YEAR 6

LEARNING

- FROM -

HOME

ABOUT THIS PACK

This teaching resource pack has been handpicked by the Teach Starter team to include a range of resources that can be completed at home by children with the assistance of their parents or guardians.

The pack includes resources covering the key learning areas of English, Maths and Science, along with some additional craft and mindfulness activities - all for free!

In the rare event of a school closure or if a student needs to work remotely, this pack can be sent home with students or passed on directly to parents and guardians digitally to allow for students to complete the work with minimal preparation and supervision.

The pack is designed to allow for non-teachers to understand and implement the activities in a home environment without requiring additional resources found in a classroom. The pack can be completed digitally on a tablet/iPad or with pen and paper when printed.

For Teachers

Can I share this pack with parents, students and other teachers?

Of course! This pack has been created specifically for this purpose. Please feel free to share this pack digitally with your students, their parents or guardians, or other teachers.

You can share by copying the URL in the address bar of your browser, or simply clicking on the envelope icon above to send to an email address. You can also download the pack, and email the PDF document itself.

Please feel free to bundle this pack with your own home learning activities to extend or reinforce particular concepts for your students. You may also like to add specific activities such as reading, outdoor play, fine motor skills etc.

For Parents

How can I teach my child if their school closes?

By downloading this free resource pack, you will be equipped with a wide range of activities to share with your child while their school is closed.

We have ensured that this pack can be delivered by non-teachers by providing a helpful table of contents and activity overviews. All activities are age-appropriate and most will relate to work that your child has experienced in the classroom.

The activities can be completed in any order and have been selected to allow parents and guardians to easily implement them.

YEAR 6

CONTENTS

English

Editing

2 x Editing Worksheets - Dreaming and Why Our Bodies Need Water
Students are required to edit the pieces of text using the provided editing symbols and then re-write the text correctly. There are 20 errors in each piece of text.

Reading

10 x Comprehension Worksheets
A comprehensive set of worksheets that cover a variety of comprehension skills. Students are required to read the text and answer the questions either in a workbook or using the sheet provided. There is a Crazy Creative Challenge for each comprehension skill that can be completed also.

Book Review
Students can pick a recent text they have read and then complete this Book Review template.

Grammar

Grammar Crossword
Students can complete this Grammar Crossword using the words down the side as the answers to the clues.

Punctuation Sentence Challenge
Students write a paragraph about a chosen topic. They should use at least one of each of the punctuation features provided in the punctuation boxes.

Spelling

Word Work Grid - V1
Students use this grid of 15 activities when working with their spelling words. The activities can be completed using the provided templates or in a workbook.

Word Work Grid - V2
A second version has been provided to work with a new set of spelling words.

Persuasive Writing

Persuasive Writing Stimulus - Movies are More Enjoyable Than Books
Students are required to use the stimulus, which includes for and against arguments, to construct a persuasive text. A planning template and scaffolding sheet have also been provided to plan their ideas before they begin writing the persuasive text.

Narrative Writing

Narrative Writing Stimulus - “Be careful, this robot is...”
Students are required to use the stimulus piece provided to write a narrative text. A narrative planning template has been provided to plan their story before they begin writing.

Maths

Operations

Division Colour Fun!
Students are required to find the answer to each division sum and then colour that section the corresponding colour represented in the table provided.

Maths Word Problem Cards - Multiplication and Division
Students can complete these word problem cards in their workbook.

Maths Activities

Number and Algebra - The Solar System in Our Space
In this investigation, students are required to perform calculations using provided formulae to explore whether it is possible to create a scale model of the solar system inside a classroom.

Pandora’s Party Palace Maths Activity
Students use these sixteen problem-solving task cards in association with the stimulus to work with money in a real-world context.

Science

Formation of Earth
Students read the Formation of Earth text and then answer the questions on the sheet provided or in their book.

My Ecological Footprint Worksheet
A worksheet which will have the students evaluate their family's activities and how they impact the environment.

Other

Mindfulness

2 x Mindfulness Colouring Sheets
Students can use these sheets when they require a brain break or at the end of the day.

Dreaming - Editing

Add editing marks to text. There are 20 errors.

dreams are storys and pictures our brain's create when we are asleep Most dreams happen when we deeply asleep and our eyes begin to moove around quickly under our eyelids. This is called rapid Eye Movement!

Some dreams are just you're mind playing with thorts and images from life. other dreams are an oppertunity for you to make sense of your life dream experts also agree that recurring dreams (dreams that you keep having over and over propably have some sort of special meaning,

Although everbody dreams (including Animals), we will forget 90% them.

Editing Marks:	
Capital letter	≡
End punctuation	⊙ ! ?
Insert a word	⅄
Change to lower case	/ l.c.
Take something out	⁹7
Check spelling	SP ⬭
New paragraph	¶

Re-write the text correctly:

teachstarter

teachstarter

Why Our Bodies Need Water - Editing

Add editing marks to text. There are 20 errors.

H2O, commonly known as water, is esential for the human body too function and vital to hour Survival Although we can last week's without food, we can only survive a matter days without water. it is important for us to re-plenish our supply of Fresh Water every day, as we regularly loose liquid from our lungs skin urine and faeces!

All though our bodies are made up of 50 to 75 percent water, One of our most important organs, our Brain, is made up of 73% water. We need to stay hidrated to make sure our "brain cells" can function at the optimal level.

Editing Marks:	
Capital letter	≡
End punctuation	⊙ ! ?
Insert a word	⅄
Change to lower case	/ l.c.
Take something out	⁹7
Check spelling	SP ⬭
New paragraph	¶

Re-write the text correctly:

teachstarter

teachstarter

The Thirsty Monkey

One summer's day, a very thirsty monkey was wandering around looking for some water. Hours passed and the monkey still could not find any water. The monkey was becoming more and more tired and started to feel very weak.

The thirsty monkey was almost ready to give up hope, when suddenly he found a jug with some water in it!

The monkey tried to pick up the jug, but it was too big and heavy. Disappointed, the monkey then tried to put his hand inside the jug to scoop out the water, but the opening was too small! He tried to push the jug over, but it would not budge. The monkey was sad, but he was not going to give up.

After thinking long and hard, the monkey thought of a great idea. He started to pick up some rocks that were lying on the ground and begun dropping them into the jug, one by one. As he put more rocks into the jug, the water rose. Eventually, the water was high enough for the monkey to have a drink. The monkey was happy that his idea had worked and he was no longer thirsty!

Moral: If you try hard enough, you may soon find the answer to your problem.

TeachStarter.com

Identify Author's Purpose

The Thirsty Monkey

1. Explain in your own words the moral of this story.
2. The author uses the words *thirsty, disappointed, sad* and *happy* in the passage.

   Why do you think he/she uses these words?
3. Why do you think it was important for the author to inform the reader that the monkey was feeling very weak?
4. What could have happened to the author to make them decide to write this passage?

CRAZY CREATIVE CHALLENGE

With a partner or on your own, create a comic strip story that relates to the text.

- How many scenes (boxes) will you need?
- Will you use speech or thinking bubbles?
- What pictures will you draw?

Comprehension Task

TeachStarter.com

Name _____ **Date** _____

The Thirsty Monkey

1. Explain in your own words the moral of this story

2. The author uses the words *thirsty, disappointed, sad* and *happy* in the passage. Why do you think he/she uses these words?

3. Why do you think it is important for the author to inform the reader that the monkey was feeling very weak?

4. What could have happened to the author to make them decide to write this passage?

Let's Go for a Swim!

One hot day, the Jones family decided to go for a swim to cool down. Dad and Mitch wanted to go to the beach, but Gran and Sarah wanted to go to the pool.

Dad and Mitch argued that the beach was better. "You can lay on the sand and build sandcastles at the beach," they said. "You can also body surf in the waves and eat fish and chips."

Gran and Sarah argued that the pool was better. "You don't get sand in your swimsuit in the pool," they explained. "You also don't get knocked over in the surf by big waves and there are no jellyfish that might sting you."

In the end, the family remembered that there was a swimming pool at the beach. When they got there, Dad and Mitch went swimming in the surf, whilst Gran and Sarah dangled their legs in the pool. Everyone was happy and cool.

On their way home, they stopped in at a fish and chip shop for a delicious dinner.

TeachStarter.com

Compare and Contrast

Let's Go for a Swim!

1. Why do Dad and Mitch like the beach more than the pool?
2. Why do Gran and Sarah like the pool more than the beach?
3. What are two positive comments that you could say about the beach that you could also say about the pool?
4. Which would you prefer, the beach or the pool?

   Explain why.

CRAZY CREATIVE CHALLENGE

It is important to be safe around water when you are at the beach or in a pool.

Design and make a poster to remind people of water safety.

Comprehension Task

TeachStarter.com

Name _____ Date _____

Let's Go for a Swim!

1. Why do Dad and Mitch like the beach more than the pool?

2. Why do Gran and Sarah like the pool more than the beach?

3. What are two positive comments that you could say about the beach that you could also say about the pool?

4. Which would you prefer, the beach or the pool?
Explain why.

One Summer's Day

Ella and Kristen are sitting under a tree having a conversation.

Ella: Wow, it's hot today isn't it?

Kristen:

Ella: That sounds like a nice way to cool off. Where are you going to go?

Kristen:

Ella: I'd love to, but I didn't bring my swimmers. Thank you, though. You're so lucky to have a pool. Do you use it often?

Kristen:

Ella: I would use it all the time too, if I had a pool.

Kristen:

Ella: Thank you, I would love to come for a swim tomorrow.

TeachStarter.com

Make Inferences and Draw Conclusions

One Summer's Day

1. Use Ella's questions and responses to help you infer what Kristen was saying.

   Write her dialogue in the blank spaces on the worksheet.

2. Does Kristen have a pool at home? How do you know?
3. How often does Kristen use the pool? How do you know?
4. When did Kristen ask Ella to go for a swim?

CRAZY CREATIVE CHALLENGE

Write one side of a conversation about something you did on the weekend.

Swap your conversation with a partner and see if they can fill in the missing dialogue using inferences.

Comprehension Task

TeachStarter.com

Name _____ **Date** _____

One Summer's Day

1. Use Ella's questions and responses to help you infer what Kristen was saying. Write her dialogue in the blank spaces.

Ella: Wow, it's hot today isn't it? _____

Kristen: _____

Ella: That sounds like a nice way to cool off. Where are you going to go?

Kristen: _____

Ella: I'd love to, but I didn't bring my swimmers. Thank you though. You're so lucky to have a pool. Do you use it often?

Kristen: _____

Ella: I would use it all the time too if I had a pool.

Kristen: _____

Ella: Thank you, I would love to come for a swim tomorrow.

2. Does Kristen have a pool at home? How do you know?

_____

_____

_____

3. How often does Kristen use the pool? How do you know?

_____

_____

_____

4. When did Kristen ask Ella to go for a swim?

_____

_____

_____

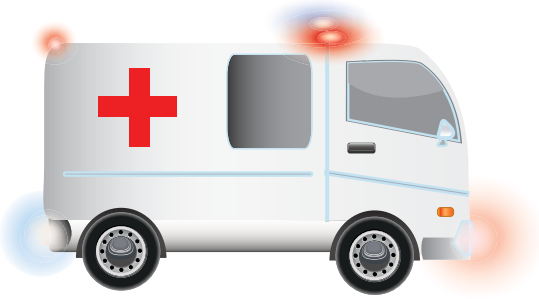
Polly the Paramedic

Polly the Paramedic was just about to sit down for an afternoon rest. All of a sudden, the red phone started to ring with another emergency call. Daisy, a local dog, had called the emergency hotline because her owner had fallen off a ladder. Polly the Paramedic said, "Don't worry Daisy, I'll be there as quick as a flash!"

Polly the Paramedic climbed into the ambulance and turned the sirens on. As fast as she could, she drove the ambulance over to the house where Daisy the Dog and her owner were waiting.

Daisy's owner, Jerry, was still conscious, but he had broken his leg in the fall. Polly the Paramedic took Jerry to the hospital to get his leg put in a cast. After Jerry was feeling better, Polly took him back to his house. Daisy was happily waiting with a wagging tail.

Polly the Paramedic finally went home and enjoyed a nice, warm cup of tea.



TeachStarter.com

Distinguish Between Real and Make-Believe

Polly the Paramedic

1. Which of these statements **could not** really happen?
   a) a dog using the telephone
   b) a dog being worried about their owner
   c) a dog wagging its tail because it is happy
2. Which of these statements **could not** really happen?
   a) a paramedic having a cup of tea
   b) a paramedic talking to a dog on the telephone
   c) a paramedic driving to the hospital
3. Which of these statements **could** really happen?
   a) an owner telling their dog to call for a paramedic
   b) somebody falling off a ladder and breaking their leg
   c) a pet dog driving their owner to the hospital
4. Is this story real or make-believe?
   List two pieces of evidence to support your answer.

CRAZY CREATIVE CHALLENGE

Design and make a poster informing people what they should do in an emergency.

What will be the important points to include on your poster?

Comprehension Task

TeachStarter.com

Name _____ Date _____

Polly the Paramedic

1. Which of these statements **could not** really happen?

a) a dog using the telephone
b) a dog being worried about their owner
c) a dog wagging its tail because it is happy

2. Which of these statements **could not** really happen?

a) a paramedic having a cup of tea
b) a paramedic talking to a dog on the telephone
c) a paramedic driving to the hospital

3. Which of these statements **could** really happen?

a) an owner telling their dog to call for a paramedic
b) somebody falling off a ladder and breaking their leg
c) a pet dog driving their owner to the hospital

4. Is this story real or make-believe?
List two pieces of evidence to support your answer.

_____

_____

_____

_____

_____

_____

Bruno's Big Adventure

It was just an ordinary Thursday. All of the Williams family had gone to school or to work. Bruno the dog was once again left on the back porch to watch the clouds pass by.

As Bruno lay looking up at the clouds, a big gust of wind blew over. Bruno went into the yard to investigate. To his amazement, the side gate had flung open!

"I know I'm not meant to go out there," Bruno thought to himself. "But if I just have a little wander and not go too far from the house, I can be back before anyone knows that I'm gone!"

Bruno remembered his way to the park. When he got there, another dog was rolling around in the leaves. "That looks like fun!" Bruno thought to himself, so he joined in with the other dog.

Bruno was having so much fun in the park with his new friend that he had forgotten to go back home. It wasn't until he saw his owner in the park, holding his lead, that he knew he was in trouble!

TeachStarter.com

Recognise Cause and Effect

Bruno's Big Adventure

1. All of the Williams family had gone out, so

a) Bruno was left on the back porch.

b) Bruno opened the gate.

c) Bruno went to sleep.

2. What caused the gate to open?

3. The gate was open, so

a) Bruno watched the clouds.

b) Bruno closed the gate.

c) Bruno went to the park.

4. Why was did Bruno's owner go to the park?

CRAZY CREATIVE CHALLENGE

Use a comic strip to write the end of Bruno's Big Adventure.

- What will happen to Bruno?
- How many boxes will you use?

Comprehension Task

TeachStarter.com

Name _____ Date _____

Bruno's Big Adventure

1. All of the Williams family had gone out, so

a) Bruno was left on the back porch.

b) Bruno opened the gate.

c) Bruno went to sleep.

2. What caused the gate to open?

3. The gate was open, so

a) Bruno watched the clouds.

b) Bruno closed the gate.

c) Bruno went to the park.

4. Why did Bruno's owner go to the park?

Sushi Rolls

Ingredients:

1 ½ cups of sushi rice

4 sushi sheets

1 cucumber, cut into thin strips

1 thinly sliced avocado

1 grated carrot

2 tablespoons of mayonnaise

Method

1. Rinse and drain rice 3 times or until water runs clear.
2. Place rice and 1½ cups of cold water in a saucepan over a medium heat. Cover.
3. Bring to the boil. Simmer for 12 minutes or until rice is soft.
4. Place 1 sushi sheet, shiny side down, on a sushi mat. Using damp fingers, spread ¾ cup of rice over the sushi sheet, leaving a 2 cm strip at one end.
5. Spread 1 teaspoon of mayonnaise over the rice. Arrange some cucumber, avocado and carrot over the mayonnaise.
6. Using the sushi mat, roll up firmly to form a roll. Cut into 6 slices. Repeat with remaining ingredients.

TeachStarter.com

Sequence

Sushi Rolls

1. Which one of these things do you need to do before putting the rice on the sushi sheet?

   a) spread mayonnaise over the rice

   b) boil the rice

   c) roll up the rice

2. Number the following sentences in the correct order for making sushi rolls.

   _____ Boil the rice.

   _____ Spread mayonnaise over the rice.

   _____ Prepare the ingredients.

   _____ Put on cucumber, avocado and carrots.

   _____ Spread the rice over the sushi sheet.

3. What is the final step when making sushi rolls?
4. Draw five pictures to illustrate how to make sushi rolls.

CRAZY CREATIVE CHALLENGE

Write your own recipe with pictures showing how to make a food or drink you enjoy.

Comprehension Task

TeachStarter.com

Name _____ Date _____

Sushi Rolls

1. Which one of these things do you need to do before putting the rice on the sushi sheet?

a) spread mayonnaise over the rice
b) boil the rice
c) roll up the rice

2. Number the following sentences in the correct order for making sushi rolls.

_____ Boil the rice.

_____ Spread mayonnaise over the rice.

_____ Prepare the ingredients.

_____ Put on cucumber, avocado and carrots.

_____ Spread the rice over the sushi sheet.

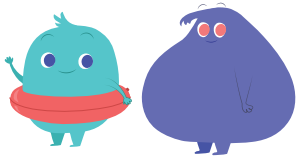
3. What is the final step when making sushi rolls?

4. Draw five pictures to illustrate how to make sushi rolls.

Advertising Facts and Opinions

Ellie's Great Adventure is the best book you will ever read!
Available now from *www.booksgalore.com*

Come and try a pair of our new school shoes made with natural rubber soles. You will feel like you are walking on a cloud.



Watch The Grocks on Channel 2, every afternoon at 4 pm. We think it is the funniest show on television.

Drink more water! Water is healthier than soda and it tastes better too.

TeachStarter.com

Distinguish Between Fact and Opinion

Advertising Facts and Opinions

1. Write the fact and opinion in the advertisement for Ellie's Great Adventure.
2. *You will feel like you are walking on a cloud.*

   This is the opinion in the advertisement for school shoes.

   Explain why this is the opinion.
3. Write the fact and opinion in the advertisement for The Grocks.
4. Write another fact you know and another opinion you have about water.

CRAZY CREATIVE CHALLENGE

Write a letter to a friend about your day at school.

Remember to include both facts and opinions about your day.

Comprehension Task

TeachStarter.com

Name _____ **Date** _____

Advertising Facts and Opinions

1. Write the fact and opinion in the advertisement for *Ellie's Great Adventure*.

Fact: _____

Opinion: _____

2. *You will feel like you are walking on a cloud.*
This is the opinion in the advertisement for school shoes. Explain why this is the opinion.

_____

_____

_____

_____

3. Write the fact and opinion in the advertisement for The Grocks.

Fact: _____

Opinion: _____

4. Write another fact you know and another opinion you have about water.

Fact: _____

_____

Opinion: _____

_____

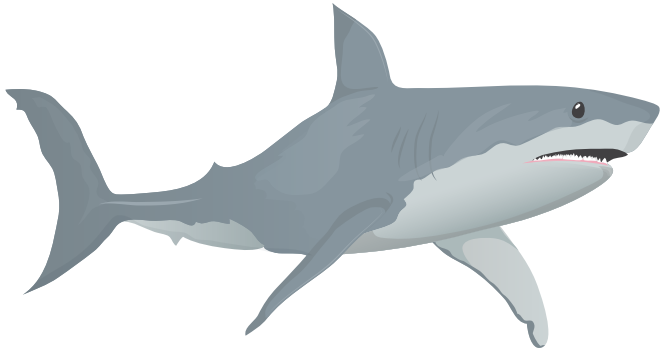
Sharks – The Leaders of the Ocean

There are around 400 different types of sharks in the world. Sharks are the top predators of the ocean's natural food chain.

Sharks have incredibly sharp teeth and they never run out of them. If a shark loses a tooth, another moves forward from within the shark's jaw (where it neatly keeps a supply of replacement teeth). This way, it is almost impossible for a shark to end up without a full set of teeth. A shark may grow and use over 20 000 teeth in its lifetime.

Sharks have super senses. Two-thirds of a shark's brain is dedicated to its most powerful sense – smell. They have a mirror-like layer on their eyes, allowing them to see better in the water. Sharks are also able to feel vibrations in the water, using a line of canals that go from its head to its tail. These canals are filled with water and contain sensory cells with hairs growing out of them.

On average, a shark's lifespan is 20-30 years in the wild.



TeachStarter.com

Find the Main Idea

Sharks – The Leaders of the Ocean

1. What is the main idea of this text?
2. What are three details that support the main idea?
3. Carefully read the text.

   Underline any words which are repeated, or seem important. Write them down.
4. Another good title for this text could be

   a) Small Sharks.

   b) I Love Sharks.

   c) Facts about Sharks.

   d) My Pet Shark.

CRAZY CREATIVE CHALLENGE

Draw and label a picture of a shark in its habitat.

Comprehension Task

TeachStarter.com

Name _____ Date _____

Sharks – The Leaders of the Ocean

1. What is the main idea of this text?

_____

_____

_____

_____

2. What are three details that support the main idea?

Detail 1: _____

_____

Detail 2: _____

_____

Detail 3: _____

_____

3. Carefully read the text.
Underline any words which are repeated, or seem important. Write them down.

_____

_____

_____

_____

4. Another good title for this text could be

a) Small Sharks.

b) I Love Sharks.

c) Facts about Sharks.

d) My Pet Shark.

Going on Holidays

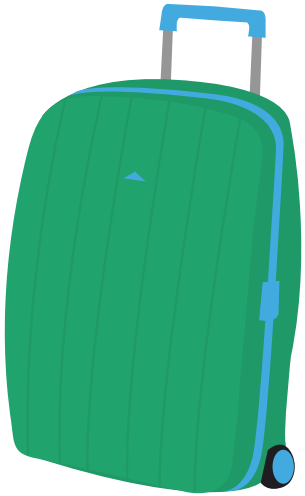
The day had finally arrived... school had ended and the holidays had begun!

I was filled with great excitement. Tomorrow my family and I were heading off on our annual holiday.

I took out my big green and blue suitcase from the bottom of my wardrobe, threw it onto my bed and quickly unzipped it. An old musty smell burst out of the bag, so I drowned it with some of my mother's best perfume.

Inside were the remains of who knows what from the bottom of my old boots and an old lift pass. After making my suitcase nice and clean again, I started gathering all the things I would need for my holiday.

I slowly loaded my suitcase with warm clothes. I packed my beanie and gloves, along with the long stripy scarf Nan knitted me. I couldn't wait to try the sleek new goggles my friend Sam leant me, I hoped that they would make me go faster!



Lastly, I packed some pocket money so I could buy a delicious hot chocolate at the end of my fun days.

TeachStarter.com

Making Predictions

Going on Holidays

1. Predict where the person might be going on holidays.

   Why do you think this?

2. Who might the main character be?

   Why do you think this?

3. *An old musty smell burst out of the bag.*

   Predict what caused the smell. Why do you think this?

4. Do you think the main character will go on the same holiday again next year?

   Explain a reason for your prediction.

CRAZY CREATIVE CHALLENGE

You are stranded on a deserted Island.

Write and/or draw a list of ten items that you wish you had packed and taken with you.

Comprehension Task

TeachStarter.com

Name _____ Date _____

Going on Holidays

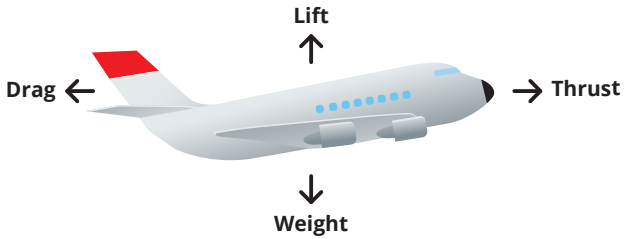
1. Predict where the person might be going on holidays.
Why do you think this?

2. Who might the main character be?
Why do you think this?

3. *An old musty smell burst out of the bag.*
Predict what caused the smell. Why do you think this?

4. Do you think the main character will go on the same holiday again next year?
Explain a reason for your prediction.

How Planes Fly



Four forces; thrust, lift, drag and weight are needed to make a plane fly.

Lift – pushes the plane upwards. It mainly comes from the air moving around the plane's specially shaped wings.

Thrust – moves the plane forward and is produced by the engines.

Weight – is the pull of gravity on the plane towards the Earth.

Drag – is the resistance of the air that slows the plane down.

When the plane's engines produce a force of **thrust** that is greater than the force of **drag**, the plane will move forward.

When the forward motion of the plane is enough to produce a force of **lift**, that is **greater** than the weight, the plane will move upwards.

When all four forces work together, a plane will fly.

TeachStarter.com

Recall Facts and Details

How Planes Fly

1. What are the four forces a plane needs to fly?
2. What produces the thrust of a plane?
3. What helps give the plane more lift?

   Underline any words which are repeated, or seem important. Write them down.
4. Explain the following terms:

   a) lift

   b) thrust

   c) weight

   d) drag

CRAZY CREATIVE CHALLENGE

Use some scrap paper to design and make a paper plane.

Have a competition with a friend to see whose plane can fly the furthest.

After a few turns, modify your paper plane so that it has more lift.

Comprehension Task

TeachStarter.com

Name _____ Date _____

How Planes Fly

1. What are the four forces a plane needs to fly?

2. What produces the thrust of a plane?

3. What helps give the plane more lift?

4. Explain the following terms:

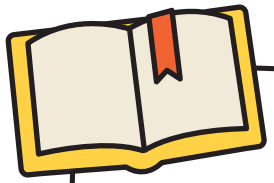
Lift _____

Thrust _____

Weight _____

Drag _____

BOOK REVIEW



TITLE: _____

AUTHOR: _____

GENRE: _____

TIME ERA: _____

LOCATION: _____

MAIN CHARACTERS: _____

_____

Favourite Character:

Gender: _____

_____

Age: _____

_____

Close Relationships: _____

_____

_____

Explain why this character is your favourite: _____

_____

_____

_____

Book summary:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Favourite part:

_____

_____

_____

_____

_____

_____

_____

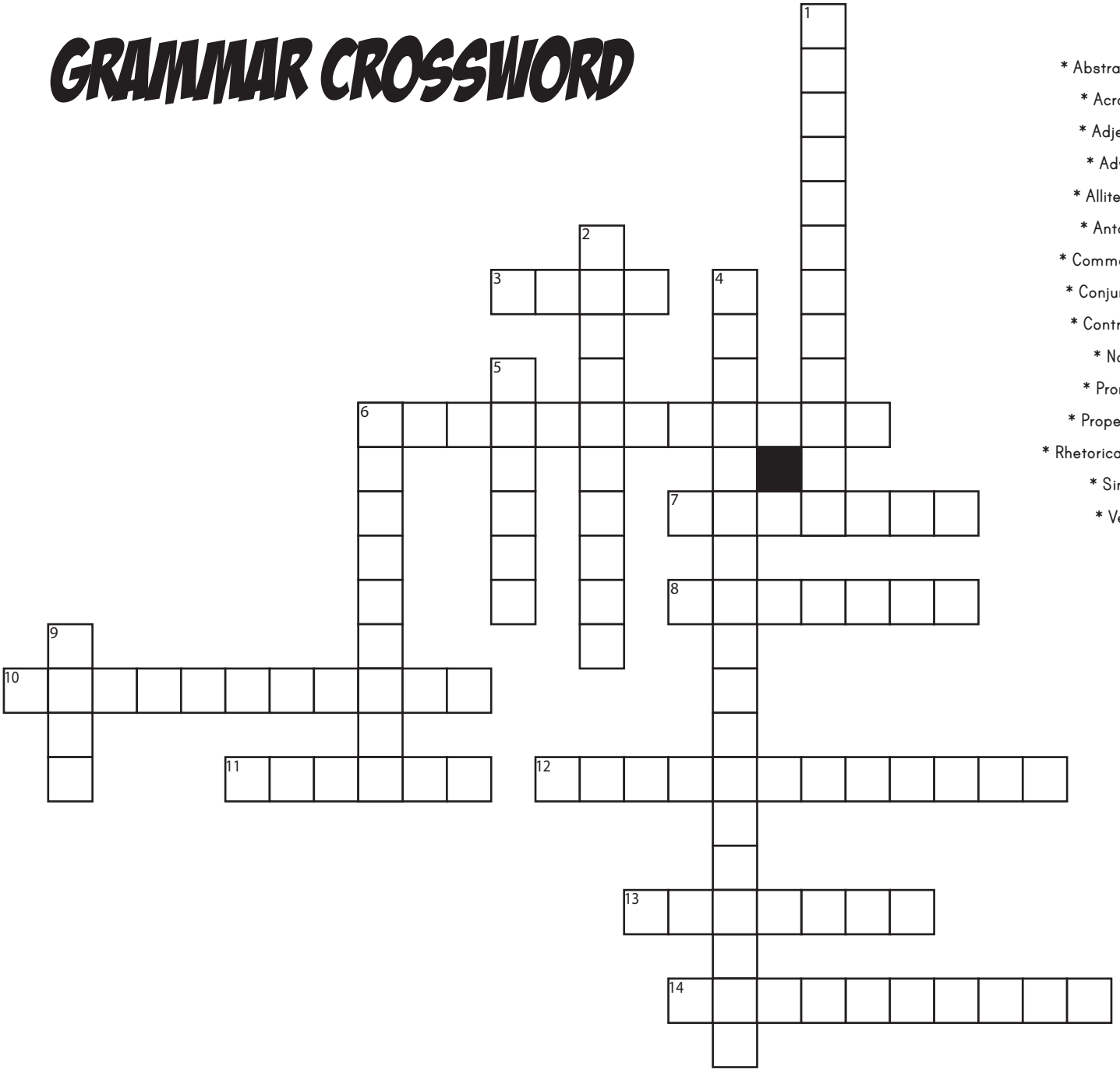
_____

_____

_____

GRAMMAR CROSSWORD

* Abstract Noun
* Acronym
* Adjective
* Adverb
* Alliteration
* Antonym
* Common Noun
* Conjunctions
* Contraction
* Noun
* Pronoun
* Proper Noun
* Rhetorical Question
* Simile
* Verb



ACROSS CLUES

3. A doing word.
6. The repetition of the same sound at the beginning of words.
7. Words standing in place of a noun - I, she, we, us.
8. A word formed from the initial letters of other words - ANZAC.
10. Shortened word or words - it is and it's.
11. Words that add meaning to the verb on how, when, where or for how long something is happening.
12. Joining words - and, because, so.
13. Words that are opposite in meaning - hot and cold.
14. Names of everyday things - chair, car, shoes.

DOWN CLUES

1. Something you cannot taste, touch, hear, smell or see - honesty or courage.
2. The given name of people, places, objects and events - James, Australia.
4. A question where an answer is not expected.
5. A phrase that shows the likeness between two things.
6. Describing words for a person, place or thing.
9. Names a person, animal, place or thing.

TeachStarter.com

Name _____ **Date** _____

Punctuation Sentence Challenge

After completing a punctuation lesson in class, think of topic to write about.

In the space below, write a paragraph about your chosen topic. You should use at least one of each of the punctuation features that your class has discussed, highlighting the types of punctuation in the boxes below.

After you have finished, edit your work. Highlight the punctuation you have used in your writing and add in any you have forgotten to include.

Topic _____

C	.	,	?	!	‘
“ ”	:	;	...	( )	

teachstarter

Word Work Grid

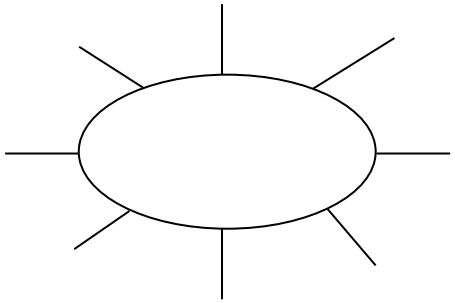
Complete each of the activities in this grid. Write the date you completed each activity on the line provided.

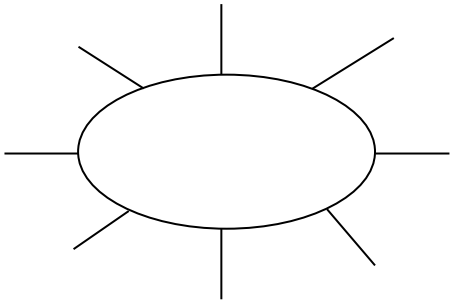
Syllable Sort Write your spelling words in order from the least amount of syllables to the most. Words with the same number of syllables should be in alphabetical order. Date:_____	**Odd One Out** For each of your spelling words, write four words. One is your spelling word, two relate to your spelling word and one is the odd word out that doesn't fit with the other two. Date:_____	**Wacky Words** On a sheet of paper, write your spelling words in different directions, filling up the whole sheet. Use different colours and types of writing for each word. Date:_____	**Word Detective** Write three clues about each of your spelling words. Ask someone to try to guess your spelling words using your clues. Date:_____	**Digging in the Dictionary** Use a dictionary to find the definition and write a sentence for each of your spelling words. Date:_____
Rhyming Wheels Think of as many words as you can that rhyme with your spelling words. Date:_____	**Alliteration** Write a sentence for each of your spelling words using as much alliteration as possible. Date:_____	**Sentence Smart** Write a sentence for each of your spelling words. Date:_____	**Story Time** Write a story using as many of your spelling words as you can. Underline each of your spelling words. Date:_____	**Sort Them Out** Sort the words on your spelling list into three different categories of your choice. Date:_____
Word Search Create your own word search using all the words on your spelling list. Date:_____	**Handwriting Hero** Write out your spelling words in your very best cursive hand writing. Date:_____	**Letter Lingo** Write a letter to a friend. Use as many spelling words in your letter as you can. Date:_____	**Words Within Words** Make a list of as many smaller words as you can find from your spelling list. Date:_____	**Code Breaker** Use the code guide to make a code for each of your spelling words. Date:_____

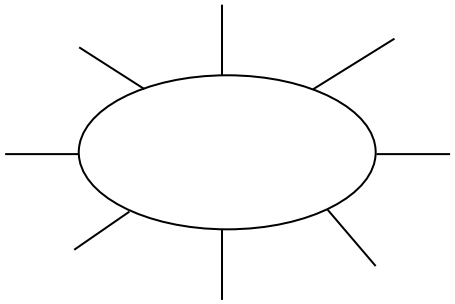
TeachStarter.com

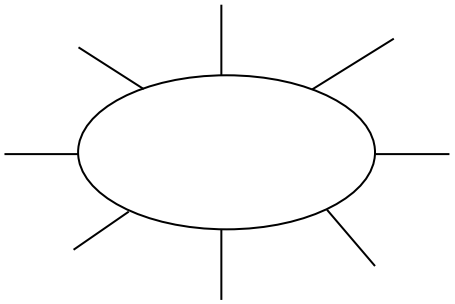
Rhyming Wheels

Write as many words as you can that rhyme with the sound in the rhyming wheel. Use the alphabet at the bottom to help you think of more words.





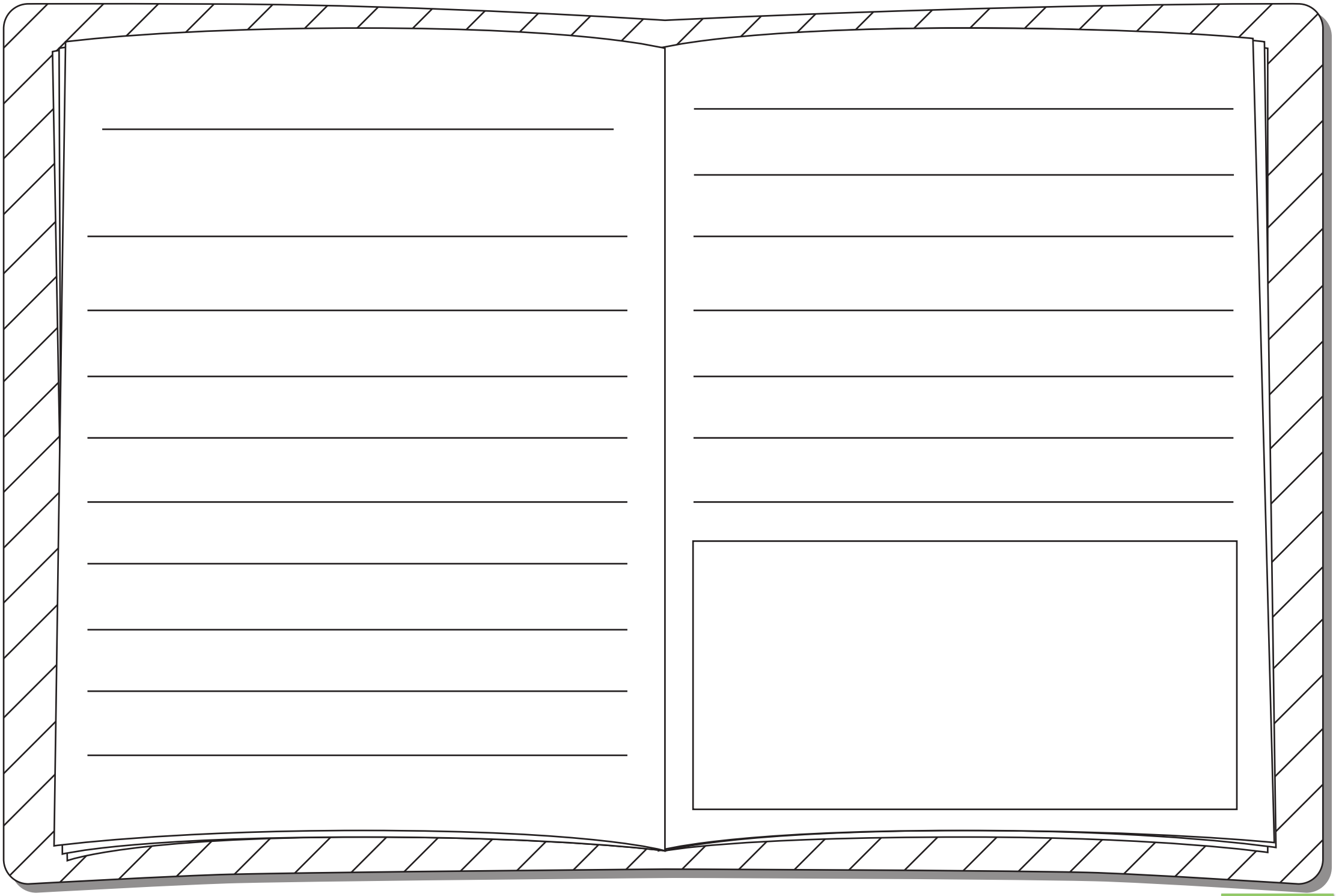




A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

TeachStarter.com

TeachStarter.com



TeachStarter.com

Code Breaker

Write the numbers under each letter in your spelling word. Ask a partner to try and crack your code.

a	b	c	d	e	f	g	h	i	j	k	l	m
1	2	3	4	5	6	7	8	9	10	11	12	13

n	o	p	q	r	s	t	u	v	w	x	y	z
14	15	16	17	18	19	20	21	22	23	24	25	26

Code	Spelling Word
12, 9, 20, 20, 12, 5	little

TeachStarter.com

Digging in the Dictionary

Write your spelling word in the first column, the definition from the dictionary in the second column and the word in a sentence in the third column.

Spelling Word	Definition	Sentence

TeachStarter.com

TeachStarter.com

TeachStarter.com

Odd One Out

Write four words for each of your spelling words. One is your spelling word, two relate to your spelling word and one is the odd word out that doesn't fit with the other three.

e.g. happy, joyful, angry, cheerful

a) _____ _____ _____ _____

b) _____ _____ _____ _____

c) _____ _____ _____ _____

d) _____ _____ _____ _____

e) _____ _____ _____ _____

f) _____ _____ _____ _____

g) _____ _____ _____ _____

h) _____ _____ _____ _____

i) _____ _____ _____ _____

j) _____ _____ _____ _____

k) _____ _____ _____ _____

l) _____ _____ _____ _____

m) _____ _____ _____ _____

n) _____ _____ _____ _____

o) _____ _____ _____ _____

TeachStarter.com

Sort Them Out

Choose three different categories to sort your spelling words. A spelling word may go in more than one category.

Category 1:	Category 2:	Category 3:

TeachStarter.com

Word Detective

Write three clues about each of your spelling words. Ask someone to try to guess your spelling words using your clues.

a) _____

b) _____

c) _____

a) _____

b) _____

c) _____

a) _____

b) _____

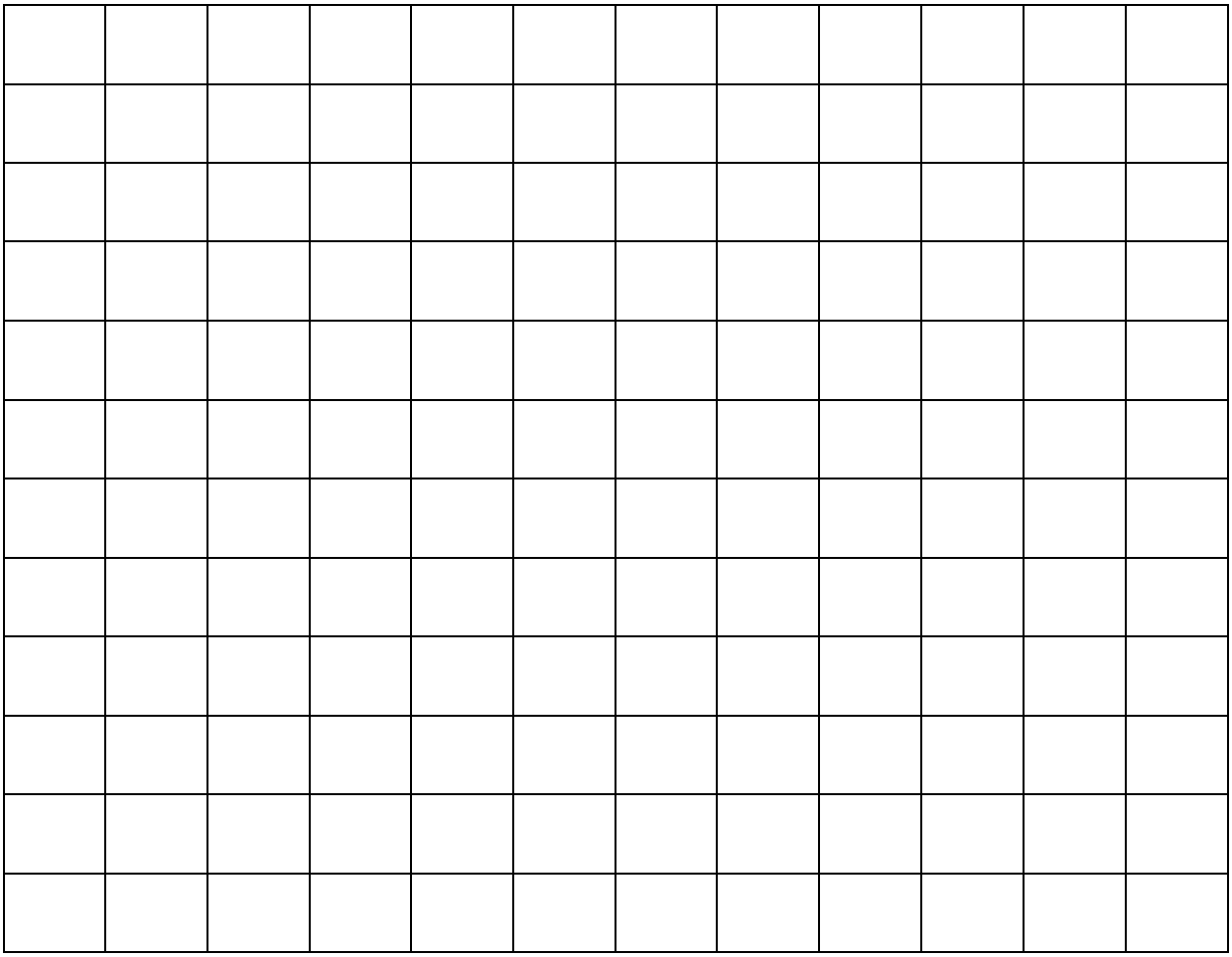
c) _____

a) _____

b) _____

c) _____

TeachStarter.com



TeachStarter.com

Word Work Grid – V2

Complete each of the activities in this grid. Write the date you completed each activity on the line provided.

Syllable Words Group your spelling words according to the number of syllables. Date:_____	**Working Out Words** Group your spelling words into nouns, adjectives, verbs, adverbs etc. Date:_____	**Spelling Search** Search for spelling words or words within words in your class novel/book you are currently reading. Date:_____	**Sell Your Words** Write a TV commercial for a product of your choice using as many spelling words as you can. Date:_____	**Cartoon Connection** Create a cartoon strip using as many spelling words as you can. Date:_____
Spelling Bee Write your words, definitions and sentences on the Spelling Bee Word Cards. Swap cards with a partner and ask them to spell the word. You can ask for the definition or the word used in a sentence. Date:_____	**Define It!** List your spelling words in the boxes on the left side of your paper and then write the definitions of each word on the right side, in random order. See if a partner can match the words and definitions correctly. Date:_____	**Lie Detector** Write a true or false statement explaining/ relating to each of your spelling words. Swap your words with a partner and see if they can correctly identify if the statement is true or false. Date:_____	**Script** Write a piece of dialogue between characters of your own creation. See how many spelling words you can use in the conversation. Use quotation marks and underline each spelling word. Date:_____	**Scrambled** Write each of your spelling words, jumbled up, on the left side of your page. Swap with a partner and see if they can unscramble each of the words and write the correct word on the right side of the sheet. Date:_____
Editing Expert In pairs, write a piece of text using each other's words. Spell them incorrectly, swap pieces of text and then correct the spelling of your words. Date:_____	**Texting Words** Translate your spelling words into numbers using the phone keypad on the Texting Words Worksheet. Write the number that represents each word. Date:_____	**Word Worth** Use the Word Worth worksheet to calculate the value for each of your spelling words. Highlight the word/s that are worth the most and the least. Date:_____	**Crossword** Use grid paper to make a crossword using your spelling words. Don't forget to provide clues for each word. Date:_____	**Spelling Search** Search through old magazines or newspapers to find as many spelling words as you can. Cut them out. Date:_____

teachstarter

Name: _____ Date: _____

Syllable Words

1 Syllable

2 Syllables

3 Syllables

4 Syllables

5 Syllables

teachstarter

Name: _____ Date: _____

Working Out Words

Noun

Adjective

Verb

Adverb

teachstarter

Name: _____ Date: _____

Cartoon Connection

teachstarter

Name: _____ Date: _____

Spelling Bee

Word: _____ Definition: _____ _____ _____ Sentence: _____ _____ _____	Word: _____ Definition: _____ _____ _____ Sentence: _____ _____ _____
Word: _____ Definition: _____ _____ _____ Sentence: _____ _____ _____	Word: _____ Definition: _____ _____ _____ Sentence: _____ _____ _____

teachstarter

Name: _____ Date: _____

Define It

teachstarter

Name: _____ Date: _____

Texting Words

T e x t i n g
8+3+9+8+4+6+4 = 42

teachstarter

Name: _____ Date: _____

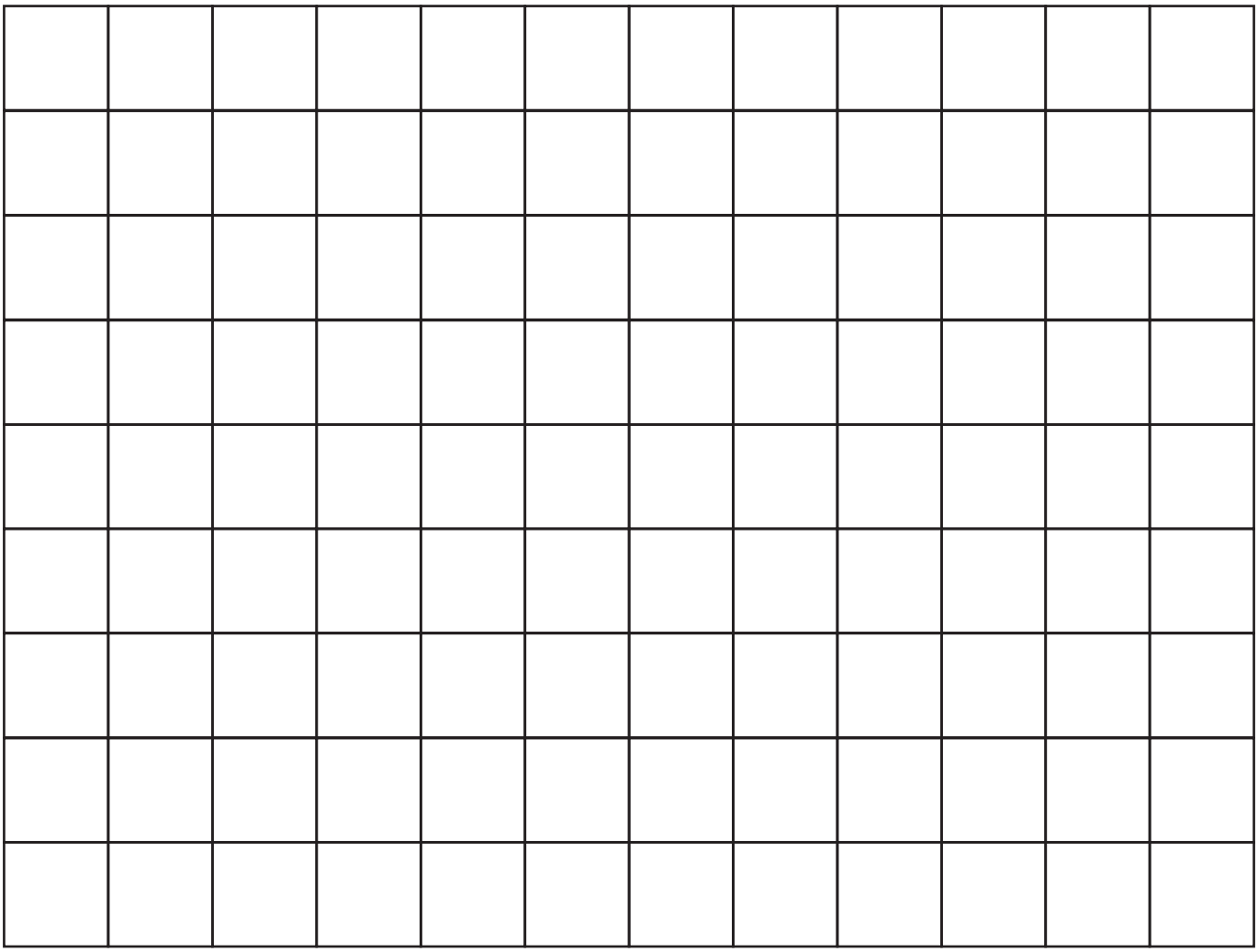
Word Worth

A$_1$	B$_3$	C$_3$	D$_2$	E$_1$	F$_4$	G$_2$
H$_4$	I$_1$	J$_6$	K$_5$	L$_3$	M$_3$	N$_1$
O$_1$	P$_3$	Q$_{10}$	R$_2$	S$_1$	T$_1$	U$_1$
	V$_4$	W$_4$	X$_8$	Y$_4$	Z$_{10}$	

teachstarter

Name: _____ Date: _____

Crossword



_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

teachstarter

Movies Are More Enjoyable Than Books

Reasons For	Reasons Against
• Movies are visually appealing and bring imagination to life. • Movies include only the most interesting parts of a story. • Movies show an entire story within a relatively short time-frame. • Movies can be enjoyed as a social outing with friends. • Movies showcase the talents of a range of people within the film industry.	• Books allow the reader to picture the story however they choose. • Books tell the whole story in detail; nothing is left out. • Books are portable and can be enjoyed anywhere, anytime. • Books can be enjoyed over as long or as short a time as you choose. • Books allow the reader to spend some quiet time relaxing on their own.

TeachStarter.com

Name _____ Date _____

Persuasive Text – OREO Planning Template

Choose whether you are 'for' or 'against' the title statement. State your **opinion** in the box below.

Choose three **reasons** from the prompt to include in your persuasive text. Write these in the boxes below.

Reason 1:	Reason 2:	Reason 3:

Think about how to explain each reason using an **example**. Write some ideas in the boxes below.

Example 1:	Example 2:	Example 3:

Name _____ Date _____

Persuasive Text – Scaffold

Title _____

Opening statement (State your **opinion** about the topic of the text).

Reason 1 (State your first **reason** and provide an **example** to support it).

Reason 2 (State your second **reason** and provide an **example** to support it).

Reason 3 (State your third **reason** and provide an **example** to support it).

Concluding statement (Restate your **opinion** about the topic of the text).

“Be careful, this robot is...”

Today you are going to write a narrative (a story).

The topic you have been given for your narrative is “Be careful, this robot is...”

Think:

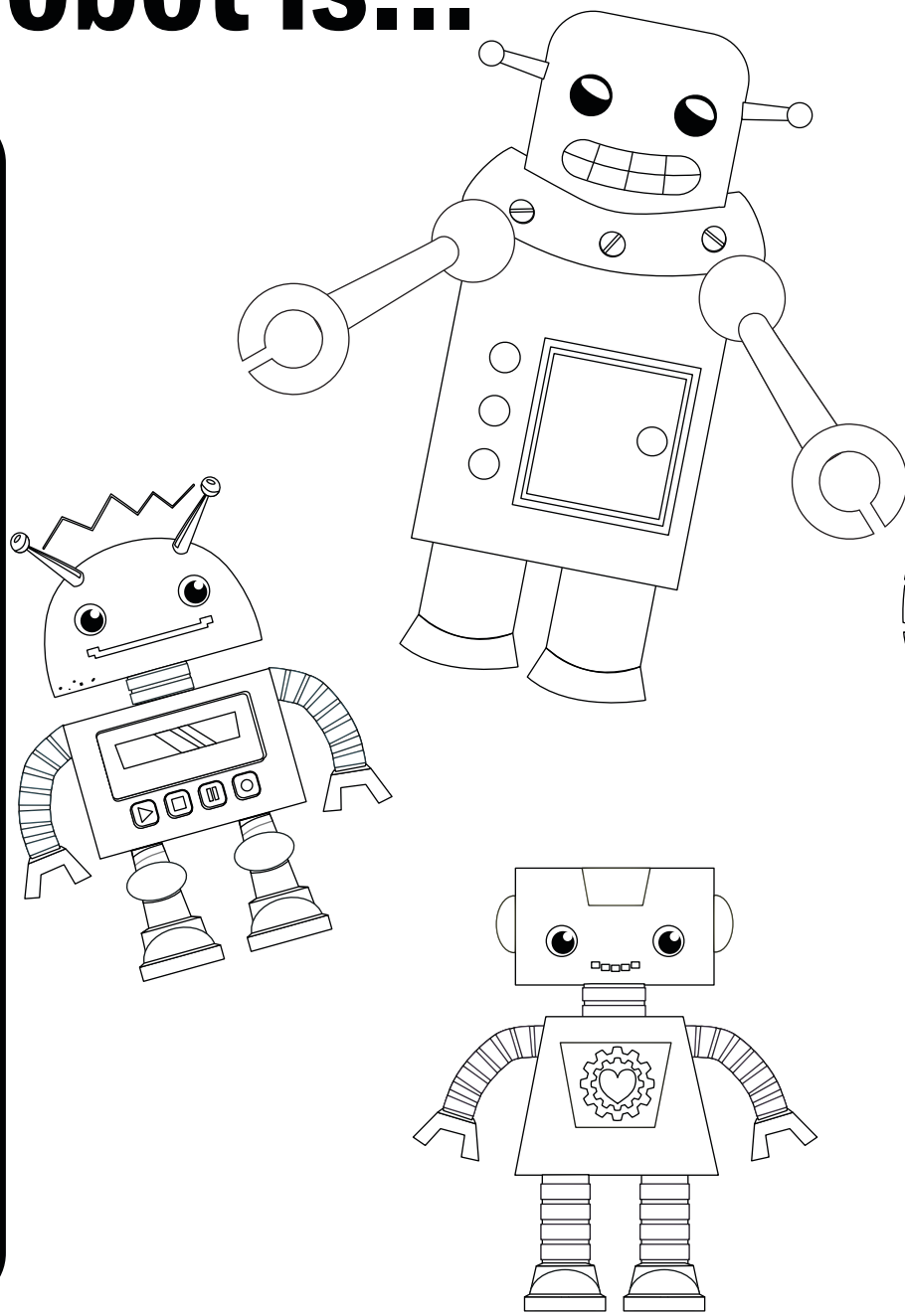
What do you want your story to be about? Your story might be about a robot that is causing destruction, a problem that occurs with a robot or even an unexpected event that happened between a robot and humans.

Plan:

Plan your writing before you begin and decide who your characters are, the setting of your story, the complication or problem and how it is solved and how the story will end.

Remember to check:

- your spelling and punctuation is all correct
- that you have used sentences
- that you have stayed on topic
- that you have edited your writing.



teachstarter

Narrative Planning Template

Title _____

Orientation

Setting	Characters	Mood

Complication

Events and Climax

Resolution

teachstarter

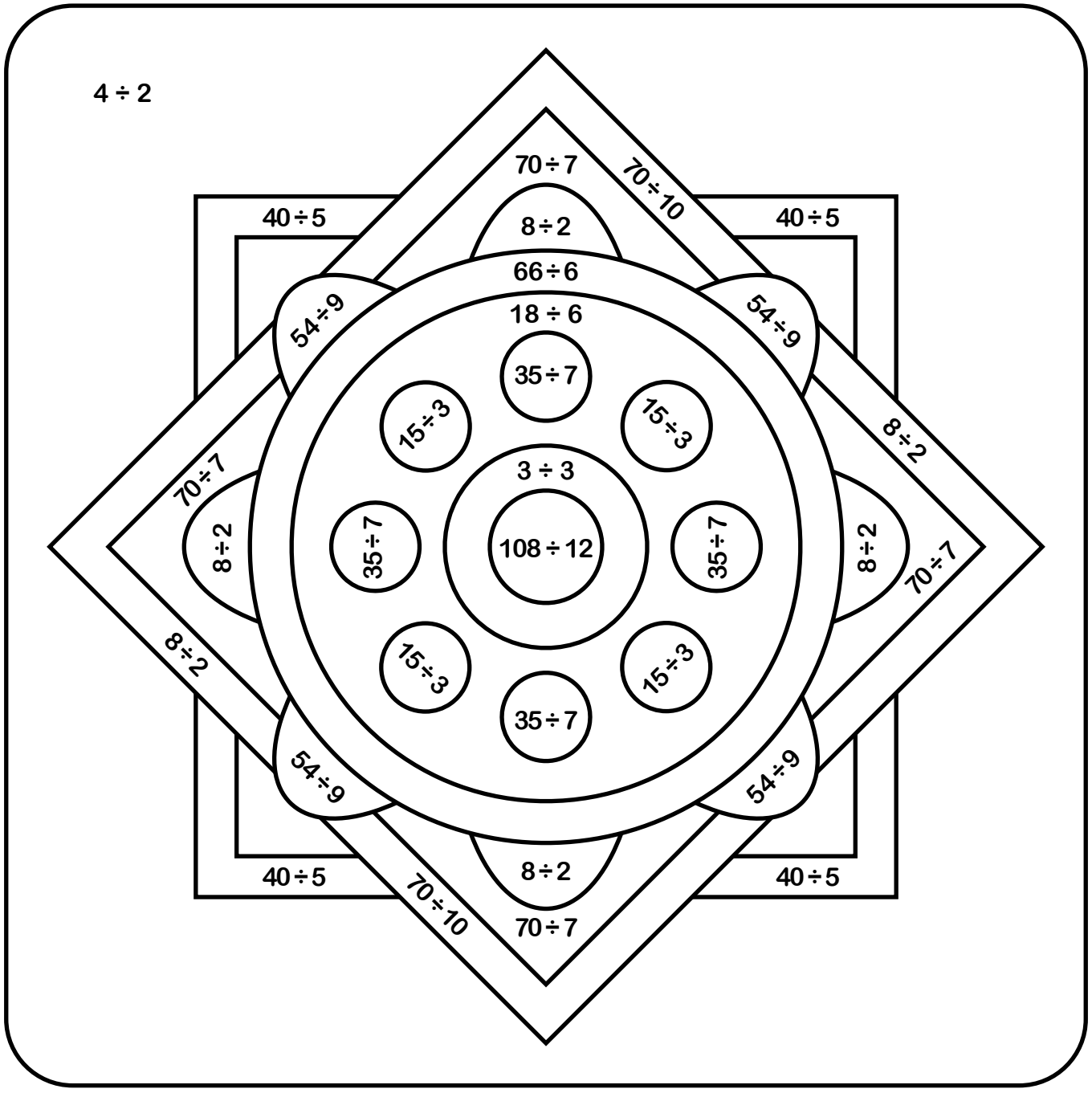
Name: _____ Date: _____

66 ÷ 11

Division Colour Fun!

15 ÷ 3

Find the answer to the division number sentence and then colour that section the corresponding colour.



1	white	5	red	9	brown
2	black	6	pink	10	light blue
3	dark green	7	orange	11	light green
4	purple	8	yellow	12	brown

24 ÷ 4

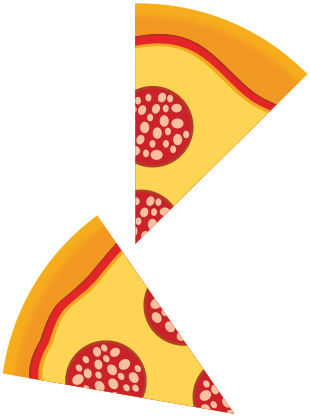
70 ÷ 10

teachstarter

1. 100 people attended a charity dinner. $\frac{1}{4}$ of them paid \$40, $\frac{1}{2}$ paid \$65 and the remaining guests paid \$92. How much money did the charity dinner raise?

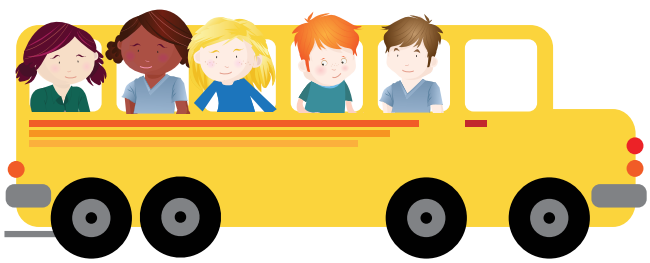
TeachStarter.com

2. 45 students and 2 teachers are at a pizza party. 23 students want 2 pieces of pizza and the remaining students and teachers want 3 pieces. Each pizza has 8 pieces. How many pizzas should they order?



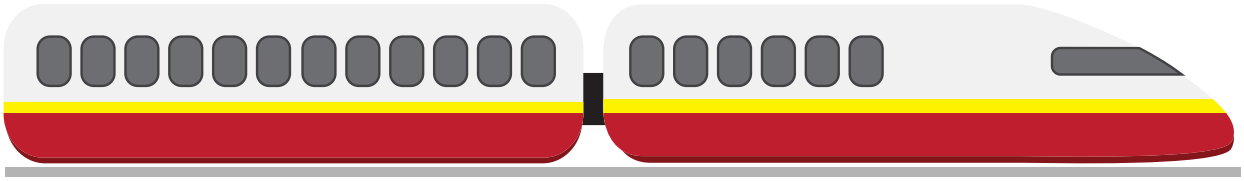
TeachStarter.com

3. It is 8.30 am. Kim is waiting for the 10.45 am bus. Buses arrive every 15 minutes. How many buses will Kim see before she leaves?



TeachStarter.com

4. Lindsey caught the train from her house to the city. She went through 4 zones. Each zone costs $3.35. How much did the whole trip cost her?



TeachStarter.com

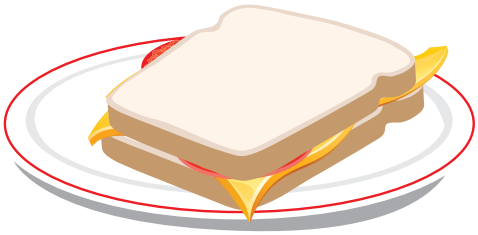
5. The airline bought 6 new planes for $385 780 each. They had to spend $12 000 on each plane to put their logo on the side. How much did they spend on the planes altogether?

TeachStarter.com

6. Chloe was tiling her bathroom. She needed 105 tiles to complete the job. They come in boxes of 14. How many boxes does she need to order to make sure she has enough to tile her bathroom?

TeachStarter.com

7. Alex needs 2.5 kg of ham to make sandwiches for his soccer team. The ham comes in 375 g packets. How many packets does he need to buy?



TeachStarter.com

8. You bought a 12 month gym membership for $418. How much do you need to pay per month?

TeachStarter.com

9. It is recommended that you drink 2 L of water every day. If your cup holds 210 ml, how many cups of water would you need to drink to have 2 L?

TeachStarter.com

10. Sandy needs 14 ml of milk to make one cupcake. How much milk does she need to make 45 cupcakes?

TeachStarter.com

11. 9 friends were paid $385 to clean up the local lake. How much does each person receive?

TeachStarter.com

12. You are holding a party and you will need 35 cups. Is it better value to buy a packet of 40 cups for $8.00 or 7 packets of 5 cups for $1.20 each?

TeachStarter.com

13. 4 boys weigh 165 kg combined. If two of the boys weigh 92 kg combined and another boy weighs 34 kg, what does the fourth boy weigh?

TeachStarter.com

14. The local soccer club is looking to purchase new balls for their 192 players. They need 5 balls for every 20 players. How many balls do they need?

TeachStarter.com

15. The average distance from the Earth to the Moon is 384 000 km. The length of a marathon is 42 km. If you could run from the Earth to the Moon, how many marathons would you have run?

TeachStarter.com

16. On average, 4 babies are born every second world-wide. How many babies are born every 10 minutes?

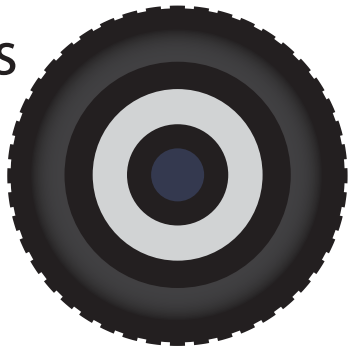
TeachStarter.com

17. Crack the code! The first number is 1.5 times the second number. The third number is one third of the first number. The fourth number is 2, which is one third of the value of the second number.

* * * *
— — — —

TeachStarter.com

18. Your car's wheels rotate 600 times per km. If your car needs new tyres every 50 000 km, how many times will your tyres rotate before they need to be replaced?



TeachStarter.com

19. Neil loves running! He runs 8 km every week. After running 190 km, his shoes need to be replaced. How often does Neil replace his shoes?

TeachStarter.com

20. Ralph eats 2 bowls of food each day. If a bowl contains 400 g of dog food and a bag of dog food contains 20 kg, how often does Ralph need a new bag of dog food?

TeachStarter.com

Maths Investigation –

Number and Algebra

The Solar System in Our Space

The Scenario

Science Week is coming up soon and Miss Celestial wants her class to make a scale model of the solar system in their classroom. This means that the size of the planets and their distances from the sun will be relative to the size of the sun used in the model. Miss Celestial started doing some calculations to find out the sizes and distances required but she is becoming concerned that the model might not be able to fit in the classroom! She needs some help to make the final calculations in order to find out if her dream can become a reality!

The Task

Calculate the scale model's relative distances from the sun and planet diameters using the dimensions and formulae provided.

The Procedure

1. Calculate the diameters of the planets using the provided information and formula.
2. Calculate the relative distances from the sun for the model in the same way.
3. Write a statement to Miss Celestial detailing whether or not the model can be made inside the classroom and the reasons why/why not.

The Materials

- Calculator
- A lead pencil
- An eraser

Name _____ **Date** _____

The Solar System in Our Space

1. Miss Celestial wants to use a model of the sun that is 18cm in diameter. The real sun has a diameter of 1 400 000 km. Using these two numbers and her brilliant knowledge of mathematics, Miss Celestial now knows she can find the size that her model planets need to be (in cm), by multiplying the real diameter by 0.0000129.

Calculate the diameters of the planets for the model by completing the table below. Round up/down the cm measurements to two decimal places.

Planet	Diameter of planet (km)	Equation = Diameter of planet x 0.0000129	Diameter of model planet (cm)	Diameter of model planet (mm)
Mercury				
Venus				
Earth				
Mars				
Jupiter				
Saturn				
Uranus				
Neptune				

Name _____ **Date** _____

2. Miss Celestial discovered that to calculate the distances that the model planets will need to be from her model sun (in metres), all she needs to do is divide the number of the real distance, in millions of kilometres, by 7.8. For example, if a planet was 50 million km from the sun, the equation would be 50 ÷ 7.8. This planet would have to be 6.41 m from the model sun.

Calculate the relative distances of the planets from the sun for the model by completing the table below. Round up/down the metre measurements to two decimal places.

Planet	Average distance from the sun (millions of km)	Equation = Distance from the sun (millions of km) ÷ 7.8	Distance from sun for model planet (m)
Mercury			
Venus			
Earth			
Mars			
Jupiter			
Saturn			
Uranus			
Neptune			

teachstarter

Name _____ **Date** _____

3. Write a statement for Miss Celestial detailing whether or not it is possible to make a scale model of the solar system inside the classroom. Make general statements about the data you collected to support your statement. Suggest whether making the model sun bigger or smaller would be helpful.

teachstarter

PANDORA'S PARTY PALACE

Snacks

$5.95 Potato Chips
10 packets per pack

$3.25 Sultanas
6 boxes per pack

$5.50 Popcorn
10 packets per pack

Lunch Items

25% OFF

$4.00 Chicken Nuggets
20 pieces per box

$8.00 Mini Pizzas
6 pizzas per box

$20.00 Sushi
20 rolls per pack

Sweet Treats

$3.50 Chocolate Cupcakes
10 per box

$5.99 Yoghurt Iceblocks
10 per box

$2.18 Lollipops
Pack of 12

Drinks

$2.75 Water
6 x 250 mL bottles

$10.75 Lemonade
10 x 375 mL bottles

$5.50 Juice
6 x 250 mL boxes

FOOD

teachstarter

PANDORA'S PARTY PALACE

Decorations

$1.89 Party Hats
5 hats per pack

$2.80 Balloons
20 per pack

$2.10 Streamers
2 rolls per pack

$2.40 Bunting
1 x 3 m pack

$1.68 Party Poppers
10 per pack

$3.20 Party Blowers
10 per pack

Serving Supplies

10% OFF

$2.50 Paper Plates
20 plates per pack

$3.00 Paper Cups
25 cups per pack

$1.10 Straws
Box of 50

$2.80 Plastic Tablecloth
1 per pack

$1.50 Serviettes
100 per pack

$4.50 Wet Hand Wipes
100 wipes per tub

Decorations and Serving Supplies

teachstarter

PANDORA'S PARTY PALACE

Lucy is buying some sweet treats for a party. She needs at least 80 sweet treats, but she doesn't want more than 100.

What combinations of sweet treats could Lucy buy for the party?

List some possibilities.

Calculate the total cost of the sweet treats for Lucy's party.

teachstarter

PANDORA'S PARTY PALACE

Taylor's class was having an end-of-year party. Taylor was asked to bring the drinks. His budget for the drinks was $40.

What combinations of drinks could Taylor buy for the class party?

List some possibilities.

Check that the drinks don't cost more than $40.

teachstarter

PANDORA'S PARTY PALACE

Mario is planning a pizza party for his birthday. He needs 36 mini pizzas to feed his friends.

How many boxes of mini pizzas does Mario need to buy?

Calculate the total cost of the mini pizzas for Mario's birthday party.

teachstarter

PANDORA'S PARTY PALACE

Amy's friends came over to her place for a movie night. Amy bought 5 packs of popcorn to share with her friends.

How many snack-size popcorn packets did Amy have at her movie night?

Calculate the total cost of 5 packs of popcorn.

teachstarter

PANDORA'S PARTY PALACE

Mrs Small bought some party decorations for a surprise party for her class.

Mrs Small bought:

- 6 packs of streamers
- 4 packs of bunting
- 3 packs of party blowers.

How much did Mrs Small spend on decorations for the party?

teachstarter

PANDORA'S PARTY PALACE

Daniel and his family were going on a picnic with his cousins. Daniel's family was asked to bring the paper plates, cups and serviettes.

If there were 55 people were going to the picnic, how many packs of paper plates, cups and serviettes did Daniel's family have to buy?

How much did Daniel's family spend on serving supplies?

teachstarter

PANDORA'S PARTY PALACE

Sam decided to buy sushi rolls and chicken nuggets for his birthday party. He wanted each guest to have 6 pieces of sushi and 6 chicken nuggets.

If Sam invited 12 guests, how many boxes of chicken nuggets and packs of sushi did he need to buy?

Calculate the total cost for Sam's party food.

teachstarter

PANDORA'S PARTY PALACE

As a special treat, Mr Wright wants to buy his class lollipops.

If there are 32 children in the class, calculate for Mr Wright:

- the total number of packs of lollipops
- the total cost of the lollipops.

teachstarter

PANDORA'S PARTY PALACE

Coach Carter needs enough bottles of water to give one to each player for the soccer gala day.

If 63 players are attending the soccer gala day, how many six packs of water should Coach Cater buy?

Calculate the total cost for the water.

teachstarter

PANDORA'S PARTY PALACE

Class 6A was having a cake stall to raise money for some new play equipment. They bought 14 boxes of cupcakes from Pandora's Party Palace and sold each cupcake at the stall for 50 cents.

Calculate:

- the total cost of the cupcakes
- the total profit made from the cake stall.

teachstarter

PANDORA'S PARTY PALACE

Naomi wants to decorate her house with bunting to welcome her grandparents back from an overseas trip.

Naomi needs 14 m of bunting to decorate the house.

Calculate how many packs of bunting Naomi must buy and the total cost of the bunting.

teachstarter

PANDORA'S PARTY PALACE

As part of their end-of-school year celebration, Principal Jones bought yoghurt ice blocks for every child in the school.

If there were 472 students in the school, how many boxes of yoghurt ice blocks did Principal Jones buy?

Calculate the total cost for the ice blocks.

teachstarter

PANDORA'S PARTY PALACE

For a science experiment, Professor Paleo needed 180 balloons and 360 paper cups.

Calculate for the experiment:

- the total packs of balloons
- the total packs of paper cups
- the total cost for the balloons and cups.

teachstarter

PANDORA'S PARTY PALACE

On the weekend, Jenny had a party for her 12th birthday. Calculate the total cost if Jenny bought:

- 3 packs of balloons
- 4 packs of streamers
- 5 packs of bunting
- 4 boxes of yoghurt ice blocks
- 10 boxes of chicken nuggets
- 5 packs of popcorn
- 10 bottles of lemonade.

teachstarter

PANDORA'S PARTY PALACE

To help celebrate New Year's Eve, Lilly bought some decorations from Pandora's Party Palace. Her budget for decorations was $100.

What combinations of decoration could Lucy buy for New Year's Eve?

List some possibilities, and then calculate the total cost Lilly spent on decorations.

teachstarter

PANDORA'S PARTY PALACE

You have been given a budget of $200 to organise your own party, using items from Pandora's Party Palace.

After deciding on how many guests you will invite, make a list of the items you will buy and their total costs.

Calculate the total cost of the party to check that you have come in under budget.

teachstarter

FORMATION OF THE EARTH

The origin of our home planet, Earth, is linked to the emergence of the sun. About 5 billion years ago, a nebula of gas and dust floating in space began to coalesce, contract and spin, forming a disc in the middle. It became so dense that it led to the creation of a star, our sun. The remaining disc of dust and gas kept revolving around the newly formed star.

These specks of dust were pulled towards each other as a result of their own gravity. The specks of dust grew bigger and became small rocks. Small rocks combined to make bigger rocks and so it went for another 500 million years.

4.5 billion years ago, Earth became the size and shape that we know today but it was a very different place. It was a boiling ball of molten rock. The temperature on this lava-like surface would have been about 1000°C. There was no air and only traces of water in the form of steam.

For the next 700 million years, Earth was hit with a bombardment of debris from the solar system. During this time, another planet about the size of Mars collided with the newly formed Earth. The collision sent dust and debris into space which, over the next 1000 years, settled to form a ring that orbited Earth. 100 million years later, this debris coalesced to form a large ball of rock that we now call the moon.

This bombardment also provided the new planet with different chemicals and minerals. The meteoroids and asteroids were made of different materials and also carried very small particles of something that would be a key feature of the future planet: water. Over hundreds of millions of years, these minerals and water particles accumulated to a point where liquid water became present on the surface.

The Earth's surface began to cool which allowed a crust to form. Gases also started to accumulate and an atmosphere began to develop. 3.8 billion years ago, the bombardment of the planet eased and Earth began to look something like we know today. Oceans of water were present, with volcanic islands scattered across them.

It would be another 2 billion years before large land masses and breathable air appeared and complex organisms were living in the oceans. The first humans didn't arrive for another 1.6 billion years after that.

It seems remarkable that this planet we know today, the planet we call home, came into existence as a result of some specks of dust floating in space.

teachstarter

Name _____ **Date** _____

Formation of Earth

1. What celestial body had to be formed first before Earth could come into existence?

_____

_____

_____

2. How long did it take for Earth to become roughly the size and shape it is today?

_____

_____

3. Research the definitions for the words below. Write the definition beside the word.

a) nebula _____

_____

b) debris _____

_____

c) bombardment _____

_____

4. Create a five step summary for the formation of Earth.

i) _____

ii) _____

iii) _____

iv) _____

v) _____

Name _____ **Date** _____

My Ecological Footprint

Read the following questions. Take note of your household's behaviour over one week. For each question, shade a number from 1 to 7 which best describes your household situation. The last question asks you to tally your results.

1. How often do you eat animal-based products? This includes meat, poultry, seafood, eggs and dairy.

1	2	3	4	5	6	7

never once a day for every meal

2. Which foods that you eat have no packaging?

1	2	3	4	5	6	7

all of it vegetables and fruit it all has packaging

3. How many bedrooms and bathrooms does your house have all together?

1	2	3	4	5	6	7

If the number is greater than 7, just mark 7.

4. What material is the outside of your house made from?

1	2	3	4	5	6	7

straw bamboo wood brick concrete adobe steel

teachstarter

Name _____ **Date** _____

5. How many people live in your household?

1	2	3	4	5	6	7

If the number is greater than 7, just mark 7.

6. Do you use energy efficient appliances and lights in your home?

1	2	3	4	5	6	7

every appliance energy saving light bulbs none at all

7. What percentage of your electricity comes from 'Green' energy sources?

1	2	3	4	5	6	7

100% more than 20% 0%

8. Compared to your neighbours, how much rubbish do you generate?

1	2	3	4	5	6	7

much less about the same much more

9. How do you mostly get to and from school and other places you regularly visit?

1	2	3	4	5	6	7

always walk public transport always drive

Name _____ **Date** _____

10. How much does your family spend on petrol each week?

1	2	3	4	5	6	7

nothing between $20 and $50 more than $50

11. How often do members of your family carpool?

1	2	3	4	5	6	7

5 days a week 2 days a week never

12. How far do you travel on public transport each week?

1	2	3	4	5	6	7

more than 100 km more than 50 km less than 5 km

13. How many hours do you fly each year?

1	2	3	4	5	6	7

none around 5 more than 10

14. How often does your family plant trees, vegetables or other plants?

1	2	3	4	5	6	7

everyday weekly never

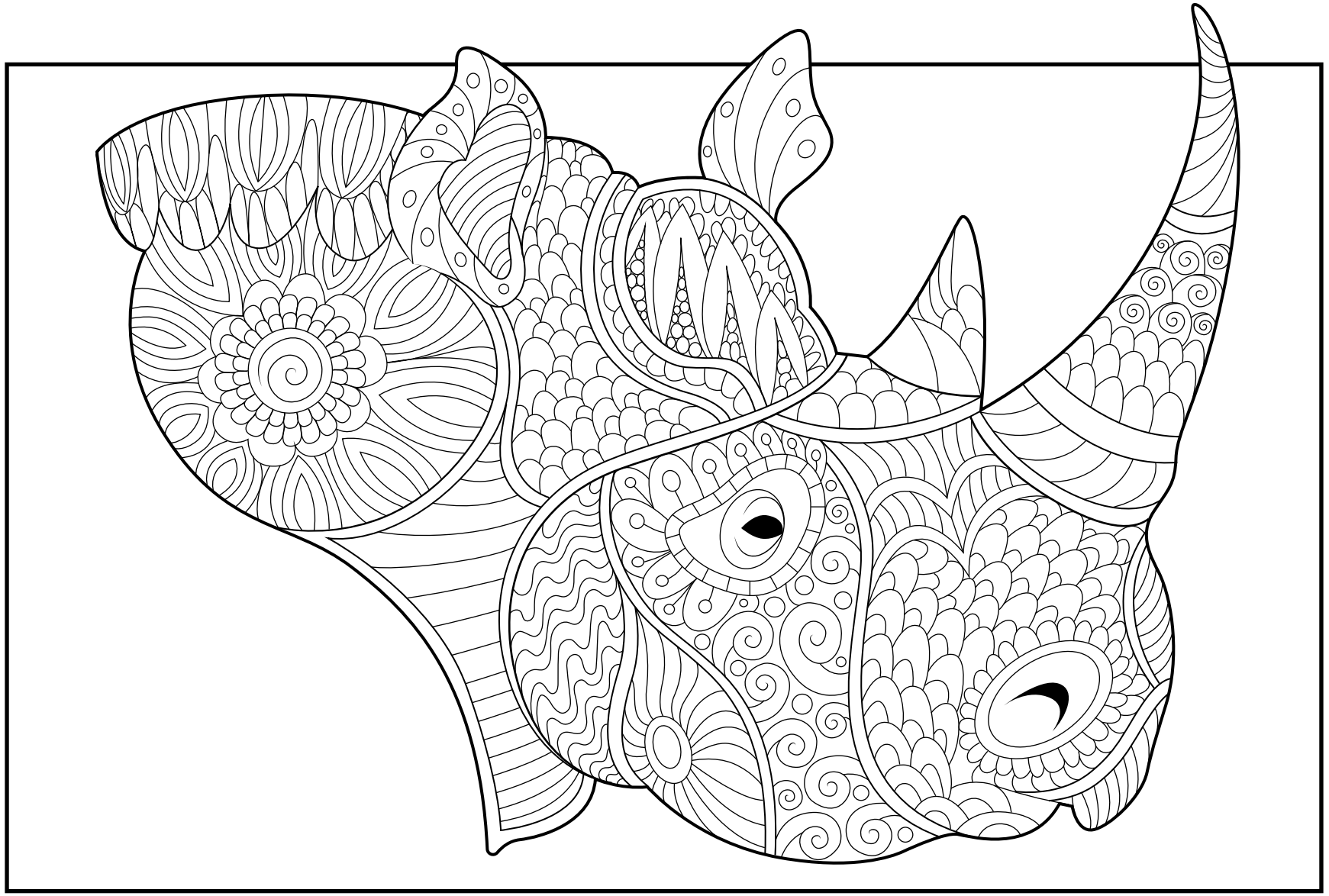
Name _____ Date _____

15. Use the space below to add up all the numbers you have shaded to work out your overall ecological footprint score. Then, use the data analysis table below to see what your score means.

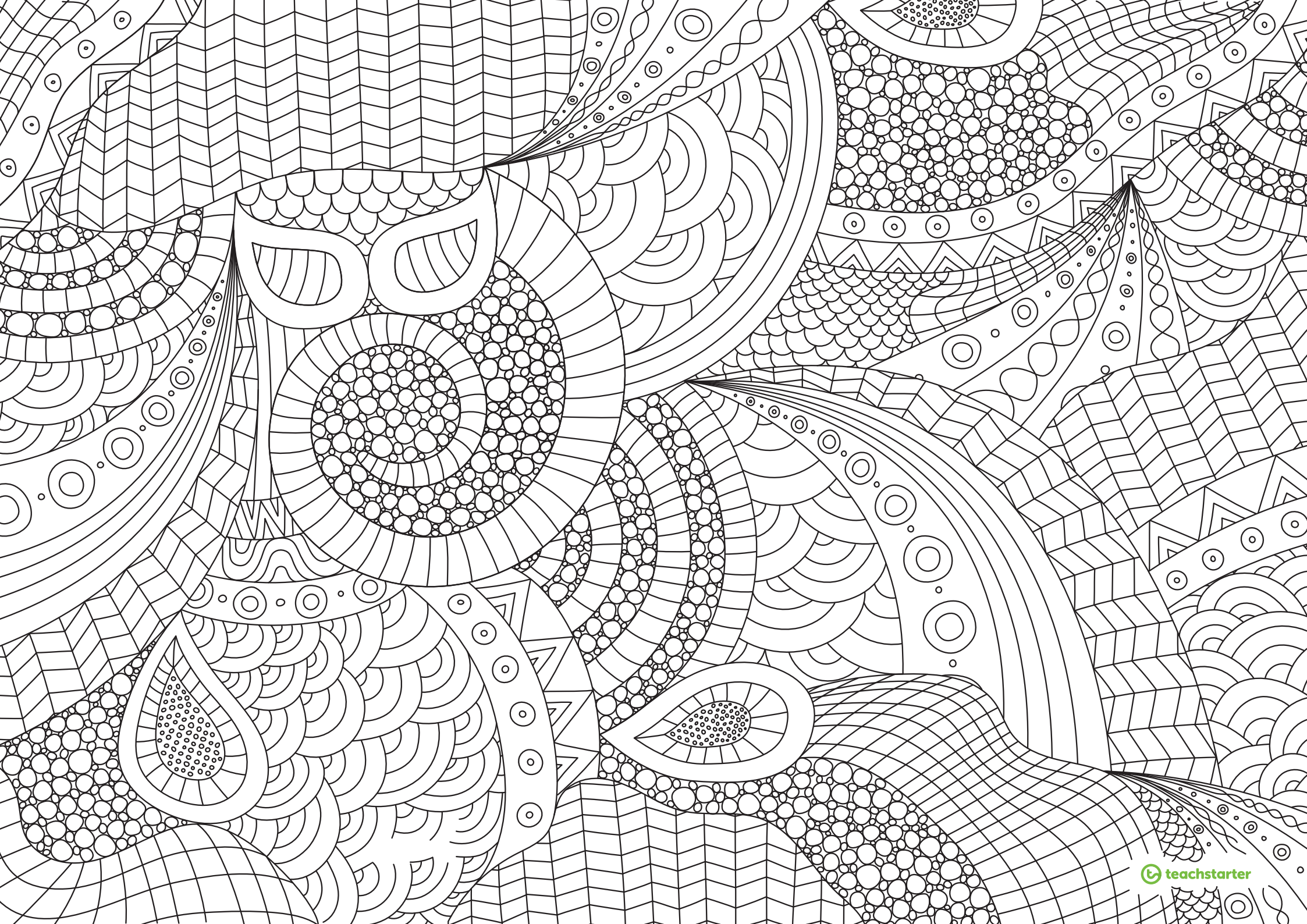
Ecological Footprint - Data Analysis

Once you have tallied your results, find where your number sits in the table and read about your ecological footprint. Discuss your class data.

0 - 19	20 - 39	40 - 59	60 - 79	80 - 100
You have a very low ecological footprint. In fact, if everyone on Earth had a footprint in this range the earth wouldn't be in trouble.	Your ecological footprint is small enough that it will reduce the growth of ecological destruction but it will not provide a long-term solution to the problem.	You have an average ecological footprint. Remember that even though it is average, this number must be reduced.	Your ecological footprint is larger than average. You might consider how you can change your actions to reduce this number.	A number this high means you are living way beyond where you should be in order to protect the earth. Find ways to reduce your number now.



teachstarter


teachstarter