

Year Six

Week Nine

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

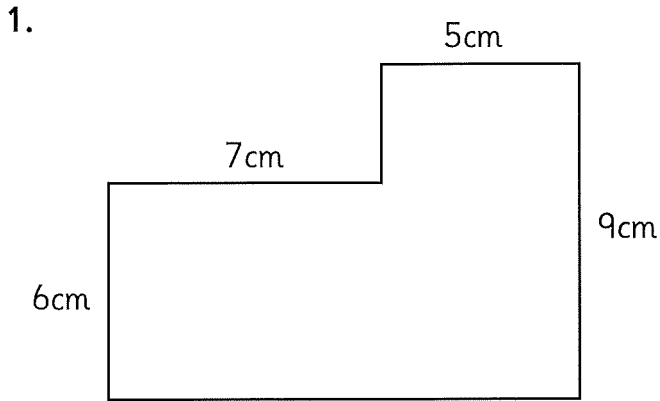
Soundwaves (Spelling)

www.fireflystudents.com.au

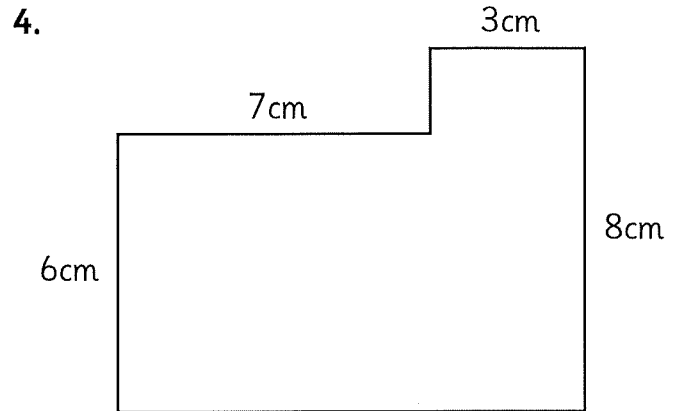
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Compound Area

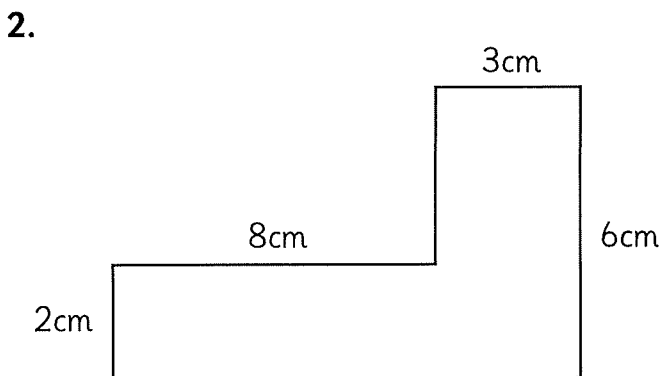
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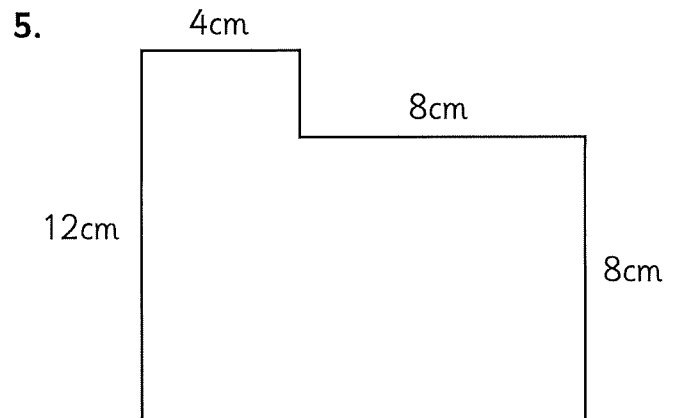
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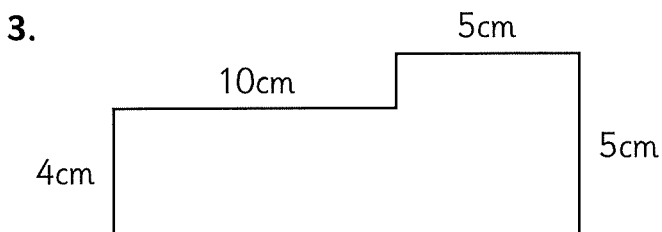
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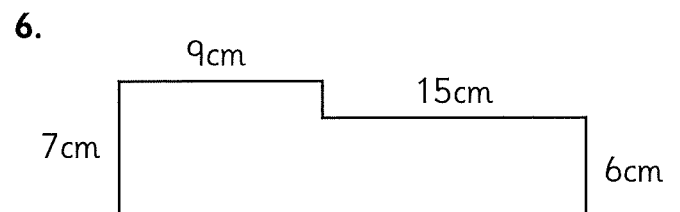
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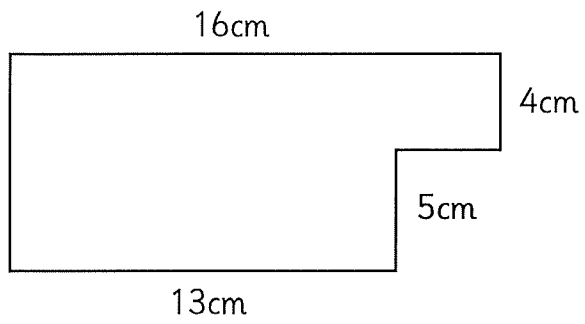


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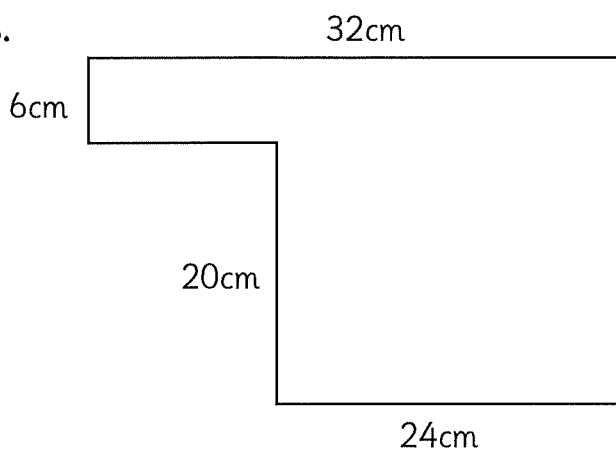
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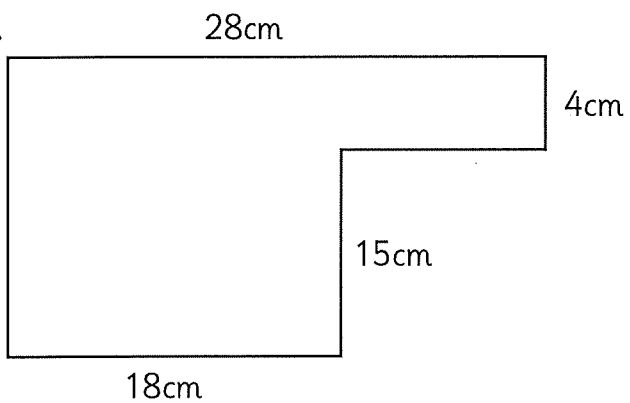
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9.



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Prefixes anti, non

6 **Finish** the sentences with the words from the box.

The prefix **anti** means *against*. An _____ is a medicine that fights against bacteria and infections. _____ is a medicine that fights against the venom of snake and spider bites. An _____ is a substance produced by your body to fight against disease.

antibody
antibiotic
antivenom
non-slip
nonfiction
nonflammable

The prefix **non** means *not*. Materials that are _____ do not burn easily. Surfaces that are _____ are not slippery. _____ texts contain facts and true stories.



7 **Rewrite** the words adding the prefix **anti** or **non** to match the definitions. The words do not need hyphens.

verbal social clockwise stop sense bacterial

not stopping _____ does not make sense _____
not using words _____ opposite of *clockwise* _____
against being social _____ works against bacteria _____

Prefix con

8 **Finish** the sentences with the words from the box.

The prefix **con** means *with or together*.

We signed a _____ to rent the house.
It was a close _____ between the debating teams.
It was difficult to _____ on my project in the noisy office.
Can you _____ a model bridge using paddle pop sticks?
The press _____ will begin at 9 o'clock tomorrow morning.
We had a _____ about the most popular songs of the year.

contest
contract
construct
conference
concentrate
conversation

9 **Match** the synonym pairs. Use a dictionary to help you.

confine •	• behaviour	concur •	• touch	confirm •	• take
connect •	• enclose	contact •	• agree	converge •	• meet
conduct •	• attach	contribute •	• give	confiscate •	• prove

Challenge

Write words containing  for each category. **Underline** the graphemes for  in your answers.

animals _____
food _____
actions _____
people's names _____

Name _____

|| CHAPTER 12 ||

1. What would your parents do if you burned the house down?

2. Give your opinion on picking scabs.

3. Why did Tracy's father only have three fingers and a thumb?

4. How did Crocodile Falls get its name?

5. Why did Keith take his parents to the playground of Orchid Grove Public School for their picnic?

6. What made Tracy different from other people Keith had met?

7. Write the dictionary meanings of the following words from the chapter.

concentrate	
paradise	
pathetic	
snorkel	
coral	
infection	
inland	
pelvis	
tarpaulin	
doubtful	
scorch	

Name _____

‡ PICTURE THIS! ‡

A good author can create a picture in your mind with their words. Without looking at the book think about part of the chapter you just read that you were able to picture clearly in your mind. It might be an event or a single character. In the box below draw what you pictured with as much detail as you can. Then ask a friend to look at your picture and see if they can identify which part of the story it was. Talk about your picture together and finish the sentence below.



My friend and I talked about...

Name _____

|| GIVE IT A TITLE ||

The chapters in *Misery Guts* were not given titles by the author Morris Gleitzman.

If you had to give a title to the following chapters what title would you choose?
Think about the main idea in each chapter and give reasons for your title choice.

Chapter 1

Title _____

Why? _____
_____Chapter 3

Title _____

Why? _____
_____Chapter 5

Title _____

Why? _____
_____Chapter 7

Title _____

Why? _____
_____Chapter 9

Title _____

Why? _____

Make Two Meanings

I can use commas to give a sentence two different meanings.



Can you use commas in the following sentences to ensure there are two different ways to read them? Some sentences may just need to be left without commas.

1. The view I imagined was amazing.
The view I imagined was amazing.
2. When the lightning turned incredibly bright yellow people began to get scared.
When the lightning turned incredibly bright yellow people began to get scared.
3. The girl who didn't like spiders was terrified.
The girl who didn't like spiders was terrified.
4. He brought home some old folders and a donut which he ate as soon as he got hungry.
He brought home some old folders and a donut which he ate as soon as he got hungry.
5. Hurry up and shoot grandad.
Hurry up and shoot grandad.
6. David said the astronaut was scared.
David said the astronaut was scared.
7. When she's not working she loves eating her dog and her family.
When she's not working she loves eating her dog and her family.
8. She found to her horror films were boring.
She found to her horror films were boring.
9. Compared to a giant star wars seemed so tiny and small.
Compared to a giant star wars seemed so tiny and small.
10. All the time machines were getting more intelligent and powerful.
All the time machines were getting more intelligent and powerful.

Can you use commas in the following sentences to ensure there are two different ways to read them? Some sentences may just need to be left without commas.

1. The view I imagined was amazing.
The view, I imagined, was amazing.
2. When the lightning turned incredibly bright yellow, people began to get scared.
When the lightning turned incredibly bright, yellow people began to get scared.
3. The girl who didn't like spiders was terrified.
The girl, who didn't like spiders, was terrified.
4. He brought home some old folders, and a donut which he ate as soon as he got hungry.
He brought home some old folders and a donut, which he ate as soon as he got hungry.
5. Hurry up and shoot, grandad.
Hurry up and shoot grandad.
6. David, said the astronaut, was scared.
David said the astronaut was scared.
7. When she's not working she loves eating, her dog, and her family.
When she's not working she loves eating her dog and her family.
8. She found to her horror, films were boring.
She found to her, horror films were boring.
9. Compared to a giant, star wars seemed so tiny and small.
Compared to a giant star, wars seemed so tiny and small.
10. All the time, machines were getting more intelligent and powerful.
All the time machines were getting more intelligent and powerful.



Sentence Draw

I can suggest different meanings a sentence could have.



Can you show the huge difference one comma makes to the meaning of these sentences by illustrating each version or explaining the difference in words? Use colour in your illustrations!

Most of the time travellers take the bus.

Most of the time, travellers take the bus.

Edward tickled the boy with a bunch of carrots.

Edward tickled the boy, with a bunch of carrots.

Now blow up the pipe!

Now blow, up the pipe!



The Tenterfield Oration

The Tenterfield Oration was a speech given by the NSW premier Sir Henry Parkes in 1889. It will always be remembered as the first major step on the road to federation.

- A **1** Examine the speech at <https://tinyurl.com/mx6oto6> and make notes on what Henry Parkes said about each item.

the colonial armies
the population of the colonies
the railways in the colonies
the people who would write the Constitution
the national government
the colonial governments

- A **2** (a) When giving this speech, what feelings were Henry Parkes trying to raise in his audience? Do you think he was successful?

- (b) Give examples from the speech to support your answer.

- C **3** On a separate piece of paper, rewrite the speech in your own words and present it to an audience as Henry Parkes might have done.