

Stage 1 Home Learning Grid- Term 3, Week 9

You will not need access to a digital device to complete the following activities.

All activities can be completed on paper, homework book or an exercise book.

You can upload photos of your work to seesaw for the teacher's to give you feedback at the end of each day.

Stage 1 teachers

Monday

Reading

Learning Intention:

We are learning to make inferences to understand texts we read.

Success Criteria:

I can use clues in the text and my background knowledge to understand the texts I read.

Remember when you are reading to look at your reading criteria and think about what criteria or goals you are going to work towards to improve your reading.

Making Inferences


Read/view the text above- this week we are reading a visual text (the pictures above). Use your background knowledge and clues in the text to answer the questions below . Inference charts to support you have been pasted at the end of the grid.

What can you see? I see ...

What are you wondering? I wonder ...

What are you thinking? I think ...



<p>Writing</p>	<p style="text-align: center;"><u>Discussion</u></p> <p>Watch the video All About Plants and answer the following questions in your book or on paper. Click here- https://youtu.be/qULkjDccCeY</p> <ul style="list-style-type: none"> <input type="checkbox"/> Why do you think the author wrote this text? <input type="checkbox"/> Who did the author write this text for? <input type="checkbox"/> How do you think the author engaged the audience? <input type="checkbox"/> How do plants grow? <input type="checkbox"/> What do plants need to survive? <input type="checkbox"/> What did you learn about plants?
<p>Sight Words</p>	<p style="text-align: center;"><u>Sight Words</u></p> <p>Practise reading and writing your sight word list. If you are unsure what list you are working on please ask your teacher.</p>
<p>Mathematics</p> <p>Learning Intentions: We will be learning to:</p> <ul style="list-style-type: none"> • Describe, order and compare the duration of events and read half-and quarter- hour time. <p>Success Criteria: I can</p> <ul style="list-style-type: none"> • record and tell time to the half- hour on an analog clock • record and tell time to the quarter- hour using 'past' and 'to' on an analog clock 	<p style="text-align: center;"><u>Mathematics - Time</u></p> <p><u>Problem of the day:</u></p> <div style="border: 1px solid gray; padding: 5px; margin-bottom: 10px;"> <p>What time does the next boat leave?</p> <ul style="list-style-type: none"> <input type="radio"/> two past six <input type="radio"/> half past six <input type="radio"/> two o'clock <input type="radio"/> half past two <input type="radio"/> half past three </div> <div style="text-align: center; margin-bottom: 10px;">  </div> <p style="text-align: center;"><u>Time - Activity: Measuring Time using a repeated informal unit</u></p> <p>Today we are learning how to estimate and measure the duration of an event using a repeated informal unit. Firstly, think and write down your answers to the following questions: What takes a long time? (for example waiting for plants to grow takes a long time) What does not take very long? (for example watching the baby shark song does not take a long time). How can we measure how long things take?</p> <p>Now we are going to play some activities using a fixed time method. You will need a parent or sibling to help you with this. You need your parent or sibling to clap their hands sensibly while you write your name. Ideally you want your parent or sibling to clap once a second. Here is a metronome video you can use if you are completing the activity by yourself or if you would like to know what 60 beats per minute sounds like 😊</p>

https://www.youtube.com/watch?v=gsJEMH_emBM

How long did it take you to write your name neatly?

For example it took Mrs. Ah Young-Shelton 8 claps to write her name, but it only took Ms. Cleary 4 claps! Why do you think that is?

Try these other activities to see how long they take. Remember → you need someone to clap sensibly as a measurement device.

How many claps did it take you to complete the following tasks?	Number of claps
How long did it take you to write your name neatly?	
Throw 10 toys into a toy box. How many claps?	
Walk down the length of your hallway. How many claps?	
Hop down the length of your hallway. How many claps?	
Jump in and out of a hoop 8 times. How many claps? (you could use something else to jump in and out of, like jumping over a piece of rope)	

Now that you have completed those activities. Answer the following questions:

What could you do in the shortest amount of time? What took the longest? Explain why one thing took a short amount of time and another thing took a long period of time. What other things can you think of that will take a long or short amount of time?

Other KLA area's

Creative Arts: Colour Scavenger Hunt!

It is time for you to go on a colour scavenger hunt around your home. Collect items from around your home and assemble them into a colour wheel! Remember where you found these items, you'll need to put them back! How many items can you use to make your colour wheel?

Knowing that this is what a colour wheel looks like, here is an example using items around the house!

Tuesday

Reading

Learning Intention:

We are learning to make inferences to understand texts we read.

Success Criteria:

I can use clues in the text and my background knowledge to understand the texts I read.

Remember when you are reading to look at your reading criteria and think about what criteria or goals you are going to work towards to improve your reading.

Making Inferences

Read/view the visual text below. Use your **background knowledge and clues** in the text to answer the questions below. *Inference charts to support you have been pasted at the end of the grid.*

- **Who is in the image? What else can you see in the image?**
- ***Why do you think the girl is looking at the tree? How do you think she might be feeling? What clues helped you answer this question?***
- **Where do you think this image is set?**
- ***When do you think this image was taken?***
- **Using your background knowledge and the clues in the image, what can you infer from this picture?**



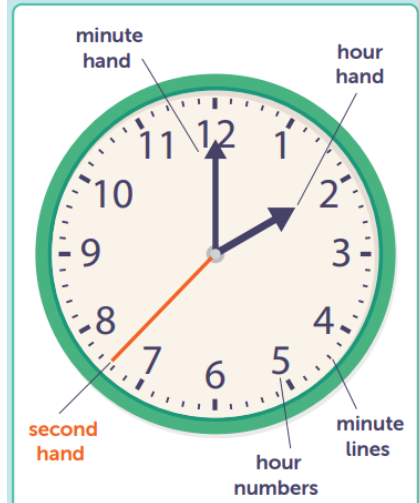
Writing

Plan

This week you are going to write an informative text. You will be writing to inform the audience about plants. Watch the video again to help you find information about plants. <https://youtu.be/qULkjDccCeY>

<p>Learning Intention: We are learning to plan our writing.</p> <p>Success Criteria: I can plan my writing using keywords, drawings, diagrams or no</p>	<p><input type="checkbox"/> Write a plan for your informative text. Please make sure you are using detailed drawings, key words, diagrams or notes. The teacher's plan below is an example written about carnivorous plants. You can write about plants in general and what you have found out about them.</p>				
<p>Sight Words</p>	<p style="text-align: center;">Sight Words</p> <p>Practise reading and writing your sight word list. If you are unsure what list you are working on please ask your teacher.</p>				
<p>Mathematics</p> <p>Learning Intentions: We will be learning to:</p> <ul style="list-style-type: none"> Describe, order and compare the duration of events and read half-and quarter- hour time. <p>Success Criteria: I can</p> <ul style="list-style-type: none"> record and tell time to the half- hour on an analog clock record and tell time to the quarter- hour using 'past' and 'to' on an analog clock 	<p style="text-align: center;">Mathematics - Time</p> <table border="1" data-bbox="533 523 2040 922"> <tr> <td data-bbox="533 523 864 624"> <p>Problem of the day:</p> </td> <td data-bbox="864 523 2040 624"> <p>Challenge - Extension Problems of the Day: Can you be a mathematician and solve the problems below?</p> </td> </tr> <tr> <td data-bbox="533 624 864 922"> <p>How long is half an hour?</p> <ul style="list-style-type: none"> <input type="radio"/> 15 seconds <input type="radio"/> 15 minutes <input type="radio"/> 30 seconds <input type="radio"/> 30 minutes <input type="radio"/> 50 minutes </td> <td data-bbox="864 624 2040 922"> <ol style="list-style-type: none"> <i>Adrian is eating dinner. Can you draw an analog and digital clock showing what time he might be eating dinner?</i> <i>If I have 31 days, what month could I be?</i> <i>Jenny's birthday is in a month with 31 days, Mark's birthday is the month after which has 31 days, while Sue's birthday is the month before Jenny's and has 30 days. What month is Jenny's birthday?</i> </td> </tr> </table> <p style="text-align: center;">Time - Activity: Tell time to the half-hour</p> <p>We are learning to tell the time to the half hour on an analog clock and record the time in words. This is an analog clock.</p>	<p>Problem of the day:</p>	<p>Challenge - Extension Problems of the Day: Can you be a mathematician and solve the problems below?</p>	<p>How long is half an hour?</p> <ul style="list-style-type: none"> <input type="radio"/> 15 seconds <input type="radio"/> 15 minutes <input type="radio"/> 30 seconds <input type="radio"/> 30 minutes <input type="radio"/> 50 minutes 	<ol style="list-style-type: none"> <i>Adrian is eating dinner. Can you draw an analog and digital clock showing what time he might be eating dinner?</i> <i>If I have 31 days, what month could I be?</i> <i>Jenny's birthday is in a month with 31 days, Mark's birthday is the month after which has 31 days, while Sue's birthday is the month before Jenny's and has 30 days. What month is Jenny's birthday?</i>
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Parts of an Analogue Clock



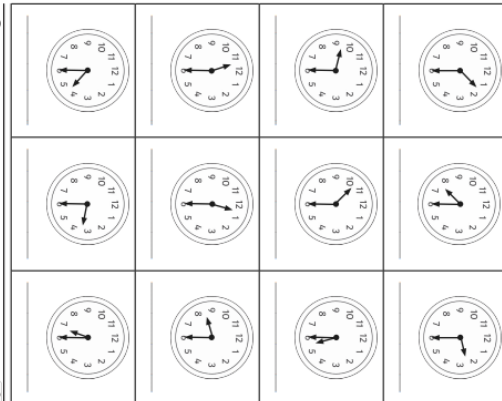
It has a face, an hour hand and a minute hand. The long hand is called the minute hand, and the shorter hand is called the hour hand. We use the numbers on the clock to help us tell the time. The numbers can help us to decide what hour it is or how many minutes past or to the hour it is. Each of the marks or intervals on the clock is worth one minute. There are 60 minutes in one hour. When the minute hand is pointing to number 12, we know it's something o'clock. The minute hand moves around the clock one minute at a time. When the minute hand reaches number six, half an hour has passed. 30 minutes is half an hour. When the minute hand is pointing to number six, we know it's half past the hour. Let's practice telling the time to the half hour.

Here is an optional video explaining how to read a clock to half hour if you would like to watch: <https://www.nagwa.com/en/videos/496107390153/>

Here is some examples of what half an hour looks like on a clock face

12:30 Half past twelve	3:30 Half past three	9:30 Half past nine

Now it's your turn. Label the time on the following clocks with the time and write the time underneath. This sheet is at the end of the Home Learning Grid.



Telling the Time
Write down the time each clock is showing on the line underneath.

Here is a fun optional Activity (cut and paste matching time activity) that you can do if you would like to:

<https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/student-assessment/media/documents/Measurement-Time.pdf>

Other KLA area's

Explore living things and their external features

Science: We're Going on a Backyard Safari!

With a family member, complete the online *Garden Detectives* Game. Use the magnifying glass to search for animals that live in an Australian garden, then discuss their *external* features.

<http://www.scottle.edu.au/ec/viewing/L1118/L1118/index.html#>

After exploring the digital garden, discuss with someone,

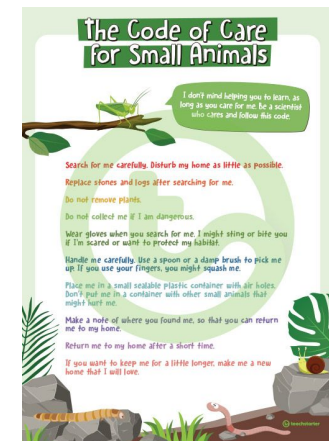
- What different living things did we find in the digital garden?
- Where in the garden did we find the small animals?
- What different body parts did the small animals have?

Now, it's time to venture out on a backyard safari to investigate small animals and their external features, eg head, legs, wings. Record your observations in your work book/paper under what they *See, Hear and Feel* for each small animal you find.

Please be careful doing this! Read the Code of Care for Small Animals.

For example: Wear gloves if you search for me. I might sting or bite you if I'm scared or want to protect my habitat.

Explain your findings and something that you learned with someone!



Wednesday

Reading

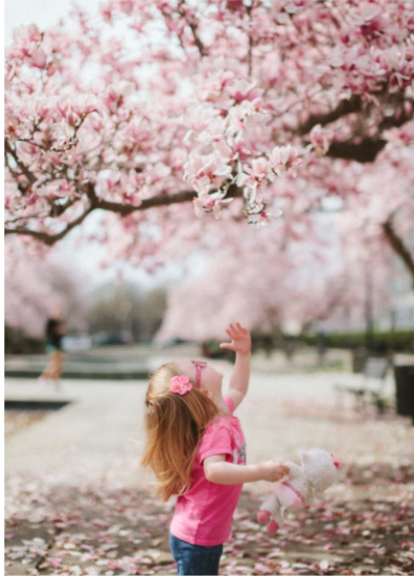
Learning Intention:

We are learning to make inferences to understand texts we read.

Success Criteria:

I can use clues in the text and my background knowledge to understand the texts I read.

Remember when you are reading to look at your reading criteria and think about what criteria or goals you are going to work towards to improve your reading.



Making Inferences


Read/view the visual text above. Use your background knowledge and clues in the text to answer the questions below. Inference charts to support you have been pasted at the end of the grid.

- ***Using your knowledge and inferences about this text, can you draw or write what you think may happen next or what you might do next if you were the person in this picture?***

Writing

Composing

Please read through the teacher's example before completing your own informative text.

<p><u>Learning Intention:</u> We are learning to compose a text for a purpose and audience.</p> <p><u>Success Criteria:</u> I can use my plan to compose a text for a purpose and audience. I can use language features, different sentences and organise my ideas.</p>	<p><input type="checkbox"/> Use your plan to compose your informative text. You will be informing the audience about plants. Remember to tick your ideas off your plan as you go.</p>
<p>Sight Words</p>	<p><u>Sight Words</u></p> <p>Practise reading and writing your sight word list. If you are unsure what list you are working on please ask your teacher.</p>
<p>Mathematics</p> <p>Learning Intentions: We will be learning to:</p> <ul style="list-style-type: none"> Describe, order and compare the duration of events and read half-and quarter- hour time. <p>Success Criteria: I can</p> <ul style="list-style-type: none"> record and tell time to the half- hour on an analog clock record and tell time to the quarter- hour using 'past' and 'to' on an analog clock 	<p><u>Mathematics - Time</u></p> <p><u>Problem of the day:</u></p> <hr/> <p>Emma put her watch on upside down. When she looked at it she saw this.</p>  <p>At what time did she look at her watch?</p> <p>1:30 2:30 1:06 7:00</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p> <hr/> <p><u>Time - Activity: Tell time to the quarter-hour</u></p>

We are learning to tell the time to the quarter hour on an analog clock and record the time in words. When we first start learning to tell the time, we learn what happens when the minute hand makes a whole turn all the way around the clock face. This is o'clock times. When the minute hand only turns half the way around the clock face this is half past clock times. What happens when the minute hand turns a quarter of the way around the clock face?

Let's remind ourselves what a quarter looks like. Now when we divide a shape or a number or an amount into quarters, we divide it into four equal parts. Analog clocks look like circles don't they? Look at this picture of a clock. It has 4 equal amounts coloured in to show the 4 quarters of a clock face.



Here are some examples of what a quarter past looks like and what a quarter to looks like:

9:15 Quarter past nine	4:15 Quarter past four	10:45 Quarter to eleven	6:45 Quarter to seven

Here is a link to an optional video that explains how to tell quarter past and quarter to time:

<https://www.nagwa.com/en/videos/917102939658/>

Now it's your turn. Label the time on the following clocks with the time and write the time underneath. This sheet is at the end of the Home Learning Grid.



Quarter Past

Read the times and show them on the clock faces by drawing the minute hand and hour hand.

quarter past 12	quarter past 8	quarter past 1	quarter past 7	quarter past 10	quarter past 2
quarter past 11	quarter past 6	quarter past 9	quarter past 4	quarter past 3	quarter past 5

Quarter To

Read the times and show them on the clock faces by drawing the minute hand and hour hand.

quarter to 12	quarter to 8	quarter to 1	quarter to 7	quarter to 10	quarter to 2
quarter to 11	quarter to 6	quarter to 9	quarter to 4	quarter to 3	quarter to 5

Other KLA area's

Nutrition and Health

PDHPE- My Web of Support

This week, you will be identifying some people in your life who are always there to support you. Firstly, begin by discussing some questions with your family members at home.

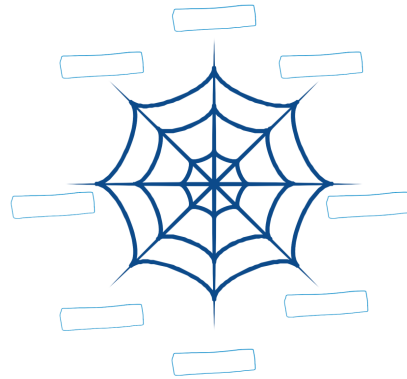
- What does support mean?
- How do my friends and family support me?
- If I am feeling upset or frustrated at school, who can I turn to for support?

Your turn! After having this short discussion with your family member at home, complete the web of support worksheet.

Once you have finished your web, choose 2 different people from your web of support to draw and write about a time where they helped you feel safe and supported. Some examples may include a family member cooking you a healthy dinner, a teacher helping you to understand a tricky concept or a friend who made you feel like you belong.

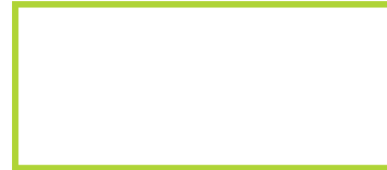
My web of support

Task: In each text below, write the name of a person who supports you in feeling healthy, happy and safe.



Task: For this task you will need to choose 2 different people from your web of support to draw and write about a time when they helped you in feeling safe and supported. Some examples may include a family member cooking you a healthy dinner, a teacher helping you to understand a tricky concept or a friend who made you feel like you belong.





Thursday

<p>Reading <u>Learning Intention:</u> We are learning to self-assess our reading.</p> <p><u>Success Criteria:</u> I can use the reading criteria sheet to identify things that I have done well and an area for improvement.</p>	<p><u>Self Assessment</u></p> <p>Write about how you are being an effective reader. Use the reading criteria sheet attached to help you with this. What are two things you have done well? What is something you could improve on for next time?</p> <p><i>Remember when you are reading to look at your reading criteria and think about what criteria or goals you are going to work towards to improve your reading.</i></p>
<p>Writing <u>Learning Intention:</u> We are learning to recraft our writing to meet our purpose and audience. <u>Success Criteria:</u> I can revise and improve my writing by adding better vocabulary and language features to meet my purpose and audience.</p>	<p><u>Recrafting</u></p> <p>See the teacher's example attached at the end of the weekly lessons and then have a go at recrafting your own writing.</p> <p><input type="checkbox"/> Re-read your writing from yesterday. If you have a green or coloured pencil at home you can use it to recraft your writing by adding better words and language features.</p>
<p>Sight Words</p>	<p>Practise reading and writing your sight word list. If you are unsure what list you are working on please ask your teacher.</p>
<p>Mathematics</p> <p>Learning Intentions: We will be learning to:</p> <ul style="list-style-type: none">• Describe, order and compare the duration of events and read half-and quarter- hour time.• describe different seasons	<p><u>Mathematics- Time</u></p> <p>Today we are learning how different cultures are able to tell the seasons. What season is it in Sydney at the moment? The D’harawal people, the First Nations people from south of Sydney Harbour, identify 6 distinct seasons in Sydney. We are going to use D’harawal knowledge to discover the features of the current season. Aboriginal seasons cannot be precisely correlated with the months of a Western calendar (the 12 months January to December). This is because calendar months didn’t even exist for the thousands of years in which First Nations knowledge was being built up through close connection to the land and observation of its changes. However, for the purposes of student understanding, we will include the months that loosely match the seasons in our region.</p>

and months.

Success Criteria: I can

- Identify the different seasons of the Dharawal Calendar.
- record and tell time to the half- hour on an analog clock
- record and tell time to the quarter- hour using 'past' and 'to' on an analog clock

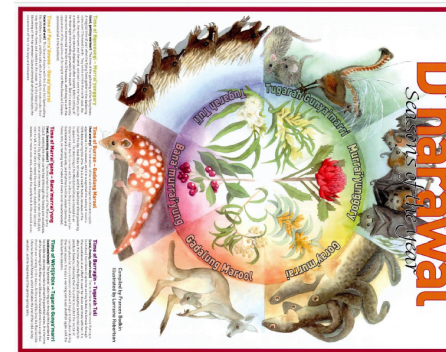
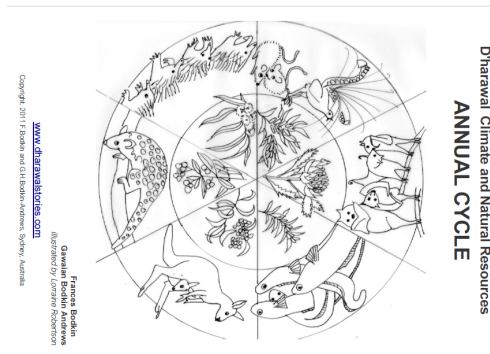
Activity - What D'harawal season is it?

Watch this video (optional): <https://www.youtube.com/watch?v=o-x84fjbaa0>

Using the Indigenous Weather Knowledge on the Bureau of Meteorology website, read about the 6 D'harawal seasons in Sydney and identify which season we are experiencing at the moment.

<http://www.bom.gov.au/iwk/calendars/dharawal.shtml#top>

Colour and label the Dharawal calendar. It is at the end of the document for you to print. *Alternatively you could make your own poster picture calendar.* Just make sure the seasons, animals and plants match the reference poster (large version at the end of home learning grid).



Time of Ngonongi – Murrung

(cool, getting warmer) The time of the gathering of the flying foxes. A magical time of year when the flying foxes gather in the darkening skies over D'harawal Lands. They come in from the north-east, the north, the north-west and the west, and swirl over the Sydney area in a wonderful, sky-dancing display just after sunset, before setting off for their night-time feeding grounds to the south. But it is also a very important ceremonial time for the D'harawals, which begins with the appearance of the splashes of the bright red Mwa Gawaian (*Telopea speciosissima*) in the bushland.

Time of Parra'dowee – Goray'murrui

(warm and wet) This Season begins with the Great Tel Spirit calling his children to him, and the eels which are ready to mate make their way down the rivers and creeks to the ocean. It is the time of the blooming of the Kai'arrewan (*Acacia binervia*) which announces the occurrence of fish in the bays and estuaries.

Time of Burruggin – Gadlung Marool

(hot and dry) The behaviour of the male kangaroos becomes quite aggressive in this season, and it is a sign that the eating of meat is forbidden during this time. This is a health factor; because of the heat of the day meat does not keep, and the likelihood of food poisoning is apparent. The blooming of the Weeljelan (*Acacia implexa*) is an important sign that fires must not be lit unless they are well away from bushland and on sand only, and that there will be violent storms and heavy rain, so camping near creeks and rivers is not recommended.

Time of Marrai'gang – Bana'murrui'yung



















(wet, becoming cooler) The time when the cries of the Marrai'gang (Quail) seeking his mate can be heard through the forests and woodlands, and when the lily piliys ripen on the trees. However, when the lily piliys start to fall, it is the time to mend the old warm cloaks from last cold season, or make new ones, and begin the yearly trek to the coastal areas.

Time of Burruggin – Tugarah Tuli

(cold, frosty, short days) This is the time when the male Burruggin (echidnas) form lines of up to ten as they follow the female through the woodlands in an effort to wear her down and mate with her. It is also the time when the Burruggin (*Eucalyptus tereticornis*) starts to produce flowers, indicating that it is a time to collect the nectar of certain plants for the ceremonies which will begin to take place during the next season. It is also a warning not to eat shellfish again until the Boo'kerrikin blooms.

Time of Wiritjiribin – Tugarah Gunya'marri

(cold and windy) The lyrebirds' calls ring out through the bushland as he builds his dancing mounds to attract his potential mates. It is the time of the flowering of the Marrai'uo (*Acacia floribunda*) which is a sign that the fish are running in the rivers. At the end of this time the Boo'kerrikin (*Acacia decurrens*) flowers, which indicates the end of the cold, windy weather, and the beginning of the gentle spring rains.

	<table border="0" style="width: 100%; text-align: center;"> <tr> <td style="width: 16.6%;">Burran</td> <td style="width: 16.6%;">Marraigang</td> <td style="width: 16.6%;">Burrugin</td> <td style="width: 16.6%;">Wiritjiribin</td> <td style="width: 16.6%;">Ngoonungi</td> <td style="width: 16.6%;">Parra'dowee</td> </tr> <tr> <td>Hot and dry January-March</td> <td>Wet becoming cool April-June</td> <td>Cold and frosty June-July</td> <td>Cold and windy July-August</td> <td>Cool becoming warm September-October</td> <td>Warm and wet November-December</td> </tr> <tr> <td>Male kangaroos aggressive Meat forbidden Weetjellan blooming</td> <td>Quolls seeking mates Lilypilly ripens</td> <td>Echidna seeking mates Burringoa flowering Shellfish forbidden</td> <td>Lyrebird building mounds Marrai'uo flowering Boo'kerrikin flowering Gentle spring rains</td> <td>Flying foxes appear Ceremonial time Miwa Gawaian in flower</td> <td>Summer heat starts Stable weather</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Burran	Marraigang	Burrugin	Wiritjiribin	Ngoonungi	Parra'dowee	Hot and dry January-March	Wet becoming cool April-June	Cold and frosty June-July	Cold and windy July-August	Cool becoming warm September-October	Warm and wet November-December	Male kangaroos aggressive Meat forbidden Weetjellan blooming	Quolls seeking mates Lilypilly ripens	Echidna seeking mates Burringoa flowering Shellfish forbidden	Lyrebird building mounds Marrai'uo flowering Boo'kerrikin flowering Gentle spring rains	Flying foxes appear Ceremonial time Miwa Gawaian in flower	Summer heat starts Stable weather						
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<p>Other KLA area's</p>	<p style="text-align: center;"><u>PDHPE- Sport</u></p> <p>Watch the fitness lesson from the SISA teachers and complete the activities https://youtu.be/364hLkdOXXc</p> <p><u>Alternatively</u> you can design your own fitness routine to some music at home. Some exercises you might like to include in your fitness routine:</p> <ul style="list-style-type: none"> - Jogging on the spot - Star jumps - High knees - Flick kicks - Side to side jumps - Toe taps 																								

Friday

Writing

Learning Intention: We are learning to re-read and edit our writing to make sure that it makes sense and meets our purpose and audience.

Success Criteria: I can reread and edit my writing for punctuation, spelling and text structure to make sure it makes sense and meets my purpose.

Editing

- Re-read your writing from yesterday. If you have a red or orange pencil at home you can use this whilst editing your work.
- Check you have capital letters at the beginning of each sentence and for the names of people, places and things.
- Check the punctuation at the end of each sentence
- Edit any spelling mistakes by circling the incorrect word and writing the correct spelling.
- If you would like to have a go at publishing your writing, we would love to see your published work! (optional)**

Sight Words

Ask someone at home to test you on reading and writing each of your words in your sight word list. If you are able to read and write them correctly without any help

Mathematics

Learning Intentions: We will be learning to:

- Describe, order and compare the duration of events and read half-and quarter- hour time.

Success Criteria: I can

- record and tell time to the half- hour on an analog clock
- record and tell time to the quarter- hour using 'past' and 'to' on an analog clock

Mathematics - Time

Problem of the day:

These clocks show two times in the afternoon.

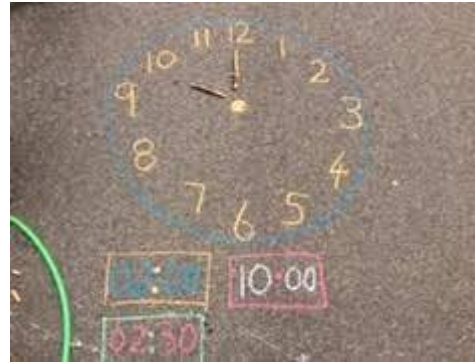


How many minutes are there between the two times?

minutes

This week we have been learning to record and read time to the hour, half hour and quarter-hour. Below you will find a time board game for you to practise the skills you have learnt this week.

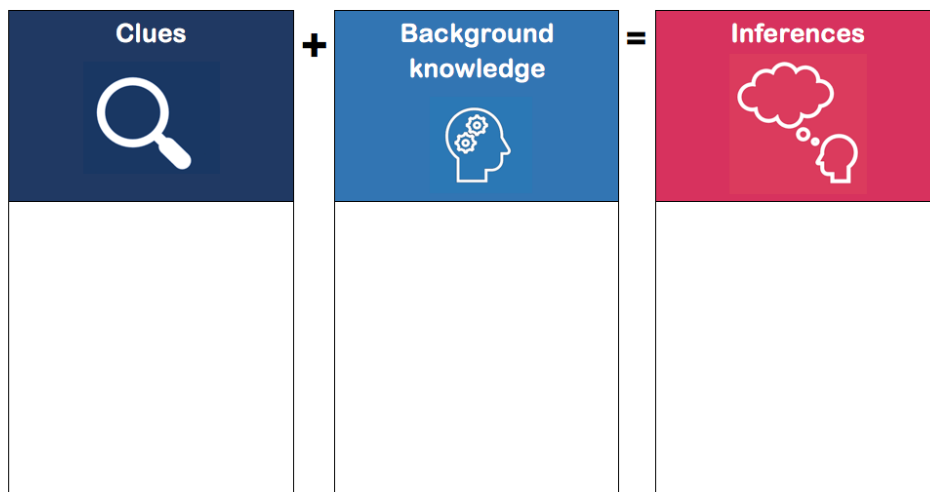
Alternatively you could make your own clock to practice making times using materials from home.



**Wellbeing Fridays
(Student Choice)**

Students are encouraged to take some time for wellbeing and engage in activities they enjoy. Some suggestions could include playing a board game, gardening, playing a game outside, being creative with resources such as paper, play dough or Lego, making an artwork, building a sculpture, spending time with their family, cooking, dancing and sport activities.

Appendix 1- Inference equation



Making Inferences

I infer by thinking about:










- the characters actions
- the setting and why it is important
- what the character says
- the characters feelings
- the plot and why certain events take place
- what you already know



The reader uses what they already know (**background knowledge**), along with what the author wrote (**text evidence**), and puts it all together (**making an inference**).

When you make an inference, you go **BEYOND** the author's words to understand what is not said in the text.

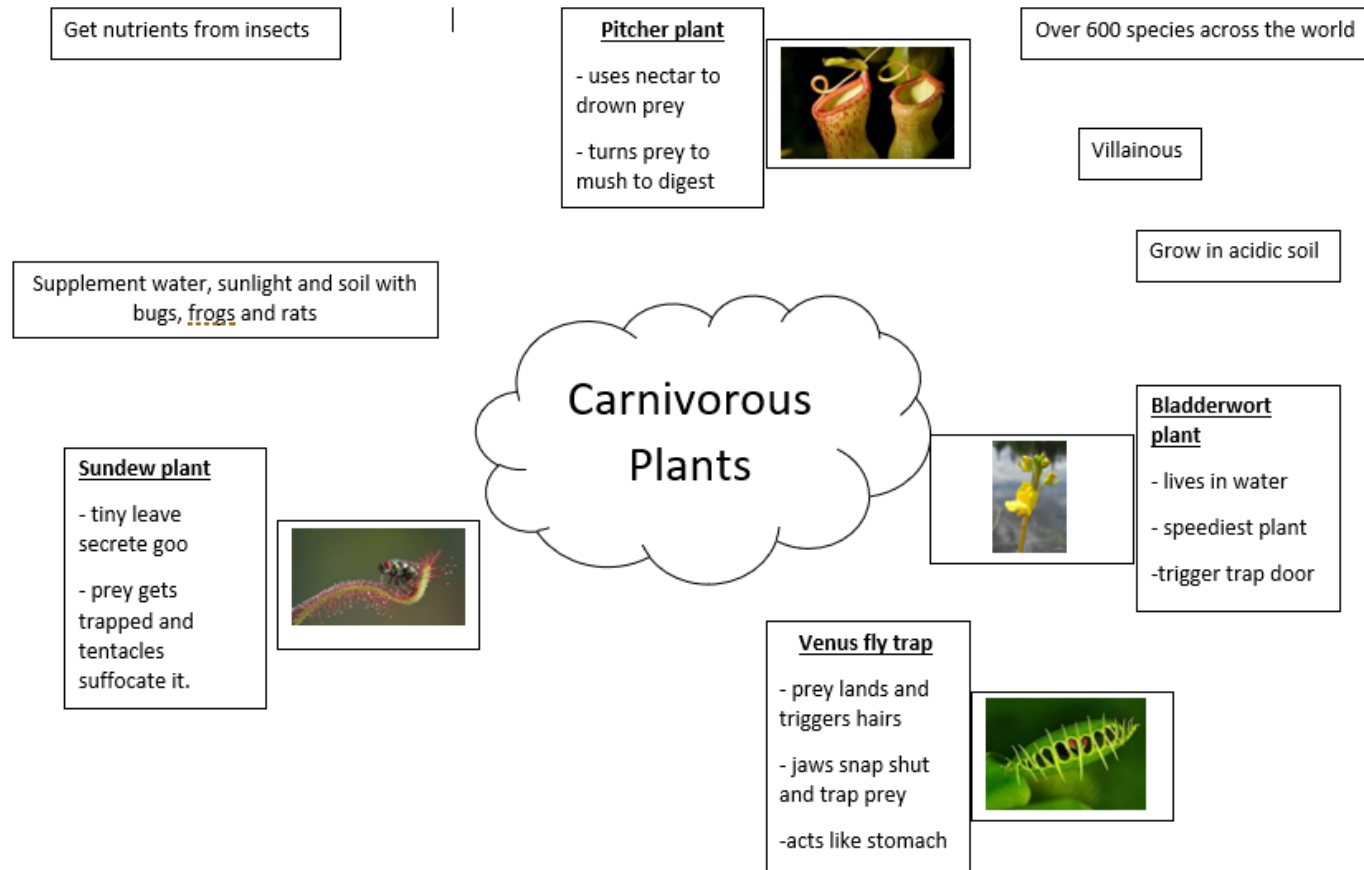
Writing Criteria

Writing Goals Self-Assessment	
My criteria for reflection:	
	I have planned my writing.
	I can reread my writing all the time to see if it makes sense.
	I can talk about how I have structured my text and organised my ideas to meet my purpose.
	I can talk about how I use language features to meet my purpose and audience.
	I can talk about how I used effective well-structured sentences.
	I can talk about how I recraft and revise my writing to boost and improve it further.
	I can reflect on my writing.
Two things I have done well in my writing are:	
 	
I can improve my writing by:	
	

Reading Criteria

Stage 1
Monitors meaning and self-corrects when reading texts.
Identifies new and unknown vocabulary using word, context and grammar knowledge, e.g. morphological knowledge.
Skim and scan to find information in a range of texts
Talk about and identify text structure, organisation and features including headings, diagrams, tables, graphs and flowcharts.
Discuss purpose and audience in a range of texts.
Uses background knowledge and clues in the text to make inferences.
Make connections with texts and myself, text to text and text to world.
Annotates texts to make meaning
Discuss different texts, identifying similarities and differences.
Make and justify predictions using evidence from the text, before, during and after reading.
Summarise the main ideas in the text
Reflect and discuss my learning against criteria.

Writing Plan



Composing

Carnivorous Plants

Highly villainous, carnivorous plants grow in acidic soil. They get important nutrients from their prey. Bugs, frogs, and rats need to beware as they are the carnivorous favourite meal!

Pitcher Plant

The Pitcher Plant uses its tacky, trickly nectar to drown its unlucky prey. It quickly turns its prey into nothing but mush, before digesting it.



Sundew Plant

Its tiny leaves secrete a deadly goo, which traps its unsuspecting prey. The tentacle like leaves of the Sundew Plant wrap around its prey, suffocating it. Waiting until it draws its last breath to have a feast!



Bladderwort Plant

The speediest carnivorous plant of them all! The Bladderwort lives in water. Prey swim by its underwater leaves, triggering the trap door. It sucks its prey inside with a SPLASH!



Venus Fly Trap

The Venus fly trap gets its name from trapping its prey as it lands on and triggers tiny hairs. SNAP! The jaws close around it, allowing the plant to digest its prey, much like a stomach. A left-over skeleton being the only trace of the insect.



Recrafting


- The parts highlighted in green are what has been added and changed from the composing.


Carnivorous Plants

Highly villainous, **vicious, and vile**, carnivorous plants **thrive** in acidic soil. They get important nutrients from their prey. Bugs, frogs, and rats need to beware as they are the carnivorous **plants** favourite meal!

Pitcher Plant

The Pitcher Plant uses its tacky, **trickly** nectar to drown its unlucky prey. It quickly turns its prey into nothing but mush, before digesting it. **Bug soup anybody?**







Sundew Plant

Its **miniscule** leaves secrete a deadly goo, which traps its unsuspecting prey. The tentacle like leaves of the Sundew Plant **then proceed to** wrap around its prey, suffocating it. Waiting until it draws its last breath to

Bladderwort Plant

The speediest carnivorous plant of them all! The Bladderwort lives in water. **Naive** prey swim by its underwater leaves, triggering the trap door. It sucks its prey inside with a SPLASH!



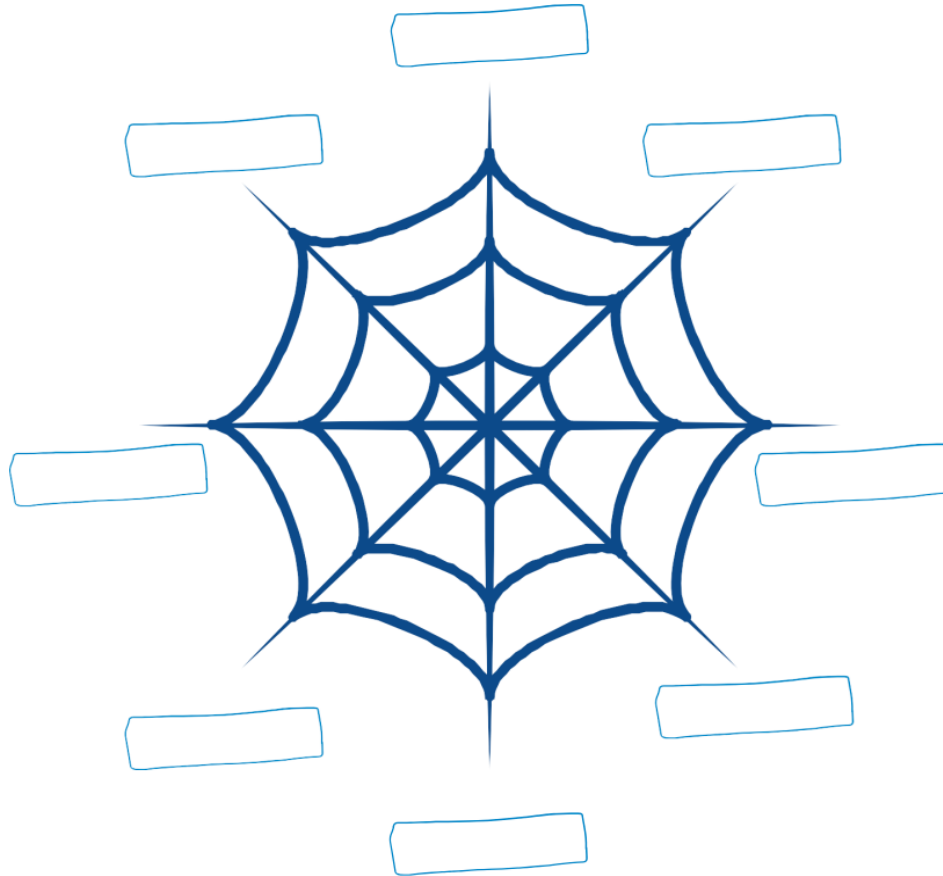


Venus Fly Trap

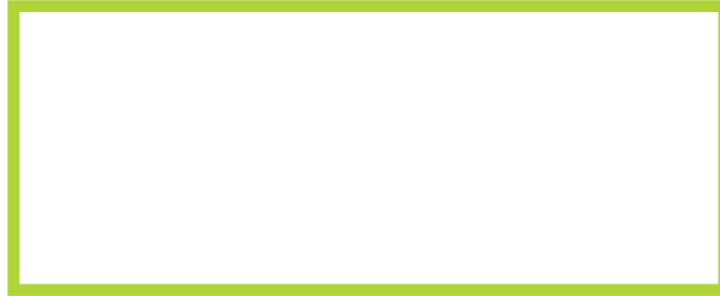
Most famous of the carnivorous species the Venus fly trap gets its name from trapping its prey as it lands on and triggers tiny hairs. SNAP! The jaws close around it, allowing the plant to digest its prey, much like a stomach. A left-over skeleton being the only trace of the insect.

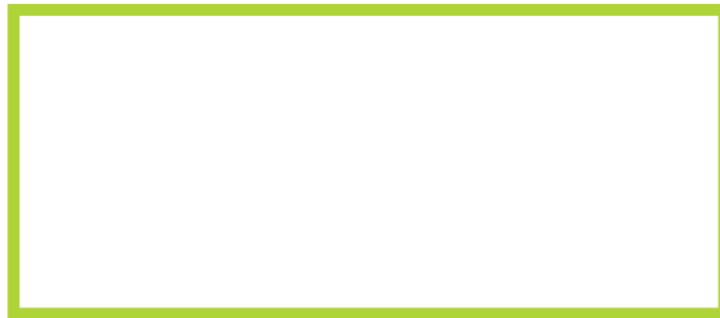
My web of support

Task: In each text below, write the name of a person who supports you in feeling healthy, happy and safe.

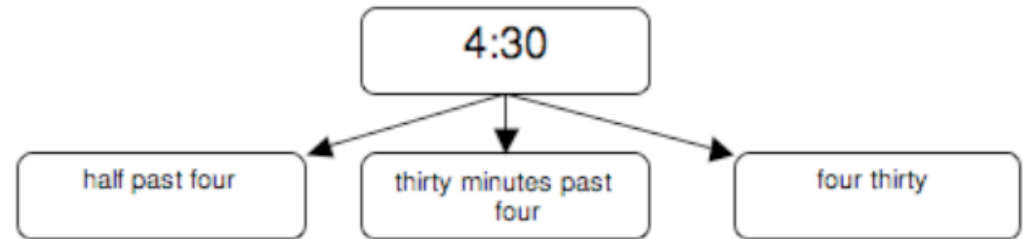


Task: For this task you will need to choose 2 different people from your web of support to draw and write about a time when they helped you in feeling safe and supported. Some examples may include a family member cooking you a healthy dinner, a teacher helping you to understand a tricky concept or a friend who made you feel like you belong.



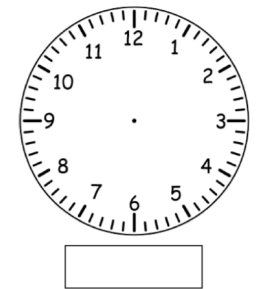
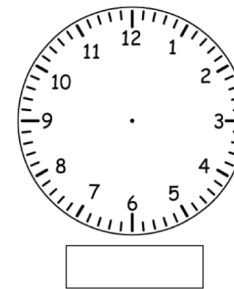
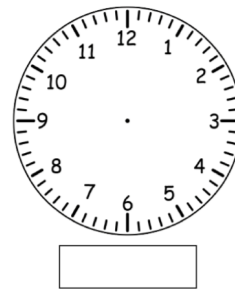


Time Resources



Analogue clock	Digital display	Quick spoken form	Traditional spoken form
	02:30	Two thirty	Half past two

Time 2.1

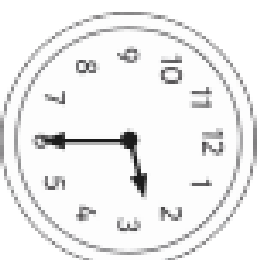


Telling the Time

Write down the time each clock is showing on the line underneath.

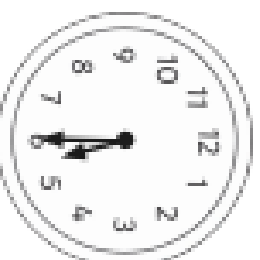


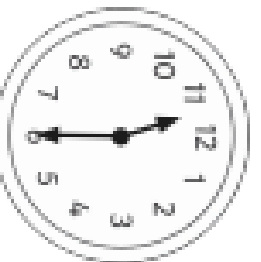




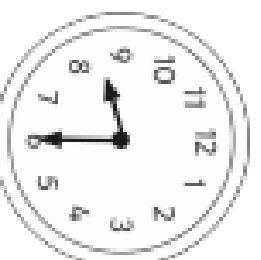




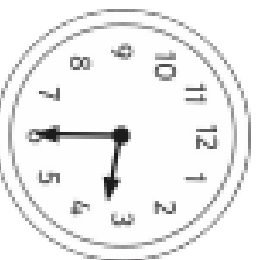








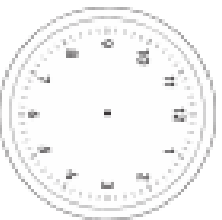




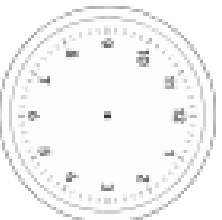


Quarter Past

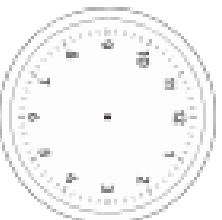
Read the times and show them on the clock faces by drawing the minute hand and hour hand.



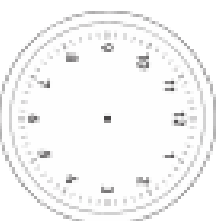
quarter past 12



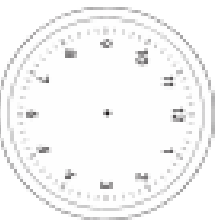
quarter past 1



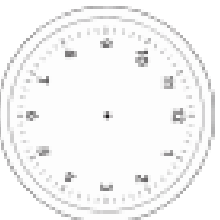
quarter past 10



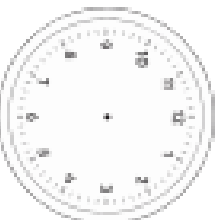
quarter past 3



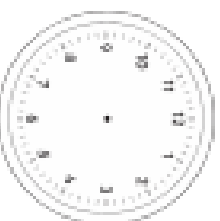
quarter past 8



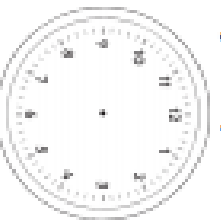
quarter past 7



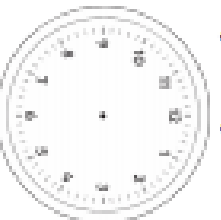
quarter past 9



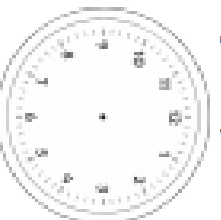
quarter past 2



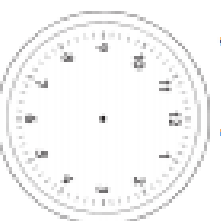
quarter past 4



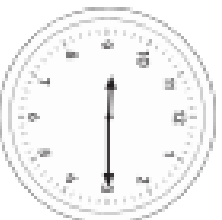
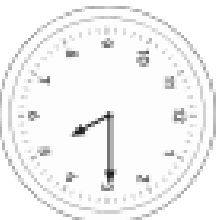
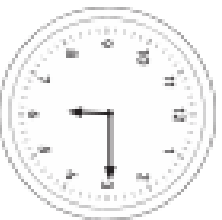
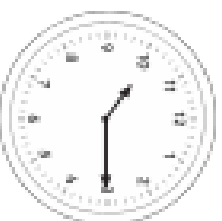
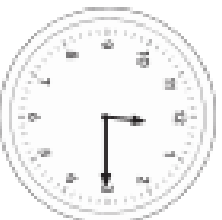
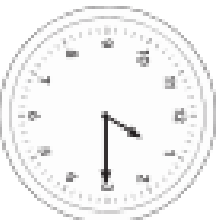
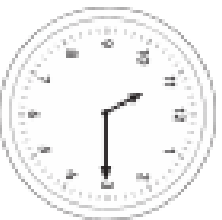
quarter past 5



quarter past 6

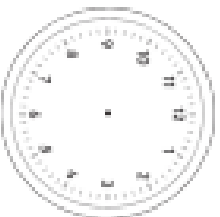


quarter past 11

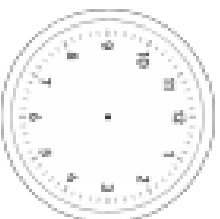


Quarter To

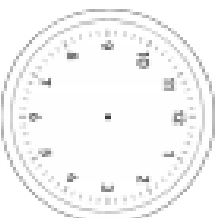
Read the times and show them on the clock faces by drawing the minute hand and hour hand.



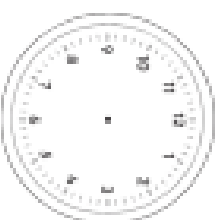
quarter to 12



quarter to 1



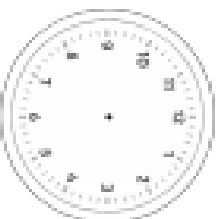
quarter to 10



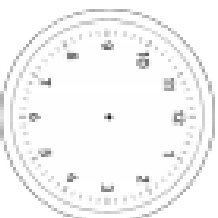
quarter to 3



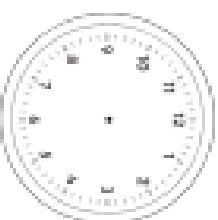
quarter to 8



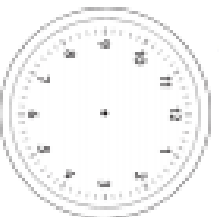
quarter to 7



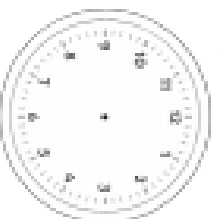
quarter to 9



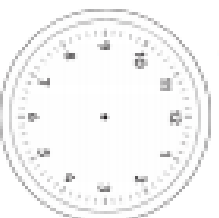
quarter to 2



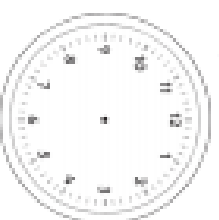
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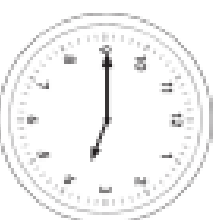
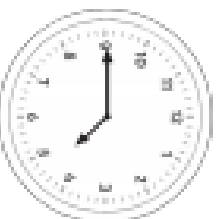
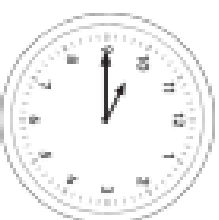
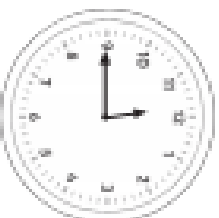
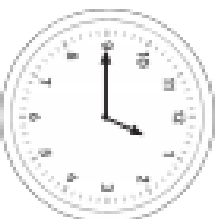
quarter to 5



quarter to 6



quarter to 11



D'harawal Climate and Natural Resources
ANNUAL CYCLE



Frances Bodkin
Gawaian Bodkin Andrews
illustrated by Lorraine Robertson

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D'harawal

Seasons of the year

Murrail'yunggory

Tugarah Gunya'marri

Goray'murrail

Cadalong Marool

Bana'murrail'yung

Tugarah Tull

Compiled by Frances Bodkin
Illustrated by Lorraine Robertson

Time of Ngooonngi – Murrail'yunggory

Leaf, getting warmer! The first of the gathering of the flying foxes. A maggoty time of year when the flying foxes gather in the darkening clearness of the moon's light. They come in from the north-east, the north, the north-west, and the west, and sail over the Sydney area in a wonderful, sky-dancing display just after sunset. Before starting off for their night-of-a leading grandee to the north. But it is also a very important ceremonial time for the D'harawal, which begins with the appearance of the sign of the bright red Wawa flower in (Tugarah) speckledness by the bushland.

Time of Parra'dowee – Goray'murrail

Learn and well! This season begins with the Great East Spirit eating his children to him, and the gods which are ready to make a man that now down the river, and come to the season. It is the time of the blessing of the Big green tree (Cecropia peltata) which grows in the occurrence of fish in the bayward estuaries.

Time of Burruin – Gadalong Marool

Time, becomes cooler! The behaviour of the spider-bee begins to become quite aggressive in the season, and it is a sign that the eating of meat is forbidden during this time. This is a 'walk' ladder, because of the hot of the day, and does not sleep, and the shellhead of the season is apparent. The flowering of the Woodfordian (Lilium) is in an important sign that the season is over. It is a sign that they are not any more, but it is a sign that they are not any more. It is a sign that they are not any more, but it is a sign that they are not any more. It is a sign that they are not any more, but it is a sign that they are not any more.

Time of Marrai'gang – Bana'murrail'yung






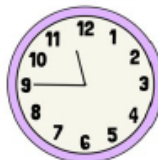


















Leaf, becomes cooler! This is the season the tree of the Beech (Nothofagus) is in a sign that the season is over. It is a sign that they are not any more, but it is a sign that they are not any more. It is a sign that they are not any more, but it is a sign that they are not any more.

Time of Burruin – Tugarah Tull

Leaf, fresh, short days! This is the time when the female Burruin (the woodswallow) is in a sign that the season is over. It is a sign that they are not any more, but it is a sign that they are not any more. It is a sign that they are not any more, but it is a sign that they are not any more.

Time of Wirrit'ribin – Tugarah Gunya'marri

Leaf and wong! The trickiest, calling out through the bushland as the birds are calling to attract the parental rains. It is the time of the flowering of the Wawa (Cecropia peltata) which grows in the bayward estuaries. It is a sign that they are not any more, but it is a sign that they are not any more.

Start		Miss a turn				End
						
						
						
Miss a turn						Miss a turn
		Miss a turn				
				Miss a turn		

Telling the Time Board Game

What time is it?

Roll a dice, move the number of spaces shown and read aloud the time shown on the clock. The first player to complete the board wins!

List 1	List 4	List 7	List 10	List 13	List 16	List 19	List 22	List 25	List 28
is	where	other	them	should	put	through	school	knew	real
I	we	into	new	miss	found	woman	keep	while	believe
the	do	no	will	came	think	even	tree	Australia	late
to	but	good	many	after	says	children	never	really	idea
was	had	out	home	also	don't	we'll	picture	ready	eat
said	if	men	very	old	both	play	start	group	face
and	that	were	made	before	right	air	eye	began	lose
a	his	come	there	down	want	house	light	together	carry
are	or	look	part	same	another	done	mother	heard	naughty
of	all	make	these	help	large	quiet	city	tomorrow	push
List 2	List 5	List 8	List 11	List 14	List 17	List 20	List 23	List 26	List 29
he	like	take	because	each	eight	women	different	question	earth
go	I'm	so	car	away	friend	thought	walk	side	state
for	day	off	might	too	today	sure	love	we're	hour
has	one	than	last	year	late	own	head	nothing	across
at	when	man	would	just	first	write	under	world	already
you	went	some	must	long	need	child	few	sea	brother
my	from	now	Mr	little	number	gone	along	four	brought
see	girl	your	well	Ms	time	learn	listen	behind	young
not	an	with	live	mean	turn	high	such	laugh	leave
saw	how	way	Mrs	say	read	quite	until	father	build
List 3	List 6	List 9	List 12	List 15	List 18	List 21	List 24	List 27	List 30
they	boy	who	it's	great	often	always	above	buy	money
on	which	place	know	enough	most	watch	another	paint	family
have	their	only	much	again	ask	night	close	change	afternoon
what	why	two	over	any	can't	early	something	grow	yesterday
as	me	then	those	between	move	pull	seem	answer	second
she	her	could	goes	left	try	near	hard	loose	almost
here	going	more	thing	follow	kind	food	open	whole	sister
this	been	find	word	show	people	below	ever	hear	bought
be	our	water	use	small	around	every	begin	once	Dr
by	about	call	soon	does	work	give	life	easy	colour

List 31	List 34	List 37	List 40	List 43	List 46	List 49
telephone	farmer	stadium	paddle	scuffing	straight	special
Sunday	peaceful	welcome	snout	injection	chosen	festival
birthday	shred	stranger	grumble	decided	amount	available
listen	chocolate	confusion	corner	tidying	enjoyment	material
aeroplane	haystack	swimming	verandah	pecked	weather	length
Saturday	squirt	laughed	waddle	needles	security	determine
surprise	shrink	greetings	followed	splash	cereals	tradition
asleep	shovel	crowd	ripple	information	chicken	climate
lying	mountain	rocket	paddock	learnt	hamburger	piece
unload	handsome	written	patient	whistle	conditions	vary
List 32	List 35	List 38	List 41	List 44	List 47	List 50
bright	Thursday	illustrate	settle	decision	fruity	drape
height	trailer	muddle	plodding	pyramid	container	shoulder
carried	plough	dictionary	stubborn	healthy	mixture	supposed
climbing	shouted	wrinkled	evening	special	forecast	young
burners	Olympics	diseases	wobble	vegetables	island	fabric
right	Tuesday	author	feathers	rectangle	ingredients	knot
sight	tractor	encourage	creeping	oblong	juicy	waist
television	machines	dictate	against	nutrients	seedlings	patterns
humour	loudspeaker	noble	leapt	important	waste	marry
lifted	happened	prune	panic	vitamins	culture	wrapped
List 33	List 36	List 39	List 42	List 45	List 48	List 51
pointed	noticed	strawberry	starve	plenty	opposed	sandals
drifted	beginning	anything	ginger	relaxation	introduce	knit
spaceship	properly	board	whip	picnic	represent	certainty
suit	replied	praise	excitement	lettuce	occasion	jacket
whizzed	country	suggested	arriving	pineapple	style	skirt
ground	gasp	everything	sniff	margarine	watched	graduate
quickly	equipment	spoilt	energy	exercise	common	separate
gliding	thoughtful	ideal	chance	wholemeal	clothes	buckle
beard	graceful	announce	intelligent	mandarins	celebrate	jumper
Dashed	understand	glance	ripple	measure	history	scarf

Spelling Selection

Aim: I can practise spelling words I need to know.



Select two spelling activities to do each day.

Monday	Tuesday	Wednesday	Thursday
<p>1 UPPER and Lower</p> <p>Write each of your words out two times.</p> <p>Write in UPPERCASE the first time and in lowercase the second time.</p>	<p>1 Pyramid Writing</p> <p>Write each of your words like a pyramid:</p> <p style="text-align: center;">s so som some</p>	<p>1 UPPER and Lower</p> <p>Write each of your words out two times.</p> <p>Write in UPPERCASE the first time and in lowercase the second time.</p>	<p>1 Air Writing</p> <p>Write your words in the air with your finger. Ask someone to read your words as you write. Or ask someone to air write the letters you tell them to spell your word.</p>
<p>2 Curly Words</p> <p>First write out your words in normal writing.</p> <p>Next, write them again in <i>curly letters</i>.</p>	<p>2 Fancy Letters</p> <p>Write each of your words using fancy writing. Your letters could be <i>curly</i> or <i>dotty</i>... or whatever you decide!</p>	<p>2 Rainbow Words</p> <p>Write your words out in pencil.</p> <p>Next draw around each letter 5 more times using a different coloured pencil.</p>	<p>2 Letter Magnets</p> <p>Look at the words in your jotter. Try to make each one using the letter magnets. Check if you used the correct letters!</p>
<p>3 Rainbow Words</p> <p>Write your words out in pencil.</p> <p>Next draw around each letter 5 more times using a different coloured pencil.</p>	<p>3 Join the Dots</p> <p>Write each of your words using dots.</p> <p>Then join the dots with a coloured pencil to make your word.</p>	<p>3 Fancy Letters</p> <p>Write each of your words using fancy writing. Your letters could be <i>curly</i> or <i>dotty</i>... or whatever you decide!</p>	<p>3 ABC Order</p> <p>Write your words out in alphabetical order.</p>
<p>4 Pyramid Writing</p> <p>Write each of your words like a pyramid:</p> <p style="text-align: center;">s so som some</p>	<p>4 Curly Words</p> <p>First write out your words in normal writing.</p> <p>Next, write them again in <i>curly letters</i>.</p>	<p>4 Join the Dots</p> <p>Write each of your words using dots.</p> <p>Then join the dots with a coloured pencil to make your word.</p>	<p>4 Backwards Words</p> <p>Write your words out forwards then backwards.</p>

Optional Links:

Story Box Library	Log in: https://storyboxlibrary.com.au/login Viewer Username: ABC123 Viewer Password: Storybox
Mathletics	https://login.mathletics.com/ Please ask your teacher if you are unsure of your login details
Matific	login Please ask your teacher if you are unsure of your login details
Epic	Log In 1/2A class code- qwn1411 1/2E class code - ynl5000 1/2H class code - czd9771
Interactive clock	https://www.topmarks.co.uk/time/teaching-clock
There's a sea in my bedroom- Mrs Anderson	There's A Sea In My Bedroom