

# 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](http://www.fireflystudents.com.au)

Login code: card325

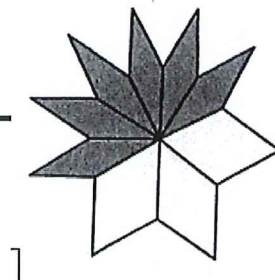
Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Find the Angles

Make this shape with pattern blocks. Work out the exact size of as many of the angles in this shape as they can. Explain how you did it.

Working Out



Extension Answer:

Reflection

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## Weekly Spelling Test

Name:
Date:
Soundwaves words:
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
Words from writing:
1.
2.
3.
4.
5.
Subject words:
1.
2.
3.
4.
5.

**Score:**

Name \_\_\_\_\_

## Chapter Study

### || CHAPTER 13 ||

1. How much food had Tracy eaten before she was 'stuffed'?

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2. What do you think Keith's parents would like about Tracy? Why?

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3. What was Mr Caulfield's special talent?

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4. What did Dad think about the shop after he looked at the paperwork?

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5. Explain why Keith was surprised at Tracy's reaction after Dad described Orchid Cove as paradise.

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6. Why didn't Tracy want to see Keith anymore?

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7. How would Keith have felt after Tracy told him she didn't want to see him anymore? Why?

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8. What do you think Tracy would think of you? Why?

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9. Fill the box with ideas of things Keith could do to be more positive.

10. Do you think Tracy and Keith will be friends again? Why or why not?

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Name \_\_\_\_\_

## || MAKING SENTENCES ||

Use the following words from the story in your own sentences below. Try to use as many of the words as you can, make sure you use their meanings correctly!

fruitcake	caravan	disturb	whinger	strange
whispered	partly	paradise	eyelids	angrily
indigestion	positive	successful	free	mood

• \_\_\_\_\_

• \_\_\_\_\_

• \_\_\_\_\_

• \_\_\_\_\_

• \_\_\_\_\_

• \_\_\_\_\_

• \_\_\_\_\_

Name \_\_\_\_\_

## ≡ QUESTIONING ≡

Imagine you are a teacher and write some questions for Chapter 13 using the following prompts.

**Who**

**What**

**Where**

**When**

**Why**

**How**

**Which**

## Adjectives For Persuasive Speaking

Do you ever find yourself saying that things are “Good” or “Bad” in your speeches?

You can do better than that!

Use these words to add some persuasive pizzazz to your next presentation.

Which words will you use? Or can you add your own suggestions to the list?

### ~~GOOD~~

Why not try...

Superb	Fair
Essential	Just
Fabulous	Noble
Wonderful	Crucial
Marvellous	Critical
Magnificent	Balanced
Tremendous	Desirable
Life-affirming	Meritocratic

### ~~BAD~~

Why not try...

Awful	Unfair
Callous	Perilous
Terrible	Malevolent
Heinous	Dangerous
Dreadful	Undesirable
Devastating	Reprehensible
Horrendous	Heart-breaking
Unacceptable	Discriminatory



## The Um Err Game

What is the exercise?	This exercise develops fluency when speaking and awareness of verbal tics
Planning and materials	Thinking of topics A stopwatch or timing device Board and board pens
How many students?	2+
How it works	This game aims to build fluency. The pupil is given a simple topic to talk about (my school, my family, animals, television, sport etc). They have sixty seconds to talk on their topic. If they speak for the whole sixty seconds then they get sixty points. But every time they say "um" or "er" they lose a point. So a student who manages to speak for 45 seconds and does 8 ums and ers receives 37 points.
Adaptations and Differentiations	Let students pick topics The game to be widened to include banned words such as "like", "basically", "innit", "you know" etc to encourage the use of formal English.
Best used	In a lesson or a club As a starter activity With a whole class or small group To develop fluency
Your notes:	



# **Physical Education**

## **Term 1 Week 9 – Year 6 Cricket Skills *Creative Cricketer***

### **Skill Explanation**

Watch the link below for this week's tasks of creative cricketer. Do as much as you can!  
[Link](#)

### **Skill Practice**

Creative cricketer is a game-based activity that puts to use the skills developed in our PE lessons.

There are two examples (one indoors, one outdoors) but we want to see what you can come up with around your home.

### **How to show us!**

Please create a video of yourself playing your game, with an explanation of the rules and upload it to your class dojo portfolio.

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.