

# Good Morning Ruby

Thursday, Term 4, Week 3

Reflect on how you are currently feeling?



**Anger**

To fight against problems



**Fear**

To protect us from danger



**Anticipation**

To look forward and plan



**Surprise**

To focus us on new situations



**Joy**

To remind us what's important



**Sadness**

To connect us with those we love



**Trust**

To connect with people who help



**Disgust**

To reject what is unhealthy

Journal Entry:

When I grow up I want to be a .....

Because...

# Today's Routine: Thursday 21st October 2021

## Morning Block



Recess

## Middle Block



Lunch

## Afternoon Block



Journal Writing



Reading



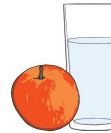
Spelling



Word of the day



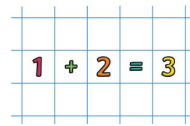
Writing



Crunch and Sip

5 9  
2 8 1

Number of  
the day



Mentals



Creative Arts

# Reading and Comprehension: Super Six Focus- QUESTIONING



Reading



Crunch and Sip

## WALT

We are learning to...

### Questioning

#### Description

Learners pose and answer questions that clarify meaning and promote deeper understanding of the text. Questions can be generated by the learner, a peer or an adult.

## WILF

What I'm looking for...

### Example questions/statements

Why did the character do something?

How did it make them feel?

What is the author's intended purpose when writing this text? eg To inform, to entertain or to persuade.

Using [getepic.com](https://www.getepic.com) choose a book that interests you and challenges you. Whilst you are reading, I want you to pose QUESTIONS and then determine if you can answer them after you continue to read on.

Read for 10 minutes. I will check student logs each day.

Were you able to ask yourself any QUESTIONS and be able to answer them?

Login info for Epic!  
Using your device download the app or go to the website: [getepic.com](https://www.getepic.com)  
Class Code: nng8295

### Class Log In Instructions

Laptops

iOS/Android

Have your students open up their web browser and

- 1 Go to [www.getepic.com/students](https://www.getepic.com/students)
- 2 Enter class code
- 3 Select their name  
[View and edit class roster](#)

### Class Log In Instructions

Laptops

iOS/Android

After opening the Epic app, ask students to:

- 1 Tap on "STUDENTS"
- 2 Enter class code
- 3 Select their name  
[View and edit class roster](#)

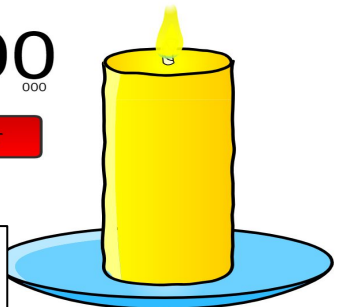
www.online-stopwatch.com

00:10:00

Start

Clear

Click me!



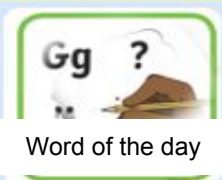
BACK

# Spelling Task



**Write and Check**

1. Complete your daily 'Look, Say, Write, Cover Check.'
2. Please make sure each word is spelt correctly. If you got any wrong- do you know why?  
\*Try again to write the word correctly.
3. Check that you can read all of the words. If you don't know what a word is, please ask an adult.



# Word of the Day:

Select a word from your spelling list

## Definition:

## Part of speech:

- noun
- verb
- adjective
- adverb
  
- conjunction
- connective
- other

## Segmenting:

Syllables: \_\_\_\_\_

Consonants: \_\_\_\_\_

Vowels: \_\_\_\_\_

Sounds: \_\_\_\_\_

Graphemes: \_\_\_\_\_

\_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

Antonym:

Synonym:

Sentence: (Put word in to an interesting sentence using correct parts of speech and punctuation)

# Modelled Handwriting



Handwriting



Rhinoceros Starfish Tarantula

Urdul Velvet Worm Waxwing

Xenex Yellow-eyed Penguin

Zimbabwe Girdled Lizard

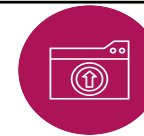
Some of the animal names are made up. Circle the ones you think aren't real. Then check the answers at the bottom of the page.



Rewrite each letter of the alphabet in both capitals and lower-case.

The made-up animals are Jujals, Quongquong, Wrdul, Xenex.

# Writing- Sentence of the Day



Handwriting

**WALT**  
We are Learning to...

Understand what synonyms are and use the correct synonyms in our writing

**WILF**  
What I'm Looking for...

Sentences using synonyms to improve our writing

**Synonyms** are words that have the same or almost the same meaning. E.g. sad- upset, unhappy

Using the ideas you gathered Tuesday's in the **synonym** boxes, write a simple sentence using the word 'funny' in the first box. Now make your sentence a stronger and richer sentence by using the synonyms you gathered for 2 additional sentences.

funny	<hr/> <hr/> <hr/>
1st synonym	<hr/> <hr/> <hr/>
2nd synonym	<hr/> <hr/> <hr/>

# Writing:

**WALT**  
We are Learning to...

Write informative  
texts using the  
correct language  
features

**WILF**  
What I'm Looking for...

Identify the  
important parts of  
an informative  
text



Writing

Informative texts use formal and factual language about the specific subject. This helps the author to sound knowledgeable about the topic of the text.

Here are some examples of the language you will find in an informative text:

• use of the verbs 'to be' and 'to have', usually in the present tense

E.g. they have, she has, they are, we are, they have, he has, she had

• adjectives and adverbs - (describing nouns and describing verbs)

E.g. the bright lightning, cracks viciously across the sky

• connectives of time

E.g. first, second, third, next, finally, after

• phrases showing cause and effect.

The boy broke his arm so the doctor put it in a hard cast to help it heal quickly.



# Writing:



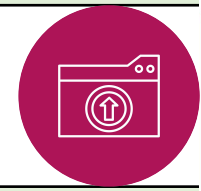
Writing

Here are some examples of **technical vocabulary**, **category (group) words**, **adjectives**, **time connectives** and **comparative language** used in *The Great T-Rex*.

*Tyrannosaurus rex* (also known as T-rex) was one of the **largest dinosaurs** that ever walked Earth. It lived around 66 million years ago in an area now known as North America.

*Tyrannosaurus rex* was a **carnivore**, which means it was a meat-eating **dinosaur**. T-rex gripped its food with its **giant, clawed** feet. **Then** it ripped the flesh apart with its **strong** jaws. **Scientists** think that the *Tyrannosaurus rex* may also have stolen food from **smaller dinosaurs**.

# Writing:



Writing

Now, you will need to find at least one example of **technical vocabulary**, **category (group) words**, **adjectives**, **time connectives** and **comparative language** used in *Where Does Water Come From?*

Up in the atmosphere, the water vapour becomes cooler and turns back into tiny water droplets called 'condensation'. The water droplets join together with the dust particles in the atmosphere to form clouds.

Once the clouds become heavy and full, it will start to rain. This is called 'precipitation'. When rain falls onto the earth, it will eventually collect in waterways such as lakes, rivers and oceans. The process can then begin all over again.

# Writing:



Writing

Here are some examples of answers. If you missed any, you can fix it up now!

**Technical vocabulary** – condensation, precipitation

**Category (group) words** – clouds, waterways

**Adjectives** – tiny, heavy, full

**Time connectives** – when, eventually

**Comparative language** – cooler

RECESS

# Whole Number: Number of the Day

5 8 9  
2 8 7  
Number of  
the day

Roll either a die or select playing cards to create your 3, 4 or 5 digit number day. Don't forget to try and challenge yourself!  
Upload your worksheet on SeeSaw

in words:

\_\_\_\_\_  
\_\_\_\_\_

Represent the amount in dollars and cents

\$ \_\_\_\_\_ . \_\_\_\_\_ C

What is the value of the digits in the...?

1s column \_\_\_\_\_

10s column \_\_\_\_\_

100s column \_\_\_\_\_

1000s column \_\_\_\_\_

Round to:

the nearest 10: \_\_\_\_\_

the nearest 100: \_\_\_\_\_

the nearest 1000: \_\_\_\_\_

Today's Number Is...



<, > or =

846-163-45



today's number

Where is it? Draw an arrow on the number line:



complete the sequence:

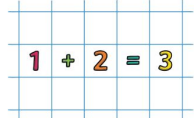
-1000 Today's number +1000 +1000  
\_\_\_\_\_  
\_\_\_\_\_

Subtract 314 \_\_\_\_\_

Add 178 \_\_\_\_\_

Write out a problem with the answer being your number of the day and ask someone to try and solve the question

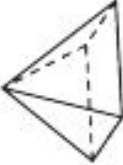

# Maths Mentals



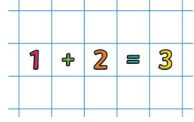
Mentals

Please complete the same colour list that you would if you were in class.

## PURPLE

- $94 + 15 =$  \_\_\_\_\_
- $78 - 75 =$  \_\_\_\_\_
- $2 \times 8 =$  \_\_\_\_\_
- $33 \div 11 =$  \_\_\_\_\_
- $12 \div 3 =$  \_\_\_\_\_
- Round 48036 to the nearest hundred. \_\_\_\_\_
- Write 84202 in words: \_\_\_\_\_
- Complete this counting pattern:  
11, 22, 33, 44, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
- Complete this counting pattern:  
88, 100, 112, 124, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
- What is the difference between 34 and 29? \_\_\_\_\_
- How much is 3m at \$0 per metre? \_\_\_\_\_
- What is the price after taking 50% off \$37? \_\_\_\_\_
- What is  $\frac{1}{11}$  of 66? \_\_\_\_\_
- What is  $\frac{1}{9}$  of 81? \_\_\_\_\_
- Write these decimals in ascending order: 0.78, 0.47, 0.73, 0.27  
\_\_\_\_\_
- Write these decimals in descending order: 0.58, 0.19, 0.97, 0.81  
\_\_\_\_\_
- What is 8:49 pm in 24-hour time? \_\_\_\_\_
- The length of a square's sides are 7cm. What is its area? \_\_\_\_\_
- How many edges does a square-based pyramid have?  

- Imagine these stars are in a bag. What is the probability of pulling out a black star?  
  
\_\_\_\_\_

# Maths Mentals



Mentals

Please complete the same colour list that you would if you were in class.

YELLOW

1.  $40 + 11 =$  \_\_\_\_\_

2.  $41 - 3 =$  \_\_\_\_\_

3.  $56 + 52 =$  \_\_\_\_\_

4.  $11 \times 4 =$  \_\_\_\_\_

5.  $24 \div 8 =$  \_\_\_\_\_

6. Write the largest number you can using: 5, 4, 3, 5.

\_\_\_\_\_

7. Complete this counting pattern:

41, 49, 57, 65, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

8. What is the sum of 99 and 83? \_\_\_\_\_

9. Divide 6 by 3. \_\_\_\_\_

10. 10 cents + 50 cents + 20 cents = \_\_\_\_\_

11. 20 cents + \$2.00 + 50 cents = \_\_\_\_\_

12. 216 hours = \_\_\_\_\_ days

13. How many hours from 3 am to 6 pm? \_\_\_\_\_

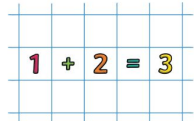
14. A square-based pyramid has \_\_\_\_\_ corners.



15. Which star has the highest chance of being selected? Black or white? \_\_\_\_\_



# Maths Mentals



Mentals

Please complete the same colour list that you would if you were in class.

GREEN

1.  $61 - 9 =$  \_\_\_\_\_

2.  $9 + 40 =$  \_\_\_\_\_

3.  $99 - 8 =$  \_\_\_\_\_

4.  $0 \div 10 =$  \_\_\_\_\_

5.  $18 \div 3 =$  \_\_\_\_\_

6. Write these numbers in order from smallest to largest:

135, 9607, 7115, 7904. \_\_\_\_\_

7. Complete this counting pattern:

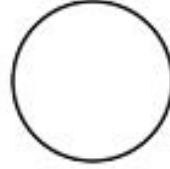
17, 19, 21, 23, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

8. What is the sum of 82 and 61? \_\_\_\_\_

9. Divide 70 by 10. \_\_\_\_\_

10. \$2.00 + 10 cents = \_\_\_\_\_

11. Colour in a quarter of this shape:



12. Colour in a quarter of these circles.

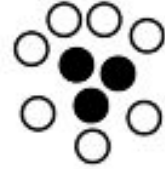


13. How many days in a week? \_\_\_\_\_

14. What is the name of this 3D object?  
\_\_\_\_\_



15. Which circle has the lowest chance of being selected? Black or white? \_\_\_\_\_





## Maths- Number- Multiplication

Practice your 3 times table. Either write them down, say them out loud or ask an adult to quiz you with some 3 times table questions.

e.g. What does  $3 \times 0 =$   
What does  $3 \times \_ = 0$

# Maths- Data

**WALT**  
We are Learning to...

Interpret and  
compare different  
sets of data

**WILF**  
What I'm Looking for...


Each data category  
correctly selected and  
glued into workbook.

You will need to **carefully** cut out each of the following tiles on the next slides. You will need to match these up to the categories. I'd suggest starting with the pictograph (the pictures at the end).


**FAVOURITE  
FOOD**

 teachstarter


**ITEMS OF  
CLOTHING**

 teachstarter

**NUMBER  
OF PETS**

 teachstarter

**SPORTS  
SCORES**

 teachstarter

Pizza #/

Hamburger ||||

Chips |



Dress |||

Socks ||||

Trousers ||

Skirt |



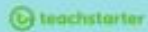
Dogs ||

Cats ||

Fish ||

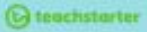
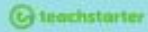
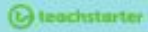
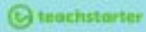
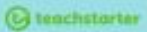
Turtles ||

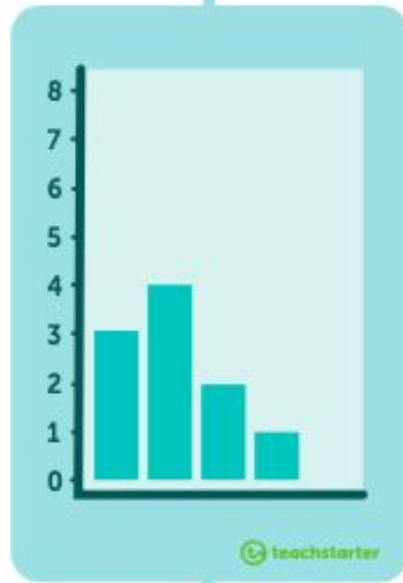
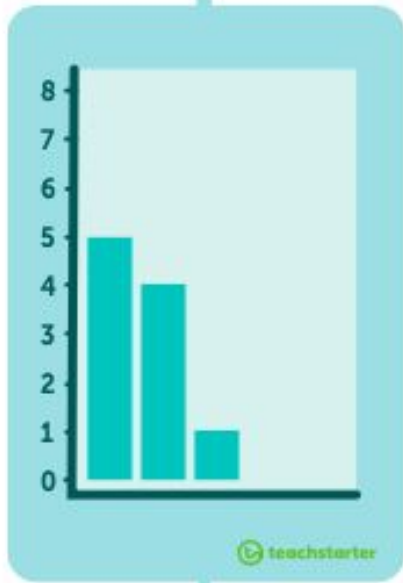
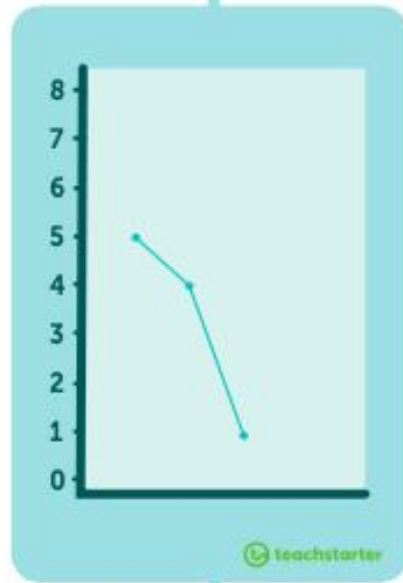
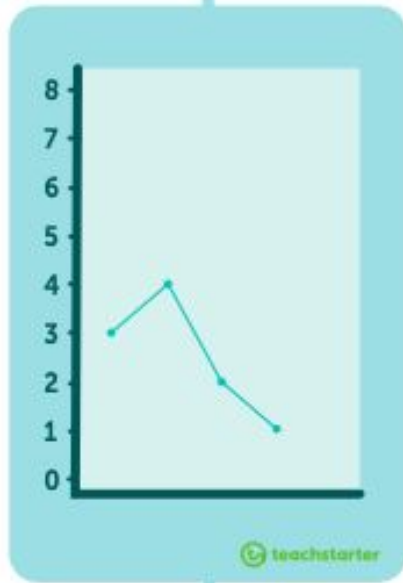
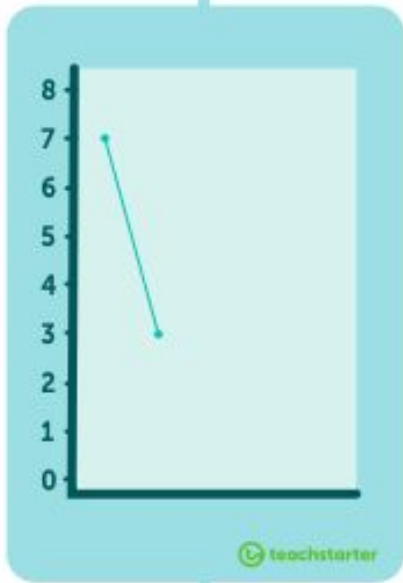
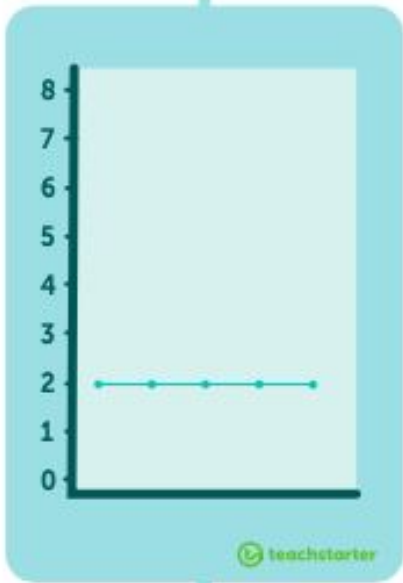
Birds ||



Team A #/ ||

Team B |||







teachstarter



teachstarter



teachstarter



teachstarter

3  
4  
2  
1

teachstarter

7  
3

teachstarter

5  
4  
1

teachstarter

2  
2  
2  
2  
2

teachstarter

LUNCH



**WALT**

We are learning to...

Understand the origins of Aboriginal and Torres Strait Islanders Peoples' artworks

**WILF**

What I'm looking for...

explore examples of Aboriginal and Torres Strait Islander Peoples art practises.

describe the importance of Aboriginal and Torres Strait Islander Peoples art within our Australian culture.

understand the role that a significant group of people

Watch the link <https://drive.google.com/file/d/1PbVG4ZhMWcpGYrBa3uZtmS3KDOcgSHep/view?usp=sharing> to assist with today's art lesson with Mrs Payne.

## Connection to Country

The term 'country' is often used by Aboriginal and Torres Strait Islander Peoples to explain their family connection with a specific place in Australia.

Aboriginal and Torres Strait Islander Peoples use natural resources from their country or place for many things: food, shelter, clothing, medicines, tools, weapons, art, craft and ceremonial objects.

Their spiritual connection with the land, sky and sea makes sure they are conservationists.

These practices and connection to the land are passed on from generation to generation.



## Knowledge of their Environment

Aboriginal and Torres Strait Islander Peoples have a connection with the natural environment. This could include a connection with the desert, river, valley, grassland, or coastal environment

Their deep knowledge of the land enabled them to use the environment to the maximum.

For Aboriginal and Torres Strait Islander Peoples, the land is part of their identity. It cannot be bought or sold.

Land provides a spiritual connection, but also the means of living.





## In harmony with the Land

For some Aboriginal and Torres Strait Islander Peoples, because of their geographical location, they have a close connection to the sea.

Aboriginal and Torres Strait Islander practices like fishing for food or building a shelter, were always done with balance, never taking more than they needed.



## Using Natural Resources



Men were the hunters. They were clever in their food collection, as they would only source food in their own land area and only hunt specific animals in each season.

Women gathered other food types, including insects, fruit, root vegetables, berries and nuts.

They were able to live healthy lives with an abundance of food and natural resources for living, by ensuring the maintenance of the natural resources was kept.

## Using Fire to manage Land

Many Aboriginal and Torres Strait Islander Peoples used fire to manage the land in a variety of ways.

Deliberately lighting bushfires at the end of summer would promote new growth.

The ash from the fire provided an effective fertiliser for new plants to grow, which in turn would encourage animals to come and graze.

It would also assist with clearing thick undergrowth areas to reduce the risk of naturally occurring bushfires.



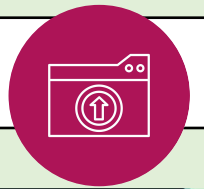
## Impact of European Settlement

Since the colonisation of Australia by Europeans, Aboriginal and Torres Strait Islander Peoples relationships with the land have changed.

In some areas of Australia, they continue to maintain their knowledge and management of the environment, as well as their spiritual and cultural connectedness with their country. During settlement, Europeans bought the land without recognising the traditional owners of the land.

During the 1970s, the land, sea and custodial rights laws were introduced, which allowed Aboriginal and Torres Strait Islander Peoples access to their traditional lands.





## ▶ **Let's connect what we know**

### **Your mission:**

Draw two images, side by side.

Your first picture should show what the relationship with the land was for the Aboriginal and Torres Strait Islander Peoples before European settlement.

Then, your second picture should show how the European settlement impacted the Aboriginal and Torres Strait Islander Peoples.





**Examples**

**Examples**



**Examples**