

Year 5 - Learning from Home Schedule Overview

Tuesday	Wednesday	Thursday	Friday
Morning Routine SOTD Writing Reading Maths HSIE	Morning Routine SOTD Writing Reading Maths Science	Morning Routine SOTD Writing Reading Maths CAPA	Morning Routine SOTD Writing Reading Maths PDHPE

Morning Session

Tuesday	Wednesday	Thursday	Friday
Morning Routine Look through the slides on characters of the goldfields. Record facts and dual code them.	Morning Routine Look through the slides on characters of the goldfields. Record facts and dual code them.	Morning Routine Look through the slides on characters of the goldfields. Record facts and dual code them.	Morning Routine Look through the slides on characters of the goldfields. Record facts and dual code them.
SOTD Look through SOTD notes and complete task.	SOTD Look through SOTD notes and complete task.	SOTD Look through SOTD notes and complete task.	SOTD Complete SOTD assessment.
Writing Look through the slides on warning paragraph. Identify the warning paragraph in Tenacious Thomas. Highlight the warning and sensory imagery used.	Writing Plan (using your block planner) and write your opening paragraph and warning paragraph.	Writing Plan (using your block planner) and write your opening paragraph and warning paragraph.	Writing Plan (using your block planner) and write your opening paragraph and warning paragraph.

Middle Session

Tuesday	Wednesday	Thursday	Friday
Guided Reading Read a Literacy Pro text (at your Lexile level) and complete the quiz.	Guided Reading DEAR (at least 20 minutes)	Guided Reading Read a Literacy Pro text (at your Lexile level) and complete the quiz.	Guided Reading DEAR (at least 20 minutes)

Maths Read through highest common factor PowerPoint and notes. Investigate highest common factor.	Maths Continue investigating highest common factor. Read through divisibility notes and investigate.	Maths Read through divisibility notes and investigate divisibility of 2, 4, and 8.	Maths Read through and investigate notes on multiplication and division (division by single digit numbers, dividing the remainder to create a fraction).
Afternoon Session			
Tuesday	Wednesday	Thursday	Friday
HSIE Go through Lesson 4 PowerPoint or read through HSIE Lesson 4 notes and complete activities. 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'.	CAPA Complete the NAIDOC 2021 poster.	PDHPE Brainstorm why relationships change. Create a timeline of your friendships since kindergarten. Fitness https://www.youtube.com/watch?v=u0_1QBQ8Syk

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 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)

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 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)

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: The Smith family packed up their things and went on a hike because it was the weekend.

- **Task:** Complete the complex sentence with an adverbial phrase, you may use the picture prompt if you like or create your own idea. Add an adverbial phrase stating **when** the Smith family went on a hike. For example; in the morning, at lunch time, in the afternoon ect. The adverbial phrase will be placed at the beginning of the sentence and you'll need to include specific punctuation. Also, check for correct end punctuation.

Example: In the morning, the Smith family packed up their things and went on a hike because it was the weekend.

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

Thursday: Joint Sentence

Learning intention

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)



Sentence: When the meeting at Bakery Hill ended, the miners returned to their claims...

- **Task:** Complete the complex sentence with an adverbial phrase, you may use the picture prompt if you like or create your own idea. Add an adverbial phrase stating **how** the miners returned to their claims. For example; shaking with terror, cheerfully, with anger ect. The adverbial phrase will be placed at the end of the sentence, check for correct end punctuation.
- Use the colours to identify each part of your sentence.

Example: When the meeting at Bakery Hill ended, the miners returned to their claims with contempt.

Friday: Assessment

Learning intention

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)

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



Characters of the Goldfields: policemen, shopkeepers & leaders

TERM 2 MORNING ROUTINE
(WEEK 4: CHARACTER)

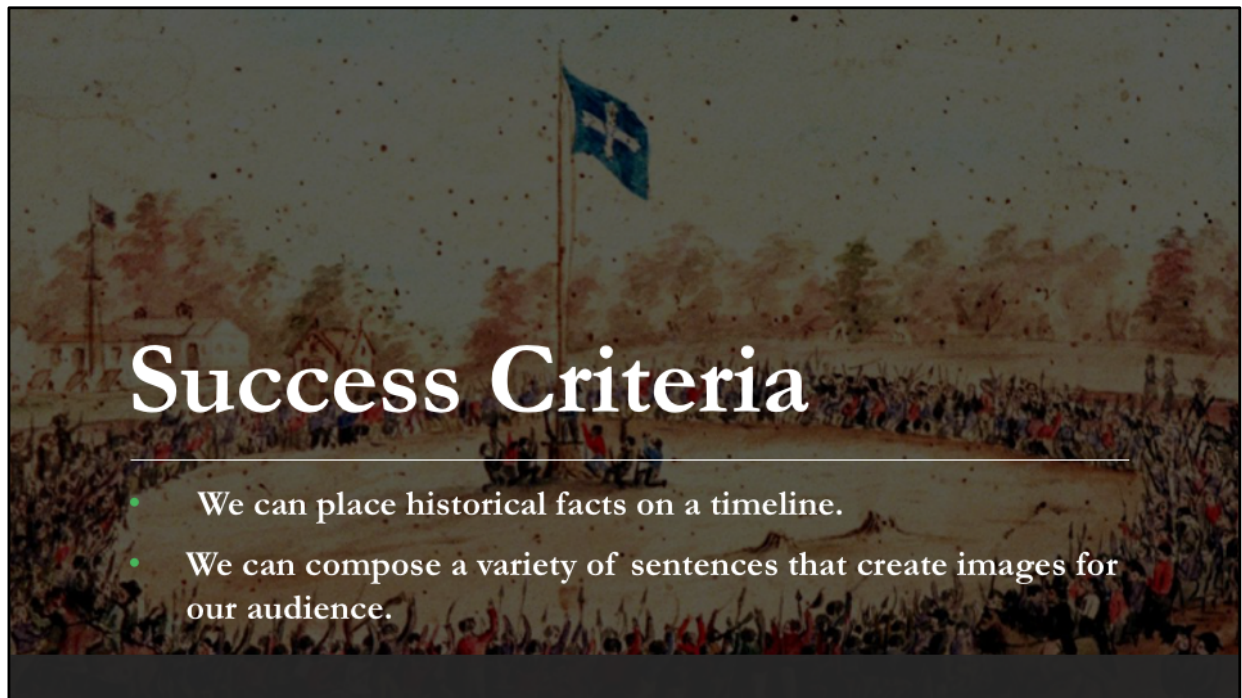
Year 5, for Week 4 we are looking at the characters of the goldfields (policemen, shopkeepers & leaders). This information will help you with building your characters for your warning tale.

Learning Intentions

We are learning that facts have a historical context.

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

These are our learning intentions. Please read through each of them.



Success Criteria

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

This is our success criteria. Make sure to read through them.

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?

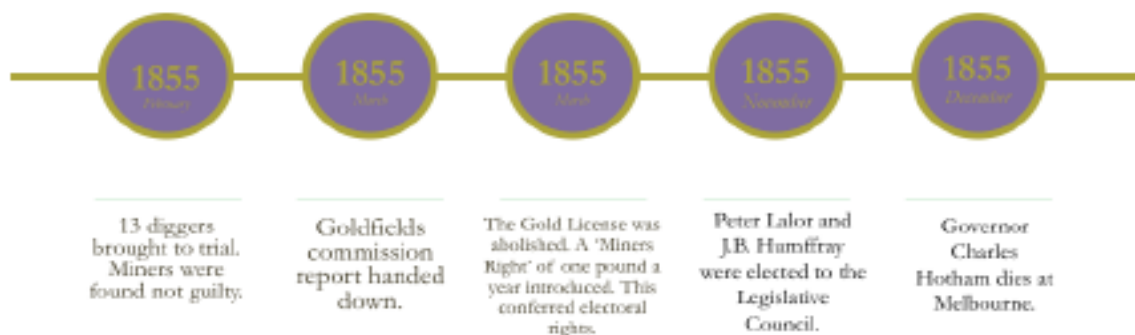


1. Hours in a day?
2. Minutes in an hour?
3. Minutes in a half hour?
4. Minutes in a quarter of an hour?
5. Seconds in a minute?
6. Days in a week?
7. Days in a fortnight?
8. Days in three fortnights?
9. Days in a year?
10. Days in five years?
11. Years in a millennium?
12. Years in a century?
13. Years 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)

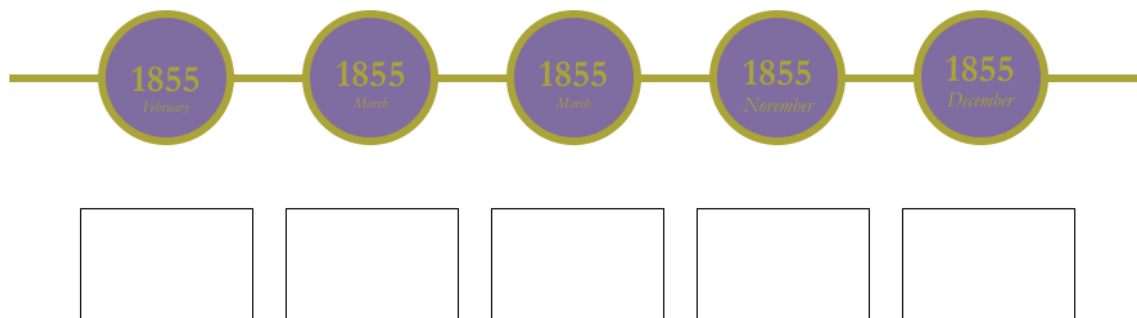
Wednesday – 1855 March (The Gold License was abolished. A 'Miners Right' of one pound a year introduced. This conferred electoral rights)

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.





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.



cloudy



sunny



rainy


partly cloudy


windy


stormy



snowing


temperature

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

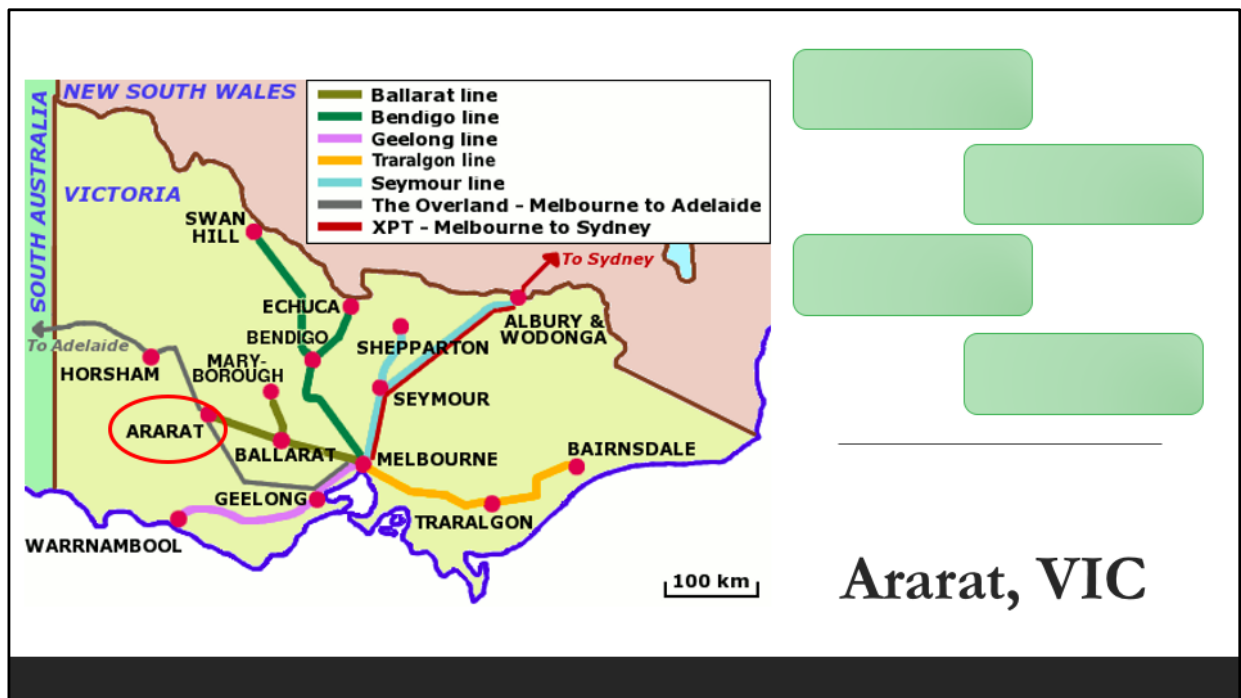
Weather

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.

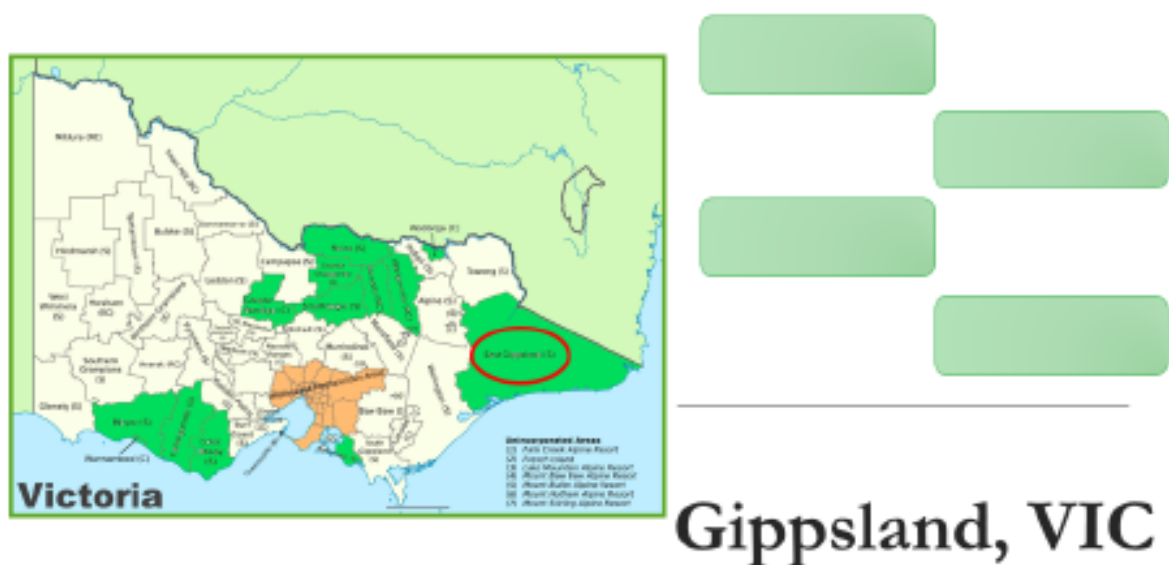


Castlemaine, VIC


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.



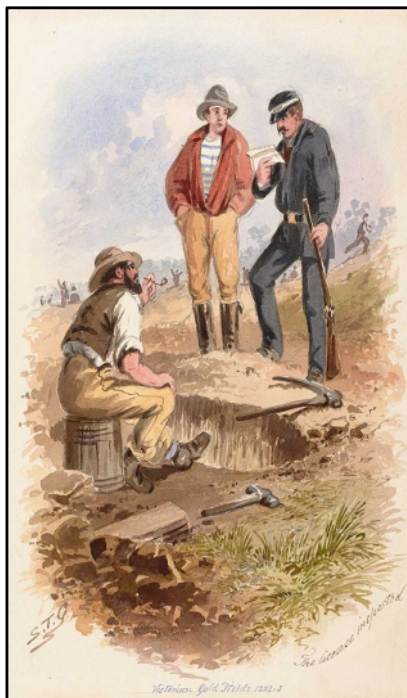
Talbot, VIC

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.



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.

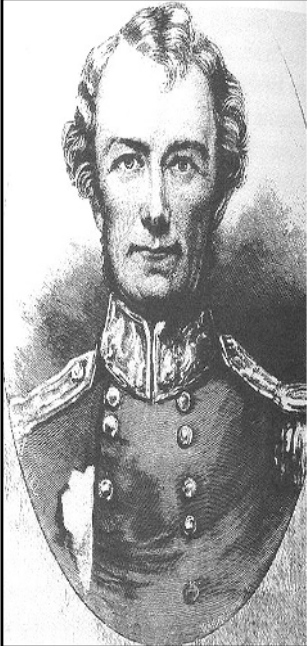
Tuesday – Shopkeepers

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

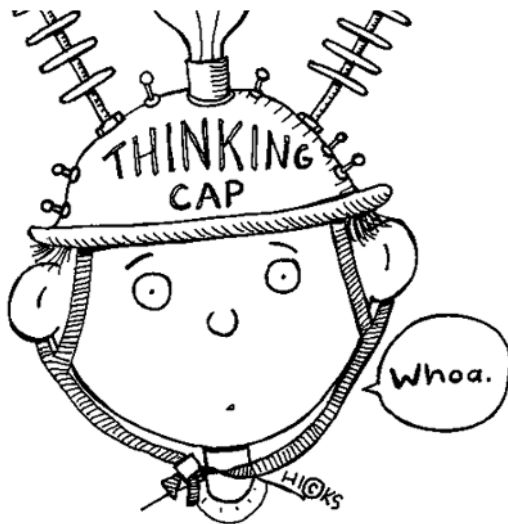
Wednesday – Leaders

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

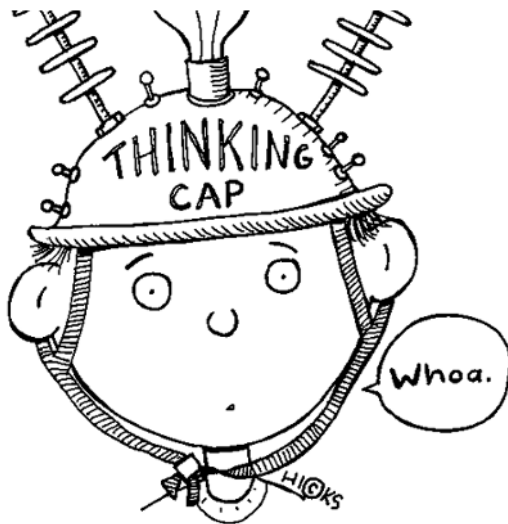
What do you remember about characters of the goldfields?

- Migrants
- Women
- Miners
- Children
- Families

Thursday – Retrieval Practice

It's time to retrieve what you've learnt about all the characters on the goldfields. You need to retrieve information about all the previously learnt characters from week 3. You will need to think carefully about what you remember without the help of your block planner and student knowledge organiser. You can record your notes and information on a piece of paper, in your workbook or on a whiteboard.

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

It's time to retrieve what you've learnt about all the characters on the goldfields. You need to retrieve information about all the previously learnt characters from week 4. You will need to think carefully about what you remember without the help of your block planner and student knowledge organiser. You can record your notes and information on a piece of paper, in your workbook or on a whiteboard.

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?



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	
Word	Definition
resigned	
recruitment	
investment	
infrastructure	
repressive	
inefficient	
contempt	
forage	
accommodation	
interminable	
nourishment	
institutions	

Policemen	
Shopkeepers	
Leaders	
Retrieval Practice	
Retrieval Practice	

February 1855	March 1855	March 1855	November 1855	December 1855
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Writing to Entertain

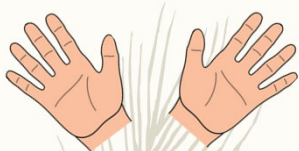
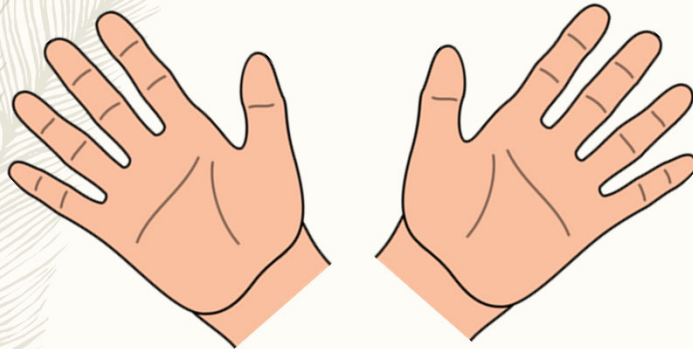
Warning Tales

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

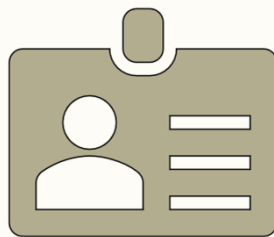




Draw the Block Planner

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?

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.

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.

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=MtQm8Qb64E>

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.

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.

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.**



My Turn

Warning Paragraph

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.

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.



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)



Your Turn

Warning Paragraph



Think, Pair, Share | Review

Have we been successful?

We are learning to write a warning paragraph.

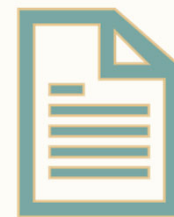
We can:

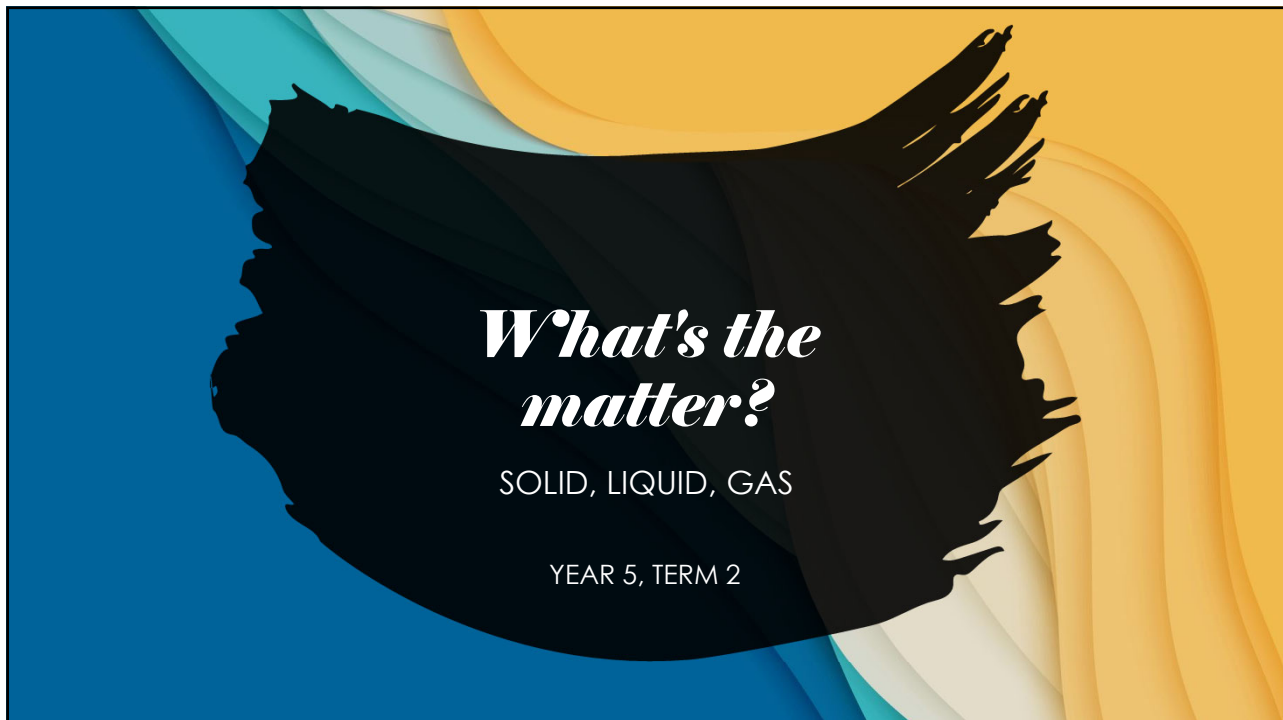
- ✓ Introduce a new character
- ✓ Describe how the character is warned
- ✓ Use sensory imagery



Preview

Character doesn't
listen Paragraph





What a gas!

Lesson 4

Ohduqlqj #qwhqwrq=Z h#duh#
 dnduqlqj #derxw#kh#surshu#r#
 jdvhl

Vxffhvv#F ulhuld-##dq=

- p dnh#suhglfwrqv#surygh#
 hyghqfh#rup |#suhglfwrqv#
 dqg#erp sdh#khp #z lk#hvxow
- ghqwi| wkh#hdwuhv#i#idl#
 wvw
- ghqwi| #kdwjdvhv#dnh#s#
 vsdfh#dgg#lqkh#frqvdghu#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.



***Is the ballon a
solid or a
liquid?***

WHY?



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.

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

PrimaryConnections		What's the matter?
<h3>Tissues in a cup</h3> <p>Team members' names: _____ Date: _____</p> <p>What do you need?</p> <ul style="list-style-type: none"> one deep container two tissues water to fill the container two plastic, transparent cups 		
<p>Investigation 1</p> <p>What are you going to do?</p> <ol style="list-style-type: none"> Fill the container with water. Place one tissue in the bottom of a plastic cup. 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. 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>
<p>Investigation 2</p> <p>What are you going to do?</p> <ol style="list-style-type: none"> Repeat steps 1 and 2 above. Slowly tilt the cup and observe. 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>

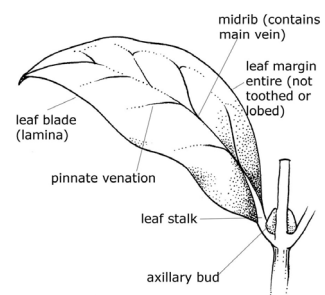
Literacy focus

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.



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What is an annotated drawing?

Discussion

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



Questions

Science
chat-board

Update
word wall

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/

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://museums victoria.com.au/longform/immigration-to-victoria/

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?

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



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>

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.

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.

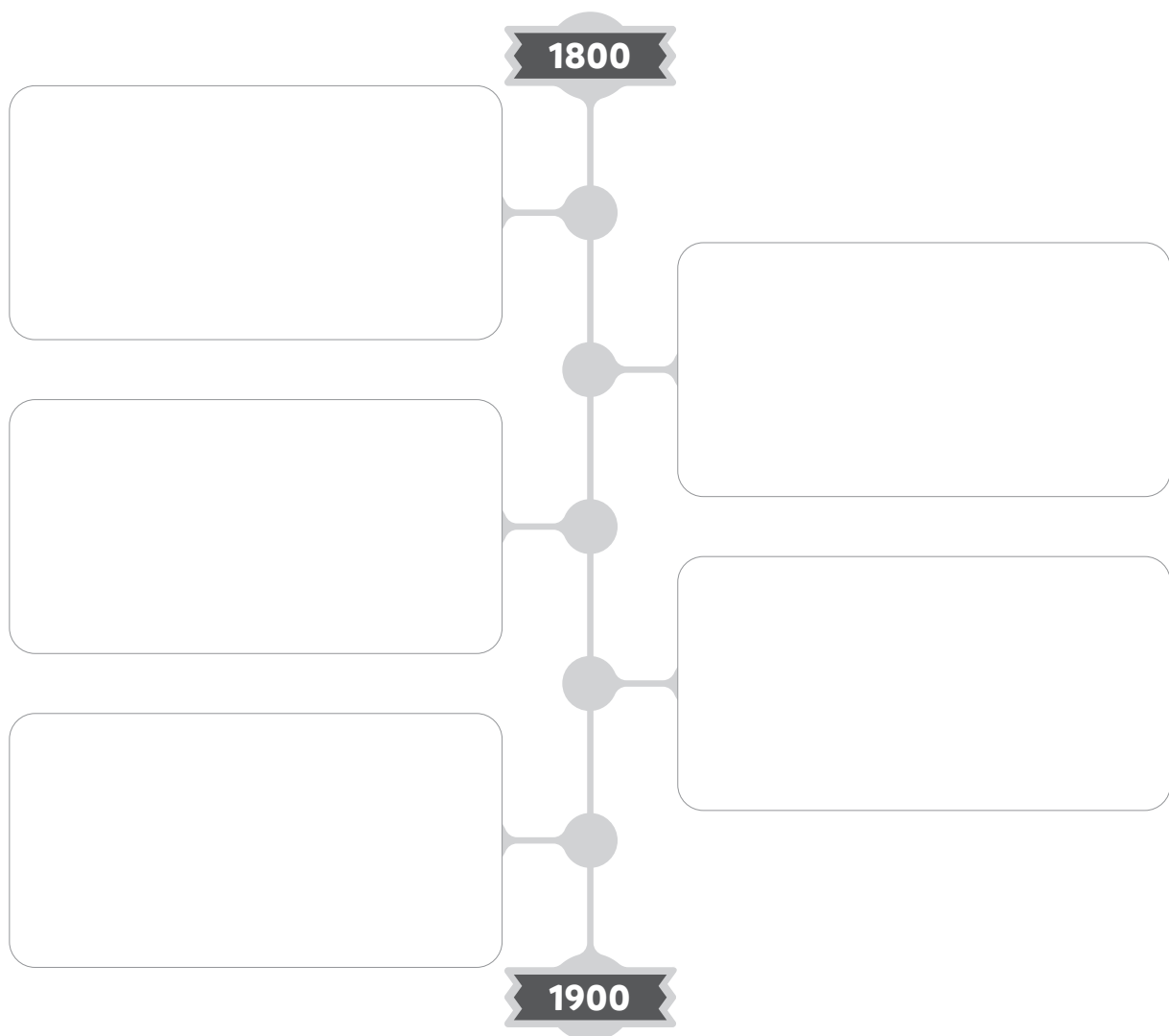
Create a timeline of migration during the 1800s in the space below.

- 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 ...

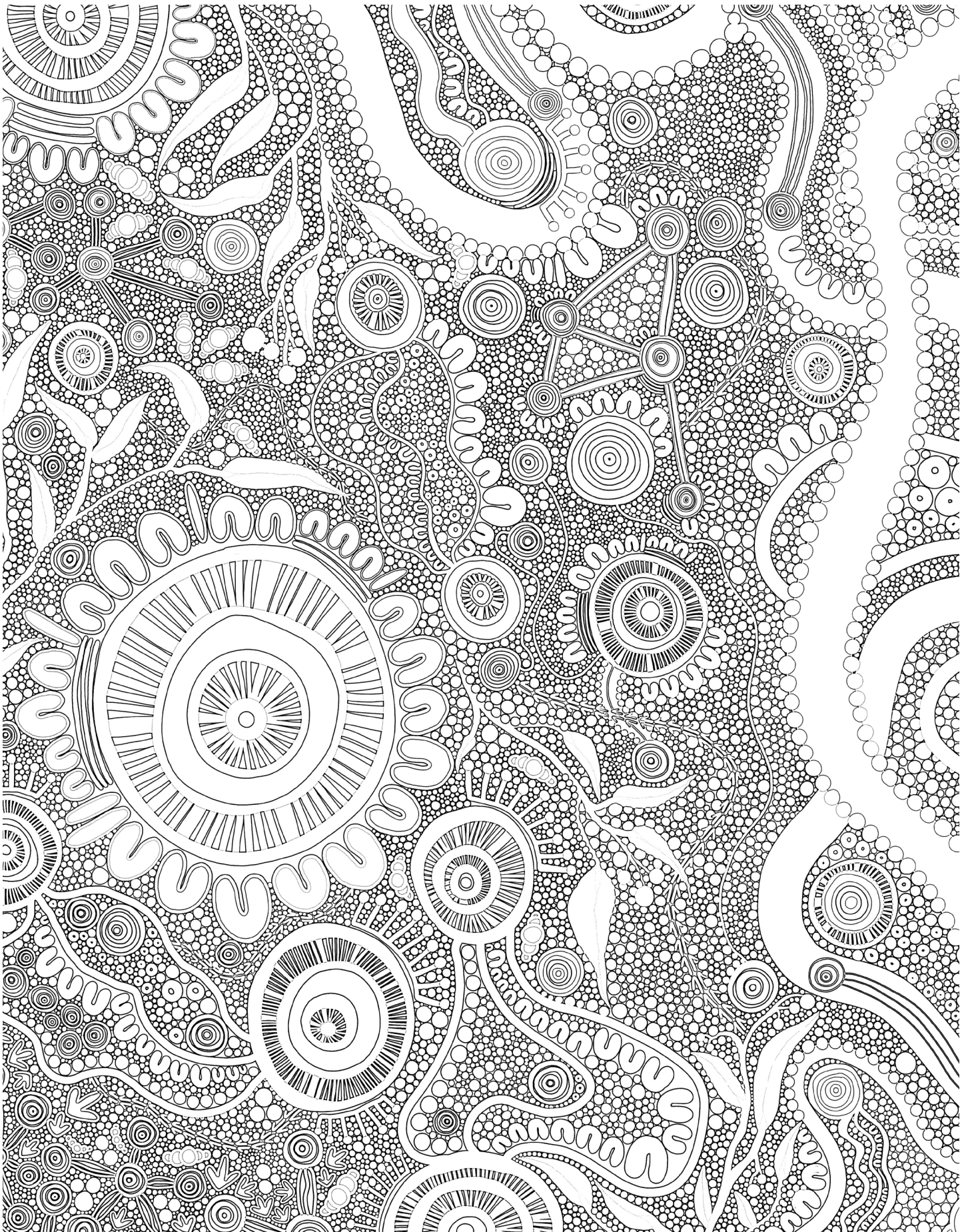
- 6 Visit the little house in Ballarat and investigate all the settlers who lived in it from 1847 to 2000.

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?





Artwork: *Care For Country* by Maggie-Jean Douglas (Gubbi Gubbi)

When creating '*Care for Country*' I kept in mind that this meant spiritually, physically, emotionally, socially and culturally - I chose to create a bright and vibrant artwork that included the different colours of the land but showed how they come together in our beautiful country and to make people feel hopeful for the future. I've included communities/people, animals and bush medicines spread over different landscapes of red dirt, green grass, bush land and coastal areas to tell the story of the many ways country can and has healed us throughout our lives and journeys.

NAIDOC Week

4-11 JULY 2021

#NAIDOC2021 #HealCountry



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