

History of the First Australians

SET 4

WORKBOOK

Teachers' Resource

ANSWERS

KNOWLEDGE
BOOKS AND SOFTWARE



The First Australians

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Overview

The Teachers' Resource for **History of the First Australians Set 4 – Our Stories** 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

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

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

We hope your students enjoy this most recent release of our popular History of the First Australians series.

Warm Regards,

Sharlene Coombs
Author

Ltyentye Apurte

Our Deadly Community!

Name: _____

1

Spelling Builder:

Look, Say, Cover, Write, Check:

students _____ **2**

community _____ **4**

language _____ **2**

culture _____ **2**

beefwood _____ **2**

yarn _____ **1**

climate _____ **2**

colours _____ **2**

2

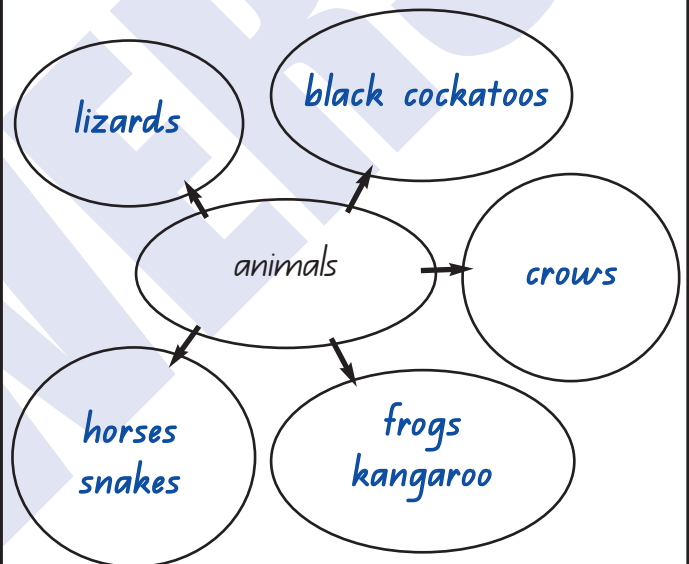
Syllable Work:

- 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:

c _ i _ _ t _ = climate

_ t _ d _ _ t _ = students

_ a _ g _ _ g _ = language

5

Sentence Work (Cloze Activity):

Choose the correct spelling words to complete the sentences:

Ltyentye Apurte is red, yellow and sandy. It has lots of rocks and rolling, big hills.

6

Compound Words (Extension):

Beefwood is a compound word:

beef / wood

Find 2 more compound words from the story:

grandfather, grandson, rainbow,
indoor, basketball, ironbark

7

Skills Practice:

- Trace over the spelling list words.
- Practise writing words which are hard to spell.
- Draw a picture of your favourite part from the story.

Ltyentye Apurte Our Deadly Community!

Name: _____

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

9 **Make the Connections:**
Write a letter to the Ltyentye Apurte students - ask a question to find out more about their community.

10 **Thinking Beyond the Text:**
Write a list of all the wonderful things you love about your own community:

1. _____

2. _____

3. _____

4. _____

5. _____

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

Name: _____

THE ANGRY GIANT

62

1

Spelling Builder:

Look, Say, Cover, Write, Check:

giant _____ **2**
legend _____ **2**
ocean _____ **2**
forest _____ **2**
gather _____ **2**
listen _____ **2**
rough _____ **1**
grasslands _____ **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.

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

3

Compound Words:

Grasslands is a compound word:

grass / lands

Find 2 more compound words from the story:

wagtail, parrotfish, crayfish,
stingray

5

Sentence Work (Cloze Activity):

Choose the correct spelling words to complete the sentences:

The wind changed. The sky grew dark and stormy. The cold, green sea became rough.

6

Dictionary Work (Extension):

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

listen

7

Skills Practice:

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

Name: _____

THE ANGRY GIANT

62

8

Discussion Time:

With your partner, discuss how the giant's selfish behaviour backfired on him.

9

Make the Connections:

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

Title: _____

Author: _____

Illustrator: _____

Characters: _____

Favourite words from the story: _____

Summary of story: _____

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 your favourite sea animal from the story and label it:

Stranded!

Dolphin Rescue

Name: _____

1

Spelling Builder:

Look, Say, Cover, Write, Check:

dolphins _____ **2**

stranded _____ **2**

signals _____ **2**

calves _____ **1**

surviving _____ **3**

rescued _____ **2**

special _____ **2**

policemen _____ **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

Question Time:

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

3

Proper Nouns:

These nouns start with a capital letter and are usually a name or place, e.g.: Uncle Ken Jones.

Write 2 more proper nouns from the story below:

*Fisheries Officer, Port Lincoln,
South Australia, Memory Cove*

5

Punctuation Work:

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

What could we do? Where do we start? We had no radio or mobile phones back then.

6

Dictionary Work (Extension):

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

echolocation the signals dolphins use to help them locate objects

emotion a feeling, like love or fear

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: _____

Stranded!

Dolphin Rescue

8 Discussion Time:
With your partner, discuss the challenges that Uncle Ken faced during this brave rescue.

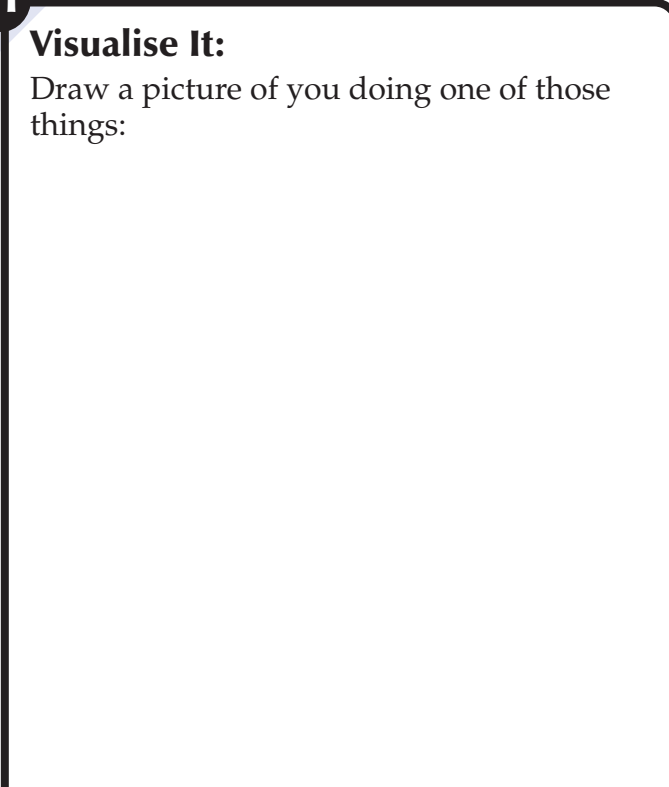
9 Make the Connections:
Find new information in the text and pictures and write and draw about it below:



10 Thinking Beyond the Text:
Write down the different things you could do to help save wildlife in your local area:

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

11 Visualise It:
Draw a picture of you doing one of those things:



Name: _____

Gindaja

The Cassowary

64

1

Spelling Builder:

Look, Say, Cover, Write, Check:

cassowary _____ **4**

Queensland _____ **2**

rainforests _____ **3**

totem _____ **2**

female _____ **2**

protect _____ **2**

threatened _____ **2**

habitat _____ **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:

Threatened contains a suffix:

threaten → ed

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

protect → protected

plant → planted

flap → flapped

3

Word Builder:

Add the correct letters to the list words below:

_ a _ i _ a _ = habitat

_ u _ e _ s _ _ n _ = Queensland

_ a _ s _ w _ _ _ = cassowary

5

Sentence Work (Cloze Activity):

Choose the correct spelling words to complete the sentences:

In Yidinji Storytime, Gindaja had large wings and could fly. He lost his way and flew into a very big lake.

6

Dictionary Work (Extension):

Sort the list words in alphabetical order from 1 to 8.

Write the 4th word and the 8th word here:

4. protect

8. 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: _____

Gindaja The Cassowary

64

8

Discussion Time:

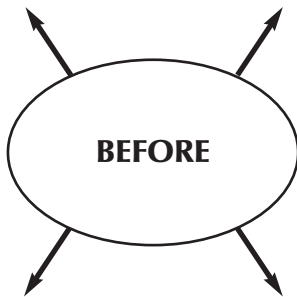
With your partner, discuss the parts of the story that you found funny or surprising.

9

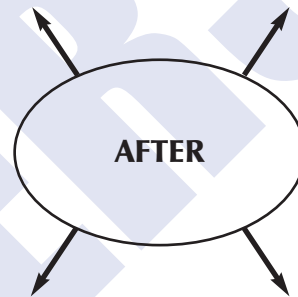
Make the Connections:

Complete the **Before and After Chart** 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 cassowaries:

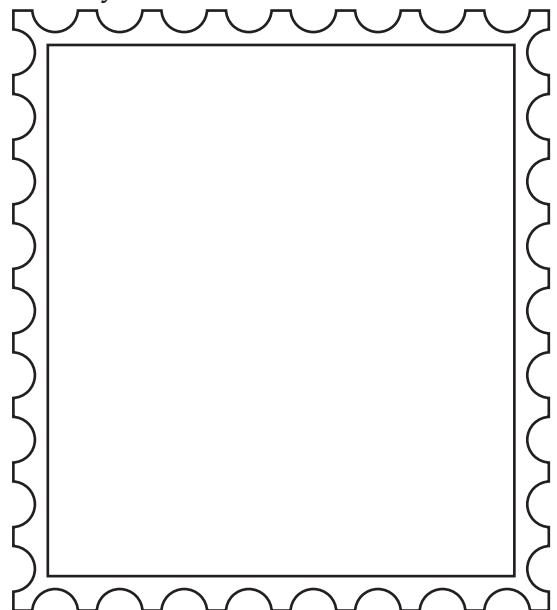
1. _____

2. _____

11

Design It:

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



Name: _____

AMAZING SEAWEED!

1

Spelling Builder:

Look, Say, Cover, Write, Check:

seaweed _____ **2**kelp _____ **1**attached _____ **2**surface _____ **2**sunlight _____ **2**compost _____ **2**healthy _____ **2**knowledge _____ **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

Antonyms (opposites):

Write words below that mean the opposite of healthy:

1. sick _____2. unhealthy _____3. unwell _____4. ill _____

5. _____

6. _____

3

Question Time:

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

5

Punctuation Work:

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

Australia has the most types of seaweed in the world. Many are found nowhere else in the world. The Limestone Coast off South Australia is a seaweed hotspot.

6

Sentence Sort (Extension):

Rearrange the words below to make a sentence:

kelp bull in "forests" grows

Bull kelp grows in "forests".

7

Skills Practice:

- Trace over the spelling list words.
- Practise writing letters that you have trouble with.
- Draw a picture a seaweed "forest".

Name: _____

AMAZING SEAWEED!

8 Discussion Time:
 With your partner, discuss the importance of seaweed for our oceans.

9 Make the Connections:
 Write your own acrostic poem using the word **SEAWEED**. See the example below for ideas:

S <i>uperfood!</i>	S _____
E <i>at it raw or cooked</i>	E _____
A <i>tached to the sea floor</i>	A _____
W <i>ith its roots</i>	W _____
E <i>lders made</i>	E _____
E <i>skys from them</i>	E _____
D <i>o you want seaweed with that?</i>	D _____

10 Thinking Beyond the Text:
 Write down 4 new things you've discovered after reading this story:

1. _____

2. _____

3. _____

4. _____

11 Design It:
 Design a poster with the heading "Would you like seaweed with that?".

Name: _____

Bush Tukka! ⁶⁶

1

Spelling Builder:

Look, Say, Cover, Write, Check:

country _____ **2**

native _____ **2**

gatherer _____ **3**

unsafe _____ **2**

identify _____ **4**

environment _____ **4**

vitamins _____ **3**

minerals _____ **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 _ h _ _ e _ = gatherer

n _ _ i _ e = native

_ i _ a _ i _ s = vitamins

4

Word Maze:

Circle the list words. Which words are missing?

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

5

Sentence Work (Cloze Activity):

Choose the correct spelling words to complete the sentence:

The author comes from a hunter and gatherer family. He knows which native plants are safe and unsafe to eat.

6

Dictionary Work (Extension):

Sort the list words in alphabetical order from 1 to 8.

Write the 6th and the 8th words here:

6. native

8. vitamins

7

Skills Practice:

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

Name: _____

Bush Tukka! ⁶⁶

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 then write and draw about it below:



10

Thinking About the Text:

Write 2 questions for the author to help you find out more about bush tukka:

1. _____

2. _____

11

Visualise It:

Create an advertisement promoting bush tukka in your local area.

Name: _____

WHAT'S IN A NAME?

1

Spelling Builder:

Look, Say, Cover, Write, Check:

Australia _____ **3**Aboriginal _____ **5**language _____ **2**cities _____ **2**people _____ **2**suburbs _____ **2**local _____ **2**vast _____ **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 Builder:

Add the correct letters to the list words below:

_ i _ i _ s = citiesl _ c _ _ = local_ a _ g _ a _ e = languages _ b _ r _ _ = suburbs_ u _ t _ a _ i _ = Australia

3

Proper Nouns:

Write all the proper nouns from the list words - add 2 more from the story:

Australia, Aboriginal, Canberra,Wagga Wagga, Wiradjuri

5

Punctuation Work:

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

The Gold Coast in Queensland has many Aboriginal suburbs. Tallebudgera is one of them and home to the Yugambah people.

6

Sentence Work (Extension):

Rearrange the words below to make a sentence:

state Australia Western is a dry large very

Western Australia is a very large,dry state.

7

Skills Practice:

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

Name: _____

WHAT'S IN A NAME?

8 Discussion Time:
 With your partner, discuss your favourite traditional name and why.

9 Make the Connections:
 Do some research in your local area to find out some places which have Aboriginal meanings - write your findings below:

10 Thinking About the Text:
 Write 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):
 Design a certificate for the town with the best Aboriginal meaning - explain why you have chosen it:

THIS CERTIFICATE GOES TO:

For:

Name: _____

Robbie

the Red Rubber Boot

68

1

Spelling Builder:

Look, Say, Cover, Write, Check:

beachcombing _____ **3**

different _____ **3**

washed _____ **1**

favourite _____ **3**

island _____ **2**

current _____ **2**

echoes _____ **2**

breeze _____ **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.

3

Word Finder: Write words from the story that are sea animals:

*sea dragon, bluebottles,
porcupine fish, cowrie shell, dolphins,
turtles, jellyfish, squid, octopus,
barnacles*

4

Word Maze:

Circle the list words. Which words are missing?

B	U	I	O	R	E	I
R	S	C	N	O	I	C
E	C	H	O	E	S	U
E	A	R	S	A	L	R
Z	H	D	H	C	A	R
E	O	N	B	L	N	E
W	A	S	H	E	D	N
S	T	E	L	R	Z	T

5

Punctuation Work:

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

*A friend of ours called Aunty Lucie was walking along that very beach one day.
Something red caught her eye in the deep seaweed.*

6

Dictionary Work (Extension):

Sort the spelling words in alphabetical order - number 1 to 8 beside each word. Write the 3rd and 7th words below:

3. *current* _____

7. *island* _____

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: _____

Robbie

the Red Rubber Boot

68

8

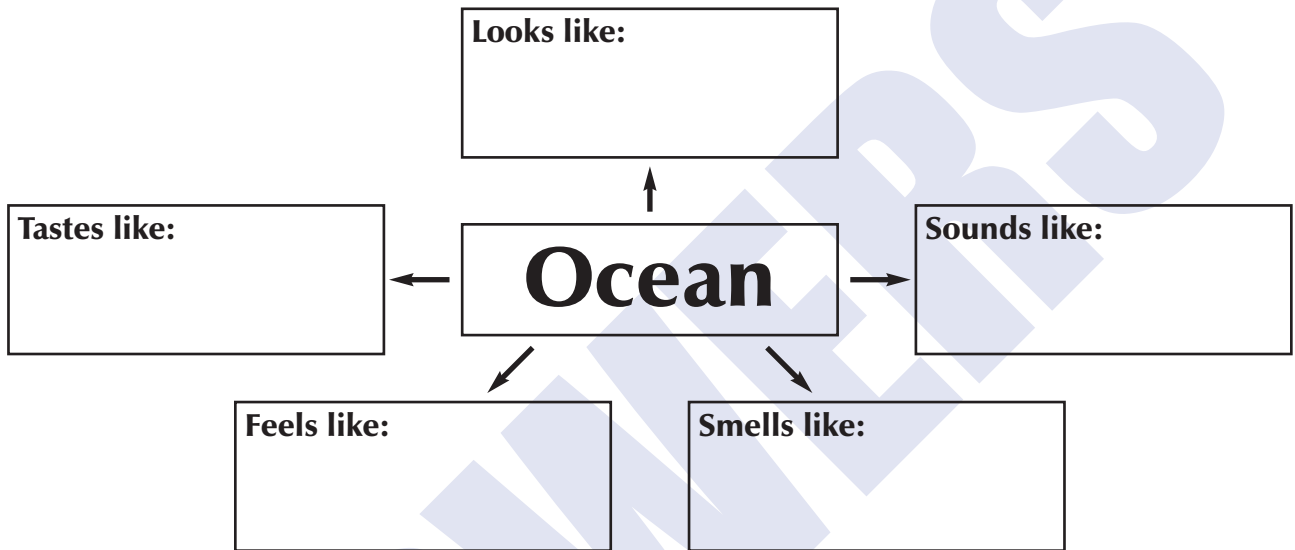
Discussion Time:

With your partner, discuss the reasons why Robbie travelled as far as he did.

9

Make the Connections:

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



10

Making Comparisons:

Write down 5 things that you've found when beachcombing:

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

11

Map It:

Using information from the story, draw a map showing the route that Robbie travelled in the ocean. Tip: an atlas will help you with the landmarks!

Name: _____

THE COLOUR OCHRE WARRIOR

1

Spelling Builder:

Look, Say, Cover, Write, Check:

colour _____ **2**

ochre _____ **2**

warrior _____ **3**

guide _____ **1**

feelings _____ **2**

express _____ **2**

proud _____ **1**

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.

4

Word Maze:

Circle the list words. Which words are missing?

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

3

Plural Work:

One of the list words is a plural.
Underline it. feelings

Make the following list words plurals:

colour → colours

warrior → warriors

5

Sentence Work (Cloze Activity):

Choose the correct spelling words to complete the sentence:

I am the Colour Ochre Warrior, I stand so tall and proud.

6

Dictionary Work (Extension):

Use a dictionary to find the meaning of these words:

embedded = fixed tightly into an area

purpose = a reason for existing

nurture = to care for or support

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 poem.

Name: _____

THE COLOUR OCHRE WARRIOR

8

Discussion Time:

With your partner, discuss the author's use of different colours and how they help to tell the story.

9

Make the Connections:

Write your own acrostic poem using the word **OCHRE**. See the example below for ideas:

O *range is the* _____

O _____

C *olour of the sunset on the* _____

C _____

H *orizon and the* _____

H _____

R *ocks in the desert, bringing* _____

R _____

E *nergy and healing!* _____

E _____

10

Thinking About the Text:

Write down a new title for the poem 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 back cover blurb.
- Illustrate your dust jacket.
- With your partner, present it to your classmates.

Name: _____

MESSAGES IN ART

1

Spelling Builder:

Look, Say, Cover, Write, Check:

culture _____ **2**storytellers _____ **4**shield _____ **1**design _____ **2**decoration _____ **4**journey _____ **2**energy _____ **3**symbol _____ **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

Question Time:

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

3

Word Builder:

Add the correct letters to the list words below:

_ h _ e _ _ = shield_ o _ r _ e _ = journeys _ m _ o _ = symbol

5

Sentence Work (Cloze Activity):

Choose the correct spelling words to complete the sentences:

The cassowary is the giver of life in Yidinji culture. It eats and spreads the seeds of the rainforest trees.

6

Sentence Sort (Extension):

Rearrange the words below to make a sentence:

storytellers our Nations First were people

Our First Nations people
were storytellers.

7

Skills Practice:

- Trace over the spelling list words.
- Practise writing letters that you have trouble with.
- Draw a picture of a warrior shield with your favourite totem design.

Name: _____

MESSAGES IN ART

8

Discussion Time:

With your partner, discuss your favourite message in the art from the story.

9

Make the Connections:

Write a letter to the author of the story telling him about what you liked. Include at least one question.

10

Making Comparisons:

Write down 3 new things that you have discovered from the story:

1. _____

2. _____

3. _____

11

Visualise It:

Draw a picture of the Yidinji landscape where Trevor grew up.

The Little Knowledge Warrior

Name: _____

1

Spelling Builder:

Look, Say, Cover, Write, Check:

country _____ **2**

artist _____ **2**

stories _____ **2**

knowledge _____ **2**

messages _____ **3**

totem _____ **2**

ancestors _____ **3**

learning _____ **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:

Jason King is an

_____ **artist** _____.

He tells _____ **stories** _____

through his art.

3

Plurals:

This list word is plural: **stories**.

Find 2 other plurals from the list:

1. **messages** _____

2. **ancestors** _____

5

Punctuation Work (Cloze Activity):

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

I often paint animals in my paintings. Can you see one? Many Aboriginal people have an animal as their totem.

6

Dictionary Work (Extension):

Find the meaning of these list words:

knowledge = **information that you have learned**

ancestors = **people in your family from the past**

7

Skills Practice:

- Trace over the spelling list words.
- Practise writing letters that you have trouble with.
- Draw a picture of a timeline from Jason's artwork.

Name: _____

The Little Knowledge Warrior

8

Discussion Time:

With your partner, discuss how stories can be kept alive by sharing them through art.

9

Make the Connections:

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

Title: _____

Author: _____

Illustrator: _____

Main Characters: _____

Favourite word from the story: _____

Summary of story: _____

10

Question Time:

Write 2 questions for the author about the story and the illustrations:

1. _____

2. _____

11

Visualise It:

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

Name: _____

Exploring lutruwita

1

Spelling Builder:

Look, Say, Cover, Write, Check:

language _____ **2**surfing _____ **2**explore _____ **2**campsite _____ **2**cloaks _____ **1**lookout _____ **2**campfire _____ **2**seafood _____ **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

Compound Words:

There are 4 compound words in the list - write them below:

1. campsite = camp / site2. lookout = look / out3. campfire = camp / fire4. seafood = sea / food

3

Word Builder:

Add the correct letters to the list words below:

 e o d = seafood a s t = campsitee p r = explore

5

Sentence Work:

Choose the correct spelling words to complete the sentences:

Mark and his friends love surfing. They drove their campervan to a campsite. They made a campfire.

6

Dictionary Work (Extension):

Use a dictionary to find the meaning of this word from the story:

Remarkable = amazing

Why do you think the cave was called Remarkable Cave?

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: _____

Exploring lutruwita

8

Discussion Time:

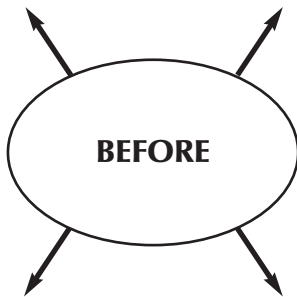
With your partner, discuss the importance of the palawa kani language to the First Nations people of lutruwita/Tasmania.

9

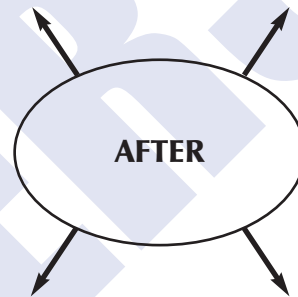
Make the Connections:

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

What I knew before:



What I know now:



10

Thinking About the Text:

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

1. _____

2. _____

3. _____

11

Map It (Partner Work):

With the help of an atlas, draw a rough map of lutruwita/Tasmania and label the places that Mark and his friend visited.

Place of the Sting Ray

Name: _____

1

Spelling Builder:

Look, Say, Cover, Write, Check:

important _____ **3**

thousands _____ **2**

coast _____ **1**

collected _____ **3**

settlers _____ **2**

dangerous _____ **3**

survival _____ **3**

peaceful _____ **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 Builder:

Add the correct letters to the list words below:

_ e _ t _ e _ _ = settlers

_ u _ v _ _ a _ = survival

_ o _ l _ c _ e _ = collected

_ h _ u _ a _ d _ = thousands

3

Question Time:

Use 2 or more list words to write a question:

5

Punctuation Work:

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

You can find it on the coast of South Australia, south of Mt Gambier.

6

Dictionary Work (Extension):

Sort the list words in alphabetical order from 1 to 8.

Write the 4th word and the 6th word here:

4. important

6. settlers

7

Skills Practice:

- Trace over the spelling list words.
- Practise writing letters that you have trouble with.
- Draw a picture of how you think the location would look.

Name: _____

Our Dolphin Connection

1

Spelling Builder:

Look, Say, Cover, Write, Check:

dolphin _____ **2**social _____ **2**surface _____ **2**signals _____ **2**clicking _____ **2**underwater _____ **4**respect _____ **2**stranding _____ **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. Which ones are missing?

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

3

Word Search:

Use words from the list to complete the sentences below:

Dolphins are social animals.They use clicking sounds to find

their way around. They come to the

surface to breathe.

5

Punctuation Work:

Add capital letters and fullstops to the following sentences:

Dolphins also feed on bigger fish like Tommy Ruff and salmon. They also love squid and cuttlefish.

6

Compound Words (Extension):

Underwater is a compound word:

under / water

Write 2 more compound words you know of below:

_____ = _____ / _____
 _____ = _____ / _____

7

Skills Practice:

- Trace over the spelling list words.
- Practise writing letters that you have trouble with.
- Draw a picture of a dolphin and label its parts.

Name: _____

Our Dolphin Connection

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 3 things that you've discovered after reading the story:

1. _____

2. _____

3. _____

11

Visualise It:

Draw a picture of a dolphin surfing the waves.

The Macassans

Visitors from the North

Name: _____

1

Spelling Builder:

Look, Say, Cover, Write, Check:

contact _____ **2**traded _____ **2**trepang _____ **2**coral _____ **2**customs _____ **2**collected _____ **3**visited _____ **3**explorers _____ **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 Search:

Use words from the list to complete the sentences:

The Macassans called the sea slug
trepang.

The trepang keeps the coral sands
clean.

Dutch explorers came from Europe.

3

Word Builder:

Add the correct letters to the list words below:

c _ s _ o _ _ = customs_ _ l _ e _ t _ d = collectede _ p _ o _ e _ _ = explorers

5

Punctuation Work:

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

The Macassans were stopped from coming after Australia became a nation. The Red Flag dance of Arnheim Land is in memory of their sailboats.

6

Dictionary Work (Extension):

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

algae = tiny organisms that live in water

faith = believing in something, like someone's religion

7

Skills Practice:

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

Name: _____

The Macassans

Visitors from the North

75

8

Discussion Time:

With your partner, use an atlas to find out where the places mentioned in the story are located.

9

Make the Connections:

Imagine yourself as a Macassan trader many years ago and write a journal entry for a day in your life:

10

Thinking About the Text:

Write down some of the benefits (good things) that resulted from the Macassan visits to Australia:

1. _____

2. _____

3. _____

4. _____

11

Design It:

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

Name: _____

Jungala ⁷⁶

1

Spelling Builder:

Look, Say, Cover, Write, Check:

ocean _____ **2**

mountains _____ **2**

desert _____ **2**

country _____ **2**

roadhouse _____ **2**

anything _____ **3**

friends _____ **1**

people _____ **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

Compound Words:

Find 2 compound words from the list words:

roadhouse

=

road / *house*

anything

=

any / *thing*

3

Question Time:

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

5

Sentence Work (Cloze Activity):

Choose the correct spelling words to complete the sentences:

Some people love the ocean. Some people love the mountains. I love the desert.

6

Dictionary Work (Extension):

Sort the spelling words in alphabetical order - number 1 to 8 beside each word. Write the 2nd and 5th words here:

2. country

5. mountains

7

Skills Practice:

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

Name: _____

Jungala⁷⁶

8

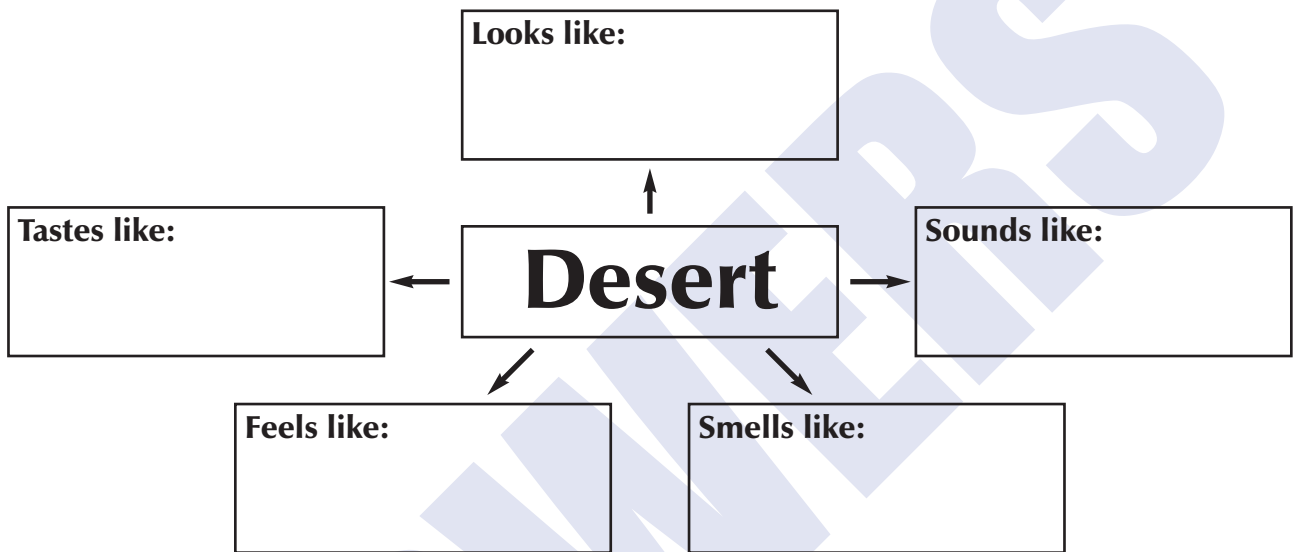
Discussion Time:

With your partner, discuss the challenges of trying to fix a roadhouse in the desert.

9

Make the Connections:

Create a **Senses Chart** by adding words to each box that remind you of the word **DESERT**. Use the story to help you:



10

Thinking Beyond the Text:

Write about a special connection you have with a place, like Dan has with the desert. Explain why it's special to you.

11

Design It:

Draw your own special place below and label it:

Name: _____

Mayala

of the Buccaneer Islands

77

1

Spelling Builder:

Look, Say, Cover, Write, Check:

metres _____ **2**

flooded _____ **2**

visited _____ **3**

shelters _____ **2**

climate _____ **2**

thousands _____ **2**

quickly _____ **2**

important _____ **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 ones are missing?

E	A	T	P	I	C	S	O
Q	C	L	I	M	A	T	E
U	E	R	N	P	R	K	V
I	E	D	I	O	L	U	M
C	M	E	T	R	E	S	Y
K	V	S	I	T	Q	U	A
L	C	S	P	A	I	D	Y
Y	A	T	M	N	R	A	I
V	I	S	I	T	E	D	L

3

Antonyms (Opposites):

Write a word below that means the opposite of quickly:

slowly

5

Punctuation Work:

Add the correct punctuation to the sentences below:

Iron ore has been mined on Cockatoo and Kulan Islands. The ore is loaded straight onto ships. The other islands are popular for fishing and tourism.

6

Dictionary Work (Extension):

Sort the list words in alphabetical order from 1 to 8. Write the 3rd and 7th words below:

3. important

7. thousands

7

Skills Practice:

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

Name: _____

Mayala

of the Buccaneer Islands

77

8

Discussion Time:

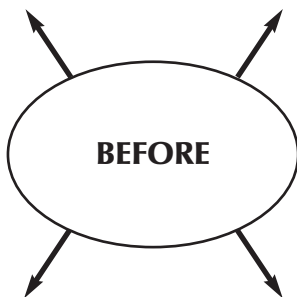
With your partner, talk about what life would have been like for the Mayala people many years ago. What challenges did they face?

9

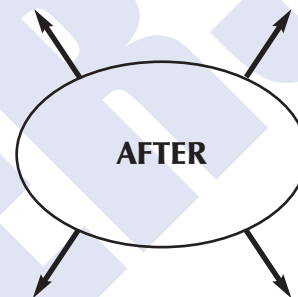
Make the Connections:

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

What I knew before:



What I know now:



10

Thinking Beyond the Text:

Write down 2 questions for the author to find out more about the Buccaneer Islands:

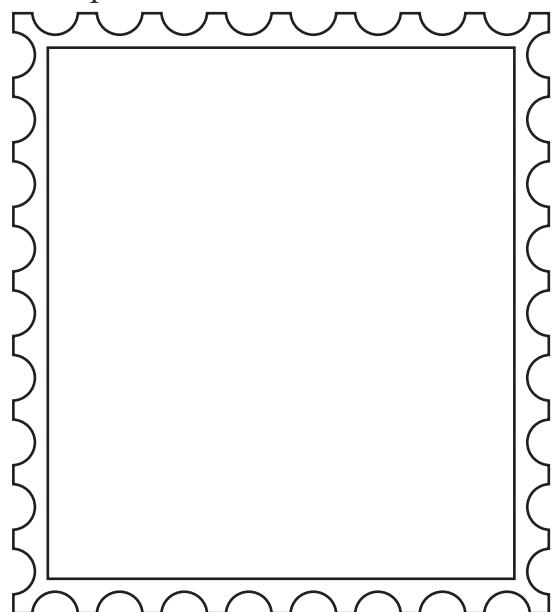
1. _____

2. _____

11

Design It:

Design a postage stamp promoting the Buccaneer Islands as an important First Nations place.



Name: _____

David Unaipon

The Man on the Fifty Dollar Note

78

1

Spelling Builder:

Look, Say, Cover, Write, Check:

shortened _____ **2**

settled _____ **2**

losing _____ **2**

forced _____ **1**

missions _____ **2**

school _____ **1**

invented _____ **3**

designs _____ **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 Search:

Find the list words that mean the following:

1. Where learning takes place:

school

2. Created or made:

invented

3. Plans or drawings:

designs

3

Word Builder - Suffixes:

Find the words in the list that have the suffix, "ed" on the end:

1. shortened

2. settled

3. forced

4. invented

5

Sentence Work (Cloze Activity):

Choose the correct spelling words to complete the sentences:

When David was young, he invented the sheep shears. This allowed sheep to be shorn very quickly.

6

Dictionary Work (Extension):

Sort the spelling words in alphabetical order - number 1 to 8 beside each word. Write the 4th and 6th words here:

4. losing

6. school

7

Skills Practice:

- Trace over the spelling list words.
- Practise writing letters that you have trouble with.
- Try sketching the design of the mechanical shears.

Name: _____

David Unaipon

The Man on the Fifty Dollar Note

78

8

Discussion Time:

With your partner, discuss how David made the most of his life, despite being made to live at the mission.

9

Make the Connections:

Explain some of the reasons why David Unaipon was such a good inventor:

1. _____

2. _____

3. _____

10

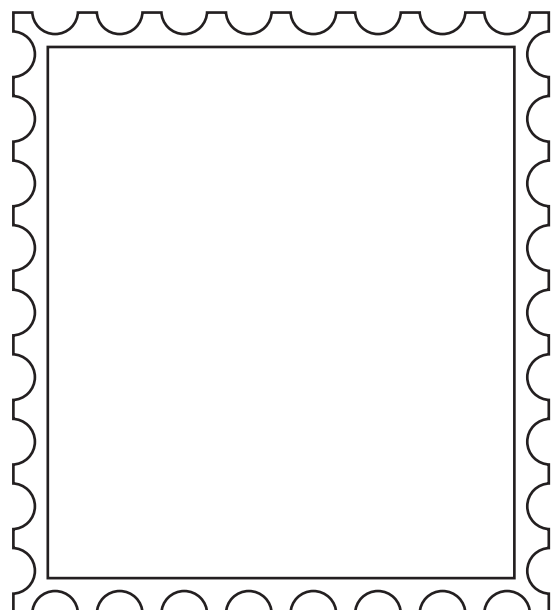
Thinking Beyond the Text:

Research some more of David Unaipon's inventions during his lifetime and write your results below:

11

Design It:

Design a stamp celebrating David Unaipon's invention of the sheep shears.



Name: _____

BURABI THE KOALA

79

1

Spelling Builder:

Look, Say, Cover, Write, Check:

koala _____ **3**
totem _____ **2**
protect _____ **2**
climbing _____ **2**
healthy _____ **2**
dangers _____ **2**
bushfires _____ **2**
rescue _____ **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:

_ l _ m _ i _ g = climbing
_ u _ h _ i _ e _ = bushfires
_ e _ l _ h _ = healthy

4

Word Finder:

Use words from the list to complete the sentences:

Firestick burning stopped big
bushfires from happening so
burabi were safer.

Burabi are good at climbing.

Some people had them as a
totem animal not to be eaten.

5

Punctuation Work:

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

Would you like to help Burabi? Talk with your family and friends about how you can help.

6

Word Meanings (Extension):

What does the word **koala** mean in Dharug language? Search the story for answer:

No water.

7

Skills Practice:

- Trace over the spelling list words.
- Practise writing letters that you have trouble with.
- Draw a picture of a burabi and label its parts.

Name: _____

BURABI THE KOALA

79

8

Discussion Time:

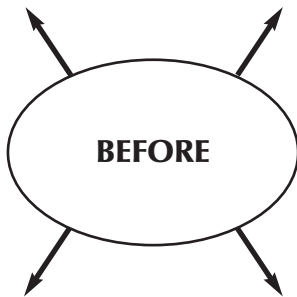
With your partner, discuss the things you can do in your local area to help the burabi.

9

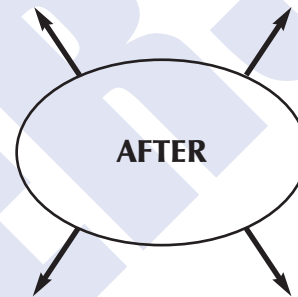
Make the Connections:

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

What I knew before:



What I know now:



10

Thinking Beyond the Text:

Write a letter to Friends of the Koala thanking them for the great work they do in rescuing burabi.

11

Design It:

Design a poster about the importance of saving the burabi.

Present the poster to your classmates.

Name: _____

ISLAND PLACES! 80

THE TORRES STRAIT

1

Spelling Builder:

Look, Say, Cover, Write, Check:

northern _____ **2**

narrow _____ **2**

formed _____ **1**

mainland _____ **2**

customs _____ **2**

feathers _____ **2**

music _____ **2**

machines _____ **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:

3 of the list words are plurals.
Write them below:

1. *customs* _____

2. *feathers* _____

3. *machines* _____

3

Question Time:

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

5

Punctuation Work:

Add capital letters and fullstops to the following sentences:

The Torres Strait is a narrow sea with lots of islands. It connects the Arafura Sea in the west with the Coral Sea in the east.

6

Dictionary Work (Extension):

Sort the list words in alphabetical order from 1 to 8.

Write the 1st and last words here:

customs _____

northern _____

7

Skills Practice:

- Trace over the spelling list words.
- Practise writing letters that you have trouble with.
- Draw a picture of a dhari from the information and photos in the story.

Name: _____

ISLAND PLACES! 80

THE TORRES STRAIT

8

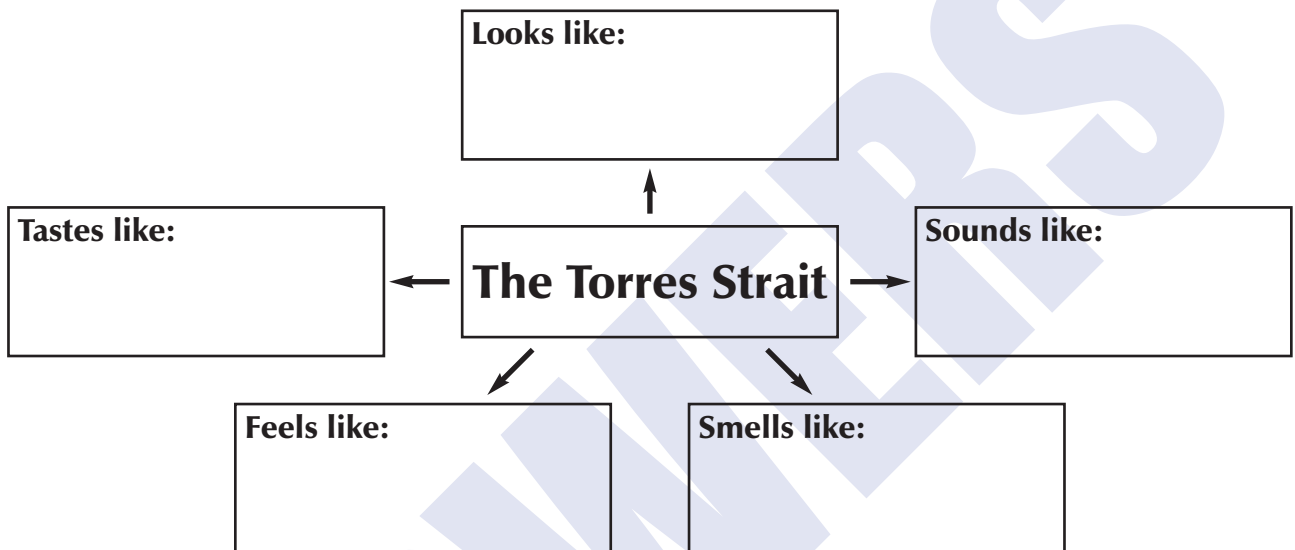
Discussion Time:

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 TORRES STRAIT**:



10

Thinking About the Text:

List 3 amazing things that you love about the Torres Strait:

1. _____

2. _____

3. _____

11

Design It (A4 Page):

- Design a poster advertising the Torres Strait 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.