

BOOK 6

Activities for the
Differentiated
Classroom

Gayle H. Gregory • Carolyn Chapman

Index of Activities

This chart shows the academic standards that are covered in each chapter.

MATHEMATICS	Standards are covered on pages
Numbers and Operations—Understand numbers, ways of representing numbers, relationships among numbers and number systems.	16, 20
Numbers and Operations—Compute fluently and make reasonable estimates.	14, 17
Algebra—Understand patterns, relations and functions.	10
Geometry—Analyse characteristics and properties of two-and three-dimensional shapes, and develop mathematical arguments about geometric relationships.	15
Data Analysis and Probability—Formulate questions that can be addressed with data, and collect, organise and display relevant data to answer them.	9
Data Analysis and Probability—Select and use appropriate statistical methods to analyse data.	11
Problem Solving—Apply and adapt a variety of appropriate strategies to solve problems.	12

SCIENCE	Standards are covered on pages
Physical Science—Understand properties and changes of properties in matter.	36, 38
Physical Science—Understand transfer of energy.	39
Life Science—Understand structure and function in living systems.	21, 23, 25
Life Science—Understand diversity and adaptations of organisms.	28
Earth and Space Science—Understand structure of the earth system.	31, 33
Earth and Space Science—Understand Earth in the solar system.	35
Science in Personal and Social Perspectives—Understand populations, resources and environments.	29

SOCIAL STUDIES	Standards are covered on pages
Understand the ways human beings view themselves in and over time.	41
Understand the interactions among people, places and environments.	45
Understand individual development and identity.	40, 43
Understand how people create and change structures of power, authority and governance.	47

Understand how people organise for the production, distribution and consumption of goods and services.	49
Understand relationships among science, technology and society.	52, 56, 58
Understand the ideals, principles and practices of citizenship in a democratic society.	46, 51

ENGLISH	Standards are covered on pages
Apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts. Draw on prior experience, interactions with other readers and writers, knowledge of word meaning and of other texts, word identification strategies, and understanding of textual features (e.g. sound-letter correspondence, sentence structure, context, graphics).	59, 68, 72
Employ a wide range of strategies while writing, and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.	65, 75
Apply knowledge of language structure, language conventions (e.g. spelling and punctuation), media techniques, figurative language and genre to create, critique and discuss print and nonprint texts.	61, 63, 66, 70, 76, 79

Suggested Suitability of Activities by Year Level

Book One through to Book Six are suitable for Year Prep through to Year 6, as shown in the table below, but this may vary slightly in your classroom.

The Middle Years books in this series are suitable for Year 6 to Year 9.

BOOK	Year Level
1	Prep/1
2	1/2
3	2/3
4	3/4
5	4/5
6	5/6
Middle Years: English	6–9
Middle Years: Science	6–9
Middle Years: Maths	6–9

What Is a Hero?

Strategies

Cooperative group
learning

Think-Pair-Share

Standard

Understand the interactions among people, places and environments.

Objective

Students will evaluate whether Captain James Cook was or was not a hero.

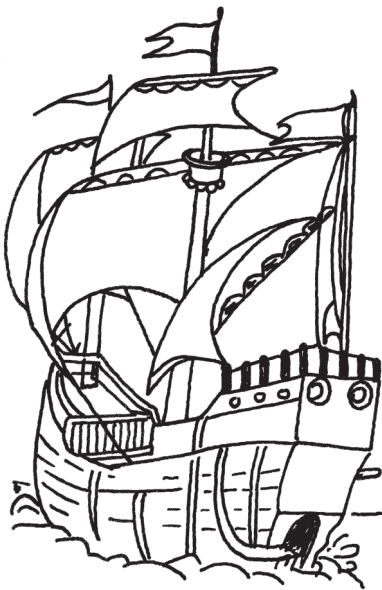
Materials

blank paper

textas

This is a great activity to launch students on a study of various world explorers. Begin your study with a class discussion about James Cook.

1. To begin, offer the following question to students for discussion: *What is a hero?* Have students Think-Pair-Share their responses.
2. Divide the class into groups of four, and choose one student to be the recorder. Give each group a piece of blank paper and a texta. Their mission is to define the word *hero* and give examples of heroes who illustrate their definitions. Have them post their work around the room and read and compare the definitions.
3. Then ask students to determine if *James Cook* was a hero. Use Think-Pair-Share again. Have groups use the definitions from their charts to see if Cook fits their descriptions.
4. Continue the discussion, and introduce point of view. Ask students: *Would the English in the late 1700s think Cook was a hero? What about the Sandwich Islanders of the same period?*
5. Finally, ask students to reflect on the discussion in their journals. Have them answer the question again: *Was James Cook a hero? Why or why not?*



Ideas for More Differentiation

Students who need more challenge may have a debate. Invite some students to present arguments for why Cook was a hero, while others present arguments for why he was not.

Symbolise Australia

Standard

Understand the ideals, principles and practices of citizenship in a democratic country.

Strategy

Open-ended project

Objective

Students will study and evaluate Australian symbols.

Materials

project paper

crayons or textas

One important aspect of understanding Australian history is knowing about its symbols and how these symbols came to represent Australia.

1. Invite students to brainstorm a list of symbols they associate with Australia, such as the flag, the koala, the Sydney Opera House, the wattle, Uluru, Steve Irwin, Parliament House or the Great Barrier Reef.
2. Explore these symbols in depth by asking student pairs to research how they were chosen, created or adopted into Australian culture. For example, the koala, Uluru and the Great Barrier Reef showcase Australia's unique and abundant natural beauty. They should also say something about how the symbols represent Australian ideals (e.g. the wattle is our national flower because it blooms in the national colours, is a symbol of remembrance and unity as it grows everywhere and of resilience as it can withstand drought, wind and bushfires.)
3. Invite pairs to choose an original way to share what they've learned, such as an oral presentation, poster or diagram, written report, poem, brochure or short skit.
4. After students' presentations, discuss unconventional Australian symbols. Ask: When you see Chesty Bond, the red and yellow of a vegemite jar or Arnott's biscuits, do you think "Australia"? Why or why not? Encourage students to become active observers and energetic thinkers about Australian symbols and what each of them really means.



Ideas for More Differentiation

Allow students to create their own Australian symbol and explain why they think their symbol embodies Australian culture and values.

Waltzing Matilda and More

Strategy

Open-ended project

Objective

Students will research Australian period music and write their own song lyrics.

An important element of studying Australian history is studying period music. During the colonial period, the first settlers brought along their music and instruments; they brought hymns as well as fiddles, guitars, violins and flutes. As time passed, Australian styles of music developed, influenced by Indigenous Australian music, African music, European classical music, ballads, American popular music and the improvisations and techniques of self-taught Australian musicians. “Australian” music takes elements from all over the world and makes it uniquely ours.

It is surprisingly easy to research period music. For example, if you use the key words *Australian colonial music* while searching on the internet, you will find many websites that offer tunes from historical Australia. You can buy songbooks and CDs, and some websites allow you to listen to songs.

1. Invite students to research period music, including the meanings of songs they know, such as “Waltzing Matilda”. Encourage students to study Indigenous Australia songs, as well as bush ballads and more official recent works.
2. Have students segue from researching existing songs to writing their own lyrics (and melodies, if they are able) about a specific time period, perhaps one they are currently studying (e.g. the Whitlam Dismissal or the Burke and Wills expedition). Ask students if they can think of lyrics to inspire key characters in the event or enrich their own understanding.
3. As students write, introduce the term disambiguation, which means “call and response”. It is a musical technique that Africans brought with them to the rest of the world. It is used in jazz, blues, folk music and many more styles. One instrument plays a melody and another instrument copies it. It is similar to echoing when singing songs. Invite students to consider using call-and-response when writing their lyrics.

The following example is about the Burke and Wills expedition:

Robert O'Hara Burke was a policeman.

A policeman?

Yes, a policeman.

He joined the Burke and Wills expedition to cross Australia from south to north.

From south to north?

Yes, from Melbourne in the South to the Gulf of Carpentaria in the North.

Burke and Wills, that's William John Wills, a surveyor and surgeon.

A surveyor?

Yes, he inspected new lands. They formed an expedition.

An expedition?

Yes, it set out from Melbourne. The group split in two at Menindee.

At Menindee?

Yes, on 16 October 1860.

Burke and Wills and two other men went on. They turned back in 1861.

They turned back?

Yes, after making it all the way to the north. But they didn't make it back to Melbourne.

They died?

Yes!

4. Students can perform their lyrics using a drum or other simple classroom instruments as accompaniment. Have them choose a group of students to chant the lead part and another group to chant the echo.

