

Year 5 Learning from Home Schedule Overview

Week	Monday	Tuesday	Wednesday	Thursday	Friday
4	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 4

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
Morning Routine Watch MR4 video <u>or</u> look through the slides on characters of the goldfields. Record facts on the information learnt.	Morning Routine Watch MR4 video <u>or</u> look through the slides on characters of the goldfields. Record facts on the information learnt.	Morning Routine Watch MR4 video <u>or</u> look through the slides on characters of the goldfields. Record facts on the information learnt.	Morning Routine Watch MR4 video <u>or</u> look through the slides on characters of the goldfields. Record facts on the information learnt.	Morning Routine Watch MR4 video <u>or</u> look through the slides on characters of the goldfields. Record facts on the information learnt and submit online.
SOTD Watch SOTD 4 video or look through SOTD notes and complete task.	SOTD Watch SOTD 4 video or look through SOTD notes and complete task.	SOTD Watch SOTD 4 video or look through SOTD notes and complete task.	SOTD Watch SOTD 4 video or look through SOTD notes and complete task.	SOTD Complete and submit SOTD 4 assessment online.

<p>Writing</p> <p>Watch Warning Paragraph video 1 or look through the slides on Warning Paragraph. Identify the warning paragraph in Tenacious Thomas. Highlight the warning and sensory imagery used.</p>	<p>Writing</p> <p>Watch Warning Paragraph video 2 or look through the slides on Warning Paragraph. Identify the warning paragraph in Rebellious Ron. Highlight the warning and sensory imagery used.</p>	<p>Writing</p> <p>Plan (using your block planner) and write your opening paragraph and warning paragraph.</p>	<p>Writing</p> <p>Plan (using your block planner) and write your opening paragraph and warning paragraph.</p>	<p>Writing</p> <p>Plan (using your block planner) and write your opening paragraph and warning paragraph.</p>
<p>Reading of Core Novel Watch 1854 Chapter 7-9</p>				
<p>Year 5 Learning from Home Schedule Week 4</p>				
Monday	Tuesday	Wednesday	Thursday	Friday
<p>Guided Reading</p> <p>Watch GR4 video and vocabulary or read through GR and vocabulary slides.</p>	<p>Guided Reading</p> <p>Watch GR4 video and vocabulary or read through GR and vocabulary slides.</p>	<p>Guided Reading</p> <p>Watch GR4 video and vocabulary or read through GR and vocabulary slides.</p>	<p>Guided Reading</p> <p>Watch GR4 video and vocabulary or read through GR and vocabulary slides.</p>	<p>Guided Reading</p> <p>Watch GR4 video and vocabulary or read through GR and vocabulary slides.</p>
<p>Maths</p> <p>Watch A&S 1 or choose your addition and subtraction level.</p> <p>Watch PV 1 or choose your place value level.</p>	<p>Maths</p> <p>Watch Highest Common Factor video or PowerPoint with notes. Investigate Highest Common Factor.</p>	<p>Maths</p> <p>Continue investigating Highest Common Factor.</p> <p>Watch Divisibility video 2 or read through the notes and investigate by divisibility on 3.</p>	<p>Maths</p> <p>Watch Divisibility video 2 or read through the notes and investigate by divisibility on 3 and 9.</p>	<p>Maths</p> <p>Watch M&D 1 or read through and investigate Multiplication and Division (Division by single digit numbers, dividing the remainder to create a fraction).</p>
<p>Year 5 Learning from Home Schedule Week 4</p>				
Monday	Tuesday	Wednesday	Thursday	Friday

Fitness 20 minutes of exercise.	HSIE Go through Lesson 4 PowerPoint or read through HSIE Lesson 4 notes and complete activities. Complete task and submit on Google Classroom or upload a photo on Edmodo or write your work in your book. Inquisitive Link: http://inq.co/class/hcw Access Code: 2848	Science Go to Lesson 4 PowerPoint or read through Science Lesson 4 notes and complete activities on gases. Investigate properties of gases by completing worksheet 'Tissue in a cup'. Complete task and submit on Google Classroom or upload a photo on Edmodo or write your work in your book.	CAPA Watch Characterisation – Stereotypes https://digital.artsunit.nsw.edu.au/the-arts-unit-home/art-bites Continues watching the video from 10 minutes and 30 seconds onwards. Complete activities 5-10 using website or notes. Google Classroom or upload a photo on Edmodo or write your reflection in your book.	PDHPE Brainstorm why relationships change. Create a timeline of your friendships since Kindergarten. Complete task and submit on Google Classroom or upload a photo on Edmodo or write your work in your book.
https://www.youtube.com/watch?v=u0_1QBQ8Syk				



Characters of the Goldfields: policemen, shopkeepers & leaders

TERM 2 MORNING ROUTINE
(WEEK 4: CHARACTER)

Learning Intentions

We are learning that facts have a historical context.

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



Success Criteria

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

Day and Date



Short date



Long date



Digital time



Analogue time

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

How well do you know your time facts?

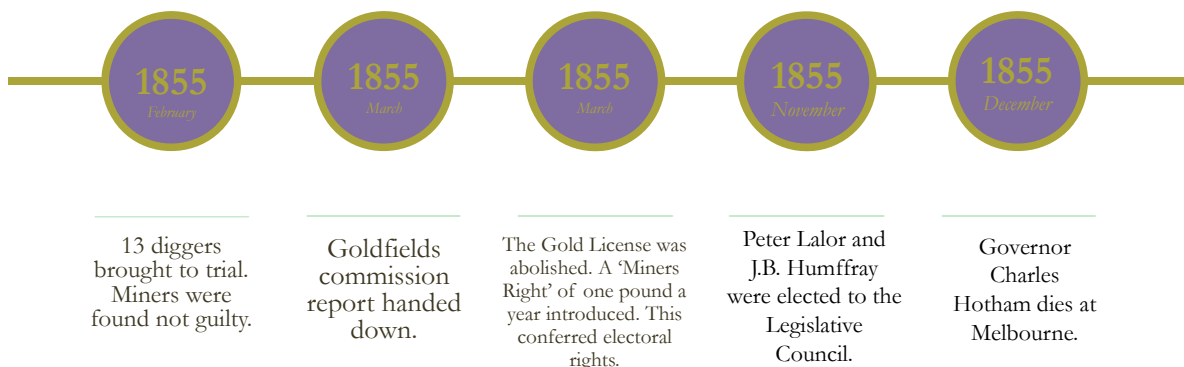


1. Hours in a day?
2. Minutes in an hour?
3. Minutes in a half hour?
4. Minutes in a quarter of an hour?
5. Seconds in a minute?
6. Days in a week?
7. Days in a fortnight?
8. Days in three fortnights?
9. Days in a year?
10. Days in five years?
11. Years in a millennium?
12. Years in a century?
13. Years in a decade?
14. Minutes in 24 hours?
15. Days in August, September and October altogether?
16. Jerry left home for the diggings at 7:30am and returned for lunch at 1:25pm. How long was he gone?

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

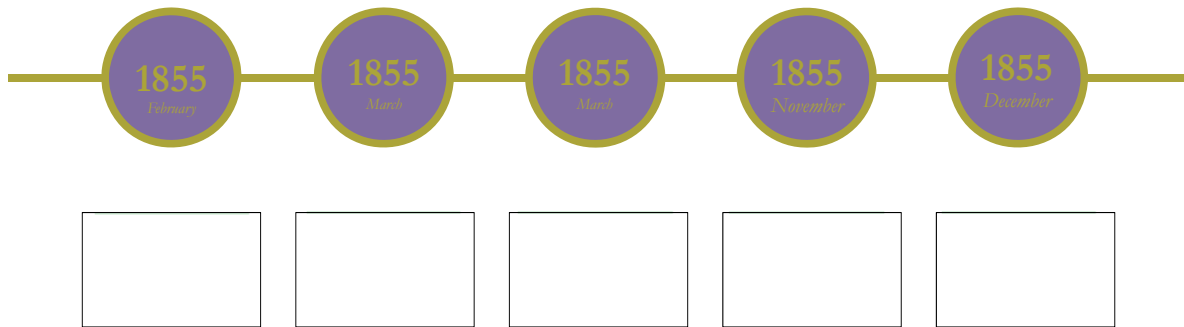
A key event in the development of Australian democracy and Australian identity.



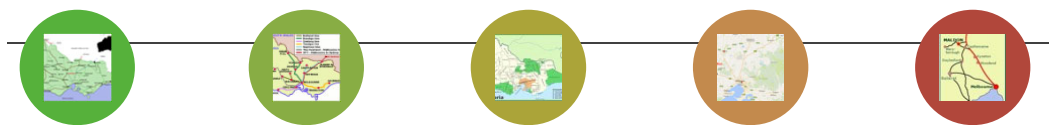
Read through and study the above timeline and facts on the Eureka Stockade. Each day of the week, focus on remembering one fact and date as follows.
 Monday – 1855 February (13 diggers brought to trial. Miners were found not guilty) Tuesday – 1855 March (Goldfields commission report handed down)
 Wednesday – 1855 March (The Gold License was abolished. A 'Miners Right' of one pound a year introduced. This conferred electoral rights)
 Thursday – 1855 November (Peter Lalor and J.B. Humffray were elected to the Legislative Council)
 Friday – 1855 December (Governor Charles Hotham dies at Melbourne)

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.



CASTLEMAINE,
VIC

ARARAT,
VIC

GIPPSLAND,
VIC

TALBOT,
VIC

MALDON,
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 VIC. Each day of the week you will explore a different area.



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

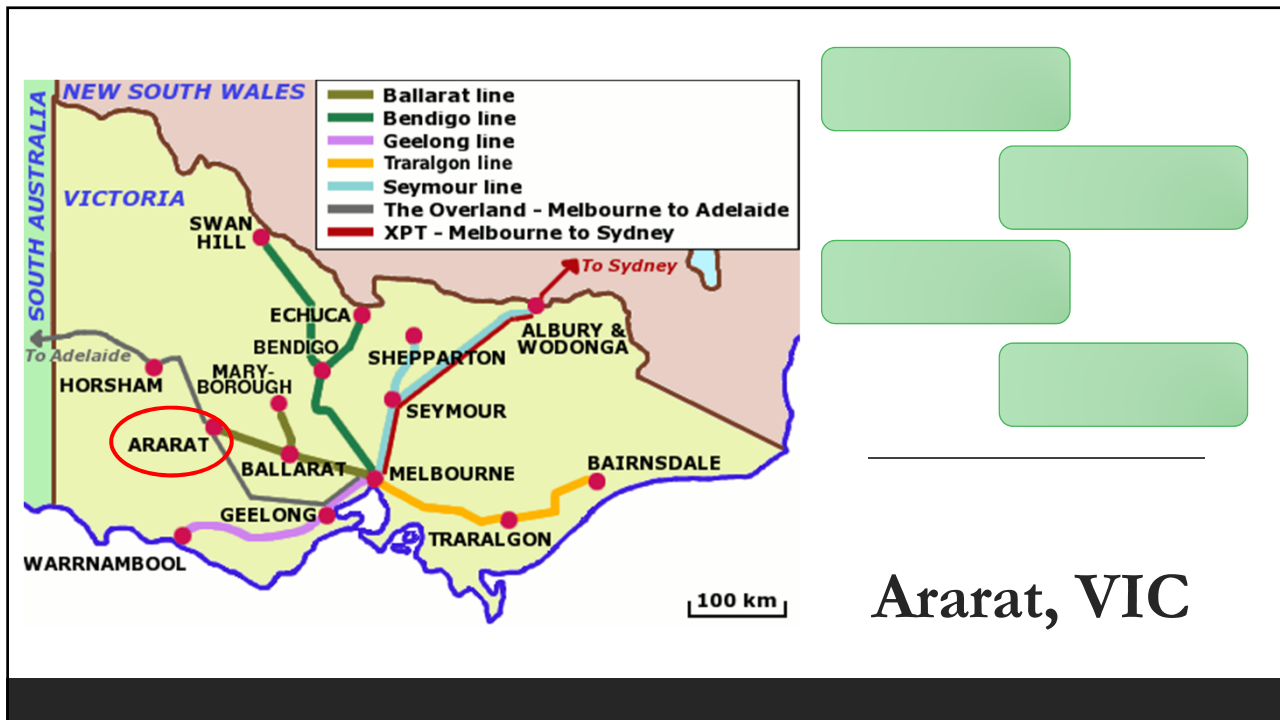
Weather

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

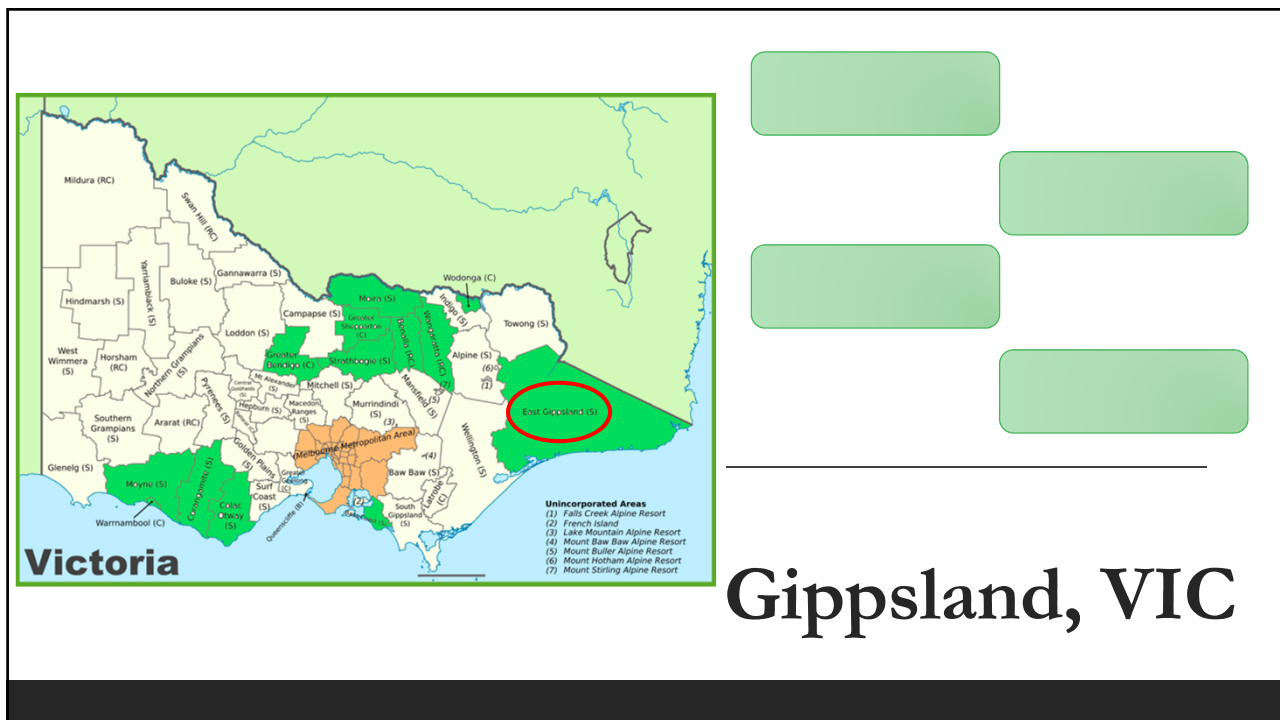


Castlemaine, VIC

Monday – if possible, do a web search of the weather in Castlemaine 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 Castlemaine using the map above.



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



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



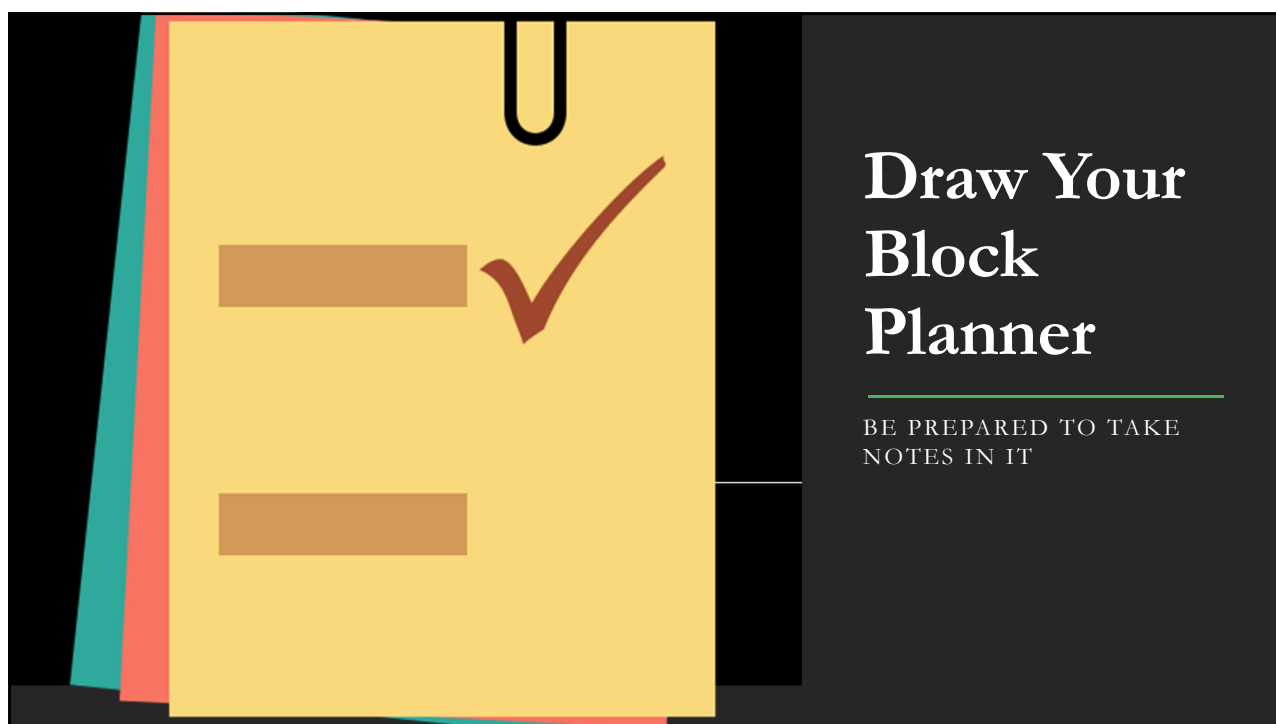
Talbot, VIC

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



Maldon, VIC

Friday – if possible, do a web search of the weather in Maldon 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 Maldon 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.



POLICEMEN



SHOPKEEPERS



LEADERS



RETRIEVAL



RETRIEVAL

For week 4 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;

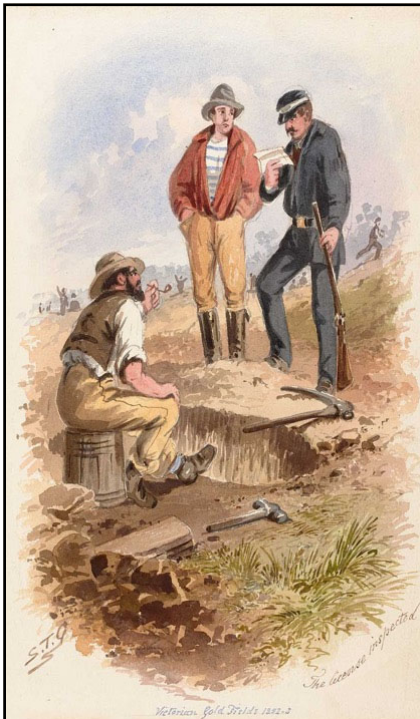
Monday – Policemen

Tuesday – Shopkeepers

Wednesday – Leaders

Thursday – Retrieval practice (go back and revise/retrieve information about all the previously learnt characters from week 3)

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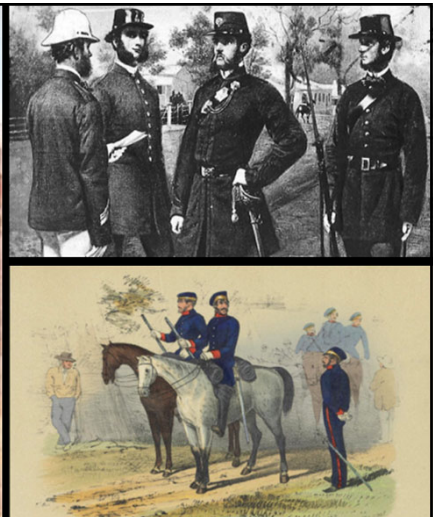
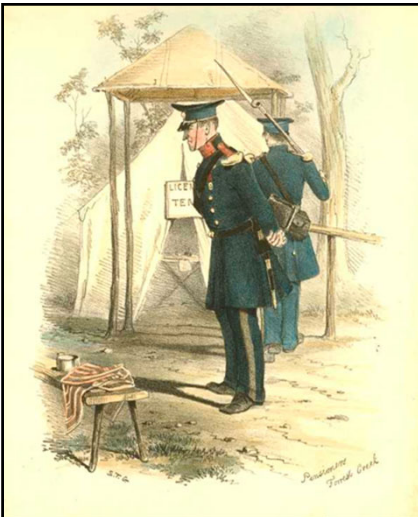


Policemen

- When gold fever struck in 1851, the police force suffered as a majority of men left to go digging for gold – in Melbourne all but two of 40 police resigned to join the rush.
- Initially it was difficult to recruit new police and men of dubious character (those with convict backgrounds and military pensioners from Van Diemen's Land) were accepted into the force.
- But recruitment problems were temporary. The force was centralised and there was extensive investment in infrastructure and manpower. Wages were raised, policemen were recruited from England and Ireland
- As immigrants poured in and luck ran out on the diggings, applications to join the police rose dramatically. By March 1852 the Melbourne force was at full strength. By mid 1853 there were 875 police stationed in Victoria and a year later 1,639 – establishing the relatively high police to population ratio of 1:144 in the colony.
- A primary responsibility of this heavily armed police force was administrative – to regulate and enforce the gold licensing system. Rather than combating crime, the police operated essentially as a repressive tax gathering and surveillance force. When giving evidence to the Gold Fields Commission of Enquiry in 1855, Chief Commissioner MacMahon admitted that police at Ballarat were used primarily as tax gatherers and could not be respected or function efficiently as law enforcement officers while this remained their role. The enquiry determined that far too many police were stationed on the goldfields and that the 'proper duty of protecting the people' was not carried out effectively.
- The repressive, inefficient policing policy on the goldfields was compounded by the government's decision to grant half the proceeds of fines for evasion of licence fees and sly-grogging to the individual policeman responsible for the conviction. This kept most police intent on securing licence fees and fines (rather than combating crime) and led to widespread corruption. It also did nothing to curb the powers of some brutal and corrupt individuals. Many police, some accustomed to a system of convict discipline, were contemptuous of the diggers and performed their duty in a rude, bullying manner.
- This policy and practice of policing generated hatred, contempt for the force, and ultimately rebellion from the diggers. They were angered by the lack of policing of actual crime and outraged by a system that cast them as criminals – one that took a digger who couldn't pay his licence fee for a serious felon.

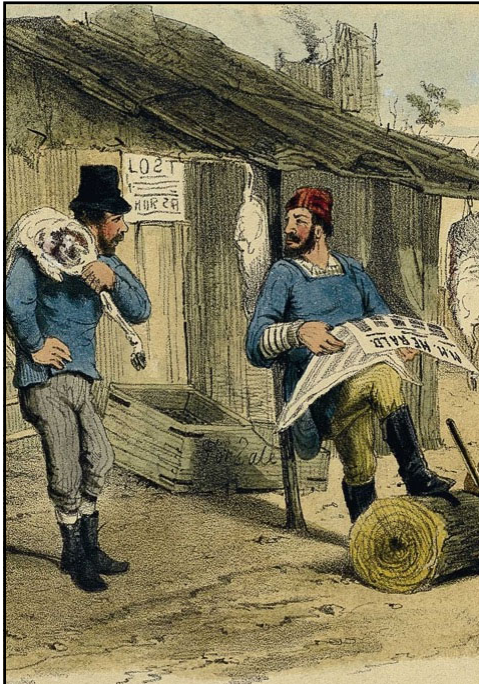
Monday – Policemen

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



Policemen

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 policemen in these images.

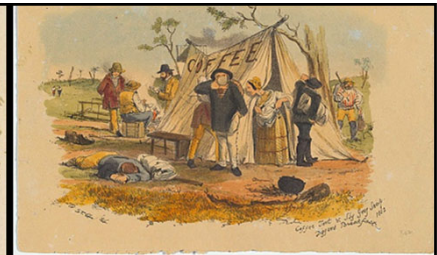


Shopkeepers

- **General stores** carried a great variety of goods, covering mining needs, food and clothing. They sold such things as picks, shovels, puddling pans and dishes, spades, mining boots, clothing and bedding, tea, sugar, flour, fresh and salted meat, bacon and hams, tobacco, and forage for horses and cattle. Goods could be paid for in cash or gold.
- As with the innkeepers, the storekeepers became gold-buyers. Bacon and ham were considered a luxury and were too expensive for anyone but the more successful diggers. Chickens and eggs were particularly rare on the early goldfields.
- Stores were identified by flying a flag on their roof. Several stores, as well as hotels, offered refreshments and accommodation.
- Meat was sold to butchers by the local landowners. The meat was killed daily and was hung outside the shop for all to see (and presumably for the flies to visit!) There was no means of keeping the meat cool, except in winter, so it would 'go off' very quickly.
- Sometimes the meat was sold to the butchers by bushrangers who had stolen the cattle. This practice of stealing cattle and disguising the brand before selling them was called 'duffing' cattle.
- Fruit and vegetables were rare and had to be brought in from the nearest large centre until the Chinese diggers produced market gardens. These provided not only variety to the meals, but also much needed vitamins and minerals for added nourishment.
- In time, the delicious aromas coming from the Chinese camps attracted the European through curiosity, hunger, or sheer desperation of something other than the interminable mutton and damper. The Chinese set up 'Chinese Cafes' to cater for the demand.

Tuesday – Shopkeepers

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



Shopkeepers

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 shopkeepers in these images.



Peter Lalor

- Irish-born Australian leader of the 1854 gold miners' uprising at the Eureka Stockade in Ballarat, Victoria, the most-celebrated rebellion in Australian history; subsequently he became a politician.
- In 1854, Peter Lalor went to the Ballarat goldfields and though he heard that miners were unhappy about how they were being treated by officials, he didn't join them to protest straight away.
- The miners' protests quickly became bigger and more enthusiastic. At a miners' meeting on November 30, 1854 the miners elected Lalor as their leader.
- After the expansion of the Victoria Legislative Council to include representatives from the goldfields, Lalor was one of the first elected in 1855. He subsequently served in the Legislative Assembly (lower house) in 1856–71 and 1875–87.

Lieutenant Governor La Trobe

- Lieutenant Governor La Trobe visited the area one month after the rush began and witnessed a team of five men dig out 136 ounces of gold in one day and another 120 ounces on the following day. The richness of these finds equated to around 10 years' wages to an average Englishman.
- La Trobe's decision to tax the miners aggressively and his failure to solve the land problem are counted as his worst mistakes during this period.
- Amid increasing pressure, La Trobe submitted his resignation late in 1852, but was not relieved until 1854. This period, where La Trobe hesitated to act and failed to balance the colony's budget is often cited as another flaw in a man whose colony had now grown to more than 300,000 settlers.
- Admirers of La Trobe can point to many achievements. He secured Melbourne's water supply, the Yan Yean Reservoir; he established and reserved space in the city for parks and began work on institutions like the public library and university.




Lieutenant Governor Charles Hotham

- Melbourne residents felt that strong leadership had been lacking under La Trobe.
- Hotham was shocked at both the price of labour in the city (the salaries that La Trobe had approved to retain civil servants for instance) and the number of miners who were failing to pay their license fees.
- Hotham was presented with figures that showed there were almost 40,000 miners (out of perhaps 80,000 miners) not paying their licence fee.
- Added to this, one of the largest drains on revenue was the payroll of commissioners and police ordered to collect the fees.
- The new Miner's Right was a success and over 50,000 had been purchased by the end of 1855.
- Hotham never admitted that the licence hunts were wrong, only that they were poorly carried out.

Leaders

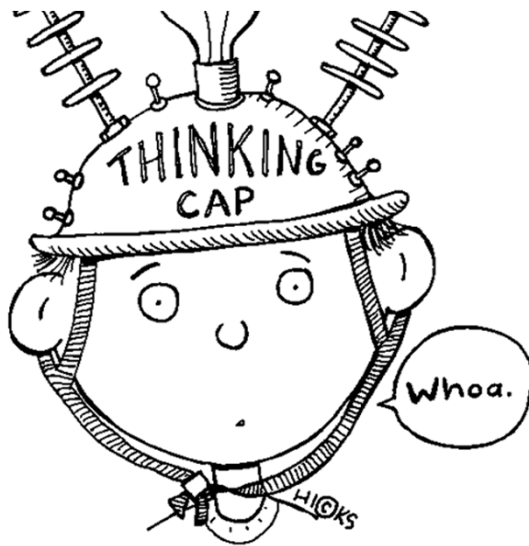
Wednesday – Leaders

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

Leaders

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 leaders in these images.



Retrieval

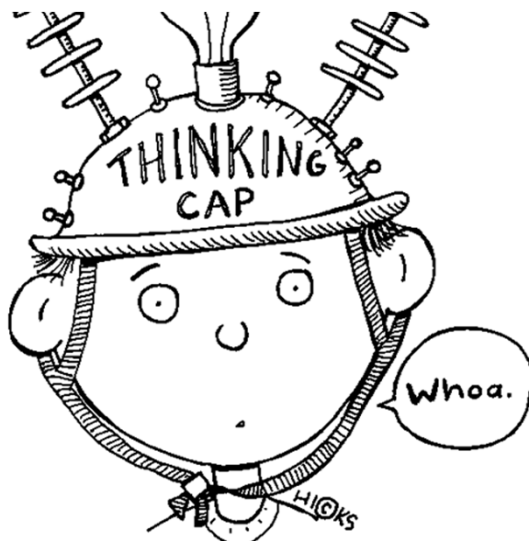
What do you remember about characters of the goldfields?

- Migrants
- Women
- Miners
- Children
- Families

Thursday – Retrieval Practice

Draw your block planner and have your student knowledge organiser in front of you. It's time to retrieve what you've learnt about all the characters on the goldfields. Go back and revise/retrieve information about all the previously learnt characters from week 3. Take notes in your block planner and student knowledge organiser.

1. Migrants
2. Miners
3. Families
4. Women
5. Children



Retrieval

What do you remember about characters of the goldfields?

- Policemen
- Shopkeepers
- Leaders

Friday – Retrieval Practice

Draw your block planner and have your student knowledge organiser in front of you. It's time to retrieve what you've learnt about all the characters on the goldfields. Go back and revise/retrieve information about all the previously learnt characters from week 4. Take notes in your block planner and student knowledge organiser.

1. Policemen
2. Shopkeepers
3. Leaders



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?

Audience

The diagram consists of two identical rectangular boxes side-by-side. Each box has a thick green border on the top and left sides, and a thin green border on the bottom and right sides. Inside each box is a light green rectangle. The word 'Audience' is centered in the left light green rectangle, and the word 'Voice' is centered in the right light green rectangle.

Voice

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

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

Entertain Me

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



Characters of the Goldfields *Student Knowledge Organiser*



Vocabulary		Policemen	
Word	Definition		
resigned		Shopkeepers	
recruitment			
investment			
infrastructure			
repressive		Leaders	
inefficient			
contempt			
forage		Retrieval Practice	
accommodation			
interminable		Retrieval Practice	
nourishment			
institutions			

February 1855	March 1855	March 1855	November 1855	December 1855
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Week 4 Topic: Adverbial phrase

We are learning to write a sentence that contains an adverbial phrase.

Success criteria

I have:

- a simple, compound or complex sentence
- adverbial phrase
- a capital letter
- a full stop
- comma (if needed)

Adverbial phrase:

An adverbial is a word or phrase that has been used like an adverb to add **detail** or **further information** to a **verb**. Adverbials are used to explain **how**, **where** or **when something happened**; they are like adverbs made up of more than one word. An easy way to remember what an **adverb** is: it adds to the verb.

Adverbial phrases			Main Clause
Time – <i>when?</i>	Manner – <i>how?</i>	Place – <i>where?</i>	
yesterday evening	without looking	in the park	we walk the dog
in the morning	quite cheerfully	at school	John eats breakfast
later on	with clumsy footsteps	in the field	tidy your room
as soon as possible	as quietly as possible	outside	I went to the park
at break time	in a lazy way	in the hall	it will be time for PE
during lunch	like a monkey	around the corner	he cycled to school
in a few minutes	with great enthusiasm	on the playground	Jake hurt his finger
before long	as carefully as possible	from the castle	Emma got told off
after school	without interest	in front of the fountain	she runs away
within seconds	absolutely desperately	lying in bed	they are going to the cinema
quite slowly	glowing with pride	in the dark forest	the children were lost
at first	shaking with terror	beside the lake	they formed a plan
tomorrow night	like tigers	under the ground	Jenny played football

Here is an example:

Later on, the children were lost, shaking with terror, in the dark forest.

Let's create another one: choosing an example from time, where and a main clause. *After school, Jenny played football in the park.*

Monday: Modelled sentence

Learning intention

We are learning to write a phrase that contains an adverbial phrase.

Success criteria

I have:

- a simple, compound or complex sentence
- adverbial phrase
- a capital letter
- a full stop
- comma (if needed)

Sentence I parked the car right here.

*The main clause is 'I parked the car'. The adverbial phrase explains to us **where** the car was parked '**right here**'.*

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 adverbial phrase is 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 phrase that contains an adverbial phrase.

Success criteria

I have:

- a simple, compound or complex sentence
- adverbial phrase
- a capital letter
- a full stop
- comma (if needed)

Sentence: Jack rode his bike very hastily so he could get home sooner.

*The main clause is 'Jack rode his bike'. The adverbial phrase explains to us **how** he rode his bike 'very hastily'. Hastily means quickly, as he wanted to get home sooner.*

- The compound sentence is underlined in yellow.
- The adverbial phrase is 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, compound or complex sentence
- adverbial phrase
- a capital letter
- a full stop
- comma (if needed)



Sentence: After they woke up,...

- **Task:** Complete the sentence, you may use the picture prompt if you like or create your own idea. The adverbial phrase is already added for you stating when something will happen 'After they woke up'. You will need to include a main clause explaining who 'they' is and what they did after waking up. Check for correct end punctuation.

Example: After they woke up, the Smith Family packed up their things and then went on a hike.

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

Thursday: Joint Sentence

Learning intention

We are learning to write a phrase that contains an adverbial phrase.

Success criteria

I have:

- a simple, compound or complex sentence
- adverbial phrase
- a capital letter
- a full stop
- comma (if needed)

Sentence: *When the meeting at Bakery Hill ends,...*

- **Task:** Complete the sentence, you may use the picture prompt if you like or create your own idea. The adverbial phrase is already added for you, it tells us when, where and the time something will happen. You will need to include a main clause explaining what will happen after the meeting ends. Check for correct end punctuation.
- Use the colours to identify each part of your sentence.

Friday: Assessment

Learning intention

We are learning to write a phrase that contains an adverbial phrase.

Success criteria

I have: - a simple, compound or complex sentence

- adverbial phrase
- a capital letter
- a full stop
- comma (if needed)

Task: Today you will create a simple, compound or complex sentence that contains adverbial phrase with correct beginning, middle (if needed) and end punctuation.



Guided Reading

Week 4

We are learning to identify and justify themes.



We will be successful if we can:



Identify themes in a text



Justify our responses with evidence from the text



Make connections when we read

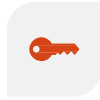
What comprehension strategies will I be using?



INFERENCING



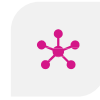
DETERMINING
IMPORTANCE



KEY
VOCABULARY



SYNTHESISING



MAKING
CONNECTIONS



BACKGROUND
KNOWLEDGE

What is inferencing?

•Using what you already know and evidence from the text to read 'between the lines' and figure out what the author is saying.



Depends on
your purpose.

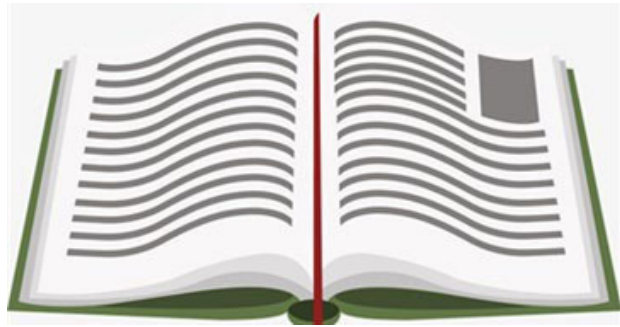


- Looking for the important words all the rest is GLUE.



WHAT IS SYNTHESISING?

Reading,
understanding,
creating
something new.



What is a theme?

- The theme in a story is its underlying or hidden message.
- A theme is the central idea, or insight, about life or human behavior that a story reveals.
- In most stories, the theme is not stated directly. Instead, it is revealed to us through the character's experiences.
- Themes are not explicit.
- Themes are implied.





Migration

Racism

Power

Courage

Friendship

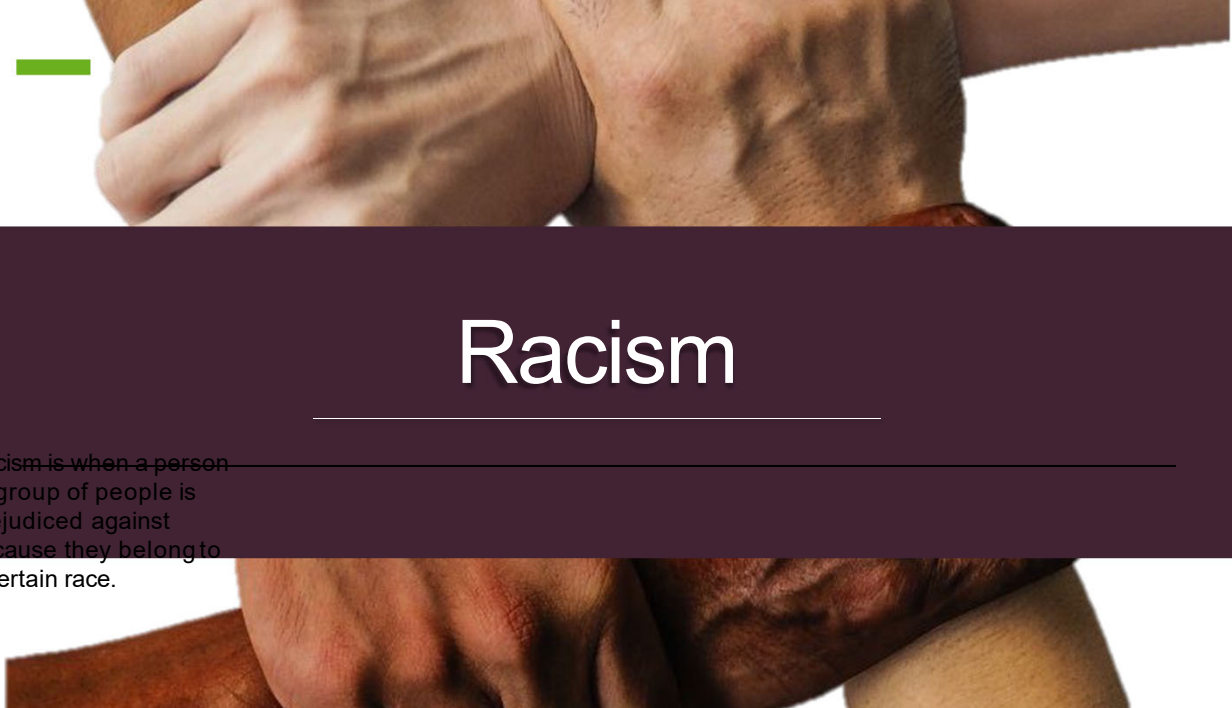
The Gold Rush

What are the major themes in this novel?




Migration

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



Racism

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



Click to add text

Power

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



Courage

Courage isn't about winning. Instead, it's about thinking about something and choosing to do what's right, even if doing so is difficult or guaranteed to fail.



Friendship

True friendship emerges by chance, when two compatible individuals form a relationship in which they can be entirely honest and authentic with each other, and through which they can bring meaning and dignity into one another's lives.




The Gold Rush

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



Reading Activities

- 
- [Monday](#)
 - [Tuesday](#)
 - [Wednesday](#)
 - [Thursday](#)
 - [Friday](#)



My Turn

Jack had been watching without saying a word. Now he spoke up. 'My dear chap,' he said in a mild voice, 'that's no way to speak to a lady, is it?'

Nockles leaned back and put his feet up on the table. 'A lady? I don't think so,' he said. 'Bog-dwelling Irish is what she is. And for you- you're nothing but a damned trouble-maker, stirring up the miners for no good reason. So you can keep your nose right out of this, if you please.'

'But I *don't* please,' said Jack. 'In fact, I'm asking you to make your apology to Mrs Shanahan.'

'What?' scoffed Nockles. 'The day I apologize to someone like her is the day Hell freezes over.'

Mrs Shanahan wiped her hands nervously on her apron. 'Please, Mr Jack, don't concern yourself, not on my account-' she began.

'An apology is quite definitely in order, my dear Mrs Shanahan,' said Jack, 'and I shall see that you get one.'

As he spoke, Henry saw him open up his *dallong* and begin, very gently, to unwind Lola from around his neck.

Nockles had tuned back to Mrs Shanahan. Now he thumped his boots on the table. 'We want those nobblers, now!' he shouted. His small eyes swivelled around the tent. 'What are you all gawking at?'

Monday – Modelled

Racism - because Mrs Shanahan is Irish

Courage and Friendship – Jack insists that Mrs Shanahan gets an apology

My Turn

'Why did you say the trial was a joke?'

Frank swished a big pile of rubbish out into the street and came back into the shop. 'There wasn't even a jury. The magistrate just popped up and said the Bentleys were innocent. Everyone knows that's not true. Jack says he'd like to have the magistrate's guts for garters. Me too, except I'd give him a good roasting first.'

'But if the Bentleys are guilty, why did the magistrate say they weren't?'

Frank rolled his eyes. 'Think about it, Henry. They're all mates. The traps and the magistrate go to the Eureka Hotel every night and get treated like kings, free drinks and all. That's why it wasn't a fair trial.'

Power – Frank explains why it wasn't a fair trial

The Gold Rush – They way people mingled during the time of the Gold Rush



Our Turn

'Justice isn't something to be bought by those who can afford it,' said one of the speakers. 'It's a basic right! There should be one law for everybody.'

'What about the poxy mining licence?' shouted a digger in the crowd. 'Where's the justice there? It don't matter if you find a ton of gold or nothing, we all have to pay the same. And we don't even have a vote!'

'Votes for the miners!' yelled another voice.

The noise from the crowd grew louder. It was like a storm brewing, Henry thought. Everyone has forgotten about James Scobie. They were angry about other things. It was the unfairness of the way diggers were treated that was upsetting them the most.

Wednesday – Shared
Power - unfairness



Your Turn

A short, bearded man climbed onto a window ledge of the hotel and held up his hands for silence.

'That's Mr Rede, the Gold Commissioner,' Frank told Henry. 'Would you look at his shifty eyes, now? He's in a panic, you cantell.'

'Order, please,' yelled the Commissioner. 'Order! Calm down, my friends. Think about what you are doing.'

'We ain't your friends,' jeered a voice, 'and you ain't ours, ya great nincompoop.'

People began to boo. A stone flew through the air. The Commissioner ducked, and then held up his hand again.



Your Turn

Then a tall person in a long fur cloak stuffed a pile of newspapers underneath the canvas. The crowd around him cheered him on, shouting and laughing.

‘Jack!’ Henry yelled. ‘Jack, what d’you think you’re doing?’

Jack turned around. ‘I’m doing what everyone here wants to do. I’m righting a wrong. I’m the voice of the people, Henry!’

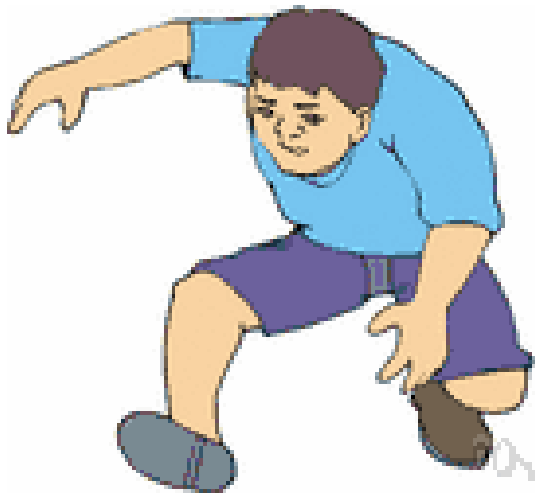
There was no doubt of that. To the crowd Jack was certainly a hero. And he’s my friend, Henry realized. Suddenly he felt really proud of that. We’re covies, he thought, him and Frank and me.

Of course what Jack was doing was right. This was how to get rid of the unfair licenses, and crooked traps like Nockles, and poor miners being hauled off to the watch-house. You had to show you weren’t afraid to stand up for your rights. If that meant destroying property, you just did it. You had to show that it was the people who were in charge.



lavatory

"Henry got up, dressed, and went past several tents to the outdoor hole that was the lavatory."
(pg. 34)



stagged

"The baskets were heavy, but after he'd staggered down the road and put everything carefully into the lady's very smart carriage, she only gave him sixpence." (pg. 36)



scurrying

"Whatever the men were looking at made a quick scurrying movement."
(pg. 37)



prodded

"As Henry watched, Nockles prodded the joey with a stick." (pg. 38)



wispy

" 'I shot its mother
yesterday, and a very
tasty stew she
made,' said Nockles,
stroking his wispy beard."
(pg. 38)



cowered

"He gave the joey a kick.
It cowered away,
shivering" (pg. 38)



sneered

" 'That won't be soon,'
sneered Nockles. "
(pg. 39)



companions

" 'We-e-ell now, here's a
turn-up,' Nockles said,
turning to his
companions." (pg. 40)



glanced

"Nockles glanced at the money. 'Five shillings or nothing,' he said."
(pg.40)



trembling

"Henry picked up the joey. It lay in his arms, trembling. Its left leg hung down." (pg. 41)

Writing to Entertain

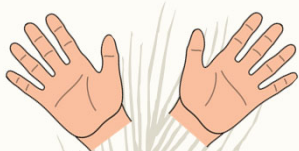
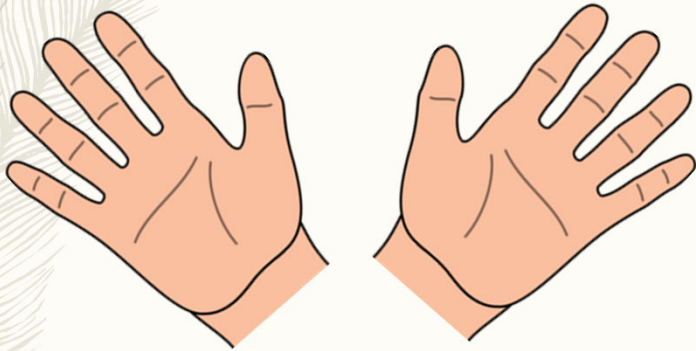
Warning Tales

Warning Paragraph



3 Types of Writing

10 Elements of Writing



10 Elements of Writing



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



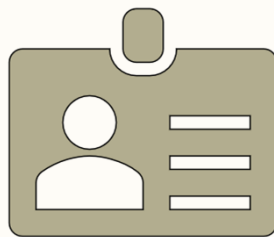
Review the 10 elements of writing



Draw the Block Planner

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?

Remember that when we write our setting it sets the atmosphere. 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. It includes time, place and weather.

Introducing the Main Character

We need to describe the character on the inside and outside.



When describing the character on the outside, we have to think about what they look like, their movements are and what they are wearing.



When describing the character on the inside, we have to think about their personal attributes, traits and qualities that make them who they are.

It's important to introduce the main character by describing the character on the outside and inside. It's important to note down what they look like, their movements are and importantly what they are wearing. When describing the character on the inside you have to think about their personal attributes, traits and qualities that make them who they are.

We are learning to write a warning paragraph.

We can:

- ✓ Introduce a new character
- ✓ Describe how the character is warned
- ✓ Use sensory imagery

Warning Paragraph



The main character gets warned.



5 senses

We use our 5 senses throughout the paragraph to show, not tell, the reader what is happening.

In the warning paragraph, the main character is warned by someone. It's important to include your five senses throughout the paragraph.

Example

The Gruffalo's Child by Julia Donaldson and illustrated by Axel Scheffler.

The Gruffalo said that no gruffalo should ever set foot in the deep dark woods. "Why not? Why not?" "Because if you do, the Big Bad Mouse will be after you. I met him once." Said the Gruffalo. "I met him a long, long time ago."

...

One snowy night when the Gruffalo snored, the Gruffalo's Child was feeling bored. The Gruffalo's child was feeling brave, so she tiptoed out of the gruffalo cave. The snow fell fast, and the wind blew wild, into the wood went the Gruffalo's child.

<https://www.youtube.com/watch?v=MtQm8Qb64EI>

Here is an example from 'The Gruffalo's Child' by Julia Donaldson and illustrated by Axel Scheffler. Watch the video and look at the excerpt in order to see how the character is warned. <https://en.calameo.com/read/000612803e258cbf5d447>

Example

Peter Rabbit and Other Stories by Beatrix Potter.

Once upon a time there were four little Rabbits, and their names were—

Flopsy,

Mopsy,

Cotton-tail,

and Peter.

They lived with their Mother in a sand-bank, underneath the root of a very big fir-tree.

"Now, my dears," said old Mrs. Rabbit one morning, "you may go into the fields or down the lane, but don't go into Mr. McGregor's garden: your Father had an accident there; he was put in a pie by Mrs. McGregor."

"Now run along, and don't get into mischief. I am going out."

Then old Mrs. Rabbit took a basket and her umbrella, and went through the wood to the baker's. She bought a loaf of brown bread and five currant buns.

Here is an example from 'Peter Rabbit and Other stories' by Betrix Potter. Watch the video and look at the excerpt in order to see how the character is warned.

<https://etc.usf.edu/lit2go/148/peter-rabbit-and-other-stories/4923/the-tale-of-peter-rabbit/>

Tenacious Thomas Learns a Lesson

The silence made him recall the memories of his childhood. Botany Bay was unusual, and he felt lonely. Although, he was used to the loneliness. As a young boy, he used to love to play in the trees with his friend Jack whom he met at the orphanage. The two boys would spend hours sitting on the highest tree branch, talking until sunset. Jack would always warn Thomas about climbing trees alone, especially trees with charcoal branches.

Examine the exemplar text and look at the warning tale. Introduce and explain how to write a warning paragraph.

Tenacious Thomas Learns a Lesson

The **silence** made him recall the memories of his childhood. Botany Bay was unusual and he **felt** lonely. Although, he was used to the loneliness. As a young boy, he used to love to play in the trees with his friend Jack whom he met at the orphanage. The two boys would spend hours sitting on the **highest** tree branch, talking until **sunset**. Jack would always **warn Thomas about climbing trees alone, especially trees with charcoal branches.**

What we have highlighted shows the warning given to the main character (yellow). Senses used throughout warning paragraph (pink). Add a sentence that describes using your senses.



My Turn

Warning Paragraph

Teacher to model how to plan using warning paragraph of the block planner – do this on butcher's paper.
Teacher to model or jointly construct the warning paragraph for a warning tale.

Rebellious Ron Learns a Lesson

Mr Owen's golden hair hugged his rugged, yet wrinkly face. His clear blue eyes were piercing me with judgement. "The mattock, boy," he repeated, as my interest drifted towards the old shack beside the shed. "10 rows...10 rows and a foot between each," Mr Owens uttered as he prepared for his journey to Sydney Town. "Hoe the ground, fix the roof and nothing more. Do not enter the house! I won't say that twice," he ordered. I put on my tattered straw hat and began ploughing. The roughness of the mattock scraping at my nimble fingers.

This is our modelled writing.

Rebellious Ron Learns a Lesson

Mr Owen's golden hair hugged his rugged, yet wrinkly face. His clear blue eyes were piercing me with judgement. "The mattock, boy," he repeated, as my interest drifted towards the old shack beside the shed. "10 rows...10 rows and a foot between each," Mr Owens uttered as he prepared for his journey to Sydney Town. "Hoe the ground, fix the roof and nothing more. Do not enter the house! I won't say that twice," he ordered. I put on my tattered straw hat and began ploughing. The roughness of the mattock scraping at my nimble fingers.

What we have highlighted shows the warning given to the main character (yellow). Senses used throughout warning paragraph (pink).



As a class, jointly construct the warning paragraph for a warning tale – do this on butcher's paper.

Marking 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 title, opening paragraph and warning paragraph.



Create your own warning paragraph for the text you have started.
Use the editing codes on your warning paragraph



Review:
Check for understanding: Think, Pair, Share on what the purpose of a warning tale
Recall the parts of a warning tale
Recall the parts of a warning paragraph

Have we been successful?

We are learning to write a warning paragraph.

We can:

- ✓ Introduce a new character
- ✓ Describe how the character is warned
- ✓ Use sensory imagery



Preview

Character doesn't
listen Paragraph



This is what you will be learning next.



What a gas!

Lesson 4

Ohduqlqj #qwhqwlrq=Z h#duh#
 dnduqlqj #derxw#kh#surshwlv#r#
 jdvhl
 Vxffhvv#F ulwhuld-##dq=
 • p dnh#suhglfwlrqv#surygh#
 hyghqfh#rup | #suhglfwlrqv#
 dqg#frp sdh#khp #z lk#hvxow
 • ghqwll| wkh#hdwuhv#r#i#dl#
 wvw
 • ghqwll| #kdw#j dvhv#dnh#s#
 vsdfh#dqg#lqkh#frqvlghu#kh|#
 duh#q

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Review

WHAT DO WE KNOW
ABOUT SOLIDS?

Gases

Can you give examples of any common gases?

What is in the balloons air?

Did you know that a balloon has a combination of **several** different gases including nitrogen, oxygen and carbon dioxide.



The balloons air is a combination of several different gases including nitrogen, oxygen and carbon dioxide. What other gases did you have listed?

Is the ballon a solid or a liquid?

WHY?



The gas inside the balloon is bounded (wrapped in) by the balloon, which is a solid.

Task: can you think of other examples where a gas is bounded by a solid? (eg. Gases in an exhaust pipe on a gas)
List some examples in your book that you may have thought of.



Today, you are going to explore the properties of gas.

Remember to provide reasons for your predictions.

Complete an annotated drawing to show what happened.

If you are doing this at home: Find a see through cup (glass or plastic) and a tissue or tissue paper.
Place the tissue in the bottom of the cup and tip upside down making sure it can not come out. You are going to explore the properties of gas.

Task

A. Make a prediction about what will happen to the tissue inside the cup once you place it in water.

B. Task:

- 1. Fill a container with water.
- 2. Place one tissue in the bottom of a plastic cup.
- 3. Turn the cup upside down and place the lip of the cup as flat as possible on the surface of the water and press the cup down into the water.
- 4. Remove the cup from the water and examine the tissue.

If you can not complete the experiment yourself, watch it online.



Science Trick - Keep Paper Dry Underwater

To watch online: <https://youtu.be/2P69KlrttYg>

Tissues in a cup

Team members' names: _____ Date: _____

What do you need?

- one deep container
- two tissues
- water to fill the container
- two plastic, transparent cups

Investigation 1

<p>What are you going to do?</p> <ol style="list-style-type: none"> 1. Fill the container with water. 2. Place one tissue in the bottom of a plastic cup. 3. Turn the cup upside down and place the lip of the cup as flat as possible on the surface of the water and press the cup down into the water. 4. Remove the cup from the water and examine the tissue. <p>What do you predict will happen?</p>	<p>Draw an annotated drawing to explain what happened.</p>
--	---

Investigation 2

<p>What are you going to do?</p> <ol style="list-style-type: none"> 1. Repeat steps 1 and 2 above. 2. Slowly tilt the cup and observe. 3. Remove the cup from the water and examine the tissue. <p>What do you predict will happen?</p>	<p>Draw an annotated drawing to explain what happened.</p>
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Fill in the worksheet as you investigate the tissue in the cup experiment. If you can not do the experiment yourself, watch the experiment on YouTube: <https://youtu.be/2P69KlrfTYg>

Literacy focus

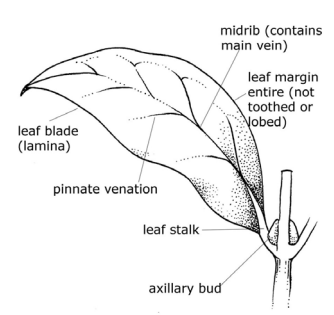
Why do we use an annotated drawing?

We use an **annotated drawing** to show an idea or object.

What does an annotated drawing include?

An **annotated drawing** includes a picture and words or descriptions about the idea or object.

What is an annotated drawing?



This Photo by Unknown author is licensed under CC BY-SA-NC

Complete an annotated drawing to show what happened in your experiment. Read why we use an annotated drawing and what does it include.

Discussion



- Share findings
- What conclusion can be drawn from the investigation?
- Where do you think the air go if I opened a balloon?

Discuss findings: For example: 'The tissue stayed dry because air takes up the space between it and the water'.
Air takes up space and fills the container it is in.
Answer questions on the page.

Questions

Science
chat-board

Update
word wall

Update the 'Gases' section of the class science chat-board with what students have learned.
Review the 'Our questions' section of the class science chat-board and answer any questions that can be answered. Record what students have learned next to the question and how they came to that conclusion.
Update the word wall section of the class science chat-board with words and images.

Tissues in a cup

What do you need?

- one deep container
- water to fill the container
- two tissues
- two plastic, transparent cups

Investigation 1

<p>What are you going to do?</p> <ol style="list-style-type: none"> 1. Fill the container with water. 2. Place one tissue in the bottom of a plastic cup. 3. Turn the cup upside down and place the lip of the cup as flat as possible on the surface of the water and press the cup down into the water. 4. Remove the cup from the water and examine the tissue. <p>What do you predict will happen?</p>	<p><u>Draw an annotated drawing to explain what happened.</u></p>
--	--

Investigation 2

<p>What are you going to do?</p> <ol style="list-style-type: none"> 1. Repeat steps 1 and 2 above. 2. Slowly tilt the cup and observe. 3. Remove the cup from the water and examine the tissue. <p>What do you predict will happen?</p>	<p><u>Draw an annotated drawing to explain what happened.</u></p>
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Lesson 4 – A Timeline of Migration (Week 4)

- **Focus Question:** When did people migrate to Australia in the 1800's?
- **Learning Intention:** *We are learning to identify when people migrated to Australia during the 1800s.*
- **Access Stimulus Resources -**
<https://www.inquisitive.com/lesson/92-a-timeline-of-migration#stimulus>
- **Teaching and Learning Sequence –**
<https://www.inquisitive.com/lesson/92-a-timeline-of-migration>

When did people migrate to Australia in the 1800's?

Not all the migrants who came in the 1800s arrived at the same time. There were waves of migration which were affected by events abroad and in the Australian colonies.

Create a timeline of migration during the 1800s in the space below.

- Find out when the different migrant groups came to Australia.
- Include important dates, for example, the end of convict transportation.

Online Timeline Makers

<https://www.tiki-toki.com/>

http://www.readwritethink.org/files/resources/interactives/timeline_2/

As we think about and explore when people migrated to Australia in the 1800s, you will need to create a timeline of migration during the 1800s. Consider the following points when making your timeline;

When did the different migrant groups come to Australia?

What are some important dates? Such as the end of convict transportation, when did this happen?

Use the links above on the slide to make an interactive timeline online or you can draw your timeline in your book.

Migration Timeline Research Links

Title	Link
History of Immigration	https://www.noborders-group.com/index.php?v=about-us/History-of-Immigration-Australia
Migration Heritage	http://www.migrationheritage.nsw.gov.au/exhibition/objectssthroughtime-history/ott1901/index.html
Australian Immigration Policies: A Timeline	https://www.sbs.com.au/news/timeline-australia-s-immigration-policy
Migration to Victoria: A Timeline	https://museumsvictoria.com.au/longform/immigration-to-victoria/

Utilise the above website links to help you research about the migrant groups as you develop your timeline.

Waves of Migration light show: Maritime Museum of NSW

- Migration during the 1800s was only a part of the story of migration to Australia.
- Watch the Waves of Migration light show created by the Maritime Museum of New South Wales.
- <https://www.youtube.com/watch?v=SE4Psy-0LsU>
- ***Which 1800s migration story did they include in the light show?***

Design your own light show scene depicting one of the following migration stories from the 1800s.

- ***The Irish peasant farmers***
- ***The Afghan Cameleers***



Try role playing. Can you develop this on an animation program?

Visit the link above to watch the Waves of Migration Light Show created by the Maritime Museum of NSW. Think about which 1800s migration story was included in the light show?

Try designing your own light show scene depicting one of the migration stories from the 1800s. This could be one of the following groups;
The Irish peasant farmers
The Afghan Cameleers

See if you can develop your light show using an online animation program? Or you can have a go role playing your chosen migration story.

This house: settling in Ballarat 1857

Ross Hill

Ross's journey from Scotland to Australia took 13 weeks.

He lived in the Ballarat house in 1857.

Next

Timeline

1857 1882 1964 2000

Ballarat House

Visit the little house in Ballarat and investigate all the settlers who lived in it from 1847 to 2000.

Who were the inhabitants and where did they come from?

<https://education.abc.net.au/home#!/media/1386705/this-house-settling-in-ballarat>

Visit the ABC Education website using the link above on the slide to explore Ballarat House. Take the time to investigate all the settlers who lived in Ballarat House from 1847 to 2000. Take notes in your workbook or submit your notes on Google Classroom. Think about who the inhabitants of Ballarat House were and where did they come from?

Vocabulary Definitions

forced migrants – movement of refugees and displaced people.

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

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

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

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

afghan cameleers – people who worked as camel drivers.

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

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

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

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

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

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

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

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

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

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

Vocabulary Definitions

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

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

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

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

bush rangers - an outlaw living in the bush.

exploration - the action of exploring an unfamiliar area.

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

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

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

defining - mark out the boundary or limits of.

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

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

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

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

developments - a new and advanced product or idea.

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

When did people migrate to Australia in the 1800s?



When did people migrate to Australia in the 1800's?

1

Not all the migrants who came in the 1800s arrived at the same time. There were waves of migration which were affected by events abroad and in the Australian colonies.

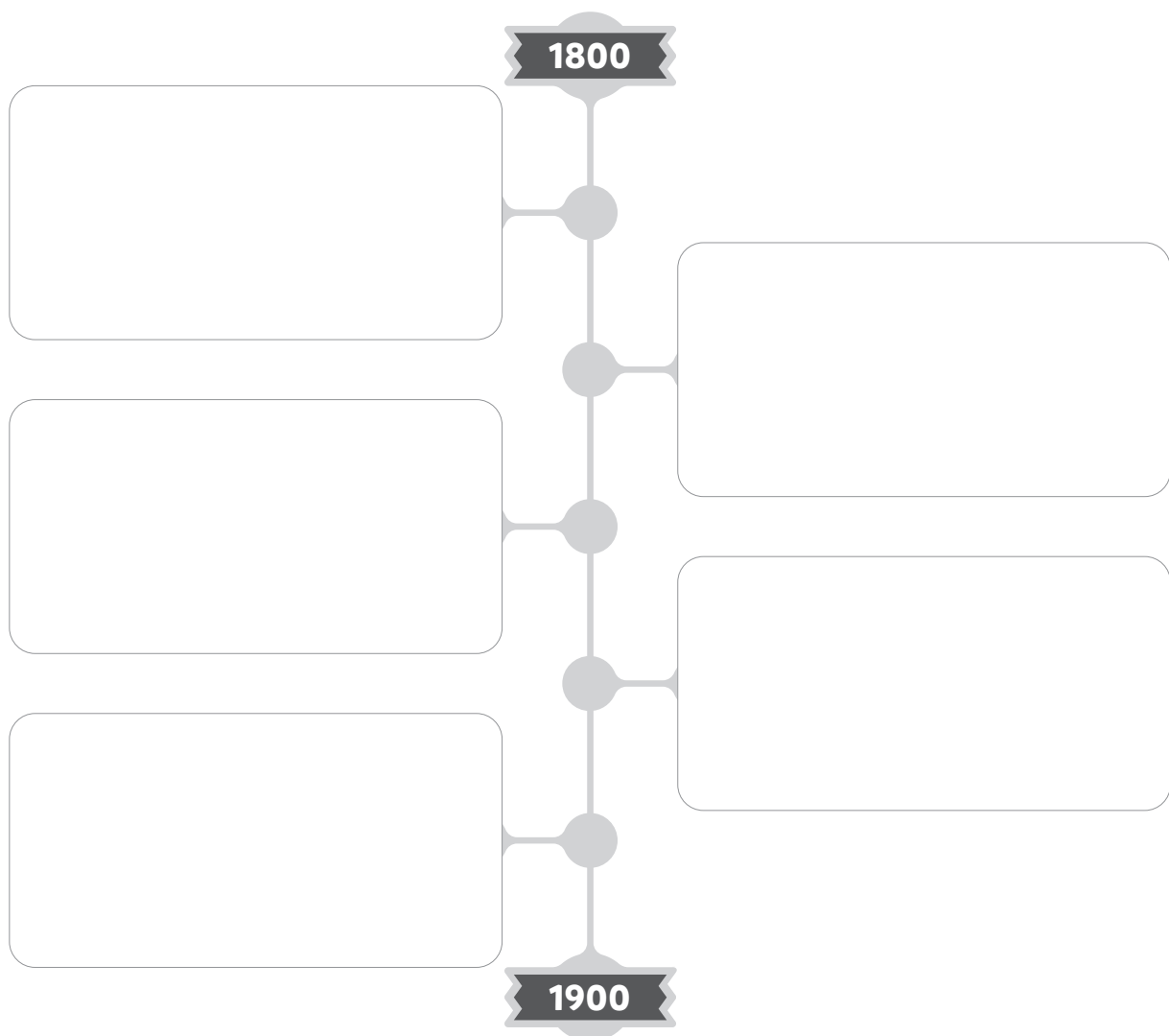
Create a timeline of migration during the 1800s in the space below.

- Find out when the different migrant groups came to Australia.
- Include important dates, for example, the end of convict transportation.
- Add more information boxes if needed.



Use these websites and other reference material to help you create your timeline.

Draft your timeline below.




2



Use the timeline maker to publish your timeline or use other online sites eg Prezi or Time Toast.

3 Migration during the 1800s was only a part of the story of migration to Australia.

a  Watch the **Waves of Migration** light show created by the Maritime Museum of New South Wales.

b Which 1800s migration story did they include in the light show?

--

4 Design your own light show scenes depicting two migration stories of the 1800s which weren't included in the video, for example, The Irish peasant farmers or The Afghan Cameleers.

Scene 1: The _____

--

Scene 2: The _____

--

- 5 Bring one of your scenes to life by using an animation program and adding sound effects, or role play your scene with some class mates and create a sound sketch.

I brought my scene to life by creating a ...

- 6 Visit the little house in Ballarat and investigate all the settlers who lived in it from 1847 to 2000.

Who were the inhabitants and where did they come from?

- 7 Read about the houses in: **Who's been sleeping in my house?** Find out about the houses which were built in colonial times. Were any migrants living in these houses? Which story fascinated you?

- 8 What if your house was built in the 19th Century? What stories could it tell?



Assessment

Time to show your understanding!

List and explain the push and pull factors for people migrating to a new country in the twentieth century.

Push
Pull

Choose one migration policy from the twentieth century and explain how it contributed to the development of Australian society.

Video transcript - The Arts Unit @home Art Bites -

Characterisation - 1. Stereotypes

Week 4 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 continue a series on characterisation. I'm going to continue with stereotypes. Please make sure you have finished activity 1-4.

So in Activity 5, we're going to give them an action in the scene. So in our previous activity, we put them in a location, but now it's really important to give them an action. Otherwise, they're just going to be a talking head. So think about what they would be doing in this scene.

So a nurse might be checking medical charts. She might be going around helping patients. She might be giving someone some medicine. And a grandmother, maybe you're sitting, knitting. Maybe our dad is telling dad jokes.

So think about what activity are you going to give your character. So have a little think. Press Pause if you need to. And press Play when you're ready to go on to **Activity 6**.

Activity 6. All right. So now we're going to decide what mood are they in. So how do they feel about what they do. So for instance, is our nurse cranky because maybe people aren't doing the right thing? Or is she kindly or generous, or does she love what she's doing?

Does our truck driver love being out there behind the wheel in the open space, watching nature go by? Is our grandmother kindly? She loves a little knitting. She's making a scarf that's maybe 10 feet long. Is our Instagram influencer really proud of her appearance? Is she vain? All right?

So think about what mood are they in? How do they feel about what they're doing? Because that's really going to help us later on. Having an attitude towards things is a really important thing to do.

Activity 7. All right. So now we've made some decisions for our character, and we're going to give it a little more life. So we're going to think about how do they walk, how do they move, how do they stand, mannerisms or gestures.

So for instance, a villain in a melodrama would wring his hands like this. All right? Maybe our Instagram influencer flicks her hair a lot. So think about what are some of the gestures and the mannerisms and the walk and the stance that our stereotype has. And then when you're ready, press Play, and we'll move on to our next activity.

Activity 8. We've looked at how they move and their actions and their location. So now it's time to give them a voice. So think about how do they

speak. And not just the language they use, which is very important, but also the tone, the pace, the timing, the rhythm of their voice.

So for instance, (MONOTONE VOICE) a character who only ever talks like a monotonous talk, a little bit like a Dalek, has a very different way of expressing themselves (VOICE MOVES UP AND DOWN) than someone who might just use the whole range of their language. (NORMAL VOICE) So think about what language they're using and how they speak.

And then once you've had a play with that-- and do play with it-- maybe give your character a line to start with to practise with. Think about something they might say. And then practise what their voice sounds like. And then when you're ready, go on to the next activity.

How are you going? You're doing really well. We are now up to **Activity 9**.

And in Activity 9, what I want you to do is I want you to think about what your character is wearing. We're going to put them in a costume now.

So a nurse, pretty simple. Uniform. Truck driver, we talked about that as well.

What's dad wearing, for instance? Is he wearing a big sloppy jumper and jeans? And are those jeans a little bit too loose or tight? Think about that. All right?

If you were doing our Instagram influencer, what's that character wearing? Are they fully made up? Do they look glamorous, right? I bet they know their angles. So think about what's my character wearing. And if it helps, you can draw a little diagram, or you can write a written description. So just take a moment, decide what your character's wearing, and then when you're ready, press Play.

Activity 10. All right. So we have done a lot of things to flesh out our character. So in Activity 10, we're going to dive into their background, and we're going to create what we call a backstory. So this is about what history they might have or the sort of things that they might do, even slightly outside of their occupation.

So think about what suburb they might live in. Think about what their house might look like. Are they married or single? Do they have kids? Do they have a lot of kids? Do they have no kids? Are they young or old? What sort of hobbies might they do?

So I want you to think about five pieces of information that could make up the back story or the history or the context of our character. Because maybe in our final activity, you might want to use that to refer to or to help you do that activity. All right? So think of a backstory, at least five pieces of information, and then when you're ready, press Play.

Well, congratulations. You've now done 10 activities to help you create your own stereotype. And now what we're going to do is we're going to put it all together to create your final activity.

So what you're going to do now is taking your character and your location and your voice and your movement and your actions and your backstory and mash it together and create a day in the life. So can you create maybe a two or three-minute performance where your character tells their audience about a typical day?

And in that, don't forget to include some of those actions. So once again, if your truck driver is on the truck, and as he's telling that story, make sure that he is in action. Same with our nurse. So think about where they are in that location. And as they're telling us, the audience, and the mood that they're in, so they're showing us as well, because action is just as important as dialogue. Sometimes more so.

So you're going to create a scene that is a day in the life of your character. Now, I want you to practise it, and then maybe you can perform it for your family. I'm sure they'd enjoy that. Maybe you can perform it for your teacher, or maybe you can perform it for your friends online, for your class.

If you do perform it, and you film it, we'd love to see it as well. So you can send it to your teacher to send to us, and we will enjoy your performance. So enjoy your activity. And I hope you've learned a lot today about stereotypes. And maybe I'll see you for the next episode, where we're going to take our journey from our stereotypes and stock characters into melodrama. And I'll see you then. Thanks everyone.

<https://digital.artsunit.nsw.edu.au/videos/the-arts-unit-home-art-bites-characterisation-1-stereotypes>

Subtraction

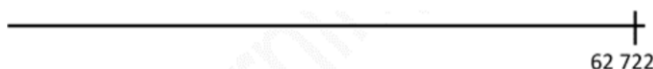
Select 20 cards to make 2 five digit numbers.



Make sure that the number you are subtracting from is larger than the number you are subtracting.

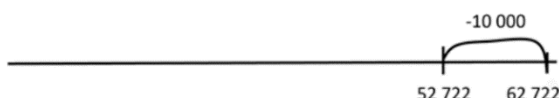
Record your number sentence. $62\,722 - 15\,897 =$

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.

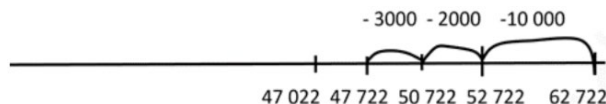
$$62\,722 - 15\,897 =$$

2000 + 3000

Now we need to subtract the remaining part, 3000.

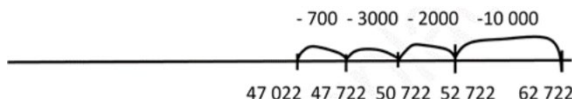


Next, subtract the hundreds 15 897, subtracting to get to 47,000.



Remembering that we still have 2 tens and 2 ones.

To get to 47,000, subtract 700.



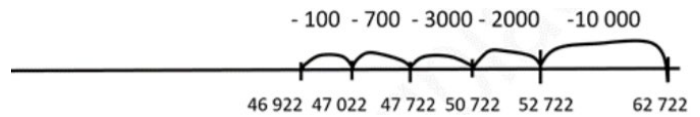
Show how you partitioned that number you are subtracting.

We already subtracted 700.

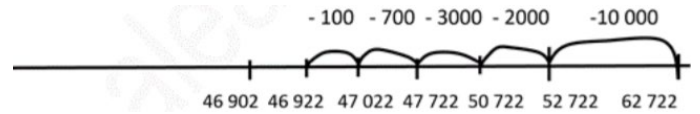
$$62\,722 - 15\,897 =$$

2000 + 3000 700 + 100

Now we need to subtract the remaining part, 100.

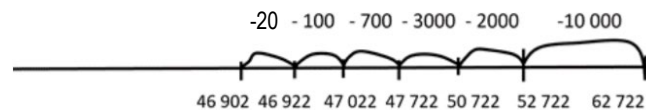


Next, subtract the tens 15 897, subtracting to get to 46,900.



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.

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

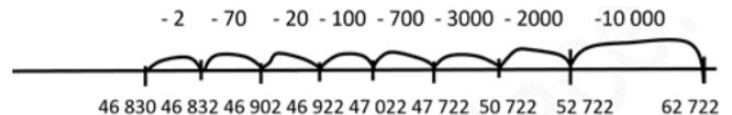
2000 + 3000 700 + 100 20 + 70

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.



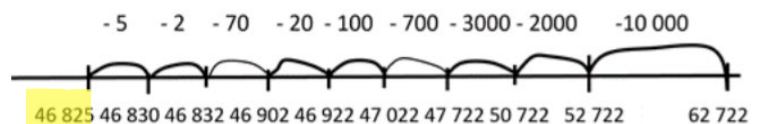
Show how you partitioned that number you are subtracting.

We already subtracted 2.

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

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

Now we need to subtract the remaining part, 5.



Write your number sentence and your answer.

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

Place Value of numbers to thousandths.

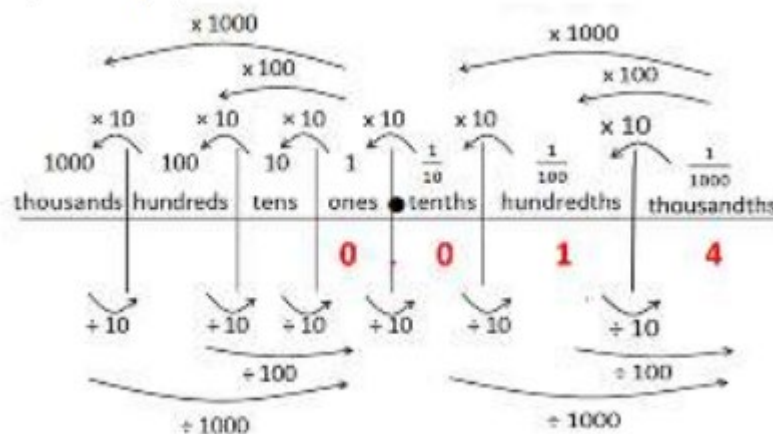
Today brings an investigation about place value.

- What do you know about place value?
- Talk about place value with a friend.
- Is anyone ready to share what they are thinking about place value?
- We've investigated additive and multiplicative place value to hundredths.

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

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

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

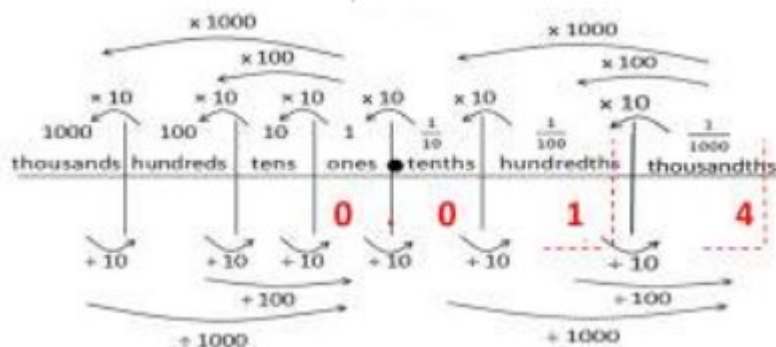


Record, for example, 0.014

Record, for example, $0.014 = 1 \text{ hundredth} + 4 \text{ thousandths}$

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

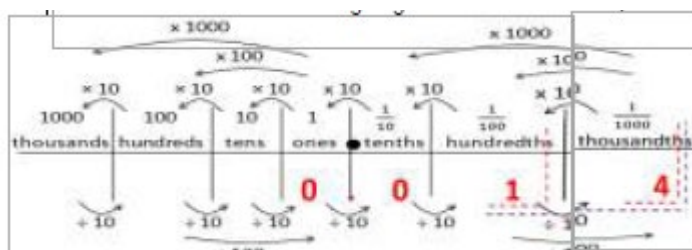
Children record a dotted line going from the 1 to the hundredths label, and from the 4 to the thousandths label, for example,



Record $0.014 = 14$ thousandths

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

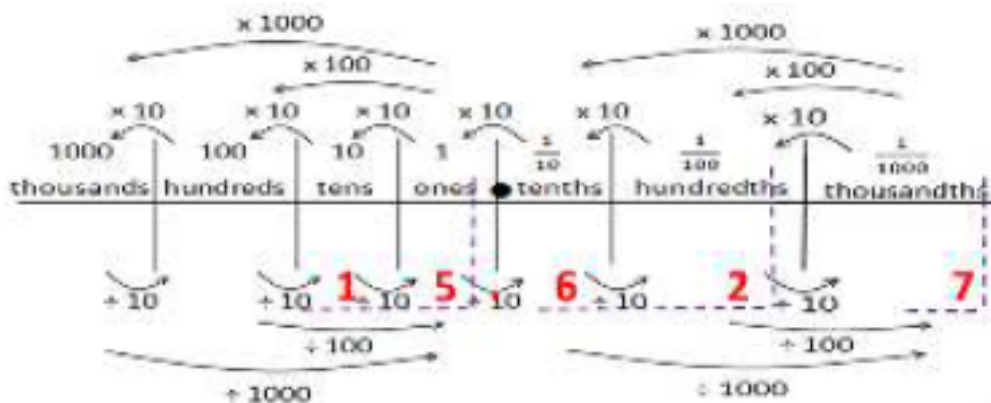
Record a dotted line going from the 1 to 4 and up to the thousandths label, for example,



Record, for example, $15.627 = 15$ ones + 62 hundredths + 7 thousandths

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

Record a dotted line going from the 7 to 6 and up to the tenths label, and under the 3 and up to the thousandths label, for example,

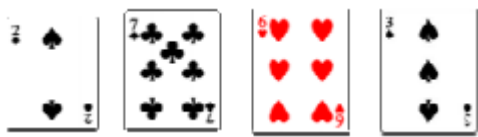


Record, for example, $15.627 = 14$ ones + 16 tenths + 1 hundredth + 17 thousandths

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

- How could we describe 15.627 using non
- Could we describe 15.627 as 14 ones + 16 tenths + 1 hundredth + 17thousandths?
- Could we record our decimals as fractions?
- Let's look at the place value chart.
- Can we see the 14 ones + 16 tenths + 1 hundredth + 17 thousandths in the place value chart, or do we have to mentally see the place values flexibly to see 14 ones + 16 tenths + 1 hundredth + 17 thousandths?

Let's investigate how we can record numbers to thousandths using standard and non-standard place value without drawing a place value chart.



Select 4 cards a number with ones, tenths, hundredths and thousandths.

Record, for example, 2.763

Record, for example, $2.763 = 2 \text{ ones} + 7 \text{ tenths} + 6 \text{ hundredths} + 3 \text{ thousandths}$

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

Record, for example, $2.763 = 27 \text{ tenths} + 4 \text{ hundredths} + 23 \text{ thousandths}$

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

Record, for example, $2.763 = 1 \text{ one} + 126 \text{ hundredths} + 503 \text{ thousandths}$

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

Addition of 5 digit numbers

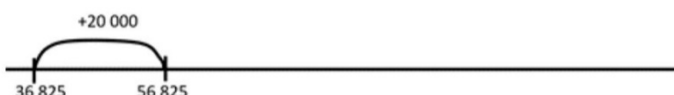
Select 10 cards to make 2 five digit numbers that add to more than 10.



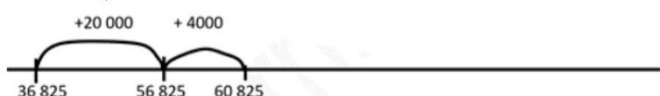
Record your number sentence. $36\ 825 + 25\ 897 =$

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 4000 .

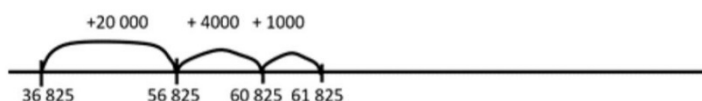


Show how you partitioned the number you are adding.
 We already added 4000 .

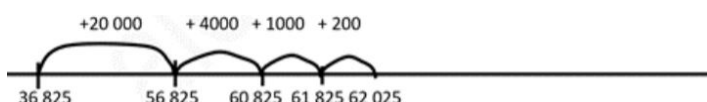
$$36\ 825 + 2\ 5\ 8\ 9\ 7 =$$

$4000 + 1000$

Now we need to add the remaining part, 1000 .



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

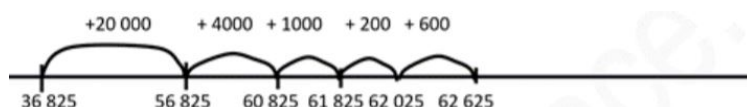


Show how you partitioned the number you are adding.
 We already added 200 .

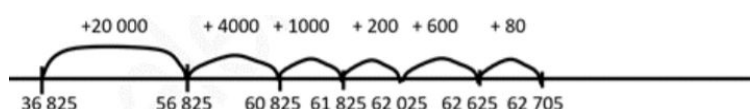
$$36\ 825 + 2\ 5\ 8\ 9\ 7 =$$

$4000 + 1000 + 200 + 600$

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 .

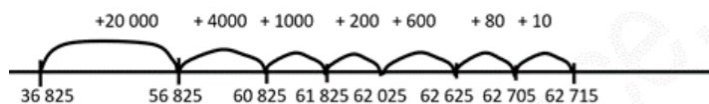


Show how you partitioned the number you are adding.
 We already added 80 .

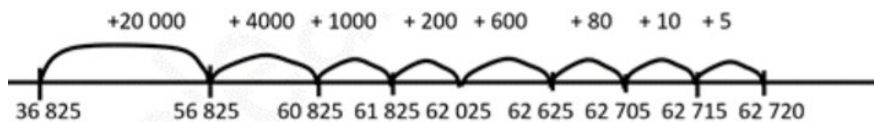
$$36\ 825 + 2\ 5\ 8\ 9\ 7 =$$

$4000 + 1000 + 200 + 600 + 80 + 10$

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.

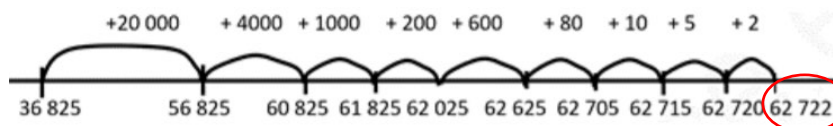


Show how you partitioned the number you are adding.
We already added 5.

$$36\,825 + 2\,589\,7 =$$

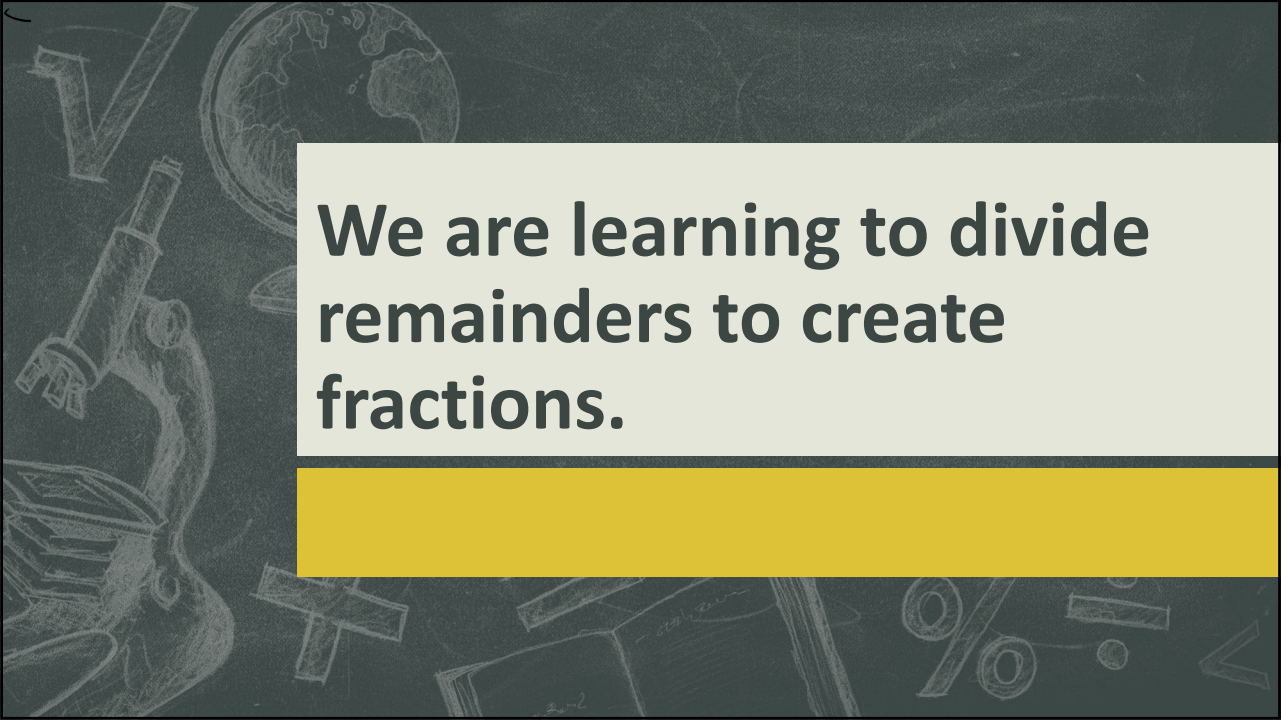
4000 + 1000 200 + 600 80 + 10 5 + 2

Now we need to add the remaining part, 2.



Write your number sentence and your answer.

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



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.

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

$$\begin{array}{r} 300 \div 2 = 150 \\ 30 \div 2 = 15 \\ 4 \div 2 = 2 \\ 1 \div 2 = \frac{1}{2} \end{array}$$

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

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

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

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

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

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

Let's partition 335 using place value. We know that we can partition numbers using standard place value to divide by two because every 10 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 an odd number. Let's partition five into four and one because one is less than two, so we can't partition it into a multiple of two.

335 divided by 2

$\frac{1}{2}$ of 335

What does $300 \div 2$ equal? $300 \div 2 = 150$

What is half of 300? Half of 300 = 150

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

What is half of 30? Half of 30 = 15

What is four divided by two? $4 \div 2 = 2$

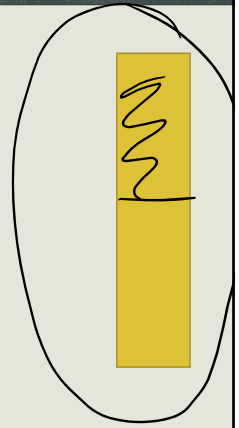
What is half of four? Half of four = two

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.



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

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

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

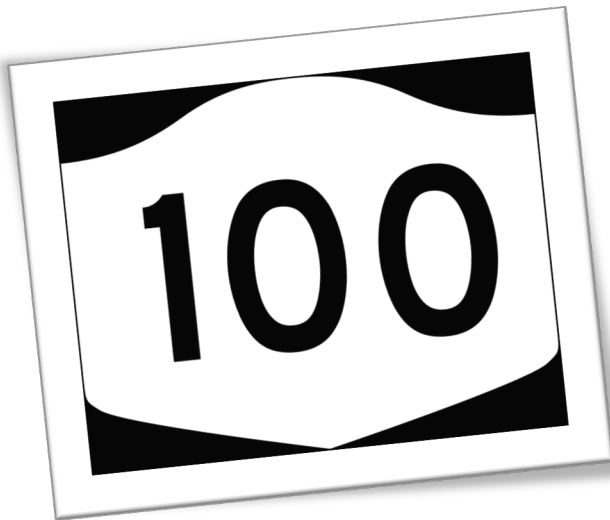
No odd number is divisible by 4.

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?

Divisibility by 8.

How do we know if a number is divisible by 8?

Think about the multiples of 8.

8
176
56

24
96
16

Are there any odd numbers? "NO". So that means odd numbers are not divisible by 8.

Is every EVEN number divisible by 8? NO. How can we tell if an even number is divisible by 8?

Let's investigate if hundredths are divisible by 8.

Is 100 divisible by 8? Is 100, 80 plus 20? We know that 80 is divisible by 8, but 20 is not.

100 is not divisible by 8. As we will have 4 remaining.

Is 200 divisible by 8? Is 200, 160 plus 40? Yes 200 is divisible by 8.

Is every even hundred number divisible by 8?

What about 1600. Is 1600 divisible by 8? Is that an even number?

What about 34600. Is this 34600 divisible by 8? Is that an even number of hundreds?

If we know that every thousands number is divisible by 8, will we know whether a number is divisible by 8 just by looking at the ones, tens and hundreds digits?

We know that every even hundreds number is divisible by 8.

How could we use this information to test any number's for divisibility by 8?

Record, for example:

8 16 24
32 40 48
56 64 72
80 88 96

How many hundreds are in these numbers? Are there zero hundreds?

We've investigated zero, and we found it is an even number because we can halve zero and get a whole number, and zero comes before an odd number. Is zero an even number?

If 64 is divisible by 8, will 200 plus a two digit multiple of 8 also be divisible by 8?

Will 864 also be divisible by 8?

Will all numbers with an even hundreds digit be divisible by 8 if their two digit number is divisible by 8?

What about numbers with an odd hundreds digit?

We know 96 is divisible by 8.

So 104 must also be divisible by 8.

104 has an odd hundreds number.

If 104 is divisible by 8, is 304 divisible by 8?

If 104 is divisible by 8, is 504 divisible by 8?

If 104 is divisible by 8, is 704 divisible by 8?

If 104 is divisible by 8, is 904 divisible by 8?



If 27304 is divisible by 8, is 1904 divisible by 8?

Investigation:

Select cards and make a number to test for divisibility by 8 by identifying if it is even, whether it has an even hundreds digit and tens and ones digits that are multiples of 8, or an odd hundreds digit and tens and ones digits that are multiples of 8, plus 4.

How do you know whether the number is divisible by 8?

Why does this divisibility test work?

Reflection: How can we tell if a number is divisible by 8?