

Year 4 Learning from Home Schedule Week 4

Monday	Tuesday	Wednesday	Thursday	Friday
Morning Routine	Morning Routine	Morning Routine	Morning Routine	Morning Routine
<p>Watch the Morning Routine recorded lesson OR read the printed slides located in the learning from home packs.</p> <p>Focus: First contact (Reasons and experiences)</p>	<p>Watch the Morning Routine recorded lesson OR read the printed slides located in the learning from home packs.</p> <p>Focus: First contact (Reasons and experiences)</p>	<p align="center">Student Knowledge</p> <p>Organiser: Fact sheet on</p> <p>Focus: First contact (Reasons and experiences)</p>	<p>Morning Routine -Retrieval using the Morning Routine assessment slips.</p>	<p>Morning Routine- Assessment using the Morning Routine assessment slips.</p> <p>Extension: Write all the things you have learned this week about the Focus: First contact (Reasons and experiences)</p>
SOTD- Complex Sentence Adverbs of Reason	Complex Sentence Adverbs of Reason	Complex Sentence Adverbs of Reason	Complex Sentence Adverbs of Reason	Complex Sentence Adverbs of Reason
<p>Watch Monday's SOTD video to learn how to write a complex sentence using adverbs of reason OR read the printed slides located in the learning from home packs.</p> <p>Sentence Type : Complex Sentence</p> <p>Grammar Focus: Adverbs of Reason e.g hence, therefore, thus, due to.</p> <p>We are learning to write a complex sentence including an adverb of reason:</p> <ul style="list-style-type: none"> • a capital letter • a comma (if needed) • one main clause 	<p>Watch Tuesday's SOTD video to learn how to write using adverbs of reason OR read the printed slides located in the learning from home packs.</p> <p>This is a modelled example: <i>Convicts were forced to leave England therefore they came to Australia.</i></p>	<p>This is a modelled example: <i>Convicts were forced to leave England therefore they came to Australia.</i></p> <p>Guided- Finish the sentence below : <i>Convicts collected freshwater and vegetables because.....</i></p>	<p>Have a go at independently writing your own complex sentence using an adverb of reason.</p>	<p>Assessment: Students independently write their own complex sentence using an adverb of reason.</p>

<ul style="list-style-type: none"> • one subordinate clause • subordinate conjunction • adverb of reason • end punctuation <p>This is a modelled example : <i>Women's clothes had to be burnt due to infestation from parasites and lice.</i></p>				
<p style="text-align: center;">Writing</p> <p style="text-align: center;">Series of events paragraph</p> <p>Watch the Writing recorded lesson on 'series of events paragraphs- topic sentences' OR read the printed slides located in the learning from home packs. Students write their own topic sentences on:</p> <ol style="list-style-type: none"> 1. voyage 2. arrival 3. first contact 	<p style="text-align: center;">Writing</p> <p style="text-align: center;">Series of events paragraph</p> <p>Watch the Writing recorded lesson on 'series of events paragraphs- EE (example and elaborate) OR read the printed slides located in the learning from home packs. Students write their own 'EE' sentences on:</p> <ol style="list-style-type: none"> 1. voyage 2. arrival 3. first contact 	<p style="text-align: center;">Writing</p> <p style="text-align: center;">Series of events paragraph</p> <p>Watch the Writing recorded lesson on 'series of events paragraphs- concluding sentences OR read the printed slides located in the learning from home packs. Students write their own concluding sentences on:</p> <ol style="list-style-type: none"> 1. voyage 2. arrival 3. first contact 	<p style="text-align: center;">Writing</p> <p style="text-align: center;">Series of events paragraph</p> <p>Students combine their sentences to create 3 series of events paragraphs on:</p> <ol style="list-style-type: none"> 1. voyage 2. arrival 3. first contact 	<p style="text-align: center;">Writing</p> <p style="text-align: center;">Series of events paragraph</p> <p>Students edit their writing using the editing codes. Students publish their three series of events paragraphs on:</p> <ol style="list-style-type: none"> 1. voyage 2. arrival 3. first contact
<p>Reading of Core Novel</p> <p>Listen to the reading of Chapter 7 and 8 for the text '<i>The Goat that sailed the World</i>' Jackie French'</p>				

<p style="text-align: center;">Guided Reading</p> <p>View the online lesson for Introduction to modelled reading week 4 and 'My Turn' look at the activities in the learning pack for week 4.</p> <p>Complete the 'Prepare' task using the 'Purpose Graphic Organiser' sheet and the text 'Life in Britain'</p>	<p style="text-align: center;">Guided Reading</p> <p>View the online lesson for Introduction to modelled reading week 4 , 'Our Turn 'and 'Overview of activities' OR look at the activities in the learning pack for week 3.</p> <p>Complete the 'Vocabulary' task.</p>	<p style="text-align: center;">Guided Reading</p> <p>View the online lesson for 'Our Turn 'and 'Overview of activities' OR look at the activities in the learning pack for week 4. Complete the 'Post Guided' task.</p>	<p style="text-align: center;">Guided Reading</p> <p>View the online lesson for 'Your Turn' and 'Overview of activities' OR look at the activities in the learning pack for week 4.</p> <p>Complete the 'LiteracyPro' task.</p>	<p style="text-align: center;">Guided Reading</p> <p>Write a summary about the novel that you have read this week and predict what you think with happen in the next chapter.</p>
<p style="text-align: center;">Maths</p> <p>Revision- Equivalent Fractions</p> <p>Watch the online lesson on Multiply by 9 using distributive property or complete the worksheets that are located in the learning from home pack.</p>	<p style="text-align: center;">Maths</p> <p>Revision- Equivalent Fractions</p> <p>Watch the online lesson on Dividing by 9 using the distributive property or complete the worksheets that are located in the learning from home pack.</p>	<p style="text-align: center;">Maths</p> <p>Revision- Equivalent Fraction</p> <p>Watch the online lesson on Multiply by 6 using distributive property or complete the worksheets that are located in the learning from home pack.</p>	<p style="text-align: center;">Maths</p> <p>Revision- Equivalent Fractions</p> <p>Watch the online lesson on Dividing by 6 using the distributive property or complete the worksheets that are located in the learning from home pack.</p>	<p style="text-align: center;">Maths</p> <p>Watch the online lesson on Multiplying by 6 and 9 using distributive property or complete the worksheets that are located in the learning from home pack.</p> <p>Watch the online lesson on Dividing by 6 and 9 using distributive property or complete the worksheets that are located in the learning from home pack.</p>

<p style="text-align: center;">PDHPE</p> <p>Follow 15 Minutes of dance video</p> <p>http://www.viewpure.com/sHd2s_s_aYsQ?start=0&end=0</p>	<p style="text-align: center;">PDHPE</p> <p>Get in flow- do an activity that engages you so much you forget everything else. Time seems to fly when you do these things and you might even forget you're hungry. NO SCREEN</p>	<p style="text-align: center;">PDHPE</p> <p>Schedule a 5 minute conversation with somebody today. It's okay if you talk for longer. Ask the person you would like to talk to when they have 5 minutes to talk. Set an alarm at the time and meet up! You can talk to a family member face to face or video call a friend.</p>	<p style="text-align: center;">PDHPE</p> <p>Hop-</p> <ol style="list-style-type: none"> 1. Mark two spots that are 10 steps apart. 2. Get a device or watch to time yourself. 3. Start at the first marker and hop around the second marker, returning to the start. 4. Record your time. 5. IF BOTH OF YOUR FEET TOUCH THE GROUND START AGAIN. 	<p style="text-align: center;">PDHPE</p> <p>Eat at least 4 serving of vegetables today.</p> <p>(1 serving is half a cup.)</p>
<p>Other Key Learning Areas</p>				

Handwriting

Complete the week 4 handwriting activities.

HSIE

Complete the activities for Week 4.

Science

Look at the example slides and the activities for Week 3.

CAPA

Get creative this week and use some of the chalk art activities below. Remember to post pictures of your amazing creations.

Stencil Affirmations

Buy or make stencils bearing cheerful or inspiring messages to serve as fun — even moving — affirmations for all who pass by. Think “Be You” or “Be Happy” — or whatever feels right.

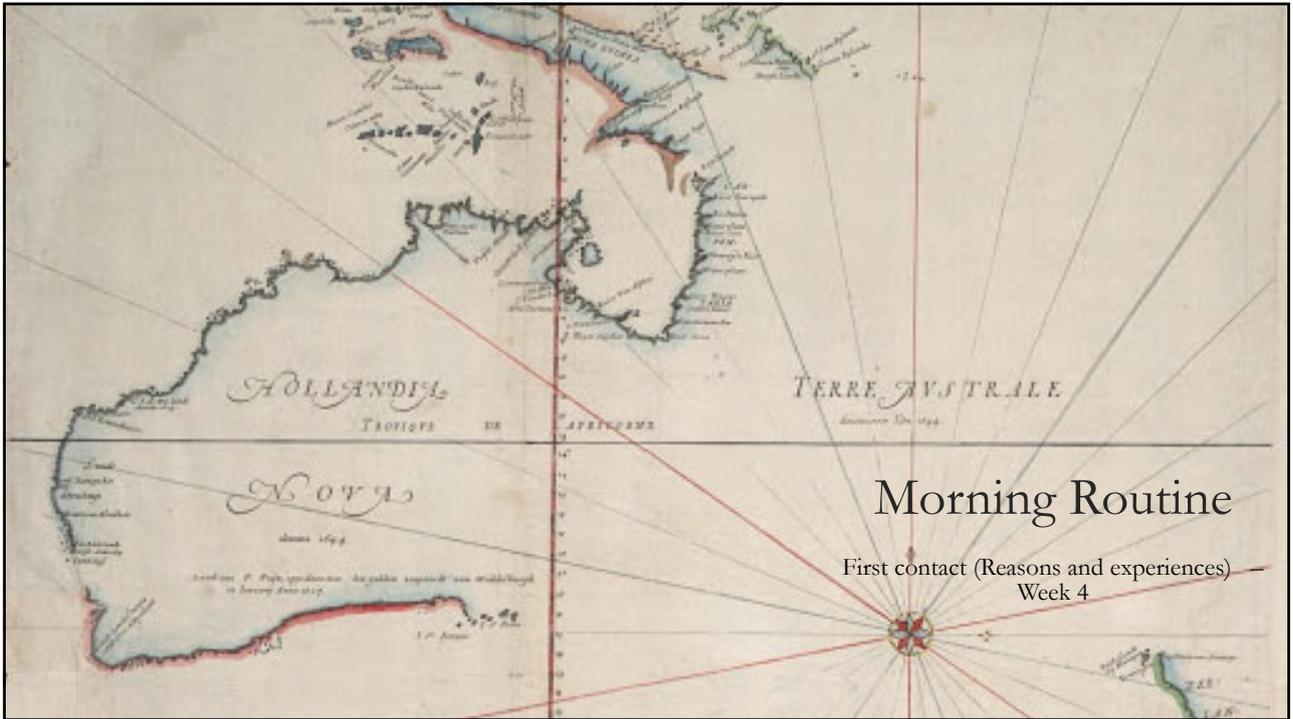
Sunny Scene

Chalk your way to a sunny day — no matter the weather outside. Create a sunshiny and transporting scene with a palm tree, chaise lounge, fruity drink on a side table, and of course a smiling sun.

Balloons

Let a bouquet of whimsical balloons carry your littles on a mid-air adventure with this photo backdrop chalk art. Stand on a stool above while your kid outstretches arms for the look of lift.

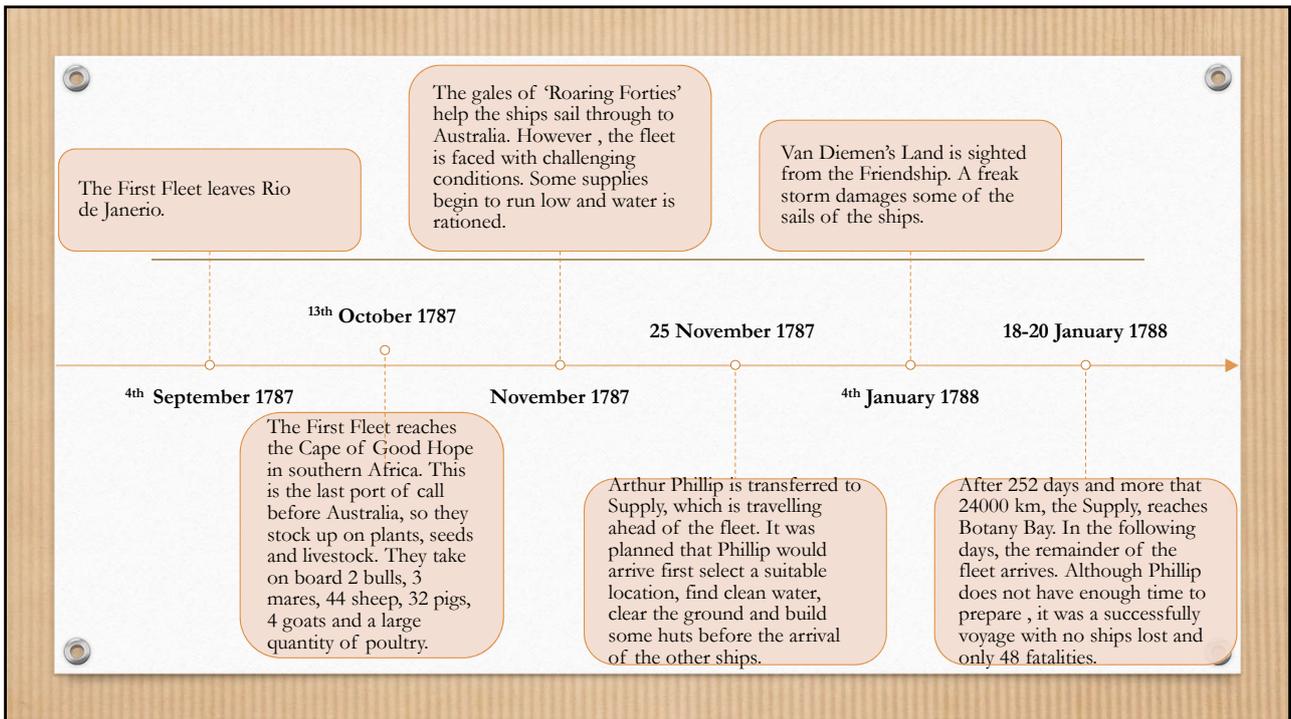




Morning Routine

First contact (Reasons and experiences)
Week 4

First Fleet Journey Timeline



For weeks 4-7 this is the timeline we will be focusing on.

Students are to learn 1-2 dates each week.



This will be taught over the next few weeks. It can be integrated with the voyage of the first fleet. Discuss the countries they encountered and their locations. Discuss how they experiences tropical storms during the voyage and the reasons for why it could've happened.

The region of Earth's surface that is closest to the Equator is called the tropics.

Two imaginary lines that circle the globe mark the boundaries of the tropics.

The line called the Tropic of Cancer marks the northern edge.

The line called the Tropic of Capricorn marks the southern edge.

The tropics are the only part of Earth where the Sun sometimes shines straight down.

Because the sunlight is so strong, the tropics are generally warmer than other parts of Earth.

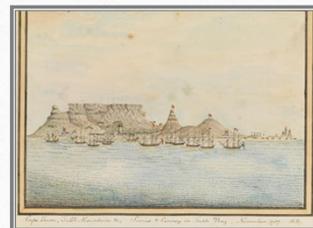
Tropical temperatures are warm or hot throughout the year. The temperatures do not change greatly, but winds and rain bring different types of weather. Most tropical places experience wet and dry seasons.

The Tropics

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- Tropical temperatures are warm or hot throughout the year. The temperatures do not change greatly, but winds and rain bring different types of weather. Most tropical places experience wet and dry seasons.
- Areas closest to the Equator are the wettest. A great deal of rain falls year-round. Dense rainforests cover the land. The largest tropical rainforests on Earth lie in Brazil and in parts of Africa.

14th October, Table Bay, South Africa

- It took them about five weeks at sea due to violent gales and huge seas, to reach this destination.
- Governor Phillip purchased more plants that he hoped would thrive in the new settlement, including fig, quince, apple and pear trees, bamboo, sugar cane, grape vines and strawberry plants.
- Various livestock was also purchased and loaded on board HMS Sirius and the three store ships.
- The female convicts on Friendship were transferred to other ships to make way for the sheep.



The Fleet left Rio de Janeiro on 4 September to run before the westerlies to the Table Bay in southern Africa, which it reached on 13 October. The First Fleet ran before the prevailing westerly winds to the Cape of Good Hope in southern Africa where they again took on stores.

This was the last port of call, so the main task was to stock up on plants, seeds and livestock for their arrival in Australia. The livestock taken on board from Cape Town destined for the new colony included two bulls, seven cows, one stallion, three mares, 44 sheep, 32 pigs, four goats and "a very large quantity of poultry of every kind". Women convicts on Friendship were moved to other transports to make room for livestock purchased there. The convicts were provided with fresh beef and mutton, bread and vegetables, to build up their strength for the journey and maintain their health.

Discuss the ocean surrounding England. Have students write down the names of continents and the oceans. Students can also sketch the map. South Africa located? On the northern or the southern hemisphere? What do you think the weather was like? Was it warmer? Why?

First Contact

The First Fleet encountered Indigenous Australians when they landed at Botany Bay.

The Cadigal people witnessed the First Fleet arrive in Botany Bay.

The Eora people and the Bidjigal clan first encountered the First Fleet.

Although early relations between colonists and the Aboriginal peoples were friendly, tensions soon rose over competition for land.

Conflict would follow wherever the colonists spread, costing Indigenous Australians their lands and many lives.

Between 1790 and 1810 the Bidjigal clan let the local people in a series of attacks against the British colonisers.

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Aboriginal Life Through European Eyes

This excerpt is taken from the diary of Watkin Tench, an officer in the First Fleet:

It does not appear that these poor creatures have any fixed Habitation; sometimes sleeping in a Cavern of Rock, which they make as warm as a Oven by lighting a Fire in the middle of it, they will take up their abode here, for one Night perhaps, then in another the next Night. At other times (and we believe mostly in Summer) they take up their lodgings for a Day or two in a Miserable Wigwam, which they made from Bark of a Tree. There are dispersed about the woods near the water, 2, 3, 4 together; some Oyster, Cockle and Muscle (sic) Shells lie about the Entrance of them, but not in any Quantity to indicate they make these huts their constant Habitation. We met with some that seemed entirely deserted indeed it seems pretty evident that their Habitation, whether Caverns or Wigwams, are common to all, and Alternatively inhabited by different Tribes.



Frist Contact ((Reasons and experiences) *Student Knowledge Organiser*



Vocabulary

Word	Definition
Tropics	
Livestock	
Poultry	
Clan	
terra nullius	
Penal colony	
Command	

When did the First Fleet arrive to Table Bay, South Africa ? How long did they stay and what was the reason for them staying ?

Provide 3 facts that your have learnt about the First Contact ?

What are the tropics ? Name the two tropics and where they are located.

Who did the First Fleet encountered when arriving to Australia ?

Who witnessed the First Fleet arrive to Botany Bay?

How was the relationship between the indigenous people and the people of the First Fleet ?

Which clan planned attacks against the British Colonisers? Why?

Timeline : Record the events learnt from both Week 1. 2 3 and 4 Morning Routines about the First Fleet Journey.

Date :	Date:				
Event:	Event:	Event:	Event:	Event:	Event:

<p>Date: ____. ____.</p>	<p>Week 4 - Thursday</p>	
<p><i>Facts about First contact (Reasons and experiences)</i></p>	<p>1.</p>	<p>3.</p>
	<p>2.</p>	<p>4.</p>
<p>Vocabulary – Identify content specific words that relate to this week's Talk for Learning</p>		
<p><i>Sentence Of the Day – Simple Sentence (Rhetorical Question)</i></p>	<p>SUCCESS CRITERIA Simple Sentence (Rhetorical Question) - have included:</p> <ul style="list-style-type: none"> - an interrogative word at the beginning - a capital letter - a subject - a predicate - question mark 	

Date: ____ . ____ . ____	Week 4 - Friday	
<i>Facts about First contact (Reasons and experiences)</i>	1.	3.
	2.	4.
Vocabulary – Identify content specific words that relate to this week's Talk for Learning		
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We are learning to write a complex sentence including an adverb of reason.

- _____
- I have
- _____
- a capital letter
- _____
- a comma (if needed)
- _____
- one main clause
- _____
- one subordinate clause
- _____
- subordinate conjunction
- _____
- adverb of reason
- _____
- end punctuation

Complex Sentence

main clause

Subordinate conjunction

A...after
A...although
A...as
W...while
W...when
U...until
B...before
B...because
I...if
S...since

subordinate clause

Introduce Complex Sentences:

1. Main clause (no comma) + Subordinate clause
2. Subordinate clause (comma) + main Clause
3. Imbedded subordinate clause (comma each side)

What is a complex sentence?

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

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

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.

Complex Sentence

subordinate clause

Subordinate conjunction

A...after
A...although
A...as
W...while
W...when
U...until
B...before
B...because
I...if
S...since

main clause

Introduce Complex Sentences:

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What is a complex sentence?

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

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

Adverbs of Reason



An adverb of reason answers the question **why** in the main clause.

They usually begin with a word such as **because** or **since**.

Other subordinating conjunctions you can use include:

☀ hence

☀ thus

☀ therefore

☀ due to

Ask students if they know what adverbs of reasons are? Explain to students an adverb of reason answers the question why in the main clause. It gives information about why an action occurs. Adverb reasons are words that express the reason, an aim or target behind the happening of a particular action.

More examples of adverbs or reason include: hence, therefore, so, since, thus, because, consequently, so that, in order to etc



burned clothes

due to



parasite infestation

Why convicts clothing needed to be burnt?". Answer should be: because of the parasite infestation.

As a class discuss cause and effect. Cause- why did it happen? Effect- what happened?

An adverb of reason answers the question why? Pose question- "So why were convicts clothing burnt?" students should be able to confidently explain why.



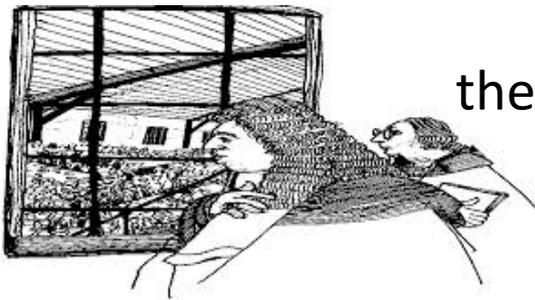
collecting water

because



stay healthy

Why is the man collecting water?". Answer should be: to stay hydrated.



overcrowded prisons

therefore



transferred convicts to hulks

How did they overcome over crowded prisons?". Answer should be: they transferred convicts to hulks



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Monday

We are learning to write a complex sentence.

I have:

- a capital letter
- a main clause
- a subordinate clause
- a subordinating conjunction
- correct end punctuation
- adverb of reason



Tuesday

• We are learning to write a complex sentence.

• **I have:**

- a capital letter
- a main clause at the beginning
- a subordinate clause
- a subordinating conjunction
- correct end punctuation
- adverb of reason



Wednesday

We are learning to write a complex sentence.

I have:

- a capital letter
- a main clause
- a subordinate clause
- a subordinating conjunction
- correct end punctuation
- adverb of reason



Thursday

We are learning to write a complex sentence.

I have:

- a capital letter
- a main clause
- a subordinate clause
- a subordinating conjunction
- correct end punctuation
- adverb of reason



Friday

We are learning to write a complex sentence.

I have:

- a capital letter
- a main clause
- a subordinate clause
- a subordinating conjunction
- correct end punctuation
- adverb of reason



Guided Reading

Week 4



The 4 Jobs of Reading



LIFT THE WORDS FROM THE PAGE (PHONICS)



READ FLUENTLY AND WITH EXPRESSION

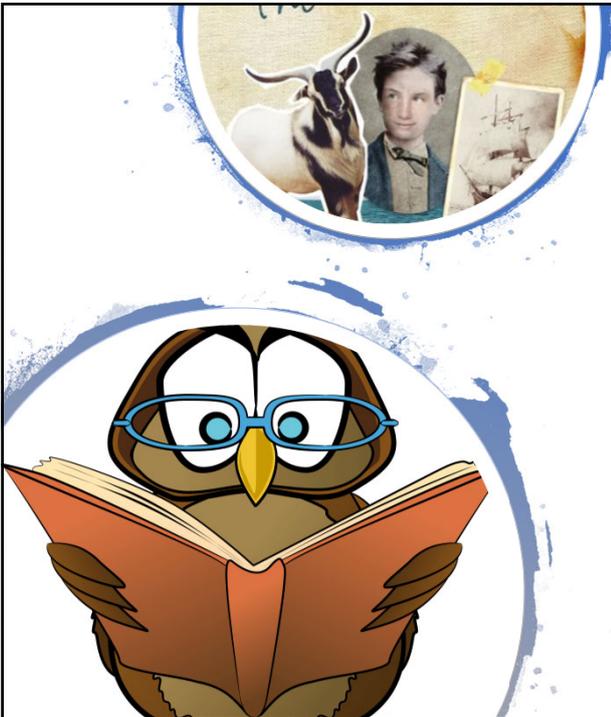
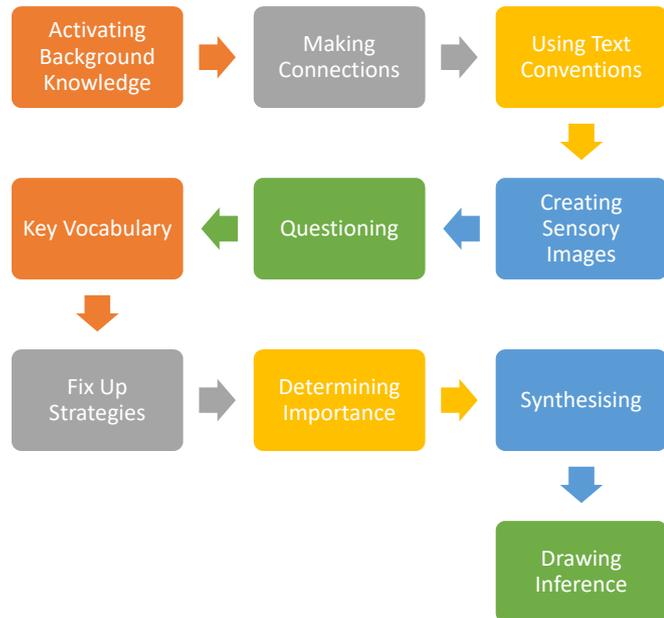


KNOW WHAT THE WORDS MEAN (VOCABULARY)



UNDERSTANDING WHAT YOU READ (COMPREHENSION)

Comprehension Keys



L.I: We are learning how to determine important information.

We can:

- ✓ Identify important details
- ✓ Understand the information
- ✓ Place the information in the correct section

How Do You Determine Importance?



Think about your purpose



Why are you reading the text?



What are you trying to find out?



How much information do you need?



How will you record your learning?

Determining Importance



Determining Importance

When we read, we use this strategy to think about which parts of the text are most important.



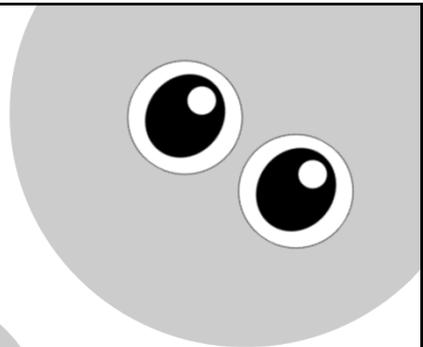
I also pay attention to nonfiction text features that might give me important details.

Determining Importance

Think:

What important facts or events will the author want me to remember most from the text?

Remember: "important" info is different to "interesting" info!



Venn diagram

A Venn diagram consists of overlapping circles. Each circle contains all the elements of a set. Where the circles overlap shows the elements that the set have in common. Generally there are two or three circles.

The following science example compares the features of bats and birds.

This week we will be using venn diagram as a strategy to help us represent similarities and differences between convicts and officers aboard the ship.

Go through the example.

My Turn

31st August, 1768

The sea was calm again next morning. You'd never have known the sea could lash and rage, thought Isaac, as he undid his trousers and climbed out on the 'seat of ease'.

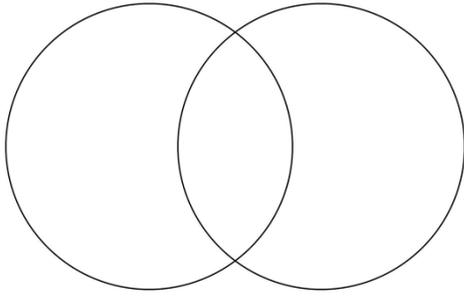
The other sailors had laughed at him when he'd used the smelly bucket below a day after they'd left port. Finally one of them had taken him up onto the deck and pointed out the seat, perched way above the waves, and the frayed rope that dangled in the water.

'When you've finished y'business, like, you pull up the rope to wipe y'bum,' the sailor explained. 'Then drop it down for the sea to clean it.'

It still seemed strange to Isaac to expose his bare white bum to the waves, and to use a frayed knot that had touched hundreds of other bums before his. *But it's all part of living with a hundred other men*, Isaac thought as he buttoned his pants again, *in a small space like the ship*.

His job this morning was to help bring the sheep and pigs back on deck, then clean out the mess they'd left in the hold, carrying bucket after bucket of filthy water up on deck to throw over the rails.

My Turn



He glanced up at the quarterdeck as he threw yet another bucket of muck over the side. The Goat was standing in her pen, watching the waves as though it were she who was navigating the ship, not the captain. The kids were feeding, their heads under their mother, their furry bums high in the air, little tails wriggling as they sucked.

Isaac grinned at the peaceful sight. He felt quite attached to the kids now, after rescuing one of them, though they were so alike it was hard to tell one from the other. It was the one with an orange splodge on one ear that he'd rescued, he decided. Or maybe...

'Taking a little break are we, Mr Manley?' It was Mr Molineaux, coming back from the seat of ease himself.

'No, sir. Sorry, sir.' Isaac hurried to empty his smelly bucket while Mr Molineaux made his way up to the quarterdeck. He'd be going to see the captain, Isaac realised—this morning watch was the time when Cook reviewed the accounts, examined the midshipmen's logs and conferred with his lieutenants.

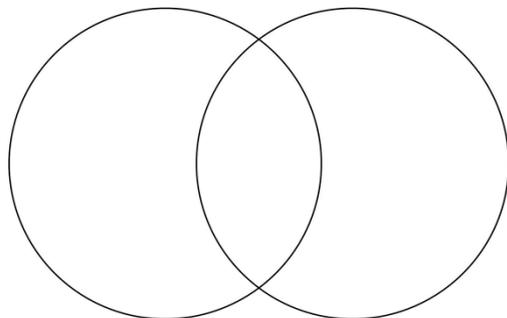
According to ship's gossip there was no part of the ship's activities too small for Cook to stick his nose into. Unlike 'gentleman' commanders, Cook took his men's health and well-being as his personal concern.

'Mr Manley!'

'Yes, sir?' Isaac turned.

'I heard you made friends with the goats yesterday.' Isaac flushed. Had the whole ship heard about his trespass onto the quarterdeck? 'Yes, sir.'

Our Turn



ship, and entered the day, date and any observations on the log board.

Noon was dinnertime as well. Isaac stowed his bucket as the boatswain began his piping. The high, shrill tune of the pipes could be heard above most of the activity on board. The pipes were used to signal things like knock-off time and the boarding of officials, as well as to pipe the crew to dinner.

Isaac washed the worst of the muck off his hands and face in a bucket of seawater, then ran in to join the other sailors. The midday meal was the main one of the day on board, and he'd been looking forward to it for hours. Most of the sailors were already spooning up their meal. Isaac peered into the big black pot. There'd been fresh beef yesterday, as one of the steers had been killed. On this ship even the common sailors shared in the fresh meat.

It looked like the usual salt meat stew today though: meat so old and tough it was nearly black, boiled into shreds with dried pease and flavoured with James Cook's own 'portable broth', that you could smell as you passed the galley.

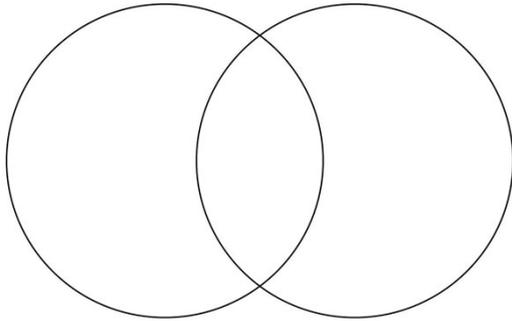
'Know what the meat is, lad?' asked one of the older sailors, showing the gaps in his teeth as he grinned.

Isaac shook his head.

The older man leaned forward. 'Tis dead men's toes,' he whispered, with a gust of breath as foul as a privy. 'Dead sailors pickled in salt water, and...'

'Leave the lad alone,' said someone else. 'It's pork.'

Our Turn



Old Cookie Thompson might have only one arm, but he soaked the meat properly, to soften it and get rid of some of the salt, and he didn't stint on cooking time either, unlike many ship's cooks, who tried to spend as little time as possible in the hot and humid cupboard that was all the room the ship had to spare for cooking.

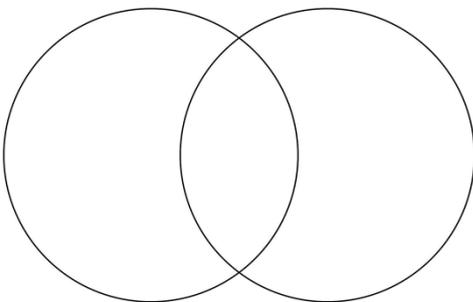
The captain insisted that the big pots of sauerkraut be put out at every meal. At first Cook had to threaten the crew with flogging to get them to eat the strange smelly stuff. But within a few days everyone was used to its sour taste, and suddenly the hated foodstuff had to be rationed.

Isaac spooned his food up quickly. If you hurried you might get a second dollop, and tomorrow was a meatless day—dinner would only be a gruel of biscuit and vegetables, and a bit of cheese with ship's biscuit, hard and thick and tasteless.

That is probably why the captain and gentlemen are going to have roast kid instead, thought Isaac. He tried not to think of the animals as he spooned up his stew. Mr Molineaux was right—he'd seen animals killed before. Why did holding that wet and shivering body yesterday make such a difference?

He only knew it did.

Your Turn



'Horse, more like,' muttered the cook.

Isaac watched as the cook scooped a dollop of stew into his bowl, then he perched up on one of the cannons, out of the way of the other men, and began to eat.

So far the food had been better than Isaac had expected. He'd heard stories of ships where common sailors were half-starved, where only the weevils made the biscuits soft enough to eat and the salt pork was so tough and black that a knife couldn't cut it. Other times there was so much salt in the food that the sailors' mouths got blisters, and eating or drinking was agony.

Most sailors, though, had known nothing but poverty. Oatmeal and salt pork and peas were better than gruel twice a day, which was all they'd be able to afford on shore—if they were lucky. At least sailors got meat four times a week.

Officers ate better, of course, but they also paid for most of their food themselves, bringing plum puddings and dried fruit on board and buying animals at the various ports to be slaughtered throughout the voyage to give them fresh meat. And of course they had the Goat for milk.

But Cook had once been an ordinary sailor, and too poor to have fixed himself up with extra supplies of food. He'd made sure that his men would get the very best food possible, and that it was well cooked too. He'd even sacked the first cook, because the cook had had no interest in feeding the men well.

Pre-Guided Reading

We are learning how to determine important information.

- ✓ Read the excerpt from 'The goat that sailed'
- ✓ Identify and write the sentences/phrases that describe the injustice towards the sailors
- ✓ Challenge yourself to find some examples in your own novel.
- ✓ Share your work with your group.
- ✓ Begin reading your text silently to yourself.



Guided Reading

We are learning how to determine important information.

- ✓ Come to guided reading prepared to discuss and **justify** the relevance of your information.
- ✓ Be ready to discuss the central text and justify your opinions.



Post Guided

We are learning to comprehend what we read.

- ✓ Read the assigned chapters
- ✓ Complete the activity assigned to you.



Vocabulary

- ✓ Match the vocabulary words to their corresponding picture for your group text and core novel.
- ✓ Complete the 'Frayer Model' using two vocabulary words.
- ✓ Once finished, identify 5 key vocabulary words from your novel.



Vocabulary

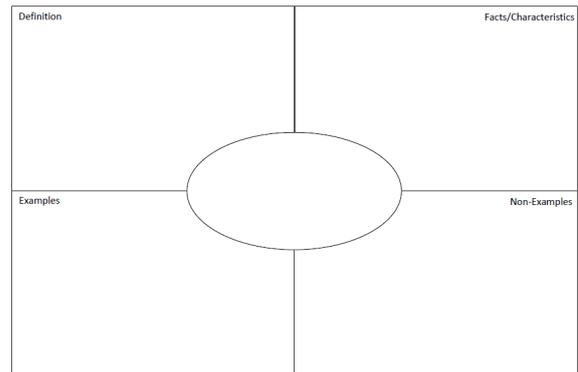
Ranking Vocabulary

Task: using the vocabulary words for this week, rank each new vocabulary word based on your understanding of the word.

Name _____

Week 1 2 3 4 5 6 7 8

Vocabulary Word	I have never seen this word	I have seen this word but don't know what it means	I have seen this word, and it has something to do with...	I know this word and can use it in my speaking, reading and writing



WEEK 2

WEEK 3

WEEK 4

hulk

quarterdeck

frayed

sanitation

dock

foul

vessels

labourer

cannon

cellars

bleating

hammock

ramshackle

tether

flogged

frayed



- Part of a fabric, rope, or cord unravelled or worn at the edge.

foul



- Offensive to the senses, especially through having a disgusting smell or taste or being dirty.

cannon



A large, heavy piece of artillery, typically mounted on wheels, formerly used in warfare.

hammock



- A bed made of canvas or rope mesh suspended from two supports by cords at both ends.

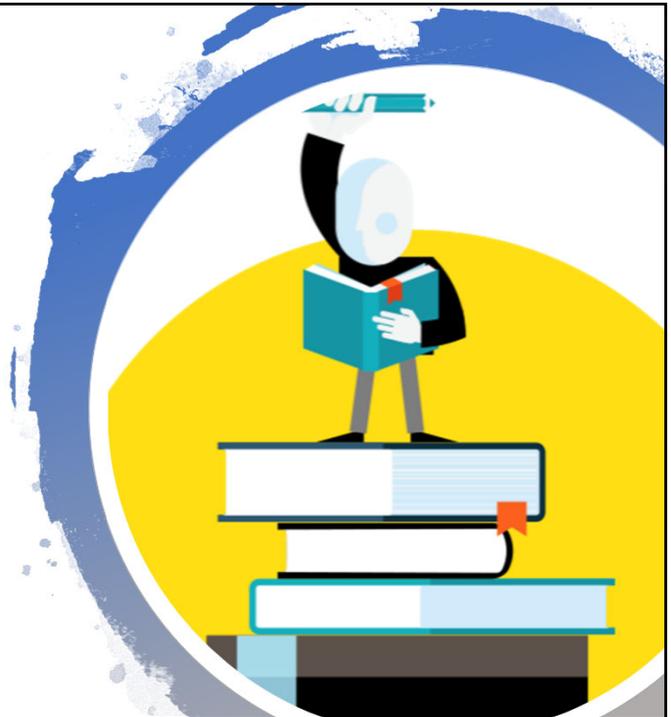
flogged



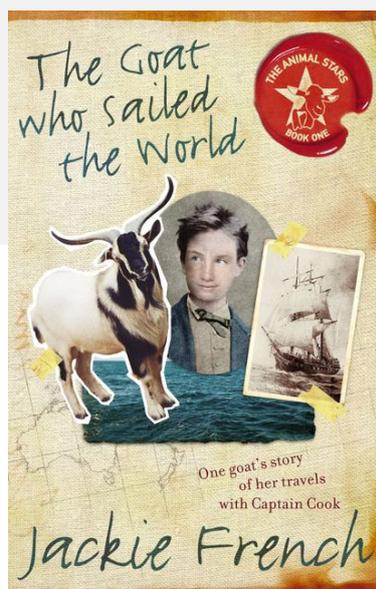
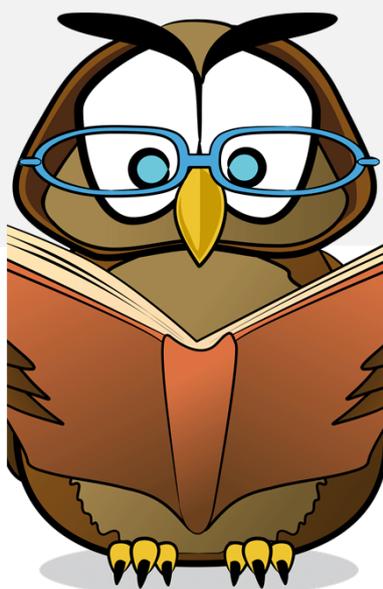
- To beat (someone) with a whip or stick as a punishment.

Independent Reading with Literacy Pro

- ✓ Read an e-Book in your lexile range.
- ✓ When you have finished reading, take the quiz.
- ✓ Your aim is to get at least 70% in your quiz!
- ✓ Once finished, continue to read your group novel silently.



	Monday	Tuesday	Wednesday	Thursday	Friday
Group 1	Pre-Guided Reading	Guided Reading	Post-Guided Reading	Vocabulary	Independent Reading
Group 2	Independent Reading	Pre-Guided Reading	Guided Reading	Post-Guided Reading	Vocabulary
Group 3	Vocabulary	Independent Reading	Pre-Guided Reading	Guided Reading	Post-Guided Reading
Group 4	Post-Guided Reading	Vocabulary	Independent Reading	Pre-Guided Reading	Guided Reading
Group 5	Guided Reading	Post-Guided Reading	Vocabulary	Independent Reading	Pre-Guided Reading



L.I: We are learning how to determine important information.

We can:

- ✓ Read a text
- ✓ Identify information that describes the life of convicts vs officers aboard ships
- ✓ Complete a Venn diagram

1st September, 1768

Rattatat! Rattatat!

It was the drum beat to call the crew to quarters for the night. The Goat must have heard it too, thought Isaac. Her calling grew more frantic. Darkness was coming and her kids were gone.

How long will she call for them? wondered Isaac. How long till she realises they are gone for good?

Isaac went below with the others, and hauled his hammock down from the nets on the ceiling, brushing off the cockroaches that had sheltered there during the day. There were never enough hammocks for all the crew, but it didn't matter—on board ship there always had to be men on duty, watching out for rocks or whales or other ships, or standing by to change the sails. There was never a time when everyone could sleep at once.

Isaac climbed into the hammock and lay down. Sleep refused to come. He had washed in one of the buckets of salt water after helping slaughter the kids, but he could still smell the blood.

The Goat was still calling, high and lonely on the upper deck. For some reason the sound

The Goat Who Sailed The World

Did she like him? Isaac didn't know. But at least she had accepted him.

Even so, he didn't turn his back on her, just in case she changed her mind and charged him. He could just imagine the sight: him *and* the bucket of milk going flying down onto the lower deck, pursued by the Goat. He backed away instead, then bounded quickly down the stairs, the bucket in his hand.

The crowd was still there. Someone gave a cheer, a bit ironically, though mostly the men looked disappointed. They'd been waiting to see how far he'd be butted. A boy successfully milking a goat was too tame to be a show.

Mr Molineaux was waiting, too. Isaac waited for him to congratulate him on a job well done. But Mr Molineaux just nodded. 'Take the milk to Mr Matthews,' he said briefly. Mr Matthews was the captain's servant. He looked after Cook's clothes and collected his food from the galley. 'Then come and see me,' Molineaux added, and turned and went below.

The men had drifted away now. Only Jonathan was left. He grinned at Isaac. 'Well done,' he said. 'You know what this means, don't you?'

'What?'

'You're Goat Boy now for the rest of the voyage.'

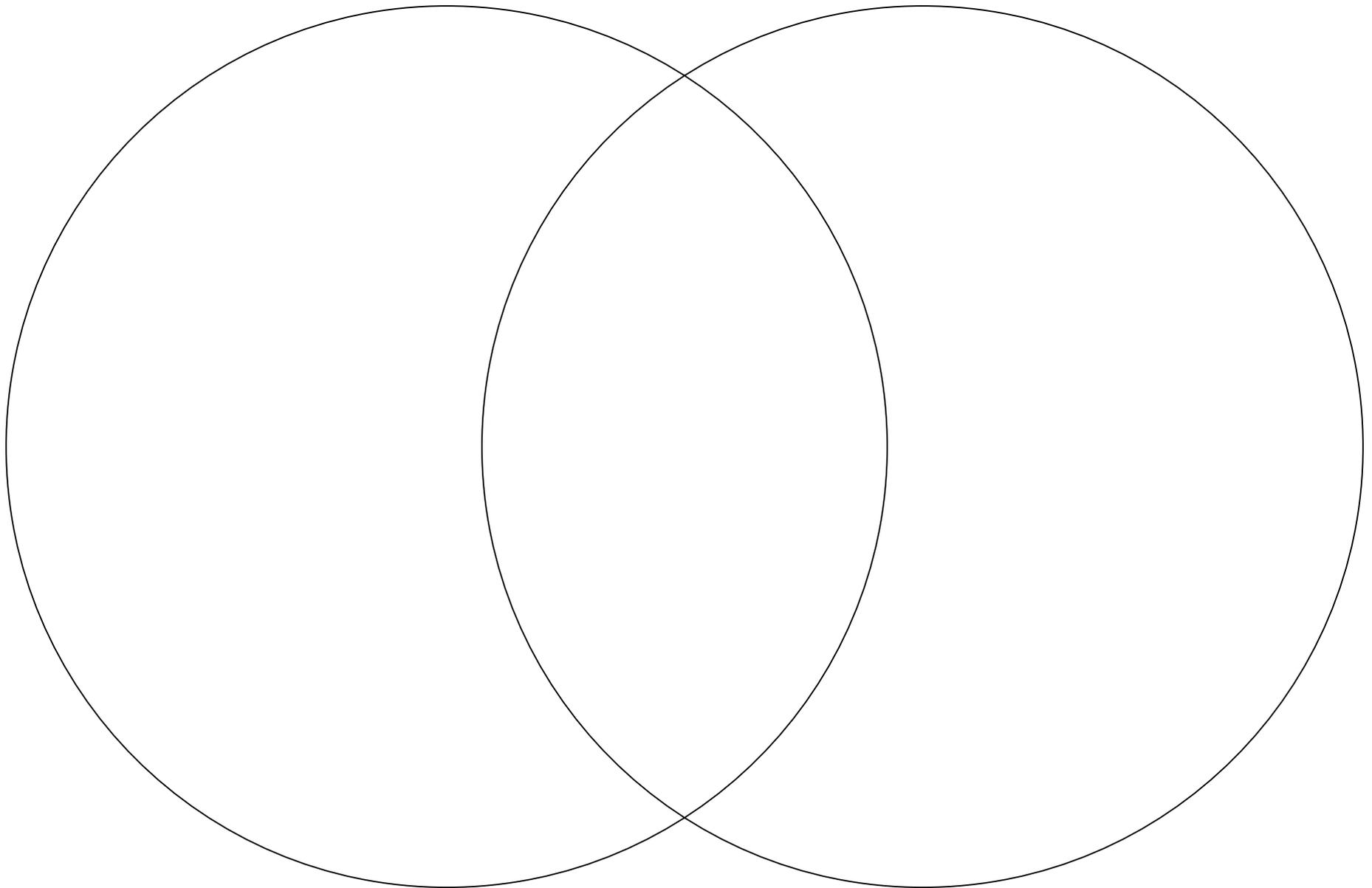
'You don't mind?' asked Isaac.

Jonathan shrugged. 'There are other jobs. You ever go fishing back home?'

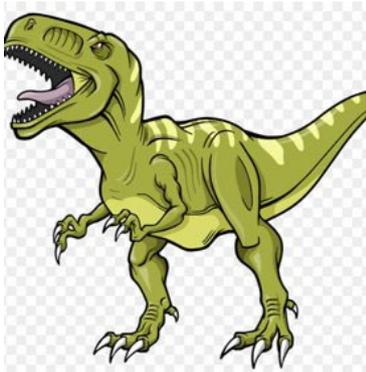
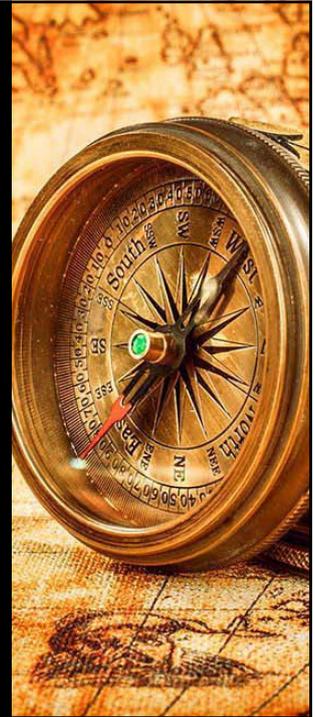
'A bit,' said Isaac.

'After breakfast a few of us are going to help Mr Banks's servants net some fish. Not for

Venn Diagram Graphic Organizer



Informative Writing



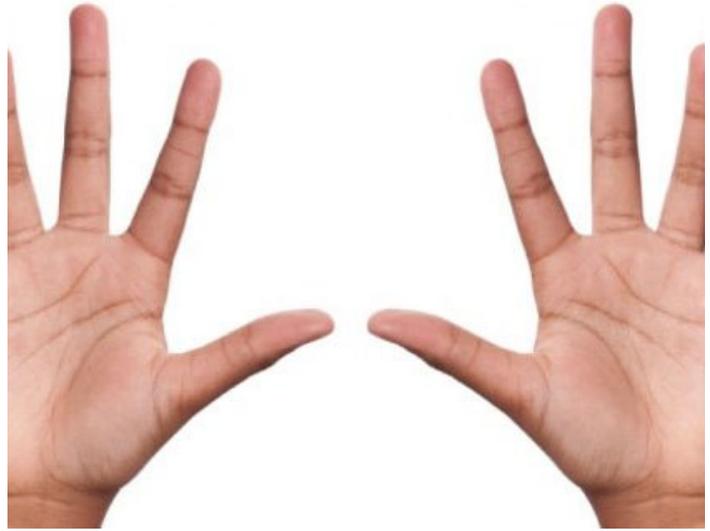
3 Types of Writing

Review the 3 types of writing.

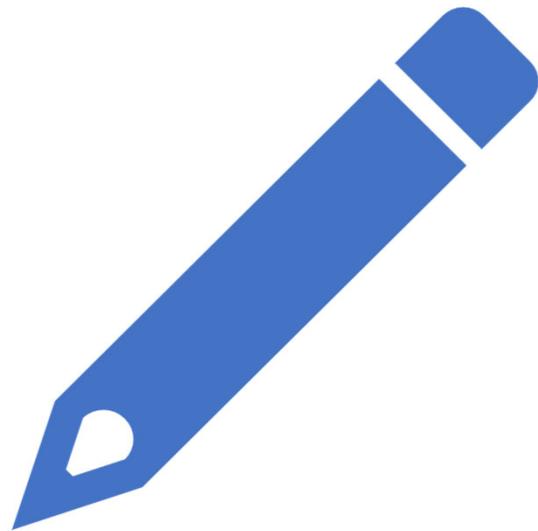
Writing to inform, writing to entertain and writing to persuade. Ask students what the focus is this term (writing to inform).

10 Elements of Writing

- Audience - voice
- Text Structure
- Ideas
- Facts
- Vocabulary
- Cohesion
- Paragraphing
- Sentence Structure
- Punctuation
- Spelling



Draw the
Block
Planner





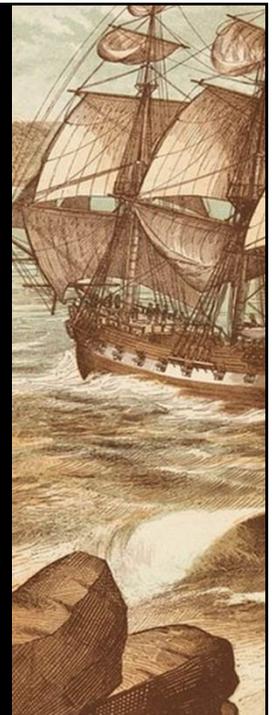
Perfect Paragraphs



We are learning to learning
to structure a Series of
Events Paragraph

I can

- Include a date going back in time
- Include a topic sentence
- Include one main event
- Elaborate and expand on the main event with 3 facts



What is a Paragraph?



A **section** of a piece of writing.



Usually dealing with a **single topic**.



Indicated by a **new line**.

The Structure of a Paragraph

Topic Sentence (TOPS)

- Introduces what the paragraph will be about by including a date and place.

Body Sentences

- Elaborations about what happened at the time and place.

Concluding Sentence - Transition

- This sentence ends the paragraph and is the final idea related to the time and place.

Review the 3 types of writing.

Writing to inform, writing to entertain and writing to persuade. Ask students what the focus is this term (writing to inform).

What is a topic sentence?

A sentence that **announces** what the **paragraph will be about**.



What is a Topic Sentence?



A sentence that **announces** what the **paragraph will be about**.

- voyage
- weather
- escaping convicts
- stopping for supplies

Use the key words to create some example of a topic sentences.



Topic Sentence (TOPS)

- After months of preparation, the First Fleet finally left England travelling south on 13th May 1787.



Look at the example of a topic sentence and discuss the features of it. Note the complex sentence, capitalisation for proper nouns and the date.



Topic Sentence (TOPS)

In 1768, Cook became the commander of a voyage to the Pacific Ocean.



Look at the example of a topic sentence and discuss the features of it. Note the capitalisation for proper nouns and the date.

Topic Sentence (TOPS)

The First Fleet left Portsmouth
on 13th May 1787.



Look at the example of a topic sentence and discuss the features of it. Note the capitalisation for proper nouns and the date.

Exemplar Topic Sentences

Examine the exemplar text and
look at the features of a topic
sentence.

Identify whether they are
simple, compound or complex.

Explain the punctuation used in
the range of sentences and
create a colour code to identify
simple, compound or complex
sentences.

Courageous Captain Cook

Wouldn't you have loved to have sailed with Captain Cook on the almighty HMS Endeavour? Think back. Way back! It was 1770. A time in which Britain was facing social and economic hardships. Diseases were spreading quickly. Poverty was at an all-time high and this caused many people to be homeless. Many people had to steal goods just to survive! As a result, Britain was dealing with a lot of criminals and the prisons were getting over-crowded. This was a big problem that needed to be fixed. Britain needed to come up with a plan, and fast! To solve this problem, they needed to find a suitable place for the 'transportation' of the convicts.

In 1768, Captain James Cook was chosen to lead an expedition to scientifically observe the transit of Venus and secretly search for the unknown Great Southern Continent: Terra Australis Incognita. On the 26th August 1768, Captain James Cook and botanist Joseph Banks set sail from England on their secret mission. Cook and his crew of nearly 100 men left Plymouth, England to start their long voyage on the HMS Endeavour.

On October 1769, Cook reached New Zealand. While there, James Cook circumnavigated New Zealand. As he sailed, he accurately charted the entire coastline, and he discovered that New Zealand is made up of two main islands. Seven months later, James Cook and the Endeavour left New Zealand and set sail for the east coast of New Holland (Australia).

On the 29th of April, Cook landed in Stingray Harbour. Cook and his men came into contact with the first inhabitants of Australia- the Aborigines. This was the first time that Europeans met the Aborigines and there was great fear and confrontation. Today, that meeting point is now known as Kamay, Botany Bay (named after an Indigenous word meaning 'meeting of two cultures').

Cook and his crew boarded the HMS Endeavour and headed back to England. This trip was more treacherous as many crew members became sick with typhoid fever. Finally, Cook and his ship arrived back to England after a successful voyage. They shared their collection of unique records of the people, and the flora and fauna of the places they visited.

Having been on the voyage with Captain Cook, would have led to many daring and courageous experiences- including a treacherous journey on the seas, meeting the inhabitants of New Zealand and Australia and discovering new plants, animals and fauna. Captain Cook was able to report to Britain, explaining that this new found land may help them solve their problem. Now to solve another problem... How do we transport the thousands of convicts over there?

Examine the exemplar text and look at the features of a topic sentence.

Do this on an enlarged physical copy of the exemplar. Students can also do the same with their own copy glued into their writing books. Discuss how the topic sentences have been structured and identify whether they are simple, compound or complex. Explain the punctuation used in the range of sentences and create a colour code to identify simple, compound or complex sentences.

My Turn

After months of preparation, the First Fleet finally left England travelling south on 13th May 1787 under the command of Captain Arthur Phillip who was aboard H.M.S Sirius.



My Turn

Their first stop was at Tenerife in the Canary Islands on 3rd of June 1787.



My Turn

On 14th of July 1787, the First Fleet crossed the equator in the evening.



Your Turn

Create three topic sentences on the following topics:

1. voyage
2. arrival
3. first contact



The Structure of a Paragraph

Topic Sentence (TOPS)

- Introduces what the paragraph will be about by including a date and place.

Body Sentences

- Elaborations about what happened at the time and place.

Concluding Sentence - Transition

- This sentence ends the paragraph and is the final idea related to the time and place.

Introduce the focus of the lesson; body sentences.

TEE Paragraphs



TOPIC SENTENCE



EXAMPLE (EVENT)



ELABORATION (EXPLAIN THE EVENT)

TEE as an acronym as topic sentence, example (event), and elaboration (explain the event).

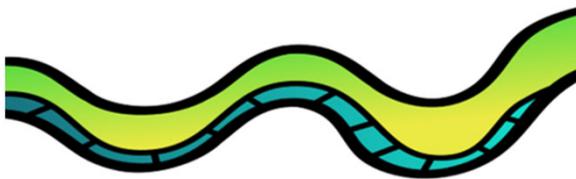
What are the Main Events?

They are the important events that led to the end destination.



COHESION:

“Should be like a snake!”



Discuss cohesion and how events in the body paragraph must be in sequential order and how cohesive devices can be used to create a good piece of writing.

The events need to be in chronological order!



3 paragraphs

- The voyage
- Arrival in Australia
- First Contact

Discuss the main idea for body paragraph one.

Body Sentences- Voyage

The First Fleet left Portsmouth on 13th May 1787. **Lord Sydney (the British Home Secretary) appointed Captain Arthur Phillip to command the First Fleet, and be Governor of the newly established penal colony. After months of preparation, he was finally able to set sail. There were eleven ships in total: the two naval escort ships- to keep the convicts in order were the HMS Supply, and HMS Sirius. The Golden Grove, Fishburn and Borrowdale were all food and supply transport ships.** How else would all 1420 people aboard survive the journey?

TEE Paragraph- Series of Paragraphs 1 Its name refers to the topic sentence, examples (event), and elaboration (explain). Identify the example and explanation.

Exemplar Series of Paragraphs

Identify the 'TEE' sentences in the 1st body paragraph.

T- topic sentence
E- example (event)
E- elaboration (explain).

Courageous Captain Cook

Wouldn't you have loved to have sailed with Captain Cook on the almighty HMS Endeavour? Think back. Way back! It was 1770. A time in which Britain was facing social and economic hardships. Diseases were spreading quickly. Poverty was at an all-time high and this caused many people to be homeless. Many people had to steal goods just to survive! As a result, Britain was dealing with a lot of criminals and the prisons were getting over-crowded. This was a big problem that needed to be fixed. Britain needed to come up with a plan, and fast! To solve this problem, they needed to find a suitable place for the 'transportation' of the convicts.

In 1768, Captain James Cook was chosen to lead an expedition to scientifically observe the transit of Venus and secretly search for the unknown Great Southern Continent: Terra Australis Incognita. On the 26th August 1768, Captain James Cook and botanist Joseph Banks set sail from England on their secret mission. Cook and his crew of nearly 100 men left Plymouth, England to start their long voyage on the HMS Endeavour.

On October 1769, Cook reached New Zealand. While there, James Cook circumnavigated New Zealand. As he sailed, he accurately charted the entire coastline, and he discovered that New Zealand is made up of two main islands. Seven months later, James Cook and the Endeavour left New Zealand and set sail for the east coast of New Holland (Australia).

On the 29th of April, Cook landed in Stingray Harbour. Cook and his men came into contact with the first inhabitants of Australia- the Aborigines. This was the first time that Europeans met the Aborigines and there was great fear and confrontation. Today, that meeting point is now known as Kamay, Botany Bay (named after an Indigenous word meaning 'meeting of two cultures').

Cook and his crew boarded the HMS Endeavour and headed back to England. This trip was more treacherous as many crew members became sick with typhoid fever. Finally, Cook and his ship arrived back to England after a successful voyage. They shared their collection of unique records of the people, and the flora and fauna of the places they visited.

Having been on the voyage with Captain Cook, would have led to many daring and courageous experiences- including a treacherous journey on the seas, meeting the inhabitants of New Zealand and Australia and discovering new plants, animals and fauna. Captain Cook was able to report to Britain, explaining that this new found land may help them solve their problem. Now to solve another problem... How do we transport the thousands of convicts over there?

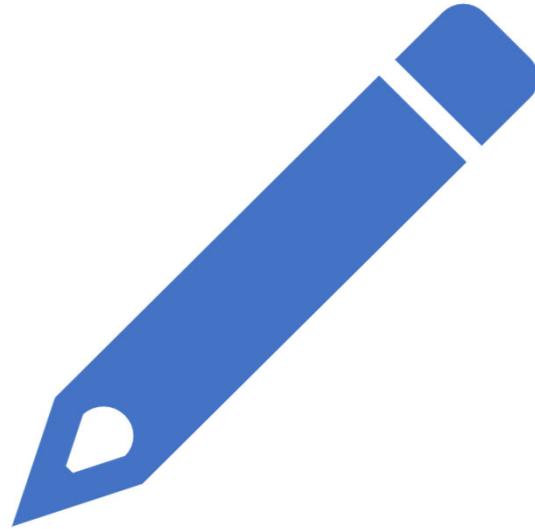
TEE Paragraph. Discuss that its name refers to the topic sentence, example (event), and elaboration (explain).

Examine the exemplar text and look at the features of a body paragraph. Explain the 'EE' acronym as example and elaborate. Draw students attention to the specific examples in the first series of events paragraph and make links to the symbols used in the block planner. Do this on an enlarged physical copy of the exemplar. Students can also do the same with their own copy glued into their writing books. Discuss how the body sentences have been structured and identify whether they are simple, compound or complex. Explain the punctuation used in the range of sentences and create a colour code to identify simple, compound or complex sentences.

Your Turn

Plan your first series of events paragraph using the block planner.

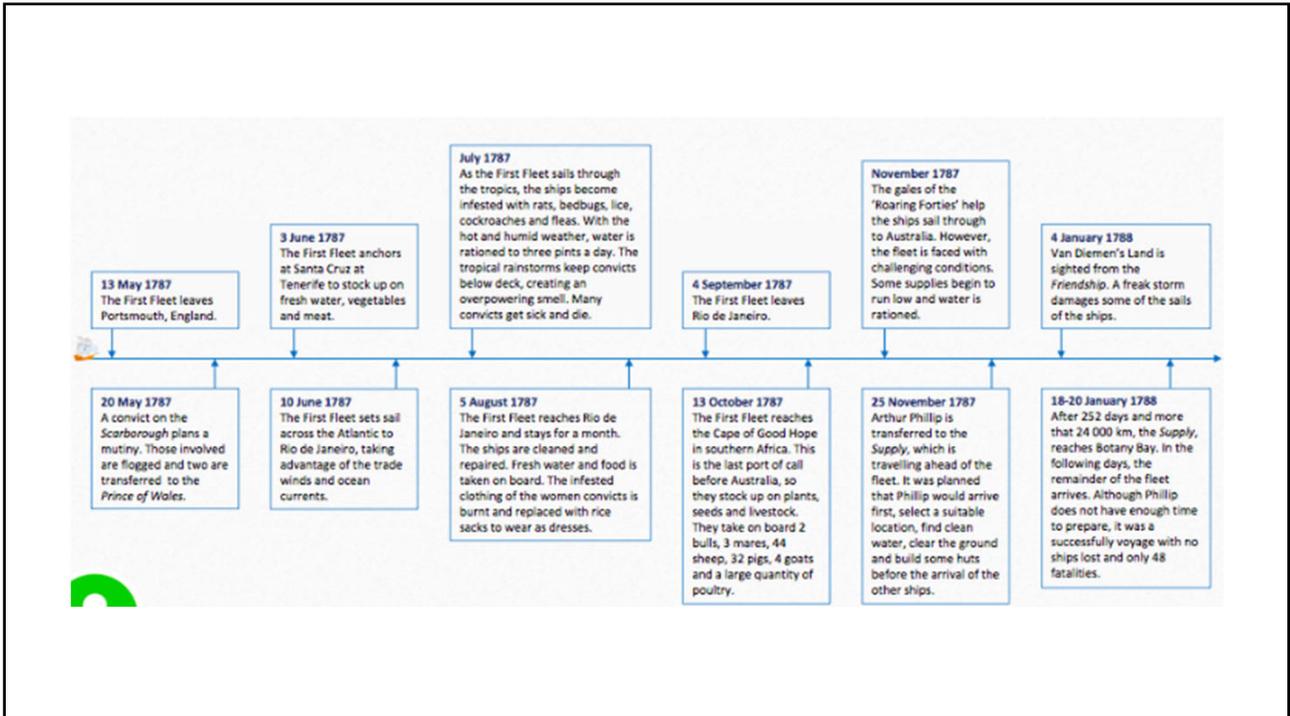
Write your 1st series of events paragraph on the first contacts.



Plan using the main paragraph of the block planner.
Write a main paragraph on the voyage.
Use the symbols of the block planner to annotate the paragraph once complete.

The First Fleet Timeline





When choosing facts or information, choose the most important events that you can write a whole paragraph on (body paragraph one- 'the voyage')

	250 days to reach Sydney		Fine weather at first – convicts were well behaved		Then weather turned hot and humid in the tropics
	Some convicts tried to escape		Vermin (cockroaches, rats and fleas) irritated the convicts		Stopped in Tenerife restocked (water, fresh vegetables, meat)
	Then Reached Rio de Janeiro and (seeds, livestock)				

Decide on where these facts would go in the body paragraphs. In the voyage, arrival in Australia or first contact. Use facts for the voyage.

Editing Codes			
MT	Marked with an adult	T	Talk to an adult
sp (underline the word) Spelling mistake, write it in your dictionary			
P (circle the punctuation or space)	Check, add or change punctuation	g	grammatical error
c	Check this and change it	//	New line (to indicate a new paragraph)



3 paragraphs

- The voyage
- Arrival
- First Contact

Body Sentences - Arrival

On October 1769, Cook reached New Zealand. **While there, James Cook circumnavigated New Zealand. As he sailed, he accurately charted the entire coastline, and he discovered that New Zealand is made up of two main islands.** Seven months later, James Cook and the Endeavour left New Zealand and set sail for the east coast of New Holland (Australia).

TEE Paragraph- Series of Paragraphs 2. Its name refers to the topic sentence, examples (event), and elaboration (explain). Identify the example and explanation.

Exemplar Series of Paragraphs

Identify the 'TEE' sentences in the 2nd body paragraph.

T- topic sentence
E- example (event)
E- elaboration (explain).

2nd

Courageous Captain Cook

Wouldn't you have loved to have sailed with Captain Cook on the almighty HMS Endeavour? Think back. Way back! It was 1770. A time in which Britain was facing social and economic hardships. Diseases were spreading quickly. Poverty was at an all-time high and this caused many people to be homeless. Many people had to steal goods just to survive! As a result, Britain was dealing with a lot of criminals and the prisons were getting over-crowded. This was a big problem that needed to be fixed. Britain needed to come up with a plan, and fast! To solve this problem, they needed to find a suitable place for the 'transportation' of the convicts.

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Cook and his crew boarded the HMS Endeavour and headed back to England. This trip was more treacherous as many crew members became sick with typhoid fever. Finally, Cook and his ship arrived back to England after a successful voyage. They shared their collection of unique records of the people, and the flora and fauna of the places they visited.

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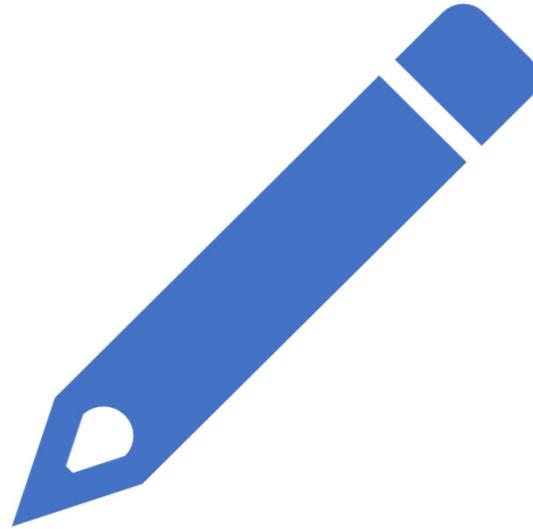
TEE Paragraph. Discuss that its name refers to the topic sentence, example (event), and elaboration (explain).

Examine the exemplar text and look at the features of a body paragraph. Explain the 'EE' acronym as example and elaborate. Draw students attention to the specific examples in the second series of events paragraph and make links to the symbols used in the block planner. Do this on an enlarged physical copy of the exemplar. Students can also do the same with their own copy glued into their writing books. Discuss how the body sentences have been structured and identify whether they are simple, compound or complex. Explain the punctuation used in the range of sentences and create a colour code to identify simple, compound or complex sentences.

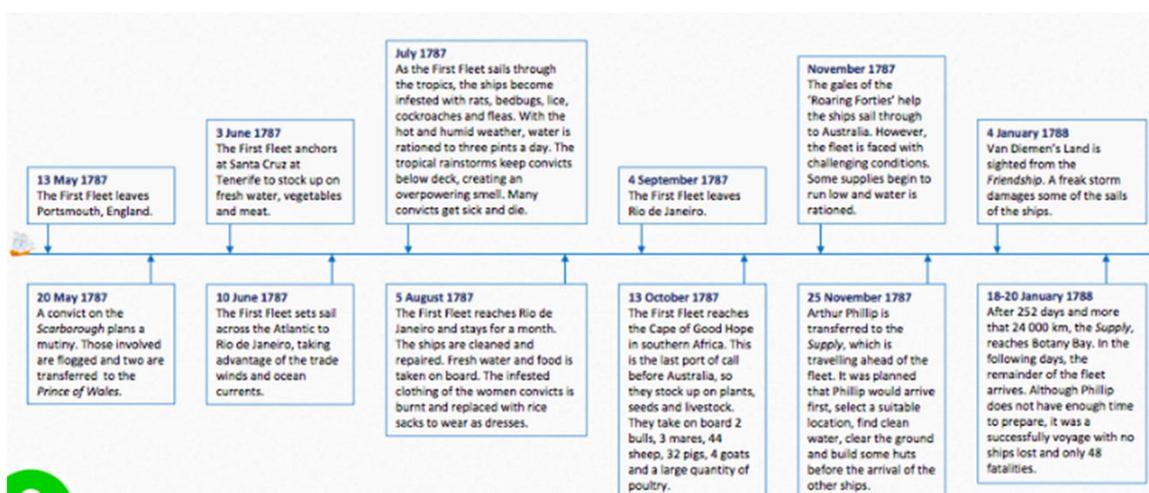
Your Turn

Plan your second series of events paragraph using the block planner.

Write your 2nd series of events paragraph on the arrival.



- Students to plan using the main paragraph of the block planner.
- Students to write a main paragraph on the Arrival
- Encourage students to use the symbols of the block planner to annotate the paragraph once complete.



When choosing facts or information, choose the most important events that you can write a whole paragraph on (body paragraph one- 'arrival')

 250 days to reach Sydney	 Fine weather at first – convicts were well behaved	 Then weather turned hot and humid in the tropics
 Some convicts tried to escape	 Vermin (cockroaches, rats and fleas) irritated the convicts	 Stopped in Tenerife restocked (water, fresh vegetables, meat)
 Then Reached Rio de Janeiro and (seeds, livestock)		

Decide on where these facts would go in the body paragraphs. In the voyage, arrival in Australia or first contact.

Editing Codes			
MT	Marked with an adult	T	Talk to an adult
sp (underline the word) Spelling mistake, write it in your dictionary			
P (circle the punctuation or space)	Check, add or change punctuation	g	grammatical error
c	Check this and change it	//	New line (to indicate a new paragraph)

Teacher to reinforce and use the editing codes and explain how they are used and why (easy to make a mark than it is to write feedback) after constructing the second body paragraph. Students use the editing codes to edit their work.



3 paragraphs

- The voyage
- Arrival in Australia
- **First Contact**

Body Sentences- First Contacts

On the 29th of April, Cook landed in Stingray Harbour. **Cook and his men came into contact with the first inhabitants of Australia- the Aboriginals. This was the first time that Europeans met the Aboriginals and there was great fear and confrontation.** Today, that meeting point is now known as Kamay, Botany Bay (named after an Indigenous word meaning 'meeting of two cultures').

Exemplar Series of Paragraphs

Identify the 'TEE' sentences in the 3rd body paragraph.

T- topic sentence
E- example (event)
E- elaboration (explain).

3rd

Courageous Captain Cook

Wouldn't you have loved to have sailed with Captain Cook on the mighty HMS Endeavour? Think back. Way back! It was 1770. A time in which Britain was facing social and economic hardships. Diseases were spreading quickly. Poverty was at an all-time high and this caused many people to be homeless. Many people had to steal goods just to survive! As a result, Britain was dealing with a lot of criminals and the prisons were getting over-crowded. This was a big problem that needed to be fixed. Britain needed to come up with a plan, and fast! To solve this problem, they needed to find a suitable place for the 'transportation' of the convicts.

In 1768, Captain James Cook was chosen to lead an expedition to scientifically observe the transit of Venus and secretly search for the unknown Great Southern Continent: Terra Australis Incognita. On the 26th August 1768, Captain James Cook and botanist Joseph Banks set sail from England on their secret mission. Cook and his crew of nearly 100 men left Plymouth, England to start their long voyage on the HMS Endeavour.

On October 1769, Cook reached New Zealand. While there, James Cook circumnavigated New Zealand. As he sailed, he accurately charted the entire coastline, and he discovered that New Zealand is made up of two main islands. Seven months later, James Cook and the Endeavour left New Zealand and set sail for the east coast of New Holland (Australia).

On the 29th of April, Cook landed in Stingray Harbour. Cook and his men came into contact with the first inhabitants of Australia- the Aboriginals. This was the first time that Europeans met the Aboriginals and there was great fear and confrontation. Today, that meeting point is now known as Kamay, Botany Bay (named after an Indigenous word meaning 'meeting of two cultures').

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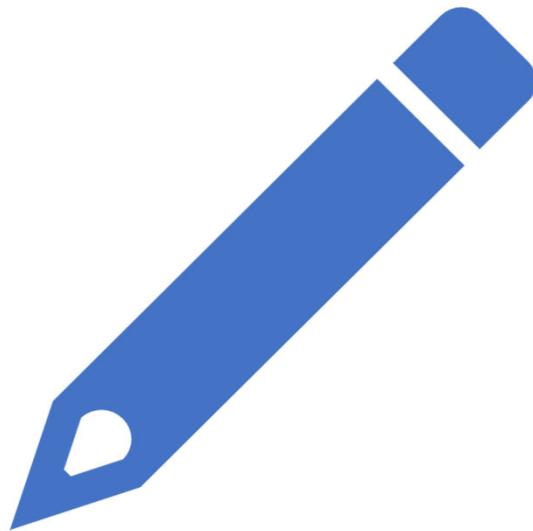
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TEE Paragraph. Discuss that its name refers to the topic sentence, example (event), and elaboration (explain).

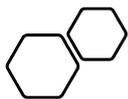
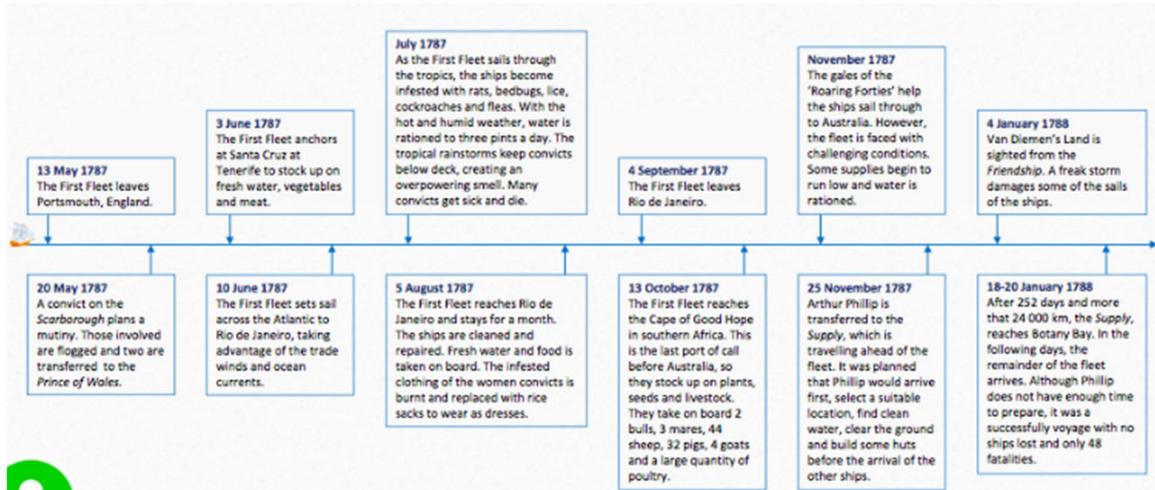
Examine the exemplar text and look at the features of a body paragraph. Explain the 'EE' acronym as example and elaborate. Draw students attention to the specific examples in the third series of events paragraph and make links to the symbols used in the block planner. Do this on an enlarged physical copy of the exemplar. Students can also do the same with their own copy glued into their writing books. Discuss how the body sentences have been structured and identify whether they are simple, compound or complex. Explain the punctuation used in the range of sentences and create a colour code to identify simple, compound or complex sentences.

Your Turn
Task: plan your second series of events paragraph using the block planner.

Write your 3rd series of events paragraph on the first contacts.



- Students to plan using the main paragraph of the block planner.
- Students to write a main paragraph on the First Contact
- Encourage students to use the symbols of the block planner to annotate the paragraph once complete.



250 days to reach Sydney



Fine weather at first – convicts were well behaved



Then weather turned hot and humid in the tropics



Some convicts tried to escape



Vermin (cockroaches, rats and fleas) irritated the convicts



Stopped in Tenerife restocked (water, fresh vegetables, meat)

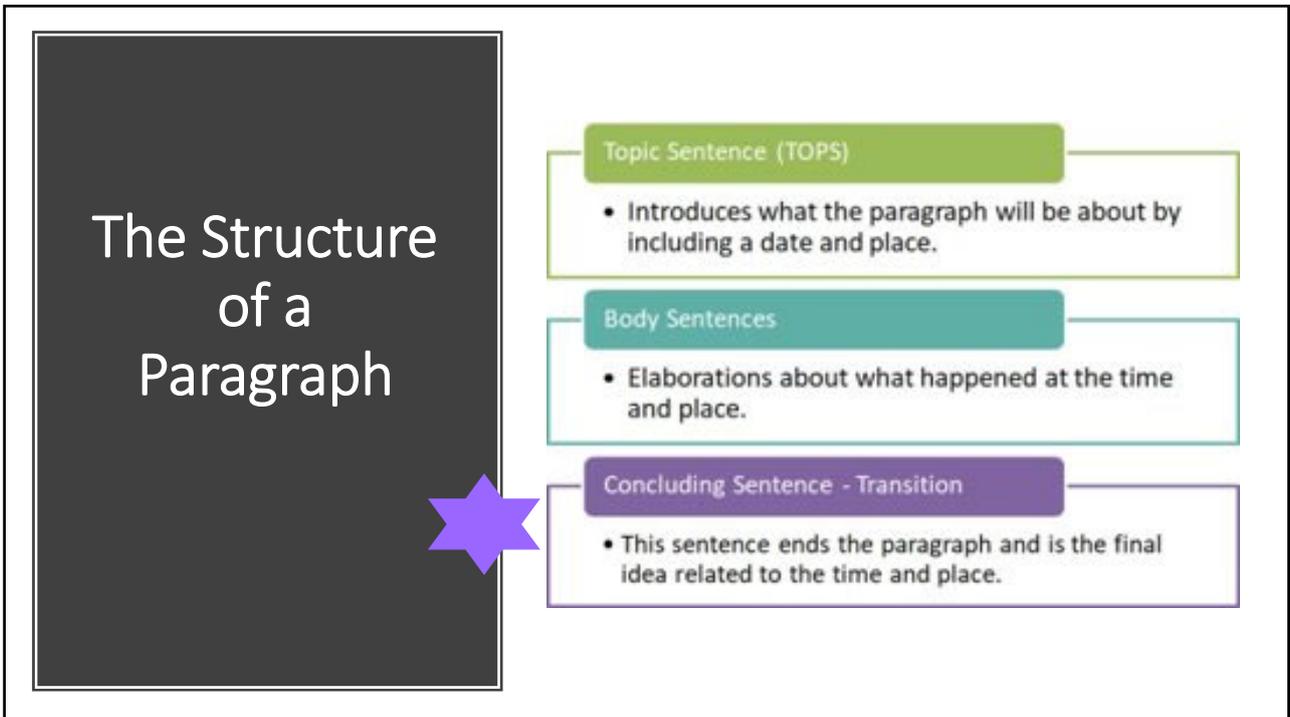


Then Reached Rio de Janeiro and (seeds, livestock)

Decide on where these facts would go in the body paragraphs. In the voyage, arrival in Australia or first contact.

Editing Codes			
MT	Marked with an adult	T	Talk to an adult
sp (underline the word) Spelling mistake, write it in your dictionary			
P (circle the punctuation or space)	Check, add or change punctuation	g	grammatical error
c	Check this and change it	//	New line (to indicate a new paragraph)

Teacher to reinforce and use the editing codes and explain how they are used and why (easy to make a mark than it is to write feedback) after constructing the third body paragraph. Students use the editing codes to edit their work.



Concluding Sentence

The First Fleet left Portsmouth on 13th May 1787. Lord Sydney (the British Home Secretary) appointed Captain Arthur Phillip to command the First Fleet and be Governor of the newly established penal colony. After months of preparation, he was finally able to set sail. There were eleven ships in total. The two naval escort ships- to keep the convicts in order were the HMS Supply, and HMS Sirius. The Golden Grove, Fishburn and Borrowdale were all food and supply transport ships. How else would all 1420 people aboard survive the journey? **The convicts were transported upon; Alexander, Charlotte, Friendship, Lady Penrhyn, Prince of Wales, and Scarborough.**

Concluding Sentence

Arriving on the 21st January 1788, Botany Bay did not live up to the glowing report Captain Cook had given it. Captain Arthur Phillip did not think that the ground was suitable to grow crops. He was determined to find a better place for settlement. **Therefore, Captain Arthur Phillip lead his crew into Sydney Cove, landing on the 26th January.**

Concluding Sentence

The first anchoring was on 3rd June 1787 in Santa Cruz, Tenerife (part of the Spanish Canary Islands off West Africa.) Once here fresh fruit, vegetables, meat and water could be brought on board. The weather across the tropics was difficult for both the officials and the convicts to handle. **Lack of sanitation, and the exponential growth of vermin and cockroaches, led to many falling ill and dying.**

Exemplar Concluding Sentences

Identify all the
concluding
sentences in the
text.

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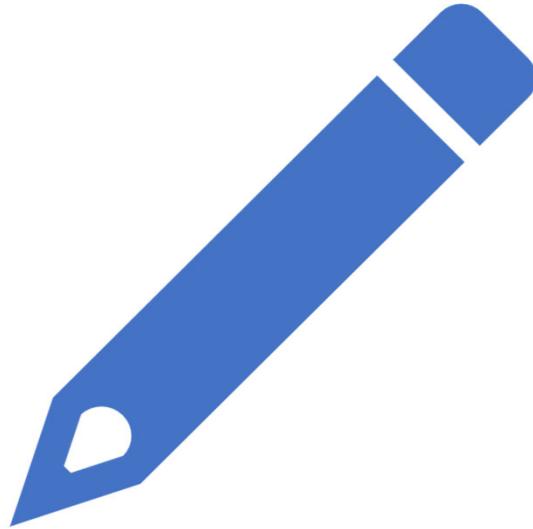
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Examine the exemplar text and look at the concluding sentences. Draw students attention to the specific examples in the body paragraph and make links to the symbols used in the block planner. Do this on an enlarged physical copy of the exemplar. Students can also do the same with their own copy glued into their writing books. Discuss how the concluding sentences have been structured and identify whether they are simple, compound or complex. Explain the punctuation used in the range of sentences and create a colour code to identify simple, compound or complex sentences.

Your Turn

Task: write a concluding sentence for each series of events paragraph.

1. voyage
2. arrival
3. first contacts



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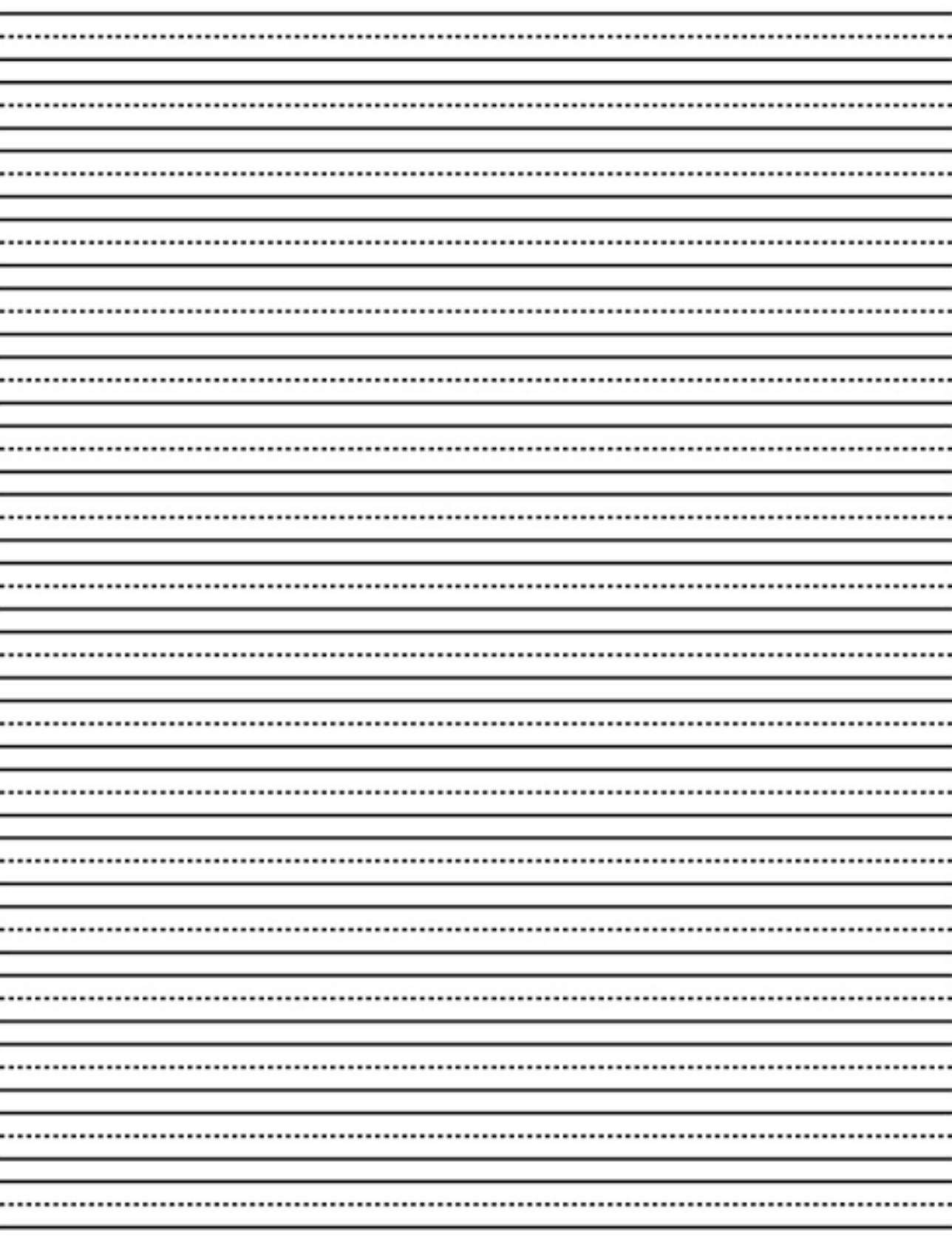
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Copy the following paragraph on the handwriting sheet .

LI: We are revising our joins to the letter 's'

(Date:)

LI: We are revising our joins to the letter
Australia's environment is very harsh and
therefore Indigenous people had to build
shelters that protect them from the elements
Hot sun, heavy rainfalls and strong winds are
all elements that people need protection from.
Some Indigenous people also needed shelter
from the many different animals and insects
that can be harmful to humans.



Faraway Forces - Lesson 4

Learning Intention: we are learning to understand the nature of forces, motion, and matter and energy

Success Criteria:

We will be able to:

- observe how gravity makes objects fall
- represent gravity acting on objects around the world

Activity 1

Let's play 'Going Up!'

The aim of this game is to hit the balloon up into the air and not let it touch the ground.

What do you think will happen if we don't keep the balloon moving during the game?

What do you think is happening to the balloon every time we hit it?



You will need:
Balloons

Before the students start the activity discuss these questions as a class.
In relation to our previous lessons what are the students understanding of motion, force and friction.
This activity will work best in pairs or groups, students will then share their understanding in their groups.
Come together and discuss the students findings.

What is gravity?



- Gravity is a force that pulls things towards the centre of the Earth.

The video will help define and recap today's lesson of gravity.
<https://youtu.be/ljRIB6TuMOU>

Activity 2

Have a look at a globe of the world!

Name some of the different continents and countries.

Where is Australia?

Do you think people on the other side of the world experience gravity?



interactive globe

<https://www.echalk.co.uk/Science/physics/solarSystem/InteractiveEarth/interactiveEarth.html>

01

You will be drawing a picture of the world.

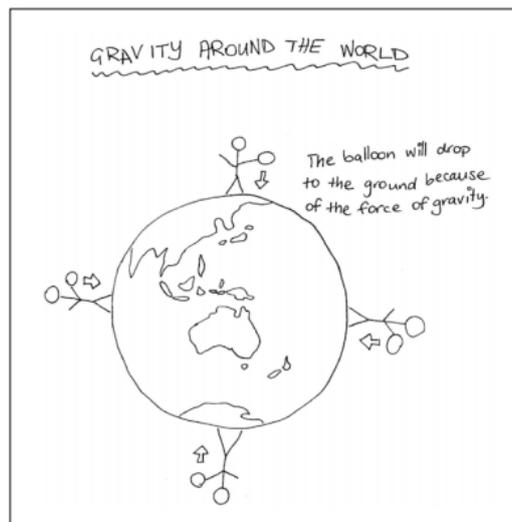
02

You will draw four people in different places around the globe with an air-filled balloon in their hand.

03

You will then draw an arrow to show where the balloon will go if each person dropped the balloon.

In your Science books work on the above activity.
The following slide will have the expectation of their drawing.



'Gravity around the world' student work sample

What are some of the ways people experience gravity in their lives?

Have a class discussion about their different experiences of gravity in your lives.
Make notes on this slide as class.

Questions



How do we know that gravity exists?

What effects of gravity can we see or experience?

What does the balloon activity tell us about gravity?

What might happen if there was no gravity?

You now have the opportunity to change or fix your picture of the world.

As a class discuss the above questions. Answer them in their books under your drawing.
Once you gain further understanding, adjust their drawing or add any new information you now know.

Red level

Multiplying by 9	Multiplying by 6
$9 \times 4 =$	$6 \times 4 =$
$9 \times 6 =$	$6 \times 7 =$
$9 \times 3 =$	$6 \times 3 =$
$9 \times 8 =$	$6 \times 8 =$
Create and complete 4 of your own questions	Create and complete 4 of your own questions

Blue level

Multiplying by 9	Multiplying by 6
$9 \times 11 =$	$6 \times 12 =$
$9 \times 13 =$	$6 \times 15 =$
$9 \times 22 =$	$6 \times 29 =$
$9 \times 46 =$	$6 \times 52 =$
Create and complete 4 of your own questions	Create and complete 4 of your own questions

Black level

Multiplying by 9	Multiplying by 6
$9 \times 74 =$	$6 \times 83 =$
$9 \times 82 =$	$6 \times 224 =$
$9 \times 547 =$	$6 \times 454 =$
$9 \times 643 =$	$6 \times 735 =$
Create and complete 4 of your own questions	Create and complete 4 of your own questions

Green level

Multiplying by 9	Multiplying by 6
$9 \times 874 =$	$6 \times 882 =$
$9 \times 985 =$	$6 \times 1563 =$
$9 \times 2364 =$	$6 \times 3257 =$
$9 \times 4731 =$	$6 \times 5224 =$
Create and complete 4 of your own questions	Create and complete 4 of your own questions

Equivalent fractions fraction wall

1 WHOLE									
$\frac{1}{2}$					$\frac{1}{2}$				
$\frac{1}{3}$			$\frac{1}{3}$			$\frac{1}{3}$			
$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$			
$\frac{1}{5}$		$\frac{1}{5}$		$\frac{1}{5}$		$\frac{1}{5}$		$\frac{1}{5}$	
$\frac{1}{6}$		$\frac{1}{6}$		$\frac{1}{6}$		$\frac{1}{6}$		$\frac{1}{6}$	
$\frac{1}{8}$									
$\frac{1}{10}$									

If two fractions are equivalent, it means that they are equal.

Use the fraction wall to answer the questions below.

- 1) How many quarters make a half? _____
- 2) How many sixths make a half? _____
- 3) How many eighths make a half? _____
- 4) How many sixths make a third? _____
- 5) How many tenths make a fifth? _____
- 6) How many tenths make a half? _____

Fill in the equivalent fractions below.

$$\frac{1}{2} = \frac{\quad}{4}$$

$$\frac{1}{2} = \frac{\quad}{6}$$

$$\frac{1}{2} = \frac{\quad}{8}$$

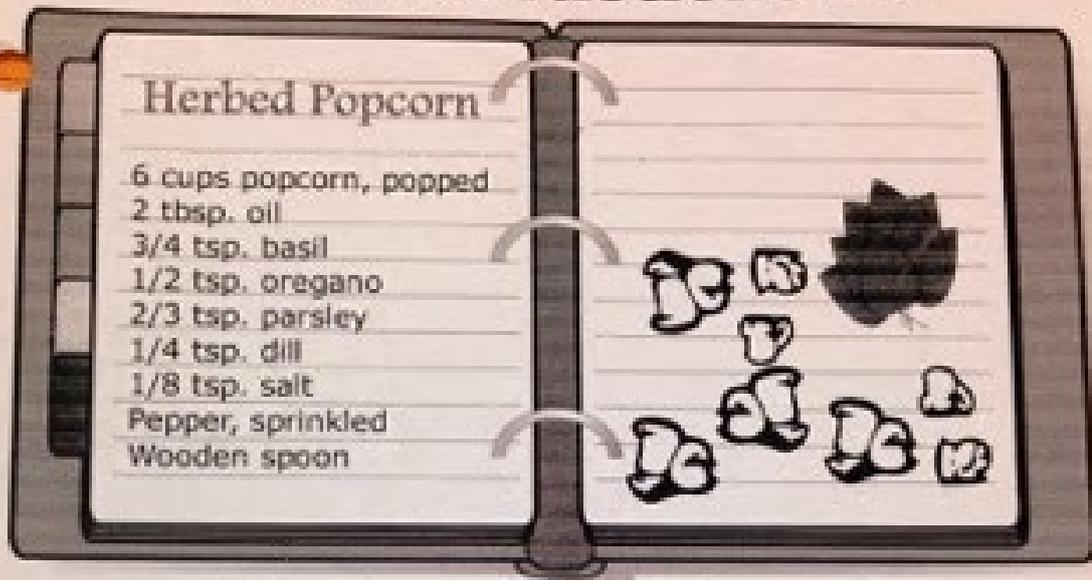
$$\frac{1}{3} = \frac{\quad}{6}$$

$$\frac{1}{5} = \frac{\quad}{10}$$

$$\frac{1}{2} = \frac{\quad}{10}$$

Learning Fractions through Cooking: Herbed Fractions

Foodie Fractions #4



Tina is having a sleepover. She is making her special popcorn for her friends but she needs a double batch. Can you help Tina double the recipe? Tina's brother would like some herbed popcorn, too. Can you calculate three-quarters of the recipe for her brother?

Multiply each ingredient's amount by 2 and $\frac{3}{4}$.

<i>Measurement</i>	<i>x</i>	<i>2</i>		<i>3/4</i>		<i>Ingredient</i>
6		___	cups	___	cups	popcorn
2		___	tbsp.	___	tbsp.	oil
$\frac{3}{4}$		___	tsp.	___	tsp.	basil
$\frac{1}{2}$		___	tsp.	___	tsp.	oregano
$\frac{2}{3}$		___	tsp.	___	tsp.	parsley
$\frac{1}{4}$		___	tsp.	___	tsp.	dill
$\frac{1}{8}$		___	tsp.	___	tsp.	salt

Name: _____ Date: _____

Equivalent Fractions Mystery Picture

YELLOW: Equivalent to $\frac{1}{2}$ **GRAY:** Equivalent to 1 **GREEN:** Not equivalent to $\frac{1}{2}$ or 1

$\frac{2}{5}$	$\frac{3}{5}$	$\frac{4}{6}$	$\frac{3}{8}$	$\frac{2}{6}$	$\frac{0}{3}$	$\frac{2}{7}$	$\frac{1}{9}$	$\frac{3}{4}$	$\frac{5}{8}$
$\frac{2}{8}$	$\frac{4}{7}$	$\frac{7}{8}$	$\frac{0}{4}$	$\frac{4}{5}$	$\frac{1}{7}$	$\frac{2}{9}$	$\frac{1}{4}$	$\frac{1}{3}$	$\frac{4}{9}$
$\frac{0}{2}$	$\frac{5}{7}$	$\frac{5}{6}$	$\frac{1}{2}$	$\frac{13}{26}$	$\frac{11}{22}$	$\frac{15}{30}$	$\frac{1}{6}$	$\frac{7}{8}$	$\frac{2}{3}$
$\frac{6}{7}$	$\frac{5}{9}$	$\frac{8}{16}$	$\frac{12}{24}$	$\frac{6}{12}$	$\frac{25}{50}$	$\frac{7}{14}$	$\frac{9}{18}$	$\frac{3}{7}$	$\frac{3}{9}$
$\frac{1}{8}$	$\frac{11}{22}$	$\frac{12}{24}$	$\frac{10}{20}$	$\frac{6}{12}$	$\frac{3}{6}$	$\frac{1}{2}$	$\frac{4}{8}$	$\frac{4}{8}$	$\frac{6}{8}$
$\frac{14}{28}$	$\frac{8}{16}$	$\frac{9}{18}$	$\frac{8}{8}$	$\frac{2}{4}$	$\frac{14}{28}$	$\frac{3}{3}$	$\frac{8}{16}$	$\frac{7}{14}$	$\frac{5}{10}$
$\frac{7}{14}$	$\frac{4}{8}$	$\frac{5}{10}$	$\frac{15}{30}$	$\frac{13}{26}$	$\frac{3}{6}$	$\frac{5}{10}$	$\frac{14}{28}$	$\frac{10}{20}$	$\frac{3}{6}$
$\frac{13}{26}$	$\frac{10}{20}$	$\frac{6}{12}$	$\frac{1}{2}$	$\frac{2}{4}$	$\frac{3}{6}$	$\frac{10}{20}$	$\frac{9}{18}$	$\frac{2}{4}$	$\frac{6}{12}$
$\frac{2}{4}$	$\frac{14}{28}$	$\frac{13}{13}$	$\frac{12}{24}$	$\frac{5}{10}$	$\frac{7}{14}$	$\frac{2}{4}$	$\frac{1}{1}$	$\frac{4}{8}$	$\frac{4}{8}$
$\frac{6}{9}$	$\frac{12}{24}$	$\frac{9}{18}$	$\frac{4}{4}$	$\frac{11}{22}$	$\frac{11}{22}$	$\frac{10}{10}$	$\frac{5}{10}$	$\frac{15}{30}$	$\frac{4}{12}$
$\frac{1}{4}$	$\frac{5}{7}$	$\frac{1}{2}$	$\frac{8}{16}$	$\frac{2}{2}$	$\frac{6}{6}$	$\frac{6}{12}$	$\frac{1}{2}$	$\frac{7}{9}$	$\frac{1}{11}$
$\frac{4}{7}$	$\frac{1}{10}$	$\frac{3}{7}$	$\frac{13}{26}$	$\frac{7}{14}$	$\frac{15}{30}$	$\frac{8}{16}$	$\frac{8}{9}$	$\frac{4}{5}$	$\frac{7}{12}$
$\frac{3}{5}$	$\frac{1}{7}$	$\frac{3}{4}$	$\frac{10}{12}$	$\frac{2}{5}$	$\frac{1}{12}$	$\frac{1}{6}$	$\frac{9}{12}$	$\frac{2}{6}$	$\frac{4}{6}$

Red level

Dividing by 9	Dividing by 6
$18 \div 9$	$12 \div 6$
$27 \div 9$	$18 \div 6$
$36 \div 9$	$24 \div 6$
$45 \div 9$	$30 \div 6$
Create and complete four of your own questions.	Create and complete four of your own questions.

Blue level

Dividing by 9	Dividing by 6
$82 \div 9$	$54 \div 6$
$97 \div 9$	$72 \div 6$
$56 \div 9$	$86 \div 6$
$72 \div 9$	$92 \div 6$
Create and complete four of your own questions.	Create and complete four of your own questions.

Black level

Dividing by 9	Dividing by 6
$174 \div 9$	$183 \div 6$
$282 \div 9$	$224 \div 6$
$547 \div 9$	$454 \div 6$
$438 \div 9$	$735 \div 6$
Create and complete four of your own questions.	Create and complete four of your own questions.

Green level

Multiplying by 9	Multiplying by 6
$874 \div 9$	$882 \div 6$
$985 \div 9$	$1563 \div 6$
$2364 \div 9$	$3257 \div 6$
$4731 \div 9$	$5224 \div 6$
Create and complete four of your own questions.	Create and complete four of your own questions.

L.I: To discover what life was like in the new colony for the First Fleeters.



S.C: We will be successful when we:



Describe what life was like in the new colony.

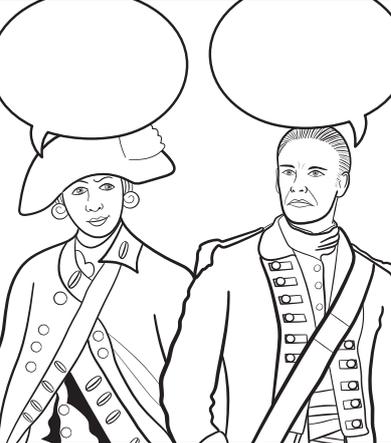


Explain our thoughts on Governor Phillip.

What was life like in the new colony for the First Fleeters?

1

Below is the final instalment in this series... You know what to do.

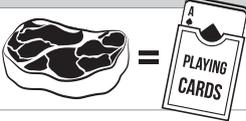
<p>Stories of the First Fleet Chapter 4</p> <p>When we left the story, Governor Arthur Phillip and the First Fleeters had landed in Sydney Cove, ready to begin their new colony. How did that go?</p>	 <p>Not so well. Only a few of the First Fleeters knew how to farm or build, and no one was used to the weather. The native plants and animals were also not to people's taste.</p>	 <p>They had to rely on the food they had brought and that was fast running out. They were also badly equipped. Their tools were poor quality and they had forgotten to bring extra clothes.</p>
 <p>Phillip was enthusiastic about the new colony but this was not shared by all. Many people hated the place and thought Phillip was doing everything wrong.</p>	 <p>At the start, the First Fleeters and the Eora got on, but as time passed and the Eora realised the First Fleeters were staying, things got tense. People were killed. (More on this later...)</p>	 <p>After a few tough years, things started to turn around for the colonists. The drought broke, ships started arriving with more people and supplies, and the farms started doing better. Sydney was taking a new shape....</p>

As you just read, life in the early years was tough for the First Fleeters. One of the biggest issues facing them was lack of food.



3

Everyone received the same weekly rations, from convicts to Governor Phillip. If they spread that out evenly over the week, this table shows what they could eat each day*.

Food	Males	Females
salted, dried beefOR.....	400 gm	250 gm 
salted, dried pork	300 gm	200 gm
dried peas	250 gm/ml	170 gm/ml
bread	300 gm	200 gm
butter	30 gm 	20 gm
flourOR.....	70 gm	50 gm
rice (raw)	30 gm	20 gm

*Numbers are rounded and based on first rations. Source: Tench W., *Sydney's First Four Years*, p. 72

- a What would you have been able to eat? Where you had a choice, which would you have picked? Put a star by your rations.
- b How would you have felt about living on this every day?
 - Fine – I like my food plain
 - I could live with it, except for _____ .
 - Is that even food? I would have hated it.
 - I would starve. Don't they know I am a growing person?
- c What foods might the First Fleeters have missed from their old lives? What foods would you miss?
