



Weekly Overview					
	Session 1	Session 2		Session 3	
Monday	<u>English</u> WALT: identify different types of sentences	<u>Mathematics</u> WALT: identify patterns and the rule they follow	<u>Wellbeing</u> WALT: practise strategies that improve mental health and wellbeing	<u>P.D.H</u> WALT: identify qualities that make a positive relationship.	<u>Physical Activity</u> WALT: keep fit and healthy
Tuesday	<u>English</u> WALT: summarise a text	<u>Mathematics</u> WALT: model square and triangular numbers and record each number group in numerical order	<u>Wellbeing/Mindfulness</u> WALT: practise strategies that improve mental health and wellbeing	<u>Science and Technology</u> WALT: understand the key features of our Solar System	<u>Physical Activity</u> WALT: keep fit and healthy
Wednesday	<u>English</u> WALT: understand texts read	<u>Mathematics</u> WALT: conduct chance experiments and predict outcomes	<u>Wellbeing/Mindfulness</u> WALT: practise strategies that improve mental health and wellbeing	<u>H.S.I.E</u> WALT: use geographical questions to guide investigations	<u>Physical Activity</u> WALT: keep fit and healthy
Thursday	<u>English</u> WALT: summarise a text <u>Library</u> WALT: make inferences about fictional texts	<u>Mathematics</u> WALT: conduct chance experiments with small and large numbers of trials using appropriate digital technologies	<u>Wellbeing</u> WALT: practise strategies that improve mental health and wellbeing	<u>Creative Arts</u> WALT: represent Matilda through drawing	<u>Physical Activity</u> WALT: keep fit and healthy
Friday	<u>English</u> WALT: understand texts read	<u>Mathematics</u> WALT: conduct chance experiments with small and large numbers of trials using appropriate digital technologies	<u>Wellbeing</u> WALT: practise strategies that improve mental health and wellbeing	<u>Physical Education</u> WALT: keep fit and healthy	

See if you can complete the Kindness Challenge every week!

***Please note: activities highlighted in yellow in the daily grid, means your teachers would like you to submit this learning to them via Google Classroom!**



Monday Overview

Session 1

English: **WALT:** identify different types of sentences

Listen to or read Ch 11 of Matilda –
[Click here](#) (Part 1) / [Click here](#) (Part 2)

After you've read the chapter, you are going to skim through it again to find examples of simple, compound and complex sentences. You are then going to record these in a table (see below).

A simple sentence has a **subject** (singular, plural or group) and **one verb or one verb group**. It can have added adjectives, adverbs and phrases. It is one complete idea.

Examples: 'The cat purred.' / 'My brother and I walked the energetic dog.' (a group of 2 for the subject and only one action happened) / 'At lunchtime the younger girls ran and skipped.' (subject is plural and there is one verb group - 2 things happening at once)

A compound sentence is formed when you join two clauses (ideas) with a conjunction. In a compound sentence, the clauses are linked by conjunctions such as 'and', 'but', 'so', 'or'. Eg. 'I like bananas and my brother likes grapes.'

A complex sentence is formed when you join an independent clause and a dependent clause together with a connective. The connectives in complex sentences tell us about order, place or cause and effect. Connectives used in complex sentences include after, although, as, because, if, since, unless, when. Eg. 'I love roast potatoes although my mum prefers them mashed.'

SIMPLE	COMPOUND	COMPLEX

Try to find at least 3 examples of each type of sentence.

Spelling **WALT:** spell unfamiliar words

Please refer to lesson included at bottom of Session 3.

Session 2

Mathematics

WALT: identify patterns and the rule they follow

1, 4, 7, 10, 13, 16, 19, 22, 25, ...

This sequence has a difference of 3 between each number.

The pattern is continued by **adding 3** to the last number each time, like this:



The above example shows a simple number pattern and how to draw a number line to help identify the pattern. This is a useful strategy to use when attempting to uncover number patterns. Draw a number line to help you work out the following number patterns:

- 1) 1, 4, 8, 13, 19, __, __, __, __
- 2) 0, 5, 10, 16, 22, 29, 36, __, __, __, __
- 3) 8, 16, 24, __, __, __, __
- 4) 4, 8, 18, 22, 32, 36, 46, __, __, __
- 5) 9, 10, 20, 22, 33, 36, __, __, __
- 6) 4, 13, 22, 31, __, 49, __, 67, __
- 7) __, __, __, 44, 55, __, __, __
- 8) 8, __, __, 29, __, 43, __
- 9) 99, 89, 78, 66, 53, __, __, __
- 10) 5, 2, 0, -1, -4, -6, -7, __, __, __

Wellbeing

WALT: practise strategies that improve mental health and wellbeing

Wellbeing Check in

How are you feeling today?

Complete your wellbeing check in on Google Classroom.



Complete the Kindness Challenge!

Session 3

Personal Development/Health:

WALT: identify qualities that make a positive relationship.

Ask yourself the following questions:

- What are the qualities that are the same in every relationship? E.g. communication, something in common (family, class, hobby), know each other.
- What are the qualities of a good and positive relationship?
- Are relationships always positive?
- What is different in positive relationships from other relationships?

TASK: Create a mind map to show your understanding of the attributes that make a positive relationship.

Physical Activity

WALT: keep fit and healthy

Go outside if you can and get at least 30 minutes of physical activity.

Log this in your physical activity journal (see below)

Spelling **WALT:** spell unfamiliar words

Look at and read your spelling words (attached below). Do you notice any patterns? Sort them into different groups.

How did you sort them? Can you find any other words that also follow this pattern?

Are there any words that you are not familiar with? Use a dictionary and give a definition of at least 5 of your words.

Practise typing out your spelling words. Time yourself and see if you can improve each day.



Tuesday Overview

Session 1	Session 2	Session 3
<p>English WALT: understand and respond to texts read Listen to or read Ch 12 of Matilda (Click here) After reading this chapter answer the following:</p> <ul style="list-style-type: none"> What is meant by: ‘she had a scheming mind?’ Why was Lavender so impressed with Hortensia? <p>Listen to or read Ch 13 of Matilda (Click here) (Part 1) After reading this chapter answer the following:</p> <ul style="list-style-type: none"> Why is The Trunchball always portrayed as big and the students as very little? What effect does this have on the reader? How would Nigel Hicks have felt when standing in the corner? <p>WALT: summarise a text Listen to or read Ch 13 of Matilda (Click here) (Part 2) After you have read all of Chapter 13, create a list of the 6 most important events that happened in that chapter. This is your summary and you are now going to represent your summary as a comic strip. For each of the 6 key events, draw an image that represents what happened, and use only 1 – 2 sentences to describe that event. See below for 2 templates you might like to use to create your comic strip, or create your own! Remember to represent only the 6 most important ideas from the chapter.</p>	<p>Mathematics WALT: model square and triangular numbers and record each number group in numerical order</p> <div style="text-align: center;"> <p>Triangular numbers :</p> <p>Square numbers :</p> </div> <p>Look at the images above.</p> <div style="background-color: yellow; padding: 5px;"> <p>What do you notice? Do you see any patterns? Watch the following video: https://www.youtube.com/embed/jgAraashRBw Now that the video has shown you how triangular numbers are created, work out how square numbers are created by following the same process as that in the video. Once you have completed this, write an explanation of how to create square and triangular numbers. Can you create a formula (number sentence) for these type of numbers?</p> </div>	<p>Science and Technology WALT: understand the key features of our Solar System</p> <p>Please access your work via Mrs Pascoe's Science Google Classroom. Access codes for each class are:</p> <p>6B - n4aqnrd 6C - rltx5dq 6FB - 4zphsvr 6L – intankf</p> <div style="text-align: center; margin-top: 10px;"> </div>
<p>Spelling WALT: use strategies to spell and understand meaning of words Today we will be learning how parts of the word can help determine the meaning. Choose 5 of your words and break each up into any of the parts that help you to understand the meaning. Some words have lots of parts and others may only have one. Is there a part that helps to indicate if it is a noun verb, adjective, adverb? Is there a spelling rule that is followed when adding the affix (usually the ending)? Eg equilateral – <i>equ</i> = same or equal, <i>lateral</i>= sides, <i>al</i> = makes it an adjective so equilateral means a way to describe a shape with equal sides.</p>	<div style="background-color: yellow; padding: 5px;"> <p>Wellbeing/Mindfulness WALT: practise strategies that improve mental health and wellbeing Complete your wellbeing check in on Google Classroom. Headspace Are you a good listener? The Listening Game Cosmic Kids Zen Den - Mindfulness for kids Mindful reflection: After watching the listening game, practise using your senses and go outside for 5 minutes. Find a place to sit. Count how many sounds you heard. Do you think you were a good listener?</p> </div>	<p>Physical Activity WALT: keep fit and healthy Go outside if you can and get at least 30 minutes of physical activity.</p> <p>Log this in your physical activity journal (see below)</p>



Wednesday Overview														
Session 1	Session 2	Session 3												
<p>English: WALT: understand texts read By now, you should have read up to Chapter 13 of our focus text, <u>Matilda</u>. If you are not yet up to Chpt 13, spend some additional time today reading. We're going to check your understanding by answering these comprehension questions:</p> <ol style="list-style-type: none"> Briefly describe Miss Trunchbull's lockup cupboard known as 'The Chokey'. Use adjectives! Describe two of the tricks Hortensia used to torment Miss Trunchbull. What did Hortensia achieve by playing these tricks? Why was Julius Rottwinkle thrown out the window by Miss Trunchbull? What did Miss Trunchbull do with Amanda Tripp? Why did the children say it was pointless to tell their parents about the terrible things that Miss Trunchbull did to the students? Why did Lavender put the newt in the jar? What miraculous thing did Matilda do with the newt in the glass of water? How did Miss Honey put Matilda's abilities to the test? Matilda is going through one of the most exciting and unusual times of her life. Describe a time when you experienced something very exciting and/or a change. What happened and how did you feel? Use your imagination! What would you do if you had Matilda's powers? 	<p>Mathematics WALT: conduct chance experiments and predict outcomes For this activity you will need a dice. See if you have one at home OR click here to open the virtual dice roller.</p> <p>What do you predict the probability of the dice falling on the number 1? Your answer should be: There is a 1/6 chance because you are rolling the dice 1 time and there are 6 outcomes that can happen.</p> <p>Predict the outcomes for the following;</p> <ol style="list-style-type: none"> Rolling a 4 or 5, Rolling a 2, Rolling an even number <p>Once you have done this, roll the die 20 times and record your results in a table. In your table, include a third column (pictured below) and follow the example to write your observed frequency as a fraction.</p> <table border="1"> <thead> <tr> <th>Number (on dice)</th> <th>Observed frequency</th> <th>Fraction</th> </tr> </thead> <tbody> <tr> <td>1, 2, 3, 4, 5, 6</td> <td></td> <td></td> </tr> <tr> <td>1</td> <td>4</td> <td>4/20 or 1/5</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Number (on dice)	Observed frequency	Fraction	1, 2, 3, 4, 5, 6			1	4	4/20 or 1/5				<p>H.S.I.E WALT: use geographical questions to guide investigations In this lesson, you are going to learn to acquire (get), process (understand) and communicate (share) geographical information by answering inquiry questions. This is what geographers do in their research work. Please refer to last week's HSIE reflection and planning resource to continue your investigation on China and its relationship with Australia.</p> <p>Acquiring Geographical Information: Use web resources, any informative texts you have at home, an atlas or an encyclopaedia to answer the inquiry questions you created last week about Australia's relationship with China.</p> <p>Processing Geographical Information: You get to choose the format of your presentation. It could be a venn diagram, a T chart, a poster, digital presentation (eg. Google slides), information report, travel pamphlet etc. Create your presentation on the two countries by sharing some facts about them and answering your geographical inquiry questions.</p> <p>Communicating Geographical Information: Share your presentation with someone at home and explain what you learnt about Australia's relationship with China. You might like to telephone a friend or grandparent to share with them what you learnt.</p>
Number (on dice)	Observed frequency	Fraction												
1, 2, 3, 4, 5, 6														
1	4	4/20 or 1/5												
<p>Digital technologies WALT: Practise your typing skills Go to www.typing.com and practise your typing. Time how many 6+ letter words you can type in 1 minute? Choose any page/s of the book you are reading at the moment. For 2minutes, type it word for word, with all punctuation. Do not edit as you type. Review your typing at the end for accuracy. Give yourself some feedback. Reflection: <i>Is it better to type more but with possible errors or type less and be more accurate in a given time?</i></p>	<p>Wellbeing/Mindfulness WALT: practise strategies that improve health and wellbeing Complete your wellbeing check in on Google Classroom</p> <p>Story Time- Podcast The Podcast talks about the importance of trying our best, trying again (or practising), and pivoting (changing direction /strategy). Start the Podcast at 2 minutes. Podcast - 'Try, Try, and Try again by Peace Out</p>	<p>Physical Activity WALT: keep fit and healthy Go outside if you can and get at least 30 minutes of physical activity.</p> <p>Log this in your physical activity journal (see below)</p>												



Thursday Overview

Session 1

English

WALT: summarise a text

Listen to or read Chapters 14 and 15 of Matilda:
 14 - [click here](#) / 15 - [click here](#)

Today you are going to practise the important reading skill of **summarising**. Summarising is when you extract the most important information from a text and retell it in your own words. To summarise, you need to retell only the MOST IMPORTANT parts of the story, in order, and in your own words. You do not retell every detail, only the main ideas. When summarising, it is helpful to make sure you include **who, when, where, what, how, why**. Write your own summary of Chapter 14 and 15. (Guide: this should be 2 – 4 paragraphs in length).

Library Lesson (Optional)

WALT: make inferences about fictional texts

Read a book you have at home (or Matilda).

What was the turning point in the story?
 When did the main character realise they had a problem, or had a major decision to make? Describe the scene. Explain how this complication was resolved.
Go to your library google classroom to share this learning with Mrs Ranaweera.

Digital Technologies

WALT: plan an app design

Today you're going to use your imagination to plan a design for a new app!
 See the activity instructions attached below.

Session 2

Mathematics

WALT: conduct chance experiments with small and large numbers of trials using appropriate digital technologies.

Click on the following [link](#) to reveal the number wheel.
 The **observed frequency** is the number of times that the spinner stopped on that number. For example: if the spinner stops on the number 1 a total of 4 times, write the **observed frequency** is 4.

Number on the spinner	Observed Frequency	Probability as a fraction
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

TASK: Spin the number wheel 10 times and record the results of each spin in a table. See table.
Write the probability that occurred as a fraction. For example, if the spinner stopped on number 1 a total of 4 times out of the 10 times we spun the wheel, the fraction would be 4/10, & when we simplify it, 2/5.

Wellbeing

WALT: practise strategies that improve mental health and wellbeing

Complete your wellbeing check in on google classroom

Music Time

Listen to the song by clicking this link- [‘Get Back Up Again’ \(Trolls\) by Anna Kendrick](#). This song is all about resilience.

Mindful Reflection:

How do you bounce back when you are faced with difficult times?

Session 3

Creative Arts

WALT: represent Matilda through drawing

Learn to draw Roald Dahl’s Matilda

Watch : The youtube video
<https://www.youtube.com/embed/fv9vAedEHD8>

This video provides you with a guide as to how to draw Matilda in a similar style as the illustrator, Quentin Blake.

Pause the video as needed to help you follow the instructions.

Have fun drawing your own Matilda!



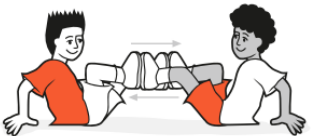
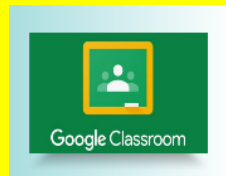


Physical Activity

WALT: keep fit and healthy

Go outside if you can and get at least 30 minutes of physical activity. **Log this in your physical activity journal** (see below)



Friday Overview		
Session 1	Session 2	Session 3
<p>English WALT: understand texts read</p> <p>The reason that we read is to understand and gain meaning from a text. Once we learn how to understand texts read, we can gain information from texts, read for enjoyment, escape to imaginary worlds and meet all sorts of interesting characters.</p> <p><u>Matilda</u> is an imaginative text (fiction). Imaginative texts are very different to informative texts (non-fiction).</p> <p>Read the informative text '10 fascinating Facts about the Sydney Harbour Bridge' (attached below) and answer the comprehension questions to demonstrate your understanding.</p>	<p>Mathematics WALT: conduct chance experiments with small and large numbers of trials using appropriate digital technologies</p> <p>Watch the following video here that identifies how to work out the expected frequency of chance experiments.</p> <p>Referring to the number wheel we had yesterday, work out the expected frequency of the following numbers using the formula provided in the video.</p> <ol style="list-style-type: none"> 4 Composite numbers Even number 1, 3, 5, 6, 7 and 9 (combined) 	<p>Physical Education (PE) WALT: keep fit and healthy FOCUS SKILL: Counterbalance</p> <p>Today we are learning to practise counterbalancing. This is when you move into a position where your force is countering the other force that is trying to push or pull out of balance.</p> <p>Please attempt the following activities with a partner: Have fun!</p> <p>1 – Linking arms Link both arms with a partner. One partner squats down attempting to pull the other off balance. The other person stays in a standing position and pulls back, attempting to counterbalance.</p>  <p>2 – Ball push Using a ball, hold closely onto it while attempting to push or pull the other person off balance with the ball. At the same time, you are trying to counterbalance against the other.</p>  <p>3 – Leg pushing In a sitting position with your hands on the ground behind you, attempt to push each other off balance using your feet to push, and arms to counterbalance.</p> 
<p>Spelling WALT: use spelling words appropriately for their meaning Choose 10 of your words to write in sentences. Make sure that the meaning of the word is clearly shown in the sentence. Eg I wore a hat. v I wore a hat <i>to keep</i> the sun off my face. Most of your sentences are to be complex sentences. Try to write the different types of complex sentences. Refer to some of the types here:</p> <ul style="list-style-type: none"> • Time Conjunctions – when, while, after, before, ... • Causal conjunctions – because, as, whenever, since, ... • Conditional conjunctions – if, unless, although, ... • Relative Pronouns – who, which, that • <u>Independent clause</u> at the start of the sentence and then the dependent clause (I went to school on Tuesday as it was my sport house's designated day.) • <u>Dependent clause</u> at the start of the sentence and then the independent clause (As it was my sport house's designated day, I went to school on Tuesday.) 	<p>Wellbeing WALT: practise strategies that improve mental health and wellbeing Wellbeing Check in How are you feeling today? Complete your wellbeing check in on Google Classroom.</p>  <p>Mindful Reflection: How have you felt this whole week? Reflect on your posts to your teacher.</p> <ul style="list-style-type: none"> • Have you been happy all week or have you had a few ups and downs? • Do you know why you felt that way? • What did you do to make yourself feel better? • Could you do this next time you felt the same? 	




Physical Activity Journal

We should all be physically active for at least 30 minutes each day. Use this to record your activity.

Monday	Tuesday	Wednesday	Thursday	Friday

Daily Mathematics Challenge Tasks

Monday	Tuesday	Wednesday	Thursday	Friday
Sam sets up displays of 105 cans of cat food in his shop in triangular stacks. He puts 14 on the bottom row, 13 on the next one up, 12 on the next and so on... and finally one on top, a stack 14 layers high. How tall would this stack be? Would it be taller than you are?	Felix buys 33 cans of cat food so Sam can't make a triangular stack with 14 layers. He stacks all the remaining cans into two identical triangular stacks with one can in the top layer, two in the second layer and so on. How many rows does each stack have? What is the smallest number of cans Felix could have bought leaving exactly the right number for Sam to make two identical triangular stacks?	Tom buys 7 cans from a triangular stack with nine rows. Sam re-stacks the remaining cans into two new triangular stacks with different numbers of rows. How many rows do the two new stacks have?	Sam finds he can arrange 49 cans into 3 triangular stacks in two different ways. What do you think Sam's solutions were? Are there only two possibilities? Can you find another number which can be split into 3 triangular numbers in more than one way?	Make up your own can stacking puzzle. 



The Kindness Challenge!

It is important we continue to recognise, celebrate and spread kindness during these new and uncertain times.

The Kindness Challenge is intended to be completed on a daily basis, but we will share it with you on a weekly basis instead, to give you more time to complete the challenge!

See if your whole family can complete the challenge!

Day 3

Agree on a space in the house that needs to be cleaned or organised. Devise a plan, set a date or start cleaning today! Some ideas include cleaning:

- under your bed
- the garage
- toys/games area
- kitchen cupboards

THE 20 DAY KINDNESS CHALLENGE

Home Edition
@giftedandtalentedteacher



Spelling Resources

Year 6 – Term 2 - Weeks 3-4

Alpha Group Late: Derivational Spellers	Beta Group Middle to Late: Derivational Spellers	Gamma Group Early to Middle: Derivational Spellers	Delta Group Early: Derivational Spellers
Unit 6 Blue Sort 38 Greek and Latin Elements (Body) decapitate, corpse, dentist, pedal, capitol, corps, orthodontist, pedicure, capital, corpulent, periodontal, pedestal, centipede, capitalization, corporal, dentures, impede, orthopedic, captain, corporation, indent, podiatrist, podium, pedestrian	Unit 4: Blue Sort 21 Vowel and Consonant Alternations personal, personality, hostile, hostility, mobile, mobility, mental, mentality, formal, formality, fatal, fatality, fertile, fertility, general, generality, original, originality, brutal, brutality, individual, individuality	Unit 2: Blue Sort 10 SUFFIXES: -TY, -ITY safe, active, safety, activity, festive, special, novelty, tranquil, festivity, specialty, novel, royal, casual, royalty, tranquility, humid, minor, humidity, certain, casualty, sensitive, minority, sensitivity, certainty	Unit 1: Blue Sort 3 Prefixes: re/in/ex/de replay, reappear, reclaim, reconsider, reruns, research, reaction, inflate, interior, inhabit, inmate, install, inhale, exhale, exile, explore, excess, exhaust, exterior, deflate, defrost, deprive, decrease, delete

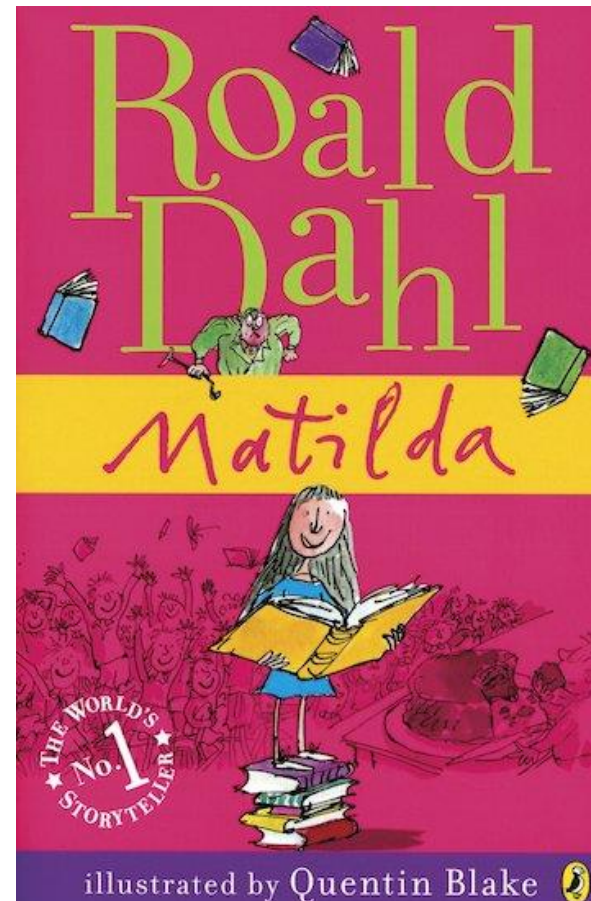


English Resources - Matilda

Click on the image of the text Matilda to be taken to the digital version of the story.

Or use the QR code to access the text (simply hover your camera over the QR code as if you were going to take a photo of it and then click the link that appears).

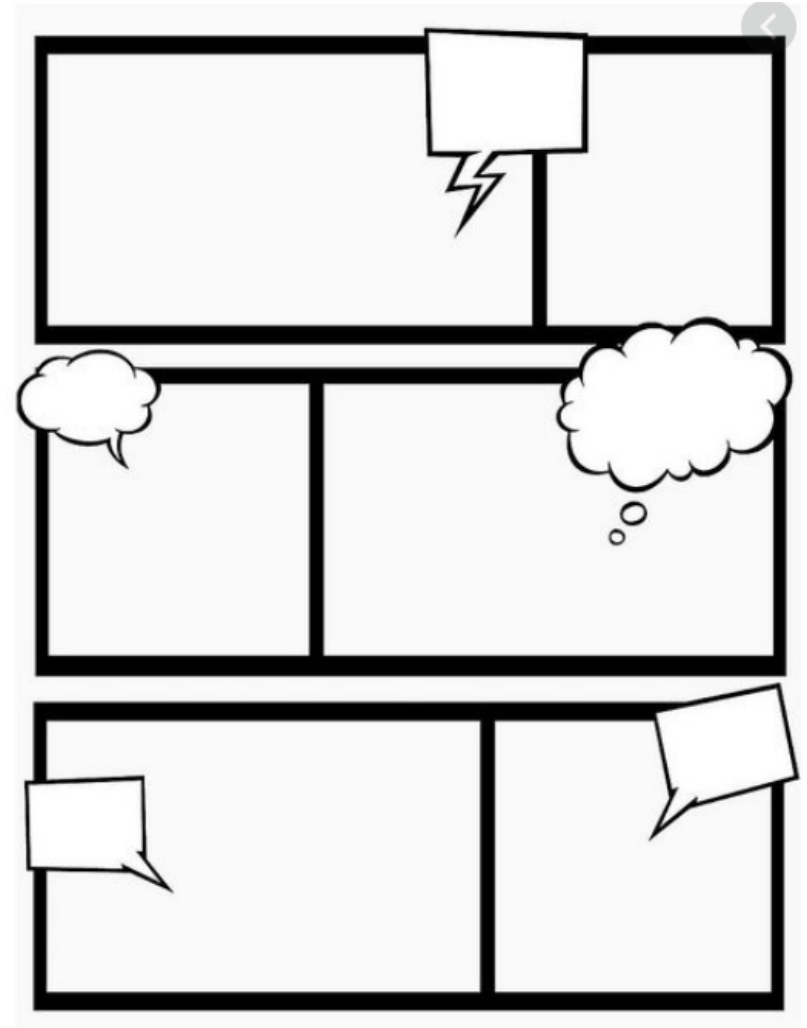
Or you can follow this link - https://archive.org/details/matilda_201808/mode/2up





Comic Strip Templates

Comic strip title: _____





Thursday – Digital Technologies

Plan an app design

WALT: plan an app design

Task Overview:

- Your task is to design your very own app that can be used on iPads or iPhones.
- Have a good think about what your app might do and who would use it.

Time to Use Your Imagination!

Think very creatively about the type of app that you would like to make. You will need to consider the following:

- Title
- App icon
- Brief description of what your app will be about
- Cost
- Designers name

Have a look at the example below:

App: Angry Birds

Description: The survival of the angry birds is at stake and we need your help! Use your special skills to knock down the structures and free the birds. Only the brave will win.

Cost: \$1.99

Designer's Name: Rovio Entertainment Ltd

Icon:



You could create your logo on paper by drawing or challenge yourself and create it using technology.



Reading Comprehension Resources

10 Fascinating Facts About the SYDNEY HARBOUR BRIDGE

- 1 The Sydney Harbour Bridge is located in Sydney, Australia. It connects Sydney's central business district to the north shore of Sydney Harbour.
- 2 The arch span of the Sydney Harbour Bridge is 503 metres. The top of the arch is 134 metres above sea level. The clearance for shipping is 49 metres.
- 3 When the Sydney Harbour Bridge opened, it cost six pence for a car to cross and three pence for a horse and rider. Today, the toll amount varies according to the time of day.
- 4 Over 3000 workers were employed to construct the Sydney Harbour Bridge. Due to the dangerous nature of the project, 16 men lost their lives.
- 5 A pair of concrete pylons (faced with granite) stands at each end of the Sydney Harbour Bridge. These pylons are 89 metres high.
- 6 The Sydney Harbour Bridge requires regular maintenance, including painting. Every coat requires 30 000 L of paint!
- 7 The Sydney Harbour Bridge contains more than six million hand-driven, Australian-made rivets (steel bolts that hold plates of metal together).
- 8 The Sydney Harbour Bridge contains eight lanes for vehicle traffic, two railway tracks, a bike path for cyclists and a footpath for pedestrians.
- 9 The area of the steelwork on the Sydney Harbour Bridge is some 485 000 m² – approximately the same area as sixty soccer fields!
- 10 Work commenced on the Sydney Harbour Bridge on 28 July 1923. The project took almost nine years to complete. The bridge opened on 19 March 1932.

10 Fascinating Facts About the Sydney Harbour Bridge

Literal Comprehension

1. Which two areas of Sydney does the Sydney Harbour Bridge connect?
2. How long did the Sydney Harbour Bridge take to construct?
3. List the four ways in which people are able to cross the Sydney Harbour Bridge.

Inferential Comprehension

4. *Due to the dangerous nature of the project, 16 men lost their lives.* Why might the project have been dangerous?
5. What is the main purpose of this text (persuade, inform, entertain or describe)? Give reasons for your answer.

Evaluative Comprehension

6. Choose three of the ten facts about the Sydney Harbour Bridge that you find the most interesting. Explain why these facts interest you.