

## Year 5 Learning from Home Schedule Overview

Week	Monday	Tuesday	Wednesday	Thursday	Friday
<b>3</b>	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 3

Complete task and submit on Google Classroom or upload a photo on Edmodo or write your work in your book.

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Morning Routine</b> Watch MR3 video <u>or</u> look through the slides on characters of the goldfields. Record facts on the information learnt.</p>	<p><b>Morning Routine</b> Watch MR3 video <u>or</u> look through the slides on characters of the goldfields. Record facts on the information learnt.</p>	<p><b>Morning Routine</b> Watch MR3 video <u>or</u> look through the slides on characters of the goldfields. Record facts on the information learnt.</p>	<p><b>Morning Routine</b> Watch MR3 video <u>or</u> look through the slides on characters of the goldfields. Record facts on the information learnt.</p>	<p><b>Morning Routine</b> Watch MR3 video <u>or</u> look through the slides on characters of the goldfields. Record facts on the information learnt.</p>
<p><b>SOTD</b> Watch SOTD 3 video or look through SOTD notes and complete task.</p>	<p><b>SOTD</b> Watch SOTD 3 video or look through SOTD notes and complete task.</p>	<p><b>SOTD</b> Watch SOTD 3 video or look through SOTD notes and complete task.</p>	<p><b>SOTD</b> Watch SOTD 3 video or look through SOTD notes and complete task.</p>	<p><b>SOTD</b> Complete and submit SOTD 3 assessment online.</p>
<p><b>Writing</b> Watch Character 1 video <u>or</u> look through the slides on Character. Identify in Tenacious Thomas where the character is described on the outside and inside.</p>	<p><b>Writing</b> Watch Character 2 video <u>or</u> look through the slides on Character. Brainstorm character on the outside and inside for children on the goldfields.</p>	<p><b>Writing</b> Watch Character 3 video <u>or</u> look through the slides on Character. Write your own opening paragraph including opening line, setting, character on the outside and inside.</p>	<p><b>Writing</b> Watch Character 3 video <u>or</u> look through the slides on Character. Write your own opening paragraph including opening line, setting, character on the outside and inside.</p>	<p><b>Writing</b> Watch Character 3 video <u>or</u> look through the slides on Character. Write your own opening paragraph including opening line, setting, character on the outside and inside.</p>
<p><b>Reading of Core Novel</b> Watch 1854 Chapter 4-6</p>				

## Year 5 Learning from Home Schedule Week 3

Monday	Tuesday	Wednesday	Thursday	Friday
<b>Guided Reading</b> Watch GR3 video and vocabulary or read through GR and vocabulary slides.	<b>Guided Reading</b> Watch GR3 video and vocabulary or read through GR and vocabulary slides.	<b>Guided Reading</b> Watch GR3 video and vocabulary or read through GR and vocabulary slides.	<b>Guided Reading</b> Watch GR3 video and vocabulary or read through GR and vocabulary slides.	<b>Guided Reading</b> Watch GR3 video and vocabulary or read through GR and vocabulary slides.
<b>Maths</b> Watch A&S 1 or choose your addition and subtraction level.  Watch PV 1 or choose your place value level.	<b>Maths</b> Watch Highest Common Factor video or PowerPoint with notes. Investigate Highest Common Factor.	<b>Maths</b> Continue investigating Highest Common Factor. Watch Divisibility video 1 or read through the notes and investigate by divisibility on 2.	<b>Maths</b> Watch Divisibility video 1 or read through the notes and investigate by divisibility on 2 and 4.	<b>Maths</b> Watch M&D 1 or read through and investigate Multiplication and Division (Division by single digit numbers, dividing the remainder to create a fraction).
<b>Fitness</b> 20 minutes of exercise.  <a href="https://www.youtube.com/watch?v=d3LPrhI0v-w">https://www.youtube.com/watch?v=d3LPrhI0v-w</a>	<b>HSIE</b> Go through Lesson 3 PowerPoint or read through HSIE Lesson 3 notes and complete activities. Inquisitive Link: <a href="http://inq.co/clsass/hcw">http://inq.co/clsass/hcw</a> Access Code: 2848	<b>Science</b> Go to Lesson 3 PowerPoint or read through Science Lesson 3 notes and complete activities on solids. Investigate properties of solids by completing worksheet 'Solid Science'.	<b>CAPA</b> Watch Characterisation – Stereotypes <a href="https://digital.artsunit.nsw.edu.au/the-arts-unit-home/art-bites">https://digital.artsunit.nsw.edu.au/the-arts-unit-home/art-bites</a> Watch the first 10 minutes and 30 seconds of the video. Complete activities 1-4 using website or notes.	<b>PDHPE</b> Define the term 'relationships.' Explore reasons why relationships change.



## Characters of the Goldfields: migrants, miners, families, women & children

TERM 2 MORNING ROUTINE  
(WEEK 3: CHARACTER)

Year 5, for Week 3 we are looking at the characters of the goldfields (migrants, miners, families, women & children). This information will help you with building your characters 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

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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 whiteboard.

## 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 three years?
11. Years in a millennium?
12. Years in a century?
13. Years in a decade?
14. Minutes in 18 hours?
15. Days in June, July and August altogether?
16. Our class started playing a game at 12:45pm and finished at 3:35pm. How long were we playing for?

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

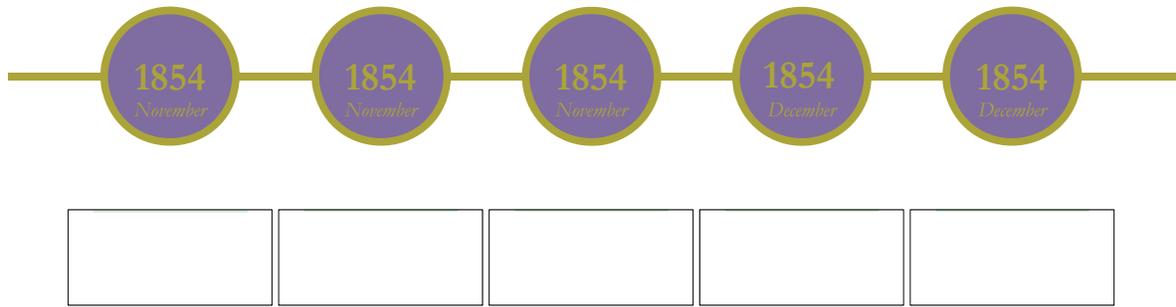
A key event in the development of Australian democracy and Australian identity.



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–1854 November (Ballarat Reform League formed) Tuesday–1854 November (Gold License –Miners burn their licenses at Bakery Hill) Wednesday–1854 November (Peter Lalor–At a meeting at Bakery Hill, Peter Lalor is elected leader and the Eureka flag is flown) Thursday–1854 December (Miners build a stockade) Friday–1854 December (Battle of Eureka –3<sup>rd</sup> of December the battle of the Eureka Stockade took place. Miners were arrested)

# Eureka Stockade

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



By the end of the week, draw the timeline and recall all the dates and facts. Draw this on a whiteboard, piece of paper or in your workbook.

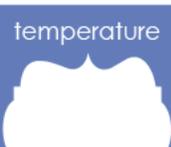
Five circular icons, each containing a map of a specific location: OPHIR, NSW; BATHURST, NSW; YOUNG, NSW; ADELONG, NSW; and MOUNT ALEXANDER, VIC.

OPHIR, NSW      BATHURST, NSW      YOUNG, NSW      ADELONG, NSW      MOUNT ALEXANDER, 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.

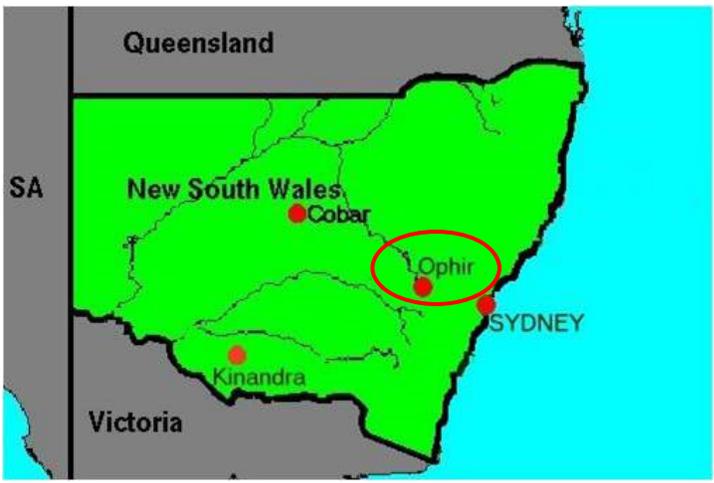
 cloudy	 sunny	 rainy	 partly cloudy
 windy	 stormy	 snowing	 temperature

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

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## Weather

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



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## Ophir, NSW

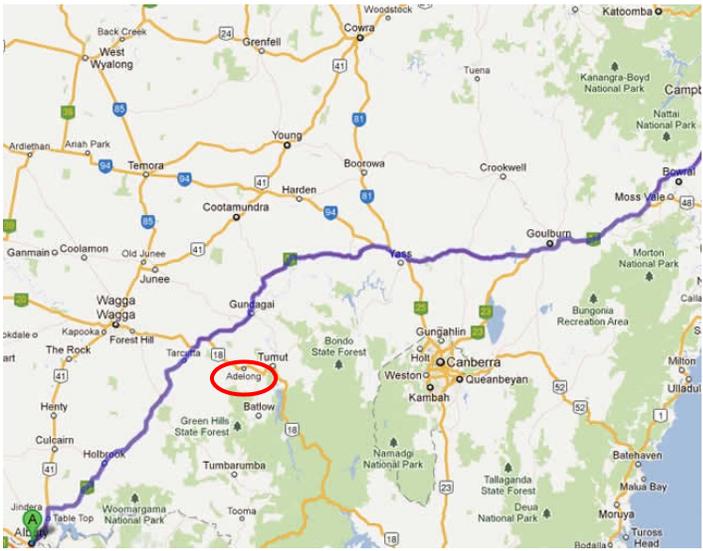
Monday –if possible, do a web search of the weather in Ophir NSW and fill in the boxes above with adjectives you would use to describe it. If you do not have access to the internet, compare today’s weather in your area to your prediction of the weather in Ophir using the map above.

## Bathurst, NSW

Tuesday –if possible, do a web search of the weather in Bathurst NSW 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 Bathurst using the map above.

## Young, NSW

Wednesday –if possible, do a web search of the weather in Young NSW 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 Young using the map above.



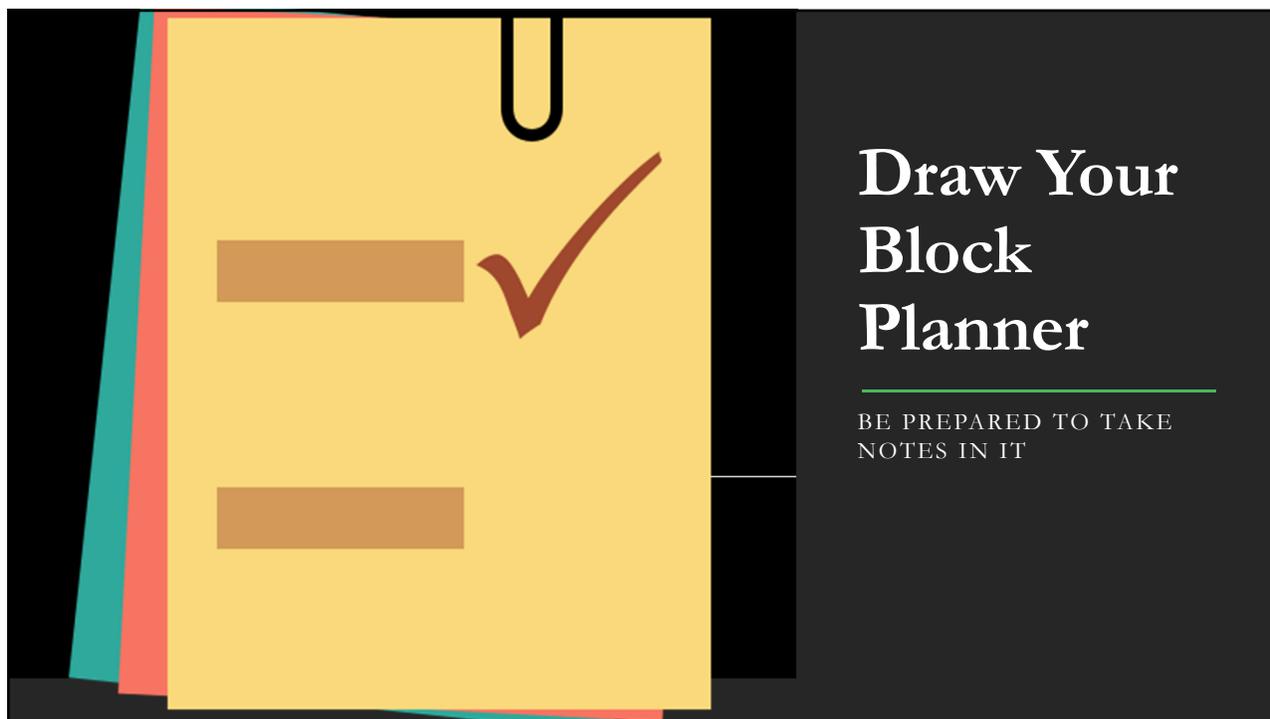
**Adelong, NSW**

Thursday –if possible, do a web search of the weather in Adelong NSW 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 Adelong using the map above.



**Mount Alexander, VIC**

Friday –if possible, do a web search of the weather in Mount Alexander VIC 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 Mount Alexander using the map above.



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 characters of the goldfields to develop characters for your warning tale.

## 100 Days of Learning: Characters of the Goldfields

Facts have a historical context.

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MIGRANTS



MINERS



FAMILIES



WOMEN

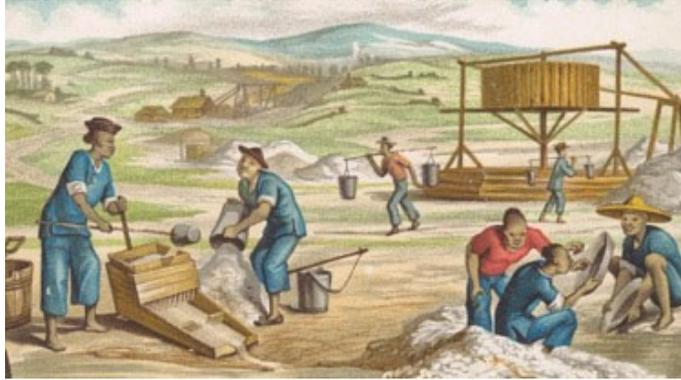


CHILDREN

For week 3 we will be learning about characters 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 –Migrants Tuesday –Miners Wednesday –Families Thursday –Women Friday –Children

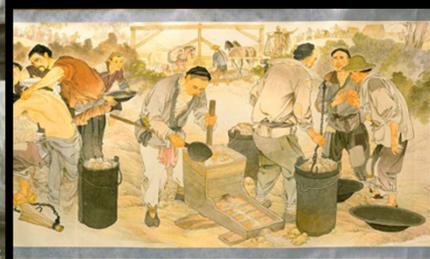
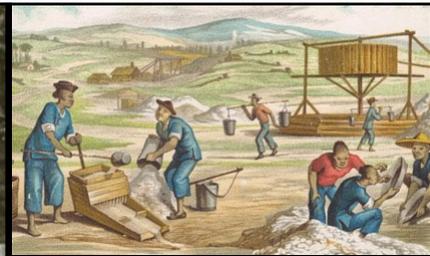
# Migrants

Migrants of the goldfields



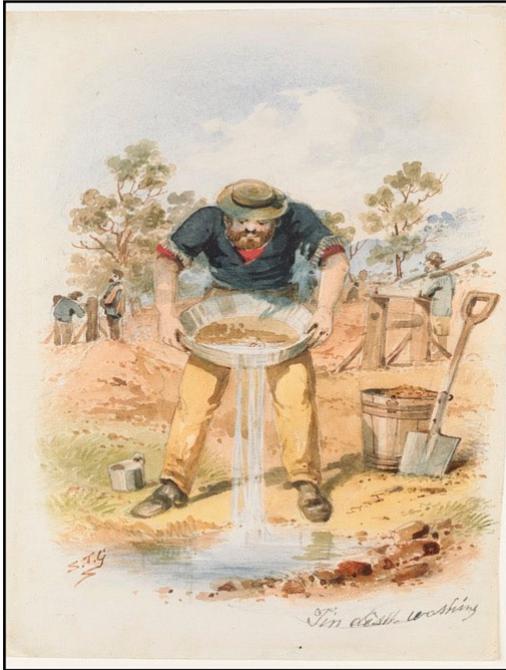
Monday –Migrants

Draw your block planner and have your student knowledge organiser in front of you. Us the link for information <https://www.kidcyber.com.au/gold-rush-in-australia>



# Migrants

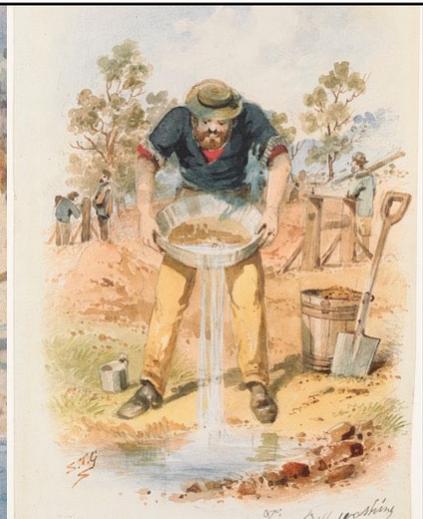
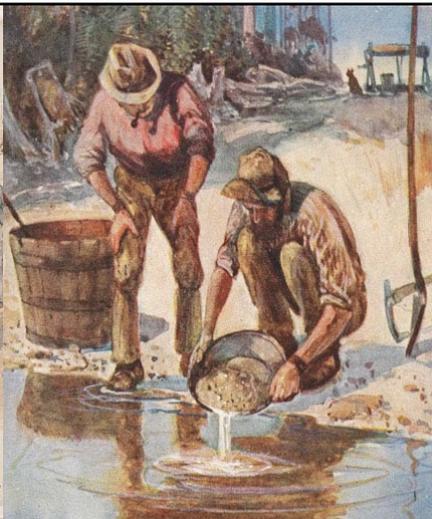
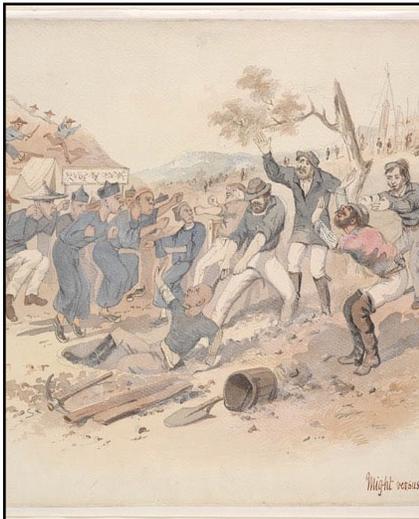
Take some time to reflect on the above images to support you in building the characters for your warning tale. Think about the adjectives and noun groups you could use to describe the migrants in these images.



## Miners

- The goldfields attracted diggers from many nations. Germans, Italians, Poles, American, Chinese, Irish, Scottish and English were just some of the nationalities, along with the native born who ventured out of the towns to the goldfields.
- Diggers would fly flags from their tents indicating their nationality.
- Chinese miners arrived on the Australian gold fields around 1854. Often referred to in the contemporary literature as celestials (children of the sun), they were viewed by large sections of society with suspicion and racism because of their different language, dress, food and customs.
- There were around 17,000 Chinese on the goldfields by mid 1855. Labouring together, the Chinese miners would only work the diggings that had already been worked and deserted by Europeans.
- Many of the Chinese miners returned to their families in China, however there were some who stayed.
- Anti-Chinese riots also occurred in Bendigo in July 1854 and the first of the anti-Chinese immigration legislation was introduced in Victoria. An entry tax was imposed of £10 for each Chinese immigrant arriving in Melbourne.
- Evading the tax by entering via South Australia, Chinese miners travelled inland to the diggings. It was Chinese miners who discovered the rich deposits of gold at Ararat.
- One of the worst anti-Chinese riots occurred at Lambing Flat (now Young) in New South Wales.
- The NSW government introduced the Immigration Restriction Act and Regulations in 1861, reducing numbers of Chinese immigration and preparing the way for the first piece of Federal government legislation in 1901: the Immigration Restriction Act.

Tuesday –Miners Draw your block planner and have your student knowledge organiser in front of you. Read the above information on Miners and take notes in your student knowledge organiser and block planner.



## Miners

Take some time to reflect on the above images to support you in building the characters for your warning tale. Think about the adjectives and noun groups you could use to describe the miners in these images.



# Families

- As the many **hundreds of tents** on the goldfields were slowly replaced with **huts**, those seeking their fortunes **began to bring** their wives and **families**.
- **Bringing up a child** on the goldfields was often **difficult** and **dangerous**. Most **children helped** their parents on the **diggings** or **ran errands** for shopkeepers to **earn money**.
- Most “homes” on the goldfields were **tents made of thick cotton fabric** called **canvas** that **leaked when it rained**. The **floor was the swept dirt** of the ground and the **door was just a flap of canvas**. **Creatures** — including **dogs, chooks, rats, mice, mosquitoes** and **flies** — **wandered in and out** whenever they felt like it.
- **Families** that had the time to set up a **building to live in** still **weren’t living in luxury**. Houses on the goldfields were **nothing more than huts** made of **rough wood, bark, canvas, hessian\* bags** and **wallpaper made of newspaper**. There might have been a **table, a chair** or two, a **few stones of a fireplace** and some sort of **bed frame**. They really weren’t any better than a **cubby**.
- A teacher who had a bag hut built for him when he arrived on the goldfields described his new home — which was also his classroom — in a diary. He wrote that when it was **windy, he couldn’t keep a candle** or **lamp lit indoors, rain came in through the bags** and it was **freezing at night**.
- People **cooked simple meals** on a **campfire** and **washed their dishes and clothes** in a **creek** or **bucket**.



Wednesday –Families

Draw your block planner and have your student knowledge organiser in front of you. Read the above information on Families and take notes in your student knowledge organiser and block planner.



# Families

Take some time to reflect on the above images to support you in building the characters for your warning tale. Think about the adjectives and noun groups you could use to describe the families in these images.

- **Women** were a **rare sight** on the **goldfields** in the **early days**. Around the **diggings** of **Golden Point** late in **1851**, there were only about **ten women amid six hundred men**.
- Official estimates tallied the **total population** on the **Victorian goldfields** in **1853** as **46,550 men, 10,747 women**, and **11,590 children**.
- Gold digging was an **almost exclusively male activity**. The **demanding physical nature** of the labour made it a **difficult proposition for women**.
- Although there is no record of a goldmine worked exclusively by women, it was **not unusual to see them fossicking for gold** and, **working beside the men** of the family, washing gold dirt.
- The majority of women on the goldfields **juggled assisting their men digging** with **domestic duties** and **rearing children**.
- On the **Ballarat goldfields** in **1854**, only **two hundred and eight** of over **four thousand women living there** were officially recorded as in **paid employment**. Most of these were **domestic servants**, but there were also a handful of women working as **storekeepers, milliners, and dressmakers**.
- For some women the decision to **accompany their husbands** to the goldfields – even when it meant leaving family in another country and, at least initially, suffering crude living conditions – was to be **celebrated**.
- For other women, life amidst the **isolated, male-dominated gold societies** proved a **lonely, alienating experience**.
- Some found that the unconventional nature of **digger society freed them**, to an extent, from **strict notions of female propriety**.
- However, **convention, a lack of welfare**, and the difficulty of women achieving **economic independence**, meant most women in this situation were effectively **trapped**. Although there were employment opportunities for women, **females were generally not paid at a rate** intended to **support an individual**, let alone a **family**. Thus, most women at the time had **few real alternatives** to getting and remaining **married**.

## Women

Video: Role of women on the Victorian goldfields

<https://www.nma.gov.au/learn/kspace/victorian-goldfields-1854/kids>

Skip 1:00-1:04



Thursday –Women

Draw your block planner and have your student knowledge organiser in front of you. Read and listen to the above information on Women and take notes in your student knowledge organiser and block planner



## Women

Take some time to reflect on the above images to support you in building the characters for your warning tale. Think about the adjectives and noun groups you could use to describe the women in these images.

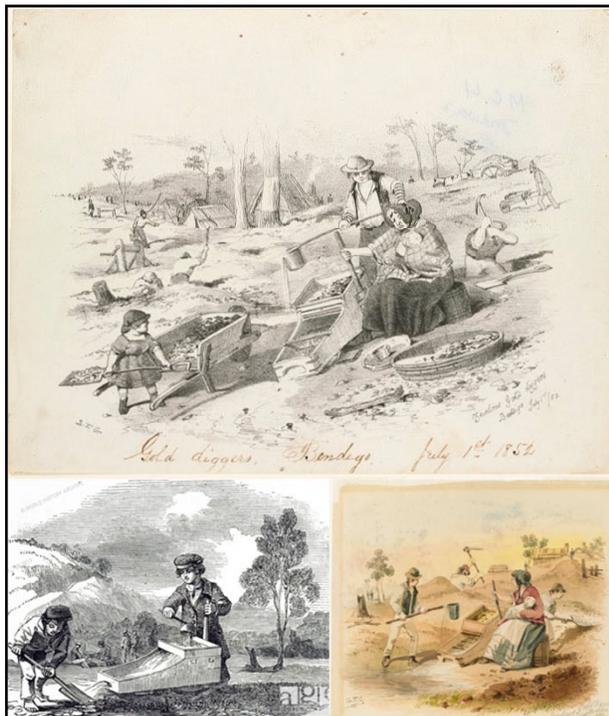
- As much as there may have been some opportunities for fun and fossicking, **children** would have **suffered** through the same **basic living conditions** and **harsh weather** on the **goldfields**.
- Children were often used as another **source of labour** but some managed to **earn their own money** running **errands** for **diggers** or **shopkeepers**.
- A darker side can still be seen in the gravestones at **Pennyweight Flats Children's Cemetery** in **Castlemaine**. More than **200 children** are **buried** there.
- Their **weaker immune systems** left them more **susceptible** to diseases like **dysentery** and **cholera** brought about by **poor sanitation**.
- Because their **parents moved around a lot**, looking for new and richer goldfields, children would have to **change schools pretty often**.
- When they weren't in school, **children** were expected to **help their parents** with **household chores** such as **minding the younger children**, **shopping**, **fetching water** up from the **creek**, **gathering firewood**, **washing clothes**, **cooking**, or **taking care** of **horses**. Often, they would also be expected to help **look for gold** at the diggings.
- Most children could help find gold by using the **puddling pan or dish**. This meant **collecting clay** and **gravel** from the **creek bed**, carefully tipping off the stones and gravel with some water, and then mixing the wet clay with a stick, and allowing the heavy gold to sink to the bottom.
- The children could also **'rock the cradle'**. The **older children** would help by **shovelling the clay** and **gravel** into the Californian cradle, and adding water as they rocked the cradle to separate the gold.
- Many parents were **unable to teach** their **children**, either because they **hadn't had a good education** themselves, or because they **came from non-English speaking countries** on the other side of the world, and didn't speak much English.

## Children



Friday –Children

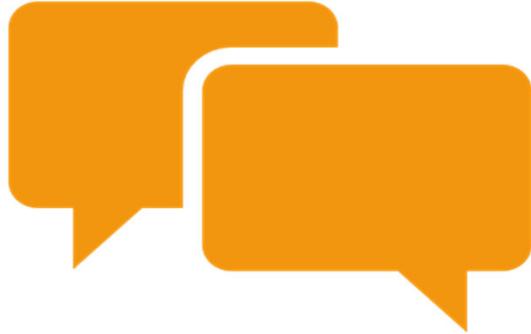
Draw your block planner and have your student knowledge organiser in front of you. Read the above information on Children and take notes in your student knowledge organiser and block planner.



## Children



Take some time to reflect on the above images to support you in building the characters for your warning tale. Think about the adjectives and noun groups you could use to describe the children in these images.



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## 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 the characters of your warning tale?

## Who are we entertaining?

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A green rounded square with a white border, containing the word "Audience" in a black serif font.

Audience

A green rounded square with a white border, containing the word "Voice" in a black serif font.

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

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



# Characters of the Goldfields *Student Knowledge Organiser*



Vocabulary	
Word	Definition
ventured	
suspicion	
riots	
legislation	
inland	
fortune	
wandered	
hessian bags	
domestic duties	
isolated	
gravel	
susceptible	

Migrants	
Miners	
Families	
Women	
Children	

November 1854	November 1854	November 1854	December 1854	December 1854
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## Week 3 Topic: Cumulative adjectives

*We are learning to write a sentence with cumulative adjectives*

### Success criteria

I have:

- a simple sentence
- cumulative adjectives
- a capital letter
- a full stop

### Adjectives:

An **adjective** is a word that describes a noun or pronoun such as person, place, thing, or idea.

An adjective can tell...

#### Color

black  
blue  
coral  
green  
pink

#### Size

big  
huge  
large  
little  
short

#### Shape

boxy  
oval  
round  
square  
triangular

#### Taste

bitter  
sour  
sweet  
tangy  
tart

#### Odor

flower  
fresh  
musty  
salty  
stinky

#### Texture

bumpy  
furry  
slimy  
smooth  
squishy

#### Sound

faint  
harmonious  
loud  
pleasant  
quite

#### Number

few  
fifty  
many  
sparse  
two

#### Weather

clear  
dry  
foggy  
rain  
windy

Adjectives help to **describe** a **noun**. We know an adjective is used to give **more description** to people, places or things. These descriptive words can help give information about **size, shape, age, color, origin, material, purpose, feelings, condition, and personality, or texture**.

### Cumulative adjectives

Cumulative adjectives are when two or more adjectives are used to modify (change) the same noun.

For example:

Look at *this* **bright green** spider!

This sentence has two adjectives which help change the same noun - spider.

The spider is not only **green** but it is **bright green**. The color adjective is made more precise by the addition of another descriptor to it. And it's not that bright green spider way over there, but *this* bright green spider.



The adjectives **must come in a certain order**. You know you have your cumulative adjectives correct if your sentence doesn't make sense with the adjectives changed around in order.

For example: "Take a look at green this bright spider!" or "**Take a look at this green bright spider!**". The second one makes sense as the order of the adjectives is correct. Have a look below:

Here's the **order of adjectives** in English:

1. Articles (a, an, the), demonstrative pronouns (this, those), possessives (our, his, Shelley's)
2. Quantity (numbers)
3. Opinion, observation (funny, nasty, smart, beautiful)
4. Size (large, big, tiny)
5. Age (young, old)
6. Shape, length, appearance (round, long, bumpy)
7. Color
8. Origin/ethnicity/religion (Dutch, Lutheran)
9. Material (leather, wood)
10. Purpose, a noun used as an adjective (often -ing, such as *sleeping* in *sleeping bag*; *baseball*, as in *baseball jersey*)

Try to create cumulative adjectives using the order above. Example using size, shape then material: The ***tiny round plastic*** ball was rolling on the floor.

### Monday: Modelled sentence

#### Learning intention

*We are learning to write a sentence that contains cumulative adjectives.*

#### Success criteria

I have:

- a simple sentence
- cumulative adjectives
- a capital letter
- a full stop

*Sentence: Laura rode the tall wooden roller coaster four times.*

*The noun in this sentence is the **roller coaster**. Remember the cumulative adjectives modify the noun, therefore the words that **modify** or **add more detail** on the roller coaster are '**tall wooden**'. Identify what order they are written in; size (tall) and then material (wooden).*

- As you can see the colours above identify each part of the sentence from the success criteria.
- The simple sentence is underlined in yellow.
- The cumulative adjectives are highlighted in green.
- The correct punctuation is highlighted in pink: capital letter to start and a full stop to end.

### Tuesday: Modelled sentence

#### Learning intention

*We are learning to write a sentence that contains cumulative adjectives.*

#### Success criteria

I have:

- a simple sentence
- cumulative adjectives
- a capital letter
- a full stop

*Sentence: The waiter brought a tall white baby chair.*

*The noun in this sentence is the **baby chair**. Remember the cumulative adjectives modify the noun, therefore the words that **modify** or **add more detail** on the baby chair are '**tall white**'. Identify what order they are written in; size (tall) and than colour (white).*

- As you can see the colours above identify each part of the sentence from the success criteria.
- The simple sentence is underlined in yellow.
- The cumulative adjectives are highlighted in green.
- The correct punctuation is highlighted in pink: capital letter to start and a full stop to end.

### Wednesday: Joint Sentence

#### Learning intention

*We are learning to write a sentence that contains cumulative adjectives.*

#### **Success criteria**

I have:

- a simple sentence
- cumulative adjectives
- a capital letter a full stop



*Sentence: A big square blue ...*

- **Task:** Complete the sentence, you may use the picture prompt if you like or create your own idea. Be sure to add the noun that the cumulative adjectives 'big square blue' are modifying and add correct end punctuation.

*Example: A big square blue tin was left on the sink.*

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

### Thursday: Joint Sentence

#### Learning intention

*We are learning to write a sentence that contains cumulative adjectives.*

#### **Success criteria**

I have:

- a simple sentence
- cumulative adjectives
- a capital letter
- a full stop



*Sentence: An old...*

- **Task:** Complete the sentence, you may use the picture prompt if you like or create your own idea. Be sure to add the additional **adjectives** at the end of old and the **noun** that the cumulative adjectives are modifying. Check you have correct end punctuation.
- Use the colours to identify each part of your sentence.

### Friday: Assessment

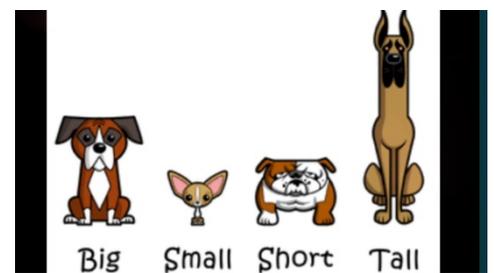
#### Learning intention

*We are learning to write a sentence that contains cumulative adjectives.*

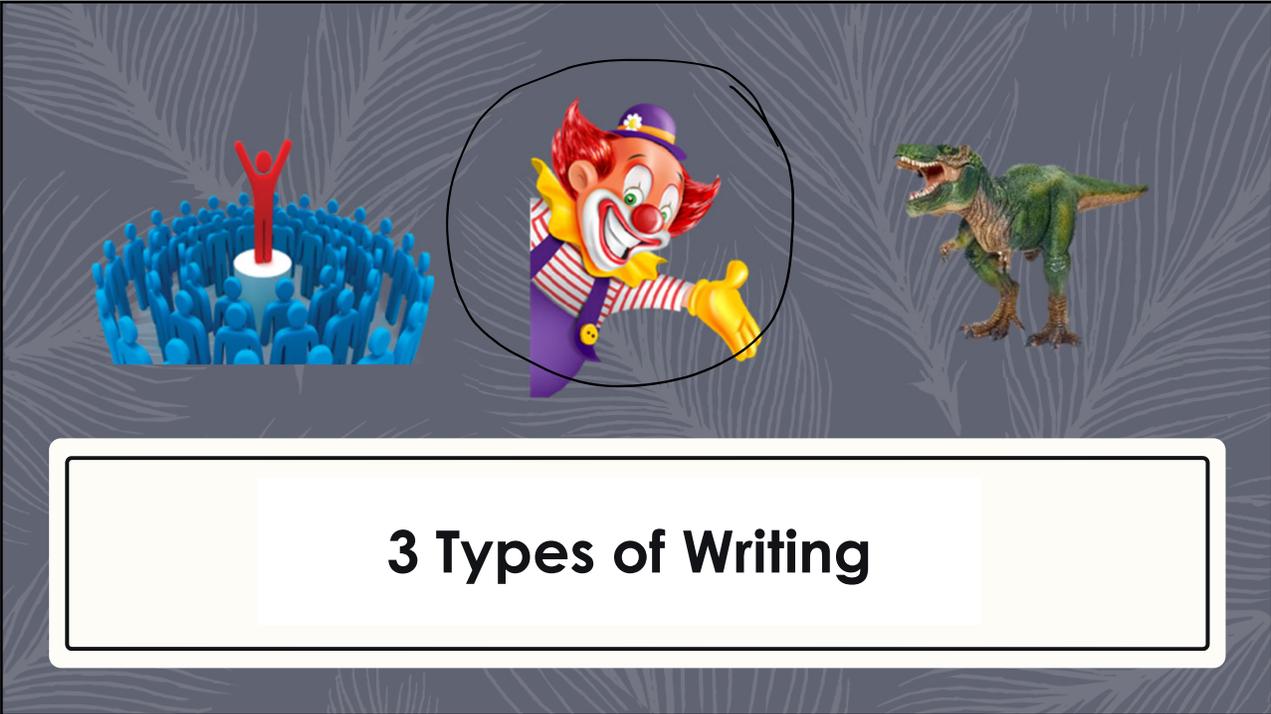
#### **Success criteria**

I have:

- a simple sentence
- cumulative adjectives
- a capital letter
- a full stop

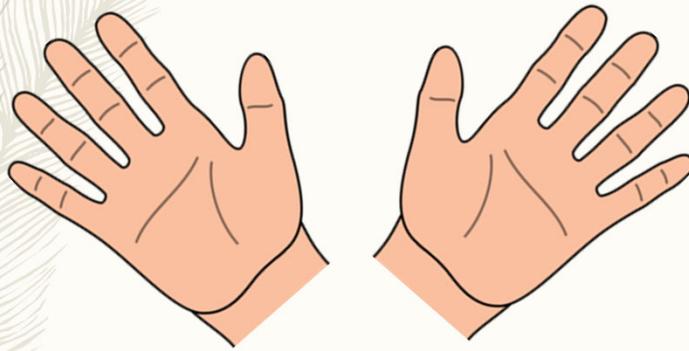


**Task:** Today you will create a write a sentence that contains cumulative adjectives with correct beginning and end punctuation.



# 10 Elements of Writing

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# 10 Elements of Writing

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- Audience
- Ideas
- Text Structure
- Character/Setting
- Vocabulary
- Cohesion
- Paragraphing
- Sentence Structure
- Punctuation
- Spelling





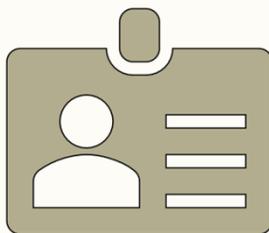
Draw the Block Planner

**Your turn!**

**Titles**

---

Character's name Learns a Lesson



## Hook the reader

We can hook the reader using direct speech or onomatopoeia.

---



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



Onomatopoeia is defined as a word which imitates the natural sounds of things. It creates a sound effect that mimics the thing described, making the description more expressive and interesting.

## Setting

---



### Time

When is the story happening?



### Place

Where is the story happening?



### Weather

What is the weather like?

We are learning to write a title and an opening paragraph.

We can:

- ✓ Introduce the character on the inside and outside.

## Example

From Harry Potter and the Sorcerer's Stone by J. K. Rowling (Scholastic, 1998)

- Mrs. Dursley was thin and blonde and had nearly twice the usual amount of neck, which came in very useful as she spent so much of her time craning over garden fences, spying on the neighbors. (p. 1)
- A giant of a man was standing in the doorway. His face was almost completely hidden by a long, shaggy mane of hair and a wild, tangled beard, but you could make out his eyes, glinting like black beetles under all the hair. (p. 46)

Yellow: Character on the inside- nosey

Pink: Character on the outside- description of what the character looks like

## Example

---

From Holes by Louis Sachar (Scholastic, 2000)

- They were dripping with **sweat**, and their faces were so **dirty**. (p. 17)
- Madame Zeroni had **dark skin** and a **very wide mouth**. When she looked at you, her **eyes seemed to expand**, and you felt like she was **looking right through you**. (p. 29)

Yellow: Character on the inside- nosey

Pink: Character on the outside- description of what the character looks like

## Tenacious Thomas Learns a Lesson

Crush...thump...crush. The sound of his footsteps became more apparent as he approached the destination. "Ouch", mumbled the boy as the friction between his feet and shoes became unbearable. He was wearing the only pair of leather shoes he owned with no socks. The heat of the sun became unnoticeable as the cool, gentle breeze brushed against his face, briefly making his ripped cotton shirt flicker.

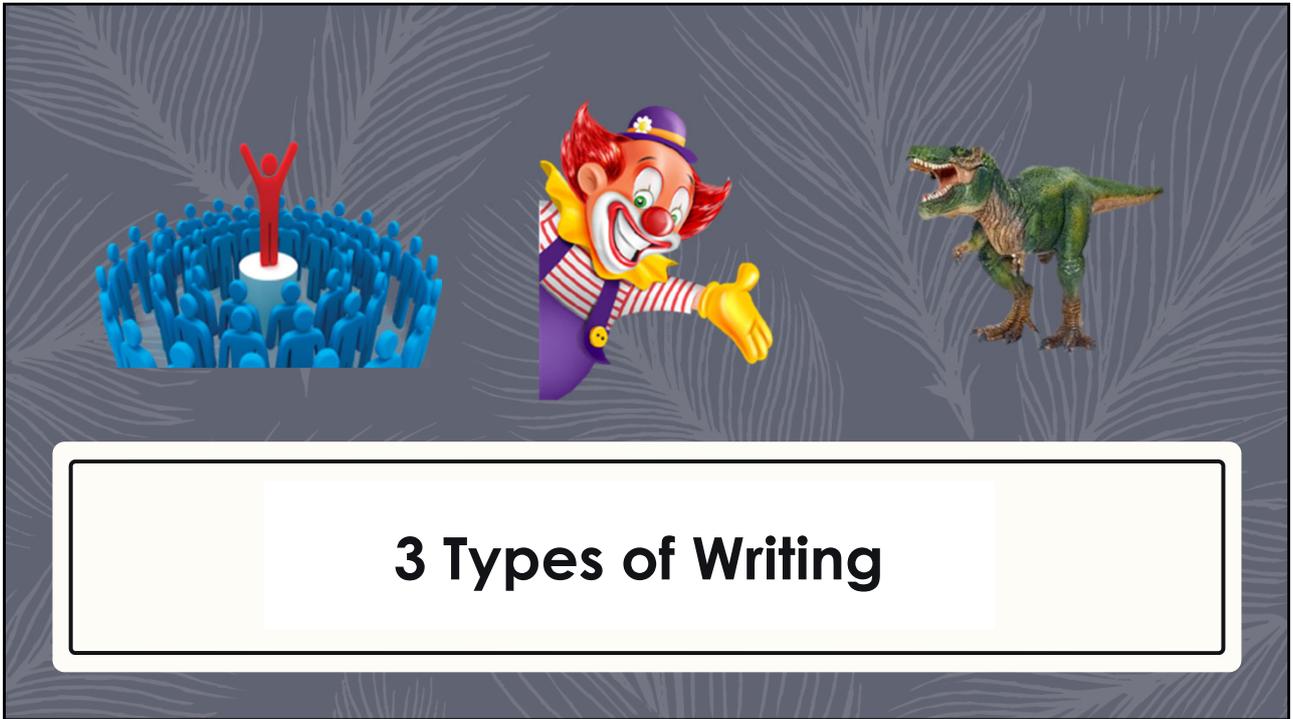
Before you move on to the next slide examine the exemplar text and look at the title and opening paragraph. Can you find the character- on the inside and outside? Use 2 different colours to show your understanding.

Then click the next slide to see the answers.

## Tenacious Thomas Learns a Lesson

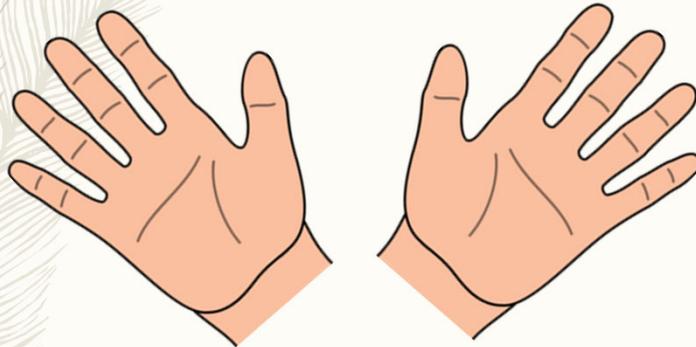
Crush...thump...crush. The sound of his footsteps became more apparent as he approached the destination. "Ouch", mumbled the boy as the friction between his feet and shoes became unbearable. He was wearing the only pair of leather shoes he owned with no socks. The heat of the sun became unnoticeable as the cool, gentle breeze brushed against his face, briefly making his ripped cotton shirt flicker.

Examine the exemplar text and look at the title and opening paragraph. Introduce and explain how to describe the character- on the inside and outside.



# 10 Elements of Writing

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Review the 10 elements of writing



# 10 Elements of Writing

---



- Audience
- Ideas
- Text Structure
- Character/Setting
- Vocabulary
- Cohesion
- Paragraphing
- Sentence Structure
- Punctuation
- Spelling





Draw the Block Planner

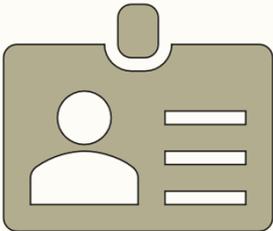
**Your Turn!**



**Titles**

---

Character's name Learns a Lesson



## Hook the Reader

We can hook the reader using direct speech or onomatopoeia.



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



Onomatopoeia is defined as a word which imitates the natural sounds of things. It creates a sound effect that mimics the thing described, making the description more expressive and interesting.

## Setting



### Time

When is the story happening?



### Place

Where is the story happening?



### Weather

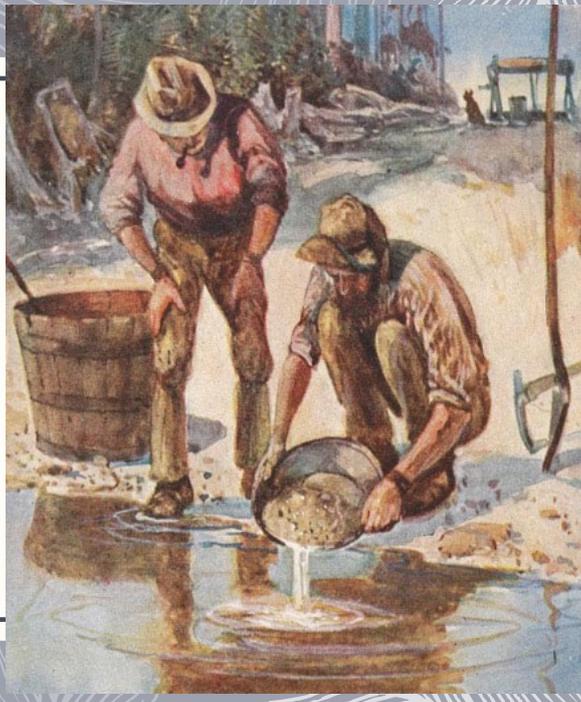
What is the weather like?

When discussing weather explain to students that this creates an atmosphere to the story. The atmosphere is the feeling created by mood and tone. The atmosphere takes the reader to where the story is happening and let's them experience it much like the characters.

We are learning to write a title and an opening paragraph.

We can:

- ✓ Introduce the character on the inside and outside.



Character on the outside: Unkept, dirty, rough hands, long untamed beards, strong, rotten, yellow, missing teeth,  
Character on the inside: Hard working, determined, rude,



Character on the outside: Petticoats, aprons, bonnets, long gowns, (thin, cracked lips, or frizzy unkept hair)  
Character on the inside: Supportive, compassionate towards their family



Your activity is use children on the goldfields as your main character. Brainstorm ideas for your character on the inside and outside.



We are learning to write a title and an opening  
paragraph.

We can:

- ✓ Introduce the character on the inside and outside.

## Rebellious Ron Learns a Lesson

---

Baa...neigh...screech. As the soldiers drew me near, I knew I was near me favourite place. It's where I belonged through and through. A farm.

"You'll find a mattock in the shed," said a stern Mr. Owens. He was much larger than me and I could see that he was judging my appearance.

I landed in this place for stealing a coat. I wasn't stealing. I was borrowing it for an extended period...

My sweat stained face and clothes didn't help prove my innocence. "Come on lad. I have your sentence."

The blazing summer sun pierced through my clothes and the hot dry air clouded my thoughts. What is happening? I pondered to myself.

This is our modelled writing.

## Rebellious Ron Learns a Lesson

---

Baa...neigh...screech. As the soldiers drew me near, I knew I was near me favourite place. It's where I belonged through and through. A farm.

"You'll find a mattock in the shed," said a stern Mr. Owens. He was **much larger than me** and I could see that he was judging my appearance.

I landed in this place for **stealing a coat**. I wasn't stealing. I was **borrowing** it for an extended period...

My **sweat stained face and clothes** didn't help prove my innocence. "Come on lad. I have your sentence."

The blazing summer sun pierced through my clothes and the hot dry air clouded my thoughts. What is happening? I pondered to myself.

What we have highlighted shows character on the inside and outside.



## Divisibility Tests

What do you think divisibility means?

Do you think it has something to do with division?

If a number is divisible by another number, what does that mean?

Does divisible mean we get a whole number as the quotient when we divide one number by another number?

Are number divisible by their factors?

### **Divisibility by 2.**

How do we know if a number is divisible by 2?

2

176

26

14

52

8

- ❖ Test numbers for divisibility by 2 by identifying it is even.
- ❖ Test numbers for divisibility by 4 by identifying if it is even, whether it has an odd tens digit and ones digits 2 and 6 or an even tens digit and ones digits 4, 8 and zero.

Are the numbers above even numbers?

If 'YES' then these are divisible by 2. This also mean that 2 is a factor of all even numbers.

What about ODD numbers?

1                      179      27  
15                      53                      9

Odd numbers are not multiples of 2 and hence not divisible by 2.

REMEMBER

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## Divisibility Tests

$\div 2$

**Even numbers are divisible by 2**

**0      2      4      6      8**

**Odd numbers are **not** divisible by 2**

## Divisibility by 4

Think about the multiples of 4.

4                      8                      24  
12                      176                      52

Are there any odd numbers? "NO". So that means odd numbers are not divisible by 4.

Is every EVEN number divisible by 4?

~~2~~    4    ~~6~~    8                      24  
12                      176                      52

2 and 6 are not divisible by 4

This means that every **SECOND EVEN** number



## Divisibility Tests

$$\div 4 \quad 4, 8, 12, 16, 20, 24, 28, 32, 36$$

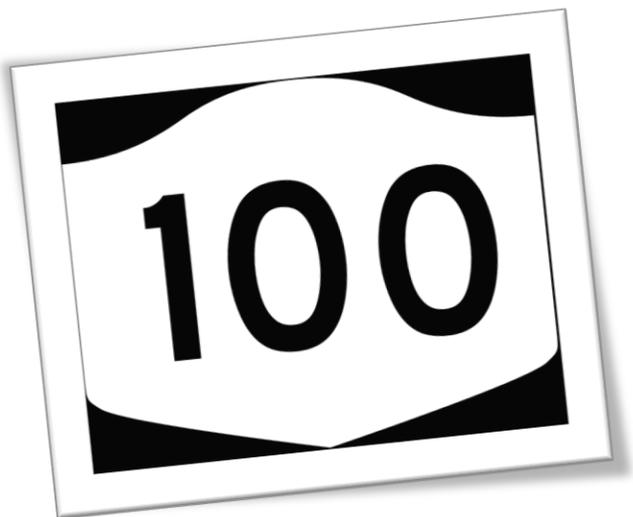
No odd number is divisible by 4.

Every second even number is divisible by 4.

Even tens digits, ones digits. **0 4 8**

Odd tens digits, ones digits. **2 6**

We know that every second number is divisible by 4. But how do we know every second number when it is a high number?



100 is divisible by 4, are multiples of 100 divisible by 4?

Is every hundreds number divisible by 4?

What about 25 hundred?

YES!!!



Is 25 hundreds, 2 thousand 5 hundred?

**35700**

What about 357 hundred?

Is 357 hundred, 35 thousand 7 hundred?

If we know that every hundreds number is divisible by 4, do we just need to look at the ones and tens numbers to test if a number is divisible by 4?

We know every second even number is divisible by 4. Which 2-digit numbers are these?

Let's look at the first 10 multiples of 4 to see if we can identify any patterns:

4, 8, 12, 16, 20, 24, 28, 32, 36, 40

In numbers with an even tens digit, what are the ones digits?

Underline the ones digits in numbers with an even number of tens digits, for

Example: 4, 8, 12, 16, 20, 24, 28, 32, 36, 40

Underline the ones digits in numbers with an even number of tens digits, for

Example: 4, 8, 12, 16, 20, 24, 28, 32, 36, 40

Let's look at an example:

356

- Is 56 divisible by 4?
- Yes, 56 is divisible by 4 because there is an odd number of tens and the ones digit is 6.
- Is 356 divisible by 4?
- Yes, 356 is divisible by 4 because every hundreds number is divisible by 4, there is an odd number of tens and the ones digit is 6.

### **Investigation:**

Have a pack of playing cards.

Select cards and make a number to test for divisibility by 2 by identifying if it is even.

How do you know whether the number is divisible by 2?

Why does this divisibility test work?

Reflection: How can we tell if a number is divisible by 2?

Select cards and make a number to test for divisibility by 4 by identifying if it is even, whether it has an odd tens digit and ones digits 2 and 6 or an even tens digit and ones digits 4, 8 and zero.

How do you know whether the number is divisible by 4?

Why does this divisibility test work?

Reflection: How can we tell if a number is divisible by 4?

# DIFFERENTIATION

## Place Value - Numbers to Tenth

Based on your Professional Teacher Judgment and Pre-assessment data, Levels with **1** may be included in the first lesson; Based on embedded assessment data, Levels with **2** **3** may be included in these lessons. The anchor charts for this concept may look like these on a 'Wall that Teaches' over a few lessons.

### PV 7 Standard Place Value of teen

### 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

### 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

### 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  
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	10	5

$5 \times 10 = 50$   
 $50 \div 10 = 5$

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

10 thousands	thousands	hundreds	tens	ones
5	1	2	4	8

51248 = 5 ten-thousands + 1 thousand + 2 hundreds + 4 tens + 8 ones  
51248 = 51 thousands + 2 hundreds + 4 tens + 8 ones  
51248 = 512 hundreds + 4 tens + 8 ones  
51248 = 5124 tens + 8 ones  
51248 = 51248 ones  
51248 = 50 thousands and 124 tens and 8 ones  
51248 = 50 thousands and 12 hundreds and 4 tens and 8 ones  
51248 = 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
1	2	4	0	4

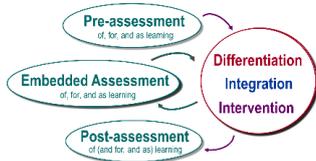
12.4 = 1 ten + 2 ones + 4 tenths  
12.4 = 1 ten + 2 ones +  $\frac{4}{10}$   
12.4 = 12 ones + 4 tenths  
12.4 =  $12 \frac{4}{10}$   
12.4 = 5 ones + 77 tenths  
12.4 = 5 ones +  $\frac{77}{10}$   
12.4 =  $\frac{124}{10}$

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

hundreds	tens	ones	tenths	hundredths
1	2	4	0	7

1.24 = 1 one + 2 tenths + 4 hundredths  
1.24 = 1 one +  $\frac{2}{10} + \frac{4}{100}$   
1.24 = 12 tenths + 4 hundredths  
1.24 =  $12 \frac{4}{100}$   
1.24 = 5 tenths + 74 hundredths  
1.24 = 5 tenths +  $\frac{74}{100}$   
1.24 =  $\frac{124}{100}$

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



### 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

ten-thousands	thousands	hundreds	tens	ones	tenths	hundredths	thousandths
0	5	0	0	0	0	0	0

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

thousands	hundreds	tens	ones	tenths	hundredths	thousandths
1	1	1	0	0	0	0

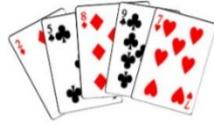
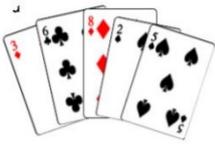
$1.111 = 1 \frac{111}{1000}$

hundreds	tens	ones	tenths	hundredths	thousandths
1	2	4	0	0	7

1.247 = 1 one + 2 tenths + 4 hundredths + 7 thousandths  
1.247 = 1 one +  $\frac{2}{10} + \frac{4}{100} + \frac{7}{1000}$   
1.247 = 12 tenths + 47 thousandths  
1.247 =  $\frac{12}{10} + \frac{47}{1000}$   
1.247 = 5 tenths + 73 hundredths + 17 thousandths  
1.247 = 5 tenths +  $\frac{73}{100} + \frac{17}{1000}$   
1.247 =  $\frac{1247}{1000}$

## Addition of 5 digit numbers

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



Record your number sentence.  $36\ 825 + 25\ 897 =$

Place one of the numbers on a number line.  $36\ 895$

Add the ten thousands first  $25\ 897$   
 $36\ 895 + 20\ 000$



Add the thousands next  $25\ 897$ , adding to get to  $60\ 825$ .  
 We need to add  $4\ 000$ .



Show how you partitioned the number you are adding.  
 We already added  $4\ 000$ .

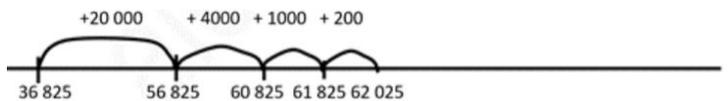
$$36\ 825 + 2\ 5\ 897 =$$

$4\ 000 + 1\ 000$

Now we need to add the remaining part,  $1\ 000$ .



Add the hundreds next  $25\ 897$ , adding to get to  $62\ 025$ .  
 We need to add  $200$ .

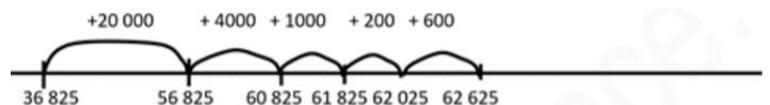


Show how you partitioned the number you are adding.  
 We already added  $200$ .

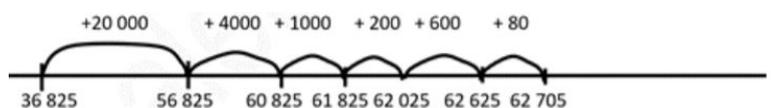
$$36\ 825 + 2\ 5\ 897 =$$

$4\ 000 + 1\ 000 + 200 + 600$

Now we need to add the remaining part,  $600$ .



Add the tens next  $25\ 897$ , adding to get to  $62\ 705$ .  
 We need to add  $80$ .

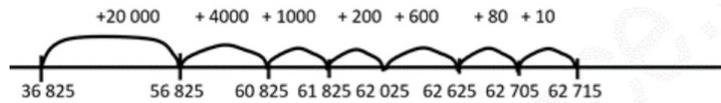


Show how you partitioned the number you are adding.  
 We already added  $80$ .

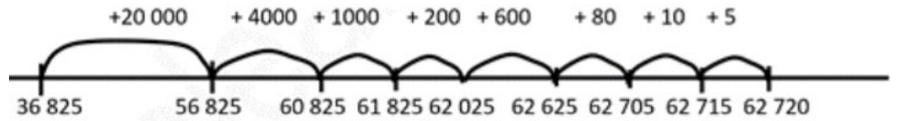
$$36\ 825 + 2\ 5\ 897 =$$

$4\ 000 + 1\ 000 + 200 + 600 + 80 + 10$

Now we need to add the remaining part, 10.



Add the ones next 25897, adding to get to 62 720.  
We need to add 5.

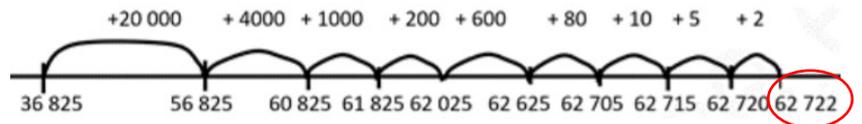


Show how you partitioned the number you are adding.  
We already added 5.

$$36\,825 + 2\,5897 =$$

$4000 + 1000 \quad 200 + 600 \quad 80 + 10 \quad 5 + 2$

Now we need to add the remaining part, 2.

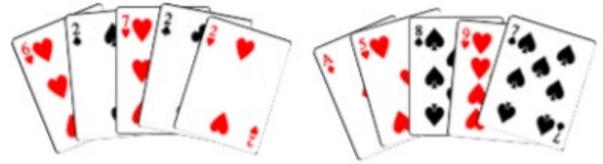


Write your number sentence and your answer.

$$36\,825 + 25\,897 = 62\,722$$

## Subtraction

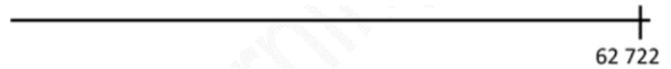
Select 20 cards to make 2 five digit numbers.



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.



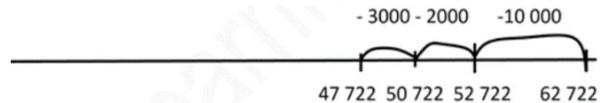
Show how you partitioned that number you are subtracting.

We already subtracted 2000.

$$62\,722 - 15\,897 =$$

2000 + 3000

Now we need to subtract the remaining part, 3000.

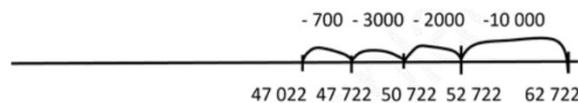


Next, subtract the hundreds 15 897, subtracting to get to 47,000.



Remembering that we still have 2 tens and 2 ones.

To get to 47,000, subtract 700.



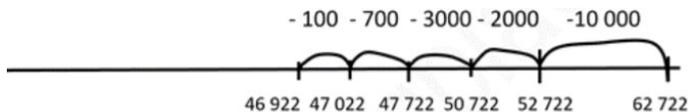
Show how you partitioned that number you are subtracting.

We already subtracted 700.

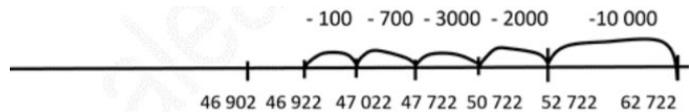
$$62\,722 - 15\,897 =$$

2000 + 3000 700 + 100

Now we need to subtract the remaining part, 100.

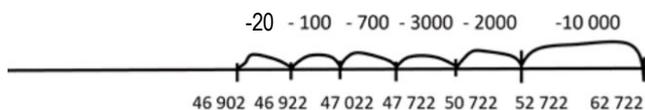


Next, subtract the tens 15 897, subtracting to get to 46,900.



Remembering that we still have 2 ones.

To get to 46,902, subtract 20.



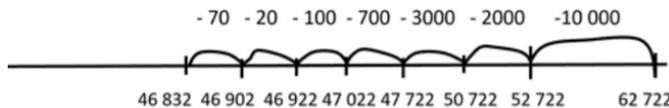
Show how you partitioned that number you are subtracting.

We already subtracted 20.

$$62\,722 - 15\,897 =$$

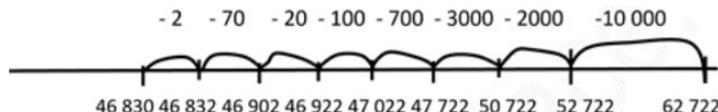
$$2000 + 3000 \quad 700 + 100 \quad 20 + 70$$

Now we need to subtract the remaining part, 70.



Next, subtract the ones 15 897, subtracting to get to 46,830.

To get to 46,830, subtract 2.



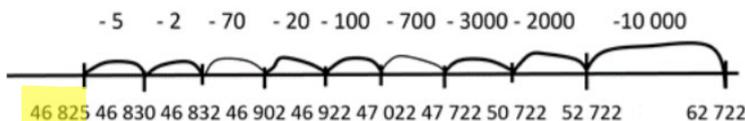
Show how you partitioned that number you are subtracting.

We already subtracted 2.

$$62\,722 - 15\,897 =$$

$$2000 + 3000 \quad 700 + 100 \quad 20 + 70 \quad 2 + 5$$

Now we need to subtract the remaining part, 5.



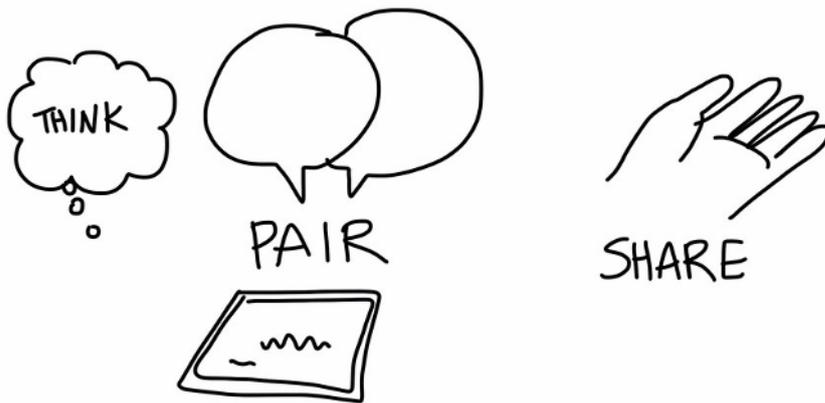
Write your number sentence and your answer.

$$62\,722 - 15\,897 = 46\,825$$

# 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?

$$\textcircled{4} \times \textcircled{3} = 12$$

$$\textcircled{2} \times \textcircled{6} = 12$$

$$\textcircled{1} \times \textcircled{12} = 12$$

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?

$$\textcircled{3} \times \textcircled{5} = 15$$

$$\textcircled{1} \times \textcircled{15} = 15$$

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.

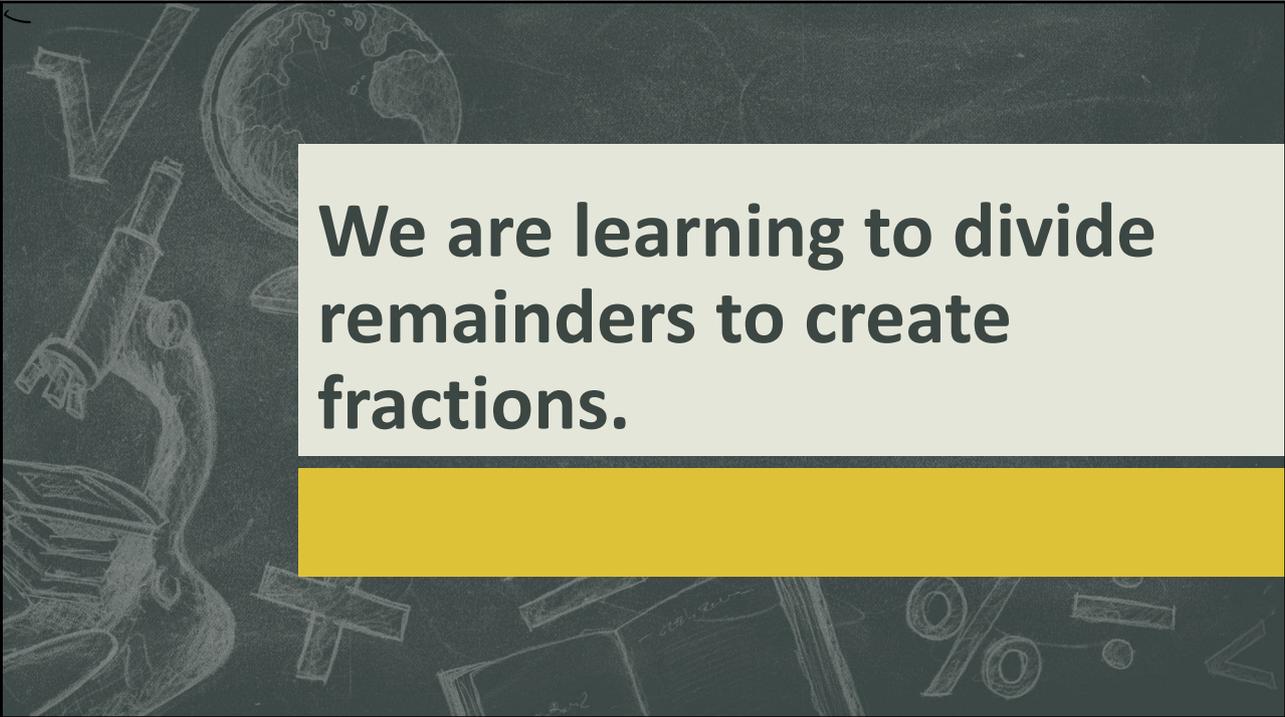
**PROBLEM SOLVING**  
**Higher Common Factor**

**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.



# We are learning to divide remainders to create fractions.

Today brings an investigation on dividing remainders to create fractions.

What do you know about dividing and fractions?

Talk about dividing and fraction with someone near you or write it in your book.

Is anyone ready to share what they are thinking about dividing and fractions?

We are learning to divide remainders to create fractions.

1. Groups of
2. Equal groups

We are learning to divide remainders to create fractions.

numerator



denominator

We've investigated the meaning of the denominator.

And we found that the denominator tells us the number we are dividing by.

We also found that when we divide a non multiple we are left with a remainder.

We are learning to divide remainders to create fractions.

$$335 \div 2 = 167 \frac{1}{2}$$

4 ⊕

$$300 \div 2 = 150$$

$$30 \div 2 = 15$$

$$4 \div 2 = 2$$

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

$$\frac{1}{2} \text{ of } 335 = 167 \frac{1}{2}$$

$$\frac{1}{2} \text{ of } 300 = 150$$

$$\frac{1}{2} \text{ of } 30 = 15$$

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

$$\frac{1}{2} \text{ of } 1 = \frac{1}{2}$$

Let's divide an odd number by 2. Let's record our number sentences as both division and as a fraction.

Lets partition 335 using place value. We know that we can partition numbers using standard place value to divide by two because every 10 is number is a multiple of two let's partition 335 using place value. Is five a multiple of two no five is not a multiple of two because it is odd number let's partition five into four and one because one is less than two we can't partition it into a multiple of two.

335 divide by 2

1/2 of 335

what does  $300 \div 2$  equals is  $300 \div 2 = 150$ ?

What is half of 300 is half of  $300 = 150$ ?

What does  $30 \div 2$  equals does  $30 \div 2 = 15$ ?

What is half of 30 is half of  $30 = 15$ ?

What is for divided by two equals does  $4 \div 2 = 2$ ?

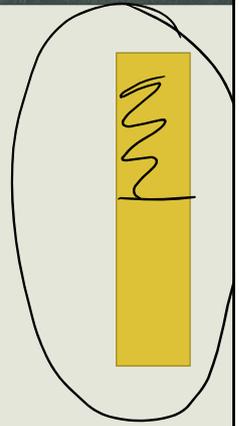
What is half of four is half of four equal two

We are learning to divide remainders to create fractions.

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



$$\frac{1}{2} \text{ of } 1 = \frac{1}{2}$$



Let's look at the number sentence one divided by two first so we want to divide 1 by 2 here is a strip of paper divide the strip of paper into two equal parts record for example one ÷ two equals half.

# Where did migrant groups come from and how did they contribute to the Australian Colonies?



# Where did migrant groups come from and how did they contribute to the Australian Colonies?

- 1  View the poster: **We came from distant shores.**



- 2 Look at the images on the poster carefully and complete the activities below.

Write what you see.

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Ask questions about the images in the poster.

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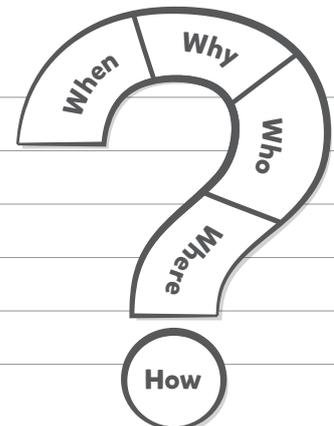
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- 3** The images on the poster **We came from distant shores** are all representatives of groups of people who came to Australia in the 1800s.

Read the descriptions of the groups below.

Cameleers (called Afghan Cameleers) came from India, Iran, Egypt and Turkey. They worked mainly in the Northern and Central parts of Australia.

Chinese migrants came in their thousands to the gold fields of Victoria and later on Queensland.

Over 6000 Pacific Islanders, mainly from Vanuatu and the Solomon Islands, were used as indentured workers in the Northern Queensland sugar cane fields.

German vigneron (wine makers) were encouraged to migrate as bounty migrants to South Australia.

Pearl divers and fishermen from Japan and the Philippines worked off the coast of Broome in Western Australia.

- 4** Label and locate the migrants' countries of origin and draw a line to the area in Australia they mainly settled. You will need an atlas to help you.



**5**

- a** Choose one migrant group from the poster in question one and explore the reasons **why they came and what contribution they made** to the development of the Australian Colonies. Complete the **Did You Know?** case study.

 Use these websites and other reliable source of information to help your research.

### Case Study

Migrant group \_\_\_\_\_

Reasons (Push or Pull factors) why they came to Australia?

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What contributions did they make?

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- b** Share your Case Study folder with other class mates who chose different migrant groups to explore. Read about their experiences and contributions.

- 6** Life in the Australian Colonies for the early migrants from Asia and the Pacific Islands was not always easy.

Why do you think this was so?

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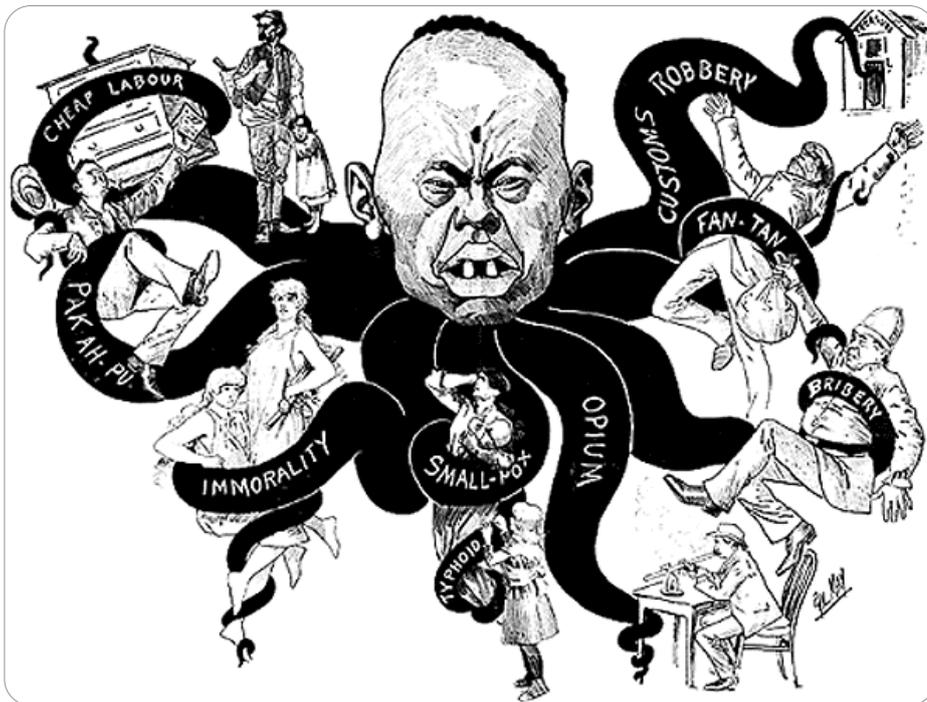


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- 7** View the image below. This was a cartoon published in the Bulletin, an Australian newspaper, in 1890.



- 8**
- a** How do you feel about the cartoon? What words would you use to describe it?

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- b** What do you think the cartoonist was trying to say?

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- c** Would a cartoon like this appear in today's newspapers? Explain your answer.

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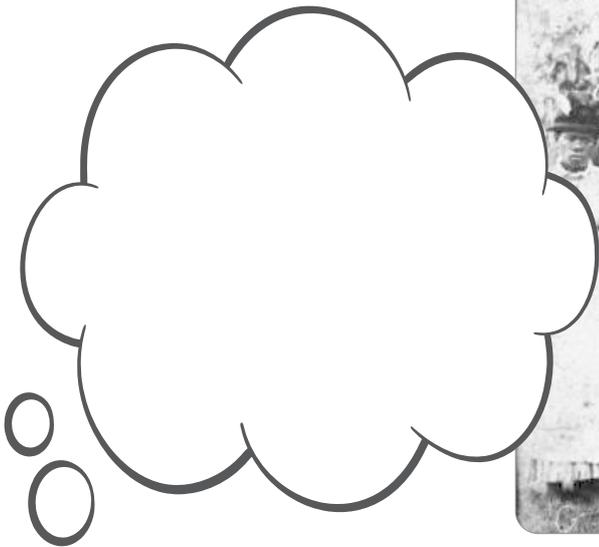


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By analysing paintings, photographs and printed materials from the past, we can often infer (assume) how people were treated. The way people were dressed and placed in historical photographs can give us a clue as to the perspective and points of view of people in the past.

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What can you gather from the images below? Both photographs are of Queensland sugar cane farms in the 1800s.



10

Visit the web site to view the **Harvest of Endurance** illustrated scroll which retells the story of the Chinese people in Australia. Scroll through the images and focus on the years between 1788 and 1861.

What happened to many Chinese miners on the gold fields?

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What were the Lambing Flat riots?

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Who was James Roberts and why should he be remembered?

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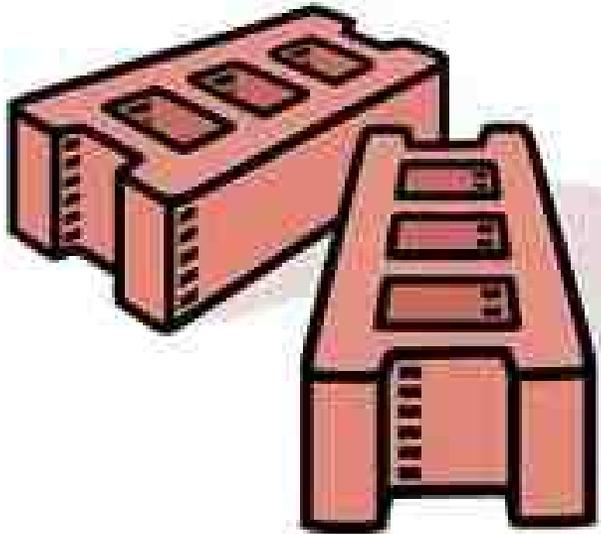
The slave trade existed in Australia in the 1800s.

Investigate this statement and present an article for or against the claim.



# Solid Studies

## Lesson 3



**Learning intention:** We are learning about the properties of solids.

**Success Criteria:** I can:

- observe the properties of solids
- identify further questions for investigation
- identify that powders are solids using evidence-based claims .



# *Review*

WHAT DO WE KNOW  
ABOUT PROPERTIES OF  
DIFFERENT MATTER?

Describe some of the properties of the following solid materials.

Play-doh



Marbles



Jelly snake



Rice

# Solid science

Team members' names: \_\_\_\_\_ Date: \_\_\_\_\_

	Liquids	Solids					
Test	Water	Marble	Playdough				
Is it hard? (Can it be scratched?)							
Is it runny?							
Does its shape change easily?							
Does it pour easily?							
Does its shape depend on the container it's in?							
Can it be stirred?							
Is it easy to squash?							
Can it be stretched?							

*Yes*

*No*

## Solid science

Team members' names: \_\_\_\_\_ Date: \_\_\_\_\_

	Liquids	Solids					
Test	Water	Marble	Playdough				
Is it hard? (Can it be scratched?)							
Is it runny?							
Does its shape change easily?							
Does it pour easily?							
Does its shape depend on the container it's in?							
Can it be stirred?							
Is it easy to squash?							
Can it be stretched?							

*What other tests could you perform?*



What do think the word 'hard' means?

Scientists consider hard to mean how easily a substance is scratched or worn away. For example, the hardest substance in the world is a diamond, and it can only be scratched by another diamond.

In this investigation, you will use the science definition of hard.

## TEAM SKILLS

- 1 Move into your teams quickly and quietly
- 2 Speak softly
- 3 Stay with your team
- 4 Take turns
- 5 Perform your role

## TEAM ROLES

### Manager

Collects and returns all materials the team needs

### Speaker

Asks the teacher and other team speakers for help

### Director

Make sure that the team understands the team investigation and completes each step

Today you will be working in collaborative learning teams to explore some of the properties of the materials that the objects are made from and compare them with properties of liquids.

Each of you will be filling out a table to record to record what happened to each material after the test.



*Speaker  
Share  
findings*

## Solid science

Team members' names: \_\_\_\_\_ Date: \_\_\_\_\_

	Liquids	Solids					
Test	Water	Marble	Playdough				
Is it hard? (Can it be scratched?)							
Is it runny?							
Does its shape change easily?							
Does it pour easily?							
Does its shape depend on the container it's in?							
Can it be stirred?							
Is it easy to squash?							
Can it be stretched?							

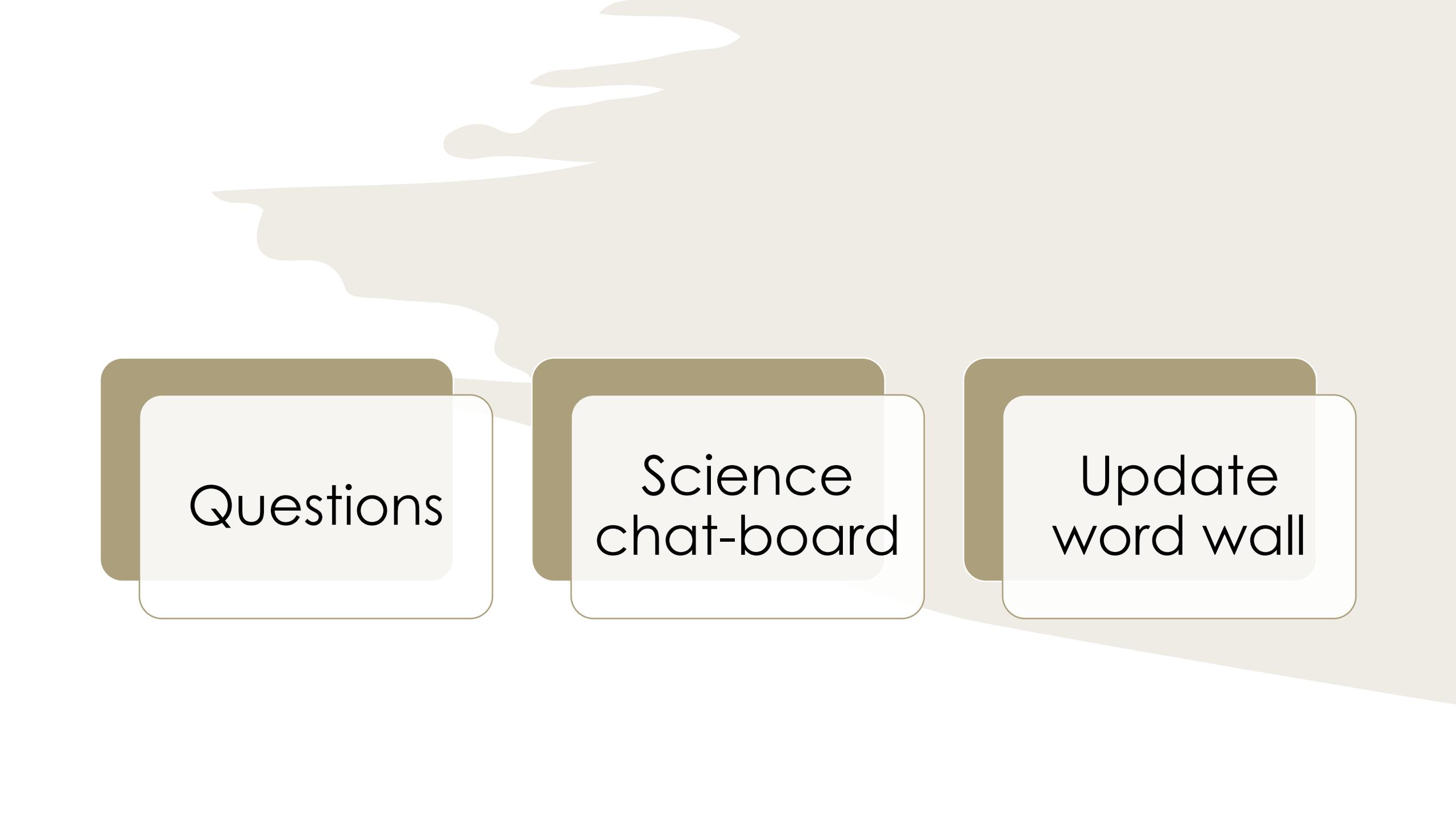
*Agreed  
Class  
Results*

# *Discussion*

1. What do the different solids have in common?

2. What is different about them?

3. Are powders solids?  
How do we know?  
What properties do they have in common with other solids?



Questions

Science  
chat-board

Update  
word wall



# Video transcript - The Arts Unit @home Art Bites - Characterisation - 1. Stereotypes

## Week 3 CAPA

JANE SIMMONS: Hi, everyone. I'm Jane Simmons from the Arts Unit. I'm the drama performance officer here for the Department of Education. And today I'm going to start a series on characterisation. I'm going to start with stereotypes.

So let's first ask ourselves, what is a character? What's characterisation? Well, a character is a person or something we give human qualities to. So if you've seen 'The Secret Life of Cats and Dogs,' you'll know they're not people. But they behave like people.

So it's things if as long as they feel, they react, maybe they talk, they move, but they have a life. And they have a life that emerges on the stage or from the page. And we find characters in stories or in plays. So what we're going to do today is we're going to start that first process of characterization, and we're going to start with stereotypes.

All right. So how do we start the process of characterisation? Well, there are lots of ways that you can start a character. So it could be from a costume. It might be from a colour, an object, a piece of dialogue, a distinctive name, a physical characteristic. There's lots of things.

It could even be a piece of music. If you think of 'Star Wars' and Darth Vader, and you hear his piece of music, you'll know straightaway. You get a sense of him. I mean, just listen to that. (SINGING) Da-da-da, da-da-da, da-da-da. That's a man who's very stressed. I can tell right there.

So we're going to create some characters together today. And then I'm going to give you something to do at the very end that you can go off and do on your own. We're going to take this process, using our imaginations to create some characters together.

Then we're going to start with the most obvious. And we're going to go into our imagination, and we're going to think about what we picture and what we think or feel when we talk about particular characters. And I'm going to give you some different stimulus in which to create characters.

So using our imaginations and the pictures in our mind to create some engaging characters because we want our audience to be interested in what we're doing. Then what I'm going to do is we're going to start with some occupations.

So when I say an occupation, I want you to close your eyes. I want you to think about what you picture when I say it. So let's start with the first one. Let's start with nurse.

So close your eyes. What do you picture when I say nurse? Do you picture a male or female? Do you picture young or old? Do you picture big or small? Do you picture someone who's really neat and tidy, or are they messy?

Think about the image that you have in your mind of nurse. All right, let me give you another one. If I say truck driver, what do you think when I say truck driver? Do you think male or female? Do you think young or old? Do you think messy or tidy? Do you think well-educated? Do you think kind of like a blokey feel?

Think about the different pictures that we have in our mind when you say character. That's stereotyping. That's what we're doing. And I bet that whatever you're thinking of, I'm probably thinking something similar. Because that's what we do when we stereotype.

So like with a nurse, I thought female. I thought probably a little bit older. I certainly saw neat. I saw a really nice, crisp, white uniform. Maybe their hair was tied back. And maybe I thought of them as a little bit stern or strict.

When I think of truck driver, I think of a guy. I think of a classic Aussie guy. I think of a how are you going, mate? Oh, I'm so hungry, I could eat a kangaroo. I think of a blokey bloke, maybe a blue singlet, probably messy, probably food wrappers in the truck. And I think of him behind that big rig, honk! I think of all of those things when I think of truck driver, and I think you probably do too.

When we stereotype, and the stereotype is like an easy classification, a box that we put everybody in. That doesn't necessarily reflect the huge diversity of who we are as human beings. But when we start with characters, we start with obvious categories, and that's stereotyping.

So a stereotype, as we said, is a generalisation, an assumption that we have based on the general idea of what people in that occupation or in that category might be. There's normally a tiny bit of truth in that, but once again, it's a bias. Because it doesn't reflect the diversity of things. So we take those natural biases, based perhaps on gender or age or occupation or a characteristic, and we create characters out of that.

Now, as I said, when we get to the end of the series, we're going to do wonderful, multi-dimensional characters. But right now, let's just go with the obvious. So perfect example, I'm a drama teacher. You could probably have picked that without me having to tell you. I don't know why people don't think I'm a brain surgeon or a racing car driver, but apparently I fulfil the stereotype of drama teacher. I just live with it.

So what we're going to do today is come up with some of our own stereotypes, and we're going to create some scenes with those stereotypes. So here we go. Now, I'm going to give you some activities.

And because the activity might take you a little bit of time, and I'm sure you don't want me to fill it with a little dance break. What I'm going to ask you to do is just to press Pause after I set you at each activity, and then when you're ready, you can press Play again. So let's go with Activity 1.

**Activity 1.** What I'm going to get you to do is to write down some stereotypes that you can think of based on occupations. So we've done nurse, and we've done truck driver, and we can see drama teacher. So what are some other stereotypes that you can think of?

So go into your imagination. Think about what's around you and all of the possibilities. I'll give you another example. If I say old person, normally students will mime of someone on a Zimmer frame or walking frame. But when I think of people who might be considered old, they're not like that at all. In fact, when I think of most old people, they're pretty active. But the stereotype is to make them hunched over and almost immobile.

So I want you to come up with a list of-- can you come up with 5 or 10 stereotypes? So press Pause, and then press Play once you've made your list.

How did you go? I came up with a list as well. So maybe if you struggled, you can use any of the ones that I will suggest to you here. So for instance, I said librarian, president, musician, an artist, a waiter, a pilot, a psychiatrist, a journalist, a grandmother, a dad.

So how did you go with your list? So I gave you a list, and you can add to that list as well with the ones that you did or with any others that have just suddenly popped into your mind, like Instagram influencer, model. All right. So now that we've got our list, and we've compared lists, what we're going to do is we're going to move on to **Activity 2.**

So in Activity 2, I want you to have a look at the list. And once again, you can use any of the suggestions I've made. And you're going to make a decision about which one of those you would like to play with. Which one of these would you like to perform in the next series of exercises.

So make a choice about which one that you want to do. And I will give you some thinking music, because you don't even need to press Pause on this one. You're just going to make a decision. All right? So I'm going to give you five seconds to make a decision. Are you ready?

(SINGING) Doo, doo, doo-doo, doo-doo, doo-doo-doo, doo-doo-doo-doo. Made it? Great. We're going to go on to **Activity 3.**

Activity 3. It's another easy one. I don't think you'll even need to press Pause on this one either. I want you to come up with a name for your character. So for

instance, if I was going to play the truck driver, what sort of name might I give him? I might call him Darrell. I might call him Otto or Robert.

So now have a look at the character that you've chosen and think of a name for that character. I'm going to just sound like a ticking clock, and I'm going to give you 10 seconds. Are you ready? Tick, tick. Can't help myself. I dance whenever I can. All right. You ready? We're ready for Activity 4 then.

All right. **Activity 4.** I want you to think about the location in which we would find your character. And make it obvious. You don't have to be really clever with this one. Just think about where would my character spend most of their time.

So for instance, my truck driver, Robbo, he's probably in a truck. Or he could be at a truck stop. My nurse is probably in a hospital. My Instagram influencer is probably at home, just filming herself all the time. See? I've already presumed my influencer is [inaudible].

So now think about the most obvious location for your character. And once again, I don't even think you need to press Pause with this one. I think once you've chosen your character, my dad, he's probably at home. Maybe he's in the shed. And maybe your grandmother, maybe you have put her in her lounge room, watching soap operas. So think about where you're going to put and place your stereotype, and then when we're ready, we're going to move on to **Activity 5.**