A. Science – Lemon Battery.

Last week we made lemon batteries in class. What worked? What didn’t? Why?? Create a brief report about your experiment using an app of your choice. What you might do differently next time?

B. Maths

1. Maths Mate

Complete the tasks on the Maths Mate Term 3 – sheet 8. 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 18.

Spelling

Use the words from last week’s spelling blog and choose tasks from the attached ‘Spelling Menu’
1. [Whole Numbers to 10]

\[ 8 + 7 = \]
\[ 1 - 5 = \]
\[ 26 \times 6 = \]
\[ 10 \div 3 = \]

2. [Whole Numbers to 10]

\[ 31 - 8 = \]
\[ 9 \times 10 = \]
\[ 13 \times 10 = \]
\[ 13 \div 10 = \]

3. [Whole Numbers to 10]

\[ 10 \times 2 = \]
\[ 9 \times 3 = \]
\[ 3 \times 6 = \]
\[ 8 \times 4 = \]

4. [Whole Numbers to 10]

\[ 18 \div 3 = \]
\[ 30 \times 3 = \]
\[ 12 \div 3 = \]
\[ 3 \div 3 = \]

5. [Large Number +]

\[ 1532 + 1375 = \]

6. [Large Number -]

\[ 586 - 387 = \]

7. [Powers of 10 ×,÷]

\[ 82000 \div 1000 = \]
\[ 2.08 + 6.75 = \]

8. [Large Number ×]

\[ 17 \times 28 = \]

9. [Large Number ÷]

\[ 873 \div 9 = \]

10. [Decimals]

\[ 2.08 + 0.96 = \]

11. [Fractions]

Shade the diagrams below to compare \( \frac{4}{5} \) and \( \frac{7}{8} \). Which fraction is smaller?

12. [Number / Place Value]

Round off 7.5 to the nearest whole number.

13. [Number Patterns]

0.1, 0.2, 0.4, 0.8, _ , _

14. [Order of Operations] *

\[ 30 \div (5 \times 2) = \]

15. [Word Numbers]

Write the number 4002 in words.
16. [Location]
Name the natural cove that is north of the Overseas Passenger Terminal.

17. [Geometry]
Which shape can this net be used to make?
A) square prism
B) cube
C) rectangular prism

18. [Statistics / Probability]
How many countries have a Gross National Product (GNP) averaging more than US$35,000 per person?

World's Wealthiest Nations - by ranking

Luxembourg 1
Norway 2
Switzerland 3
United States 4
Japan 5
Denmark 6
Australia 7
New Zealand 8

19. [Units of Measurement] *
Which is greater:
600 g or 5 kg?

20. [Time] *
The Olympic record of 3:32.07 for the men's 1500 m was set by Noah Ngemy, Kenya (Sydney 2000). How many seconds behind El Guerrouj's world record (1998) of 3:26.00 was he?

21. [Measuring]
Find the area of the shape below.

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

\[
\begin{array}{c}
1 \text{7} \\
\hline
+ 3 \text{6} \\
\hline
9 \text{5}
\end{array}
\]

23. [Problem Solving 2] *
I think of a number, multiply it by 4 and then divide by 3. If the result is 12, 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?
Where Would You Go?

The place in the world that I would most like to visit is Antarctica. The main reason I choose it as my favourite destination is that I would love to see the animals in their natural habitat. There are seven different penguin species living in Antarctica—rockhopper, king, macaroni, emperor, gentoo, chinstrap, and Adélie, plus other large sea birds such as albatrosses. There are five species of seals—the crabeater, Weddell, leopard, Ross and southern elephant seals. There are whales—the southern right, the humpback, and the blue, fin and sei whales. All these animals fascinate me.

Secondly, I would love to see the colours and shapes of the ice: the natural ice sculptures, the glaciers and icebergs. The ice looks spectacular in photos and on television documentaries.

These are the reasons that I would love to visit Antarctica above any other place in the world. I think you would love it too.

1 Read Where Would You Go? Summarise the two main reasons given by the author for choosing Antarctica as their favourite destination. List the facts given to support each main reason.

<table>
<thead>
<tr>
<th>Reason</th>
<th>Supporting facts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Arguments can include factual information to support an opinion. Sometimes what appears to be a fact is really an opinion.

2 Tick a column to show whether each statement is fact or opinion.

Antarctica is under threat of human exploitation.  
Antarctica and Australia were once attached.  
Douglas Mawson established a base in Antarctica in 1912.  
Antarctic wildlife needs conservation programs.
Collective nouns are names for groups of things. Collective nouns are singular even though they refer to a number of things in their group, because there is one group.

3 Write a collective noun for each group of things.
   a group of whales ____________________________ a group of seals ____________________________
   a group of birds ____________________________ a group of ships ____________________________
   a group of dolphins ____________________________ a group of people ____________________________

Rule!
An apostrophe can show ownership. An apostrophe with a noun shows that something belongs to that noun.
   Singular noun — add 's
   Plural noun ending in s — add '
   Plural noun not ending in s — add 's
   Children's
   Two nouns with equal ownership — add 's to the second noun
   Possessive pronouns do not have apostrophes
   Betty and Jim's house
   Hers his theirs its

4 Use an apostrophe to write the possessive form of the nouns.
   the wing of the albatross
   the rookeries of the penguins
   the tail of the whole
   the wool of the sheep
   the TV belonging to Granny and Pa

Rule!
A word set is a group of words that are related in some way. A word set can show classes and subclasses.
   minke whale — baleen whale — whale — sea mammal — mammal — vertebrate — animal

5 Write a word set for your home.

<table>
<thead>
<tr>
<th>Street</th>
<th>Suburb</th>
<th>City/Region</th>
<th>State</th>
<th>Country</th>
<th>Planet</th>
<th>Galaxy</th>
</tr>
</thead>
</table>

6 Write word sets.
   emperor penguin —
   droplet of water —

Try it yourself!
Research a place that you would like to visit. Write an argument about why you would like to visit there. Include factual evidence to support your reasons.
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, Stand 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.