

S2 Week 9 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 - Data	<input type="checkbox"/> Maths - Data		<input type="checkbox"/> Maths - Data	<input type="checkbox"/> Maths - Data
	<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

6/9/21

**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 - Data
<input type="checkbox"/>	Brain Break
<input type="checkbox"/>	CAPA

SENTENCE A DAY

Learning Intention

Determine the purpose of an author's text

Success Criteria

I know the different purposes for writing – to persuade, to inform or to entertain

I can write sentences with different purposes



Sentence a Day

Think about these questions:

Why do we write?

Why do authors' write?

What is the purpose of writing?



Sentence a Day

What are the purposes of writing?

P

I

E



Sentence a Day



Three purposes for writing:

Persuade: to convince the reader to agree with their viewpoint on a particular topic

Inform: to provide the reader with information about a particular topic

Entertain: to engage the reader with a story based on particular characters and events

Sentence a Day



What is the purpose of the following texts?

Type of Text	Purpose
A book about the adventures of a talking octopus	
A commercial (advertisement) for a brand new video game	
A book of facts about echidnas	

SPELLING

Learning Intention

- To spell words containing the 'augh' sound.
- Find meanings of words to support my understanding.

Success Criteria

- I can identify and spell words with the 'augh' sound.
- I can use a dictionary to find the meanings of unknown words.

SPELLING FOCUS 1

This week's spelling focus is 'augh', it can make the 'or' and 'arf' sound.

AUGH WORDS

naughtiest

onslaught

distraught

laughingstock

draughtsman

caught

untaught

daughter

taught

dreadnaught

granddaughter

draught

haughty

laughter

stepdaughter

uncaught

laugh

naughty

overslaugh

draughtboard

laughable

fraught

slaughter

draughty

goddaughter

laughing

draughts

mistaught

manslaughter

draughtproof



SPELLING ACTIVITIES

1) Pick 10 spelling words and write them in your exercise book, practise them each day.

2) Find out the meaning to 5 words of your choice. You need to use a dictionary or the internet.

1)

2)

3)

4)

5)

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 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





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 #3

There was not an instrument Skylar couldn't play, a sport she didn't win, or a subject in school that she didn't ace! Anything she wanted to learn, she learned quickly and easily. She was so _____ that there wasn't anything she could not do!

FAIR

LAZY

DISTRACTED

HARDWORKING

CHARACTER #4

Mrs. Conover was the most _____ teacher, almost to a fault! She used popsicle sticks to randomly choose who she would call on, everyone had the same homework, and she always listened to both sides of a story when someone was in trouble. If she gave one person a piece of candy, everyone got a piece of candy, and she rotated through the class list when choosing people to do special jobs. She made sure everything was equal among the students!

PATIENT

MOODY

TALENTED

ENCOURAGING

WRITING

Learning Intention

We are learning to write an interesting gradual build up of tension in a diary entry imaginative text

Success Criteria

I can use my planning and Seven Steps tricks to compose a quality imaginative text.

I can use the Seven Steps story graph to guide my writing.

I can write an interesting gradual build up of tension.

DIARY ENTRIES - CONTINUED

Last week, we put on our explorer boots and looked through our telescopes, searching for an exciting adventure to record in our diaries.

This week we are going to continue our diary entries from where we left off.



The next step on our story graph is the gradual build up of tension. We will work on this for the next three days.

Have a look at the next page to see how to build up the tension gradually.



THIS IS AN EXAMPLE OF HOW TO GRADUALLY BUILD THE TENSION.

Here is a story about a dam wall breaking. It is an example of how we can slowly develop tension without racing to the end of the story. Building the tension can be one of the most important parts of writing your story. If we race to the ending without slowly building the tension our story will be BORING! Ban the boring!

Pebble

Two kids fight with their parents and storm off towards the dam wall.

Today we are ONLY focussing on our pebble problem!

Rock (Now to create bigger problems).

They notice a crack in the dam wall. Then it becomes a real leak. Water gushes out. More and more of the wall starts to disintegrate. The children panic and try to flee. But one of them trips and injures an ankle. Now they are really struggling.

Boulder (Time to drop a boulder. This is usually the massive tension scene in a story).

The dam wall is crumbling, water is flooding the river. The parents are panicking – where are their children??? The two kids are trying to run, but one can barely walk. The water is rising, trees are being washed away, the parents are terrified, struggling to beat their way to the children. How will they all survive???

The tension scene is one of the strongest scenes in a story! This is not our exciting ending just yet. You need to stop once the tension has reached it's boiling point!

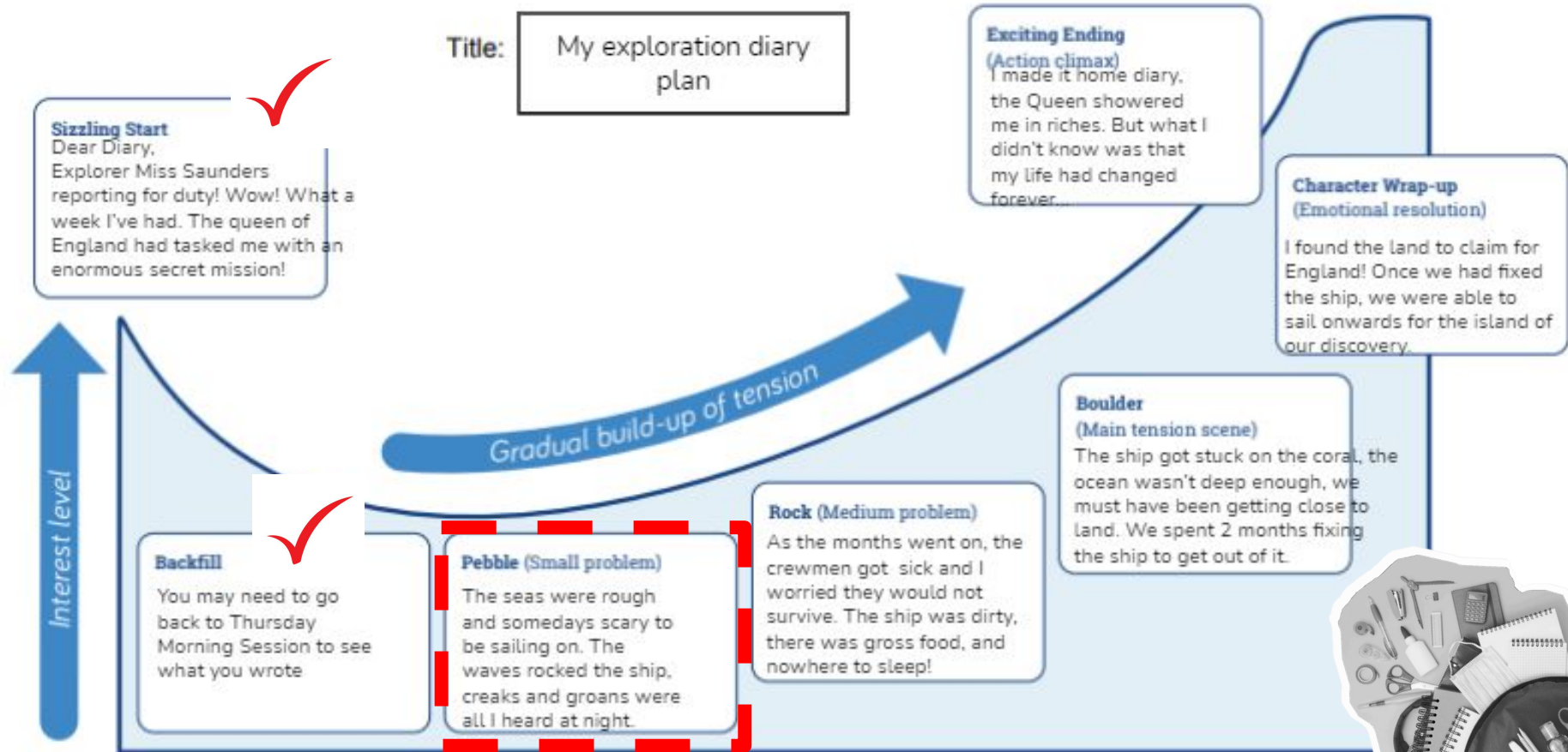
TODAY:

You will focus on your 'pebble' paragraph, which is a small problem in your story. **On the next slide** you will find **starting sentences** already completed for you! You need to write more and tell your teacher how 'explorer you' would be **feeling** on that ship. **Use your senses.** Think about the conditions of living at sea that we learned about last week:

Sight (what can you see?)	Rough seas, sick crewmen and someone getting lashed with a cat-o-nine tails.
Sound (what can you hear?)	Creaks and groans of the ship
Smell (what can you smell?)	Smelly people
Taste (what can you taste?)	Terrible food
Touch (what can you feel?)	Splintered wood, bodies pressing in close
Emotions (how are you feeling?)	Scared, frustrated, excited

If you completed your own story graph last week, use **YOUR PLAN** to write your small problem.

Narrative Story Graph



BACK TO YOUR EXPLORER DIARY!

Go back to where you have been writing:
'My Explorer Diary Entry'

You will be working on this all week!

Once you have completed your 'pebble' problem for your diary entry you can



EDITING - YOU SHOULD EDIT EACH PARAGRAPH AS YOU GO!

Punctuation

- Capital letters
- Full stops
- Commas
- Check your spaces

Grammar

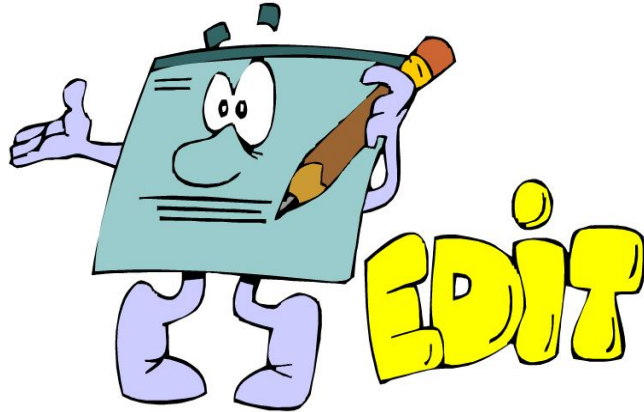
- Writes in past tense

Spelling

- Sound out your words
- If there is a red squiggly line underneath a word, check it's spelling!

Paragraphs

- In chronological order (in the order that things happened)



Re-read your work! Make sure it makes sense!

MATHS

Learning Intention

Read and interpret
data

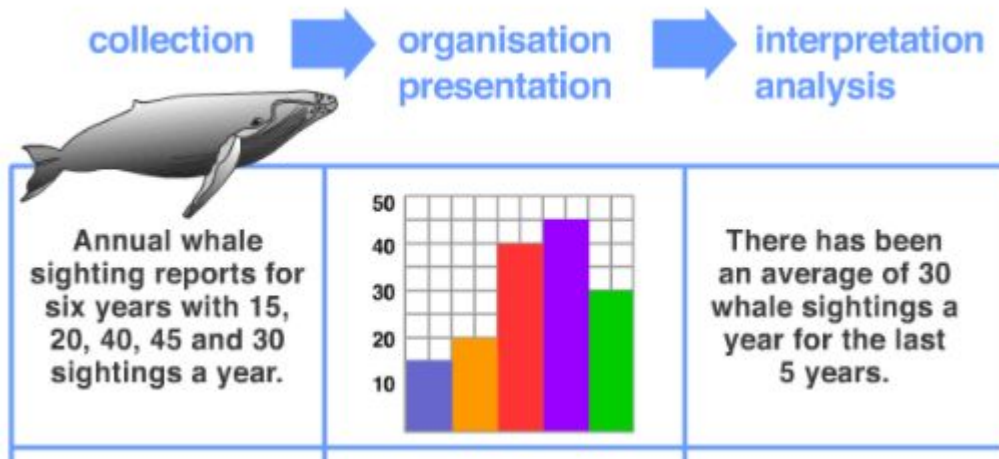
Success Criteria

I know what data is
I can represent data from
tables in graphs
I can identify a picture and
column graph
I am able to interpret data
from different graphs
I understand different scales

DATA

Data is a collection of information gathered by observation, questioning or measurement.

Data is often organised in graphs or charts for analysis and may include facts, numbers or measurements.



TALLY MARKS

Fill in the number in the total column.

Favourite Colour	Tally	Total
Blue		
Red		
Yellow		
Green		

What is something you can tell me from this data?



TALLY MARKS

Class 1 and 2 were each asked their favourite ice-cream flavours.
Their results are shown in the tally charts.

Class 1	
Flavour	Total
Vanilla	
Chocolate	
Strawberry	
Mint	

List 2 things that are the same between the classes.





Class 2	
Flavour	Total
Vanilla	
Chocolate	
Strawberry	
Mint	


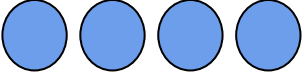
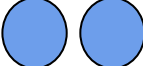

List 2 things that are different between the classes.


PICTURE GRAPHS

We can use tally marks to create a picture graph from our collected data.

Sometimes, these have a **1 to 1 scale** which means that 1 picture equals 1, like is shown below:

Animal	Tally
	
	
	
	

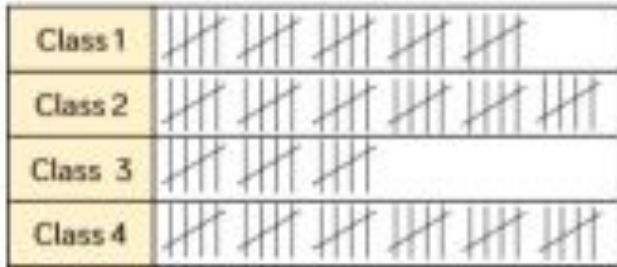
Animal	Number of Animals
Turtle	
Elephant	
Panda	
Horse	

 = 1 animal

PICTURE GRAPHS

Sometimes, the amount of what needs to be graphed is too large for a 1 to 1 scale so we have to use a **many to one scale**.

This means that 1 picture equals more than one, like you can see below:



Key







= 5 books

The key is very important here so that you know how many 1 picture book equals.

PICTURE GRAPHS

Calculate how much of each animal was on the farm.


Animal	Number on farm	Total
Pigs		
Sheep		
Horses		
Chickens		
Cows		

 = 10 animals

PICTURE GRAPHS

Answer the true or false questions about the graph.



 = 10 animals

Statement	True or False?
Horses were the least popular animal.	
The number of chickens is half the number of the cows.	
The total amount of pigs and sheep is 70.	
There are 8 cows on the farm.	
There are 10 fewer chickens than sheep.	

PICTURE GRAPHS

Create a picture graph from the collected data about favourite fruits. Symbols have been provided for you but you will need to decide the key.



Name of Fruit	Number of Votes



=

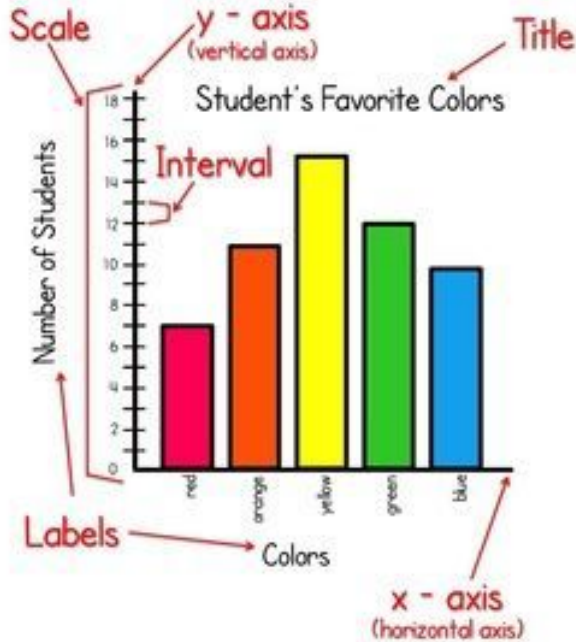


=

COLUMN GRAPHS

Another way to represent data is using a column graph.

Parts of a Graph



There are a lot of parts to a column graph.

The **title** tells us what the graph is showing.
The **x-axis (horizontal axis)** is the line along the bottom.

The **y-axis (vertical axis)** is the line that goes up the side.

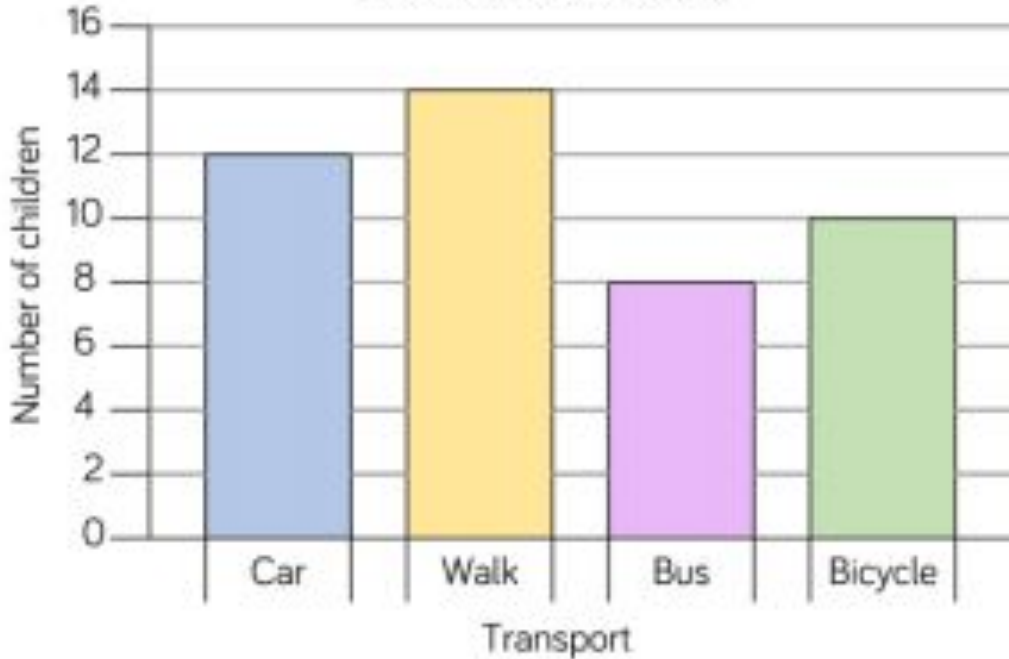
The **labels** are connected to these **axes** to tell us what the axis is representing.

A **scale** shows what each interval is going up by. Just like with picture graphs, a **scale can be 1 to 1 or many to one.**

COLUMN GRAPHS

Look at this column graph and complete the table.

How Y4 travel to school

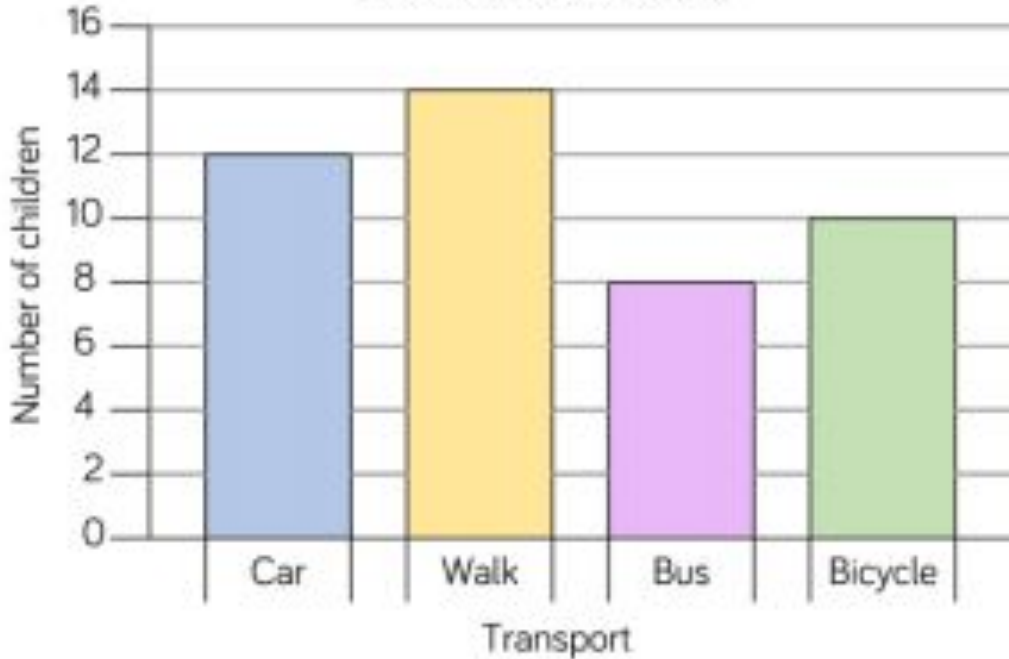


Transport	Number of Children
Car	
Walk	
Bus	
Bicycle	

COLUMN GRAPHS

Look at this column graph and answer the questions.

How Y4 travel to school



What is the most common way to travel to school?

What is the least common way to travel to school?

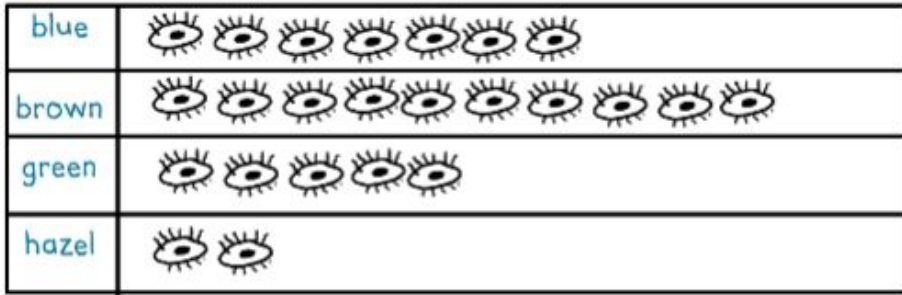
What is the difference between the two? (Hint: subtraction)

How many students were surveyed altogether?

COMPARING GRAPHS

Here is a picture graph and a column graph representing the same data.

Eye Color in Second Grade



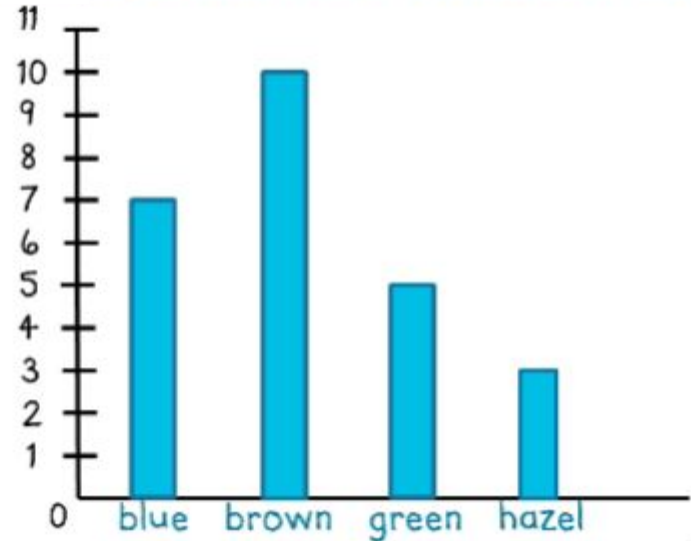
Number of students

Key  = 1

Which do you think is the easiest to read?

Why?

Eye Color in Second Grade




THINKING ABOUT GRAPHS

PROBLEM SOLVING

Alex wants to use a pictogram to represent the favourite drinks of everyone in her class.



I will use this image  to represent 5 children.

Another way to say picture graph

Explain why this is not a good idea.

This is not a good idea because _____

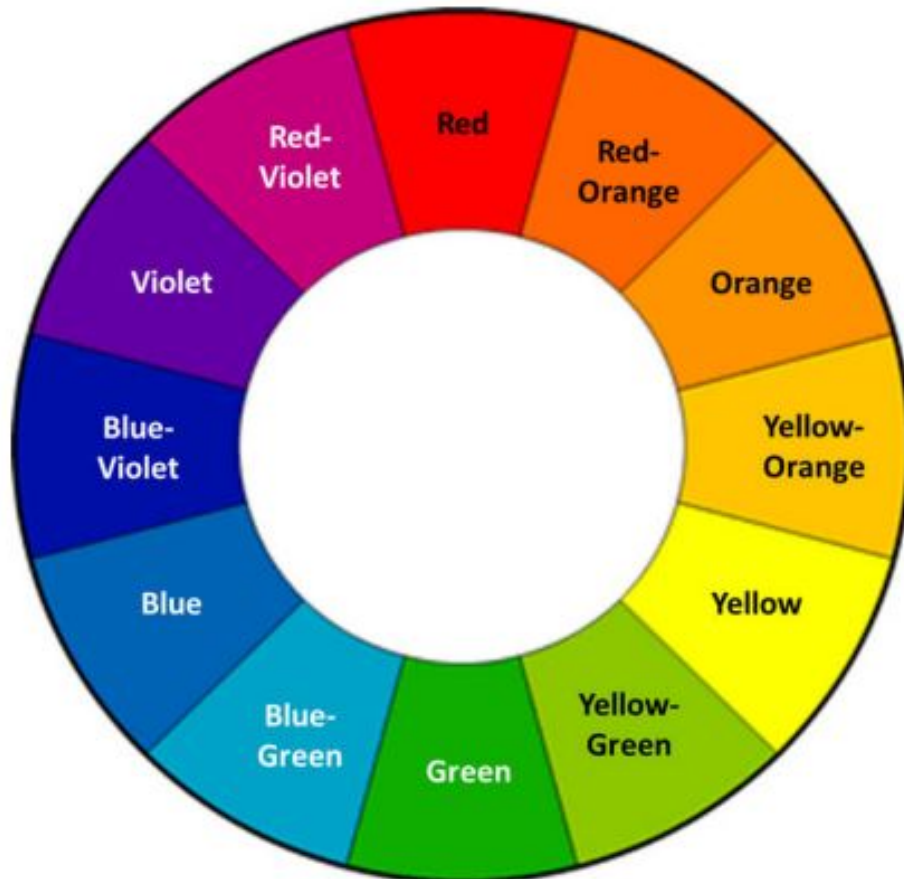
BRAIN BREAK

Colour Wheel Treasure Hunt

Challenge! Can you create a colour wheel using objects found at home?

This lesson is all about COLOUR. Your task is to create a COLOUR WHEEL using items that you search for around your home. This lesson is designed to be something fun and challenging for you to do but it's also a great way to learn about the names of colours. Think of it as a little bit of an art treasure hunt!

BRAIN BREAK



BRAIN BREAK

You will need:

- Objects from around your home in different colours.
- A digital camera or camera on your device.

Task:

Your task is to create the best colour wheel you can but not by drawing it!

You will need to look for objects around your house to create a colour wheel with. (MINIMUM of 12 and make sure you ask for Mum or Dad's permission or help first.)

They could be your toys, teddies, socks anything that you can find to represent a colour.

BRAIN BREAK

Look at the examples below to get some ideas.

The more objects you find the better your colour wheel will be.

Do you notice that some of these examples don't look as good as others because they don't have enough items?



BRAIN BREAK

SUCCESS - To be completed, your colour wheel must:

- Have at least 12 objects of different colours
- Be arranged in a circular shape
- Be arranged in a colour wheel design showing how colours are related to one another. (In other words, in order such as our colour wheel on page one.)

BRAIN BREAK

Making: Creating Your Colour Wheel:

- 1) Using the colour wheel on page one as a guide, search around your home for objects of different colours. Can you find an object of every colour?
 - 2) Once you have found all of your objects lay them out and arrange them in order as you would see on the colour wheel. Where will you arrange the objects so that your colour wheel has an interesting background?
 - 3) Take a photo of your colour wheel on your device to show what you have created. Make sure your photo is nice and clear. We call this in focus.
- What happens if I don't have one of the colours? If you don't have one of the colours on our colour wheel, don't panic. It's ok. Just do the best you can with what you can find at home.

Sharing your work:

- Once your artwork is complete, take a photo and share it with your class or teacher.

CAPA

Learning Intention

Create a close up artwork of a sunflower

Success Criteria

Follow instructions
Blend using crayons
Create an artwork close up of a sunflower

SUNFLOWER ART

Vincent VanGogh loved to paint sunflowers. His paintings of them are some of the most famous artworks in the world. Imagine a bee is landing on one of Vincent's sunflowers. What would it look like? This lesson focuses on drawing a close up section of a sunflower and on practising your use of soft pastels.



MATERIALS YOU WILL NEED

- Sheet of white paper
- Soft pastels, pencils or paint whatever you choose to use based on what materials you have at home
- Table cover or newspaper to protect your work area
- Paint shirt or apron to protect your clothes
- Fixative or hairspray to spray your work when completed to prevent smudging

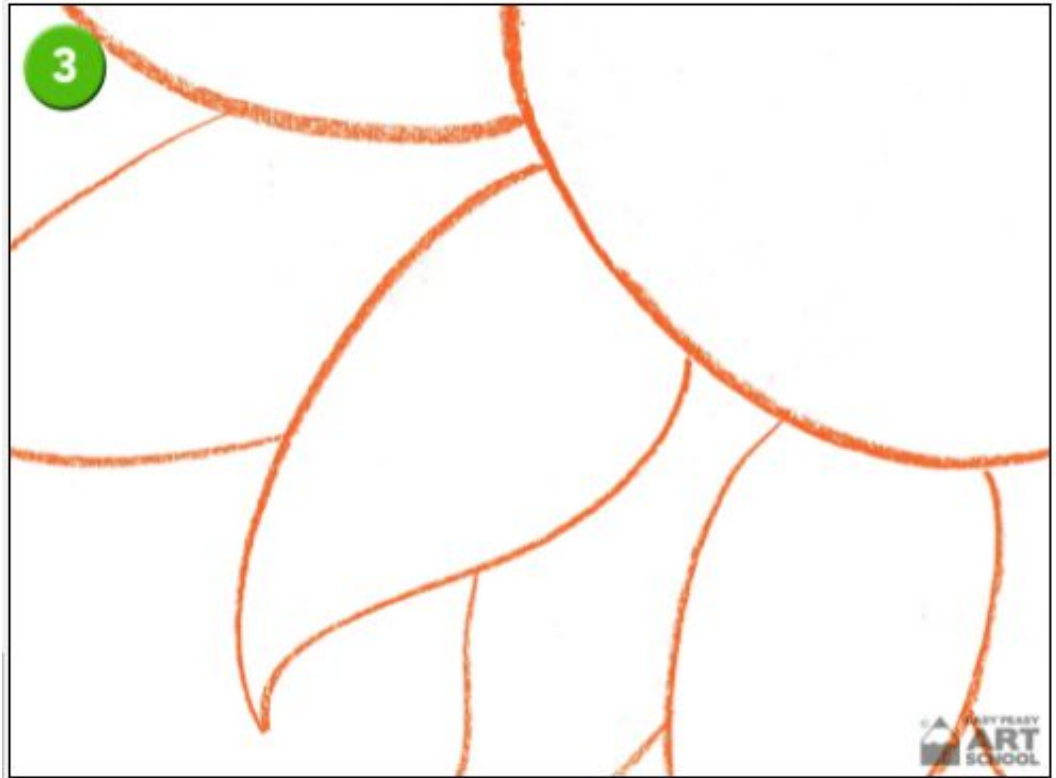


Place your page landscape

Drawing: Using an orange soft pastel draw a curved line. It begins at the top centre of the page and curves downwards to the right, finishing in the centre of the page edge.

Draw some petals as shown. Start with the centre one, make this a complete petal. With the two other petals only part of the petal is visible.

Fill in the two gaps between these three petals with two more that are only partly visible.



Colouring: Colour the centre of the flower. Start at the curved edge and shade a section with brown. Next use red and then orange to fill the remaining space.



Colour the inside edge of the petals with a light brown soft pastel first then fill the rest of the petal with yellow. You can add some extra brown strokes in the petal to add detail.



Use a light green soft pastel to shade the background. Then colour over the green with a light blue. This will create a beautiful aqua colour that is similar to the colour vincent used in one of his paintings.

Blending: Using your finger, blend the soft pastel in each of the shapes. Blend in the direction of each shape. For example when doing the petals blend outwards from the centre of the flower.



Using the black soft pastel, outline the curved line on the flower's centre. To add contrast and interest to the flower, draw a thicker black curved line and some small dashes as shown. Then, outline the petals with a darker brown soft pastel. Blend the black lines drawn on the flower's centre. Add a few more black dots and dashes to resemble the seeds. Your artwork is now complete. Spray with fixative or hairspray to prevent smudging.



7/9/21

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 - Data
<input type="checkbox"/> Brain Break
<input type="checkbox"/> Integrated Unit

SENTENCE A DAY

Learning Intention

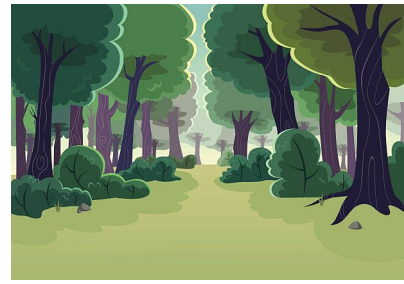
Determine the purpose of an author's text

Success Criteria

I know the different purposes for writing – to persuade, to inform or to entertain

I can write sentences with different purposes

SENTENCE A DAY



In a faraway place, just south of the little town of Bawley Point, two travellers gathered their thoughts on how they were going to get past the demon of the forest. At last, they came to an agreement: they would enter the haunted woods and cut off the giant demon's head.

The two travellers had always dreamed of finding what lay beyond this haunted place. They had heard that a giant oak tree had magically turned into a ferocious and fearsome demon, which was now the ruler of the entire forest.

What is the purpose of this text? ↓	How do you know?

SENTENCE A DAY

Five Palms Hotel

Are you ready for some family fun in the sun? If the answer is yes, choose the exclusive Five Palms Hotel for your all-inclusive family holiday.

The award-winning Five Palms Hotel is one of the most modern hotels in the area with something to suit all ages. We are proud to offer three outdoor swimming pools, one indoor pool, a fully equipped gym, a tennis court and luxury spa.

The Five Palms Hotel has a large, air-conditioned restaurant and snack bar which offers a wide selection of food to suit even the fussiest of eaters.

What is the purpose of this text? ↓

How do you know?

SPELLING

Learning Intention

- To demonstrate a clear understanding of weekly spelling focus 1.

Success Criteria

- I can show my understanding of words by finding out their meaning and using that information to make clues.
- I can outline the vowels and consonants within words.

SPELLING ACTIVITIES

Using 6 of your 'augh' focus, complete the following spelling activities.

AUGH WORDS

naughtiest
onslaught
distraught
laughingstock
draughtsman
caught
untaught
daughter
taught
dreadnaught

granddaughter
draught
haughty
laughter
stepdaughter
uncaught
laugh
naughty
overslaught
draughtboard

laughable
fraught
slaughter
draughty
goddaughter
laughing
draughts
mistaught
manslaughter
draughtproof

1) Create clues for each of your words.
Eg. The opposite of nice is... naughty.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____

Test a family member to see if they get them + don't forget to practise your words today.

2) Write 10 words in your exercise book using one colour for the vowels and another for the consonants.

READING-VOCABULARY

Learning Intention

I am learning to vary my vocabulary use when writing and build my vocabulary knowledge when reading.

Success Criteria

I understand the importance of vocabulary.
I can vary my use of vocabulary.
I can use strategies to explore vocabulary.
I can use contextual clues to determine the meaning of unknown words.

COMPLETE THIS 4 SQUARE/ FREYA MODEL

Definition

Use it in a sentence

tundra

Synonym

Picture

Antonym



WRITING

Learning Intention

We are learning to write a gradual build up of tension in a diary entry imaginative text

Success Criteria

I can use my planning and Seven Steps tricks to compose a quality imaginative text. I can use the Seven Steps story graph to guide my writing. I can write an interesting gradual build up of tension.

USE CONNECTIVES AND CONJUNCTIONS IN YOUR WRITING TO JOIN SENTENCES AND MAKE YOUR WRITING MAKE SENSE!

Conjunctions and Other Connectives

When?

afterwards
as
at that moment
finally
first
just then
last
later
meanwhile
soon
subsequently
then
until
when
while

Why?

as a result
because
consequently
for this reason
so
therefore

Opinion

fortunately
happily
luckily
sadly
unfortunately

But...

alternatively
although
anyway
aside from
besides
but
despite
however
in spite of
nevertheless
on the other hand
since
whereas
yet

And...

also
and
as well as
in addition
moreover
with

REMEMBER THIS EXAMPLE OF HOW TO GRADUALLY BUILD THE TENSION?

Here is a story about a dam wall breaking. It is an example of how we can slowly develop tension without racing to the end of the story. Building the tension can be one of the most important parts of writing your story. If we race to the ending without slowly building the tension our story will be BORING! Ban the boring!

Pebble

Two kids fight with their parents and storm off towards the dam wall.

Today we are ONLY focussing on our rock problem!



Rock (Now to create bigger problems).

They notice a crack in the dam wall. Then it becomes a real leak. Water gushes out. More and more of the wall starts to disintegrate. The children panic and try to flee. But one of them trips and injures an ankle. Now they are really struggling.

Boulder (Time to drop a boulder. This is usually the massive tension scene in a story).

The dam wall is crumbling, water is flooding the river. The parents are panicking – where are their children??? The two kids are trying to run, but one can barely walk. The water is rising, trees are being washed away, the parents are terrified, struggling to beat their way to the children. How will they all survive???

The tension scene is one of the strongest scenes in a story! This is not our exciting ending just yet. You need to stop once the tension has reached its boiling point!

TODAY

Today we will be focusing on our **medium 'rock' problem**. Yesterday the small 'pebble' problem may have been that you were scared and the ship was dirty.

Now for your 'rock', you might say the conditions at sea are making people sick. The crewmen weren't able to do their jobs properly. Tell me what it was like? Were you scared for their lives? For your own? The ship was dirty, the germs making everyone worse!

How long has it been? Has it been days, weeks, months? How long has it been since you've seen your family? How close are you to your destination?

Write all of these thoughts and feelings into your next diary paragraph! You can use the sentence starters on the next slide from our plan but **make sure you add more detail!**

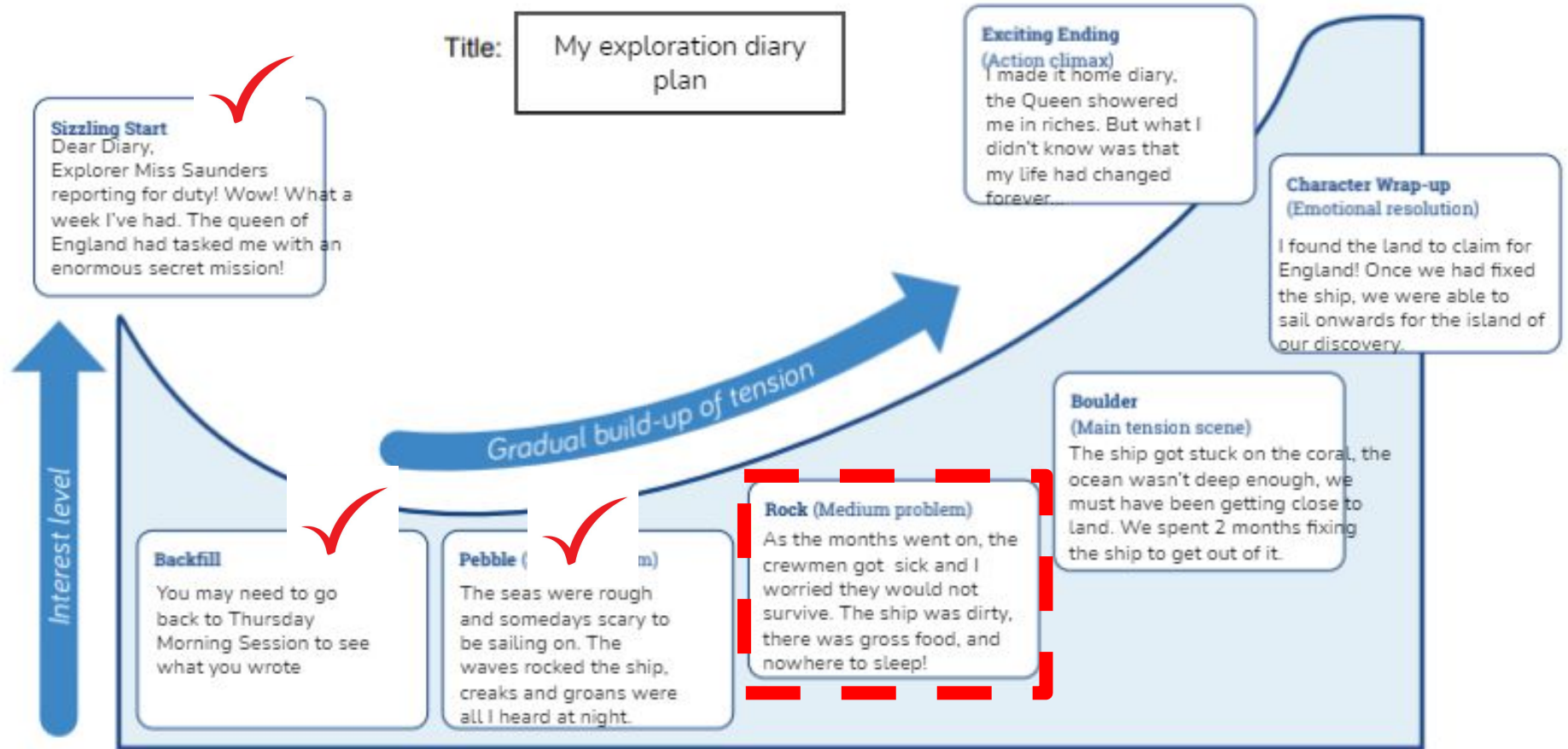
Once you have completed your 'rock' problem for your diary entry you can



Go back to where you have been writing:
'My Explorer Diary Entry'
Continue writing on from what you already have.

If you completed your own story graph last week, use YOUR PLAN to write your medium problem.

Narrative Story Graph



EDITING - YOU SHOULD EDIT EACH PARAGRAPH AS YOU GO!

Punctuation

- Capital letters
- Full stops
- Commas
- Check your spaces

Grammar

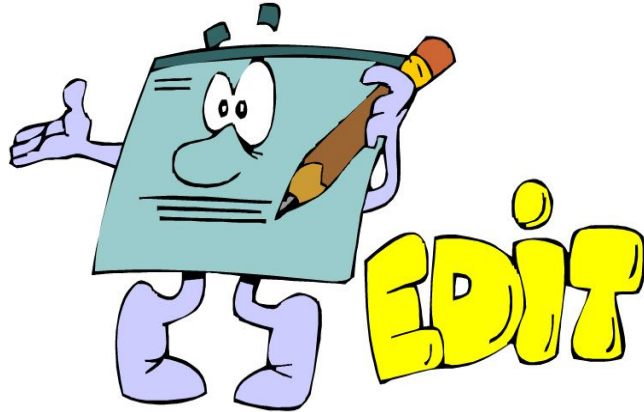
- Writes in past tense

Spelling

- Sound out your words
- If there is a red squiggly line underneath a word, check it's spelling!

Paragraphs

- In chronological order (in the order that things happened)



Re-read your work! Make sure it makes sense!

MATHS

Learning Intention

Create tables and
graphs

Success Criteria

I can read and follow
instructions carefully
I can create a table from
collected data
I can create a column graph

CREATING GRAPHS

Today, we're going to create tables and draw graphs.

	Whitney	Jack	Eva	Mo	Teddy	Annie
Football	✓		✓	✓		✓
Rugby			✓		✓	
Tennis	✓	✓		✓		✓
Cricket			✓		✓	
Basketball		✓	✓	✓		✓

Here we have a collection of information about sports that students enjoy playing.

It isn't easy to quickly look at this and know which sport is the most popular, least popular, etc.

This is why tables and graphs are so useful!

CREATING GRAPHS

First, let's turn the information into a table.
You can either complete the table here or draw it in
your books.

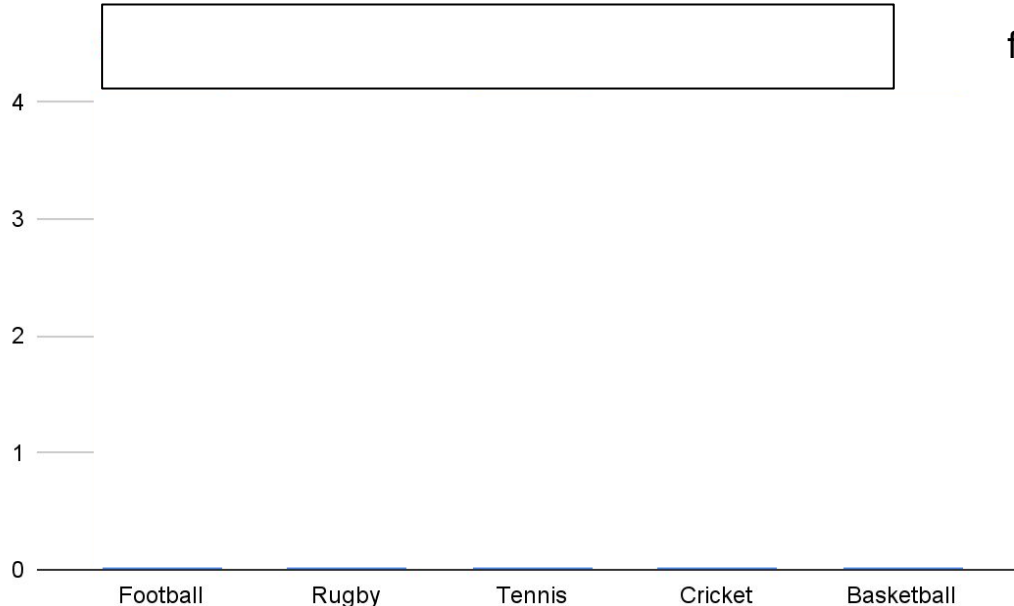
	Whitney	Jack	Eva	Mo	Teddy	Annie
Football	✓		✓	✓		✓
Rugby			✓		✓	
Tennis	✓	✓		✓		✓
Cricket			✓		✓	
Basketball		✓	✓	✓		✓

Sport	Number of Votes

CREATING GRAPHS

Now, we will use that table to create a graph.
You can complete the graph here or draw one in your book.

This is the label
for the y-axis.
What is it
showing me?



This is space
for the graph's
title.

This is the label for the x-axis.

What is it showing me?

CREATING GRAPHS

PROBLEM SOLVING

Here is some information about the number of tickets sold for a concert.

Day	Number of tickets sold
Monday	55
Tuesday	30
Wednesday	45
Thursday	75
Friday	85

Jack starts to create a bar chart to represent the number of concert tickets sold during the week.



What advice would you give Jack about the scale he has chosen? _____

What would be a better scale to use? _____

What else is his graph missing? _____

INTEGRATED UNIT

Learning Intention

We are learning to identify the positive impacts of colonisation for Britain and the early settlers/convicts.

Success Criteria

I can name the positives that came from colonisation for the British and early settlers.

WEBQUEST

Read the accompanying information sheets to answer these questions.

Link 1 (page 1) <https://kids.britannica.com/kids/article/Colonial-Australia/629432>

Questions	Answers
What is a convict?	
What type of work did convicts do?	
What happened to convicts if they refused to work?	
What is a 'free settler'?	
Why would 'free settlers' choose to come to Australia?	
What types of chores did the children of 'free settlers' have to do?	

WEBQUEST

Read the accompanying information sheets to answer these questions.

Link 2 (page 2) <https://sydneylivingmuseums.com.au/stories/why-were-convicts-transported-australia>

Questions	Answers
Why were there so many convicts?	
What types of crimes did convicts commit?	
What was the convict's punishment for their crimes?	
What is a hulk?	



WEBQUEST

Read the accompanying information sheets to answer these questions.

Link 3 (page 3) <https://www.nma.gov.au/defining-moments/resources/convict-transportation-peaks>

Subheading: Convicts and the establishment of New South Wales

Questions	Answers
What did the British colony gain by sending convicts to Australia?	
Besides the previously mentioned perks, what may be another reason why 'free settlers' would come to Australia?	

Subheading: Convict life in Australia

Besides the government, who else did the convicts work for?	
How were convicts rewarded for good behaviour?	

BENEFITS OF COLONISATION FOR THE BRITISH

What were some of the main benefits the British and early early settlers gained from convicts?

9/9/21

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 - Data
<input type="checkbox"/>	Integrated Unit
<input type="checkbox"/>	Brain Break
<input type="checkbox"/>	PDHPE

SENTENCE A DAY

Learning Intention

Determine the purpose of an author's text

Success Criteria

I know the different purposes for writing – to persuade, to inform or to entertain

I can write sentences with different purposes

Sentence a Day



Do you ever eat an ice-cream on a hot day and get a headache from the cold? Some people call this a 'brain freeze'. The ice-cream makes your mouth very cold, very quickly. Your body sends messages from your mouth to your brain. Blood then rushes in to warm up your mouth. It hurts! But there is something you can do to make the pain go away. You need to warm the roof (or top part) of your mouth. You can do this with your tongue. If you can, roll your tongue, then press it on the roof of your mouth. It's better to use the underneath of your tongue because it's warmer than the top. You could also use your thumb. But be sure it's clean. A brain freeze should only ever last for about 30–60 seconds.

What is the purpose of this text? ↓

How do you know? ↓

SPELLING

Learning Intention

- Students can complete word work tasks using the given spelling focus/rule.

Success Criteria

- I can find base words of words that contain suffixes.
- I can use my knowledge of letter patterns to unjumble words.
- I can edit/proofread sentences containing the words I am learning about.

SPELLING FOCUS 2

Spelling Rule: When '-full' and '-fill' are used as a suffix, drop one 'l'

The suffix '-ful' is used to show that a subject is full of something. E.g pain + full = painful, meaning full of pain.

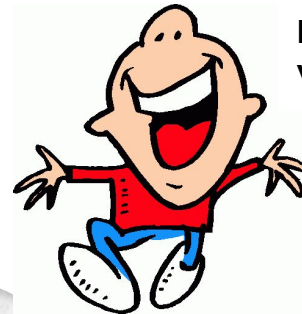
Words containing '-ful'

awful	thankful	beautiful
cheerful	respectful	useful
colourful	regretful	prideful
forgetful	hurtful	graceful
grateful	harmful	hateful
meaningful	joyful	stressful
mournful	wonderful	fruitful
painful	hopeful	fateful
peaceful	faithful	purposeful
playful	successful	mouthful
powerful	fearful	spoonful
rightful	restful	dreadful
sorrowful	delightful	wishful
spiteful	wasteful	bashful
thoughtful	helpful	bountiful
truthful	careful	disdainful
dutiful	fanciful	flavourful
forceful	earful	eventful
skilful	merciful	mindful
plentiful	revengeful	doubtful

Words containing '-til'

Instill, until, distil

The words ending in '-til' are all verbs and prepositions, however, the words ending in '-ful' are adjectives.



Happy people are very cheerful!



SPELLING ACTIVITIES

1) Explain these words...

Wonderful = full of wonder

Successful = full of ...

Revengeful =

Flavourful =

Awful =

Merciful =

Hopeful =

Faithful =

2) Unjumble these words

ffulear =

streluf =

urufhtl =

racgeufl =

niltu =

istdil =

3) Read the sentences carefully then rewrite them correctly...

1) The parti was fun until it startd to rain

2) levi was realy helpful to his frends.

3) The cherfol girl gave her best effort in the handbal game

4) the worker was very help full as he took an armfool of tools into the house.

Extension:

5) The student left a beautyfool note for her teacha which was so meeningful, that she displayed it on her worll

6) the sineful man committed an absolutely dradfull crime that was very decitful and hamful to others.

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- Kitchen Beat

WRITING

Learning Intention

We are learning to write a build up of tension in a diary entry imaginative text.

Success Criteria

I can use my planning and Seven Steps tricks to compose a quality imaginative text. I can use the Seven Steps story graph to guide my writing. I can write an interesting gradual build up of tension.

TODAY

Today we will be focusing on our **main tension scene** or our **'boulder'**. This is where we need to make the reader really worry for the main character's safety or even their life!

There has been a gradual build up of tension with our 'pebble' and 'rock' problems, but now your diary entry needs to **reach its boiling point!** (This is not our exciting ending yet!)

Remember that you can write your diary entry over a number of days by putting a new date at the top.

Have a look at the example on the next page to see how they have gradually built up the tension in their story.



REMEMBER THIS EXAMPLE OF HOW TO GRADUALLY BUILD THE TENSION?

This is a story about a dam wall breaking. It is an example of how we can slowly develop tension without racing to the end of the story. Building the tension can be one of the most important parts of writing your story. If we race to the ending without slowly building the tension our story will be BORING! Ban the boring!

Pebble ✓

Two kids fight with their parents and storm off towards the dam wall.

Rock (Now to create bigger problems). ✓

They notice a crack in the dam wall. Then it becomes a real leak. Water gushes out. More and more of the wall starts to disintegrate. The children panic and try to flee. But one of them trips and injures an ankle. Now they are really struggling.

Boulder (Time to drop a boulder. This is usually the massive tension scene in a story).

The dam wall is crumbling, water is flooding the river. The parents are panicking – where are their children??? The two kids are trying to run, but one can barely walk. The water is rising, trees are being washed away, the parents are terrified, struggling to beat their way to the children. How will they all survive???

The tension scene is one of the strongest scenes in a story! This is not our exciting ending just yet. You need to stop once the tension has reached its boiling point!



Today we are focussing on our 'boulder'

OKAY EXPLORER, IT'S YOUR TURN TO WRITE YOUR 'BOULDER!'

You might want to write about getting stuck on a coral reef and becoming stranded for a long period of time. You might be running out of food or fresh water to drink. The sick crewmen are getting worse and worse!

Have a look at the story graph on the following page to help you with ideas.

Once you have completed your 'boulder' problem for your diary entry you can

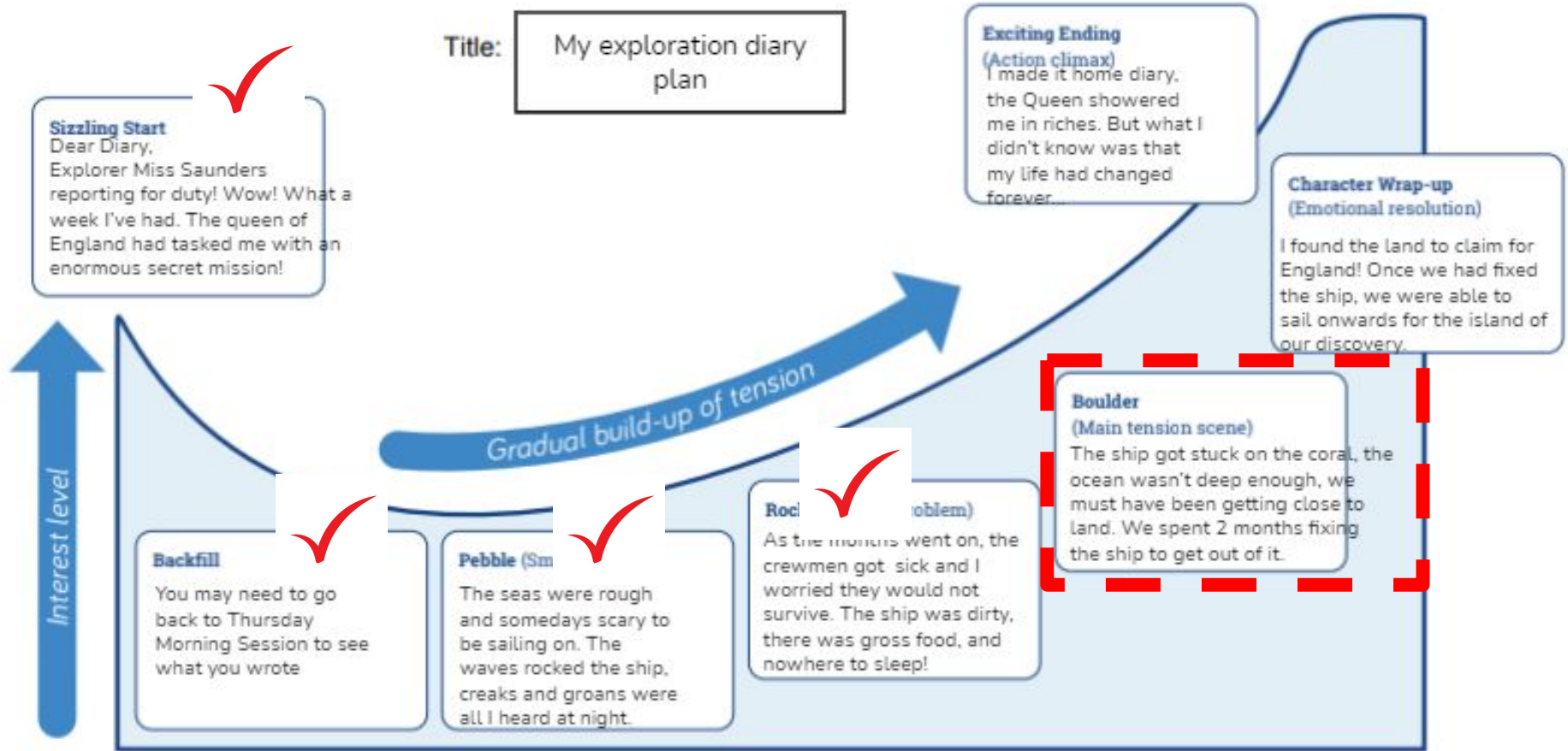


Remember your
Five Plus One
s e n s e s

Go back to where you have been writing:
'My Explorer Diary Entry'
Continue writing on from what you already have.

If you completed your own story graph, use YOUR PLAN to write your main tension scene

Narrative Story Graph



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!

Backfill

You may need to go back to Thursday Morning Session to see what you wrote

Pebble (Sm)

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 (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.

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.

EDITING - YOU SHOULD EDIT EACH PARAGRAPH AS YOU GO!

Punctuation

- Capital letters
- Full stops
- Commas
- Check your spaces

Grammar

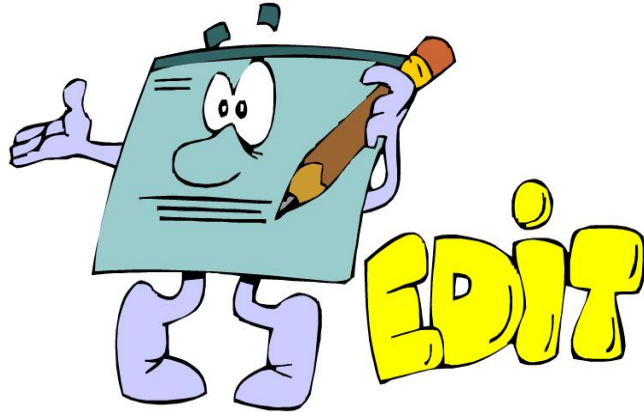
- Writes in past tense

Spelling

- Sound out your words
- If there is a red squiggly line underneath a word, check it's spelling!

Paragraphs

- In chronological order (in the order that things happened)



Re-read your work!

Make sure it makes sense!

MATHS

Learning Intention

Create tables and graphs

Success Criteria

I can read and follow instructions carefully
I can create a table from collected data
I can create a column graph

CREATING GRAPHS

On Tuesday, you created a table and graph from data that was given to you.

Today, you're going to collect your own data and then create a table and graph to represent it.

To collect your data - you're going to need to look in the kitchen. Select a range of 10 - 20 items. Tally the different colours of the items.

If multiple colours are on one item, choose the colour that is majority (covers the most).



CREATING GRAPHS

Turn that data into a column graph. Think about your scale.
Remember your title and labels!
You can complete your graph here or draw it in your book.

CREATING GRAPHS

Once you have drawn your graph, write three questions which your teacher will answer about your data.

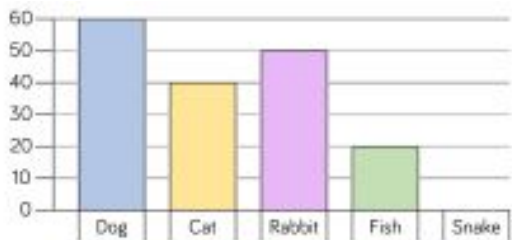
For example, what is the most popular category?

1. _____
2. _____
3. _____

CREATING GRAPHS

PROBLEM SOLVING

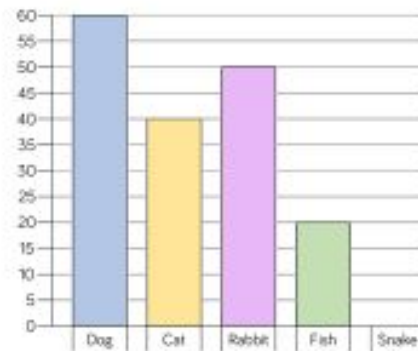
Rosie and Jack have created column graphs to show how many people have pets.



Rosie says,



I asked more people because my scale goes up in larger jumps.



Jack says,



I asked more people because my bars are taller.

Who is correct? _____

Explain why. _____

INTEGRATED UNIT

Learning Intention

We are learning to identify the positives and negatives of colonisation and the impact it had on Aboriginal people.

Success Criteria

I can see the positive and negative impacts of colonisation had on Aboriginal people and highlight the mistakes made.

COLONISATION - POSITIVE OR NEGATIVE?

Throughout this lesson, I want you to keep one essential question in your head:

Was colonisation a good or bad thing for Aboriginal people?

Read through the slides and at the end of each one, think about whether it had a positive effect or a negative effect on the Aboriginal people.



Land ownership

The colonisation of Australia had a devastating impact on more than 500 Aboriginal and Torres Strait Islander tribal groups that had inhabited the land for over 60,000 years.

Each tribe lived with a close connection to the land and each had custody over their land.

Contrary to what the European settlers believed, the Indigenous people did in fact have custody over the land, areas that each tribal group belonged to. While the boundaries of the land weren't evident by fences or modern developments, the land was important and sacred to each group. Landforms such as rivers and ridges were seen as boundary lines. Aboriginals would carry out regular burning of bushland in hunting rituals and in taking care of the local plants.

Disease

The European settlers brought with them many diseases such as:

- Smallpox
- Chickenpox
- Measles
- Influenza

As these diseases are highly infectious, they spread very quickly and killed many people.

Between 1788 and 1900, it is estimated that approximately 90 per cent of the Aboriginal population was wiped out due to disease and conflict.



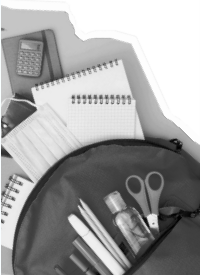
Livestock and Introduced Animals

Settlers brought introduced animals for farming and hunting. These animals included:

- Cows
- Sheep
- Chickens
- Rabbits
- Foxes
- Goats



As the early settlers set up farmland, this took land away from the native animals, those animals Aboriginals once hunted for food such as kangaroos. Settlers also introduced the idea of private property. Conflict arose when Aboriginal people took sheep and cattle that had taken the land once used by native animals.



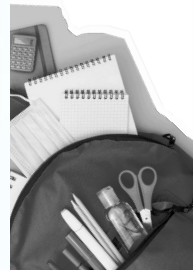
Loss of land to farming

Previously abundant food and water sources were replaced by intensive farming. This take-over of land also resulted in desecration of sacred sites, where Aboriginal people had an important spiritual connection with the land. Whole tribes were driven away from land they had been living on for thousands of years.



By the 1870s, the fertile growing areas of Australia had been taken over by settlers for farmland.

In many cases, Aboriginal people had little choice but to rely on European settlers for their food supplies.



Spirituality

Aside from the desecration of sacred sites, some Indigenous groups, including children, were forced into missions set up by religious organisations. They intended to 'convert' Indigenous people to Christianity.

Aboriginals were encouraged to set aside their traditional beliefs and adopt this new religion.

Aboriginal spirituality is deeply linked with the land and all living things. The land is where they've come from, the food they eat and where they believe they will return after their life has ended.



Conflict

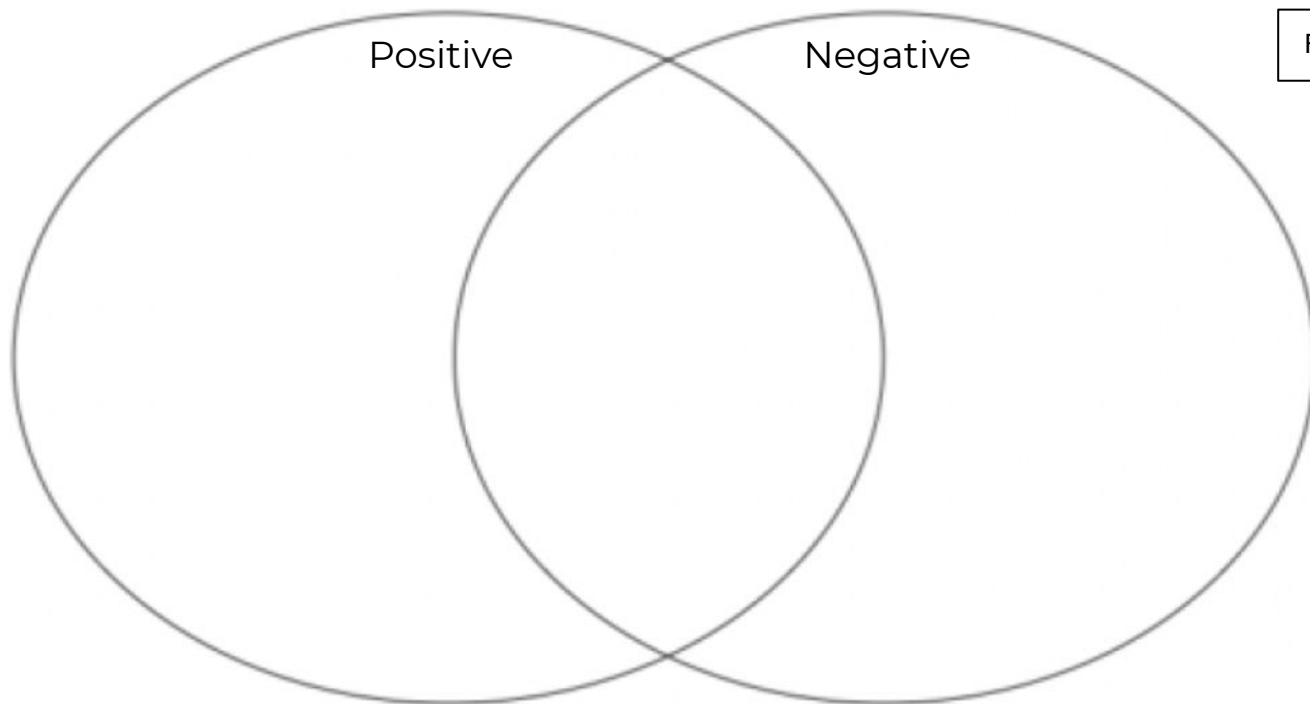
It is widely believed that the Indigenous population did not defend its land when the Europeans invaded. In the beginning, most tribes were welcoming and passive; however, as they began to see the wide and devastating impact of the settlers, there were significant wars and battles, some resulting in the massacre of whole Indigenous tribes.

Tribes used their superior knowledge of the landscape to interfere with European settlers by killing livestock and burning property. It is estimated that between 10,000 and 20,000 Aboriginals died during conflicts during the European settlement. Around 2,000 colonisers died at the hands of Aboriginals and Torres Strait Islanders.



COLONISATION - POSITIVE OR NEGATIVE?

Sort all of these changes into either the 'Positive' side or the 'Negative' side. If you think it had both positive and negative effects, put it in the middle.



Loss of land ownership

Sickness

Introduced animals

Wars and fights

Clearing of land

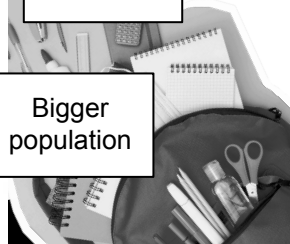
Farming

Infrastructure

Sacred site destruction

Loss of Aboriginal spirituality

Bigger population



COLONISATION - POSITIVE OR NEGATIVE?

Based on what you have read and how you have completed your Venn Diagram, write whether you think that colonisation had a positive or negative impact on Aboriginal people! Make sure to use facts to backup your answer.

Here are two examples:

- 1) I believe that colonisation had a positive impact on Aboriginal people because the level of infrastructure increased.
- 2) I believe that colonisation had a negative impact on Aboriginal people because there was a lot of conflict and sickness, which caused a lot of deaths.

BRAIN BREAK

Challenge! Can you create something amazing out of an everyday object?

This lesson is all about CREATIVITY! Your task is to use your imagination to show how you can turn an everyday object into something AMAZING!

Can you turn an empty toilet roll into something amazing? Use your imagination, creativity and skill to decorate or create using this basic everyday item. What you create is only limited by your imagination.

You could create using one toilet roll or you could use many. You could create one item or a few that work together to create an overall artwork. It's entirely up to you

BRAIN BREAK

You will need:

- Empty toilet roll or rolls.
- Your choice of coloured markers, paints or craft items to decorate with.
- Newspaper or table cover to protect work space.

Task:

Your task is to turn an empty toilet roll into something amazing.

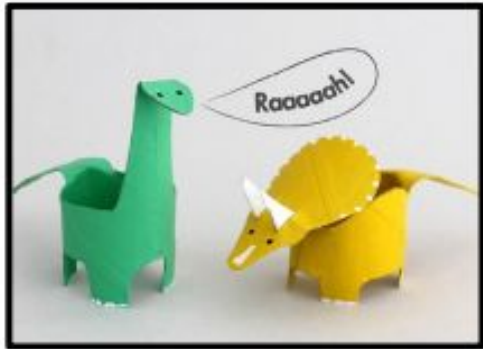
SUCCESS - To be completed, your creation must:

- Show effort and creativity.
- Show that you have made it well and that it is not falling apart.
- Try to disguise that it started as a toilet roll.

Making: Creating your toilet roll creation:

- 1) Collect some clean, empty toilet rolls from your house.
- 2) Set up your workspace with the materials you would like to use.
- 3) Think about what you would like to create.

BRAIN BREAK - EXAMPLES



BRAIN BREAK

Some ideas to help:

- Animals
- Birds
- Creatures from the ocean
- People
- Cartoon characters
- Superheroes
- Monsters
- Dinosaurs
- Flowers or plants
- You could paint your toilet roll, draw on it, change its' shape, cut it up and turn it into something else, glue on paper or other decorations.

Once your artwork is complete, take a photo and share it with your class or teacher.

PDHPE

Learning Intention

How to keep your mind and body fit and healthy

Success Criteria

List how do we keep our mind healthy

Plan and create an obstacle course to keep your body healthy

STAYING HEALTHY

Write down 5 ways you can look after yourself

- 1.
- 2.
- 3.
- 4.
- 5.



LET'S GET ACTIVE!

Plan an obstacle course in your backyard, lounge room or anywhere else with enough space that you can safely move around. You may do this together with family members in your home.

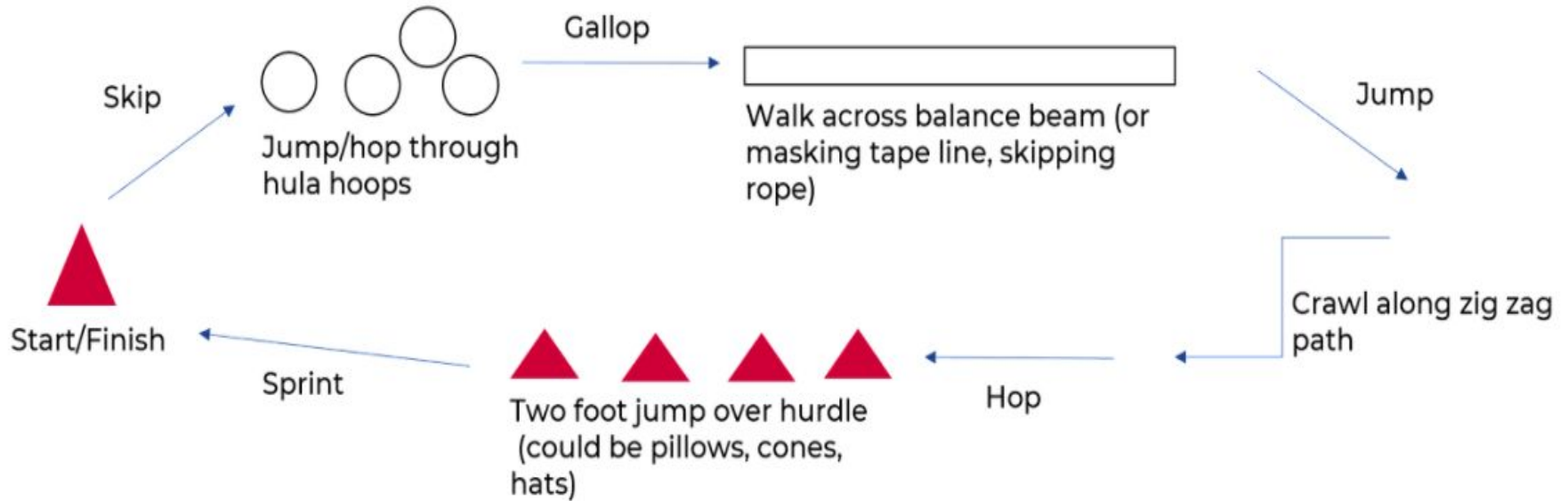
Use materials from your home to design your obstacle course. For example: buckets, towels, ropes, pegs, pillows, blankets.

Draw a picture of your obstacle course. You should include:

- labels to show the main parts
- instructions to tell the people what they need to do at each part of the course
- the start and finish lines
- arrows to show which way people need to move around the track.

OBSTACLE COURSE

Example obstacle course



OBSTACLE COURSE

For those who like a CHALLENGE-

- Complete the obstacle course twice using a variety of movement skills, such as hopping, galloping, skipping.
- Complete the obstacle course two more times using a variety of movement skills that also include controlling an object. For example, while running, jumping or galloping, you also have to throw and catch a small ball or balance an object on your head.
- Did using the object make it harder to complete the course?

10/9/21

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 - Data
<input type="checkbox"/>	Brain Break
<input type="checkbox"/>	STEM - Mrs McPhan

SENTENCE A DAY

Learning Intention

Determine the purpose of an author's text

Success Criteria

I know the different purposes for writing – to persuade, to inform or to entertain

I can write sentences with different purposes

Sentence a Day

Write at least one sentence about this picture with the purpose of informing.



SPELLING

Learning Intention

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

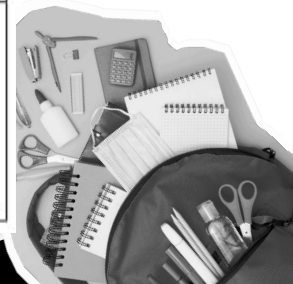
Success Criteria

- I can complete various word work activities using my knowledge of given rules.
- I can spell words using the given rules.

SPELLING ACTIVITIES

Using the words you have chosen to focus on this week, complete 3 of the following activities. Drag a star across to show which ones you have done.

<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 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:

Where are the boats floating?

Answer: The boats are floating along the lakeshore.

What kind of boats are there?
boat parade.

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

What is Lisa's favourite boat?

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

READING- LITERAL COMPREHENSION

Adopt-a-Dog



Candy

Size: small

Breed: Australian Terrier cross

Colour: black, white and tan

Age: 4 years old

Personality: gentle



Candy is a fun-loving dog who could come home with you straightaway – or in two wags of a tail. She is a much-loved pet but sadly, her family has moved overseas. Candy is now searching for a new family. Could Candy be the perfect pet you are looking for?

The Evans family found their perfect pet last year when they adopted a Labrador. Here's what they said: "We love Rocky. He is really part of our family. He loves to be walked and to play with the kids."

At Adopt-a-Dog we know that each of our furry friends will make a great addition to your family. Kids, are you having trouble convincing your parents? Tell them that Candy is friendlier than a cat, more interesting than a fish and cheaper to feed than a pony. And if you are lucky enough to take Candy home, you can even start using the excuse, "The dog ate my homework!"

We are proud to say that Adopt-a-Dog has helped more than 50 dogs to find a home this year. All our dogs have been to the vet so they are desexed, microchipped, vaccinated and wormed.

You can adopt Candy now for \$300.

You would have to be barking mad to miss out.



Candy has our full 4 paws of approval.

READING- LITERAL COMPREHENSION

Answer these questions after you have read- Adopt a dog

Who is the text about?

What is happening/
information are you given?

Where is it taking place?

When did the event occur?

**What else can you tell me
about the text?**

WRITING

Learning Intention

We are learning to write an interesting action climax, character wrap up and how to thoroughly edit our diary entry.

Success Criteria

I can write an interesting exciting ending and character wrap up. I can carefully and thoroughly re-read my writing, ensuring it makes sense and flows. I can identify spelling mistakes and amend them. I can use the correct punctuation to improve the precision of my writing.

Remember the dam story?

Pebble

Two kids fight with their parents and storm off towards the dam wall.

Rock

They notice a crack in the dam wall. Then it becomes a real leak. Water gushes out. More and more of the wall starts to disintegrate. The children panic and try to flee. But one of them trips and injures an ankle. Now they are really struggling.

Boulder

The dam wall is crumbling, water is flooding the river. The parents are panicking – where are their children??? The two kids are trying to run, but one can barely walk. The water is rising, trees are being washed away, the parents are terrified, struggling to beat their way to the children. How will they all survive???

The tension scene is one of the strongest scenes in a story!

On the next page is the exciting ending and character wrap up to end the story!



Action climax (exciting ending)

The children find a massive tree – one they have played on since childhood. They start climbing and climbing, helping their parents. The waters flood down towards them, debris is flung against them. Smaller trees are swept away, then parts of houses, whole cars, they watch terrified. Yet high in the tree, in the end, they are safe.

Character resolution

This is the scene that gives richness to the story. This is not a 'big' scene, it is quiet, yet packed with emotion.

The children realise how strongly they are loved and the parents know they have been given a miracle to have their children safe.

Often humour is used as a release from massive tension.

The kids might crack a comment 'Didn't know you could climb so fast Dad.' The parents might answer in kind. 'You just staged that fight for getting out of the dishes, right?'

And then there is a quiet contact, a joining of hands, a smile and a laugh. Healing and growth and a stronger family.

EXCITING ENDING AND CHARACTER WRAP UP

Today we will finish our diary entries by writing our exciting ending and character wrap up.

It is very important to use lots of **descriptive words** to paint a picture in the minds of your reader about what is happening.

Endings are not supposed to be a 'quick fix' such as "and then I woke up". These sorts of endings are BORING! They do not provide richness to the story or provoke any emotion.

Have a look at the story graph on the next slide to help get you started.



Go back to where you have been writing:
'My Explorer Diary Entry'
Continue writing on from what you already have.

If you completed your own story graph, use YOUR PLAN to write your main tension scene

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!

Interest level

Backfill

You may need to go back to Thursday Morning Session to see what you wrote

Pebble (Small problem)

The seas were rough and some days 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.

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

Today is your last chance to edit your writing!

Punctuation

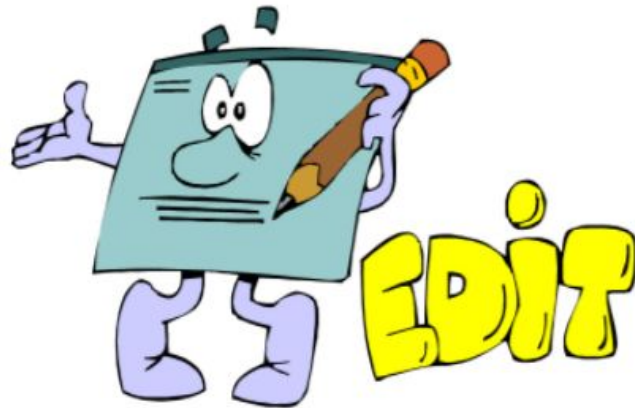
- Capital letters
- Full stops
- Commas
- Check your spaces

Paragraphs

- In chronological order (in the order that things happened)

Grammar

- Writes in past tense



Spelling

- Sound out your words
- If there is a red squiggly line underneath a word, check it's spelling!

Re-read your work!

Make sure it makes sense!

MATHS

Learning Intention

Demonstrate
knowledge of data

Success Criteria

I can look at a table or graph
carefully
I know the parts of a graph
I can read and interpret data

DATA UNDERSTANDING

PROBLEM SOLVING

Sort the Street!

Here is a picture of nine of the houses on my street.

How might you sort these houses so that we could create tables and graphs (group them together based on a similar characteristic)? For example, maybe you look at the door colour **or** height of the house (an example has been completed on the next slide to help).



DATA UNDERSTANDING

PROBLEM SOLVING

Sort the Street!

This is an example slide!



How did you sort the houses? **By the height of each house.**

DATA UNDERSTANDING

PROBLEM SOLVING

Sort the Street!

Your turn: Sort the houses based on different categories. You might like to complete this in a book.



How did you sort the houses?

DATA UNDERSTANDING

Complete the Quiz:
Stage 2 Data Quiz



WILL DO 

BRAIN BREAK

**LEGO
CHALLENGE!**



Welcome to SPRING and the great outdoors

During lockdown we are spending more time outdoors and enjoying nature.

Create an outdoor display of your favourite place, it could be the park, the garden, bush walk.

If you do not have lego use your imagination and draw or build it with other materials.

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 their names around the pictures you recognise.

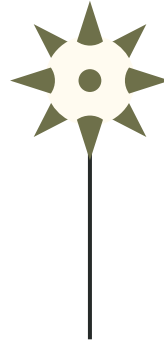


STEAM Activity. Choose ONE of the following...

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.

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