

S2 Week 8 Learning from Home Booklet

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

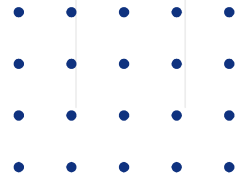
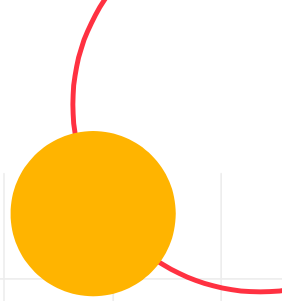
	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	<input type="checkbox"/> Sentence a Day	<input type="checkbox"/> Sentence a Day	Wellbeing Wednesday (see grid)	<input type="checkbox"/> Sentence a Day	<input type="checkbox"/> Sentence a Day
	<input type="checkbox"/> Spelling	<input type="checkbox"/> Spelling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



30/8/21

Happy Monday!

Monday	
<input type="checkbox"/>	Sentence a Day
<input type="checkbox"/>	Spelling
<input type="checkbox"/>	Reading
<input type="checkbox"/>	Writing
<input type="checkbox"/>	Maths - Fractions and Decimals
<input type="checkbox"/>	Brain Break
<input type="checkbox"/>	CAPA



Sentence a Day

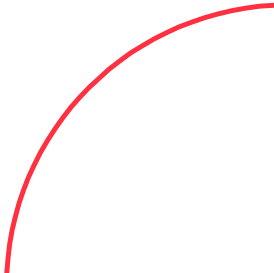


Learning Intention

I can maintain a consistent tense in my writing

Success Criteria

- I know the different tenses when writing.
- I can identify verbs in different tenses.
- I can use a consistent tense when writing.





Sentence a Day

Tense is the element that determines WHEN the action of the verb will be completed.

Simply, there are three tenses:

Past - I surfed at the beach.

Present - I am surfing at the beach.

Future - I will surf at the beach.





Sentence a Day

It is important to write in ONE tense and not change throughout your writing.

What part of the sentence tells us its tense?






Sentence a Day

The **verbs** tell us what tense a sentence is written in!

Determine whether these sentences are written in past, present or future tense.

Sentence	Tense
Dad works at the coal terminal in Newcastle.	
The plane is flying to Melbourne.	
They played the AFL match in Perth.	
The teacher will arrive for playground duty soon.	



Spelling

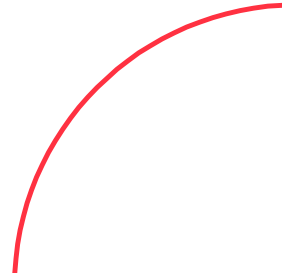


Learning Intention

- To spell words containing the the 'tion' suffix.
- Recognise when to use 'tion' in comparison to 'sion'.

Success Criteria

- I can identify and spell words with the 'tion' suffix.
- I can construct sentences using the 'tion' words in the correct context.





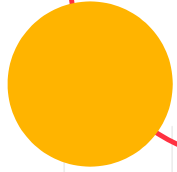
Spelling focus 1

Our first spelling focus for the week is the 'zhun' sound, which is written using 'tion'
Here are some words that have contain 'tion'.

action, fiction, fraction, emotion, caution,
celebration, position, station, subtraction, question,
information, application, section, condition, solution,
protection, contribution, intention, direction,
population, nation, friction, differentiation, illustration,
construction, prescription, experimentation.



When to use 'tion'



The suffix -tion

Adding -tion to the end of a word usually expresses an action or a state of being.

E.g. The boy was only looking for attention. .



When people
revolt, there is a
revolution.



If the base word ends in 't' or 'te' then the suffix 'tion' is used.

If the base word ends in 'ise' then the suffix 'tion' is used

If the base word ends in 'ify' then the suffix 'tion' is used

They are used to create a noun from a verb base word.



Spelling Activity 1

Fill in the blanks using the following word bank..

- information
- action
- emotion
- application
- section
- condition
- solution
- protection
- contribution
- intention

1. It was not his _____ to hurt the girl's feelings. He was just being honest.
2. The old man was not afraid to show _____ as he began to cry during the movie.
3. I will try help you find a _____ to the problem you are having.
4. The _____ on the ticket states we should check in two hours before the flight.
5. The girl had a rare _____ where she would get the hiccups every few minutes.
6. Which _____ of the stadium will you be sitting in during the game?
7. The security guards are always stationed outside the king's house for his own _____.
8. The rich lady gave a generous _____ to the charity.
9. I sent an _____ letter to join the new youth club in my area.
10. If we don't take _____ immediately, global warming will not slow down.





Spelling Activity 2

Match the words to the correct meaning.

Word bank
Question
Position
Subtraction
Direction
Population
Emotion
Section
Illustration

Don't forget to practise your words in your exercise book. Choose 10 - 20 words from the list.

1. A place where you are standing

2. Taking away numbers

3. North, South, East and West

4. The amount of people in a country

5. An uncomfortable feeling

6. Another word for a picture

7. A piece of something

8. Something that requires an answer



Reading



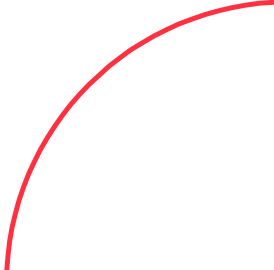
Learning Intention

To identify characteristics/traits of a character.

Success Criteria

I know that a character trait is shown through what a person says or does.

I can clues in the pictures to help support my character traits.





Character traits

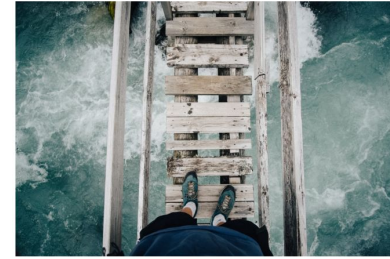
Character traits- it is who a character is on the inside (their personality). Character traits show through what a character says or does. Character traits can include the character's physical and emotional qualities. We can infer character traits by their actions and behaviour. We can identify changes in character's ideas and motivations as the story develops.

Trait	Action/behaviour
curious	Peer into a window which says "Do not look!"
cheeky	Making faces behind the teacher's back



Look at the pictures below (these are actions/behaviour). Now look at the words (these are character traits)

Match each word to the picture (write it nearby).



upset

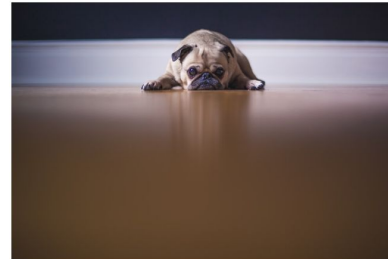
curious

brave

doubtful

carefree

sorry



Writing

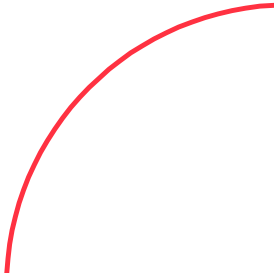


Learning Intention

We are learning about the features of a diary entry and understanding different points of view.

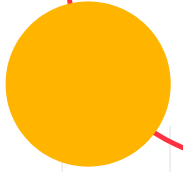
Success Criteria

I understand the structure and language features of diary entries. I can identify the features in a text.



Diary Entries


The next two weeks we will be focusing on diary entries! Write here what you know about diary entries and the features one might have:





Features of a Diary Entry:

Uses past tense	Uses time conjunctions to link events (then, next, afterwards)
Uses first person pronouns (I, we, my, etc)	Organises events into paragraphs
Describes the writer's point of view, thoughts and feelings	Uses inverted commas to show direct speech e.g. "HELP!" Screamed Red.
Includes opinions as well as facts	Uses descriptive words for people and places
Is written in an informal style as though speaking to someone	Can tell a story over a period of time



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• • • • •

**Read the diary entry
on the next two
slides from Little Red
Riding Hood.**



21st February



Dearest Diary,

Oh, my goodness! I've never been so frightened in all of my life! Yesterday, I was actually *eaten* by a wolf - that's right, *eaten* - and I lived to tell the tale. Can you believe it? Me, Red! Or 'Little Red', as everyone seems to want to say. Hmph.

It all started when Mother sent me on yet *another* one of her errands. Don't get me wrong, I do *love* to visit Granny, but is it really necessary to take baskets of food all of the time? She couldn't get through this basket full of cupcakes even if she was having daily dinner parties with the whole village! And I do wish that mother wouldn't pester me so: "No dilly-dallying, keep to the path, and never ever talk to strangers. Do you hear me?" Pester, pester, *pester*.

Anyway, off I skipped in the beautiful sunshine, down the path to the lane and through the forest, waving to the old woodcutter as I went. It was such a lovely day; animals were scampering around on the ground and birds were chirping in the trees. I got quite carried away, until I heard a silky-sounding voice from the shadows.

I knew right away that this was one of the wolves that Mother had warned me about - he was a very fine-

looking gentleman with thick hair, bright eyes and very big, white teeth. He claimed that he knew Granny, and I'm ashamed to say that I believed him, Diary. He must have been very, *very* clever, because even now, I can't figure out how he knew where Granny lived.

I was oh-so-hungry, Diary, and the cunning wolf convinced me to stop for a snack. I mean, my stomach was really, *really* gurgling! I really didn't stray from the path for long, and of course, I thought that I was perfectly safe! How wrong I was.

I arrived at Granny's cottage without a care in the world, but when I walked through the door, my heart sank. Granny was sick! I could see hardly anything of her, so I leaned in close, and when I did - oh, Diary! You wouldn't believe her eyes! Large and yellow - I was sure that she was deathly ill. When one long ear popped out from under her nightcap, I thought that I should surely call for the doctor at once!

But all that was nothing, Diary, compared with what I saw next. As she spoke to me, Granny's quilt slipped down to reveal a muzzle with long, sharp teeth. I thought that the bottom had dropped out of my stomach, and I began to shake so violently! I said the first thing that came to me:

"Oh, Granny, what big teeth you have!"

I suppose that I thought that it might give me a little time to think of an escape plan, if I could convince the creature that his disguise was still working. However, as I was about to clasp my hand around the heavy, glass vase on Granny's bedside table, the wolf's huge mouth opened up and, in an instant, everything went black.

I was actually *inside* its belly! Ugh! Pitch black, slimy and *extremely* smelly, the inside of the wolf was the worst place that I have ever been. I have no idea how long I was there for, Diary - *too* long. I wriggled and wrestled around in the strange, cramped space, but to no avail. I could hear Granny's muffled calls, and I could feel that she was near to me, but it was just too dark to see her!

After what felt like hours, I heard the faint voice of the old woodcutter.

"Anyone home? It's only me, the woodcutter!" he called.

I tried to scream, but the foul stench of the beast's insides caught in my throat. As I spluttered, I felt the wolf begin to move, and all at once, bright light burst through the dark, blinding me for a moment. I propelled myself towards it and fell with a *splat* onto the floor of Granny's little cottage. As Granny tumbled out beside

me, I gulped down fresh air before throwing my arms around our saviour.

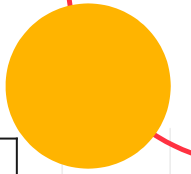
Once we were free, Granny filled the beast with rocks. I know that it sounds a little extreme, but, this way, he will never be able to sneak up on another living thing! We sewed him up and kicked him back out of the door. I'd say that there's not much chance of him causing us trouble again any time soon!

As you can imagine, Diary, Granny and the woodcutter were *not* best pleased that I had led a big, bad wolf to the cottage and had strayed from the path. At least I could soften them up a little by giving them the cupcakes that Mother had sent me with! Mother was not so easy to talk around. I am not allowed to walk through the forest *ever again in my entire life* without her by my side. Oh well, I guess I won't have to deliver food any more.

I cannot wait to tell everyone in the village about this. Goldilocks will never believe it! It'll be no more 'Little Red' - more like 'Brave Red, the brilliant banisher of wolves!' Nevertheless, I have learned to be far more careful who I talk to when I am out and about - perhaps when mother pesters me, I should pay more attention... maybe...



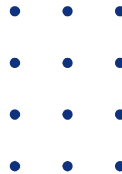
Fill out the table below using examples from the diary entry, one has been done for you.



Whose point of view is the story from?	
Past Tense	
First person pronouns (I, we, me, etc)	
Red's thoughts and feelings	
Opinion and facts	
Ambitious (describing) words	
Informal writing style	"I'm ashamed to say that I believed him, Diary." or "Don't get me wrong..."
Conjunctions	
Speech marks ("...")	



Maths



Learning Intention

Explore fractions
greater than 1

Success Criteria

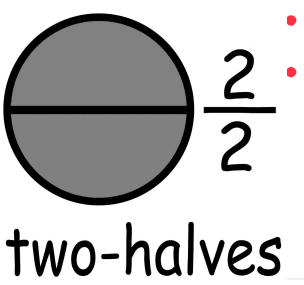
I understand how many parts make a whole.

I understand the relationship between the numerator and denominator.

I can represent fractions greater than 1 as wholes and fractional parts.

I know what a mixed numeral is.





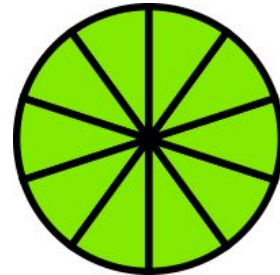
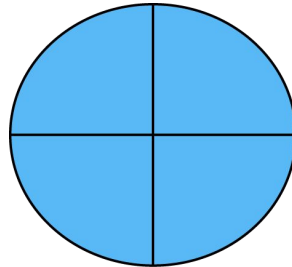
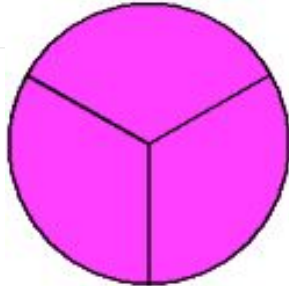
Fractions Greater Than 1

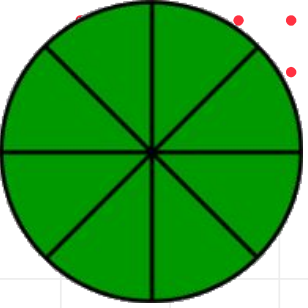
Answer these questions:

How many thirds make a whole?

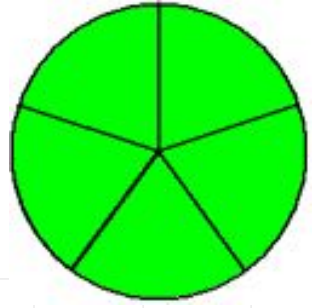
How many quarters make a whole?

How many tenths make a whole?





Fractions Greater Than 1



Answer these questions:

If I have 6 eighths, how many more eighths do I need to make one whole?

If I have 3 fifths, how many more fifths do I need to make one whole?

What do you notice about the numerator and denominator when a fraction is equivalent to one whole?





Fractions Greater Than 1

Think about:

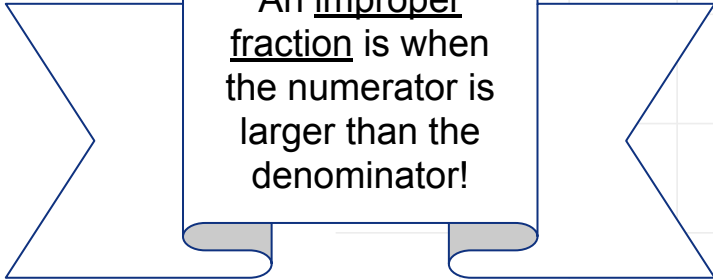
What happens when the numerator is larger than the denominator?



Important Vocab!

This is called an improper fraction!

$$\frac{5}{4}$$



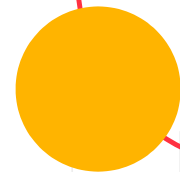
An improper fraction is when the numerator is larger than the denominator!

What could this mean?

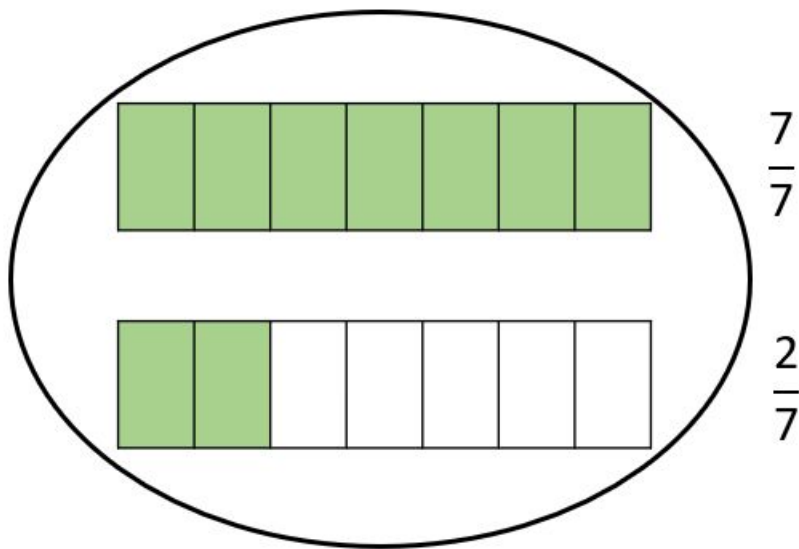


$$\frac{9}{7}$$

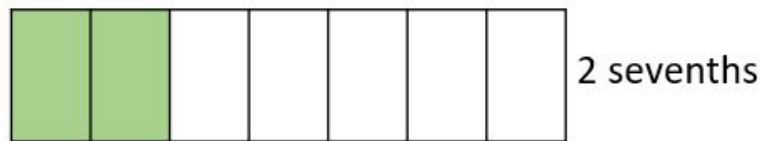
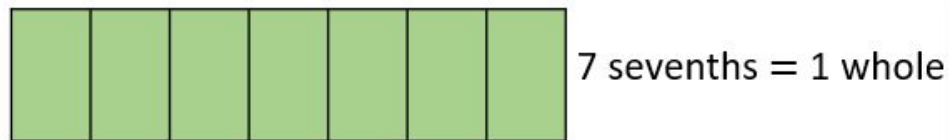
Fractions Greater Than 1



Let's take a closer look at nine sevenths.



There are 9 sevenths altogether.



There are 9 sevenths altogether.

9 sevenths = 1 whole + 2 sevenths

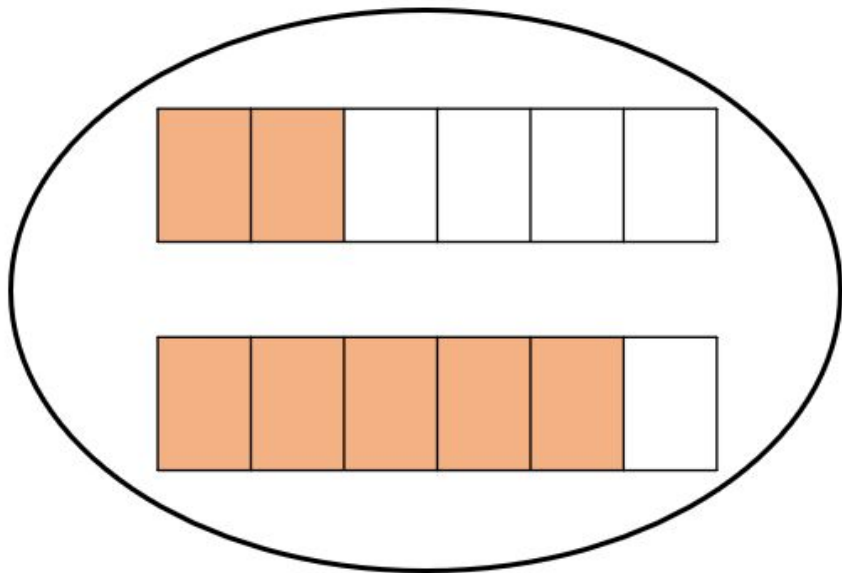
$$1\frac{2}{7}$$



$$\frac{7}{6}$$

Fractions Greater Than 1

Let's try another - seven sixths



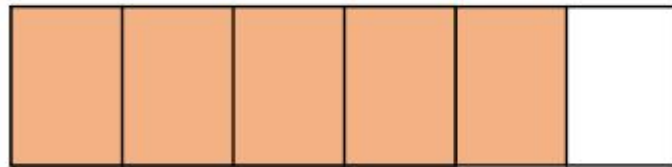
There are 7 sixths altogether.

$$\frac{2}{6}$$



1 whole

$$\frac{5}{6}$$

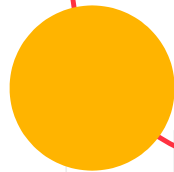


1 sixth

There are 7 sixths altogether.

7 sixths = 1 whole + 1 sixth

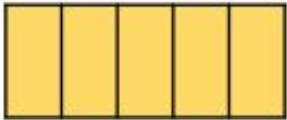
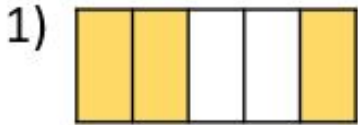
$$1\frac{1}{6}$$



Fractions Greater Than 1

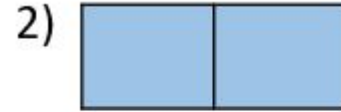
Your turn!

Fill in the gaps.



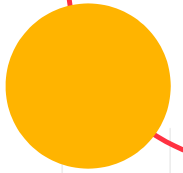
There are ____ fifths altogether.

____ fifths = ____ wholes + ____ fifth.



There are ____ halves altogether.

____ halves = ____ whole + ____ half.





Fractions Greater Than 1

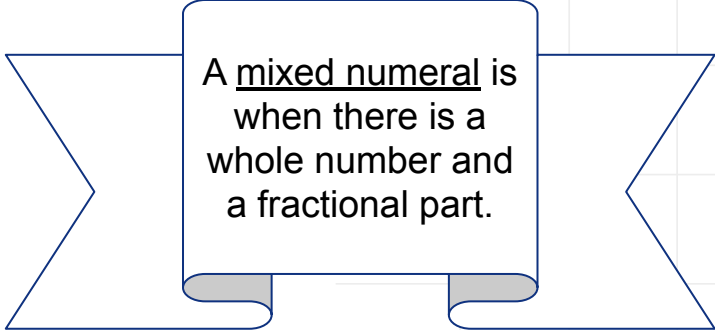
So, improper fractions can be converted (changed) to look like this!



Important Vocab!

This is called a mixed numeral!

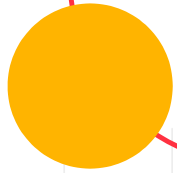
$$1 \frac{1}{6}$$



A mixed numeral is when there is a whole number and a fractional part.



Fractions Greater Than 1



So, if I'm asked to change an improper fraction to a mixed numeral, I can use diagrams to help me.

$$\frac{10}{6}$$

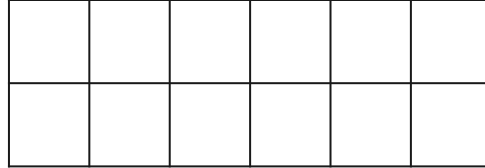
First step!

I need to draw some fraction bars.

How many parts does each bar need to be broken into?

(I look at the denominator to help me answer this)

Six!



This represents sixths accurately. Sometimes, I might need to draw more fraction bars. It just depends on how many I need to color in!

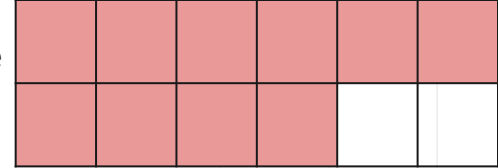
Second step!

I need to color the right amount of parts in.

How many parts do I need to color in?

(I look at the numerator to help me answer this)

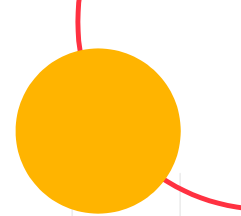
Ten!



These fraction bars now accurately represent ten sixths. Go to the next slide to see what we do next!

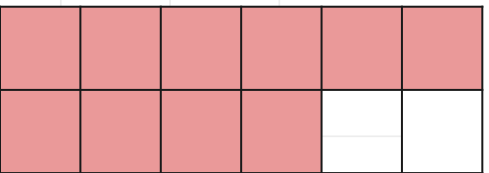


$$\frac{10}{6}$$



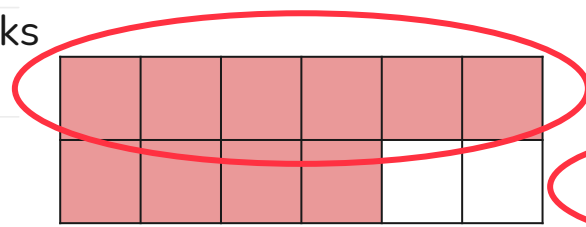
Fractions Greater Than 1

So, if I'm asked to change an improper fraction to a mixed numeral, I can use diagrams to help me.



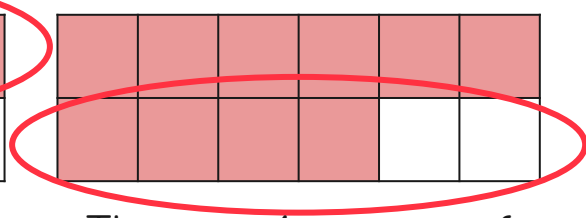
Here's what my diagram now looks like.

Third step!
Count how many **whole** fraction bars are coloured in.



There is 1 whole coloured in.

Fourth step!
Determine the fraction that is left over.

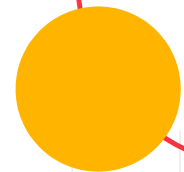


There are 4 parts out of 6 possible coloured in.

Fifth step!
Write my mixed numeral.
How many wholes do I have?
How many fractional parts left over?

$$: 1 \frac{4}{6} :$$

Fractions Greater Than 1



Your turn!

Change this improper fraction into a mixed numeral.

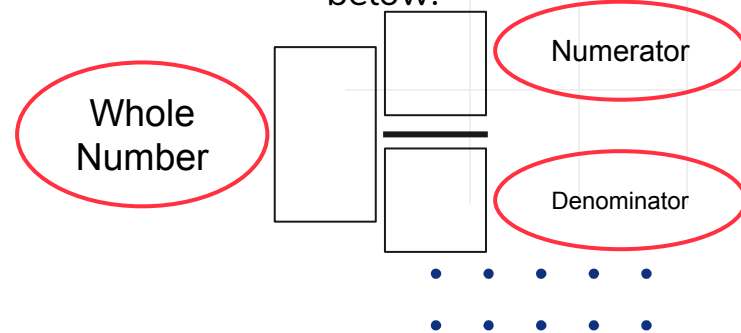
$$\frac{11}{3}$$

I'll help you out and draw the fraction bars - you just need to colour the right amount in!

How many wholes have you coloured in?

What is the fractional part left over?

Use that to create your mixed numeral below!



The next 2 slides are **OPTIONAL!** This is another way to convert improper fractions to mixed numerals.
IGNORE these slides if you are confident using the diagram method - go straight to the activity!

Fractions Greater Than 1

There is another method to use which is more efficient but you need to be confident with your division skills.

Let's take a look!

$$\frac{14}{5}$$

First step!

Think of this as a division:
 $14 \div 5 =$

Second step!

Answer the division being sure to record remainders.
 $14 \div 5 = 2 \text{ r } 4$

Third step!

Convert this answer into a mixed numeral.
 $14 \div 5 = 2 \text{ r } 4$
Whole number = whole number
Remainder = numerator
Denominator stays the same from the improper fraction!

$$2\frac{4}{5}$$

The next 2 slides are **OPTIONAL!** This is another way to convert improper fractions to mixed numerals.
IGNORE these slides if you are confident using the diagram method - go straight to the activity!

Fractions Greater Than 1



Your turn!

Fill in the steps along the way to help!

$$\frac{13}{3}$$

First step!

Think of this as a division:

$$_ \div _ =$$

Second step!

Answer the division being sure to record remainders.

$$_ \div _ = _ r _$$

Third step!

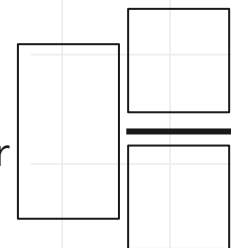
Convert this answer into a mixed numeral.

$$_ \div _ = _ r _$$

Whole number = whole number

Remainder = numerator

Denominator stays the same from the improper fraction!



Yellow/Green and Blue Challenge (complete this and the next two slides).

Then, have a go at problem solving.

Fractions Greater Than 1



Change this improper fraction into a mixed numeral.

I'll help you out and draw the fraction bars -
you just need to colour the right amount in!

How many wholes have you coloured in?

What is the fractional part left over?

Use that to create your mixed numeral
below!

Whole Number		Numerator
		Denominator
	
	

5
3

Yellow/Green and Blue Challenge (complete this and the next two slides).

Then, have a go at problem solving.

Fractions Greater Than 1



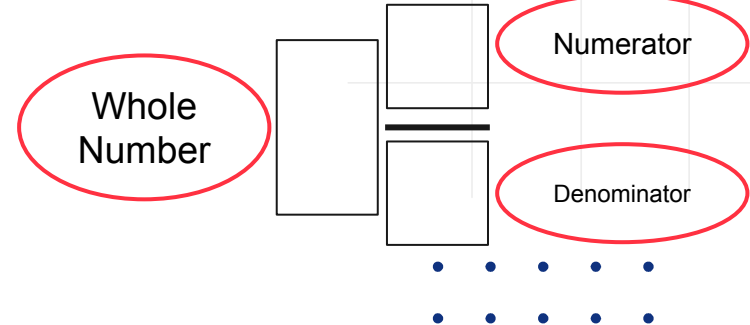
Change this improper fraction into a mixed numeral.

I'll help you out and draw the fraction bars -
you just need to colour the right amount in!

How many wholes have you coloured in?

What is the fractional part left over?

Use that to create your mixed numeral
below!



Yellow/Green and Blue Challenge (complete this and the next two slides).

Then, have a go at problem solving.

Fractions Greater Than 1



Change this improper fraction into a mixed numeral.

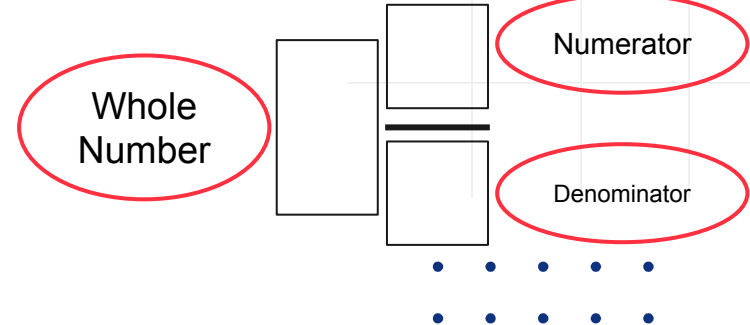
I'll help you out and draw the fraction bars -
you just need to colour the right amount in!

$$\frac{10}{4}$$

How many wholes have you coloured in?

What is the fractional part left over?

Use that to create your mixed numeral
below!



Purple Challenge (complete the questions on this slide). Then, have a go at problem solving.

Fractions Greater Than 1

Use division to convert these improper fraction to mixed numerals.

$$\frac{7}{3} = \boxed{} \frac{\boxed{}}{\boxed{}}$$

$$\frac{15}{4} = \boxed{} \frac{\boxed{}}{\boxed{}}$$

$$\frac{14}{5} = \boxed{} \frac{\boxed{}}{\boxed{}}$$

$$\frac{16}{6} = \boxed{} \frac{\boxed{}}{\boxed{}} \dots$$



Fractions Greater Than 1

Problem Solving!

3 friends share some pizzas. Each pizza is cut into 8 equal slices. Altogether, they eat 25 slices. How many whole pizzas do they eat?



Brain Break - This or That

Highlight which box you would prefer

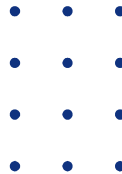
Have a magic carpet	OR	Own personal robot
Eat donuts	OR	Eat chocolate
Fly a kite	OR	Ride a Scooter
Be a famous singer	OR	Be a famous actor
Eat a raw potato	OR	Eat a whole lime
Live on the moon	OR	Live on Mars
Be invisible	OR	Able to fly
Have a pet dinosaur	OR	Have a pet dragon
Have butterfly wings	OR	Have a horse tail

Brain Break - Common Phrases

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

Another 1	T
VA DERS	NO / SE
GIVE GET GIVE GET GIVE GET GIVE GET	T O U C H

CAPA

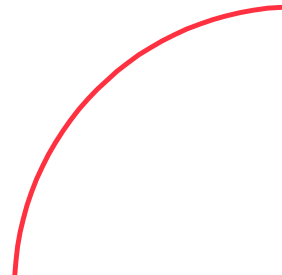


Learning Intention

Create a portrait of your Father
or your
Very Important Person VIP
(could be an uncle, pop,
stepdad)

Success Criteria

Use chosen materials (pencils,
crayons etc) to draw a portrait
of your father or very important
person
Create a portrait that resembles
your father/very important
person



Father's Day Portrait

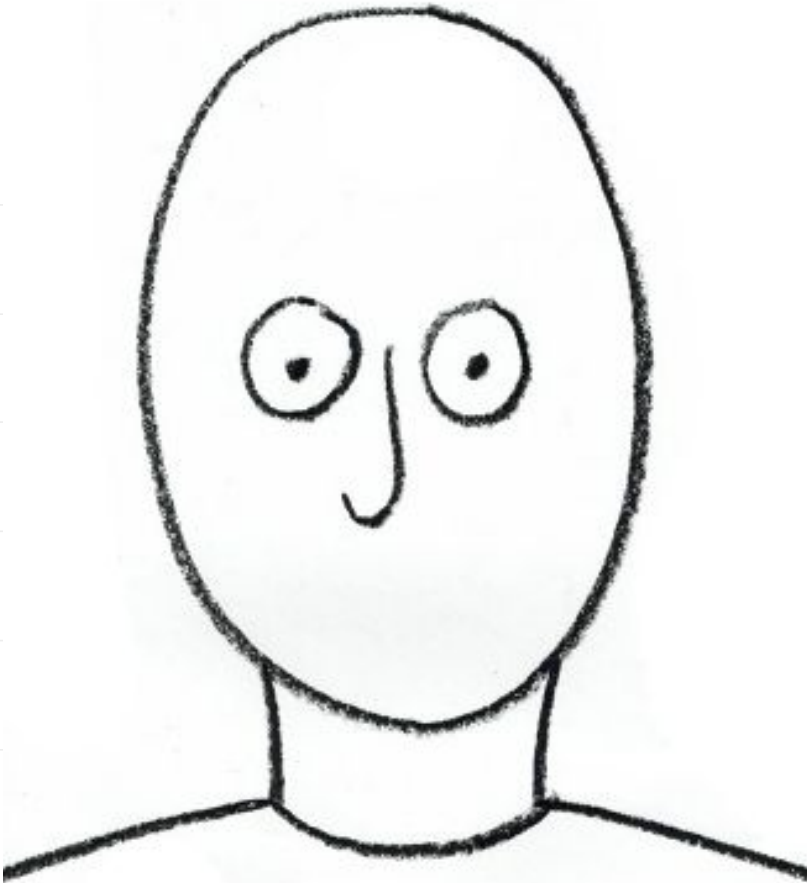
Very Important Person Portrait



What you will need:

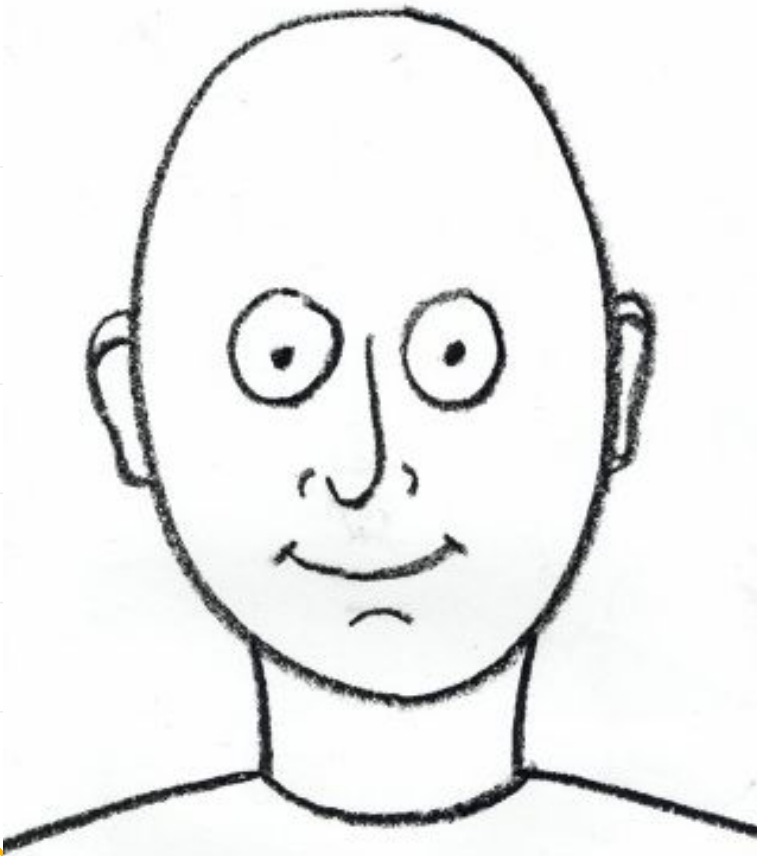
- White paper
- Black oil pastel, crayon, pencil or marker
- Coloured oil pastels, crayons or pencils for decorating
- Tempera disc paints or paint of your choice. For example watercolours or poster paints.
- Stiff bristle brush to use with tempera disc paint
- Water container
- Newspaper or table cover
- Paint shirts or aprons

You may need to improvise with materials
depending what you have at home



Instructions:

- In the middle of the page, draw a large oval shape taking up most of the page.
- Draw a neck and shoulders as shown. Careful with the neck! Don't make it too long, too thin or too thick!
- Now add clothes by drawing a curved line from one side of the neck to the other. Then add short little lines along the bottom of the page for the tops of the arms.
- In the middle of the oval, draw circles and dots for eyes. *Your eyes are in the middle of your face!* Now draw a large letter 'J' for a nose. *The bottom of the nose should finish in the middle between the eyes and chin.*



Instructions:

- Now draw a smile. *The mouth is in the middle between the nose and chin.* Then add some small curved lines on the sides of the nose and a small frown shaped line between the mouth and chin as shown.
- Now add the ears as shown. *Your ears start in line with your eyes and finish in line with the bottom of your nose.*
- Add some eyebrows and eyelids. Be careful not to draw the eyelids too far down the eyes or Dad or your very important person otherwise they will look sleepy!



Instructions:

- Depending on what your dad or very important person looks like, you may need to add some thin wrinkles in places. Press lightly to make thin lines. Then carefully write the word 'DAD' or his name on his T-shirt.
- Think about your person, do they wear glasses or have freckles? You will need to add extras to your person so that they resemble who you are drawing.

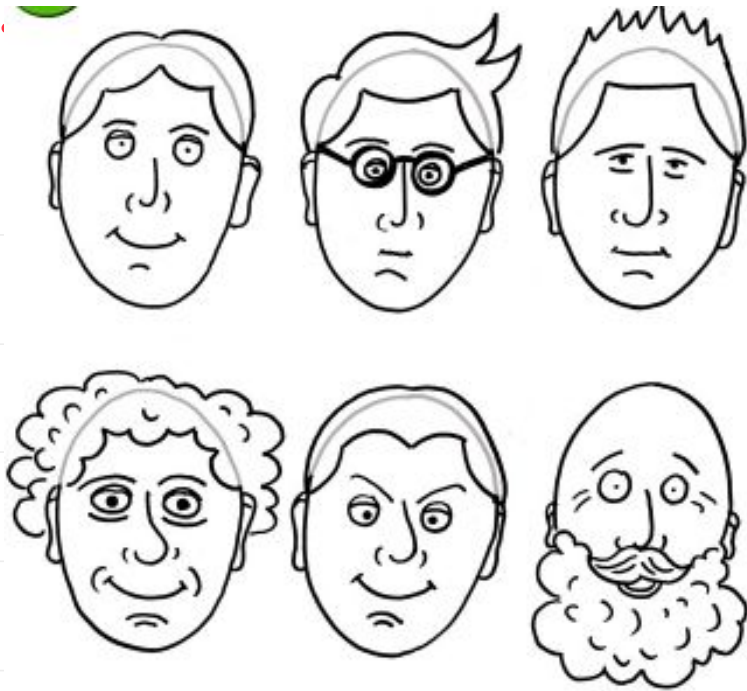




Instructions:

- On the forehead, draw lines to show the shape of the fringe. Leave some space on each side.
- Now draw curved lines down to the side of the head in line with the tops of the ears.
- Now, we need to add hair on top of the head. How you draw this all depends on the shape of your Very Important Person or Dad's hair.





Instructions:

- To help draw the hair, In your mind picture what his hair looks like. Or you could just look at a photo! Think carefully about what shape his fringe is and what shape his hair makes on top of his head. *We don't draw hair with lots of lines, we draw hair with shapes.*
- The hardest part of this lesson is drawing the hair. Look at yourself in the mirror and think about what shape your fringe and the top of your head makes. Try not to think of drawing hair as lines of hair. We draw hair using shapes.

What hairstyle does your Dad have?

What does his fringe look like?

What does it look like on top of his head?



Instructions:

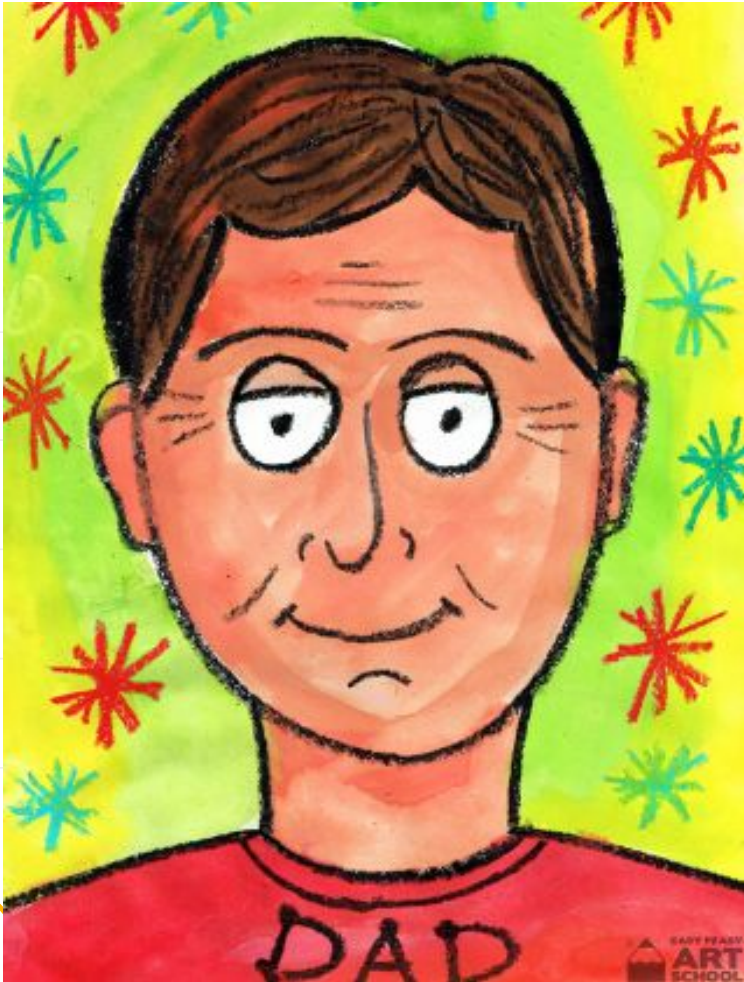
- Now add some lines inside of the hair shape to add interest and also to hide the line we drew when drawing the head. You can also add decoration to the background. Use coloured oil pastels to draw starbursts, stars or love hearts.



Instructions:

- Now begin painting your portrait using the paint. You may need to think about how you can make the colours needed for your Very Important Person or Dad's skin and hair colour.

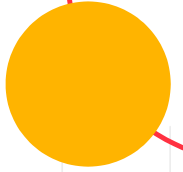




Finished Product

Your artwork is now complete.

Do not forget to hide this artwork until Sunday
5th September for Father's Day

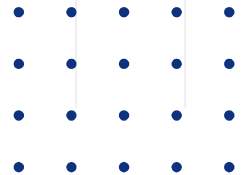
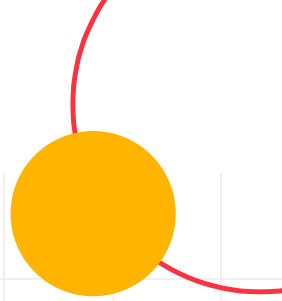




31/8/21

Terrific Tuesday!

Tuesday	
<input type="checkbox"/>	Sentence a Day
<input type="checkbox"/>	Spelling
<input type="checkbox"/>	Reading
<input type="checkbox"/>	Writing
<input type="checkbox"/>	Maths - Fractions and Decimals
<input type="checkbox"/>	Brain Break
<input type="checkbox"/>	Integrated Unit



Sentence a Day

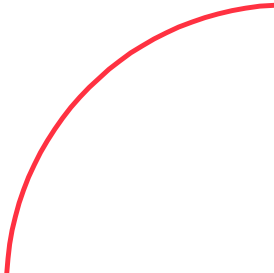


Learning Intention

I can maintain a consistent tense in my writing

Success Criteria

- I know the different tenses when writing.
- I can identify verbs in different tenses.
- I can use a consistent tense when writing.



Sentence a Day

Change these sentences to present tense.
Remember, the verb helps you with tense!

Original sentence

Sentence written in present tense

Ellie will walk her dog around the park.

Brad took a photo of the Sydney Opera House.



Spelling

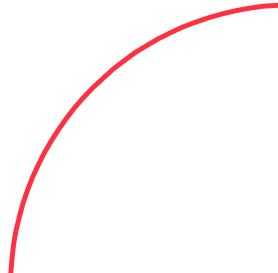


Learning Intention

- To create various activities using the spelling rule of focus.

Success Criteria

- I can complete various word work activities using my knowledge of the 'tion' suffix.
- I can spell words using the 'tion' suffix.



Spelling Focus 1

Our first spelling focus for the week is the 'zhun' sound, which is written using 'tion'. Here are some words that have contain 'tion'.

action, fiction, fraction, emotion, caution,
celebration, position, station, subtraction, question,
information, application, section, condition, solution,
protection, contribution, intention, direction,
population, nation, friction, differentiation, illustration,
construction, prescription, experimentation.

Spelling Activities

Choose 2-3 of the following spelling (word work) activities and complete them in your books or on a piece of paper. Tick off the ones you have chosen.

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

Reading



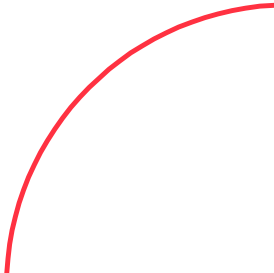
Learning Intention

To identify characteristics/traits of a character.

Success Criteria

I know that a character trait is shown through what a person says or does.

I can find clues in the texts to help support my character traits.





CHARACTER TRAITS



USE CONTEXT CLUES TO DETERMINE WHICH CHARACTER TRAITS COULD FILL IN THE BLANK. THERE MAY BE MORE THAN ONE. *WRITE YOUR CHARACTER TRAITS INTO THE BOXES BELOW.*

CHARACTER #1

People always thought Rebecca would be a great detective because she was so _____. She was always reading mystery novels and sneaking around trying to solve any sort of crime or mystery that happened at school or at home. Her dad, on the other hand, didn't think she would make a career out of her sly ways. Instead, he thought that she was up to no good and a mischievous young child!

SNEAKY

LOYAL

GREEDY

SILLY

CHARACTER #2

Sophia was constantly giggling and joking around. Even when she tried to be serious, she couldn't help but continue to be a _____ girl. Whether she was making faces or doing funky dances, Sophia was constantly doing something crazy!

MESSY

UNGRATEFUL

LOVING

SMART

Writing

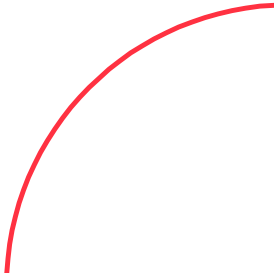


Learning Intention

We are learning about the features of a diary entry and understanding different points of view.

Success Criteria

I understand the structure and language features of diary entries. I see how events can be interpreted from different perspectives.



Here's some examples from yesterday's questions:

Addresses the diary directly ¹	Written in first person ²	Rhetorical questions ³
Describes author's thoughts and feelings ⁴	Inverted commas for direct speech ⁷	Events are described only from the author's perspective ⁸
Includes opinions as well as facts ⁴	Uses informal and chatty language ⁸	
Author explains the reasons for their actions ⁹	Adverbials of time ¹⁰	




Includes date of the diary

Events organised into paragraphs


Written in chronological order

Written in past tense


When we write diary entries, it's important to remember whose perspective / point of view we're writing from.



Dearest Diary, I've never been so frightened in all of my life! I guess at least now I won't have to deliver the food anymore.



Dear Diary, my Little Red got eaten by a wolf. It was so scary! They were delicious cupcakes though...



Wow Diary, what an adventurous day! That silly Little Red lead the wolf to Granny's home.



Dang it, Diary! I was so close this time, I even had her in my tummy before that Woodcutter got in my way!



Have a go! Write on the next slide a diary entry from either the wolf, granny OR the woodcutter.

Use one of the prompts below if you need something to help you start!

Granny: Dear Diary, I was waiting for my Little Red to bring those cupcakes over, when all of a sudden bang!

Wolf: Dear Diary, Today was the day! Or so I thought... turns out being filled with rocks and sewn up was not part of the plan. I barged into Granny's house as planned and scared the living daylights out of her!

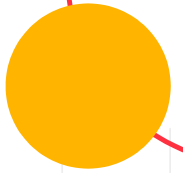
Woodcutter: Dear Diary, Wow what a day! I heard calls for help and ran down to Granny's cottage.





Dear Diary,

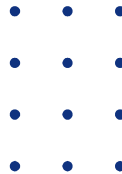
31/08/21



A series of ten horizontal dashed lines spanning the width of the page, intended for writing a diary entry.



Maths

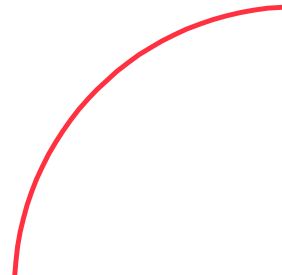


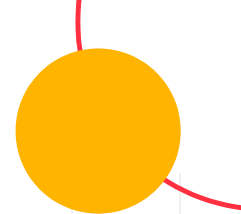
Learning Intention

Count by fractions

Success Criteria

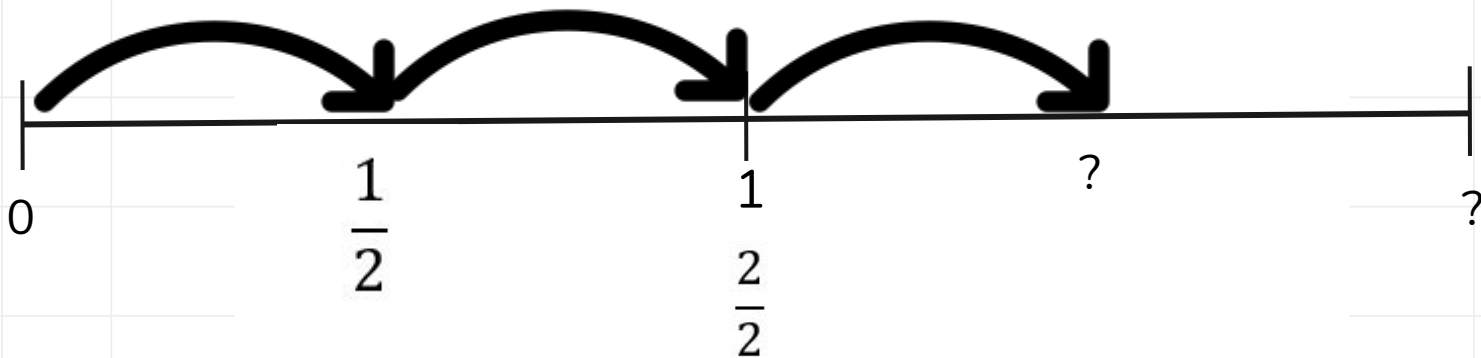
- I can show fractions on a number line
- I can count by fractions between 0 and 1
- I can count by fractions beyond 1
- I can count by mixed numerals





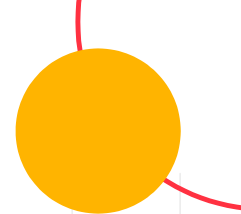
Count by Fractions

In previous fractions lessons this year, we have been trying to understand fractions on a number line.



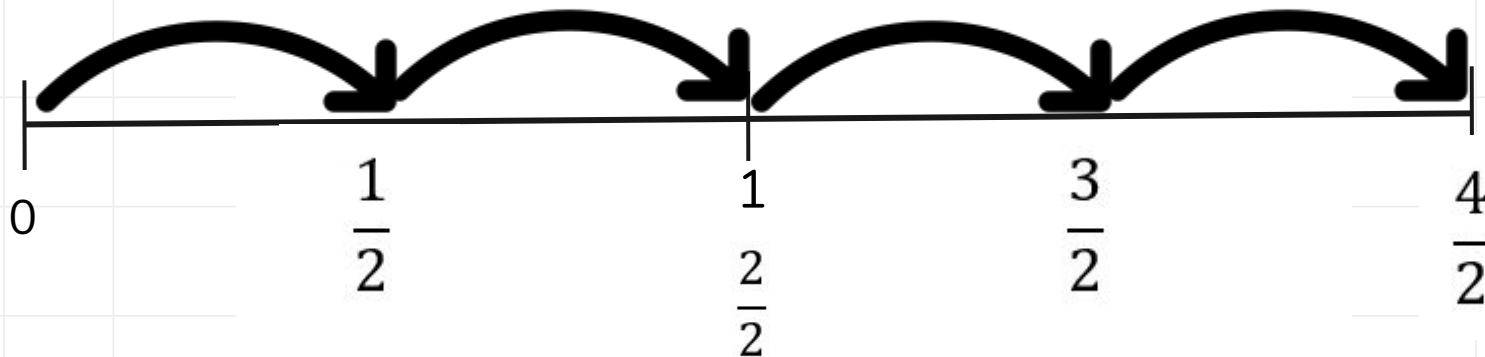
We're getting pretty good at making jumps between 0 and 1, but what happens after 1?
Go to the next slide to find out!





Count by Fractions

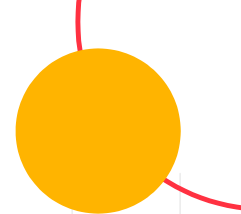
We just keep counting by **halves**!



Now, from yesterday - we know that when the numerator is larger than the denominator, this is called an improper fraction. We can then change this into a mixed numeral.

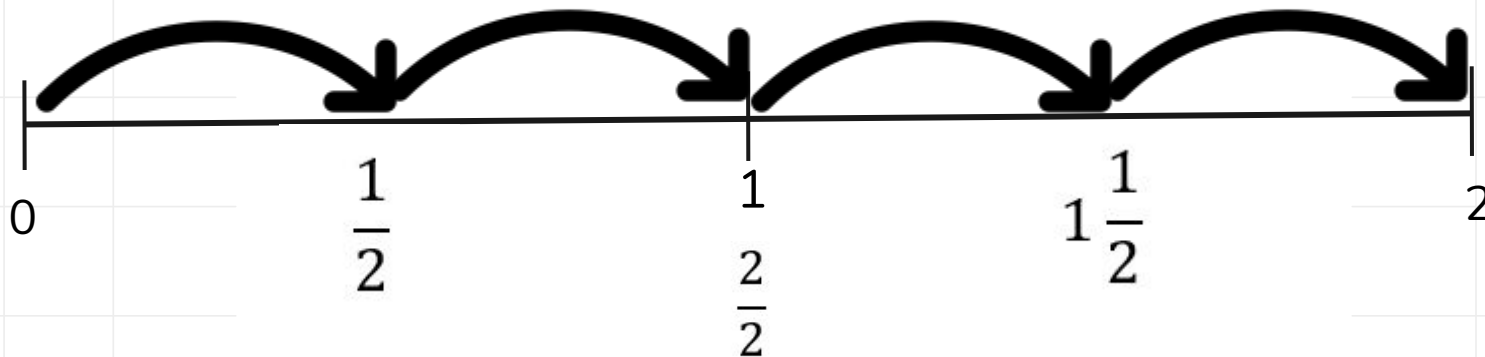
Have a look at the next slide to see what happens!





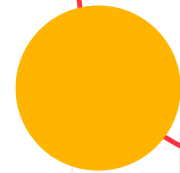
Count by Fractions

When we change the improper fractions to mixed numerals, it looks like this!



Both the number lines we've just completed are correct. They are both counting by halves!
You can leave your answers as improper fractions or change to mixed numerals.

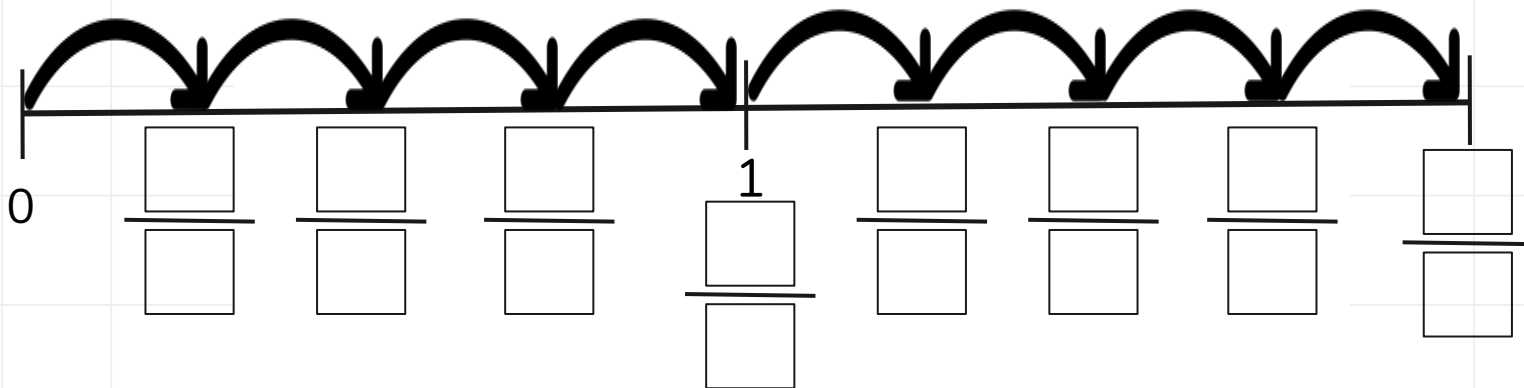




HINT: To determine the denominator, count how many spaces between 0 and 1!

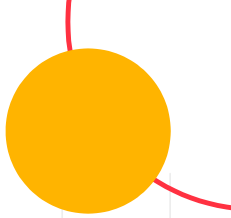
Count by Fractions

You have a go at this one!
Leave your answers as **improper fractions!**



What do you notice about the numerator?
What do you notice about the denominator?



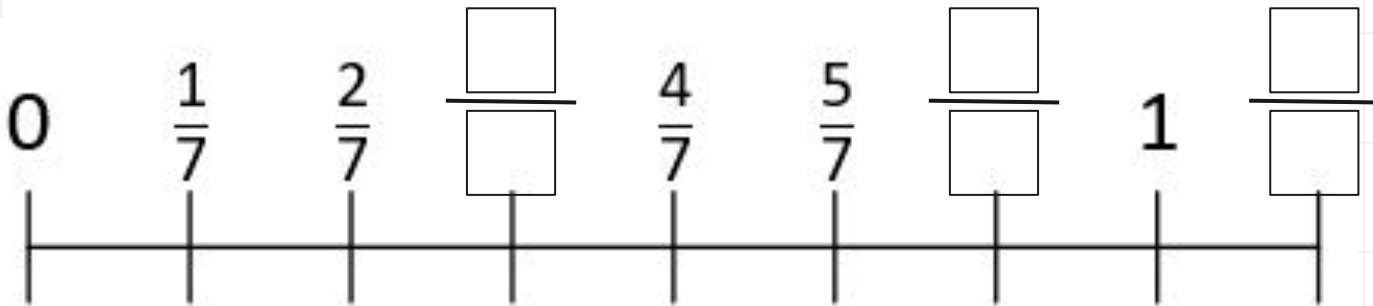


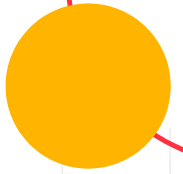
Count by Fractions

Can you figure out the missing fractions by counting in sevenths.

Leave your answers as **improper fractions!**

Look for patterns to help you.



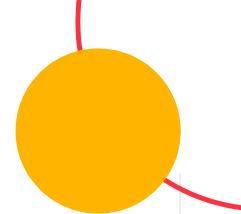


Count by Fractions

Sometimes, you won't have a number line there to help you.
Can you figure out what the next two fractions would be?

$$\frac{12}{7}, \frac{11}{7}, \frac{10}{7}, \frac{\square}{\square}, \frac{\square}{\square}$$

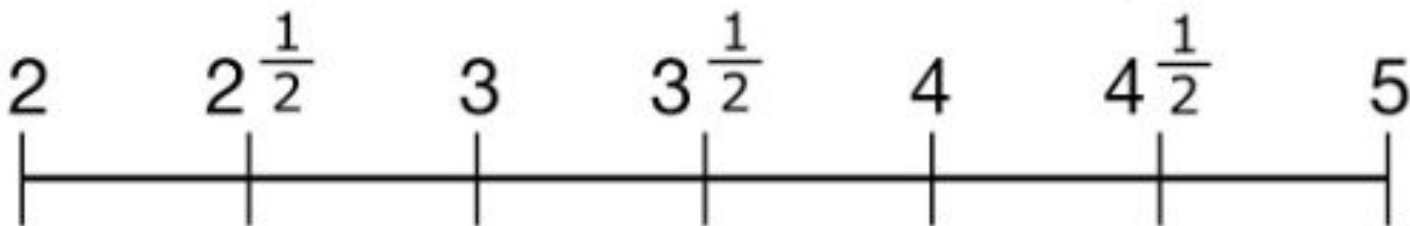


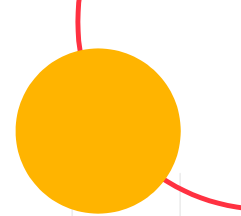


Count by Fractions

We've been doing a lot of counting with improper fractions.
Do you think you could do it now with mixed numerals?

Remember, it's just the same but when you get to 1, 2 or 3, you restart your fractions.
Let's have a look at an example.

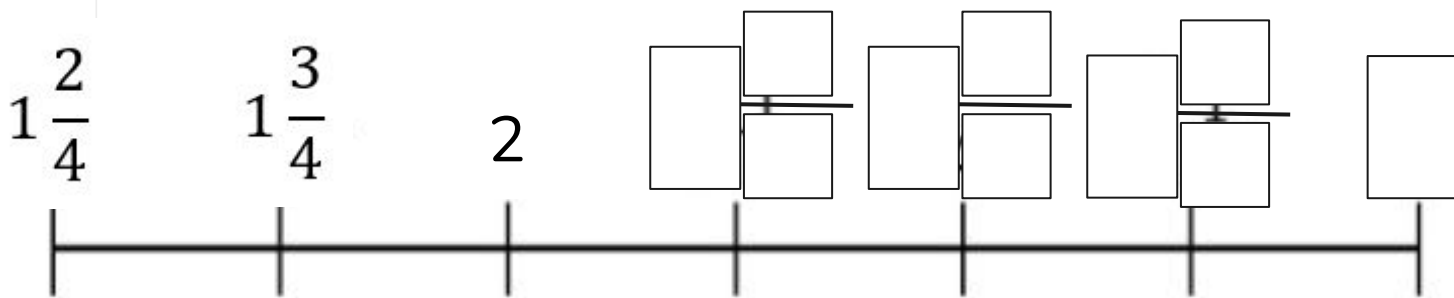




Count by Fractions

Your turn!

Can you continue counting by fractions using mixed numerals?





Count by Fractions

Your turn for some independent practice.

Based on how well you have understood these activities, pick the challenge that is right for you!

Yellow Challenge: Count by fractions between 0 and 1 using a number line.

Green Challenge: Count by fractions beyond 1 using a number line.

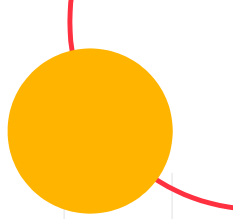
Blue Challenge: Count by fractions beyond 1 (no number line).

Purple Challenge: Count by fractions and mixed numerals forwards and backwards (no number line).



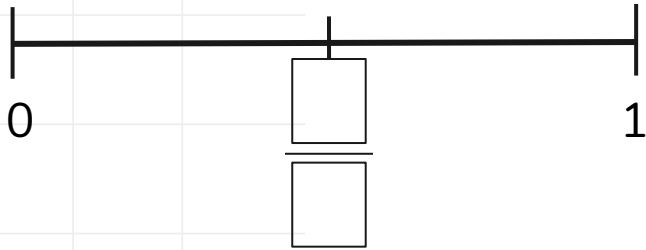


Yellow Challenge: Count by Fractions Between 0 and 1

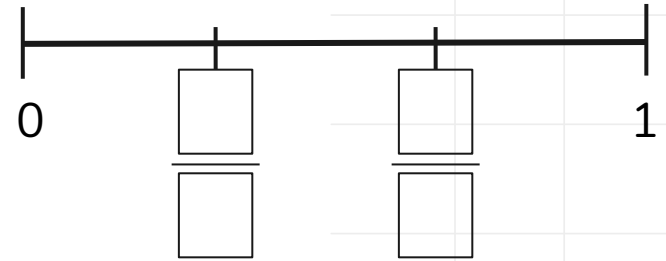


Fill in the missing fractions on the number lines.

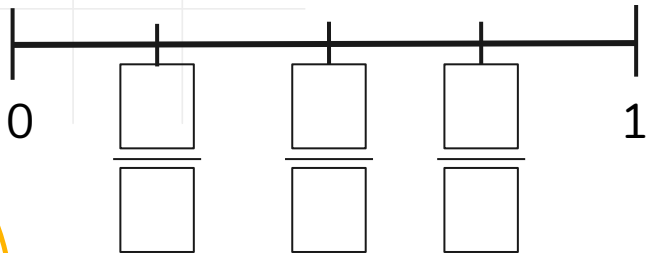
Count by halves



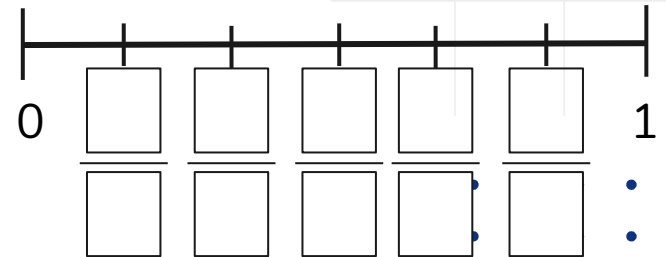
Count by thirds



Count by quarters

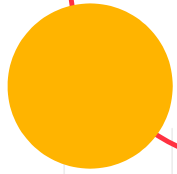


Count by sixths

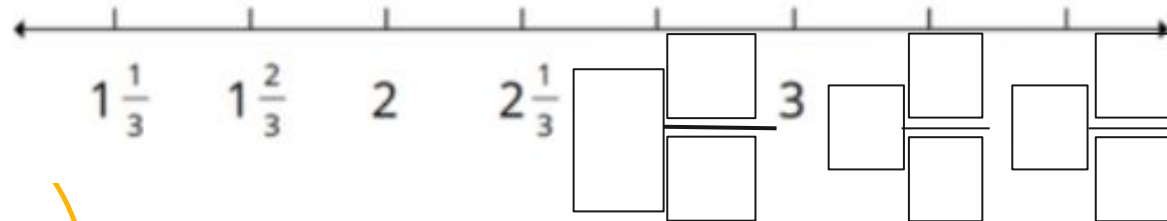
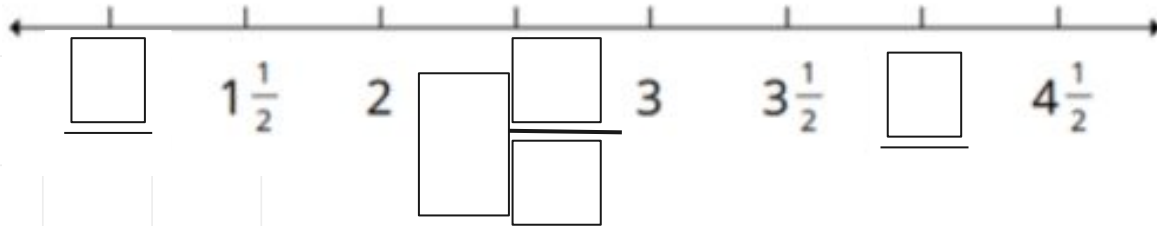




Green Challenge: Count by Fractions Beyond 1

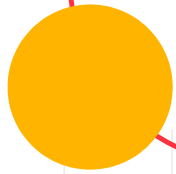


Fill in the missing fractions on the number lines.

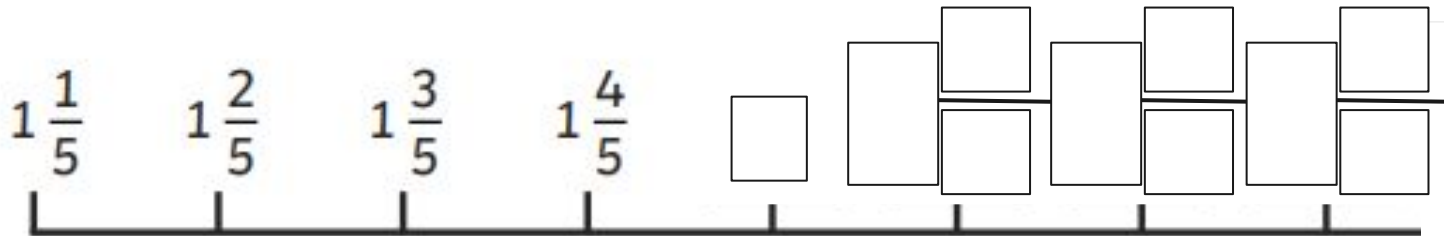
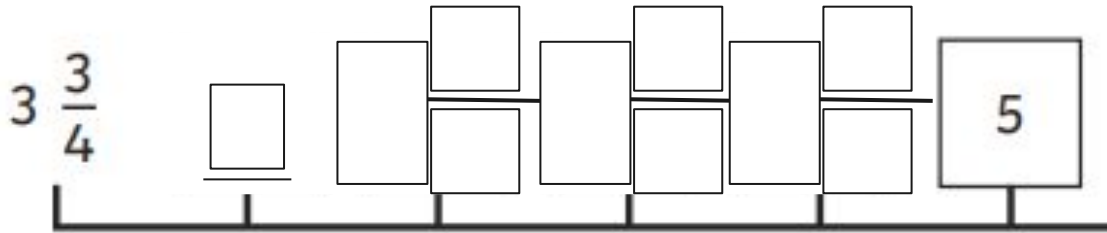




Green Challenge: Count by Fractions Beyond 1



Fill in the missing fractions on the number lines.



Blue Challenge: Count by Fractions Beyond 1



Write the next fractions in the sequence.
Write them as mixed numerals when appropriate.

$$\frac{4}{9}, \frac{5}{9}, \frac{6}{9}, \frac{\square}{\square}, \frac{\square}{\square}, \frac{\square}{\square}$$

$$\frac{2}{5}, \frac{3}{5}, \frac{4}{5}, \square, \square \frac{\square}{\square}, \square \frac{\square}{\square}$$

$$\frac{7}{8}, 1, 1 \frac{1}{8}, \square \frac{\square}{\square}, \square \frac{\square}{\square}, \square \frac{\square}{\square}$$

$$2 \frac{3}{6}, 2 \frac{4}{6}, 2 \frac{5}{6}, \square, \square \frac{\square}{\square}$$





Purple Challenge: Count by Fractions and Mixed Fractions



Write the next fractions in the sequence (you might need to count by mixed fractions as well!).
Write them as mixed numerals when appropriate.

$$2\frac{3}{7}, 2\frac{4}{7}, 2\frac{5}{7}, \boxed{}\frac{\boxed{}}{\boxed{}}, \boxed{}, \boxed{}\frac{\boxed{}}{\boxed{}}$$

$$9, 7\frac{1}{2}, 6, \boxed{}\frac{\boxed{}}{\boxed{}}, \boxed{}, \boxed{}\frac{\boxed{}}{\boxed{}}$$

$$4\frac{3}{4}, 5, 5\frac{1}{4}, \boxed{}\frac{\boxed{}}{\boxed{}}, \boxed{}\frac{\boxed{}}{\boxed{}}, \boxed{}$$

$$1\frac{2}{8}, 2\frac{3}{8}, 3\frac{4}{8}, \boxed{}\frac{\boxed{}}{\boxed{}}, \boxed{}\frac{\boxed{}}{\boxed{}}$$






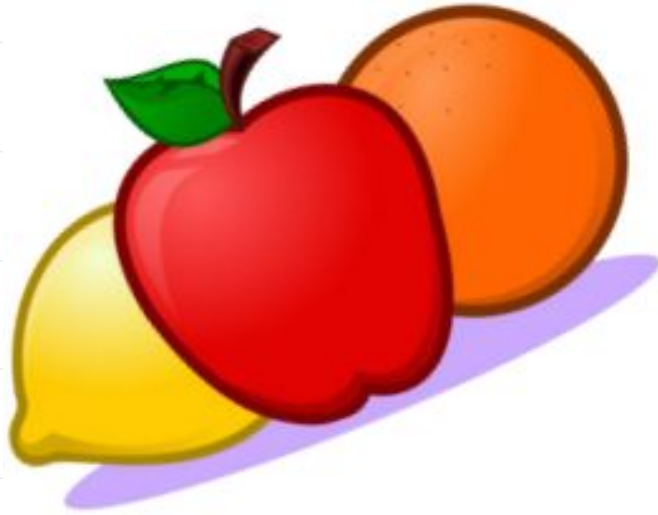
Problem Solving

Here is a number sequence.
Which fraction would come next?
Can you write the fraction in more than one way?

$$\frac{5}{12}, \frac{7}{12}, \frac{10}{12}, \frac{14}{12}, \frac{19}{12}, \text{---}$$

$$\frac{\square}{\square} \text{ OR } \square \frac{\square}{\square}$$


Brain Break



I am a fruit. If you change my first letter to a "d", I'm a window covering. If you take away my first two letters, I am an animal. If you take away my first and my last letters, I am a form of music.
What am I?

Answer

3.

Think Positive Word
Search

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

HAPPY CALM ENERGIZED
ORGANIZED PREPARED

Brain Break

Integrated Unit



Learning Intention

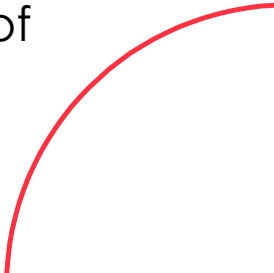
When did agriculture begin in Australia?

How did the colonies evolve over time?

Success Criteria

Define what agriculture means and compare
Aboriginals and Europeans
and their ways of farming

Identify the development of
colonies on a timeline





What is agriculture?

Definition: the science or practice of farming, including cultivation of the soil for the growing of crops and the rearing of animals to provide food, wool, and other products.

Think about what we have previously learnt about Aboriginal farming (sustainable, seasonal, fire-farming etc.) and farming in Britain (crop rotations, climate, social structure). Predict what some of the problems the early settlers may have encountered when starting to farm when they first arrived in Sydney Cove.

Predictions of challenges faced:



Early Struggles



The early months of settlement at Sydney Cove were very hard. At first everyone lived in tents. Trees were cut down and rough buildings constructed. The first buildings to be constructed were a canvas and wood house for Governor Phillip, and a storehouse and hospital. Clay suitable for brickmaking was found at Brickfield Hill, and by July a two storey house had been built as the Governor's residence. Other buildings followed, and the town began to take shape. Soon though, the new arrivals were completely cut off from the rest of the world.

The convict transports and supply ships of the First Fleet had returned to England, leaving just the Sirius and Supply in Sydney Cove. A major setback occurred when early attempts to grow crops failed. The colony faced starvation. In October 1788, the Sirius was sent to South Africa to buy food, while the Supply went to Norfolk Island to establish another penal colony. It was hoped that they would be able to grow crops there, and that with fewer people in Sydney, the food would last a bit longer.

In early 1789 the Sirius returned, bringing much needed food. In the meantime, better land had been found further inland, on the banks of the Parramatta River. A second settlement was established at Rose Hill, near present-day Parramatta. Wheat, corn and vegetables were grown there. However, not enough could be grown to feed everybody.

The early years of settlement in Sydney were very difficult for the British . They had brought with them seed to plant their own crops, and sheep, cattle and pigs to provide meat. They thought it would be a simple job to quickly establish farms to provide food for the young colony. But it was not that simple.

A drought lasting from 1789 to 1793 nearly brought the tiny settlement to its knees. The climate was totally different to anything the European settlers had experienced before. They were used to conditions in England, where rain fell often and was extremely reliable. Attempts to grow wheat, corn, barley and potatoes were hampered by the poor soil and dry conditions, yielding much smaller crops than were achieved in England. The crops did not produce enough to feed the colony.

There were problems with the animals as well. Many of the sheep died, the pigs failed to thrive and the cattle wandered off into the bush. The meagre supplies of food that the settlers had brought with them had to be carefully rationed. The Second Fleet, arriving in June 1790, brought some food; it also brought more mouths to feed, and so rationing continued. The drought reached a peak in 1791 and 1792, and it was only the occasional arrival of supply ships from England that kept the colony from starvation.

Questions

1. In the first few months of the settlement what type of dwellings did everyone live in?

2. Which 2 ships were left in Sydney Cove?

3. Why was the Sirius sent to South Africa?

4. List 2 major setbacks encountered by the new colony.

5. Why do you think Brickfield Hill was given this name?

Early Struggles



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Questions

1. List 3 animals brought by the British on the First Fleet.

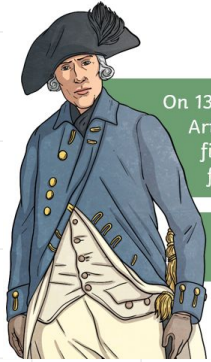
2. How were conditions in England different to those in Australia in the 1700's? _____

3. What kept the colony from starvation? _____

4. The arrival of the Second Fleet in 1790 did not solve the problems. What reasons do you think this was the case? _____

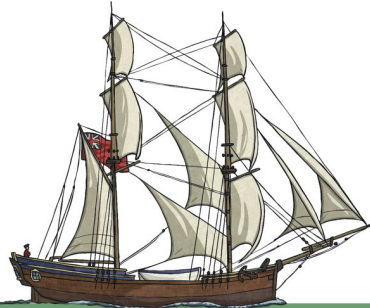
5. What could have been done differently to improve the way things were done? _____

How did the colonies evolve over time?



On 13th May 1787, under the command of Captain Arthur Phillip, the First Fleet set sail in hope of finding land to establish a new penal colony for England.

The First Fleet transported 1530 people, with 736 of them being convicts on 11 ships.



The journey had lasted 252 days and sailed 24,000 kilometres. Forty-eight people died on the journey but no ships were lost at sea.

On the 18th January, 1788, the First Fleet arrived in Botany Bay. 8 days later, the fleet moved quickly to Port Jackson due to not having fresh water and poor soil on the land.



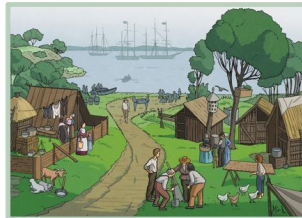
While at Port Jackson, Captain Arthur Phillip established a permanent settlement on January 26, 1788. This became a day celebrated as Foundation Day (later renamed to Australia Day).

A colony was set up and the area was called Sydney after Lord Sydney, Britain's home secretary, who was responsible for the colony.



Why did the British Government set up colonies in Australia after 1800?

The British Government decided to set up additional penal colonies in Australia and they used the prisoners as a source of labour in order to develop the colony. The convicts developed roads, bridges, courthouses and hospitals. They also worked for free settlers.



By 1821, many convicts were freed into society, were given land and positions of trust in every day life.

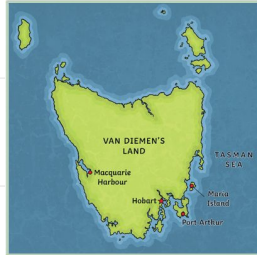
Ships kept arriving with convicts and were scattered throughout different parts of Australia to further develop society.

By the mid 1800s, only 6% of the entire British Colony were convicts. Most of these prisoners were not locked up in gaol, they were working for free settlers and the authorities. Even so, they were often made to do manual labour and suffered cruelties such as leg-irons and lashes from whips.



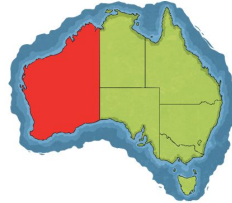
How did the colonies evolve over time?

Transportation to the other British colonies - Van Diemen's Land (Tasmania)



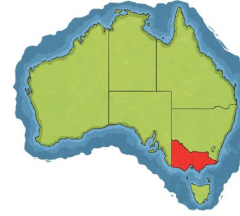
Van Diemen's Land colony was established in 1827 and officially became known as Tasmania in 1856. During 1803–1853, around 75,000 convicts were transported to Tasmania. By 1835, there were over 800 convicts working in chain-gangs at Port Arthur, which operated between 1830 and 1877. Port Arthur was well-known for prisoner torture.

Transportation to the other British colonies - Western Australia



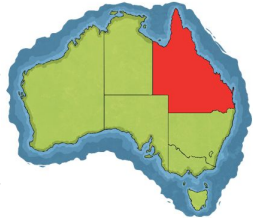
On 2nd May 1829, the Colony of Western Australia (also known as Swan River Colony) was established. The land was declared in the name of the King of England by Captain Fremantle who formally took possession of the land. The British authorised Western Australia to be converted to a penal colony in May 1849. During 1849 – 1868, over 9000 convicts arrived from England. The last convict ship arrived in Western Australia in 1868.

Transportation to the other British colonies - Victoria



The colony of Victoria separated from New South Wales in 1851, called the Port Phillip District. Besides the original convicts sent to Victoria, there were only 1,750 convicts (known as the "Exiles") sent from Britain. They arrived between 1844 and 1849 and were called 'Pentonvillians' as most of them came from Pentonville Probationary Prison in England.

Transportation to the other British colonies - Queensland

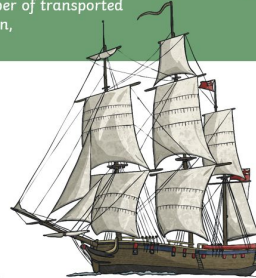


Like Victoria, Queensland separated from New South Wales in 1859. In 1824, the penal colony at Redcliffe was established by Lieutenant John Oxley. It was originally called the Moreton Bay Settlement, but later moved to Brisbane.

'Brisbane Town', as it was known, was mostly inhabited by the convicts of the Moreton Bay Penal Station until it was closed in 1839. Around 2,280 convicts were sent to the settlement in those fifteen years.

End of Transportation

The last of the fleet arrived in 1868 with the last of the convicts arriving in Western Australia. The total number of transported convicts was 162,000 men and women, all transported here on 806 ships.



End of Transportation

Transportation of convicts ended when the population of the colony reached approximately 1 million people.

By 1868, there were enough people to take on work required to build the colony and enough people who needed the work. The colonies were able to be independent, sustain themselves and continue to grow. The convict colony had served their purpose for the British.

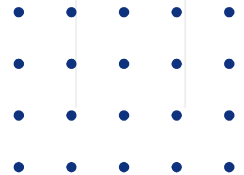
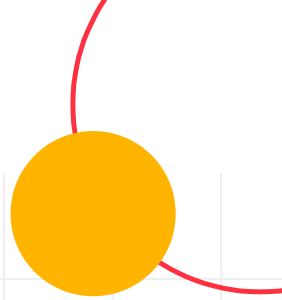




2/9/21

Fantastic Thursday!

Thursday	
<input type="checkbox"/>	Sentence a Day
<input type="checkbox"/>	Spelling
<input type="checkbox"/>	Reading
<input type="checkbox"/>	Writing
<input type="checkbox"/>	Maths - Fractions and Decimals
<input type="checkbox"/>	Integrated Unit
<input type="checkbox"/>	Brain Break
<input type="checkbox"/>	PDHPE



Sentence a Day

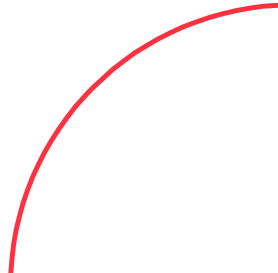


Learning Intention

I can maintain a consistent tense in my writing

Success Criteria

- I know the different tenses when writing.
- I can identify verbs in different tenses.
- I can use a consistent tense when writing.



Sentence a Day

Rewrite the sentence below in **past tense** ↓

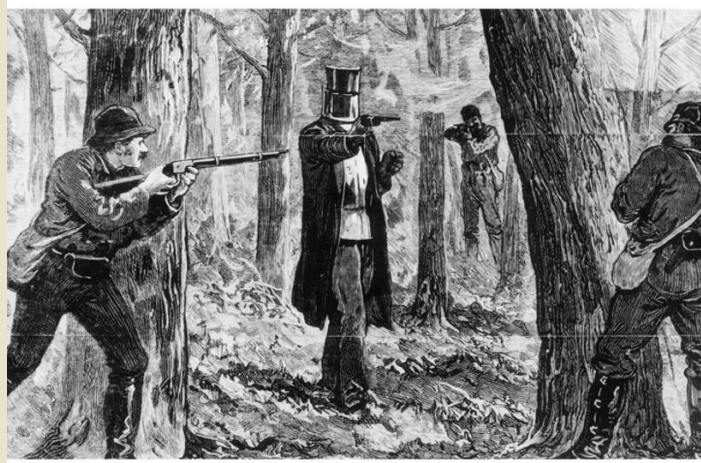
The sun is setting over the Twelve Apostles.

Now, write your own sentence in **present tense** about this picture.



Sentence a Day

Write at least one sentence in past tense about this picture.



Spelling

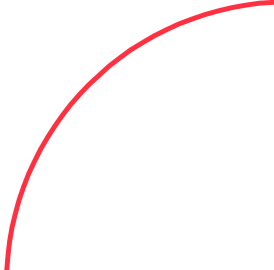


Learning Intention

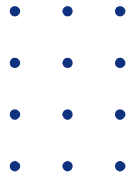
- To create various activities using the spelling rule of focus.

Success Criteria

- I can complete various word work activities using my knowledge of the; change the 'ie' to a 'y' and add 'ing' rule.
- I can spell words using the given rule.



Spelling Focus 2



Our second spelling focus for the week is the following rule;
If a word ends in 'ie', change the 'ie' to 'y' before adding 'ing'
Here are some words that contain this rule.

lying, tying, dying, vying, untying, plying,

Add these 6 words to your spelling list and practise reading and writing them.

FACTSUMO | SPELLING RULE 06

For verbs ending in "-ie", change the "-ie" to "-y" before adding an "-ing" to make it either a present participle or a gerund.



Die → Dying
Lie → Lying
Tie → Tying

Make sure your plants are not **dying!**



Spelling Activities

Choose 2-3 spelling (word work) activities, that you haven't already done this week and complete them in your books or on a piece of paper. Tick off the ones you have chosen.

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

Reading



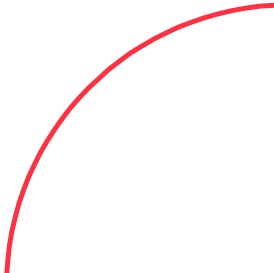
Learning Intention

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- Milky Way Stars



Writing

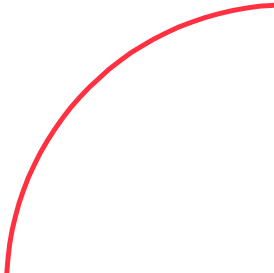


Learning Intention

We are learning to use
effective planning

Success Criteria

I understand the parts of a
story graph. I can use my
senses to make my writing
more interesting



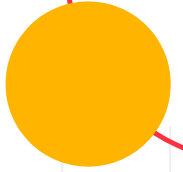
Diary Entries

For all of next week we are going to write our own diary entry!

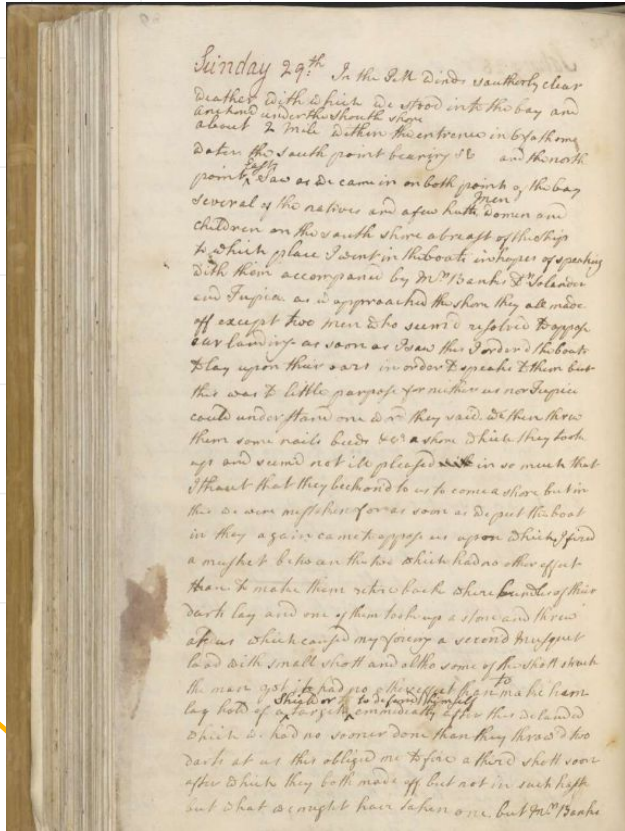
Our diary entries are going to be from the point of view of a world explorer. I want you to imagine you are on a ship, sailing across the sea to discover new lands.

Answer these questions:

What is your explorer name?	
Where are you going?	
What is the name of your ship?	
What is the purpose for your exploration?	
How long are you at sea?	



This is a real diary entry by James Cook when he sailed to Australia on the HMS Endeavour



Sunday 29 April 1770

James Cook wrote about encountering the Aboriginal people for the first time.

The Aboriginal people were not pleased about Cook and his crew trying to come ashore. As Cook's crew approached the shore, the Indigenous people took off except for two men.

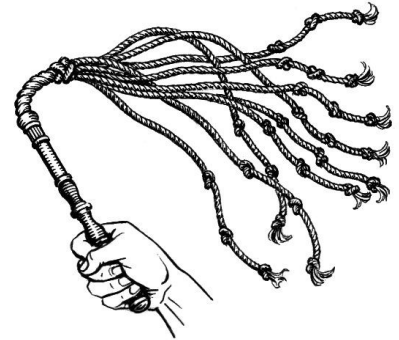
The two men tried to stop the crew from approaching so Cook fired a shot from his musket gun as a warning. He did not hurt the men but wanted to scare them.

The Aboriginal men threw stones at the crew trying to make them leave. Cook fired another shot from his gun making the men retreat and hide.

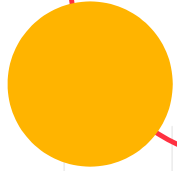


Life for an explorer could be very hard!

- Some voyages lasted years (James Cook's voyage on the Endeavour lasted 3 years!)
- The food was awful
- They had no toilet paper
- Many crewmen became ill and some died
- No baths or showers
- Instead of beds, they all slept in hammocks crammed in a small room
- There were rough seas
- If the crewmen did not work hard enough, they were whipped with a cat-o-nine tails.



What life was like pictures...



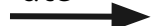
How they slept

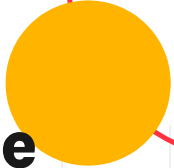



Toilet




What they ate

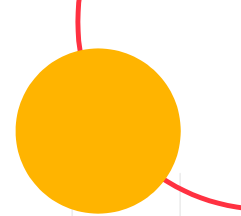




Now explorer! You are on your ship. Tell me how you're feeling through your senses... use as many describing words as you can!

Sight (what can you see?)	Rough seas, sick crewmen and someone getting lashed with a cat-o-nine tails.
Sound (what can you hear?)	
Smell (what can you smell?)	
Taste (what can you taste?)	
Touch (what can you feel?)	
Emotions (how are you feeling?)	





On the next few slides are writing challenges. They are split into ‘Yellow and Green’, and ‘Blue and Purple’. Choose the level you want to challenge yourself at.



This challenge is for Yellow and Green.

For the next week..

You will be writing your own diary entry. On the next slide is a story graph to help you plan your story. Miss Saunders and Miss Mitchell have already done some of it for you!

Today: you need to fill in the backfill section. This section is where you will write:

- Your explorer name
- The name of your ship
- Where you sailed to
- How long you were gone for

After you have completed your backfill -
That is all you have to do for today.



Narrative Story Graph

Title: My exploration diary plan

Sizzling Start

Dear Diary,
Explorer Miss Saunders reporting for duty! Wow! What a week I've had. The queen of England had tasked me with an enormous secret mission!

Exciting Ending

(Action climax)
I made it home diary, the Queen showered me in riches. But what I didn't know was that my life had changed forever...

Character Wrap-up

(Emotional resolution)

I found the land to claim for England! Once we had fixed the ship, we were able to sail onwards for the island of our discovery.

Gradual build-up of tension

Interest level

Backfill

.....
.....
.....
.....
.....

Pebble (Small problem)

The seas were rough and somedays scary to be sailing on. The waves rocked the ship, creaks and groans were all I heard at night.

Rock (Medium problem)

As the months went on, the crewmen got sick and I worried they would not survive. The ship was dirty, there was gross food, and nowhere to sleep!

Boulder

(Main tension scene)

The ship got stuck on the coral, the ocean wasn't deep enough, we must have been getting close to land. We spent 2 months fixing the ship to get out of it.

Blue

Purple

This challenge is for Blue and Purple

For the next week...

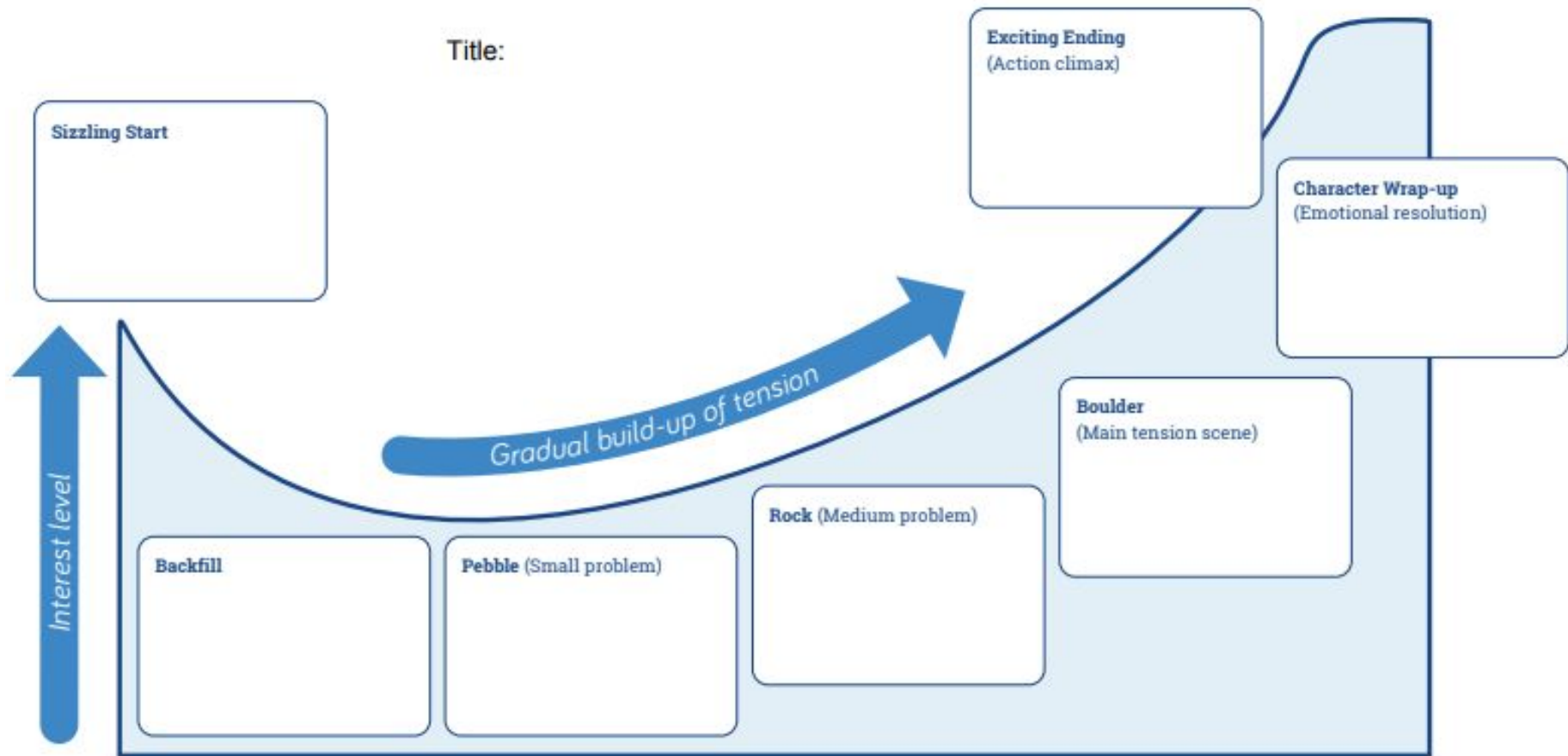
You will be writing your own diary entry. Use the story graph on the next page to complete your planning.

Once you have filled in your story graph -
That is all you have to do for today!

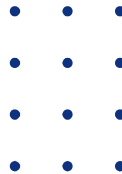


Narrative Story Graph

Title:



Maths

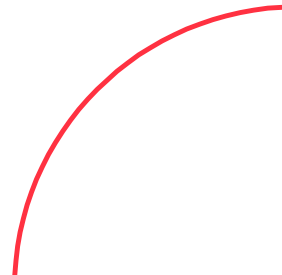


Learning Intention

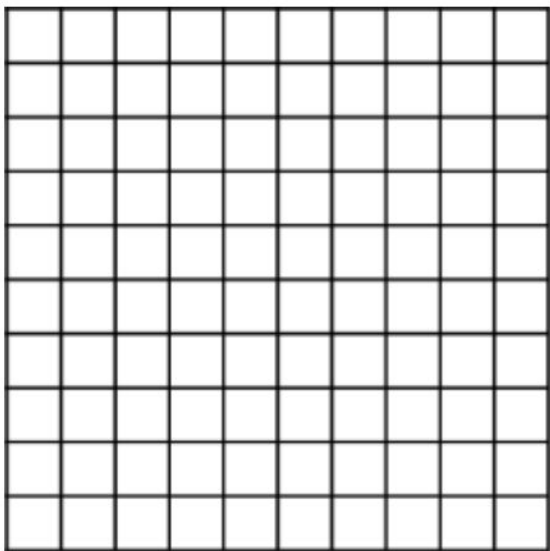
Represent tenths as
decimals

Success Criteria

- I can recognise tenths and hundredths
- I understand decimal place value of tenths
- I can use place value grids to represent and partition decimals
- I can compare and order decimal numbers



Recognise tenths and hundredths



How many individual squares?

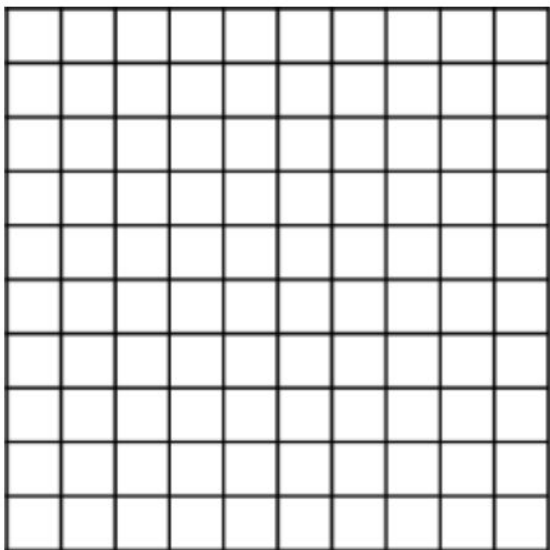
Therefore, if I coloured one square, I
coloured in out of

How could we show this as a fraction?

$$\frac{\boxed{}}{\boxed{}}$$



Recognise tenths and hundredths



How many rows?

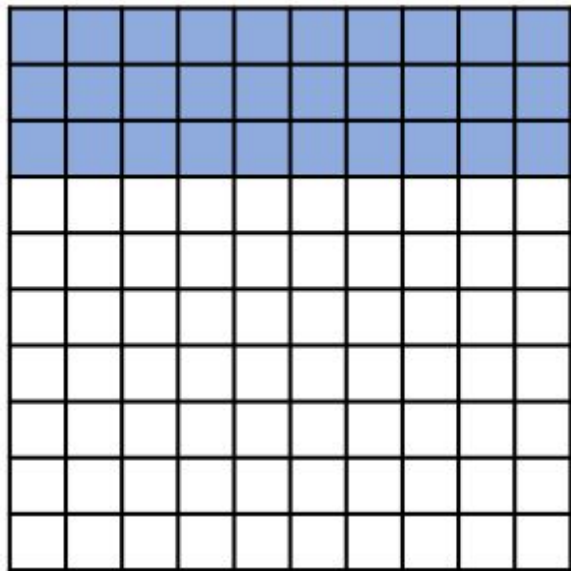
Therefore, if I coloured one row, I
coloured in out of

How could we show this as a fraction?

$$\frac{\boxed{}}{\boxed{}}$$



Recognise tenths and hundredths



How many individual squares are shaded here?

How could we show this as a fraction?

$$\frac{\square}{\square}$$

How many rows are shaded here?

How could we show this as a fraction?

$$\frac{\square}{\square}$$




Recognise tenths and hundredths

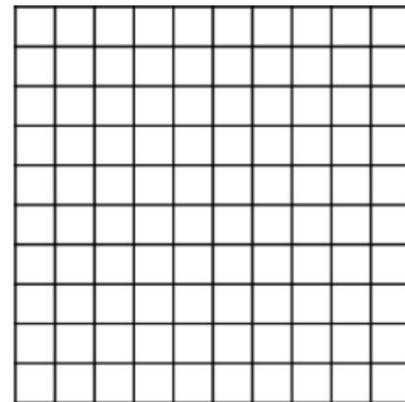
Let's think about a few more:

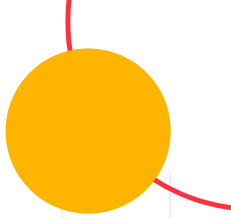
20 squares coloured in would equal **2 tenths** or **20 hundredths**.

40 squares coloured in would equal tenths or hundredths.

70 squares coloured in would equal tenths or hundredths.

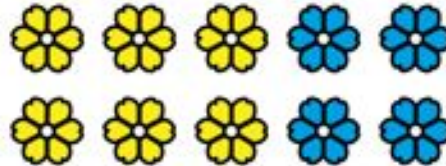
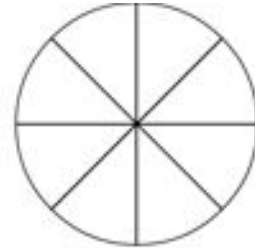
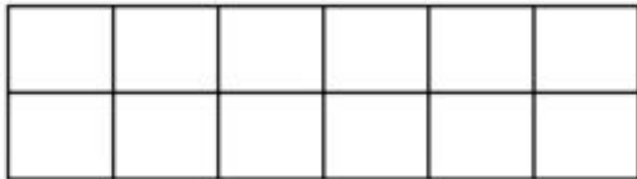
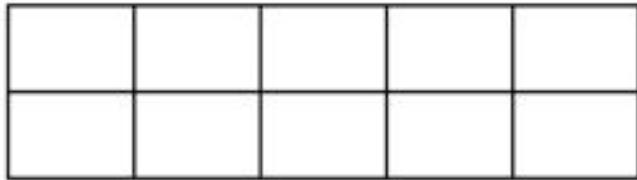
squares coloured in would equal **3 tenths** or hundredths.





Understanding Tenths

Let's focus in on tenths now!
Circle the pictures that represent tenths.

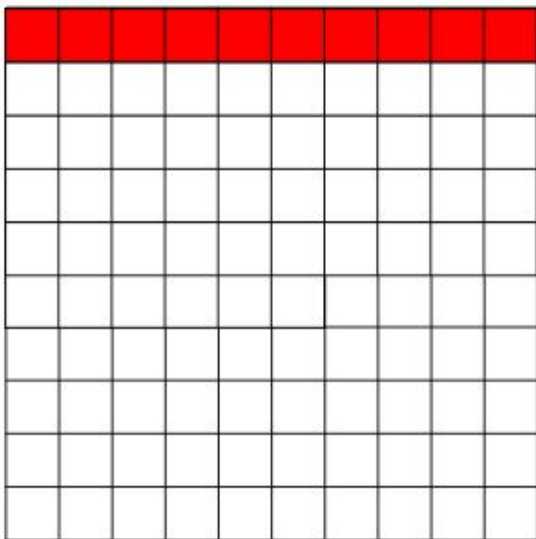




Understanding Tenths

We now know that 1 row of a hundreds square represents 1 tenth as there are 10 rows altogether.

We can represent this as a fraction and in words.

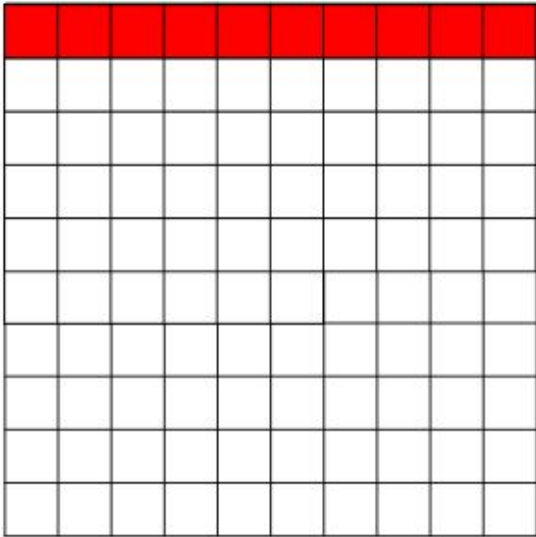


$$= \frac{1}{10} = \text{One tenth}$$

Is there another way we can represent this?

Understanding Tenths

There is!
Decimal numbers!



$$= \frac{1}{10} = \text{One tenth} = \mathbf{0.1}$$

Let's investigate what this means!

Understanding Tenths

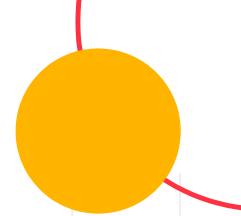
This is a place value grid extended to include tenths.
Tenths are one place to the right of a decimal point.



This is the whole number →

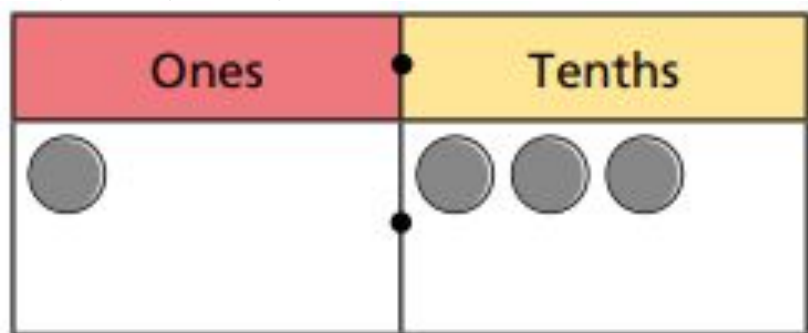
← This is the fractional part



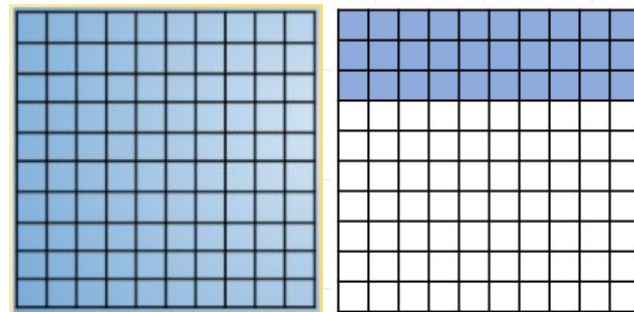


Understanding Tenths

Let's look at what this actually means.



This is saying that one whole hundreds square and three rows (tenths) of the next one is coloured in.



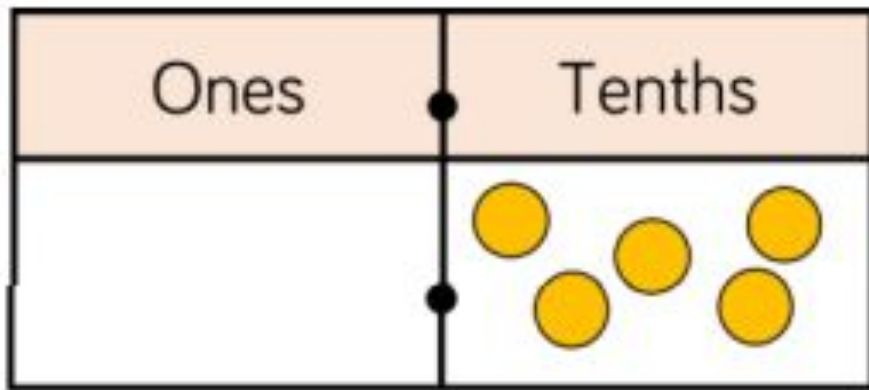
1.3



Understanding Tenths

Your turn!

What decimal does this represent?



This is information for the blue and purple challenge - if you will be completing green or yellow challenge, skip straight to slide 16!

Comparing Decimals



Once we understand what decimal numbers are telling us, we are able to compare and order them.

8.1 1.9

To decide which **decimal is bigger**, look at the **whole number first** (the number to the left of the decimal).

I have **8 or 1**. Therefore, **8.1 is the bigger decimal**. It doesn't matter about the size of the tenths if I can clearly see the difference between the whole numbers.



This is information for the blue and purple challenge - if you will be completing green or yellow challenge, skip straight to slide 16!

Ordering Decimals



I can also order decimals in ascending or descending order.

5.4, 3.2, 6.7, 5.1

Order these decimals in ascending order (smallest to biggest).

First, I line them up vertically.

5.4

Now, I look at the whole numbers.

3.2

I have a decimal number that has 3 a whole number.

6.7

That's going to be first.

5.1

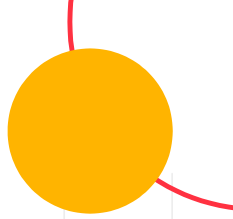
Now, I have 2 decimal numbers with 5 as a whole number.

I have to look at the tenths (4 vs 1) - 1 is smaller so that is next, followed by

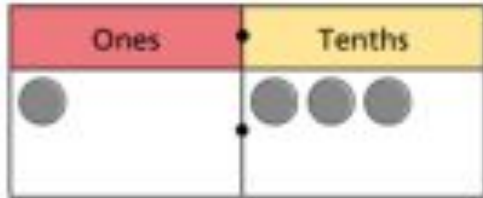
5.4. So now, I only have one number left (6.7) → 3.2, 5.1, 5.4, 6.7



Yellow/Green Challenge: Representing Tenths



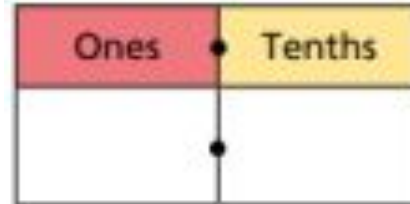
Write the decimal represented in the place value grids.



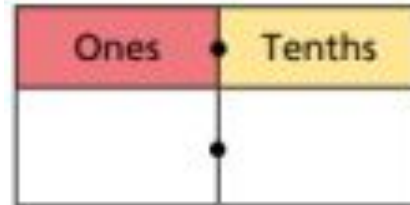
Draw circles in the place value grids to represent the decimal shown.



2.1



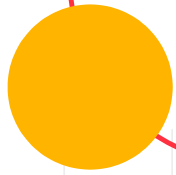
1.2



0.5



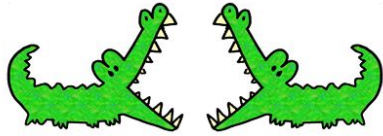
Blue/Purple Challenge: Compare and Order Decimals



Write $<$, $>$ or $=$ to compare the decimals.

Remember, number gator eats which number is greater!

4.1	<input type="text"/>	0.4
6.1	<input type="text"/>	6.3
9.2	<input type="text"/>	9.8
0.5	<input type="text"/>	5.0



Order these decimals in ascending order

7.1, 5.4, 1.7, 5.7

6.2, 0.5, 7.6, 6.7

8.9, 0.9, 0.8, 9.8

Order these decimals in descending order

5.6, 4.3, 3.4, 6.5

21.3, 12.3, 21.9, 12.9

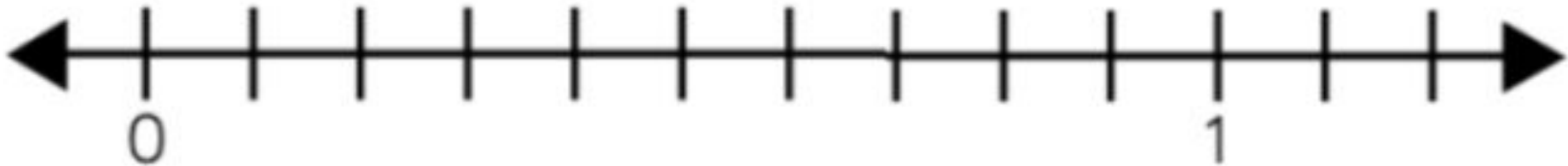
5.2, 51.7, 15.6, 0.5



Problem Solving



Can you place these decimals on a number line?
Write them where you think they belong.



0.5

0.9

1.1



Integrated Unit



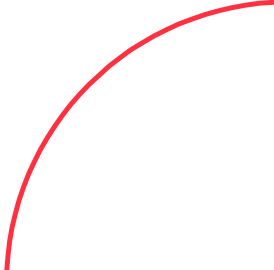
Learning Intention

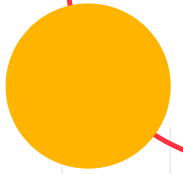
What was the impact of the early British colony on Aboriginal people and what could have been done differently to minimise the conflict and the impact?

Success Criteria

How did conflict arise and what was it over? List reasons why there was conflict between the early settlers and the traditional owners of the land

What could have been done differently to minimise the conflict?





What do you think?

What do you think were some of the reasons for conflict occurring and for some of the consequences?



Conflict and Impact

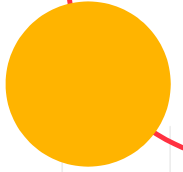
The colonisation of Australia had a devastating impact on Aboriginal and Torres Strait Islander Peoples that had lived on the land for 65,000 years.



Contrary to what European colonisers believed, Aboriginal and Torres Strait Islander Peoples had custodianship of the land, and specific areas that each group belonged to. While boundaries were not marked by fences and modern developments, they were present and recognised by local indigenous communities. Landforms, like rivers and ridgelines marked boundary lines, and the land was important and sacred to each group.

What was the main difference regarding how boundaries were marked?

Why do you think this is so important?



Conflict and Impact

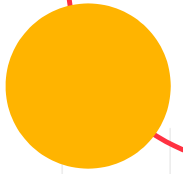
The colonisation of Australia had many impacts for Aboriginal and Torres Strait Islander Peoples.

As the European colonisers set up farmland, they took land away from native animals, of which Aboriginal and Torres Strait Islander Peoples relied upon for food. Colonisers introduced the idea of private property and began preventing Aboriginal and Torres Strait Islander Peoples from accessing sacred lands. Conflict arose when sheep and cattle were hunted and killed.



The European colonisers also brought with them many diseases that had a devastating impact on Aboriginal and Torres Strait Islander communities.

In your own words, what do you think caused so much conflict?



Conflict and Impact

Since the beginning of colonisation, Aboriginal and Torres Strait Islander Peoples resisted the European invasion of their land, communities and cultural practices. As Europeans built colonies, taking away Aboriginal and Torres Strait Islander Peoples rights to land and resources, heavy violence broke out. It is estimated that between 2000 and 5000 colonists were killed in conflicts, while the number of Aboriginal and Torres Strait Islander Peoples killed was so high, that no one knows the actual figures.

Between 1788 and 1900, it is estimated that approximately 90% of the Aboriginal and Torres Strait Islander Peoples population was wiped out due to disease and conflict.



1. Approximately how many colonists are estimated to have been killed?

2. What percentage of Indigenous peoples were estimated to have been killed?

3. What could have been done differently?



A Way of Life Ends

The arrival of the First Fleet at Sydney Cove in January 1788 dramatically changed the way of life of Australia's Indigenous people. Cultures that had developed over tens of thousands of years were altered forever in the space of a few generations.

Some of the Eora people who saw the First Fleet arrive may have also seen Captain Cook's crew land at Botany Bay eighteen years earlier. It would have been an amazing sight as the soldiers and convicts of the First Fleet came ashore in January 1788. The huge ships with sails and the pale-skinned people dressed in strange clothing would have appeared very unusual to the Eora people.

A welcome overstayed

At first, meetings between the two groups were fairly friendly. The Eora were curious about the odd-looking visitors, and the British wanted to prevent fighting. Governor Phillip encouraged the soldiers and convicts to be friendly to the Aboriginal people. In fact the Eora did not expect the visitors to stay long. After all, Captain Cook had only stayed at Botany Bay for a few days. But when the British started cutting down trees to build shelters, the Eora realised that the newcomers were here to stay.



The construction of Sydney dramatically changed the way of life of the Eora people. The combined effects of disease and violence, along with the loss of hunting grounds and sacred sites, had an immediate effect on Eora society.

*A view of Sydney Cove, New South Wales
Artist: Francis Jukes, 1746-1812
Courtesy State Library of NSW*

Immediate effects

Despite the Governor's orders, there was widespread violence against the Eora people. Hunting grounds were taken over by the British, and diseases such as smallpox, tuberculosis, influenza and measles spread quickly, killing many of the Indigenous people. As starvation set in, some Eora tried to gather food from the gardens the British had planted, but this was seen as theft under British law and they were punished.

Other Eora fled, joining the Tharawal to the south, the Dharug to the west and the Darkinjung and Awabakal to the north. But this only spread the diseases further, and those clans also started to be weakened.

1. What were the people who originally lived around Sydney Cove called?

2. Did fighting occur straight away?

3. What do you think caused the fighting to start?

4. What could have been done differently?

The Silent Killer

Within two years of the British arrival at Sydney Cove, about half of the Eora people, on whose land Sydney stands, were dead. Some had been killed by guns, but most had died of disease. Smallpox, tuberculosis, influenza and measles wiped out entire family groups. These diseases were new to the Eora, and they caught them far easier than the Europeans who had grown up with them.

Where did the smallpox come from?

It is uncertain where the smallpox came from. There is no record of smallpox aboard the ships of the First Fleet, and there is evidence that long before 1788, the disease had been brought to northern Australia by Macassan fishermen. The disease may have slowly spread south, and might have happened to break out in the Sydney area about the same time as the British arrived.

While the British might not have brought smallpox to Australia, they did bring other diseases. Tuberculosis, influenza and measles were also responsible for many deaths.

Eyewitness account

Captain Watkin Tench, one of the officers of the First Fleet, kept a journal of his stay in Sydney town. Writing in April 1789, he described the effect of the smallpox epidemic on the Eora people. Here is an extract from the journal.

An extraordinary calamity was now observed among the natives. [We have heard about] bodies of the [Aborigines] in all the coves and inlets of the harbour... On inspection, it appeared that all the parties had died a natural death; [sores], similar to those [caused] by the smallpox, were thickly spread on the bodies...

Whatever might be the cause, the existence of the malady could no longer be doubted. [Information] was brought that a family lay sick in a neighbouring cove. The Governor, attended by Arabanoo [an Aborigine who was friendly with Governor Phillip], and a surgeon, went in a boat immediately to the spot.

Here they found an old man stretched before a few lighted sticks, and a boy of nine or ten years old pouring water on his head, from a shell which he held in his hand: near them lay a female child dead. [Sores] covered the poor boy from head to foot; and the old man was so [ill] that he was with difficulty got into the boat.



1. What caused most of the deaths to the Eora people?

2. Do you think this was intentional? _____
3. Why/Why not? _____

4. Why do you think this occurred? _____

5. Eyewitness accounts and archeological artefacts are called “Primary Sources”. They are seen as very important when trying to put together what happened in the past. Why do you think “Primary Sources” of evidence are so important and useful? _____

Encounter at Manly

In the first months of 1788, the local Aboriginal people of the Sydney region, the Eora, did not suspect that the strange human beings who had arrived in boats that looked like giant birds would stay. As time passed, though, the Eora realised that the British were making no move to leave.

Things came to a head in August 1790. A whale had become stranded on the beach at Manly Cove, near the northern entrance to Port Jackson. Eora people gathered from far and wide to feast on the whale carcass. Bennelong and Colby, two Eora men who had become friends of Governor Arthur Phillip, told a British hunting party about the feast and told them to ask Phillip to come to Manly so he could be given a gift of whale meat.

Phillip headed to Manly in a small boat with some armed marines. When he arrived a large group of Eora was gathered around the whale. Phillip approached the group, accompanied by an unarmed sailor. Bennelong and Colby appeared nervous and reluctant to speak to him, but eventually they introduced Phillip to some of the other Eora, including a man called Willemering.

Willemering was a 'clever man' from the Broken Bay area to the north. His job was to carry out ritual punishments on people who had broken Eora law. It is thought that the Eora had asked Phillip to come to Manly so this could be carried out. The British had broken many Eora laws, including killing Eora people, living on Eora land without permission, taking fish and animals from their hunting grounds, and stealing their weapons, canoes and tools. As the leader of the British, Phillip was the one who had to be punished.

Willemering carried a large spear, unlike any other Phillip had seen before. Not aware of the danger, Phillip approached Willemering and asked to look at the spear. He took his knife from his belt and threw it on the ground in a display of peace. However, Willemering quickly threw the spear at Phillip, piercing his shoulder. Phillip staggered back, and two officers helped him to the boat.

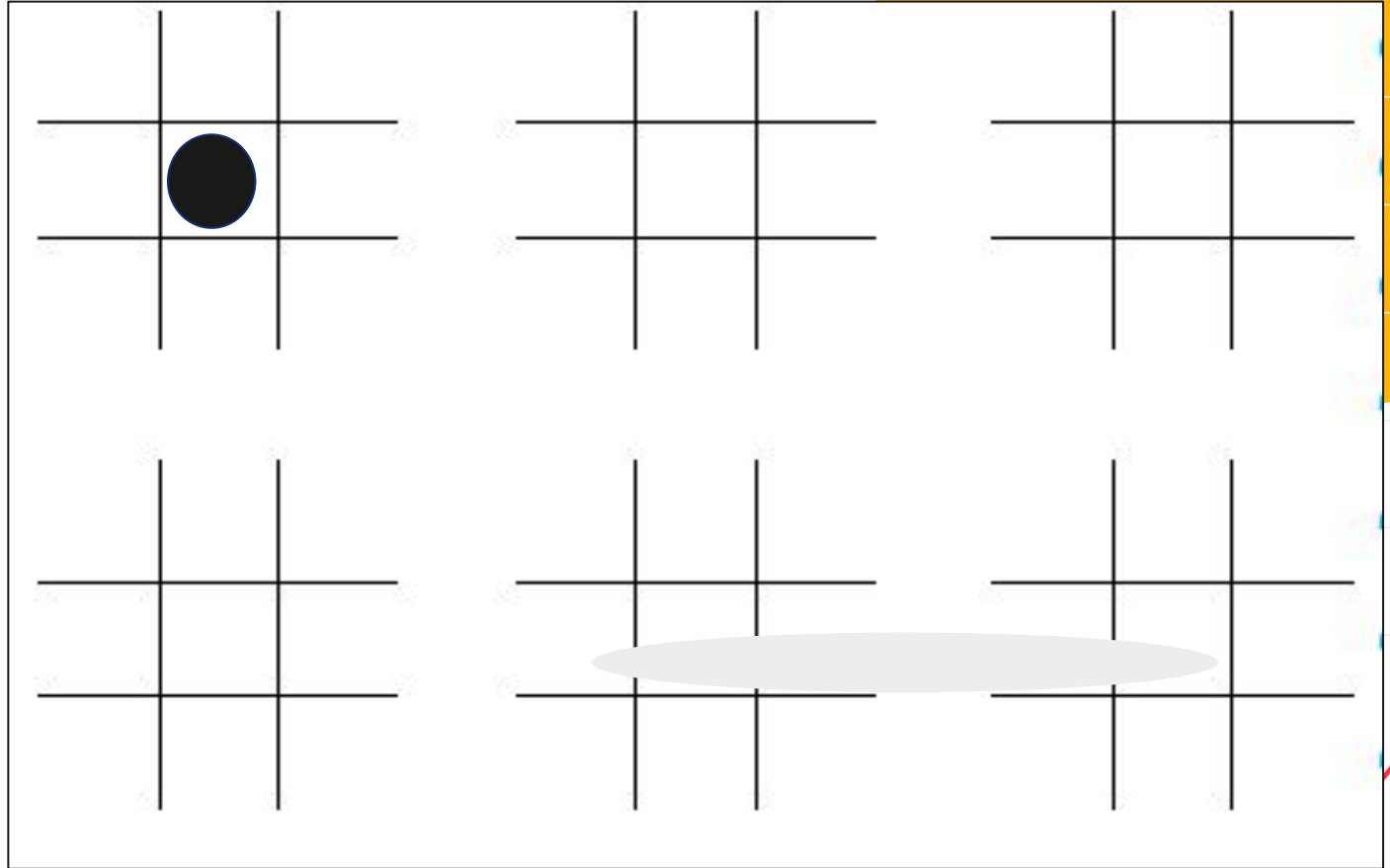


It seems likely that the spearing was not meant to kill Phillip, but was his punishment under Eora law for the crimes the British had committed against the Eora people. However, the punishment did not end the conflict between the two groups, and relations between them were to get far worse over the coming years.

Summary

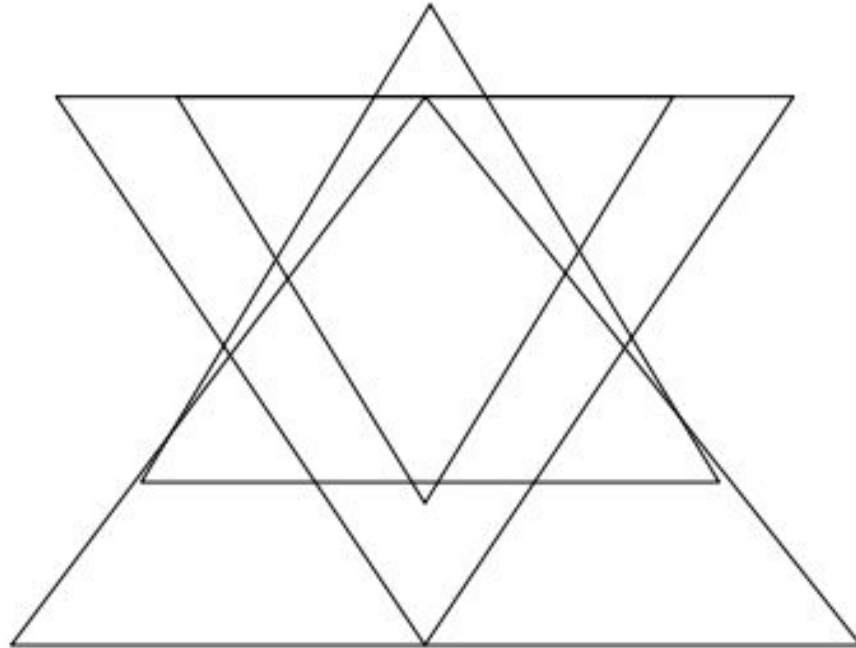
From today's lesson and Tuesday's lesson, write a summary of what you have learnt this week regarding early settlement and how things could have been done differently.

Brain Break



Brain Break

How many triangles can you count below?



PDHPE

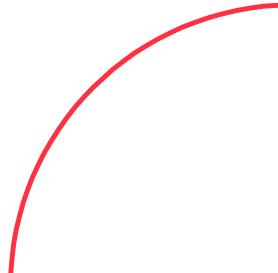


Learning Intention

Consider others feelings when making decisions, and take steps to resolve conflict

Success Criteria

Is able to demonstrate ways to resolve conflict and communicate why it is important

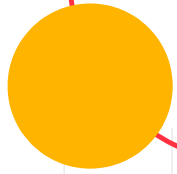




Dealing with Conflict

What is conflict? (Write your own definition in this box)





What is Conflict?

“Conflict is a serious disagreement or argument”

write down words you think of when you hear the word conflict

1.

2.

3.

4.

5.





Dealing with Conflict

Below are some ways that we can respond to conflict fairly. Which response would you use for each of the below statements?

Ways we can deal with conflict:

- Apologise
- Share
- Avoid
- Compromise
- Take turns
- Get help
- Talk about it
- Joke





How do I respond to conflict fairly?

On the previous slide you have been provided with examples of how to deal with conflict fairly.

On the next slide, respond to each statement with one of the examples. For example

Conflict	Response
A year 6 student wants your canteen money	Get Help






Dealing with Conflict



Conflict	Response
You get angry and say something to hurt your friend's feelings	
You and your sister both want the same toy	
You both want to go first on the computer	
Your little brother keeps annoying you	
Your classmates won't let you join them	
You hit someone with a ball in a game of soccer	
You see a Year 5 boy hurt a Year 1 student	



PDHPE

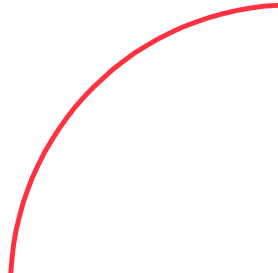


Learning Intention

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

Success Criteria

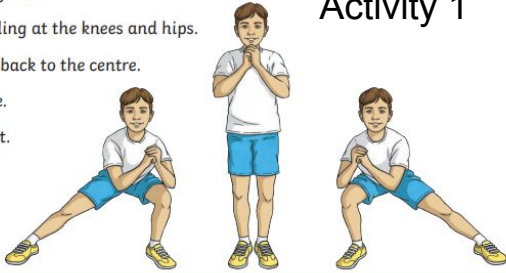
I can use a variety of skills to form a routine.
I can engage in activities which allow me to be active.



Joe Wicks: Active 8-Minute Workout 3

Side Lunges

1. Start with your feet together.
2. Lunge to one side, bending at the knees and hips.
3. Step your lunging foot back to the centre.
4. Lunge to the other side.
5. Keep your back straight.



Joe Wicks: Active 8-Minute Workout 3

Walkouts

1. Start standing tall.
2. Place both hands on the floor and walk them out into a press-up position.
3. Tap each shoulder with the opposite hand one at a time.
4. Walk your hands back and stand up tall.

You can take out the shoulder-taps to make this less challenging.



Joe Wicks: Active 8-Minute Workout 3

Running on the Spot

1. Run as fast as you can on the spot.
2. Remember to pump your arms as you are running.

Try pressing the turbo button for the last 10 seconds.



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

Lateral Squats

1. Start with your feet a bit wider than shoulder-width apart.
2. Squat.
3. Take a step to the right, staying low and squat again.
4. If there's space, repeat this - going the same way a few times.
5. Then squat and step to the left a few times.

Remember to keep low and to have a straight back. This exercise will strengthen your quadriceps.

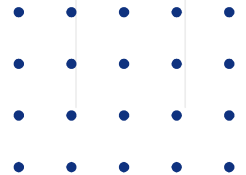
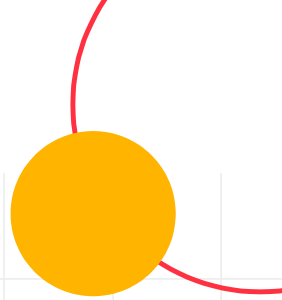




3/9/21

Fabulous Friday!

Friday	
<input type="checkbox"/>	Sentence a Day
<input type="checkbox"/>	Spelling
<input type="checkbox"/>	Reading
<input type="checkbox"/>	Writing
<input type="checkbox"/>	Maths - Fractions and Decimals
<input type="checkbox"/>	Brain Break
<input type="checkbox"/>	STEM - Mrs McPhan



Sentence a Day

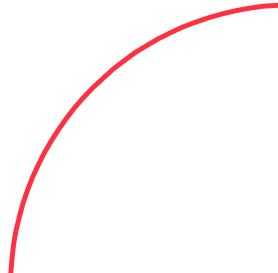


Learning Intention

I can maintain a consistent tense in my writing

Success Criteria

- I know the different tenses when writing.
- I can identify verbs in different tenses.
- I can use a consistent tense when writing.






Sentence a Day

These sentences have used inconsistent tense (different tenses).

Can you write them correctly?

Original Sentence	Correct Sentence
I sit down on my chair and ate ice cream.	
Mum said that we will went to the shops.	
Jamie is ran down the stairs.	



Spelling

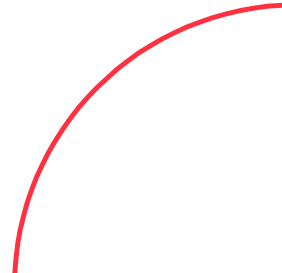


Learning Intention

- To demonstrate an understanding of the rule (when a words ends in 'ie' change to 'y' and add 'ing') within my daily spelling activities.

Success Criteria

- I can accurately organise words into the correct sound group.
- I can show my understanding of base words.



Spelling Focus 2

Our second spelling focus for the week is the following rule;
If a word ends in 'ie', change the 'ie' to 'y' before adding 'ing'
Here are some words that contain this rule.

lying, tying, dying, vying, untying, plying.

Add these 6 words to your spelling list and practise reading and writing them.

FACTSUMO | SPELLING RULE 06

For verbs ending in "-ie", change the "-ie" to "-y" before adding an "-ing" to make it either a present participle or a gerund.



Die → Dying

Lie → Lying

Tie → Tying

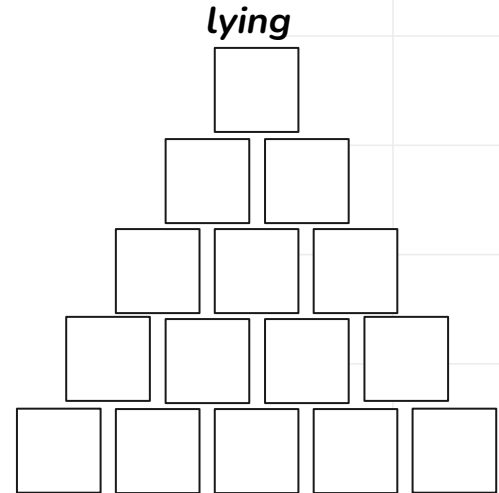
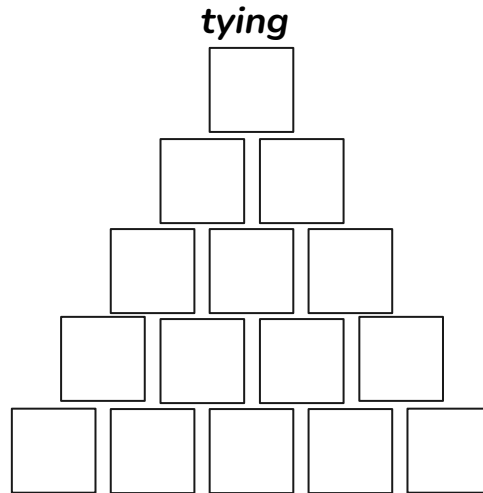
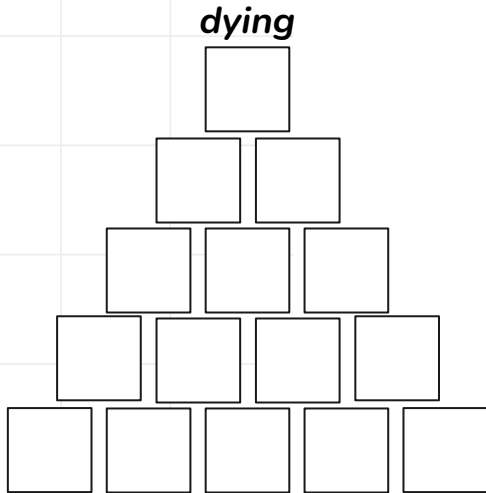
Make sure your plants are not **dying!**



Spelling Activities

1) Write the base words for each of the following; lying, tying, dying, vying, untying and plying.

2) Put each of the words into a word pyramid. Write in the boxes.



3) Get someone in your family to test you on this week's words. Write the words in your exercise book.

Reading

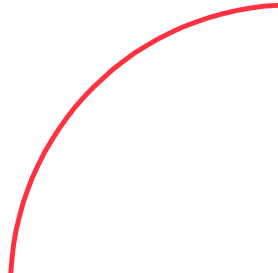


Learning Intention

To locate and interpret directly stated information in texts.

Success Criteria

I can locate specific information.
I can answer literal questions (here questions).
I can answer how, what, who, when, where” types of questions.





Reading- Literal comprehension



Literal comprehension is when we pull facts and details from the text directly written by the author. We can show our understanding of texts we read by summarising and explaining important details and ideas.

Eg. The boats are floating along the lakeshore. It is the summer boat parade. There are motor boats, rowboats and sailboats. Jessica's favourite is the yellow boat with the flat. The rowboat that is decorated with flowers is Lisa's favourite. Tony likes the purple sailboat. The boats float by one at a time.

Questions:

1. Where are the boats floating?
2. What kind of boats are there?
3. What is Lisa's favourite boat?

Answer: The boats are floating along the lakeshore.

Answer: There are motor boats, rowboats and sailing boats in the boat parade.

Answer: Lisa's favourite boat is the rowboat with flowers on it.



On your bike!

It is important to make sure your bike seat is in the correct position.

- ▶ If your bike seat is too low, you will get sore knees.
- ▶ If your bike seat is too high, you will get sore heels.
- ▶ If your bike seat is too far from the handlebars, you will get a sore back.
- ▶ Your bike seat will need to be adjusted as you grow.

You can check whether your bike seat is in the correct position by following this simple guide.

Step 1 Ask a friend to hold your bike for you.
This will stop you falling off when you get to Step 2.

Step 2 Sit on the bike seat and put your feet on the pedals.
Your feet should be flat.

Step 3 Lean forward and hold on to the handlebars.
Your elbows should be slightly bent.

Step 4 Move one of the pedals to its lowest position.
Your knee should bend just a little bit.

Step 5 If everything feels fine, you can go for a ride. But if your bike is not comfortable, adjust your bike seat and try again.

Reading- Literal comprehension

Read the text and answer the questions





Reading- Literal comprehension

Answer these questions after you have read- On your bike

What will happen if your seat is too low?

How can you check whether your bike seat is in the correct position?

Which step tells you out pedals?

What position should elbows be in?

Where should your feet be?



Writing

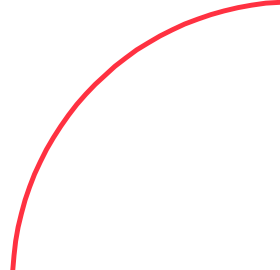


Learning Intention

We are learning to capture our audience's interest with a sizzling start.

Success Criteria

I can use a sizzling start to capture my audience's attention.
I can use backfill to inform the reader about who, what, where and when.



Good morning explorers! Time to start writing your diary entry!

Today you will be writing your introduction paragraph for your diary entry!

Write this in a book or on paper you have at home!

In the next slides it has a sizzling start idea for you if you need help, then add in your back fill that you created yesterday.

In your introduction you should have:

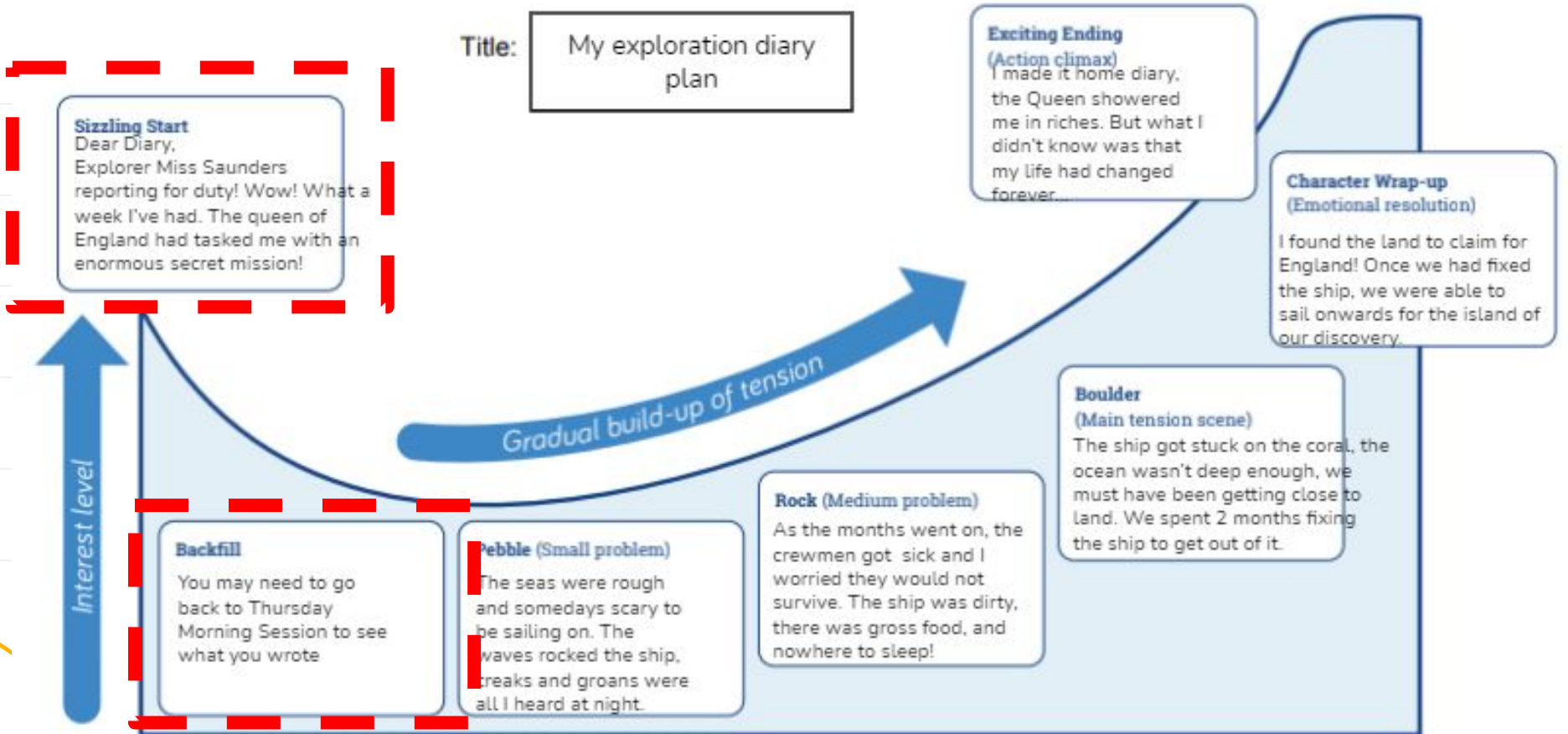
- "Dear Diary" written at the top
- The date your diary was written
- Sizzling start (there is an example on the next slide)
- Your explorer name
- The name of your ship
- Where you are heading on your exploration

This is your backfill that you wrote yesterday!

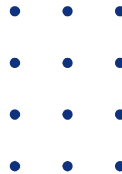


If you completed your own story graph yesterday, use YOUR PLAN to write your sizzling start and backfill!

Narrative Story Graph



Maths

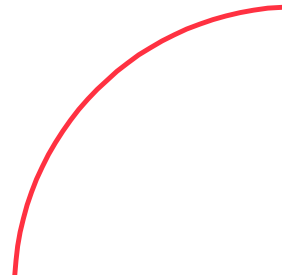


Learning Intention

Represent hundredths
as decimals

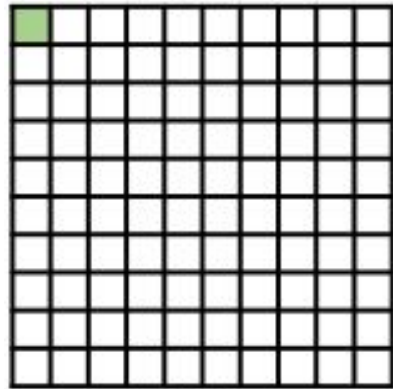
Success Criteria

- I can recognise tenths and hundredths
- I understand decimal place value of hundredths
- I can use place value grids to represent and partition decimals
- I can order decimal numbers

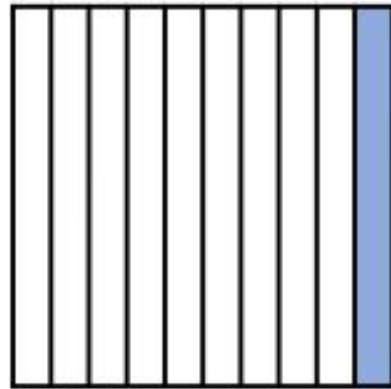


Recognising Tenths and Hundredths

Revision from last lesson: What fractions are represented here?



$$\frac{\square}{\square}$$

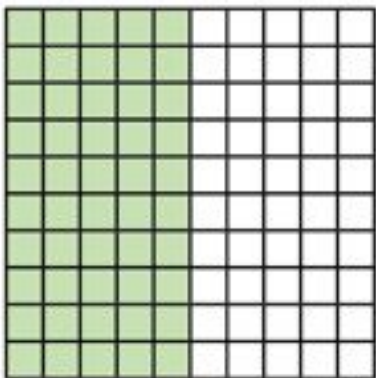


$$\frac{\square}{\square}$$



Recognising Tenths and Hundredths

Amy has coloured part of a hundreds square in.



What fraction is represented?

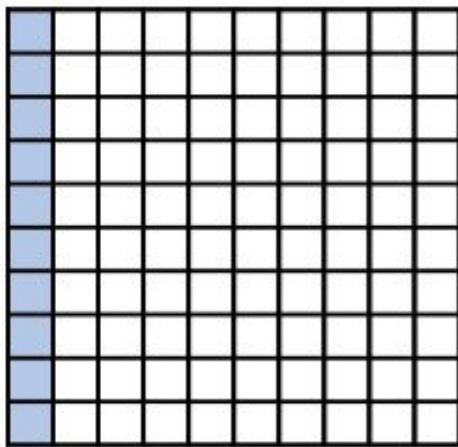
Write this fraction in a different way.

Write the fraction as a decimal.

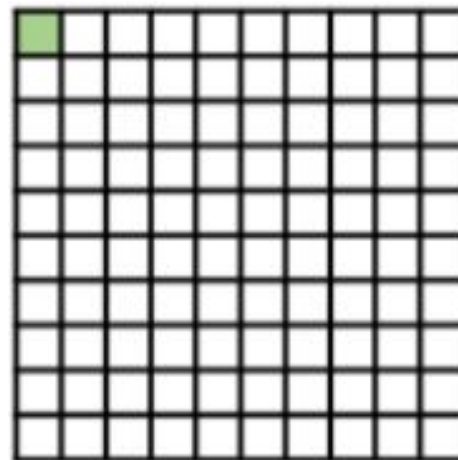
$$\frac{\boxed{}}{100}$$
$$\frac{\boxed{}}{\boxed{}}$$


Understanding Hundredths

Let's focus in on hundredths now!



Yesterday, we
learned that
one tenth = **0.1**



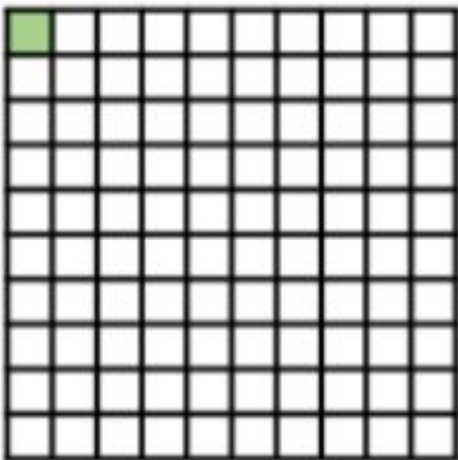
How do you think we write one
hundredth as a decimal?

=

• • • • •
• • • • •

Understanding Hundredths

Were you correct?



$$= \frac{1}{100} = \text{One hundredth} = \mathbf{0.01}$$

Let's investigate what this means!

Understanding Hundredths

This is a place value grid extended to include hundredths
Hundredths are two places to the right of a decimal point.

Ones	Tenths	Hundredths

This is the whole number

Do you think tenths or hundredths are bigger?

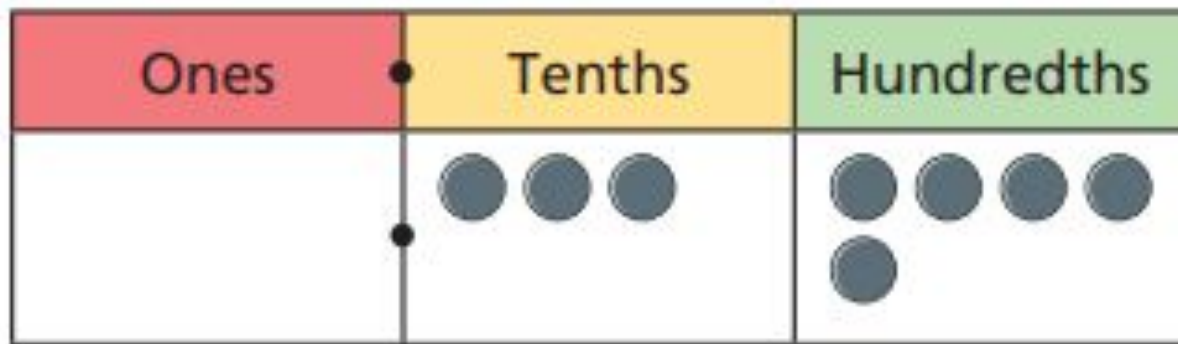
Why?

This is the fractional part



Understanding Hundredths

Let's look at what this actually means.



There are 0 ones, 3 tenths and 5 hundredths.

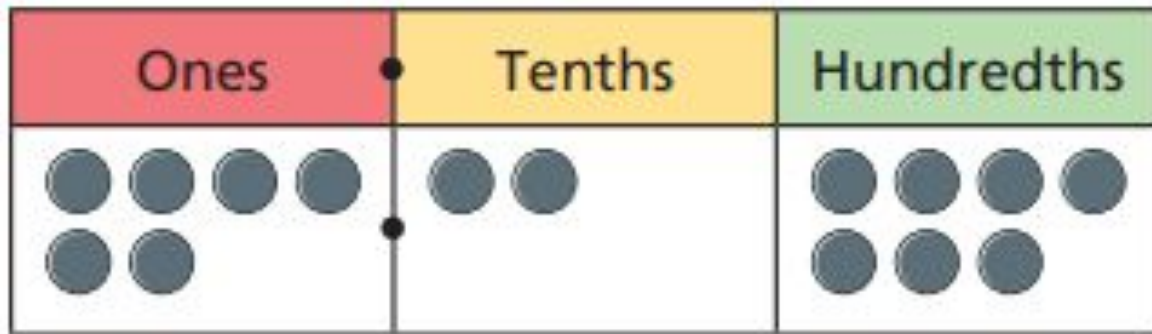
As a decimal, this is 0.35

As a fraction, this is $\frac{35}{100}$



Understanding Hundredths

Your turn!



There are ones, tenths and hundredths.

As a decimal, this is

As a fraction, this is \rightarrow $\frac{\quad}{\quad}$

This is information for the blue and purple challenge - if you will be completing green or yellow challenge, skip straight to slide 14!

Understanding Hundredths

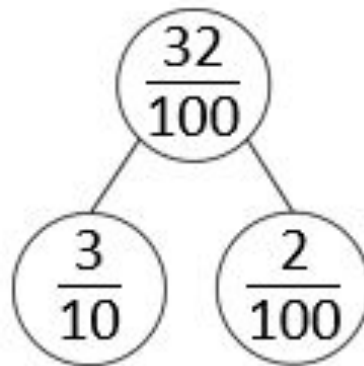


Let's look at a decimal and understand what we can learn from it.

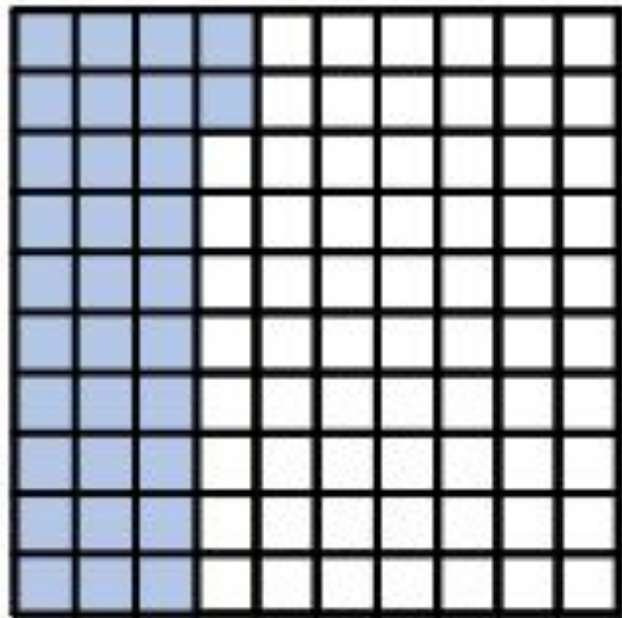
Say, I had this hundreds square.

This shows 0.32

I can also represent this using fractions.



This is standard partitioning of decimals.

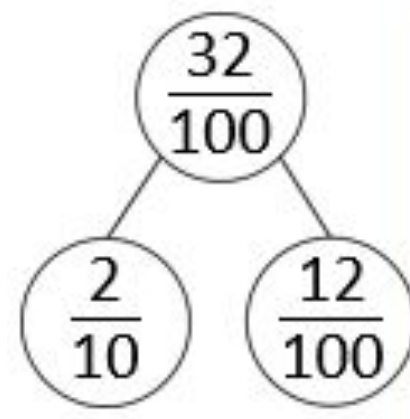
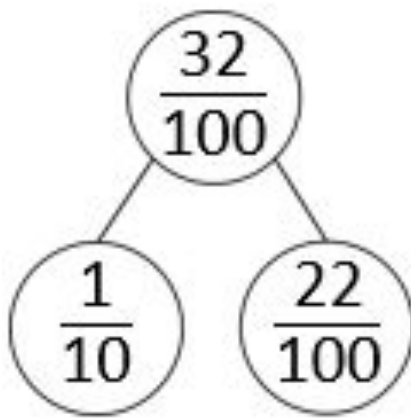
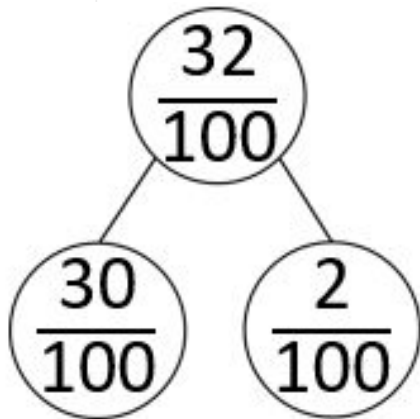


This is information for the blue and purple challenge - if you will be completing green or yellow challenge, skip straight to slide 14!

Understanding Hundredths



I can also represent 0.32 using different fractions.



This is non-standard partitioning of decimals.



This is information for the blue and purple challenge - if you will be completing green or yellow challenge, skip straight to slide 14!

Understanding Hundredths



Let's look at partitioning this decimal:

5.32

Standard
partitioning:

$$5.32 = 5 + \frac{3}{10} + \frac{2}{100}$$

Non-standard
partitioning:

$$5.32 = 5 + \frac{2}{10} + \frac{12}{100}$$

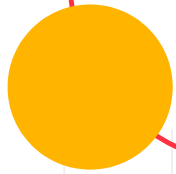
OR

$$5.32 = 5 + \frac{1}{10} + \frac{22}{100}$$

You will notice that I can change the tenths and hundredths as long as it always equals **32** as that is the fractional part of my decimal.

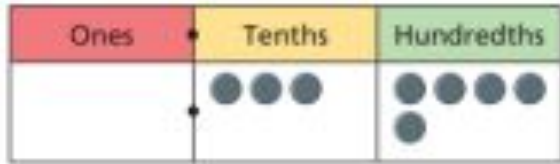


Yellow/Green Challenge: Representing Hundredths



Write the decimal represented in the place value grids.

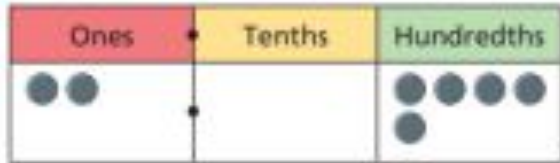
Draw circles in the place value grids to represent the decimal shown.



0.06



0.24



1.32





Blue Challenge:

Partition Decimals in Standard Form



For example, $2.65 = 2 + \frac{6}{10} + \frac{5}{100}$

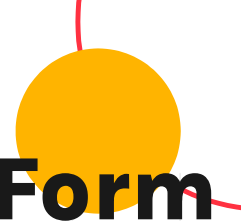
$$3.56 = \boxed{} + \frac{\boxed{}}{10} + \frac{\boxed{}}{100}$$

$$4.12 = \boxed{} + \frac{\boxed{}}{10} + \frac{\boxed{}}{100}$$

$$7.05 = \boxed{} + \frac{\boxed{}}{10} + \frac{\boxed{}}{100}$$

$$2.64 = \boxed{} + \frac{\boxed{}}{\boxed{}} + \frac{\boxed{}}{\boxed{}}$$





Purple Challenge: Partition Decimals in Non-Standard Form

For example, $3.57 = 3 + \frac{4}{10} + \frac{17}{100}$

$$4.58 = \boxed{} + \frac{\boxed{}}{10} + \frac{\boxed{}}{100}$$

$$8.29 = \boxed{} + \frac{\boxed{}}{\boxed{}} + \frac{\boxed{}}{\boxed{}}$$

$$6.17 = \boxed{} + \frac{\boxed{}}{10} + \frac{\boxed{}}{100}$$

$$5.74 = \boxed{} + \frac{\boxed{}}{\boxed{}} + \frac{\boxed{}}{\boxed{}}$$



Problem Solving

Dora says,



17 hundredths is the same as 1,700

Is she correct?
Explain your answer.



Brain Break

Figure it out Friday

There is a secret number assigned to each shape.

It's your job to figure out what each number is.

Square=

Circle=

Triangle=

$$\square + \bigcirc + \triangle = 15$$

$$\bigcirc + \bigcirc + \bigcirc = 15$$

$$\square + \triangle + \square = 11$$

$$\square = \quad \bigcirc = \quad \triangle =$$



Brain Break - Riddles

Can you figure out the answers to these riddles?

I shave every day, but my beard stays the same. What am I?

You see a boat filled with people, yet there isn't a single person on board. How is that possible?

You walk into a room that contains a match, a kerosene lamp, a candle and a fireplace. What would you light first?

I have branches, but no fruit, trunk or leaves. What am I?

What can't talk but will reply when spoken to?

The more of this there is, the less you see. What is it?

I follow you all the time and copy your every move, but you can't touch me or catch me.

What can you hold in your left hand but not in your right?

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

Old Worlds, New Worlds, Other Worlds.

Week 8



This week we are looking at Other Worlds

“Other Worlds” refers to places that are created in an author’s imagination. A good story uses a range of features to ensure the reader can picture the world in their mind. Lots of stories feature world’s different from our own. Can you name the story that belongs with these places? Write the book title next to any that you know. Remember, it is ok if you don’t know them all. Maybe I can read them to you in library time next term.

Narnia

Emerald City

Middle Earth

Wonderland

Hogwarts

Toad Hall

Neverland

Sherwood Forest

Whoville

Read the short excerpts from different fiction stories. Can you picture the “other world?” Draw a small picture of what you imagine the world to look like.

The Lorax

Way back in the days when the grass was still green
And the pond was still wet
And the clouds were still clean,
And the song of the Swomee-Swans rang out in
space...

One morning, I came to this glorious place.

And I first saw the trees!

The Truffula Trees!

The bright-coloured tufts of the Truffula Trees!

Mile after mile in the fresh morning breeze.

And under the trees, I saw Brown Bar-ba-loots

Frisking about in their Bar-ba-loot suits

As they played in the shade and ate Truffula Fruits

Harry Potter and the Philosopher's Stone

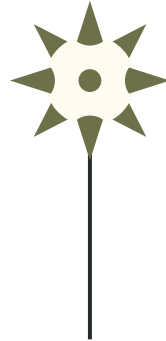
“The narrow path had opened suddenly on to the edge of a great black lake. Perched atop a high mountain on the other side, its windows sparkling in the starry sky, was a vast castle with many turrets and towers”.

STEAM Activity. Choose ONE of the following...



Lego challenge

Redesign our school library, that mini lego figures can visit. Include some features that we currently do not have in our library (need to use your creativity and critical thinking skills here)



Art

Create an artwork (drawing/painting/sculpture) of a world that you have created in your imagination



Movie Star

Make a video or take a photo of you (or your toys) acting out a scene from a book. Make sure to let me know the name and author of the book.

REMEMBER OUR SKILLS THAT WE ARE
LEARNING TO USE.

WHAT ARE 21ST 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