

Stage 3  
Weeks 8, 9 and 10  
Home Learning

Received - 1/11/1917 - 1/11/1917

READING

WEEKS

8, 9 & 10

# THE WONDERS OF THE HUMAN BODY

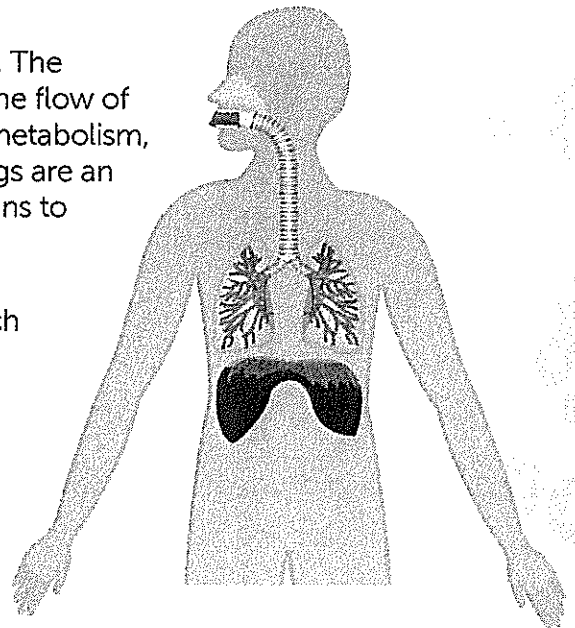
The human body is a complex biological network that consists of cells, organs, tissues and systems that all work together. There are eleven major organ systems in the human body, including the central nervous system, the respiratory system, the immune system, the skeletal system and the nervous system. This report will explore six of the significant systems and how they work to keep our bodies functioning.

## Respiratory System

It is a well-known fact that humans need oxygen to live. The respiratory system is the part of the body that handles the flow of air. Oxygen, a gas found in the air, is necessary for cell metabolism, the crucial process of turning food into energy. The lungs are an integral part of the respiratory system. They allow humans to breathe in fresh air and to exhale carbon dioxide.

When breathing in, the body uses a muscle called the diaphragm. It contracts and pulls the ribs upwards, which broadens the chest and draws air into the lungs. When exhaling (breathing out), the contracted muscles relax, allowing the ribs to fall and the chest to narrow slightly. This forces air out of the lungs.

Interestingly, human lungs are not the same size. The left lung is slightly smaller to make room for the heart.

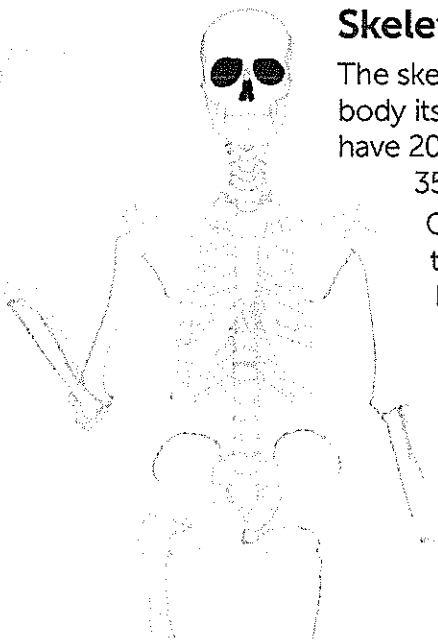


## Skeletal System

The skeletal system comprises of many bones. These bones give the body its structure, protect internal organs and allow movement. Adults have 206 bones in their skeletal system, while babies are born with 350 soft bones. A baby's bones fuse as they grow.

One of the primary functions of the skeletal system is to protect the internal organs. The ribcage shields organs like the heart and lungs, while the skull protects the brain from injury. In addition to providing security, the bones also function as a factory. Marrow inside the bones produces essential blood components such as platelets, red blood cells and white blood cells. These carry oxygen and remove carbon dioxide from the body.

Humans can strengthen their skeleton by drinking milk or eating other dairy products. These contain calcium that helps bones harden and strengthen. Being active and engaging in regular exercise also helps keep bones healthy.

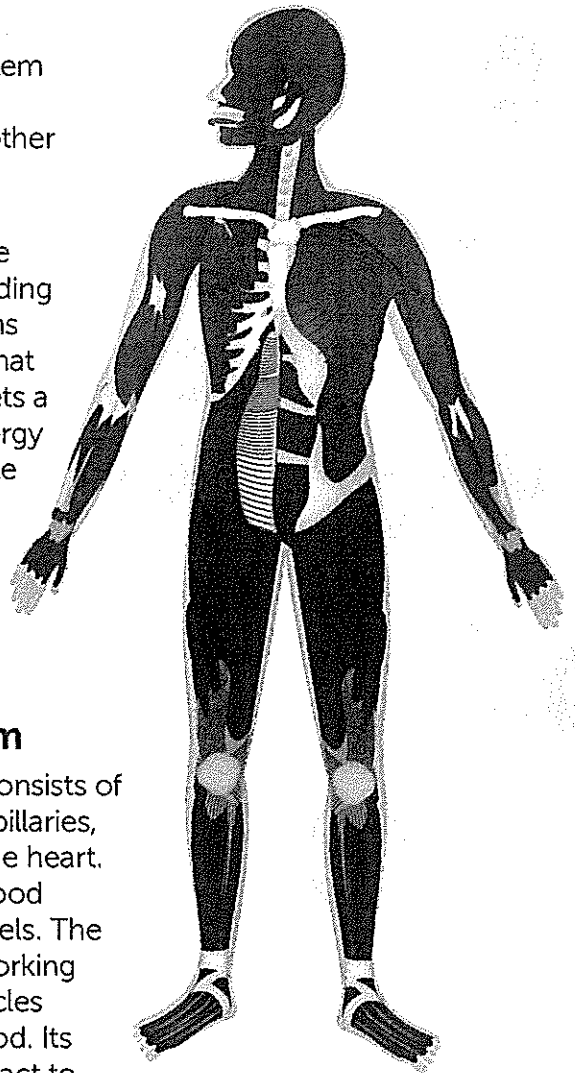


## Muscular System

The muscular system works closely with the skeletal system to enable movement. Some muscles work without us thinking (like the heart beating), while thoughts control other muscles. All these muscles make up the body's muscular system.

There are over 650 muscles in the human body. They are under the skin, covering the bones. They work by expanding and contracting. Muscles are made when muscle proteins form strands of muscle fibre. These then form bundles that make up larger skeletal muscles. When a muscle fibre gets a signal from its nerve, proteins and chemicals release energy to either contract the muscle or relax it. When the muscle contracts, it pulls the bones it is connected to closer together.

The largest muscle in the body is the gluteus maximus that is the main extensor muscle of the hip.



## Circulatory System

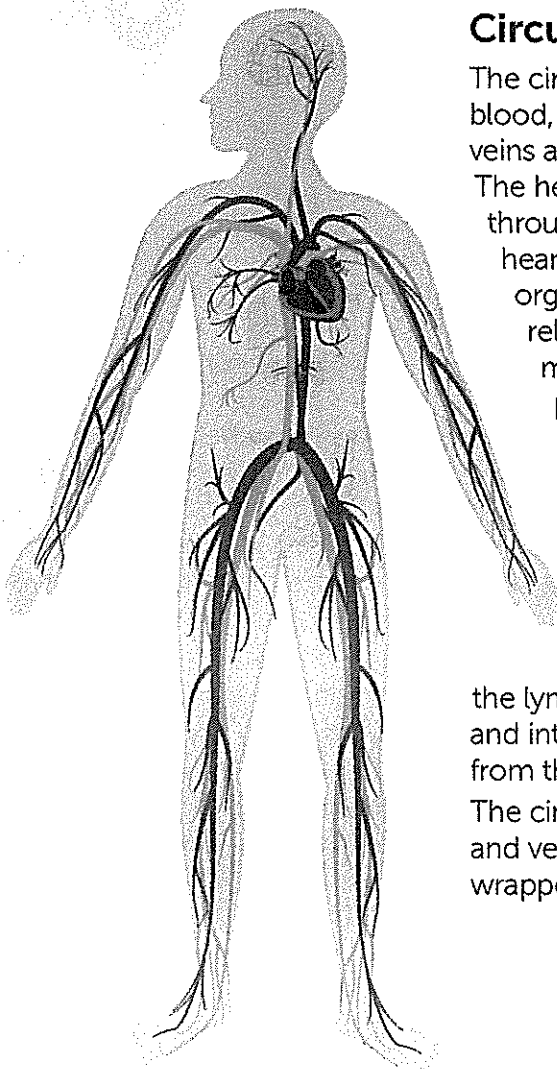
The circulatory system consists of blood, blood vessels (capillaries, veins and arteries) and the heart.

The heart pumps the blood through the blood vessels. The heart is a very hard-working organ. When its muscles relax, it fills with blood. Its muscles then contract to push the blood along to other parts of the body.

The right side of the heart receives blood from the body and pumps it to the lungs. The left side of the heart does the opposite. It receives blood from the lungs and pumps it out to the body.

The circulatory system also helps transport lymph around the body. Lymph is the fluid that flows through the lymphatic system, a system composed of lymph vessels and intervening lymph nodes. Their function is to return fluid from the tissues to the central circulation.

The circulatory system is very long. If all the arteries, capillaries and veins in one adult were laid out end-to-end, they could be wrapped around Earth approximately 2.5 times!

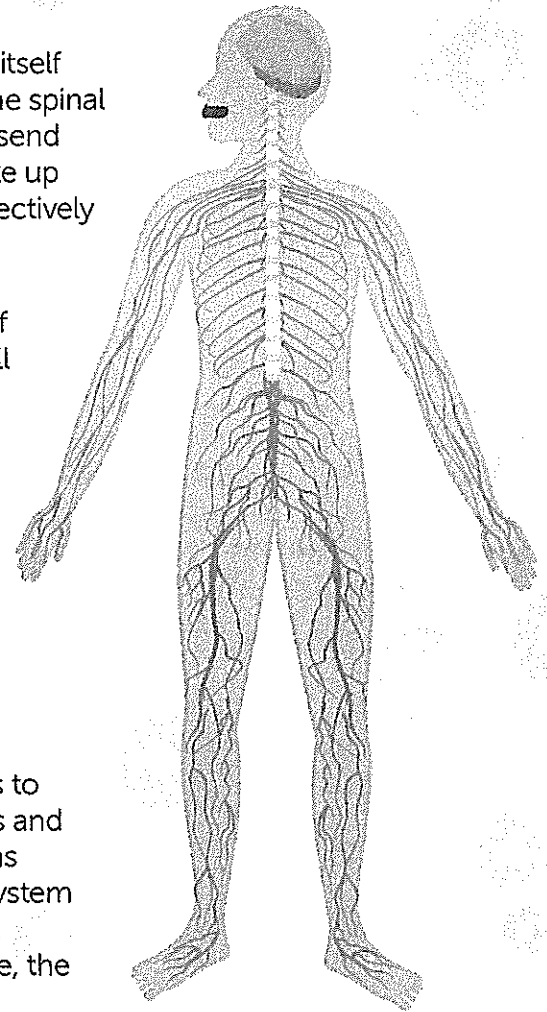


## Nervous System

The nervous system helps the body to communicate with itself and to control its various functions. It includes the brain, the spinal cord and a large network of nerves. Nerves are fibres that send impulses through the body. The brain and spinal cord make up the central nervous system. The rest of the nerves are collectively called the peripheral nervous system.

Nerves are like wires that carry communication signals or impulses around the body. Inside each nerve is a bundle of nerve fibres. Some nerves are long, like the ones that go all the way from your feet to your spinal cord. Nerve cells are called neurons.

Humans can help keep their nervous system healthy by being active, eating a balanced diet and keeping happy. Exercise releases a chemical called serotonin in the brain that makes people feel good, relaxes muscles and relieves stress.

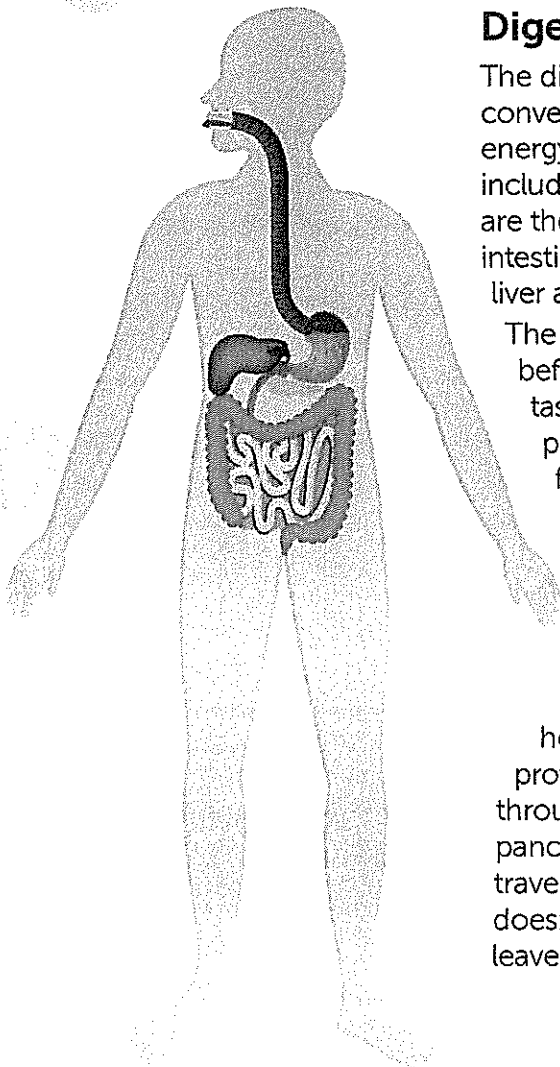


## Digestive System

The digestive system helps to convert food into nutrients and energy. Some of the organs included in the digestive system are the stomach, the small intestine, the large intestine, the liver and the pancreas.

The digestion process begins before a person eats. Smelling, seeing or thinking about a tasty meal causes saliva to form in the mouth. When people eat, the saliva breaks down the chemicals in the food. This makes the food mushy and easier to swallow. The tongue also assists by pushing the food around while the teeth are chewing. When the food is ready to be swallowed, the tongue pushes it toward the back of the throat and into the opening of the oesophagus (the second part of the digestive tract).

The food then sits in the stomach for around four hours. Enzymes work on breaking down and isolating proteins that the body can use. It then makes its way through the small intestine where juices from the liver and pancreas continue to break down the food. Finally, the food travels through the large intestine. Any food that the body doesn't need or can't use is sent to the rectum and later leaves the body as waste.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## The Wonders of the Human Body

Reread each paragraph from the text about the human body. Highlight the key information in each paragraph. (Hint: Look for key words that inform the reader about the subject.)

Use the key information you have highlighted to write dot point notes about each body system in the table below. (Hint: Dot point notes should be a few words only, not full sentences.)

Body System	Key Information
The respiratory system	
The skeletal system	
The muscular system	



# The Wonders of the Human Body - Worksheet

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Body System	Key Information
The circulatory system	
The nervous system	
The digestive system	

Write a brief summary of the text. Remember, a summary focuses on the main ideas only.

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# THE THREE STATES OF MATTER

## Does 'Matter' Matter?

Have you ever wondered what clouds are made from? Or the sun? Or the ocean? Perhaps you've pondered what skyscrapers are made from... or even the pencil in your hand?

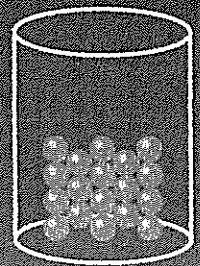
Everything around you is made from matter. Matter is made of very small particles called atoms. Matter can exist in different states. You can often work out the state of a substance just by looking at its properties. The three main states of matter are solid, liquid and gas.



## What Are Solids?

Solids have a fixed shape. This means that the shape of a solid will only change if a force is applied. Examples of these forces include pushing, squeezing, bending or twisting. Solids also have a fixed volume. This means that the amount of space taken up by a solid always stays the same.

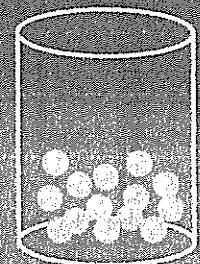
The particles in solids are linked by strong bonds. This pulls the particles tightly together. The particles vibrate in place, but they are too close together to change position. They cannot slide past each other. In addition to this, the particles in solids have low energy. This means that solids cannot flow. Examples of solids include building materials, sporting equipment, clothing and food.



## What Are Liquids?

Liquids do not have a fixed shape. They will take the shape of the container they are poured into. However, liquids do have a fixed volume. The amount of space taken up by a liquid stays the same.

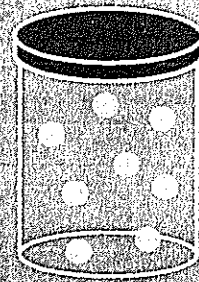
The particles in liquids are linked by weaker bonds than solids. There is more space between the particles. The particles are able to slide past each other and change position. Unlike solids, the particles in liquids have high energy. This means that liquids can flow easily. Examples of liquids include water, fruit juice, oil and milk.



## What Are Gases?

Gases do not have a fixed shape. They will spread out to fill the container or space they are in. Gases do not have a fixed volume, either. This means that the amount of space taken up by a gas can change.

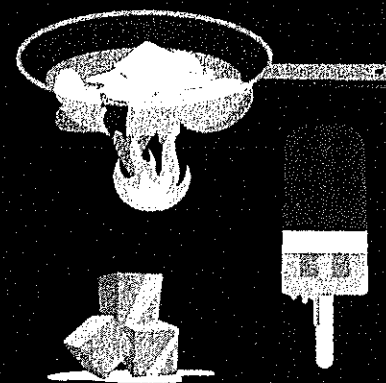
The bonds holding the particles in gases together are very weak. There is lots of space between the particles. The particles can move freely and spread out within a container or space. The particles in gases have more energy than both solids and liquids. This means that gases can flow very easily. Examples of gases include the oxygen we breathe, the carbon dioxide that is emitted from our cars, and the helium that is used to fill party balloons.



## Can Matter Change States?

Have you ever eaten an ice cream on a hot summer's day, only to have it drip all over your hands? This is a relatively common scenario! When ice cream is taken out of a cold environment (the freezer) and placed into a warmer environment, it experiences a change in its temperature. This temperature change is often enough to make it melt into a liquid.

Adding heat to a substance increases its temperature. This can change a solid into a liquid, or a liquid into a gas. Removing heat from a substance decreases its temperature. This can change a gas into a liquid, or a liquid into a solid.



## Why Change States?

For thousands of years, humans have been manipulating the state of various substances to make them better suited to particular purposes. The Aboriginal and Torres Strait Islander peoples of Australia used heat to soften natural materials such as beeswax, using it as an adhesive (glue) and as a waterproofing agent. They would also cover waterholes in hot weather to conserve water by stopping it from evaporating.

This scientific knowledge continues to be applied today in the 21st century. For example, changing the state of substances from solid to liquid and back again is a fundamental step in the process of recycling materials such as plastics, metals and glass. Scientists also use the knowledge that matter exists in different states at different temperatures to identify substances on other planets and moons across our solar system.

## Matter Matters!

Matter is everywhere. Learning about solids, liquids and gases and the ways they can change helps us better understand the world around us. Scientific knowledge can also help the human race to face challenges and solve problems, both now and in the future.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## The Three States of Matter

1. What are the three states of matter?

\_\_\_\_\_

2. Circle whether these statements about solids, liquids and gases are true or false.

- |  |              |
|--|--------------|
| a) A solid will only change shape if a force is applied to it. | true / false |
| b) The amount of space taken up by a solid changes.            | true / false |
| c) Ice cream is an example of a solid.                         | true / false |
| d) The particles in liquids can change position.               | true / false |
| e) Liquids have a fixed shape.                                 | true / false |
| f) Liquids have more energy than solids.                       | true / false |
| g) Gases can spread out in the space they are in.              | true / false |
| h) Oxygen is an example of gas.                                | true / false |
| i) Gases have a fixed volume.                                  | true / false |
| j) Matter cannot change states.                                | true / false |

3. What causes a substance to change states?

\_\_\_\_\_  
\_\_\_\_\_

4. Describe one example of humans changing the state of a substance to achieve a particular purpose.

\_\_\_\_\_  
\_\_\_\_\_

5. Draw a labelled diagram of an ice cream melting on a hot day. Be sure to include a source of heat.





# THE HISTORY OF HALLOWEEN

Halloween is a very popular holiday all around the world, and it's easy to see why! Who doesn't enjoy dressing up in a costume, getting plenty of lollies, and watching spooky movies? While these traditions are exciting and entertaining, Halloween hasn't always been about fun costumes and delicious treats.

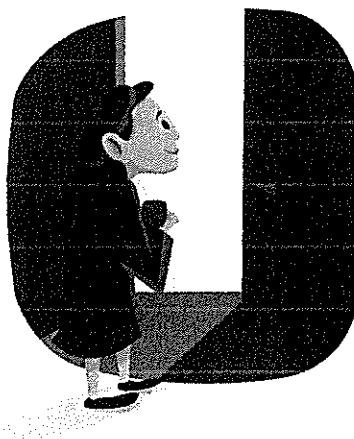
To learn the history of Halloween, you'll have to look back 2000 years in the past to the Celtic festival of Samhain (pronounced SAH-win). This festival celebrated the end of the harvest season and the coming of winter. The Celtic people in Europe would gather together and celebrate with bonfires, dancing, and eating.

The Celtic people believed that the veil between the living and the dead was its thinnest on Samhain. This allowed people to contact their loved ones who had passed away because they were closer than usual. Traditionally, a 'silent supper' was observed. People ate dinner in silence, placed pictures of family members on the table, and reserved an empty seat for the loved one's spirit. Occasionally, families would set their loved ones' favourite foods outside to welcome them into their homes.

Because the veil between the living and the dead was thin this night, many people believed they needed to protect their homes from unwanted spirits. They would

hollow out gourds and place a candle inside. Then, they would place the gourds outside of the house to ward off any unwanted spirits. Many people also dressed up in 'costumes' to blend in with the spirits. They would put fire ash on their faces, making them unrecognisable to any unwanted spirits. This would later lead to people wearing masks.

It's easy to see where many of the Halloween traditions originate. Dressing up in costumes, carving pumpkins, and trick or treating can all be traced back to the festival of Samhain. While Halloween is now a night of fun for those celebrating, it was a sacred, sometimes spooky, night for the Celtic people in Europe.



Some children would knock on doors and ask for a 'soul cake', a small, individual dessert. Children would offer to pray for the family in exchange for the treat.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## The History of Halloween

1. Compare and contrast the festival of Samhain with how we celebrate Halloween. List at least 3 similarities and 3 differences.

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2. What is the main idea of this text?
- a) to show how Samhain and Halloween are different
  - b) to explain the history of Halloween and where its traditions come from
  - c) to explain why Halloween is such a popular holiday
  - d) to explain why we wear costumes on Halloween
3. In paragraph 5, what does the word originate mean? What words or phrases help you determine the meaning?

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4. Read the following sentence from the text:

*To learn the history of Halloween, you'll have to look back 2000 years in the past to the Celtic festival of Samhain (pronounced SAH-win).*

Why does the author include this particular sentence in the text?

- a) to show the reader how to pronounce the word Samhain
- b) to persuade the reader that Halloween is an ancient holiday
- c) to describe to the reader where the celebration of Halloween originated
- d) to explain to the reader that Halloween is a Celtic holiday



Name: \_\_\_\_\_

Date: \_\_\_\_\_

5. Read the following sentence from the text:

*The Celtic people believed that the veil between the living and the dead was its thinnest on Samhain.*

What does the author mean by this sentence? What information from the surrounding sentences gives you a clue as to what the author means?

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6. If you were given the task of creating an additional text feature for this article, what would you create, e.g. sub-headings, photographs, bold words, etc. and why?

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7. What can the reader infer from the image and caption?

- a) The idea of trick or treating came from the tradition of asking for 'soul cakes'.
- b) Children asking for 'soul cakes' were dressed up in costumes.
- c) 'Soul cakes' were a delicious treat that children enjoyed.
- d) Children loved walking to other people's houses to ask for a 'soul cake'.





# Sticky Tongue Twisters

I thought a thought,  
But the thought I thought,  
Wasn't the thought I thought I thought.  
If the thought I thought I thought had been  
the thought I thought,  
I wouldn't have thought so much.

Peter Piper picked a peck of pickled peppers,  
A peck of pickled peppers Peter Piper picked,  
If Peter Piper picked a peck of pickled  
peppers,  
Where's the peck of pickled peppers that  
Peter Piper picked?

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Tricky Tongue Twisters

1. Research other tongue twisters and write out your favourite one below.

2. Tongue twisters often use many words that have a repeated sound. Have a go at creating your own tongue twister in the box below.





# THE MOON

*of Planet Earth*

## **Our Magical Moon**

If you gaze up into the sky on a clear night, you will see an illuminated object around 384 400 kilometres away from you! This is the moon of our planet, Earth. If you had to drive there, it would take 153 days of non-stop driving at a speed of 100 kilometres per hour! So what is our moon made from? How did it get there? And why does its appearance seem to change from night to night?

## **What Is the Moon?**

The moon is a satellite of planet Earth. A satellite is an object that orbits (moves around) a planet. The moon's path around Earth is a slightly squashed circle shape called an 'ellipse'.

## **What Size Is the Moon?**

Like Earth, the moon is a sphere. However, the moon is a much smaller sphere than Earth. In fact, the moon is about four times smaller than Earth.

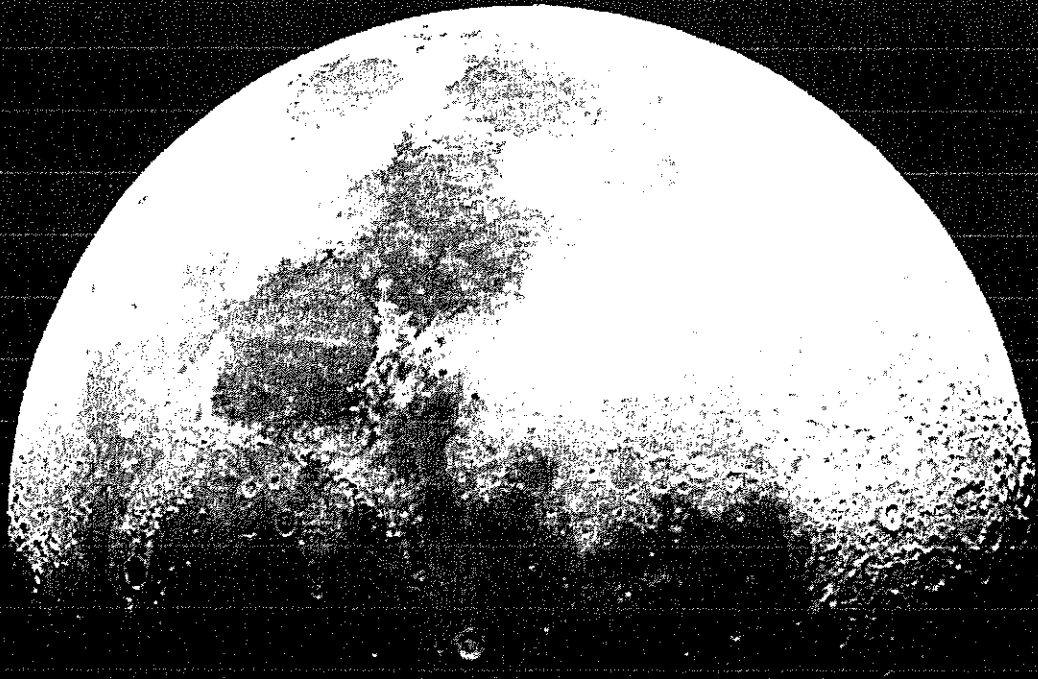
Moons are always smaller than the planet they orbit. The surface area of the moon is about 38 million square kilometres. This is less than the surface area of the continent of Asia on Earth!

## **What Is the Moon Made From?**

The moon is made from rock. It has mountains, craters, and flat planes called 'seas' made of hardened lava on its surface. Scientists believe that the moon was probably created around 4.5 billion years ago when a large object hit Earth. The impact blasted rocks out into space, which eventually came together to orbit around Earth. They melted together, cooled down and became the moon.

## **How Does the Moon Move?**

Like Earth, the moon moves in two distinct ways. Firstly, the moon spins on its axis. This is called a 'rotation'. While the moon is rotating, it is also orbiting (moving around) Earth. This is



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called a 'revolution'. It takes about the same amount of time (27.3 days) for the moon to rotate as it does for it to complete its orbit around Earth. This means we only ever see about 60% of the moon's surface from Earth! The part of the moon that faces Earth is known as the 'near side'. The part that we never see is known as the 'far side'.

### **Why Does the Appearance of the Moon Keep Changing?**

Have you noticed how the moon appears to change shape each night? Although the moon shines brightly in the night sky, it doesn't produce its own light. We see the moon because it reflects light from the sun. As the moon orbits Earth, the sun lights up different parts of its surface. These different views are known as the 'phases of the moon'. Around once per month (every 29.53 days to be exact) the phases of the moon make a complete cycle.

### **One Giant Leap for Mankind**

For centuries, humans have been fascinated by the mysterious moon in our night sky. Some of these mysteries were finally answered on 20 July 1969. Three American astronauts, Neil Armstrong, Buzz Aldrin and Michael Collins, landed their lunar module on the surface of the moon. Neil Armstrong was the first human being to walk on the surface of the moon. His historic words, "That's one small step for man, one giant leap for mankind" are still quoted regularly to this day.



Castleski/Shutterstock.com

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## The Moon of Planet Earth

After reading the text, complete the '3, 2, 1' table below.

<b>3 things I learnt about the moon from reading this article are...</b>	<b>2 things I found interesting about the moon from this article are...</b>	<b>1 question I still have about the moon after reading this article is...</b>
1.	1.	1.
2.	2.	
3.		

Use a book or the Internet to research your question. Record the information you discover in your own words on the lines below.

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# Hermes'

## HOCUS POCUS

There were many rumours about the mansion in the centre of the black forest. Some said it was haunted; some said werewolves lived there. Children often dared each other to knock on the door. But no-one ever did. No-one was brave enough to get closer than eyesight of it.

The mansion was, in fact, a boarding school for wizards, who learned and practised their abilities and skills. The outside of it may have made it seem like a dark, cold and haunted place, but on the inside, it was well lit, warm and buzzing with intelligent, curious, happy people.

Hermes was one of the most enthusiastic students in his class. On one particular day, he had been trying to master an incredibly tricky potion. No matter how well he followed the recipe, it would not turn red. He read over the recipe twice, but could not figure out why it looked like a pot of boiling, green porridge.

Hermes decided to recheck all the instructions in the recipe. He stirred the pot clockwise and anticlockwise. Hermes tried using a whisk, a spatula, and even a cheese grater.

Next, he checked the temperature. It was definitely bubbling at 76.2 degrees Celsius like it was supposed to.

He looked across the room to his friend Athena. She was aching her potion! In fact, she looked like she was finished, with time to spare. Maybe Athena would have some time to help him, Hermes thought. "Hey, Athena, do you have a spare moment to take a look at my potion?"

"Sure, Hermes. My potion needs to cool for a few minutes before I bottle it, so I'm happy to help."

Hermes showed Athena his potion. "I have done as the recipe says, but all I get is lumpy, green porridge."

Athena looked at the potion carefully. "It does look a little thick. Maybe try adding some more nectar of bees. I added double in mine, and it seemed to make the potion much better. I learned that trick from my mother."

Hermes added more nectar of bees and waited for the potion to change.

Just when he thought it was working, it went... "Orange? I don't understand! I have done everything I can!" Hermes complained, feeling defeated.

Finally, despite his best efforts, he thought it was time to ask the Professor. The Professor took one glance and chuckled. "It seems like you have orange porridge."

"Please, Professor. I have tried everything. I have retraced my steps, tried different techniques and have asked an expert. What else is there to try?"

The Professor surveyed the potion. "Maybe start from the beginning, except this time, check each ingredient as you add it."

Hermes did not understand. He had done everything right the first time. But maybe he might have some second-chance luck. He started to measure his ingredients.

Once again, he filled the pot with melted snow; once again, he sprinkled the pickled toadstool while singing "We Are Family"; and once again, he correctly measured the brown freeze-dried strawberries... Wait! Freeze-dried strawberries were red. Hermes could not believe it. The packet he thought was freeze-dried strawberries, was, in fact, porridge. The packages of the two ingredients were so similar, Hermes had accidentally grabbed the wrong one.

After fixing his little mistake, the potion did not seem so difficult to make anymore. Now that the potion was well on its way, Hermes even decided to take Athena's advice and add double the nectar of bees. In no time, his potion was completed, cooled and bottled.

"Now," Hermes said with a cheeky look. "What should I test this potion on first?"

By Royce Styles



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Hermes' Hocus Pocus

1. Where was Hermes' school located?

\_\_\_\_\_

2. What problem did Hermes face?

\_\_\_\_\_

\_\_\_\_\_

3. What solutions did he try?

\_\_\_\_\_

\_\_\_\_\_

4. How did Hermes solve his problem?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. Predict what the potion Hermes was making could have been used for.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. Describe a time when you had a problem. What steps did you follow to solve it?

\_\_\_\_\_

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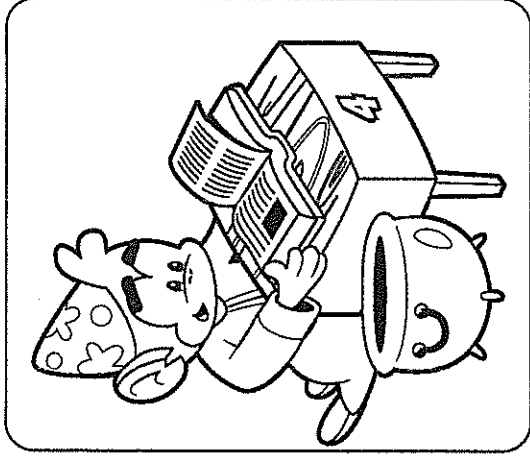
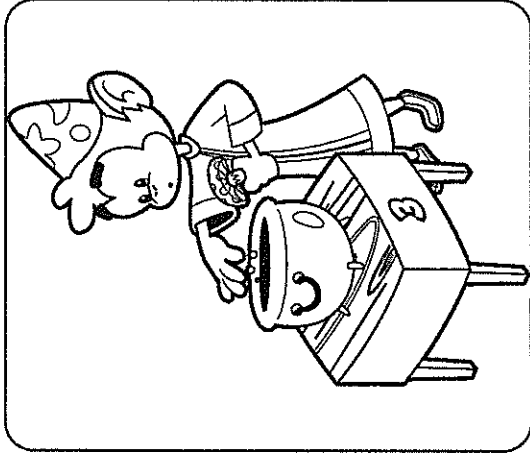
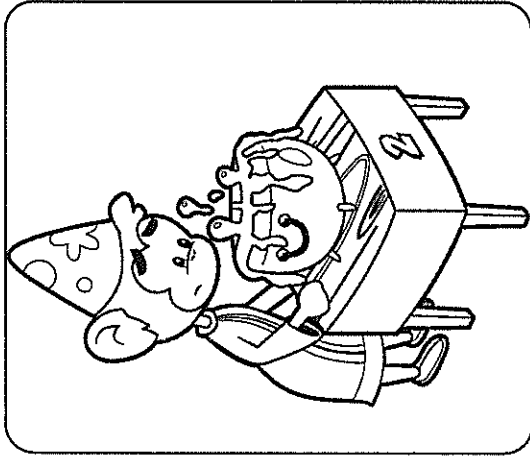
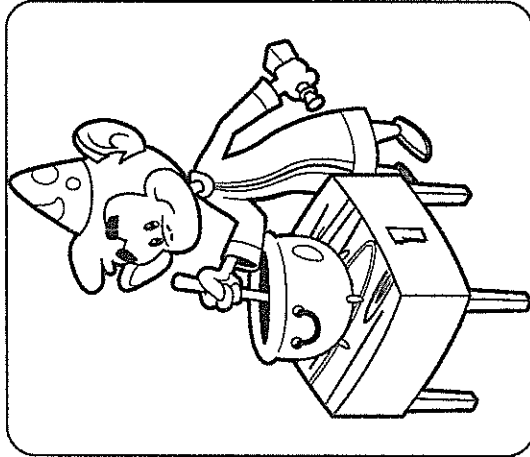


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## Magic of Independent Learning

Describe what is happening in each picture. Use the story to guide you.



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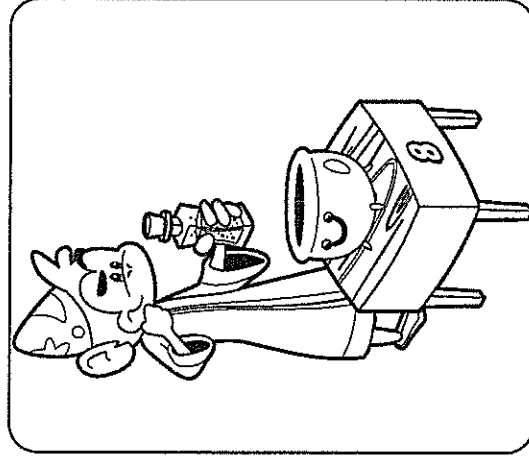
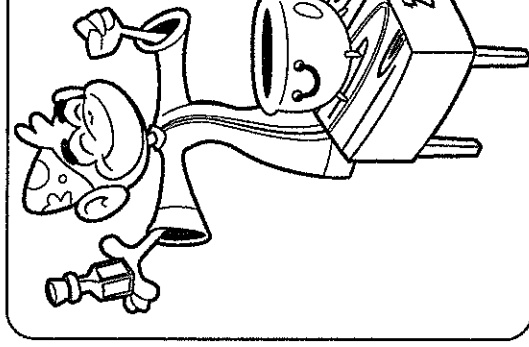
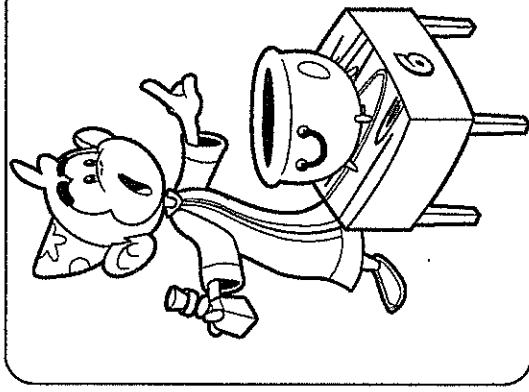
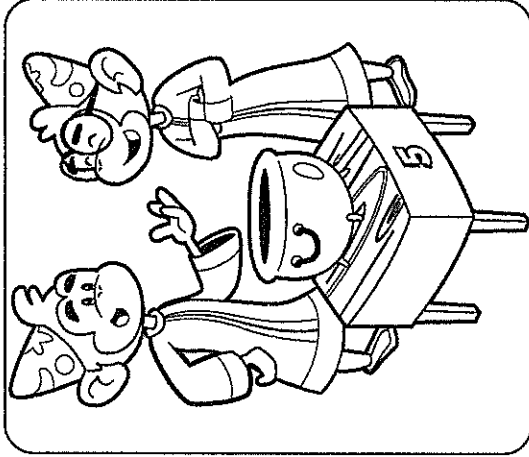
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## Magic of Independent Learning

Describe what is happening in each picture. Use the story to guide you.



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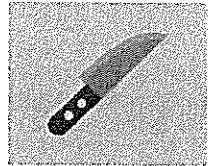
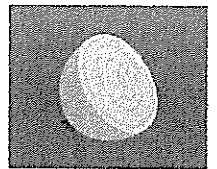
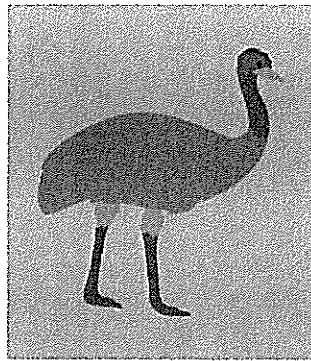
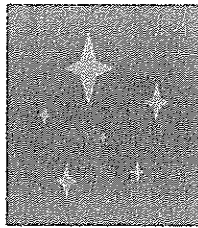
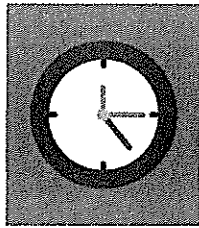
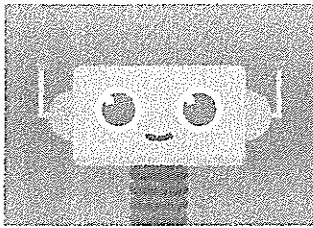
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**WRITING  
WEEKS  
8, 9 & 10**



## A Thinker Like Me

In the quiet of night, as I lie in my bed,  
Unusual questions pop into my head.  
They gurgle and fizz through my curious mind,  
As I ponder the answers I might never find.

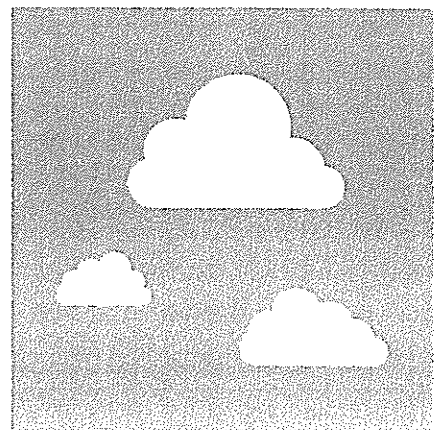
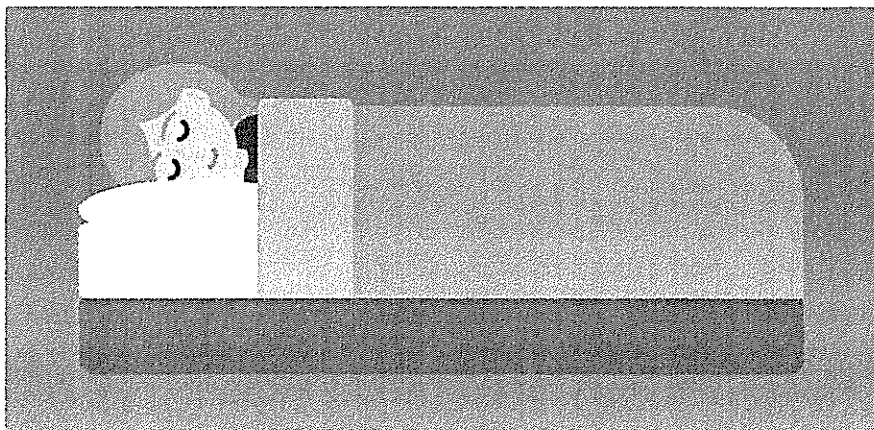
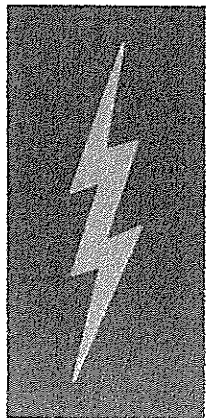
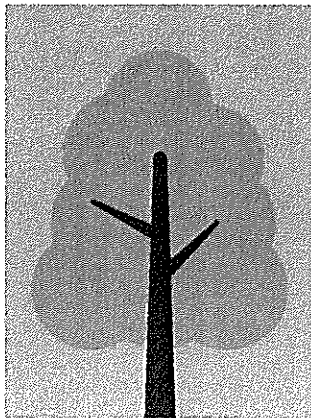
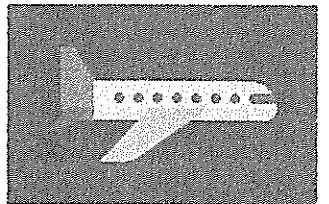
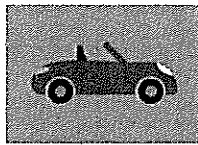
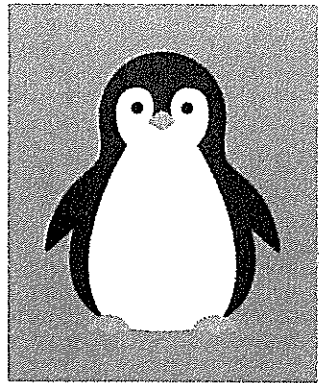
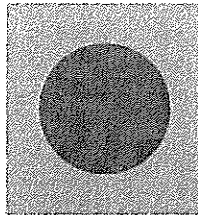
I think to myself, Why is thunder so loud?  
And what might it feel like to float on a cloud?  
Do trees have emotions? Do animals cry?  
Will human beings ever be able to fly?

I wonder, How is it that penguins don't freeze?  
And why do my eyes close whenever I sneeze?  
Will we ever take journeys in driverless cars?  
Or maybe leave Earth and build cities on Mars?

I ponder, Why is it that emus can't fly?  
And why do chopped onions keep making me cry?  
Will time go forever? Does space have an end?  
Could (one day) a robot become my best friend?

In the darkness I lie, and I think, and I smile,  
To answer these questions might take me a while.  
My mind is a playground, my thoughts roaming free,  
You'll understand if you're a thinker like me.

Stephanie Mulrooney



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## A Thinker Like Me

Consider the questions from the poem listed in the table below. Write some of your own ideas about each question in the "My ideas" column of the table.

Research the answer to each question using a child-friendly website. Write some of the facts you find about each question in the "My research" column of the table.

Questions	My ideas	My research
Why is thunder so loud?		
Why don't penguins freeze?		
Why can't emus fly?		
Why does chopping onions make you cry?		

Write down a question (that you don't know the answer to) that makes you wonder. Share it with a partner.

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# Haikus

## What is a haiku poem?

A haiku poem is a traditional form of Japanese poetry. They can be written to describe a particular topic or object.

## What is the structure of a haiku poem?

Haiku poems consist of three lines with a total of 17 syllables. The first and last lines of the poem contain five syllables. The middle line contains seven syllables. Haiku poems can sometimes rhyme. However, this is not necessary.

### Title

Line 1 = 5 syllables

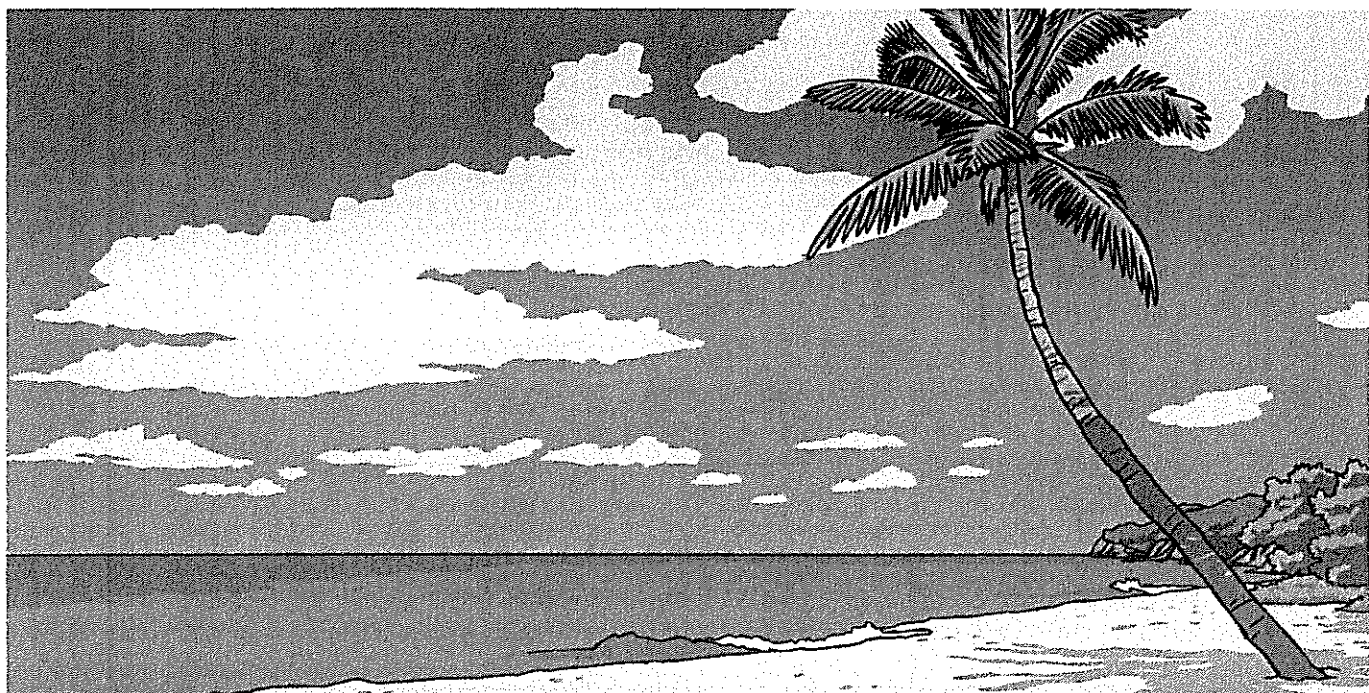
Line 2 = 7 syllables

Line 3 = 5 syllables

## An example of a colour poem:

### The Beach

Sand, sand everywhere,  
Waves come crashing on the shore,  
Beautiful blue sea.



# My Haiku Planning Sheet

Before you begin writing your haiku poem you should start by writing down different ideas that you have about your particular topic or object. Use the following template to help you with your ideas.

Choose a colour for your poem: \_\_\_\_\_

List some adjectives that describe your topic or object:

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List some verbs to do with your topic or object:

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Write some interesting facts about your topic or object:

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Draw some illustrations or pictures to include around your poem:



# My Haiku

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# Limericks

## What is a limerick poem?

A limerick poem is a short, nonsense poem. These types of poems aim to entertain people and to make them laugh.

## What is the structure of a limerick poem?

Limerick poems consist of five lines. The first, second, and fifth lines must have seven to ten syllables. These lines must also rhyme and have the same rhythm as each other. The third and fourth lines must have five to seven syllables. These lines must also rhyme and have the same rhythm as each other.

Limerick poems are known to follow an AABBA rhyming pattern.

### Title

Line 1: 7-10 syllables (A)

Line 2: 7-10 syllables (A)

Line 3: 5-7 syllables (B)

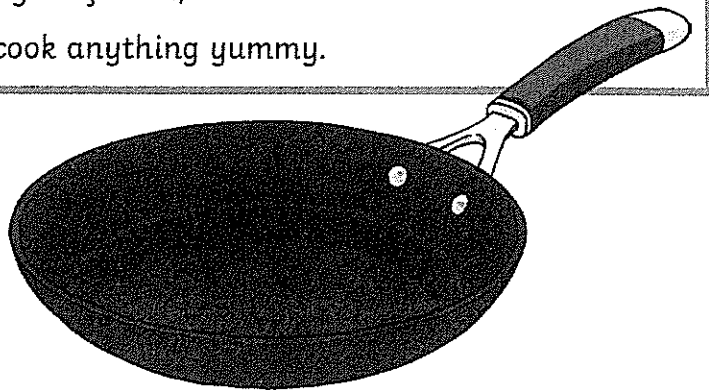
Line 4: 5-7 syllables (B)

Line 5: 7-10 syllables (A)

## An example of a limerick poem:

### Mummy

There once was a very odd mummy,  
Who always lied down on her tummy,  
She looks very weird,  
And everyone feared,  
She would never cook anything yummy.



# My Limerick Planning Sheet

Before you begin writing your limerick poem, you should start by writing down different ideas that you have about your particular topic or object. Use the following template to help you with your ideas.

Choose a topic or object for your poem: \_\_\_\_\_

List some words that rhyme with your topic or object:

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List some adjectives that describe your topic or object:

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List some interesting facts about your topic or object:

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# My Limerick Poem

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# Mother Earth

A poem by Nola Gregory, Western Australia.

Mother Earth

I belong to this land  
It runs through my veins  
It's the earth in my bones  
It's the dry dusty plains

It's the whispering wind  
As she blows through the sand  
It's the sparkling salt water  
That trickles through my hands

It's the feeling I get  
When I return to my place  
It's deep down inside me  
It's my Mother Earth space.

I belong to this Country  
I've walked in her dust  
I have weathered her storms  
I have learned from her past

It is respect for my Mother  
It meanders through my mind  
It clings to my spirit  
To my soul it does bind

It's that feeling I get  
When I walk in this place  
It's deep down inside me  
It's my Mother Earth space

Source: Mother Earth - Creative Spirits, retrieved from  
<https://www.creativespirits.info/aboriginalculture/arts/poems/mother-earth>

## Reflect on the poem

- Aboriginal people say that “the land owns them” and they own the land. How is this reflected in this poem?
- Find as many words as you can that describe the emotions this poem evokes.
- Write a reply poem that land tells Nola.

**SPELLING  
WEEKS  
8, 9 & 10**

# Unit 24



## t tt tiger button

### List Words

politely  
toasted  
antique  
omitted  
uneventful  
entertainment  
majority  
appetite  
capacity  
particularly  
existence  
relevant  
incidental  
curiosity  
satisfactory  
disconcerted  
restaurant  
anticipation  
courteous  
criticism  
temporary  
intellectual  
spontaneous  
fluorescent  
characterisation

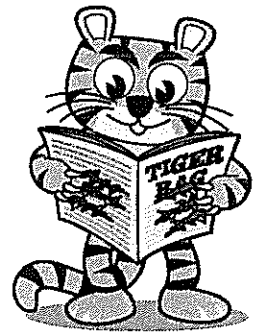
- 1 Colour the graphemes that represent **t** **tt** in the List Words.
- 2 Go to the List Words for Unit 24. Count the sounds and identify all the graphemes in each List Word.
- 3 Write any other letters that can represent **t** **tt** on the Grapheme Chart. Write one word example for each.
- 4 Cross out all words with letter **t** where it does not represent **t** **tt** in the first three sentences. Read the proverbs that are left. Write the number for each proverb beside its meaning in the circles.

★ A proverb is a short, well-known, wise saying that has been used by people for a long time.

- 1 Three Many hands whistle make light butcher work.
  - 2 This Two wrongs do not question make a right picture.
  - 3 Once conscientious bitten twice righteous shy.
- After an upsetting experience in a particular situation, a person becomes wary of being in that situation again.
- If one person hurts another in some way, hurting that person back will not take away the first hurt and make things right.
- When a job has to be done, many people helping will get the work done far more quickly and easily than if just one or two people were doing the work.

### Grapheme Chart

grapheme	word



- 5 Rewrite these List Words replacing the missing graphemes for **t** **tt**.
- |               |                |                  |
|---------------|----------------|------------------|
| omied _____   | criicism _____ | unevenful _____  |
| capaciy _____ | curiosiy _____ | incidental _____ |
| anique _____  | majoriy _____  | emporary _____   |
| relevan _____ | resauran _____ | saisfacory _____ |

- 6 Colour all the digraphs *green* and trigraphs *blue* in the following words.
- |          |           |              |              |                  |
|----------|-----------|--------------|--------------|------------------|
| toasted  | omitted   | disconcerted | anticipation | characterisation |
| antique  | courteous | spontaneous  | fluorescent  | particularly     |
| appetite | politely  | existence    | intellectual | entertainment    |

- 7 Write the List Words that belong to the same word families as the words below.
- |                 |                     |                    |
|-----------------|---------------------|--------------------|
| antiquity _____ | appetising _____    | fluorescence _____ |
| curious _____   | relevance _____     | spontaneity _____  |
| omission _____  | anticipate _____    | satisfaction _____ |
| courtesy _____  | incapacitated _____ | temporarily _____  |

8 **Underline** the word **not** and another word that can form a contraction in each sentence.

**Write** the contraction on the line at the end of the sentence. Go to Helpful Hint **9**

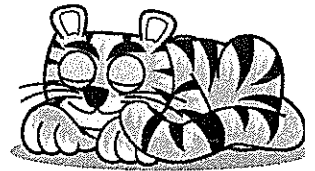
The majority of the entertainment was not very funny. \_\_\_\_\_

These fluorescent lights will not be working to capacity tonight. \_\_\_\_\_

Impolite and discourteous people often do not receive invitations to social events. \_\_\_\_\_

This clock can not be admitted to the show as it is not an antique. \_\_\_\_\_

Those cats must not be very curious or they would not be lying asleep. \_\_\_\_\_



9 **Select** words from the box to write under the Latin roots and meanings from which they have been developed.

**Use** the meanings beside the words and roots to help.

- |                                    |                                   |  |
|------------------------------------|-----------------------------------|--|
| temporary – for a short time       | event – something coming up       | tense – past, present, future in time  |
| eventual – will come in due course | extension – act of stretching out | entertain – holding people’s attention |
| omit – won’t send                  | retaining – holding back          | omission – act of not sending          |
|                                    |                                   | extend – to stretch out                |

tempus – time	tendo tensus – stretch	teneo – hold	veneo vent – come	mitto missus – send

10 **Circle** the word that has the best meaning for the first word in each column.

- |            |          |            |               |               |              |             |
|------------|----------|------------|---------------|---------------|--------------|-------------|
| capacity   | relevant | incidental | disconcerted  | spontaneous   | satisfactory | criticism   |
| liquid     | related  | major      | entertainment | planned       | acceptable   | compliment  |
| capability | opposite | accident   | confident     | unplanned     | terrific     | disapproval |
| area       | aunt     | minor      | confused      | miscellaneous | inadequate   | judgement   |

## Challenge

**Write** List Words to match the clues and fit on the lines. **Write** the letters in the squares on the numbered lines below to solve the riddle.

nine graphs and ten sounds (5) \_\_\_\_\_  \_\_\_\_\_ has letter **t** for (16) \_\_\_\_\_  \_\_\_\_\_

3rd + 9th (10) \_\_\_\_\_  \_\_\_\_\_ rhymes with instrumental (2) \_\_\_\_\_  \_\_\_\_\_

letter **i** representing (6) \_\_\_\_\_  \_\_\_\_\_ a French word (11) \_\_\_\_\_  \_\_\_\_\_

same digraph twice (14) \_\_\_\_\_  \_\_\_\_\_ means *courteously* (8) \_\_\_\_\_  \_\_\_\_\_

has twice (3) \_\_\_\_\_  \_\_\_\_\_ 4th + 6th (13) \_\_\_\_\_  \_\_\_\_\_

trigraph representing (7) \_\_\_\_\_  \_\_\_\_\_ 1st + 4th (12) \_\_\_\_\_  \_\_\_\_\_

noun from the verb anticipate (1) \_\_\_\_\_  \_\_\_\_\_

has a digraph representing (9) \_\_\_\_\_  \_\_\_\_\_

has the sounds following one another (15) \_\_\_\_\_  \_\_\_\_\_

has the letter **a** representing three different sounds (4) \_\_\_\_\_  \_\_\_\_\_



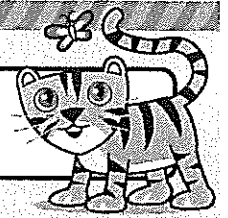
What's the difference between a wet eagle and a tiger with a toothache?

7 6 3	10 12 1 9 15	5 6	11 4 3	14 13 5 6	1 6 2
11 4 16	7 11 4 16 9	14 12 13 9 10	5 6	8 1 5 6	

# Unit 24



t tt tiger button



### List Words

omit  
event  
vital  
subject  
amount  
notice  
arrest  
terror  
prompt  
attempt  
dentist  
customer  
transfer  
transport  
teecast  
telephone  
internet  
interesting  
attendance  
taught  
privately  
scientist  
systematic  
equivalent  
committee

### Grapheme Chart

grapheme	word

1 Colour the graphemes that represent **t** or **tt** in the List Words.

2 Go to the List Words for Unit 24. Count the sounds and identify all the graphemes in each List Word.

3 Write any other letters that can represent **t** or **tt** on the Grapheme Chart. Write one word example for each.

4 Cross out the words where you hear **t** or **tt**. Answer the question that is left.

Would omitting wrestling with a vital thief on the kitchen floor while whistling for the dog and listening for the telephone siren of a dentist arresting police car be noticeably considered privately an amazing event adventure? \_\_\_\_\_

5 Write List Words with **t** or **tt** in the following positions in the words.

1st, 3rd \_\_\_\_\_ 1st, 8th \_\_\_\_\_  
2nd, 6th \_\_\_\_\_ 4th, 7th \_\_\_\_\_ 2nd \_\_\_\_\_  
4th, 8th \_\_\_\_\_ 5th, 8th \_\_\_\_\_ 10th \_\_\_\_\_

6 Circle the base words from which these words have been built.

vitality    dentistry    noticeable    eventually    systematic    attempting  
revitalise    privately    unnoticed    uneventful    committed    disinterested  
terrorise    prompted    amounted    attendance    committee    transportation  
arresting    omitting    subjective    unattended    commitment    unaccustomed

7 Write the base words from which these words have been built.

terrify \_\_\_\_\_ attendant \_\_\_\_\_ telecasting \_\_\_\_\_  
terrific \_\_\_\_\_ scientific \_\_\_\_\_ telephonist \_\_\_\_\_  
noticing \_\_\_\_\_ customary \_\_\_\_\_ transferred \_\_\_\_\_  
omitting \_\_\_\_\_ impromptu \_\_\_\_\_ privatisation \_\_\_\_\_  
systemic \_\_\_\_\_ equivalence \_\_\_\_\_ transportable \_\_\_\_\_

8 Write words built from the words in the brackets to finish the sentences.

The scientist \_\_\_\_\_ to tell the dentist he would not be attending his appointment. (omit)

People were still \_\_\_\_\_ the graffiti on the wall which was quite \_\_\_\_\_ even after the wall had been repainted. (notice)

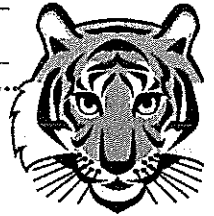
The owner thought he had \_\_\_\_\_ his dog to stop barking unnecessarily but his attempts failed. His neighbour telephoned to tell him he would have to start \_\_\_\_\_ the dog again. (teach)

The chairperson of the committee was \_\_\_\_\_ to a new position in another city. (transfer)

9 Colour code one word part from each column to form List Words.

sub	or	_____
den	ttempt	_____
e	ject	_____
a	fer	_____
trans	tist	_____
terr	vent	_____

co	en	net	_____
sci	vate	cast	_____
pri	tten	tist	_____
a	mmitt	ly	_____
in	e	ee	_____
tel	ter	dance	_____



10 Write the words from the boxes that begin with the prefix **trans** or are built from the Greek root **tele** to match the meanings.

★ The prefix **trans** means *across* or *beyond*. The Greek root **tele** means *afar*.

to move a living thing **across** and **plant** it in another place \_\_\_\_\_

to **carry** something **across** from one place to another \_\_\_\_\_

to change words **across** from one language to another language \_\_\_\_\_

able to be seen through and **beyond** \_\_\_\_\_

a device to receive **visual** information from **afar** \_\_\_\_\_

broadcast information by television from **afar** \_\_\_\_\_

instrument for sending **speech** to a **far** away place \_\_\_\_\_

instrument for **seeing** things in the **far** distance \_\_\_\_\_

translate  
transparent  
transplant  
transport

telescope  
television  
telephone  
telecast

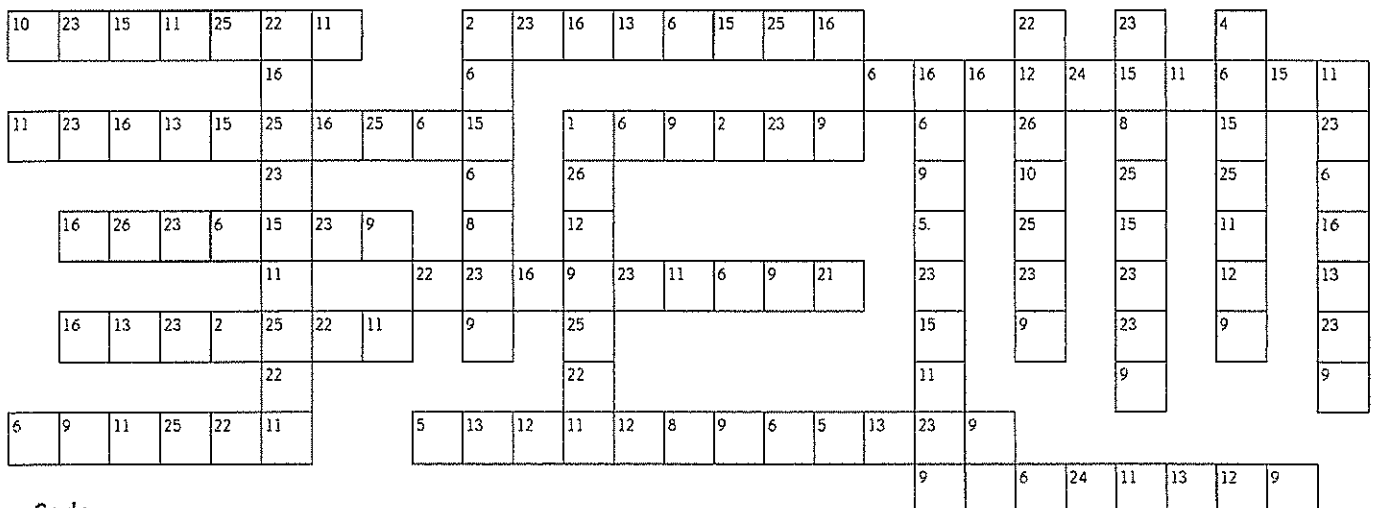
11 Colour the best meaning for the first word in each group. Use your dictionary to help.

omit (v): remember, exclude, stop    vital (adj): important, busy, trivial    prompt (adj): punctual, late, acting

attempt (v): achieve, offer, try    terror (n): sadness, fear, guilt    subject (n): topic, answer, question

systematic (adj): organised, ready, haphazard    equivalent (adj): nearly, matching, uneven

**Challenge** Use the number code below the Crossword to start. Write the letters into the code as you decode them. The Crossword answers are occupations, for example a doctor or pilot.



Code

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
		x			a	z				t			v	n		w	k	q	b		s	e			i



Year 6 Spelling Unit 24 (Wk 8): Look / Cover / Write / Check

Word	Mon	Tues	Wed	Thurs
politely				
toasted				
antique				
omitted				
uneventful				
entertainment				
majority				
appetite				
capacity				
particularly				
existence				
relevant				
incidental				
curiosity				
satisfactory				
disconcerted				
restaurant				
anticipation				
courteous				
criticism				
temporary				
intellectual				
spontaneous				
fluorescent				
characterisation				

Word	Mon	Tues	Wed	Thurs
omit				
event				
vital				
subject				
amount				
notice				
arrest				
terror				
prompt				
attempt				
dentist				
customer				
transfer				
transport				
telecast				
telephone				
internet				
interesting				
attendance				
taught				
privately				
scientist				
systematic				
equivalent				
committee				











Name: \_\_\_\_\_ Date: \_\_\_\_\_



Find and circle each of the words from the list below. Words may appear forwards or backwards, horizontally, vertically or diagonally in the grid.

a	n	t	i	q	u	e	r	t	m	i	a	c	r	i	t	i	c	i	s	m	f	s
u	d	a	m	e	k	q	b	a	n	p	i	n	t	e	l	l	e	c	t	u	a	l
c	u	w	v	s	i	a	j	n	p	u	n	e	v	e	n	t	f	u	l	e	u	s
a	e	y	u	p	a	o	l	e	m	i	g	e	c	n	e	t	s	i	x	e	i	u
p	w	m	q	z	r	b	t	c	u	r	i	o	s	i	t	y	i	k	p	e	t	o
a	e	z	i	i	q	i	r	e	s	t	a	u	r	a	n	t	i	f	w	z	c	e
c	s	w	t	s	t	n	s	w	w	a	e	o	f	r	g	u	p	n	b	s	n	n
i	e	y	n	e	t	y	l	r	a	l	u	c	i	t	r	a	p	w	a	i	o	a
t	q	r	e	e	t	s	s	g	p	e	c	f	n	n	h	z	i	o	o	s	i	t
y	i	q	m	d	m	p	q	f	l	u	o	r	e	s	c	e	n	t	a	a	t	n
l	v	c	n	u	a	u	s	t	c	x	i	u	a	u	e	l	n	t	f	o	a	o
a	n	o	i	t	a	s	i	r	e	t	c	a	r	a	h	c	i	f	u	e	p	p
t	q	i	a	o	p	y	o	r	s	h	e	a	p	e	d	s	h	i	a	t	i	s
n	s	i	t	o	q	u	j	k	i	n	q	m	e	r	f	e	e	m	o	i	c	r
e	s	a	r	u	o	h	s	i	c	e	o	p	p	a	t	h	t	a	o	n	i	m
d	e	m	e	e	u	i	u	y	f	k	d	w	c	o	j	n	s	t	w	y	t	n
l	c	m	t	i	g	w	y	o	x	o	e	t	e	m	r	t	a	h	i	w	n	g
c	d	c	n	a	m	d	i	a	m	q	o	k	e	i	e	a	m	v	n	m	a	d
n	e	a	e	g	n	j	i	t	w	r	s	l	y	d	x	q	r	c	e	r	o	v
i	f	x	e	i	a	q	a	d	y	e	b	r	a	f	e	f	s	y	e	l	e	n
d	i	s	c	o	n	c	e	r	t	e	d	w	a	o	e	n	m	x	w	f	e	e
h	m	y	l	e	t	i	l	o	p	s	u	o	e	t	r	u	o	c	c	j	u	r

anticipation spontaneous disconcerted characterisation entertainment  
 uneventful intellectual satisfactory fluorescent particularly restaurant  
 capacity courteous curiosity criticism temporary existence incidental  
 antique omitted relevant majority toasted appetite politely



Name: \_\_\_\_\_ Date: \_\_\_\_\_



Find and circle each of the words from the list below. Words may appear forwards or backwards, horizontally, vertically or diagonally in the grid.

e	d	d	r	i	e	l	n	u	f	a	m	e	d	u	g	t	u	o	g
m	o	a	h	o	e	i	t	s	i	t	n	e	d	u	t	e	r	e	r
q	p	v	t	d	e	a	n	a	r	a	s	t	w	d	c	r	e	c	q
q	o	r	p	a	n	o	c	m	w	o	d	y	e	o	e	r	z	n	a
v	e	e	t	a	o	u	e	o	e	o	r	l	i	l	j	o	a	a	n
i	a	t	p	d	h	z	j	u	d	b	c	e	y	o	b	r	t	d	o
a	t	t	e	m	p	t	r	n	u	m	o	t	f	h	u	c	i	n	t
o	e	t	w	o	e	s	v	t	u	z	u	a	t	p	s	m	f	e	i
e	e	s	l	r	l	e	v	e	f	v	q	v	o	e	r	p	i	t	c
j	t	i	t	n	e	r	o	s	v	r	e	i	b	t	y	o	y	t	e
v	t	t	y	h	t	r	o	r	t	e	f	r	e	e	w	i	m	a	h
y	i	n	i	i	c	a	e	h	k	t	n	p	m	n	n	t	y	p	a
a	m	e	r	s	g	m	g	n	d	p	a	t	y	r	s	e	a	g	t
o	m	i	t	a	o	u	m	u	e	t	s	a	c	e	l	e	t	g	v
g	o	c	x	t	a	e	a	k	d	q	u	n	o	t	t	f	i	i	m
d	c	s	s	t	i	n	t	e	r	e	s	t	i	n	g	d	t	k	r
r	v	u	d	p	t	r	a	n	s	p	o	r	t	i	e	a	j	t	n
c	c	e	q	u	i	v	a	l	e	n	t	f	u	h	l	m	e	e	e
r	e	f	s	n	a	r	t	s	y	s	t	e	m	a	t	i	c	q	g

interesting attendance committee systematic vital equivalent  
internet subject prompt dentist transfer attempt amount  
customer transport scientist privately telecast telephone  
event terror omit taught arrest notice

# Unit 25



## or ore a aw au

horse core ball paw sauce

### List Words

haul  
taunt  
cordial  
author  
broaden  
awfully  
daughter  
naughty  
unlawful  
sauce  
source  
tortoise  
alternate  
exhausted  
orchestra  
accordingly  
mortgage  
porcelain  
plausible  
mournful  
precaution  
automatic  
authentic  
tourniquet  
extraordinary

- 1 **Colour** the graphemes that represent in the List Words.
- 2 **Go** to the List Words for Unit 25. **Count** the sounds and identify all the graphemes in each List Word.
- 3 **Write** any other letters that can represent on the Grapheme Chart. **Write** one word example for each.
- 4 **Circle** the words where you hear in each column. **Add** a List Word with the grapheme shown, to fit on the lines in each column.

### Grapheme Chart

grapheme	word



or	aw	au	a	our
according	aware	Australia	major	resources
coordinate	withdrawn	authorised	alternative	courage
worthwhile	seaweed	beautify	watchful	mourning
inspector	flawless	saucy	squall	adjourn
-----	-----	-----	-----	-----

- 5 **Write** List Words that include the following graphemes to fit on the lines.  
 \_\_\_ our \_\_\_\_, \_\_\_ or \_\_\_\_, \_\_\_ ort \_\_\_\_, aw \_\_\_\_, \_\_\_ augh \_\_\_\_,  
 au \_\_\_\_, \_\_\_ hau \_\_\_\_, \_\_\_ au \_\_\_\_, \_\_\_ or \_\_\_\_,  
 \_\_\_ au \_\_\_\_, \_\_\_ or \_\_\_\_, \_\_\_ aor \_\_\_\_\_

- 6 **Rewrite** these List Words adding the missing graphemes for .
- |           |              |                |
|-----------|--------------|----------------|
| tnt _____ | unful _____  | thentic _____  |
| hl _____  | brden _____  | chestra _____  |
| sce _____ | mnful _____  | romatic _____  |
| sce _____ | ttoise _____ | lternate _____ |
| nty _____ | mgage _____  | tniquet _____  |

- 7 **Build** word families with these base words and the beginnings and endings in the brackets. **Use** your dictionary for correct spelling.

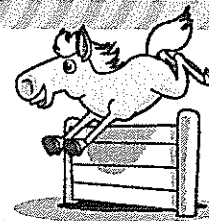
source  
(s, re, re/ful)

author  
(ise, ation, un/ed)

orchestra  
(ate, al, ation)

authentic  
(ly, ate, ity)

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____



8 Fill the empty sound boxes to represent the sounds you hear in each homograph.

Go to Helpful Hint (25).

My friend and I **alternate** between swimming and tennis on Mondays. (verb)

or ore a aw au ll tt n nn kn tt

We play netball and volleyball on **alternate** Tuesdays. (adjective)

or ore a aw au ll tt n nn kn tt

9 Complete the sentences containing comparisons, using the words in the brackets.

Go to Helpful Hint (10).

The author's daughter was the \_\_\_\_\_ of all the children at the Resource Centre. (naughty)

Rivers are \_\_\_\_\_ at the mouth as they enter the sea, than at the source in the mountains. (broac)

This red cordial is even \_\_\_\_\_ than the orange cordial. (awful)

Our dog had the \_\_\_\_\_ look you could ever see on a dog's face. (mournful)

10 Circle the correctly spelled plural form of the word or words in each pair.

★ To form plurals of hyphenated words, make the main word plural, for example *daughter-in-law* becomes *daughters-in-law*. The other words stay the same.

Go to Activity 7 page 34, Activity 7 page 42, and Helpful Hints (3), (4) and (5).

- |          |             |                |           |          |          |           |           |
|----------|-------------|----------------|-----------|----------|----------|-----------|-----------|
| axes     | speechs     | mother-in-laws | pianoes   | potatoes | studioes | zeroes    | volcanoes |
| axes     | speeches    | mothers-in-law | pianos    | potatos  | studios  | zeros     | volcanos  |
| diaries  | secretaries | sister-in-laws | convoies  | shelves  | chieves  | wolves    | cheves    |
| diarys   | secretarys  | sisters-in-law | convoys   | shelfs   | chiefs   | wolfs     | chefs     |
| climaxs  | cemeteries  | passer-bys     | spoonsful | media    | fungi    | aircraft  | trout     |
| climaxes | cemeterys   | passers-by     | spoonfuls | mediums  | funguses | aircrafts | trouts    |

## Challenge

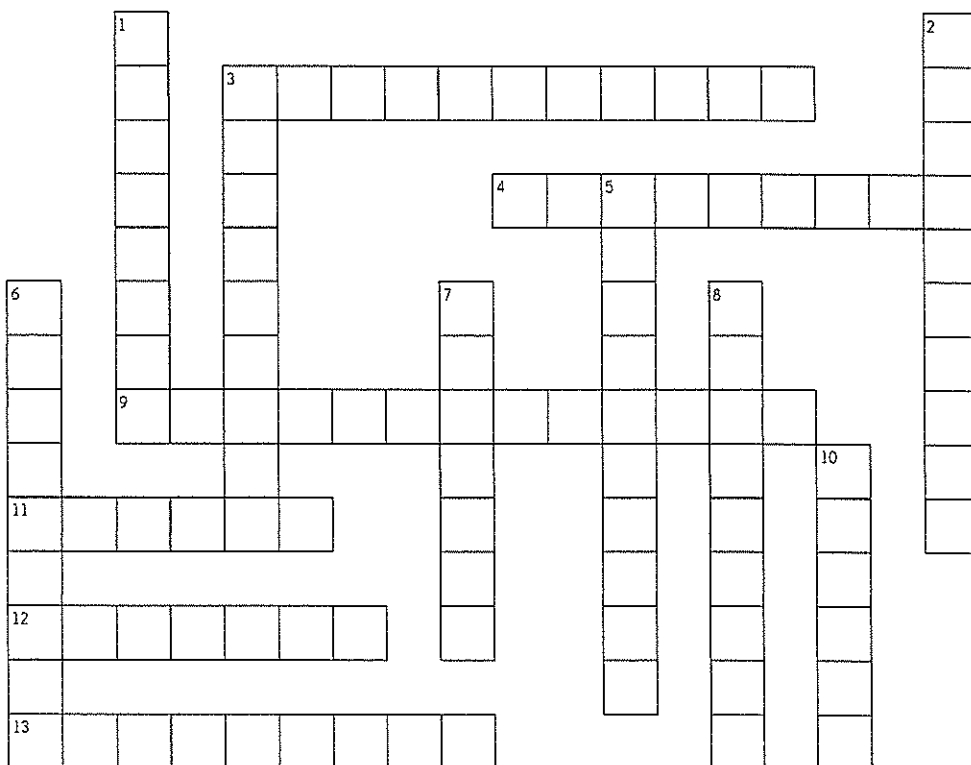
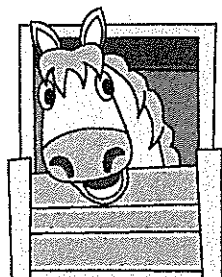
Write List Words that are synonyms for the Crossword clues.

Across

3. as needed
4. genuine
9. extreme
11. beginning
12. widen
13. fatigued

Down

1. agreement to repay a loan
2. safety measure
3. acts by itself
5. band to stop flow of blood
6. believable
7. warm and friendly
8. fine china
10. creator, usually of books



## or ore a aw au horse core ball paw sauce

**List Words**

reporter  
sure  
drawn  
haunted  
crawling  
broad  
stories  
storey  
brought  
cause  
awful  
quarter  
force  
course  
thoughtful  
taught  
ought  
sword  
fortune  
wardrobe  
laundry  
autograph  
audience  
applaud  
applause

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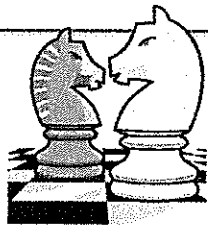
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- 1 Colour the graphemes that represent **or ore a aw au** in the List Words.
- 2 Go to the List Words for Unit 25. Count the sounds and identify all the graphemes in each List Word.
- 3 Write any other letters that can represent **or ore a aw au** on the Grapheme Chart. Write one word example for each.
- 4 Colour words where you hear **or ore a aw au** in each row.  
 or reported forceful worldly sailor  
 ore Oregon adore forest spore  
 a ballet although waterfall shallow  
 aw awfully awaken seaweed crawled  
 au aunt auction haunt because  
 augh daughter draught laughter naughty

**Grapheme Chart**

grapheme	word



- 5 Write graphemes to represent **or ore a aw au** to finish these List Words.  
 s\_\_\_\_\_ br\_\_\_\_\_ t\_\_\_\_\_ qu\_\_\_\_\_ter appl\_\_\_\_\_d \_\_\_\_\_dience  
 c\_\_\_\_\_se \_\_\_\_\_t f\_\_\_\_\_tune l\_\_\_\_\_ndry appl\_\_\_\_\_se th\_\_\_\_\_tful  
 c\_\_\_\_\_se sw\_\_\_\_\_d h\_\_\_\_\_nted br\_\_\_\_\_t w\_\_\_\_\_drobe \_\_\_\_\_tograph

- 6 Write the words in the box, beginning with the prefix **auto** and words built from the roots **audio** and **applaudo**, to match these meanings. Use your dictionary.  
 ★ The prefix **auto** means *self*, root **audio** means *I hear*, and root **applaudo** means *to clap*.  
 automatic applause autograph automobile audience audible applaud autobiography  
 a person's life story written by him or herself \_\_\_\_\_  
 person's name written by him or herself often as a signature \_\_\_\_\_  
 works by itself \_\_\_\_\_ motor vehicle moving by itself \_\_\_\_\_  
 can be heard \_\_\_\_\_ listeners at a concert \_\_\_\_\_  
 praise that can be heard (clapping) \_\_\_\_\_ (verb) \_\_\_\_\_ (noun)

- 7 Unjumble the words in brackets. Read the headings with the words below to decide the correct verbs.

Today the	Yesterday the	They have	They are still
students (hiknt)	students		
teachers (aceht)	teachers		
couriers (bginr)	couriers		
shoppers (yub)	shoppers		

8 Rewrite the sentence, changing the singular nouns to plurals. Change any other words to match.

Go to Helpful Hints (3), (4) and (23).

On Friday the librarian reads a story to the child on the fourth storey of the library in the city.

9 Fill in the empty sound boxes to represent the sounds you hear in each underlined word.

We kept a record of the weather for a month.

It is my turn to record today's weather.

The cause of the accident was unknown.

The horses galloped around the racecourse.

10 Write words from the brackets to finish the sentences.

Are you \_\_\_\_\_ you can see the sea \_\_\_\_\_ from here? (shore, sure)

I saw a wild \_\_\_\_\_ trying to \_\_\_\_\_ a hole through the floor. (boar, bore)

The ladies tried to \_\_\_\_\_ the position of the \_\_\_\_\_ in the church. (altar, alter)

We yelled ourselves \_\_\_\_\_ at the \_\_\_\_\_ races. (hoarse, horse)

The adventurers plan to set \_\_\_\_\_ on the \_\_\_\_\_ day of Autumn. (forth, fourth)

The \_\_\_\_\_ boy wiggled the loose \_\_\_\_\_ while he waited. (board, bored)

The author moved \_\_\_\_\_ to autograph his book below the \_\_\_\_\_. (foreword, forward)

\_\_\_\_\_ a great friend because \_\_\_\_\_ willing to share \_\_\_\_\_ pencils. (your, you're)

11 Complete the table. Go to Helpful Hint (11).

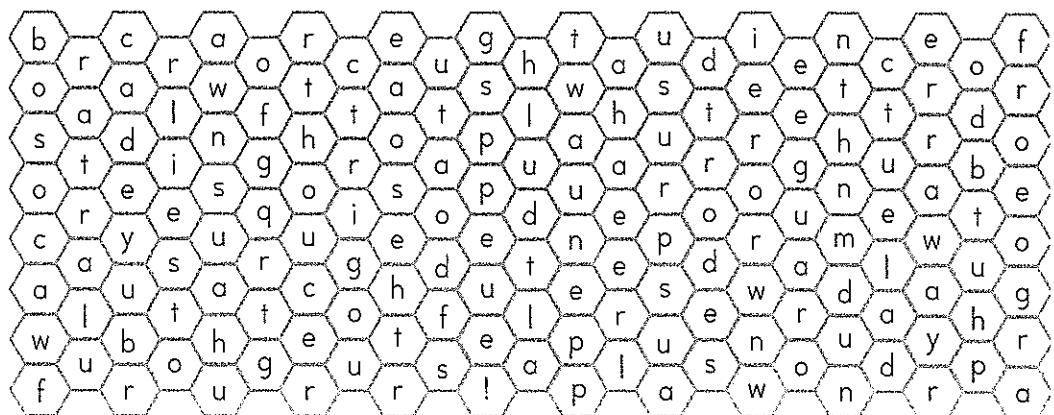
Adjectives (describing 1)	Comparatives (comparing 2)	Superlatives (comparing 3 or more)
My work is <b>good</b> .	Your work is	His is the
This job is <b>bad</b> .	This job is even	That job is the
I haven't got much <b>money</b> .	You have	She has the
The creek is quite <b>broad</b> .	The stream is	The river is the

## Challenge

Join letters to form every List Word in the Word Search using a pencil. Colour the words different colours to find the Hidden Word.

★ Letters forming words can be joined in any direction. No letter is shared by words.

Hidden Word



Year 6 Spelling Unit 25 (Wk 9): Look / Cover / Write / Check

Word	Mon	Tues	Wed	Thurs
haul				
taunt				
cordial				
author				
broaden				
awfully				
daughter				
naughty				
unlawful				
alternate				
exhausted				
orchestra				
accordingly				
mortgage				
porcelain				
tortoise				
source				
sauce				
plausible				
mournful				
precaution				
automatic				
authentic				
tourniquet				
extraordinary				

Word	Mon	Tues	Wed	Thurs
reporter				
sure				
drawn				
haunted				
crawling				
broad				
stories				
storey				
brought				
cause				
awful				
quarter				
force				
course				
thoughtful				
taught				
ought				
sword				
fortune				
wardrobe				
laundry				
autograph				
audience				
applaud				
applause				













# Year 6 Unit 25 Word Search!

Name: \_\_\_\_\_ Date: \_\_\_\_\_



Find and circle each of the words from the list below. Words may appear forwards or backwards, horizontally, vertically or diagonally in the grid.

c	l	y	e	g	r	s	o	u	t	t	a	l	t	e	r	n	a	t	e
p	i	c	a	m	o	z	p	h	z	a	y	e	m	y	s	y	i	u	e
r	n	r	f	c	a	t	t	t	o	u	r	n	i	q	u	e	t	p	r
c	w	p	o	p	e	f	z	z	e	n	d	y	m	w	m	n	n	p	s
p	x	u	h	i	i	h	n	p	g	t	g	e	o	z	a	e	i	p	s
c	o	o	e	h	i	z	a	w	r	u	o	q	u	i	r	y	a	r	y
a	y	l	g	n	i	d	r	o	c	c	a	u	r	a	h	e	l	e	i
r	k	m	u	e	x	t	r	a	o	r	d	i	n	a	r	y	e	c	s
t	r	d	e	e	e	y	u	u	s	a	h	n	f	y	a	e	c	a	o
s	e	e	l	c	s	p	n	t	e	e	a	t	u	p	s	x	r	u	u
e	t	g	b	i	i	z	e	h	y	c	u	e	l	f	i	h	o	t	r
h	h	a	i	t	o	f	d	e	r	u	l	u	z	t	y	a	p	i	c
c	g	g	s	a	t	e	a	n	l	a	s	t	k	a	t	u	o	o	e
r	u	t	u	m	r	v	o	t	a	s	k	m	a	w	h	s	e	n	o
o	a	r	a	o	o	r	r	i	l	c	s	u	i	f	g	t	s	o	p
l	d	o	l	t	t	h	b	c	d	f	t	w	v	u	u	e	y	e	t
o	o	m	p	u	s	a	r	q	r	h	d	t	d	l	a	d	y	p	o
e	a	i	m	a	o	q	y	j	o	n	b	c	z	l	n	k	c	d	x
l	u	f	w	a	l	n	u	r	c	g	u	m	e	y	f	x	g	p	i

awfully mournful broaden naughty tortoise alternate unlawful  
 extraordinary tourniquet precaution authentic exhausted accordingly  
 mortgage automatic plausible source daughter orchestra porcelain  
 taunt author cordial haul sauce

# Year 5 Unit 25 Word Search!

Name: \_\_\_\_\_ Date: \_\_\_\_\_



Find and circle each of the words from the list below. Words may appear forwards or backwards, horizontally, vertically or diagonally in the grid.

n	l	e	a	n	w	h	s	r	e	t	r	o	p	e	r	n	y
t	u	s	u	o	f	f	y	t	e	z	t	a	t	c	d	v	o
h	f	r	d	a	m	y	u	b	h	h	b	s	e	j	d	b	a
o	w	u	i	u	m	n	t	s	g	g	i	l	t	u	a	j	o
u	a	o	e	n	p	g	t	u	l	h	u	t	q	o	o	o	c
g	n	c	n	a	e	p	o	j	z	b	z	o	r	t	r	m	t
h	d	a	c	a	o	r	s	f	d	a	e	t	e	r	b	e	e
t	e	g	e	z	b	p	r	d	b	e	h	h	t	v	p	r	y
f	a	m	d	u	g	e	w	z	y	g	t	c	r	p	u	g	i
u	u	e	n	y	l	n	l	y	u	e	p	n	a	s	v	c	e
l	t	c	b	c	u	u	i	a	s	f	b	e	u	j	h	d	q
a	o	r	c	a	c	t	t	l	u	e	q	o	q	a	m	r	s
s	g	o	m	u	c	r	y	d	w	n	i	f	r	v	h	a	n
m	r	f	y	s	t	o	c	u	r	a	d	r	h	d	n	w	o
o	a	m	h	e	r	f	v	m	u	o	r	r	o	j	r	n	o
n	p	a	p	p	l	a	u	d	o	k	w	c	y	t	m	a	u
n	h	d	t	a	i	a	p	p	l	a	u	s	e	u	s	b	w

storey fortune quarter taught stories drawn course  
 haunted laundry reporter brought crawling applaud  
 wardrobe thoughtful audience awful autograph applause  
 ought sword cause sure force broad

# 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 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 on the Grapheme Chart. Write one word example for each.

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



## Grapheme Chart

grapheme	word

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 \_\_\_\_\_

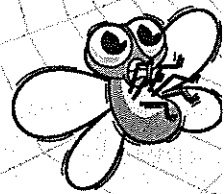
l \_\_\_\_\_

e \_\_\_\_\_

__angaro__	__ing__	__izar__
__oal__	__ortois__	__omba__
__ee__	__uc__	__ro__
__hal__	__uma__	__ossu__
__ol__	__ea__	__eopar__
__hicke__	__m__	__uokk__
__agl__	__nak__	__nai__



**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.

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 \_\_\_\_\_

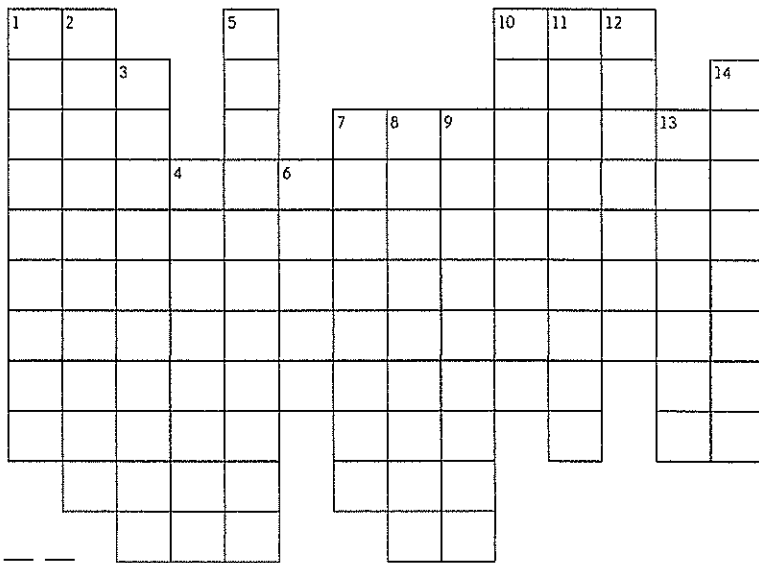
**Challenge**

**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 \_\_\_\_\_



**Grapheme Chart**

grapheme	word



# Unit 26



v ve vase sleeve

## List Words

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

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- 1 Colour the graphemes that represent 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 on the Grapheme Chart. Write one word example for each.
- 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.

## Grapheme Chart

grapheme	word

★ 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*.

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



# 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 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 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

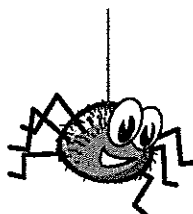
grapheme	word

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	s	w	w	e	'	r	e	d	

## Hidden Words

## Year 6 Spelling Unit 26 (Wk 10): Look / Cover / Write / Check

Word	Mon	Tues	Wed	Thurs
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				

Word	Mon	Tues	Wed	Thurs
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				













Name: \_\_\_\_\_ Date: \_\_\_\_\_



Find and circle each of the words from the list below. Words may appear forwards or backwards, horizontally, vertically or diagonally in the grid.

e	s	u	o	i	c	a	v	i	v	e	a	y	b	w	z	u	u	k	c	e	w
o	s	i	r	m	d	g	r	u	u	c	u	r	h	c	w	g	u	n	i	w	j
z	r	n	m	f	e	n	o	i	t	i	s	i	u	q	c	a	i	y	d	t	e
c	u	e	o	f	o	e	s	m	n	v	v	a	g	u	e	l	y	n	u	h	l
g	a	v	y	t	b	c	i	i	g	i	n	z	c	g	e	f	i	k	m	y	b
i	j	r	l	a	o	n	l	s	i	l	f	e	f	u	y	a	e	z	u	u	a
i	f	j	t	y	n	e	h	x	e	i	p	l	k	e	t	n	i	c	e	u	e
n	e	d	n	l	q	l	o	u	r	s	o	i	m	y	t	s	f	h	j	b	c
c	m	e	e	l	n	o	u	n	e	a	e	n	u	u	n	e	d	e	u	s	i
o	l	s	u	a	u	i	e	l	v	t	m	g	y	a	e	f	i	e	r	n	v
n	e	i	q	c	k	v	t	a	o	i	t	u	p	a	l	g	e	q	c	i	r
v	h	m	e	i	r	a	t	u	s	o	o	i	j	t	a	n	b	a	t	n	e
e	w	i	s	t	e	e	e	c	e	n	f	s	u	n	v	i	z	a	o	l	s
n	r	t	n	r	i	i	h	f	g	o	s	t	v	q	i	y	g	y	z	g	p
i	e	c	o	e	a	i	r	o	p	x	u	p	c	y	u	r	i	x	s	u	l
e	v	i	c	v	e	e	d	a	u	s	r	e	p	z	q	a	p	l	i	u	e
n	o	v	s	v	f	c	p	a	d	e	q	u	a	t	e	v	j	g	o	f	e
c	f	v	o	l	u	n	t	a	r	y	k	b	q	u	a	l	i	f	y	i	n
e	r	u	o	e	l	b	a	t	i	v	e	n	i	u	i	a	s	n	i	p	t
v	s	w	h	e	t	h	e	r	c	j	o	o	l	q	t	c	e	o	h	w	f
w	t	j	u	n	o	i	t	a	t	o	u	q	e	o	o	o	r	n	i	a	f

persuade whether violence quotation vertically vivacious voluntary  
 sovereign inevitable adequate equivalent acquisition silhouette civilisation  
 inconvenience consequently serviceable mischievous victimised overwhelm  
 varying qualify suede vaguely linguist

# Year 5 Unit 26 Word Search!

Name: \_\_\_\_\_ Date: \_\_\_\_\_



Find and circle each of the words from the list below. Words may appear forwards or backwards, horizontally, vertically or diagonally in the grid.

m	y	a	r	i	m	u	a	s	a	j	r	i	s	v	o	o	u	s
b	l	e	e	h	w	n	f	c	r	e	a	t	i	v	e	c	i	m
f	w	h	s	o	w	i	u	n	d	o	w	f	e	o	a	i	i	g
i	a	u	o	f	k	m	i	z	g	h	x	o	m	s	a	m	a	e
e	s	i	v	d	a	p	f	g	i	y	z	y	n	o	b	y	n	r
e	t	x	h	s	a	d	j	s	i	n	d	r	a	w	r	o	f	e
e	e	s	s	x	d	p	t	t	s	e	u	q	a	w	u	d	z	h
w	d	i	o	h	v	l	m	f	j	m	u	u	b	t	u	b	c	w
h	v	u	t	z	e	p	w	o	n	d	e	r	f	u	l	l	y	o
e	a	r	h	r	n	d	i	s	c	o	v	e	r	i	e	s	f	n
t	x	o	g	e	t	a	a	l	a	n	f	e	l	b	a	v	o	l
h	m	d	i	s	u	d	p	o	s	i	t	i	v	e	l	e	k	t
e	o	u	l	e	r	v	e	v	i	t	a	g	e	n	g	a	w	h
r	f	f	i	f	e	i	w	o	r	s	t	q	f	e	v	a	r	g
b	p	e	w	c	l	c	d	a	e	o	u	n	u	o	r	g	e	i
v	i	c	t	i	m	e	s	o	l	v	e	o	i	e	a	h	t	e
a	d	g	a	l	u	f	e	l	i	h	w	n	a	e	m	p	z	w
l	k	c	o	a	q	h	e	v	i	v	r	u	s	f	g	x	o	t

negative whether positive whistle massive creative forward  
 meanwhile wonderfully discoveries adventure nowhere  
 advise twilight wheel lovable weight waste advice survive  
 grave worst solve victim quest

