A. Science – Complete a flow chart that explains how energy from the sun results in an energetic you! (hint – you are what you eat 😊)

B. Maths
   1. Maths Mate

   Complete the tasks on the Maths Mate Term 3 – sheets 7
   If there are questions you are unsure of, make certain that you highlight it for further discussion in class.

C. English

Grammar

Complete the attached Grammar Unit 17.

Spelling

Use the words from last week’s spelling blog and choose tasks from the attached ‘Spelling Menu’
1. [+ Whole Numbers to 10]
   11 12 23 15 8 20 9 14 17 26
   +5

2. [− Whole Numbers to 10]
   17 8 15 16 23 34 12 10 9 11
   −7

3. [× Whole Numbers to 10]
   5 7 1 6 2 3 10 9 4 8
   ×3

4. [+ Whole Numbers to 10]
   18 36 48 24 6 42 30 60 12 54
   +6

5. [Large Number +]
   9 2 3
   3 0 4 6
   +1 9 0 8

8. [Large Number ×]
   3 2
   ×6 2

6. [Large Number −]
   6 3 3
   −2 3 8

9. [Large Number +]
   7 3 2 2

10. [Decimals]
    4.2 8
    2.5

7. [Powers of 10 ×,÷]
    44 000 ÷ 1000 =

11. [Fractions]
    Shade the diagrams below to compare $\frac{2}{4}$ and $\frac{3}{8}$. Which fraction is smaller?

12. [Number / Place Value]
    Round off 12.7 to the nearest whole number.

13. [Number Patterns]
    1, 4, 16, 64, ____, ____,

14. [Order of Operations] *
    9 ÷ (3 ÷ 3) =

15. [Word Numbers]
    Write the number 1010 in words.
16. [Location] Which family lives between the primary school and the church, closest to the church?

17. [Geometry] Which shape can this net be used to make?
A) triangular pyramid
B) pentagonal pyramid
C) hexagonal pyramid

18. [Statistics / Probability] Name the third largest car producer in the world.

19. [Units of Measurement] Which is greater: 5000 mL or 40 L?

20. [Time] A lunar month is approximately 29 days, 12 hours and 44 minutes long. What is the time difference between a lunar month and the month of June?


22. [Problem Solving 1] Fill in the missing digits in the sum below.

23. [Problem Solving 2]* I think of a number, multiply it by 3 and then divide by 2. If the result is 18, what was the original number?

24. [Problem Solving 3]* Each bead has a value according to its colour. The values of the first 3 strings of beads are given. What is the value of the last string?
PERSONAL SPELLING TASKS

○ MUST DOs

For each of your list words do the following:

- Write the word and find other words that have the same VISUAL, SOUND & MEANING patterns.
- Identify the rule/rules that apply to each word.

<table>
<thead>
<tr>
<th>VISUAL</th>
<th>Look for:</th>
</tr>
</thead>
<tbody>
<tr>
<td>How the word looks</td>
<td>Double letters: sudden, funny, Patterns: ‘ough’ etc</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SOUND</th>
<th>Listen For:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowing about sound and sound patterns</td>
<td>Word families ‘igh’ Blends: Stop, st and etc</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MEANING</th>
<th>Think about:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Think about the meaning</td>
<td>If you know ‘ed’ can change a word to past tense then jump becomes jumped not jumpt</td>
</tr>
</tbody>
</table>

Choose two activities from this list:

- Write all the smaller words that you can find in your word
- Write a rhyming word for your word
- Write the dictionary meaning for your word
- Write the origin for your word
- Write your word in a complete, interesting sentence that shows you understand the meaning of the word. Underline your list word
- Write a synonym (word with similar meaning) next to your word. A thesaurus might help!
- Write an antonym (word with opposite meaning) for your word
- Think of a gimmick or memory aid that might help you to learn to spell the word

Choose one activity from this list:

- Put your words in alphabetical order
- Group your words according to the number of syllables
- Group your words according to the letter patterns
- Group your words according to the sound patterns
- Group the words that are related in meaning

Apollo Parkways P.S. Grade 6 Team
Adapted from materials from IGS
MENU OF SPELLING ACTIVITIES

- **CAN DOs**

1. Write an interesting paragraph using as many of your list words as possible. Underline your list words.
2. Create a ‘Fill the Gap’ activity for 10 of your words and see if a friend can complete it.
3. Draw a ½ page picture and label 10 or more items or activities with your words.
4. Use all of your words in a short story. Make it make sense!
5. Make a ‘Word Chain’. Use the last letter of each word to start the next.
6. ‘Picture Words’. Write down all the **nouns** in your list and draw a picture for each.
7. Cut out the letters from a magazine and paste them together to make five of your list words.
8. Find the list word in the dictionary and write the **guideword** from the top of the page.
9. Place a circle around any silent letter in each word. eg. knee
10. Write the word and trace around the word shape.
11. Write the base word and build words. eg. interest / interested / interesting
12. Use a thesaurus to write words of similar meaning.
13. Make a crossword with your words. Create interesting clues!
14. Underline the tricky part of each word.
15. Rewrite your words using blue pen for consonants and red pen for vowels.
16. Write your words as singular if they are plural, and plural if they are singular.
17. Make an ‘Acrostic Poem’ for at least two of your words.
18. Make a ‘Word Find’ with all of your words. Use grid paper or pencil.
19. Write out each of your words in a fancy writing style.
20. Find your list words in the dictionary and copy down the word above and the word below your list word.
21. Find a face or character from a magazine. Draw a speech bubble and inside write a sentence that includes a list word.
22. Write your list words using a different colour for each syllable.

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Uluru

I recently visited Uluru with my family. It is the most incredible place that I have ever seen. Uluru stands 340 metres tall and it is 9.4 kilometres around its base. The rock probably extends five or six kilometres under the ground—so only a small percentage of it is above the ground, like an iceberg.

It is really amazing when Uluru changes colour during the different stages of the day, such as sunset and sunrise. The play of light on the rock is a fascinating sight. The rock appears to change colour from red to bright orange to a dark, deep burnt orange, to shades of purple and mauve. The vast, open, flat land around Uluru is also very beautiful. It is filled with small native shrubs and flowers that miraculously survive in the dry red earth. Uluru-Kata Tjuta National Park is world heritage listed. I can understand why.

A compound sentence is a sentence that contains more than one clause. Each clause makes sense on its own. The clauses are linked by conjunctions.

Sam went to Africa and he saw lions on Safari.

A complex sentence has a main clause (called an independent clause) and one or more dependent clauses. Dependent clauses add information to the main clause and do not make sense on their own.

Jenny decided that she would like to go to Uluru in July.

1. Read Uluru. Underline the verbs and verb groups.

2. Circle the conjunctions and and and so in the first paragraph of Uluru. Each of them links two independent clauses in a compound sentence.

3. Highlight the two uses of the relative pronoun that in Uluru. Each of them links a dependent clause to a main clause.

4. Find the word when in Uluru. It introduces a dependent clause that tells when an action occurs. Is this clause an adjectival clause or an adverbial clause?

5. Draw a / between the clauses in Uluru. Hint! Remember, every clause must have a verb.
6. Rewrite each complex sentence as two or three shorter sentences.

The Aboriginal people prefer that tourists do not climb Uluru because the site is of spiritual significance to them.

The traditional owners of Uluru–Kata Tjuta National Park are pleased that out of respect for their culture a larger number of tourists are choosing not to climb Uluru.

7. Use relative pronouns or conjunctions to join these three sentences into a single sentence.

People are advised not to bring plants or seeds into the National Park. People are not allowed to camp in the National Park. People should take their rubbish with them when they leave the National Park.

8. Re-read question 7. Evaluate the effect of using three shorter sentences compared with one compound or complex sentence. Which do you prefer? Why?

9. Some prepositional phrases do the job of an adjective and are called adjectival phrases. They usually come after the main noun in a noun group. They begin with a preposition.

   The cupcake with the chocolate sprinkles is mine.

   Rule! Circle the adjectival phrase in each sentence.

   It is a sight for sore eyes.
   The man beside the road has lost his dog.
   The climber in red thongs is having difficulty.
   The play of light on the rock is a fascinating sight.
   The vast, open, flat land around Uluru is also very beautiful
   The native plants with the small yellow flowers are my favourites.

   Try it yourself! Write a description of something that interests you. It could be an animal, a person you know, or a place. Use compound and complex sentences. Build up your noun groups using adjectival phrases.