

Bellambi Public School

Year 6 Swimmers

Learning from Home

Package Weeks 4-6



Phase 1: 6 Swimmers at School Thursdays (face to face)

Phase 2: To be confirmed

What is in the package:

Remote learning guidelines for students and parents

Learning environment checklist

Some activities for home

Weekly Timetables

Learning from Home Grids

How to use the package:

Timetables are in 3 weekly blocks.

Reading/Writing and Maths grids cover 3 weeks of work.

Other KLAs cover whole terms work.

PLEASE FOLLOW THE TIMETABLES FOR WEEKLY LEARNING

Talking to children about coronavirus (COVID-19)

Children are hearing a lot about Coronavirus from the media, their family and their friends. Feelings like worry and confusion are to be expected right now.

As a parent/carer you are the key person your child looks to for accurate information and reassurance.

Listen

- Listen to your child's questions, concerns and give them accurate information.
- Younger children need reassurance more than facts. They need to know that the adults are looking after them even when things are difficult.
- Use a calm, reassuring tone so they understand that the adults are coping with the situation.

Suggestions for speaking with younger children

"Some people are getting sick with a virus. It makes them cough and feel unwell. If this happens people are being looked after by doctors and hospitals." and "It's important we wash our hands and cough into our elbows".

Suggestions for speaking with older children

Listen to what they have heard and give them accurate information. Give more detail about how the virus is spread and help them see how they can be part of the solution "That's why we wash our hands for 20 seconds, cough into our elbow and practice social distancing. That's how we can help protect everyone."

Balance

- Try to retain normal routines as much as possible and focus on other things – besides the coronavirus.

- If your child is at home think about setting up learning routines and a dedicated spot for learning.
- Give reassurance in other ways such as playing games, reading stories, spending time in the garden or backyard so that children feel connected and safe.
- Communicate with your child's school and read the advice they give. Parents and teachers working together are a great source of confidence for your children.

Support

- Remind children to let you know if they are feeling unwell.
- If your child has been going to school - keep them home if they are feeling sick.
- Giving children guidance on what they can do to prevent infection will reduce their anxiety. Reinforce the NSW Department of Health messages about hand washing, coughing into your elbow and social distancing.
- Model these behaviours yourself - children are very aware of what their parents/carers are doing.
- Limit exposure to media, especially for younger children as it can raise children's anxiety.
- Encourage your child to keep in contact with friends and loved ones through phone or other virtual formats that are age appropriate.

Contact suggestions

If you are concerned about your child please contact the school to discuss these concerns.

You can also inform your child that the following phone and online services are still available to help them:

- 24 hour support by phone on 1800 55 1800, email or web chat is available from [Kids Helpline](#).
- Free online and telephone support and counselling to young people 12 - 25 and their families and friends on 1800 650 890 or at the [eHeadspace website](#).

Remote learning guidelines for students and parents



Stay connected

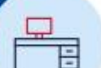


Ask questions



.....
If you don't understand something, ask your teacher or classmates online.

Workspace



.....
Work in a quiet area, at a desk or table and try to limit distractions.

Focus



.....
During calls with your teacher, stay focused on the call. Avoid reading chats or looking at other tabs.

Your normal routine



.....
Eat breakfast, brush your teeth and get dressed in the morning.

Use classroom language



.....
Talking to your teachers and in class is different from how you speak to your friends online. Use proper grammar and avoid excessive emojis.

Take breaks



.....
Take breaks away from screen. Move around and try not to sit all day.



Learning environment checklist

In setting up this space the following should be considered:

- Is the area free of distraction?
- Is there excessive noise in the area?
- Are there trip hazards in the area?
- Is the area exposed to direct glare or reflections?
- Does the area have sufficient power points available?
- Is equipment (extension cords etc.) in good, safe, working condition?
- Is there a proper desk and chair and other necessary equipment (light, stationery and devices)?
- Is the chair adjusted correctly?
 - Feet should be flat on the floor and knees bent at right angles with thighs parallel to the floor.
 - The chair backrest should support the lower back and allow your child to sit upright.
 - The chair should move freely and not be restricted by hazards such as mats and power cords.
 - Chair arm rests should be removed or lowered when typing.
- Is the computer adjusted correctly?
 - The screen should be positioned directly in front of your child.
 - The screen should be at a distance where your child can see clearly and easily without straining. The top of the screen should be slightly lower than eye level.
 - The keyboard should be positioned at a distance where elbows are close to your child's body and their shoulders should be relaxed.
 - The mouse should be placed directly next to the keyboard.
- Are their most frequently used items within easy reach from a seated position?



Some activities and ideas for home for parents of primary and early learners

Make or do a jigsaw puzzle



Try some origami

Create an obstacle course

Bake or cook something

Learn a magic trick

Paint or draw a picture



Make a joke book

Take photos of 10 living things



Build a blanket fort

Plan and hold a picnic

Make your own kite

Try a new board game



Play indoor mini-golf



Play Limbo

Write a letter to your future self

Potato sack race with pillow cases

Hold a tea-party



Make a time capsule

Hold a Karaoke concert



Play hide and seek

Open a pretend store

Blindfolded taste test

Look at photo albums

Have a paper plane contest



Play Pictionary

Play dress up



Play Restaurant

Try Yoga

Make a shoebox diorama

Learn a new card game



Put on a play

Make or play an instrument



Create a treasure hunt

Write or recite poem

Have a talent show

Make handmade presents

Choreograph a dance



Read a new book from the library

Play water bottle bowling

Play life-size Noughts and Crosses


Build the tallest tower



Stage 3 Week 4 - Term 2 Timetable

Morning Routine: Greeting, Values, Expectations, Announcements, Positive Primer (Game), What went well?

Daily Learning expected 4hrs per day

Week 4	Monday 18/05/2020	Tuesday 19/05/2020	Wednesday 20/05/2020	Thursday 21/05/2020	Friday 22/05/2020
1 ½ hour session Unit 14 Sound Waves 	Reading for 25 mins Choose 1 grid activity Spelling Unit 14 Focus sound L Choose 1 grid activity Free Choice from Writing grid	Reading for 25 mins Choose 1 grid activity Spelling Unit 14 Focus sound L Choose 1 grid activity Watch BTN on ABC Complete set task on Seesaw	Reading for 25 mins Choose 1 grid activity Spelling Unit 14 Focus sound L Choose 1 grid activity Multicultural Speech Writing	Reading for 25 mins Choose 1 grid activity Spelling Unit 14 Focus sound L Choose 1 grid activity Multicultural Speech Writing	Reading for 25 mins Choose 1 grid activity Spelling Unit 14 Focus sound L Choose 1 grid activity Free Choice from Writing grid
Break					
1 ½ hour session	Maths- Number Choose 1 grid activity & 1 number problem to complete Study Ladder and/or Prodigy	Maths- Number Choose 1 grid activity & 1 number problem to complete Study Ladder and/or Prodigy	Maths- Number Choose 1 grid activity & 1 number problem to complete Study Ladder and/or Prodigy	Maths- Number Choose 1 grid activity & 1 number problem to complete Study Ladder and/or Prodigy	Maths- Length Choose 1 grid activity & 1 number problem to complete Study Ladder and/or Prodigy
Break					
1 hour session	Handwriting Complete 2 pages of your handwriting book Typing Tournament	CAPA Pick 2 Grid activities	History/Geography/Library (Mrs Clarke) Pick 2 Grid activities	Science / Coding Go to code.org and keep working on your lessons	PDHPE Pick 2 Grid activities

At school we do a 'Brain Break' every 30minutes. Below are some suggested Brain Breaks


Brain Breaks	
Finger Catch Paper Scissors Rock Thumb Wars Clap & Name Game	Juggling Go Noodle Meditation Yoga

Student You Tube - How to Use Seesaw: <https://www.youtube.com/watch?v=g5jG9VoROFs&feature=youtu.be>

Stage 3 Week 5 - Term 2 Timetable

Morning Routine: Greeting, Values, Expectations, Announcements, Positive Primer (Game), What went well?

Daily Learning expected 4hrs per day

Week 5	Monday 25/05/2020	Tuesday 26/05/2020	Wednesday 27/05/2020	Thursday 28/05/2020	Friday 29/05/2020
1 ½ hour session Unit 15 Sound Waves 	Reading for 25 mins Choose 1 grid activity Spelling Unit 15 Focus sound E Choose 1 grid activity Free Choice from Writing grid	Reading for 25 mins Choose 1 grid activity Spelling Unit 15 Focus sound E Choose 1 grid activity Watch BTN on ABC Complete set task on Seesaw	Reading for 25 mins Choose 1 grid activity Spelling Unit 15 Focus sound E Choose 1 grid activity Multicultural Speech Writing	Reading for 25 mins Choose 1 grid activity Spelling Unit 15 Focus sound E Choose 1 grid activity Multicultural Speech Writing	Reading for 25 mins Choose 1 grid activity Spelling Unit 15 Focus sound E Choose 1 grid activity Free Choice from Writing grid
Break					
1 ½ hour session	Maths- Number Choose 1 grid activity & 1 number problem to complete Study Ladder and/or Prodigy	Maths- Number Choose 1 grid activity & 1 number problem to complete Study Ladder and/or Prodigy	Maths- Number Choose 1 grid activity & 1 number problem to complete Study Ladder and/or Prodigy	Maths- Number Choose 1 grid activity & 1 number problem to complete Study Ladder and/or Prodigy	Maths- Volume & Capacity Choose 1 grid activity & 1 number problem to complete Study Ladder and/or Prodigy
Break					
1 hour session	Handwriting Complete 2 pages of your handwriting book Typing Tournament	CAPA Pick 2 Grid activities	History/Geography/Library (Mrs Clarke) Pick 2 Grid activities	Science / Coding Go to code.org and keep working on your lessons	PDHPE Pick 2 Grid activities

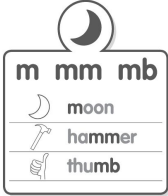
At school we do a 'Brain Break' every 30minutes. Below are some suggested Brain Breaks

Brain Breaks	
Finger Catch Paper Scissors Rock Thumb Wars Clap & Name Game	Juggling Go Noodle Meditation Yoga

Stage 3 Week 6 - Term 2 Timetable

Morning Routine: Greeting, Values, Expectations, Announcements, Positive Primer (Game), What went well?

Daily Learning expected 4hrs per day

Week 6	Monday 1/06/2020	Tuesday 2/06/2020	Wednesday 3/06/2020	Thursday 4/06/2020	Friday 5/06/2020
<p>1 ½ hour session</p> <p>Unit 16 Sound Waves</p> 	<p>Reading for 25 mins Choose 1 grid activity</p> <p>Spelling Unit 16 Focus sound M Choose 1 grid activity</p> <p>Free Choice from Writing grid</p>	<p>Reading for 25 mins Choose 1 grid activity</p> <p>Spelling Unit 16 Focus sound M Choose 1 grid activity</p> <p>Watch BTN on ABC Complete set task on Seesaw</p>	<p>Reading for 25 mins Choose 1 grid activity</p> <p>Spelling Unit 16 Focus sound M Choose 1 grid activity</p> <p>Multicultural Speech Writing</p>	<p>Reading for 25 mins Choose 1 grid activity</p> <p>Spelling Unit 16 Focus sound M Choose 1 grid activity</p> <p>Multicultural Speech Writing</p>	<p>Reading for 25 mins Choose 1 grid activity</p> <p>Spelling Unit 16 Focus sound M Choose 1 grid activity</p> <p>Free Choice from Writing grid</p>
Break					
<p>1 ½ hour session</p>	<p>Maths- Number Choose 1 grid activity & 1 number problem to complete</p> <p>Study Ladder and/or Prodigy</p>	<p>Maths- Number Choose 1 grid activity & 1 number problem to complete</p> <p>Study Ladder and/or Prodigy</p>	<p>Maths- Number Choose 1 grid activity & 1 number problem to complete</p> <p>Study Ladder and/or Prodigy</p>	<p>Maths- Number Choose 1 grid activity & 1 number problem to complete</p> <p>Study Ladder and/or Prodigy</p>	<p>Maths- Mass Choose 1 grid activity & 1 number problem to complete</p> <p>Study Ladder and/or Prodigy</p>
Break					
<p>1 hour session</p>	<p>Handwriting Complete 2 pages of your handwriting book</p> <p>Typing Tournament</p>	<p>CAPA Pick 2 Grid activities</p>	<p>History/Geography/Library (Mrs Clarke) Pick 2 Grid activities</p>	<p>Science / Coding Go to code.org and keep working on your lessons</p>	<p>PDHPE Pick 2 Grid activities</p>

At school we do a 'Brain Break' every 30minutes. Below are some suggested Brain Breaks

Brain Breaks	
<p>Finger Catch Paper Scissors Rock Thumb Wars Clap & Name Game</p>	<p>Juggling Go Noodle Meditation Yoga</p>

Remote Learning From Home Stage 3 **Spelling** Grid

Term 2 2020 Weeks 4-6

INSTRUCTIONS: Each day, choose one spelling activity from the grid to complete using your spelling words from this week's Soundwaves list words. Students can take a photo or video and upload to Seesaw or complete in a workbook.

Soundwaves login:

Year 5 clock001

Year 6 small666

<p>Read and write out your weekly spelling words.</p> <p>Find 5 dictionary meanings for 5 words you are not sure of.</p>	<p>Write as many synonyms as you can think of using your list words.</p>	<p>Create a wordsearch using your spelling words.</p>	<p>Go online to the Sound Waves website at:https://online.fireflyeducation.com.au/embers</p> <p>Access the student online games. Then complete your soundwaves activity worksheet.</p>	<p>Write your words out using only CAPITAL LETTERS.</p>	<p>Write out your words in pencil and trace over them with a highlighter/texta.</p>
<p>Write a sentence for each of your spelling words using as much alliteration as possible.</p>	<p>Choose 5 words that you have trouble with.</p> <p>Write them out 5 times each</p>	<p>Create 7 compound sentences using words from your spelling list. Every compound sentence needs a conjunction eg: but, for, or, and, nor, yet, so.</p>	<p>If your word is a base word add a suffix or prefix, underlining the base word</p> <p>Common prefixes are: un - pre - dis - non unkind</p> <p>Common suffixes are: ing - ed - ly - ful kindly</p>	<p>Write a conversation between 2 people using at least 10 of your spelling words.</p>	<p>Create a game for your spelling words eg snap, memory or go fish</p>

READING GRID

INSTRUCTIONS: Choose a book to read from the e-library or PM Readers collection (you have your log in details).

Watch Mrs Clarkes video she sent to you on how to access the e-library.

You need to read for at **least 25 minutes** every single day. For your own enjoyment we encourage you to read more.

You will need to create a reading log as evidence to show what books you have read and enjoyed each day, you may like to record this digitally (see example provided). If you're reading a chapter book please record the chapter or pages you have read.

Each day, choose one reading activity from the grid to complete. Students can complete in a workbook, take a photo or video and upload to SeeSaw.

Example of Reading Log

MY READING LOG

Date	Title & Author
18/05/2020	Diary of a Wimpy Kid- Book 4 by Jeff Kinney - Chapters 1 to 3
19/05/2020	My Place by Nadia Wheatley & Donna Rawlins - Read whole picture book
20/05/2020	Funniest Stories by Paul Jennings - pages 1 to 112.

<p>Predicting</p> <p>Thinking about what you have read this morning, answer the following questions.</p> <p>What do you think will happen next? What words / images do you expect to see or hear next in the text?</p>	<p>Summarising</p> <p>Can you retell the story or chapter you have just read? eg Who were the main characters, setting and sequence of events?</p> <p>If you were to tell another person about the text, how would you describe it in a few sentences? Did you learn anything from what you've read?</p>	<p>Making Connections</p> <p>Thinking about what you've read this morning, answer the following questions. Does this text remind you of something? eg This story reminds me of a holiday to my grandfather's farm. Has something like this ever happened to you? Is this story similar to another text you have read?</p>	<p>Questioning</p> <p>Thinking about what you have read this morning, answer the following questions.</p> <p>Why did the character do something? How did it make them feel? What is the author's intended purpose when writing this text? eg To inform, to entertain or to persuade.</p>	<p>Monitoring</p> <p>Thinking about what you have read this morning, answer the following questions.</p> <p>Is what I have read making sense? Do I need to re-read? Does it now make sense? Is there any tricky words or new vocabulary you have discovered?</p>	<p>Visualising</p> <p>Can you write down a description of a picture or image you made in your head when you read the text?</p>
<p>Fluency</p> <p>Record or film yourself reading aloud - focus on reading to punctuation, paraphrasing and fluency. Upload to Seesaw</p>	<p>Word Bank</p> <p>Create a word bank of interesting words you have found in a book you are reading. Share with your class on See Saw.</p>	<p>Script</p> <p>Write a script for an important scene of a book you are reading. Can you get some help from family members to act it out? Upload your great work to See Saw</p>	<p>Quiz</p> <p>Create multiple choice quiz questions for a book you have read.</p>	<p>Setting</p> <p>Draw a detailed map of the setting of a book you are reading.</p> <p>Character</p> <p>Invent a new character for a book you are reading. Draw and describe this character.</p>	<p>Book Review</p> <p>Title Author Illustrator Rate the Book by drawing stars 1 to 5 with 5 being the highest, rated as a must read. Introduce the book but don't give the ending away. Who is your favourite character? What is your favourite part? Do you think your friends would read this book?</p>

Writing / Speaking & Listening

Multicultural Perspectives Public Speaking

Task: Prepared speech

Due: Week 6

Purpose: Every prepared speech must have Multicultural content.

Criteria:

- Your speech should **inform**, **persuade** and **entertain** the audience.
- 3 - 4 minutes maximum.

INSTRUCTIONS: continue working on your Multicultural Speech.

- **Sports - bringing people together.**
OR
- **Many voices one land.**

Week 4	<ol style="list-style-type: none">1. Using the feedback from your teacher make any changes needed to the body of your speech.2. Write your conclusion, this is where you can reaffirm what you said in the introduction and leave the listener thinking.3. Send your entire speech to your teacher for feedback.	The end of your speech could include: <ul style="list-style-type: none">- Summary of your ideas- Finish with something memorable. <i>The best speeches are those with an ending that the audience remembers.</i>
Week 5	<ol style="list-style-type: none">1. Using the feedback from your teacher make any changes to your speech. This is your final editing.2. Practice reading your speech out loud to a family member, pet or some of your toys as an audience.3. Make sure you are focusing on speaking clearly, eye contact, confidence and standing still.4. Practice your speech until you feel confident reading it.	Write your speech on palm cards
Week 6	<ol style="list-style-type: none">1. Ask someone to record you presenting your prepared speech. Watch yourself back. How can you improve? Once you feel comfortable and happy with your final product you can record yourself delivering your speech directly into SeeSaw and upload.	Practice Practice Practice!!

Public Speaking Marking Rubric – 3-6

Marking Rubric: Speech (Total 40 marks)

Name: _____

Grade: _____ Date: _____

Limited achievement 0-14	Basic achievement 15-25	Sound achievement 25-35	High achievement 35-40	Outstanding achievement (Teacher discretion)	
Matter: Content of Speech					
	10	6	4	2	Score
<u>Information</u>	Information addresses the topic and uses original ideas. Examples used to support.	Most info addresses the topic and some examples have been used to support	Most info addresses the topic but there are no examples to support	Only some information addresses the topic	
Manner: Presentation of the Speech					
	5	4	3	2	Score
<u>Eye Contact</u>	Good eye contact which engages all the audience. Little or no use of palm cards.	Good eye contact but focused on some of the audience only. Limited use of palm cards	Minimal eye contact with the audience. Frequently refers to palm cards	No eye contact. The speech is read in its entirety.	
<u>Voice</u>	Clear, audible and modulated to engage the audience. Fluent but pauses for effect	Clear and audible with some modulation. Pausing is used at times for effect.	Inaudible at times but there is some modulation of the voice	Mostly inaudible	

<u>Body Language</u>	Effective use of facial expression and gestures. Maintains a confident stance.	Good use of facial expression and some gestures. Maintains a suitable stance.	Some facial expressions. Limited ineffective gestures. Some movement.	No evidence of facial expression and no or over exaggerated gestures. Excessive movement.	
<u>Confidence</u>	Very confident, enthusiastic and assured presentation.	Confident and enthusiastic presentation.	Some confidence demonstrated at times.	Shy, over nervous and lacking in confidence.	

Method: Organisation of the Speech

	5	4	3	2	Score
<u>Structure</u>	Speech is well structured and logically sequenced. Introduction and conclusion, good grammar.	Speech has good structure presented in sequence. Good intro and conclusion. Appropriate grammar.	Some structure and sequencing is evident. Effective intro and/or conclusion. Grammar is mostly appropriate.	Limited structure and lacks a logical sequence of ideas.	
<u>Timing</u>	Full time allocation (15 seconds either way)	Time is well used. (30 seconds either way)	Under/over time (<1 minute, either way)	More than 1 min over/under time	

WRITING FREE CHOICE GRID

INSTRUCTIONS: On Monday and Friday choose one writing activity from the grid to complete. Colour or cross out once you've completed the activity. As you are senior students you need to be writing **at least 1 page** using paragraphs. Edit your work, read it aloud, can you improve it? Finally check your spelling and punctuation before submitting it on See Saw. Remember you can type directly into SeeSaw.

What would be the benefits or the drawbacks for you, if the internet stopped working forever? Write at least 1 page and upload to SeeSaw.	Who is someone you admire and why? Research someone you admire. They might be a famous sports star, scientist, artist, business mogul or writer. Share your research. Upload to See Saw	Design a positive message to write on a public walkway. Upload your design to See Saw. What does it mean to be a good citizen of a community?
Write a short story about a 10 year old kid with a big secret to keep upload to SeeSaw.	Write a short story about the future. How will daily life be different 50 years from now?	Write a letter to someone you know. Thank this person for how they help you or make you feel safe and happy. STEP 1: find some paper and a pencil to write your letter. (You could type your letter instead.) STEP 2: Give your letter to the person you wrote to.
Write a poem about your favorite day of the year.	If you could go back in time to witness any single historical event, which would you choose? Why?	What is your most prized possession? What makes it so special to you?

MATHS GRID

INSTRUCTIONS: Each day, choose one maths activity from the grid to complete. Students can take a photo or video and upload to SeeSaw or complete in a workbook. Additionally you should also practice your times table everyday, sing them, write them out in different colors and have someone quiz you.

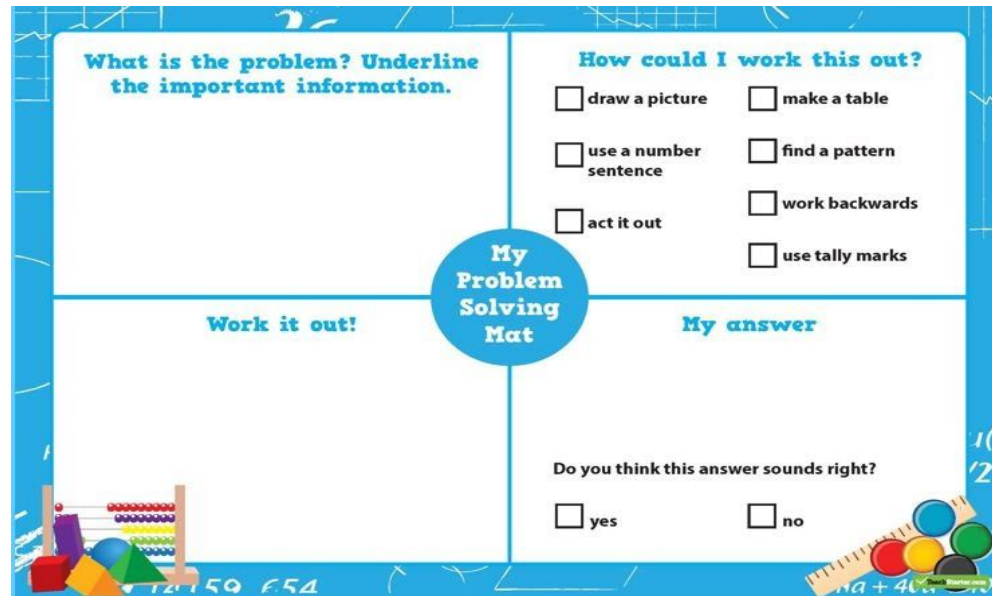
Number	Number	Number	Number	Other Strand: Length, Volume and Capacity and Mass						
<p>Find the missing number in the pattern 16, 28, __, 52, 64, 76, 88.</p> <p>Find the missing number in the pattern 116, 124, __, 143, 154, 166, 179.</p> <p>Find the missing number in the pattern 555, 566, __, 588, 599, __, 621.</p> <p>Find the missing number in the pattern 1008, 998, __, 988, 978, __, 958.</p>	<p>Write as many number sentences as you can using the numbers 8, 4 and 11, making sure that the answer is an odd number.</p> <p>Example 1. $8 \times 4 - 11 = 21$</p>	<p>Numbers in Words On Seesaw or in your workbook create a table like this. Write the numbers listed below in words. For example.....</p> <table border="1"> <thead> <tr> <th>Number</th> <th>Number in words</th> </tr> </thead> <tbody> <tr> <td>561</td> <td>Five hundred and sixty one.</td> </tr> <tr> <td>1018</td> <td>One thousand and eighteen.</td> </tr> </tbody> </table> <p>Now you try with these numbers, 109, 333, 819, 1001, 1113, 6465, 7553, 10478, 10989, 14599, 100307, 102864, 156354, 1000378, 3000489.</p>	Number	Number in words	561	Five hundred and sixty one.	1018	One thousand and eighteen.	<p>Mark says 4 329 in expanded notation is written as $4\ 000 + 3\ 000 + 29$. Is he correct?</p> <p>Now he says that 5 847 is written as $5\ 000 + 800 + 40 + 7$. Is he correct this time?</p> <p>Look carefully at the number 8 953. Why don't we expand it as $8 + 9 + 5 + 3$?</p>	<p>Convert these lengths to metres: 100cm = 1m</p> <p>Now you try,</p> <p>300cm = 500cm = 150cm = 250cm = 650cm = 900cm = 2000cm = 4550cm =</p>
Number	Number in words									
561	Five hundred and sixty one.									
1018	One thousand and eighteen.									
<p>Express the expanded notation in numerals: Eg $600 + 80 + 7 = 687$ $800 + 30 + 4 =$ $2\ 000 + 800 + 40 + 6 =$ $200 + 40 + 5 =$ $3\ 000 + 700 + 40 + 5 =$ $200 + 60 + 9 =$ $7\ 000 + 900 + 20 + 5 =$ $9\ 000 + 800 + 30 + 2 =$</p>	<p>Use patterns to help solve these: $5 \times 2 =$ $5 \times 20 =$ $5 \times 200 =$ $2 \times 9 =$ $2 \times 90 =$ $2 \times 900 =$ $6 \times \\$4 =$ $6 \times \\$40 =$ $6 \times \\$400 =$</p>	<p>What number is: 100 times larger than 42? 30 times larger than 8? 1 000 times larger than 135? 200 times larger than 7?</p>	<p>Would you rather win \$144 567 or one hundred and four thousand, nine hundred and ninety nine dollars? Why?</p>	<p>Common measurements are kilograms (kg) and tonnes (t). There are 1000 kg in a tonne. Convert the following $4\ t =$ $5\ t =$ $2\ t =$ $8\ t =$ $3\ t =$ $3.5\ t =$ $20\ t =$ $15\ t =$ $25\ t =$ $45\ t =$ $50\ t =$ $80\ t =$</p>						

<p>Write the numerals for these numbers,</p> <p>forty seven thousand three hundred and nineteen</p> <p>five hundred and eighty six thousand four hundred and ninety two</p> <p>thirty two thousand six hundred and forty four</p> <p>seven thousand four hundred and twenty one</p> <p>fourteen thousand five hundred and thirty eight</p>	<p>1. How many different ways can you add $5700 + 3500$ in your head? Write number sentences to explain your methods.</p> <p>2. Round these numbers up to the closest 10.</p> <p>For example 42 is 40 127 is 130 569 is 570 841 is 840</p> <p>Now you Try.</p> <p>48 67 232 74 89 456 955 786 1009</p>	<p>Work out the answers to these questions by using the split strategy. See if you can do the working in your head. If it helps, make notes as you go: Example $173 + 36 =$ $70+30 = 100$ $3+6 =9$ $109 +100 = 209$ Answer is 209</p> <p>Your turn</p> <p>$446 + 51 =$ $112 + 83 =$ $724 + 72 =$ $475 + 122 =$ $123 + 164 =$</p>	<p>1.Two sets of twins turn 12. They decide to have a joint birthday party with 1 giant cake but they all want their own candles. How many candles will they need? How did you work this out?</p> <p>2.Use the doubling strategy to solve these: For example $13 \times 4 =$</p> <p>Lets double 13 $13 \times 2 =26$ Now to times by 4 we double again double 26 $26 \times 2 =52$ therefore $13 \times 4 = 52$</p> <p>Now you try $16 \times 4 =$ $24 \times 4 =$ $25 \times 4 =$ $32 \times 4 =$ $21 \times 4=$ 35×4</p>	<p>Capacity refers to the amount a container can hold and is usually associated with liquid. 1 000 millilitres = 1 Litre 1 000 mL = 1 L</p> <p>When we convert: millilitres to litres we divide the volume by 1 000</p> <p>For example 3000mL = 3L (3Litres) Because 3000 divided by 1000 =3</p> <p>Now you try</p> <p>2000 mL = 1500 mL = 500 mL = 3500mL 5000 mL =</p>
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Number Word Problems

Below are some number word problems please solve these problems and upload to See Saw. Then video yourself explaining how you worked these math problems out and upload to See Saw.

Use the problem solve mat to help you work out the answer.



The image shows a 'My Problem Solving Mat' with a blue border and a central blue circle containing the text 'My Problem Solving Mat'. The mat is divided into four quadrants by a horizontal and a vertical line. The top-left quadrant contains the text 'What is the problem? Underline the important information.' The top-right quadrant contains the text 'How could I work this out?' followed by six checkboxes with corresponding strategies: 'draw a picture', 'make a table', 'use a number sentence', 'find a pattern', 'act it out', 'work backwards', and 'use tally marks'. The bottom-left quadrant contains the text 'Work it out!'. The bottom-right quadrant contains the text 'My answer' and 'Do you think this answer sounds right?' followed by two checkboxes labeled 'yes' and 'no'. The mat is decorated with illustrations of a ruler, a pencil, a pencil sharpener, and colorful geometric shapes.

Some Math talk prompt suggestions to use when explaining my thinking could be...

- *My strategy was successful because...*
- *The steps I followed were...*
- *I solved the problem by...*
- *I could make this clearer by drawing a picture...*
- *I found ____ challenging... because...*
- *A question I had was...*
- *I did something like this before when...*
- *I need help with... because...*

Number Word Problems

<p>Kevin is great at basketball. His team scored 24 points in the first quarter, 32 in the second, 19 in the third and 25 in the fourth. If his teammates scored 54 points, how many points did Kevin score?</p>	<p>Tom is 182 cm tall. Kim is 169 cm tall. If Mark is 15 cm taller than Kim, what is the combined height of all three people?</p>	<p>Harper has just bought a rectangular display board for her bedroom. It has a length of 90 cm and a width of 50 cm. Harper would like to put a border of yellow ribbon around the perimeter of her display board. How many centimetres of yellow ribbon will she need to buy?</p>	<p>There are 88 elephants in the herd. 36 are male adults and 23 are children of which 10 are male. How many females are there in the herd?</p>	<p>David has just bought a new puppy. He needs to build a fence around his backyard so the puppy can't run away and get lost. David's backyard is a rectangle. It has a length of 8 m and a width of 6.5 m. How many metres of fencing does David need to buy?</p>
<p>James read 9 books each month. He read the same number of books each month for six months. How many books did James read in total?</p>	<p>Rose was born in 1747 and died in 1843, in what year did she have her 89th birthday?</p>	<p>Jed and Zane begin saving for new camping equipment. Jed can save \$9 a week and Zane \$4.50 per week. They need to save \$81. For how many weeks do they need to save for?</p>	<p>If Riley is 3 years old, how many years from now, will it be before he is four times as old as he will be in 7 years?</p>	<p>Mrs Roche needs to provide enough orange juice for all of the students in her class for their end of year party. If each student is going to be provided with 230 ml of juice and Mrs Roche bought 5.5 litres, how many students are in her class?</p>

Science

Website: Code.org

Year 5: Course E

Year 6: Course F

Week 4	Week 5	Week 6
Complete 2 lessons on https://code.org/ See codes page for your personal login	Complete 2 lessons on https://code.org/ See codes page for your personal login	Complete 2 lessons on https://code.org/ See codes page for your personal login

INSTRUCTIONS: Complete one Physical Education lesson and one Health lesson each week. Students can complete activities online or on paper and upload to Seesaw.

Physical Education	Health - Safety
<p><i>Design an obstacle course</i></p> <p>There needs to be 5 obstacles and 5 different activities to complete between each obstacle in your course.</p> <p>You need to come up with how many laps that you would like to do to complete the obstacle course.</p> <p>Try it first and then someone in your family can try it.</p> <p>Complete the course multiple times and compare how long that it takes you each time.</p> <p>Activities could be lunges, side gallops, crunches, jumping, handstands, skipping etc.</p>	<p>Road & Pedestrian Safety</p> <p>How do you get to and from school most days?</p> <p>What makes you feel safe when you travel to school?</p> <p>When you're near a road, there are many things that can harm or injure you. Make a list of all the things that you can do to ensure that you are safe when you are near a road or using a road as a pedestrian.</p> <p>Write down ways on how we can keep safe in car parks and around buses as a pedestrian?</p>
<p>Find a strong wall (preferably outside) and take a big step away from the wall and underarm throw the ball against the wall and catch it 10 times. Once you have done 10 take another big step and repeat this for 5 big steps. When you drop it you need to start again.</p> <p>Try it with your left hand only and then right hand only.</p> <p>Record yourself doing this and upload to Seesaw.</p>	<p>Passenger Safety</p> <p>Think about safe passenger behaviours. Share the ways in which poor passenger behaviour can affect the safety of others, including bus and car travel. What is the effect of poor passenger behaviour on the driver and other passengers? List people who are drivers and those who are passengers and determine the rights and responsibilities of all these people. Also write a 30-second radio script that stresses the importance of wearing a seatbelt. Include voices, sound effects, jingles and an important slogan. You can design and write this in a poster format or Record your voice on using Seesaw and share your creative safety message.</p>

Design a Yoga routine

Focusing on what you've learnt from Miss Jazz and by engaging with the program Kids Creating Space, design your very own Yoga routine and poses.

When you have finalised your routine, take a family member through the routine. You can share your routine with us on Seesaw in written format or by having someone film you.

Water Safety

Answer the following questions :

What do you think the dangers of diving into shallow water are?

Consider: What types of injuries can be caused by diving into shallow water?

What should be checked before entering unknown waters, especially creeks, dams and rivers?

What other ways can we ensure the safety of ourselves and others participating in water activities?

Record and share your thoughts / answers and upload to Seesaw.

Creative and Performing Arts (CAPA):

INSTRUCTIONS: Weekly, choose two CAPA activities from the grid to complete. Students can take a photo or video and upload to SeeSaw or complete in a workbook.

Art	Music & Dance	Drama
<p>Create an artwork of the setting of a book you are reading. Upload to See saw and don't tell us the name of the book. As a class we will try and match it to a book.</p>	<p>Choose a Just dance video to complete https://www.youtube.com/results?search_query=just+dance+for+kids+2020</p> <p>You may like to practice a few times record yourself and upload to See Saw.</p>	<p>Think carefully about your body language and facial expressions. How would they present if you....</p> <p>Pretend to -</p> <p>TOUCH - Icicles</p> <p>TASTE - A sour lemon</p> <p>HEAR - A whistle</p> <p>SEE - A big black spider</p> <p>SMELL - A rotten egg</p> <p>Can you film your expressions and reactions and upload to Seesaw?</p>
<p>A view from my Window</p> <p>Go to any window of your house. What can you see? Can you recreate the scene by sketching or drawing it? Pay attention to lines and detail, will you use colour or sketch in lead? Upload to Seesaw as we would like to see your artwork.</p>	<p>Listen to music for 20 minutes. Be open-minded and choose a genre of music you usually do not listen to. Record your thoughts about it. Record and share what was it you listened to.</p>	<p>Write an Ad</p> <p>Choose an everyday item around your home. Write and perform a radio or TV advertisement for this item. Record your advertisement and upload to Seesaw.</p>
<p>Create a Sculpture</p> <p>Using leaves, sticks, rocks and other things from outside to create a sculpture or artwork.</p>	<p>Compose a Rap song</p> <p>Think of a topic and write a short rap song. Perform it to your family. Can you film or record it and upload to Seesaw?</p>	<p>Animal charades</p> <p>1. Write down a list of animals.</p> <p>2. Choose an animal.</p> <p>3. Act out the animal to a family member and see if they can guess what animal you are.</p>

History and Library

INSTRUCTIONS: Choose one History or Library activity from the grid to complete. Students can complete in a workbook take a photo to upload onto Seesaw. Or type directly into Seesaw.

<p style="text-align: center;">LIBRARY</p> <p>Premiers Reading Challenge: 20 minutes reading. Log your finished books onto the PRC website. (Remember this is through your student portal> scroll down to Premiers Reading Challenge link>follow the link and log your books using the book code or title.)</p> <p>Daily book with Mrs Clarke: Listen to Mrs Clarke's book of the week on Seesaw</p> <ol style="list-style-type: none">1. Predict what you think is going to happen in the story after listening to the first chapter. Write your prediction in your books.2. Create a book cover for our story.	<p style="text-align: center;">LIBRARY</p> <p>Premiers Reading Challenge: 20 minutes reading. Log your finished books onto the PRC website.</p> <p>Daily book with Mrs Clarke: Listen to Mrs Clarke's book of the week on Seesaw</p> <ol style="list-style-type: none">1. The main character from the book is coming for dinner. Plan a dinner for them and write a menu. It needs to include entree, main and dessert.	<p style="text-align: center;">LIBRARY</p> <p>Premiers Reading Challenge: 20 minutes reading. Log your finished books onto the PRC website.</p> <p style="text-align: center;">Daily book with Mrs Clarke: Listen to Mrs Clarke's book of the week on Seesaw</p> <ol style="list-style-type: none">1. Pretend you are a character in the book. Write a diary about how you feel and what you think is going to happen next.2. Describe your appearance and draw yourself as the character.
<p style="text-align: center;">LIBRARY</p> <p>Premiers Reading Challenge: 20 minutes reading. Log your finished books onto the PRC website.</p> <p style="text-align: center;">Daily book with Mrs Clarke: Listen to Mrs Clarke's book of the week on Seesaw</p> <ol style="list-style-type: none">1. Write a new ending to the story. You may add characters, change where the story is set (eg city, the zoo, the beach). Your ending should be at least 1 page of writing.	<p style="text-align: center;">LIBRARY</p> <p>Premiers Reading Challenge: 20 minutes reading. Log your finished books onto the PRC website.</p> <p style="text-align: center;">Daily book with Mrs Clarke: Listen to Mrs Clarke's book of the week on Seesaw</p> <ol style="list-style-type: none">1. Make a poster advertising the book. Your poster should include things such as the Author, Illustrator, Title and a picture. Make your poster exciting so that people will want to read the book.	<p style="text-align: center;">LIBRARY</p> <p>Premiers Reading Challenge: 20 minutes reading. Log your finished books onto the PRC website.</p> <p style="text-align: center;">Daily book with Mrs Clarke: Listen to Mrs Clarke's book of the week on Seesaw</p> <ol style="list-style-type: none">1. Write a letter to one of the characters in the book. Tell them what you think of the story. Also ask them questions about them and what is going to happen next in the story. Also include suggestions to the character about what you think should happen next to them in the story.

HISTORY/GEOGRAPHY- Lesson 1

Imagine you are part of Captain Cook's crew who has arrived at Botany Bay.

1. Write a daily journal of your experiences. Include things such as what you see, discoveries you make, food you eat, where you sleep, who you see etc.
2. Imagine some people setting up camp at the back of your home. Their clothing, equipment and language are like nothing you have ever seen before. They seem to be settling in for good, but as everything is so strange and new, it's hard to tell. How do you think you would respond? Would you be curious? Interested? Angry? Scared? A mixture? Draw, write or act out your reaction.

HISTORY/GEOGRAPHY- Lesson 2

Imagine you are part of Captain Cook's crew who has arrived at Botany Bay. Write a daily journal of your experiences.

The Eora (Yura) are an Aboriginal Australian people of New South Wales. Eora is the name given by the earliest settlers to a group of Aboriginal people belonging to the clans along the coastal area of what is now known as the Sydney basin, in New South Wales, Australia.

The arrival of the first colonists had a big impact on the Eora. Dispossession (loss of land) and contact with new diseases were two things which had a significant effect on the lives of the Eora. One of the first things the colonists did when they arrived was to begin clearing land for buildings, roads, farms and dams to collect water. The arrival of the colonists also meant that the Eora were exposed to new diseases. One disease that had a devastating effect was smallpox.

1. Research and describe how Aboriginal life was changed by British Colonisation.
2. What are some of the changes the colonists made?
3. How would they impact (affect) the Aboriginal people?
4. How do you feel about the changes made?

HISTORY/GEOGRAPHY- Lesson 3

Imagine you are part of Captain Cook's crew who has arrived at Botany Bay. Write a daily journal of your experiences.

1. Predict what you think would have happened if the Aboriginal People had turned back Captain Cook when he arrived at Botany Bay. How would Australia be different today? Explain your reasons.

HISTORY/GEOGRAPHY- Lesson 4

Imagine you are part of Captain Cook's crew who has arrived at Botany Bay. Write a daily journal of your experiences

1. Create a model or draw a map of some bushland. Imagine this is your country. How is this country important to you? What does it offer you? How do you care for it?

HISTORY/GEOGRAPHY- Lesson 5

Imagine you are part of Captain Cook's crew who has arrived at Botany Bay. Write a daily journal of your experiences.

1. Listen and learn the song [Bound for Botany Bay](#)

HISTORY/GEOGRAPHY- Lesson 6

Imagine you are part of Captain Cook's crew who has arrived at Botany Bay. Write a daily journal of your experiences.

1. Research Cook's journey to Botany Bay and use this information along with everything you have learnt. Write a recount of his journey. Include the path he travelled, his discoveries, feelings and actions he may have experienced during the journey and what it was like when he first stepped foot on Botany Bay. Include interesting facts that we learnt on our excursion also.

Unit 14



I ll lizard bell



List Words

vessel
lonely
cleverly
related
conclude
themselves
liquor
national
practical
principal
electrical
selection
parcelled
popularly
fertiliser
illustrated
elaborately
regional
religious
officially
exploration
entitlement
enveloped
miscellaneous

- 1** Colour the graphemes that represent in the List Words.
- 2** Go to the List Words for Unit 14. **Count** the sounds and identify all the graphemes in each List Word.
- 3** Write any other letters that can represent on the Grapheme Chart. **Write** one word example for each.
- 4** Cross out any words with the letter **I** where it does not represent . **Circle** True or False at the end of the statements that are left.

Grapheme Chart

grapheme	word

People usually sing national anthems psalms in a church.
Cauliflowers grow on stalks storks.
Wolves calves are domestic animals.
You could see a falcon salmon sunning itself on a balcony.

true or false
true or false
true or false
true or false

- 5** Write the missing digraphs in these List Words.

ve___el clev___ly f___tilis___ reli___ ___s p___ce___ ___
li___ ___ relati___ly i___ustrated ___emsel___s o___i___a___y
re___onal na___onal elabora___ly envelop___ mi___e___ane___s

- 6** Cross out the incorrect contractions and rewrite them correctly. Write the missing word in the last sentence. **9**.

The farmers said the'yll _____ need more fertiliser next week.
Wev'e _____ been practising hard for the regional sports competition.
Ther'es _____ been a violent electrical storm here every night lately.
The principal did'nt _____ know who owned the lost hats.
Look at the cows. Theyr'e _____ enveloped in fog and they look like ghosts.
The apostrophe in a contraction goes in the place where some of the letters of the second word have been _____ out.

- 7** Study the message in the green text. **Circle** the correctly spelled word in each pair.

★ Adding suffixes to words ending with e:

- We usually keep the e, when the suffix starts with a consonant, for example *safe – safety*.
- We usually remove the e, when the suffix starts with a vowel, for example *move – movable*.
- We usually keep the e, with words ending with ge or ce, for all suffixes, for example *placement, changeable*, except for *ing – edging*. There is one exception below.

lonely	relatively	elaborately	noticeable	loveable	responsible	manageing	indescribeable
lonly	relativly	elaboratly	noticable	lovable	responsibile	managing	indescribable
aweful	peaceful	politeness	styleish	engagement	practiseing	createor	entitlement
awful	peacful	politness	stylish	engagment	practising	creator	entitlment

8 Unjumble the words that all end with **er ar or ae i ou** **ll** represented by **le, al, el**.

The tiny (**eelssv**) _____ struggled bravely through the huge waves during the storm.
 The (**aciilnppr**) _____ of the school parcelled up the unclaimed hats to send to needy children.
 Our school code of behaviour follows the (**ceiilnppr**) _____ of caring for all people and things.
 I didn't want to mess up my hair (**elyts**) _____ as I climbed over the (**elits**) _____ at the fence.
 We took the car for a (**ailrt**) _____ run before we bought it to make sure it drove properly.
 We were each given a pass that would (**eneiltt**) _____ us to free rides on everything at the show.

9 Study the message in the green text. **Rewrite** these words to fit with the endings.

★ **1.** We usually double **r** before adding **ed** and **ing** to words that end with **er, ir** and **ur** representing **ir ur or er**, for example *transferred, stirring, blurred* **2.** We usually do not double the last letter before adding **ed, ing, er, ery** to words with **er ar or ae i ou** in the last syllable, for example *benefited, inhabiting, sufferer* **3.** For words ending with **er ar or ae i ou ll** we write **ll**, for example *levelled, pedalling*.

litter _____ed listen _____er signal _____ing offer _____ing
 refer _____ed inherit _____ed pencil _____ing prefer _____ed
 suffer _____ing interpret _____er travel _____er parcel _____ed
 confer _____ed envelop _____ed jewel _____ery develop _____er

10 Colour code
 one word part
 from each
 column to form
 List Words.

clev	la	cal
re	ligi	tion
prac	lec	al
re	on	ly
se	ti	ous
regi	er	ted

e	ti	ra	ly
pop	ffici	tri	ly
fer	lec	li	ser
rel	plo	lar	tion
o	a	a	lly
ex	u	tive	cal

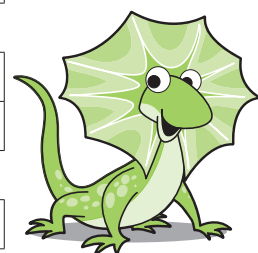
Challenge

Write List Words, one letter per square as in a Crossword, to match the clues.

Find the List Word hidden vertically.

- | | |
|--------------------------|-------------------------|
| 1. compound word | 8. nationwide |
| 2. devoted to a religion | 9. finish |
| 3. choice | 10. related to a region |
| 4. properly approved | 11. investigation |
| 5. covered | 12. alcoholic drink |
| 6. intricately | 13. pictured |
| 7. comparatively | |

1											
2											
			3								
4											
5											
					6						
						7					
							8				
								9			
									10		
11											
13											



Hidden Word



ee e ea y ey bee me seat baby money

List Words

stream
leader
speech
breathe
release
recent
media
recipe
relieve
achieve
perceive
scenery
retreating
factories
enemies
difficulty
naughty
necessity
fatigued
cemetery
repeatedly
primarily
guarantee
secretarial
approximately

1 **Colour** the graphemes that represent ee e ea y ey in the List Words.

2 **Go** to the List Words for Unit 15. **Count** the sounds and identify all the graphemes in each List Word.

3 **Write** any other letters that can represent ee e ea y ey on the Grapheme Chart. **Write** one word example for each.

4 **Circle** the words in each column where you hear ee e ea y ey.



Grapheme Chart

grapheme	word

streaming	spee ch less	media	relieve	reign	difficult y	unkind
bre ath	matin ée	equal	achieve	for ei gn	naught y	fatigued
bre ath ing	guarant ee d	listen	friend	rece i ve	syllab e	secretar i al
fear i ng	fianc ée	error	mag pie	per ce ive	law yer	sciss ors

5 **Write** graphemes to represent ee e ea y ey to finish these List Words.

recip_____	br____the	factor____s	rel____se	sc____ner_____
l____der	cemeter_____	necessit____	enem____s	rep____tedl_____
r____cent	primaril_____	perc____ve	ach____ve	approximatel_____

6 **Write** ordinal numbers, for example 1st, 2nd, 3rd and so on, to show where you hear ee e ea y ey in the words.

achieve	_____	recipe	_____	necessity	_____	difficulty	_____	perceive	_____		
enemies	_____	recent	_____	cemetery	_____	retreating	_____	factories	_____		
fatigued	_____	naughty	_____	primarily	_____	approximately	_____				
guarantee	_____	secretarial	_____	media	_____	and	_____	scenery	_____	and	_____

7 **Rewrite** these singular words in their plural forms. **Use** your dictionary.

★ **Singular** means *one*, for example *one enemy*. **Plural** means *more than one*, for example *some enemies*.

speech _____	necessity _____	difficulty _____	
guarantee _____	secretary _____		
cemetery _____	medium _____	or _____	
axe _____	axis _____	fungus _____	or _____

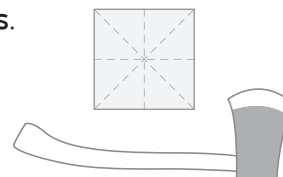
8 **Fill** the empty sound boxes to represent the sounds you hear in each bolded homograph. 🐝 **Go to Helpful Hint** (25).

A professional wood chopper needs to take good care of his **axes**.

a k c q ck x(k)s ch z zz s se

A square has four **axes** of symmetry.

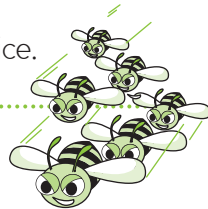
a k c q ck x(k)s ch z zz s se



9 Write List Words to complete these analogies.

Go to Helpful Hint 11.

Water is to drink as air is to _____ . A branch is to a tree as a _____ is to a river.
 Eyes are to sight as a voice is to _____ . Friends are to peace as _____ are to war.
 Plans are to building a house as a _____ is to cooking a cake.
 Farms are to growing as _____ are to manufacturing.
 A nursing occupation is to a hospital as a _____ occupation is to an office.



10 Colour code one word part from each column to form List Words. Write the words on the lines.

cem	di	pe	_____	diff	ma	ri	ty	_____
me	e	tee	_____	ne	peat	cul	ly	_____
re	e	tery	_____	re	cess	i	ly	_____
scen	trea	ry	_____	pri	i	ed	ty	_____
guar	ci	ting	_____	sec	pprox	i	ri	ly
re	an	a	_____	a	re	ta	mate	al

11 Write List Words with opposite meanings in the first box, and similar meanings in the second box.

follower _____ hold _____ old _____ well behaved _____
 friends _____ advancing _____ energised _____

ease (pain) _____ accomplish _____ notice or recognise _____
 continually _____ need _____ promise _____
 about or almost _____ firstly and most importantly _____

Challenge

Colour words ending in **ary**, **ery**, **ory** and **ury** in the Word Search. Finish the words below to match. Find the Hidden Word.

★ Use a lead pencil until you are sure of your answers.

libr _____ migrat _____
 scen _____ necess _____
 cel _____ direct _____
 prim _____ ordin _____
 myst _____ advis _____
 fact _____ dispens _____
 diction _____ secret _____
 sal _____ cemet _____
 station _____ (still) lux _____
 station _____ (writing materials)

s	s	c	e	n	e	r	y	y	r	e	l	e	c	y	c
e	y	l	y	r	a	s	n	e	p	s	i	d	y	r	e
c	r	i	d	i	r	e	c	t	o	r	y	l	r	a	m
r	o	b	y	r	a	n	o	i	t	c	i	d	o	n	e
e	s	r	e	g	s	a	l	a	r	y	e	n	t	i	t
t	i	a	y	r	e	n	o	i	t	a	t	s	c	d	e
a	v	r	d	m	i	g	r	a	t	o	r	y	a	r	r
r	d	y	s	t	a	t	i	o	n	a	r	y	f	o	y
y	a	y	r	e	t	s	y	m	p	r	i	m	a	r	y
l	u	x	u	r	y	y	r	a	s	s	e	c	e	n	a

Hidden Word _____ ry!

Unit 16



m mm mb

moon hammer thumb

List Words

stomach
commonly
camera
complaint
undamaged
examine
extremely
majority
solemnly
immense
mature
ambulance
estimation
cemeteries
commandment
recommence
competition
material
accompanied
menagerie
preliminary
resemblance
embarrassment
unmentionable
combustion

1 **Colour** the graphemes that represent **m mm mb** in the List Words.

2 **Go** to the List Words for Unit 16. **Count** the sounds and identify all the graphemes in each List Word.

3 **Write** any other letters that can represent **m mm mb** on the Grapheme Chart. **Write** one word example for each.

4 **Colour** the graphemes representing **m mm mb** in these words.

lamb solemnly plumber circumnavigate
tomb column chimney combustion
limb autumn resemblance embarrassment

5 **Rewrite** these List Words adding the missing graphemes for **m mm mb**.

stomach _____ coonly _____ undaged _____
iense _____ extreely _____ estiation _____
ature _____ ceeteries _____ enagerie _____
exaine _____ coplaint _____ recoence _____

6 **Colour** all the digraphs in the following words.

stomach solemnly extremely estimation commandment
examine ambulance cemeteries competition resemblance
immense complaint menagerie combustion accompanied
mature commonly undamaged recommence unmentionable

7 **Study** the information in the box. **Complete** the table. **Finish** the sentences with words from the table.

★ **When using some adjectives to compare people, things or situations, sometimes adding *er* and *est* is not appropriate. We do not say *beautifuler*, *beautifullest*. Instead we use the words *more* and *most* with the adjectives, for example *This sunset is beautiful. Last Saturday's sunset was even more beautiful but Wednesday's was the most beautiful of all.* Comparatives compare two. Superlatives compare three or more.**

Adjectives	Comparatives (2)	Superlatives (3 or more)
comfortable	more comfortable	most comfortable
mature	more mature	
common		most common
competitive	competitive	competitive
embarrassed	embarrassed	most



The natural fibres, cotton and linen, are _____ to wear than synthetic fibres.
I have never felt _____ than when I fell off the stage during the concert.
My brother is the _____ swimmer in our club. He wants to win all the time.

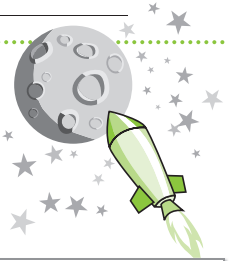
8 Colour code one word part from each column to form List Words.

cam	emn	ra
comm	e	blance
sol	sem	ment
com	and	ly
re	bus	ly
comm	on	tion

ma	dam	lance
ex	comm	ly
ex	bu	ine
am	treme	re
re	am	ence
un	tu	aged

9 Select words from the box to write under the Latin roots and meanings from which they have developed. **Use** your dictionary to help.

magnify	remember	migrant	memory	minority
minute	magnificent	manual	manuscript	migrate



magnus – great	manus – the hand	memor – mindful	migro – I wander	minor – small

10 Number these words 1, 2, 3 in each column to show alphabetical order.

- | | | | | |
|-------------------|-----------------|----------------|----------------|--------------|
| ___ accompanied | ___ cemeteries | ___ ambulance | ___ estimation | ___ majority |
| ___ accidental | ___ complaint | ___ ambulatory | ___ extremely | ___ mature |
| ___ accompaniment | ___ competition | ___ ambitious | ___ examine | ___ material |

Challenge Colour the List Words which follow each other, down one column and up the next. Number the synonyms to match the words in the order that you find them. The first two words are done for you.

Start here!

Synonyms

- | | |
|--------------------|--------------------|
| ___most | <u>1</u> cloth |
| ___huge | ___tummy |
| ___restart | ___inspect |
| ___contest | ___burning |
| <u>2</u> escorted | ___seriously |
| ___unspoiled | ___generally |
| ___similarity | ___graveyards |
| ___full-grown | ___assessment |
| ___zoo (small) | ___unspeakable |
| ___awkwardness | ___introductory |
| ___dissatisfaction | ___extraordinarily |

m	r	e	e	d	e	r	n	i	c	e	e	n	r	e	s	e	n
a	t	m	g	e	g	i	o	r	c	m	m	t	o	s	n	m	m
t	x	e	a	x	a	e	i	e	y	e	n	i	t	e	e	a	y
e	e	l	m	a	n	m	t	c	r	t	u	o	n	m	m	t	l
r	a	y	a	m	e	c	i	o	a	e	n	n	e	b	m	u	n
i	d	n	d	i	m	o	t	m	n	r	o	a	m	l	i	r	o
a	e	c	n	n	d	m	e	m	i	i	i	b	s	a	y	e	m
l	i	o	u	e	y	p	p	e	m	e	t	l	s	n	l	s	m
a	n	m	n	!	t	l	m	n	i	s	a	e	a	c	n	t	o
c	a	b	o	m	i	a	o	c	l	!	m	e	r	e	m	o	c
c	p	u	i	a	r	i	c	e	e	e	i	m	r	s	e	m	h
o	m	s	t	j	o	n	t	p	r	s	t	b	a	o	l	a	c

★ Read unused letters left to right horizontally.

Hidden Words _____