

Year Six

Week Six

Online Learning Materials

Timetable and worksheets available from:

<https://westbyfordprimaryschool.wa.edu.au/flexible-online-learning>

Student Login Details:

Australian History Mysteries

Username: WestByfordPS

Password: Quenda

Soundwaves (Spelling)

www.fireflystudents.com.au

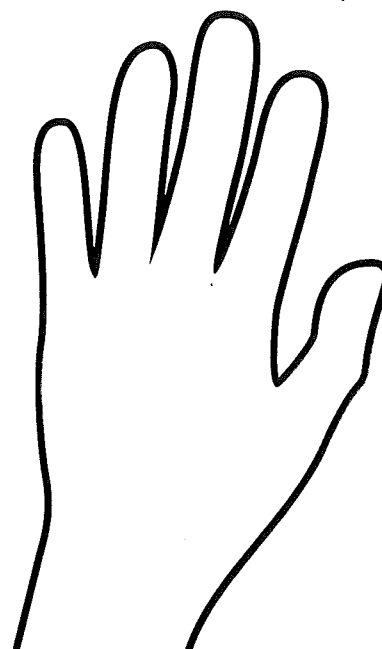
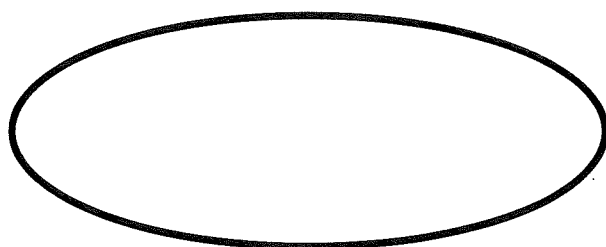
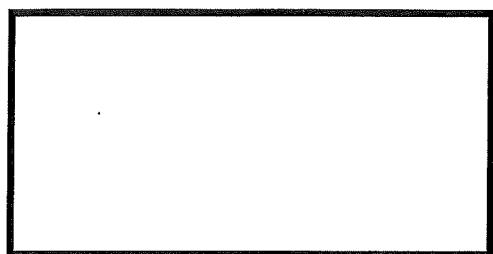
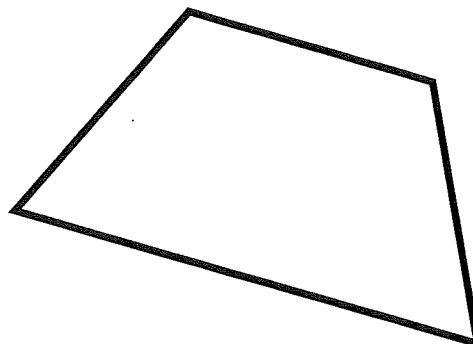
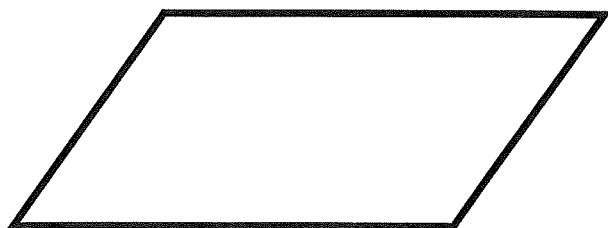
Login code: card325

RESOURCE SHEET

Perimeter puzzles

Estimate the perimeters of each of the shapes below. Then measure each one.

You may change your other estimates if you wish. Write all your results in the table. Then write how you calculated the perimeter of each shape. (Did you do it the same way for each of the shapes?)



Object	Estimated perimeter	Actual perimeter	Difference between actual and estimated perimeters
Parallelogram			
Rectangle			
Trapezium			
Oval			
Hand			

CONTENT DESCRIPTION: Solve problems involving the comparison of lengths and areas using appropriate units

Greek Root pod & Latin Root ped

6 Write Focus Words to finish the sentences.

The Greek root **pod** and the Latin root **ped** mean *foot*.

A _____ is the part of a bike you push with your foot.

A _____ is a platform athletes stand on when receiving medals.

A _____ is a person travelling on foot.



7 Write the words from the box to match the clues.

tripod impede centipede pedometer

an animal with many legs _____

a device which counts steps _____

a support with three legs _____

to stand in the way of progress _____

Latin Roots duc, duct, duce

8 Write the words from the box to match the clues.

educate conductor aqueduct deduct introduce produce

The roots **duc**, **duct** and **duce** mean *lead*.

to take away _____

leads an orchestra _____

to teach somebody _____

structure for carrying water _____

to make something _____

make someone's name known _____

9 Write a sentence containing each word.

reduce _____

reduction _____

Challenge

Colour words in the Word Search built from the words listed. Some words go ←↑. Write the words. Use the leftover letters to make the hidden word.

heard _____

hazard _____

appear _____

awkward _____

preside _____

difficult _____

destruct _____

develop _____

discover _____

tradition _____

endeavour _____

dependent _____

m	g	n	i	r	e	v	o	c	s	i	d	p	h	r
i	d	e	v	e	l	o	p	m	e	n	t	r	a	a
s	e	n	d	e	a	v	o	u	r	e	d	e	z	e
h	t	r	a	d	i	t	i	o	n	a	l	s	a	p
e	y	t	l	u	c	i	f	f	i	d	e	i	r	p
a	i	n	d	e	p	e	n	d	e	n	t	d	d	a
r	x	t	r	a	o	r	d	i	n	a	r	e	o	s
d	d	e	s	t	r	u	c	t	i	v	e	n	u	i
y	s	s	e	n	d	r	a	w	k	w	a	t	s	d

hidden word: _____

Name _____

Date _____

Improving Persuasive Texts (1)

Michael wrote this persuasive text in class yesterday. However, he forgot everything he had been taught about persuasive language and persuasive devices. Because of this, his text isn't really very persuasive at all.

Read Michael's persuasive text about chocolate.

Rewrite the text in your workbook, in your own words.

Add more factual information to make the text more detailed.

Add language features and persuasive devices that Michael forgot to use.

Chocolate

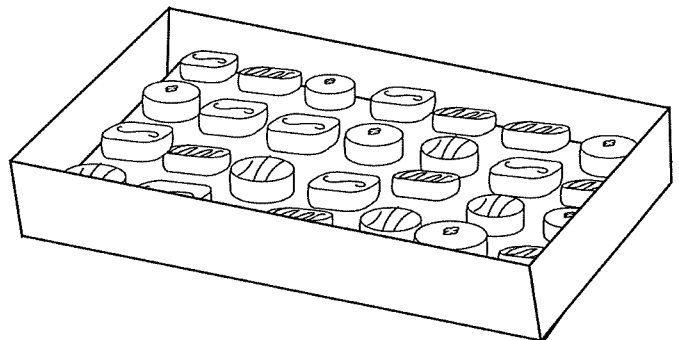
Some adults say that children should never eat chocolate. This is unfair.

Chocolate can be good for the body, especially dark chocolate. It is full of antioxidants which help fight disease.

Chocolate is packed full of minerals. Some of these include potassium, zinc and selenium.

Chocolate makes you happy. Eating chocolate increases endorphin levels, which can improve our mood.

Adults should stop telling children that they should never eat chocolate.



Name _____

Chapter Study

|| CHAPTER 6 ||

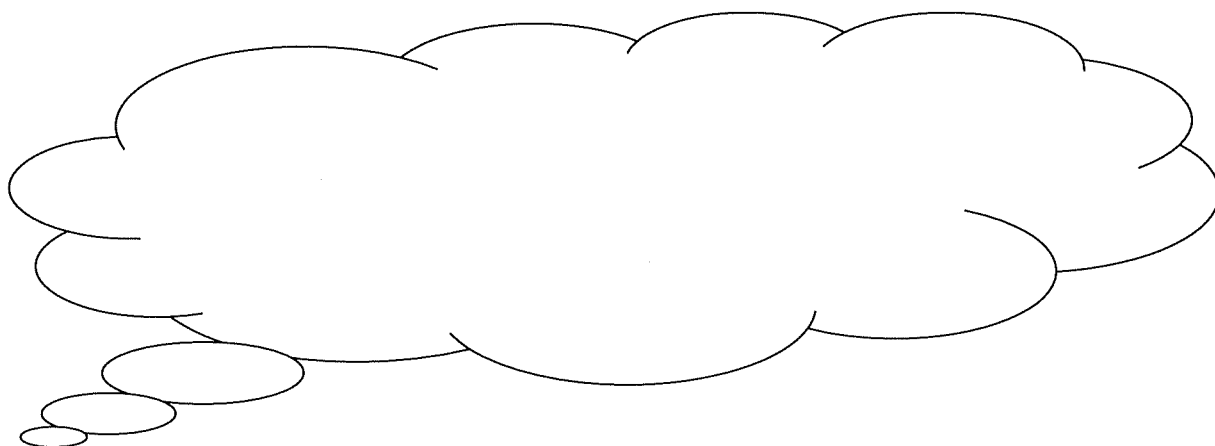
1. Why did Grandpa and Nan show Keith and his parents slides?

2. How did Dad feel about looking at the slides? How do you know?

3. Where did Keith get the slide of the Australian beach?

4. Explain how the sound effect didn't quite match up with the slide.

5. What do you think the others thought as Keith tried to convince them to move to Australia?



6. Where had Keith bought the mango?

7. Do you like mango? Why or why not?

8. How had Keith made his tropical shirt?

9. On a scale of one to ten, how angry do you think Dad was with Keith at Worthing beach? Why?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

10. What will happen when Keith's parents find out he left the fryer on?

11. Fill the box with words to describe how Keith would have felt about the fire.

--

Name _____

|| TEN REASONS TO MOVE TO AUSTRALIA ||

Help Keith by thinking of ten reasons why his family should move to Australia.

#1 _____

#2 _____

#3 _____

#4 _____

#5 _____

#6 _____

#7 _____

#8 _____

#9 _____

#10 _____

Name _____

|| ELEMENTS OF THE STORY ||

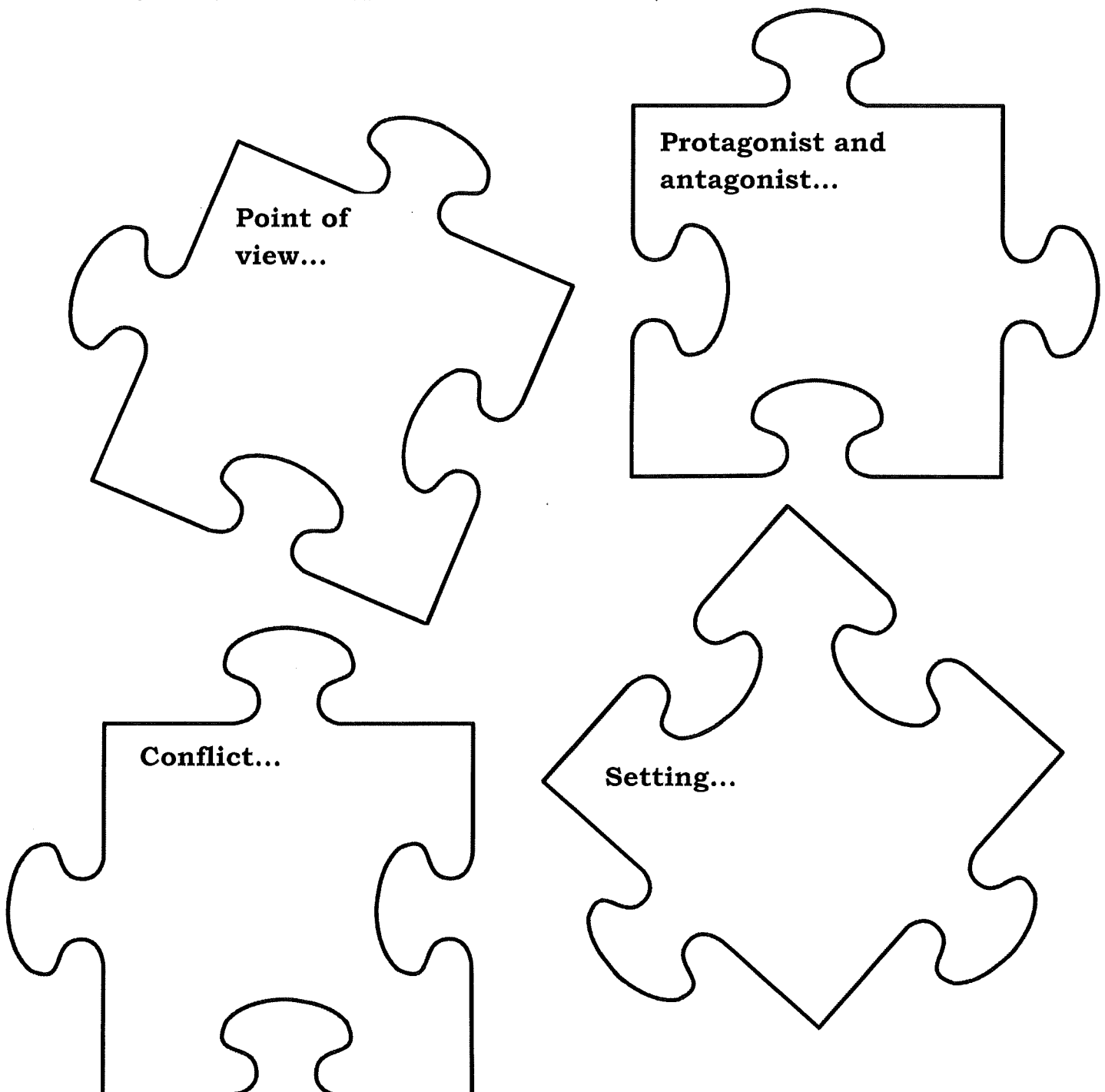
Fill in the information about the different elements of *Misery Guts*.

Setting – where the story is taking place

Point of view – from whose perspective or viewpoint is the story told?

Conflict – the struggle that is taking place in the story

Protagonist and antagonist – identify the protagonist (main character) and the antagonist (force that opposes the main character)





Physical Education

Term 1

Week 6 & 7 – Year 6

Cricket Skills

Batting

Skill Explanation

Batting

In cricket, batting is the act or skill of hitting the ball with a bat to score runs and prevent the loss of one's wicket. During an innings two members of the batting side are on the pitch at any time: the one facing the current delivery from the bowler is called the striker, while the other is the non-striker. Batting tactics and strategy vary depending on the type of match being played as well as the current state of play. The main concerns for the batting players are not to lose their wicket and to score as many runs as quickly as possible.

Skill Example

Watch this video link to learn how to bat in cricket!

[Link](#)

Before practising this skill, follow this video link for a short cardio warm up. You can get your whole family to do this with you!

[Link](#)

How to show us!

Please create a video of yourself doing this skill and upload it to your class dojo portfolio.

You can practise this skill using any bat or a rolled up newspaper/magazine.

Remember – ask you parents/guardians for some safety rules if you're doing this inside. We suggest going out into the backyard for this activity, if you can.

Send Mrs Bastick or Miss Stumpf (whoever teaches you for PE) a dojo message to let us know that you have completed it.

Extension

Let us know something you found interesting about this task.

What challenges did you face? How did you overcome them?

Did you modify it?

How did your body feel before and after the task?