

## YEAR 6 Home Learning– Week 5

Monday At school	Tuesday At school	Wednesday At school	Thursday At home	Friday At home
<p><b>English</b></p> <p>Information reports Focus on writing an introduction, topic sentences and a conclusion- these areas were identified as needing reviewing. Look at examples, practice writing examples and use a plan to write parts of a report. Adjustments made to rainforest information reports, based on revision. Peer feedback.</p>	<p><b>English</b></p> <p>Imaginative text Revise structure of a narrative; peer feedback on text written on an event based on the novel 'Home to Mother'. Adjustments made to the text based on feedback.</p>	<p><b>English</b></p> <p>The Short and Incredibly Happy Life of Riley, written by Colin Thompson and illustrated by Amy Lissiat; Read the book, discuss. Explore the importance of dialogue in texts.</p>	<p><b>English</b></p> <p>The Short and Incredibly Happy Life of Riley, written by Colin Thompson and illustrated by Amy Lissiat; See class pages for the questions. You may write your responses or use Word. Please bring the work to school on Monday.</p>	<p><b>English</b></p> <p>The Short and Incredibly Happy Life of Riley, written by Colin Thompson and illustrated by Amy Lissiat; See class pages for the task. You may write your responses or use Word. Please bring the work to school on Monday.</p>
			<p>Reading narrative 'Best Friends Forever'. Read and answer the making meaning questions, in sentences. Write dialogue between Kate and Angie, showing Kate to be a kind and caring person and Angie to be mean and nasty. ( they can be talking about the arrival of the new student Ellie)</p>	<p>Reading narrative 'Save Our Library' Answer the making meaning questions, answer in sentences providing detail from the text. Please bring the work to school on Wednesday. Write 1 simple sentence from the text. Write 1 compound sentence from the text. Write 1 complex sentence from the text. Does the dialogue reveal characters, move the plot forward and/or build tension? Your answers need to be explained</p>
			<p>Write dialogue between Kate and Angie, showing Angie to be jealous of Ellie. Remember to use direct speech punctuation. Please bring the work to school on Wednesday</p>	

<p><b>Religion</b></p> <p>Share understanding of caring for our common home and review suggestions for future directions. Is there something else we could be doing as a school?</p>	<p><b>Religion</b></p> <p>Look at a school audit of ways we are looking after our environment</p>	<p><b>Religion</b></p> <p>Read related passages and discuss questions</p>	<p><b>Religion</b></p> <ol style="list-style-type: none"> <li>1. What will you do today to make the world a better place?</li> <li>2. What is something that you can continue to do for the environment?</li> <li>3. How will you share the world's resources more fairly?</li> <li>4. What will you do for those who do not have equal share of those resources?</li> <li>5. Whose help will you need?</li> </ol> <p>Your response to each question should be 3-5 sentences. Please include details to support your responses. You may write your responses or use Word. Please bring the work to school on Monday.</p>	<p><b>Religion</b></p> <p>Create a persuasive poster to encourage others to care for the common home (how to be a steward of creation).</p> <p>Remember to include persuasive devices: rhetorical questions, emotive language, modality, facts and statistics</p> <p>You may write create the poster yourself or use Word. Please bring the work to school on Monday.</p>
<p><b>Maths</b></p> <p>Multiplication and division</p>	<p><b>Maths</b></p> <p>. Multiplication and division</p>	<p><b>Maths</b></p> <p>Multiplication and division</p>	<p><b>Maths</b></p> <p>Multiplication and division</p> <p>Converting between units of measurement.</p> <p>Please complete as many worksheets as you can within 1 hour. Complete the multiplication and division sheets that are at your level.</p>	<p><b>Maths</b></p> <p>Multiplication and division</p> <p>Converting between units of measurement.</p> <p>Please complete as many worksheets as you can within 1 hour. Complete the multiplication and division sheets that are at your level.</p>

## Week 5

### English

#### Thursday

*The Short and Incredibly Happy Life of Riley*, written by Colin Thompson and illustrated by Amy Lissiat;

You may want to watch the clip of the book before answering the questions.

<https://www.youtube.com/watch?v=tuuPE3fQkXE>

<https://slideplayer.com/slide/8979505/>

- Why was Riley so happy?
- Compare Riley's life with that of humans by drawing up two columns. (include family, friends, homes, activities etc)
- Where does the title for this book come from?
- What does it mean to be under a cloud? Find instances of this from the text.
- Find examples of being comfortable and laid back.

(answer these questions in sentences and give details and evidence from the book to support your answers)

What do you think are the main things in life? How can they be attained? What does happiness consist of for you? Is it difficult to be happy? (at least ½ page to answer these questions)

#### Friday

*The Short and Incredibly Happy Life of* \_\_\_\_\_ ( you ) , create a comic strip to show what you think is important in life. You should have at least 10 boxes in your comic strip, as well as text to explain the ideas you are presenting. You may draw the comic strip or use a computer.

# Best Friends Forever



Pamela Rushby  
Sarah Davis

Angle and I had been best friends ever since Year 1, and we liked doing a lot of things together, like drawing pictures, acting in school plays and playing the recorder in the school band.

We did some things by ourselves: Angle liked bushwalking and I didn't; I always thought the only things I saw on bushwalks were my feet, because the tracks were so bumpy. And I liked to ice-skate and Angle didn't, because she got too cold. But that didn't matter, because we were still best friends.



1

Then one day something happened: a new girl arrived in our class. Our teacher said, "This is Ellie. Kate and Angle, I'd like you to look after Ellie while she settles in."

We sat with Ellie at lunch and she seemed really nice. We discovered that she liked drawing and acting, and she was learning to play the flute.

I usually caught the bus home, but Angle lived closer and she always walked. When it was home time, we found out that Ellie lived in the same direction as Angle and she was also going to walk. "I like to walk," Ellie said.

"If you like bushwalking, maybe you could come along with me and my family for a bushwalk at the weekend!" Angle said, smiling.

They walked away together and I felt very left out, not because I cared about the bushwalking, but because I didn't like seeing Ellie strutting off with my friend. I wasn't happy on Friday, when they made arrangements to meet that Sunday for their walk.



2

Well, I don't care, I told myself, let them go bushwalking and fall over the bumps in the tracks! But I moped around the house all weekend, until my big brother, Kevin, asked what was wrong.

"Nothing," I mumbled, but I could tell he didn't believe me.

"What about coming ice-skating with me?" Kevin suggested. "I'll teach you to skate backwards, if you like."

We had a great time – and by the end of the afternoon, I was gracefully skating backwards!



I wanted to tell Angie all about it on Monday, but she and Ellie were talking and talking about bushwalking and I couldn't squeeze a word in. Eventually I wandered off to the library all by myself and found a book about ice-skating. I planned to practise a spiral next.

At home time, Angie asked me where I'd disappeared to at lunchtime. What do you care? I thought, but I shrugged my shoulders and said, "Just to the library," and I held up my book.

"Can you really ice-skate?" Ellie asked excitedly. "I've always thought it would be amazing to learn ice-skating – could you teach me?"

"I suppose I could," I said. "Maybe next weekend?"

I thought about it on the bus on the way home. Two best friends are fine, I realised, but maybe *three* best friends – well, maybe that could be even better!



## Making Meaning

- 1 What activities did Kate and Angie enjoy doing together?
- 2 Which word tells you that Kate looked very comfortable and relaxed when she was skating on the ice?
- 3 What did the teacher mean by *while she settles in*?
- 4 Why was Kate unhappy when she realised that Angie and Ellie would be spending time together at the weekend?
- 5 What happens in the story to tell you that Ellie has a nice personality?
- 6 What activity do you think the three girls will enjoy doing together?
- 7 How do you think the friendship among the three girls will develop after a little more time? Why?

4

NELSON  
CENGAGE Learning

For learning solutions, visit [cengage.com.au](http://cengage.com.au)

NLD Level: 10

Reading Age: 10.1–10.3

Text Type: Narrative

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# Save Our Library!

Nelson  
Literacy  
Directions

Peter Millett  
Scott Fraser

DAVID AND SELENA HAD A MASSIVE PROBLEM:  
THE SCHOOL LIBRARY - THEIR FAVOURITE PLACE  
OF SANCTUARY - WAS ABOUT TO BE CLOSED DOWN.

**CLOSING  
DOWN  
SOON**

I CAN'T BELIEVE IT! WHERE AM  
I GOING TO FIND A PEACEFUL  
PLACE TO READ MY BOOKS NOW?

TELL ME ABOUT IT! AND WHERE AM I  
GOING TO DO MY ONLINE RESEARCH?  
I CAN'T DO IT AT HOME - OUR INTERNET  
CONNECTION IS WAY TOO SLOW.

.I'M SO SORRY, KIDS. I'VE TRIED EVERYTHING I CAN THINK OF  
- I'VE WRITTEN FUNDRAISING LETTERS TO ALL THE PARENTS  
AND COMMUNITY BOARDS, BUT I HAVEN'T BEEN ABLE TO GET  
ENOUGH DONATIONS TO KEEP THE LIBRARY OPEN.

EVEN MRS WILSON,  
THE PRINCIPAL,  
COULDN'T HELP.

PRINCIPAL

1

IN ART CLASS, DAVID DISCUSSED THE CRISIS WITH SELENA, MICHAEL AND JUSTINE.

IF WE DON'T ACT QUICKLY WE'LL LOSE  
OUR LIBRARY FOREVER! LET'S DESIGN A  
CAMPAIGN TO SAVE IT FROM BEING CLOSED  
DOWN. WE NEED SOMETHING THAT WILL  
SERIOUSLY GET PEOPLE'S ATTENTION.

HOW ABOUT WE DESIGN SOME  
BIG, COLOURFUL POSTERS?

OR A FUNDRAISING WEBSITE?

MAYBE, BUT I WAS HOPING FOR AN UNBELIEVABLY  
SIMPLE CONCEPT THAT WILL MAKE PEOPLE STOP IN  
THEIR TRACKS AND THINK ABOUT OUR LIBRARY. ...

DO YOU MEAN  
SOMETHING LIKE  
A TRAFFIC LIGHT?

YEAH, TOTALLY ... A TRAFFIC  
LIGHT IS A PERFECT EXAMPLE  
OF THE IDEA I'M LOOKING  
FOR. BUT, UM, HOW WOULD  
WE CREATE THE EFFECT  
OF A TRAFFIC LIGHT?

EASY, JUST LIKE THIS ...

2

RED MEANS STOP – EXACTLY LIKE A TRAFFIC LIGHT. WE CAN DESIGN A RED BOOKMARK WITH THE WORDS “STOP OUR LIBRARY FROM CLOSING” ON IT.

BRIGHT IDEA. WE’LL DISTRIBUTE THEM TO AS MANY PEOPLE AS WE CAN!

AWESOME THINKING! YOU GUYS SERIOUSLY ROCK!

YOUR BRIGHT IDEA JUST GAVE ME ANOTHER BRIGHT IDEA. WE COULD PUT A SLOGAN ON THE BACK OF THE BOOKMARK SAYING “HELP – I’M MISSING A BOOK”

IF PEOPLE SEE BOOKMARKS WITHOUT BOOKS TO GO IN, THEY’LL IMMEDIATELY THINK OF MISSING LIBRARIES.

DAVID AND HIS FRIENDS BEGAN TO DESIGN AN EYE-CATCHING TRAFFIC-LIGHT BOOKMARK. IN JUST A FEW DAYS THEY DESIGNED, PRODUCED, PRINTED AND CUT NEARLY TWO THOUSAND BOOKMARKS.

THEY RUSHED SOME BOOKMARKS DOWN TO MRS WILSON, WHO WASTED NO TIME DISTRIBUTING THEM AMONG THE COMMUNITY.

A MONTH LATER, MRS WILSON STUNNED DAVID AND SELENA WITH SOME AMAZING NEWS.

GUESS WHAT? YOUR IDEA WORKED! WE’VE NOW RAISED ENOUGH MONEY TO STOP THE LIBRARY FROM CLOSING DOWN – AND IT’S ALL THANKS TO YOU AND YOUR DESIGN TEAM’S GENIUS!

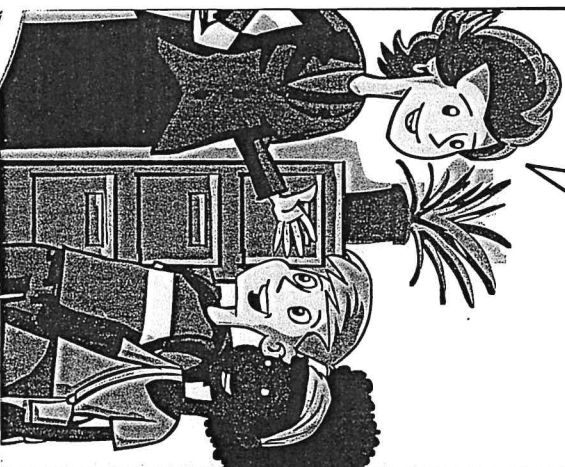
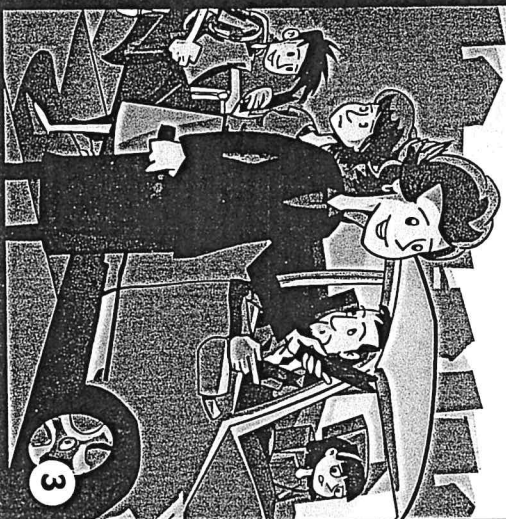
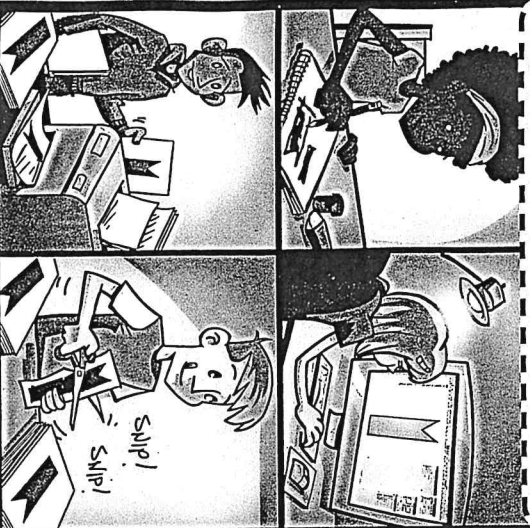
WHAT SERIOUSLY COOL NEWS!

AWESOME! WHERE SHALL WE GO TO CELEBRATE?

HOW ABOUT THE LIBRARY? I’VE ACTUALLY GOT AN OVERDUE BOOK THAT I NEED TO RETURN TODAY!

EXCELLENT – I’LL DO SOME RESEARCH WHILE I’M THERE!

- ### Making Meaning
- 1 Why does Selena like to visit the school library?
  - 2 Which expression on page 3 tells you that the bookmark was designed to look very bright and stand out clearly?
  - 3 What is meant by *we’ll lose our library forever*?
  - 4 Why did David want the idea to be very simple?
  - 5 Why do you think producing bookmarks was an effective way to save the library?
  - 6 On page 3, why are there four small illustrations on the bottom left of the page?
  - 7 If you were responsible for organising a fundraising campaign to save your school library, what would you do?



4

**NELSON**  
CENGAGE Learning

For learning solutions, visit [cengage.com.au](http://cengage.com.au)

NLD Level: 12  
Reading Age: 10.8–11.0  
Text type: Narrative

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## Converting between units of capacity

$$\boxed{\div 1000}$$


$$1000 \text{ mL} = 1 \text{ L}$$


$$\boxed{\times 1000}$$

mL to L divide by 1000  
example:  $96 \text{ mL} \div 1000 =$  (move 3 decimal places to the left)  
 $\curvearrowright 96 \curvearrowleft = .096 \text{ L}$

L to mL multiply by 1000  
 $22 \text{ L} \times 1000$  (move the decimal point 3 places to the right).

### Converting Units of Mass

#### Converting - larger to smaller

grams to milligrams - multiply by 1000

kilograms to grams - multiply by 1000

tonne to kilograms - multiply by 1000

#### Converting - smaller to larger

milligrams to grams - divide by 1000

grams to kilograms - divide by 1000

kilograms to tonnes - divide by 1000

$$22 \overset{\text{m}}{\text{m}} -$$
$$\begin{array}{r} 22000 \text{ mL} \end{array}$$



## Convert metric units of mass and volume

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### Grade 6 Measurements Worksheet

Convert the given measures to new units.

1. 96 mL = \_\_\_\_\_ L
2. 58 mL = \_\_\_\_\_ L
3. 100 g = \_\_\_\_\_ kg
4. 89 L = \_\_\_\_\_ mL
5. 24 kg = \_\_\_\_\_ g
6. 53 mL = \_\_\_\_\_ L
7. 69 L = \_\_\_\_\_ mL
8. 71 L = \_\_\_\_\_ mL
9. 99 kg = \_\_\_\_\_ g
10. 22 L = \_\_\_\_\_ mL
11. 18 mL = \_\_\_\_\_ L
12. 11 mL = \_\_\_\_\_ L
13. 37 g = \_\_\_\_\_ kg
14. 46 g = \_\_\_\_\_ kg
15. 95 g = \_\_\_\_\_ kg
16. 64 kg = \_\_\_\_\_ g
17. 70 L = \_\_\_\_\_ mL
18. 58 g = \_\_\_\_\_ kg

## Convert metric units of mass and volume

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### Grade 6 Measurements Worksheet

Convert the given measures to new units.

1.  $68 \text{ g} = \underline{\hspace{10em}} \text{ kg}$       2.  $11 \text{ L} = \underline{\hspace{10em}} \text{ mL}$

3.  $21 \text{ mL} = \underline{\hspace{10em}} \text{ L}$       4.  $27 \text{ L} = \underline{\hspace{10em}} \text{ mL}$

5.  $37 \text{ mL} = \underline{\hspace{10em}} \text{ L}$       6.  $35 \text{ mL} = \underline{\hspace{10em}} \text{ L}$

7.  $57 \text{ mL} = \underline{\hspace{10em}} \text{ L}$       8.  $97 \text{ kg} = \underline{\hspace{10em}} \text{ g}$

9.  $37 \text{ g} = \underline{\hspace{10em}} \text{ kg}$       10.  $77 \text{ g} = \underline{\hspace{10em}} \text{ kg}$

11.  $18 \text{ g} = \underline{\hspace{10em}} \text{ kg}$       12.  $50 \text{ mL} = \underline{\hspace{10em}} \text{ L}$

13.  $57 \text{ g} = \underline{\hspace{10em}} \text{ kg}$       14.  $49 \text{ kg} = \underline{\hspace{10em}} \text{ g}$

15.  $72 \text{ g} = \underline{\hspace{10em}} \text{ kg}$       16.  $98 \text{ kg} = \underline{\hspace{10em}} \text{ g}$

17.  $42 \text{ mL} = \underline{\hspace{10em}} \text{ L}$       18.  $43 \text{ kg} = \underline{\hspace{10em}} \text{ g}$

## Multiplying 3-digit by 2-digit numbers

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### Grade 6 Multiplication Worksheet

Find the product.

$$\begin{array}{r} 1. \quad 157 \\ \times 93 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 579 \\ \times 68 \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 878 \\ \times 24 \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 324 \\ \times 62 \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 799 \\ \times 71 \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 328 \\ \times 80 \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 998 \\ \times 56 \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 401 \\ \times 62 \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 867 \\ \times 69 \\ \hline \end{array}$$

Thursday

## Convert metric units of mass and volume

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### Grade 6 Measurements Worksheet

Convert the given measures to new units.

1. 87 mL = \_\_\_\_\_ L      2. 78 L = \_\_\_\_\_ mL

3. 39 mL = \_\_\_\_\_ L      4. 80 L = \_\_\_\_\_ mL

5. 12 g = \_\_\_\_\_ kg      6. 36 kg = \_\_\_\_\_ g

7. 52 mL = \_\_\_\_\_ L      8. 16 mL = \_\_\_\_\_ L

9. 99 g = \_\_\_\_\_ kg      10. 77 mL = \_\_\_\_\_ L

11. 22 kg = \_\_\_\_\_ g      12. 67 mL = \_\_\_\_\_ L

13. 73 g = \_\_\_\_\_ kg      14. 67 kg = \_\_\_\_\_ g

15. 49 L = \_\_\_\_\_ mL      16. 19 L = \_\_\_\_\_ mL

17. 26 L = \_\_\_\_\_ mL      18. 21 L = \_\_\_\_\_ mL

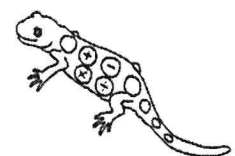
Name

Date



# MULTIPLICATION CHART TO 12X12

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



Friday



## Division by a 1-digit number (with remainders)

### Grade 6 Division Worksheet

Find the quotient.

1.

$$4 \overline{) 61,630}$$

2.

$$5 \overline{) 50,626}$$

3.

$$5 \overline{) 11,701}$$

4.

$$7 \overline{) 34,823}$$

5.

$$4 \overline{) 86,016}$$

6.

$$8 \overline{) 61,943}$$

7.

$$4 \overline{) 64,687}$$

8.

$$6 \overline{) 13,037}$$

## Division Facts: Dividing by 1 - 10

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### Grade 3 Division Worksheet

Find the quotient.

1.  $24 \div 6 =$  \_\_\_\_\_ 2.  $60 \div 10 =$  \_\_\_\_\_ 3.  $90 \div 9 =$  \_\_\_\_\_

4.  $35 \div 7 =$  \_\_\_\_\_ 5.  $45 \div 9 =$  \_\_\_\_\_ 6.  $6 \div 2 =$  \_\_\_\_\_

7.  $24 \div 8 =$  \_\_\_\_\_ 8.  $10 \div 1 =$  \_\_\_\_\_ 9.  $32 \div 8 =$  \_\_\_\_\_

10.  $30 \div 5 =$  \_\_\_\_\_ 11.  $9 \div 9 =$  \_\_\_\_\_ 12.  $80 \div 8 =$  \_\_\_\_\_

13.  $25 \div 5 =$  \_\_\_\_\_ 14.  $40 \div 5 =$  \_\_\_\_\_ 15.  $40 \div 4 =$  \_\_\_\_\_

16.  $5 \div 1 =$  \_\_\_\_\_ 17.  $5 \div 5 =$  \_\_\_\_\_ 18.  $8 \div 8 =$  \_\_\_\_\_

19.  $56 \div 8 =$  \_\_\_\_\_ 20.  $10 \div 10 =$  \_\_\_\_\_ 21.  $36 \div 4 =$  \_\_\_\_\_

22.  $36 \div 9 =$  \_\_\_\_\_ 23.  $8 \div 1 =$  \_\_\_\_\_ 24.  $20 \div 2 =$  \_\_\_\_\_

25.  $27 \div 3 =$  \_\_\_\_\_ 26.  $18 \div 9 =$  \_\_\_\_\_ 27.  $81 \div 9 =$  \_\_\_\_\_

## Division Facts: Dividing by 1 - 10

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### Grade 3 Division Worksheet

Find the quotient.

1.  $12 \div 4 =$  \_\_\_\_\_ 2.  $6 \div 6 =$  \_\_\_\_\_ 3.  $49 \div 7 =$  \_\_\_\_\_

4.  $16 \div 8 =$  \_\_\_\_\_ 5.  $18 \div 6 =$  \_\_\_\_\_ 6.  $48 \div 6 =$  \_\_\_\_\_

7.  $42 \div 7 =$  \_\_\_\_\_ 8.  $1 \div 1 =$  \_\_\_\_\_ 9.  $35 \div 7 =$  \_\_\_\_\_

10.  $28 \div 7 =$  \_\_\_\_\_ 11.  $7 \div 1 =$  \_\_\_\_\_ 12.  $40 \div 10 =$  \_\_\_\_\_

13.  $42 \div 6 =$  \_\_\_\_\_ 14.  $72 \div 9 =$  \_\_\_\_\_ 15.  $50 \div 10 =$  \_\_\_\_\_

16.  $12 \div 2 =$  \_\_\_\_\_ 17.  $18 \div 3 =$  \_\_\_\_\_ 18.  $5 \div 1 =$  \_\_\_\_\_

19.  $2 \div 2 =$  \_\_\_\_\_ 20.  $72 \div 8 =$  \_\_\_\_\_ 21.  $25 \div 5 =$  \_\_\_\_\_

22.  $18 \div 2 =$  \_\_\_\_\_ 23.  $54 \div 9 =$  \_\_\_\_\_ 24.  $20 \div 10 =$  \_\_\_\_\_

25.  $24 \div 3 =$  \_\_\_\_\_ 26.  $15 \div 3 =$  \_\_\_\_\_ 27.  $56 \div 8 =$  \_\_\_\_\_

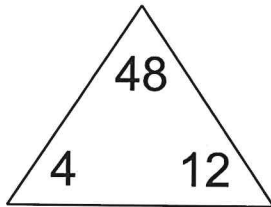


# Multiplication & division fact families

## Grade 3 Division Worksheet

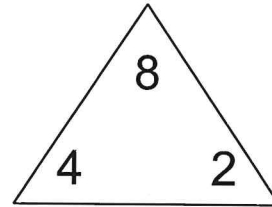
Complete each family of facts.

1.



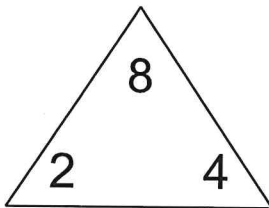
$$\begin{array}{l} \square \times \square = \square \\ \square \times \square = \square \\ \square \div \square = \square \\ \square \div \square = \square \end{array}$$

2.



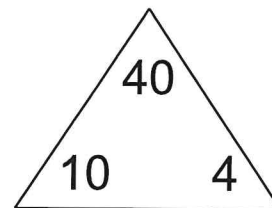
$$\begin{array}{l} \square \times \square = \square \\ \square \times \square = \square \\ \square \div \square = \square \\ \square \div \square = \square \end{array}$$

3.



$$\begin{array}{l} \square \times \square = \square \\ \square \times \square = \square \\ \square \div \square = \square \\ \square \div \square = \square \end{array}$$

4.



$$\begin{array}{l} \square \times \square = \square \\ \square \times \square = \square \\ \square \div \square = \square \\ \square \div \square = \square \end{array}$$