

# S2 Week 7 Learning from Home Booklet

Check your class dojo for zoom and to check in with your teacher.

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Morning</b>	<input type="checkbox"/> Sentence a Day	<input type="checkbox"/> Sentence a Day	Wellbeing Wednesday (see grid)	<input type="checkbox"/> Sentence a Day	<input type="checkbox"/> Sentence a Day
	<input type="checkbox"/> Spelling	<input type="checkbox"/> Spelling		<input type="checkbox"/> Spelling	<input type="checkbox"/> Spelling
	<input type="checkbox"/> Reading	<input type="checkbox"/> Reading		<input type="checkbox"/> Reading	<input type="checkbox"/> Reading
	<input type="checkbox"/> Writing	<input type="checkbox"/> Writing		<input type="checkbox"/> Writing	<input type="checkbox"/> Writing
<b>Middle</b>	<input type="checkbox"/> Maths - Length	<input type="checkbox"/> Maths - Length		<input type="checkbox"/> Maths - Mass	<input type="checkbox"/> Maths - Mass
	<input type="checkbox"/> Brain Break	<input type="checkbox"/> Brain Break		<input type="checkbox"/> Integrated Unit	
<b>Afternoon</b>	<input type="checkbox"/> CAPA	<input type="checkbox"/> Integrated Unit		<input type="checkbox"/> PDHPE	<input type="checkbox"/> STEM - Mrs McPhan



# HAPPY MONDAY!

- Sentence a Day
- Spelling
- Reading
- Writing
- Maths - Length
- Brain Break
- CAPA

STAGE 2



# SENTENCE A DAY



## LEARNING INTENTION

I can use the articles 'a' and 'an' accurately in my writing.



## SUCCESS CRITERIA

I know when to use 'a' and 'an' in a sentence. I can identify if a word begins with a vowel or consonant sound.



# Sentence a Day

**A** and **an** are known as indefinite articles.

They are the ONLY TWO indefinite articles in the entire English language!

**A** and **an** talk about ONE non-specific thing.

For example,

**A** clown came to my birthday party.

**An** owl hooted in the tree.

**Do you know when to use **a** and when to use **an**?**

<https://www.youtube.com/watch?v=B8MbH5Wwf5I>



# Sentence a Day

Use 'an' before a word that starts with a vowel **sound**.

Use 'a' before a word that starts with a consonant **sound**.

Sort these words into their correct category by **typing them into the correct box**.

Begin with a vowel sound	Begin with a consonant sound

giant

ant

table

book

orange

hour

igloo

pencil

Remember,  
it's the  
sound not  
the letter!

# SPELLING



## LEARNING INTENTION

To identify, spell and say words which contain the given rule; *The 'ee' sound at the end of a word is almost always represented by "-y"*



## SUCCESS CRITERIA

- I can identify words that have the given rule in them.
- I can use my skills to find other words using this rule.
- I can understand the meaning of chosen words using this rule.

# THINGS TO HELP WITH THE PROCESS OF SPELLING THE WORDS

yasī



yasē

Y steals the sounds of long i and long e.

At the end of a one syllable word Y is a vowel that says the **long i** sound (cry)

At the end of a two or more syllable word Y is a vowel that says the **long e** sound (baby)

NEXT



Mario  
D'Arpino

# WORD BANK

*silly, happy, plenty, oddly, fluffy, shiny, lucky, suddenly,  
family, comedy, agony, angry, academy, scary, party, prickly,  
parody, berry, hairy, fairy, cuddly, unhappy, accuracy.*

**Find 9 more words that have this rule**

# SPELLING ACTIVITIES

Highlight the words that end with the long 'ee' sound. Use the fill colour to highlight the words.

puppy	july	smelly	bunny
baby	family	butterfly	deny
dirty	candy	dry	silly

Using a dictionary, or the internet, find the meaning of 3 words using this rule. You may choose the words from your list of others that you know.

1)

2)

3)

# READING



## LEARNING INTENTION

I am learning to apply different comprehension skills such as inferencing.



## SUCCESS CRITERIA

I can make inferences by using the clues in the text/picture and my background knowledge.



READING- A PICTURE PAINTS A THOUSAND WORDS-  
USE YOUR BACKGROUND KNOWLEDGE AND THE CLUES TO ANSWER THESE QUESTIONS



What is this text about?	
What key information is in this image?	
What or who is involved?	
Where is this happening?	
What might have been happening before this?	

# WRITING



## LEARNING INTENTION

Write a biography



## SUCCESS CRITERIA

I can use a plan to write a cohesive paragraph.

I can use different sentence types.

I can link my sentences using fronted adverbials and connectives.

I can reread to ensure my writing makes sense.

# ABEL TASMAN BIOGRAPHY

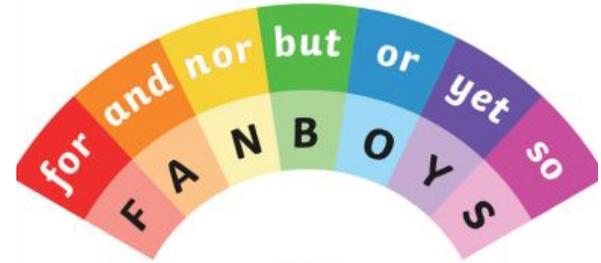
Good morning! Last week, we started writing our famous explorer biography. You wrote your amazing sizzling starts and your paragraph on fact section 1 - all about Tasman's early life.

Remember, when we write a paragraph, we need to leave spaces between each one. We also use conjunctions in our writing to connect our facts and make full sentences.

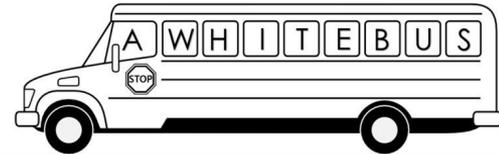
Look at the next 2 slides then go to your writing book where you have been working on your "Abel Tasman biography". Continue writing your next section underneath.

## Co-ordinating Conjunctions

There are seven co-ordinating conjunctions. They give equal importance to the words or sentences they connect.



## Subordinating Conjunctions



A	WH	I	T	E	B	U	S
although as after	wherever whenever when whereas whether which	if in case in order that	though fill that	even though even if	because before	until unless	since

# FACT SECTION 2

Today, you will write your paragraph about fact section 2 - Tasman's first exploration.

The next slide has our stage 2 plan with the key information. This information is not in full sentences. You will need to use:

- Connectives
- Conjunctions
- Adverbial phrases

to put the facts into full sentences to write a paragraph!

Don't forget! When we write a biography we need to give each paragraph a subheading. I've given you a hint, can you come up with a subheading before you write your information?

Subheadings!

## What are frogs?

Frogs are amphibians, which mean that they can live both on land and in the water. They are cold-blooded which means that their bodies are the same temperature as the air. When they get cold, they need to lie in the sun to warm up and when they get too warm, they need to go into the water or find a shady place to cool down.

## Where are frogs found?

Frogs are found all over the world. They are found in every climate and on all continents except Antarctica. They are often found near any source of fresh water but they prefer water which does not move very quickly.

## What do frogs eat?

Smaller frogs eat flies and insects, especially crickets. Larger frogs can eat mice! Frogs do not need to drink because they absorb water through their skin.

## Informative Writing Graph

### Sizzling Start

Topic: Abel Tasman

The Man Who Discovered Tasmania,  
but Missed Australia!

### Ending with Impact

His superiors were disappointed with his explorations - they didn't reveal any lands of potential wealth or find a useful shipping route. He retired in 1653 as a landowner. Died in 1659. His maps and charts were used for many years.

*Progression of information*

*Interest level*

### Fact Section 1 (Strong interest)

Born 1603 in Groningen, Holland. Very little is known about his family or childhood. Employed by a trading company called the Dutch East India Company. Moved to Batavia in 1633 to work for them.

### Fact Section 2 (Medium interest)

In 1642, instructed to explore the Southern Pacific and Indian Oceans. He came across an island, claimed this for the Dutch (Van Dieman's land). Then, anchored near New Zealand, attacked by Maori. 4 soldiers died. Sailed to Tonga/Fiji then Batavia 1643.

### Fact Section 3 (Strongest interest)

Sent on 2nd voyage in 1644 to discover a sea passage from Batavia to Chile. Missed the Torres Strait. Sailed along the west coast of New Guinea and then the north coast of Australia. Returned to Batavia in August, proving that QLD and WA were part of the same land mass.

# MATHS - LENGTH



## LEARNING INTENTION

We are learning to recognise the formal unit smaller than centimetres to measure length.



## SUCCESS CRITERIA

I can measure, record and convert the length of objects using millimetres and centimetres.

# WHAT YOU WILL NEED

Before you go any further, make sure you have a ruler! You will need it for the Slide 9 activity.



# LENGTH

What formal units can you use to measure the length of certain objects?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

List something that you can measure using each unit, for example, you would measure the length of a book in centimetres.

mm	cm	m	km

# LENGTH

How did you go?

- Centimetres (cm)
- Millimetres (mm)
  - Metres (m)
- Kilometres (km)

Answer the following questions below, make sure you do your research to double check your answers.

1. How many mm in 1cm?
2. How many cm in 1m?
3. How many m in 1km?

# CONVERTING BETWEEN MM AND CM

If there are 10mm in 1cm, then how many mm would a pencil be if it is 14cm long?

$$14\text{cm} \times 10 = 140\text{mm}$$

Why do we multiply by 10? Because there is 10mm in 1cm!



Therefore, a 14cm pencil is also 140mm long.



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If there are 10mm in 1cm, then how many cm would a candle be if it is 270mm long?

$$270\text{mm} \div 10 = 27\text{cm}$$

Why do we divide by 10? Same reason, because there is 10mm in 1cm!

Therefore, a 270mm candle is 27cm long.

# CONVERTING BETWEEN MM AND CM

Let's have a go at some together:

cm to mm	mm to cm
57cm = _____ mm	330mm = _____ cm
49cm = _____ mm	710mm = _____ cm
12.5cm = _____ mm	661mm = _____ cm

# MEASURING LENGTH IN CM AND MM

Find 3 things around your house, measure them using your ruler and complete the table below. Make sure to fill out BOTH the cm and mm columns.

Item	Length in mm	Length in cm
Fork	178mm	17.8cm

# LENGTH QUESTIONS

Pick a colour and complete the questions either on the slide. Pick the colour that you usually would do at school! If you would like a challenge, do that colour and the next one!

Yellow

Convert from cm to mm

- 93cm = \_\_\_\_\_ mm
- 7cm = \_\_\_\_\_ mm
- 41cm = \_\_\_\_\_ mm

Convert from mm to cm

- 130mm = \_\_\_\_\_ cm
- 250mm = \_\_\_\_\_ cm
- 80mm = \_\_\_\_\_ cm

A baby was born at 53cm. In one year, the baby grew 14cm taller. How tall is the baby now that it is one? Answer in cm.

Green

Convert from cm to mm

- 172.8cm = \_\_\_\_\_ mm
- 46.9cm = \_\_\_\_\_ mm
- 25.5cm = \_\_\_\_\_ mm

Convert from mm to cm

- 985mm = \_\_\_\_\_ cm
- 666mm = \_\_\_\_\_ cm
- 217mm = \_\_\_\_\_ cm

The longest carrot at the shops is 23.8cm and the shortest carrot is 6.6cm. What is the difference in size between the two carrots? Answer in cm.

Blue

Convert from cm to mm

- 23.23cm = \_\_\_\_\_ mm
- 901.81cm = \_\_\_\_\_ mm
- 45.95cm = \_\_\_\_\_ mm

Convert from mm to cm

- 8918mm = \_\_\_\_\_ cm
- 1542mm = \_\_\_\_\_ cm
- 4008mm = \_\_\_\_\_ cm

A student cut his rubber in half and gave one half to his friend. The rubber is now 27.4mm long, how long was it before it was cut in half? Answer in cm.

Purple

Convert from cm to mm

- 1.987cm = \_\_\_\_\_ mm
- 45.892cm = \_\_\_\_\_ mm
- 88.071cm = \_\_\_\_\_ mm

Convert from mm to cm

- 6.7mm = \_\_\_\_\_ cm
- 34.801mm = \_\_\_\_\_ cm
- 97.217mm = \_\_\_\_\_ cm

A pencil has been sharpened a lot over the year, it started out at 14.4cm long but is now a quarter of the size. How long is it now in mm?

# PROBLEM SOLVING

Three children are partitioning 754 cm

Teddy says,



75 m and 4 cm

Whitney says,



7 m and 54 cm

Jack says,



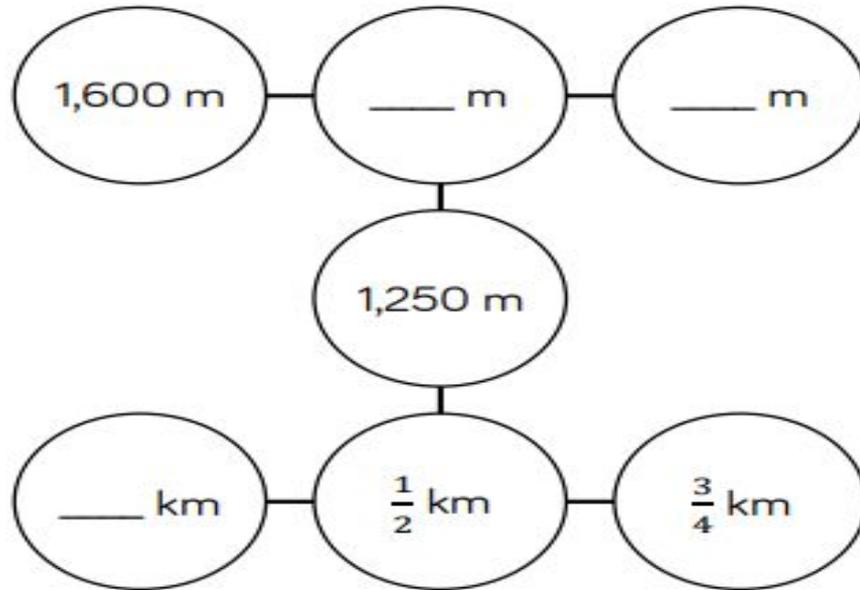
54 cm and 7 m

**Who is correct?**

**Explain your answer...**

# PROBLEM SOLVING

Complete the missing measurements so that each line of three gives a total distance of 2 km.



# BRAIN BREAK

## Picture Puzzler

If you find the correct letter for each clue, you'll spell a word that should make you happy!

1. Find a letter that is in  but not in  \_\_\_\_\_

2. Find a letter that is in  but not in  \_\_\_\_\_

3. Find a letter that is in  but not in  \_\_\_\_\_

4. Find the letter that is in  but not in  \_\_\_\_\_

5. Find a letter that is in  but not in  \_\_\_\_\_

Write your letters again here to spell a happy word: \_\_\_\_\_



# CAPA - VISUAL ART



## LEARNING INTENTION

Identify what the weather conditions were like at sea for the early explorers



## SUCCESS CRITERIA

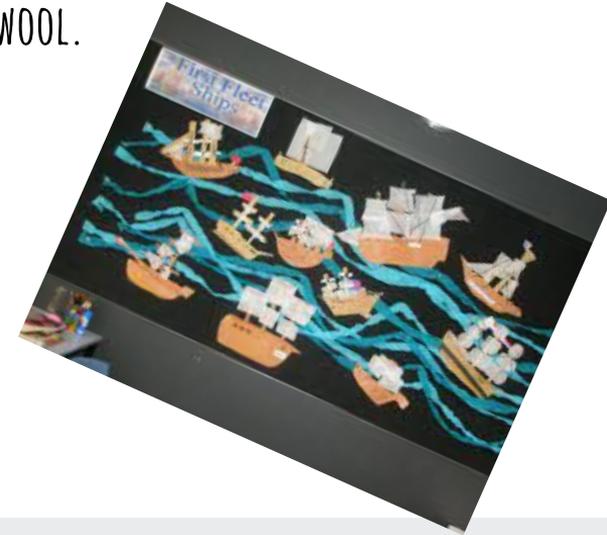
Create an artwork that depicts life at sea for the explorers  
Be creative  
Add a ship and the sea

# EXPLORERS AT SEA

USING A PIECE OF PAPER, CREATE AN ARTWORK THAT DEPICTS WHAT LIFE WAS LIKE AT SEA FOR THE EARLY EXPLORERS.

THINK ABOUT THE WEATHER CONDITIONS THEY FACED (HIGH SEAS, STORMS, DAY/NIGHT).

THINK ABOUT WHAT MATERIALS YOU MIGHT HAVE AROUND THE HOUSE YOU CAN USE SUCH AS COTTON BUDS, STRING, SEQUINS, BUTTONS, PAINT, WOOL.

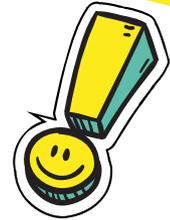


STAGE 2

# TERRIFIC TUESDAY!

Tuesday

- Sentence a Day
- Spelling
- Reading
- Writing
  
- Maths - Length
  
- Brain Break
  
- Integrated Unit



# SENTENCE A DAY



## LEARNING INTENTION

I can use the articles 'a' and 'an' accurately in my writing.



## SUCCESS CRITERIA

I know when to use 'a' and 'an' in a sentence. I can identify if a word begins with a vowel or consonant sound.



# Sentence a Day

There are some tricky words for this rule. Remember! It is the **beginning sound** of the word, not the letter that is written.

For example, The boy had a/an unique talent.  
Would you use a or an? Explain your answer.

**Circle the correct article for these sentences.**

The police officer wore a/an uniform.

Pinocchio wasn't always a/an honest boy.



# Sentence a Day

Write a sentence about this picture using a or an accurately.



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# SPELLING



## LEARNING INTENTION

To create sentences which are used accurately and show understanding of the meaning.



## SUCCESS CRITERIA

- I can create sentences using the words that follow the rule.
- I can write sentences using correct grammar and punctuation.
- I can create compound sentences.

# SPELLING ACTIVITIES

**Create 5 sentences using words that contain the spelling rule**

1)

2)

3)

4)

5)

**Unjumble the words below**

**decayma =**

**ilamyf =**

**huppayn =**

**medyco =**

**curaccay =**

**slyuddne =**

# READING



## LEARNING INTENTION

I am learning to apply different comprehension skills.



## SUCCESS CRITERIA

I can locate specific information.  
I can answer literal questions (here questions).  
I can answer inferential questions (hidden questions).

**Complete the Reading comprehension- Australian People**

# WRITING



## LEARNING INTENTION

Write a biography



## SUCCESS CRITERIA

I can use a plan to write a cohesive paragraph.

I can use different sentence types.

I can link my sentences using fronted adverbials and connectives.

I can reread to ensure my writing makes sense.

# ABEL TASMAN BIOGRAPHY

You have now written fact sections 1 and 2 for your biography. That means there is only one fact section to go - Fact Section 3!

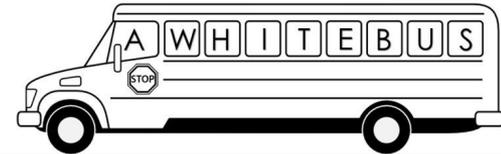
Look at the next 2 slides then go to your writing book where you have been working on your “Abel Tasman biography”. Continue writing your next section underneath.

## Co-ordinating Conjunctions

There are seven co-ordinating conjunctions.  
They give equal importance to the words or sentences they connect.



## Subordinating Conjunctions



A	WH	I	T	E	B	U	S
although as after	wherever whenever when whereas whether which	if in case in order that	though fill that	even though even if	because before	until unless	since

# FACT SECTION 3

Today, you will write your paragraph about fact section 3 - Tasman's second voyage

The next slide has our stage 2 plan with the key information. This information is not in full sentences. You will need to use:

- Connectives
- Conjunctions
- Adverbial phrases

to put the facts into full sentences to write a paragraph!

Don't forget! When we write a biography we need to give each paragraph a subheading. I've given you a hint, can you come up with a subheading before you write your information?

Subheadings!

## **What are frogs?**

Frogs are amphibians, which mean that they can live both on land and in the water. They are cold-blooded which means that their bodies are the same temperature as the air. When they get cold, they need to lie in the sun to warm up and when they get too warm, they need to go into the water or find a shady place to cool down.

## **Where are frogs found?**

Frogs are found all over the world. They are found in every climate and on all continents except Antarctica. They are often found near any source of fresh water but they prefer water which does not move very quickly.

## **What do frogs eat?**

Smaller frogs eat flies and insects, especially crickets. Larger frogs can eat mice! Frogs do not need to drink because they absorb water through their skin.

## Informative Writing Graph

### Sizzling Start

Topic: Abel Tasman

The Man Who Discovered Tasmania,  
but Missed Australia!

### Ending with Impact

His superiors were disappointed with his explorations - they didn't reveal any lands of potential wealth or find a useful shipping route. He retired in 1653 as a landowner. Died in 1659. His maps and charts were used for many years.

*Progression of information*

*Interest level*

### Fact Section 1 (Strong interest)

Born 1603 in Groningen, Holland. Very little is known about his family or childhood. Employed by a trading company called the Dutch East India Company. Moved to Batavia in 1633 to work for them.

### Fact Section 2 (Medium interest)

In 1642, instructed to explore the Southern Pacific and Indian Oceans. He came across an island, claimed this for the Dutch (Van Dieman's land). Then, anchored near New Zealand, attacked by Maori. 4 soldiers died. Sailed to Tonga/Fiji then Batavia 1643.

### Fact Section 3 (Strongest interest)

Sent on 2nd voyage in 1644 to discover a sea passage from Batavia to Chile. Missed the Torres Strait. Sailed along the west coast of New Guinea and then the north coast of Australia. Returned to Batavia in August, proving that QLD and WA were part of the same land mass.

# MATHS - LENGTH (TEMPERATURE)



## LEARNING INTENTION

We are learning to use a thermometer to measure, compare and record temperatures using degrees Celsius ( $^{\circ}\text{C}$ ).



## SUCCESS CRITERIA

I can identify the temperature on a thermometer with different scales.

# WHAT IS A THERMOMETER?

What is a thermometer and what is it used for? Write your answer below.

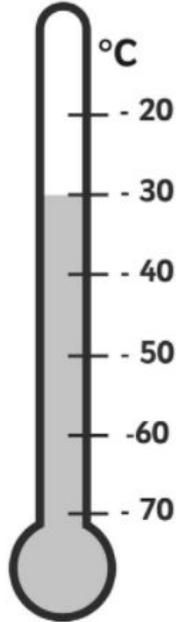
A thermometer is \_\_\_\_\_



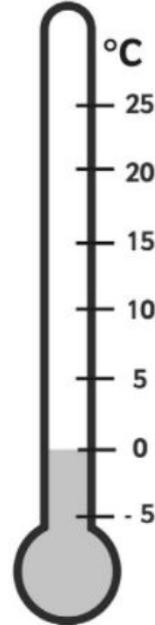
# HOW TO READ A THERMOMETER

To tell the temperature on a thermometer, you need to line up the stem with the number beside it.

On this thermometer, the stem is lined up with the number 30. At the top of the thermometer, it states that it is in  $^{\circ}\text{C}$ . So the temperature on this thermometer is  **$30^{\circ}\text{C}$** .



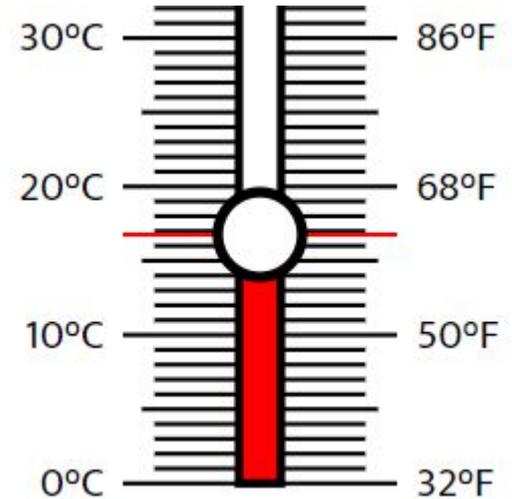
On this thermometer, the stem is lined up with the number 0. At the top of the thermometer, it states that it is in  $^{\circ}\text{C}$ . So the temperature on this thermometer is  **$0^{\circ}\text{C}$** .



# HOW TO READ A THERMOMETER

Something that you need to be aware of when checking the temperature, is the scale on the thermometer.

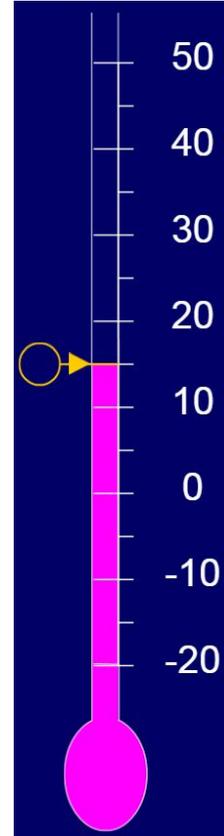
On this thermometer, the stem is not lined up with a certain number. So you will need to look at the lines between the numbers and work out what number the line represents. The line is between 10°C and 20°C and is on the 7th line between them. Start counting by 1s at 10 until you get to the mark. So the temperature on this thermometer is **17°C**.



# HOW TO READ A THERMOMETER

The scale will always be different, so you will need to check that before identifying the temperature.

Again, the stem is not lined up with a certain number, but there is only 1 line between numbers. So it cannot go up by 1's. With this one, the interval is 5 so you will need to count up by 5's to get the temperature, which is **15°C**.



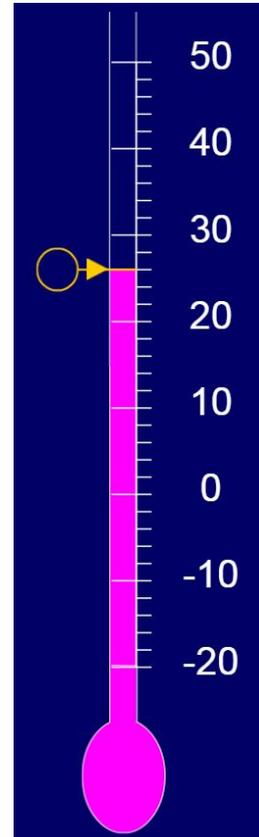
# HOW TO READ A THERMOMETER

Have a go at this one by yourself! Answer the questions below.

What is each interval going up by?

What 2 numbers is the stem in between?

What is the temperature?



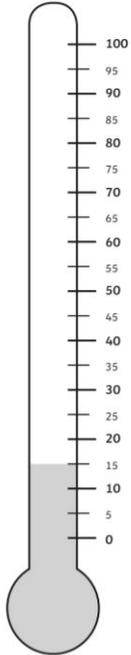
# TEMPERATURE QUESTIONS

Pick either the Yellow/Green slide or the Blue/Purple slide and complete the questions on that slide. Pick the colour that you would usually do at school!

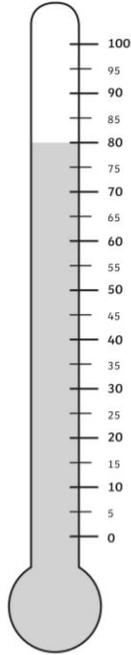
Yes, you will be doing 2 colours and that is ok!

# TEMPERATURE QUESTIONS

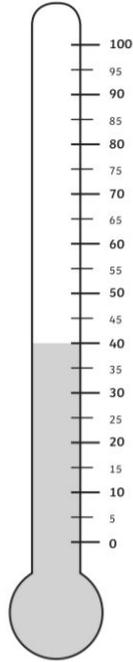
Yellow



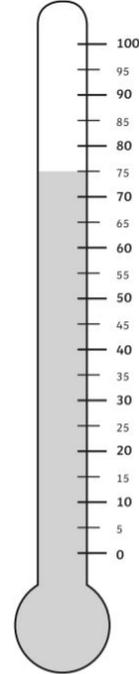
Temp: \_\_\_\_\_°C



Temp: \_\_\_\_\_°C

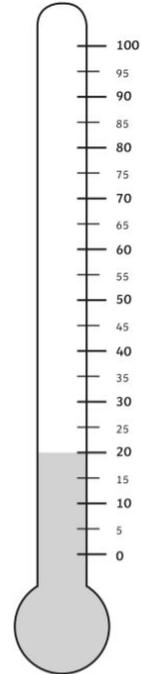


Temp: \_\_\_\_\_°C

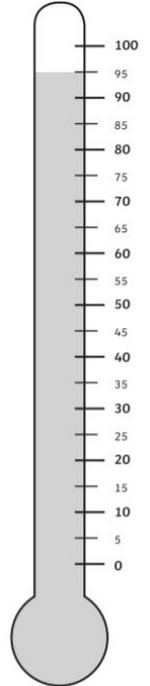


Temp: \_\_\_\_\_°C

Green



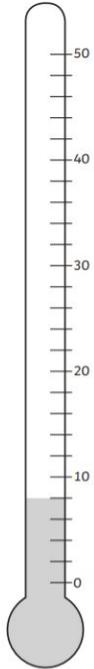
Temp: \_\_\_\_\_°C



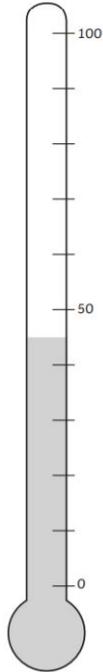
Temp: \_\_\_\_\_°C

# TEMPERATURE QUESTIONS

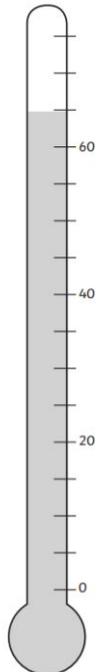
Blue



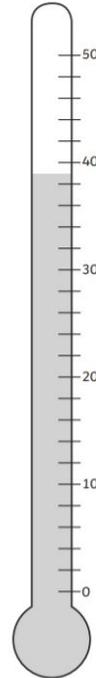
Temp: \_\_\_\_\_°C



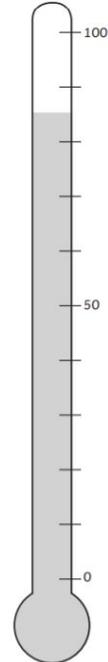
Temp: \_\_\_\_\_°C



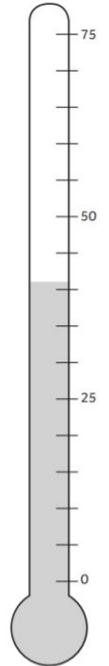
Temp: \_\_\_\_\_°C



Temp: \_\_\_\_\_°C



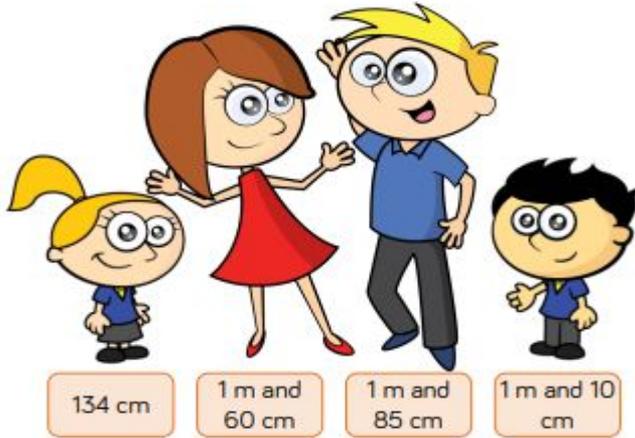
Temp: \_\_\_\_\_°C



Temp: \_\_\_\_\_°C

# PROBLEM SOLVING

Eva and her brother Jack measured the height of their family.



**Who is correct?**

**Prove it...**

Eva thinks their total height is 4 m and 55 cm

Jack thinks their total height is 5 m and 89 cm

# PROBLEM SOLVING

Ribbon is sold in 225 mm pieces.  
Teddy needs 5 metres of ribbon.  
How many pieces does he need to buy?

Teddy would like to make either a bookmark or a rosette with his left over ribbon. Which can he make?

To make 5 bookmarks you will need:  
1.2 metres of ribbon  
1 pair of scissors

To make 1 mini rosette you will need:  
4 pieces of ribbon cut to 35 mm  
A stapler

**Which can he make and why?**

# SPOT THE DIFFERENCE!

Find 10 differences between the 2 pictures!



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## BRAIN BREAK

How many  
differences did you  
spot?



# THE FIRST FLEET

Read the information and then answer the questions that follow.

## The First Fleet Voyage

### The Fleet

The First Fleet was commanded by Captain Arthur Phillip. In total, the Fleet consisted of 11 ships. There were two escort ships (HMS Sirius and HMS Supply), six convict transport ships (Alexander, Charlotte, Friendship, Lady Penrhyn, Prince of Wales and Scarborough) and three store ships (Borrowdale, Fishburn and Golden Grove). Captain Arthur Phillip was on board HMS Sirius. Altogether, the 11 ships carried around 756 convicts and 550 crew members, marines and their families. The First Fleet departed the harbour of Portsmouth in England on 13<sup>th</sup> May 1787.



## Convicts

In the 1770s, steam power was discovered which created many new industries in cities around England. Many people left their homes in the country to find work in the new factories using steam power in order to earn more money. Because of this, cities became increasingly overcrowded and dirty. The surge in population enabled an increase in crime and unsafe living. Overly harsh punishments, unreasonable for today's standards, were given to criminals for their crimes. One of these was transportation. Transportation meant that prisoners were sent to one of England's colonies to work for the rest of their lives.



Until 1787, convicts from England were sent to British colonies in North America. However, after the Revolutionary War, the Americans drove the English out and it became the United States of America. The British no longer had colonies in America and they needed a new place to send their prisoners. The First Fleet was the first group of ships to transport convicts to the British colony in Australia. The convicts were taken to Australia to perform the hard labour such as digging the land and constructing buildings.

## **The Journey**

The First Fleet travelled south from England and stopped at Tenerife in the Canary Islands on 3<sup>rd</sup> June 1787. When the ships stopped here, they collected lots of fresh water and fresh vegetables. This helped them to stay healthy and to sustain them for the next part of their journey. The weather was hot, humid and uncomfortable as the Fleet sailed through the tropics. Below the decks, rats, parasites, bedbugs, lice, cockroaches and fleas made life very unsanitary and unbearable.

After eight weeks, the First Fleet arrived at Rio de Janeiro on the South American coast on 7<sup>th</sup> August 1787. The ships were thoroughly cleaned and old clothes were burned to get rid of lice and fleas. They remained here for about a month before departing for Table Bay at Cape Town and landing on 13<sup>th</sup> October 1787. It took them about five weeks at sea to reach this destination. While they were here, they took on supplies of cattle and fresh vegetables.

## Arrival to Australia

On the 12<sup>th</sup> November 1787, the First Fleet set sail for their final destination, Botany Bay. They arrived at Botany Bay on 20<sup>th</sup> January 1788. However, after Captain Arthur Phillip found this area unsuitable for the settlement he decided to move the entire fleet north. The First Fleet arrived at Port Jackson, Sydney Cove on the 26<sup>th</sup> January 1788. The journey took approximately 252 days and sailed for 24,000 kilometres.



## **Cultural Differences**

When the Europeans landed at Port Jackson, they did not expect to meet anyone else. They were surprised when they were confronted by the Indigenous Australians. They did not understand the culture or way of life of the Indigenous People. Many of the settlers treated the Indigenous people with great disrespect and cruelty.

The settlers did not understand many aspects of the Indigenous culture, such as the cultural laws, many different languages and systems of lore. An example of Indigenous law is to seek permission from the owners before entering their land, which the Europeans obviously did not do. When the Indigenous People saw the First Fleet arrive, they ran to the shore and shook their spears at them. They were outnumbered by the settlers and overpowered with their sophisticated weapons.

Within a short time of arriving, the European settlers had cut down many trees, set up camp to house 1000 people and tied up many animals. They had declared the land as royal crown land and this led them to believe they could take anything they wanted from the land. According to the British Government, the Indigenous People had no rights to this land as it was seen as British land. The Indigenous People would not regain their natural rights for many, many years to come.

# THE FIRST FLEET

Based on the information you have just read, answer the following questions.  
Look back at the information if you're not sure!

1. Who commanded the First Fleet? \_\_\_\_\_  
\_\_\_\_\_
2. Name the ships in the First Fleet. \_\_\_\_\_  
\_\_\_\_\_
3. On which date did the First Fleet depart England? \_\_\_\_\_
4. What significant event happened in the 1770s? \_\_\_\_\_
5. How did this event affect British cities? \_\_\_\_\_  
\_\_\_\_\_

# THE FIRST FLEET

Based on the information you have just read, answer the following questions.  
Look back at the information if you're not sure!

6. Describe the events which caused Britain to need a new place to send their convicts. \_\_\_\_\_

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7. Describe the journey of the First Fleet. \_\_\_\_\_

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# THE FIRST FLEET

Based on the information you have just read, answer the following questions.  
Look back at the information if you're not sure!

8. Describe how you think the convicts felt when they arrived in Australia. \_\_\_\_\_

-----  
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9. Describe how you think the settlers felt when they arrived in Australia. \_\_\_\_\_

-----  
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# THE FIRST FLEET

Based on the information you have just read, answer the following questions.  
Look back at the information if you're not sure!

10. Describe how you think the Aboriginal people felt when the settlers arrived in Australia. \_\_\_\_\_

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STAGE 2

# FANTASTIC THURSDAY!

Thursday

- Sentence a Day
- Spelling
- Reading
- Writing
- Maths - Mass
- Integrated Unit
- Brain Break
- PDHPE



# SENTENCE A DAY



## LEARNING INTENTION

I can use the articles 'a' and 'an' accurately in my writing.



## SUCCESS CRITERIA

I know when to use 'a' and 'an' in a sentence. I can identify if a word begins with a vowel or consonant sound.

# Sentence a Day

Write a sentence about this picture **using a or an accurately.**



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# SPELLING



## LEARNING INTENTION

To accurately use phonemic skills in order to complete activities based on the given rule.



## SUCCESS CRITERIA

- I can accurately organise words into the correct sound group.
- I can create sentences to demonstrate my understanding of the words.

# INFORMATION TO HELP WITH THE RULE

## Spelling Rule: ough - 'uf', 'o' and 'or'

This week we are looking at 3 different sounds for the 'ough' words.

The first way is like "oh" in the words: enough, rough and tough.

The second way is like "o" in the words: although, though and doughnut.

The third way is like "or" in the words: thoughtful, ought, brought.



The **NINE!!** sounds in English of ough:

A rough-coated,  
dough-faced, thoughtful  
ploughman strode through the  
street of Scarborough where -  
after falling into a slough - he  
coughed and hiccoughed.

# SPELLING ACTIVITIES

Organise the 'ough' words based on the sound heard in the word. Write them in the correct box.

uf

o

or

rough

nought

enough

furlough

brought

dough

although

fought

thoughtful

ought

tough

doughnut

# SPELLING ACTIVITIES

**Write a little story using as many as the 'ough' words as you can. Don't forget to write detailed sentences throughout your text.**

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# READING



## LEARNING INTENTION

I am learning to apply  
different comprehension skills  
such as inferencing.



## SUCCESS CRITERIA

I can make inferences.  
I can use the clues in the text.  
I can use my background  
knowledge.



# INFERENCE MATCH AND SORT - MATCH WHAT THE TEXT SAYS (BOXES ON THE LEFT) TO WHAT YOU CAN INFER (BOXES ON THE RIGHT). DRAW A LINE TO MATCH THEM!

"Frankie is the best kid I've ever known."

The vase wobbled and everyone gasped.

It was hard to see out the fogged window.

The crack in the wall was getting longer by the second.

The tomatoes were ripening much quicker than usual.

A natural disaster was taking place.

It was unusually warm weather.

The vase had been bumped and was about to break.

Frankie is very talented at something.

It was winter and raining.

# WRITING



## LEARNING INTENTION

Write a biography



## SUCCESS CRITERIA

I can use a plan to write a cohesive paragraph.

I can use different sentence types.

I can link my sentences using fronted adverbials and connectives.

I can reread to ensure my writing makes sense.

# ABEL TASMAN BIOGRAPHY

That's all your fact sections complete!

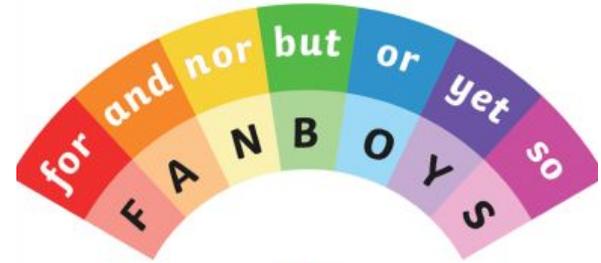
Only one paragraph to go. Your ending with impact!

Remember to check your teacher's feedback from yesterday before you start writing in case there is something you can action in today's writing.

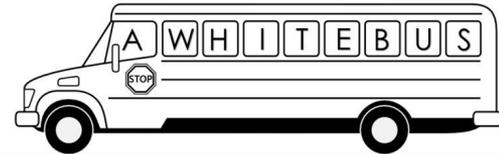
Look at the next 2 slides then go to your writing book where you have been working on your "Abel Tasman biography". Continue writing your next section underneath.

## Co-ordinating Conjunctions

There are seven co-ordinating conjunctions.  
They give equal importance to the words or sentences they connect.



## Subordinating Conjunctions



A	WH	I	T	E	B	U	S
although as after	wherever whenever when whereas whether which	if in case in order that	though fill that	even though even if	because before	until unless	since

# ENDING WITH IMPACT

There is still information in the plan that needs to be shared with the reader so you need to make sure this is covered in your ending. It still needs a **subheading** as well as using **connectives, conjunctions and adverbial phrases** to link the sentences together.

However, looking at the plan - I can see a fact that links back well with our sizzling start. This fact could be useful in building your last sentence of the paragraph. A key way to end a biography is to **link back to the introduction.**

Can you find this fact and use it to help you finish your biography?



Remember, the key thing about ending with impact is that you want your reader to feel satisfied. They have learned all that they can about Abel Tasman and are content with the information that has been presented.

## Informative Writing Graph

### Sizzling Start

Topic: Abel Tasman

The Man Who Discovered Tasmania,  
but Missed Australia!

### Ending with Impact

His superiors were disappointed with his explorations - they didn't reveal any lands of potential wealth or find a useful shipping route. He retired in 1653 as a landowner. Died in 1659. His maps and charts were used for many years.

*Progression of information*

*Interest level*

### Fact Section 1 (Strong interest)

Born 1603 in Groningen, Holland. Very little is known about his family or childhood. Employed by a trading company called the Dutch East India Company. Moved to Batavia in 1633 to work for them.

### Fact Section 2 (Medium interest)

In 1642, instructed to explore the Southern Pacific and Indian Oceans. He came across an island, claimed this for the Dutch (Van Dieman's land). Then, anchored near New Zealand, attacked by Maori. 4 soldiers died. Sailed to Tonga/Fiji then Batavia 1643.

### Fact Section 3 (Strongest interest)

Sent on 2nd voyage in 1644 to discover a sea passage from Batavia to Chile. Missed the Torres Strait. Sailed along the west coast of New Guinea and then the north coast of Australia. Returned to Batavia in August, proving that QLD and WA were part of the same land mass.

# MATHS - MASS



## LEARNING INTENTION

We are learning to measure quantities less than 1 kilogram, in grams.



## SUCCESS CRITERIA

I can read and record the measurement on a scale up to 1 kilogram  
to 1 kilogram  
I know how mass is different from weight.

# Brain dump!

Write everything you know  
about mass

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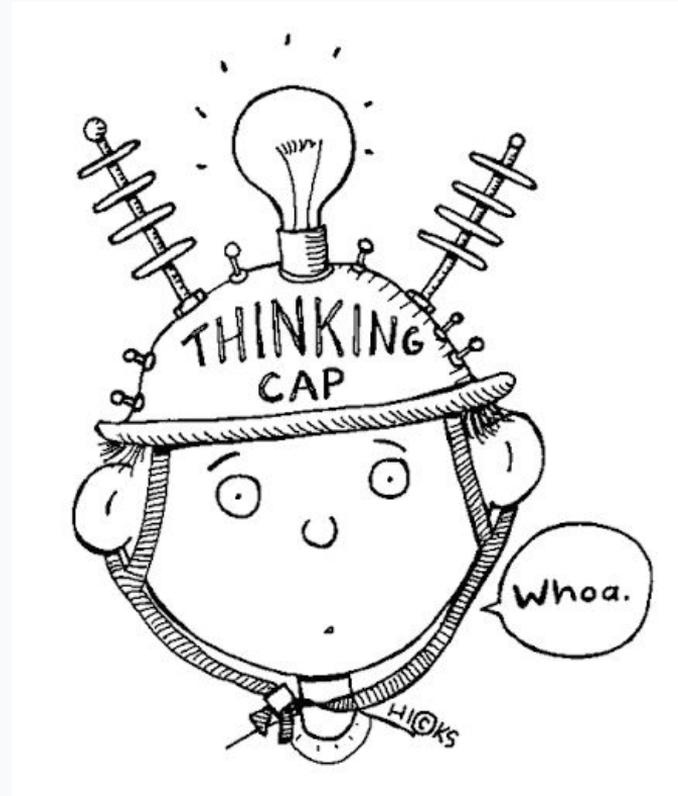
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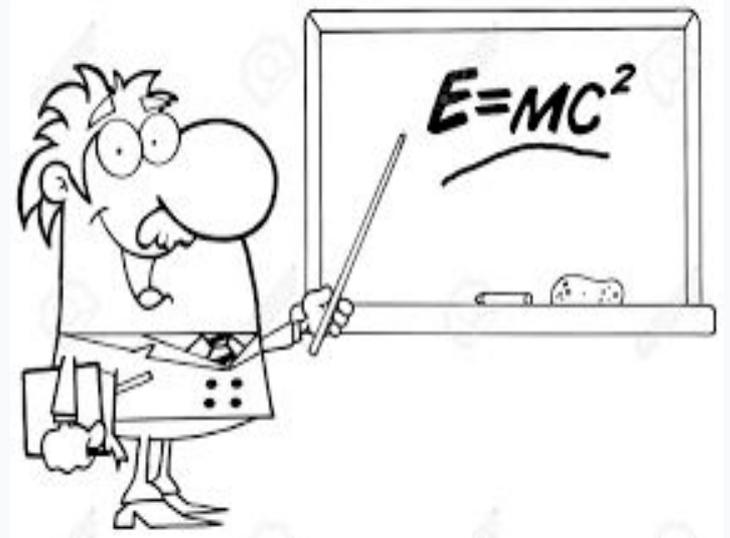
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# What is the difference between weight and mass?

Mass is **the amount of matter or substance that makes up an object**. It is measured in units called kilograms, which can be abbreviated as **kg**, or grams, which is abbreviated to **g**.

It's important to remember that mass is different from weight. Mass always stays the same, while weight changes with changes in gravity.



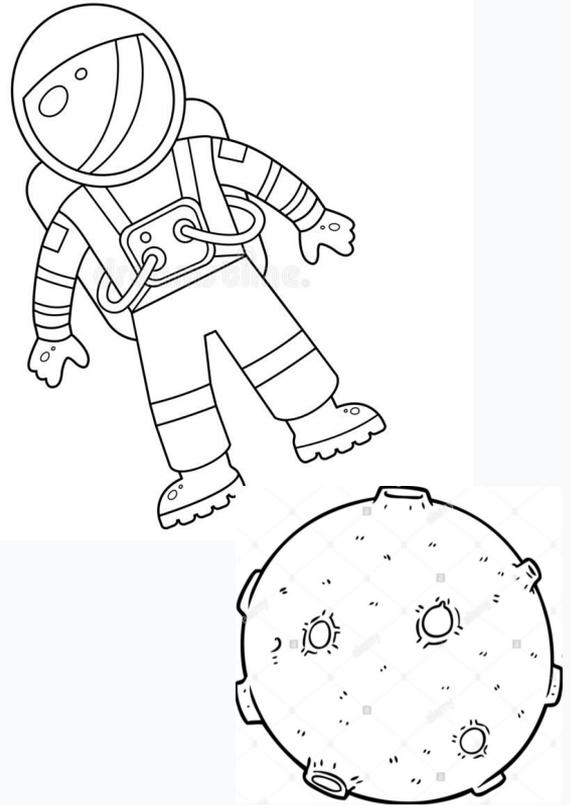
Gravity is an **invisible force that pulls objects toward each other**. Earth's gravity is what keeps you on the ground and what makes things fall

## What is the difference between your weight and your mass?

A major difference between mass and weight is that your **mass is always the same**, but your weight can change depending on your location.

For example, the moon has much less gravity than Earth. Since weight is the force of gravity pulling on an object, items weigh much less on the moon than they do on Earth.

In fact, the Moon only has  $1/6$  the gravity that Earth does. This means you weigh **six times less** on the Moon than you do on Earth!



## Fun Facts About Mass!

The moon actually has **80 times less** mass than Earth. That is why it has less gravity!

The earth has a mass of six trillion trillion kilograms. Did you know “trillion trillion” was a number? It’s hard to even imagine something that big!

The word “mass” comes from the Greek word “maza,” which means “lump of dough.”



# Quiz

Circle what you think the answer is.

1. Which term is used to define the amount of matter that makes up an object?
  - A) Gravity
  - B) Mass
  - C) Weight
  
2. Why does the mass of an object not change with changes in gravity?
  - A) because gravity doesn't exist.
  - B) gravity is too hard to measure
  - C) mass is the amount of matter that makes up an object, and gravity does not affect it



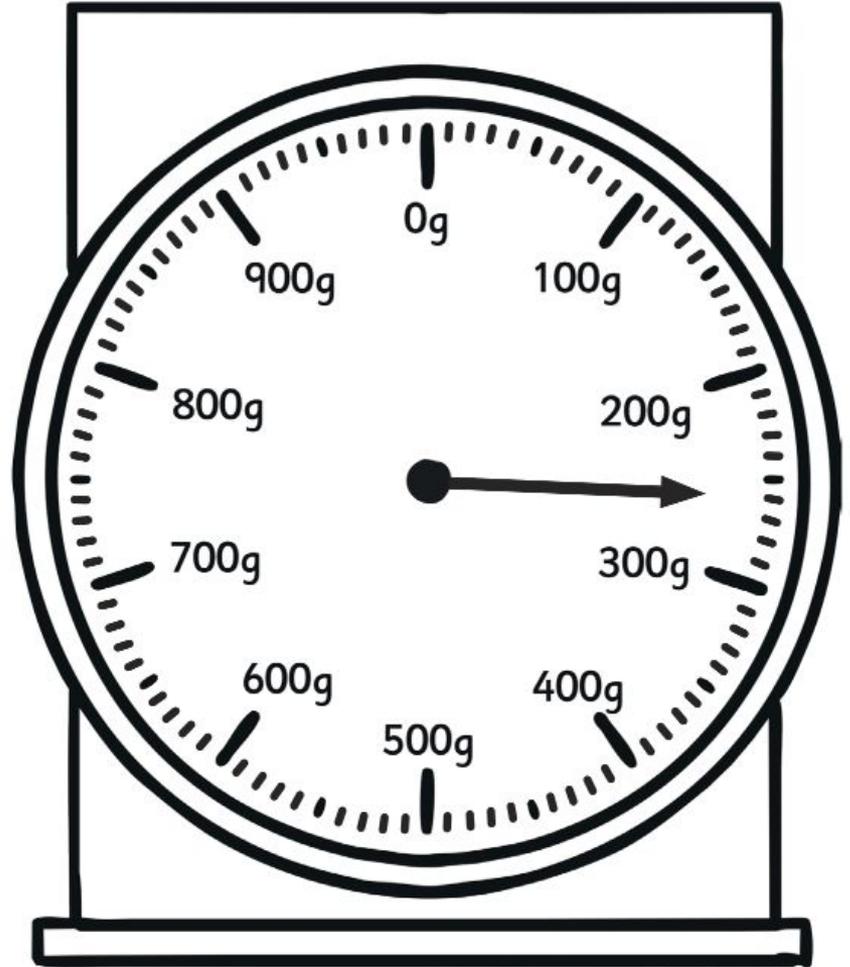
We use scales and balances to measure mass



We can read weighing scales like a clock, the dial indicator moves as the weight increases. Each big line is 100g. Each small line is 10g. The arrow is currently pointing at 260g.

Mark these amounts on the scale.

1. 520g
2. 400g
3. 960g
4. 1000g
5. 180g



There is 1000g in 1kg!

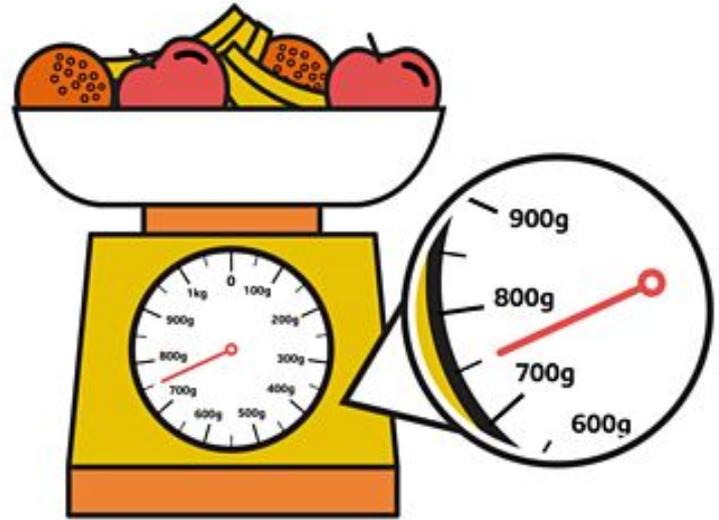
That means that 500g (half of 1000g) is  $\frac{1}{2}$  a kg.

Sometimes we write the weight using both kgs and gs when something has a mass over 1kg.

**Question:**

**What is the measurement of fruit on this scale:**

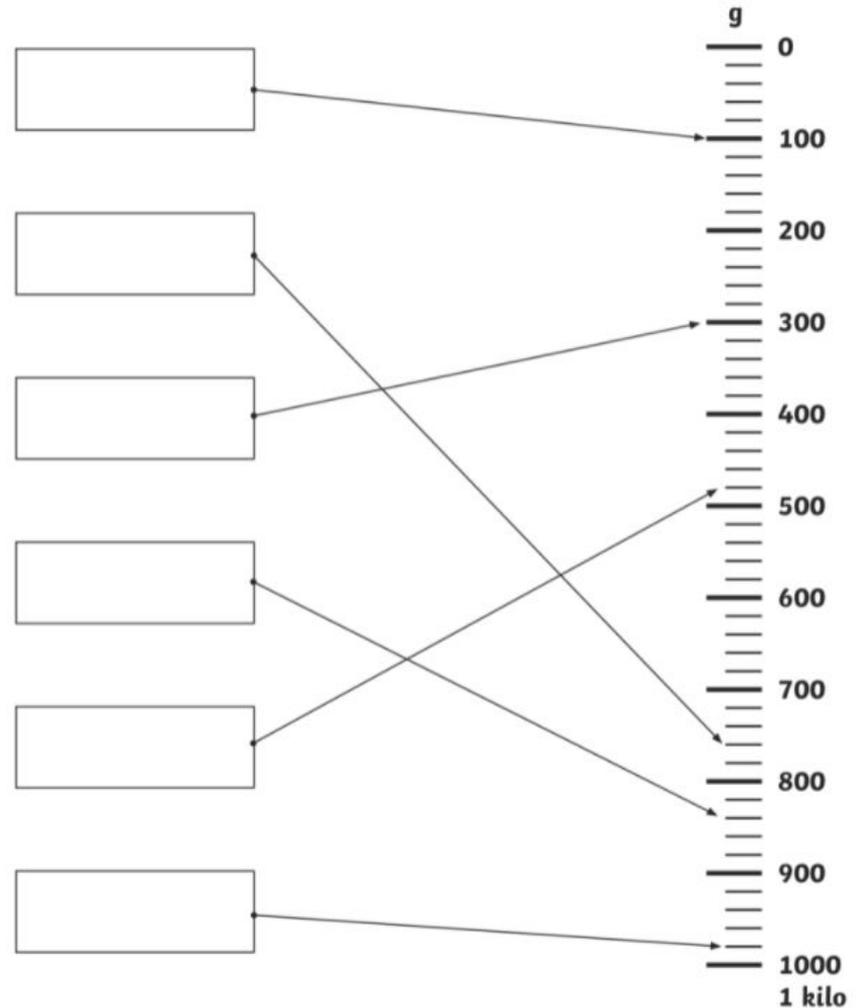
**Answer:** \_\_\_\_\_



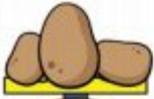
Scales always start at 0  
The maximum weight on this scale is 1kg (1000g), each large division is 100g and each small division is 20g.



Write the weight that each arrow is pointing to in the boxes.



# PROBLEM SOLVING



Who do you agree with?  
Explain why.



The potatoes weigh 13 kg

Amir



We don't know how much the potatoes weigh because the number is hidden.

Jack



The potatoes weigh more than half of 10 kg

Rosie

**Can you calculate the weight of the potatoes?**

**Explain how you did it.**

# PROBLEM SOLVING

Complete the missing information.

$$\frac{1}{10} \text{ kilogram} = \boxed{\phantom{000}} \text{ grams}$$

$$\frac{3}{10} \text{ km} = \boxed{\phantom{000}} \text{ metres}$$

$$7 \text{ kg} + \frac{1}{4} \text{ kg} = \boxed{\phantom{000}} \text{ g}$$

$$12 \text{ km} + \boxed{\phantom{000}} \text{ km} = 12,500 \text{ m}$$

Compare the measurements using  $<$ ,  $>$  or  $=$

$$5 \text{ kg} \bigcirc 4,500 \text{ g}$$

$$12 \text{ kg} \bigcirc 12,000 \text{ g}$$

$$3.7 \text{ km} \bigcirc 370 \text{ m}$$

$$37,000 \text{ m} \bigcirc 3.7 \text{ km}$$

# INTEGRATED UNIT



## LEARNING INTENTION

Acknowledge how  
Australia's  
representation on a  
map has changed  
over time



## SUCCESS CRITERIA

I can identify the location of  
the colonies on a map of  
Australia  
I can identify the states and  
territories as they are in 2021

# Mapping Australia - Introduction

Have you ever seen Australia represented on a map?  
What did it look like?  
Think about these questions.

How are large spaces divided into smaller spaces?

How are the places where people live represented?

How is the natural environment represented?

Can places be mapped in different ways by different people?

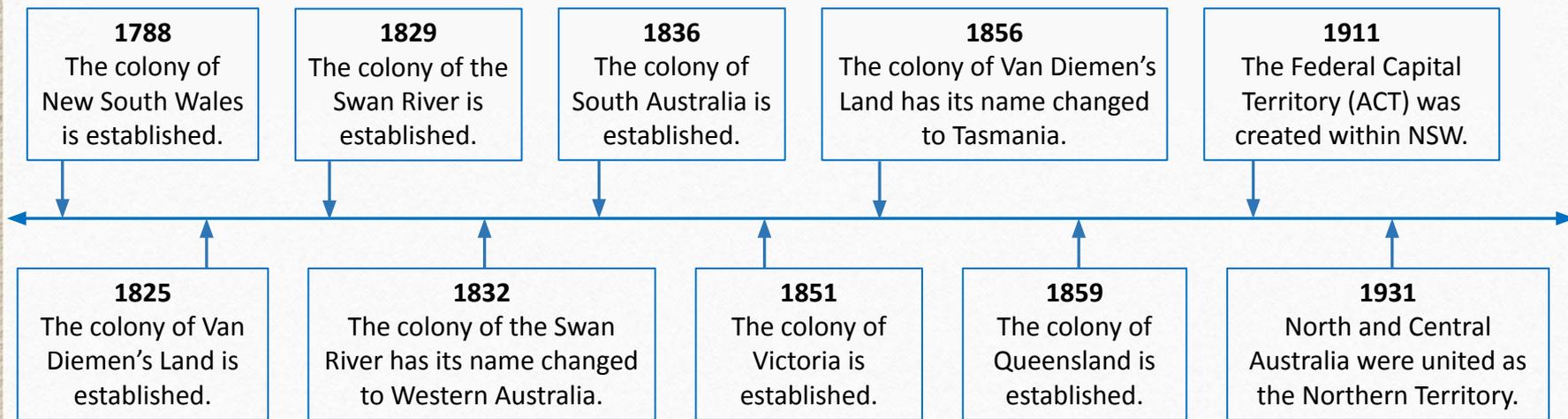


# Mapping Australia – Recent History

- The map of Australia that we know today was developed and modified during the 1700s and 1800s by British colonists.
- As more and more colonies were established, maps with borders needed to be drawn. A map was a way of showing the particular area that had been assigned to each colony.
- The colonies established by the British during this time are now known as the states of Australia.



# Australian States and Territories – Timeline



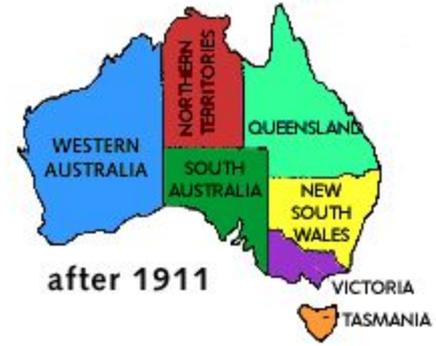
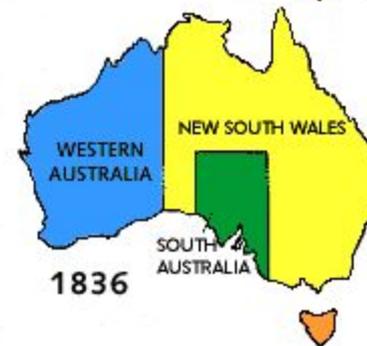
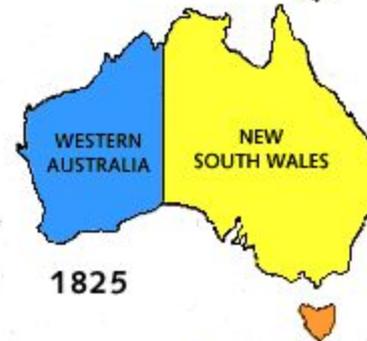
# INTEGRATED UNIT

On your first blank map, try to draw Australia as it is today, marking in the states and territories.  
To challenge yourself, can you also mark in the capital cities?



# INTEGRATED UNIT

Here are the colonies of Australia over time.  
Choose one of these and try to draw it on  
your 2nd blank map.



# INTEGRATED UNIT

What did you find interesting about the changing maps?

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Each picture puzzle illustrates a common phrase. Can you solve them all?

**EYE E  
C EXCEPT**

**ECONOMY**

**HEAD  
HEELS**

**GSEG  
SEGG  
GSGE**

**T \_ R N**

**PETS A**

## BRAIN BREAK

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_



# PDHPE



## LEARNING INTENTION

- Apply fitness skills to my daily fitness routine
- Engage in various activities, which require gross motor movement skills



## SUCCESS CRITERIA

I can use a variety of skills to form a routine.  
I can engage in activities which allow me to be active.

## Joe Wicks: Active 8-Minute Workout 3

### In and Outs

1. Start in a press-up position.
2. Walk one foot in and then the other.
3. Walk one foot back out and then the other.

If your upper body starts to get tired, stop and shake out your arms for a few seconds.

### Activity 1



## Joe Wicks: Active 8-Minute Workout 3

### Sumo Squats

1. Turn your feet out and start in a wide stance.
2. Squat down really low into a sumo position and back up again.
3. Push through your heels and drive upwards to stand up tall.
4. Remember to keep a straight back.

Can you hold the sumo position for the last 5 seconds?

### Activity 4



Complete these activities in a circuit.

Set a timer to complete 30 seconds of one activity, then give yourself 30 seconds rest before starting the next activity for 30 seconds. Repeat.

**Complete the circuit 3 times.**  
Workout total = **8 minutes**

## Joe Wicks: Active 8-Minute Workout 3

### Running and Punching

1. Run on the spot with forward punches.
2. Use opposite arms and legs: when your left knee is raised, punch with your right fist.
3. Bring your knees up high.

How quickly can you go? Try sprinting for the final 10 seconds.

### Activity 2



## Joe Wicks: Active 8-Minute Workout 3

### Box Push-Ups

1. Start with your arms straight and your hands and knees on the floor.
2. Lower your upper body down towards the floor by bending your arms.
3. Straighten your arms to bring your upper body back up again.

The lower you get to the floor, the harder this exercise will be.  
How many can you do in 35 seconds?  
You will feel this in your arms and upper body!

### Activity 3



STAGE 2

# FABULOUS FRIDAY!

Friday

- Sentence a Day
- Spelling
- Reading
- Writing
- Maths - Mass
- Brain Break
- STEM - Mrs McPhan



# SENTENCE A DAY



## LEARNING INTENTION

I can use the articles 'a' and 'an' accurately in my writing.



## SUCCESS CRITERIA

I know when to use 'a' and 'an' in a sentence. I can identify if a word begins with a vowel or consonant sound.



# Sentence a Day

**Here is a story about Alfie Ant. However, there are many mistakes when using the articles a and an. Can you help correct it?**

There once was a ant called Alfie, who liked to eat food. One day, whilst looking for food, he went through a open door and entered an supermarket. What an lucky ant he was! Quickly, he began to have an taste of everything he could find. He ate a orange, a apple, an lettuce, an egg and a avocado. He had an small nibble of each item but he still didn't feel satisfied.



# SPELLING



## LEARNING INTENTION

- To build vocabulary by identifying synonyms and antonyms of given words.
- To break words into syllables.



## SUCCESS CRITERIA

- I can find synonyms and antonyms to build my word knowledge.
- I can break up words into syllables to help me spell them correctly.

# SPELLING ACTIVITIES

**Synonyms - same meaning.**

**Antonyms - opposite meaning.**

**Write one synonym and one antonym for each of the spelling words.**

**'ough' word**

**Synonym**

**Antonym**

tough

rough

enough

thought

brought

# SPELLING ACTIVITIES

How many syllables are in each word. Break them up using a dash '-' Eg. al-though (2)

doughnut

thoughtful

brought

although

enough

borough

furlough

coughed

nought

thorough

# READING



## LEARNING INTENTION

I am learning to identify the theme and main idea in texts read.



## SUCCESS CRITERIA

I can read the text and look for words that are repeated.  
I can identify the moral, message or lesson (THEME).  
I can identify the most important point (MAIN IDEA).

# MAIN IDEA VS THEME

Theme	Main idea
<p>The <b>THEME</b> of a story is the <u>moral</u>, <u>message</u> or <u>lesson</u> of the story.</p>	<p>The <b>MAIN IDEA</b> of a story tells us what it is <u>mostly about</u> (a 1 sentence summary).</p>
<ul style="list-style-type: none"><li>● Jealousy</li><li>● Bravery</li><li>● Hard work pays off</li><li>● Friendship</li><li>● Overcoming challenges</li></ul>	<ul style="list-style-type: none"><li>● Amanda always wanted the same things that Jane had.</li><li>● Even though Tim was afraid of heights, he still went to the top of the high ropes course.</li><li>● Kayla spent hours on her project and received a outstanding mark.</li><li>● No matter what happened Rachel and Jess were always there for each other</li><li>● Jake was wheelchair bound but he made the basketball team.</li></ul>

## Main Idea vs. Theme Task card #3

Use the **red circle** to identify the theme, use the **blue circle** to identify the main idea.

The angry customer stomped up and slammed the bag of food on the counter in front of James. The bag split down the side and french fries poured out of the rip. The man barked at James about how the restaurant had messed up the order. James smiled at the man and offered to make him a new lunch. He even offered to throw in a free dessert. James stepped out from the counter and handed some kids meal toys to the angry man's children. He apologized again to the red faced man and offered to get him a soda while the family waited on the new order. The customer just crossed his arms and huffed. James smiled again and offered the children free milkshakes. The man's frown finally began to turn, and he calmly smiled at James, apologizing for overreacting. James smiled to himself. He was proud that he had done just as his father had told him. "Kill them with kindness." It worked every time.

A James had to deal with a difficult customer.

B The man was extremely unhappy.

C Be kind, even when others are not.

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Which out of A, B and C is the theme?  
-----

Which out of A, B and C is the main idea?  
-----

# WRITING



## LEARNING INTENTION

Reread and edit  
my work



## SUCCESS CRITERIA

I can read my writing carefully  
I can edit accurately to  
correct any spelling,  
punctuation or grammar errors  
I can read and action my  
teacher's feedback

# REREAD, EDIT AND FEEDBACK

You have worked hard this week to complete your biography.

Today, you need to go back and reread ALL that you have written.  
“Abel Tasman Biography”



# REREAD, EDIT AND FEEDBACK



Now, read it out loud (this could be to yourself or someone else at home). As you read it out loud, have you noticed some editing changes you could make?

Is there a stronger vocabulary choice you could make?

Could you reword a sentence or two to make your idea clearer?

Is there a connective or conjunction that would help your ideas flow?

***Edit your writing as you need. Challenge yourself!***

# MATHS - MASS



## LEARNING INTENTION

We are learning to convert between grams and kilograms.



## SUCCESS CRITERIA

I can convert grams into kilograms.

I can convert kilograms into grams.

**There are 1000g in 1kg.**

How many grams would be in 2kg?

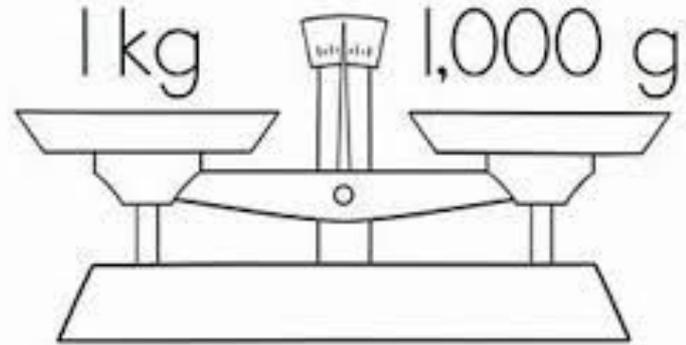
2kg = 2000g.

Convert the following kgs into gs:

1. 6kg = \_\_\_\_\_
2. 8kg = \_\_\_\_\_
3. 3kg = \_\_\_\_\_

10kg would equal 10 000g!

Make sure you remember to put g or kg at the end of your answer!



If there is 1000g in 1kg, that means that 500g (half of 1000g) is  $\frac{1}{2}$  a kg.

Sometimes we write the weight using both kgs and gs when something has a mass over 1kg.

How can we convert 6.2kg to just grams?

$$6\text{kgs} = 6000\text{g}$$

$$6000\text{g} + 200\text{g} = 6200\text{g}.$$

Here is another example:

2.3kg

$$2\text{kg} = 2000\text{g}$$

$$2000\text{g} + 300\text{g} = 2300\text{g}$$

Have a go at answering this one:

4.9kg

4kg =

..... + ..... =



Now let's have a go at converting grams to kilograms!

$$3400\text{g} = 3000\text{g} + 400\text{g} = 3.4\text{kg}$$

$$5600\text{g} = 5000\text{g} + 600\text{g} = 5.6\text{kg}$$

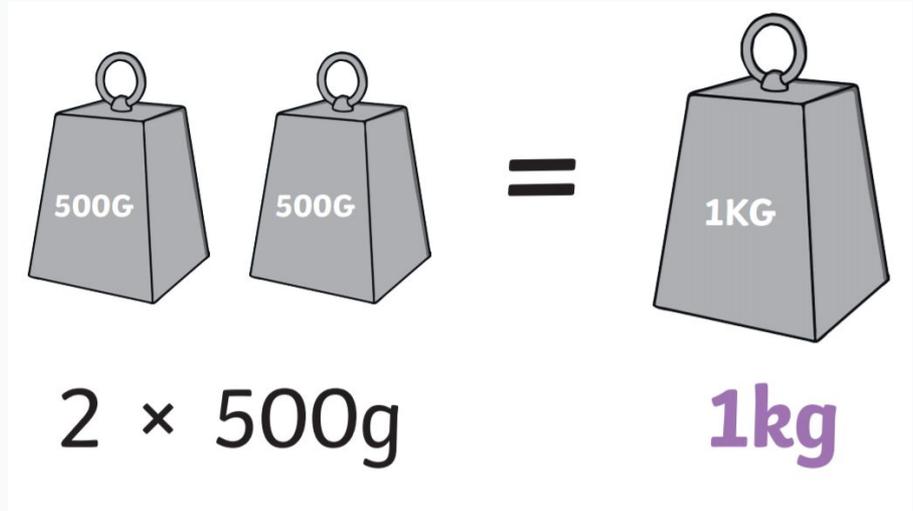
Have a go at this one:

$$7200\text{g} = \underline{\quad\quad} + \underline{\quad\quad} =$$

$$1500\text{g} = 1000\text{g} + 500\text{g} = 1.5\text{kg}.$$

We could write this a different way.  
500g is half of 1000g (1kg),  
so we could write it as 1 and  $\frac{1}{2}$  kgs.

$$1500\text{g} = 1 \frac{1}{2} \text{ kgs}.$$



## Yellow Group

Complete the conversion table using grams and kilograms.

Remember  $1\text{kg} = 1000\text{g}$ .

The first one is done for you!

kg (Kilograms)	g (Grams)
2kg	2,000g
	1,000g
6kg	
	3,000g
7kg	
	9,000g
10kg	
	4,000g
8kg	
	12,000g

**Green Group**

**Blue Group**

Complete the conversion table using grams and kilograms.

Remember  $1\text{kg} = 1000\text{g}$ .

The first one is done for you!

kg (Kilograms)	g (Grams)
2kg	2,000g
1.7kg	
	4,500g
9.3kg	
	400g
7.2kg	
	6,300g
10.5kg	
	1,900g
5.5kg	
	8,200g
9.9kg	
	200g
0.4g	

## Purple Group

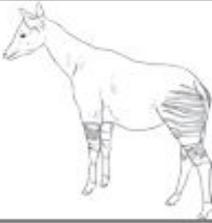
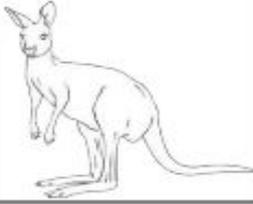
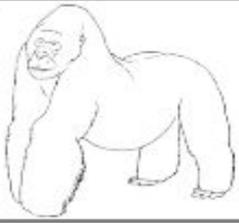
Complete the conversion table using grams and kilograms.

Remember  $1\text{kg} = 1000\text{g}$ .  
 $\frac{1}{2}\text{ kg} = 500\text{g}$

The first one is done for you!

kg (Kilograms)	g (Grams)
$\frac{1}{2}\text{ kg}$	
	1,450g
7.05kg	
	3,940g
$2\frac{1}{4}\text{ kg}$	
	690g
7.08kg	
	2,050g
$7\frac{3}{4}\text{ kg}$	
	9,990g
1.04kg	
	11, 520g
13.04kg	
	80g

# Challenge

					
koala 15kg	okapi 350kg	cassowary 60kg	kangaroo 100kg	leopard 30kg	western gorilla 160kg

1. Calculate the combined mass of the following:
  - a) kangaroo and okapi = \_\_\_\_\_
  - b) leopard and western gorilla = \_\_\_\_\_
  - c) koala, cassowary and leopard = \_\_\_\_\_
2. Calculate the difference in mass in the following:
  - a) okapi and leopard = \_\_\_\_\_
  - b) kangaroo and cassowary = \_\_\_\_\_
  - c) leopard and kangaroo = \_\_\_\_\_

# PROBLEM SOLVING

The chocolate bar weighs 100 g.  
How much does one muffin weigh?

**Answer:**



How much does each side weigh?

# Missing School Supplies

Each of the following six students are missing one school supply. They are each missing a different school supply. Use the clues below to determine which student is missing which supply.

1. Kendra remembered glue.
2. Ally remembered an eraser.
3. Alex remembered an eraser and markers.
4. The names of the people who forgot an eraser, paper, and markers all start with the same letter.
5. Kevin forgot his notebook.



School Supplies

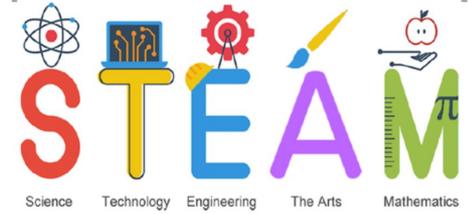
	Eraser	Pencils	Paper	Notebook	Glue	Markers
Kendra						
Kara						
Kevin						
Ally						
Alex						
Adam						

How to Solve: Put a circle when you have found the corresponding missing school supply for each student. Put an X if you know that the missing school supply does not match the corresponding student.

## BRAIN BREAK

Mark sure you mark the squares with a cross or a tick as you read the clues to find out what school supply each person is missing.



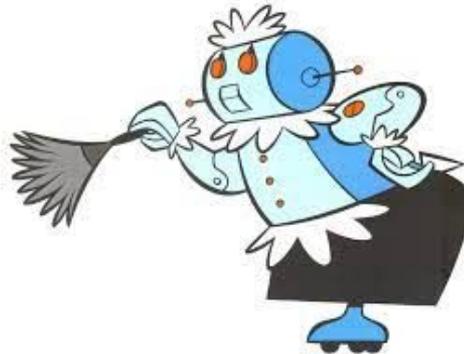


## Library / S.T.E.A.M Lesson

*Old Worlds,*



*New Worlds,*



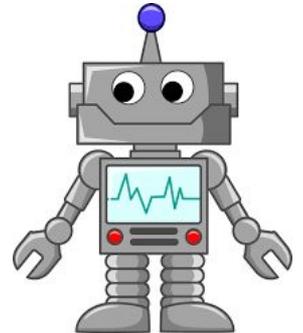
*Other Worlds*



Our theme in library this term is  
**Old Worlds, New Worlds, Other Worlds.**

This week we are looking at the way in which our world has changed over the years and how different technology was for our parents, grandparents and great grandparents.

We will also look at how our world is changing with the development of technology especially robotics and how it is helping us in our daily lives.



Think about technology that you use everyday and list 3 of them. Talk to an adult at home (or call a grandparent). Did they use the same technology when they were your age?  
If not, what did they use instead?

Technology:

Did adults use this technology when they were young?

1.

2.

3.

# Imagine that it is 2051...

What do you think children your age would be playing with for fun? How will it be different from what you play with now? Write your answers here.



# STEAM ACTIVITY

Technology is designed to help make our lives easier. *For example, I have a washing machine that plugs into electricity and water to clean my clothes, but when my grandmother was young, she hand washed her clothes.*

Think about a chore that you have to do at home. Your challenge today is to think up a way to make this chore easier to complete. Design a machine / robot that assists you with this chore. What does it look like? What can it do? How do you store it when not using? Remember plans need to be labelled.

# ONCE YOU HAVE DRAWN YOUR PLAN.

If you would like to build a model, you can build from lego, playdough, or even recycled materials (cereal boxes, milk bottles etc). If you would like to practise your collaboration (team work) and communication (speaking AND listening) skills and have a sibling at home you could work with them.

You can take a photo of your plan and model and send it to Mrs McPhan via ClassDojo or Google Classroom or send your plan back to school with your booklet at the end of the week.



Plan - robot



REMEMBER OUR SKILLS THAT WE ARE  
LEARNING TO USE.

WHAT ARE 21<sup>ST</sup> CENTURY SKILLS? THESE 4 C'S:

C

COMMUNICATION

Sharing thoughts,  
questions, ideas &  
solutions

C

COLLABORATION

Working together to  
reach a goal. Putting  
talent, expertise,  
and smarts to work

C

CRITICAL  
THINKING

Looking at problems in  
a new way and linking  
learning across  
subjects & disciplines

C

CREATIVITY

Trying new approaches  
to get things done equals  
innovation & invention

# THINGS TO REMEMBER:

1. We always plan first.

The **plan** is the **must do** task. Constructing a **model** of the building is a **can do** task.

2. Any questions you can message me on Class Dojo.

3. Have FUN! This is the most important one.

I can't wait to see your amazing ideas!

Missing you all so much. Keep reading!

See you soon,

Mrs McPhan

*Any Questions?*

