



SET

3

History of the  
First Australians

# WORKBOOK

Teachers' Resource

Sharlene G. Coombs

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The First Australians

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History of the <sup>SET</sup>  
First Australians **3**  
**WORKBOOK**  
Teachers' Resource

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and recognise their continuing connection to land, waters and culture.  
We pay our respects to their Elders past, present and emerging.*

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# Introduction

**W**elcome 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 \_\_\_\_\_

starfish \_\_\_\_\_

Dreaming \_\_\_\_\_

beginning \_\_\_\_\_

people \_\_\_\_\_

animals \_\_\_\_\_

friends \_\_\_\_\_

travel \_\_\_\_\_

**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:

\_ r \_ e n \_ \_ = \_\_\_\_\_

\_ \_ o p \_ e = \_\_\_\_\_

t \_ \_ v \_ l = \_\_\_\_\_

**4 Word Finder:**  
Write words from the story that are animals:

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

In the \_\_\_\_\_, all the \_\_\_\_\_ were \_\_\_\_\_ that lived on other lands. The best way to \_\_\_\_\_ was by water.

**6 Compound Words (Extension):**  
Starfish is a compound word:

*star / fish*

Think of another compound word:

\_\_\_\_\_ = \_\_\_\_\_ / \_\_\_\_\_

**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 41

**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.

# Growing Up in Pipeclay

Name: \_\_\_\_\_

1

## Spelling Builder:

Look, Say, Cover, Write, Check:

parents \_\_\_\_\_

siblings \_\_\_\_\_

brother \_\_\_\_\_

family \_\_\_\_\_

father \_\_\_\_\_

community \_\_\_\_\_

kitchen \_\_\_\_\_

eldest \_\_\_\_\_

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 Groups:

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

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

3

## Word Builder:

Add the correct letters to the list words below:

\_ a \_ i l \_ = \_\_\_\_\_

f \_ \_ h e \_ = \_\_\_\_\_

\_ i \_ l \_ \_ g \_ = \_\_\_\_\_

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:

\_\_\_\_\_

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

**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:

Looks like: \_\_\_\_\_

Tastes like: \_\_\_\_\_

**Pipeclay**

Sounds like: \_\_\_\_\_

Feels like: \_\_\_\_\_

Smells like: \_\_\_\_\_

**10 Making Comparisons:**  
Write down 5 things below that are different to the way we live today:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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

**BRAVERY AWARD**

Name: \_\_\_\_\_

**For:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# FISHING YARNS

Name: \_\_\_\_\_

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

crayfish \_\_\_\_\_

commercial \_\_\_\_\_

dinghy \_\_\_\_\_

dragnet \_\_\_\_\_

design \_\_\_\_\_

woven \_\_\_\_\_

illegal \_\_\_\_\_

cherish \_\_\_\_\_

**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 \_ = \_\_\_\_\_

\_ \_ l e \_ a \_ = \_\_\_\_\_

\_ o \_ \_ n = \_\_\_\_\_

**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 \_\_\_\_\_ fisherman. He caught \_\_\_\_\_ using specially designed \_\_\_\_\_ pots.

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

prohibited = \_\_\_\_\_

blueprint = \_\_\_\_\_

**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: \_\_\_\_\_

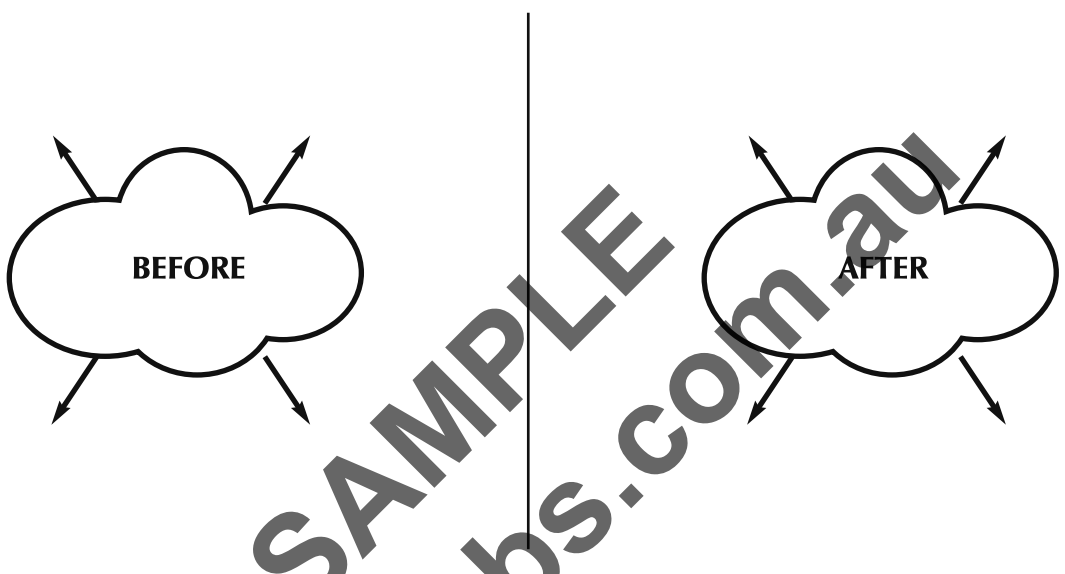
# FISHING YARNS

**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 <sup>53</sup>

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

educator \_\_\_\_\_

officer \_\_\_\_\_

inspector \_\_\_\_\_

navigation \_\_\_\_\_

recreational \_\_\_\_\_

industry \_\_\_\_\_

Government \_\_\_\_\_

national \_\_\_\_\_

**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:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**4 Word Builder:**  
Add the correct letters to the list words below:

\_ n \_ p \_ \_ t \_ \_ = \_\_\_\_\_

\_ a \_ \_ o n \_ \_ = \_\_\_\_\_

\_ f \_ \_ c \_ \_ = \_\_\_\_\_

\_ o \_ e r \_ \_ e \_ t = \_\_\_\_\_

\_ \_ u c \_ t \_ r \_ = \_\_\_\_\_

**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:

\_\_\_\_\_

\_\_\_\_\_

**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 <sup>53</sup>

**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:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# History of the **SET 3** First Australians **WORKBOOK** Teachers' Resource

Welcome to the Teacher Guide for our exciting, new and culturally inclusive **History of the First Australians Set 3!** This series provides you with stories that address diversity and inclusion within the context of stunning, authentic, Indigenous stories.

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

Activities for each story address spelling and vocab development, word study, oral language, comprehension and reading fluency.

Various ACARA F-10 References are covered, however, the primary purpose of this guide is to continually develop literacy skills and oral language opportunities within the context of Indigenous Perspectives.

## Answers



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