Year 6 Learning from Home – Term 3 - Week 4

Monday	Tuesday	Wednesday	Thursday	Friday
Literacy **Morning Routine** Set a timer for 2 minutes and *brain dump* everything you remember about Japan from Week 2 (Japanese History and any other interesting facts). Read 'Japan's Geographical Features'. **Sentence of the Day** Read the SOTD text defining main clauses and phrases. Identify the phrases in the simple sentences in the first activity. Use your understanding of phrases to add phrases to the simple sentences in the second activity. **Reading** Read the text 'Japan's Geographical Features.' Practise reading it aloud, focusing on your expression and pace. Complete the vocabulary dual coding activity.	Literacy **Morning Routine** Complete some of *Japan's Geographical Features Student Knowledge Organiser.* **Sentence of the Day** Read the SOTD text defining adverbs. Identify the adverbs in the simple sentences provided. **Reading** Read the text 'Japan's Geographical Features.' Complete the comprehension activity. Practise your performance of 'Japan's Geographical Features.' **Writing** View the Writing worksheet for Monday and Tuesday, titled *Japan: Land of the Rising Sun*. Refer back to your readings on sport and the Olympics in Japan. In dot points, write down facts that relate to sport and the	Literacy **Morning Routine** Complete some of *Japan's Geographical Features Student Knowledge Organiser.* **Sentence of the Day** Read the SOTD text defining adverbial phrases. Identify the adverbial phrases in the simple sentences provided. **Reading** Practise performing your text 'Japan's Geographical Features.' Read the text 'Yusra Mardini' and complete the questions attached. **Writing** View the Writing worksheet for Wednesday and Thursday, titled *Japan: Land of the Rising Sun*. Re-read the dot points that you have written in the Writing worksheet for the boxes titled *What is the history of Japan?* and *What are the popular sports in Japan?* Rewrite these dot	Literacy **Morning Routine** Complete the rest of *Japan's Geographical Features Student Knowledge Organiser.* **Sentence of the Day** Fill in the blanks with adverbial phrases that are relevant to the simple sentences provided. **Reading** Complete a Literacy Pro quiz assigned by your teacher. Remember, to read the text first and score over 80%. Perform your text 'Japan's Geographical Features' to a family member. Ask them to rate your fluency out of 5. **Writing** View the Writing worksheet for Wednesday and Thursday, titled *Japan: Land of the Rising Sun*. Now that you have constructed paragraphs discussing Japanese history	Literacy **Morning Routine** Set a timer for 2 minutes and *brain dump* everything you have learnt about Japan this week. Using your *brain dump*, tell a family member about Japan's geographical features. **Sentence of the Day** Write your own simple sentences containing adverbial phrases. **Reading** **Retrieval -** Complete the cloze passage 'Japan's Geographical Features' **Writing** View the Writing worksheet for Friday, titled *Japan: Land of the Rising Sun*. Re-write your paragraphs relating to history and sport in Japan, after proof-reading the sentences you've constructed and correcting any errors that may be present.

Writing View the Writing worksheet for Monday and Tuesday, titled *Japan: Land of the Rising Sun*. Refer back to your readings on Japan's history, from Week 3. In dot points, write down facts that relate to the history of Japan in the box titled *What is the history of Japan?*	Olympics in Japan in the box titled *What are the popular sports in Japan?*	points in full sentences, in your own words.	and sport in Japan, research another topic of your choosing. Some suggestions include cuisine, culture, specific historical events, fashion, and geographical features. Use the information you have researched to create dot points in the third box on your worksheet, with a relevant question as your title for the box.	Re-read the dot points that you have written in Thursday's Writing worksheet for the topic of your choice. Re-write these dot points in full sentences, in your own words.
Mathematics We are learning about negative numbers. Read through the 'Negative Numbers' teaching guide attached. Complete the example on some scrap paper as you read. Then complete the number line and where have we seen negative numbers activity.	Mathematics We are learning about negative numbers. Complete the 'Negative numbers and temperature' worksheet using your knowledge of negative numbers from yesterday. Then have a go at completing the 'maze' activity.	Mathematics We are learning about timelines. Read through the explicit teaching guide on timelines to scale. Complete the examples in the text to help consolidate your learning. Then complete the 'A Day in my Life' timeline activity.	Mathematics We are learning about timelines. Complete the 'Reading timelines' and 'Constructing a timeline' worksheets.	Mathematics *Problem Solving* *Complete the problem-solving questions on negative numbers and timelines*
HSIE We are learning about the geographical features of Asia. Read the map provided and complete the 'Map of the World' worksheet. Research the geography of Asia and complete the	PDH Take the quiz to find out how healthy your current habits are and where you might be able to improve. https://www.healthyliving.nsw.gov.au/finding-new-normal/quiz	Tokyo Olympics Copy the following link and use the website to plan three days at the Tokyo 2020 Olympic Games. https://www.olympics.com.au/games/tokyo-2020/schedule-results/	Science Lesson 1 – When the Earth quakes Copy the following link and use the class code to watch the video 'Earthquake!' http://inq.co/class/2r61 **Class code: 7628**	PE/ Let's Get Fit! Being active isn't just fun, it gets your heart pumping! Measure your resting and active heart rate in *Activity 1*. Challenge yourself by completing exercises from *Get Your Heart Pumping.* Exercise

'Geographical features of Asia' worksheet.			Complete the worksheet 'How do Earthquakes change the Earth's surface?'	for at least 30 minutes per day and record your results in the *Physical Activity Log.*

Monday and Tuesday

Writing

Japan: Land of the Rising Sun

What is the history of Japan?

What are the popular sports in Japan?

_____ ?

Topic of your choosing.

Week 4 Vocabulary Activity – Monday

LI: We are expanding our geographical vocabulary

SC: I can dual code new vocabulary words

Complete the table below by dual coding the new geographical vocabulary.

Word/ morpheme	Meaning	Example	My Picture
archipelago	A chain of islands	Japan is an archipelago	
Loc	Referring to place	location	
Pop	Referring to people	population	
geo	Referring to earth	Geography	

Monday

Sentence of the Day

Phrases

LI: Understanding the features of a simple sentence, containing a phrase.

What is a main clause?

A sentence is a group of words that express a complete thought. Every sentence has a subject and a predicate.

A simple sentence is a sentence that consists of just one main clause. This main clause must contain a subject and a predicate.

The subject is what (or whom) the sentence is about (using a noun or pronoun). The predicate tells something about the subject and contains a verb.

Noun: A person, place, thing, or idea. For example, Sally, boy, class, building, love, spirit, etc.

Pronoun: A word that takes the place of a noun. For example, I, me, he, she, herself, you, it, that, they, each, few, many, who, whoever, whose, someone, everybody, etc.

Verb: A word used to describe an action, state, or occurrence. For example, ran, jumped, swam, hear, become, walk, cleaned, is, was, go, etc.

What is a phrase?

A phrase is a group of words that stand together as a single grammatical unit as part of a clause or a sentence. This group of words often provide more information about a noun, verb, adjective, or adverb.

The following is an example of a simple sentence that does not contain a phrase:

Anna enjoys jogging.

The following is an example of a simple sentence, with a phrase added and underlined:

My sister Anna enjoys jogging.

The following is an example of a simple sentence, with two phrases added and underlined:

My sister Anna enjoys jogging early in the morning.

Identify the phrases in the simple sentences below:

1. The car drove on the long and winding road.
2. The large parking complex was full.
3. My cousin Frida loves ice cream.
4. The fast sports car zoomed by.
5. The classroom was full of excited young students.
6. I brushed my teeth before going to bed.
7. I tied the shoe-laces on my new running shoes.
8. Her lipstick was a vibrant shade of red.
9. He wore his hair in tightly braided cornrows.
10. A gleaming sharp razor was used to shave his beard.

The following simple sentences do not contain phrases. Re-write them with relevant phrases. This could involve re-wording the sentence:

1. Ali ran the race.

_____

2. John washed his hair.

_____

3. Sierra painted her nails.

_____

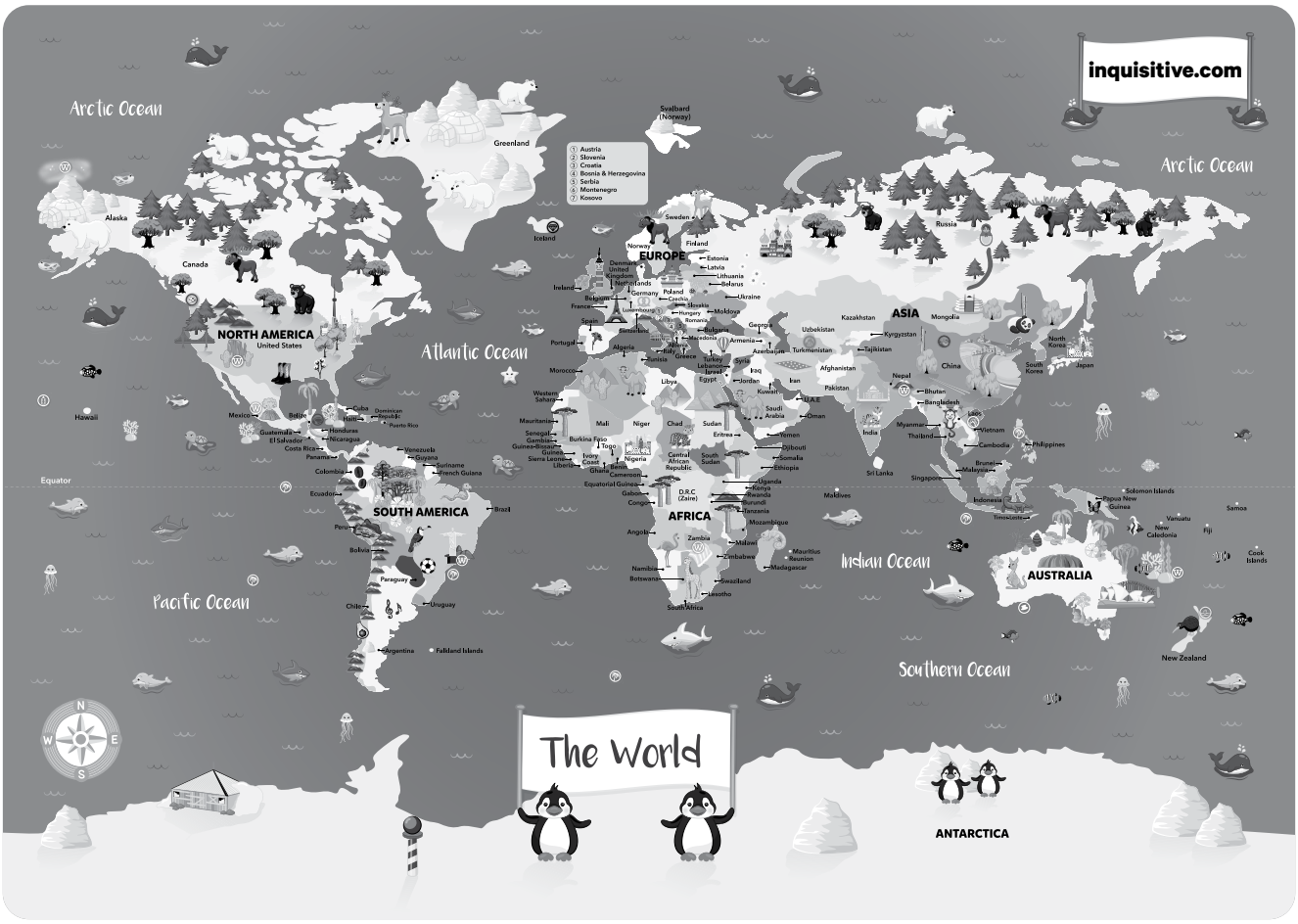
4. Mohammed took a nap.

_____

5. Amy drove her car.

_____

Map of the World Lesson



1 Find and list each of the five oceans of the world.

1. _____ 2. _____ 3. _____

4. _____ 5. _____

2 Find and list each of the seven continents of the world.

1. _____ 2. _____ 3. _____

4. _____ 5. _____ 6. _____

7. _____

3 What is the largest country in the world? _____

4 Are there more countries in the Northern Hemisphere or the Southern Hemisphere?

_____

5 Name three countries in Asia that start with S.

1. _____ 2. _____ 3. _____

6 Which country is located closest to Australia? _____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Arctic Ocean
Greenland
Svalbard (Norway)
Iceland
Alaska
Canada
NORTH AMERICA
United States
Hawaii
Mexico
Belize
Cuba
Haiti
Dominican Republic
Puerto Rico
Guatemala
El Salvador
Honduras
Nicaragua
Costa Rica
Panama
Venezuela
Guyana
Suriname
French Gulana
Colombia
Ecuador
Peru
Bolivia
Brazil
Paraguay
Chile
Uruguay
Argentina
Falkland Islands
SOUTH AMERICA
Atlantic Ocean
Pacific Ocean
Equator
1 Austria
2 Slovenia
3 Croatia
4 Bosnia & Herzegovina
5 Serbia
6 Montenegro
7 Kosovo
EUROPE
Sweden
Norway
Finland
Estonia
Latvia
Lithuania
Belarus
Ireland
Denmark
United Kingdom
Netherlands
Poland
Germany
Czechia
Ukraine
Belgium
France
Luxembourg
Hungary
Romania
Moldova
Spain
Switzerland
Bulgaria
Macedonia
Armenia
Portugal
Albania
Italy
Greece
Turkey
Azerbaijan
Algeria
Tunisia
Syria
Lebanon
Israel
Iraq
Morocco
Egypt
Jordan
Iran
Libya
Kuwait
Western Sahara
U.A.E
Saudi Arabia
Oman
Mauritania
Mali
Niger
Chad
Sudan
Eritrea
Yemen
Senegal
Gambia
Burkina Faso
Guinea-Bissau
Guinea
Togo
Djibouti
Somalia
Sierra Leone
Liberia
Ivory Coast
Nigeria
Central African Republic
South Sudan
Ethiopia
Benin
Ghana
Cameroon
Equatorial Guinea
Uganda
Kenya
Gabon
Congo
D.R.C (Zaire)
Rwanda
Burundi
Tanzania
AFRICA
Mozambique
Angola
Zambia
Malawi
Zimbabwe
Mauritius
Reunion
Madagascar
Namibia
Botswana
Swaziland
Lesotho
South Africa
Russia
ASIA
Kazakhstan
Mongolia
Kyrgyzstan
Uzbekistan
Tajikistan
Turkmenistan
Afghanistan
Pakistan
China
North Korea
South Korea
Japan
Nepal
Bhutan
Bangladesh
India
Myanmar
Laos
Thailand
Vietnam
Cambodia
Philippines
Sri Lanka
Maldives
Singapore
Brunei
Malaysia
Indonesia
Timor-Leste
Indian Ocean
Solomon Islands
Papua New Guinea
Vanuatu
New Caledonia
Fiji
Samoa
Cook Islands
AUSTRALIA
New Zealand
Southern Ocean
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What are some of the geographical features of Asia?

Asia, being such a large continent, has a diverse range of geographical features. Some of the countries of Asia are stand-alone islands or made up of a group of islands, known as archipelagos. Three of the world's oceans flow in and around the region. Other bodies of water include seas, lakes and rivers, some of which flow from melted glaciers in the highlands. Large mountain ranges, low lying plateaus and expansive deserts are characteristic of many Asian countries.

1 Name these geographical features of Asia and their country.

a The highest mountain in the world. _____

b The third longest river in the world. _____

c The world's deepest freshwater lake. _____

d The lowest point in the world. _____

e The tallest volcano in Asia. _____

f The largest bay in the world (by area). _____

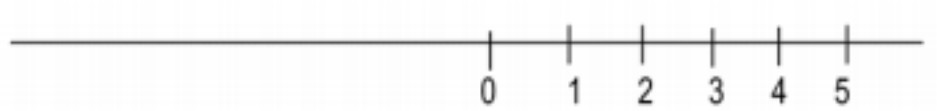
2 Using an atlas, or Google Earth find each of the geographical features above and label them on the map of Asia below.

Maths - Monday
LI: WALT Investigate Negative Numbers

Today brings an investigation about negative numbers. Think about what you already know about negative numbers? Discuss with a sibling, parent or write down what you already know.

We've investigated numbers and we found we could record numbers on a number line.

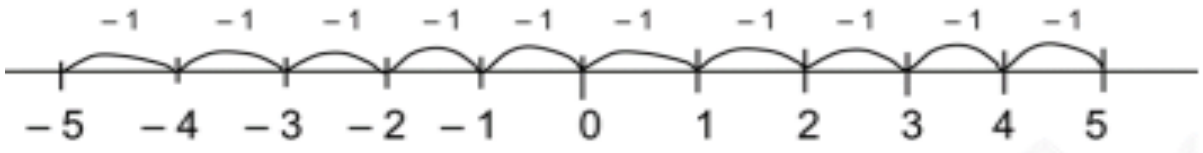
Here is a number line with the numbers 0 to 5 listed in their position.



We found that numbers got larger as we moved to the right on a number line, and we found that numbers got smaller as we moved to the left on the number line. We found that number lines go on forever as they get larger. Today we're going to investigate how the number line can go on forever as numbers get smaller towards the left. Every number on the number line has a unique position - only one number can go in each position. We cannot place the number 4 in the position of the number 5.

Have you ever woken up on a cold winter day or been to the snow and heard that the temperature is minus 1 or minus 2? What do you think that means? Do you think the temperature is colder than zero degrees? When water is frozen into ice, do you think it is lower than zero degrees? Do you think the temperature in your freezer is lower than zero degrees? The numbers below zero are called negative numbers and the numbers above zero are called positive numbers.

Here is a number line with numbers below zero



Do you think we continue subtracting 1 forever? Will the numbers ever run out in either direction?

Today we're going to solve problems using positive and negative numbers.

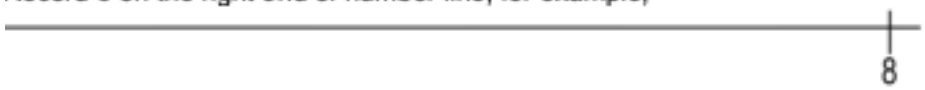
Example 1:

Imagine it was 8 degrees and then the temperature fell 10 degrees. What would the temperature be now? How could we record this as a number sentence? What temperature did we start with? Did we start with 8 degrees? Let's record that we are starting with 8 degrees. How many degrees did the temperature fall? Did the temperature fall 10 degrees? Could we record that we are subtracting 10 degrees? Are we subtracting a larger number from a smaller number?

Our number sentence would look like 8 - 10

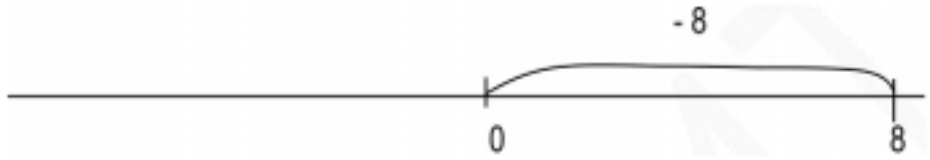
Let's subtract this on a number line. If we are subtracting, will we get smaller? Because we'll get smaller, shall we place 8 on the right end of the number line so we have room to move left as we get smaller?

Record 8 on the right end of number line, for example,

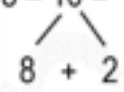


Let's subtract 10. How many will we subtract to get back to zero? Will we subtract 8? Let's subtract 8 first.

Record a jump from 8 to the left with – 8 above it, and record a mark and zero where it ends, for example,

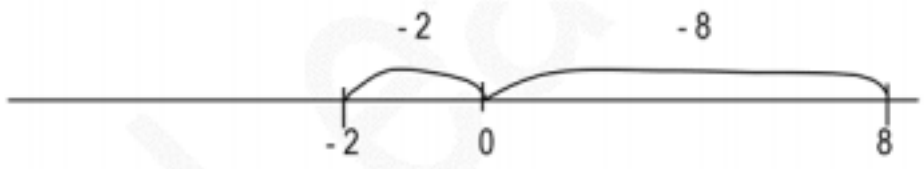


Partition 10 into 8 and 2, for example, 8 – 10 =



How did we partition the 10? Did we partition 10 into 8 and 2? Shall we subtract the 2 now? What is zero minus 2? Does zero minus 2 equal negative 2? Could we also call negative 2, minus 2?

Record a jump from 8 to the left with – 2 above it, and record a mark and zero where it ends, for example,



So, what does 8 minus 10 equal? Does 8 minus 10 equal negative 2? Does 8 minus 10 equal minus 2?

Record 8 – 10 = -2

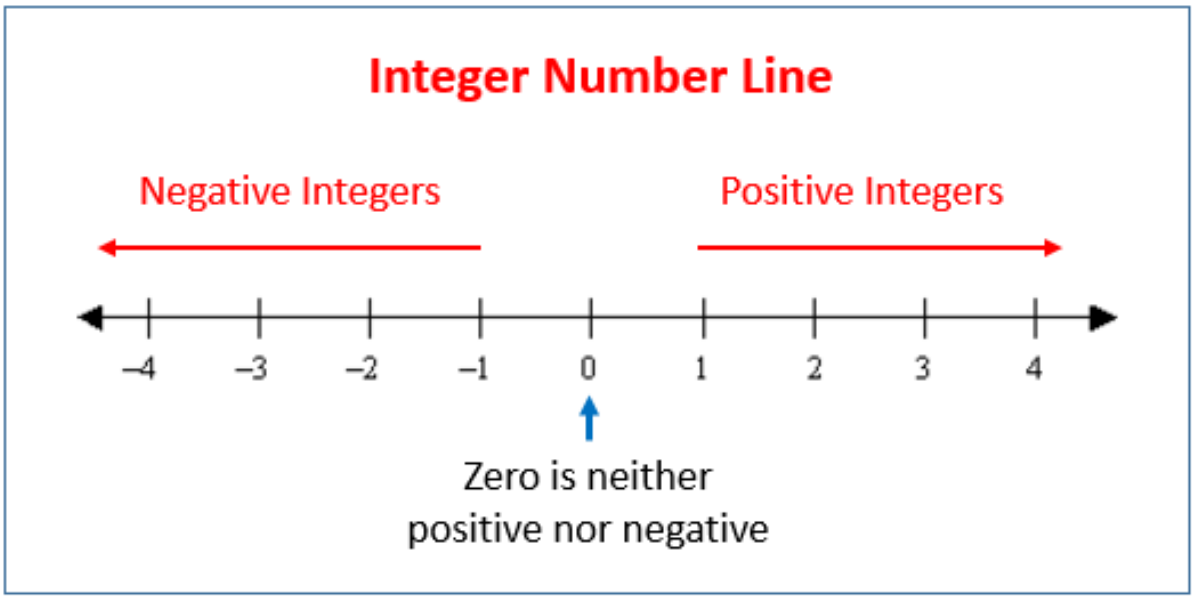
When we subtract a larger number from a smaller number, do we get a negative number?

Here is a YouTube video that will help consolidate what we've just read.

https://www.youtube.com/watch?v=DArXbB7f8OI

Your Turn.

Today we will be placing numbers on a number line. These numbers will include positive numbers and integers (negative numbers). We saw in our example above, numbers to the left of zero are negative numbers. Look at the position of negative 2 in the above example.



This shows us how numbers continue to the left below zero. Closest to Zero is -1, and we continue getting smaller as we go further left. The opposite of going to the right. This means, -1 is a bigger number than -2. Think about money, if you owe someone one dollar, and someone two dollars, who do you owe more money to? You are closer to being even if you only owe one dollar.

1) Draw a number line up to 20 on the line below, so all numbers between 0-20 are on the right. Continue including all the negative numbers below zero up to -20.

Your number line will include 41 numbers (1-20), (0) and (-1 up to -20)

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2) Now create a list of all the places you have seen negative numbers before or know of. HINT – there are two examples given in these notes. Can you think of any sports that use negative numbers to score the game? The first one is done for you as an example.

1. Temperature – we know the temperature can get below 0 degrees.
2.
3.
4.
5.

Tuesday

Sentence of the Day

Adverbs

LI: Identifying adverbs in a simple sentence.

What is an adverb?

An adverb is a word that describes a verb (he sings loudly), an adjective (she is very tall), another adverb (the race ended too quickly), or even a whole sentence (fortunately, I had brought an umbrella).

Identify and underline the adverbs in the simple sentences below:

1. Phillip sings loudly in the shower.
2. My cat waits impatiently for his food.
3. I will seriously consider your suggestion.
4. The model confidently walked down the runway.
5. The captain safely landed the plane.
6. The fireworks show will start later.
7. The music stopped suddenly.
8. The boy walked slowly.
9. Thankfully, the missing child was found.
10. The dancer moved effortlessly.

Re-write the following simple sentences with adverbs:

1. The fish swam.
2. The children giggled.
3. Tom walked.
4. Amanda's legs shook.

5. Mum’s hair flew in the wind.
6. The bus drove past the line of people waiting.
7. My heart raced.
8. The wind blew.
9. The couple danced at the reception.
10. The ice melted.

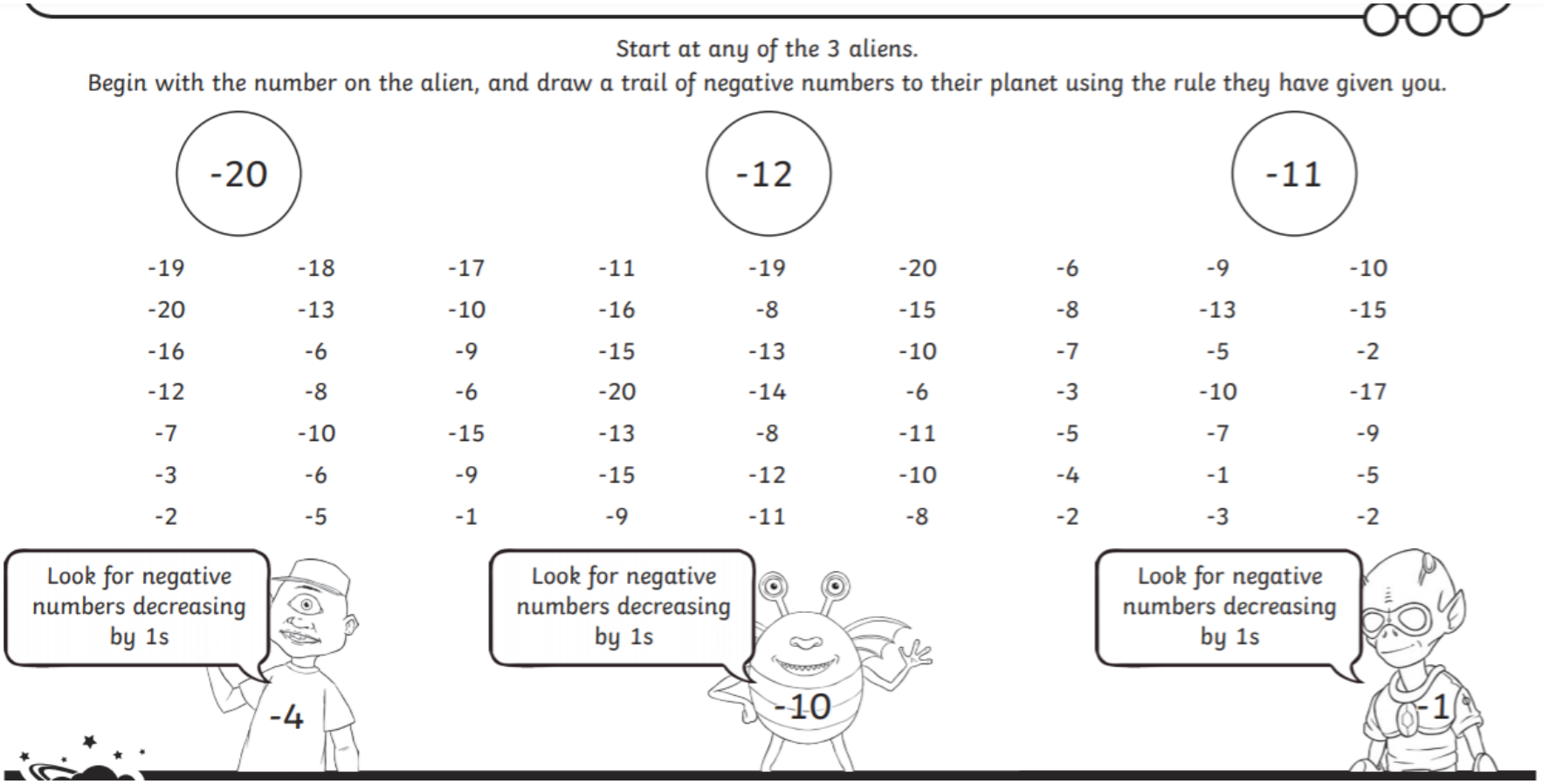
LI: WALT investigate negative numbers.

Compete one maze from each level

Level 1:

Start at any of the 3 aliens.

Begin with the number on the alien, and draw a trail of negative numbers to their planet using the rule they have given you.

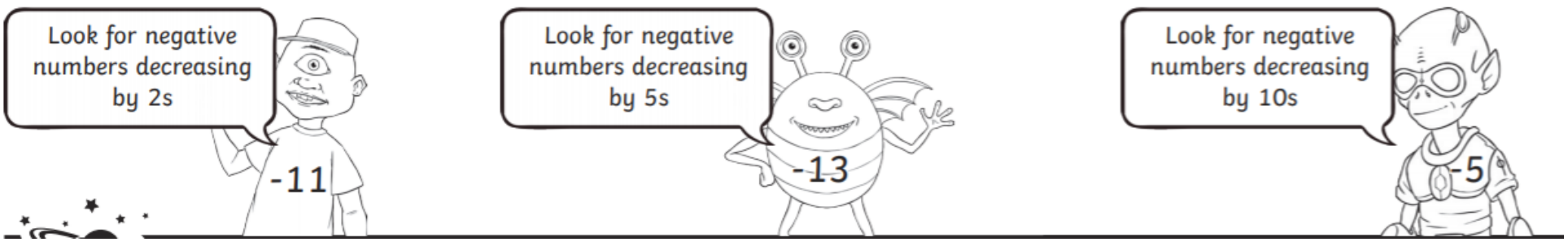


Level 2:

Start at any of the 3 aliens.

Begin with the number on the alien, and draw a trail of negative numbers to their planet using the rule they have given you.

-68			-95			-35	
-63	-58	-45	-65	-85	-90	-80	-32	-33
-55	-53	-48	-90	-80	-75	-27	-25	-31
-43	-35	-25	-43	-45	-25	-65	-29	-30
-10	-15	-23	-38	-21	-23	-55	-40	-45
-5	-13	-17	-19	-33	-25	-45	-35	-30
-7	-15	-12	-25	-28	-23	-20	-25	-10
-13	-9	-5	-15	-18	-20	-25	-20	-15



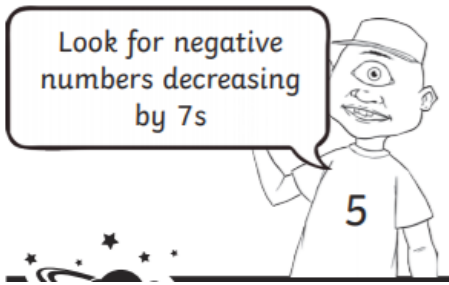
Level 3:

Start at any of the 3 aliens.

Begin with the number on the alien, and draw a trail of negative numbers to their planet using the rule they have given you.

-110

-101	-83	-72	-81	-65	-71	-27	-25	-31
-92	-74	-65	-58	-17	-19	-23	-21	-17
-47	-56	-37	-47	-51	-23	-17	-19	-15
-23	-30	-47	-44	3	-1	-15	-13	-12
-16	-17	-38	-29	7	-5	-9	-11	-9
-7	-9	-5	11	-20	-24	-6	7	-7
-12	-2	12	15	23	-11	-2	-9	16



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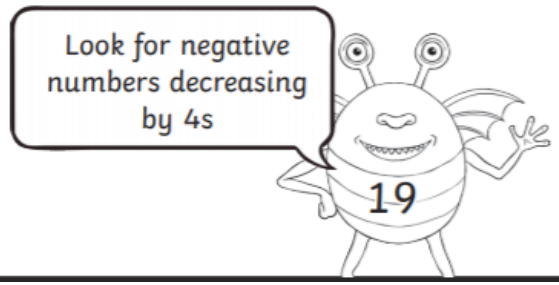

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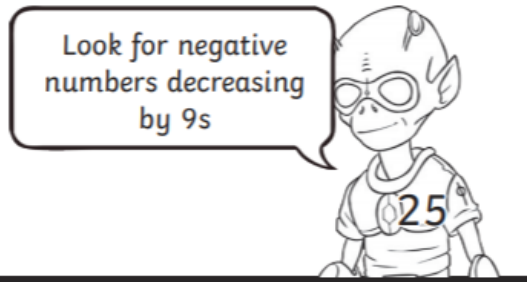


An Amazing Fact a Day

Negative Numbers and Temperature

Amazing Fact

The warmest temperature ever recorded at the South Pole was a freezing -12.3˚C in December 2011, making it one of the coldest places on Earth.

Challenge

Complete the activities using negative numbers in a temperature context.

1. Put these temperatures in order, the coldest first.

   a. 2˚C, -8˚C, -1˚C, -6˚C, -4˚C

   _____

   b. 6˚C, 10˚C, -15˚C, -11˚C, 14˚C

   _____

   c. 16˚C, 18˚C, -23˚C, -25˚C, -13˚C, 12˚C, 20˚C

   _____

2. Which of these temperatures is lowest?

   a. -4˚C or -2˚C

   _____

   b. -8˚C or 8˚C

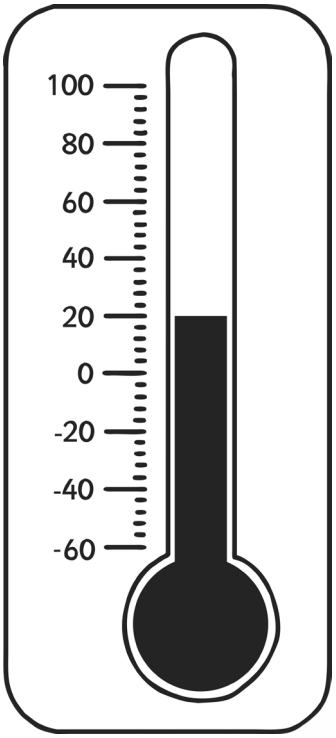
   _____

   c. -16˚C or -17˚C

   _____

   d. -5˚C or -6˚C

   _____



3. Answer the questions below:

a. The temperature rises by 15 degrees from -4˚C. What is the new temperature?

_____

b. The temperature falls from 11˚C to -2˚C. How many degrees does the temperature fall?

_____

c. The temperature is 6˚C. It falls by 8 degrees. What is the temperature now?

_____

d. The temperature is -3˚C. How much must it rise to reach 5˚C?

_____

e. What is the difference in temperature between -4˚C and 14˚C?

_____

f. The temperature was -5˚C. It falls by 6 degrees. What is the temperature now?

_____

g. The temperature is -11˚C. It rises by 2 degrees. What is the temperature now?

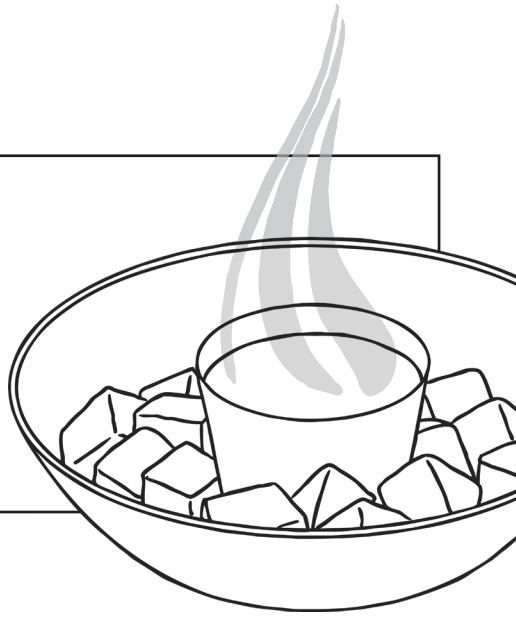
_____

h. The temperature is -20˚C. How much must it rise to reach -5˚C?

_____

You could also try to find out:

- which places, if any, are colder;
- how scientists based at the South Pole survive the cold;
- when, and for how long, the South Pole gets sunshine;
- where the hottest place on Earth is.



Monday

Japan's Geographical Features: Student Knowledge Organiser

Vocabulary	
Word	**Definition**
archipelago	
population	
Natural disasters	
Tectonic plates	
earthquakes	
Volcano	

What is Mt Fuji? Where is it located?

Using your knowledge from Term 2, can people be classified as *refugee's* for fleeing a country due to its natural disasters?

What is a natural disaster that occurs in Japan?

Complete these facts about Japan:

Language:_____

Money:_____

Capital:_____

Population: _____

Form of Government:_____

Flag:

Create a graph below (column/bar/picture/pie) to represent Australia's medal tally at the Olympics so far

Timeline — Using information from Week 2, record key events in Japanese history

Japan's Geographical Features

1. Why does Japan experience over a thousand earthquakes a year?
   a) Godzilla lives in Tokyo
   b) Three tectonic plates meet near Japan and often move against one another
   c) The tectonic plates cause lots of tsunamis
   d) It is on the Pacific Ring of Fire

2. Mount Fuji is considered important because:
   a) It brings lots of tourists to Japan
   b) It's very beautiful
   c) People enjoying skiing there
   d) It is sacred to many Japanese people

3. What is an archipelago?
   a) A group of islands near each other
   b) An extensive chain of islands
   c) Someone who used to study archaeology
   d) The opposite of a continent

4. Japan's neighbour's are:
   a) Russia, South Korea and Mongolia
   b) China, South Korea and Serbia
   c) Russia, China and South Korea
   d) China, Russia, and North Korea

5. Finish the sentence below

   Japan is considered a dangerous nation because

   _____

Wednesday and Thursday

Writing

Japan: Land of the Rising Sun

What is the history of Japan?

What are the popular sports in Japan?

_____ ?

Topic of your choosing.

Wednesday

Sentence of the Day

Adverbial Phrases

LI: Identifying an adverbial phrase in a simple sentence.

What is an adverbial phrase?

An adverbial phrase is a group of words that functions as an adverb. Adverbial phrases typically answer the questions how, where, why, or when something was done.

The following is are examples of simple sentences that contain underlined adverbs:

We can go into the pool later.

Rob ran fast.

The following are examples of simple sentences that contain underlined adverbial phrases:

We can go into the pool after we put on our sunscreen.

Rob ran as fast as he could.

Identify and underline the adverbial phrases in the simple sentences below:

1. I parked the car right here under the bridge.
2. She needed to find her keys as fast as possible.
3. We can study at your house later this evening.
4. There were terrifying creatures in the forest.
5. They own a house right by the ocean.
6. She planted flowers right by the letterbox.
7. Take this medication as often as needed.
8. The mystery books were placed next to the crime dramas.
9. You should wash your hands for at least twenty seconds.
10. I came here as soon as I could.

Math - Wednesday
LI: WALT construct a timeline to scale.

On the grid paper below, construct a timeline of a normal day for you. This might be a day in lockdown, or a day when things were normal. Think about where your timeline would start (YAWN, I'm still so tired), and where it would end (YAWN, I'm so tired). What will your scale be?

Make a list on this page in the section below of all the things in-between that you do and put what time they start. This might include eating meals, getting ready ad brushing your teeth for school. Getting to school or logging into online learning. Finishing school, going to after school tutoring or sporting commitments such as training. What time is dinner? Or the show that you like to watch? When do you get ready for bed? Everyone's day is different, so this is great for your teachers to see what life is like for our students ☺

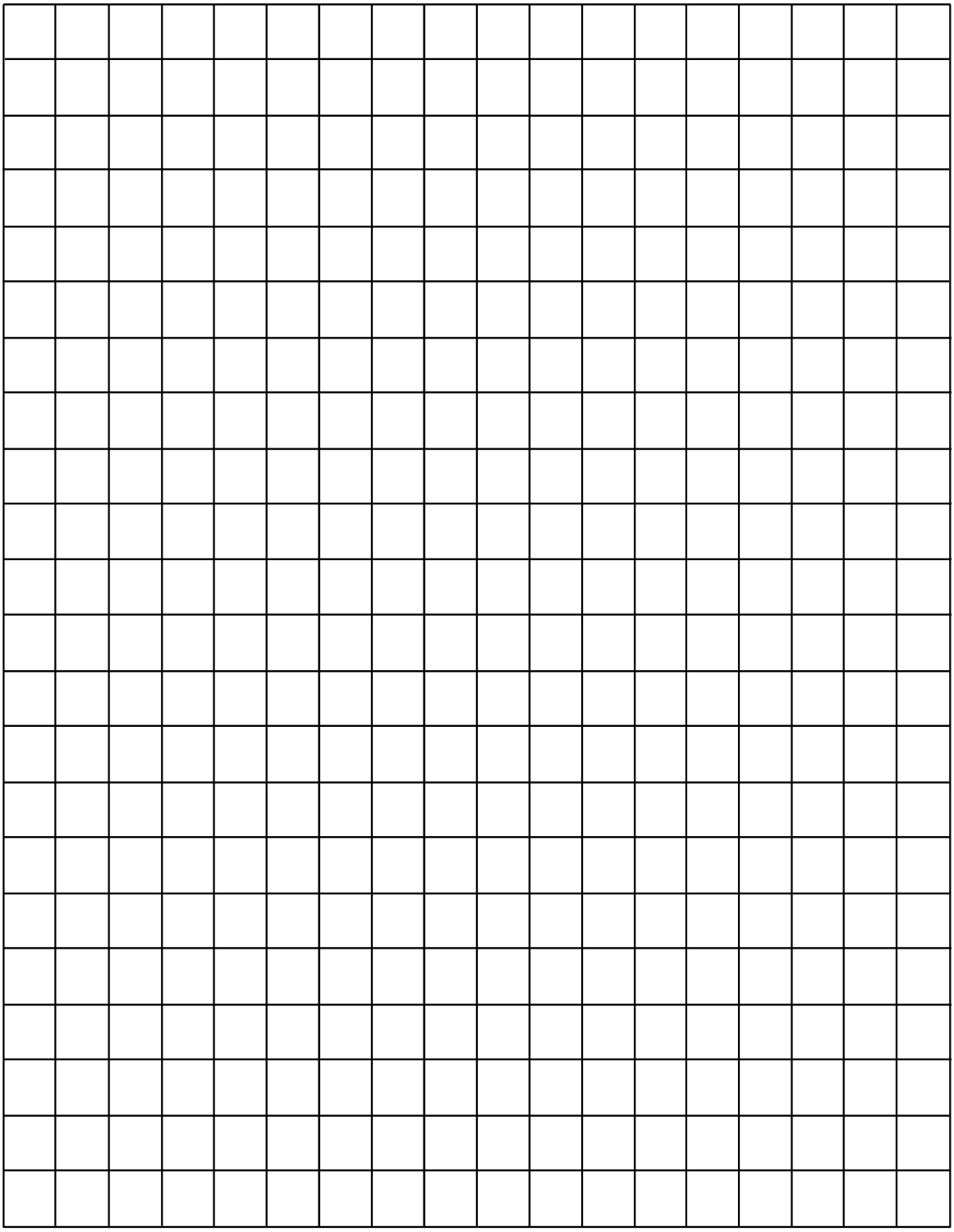
Once you have your list, construct your timeline on the grid paper.

Example:
Footy training – 5pm

Events in my day:

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.

1-CENTIMETER GRID PAPER



Wednesday

Japan's Geographical Features: Student Knowledge Organiser

Vocabulary	
Word	**Definition**
archipelago	
population	
Natural disasters	
Tectonic plates	
earthquakes	
Volcano	

What is Mt Fuji? Where is it located?

Using your knowledge from Term 2, can people be classified as *refugee's* for fleeing a country due to its natural disasters?

What is a natural disaster that occurs in Japan?

Complete these facts about Japan:

Language:_____

Money:_____

Capital:_____

Population: _____

Form of Government:_____

Flag:

Create a graph below (column/bar/picture/pie) to represent Australia's medal tally at the Olympics so far

Timeline — Using information from Week 2, record key events in Japanese history

Yusra Mardini

by ReadWorks

Photograph of Yusra Mardini

One of the most inspiring athletes of the 2016 Olympic Games in Rio, Brazil was Yusra Mardini. Mardini grew up in Syria. She swam for this country in many swimming competitions. She was going to swim in the Olympics for Syria, but then she had to flee from her home country in 2015. Syria was in the middle of a war, and it became dangerous for people to live there. She was only seventeen years old at this time.

After Mardini and her sister left Syria, they needed to get to Greece. In order to do that, they had to cross the Aegean Sea by boat. This boat was only supposed to hold six people. However, twenty passengers were on the boat. The engine broke down in the middle of the Aegean Sea, but only three passengers knew how to swim. One of them was Mardini. The three swimmers wanted to keep everyone alive, and they knew what they needed to do. The three girls dragged the boat across the sea for hours. After swimming for more than three hours, they brought the boat to land.

Over the next year, Mardini trained in Berlin, Germany. In 2016, she swam in the Olympics. She was on the Refugee team. While she did not win a medal, she wants to compete in the 2020 Olympics in Tokyo. People around the world think that Yusra Mardini is a hero. When she is not training in the pool, she works as an ambassador for refugees.

Name: _____ **Date:** _____

1. Why did Yusra Mardini have to leave Syria?

A. She left because there was a war and it was dangerous.

B. She left because she wanted to travel the world.

C. She left because she needed to help steer a boat across the Aegean Sea.

D. She left to train and compete for Syria in the Olympics.

2. The author describes how Mardini escaped from Syria. What is one thing she had to do to escape?

A. She had to swim in a competition.

B. She had to fix the broken engine of a boat.

C. She had to teach twenty people to swim.

D. She had to pull a boat with twenty people in it.

3. The text says that the boat's engine broke down. What evidence from the text best explains why this may have happened?

A. "The three girls dragged the boat across the sea for hours."

B. "Syria was in the middle of a war, and it became dangerous for people to live there."

C. "This boat was only supposed to hold six people. However, twenty passengers were on the boat."

D. "The three swimmers wanted to keep everyone alive, and they know what they needed to do."

4. After the boat's engine broke down, Mardini and two other passengers pulled the boat across the Aegean Sea. How can their actions best be described?

A. confusing

B. selfish

C. soothing

D. brave

5. What is the main idea of this text?

A. Yusra Mardini is a refugee who escaped war in Syria and sought safety in Greece.

B. Yusra Mardini escaped war in Syria and helped others on her way to becoming an inspiring Olympic athlete.

C. Yusra Mardini is an Olympic swimmer and an ambassador for refugees who originally came from Syria.

D. Yusra Mardini trained for the Olympics by pulling a boat with 20 people in it across the Aegean Sea.

6. Please read the following sentences from the text.

"She was going to swim in the Olympics for Syria, but then she had to **flee** from her home country in 2015. Syria was in the middle of a war, and it became dangerous for people to live there."

As used in the passage, what does the word **flee** mean?

A. free

B. jump

C. train

D. escape

7. Please choose the answer that best completes the sentence below.

___ Yusra Mardini and her sister left Syria, Mardini trained in Berlin.

A. after

B. soon

C. so

D. ultimately

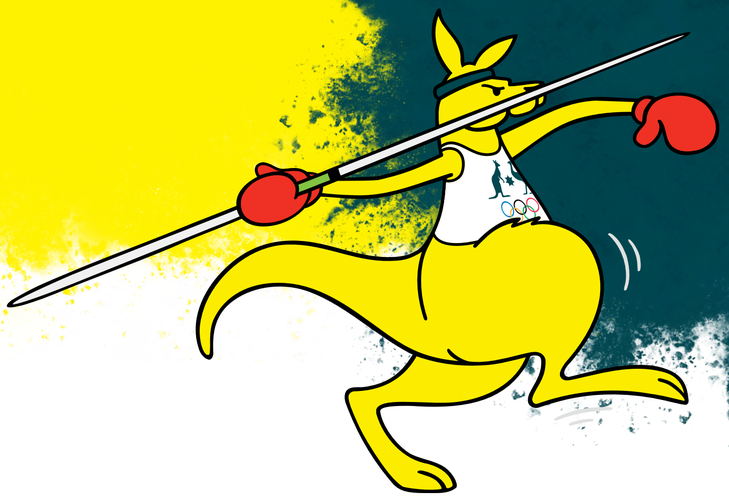
8. Why was Yusra Mardini unable to swim for Syria in the Olympics?

9. Yusra Mardini is a determined person who does not give up. What evidence from the text supports this statement?

10. Why do people think that Yusra Mardini is a hero? Support your answer with evidence from the text.

Wednesday

Community Circle



Unpack the learning outcomes and success criteria

Success medals

I can
Navigate a website/ webpage to find information

I can
Evaluate a website on how easy it is to use

I can
Use websites to plan three days at the Tokyo 2020 Olympic Games

Plan three days at Tokyo 2020 Olympic Games

Individually or in pairs plan a three day visit to Japan for the Olympic Games.

SUCCESS CRITERIA

Include at least three sporting events and two cultural events.

Allow time to move to different venues

Our three days at the Tokyo 2020 Olympics

DAY 1		DAY 2		DAY 3	
TIME	ACTIVITY	TIME	ACTIVITY	TIME	ACTIVITY

Wednesday Maths

LI: WALT interpret and construct timelines using scale.

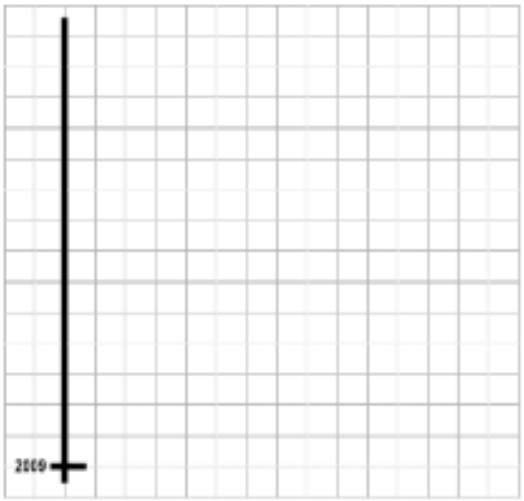
Today brings an investigation about timelines. Discuss with someone in your house what you know about timelines? We've been investigating placing numbers on a number line since you were in kindergarten. We've investigated placing numbers on a horizontal number line and on a vertical number line and we found that the numbers get higher as we move to the right and as we move upwards. This week we found that the numbers get lower as we move to the left and as we move downwards. We've found out that numbers can go below zero on a number line.

Example 1:

Today we're going to investigate using a number line as a timeline. How could we use Cartesian coordinates in one dimension to plot events on a timeline? Let's investigate!
Let's record a vertical line. We're going to plot some points in the life of a child. Let's imagine that the child was born in 2009. If the child's life starts in 2009, which end of the timeline will 2009 go? Why? Will the 2009 go at the bottom of the timeline so we can enter later dates as we go upwards on the timeline? Let's record a base line on our timeline and record 2009.

Time to get some scrap paper and follow along

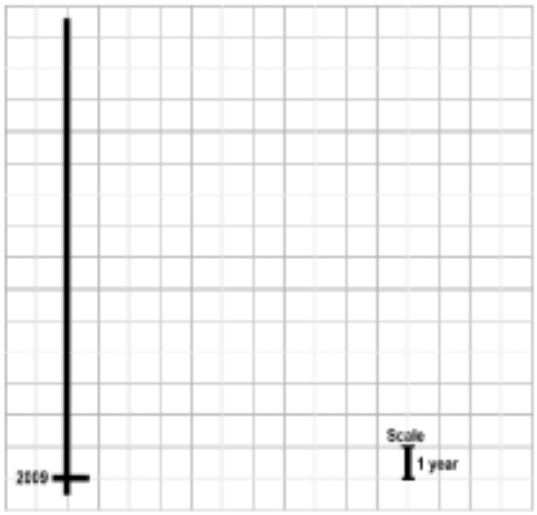
Record a base line and 2009 at the bottom end of the number line, for example,



When we create a timeline, we need to do it to scale. You might be asking 'What is scale, and what does it mean?'
Scale is - A drawing that shows a real object with accurate sizes reduced or enlarged by a certain amount (called the scale). In this example, the scale will represent the years of this child's life.

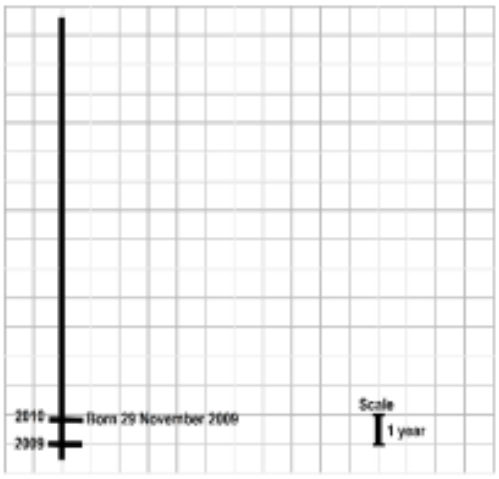
What scale could we use on our vertical timeline? Could 1 year be as many centimetres as we want it to be? Is it our scale? Could we use the scale, 1 year = 1 centimetre? I am going to make my scale 1 year = 1 centimetre. Record the scale on your timeline like seen below.

Record the scale on the timeline, for example,



Let's imagine the child was born on 29 November 2009. Where would 29 November 2009 go on our timeline? Are there 12 months in a year? So, in our scale where 1 year = 1 centimetre, is 1 month one-twelfth of a centimetre? Is 29 November 2009 almost 11 months since the start of 2009? Is 29 November about eleven-twelfths of the way through 2009? If the scale on our timeline is 1 year = 1 centimetre, will 29 November be about eleven-twelfths of a centimetre? Let's place a mark at eleven-twelfths of a centimetre from the base line and record 29 November, born.

Record a mark and 29 November 2009, born, eleven-twelfths of a centimetre from the base line, for example,

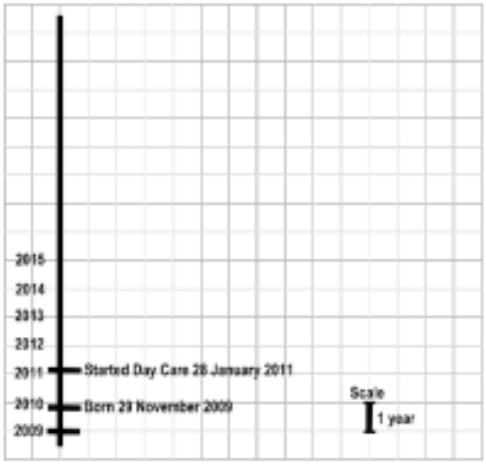


Let's imagine the child started day care on 28 January 2011. If the scale on our timeline is 1 year = 1 centimetre where will 28 January 2011 go? Where would the start of 2011 go? Would 2010 start 1 centimetre above the start of 2009? Would 2011 start 1 centimetre above the start of 2010? So, would 2011

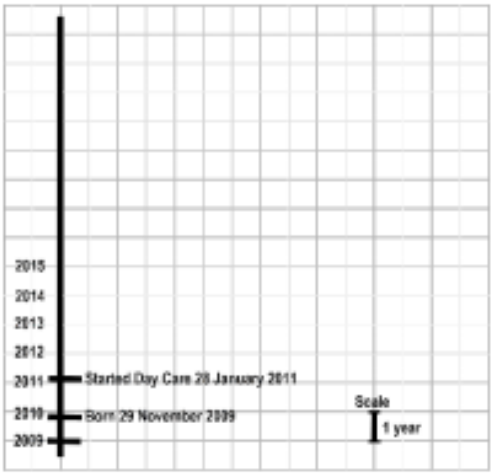
start 2 centimetres above the start of 2009? If our scale is 1 year = 1 centimetre, does it make sense that the start of 2011 would be 2 centimetres above the start of 2009? So, we know where the start of 2011 would go, but what about 29 January 2011? Are there 12 months in a year? So, in our scale where 1 year = 1 centimetre, is 1 month one-twelfth of a centimetre. Insert where the child started day care on your timeline.

Let's imagine the child started school on 2 February 2015. If the scale on our timeline is 1 year = 1 centimetre where will 2 February 2015 go? Where would the start of 2015 go? Is the start of 2015, 4 years after the start of 2011? If our scale is 1 year = 1 centimetre, does it make sense that the start of 2015 would be 4 centimetres above the start of 2011? So, we know where the start of 2015 would go, but what about 2 February 2015? Are there 12 months in a year? So in our scale where 1 year = 1 centimetre, is 1 month one-twelfth of a centimetre? Is 2 February 2015 about 1 month after the start of 2015? So, if 2 February 2015 is almost 1 month after the start of 2015, will 2 February 2015 be about one-twelfth of a centimetre above the start of 2015? Let's add this into your timeline, lets add in all of the years we've gone past too such as 2012, 2013 and 2014.

Record 2012, 2013, 2014, and 2015, for example,



Record a mark and 28 January 2011, started school, one-twelfth of a centimetre above the start of 2011, for example,



Example 2: Using a horizontal scale.

How else could we plot events on a timeline? Could we place events on a horizontal timeline? Let's investigate! Let's record a horizontal line on a grid. Make sure you're doing the example ☺

Record a horizontal line on a square centimetre grid, for example,

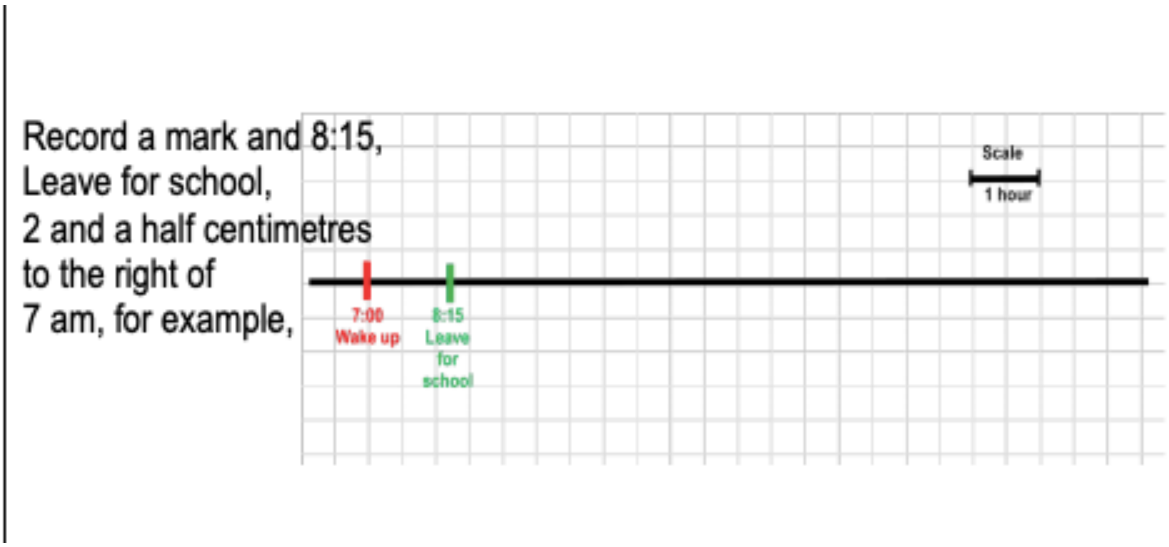
We've plotted the points on a child's life above. Now we're going to plot some points in the day of a child. What scale could we use on our horizontal timeline? Could 1 hour be as many centimetres as we want it to be? Is it our scale? Could we use the scale, 1 hour = 2 centimetres? I am going to make my scale 1 hour = 2 centimetres. Insert your scale to your timeline.

Record, for example,
Scale: 1 hour = 2 centimetres

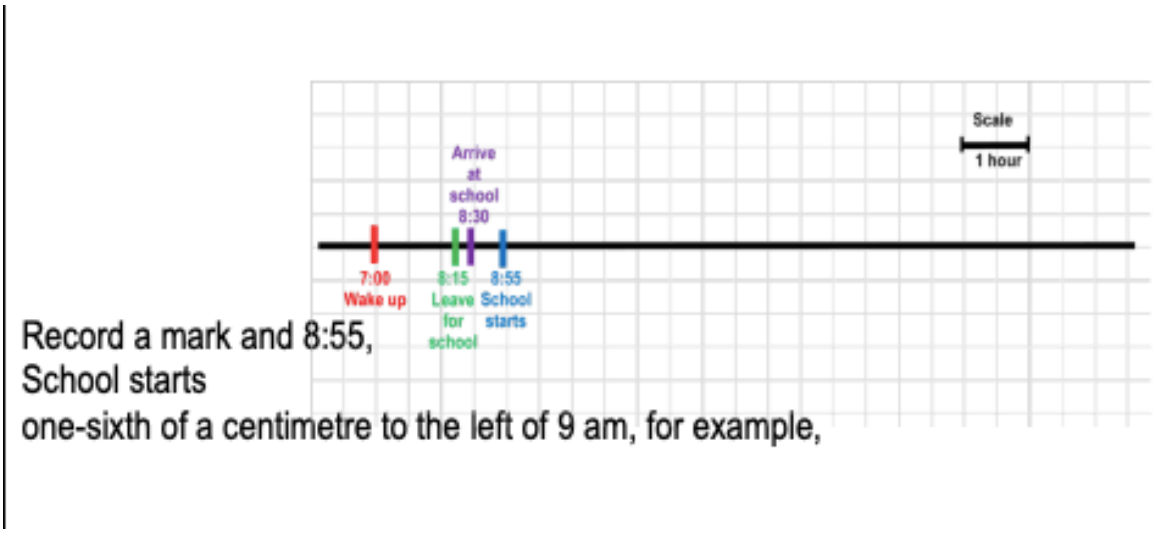
Let's imagine that the child wakes up at 7am. If the child wakes up at 7am, which end of the timeline will 7am go? Why? Will 7am go at the left end of the timeline so we can enter later times as we move to the right on the timeline?

Record a mark and 7:00 and Woke up at the left end of the timeline, for example,

Let's imagine the child leaves for school at 8:15. Where would 8:15 go on our timeline? Is 8:15 one hour and 15 minutes later than 7 am? Is 8:15 one and a quarter hours later than 7 am? If the scale on our timeline is 1 hour = 2 centimetres, will 8 am be 2 centimetres to the right of 7 am? If the scale on our timeline is 1 hour = 2 centimetres will a quarter of an hour be half a centimetre? Will 8:15 be 2 and a half centimetres to the right of 7 am?



Let's imagine school starts at 8:55 am. Where would 8:55 go on our timeline? Is 8:55, 5 minutes before 9 am? If the scale on our timeline is 1 hour = 2 centimetres, will 30 minutes be 1 centimetre? If the scale on our timeline is 1 hour = 2 centimetres, will 5 minutes be five thirtieths of a centimetre? Is five-thirtieths equivalent to one-sixth? Is 5, one-sixth of 30? If the scale on our timeline is 1 hour = 2 centimetres, will 8:55 am be one-sixth of a centimetre to the left of 9 am?



Let's imagine school ends at 3:00 pm. Where would 3 pm go on our timeline? Is 3 pm, 6 hours after 9 am? If the scale on our timeline is 1 hour = 2 centimetres, will 3 pm be 12 centimetres to the right of 9 am?

Example 3:

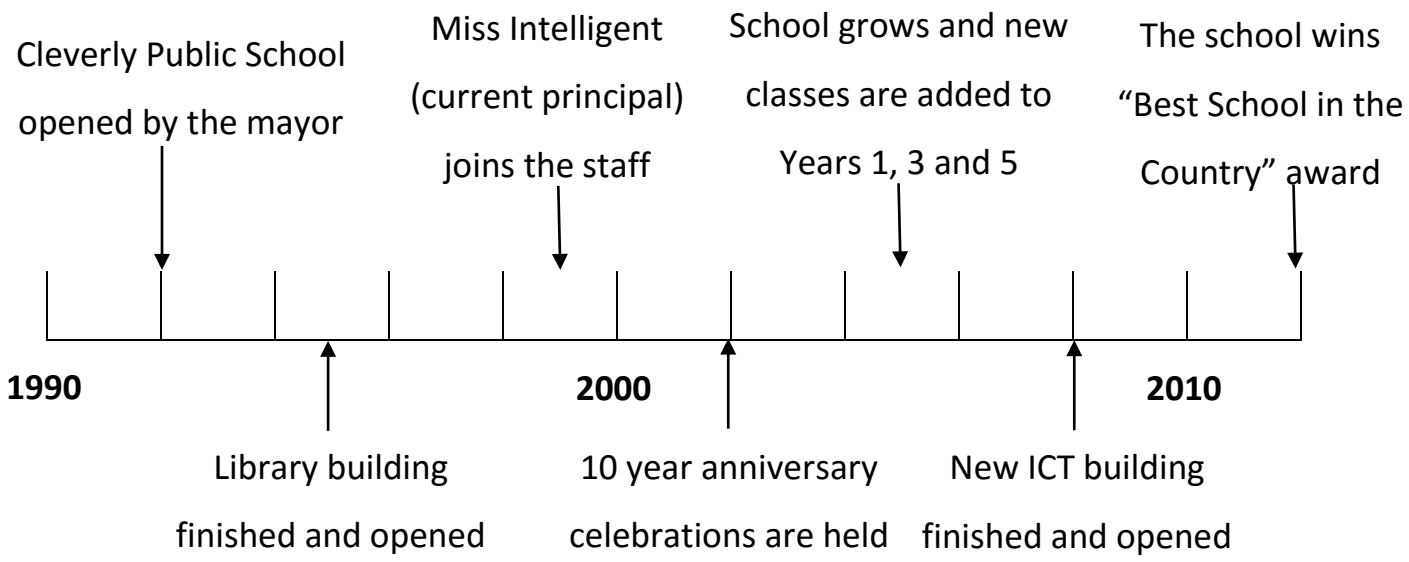
Watch the YouTube video to help consolidate your understanding.
https://www.youtube.com/watch?v=o50HA6QTxj0

Name: _____ Date: _____

Reading Timelines

Math - Thursday

History of Cleverly Public School



1. The timeline showing the history of Cleverly Public School shows 22 years and is 11 boxes long. What scale has been used? _____ box = _____ years
2. Name what happened in the following years.
   a) 2002: _____
   b) 1995: _____
   c) 2008: _____
3. When did the following events occur?
   a) Cleverly Public School was opened by the mayor: _____
   b) Miss Intelligent, the current principal, joins the staff: _____
   c) The school wins, "Best School in the Country" award: _____
4. How many years after the school opened did the following events occur?
   a) 10 year anniversary celebrations are held: _____
   b) The library building is finished and opened: _____
   c) New classes are added as the school grows: _____

Name: _____ Date: _____

Constructing a Timeline

Task:

Choose eight important events that have happened in your life and list them in the table below. Then, plot these events onto the timeline provided. Make sure your timeline has a title, a scale, the years and the events all clearly marked.

Year	Important Event

How do Earthquakes change the Earth's surface?

1. Geological events happen when change occurs below or on the Earth's surface. Look at the image below. What geological event has happened here? What makes you think that?

2. Watch the video 'Earthquake!' on the Inquisitive website.

3. What do you see, think and wonder?

The earth's surface ….

The buildings …

The people…

I think

I wonder

4. Watch the animation and record the key words you see or hear.

5. Using the key words above, write an explanation on what an earthquake is and how they happen.

Thursday

Japan's Geographical Features: Student Knowledge Organiser

Vocabulary	
Word	**Definition**
archipelago	
population	
Natural disasters	
Tectonic plates	
earthquakes	
Volcano	

What is Mt Fuji? Where is it located?

Using your knowledge from Term 2, can people be classified as *refugee's* for fleeing a country due to its natural disasters?

What is a natural disaster that occurs in Japan?

Complete these facts about Japan:

Language:_____

Money:_____

Capital:_____

Population: _____

Form of Government:_____

Flag:

Create a graph below (column/bar/picture/pie) to represent Australia's medal tally at the Olympics so far

Timeline — Using information from Week 2, record key events in Japanese history

Thursday

Sentence of the Day

Adverbial Phrases

LI: How to incorporate an adverbial phrase into a simple sentence.

What is an adverbial phrase?

An adverbial phrase is a group of words that functions as an adverb. Adverbial phrases typically answer the questions how, where, why, or when something was done.

For the following sentences, fill in the blanks using adverbial phrases:

1. I will be attending the party _____.
2. I will have to edit my writing _____.
3. I can't go to the shopping centre _____.
4. This lockdown will end _____.
5. We will go back to school _____.
6. I woke up _____.
7. I had a sunburn _____.
8. The couple danced _____.
9. I had to wait in line _____.
10. He began to run _____.

Friday

Sentence of the Day

Adverbial Phrases

LI: Writing simple sentences that contain adverbial phrases.

An adverb is a word that describes a verb (he sings loudly), an adjective (she is very tall), another adverb (the race ended too quickly), or even a whole sentence (fortunately, I had brought an umbrella).

An adverbial phrase is a group of words that functions as an adverb. Adverbial phrases typically answer the questions how, where, why, or when something was done.

> The following are examples of simple sentences that contain underlined adverbial phrases:
>
> > They wanted to be together for the rest of their lives.
> >
> > Julie ran faster than the speed of light.

Write 3 sentences that contain adverbial phrases.

1. _____
2. _____
3. _____

Write 2 sentences that relate to what you are learning about Japan, containing adverbial phrases. One sentence has been provided for you.

1. Samurai would shave the top of their heads before a battle.
2. _____
3. _____

Maths – Friday
Problem Solving

LI: WALT problem solve with negative numbers (integers)

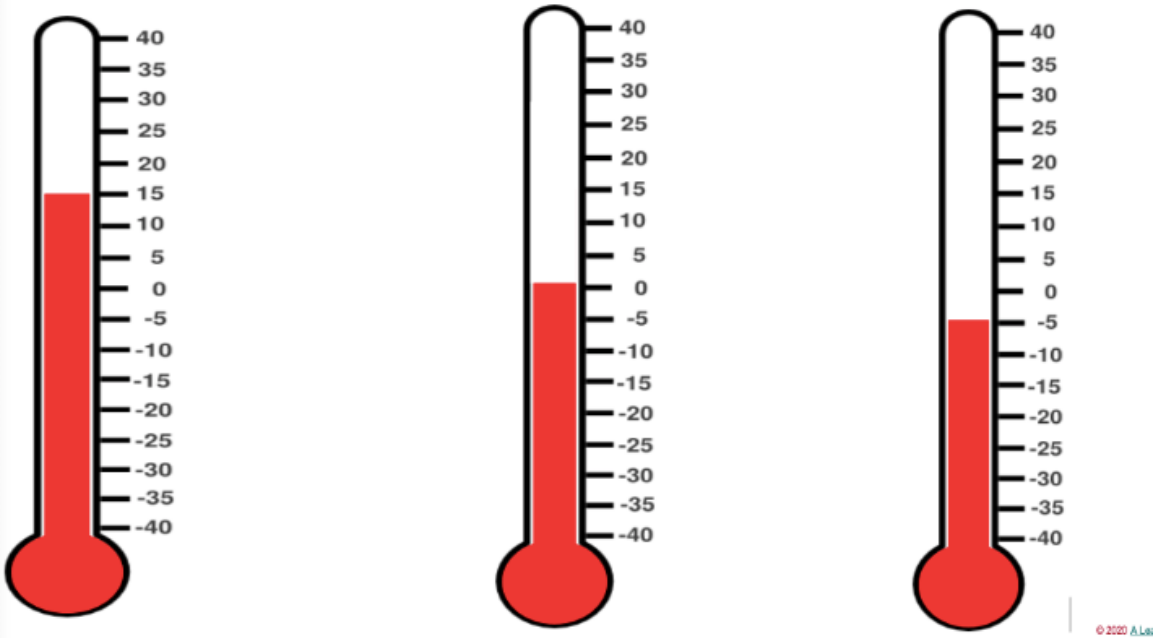
Use a number line to help solve the problems.

The temperature at 4pm in London was 16 degrees.
It dropped 15 degrees in the night.
What was the lowest temperature in the night?

The temperature at 4pm in London was 7 degrees.
It dropped 11 degrees in the night.
What was the lowest temperature in the night?

The temperature in London was measured at 4pm and during the night.
It dropped 7 degrees in the night to below zero.
What could have been the temperatures at 4pm and during the night?

Charlie checked the temperature on his thermometer.
What temperature is shown on his thermometer?

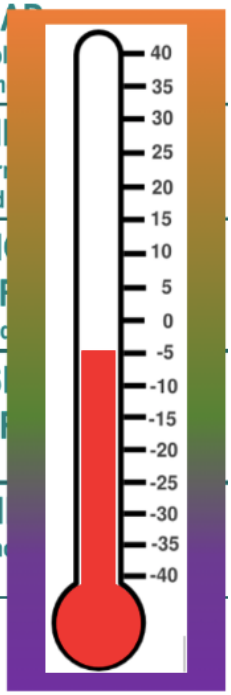


Problem Solving - Solve additive problems on a number line involving negative numbers.

The temperature at 6 am is shown on the thermometer.
It increased by 5 degrees by 8am.
What is the temperature at 8am?

The temperature at 6 am is shown on the thermometer.
It increased by 3 degrees by 9am.
What is the temperature at 9am?

The temperature at 6 am is shown on the thermometer.
It increased to 12 degrees by midday.
How many degrees did the temperature rise?



Lola borrowed $5 from her friend.
She has no other money.
Does Lola have a negative amount of money? Why?

Lola borrowed $5 from her friend.
She already has $8.
Does Lola have a negative amount of money? Why?

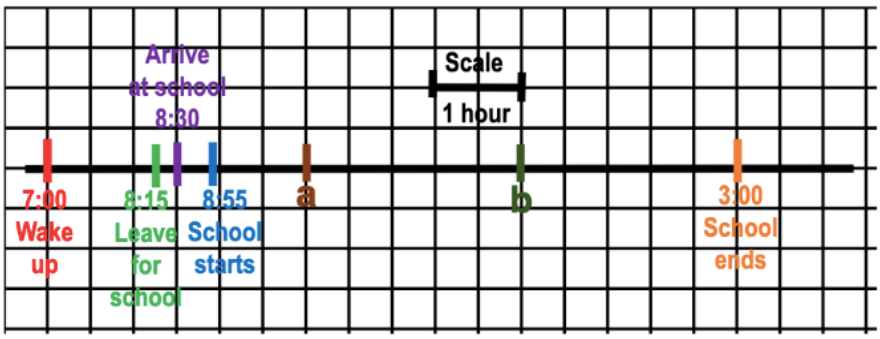
Lola borrowed $5 from her friend.
She also has a bill for $8.
Lola has $24.
Does Lola have a negative amount of money? Why?

LI: WALT solve problems using timelines to scale.

Problem Solving Timelines using Scale

READ the part of the

Lola constructed a timeline:
The scale is 2 squares = 1 hour.



What time is at (a)?

What time is at (b)?

STRATEGY to find it out.

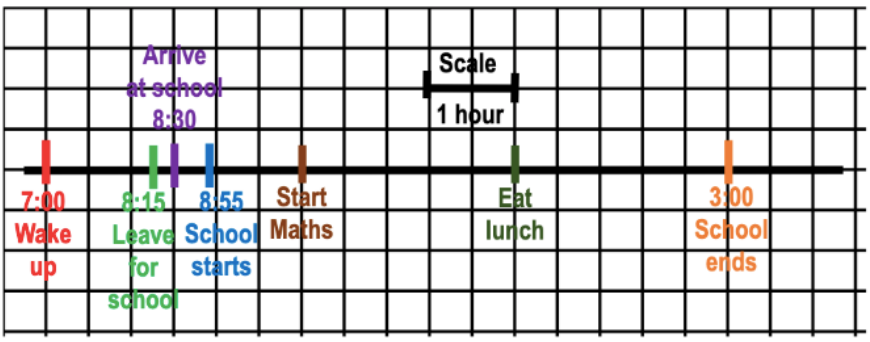
CHECK that you have found it out.

Lunch time started at (b) and ended 45 minutes later.
How long is it from the end of lunch until school ends?

Problem Solving Timelines using Scale

READ the part of the

Lola constructed a timeline:
The scale is 2 squares = 1 hour.



What time did Lola start Maths?

What time did Lola eat lunch?

STRATEGY to find it out.

CHECK that you have found it out.

Lola finished Maths 1 hour after she started Maths.
How long is it from the end of Maths until she ate lunch?

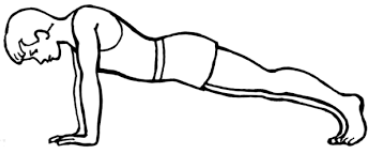
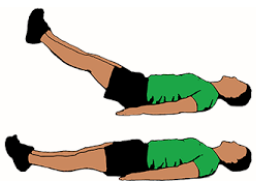
Let's Get Fit!

- Last week, did you exercise every day for at least 30 minutes? If so, woohoo! Great effort! If not, that's ok. Aim to exercise more times than you did last week. ☺

- Spend at least 30 minutes a day getting your heart pumping more than usual (Record it in *Physical Activity Log- Week 2*). It can be any form of exercise- walking, skipping, bike/scooter riding, ball drills/games etc. The goal is to have some fun, get outdoors and improve your fitness level! Check out the grid below for some inspiration.

Get Your Heart Pumping!

1. Set a timer.
2. Choose an activity from the grid and spend 1 minute doing it.
3. Rest for 30 seconds.
4. Try the next activity.
5. See how many you can do in a row!
6. Remember to stay hydrated.

 skip	 wall sit	 jog on the spot
 high knees	 sit ups	 push ups
 star jumps	 plank	 leg raises

Week 2

Activity 1

Your heart rate is the amount of times your heart beats in a minute.

Another word you may need to know is **pulse**. A pulse is the contraction and expansion of the veins and arteries with each beat of the heart.

1. Hold out your left hand with your palm facing up.
2. Place your right fingertips on your left wrist.
3. Press firmly to feel the beat of your pulse.
4. Count the beats for 60 seconds. Your supervisor should help you time the 60 seconds.
5. Write the number of total beats you count during the 60 seconds.
6. This is your **resting heart rate**.

Normal resting heart rate for children is 80-90 beats per minute. Write the number of beats in your resting heart rate below.

What happens to your heart rate after exercising? Will your heart rate increase or decrease?

Run on the spot or do star jumps for 60 seconds. Remember to lift your knees as high as you can. Complete the six steps above to measure your **heart rate after exercise** and write the number of beats below.

My resting heart rate:
_____ beats per minute
My heart rate after exercise:
_____ beats per minute

Physical Activity Log - Week 2

Fill in the table below to record the physical activities you undertake each day. Your target each day should be 30 minutes.

Day	Activities	Duration	Warm up?	Cool down?
Example:	Morning: went for a walk Afternoon: went swimming	30 minutes 15 minutes	Yes – stretching No	Yes – stretching No
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

Friday

Writing

Japan: Land of the Rising Sun

What is the history of Japan?

What are the popular sports in Japan?

_____ ?

Topic of your choosing.

Friday Cloze Passage

Japan's Geographical Features

Japan is an _____, or string of islands, on the eastern edge of Asia. There are _____ main islands: Hokkaido, Honshu, Shikoku, and Kyushu. There are also nearly _____ smaller islands! Japan's nearest _____ neighbours are the Siberian region of Russia in the north and Korea and China farther south.

Almost _____ of Japan is covered with mountains. The _____ run down the center of the largest island, Honshu. The highest peak is _____, a cone-shaped _____ considered _____ by many Japanese.

Japan can be a dangerous place. _____ of the tectonic plates that form Earth's _____ meet nearby and often move against each other, causing earthquakes. More than a _____ earthquakes hit Japan every year. Japan also has about _____ volcanoes, 60 of which are active.

Word Bank			
Mount Fuji	four	volcano	4,000
Three	sacred	crust	Japanese Alps
archipelago	mainland	four-fifths	200

Year 6 Specialist Grid week 4

Phonics

Monday

Read each word and identify the long vowel in each word. Write each word in the correct column.

quote	tube	stake	vibe	Kite	slice	bone	stone
Pete	mute	Cute	save	cube	tape	hide	theme
eve	rope	lame	stove	tune	mice	rage	tame

a_e	i_e	u_e	o_e	o-e	e_e
				quote	

Tuesday

We can break words into separate parts called syllables. Some words have only one syllable and some words have more than one syllable. Syllables are sometimes called the beats in a word.

- look for 10 things around the house and/or say the names of your family members, then clap the syllables in each word.

Monday-Friday

- Look, cover write and check the following camera words.
- Each day practice writing sentences for each camera word.

Camera words	Monday	Tuesday	Wednesday	Thursday	Friday
one					
people					
because					
friend					
another					
good					

Year 6 Specialist Grid week 4

Reading

Tom's Dogs Make a Fuss

The dogs are **yelping** fit to wake everyone for miles. "What has got into them? What could be happening?" says Old Man Tom. He is just getting into bed.

"Maybe a fox is in with the chickens," says his wife. Old Man Tom puts on a jacket, picks up a lamp, and goes to check. He is crossing the **paddock** when the yelping stops.

"Dogs!" he yells. "What is it?"

He holds the lamp up and sees the panting dogs in a bunch at the end of the path. When Tom gets to them, he sees they are standing by a boy. He is just a small boy with mud on his face. The boy is bending over, holding his leg as he sobs. He must be five or six, no more. The dogs jump on Old Man Tom, licking him all over. Old Man Tom picks the boy up, **hushing** the dogs as he takes him inside.

"Sal, come and help me," he calls. His wife is there in an instant.

"Why, it's Mike from Wending Lane," she says, her eyes wide.

"Where am I?" asks Mike.

"You're with Sal and Old Man Tom, Mike. You must have been walking in your sleep," says Sal.

"It looks like you fell and hit your leg in the ditch by our dog pen," says Tom.

"Now, don't fret, we will have you back home in no time," says Sal. She brushes the mud off the boy's face and his leg as she talks.

"There is a graze, but you'll be fine. Now, have some milk and Tom will take you home," she says, handing Mike a cup of hot milk. The little boy relaxes as he sips his drink.

Old Man Tom takes Mike back home in his truck.

"Mike!" says his mum in surprise at the door. "Oh, Old Man Tom, what luck that you saw him! How did he get out? Was the gate open? Oh, thank you, thank you," she gushes.

"Don't thank me," Tom says in a gruff tone. "Thank the dogs. They kept him safe."

Monday – Friday

- Read the story 'Tom's Dog Make a Fuss' to an adult or older sibling every day.
- Time yourself each day to check your fluency, expression and how fast you can read the story. The aim is to improve your fluency and practice using expressions as you read.
- Write down how many seconds it takes you to read the story every day.

Monday	Tuesday	Wednesday	Thursday	Friday

Wednesday

- In the story 'Tom's Dog Make a Fuss' - Underline the words that have a vowel in the middle. The vowels are **a,e,i,o,u.**

- Circle the following camera words in the story: the, at, she, was, you, said, and**,** one.

Year 6 Specialist Learning Grid

Complete all activities in a workbook or on paper.

Monday

Writing

Insert a coordinating conjunction between the main clauses to create a compound sentence.

A compound sentence is a sentence that has **main clauses** joined by a **coordinating conjunction.**

Example: **Lisa likes traveling to Japan and she likes eating Japanese food.**

Coordinating conjunctions are:

for	and	nor	but	or	yet	so

1. **Ali loves Japanese food _____ he likes Japanese people.**
2. **Japan bombed Pearl Harbour _____ the United states entered World War II.**
3. **My favourite Olympic game is gymnastics _____ Amelia prefers swimming.**

Mathematics

Write out your multiplication facts for 5, 6 and 8.

Create a game that will help you memorise your multiplication facts. Test it out with a family member.

Example:

Tuesday

Writing

Underline the main clause in green, circle the coordinating conjunction in yellow and rewrite the sentences.

Sheila had her first manicure, and she enjoyed it.

_____

Malcolm does not like fruits, but he does like vegetables.

_____

Karl tried his boots on, but they were too small.

_____

Do you want lemonade, or do you prefer orange juice?

_____

Jack finished all the math problems, but he got them all wrong.

_____

Mathematics

Math -Mentals.

Answer the following questions in 5 min.

1. 40 + 60 =
2. 7 + 13 =
3. 44 ÷ 2 =
4. 3 x 4 =
5. 4 x 5=
6. 80 + 60 =
7. 12 + 8 =
8. 6 x 5 =
9. 2 x 7 =
10. 3 x 9 =

Wednesday

Writing

Complete the compound sentences by adding a main clause

1.Sarah was impressed with the Olympic game's ceremony, so

_____.

2.Layal and Jack love watching the Olympics, but

_____.

3.Ahmad doesn't like learning about Japan, so

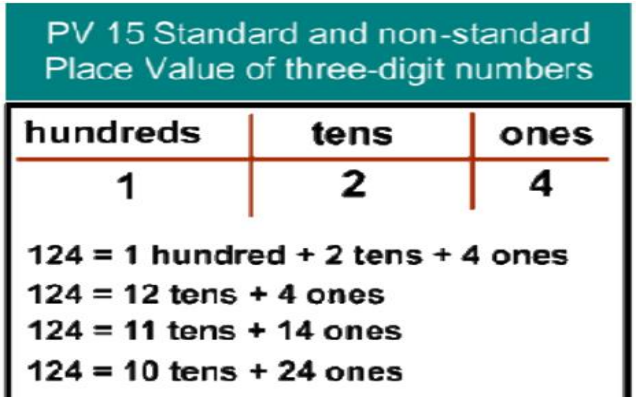
_____.

4.Amelia drew the map of Japan, but

_____.

Mathematics

Use standard and non-standard place value to partition three-digit numbers using the place value chart.



1. 789
2. 324
3. 298
4. 503
5. 439
6. 678
7. 243
8. 219
9. 658

Thursday

Writing

Complete the compound sentences by adding a coordinating conjunction and main clause.

1. Trent likes to play football _____.
2. Rahmah found the spelling test easy_____.
3. I fell on the ground _____.
4. It was my sister's birthday _____.
5. The kitten was happy _____.
6. Pizza is my favourite _____.
7. I like chocolate _____.
8. It was cold outside _____.
9. I love my family _____.
10. You shouldn't eat junk food _____.

Mathematics

Complete the following by dividing remainders to create fractions.

$335 \div 2 =$

$300 + 30 + 5$

$4 + 1$

$300 \div 2 = 150$

$30 \div 2 = 15$

$4 \div 2 = 2$

$1 \div 2 = \frac{1}{2}$

$150 + 15 + 2 + \frac{1}{2} = 167\frac{1}{2}$

$335 \div 2 = 167\ \frac{1}{2}$

1. $58 \div 2 =$
2. $68 \div 2 =$
3. $84 \div 2 =$
4. $54 \div 2 =$

Friday

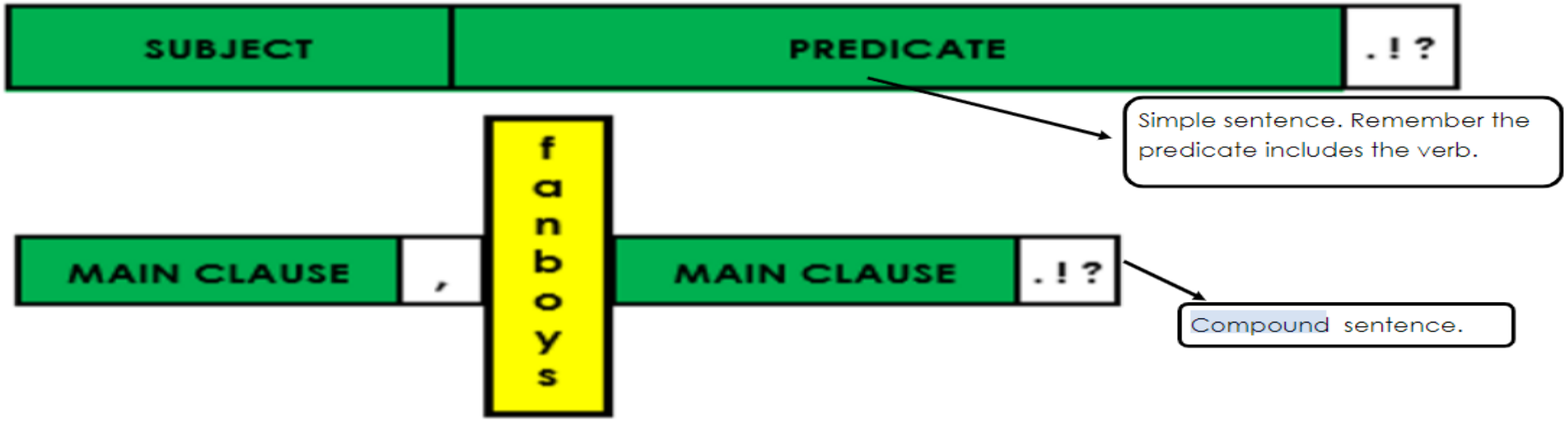
Writing

Using the picture below. Practise writing five compound sentences. Underline the main clauses in green and circle the coordinating conjunctions in yellow (use the strips to help you construct your sentences).

Example: Leila loves playing tennis and she enjoys swimming.

1. _____
2. _____
3. _____
4. _____
5. _____

Use the strips below to help you with your sentence structure. It may be a good idea a to cut them up.



Name _____

Fluency Rate Line Graph