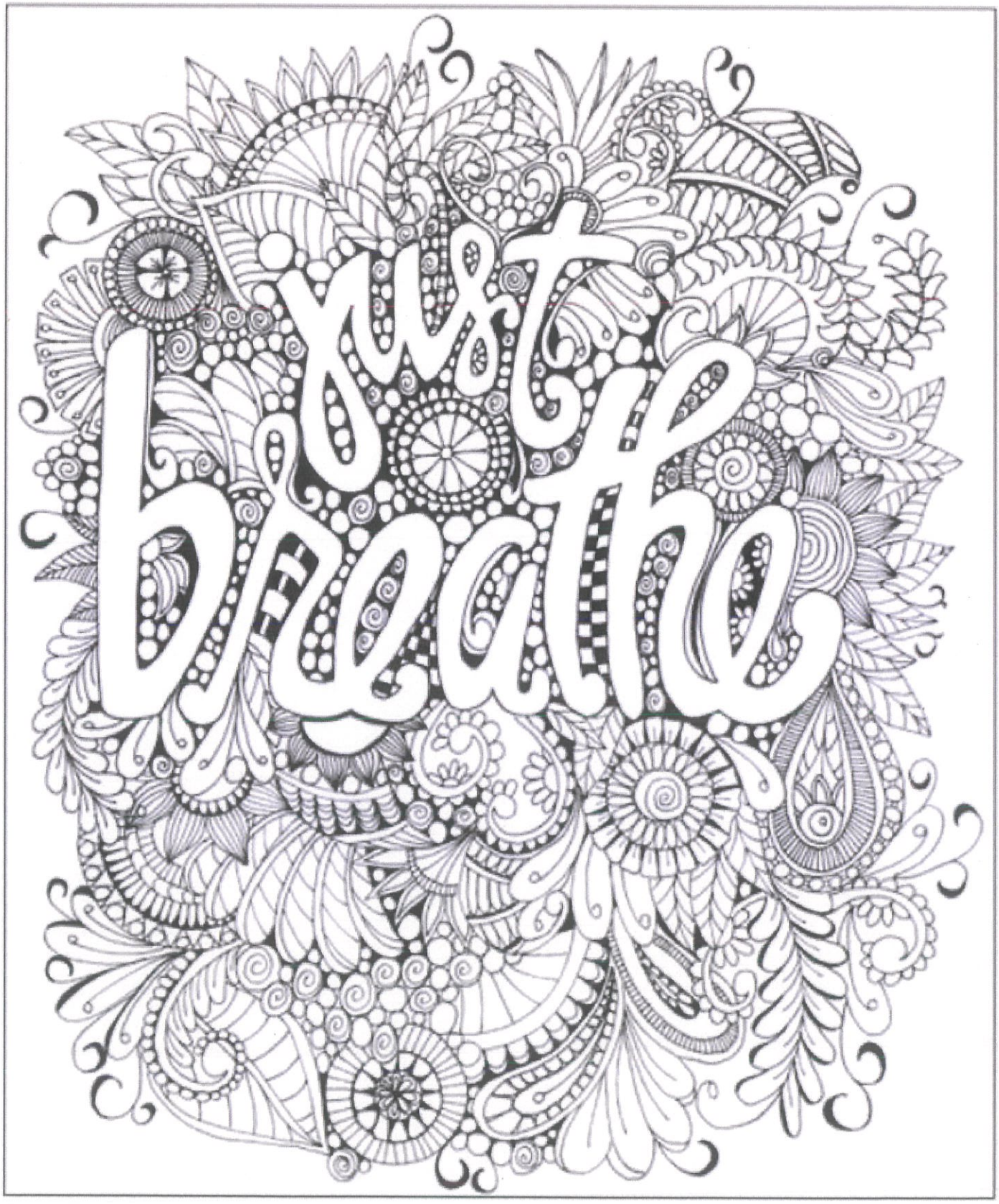
Boggabri Public School



Year 5 & 6 Home Learning - Week 9

Hello Everyone!

Here is your learning booklet for the week. I hope you are all safe and well. I am missing seeing all of your smiling faces and hearing your stories. Make sure you call me if you need help with any of your work 😊

Spelling and Reading

You have your soundwaves tasks plus some activities to do using your list words. This week you will have 2 sounds, v ve and w wh. Remember when writing your list words in the segmenting boxes, if two or more letters make one sound, write them in the one box.

Year 6 – You will need the following information on compound verbs to complete one of your activities.

The words *could have*, *should have* and *would have* form **compound verbs**.

For example:

He could have come with us.

The word *of* is a **preposition**. It introduces phrases.

For example:

a bag of lollies

It does not form compound verbs with *could*, *would* or *should*.

For example:

I could have gone

not

I could of gone

Some of your reading group activities are also included. Feel free to use Epic! to find a book that you would like to read. Have a go at doing vocabulary activities using your book.

Writing

You will also find two narrative writing tasks. Remember to follow the structure:

Orientation

Complication

Series of events 1, 2, 3

Resolution

You can use your orientation to describe the setting for these tasks.

Grammar Lesson – First and third person point of view

Watch these videos to find out about first person and third person point of view.

https://www.youtube.com/watch?v=n0ceZ5NglbQ

https://www.youtube.com/watch?v=m0OSmvCXiTg

There are some PowerPoint slides attached to help you understand the difference between first and third person. Write your answers for the questions on the slides.

There is also a worksheet to complete. If you need more practise there is a page of task cards to complete as well.

Maths

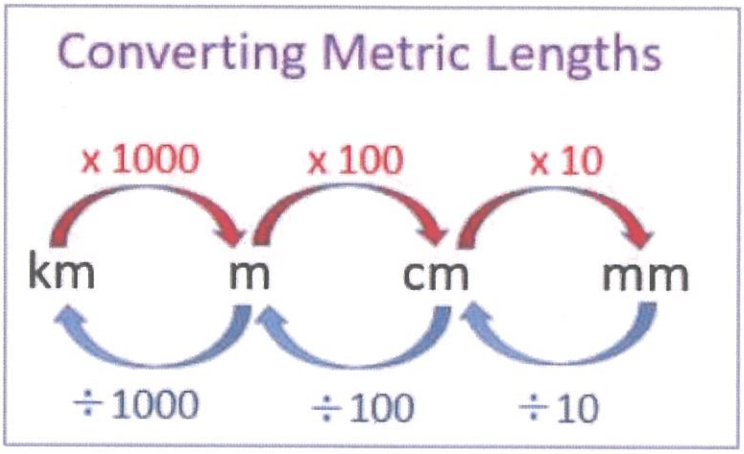
This week you will be concentrating on measurements skills and performing conversions between units of length.

Continuing from last weeks tasks, you will apply your measurement skills to find the perimeter of a shape (last week most of these were provided). Remember to measure from 0, NOT the end of your ruler! Record all of your measurements on each side of each shape so I can see what you have measured.

Watch the video rap about the measurements used in the metric system
https://www.youtube.com/watch?v=IhtgKHYZti0&t=124s

Watch the video to learn how to convert between km, m, cm and mm
https://www.youtube.com/watch?v=kOJFSH_Bn9U

The following table is a visual reminder of which direction to 'jump' when dividing or multiplying by 10, 100 and 1000.



There are worksheets included in the booklet for you to complete.

If you have a device, play the online game to match equivalent lengths https://www.twinkl.com.au/go/resource/mm-to-cm-m-km-length-equivalents-interactive-matching-activity-tg-437

There is an online quiz to test your converting skills if you would like to complete it, use this link https://www.interactive.onlinemathlearning.com/metric_length_convert.php?action=generate&numProblems=10

You can also complete the number of the day activities by clicking on the link or putting it into your search bar https://mathsstarters.net/numoftheday/4digit

History/English Study

There are some information pages and links available to help you with your learning in History/English Study.

Activity 1:
Watch the video of Ahn Do's book 'The Little Refugee' https://www.youtube.com/watch?v=N7Le1tycCKA this is his version of coming to Australia as a refugee. This will help you complete the history worksheet task.

Activity 2:
Look at the map to see where Vietnam is located.
https://kids.britannica.com/kids/article/Vietnam-War/353899 follow this link to find out all about the Vietnam War. You will find photos and information.
Use this information to answer the question; Why would people want to escape from Vietnam and come to Australia?

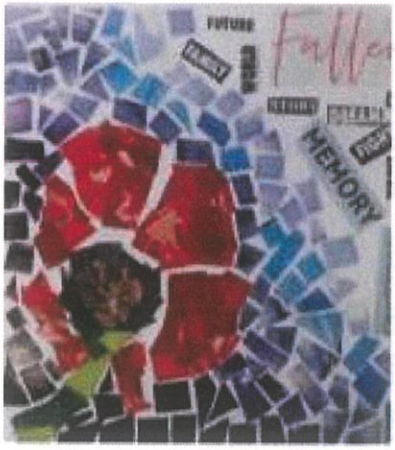
Activity 3:
Conduct your own research and create a PowerPoint presentation or a report explaining the following:

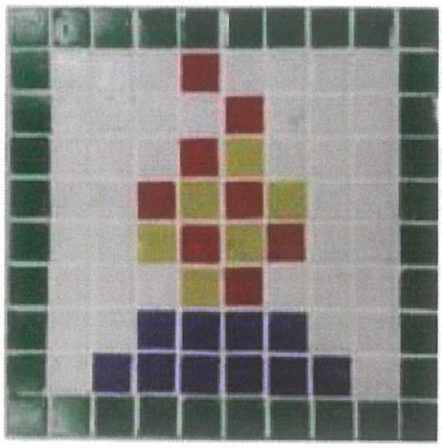
- Who were "Boat People?"
- Why did they come to Australia?
- Why was there so much controversy about Boat People?

If you choose to do a PowerPoint presentation, you will need to put this onto a memory stick and send this in with your booklet for me to look at.

Creative Arts

Create a mosaic. This links to the Virtual Excursion to the Australian War Memorial - The Hall of Memory contains a huge mosaic. Create your own version that expresses your response to one of the stories you heard in the virtual excursion OR link it to your learning about the Vietnam War. You might like to focus on an individual, an event, commemoration, or your feelings about war and peacekeeping. Two examples using paper and tiles can be seen here:





Science

Mrs Watt has also provided a science-based lesson for you to complete.

Have fun and stay safe!

Mrs Stove 😊

Year 5

Unit 26

v ve vase sleeve

List Words
grave
victim
solve
survive
advise
advice
lovable
creative
massive
positive
negative
adventure
discoveries

1 **Colour** the graphemes that represent v ve in the List Words.

2 **Go** to the List Words for Unit 26. **Count** the sounds and identify all the graphemes in each List Word.

3 **Write** any other letters that can represent v ve on the Grapheme Chart. **Write** one word example for each.

Grapheme Chart

grapheme	word

4 **Write** the words represented by the sound boxes. **Read** the meanings in the box. **Write** the words in the sentences according to their definitions and pronunciations.

★ **Advise** is a verb meaning *to give information or an explanation about what could be done.* **Advice** is a noun meaning *information or an explanation about what could be done.*

er ar or a e i o u | d dd | v ve | i_e y igh i ie | z zz s se _____

er ar or a e i o u | d dd | v ve | i_e y igh i ie | s ss se ce x(ks) c _____

The inventor gave us _____ on how to make our creation work.

He was also able to _____ us about how to varnish it to protect it.

5 **Write** contractions for the pairs of words, and pairs of words for the contractions.

Go to Helpful Hint 10.

we have _____ they have _____ they are _____

have not _____ we had _____ we would _____ we are _____

could've _____ _____ would've _____ _____ should've _____ _____

6 **Write** adjectives ending with the suffix **ive** to match the meanings.

★ The adjective-forming suffix **ive** can mean *relating to*, for example *inventive* means *relating to being an inventor.*

relating to creating _____ relating to a great mass _____

relating to possessing _____ relating to a plus position _____

relating to attracting _____ relating to a minus position _____

7 **Colour** words in the Word Search that have been built from the base words in the box. The Hidden Word has been built from a List Word.

solve – *yellow*	grave – *purple*
survive – *blue*	adventure – *red*
love – *green*	discover – *brown*

t	l	a	v	i	v	r	u	s	g	r	a	v	i	t	y	s
n	v	e	r	u	t	n	e	v	d	a	s	i	m	i	y	o
e	l	o	v	e	l	y	e	v	l	o	s	s	i	d	l	l
v	e	v	l	o	s	e	r	l	o	v	a	b	l	e	e	u
l	c	a	d	v	e	n	t	u	r	o	u	s	t	i	v	t
o	m	i	s	e	i	r	e	v	o	c	s	i	d	s	a	i
s	a	t	a	d	v	e	n	t	u	r	e	r	i	o	r	o
s	o	l	u	b	l	e	r	o	v	i	v	r	u	s	g	n

Hidden Word _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ n

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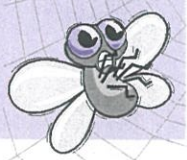
w wh u web whale queen



List Words

wheel
waste
worst
forward
weight
nowhere
quest
meanwhile
whistle
twilight
whether
wonderfully

_____
_____
_____

1 **Colour** the graphemes that represent w wh u in the List Words.

2 **Go** to the List Words for Unit 26. **Count** the sounds and identify all the graphemes in each List Word.

3 **Write** any other letters that can represent w wh u on the Grapheme Chart. **Write** one word example for each.

4 **Write** contractions for the pairs of words in the brackets in the sentences.

Grapheme Chart

grapheme	word

This is the worst, wet weather (we have) _____ had this winter. It was wonderfully sunny a while ago. Now this rain has come out of nowhere. We (should have) _____ brought umbrellas. Meanwhile, since (we are) _____ getting wet, (let us) _____ wait in this shop. We (would have) _____ got drenched if (we had) _____ continued outside. I'll ring our parents to see if (they are) _____ able to come for us. If they (can not) _____, do you know whether (we would) _____ get a taxi at this twilight time of day? Do you have enough money to pay for a taxi because I (have not) _____?

Challenge

Write homophones to match the clues. **Colour** them in the Word Search to find the hidden message.

1. we will _ _ - _ _
2. part of a car _ _ _ _ _
3. mark or swelling on the skin _ _ _ _

1. part of your body _ _ _ _ _
2. use unnecessarily _ _ _ _ _

1. stays until something happens _ _ _ _ _
2. masses of something _ _ _ _ _ _ _

1. we are _ _ - _ _
2. what we do with our clothes _ _ _ _
3. a word that can start a question _ _ _ _ _

1. a huge sea mammal _ _ _ _ _
2. cry loudly _ _ _ _

1. another name for Earth _ _ _ _ _
2. twirled around _ _ _ _ _ _ _

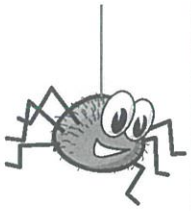
1. whinge and ..... _ _ _ _ _
2. drink made from grapes _ _ _ _

1. opposite of strong _ _ _ _
2. seven days make a ..... _ _ _ _

1. a word to describe sunshine, rain, wind _ _ _ _ _ _ _
2. can often be replaced by the word *if* _ _ _ _ _ _ _

1. we would _ _ _ _
2. plant that is a pest _ _ _ _

1. used to make candles _ _ _
2. hits or smacks _ _ _ _ _ _



w	e	e	d	d	'	e	w	w	h	a	l	e	w	x
r	e	h	t	e	h	w	o	w	a	i	s	t	a	r
w	w	a	i	l	d	d	w	k	e	e	w	w	s	e
e	e	t	s	a	w	e	e	s	a	w	h	i	n	e
a	s	w	e	a	l	l	i	k	d	l	r	o	w	r
t	t	w	c	w	r	r	g	c	w	e	'	l	l	h
h	i	i	w	e	a	i	h	a	i	e	r	e	h	w
e	a	n	z	a	e	h	t	h	a	l	e	e	h	w
r	w	e	r	k	w	w	s	w	w	e	'	r	e	d

Hidden Words _

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BLM GM91 5 GM91 Match Three: Word Parts

de	ven	tive	pos	a	tor
lov	i	tive	neg	prove	tion
in	ca	ture	va	vel	tive
cre	a	tive	ad	a	ment
rel	ven	op	im	a	ble

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BLM GM92 5 GM92 5 GM93

Four in a Row Game Board

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BLM GM93 5 GM92 5 GM93 Four in a Row: Suffixes

5 GM93 provide	5 GM93 advise	5 GM93 investigate
5 GM93 divide	5 GM93 convert	5 GM93 invent
5 GM93 supervise	5 GM93 sense	5 GM93 love
5 GM93 improve	5 GM93 reverse	5 GM93 solve
5 GM93 achieve	5 GM93 relate	5 GM93 move
5 GM93 pave	5 GM93 create	5 GM93 discover
5 GM93 vacate	5 GM93 mass	5 GM93 adventure
5 GM93 invite	5 GM93 survive	5 GM93 develop

5 GM92 5 GM93 **Four in a Row** — *a game for 2 to 4 students.*

Each player requires a set of counters of the same colour.

1. Stack the word cards face down beside the game board.
2. The first student takes a card from the top of the pile and decides which suffix on the game board could be added to the word on the card.
3. The student covers those letters on the game board with one of their counters. The card is then returned to the bottom of the pile.
4. The next student has a turn.
5. Students continue to take turns.
6. The first student to have four counters in a row, across, down or diagonally is the winner.

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BLM GM94

5 GM94

Word Chain

Match word parts.

5 GM94 ward | 5 GM94 a | 5 GM94 where | 5 GM94 re | 5 GM94 llen | ques | le

5 GM94 whe | 5 GM94 ware | 5 GM94 swo | 5 GM94 while | equip | ily

5 GM94 equiv | 5 GM94 light | 5 GM94 for | 5 GM94 arm | whist | tion

5 GM94 no | 5 GM94 ther | 5 GM94 mean | 5 GM94 quest | wear | ment

5 GM94 twi | 5 GM94 alence | 5 GM94 sw

5 GM92

Word Chain — *a game for 2 to 4 students.*

1. Students are dealt three cards each. The rest of the cards form a pick-up pile.
2. The first student places a card face up in the centre.
3. The next student joins on one of their cards to complete a word with a w wh u sound. If the student is unable to complete a word, they take a card from the pick-up pile.
4. When the pick-up pile finishes, any student who cannot complete a word misses a turn.
5. The first student to use all of their cards is the winner.

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forms adjectives

ive

can mean *relating to*.

creative

relating to creating

massive

relating to a great mass

positive

relating to a plus position

negative

relating to a minus position

possessive

relating to possessing

attractive

relating to attracting

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grave

victim

solve

survive

advise

advice

lovable

creative

massive

positive

negative

adventure

discoveries

wheel

waste

worst

forward

weight

nowhere

quest

meanwhile

whistle

twilight

whether

wonderfully

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evidently

gravity

inadvisable

investigative

mischievous

privileged

rendezvous

severity

solvable

solvent

souvenir

sovereign

survival

vanquish

vengeance

verify

vigorous

villainous

vivacious

voluntary

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acquaintance

equipped

extinguish

overwhelmed

persuaded

quadrant

quarrelling

quintuplet

waive

warrant

wasteful

weird

wherewithal

whimsy

whirlwind

whispering

whistled

whittle

wilderness

worship

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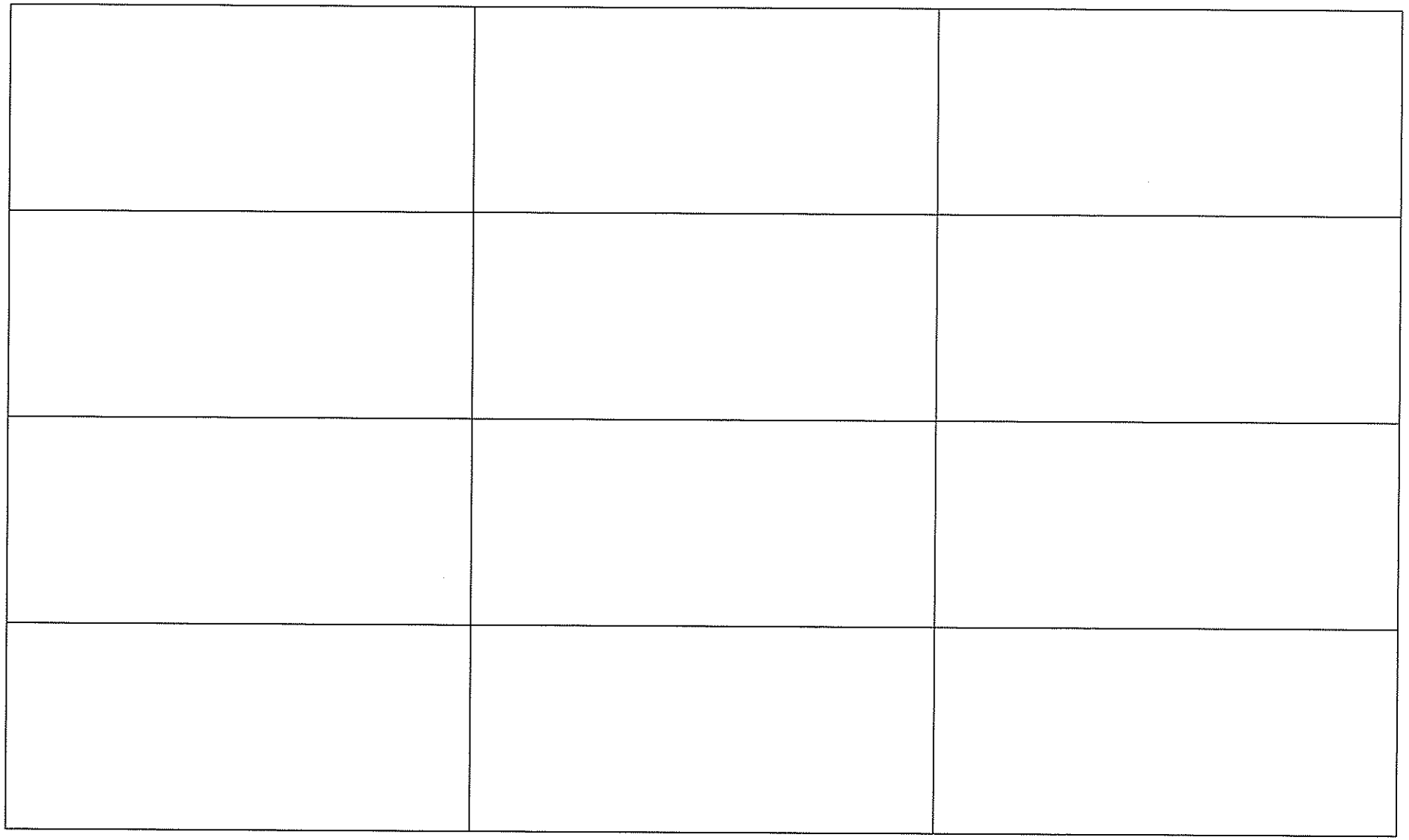
BLM T1 Bingo



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Contractions

it is	it's	it has	it's	it will	it'll
he is	he's	he has	he's	he will	he'll
she is	she's	she has	she's	she will	she'll
who is	who's	who has	who's	who will	who'll
that is	that's	that has	that's	that will	that'll
there is	there's	there has	there's	there will	there'll
where is	where's	where has	where's	where will	where'll
what is	what's	what has	what's	what will	what'll
here is	here's			I will	I'll
				you will	you'll
		let us	let's	we will	we'll
				they will	they'll

is not	isn't	I have	I've	I had	I'd
are not	aren't	you have	you've	she had	she'd
was not	wasn't	we have	we've	he had	he'd
were not	weren't	they have	they've	you had	you'd
can not	can't	would have	would've	they had	they'd
will not	won't	could have	could've	we had	we'd
do not	don't	should have	should've		
does not	doesn't				
have not	haven't	I am	I'm	he would	he'd
did not	didn't			she would	she'd
could not	couldn't	we are	we're	I would	I'd
would not	wouldn't	you are	you're	you would	you'd
should not	shouldn't	they are	they're	we would	we'd
had not	hadn't			they would	they'd
has not	hasn't				
shall not	shan't				
must not	mustn't				

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BLM WSS

Word Strip Sheet

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Year 6

Unit 26

v ve vase sleeve

List Words

vaguely
vertically
serviceable
varying
violence
sovereign
victimised
civilisation
voluntary
inevitable
vivacious
mischievous
inconvenience

1 **Colour** the graphemes that represent v ve in the List Words.

2 **Turn** to page 83 or use SLW25. **Count** the sounds and identify all the graphemes in each List Word.

3 **Write** any other letters that can represent v ve on the Grapheme Chart. **Write** one word example for each.

Grapheme Chart

grapheme	word

4 **Select** words from below to write under the Latin roots and meanings from which they have developed.

visualise omnivore civic advertise
civil reverse carnivore civilise inverted herbivore
convert visible television civilian voracious video

video visus – see	verto versus – turn

civis – citizen	vorare – devour

5 **Circle** the synonym for the first word in each column.

inevitable	victimised	vivacious	serviceable	inconvenience
uncertain	persecuted	ebullient	inefficient	nuisance
unavoidable	harmonised	contagious	functional	continuation

6 **Circle** the incorrect word in each sentence and write the correct word on the line at the end.

Turn to 19 and 20 page 87.

The sovereign would of gone to the ceremony if it had been convenient. _____

The volunteers could of done more to help if they had received the relevant information. _____

The victim of the mistake felt he should of been given more privileges as compensation. _____

7 **Finish** the animal names in the box by adding the first and last letters. **Write** the full animal names under the correct heading.

Herbivores eat plants only.	Carnivores eat meat only.	Omnivores eat both.
k_ _ _ _ _ _ _	w_ _ _	t_ _ _ _ _ _ _
d_ _ _	e_ _ _ _	w_ _ _ _
w_ _ _ _ _	s_ _ _ _	b_ _ _
s_ _ _ _	f_ _ _	h_ _ _ _
k_ _ _ _	l_ _ _ _ _ _	c_ _ _ _ _ _
p_ _ _ _ _	d_ _ _ _	d_ _ _
q_ _ _ _ _	l_ _ _ _	e_ _

angaro	ing	izar
oal	ortois	omba
ee	uc	ro
hal	uma	ossu
ol	ea	eopar
hicke	m	uokk
agl	nak	nai

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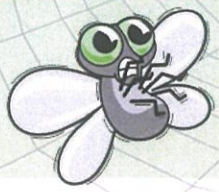
w wh u web whale queen



List Words

whether
qualify
suede
persuade
adequate
overwhelm
equivalent
quotation
acquisition
consequently
linguist
silhouette

_____
_____
_____

1 **Colour** the graphemes that represent w wh u in the List Words.

2 **Turn** to page 83 or use SLW25. **Count** the sounds and identify all the graphemes in each List Word.

3 **Write** any other letters that can represent w wh u on the Grapheme Chart. **Write** one word example for each.

Grapheme Chart

grapheme	word

4 **Write** the words from the brackets to complete the sentences.

★ The word *went*, is the past tense of the verb *go* and can work on its own in a sentence. The word *gone*, is the past participle and always needs a helping verb, for example *has, have*.

Turn to 21 and 22 page 87.

I should have _____ home. Instead I _____ swimming. **(gone, went)**

The _____ jacket _____ in the breeze. **(suede, swayed)**

As riders began to _____, organisers began to _____ the results. **(qualify, quantify)**

The camp will go on, _____ the _____ is fine or not. **(weather, whether)**

The hotel valet carries people's _____ to their _____. **(suits, suites)**

The equipment should have _____ with the players when they _____ on the bus. **(gone, went)**

5 **Write** the prefix with a suitable meaning, that begins all these words.

equidistant: at equal distances apart equivalent: having equal value common prefix _____

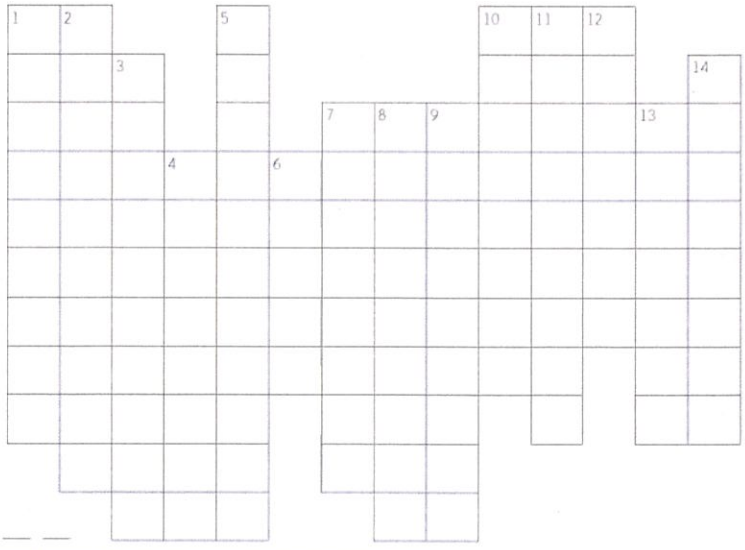
equiangular: having equal angles equilibrium: an equal balance meaning _____

Challenge

Write v ve and w wh u List Words vertically to match the clues. **Find** a List Word hidden horizontally.

Clues

1. crush
2. upright – ly
3. profile
4. person skilled in languages
5. gain
6. cloth
7. enough
8. willing
9. ruler
10. brutality
11. exact copy OR part of a speech or piece of writing
12. doubtfully
13. changing
14. coax



Hidden List Word _ _ _ _ _ _ _ _ _ _ _ _

For the Extra Challenge turn to page 91

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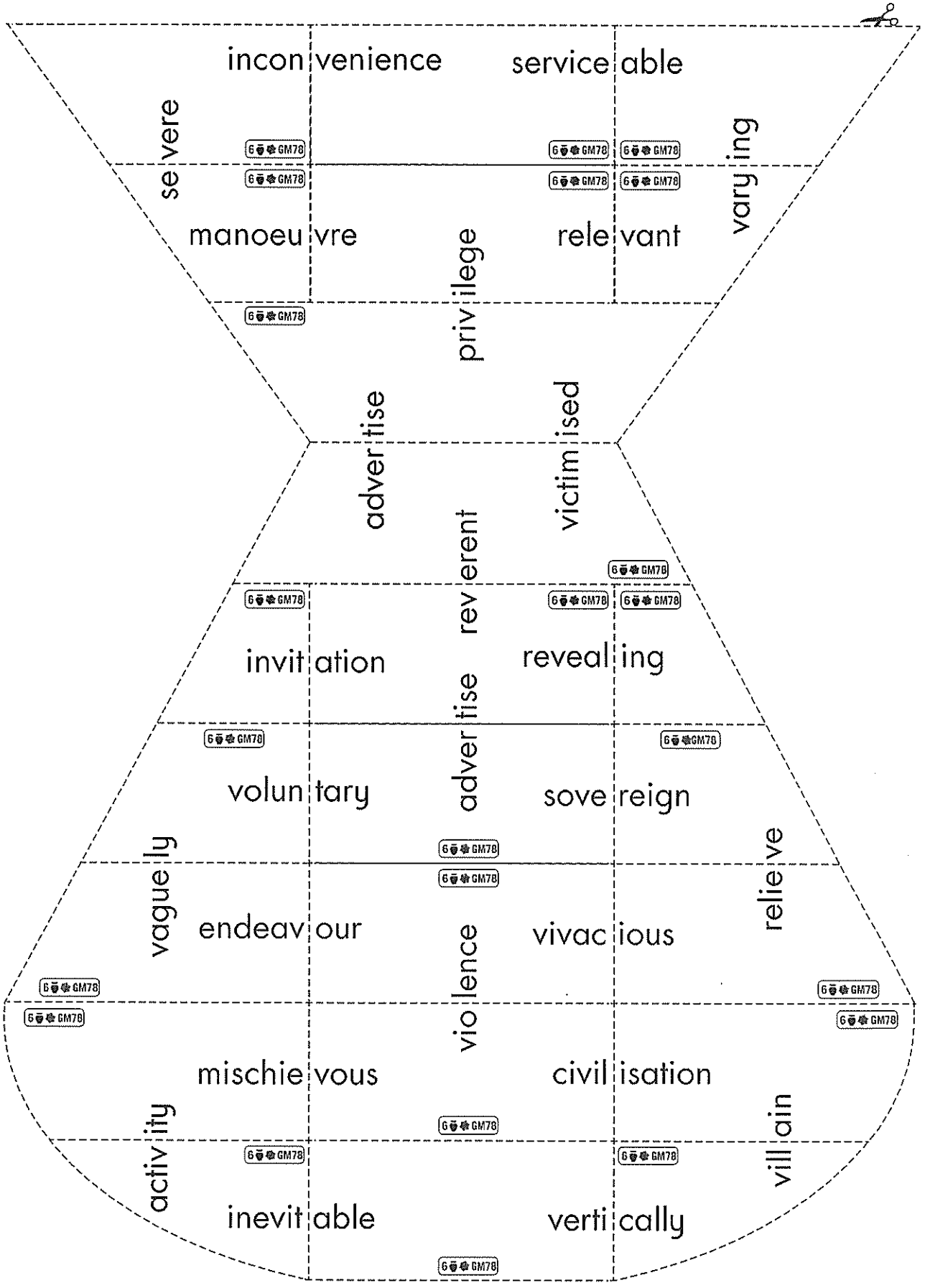
BLM GM78 6 GM78 Vase Word Puzzle



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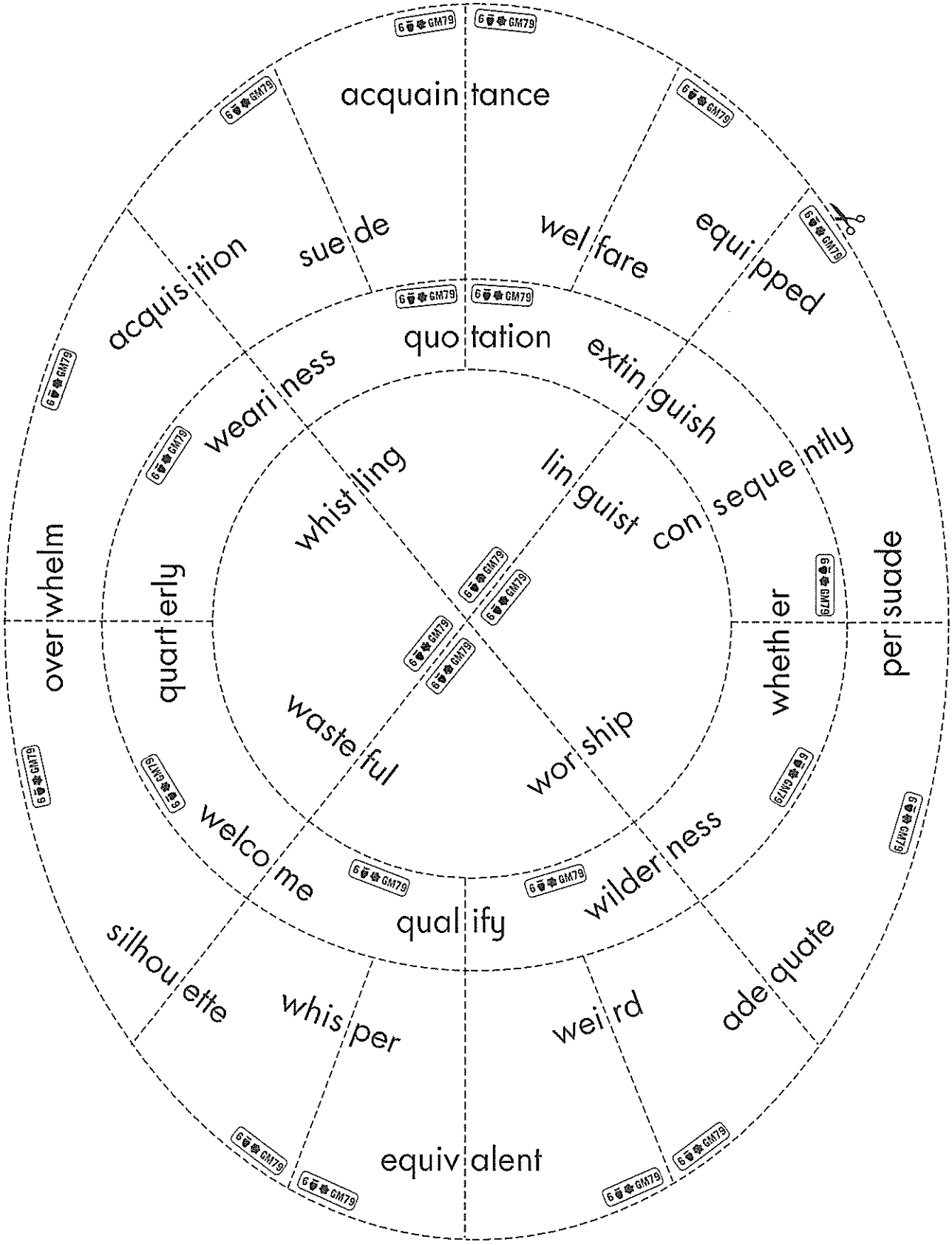
BLM GM79 6 GM79 Web Word Puzzle



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BLM GM80

6 GM80 6 GM81 **Word Families:** Roots and Words

6 GM80

video visus

see

6 GM80 visible	6 GM80 visualise	6 GM80 television
6 GM80 verto versus *turn*	6 GM80 advertise	6 GM80 inverted
6 GM80 convertible	6 GM80 tense (past or present time)	6 GM80 civis *citizen*
6 GM80 civilise	6 GM80 civilian	6 GM80 civil
6 GM80 vorare *devour*	6 GM80 carnivore	6 GM80 herbivore

6 GM80 6 GM81 **Word Families** — *a game for 2 to 4 students.*

Students sit in a circle. Each student is dealt eight cards face down. If there are only two students, they can be dealt 12 cards each. The students arrange their cards inside *Sound Waves 6*, which is turned sideways on the floor with the cover held up, to hide them from the other students.

The remaining cards form a stack in the centre with one card turned face up beside it to start a discard pile.

The aim is to collect sets of four cards to form word families.

1 The first student picks up a card from either the stack or the discard pile and discards one card face up on the discard pile.

2 The second student can pick from the stack or the discard pile and then discards one card face up on the discard pile.

3 Play continues around the circle. When the stack finishes, turn the discard pile over to form a new stack. The card being discarded at the time goes face up to start the discard pile.

4 The winner is the first to form two word families.

5 Others can keep playing until at least three students have formed families.

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BLM GM81 6 GM80 6 GM81 **Word Families:** Roots and Words

6 GM81 ominvore	6 GM81 tempus *time*	6 GM81 temporary
6 GM81 contemporary	6 GM81 tendo tensus stretch	6 GM81 extend
6 GM81 teneo *hold*	6 GM81 distend	6 GM81 extension
6 GM81 entertain	6 GM81 contain	6 GM81 retain
6 GM81 veneo vent *come*	6 GM81 event	6 GM81 eventual
6 GM81 convention	6 GM81 mitto missus *send*	6 GM81 transmit
6 GM81 transmission	6 GM81 omitted	6 GM81 magnus *great*
6 GM81 magnificent	6 GM81 magnificence	6 GM81 magnify

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video visus

means ***see***.

visualise (verb)

to **see** or picture in the mind

visible (adj.)

able to be **seen**

vision (noun)

in a state of **seeing** or having sight

visionary (noun)

one who **sees** ahead and has foresight

television (noun)

a system for receiving transmitted radio signals
that can be **seen** on a screen

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civis

means *citizen*.

civil (adj.)

relating to **citizens**

civilise (verb)

to enlighten, refine and educate as a **citizen**

civilian (noun)

a **citizen** not in one of the armed forces

civilisation (noun)

an advanced stage of development of the **citizens** and their way of life

civic (adj.)

describing things belonging to the **citizens**

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verto versus

means *turn*.

invert (verb)

to **turn** upside down

revert (verb)

to **turn** back to an original action

convert (verb)

to change or **turn** to another way

advertise (verb)

to **turn** out and announce to the public

reverse (verb)

to **turn** and go in the opposite direction

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vorare

means *devour*.

omnivore (noun)

animals that **devour** or eat both plants and meat

carnivore (noun)

animals that **devour** or eat meat only

herbivore (noun)

animals that **devour** or eat plants only

carnivorous (adj.)

describing animals that **devour** meat only

herbivorous (adj.)

describing animals that **devour** plants only

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vaguely

vertically

serviceable

varying

violence

sovereign

victimised

civilisation

voluntary

inevitable

vivacious

mischievous

inconvenience

whether

qualify

suede

persuade

adequate

overwhelm

equivalent

quotation

acquisition

consequently

linguist

silhouette

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v ve

elevation

evaluation

inconceivable

intuitively

inveigle

irrevocable

oblivious

perceptive

prerogative

prevalent

valedictory

vehement

ventilator

verification

versatility

victuals

vindictive

vociferous

vulgarity

vulnerable

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bequest

bewildered

coiffure

colloquial

cuisine

dwindling

equestrian

inequity

iniquitous

obsequious

quarantine

soliloquy

stalwart

warped

wheedle

wheelwright

whet

whingeing

witticism

unwieldy

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BLM T1 Bingo

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Homophones – Consonants

b bb be/bee, by/bye/buy, boy/buoy, bean/been, blew/blue, break/brake, beat/beet, bread/bred, bale/bail, ball/bawl, bald/bawled, band/banned, bard/barred, bare/bear, bark/barque, baron/barren, berry/bury, base/bass, based/baste, bases/basis/basses, beach/beech, beau/bow, bell/belle, berth/birth, bight/bite/byte, build/billed, boar/boor/bore, board/bored, boarder/border, bold/bowled, bolder/boulder, bough/bow, braid/brayed, but/butt, breech/breach, brewed/brood, brews/bruise, bridal/bridle, broach/brooch, brows/browse, bus/buss, bussed/bust

k c q ck x ch caught/court, key/quay/cay, course/coarse, cache/cash, calendar/calender, cannon/canon, canter/cantor, canvas/canvass, capital/capitol, carat/carrot/caret, carol/carrel, cast/caste, caster/castor, cause/caws, choir/quire, choral/coral, chorale/corral, cord/chord/cawed/cored, Claus/claws/clause, click/clique, climb/clime, coax/cokes, colonel/kernel, complement/compliment, coo/coup, core/corps, council/counsel, creak/creek, crewel/cruel, crews/cruise, cue/Kew/queue, currant/current

d dd days/daze, dear/deer, die/dye, died/dyed, dying/dyeing, dire/dyer, discussed/disgust, doe/dough, does/doughs/doze, draft/draught, duel/dual

f ff ph for/four, forth/fourth, feet/feat, fax/facts, faint/feint, fair/fare, faze/phase, few/phew, file/phial, find/fined, fir/fur, flair/flare, flea/flee, flew/flue/flu, flow/floe, flour/flower, foreword/forward, fort/forte/fought, foul/fowl, freeze/frieze, fate/fete

g gg great/grate, guest/guessed, gage/guage, gild/gilled/guild, gorilla/guerilla, graft/graphed, Greece/grease, grill/grille, grown/groan, guise/guys, gamble/gambol

h here/hear, horse/hoarse, herd/heard, who's/whose, he'll/heal/heel, whole/hole, wholly/holy/holey, hail/hale, hair/hare, hall/haul, hanger/hangar, hew/hue, higher/hire, high/hi, him/hymn, hoard/horde, hoes/hose, hold/holed, humerus/humorous

j g ge dge jam/jamb, jewel/joule, gym/Jim, genes/jeans, serge/surge

l ll lacks/lax, lain/lane, lay/lei, lays/laze/leis, leach/leech, lead/led, leak/leek, leased/least, lends/lens, lessen/lesson, liar/lyre, lichen/liken, links/lynx, load/lode, loan/lone, loch/lock, loot/lute, lumber/lumbar

m mm mb made/maid, mail/male, main/mane, maize/maze, maul/mall, manner/manor, marshal/martial, meat/meet/mete, metre/meter, medal/meddle, metal/mettle, might/mite, mind/mined, miner/minor, missed/mist, moan/mown, moat/mote, mode/mowed, mood/mooed, mousse/moose, moor/more, morn/mourn, muscle/mussel, mustard/mustered, mussed/must, mare/mayor, mantel/mantle

n nn kn naval/navel, nay/neigh, need/kneed/knead, nickers/knickers, night/knight, nit/knit, no/know, new/knew/gnu, nob/knob, nose/knows, none/nun, not/knot, nap/knap, nave/knave

ng n dying/dyeing, ring/wring

p pp paste/paced, packed/pact, pail/pale, pain/pane, pair/pare/pear, passed/past, pause/paws, peace/piece, peek/peak/pique, peal/peel, pedal/peddle, peer/pier, plane/plain, poor/pour/pore/paw, praise/preys, pray/prey, pallet/palette/palate, place/plaice, presence/presents, principal/principle

r rr wr rack/wrack, racket/racquet, rain/reign/rein, raise/rays/raze, rap/wrap, rapped/rapt/wrapped, read/red, read/reed, real/reel, recede/reseed, reek/wreak, rest/wrest, review/revue, roe/row, right/write/wright/rite, ring/wring, road/rode/rowed, roam/Rome, role/roll, root/route, rose/rows, rote/wrote, rough/ruff, rude/rued, rye/wry, wretch/retch

s ss se ce x c see/sea, sees/seas/seize, sacks/sax, sail/sale, saver/savour, scene/seen, scent/sent/cent, scull/skull, seem/seam, sear/seer, sell/cell, seller/cellar, sense/cents/scents, sensor/censor/censer, serial/cereal, sew/so/sow, sic/sick, side/sighed, sighs/size, sight/cite/site, signet/cygnet, sink/synch, slay/sleigh, soar/sore, soared/sword, sole/soul, some/sum, son/sun, spade/spayed, spoor/spore, staid/stayed, stair/stare, stake/steak, surf/serf, stationary/stationery, steal/steel, step/steppe, stile/style, storey/story, straight/strait, suede/swayed, suite/sweet, sundae/Sunday, symbol/cymbal

t tt tacks/tax, tail/tale, taper/tapir, tea/tee, team/teem, tear/tier, teas/tease/tees, tense/tents, tern/turn, Thai/tie, thyme/time, tic/tick, tide/tied, tighten/titan, to/too/two, toad/toed/towed, toe/tow, told/tolled, tracked/tract, troop/troupe, trussed/trust, taught/taut/torte

v ve vain/vein/vane, vary/very, verses/versus, vial/vile/viol

w wh u wax/whacks, wade/weighed, wail/whale, waist/waste, wait/weight, waive/wave, want/wont, way/weigh/whey, we/wee, we'd/weed, we'll/wheel/weal, we're/where/wear, were/whir, we've/weave, weak/week, wheeled/wield, weld/welled, while/wile, whine/wine, whined/wind/wined, whirled/world, whirred/word, whit/wit, whither/wither, wood/would, which/witch, won/one

y u yoo yak/yack, yoke/yolk, you're/your, you/ewe/yew, use/ewes, you'll/yule, knew/new

z zz s se ads/adds/adze, brews/bruise, cause/caws, Claus/claws/clause, crews/cruise, days/daze, does/doughs/doze, faze/phase, freeze/frieze, guise/guys, hoes/hose, who's/whose, genes/jeans, lays/laze/leis, lends/lens, nickers/knickers, pause/paws, praise/preys, rose/rows, sees/seas/seize, sighs/size, teas/tease/tees

ch tch beach/beech, broach/brooch, leach/leech, chance/chants, chard/charred, chased/chaste, chews/choose, Chile/chilli/chilly, which/witch, check/cheque/Czech

sh ch ti ci chute/shoot, sachet/sashay, shear/sheer, shoe/shoo, stationary/stationery, marshal/martial, sure/shore

th threw/through, throe/throw, thrown/throne, forth/fourth

th there/their/they're

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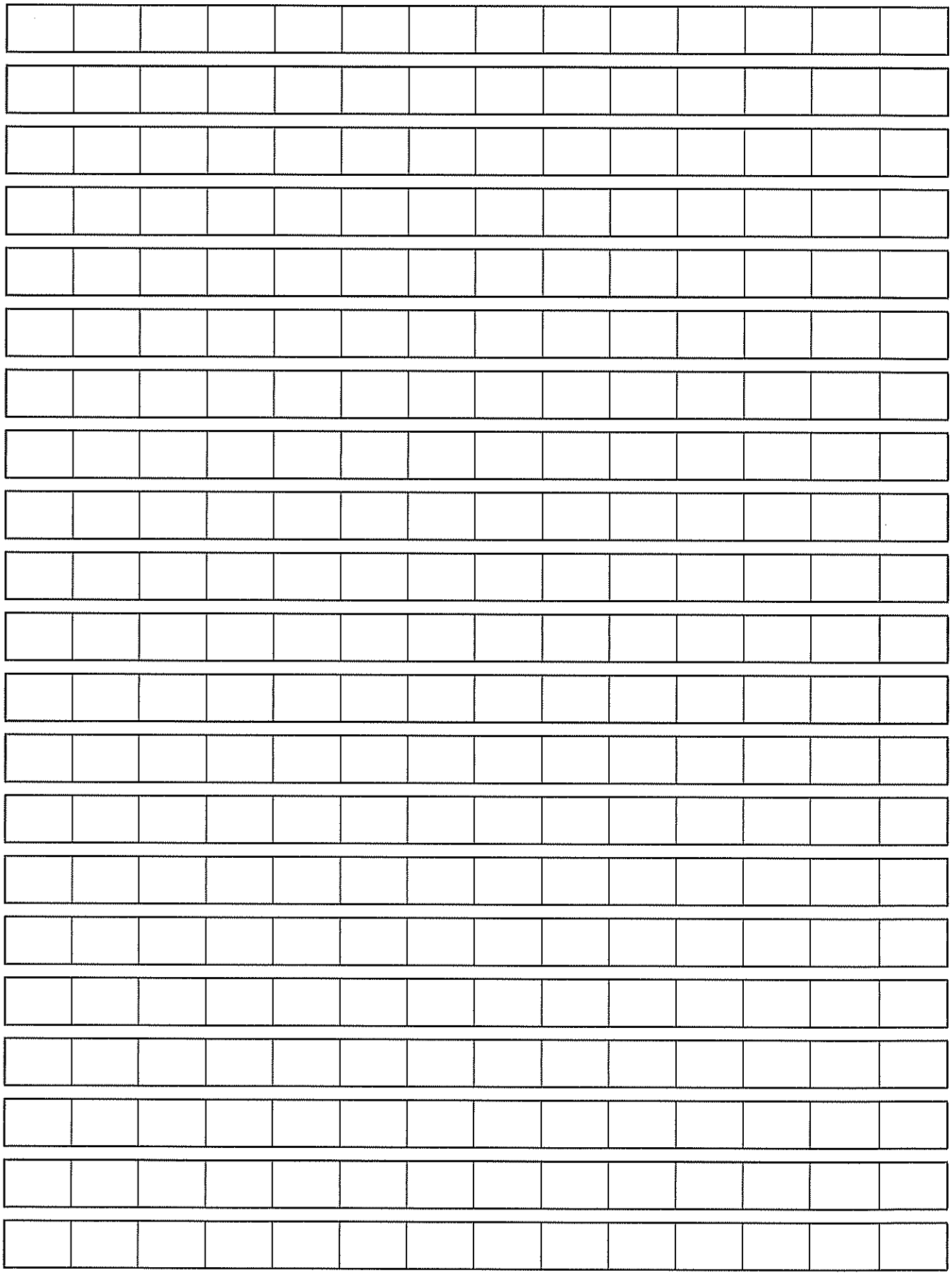
BLM WSS Word Strip Sheet



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a ads/adds/adze, band/banned, baron/barren, cache/cash, calendar/calender, cannon/canon, canter/cantor, canvas/canvass, capital/capitol, carat/carrot/caret, carol/carrel, fax/facts, gamble/gambol, hanger/hangar, jam/jamb, lacks/lax, manner/manor, mantel/mantle, nap/knap, packed/pact, pallet/palette/palate, rack/wrack, racket/racquet, rap/wrap, rapped/rapt/wrapped, sacks/sax, tacks/tax, tracked/tract, vale/veil, vain/vein/vane, wax/whacks, yak/yack, chance/chants, sachet/sashay

e ea cent/sent, bread/bred, berry/bury, bell/belle, guest/guessed, heroin/heroine, lead/led, lends/lens, lessen/lesson, medal/meddle, metal/mettle, pedal/peddle, presence/presents, read/red, rest/wrest, scent/sent/cent, sell/cell, seller/cellar, sense/cents/scents, sensor/censer/censor, step/steppe, tense/tents, vary/very, weld/welled, check/Czech/cheque

i in/inn, incite/insight, innocence/innocents, click/clique, gild/gilled/guild, gorilla/guerilla, grill/grille, him/hymn, gym/Jim, links/lynx, missed/mist, nickers/knickers, nit/knit, ring/wring, principal/principle, sic/sick, signet/cygnet, sink/synch, symbol/cymbal, tic/tick, whit/wit, whither/wither, which/witch, Chile/chilli/chilly

o a choral/coral, loch/lock, nob/knob, not/knot, want/wont

u o son/sun, won/one, discussed/disgust, bus/buss, bussed/bust, but/butt, currant/current, lumber/lumbar, muscle/mussel, mustard/mustered, mussed/must, none/nun, rough/ruff, scull/skull, some/sum, sundae/Sunday, trussed/trust

ai ay a_e a wait/weight, tail/tale, eight/ate, break/brake, great/grate, aid/aide, ail/ale, bale/bail, base/bass, based/baste, bases/basis/basses, braid/brayed, days/daze, faint/feint, faze/phase, hail/hale, fate/fete, lain/lane, lay/lei, lays/laze/leis, made/maid, mail/male, main/mane, maize/maze, naval/navel, nay/neigh, paste/paced, pail/pale, pain/pane, plane/plain, place/plaice, praise/preys, pray/prey, rain/reign/rein, raise/rays/raze, sail/sale, saver/savour, slay/sleigh, spade/spayed, staid/stayed, stake/steak, stationary/stationery, straight/strait, suede/swayed, taper/tapir, wade/weighed, wail/whale, waist/waste, waive/wave, way/weigh/whey, chased/chaste, nave/knave

ee e ea y ey be/bee, bean/been, beat/beet, beach/beech, breech/breach, key/quay/cay, week/weak, creak/creek, feet/feat, freeze/frieze, Greece/grease, he'll/heal/heel, genes/jeans, leach/leech, leak/leek, leased/least, meat/meet/mete, metre/meter, need/kneed/knead, peace/piece, peek/peak/pique, peal/peel, read/reed, real/reel, recede/reseed, reek/wreak, see/sea, sees/seas/seize, scene/seen, seem/seam, steal/steel, suite/sweet, tea/tee, team/teem, teas/tease/tees, we/wee, we'd/weed, we'll/wheel/weal, we've/weave, weak/week, wheeled/wield

i_e y igh i ie isle/aisle/I'll, aye/eye/I, idle/idol/idyll, islet/eyelet, bight/bite/byte, bridal/bridle, choir/quire, climb/clime, incite/insight, die/dye, died/dyed, dying/dyeing, dire/dyer, file/phial, find/fined, high/hi, higher/hire, liar/lyre, lichen/liken, might/mite, mind/mined, miner/minor, night/knight, right/write/wright/rite, rye/wry, side/sighed, sighs/size, sight/cite/site, stile/style, Thai/tie, thyme/time, tide/tied, tighten/titan, vial/vile/viol, while/wile, whine/wine, whined/wind/wined

oa o_e ow o bold/bowled, bolder/boulder, broach/brooch, coax/cokes, doe/dough, does/doughs/doze, flow/floe, grown/groan, whole/hole, hoes/hose, hold/holed, load/lode, loan/lone, moan/mown, moat/mote, mode/mowed, no/know, nose/knows, roe/row, road/rode/rowed, roam/Rome, role/roll, rose/rows, rote/wrote, sew/so, sole/soul, throe/throw, throne/thrown, toad/toed/towed, toe/tow, told/tolled, yoke/yolk

ar a bard/barred, bark/barque, cast/caste, caster/castor, graft/graphed, passed/past, chard/charred

ir ur or er berth/birth, colonel/kernel, fir/fur, herd/heard, tern/turn, verses/versus, were/whir, whirled/world, whirred/word, surf/serf

or ore a aw au all/awl, ball/bawl, bald/bawled, boar/boor/bore, board/bored, boarder/border, caught/court, course/coarse, cause/caws, cord/chord/cored, Claus/claws/clause, for/four, forth/fourth, foreword/forward, fort/forte, horse/hoarse, hall/haul, hoard/horde, maul/mall, moor/more, morn/mourn, pause/paws, poor/pour/pore/paw, core/corps, soar/sore, soared/sword, spoor/spore, storey/story, taught/taut/torte, sure/shore

oo u wood/would

oo ew ue u_e u blew/blue, brewed/brood, brews/bruise, coo/coup, crewel/cruel, crews/cruise, cue/Kew/queue, duel/dual, few/phew, flew/flue/flu, who's/whose, hew/hue, humerus/humorous, jewel/joule, loot/lute, mousse/moose, new/knew, review/revue, rude/rued, shoe/shoo, shoot/chute, threw/through, to/too/two, troop/troupe, chews/choose, you/ewe/yew, use/ewes, you'll/yule, knew/new

ou ow our/hour, brows/browse, council/counsel, flour/flower, foul/fowl, aloud/allowed, bough/bow

oy oi boy/buoy

eer ear dear/deer, here/hear, peer/pier, sear/seer, serial/cereal, shear/sheer, tear/tier

air are air/heir, bare/bear, fair/fare, flair/flare, hair/hare, mare/mayor, pair/pare/pear, stair/stare, stairs/stares, we're/where/wear, there/their/they're

er ar or a e i o u baron/barren, bases/basis/basses, boarder/border, bolder/boulder, bridal/bridle, calendar/calender, cannon/canon, canter/cantor, canvas/canvass, capital/capitol, carat/carrot/caret, carol/carrel, caster/castor, hanger/hangar, choral/coral, colonel/kernel, complement/compliment, council/counsel, crewel/cruel, currant/current, dire/dyer, duel/dual, flour/flower, gorilla/guerilla, higher/hire, lessen/lesson, liar/lyre, lichen/liken, lumber/lumbar, manner/manor, marshal/martial, medal/meddle, metal/mettle, miner/minor, muscle/mussel, mustard/mustered, naval/navel, nickers/knickers, pedal/peddle, racket/racquet, review/revue, seller/cellar, sensor/censer/censor, serial/cereal, signet/cygnet, symbol/cymbal, taper/tapir, tighten/titan, verses/versus, whither/wither

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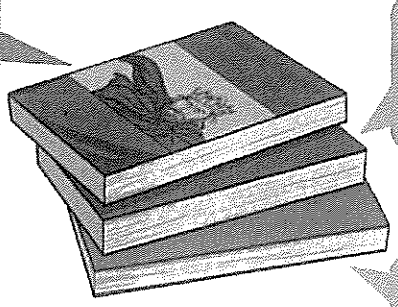
Point of View

A story can be told from different points of view.
It can be written in the first, second or third person.

I was going to the funfair today. I was so excited!



Have you ever wondered what life would be like as a superhero?

The boys ran from the house screaming. Riley was terrified.

2

First Person

If writing a story in the first person, write as though you are a character inside the story.

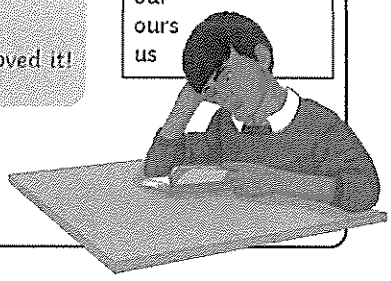
Describe how you feel and what you are doing or have done.

Use the pronoun 'I'

For example:
Last year, I went to Spain with my family. I loved it!

Other pronouns used in the first person:

my
me
mine
we
our
ours
us



3

Second Person

If writing in the second person, talk to the reader directly.

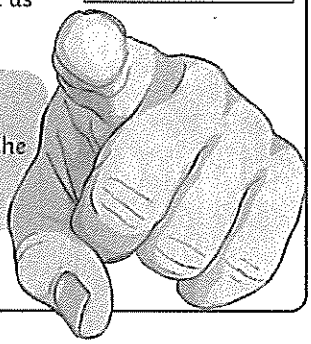
Use the pronoun 'you'.

The second person is used a lot non-fiction as well as in fiction texts.

For example:
Before you begin, make sure that you have all of the tools listed above.

Other pronouns used in the second person:

your
yours



4

Third Person

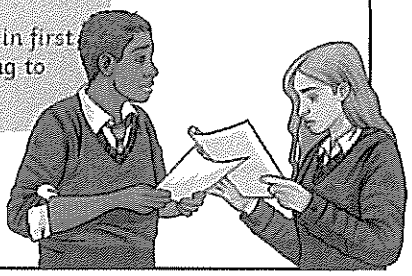
If you are writing in the third person, you write about other people or characters.

You use the character's name or pronouns such as 'he', 'she' and 'they'.

For example:
Michelle sped off at top speed and was soon in first place. She couldn't believe that she was going to win!

Other pronouns used in the third person:

her/hers
his
theirs



5

First, Second or Third Person?

Decide if the following sentences are in the first, second or third person.

Write your answers on this slide.

Sophie was going to the cinema to meet her friends.

I couldn't believe what I was seeing – it was incredible!

"Where shall we go now?" wondered Tim and Holly as they sat in their car.

Do you believe in ghosts? Well after reading this story, you will!

As I walked into my new school, my stomach churned and my hands began to shake.

Are you an early bird or are you a night owl?

6

For the next two activities, cross out the pronouns and write the correct ones on the slides.

7

Third to First

Change this passage from the third to the first person by changing the pronouns.

Mr Craver looked at Sarah and said, "Who's picking you up from school Sarah?"
"I'm not sure," Sarah replied nervously. She was worried that her mum would be late and that she would have to stay behind with HIM. "But if my mum is late, she said I can just walk home instead." Sarah tried to not look into Mr Craver's eyes in case he could tell that she was lying.
"I think it would be best if you stay here with me," Mr Craver replied.
Sarah knew that he was mentally preparing a list of work for her to do; she had to get out of school. But how? She needed a plan and fast.

8

First to Third

Change this passage from the first to the third person by changing the pronouns.

My friends and I decided to go to the park after school. As soon as the bell went, we grabbed our bags, sped out of school and sprinted to the football pitches at St John's park. I scored a goal and celebrated by cartwheeling five times and finishing with a roly-poly. I knew my gymnastics lessons would pay off one day! As we were playing, three older boys from Merryfield's Academy walked on to the pitch. My heart sank as I knew who the boys were and I knew that they didn't want to play football. My friends and I were in big trouble.

9

First, Second or Third Person

a) Sort the pronouns into the table below:

she	I	they	he	you	me	us
your	his	ours	mine	hers	theirs	we

first person pronouns	second person pronouns	third person pronouns

b) Underline the pronouns use in the sentences below.

For example:

Peter was not afraid of heights. He was afraid of falling from heights.

1. Bring a wallet or purse - you are responsible for your own money.

2. Even though I knew it was safe, I was still too scared to walk into the room alone.

3. "Don't forget the chocolate!" I shouted to Dad.

4. Zara and her friends were giggling at the back of the classroom.

5. The girls danced their way excitedly from the classroom to the hall.

c) Say whether the following sentences are written using the first, second or third person.

1. "Keep going Joel," cheered the crowd as he staggered to the finish line.

_____

2. I hate Fridays, I couldn't wait for the weekend to arrive.

_____

3. Charlie and his friends are working on a science project together.

_____

4. Do you love honeycomb? Then try a bar of Honey Crunch today!

_____

First, Second or Third Person

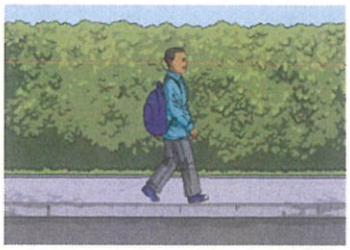
a) Say whether the following are written in the first, second or third person and explain how you know.

> For example:
> Peter was not afraid of heights. He was afraid of falling from heights.

Third person because the character's name is used and so it the pronoun 'he'.

1. Are you happy with your current windows and doors? Have you considered upgrading them recently?

2. James was hunting for conkers when he heard a strange noise coming from the trees behind him. "Who's there?" James shouted.



3. Whatever I do, I musn't give up. The journey ahead was going to be long and difficult but I had to make it to the end.

b) Write your own sentence in the first person.

c) Write your own sentence in the second person.

d) Write your own sentence in the third person.

e) Rewrite these sentences, changing them from the first to the third person or from the third to the first person.

1. "I've come to mow your lawn," Tony told the old lady who looked confused by his presence.

2. Are you coming Tina?" Simon called from the car. I was busy rushing around collecting the last-minute things that I would need. "Yes, I'm nearly ready," I answered.

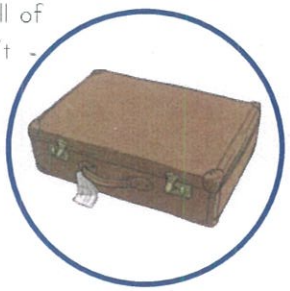
3. I'm a very sporty girl. I love playing football, throwing a ball in the park and climbing the tallest trees!

4. Pedro and his friends decided to walk into town and buy a hamburger. However, when they got to the restaurant, Pedro realised that he'd left his wallet at home.

Can You Change the Point of View?

Rewrite this story in first person point of view.

Jenna and Savannah were buzzing with excitement. They carefully packed their bags and double-checked the list to make sure they remembered everything they needed for their week at Girl Scouts Camp. Jenna was nervous that she would forget something important or that she would miss her mom. Jenna wondered if Savannah was nervous too. This was Jenna's first year at the camp, but she had heard about all of the new things she would get to try, and couldn't wait to get there. Jenna was most excited to go horseback riding. She loved reading books about horses, but had never been able to ride one before. Jenna hoped that Savannah would also like riding horses.



Can You Change the Point of View?

Rewrite this story in third person limited point of view.

I have never felt more embarrassed. I was really focused on a math problem in class, but I couldn't figure out my next step. I called out for my teacher's attention, but I accidently said, "MOM, can you help me?" All of my classmates stopped what they were doing and stared at me in silence. Then they all burst out laughing and saying, "Ryan just called Mrs. Brown 'mom'!" Mrs. Brown tried to get them to stop. She seemed to know I was embarrassed, but it was too late.

Can You Change the Point of View?

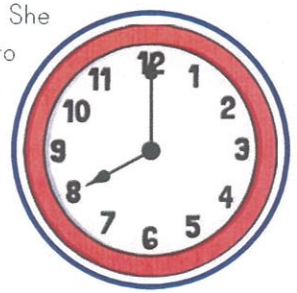
Rewrite this story in third person omniscient point of view.

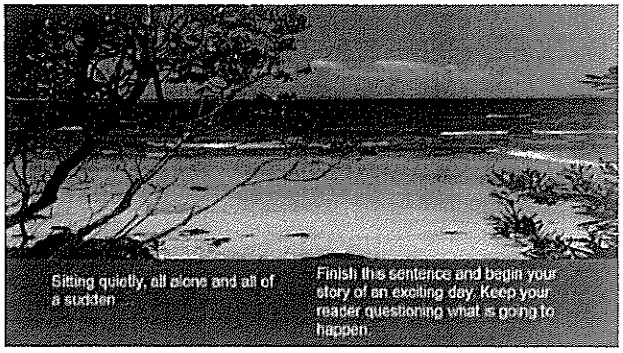
This morning my friend told me it was "Clear the Shelter Day." I begged my mom to take me, and she agreed. I couldn't believe she said yes. I have wanted a pet dog for as long as I can remember. When we arrived to the shelter, I got to play with three cute dogs. I threw the ball and watched as each dog ran back excitedly to play some more. My mom's face looked concerned. I was afraid she would change her mind. After playing with the three dogs, I was still not sure which one I wanted to take home. I went back to the kennels to pet each dog. When I got to Paws' kennel, he rolled over to his back and let my mom rub his belly. I could tell my mom loved this dog just as much as I did. I am so excited to bring him home with us.

Can You Change the Point of View?

Rewrite this story in first person point of view.

Jazlyn shot up from her bed after glancing at her alarm clock. She wondered how this could have happened. She knew she set her alarm last night. She couldn't be late, not today. Today was the class field trip to the zoo, and the class was leaving at 8:20 am sharp. She knew that if she were late, then she wouldn't be able to go on the field trip. It was already 8:00 am. She ran around her room, grabbing her uniform and shoes. She couldn't find her backpack anywhere. She decided to leave without her backpack, and snatched an apple as she ran out the door. She sprinted down her street. She could see the bright, yellow bus parked in front of the school. She just hoped she could get there before the bus pulled away.

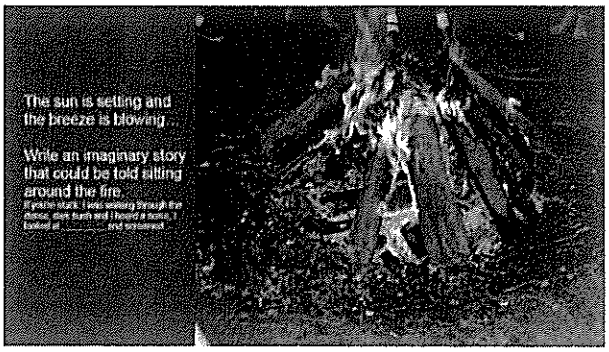



Sitting quietly, all alone and all of a sudden
Finish this sentence and begin your story of an exciting day. Keep your reader questioning what is going to happen.

Date: _____/____/_____

_____

Have I got/checked?									
Capitals		Sentence		Punctuation		Paragraphs /		Spelling	


The sun is setting and
the breeze is blowing...
Write an imaginary story
that could be told sitting
around the fire...

Date: _____/____/_____

_____

Have I got/checked?									
Capitals		Sentence		Punctuation		Paragraphs /		Spelling	

Asylum Seekers and Refugees

An **asylum seeker** is a person who has fled their country for fear of persecution and has applied for protection in another country. If their application is successful, their status is changed to **refugee** and they are allowed to stay in the new country.

Many European refugees settled into Australia after World War II.

In the late 1970s a new wave of asylum seekers arrived in Australia. Many of these people came from Vietnam after the Vietnam War. Although most came by plane after being processed by Australian officials in South-East Asia, many also came in illegal fishing boats. They were often called "boat people". Changes to the immigration law meant most of the refugees were allowed to stay in Australia.

10 Ahn Do is a well-known refugee from Vietnam.

a Do some research on the story of his journey to Australia.

Here is an example from a pirate's point of view.

Ahn Do's Journey

It was never easy. Sometimes I would just close my eyes and pretend I was somewhere else but the distinctive smell of the ocean always gave it away. By the time our Captain had noticed the people frantically waving us down, it was too late. Once we'd fought our way aboard the ship, the immigrants had realised who we were… *what* we were – pirates. I watched him threaten the people on the boat. The children reminded me of my own young daughter back home, the new-born looked just like her, in the way all babies look alike. I kept my posture rigid, closing my eyes when my Captain picked up the youngest child and stripped it of its nappy. My heart dropped when I saw what they were hiding. It wasn't uncommon, to hide gold in baby's clothes or underwear or anywhere a person could possibly think of. To start anew with absolutely nothing was almost impossible, I can't blame them for trying to bring something more. A father gripped his son closer, fear invading both of their eyes. The Captain was unpredictable, trying to understand his actions was difficult. When he finally made the decision to take all the boat's resources, the people had clearly given up all hope. Leaving them alone with nothing was a death sentence. As the Captain returned to the ship, I pulled out the gallon of water I had been provided for the day and silently left it on the boat. I don't know if I did enough, but I know that I tried.

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b Retell a part of his journey from a different point of view.

11 Try these Brain Teasers.

a A refugee is fleeing from persecution. He reaches the border but there are two roads he can take. One leads to safety, the other one will take him to certain death. There are two border guards and the refugee knows one is corrupt and tells lies but the other is honest and tells the truth. He does not know which is which. How can the refugee find out which is the correct road to take?

b A family is migrating to another country. To reach the country they must travel half the distance and then half of the remaining distance. If this pattern continues, will the family ever reach their new country?

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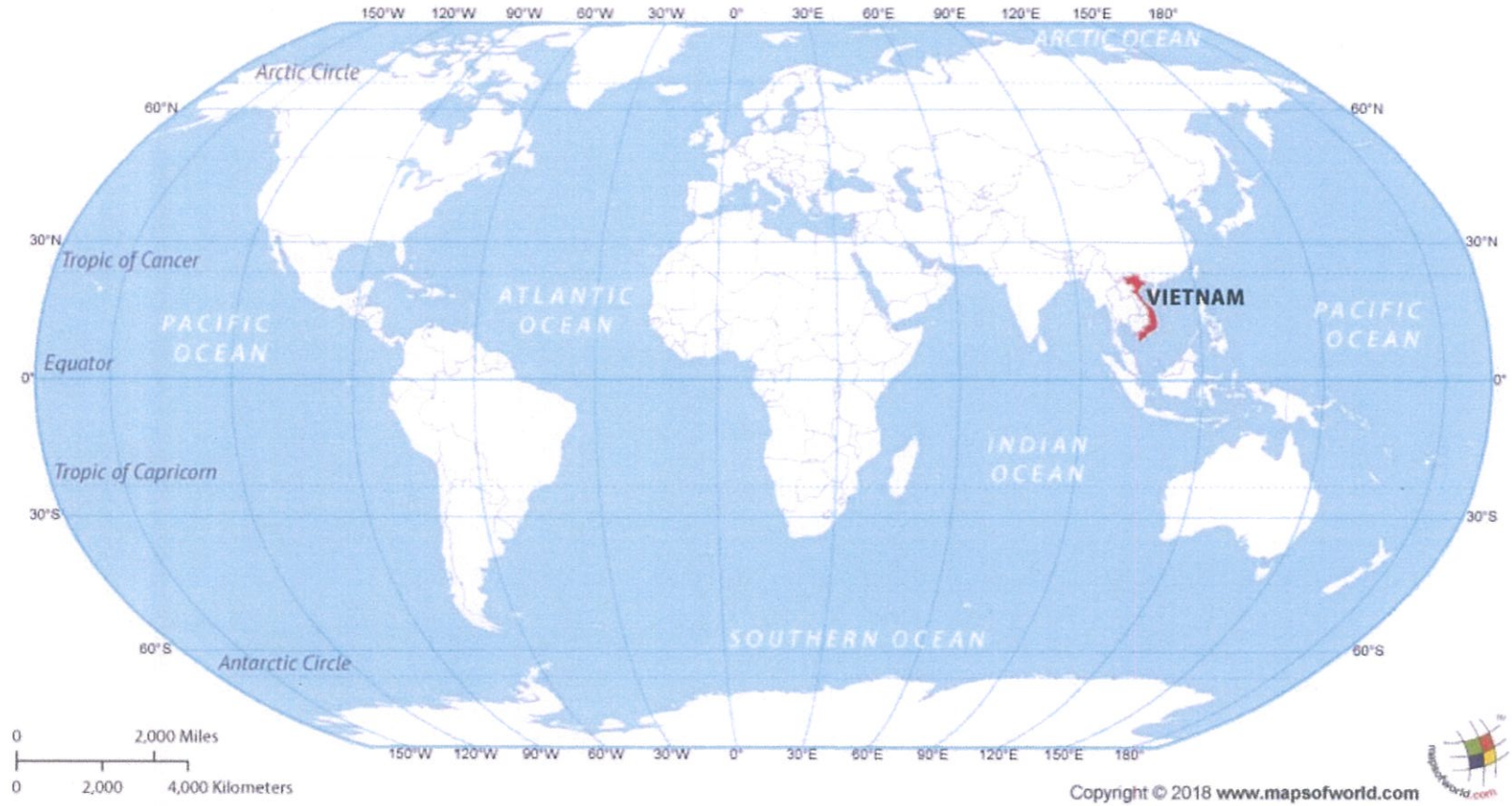
Vietnam on a World Map



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Description : Map showing Where is Vietnam located in the Asia.

Disclaimer

The Vietnam War

In 1961 and 1962, Ngo Dinh Diem, leader of the government in South Vietnam, repeatedly requested security assistance from the USA and its allies. In 1962, prime minister Robert Menzies sent 30 Australian military advisers to Vietnam to help train the South Vietnamese Army. In November 1964, the Commonwealth Parliament reintroduced compulsory military service (the National Service Scheme) for 20-year-old men.

By early 1965, due to South Vietnam's inability to resist communist insurgents from North Vietnam, the USA commenced a major escalation of the war. By the end of the year the USA had committed 200,000 troops to the conflict and had asked its allies to similarly commit troops. Later that year, prime minister Robert Menzies announced the decision to send a battalion of combat troops to Vietnam. The Australian Labor Party (ALP) and its leader Arthur Calwell were strongly opposed to Australia taking part in the war. In June, Menzies declared that Australia was at war in Vietnam.

Sir Robert Menzies retired in January 1966 and was succeeded as prime minister and Liberal Party leader by the former treasurer, Harold Holt. After winning the 1966 elections, Holt increased Australian troop numbers in Vietnam to 6,500 and sent conscripts there for the first time.

In 1966, the Battle of Long Tan ended with 18 Australian soldiers being killed, 24 wounded and 245 Vietcong killed. In 1967, Australian troops fighting in Vietnam increased to 8,300. In 1969, a gallup poll showed a change in attitude towards the war, with 55 per cent of voters surveyed in favour of Australian troops being withdrawn and 40 per cent wanting the troops to remain.

Why would people want to escape from Vietnam and come to Australia?

My Place for Teachers
Decade Overview 1960s

Decade Summary	1968
The 1960s was a decade in which the children of the post-war era began reaching maturity and exerting their influences and ideologies onto the Australian cultural landscape. These influences were reflected by large-scale protests and public demonstrations against conscription, the Vietnam War and established rules and restrictive morals. They campaigned for independence and equality of women in the workplace, fairer wages, a free accessible system of education, and the recognition of and a struggle for rights of Indigenous Australians. This was the era of extraordinary popularity for the US singing star Elvis Presley and the British band the Beatles, which toured Australia in 1964. The youth generation evolved as a strong market to determine the direction of popular culture. Television and radio shortened the 'tyranny of distance' for Australians and the people emulated the latest fashions, fads and fancies of their European and United States counterparts. The Australian public embraced president JF Kennedy and mourned his death, they followed the latest fashions from Carnaby Street, London, and supported every effort to modernise their lives. The year 1966 saw the first visit to Australia by a US president Lyndon Baines Johnston. He came to boost support for the USA's military presence in Vietnam. The catch cry heralded by prime minister Harold Holt (1908–67) during Johnson's visit was 'all the way with LBJ'. Young men who won the conscription lottery of birthdays (the draft) were trained and transported to Vietnam to fight in a foreign land.	**January** • Senator John Gorton becomes prime minister after the disappearance of Harold Holt, presumed drowned off Portsea, Victoria. • The Tet Offensive is launched during the Vietnam War. North Vietnamese troops attempt to take significant South Vietnamese strongholds in the one offensive action. **February** • The Draft Resistance Movement is formed. They declare that the group not only opposes conscription, but intends to destroy it. • WC Wentworth is appointed the first minister for Aboriginal Affairs, although he has no department under his control. **May** • A mineral investment boom begins on the Australian Stock Exchange (ASX). • The Indian prime minister Indira Gandhi visits Australia. **December** • The breathalyser test for drink-driving is introduced in NSW.

History and Politics	
The Vietnam War	In 1961 and 1962, Ngo Dinh Diem, leader of the government in South Vietnam, repeatedly requested security assistance from the USA and its allies. In 1962, prime minister Robert Menzies sent 30 Australian military advisers to Vietnam to help train the South Vietnamese Army. In November 1964, the Commonwealth Parliament reintroduced compulsory military service (the National Service Scheme) for 20-year-old men. By early 1965, due to South Vietnam's inability to resist communist insurgents from North Vietnam, the USA commenced a major escalation of the war. By the end of the year, the USA had committed 200,000 troops to the conflict and had asked its allies to similarly commit troops. Later that year, prime minister Robert Menzies announced the decision to send a battalion of combat troops to Vietnam. The Australian Labor Party (ALP) and its leader Arthur Calwell were strongly opposed to Australia taking part in the war. In June, Menzies declared that Australia was at war in Vietnam. Sir Robert Menzies retired in January 1966 and was succeeded as prime minister and Liberal Party leader by the former treasurer, Harold Holt. After winning the 1966 elections, Holt increased Australian troop numbers in Vietnam to 6,500 and sent conscripts there for the first time. In 1966, the Battle of Long Tan ended with 18 Australian soldiers being killed, 24 wounded and 245 Vietcong killed. In 1967, Australian troops fighting in Vietnam increased to 8,300. In 1969, a gallup poll showed a change in attitude towards the war, with 55 per cent of voters surveyed in favour of Australian troops being withdrawn and 40 per cent wanting the troops to remain.
Decimal currency	On 14 February 1966, the first banknotes of Australia's new decimal currency were issued. A keen monarchist, Robert Menzies had wanted to call the new unit 'the Royal', but this was met with little enthusiasm. The name of the currency issue became the 'dollar'. The decision to change to decimal currency provided a challenging opportunity to design a completely new series of coins incorporating typically Australian motifs. The 1, 2, 5, 10 and 20 dollar denominations for notes were chosen on the belief that they represented the best combination to make up any given amount with the least number of notes.
Funding non-government schools	In May 1964, the Menzies government brought in legislation that provided for government financial grants to non-government schools for science-teaching facilities. Church schools would now receive direct 'state aid' for the first time in a century, since the introduction of 'compulsory, secular and free' education acts in the 1870s and 1880s. The Catholic church had established its own primary and secondary schools based on Catholic teaching orders, but had been denied government assistance for more than a century. Until 1963, the Australian Labor Party, which was the party of choice for many Catholics (despite the formation of the Democratic Labor Party), was opposed to government assistance for church schools. By the 1960s, many Catholic communities could no longer rely on bazaars and fetes to fund increasingly costly schooling. The nature of schooling had changed; one teacher in front of a large class of 60 students or more became a scene of the past. The Catholic community launched political campaigns as a measure for change. In 1962, one such incident was the closing of the Catholic schools in Goulburn, not far from Canberra, thus putting unbearable strain on the local state schools with increased enrolments.
Abolishing the White Australia Policy	By1965, both major political parties had removed 'White Australia' from their political platforms. Prime minister Harold Holt became convinced that Australia's immigration policy could no longer be based on the racial exclusion of non-European people.

	One of the first legislative changes Holt implemented upon becoming prime minister was to allow a number of non-European 'temporary residents' to become permanent residents and Australian citizens according to the same rules that apply to European migrants. This was the beginning of the end of the White Australia Policy that had shaped Australia's approach to immigration since Federation. During the 1940s and 1950s, most migration to Australia included not only British but other Europeans ethnic communities. But now new communities from countries such as Turkey, Lebanon and Egypt began to arrive. By the early 1970s, more than 5 per cent of the annual intake of Australia's immigrants was from Asia.
Recognising the rights of Indigenous Australians	In 1960, the Department of Native Affairs in Western Australia issued a directive to cease removing Aboriginal children from their parents to be placed on mission stations for education. In 1961, North Queensland activists were instrumental in instigating the first public inquiry into 'floggings'; an aspect of the management regime on the state-run Hope Vale reserve. In 1962, the *Commonwealth Electoral Act* was amended to allow Indigenous Australians the right to enrol and to vote in federal elections. Some states were reluctant to enforce this ruling and delayed providing the same rights for state and local elections. On 12 February 1965, activist Charles Perkins led the famous Freedom Ride bus trip with a group of Sydney University students to publicise the segregation of and discrimination against Indigenous Australians in NSW. In 1966, Vincent Lingiari led approximately 200 Gurindji stockmen, women and children off Wave Hill cattle station in protest against intolerable working conditions and poor wages. They established a camp at Wattie Creek and began a nine-year struggle, which developed into a successful claim for the return of traditional Gurindji lands. In May 1967, 90.8 per cent of Australian voters chose 'Yes' in a national referendum that proposed, firstly, to make laws apply to all Australians and not exclude Indigenous peoples, and secondly, to include Indigenous peoples in census counts. This occurred after a decade-long campaign to remove discriminatory provisions from the Constitution of Australia, including several massive petitions and hundreds of public meetings campaigning for Indigenous Australians.

Society and Culture	
60's Pop culture	On 4 July 1960, the quiz TV show *Pick-a-Box* began being sponsored by BP. It was one of the longest-running and most popular Australian TV programs. In 1963, an American physicist, Julius Sumner Miller (1909–87), appeared in his own science-based ABC TV series called *Why is it So?* The show was a hit, partly due to Miller's enthusiasm and also for his way of presenting science as 'fun'. The program was broadcast from1963 to 1986. In 1964, at the height of Beatlemania, the Beatles toured Australia. In Adelaide, the band was greeted by an estimated 300,000 people (approximately one-third of the city's population) lining the 15-kilometre route from the airport. In 1965, the Seekers folk group produced the single *I'll never find another you.* It was the first Australian single to sell a million copies. In June 1969, the live rock musical *Hair* had its first performance in Australia at the Sydney Metro Theatre. In one scene, the cast appeared naked on stage. In the late 1960s, Australian television was connected to the international satellite system. Along with the rest of the world, Australians could now watch world events televised live, such as the first moon landing in 1969. On 30 October 1965, the British supermodel, Jean Shrimpton, triggered an international controversy when she attended Derby Day at Melbourne's Flemington racecourse in a mini-skirt with no hat, gloves or stockings.
Anti conscription movement	In November 1964, the Commonwealth Parliament reintroduced compulsory military service (the National Service Scheme). Upon turning 20, if chosen by a lottery system, men were required to serve two years' military service on a full-time basis in regular army units, and could be sent overseas. In 1965, the Save Our Sons movement was formed seeking the repeal of the *National Service Act 1964* (Cth). Women, including Jean McLean, led it. The Save Our Sons group campaigned against conscription and supported draft resisters, speaking on behalf of conscientious objectors at rallies. In the same year, Youth Campaign Against Conscription (YCAC) was formed. In 1965, they published an advertisement in *The Australian* newspaper declaring why they opposed conscription. In 1966, prime minister Harold Holt announced that he was going to send national servicemen (conscripts) to Vietnam. In 1968, the Draft Resistance Movement was formed. The first man to be sent to a civilian jail for non-compliance was John Zarb. The anti-conscription movement became stronger between 1966 and 1969. In June, Simon Townsend (host of the television program *Simon Townsend's Wonderworld*) was granted exemption from national service due to his imprisonment for being a conscientious objector to the Vietnam War.
Equality for women	In 1965, while publicans still faced fines of between £10 and £20 pounds if they served women in public bars, Merle Thornton (mother of Sigrid Thornton) and Rosalie Bogner chained themselves to the public front bar of Toowong's Regatta Hotel in Queensland to protest against gender segregation.

	In 1969, feminist and political activist Zelda D'Aprano began working for the Meatworkers' Union. The meat industry was used as a test case for equal pay for women. When the case failed, D'Aprano chained herself to the doors of the Arbitration Court building to protest against the decision. In December 1969, the Arbitration Commission granted women equal pay for equal work. The case established an important first principle that affected 18 per cent of women workers, mostly teachers and nurses.

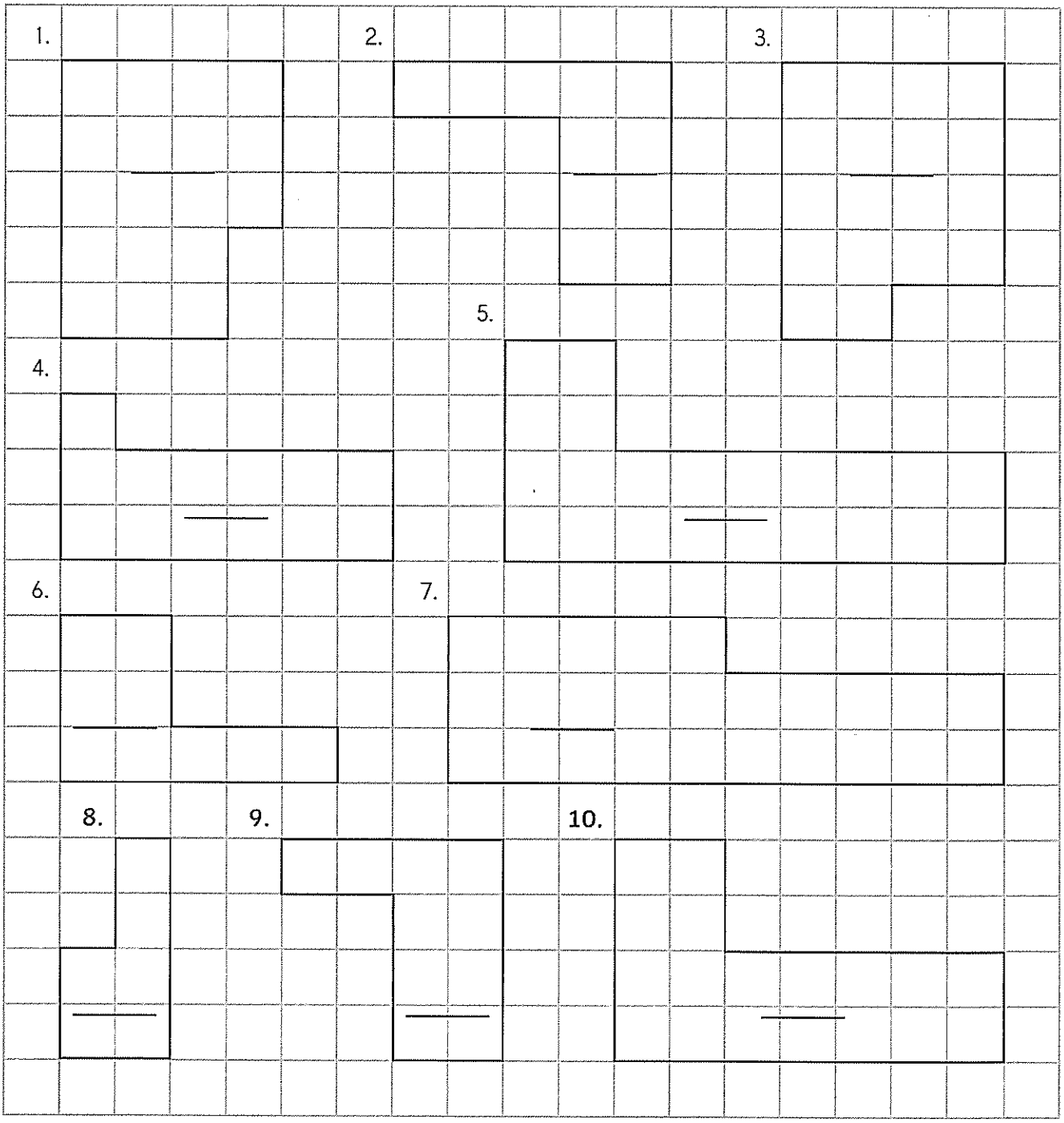
Science and Technology	
Infrastructure	In 1960, the Chadstone Shopping Centre in Melbourne was opened by the Victorian premier Henry Bolte (1908–90), and became the largest shopping centre in Australia. In the same year, the NSW premier Robert Heffron opened Warragamba Dam after 12 years of construction. The Warragamba was the largest mass gravity dam in the southern hemisphere, and held about four times the volume of water as Sydney Harbour. It still provides more than 80 per cent of Sydney's water supply. In 1962, the final sections of the Sturt Highway were sealed with tar. This was the first time an entirely sealed road connected Adelaide and Sydney. Between 1963 and 1972, the Ord River irrigation scheme in the Kimberley region of Western Australia was constructed. On 3 March 1966, a public protest was held to support Jørn Utzon, the architect of the Sydney Opera House, who had resigned his commission claiming he was owed payment from the NSW Government. About 1,000 people marched on the state parliament house. Patrick White, who later won the Nobel prize for literature, along with Australia's foremost architect Harry Seidler, presented premier Robert Askin with a 3,000-signature petition demanding Utzon's reinstatement.
The mining boom	In the 1960s, Broken Hill Proprietary Company (BHP) in partnership with Esso Standard Oil found large quantities of natural gas and oil in Bass Strait. It soon supplied 70 per cent of Australia's petroleum. Around the same time, it began mining iron ore, manganese and coal for export. Colloquially, it was termed 'the big Australian' and found international recognition. In 1963, Aboriginal people at Yirrkala in the Northern Territory sent a petition on bark to the federal parliament protesting about mining corporation Nabalco's plans to mine bauxite on their sacred land. In April 1964, the Moonie–Brisbane oil pipeline was opened, and Australia's first commercial oilfield came into production. In July 1964, Western Australian Petroleum struck oil and gas on Barrow Island, northwest of Exmouth. The field was brought into production in 1967. In September 1964, the Australian Worker's Union and lobbyist Pat Mackie led an industrial dispute against Mt Isa Mines after a disagreement on how the wealth of the field should be shared. As a result of this eight-month dispute, the mine temporarily closed and the Queensland Government declared a state of emergency in the region. In January 1966, nickel ore deposits were discovered at Kambalda, WA, by Western Mining Corporation. Shortly afterwards, the corporation began construction of an extraction plant for processing the ore. In March 1969, natural gas was first piped from Moonie to Brisbane, the first city in Australia to receive a supply of natural gas.
Communications	In 1960, less than five years after it arrived in Australia, nearly 70 per cent of homes in Sydney and Melbourne had television. In 1962, Robert Menzies opened the Sydney–Canberra–Melbourne coaxial cable system, the first major step in the direction of 'subscriber trunk

	dialing' (STD). In 1963, COMPAC (the Commonwealth Pacific Cable) was opened. It connected Australia, New Zealand, Fiji, Hawaii and Vancouver in Canada. In 1963, the federal government gave approval for the USA to set up a naval communication station at North West Cape, WA, and a space tracking station at Tidbinbilla near Canberra. In 1969, the Parkes Radio telescope in NSW plotted the progress of the first crewed flight to the Moon and sent pictures of the Moon walk around the world.
Railway expansion	In April 1962, the official Sydney–Melbourne standard-gauge train left Sydney for Melbourne. For the first time in 80 years, passengers were able to remain on the one train for the entire journey, and no longer had to change trains at Albury due to differences in rail gauges. In November 1969, the final section of the Sydney to Perth standard-gauge railway line was completed. Two months later a goods train made the first-ever run over the entire coast-to-coast line. A month later, the first passenger train carried passengers on the Indian–Pacific line between Sydney and Perth.

Measure the Perimeter of Composite Rectilinear Shapes

I can measure the perimeter of simple composite rectilinear shapes.

Use the centimetre grid to measure the length of each side of the shapes, writing the length next to each side. Then add the lengths together to find the perimeter.



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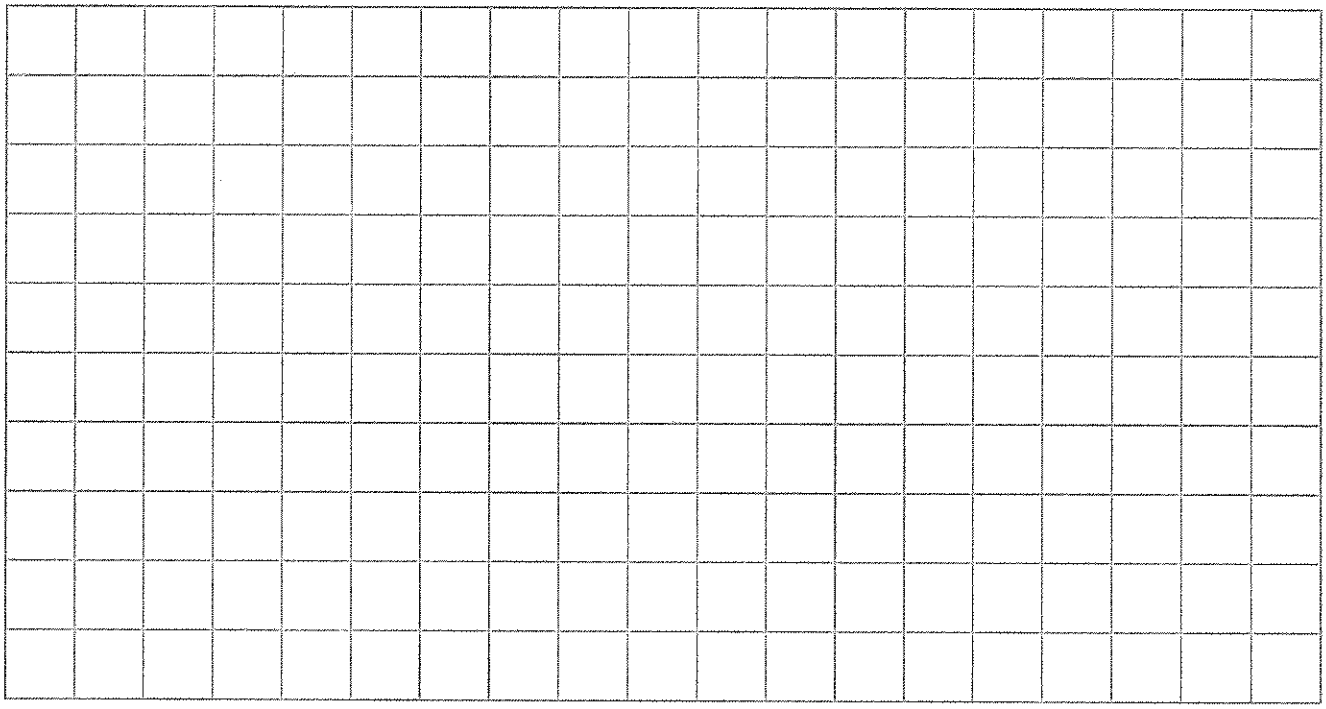
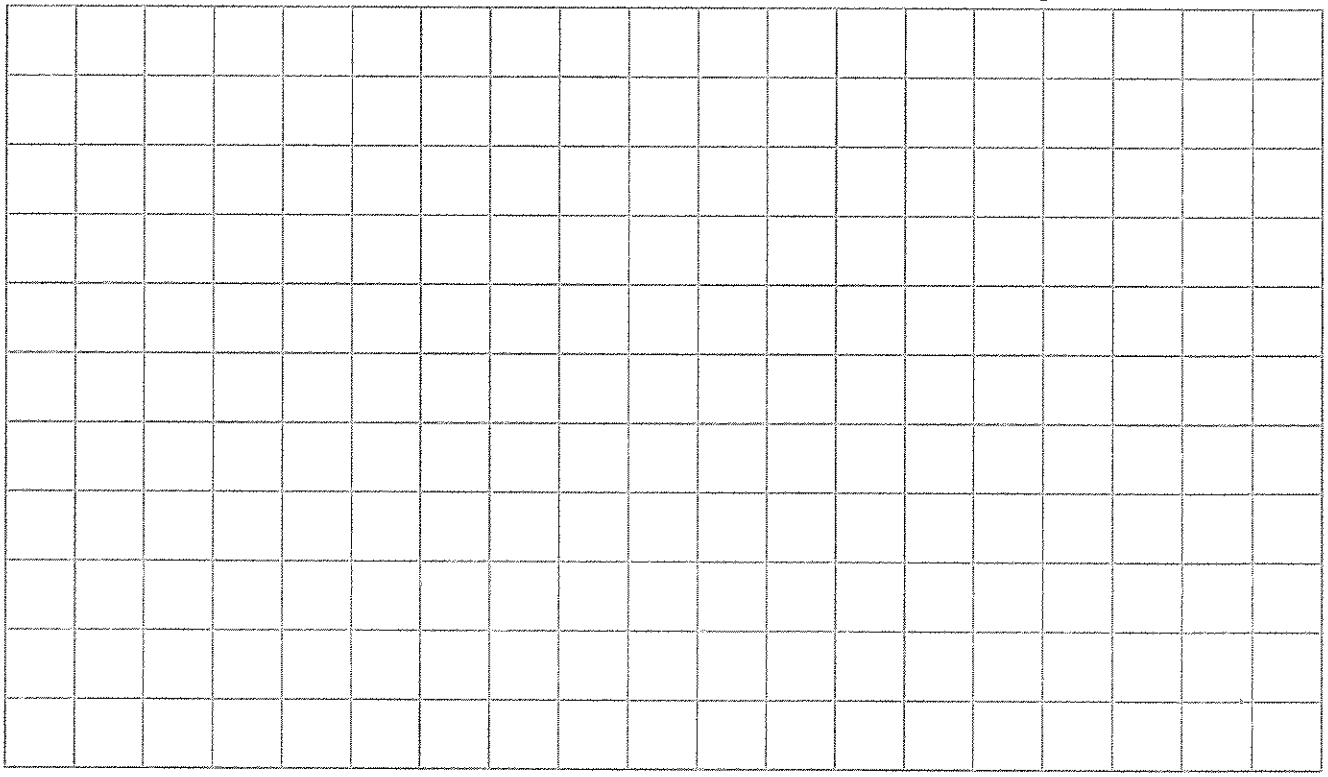
Measure the Perimeter of Composite Rectilinear Shapes

Draw four composite rectilinear shapes with a perimeter of 20cm on this grid.



Draw four composite rectilinear shapes with a perimeter of 28cm on this grid.



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Measure the Perimeter of Composite Rectilinear Shapes

I can measure the perimeter of simple composite rectilinear shapes.

Measure the length of each side of the shapes to the nearest centimetre, writing the length next to each side. Then add the lengths together to find the perimeter.

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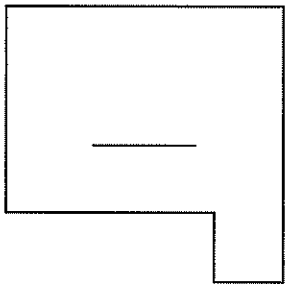

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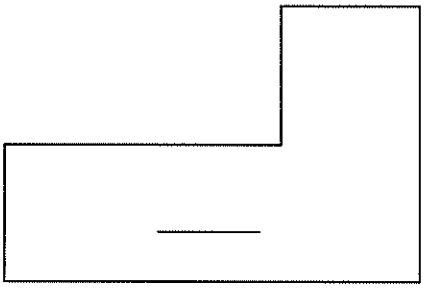

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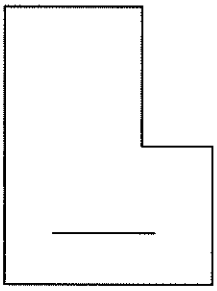

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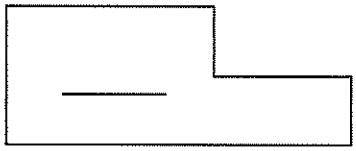

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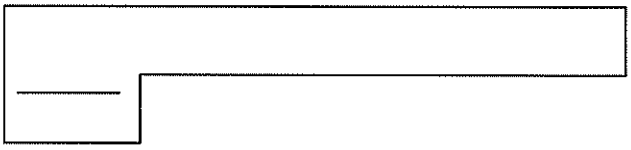

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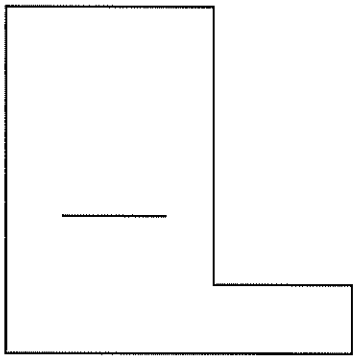

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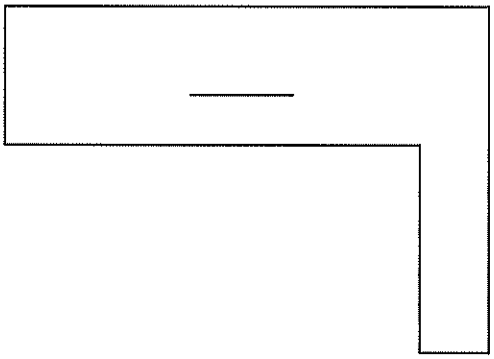

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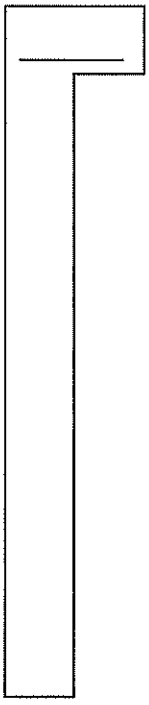

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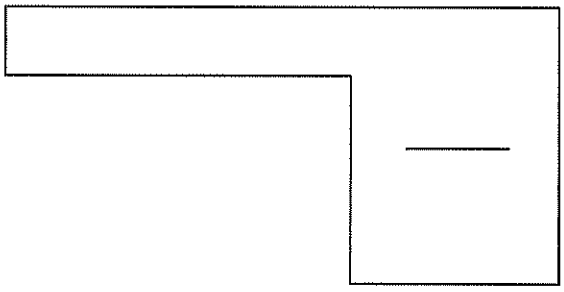

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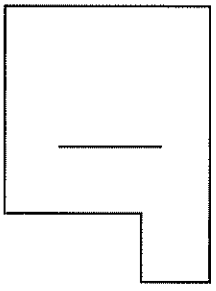

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Measure the Perimeter of Composite Rectilinear Shapes

Draw four composite rectilinear shapes with a perimeter of 16cm.

Draw four composite rectilinear shapes with a perimeter of 26cm.

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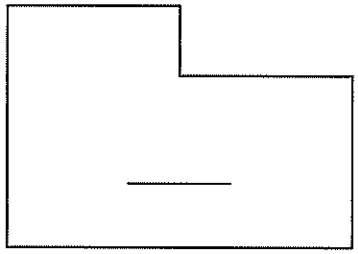
Measure the Perimeter of Composite Rectilinear Shapes

I can measure the perimeter of composite rectilinear shapes.

Measure the length of each side of the shapes to the nearest half-centimetre and add the lengths to find the perimeter.

1.



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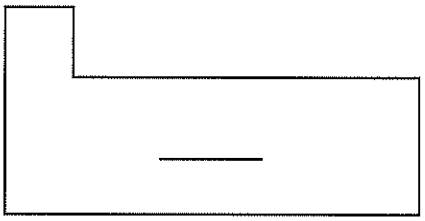

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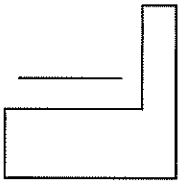

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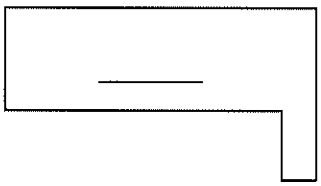

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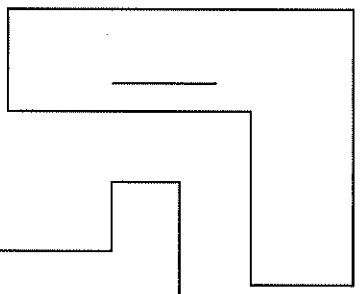

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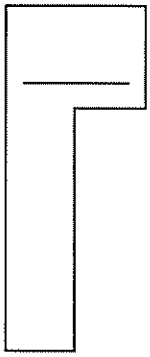

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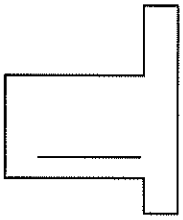

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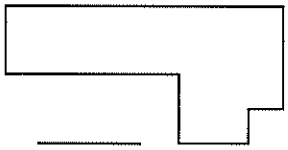

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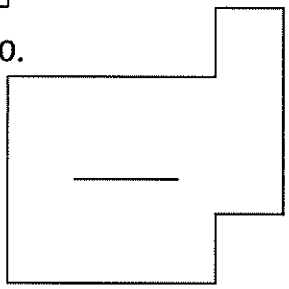

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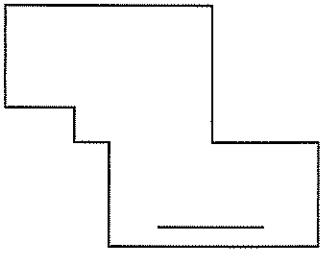

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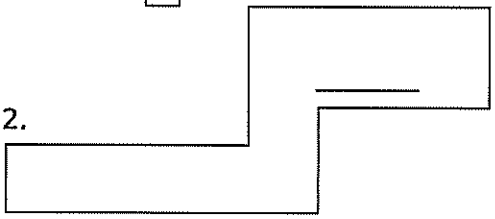

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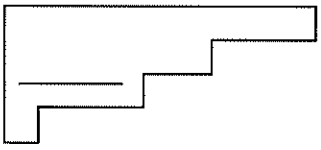

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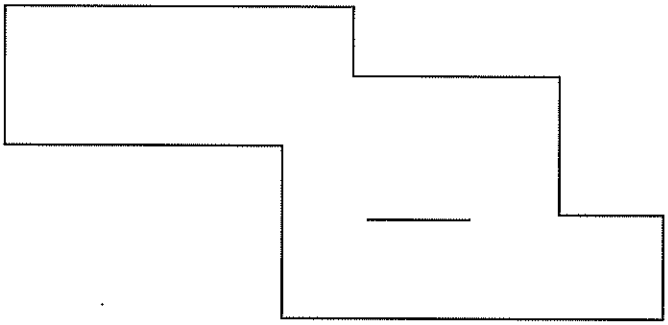

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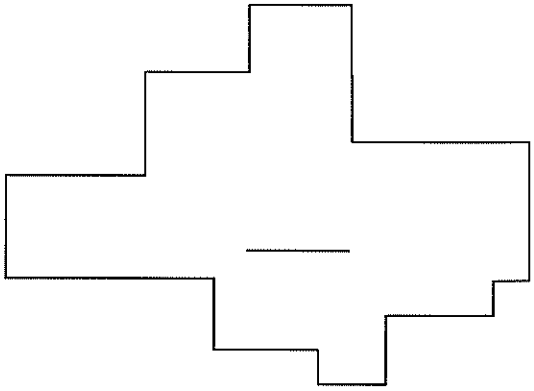

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Measure the Perimeter of Composite Rectilinear Shapes

Draw four composite rectilinear shapes with a perimeter of 30cm. Each shape must have at least 12 sides.

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Units of Measurement
Multiple Choice Quick Quiz

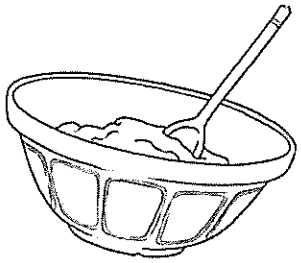
I can choose appropriate units of measurement for length, area, volume, capacity and mass (ACMMG108).

Tick the correct unit of measurement to be used in each measurement scenario.

1. Measuring the distance from the front door of your house to your bedroom door.

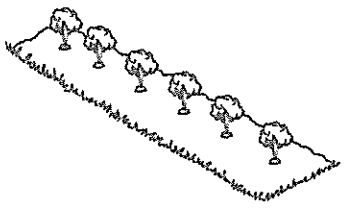
metres ☐ kilometres ☐ acres ☐ centimetres ☐

2. Measuring the amount of milk required when baking a cake.



litres ☐ grams ☐ millimetres ☐ millilitres ☐

3. Calculating the area of a vegetable garden.

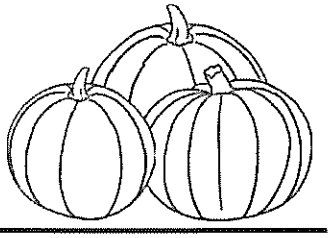


metres ☐ metres squared ☐ centimetres ☐ kilometres ☐

4. Recording the weight of a pumpkin.

grams ☐ kilograms ☐ millilitres ☐ centimetres ☐

5. Measuring the size of a paddock on a farm.



acres ☐ metres ☐ millimetres ☐ kilometres ☐

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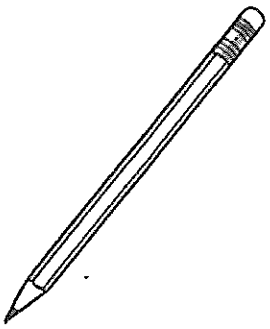
6. Measuring the length of a pencil.

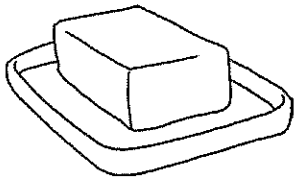


centimetres ☐ metres ☐ millimetres ☐ millilitres ☐

7. Measuring the length of the lead of a pencil.

litres ☐ grams ☐ millimetres ☐ millilitres ☐

8. Measuring the amount of butter required to make cup cakes.



grams ☐ kilograms ☐ litres ☐ millilitres ☐

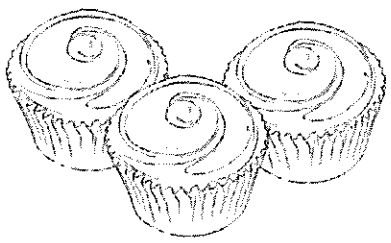
9. Make two of your own multiple choice measurement unit questions.

1. _____

_____ ☐ _____ ☐ _____ ☐ _____ ☐

2. _____

_____ ☐ _____ ☐ _____ ☐ _____ ☐



Write your answers on these slides.

Units of Measurement

Challenge Cards

Units of Measurement

Jeremy and his family were driving from Brisbane to Sydney.

What instrument in the car measures the distance travelled?

What unit of measurement is used?

Units of Measurement

Ruby is painting her bedroom walls. Which units of measurement will she use?

1. metres squared (m^2)
2. litres
3. centimetres
4. grams
5. kilograms

Units of Measurement

What is the length of this pencil?

in centimetres (cm) = _____

in millimetres (mm) = _____

Units of Measurement

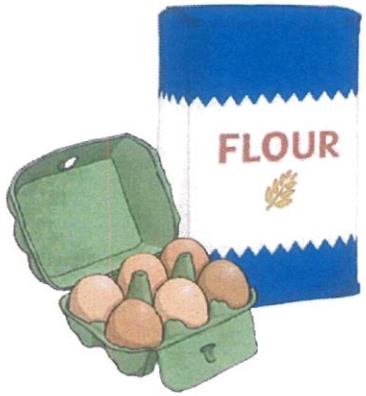
Write the abbreviations for these units of measurement.

- metres
- kilograms
- millilitres
- litres
- centimetres
- kilometres
- millimetres
- grams

Units of Measurement

When baking a cake which units of measure do you use?

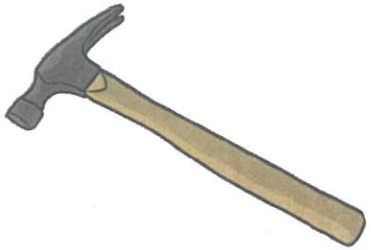
Which measuring instruments might you use?



Units of Measurement

When building a school which units of measurement might a builder use?

Which measuring instruments might they use?



Units of Measurement

Make a list of all the different types of measurements you come across in one normal weekday.

Metric Units and Measurements

Use this guide to help you with your numeracy and science work. Fill in the table to make it easier to find what you need.

Decimals in Measurements

Prefixes for units of length, volume and mass in the metric system

Prefix	Multiply by
milli -	0.001 (1/1000)
centi -	0.01 (1/100)
kilo -	1000

Length

The standard unit of length in the metric system is the metre.

1 millimetre = 0.001 metre

1 centimetre = 0.01 metre

1 kilometre = 1000 metres

10mm = 1cm // 100cm = 1m // 1000m = 1km

Abbreviations

1 millimetre = 1 mm

1 centimetre = 1 cm

1 metre = 1 m

1 kilometre = 1 km

Mass

The standard unit of mass in the metric system is the gram.

1 milligram = 0.001 gram

1 gram = 0.001 kilogram

1 kilogram = 1000 grams

Abbreviations

1 milligram = 1mg

1 gram = 1g

1 kilogram = 1kg

Volume

The standard unit of volume in the metric system is the litre.

1 millilitre = 0.001 litre

1 kilolitre = 1000 litres

Abbreviations

1 millilitre = 1ml

1 litre = 1l

1 kilolitre = 1kl

Temperature

Celsius	
100	Boiling point of water
30	a very hot day
20	average room temperature
0	water melting/freezing point

Time

Time conversions:

1 minute = 60 seconds

1 hour = 60 minutes = 3600 seconds

1 day = 24 hours

1 week = 7 days

1 year = 365 1/4 days

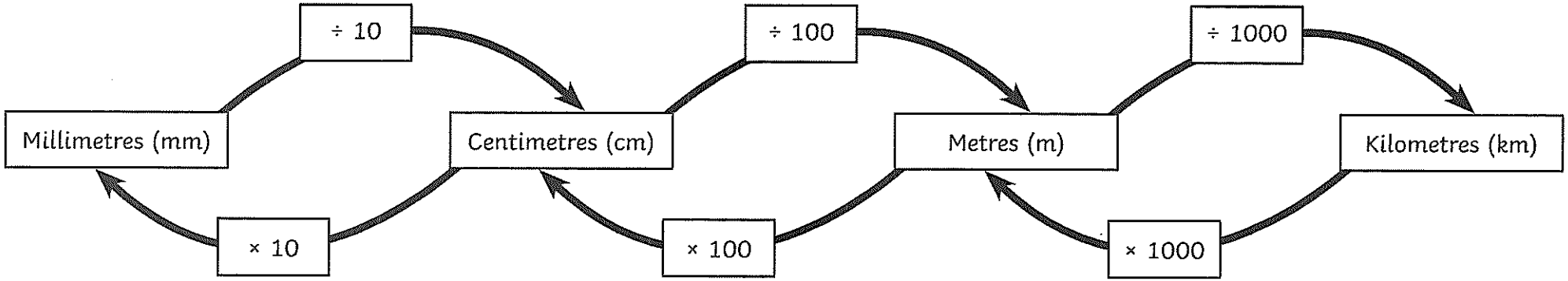
(for the Earth to travel once around the sun)

Unit I am working with:	
Correct abbreviation:	

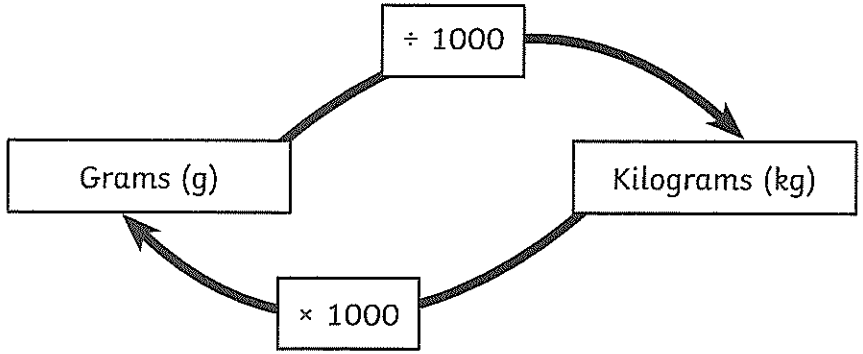
Questions I have:

Measurement Conversion Chart

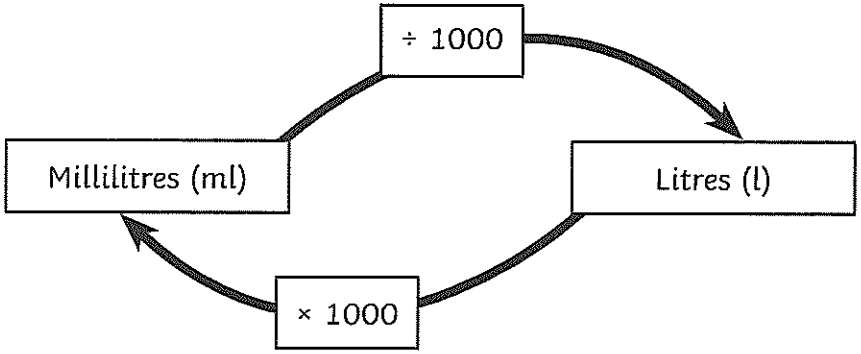
Length



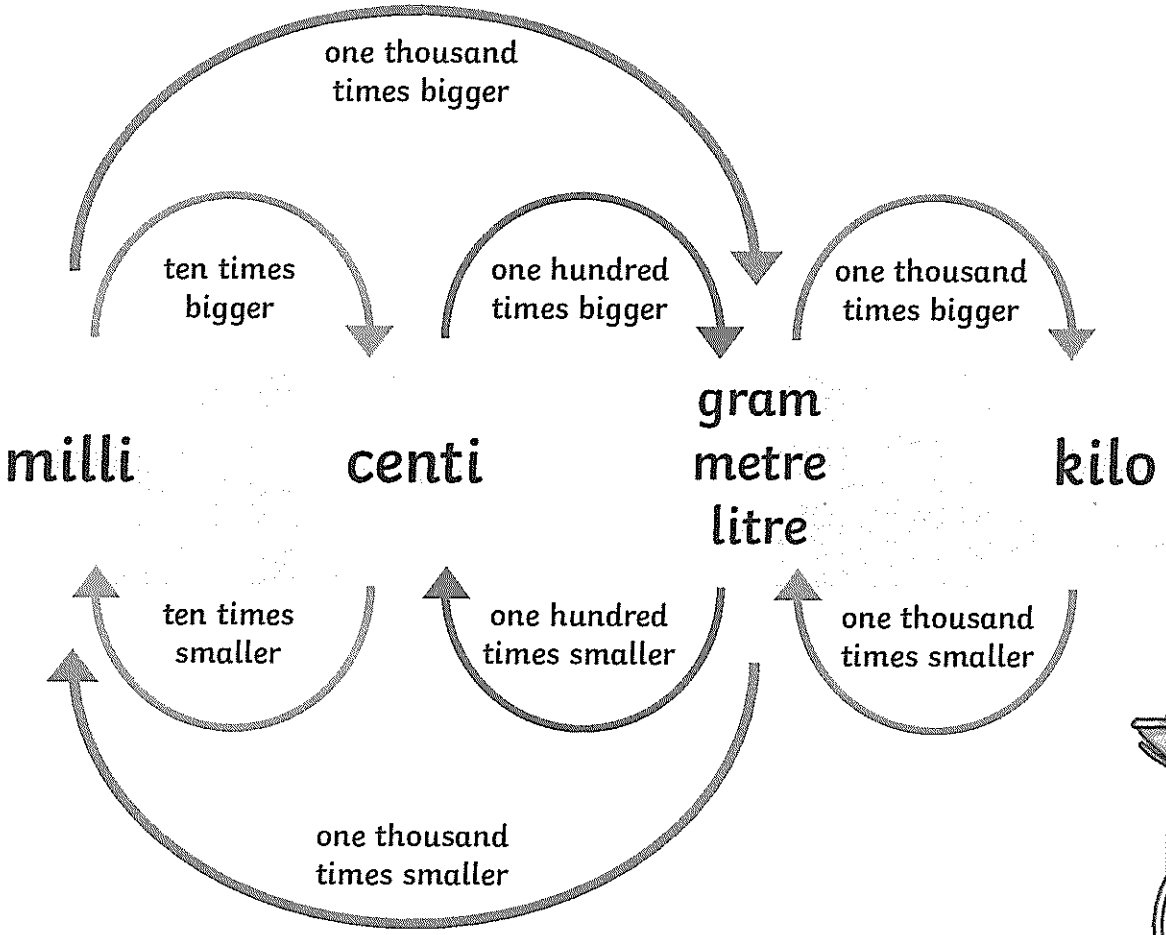
Mass

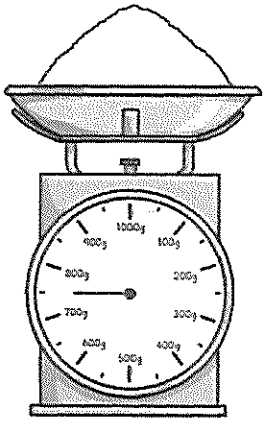


Capacity



Metric Measurements





Converting Between Millimetres and Centimetres

LO: I can convert between different units of metric measure

One carpenter only has measurements in millimetres and another only has measurements in centimetres.
Complete the tables below to help the carpenters by converting millimetres into centimetres and centimetres into millimetres.

1.

Millimetres	Centimetres
3.8	
9.8	
0.7	
2	
3.6	
5.3	
4.7	
4.3	
3.7	
7.7	

2.

Millimetres	Centimetres
15	
8.5	
37.3	
47.2	
73.1	
54.3	
16.8	
18.4	
5.9	
42.9	

3.

Millimetres	Centimetres
	0.91
	0.07
	0.95
	0.02
	0.33
	0.88
	0.67
	0.06
	0.86
	0.65

4.

Millimetres	Centimetres
	6.22
	3.38
	3.75
	2.76
	1.9
	7.03
	3.8
	4.66
	8.63
	0.49

5.

Millimetres	Centimetres
	0.91
5.3	
	0.77
7.2	
1.6	
	0.27
0.2	
	0.04
	0.68
2.5	

6.

Millimetres	Centimetres
	9.43
71.6	
	3.16
	8.32
44.9	
88	
	4.46
	7.2
82.8	
85.4	

Converting Between Centimetres and Metres

LO: I can convert between different units of metric measure

One builder only has measurements in centimetres and another only has measurements in metres.
Complete the tables below to help the builders by converting centimetres into metres and metres into centimetres.

1.

Centimetres	Metres
91	
66	
65	
23	
19	
59	
88	
0	
11	
95	

2.

Centimetres	Metres
17.8	
6.3	
46	
54.8	
74.4	
39.8	
35.2	
13.8	
90.6	
46.2	

3.

Centimetres	Metres
	0.38
	0.88
	0.17
	0.95
	0.04
	0.09
	0.63
	0.53
	0.67
	0.82

4.

Centimetres	Metres
	0.475
	0.236
	0.606
	0.414
	0.264
	0.965
	0.353
	0.267
	0.424
	0.398

5.

Centimetres	Metres
11	
	0.63
	0.5
38	
37	
	0.79
46	
	0.03
78	
	0.68

6.

Centimetres	Metres
	0.41
18.4	
	0.348
38.2	
	0.571
	0.708
39.6	
10	
	0.018
77.4	

Converting Between Metres, Centimetres and Millimetres

LO: I can convert between different units of metric measure

There are three workmen; one has a tape measure that only shows metres, the second man's only shows centimetres and the final workman's shows just millimetres. Complete the tables below to help the workmen by converting the measures.

1.

Metres	Centimetres	Millimetres
0.327		
0.794		
0.329		
0.818		
0.651		
0.215		
0.802		
0.57		
0.845		
0.453		

2.

Metres	Centimetres	Millimetres
6.674		
5.016		
1.014		
3.125		
5.47		
8.215		
5.23		
1.551		
4.228		
9.774		

3.

Metres	Centimetres	Millimetres
	10.4	
	91	
	15.4	
	30.7	
	0.5	
	86.7	
	86.2	
	13	
	39.4	
	50.4	

4.

Metres	Centimetres	Millimetres
	724.4	
	575.7	
	598.3	
	907.7	
	264.6	
	978.4	
	369	
	292.3	
	263.7	
	472.9	

5.

Metres	Centimetres	Millimetres
		871
		259
		522
		916
		840
		983
		365
		587
		339
		112

6.

Metres	Centimetres	Millimetres
		9043
		1659
		1386
		4207
		1349
		4900
		2456
		3173
		4942
		7136

7.

Metres	Centimetres	Millimetres
		546
	84.4	
0.842		
	60.7	
		820
	89.4	
0.011		
		271
	83.9	
0.107		

8.

Metres	Centimetres	Millimetres
	767.7	
9.489		
	187.5	
		3966
		5257
2.534		
		5295
7.231		
	359.4	
		5304

AHOY, MATEY!

Complete each equation. Then write the letters on the lines below to find the answer to the joke.

$6 \times 6 =$ _____ A

$6 \times 8 =$ _____ F

$1 \times 6 =$ _____ H

$6 \times 9 =$ _____ W

$5 \times 6 =$ _____ O

$6 \times 7 =$ _____ D

$4 \times 6 =$ _____ S

$6 \times 2 =$ _____ R

$3 \times 6 =$ _____ I

$6 \times 10 =$ _____ S

What is a pirate's favorite fish?

___	___	___	___	___	___	___	___	___	___	!
36	60	54	30	12	42	48	18	24	6	

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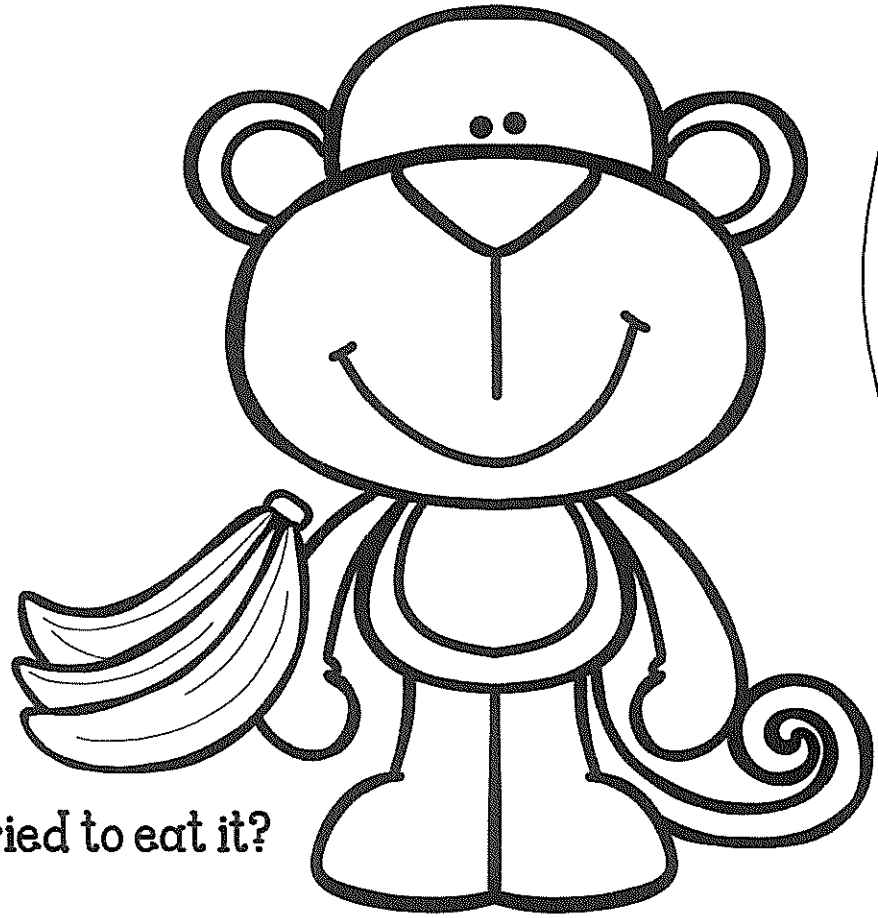
MONKEYIN' AROUND!

Complete each equation. Then write the letters on the lines below to find the answer to the joke.

11 x 7 = _____ B	7 x 12 = _____ A
7 x 8 = _____ H	9 x 7 = _____ A
6 x 7 = _____ T	7 x 7 = _____ N
7 x 3 = _____ A	2 x 7 = _____ E
4 x 7 = _____ P	7 x 5 = _____ T
7 x 1 = _____ I	10 x 7 = _____ L
0 x 7 = _____ N	1 x 1,000 = _____ S



What did the banana do when the monkey tried to eat it?

___	___	___		___	___	___	___	___	___		___	___	___	___	___	!
35	56	14		77	21	49	84	0	63		1,000	28	70	7	42	

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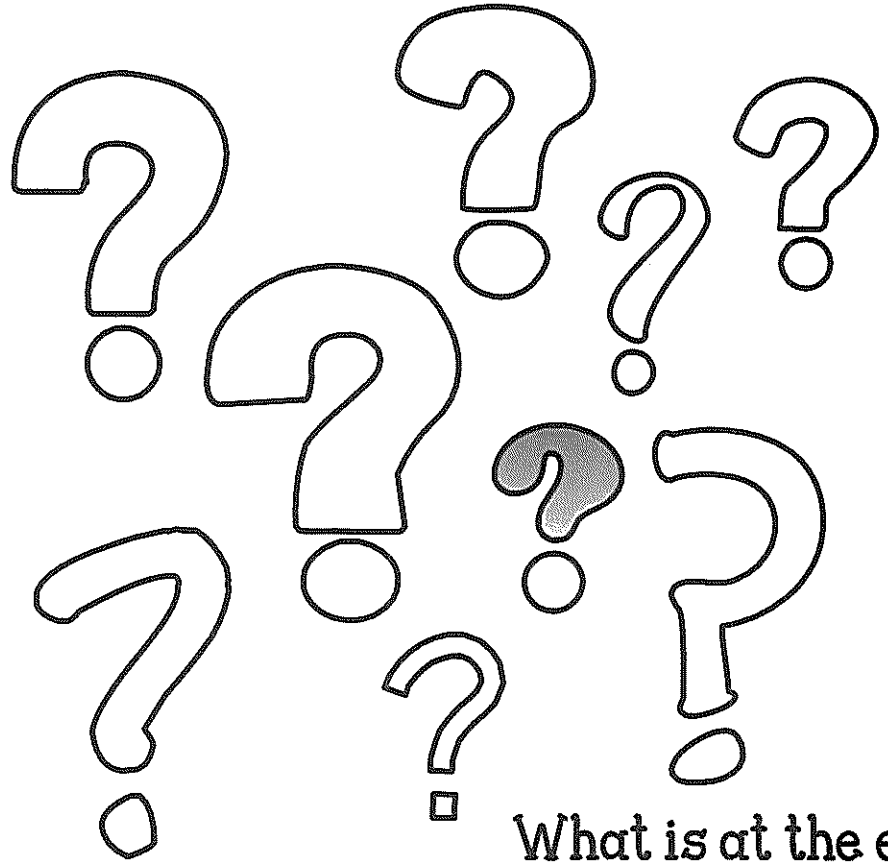
EVERYTHING FROM A TO Z

Complete each equation. Then write the letters on the lines below to find the answer to the joke.



$6 \times 8 =$ _____ E

$8 \times 8 =$ _____ R

$8 \times 12 =$ _____ H

$8 \times 9 =$ _____ T

$5 \times 8 =$ _____ E

$8 \times 7 =$ _____ T

$4 \times 8 =$ _____ T

$8 \times 2 =$ _____ E

$3 \times 8 =$ _____ L

$8 \times 11 =$ _____ G

What is at the end of everything?

___	___	___	___	___	___	___	___	___	___	!
72	96	40	24	48	32	56	16	64	88	

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SILLY Sheep!

Complete each equation. Then write the letters on the lines below to find the answer to the joke.

$7 \times 9 =$ _____ A

$9 \times 9 =$ _____ A

$2 \times 9 =$ _____ P

$9 \times 10 =$ _____ S

$6 \times 9 =$ _____ B

$9 \times 8 =$ _____ O

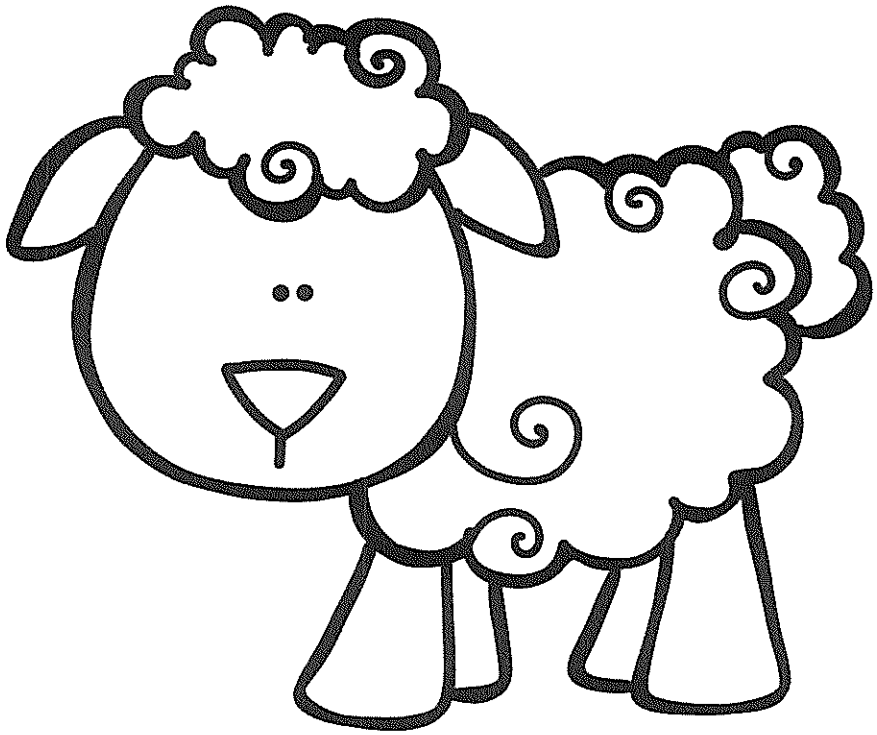
$4 \times 9 =$ _____ E

$9 \times 3 =$ _____ H

$5 \times 9 =$ _____ B

$9 \times 12 =$ _____ A

$1 \times 9 =$ _____ R



Why did the lamb cross the road?

To get to the ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ !

45 63 108 81 54 36 9 90 27 72 18

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I know the MULTIPLES of

Think about the multiples of 11.

Cut out the numbers below.

Glue the multiples of 11 to the big number 11.

1 x 11	7 x 11
2 x 11	8 x 11
3 x 11	9 x 11
4 x 11	10 x 11
5 x 11	11 x 11
6 x 11	12 x 11

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66	132	11	21	99	121	77	33
110	44	91	112	55	22	101	88

I Know the MULTIPLES of

Think about the multiples of 12.

Cut out the numbers below.

Glue the multiples of 12 to the big number 12.

1 x 12

2 x 12

3 x 12

4 x 12

5 x 12

6 x 12

7 x 12

8 x 12

9 x 12

10 x 12

11 x 12

12 x 12

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48	12	108	60	132	126	36	84
72	30	144	24	96	44	120	78

Which OPERATION?

Cut and paste the **X** and ÷ symbols to complete the equations.

42 ☐ 7 = 6

7 ☐ 7 = 49

11 ☐ 7 = 77

14 ☐ 7 = 2

10 ☐ 7 = 70

28 ☐ 7 = 4

9 ☐ 7 = 63

8 ☐ 7 = 56

21 ☐ 7 = 3

12 ☐ 7 = 84

7 ☐ 7 = 1

35 ☐ 7 = 5

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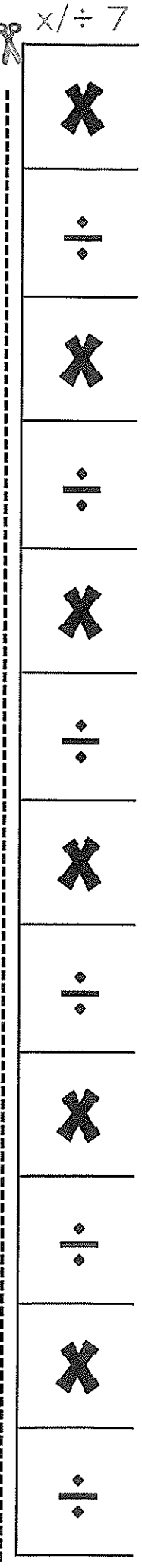
x/÷ 7



Which OPERATION?

Cut and paste the **X** and **÷** symbols to complete the equations.

12 ☐ 8 = 96

5 ☐ 8 = 40

88 ☐ 8 = 11

80 ☐ 8 = 10

8 ☐ 8 = 64

56 ☐ 8 = 7

48 ☐ 8 = 6

9 ☐ 8 = 72

16 ☐ 8 = 2

24 ☐ 8 = 3

1 ☐ 8 = 8

4 ☐ 8 = 32

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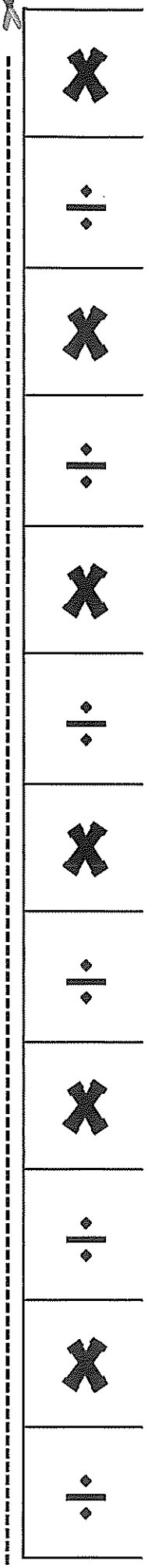
x/÷ 8



Yr 5/6 Science with Mrs Watt

Hello 5/6 and parents,

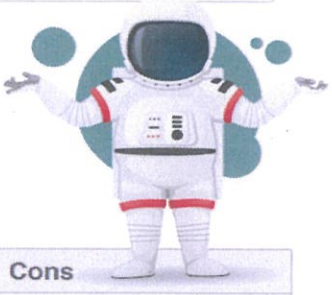
I hope you are all going well at home. I, especially, hope you are all being kind to your families and getting some fresh air outside playing and exercising.

We are continuing to look at space exploration this week. You will need access to a device and the internet. If any of you don't have access to a device and the internet, please leave a message with the school for me or email me on janet.watt@det.nsw.edu.au and I will get some information printed off for you.

Take care. Kind Regards, Mrs Janet Watt 😉

1 What are the pros and cons of space exploration?

In pairs or groups discuss the question and record your thoughts below.



Pros	Cons

Elon Musk is the founder of Tesla and Space X. He is an engineer and innovator who aims to use new technologies to further space exploration.

Space X Falcon test flights

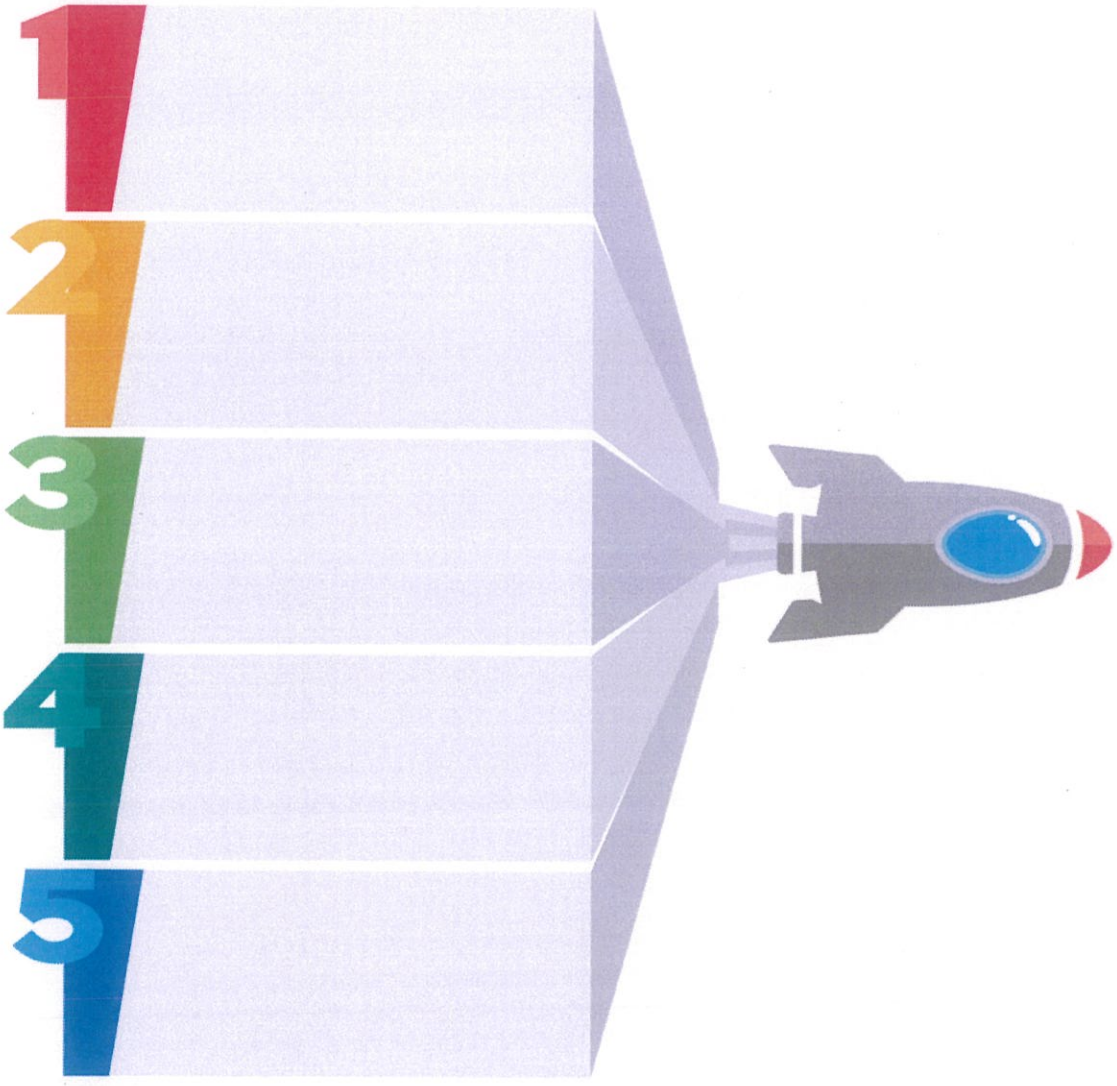
2. Using these websites, fill in the top 5 reasons that humans explore space.

Is Space Exploration Essential to Humanity
debate.org
Debate style information and opinions.

Why Space Exploration Matters
planetsave.com
Opinion piece on why space exploration matters.

What has Space Research Done For Me?
particle.scitech.org.au
How space exploration has influenced our lives.

Why Space Exploration Matters?
science.howstuffworks.com
Reasons for space exploration and a link to an informative video.



3. Explore this website; NASA's Home and City site https://homeandcity.nasa.gov/

Firstly, look at the home, then record the space technologies that you and your family use at home in the table below.

Item name	Use by NASA	Daily use
Portable cordless vacuums	Portable tools used to extract samples of rock and dust from the Moon's surface.	Vacuuming floors and blowing leaf litter in the garden.

4. Continuing to use NASA'S Home and City site, explore the city site to see how technologies developed for space exploration have impacted these different jobs below. Fill in the boxes for each and add two jobs of your choice.

Firefighter

Sportsperson

Doctor

Airline pilot

Other:

Other:

5. Look up the link called **Science junk: How it got there, and what we are going to do with it?** https://australiascience.tv/space-junk-how-it-got-there-and-what-were-going-to-do-with-it/

Why is space junk a growing problem for humanity?

6. Look up the below websites to determine how we can solve the space junk problem.

Cleaning Space Junk

treehugger.com

Nine ideas and concepts to clean space junk.

Capturing Rubbish in Space

theverge.com

Satellite uses a giant net to practice capturing space junk.

How can we solve the space junk problem?