

Year 4 Learning from Home Schedule Week 2, Term 3

Monday	Tuesday	Wednesday	Thursday	Friday
<p align="center">Morning Routine</p> <p>Focus: The First Fleet Voyage (Living Conditions on The First Fleet).</p> <p>Read the printed slides located in the learning from home pack. Use this information to help you fill in the student knowledge organiser.</p>	<p align="center">Morning Routine</p> <p>Focus: The First Fleet Voyage (Living Conditions on The First Fleet).</p> <p>Read the printed slides located in the learning from home pack. Use this information to help you fill in the student knowledge organiser.</p>	<p align="center">Morning Routine</p> <p>Focus: The First Fleet Voyage (Living Conditions on The First Fleet).</p> <p>Read the printed slides located in the learning from home pack. Use this information to help you fill in the student knowledge organiser.</p>	<p align="center">Morning Routine</p> <p>Focus: The First Fleet Voyage (Living Conditions on The First Fleet).</p> <p>Read the printed slides located in the learning from home pack. Use this information to help you fill in the student knowledge organiser.</p>	<p align="center">Morning Routine</p> <p>Focus: The First Fleet Voyage (Living Conditions on The First Fleet).</p> <p>Read the printed slides located in the learning from home pack. Use this information to help you fill in the student knowledge organiser.</p>

SOTD	SOTD	SOTD	SOTD	SOTD
<p>Grammar</p> <p>Complex Sentences</p> <p>Focus:</p> <p><i>Precise adjectives</i></p> <p style="text-align: center;">+</p> <p>Punctuation</p> <ul style="list-style-type: none"> Capital letters to start sentences. Correct end punctuation (full stops, question marks or exclamation marks) Commas <p>Modelled:</p> <p><u>Since there were dreadful conditions on the ships,</u> many convicts died from typhoid and cholera.</p>	<p>Complex Sentences</p> <p>Modelled- Convicts old, ragged clothing had to be burned <u>because they were infested with fleas.</u></p>	<p>Sentences</p> <p>Modelled- <u>Due to the cramped, unhygienic conditions on the ships,</u> many convicts did not survive the journey.</p> <p>Guided- Finish the sentence below by adding a subordinate clause.</p> <p>Living conditions were unbearable for convicts.....</p>	<p>Complex Sentences</p> <p>Have a go at independently writing your own complex sentence.</p>	<p>Assessment</p> <p>Write a complex sentence based on living conditions on the First Fleet.</p> <p>Extension: Write a variety of complex sentences on the living conditions on the First Fleet.</p>

<p><u>Writing</u></p> <p>Topic: <u>Outdoor play is better than indoor play.</u></p> <p>Task: Use the persuasive text 'OREO' planner to brainstorm your ideas about whether outdoor sport is better than indoor play.</p> <p>Editing task: complete editing task one 'Lunchtime.'</p>	<p><u>Writing</u></p> <p>Topic: <u>Outdoor play is better than indoor play.</u></p> <p>Task: Use the persuasive text scaffold sheet to state your reasons and provide an example to support your argument.</p> <p>Editing task: complete editing task two 'Ben's sick cat.'</p>	<p><u>Writing</u></p> <p>Topic: <u>Outdoor play is better than indoor play.</u></p> <p>Task: Use the persuasive text planner and scaffold sheet to create a persuasive text on the topic "Outdoor play is better than indoor play." Use the lined paper.</p> <p>Editing task: complete editing task three 'Broken Toe.'</p>	<p><u>Writing</u></p> <p>Topic: <u>Outdoor play is better than indoor play.</u></p> <p>Task: Edit your persuasive text using the marking codes.</p> <p>Editing task: complete editing task four 'Golden Ticket.'</p>	<p><u>Writing</u></p> <p>Topic: <u>Outdoor play is better than indoor play.</u></p> <p>Task: Publish your persuasive text using the sport border pages.</p> <p>Editing task: complete editing task five and six 'Wise Old Owl' and 'Energic Puppy.'</p>
<p>Guided Reading</p> <p>Read information on 'History of NAIDOC Week' and answer the comprehension questions.</p> <p>Read an e-book on 'LiteracyPro' and complete a quiz.</p>	<p>Guided Reading</p> <p>Read the close passage on 'NAIDOC' and fill in the blanks with the correct vocabulary.</p> <p>Read an e-book on 'LiteracyPro' and complete a quiz</p>	<p>Guided Reading</p> <p>Read the Fiction Text – The Midnight Thunderstorm and complete the following comprehension task.</p> <p>Read an e-book on 'LiteracyPro' and complete a quiz.</p>	<p>Guided Reading</p> <p>Read the Non-Fiction Text – All About Thunderstorms and complete the following comprehension task.</p> <p>Read an e-book on 'LiteracyPro' and complete a quiz.</p>	<p>Guided Reading</p> <p>Read the persuasive text on 'Rubbish on the School Playground' and answer the comprehension questions.</p> <p>Read an e-book on 'LiteracyPro' and complete a quiz.</p>

<p>Maths</p> <p>Revision- addition and subtraction: bridging to 10, 20, 100, 1000, 10000</p> <p>Dividing by 9 using Distributive Property</p>	<p>Maths</p> <p>Revision- addition and subtraction: bridging to 10, 20, 100, 1000, 10000</p> <p>Simplifying Fractions</p>	<p>Maths</p> <p>Revision- addition and subtraction: bridging to 10, 20, 100, 1000, 10000</p> <p>Dividing by 9 using Distributive Property</p>	<p>Maths</p> <p>Revision- addition and subtraction: bridging to 10, 20, 100, 1000, 10000</p> <p>Equivalent Fractions</p>	<p>Maths</p> <p>Revision- addition and subtraction: bridging to 10, 20, 100, 1000, 10000</p> <p>Equivalent Fractions Dividing by 9 using Distributive Property</p>
<p>PDHPE</p> <p>Follow the 15 Minutes of Exercise Video http://www.viewpure.com/mhHY8mOQ5eo?start=0&end=0</p>	<p>PDHPE</p> <p>Relive the moment you completed your schoolwork or chores for the day. Notice a smile of satisfaction come to your face!</p> <p><u>Eat two servings of fruit today.</u> <u>(A medium apple is 1 serving)</u></p>	<p>PDHPE</p> <p><u>Catching</u> Follow the link below to watch the episode and join in the catching fun with Adam and Elissa.</p> <p>https://vimeo.com/413442823</p>	<p>PDHPE</p> <p>Play some Drama games by using the drama cards. Write about which game was your favourite and why.</p>	<p>PDHPE</p> <p>Side Gallop- Practice technique. Go left and right. Do it slowly and correctly. https://www.youtube.com/watch?v=D812EVCdy0w&list=PLrOa7LNP0maWa6EPInkvHlk3VsBghuMZq&index=6</p>

Other Key Learning Areas**Handwriting**

Complete the Week 2 handwriting activities. Students are to copy the text onto the handwriting paper.
We are learning to have even spaces between words.

HSIE

Complete the 'History Week 2' activities.

Science

Look at the example slides and the activities for Week 2.

CAPA- Social, emotional and family activities

Play some Drama games by using the drama cards. Write about which game was your favourite and why.
These can be used as brain breaks as well as family fun activities.

ALL 4D Students

Hi 4D,

I am thinking of you and your families during this lock down. I miss each of you and cannot wait to be learning back in the classroom. For the time being you will be learning from home, be proud of the work you are doing and remember to keep doing your best. If you have any questions about your learning from home packs, please feel free to ask on Edmodo. I will be available from 9am-11am Monday-Friday.

If you have any questions, please contact Miss Dandashli via Edmodo or on danielle.dandashli2@det.nsw.edu.au

Please join our class Edmodo with the code **agk55ss**



ALL 4L Students

Hi 4L,

Hope you are all well. If you have any questions about your learning from home packs, please feel free to ask on Edmodo. I will be available from 9am-11am Monday-Friday.

Please join our class Edmodo with the code **ek6ada**

If you have any questions, please contact Mr. Lia via Edmodo or on mr.lia4l21@gmail.com

ALL 4N Students

Hi 4N,

Hope you are all well and staying safe. If you have any questions about your learning from home packs, please feel free to ask on Edmodo. I will be available from 9am-11am Monday-Friday.

Please join our class Edmodo with the code **7wsur6**

If you have any questions, please contact Miss Najjarine via Edmodo or on MissNajjarine@outlook.com



ALL 4R Students

Hi 4R,

Hope you are all well and staying safe. If you have any questions about your learning from home packs, please feel free to ask on Edmodo. Ms Rifai and Ms Houzeife will be available from 1pm-3pm Monday-Friday.

Please join our class Edmodo with the code: **bwwyss**

If you have any questions, please contact Ms Rifai and Ms Houzeife via Edmodo or on bsps4r@outlook.com 😊

ALL 4T Students

Hi 4T,

Hope you are all well and staying safe. If you have any questions about your learning from home packs, please feel free to ask on Edmodo. I will be available from 10am-12pm Monday-Friday.

Please join our class Edmodo with the code **4qpcxy**

If you have any questions, please contact Miss Tageddine via Edmodo or on **misstageddine@hotmail.com**





Morning Routine

First Fleet Voyage (Living Conditions of the First Fleet)



Day and Date

The first fleet leaves
Portsmouth, England.

The First Fleet anchors at
Santa Cruz at Tenerife to
stock up on fresh water,
vegetables and meat.

As the First Fleet sails through the tropics, the
ships become infested with rats, bedbugs, lice
cockroaches and fleas. With the hot and humid
weather, water is rationed to three pints a day.
The tropical rainstorms keep convicts below
deck, creating an overpowering smell. Many
convicts get sick and die.

20th May 1787

10th June 1787

5th August 1787

13 May 1787

3rd June 1787

July 1787

A convict on the Scarborough
plans a mutiny. Those
involved are flogged and two
are transferred to the *Prince of
Wales*.

The First Fleet sets sail across
the Atlantic to Rio de Janeiro,
taking advantage of the trade
winds and ocean currents.

The First Fleet reaches Rio
de Janeiro and stays for a
month. The ships are
cleaned and repaired. Fresh
water and food is taken on
board. The infested clothing
of the women convicts is
burnt and replaced with rice
sacks to wear as dresses.

The First Fleet leaves Rio de Janeiro.

The gales of 'Roaring Forties' help the ships sail through to Australia. However, the fleet is faced with challenging conditions. Some supplies begin to run low and water is rationed.

Van Diemen's Land is sighted from the Friendship. A freak storm damages some of the sails of the ships.

13th October 1787

25 November 1787

18-20 January 1788

4th September 1787

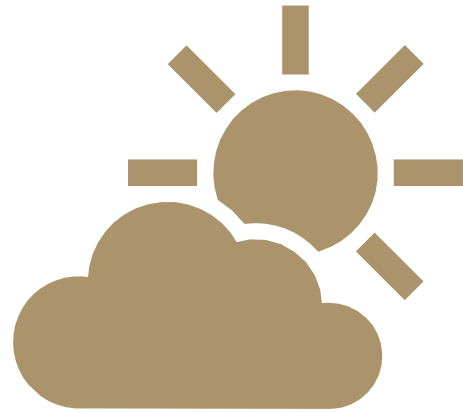
November 1787

4th January 1788

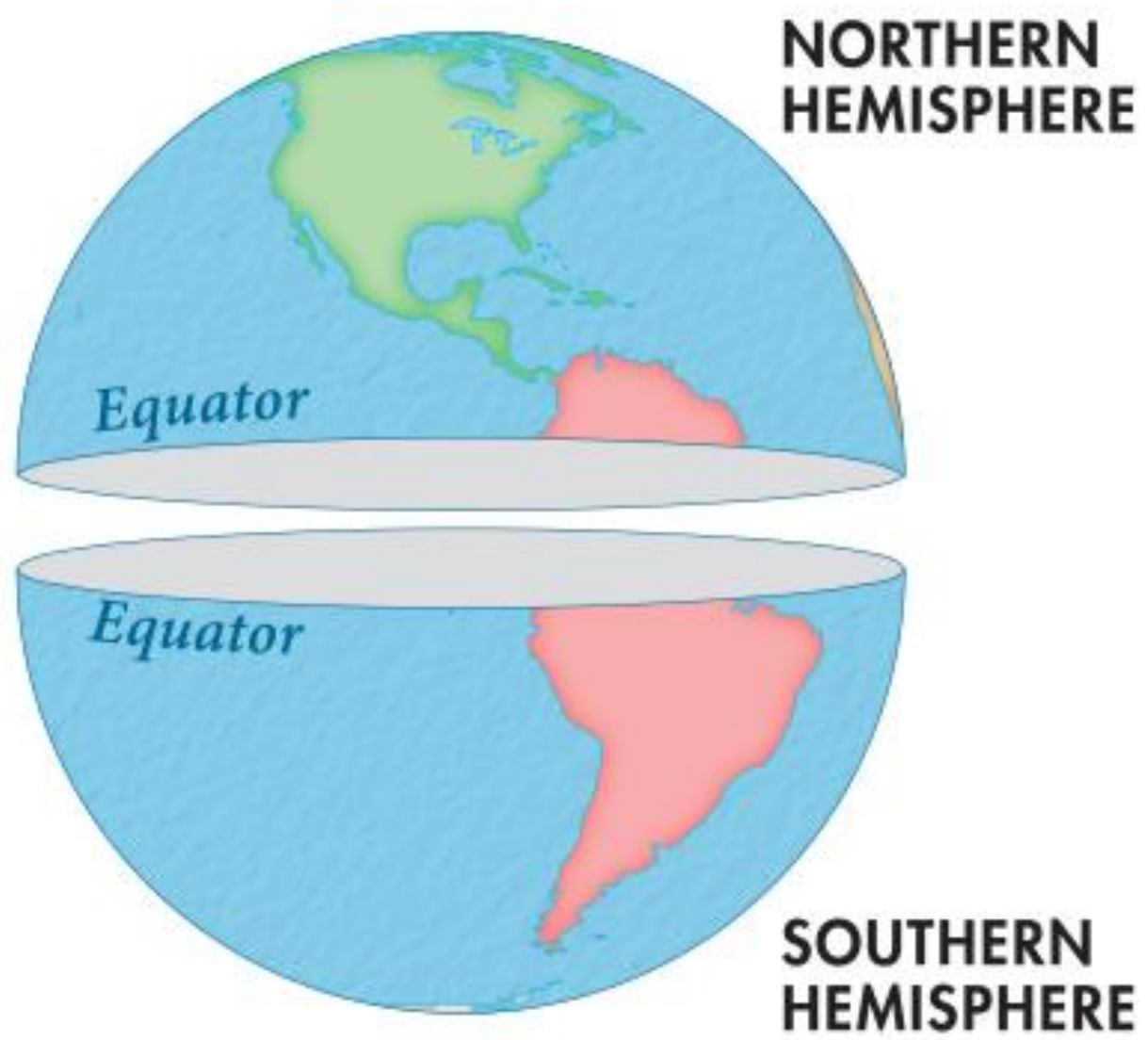
The First Fleet reaches the Cape of Good Hope in southern Africa. This is the last port of call before Australia, so they stock up on plants, seeds and livestock. They take on board 2 bulls, 3 mares, 44 sheep, 32 pigs, 4 goats and a large quantity of poultry.

Arthur Phillip is transferred to Supply, which is travelling ahead of the fleet. It was planned that Phillip would arrive first select a suitable location, find clean water, clear the ground and build some huts before the arrival of the other ships.

After 252 days and more than 24000 km, the Supply, reaches Botany Bay. In the following days, the remainder of the fleet arrives. Although Phillip does not have enough time to prepare, it was a successful voyage with no ships lost and only 48 fatalities.



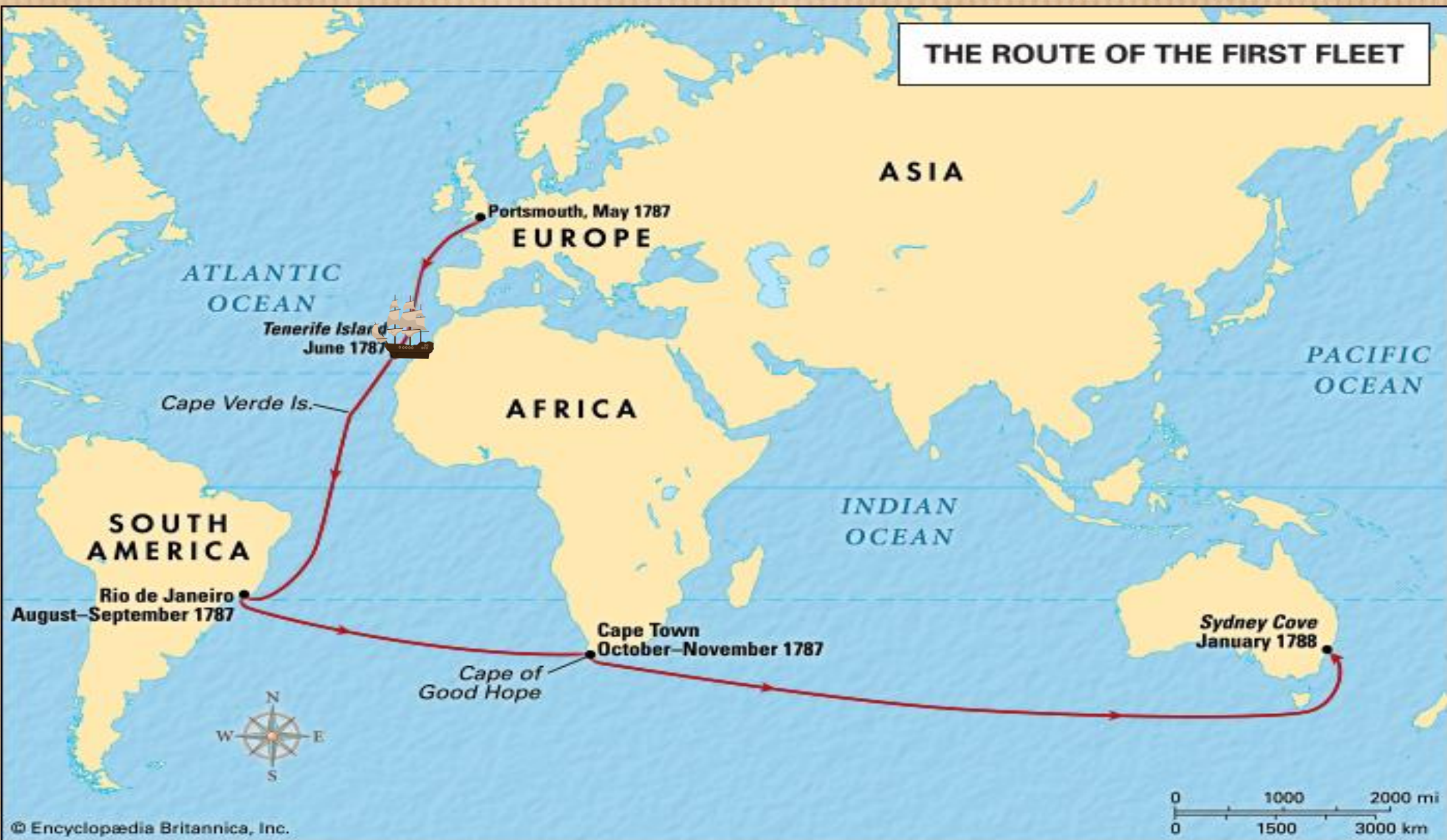
Weather





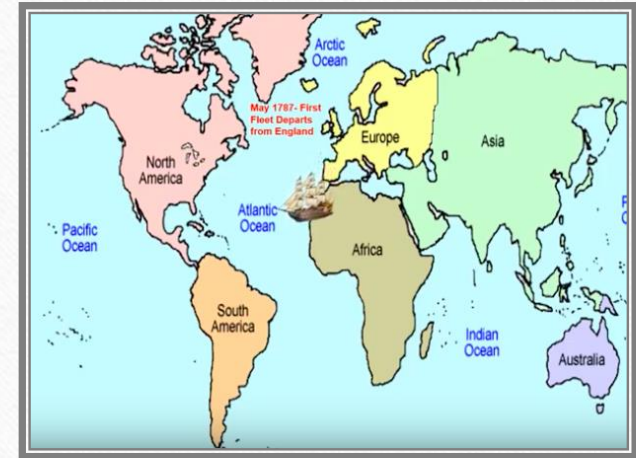
Countries, towns and cities located around the equator experience hot weather throughout the year.

THE ROUTE OF THE FIRST FLEET



3rd June, Santa Cruz, Tenerife Island

- Three weeks after leaving Portsmouth , England, the First Fleet arrived at their first stopover, Santa Cruz.
- They remained on the island from the 3rd June 1787 till the 10th June 1787.
- They collected freshwater and vegetables.
- The crew members allowed to go onshore.
- The Convicts, who had been below deck since leaving England, were allowed on deck.
- This helped them to stay healthy and as a result helped to sustain them for the next part of their journey



6th August, Rio De Janeiro, Brazil

- The fleet stopped in Rio de Janeiro and stayed there for about four weeks, during which time the ships were cleaned, restocked, and repaired if necessary.
- Seeds and plants were obtained for the new settlement.
- Attention was given to the health of the convicts, who were supplied with daily rations of rice, fresh beef and vegetables served along with oranges.
- David Collins wrote, 'great numbers oranges' to 'put them in a state of health and condition to resist the attacks of scurvy'.

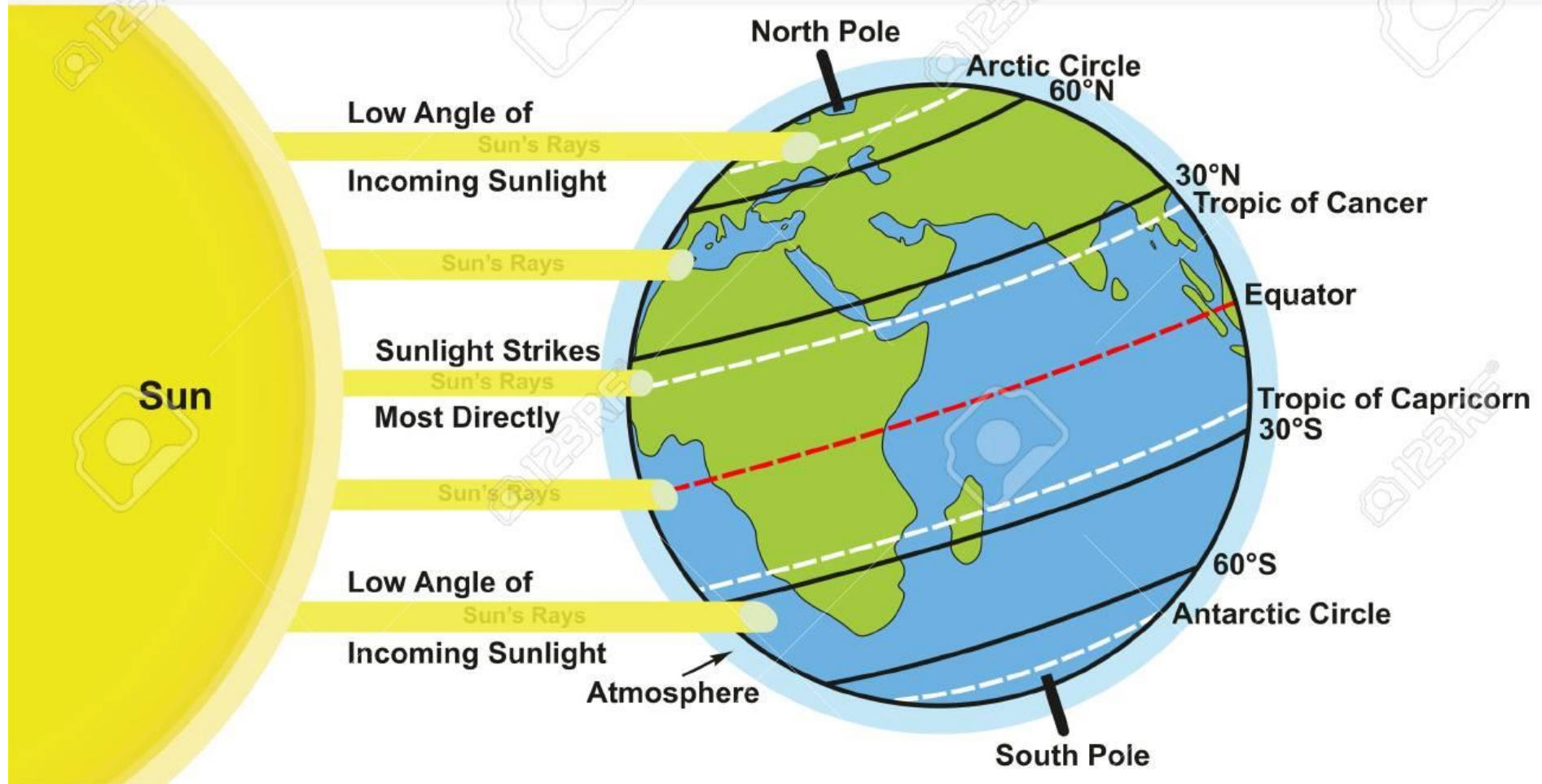


14th October, Table Bay, South Africa

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



Earth's Vital Areas (Angle of Sun Rays)



Living Conditions of the First Fleet



Ships – Small and Overcrowded



Convicts : No natural light , narrow bunk beds (45cm), cannot stand upright. Only allowed on deck to wash and to exercise (only in good weather). Often got soaked by seawater and sewage.



Officers and Marines – Better conditions , larger rations and better living quarters. Their hatches were heavily padlocked and barred to prevent seawater to enter.



Both stops : Rio de Janeiro and Cape Town : convicts remained locked below deck yet passengers were ashore.



Captain Arthur Phillip provided them fresh meat and vegetables for convicts to build strength.

First Fleet Voyage (Living Conditions of the First Fleet) *Student Knowledge Organiser*

Vocabulary

Word	Definition
Journey	
Onshore	
Convoy	
Deck	
Transportation	
Voyage	
Ration	

Sketch the world map and label the continents and Oceans. Draw the equator as well.

What were the living conditions of the First Fleet? Was everyone treated the same?

What was the first stop for the First fleet after leaving Portsmouth? When did they arrive? How long did they remain at this location?

How many ships sailed the First Fleet?

What were the names of the convict ships that sailed the First Fleet ?

What were the names of the ships that sailed the First Fleet ?

What were the names of the Naval Escort Ships that sailed the First Fleet ?

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

Date :

Event:

Date :

Event:

Date :

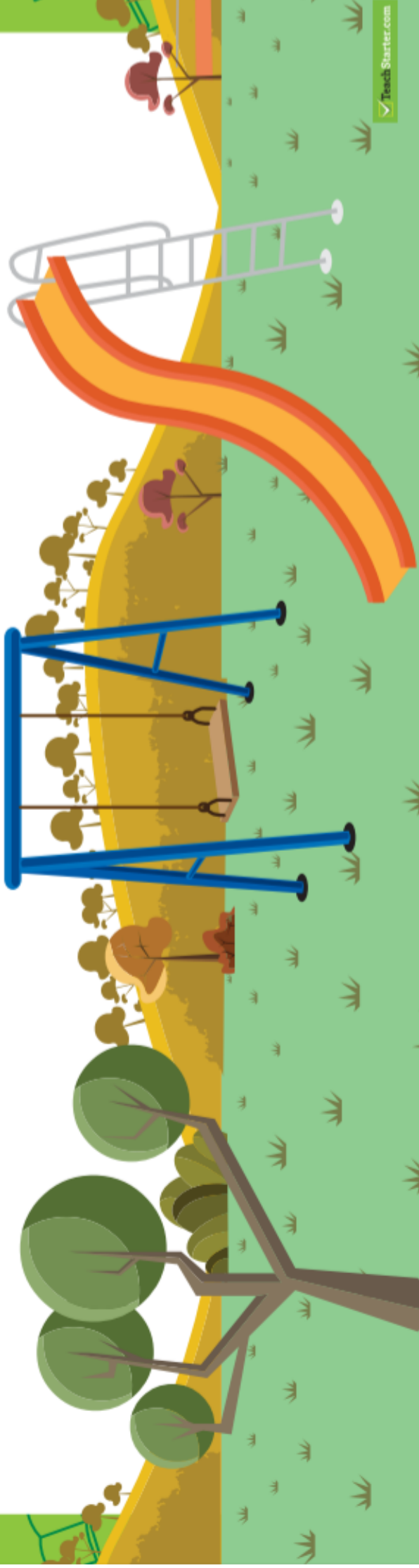
Event:

Date :

Event:

Outdoor Play is Better Than Indoor Play

Reasons For	Reasons Against
<ul style="list-style-type: none">• There is plenty of space outdoors to run around and exercise while playing.• Outdoor play exposes children to fresh air and sunshine.• Outdoor play provides opportunities to solve real-life problems.• Outdoor play allows children to interact with nature.• Any game can be played outside, which encourages the use of imagination.	<ul style="list-style-type: none">• Indoors is a comfortable and safe environment for play.• Indoor play cannot be interrupted by factors such as bad weather or insects.• Some activities, such as art and craft, are easier to complete indoors.• Indoor games, such as puzzles and board games, assist brain development.• Children can mirror and learn life skills during indoor play e.g. cooking.



Name _____

Date _____

Persuasive Text – OREO Planning Template

Choose whether you are 'for' or 'against' the title statement. State your **opinion** in the box below.

Choose three **reasons** from the prompt to include in your persuasive text. Write these in the boxes below.

Reason 1:

Reason 2:

Reason 3:

Think about how to explain each reason using an **example**. Write some ideas in the boxes below.

Example 1:

Example 2:

Example 3:

Name _____

Date _____

Persuasive Text – Scaffold

Title _____

Opening statement (State your **opinion** about the topic of the text).

Reason 1 (State your first **reason** and provide an **example** to support it).

Reason 2 (State your second **reason** and provide an **example** to support it).

Reason 3 (State your third **reason** and provide an **example** to support it).

Concluding statement (Restate your **opinion** about the topic of the text).

Outdoor play is better than indoor play

Handwriting practice lines consisting of 20 horizontal lines.

Marking Codes

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



Outdoor play is better than indoor play



Outdoor play is better than indoor play

1

Lunchtime

"i hate cheese sandwiches!" Nate cried as he opened his lunch box

"What do you have today" he asked taylor desprately.

"Peanut butter," Taylor replied.

"want to go halves?" he asked Nate forcefully



Find 3 spelling mistakes.

Add 3 capital letters, 2 full stops and 1 question mark.



2

Ben's Sick Cat

ben went rushhing into the vet with his black and wite cat

"i think Twinkles is sick" he creid as he swang open the front door.

The vet walked up to ben and took Twinkles

"Let me have a look at him," she said.



Find 3 spelling mistakes.

Add 3 capital letters, 2 full stops and 1 exclamation mark.



3

Broken Toe

"Ouch My toe!" cried william as he droped the packaig on his foot

"be carefull with that!" exclaimed his mother.

"That package has valuables in it."

"But I think I broke my toe!" yelled william



Find 3 spelling mistakes.

Add 3 capital letters, 2 full stops and 1 exclamation mark.



4

The Golden Ticket

"Ive won! i've won!" screamed Charlie as he entred his house.

Grandpa joe looked shocked. "I cant beleive youve won the last ticket to Wonka's factory!" he said with suprise.

"Will you come with me" charlie asked.

"Of course!" exclaimed Grandpa Joe.



Find 3 spelling mistakes.

Add 3 capital letters, 1 question mark and 3 apostrophes of contraction.



5

Wise Old Owl

the wise old owl sat on the branch of a tall
oke tree. he was watching his pray below. the
tiny little mouse scatted into the safety of the
long green grass. the disappointed owl flew
gracefully onto the next tree



Find 3 spelling mistakes.
Add 4 capital letters and 1 full stop.

 teachstarter

6

Energetic Puppy

the energetic puppy returned the big blue
ball to his proud owner. he waited patiently
for his biscute treat. the puppy lessons are
helpping to transform this little puppy into a
talented show dog



Find 3 spelling mistakes.
Add 3 capital letters and 1 full stop.

 teachstarter

History of NAIDOC Week



The First Day of Mourning

Throughout the early 1930s, several attempts had failed to obtain help and recognition for Indigenous Australians from the Australian government. On Australia Day in 1938, a large group of Indigenous Australians held a protest in the streets of Sydney. This was to demonstrate their rejection of Australia Day, due to the poor treatment of Indigenous Australians. This protest was followed by a meeting, which was attended by around one thousand people. The high number of participants in the events of this day, made it the first major civil rights meeting in the world. From then on, it was known as the Day of Mourning.

William Cooper Seeks Help

After the first Day of Mourning, an increasing number of people believed it should become a yearly event. In 1939, William Cooper (the founder of Australian Aborigines' League) wrote to the National Missionary Council of Australia to seek assistance in supporting and promoting an annual event. Previous requests for assistance and support from the Australian government had been rejected because they did not have jurisdiction over Aboriginal Australians.

The Day of Mourning Transitions

For fifteen years, the Day of Mourning was held each year on the Sunday before Australia Day. It was also known as Aborigines Day. It was held as an annual protest to reject Australia Day. In 1955, Aborigines Day was moved to the first Sunday in July, after it was decided the day should become not simply a protest day but also a celebration of Aboriginal culture.



The Community Shows Support

In 1955, many community groups supported the formation of NADOC (National Aborigines' Day Observance Committee). Some of these supportive groups included major Aboriginal organisations, state and federal governments and several church groups. This was also when the second Sunday in July became a day of remembrance for Aboriginal Australians and their heritage.

NAIDOC is Born

After a growing awareness and recognition of the culture and history of Aboriginal and Torres Strait Islander Peoples, NADOC was expanded to include Torres Strait Islander Peoples. The committee became known as the 'National Aboriginal and Islanders Day Observance Committee' - NAIDOC. This new name has become the title for the whole week, not just the day. Each year, a different theme is chosen, to exhibit issues relevant and important to the Aboriginal and Torres Strait Islander communities.



Questions

1. On which date did Indigenous Australians first protest?

2. Why did they choose this date to hold their protest?

3. What name was given to the first event?

4. Why did the Indigenous Australians give the event this name?

5. Why wouldn't the Australian government assist Aboriginal Australians?

6. Do you think William Cooper was Indigenous? Justify your answer.

7. What did NADOC stand for?

8. List three ways in which NAIDOC Week has changed since its inception.

9. Why is NAIDOC Week important?

10. How do you think Aboriginal and Torres Strait Islander Peoples feel during NAIDOC Week?

Rubbish on the School Playground

Everybody agrees that our school playground has too much litter on it. I believe it comes down to laziness, and not having the right amount of accessible bins in place.

To begin, a possible reason for rubbish on the playground is because of negligence. I believe that students are too lazy to walk to a bin and, therefore, throw their rubbish on the ground. When students go outside to play, they do not want to waste this time trying to find a bin to put their litter in, so they decide to throw it on the playground. As a result of this, valuable class learning time is cut short because waste needs to be collected. I firmly believe that time should be taken from playtime if there is a considerable amount of rubbish found on the school playground.

Furthermore, I believe there is too much rubbish on the school playground because there are few accessible bins. Having more bins in places where students can see them would be beneficial. The bins would then decrease the amount of rubbish in the school playground significantly. Teachers could also reward students with stickers and tokens when they find that they are doing the right thing and placing their waste in the bin. They also may look out for students who pick up litter that is not theirs and give them more rewards. I think students would definitely respond well to this positive approach, and as a result, the amount of rubbish on the school playground will decrease.



To sum up, action needs to be taken to tackle the amount of litter on the school playground. There is a need for more accessible bins, and teachers need to find ways to reward students who do the right thing for the environment.

Rubbish on the School Playground

Questions

1. What is the topic of this text? _____

2. Is the author for or against this topic? How do you know?

3. What reasons does the author give to support their opinion?

4. Who could the author be writing this text to?

5. What emotive words or phrases does the author use to persuade the reader?

6. What connectives (words or phrases) has the author used to sequence the text?

7. List two reasons that support the author's first argument that there is too much rubbish on the playground because of laziness.

8. Do you think there is too much rubbish on your school's playground? Why or why not?

Name: _____

Date: _____

Fiction Text – The Midnight Thunderstorm

CRASH! “What was that?” Chrissy cried, waking suddenly from a deep sleep. She sat upright in her bed, clutched tightly to her teddy and stared anxiously around the bedroom. It was completely black. Rain pounded heavily on the bedroom window, making Chrissy wonder how she had even been able to sleep in the first place. Nervously, she threw back the covers and tiptoed over to her big sister’s bed. She often complained about sharing a room with Julia, but tonight she was secretly thankful for her presence. Chrissy hated thunderstorms.

“Julia? Are you awake? Julia?” Chrissy gently shook her big sister’s shoulders.

“No, I’m not,” Julia mumbled sleepily. “Go back to bed, Chrissy.”

“I can’t sleep,” Chrissy replied. “Please, can I lie with you for a while? Thunderstorms are so scary.”

Julia opened one eye and smiled. “They’re not scary,” she said. “Just noisy. Noise can’t hurt you, Chrissy. Now go back to bed.”

CRASH! Chrissy shrieked and jumped into her sister’s arms. Julia laughed. “You really aren’t very brave, are you?”

Chrissy shook her head. “So can I stay?”

Julia nodded gently. “But no snoring. And no stealing all the blankets. Deal?”

“Deal,” Chrissy replied. She dove under the covers and closed her eyes. Julia’s hair smelled like apples. Finally feeling safe, Chrissy sighed contentedly. She listened to the melodious music of rain on her rooftop and gradually drifted back to sleep.



Name: _____

Date: _____

The Midnight Thunderstorm – Comprehension Tasks

Before you read – Predicting

Use the title and picture to predict what you think this text is going to be about. Discuss your ideas with your teacher and classmates.

As you read – Monitoring and Clarifying

Highlight any words or phrases that you do not understand in the text. Discuss the possible meanings of these words with your teacher and classmates.

As you read – Visualising

As a class, brainstorm some of the sights, sounds and smells in Chrissy and Julia's bedroom during the thunderstorm.

As you read – Inferring

Discuss these statements with your teacher and classmates.

- How does Chrissy feel during the thunderstorm? How do you know?
- Do you think Julia is scared of thunderstorms? Why or why not?
- Do you think Chrissy and Julia have a good relationship? Why or why not?

What might happen when Chrissy and Julia wake up in the morning?

After you read – Summarising

The main idea of a text can be described as the topic that a text is mostly about. What is the main idea of the text, *The Midnight Thunderstorm*?

Name: _____

Date: _____

Non-Fiction Text – All About Thunderstorms

A thunderstorm is a storm with thunder and lightning. There is often heavy rain during a thunderstorm. Thunderstorms are electrical storms that usually happen in the spring and summer months. They can occur singularly, in clusters, or in lines.

Thunderstorms happen when warm, moist air quickly moves upwards. This causes clouds to form and creates gusty winds, heavy rain and sometimes hail. During a thunderstorm, there is usually very heavy rain. This can last for a few minutes, or for much longer.

The loud sound that thunder makes is caused by the heat of the lightning that happens before you hear the thunder. Sometimes the sound of thunder can last for several seconds. This is because the thunder echoes around the ground, mountains, hills and buildings.

Some of the worst thunderstorms happen when a single thunderstorm stays in one area for a long time.



Vasin Lee/Shutterstock.com

Name: _____

Date: _____

All About Thunderstorms – Comprehension Tasks

Before you read – Making Connections

Write down what you already know about thunderstorms in the first column of the table below. Discuss your ideas with your teacher and classmates.

What do I already know?	What did the text teach me?

As you read – Monitoring and Clarifying

Highlight any words or phrases that you do not understand in the text. Discuss the possible meanings of these words with your teacher and classmates.

As you read – Visualising

As a class, brainstorm some of the sights, sounds and smells described in the text.

As you read – Questioning

Discuss these questions with your teacher and classmates.

- When do thunderstorms usually happen?
- What causes thunderstorms to form?
- Why does the sound of thunder last for a few seconds?

Are thunderstorms dangerous? Write a sentence explaining what you think.

Name: _____

Date: _____

All About Thunderstorms – Comprehension Tasks

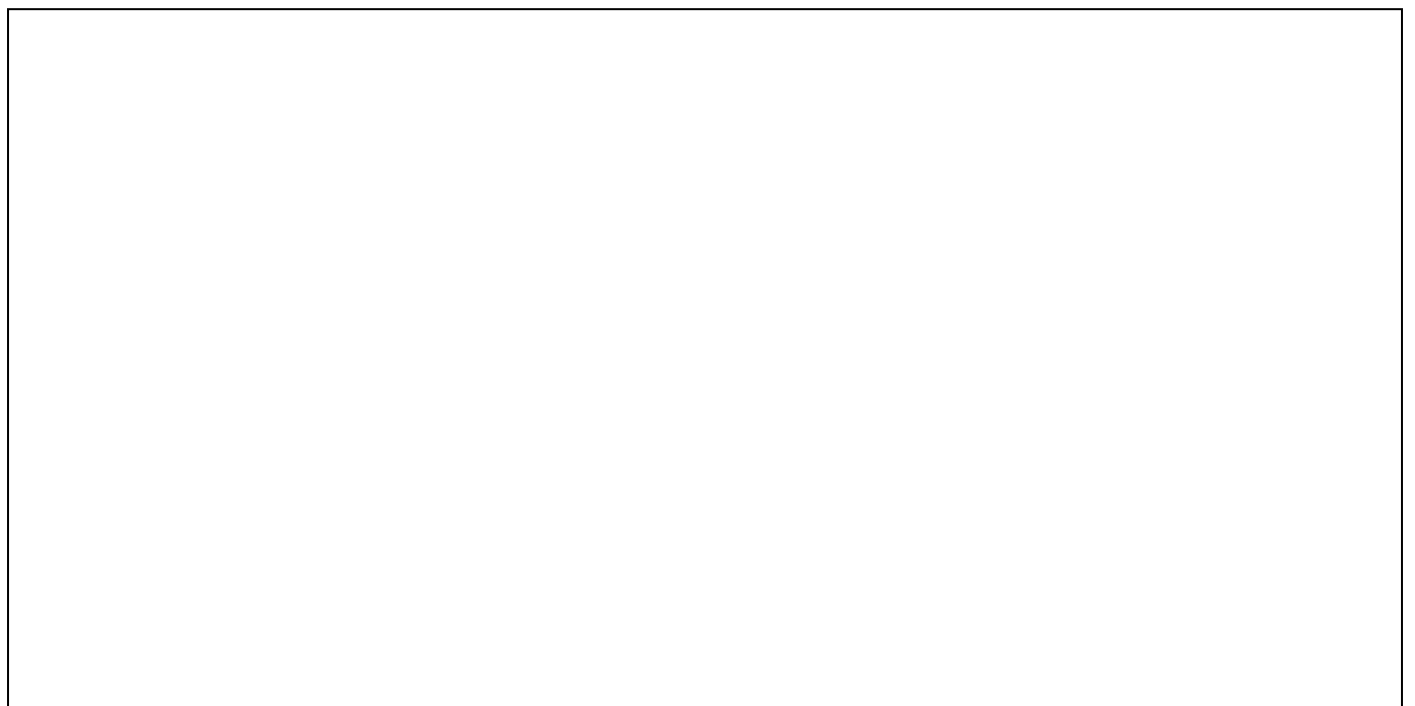
After you read – Summarising

The main idea of a text can be described as the topic that a text is mostly about. Write a paragraph to summarise the text, *All About Thunderstorms*.

Now that you have read the text, go back and fill in the second column of the table on the previous page.

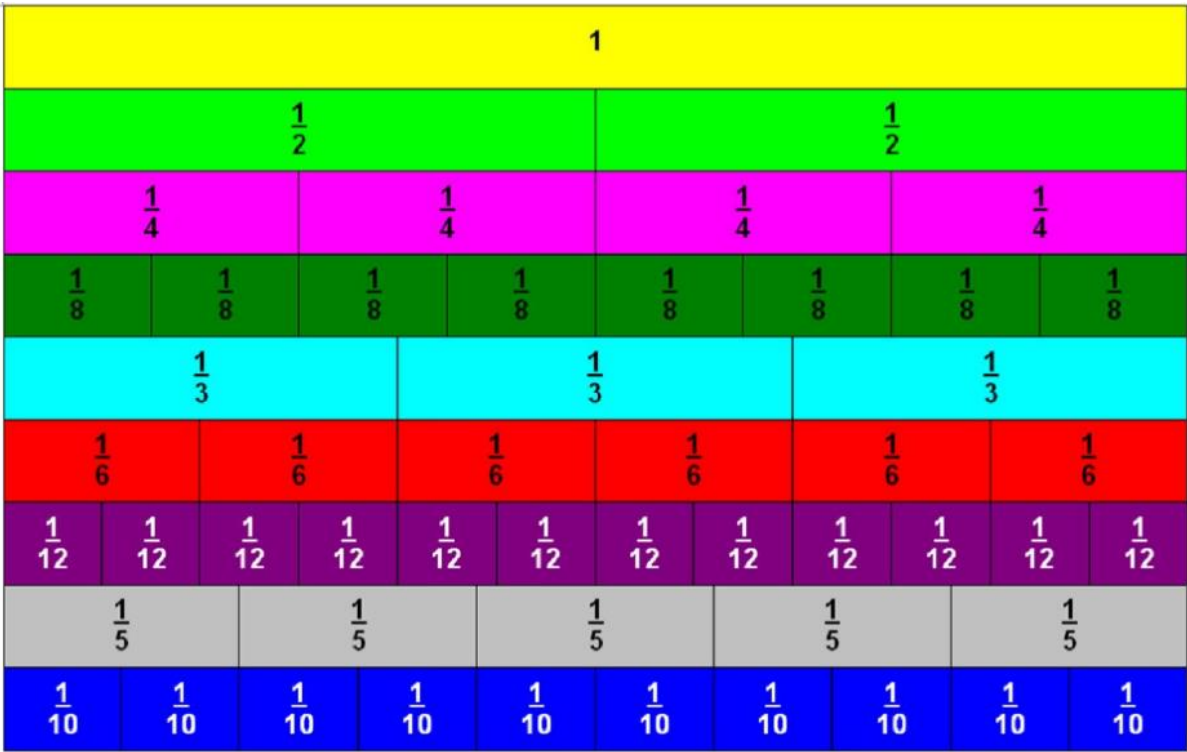
Creative activity

Using the sights, sounds and smells from both texts, draw your own colourful picture of a thunderstorm in the box below.



Simplifying Fractions

Simplifying a fraction is the same as expressing a fraction in its simplest form, the fraction you are being given is expressed with smaller numbers. The process of simplifying is finding the largest number that divides into the numerator (top number) and the denominator (bottom number) and dividing them both by it.



Simplify the fractions.

1. $\frac{2}{10} =$ _____

2. $\frac{15}{50} =$ _____

3. $\frac{5}{30} =$ _____

4. $\frac{14}{16} =$ _____

5. $\frac{3}{9} =$ _____

6. $\frac{12}{20} =$ _____

7. $\frac{2}{4} =$ _____

8. $\frac{3}{18} =$ _____

9. $\frac{4}{8} =$ _____

10. $\frac{2}{6} =$ _____

11. $\frac{36}{40} =$ _____

12. $\frac{4}{20} =$ _____

Simplify the fractions.

1. $\frac{3}{9} =$ _____

2. $\frac{28}{40} =$ _____

3. $\frac{2}{4} =$ _____

4. $\frac{20}{24} =$ _____

5. $\frac{10}{16} =$ _____

6. $\frac{4}{16} =$ _____

7. $\frac{5}{15} =$ _____

8. $\frac{4}{8} =$ _____

9. $\frac{6}{15} =$ _____

10. $\frac{20}{50} =$ _____

11. $\frac{16}{24} =$ _____

12. $\frac{12}{24} =$ _____

PROBLEM SOLVING

Equivalent Fractions

FD 13 (1a) Mary recorded some fractions equivalent to $\frac{1}{2}$.

Which of these fractions could she have recorded?

- a. $\frac{1}{4}$ b. $\frac{1}{3}$ c. $\frac{2}{4}$ d. $\frac{2}{3}$

Equivalent Fractions

FD 13 (1b) Mary recorded some fractions equivalent to $\frac{1}{3}$.

Which of these fractions could she have recorded?

- a. $\frac{1}{4}$ b. $\frac{1}{2}$ c. $\frac{2}{4}$ d. $\frac{2}{6}$

Equivalent Fractions

PROBLEM SOLVING

Equivalent Fractions

FD 13 (2a) What are the missing numbers?

$$\frac{1}{2} = \frac{\quad}{6} = \frac{\quad}{12} = \frac{7}{\quad}$$

Equivalent Fractions

FD 13 (2b) What are the missing numbers?

$$\frac{1}{4} = \frac{\quad}{8} = \frac{\quad}{12} = \frac{\quad}{16}$$

Equivalent Fractions

Equivalent Fractions

FD 13 (3a) A lolly is made with equal layers.



The layers are white or red.

What fraction of the lolly is made of white layers?

- a. $\frac{2}{3}$ b. $\frac{3}{5}$ c. $\frac{2}{5}$ d. $\frac{1}{3}$

Equivalent Fractions

FD 13 (3b) A lolly is made with equal layers.



The layers are white or red.

What fraction of the lolly is made of white layers?

- a. $\frac{2}{3}$ b. $\frac{3}{5}$ c. $\frac{2}{5}$ d. $\frac{1}{3}$

Equivalent Fractions

Have a pack of playing cards.

Select cards to make a unit fraction.

























Identify the relationship between the numerator and denominator.

Use the relationship between the numerator and denominator to create equivalent fractions.

Reflection: How do we know if fractions are equivalent?

$\frac{4}{6} =$ <input type="text"/>	$\frac{2}{4} =$ <input type="text"/>
$\frac{12}{15} =$ <input type="text"/>	$\frac{6}{8} =$ <input type="text"/>
$\frac{6}{10} =$ <input type="text"/>	$\frac{9}{15} =$ <input type="text"/>
$\frac{3}{9} =$ <input type="text"/>	$\frac{9}{12} =$ <input type="text"/>
$\frac{4}{12} =$ <input type="text"/>	$\frac{4}{10} =$ <input type="text"/>
$\frac{3}{12} =$ <input type="text"/>	$\frac{6}{15} =$ <input type="text"/>
$\frac{2}{16} =$ <input type="text"/>	$\frac{10}{12} =$ <input type="text"/>
$\frac{6}{14} =$ <input type="text"/>	$\frac{5}{10} =$ <input type="text"/>

Equivalent Fractions Worksheet

<p>1 a.</p> <div style="display: flex; align-items: center; justify-content: center;">   </div> <div style="display: flex; align-items: center; justify-content: center; margin-top: 10px;">  =  </div>	<p>1 b.</p> <div style="display: flex; align-items: center; justify-content: center;">   </div> <div style="display: flex; align-items: center; justify-content: center; margin-top: 10px;">  =  </div>
<p>2 a.</p> <div style="display: flex; align-items: center; justify-content: center;">   </div> <div style="display: flex; align-items: center; justify-content: center; margin-top: 10px;">  =  </div>	<p>2 b.</p> <div style="display: flex; align-items: center; justify-content: center;">   </div> <div style="display: flex; align-items: center; justify-content: center; margin-top: 10px;">  =  </div>
<p>3 a.</p> <div style="display: flex; align-items: center; justify-content: center;">   </div> <div style="display: flex; align-items: center; justify-content: center; margin-top: 10px;">  =  </div>	<p>3 b.</p> <div style="display: flex; align-items: center; justify-content: center;">   </div> <div style="display: flex; align-items: center; justify-content: center; margin-top: 10px;">  =  </div>

Draw lines to match the fractions with their equivalent partners:

$$\frac{2}{6}$$

$$\frac{16}{20}$$

$$\frac{3}{8}$$

$$\frac{5}{15}$$

$$\frac{4}{5}$$

$$\frac{6}{18}$$

$$\frac{2}{3}$$

$$\frac{10}{15}$$

$$\frac{1}{3}$$

$$\frac{9}{24}$$

Order these fractions from smallest to largest:

$$\frac{2}{5}$$

$$\frac{6}{10}$$

$$\frac{4}{5}$$

$$\frac{1}{5}$$

$$\frac{10}{20}$$

$$\frac{2}{4}$$

$$\frac{9}{16}$$

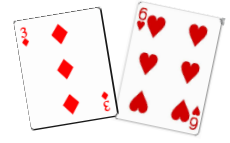
$$\frac{5}{8}$$

$$\frac{1}{4}$$

$$\frac{3}{8}$$

Divide by Single-digit Numbers - $\div 9$, no remainder

Select cards to make numbers to divide.



Record a division and a fraction number sentence.

Partition the number into numbers that you know are multiples.

$$\begin{array}{r} 36 \div 9 = \\ \swarrow \quad \searrow \\ 27 + 9 \end{array}$$

$$\begin{array}{r} \frac{1}{9} \text{ of } 36 = \\ \swarrow \quad \searrow \\ 27 + 9 \end{array}$$

Divide the parts.

$$27 \div 9 = 3$$

$$\frac{1}{9} \text{ of } 27 = 3$$

Find a fraction of the parts.

$$9 \div 9 = 1$$

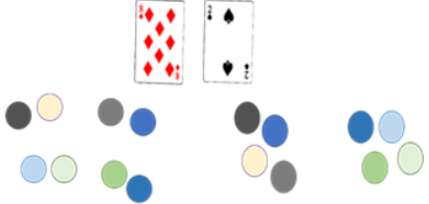
$$\frac{1}{9} \text{ of } 9 = 1$$

Add the quotients.

$$3 + 1 = 4$$

$$36 \div 9 = 4 \qquad \frac{1}{9} \text{ of } 36 = 4$$

MD 1, 2 Divide in 2 ways – into 'groups of 2' and '2 equal groups'



Groups of 2 2 equal groups

MD 5 Divide into equal rows (array) describe using 2 division and 2 multiplication number sentences

$$12 \div 6 = 2$$


$$12 \div 2 = 6$$

$$2 \times 6 = 12$$

$$6 \times 2 = 12$$



MD 7, 8 Divide in 4 ways – into 'groups of 2' and '2 equal groups'



Groups of 2 2 equal groups

$$8 \div 2 = 4$$

$$8 \div 2 = 4$$

MD 10 PA 17 Divide by 2
Related to halving

$$15 \div 2 = 7 \text{ r}1$$

$$10 + 5$$

$$4 + 1$$

$$10 \div 2 = 5$$

$$4 \div 2 = 2$$

$$5 + 2 = 7$$

$$\frac{1}{2} \text{ of } 15 = 7 \text{ r}1$$

$$10 + 5$$

$$4 + 1$$

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

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



MD 10 Divide by 4
Related to quartering

$$37 \div 4 = 9 \text{ r}1$$

$$20 + 17$$

$$16 + 1$$

$$20 \div 4 = 5$$

$$16 \div 4 = 4$$

$$5 + 4 = 9$$

$$\frac{1}{4} \text{ of } 37 = 9 \text{ r}1$$

$$20 + 17$$

$$16 + 1$$

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

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



MD 12 Divide by 3
Related to thirding

$$16 \div 3 = 5 \text{ r}1$$

$$9 + 7$$

$$6 + 1$$

$$9 \div 3 = 3$$

$$6 \div 3 = 2$$

$$3 + 2 = 5$$

$$\frac{1}{3} \text{ of } 16 = 5 \text{ r}1$$

$$9 + 7$$

$$6 + 1$$

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

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



MD 13 Divide by 5
Related to fifthing

$$37 \div 5 = 7 \text{ r}2$$

$$20 + 17$$

$$15 + 2$$

$$20 \div 5 = 4$$

$$15 \div 5 = 3$$

$$4 + 3 = 7$$

$$\frac{1}{5} \text{ of } 37 = 7 \text{ r}2$$

$$20 + 17$$

$$15 + 2$$

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

$$\frac{1}{5} \text{ of } 15 = 3$$

MD 14 Divide by 9
Related to ninthing

$$71 \div 9 = 7 \text{ r}8$$

$$27 + 44$$

$$36 + 8$$

$$27 \div 9 = 3$$

$$36 \div 9 = 4$$

$$3 + 4 = 7$$

$$\frac{1}{9} \text{ of } 71 = 7 \text{ r}8$$

$$27 + 44$$

$$36 + 8$$

$$\frac{1}{9} \text{ of } 27 = 3$$

$$\frac{1}{9} \text{ of } 36 = 4$$

Copy the following paragraph on the handwriting sheet.

LI: We are learning to have even spaces between words.

(Date:)

LI: We are learning to have even spaces between words
Most of Australia's traditional indigenous people lived nomadic lifestyles. This means that they rarely settled in one place and would move from location in search of seasonal food, water and shelter. As they were constantly on the move, most Indigenous people did not concern themselves with possessions.



Why was Australia considered Terra Nullius?



Why was Australia considered Terra Nullius?

1

Watch the BTN clip, then in your own words describe what Terra Nullius is.

During his voyage along the East coast of Australia in 1770, Captain Cook saw and even met Aboriginal and Torres Strait Islander Peoples. In his journal, he commented that they seemed '*far more happier than we Europeans*'.

2

Complete the **step in, step out, step back** thinking routine.

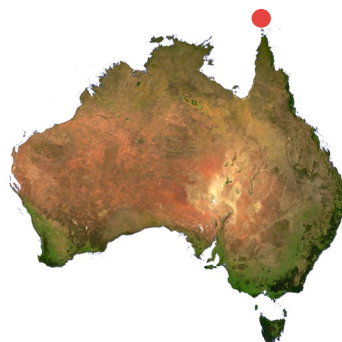
Step in... Imagine you are a British person. Even though you had seen people living on the land, why do you think the term Terra Nullius was used?



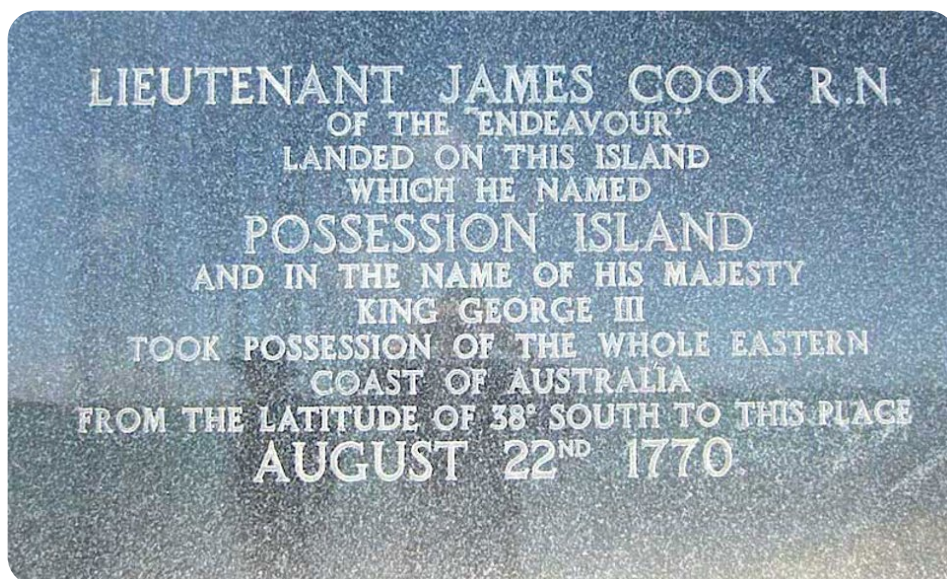
Step Out... Was Australia really a land belonging to no one? Explain your answer.

Step Back... Consider the point of view of an Aboriginal person seeing the British arrive and claim the land. How do you think they would feel?

At the very tip of Australia lies a small island.
Its European name is Possession Island. Its
Indigenous name is Bedanug.



- 3 Read the words below; they are found on a monument erected on the island.



Who and what do the words remember?

What do you think the words 'took possession' mean?

Who did Captain Cook speak for?

Historians now believe that Captain Cook wrongly thought that Aboriginal People did not grow crops, fish inland rivers or build permanent dwellings.

4

The term **Terra** means land or territory. It is found in many common words.

Play the **Terra Game**. Find words containing 'ter' or 'terra'. Use the hints to help you.

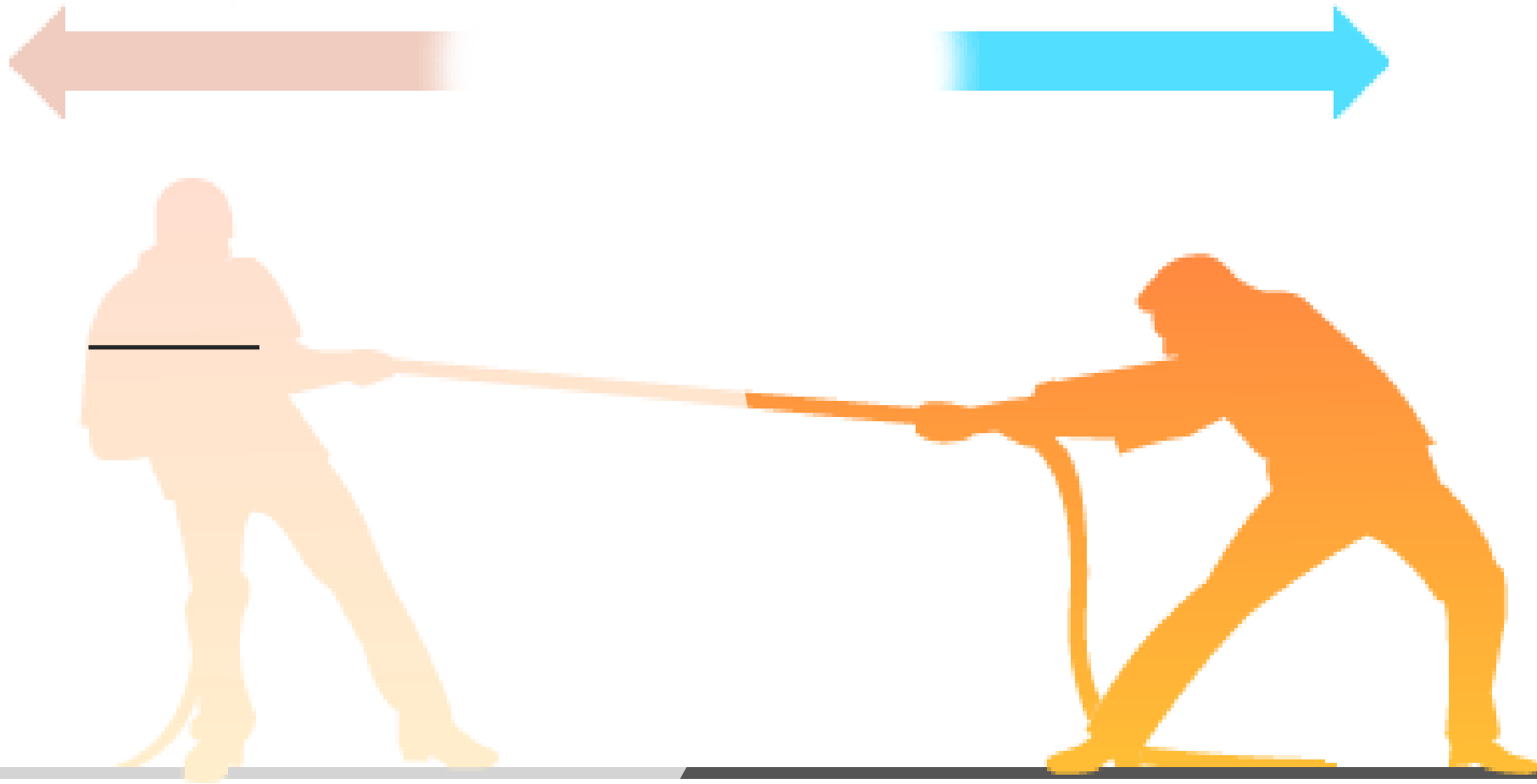


Word	Hint
	E.T.
	mini world
	outside patio
	a dog
	computer game
	area
	underground

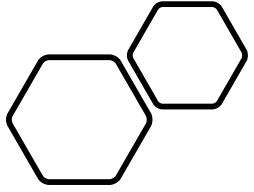
5

Create words of your own including the word 'terra' e.g. Terrajack: Jack's Land!

What is force?



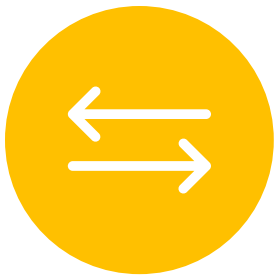
Is a push or a pull; an interaction that changes the motion of an object, causing speeding up, slowing down, change in direction.



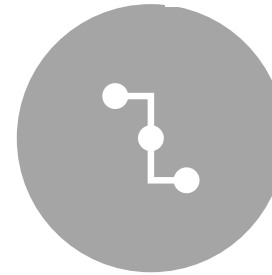
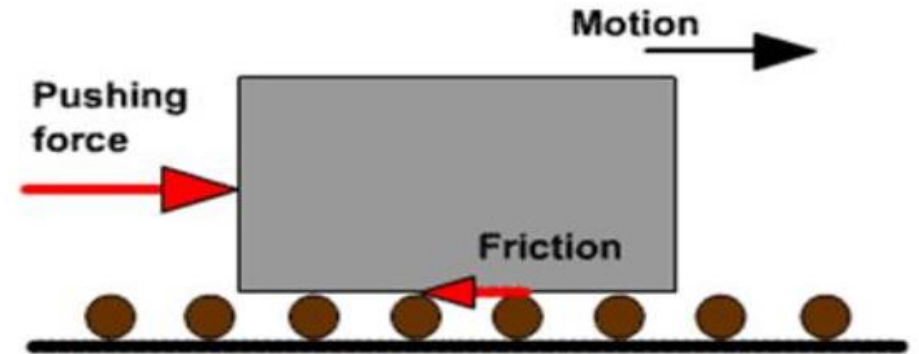
What is friction?



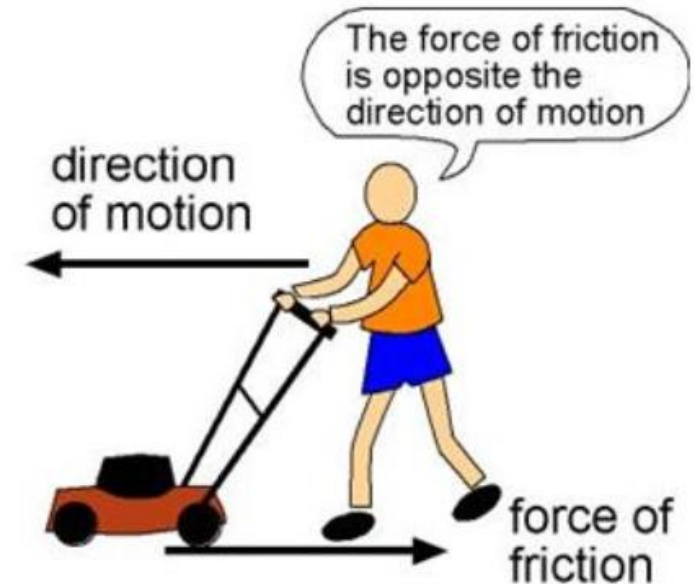
Friction is a **force** resisting the relative motion of solid surfaces, fluid layers, and material elements sliding against each other.



The force acts in the **opposite** direction to the way an object wants to slide.



You will find friction everywhere that objects come into contact with each other.



Activity 1

- You are going to investigate what happens when we slide a cube of ice across different surfaces.
- You will need an ice cube and different surfaces.
- Investigate the motion of the ice cube with different forces and different surfaces. Look out for the friction when investigation
- You will then draw an annotated drawing comparing the ice cube on two different surfaces.



Time to discuss your findings!

(Answer the questions)



How were the surfaces different?



What did it feel like when you pulled the ice cube across each surface?



Why do you think that?



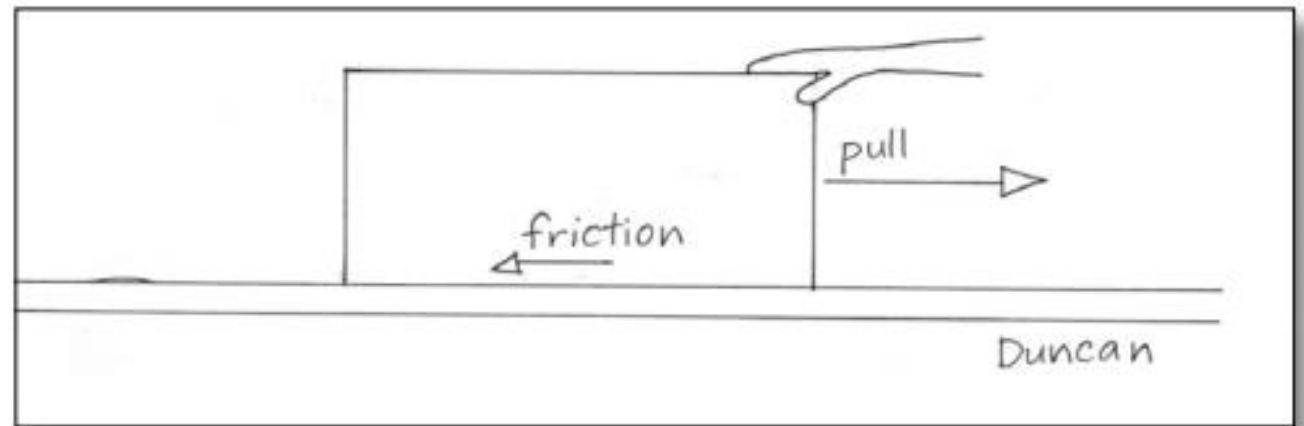
How did friction affect the movement of ice cube?



Did your team findings match the predictions you made?

Annotated Drawing

Draw an annotated drawing describing your ice cube activity. Your drawing may look similar to the one below.



Friction drawing student work sample

What is friction?

Friction is something that acts between two surfaces in contact producing grip.

What is force?

Forces can affect objects in different ways, including the way they move. Forces are usually seen as a push or pulls but also includes forms like friction, gravity and magnetism.