



# JPPS Year 4 - Home Learning Stage 2 - Term 4 - Week 3

| Times are a suggestion based on regular school day   | Monday   | Tuesday  | Wednesday  | Thursday  | Friday   |
|--|--|--|--|---|--|
| <p><b>Morning Session 8:55am - 10:55am</b></p> <p>(5 minute Crunch and Sip break around 10:00am)</p> <p><b><u>Spelling List</u></b></p> <p>The list will be uploaded to the DLS on Monday after the KAHOOT</p> | <p><b><u>English</u></b></p> <p><b><u>Spelling</u></b></p> <p>Activity: Spelling KAHOOT</p> <p><b>WALT:</b> Investigate words to deepen understanding of vocabulary</p> <p><b>SC:</b> I can</p> <ul style="list-style-type: none"> <li>research spelling words</li> <li>use a strategy to find out words I don't know</li> </ul> <p><b>Word of the Day Part 1</b></p> <p>Choose a word you find challenging from the spelling list. Answer the following questions about that word:</p> <p>My word is:</p> | <p><b><u>English</u></b></p> <p><b><u>Spelling</u></b></p> <p><b>WALT:</b> Investigate words to deepen understanding of vocabulary</p> <p><b>SC:</b> I can</p> <ul style="list-style-type: none"> <li>research spelling words</li> <li>use a strategy to find out words I don't know</li> </ul> <p><b>Word of the Day Part 2</b> Using the word you chose yesterday, complete the following activities:</p> <p>Write a synonym (words with similar meaning):</p> <p>Write an antonym (words with opposite meaning):</p> <p><b><u>Reading</u></b></p> <p><b>WALT:</b> understand dreamtime stories</p> <p><b>SC:</b> I can</p> <ul style="list-style-type: none"> <li>identify what the story is</li> </ul> | <p><b><u>English</u></b></p> <p><b><u>Spelling</u></b></p> <p><b>WALT:</b> use effective vocabulary relevant to the type of text when responding to and composing texts.</p> <p><b>SC:</b></p> <ul style="list-style-type: none"> <li>I can create a word chart using the Frayer model.</li> </ul> <p>Choose a different focus word from your spelling list. Write it in the centre box. Complete the four outer boxes using your knowledge of your chosen focus word.</p> | <p><b><u>English</u></b></p> <p><b><u>Spelling</u></b></p> <p><b>WALT:</b> Investigate words to deepen understanding of vocabulary</p> <p><b>SC:</b></p> <ul style="list-style-type: none"> <li>I can find root words in given words</li> </ul> <p>What do you notice about these words?</p> <p><i>doorway</i><br/><i>indoors</i><br/><i>outdoors</i><br/><i>border</i><br/><i>fourth</i></p> <p>Can you find the root word? Look through your spelling list. Which other root words can you find?</p> <p><b><u>Reading</u></b></p> <p><b>WALT:</b> analyse a</p> | <p><b><u>English</u></b></p> <p><b><u>Reading</u></b></p> <p><b>WALT:</b> dreamtime stories</p> <p><b>SC:</b> I can</p> <ul style="list-style-type: none"> <li>create a diorama of a dreamtime story</li> <li>create a visual representation of the setting</li> <li>create a visual representation of the characters</li> </ul> <p>Create a diorama of the setting in the dreamtime story- <b>Tiddalik the Frog.</b></p> <p><a href="https://www.youtube.com/watch?v=CAUNMOCIMRE">https://www.youtube.com/watch?v=CAUNMOCIMRE</a></p> <p><b><u>Writing</u></b></p> <p><b>WALT</b> research an Australian animal</p> |

I think it means:

Dictionary definition:

Part of speech (e.g. is it a verb/noun/adjective?):

Write a sentence with the word:

### Reading

**WALT:** understand the purpose of a dreamtime story

**SC:** I can

- identify the purpose of a dreamtime story
- identify a dreamtime story

Join your class zoom for your teacher to display a powerpoint all about Aboriginal dreamtime stories.

After your zoom, watch the following clip. You will need to watch this and read the dreamtime story for the writing task.  
<https://www.youtube.com/watch?v=J4rAa6PREQM>

Here is a written version of

- trying to teach us
- identify a dreamtime story
- justify my answers using evidence in the text

Read the dreamtime story How the Turtle got its shell.

What does this mean?

These are the stories that belong to the Indigenous people and they teach us a lesson or they explain something about creation.

What do you think this dreamtime story is trying to teach us?

What are some Dreamtime stories that you know?

What might Dreamtime stories teach us about?

What might they teach us about creation?

Listen to this dreamtime story <https://www.abc.net.au/tveducation/programs/dust-echoes-the-mimis/13496332>

What is the story about?

Does the title give us any clues about the story?

|                                |                 |
|--------------------------------|-----------------|
| Definition (in your own words) | Characteristics |
| Examples                       | Non-examples    |

### Reading

**WALT:** understand how Aboriginal Dreamtime stories inform children

**SC:** I can

- identify features of a koala
- identify features of a kangaroo
- identify the message of the story

Read the story "Why the Koala has a stumpy tail"

**Why the Koala Has a Stumpy Tail**

The following story is based on a traditional Aboriginal Dreaming story of how the koalas came to have a short, stumpy tail.



Long, long ago in the Dreaming, there lived Koala and Tree Kangaroo. They were the very best of friends. Back then, Koala had a very long, furry tail just like his friend, Tree Kangaroo.

One year, there was no rain. All of the streams, rivers and lakes were dried up and no water was found anywhere. Even the leaves in the trees were dying. Koala said, "What are we going to do? We are going to die if we don't get some water to drink." Just then, Tree Kangaroo had a plan. He remembered back to the last dry season when his mother dug a hole in a dry stream bed. "She dug for hours until water began to fill the bottom of the dry hole," said Tree Kangaroo. "Let's try that!" said Koala.

So, Tree Kangaroo and Koala walked until they came to a dry stream bed. It was as dry as the desert. Koala said, "I am so thirsty and tired. Before I can start digging, I need to have a rest." So Koala climbed up the closest tree, and left Tree Kangaroo to start digging for the water.

After lots of digging, Tree Kangaroo called out to Koala, "Hey Koala, come and help me dig!" Koala began to climb down from the tree until he let out a big, "Ouch!"



dreamtime story as an informative text

**SC:** I can

- identify informative information within the text

Uluru is a site of great spirituality and culture. It is over 600 million years old and is a significant aspect of the Aboriginal land, culture and history.

The Indigenous people believe Uluru was created during the Dreaming. The Dreaming is the Aboriginal creation period, during which the spirits of the Aboriginal ancestors returned to Earth to create the animals, land and relationships. Due to its size and complexity, several Dreamtime stories tell the story of Uluru.

Read the dreamtime stories on Uluru below. In these stories you will learn how Uluru got its distinct features. Complete the Dreamtime Creation worksheet below. You will need to write the

**SC**

I can read and appreciate dreamtime stories

I can use researched information to write an informative text

I can use my class success criteria

I can use correct grammar and punctuation in my writing

Read the dreamtime story 'Why the Emu Can't Fly'

*Long, long ago in the Dreamtime there lived a flock of emus. There was none as cheeky as the emus. One day there was a big race from Uluru to the top of Australia. Birds came from all around the country to be in the big race. They all want their flock to win the race. Before the big event the birds all arrived and looked excited and nervous as they came up to the starting line, except the emus they had a very cheeky look on their faces. The race started and the birds were off flying as fast as they could but the emus stayed back and hung behind. They planned to*

the dreamtime story you viewed in the video.

Long ago in the Dreamtime when the earth lay sleeping and nothing moved or grew, lived the Rainbow Serpent. Then one day the Rainbow Serpent awoke and come out from beneath the earth. Refreshed from her long slumber she travelled far and wide leaving winding tracks from her huge body and then returning to the place she had first appeared. On her return she called to the frogs "come out!" The frogs came out slowly as their bellies were full with water which they had stored during their long sleep. The Rainbow Serpent tickled their stomachs and when the frogs laughed, the water spilled out all over the earth to fill the tracks of the Rainbow Serpent. This is how the lakes and the rivers were first formed. With water, grass and trees began to grow which woke all the animals who then followed the Rainbow Serpent across the land. They were happy on earth and each lived and gathered food with their own tribe. Some animals lived in rocks, some on the vast plains, and others

**Story Synopsis:** In this story a young man believes he is a disappointment to his father as he is a terrible hunter. He is taken by the friendly creatures who teach him to be happy and he realizes that his father loves him.

What is the main message of the video?

What was the purpose of the Dreamtime story?

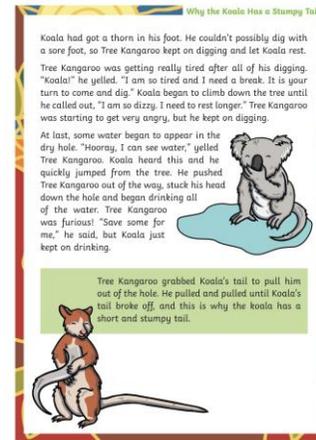
Create your own Mimi.

**Writing**

WALT identify important features of an informative text using technology.

SC  
I can construct an information display  
I can identify important features of an information display  
I can take a picture of my final work to show my teacher

Use the website below to



What are some Australian Animals in this story?

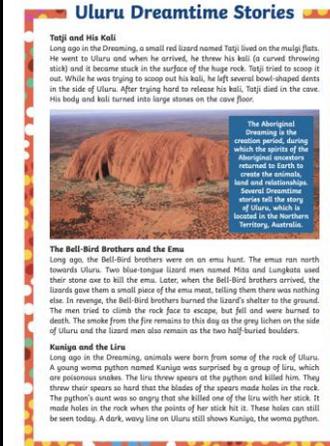
What are some unique features that a Koala has? .

What are some unique features that a Kangaroo has? .

How could we explain the creation of these features?.

What was happening in the

corresponding animal which created those features.



Write the beings that made the features listed. Justify your answer using evidence from the text.

| Feature                                 | Being      |
|---|------------|
| Stream of water                         | I think... |
| Large boulders on the floor of the cave |            |
| Dark, wavy line on Uluru                |            |
| Grey lichen                             |            |

take a shortcut but the Kookaburras saw them and told the other birds what the emus had done. Everyone was very angry! The bird spirits heard about it and they made the emus wings shrink. They became so small that the emus could no longer fly. Now that's why emus can't fly.

In this dreamtime story, why couldn't the emu fly?

Task- You need to inform future generations about the emu. Research the animal Emu and construct an informative text using the success criteria you made as a class. The text has been started for you. Try to add three more sentences per subtitle.

Plan/research

Informative text

**Emu's**

Emu's are large, flightless birds.

**Location**

Emu's are found in Australia

**Appearance**

*in trees and in the sky. The Rainbow Serpent made laws that they were all to obey but some began to make trouble and argue. The Rainbow Serpent said "Those who keep my laws will be rewarded; I will give them human form. Those who break my laws will be punished and turned to stone & will never to walk the earth again". Those who broke the law became stone and were turned into mountains and hills and those who were obedient were turned into human form and were each given their own totem of the animal, bird or reptile from when they began. The tribes knew themselves by their totems - kangaroo, emu, carpet snake, and many, many more. So no one would starve, the Rainbow Serpent ruled that no man should eat of his totem, but only of other totems. This way there was food for everyone. The tribes lived together on the land given to them by the Rainbow Serpent or Mother of Life and knew the land would always be theirs, and no one should ever take it from them.*  
Michael J Connolly and Munda-gutta Kulliwari

construct a World heritage: Kakadu information display. Follow the guide's instructions. Sometimes you need to drag the cards over more than once if the card does not stick. Once you reach the final page and he asks you to print it, take a screenshot and upload that here so your teacher can see your wonderful work!

<https://www.scootle.edu.au/ec/viewing/L5813/index.html>

setting.

Who was your favourite character and why?

Can this text inform us about Australian animals?.

Dreamtime stories tell us what is happening in the world at that time. The stories can be informative and fictional. All the points you have answered above are examples of some true information within the text. This story is fictional due to the characters' names, dialogue, theme and story structure.

### Writing

**WALT:** collect factual

|                          |  |
|--------------------------|--|
| Two half-buried boulders |  |
|--------------------------|--|

### Writing

WALT: Provide feedback to our peers

SC

I can be respectful of other people's work  
I can provide feedback to my peers work  
I can act on feedback given to me

Yesterday in writing, you created an information text on influential Indigenous Australian. Today, your teacher is going to share your work with the class. Your task is to read other groups texts and provide feedback in the comment section of Google Classroom.

To do this, you will need to go to the google classroom stream (main) page. You will see your teacher has shared with you google slides that have been completed from other groups. In the **comment section on google classroom only**, provide feedback to that

Even though they cannot fly, emu's still have wings

### **Diet**

Emu's eat a variety of things including

### **Young**

Did you know once the female lays her egg, the male sits on the egg for around 8 months?

**Writing**

**WALT:** Create a storyboard for dreamtime story

**SC:** I can

- retell a dreamtime story
- understand the important parts within a dreamtime story
- order the event in the story from beginning to end

Create a storyboard using the dreamtime story, How the Turtle got its shell.

Draw six boxes on paper and draw a scene in each box that demonstrates the story. Upload a picture to show your teacher.

information based on your groups influential person and your specific subtitle

**SC:** I can

- work as part of a team
- research accurate information
- make the presentation visually appealing
- write in clear, meaningful sentences
- seek additional information for additional subheadings

Your teacher has put you in a group with people from your class. You have been given the name of an influential Indigenous Australian as well subheadings. Over the next two days, you are going to work on your google slides document with your group. Today you need to research information on your influential Indigenous Australian and add the information into your slide. You only

group. **You need to give 2 stars and a wish feedback to three other groups.**

**You can not edit the students' work. We will be able to see if you edit their work. Please be respectful.**

Once you have received some quality feedback, you can make adjustments to **your** work. The teacher will then turn comments off.

Reflection- what is the most interesting thing you learnt about your person?

What is the most interesting thing you learnt about another groups person?

need to research one or two subheadings depending on your teacher's instructions. The other group members are going to research the other subheadings.

Subheadings include

1. Introduction and Background
2. Achievements and awards
3. Early years and family

If you and your group feel you need to add another subtitle, please do so!

Make sure you make your informative text presentation visually pleasing. Please ensure you are a good team member and respect your team's slides.

Tomorrow, your presentation is going to be shared with your class. You can view other's work and make adjustments to your own.

1. You will be put in a group by your teacher
2. Your teacher will give your group the name of an influential Indigenous Australian
3. Your teacher will

- give you a subheading.
4. You need to research information for your person for that subheadings.
  5. You can add slides and images
  6. Work as a team- have you met the success criteria?
  7. Have fun!

You will be provided with one of the following influential Indigenous Australians-

- Eddie Mabo
- Cathy Freeman
- Archie Roach
- Adam Goodes
- Evonne Goolagong Cawley
- Hon. Linda Burney

**Break**

Have something to eat and get outside to do some physical activity.

**Middle Session**  
11:15am - 12:35pm

**Mathematics**

**WALT:** use mental strategies and informal recording methods for multiplication

- SC:** I can
- show my understanding of division in a variety of ways

**Mathematics**

**WALT:** use mental strategies and informal recording methods for division

- SC:** I can
- show my understanding of division in a variety of ways
  - use mental strategies to solve division problems

**Lesson Warm Up:**

**Mathematics**

**WALT:** use mental strategies and informal recording methods for division and multiplication

- SC:** I can
- show my understanding of division and multiplication in a variety of ways

**Mathematics**

**WALT:** Show our understanding of multiplication and division strategies

- SC:** I can show my understanding of multiplication and division using a range of strategies.

**Mathematics**

**WALT:** solve division based word-problems

- SC:** I can use division strategies to solve word problems

**Lesson Warm Up:**

- use mental strategies to solve division problems

**Lesson Warm Up:**

*I am thinking of a number...*

It is 4 digits long  
It has factors of 3, 5 and 2.

What could my number be?

There are many different ways that we can solve multiplication problems.

What multiplication strategies do you know? (Write every strategy that you remember)

Use the video below to remind you about some strategies

<https://www.youtube.com/watch?v=Ram-TykPgl8>

Choose three of the strategies from the video, and use them to solve the below problem:

The answer is 3/4. What is the question?

There are many different ways that we can solve division problems.

Watch the below video, and then answer the following questions.

<https://www.youtube.com/watch?v=mCoZHri8RPw>

What is skip counting?

Write an example of skip counting using  
 $21 \div 3$

What are equal groups?

Write an example of equal groups using  
 $36 \div 4$

How could you use a number line to divide?

RECORD HERE:  
Write an example using  
 $63 \div 7$

What is a fact family?

Write an example fact family using  
 $81 \div 9$

There are more division strategies than these. Can you think of any others?  
Which is your favourite strategy?

- use different strategies to show my understanding

Make the number **126**  
Using all of these numbers (200, 5, 4, 2, 6)

You can use addition, subtraction, multiplication or division, but each number may only be used once.

Please complete the attached worksheet for today's work

**Extension:**

Please access the extension activity on this link

<https://nrich.maths.org/5573/index>

**Lesson Warm up:**

Can you make the following digits into the number 24?

4918

Please complete the google form on your google classroom for today's mathematics lesson.

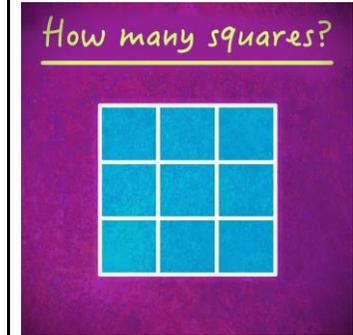
**Extension**

In the 2x2 multiplication square below, the boxes at the end of each row and the foot of each column give the result of multiplying the two numbers in that row or column.

|    |    |    |
|----|----|----|
| 7  | 5  | 35 |
| 3  | 4  | 12 |
| 21 | 20 |    |

The 3x3 multiplication square below works in the same way. The boxes at the end of each row and the foot of each column give the result of multiplying the three numbers in that row or

How many squares can you find in the picture below?



Complete the below word problems. Record your answer below each problem.

1. William wants to split his large book collection equally between himself and 5 friends. He has 672 books. How many books will they each get, and how many are left over?
2. There are 8 kindergarten students needing to borrow crayons from the teacher. The teacher has

$15 \times 4$

Strategy 1.

Strategy 2.

Strategy 3.

In your opinion, which is the best strategy for multiplication? Why?

What is the best strategy for the below questions:

1.  $591 \times 2$

Best strategy?

Solve the question:

2.  $813 \times 6$

Best strategy?

Solve the question:

Why?

Use your favourite strategy to solve the below questions. Don't forget to write your working out, and write your remainders.

$66 \div 5$

$92 \div 4$

$57 \div 3$

**Task 2:**

Complete 3 mathematics activities.

column.

|     |   |     |     |
|-----|---|-----|-----|
|     |   |     | 15  |
|     |   |     | 108 |
|     |   |     | 224 |
| 144 | 8 | 315 |     |

The numbers 1–9 may be used once and once only.

Can you work out the arrangement of the digits in the square so that the given products are correct?

82 crayons. If the teacher divides the crayons equally between the students, how many crayons will they each get? How many left over?

3. The pizza shop made 94 pizzas on Tuesday night. Everyone who ordered a pizza ordered 3 each. How many pizzas did each person get? How many pizzas were left over at the shop at the end?

1. Create your own word problem involving DIVISION

Solve your problem:

3.  $5913 \times 4$

Best strategy?

Solve the question:

**Extension:**

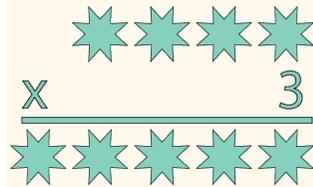
**All the Digits**

This represents the multiplication of a

4

-figure number by

3



The whole calculation uses each of the digits

0-9

once and once only.

The

4

2. Create your own word problem that involves both MULTIPLICATION and DIVISION

Solve your problem:

Go onto mathematics and complete the set activities

-figure number contains three consecutive numbers, which are not in order. The third digit is the sum of two of the consecutive numbers.

The first, third and fifth figures of the five-digit product are three consecutive numbers, again not in order. The second and fourth digits are also consecutive numbers.

Can you replace the stars in the calculation with figures?

### Break

Have something to eat and get outside to do some physical activity.

**Afternoon Session  
1:25pm to 2:55pm**

**D.E.A.R.** - 20mins

#### Science

**WALT:** identify changes in state from removing heat

**SC:** I can

- predict what will happen to substances when heat is

**D.E.A.R.** - 20mins

#### Mandarin

**WALT:** compose simple texts using familiar words

**SC:** Revision

1. I can say and write 'Australia', 'Australian' and 'I am Australian' in Chinese.

**D.E.A.R.** - 20mins

#### Science

**WALT:** identify changes in state from removing heat

**SC:** I can

- predict what will happen to substances when heat is removed
- observe in detail what happened to the substance

**D.E.A.R.** - 20mins

#### Dance

**WALT:** appreciate Indigenous dances

**SC:**

I can..

1. appreciate the origins of Indigenous art and dance as a

**D.E.A.R.** - 20mins

#### Sport

**WALT:** pass and catch a ball relevant to in- game netball situations

**SC:** I can

- catch a ball with correct landing

- removed
- observe in detail what happened to the substance when heat is removed

**Wonder:**

What might happen if we remove heat from different substances?

Will each substance react in the same way to the same amount of cooling?

**Task:**

Here is a range of materials.

|  |
|--|
| Water-based liquids such as water, cordial or milk             |
| Viscous liquids such as honey or oil                           |
| Alcohol-based liquids such as rubbing alcohol                  |
| Solids that easily melt such as chocolate buttons              |
| Solids that don't easily melt such as a plastic or metal spoon |

Identify the state of the different substances and predict what will happen when heat is removed from these substances. The substances will be placed in the

2. I can say China and other countries in Mandarin.

3. I can say and write 'China', 'Chinese person' and 'I am a Chinese' in Chinese.

**Task:**

1. Play video clip 1 <https://www.youtube.com/watch?v=z7dCIKMZeHE> and practice along with the speakers saying in Mandarin – Australia, Australian, I am in Australia. I am Australian. Australia is beautiful.

2. Play video clip 2 [https://www.youtube.com/watch?v=f\\_2mTJnRW-k](https://www.youtube.com/watch?v=f_2mTJnRW-k) and practice with the speaker saying in Mandarin - China and I am Chinese.

3. Write down the following Chinese sentences.

4. Take a photo of your work and upload it onto your DLS.

Australia 澳大利亚 ào dà lì yǎ

I am Australian 我是澳大利亚人

。 wǒ shì ào dà lì yǎ rén

China 中国 zhōng guó

I am Chinese 我是中国人。 wǒ shì zhōng guó rén

when heat is removed

Conduct this experiment below

<https://drive.google.com/file/d/1SKwHt9h5Zpb9582lAlw69ByJdWJ7-tUk/view?usp=sharing>

Print the worksheet out using the above link. Upload a photo of the 2 completed pages.

**Removing Heat**

Removing heat from a substance is called **cooling**. Cooling decreases the temperature of a substance. If the temperature is decreased enough, this can lead to a change of state, e.g. if a liquid is cooled to a certain point, it will change to a solid.

**Aim**

To observe what happens to a variety of liquids when heat is removed.

**Equipment**

liquids of varying consistencies, e.g. water, oil, milk, honey, vinegar

resealable plastic bags

a freezer

**Method**

- Place two tablespoons of each liquid into separate, resealable plastic bags. (Teacher note: You may like to prepare these bags in advance.)
- Predict what each liquid might be like after two hours in the freezer, then after four hours in the freezer. Record your predictions in the table provided.
- Record your observations of each liquid at room temperature. What does the liquid look and feel like? (Safety note: Do not remove the liquids from the bag when you are making your observations.)
- Place the plastic bags into the freezer. Leave them for two hours.
- Remove the plastic bags from the freezer. Quickly record your observations of each substance. What does it look and feel like now?
- Place the plastic bags back into the freezer. Leave them for another two hours.
- Remove the plastic bags from the freezer. Record your observations of each substance. What does it look and feel like now?
- Answer the discussion questions.

- form of storytelling.
- describe movements and how they tell a story.
- interpret and appreciate dance performances.

Background information:

Aboriginal culture dates back as far as between 60,000 to 80,000 years. This is when Aborigine's first settled in Australia. The first evidence of Aboriginal culture is evident in the still visible rock art which dates back more than 20,000 years.

Ochres were used to paint on rocks. Archaeologists have been able to date remains and findings as far back as 40,000 to 60,000 years from discoveries of primal campsites.

There is no written language for Australian Aboriginal People so in order to convey their important cultural stories through the generations it is portrayed by symbols/icons through their artwork.

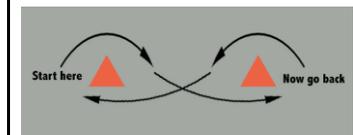
technique used in netball

- do a chest and overhead pass
- do a one-hand alternating pass

**Warm up: (5mins)**

**Let's warm the body up by working on some agility**

Place two cones or objects approximately 1 metre apart. Keep your body faced forward whilst you step around the cones in a figure 8 motion. Keep steps short and sharp. Repeat this process to appropriately warm up whilst improving your footwork skills.



**Skill instruction**

There are numerous ways you can pass the ball to your teammate in netball. Whether it's a

refrigerator or freezer. Look at the pictures, What did you notice?

Water -



Rubbing alcohol and water

Watch this to explore water and alcohol a bit more

<https://www.youtube.com/watch?v=gXSwhu6au6Y>

## PE

LI: hit a ball with a tennis racquet

SC: I can

- look at the ball
- control the racquet with power

## Prediction

Predict what each liquid will look and feel like after it has been in the freezer.

| Name of Liquid | After two hours in the freezer | After four hours in the freezer |
|----------------|--------------------------------|---------------------------------|
|                |                                |                                 |
|                |                                |                                 |
|                |                                |                                 |

## Observations

In the tables below, draw and write your observations at each stage of the activity.

Liquid 1: \_\_\_\_\_

| At room temperature | Two hours in the freezer | Four hours in the freezer |
|---------------------|--------------------------|---------------------------|
| It is _____         | It is _____              | It is _____               |

Liquid 2: \_\_\_\_\_

| At room temperature | Two hours in the freezer | Four hours in the freezer |
|---------------------|--------------------------|---------------------------|
| It is _____         | It is _____              | It is _____               |

Liquid 3: \_\_\_\_\_

| At room temperature | Two hours in the freezer | Four hours in the freezer |
|---------------------|--------------------------|---------------------------|
| It is _____         | It is _____              | It is _____               |

Liquid 4: \_\_\_\_\_

| At room temperature | Two hours in the freezer | Four hours in the freezer |
|---------------------|--------------------------|---------------------------|
| It is _____         | It is _____              | It is _____               |

Liquid 5: \_\_\_\_\_

| At room temperature | Two hours in the freezer | Four hours in the freezer |
|---------------------|--------------------------|---------------------------|
| It is _____         | It is _____              | It is _____               |

## Reflection:

Revisit wonder questions and apply your observations to create hypotheses to these questions.

What might happen if we remove heat from different substances?

Will each substance react in the same way to the same amount of

It is imperative to pass on information to preserve their culture. Indigenous art is centered on storytelling. It is used as a chronical to convey knowledge of the land, events and beliefs of the Aboriginal people.

The use of symbols is an alternate way to write down stories of cultural significance, teaching survival and use of the land. The interpretations of the iconography differ depending on the audience.

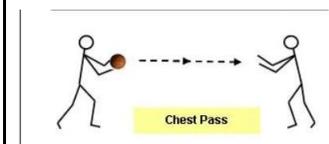
You might like to explore some artworks here on the National Gallery of Australia's website: <https://nga.gov.au/collections/atsi/>

Similarly, Aboriginal People also used dance to tell stories. Today we are analysing and appreciating the dance titled "Moth" by the Bangarra Dance Company.

## Before watching:

- What kind of creature is a moth and what does it look like?

chest pass, one-handed pass, overhead pass or lob pass, all need to be done with accuracy and power. A great way to improve on these types of passes is through these following simple netball drills and the use of a wall:



## Part 1 - Chest and Overhead Wall Pass

Stand approximately two metres away from the wall and throw a ball chest height and head height passes into the wall. Marking an 'x' on the wall with chalk or tape will help you throw more precise passes. Do 15 of each and then to move onto the next drill.



Honey -



cooling?

- What is the Aboriginal or Torres Strait Islander word for moth?
- What is metamorphosis?
- What are the stages in the life cycle of a moth? Eg, caterpillar, pupae, adult.

**Now watch the following performance:**

<https://www.youtube.com/watch?v=mvkUBflq50I>

After watching:

- How many dancers are there?
- Which different stages in the moth's life cycle did you see?
- Which moments remind you of the pupae stage? Describe the movements.

Watch the instruction video below

<https://www.youtube.com/watch?v=NogkAXDT8f4>

Watch the video of Miss Nelson doing a chest pass

<https://youtu.be/WjTMpuEB4os>

Did she have the correct technique for a chest pass?

What could she improve on?



*Part 2 - One Hand Wall Pass or Shoulder Pass*

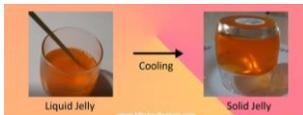
Standing at a similar distance away from the wall as the previous drill, now throw one-handed passes. If you can't make the distance, step closer



Chocolate melts -



Jelly -



- Which movements help them look like they are winged moths? Describe the movements.
- The dancers are leaning forward and stretching out at the beginning of the dance. What do you think they are doing?
- How do their movements change towards the end of the dance?
- Why do the two dancers stay close together?

to the wall. Make sure each pass is done at around head height and then caught at a similar height. Aim to make a total of 20 passes.

Watch the instruction video below

<https://www.youtube.com/watch?v=yVyPZPUhet0>

Watch the video of Miss Nelson doing a shoulder pass

<https://youtu.be/4C7BZwjLl2I>

Did she have the correct technique for a shoulder pass?

What could she improve on?



| <b>Sub<br/>sta<br/>nc<br/>e</b> | <b>Cur<br/>rent<br/>Stat<br/>e</b> | <b>Pre<br/>dict<br/>ion<br/>of<br/>wh<br/>at<br/>the<br/>ne<br/>w<br/>stat<br/>e<br/>will<br/>be</b> | <b>Ob<br/>ser<br/>vati<br/>on<br/><i>(wh<br/>at<br/>did<br/>you<br/>noti<br/>ce)</i></b> |
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