Year 5 Learning from Home Schedule Overview

Week	Monday	Tuesday	Wednesday	Thursday	Friday
2	Morning Routine SOTD Writing Guided Reading Literacy Groups Maths Fitness/DEAR	Morning Routine SOTD Writing Guided Reading Literacy Groups Maths HSIE	Morning Routine SOTD Writing Guided Reading Literacy Groups Maths Science	Morning Routine SOTD Writing Guided Reading Literacy Groups Maths CAPA	Morning Routine SOTD Writing Guided Reading Literacy Groups Maths PDHPE

Year 5 Learning from Home Schedule Week 2

Monday	Tuesday	Wednesday	Thursday	Friday
Morning Routine Watch MR1-2 video **or** look through the slides on life on the goldfields facts. Record facts on student knowledge organiser.	**Morning Routine** Watch MR1-2 **or** look through the slides on life on the goldfields facts. Record facts on student knowledge organiser.	**Morning Routine** Watch MR1-2 **or** look through the slides on life on the goldfields facts. Record facts on student knowledge organiser.	**Morning Routine** Watch MR1-2 **or** look through the slides on life on the goldfields facts. Record facts on student knowledge organiser.	**Morning Routine** Watch MR1-2 **or** look through the slides on life on the goldfields facts. Record facts on student knowledge organiser.
SOTD Watch SOTD 2 video or look through SOTD notes and complete task.	**SOTD** Watch SOTD 2 video or look through SOTD notes and complete task.	**SOTD** Watch SOTD 2 video or look through SOTD notes and complete task.	**SOTD** Watch SOTD 2 video or look through SOTD notes and complete task.	**SOTD** Complete and submit SOTD 2 assessment online through Google Classroom, upload a photo on Edmodo or write your sentence in your book.
Writing Watch Opening Paragraph 1 video **or** look through the slides on Opening Paragraph. Identify the direct speech and onomatopoeia in Tenacious Thomas Learns a Lesson. Complete task and submit through Google Classroom **or** upload on	**Writing** Watch Opening Paragraph 1 video **or** look through the slides on Opening Paragraph. Write your own opening line to hook the reader; include direct speech and onomatopoeia. Complete task and submit through Google Classroom **or** upload on Edmodo **or** write it in your book.	**Writing** Watch Opening Paragraph 2 video **or** look through the slides on Opening Paragraph. Identify time, place and weather in Tenacious Thomas Learns a Lesson. Complete task and submit through Google Classroom **or** upload on Edmodo **or** write it in your book.	**Writing** Watch Opening Paragraph 2 video **or** look through the slides on Opening Paragraph. Write your own opening paragraph including opening line to hook the reader and describe the setting. Complete task and submit through Google Classroom **or** upload on	**Writing** Watch Opening Paragraph 2 video **or** look through the slides on Opening Paragraph. Write your own opening paragraph including opening line to hook the reader and describe the setting.

| | | | Edmodo **or** write it in your book. | Complete task and submit through Google Classroom **or** upload on Edmodo **or** write it in your book. |

| **Reading of Core Novel**
Watch 1854 Chapter 2-3 or read the novel. |

Year 5 Learning from Home Schedule Week 2

Monday	Tuesday	Wednesday	Thursday	Friday
Guided Reading Watch GR2 video and vocabulary or read through GR and vocabulary slides. Submit your work through Google Classroom **or** upload a photo to Edmodo **or** write it in your book.	**Guided Reading** Watch GR2 video and vocabulary or read through GR and vocabulary slides. Submit your work through Google Classroom **or** upload a photo to Edmodo **or** write it in your book.	**Guided Reading** Watch GR2 video and vocabulary or read through GR and vocabulary slides. Submit your work through Google Classroom **or** upload a photo to Edmodo **or** write it in your book.	**Guided Reading** Watch GR2 video and vocabulary or read through GR and vocabulary slides. Submit your work through Google Classroom **or** upload a photo to Edmodo **or** write it in your book.	**Guided Reading** Watch GR2 video and vocabulary or read through GR and vocabulary slides. Submit your work through Google Classroom **or** upload a photo to Edmodo **or** write it in your book.
Maths Watch A&S 1 or choose your addition and subtraction level. Complete 4 examples of addition and 4 examples of subtraction. Submit on Google Classroom **or** upload a photo on Edmodo **or** write your work in your book.	**Maths** Watch PV 1 or choose your place value level. Complete task and submit on Google Classroom **or** upload a photo on Edmodo **or** write your work in your book.	**Maths** Watch M&D 1 or read through and investigate Multiplication and Division (Divide by single-digit numbers, dividing the remainder to create a fraction). Complete task and submit on Google Classroom **or** upload a photo on Edmodo **or** write your work in your book.	**Maths** Watch M&D 1 or read through and investigate Multiplication and Division (Divide by single-digit numbers, dividing the remainder to create a fraction). Complete task and submit on Google Classroom **or** upload a photo on Edmodo **or** write your work in your book.	**Maths** Watch M&D 1 or read through and investigate Multiplication and Division (Divide by single-digit numbers, dividing the remainder to create a fraction). Complete task and submit on Google Classroom **or** upload a photo on Edmodo **or** write your work in your book.

Year 5 Learning from Home Schedule Week 2

Monday	Tuesday	Wednesday	Thursday	Friday
Fitness 20 minutes of exercise. http://www.viewpure.com/-YJXpabrX4k?start=0&end=0	**HSIE** Go through Lesson 2 PowerPoint or read through HSIE Lesson 2 notes and complete activities. Complete task and submit on Google Classroom **or** upload a photo on Edmodo **or** write your work in your book. Inquisitive Link: http://inq.co/class/hcw Access Code: 2848	**Science** Go to Lesson 2 PowerPoint or read through Science Lesson 2 notes and complete activities on liquids. Investigate how liquids run by completing worksheet 'Runny investigation planner'. Complete task and submit on Google Classroom **or** upload a photo on Edmodo **or** write your work in your book.	**CAPA** Complete a role play of this scenario in front of your family. See if they can guess what you are acting out. You are making a tent home by throwing blankets over a rope secured between two trees. Write a reflection of your performance and submit it on Google Classroom **or** upload a photo on Edmodo **or** write your reflection in your book.	**PDHPE** Secretly help you family this week. Do something nice for them without them knowing. Once you have helped EVERY person in your family you can reveal the secret. *How did this improve your connection with your family?* Complete task and submit on Google Classroom **or** upload a photo on Edmodo **or** write your work in your book.

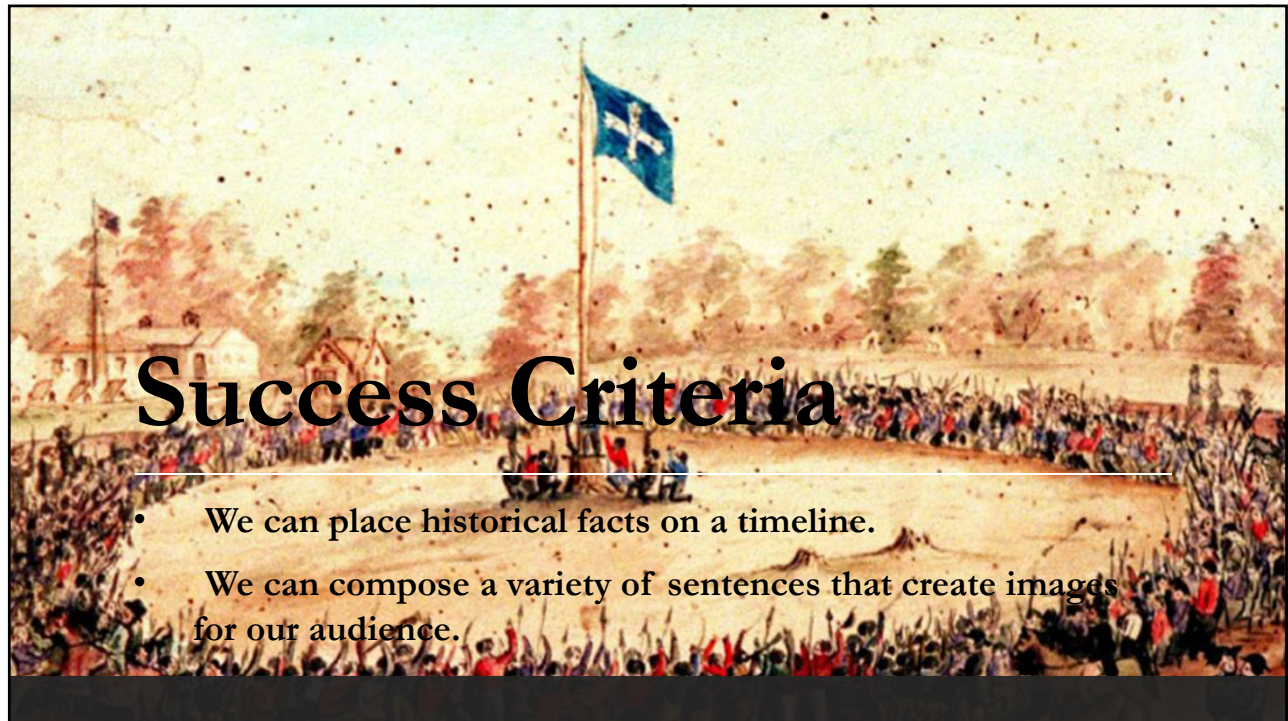# Living Conditions of the Goldfields

TERM 2 MORNING ROUTINE (**WEEKS 1-2: SETTING**)

Year 5, for Weeks 1 and 2 we are looking at the living conditions of the goldfields. This information will help you with building the setting for your warning tale.

Learning Intentions

We are learning that facts have a historical context.

- To know what I know and use this schema in my writing
- To talk about what I know
- To use this knowledge flexibly
- To use my knowledge to be entertaining
- To write in sentences
- To structure my writing
- To use literary devices
- To use high level vocabulary

Success Criteria

- We can place historical facts on a timeline.
- We can compose a variety of sentences that create images for our audience.

Day and Date

| Short date | Long date | Digital time | Analogue time |

For each day of the week, write down the short date, long date, digital time and analogue time. Write this in your workbook, on a piece of paper or on a white-board.

How well do you know your time facts?
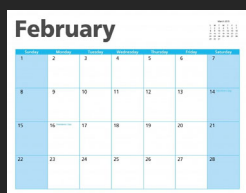
1. Hours in a day?
2. Minutes in an hour?
3. Minutes in a half hour?
4. Minutes in a quarter of an hour?
5. Seconds in a minute?
6. Days in a week?
7. Days in a fortnight?
8. Days in two fortnights?
9. Days in a year?
10. Days in four years?
11. Years in a millennium?
12. Years in a century?
13. Years in a decade?
14. Minutes in 21 hours?
15. Days in April, May and June altogether?
16. My teacher got to school at 8:30am and left at 3:15pm. How long was she at school?

February

Work through the above time facts everyday. There are sixteen questions. Time yourself for two minutes and see how many you can answer. Your job is to beat your time score each day. You should be able to answer all the time facts within two minutes by the end of the week.

Eureka Stockade

A key event in the development of Australian democracy and Australian identity.

1851 February	1851 November	1854 December	1854 October	1854 October
Edward Hargraves	**Gold License**	**Governor Charles Hotham**	**Miner James Scobie**	**Bentley's Hotel**
Found Gold which started the Gold Rush	Laws were introduced to control the miners by Governor La Trobe	Arrives in Victoria.	7th Murdered at Bentley's Eureka Hotel, Ballarat.	17th Bentley's Eureka Hotel burnt down.
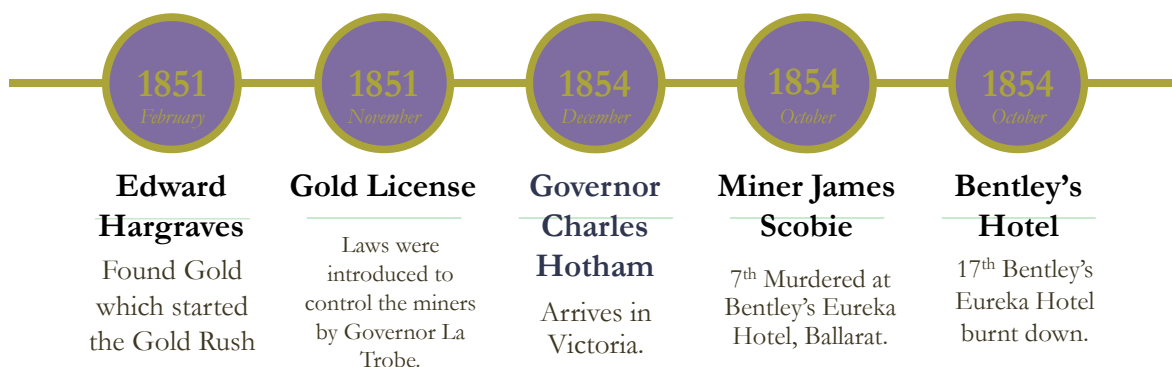
Read through and study the above timeline and facts on the Eureka Stockade. Each day of the week, focus on remembering one fact and date as follows.
Monday – 1851 February (Edward Hargraves found gold which started the Gold Rush)
Tuesday – 1851 November (Gold License – laws were introduced to control the miners by Governor La Trobe)
Wednesday – 1854 December (Governor Charles Hotham arrives in Victoria)
Thursday – 1854 October (Miner James Scobie is murdered at the Eureka Hotel in Ballarat)
Friday – 1854 October (Bentley's Eureka Hotel burnt down)

Eureka Stockade

A key event in the development of Australian democracy and Australian identity.

1851	1851	1854	1854	1854
February	November	December	October	October
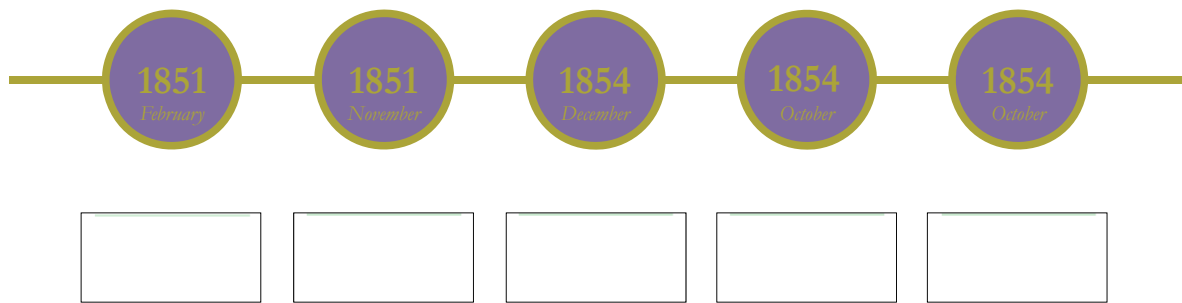
By the end of the week, draw the time line and recall all the dates and facts. Draw this on a white-board, piece of paper or in your workbook.

ORANGE, NSW   MELBOURNE, VIC   CLUNES, VIC   BALLARAT, VIC   BENDIGO, VIC
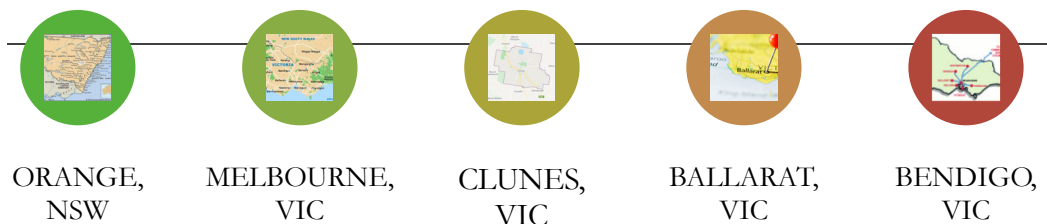
Weather

Click on one of the places above to explore the weather for your setting.

We are going to be exploring the weather in different goldfields areas around NSW and VIC. Each day of the week you will explore a different area.

Use a range of **adjectives** and **noun groups** to describe the weather in the chosen place.

Weather

Use your knowledge of chance to predict the weather in these different areas and compare them to the weather in Sydney or Granville. Use a range of adjectives and noun groups to describe the weather in the chosen place. These could be; partly cloudy, windy, sunny etc.

Orange, NSW

Use your knowledge of chance to predict the weather in these different areas and compare them to the weather in Sydney or Granville. Use a range of adjectives and noun groups to describe the weather in the chosen place. These could be; partly cloudy, windy, sunny etc.

Melbourne, VIC

Tuesday – if possible, do a web search of the weather in Melbourne and fill in the boxes above with adjectives you would use to describe it. If you do not have access to the internet, compare today's weather in your area to your prediction of the weather in Melbourne using the map above.

Clunes, VIC

Wednesday – if possible, do a web search of the weather in Clunes and fill in the boxes above with adjectives you would use to describe it. If you do not have access to the internet, compare today's weather in your area to your prediction of the weather in Clunes using the map above.

Ballarat, VIC

Thursday – if possible, do a web search of the weather in Ballarat and fill in the boxes above with adjectives you would use to describe it. If you do not have access to the internet, compare today's weather in your area to your prediction of the weather in Ballarat using the map above.
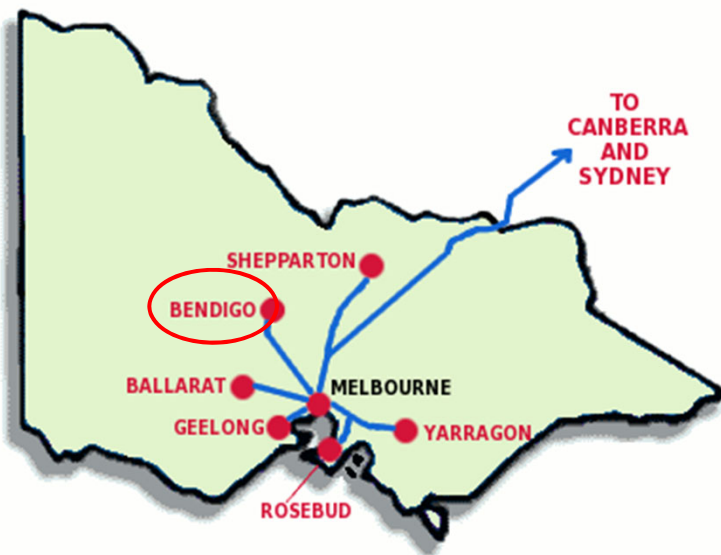
Bendigo, VIC

Friday – if possible, do a web search of the weather in Bendigo and fill in the boxes above with adjectives you would use to describe it. If you do not have access to the internet, compare today's weather in your area to your prediction of the weather in Bendigo using the map above.

Draw Your Block Planner

BE PREPARED TO TAKE NOTES IN IT
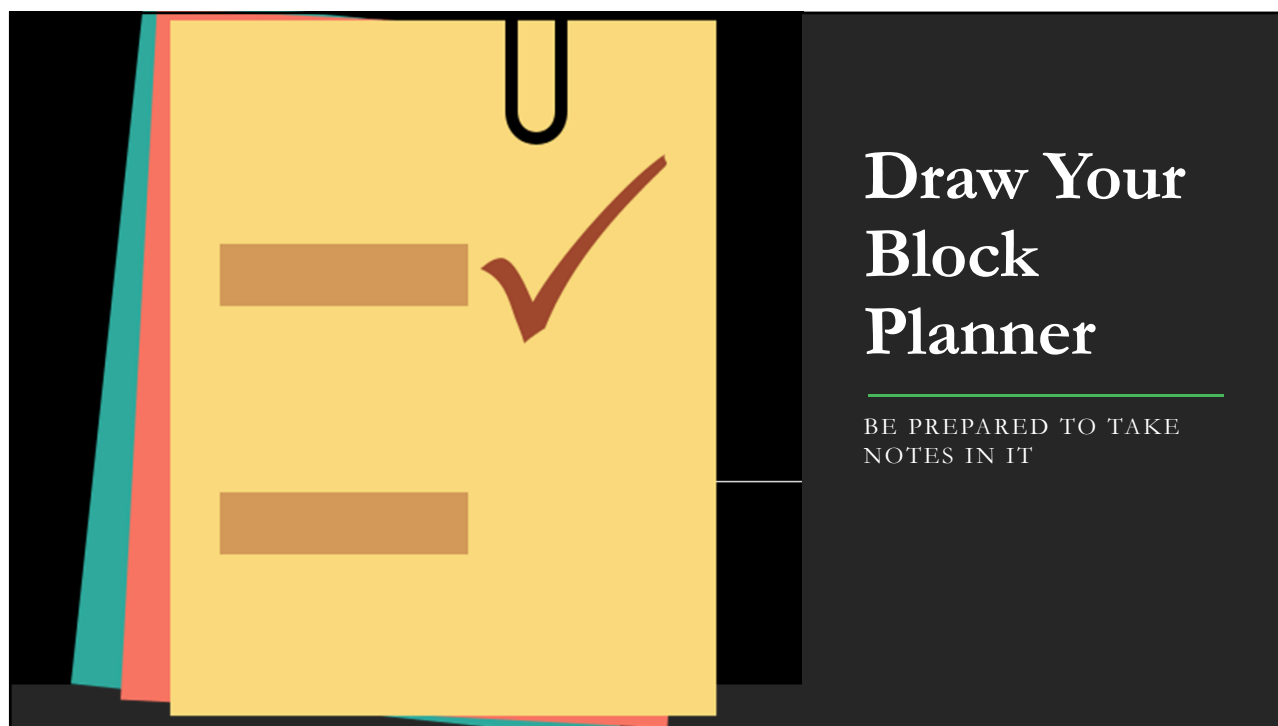
Draw your block planner on a whiteboard or on a piece of paper. Be prepared to take notes in your block planner as you build your information on living conditions of the goldfields to develop a setting for your warning tale.

100 Days of Learning: Living Conditions of the Goldfields
Facts have a historical context.

| CANVAS TOWNS | MELBOURNE STREETS | GOLDFIELDS | ILLNESS | STOREKEEPERS |

For weeks 1 and 2 we will be learning about living conditions of the goldfields. Read through the appropriate information and take notes in your block planner. You may add information you have learnt into your student knowledge organiser. Please see the schedule as follows;
Monday & Tuesday (Week 1) – Canvas Towns
Wednesday & Thursday (Week 1) – Melbourne Streets
Friday (Week 1) & Monday (Week 2) – Goldfields
Tuesday & Wednesday (Week 2) – Illness
Thursday & Friday (Week 2) – Storekeepers

Canvas Towns

- The **Victorian gold rushes** led to an **explosion in Melbourne's population**.
- In 1852 alone, almost 100,000 people made the journey to the colony.
- New arrivals had first to endure a Melbourne that was significantly unprepared for their arrival.
- One of the **key hardships** facing the population, and one of the most pressing challenges for Lieutenant-Governor Charles La Trobe's government, was **housing.**
- Housing prices actually fell during the immediate onset of the gold rush, as the population dashed towards the goldfields. However, the **sheer demand for property** meant prices in Melbourne soon made a rapid recovery.
- By 1852, **housing** in Melbourne was **unaffordable** and there were not enough roofs to put over people's heads.
- Under the guidance of **Governor La Trobe**, what was colloquially referred to as 'Canvas Town' came to be accepted as the best **short-term solution**.
- Canvas Town consisted of a **settlement of tents** along the **south bank of the Yarra River**, near the **Princess Bridge**. Residents could **rent a tent** for the measly **fee of a few shillings per week**.
- While making home in **Canvas Town** was better than sleeping in the rain, it was not without its **problems**. **Crime was rife** and **policing inadequate**. **Sanitation was not wholly recognised** during this period and **large numbers** became **ill** from the **poor conditions** and **tight confines** of the **living quarters**, and from their **proximity** to the increasingly **polluted Yarra River.**
- **Canvas Town** was **short-lived**, **La Trobe electing** to **shut it down**, partly due to its **infamous reputation**. Despite the closure, many **Victorian residents** continued to **live in tents** throughout the remainder of the **1850s** and **60s.**

Video: Life on the goldfields

https://online.clickview.com.au/libraries/videos/19102379/the-gold-rush-life-on-the-goldfields

Monday & Tuesday (Week 1) – Canvas Towns
Draw your block planner and have your student knowledge organiser in front of you. Read through the above information on Canvas Towns and take notes in your student knowledge organiser and block planner.

Melbourne Streets

- **Melbourne** in the **early 1850s** was **chaotic**. **Roads** were **full of holes**, **disease was rife**, **robbery was common** and the **cost of living had skyrocketed**. At the same time, successful diggers were able to afford whatever they wanted. They came to Melbourne with vast amounts of money - rolls of banknotes and bags of gold.
- In less than a decade, the **gold rushes transformed Melbourne** from a **rambling colonial service town** to a **metropolis** with the confidence of a **modern city**. But in the early years of the gold rushes, Melbourne had trouble keeping up with its newfound wealth.
- **Until 1854**, there was **no drainage system in Melbourne**. **The streets were open sewers** and, sometimes, **raging torrents**.
- **Clement Hodgkinson** noted in an **official report** on the **Sewerage of and Supply of Water to Melbourne**: "... in the block bounded by Great and Little **Bourke Streets, Elizabeth Street** and **Swanston Street**, there is a space of upwards of **one hundred square yards** hitherto **occupied by a green putrid and semi-liquid mass**, partly **formed by the outpourings** of surrounding **privies**".
- The huge and **rapid influx** of **people** stretched **facilities** to **breaking point**. Many people could **not find accommodation**, and resorted to living in a **crowded tent city**. **Squalor, poverty** and **disease spread quickly**. To make matters worse, there were **few tradesmen** to **build new facilities** - everyone had **left for the diggings**.
- The **pressure eased** within a few years as **major public works** and **building developments** caught up with new demands.
- **Commissioners** were appointed to **improve Melbourne's drainage** and work began on a **permanent water supply at Yan Yean**.

Video: Life on the goldfields

https://online.clickview.com.au/libraries/videos/19102379/the-gold-rush-life-on-the-goldfields

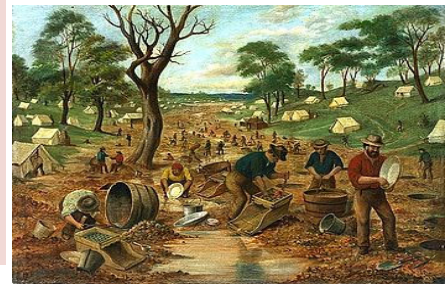**Wednesday & Thursday (Week 1) – Melbourne Streets**
Draw your block planner and have your student knowledge organiser in front of you. Read through the above information on Melbourne Streets and take notes in your student knowledge organiser and block planner.

Goldfields

- For those who went to the diggings, the harsh realities of life were apparent even from a distance. Antoine Fauchery described the **Ballarat fields** '…with **as many holes as a sieve**, seeming to have been **turned upside down by _cyclopean_ ants**.'
- The **repetitive manual tasks** of **mining** required **strength** and **energy**. On some **fields** it was estimated that **1,000 sheep were slaughtered each day**. **Butchers** were some of the **most successful men** on the fields and the **heads, hides** and **offal were often piled high** or **thrown into worked-out pits**. No sooner were the sheep slaughtered but the **flies would descend on the fresh carcasses**.
- It is likely that **many instances** of **violence** would have gone **unobserved** or **unreported**, especially on **newly-rushed fields**.
- **Gold Commissioners** were in charge of **issuing licences** and **keeping order**, but **diggers often needed to act without** the **delay of involving authorities**.
- **Miners warned thieves** they were **armed by 'shooting off'; firing the day's round** from a pistol **before bedtime.** The process was described by many as annoying, foolish and dangerous.
- The **amount of liquor** on the **gold fields** meant that **brawls were** a **common occurrence**. A **policy of prohibition** on the fields was **put in place** but with **little effect**. **Police** had the **right** to **burn down the tents** of **liquor sellers** and **issue heavy fines.** Liquor was seen by many as medicinal, particularly good for those working in wet conditions underground.
- **After the day's labour** there was still **time to relax by the fire with a story or a song**. Storekeepers ensured that whisky, tobacco and even luxuries like tinned lobster were available for those who had been lucky enough to find the yellow metal.

Video: Life on the goldfields

https://online.clickview.com.au/libraries/videos/19102379/the-gold-rush-life-on-the-goldfields

Friday (Week 1) & Monday (Week 2) – Goldfields
Draw your block planner and have your student knowledge organiser in front of you. Read through the above information on Goldfields and take notes in your student knowledge organiser and block planner.

Illness

- The **smell of a busy goldfield** would have been **dominated by rotting carcasses** and the **waste of thousands** of **people** and **livestock**. **Waterborne disease**s like **dysentery** and **cholera** could **sweep through a mining community** because of **poor hygiene**. **Influenza** and even **common colds** could **develop into secondary infections** like **pneumonia**. As a result, **doctors** were in **high demand** on the **goldfields**. 'Doctor' was a title that many claimed without any training.
- The **leading causes of death** in **Victoria** at this time were **zymotic diseases**—that is, **contagious diseases**. The **highest mortality rates** in the colony were reported as being **from dysentery** and **typhus** (later diagnosed as typhoid or 'colonial fever'—**a diarrhoeal disease that was the scourge of the goldfields**), followed by **phthisis (tuberculosis) in areas outside** of **Melbourne**.
- **By 1861**, the **leading cause** of **disease** continued to be **contagious diseases**; however, the **number of children's illnesses** and **deaths became more prominent** with the demographic changes. **Childhood disea**ses and **birth-related conditions** joined **gastroenteritis** and **diarrhoea** as the **leading causes of death in the district** for **1863**, followed by **diphtheria**.
- Other **large contributors** to the **mortality rate** were **marasmus** (the undernourishment of children), **scarlatina, premature birth, protracted birth, malformation** and **dentition (diarrhoea attributed to teething).**
- Despite it being a hard life, **many miners** had **suffered worse conditions** as **convicts**, farm labourers or factory workers. Life 'under canvas' was better than being cooped up in an English workhouse.
- As long as one **could stay healthy**, there was **freedom** and **independence** on the **goldfields** that many would never have experienced.

Video: Life on the goldfields

https://online.clickview.com.au/libraries/videos/19102379/the-gold-rush-life-on-the-goldfields
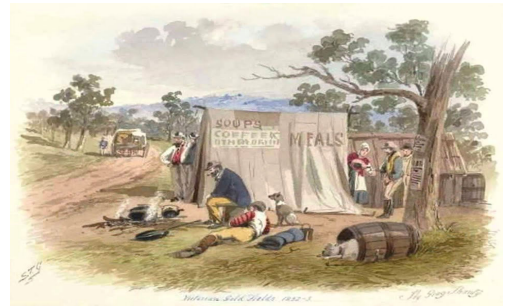

Tuesday & Wednesday (Week 2) – Illness
Draw your block planner and have your student knowledge organiser in front of you. Read through the above information on Illness and take notes in your student knowledge organiser and block planner.

Storekeepers

- In the beginning, business was rudimentary on the goldfields. **Stores were typically tents**, sometimes with the **addition of rough slab walls** and a **mud chimney**. **Carcasses awash with flies** hung from crude butcher's set-ups.
- Other **traders,** including many **butchers, dispensed** with the idea of a **store and hawked their goods around the diggings**. Often one tradesman would **fulfil a number of roles** – for instance, at Ballarat **John Sharkey** was a **storekeeper, blacksmith**, and **butcher**. Like the diggers, in the **early days most merchants were itinerant – following** their **customers to the next rush**.
- **Despite** their **primitive set-up**, **general stores** could **stock** an **amazing array of goods**. **Ellen Clacy**, in **1852**, **described shops** on the **diggings** as places where '**everything required** by a **digger** can be **obtained** for **money**, from sugar-candy to potted anchovies; from East India pickles to Bass's pale ale.'
- **Business** on the **goldfields** was a **transitory, speculative venture**. A **well-stocked store** could bring its **proprietor a fortune** if a **rush in an area lasted** or grew. Equally, those **stuck with piles of expensive stock** just as there was a rush away from a field would be **ruined**. Still, contemporaries like Clacy observed that it was less speculative than gold and that merchants and tradesmen 'usually in the long run make a **fortune quicker than diggers** and certainly with less hard work.'
- Historian Weston Bate has pointed out that **stores on the diggings** not only **delivered fortunes** to some lucky tenders, and **goods to the diggers**, but also **served as postal depots** and **landmarks.**
- In places where there was **sustained mining activity**, such landmarks could quickly become **establishments**, and **substantial towns** often **formed around a hub** of successful **tent-stores.**

Video: Life on the goldfields

https://online.clickview.com.au/libraries/videos/19102379/the-gold-rush-life-on-the-goldfields

Thursday & Friday (Week 2) – Storekeepers
Draw your block planner and have your student knowledge organiser in front of you. Read through the above information on Storekeepers and take notes in your student knowledge organiser and block planner.

Talk for Learning

WE ARE LEARNING TO CREATE A WARNING TALE

Talk to someone at home about your facts and information that you have gained today. What have you added to your block planner for your warning tale setting?

Who are we entertaining?

Audience	Voice

The audience ensures that you have someone to write to. Your audience is the librarians as they need some new books about the goldfields to add to their collection.

The voice is your tone of writing. Remember that you are the expert and you are writing to inform the novice.

Entertain Me

USING THE NOTES IN YOUR BLOCK PLANNER, ENTERTAIN YOUR PARTNER WITH YOUR CHARACTER AND SETTING.

"DEEP SINKING" BAKERY HILL, BALLAARAT __1853.

Living Conditions on the Goldfields *Student* Knowledge

Vocabulary	
Word	**Definition**
unaffordable	
settlement	
inadequate	
polluted	
chaotic	
rife	
commissioner	
drainage	
carcasses	
brawls	
prohibition	
contagious	

What was it?

Who was involved?

Canvas Towns	
Melbourne Streets	
Goldfields	
Illness	
Storekeepers	

February 1851	November 1851	October 1854	October 1854	December 1854

Week 2 Topic: Direct speech

We are learning to write a sentence that contains direct speech.

Success criteria

I have:

- a simple, compound or complex sentence
- quotation marks
- correct beginning, middle and end punctuation

Simple, compound and complex sentences:

A simple sentence contains a subject and a predicate, or one main clause. The subject tells the reader who or what the sentence is about. The predicate gives the reader more information about the subject and contains the verb. **Example: The boys went to the park.**
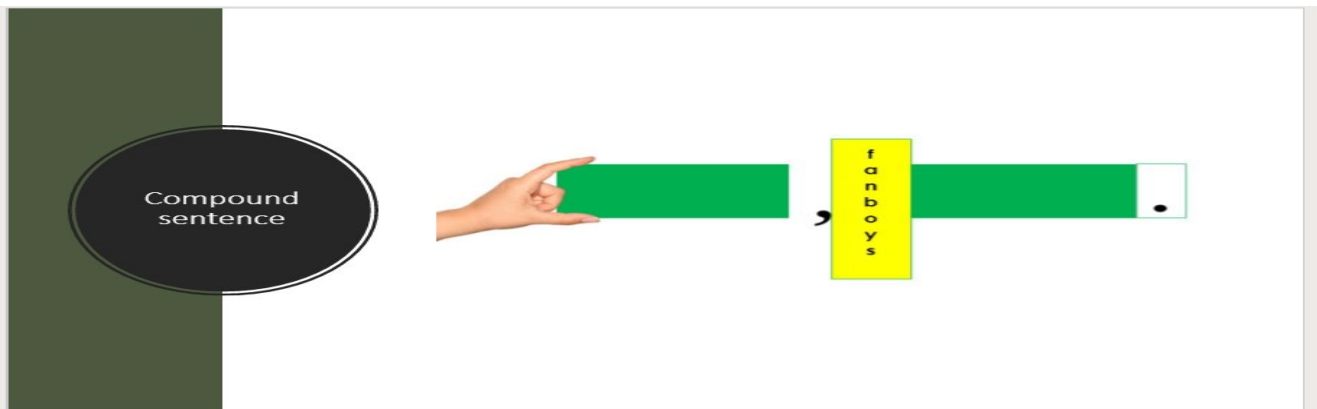
This is a **Compound Sentence** - A compound sentence contains two main clauses joined with a coordinating conjunction. Two main clauses joined by a comma, semicolon or conjunction. **Example: the boys went to the park, but they did not go to the zoo.**

Complex sentences
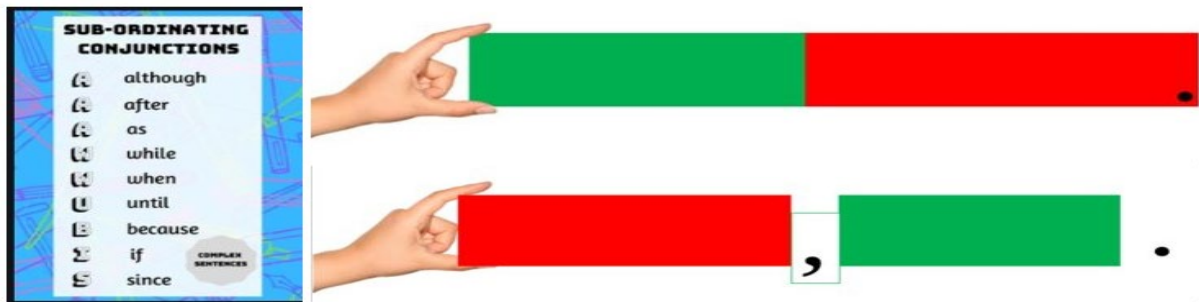
Complex Sentences:

1. Main clause (no comma) + Subordinate clause
2. Subordinate clause (comma) + main Clause

What is a complex sentence?

A complex sentence is formed by adding one or more **subordinate** clauses to the **main** clause using **conjunctions**.

What is a conjunction?

A word used to connect words, phrases or parts of a sentence.

Conjunctions (subordinating) – while, because, although, as, when, until, unless, through, by, since, whenever, if, where, before and after.

For example: **Helen returned the laptop, after she noticed it was damaged.**

Direct speech:

In direct speech, we quote the exact words that were spoken.

Examples:

- "I'm going to get an umbrella, so that I don't get wet," said Sally.
- "Can we go to the park?" questioned Jason.
- "Put that down!" yelled Tim's mum.

We put quotation marks around what was said and add a speech tag such as 'he said' or 'she asked', either before or after the quote. Quoting around dialogue is the most common use of quotation marks in formal writing.

Use a comma after the introductory clause. Example: She said, "I was in London last year." If the direct speech is at the beginning of the sentence, put the comma before the final quotation mark.

Monday: Modelled sentence

Learning intention

We are learning to write a sentence that contains direct speech.

Success criteria

I have:

- ==a simple, compound or complex sentence==
- ==quotation marks==
- ==correct beginning, middle and end punctuation==

Sentence: "*I left the claim for half an hour, upon my return I noticed that some lad had jumped it!*" *Henry exclaimed.*

- As you can see the colours above identify each part of the sentence from the success criteria.
- The complex sentence is highlighted in yellow: *I left the claim for half an hour, upon my return I noticed that some lad had jumped it.*
- The quotation marks are in green.
- The correct punctuation with pink: Capital letter to start, exclamation mark inside quotation mark and a full stop to end.

Tuesday: Modelled sentence

Learning intention

We are learning to write a sentence that contains direct speech.

Success criteria

I have:

- ==a simple, compound or complex sentence==
- ==quotation marks==
- ==correct beginning, middle and end punctuation==

Sentence: "*Did you know him?*" *asked Henry.*

- As you can see the colours above identify each part of the sentence from the success criteria.
- The simple sentence is highlighted in yellow.
- The quotation marks are in green.
- The correct punctuation with pink: Capital letter to start, the question mark inside quotation mark and a full stop to end.

Wednesday: Joint Sentence

Learning intention

We are learning to write a sentence that contains direct speech.

Success criteria

I have:

- a simple, compound or complex sentence
- quotation marks
- correct beginning, middle and end punctuation

Sentence: "How did you go with the horse?"

- **Task**: Try and finish the sentence off with by adding who and how this speech was and correct end punctuation.
Example: "How did you go with the horse?" Frank chuckled.

- Use the colours to identify each part of your sentence.

Thursday: Joint Sentence

Learning intention

We are learning to write a sentence that contains direct speech.

Success criteria

I have:

- a simple, compound or complex sentence
- quotation marks
- correct beginning, middle and end punctuation

Sentence: "Why didn't …

- **Task**: Try and finish the sentence off with by the remaining of the direct speech, exclamation marks and correct punctuation.

Example: "Why didn't you go to the diggings today?" asked Frank

- Use the colours to identify each part of your sentence.

Friday: Assessment

Learning intention

We are learning to write a sentence that contains direct speech.

Success criteria

I have:
- a simple, compound or complex sentence
- quotation marks
- correct beginning, middle and end punctuation

Task: Today you will create a write a sentence that contains direct speech with an ellipse and correct beginning and end punctuation.

Guided Reading

Week 2

We are learning to identify and justify themes

WE WILL BE SUCCESSFUL IF WE CAN
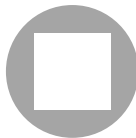
IDENTIFY THEMES IN A TEXT
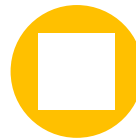
EXPLAIN AND JUSTIFY RESPONSES WITH EVIDENCE FROM THE TEXT
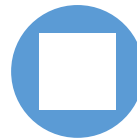
MAKE CONNECTIONS WHEN I READ

This week we are examining themes in the text.

What comprehension strategies will I be using?

⚖️ Inferencing

🔑 Determining Importance

🖊️ Key Vocabulary

✳️ Synthesising

📚 Making Connections

🍼 Background Knowledge

When we infer, we use the clues the author provides and put it together with our background knowledge to understand what the author is telling us. We make connections to other texts we have experienced, the world around us and things we have experienced to comprehend what we are reading. When we can talk or write about what we have read, we are synthesising.

Looking at themes

A theme is a **central meaning** or concept which runs throughout a narrative.

It is what the audience 'thinks' the narrative is about.

A theme is represented through the **character**s speech, actions and thoughts or through the **plot** and **setting**.

A theme runs through the whole narrative. It is the underlying idea.

Migration

During the goldrush, a lot of people migrated from all over the world to find their fortune on the gold fields.
They migrated from places like the United States, Poland, China, New Zealand, and Britain.

The Goldrush
Poverty and fortune seeking

People came to the goldfields to find their fortune. They wanted to find gold to make their lives better. While they were there they may have had nowhere to live or poor accommodation.
They may not have been able to afford much to eat or the licence fee which allowed them to search for gold.

OFF TO THE GOLD RUSH
BY SAMUEL THOMAS GILL (1818–1880)
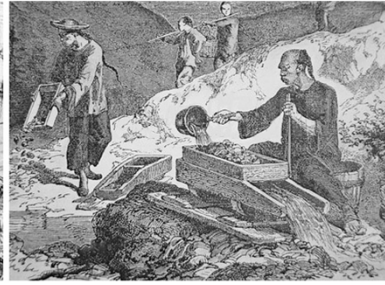
CHINESE MINERS AT WORK
ON THE AUSTRALIAN GOLD FIELDS

Discrimination

Discrimination is when someone or a group of people are not treated equally because of the race, social class, or even if one group had more power than another.
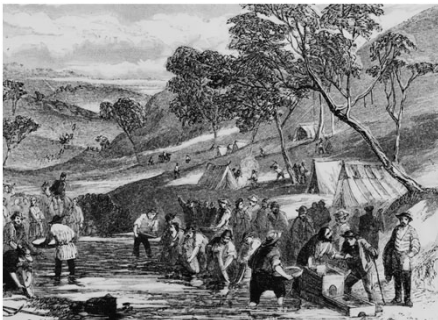
Multiculturalism

Due to immigration from so many places around the world. The goldfields became a very multicultural society.

Racism

Racism is when a person or group of people is prejudiced against because they belong to a certain race.
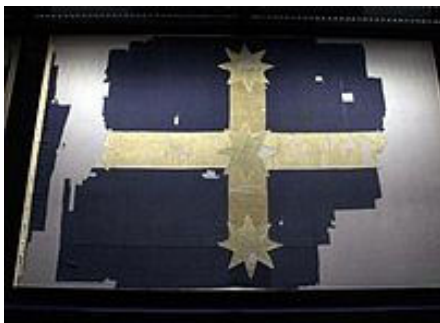
Politics and Protest

Rules established on the goldfields was not always popular. The population disagreed with these rules and found ways of showing their disagreement through protest.

Which theme can you identify?

Migration
The Goldrush (Fortune seeking)
Discrimination
Multiculturalism
Racism
Politics and and protest

Henry had always wanted a dog. Or a cat, or even a canary. Back home in England he'd had a half-wild tabby kitten for a while. But here, on the Ballarat goldfields, there was no hope that he could have any sort of pet. Ch1 p1

MONDAY
Read through the extract from 1854, Do you dare?
Look at the clues underlined. These are the important parts of the text when we are looking for themes.
Which theme does this extract illustrate?
This extract illustrates migration as it shows that Henry considers his home to be England. It tells us that he is on the Ballarat goldfields, we use our background knowledge to know that Ballarat is in Victoria, Australia. We put these clues together and infer that Henry has migrated to Australia.

Which themes can you identify?

Migration
The Goldrush (Fortune seeking)
Discrimination
Multiculturalism
Racism
Politics and and protest

A Chinese man ran along with wicker baskets of vegetables hanging from each end of a yoke across his shoulders. Ch3 p23

Father took the coins, and then put one back in Henry's hand. 'Go to the store and buy a tin of jam. As a special treat, we can have jam on our damper tonight.' Ch3 p31

TUESDAY
Read through the first extract from 1854, Do you dare?
Look at the clues underlined. These are the important parts of the text when we are looking for themes.
Which theme does this extract illustrate?
This illustrates multiculturalism on the goldfields as it shows how the Chinese people used a yoke (a large stick across the shoulders) to carry baskets of vegetables. We can use our background knowledge to assume that this is not the way others on the gold field carried vegetables.
Read through the second extract from 1854, Do you dare?
Look at the clues underlined. These are the important parts of the text when we are looking for themes.
Which theme does this extract illustrate?

Which theme can you identify?

Migration
The Goldrush
(Fortune seeking)
Discrimination
Multiculturalism
Racism
Politics and and
protest

Most miners offered the piece of paper politely, but some of them spat in the dirt before handing it over. Others swore. One man threw his licence on the ground, so the trap had to dismount to pick it up. Ch 1 p7

'Liberty!' he said over his shoulder as he rode off. Ch 3 p29

WEDNESDAY
Read through both extracts from 1854, Do you dare?
Which words could you underline as the important parts of the text which give you the clues to the underlying themes.
Which theme does this extract illustrate?

Which theme can you identify?

Migration
The Goldrush
(Fortune seeking)
Discrimination
Multiculturalism
Racism
Politics and and
protest

Henry didn't know why English people didn't like the Irish. Father called them bog-dwellers. Or potato-eaters. Henry thought that was a pretty silly reason for not liking somebody. What was wrong with eating potatoes?...His own family came from Birmingham. That meant they were Brummies, which was as English as you could get. Ch1 p8-9

THURSDAY
Read through the extract from 1854, Do you dare?
Which words could you underline as the important parts of the text which give you the clues to the underlying themes.
Which theme does this extract illustrate?

Which theme can you identify?

Migration
The Goldrush
(Fortune seeking)
Discrimination
Multiculturalism
Racism
Politics and and
protest

The licence cost the same for everyone: thirty shillings a month. It didn't matter if you'd never found any gold, or if you were so poor you didn't even have a tent to live in – it made no difference. Ch1 p5

"I've been lucky with my claim on the Eureka Lead. I pity the poor fellows who find nothing. They work their guts out on a shicer and still have to cough up for that crippling licence every month."   Ch3 p29

FRIDAY
Read through both extracts from 1854, Do you dare?
Which words could you underline as the important parts of the text which give you the clues to the underlying themes.
Which theme does this extract illustrate?

magistrate

You risk a visit to the magistrate and a fine of five pounds if you prospecting illegally.

cravat

...nicely polished boots, a clean coat and a black silk cravat.

| | errands | I'll see if I can get a job running errands. |
| | diggings | Plenty of fine buildings had gone up in town since Henry and his family had come to the diggings. |

	fret	'Don't fret, Eliza. It looks much worse than it is.'
	bullock wagon	A bullock wagon creaked past, and then came a man pushing a hand cart.

	breeches	His breeches and shirt were full of ants.
	liberty	'Liberty!' he said over his shoulder as he rode off.

lousy

'I left the claim for half an hour and when I returned I found a lousy claim-jumper had taken it over.'

humble

'Then I must ask for your mercy,' Father said, and it hurt Henry to see how much it cost him to be humble in front of the traps.

Lesson 2 – Pull Factors (Week 2)

- **Focus Question:** Why did the migrants move to the Australian Colonies?
- **Learning Intention:** *We are learning to investigate why migrants moved to the Australian Colonies.*
- **Access Stimulus Resources -** https://www.inquisitive.com/lesson/90-pull-factors#stimulus
- **Teaching and Learning Sequence –** https://www.inquisitive.com/lesson/90-pull-factors

This is our lesson for Week 2. Please read the focus question and learning intention above to think about what we are learning this week.

Why did the migrants move to the Australian Colonies?

The 19th Century was a time of mass migration from Europe. America and Canada were the favourite destinations as they were relatively close; a twenty-day trip instead of a three-month journey to Australia or New Zealand. A ticket to New York was a quarter of the fare to Sydney. However, many free settlers **chose** to migrate to the other side of the world, to Australia.

Read through the information above about why migrants moved to the Australian Colonies. Why did so many migrants choose to come to Australia in the 19th century? What do you think were the driving reasons behind their travels to Australia, on the other side of the world.

Why do you think the end of convict transportation in the 1850s, forced the colonial governments to encourage free settlers to migrate to Australia?

- View the posters on the next slides to investigate the **pull factors** which attracted thousands of British and Irish free settlers to Australia in the 1800s.

Pull Factors

A convict chain gang in Sydney

Look at the posters on the next few pages to investigate the pull factors which attracted thousands of British and Irish free settlers to Australia in the 1800s. Why do you think that after convict transportation ended in the 1850s, the government decided to encourage free settlers? What do you think was the reason for this?

Emigration, a remedy (poster, 1830s-1850s)

Look at these posters and think about the pull factors which attracted thousands of British and Irish free settlers to Australia in the 1800s. Take notes in your workbook or on the worksheets provided for Lesson 2.

Look at these posters and think about the pull factors which attracted thousands of British and Irish free settlers to Australia in the 1800s. Take notes in your workbook or on the worksheets provided for Lesson 2.

Pull Factors in the 1800s

- What enticed (tempted) free settlers to move to the Australian Colonies, instead of America or Canada?

- What type of migrants were encouraged to move to the colonies?

Look at the posters again to find some clues.

Create a word storm of pull factors which attracted migrants in the 1800s. Display this in the classroom.

After exploring and reflecting on the posters on the previous slides, think about what drove the free settlers to come to Australia, rather than any other country? Brainstorm some words that you associate with the pull factors for coming to Australia for many migrants. Write these in your workbook or on the provided worksheet for Lesson 2.

Reflect on this painting titled 'The Emigrant's Dream', think about what the emigrants dream was? Answer the questions above in your workbook or on the provided worksheets for Lesson 2.
- What is the emigrant's dream?
- How would you feel if you were all alone and your family was on the other side of the world?
- Apart from family, what else do you think the early migrants would miss about their homeland?
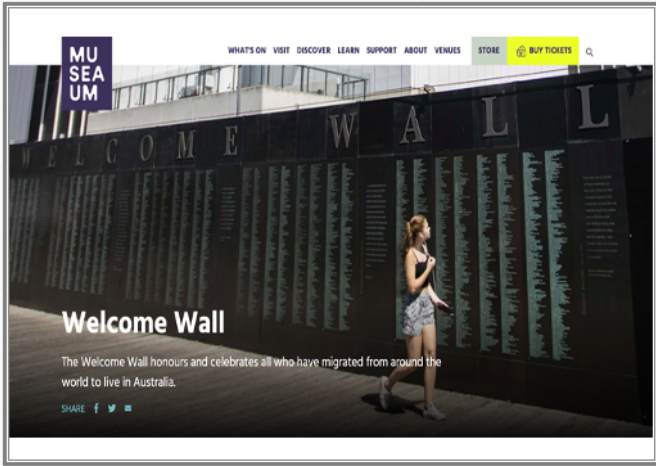
Analyse and reflect on this painting titled 'A Primrose from England'. Describe what you see to someone next to you or write your thoughts down in your workbook. What do you think is happening here? If possible, visit the National Library's website using the link above on the slide. This website will give you more information about the painting and will also recount the story behind the painting. Take notes in your workbook.

If you have access to the internet and a device, visit the National Maritime Museum website to explore the virtual migrant Welcome Wall. Use the specific link on the slide above to access the correct website. Have a go conducting a search of your family and migrant background by using your surname. Record your findings in your workbook or on the Lesson 2 worksheets. Share what you have found about your family migrant background with your relatives.

Vocabulary Definitions

forced migrants – movement of refugees and displaced people.

stereotyping - a fixed general image or set of characteristics that a lot of people believe represent a particular type of person or thing.

colonies - a country or area under the full or partial political control of another country and occupied by settlers from that country.

chinese miners - worked gold but also other metals such as tin, copper and wolfram.

emigrant - a person who leaves their own country in order to settle permanently in another.

afghan cameleers – people who worked as camel drivers.

immigrant - a person who comes to live permanently in a foreign country.

bounty settlers - selected by colonists who then paid for their passage. When the immigrant arrived, a colonist would employ the immigrant and the employer would then be reimbursed by the government for all or part of the cost of passage.

indentured labourers - an employee within a system of unfree labour who is bound by a signed or forced contract to work without pay.

penal colony – a settlement used to exile prisoners and separate them from the general population by placement in a remote location.

racism - prejudice, discrimination, or antagonism directed against someone of a different race based on the belief that one's own race is superior.

free settlers - an early settler who was not a convict.

migration - the movement of either people or animals from one area to another.

convicts - a person found guilty of a criminal offence and serving a sentence of imprisonment.

push and pull factors - refer to why people migrate from one area to another.

Use these words and definitions to help you understand any vocabulary that you may be unsure of.

Vocabulary Definitions

eureka - an interjection used to celebrate a discovery or invention.

political - relating to the government or public affairs of a country.

leaders - the person who leads or commands a group, organisation, or country.

events - a thing that happens or takes place, especially one of importance.

bush rangers - an outlaw living in the bush.

exploration - the action of exploring an unfamiliar area.

game changers - an event, idea, or procedure that effects a significant shift in the current way of doing or thinking about something.

gold rush - a rapid movement of people to a newly discovered goldfield.

significance - the quality of being worthy of attention; importance.

defining - mark out the boundary or limits of.

sources - a place, person, or thing from which something originates or can be obtained.

influence - the capacity to have an effect on the character, development, or behaviour of someone or something, or the effect itself.

perspective - a particular attitude towards or way of regarding something; a point of view.

rail - a steel bar or continuous line of bars laid on the ground as one of a pair forming a railway track.

developments - a new and advanced product or idea.

telegraph - a system for transmitting messages from a distance along a wire

Use these words and definitions to help you understand any vocabulary that you may be unsure of.

Why did the migrants move to the Australian Colonies?

Why did the migrants move to the Australian Colonies?

The 19th Century was a time of mass migration from Europe. America and Canada were the favourite destinations as they were relatively close; a twenty-day trip instead of a three-month journey to Australia or New Zealand. A ticket to New York was a quarter of the fare to Sydney. However, many free settlers **chose** to migrate to the other side of the world, to Australia.

1 Why do you think the end of convict transportation in the 1850s, forced the colonial governments to encourage free settlers to migrate to Australia?
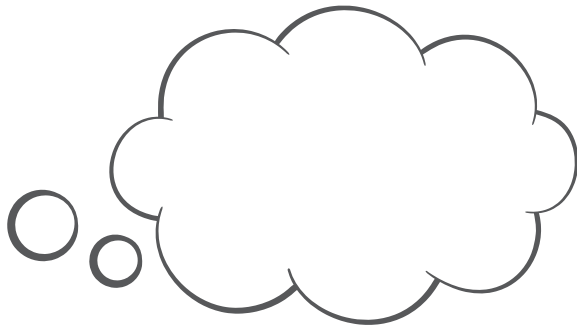
A convict chain gang in Sydney

2 (🖼) View the posters to investigate the **pull** factors which attracted thousands of British and Irish free settlers to Australia in the 1800s.

3 What enticed (tempted) free settlers to move to the Australian Colonies, instead of America or Canada? Look at the posters again to find some clues.
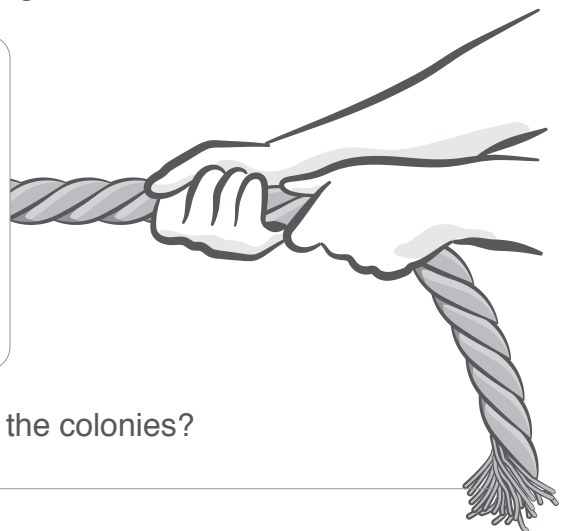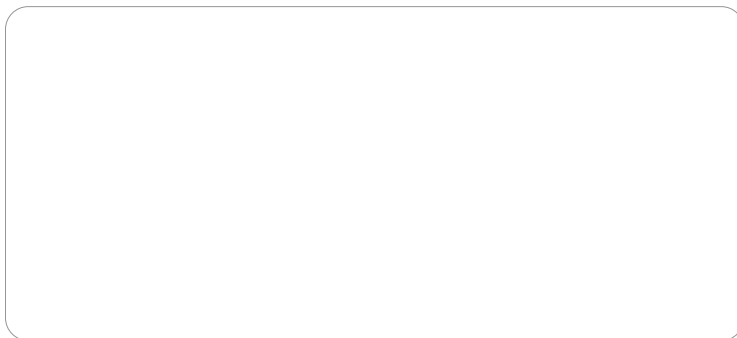
4 What type of migrants were encouraged to move to the colonies?

5 Create a word storm of pull factors which attracted the migrants in the 1800s.

Use information you've gathered over the last two lessons.

Family Opportunity

6 View the image: An Emigrant's dream. The painting was the cover print for a song composed in the 1850s.

THE EMIGRANT'S DREAM.

COMPOSED FOR THE PIANOFORTE BY
J. PRIDHAM.

LONDON. ROBERT COCKS & C⁰ NEW BURLINGTON STREET, REGENT STREET.

7 What is the emigrant's dream?

_____

_____

_____

_____

_____

_____

8 How would you feel if you were all alone and your family was on the other side of the world? Write your feelings and emotions in the word cloud.
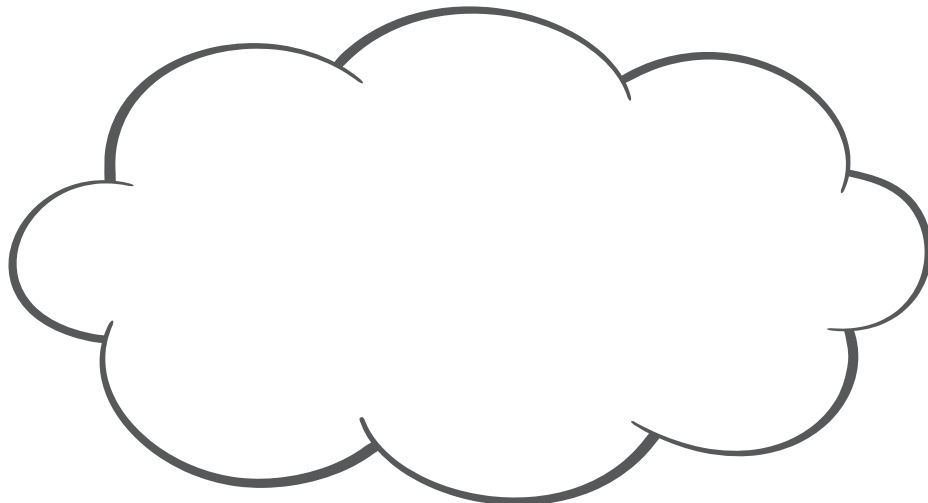
9 Apart from family, what else do you think the early migrants would miss about their homeland?

_____

_____

_____

10 (🖼) View the painting: **A Primrose from England, by Edward Hopley**. Zoom in and out to analyse the painting closely.

I see

Describe what you see.

_____

_____

_____

_____

I think
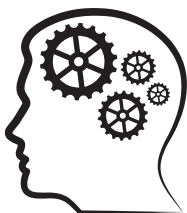
What do you think is happening?

_____

_____

_____

_____

I wonder

(🖼) Visit the National Library's website to find out more about the painting and recount the story of the painting.

_____

_____

_____

_____

11 A Welcome wall, welcoming all migrants to Australia, can be found at the National Maritime Museum in Sydney. Many colonial migrants are included on the wall.

🔗 Visit the virtual Welcome Wall and conduct a search by using your surname. Did you find any possible relatives?

All Australians, apart from the Aboriginal and Torres Strait Islander Peoples, have ancestors or family who migrated here during the last 250 years. Ask your family if they know of any ancestors who migrated during the colonial years? Investigate your own migrant background and share your information with your class.

Name

Name

Name

Name

Name

Name

Name

Name

Name

Name

Family tree

What's the matter?

SOLID, LIQUID, GAS

YEAR 5, TERM 2

Lesson 2
We are learning about the properties of liquids

- **I will be successful if I can:**
  - observe the properties of liquids
  - identify that liquid materials flow and take the shape of their container
  - identify the features and explore the viscosity of liquid materials

This Photo by Unknown Author is licensed under CC BY-SA

Looking at liquids

What is a solid, liquid and gas?

Talk to a friend and explain what you know about each of these.

Brainstorm as many liquids as possible

1. *Can you think of any words to describe liquids?*

2. *Are there any liquids that don't have water in them? What are they?*

3. *What are some liquids that are thick, and some that are thin?*

Team Investigation

Today you will explore substances to decide which are liquids.

Think of three or more things which are not liquids.

HINT: To help you make your decision, you may turn the container upside down, shake the container, use a magnifying glass to look at each material, tipping the container and seeing how long the substance takes to flow to the other end, pouring the substance into a new cup and observing what happens as they flow into the cup.

Sharing your findings

My claim is that _____ is/ is not a liquid.

My evidence is:...

Lemonade

Milk

Water

Fruit juice

Cooking oil

Vinegar

Washing up liquid.

Powdered detergent

Example:

Liquid	Claim	Evidence
Water	Is a liquid	My evidence is that I was able to turn the container upside down and I could see the liquid flow. I was able to pour it into another container easily.

Conclusion

Answer the following questions in your book.

The common properties of liquids that we found are:_____.

Some of the things that are different between liquids are:_____.

We had difficulty describing_____ because_____.

Questions

Science chat-board

Update word wall
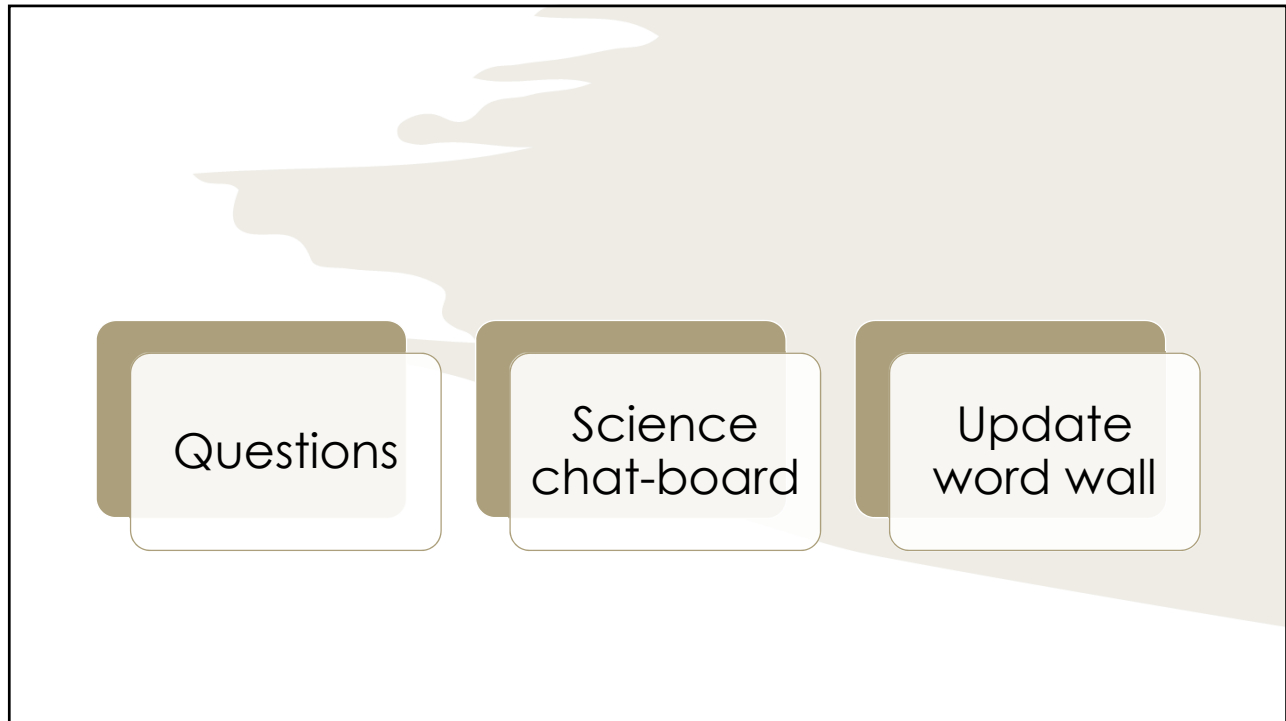
Highest Common Factor

Year 5, Term 2 Maths
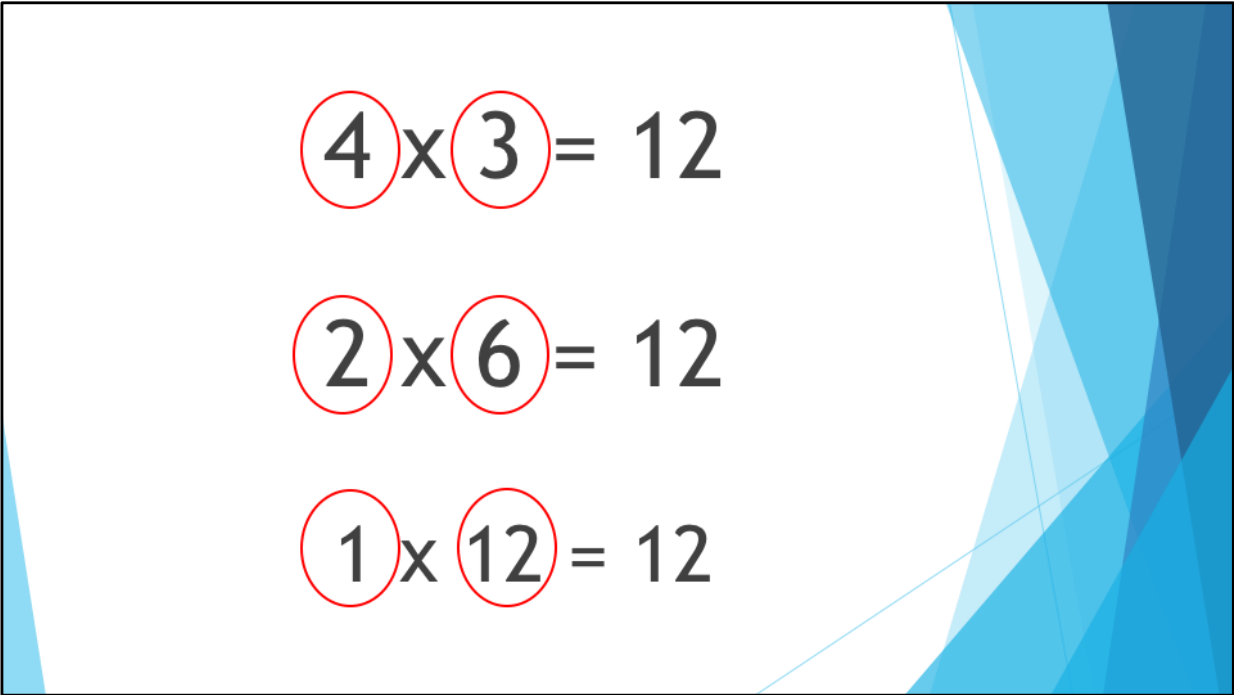
Think, Pair, Share
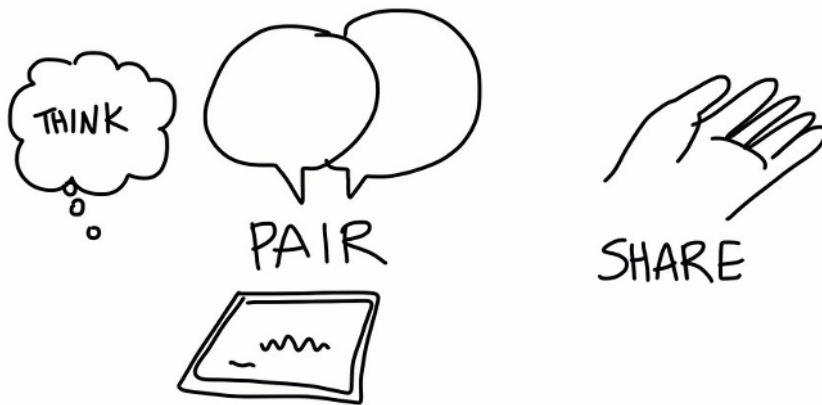
Today brings an investigation about highest common factors. ► What do you know about highest common factors?
► Talk about highest common factors with someone near you or write it in your book.
► Is anyone ready to share what they are thinking about highest common factors?

We've investigated multiplication.
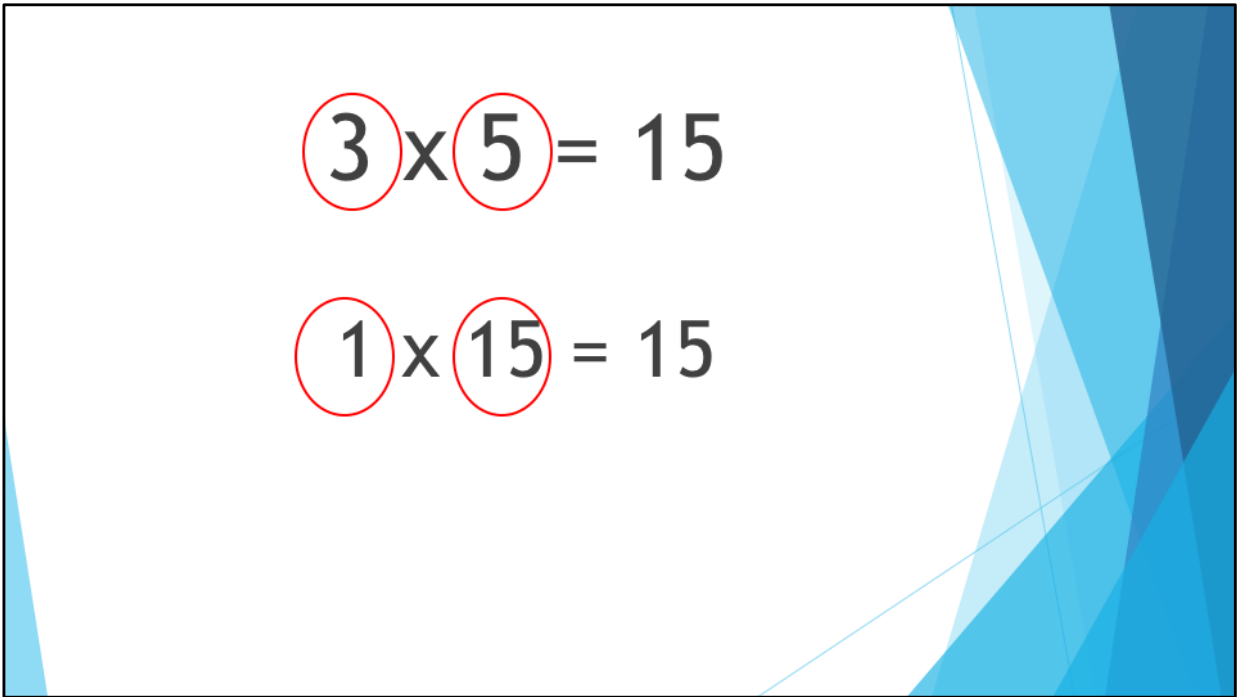
And we found that we can multiply 2 numbers together to make a product.

The numbers that we multiply together are called factors. If we multiply 4 times 3, we get 12 as our product. The factors that we multiplied together are 4 and 3. So 4 and 3 are factors of 12. What other numbers could we multiply together to make 12? Could we multiply 2 times 6 to make 12? Are 2 and 6 factors of 12?

What other numbers could we multiply together to make 12? Could we multiply 1 times 12 to make 12? Are 1 and 12 factors of 12? Are there any other numbers that multiply together to make 12?

Factors of 12:   1, 12, 2, 6, 3, 4

Could we record the factors of 12 in a list?

What numbers multiply together to make 15? Does 3 times 5 equal 15? Are 3 and 5 factors of 15? Does 1 times 15 equal 15? Are 1 and 15 factors of 15?

Factors of 12: 1, 12, 2, 6, 3, 4

Factors of 15: 1, 15, 3, 5

Common factors of 12 and 15: 1, 3

Highest Common Factor: 3

Could we record the factors of 15 in a list? We have found the factors of 12 and the factors of 15. What do you think common factors are? The word common, means it happens to more than one number. So a common factor is a factor of more than 1 number. Let's look at our factors of 12 and our factors of 15. Are there any factors of 12 that are also factors of 15? Are there any factors that are common to both 12 and 15? Is 1 a common factor of 12 and 15? Yes, 1 is a common factor of 12 and 15. Let's circle the 1s. Is 12 a common factor of 12 and 15? No, 12 is not a common factor of 12 and 15. Is 2 a common factor of 12 and 15? No, 2 is not a common factor of 12 and 15. Is 6 a common factor of 12 and 15? No, 6 is not a common factor of 12 and 15. Is 3 a common factor of 12 and 15? Yes, 3 is a common factor of 12 and 15. Let's circle the 3s. Is 4 a common factor of 12 and 15? No, 4 is not a common factor of 12 and 15. Is 5 a common factor of 12 and 15? No, 5 is not a common factor of 12 and 15. So what are the common factors of 12 and 15? Are 1 and 3 the common factors of 12 and 15? Let's look at our factors of 12 and our factors of 15. Are there any factors of 12 that are also factors of 15? Are there any factors that are common to both 12 and 15? So we have found the common factors of 12 and 15. Which common factor is the highest? The common factors of 12 and 15 are 1 and 3. Which factor is higher, 1 or 3? Is 3 the highest common factor of 12 and 15?

Investigation Task

▶ Select 4 cards to make 2 two-digit numbers.

▶ Record each number's factors.

▶ Record your numbers' common factors.

▶ Record your numbers' highest common factor.

▶ **Reflection:** How can we find the highest common factor of 2 numbers?

Complete the investigation task.

PROBLEM SOLVING

Higher Common Factor

MD 20 (1a) Toni bought 44 jellies and 24 party favours for a party.

She divided the jellies and party favours into party bags.

What is the highest number of bags that she could have so that each bag has an equal number of jellies and an equal number of party favours?

Higher Common Factor

MD 20 (1b) Toni bought 25 jellies and 45 party favours for a party.

She divided the jellies and party favours into party bags.

What is the highest number of bags that she could have so that each bag has an equal number of jellies and an equal number of party favours?

Higher Common Factor

MD 20 (1c) Toni bought 25 jellies, 60 lollies and 45 party favours for a party.

She divided the jellies and party favours into party bags.

What is the highest number of bags so that each bag has an equal number of jellies and an equal number of party favours?

Higher Common Factor

Complete the problem solving tasks.

Addition of 5 digit numbers

Select 10 cards to make 2 five digit numbers that add to more than 10.

Record your number sentence.   36 825 + 25897 =

Place one of the numbers on a number line.   36895

Add the ten thousands first 25897
36 895 + 20,000

Add the thousands next 25897, adding to get to 60 825.
We need to add 4000.
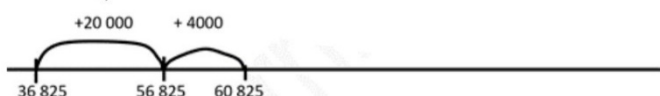
Show how you partitioned the number you are adding.
We already added 4000.

36 825 + 2 5 8 9 7 =
4000 + 1000

Now we need to add the remaining part, 1000.
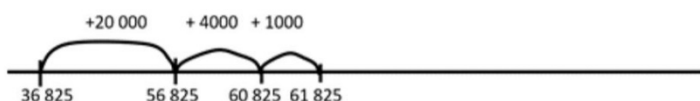
Add the hundreds next 25897, adding to get to 62 025.
We need to add 200.
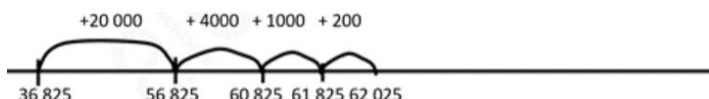
Show how you partitioned the number you are adding.
We already added 200.

36 825 + 2 5 8 9 7 =
4000 + 1000 200 + 600

Now we need to add the remaining part, 600.
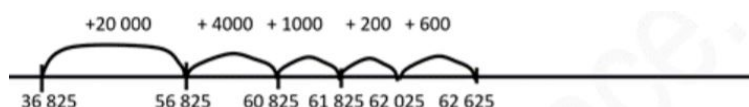
Add the tens next 25897, adding to get to 62 705.
We need to add 80.
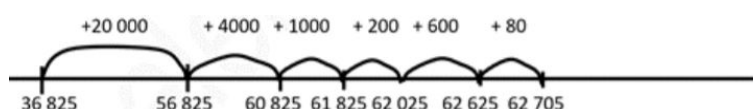
Show how you partitioned the number you are adding.
We already added 80.

36 825 + 2 5 8 9 7 =
4000 + 1000 200 + 600 80 + 10

Now we need to add the remaining part, 10.


```
        +20 000     + 4000  + 1000   + 200  + 600      + 80  + 10
    36 825          56 825      60 825 61 825 62 025  62 625  62 705  62 715
```
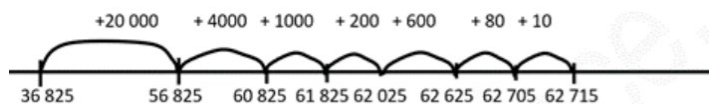
Add the ones next 2589⑦, adding to get to 62 720.
We need to add 5.


```
        +20 000      + 4000  + 1000   + 200  + 600     + 80   + 10  + 5
   36 825           56 825     60 825 61 825 62 025  62 625  62 705  62 715  62 720
```
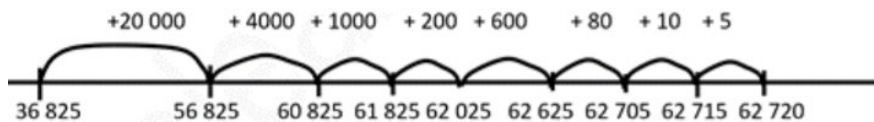
Show how you partitioned the number you are adding.
We already added 5.

```
        36 825 + 2 5 8 9 7 =

    4000 + 1000  200 + 600  80 + 10  5 + 2
```

Now we need to add the remaining part, 2.


```
        +20 000      + 4000  + 1000   + 200  + 600     + 80   + 10  + 5    + 2
   36 825           56 825     60 825 61 825 62 025  62 625  62 705  62 715  62 720  62 722
```
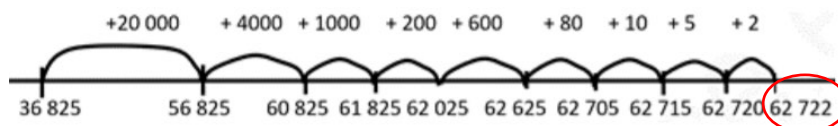
Write you number sentence and your answer.

 36 825 + 25897 = 62 722

Place Value of numbers to thousandths.

Today brings an investigation about place value.

► What do you know about place value?

► Talk about place value with a friend.

► Is anyone ready to share what they are thinking about place value?

► We've investigated additive and multiplicative place value to hundredths.

TODAY WE'RE GOING TO INVESTIGATE ANOTHER VALUE IN OUR MULTIPLICATIVE PLACE VALUE CHART!

► Let's start by recording a place value chart to hundredths.

Record 1 hundredth and 4 thousandths, and zero tenths and zero ones in a place value chart, for example,
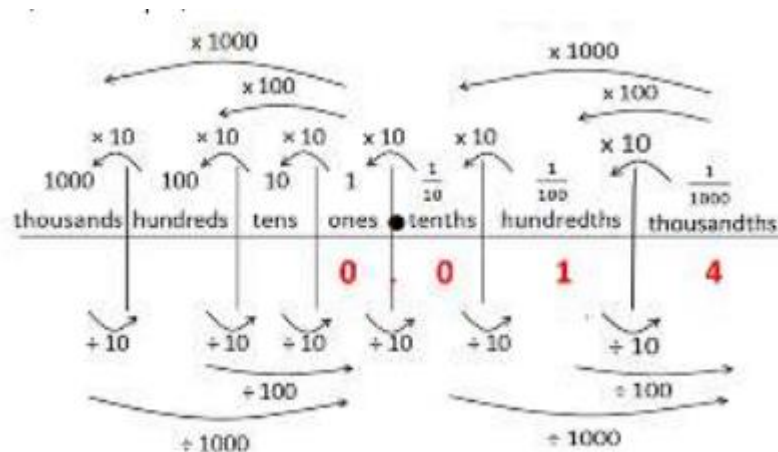
Record, for example, 0.014

Record, for example, 0.014 = 1 hundredth + 4 thousandths

Record, for example, $0.014 = \dfrac{1}{100} + \dfrac{4}{1000}$

Children record a dotted line going from the 1 to the hundredths label, and from the

4 to the thousandths label, for example,
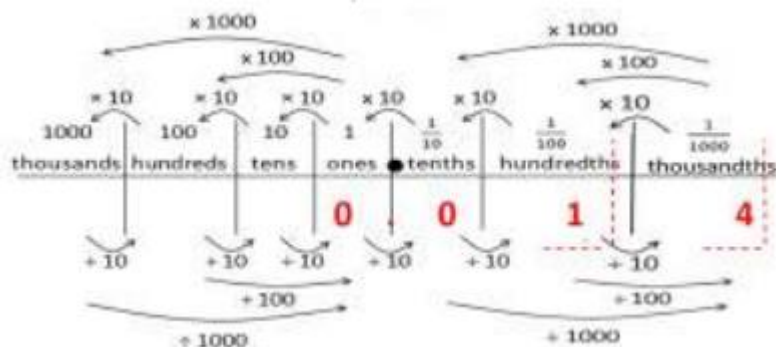
Record 0.014 = 14 thousandths

Record, for example, $0.014 = \dfrac{14}{1000}$

Record a dotted line going from the 1 to 4 and up to the thousandths label, for example,
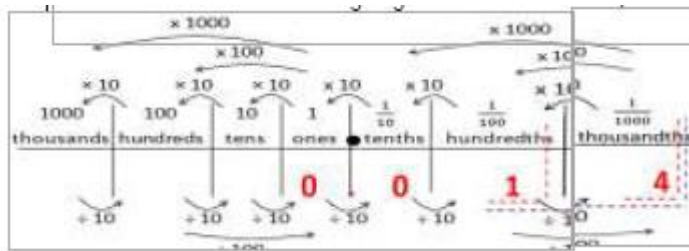
Record, for example, 15.627 = 15 ones + 62 hundredths + 7 thousandths

Record, for example, $15.627 = 15 \text{ ones} + \dfrac{62}{100} + \dfrac{7}{1000}$

Record a dotted line going from the 7 to 6 and up to the tenths label, and under the 3 and up to the thousandths label, for example,
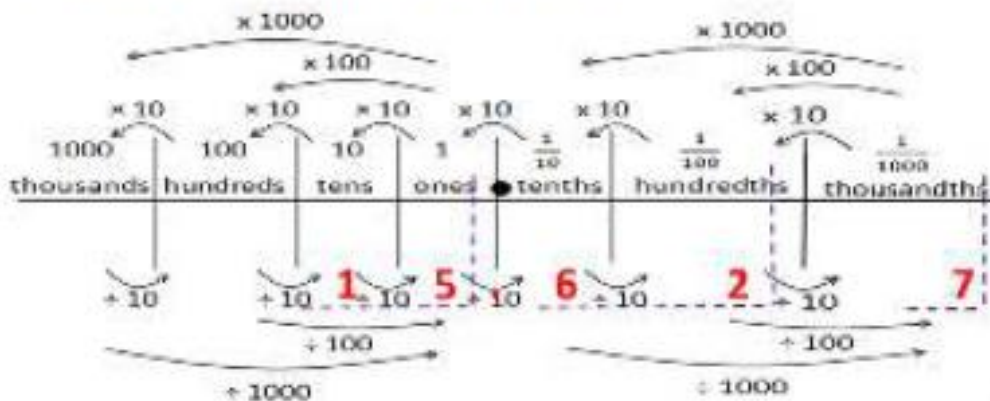
Record, for example, 15.627 = 14 ones + 16 tenths + 1 hundredth + 17 thousandths

Record, for example, $15.627 = 14 \text{ ones} + \dfrac{16}{10} + \dfrac{1}{100} + \dfrac{17}{1000}$

► How could we describe 15.627 using non

► Could we describe 15.627 as 14 ones + 16 tenths + 1 hundredth + 17thousandths?

► Could we record our decimals as fractions?

► Let's look at the place value chart.

► Can we see the 14 ones + 16 tenths + 1 hundredth + 17 thousandths in the place value chart, or do we have to mentally see the place values flexibly to see 14 ones + 16 tenths + 1 hundredth + 17 thousandths?

Let's investigate how we can record numbers to thousandths using standard and non-standard place value without drawing a place value chart.
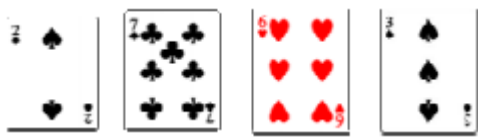
Select 4 cards a number with ones, tenths, hundredths and thousandths.

Record, for example, 2.763

Record, for example, 2.763 = 2 ones + 7 tenths + 6 hundredths + 3 thousandths

Record, for example, 2.763 = $2 + \dfrac{7}{10} + \dfrac{6}{100} + \dfrac{3}{1000}$

Record, for example, 2.763 = 27 tenths + 4 hundredths + 23 thousandths

Record, for example, 2.763 = $\dfrac{27}{10} + \dfrac{4}{100} + \dfrac{23}{1000}$

Record, for example, 2.763 = 1 one + 126 hundredths + 503 thousandths

Record, for example, 2.763 = 1 one + $\dfrac{126}{100} + \dfrac{503}{1000}$

DIFFERENTIATION

Place Value - Numbers to Tenths

PV 7 Standard Place Value of teen

ten	ones
1	4

14 is 1 ten and 4 ones

PV 11 Standard and non-standard Place Value of teen

tens	ones
1	4

14 is 1 ten and 4 ones
14 is 14 ones

1
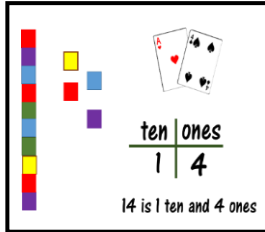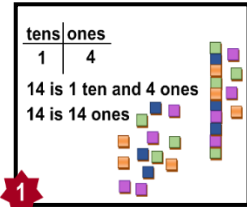
PV 11 Standard and non-standard Place Value of two-digit

tens	ones
2	4

24 is 2 tens and 4 ones

24 is 1 ten and 14 ones

24 is 24 ones

PV 11 Standard and non-standard Place Value of 20s

tens	ones
6	3

63 is 3 tens and 3 ones
63 is 4 tens and 23 ones
63 is 2 tens and 43 ones
63 is 63 ones

2
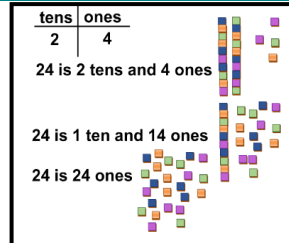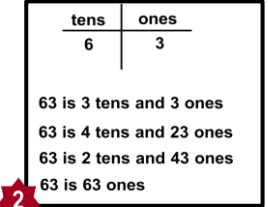
PV 15 Standard and non-standard Place Value of three-digit

hundreds	tens	ones
1	2	4

124 = 1 hundred + 2 tens + 4 ones
124 = 12 tens + 4 ones
124 = 11 tens + 14 ones
124 = 10 tens + 24 ones
124 = 9 tens + 34 ones
2 124 = 4 tens + 84 ones
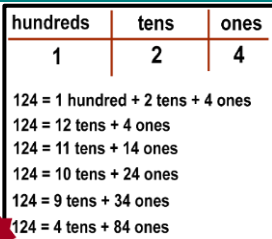
PV 17 Standard and non-standard Place Value of four-digit numbers

thousands	hundreds	tens	ones
5	8	9	7

5897 = 5 thousands + 8 hundreds + 9 tens + 7 ones
5897 = 58 hundreds + 97 ones
5897 = 4 thousands + 18 hundreds + 6 tens + 37 ones
5897 = 36 hundreds + 229 tens + 7 ones
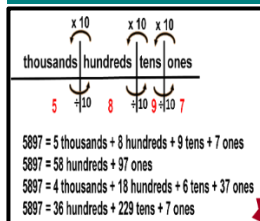
PV 18 Multiplicative Place Value of whole

hundreds	tens	ones

$5 \times 10 = 50$

$50 \div 10 = 5$

1
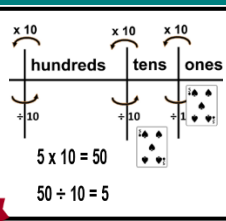
PV 19 PA 20 Standard and non-standard Place Value of five-digit

10 thousands	thousands	hundreds	tens	ones
5	1	2	4	8

51 248 = 5 ten-thousands + 1 thousand + 2 hundreds + 4 tens + 8 ones

51 248 = 51 thousands + 2 hundreds + 4 tens + 8 ones

51 248 = 512 hundreds + 4 tens + 8 ones

51 248 = 5124 tens + 8 ones

51 248 = 51248 ones

51 248 = 50 thousands and 124 tens and 8 ones

51 248 = 50 thousands and 12 hundreds and 4 tens and 8 ones

3 51 248 = 40 thousands and 22 hundreds and 48 ones
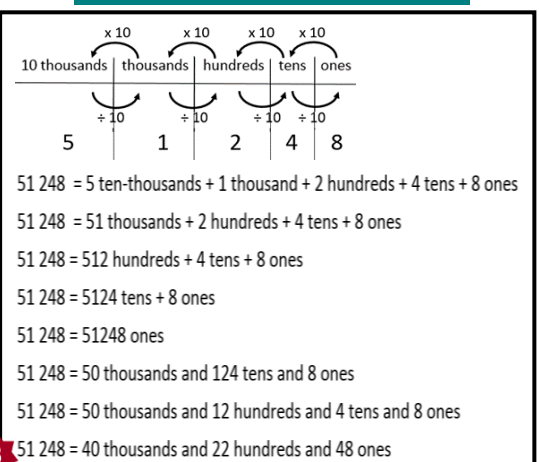
PV 20 FD 11 Multiplicative, standard and non-standard Place Value of numbers to tenths

thousands	hundreds	tens	ones	tenths

$12.4 = 1 \text{ ten} + 2 \text{ ones} + 4 \text{ tenths}$

$12.4 = 1 \text{ ten} + 2 \text{ ones} + \frac{4}{10}$

$12.4 = 12 \text{ ones} + 4 \text{ tenths}$

$12.4 = 12 \frac{4}{10}$

$12.4 = 5 \text{ ones} + 77 \text{ tenths}$

$12.4 = 5 \text{ ones} + \frac{77}{10}$

$12.4 = \frac{124}{10}$

$8.5 \times 10 = 85$
$85 \div 10 = 8.5$

1 **2** **3**

Embedded assessment data may tell us we need to re-explicitly teach these

Pre-assessment of, for, and as learning

Embedded Assessment of, for, and as learning

Post-assessment of (and for, and as) learning

Differentiation
Integration
Intervention

PV 21 FD 12 Multiplicative, standard and non-standard Place Value of numbers to

hundreds	tens	ones	tenths	hundredths

$1.24 = 1 \text{ one} + 2 \text{ tenths} + 4 \text{ hundredths}$

$1.24 = 1 \text{ one} + \frac{2}{10} + \frac{4}{100}$

$1.24 = 12 \text{ tenths} + 4 \text{ hundredths}$

$1.24 = 12 \frac{4}{100}$

$1.24 = 5 \text{ tenths} + 74 \text{ hundredths}$

$1.24 = 5 \text{ tenths} + \frac{74}{100}$

$1.24 = \frac{124}{100}$

PV 24 FD 18 and PV 25 FD 19 and PV 28 FD 25 Multiplicative, standard and non-standard Place Value of numbers to thousandths and numbers of any size

$0.5 \times 100 = 50$
$50 \div 100 = 0.5$

$400 \div 1000 = 0.4$
$0.4 \times 1000 = 400$

$1.111 = 1\frac{111}{1000}$

hundreds	tens	ones	tenths	hundredths	thousandths

$1.247 = 1 \text{ one} + 2 \text{ tenths} + 4 \text{ hundredths} + 7 \text{ thousandths}$

$1.247 = 1 \text{ one} + \frac{2}{10} + \frac{4}{100} + \frac{7}{1000}$

$1.247 = 12 \text{ tenths} + 47 \text{ thousandths}$

$1.247 = \frac{12}{10} + \frac{47}{1000}$

$1.247 = 5 \text{ tenths} + 73 \text{ hundredths} + 17 \text{ thousandths}$

$1.247 = 5 \text{ tenths} + \frac{73}{100} + \frac{17}{1000}$

$1.247 = \frac{1247}{1000}$
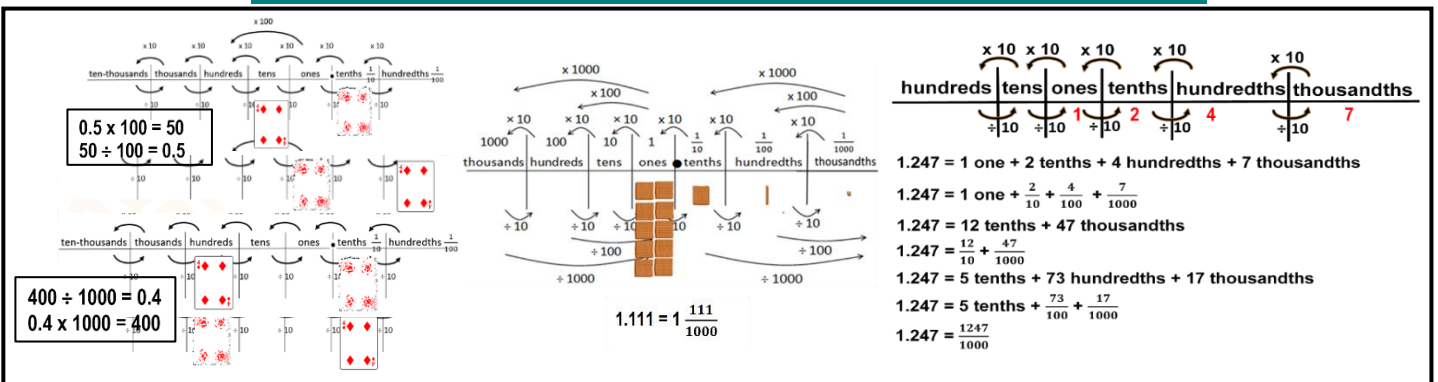
Subtraction

Select 20 cards to make 2 five digit numbers.

Make sure that the number you are subtracting from is larger than the number you are subtracting.
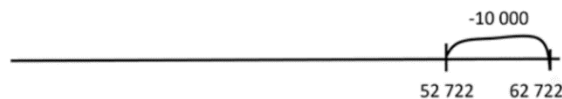
Record your number sentence.   62 722 – 15 897 =

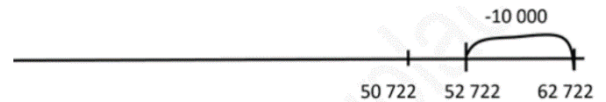Place the larger number on the right side of a number line.

Subtract the ten thousands first 15 897.

62 722 – 10,000

Next, subtract the thousands 15 897, subtracting to get to 50,000.

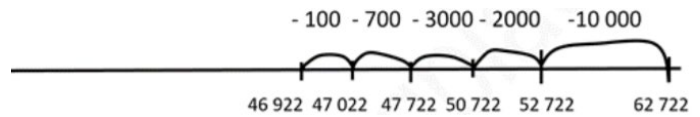Remembering that we still have 7 hundreds, 2 tens and 2 ones.

To get to 50,000, subtract 2000.

Show how you partitioned that number you are subtracting.

We already subtracted 2000.

62 722 – 1 5 8 9 7 =

2000 + 3000

Now we need to subtract the remaining part, 3000.

Next, subtract the hundreds 15 897, subtracting to get to 47,000.
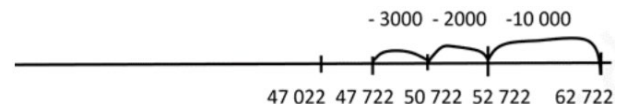
Remembering that we still have 2 tens and 2 ones.

To get to 47,000, subtract 700.
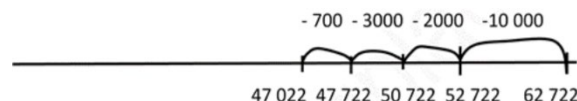
Show how you partitioned that number you are subtracting.

We already subtracted 700.

62 722 – 1 5 8 9 7 =

2000 + 3000   700 + 100

Now we need to subtract the remaining part, 100.

$$- 100 \quad - 700 \quad - 3000 - 2000 \quad -10\,000$$

46 922 47 022 47 722 50 722 52 722   62 722

Next, subtract the tens 15 8**9**7, subtracting to get to 46,900.

Remembering that we still have 2 ones.

$$- 100 \quad - 700 \quad - 3000 - 2000 \quad -10\,000$$

46 902 46 922 47 022 47 722 50 722 52 722   62 722
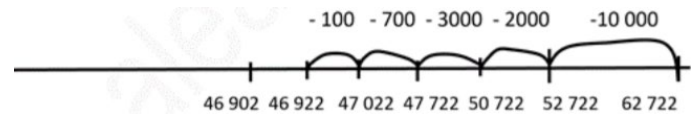
To get to 46,902, subtract 20.

$$-20 \quad - 100 \quad - 700 \quad - 3000 - 2000 \quad -10\,000$$

46 902 46 922 47 022 47 722 50 722 52 722   62 722
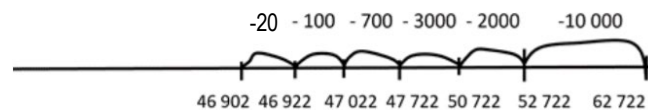
Show how you partitioned that number you are subtracting.

We already subtracted 20.

62 722 − 1 5 8 9 7 =

2000 + 3000   700 + 100   20 + 70

Now we need to subtract the remaining part, 70.

$$- 70 \quad - 20 \quad - 100 \quad - 700 \quad - 3000 \quad - 2000 \quad -10\,000$$

46 832 46 902 46 922 47 022 47 722 50 722 52 722   62 722

Next, subtract the ones 15 89**7**, subtracting to get to 46,830.

To get to 46,830, subtract 2.

$$- 2 \quad - 70 \quad - 20 \quad - 100 \quad - 700 \quad - 3000 \quad - 2000 \quad -10\,000$$

46 830 46 832 46 902 46 922 47 022 47 722 50 722 52 722   62 722
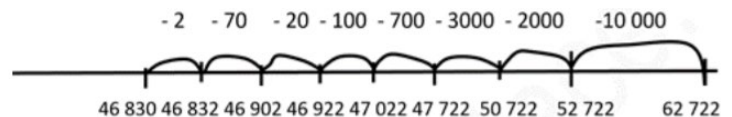
Show how you partitioned that number you are subtracting.

We already subtracted 2.

62 722 − 1 5 8 9 7 =

2000 + 3000   700 + 100   20 + 70   2 + 5

Now we need to subtract the remaining part, 5.

$$- 5 \quad - 2 \quad - 70 \quad - 20 \quad - 100 \quad - 700 \quad - 3000 - 2000 \quad -10\,000$$

46 825 46 830 46 832 46 902 46 922 47 022 47 722 50 722 52 722   62 722
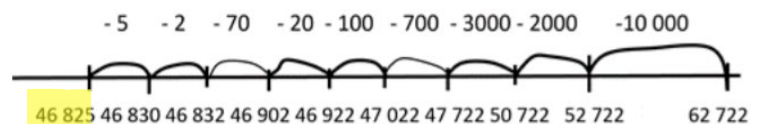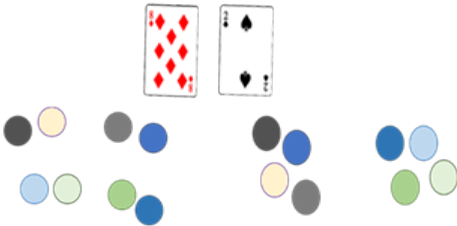
Write your number sentence and your answer.

62 722 – 15 897 = 46 825

MULTIPLICATION AND DIVISION DIFFERENTIATION LEVELS
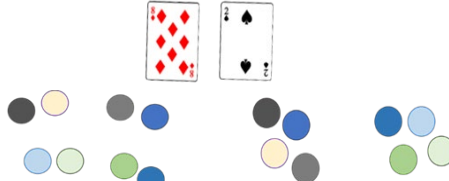
Groups of 2   **2 equal groups**

$12 \div 6 = 12$
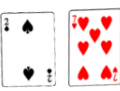
$12 \div 2 = 6$

$2 \times 6 = 12$

$6 \times 2 = 12$

Groups of 2   **2 equal groups**

$8 \div 2 = 4$ $8 \div 2 = 4$

$2 \times 7 = 14$

$5 + 2$

$2 \times 5 = 10$

$2 \times 2 = 4$

$10 + 4 = 14$

$15 \div 2 = 7\ r1$ $\frac{1}{2}$ of $15 = 7\ r1$

$10 + 5$ $10 + 5$

$4 + 1$ $4 + 1$

$10 \div 2 = 5$ $\frac{1}{2}$ of $10 = 5$

$4 \div 2 = 2$ $\frac{1}{2}$ of $4 = 2$

$5 + 2 = 7$

$4 \times 7 = 28$

$5 + 2$

$4 \times 5 = 20$

$4 \times 2 = 8$
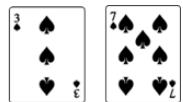
$20 + 8 = 28$
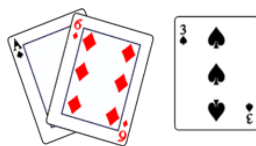
$37 \div 4 = $ **9r1** $\frac{1}{4}$ of $37 = $ **9r1**

$20 + 17$ $20 + 17$

$16 + 1$ $16 + 1$

$20 \div 4 = 5$ $\frac{1}{4}$ of $20 = 5$

$16 \div 4 = 4$ $\frac{1}{4}$ of $16 = 4$

$5 + 4 = 9$

$3 \times 7 = 21$

$5 + 2$

$3 \times 5 = 15$

$3 \times 2 = 6$

$15 + 6 = 21$

$16 \div 3 = 5\ r1$ $\frac{1}{3}$ of $16 = 5\ r1$

$9 + 7$ $9 + 7$

$6 + 1$ $6 + 1$

$9 \div 3 = 3$ $\frac{1}{3}$ of $9 = 3$

$6 \div 3 = 2$ $\frac{1}{3}$ of $6 = 2$

$3 + 2 = 5$

5 x 7 = 35

5 + 2

5 x 5 = 25
5 x 2 = 10
25 + 10 = 35

$37 ÷ 5 = 7r2$ $\frac{1}{5}$ of 37 = 7r2

20 + 17

20 + 17

15 + 2

15 + 2

20 ÷ 5 = 4 $\frac{1}{5}$ of 20 = 4

15 ÷ 5 = 3 $\frac{1}{5}$ of 15 = 3

4 + 3 = 7

9 x 7 = 63

5 + 2

9 x 5 = 45
9 x 2 = 18
45 + 18 = 63

71 ÷ 9 = 7r8 $\frac{1}{9}$ of 71 = 7r8

27 + 44

27 + 45

36 + 8

36 + 8

27 ÷ 9 = 3 $\frac{1}{9}$ of 27 = 3

36 ÷ 9 = 4 $\frac{1}{9}$ of 36 = 4

3 + 4 = 7

6 x 7 = 42

5 + 2

6 x 5 = 30
6 x 2 = 12
30 + 12 = 42

23 ÷ 6 = 3r5 $\frac{1}{6}$ of 23 = 3r5

12 + 11

12 + 11

6 + 5

6 + 5

12 ÷ 6 = 2 $\frac{1}{6}$ of 12 = 2

6 ÷ 6 = 1 $\frac{1}{6}$ of 6 = 1

2 + 1 = 3

8 x 7 = 56

5 + 2

8 x 5 = 40
8 x 2 = 16
40 + 16 = 56

55 ÷ 8 = 6r7

40 + 15

8 + 7

40 ÷ 8 = 5
8 ÷ 8 = 1

$\frac{1}{8}$ **of 55 = 6r7**

40 + 15

8 + 7

$\frac{1}{8}$ **of 40 = 5**

$\frac{1}{8}$ **of 8 = 1**

5 + 1 = 6

7 x 6 = 42

5 + 1

7 x 5 = 35
7 x 1 = 7
35 + 7 = 42

37 ÷ 7 = 5r2

21 + 16

14 + 2

21 ÷ 7 = 3
14 ÷ 7 = 2

$\frac{1}{7}$ **of 37 = 5r2**

21 + 16

14 + 2

$\frac{1}{7}$ **of 21 = 3**

$\frac{1}{7}$ **of 14 = 2**

3 + 2 = 5

77 ÷ 6 = 12$\frac{5}{6}$

60 + 17

12 + 5

60 ÷ 6 = 10

12 ÷ 6 = 2

5 ÷ 6 = $\frac{5}{6}$

$\frac{1}{6}$ **of 77 = 12$\frac{5}{6}$**

60 + 17

12 + 5

$\frac{1}{6}$ **of 60 = 10**

$\frac{1}{6}$ **of 12 = 2**

$\frac{1}{6}$ **of 5 = $\frac{5}{6}$**

10 + 2 + $\frac{5}{6}$ = 12$\frac{5}{6}$

93 x 74 = 6882

	70	+	4
90	6300		360
+			
3	210		12

90 x 70 = 9 x 10 x 7 x 10 =   63 x 100 = 6300

90 x 4 = 9 x 10 x 4 = 36 x 10 = 360

3 x 70 = 7 x 10 x 3 = 70 x 3 = 210

3 x 4 = 12

6300 + 360 + 210 + 12 = 6882

$$56 \div 4 =$$
$$40 + 16$$
$$40 \div 4 = 10$$
$$16 \div 4 = 4$$
$$10 + 4 = 14$$

$$\frac{1}{4} \times 56 =$$
$$40 + 16$$
$$\frac{1}{4} \times 40 = 10$$
$$\frac{1}{4} \times 16 = 4$$

9.3 x 74 = 688.2

	70 +	4
9	630	36
+		
0.3	21	1.2

9 x 70 = 9 x 7 x 10 = 63 x 10 = 630

0.3 x 70 = 0.3 x 10 x 7 = 3 x 7 = 21

$$0.3 \times 4 = \frac{3}{10} \times 4 = \frac{12}{10} = 1.2$$

630 + 36 + 21 + 1.2 = 688.2

35.7 ÷ 4 = 8.925
32 + 3.7
3.6 + 0.1

Change the decimal to a fraction, divide.

32 ÷ 4 = 8

3.6 ÷ 4 = 0.9

$$\frac{1}{4} \times 32 = 8$$
$$\frac{1}{4} \times 3.6 = 0.9$$

Multiply the decimal by 10, divide, then divide the product by 10.

$$0.1 \div 4 =$$
$$\frac{1}{10} \div 4 =$$
$$\frac{10}{100} \div 4 =$$
$$\frac{100}{1000} \div 4 = \frac{25}{1000}$$
$$= 0.025$$

$$\frac{1}{4} \times 0.1 =$$
$$\frac{1}{4} \times \frac{1}{10} =$$
$$\frac{1}{4} \times \frac{10}{100} =$$
$$\frac{1}{4} \times \frac{100}{1000} = \frac{25}{1000}$$
$$= 0.025$$

$$0.1 \div 4 =$$
$$1 \div 4 \div 10 =$$
$$0.25 \div 10 =$$
$$0.25 \div 10 = 0.025$$

$$\frac{1}{4} \times 0.1 =$$
$$\frac{1}{4} \times 1 \div 10 =$$
$$0.25 \div 10 =$$
$$0.25 \div 10 = 0.025$$

8 + 0.9 + 0.025 = 8.925

$\frac{1}{2}$ of 12 = 6 $\frac{1}{2}$ x 12 = 6

When we divide by 2, we are making the number a half <u>times</u> as big.
When we divide by 2, we are multiplying by a half.