

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:

Explain one thing you are looking forward to in the coming month and tell me why this excites you.

Today's Routine: Wednesday 20th October 2021

Morning Block



Recess

Middle Block



Lunch

Afternoon Block



Journal Writing



Reading



Spelling



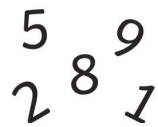
Word of the day



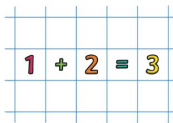
Writing



Crunch and Sip



Number of the day



Mentals

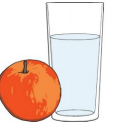


History

Reading and Comprehension: Super Six Focus- VISUALISING



Reading



Crunch and Sip

WALT

We are learning to...

Visualising

Description

Learners create a mental image from a text read/viewed/heard. Visualising brings the text to life, engages the imagination and uses all of the senses.

WILF

What I'm looking for...

Example questions/statements

Can you describe a picture or image you made in your head when you read the text?

Using [getepic.com](https://www.getepic.com) choose a book that interests you and challenges you. Whilst you are reading, I want you to create a picture in your head when you read the text. Don't forget to use your senses whilst you VISUALISE.

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

Draw what you VISUALISED.

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
- 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!

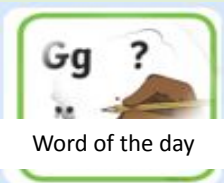
Back

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



Segmenting:

Syllables: _____

Consonants: _____

Vowels: _____

Sounds: _____

Graphemes: _____

- - -

Definition:

Part of speech:

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

Antonym:

Synonym:

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

Unjumble the Words



Unjumble the letters to make **ew**, **u_e** and **ue** words to match the clues.

did throw rewht _____ opposite of old wen _____

did know wenk _____ opposite of many efw _____

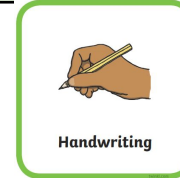
a month enuJ _____ a solid shape becu _____

very large geuh _____ save someone csuree _____

a colour belu _____ opposite of false erut _____

use a ruler urle _____ day of the week yuedsTa _____

Writing- Sentence of the Day



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

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

Writing:

WALT

We are learning to...

Identify the
parts of
informative
texts

WILF

What I'm looking for...

Sections of an
informative text
put together in the
correct order.



Writing

On the next slide, you will see a set of sections from an informative text.

Cut out each section and read through it.

Using your knowledge of the parts of an informative text, you will need to then glue each section into its place on the table on the following page.

Finally, choose a goal for your informative writing. This can be to do with how much writing you do, your spelling, your grammar or punctuation, your editing skills, or your ability to make your writing interesting.

Modern iPads have many useful features. The iPad has internal speakers, allowing the user watch movies and listen to music. When connected to the internet, iPads are able to download a variety of applications. Newer iPads also contain a camera, enabling the user to shoot video and capture photos.

The iPad was the first popular mobile tablet of its kind. It was designed specifically for people who required a mobile device that was bigger than a smartphone, but smaller than a laptop.

The iPad has been adapted many times since it was first released in 2010. The first iPad had a 9.7-inch screen and wi-fi capabilities, but no camera. It came only in black and had a battery life of ten hours. Newer versions of the device are thinner, have greater storage capacity and additional features.

The Apple iPad

So far, there have been six versions of the iPad. It is likely that the device will continue to adapt with new advances in technology in the future.

The iPad looks similar to other hand-held tablet devices. It is approximately the size of a sheet of paper and weighs around 500 grams (1.5 pounds). The touchscreen display is high resolution and is made from scratch-resistant glass. People often purchase a cover for their iPad to protect it from damage.

Title	
Introduction	
Description (appearance)	
Description (features)	
Description (adaptations)	
Conclusion	

My goal for informative writing is to.....

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 =

$12 \times 5 + 111$

today's number

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



complete the sequence:

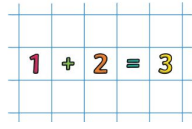
-1000 Today's number +1000 +1000

Subtract 912

Add 912

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.

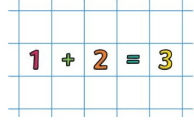
PURPLE

- $39 + 71 =$ _____
- $42 - 25 =$ _____
- $7 \times 11 =$ _____
- $16 \div 4 =$ _____
- $6 \times 3 =$ _____
- Round 88610.30 to the nearest whole number. _____
- Write the numeral for eighteen thousand, five hundred and eighty-five: _____
- Complete this counting pattern:
17, 20, 23, 26, _____, _____
- Complete this counting pattern:
91, 95, 99, 103, _____, _____
- If there were 104 fans at a rugby union game, 76 were wearing purple and the rest were wearing yellow, how many were wearing yellow? _____
- Share \$132 between 12 children. _____
- What is the price after taking 50% off \$97? _____
- What is $\frac{1}{9}$ of 63? _____
- What is $\frac{1}{9}$ of 18? _____
- Write these decimals in ascending order: 0.26, 0.64, 0.25, 0.75

- Write these decimals in descending order: 0.44, 0.10, 0.83, 0.88

- How many minutes from 12 am to 12 pm? _____
- The length of a square's sides are 6cm. What is its area? _____
- What type of angle is this? _____

- Imagine these triangles are in a bag. What is the probability of pulling out a white triangle?


Maths Mentals



Mentals

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

YELLOW

1. $84 + 94 =$ _____

2. $86 - 6 =$ _____

3. $51 + 100 =$ _____

4. $6 \times 3 =$ _____

5. $50 \div 10 =$ _____

6. Write the smallest number you can using: 8, 2, 9, 5.

7. Complete this counting pattern:

5, 13, 21, 29, _____, _____, _____

8. What is the difference between 5 and 5? _____

9. Divide 99 by 9. _____

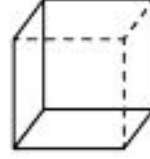
10. 50 cents + 20 cents + 50 cents = _____

11. \$1.00 + 20 cents + \$2.00 = _____

12. How many hours is 360 minutes? _____

13. 72 hours = _____ days

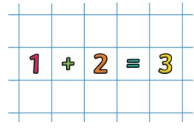
14. A cube has _____ corners.



15. Which star has the lowest 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. $54 + 56 =$ _____

2. $29 - 6 =$ _____

3. $21 - 1 =$ _____

4. $32 \div 2 =$ _____

5. $30 \div 5 =$ _____

6. Write the number showing 4 tens and 7 ones. _____

7. Complete this counting pattern:

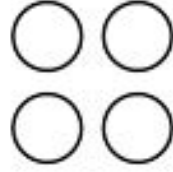
18, 21, 24, 27, _____, _____, _____

8. Aiden has 8 apples. If Aiden buys 8 more apples, how many apples does he have altogether? _____

9. Share \$52 between 2 children. _____

10. 5 cents + \$1.00 = _____

11. Colour in a quarter of these circles.

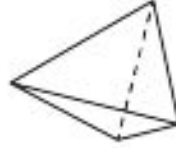


12. Colour in a quarter of this shape:



13. How many days in a year? _____

14. A triangle-based pyramid has _____ corners.



15. Which circle has the highest chance of being selected? Black or white? _____



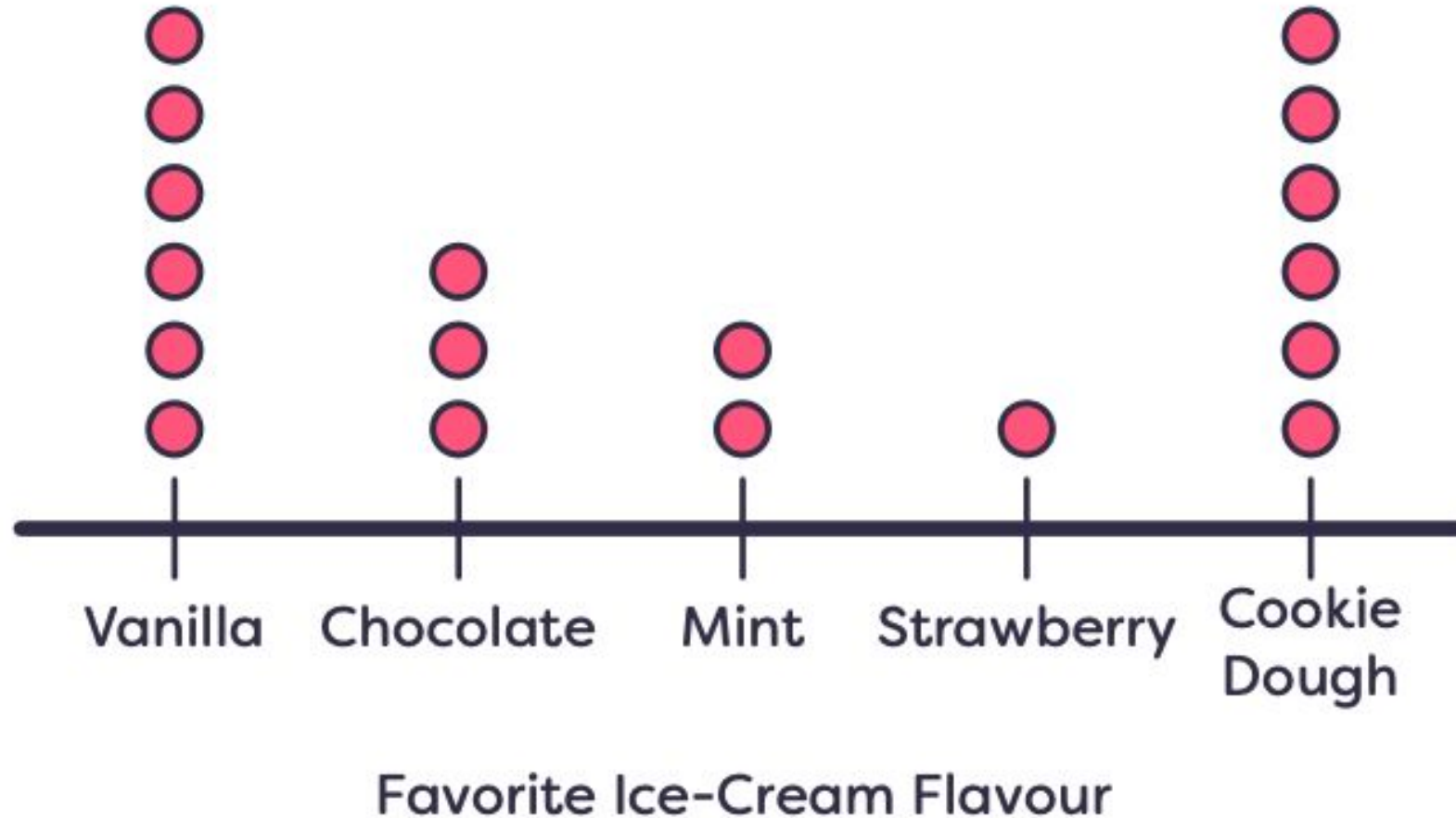


Practice your 7 times table. Either write them down, say them out loud or ask an adult to quiz you with some 7 times table questions.

e.g. What does $7 \times 7 =$

What does $7 \times _ = 21$

Using the data below, answer the questions on the next page. Each dot represents one person.





Using the data on the previous page, answer these questions.

Which is the most popular flavour?

Which is the least popular flavour?

Tell me three other things you can tell from this data?

If I was to make a milkshake to sell at the canteen using two different flavours, which flavours would I choose to make sure it sold really well?

On the next page, you will now show this same data in a column graph (the one that we learnt yesterday).

Maths- Data



8
7
6
5
4
3
2
1

Vanilla

Chocolate

Mint

Strawberry

Cookie Dough

LUNCH

History



History

WALT

We are learning to...

Understand and discuss the impact of Federation on Aboriginal and Torres Strait Islander people.

WILF

What I'm looking for...

Identify and display an understanding the implications of Federation on Aboriginal and Torres Strait Islander people.

THE IMPACT OF FEDERATION ON ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLES.



Connecting with Country and Each Other

Watch the video https://drive.google.com/file/d/1E83gg50R_zEFdk-iJHyggswiJR3HEWSr/view?usp=sharing before answering the following questions.

***Remember you can write, type or verbalise your answers to an adult.

ANSWER THE FOLLOWING...

- Dean Kelly discusses his father's Country and his mother's Country. How does the Aboriginal and Torres Strait Islander People's definition of 'Country' differ to the European definition?
- Kelly says his role is to work closely with the Aboriginal Australian community to get them back on Country. What does he mean by this?
- What kind of nation does Kelly hope Australia can become?



Either read to yourself or ask an adult to read aloud to you the following slides.

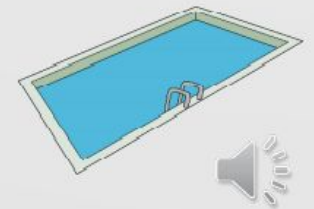
INDIGENOUS AUSTRALIANS AND FEDERATION

- Aboriginal and Torres Strait Islander peoples were not given the same rights as white Australians at Federation.
- The *1902 Franchise Act* took away the right of Indigenous Australians to vote in Federal elections.
- After Federation, the government made laws to improve the living conditions for vulnerable Australians, especially people with disabilities and the elderly. Indigenous Australians were excluded from these laws.
- Aboriginal and Torres Strait Islander peoples were segregated from white people. They were ordered to live on Christian missions where they were forbidden from speaking in their native language or practising their spirituality.
- Aboriginal and Torres Strait Islander peoples were not recognised in the Australian Census, so they did not count towards population numbers.



INDIGENOUS AUSTRALIANS AND FEDERATION

- Children were removed from their family and placed with white families under 'assimilation' policies. This was later referred to as 'The Stolen Generation'.
- Property laws meant that Aboriginal and Torres Strait Islander peoples were no longer allowed to visit sacred sites or live on their land. Violence was used to keep Indigenous peoples off the land.
- In some areas, Aboriginal and Torres Strait Islander peoples had to request permission from the government to marry.
- Aboriginal and Torres Strait Islander peoples were only allowed to work certain jobs in certain industries.
- In some towns, Aboriginal and Torres Strait Islander peoples were not allowed to use public areas like swimming pools or hotels.





Remember you can write, type or verbalise your answers to an adult.

INDIGENOUS AUSTRALIANS - REFLECTION

Your task: Use the following questions to guide your understanding of the issues Aboriginal and Torres Strait Islander peoples faced during this period of Australia's history.

- How would your life change if you were removed from your home?
- How would you feel if you could not speak your native language?
- What actions might you take to try to change the situation?