

History of the ^{SET}
First Australians **5**
WORKBOOK
Teachers' Resource

**KNOWLEDGE
BOOKS**



The First Australians

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Overview

The Teachers' Resource for **History of the First Australians Set 5** 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 fifth set of our popular History of the First Australians series.

Warm Regards,

Sharlene Coombs

Author

Name: _____

The Noongar Seasons

1

Spelling Builder:

Look, Say, Cover, Write, Check:

seasons _____ **2**

collect _____ **2**

hunting _____ **2**

gathering _____ **3**

language _____ **2**

cultures _____ **2**

weather _____ **2**

enough _____ **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:

c _ l _ _ r _ s = cultures

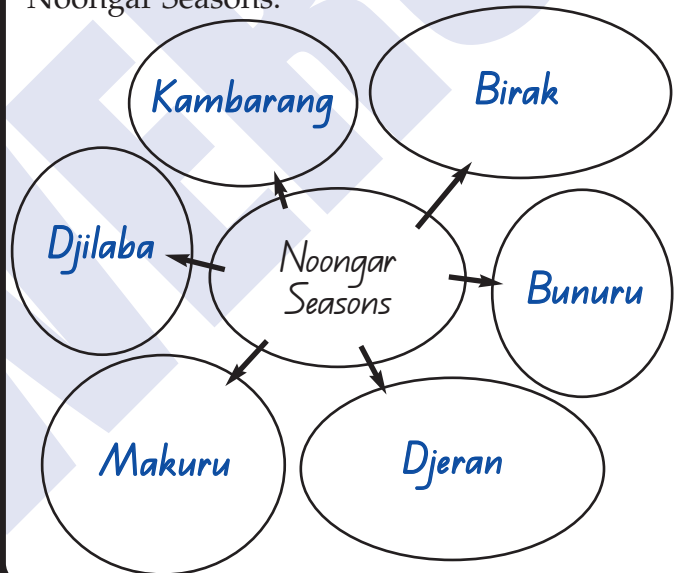
_ u _ t _ _ g = hunting

_ a _ g _ _ g _ = language

4

Word Finder:

Write 6 words from the story that are Noongar Seasons:



5

Sentence Work (Cloze Activity):

Hunting and gathering always follows the six seasons.

These seasons are formed by the weather.

6

Dictionary Work (Extension):

Sort the spelling words in alphabetical order – number 1 to 8 beside each word.

Write the 5th word here:

5. hunting

7

Skills Practice:

- Trace over the spelling list words.
- Practice writing letters that you have trouble with.
- Draw a picture of your favourite Noongar season.

Name: _____

The Noongar Seasons

8

Discussion Time:

Talk to your partner about your favourite Noongar season and why.

9

Make the Connections:

Write a letter to the Noongar community telling them what your favourite Noongar season is and why. Include at least one question for them.

10

Sequencing:

Complete the sequence of Noongar Seasons. Add what is hunted and gathered for each season:

1. _____

2. _____

3. _____

4. _____

5. _____

11

Visualise It:

Draw and label some of the things that are collected, hunted and gathered during the Noongar seasons.

Name: _____

Burinyi – The Great Barrier Reef

82

1

Spelling Builder:

Look, Say, Cover, Write, Check:

creation _____ **3**

clan _____ **1**

warrior _____ **3**

woomera _____ **3**

canoe _____ **2**

paddled _____ **2**

stingray _____ **2**

underwater _____ **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.

3

Compound Words:

Stingray is a compound word:

sting / ray

Find another compound word from the list:

underwater = under / water

4

Word Maze:

Circle the list words below.

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

5

Sentence Work (Cloze Activity):

Choose the correct spelling words to complete the sentences:

Gunya and his wife then paddled out in their canoe.
They hoped to catch lots of fish for their clan.

6

Dictionary Work (Extension):

Use a dictionary to find the meaning of these words:

lore knowledge/ways of doing things

sacred very important or special to a culture

7

Skills Practice:

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

Name: _____

Burinyi – 82 The Great Barrier Reef

8

Discussion Time:

Discuss why Burinyi is such an important place for all people today.

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 Murujum and label the different parts:

Name: _____

NATURE'S TIME

FOR THE FIRST PEOPLES

83

1

Spelling Builder:

Look, Say, Cover, Write, Check:

measure _____ **2**

seasons _____ **2**

northern _____ **2**

southern _____ **2**

signs _____ **1**

cycle _____ **2**

nature _____ **2**

watching _____ **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

Antonyms (opposites):

There are two words in the list that mean the opposite of one another. Write them below:

northern

southern

5

Punctuation Work:

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

How would you know the time without a clock? First Nations people measured time by what was happening around them.

6

Dictionary Work (Extension):

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

cycle something that happens again and again

position a place where something is found

7

Skills Practice:

- Trace over the spelling list words.
- Practise writing letters that you have trouble with.
- Draw a picture of one of the ways you measure time yourself.

Name: _____

NATURE'S TIME

FOR THE FIRST PEOPLES

83

8

Discussion Time:

With your partner, discuss the signs that show the changing seasons in your local area.

9

Make the Connections:

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



10

Thinking Beyond the Text:

Stop and listen – write down all the sounds you can hear happening around you now. What season is it?

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

Put a tick next to the sounds that you hadn't noticed until you started paying attention.

11

Visualise It:

Draw a coloured and labelled picture of the sun moving across the sky from sunrise to sunset:

How the Snake Got Its Poison

Name: _____

1

Spelling Builder:

Look, Say, Cover, Write, Check:

Dreamtime _____ **2***powerful* _____ **3***necklace* _____ **2***everywhere* _____ **3***poison* _____ **2***goanna* _____ **3***everyone* _____ **3***venom* _____ **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

Synonyms:

Write down 2 words from the list which are synonyms – their meanings are similar or the same:

poison _____*venom* _____

3

Compound Words:

Dreamtime is a compound word:

Dream / time

Write down the 3 other compound words from the list:

necklace = *neck* / *lace**everywhere* = *every* / *where**everyone* = *every* / *one*

5

Sentence Work (Cloze Activity):

Choose the correct spelling words to complete the sentences:

In the *Dreamtime* of the Yidinji people, there once lived a *goanna*.This *goanna* had a very *powerful* *necklace*.

6

Dictionary Work (Extension):

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

Write the 3rd word and the 6th word here:

3. *everywhere*6. *poison*

7

Skills Practice:

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

Name: _____

How the Snake Got Its Poison

84

8

Discussion Time:

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

9

Make the Connections:

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

Title: _____

Author: _____

Illustrator: _____

Characters: _____

Favourite words from the story: _____

Summary of story: _____

10

Thinking About the Text:

Write down 2 questions below for the author to help you find out more about goannas and snakes:

1. _____

2. _____

11

Design It:

Draw a goanna or snake and label its body parts:

Name: _____

Clearing the Continent

1

Spelling Builder:

Look, Say, Cover, Write, Check:

owned _____ **1**government _____ **3**private _____ **2**common _____ **2**colony _____ **3**rights _____ **1**law _____ **1**returned _____ **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:

_ r i _ a t _ = privatec _ _ m o _ = commonr _ t _ r _ e _ = returned

4

Word Maze:

Circle the list words below.

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

5

Punctuation Work:

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

Were people in Australia before the British came or was it empty? Britain said it was empty and they now owned the land.

6

Sentence Sort (Extension):

Rearrange the words below to make a sentence:

common a park is ground a

A park is a common ground.

7

Skills Practice:

- Trace over the spelling list words.
- Practise writing letters that you have trouble with.
- Draw a picture showing what was happening on page 20.

Name:

Clearing the Continent

8

Discussion Time:

With your partner, listen to and discuss the Paul Kelly song, "From Little Things, Big Things Grow".

9

Make the Connections:

Write a letter to the author telling him how this story made you feel. Include at least one question.

10

Thinking Beyond the Text:

Write down 3 new things you've discovered after reading this story:

1.

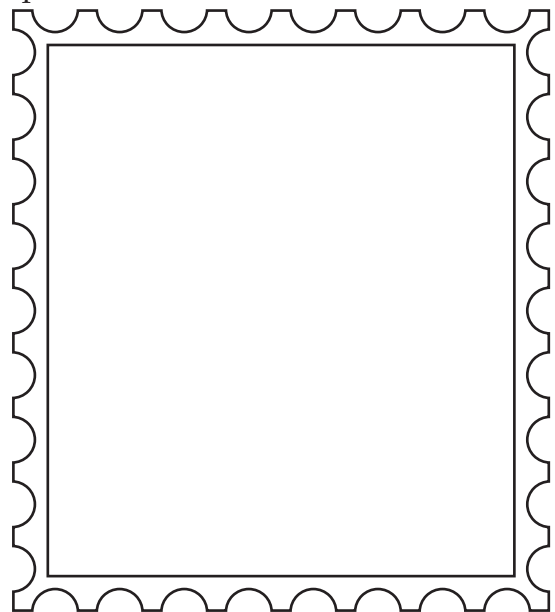
2.

3.

11

Design It:

Design a postage stamp celebrating Vincent Lingiari's efforts in helping First Nations people claim back their land:



Name: _____

WUUNJOO

86

- THE BOY WHO ATE TOO MUCH COAL

1

Spelling Builder:

Look, Say, Cover, Write, Check:

mangroves _____ **2**

shellfish _____ **2**

campfire _____ **3**

collected _____ **3**

bloodwood _____ **2**

everyone _____ **3**

listen _____ **2**

footprint _____ **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:

Mangroves is a compound word:

man / groves

Write down the 5 other compound words from list:

shellfish = shell / fish

campfire = camp / fire

bloodwood = blood / wood

everyone = every / one

footprint = foot / print

3

Word Chooser:

Choose the correct word from the brackets for each sentence:

Mangroves grow (good well) well in Queensland.

Everyone (is are) is feeling hungry.

Wuunjoo grabbed the coals and ran (in into) into the bush.

5

Sentence Work (Cloze Activity):

Choose the correct spelling words to complete the sentence:

They walked to the mangroves to gather up jidin and ganyjil. The shellfish were very tasty when cooked on the campfire.

6

Dictionary Work (Extension):

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

Write the 2nd and 7th words here:

2. campfire

7. mangroves

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 and label it.

WUUNJOO

- THE BOY WHO ATE TOO MUCH COAL

Name: _____

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

9 Make the Connections:
Create a **Senses Chart** by adding words to each box that remind you of the story:

10 Thinking About the Text:
Wuunjoo wouldn't listen to his parents when they asked him to stop eating the bloodwood coals. Write what the moral of this story is below:

11 Visualise It:
Illustrate the moral of this story in your own words and pictures:

Name: _____

Sandalwood

87

Country Traders

1

Spelling Builder:

Look, Say, Cover, Write, Check:

sandalwood _____ **3**

growing _____ **2**

tropical _____ **3**

paste _____ **1**

powder _____ **2**

healing _____ **2**

protects _____ **2**

harvested _____ **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

Question Time:

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

4

Word Builder:

Add the correct letters to the list words below:

_ o _ d _ r = powder

_ r _ t e _ _ s = protects

_ r _ p _ _ a _ = tropical

_ r _ w _ n _ = growing

5

Sentence Work (Cloze Activity):

Choose the correct spelling words to complete the sentence:

Sandalwood can be found growing across the dry, tropical areas of the world.

6

Sentence Work (Extension):

Rearrange the words below to make a sentence:

Australia sandalwood grown is in Western

Sandalwood is grown in Western
Australia.

7

Skills Practice:

- Trace over the spelling list words.
- Practise writing letters that you have trouble with.
- Draw a picture of something that is made from sandalwood.

Name: _____

Sandalwood Country Traders

87

8

Discussion Time:

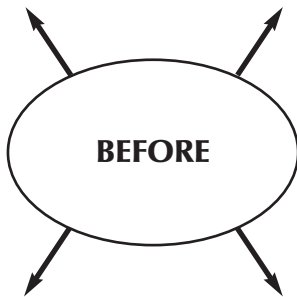
With your partner, discuss the importance of the sandalwood industry to Australia and the world.

9

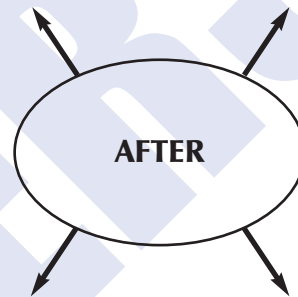
Before and After Charts:

Complete the chart below with things you knew before and after reading the story:

What I knew before:



What I know now:



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 an advertising poster about the benefits of sandalwood – use some persuasive language:

Name: _____

The World's First Astronomers

1

Spelling Builder:

Look, Say, Cover, Write, Check:

opposite _____ **3**

planets _____ **2**

cycle _____ **2**

important _____ **3**

special _____ **2**

brightest _____ **2**

horizon _____ **3**

signs _____ **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 Maze:

Circle the list words.

O	B	L	A	N	C	I	S
I	C	Y	M	P	E	T	P
S	Y	P	I	L	O	B	E
A	C	Z	H	I	L	N	C
P	L	A	N	E	T	S	I
L	E	P	O	S	Y	I	A
S	C	N	L	R	C	G	L
H	O	R	I	Z	O	N	E
R	L	M	P	T	A	S	G

3

Synonyms:

Synonyms are words with the same or similar meanings.

Write the 2 synonyms from the list words:

important

special

5

Punctuation Work:

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

How did First Nations people know when to meet without a clock or a calendar? They watched for signs from the sun and the moon.

6

Dictionary Work (Extension):

Find the meaning of these words below using a dictionary:

galaxy a large group of stars together in the night sky.

cardinal points the north, south, east and west points of a compass.

7

Skills Practice:

- Trace over the spelling list words.
- Practice writing letters that you have trouble with.
- Draw a picture of the Emu in the Sky constellation.

Name: _____

The World's First Astronomers

8

Discussion Time:

With your partner, discuss why the night sky was so important to First Nations people.

9

Make the Connections:

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

N	<i>ight time is alive with</i>	N	_____
I	<i>tsy bitsy stars</i>	I	_____
G	<i>lowing and twinkling,</i>	G	_____
H	<i>elping people to</i>	H	_____
T	<i>ravel from one place to another.</i>	T	_____

10

Making Comparisons:

Research another constellation in the night sky and write about it below:

11

Visualise It:

Draw a detailed and labelled picture of your constellation:

The Salamander Skink

Name: _____

1

Spelling Builder:

Look, Say, Cover, Write, Check:

repair _____ **2**

reserve _____ **2**

native _____ **2**

careful _____ **2**

different _____ **3**

female _____ **2**

layers _____ **2**

hatched _____ **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:

_ a _ c _ e _ = hatched

_ e _ e _ _ e = reserve

_ e _ a _ e = female

3

Antonyms (opposites):

Find antonyms (opposites) for the following list words:

careful careless

different same

5

Punctuation Work:

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

There were more than 60 eggs in the nest. One female cannot lay 60 eggs all at once. Why were there so many eggs in the one nest?

6

Sentence Sort (Extension):

Rearrange the words below to make a sentence:

Australia endangered in South Skinks are Salamander

Salamander Skinks are endangered in South Australia.

7

Skills Practice:

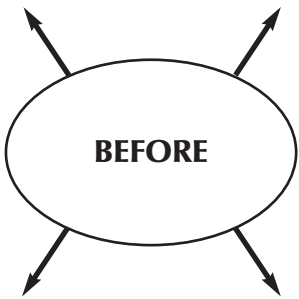
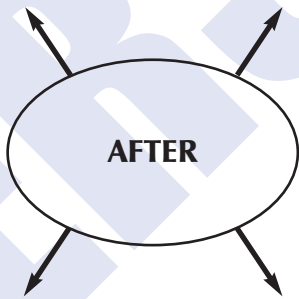
- Trace over the spelling list words.
- Practise writing letters that you have trouble with.
- Draw a picture of the Salamander Skink and label its body parts.

The Salamander Skink

Name: _____

8 Discussion Time:
With your partner, discuss why Uncle Ken's Bush Repair job is so important?

9 Before and After Charts:
Complete the chart below with things you knew before and after reading the story:

<p>What I knew before:</p> 	<p>What I know now:</p> 
--	---

10 Thinking About the Text:
Write a letter to Uncle Ken Jones explaining what you liked about this story. Include at least one question:

11 Design It (Partner Work):
Using an A4 page, design a poster advertising Uncle Ken's Bush Repair business and why it's so important in looking after Country:

The Ochre Story

Name: _____

1

Spelling Builder:

Look, Say, Cover, Write, Check:

ochre _____ **2**

iron _____ **1**

special _____ **2**

quarry _____ **2**

mixed _____ **1**

painted _____ **2**

colours _____ **2**

ceremonies _____ **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

Question Time:

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

3

Word Chooser:

Circle the word in each row that is out of place:

red white yellow grey **bright**

summer winter spring **December** autumn

large big **tiny** huge massive

5

Sentence Work (Cloze Activity):

Choose the correct spelling words to complete the sentences:

How was ochre used? This special clay was painting on rock walls to tell stories.

6

Sentence Sort (Extension):

Rearrange the words below to make a sentence:

First some people Nations ochre when used hunting

Some First Nations people used ochre when hunting.

7

Skills Practice:

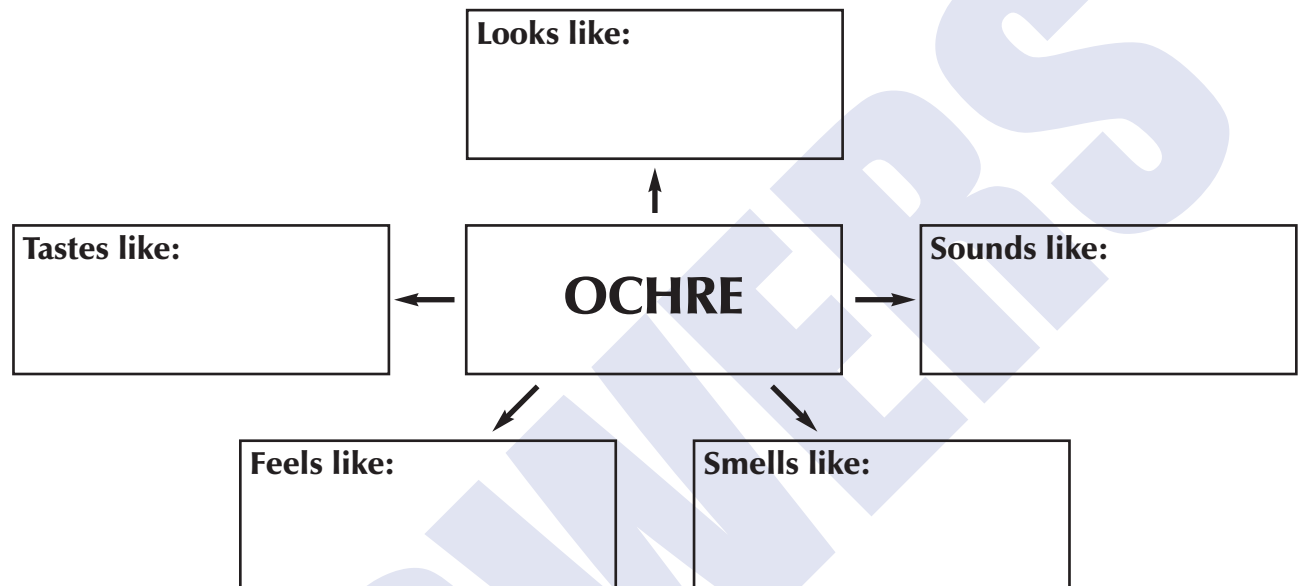
- Trace over the spelling list words.
- Practise writing letters that you have trouble with.
- Draw a face and decorate it with different ochre colours.

Name: _____

The Ochre Story

8 Discussion Time:
 With your partner, discuss why ochre is so important to the First Nations people.

9 Make the Connections:
 Create a **Senses Chart** by adding words to each box that remind you of the word **ochre**:



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

1. _____

2. _____

3. _____

11 Visualise It:
 Draw and colour a cross section of rock from a quarry – show and label the different ochre colours:

Name: _____

Trackers

91

- Seeing More in Nature!

1

Spelling Builder:

Look, Say, Cover, Write, Check:

travelled _____ **2**

trackers _____ **2**

natural _____ **3**

mountain _____ **2**

shadows _____ **2**

sight _____ **1**

notice _____ **2**

locate _____ **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:

Circle the words below that rhyme with the word **SIGHT**:

light might bait white

seat height site late

kite meat fight right

4

Word Search:

Use words from the list to complete the sentences:

The trackers were able to

notice small signs of where the

gang had been. They helped locate

Ned Kelly and his gang.

5

Punctuation Work (Cloze Activity):

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

The **F**irst **N**ations people did not get lost. **H**ow did they do this? **H**ow did they know where to go?

6

Dictionary Work (Extension):

Sort the spelling words in alphabetical order – number 1 to 8 beside each word.

Write the 5th and 8th words here:

5. shadows

8. travelled

7

Skills Practice:

- Trace over the spelling list words.
- Practise writing letters that you have trouble with.
- Draw a picture of some of the animal tracks from the story and label them.

Name: _____

Trackers

91

- Seeing More in Nature!

8

Discussion Time:

With your partner, discuss how trackers have been used recently to help in the search and rescue of missing people.

9

Make the Connections:

Write a report on how trackers have helped in the search and rescue of missing people. Include information on who, where, when and why in your report:

10

Thinking About the Text:

Trackers use all their senses to help locate missing people. Stop, listen, and write down all the sounds you can hear around you right now:

Put a tick next to the sounds that you hadn't noticed until you started paying attention.

11

Visualise It:

Draw a map of a tracker searching for a missing person and label different places and things along the way. Use your imagination!

THE POSSUM SKIN CLOAK

Name: _____

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

climate _____ **2**

highest _____ **2**

hollow _____ **2**

stretched _____ **1**

cloak _____ **1**

decorated _____ **4**

designs _____ **2**

wrapped _____ **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 Builder:
Add the correct letters to the list words below:

 = highest

 = stretched

 = wrapped

4 Word Maze:
Circle the list words below.

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

5 Sentence Work:
Choose the correct spelling words to complete the sentences:

The possum skin cloak was stretched and decorated with many different designs.

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

sinew the part of the body joining muscles to bones.

Why do you think they used kangaroo sinew?
They used sinew because it was very strong.

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 and label it.

Name: _____

THE POSSUM SKIN CLOAK

8

Discussion Time:

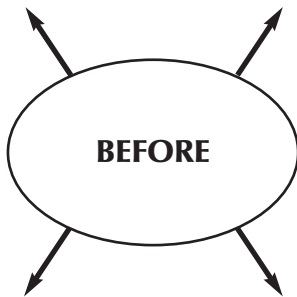
With your partner, discuss the importance of bringing back the art of making possum skin cloaks.

9

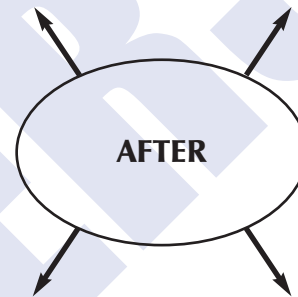
Make the Connections:

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 2 questions for the author to help you find out more about possum skin cloaks:

1. _____

2. _____

11

Design It (Partner Work):

Draw and design your own possum skin cloak and decorate it with things important to you:

Aboriginal Stockmen

Name: _____

1

Spelling Builder:

Look, Say, Cover, Write, Check:

farmland _____ **2**

stockmen _____ **2**

tough _____ **1**

stations _____ **2**

breaking _____ **2**

competed _____ **3**

outback _____ **2**

champion _____ **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:

_ u _ b _ c _ = outback

_ o _ p _ t _ d _ = competed

c _ a _ p _ o _ = champion

s _ _ c _ m _ n _ = stockmen

3

Compound Words:

Farmland is a compound word:

farm / land

Find the other compound words from the list:

stockmen = stock / men

outback = out / back

5

Punctuation Work:

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

Did you know that horses are not a native Australian animal? They were brought to Australia when the settlers arrived.

6

Dictionary Work (Extension):

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

Write the 3rd word and the 7th word here:

3. competed

7. stockmen

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.

Aboriginal Stockmen

Name: _____

8

Discussion Time:

With your partner, compare the working conditions of the Aboriginal stockmen before and after the strikes.

9

Make the Connections:

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

R *iders showing their skills*

R _____

O *n horses and bulls,*

O _____

D *ust flying and crowds*

D _____

E *njoying the sights and sounds of an*

E _____

O *utback rodeo!*

O _____

10

Make the Connections:

Write a letter to Sam Spreadborough about his rodeo riding – include 2 questions to help you find out more about his life:

11

Design It (Partner Work):

Design a bravery award for your favourite rodeo rider and explain why they are receiving it:

BRAVERY AWARD	
Name: _____	_____
For:	
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Digging Up the Past

Name: _____

1

Spelling Builder:

Look, Say, Cover, Write, Check:

surviving _____ **3**culture _____ **2**fossils _____ **2**climate _____ **2**charcoal _____ **2**scientists _____ **2**extinct _____ **2**ancient _____ **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.

U	F	O	S	S	I	L	S
S	A	C	N	C	S	T	R
T	V	E	R	U	O	C	I
L	U	X	I	L	N	L	A
U	S	T	S	T	U	I	M
R	E	I	O	U	L	M	V
H	I	N	T	R	U	A	H
A	N	C	I	E	N	T	M
N	X	T	C	E	S	E	C

3

Word Search:

Use words from the list to complete the sentences below:

Special tests are used to find out how old these fossils are.

Scientists can test the rock and the charcoal from the fires.

5

Punctuation Work:

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

Australia has the oldest surviving culture in the world. How did they survive in such a hard place?

6

Dictionary Practice (Extension):

Find out the meaning of these words:

minerals = pieces of the earth that are not living, like rocks

fantastic = great

archaeologist = someone who studies ancient people and fossils

7

Skills Practice:

- Trace over the spelling list words.
- Practise writing letters that you have trouble with.
- Draw a picture of a dinosaur fossil and label it.

Digging Up the Past

Name: _____

8

Discussion Time:

With your partner, research the dinosaur fossil findings in outback Australia and make notes.

9

Make the Connections:

Write a letter to one of the scientists from your research above. 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:

Use your imagination to draw a map of an archaeological dig and label it:

Name: _____

NAMING COUNTRY

1

Spelling Builder:

Look, Say, Cover, Write, Check:

unusual _____ 4

language _____ 2

describe _____ 2

landscapes _____ 2

connected _____ 3

identity _____ 4

changed _____ 1

traditional _____ 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 Search:

Use words from the list to complete the sentences:

Noosa has some beautiful scenery and landscapes.

You can find unusual place names right across Australia.

First Nations people connect to Country through them. They were part of their identity.

3

Word Builder:

Add the correct letters to the list words below:

_ e _ c _ i _ e = describec _ a _ _ e _ = changed_ d _ n _ i _ y = identity

5

Punctuation Work:

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

Have you ever been to Jindabyne in NSW? Many tourists stay at Jindabyne when they visit the Snowy Mountains.

6

Dictionary Work (Extension):

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

scenery = what you see when you visit a place, e.g. mountains.

erosion = when the earth is worn away or broken down into smaller bits - often by water and wind.

7

Skills Practice:

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

Name:

NAMING COUNTRY

8

Discussion Time:

With your partner, research some of your local Aboriginal place names and the meaning behind them.

9

Make the Connections:

Explain why it's important to bring back the traditional First Nations place names. Give at least 2 reasons:

10

Thinking About the Text:

Write a letter to your local council explaining how and why you would like to see a local First Nations name in signs around your town:

11

Design It:

Draw a picture of the sign you would like to see in your local town:

THE GRAMPIANS / GARIWERD

Name: _____

1

Spelling Builder:

Look, Say, Cover, Write, Check:

National _____ **3**

ancestor _____ **3**

landforms _____ **2**

shelters _____ **2**

weather _____ **2**

protected _____ **3**

tourists _____ **2**

endangered _____ **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 Chooser:

Choose the correct word from the brackets for each sentence:

The Grampians National Park in Victoria
(is are) a very special place.

The area (has have) many caves.

(Much many) of the rock art is found in
caves.

3

Proper Nouns:

National Park is a proper noun. Write down at least 4 other proper nouns from the story:

The Grampians / Gariwerd

First Nations Bunjil

Bram Country

Halls Gap / Budja Budja

5

Sentence Work (Cloze Activity):

Choose the correct spelling words to complete the sentences:

Caves and rock shelters were very important to the Gariwerd First Peoples. They took shelter from the cold, wet weather

6

Dictionary Work (Extension):

Find the meaning of the following words from the story:

flora = the plants found in a certain area

fauna = the animals found in a certain area

preserve = to look after and keep safe for the future

7

Skills Practice:

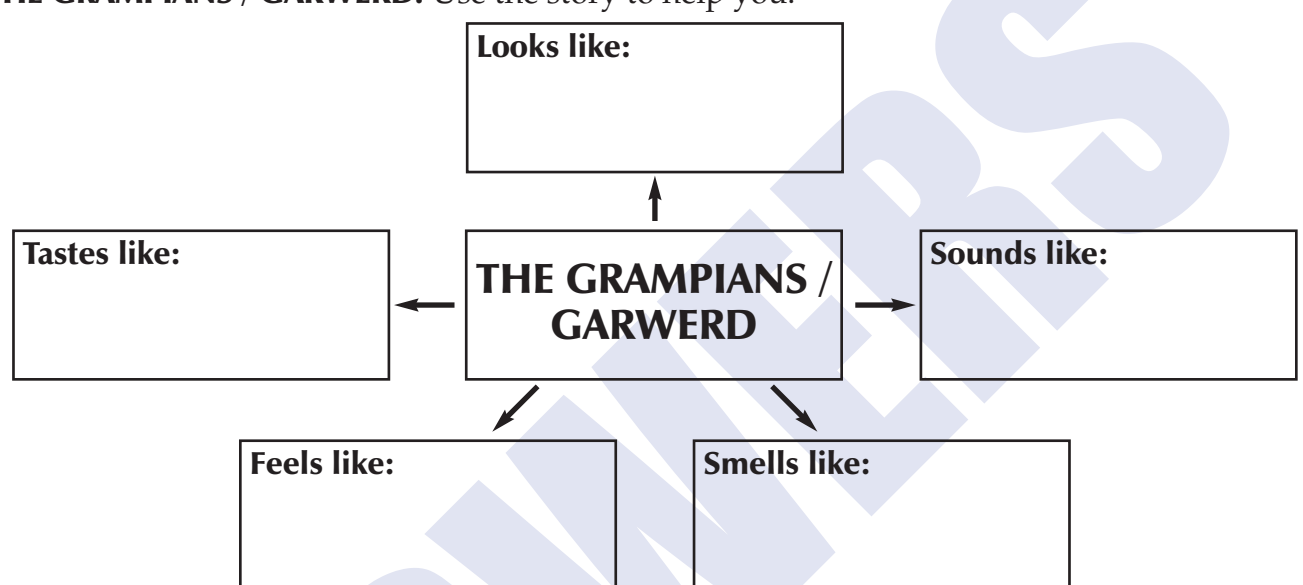
- Trace over the spelling list words.
- Practice writing letters that you have trouble with.
- Draw a picture of your favourite part of The Grampians / Gariwerd.

Name: _____


THE GRAMPIANS / GARIWERD

8 Discussion Time:
 With your partner, discuss why it's important not to let too many tourists into the area.


9 Make the Connections:
 Create a **Senses Chart** by adding words to each box that remind you of **THE GRAMPIANS / GARWERD**. Use the story to help you:



10 Thinking Beyond the Text:
 Write a postcard to a friend about your visit to The Grampians / Gariwerd and what you loved most about it:



11 Design It:
 Design the image on the front of your postcard showing what you loved most about The Grampians / Gariwerd:



Name: _____

Going on a Walkabout! 97

1

Spelling Builder:

Look, Say, Cover, Write, Check:

walkabout _____ **3**

travelled _____ **2**

distances _____ **3**

nature _____ **2**

senses _____ **2**

barefoot _____ **2**

listen _____ **2**

switch _____ **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

Rhyme Time:

Circle the words below that rhyme with SWITCH:

witch catch ditch

hutch pitch much

latch hitch rich

4

Word Maze:

Circle the list words.

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

5

Punctuation Work:

Add the correct punctuation to the sentences below:

What can you see? There is so much to see when you go on a walkabout. Look up and watch a sunrise or a sunset.

6

Dictionary Work (Extension):

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

3. listen _____

7. travelled _____

7

Skills Practice:

- Trace over the spelling list words.
- Practise writing letters that you have trouble with.
- Draw a picture of your favourite place to go on a walkabout – label it.

Name: _____

Going on a Walkabout! 97

8

Discussion Time:

With your partner, discuss why it's important for everyone to take time out and go on a walkabout.

9

Make the Connections:

Write a letter to the author describing your favourite place to go on a walkabout and why you like it:

10

Thinking Beyond the Text:

Write down 2 questions for the author to find out more about going on a walkabout:

1. _____

2. _____

11

Design It:

Design a poster to persuade people of the benefits of going on a walkabout – use persuasive language and support your poster with artwork:

Name: _____

Wauchope Celebrates 98 NAIDOC Week!

1

Spelling Builder:

Look, Say, Cover, Write, Check:

community _____ **4**

express _____ **2**

culture _____ **2**

celebrate _____ **3**

together _____ **3**

knowledge _____ **2**

totems _____ **2**

sharing _____ **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. Important things that you learn:

knowledge

2. With one another:

together

3. Giving something to others as well as yourself:

sharing

3

Word Chooser:

Choose the correct word from the brackets for each sentence:

NAIDOC Week (is are) a special time in our community.

It (made make) us feel proud to be Aboriginal.

We also (did done) the show off dance in two groups.

5

Sentence Work (Cloze Activity):

Choose the correct spelling words to complete the sentences:

We come together and share ideas to help celebrate our culture.

6

Dictionary Work (Extension):

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

3. culture

7. together

7

Skills Practice:

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

Name: _____

Wauchope Celebrates 98 NAIDOC Week!

8

Discussion Time:

With your partner, discuss how your own school and community helps to celebrate NAIDOC Week.

9

Make the Connections:

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

N	<i>AIDOC Week is all</i>	N	_____
A	<i>bout celebrating our culture</i>	A	_____
I	<i>n many different ways, from</i>	I	_____
D	<i>ance to didgeridoos!</i>	D	_____
O	<i>chre decorates our bodies and our</i>	O	_____
C	<i>ulture shines brightly for everyone!</i>	C	_____

10

Make the Connections:

Write a letter to your Principal explaining some of the things you would like to do in your school to celebrate NAIDOC Week this year:

11

Design It:

Design a poster promoting your school's NAIDOC Week celebrations for this year:

Name: _____

LEST WE FORGET

- WILLIAM CHARLES WESTBURY

99

1

Spelling Builder:

Look, Say, Cover, Write, Check:

grandfather _____ **3**

horseman _____ **2**

athlete _____ **2**

training _____ **2**

soldier _____ **2**

survived _____ **2**

injured _____ **2**

respected _____ **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:

s _ l _ i _ r = soldier

_ n _ u _ e _ = injured

_ o _ s _ m _ _ = horseman

4

Word Finder:

Use words from the list to complete the sentence:

William was a talented athlete

and a very good horseman.

5

Punctuation Work:

Add capital letters and fullstops to the following sentences:

They arrived at Gallipoli on 25th April 1915. None of them knew just what lay ahead of them.

6

Dictionary Meanings:

Find the meanings of these words using a dictionary:

enlisted = to sign up for something

comrades = people you work side by side with

7

Skills Practice:

- Trace over the spelling list words.
- Practise writing letters that you have trouble with.
- Draw a portrait picture of William Charles Westbury in uniform.

Name: _____

LEST WE FORGET

- WILLIAM CHARLES WESTBURY

99

8

Discussion Time:

With your partner, research some of the Aboriginal soldiers from your local area who have served during wartime – make notes of what you find.

9

Make the Connections:

Write a letter to the author of the story about your own research and ask him at least 2 questions:

10

Thinking Beyond the Text:

Write a thank you note to your local Aboriginal servicemen and women, thanking them for their efforts:

11

Design It:

Design the thank you card for your thank you note:

Name: _____

Celebrating Culture

– The Casino Way

100

1

Spelling Builder:

Look, Say, Cover, Write, Check:

culture _____ **2**

belonging _____ **3**

value _____ **2**

connecting _____ **3**

voices _____ **2**

symbols _____ **2**

being _____ **2**

becoming _____ **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.

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

3

Sentence Time:

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

5

Punctuation Work:

Add capital letters and fullstops to the following sentence:

We have special days at our school to celebrate our culture like NAIDOC and Harmony Day.

6

Dictionary Work (Extension):

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

Write the 3rd and last words here:

3. *belonging*

8. *voices*

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: _____

Celebrating Culture 100 – The Casino Way

8

Discussion Time:

With your partner, discuss how your school celebrates Aboriginal culture and what activities you would like to see in your school.

9

Make the Connections:

Write a letter to your Principal explaining what other activities you would like to have at your school to celebrate special days like NAIDOC and Harmony Day:

10

Thinking About the Text:

Write a letter to the students of Casino Public School, telling them what you love about their culture and the way they celebrate it:

11

Design It (A4 Page):

Design a poster advertising NAIDOC Week in your school and community this year – be creative with your artwork: