

Friday, May 8th

We are learning to:

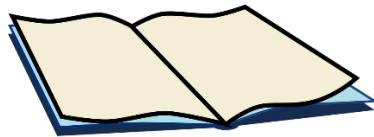
English:

- Understand how ideas can be expanded through careful choice of verbs, elaborated tenses and adverb groups/phrases.

Mathematics:

- Create an intricate shape using tessellation with squares

What you will need today



Reading Log		
Day	Book Title & Author	No. of Minutes
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Family Based Activities

Activity	Materials	Instructions	Duration	Age Group
Reading	Books	Read a book together	15-30 min	All ages
Art	Markers, paper	Draw a picture related to the book	15-30 min	5-12 years
Music	CDs, MP3 player	Listen to music together	15-30 min	All ages
Games	Board games, cards	Play a game together	15-30 min	5-12 years
Exercise	Yoga mats, toys	Do a family yoga or exercise routine	15-30 min	All ages



Wellbeing Tip of the Day

Unfollow negative social media accounts!



Mrs Paula's Riddle of the Day

Imagine you're in a room that is filling with water. There are no windows or doors. How do you get out?


Yesterday's Answer: What are moving right to left, right now?

Your eyes!

These times are only a guide, as to the duration of the activity

40 minutes	<p>English – Student Learning Materials</p> <p>See below the English Student Learning Materials. Read through the information provided and answer the questions as necessary.</p>
10 minutes	<p>Fruit Break</p>
50 minutes	<p>English – Spelling, Reading & Comprehension</p> <p>Choose 1 activity from the Spelling & Homework Ideas sheet to complete for 15 minutes. You will find this attached to your weekly plan.</p> <p>Complete the Comprehension worksheet – 15 minutes</p> <p>Read independently for 20 minutes. Be sure to record this on your weekly reading log. The reading log can be found attached to your weekly plan.</p>

Morning Tea

1 hour	<p>Mathematics – Student Learning Materials</p> <p>See below the Mathematics Student Learning Materials. Read through the information provided and answer the questions as necessary.</p>
30 minutes	<p>Wellbeing</p> <p>Complete an activity from the ‘Wellbeing Bingo’ Sheet.</p>
 Send a photo of your reflection sheet to your teacher.	<p>Reflection</p> <p>Complete the weekly reflection sheet below. Please send this to your teacher.</p>
	<p>Music</p> <p><i>Mrs Gibson’s email: agibs93@eq.edu.au</i></p> <p>Refer to the ‘Music Learning Grid’ for details.</p>

Lunch

5 minutes	<p>What Went Well</p> <p>Take a photo of something that you enjoyed doing today. Send this in an email to your teacher</p>
30 minutes	<p>HASS – Student Learning Materials</p> <p>See below the HASS Student Learning Materials. Read through the information provided and answer the questions as necessary</p>
30 minutes	<p>Family Based Activity</p> <p>Choose an activity from the ‘Family Based Activity’ Matrix to complete with the people in your household. This activity matrix can be found attached to your weekly plan.</p>

English Student Learning Materials

Key terms

adverbs and adverb groups/ phrases, comprehend, condolences, determination, endeavour, formal language, garments, historical context, personal recount, presumption, salutation, social context, stockmen, tense, transgressed, verbs and verb groups

Letter from Mrs Ellsmore to Matilda

Dear Miss O'Halloran,

I recently heard from my nephews that you are still at your father's house, and that one of the Drinkwater's former stockmen is working for you. I gather that my half-brother is not impressed. My nephews too appear to feel that you have transgressed by being female, young and somehow escaping their father's control. Their tales certainly enlivened the last weekend they spent with me. I wish you every success with your endeavour.

You mentioned an 'Aunt Ann' and my brother says he believes your mother's maiden name was 'Hills'. It only occurred to me when I returned here that it is possible that you may be related to a late acquaintance of mine from the Women's Temperance and Suffrage League, Miss Ann Hills. She and I first met when we worked together gathering signatures for the petition to give women the vote their husbands have enjoyed for decades.

She several times mentioned her niece, Matilda O'Halloran, who lived with her, and although it is not an uncommon name I suspect the determination such as you and Miss Hills have both displayed is rare.

If you are Miss Hill's niece, please accept my apologies for not realising the connection earlier. Please, now, accept my deepest condolences on her death, as well as once again for your father's and, I suspect, your mother's too. It is indeed a lot to bear for someone so young. Miss Hills's death was a loss to many, and not least to the cause for which we women of all classes and backgrounds are working.

I hope you will excuse the presumption of the accompanying parcel. It contains some of my late husband's garments that your workmen may find useful, and others perhaps for yourself as well. Please also accept my assurances, too, that if you ever decide that the bush life is not for you — as it certainly is not for me — that I and your aunt's friends will make sure you have both comfort and security.

Yours, most sincerely,

Mrs George Ellsmore

Identify historical and social context

Did you know that men and women in Australia today all have the right to vote? Women did not always enjoy this privilege and were not given the right to vote in national elections until 1902.

4. Answer the following questions.

- a. Choose a phrase or section of the letter that indicates the letter was written before women had the right to vote.



Paragraphs 1 & 2

- b. Mrs Ellsmore appears to have a subtle sense of humour where her opinions about women are expressed. Where is this evident in the letter and what is her opinion about women based on this example? (Hint: see the first paragraph.)

- c. What other reference in the letter conveys information about the setting in time?



Paragraphs 1, 2 & 4

Think about use of language used from this time era

Explore language choices

Writers use different kinds of words to convey feelings and opinions. This letter does not use emotional or descriptive language because it is more serious than one you might write to your closest friend. Language that appeals to our senses can be a powerful way for a writer to convey feelings and opinions.

5. Imagine you have written a letter to your friend. These are three sentences you might have used. Close your eyes and imagine you are having these experiences. Now write beside each sentence which of the following senses you would experience — **sound, sight or touch**.

The dog had a soft, smooth coat that felt like silk when you moved your hands along his back.	
The dog yelped and barked excitedly whenever someone walked past.	
The dog had a shiny, black coat with small white spots scattered through it.	

Writers are able to appeal to an audience's senses through careful choice of verbs elaborated tenses, adverbs and adverb groups.

Remember that **elaborated tenses** are precise variations of **verb tenses** in the same sentence or paragraph that can aid in establishing and expanding ideas.

For example,

'They dug in the pipes just yesterday, in fact. Now I don't have to use the outside dunny anymore. I can't believe I finally have plumbing! I think the lads are coming up to fit the sink tomorrow, though I shall have to check.'

6. How does the author's use of a combination of tenses in lines 8 to 11 help to elaborate on ideas about the historical and social context? (1–2 sentences)



Read lines 8 – 11

Look for past and present tense

Do you remember the following?

- An **adverb** is a word that modifies (adds a description to) a **verb**, an adjective or another adverb. Many adverbs have an **-ly** ending, for example: 'The shark glides **gracefully**'. 'Glides' is the verb in this sentence; it is what the shark is doing.
- An **adverb group/phrase** consists of two or more adverbs together, for example: 'He spoke **very clearly**.'

Below are two paragraphs. The first one is from Mrs Ellsmore's letter to Matilda. The second one is the same paragraph from the letter, but has had the verbs, adverbs and adverb groups altered to make the letter more expressive. You will be asked to complete a similar task and share your revised paragraph with the rest of the class.

From the letter:

'She several times mentioned her niece, Matilda O'Halloran, who lived with her, and although it is not an uncommon name I suspect the determination such as you and Miss Hills have both displayed is rare.'

Revised letter where the changed verbs are in italics and the changed or new adverbs are underlined:

'She several times spoke enthusiastically of her niece, Matilda O'Halloran, who happily lived with her, and although it is not an uncommon name, I now sincerely *appreciate* that the determination such as you and Miss Hills have both cheerfully *demonstrated* is rare.'

Below is a section from the same letter, followed by a selection of verbs and adverbs.

7. Rewrite the paragraph below in your English exercise book. Use some of these verbs and adverbs to make this section of the letter from lines 8 to 11, more expressive.

warmly	described	lovingly	recalled	firmly
knows	claims	suggests	recently	arrived
thankfully	hurriedly	vaguely	enthusiastically	

You mentioned an 'Aunt Ann' and my brother says he believes your mother's maiden name was 'Hills'. It only occurred to me when I returned here that it is possible that you may be related to a late acquaintance of mine from the Women's Temperance and Suffrage League, Miss Ann Hills.

French, Jackie 2010, *A Walk for Matilda*, Harper Collins, p. 101. Used with permission from Harper Collins.



You want to add more detail and make it more interesting



Hot tip

When writing your paragraph in your English exercise book, use fluent and legible handwriting. You may need to change the speed and style of your handwriting to match the audience and purpose of the task.

Comprehension Worksheet

Distinguish Between Real and Make-Believe

Polly the Paramedic

Polly the Paramedic was just about to sit down for an afternoon rest. All of a sudden, the red phone started to ring with another emergency call. Daisy, a local dog, had called the emergency hotline because her owner had fallen off a ladder. Polly the Paramedic said, "Don't worry Daisy, I'll be there as quick as a flash!"

Polly the Paramedic climbed into the ambulance and turned the sirens on. As fast as she could, she drove the ambulance over to the house where Daisy the Dog and her owner were waiting.

Daisy's owner, Jerry, was still conscious, but he had broken his leg in the fall. Polly the Paramedic took Jerry to the hospital to get his leg put in a cast. After Jerry was feeling better, Polly took him back to his house. Daisy was happily waiting with a wagging tail.

Polly the Paramedic finally went home and enjoyed a nice, warm cup of tea.



Comprehension Task

✓ TeachStarter.com

Polly the Paramedic

1. Which of these statements **could not** really happen?
 - a) a dog using the telephone
 - b) a dog being worried about their owner
 - c) a dog wagging its tail because it is happy
2. Which of these statements **could not** really happen?
 - a) a paramedic having a cup of tea
 - b) a paramedic talking to a dog on the telephone
 - c) a paramedic driving to the hospital
3. Which of these statements **could** really happen?
 - a) an owner telling their dog to call for a paramedic
 - b) somebody falling off a ladder and breaking their leg
 - c) a pet dog driving their owner to the hospital
4. Is this story real or make-believe?

List two pieces of evidence to support your answer.

CRAZY CREATIVE CHALLENGE

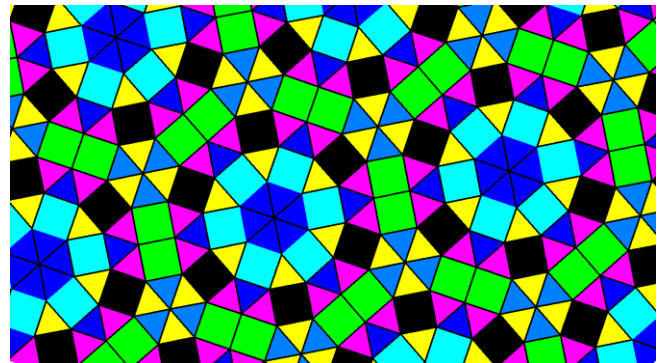
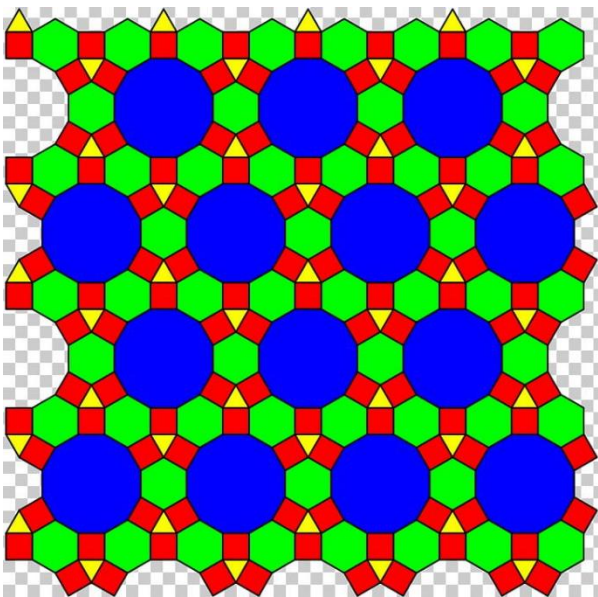
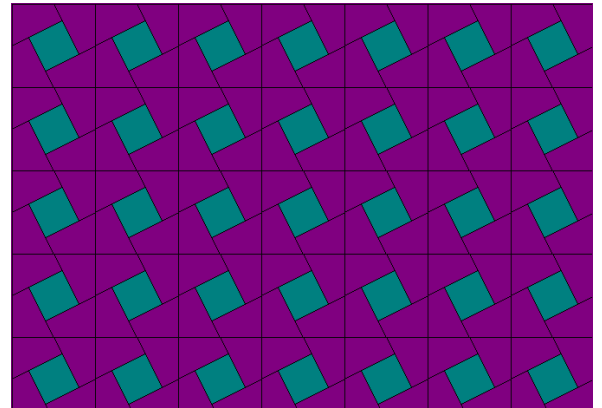
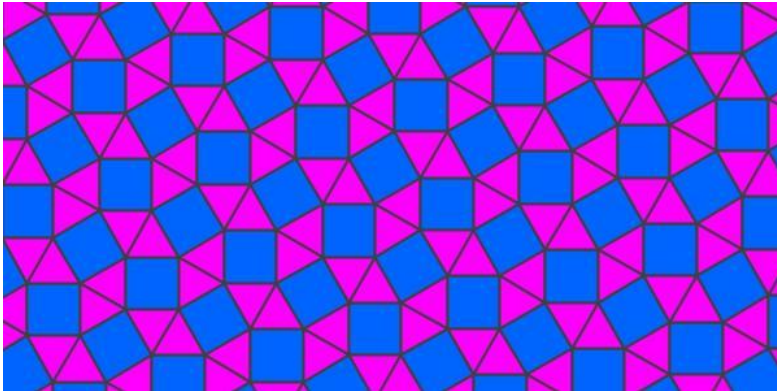
Design and make a poster informing people what they should do in an emergency.

- 🎧 What will be the important points to include on your poster?

Mathematics Student Learning Materials

Last lesson you learned how to create a tessellated shape from a square. Today you need to create the most intricate (complex, interesting) shape by using the same technique, but this time using as many squares as possible, and any shapes you want. Be sure to add colour! Take a picture of your tessellated shape and send it to your teacher.

Some examples



Significant Relationships



Relationships with the people in your life who are important to you can be called significant relationships. These are the key people in your life who influence, inspire, encourage, support, care for and respect you. They are people you enjoy spending time with because they make you feel safe and happy.

Think about the key people in your life, then write their names in the box below.

Think: family members, trusted adults, carers, friends, coaches, teachers etc.

The key people in my life are:

How have the **key people** in your life influenced your identity?

Do you think your personal identity will **change over time**? yes no

Explain your answer.

Reflecting on the Week



Fill in the journal entry below with your own thoughts.

Date: _____

What **went well** this week and why?

Something that **challenged me** this week was:

Was this something I was able to control? Explain.

One **new thing** I learnt this week was:

Circle the face that best represents how you have felt this week.



HASS Student Learning Materials



The 1963 Yirrkala bark petitions

In 1963, the Australian government took 300 square kilometres of land from the Yolngu people in Arnhem Land without even asking them. Wanting their voices to be heard, the Yolngu people wrote two bark petitions to let the government that they objected to this.

In July 1963, Yolngu leaders told the government representatives about their objection. They told them that they did not ask the Yolngu people and they did not get the opportunity to tell the government why they objected. They were worried about the mining of the land, and how it will hurt the land because of Yolngu Law.

Yolngu Law

Yolngu law of land is based on being a custodian of the land where they live. It means they belong to the land and caring for it. They do not own the land as most people do today. They did not pay money to buy the land. They are connected to the land. They see the land as the 'mother' who has provided protection, enjoyment, and has catered for the economic, social and religious needs of the people. The land determines the relationships between the clans in their social, cultural, economic and religious life. Land is also seen as having legal significance and its legal requirements are binding upon the people. This law covers the ownership of land and waters, the resources on or within these lands and waters.

"This is aboriginal people's place. We want to hold this country. We do not want to lose this country."

Milirrump, signatory on the Bark Petition

Requesting an inquiry, the Yolngu created petitions using painted designs to proclaim Yolngu law, depicting the traditional relations to land. Inside the painted frame, they added typed text in English and Gumatj languages. These petitions are the first to use traditional forms and combine bark painting with text typed on paper. The Yolngu people sent the petitions to the Commonwealth Parliament in August 1963.

However, that Australian law at the time did not recognise the Yolngu Law of belonging to the land. The government disagreed with the Yolngu people, used the Australian Law to the case, and agreed with the Mining Company. The Australian Government used the concept of '*terra nullius*' to solve the problem.

terra nullius

A concept in international law meaning 'a territory belonging to no-one' or 'over which no-one claims ownership'. The government used this to say that ***no one owned the land, so the mining company was allowed to buy the land.***

Answer these questions about the 1963 Yirrkala bark petitions.

1. Who wrote the petitions?
2. When were they written and presented to government?
3. Why were they written? (What happened?)
4. Where in Australia was this happening?
5. What did the government do?
6. What does “terra nullius” mean?
7. What does NAIDOC stand for?