Year 4 Learning from Home Schedule Week 3, Term 3

Monday	Tuesday	Wednesday	Thursday	Friday
Morning Routine **Focus: First Contacts and Experiences** Read the printed slides located in the learning from home pack. Use this information to help you fill in the _vocabulary section_ of the student knowledge organiser.	**Morning Routine** **Focus: First Contacts and Experiences** Read the printed slides located in the learning from home pack. Use this information to help you fill the _two questions_ on the top right corner of the knowledge organiser. 1. _When did the First Fleet arrive? How long did they stay and what was the reason for them staying?_ 2. _Provide 3 facts that you have learnt about the First Contacts._	**Morning Routine** **Focus: First Contacts and Experiences** Read the printed slides located in the learning from home pack. Use this information to help you fill in the table _on the bottom right corner of the knowledge organiser._	**Morning Routine** **Focus: First Contacts and Experiences** Read the printed slides located in the learning from home pack. Use this information to help you fill in the _timeline_ on the bottom of the student knowledge organiser.	**Morning Routine** **Focus: First Contacts and Experiences** Read the printed slides located in the learning from home pack. Use this information to help you _draw pictures of the following words: tropics, livestock, poultry, clan, Terra Nullius, penal colony, and command._

SOTD	SOTD	SOTD	SOTD	SOTD
Grammar	**Grammar**	**Grammar**	**Grammar**	**Grammar**
Focus: What is a sentence? **Task:** Read and complete the '**What Is Sentence?'** worksheet. Add your definition of what is a sentence at the bottom of the worksheet.	**Focus: Simple sentence** **Task:** Read the different simple sentences on the **Simple Sentence** worksheet. Underline the **subject** and the **verb** in each sentence. Fill in the correct words from the word bank to complete the simple sentence.	**Focus: Compound sentence** **Task:** Read and complete the **Compound Sentence** worksheet. Using the conjunctions **so, and, but,** and **yet** complete the compound sentences. Rewrite the following two sentences into compound sentences using the correct conjunctions.	**Focus: Complex sentence** **Task:** Read the different simple sentences on the **Complex Sentence** worksheet. Using the correct subordinating conjunctions to complete the complex sentences. Identify the part of the following sentences that stands alone (main clause) using a highlighter or coloured pencil.	**Focus: Simple, Compound and Complex sentences.** **Task:** Read the different simple, compound, and simple sentences on the **Sorting Sentence** worksheet. Cut and paste each sentence under the correct heading on the following page. (You may write them out under the correct heading if you would like).

Writing	Writing	Writing	Writing	Writing
Topic: All families should own a pet *Task: Use the persuasive text 'OREO' planner to brainstorm your ideas about whether all families should or should not own a pet.* *Editing task: complete editing task seven 'The Lost Ant.'*	*Topic: All families should own a pet* *Task: Use the persuasive text scaffold sheet to state your reasons and provide an example to support your argument.* *Editing task: complete editing task eight 'The Brave Lion.'*	*Topic: All families should own a pet* *Task: Use the persuasive text planner and scaffold sheet to create a persuasive text on the topic "All families should own a pet." Use the lined paper.* *Editing task: complete editing task nine 'The King's Crown.'*	*Topic: All families should own a pet* *Task: Edit your persuasive text using the marking codes.* *Editing task: complete editing task ten 'A fire in an igloo?'*	*Topic: All families should own a pet* *Task: Publish your persuasive text using the sport border pages.* *Editing task: complete editing tasks eleven and twelve 'Packet of Sweets' and 'Going on Holidays.'*
Guided Reading	**Guided Reading**	**Guided Reading**	**Guided Reading**	**Guided Reading**
Look at the **'The Animal Game'** poster. Use **inference or prediction** to answer the comprehension questions on the following page. Remember to use correct sentence structure (simple, compound and complex sentences).	Read the persuasive text **'Letter to the Editor'** and answer the comprehension questions on the **'Family Fun Day'** worksheet. Remember to use correct sentence structure (simple, compound and complex sentences).	Read the persuasive text **'Stop Polluting the Ocean'** and answer the following comprehension questions. Remember to use correct sentence structure (simple, compound and complex sentences).	Re-read the text **'Stop Polluting the Ocean.'** **Task:** Sequencing Cut out the strips of sentences from the table below. *(You may write them out in the correct order if you would like)* Glue the text in the correct order of:	Read the persuasive text **'Dogs Make the Best Pets'** and answer the following comprehension questions. Remember to use correct sentence structure (simple, compound and complex sentences).

Read an e-book on **'LiteracyPro'** and complete a quiz.	Read an e-book on **'LiteracyPro'** and complete a quiz.	Read an e-book on **'LiteracyPro'** and complete a quiz.	1. Opening statement 2. Arguments (reasons for to support author's viewpoint) 3. Concluding statement on the following worksheet. Read an e-book on **'LiteracyPro'** and complete a quiz.	Read an e-book on **'LiteracyPro'** and complete a quiz.
Maths **Complete Math Mentals sheet- Day 1** **Revision**- addition and subtraction: bridging to 10, 20, 100, 1000, 10000 **Multiplying by 6 using Distributive Property**	**Maths** **Complete Math Mentals sheet- Day 2** **Revision**- addition and subtraction: bridging to 10, 20, 100, 1000, 10000 **Equivalent Fractions**	**Maths** **Complete Math Mentals sheet- Day 3** **Revision**- addition and subtraction: bridging to 10, 20, 100, 1000, 10000 **Dividing by 6 using Distributive Property**	**Maths** **Complete Math Mentals sheet- Day 4** **Revision**- addition and subtraction: bridging to 10, 20, 100, 1000, 10000 **Equivalent Fractions**	**Maths** **Complete Math Mentals sheet- Day 5** **Revision**- addition and subtraction: bridging to 10, 20, 100, 1000, 10000 **Angles**
PDHPE Follow 15 Minutes of dance video http://www.viewpure.com/sHd2s_saYsQ?start=0&end=0	**PDHPE** Learn a new skill such as juggling, cooking, breakdancing, knitting or playing the recorder.	**PDHPE** Hop- 1. Mark two spots that are 10 steps apart. 2. Get a device or watch to time yourself. 3. Start at the first marker and hop around the	**PDHPE** Create your own game to play with your family members. Be creative with your objects e.g. wrap up some socks to make a ball.	**PDHPE** Write a weekly list of positive affirmations (e.g. I can make it through this storm, I get better every single day).

		second marker, returning to the start. 4. Record your time. 5. IF BOTH OF YOUR FEET TOUCH THE GROUND START AGAIN.		

Other Key Learning Areas			
Handwriting	**HSIE**	**Science**	**CAPA- Social, emotional and family activities**
Complete the Week 3 handwriting activities. Students are to copy the text onto the handwriting paper. We are learning how to make our letters the same size and evenly space letters and words.	Complete the Week 3 History activities.	Look at the example and complete the activities for Week 3.	Be creative! Find something at home that you can recycle and recreate into something new and different. Some items you can use include toilet rolls, bottles, bottle lids, egg cartons etc.

Stage 2 optional websites to access at home

The following websites may assist you during this time:

Literacy

We strongly encourage students to read at home. It is expected for our students to read everyday (this can be done on Literacy Pro). You can support your child by listening to them or reading with them each and talking about the text. These texts may be fiction (e.g. stories, poems etc) or non-fiction (e.g. information books, magazines, newspapers etc). students may write a summary of what they read if they wish.

- https://slz04.scholasticlearningzone.com/resources/dp-int/dist/#/login2/AUS (Literacy Pro)
- https://storylineonline.net/
- https://www.funbrain.com/books
- https://www.pobble365.com/ (writing stimulus for stories)
- https://www.getepic.com/ (online library)

Mathematics

- https://www.matific.com/au/en-au/home/
- https://www.coolmathgames.com/
- https://www.mathsisfun.com/
- https://www.scootle.edu.au/ec/viewing/L867/index.html (Wish ball place value)
- http://www.math-exercises-for-kids.com/

Other Key Learning Areas

- https://www.kidsnews.com.au/
- https://www.abc.net.au/btn/
- https://www.abcya.com/
- https://www.typingclub.com/ (practice typing)
- https://www.dancemattypingguide.com/ (practice for students typing on the computer)

Edmodo Year 4 Class Codes

Join with a Class Code

- ✓ Navigate to your Edmodo homepage.
- ✓ Click 'More' at the top of your 'My Classes' left panel.
- ✓ Select 'Join a Class'.
- ✓ Enter the Class Code and click 'Join.'

4D Class Code	4L Class Code	4N Class Code	4R Class Code	4T Class Code
agk55s	ek6ada	7wsur6	bwwyss	4qpcxy
If you are having trouble logging on, please contact **Miss Dandashli on danielle.dandashli2@det.nsw.edu.au**	If you are having trouble logging on, please contact **Mr. Lia on mr.lia4l21@gmail.com**	If you are having trouble logging on, please contact **Miss Najjarine on MissNajjarine@outlook.com**	If you are having trouble logging on, please contact **Ms Rifai and Ms Houzeife on bsps4r@outlook.com**	If you are having trouble logging on, please contact **Miss Tageddine on misstageddine@hotmail.com**

The First Fleet Voyage

The First Fleet was led by Captain Arthur Phillip. In total, the Fleet consisted of 11 ships. There were two escort ships (H.M.S Sirius and H.M.S Supply), six convict transport ships (the Alexander, Charlotte, Friendship, Lady Penrhyn, Prince of Wales and the Scarborough), and three store ships (the Borrowdale, Fishburn and Golden Grove). Captain Arthur Phillip was on board H.M.S Sirius. Altogether, the 11 ships carried around 756 convicts and 550 crew members, marines and their families. The First Fleet left the harbour of Portsmouth in England on 13th of May 1787.

The First Fleet travelled south from England and stopped at Tenerife in the Canary Islands on 3rd of June 1787. When the ships stopped here, they collected lots of fresh water and fresh vegetables. This helped them to stay healthy and to sustain them for the next part of their journey. The weather was hot and humid as the Fleet sailed through the tropics. Below the decks, rats, parasites, bedbugs, lice, cockroaches and fleas made life very uncomfortable.

After eight weeks, the First Fleet landed at Rio de Janeiro on the South American Coast on 7th of August 1787. The ships were cleaned and old clothes were burned to get rid of lice and fleas. They remained here for about a month before departing for Table Bay at Cape Town and landing on 13th of October 1787. It took them about five weeks at sea to reach this destination. While they were here, they took on supplies of cattle and fresh vegetables.

On the 12th November 1787, the First Fleet set sail for their final destination, Botany Bay. They arrived at Botany Bay on the 20th January 1788. However, after Captain Arthur Phillip found this area unsuitable for settlement he decided to move the entire Fleet north. The First Fleet arrived at Port Jackson, Sydney Cove on the 26th of January 1788.

The journey took approximately 252 days and they sailed for 24,000 kilometres.

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AM   Top S

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WDWL   ☁   🏴

Morning Routine

First contact (Reasons and experiences)

First Fleet Journey Timeline

The First Fleet leaves Rio de Janerio.

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 that 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 successfully voyage with no ships lost and only 48 fatalities.

Weather

Tropic of Cancer

Equator

Tropic of Capricorn

Tropics

N

W

E

S

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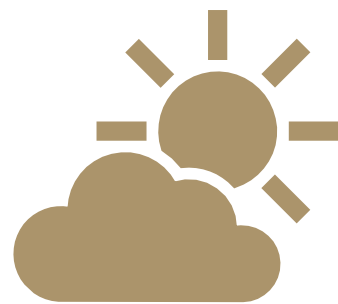
THE ROUTE OF THE FIRST FLEET

ASIA

EUROPE

Portsmouth, May 1787

ATLANTIC
OCEAN

PACIFIC
OCEAN

Tenerife Island
June 1787

Cape Verde Is.

AFRICA

INDIAN
OCEAN

SOUTH
AMERICA

Rio de Janeiro
August–September 1787

Cape Town
October–November 1787

Sydney Cove
January 1788

Cape of
Good Hope

N
W   E
S

0   1000   2000 mi
0   1500   3000 km

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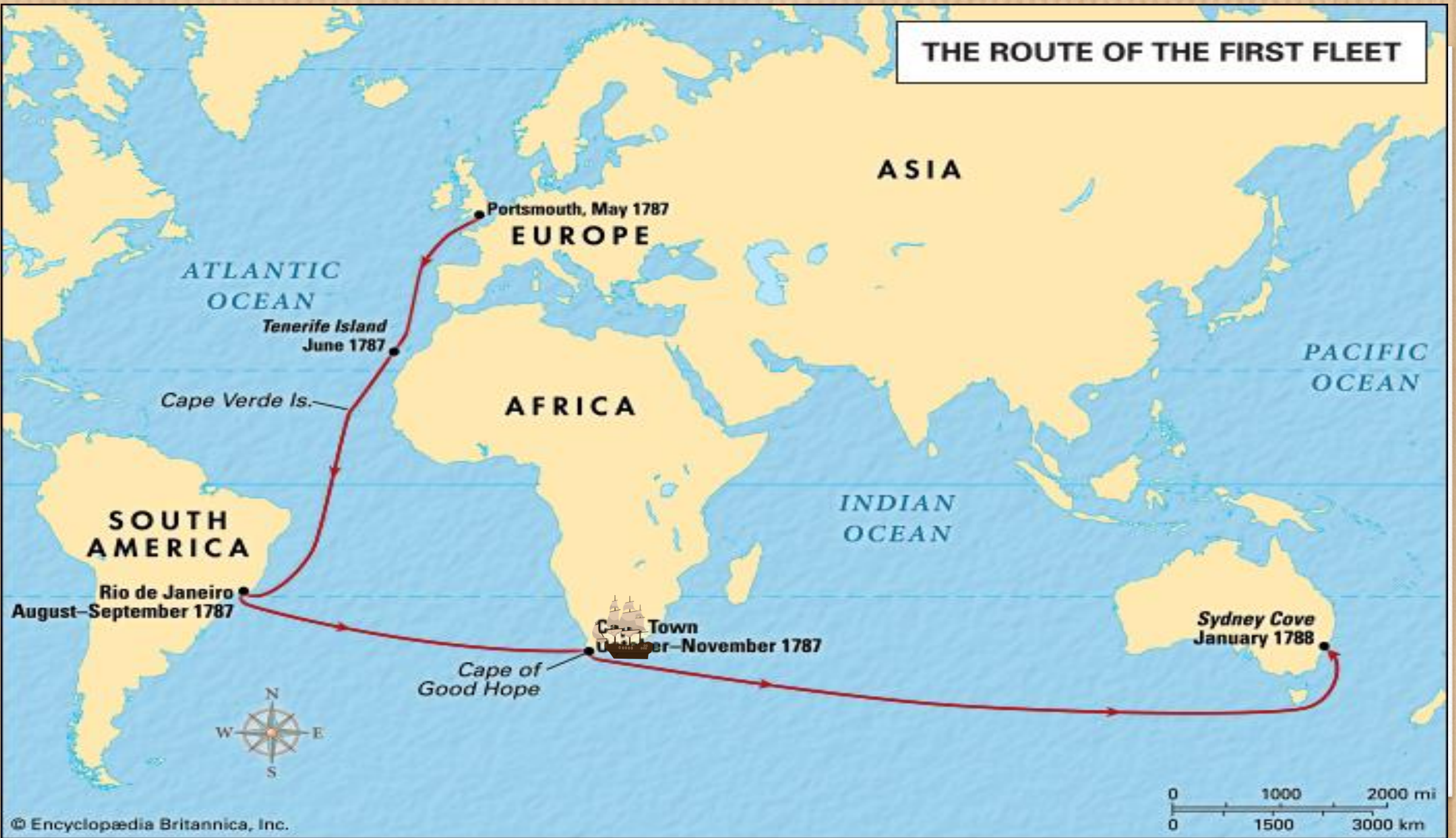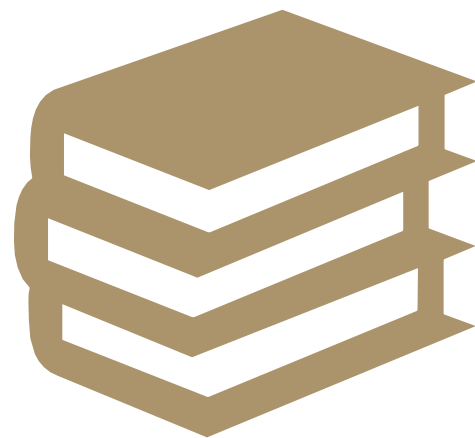
100 Days of Learning

Arrival of the First Fleet

THE FIRST SHIP (SUPPLY) ARRIVED IN BOTANY BAY ON THE 18TH JANUARY 1788.

CAPTAIN ARTHUR PHILLIP DECIDED THAT THE SITE WAS NOT SUITABLE BECAUSE OF THE POOR SOIL, UNSAFE LOCATIONS TO LEAVE THE SHIPS AND NO DRINKING WATER.

CAPTAIN ARTHUR PHILLIP DECIDED TO GO NORTH TO PORT JACKSON.

THEY ARRIVED ON 26TH JANUARY 1788 WHICH IS THE DATE WE CELEBRATE AUSTRALIA DAY.

PORT JACKSON IS KNOWN AS SYDNEY.

First Contact

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

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

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

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

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

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

Aboriginal Life Through European Eyes

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

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

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

Vocabulary	
Word	**Definition**
Tropics	
Livestock	
Poultry	
Clan	
terra nullius	
Penal colony	
Command	

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

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

What are the tropics ? Name the two tropics and where they are located.	
Who did the First Fleet encountered when arriving to Australia ?	
Who witnessed the First Fleet arrive to Botany Bay?	
How was the relationship between the indigenous people and the people of the First Fleet ?	
Which clan planned attacks against the British Colonisers? Why?	

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

Name _____   Date _____

What is a Sentence?

Use colours to match a sentence beginning (the first column of boxes) with a sentence ending (the second column of boxes). Make a meaningful sentence.

The rabbit that is hopping around the yard	around the racetrack.
The bunch of red roses	in their beehives.
The lion is roaring	is in a purple vase.
Bees make honey	is brown and white.
The little white kitten was waiting patiently	in the cage.
The horse galloped	by its food bowl.

Write your own sentence. Make sure your sentence has a subject and a verb.

_____

_____

_____

Name _____   **Date** _____

Simple Sentences

Underline the subject and the verb/s in these simple sentences.

- The hamster ran around the hamster wheel.
- Scientists have discovered a new planet.
- The boy ate a hamburger.
- We have singing rehearsals before school.
- Birds wash themselves in our birdbath.
- Tom can read chapter books.
- I went to the beach.

Use the correct word from the word bank to complete the sentences.

bananas	football	plane	pool
bike	trains	apples	dog

I like to eat _____.

My brother likes to play with his toy _____.

Evie went swimming in the school _____.

The jet _____ has two wings.

My _____ team won the final match on the weekend.

There were ten red _____ ready to be picked.

I went for a long ride on my _____.

I hope to get a _____ one day.

Name _____   Date _____

Compound Sentences

Choose which coordinating conjunction works best to join the simple sentences together to make a compound sentence.

so	and
but	yet

I would like to go to the football game, _____ I don't have a ticket.

The children went for a walk, _____ they saw many different types of birds.

I like orange juice, _____ Susie likes apple juice.

It was late at night, _____ the weather was hot.

Jack doesn't like to eat vegetables, _____ he likes to eat meat.

Rewrite the sentences below to create a compound sentence.

Robin painted with blue paint. Barry painted with yellow paint.

_____

_____

_____

Zack ran fast. Tom ran faster.

_____

_____

_____

Name _____   **Date** _____

Complex Sentences

Choose which subordinating conjunction works best to join the clauses together to make a complex sentence.

unless	that	despite
which	when	while

Beetles keep their wings folded _____ they are flying.

My grandma made a chocolate cake, _____ everyone enjoyed.

I will make the beds _____ you cook breakfast.

He returned his book to the library _____ he was finished with it.

Here is the basketball _____ you lost yesterday.

My soccer team still played yesterday _____ it raining heavily.

Highlight the independent clause that can stand alone as a sentence.

When the town flooded many properties were damaged.

Once the sun goes down it is time to come home.

The children saw many exhibits when they went on their excursion.

We enjoyed playing on the beach even though it was cold.

I did not see Scott today because he was playing football.

Name _____   Date _____

Sorting Sentences

Cut and paste the sentences under their correct headings.

I like bananas and I like grapes.	The football match was postponed because it was raining.	The dog barked whenever I knocked on the door.
Our team tried hard, but we lost the game.	Tom can read chapter books.	It was very hot outside, so the ice cream melted.
Birds wash themselves in our birdbath.	I love roast potatoes but my mum prefers them mashed.	I went to the beach.

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Name _____   **Date** _____

Sorting Sentences Table

Simple Sentences	Compound Sentences	Complex Sentences

All Families Should Own a Pet

Reasons For

- Owning a pet teaches children to be more responsible.

- Owning a pet helps to reduce loneliness and stress.

- People who own pets are healthier than people who do not.

- Sharing the care of a pet brings families closer together.

- Caring for a pet teaches children how to be loving and affectionate to others.

Reasons Against

- Some families do not have enough money to properly care for a pet.

- Some families do not have enough time to properly care for a pet.

- Some people do not like animals, or may be allergic to them.

- Some pets have diseases which they can pass on to humans.

- Animals do not belong in people's homes; they belong in the wild.

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).

_____

_____

All families should own a pet

All families should own a pet
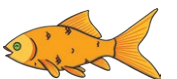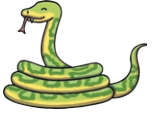
Marking Codes

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)

7 The Lost Ant

the worryed little ant had lost his way along the rocky dirt path. the other black ants were too busy singing as they marched safely home. the little ant found a shortcutt across a long brown twig. he cought up with the rest of the group

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

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8 The Brave Lion

the brave young lion ran quickily through the thick green jungel. he found a dark cave to hide in and waited for the cheeter to go past. he saw the cheetah in the distance and quietly crept back home

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

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9 The King's Crown

The king couldnt find his preshous crown. he thougt to himself, "Its most likely in the sitting room with the queen. i'm sure she'll bring it to me soon."
the queen apeared. She didnt have the king's crown
"You'll have to get a new one," she said

Find 3 spelling mistakes.
Add 3 capital letters, 2 full stops and 3 apostrophes of contraction.

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10 A Fire in an Igloo?

i wouldnt light a fire inside the iglue. Itll melt!
Youll have to put on your thick warm jacket
if its to cold. i think we should've staied at a
hotel where we would've been cosy and warm

Find 3 spelling mistakes.
Add 2 capital letters, 1 full stop and 4 apostrophes of contraction.

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11 Packet of Sweets

I knew i shouldnt have takern that packet of sweets from the store. i really wanted them and didnt have any monie. now i'm going to get in truble from my dad. Hell be really mad and never let me eat sweets ever again

Find 3 spelling mistakes.
Add 3 capital letters, 1 exclamation mark and 3 apostrophes of contraction.

12 Going on Holidays

Youll never beleive where i'm going on holidays! Its a fun theam park overseas where I'll be able to see all my favourite movie charactors i cant wait to pack my bag and go. We're leaving early in the morning on saturday.

Find 3 spelling mistakes.
Add 3 capital letters, 1 full stop and 3 apostrophes of contraction.

Name _____   **Date** _____

The Animal Games

Read the following questions and statements. Using inference or prediction, answer the questions below. Remember to write your answer in full sentences. When you have checked your answer, circle 'inference' or 'prediction' to show which comprehension skill you have used.

1. Who will win the race between the tortoise, the antelope and the cheetah?

_____

inference / prediction

2. Why is the horse upset?

_____

inference / prediction

3. What will happen when the rabbit lands?

_____

inference / prediction

4. Is the alligator a good gymnast? Why do you think this?

_____

inference / prediction

5. What is the rooster thinking? Why do you think this?

_____

inference / prediction

6. What will happen next, after the rhinoceros throws the javelin?

_____

inference / prediction

7. What racing event are the tortoise, the antelope and the cheetah taking part in?

_____

inference / prediction

8. What are the fox and the giraffe doing?

_____

inference / prediction

To the Editor

Dear Editor,

I am writing to request that our local council reconsider their heartbreaking decision to cancel the annual Family Fun Day. The Family Fun Day raises much-needed funds for our town, creates a strong sense of community among the residents and allows our local children to showcase what they have been working so hard on at school throughout the year.

Firstly, our wonderful Family Fun Day provides vital funds for our local community. All the money raised by the volunteers on the day goes towards funding local projects. We were desperately hoping to have those funds this year to pay for equipment at Huckle Finn park to be repaired.

Secondly, the Family Fun day creates a lovely atmosphere where local families and residents can get together to meet, mingle and make connections. If this fabulous opportunity for our community is cancelled, we will surely feel a terrible disconnect within our neighbourhood.

Finally, our local school students work tirelessly throughout the school year, and they absolutely love showing off their work at the Family Fun Day. There is a constant stream of families coming to the school tents, where the students are proudly showing off their work. How could you possibly take that wonderful moment away from those children?

You must reconsider your disappointing decision to cancel the Family Fun Day. We need this important day to raise funds for crucial community projects, create opportunities for our residents to connect with each other, and show our children that we value the schoolwork they have been working on throughout the year. We want our Family Fun Day back!

Kind regards,

Chris Karras

teachstarter

Name: _____   **Date:** _____

Family Fun Day

1. Why is Chris Karras writing to the editor of this magazine?

   _____

   _____

   _____

2. What three reasons does Chris provide in his introduction to support his view?

   _____

   _____

   _____

3. Write the sentence that uses alliteration to capture the reader's attention.

   _____

   _____

   _____

4. Define these descriptive and emotive words used in the letter.

   a) vital: _____

   b) mingle: _____

   c) constant: _____

5. Why do you think the Family Fun Day was cancelled? Give reasons for your answer.

   _____

   _____

   _____

   _____

STOP POLLUTING
≈ THE OCEAN ≈

How would you feel if there were plastic bottles, chemicals, ripped fishing nets and other containers strewn all around your house? This is the state of many oceans around the world. It is vital that humans stop destroying our precious oceans with these careless acts of pollution.

There are many things we can do in our everyday lives to help reduce this environmental disaster. Drink water from the tap; instead of from plastic bottles. Take reusable shopping bags to the supermarket; instead of using plastic ones. Reduce the amount of garbage you produce; don't waste unnecessarily. If you see rubbish while you are outdoors; pick it up and dispose of it responsibly.

Ocean pollution is everyone's problem. We must work together to protect our oceans and save these precious environments for future generations.
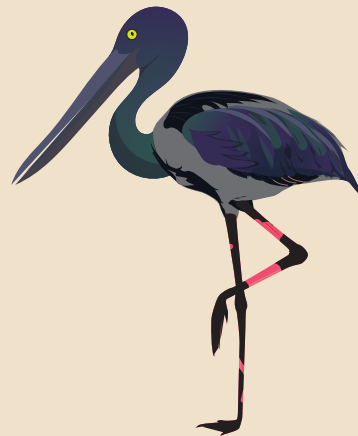
Comprehension Questions

1) What is causing the pollution in our oceans?

_____

_____

_____

_____

2) What are four ways we can help to reduce this environmental disaster?

_____

_____

_____

_____

_____

_____

_____

_____
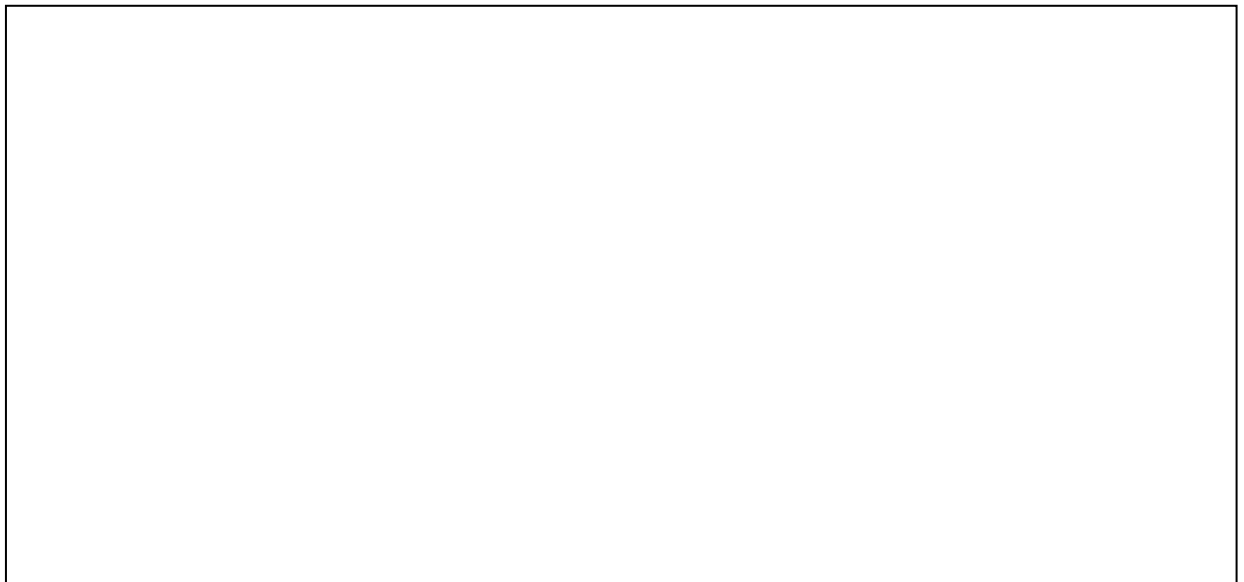
3) Why do you think it is important that we fix up this problem?

_____

_____

_____

_____

_____

Name: _____   Date: _____

4) Do you think the writer wrote this text to entertain or persuade? Give
   reasons for your answer.

   _____

   _____

   _____

   _____

5) In the first box, draw a picture of what a polluted ocean looks like.

   In the second box, draw a picture of what an unpolluted ocean looks like.

DOGS MAKE THE BEST PETS

When it comes to pets, dogs are most certainly the best choice. They are loyal, affectionate and active companions. No other choice of pet can compete with a dog.

Firstly, dogs are incredibly loyal companions. They see themselves as a part of the family and will always be there for you, no matter what happens. Secondly, dogs are extremely affectionate animals. No other animal can show their love when you arrive home at the end of the day quite like a dog can. Thirdly, dogs are very active. This means that you can always keep fit and healthy, taking your dog for walks and playing games together.

For these reasons, it is clear that dogs make the best pets. Other animals might have some good qualities, but dogs are the most loyal, affectionate and active companions of them all.

Comprehension Questions

1) The writer states 'no other choice of pet can compete with a dog.' What do you think the writer is trying to say?

_____

_____

_____

_____

2) What does the word 'affectionate' mean?

_____

_____

_____

3) What is the purpose of this text? To convince you to…

_____

_____

_____

3) What are the three words the writer uses to describe dogs in the first paragraph?

_____

_____

_____

Comprehension Questions

4) List the three main arguments the writer uses to explain why dogs are the best pets.

1. _____

   _____

2. _____

   _____

3. _____

   _____

5) Which argument do you think is the best? Why?

_____

_____

_____

_____

6) Using the text, what do you think the word active means? Give reasons for your answer.

_____

_____

_____

7) Underline the words in these sentences that help to persuade the reader to get a dog as a pet:

1. *When it comes to pets, dogs are most certainly the best choice.*

2. *Firstly, dogs are incredibly loyal companions.*

Math Mentals- Monday

Division Strategy

Halving

Dividing by two (÷2) is the same as halving.

1 Halve the number.

$$16 \div 2$$

halve it

$$= 8$$

Other Examples

BUSTER

$$400 \div 2$$

halve it

$$= 200$$

$$260 \div 2$$

halve it

$$= 130$$

Day 1

#	Question	Answer	#	Question	Answer
1	$10 \div 2$		11	$100 \div 2$	
2	$12 \div 2$		12	$300 \div 2$	
3	$14 \div 2$		13	$500 \div 2$	
4	$18 \div 2$		14	$120 \div 2$	
5	$20 \div 2$		15	$420 \div 2$	
6	$30 \div 2$		16	$680 \div 2$	
7	$200 \div 2$		17	$480 \div 2$	
8	$600 \div 2$		18	$610 \div 2$	
9	$800 \div 2$		19	$850 \div 2$	

10 For their birthday, twins Zak and Holly were given $400. How much is that for each twin?

20 A twin-pack of fruit contains 280 g of fruit salad. How much is in a single pack?

Practice

Q1–20: /20   My time:

Math Mentals- Tuesday

Day 2

1. $22 \div 2$ ☐
2. $46 \div 2$ ☐
3. $700 \div 2$ ☐
4. $160 \div 2$ ☐
5. $620 \div 2$ ☐

6. 7×4 ☐
7. 15×4 ☐
8. $250 + 70$ ☐
9. $\$140 + \$86$ ☐
10. Bree bought 4 books for $12 each. How much did she spend? ☐

11. Circle the odd numbers.
    173   174   175   176   177

12. Round to 10 to estimate $89 - 42$.
    ☐ (estimate)

13. $? + 6 = 14$ ➰ $14 - 6 = $ ☐
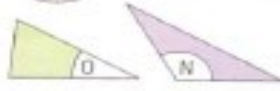
14. $7 \times 10 = $ ☐

15. Charlotte puts 12 apples into 2 equal groups. How many are in each group? ☐

16. Show 65c using as few coins as possible.
    | 50c + |

17. $\frac{1}{2}$ litre = ☐ millilitres

18. What was the time an hour ago? ☐ : ☐

19. Which angle is less than a right angle? ☐

20. How many apples were eaten on Monday? ☐

Apples Eaten at Lunch	
Monday	🍎🍎🍎
Tuesday	🍎🍎
Wednesday	🍎🍎🍎
Thursday	🍎
Friday	🍎🍎🍎🍎🍎

Key
🍎 = 2 apples

Math Mentals- Wednesday

Day 3

1. $24 \div 2$ ☐
2. $40 \div 2$ ☐
3. $900 \div 2$ ☐
4. $280 \div 2$ ☐
5. $820 \div 2$ ☐

6. $100 - 81$ ☐
7. $400 - 63$ ☐
8. $595 + 36$ ☐
9. $986 + 28$ ☐
10. Sport shoes were $120 and are now on sale for $69. How much is the saving? ☐

11. Circle the even numbers.
    162   149   150   126   189

12. Round to 100 to estimate $932 - 297$.
    ☐ (estimate)

13. $? + 7 = 13$ ➰ $13 - $ ☐ $ = $ ☐

14. $28 \times 10 = $ ☐

15. Tyler has 24 fish to give away. If he shares them equally between 4 friends, how many does each one get? ☐

16. Show $3.80 using as few coins as possible.
    ☐

17. 2 litres = ☐ millilitres

18. What was the time half an hour ago? ☐ : ☐

19. Which angle is more than a right angle? ☐

20. How many apples were eaten on Friday? ☐

Math Mentals- Thursday

Day 4

1. $48 \div 2$

2. $50 \div 2$

3. $1000 \div 2$

4. $440 \div 2$

5. $630 \div 2$

6. 13×4

7. 62×4

8. $550 - 65$

9. $850 - 57$

10. 180 mm of rain fell on Saturday and 52 mm fell on Sunday. What was the total?

11. Write the even numbers between 3785 and 3795.

12. Round to 100 to estimate $598 - $109.
    (estimate)

13. $? + 8 = 17$ ↻ [ ] – [ ] = [ ]

14. $166 \times 10 =$

15. Hannah spent $20 on magazines that were $4 each. How many magazines did she buy?

16. Show $27.15 using as few notes and coins as possible.

17. $1\frac{1}{2}$ litres = [ ] millilitres

18. What was the time an hour and a quarter ago? [:]

19. What is this type of angle called?

20. How many more apples were eaten on Wednesday than on Thursday?

Apples Eaten at Lunch	
Monday	🍎🍎🍎
Tuesday	🍎🍎
Wednesday	🍎🍎🍎
Thursday	🍎
Friday	🍎🍎🍎🍎🍎

Key 🍎 = 2 apples

Math Mentals- Friday

Day 5

1. $18 \div 2$

2. $600 \text{ mL} \div 2$

3. $240 \div 2$

4. $$80 \div 2$

5. $70 \div 2$

6. $$500 \div 2$

7. $60 \text{ cm} \div 2$

8. $460 \div 2$

9. $550 \div 2$

10. Shoes that were $90 are now half price. What is the sale price?

11. Write the odd numbers between 150 and 160.

12. Round to 100 to estimate $720 - $625.
    [ ] (estimate)

13. $? + 8 = 13$ ↻ [ ] – [ ] = [ ]

14. $90 \times 10 =$

15. 45 jellybeans are shared equally between 5 friends. How many jellybeans each?

16. Show $9.60 using as few notes and coins as possible.

17. 4000 millilitres = [ ] litres

18. What was the time a quarter of an hour ago? [:]

19. Circle the right angle.

20. How many apples were eaten during the week?

Multiply by Single-digit Numbers – x 6

Select cards to make 2 numbers to multiply.
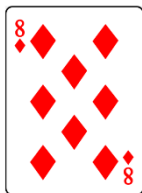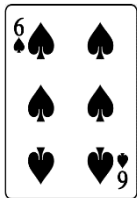
$$6 \times 8 =$$

Partition the number into numbers you know how to multiply.

$$5 + 3$$

Multiply the parts.

$$6 \times 5 = 30$$
$$6 \times 3 = 18$$
$$30 + 18 = 48$$

Add the products.

Learn the 'table' by remembering how you partitioned the number.

$$6 \times 8 = 48$$

Multiply by Single-digit Numbers-

Below are examples of differentiate levels. Choose your level:-

MD 10 Multiply by 2
Distributive property

$2 \times 7 = 14$

$5 + 2$

$2 \times 5 = 10$
$2 \times 2 = 4$
$10 + 4 = 14$

MD 11 Multiply by 4
Distributive property

$4 \times 7 = 28$

$5 + 2$

$4 \times 5 = 20$
$4 \times 2 = 8$
$20 + 8 = 28$

MD 12 Multiply by 3
Distributive property

$3 \times 7 = 21$

$5 + 2$

$3 \times 5 = 15$
$3 \times 2 = 6$
$15 + 6 = 21$

Distributive property

$5 \times 7 = 35$

$5 + 2$

$5 \times 5 = 25$
$5 \times 2 = 10$
$25 + 10 = 35$

MD 14 Multiply by 9
Distributive property

$9 \times 7 = 63$

$5 + 2$

$9 \times 5 = 45$
$9 \times 2 = 18$
$45 + 18 = 63$

MD 15 Multiply by 6
Distributive property

$6 \times 7 = 42$

$5 + 2$

$6 \times 5 = 30$
$6 \times 2 = 12$
$30 + 12 = 42$

Problem Solving:-

Problem Solving
Multiplication and Division by 6

The teacher made 6 teams of 8 children.
How many children altogether?

The teacher made 6 teams of 11 children.
How many children altogether?

The teacher made 6 teams of 8 children and 1 team of 7 children.
How many children altogether?

Problem Solving
Multiplication and Division by 6

The school had 6 classes of 33 children.
How many children altogether?

The school had 6 classes of 28 children.
How many children altogether?
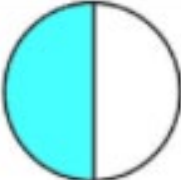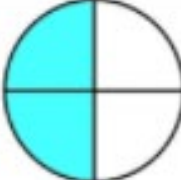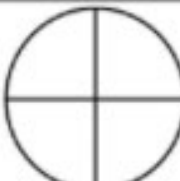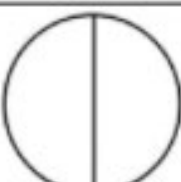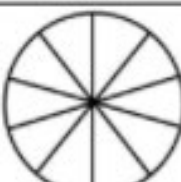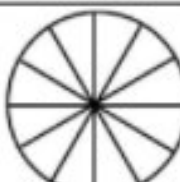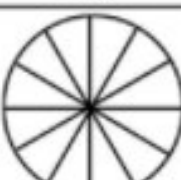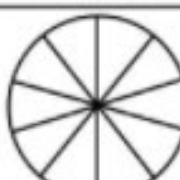
The school had 6 classes of 27 children.
1 child left the school.
How many children altogether?

Equivalent Fractions

Fractions Wall

1											

$\frac{1}{2}$ $\frac{1}{2}$

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

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

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

$\frac{1}{6}$ $\frac{1}{6}$ $\frac{1}{6}$ $\frac{1}{6}$ $\frac{1}{6}$ $\frac{1}{6}$

$\frac{1}{7}$ $\frac{1}{7}$ $\frac{1}{7}$ $\frac{1}{7}$ $\frac{1}{7}$ $\frac{1}{7}$ $\frac{1}{7}$

$\frac{1}{8}$ $\frac{1}{8}$ $\frac{1}{8}$ $\frac{1}{8}$ $\frac{1}{8}$ $\frac{1}{8}$ $\frac{1}{8}$ $\frac{1}{8}$

$\frac{1}{9}$ $\frac{1}{9}$ $\frac{1}{9}$ $\frac{1}{9}$ $\frac{1}{9}$ $\frac{1}{9}$ $\frac{1}{9}$ $\frac{1}{9}$ $\frac{1}{9}$

$\frac{1}{10}$ $\frac{1}{10}$ $\frac{1}{10}$ $\frac{1}{10}$ $\frac{1}{10}$ $\frac{1}{10}$ $\frac{1}{10}$ $\frac{1}{10}$ $\frac{1}{10}$ $\frac{1}{10}$

$\frac{1}{11}$ $\frac{1}{11}$ $\frac{1}{11}$ $\frac{1}{11}$ $\frac{1}{11}$ $\frac{1}{11}$ $\frac{1}{11}$ $\frac{1}{11}$ $\frac{1}{11}$ $\frac{1}{11}$ $\frac{1}{11}$

$\frac{1}{12}$ $\frac{1}{12}$ $\frac{1}{12}$ $\frac{1}{12}$ $\frac{1}{12}$ $\frac{1}{12}$ $\frac{1}{12}$ $\frac{1}{12}$ $\frac{1}{12}$ $\frac{1}{12}$ $\frac{1}{12}$ $\frac{1}{12}$

Understanding Equivalent Fractions

If two fractions are equivalent it means that they are equal, or represent the same amount. Shade the correct amount of each circle to show the two fractions are equivalent. The first one has been done for you.

1) $\dfrac{1}{2}$ = $\dfrac{2}{4}$

6) $\dfrac{6}{9}$ = $\dfrac{2}{3}$

2) $\dfrac{1}{3}$ = $\dfrac{3}{9}$

7) $\dfrac{2}{10}$ = $\dfrac{1}{5}$

3) $\dfrac{2}{4}$ = $\dfrac{}{8}$

8) $\dfrac{1}{4}$ = $\dfrac{3}{12}$

4) $\dfrac{1}{2}$ = $\dfrac{5}{10}$

9) $\dfrac{2}{3}$ = $\dfrac{8}{12}$

5) $\dfrac{1}{6}$ = $\dfrac{2}{12}$

10) $\dfrac{3}{5}$ = $\dfrac{6}{10}$

Name: _____ Date: _____
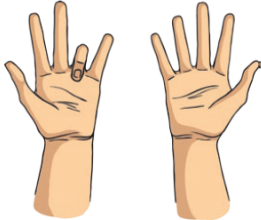
Equivalent Fractions Mystery Picture

YELLOW: Equivalent to 1/2   **GRAY:** Equivalent to 1   **GREEN:** Not equivalent to 1/2 or 1

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

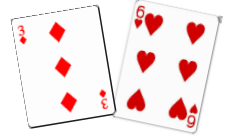# Fraction Worded Problems

Answering the following questions:

1. Billy ate $\frac{3}{5}$ of a pizza and Bob ate $\frac{4}{5}$ of a pizza. Who ate the most?	2. Philomena had $\frac{1}{3}$ of her chocolate bar remaining and Daphne had $\frac{1}{4}$. Who had most left?	3. What comes next? One tenth, two tenths, ...

4. A running track is $\frac{1}{4}$ of a km long. How far would a runner go if he ran round the track 4 times?	5. Hamza chopped up a pineapple and gave $\frac{1}{2}$ to his mum. He also ate half himself. How much was left to give to his dad?	8. Danyal used $\frac{4}{7}$ of the milk for his cereal. What fraction was left for his brother?

Divide by Single-digit Numbers - ÷ 6, 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.

$$36 \div 6 = \qquad \frac{1}{6} \text{ of } 36 =$$

$$24 + 12 \qquad\qquad 24 + 12$$

Divide the parts.

$$24 \div 6 = 4 \qquad \frac{1}{6} \text{ of } 24 = 4$$

Find a fraction of the parts.

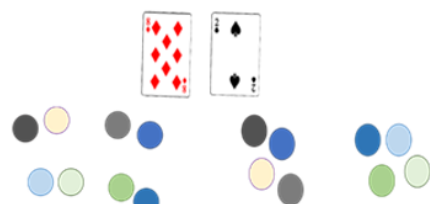$$12 \div 6 = 2 \qquad \frac{1}{6} \text{ of } 12 = 2$$

Add the quotients.

$$4 + 2 = 6$$

$$36 \div 6 = 6 \qquad \frac{1}{6} \text{ of } 36 = 6$$

Below are examples of differentiate levels. Choose your level:-
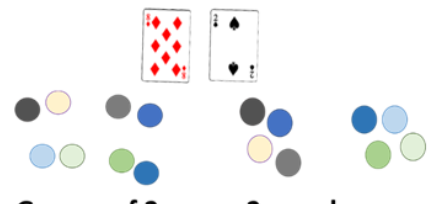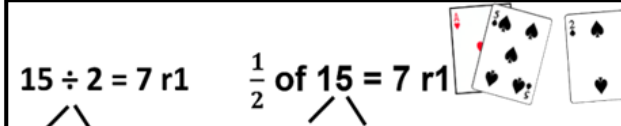
Groups of 2   2 equal groups

$12 \div 6 = 12$

$12 \div 2 = 6$

$2 \times 6 = 12$

$6 \times 2 = 12$
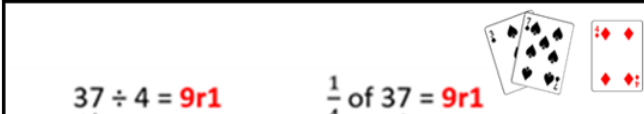
Groups of 2   2 equal groups

$8 \div 2 = 4$ $8 \div 2 = 4$

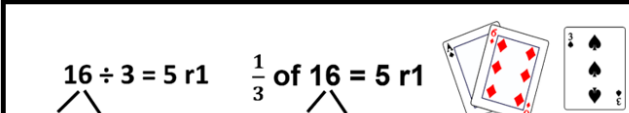**MD 10 PA 17 Divide by 2**
Related to halving

$15 \div 2 = 7 \, r1$ $\frac{1}{2}$ of $15 = 7 \, r1$

$10 + 5$ $10 + 5$

$4 + 1$ $4 + 1$

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

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

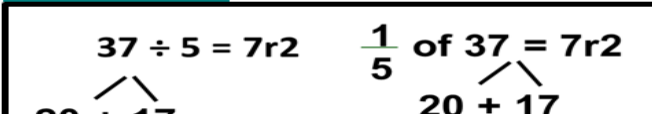$5 + 2 = 7$

MD 10 Divide by 4
Related to quartering

$37 \div 4 = 9r1$ $\frac{1}{4}$ of $37 = 9r1$

$20 + 17$ $20 + 17$

$16 + 1$ $16 + 1$

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

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

$5 + 4 = 9$

MD 12 Divide by 3
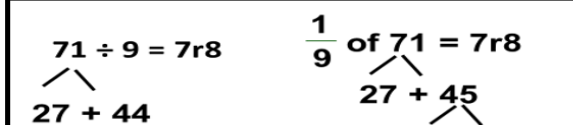**Related to thirding**

$16 \div 3 = 5 \, r1$ $\frac{1}{3}$ of $16 = 5 \, r1$

$9 + 7$ $9 + 7$

$6 + 1$ $6 + 1$

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

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

$3 + 2 = 5$

MD 13 Divide by 5
Related to fifthing
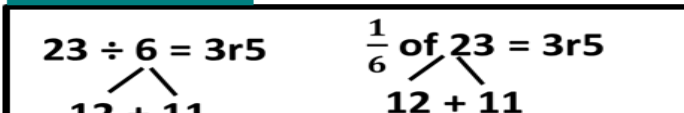
$37 \div 5 = 7r2$ $\frac{1}{5}$ of $37 = 7r2$

$20 + 17$ $20 + 17$

$15 + 2$ $15 + 2$

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

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

$4 + 3 = 7$

MD 14 Divide by 9
Related to ninthing

$71 \div 9 = 7r8$ $\frac{1}{9}$ of $71 = 7r8$

$27 + 44$ $27 + 45$

$36 + 8$ $36 + 8$

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

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

$3 + 4 = 7$

MD 15 Divide by 6
Related to sixthing

$23 \div 6 = 3r5$ $\frac{1}{6}$ of $23 = 3r5$

$12 + 11$ $12 + 11$

$6 + 5$ $6 + 5$

$12 \div 6 = 2$ $\frac{1}{6}$ of $12 = 2$

$6 \div 6 = 1$ $\frac{1}{6}$ of $6 = 1$

$2 + 1 = 3$

Problem Solving:-

Problem Solving
Multiplication and Division by 6

42 children are divided into 6 teams.
How many in each team?

72 children are divided into 6 teams.
How many in each team?

79 children are divided into 6 teams.
Every child had to be in a team.
How many children in each team?

Problem Solving
Multiplication and Division by 6

A group of children paid $6 each to see a show.
Altogether the group paid $72
How many children were in the group?

A group of children paid $6 each to see a show.
Altogether the group paid $108
How many children were in the group?

A group of children paid $6 each to see a show and 1 child paid $5.
Altogether the group paid $101.
How many children were in the group?

Equivalent Fractions

1 WHOLE									
½					½				
$\frac{1}{3}$			$\frac{1}{3}$			$\frac{1}{3}$			
¼		¼		¼			¼		
$\frac{1}{5}$		$\frac{1}{5}$		$\frac{1}{5}$		$\frac{1}{5}$		$\frac{1}{5}$	
$\frac{1}{6}$		$\frac{1}{6}$		$\frac{1}{6}$		$\frac{1}{6}$		$\frac{1}{6}$	$\frac{1}{6}$
$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$		
$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$

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

Use the fraction wall to answer the questions below.

1) How many quarters make a half? _____

2) How many sixths make a half? _____

3) How many eighths make a half? _____

4) How many sixths make a third? _____

5) How many tenths make a fifth? _____

6) How many tenths make a half? _____

Fill in the equivalent fractions below.

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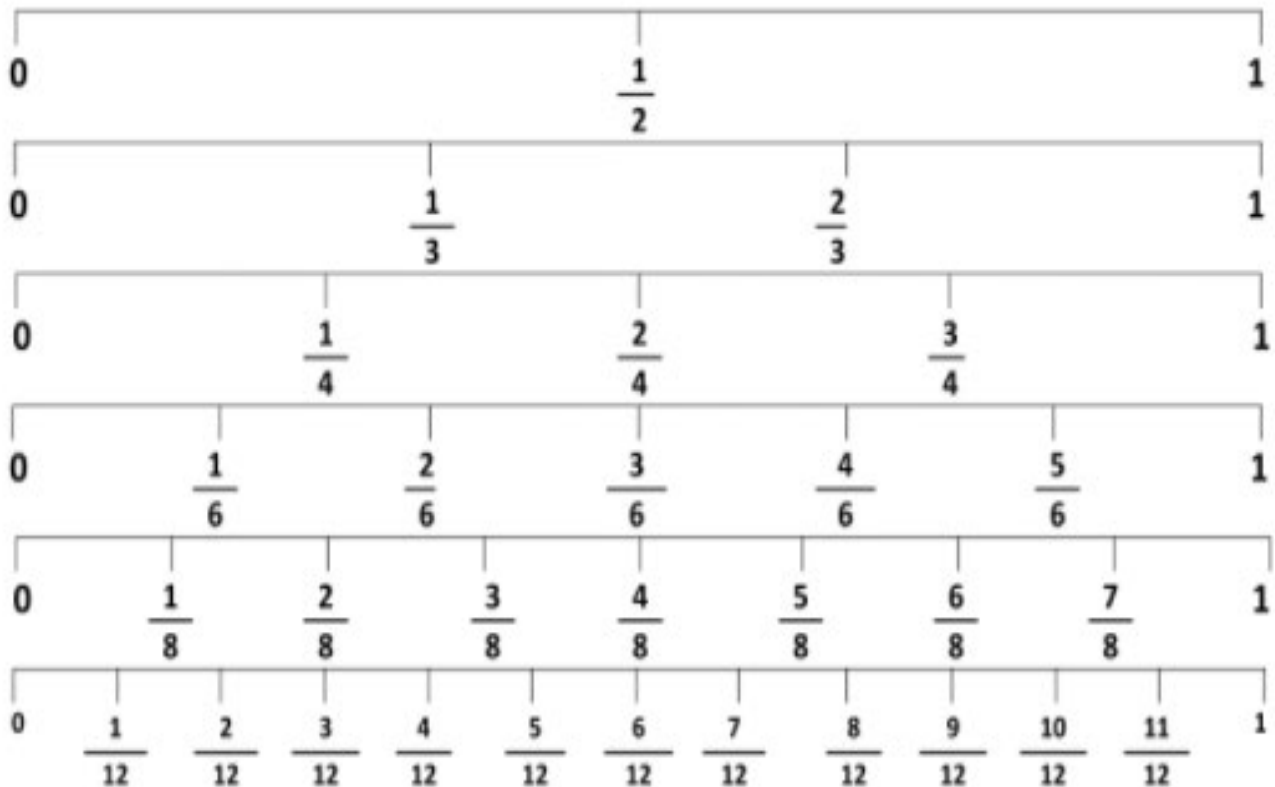
$$\frac{1}{3} = \frac{}{6}$$ $$\frac{1}{5} = \frac{}{10}$$ $$\frac{1}{2} = \frac{}{10}$$

Equivalent Fractions on a Number Line

If two fractions are equivalent, it means that they are equal, or represent the same amount.

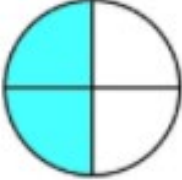Use these fraction number lines to help you work out the equivalent fractions.
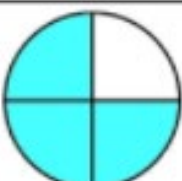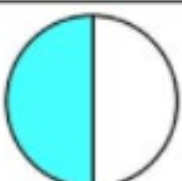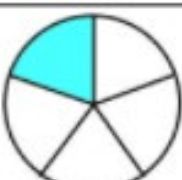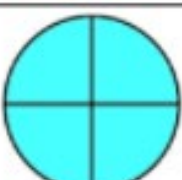
Use the fraction lines to work out these equivalent fractions.

1) $\dfrac{1}{2} = \dfrac{}{6}$

2) $\dfrac{1}{4} = \dfrac{}{8}$

3) $\dfrac{1}{3} = \dfrac{}{6}$

4) $\dfrac{1}{4} = \dfrac{}{12}$

5) $\dfrac{1}{2} = \dfrac{}{8}$

6) $\dfrac{1}{3} = \dfrac{}{12}$

7) $\dfrac{6}{12} = \dfrac{}{2}$

8) $\dfrac{2}{3} = \dfrac{}{6}$

9) $\dfrac{3}{4} = \dfrac{}{12}$

10) $\dfrac{6}{8} = \dfrac{}{4}$

11) $\dfrac{9}{12} = \dfrac{}{4}$

12) $\dfrac{6}{12} = \dfrac{}{8}$

13) $\dfrac{4}{6} = \dfrac{}{12}$

14) $\dfrac{3}{6} = \dfrac{}{4}$

15) $\dfrac{10}{12} = \dfrac{}{6}$

16) $\dfrac{8}{12} = \dfrac{}{3}$

Understanding Equivalent Fractions

Shade in the correct fraction of the circle and complete the equivalent fractions.
The first one is done for you.

1) $\dfrac{2}{4} = \dfrac{4}{8}$

2) $\dfrac{}{3} = \dfrac{}{6}$

3) $\dfrac{}{6} = \dfrac{}{4}$

4) $\dfrac{}{4} = \dfrac{}{8}$

5) $\dfrac{}{5} = \dfrac{}{10}$

6) $\dfrac{}{} = \dfrac{}{}$

7) $\dfrac{}{} = \dfrac{}{}$

8) $\dfrac{}{} = \dfrac{}{}$

9) $\dfrac{}{} = \dfrac{}{}$

10) $\dfrac{}{} = \dfrac{}{}$

Angles

Acute Angle

Less Than 90 Degree

Right Angle
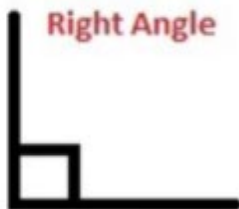
Exact 90 Degree

Obtuse Angle
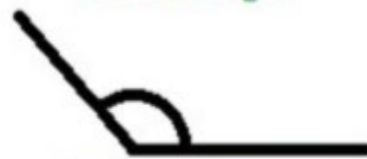
Greater than 90 degree and less than 180 degree.

1.

_____

2.

_____

3.

_____

4.

_____

5.

_____

6.

_____

7.

_____

8.

_____
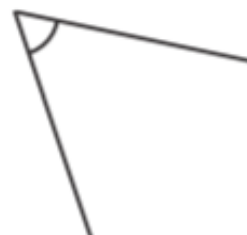
Learning Intention:
We are learning how to make our letters the same size and evenly space letters and words.

(Date:)

LI: We are learning how to make our letters the same size and evenly space letters and words.

Indigenous people deeply understood the land that they lived on. Australia was a very harsh environment, yet they managed to survive whilst maintaining well-balanced diets. Indigenous people knew how to track their environment and read the different signs that signalled the season.

What was the impact of the arrival of the early colonists on the Eora people of Sydney?

Image courtesy of the National Library of Australia
http://nla.gov.au/nla.obj-135225133

Diseases

IMPACT

When the First Fleet arrived, the colonists brought with them many new things, including animals, tools and food. However, the deadliest thing they introduced was invisible. Many of the convicts, soldiers and settlers suffered from contagious (spreading) diseases, diseases that had never existed before in Eora Country.

Diseases carried by the colonists included:

Measles

- skin rash
- fever
- contagious

Small pox

- red sores
- deadly
- contagious

Influenza (the flu)

- affects the airways
- contagious

Chicken pox

- red sores
- contagious

In the 1700s, there was no immunisation to stop people from catching diseases or good medicine to treat them.

The Eora had never been exposed to the new diseases from Europe. Unlike the colonists, their bodies could not protect them from the effects of the illnesses. Deadly diseases spread quickly, with devastating effect.

Within a year of the First Fleet landing, it is believed that more than half of the Eora had died from one of these new diseases.

What was the impact of the early British colony on the Eora?

The arrival of the first colonists had a big impact on the Eora. Dispossession (loss of land) and contact with new diseases were two things which had significant effect on the lives of the Eora.

One of the first things the colonists did when they arrived was to begin clearing land for buildings, roads, farms and dams to collect water.

The arrival of the colonists also meant that the Eora were exposed to new diseases. One disease that had a devastating effect was smallpox.

1 Think back to what you have learned about how the Eora lived with, and on, the land before the First Fleet arrived.

a In small groups, create a model or draw a map of some bushland. Imagine this is your country.

b How is this country important to you? What does it offer you? How do you care for it? Make some notes here.

2

a   Swap your model or map with another group. Imagine you are an early colonist. You want to plant the grain you bought, keep your animals safe and build your home. Change the land so you can do this.

b   Swap your models back.

3   What are some of the changes the colonists made to your Country?

How would they impact (affect) you? How do you feel about the changes made?

Example
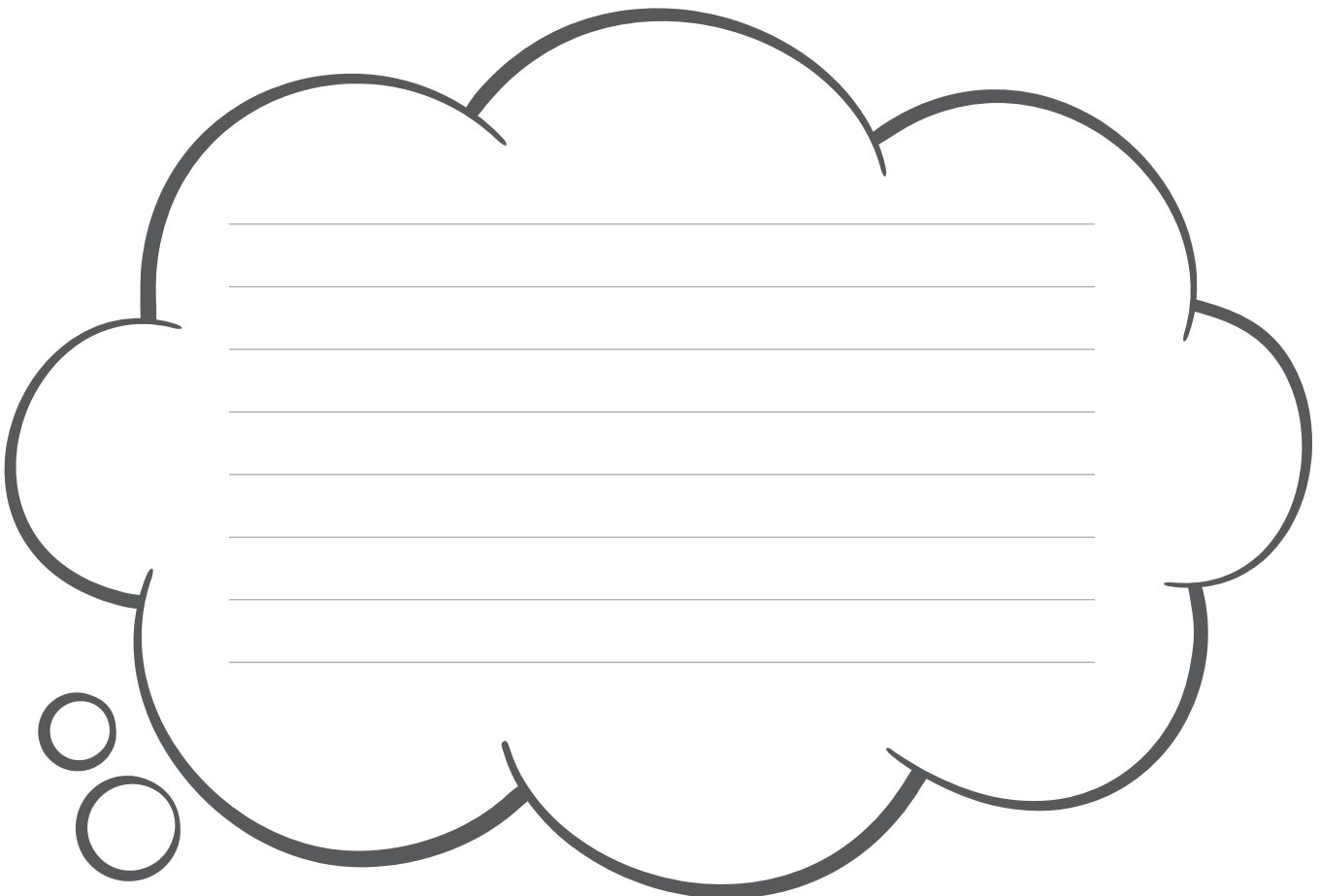
The colonists built dams to manage the flow of the water in the creek. There are no more fish to eat.

IMPACT

4   Read the fact sheet *Impact: Diseases*.

a   Which new diseases were the Eora exposed to when the colonists arrived?

_____

_____

_____

b   What was the same about all these diseases?

_____

_____

_____

c   Why were the Eora so badly affected by these new diseases?

_____

_____

_____

5   How do you feel about the impact the colonists had on the Eora?

_____

_____

_____

_____

_____

_____

6 Look at the two images. Study them carefully. These were painted by early colonists.

Painting of a family from the Eora nation   Impact on the Eora People

What do you see?
_____
_____
_____
_____
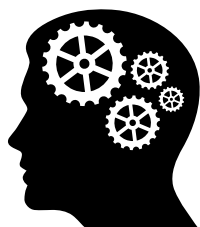
What do you think?
_____
_____
_____
_____
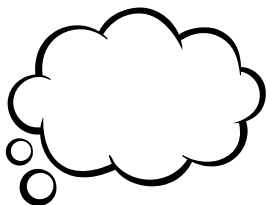
What do you wonder?
_____
_____
_____
_____

7 Here are some important places for the Eora.

What are they commonly known as today?

Pre 1788	Today
Dubbagullee/Tubowgule	
Tallawoladah	
Kay-ye-my	
Yurong (Point)	
Warrane	

What is friction?

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

- Do you think the gloves without detergent had more or less friction than the gloves with detergent?
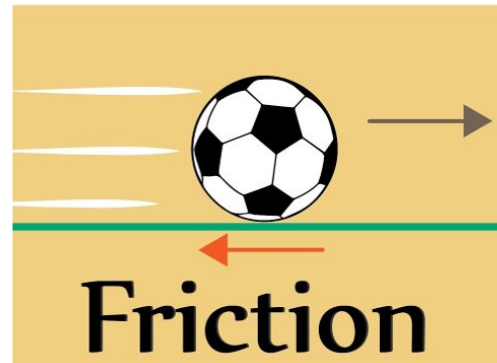
Friction

What is force?

Force

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

Friction is forceful

Background knowledge
When you kick a ball, it does not move forever. It gradually slows down and stops. The force that makes the ball slow down is *friction*. Friction is a force that opposes motion. Friction occurs between two surfaces that are touching, such as the surface of the ball and the ground. Some surfaces produce more friction than others.

Science activity
Jamal and Megan rolled marbles down a tube and measured how fast each marble rolled. They tried rolling the marbles over different surfaces. They kept the angle of the tube the same each time. Here are the results.

Surface	Distance marble rolls
Gravel path	21 cm
Grass	3 cm
Kitchen floor	163 cm
Carpet	32 cm
Pavement	85 cm

Which surface produced the most friction?

....

How was this surface different from the other surfaces?

....

Science investigation

On which surface does a car travel the fastest? Create three ramps out of cardboard or wood. Cover one ramp with fabric or sandpaper. Cover the second with aluminum foil and the third with a material of your choice. Use a book to make an incline. Obtain a small toy car. Design and conduct an experiment to answer the question.

Year 4: Week 3 Specialist Learning Pack

Reading	Phonics / Writing	Mathematics
Read the following paragraph about convicts and complete the daily activities. In 1817 Governor Macquarie ordered the construction of Hyde Park Barracks to house unmarried male convicts working in government. Between 1819 and 1848 the Barracks housed convict men and boys. During this period, about 50,000 convicts passed through the gates. This included many boy convicts who slept in hammocks in the sleeping ward, ate in the mess halls, attended the Barracks court when they misbehaved and were sometimes punished there too. **Monday:** Read the above paragraph aloud and time how long it takes. Circle all the verbs you can find. **Tuesday:** Reread this passage aloud, time yourself, and see if you can improve on yesterday's time. Underline all the nouns you can find, including proper nouns. **Wednesday:** Reread aloud again and time yourself. Is your fluency improving? Use a highlighter or coloured pencil to highlight all the adjectives you can find. **Thursday:** Reread aloud again and time yourself. How much has your fluency improved since Monday? Cover the text and write down as many key words as you can remember. **Friday:** Read through the paragraph and then cover it. Using yesterday's list of key words, see if you can rewrite the paragraph in your own words. When you have finished comparing your new text with the original text. How much of it could you rewrite?	Each day, practise writing your **camera words.** Each day, **write 5 sentences** using a different camera word from the list attached. **Monday:** Read the informative text about The First Fleet Voyage attached. Create a short informative text block planner. Remember that a block planner has a **title, introduction, lead-up, main event, aftermath and what did we learn.** There is an example of the block planner attached. **Tuesday:** Include key points in your block planner. This includes; important dates, where events occurred and what happened during these events. **Wednesday:** Using your block planner, write the **title, introduction** and **lead up** paragraphs. Remember to include important events and dates which occurred during The First Fleet Voyage. Each paragraph should have two to three sentences. Remember to check your block planner to see if you are on the right track. **Thursday:** Using your block planner, write the **main event, aftermath** and **WDWL paragraphs**. Remember to include important events and dates which occurred during The First Fleet Voyage. Each paragraph should have two to three sentences. Remember to check your block planner to see if you are on the right track. **Friday:** Edit your informative text, check your spelling, grammar and punctuation. Do your sentences make sense? Are the events in order? Does your text flow? Did you include key events?	**Addition and Subtraction –** Each day, complete 3 addition and 3 subtraction problems from numbers you have selected. **Refer to the attached anchor charts.** **Multiplication and Division by 2** – Practise your Multiplication and Division skills using your level. **Refer to the attached anchor charts.** **Monday** **Numeral ID -** Ask someone at home to write down 5 numbers for you to read. Once you have read the numbers, without looking write it down on a piece of paper in the correct place value columns. **Tuesday** **Counting Backwards and Forwards -** Get a piece of paper, write 5 numbers down and then find the number before and after. **Wednesday** **Friends of 10 and 20** - Write down all your friends of 10 and 20. **Thursday** **Counting** - Count by 2s, 3s, 5s and 10s. Start from any number. **Friday** **Pairs** - Count all your socks in the drawer. Match them in pairs. How many pairs of socks do you have?

Camera Word List

Toolkit 2

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
one	people	her	because	friend	half
some	live	out	two	their	first
want	brother	there	another	were	good
many	sister	about	more	your	girl
love	house	his	here	could	saw
has	where	down	our	four	would

Mathematics Anchor Charts

Addition and Subtraction

AS 8 Add single-digit numbers bridging 20

$17 + 5 =$
$3 + 2$
$+3$ $+2$
17   20   22

AS 8 Subtract single-digit numbers bridging 20

$22 - 5 =$
$2 + 3$
-3 -2
18   20   22

AS 14 Add tens numbers bridging 100

$70 + 50 =$
$30 + 20$
$+30$ $+20$
70   100   120

AS 14 Subtract tens numbers bridging 100

$120 - 50 =$
$20 + 30$
-30 -20
70   100   120

$2 \times 7 = \mathbf{14}$
$5 + 2$

$2 \times 5 = 10$

$2 \times 2 = 4$

$10 + 4 = 14$

Multiplication and Division

$16 \div 2 = \mathbf{8}$
$10 + 6$

$10 \div 2 = 5$

$6 \div 2 = 3$

$5 + 3 = 8$

$\frac{1}{2}$ of $16 = \mathbf{8}$
$10 + 6$

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

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

$15 \div 2 = \mathbf{7r1}$
$10 + 5$
$4 + 1$

$10 \div 2 = 5$

$4 \div 2 = 2$

$\frac{1}{2}$ of $15 = \mathbf{7r1}$
$10 + 5$
$4 + 1$

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

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

$5 + 2 = 7$

HAVE AN AMAZING WEEK AND REMEMBER YOU ARE AMAZING.