

History of the First Australians ^{SET} **3**
WORKBOOK
Teachers' Resource

ANSWER

KNOWLEDGE
BOOKS AND SOFTWARE



The First Australians

Acknowledgements:

Sharlene G. Coombs - instructional designer and author,
Dean V. Maynard - cover design and pre-press manager,
Dallas Girdler - page layout,
Rob Watts - publisher.

ISBN: **9781922370471**

Product code: H143

Title: History of the First Australians Set 3 Workbook Teachers' Resource

Author: Sharlene Coombs

Text is copyright © Knowledge Books and Software, 2020

All correspondence on usage and sales:

Knowledge Books and Software

ABN 75003053316

E: orders@kbs.com.au

W: www.kbs.com.au

*We acknowledge the Traditional Owners of country throughout Australia
and recognise their continuing connection to land, waters and culture.
We pay our respects to their Elders past, present and emerging.*

Reproduction and Communication for educational purposes

The Australian Copyright Act 1968 (the Act) allows a maximum of one chapter or 10% of the pages of this work, whichever is the greater, to be reproduced and/or communicated by any educational institution for its educational purposes provided that the educational institution (or the body that administers it) has given a remuneration notice to Copyright Agency Limited (CAL) under the Act.

For details of the CAL licence for educational institutions contact:

Copyright Agency Limited
Level 15, 233 Castlereagh Street
Sydney NSW 2000
Telephone: (02) 9394 7600
Facsimile: (02) 9394 7601
E-mail: info@copyright.com.au

Introduction

Welcome to the Teachers' Resource for our exciting, new **History of the First Australians Set 3**. The third set in this popular series focuses on culturally authentic Indigenous stories from across the country. The increasingly important elements of diversity and inclusion are embedded within the stories, ensuring the opportunity to extend children's knowledge and understandings of themselves and others who may be different to them. This further assists the development of children's wellbeing and sense of identity.

This guide has been designed to help your students engage in deeper learning opportunities through literacy activities that link with each of the stories.

Each story is supported by two full pages of activities which include:

- Spelling and vocabulary development/practice
- Grammar and punctuation work
- Word study and dictionary work
- Oral language opportunities
- Handwriting/fine motor skills practice
- Comprehension and reading fluency
- Critical and visual literacy opportunities

ACARA F-10 References addressed in this guide include:

- Learning Areas: English; Humanities and Social Sciences; Science, Technologies; The Arts
- General Capabilities: Language; Literature; Literacy; Critical and Creative Thinking; Personal and Social Capability; Intercultural Understanding
- Cross Curriculum Priorities: Aboriginal and Torres Strait Islander Histories and Cultures; Sustainability

Oral Language continues to be a focus in this guide with activities that encourage students to express their ideas and thoughts through speaking, writing and illustrations. This fosters deeper learning, increased understanding and improved self-awareness.

We hope that both you and your students enjoy this exciting and culturally relevant new series!

Sharlene Coombs

Author and Instructional Designer

Name: _____

Whale and Starfish

1

Spelling Builder:

Look, Say, Cover, Write, Check:

whale _____ 1

starfish _____ 2

Dreaming _____ 2

beginning _____ 3

people _____ 2

animals _____ 3

friends _____ 1

travel _____ 2

2

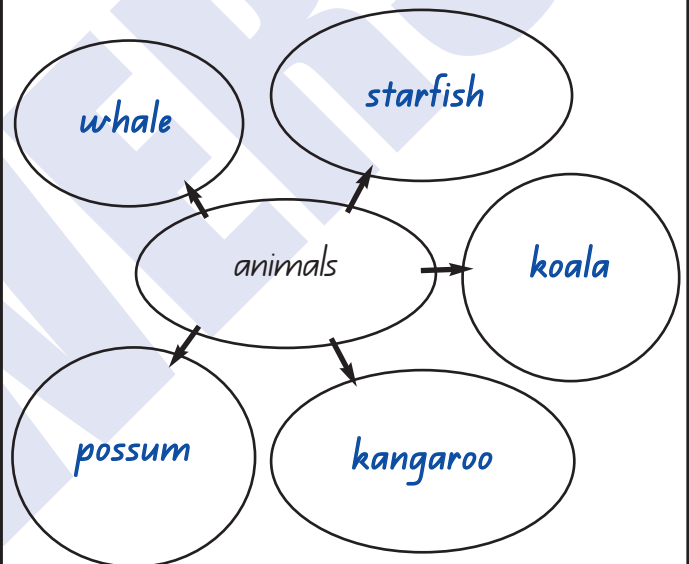
Syllable Work:

- Say each spelling word out loud.
- Say it again, breaking it down and clapping the syllables.
- Write how many syllables you can hear in each word in the box beside it.

4

Word Finder:

Write words from the story that are animals:



3

Word Builder:

Add the correct letters to the list words below:

_ r _ e n _ = friend_ _ o p _ e = peoplet _ _ v _ l = travel

5

Sentence Work (Cloze Activity):

Choose the correct spelling words to complete the sentences:

In the beginning, all the people were animals that lived on other lands. The best way to travel was by water.

6

Compound Words (Extension):

Starfish is a compound word:

star / fish

Think of another compound word:

cat / fishbutter / fly

7

Skills Practice:

- Trace over the spelling list words.
- Practise writing letters that you have trouble with.
- Draw a picture of Whale spurting water.

Name: _____

Whale and Starfish

8 Discussion Time:
Talk to your partner about your favourite part of the story and why.

9 Make the Connections:
Write a letter from Whale to Starfish, explaining how Whale felt after the animals stole his canoe.

10 Cause and Effect:
Complete the cause and effect activity below of the story events:

Cause (what happened)

Effect 1. (result 1)

Effect 2. (result 2)

11 Visualise It:
Draw a picture of the part in the story that you found funny or surprising. Label it.

Name: _____

SURFING LIFE

1

Spelling Builder:

Look, Say, Cover, Write, Check:

beach _____ **1**mountains _____ **2**rivers _____ **2**ocean _____ **2**coastline _____ **2**skateboards _____ **2**surfboards _____ **2**paddled _____ **2**

2

Syllable Work:

- Say each spelling word out loud.
- Say it again, breaking it down and clapping the syllables.
- Write how many syllables you can hear in each word in the box beside it.

4

Word Maze:

Circle the list words below. Cross out those missing.

P	B	E	A	C	H	L
O	A	F	L	E	U	O
R	E	D	A	B	C	C
A	I	A	D	O	D	E
M	H	V	G	L	P	A
A	D	C	E	A	E	N
B	P	S	O	R	G	D
L	E	U	I	S	S	M

3

Compound Words:

Find the 3 compound words in the list and write them below:

coastline = coast / lineskateboards = skate / boardssurfboards = surf / boards

5

Sentence Work (Cloze Activity):

Choose the correct spelling words to complete the sentences:

We lived close to the beach and could ride there with our skateboards.
 We paddled out in the ocean together.

6

Dictionary Work (Extension):

Sort the spelling words in alphabetical order - number 1 to 8 beside each word. Write the 6th word here:

rivers

7

Skills Practice:

- Trace over the spelling list words.
- Practise writing letters that you have trouble with.
- Draw a picture of a mountain landscape.

Name: _____

SURFING LIFE

8

Discussion Time:

With your partner, discuss examples from the story where the author talks about sharing and being safe.

9

Make the Connections:

Write a letter to the author about his story. Include two questions to find out more information:

10

Thinking About the Text:

Write a new title for the story below, followed by a summary:

Title: _____

Summary: _____

11

Visualise It:

Draw a picture of your favourite part of the story and label it.

Name: _____

YARRABAH TRIP

1

Spelling Builder:

Look, Say, Cover, Write, Check:

Queensland _____ **2**holiday _____ **3**interesting _____ **4**Aboriginal _____ **5**community _____ **4**relatives _____ **3**crocodiles _____ **3**rainforest _____ **3**

2

Syllable Work:

- Say each spelling word out loud.
- Say it again, breaking it down and clapping the syllables.
- Write how many syllables you can hear in each word in the box beside it.

4

Compound Words:

Queensland is a compound word:

Queens / land

Find the other compound word from the list:

rainforest

rain / forest

3

Proper Nouns:

These nouns start with a capital letter and are usually a name or place. Write the proper nouns from the list below. Add 2 more of your own:

Queensland Aboriginal

Yarrabah Cairns

5

Punctuation Work:

Add capital letters, fullstops and question marks to the following sentence:

I saw beautiful rainforests and huge crocodiles during my holiday to Queensland. Have you been there before?

6

Dictionary Work (Extension):

Use a dictionary to find the meaning of the following words:

fascinating very interestingvacation holiday

7

Skills Practice:

- Trace over the spelling list words.
- Practise writing letters that you have trouble with.
- Draw a picture of your favourite holiday destination.

Name: _____

YARRABAH TRIP

8

Discussion Time:

With your partner, discuss your favourite holiday destination. Ask each other questions about the things you saw and did.

9

Make the Connections:

Find new information in the text and pictures and write and draw about it below:



10

Thinking Beyond the Text:

Write down the different things you could do to help you save money for a holiday:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

11

Visualise It:

Draw a picture of your dream holiday destination below:



Name: _____

MY FAMILY'S TOTEM

1

Spelling Builder:

Look, Say, Cover, Write, Check:

Australian _____ **3**culture _____ **2**totem _____ **2**protected _____ **3**goanna _____ **3**language _____ **2**cherish _____ **2**continue _____ **3**

2

Syllable Work:

- Say each spelling word out loud.
- Say it again, breaking it down and clapping the syllables.
- Write how many syllables you can hear in each word in the box beside it.

4

Suffixes:

Protected contains a suffix:

protect / ed

Add suffixes to the following list words to make a new word:

cherish / cherished

culture / cultured

continue / continued

3

Word Builder:

Add the correct letters to the list words below:

_ o _ _ n _ = goanna

c _ _ r _ s _ = cherish

_ u _ t _ _ e = culture

5

Sentence Work (Cloze Activity):

Choose the correct spelling words to complete the sentences:

In Aboriginal _____ Australian _____ culture _____, a _____ totem is extremely important. They are closely _____ protected _____.

6

Dictionary Work (Extension):

Sort the list words in alphabetical order from 1 to 8. Write the 4th word and the 8th word here:

culture

totem

7

Skills Practice:

- Trace over the spelling list words.
- Practise writing letters that you have trouble with.
- Draw a picture of another Aboriginal totem.

Name: _____

MY FAMILY'S TOTEM

8

Discussion Time:

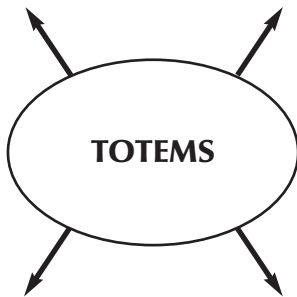
With your partner, discuss the parts of the story that you found funny or surprising.

9

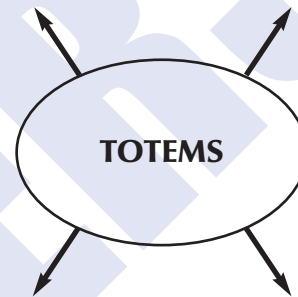
Make the Connections:

Complete the before and after charts below based on information you've learned from the story:

What I knew before:



What I know now:



10

Thinking About the Text:

Write down 2 questions below for the author to help you find out more about family totems:

1. _____

2. _____

11

Design It:

Design a postage stamp showing the importance of the author's Gugaa totem:

Name: _____

My Aboriginal Family

1

Spelling Builder:

Look, Say, Cover, Write, Check:

Aboriginal _____ **5**family _____ **3**siblings _____ **2**different _____ **3**celebrate _____ **3**heritage _____ **3**extended _____ **3**multicultural _____ **5**

2

Syllable Work:

- Say each spelling word out loud.
- Say it again, breaking it down and clapping the syllables.
- Write how many syllables you can hear in each word in the box beside it.

4

Antonyms (Opposites):

Write words below that mean the opposite of different:

1. *same* _____2. *alike* _____3. *similar* _____4. *like* _____

3

Question Time:

Write a question below using 1 or more of the list words:

5

Punctuation Work:

Add capital letters, fullstops and question marks to the following sentence:

We like to see Aboriginal people play sports for the Olympic Games. Do you have a favourite Aboriginal sportsperson?

6

Sentence Sort (Extension):

Rearrange the words below to make a sentence:

multicultural a have family they

They have a multicultural family.

7

Skills Practice:

- Trace over the spelling list words.
- Practise writing letters that you have trouble with.
- Draw a picture of your own family.

Name:

My Aboriginal Family

8

Discussion Time:

With your partner, discuss how the author's family is the same as, and different to, your own family.

9

Make the Connections:

List the ways that the author's family is the same as, and different to, your own family in the boxes below:

10

Thinking Beyond the Text:

Write down the favourite things you like to do with your family:

11

Design It:

Design a certificate for one of your family members, thanking them for something special they do for you:

THIS CERTIFICATE GOES TO:

For:

Name: _____

ABORIGINAL CULTURE

46

1

Spelling Builder:

Look, Say, Cover, Write, Check:

ancestors _____ **3**
connection _____ **3**
nature _____ **2**
culture _____ **2**
taught _____ **1**
respected _____ **3**
caught _____ **1**
respect _____ **2**

2

Syllable Work:

- Say each spelling word out loud.
- Say it again, breaking it down and clapping the syllables.
- Write how many syllables you can hear in each word in the box beside it.

3

Rhyme Time:

Find the list words that rhyme. Write them below:

caught _____
taught _____

4

Word Maze:

Circle the list words. Which words are missing?

R	N	A	T	U	R	E
E	E	U	C	A	S	T
S	A	S	O	N	E	A
P	N	R	P	G	I	U
E	L	N	C	E	T	G
C	I	O	C	T	C	H
T	C	A	U	G	H	T
E	P	N	R	N	A	N
D	E	M	U	C	O	R

5

Sentence Work (Cloze Activity):

Choose the correct spelling words to complete the sentence:

The author has a strong connection to his culture and to nature.

6

Dictionary Work (Extension):

Sort the list words in alphabetical order from 1 to 8. Write the 6th and the 8th words here:

respect _____
taught _____

7

Skills Practice:


- Trace over the spelling list words.
- Practise writing letters that you have trouble with.
- Draw a picture of someone or something you're connected to.

ABORIGINAL CULTURE

Name: _____

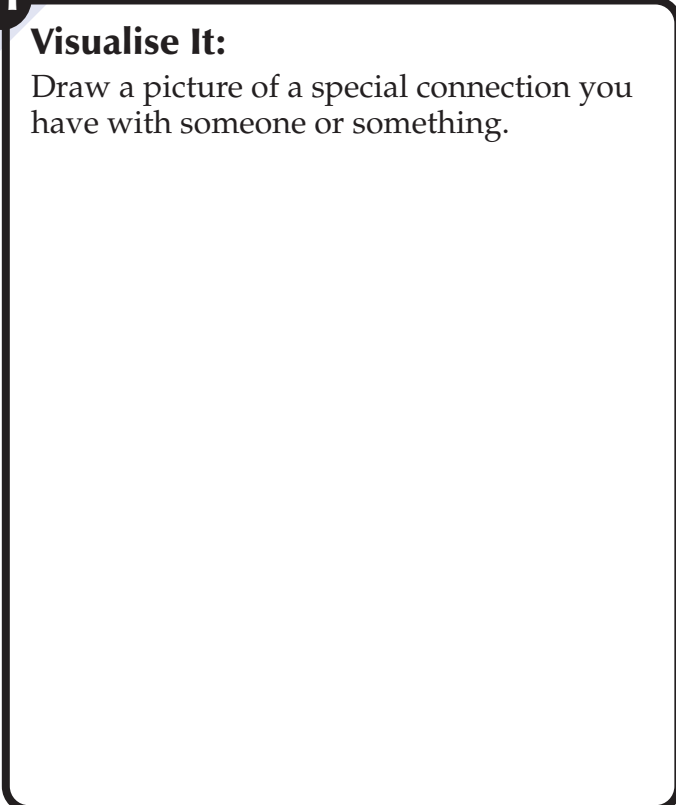
8 **Discussion Time:**
With your partner, discuss what you have learned from the story.

9 **Make the Connections:**
Find new information from the story in the text and the pictures and write and draw about it below:



10 **Thinking About the Text:**
Write about a special connection you have with an animal and why it's special to you:

11 **Visualise It:**
Draw a picture of a special connection you have with someone or something.



Name: _____

Trip to the Top End

1

Spelling Builder:

Look, Say, Cover, Write, Check:

Northern _____ **2**Territory _____ **4**climates _____ **2**tropical _____ **3**desert _____ **2**outback _____ **2**waterhole _____ **3**waterfall _____ **3**

2

Syllable Work:

- Say each spelling word out loud.
- Say it again, breaking it down and clapping the syllables.
- Write how many syllables you can hear in each word in the box beside it.

4

Word Builder:

Add the correct letters to the list words below:

_ e _ e _ t = desert_ r _ _ i c _ _ = tropical_ _ i m _ t _ _ = climates_ _ t b _ _ k = outback_ o _ _ h e _ _ = Northern

3

Compound Words:

Write down all the compound words from the spelling list:

outbackwaterholewaterfall

5

Punctuation Work:

Add capital letters, fullstops and question marks to the following sentence:

The Northern Territory has tropical and desert climates. I love the waterfalls. Have you been to the N.T.?

6

Sentence Work (Extension):

Rearrange the words below to make a sentence:

has climate End Top the tropical a

The Top End has a tropical climate.

7

Skills Practice:

- Trace over the spelling list words.
- Practise writing letters that you have trouble with.
- Draw a picture of your favourite part of the Top End.

Name: _____

Trip to the Top End

8

Discussion Time:

With your partner, discuss your favourite places from the Top End and why you chose them.

9

Make the Connections:

Write your own acrostic poem using the words **TOP END**. See the example below for ideas:

T *ropical rainforests and* _____

O *utback deserts* _____

P *laces from long ago* _____

E *uropean pearl traders and* _____

N *everending sunshine* _____

D *oes it make you want to go?* _____

T _____

O _____

P _____

E _____

N _____

D _____

10

Thinking About the Text:

Write down 4 new things you've discovered about the Top End from the story:

1. _____

2. _____

3. _____

4. _____

11

Design It (Partner Work):

Using an A4 page, design a poster advertising the Northern Territory as a great place to visit.

Use persuasive words to convince tourists.

Support your words with pictures.

With your partner, present your poster to your classmates.

Name: _____

Growing Up in Pipeclay

48

1

Spelling Builder:

Look, Say, Cover, Write, Check:

parents _____ **2**
siblings _____ **2**
brother _____ **2**
family _____ **3**
father _____ **2**
community _____ **4**
kitchen _____ **2**
eldest _____ **2**

2

Syllable Work:

- Say each spelling word out loud.
- Say it again, breaking it down and clapping the syllables.
- Write how many syllables you can hear in each word in the box beside it.

3

Word Builder:

Add the correct letters to the list words below:

_ a _ i l _ = family
f _ _ h e _ = father
_ i _ l _ _ g _ = siblings

4

Word Groups:

Write down different family members below from the list. Find others in the story.

1. parents
2. siblings
3. brother
4. father
5. aunties
6. uncles
7. cousins
8. grandparents

5

Punctuation Work:

Add capital letters, fullstops and question marks to the following sentence:

My family includes my parents and my siblings and me. We also have a dog called Patch. I am the eldest in my family. Are you?

6

Adjective Search (Extension):

All but 1 of the list words are nouns. Find the only adjective and write it below:

eldest

HINT: Adjective - describing word.

7

Skills Practice:

- Trace over the spelling list words.
- Practise writing letters that you have trouble with.
- Draw a picture of your favourite part of the story.

Name: _____

Growing Up in Pipeclay

48

8

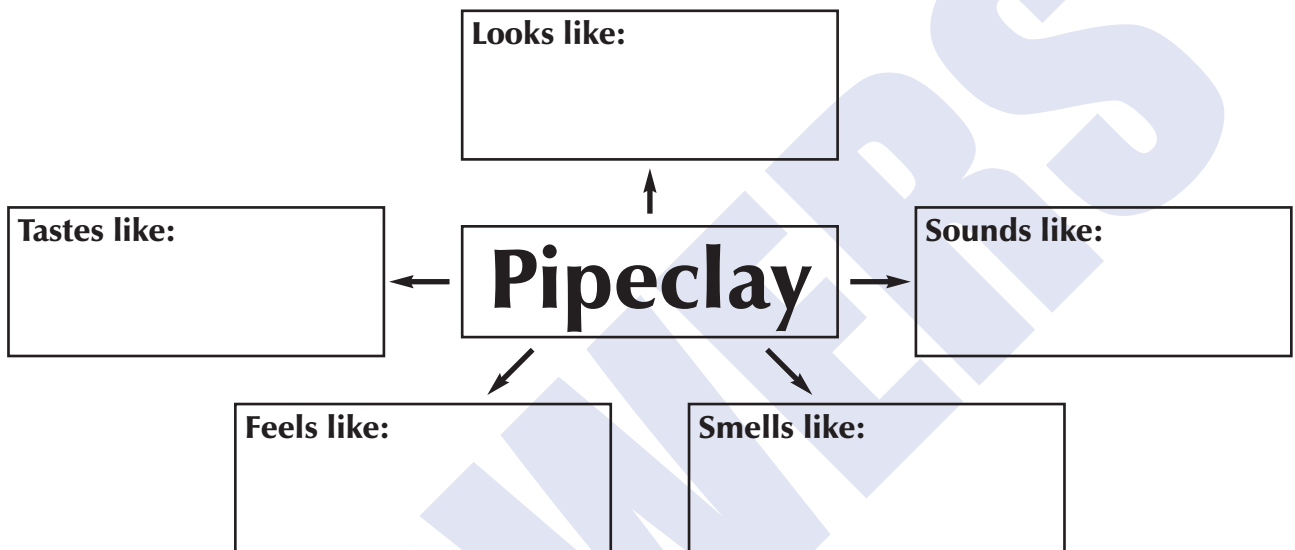
Discussion Time:

With your partner, talk about the ways in which the author's family used the land during their time at Pipeclay.

9

Make the Connections:

Create a **Senses Chart** by adding words to each box that remind you of the word **PIPECLAY** - use the book to help you:



10

Making Comparisons:

Write down 5 things below that are different to the way we live today:

1. _____
2. _____
3. _____
4. _____
5. _____

11

Design It:

Design a bravery award for Patch, rewarding him for keeping Peter away from the surf:

BRAVERY AWARD

Name: _____

For: _____

Name: _____

How the Crocodile Got its Teeth 49

1

Spelling Builder:

Look, Say, Cover, Write, Check:

creation _____ **3**

stories _____ **2**

legends _____ **2**

brothers _____ **2**

crocodile _____ **3**

mangroves _____ **2**

gecko _____ **2**

rainforests _____ **3**

2

Syllable Work:

- Say each spelling word out loud.
- Say it again, breaking it down and clapping the syllables.
- Write how many syllables you can hear in each word in the box beside it.

4

Word Maze:

Circle the list words. Which words are missing?

C	B	S	T	R	D	C
R	R	E	O	L	U	S
O	O	V	L	E	S	E
C	T	O	E	N	A	I
O	H	R	G	T	I	R
D	E	G	E	C	K	O
I	R	N	N	U	N	T
L	S	A	D	E	A	S
E	R	M	S	S	I	O

3

Plural Work:

5 of the list words are plurals. Underline them. Make the other 3 words plurals - write them below:

creations _____

crocodiles _____

geckos _____

5

Sentence Work (Cloze Activity):

Choose the correct spelling words to complete the sentences:

The Yidinji people had many creation stories and legends. How the Crocodile Got its Teeth is a famous one.

6

Dictionary Work (Extension):

Use a dictionary to find the meaning of these words:

myth = made-up story or tale

concoction = invention of something
(there are also other meanings of this word)

7

Skills Practice:

- Trace over the spelling list words.
- Practise writing letters that you have trouble with.
- Draw a picture of your favourite part of the story.

Name: _____

How the Crocodile Got its Teeth 49

8

Discussion Time:

With your partner, discuss your favourite parts of the story and why.

9

Make the Connections:

Complete a **Book Review** of the story:

Title: _____

Author: _____

Illustrator: _____

Main characters: _____

Summary of story: _____

Favourite words from the story:

10

Thinking About the Text:

Write down a new title for the story and a back cover blurb:

Title: _____

Blurb: _____

HINT: Blurb is a description or summary

11

Design It (Partner Work):

- Using an A4 page, design a dust jacket for the story.
- Add the information from your Book Review above.
- Illustrate your dust jacket.
- With your partner, present it to your classmates.

Name: _____

My Childhood Aunty Nita

50

1

Spelling Builder:

Look, Say, Cover, Write, Check:

Elder _____ **2**

Indigenous _____ **4**

Australia _____ **3**

larger _____ **2**

largest _____ **2**

electricity _____ **5**

ourselves _____ **2**

popular _____ **3**

2

Syllable Work:

- Say each spelling word out loud.
- Say it again, breaking it down and clapping the syllables.
- Write how many syllables you can hear in each word in the box beside it.

3

Word Builder:

Add the correct letters to the list words below:

_ a _ g _ _ = larger

_ o _ u _ a _ = popular

_ u _ s _ _ v _ s = ourselves

4

Antonyms (Opposites):

Write words below that are antonyms of largest:

1. smallest
2. tiniest
3. littlest
4. teeniest
5. minute

5

Sentence Work (Cloze Activity):

Choose the correct spelling words to complete the sentences:

Aunty Nita is a proud Aboriginal Elder from the Northern Rivers region of Australia.

6

Sentence Sort (Extension):

Rearrange the words below to make a sentence:

Clarence the River flows River Mann into the
The Mann River flows into the
Clarence River.

7

Skills Practice:

- Trace over the spelling list words.
- Practise writing letters that you have trouble with.
- Draw a picture of the Mann River flowing into the Clarence River.

Name: _____

My Childhood Aunty Nita

50

8

Discussion Time:

With your partner, discuss the differences between Aunty Nita's childhood and your own childhood.

9

Make the Connections:

Write a letter to the author of the story telling her about your favourite parts. Also tell her what you have learned from the story:

10

Making Comparisons:

Write down 5 things from the story that are different to how we live today:

1. _____
2. _____
3. _____
4. _____
5. _____

11

Visualise It:

Draw a picture of the landscape where Aunty Nita grew up.

Name: _____

GROWING UP IN BOANDIK COUNTRY 51

1

Spelling Builder:

Look, Say, Cover, Write, Check:

adventures _____ **3**

exploring _____ **3**

environment _____ **4**

fisherman _____ **3**

beachcombing _____ **3**

driftwood _____ **2**

flotsam _____ **2**

jetsam _____ **2**

2

Syllable Work:

- Say each spelling word out loud.
- Say it again, breaking it down and clapping the syllables.
- Write how many syllables you can hear in each word in the box beside it.

3

Compound Words:

Find the compound words in the spelling list and write them here:

fisher / man

beach / combing

drift / wood

4

Word Search:

Use words from the list to complete the sentences:

Ken loved *exploring* the

environment near his

home.

His *adventures* included

beachcombing for

driftwood.

5

Punctuation Work (Cloze Activity):

Add capital letters, fullstops and question marks to the following sentences:

Ken spent much of his childhood exploring the environment near Port MacDonnell. Do you think he had a great childhood?

6

Dictionary Work (Extension):

Find the meaning of these list words:

flotsam = *items from a ship*

floating in the water

jetsam = *items thrown*

overboard that sink or wash ashore

7

Skills Practice:

- Trace over the spelling list words.
- Practise writing letters that you have trouble with.
- Draw a picture of your favourite scene from the story.

Name: _____

GROWING UP IN BOANDIK COUNTRY 51

8

Discussion Time:

With your partner, discuss how Ken and his family lived off and looked after the land and the sea.

9

Make the Connections:

Complete a **Book Review** of the story:

Title: _____

Author: _____

Illustrator: _____

Main characters: _____

Summary of story: _____

Favourite part of the story:



10

Question Time:

Write 3 questions for the author about the story and the illustrations:

1. _____

2. _____

3. _____

11

Visualise It:

Study the author's illustrations and draw your favourite page below:

Name: _____

FISHING YARNS

52

1

Spelling Builder:

Look, Say, Cover, Write, Check:

crayfish _____ **2**

commercial _____ **3**

dinghy _____ **2**

dragnet _____ **2**

design _____ **2**

woven _____ **2**

illegal _____ **3**

cherish _____ **2**

2

Syllable Work:

- Say each spelling word out loud.
- Say it again, breaking it down and clapping the syllables.
- Write how many syllables you can hear in each word in the box beside it.

3

Word Builder:

Add the correct letters to the list words below:

_ i _ _ h _ = dinghy

_ _ l e _ a _ = illegal

_ o _ _ n _ = woven

4

Word Maze:

Circle the list words. Which words are missing?

D	I	N	G	H	Y	D
R	L	E	S	R	A	E
A	L	U	I	G	C	S
G	E	S	D	T	N	I
N	G	G	L	H	O	G
E	A	W	O	V	E	N
T	L	C	L	Y	F	U
N	I	O	A	L	R	S
C	H	E	R	I	S	H

5

Sentence Work:

Choose the correct spelling words to complete the sentences:

Ken's Dad was a commercial fisherman. He caught crayfish using specially designed woven pots.

6

Dictionary Work (Extension):

Use a dictionary to find the meaning of these words:

prohibited = banned or illegal

blueprint = design

7

Skills Practice:

- Trace over the spelling list words.
- Practise writing letters that you have trouble with.
- Draw a picture of your favourite part of the story.

Name: _____

FISHING YARNS

52

8

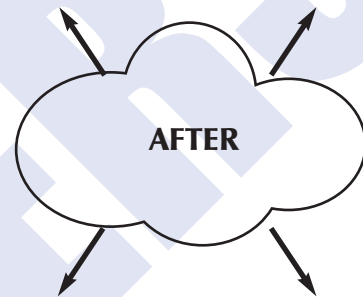
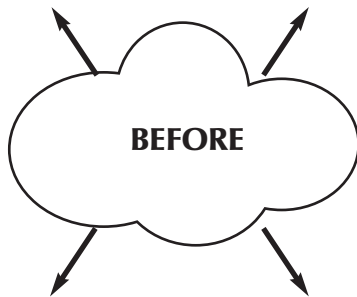
Discussion Time:

With your partner, discuss the things you've learned from the author's story.

9

Make the Connections:

Before and After Chart - write the things you knew before and know now after reading the author's story:



10

Thinking About the Text:

Write down 3 questions to help you find out more about crayfishing:

1. _____

2. _____

3. _____

11

Design It (Partner Work):

Using an A4 page, design a dust jacket for the story.

Add information on the author, illustrator and main characters.

Add a back cover blurb which gives a summary of the story.

Illustrate your dust jacket.

With your partner, present it to your classmates.

Name: _____

CARING FOR COUNTRY ⁵³

1

Spelling Builder:

Look, Say, Cover, Write, Check:

educator _____ **4**

officer _____ **3**

inspector _____ **3**

navigation _____ **4**

recreational _____ **5**

industry _____ **3**

Government _____ **3**

national _____ **3**

2

Syllable Work:

- Say each spelling word out loud.
- Say it again, breaking it down and clapping the syllables.
- Write how many syllables you can hear in each word in the box beside it.

3

Word Groups:

Write down the words from the list that are jobs:

educator

officer

inspector

4

Word Builder:

Add the correct letters to the list words below:

_ n _ p _ _ t _ _ = inspector

_ a _ _ o n _ _ = national

_ f _ _ c _ _ = officer

_ o _ e r _ _ e _ t = Government

_ _ u c _ t _ r _ = educator

5

Punctuation Work:

Add capital letters, fullstops and question marks to the following sentences:

Ken Jones educated people about the importance of looking after the marine environment.

Do you think people listened to him?

6

Dictionary Work (Extension):

Sort the list words in alphabetical order from 1 to 8. Write the 4th word and the 6th word here:

inspector

navigation

7

Skills Practice:

- Trace over the spelling list words.
- Practise writing letters that you have trouble with.
- Draw a picture of your favourite part of the story.

Name: _____

CARING FOR COUNTRY ⁵³

8

Discussion Time:

With your partner, discuss the different ways in which the author has cared for the environment throughout his life.

9

Make the Connections:

Write a letter to the author thanking him for all the amazing work he has done, and is still doing, to Care for Country:

10

Question Time:

Write 3 questions below for the author to help you find out more:

1. _____

2. _____

3. _____

11

Design It (Partner Work):

Design a certificate for the author rewarding them for their amazing work:

THIS CERTIFICATE GOES TO:

For:

Name: _____

SUPERINTENDENT IS COMING! 54

1

Spelling Builder:

Look, Say, Cover, Write, Check:

hunters _____ **2**

warriors _____ **3**

mission _____ **2**

grandmother _____ **3**

charcoal _____ **2**

humpy _____ **2**

vegetable _____ **3**

separated _____ **4**

2

Syllable Work:

- Say each spelling word out loud.
- Say it again, breaking it down and clapping the syllables.
- Write how many syllables you can hear in each word in the box beside it.

4

Word Maze:

Circle the list words. Which ones are missing?

M	C	H	U	V	L	I
E	H	D	A	E	S	W
O	A	M	G	G	R	A
S	R	I	V	E	O	R
Y	C	S	R	T	M	R
P	O	S	I	A	E	I
M	A	I	T	B	H	O
U	L	O	A	L	U	R
H	U	N	T	E	R	S

3

Plurals:

2 of the list words are plurals. Underline them. Make the other list words into plurals below:

missions, grandmothers, charcoal
(or charcoals), humpys, vegetables

HINT: not all list words can be made plural.

5

Sentence Work (Cloze Activity):

Choose the correct spelling words to complete the sentences:

The author's grandmother lived in a humpy with her family. They did not want to live at the mission.

6

Compound Words (Extension):

grandmother is a compound word:
grand / mother

Write 2 more compound words you know of below:

grand / father
grand / parents

7

Skills Practice:

- Trace over the spelling list words.
- Practise writing letters that you have trouble with.
- Draw a picture of your favourite part of the story.

Name: _____

SUPERINTENDENT IS COMING! 54

8

Discussion Time:

With your partner, discuss the parts of the story that you found funny or surprising.

9

Make the Connections:

Write a letter to the author about how the story made you feel. Include 2 questions to find out more information:

10

Making Comparisons:

Write down 4 things from the story that are different to how we live today:

1. _____

2. _____

3. _____

4. _____

11

Visualise It:

Draw a picture of the landscape where the author's family grew up:

Name: _____

Yarri and Jacky Jacky

55

1

Spelling Builder:

Look, Say, Cover, Write, Check:

heroes _____ **2**

settlers _____ **2**

dangerous _____ **3**

destroyed _____ **2**

rescued _____ **2**

floodwaters _____ **3**

survivors _____ **3**

plaques _____ **1**

2

Syllable Work:

- Say each spelling word out loud.
- Say it again, breaking it down and clapping the syllables.
- Write how many syllables you can hear in each word in the box beside it.

4

Word Search:

Use words from the list to complete the sentences:

They were true heroes.

They rescued many survivors from the floodwaters.

The town of Gundagai was destroyed.

3

Word Builder:

Add the correct letters to the list words below:

_ e _ c _ e _ = rescued

_ u _ _ i _ o _ s = survivors

d _ _ t _ o _ e _ = destroyed

5

Punctuation Work:

Add capital letters, fullstops and question marks to the following sentences:

Yarri and Jacky Jacky were great Wiradjuri heroes. They saved many of the Gundagai townspeople. Was this a brave act?

6

Dictionary Work (Extension):

Use a dictionary to find the meaning of the words below:

hazardous = dangerous

annihilated = destroyed

7

Skills Practice:

- Trace over the spelling list words.
- Practise writing letters that you have trouble with.
- Draw a picture of your favourite part of the story.

Name: _____

Yarri and Jacky Jacky

55

8

Discussion Time:

With your partner, retell the story in your own words. Ask one another a question about the story.

9

Make the Connections:

Write a letter to the Cootamundra-Gundagai Regional Council telling them how the story made you feel. Thank them for helping to build a statue of Yarri and Jacky Jacky:

10

Thinking About the Text:

Write down the good features of the main characters in the story:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

11

Design It:

Design a bravery award for Yarri and Jacky Jacky:

BRAVERY AWARD	
Name: _____	
For:	

Name: _____

Fire Stick Farming

1

Spelling Builder:

Look, Say, Cover, Write, Check:

grasslands _____ **2**forests _____ **2**bushfires _____ **2**weather _____ **2**climate _____ **2**wildlife _____ **2**habitat _____ **3**volunteers _____ **3**

2

Syllable Work:

- Say each spelling word out loud.
- Say it again, breaking it down and clapping the syllables.
- Write how many syllables you can hear in each word in the box beside it.

4

Compound Words:

Find 3 compound words from the list words:

grasslands = grass / lands

bushfires = bush / fires

wildlife = wild / life

3

Question Time:

Write a question to the Prime Minister using two or more list words:

5

Sentence Work (Cloze Activity):

Choose the correct spelling words to complete the sentences:

First Peoples stopped forests from taking over by burning the grasslands. This stopped bad bushfires and protected wildlife.

6

Dictionary Work (Extension):

Sort the spelling words in alphabetical order - number 1 to 8 beside each word. Write the 5th word here:

habitat

7

Skills Practice:

- Trace over the spelling list words.
- Practise writing letters that you have trouble with.
- Draw a picture of the First People practising Fire Stick Farming.

Name: _____

Fire Stick Farming

56

8

Discussion Time:

With your partner, discuss what a Bushfire Prevention Plan is. Find out as much as you can by researching the topic.

9

Make the Connections:

Write a thank you letter to the RFS (Rural Fire Services) volunteers, thanking them for their amazing efforts during the recent bushfires:

10

Thinking Beyond the Text:

List different ways people can help wildlife that have been affected by bushfires:

1. _____

2. _____

3. _____

4. _____

5. _____

11

Design It:

Use the information from your discussion time, and with your partner, plan and design a **BUSHFIRE PREVENTION PLAN**. Use some persuasive words to help persuade people about the importance of having one. Present it together to your classmates.

Name: _____

LET'S HAVE A YARN

1 Spelling Builder:
Look, Say, Cover, Write, Check:

connecting _____ **3**

sharing _____ **2**

creative _____ **3**

helpful _____ **2**

emotion _____ **3**

communicate _____ **4**

belonging _____ **3**

listening _____ **3**

2 Syllable Work:

- Say each spelling word out loud.
- Say it again, breaking it down and clapping the syllables.
- Write how many syllables you can hear in each word in the box beside it.

3 Suffixes:
5 of the list words contain suffixes. Underline them.
Add a suffix to these list words to create new words:

emotion → emotional

communicate → communicating

4 Word Maze:
Circle the list words. Which ones are missing?

B	A	M	C	L	E	O
E	R	N	I	I	M	E
L	H	G	U	S	O	V
O	E	N	S	T	T	I
N	L	I	O	E	I	T
G	P	R	C	N	O	A
I	F	A	T	I	N	E
N	U	H	E	N	A	R
G	L	S	I	G	E	C

5 Sentence Work (Cloze Activity):
Choose the correct spelling words to complete the sentences:

Krystal loves connecting to her culture and sharing it with others.
She loves being creative with her digital art.

6 Dictionary Work (Extension):
Use a dictionary to find the meaning of these words:

visionary = ambitious

convey = to send some kind of message

7 Skills Practice:

- Trace over the spelling list words.
- Practise writing letters that you have trouble with.
- Draw a picture of you connecting with someone.

Name: _____

LET'S HAVE A YARN

8 Discussion Time:
 With your partner, talk about the ways that the author can help others through her digital art.

9 Make the Connections:
 Write your own **tree poem** using the word **YARN**. See the example for ideas:

<p><i>Talk to Y our family</i></p> <p><i>sh A re your thoughts</i></p> <p><i>Help othe R s to belong</i></p> <p><i>Liste N and connect!</i></p>		<p>Y</p> <p>A</p> <p>R</p> <p>N</p>
---	--	---

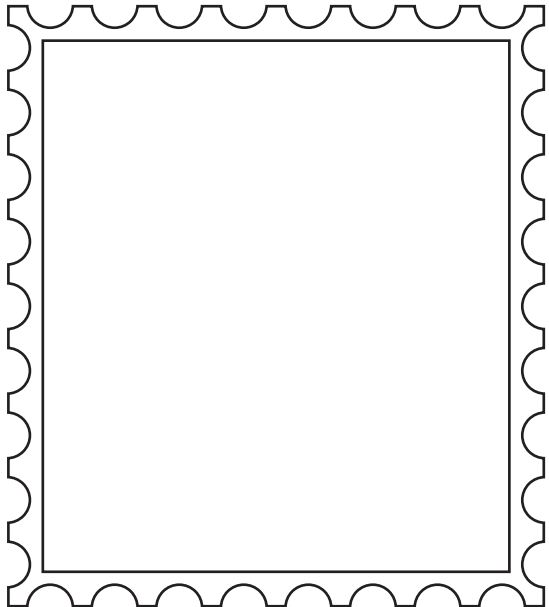
10 Thinking Beyond the Text:
 Write down 3 things you will start doing to help you connect:

1. _____

2. _____

3. _____

11 Design It:
 Design a postage stamp that shows the importance of communicating with others:



Name: _____

HEALING THROUGH 58 YARN TIME

1

Spelling Builder:

Look, Say, Cover, Write, Check:

beautiful _____ **3**
family _____ **2**
share _____ **1**
friendship _____ **2**
strong _____ **1**
happy _____ **2**
feelings _____ **2**
healing _____ **2**

2

Syllable Work:

- Say each spelling word out loud.
- Say it again, breaking it down and clapping the syllables.
- Write how many syllables you can hear in each word in the box beside it.

3

Word Builder:

Add the correct letters to the list words below:

_ a _ _ l _ = family
s _ _ o n _ = strong
_ e _ l i _ g = feelings

4

Grammar Time:

strong _____ stronger
_____ strongest

Use this list word and fill in the spaces:

happy _____ happier
_____ happiest

5

Sentence Work (Cloze Activity):

Choose the correct spelling words to complete the sentences:

It's important to share your feelings with your family. It helps the healing process and makes you happy.

6

Dictionary Work (Extension):

Sort the spelling words in alphabetical order - number 1 to 8 beside each word. Write the 2nd last word here:

share

7

Skills Practice:

- Trace over the spelling list words.
- Practise writing letters that you have trouble with.
- Draw a picture of your favourite part of the story.

Name: _____

HEALING THROUGH YARN TIME 58

8

Discussion Time:

With your partner, discuss a time that you were upset and how you felt better after talking about it with someone.

9

Make the Connections:

Write a letter to the author about how the story made you feel. Include some questions to help you find out more information.

10

Thinking About the Text:

Write about a time you were upset and how it helped you to talk about it to someone:

11

Design It:

Design a poster about the importance of talking about your feelings to help make things better.

Use some persuasive words to encourage people to talk to their family and friends. Present the poster to your classmates.

Name: _____

The Pearlers of the South Seas

1

Spelling Builder:

Look, Say, Cover, Write, Check:

shellfish _____ **2**

middens _____ **2**

mollusc _____ **2**

pearlers _____ **2**

valuable _____ **3**

luggers _____ **2**

industry _____ **3**

tourists _____ **2**

2

Syllable Work:

- Say each spelling word out loud.
- Say it again, breaking it down and clapping the syllables.
- Write how many syllables you can hear in each word in the box beside it.

4

Word Finder:

Use words from the list to complete the sentences:

First Nations people gathered
shellfish _____ from the sea.

They left the pearl shells in
middens _____ on the islands.

South Seas Pearls are very
valuable _____ and attract many
tourists _____ to Broome.

3

Word Builder:

Add the correct letters to the list words below:

__ d __ e __ s = middens

__ u __ g __ r __ = luggers

m __ _ l __ s __ = mollusc

5

Punctuation Work:

Add capital letters, fullstops and question marks to the following sentences:

The Kimberleys is famous for its pearl industry. South Seas Pearls are very valuable. Have you seen one before?

6

Dictionary Work (Extension):

Use a dictionary to find the meaning of these words:

precious = valuable

enterprise = industry or business

7

Skills Practice:

- Trace over the spelling list words.
- Practise writing letters that you have trouble with.
- Draw a picture of a South Seas Pearl.

Name: _____

The Pearl Diver of the South Seas

8

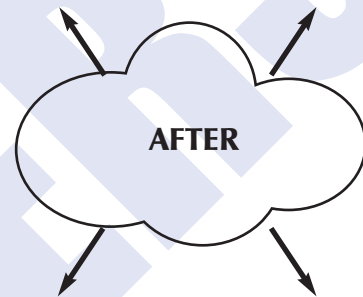
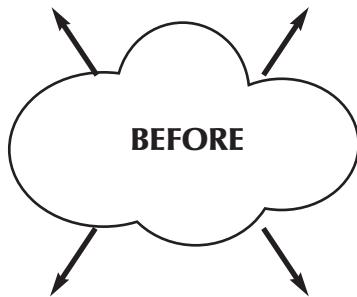
Discussion Time:

With your partner, discuss the new information that you have learned from the story.

9

Make the Connections:

Before and After Chart - complete the chart below with things you knew before and after reading the story:



10

Question Time:

Write down 2 questions for the author to help you find out more about the pearl industry:

1. _____

2. _____

11

Design It:

Design a piece of pearl jewellery which you could sell to the tourists:

Name: _____

WANDJINA'S COUNTRY⁶⁰

1

Spelling Builder:

Look, Say, Cover, Write, Check:

Kimberleys _____ **3**

depicted _____ **3**

explorers _____ **3**

diamonds _____ **2**

traders _____ **2**

business _____ **2**

special _____ **2**

figure _____ **2**

2

Syllable Work:

- Say each spelling word out loud.
- Say it again, breaking it down and clapping the syllables.
- Write how many syllables you can hear in each word in the box beside it.

4

Plurals:

4 of the list words are plurals. Underline them.

Three others can be made into plurals. Write them below:

businesses _____

figures _____

specials _____

Which word is left over?

depicted _____

3

Question Time:

Write a question using 2 or more of the list words:

1. _____

2. _____

5

Sentence Work (Cloze Activity):

Choose the correct spelling words to complete the sentences:

The Kimberleys is a special place. The figure of Wandjina is depicted on many cave walls.

6

Dictionary Work (Extension):

Sort the list words in alphabetical order from 1 to 8. Write the 2nd word and the last word here:

depicted _____

traders _____

7

Skills Practice:

- Trace over the spelling list words.
- Practise writing letters that you have trouble with.
- Draw a picture of Wandjina.

Name: _____

WANDJINA'S COUNTRY⁶⁰

8

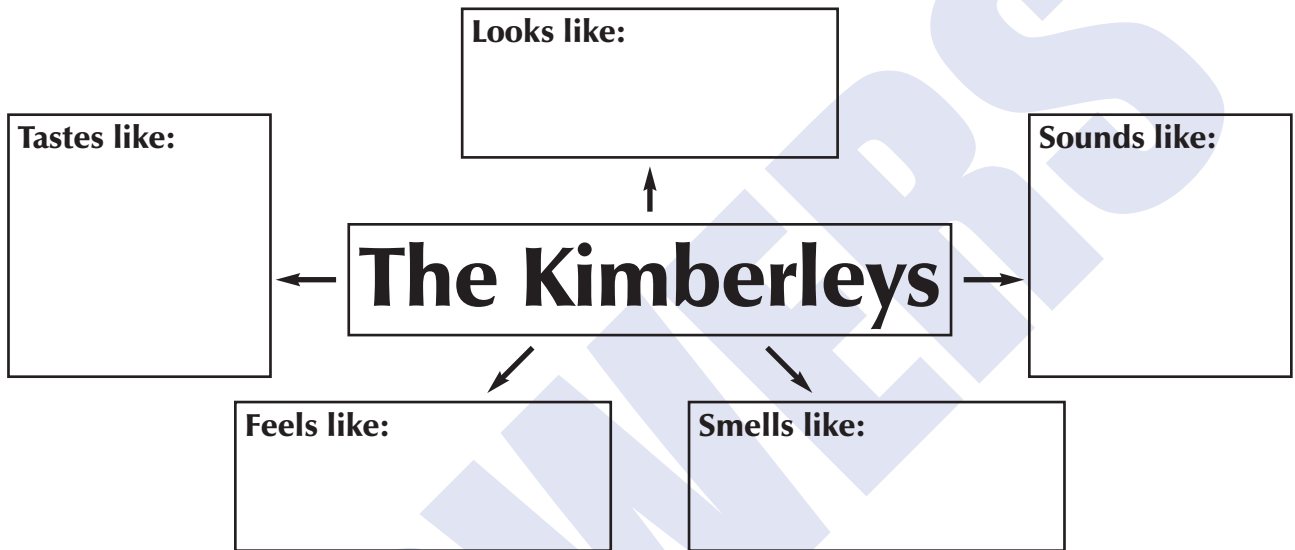
Discussion Time:

With your partner, find information from the story that is new to you.

9

Make the Connections:

Create a **Senses Chart** by adding words to each box that remind you of The Kimberleys:



10

Thinking About the Text:

Write down the 4 big industries you can find in The Kimberleys:

1. _____

2. _____

3. _____

4. _____

HINT: 1 of these industries starts with the letter T

11

Design It (A4 Page):

Design a poster advertising The Kimberleys as a great place to visit.

Use persuasive words to help convince the tourists to come.

Illustrate your poster with images from the story.

Present your poster to your classmates.
