Stage 3

Term 3 Week 9

Daily Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
	Check in	Check in	Check in	Check in	Check in
Morning	Daily 5	Daily 5	**Wellbeing Wednesday!**	Daily 5	Writing
Middle	Maths	Maths	 Spend time with family  Stay physically active Do activities you love   Get enough sleep and rest	Maths	Maths
	Brain Break	Brain Break		Brain Break	Brain Break
Afternoon	Integrated Unit	Library with Mrs McPhan		Science and Technology (Mr Quigley's Google Classroom)	C.A.P.A

DAILY 5

Week 9

ACTIVITIES CHECKLIST

	MONDAY	TUESDAY	THURSDAY
Spelling (Do every day)			
Work on Writing (3 times for 10 - 20 mins)			
Read to Self (3 times for 15 minutes)			
Listen to Reading (Once a week)			
Read to Someone (Twice a week)			

Move the tick mark when you have completed an activity!

SPELLING

Monday

1. Read the rule
2. Type and check list words
3. Complete Phonological Activity

Tuesday

1. Type and check list words
2. Complete Morphemic Activity

Thursday

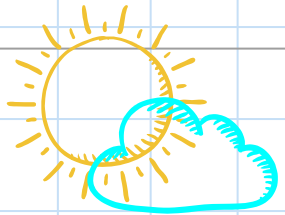
1. Type and check list words
2. Complete Etymological activity

Week 9

Phonological	/sh/ sound **sh, s, ti, ci, ch**
Morphemic	• If a word has a **single vowel, followed by a single consonant, double consonant before adding -y.** • If the word **ends in silent e, drop the e before adding -y.**
Etymological	viv / vit (Latin) → to live, life

Week 9

HFW or SW	Phonological	Morphemic	Etymological	Theme	Extension
after	vanish	stormy	vital	homeland	delirious
am	passion	sunny	revive	historical	despicable
boy	machine	stony	survivor	population	celestial
day	social	sleepy	convivial	Federation	vindictive
eat	potential	baggy	vivacious	chronological	outrageous



Type your Monday list here...

T3 W9 Phonological spelling activities

Highlight the words that have a /sh/ sound and underline the part of the word that says /sh/. If you don't know how to pronounce the word, type it into Google with "pronounce".

tension	assume	sugar	suggestion	special
possum	precious	patient	super	sunshine
tissue	parachute	brochure	brush	artificial

Write out the words adding 'sure' to them then say them out loud.

as____ in____ en____ pres____

Type your Tuesday list here...

T3 W9 Morphemic spelling activities

Add -y to the following words.

sun	
fun	
run	
storm	
cloud	
bag	

stone	
laze	
filth	
itch	
shade	
grease	

Pick 2 words and use them in a sentence.

Type your Wednesday list here...

T3 W8 Etymological activity

Match the definitions with the word. Can you think of examples?

1. vital 2. revive 3. survivor 4. convivial 5. vivacious

Word	Definition
	A person who survives, especially a person remaining alive after an event in which others have died.
	Restore to life or consciousness.
	Attractively lively and animated (typically used of a woman).
	Absolutely necessary; essential to life.
	(of an atmosphere or event) friendly, lively, and enjoyable.

WORK ON WRITING - MONDAY

Today you are going to plan for success.

Look at the picture on the next slide.

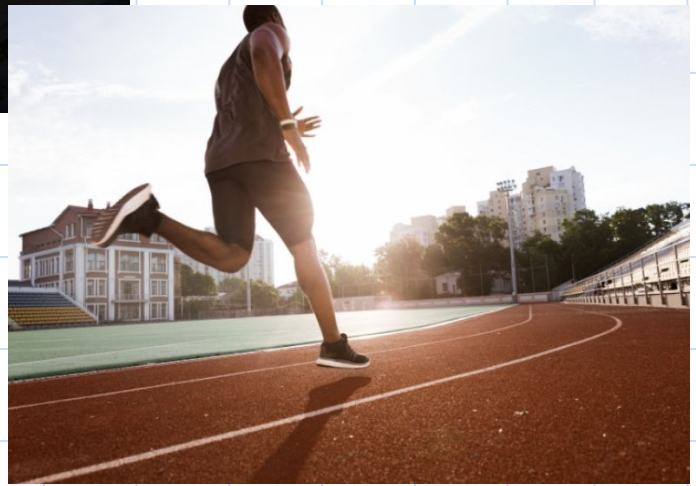
Follow the directions on the slide after to generate ideas for a narrative.

Then fill in the graph to plan your story.

WORK ON WRITING - MONDAY

What do you:

See
Hear
Taste
Smell
Touch
Feel (emotions)



WORK ON WRITING - MONDAY

If you need ONE great idea, brainstorm FIVE ideas and pick the best one!

1. Come up with **5 ideas for your story**. **Highlight** the **one you will use**.
2. Create at least **5 problems** that could occur. **Highlight the three you choose** and label them **pebble, brick and boulder.**
3. Come up with **possible settings and characters**.
4. Finally, how will your story end? **Write 5 possible endings**

Check out the example on the next slide!

Ideas: x 5	**Problems x 5:** **(Rank the problems to create pebbles, brick and boulder)**
Setting: x 5 **Characters: x 5**	**Ending: x 5**

WORK ON WRITING - MONDAY

If you need ONE great idea, brainstorm FIVE ideas and pick the best one!

Ideas: x 5

1. Clownfish gets taken by a diver
2. Ogre rescues princess to save swamp
3. Lion cub runs away from home
4. Girl escapes tower using hair
5. Girl sets out on a journey to save her magical sister

Problems x 5:
(Rank the problems to create pebbles, brick and boulder)

1. Chased by knights
2. Gets lost
3. Attacked by monster
4. Eats poison apple
5. Needs to save friend

Setting: x 5

1. ocean
2. swamp
3. Norway
4. Edgeworth
5. Sahara Desert

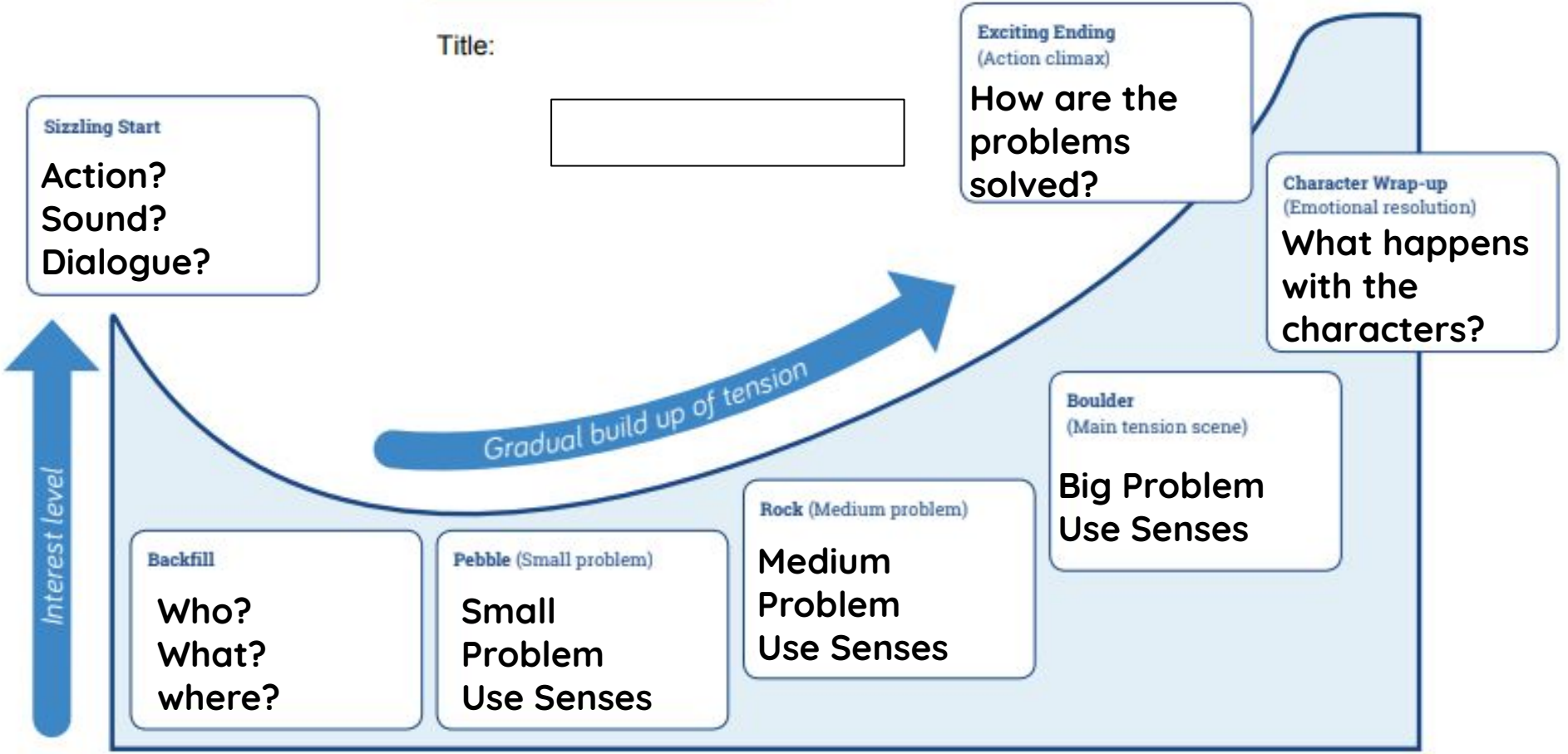
Characters: x 5

Lion, ogre, clownfish, princess, diver

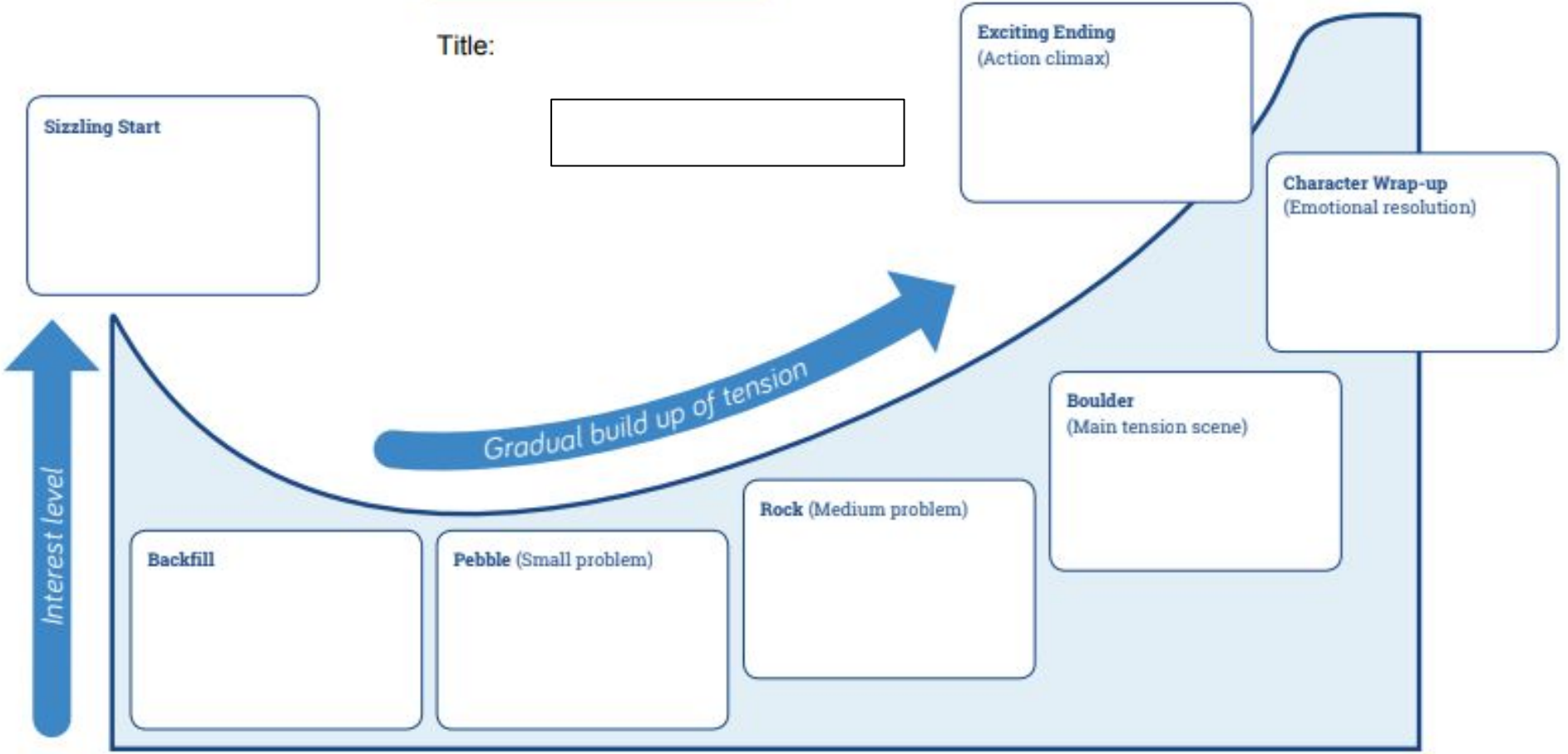
Ending: x 5

1. Lion comes back to save pride
2. Dad rescues clown fish son
3. Ogre rescues princess and falls in love
4. Beast turns into a prince and becomes nice man
5. Dorothy finds her way home

Fill in the Story graph for your idea.



Fill in the story graph for your idea.



WORK ON WRITING - TUESDAY

Beginning with action is one way to write a sizzling start.
This means you start your story where the action is to hook your readers.
You'll write a lot better when you have something exciting to write about.

Dialogue is when at least two characters are talking to each other in a conversational format.

A **moment of change** is when something changes in the story. This can happen right at the very beginning.

Intrigue makes the reader curious. They want to read further to find out what is going to happen and why.

Humour amuses the reader. It entertains them from the start and they want to read more.

WORK ON WRITING - TUESDAY

Beginning with action is one way to write a sizzling start.
This means you start your story where the action is to hook your readers.
You'll write a lot better when you have something exciting to write about.

Sizzling start:
Legs sprinting as hard as a butterfly's wings flap, I place one foot in front of the other ensuring I stay in between the white lines. In my periphery, blurry shapes are moving just as fast with one goal in mind. To Win. To comes first. To get gold. The echo of the starting gun still ricochettes out across the unusually silent stadium, empty of cheering, hollering or chanting spectators. Focus. Stay focused. Don't get distracted. I need to win. I need the

Don't forget about the Rule of Three!
This means use… 3 adjectives, 3 sounds, 3 short sharp sentences.

WORK ON WRITING - TUESDAY

A **moment of change** is when something changes in the story. This can happen right at the very beginning. (Plus **Beginning with action**).

Sizzling start:
Cooee. Cooee. Cooee. My ecstatic call echos across the white barren landscape. Spinning wildly with my arms stretching out wide, I am over the moon to be standing on one of the tallest mountains in the world. I slow down as I hear a rumble off in the distance. White dust floats through the air and a ginormous piece of the snow capped mountain breaks off, plummeting down. Like a tsunami wave, the snow curves over and thunders down the mountain side. Frozen, I watch my impending doom come closer. How could I survive this?

WORK ON WRITING - TUESDAY

Humour amuses the reader. It entertains them from the start and they want to read more.

Sizzling start:

Gazing up towards my goal, the endless blue sky surrounding me, a proud smile spread across my face. I can't believe I have almost made it. I am mere metres away from the top. I am going to be the first child to climb Everest. Whack! My hand goes to the back of my head as loose snow tumbles into the hood of my jacket. "Ha got you! Bet you can't hit me!" Why oh why did my younger brother have to come along? I turn around and splat another snowball to the face. I brush the dripping, icey cold snow from my face and look up to see him. Running. Running fast. Running very fast. He dashes straight past me heading for the top. Oh no! He is trying to beat me to the top.

WORK ON WRITING -

Re-read the ideas for stories that you brainstormed. Choose your favourite. Write a sizzling start.

Sizzling Start 1
Title:

WORK ON WRITING WEDNESDAY

Write your story here...

WORK ON WRITING WEDNESDAY

And continue your story here...

WORK ON WRITING WEDNESDAY

And continue here...

WORK ON WRITING WEDNESDAY

And here...

READ TO SELF

Read three times for 15 minutes. After each time you read record the details on the table.

READING LOG

DATE	TITLE	AUTHOR	PAGES READ

You can type on the slide or rule the table in your book!

READ TO SELF

Write the **first three** sentences of the sequel to the story. 	If you were the author, what **three changes** would you make to the story?	Find **five** interesting words from the story, and use each one in a sentence. 
Compare and contrast two things from the story. How are they the same and/or different? You may choose **characters** or **settings.**	Make a **connection** between something you read and something from your real life, another text, or the world around you. 	Choose a **character** from the book. Decide which character traits and attitudes they show. Write a paragraph explaining, and show evidence from the book.
 Choose five words from the book, and write a **synonym** for each.	Write a different **conclusion** to the story. How would you end the story instead?	Create an **advertisement** for your book. Focus on **persuading** people to read the book. 

Read three times for 15 minutes.
After each time you read choose an activity to complete.

READ TO SELF ACTIVITIES

LISTEN TO SOMEONE READ

Listen to a family member read and fill in the log

READING LOG

DATE	READ BY	TITLE	AUTHOR	PAGES READ

You can type on the slide or rule the table in your book!

READ TO SOMEONE

Choose whatever you would like to read!

It could be...
A comic
A newspaper
A book
An instruction manual for a game
A guide sheet for a game

JUST READ =]

MATHS

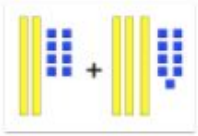
Week 9

Monday

1. Which of the following diagrams represent multiplication? (Select all correct answers) *

- [ ] a

- [ ] b



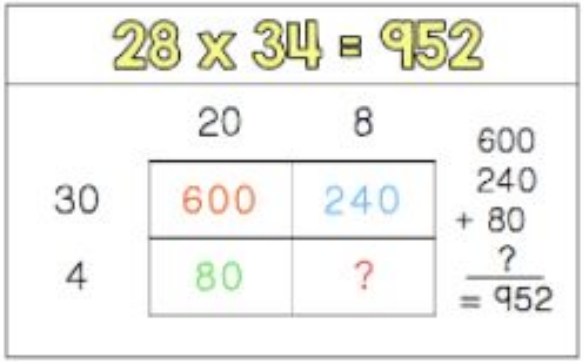
- [ ] c

- [ ] d

2. Are these multiplication facts correct or incorrect? *

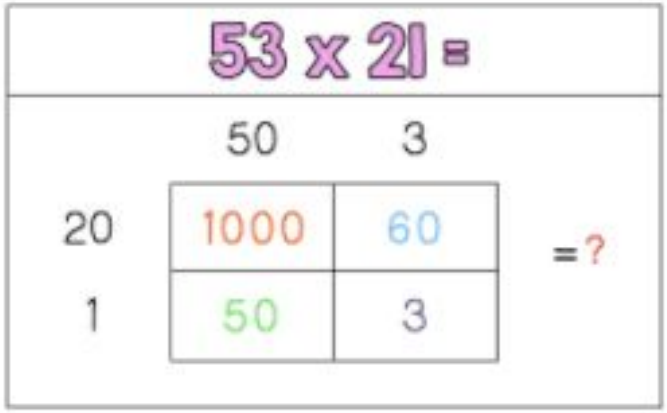
	Correct	Incorrect
a) 3 x 4 = 12	◯	◯
b) 10 x 5 = 50	◯	◯
c) 8 x 9 = 71	◯	◯
d) 12 x 11 = 122	◯	◯
e) 7 x 6 = 42	◯	◯
f) 5 x 9 = 35	◯	◯
g) 4 x 10 = 40	◯	◯
h) 6 x 6 = 36	◯	◯

3. This diagram shows a multiplication strategy called the 'area model'. Use this strategy to find the missing number: *



- ? = 24
- ? = 40
- ? = 30
- ? = 32

4. Using the area model, find the answer to this multiplication problem: *



- 1000
- 1113
- 1110
- 2300

5. Solve this multiplication algorithm: *

- 30
- 36
- 33
- 40

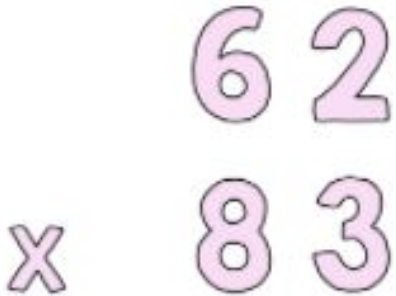
6. Solve this multiplication algorithm: *

- 488
- 144
- 448
- 498

7. Solve this multiplication algorithm: *

- 24569
- 2469
- 2969
- 2876

8. Solve this multiplication algorithm: *



- 5146
- 5100
- 692
- 1475

Challenge Question

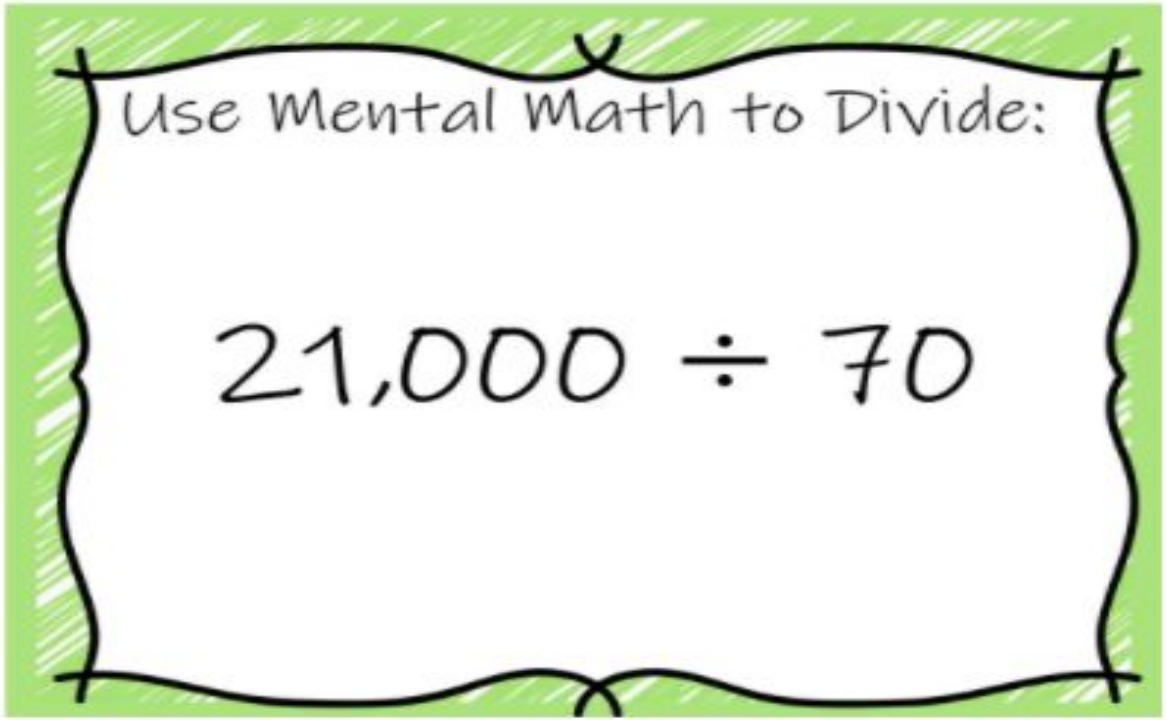
Description (optional)

A school sells tickets to a show for $12.50 per person. If 430 people buy tickets, how much money did the school make? *

- $5320
- $5160
- $5400
- $5375

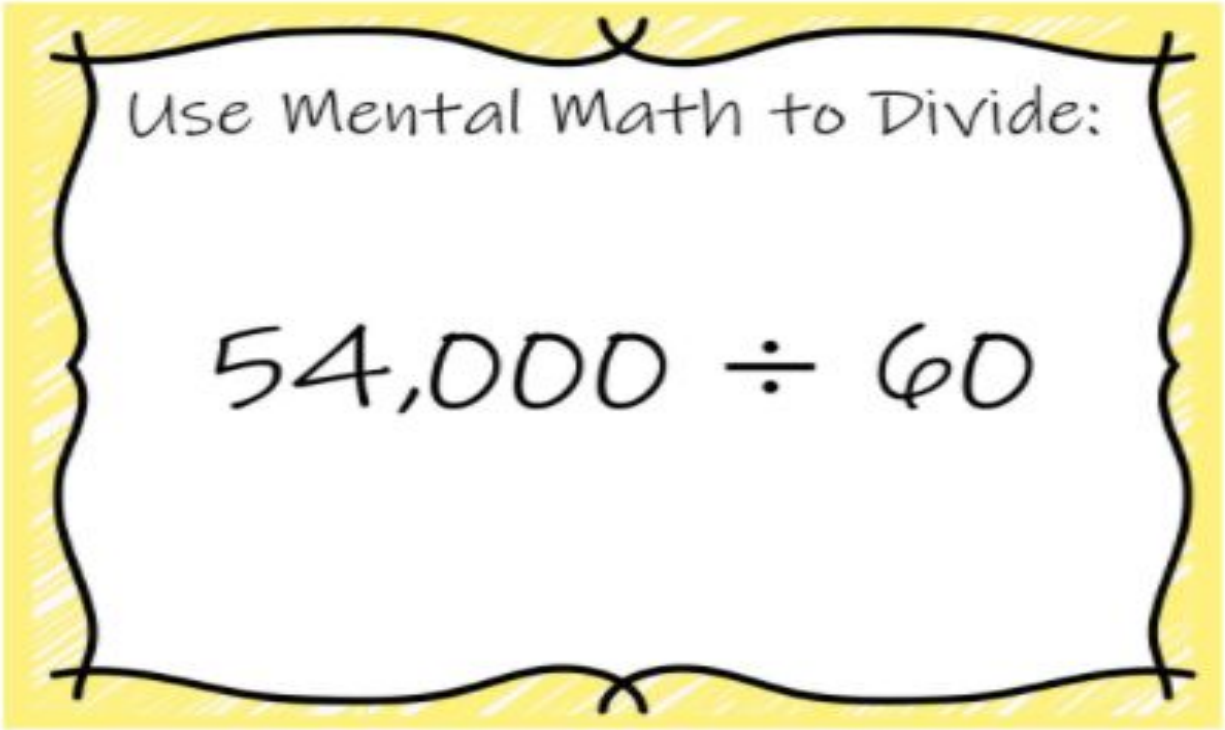
Tuesday

#1 *



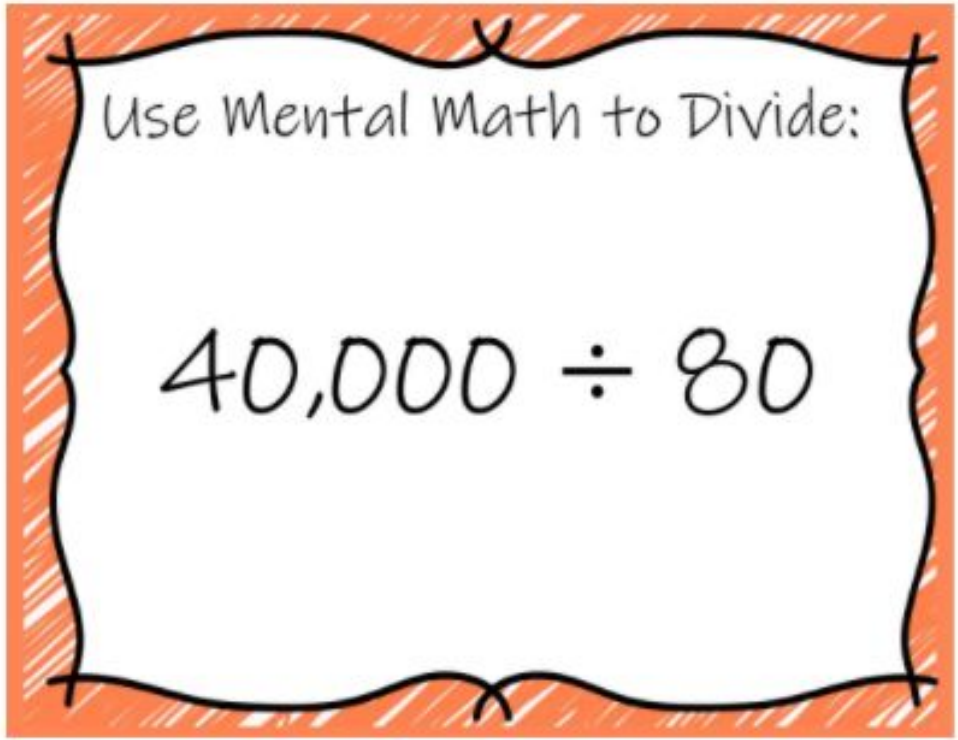
Short answer text

#2 *



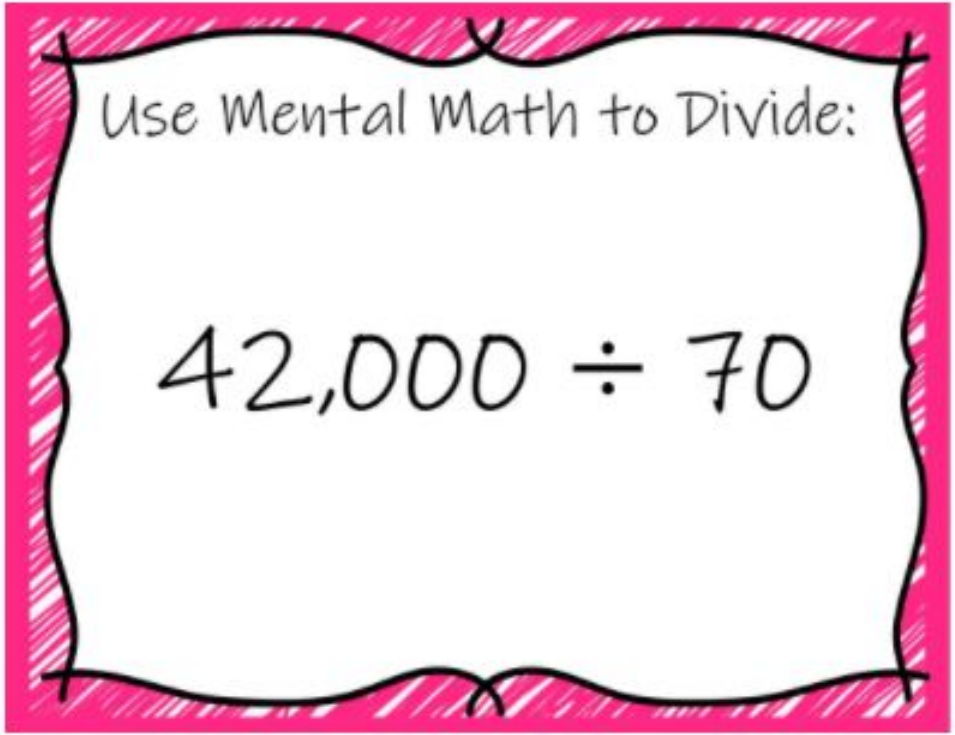
Short answer text

#3 *



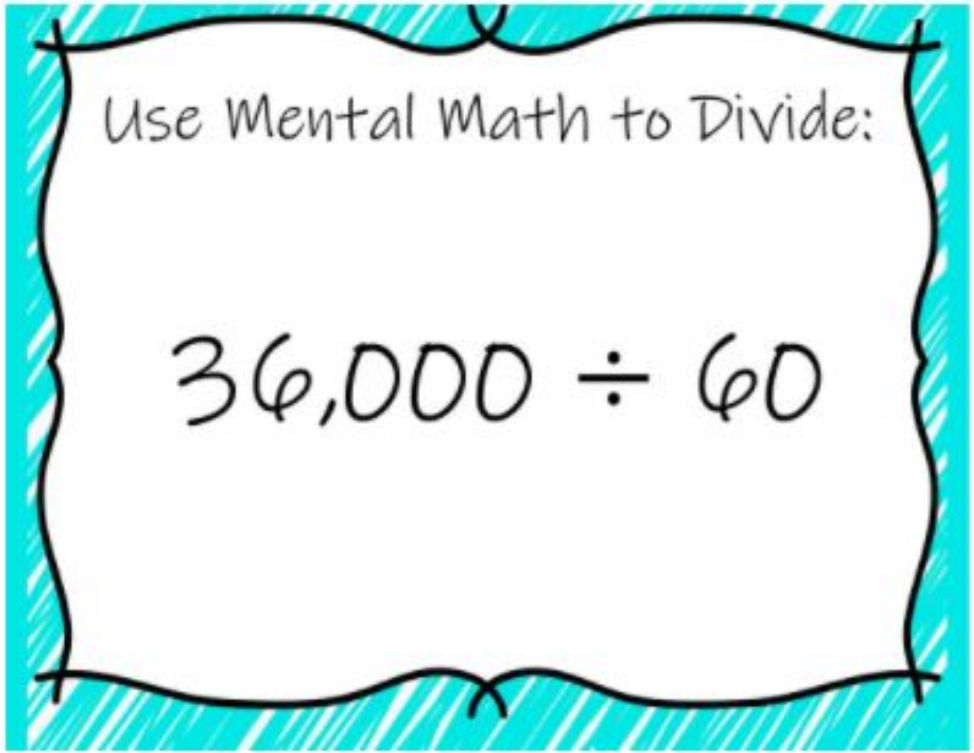
Short answer text

24 *



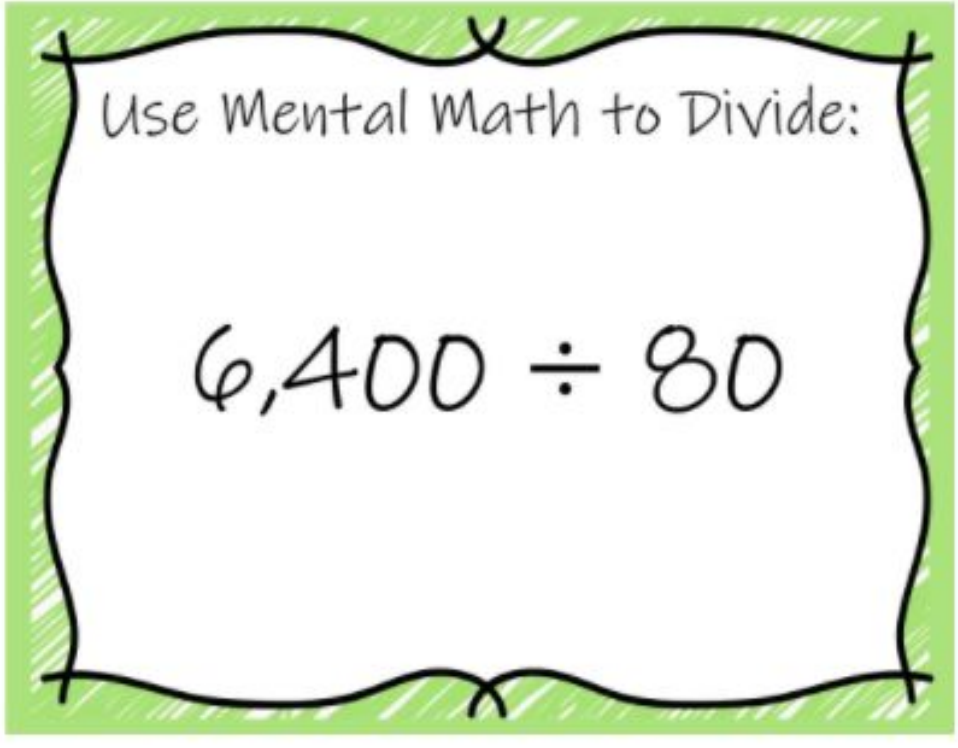
Short answer text

#5 *



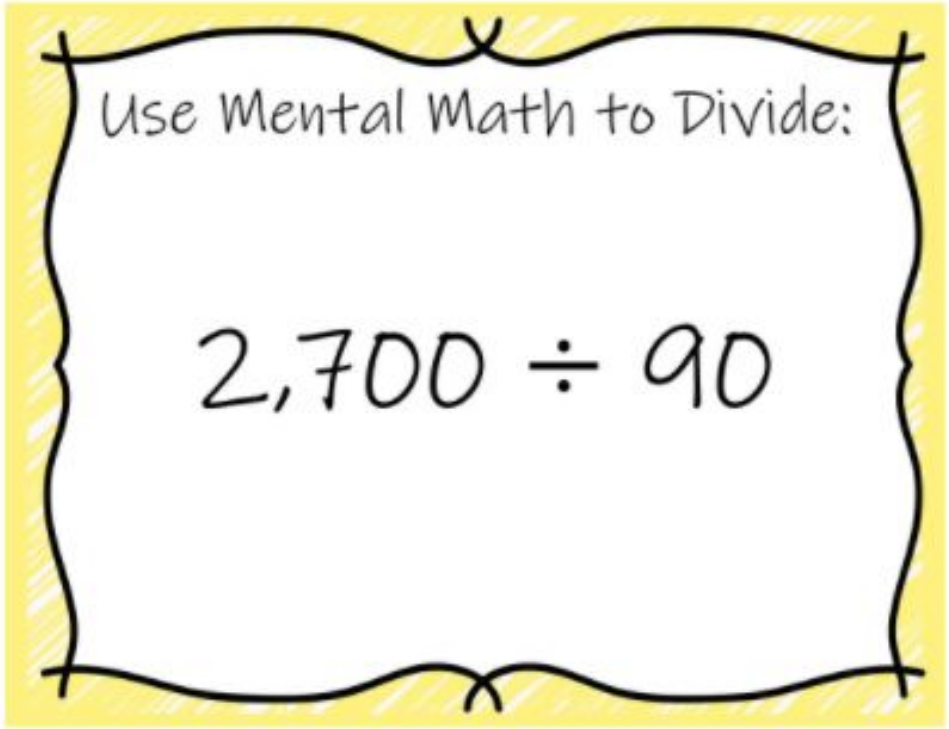
Short answer text

#6 *



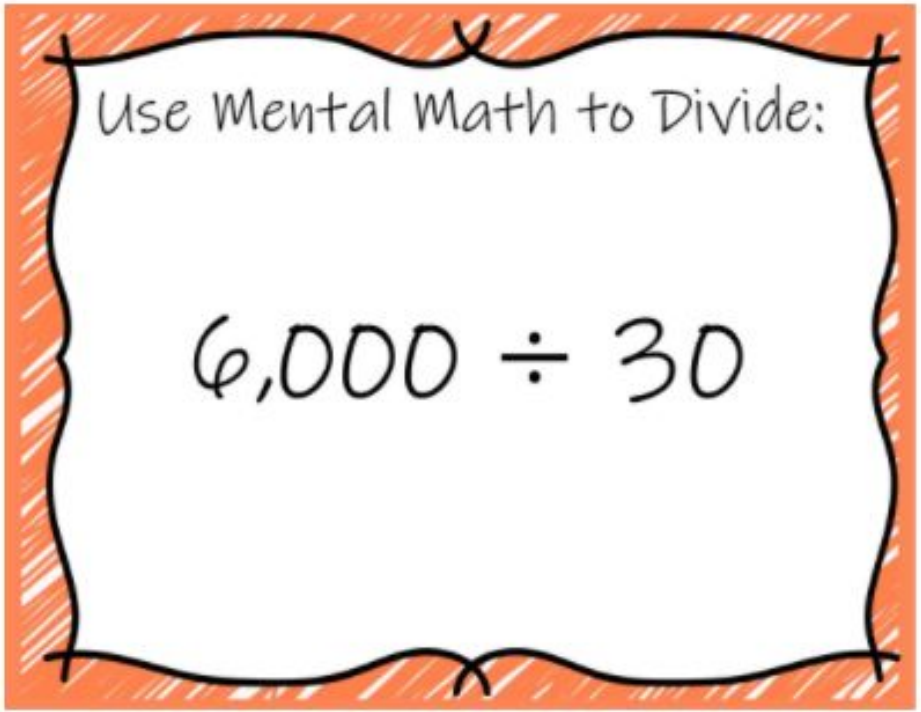
Short answer text

#7 *



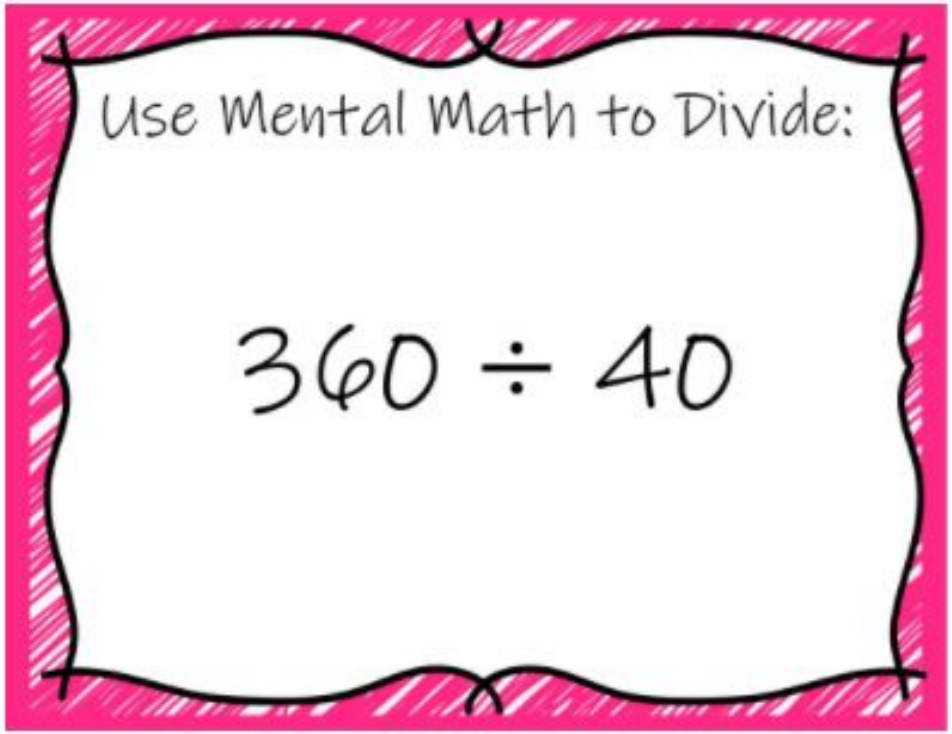
Short answer text

#8 *



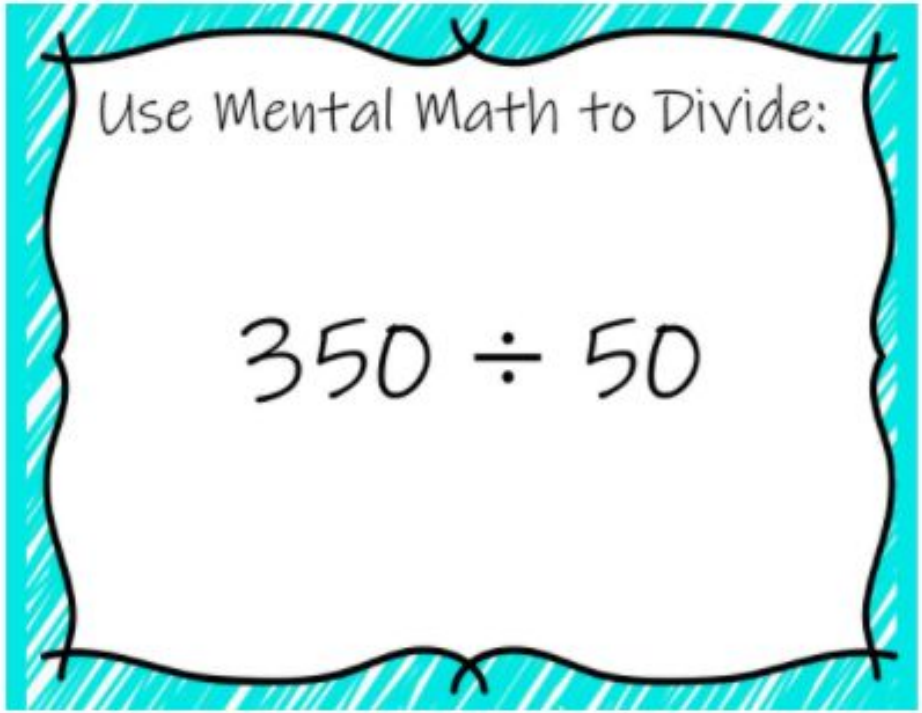
Short answer text

#9



Short answer text

#10 *



Short answer text

Thursday

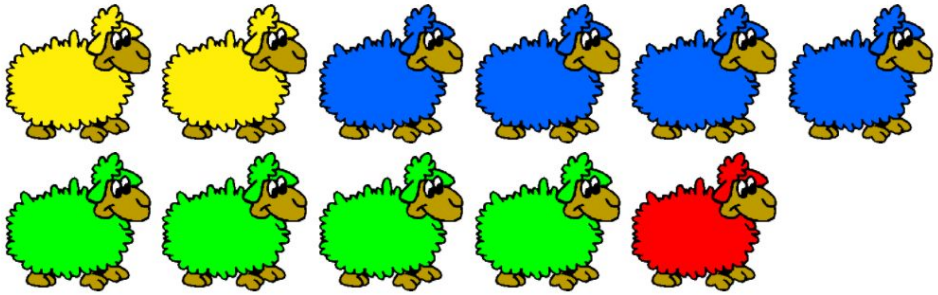
Chance Lesson 1

Thursday Week 9

Complete the questions on this slide.

Ignition/Warm Up

There are 11 sheep in a field as shown here:



1. How many sheep can say that there is at least one other sheep here of the same colour?

2. The farmer takes one sheep from the field at random. What is the probability it is

a) Yellow b) Blue c) Green d) Not red ?

Learning Intention

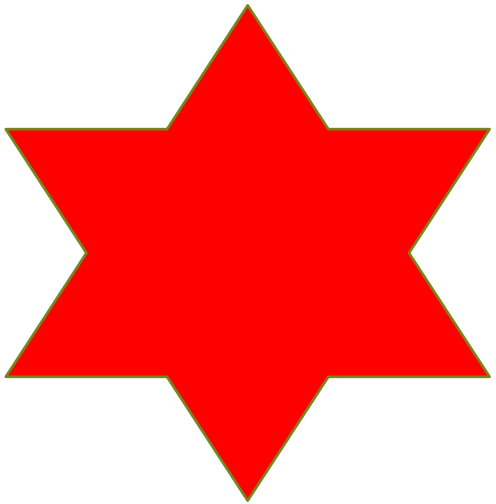
	Yellow	Green	Blue	Purple
Learning Intention	Order and understand commonly used chance words on an interval from zero (impossible) to one (certain)		Order and understand commonly used chance words on an interval from zero (impossible) to one (certain)	
Success Criteria	I can order common chance words and understand each probability of any chance experiment is equal to 1	I can order common chance words and understand each probability of any chance experiment is equal to 1	I can order common chance words and understand each probability of any chance experiment is equal to 1	I can order common chance words and understand each probability of any chance experiment is equal to 1

Vocabulary

Certain

Likely

Possible



Unlikely

Equally likely

Probability

Might

Impossible

Chance

Outcomes of events can be described using numbers and decimals (0 - 1), words, percentages or fractions. Discuss the table below before you test your knowledge of each probability.

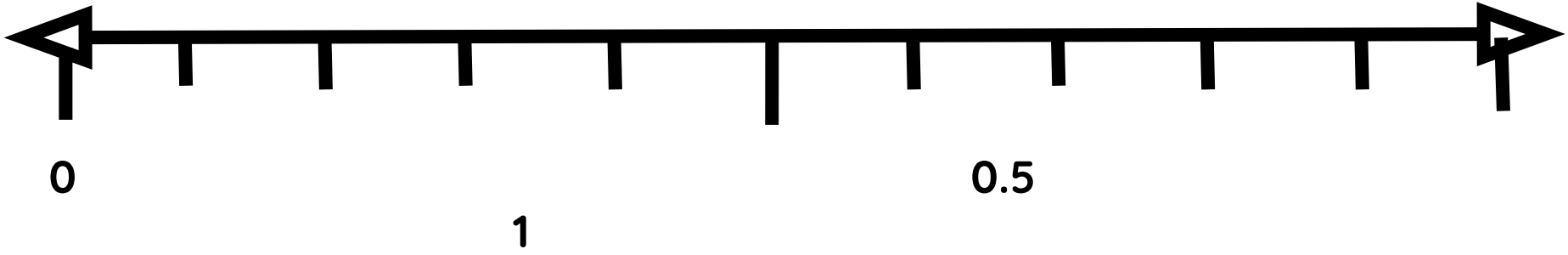
Words	Numbers
impossible	0 or 0%
even chance	between 0 and $\frac{1}{2}$
fifty-fifty	0.5 or 50% or $\frac{1}{2}$
unlikely	between $\frac{1}{2}$ and 1
likely	1 or 100%
certain	

Complete the questions on this slide.

Guided

Yellow | Green | Blue | Purple

Write the chance words and the percentages on the number line to produce a scale from 0 to 1.



impossible, even chance, fifty-fifty, likely, unlikely, certain

Draw a line from each chance word or percentage to the appropriate place on the number line.

0% 100% 50% 25% 75%

Complete the questions on this slide.

Chance as a decimal, percentage or fraction

Yello w | Green | Blue | Purpl e

Fill in the table and describe the probability of each event occurring:

Event	Chance Word	Chance Scale 0 - 1
I will sleep tonight.		
I roll a dice and a 2 comes up.		
I will go to the same school next year.		
I will blink within the next hour.		
I will watch tv this week.		
On my next birthday I will turn 20.		
It will rain today.		

Complete the questions on this slide.

Independent

Yellow | Green

Can you think of some events that have no chance of occurring, are certain to happen or have a fifty-fifty chance? Complete the table.

No Chance	Certain	Fifty-fifty

Complete the questions on this slide.

Chance as a decimal, percentage or fraction

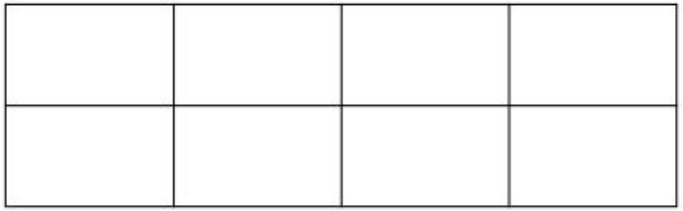
Yello w | Green | Blue | Purpl e

(1) a) Colour the rectangles to represent the likelihood shown.

i) $\frac{1}{2}$ chance of blue

ii) 25% chance of green

iii) 0.25 chance of red



Clue: 25% and 0.25 are the same as one quarter.

To add colour to the boxes, insert a text box into the square and change the colour of the fill in the bo

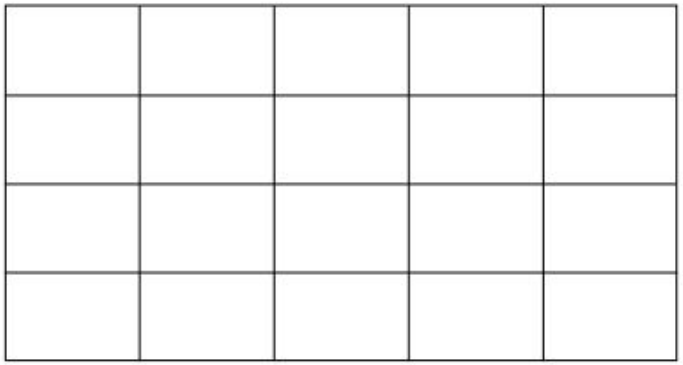
b) Colour the rectangles to represent the likelihood shown.

i) 20% chance of orange

ii) 10% chance of blue

iii) 0.5 chance of red

iv) $\frac{1}{5}$ chance of green



Extension question: This one is a bit trickier.

Complete the questions on this slide.

Chance as a decimal, percentage or fraction

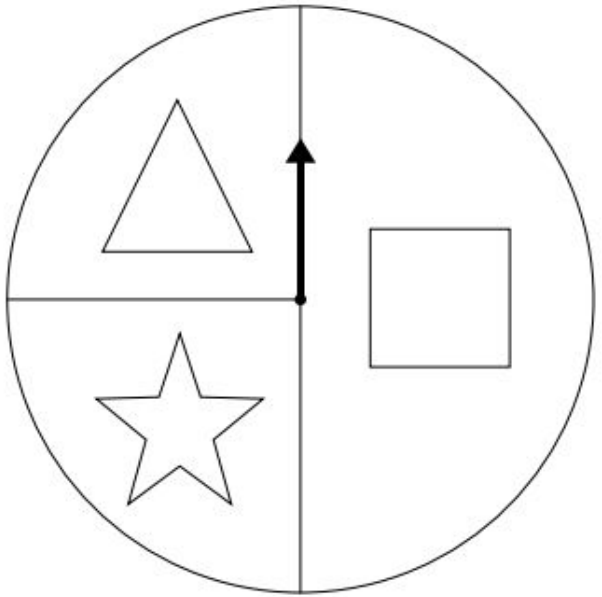
Yello w | Green | Blue | Purpl e

(2) a) What is the likelihood of spinning a star?
Express your answer as a:

i) fraction _____

ii) decimal _____

iii) percentage _____



b) What is the likelihood of spinning a square?
Express your answer as a:

i) fraction _____

ii) decimal _____

iii) percentage _____

Complete the questions on this slide.

Independent

Yello w | Green

Move the colours onto the squares to represent the probability shown.

(2) Colour the rectangles to represent the probability shown.

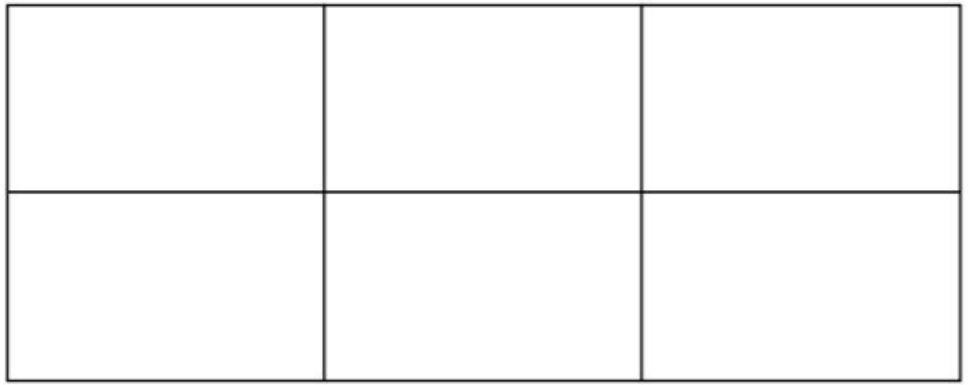
Move or copy the colours and add them to the box to represent the fractions.

a) $\frac{1}{3}$ chance of blue

b) $\frac{1}{3}$ chance of green

c) $\frac{1}{6}$ chance of red

d) $\frac{2}{12}$ chance of yellow

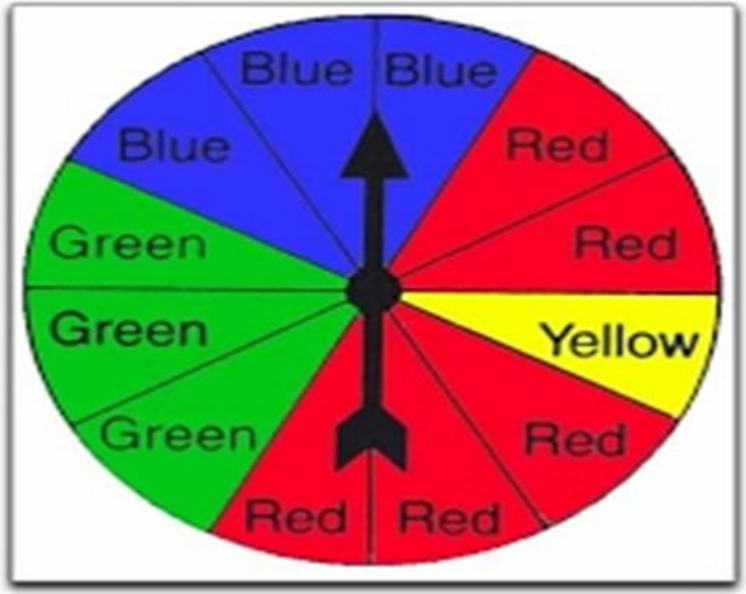


Complete the questions on this slide.

Independent

Blue | Purple

Complete the table based on the spinner provided:



	Blue	Red	Yellow	Green
Chance Word				
Percentage				
Fraction				
Decimal				

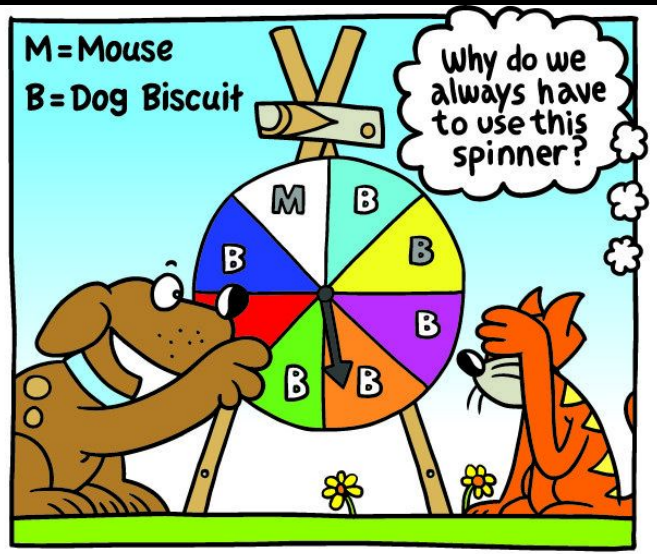
Reflection

Test your knowledge and complete the quiz!

https://au.ixl.com/math/year-4/find-the-probability

Friday

Chance Lesson 2



"Let's spin to decide what we will have for lunch."

Friday Week 9

Ignition/Warm Up

Play with someone from your house.

Two dice are rolled. If the total is 7 your partner wins. If the total is not 7 then you win.

Play the game 20 times recording the answers each time.

Possible Questions include: Was the game fair?

Learning Intention

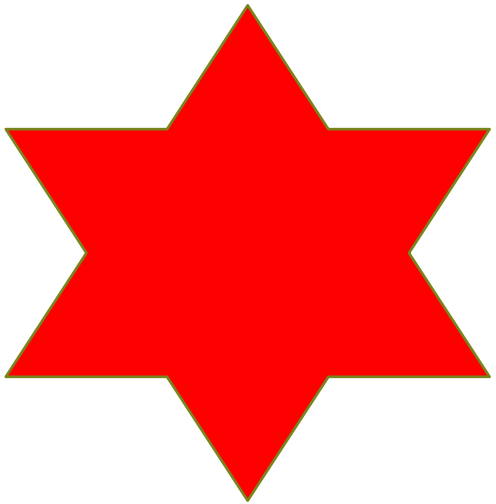
	Yellow	Green	Blue	Purple
Learning Intention	Assign expected probabilities to outcomes in chance experiments. Use samples to make predictions about a larger 'population' from which the sample comes.		Assign expected probabilities to outcomes in chance experiments. Use samples to make predictions about a larger 'population' from which the sample comes.	
Success Criteria	I can assign expected probabilities and make predictions in chance experiments and compare these with observed probabilities.	I can assign expected probabilities and make predictions in chance experiments and compare these with observed probabilities.	I can assign expected probabilities and make predictions in chance experiments and compare these with observed probabilities.	I can assign expected probabilities and make predictions in chance experiments and compare these with observed probabilities.

Vocabulary

Certain

Likely

Possible



Unlikely

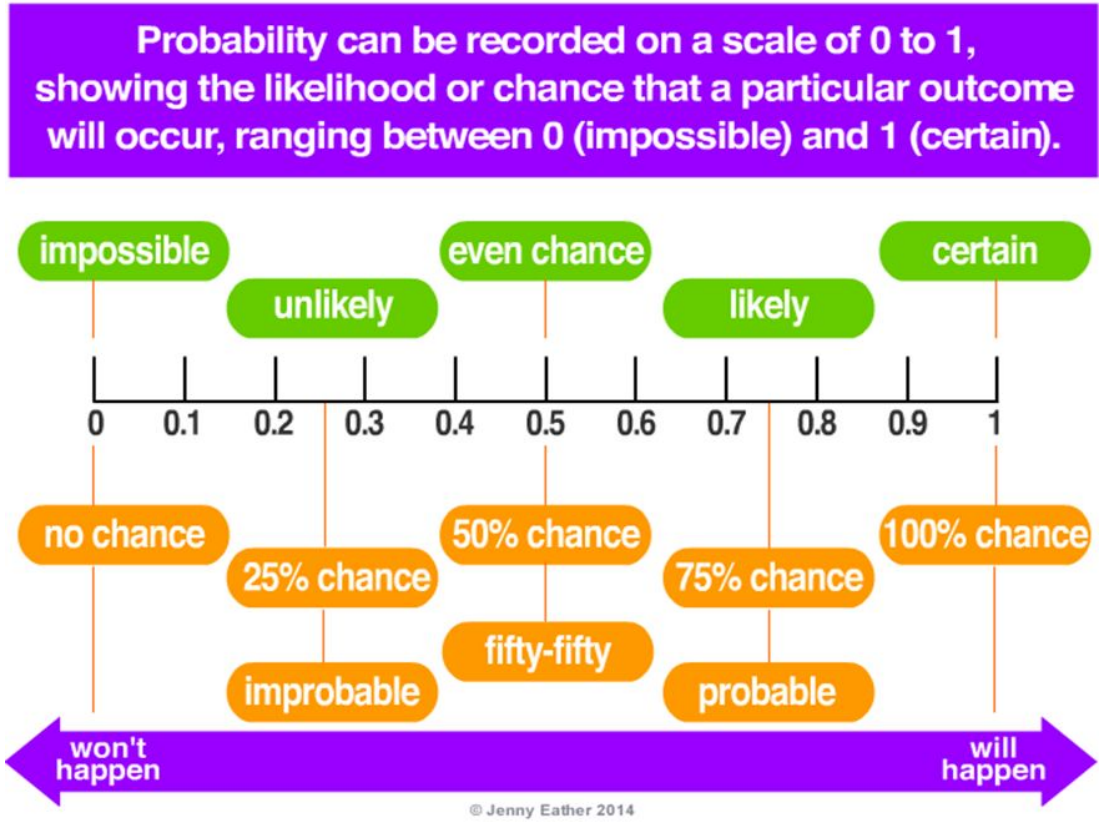
Equally likely

Probability

Might

Impossible

Chance - Review



Probability

*How **likely** something is to happen.*

Many events can't be predicted with total certainty. The best we can say is how **likely** they are to happen, using the idea of probability.

Tossing a Coin

When a coin is tossed, there are two possible outcomes:

- heads (H) or
- tails (T)

We say that the probability of the coin landing **H** is ½

And the probability of the coin landing **T** is ½

Throwing Dice

When a single die is thrown, there are six possible outcomes: **1, 2, 3, 4, 5, 6**.

The probability of any one of them is $\frac{1}{6}$

Probability

In general:

$$\text{Probability of an event happening} = \frac{\text{Number of ways it can happen}}{\text{Total number of outcomes}}$$

Example: the chances of rolling a "4" with a die

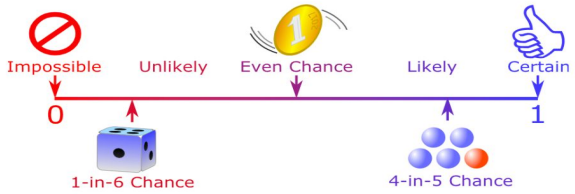
Number of ways it can happen: 1 (there is only 1 face with a "4" on it)

Total number of outcomes: 6 (there are 6 faces altogether)

$$\text{So the probability} = \frac{1}{6}$$

Probability Line

We can show probability on a Probability Line:



Probability is always between 0 and 1

Probability is Just a Guide

Probability does not tell us exactly what will happen, it is just a guide

> **Example: toss a coin 100 times, how many Heads will come up?**
>
> Probability says that heads have a ½ chance, so we can **expect 50 Heads**.
>
> But when we actually try it we might get 48 heads, or 55 heads ... or anything really, but in most cases it will be a number near 50.

Learn more at Probability Index.

Words

Some words have special meaning in Probability:

Experiment: a repeatable procedure with a set of possible results.

> **Example: Throwing dice**
>
> We can throw the dice again and again, so it is repeatable.
>
> The set of possible results from any single throw is {1, 2, 3, 4, 5, 6}

Outcome: A possible result of an experiment.

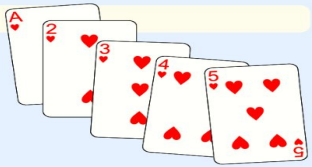
Example: Getting a "6"

Sample Space: all the possible outcomes of an experiment.

Example: choosing a card from a deck

There are 52 cards in a deck (not including Jokers)

So the **Sample Space is all 52 possible cards**: {Ace of Hearts, 2 of Hearts, etc... }



The Sample Space is made up of Sample Points:

Sample Point: just one of the possible outcomes

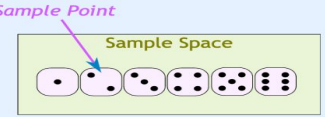
Example: Deck of Cards

- the 5 of Clubs is a sample point
- the King of Hearts is a sample point

"King" is not a sample point. There are 4 Kings, so that is 4 *different* sample points.

Example: Throwing dice

There are 6 different sample points in the sample space.

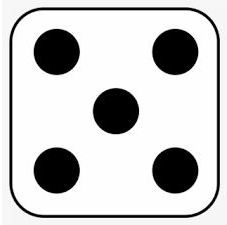


Using samples to make predictions

Yellow Green Blue Purple

You have a 6 sided dice. What is the probability of rolling a 5? Show this probability using a chance word, fraction or percentage.

Make a prediction as to how many times you will roll a 5 in 30 rolls?



Roll the dice 30 times and record your results.

-> How do these results compare to our predictions?

-> What would we see if the dice was rolled 3,000 times? Make a prediction

Your turn - using samples to make predictions

Yello w | Green | Blue | Purpl e

1. You have a bag with 50 blue and 50 red marbles.
What is the probability of drawing out a red marble in a fraction?

Make a prediction of how many red marbles will be drawn out in 100 turns:

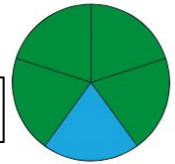
2. Looking at this spinner, what is the probability of yellow being spun?

Make a prediction of how many times yellow will show up in 200 spins?

3. You have a 6 sided die, what is the probability of rolling an even number?

If you roll the die 1,000 times, predict how many even numbers will show up:

4. Looking at this spinner, what is the probability of green being spun?



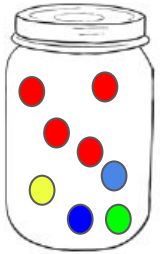
If I spin 1,000 times, how many times would I predict to see green?

Independent

Yellow | Green

To complete these questions, insert circle shapes into the jars and colour them.

2. Make your own marble jar to illustrate the probability of outcomes for each fraction.

The probability of picking red is $\frac{4}{8}$ 	The probability of picking _____ is $\frac{3}{12}$ 
The probability of picking _____ is $\frac{6}{6}$ 	The probability of picking _____ is $\frac{9}{13}$ 
Certain of picking _____. Probability represented as a fraction _____. 	Even chance of picking _____. Probability represented as a fraction _____. 

Independent

Yello w | Green

Fill in the spinner to reflect the likelihoods provided.

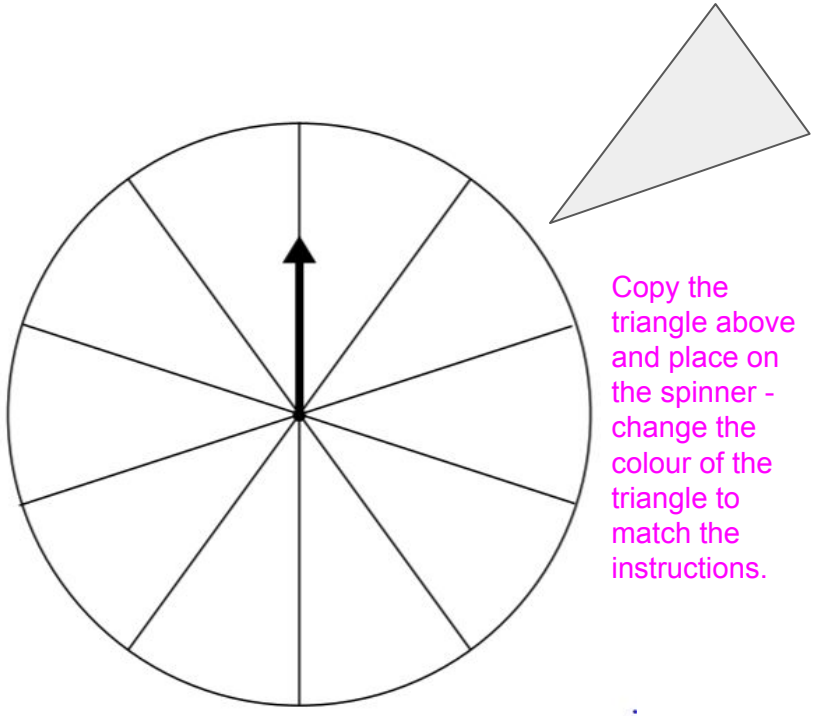
a) An even chance of the spinner landing on a 3.

b) An unlikely chance of the spinner landing on a 6.

c) A 1 in 10 chance of the spinner landing on a 1.

c) A 2 in 10 chance of the spinner landing on a 2.

d) An impossible chance of the spinner landing on a 4.

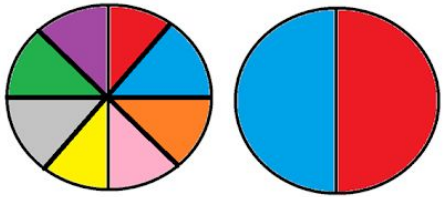


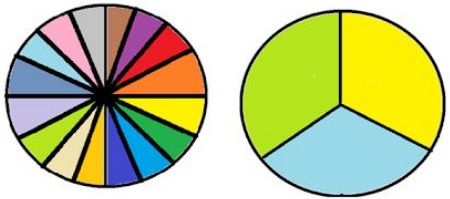
Copy the triangle above and place on the spinner - change the colour of the triangle to match the instructions.

Independent

Blue | Purple

Create your own spinner to show 4 colours which all have one outcome more likely to occur.





Draw on the next slide or draw on paper and add photo to next slide.

---> Calculate the probability of each colour being spun, as a fraction and percentage.

Independent

Blue

Purple

Reflection

In a bag there are some balls. I draw out one ball and it is red. I put it back and draw again. This time the ball is black. I put it back. After ten draws I have drawn out three red and seven black.
How many balls might there be in the bag and how many might be black and how many red? Explain and justify your answers.

Week 9: Chance (Lesson 1 and 2)

Form description

Name: *

Short answer text

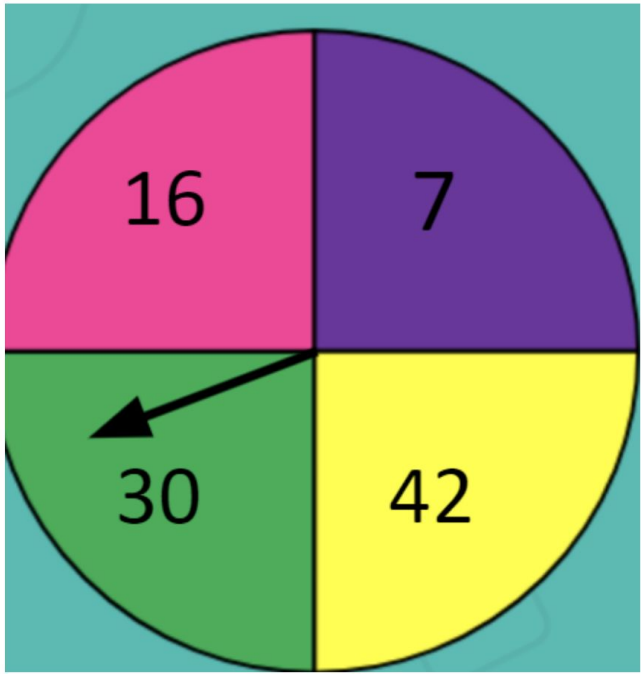
Class: *

- 5/6A
- 5/6V
- 5/6M
- 5/6R
- 5/6T
- 5/6W

1. Lee flips a coin. What is the probability of it landing on heads? *

- 100%
- 20%
- 50%

What is the probability of the spinner landing on an even number?



- 0.5
- 0.25
- 0.75

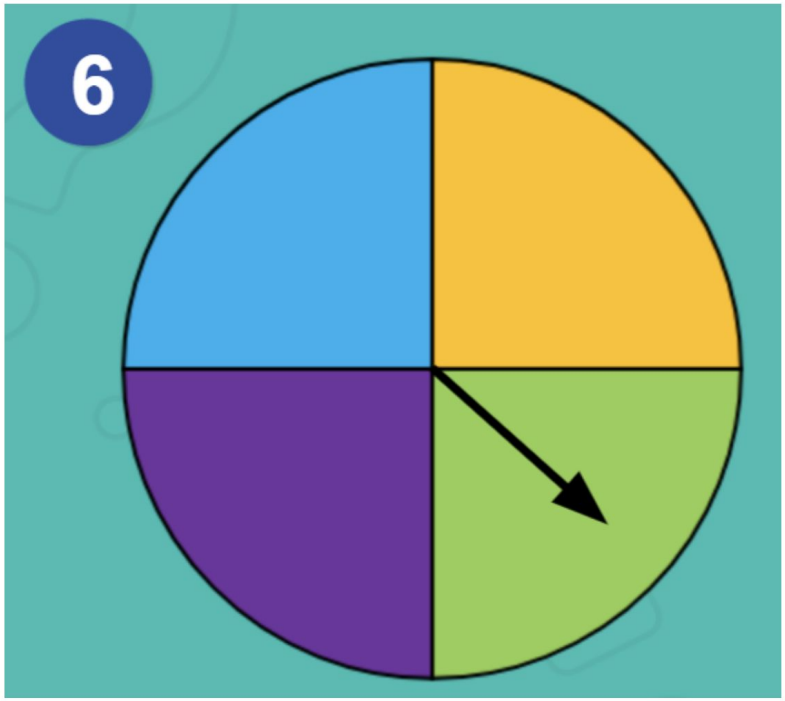
4. In the middle of summer, what is the likelihood of snow falling?

- unlikely
- even chance
- likely

5. What is the probability of rolling a multiple of 2 on a 6-sided dice?

- 0
- 0.5
- 1

6. What is the probability of landing on any one of the spinner outcomes?

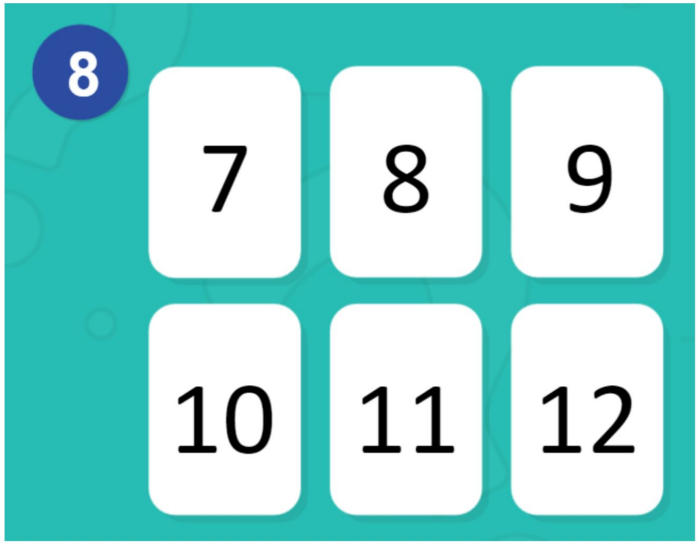


- ○ 1/4
- ○ 1/3
- ○ 3/4

7. What is the probability of rolling a number greater than 3 on a 6-sided dice?

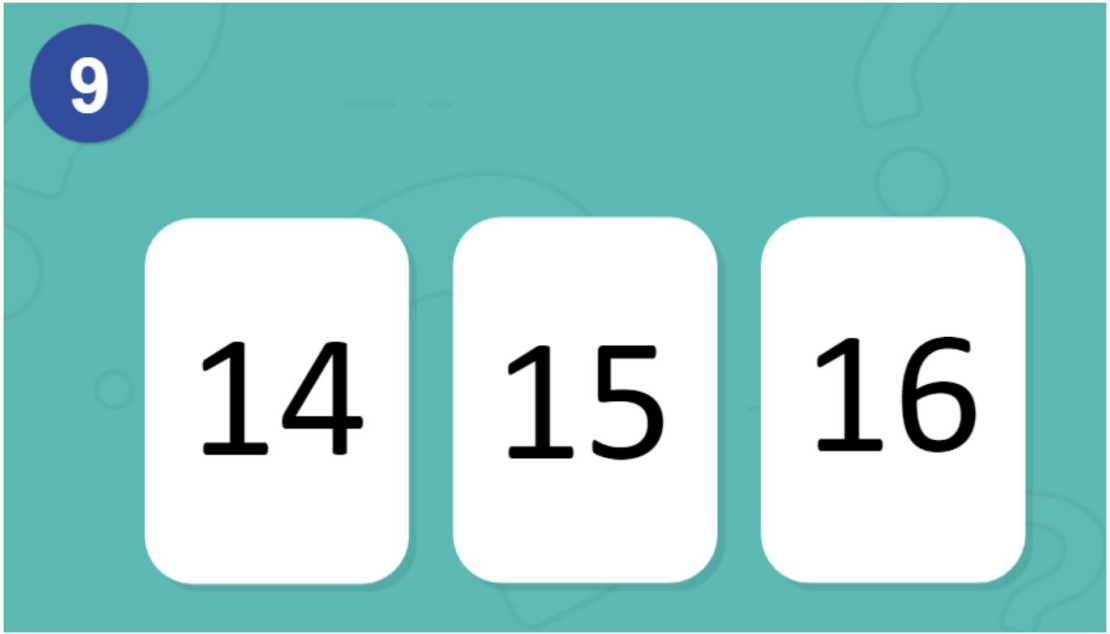
- 0
- 0.5
- 1

8. Molly selects a card at random. What is the probability she selects an odd number?



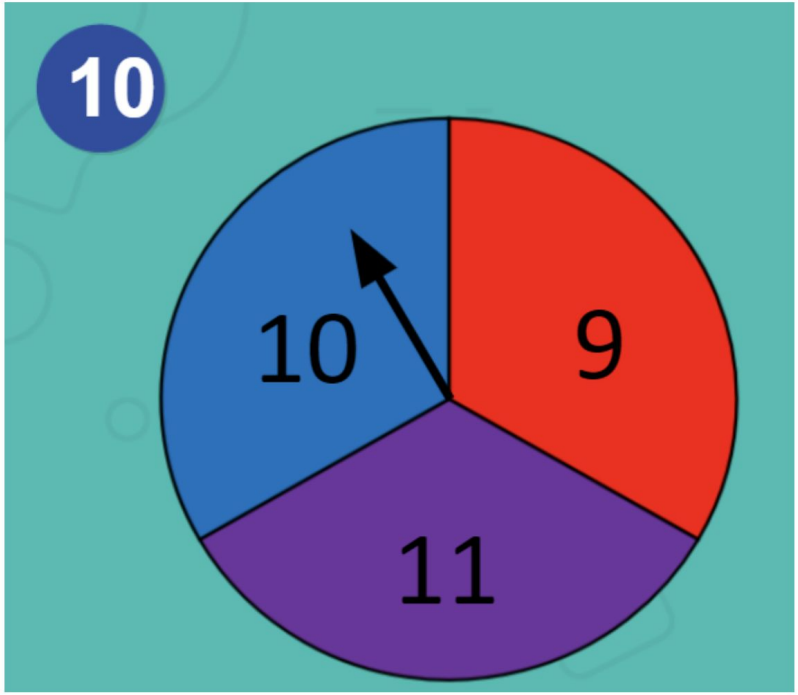
- 1/2
- 3/4
- 1/6

9. Molly selects another card at random. What is the probability she selects a card greater than 14?



- 50%
- 66.6%
- 2%

10. What is the probability of the spinner landing on an odd number?



- 30%
- 2/3
- even

11. What is the probability of selecting a blue marble from the jar?

- 0
- 0.5
- 1

13. What is the probability of selecting a blue counter at random from the jar?

- 6/12
- 1/3
- 1/6

14. If two blue counters were removed from the jar, what is the probability of selecting a purple counter at random from the jar?

- ○ 5/16
- ○ 5/18
- ○ 1/5

Library with Mrs McPhan

Week 9

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

Old Worlds, New Worlds, Other Worlds.

Week 9

This week we are looking at Other Worlds

Characters in books from “Other Worlds” don’t have to be human (although some are). Talking animals, humans with super powers or special abilities even creature that are completely made up from the author’s imagination all helps create fantastic make-believe stories.

From these shadows of popular characters, can you guess who they are? Write there names around the pictures you recognise.

STEAM Activity. Choose ONE of the following...

Lego challenge

Think about your favourite character in a book. Create a lego house for them to live in. Does it need any special features for your character?

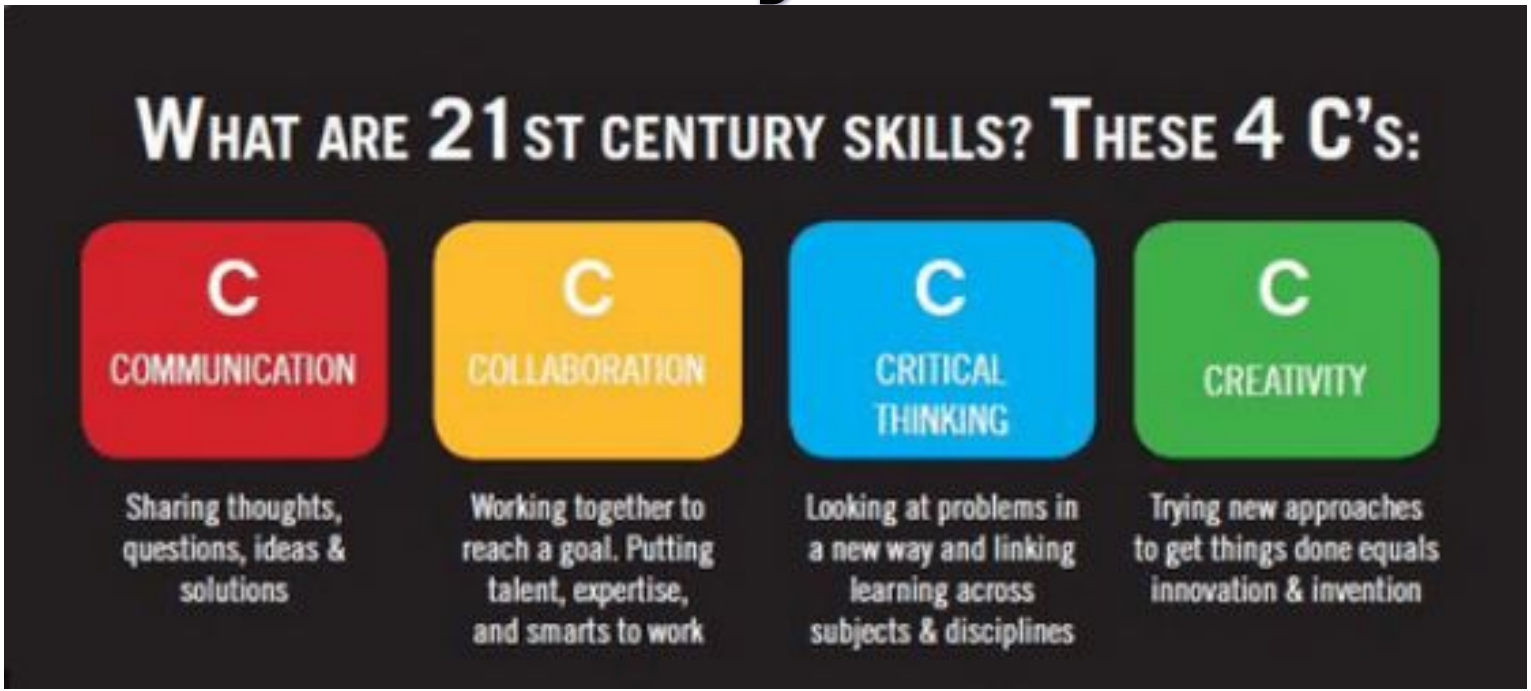
Art

Design your very own imaginary character. You could draw, paint, use playdough or even use recycling to create a model.

Reading

Make a special place where you can read a book. You could make a blanket or pillow fort/cubby house. Maybe you have somewhere special outside to read. Take a photo of you reading in your special place.

Remember our skills that we are learning to use.



Integrated unit

Week 9

Australia in the 1830s

Information sourced from: My Place
https://myplace.edu.au/decades_timeline/1830/decade_landing_17_1.html?tabRank=1

Summary of the decade

By 1838, colonisation was still restricted largely to the coastal areas on the east coast. The majority of Indigenous Australians were still living in their own countries with full rights and possession of their lands. During the decade there were increasing examples of resistance by Indigenous peoples. Many of their efforts have not been recorded; however, some stories such as that of the resistance leader, Yagan, a member of the Noongar nation of Western Australia, have been documented.

In 1830 a smallpox epidemic spread among Aboriginal groups in the interior. When the British arrived in 1788, Indigenous Australians had no resistance to diseases such as smallpox, measles, influenza and tuberculosis. These diseases were passed from contact with people using the trade routes between towns and ports. Additionally, shootings, poisoning, reduced fertility and increased mortality all had an increasingly devastating effect on the Indigenous Australian population.

During the decade, Sydney was financially prosperous through its wool exports. In 1838, a regatta took place on Sydney Harbour to celebrate the 50th anniversary of the New South Wales colony. Steamships, one of which was the new steamer Australia, offered trips around the harbour for those wishing to view the regatta. The gaily decorated steamships were crowded with people cheering and raising the British ensign. There was a salute of 50 guns at noon and fireworks at night. The four sister colonies were toasted at an anniversary dinner, but the celebrations remained mainly a Sydney affair. Van Diemen's Land, Swan River and South Australia were already separated and celebrated their anniversaries as free colonies.

During the 1830s, questions were raised in England about the brutality of the penal system. The harsh treatment handed out to the convicts often forced them to escape into the bush and become bushrangers. One such gang was the Ribbon Gang, led by the convict Ralph Entwistle. By 1830, bushrangers had become so troublesome that the New South Wales government introduced an Act allowing anyone to stop a person they suspected to be a bushranger.

Port Arthur penal settlement

In 1830, a penal colony for secondary offenders was established on the Tasman Peninsula on the east coast of Van Diemen's Land. It was called Port Arthur and was named after Lieutenant-Governor George Arthur (1784–1854). The sentenced convicts built the prison consisting of hard labour yards, facilities for constant surveillance and solitary confinement cells. It was well known for its harsh treatment of convicts. In 1833 coal was discovered, and convicts worked in the mines known as the Convict Mines. In 1834 shipbuilding was introduced, but only convicts who were well behaved were to be trained to work at the dockyard, as carpenters, blacksmiths, caulkers, coopers and shipwrights. By 1835, there were 800 convicts working in numerous chain gangs. A chapel was built in such a way

that the convicts could not see each other but the minister could see each prisoner. By 1838, the convicts were making shoes and other items that could be sold. Railway lines, built by the convicts with chains around their ankles, carried these commodities and passengers to various points across the island.

Point Puer, also on the Tasman Peninsula, was a prison for boys between 9 and 18 years of age. By 1837 there were more than 400 boys at Point Puer, who mainly worked in labouring gangs. They were given minimal schooling, but some of the lucky ones were taught a trade. Those who disobeyed orders could be given the lash. Typical of a daily routine was to rise at 5 am for Bible reading and prayers, breakfast at 7 am, and practical trades or work in labouring gangs till midday. The boys then washed, ate lunch and returned to work until 5 pm. They washed again and had supper, which was followed by schoolwork, evening prayers and scripture reading. They were in bed by 7.30 pm.

New colonies

From the mid 1830s, pastoralists and traders from Van Diemen's Land were sailing into Port Phillip Bay and into the land of the Kulin people. In 1834 Edward Henty (1810–1878) left Launceston with farm animals, seeds and plants and landed at Portland Bay, a coastal area in Victoria's west. This was the foundation of the colony later known as the Port Phillip District of New South Wales.

In 1835 John Batman (1801–1839), a former convict from Van Diemen's Land, attempted to negotiate a treaty with the Wurundjeri people to 'compensate' them for the use of their land, some hundreds of thousands of acres, which was almost all their ancestral lands. In return he gave them 20 pairs of blankets, 30 tomahawks and various other articles, and a yearly tribute. Like all Indigenous groups, the Wurundjeri have very strong and complex relationships and connections with their land, in contrast to the British, who saw land as a possession to be bought and sold. Permission was rarely sought from Traditional Owners to enter their countries, much less use the land and resources, which were often exploited or destroyed in order to farm. The ideas of private property and ownership of land would have been foreign concepts to the Wurundjeri. Eventually, Governor

Richard Bourke (1777–1855) rescinded the treaty.

An early pioneer of this time was John Pascoe Fawkner (1792–1869), who was one of the original founders of the area known as 'The Settlement' or 'Bearbrass', which was later officially named Melbourne in 1837. He stayed on in the settlement and opened the first inn. Reports of more and more unauthorised settlers arriving and of the poor treatment of the Aboriginal peoples led to the appointment of William Lonsdale (1799–1864) as the first Police Magistrate of the Port Phillip District of New South Wales. He arrived in 1836.

Sealers, whalers and bark cutters had been visiting the coasts of southern Australia for many years before settlements were officially sanctioned. As a result of their reports and positive comments about the area, South Australia was chosen as the site of the first free British colony. Many of the ideas of Edward Gibbon Wakefield (1796–1862) were the basis for the new colony. It was agreed that no convicts would be sent to the new settlement and that the colony would be a place of religious tolerance. South Australia was founded in 1836 and Surveyor-General William Light (1786–1839) chose the site for Adelaide. The British Government would control the colony, but colonisation commissioners would have power over the survey of and sale of the land, using the proceeds to entice and employ the labourers that they needed. The first migrants arrived in South Australia in 1836 and the first school opened on Kangaroo Island in the same year.

In 1838, the explorer Captain Charles Sturt (1795–1869) herded cattle from Sydney to Adelaide, which took just 40 days. Along the way he explored the Hume and the Murray Rivers and discovered that they were the same river. He settled in South Australia and was appointed Surveyor-General and later Registrar-General.

Resistance and conflict

Each year, new sites were established for farming land. Indigenous peoples had established environmental practices over thousands of years that allowed them to ecologically sustain their food sources. The introduction of European agricultural practices drastically impeded the food support system Indigenous people needed to survive. As a result many were unable to rely on basic resources. This led to much resistance and conflict.

In the Swan River settlement, resistance came from Yagan (d. 1833), a son of the respected Elder Midgigoroo of the Noongar people south of Perth. He and other warriors fought back by spearing animals and stealing supplies. In 1833 his brother was killed and in retaliation Yagan, Midgigoroo and others followed some carts taking provisions to settlers on the Canning River, and speared the drivers to death. Yagan, Midgigoroo and another, Munday, were then proclaimed outlaws. After a few months of evading capture, Yagan was killed by William Keates, who wanted the £30 reward offered for his capture or killing. Yagan's head was preserved and sent to England. In 1997, Yagan's remains were returned to Australia for burial according to Noongar custom.

In Van Diemen's Land, the 'Black Wars' took place. These were a series of aggressive attempts to drive the Aboriginal people from eastern Tasmania. In February 1830, the government legitimised the massacre of Indigenous people by offering a bounty of £5 per Aboriginal adult and £2 per Aboriginalchild. This bounty ended in 1832, but not before causing the deaths of hundreds of Aboriginal people. Lieutenant-Governor George Arthur (1784–1854) ordered the removal of the Oyster Bay and Big River peoples from the colonised areas and called upon all males, convicts and

free settlers, to form a human chain across Van Diemen's Land, known as the Black Line. The 5,000 men were to sweep across the south and east of the island to contain Aboriginal peoples to the Tasman Peninsula. Arthur had intended to have the Aboriginal people live on the peninsula with the aim of protecting and maintaining their culture and language. In 1835, the remaining Aboriginal people of Van Diemen's Land were forced by George Robinson (1791–1866) to move to Flinders Island, where they lived in impoverished conditions and the population declined rapidly.

As a result of the Myall Creek massacre in New South Wales, non-Indigenous people were tried in a court and punished for murdering Aboriginal people for the first time. On 10 June 1838, 12 stockmen rode onto Henry Dangar's property and rounded up and killed 28 women, children and elderly men who were relatives of Aboriginal men working at the station. It took almost three weeks for the crime to be reported to the police. In December 1838, seven stockmen were hanged for the crime. The verdict caused outrage among many British colonisers.

In 1837, a UK Select Committee on Aborigines (British Settlements) investigated the treatment of Indigenous peoples and in their report criticised the Australian colonies. The committee affirmed the 'plain and sacred right 'of Indigenous peoples to their land and recommended that 'Protectors of Aborigines' be appointed. With the appointments came laws that put restrictions on almost every aspect of Indigenous people's lives. People were restricted to living in particular areas; they needed to ask permission to marry and had no control of their finances. The protectors also appointed missionaries to convert Indigenous people to Christianity.

William Buckley

In 1835 after 32 years spent living with the Wathaurong people, William Buckley (1780–1856), an escaped convict, came out of the bush and surrendered to an advance party of settlers in the Port Phillip District of New South Wales. Later known in the colony as the 'wild white man', Buckley owed his life to the Wathaurong people who rescued him after his escape from the failed penal settlement at Sullivan Bay in south-east Australia. He barely survived in the bush, where, without fire, he ate raw shellfish and constantly searched for fresh water, struggling to survive in an unfamiliar environment where the animals and plants were unknown to him.

The Wathaurong believed Buckley was a recently deceased Wathaurong warrior, Murrangurk, returned from the spirit world, and so accepted him as a member of their group. Buckley lived with pre-contact Wathaurong and gained a unique perspective on their social customs and way of life. He learned their language and how to hunt and fish, their social customs and their cultural values. Within the group he had a wife and a daughter.

Although over the 32 years he had spent with the Wathaurong other European parties had landed close to where he was, he made no effort to contact them as he was fearful he would be punished for his escape. In his memoirs recorded by a journalist, John Morgan, he reported that he only made contact when he realised that some Aboriginal warriors were going to attack the advance party of settlers. After living with the Wathaurong so long, he found it difficult to speak English again. On return to his previous life, he found it difficult to live in European society. He acted as an interpreter and as a go-between for the settlers and the Aboriginal groups.

The wild colonial boys

The bushrangers of the 1830s were often former convicts rebelling against their harsh treatment. Many had escaped and became known as 'bolters'. Most did not live for very long in the bush as it was very different from anything they knew and they lacked the skills and knowledge necessary to survive. They robbed travellers, coaches and houses. Some sympathisers within the local community would help them with supplies and avoiding the police. To be a successful bushranger you needed to know bushcraft, be a good horseman and be able to work with others in a gang.

John (Jack) Donohue (1806?–1830), also known as 'The Stripper' because he left his victims with nothing, was one of the most notorious bushrangers operating in New South Wales. He was 18 years old when he arrived in Sydney from Dublin and was serving a life sentence for intent to commit a felony. He was assigned to work on a settler's property in Parramatta but absconded with two other convicts. They had no horses; however, they could rob slow-moving drays. Donohue was sentenced to death but escaped and joined a gang. He was admired by many for his bold stance and defiant attitude to the authorities and became the subject of many ballads, one of which may have been the popular The Wild Colonial Boy. The song was so popular that the authorities banned it. In September 1830, Donahue was shot dead.

Tasmania had many bushrangers, including 'the boy bandit' Rares (1823–1839), who was an escaped 16-year-old convict from Port Puer, the boys' prison near Port Arthur. After his escape in 1839 he joined two other bolters robbing settlers around Launceston, but within a year Rares was caught and hanged.

Another bushranger, Martin Cash (1808–1877), was born in Ireland and at the age of 18 was transported to Sydney for housebreaking. In 1837, his freedom was earned through good behaviour and he settled in Van Diemen's Land. He served another two sentences for petty crimes and for being the leader of a successful gang known as Cash & Co. In 1870, he published Martin Cash, the Bushranger of Van Diemen's Land and became one of Australia's best known romantic robbers.

Female migration to Australia

In the 1830s, with high unemployment in England and the need for labour in the Australian colony, the colonial government decided to sell land and use the proceeds to subsidise migration to Australia. Migration had to be subsidised because the cost of travelling to Australia was much higher than travelling to America as the distance was so much greater.

Apart from the convicts, the earlier migrants were mainly men and this resulted in a significant imbalance between the number of men and women in the colony. In England at the time there were more women than men. The gap was not as great as in New South Wales where men outnumbered women. The Emigration Commission of 1831–32 was established to assist female emigration. In 1832, the Red Rover sailed from Ireland to Sydney and the Princess Royal sailed from London to Hobart Town. Together they carried 400 single women who were between 15 and 30 years of age, single or widowed. The government paid for their fare but didn't assist them to get employment when they arrived.

Groups of women from cities, towns and villages responded to advertisements encouraging them to emigrate. Those who were skilled in agricultural work, sewing and specific domestic tasks as well as general household work were preferred. Some young women were educated and were employed as governesses. Some were semiliterate. They represented a significant increase in the population of the two eastern colonies. In 1833, the Bussorah Merchant was one of the first ships sent by the London Emigration Committee with more than 200 young single women.

Coalmines

There is some evidence that, prior to European arrival, Aboriginal groups in New South Wales used coal as a fuel. The first coalmines were established in Newcastle and the Hunter region. The colonial government granted the Australian Agricultural Company a lease of 2,000 acres of land at Newcastle to develop coalmines.

In 1830 the government handed over possession of the Newcastle Coal Works and the company retained a monopoly on the mining of coal in Newcastle until 1847. At the end of 1831, there was an official opening with crowds of people cheering as the two skips of coal were brought to the surface, travelled down the first inclined-plane railway and were delivered to the wharf, where the steamer Sophia Jane was waiting to transport the coal to Sydney. By 1832 more than 7,000 tonnes of coal was being produced annually.

Initially both convict and non-convict labour was used, but few had experience working in mines and the convicts were found to be unsuitable workers. The company began importing skilled labour from overseas. Between 1838 and 1839, 100 Irish and 40 Welsh miners were brought to work in the mines by the company.

Homepage **Make Your Own Website activity - Fill out the following pages with the information you have learned from this week's readings.**
Includes: name of decade, website producer, image(s)

Timeline of decade:

(Significant event 1 and image goes here)

#1 Image and paragraph 1 goes here

(Type caption here)

#2 Image and paragraph 2 goes here

(Type caption here)

#3 Image and paragraph 3 goes here

(Type caption here)

#4 Image and paragraph 4 goes here

(Type caption here)

#5 Image and paragraph 1 goes here

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(Significant event 2 and image goes here)

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(Significant event 3 and image goes here)

#1 Image and paragraph 1 goes here

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#2 Image and paragraph 2 goes here

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(Significant event 4 and image goes here)

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#2 Image and paragraph 2 goes here

(Type caption here)

#3 Image and paragraph 3 goes here

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#4 Image and paragraph 4 goes here

(Type caption here)

#5 Image and paragraph 1 goes here

(Type caption here)

Bibliography:

Wellbeing Wednesday

Week 9

Wellbeing Wednesday

Physical	Go for a walk with your family or pet and enjoy time talking with someone you care about.	Create your own obstacle course, dance routine or new game.	Go outside and run around, play a game or ride your bike. Try and be active for at least 30 minutes.
Creative	Tidy or reorganise your bedroom.	Make a blanket fort and spend some time enjoying the space or reading a book.	Build something out of recycled materials you have around the house.
Nature	Find a quiet space in your yard and take time to enjoy your surroundings.	Go on a local walk in nature with your family and look and appreciate five different things you haven't noticed before.	Enjoy some sunshine, move your body and strech outdoors.
Cognitive	Look up how to make a paper aeroplane and measure how far your creation can fly.	Think about three things you are grateful for this week and share them with a family member.	Play a card or board game with a family member.
Social	Make a card for someone and let them know how much you appreciate them.	Cook something with someone in your family. It could be breakfast, dinner or a special treat.	Ask how you can help around the house and complete two or more chores.

Thursday Science

Week 9

Name: _____ Date: _____

properties of MATTER

Properties are used to describe matter. Properties can be measured through observations (things we touch, see hear, see, taste) or by measurement. Properties can be categorized as a physical property or a chemical property.

Physical properties can be identified without changing the identity of the substance. The texture, odor, appearance, colour and hardness of an object are examples of physical properties.

> A **physical property** is any property that is evident without a chemical reaction

Chemical properties are different than physical properties because they require a **chemical change** for the property to be observed. Flammability (catching fire) and rust are examples of chemical properties because they involve changing the original substance.

> A **chemical property** is any a property that becomes evident during, or after, a chemical change.

A **physical change** is different than a chemical change. A physical change occurs when the object changes states without changing what the substance is. For example, water freezing or salt dissolving in water.

Physical changes are **reversible**. That means they can be undone. Chemical changes are **irreversible**. They are permanent.

Name: _____ Date: _____

physical and chemical changes

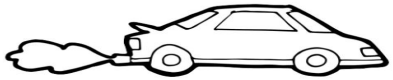
Write whether each change is a physical change or a chemical change.

Remember: Chemical changes require the original substances to change. Physical changes involve a change in appearance without changing the original substance.

The conversion of water into snow is a _____ change.

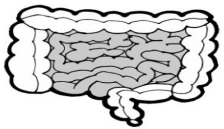
The burning of wood in a fire is a _____ change.

A car oxidizing (rusting) is a _____ change.



Evaporation of water is a _____ change.

Digesting food is a _____ change.



Name: _____ Date: _____

reversible vs. irreversible

Look at the examples of changes in matter below. Categorize the changes as reversible (can be undone) or irreversible (permanent).

Remember: Physical changes are reversible and chemical changes are irreversible.

Changes in Matter

- Frying an egg
- Melting a chocolate bar
- Freezing an ice cube
- Baking a cake
- A nail rusting
- Burning a piece of toast
- Dissolving sugar in water
- Burning a piece of paper

Reversible	Irreversible

Name: _____ Date: _____

physical and chemical changes in our lives

Physical and chemical changes do not only occur in a science laboratory or classroom. They are also used to manufacture products and toys, during recycling, and even in the baking of food.

Grains like wheat, corn, and rice are harvested from farms and converted into flours to be used for baking. Flour is made by grinding these raw grains until they are in a powdery form. These flours can be used to bake pasta, breads, crackers, and cakes.

What chemical changes do you think are involved in the baking of a cake?

_____

_____

_____

Explain why frying an egg is an irreversible change in state of matter.

_____

_____

Is frying an egg a chemical or physical change?

_____

Explain why cutting a tomato is **NOT** a change in state of matter.

_____

_____

Name: _____ Date: _____

physical and chemical changes in our lives

Petroleum is a fossil fuel that is found beneath the earth's surface. Humans cause chemical changes to petroleum in order for it to be useful. Petroleum is burned as a fuel source for vehicles, like cars. It is used to provide heating and electricity. It is also used in the creation of plastic materials. Petroleum is a non-renewable resource. This means that there is no way of getting the resource back when it is burned.

One of the concerns with petroleum use is its impact on the environment. Refining petroleum releases toxins into the environment that can harm human health and ecosystems.

Is burning petroleum a physical change or chemical change?

_____

What are some environmental concerns with the use of petroleum?

_____

_____

What are the advantages and disadvantages of using petroleum?

_____

_____

_____

Name: _____ Date: _____

physical and chemical changes in our lives

Trees undergo physical and chemical changes. When trees are cut down, they are physically changed. Wood is converted into pulp to make paper and paper products. Examples of paper products include toilet paper, tissues, printer paper, paper towels, greeting cards, and cardboard.

Excessively cutting down trees is known as deforestation. This leads to habitat destruction and other negative effects on the environment.

What do you think are some ways to reduce the environmental impact of paper production?

_____

_____

_____

Why might paper processing be important to a logger (someone who makes money chopping trees)?

_____

_____

_____

Why might paper processing be a concern for environmental activists?

_____

_____

_____

Name: _____ Date: _____

vocabulary

Write the definition for important words introduced in this workbook. If you need help, flip back through the workbook to find a page that mentions the word.

Matter _____

_____

Solid _____

_____

Liquid _____

_____

Gas _____

_____

Atom _____

_____

Evaporation _____

_____

Writing

Week 9

Informative Writing

Using Informative Paragraphs, Topic Sentences and Subheadings

Learning Intention

I will be learning about the structure of an informative text.

Success Criteria

I will create an informative paragraph using given information about a topic by applying my knowledge of informative text structures.

What are Informative Texts?

The purpose of an informative text is to provide factual information about a particular topic.

Informative texts can be written about a wide range of topics. Some examples include people, animals, objects, events and phenomena.

There are many types of informative texts, such as:

- ➔ procedures
- ➔ reports
- ➔ explanations
- ➔ news articles.

What does the structure of an informative text look like?

- **Introduction:** This is a **general statement** about the subject of the text. It may also classify the subject as a part of a particular group e.g. sharks are fish.

- **Description:** This is a series of **factual paragraphs** which **describe** the subject's characteristics. **Subheadings** can be used to organise information more clearly.

- **Conclusion:** This is a statement which **summarises** the information presented in the subject of the text.

Informative Text Example - The Great T-Rex

Introduction

Tyrannosaurus rex (also known as T-rex) was one of the largest dinosaurs that ever walked Earth. It lived around 66 million years ago in an area now known as North America.

Subheading → **Physical Appearance**

Description

Tyrannosaurus rex was the size of a modern-day bus. It had a large head with strong, sharp teeth. It had a long tail which helped it to balance on its back legs. The arms of the T-rex were quite small, ending in hands with only two fingers.

Informative Text Example - The Great T-Rex continued...

Subheading → **Movement**

Description

Tyrannosaurus rex walked upright on its two back legs. Scientists can only guess how fast it moved, based on footprints and tracks which are millions and millions of years old. Their best estimate is somewhere between 17-40 km/h (11-43 m/h).

Conclusion

Tyrannosaurus rex was one of the most dangerous and ferocious dinosaurs of all time. No wonder scientists are fascinated by these amazing creatures!

What are the steps to writing an informative paragraph?

To write an informative paragraph, follow these steps:

1) **Introduce** the subject using a clear **topic sentence**.
2) **State facts** about the subject in a **logical order**.
3) **Describe** the subject using appropriate **technical vocabulary**.
4) **Conclude** with a statement about the subject.

When writing an informative paragraph, it is important to focus on one aspect of the subject. When you are ready to move on to another aspect of the subject, it is time to begin a new paragraph.

A note about subheadings...

A subheading is like a mini-headline you give to a paragraph in your main piece of writing. In informative texts, they quite often let the reader know what the next paragraph is going to be about. Must you always use subheadings? No. You might choose to not use subheadings in your writing - which is when your topic sentences become even more important to introducing the subject of your paragraph. .

Subheading organises text information

Topic Sentence introducing the subject

Facts about the subject in logical order.

Concluding statement about the subject

EXAMPLE

Reproduction

Most turtles reproduce during the warmest months of the year. The females will come ashore on a sandy beach to lay their eggs after mating. They then leave the eggs to hatch on their own. When they hatch, the hatchlings (baby turtles) scramble down into the water. They have to be quick to avoid being eaten by predators. Most baby turtles will perish within their first year.

YOUR TURN

- Highlight the subheading pink
- Highlight the topic sentence green
- Highlight the description/facts blue
- Highlight the concluding sentence purple.

Inhabitants

The Great Barrier Reef is home to 14, 000 different plant and animal species including many that are endangered. Some of these organisms include whales, sea turtles, birds and coral. Because of this, the reef is a popular tourist destination. Over two million people visit the reef every year.

Your turn!

On the next page you will find a fact file about the Giza Pyramids of Egypt. Your task is to arrange the facts into the matching subject categories and then write ONE paragraph using the information from ONE of those categories.

Informative Text Fact File - The Giza Pyramids

Read the facts about The Giza Pyramids, then sort them into the correct box in the fact file.
Hint: There are three facts per box.

large, pyramid-shaped structures made from thousands of blocks of stone

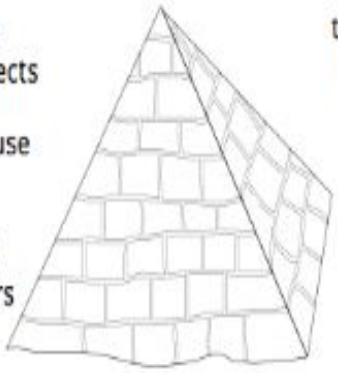
were probably built by slaves

other chambers were filled with gold, treasure and everyday objects

built by ancient Egyptians to house the bodies of their pharaohs

provided protection for the king and his treasures against robbers

building was slow and would have taken 20 years to complete



the base is always a square

the king's mummified body was kept in the pharaoh's chamber

the largest pyramid is almost 140 m (455 ft) in height

blocks of stone were dragged up ramps, one by one

a place to store the items the king would need in the afterlife

narrow passageways led from the outside to the burial chamber

What do the pyramids look like?	Why were the pyramids built?
What is inside the pyramids?	**How were the pyramids built?**

WRITING TASK

Now that you have organised the information about the Giza Pyramids into subject categories, choose ONE of those categories and use the information to write an informative paragraph about it on the next page. Look back at slides 7 and 10 to remind yourself how to do that (subheading, topic sentence, facts in order, concluding sentence).

WARNING!

You are **NOT** writing a whole informative text about the Giza Pyramids. Forget about the introduction and conclusion - your focus is to piece together the information from ONE of the subject categories and write ONE paragraph about it.

Write your paragraph on this page

C.A.P.A

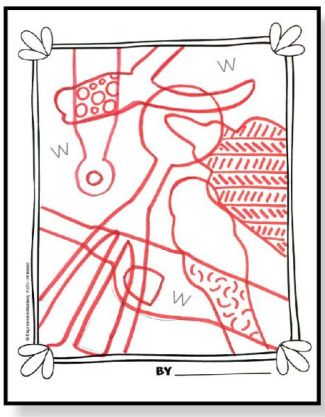
Week 9

OVERLAPPING SHAPES

Trace 4-6 objects found around the house that have interesting shapes. Some ideas are:

- kitchen utensils like a spoon or tongs.
- office supplies like scissors or a glue bottle.
- your hand or shoe.
- a small stuffed animal or action figure.

If you are having a hard time finding things, just use one object, such as a glass, to make circles over and over until you have an interesting design.



Trace using a pencil. Go over your traced line with a marker. Add patterns in 3 areas. Use the pattern page for ideas, but feel free to make up your own patterns. With a pencil, lightly mark a "W" in 3 areas to leave white.

Color the remaining areas with a combination of markers and crayons. Then erase the "W"s. I repeated the same colors in both crayons and markers.