base Words

From **base words** we can build other words by adding a **prefix** or a **suffix** or **both**.
For example:

Base Word	Add Prefix	Add Suffix
lock	un lock	unlock ed
happy	un happy	happy ness
appear	dis appear	appear ed

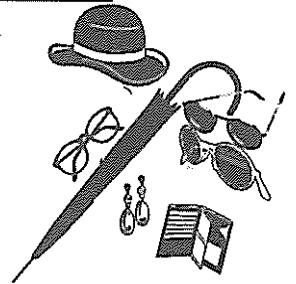
Sometimes the base word may be hard to see because of spelling changes.
For example, **happiness** — base word is **happy**.

Example

Write the **base word** from which the bold word comes.

There are a lot of goods still **unclaimed**. _____

Answer = **claim**



Now do these the same way. Circle the suffix or prefix and write the base word on the line.

1. My father has been **unemployed** for two years.

2. At the station we had some **refreshments**.

3. The thief was sentenced to two years **imprisonment**.

4. If we stay here we are at a **disadvantage**.

5. Mushrooms are **plentiful** this year.

6. His behaviour made me **angrier** than I've ever been.

7. I think I am the **luckiest** student in the school.

8. The police soon **disarmed** the men.

9. The pelicans **encircled** the fish.

10. Tommy could not go to play because he **misbehaved** in class.

11. The comet will be **reappearing** next year.

12. It seems that this story is quite **disjointed**.

Definition

Sentence

saviour

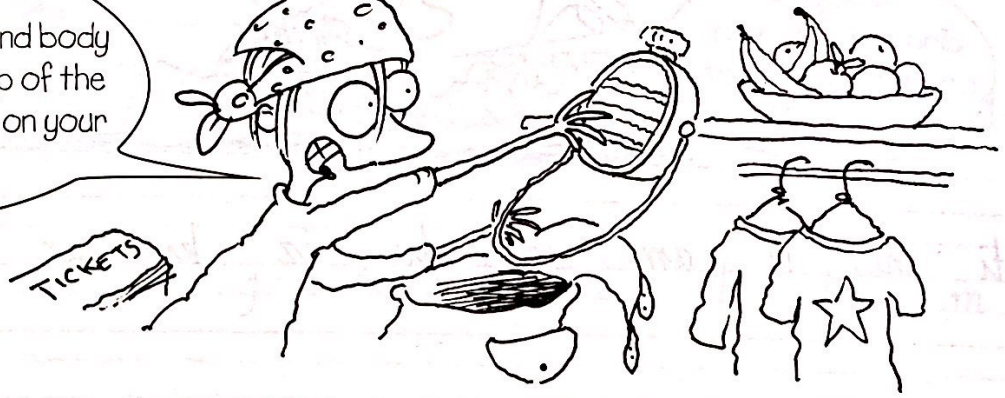
Synonyms/Antonyms

Draw a picture

Prefixes/Suffixes

When you do a diagonal join to a head and body letter, go right to the top of the letter, then retrace a bit on your way back down.

el nk



th it ck nk ab nt tl et ht lt

title - element mink keel untimely little minty

think clunky leek likely climb mutt imminent

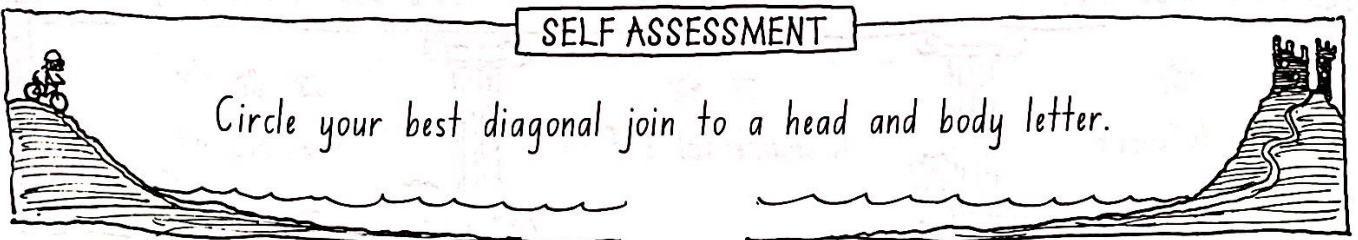
The Great Pyramid at Giza is the only one of the

Seven Wonders of the Ancient World that is still

standing today.

SELF ASSESSMENT

Circle your best diagonal join to a head and body letter.



Find each quotient (Answer).

$$4 \overline{)236}$$

$$5 \overline{)165}$$

$$7 \overline{)518}$$

$$6 \overline{)516}$$

$$8 \overline{)448}$$

$$8 \overline{)720}$$

$$8 \overline{)304}$$

$$9 \overline{)774}$$

$$3 \overline{)162}$$

$$5 \overline{)285}$$

$$4 \overline{)244}$$

$$9 \overline{)765}$$

$$8 \overline{)480}$$

$$8 \overline{)192}$$

$$2 \overline{)76}$$

$$6 \overline{)312}$$

$$8 \overline{)544}$$

$$5 \overline{)50}$$

$$7 \overline{)427}$$

$$4 \overline{)108}$$

Find each quotient (answer) and the remainder.

$$5 \overline{)783}$$

$$6 \overline{)719}$$

$$9 \overline{)296}$$

$$9 \overline{)917}$$

$$2 \overline{)158}$$

$$2 \overline{)896}$$

$$5 \overline{)858}$$

$$8 \overline{)966}$$

$$3 \overline{)459}$$

$$7 \overline{)954}$$

$$3 \overline{)673}$$

$$3 \overline{)192}$$

$$6 \overline{)889}$$

$$9 \overline{)661}$$

$$5 \overline{)497}$$

$$2 \overline{)971}$$

$$3 \overline{)538}$$

$$6 \overline{)373}$$

$$1 \overline{)345}$$

$$1 \overline{)621}$$



What are some of the geographical features of Asia?

Asia, being such a large continent, has a diverse range of geographical features. Some of the countries of Asia are stand-alone islands or made up of a group of islands, known as archipelagos. Three of the world's oceans flow in and around the region. Other bodies of water include seas, lakes and rivers, some of which flow from melted glaciers in the highlands. Large mountain ranges, low lying plateaus and expansive deserts are characteristic of many Asian countries.

Task: Using the internet, find the countries these geographical features are located. Write your search questions like this: *Where is the highest mountain in the world located?* **Extension:** create a presentation about each of these places with details and images.

- a) The highest mountain in the world. _____
- b) The third longest river in the world. _____
- c) The world's deepest freshwater lake. _____
- d) The lowest point in the world. _____
- e) The tallest volcano in Asia. _____

Label and colour in the countries where the places are located.



Task: using Google maps find each of the following places in Asia. (Instructions on next page). Write down two or three geographical facts you can find about it. Include geographical terms (e.g. north, south, east, west, near, kilometres from etc) and include any key geographical information you can find. Selecting the directions tab will give you the opportunity to work out directions to each feature from a place of your choice.

a Tarako National Park, Taiwan

b Victoria Peak, Hong Kong

c Agonda Beach, Goa, India

d Mount Fuji, Japan



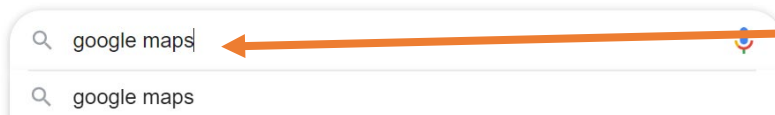


So you are thinking about exploring Asia.
Have you bought a ticket? Do you have a
passport???

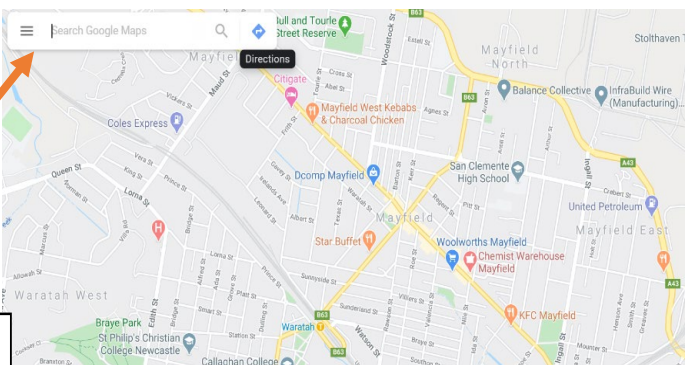
Don't worry Year 6, today we will be using
Google maps to explore Asia and all its
wonders!



Go onto Google Chrome or Firefox and
use Google to search for Google Maps.

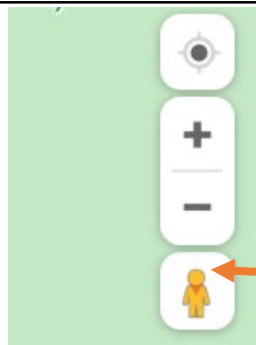
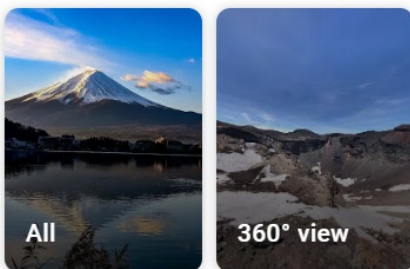


Click on the first website and you will see
this page. Type in the place you want to
search for in the top left part that says
"Search Google Maps"



In the information bar to the left, if you scroll
down you will find photos taken of your
location.

Photos



You will instantly be transported to your
location without even getting on a
plane!!

You will see a little yellow person down
the bottom right, click and hold it then
drag it to the spot where your marker is.

If you click somewhere the camera will
move there.

WOW!!! Look at those views hey?
It's like we have just been there! Have
an explore of the area and see if you
notice and geographical features.

For example: There is a large
mountainous range and deep ravines.
There is snow and rocky terrain.

Hope you packed your coat...



If you are having trouble describing the places
geographical features, try Googling it like this.

geographical features of mount fuji



Wednesday

Week 2

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Teacher read aloud. Reading Eggs.	
9.30 to 10	Writing	How to structure an argument in a persuasive text	Page 25
10 to 10.30	Spelling	Vocab sprint: match list words to given clues	Pages 26 - 27
10.30 to 11	Handwriting	Diagonally join to head and body letters	Page 28
11 to 11.30	Recess Break		
11.30 to 12	Mathematics	Patterns and Algebra: patterns with fractions	Page 29
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	Throwing – ‘Last Minute Laundry Game’	
1 to 2	Lunch Break		
2 to 2.30	CAPA	Animal patterns: using negative space in art works	Pages 30 - 31
2.30 to 3		Drama with Miss Christie	

Finding Evidence worksheet

Using research,

You should structure your questions with the topic as the main part. E.g.



3 pieces of evidence (Example, statistics or quotes) that support your argument:

Are you FOR or AGAINST this topic? Circle One

1. _____

2. _____

3. _____

Extra: _____

**Wild animals should
never be caged.**

3 pieces of evidence (Example, statistics or quotes)
that support your argument:

Are you FOR or AGAINST this topic? Circle One

1. _____

2. _____

3. _____

Extra: _____

**Gardening should
be taught in schools.**

3 pieces of evidence (Example, statistics or quotes)
that support your argument:

Are you FOR or AGAINST this topic? Circle One

1. _____

2. _____

3. _____

Extra: _____

**Summer is a more
enjoyable season
than winter.**

Which Word?

We are learning to identify list words using their meanings.

Success criteria:

*Match a list word to the clue.

*If you are unsure, use a dictionary to help you.

1. pain	ache
2. a type of triangle	
3. the way something tastes	
4. to convince someone	
5. something funny	
6. to swap one item for another	
7. work	
8. to show the way	
9. the same	
10. the most, the highest amount	
11. to control, be in charge	
12. a sign, or to see something for the first time	
13. be thankful for	
14. when white light is split you get this	
15. make different	

Draw the following...

...an equilateral triangle the colour of the ocean.	...a Girl Guide with a sense of humour and an aching knee.

Definition

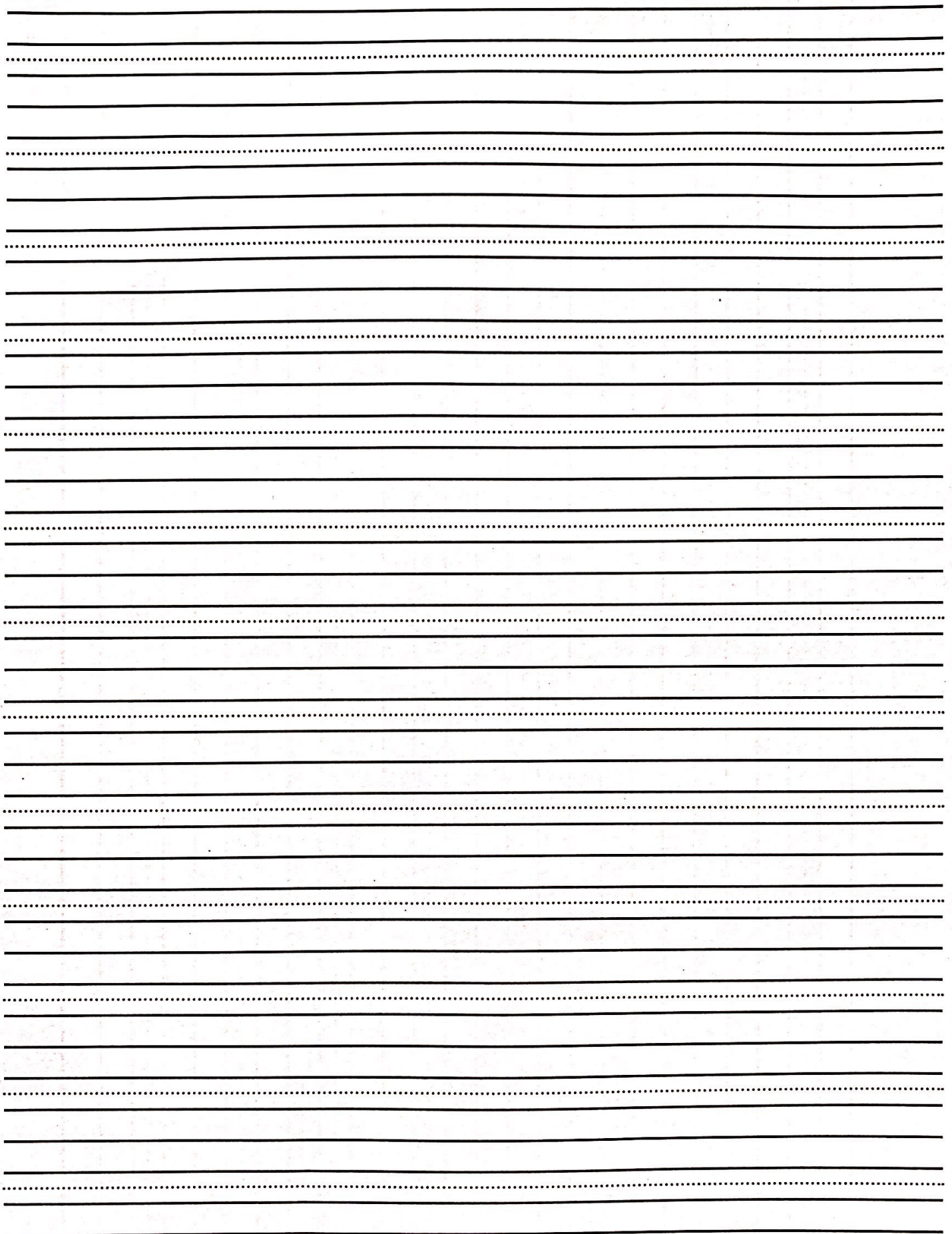
Sentence

persuade

Synonyms/Antonyms

Draw a picture

Prefixes/Suffixes



Continue the Number Patterns

I can continue patterns with fractions, decimals and whole numbers resulting from addition or subtraction (ACMNA107).

Continue each pattern and write down what the rule is. The first one has been done for you!

Whole Number Patterns:

1. 120, 142, 164, 186, 208, , , Rule =

2. 975, 930, 885, 840, , , Rule =

3. 14, 28, , 56, , 84, Rule =

Decimal Number Patterns:

4. 0.12, 0.23, 0.34, , 0.56, 0.67, , 0.89, Rule =

5. 12.9, 11.87, 10.84, , 8.78, 7.75, , Rule =

Fraction Number Patterns:

6. $6\frac{4}{6}$, $6\frac{3}{6}$, , , 6, $5\frac{5}{6}$, , $5\frac{3}{6}$, , $5\frac{1}{6}$, Rule =

7. $4\frac{1}{5}$, , $4\frac{3}{5}$, $4\frac{4}{5}$, , , $5\frac{2}{5}$, $5\frac{3}{5}$, Rule =

Create Your Own Patterns!

Whole number pattern: _____

The rule is: _____

Decimal number pattern: _____

The rule is: _____

Fraction number pattern: _____

The rule is: _____

1.Start by choosing your favourite animal and think about what pattern its skin or fur has and the texture on its skin or fur.

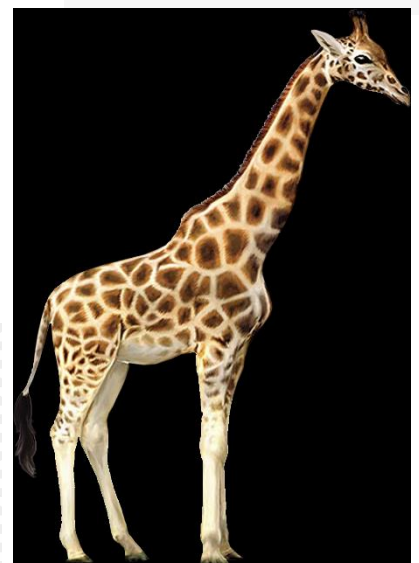
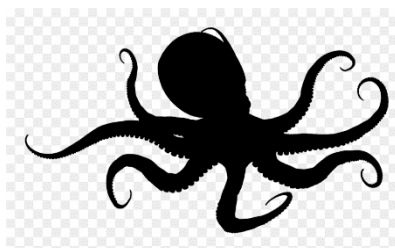
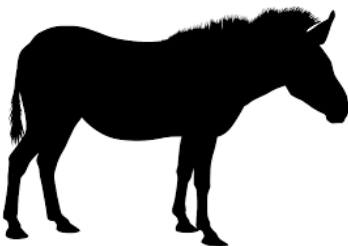
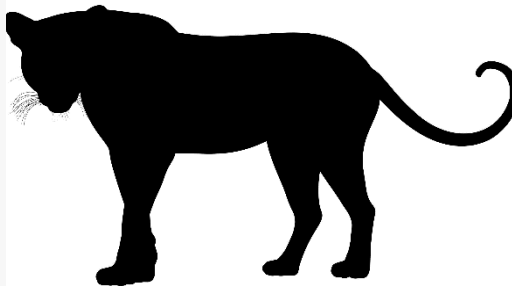
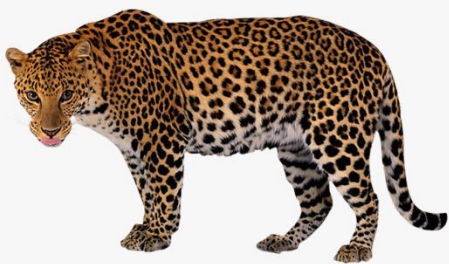
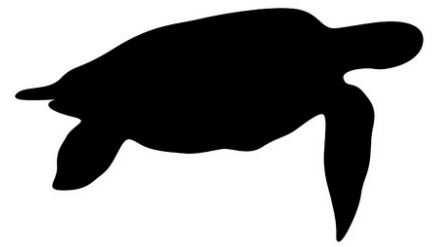
2.Trace the outline of your animal, carefully including any specific parts of its body that helps identify it. If you do not have black paper, colour your animal black.

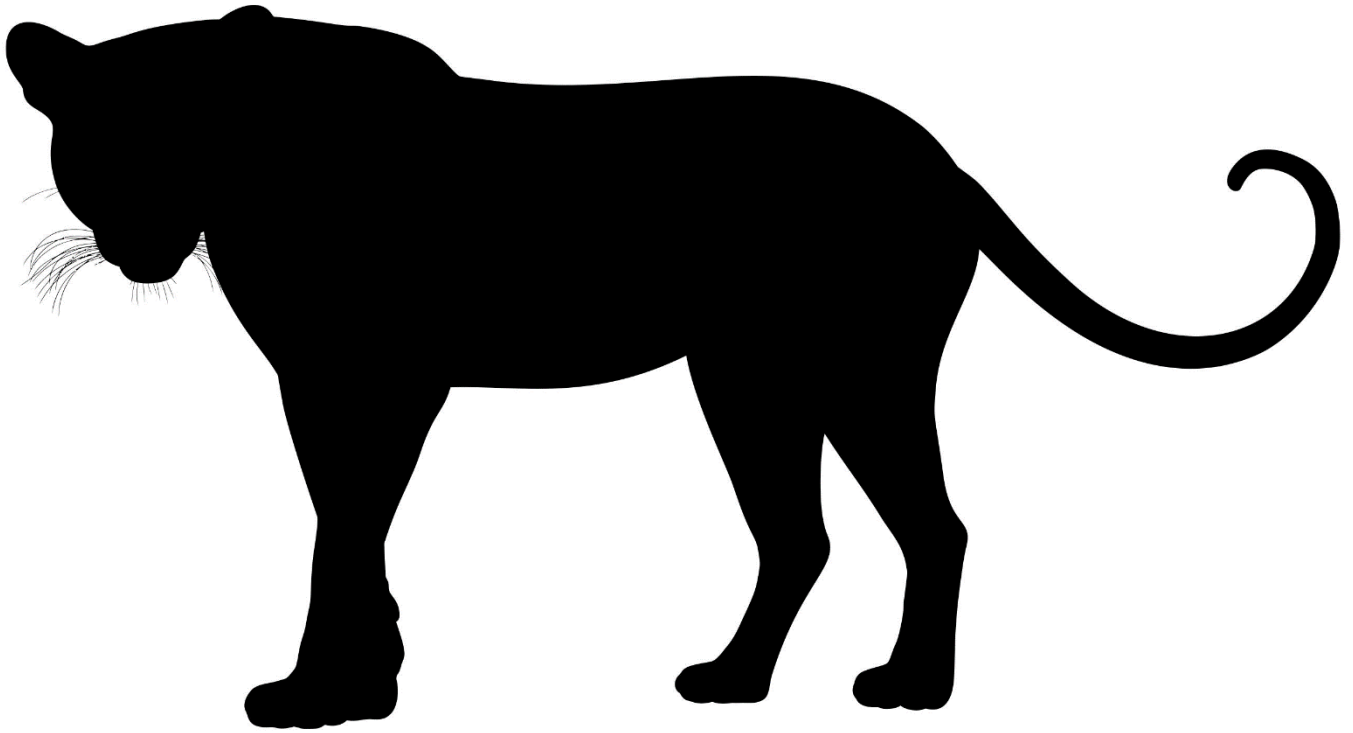
3.Cut the outline of your animal out and put it to the side.

4.Using your white paper, lightly draw the pattern of your animal's skin or fur all across the page.

5.Using your coloured pencils or oil pastels, fill in the colours inside your pattern. As you do this, consider what the texture might feel like and how you can convey that in your line quality. *If your texture is fuzzy, use short soft strokes. If your texture is spiky, use long specific strokes. Or, if its bumpy like our octopus example, we left white areas around the suckers to show the suckers being raised above the skin.*

6.When your background is complete (and dry if you use wet mediums), glue your animal silhouette, using a glue stick. Make sure you glue all the way to the edges. *Hint: When applying pressure to glue your paper down, press smoothly and evenly from the centre out, taking care to press down all the way to the toes, fingers, hooves and tails.*





Example animal silhouettes (leopard and giraffe)





Thursday

Week 2

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Comprehension activity. Reading Eggs.	Pages 33 - 36
9.30 to 10	Writing	Conclusions in persuasive texts	Pages 37 - 38
10 to 10.30	Spelling	Vocab Sprint: rhyming words	Pages 39 - 42
10.30 to 11	Handwriting	Horizontally join a letter to an anti-clockwise letter	Page 43
11 to 11.30	Recess Break		
11.30 to 12	Mathematics	Difference between 'gross' and 'net' mass	Page 44
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	Raindance	
1 to 2	Lunch Break		
2 to 2.30	Science	Mrs Pepper's Science Lesson	Pages 45 - 48
2.30 to 3			

The Skeleton Key

by Kelly Hashway

Erik rang his grandparents' doorbell and silently wished the next four hours would go by quickly. He didn't want to give up his entire Saturday afternoon at his grandparents' house where there were no kids in the neighborhood.



"You're right on time," Grandma Bethany said, opening the door. "There's tea and cake in the dining room."

Cake? At least the first ten minutes would go by quickly. Erik hung his coat on the rack by the door and saw a strange looking key hanging on a hook. "Grandpa Bill, what's this funny key for?"

"That's a skeleton key. It opens the best room in this house," Grandpa Bill whispered so no one else could hear. "It's the room I go to when your grandmother tries to make me help with the dishes."

"What's so special about the room?" Erik asked.

"It's a game room," Grandpa Bill said. "Take the key and see if you can find the room by the time I finish my tea."

Erik grabbed the key and stared at it. "A skeleton key? It looks old." Erik decided the oldest things in the house were probably upstairs in the walk-up attic. He headed past the dining room and to the stairs.

Grandpa Bill sipped his tea and shook his head.

Erik knew that meant he was going the wrong way. He headed back to the front door where he'd found the key.

Erik thought about the oldest part of a house. "The basement! It's the first part that's built." He rushed to the basement door and looked at the lock. It was different from a normal lock. He slid the key inside and turned it. With a click, the door opened.

Erik switched on the light and walked down the stairs. The basement was one giant room with a pool table in the middle and a dartboard on the far wall.

"Awesome!" Erik said.

"Ever learn to play pool?" Grandpa Bill asked, coming down the stairs.

"No," Erik said.

"Well then, grab a cue from the rack and I'll teach you."

Erik smiled. The next four hours were going to fly by.



The Skeleton Key

by Kelly Hashway



1. What is the setting of this story?
(Tell where and when the story takes place.)

2. Why didn't Erik want to visit his grandparents' house at the beginning of the story?

3. Grandpa told Erik that the skeleton key opened...

- a. a trunk with secrets
- b. the basement door
- c. the attic door
- d. a game room

4. Why did Erik think the key would open the attic door?

Now try this: On a sheet of lined paper, write a continuation of this story. Tell what happens from the time Erik starts playing pool to the time he leaves.

The Skeleton Key

Vocabulary

Choose the best definition for the underlined word in each sentence.



1. Erik and his grandfather played a game of pool.
 - a. a hole in the ground filled with water
 - b. a game where a large ball is shot into a goal
 - c. a game where a stick is used to shoot balls across a table
2. Grandpa Bill grabbed a cue from the rack.
 - a. a ball used to play pool
 - b. a stick used to play pool
 - c. a storage container for pool equipment
3. Erik noticed a dartboard on the wall in Grandpa Bill's game room.
 - a. a square box where darts are kept
 - b. a piece of wood used to keep score while playing darts
 - c. a target made of cork that is used in a game of darts

In the space below, draw a pencil sketch of Erik and Grandpa Bill playing pool. Label the pool table and cue. Draw a picture of a dartboard in the background and label it too.

T-Chart

Title: _____

--	--

Task: Using 2-3 of the following topics, create **for** and **against** arguments that use evidence to support your points on the T-chart above. Try to come up with 3 (**POWER OF 3**) pieces of evidence for each 'for' and 'against' argument you have.

Topics - *please be aware that you can choose topics that aren't here if you are interested in them!!*

- Movies are more enjoyable than books
- Holidays should be shorter to spend more time at school
- First impressions are the most important
- Students shouldn't have to do exams or tests
- Children should only be allowed to spend an hour on a screen each day
- English is more important than Math
- School should start an hour later and then finish an hour later.
- Rules should never be broken

Task: Using the topic that you feel most confident with/ have the most evidence for and the PEEL template below, create a persuasive paragraph that follows the structure and uses examples of persuasive devices and language techniques that have been developed in previous lessons.

PEEL Your Paragraphs



State your main point. What is the most important thing your reader needs to know?



Find facts that back up your main point. How can you use quotes, statistics or expert opinions?



Evaluate the facts. How does the evidence support your main point?



Link this point to the next paragraph. What are some ways to connect your points?

Using the 'PEEL' Technique - Writing a Persuasive Paragraph

Persuasive texts have three sections: an introduction, arguments and a conclusion.

Each of these sections are written using paragraphs.

Just like the text itself, paragraphs also have their own distinct structure.

One way to remember this structure is the acronym, 'PEEL'.

P = State your **POINT**

E = **EXPLAIN** your point with **EVIDENCE**

E = **EVALUATE** how the evidence supports your view

L = **LINK** these back to the topic or issue

Rhyming Words

We are learning to identify rhyming words

Success Criteria:

- *Listen to the sound at the end of the word.
- *Record words that end with the same sounds.
- *They do not have to be spelled the same to rhyme.
- *You may not be able to rhyme with all of the words.

1. humour - tumour, boomer, rumour, groomer

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

It's the Camel

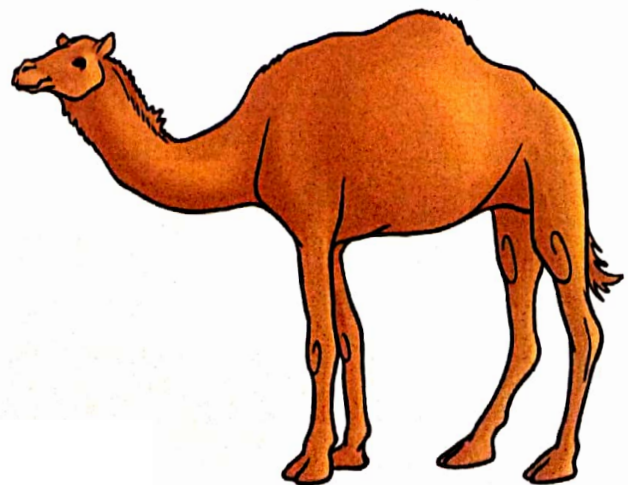
Your motion is like a ship at sea,
Selflessly and faithfully you carry me.
Crossing the vast desert land,
Our respect for you, you can never understand.

Travelling miles without a drink of water,
Through the intense heat, you still never falter.
Gentle and calm, providing me with all I need,
In this harsh climate, I would never succeed.

Your golden body, the colour of sand,
Camouflaged against the desert land.
When your legs carry you no more,
You stop for a while for you to restore.

The delight of the shade from under a tree,
Fills your entire body with glee.
Your thirst is quenched by only a river or sea,
Feeding on plants and harsh desert leaves.

The camel a symbol of ancient history,
In Arabia, a land of culture and mystery.
A dear place you will always have in the heart,
Of the Bedouin and the people of the Emirate.



Rhyming Words

Can you think of other words that rhyme with the words in the Camel poem?

tree	land	sea	more
free	sand	she	four

Now, make up your own words and write some words that rhyme for each.

Definition

Sentence

manage

Synonyms/Antonyms

Draw a picture

Prefixes/Suffixes

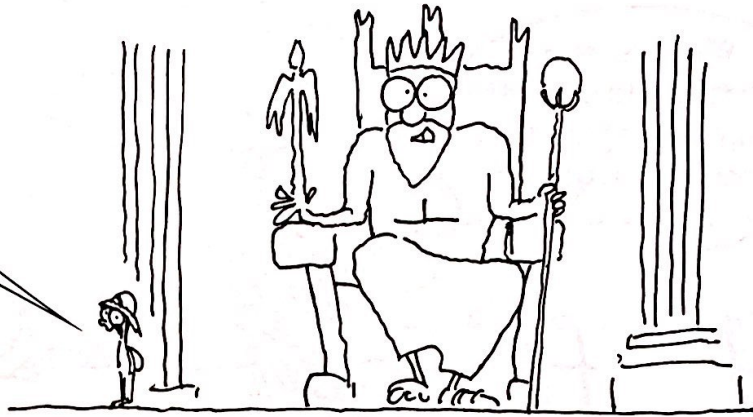
Date ____ / ____ / ____

☆ Revision – Horizontal joins to anti-clockwise letters

When you do a horizontal join to an anti-clockwise letter, remember to retrace the top of the letter.

retrace

wa



ro oc va fa rd wa rg fo xa od

loan knock fancy urgent radar toothy vampire

examine arch exotic woolly ogre foreign extract

The statue of Zeus, king of the Greek gods, was

worth a fortune. It was also enormous, at 13 m

high — taller than a four-storey house!

SELF ASSESSMENT

Rate your horizontal joins to anti-clockwise letters.



Needs work



Monumental effort



Spectacular!

Net and Gross Mass

Item	Net Product Mass	Gross Measure or estimate Product and packaging
	130g	158g

Watering investigation planner

Name: _____ **Date:** _____

Other members of your team: _____

What are you trying to find out?

Whether the method of watering affects plant growth and health

What is your question for investigation?		What do you predict will happen? Explain why.	
Can you write it as a question?		Give scientific explanations for your prediction.	
To make this a fair test what things (variables) are you going to:			
Change?	Measure/Observe?	Keep the same?	
Change only one thing.	What would the change affect?	Which variables will you control?	
What are you going to do?		What equipment will you need?	
Use drawings if necessary.		Use dot points.	

Recording results

Record your results in a table.

Measurements of plant growth and observations of plant health

Day			
1	Height: _____ mm Observations:	Height: _____ mm Observations:	Height: _____ mm Observations:
	Height: _____ mm Observations:	Height: _____ mm Observations:	Height: _____ mm Observations:
	Height: _____ mm Observations:	Height: _____ mm Observations:	Height: _____ mm Observations:
	Height: _____ mm Observations:	Height: _____ mm Observations:	Height: _____ mm Observations:

Cut out these text boxes and glue them onto the investigation planner.

What happens to wheat plant growth when we change the method used to water them?

Amount of water
Type of plant
Size of plants
Location of plants
Time watered
Frequency of watering
Method of watering

How tall the plants are.

1. Cut the egg carton into 3 to make 3 separate wheat groups.
2. Water each container with 100mL of water differently
 - a) Flooding (pour in all the water)
 - b) Misting (if you have a spray bottle)
 - c) Soaking (sit a container with holes in the carton and fill with 100mL of water. Allow it to drip in)
3. Measure the plants each week and record how tall they are.

- 1 egg carton containers growing wheat (planted last week) cut into 3 sections.
- Measuring jug/cup
- Soaking cup (punch holes in an plastic cup or container)
- Spray bottle (if you have one)



Friday

Week 2

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Vocabulary. Reading Eggs.	
9.30 to 10	Writing		
10 to 10.30	Spelling	Vocab Sprint: syllables in list words	Pages 50 - 52
10.30 to 11	Handwriting	Horizontally join a letter to an anti-clockwise letter	Page 53
11 to 11.30	Recess Break		
11.30 to 12	Mathematics	Find and compare duration of events	Page 54 - 55
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	Mirror Game	
1 to 2	Lunch Break		
2 to 2.30	Aboriginal Language and Culture	Mrs Walters' Lesson	Page 56
2.30 to 3	Virtual Assembly		

Syllable Sort

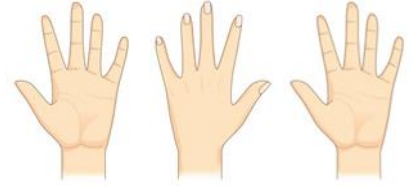
We are learning to identify the number of syllables in our list words.

Success Criteria:

*Say the word out loud and listen for the syllables or chunks.

*Move your hand as you say each syllable and count how many times you move your hand.

Example: maximum - max/i/mum = 3 syllables



One Syllable	Two Syllables	Three Syllable	Four or More Syllables

Divide these words into syllables.

trans/por/ta/tion = 4 syllables

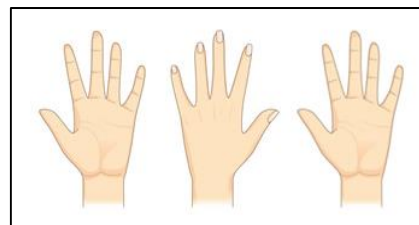
neighbour

supermarket

bottle

incredible

Syllables



Every syllable contains a vowel sound. The vowels are a, e, i, o and u. Sometimes y is used as a vowel.

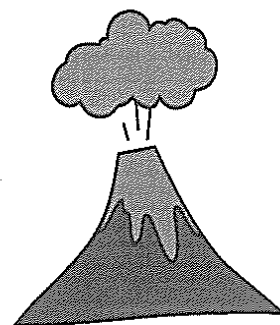
Example

Rearrange the syllables and write the word in the space.

The lava flowed down the sides of the _____.

(ca vol no)

Answer = The lava flowed down the sides of the **volcano**.



Now do these the same way.

1. It is _____ we are not late for school today.
(ant im port)
2. The earthquake was a terrible _____ for the city.
(ter dis as)
3. I hid the bottle in the small _____ of the cupboard.
(ment part com)
4. We were glad the long speech was _____.
(ded clu con)
5. The twelfth month of the year is _____.
(ber cem De)
6. We had to _____ the sugar from the salt.
(ate ar sep)
7. I like to do lots of physical _____ at school.
(ex ci ses er)
8. I accepted his kind _____.
(vi in tion ta)
9. It is important to get a good _____.
(tion edu ca)
10. What is that lady's _____?
(pa tion occ u)
11. The fire was caused by an _____ fault.
(lec e al tric)
12. You must be careful with _____ marks.
(tion punc a tu)

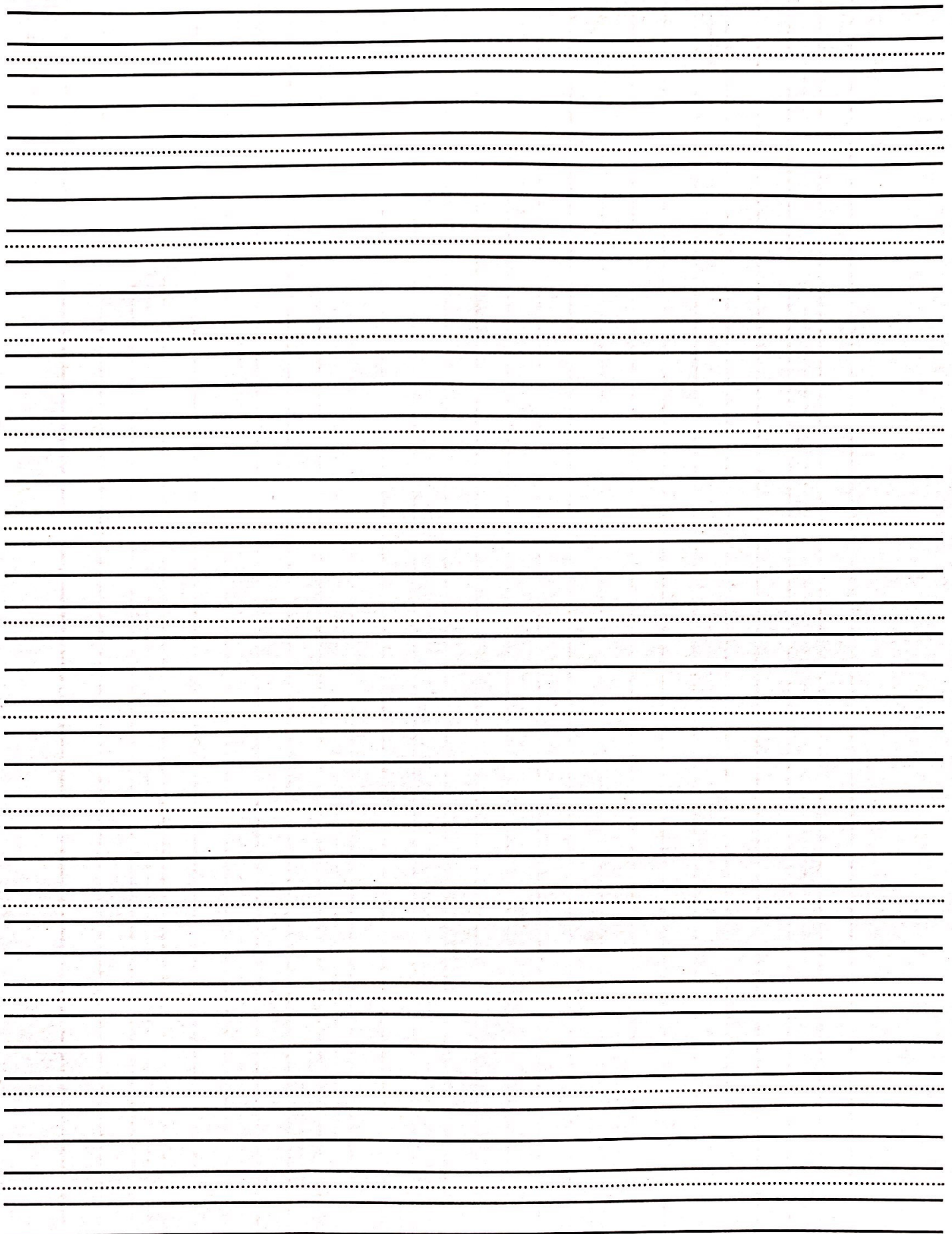
Definition

Sentence

Synonyms/Antonyms

Draw a picture

Prefixes/Suffixes





ELAPSED TIME

Josh needs to keep a journal for school that tells how long certain events took. He remembers when he started and finished each one but isn't sure how long they took. Help him figure out how long each took using the number-lines.

- Football Game: 3:30 p.m. - 5:55 p.m.



- Jessica's Birthday Party: 12:10 p.m. - 4:50 p.m.



- Day of School: 8:15 a.m. - 2:40 p.m.



- Drive to Grandparents: 11:23 a.m. - 6:07 p.m.



How Much Time Has Elapsed ?

- | | | | | |
|------|------------|----|------------|-------|
| 1) | 7:40 A.M. | to | 9:52 A.M. | _____ |
| 2) | 1:00 P.M. | to | 3:32 P.M. | _____ |
| 3) | 10:00 A.M. | to | 12:36 P.M. | _____ |
| 4) | 12:40 A.M. | to | 1:56 A.M. | _____ |
| 5) | 1:20 A.M. | to | 6:14 A.M. | _____ |
| 6) | 1:40 A.M. | to | 2:54 A.M. | _____ |
| 7) | 3:00 P.M. | to | 7:49 P.M. | _____ |
| 8) | 10:00 P.M. | to | 2:38 A.M. | _____ |
| 9) | 11:20 A.M. | to | 3:02 P.M. | _____ |
| 10) | 4:40 A.M. | to | 7:58 A.M. | _____ |
| 11) | 7:20 P.M. | to | 9:41 P.M. | _____ |
| 12) | 3:20 P.M. | to | 5:51 P.M. | _____ |
| 13) | 1:20 P.M. | to | 5:45 P.M. | _____ |
| 14) | 5:20 A.M. | to | 7:12 A.M. | _____ |
| 15) | 1:40 P.M. | to | 3:00 P.M. | _____ |

Significant Places - Week 2

We are learning to research a place that is significant to Aboriginal and Torres Strait Islander people.

Draw a picture

Name of site

Location (region, state)

Type of sacred site (rock art, natural site of significance, scarred trees etc)

Who sees this site as being significant or sacred (tribal groups)?

Why is this site so significant?

Interesting facts about this site?