

Mrs Wieden Treehouse

Worksheets

Learning from Home

Week 3
Term 4
2021

Topic: Senior W Treehouse

Times: 9:30 am and 2:15 p.m.
Join Zoom Meeting

<https://nsweducation.zoom.us/j/63824987182?pwd=YU1Eb3ZsNDU5cDdySG9sQktwY210UT09>

Meeting ID: 638 2498 7182
Passcode: 734260

Week 3 writing task – informative leaflet

Weekly learning intention:

I will create an informative leaflet.

Success Criteria:

In my writing I have:

- Used modal verbs and adverbs
- Used devices to help my writing flow
- Included rhetorical questions
- Punctuate every sentence accurately.
- Use headings and sub-headings.
- Use bullet points and diagrams.
- Use appropriate vocabulary, including technical terms.
- Include a variety of sentence openers including subordinate clauses and fronted adverbials.

Tasks

MONDAY

Vocabulary

LI: to match up technical vocabulary with its definition.

WORD BANK

consumer	sustainability	vegetarian	invest	fair trade	corrupt
export	harvest	ferment	mass produced	labour intensive	

	This is a global organisation that gives a fair price for products so that farming can be maintained.
	These are plants considered collectively, especially those found in a particular area.
	A large workforce or large amount of work in relation to output.
	Cover the cocoa beans with banana leaves to destroy the seed coat, kill germs and improve its taste.
	Someone who buys produce.
	To be dishonest for personal gain.
	To be dishonest for personal gain.
	Spend money with the hope that it will return more money.
	Made in extremely large quantities.
	The capability of being maintained at a steady level.
	To gather a crop.

Vocabulary challenge

Use as many words as you can from the vocabulary challenge to write a short section about Fairtrade.

TUESDAY

Spelling challenge

LI: to spell words ending in 'able', 'ible', 'ably' and 'ibly'.

1. enable • enible
2. unable • unible
3. capable • capible
4. stable • stabile
5. valuable • valuible
6. believable • believable
7. irresponsible • irresponsable
8. impossible • impossable
9. plausible • plausable
10. sensible • sensable
11. regrettably • regrettable
12. acceptably • acceptible
13. terribly • terriblay
14. possibly • possably

1.
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14.

Spelling challenge

Including as many of the words from the spelling exercise, write your own sentences that link to Fairtrade.

WEDNESDAY

Punctuation

LI: to use commas after fronted adverbials

Write your own sentences that begin with subordinate clauses and fronted adverbials.

Relative Clauses

LI: to use a relative clause beginning with who, which, where, when, whose or that.

Write your own sentences including relative clauses.

THURSDAY

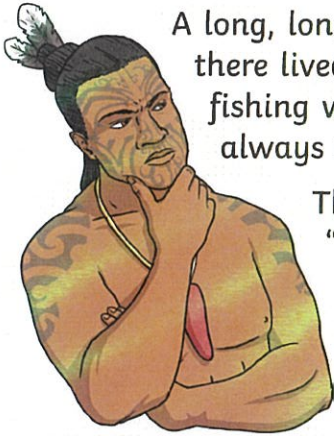
Creating

LI: to use devices such as headings, sub-headings and bullets in an informative leaflet.

Using all the information, create your own informative leaflet about Fairtrade on Canva or Google Slides.

Māui

and the Giant Ika



A long, long time ago, before there was the place we call Aotearoa, there lived a clever demigod named Māui. Māui dreamed of going fishing with his four older brothers, but whenever he asked they always replied, "No".

They made many excuses.

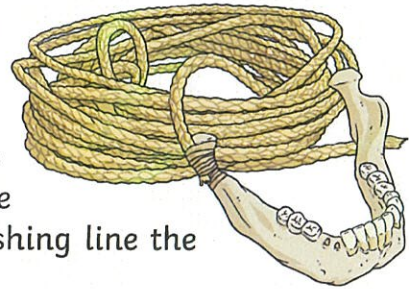
"You're much too young to come fishing with us."

"We need all the space in our waka for all the fish we will catch."

"You're too skinny, we might think you are a piece of bait and throw you to the fish!"

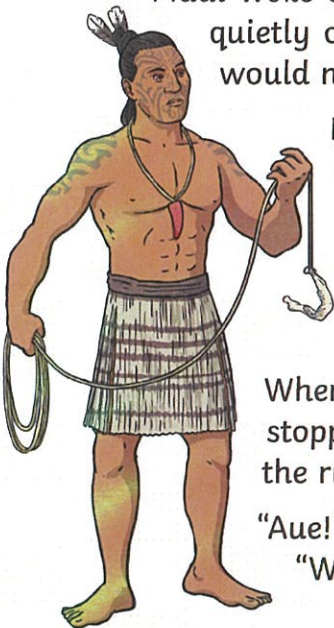
Māui got so angry with his brothers, he started making a plan. "I'll show them how good I am," he thought. "I'll show them I'm the best fisherman in the land."

That night, while his brothers were sleeping, Māui began carrying out his plan. He sat down and started weaving a strong fishing line out of harakeke. As Māui wove he remembered a magical karakia his grandmother, Muri-ranga-whenua, taught him. He repeated the karakia, knowing it would give his fishing line the strength of a thousand men.



Some nights later, when Māui had finished weaving his fishing line, he took the jawbone of his grandmother and bound it to the end of his line. Finally he was ready to prove his brothers wrong.

Māui woke early, before the sun had risen from its slumber. He snuck quietly onto the waka and hid among the nets where his brothers would not see him.



Māui's brothers pulled the canoe into the moana, and they noticed how heavy it seemed. They teased each other.

"Are you sure you are pulling?"

"Did you have too much kai last night?"

The oldest brother shouted, "Kāti, stop, turituri, be quiet, get on with the fishing."

When the brothers reached their favourite fishing spot, they stopped and dropped down their anchor. Māui decided this was the right time to surprise his brothers. "I'm here!" he shouted.

"Aue!" cried his brothers.

"What are you doing here? You trickster!"

Māui spoke with pride and authority, telling his brothers to lower their fishing lines while he said his karakia. As the words floated in the air, the brothers felt the fish jump onto their lines. They pulled up fish, after fish, after fish. In no time at all the brothers had a waka full of kai for their whanau.

Māui pulled out his harakeke line with the jawbone of his ancestor, Muri-ranga-whenua.

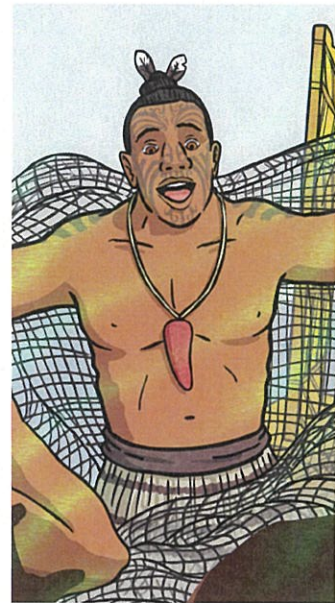
"Now it is my turn," he announced.

The brothers again laughed at Māui.

"Are you tricking us again Māui?"

"You can't catch fish with that!"

"Maybe a piece of seaweed if you're lucky." They couldn't hold back their laughter.



Māui ignored his brothers and cast his line far, far out into the moana. As it flew through the air he again called out his karakia, making sure Tangaroa heard his call. The line dropped deep down to the ocean floor. Māui felt a mighty tug, and immediately his line stretched tight. Māui's brothers called out in fear as their waka was dragged across the ocean.

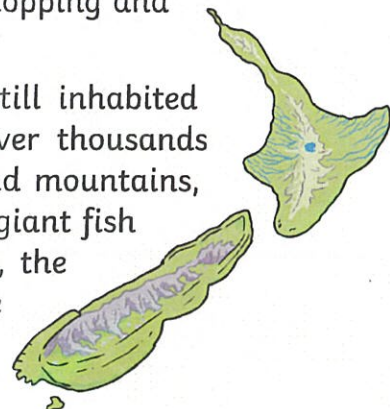
"Aue Māui! Cut the line!"

"You'll never pull it in, we'll all be drowned." The brothers were shaking with fear but Māui stood strong and held the line.

Slowly the giant ika rose to the surface, and Māui's face beamed as he looked at his brothers. But before he even had time to skate about his catch, his brothers had jumped on the giant fish with their pātia and patu. They began cutting away at it, claiming pieces for themselves.

Māui called out in shame, "No, no my brothers!" He knew the fish was a gift from their grandmother, Muri-ranga-whenua, who had said it would be gifted to them. But his brothers continued chopping and arguing over the great fish.

That fish continues to lie here as land. It is still inhabited by Māui, his elder brothers and their children. Over thousands and thousands of years, the cuts became gullies and mountains, and became part of the landscape of Aotearoa. The giant fish became known as Te Ika-a-Māui (the fish of Māui), the North Island of New Zealand and his canoe as Te waka-a-Māui (the canoe of Māui), the South island.



Māui and the Giant Ika Questions

1. Māui is a demigod. What does this mean?

2. What is a karakia and why did Māui say one over his fishing line?

3. When did Māui surprise his brothers?

4. Who is Tangaroa?

5. '...and immediately his line stretched tight.' What is another word for immediately?

6. What does 'Māui's face beamed' mean?

7. 'Skite' is a word that is only used in New Zealand and Australia. What does it mean? Can you think of another word that is only used in New Zealand and/or Australia?

8. Research what pātia and patu are and draw a small picture with a description.

Pātia	Patu
<hr/> <hr/>	<hr/> <hr/>

9. Māui called out in shame. Why do you think Māui was ashamed of his brothers?

10. Research and find out about one of New Zealand's mountains. Write three to five facts.

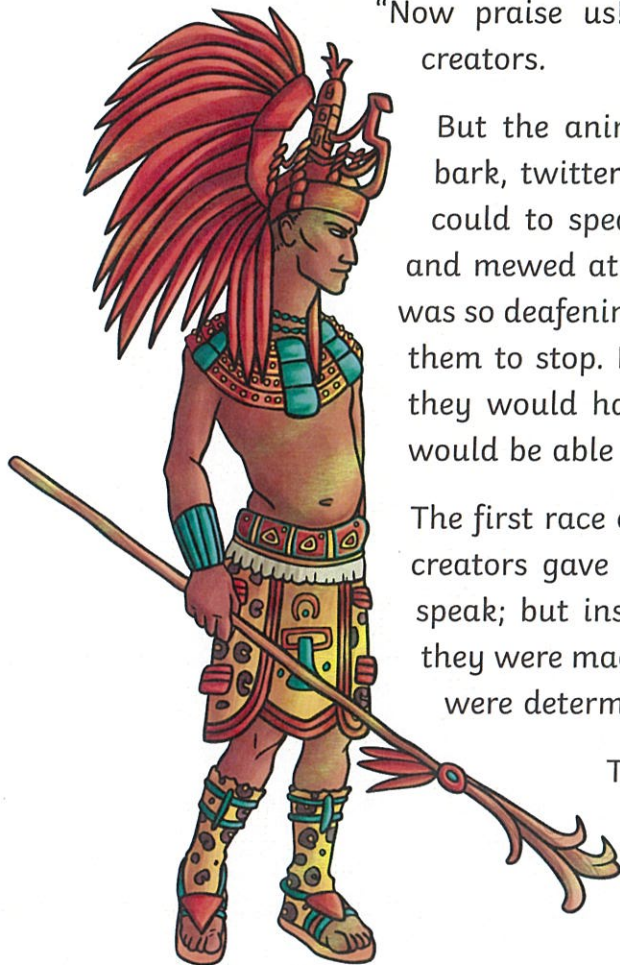
Maya Creation Story

Before the world had a true form, there were two gods. These gods were Tepeu, the Maker and Q'uc'umatz, the Feathered Spirit. While the world around them was dark, the two gods glittered with brilliant blue and green feathers. They came together to create the world.

Whatever they thought came into being. When they thought "Earth", land formed in the darkness. They thought of mountains and valleys, pine trees and sky. All of these things appeared the instant they thought them, and thus the Earth was formed.

Tepeu and Q'uc'umatz decided that they needed beings there to look after their vast creation, and to praise their names as the creators. So they created deer and birds and panthers and serpents, all the creatures that roam the Earth today.

"Now praise us! Say our names!" commanded the creators.



But the animals could only roar or howl, bleat, bark, twitter or moan. They tried as hard as they could to speak, but they could not. They chirped and mewed at the top of their lungs until the noise was so deafening, that Tepeu and Q'uc'umatz ordered them to stop. Disappointed, the makers agreed that they would have to create better beings, ones who would be able to worship them properly.

The first race of men were made from wet clay. The creators gave them life, and the first men tried to speak; but instead they crumbled apart soon after they were made. The Maker and the Feathered Spirit were determined to create a hardier race of men.

The second race of men were carved from wood. These were much stronger and were able to walk and talk and multiply. But these men had no minds and their hearts were empty. They had no memories of their creation and when they spoke their words were just as empty and meaningless. They could not praise their gods.

Tepeu and Q'uk'umatz sent a great flood down to destroy them. They commanded the animals to attack the survivors and tear them to pieces. The few who managed to escape fled to the woods and became monkeys. The creators left them there as an example to the next race of men.

The Maker and the Feathered Spirit thought for a long time about how they should make the race of men they wanted. There seemed to be no perfect material to build them. Finally, some animals brought the gods a stack of white corn which grew on the far side of the Earth. Tepeu and Q'uk'umatz ground this into a paste and from this formed four individual men.

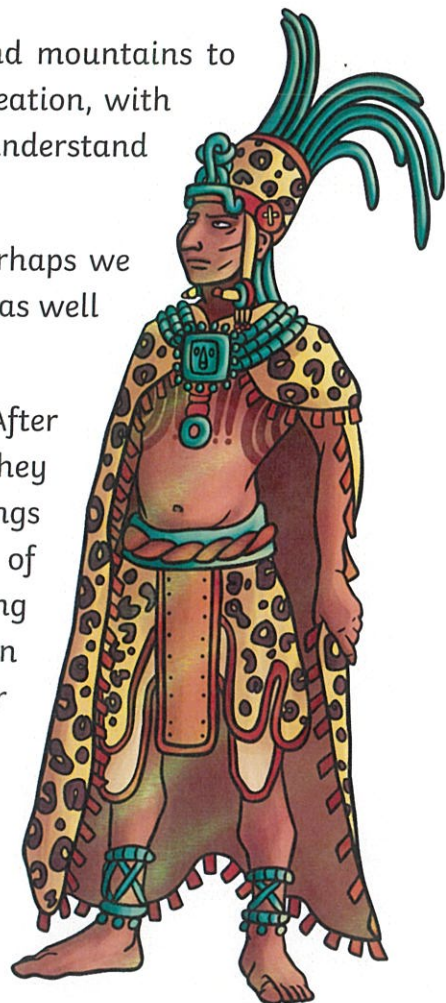
The new beings seemed perfect. They were sturdy enough to last and their minds were rich with thoughts and feelings. Their first act after their creation was to immediately worship Tepeu and Q'uk'umatz, and thank them for their lives. Tepeu and Q'uk'umatz were pleased. "What do you see?" they asked the corn men.

"We can see forever, through rocks and trees and mountains to the edges of the Earth. We can see your entire creation, with all of its animals and plants. We can see and understand everything!"

Tepeu and Q'uk'umatz looked at each other, "Perhaps we made these beings too well... they should not see as well as WE do!"

The makers removed some of the men's vision. After that they could only see things close to them and they were no longer able to see through or above things that they should not. Thus, their understanding of the world was weakened. But the men still sang their creators' praises and settled down to live on the new land. Tepeu and Q'uk'umatz made four women to be their mates.

These eight men and women were the ancestors of all K'iche' men and women today. Even today their sight and understanding of the world is not perfect.



Questions

1. How did the creators make Earth?

2. Read the following statements and tick **True** or **False**.

Statement	True	False
Tepeu was also known as the Feathered Spirit.		
The first set of men were made from wet clay.		
The gods wanted beings on Earth to praise them and nothing more.		
Before they created the world, everything was dark.		

3. Why were the gods disappointed with the animals?

4. Look at the **paragraph that begins 'The first men...'**.

Find and **copy** one word which means **stronger**.

5. How were the first and second set of men different? Explain your answer fully using evidence from the text.

6. What do you think might have happened to the third set of men if Tepeu and Q'uc'umatz had not been happy with them? Use evidence from the text to support your answer.

7. 'Thus, their understanding of the world was weakened.'

The word **thus** is similar in meaning to... Tick **one**.

- ☐ additionally
- ☐ therefore
- ☐ and
- ☐ because

8. Why do you think the third set of men still praised the gods after they took away some of their vision?

9. Why do you think Tepeu and Q'uc'umatz didn't want the beings to see as well as they do?

10. Do you think the gods were kind? Explain your answer fully, using evidence from the text.

How can we all keep eating and be kind to our Earth?



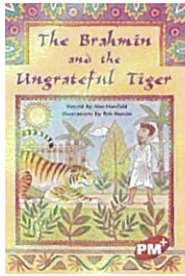
- 1 What two things are represented in the image? What are three things they have in common?

Vocabulary

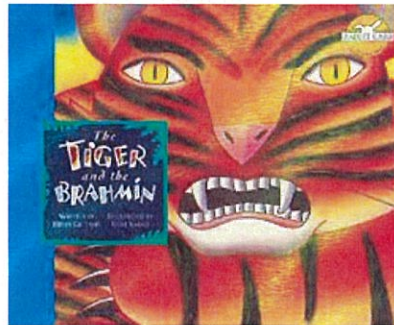
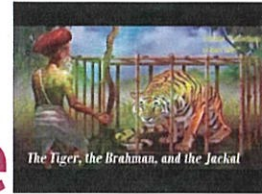
sustainable
environment

edible
biodegradable

mass-produced




Indian Tale



Epic Reading

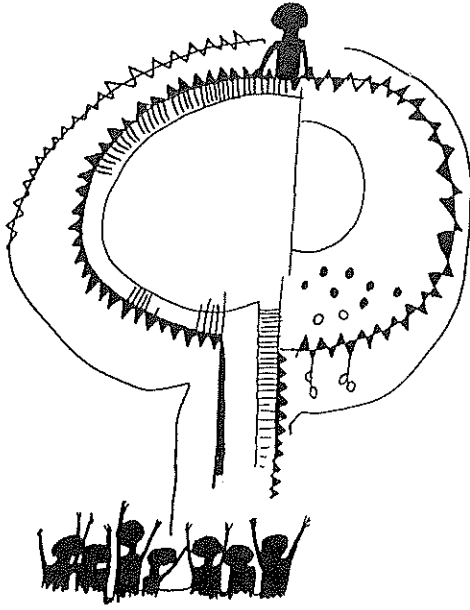
The Tiger and the Brahmin

Narrated by Ben Kingsley

- 1) Listen to the video of the Tale: 'The Tiger and the Brahmin' on Epic Reading.
- 2) As you listen to the narration, list the characteristics, qualities of the Brahmin
 - compassion
- 3) Watch a slideshow of Indian animals  Top 10 Wild Animals of India
<https://www.youtube.com/watch?v=3tKHZt2lpI0>
- 4) Draw an Indian animal
- 5) Colour in the style of the picture book.

The Mermaid

by *Diana Tiamon*



A long time ago a wealthy man and his wife lived in a village near Rabaul. They had no sons, only one daughter whom they loved very much and took great care of.

They did not want to give their daughter any hard work to do like cooking, washing or gardening. They were so afraid that their daughter might come to harm that they did not allow her to wander outside the house. They never allowed her to walk on the ground because they were afraid her feet would get dirty.

So every morning, when they went to work in the garden, they locked their daughter inside the house. In the evening they returned and cooked the finest food for her, but the girl was not happy. The parents were very rich and they gave her many presents of shell money and armlets and

necklaces. The daughter was heavily decorated all the time and her room was filled with shell money, but she was not happy. She wanted nothing more than to step out of the house into the sun.

Then one morning, as her parents set out for the garden, they forgot to lock the door. As soon as they had gone the girl opened the door for the first time. But as she could not walk on the ground she scattered the shell money in front of her to step on. So she walked, throwing shell money all the time, until she came to a mango tree by the beach. She climbed the tree and began to eat the mangoes.

In the afternoon the parents returned from the garden. They were startled to see that the daughter was not there. Then they saw the shell money on the ground and they followed it like a footpath. In the end they came to the mango tree and saw their daughter sitting in the branches. They begged her to come down but the daughter would not listen. A large crowd of people began to gather under the tree. They were all talking and shouting and the girl could not speak above the noise.

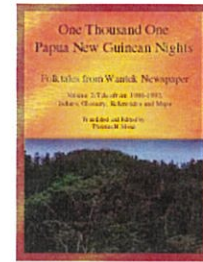
In the end the crowd became quiet and the girl began to talk: 'I will throw three mango seeds into the sea. If all of them float, then I will come down and return to the village. But if one of them sinks, then you will not see me again.'

When she said this her parents were very sad. They pleaded with her once more to come down. They promised they would never lock her in again. But she would not listen.

She threw the first seed into the water, and it floated. She threw the second seed into the water, and it floated also. But when she threw down the third seed, it sank. Then the parents knew that they had lost her. The girl looked around her once more. Then she jumped down and sank deep, deep into the sea, where she became a mermaid.




The Mermaid



A Folktale from Papua New Guinea

1. The wealthy man and woman had _____ daughter and _____ sons.
2. How did the parents keep their daughter inside the house?
To keep their daughter indoors, the parents ...
3. Do you believe that it is a good idea to keep her confined. Give two reasons to support your opinion.
4. List the presents that the daughter was given by her parents.
5. What did the daughter want more than anything else?
6. What emotions do you believe the daughter experienced because she lacked freedom?
7. How did the girl get to the mango tree without getting her feet dirty?
8. How did the parents work out where their daughter was?
9. What promise did the daughter want from her parents before she agreed to climb down the tree?
10. Write a paragraph discussing the pros and cons of the parents' actions. The last sentence should give your opinion about whether it was their fault that she was lost.

Who are the indigenous peoples of the world?

- 1  Watch the video about the uncontacted Amazon tribe.
- 2 What do you wonder about the lives of the people in the video?

- 3 The people in the video are true indigenous peoples. What do you think makes them indigenous?

- 4 Using words and phrases from the collage below, write your own definition for indigenous peoples.



There are approximately 370 million indigenous peoples in the world. They live in all regions of the globe and represent more than 5 000 different groups. Each indigenous culture is significant to the area they inhabit and has a unique culture. As indigenous peoples have survived in their territory for many thousands of years, modern cultures can learn from the ways they interact with the environment around them.

- 5 Match the indigenous peoples groups with a country or area they originate from.

Maori

Inuit

Aboriginal and Torres
Strait Islander peoples

The Sami people

Orang Asli

Ainu

American Indian

Moken

The USA

Malaysia

Japan

Canada

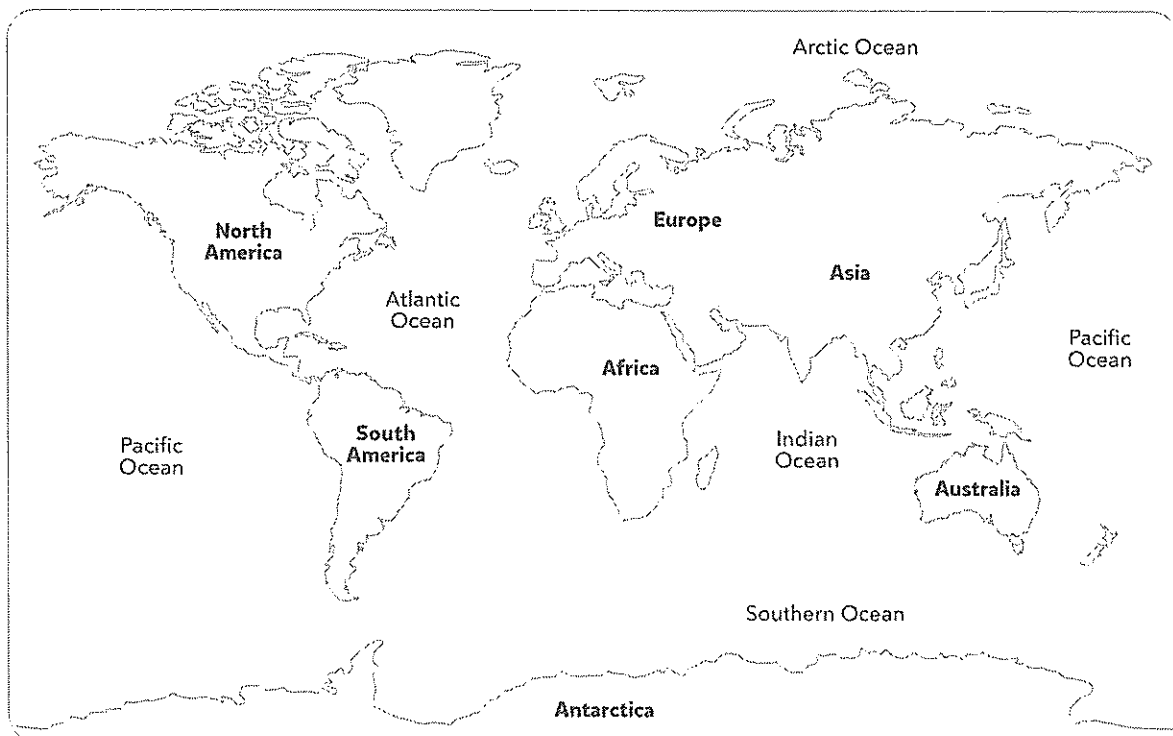
Northern Europe

Australia

New Zealand

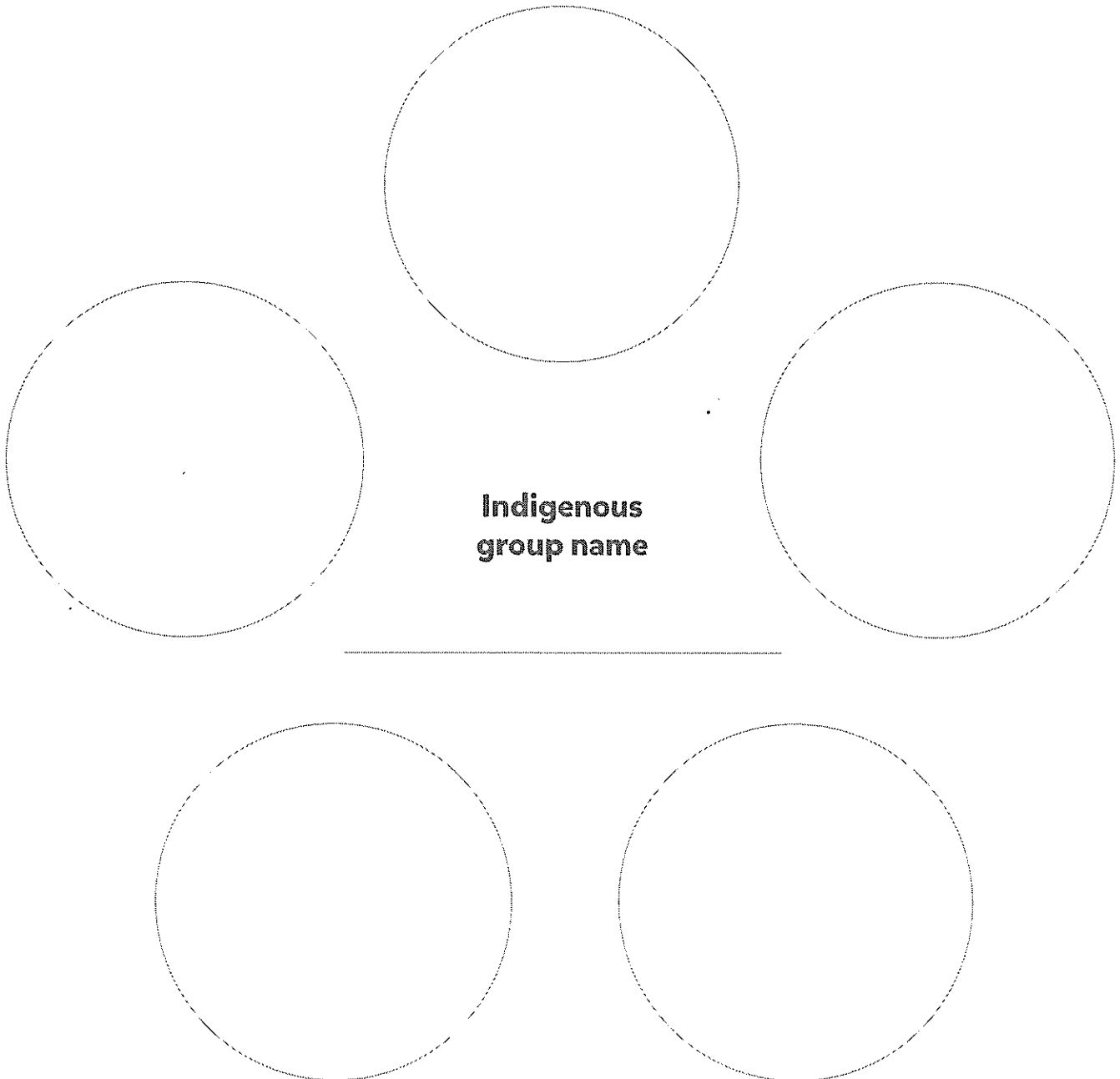
Thailand

- 6 Using the websites provided, conduct your own research into one of the indigenous groups from question five. Choose your group and then colour and label the place or places where they originate from and live on the world map below.



7

Complete a mind map below with your information about one indigenous group. Include details such as customs, beliefs, history, social organisation, language, dress, music.



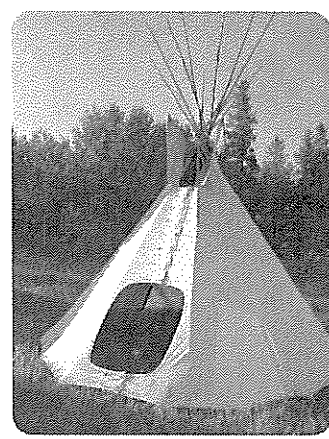
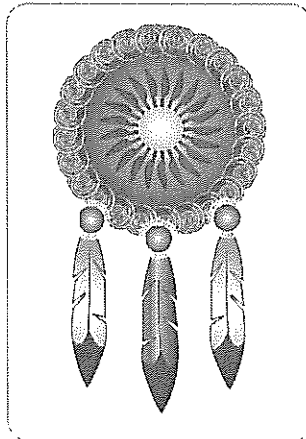
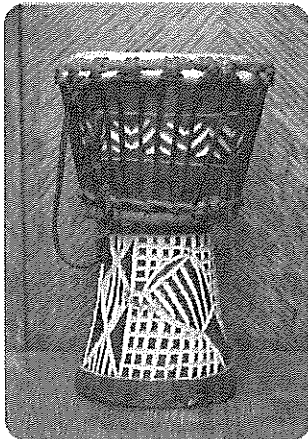
8

Using the information on the Creative Spirits website, conduct your own research into Aboriginal peoples' fire management, Indigenous protected areas or modern care.

Make your own sketch or freehand map showing what you've learnt about one of these ways that Aboriginal and Torres Strait Islander Peoples influence the Australian environment. Include labels with key words and phrases of information.

9

In Canadian First Nation and Native American Indian culture the circle is a sacred symbol as it represents the cycle of all forms of life. Can you name the following symbols of these indigenous cultures, where the circle shape is a feature?



Feeling Down App



Teacher Guide. Who's the Best Person?



Karla gets good marks in Maths and English but not in Science. She is very good at gymnastics but not at swimming. She tries hard to be nice to all her friends but frequently starts fights with her younger sister.

Kim gets good marks in Science and English but not in Maths. She is very good at tennis but not soccer. She tries hard to be nice to all of her sisters but frequently starts fights with some of her friends.

John excels in all his subjects at school. He doesn't know how to ride a skateboard and only has one good friend. He gets in trouble at school sometimes for arguing with his teacher.

Jordan always does well on his Maths tests. He is a great skater and hangs out with a group of six popular guys. He often gets in trouble with his parents for not following the rules at home.

Joe gets great marks in English and average marks in Science. He is a very fast runner but a poor skater. He has three good friends but he also knows two guys who don't like him at all.

Teacher Guide. Broken Spoke





LOOK UP AT THE GOOD STUFF SO YOU DON'T FEEL SO DOWN

ACTIVITY ONE

The bike is almost brand new, has excellent tyres, seat and gears.

It has one broken spoke.

- Would it make sense to throw this bicycle away simply because it has one broken spoke?
- Does the one broken spoke make the whole bike worthless? Why/why not?

The bike still is a good bike even though it has one broken aspect - that can be fixed.

Even though we wouldn't throw out a bike just because it had one broken spoke, some people have a tendency to 'trash' themselves when one bad thing happens.

Consider what the effect is of 'trashing' themselves (e.g. thinking "I'm no good, I'm a loser") when something bad happens, like failing a test or not being invited to a party.

On the worksheet of the wheel, complete the following statements:

- I am good at ...
- I could improve in the following areas ...
- Some things I like best about myself are ...
- Some things I would like to change about myself are ...
- Other people say I am good at ...
- Other people say I need to improve in the following area ...
- One great thing I have done is ...
- One mistake I have made is ...

ACTIVITY TWO

Read the profiles of the first two students, Karla and Kim.

Decide who is the 'best person'.

Explain how you chose the best person.

Feeling Down App.

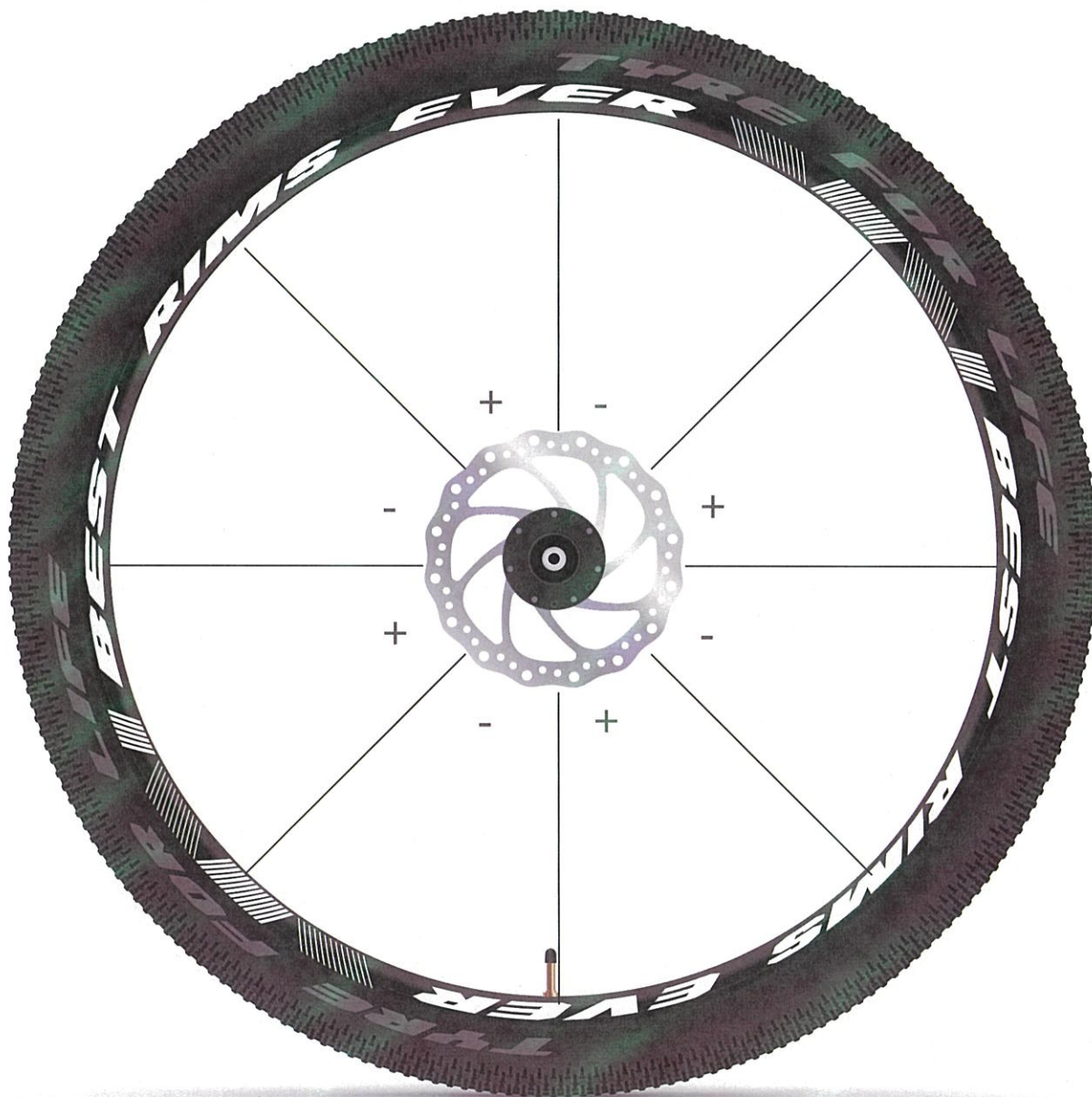
Read the Feeling Down App to explore positive self-talk.

Record your favourite positive self-talk that you can use to change any Self Downing thoughts into Accepting Myself thoughts to stop yourself feeling down when something bad happens.



Self Wheel

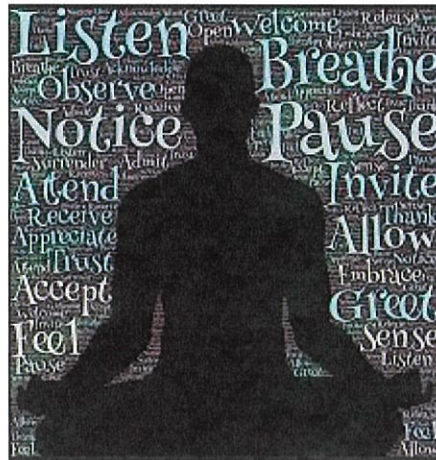
Instructions: Fill in the spaces between the spokes of this wheel by completing the statements your teacher reads out to you.





**STATE
OF MIND**
by Smiling Mind

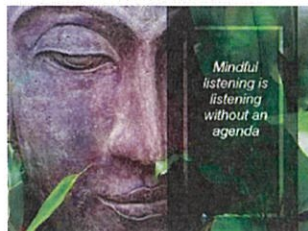
Mindful Listening



Do you ever catch yourself smiling and nodding to someone that is speaking to you but really you are thinking about something else?

Mindful communication is an important life skill that helps you build positive relationships with others.

- There are different forms of communication:
- Verbal communication, in which you talk and listen to a person (e.g. face-to-face, over the phone)
- Written communication, in which you write to a person (e.g. letters, texts)
- Nonverbal communication, in which you observe a person to understand their meaning. This could include body language.



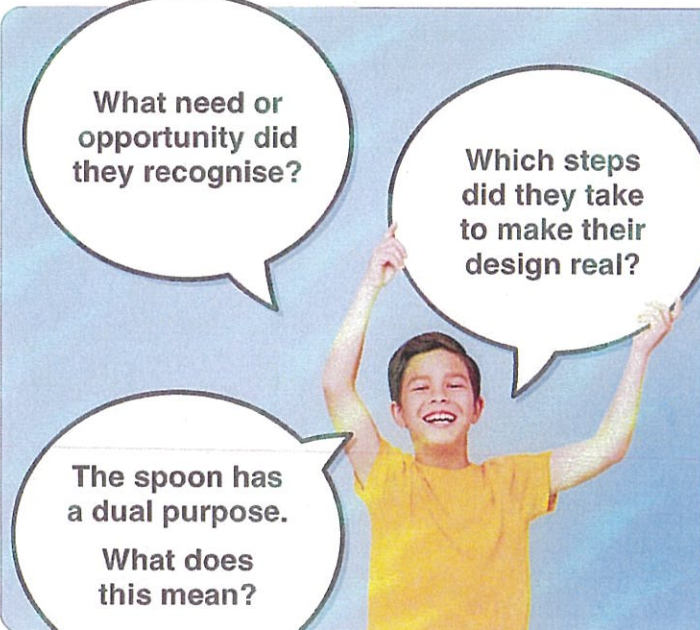
Listen to : [▶ Be a Whole Body Listener | Jack Hartmann](#)

List 5 techniques that you can employ to be a mindful listener

- 2  Watch the *Edible Spoons* video.

Naranya and Pradnya invented a new mass produced product, available to many.

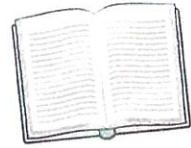
- 3 Think, Pair and Share your ideas about the questions.



What need or opportunity did they recognise?

Which steps did they take to make their design real?

**The spoon has a dual purpose.
What does this mean?**



Did you know?

Over 100 million plastic spoons are thrown away every day!

The edible spoon is biodegradable. It breaks down into natural parts.

Our food is often sold in plastic packaging and consumed using plastic utensils. Like the inventors of the edible spoons, many producers are now thinking of more sustainable ways for us to buy and consume our food.

- 4 With a partner or group, think of some creative, sustainable alternatives to the plastic products you see below.



Making something in a **sustainable** way means that it can be continued to be produced without harming the environment and wasting our natural resources.

- 5 State a claim. Is the edible spoon a sustainable product?
Support your answer.

Over the last one hundred years, farms have become bigger, producing food and fibre on a massive scale. This is called industrial farming. Scientists believe this type of farming is unsustainable. If it continues, the damage to our environment cannot be undone.

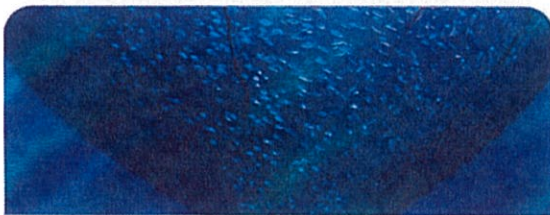
Unsustainable farming can cause...



Soil erosion and water shortage



Deforestation



Animal loss

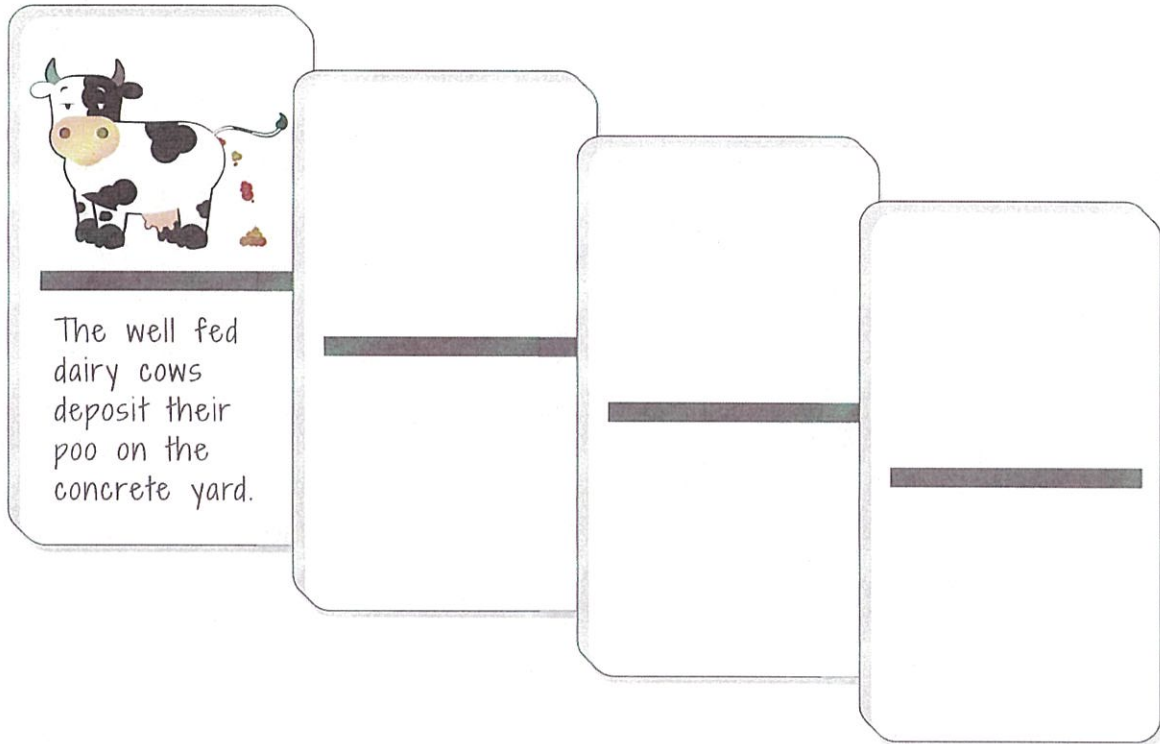


Air pollution

Over recent years, however, farmers and producers of food and fibre have been thinking of innovative and clever methods to grow their products in a more sustainable and environmentally friendly way.

6  Watch the video *We Make Waste Work!*

7 Using the dominoes organiser, sequence the main events from the video, showing the process the farm took to be sustainable. Add more dominoes if needed.



Complete the statement.

This process is an example of sustainable farming because...



Week Three

Watch this weeks' episode of Behind the News.

<https://www.abc.net.au/btn/>

Summarise each segment of the episode by taking notes and compiling them into 4 bullet points for each to share what you feel were the most important facts and issues from the episode.

• **SEGMENT ONE:** _____

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• **SEGMENT TWO:** _____

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• **SEGMENT THREE:** _____

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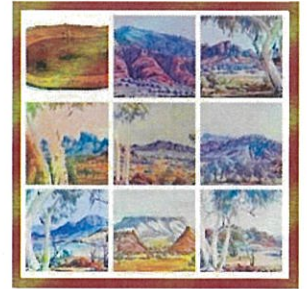
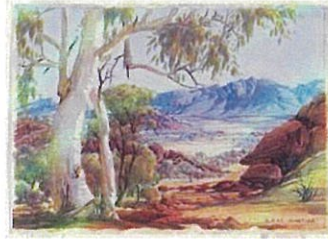
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Albert Namatjira



- 1 Where and when was Albert born?
- 2 What was his childhood like?
- 3 List 5 events that happened in Albert's life.
- 4 Describe the features of his paintings that you see in the video.
- 5 Look at the 2 paintings on the sheet.
Describe what you see and his use of colour and brush work.
- 6 How are these paintings indicative of Albert's style?
- 7 Why do you think Archie wrote this song?