



## Teaching & Learning Activities – Stage 3

### 2021 Term 3, Week 8

Please complete the activities in your homework book and check Google Classroom each day for messages from your teacher.

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	<p><b>English</b>  <b>Reading:</b> Log onto <b>Google Classroom</b> and complete the Monday Reading Comprehension Quiz. Take your time to read the text carefully and then answer the questions. Remember to always refer back to the text to help you find the answer, look for any key words and check your answers.</p> <p><b>Writing:</b> This week you will be creating a persuasive text for Father's Day. The title of your writing will be 'My Dad, my superhero' and today you will begin planning. Think of all the amazing things your Dad has done and write a list e.g., taught you how to ride a bike, cared for you when you were</p>	<p><b>English</b>  <b>Reading:</b> Login to <b>Google Classroom</b> and complete the Tuesday Reading Comprehension Quiz. Take your time to read the text carefully and then answer the questions. Remember to always refer back to the text to help you find the answer, look for any key words and check your answers.</p> <p><b>Writing:</b> Use your plan to write the first two paragraphs of your text, the introduction and your first argument section. Think about the Seven Steps strategies and include them in your writing to make it exciting and</p>	<p><b>English</b>  <b>Reading:</b> Log onto <b>Google Classroom</b> and complete the Wednesday Reading Comprehension Quiz. Take your time to read the text carefully and then answer the questions. Remember to always refer back to the text to help you find the answer, look for any key words and check your answers.</p> <p><b>Writing:</b> Continue with your writing from yesterday, write your second and last argument sections. Again, remember to try and use the Seven Steps techniques. If you used dynamic dialogue in your paragraph yesterday, try and use show don't tell by including lots of</p>	<p><b>English</b>  <b>Reading:</b> Watch the text 'The Stolen Girl' again if you have forgotten the story.  <a href="https://www.youtube.com/watch?v=WBMwxhanUeg">https://www.youtube.com/watch?v=WBMwxhanUeg</a>            Complete the following activities:            1) Write down four things the girl would have felt in the story, e.g. <i>The girl felt scared when she was first taken.</i>            2) Besides being taken away from her mother and family, what else was taken away from the girl when</p>	<p><b>English</b>  <b>Reading:</b> Free reading Friday! Choose a text you enjoy reading and find somewhere peaceful to sit, maybe outside under a tree, in a comfy chair with a warm blanket, in a cubby house etc. Set a timer for 40 mins and read your text. If you don't feel like reading a book, read an article on the KidsNews website. Tell a family member what you read and explain the most surprising part to them.  <a href="https://www.kidsnews.com.au/">https://www.kidsnews.com.au/</a>  <b>Writing:</b> Publish your work using the writing lines attached below. Be</p>

	<p>sick or hurt, helped you with a task or homework that was tricky, inspired you by being a hard worker etc. When you have written your list, highlight the top three things that make your dad your superhero. You will use these as arguments in your text, order them from 1-3 for strong, medium and strongest. Use the planning sheet attached below to plan your writing.</p> <p><b>Spelling:</b> Print out this week's Sound Waves activity pages (attached below). This week has two sounds. The first sound is 'v, ve'. Brainstorm 10 words that start with this sound. Complete activities 1-5. If you finish early, complete the online interactive games and activities.</p> <p>This week is <b>Unit 26</b>  <b>Y6</b> zero785   <b>Y5</b> jump390    <b>Y4</b> nose192</p>	<p>engaging. Remember, you are trying to convince the reader that your dad is your superhero.</p> <div data-bbox="730 317 1055 652" data-label="Diagram"> <pre> Step 1 Plan for Success Step 2 Sizzling Starts Step 3 Tightening Tension Step 4 Dynamic Dialogue Step 5 Show, Don't Tell Step 6 Ban the Boring Step 7 Exciting Endings / Endings with Impact </pre> </div> <p><b>Spelling:</b> Continue to complete your Sound Waves activity pages for this week's first sound 'v, ve'. If you finish early, complete the online interactive games and activities.</p>	<p>descriptive language and the 5 senses.</p> <p><b>Spelling:</b> This week has two sounds. The second sound is 'w, wh, u'. Brainstorm 10 words that start with this sound. Complete activities 1-5. If you finish early, complete the online interactive games and activities.</p>	<p>she was sent to the children's home?</p> <p><b>Writing:</b> Finish off your text by writing the last paragraph with an exciting ending. Remember the three ending techniques. They are:</p> <ol style="list-style-type: none"> <li>1) Link to beginning</li> <li>2) Call to action</li> <li>3) Paint a word picture</li> </ol> <p>Edit your writing using the secretarial and expression skills you have practised this Term. Cross out and re-write sections if you need to and correct any mistakes.</p> <p><b>Spelling:</b> Complete the rest of your Sound Waves activity pages for this week's sound 'w, wh, u' and have a go at the challenge.</p> <p>If you finish early, complete the online interactive games and</p>	<p>careful to write neatly and not make any mistakes as you will be giving this to your dad as a present, along with the card you made on Monday.</p> <p><b>Spelling:</b> Sort Them Out: Sort the words on your spelling list into three different categories of your choice such as nouns, verbs, adjectives, common spelling patterns etc.</p>
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				activities.	
<b>Break</b>	Break	Break	Break	Break	Break
<b>Middle</b>	<p><b>Mathematics</b> <b>Mathletics:</b> Log on and try to complete 2-3 activities.</p> <p><b>Activity:</b> A net is a two-dimensional plan or shape that can be folded to make a three-dimensional object. 3D objects, like cylinders, prisms and pyramids, can be opened out and unfolded into a flat shape. The unfolded shape is called the net of the object.</p> <p>Complete the 'Find the Nets Sheet 1' worksheet.</p> <p><b>Problem Solving:</b> The adult fare is \$78.90. How much is the child's fare if it is half the adult fare?</p> <p>Problem solving answers will be posted on <b>Google Classroom</b> each day.</p> <p><b>Brain Break:</b> Card trick. <a href="https://www.youtube.com/watch?v=tlQiuCeezUA">https://www.youtube.com/watch?v=tlQiuCeezUA</a></p>	<p><b>Mathematics</b> <b>Mathletics:</b> Log on and try to complete 2-3 activities.</p> <p><b>Activity:</b> Complete the 'Match the Nets Sheet 3' worksheet.</p> <p><b>Problem Solving:</b> After travelling 1520 km we had finished <math>\frac{1}{3}</math> of our trip. How long was the trip?</p> <p>Problem solving answers will be posted on <b>Google Classroom</b> each day.</p> <p><b>Brain Break:</b> Stay active &amp; have fun - Yoga <a href="https://www.youtube.com/watch?v=KRpUfHBREis">https://www.youtube.com/watch?v=KRpUfHBREis</a> <a href="https://video.link/w/CPA5c">https://video.link/w/CPA5c</a></p>	<p><b>Mathematics</b> <b>Mathletics:</b> Log on and try to complete 2-3 activities.</p> <p><b>Activity:</b> 3D objects have faces, edges and vertices. A 3D object is described by its edges, faces, and vertices.</p> <p>Faces: Faces are the flat surfaces on an object.</p> <p>Edges: Are the lines where two faces meet.</p> <p>Vertices: Are the corners of 3D objects, where three or more edges meet.</p> <p>Play the 'Sorting 3D Shapes on a Venn Diagram' game. <a href="https://mathsframe.co.uk/en/resources/resource/115/sorting_3d_shapes_on_a_venn_diagram#">https://mathsframe.co.uk/en/resources/resource/115/sorting_3d_shapes_on_a_venn_diagram#</a></p> <p><b>OR</b> Complete the '3D Shapes - Types and Properties' worksheet.</p>	<p><b>Mathematics</b> <b>Mathletics:</b> Log on and try to complete 2-3 activities.</p> <p><b>Activity:</b> Play the '3D Nets' game and match the nets to the correct 3D shapes. <a href="https://www.turtlediary.com/game/nets-of-3d-shapes.html">https://www.turtlediary.com/game/nets-of-3d-shapes.html</a></p> <p><b>Problem Solving:</b> Kendra lives 8.7 km from school. If the bus has travelled 6.8 km, how much further does she have to travel?</p> <p>Problem solving answers will be posted on <b>Google Classroom</b> each day.</p> <p><b>Brain Break:</b> Stay active &amp; have fun - Discuss <a href="https://www.youtube.com/watch?v=44t8Eym">https://www.youtube.com/watch?v=44t8Eym</a></p>	<p><b>Mathematics</b> <b>Mathletics:</b> Log on and try to complete 2-3 activities.</p> <p><b>Activity:</b> Construct a skeletal model of one of the 3D objects listed: cube, square pyramid, triangular prism, triangular pyramid, hexagonal prism and hexagonal pyramid.</p> <p>If you are not sure what a skeletal model is, look at the example provided below.</p> <p>You can use anything you have laying around the house such as paper, toothpicks, straws, sticky tape etc.</p> <p><b>Problem Solving:</b> How long is the post if 2.3 metres is in the ground and 4.5 metres is above the ground?</p>

			<p><b>Problem Solving:</b> How many children had their art work displayed if one-sixth of the 42 Year 5 children had their art work displayed? Problem solving answers will be posted on <b>Google Classroom</b> each day.</p> <p><b>Brain Break:</b> Stay active &amp; have fun - Shot Put <a href="https://www.youtube.com/watch?v=CuhsIEiWapA">https://www.youtube.com/watch?v=CuhsIEiWapA</a> <a href="https://video.link/w/8PA5c">https://video.link/w/8PA5c</a></p>	<p><a href="#">8PVY</a> <a href="https://video.link/w/LPA5c">https://video.link/w/LPA5c</a></p>	<p>Problem solving answers will be posted on <b>Google Classroom</b> each day.</p> <p><b>Brain Break:</b> Stay active &amp; have fun - Balance <a href="https://www.youtube.com/watch?v=7nNFyEKrEFg">https://www.youtube.com/watch?v=7nNFyEKrEFg</a> <a href="https://video.link/w/RPA5c">https://video.link/w/RPA5c</a></p>
<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>
<b>Afternoon</b>	<p><b>Creative Arts</b> <b>Father's Day Card:</b> Create a Fathers Day card for your Dad or anyone special in your life by using the links below. There are a few options so pick out your favourite and start crafting. Option 1: Suit and Tie Card <a href="https://www.youtube.com/watch?v=MbDVRR5D7Tc">https://www.youtube.com/watch?v=MbDVRR5D7Tc</a> Option 2: Surprise Message <a href="https://www.youtube.com/watch?v=bFbbHs2ZH1M">https://www.youtube.com/watch?v=bFbbHs2ZH1M</a> Option 3: Pop up Card <a href="https://www.youtube.com/watch?v=Wb2kdpnTEVw">https://www.youtube.com/watch?v=Wb2kdpnTEVw</a></p>	<p><b>PDHPE</b> Conflict: Today you will look at conflict by exploring what it is and how it can be positively resolved.</p> <p>Login to <b>Google Classroom</b> to access a PowerPoint that will support you with this task. <b>Year 4:</b> Complete the activity pages attached below called 'What is conflict?' and 'Dealing with conflict.' <b>Year 5 &amp; 6:</b> Complete the activity pages attached</p>	<p><b>Science &amp; Technology</b> The Loopy O-Wing Experiment. Follow the video link or the instructions attached below. <a href="https://www.youtube.com/watch?v=x11_aSvkNMM">https://www.youtube.com/watch?v=x11_aSvkNMM</a> Once you have completed the experiment, upload your answers along with a picture or video of your experiment to <b>Google Classroom</b>.</p>	<p><b>Geography</b> The attached pages continue on from the last 2 weeks of work in Geography. This is a continuation of revising the map you have created and you will have another two weeks to complete the rest of this task. As you may not be able to swap with a partner, post your final map/construction on <b>Google Classroom</b> for your teacher to</p>	<p>Watch this week's episode of 'Behind the News'. Answer the question posted on <b>Google Classroom</b>.</p> <p><b>Creative Arts</b> Optional: How To Draw A Realistic Sea Turtle <a href="https://www.youtube.com/watch?v=6DXTWTbd8G4">https://www.youtube.com/watch?v=6DXTWTbd8G4</a></p>

	Alternatively use the Father's Day card template attached below if you do not have access to the internet.	below called 'Resolving conflict' and 'Resolving conflict script'.		look at.	
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***Try to include some daily physical activity during the week – take the dog for a walk, run around the yard, ride your bike, use a skipping rope, do some yoga or mindfulness etc.***

# Unit 26

 **v ve**    vase    sleeve

## List Words

never \_\_\_\_\_  
eleventh \_\_\_\_\_  
seventh \_\_\_\_\_  
seventeen \_\_\_\_\_  
heavy \_\_\_\_\_  
heavier \_\_\_\_\_  
evening \_\_\_\_\_  
invite \_\_\_\_\_  
travel \_\_\_\_\_  
lovely \_\_\_\_\_  
knives \_\_\_\_\_  
believe \_\_\_\_\_  
favourite \_\_\_\_\_  
themselves \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Grapheme Chart

letters	words

**1** Circle the letters that represent  in the List Words.


**2** Write any other letters that can represent  on the Grapheme Chart.

Write one word example for each.

**3** Write one stroke for every sound in each List Word.

**4** Follow the pattern to finish the columns. **Finish** the sentences with your words.

 If a word ends with a consonant and **y**, we usually change **y** to **i** before we add **er** or **est**.

 Go to Helpful Hint **17**.

Describing 1	Comparing 2	Comparing 3 or more
funny	funnier	funniest
lovely		
heavy		

The daisies are lovely. The roses are even \_\_\_\_\_.

The orchids are the \_\_\_\_\_ of all.

My bag is heavy. Yours is even \_\_\_\_\_. Kevin's bag is the \_\_\_\_\_ of all.

**5** Write the pairs of words that have been contracted into these words.

 Go to Helpful Hint **8**.

I've \_\_\_\_\_ we've \_\_\_\_\_ you've \_\_\_\_\_

you're \_\_\_\_\_ they've \_\_\_\_\_ haven't \_\_\_\_\_

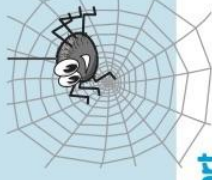
**6** Circle the 5 pairs of words that can shorten to contractions. **Rewrite** the sentences changing the circled words to contractions.

We have invited our favourite friends to visit this evening. They have travelled by themselves to places you have visited. You are invited too. I have never travelled by myself.





w wh u web whale queen



## Grapheme Chart

letters	words

### List Words

water \_\_\_\_\_  
 which \_\_\_\_\_  
 weekend \_\_\_\_\_  
 sandwich \_\_\_\_\_  
 won't \_\_\_\_\_  
 without \_\_\_\_\_  
 woman \_\_\_\_\_  
 towards \_\_\_\_\_  
 upwards \_\_\_\_\_  
 square \_\_\_\_\_  
 question \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**1** Circle the letters that represent **w wh u** in the List Words.

**2** Write any other letters that can represent **w wh u** on the Grapheme Chart.

Write one word example for each.

**3** Write one stroke for every sound in each List Word.

**4** Read the words at the top of each column to decide which verb to write.

Today I	Yesterday I	I have	I am
water	watered	watered	watering
go	went		
wind		wound	
win	won		
wake		woken	

**5** Write words ending with the suffix **ward** or **wards** that have the following meanings.

⚡ The suffix **ward** or **wards** can mean *towards* or *in the direction of*. For example, **backwards** means *towards the back*.

towards north \_\_\_\_\_

toward the wind \_\_\_\_\_

in the direction up \_\_\_\_\_ in the direction of down \_\_\_\_\_

### Challenge

Colour all the singular words in the list and the plural forms of those words in the Word Search. Some words share letters. The words go  $\leftarrow \rightarrow \downarrow \uparrow \nearrow \searrow$ .

Singular

Plural

self \_\_\_\_\_  
 question \_\_\_\_\_  
 knife \_\_\_\_\_  
 sandwich \_\_\_\_\_  
 loaf \_\_\_\_\_  
 square \_\_\_\_\_  
 thief \_\_\_\_\_  
 woman \_\_\_\_\_  
 life \_\_\_\_\_

w	o	m	a	n	w	o	e	f	i	n	k	s	s	w	f	t
s	e	h	c	i	w	d	n	a	s	!	e	e	e	e	w	h
s	e	r	a	u	q	s	h	l	a	r	v	t	i	l	a	i
l	o	a	v	e	s	c	i	h	a	l	a	h	m	p	f	e
s	e	v	i	l	!	f	q	u	e	s	t	i	o	n	s	v
n	o	i	t	s	e	u	q	s	a	n	d	w	i	c	h	e
k	n	i	v	e	s	f	a	o	l	n	e	m	o	w	s	

Hidden Words \_\_\_\_\_

# Unit 26

 **v ve vase sleeve**

## List Words

grave  
victim  
solve  
survive  
advise  
advice  
lovable  
creative  
massive  
positive  
negative  
adventure  
discoveries

1 **Colour** the graphemes that represent  in the List Words.

2 **Go** to the List Words for Unit 26. **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 **Write** the words represented by the sound boxes.

**Read** the meanings in the box. **Write** the words in the sentences according to their definitions and pronunciations.

★ **Advise** is a verb meaning *to give information or an explanation about what could be done*. **Advice** is a noun meaning *information or an explanation about what could be done*.

The inventor gave us \_\_\_\_\_ on how to make our creation work.

He was also able to \_\_\_\_\_ us about how to varnish it to protect it.

5 **Write** contractions for the pairs of words, and pairs of words for the contractions.

➡ Go to Helpful Hint **10**.

we have \_\_\_\_\_ they have \_\_\_\_\_ they are \_\_\_\_\_ we are \_\_\_\_\_  
have not \_\_\_\_\_ we had \_\_\_\_\_ we would \_\_\_\_\_ should've \_\_\_\_\_  
could've \_\_\_\_\_ would've \_\_\_\_\_

6 **Write** adjectives ending with the suffix **ive** to match the meanings.

★ The adjective-forming suffix **ive** can mean *relating to*, for example *inventive* means *relating to being an inventor*.

relating to creating \_\_\_\_\_ relating to a great mass \_\_\_\_\_  
relating to possessing \_\_\_\_\_ relating to a plus position \_\_\_\_\_  
relating to attracting \_\_\_\_\_ relating to a minus position \_\_\_\_\_

7 **Colour** words in the Word Search that have been built from the base words in the box. The Hidden Word has been built from a List Word.

solve – yellow    grave – purple  
survive – blue    adventure – red  
love – green    discover – brown



Hidden Word \_\_\_\_\_ n

## Grapheme Chart

grapheme	word

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





w wh u web whale queen



### List Words

wheel  
waste  
worst  
forward  
weight  
nowhere  
quest  
meanwhile  
whistle  
twilight  
whether  
wonderfully

### 1 Colour the graphemes that represent w wh u in the List Words.

### 2 Go to the List Words for Unit 26. Count the sounds and identify all the graphemes in each List Word.

### 3 Write any other letters that can represent w wh u on the Grapheme Chart. Write one word example for each.

### 4 Write contractions for the pairs of words in the brackets in the sentences.

This is the worst, wet weather (we have)

\_\_\_\_\_ had this winter. It was wonderfully sunny a while ago. Now this rain

has come out of nowhere. We (should have) \_\_\_\_\_ brought umbrellas.

Meanwhile, since (we are) \_\_\_\_\_ getting wet, (let us) \_\_\_\_\_ wait in

this shop. We (would have) \_\_\_\_\_ got drenched if (we had)

\_\_\_\_\_ continued outside. I'll ring our parents to see if (they are)

\_\_\_\_\_ able to come for us. If they (can not) \_\_\_\_\_, do you

know whether (we would) \_\_\_\_\_ get a taxi at this twilight time of day?

Do you have enough money to pay for a taxi because I (have not) \_\_\_\_\_?

## Challenge Write homophones to match the clues. Colour them in the Word Search to find the hidden message.

- we will \_\_\_\_\_
- part of a car \_\_\_\_\_
- mark or swelling on the skin \_\_\_\_\_
- part of your body \_\_\_\_\_
- use unnecessarily \_\_\_\_\_
- stays until something happens \_\_\_\_\_
- masses of something \_\_\_\_\_
- we are \_\_\_\_\_
- what we do with our clothes \_\_\_\_\_
- a word that can start a question \_\_\_\_\_

- opposite of strong \_\_\_\_\_
- seven days make a \_\_\_\_\_
- a word to describe sunshine, rain, wind \_\_\_\_\_
- can often be replaced by the word if \_\_\_\_\_
- we would \_\_\_\_\_
- plant that is a pest \_\_\_\_\_
- used to make candles \_\_\_\_\_
- hits or smacks \_\_\_\_\_

- a huge sea mammal \_\_\_\_\_
- cry loudly \_\_\_\_\_
- another name for Earth \_\_\_\_\_
- twirled around \_\_\_\_\_
- whinge and ..... \_\_\_\_\_
- drink made from grapes \_\_\_\_\_



### Grapheme Chart

grapheme	word

w	e	e	d	,	e	w	w	h	a	l	e	w	x	
r	e	h	t	e	h	w	o	w	a	i	s	t	a	r
w	a	i	d	d	w	k	e	e	w	s	e			
e	e	t	s	a	w	e	s	a	w	h	i	n	e	
a	s	w	e	a	l	i	k	d	l	r	o	w	r	
t	t	w	c	w	r	g	c	w	e	,	l	h		
h	i	i	w	e	a	i	h	a	i	e	r	e	h	
e	a	n	z	a	e	h	t	h	a	l	e	e	h	
r	w	e	r	k	w	s	w	e	,	r	e	d		

### Hidden Words

# Unit 26

**v ve** **vase** **sleeve**

## List Words

vaguely  
vertically  
serviceable  
varying  
violence  
sovereign  
victimised  
civilisation  
voluntary  
inevitable  
vivacious  
mischievous  
inconvenience

**1** Colour the graphemes that represent **v ve** in the List Words.

**2** Turn to page 83 or use **SLW25**. Count the sounds and identify all the graphemes in each List Word.

**3** Write any other letters that can represent **v ve** on the Grapheme Chart.

Write one word example for each.

**4** Select words from below to write under the Latin roots and meanings from which they have developed.

visualise	omnivore	civic	advertise
civil	reverse	carnivore	civilise
convert	visible	television	civilian

**video visus – see** **verto versus – turn**

**civis – citizen** **vorare – devour**

## Grapheme Chart

grapheme word



**5** Circle the synonym for the first word in each column.

**6** Circle the incorrect word in each sentence and write the correct word on the line at the end.

Turn to **19** and **20** page 87.

The sovereign would of gone to the ceremony if it had been convenient. \_\_\_\_\_

The volunteers could of done more to help if they had received the relevant information. \_\_\_\_\_

The victim of the mistake felt he should of been given more privileges as compensation. \_\_\_\_\_

**7** Finish the animal names in the box by adding the first and last letters. Write the full animal names under the correct heading.

Herbivores  
eat plants only.

Carnivores  
eat meat only.

Omnivores  
eat both.

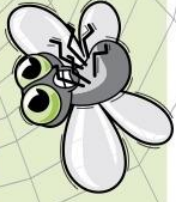
k \_\_\_\_\_ w \_\_\_\_\_ t \_\_\_\_\_  
d \_\_\_\_\_ e \_\_\_\_\_ w \_\_\_\_\_  
w \_\_\_\_\_ s \_\_\_\_\_ b \_\_\_\_\_  
s \_\_\_\_\_ f \_\_\_\_\_ h \_\_\_\_\_  
k \_\_\_\_\_ l \_\_\_\_\_ c \_\_\_\_\_  
p \_\_\_\_\_ d \_\_\_\_\_ d \_\_\_\_\_  
q \_\_\_\_\_ l \_\_\_\_\_ e \_\_\_\_\_

\_\_\_\_\_ angaro \_\_\_\_\_ ing \_\_\_\_\_ izar \_\_\_\_\_  
\_\_\_\_\_ oal \_\_\_\_\_ orlois \_\_\_\_\_ omba \_\_\_\_\_  
\_\_\_\_\_ ee \_\_\_\_\_ uc \_\_\_\_\_ ro \_\_\_\_\_  
\_\_\_\_\_ hal \_\_\_\_\_ uma \_\_\_\_\_ ossu \_\_\_\_\_  
\_\_\_\_\_ ol \_\_\_\_\_ ea \_\_\_\_\_ epar \_\_\_\_\_  
\_\_\_\_\_ hicke \_\_\_\_\_ m \_\_\_\_\_ uokk \_\_\_\_\_  
\_\_\_\_\_ agl \_\_\_\_\_ ndk \_\_\_\_\_ nai \_\_\_\_\_





# w wh u web whale queen



## List Words

whether  
qualify  
suede  
persuade  
adequate  
overwhelm  
equivalent  
quotation  
acquisition  
consequently  
linguist  
silhouette

1 **Colour** the graphemes that represent **w wh u** in the List Words.

2 **Turn** to page 83 or use **SLW25**. **Count** the sounds and identify all the graphemes in each List Word.

3 **Write** any other letters that can represent **w wh u** on the Grapheme Chart. **Write** one word example for each.

4 **Write** the words from the brackets to complete the sentences.

★ The word *went*, is the past tense of the verb *go* and can work on its own in a sentence. The word *gone*, is the past participle and always needs a helping verb, for example *has*, *have*.

➡ Turn to **21** and **22** page 87.

## Grapheme Chart

grapheme word

I should have \_\_\_\_\_ home. Instead I \_\_\_\_\_ swimming. (gone, went)

The \_\_\_\_\_ jacket \_\_\_\_\_ in the breeze. (suede, swayed)

As riders began to \_\_\_\_\_, organisers began to \_\_\_\_\_ the results. (qualify, quantify)

The camp will go on, \_\_\_\_\_ the \_\_\_\_\_ is fine or not. (weather, whether)

The hotel valet carries people's \_\_\_\_\_ to their \_\_\_\_\_.

The equipment should have \_\_\_\_\_ with the players when they \_\_\_\_\_ on the bus. (gone, went)

5 **Write** the prefix with a suitable meaning, that begins all these words.

**equidistant**: at equal distances apart    **equivalent**: having equal value    common prefix \_\_\_\_\_

**equiangular**: having equal angles    **equilibrium**: an equal balance    meaning \_\_\_\_\_

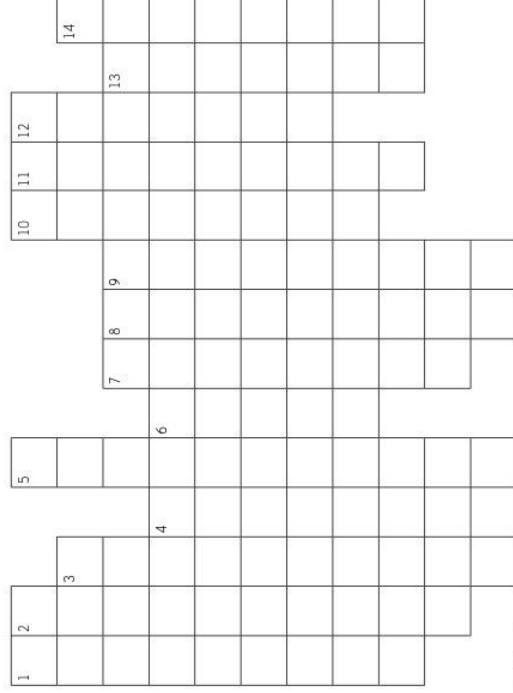
## Challenge

**Write** **v ve** and **w wh u** List Words vertically to match the clues. **Find** a List Word hidden horizontally.

### Clues

- crush
- upright - ly
- profile
- person skilled in languages
- gain
- cloth
- enough
- willing
- ruler
- brutality
- exact copy OR part of a speech or piece of writing
- doubtfully
- changing
- coax

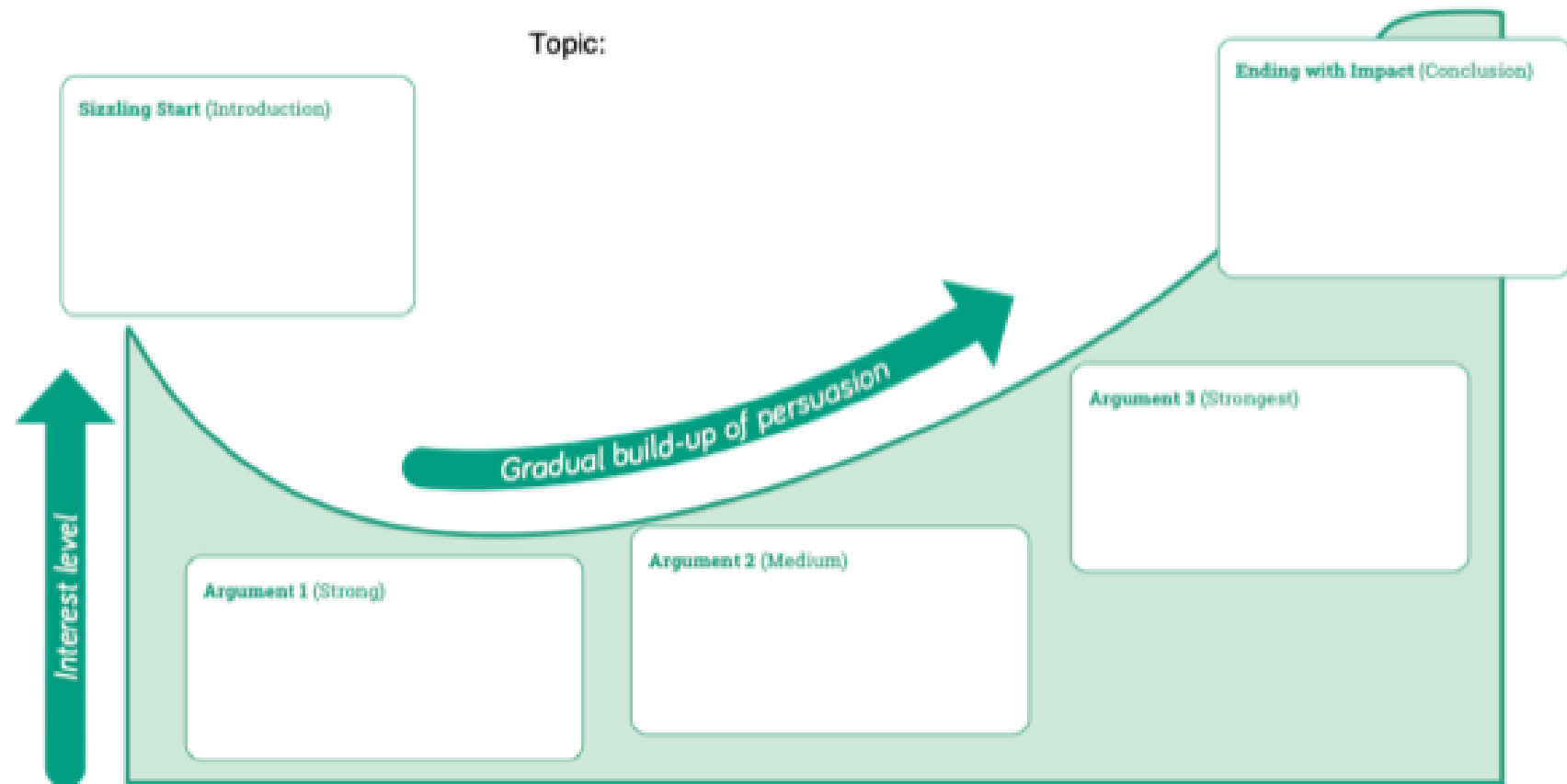
Hidden List Word \_\_\_\_\_



► For the Extra Challenge turn to page 91.

## Persuasive Writing Graph

Topic:





**SOME**  
**SUPERHEROES**  
DON'T HAVE  
**CAPES.**  
THEY ARE  
SIMPLY CALLED  
**DAD**


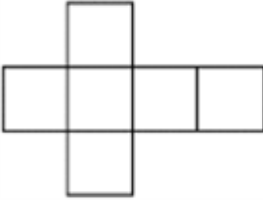
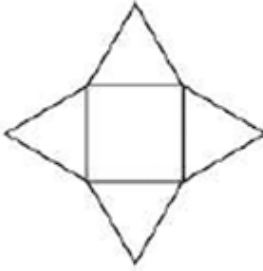
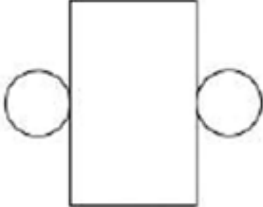


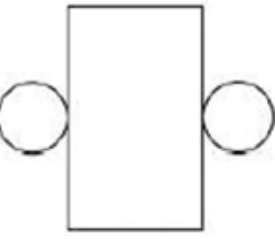
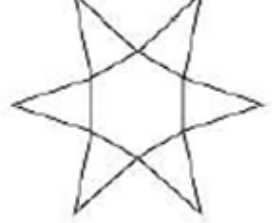

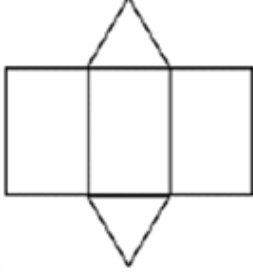
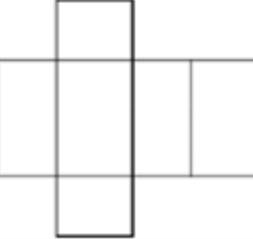
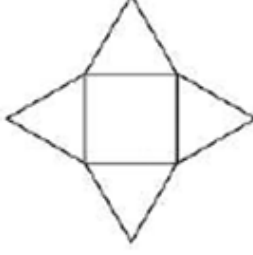

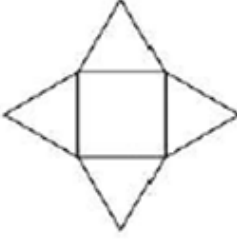
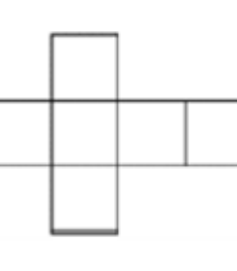
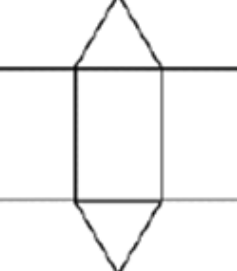
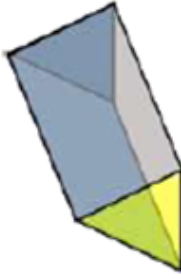
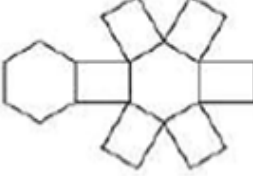
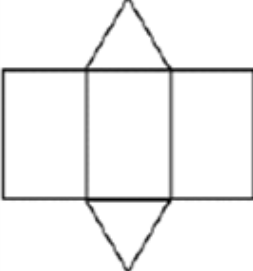
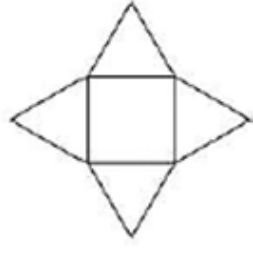
Name \_\_\_\_\_

Date \_\_\_\_\_



# FIND THE NETS SHEET 1

For each 3d shape, shade the correct net.

Name \_\_\_\_\_

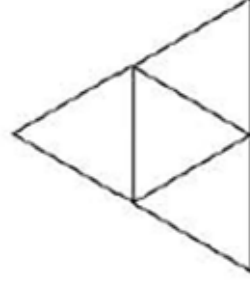
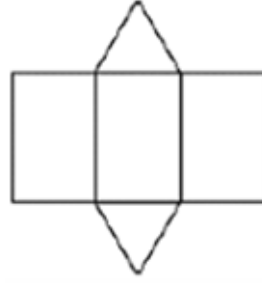
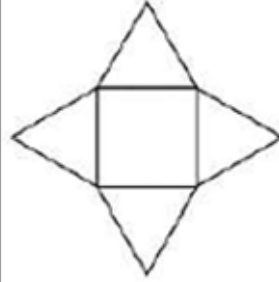
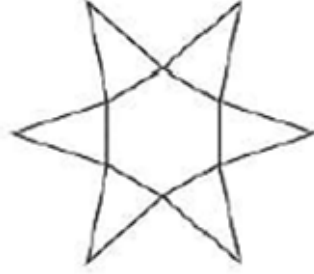
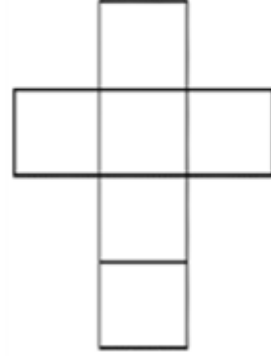
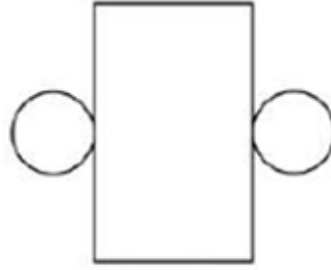
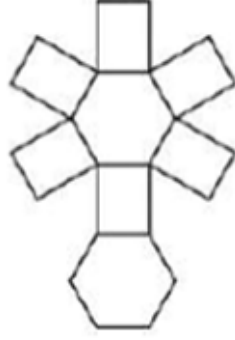
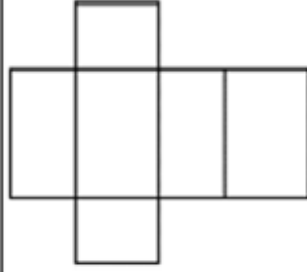
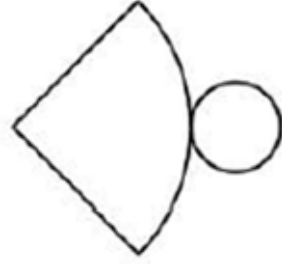
Date \_\_\_\_\_



# MATCH THE NETS SHEET 3

Label each net correctly.

Triangular prism	Rectangular prism	Cylinder
Square-based pyramid	Hexagonal prism	Cube
Hexagonal pyramid	Tetrahedron	Cone

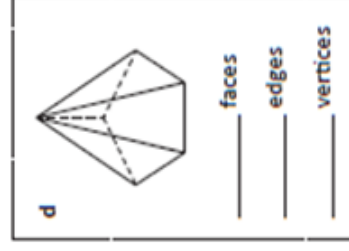
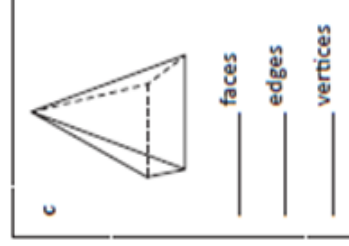
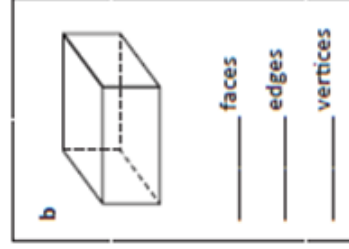
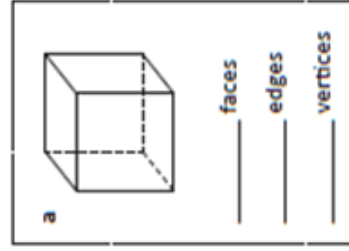


## 3D shapes – types and properties

- How do 3D shapes differ from 2D shapes? Imagine you're giving an explanation to a younger child. What would you say and/or draw?

Remember the surfaces of a 3D shape are 2D shapes. Where 2 surfaces meet is called the edge. The point where 2 or more surfaces meet is called the vertex. If we are talking about more than one vertex we call them vertices.

- How many surfaces, edges and vertices does each of these shapes have?



Some 3D shapes are polyhedrons. This means each surface is a polygon. The polyhedrons we most commonly come across are pyramids and prisms.

Prisms have identical parallel faces joined by rectangles. Most prisms are named after their end faces. Pyramids have a base with 3 or more straight sides. They have triangular faces which meet at a point. They are named after their bases.

Another group of 3D shapes has one or more curved surfaces (e.g. spheres, cones and cylinders).

- Complete the following:

**a** Draw one type of prism.  
How many faces, edges and vertices does it have?

\_\_\_\_\_ faces \_\_\_\_\_ edges \_\_\_\_\_ vertices

**b** Draw one type of pyramid.  
How many faces, edges and vertices does it have?

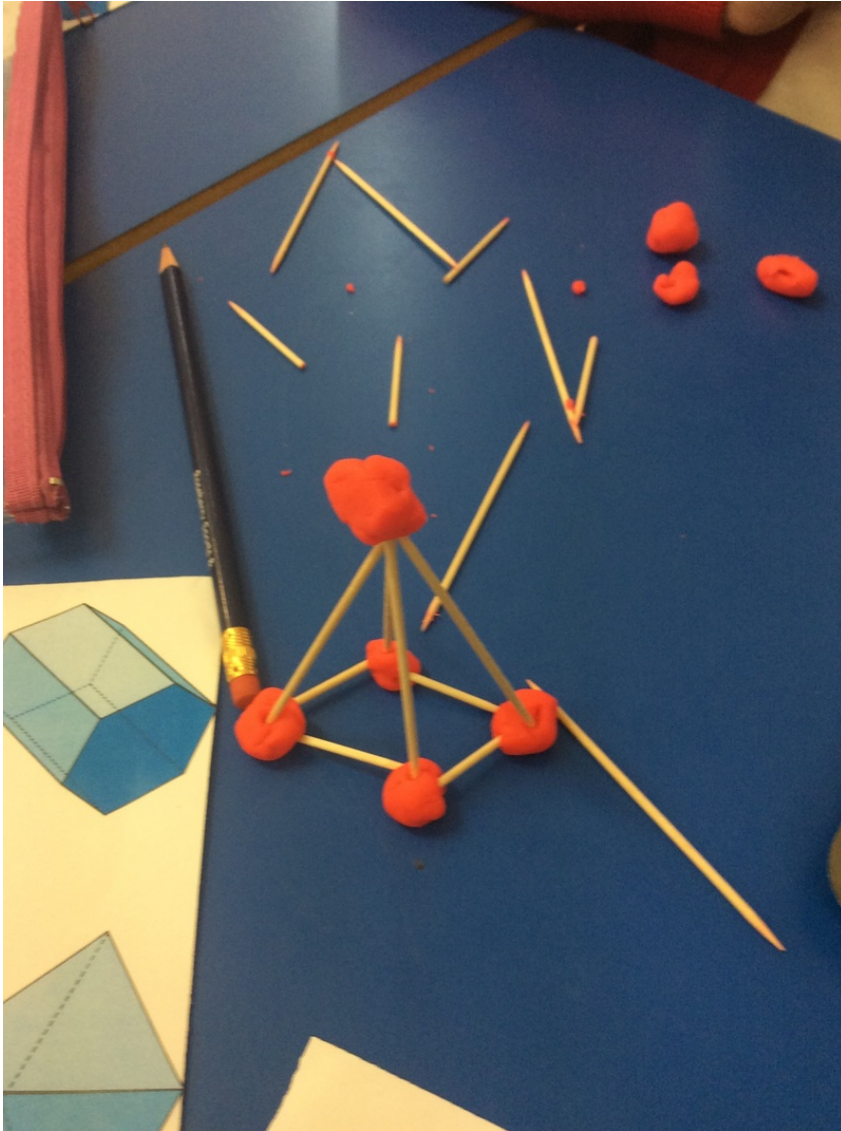
\_\_\_\_\_ faces \_\_\_\_\_ edges \_\_\_\_\_ vertices

**c** Draw a shape with one or more curved surface.  
How many faces, edges and vertices does it have?

\_\_\_\_\_ faces \_\_\_\_\_ edges \_\_\_\_\_ vertices



### Skeletal model example

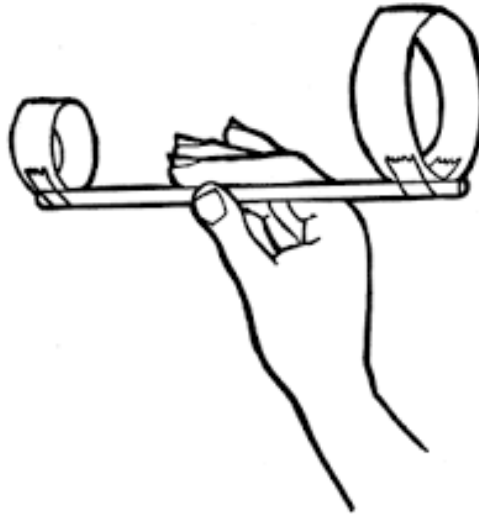


## Science & Technology

The Loopy O-Wing Experiment.

Follow the video link or the instructions attached below.

[https://www.youtube.com/watch?v=xI1\\_aSvkNMM](https://www.youtube.com/watch?v=xI1_aSvkNMM)



Once you have completed the experiment, upload your answers along with a picture or video of your experiment to Google Classroom.

# The 'O-Wing' Experiment

Name \_\_\_\_\_

## Materials required:

Plastic drinking straws  
Thick card

Sticky Tape  
Scissors

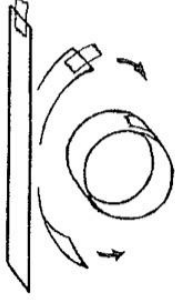
Ruler  
Pencils

## Making an O-Wing:

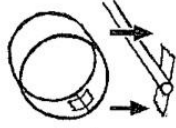
1. Carefully cut a strip of card to the size required



2. Put a piece of sticky tape on the end of the strip. Curl it over so the ends overlap a little and stick down. It helps to tape down the inside of the wing too.



3. Lay a piece of tape on the table, sticky side up. Stick the straw onto the middle of the tape. Push the wing onto the tape and secure it carefully.

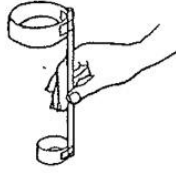


4. Centre both wings on the straw carefully like this.

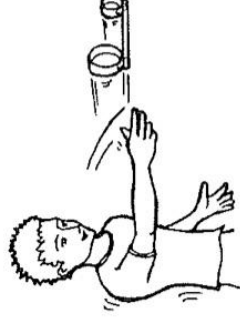


## Flying an O-Wing

Hold the O-Wing in the middle of the straw



Throw horizontally and gently



# A 'Loopy' Aeroplane

## Design 1

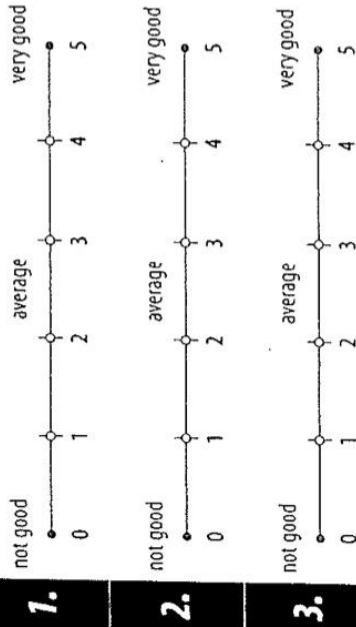
Changes to design	What happened?
-------------------	----------------



## Design 2

Changes to design	What happened?
-------------------	----------------

## 'Loopy' Plane Test Flights



## Design 3

Changes to design	What happened?
-------------------	----------------

My best design was ...

---



---



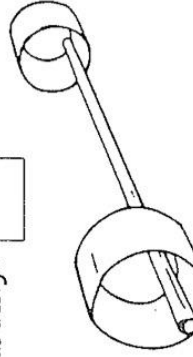
---

What made it the best?

☐

My longest flight was design

What could make it even better?







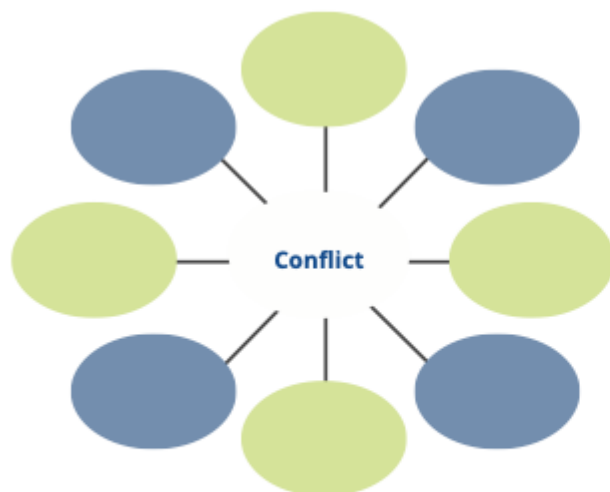
## What is Conflict?

Write your own definition of conflict

.....

.....

What are some other words that you think of when you hear the word conflict?



## Dealing With Conflict

Below are some ways that we can respond to conflict fairly. Which response would you use for each of the below statements?

*Ways we can deal with conflict:*

- Apologise
- Share
- Avoid
- Compromise
- Take turns
- Get help
- Talk about it
- Joke

Conflict	Response
1. A year 6 student wants your canteen money	
2. You get angry and say something to hurt your friend's feelings	
3. You and your sister both want the same toy	
4. You both want to go first on the computer	
5. Your little brother keeps annoying you	
6. A classmate is making up stories/rumours about you	
7. You see a year 5 student hurting a younger student	
8. Your classmates won't let you play	
9. You receive an email/message from someone you don't know, who wants to meet you	
10. You hit someone with a ball in a game of soccer	



## Resolving Conflict

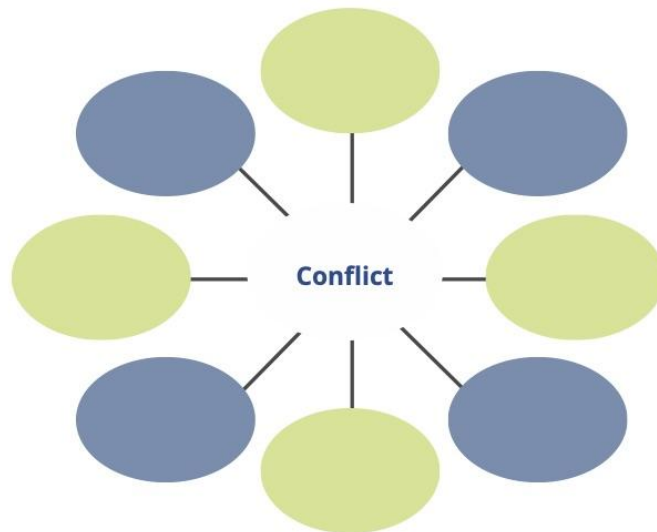
What is your definition of conflict?

---

---

---

What are some other words that you think of when you hear the word conflict?



## Resolving Conflict

Write down two examples of conflict that you have either been involved in or witnessed at school and at home.  
How were these resolved?

**At Home:**

---

---

---

**How it was resolved:**

---

---

---

**At School:**

---

---

---

**How it was resolved:**

---

---

---



Using either the scenario on the PowerPoint or your own, create a short film script outlining the conflict that occurred and how to resolve it successfully.

**The characters in this scene are:**





**Happy  
Father's  
Day**

- a** List the human (man-made) features.

## Human Features

- b** What human features are a flood risk?

[illegible]



## 5

A good Flood Risk Management Plan will reduce the risk in the event of a flood.

Use the information you have written about your town or city to make rules to help keep it safer from floods.

Reduce the risk	Rules
Identify flood plain areas.	
Type of buildings	
Where buildings can be built	
Dams	
Levees	
Storm water drains	
Emergency services – fire stations, police stations, ambulance stations, rescue stations. How many? Where will they be?	
Evacuation areas	
How to educate the community. Do not enter flood waters.	

- 6 Make the changes to your map, construction or digital town or city so that it obeys the rules of your Flood Management Plan.
- 7 Swap with a partner and write a report on each others Flood Management Plan. Make sure they give you a rating and explain why.

### Flood Management Plan Rating

Assessed by \_\_\_\_\_ Date \_\_\_\_\_

☐ Approved ☐ Not approved

Signed \_\_\_\_\_

## HENRY FULTON PUBLIC SCHOOL SUGGESTED ONLINE RESOURCES

### ***English***

Soundwaves Spelling - [https://online.fireflyeducation.com.au/services/student\\_login/soundwaves](https://online.fireflyeducation.com.au/services/student_login/soundwaves)

Behind the News - <https://www.abc.net.au/btn/>

Kids News - <https://www.kidsnews.com.au/>

Storyline Online - <https://www.storylineonline.net/>

### ***Numeracy***

Mathletics - <https://login.mathletics.com/>

Mathantics Video Lessons - <https://www.youtube.com/channel/UCBuMwIP7kHkNxdPAqtFSJTw>

Cool math games - <https://www.coolmathgames.com/>

### ***Other KLA's***

National Geographic - <https://www.natgeokids.com/au/category/discover/>

The Body Coach TV (Kids Workouts) - <https://www.youtube.com/user/thebodycoach1>

Blockly Games Coding - <https://blockly.games/>

ABC education - <https://education.abc.net.au/home#!/home>

### **Google Classroom Codes**

**6H** – m4cmyt6 | **56C** – lexmq67 | **5L** – 7pg4b5t | **45J** – k6cd4jx