





# Term 2 Week 4

## Hi to all the Woree State School families.

### ABOUT THIS PACK

This teaching pack has been developed by the cohort of teachers in your child's year level. It contains a range of sequenced activities to be completed at home by the children with support from parents and guardians. The purpose for Week 1 and 2 was to establish routines and adjust to learning at home. The purpose of Week 3 and 4 is to offer curriculum as close as possible to what would have been delivered at school.

The pack includes activities covering content from the Australian Curriculum in the key learning areas: English, Mathematics, Science, HASS and Health. The pack also includes specialist activities from the key learning areas: Physical Education, The Arts, Japanese (Years 3 to 6) and Music (Prep to Year 2). For Activating Wellbeing activities please see the Mindfulness Booklet provided in Week 1.

### HOW TO USE THIS PACK

A daily activity checklist has been included for each school day. You can create your daily timetable to suit your child's learning from home based on the daily checklist and other additional home activities. Be sure to include meal breaks and time to play.

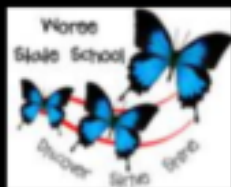
Each activity should be completed in 30-45 minutes. Please allow as much time as needed for the completion of each lesson. Watch for signs of fatigue that may suggest a break is needed.

### KEEPING IN TOUCH....

Please keep these booklets and return them to school when you collect your next booklets.

Your child's teacher will be in touch early in the week to notify you when they are available to talk and provide feedback or clarify issues about these Learning from Home materials.

# LEARNING FROM HOME



Learning from home will look different to learning at school.  
It will also look different from one home to the next  
depending on your own circumstance.

## ONCE A DAY SCHOOL SUPPLIED

English



Maths



## ONCE A WEEK SCHOOL SUPPLIED

HASS



Health



Science



Specialist



## ADDITIONAL HOME ACTIVITIES

Cooking



Gardening



Outdoor Activities



Arts & Crafts



Chores



Board games



# Week 4

## Sample Timetable

### Monday Checklist

- Activating Wellbeing Activity
- English Activity
- Reading
- Mathematics Activity
- Science Activity

Time	Activity
7:00	Breakfast
7:30	Free Play
8:30	Activating Wellbeing
9:00	English Activity
10:00	Read
10:30	Snack
11:00	Mathematics Activity
12:00	Gardening
12:30	Lunch
1:30	Science
2:30	Cooking and Snack
3:30	Craft and Games
4:30	Free Play

### My Day

Time	Activity

Today's lesson will introduce students to their quest story for this unit. They will understand how to respond to questions about the setting and the characters.

### Learning goals

- I will independently read Rowan of Rin chapter 1.
- I will respond to questions about the setting and characters.

### Things you will need

- Book 'Rowan of Rin' (book provided or exert in Reading & Literacy Booklet)
- Worksheet 'Reading and Responding to Rowan of Rin Chapter One'
- Pencil and rubber
- Scissors and glue
- English book

### Lesson steps:



1. Read the "Things you need to know". This will help you to review the features of quest stories before reading.



2. Open the book *Rowan of Rin* and turn to the first chapter, *The Meeting*. Before reading, look at the map of Rin and ask yourself the questions on the worksheet "Reading and Responding to Rowan of Rin Chapter One". Features of Quest Stories". Answer question 1 before reading.















3. Now read the quest novel, *Rowan of Rin Chapter 1*. You might like to read this aloud to a member of your family.



4. Answer questions 2 and 3 on the worksheet "Reading and Responding to Rowan of Rin Chapter One".

#### Icon Legend

 Worksheet	 Worksheet for teacher email or hand in to be marked	 Write in exercise book	 Supporting information	 Digital resource	 Things you will need
 Safety – parent supervision required	 English	 Maths	 Science	 HASS	 Wellbeing

## Things you need to know

In this unit, you will be exploring the **quest story**, *Rowan of Rin*. Today, you will read chapter 1.

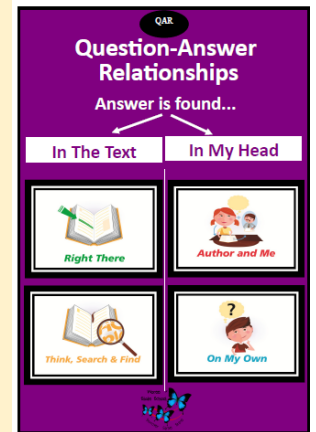
To understand what you are reading, you will need to use your WSS decoding strategies.

For example, for unknown words you might:

- Track through the word
- Read word endings
- Re-read
- Skip ahead, then re-read
- Ask yourself, "Does it make sense?"
- Ask yourself, "Does the word make sense and does it look right?"
- Correct yourself

QAR strategies can help you to answer questions about quest stories.

Think while you read. Is the answer *in the book* or *in your head*?

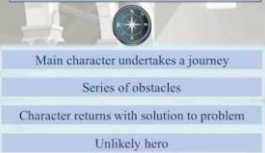


Before you begin reading, let's review what we have learned so far about quest stories.

## FEATURES OF QUEST STORIES

A quest novel, film or story tells of an adventurous journey undertaken by the main character to find a solution to a problem. In the quest, this character usually meets with and overcomes a series of obstacles. In the end, they return with a solution to the problem and the benefits of knowledge learned along the way. Often, the character that provides the solution to the problem is the character who seems like the most unlikely hero.

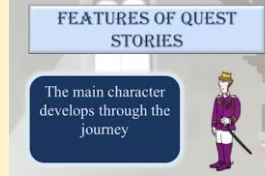
### WHAT IS A QUEST STORY?



Quest stories are highly imaginative. They are sometimes set in imaginary worlds with fantastic creatures. They are often set in the past and have themes of good and evil. They contain a series of obstacles to overcome, tests to be challenged by, riddles to be solved or dangerous missions to complete.



In quest stories, the main character may appear to be **weak, shy or cowardly at the beginning** of the story and may seem like they will not be able to complete the journey. By the end of the story, through the challenges they have to overcome, the way they see themselves and the way others see them, has usually **changed to strong, confident and heroic**.



Now let's explore the front cover and information about the book, *Rowan of Rin* and the author, Emily Rodda.

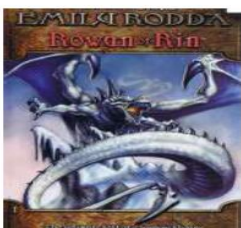
**Emily Rodda** is one of the most successful and prolific writers in Australia. She has written over fifty books for children and also writes mystery novels for adults as Jennifer Rowe (her real name). She is the author of titles such as the Rondo trilogy, the Deltora Quest series and the Rowan of Rin series.



<http://www.emilyrod.com/>

You can learn more about the author here:

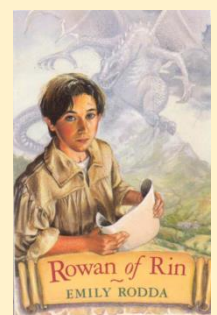
<http://www.emilyrod.com/about>



*Rowan of Rin* is the first book in a five-part series. Each book is a complete story with a quest storyline which has riddling mysteries that Rowan will need to solve.

*Seven hearts the journey make.  
Seven ways the hearts will break.*

Sheba's prophecy is a riddle that Rowan must solve in order to save the bukshah and his village. However, he is considered weak and he is allowed reluctantly as the seventh member of the group that will go up the Mountain to find out why the stream has stopped.



Now that you have reviewed what we have learned so far about quest stories, and you have been introduced to the book and the author, complete the worksheet 'Reading and Responding to Rowan of Rin Chapter One'.

English - Lesson Six – Reading and Responding to  
*Rowan of Rin Chapter One*

Open the book *Rowan of Rin* and turn to the first chapter, *The Meeting*. **Before reading**, look at the map of Rin and ask yourself these questions. You might like to discuss them with a member of your family.

*Ask yourself:*

- How is the village of Rin organised?
- Does Rin look like a large town or a small town?
- What is surrounding the village?
- Locate the bukshah fields and the pool. What do you think a bukshah is?
- Can you find the mill? What is a mill?
- Locate Sheba's hut. Who might Sheba be?

1. Write a short paragraph about the village and its surroundings. What do you notice?

---

---

---

---

---

---

---

**Now read Chapter 1 aloud.**  
**Please do not read further ahead.**

Now that you have read chapter 1, let's review what we have learned in this chapter. At the beginning of the novel, we meet the characters and find out that the village of Rin is in trouble. The stream from the mountain has stopped flowing and that means that the bukshah have no water. The bukshah are very important to the villagers of Rin because they provide them with milk, wool and transport. Without the bukshah, the people of Rin will die. The villagers meet to develop a plan. They decide that someone needs to go up the mountain to find out why there is no water flowing in the stream.

2. Read the following extracts from Chapter 1 and **underline** all the words that **describe the bukshah**.

(p.2) *'The sadness was for Star, his friend and the strongest and gentlest of all the bukshah. And for all the other great, humped woolly beasts, each of which he knew by name.'*

(p.4) *'They saw a stream and a pool and a heard of strange grey beasts lifting their heads to stare, horns shining in the sun. [...] they came down and mingled with the big, gentle animals, who were tame and unafraid. They called them the bukshah.'*

3. Using these words, visualise (*picture in your mind*) what the bukshah might look like. Draw your interpretation of the bukshah below. You might like to label the drawing with the words you underlined above.



What - We are learning to tell the time to nearest to "Quarter to the next hour" as well as the nearest 5 minutes on an analogue and digital clock.

Why - To be able accurately read the time on analogue and digital clocks in real life situations.

### Lesson goal

- Read time to the nearest "quarter to".
- Read time to the nearest five minutes on analogue and digital clocks.

### Things you need

- Pencil
- Rubber
- Scissors



### Lesson steps:

1. Write the time in digital notation (e.g. 12:30) on the lines underneath the clocks.



2. Read the "Things to know" section.

3. Cut out the "model clock" resource with the short hand and the long hand.

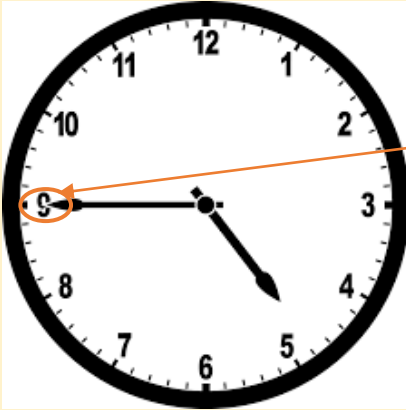
- Use the clock to help complete the Analogue and Digital Time worksheet.

#### Icon Legend

Worksheet	Worksheet for teacher email or hand in to be marked	Write in exercise book	Supporting information	Digital resource	Things you will need
Safety – parent supervision required	English	Maths	Science	HASS	Wellbeing

## Things to know

### Quarter to the Next Hour



When the minute hand (**Long Hand**) is on the **9** that means 45 minutes have past the hour.

You call this **“quarter to”** because there is quarter of an hour (**15 minutes**) left until that hour is over.

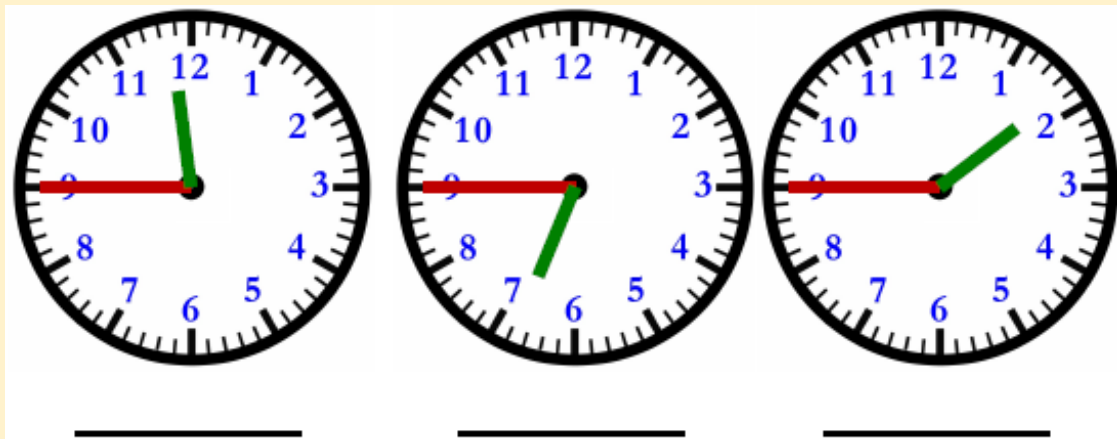
The time on this clock is **quarter to five** or **4:45** in digital notation.



Notice that the hour hand (**short hand**) is closer to the 5.








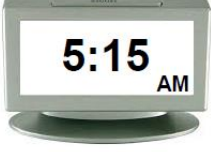
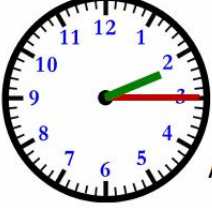

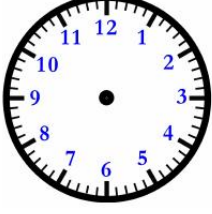
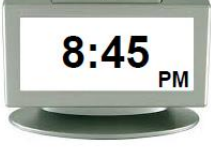
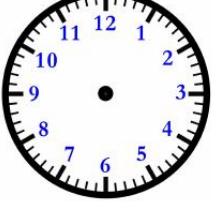

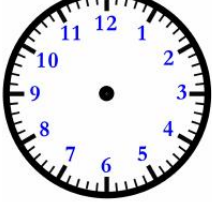





In digital time, this is written as **4:45** as the hour hand has not yet past the **5**.

Write the time shown on the clocks below in digital notation e.g. **2:45**



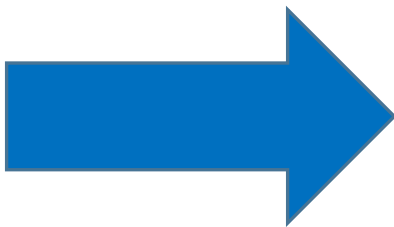
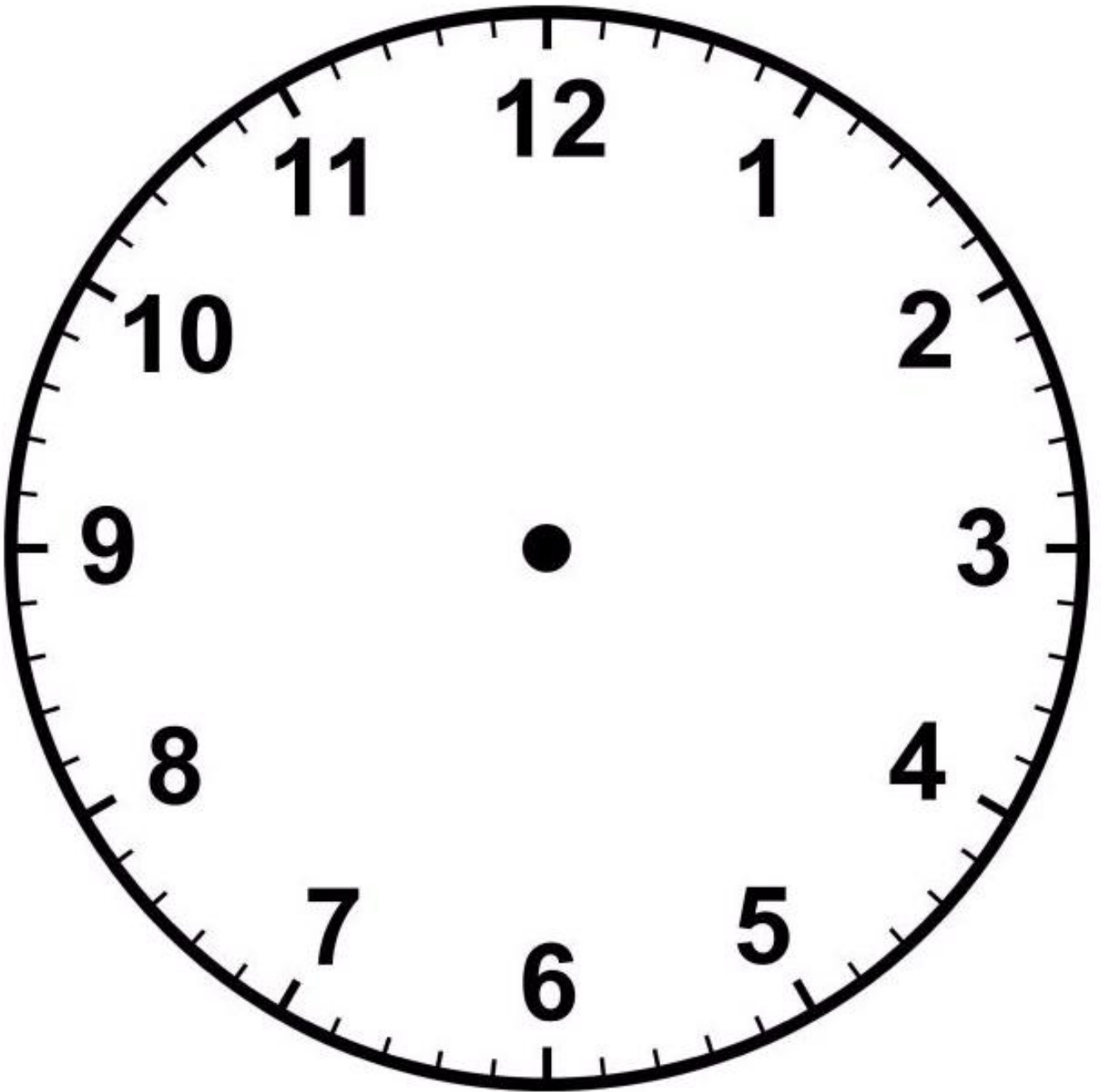


# Analogue and Digital Time

1)		PM		6)		PM	
2)		AM		7)			
3)		AM		8)			
4)				9)			
5)				10)		AM	



 Model Clock



Hour hand



Minute hand





What - Understand that living things depend on the surrounding environment to survive.

Why - To see how plants grow in different environments.

**Lesson goal**

- To observe how living things grows in different locations.



- Pencil
- Ruler

**Things you need**

- 'Survival Observation Chart'

**Lesson Steps:**



1. Look at and read "Things you need to know".

2. Observe and record how your bean is growing.



3. Look at the Observation worksheet.

4. Walk around either your yard at home or in a park close to home (with parent permission).








5. Find two different locations where grass (or other similar plants) are growing (in direct sunlight and in a shaded area).



6. Answer and write your observations onto the Survival Observation Chart.

7. Predict how your bean would grow in you placed it in a different area.

**Icon Legend**

 Worksheet	 Worksheet for teacher email or hand in to be marked	 Write in exercise book	 Supporting information	 Digital resource	 Things you will need
 Safety – parent supervision required	 English	 Maths	 Science	 HASS	 Wellbeing

## Things you need to know

- Every living organism on earth needs some basic things to survive. For example, water is a basic need for survival.
- There are five basic needs that all living need to have to survive:



- **Sunlight:** Is probably the most important need for all living organisms because it is the source of all energy.
- **Water:** Water is the medium in which living cells and tissue work. Water is also a living environment for many plants and animals.
- **Air:** Air is made up of several gases, such as oxygen and carbon dioxide. Without oxygen, animals will die, and without carbon dioxide, plants cannot survive.
- **Food (nutrients):** Living things need energy for live and survive. Energy is needed to grow, reproduce, move, and to work. It's like not eating for three days, how would you feel?
- **A Habitat with the Right Temperature:** Is it too cold or too hot? Every living organism needs the right temperature to survive weather it's on land or in the water.

Information and image obtained from: <http://eschooltoday.com/science/needs-of-living-organisms/five-things-living-things-need-to-survive.html>

## Activity.



### Observation of grass growing in different locations



#### Steps:

1. Walk around your yard or to the closet park (with a parent/carer).
2. Find and observe different locations where grass or similar plants are growing.
3. Fill in the observation work sheets.



# Survival Observation Chart

1. Where are you walking? (Around your home or in a park?)

2. Find and observe grass growing in direct sunlight (no shaded area). What do you see?

3. Find and observe grass growing under a shady tree or around a building (no-direct sunlight). What do you see?

4. What is the difference you saw between the two areas?

5. Is there any other difference or something interesting you found?

6. Predict what you think would happen if your bean you planted last week was positioned in a different area.

# Tuesday Checklist

Activating Wellbeing Activity

English Activity

Reading

Mathematics Activity

HASS Activity

## My Day

Time	Activity

Today's lesson will help students to understand how the author uses language to show how a main character is represented.

Learning goals

- I will independently read Rowan of Rin chapter 1.
- I will respond to questions about the main character.

Things you will need

- Book 'Rowan of Rin' (book provided or Reading & Literacy Booklet)
- Worksheet 'Character Development Rowan of Rin Chapter One'
- Pencil and rubber
- Scissors and glue
- English book

**Lesson steps:**

- |  |  |
|--|--|
|  | 1. Read the "Things you need to know". This will help you to understand what you read.   |
|  | 2. Open the book <i>Rowan of Rin</i> and turn to the first chapter, <i>The Meeting</i> . Reread chapter 1. You might like to read this aloud to a member of your family. |
|  | 3. Answer questions 1-8 on the worksheet "Character Development Rowan of Rin Chapter One".   |

**Icon Legend**

 Worksheet	 Worksheet for teacher email or hand in to be marked	 Write in exercise book	 Supporting information	 Digital resource	 Things you will need
 Safety – parent supervision required	 English	 Maths	 Science	 HASS	 Wellbeing

## Things you need to know

In this unit, you will be exploring the **quest story**, *Rowan of Rin*. Today, you will reread chapter 1.

To understand what you are reading, you will need to use your WSS decoding strategies.

For example, for unknown words you might:

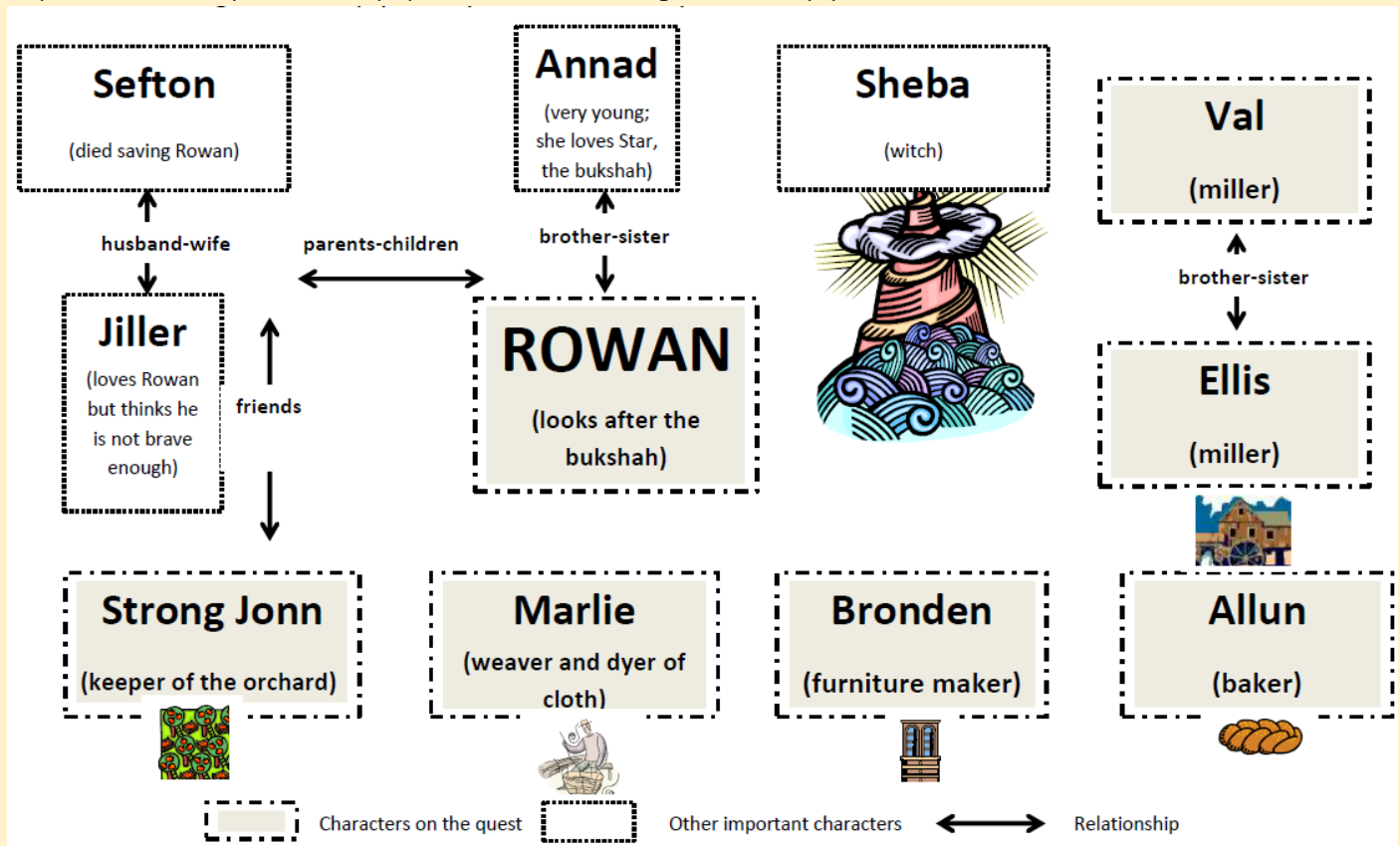
- Track through the word
- Read word endings
- Re-read
- Skip ahead, then re-read
- Ask yourself, "Does it make sense?"
- Ask yourself, "Does the word make sense and does it look right?"
- Correct yourself

QAR strategies can help you to answer questions about quest stories.

Think while you read. Is the answer *in the book* or *in your head*?



As you reread chapter 1 today, you can use this diagram to help you understand the characters.



Remember, please do not read ahead.

English - Lesson Seven – Character Development  
*Rowan of Rin Chapter One*

**Reread Rowan of Rin chapter 1 aloud.  
Please do not read further ahead.**

Using your QAR comprehension strategies, answer these questions to show your understanding about chapter 1. You may flick back to specific pages in the chapter at any time.

(p.1) *One morning the people of Rin woke to find that the stream that flowed down the Mountain and through the village had slowed to a trickle.*

**trickle** = a small flow of water

1. The reader knows at the beginning of the story about the problem in Rin. What is the problem?

---

---

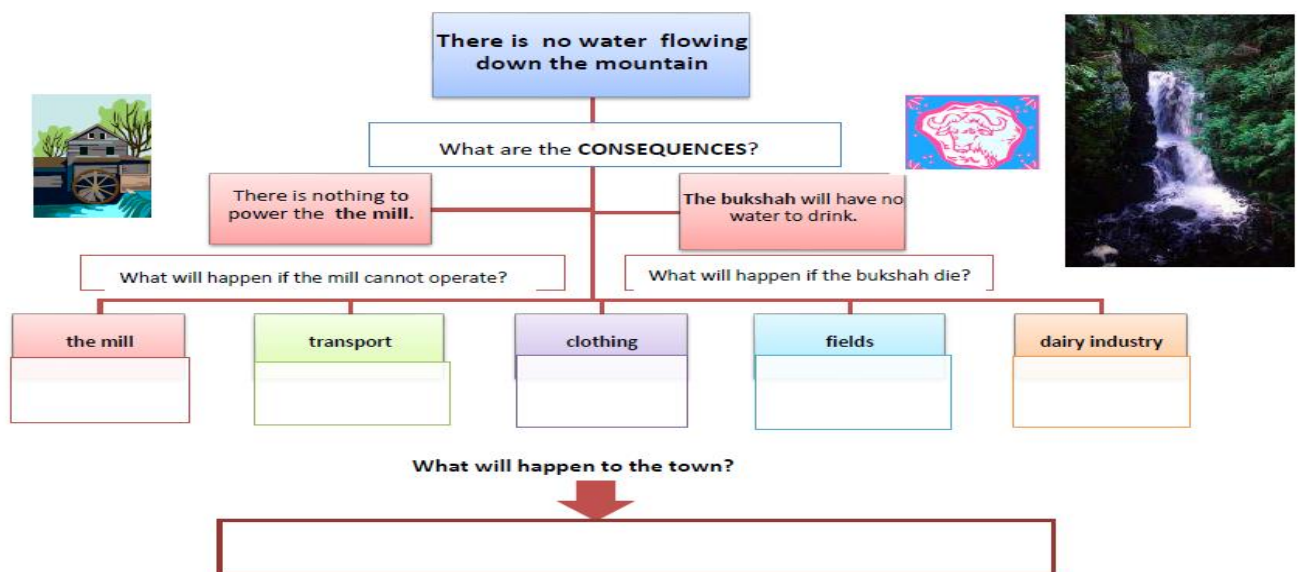
---

---

(p.2-3) *Rowan knew, as Annad did not, that without the bukshah there would be no rich creamy milk to drink, no cheese, curd and butter to eat. There would be no broad backs to bear the burdens on the longer journeys down the coast to trade with the clever, silent Maris folk. The life of Rin depended on the bukshah. Without them, the village too would die.*

**bear the burdens** = carry the loads

2. Why is the water that flows down the mountain so important for the people of Rin? Write your answers in the boxes below.



(p.3-4) *They saw trees loaded with small blue fruits and fields of flowers they did not recognise. They saw a stream and a pool and a herd of strange greys **beasts** lifting their heads to stare, horns shining in the sun. They saw silence, stillness and rich earth and peace. [...] So they came down and mingled with the big, gentle animals, who were tame and unafraid. They called them the bukshah.*

**beasts** = animals

**tame** = not wild

Read the noun group and adjectives underlined above.

3. How do the people of Rin feel about the bukshah?

---

---

---

---

(p.9-10)

*“Boy Rowan,” called Strong John.*

*“Little rabbit, herder of the bukshah! [...]”*

*Rowan stared, open-mouthed, and did not move. He was terrified of Sheba. His mother nudged him. “I will go,” **pip**ed up little Annad, beside him. “I am not frightened.” Laughter rippled through the crowd ... Rowan **scuttled** away through the crowd.*

*[...]*

*“He is scared of his shadow, that boy,” he heard Val the miller **mutter** to her brother, as he passed them. “He will never be the man his father was.”*

*Ellis grunted in agreement.*

*Rowan ran on, his cheeks burning with shame.*

**pip**ed up = spoke

**scuttled** = ran away quickly

**mutter** = spoke in a low quiet voice

4. How was Rowan feeling after he heard Val’s comment?

---

---

---

5. What do the other villagers think of Rowan?

---

---

---

---

6. Does Rowan say anything in response to these comments? \_\_\_\_\_  
Why?

---

---

---

---

7. What did you find interesting about this chapter?

---

---

---

---

---

---

---

---

---

---

8. Sketch a picture of Rowan below. Then, write four noun groups that describe his character. You might like to look back through chapter 1 and use the same noun groups that Emily Rodda has used.

<b>Lesson 7</b>	<b>Mathematics</b>	<b>Ordering and comparing five-digit numbers</b>	<b>Year 4</b>
-----------------	--------------------	--	---------------

What - We will learn to order and compare five digit numbers.

Why - To be able to recognize 5 digit numbers as greater than, or smaller than the number.

**Lesson goal**

- Order the five digit numbers from smallest to largest.

**Things you need**

- Sharpened Pencil
- RubberRuler



**Lesson steps:**

**1. Practise activity:**

**1) Order the following numbers from smallest to greatest in the boxes below.**

- Remember to look at each place value column for each of the digits in the numbers carefully. e.g.

**5198= 5 thousands, 1 hundreds, 9 tens, and 8 ones**

**a) Arrange the numbers from smallest to greatest.**

2090	9020	600	2011	2009

**b) Arrange the numbers from smallest to greatest.**

900	911	1109	2011	2009

**2) Write the number in words or digits for each place value.**

- The first one has been done for you.
- The answers have been written in **red**.

**Example:**

<b>8645</b>	<b>8000</b>	<b>600</b>	<b>40</b>	<b>5</b>
Eight thousands six hundred and forty five	eight thousands	Six hundreds	Four tens	Five ones

	2000		30	2
Two thousand nine hundred and thirty two		Nine hundreds		

**2. Read the "Things to Know" section.**

**3. Complete the activity sheet Ordering 5-digit Numbers.**





**Topic 1**

1. When there are five digits in a number for example, **23 652**. The fifth digit goes inside the “**ten thousand**” place value column as shown below.

Ten thousands	One thousands	Hundreds	Tens	Ones
<b><u>2</u></b>	<b>3</b>	<b>6</b>	<b>5</b>	<b>2</b>

**Topic 2**

2. It is important to be able to identify if a number is greater or smaller than another number by looking at their different place values.

- E.g. **85 326** is greater than **82 326** because the number in the thousands place value is greater.

3. There are symbols that show if a number is greater or smaller than another number. These symbols are **>** and **<**.

a. You can think of these symbols as the mouths of crocodiles.

b. The crocodile eats the larger number and the smaller number comes out the other side.

$$\begin{array}{ccc}
 55\ 762 & \img alt="A green cartoon crocodile with its mouth open, facing right, positioned between the numbers 55 762 and 32 782." data-bbox="458 554 551 601"/> & 32\ 782 \\
 & = & \\
 55\ 762 & > & 32\ 782
 \end{array}$$

4. Identify which numbers are greater by drawing a greater than symbol facing the larger number.

a. The first question has been completed for you!

$$43\ 298 < 43\ 423$$

$$10\ 043 \underline{\hspace{1cm}} 10\ 430$$

$$62\ 070 \underline{\hspace{1cm}} 51\ 070$$

$$91\ 823 \underline{\hspace{1cm}} 90\ 328$$



# Ordering 5-Digit Numbers

21 156	11 211	53 169	11 156	50 786	27 191	67 819	19 126	91 005	88 888
27 145	23 399	13 165	91 499	58 976	97 091	51 010	60 151	85 127	20 555

Compare and order the numbers above, from smallest to largest.

Largest

Smallest



**What-** We will learn about the natural resources that people use and how we use them in our day to day lives.

**Why -** To be able to understand where the resources we use come from.

### Lesson goal

Identify ways resources are used in everyday objects.

### Things you need



- Worksheet
- Pencil
- Rubber

### Lesson steps:

#### 1. Practise Activity:

Name three things that you use every day and what they are made of! For Example: Tooth brush = Plastic

Item	What it is made of

2. Read the "Things to Know" section and answer any of the questions that are given.

3. Complete the worksheet at the end of the lesson.

Icon Legend					
Worksheet	Worksheet for teacher email or hand in to be marked	Write in exercise book	Supporting information	Digital resource	Things you will need
Safety – parent supervision required	English	Maths	Science	HASS	Wellbeing

# Things to Know

## Natural Resources

### Key natural resources

- Water
- Food
- Timber
- Natural fibres
- Metals
- Fossil fuels

Natural resources are resources found in the environment that are used by people, plants and animals.

Some resources are more important than others. For example, people need food and water to survive.

Some resources are not needed for survival, but are still important.



© The State of Queensland (Department of Education and Training) 2017

What resources do you think we need for our survival?

### Water



Water is found in our lakes, rivers, streams, oceans, snow caps and glaciers. **Fresh water is a valuable resource.**

Fresh water is a natural resource and is essential for all life on earth.

Fresh water can be polluted, making it unusable for drinking.

### Food



Without food, people and animals will not survive.



People eat plants and animals. Animals eat other animals or plants. Without plants, animals and people would not survive.

The right conditions are needed for food to grow. Plants need fresh water, sunlight and soil rich in nutrients. Animals need water and other foods.



© The State of Queensland (Department of Education and Training) 2017

### Timber






'Timber' is what parts of trees are called when they are cut down and used by people. Timber has been used by humans for thousands of years.

People use timber for building materials and tools because it is solid and lasts a long time. It can also be burned as a fuel.

Trees grow slowly, making timber a valuable resource.



### Natural fibres



These are plant and animal products that often produce long, thin strands.

Fibres are used to make clothing, ropes and building materials.


Examples of common fibres are cotton, flax and wool.



© The State of Queensland (Department of Education and Training) 2017

Look around! What are some things that are made from timber around you?

### Metals




Metals come from the ground. They can be found naturally, e.g. gold, or they may need to be developed by people, e.g. iron.

Some metals are very rare. There are 86 different types of metals, all of which have different uses. Some are soft and flexible and some are strong and hard.

Today, metals are used everywhere. They are in buildings, computers and are even used to repair broken bones.

### Fossil fuels



These are fuels that come from under the ground. They are called fossil fuels because they are made from very old plant and animal material and can take millions of years to form.

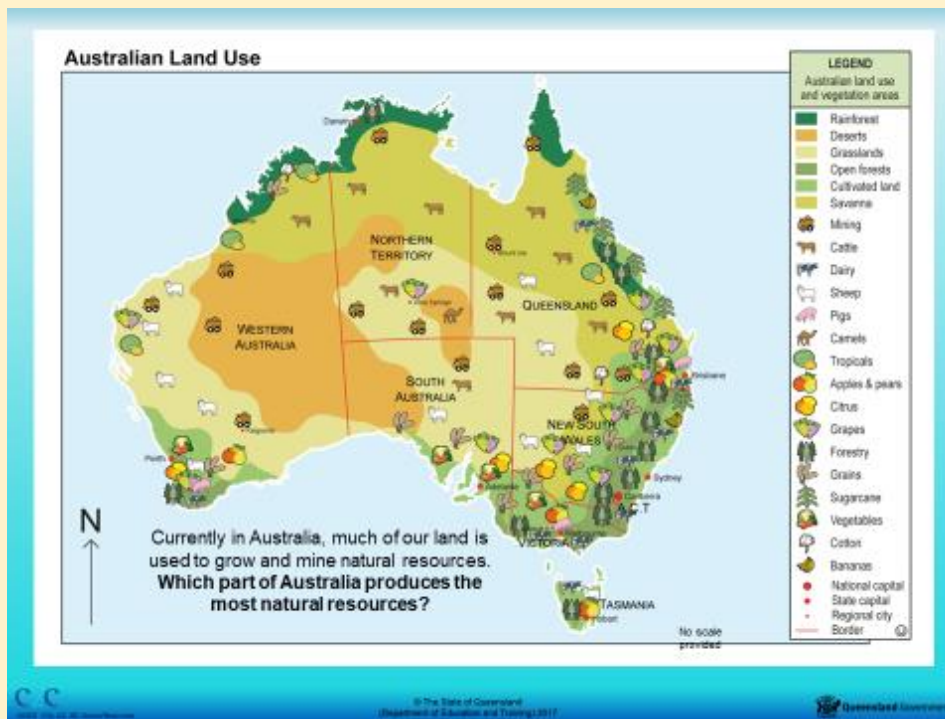
Examples of fossil fuels include coal, oil and gas. They are used by people as an energy source.

There is only a limited amount of fossil fuels left.

*Look around! What are some things that are made from metal near you?*

*When do you think you might use a fossil fuel?*

## Natural resources are everywhere!



*Look at the map and legend above!*

*Which state of Australia grows the most grapes?*

*Which state farms the most cattle?*

*Which state has the most mining?*

## We are clever ...

We take these raw materials and turn them into amazing things.

For example: Wheat by itself is not tasty or especially nutritious. However ...

... wheat turned into flour + yeast + water = bread!



## What are the main natural materials in the following products?



Metal  
Fossil fuels



Fibres



Timber  
Metal



## Using natural resources

Today, people use natural resources to create many products: everything from plastics (made from oil) to cotton grown on farms.

Resources can be classed as **renewable** or **non-renewable**.

To 'renew' means that it can be regrown or remade.

Renewable resource = **sustainable**.  
Non-renewable resource = **unsustainable**.



## Renewing resources

### Renewable

If a tree is cut down, a seed can be planted to grow a new tree.



Sustainable

### Non-renewable

If all of the gold from the earth is found and used, there will be no new gold for many millions of years!



Unsustainable

## Renewable or non-renewable?

### Renewable

- Water
- Food
- Timber
- Natural fibres

### Non-renewable

- Metals
- Fossil fuels

## Reflect on the sustainability of natural resources

Think about the products that we use in our day-to-day lives. Which should we use more of: renewable or non-renewable resources? Why?




# Ways natural resources are used



Instructions: Write four ways that each of these natural resources can be used.


Tip: start by looking at how they are used in your home, then think about how they are used in your town or city.

**Timber**




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

**Food**



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


**Fossil fuels**



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


**NATURAL RESOURCES**

**Metals**




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

**Fibres**



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

**Water**



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





Today's lesson will help students to understand how the author uses language to show how the main characters are represented.



Learning goals

- I will independently read Rowan of Rin chapter 2.
- I will respond to questions about the main characters.









Things you will need

- Book 'Rowan of Rin' (book provided or Reading & Literacy Booklet)
- Worksheet 'Character Development continued Rowan of Rin Chapter Two'
- Pencil and rubber

**Lesson steps:**

- |  |   |
|--|---|
|  | 1. Read the "Things you need to know". This will help you to understand what you read.  |
|  | 2. Open the book <i>Rowan of Rin</i> and turn to the second chapter, <i>Sheba</i> . Read chapter 2. You might like to read this aloud to a member of your family. |
- Answer questions 1-13 on the worksheet "Character Development continued Rowan of Rin Chapter Two".

**Icon Legend**

 Worksheet	 Worksheet for teacher email or hand in to be marked	 Write in exercise book	 Supporting information	 Digital resource	 Things you will need
 Safety – parent supervision required	 English	 Maths	 Science	 HASS	 Wellbeing

## Things you need to know

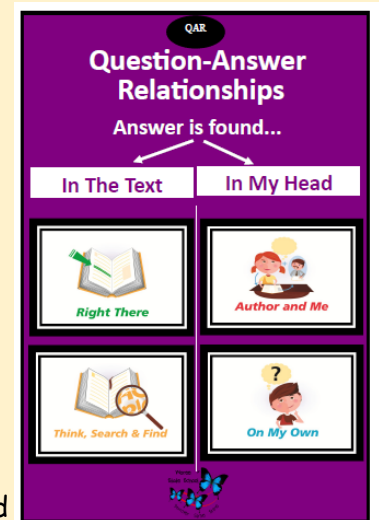
In this unit, you will be exploring the **quest story**, *Rowan of Rin*. Today, you will continue the adventure as you read chapter 2!

To understand what you are reading, you will need to use your WSS decoding strategies.

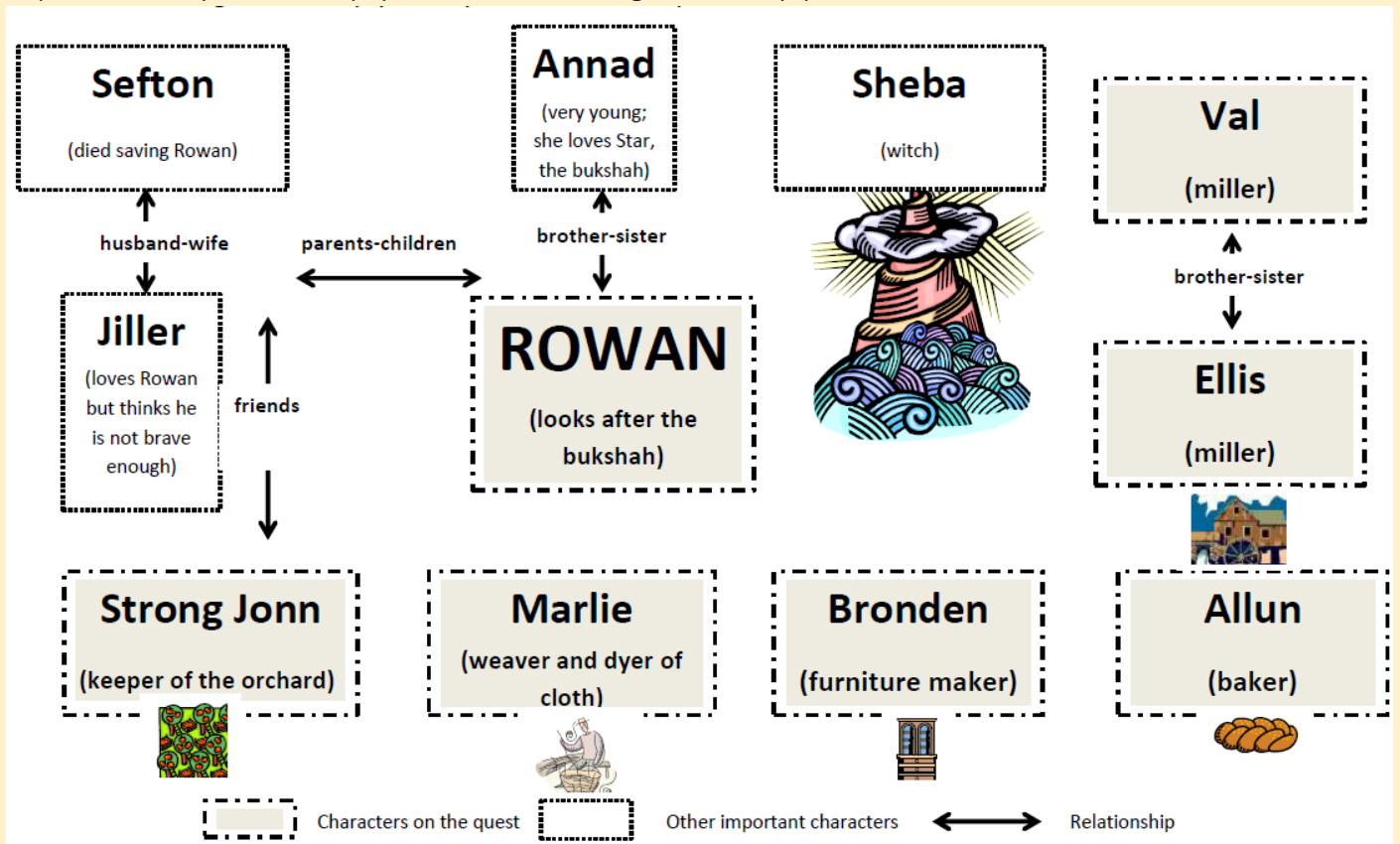
For example, for unknown words you might:

- Track through the word
- Read word endings
- Re-read
- Skip ahead, then re-read
- Ask yourself, "Does it make sense?"
- Ask yourself, "Does the word make sense and does it look right?"
- Correct yourself

QAR strategies can help you to answer questions about quest stories. Think while you read. Is the answer *in the book* or *in your head*?



As you read chapter 2 today, you can use this diagram to help you understand



**Remember, please do not read ahead.**

As you read chapter 2 today, you should begin to create a very clear picture in your mind of who Rowan is and what he is like. Emily Rodda has made very particular language choices to describe Rowan's behaviour, actions, thoughts and feelings through different events in the story. This is what makes her writing so entertaining!

In today's lesson, you will be asked to identify **verbs and verb groups**, **adjectives** and a **simile** that Emily Rodda has used in chapter 2. Let's review these below.

### Definition

Verbs are words that describe the happening or state in a sentence.

They show the doing (actions), thinking, feeling, saying or being.

### Examples of verbs

Kadafin tripped on something and fell.

The old bathroom tap slowly dripped all through the night.

The happy little hermit crab crawled quickly across the sand.

### Examples of verb types

Action verb = woke

Just as the sun was rising above the mountains, Kadafin woke before anyone else.

Thinking verb = decided

Kadafin suddenly decided that he would find the magical cauldron.

Feeling verb = wished

Kadafin often wished his sisters wouldn't make fun of him.

Saying verb = suggested

"Maybe we can find it together," suggested Kadafin.

Being verb = was

His tummy was rumbling.

### Verb groups

A verb group is a combination of words. It contains a main verb, with one or more verbs before it.

Rowan was panting when he reached the coolhouse.

Sefton had shouted for help, then leaped up the burning stairs.

Rowan had trained with the others, but he had never been good at anything.

Rowan hugged himself and shuddered, sheltering behind the tall figure of Marlie.

### Definition

Adjectives are describing words.

They describe a noun.

### Examples

She wore a beautiful leather jacket.

I drove along the dangerous winding road.

The friendly humpback whale swam up to our boat.

The green frog sat on the slippery, slimy log.

### Definition

A simile uses the words 'like' or 'as' to compare one object or idea with another to suggest they are alike.

### Examples

She is as snug as a bug in a rug.

He was as busy as a bee.

Neil ran as fast as lightning.

His feet felt like jelly.

English - Lesson Eight – Character Development continued

*Rowan of Rin Chapter Two*

**It's time to continue the adventure!**

**Read Chapter 2 of Rowan of Rin aloud. Please do not read further ahead.**

Using your QAR comprehension strategies, answer these questions to show your understanding about chapter 2. You may flick back to specific pages in the chapter at any time.

1. What happened to Rowan's father?

---

---

---

2. How did the villagers feel about Sefton's death?

---

---

(p.13) *At an early age every village child learned to run, climb, jump, swim – and fight. Rowan had trained with the others, but he had never been good at anything. He had always been small for his age. He had always been shy. And since the night of the fire he had been even quieter and more nervous than before. Val was right, he thought. He would never be the man his father was. And neither would he have the strength of his mother [...]*

3. Circle the verbs / verb groups above that tell you what the village children learn at an early age.

4. Write the adjectives used above that tell you about Rowan.

---

---

(p.13-14) *The bukshah loved him, and knew his voice.*

5. Circle the **verb groups** that tell you how the bukshah feel towards Rowan. Write them below.

---

---

(p.13-14) *In return he tried to make their lives comfortable, learning to cure their ills, treating their cuts and bruises as his mother treated his, combing **burs** and prickles from their woolly coats. When the winter snows blew in the valley, he would bring the old and weak to shelter, for he knew that the freezing winds could kill them, and he could not bear to lose even one. In the spring, when the blossom of the orchard sweetened the air, he would run and play with the calves, and carry them handfuls of new peas he stole from the gardens when no one was looking.*

**burs** = prickly seeds

6. Circle the verbs / verb groups above that tell you what Rowan did for the bukshah. Write them below.

---

7. How does Rowan feel about the bukshah?

---

---

(p.15) *Rowan thought of putting the cheese down on the doorstep and running home. But as he stepped forward a twig snapped under the toe of his boot.*

8. Why is Rowan thinking like this?

---

---

(p.16) *Rowan hesitated. Marlie beside him, gave him a little push. His feet felt like stone. He forced them forward, a step at a time.*

9. Circle the verbs above that tell you how Rowan was acting.  
Write them below.

---

10. Write the simile used above that tells you how Rowan's feet felt.

---

---

11. In your own words, explain how Rowan is feeling.

---

---

(p.16-17) *Rowan hugged himself and shuddered sheltering behind the tall figure of Marlie from those terrible red eyes. What if he had chosen badly? What if the cheeses were no good after all? What if Sheba thought he was trying to trick her?*

12. Circle the verbs / verb groups above that tell you how Rowan was acting. Write them below.

---

---

13. Rowan asks himself a lot of questions. What does this tell you about the way he is feeling?

---

---

---



What - Learn to use split strategy to solve 2 digit by 1-digit multiplication problems.

Why - To be able to solve 2 digit multiplication problems

**Lesson goal**

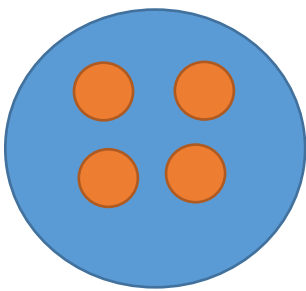
- Solve multiplication problems using split strategy.

**Things you need**

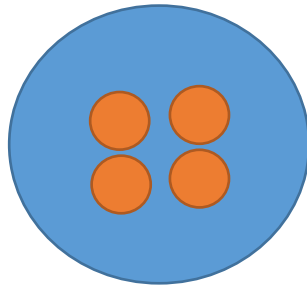
- Pencil
- Rubber
- 20 small items e.g. buttons, paper clips, pebbles etc...

**Lesson steps:****Practise Activity:**

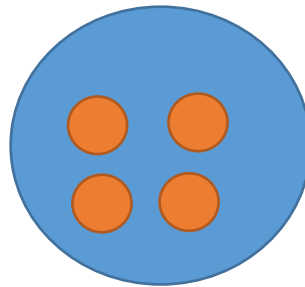
- Collect 21 small items from around your house. They can be paper clips, pebbles, buttons etc...
- Use these items to perform the following multiplication problems. For example:  
**4X4=**



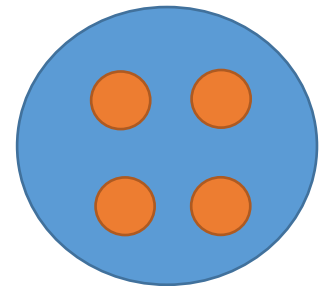
$3 \times 5 =$



$2 \times 9 =$



$7 \times 3 =$



$3 \times 3 =$

$6 \times 3 =$

- 1) Read the "Things to Know" section and answer any questions that you receive.

## Things to know

### Split Strategy Multiplication

$$\begin{array}{r}
 5 \times 16 \\
 5 \times 10 = 50 \\
 5 \times 6 = 30 \\
 50 \\
 + 30 \\
 \hline
 80
 \end{array}$$

The problem is  $5 \times 16$ .

- 1) Look at the place value of the two digit number "16".
- 2) In the tens place value column of 16 there is a "1". This "1" is equivalent to 10 ones units.
- 3) The six in the ones place value column is equivalent to six ones units

$$\begin{array}{r}
 5 \times 16 \\
 5 \times 10 = 50 \\
 5 \times 6 = 30 \\
 50 \\
 + 30 \\
 \hline
 80
 \end{array}$$

- 4) First we multiply the 5 with the "10" from 16. This equals 50.
- 5) Secondly we multiply the "5" with the 6 from 16. This equals 30.
- 6) Thirdly we add answers that we found from the first two steps.

This is an example of how to complete a 2 digit by 1 digit multiplication problem. This process can be repeated with any 2 digit by 1 digit problem. For example  $23 \times 6$



Icon Legend					
 Worksheet	 Worksheet for teacher email or hand in to be marked	 Write in exercise book	 Supporting information	 Digital resource	 Things you will need
 Safety – parent supervision required	 English	 Maths	 Science	 HASS	 Wellbeing

## 2 Digit by 1 Digit Multiplication

a)  $2 \times 46 =$

b)  $3 \times 76 =$

c)  $3 \times 24 =$

d)  $7 \times 37 =$

e)  $4 \times 46 =$

f)  $3 \times 76 =$

g)  $5 \times 53 =$

h)  $5 \times 85 =$

i)  $9 \times 62 =$

j)  $2 \times 79 =$

k)  $5 \times 85 =$

l)  $3 \times 61 =$



What - Understand how challenges strengthen your identity

Why - Apply strategies to respond positively to challenges

<p style="text-align: center;"><b>Lesson goal</b></p> <ul style="list-style-type: none"> <li>Explore ways and apply strategies to positively respond to personal challenges</li> </ul>	<p style="text-align: center;"><b>Things you need</b></p> <ul style="list-style-type: none"> <li>English workbook</li> <li>Pencil</li> <li>Ruler</li> <li>Red pen</li> </ul>
--	--



**Lesson Steps:**



1. Look at and read **"Things you need to know"**.
  - What success looks like
  - Colonel Sanders' (KFC Founder) Story



2. Rule up a page in your English workbook. Title your work '*What success looks like*' and write the date in the margin.



3. Answer these three questions about Colonel Sanders and his story in your English workbook:
  - What challenges did he face?
  - How did he deal with them?
  - What successes did he achieve?

4. Think about all the things that you are good at and things you might like to be better at.















5. Write these sentences into your book and complete them with some examples.
  - The things that I am good at are...
  - The things I would like to get better at are...





6. Choose one thing that you would like to get better at, and list some things that you can do to try and reach your goal.

**Icon Legend**

 Worksheet	 Worksheet for teacher email or hand in to be marked	 Write in exercise book	 Supporting information	 Digital resource	 Things you will need
 Safety – parent supervision required	 English	 Maths	 Science	 HASS	 Wellbeing

## Things you need to know

Success	Success
	
How some people believe success works	How success actually works

## The story of Colonel Sanders and KFC

- Video can be accessed at <https://www.youtube.com/watch?v=8VVGICEDOUK>



Colonel Sanders began cooking when he was six after his father died. 60 years later, he started his fried chicken business.



He was a hardworking man, but often found himself without a job. He didn't think he had achieved anything in his life.



Colonel was filled with sadness. With his only \$103 he decided to take a risk and start a fried chicken business where he lived in Kentucky.


Everyone LOVED his chicken, and he became famous in Kentucky, but he still wasn't making any money to support his family.



The Colonel travelled across the country with little money, trying to sell his chicken. He asked more than 1000 businesses before one decided to buy it.

Soon, his chicken was in more than 600 restaurants. Colonel Sanders sold his business, and KFC travelled around the world. He became a billionaire when he was 88 years old!



Lesson 9	English 	Character Development continued	Year 4
----------	---	------------------------------------	--------

Today's lesson will help students to understand how the author uses language to show how the main characters are represented.

### Learning goals

- I will independently read Rowan of Rin chapter 2.
- I will show how a character is represented with an illustration and matching language features from the story.

### Things you will need

- Book 'Rowan of Rin' (Reading & Literacy Booklet)
- Worksheet 'Illustrations of Character Development'
- Rowan of Rin Chapter Two'
- Pencil and rubber
- Scissors and glue
- English book

### Lesson steps:

1. Read the "Things you need to know". This will help you to understand what you read.















2. Open the book *Rowan of Rin* and turn to the second chapter, *Sheba*. Reread chapter 2. You might like to read this aloud to a member of your family.



- Answer questions 1-3 on the worksheet "Illustrations of Character Development Rowan of Rin Chapter Two".

#### Icon Legend

 Worksheet	 Worksheet for teacher email or hand in to be marked	 Write in exercise book	 Supporting information	 Digital resource	 Things you will need
 Safety – parent supervision required	 English	 Maths	 Science	 HASS	 Wellbeing

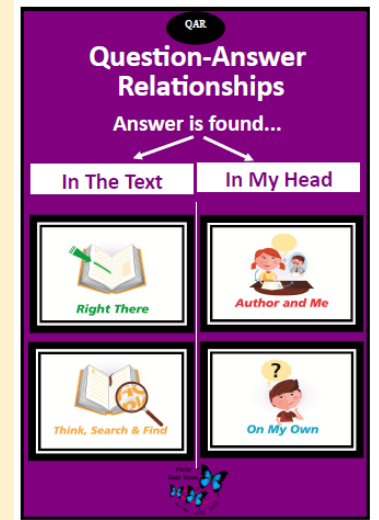
## Things you need to know

In this unit, you will be exploring the **quest story**, *Rowan of Rin*. Today, you will reread chapter 2.

To understand what you are reading, you will need to use your WSS decoding strategies.

For example, for unknown words you might:

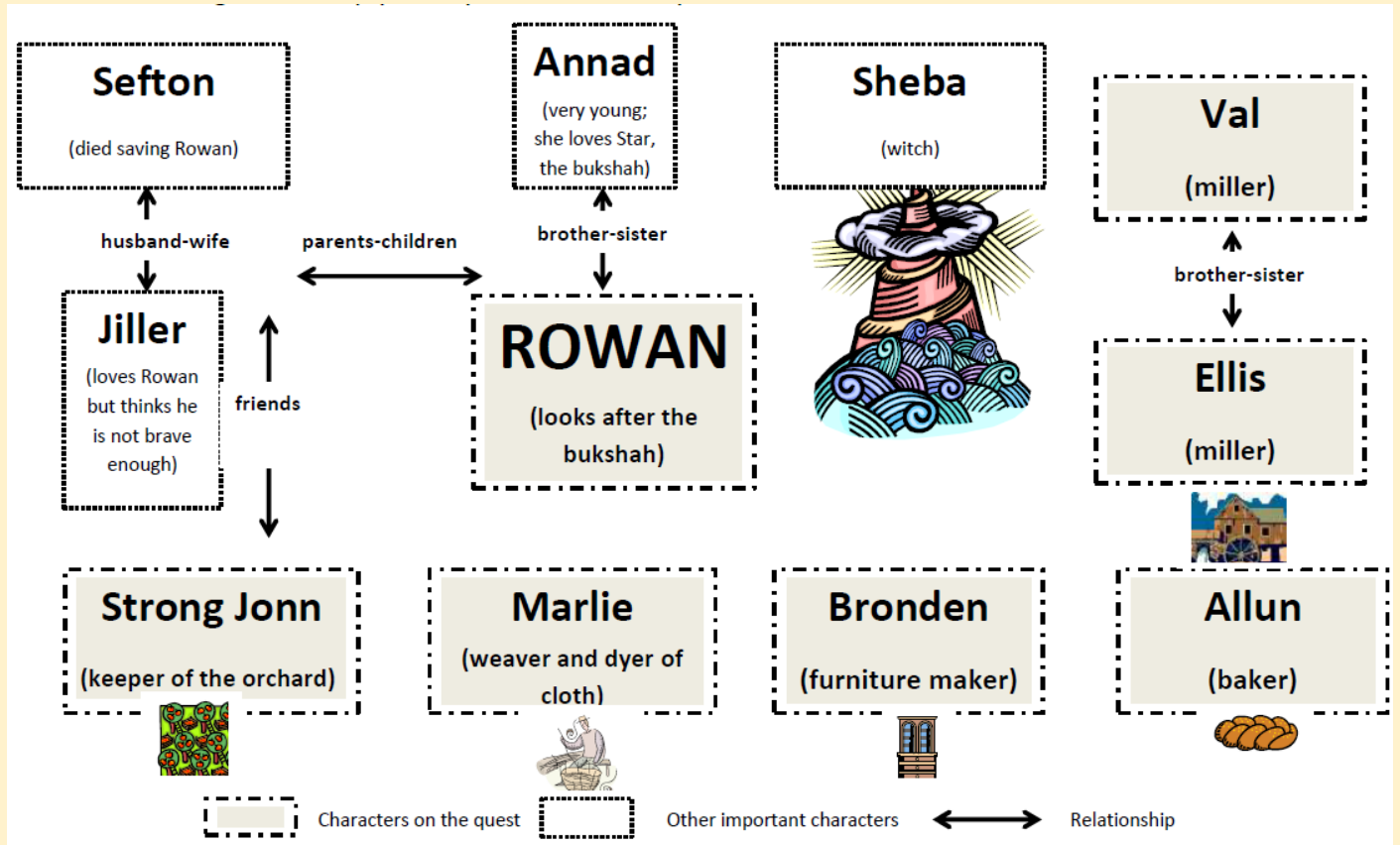
- Track through the word
- Read word endings
- Re-read
- Skip ahead, then re-read
- Ask yourself, "Does it make sense?"
- Ask yourself, "Does the word make sense and does it look right?"
- Correct yourself



QAR strategies can help you to answer questions about quest stories.

Think while you read. Is the answer *in the book* or *in your head*?

As you reread chapter 2 today, you can use this diagram to help you understand the characters.



Remember, please do not read ahead.

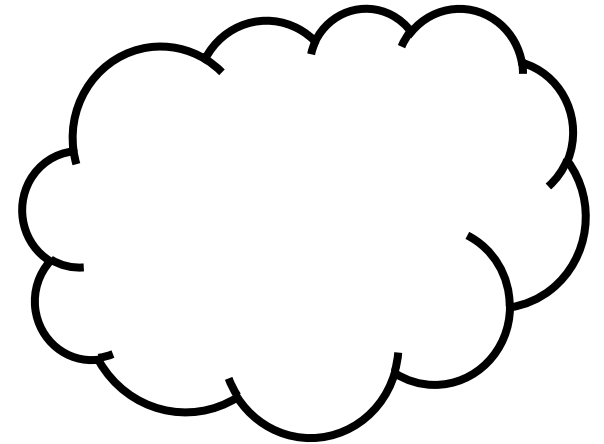
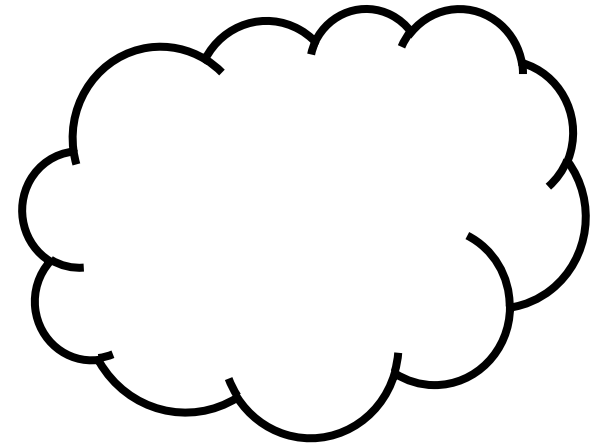
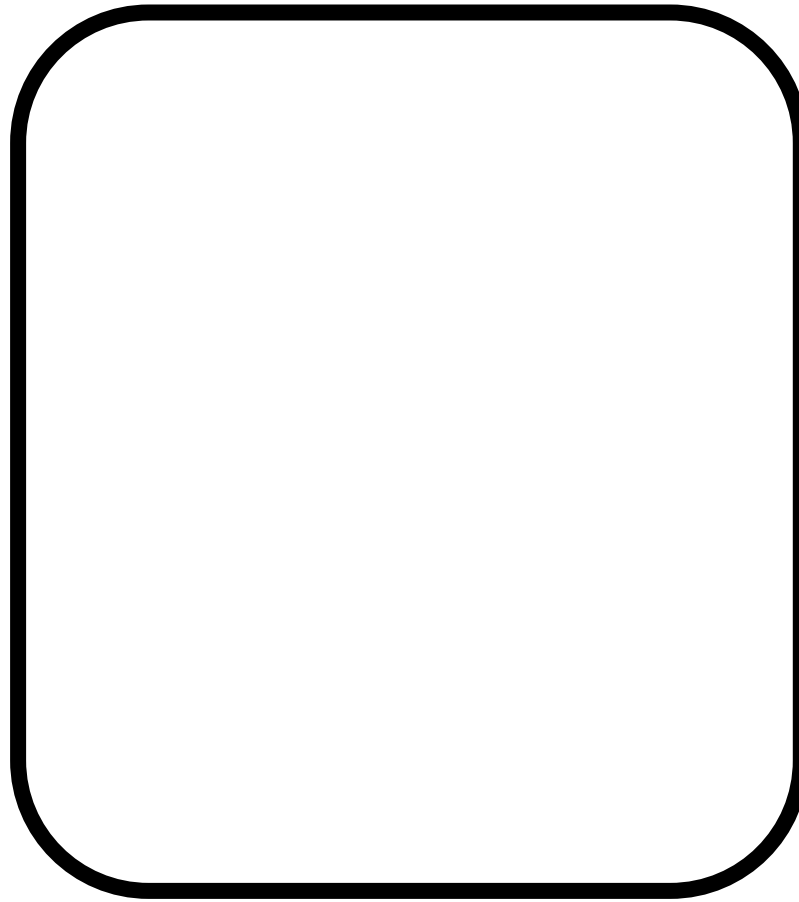
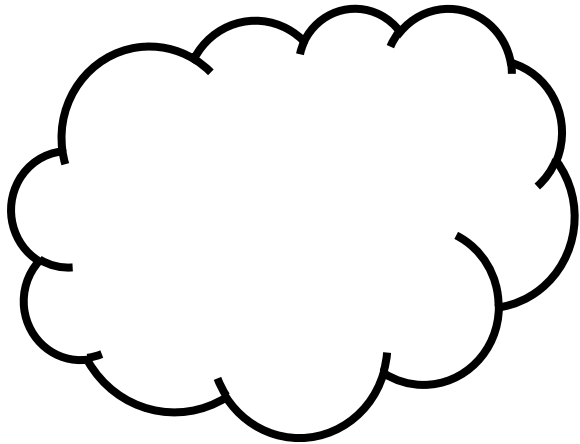
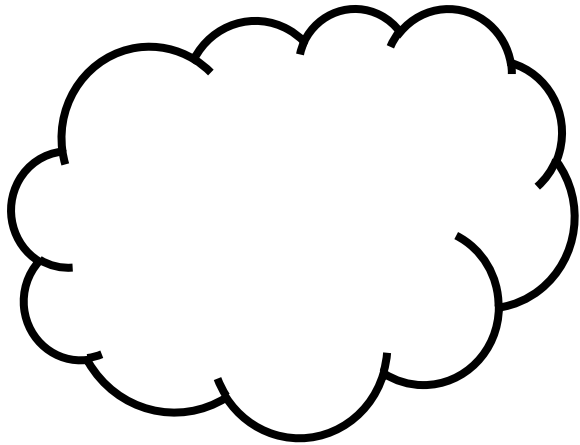
As you reread chapter 2 today, you should begin to create a very clear picture in your mind of who Sheba is and what she is like. In today's lesson, you will be asked to sketch Sheba and write noun groups to describe her. If you need to review noun groups, look back at English lesson 3.

English - Lesson Nine - Illustrations of Character Development  
*Rowan of Rin Chapter Two*

Read the following extract from Chapter 2 (p.16).

*She hunched her shoulders and stared at Rowan. In the firelight her eyes looked red. Her forehead was bound with a purple rag, and her hair hung like thin grey tails around her face. She smelt of ash and dust, old cloth and bitter herbs.*

Use this quote from Chapter 2 to help you draw Sheba in the box below. Then, write four noun groups in the bubbles that describe Sheba. You can look back in chapter 2 if needed.



1. Show your completed sketch to a member of your family. Discuss with your family member, how you have interpreted Sheba from this chapter. You could discuss her shoulders, her eyes, her hair and her smell (from the quote).

2. What did you find interesting about this chapter?

---

---

---

---

---

---

---

---

---

---

3. What do you think will happen in the next chapter?

---

---

---

---

---

---

---

---



What - To add values of money.



Why - So when you go shopping you know how to count money.

**Lesson goal**

- To understand how to add the value of money.

**Things you need**

- Scissors
- Glue
- Maths Book

**Resources**

- Money Match Up sheet

Icon Legend					
Worksheet	Worksheet for teacher email or hand in to be marked	Write in exercise book	Supporting information	Digital resource	Things you will need
Safety – parent supervision required	English	Maths	Science	HASS	Wellbeing

**Things to know.**

Observe the money in the chart and how they are written in word form, and currency.

# AUSTRALIAN MONEY

<b>One Hundred Dollars</b>					
	\$100.00				
<b>Fifty Dollars</b>					
	\$50.00				
<b>Twenty Dollars</b>					
	\$20.00				
<b>Ten Dollars</b>					
	\$10.00				
<b>Five Dollars</b>					
	\$5.00				
<b>Five Cents</b>	<b>Ten Cents</b>	<b>Twenty Cents</b>	<b>Fifty Cents</b>	<b>One Dollar</b>	<b>Two Dollars</b>
\$0.05 5c	\$0.10 10c	\$0.20 20c	\$0.50 50c	\$1.00 100c	\$2.00 200c

Images and activity obtained from Teachstrater













- **Activity 1:**
- **Rule up a page in your maths book and add the heading 'Money Match Up'.**
- **Cut out the coin sets and the amounts below, and then match them together, glue each matching set into your maths book.**

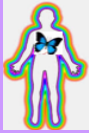
### Money Match-Up

Cut the coins and the amounts out.

Glue the matching coins and the amounts next to each other in your book.

	\$0.80
	thirty cents
	5c
	twenty cents
	\$2.20
	50 cents
	\$1.70
	\$4.00
	60c
	two dollars






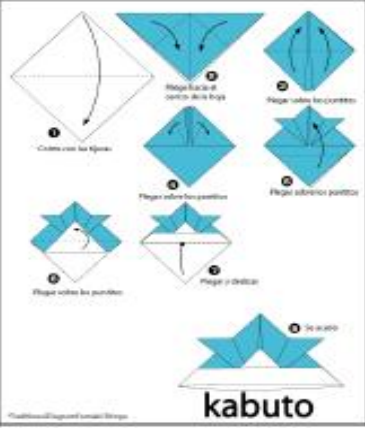






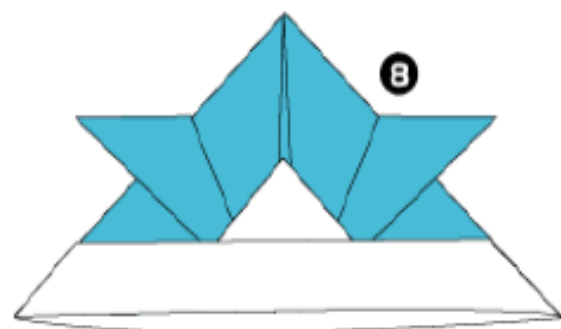
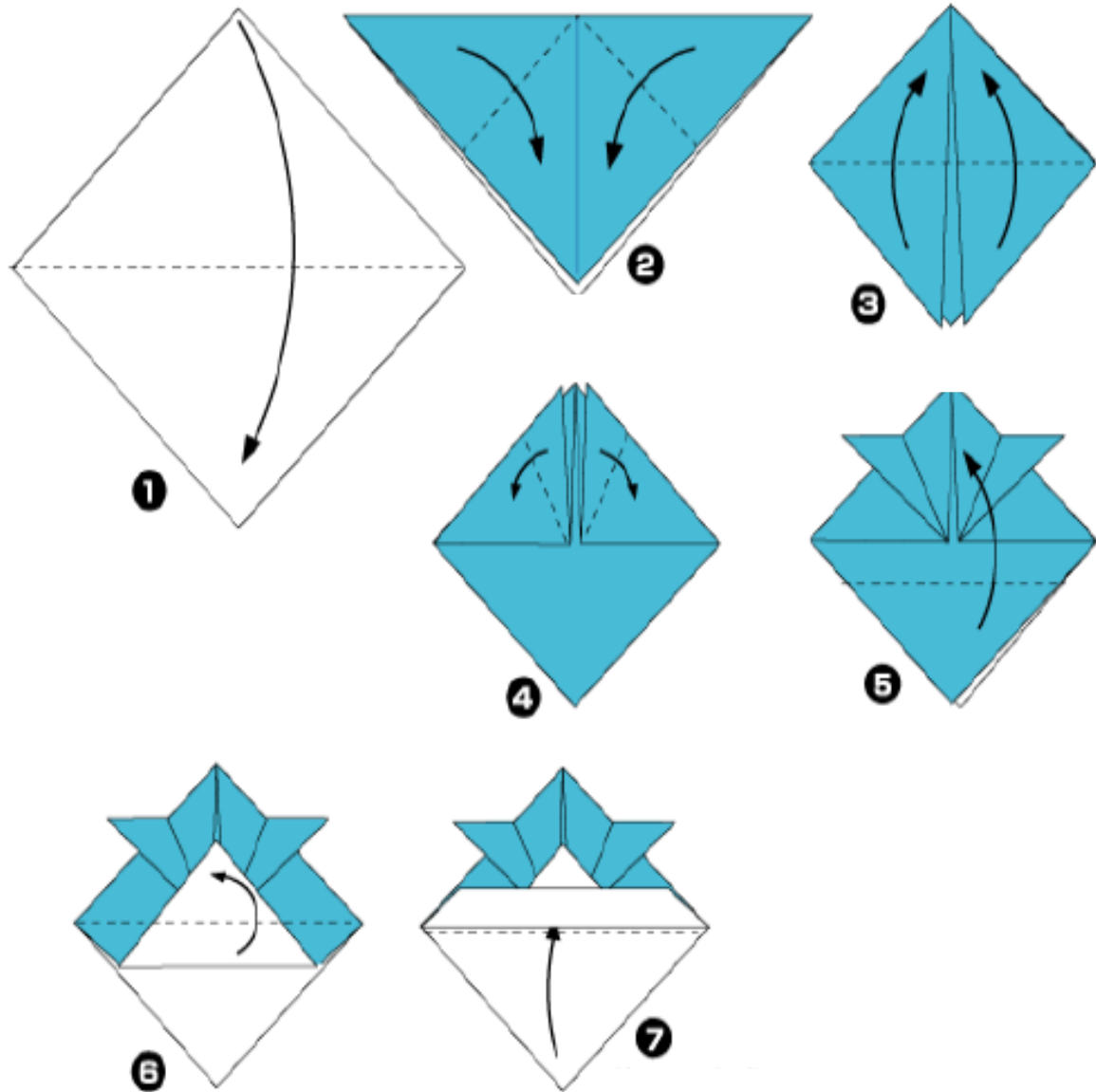
# Japanese Lesson 2

Choose an activity from the Japanese fun grid.

## 日本語 Japanese Fun Grid

<p><b><u>FLAG OF JAPAN</u></b></p> <p>Find items around your house that are white and red. Use flowers, plastic forks, a hair tie, whatever you can find! Make the Japanese flag. Take a photo and send it to Tammi Sensei!</p>  	<p><b><u>RICE! GOHAN!</u></b></p> <p>Use the absorption (Japanese) method to cook rice for your family. Wash your rice in a sieve until the water runs clear.</p> <p>The cooking instructions are on the rice packet or Google "Japanese rice cooking method." Make sure you leave the lid on!</p> <p>Oishii! Yummy!</p> 	<p><b><u>KOINOBORI</u></b></p> <p>May 5<sup>th</sup> is Children's Day in Japan.</p> <p>Make a Koinobori (Carp Kite) for each person in your house. Fly them from you front door like a flag.</p>  
<p><b><u>KABUTO – SAMURAI HELMET</u></b></p> <p>May 5<sup>th</sup> is Children's Day in Japan.</p> <p>Make an origami Kabuto.</p>  <p><b>kabuto</b></p>	<p><b><u>TOTORO – Toilet Roll Craft</u></b></p> <p>Make a family of Totoro. If you have Netflix, you can watch Totoro. Remember – BE KIND!</p> <p>What you need: Toilet rolls Paint / crayons / colour pencils Scissors</p> <p>Cut the shape of the Totoro's ears out of the toilet roll. Make a big Totoro and smaller ones.</p> 	<p><b><u>COOKING – OYAKODON</u></b></p> <p>OYAKODON is a dish that is made all over Japan. It is loved by children and adults alike. It is egg, chicken and onion on top of a bowl of rice. "OYA" means parent and "KO" means child. "DON" means bowl – so all together you have a parent and child bowl – the chicken and the egg.</p> <p><a href="https://www.iustonecookbook.com/oyakodon/">https://www.iustonecookbook.com/oyakodon/</a></p> 

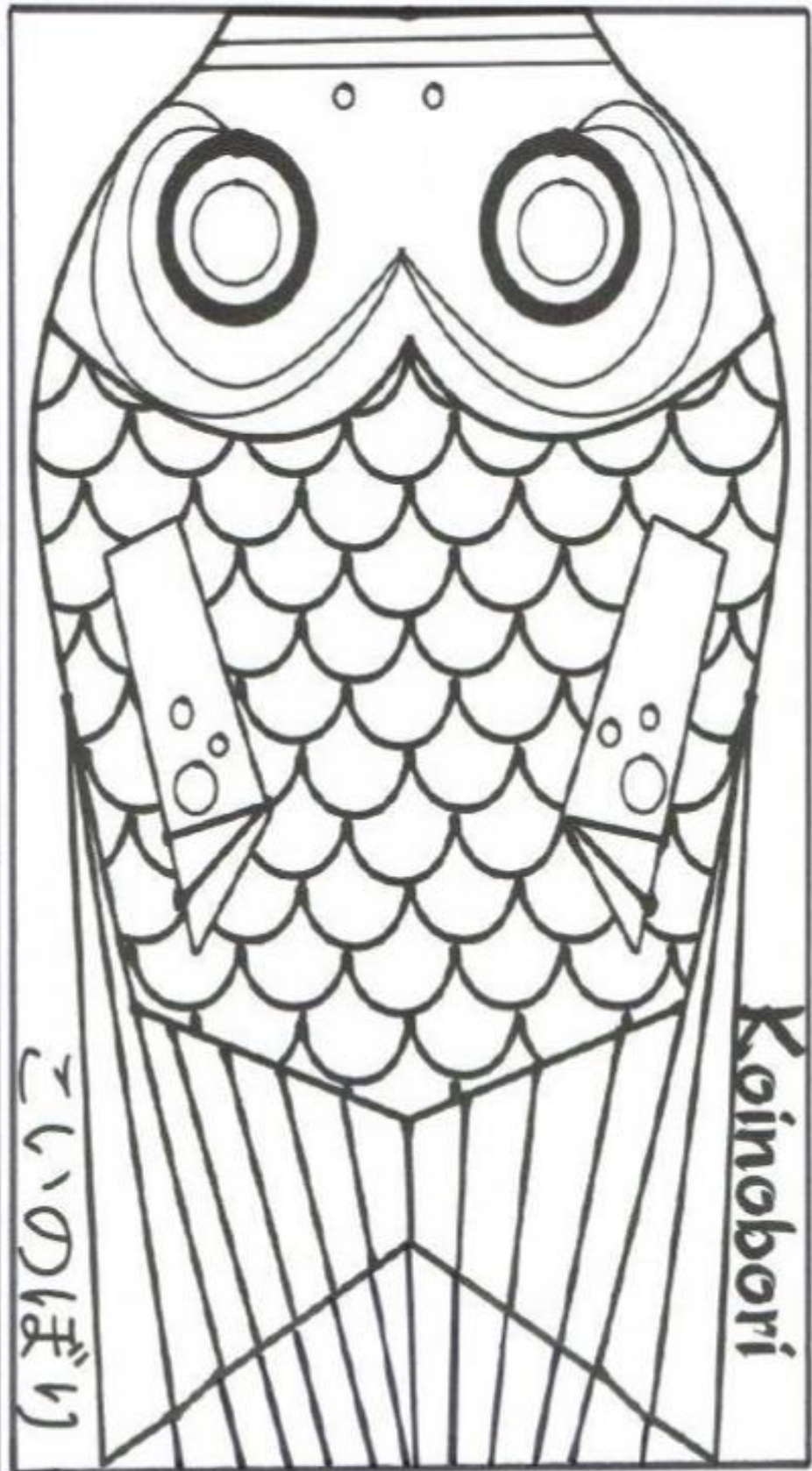
# 日本語 Japanese Fun Grid



**kabuto**

\*Traditional Diagram: Fumiaki Shingu

# 日本語 Japanese Fun Grid



1. Brightly colour the Koinobori
2. Cut around the edges
3. Attach streamers to the inside of the tail
4. Attach string to the inside of the mouth

5. Make into a cylinder: tape or glue
6. You now have a Koinobori to take outside and run with. Yes - it will 'fly'!
7. 楽しんでください。Enjoy !!





# 日本語 Japanese Fun Grid

## OYAKODON (CHICKEN & EGG BOWL)

MAIN COURSE: JAPANESE DONBURI, OVER RICE

### INGREDIENTS

2 boneless skinless chicken thighs

2 large eggs

2 onions

2 spring onions (green onions)

SEASONINGS (AMPLE AMOUNT - DO NOT NEED TO USE ALL):

2/3 cup dashi

1 ½ Tbsp mirin

1 ½ Tbsp sake

1 ½ Tbsp soy sauce

1 ½ tsp sugar

TO SERVE: 3 cups cooked Japanese short-grain rice - cooked

### INSTRUCTIONS

1. Gather all the ingredients.
2. Combine dashi, mirin, sake, soy sauce in a bowl or a liquid ½ onion measuring cup.
3. Add sugar and mix all together until sugar is dissolved.
4. Thinly slice the onion and green onion. Beat one egg in a small bowl (you will need to beat another egg when you work on the second batch).
5. Slice the chicken thigh diagonally and cut into 1.5" (4 cm) pieces. I recommend using "sogigiri" cutting technique so the chicken will be equal thickness and create more surface area for fast cooking.
6. We make one serving at a time using an 8-inch frying pan (so you can slide the dish onto a large rice bowl). Divide all the ingredients in half. Add half of the onion in a single layer. Pour roughly 1/3 to ½ of the seasonings mixture (depending on the size of your frying pan, the amount may vary). Pour just enough sauce to cover the onion and chicken.
7. Add half of the chicken on top of the onion. Make sure the onion and chicken are evenly distributed. Turn on the heat to medium heat and bring to a boil.
8. Once boiling, lower the heat to medium-low heat. Skim off any foam or scum if you see any. Cover and cook for about 5 minutes or until chicken is no longer pink and onion is tender.
9. Slowly and evenly drizzle the beaten egg over the chicken and onion. Cook covered on medium-low heat until the egg is done to your liking. Usually, Oyakdon in Japan is served with an almost set but runny egg.
10. Add the green onion right before removing from the heat. Pour the chicken and egg on top of steamed rice and drizzle the desired amount of remaining sauce.

Copyright © 2011-2019 Just One Cookbook®. All Rights Reserved. <https://www.justonecookbook.com/oyakodon/>

# Friday Checklist

- Activating Wellbeing Activity
- English Activity
- Reading
- Mathematics Activity
- PE Activity
- OR
- ARTS Activity

## My Day




Time	Activity

Lesson 10	English 	Interpreting Author's Use of Language	Year 4
-----------	---	---------------------------------------	--------












Today's lesson will help students to understand how the author uses language to show how the main characters are represented.

<u>Learning goals</u>	<u>Things you will need</u>
<ul style="list-style-type: none"> <li>• I will independently read Rowan of Rin chapters 2 and 3.</li> <li>• I will identify the language features used by the author to represent characters.</li> <li>• I will interpret this language and explain how it shows detail about the characters.</li> </ul>	<ul style="list-style-type: none"> <li>• Book 'Rowan of Rin' (book provided or Reading &amp; Literacy Booklet)</li> <li>• Worksheet 'Interpreting Author's Use of Language'</li> <li>• Pencil and rubber</li> </ul>

### Lesson steps:

	1. Read the "Things you need to know". This will help you to understand the lesson content.
	2. Answer questions 1-7 on the worksheet "Interpreting Author's Use of Language".
	3. Open the book <i>Rowan of Rin</i> and turn to the third chapter, <i>The Heroes</i> . Read chapter 3. You might like to read this aloud to a member of your family.
	4. Answer questions 8-10 on the worksheet "Interpreting Author's Use of Language".

#### Icon Legend

 Worksheet	 Worksheet for teacher email or hand in to be marked	 Write in exercise book	 Supporting information	 Digital resource	 Things you will need
 Safety – parent supervision required	 English	 Maths	 Science	 HASS	 Wellbeing

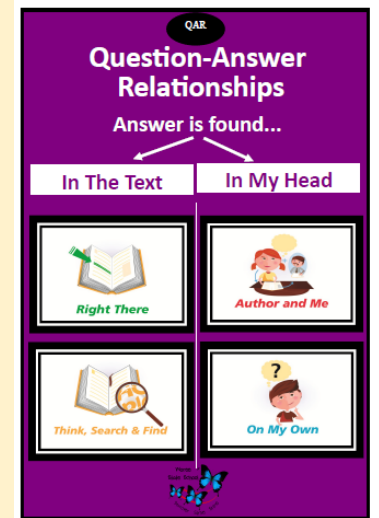
## Things you need to know

In this unit, you will be exploring the **quest story**, *Rowan of Rin*. Today, you will reread chapter 2, before continuing on the adventure and reading chapter 3.

To understand what you are reading, you will need to use your WSS decoding strategies.

For example, for unknown words you might:

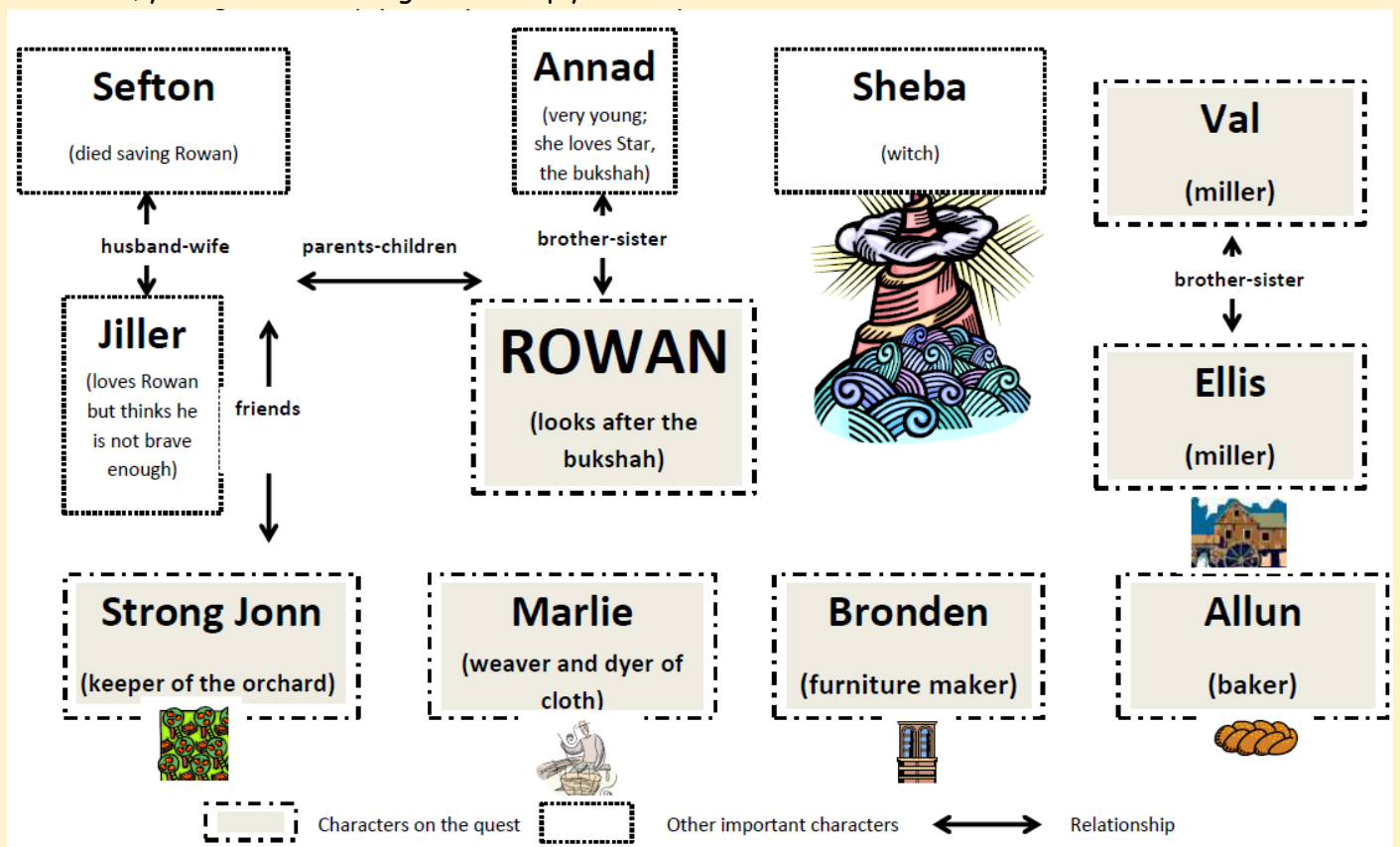
- Track through the word
- Read word endings
- Re-read
- Skip ahead, then re-read
- Ask yourself, "Does it make sense?"
- Ask yourself, "Does the word make sense and does it look right?"
- Correct yourself



QAR strategies can help you to answer questions about quest stories.

Think while you read. Is the answer *in the book* or *in your head*?

Remember, you can use this diagram to help you understand the characters.



**Please do not read ahead.**

As you continue on the adventure today, reading chapter 3, you will interpret the language features used by the author, Emily Rodda. If you need to review any of the language features (noun groups, verbs and verb groups, adjectives and similes), you can look back at English lesson 3 and 8.

## English - Lesson Ten - Interpreting Author's Use of Language

Before continuing on to chapter 3, use your QAR comprehension strategies to answer these questions to show your understanding about chapter 2. You may flick back to specific pages in the chapter at any time.

### Emily Rodda's Language (reread pages 15-21)

#### Rowan's appearance

1. What does Strong John say Rowan looks like?

Find the noun group on page 18 that describes Rowan. Write it below.

---

#### Rowan's actions

2. What does Rowan do as Sheba prods at the cheeses?

Find the verbs group at the bottom of page 16 and write them below.

---

#### Rowan's dialogue

3. What does Rowan say to Strong John?

Find the saying verb on page 20 that tells you how Rowan spoke. Write it below.

---

#### Rowan's feelings

4. How does Rowan feel when Sheba asks him to get closer?

Find the simile on page 16 and write it below.

---

#### Rowan's feelings

5. How does Rowan feel about Sheba's prediction?

Find the adjective at the top of page 18 and write it below.

---

#### Rowan's thoughts

6. What can't Rowan forget after the meeting with Sheba?

Find the answer on page 21 and write it below.

---

#### How does Emily Rodda use language to show Rowan's character in this event?

7. (Choose your responses)

The verbs that Emily Rodda uses tell us about Rowan's behaviour. They show us that Rowan is \_\_\_\_\_. Rowan uses (hardly any / a lot of) dialogue. Emily Rodda shows us that Rowan is feeling (scared/ confident/ insecure /frightened) and (does/ does not) speak very much. When he speaks, he uses a (soft / loud) voice. The author shows us how (scared /confident) Rowan is through his thoughts and feelings.

**It's time to continue the adventure!**  
**Read Chapter 3 of Rowan of Rin aloud.**  
**Please do not read further ahead.**

8. Read pages 23 and 24 and list the characters who volunteer to go up the Mountain.

Characters	Why did they volunteer?

Read this extract from page 27.

*Rowan had often felt that Allun might be the one person in the village who understood how he felt, as he too was weaker, and different from the others. Not that Allun had ever said so. But when he visited the house with Marlie and Strong John, he often joked with Rowan and took an interest in what he was doing, and made excuses for his mistakes.*

9. Why would Rowan feel that Allun might be his friend?

10. What does Allun have in **common** with Rowan? List some **similarities** here.

---

---

---

---

---

---



**What**

- Use compass points to find locations on a map

**Why** - To understand and help locate compass points on a map.

<p><b>Lesson goal</b></p> <ul style="list-style-type: none"> <li>• To understand the language used to when looking at a map.</li> </ul>	<p><b>Things you need</b></p> <ul style="list-style-type: none"> <li>• Pencil</li> <li>• Rubber</li> <li>• Rules</li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Sheet — Map of Australia</li> </ul>
---	---	--

**Things to know.**

**On a Compass (not the iPhone compass)**

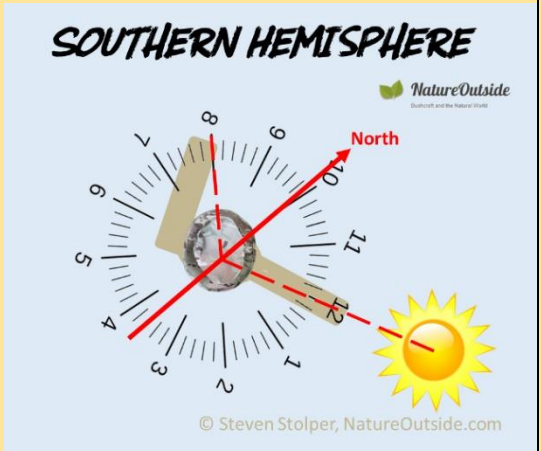
- the needle of the compass is a magnet and it works by responding to the magnetism of Earth
- the point marked N is pulled around by the magnetism of Earth until it points towards the North Pole.

A magnet is a rock or a piece of metal that can pull certain types of metal toward itself.

The force of magnets, called magnetism, is a basic force of nature like electricity and gravity. Magnetism works over a distance. This means that a magnet does not have to be touching an object to pull it.

**Did you know that you could find the direction of north by using a wristwatch?**

- Using a watch, make sure it is flat, and point the 12 o'clock mark towards the direction of the sun.
- Draw a line halfway between the 12 o'clock mark and the hour hand (Big Hand) and that should be the direction of north. Wow!



If you have access to an analogue watch and a compass (maybe ask a parent to use the compass on an iPhone or iPad), go outside to see if you can make this work.

Image obtained from <https://www.natureoutside.com/3-clever-tricks-use-sun-hiking/>

**Icon Legend**

Worksheet	Worksheet for teacher email or hand in to be marked	Write in exercise book	Supporting information	Digital resource	Things you will need
Safety – parent supervision required	English	Maths	Science	HASS	Wellbeing

## Activity



- **Activity 1:**

Look at the Map of Australia.

Write the answers to the questions.

1) Which city is north of Sydney?

2) What is the ocean south of the Indian Ocean?

3) What city is south of Melbourne?

4) What city is located in the north part of Australia?

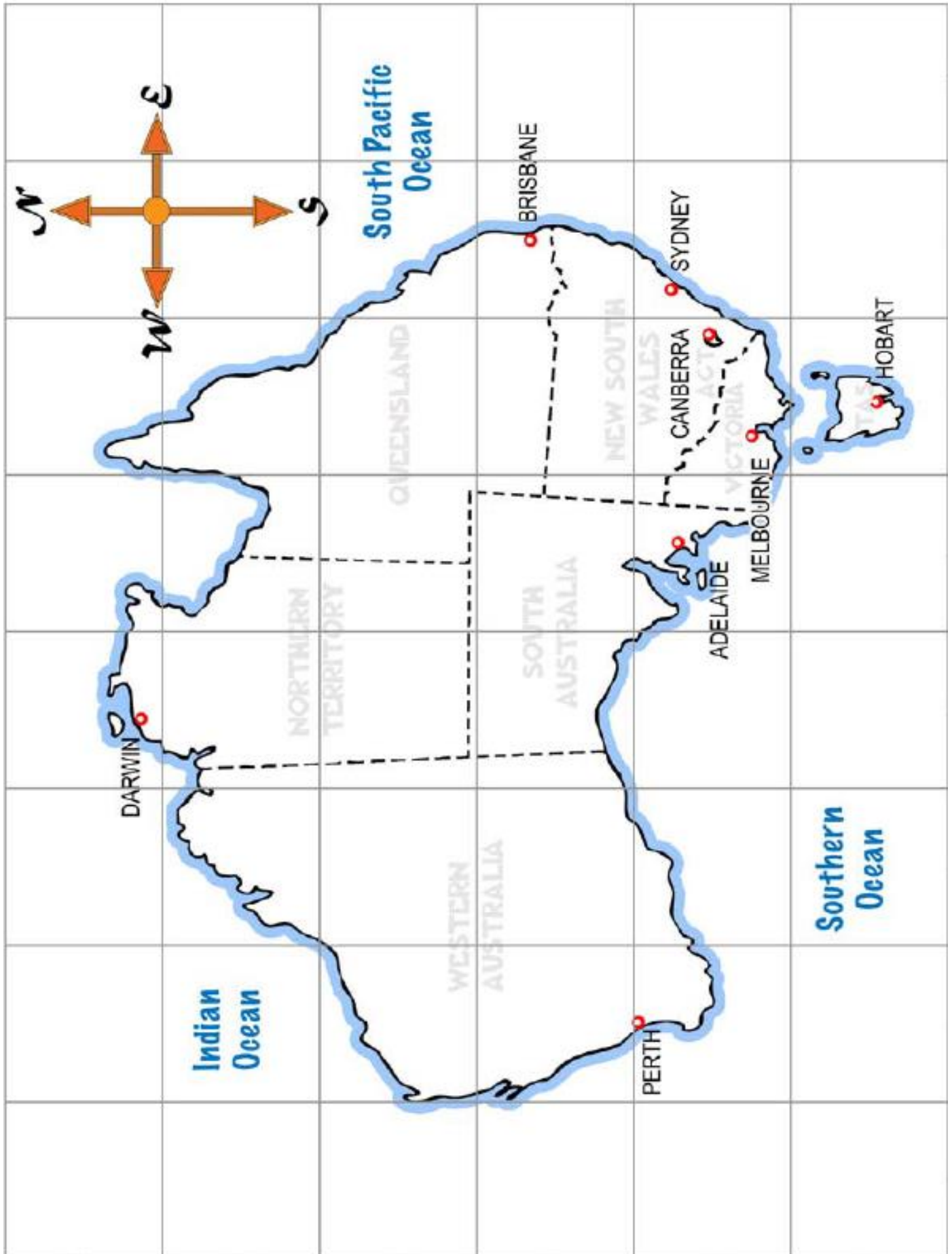
5) What is the most southern city in Australia?

6) Name one city west of Canberra?

7) Draw on the map where you think Cairns is.



# Map of Australia



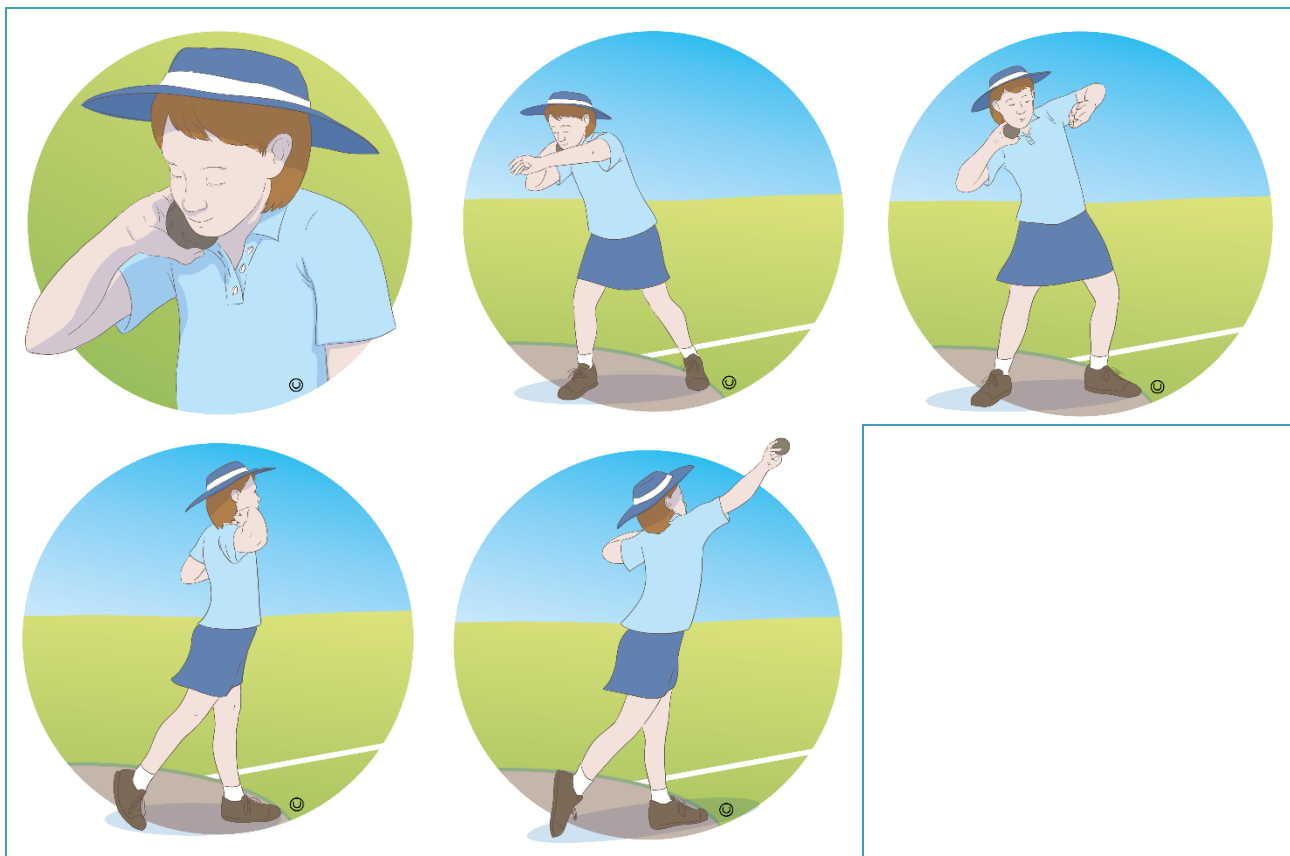


# PE Lesson 2

## Shot Put

- Get a small ball like a tennis ball, hand ball or even a pair of socks to use as your shot put.
- Place a line down on the ground using tape, rope or shoes etc.
- Hold your shot put near your chin as seen in the pictures and push the shot put without crossing your line.
- Practice the action to increase your distance.

### Movement sequence: Shot put





## The Arts Lesson 2



Exploring



# Movement

Our movement can be either locomotor or non-locomotor.

## Locomotor Movement

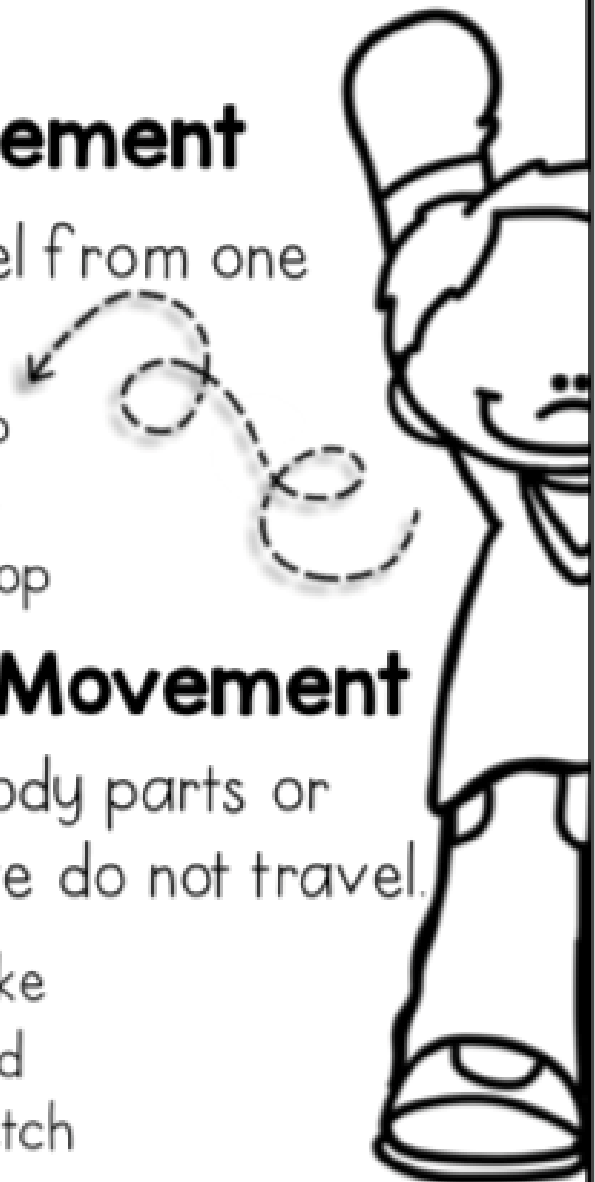
When our bodies travel from one place to another.

- walk
- run
- jump
- leap
- skip
- gallop

## Non-locomotor Movement

When we move our body parts or the whole body, but we do not travel.

- swing
- twist
- turn
- shake
- bend
- stretch



Poster 13

Name:

Date:

# Locomotor Movement

Locomotor movement means using movements that let us move from place to place.

Example of how I can use locomotor movement:

---

---

---

---

---

---

---

Draw a picture of you using locomotor movement:

# Non-Locomotor Movement

Non-locomotor movement means using movements but staying in one spot.

Example of how I can use non-locomotor movement:

---

---

---

---

---

---

---

Draw a picture of you using non-locomotor movement:

Use the Woree High 5 to  
resolve conflict



- Ignore
- Talk friendly
- Walk away
- Talk firmly
- Report



# Woree State School

# Additional Home Activity Ideas

## 65 FUN THINGS TO DO WITH KIDS AT HOME

teachstarter

<p>1</p> <p>Count all the light switches in your house. How many are on and how many are off?</p>	<p>2</p> <p>Learn a short passage from your favourite book off by heart. Perform it for the people in your house.</p>	<p>3</p> <p>Build a blanket cubbyhouse. Draw up a plan for your cubbyhouse and create a list of the items you will need.</p>	<p>4</p> <p>Write a letter to a friend or family member you haven't seen in a while.</p>	<p>5</p> <p>Go on a nature scavenger hunt outside and sketch each item on paper.</p>
<p>6</p> <p>Build an outdoors obstacle course for your family. Draw up a plan and create a list of items you will need.</p>	<p>7</p> <p>Find different 3D objects around the house and draw them on paper.</p>	<p>8</p> <p>Play hide-and-seek as a family.</p>	<p>9</p> <p>Dress up and perform a play for your family.</p>	<p>10</p> <p>Go on an alphabet scavenger hunt. Can you find an object that starts with every letter of the alphabet?</p>
<p>11</p> <p>Do some mindful colouring as a family.</p>	<p>12</p> <p>Cut out letters from a magazine to make your name.</p>	<p>13</p> <p>Create a colour wheel by cutting out bits of coloured paper from a magazine.</p>	<p>14</p> <p>Using the food you have at home, create a dinner menu. Try to include descriptive language that will make your menu sound delicious!</p>	<p>15</p> <p>Use items found in your garden to make nature faces.</p>
<p>16</p> <p>Create a musical instrument from recycled items you find around the house.</p>	<p>17</p> <p>Draw a maze with a start and end point, and ask each family member to try to navigate it.</p>	<p>18</p> <p>Organise the books on your bookshelf into rainbow colours or alphabetical order.</p>	<p>19</p> <p>Learn magic tricks and perform a magic show for your family.</p>	<p>20</p> <p>Teach your family how to create some origami.</p>
<p>21</p> <p>Start a gratitude journal. Every morning when you wake up, write about something you are grateful for.</p>	<p>22</p> <p>Interview members of your household, or your grandparents, other family, or friends on Skype and record what they are thinking.</p>	<p>23</p> <p>Play book bingo! Make a list of common words for each family member and see who can find them the fastest on the titles in your bookshelf.</p>	<p>24</p> <p>Create a Joy Jar. Each day, write a sentence on a piece of paper about what made you joyful that day</p>	<p>25</p> <p>Start a squiggle on a piece of paper and place it on the fridge. During the day, family members take turns to add a little more squiggle to the picture.</p>
<p>26</p> <p>Paint the driveway, fence or deck with water – or with paint if you are allowed.</p>	<p>27</p> <p>Design a piece of furniture built from paper straws, masking tape, cardboard and a hole punch.</p>	<p>28</p> <p>Use sidewalk chalk on the driveway to create a hopscotch pattern or to draw an obstacle course.</p>	<p>29</p> <p>Have some messy fun, using shaving cream and food colouring on a tray.</p>	<p>30</p> <p>Create a dinosaur city from sticks, dirt, rocks and whatever you can find outside.</p>

<p>31</p> <p>Learn Morse code and use it to communicate to your family members.</p>	<p>32</p> <p>Sit quietly and write about what you can hear, smell, see, touch and taste.</p>	<p>33</p> <p>Graffiti your fence with uplifting messages or bright artwork in chalk.</p>	<p>34</p> <p>Write a short story that includes a giraffe, a panda and a yo-yo.</p>	<p>35</p> <p>Have a paper-plane flying competition!</p> 
<p>36</p> <p>Stick masking tape to the floor to create a racetrack around the house!</p>	<p>37</p> <p>Do some cloud-spotting! Write about or draw the different shapes you can see.</p>	<p>38</p> <p>Have an online playdate with a friend, using Skype, Zoom, Google Hangouts or Facetime.</p>	<p>39</p> <p>Transform an empty shoebox into a setting from one of your favourite storybooks.</p>	<p>40</p> <p>Draw a floor plan of your bedroom and show the outlines of all of your furniture.</p>
<p>41</p> <p>Design your 'dream house' floor plan, complete with measurements.</p>	<p>42</p> <p>Collect 10 different leaves on an afternoon walk and put them in order from darkest to lightest.</p>	<p>43</p> <p>Use bark or leaves to create a rub picture.</p> 	<p>44</p> <p>Choose a famous person to research.</p>	<p>45</p> <p>Play a board game.</p>
<p>46</p> <p>Sort your toys into groups. Get people to guess which sorting rule you used.</p>	<p>47</p> <p>Learn to say the alphabet backwards.</p> 	<p>48</p> <p>Play a game of charades with your family.</p>	<p>49</p> <p>Make up a dance routine to go with your favourite song.</p>	<p>50</p> <p>See who can build the largest structure using a deck of cards.</p>
<p>51</p> <p>Pick an exercise move for each number on a dice. Take turns rolling the dice for some movement fun!</p>	<p>52</p> <p>Paint some rocks and create a kindness garden in your backyard.</p>	<p>53</p> <p>List all the different colours you can see outside, and tally how many items you can see in each colour.</p>	<p>54</p> <p>Using recyclable items, design and create a boat that can float on water.</p>	<p>55</p> <p>Learn how to read a map.</p> 
<p>56</p> <p>Hide some 'treasure' and create a treasure map for someone in your family to follow.</p> 	<p>57</p> <p>Make your own pet rock.</p>	<p>58</p> <p>Play a game of I Spy.</p> 	<p>59</p> <p>Go on a bug scavenger hunt around the yard. Take photos of interesting bugs you see.</p>	<p>60</p> <p>Explore the world with Google Earth.</p>
<p>61</p> <p>Learn about a famous artist and use their art as inspiration for your own creation.</p>	<p>62</p> <p>Construct your own sundial.</p>	<p>63</p> <p>Learn the alphabet in sign language.</p> 	<p>64</p> <p>Learn how to say hello in 5 different languages.</p>	<p>65</p> <p>Make some homemade playdough.</p>