

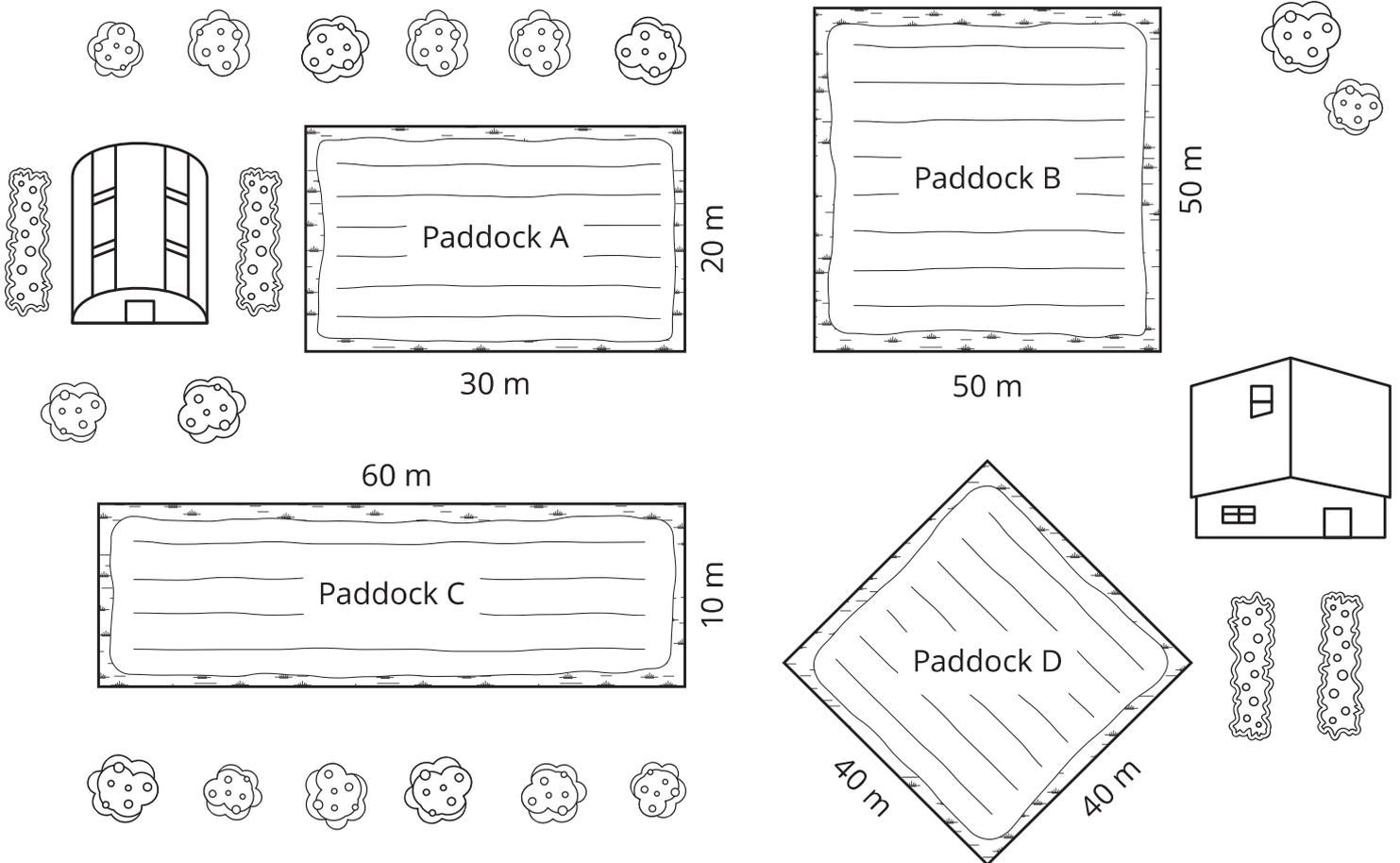


Name: _____

Date: _____

Area and Perimeter Paddock Problems

A farmer is planning some new paddocks for their farm. Look at the plans below and determine the area and perimeter of each paddock.



Paddock A

Perimeter: _____

Area: _____

Paddock B

Perimeter: _____

Area: _____

Paddock C

Perimeter: _____

Area: _____

Paddock D

Perimeter: _____

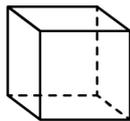
Area: _____



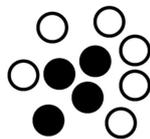
Monday

1. $84 - 6 = \underline{\quad}$
2. $94 + 43 = \underline{\quad}$
3. $73 - 4 = \underline{\quad}$
4. $7 \times 5 = \underline{\quad}$
5. $84 \div 7 = \underline{\quad}$
6. 9813 is an odd number. True or false?
7. Complete this counting pattern:
47, 55, 63, 71, , ,
8. Paisley has 42 buttons. Easton has 132 buttons. How many more buttons does Easton have?
9. Share 16 apples between 8 children.
10. 5 cents + 20 cents + 50 cents =
11. 50 cents + \$1.00 + 50 cents =
12. How many minutes is 180 seconds?
13. 120 hours = days

14. What is the name of this 3D object?



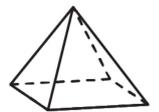
15. Which circle has the lowest chance of being selected? Black or white?



Tuesday

1. $3 + 7 = \underline{\quad}$
2. $24 - 8 = \underline{\quad}$
3. $89 - 3 = \underline{\quad}$
4. $4 \div 4 = \underline{\quad}$
5. $2 \times 7 = \underline{\quad}$
6. 8783 is an odd number. True or false?
7. Complete this counting pattern:
0, 6, 12, 18, , ,
8. In a group of 112 students, 19 would like to play netball and the rest want to play volleyball. How many want to play volleyball?
9. Divide 36 by 3.
10. \$2.00 + 10 cents + 50 cents =
11. \$1.00 + 50 cents + 10 cents =
12. 1 hours = minutes
13. How many days is 24 hours?

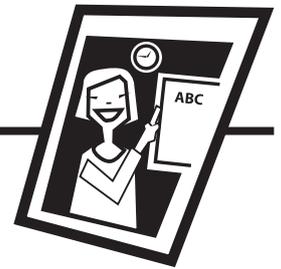
14. How many faces does a square-based pyramid have?



15. Which star has the highest chance of being selected? Black or white?



Finding similarities and differences



Learning about the skill

Learn how you can organise information to make it easier to answer questions about similarities and differences.

- Make sure you understand the question and underline the keywords.
- Sometimes it is easy to see how things are different or the same if you are comparing two things. However, if there are three or more things to compare, it can be helpful to organise the information in a chart. Two examples are shown below.
- Always check all the possible answers before making a decision.

1. Which two things do both types of dragons have in common?

- They have scaly bodies and a mane.
- They have a mane and they are ferocious.
- They have magical powers and they are ferocious.
- They have scaly bodies and magical powers.

	Eastern dragon	Western dragon
Scaly body		
Mane		
Ferocious		
Magical powers		

Choosing the best answer

You will find it useful to use the tick chart above to find the best answer.

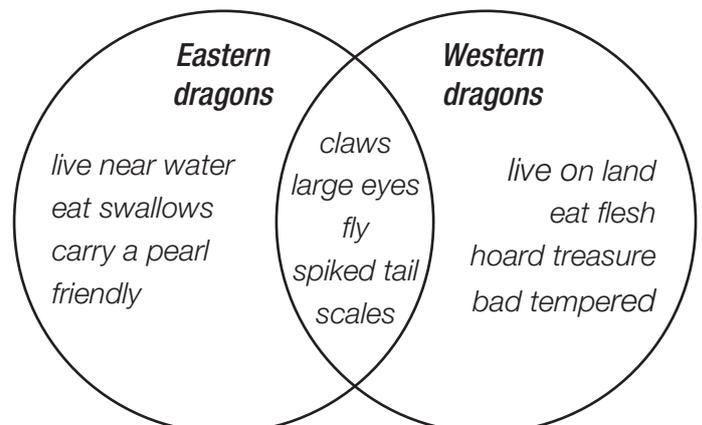
- Both dragons have scaly bodies, but only Eastern dragons have a mane, so this is not the best answer.
 - Only the Eastern dragon has a mane and only the Western dragon is ferocious, so this can not be the best answer.
 - Both dragons have magical powers, but only the Western dragon is ferocious, so this is not the best answer.
 - Both dragons have scaly bodies and magical powers, so this is the best answer.
2. Use the Venn diagram to help you complete the sentence.

Western dragons ...

- have scales and are friendly.
- live on land and eat swallows.
- have spiked tails and eat flesh.
- fly and carry a pearl.

Choosing the best answer

- If you look at the Venn diagram you can see that Western and Eastern dragons both have scales but only the Eastern dragons are friendly, so this is not a good answer.
- Western dragons do live on land, but they do not eat swallows, so this can't be the best answer.
- Both dragons have spiked tails. The Western dragons also eat flesh, so this is a very good answer, but check all answers.
- Both dragons fly, but only Eastern dragons carry a pearl, so this is not a good answer.



Finding similarities and differences – 1

To help you understand what you read in text, you sometimes need to think about how things are alike or how they are different and to make comparisons.

Read the description.

Dragons

1. Dragons are mythical creatures that appear in legends and folktales from all over the world. There are two major types of dragons—eastern dragons (those that appear in Asian legends) and western dragons (those that appear in European legends).

Eastern dragons

2. Eastern dragons are symbols of wisdom and beauty in Japan, Korea and China. They are seen as kind and friendly to humans and normally bring good luck and wealth. However, if they are not respected they become angry and can use their magical powers to cause terrible natural disasters, particularly floods. Such powers are said to come from a pearl that the dragons carry.



3. Eastern dragons are four-legged, snake-like creatures that hatch from an egg. They have a scaly body, a spiked tail, a head like a camel, claws, large eyes, paws like a tiger, the ears of a bull and often a mane like a lion around their elbows, neck and chin. They don't normally have wings, but they can still fly. They have the ability to breathe fire, but do so rarely. Eastern dragons are said to live in watery places, like caves near the beach or around lakes. An eastern dragon's favourite food is said to be a small bird called a swallow. They do not eat humans.

Western dragons

4. Western dragons are dinosaur-like fire-breathing animals. They may have two or four legs, scaly bodies and a spiked tail. They hatch from eggs. Western dragons have claws and large eyes. They can fly by flapping their bat-like wings. They are ferocious and bad-tempered and many legends tell of them being in battle with brave knights. They eat any type of meat, but their favourites seem to be sheep, cattle and human flesh.



5. It was believed that eating a dragon's heart would give someone the power to understand birdsong and dragon's blood could protect against wounds.

6. Western dragons live on land, often hidden away in caves, mountains or in forests. Because they often hoard treasure in a lair or den, they are a symbol of greed in Western culture.



Focus Words

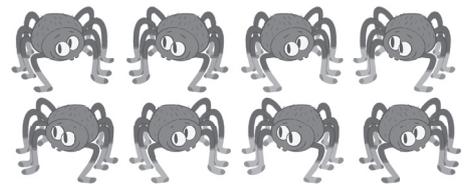
offer	sphere	affection	fascinate	families
cough	trophy	alphabet	sufficient	graph
rough	laughter	physical	artificial	paragraph
safety	factory	definite	finishes	photograph
shuffle	fragile	confidence	flies	headphones

1 **Segment** the Focus Words using the Segmenting Sheet.

2 **Cross out** the words that contain . **Answer** the question.

If tough When eight rough spiders need effect new school giraffe socks, how belief many laugh pairs of socks are enough needed?

answer: _____



3 **Write** Focus Words that begin with the last sound of the words.

frog _____ fill _____ afraid _____
foolish _____ afar _____ perfect _____

4 **Write** Focus Words that are synonyms. **Match** the Focus Words to the antonyms.

give _____ •	• bore	giggling _____ •	• doubtful
bumpy _____ •	• take	certain _____ •	• strong
fondness _____ •	• smooth	breakable _____ •	• natural
captivate _____ •	• dislike	man-made _____ •	• weeping

5 **Write** Focus Words to finish the sentences.

A _____ is a perfectly round solid object.

Contact sports involve _____ contact between opposing players.

Symptoms of a cold include a _____, a sore throat and a headache.

Sun _____ is important. Too much sun exposure can damage your skin.

The word _____ is from *alpha* and *beta*, the first two letters of the Greek alphabet.



6 **Match** the prefixes and suffixes to the words to make new words. **Write** the words.

im •	• fair	_____	safe •	• ion	_____
in •	• shuffle	_____	friend •	• ty	_____
un •	• perfect	_____	forget •	• ship	_____
re •	• sufficient	_____	perfect •	• ful	_____

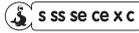
Suffixes s, es

7 **Rewrite** the words using **s** or **es**. **Finish** the sentences.

fly _____ If a word ends with a
family _____ consonant then **y**, we
trophy _____ usually change the **y**
factory _____ to _____ before
adding _____.

half _____ If a word ends
calf _____ with **f** or **fe**, we
leaf _____ often change the
knife _____ **f** or **fe** to _____
before adding **s**.

essay _____ If a word does not
valley _____ end with a consonant
jockey _____ then **y**, we usually
convoy _____ add _____.

fizz _____ If a word ends with
finish _____ , ,
reflex _____  or ,
flinch _____ we add _____.

Greek Roots graph, phon, photo

8 **Highlight** the word parts to make words that match the clues. **Write** the words.

two letters representing one sound di | tri | graph _____
a device used to speak to people tele | inter | phone _____
a person's signature photo | auto | graph _____
printed image made using light photo | para | graph _____

Root meanings:
graph – draw or write
phon – sound
photo – light

9 **Write** the words from the box to match the clues.

a speech sound _____
a section of writing _____
to copy a document using light _____
device worn over or in the ears to listen to audio _____
words that sound the same but are spelled differently _____
a mathematical diagram _____

graph
paragraph
phoneme
headphones
homophones
photocopy

Challenge

Colour words in the Word Search that rhyme with the words listed. **Write** the words in rhyming groups.
Use the leftover letters to make the hidden word.

lift _____
calf _____
stuff _____
graft _____

hidden word: _____

g	s	h	i	f	t	p	d	l	r	d	t
r	g	s	f	s	c	u	r	a	o	r	o
a	r	w	a	c	r	f	i	u	u	a	u
p	u	i	n	a	a	f	f	g	g	f	g
h	f	f	t	r	f	a	t	h	h	t	h
s	f	t	t	f	t	i	s	t	a	f	f
r	a	f	t	c	s	n	i	f	f	e	d

Segment the Focus Words. Highlight the graphemes for ff ph.

offer													
cough													
rough													
safety													
shuffle													
sphere													
trophy													
laughter													
factory													
fragile													
affection													
alphabet													
physical													
definite													
confidence													
fascinate													
sufficient													
artificial													
finishes													
flies													
families													
graph													
paragraph													
photograph													
headphones													

Class captain

'Class members of 6A,

I think that I would make an excellent candidate for class captain and that you should vote for me for a number of reasons.

The first reason for voting for me is that I am an active member of the school community. I am a member of the school choir which has represented the school when singing at the Senior Citizens' Club during Seniors' Week and at the combined Schools' Eisteddfod and community events such as Carols in the Park. I have been a student 'librarian' for two years and sports monitor this year.

The second reason is that I have been a member of this school all of my school life. I started school when Mr Brown was the principal and Mrs George was the kindergarten teacher. I saw the new playground equipment being put in and the sun shelter installed to cover the sandpit and climbing equipment area. I watched the rose gardens being built when Mrs Stokes retired and the new computer lending system installed in the library. I know all the teaching and ancillary staff at the school and I am very familiar with the school environment.

Another reason is that I am very interested in community activities as well. I worked with other community groups to pick up rubbish from around the lake near my house on Clean Up Day. I also planted trees along the reclaimed open space near the river for Tree Day with my family.

The final reason is that I am a 'well-rounded' person. I enjoy playing sport at school and on the weekends I play cricket in summer and soccer in winter. I enjoy listening to music, watching television and DVDs and reading comic books. My favourite computer game is 'Robotic Wars'. There are five people in my family and I am the oldest child with two younger sisters.

So, to conclude, you should vote for me for class captain because am very involved in school activities, I know the school and staff well, I am involved in community activities and I am a responsible, well-rounded person.

Please vote for me!



Use the exposition on page 63 to complete the page.

1. Title

(a) Is the title of the exposition appropriate?

yes no

(b) Write an alternative title which would still suit this exposition.

2. Introduction

(a) What issue is the speaker addressing?

(b) What does he want the students to do?

3. Arguments

(a) Write bullet points to show the main arguments presented.

- _____

- _____

- _____

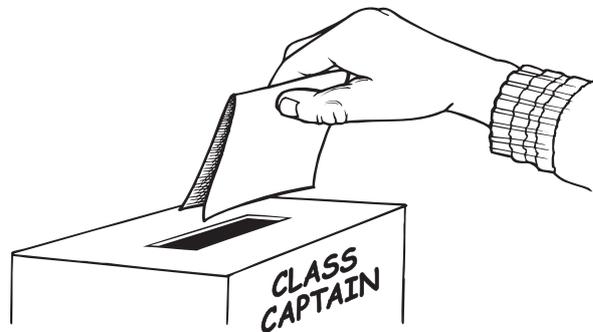
- _____

(b) Did the speaker:

(i) present his arguments in logical order? yes no

(ii) start with the strongest argument? yes no

(iii) use supporting details to support each argument? yes no



(c) Would you vote for this speaker? yes no

Why/Why not? _____

4. Conclusion

The conclusion should restate the writer's position.

(a) Did the writer achieve this aim? yes no

Explain how. _____
