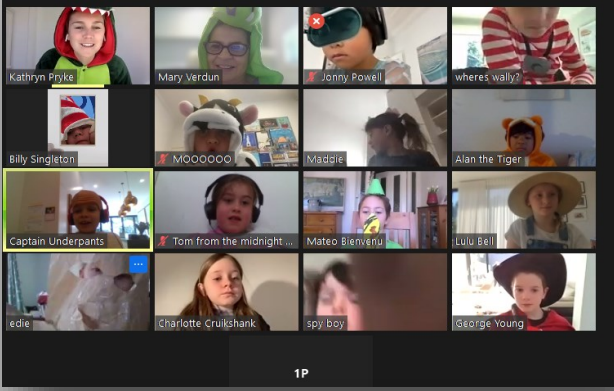




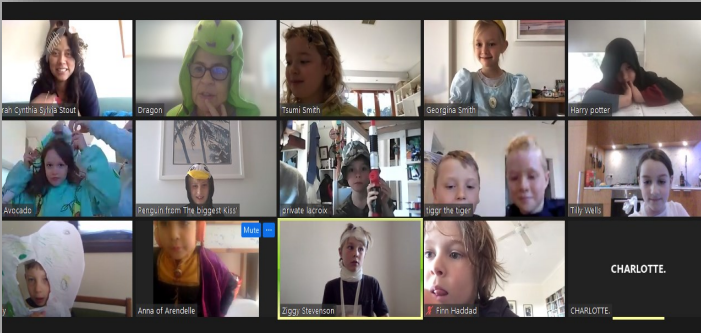
# Bronte Public School Book Week Photos



Is it Harry or Teddy?



Betty 3W



1-2 Red



Ivy and Vienna



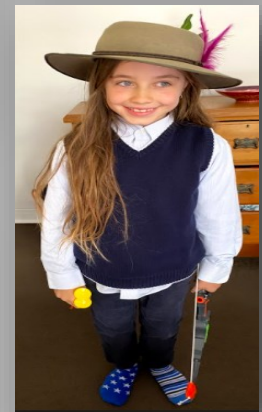
Betty 3W



1 Gold



Orlando



Amaya



K Green



Hungry Caterpillar



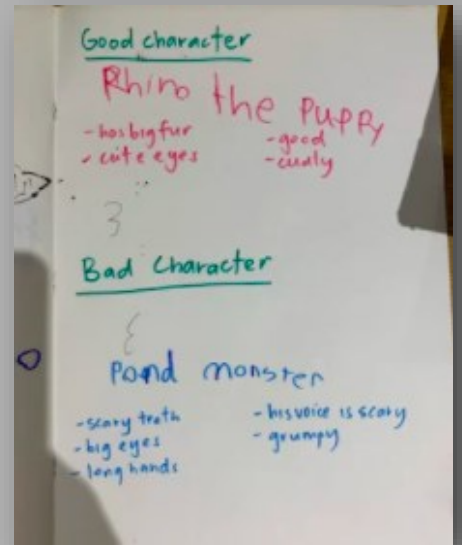
Mateo



4 Pink



Ollie loves Quokka's 2B



William's Characters—



# Bronte P&C News

Bronte Public School Parents & Citizens Association is a registered charity. Run by volunteers, our mission is to help the school provide the best possible learning environment for our kids.

## An evening or two with acclaimed children's author and psychologist Steve Biddulph

Raising boys – 7:30pm on Wednesday, 8 September

Raising girls – 7:30pm on Wednesday, 15 September

<Insert flyers>



Contact: [brontepandc@gmail.com](mailto:brontepandc@gmail.com) Website: [www.brontepandc.com](http://www.brontepandc.com)

Scan here to donate  
to the Building Fund!



# Amazing P&C Initiative



Bronte Public School P&C  
presents

## RAISING BOYS (ONLINE)

**Date & Time**  
Wed 8th September 2021  
7.30pm start

**Tickets**  
\$16 per household  
\$9 concession

**Booking link**  
[trybooking.com/BTPGF](https://trybooking.com/BTPGF)

# RAISING BOYS



## An evening with Steve Biddulph

Watch Steve's world famous talk - filmed before the virus arrived, with a live audience, it's like being in the front row!

This life-changing seminar is unforgettably moving, funny and practical, with powerful messages to help parents raise sons who are kind, confident, and safe.

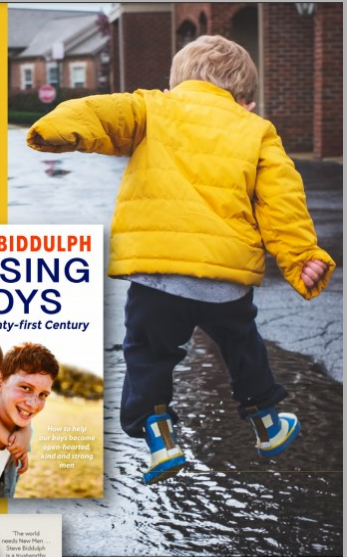
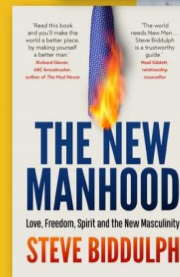
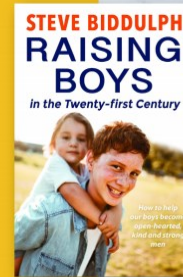
Covering boys of ALL ages, from baby to young adult, Steve will talk about:

- Boys and emotions
- The importance of Dads
- What single Mums can do
- Testosterone
- The 3 Stages of Boyhood and how to manage them
- Boys and housework

**And much, much more!**

**"Biddulph is electrifying"**  
- UK Guardian

**"Steve Biddulph is a spellbinder"**  
- 60 Minutes



Steve Biddulph's books are in an incredible four million homes.

A psychologist for over 30 years, he has become one of the world's best-loved parent educators.



Bronte Public School P&C  
presents

## RAISING GIRLS (ONLINE)

**Date & Time**  
Wed 15 September 2021  
7.30pm start

**Tickets**  
\$16 per household  
\$9 concession

**Booking link**  
[trybooking.com/BTPGK](https://trybooking.com/BTPGK)

# RAISING GIRLS



## An evening with Steve Biddulph

Are our girls growing up too fast? Why are they becoming so anxious and stressed?

Powerful, funny and practical, this talk, filmed before the virus arrived with a live audience, is an urgently needed call to arms which has reached thousands of parents around the world. It covers girls at every age from baby to young adult.

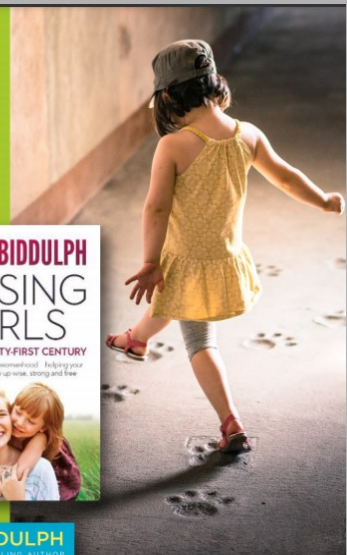
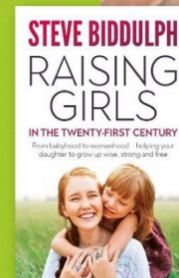
Steve will talk about:

- How you can help your daughter become wise, warm and strong.
- The five stages of girlhood
- The unique roles of mums, dads, and aunts in girls' lives.
- How to give your daughter inner security, a confidence that goes beyond the trivialities of looks, fashion, or pleasing boys.

**And much, much more!**

**"Biddulph is electrifying"**  
- UK Guardian

**"Steve Biddulph is a spellbinder"**  
- 60 Minutes



Steve Biddulph's books are in an incredible four million homes.

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## Bronte Bulletin



Dear BPS Families,

Spring has arrived and the weather is beautiful - just what we need right now, as we take each day at a time.

Last week I wrote to the community about positive COVID-19 cases in our community. I also updated you on the NSW Dept of Education plans to return students to school from Monday, 25<sup>th</sup> October. I hope everyone is keeping safe and finding some time for themselves at the end of what has been a long term.

Today, Mrs Landrigan and I will host the first Kindergarten Transition zoom session with parents of students enrolled to start Kindergarten next year. We would love to see the children visit the school before the end of the year but only time will tell if Dept of Education guidelines will allow for external visitors.

Over the last few weeks teachers have contacted every family to learn more about every child's home learning needs. We thank you for your support and commitment to provide the best outcomes for every student. The conversations have revealed:

- Children have become more independent in their approach to home learning
- Families have settled into routines in terms of spaces used and the time they expect students to complete tasks.
- Individual conversations with teachers are important
- Small group zooms are effective to target student's needs
- It is a really challenging time for everyone
- Children really miss social experiences
- Children can't wait to be back at school

It is clear each family has their own experience based on the many factors that make up a family dynamic. I encourage you all to be confident and trust that teachers are highly skilled and know your children well. Our approach to individualised and targeted teaching will not change and will be even more important when school returns.

If you can, I highly encourage you to join the Steve Biddulph talks on 8th or 15th September. Thank you to the P&C for organising this great opportunity.

Stay safe,  
Ms Ryan

**Next week is Wellbeing week at Bronte Public School, 6th-10th Sept.**

- **RUOK day activities**
- **Steve Biddulph talks for parents**
- **Whole school assembly next Thursday 10.30am**
- **Technology free Friday**

**There will be a special edition of the newsletter next week.**

# PARENT /CARER SURVEY NOW OPEN

| NSW Department of Education



## ***Tell Them From Me*** student survey:

**Information for parents and consent form for parents and carers**

Dear Parents and Carers,

This Term, our school will be participating in the *Partners in Learning* parent survey, another part of the *Tell Them From Me* suite of surveys (student, teacher and parent surveys) on student engagement. The survey asks parents and carers questions about different factors that are known to impact on student wellbeing and engagement.

Running this survey will help our school understand parents' and carers' perspectives on their child's experience at school. These include: communication between parents/carers and staff, activities and practices at home and parent/carer views on the school's support of learning and behaviour. This valuable feedback will help our school make practical improvements.

The survey is conducted entirely online on smartphones, iPads, tablets, laptops or computers. The survey will typically take 15 minutes or less to complete and is completely confidential. The parent survey will be conducted over Term 3 and early Term 4, it must be completed by 15th October, 2021. Although participating in the survey is entirely voluntary, your responses are very much appreciated.

The link to complete the survey is <http://nsw.tellthemfromme.com/6m58c>

More information about the survey and the research is available at [education.nsw.gov.au/ttfm](http://education.nsw.gov.au/ttfm)

Catherine Ryan  
Principal  
Bronte Public School



# RUOK? DAY

## THURSDAY 9TH SEPTEMBER

What Bronte PS can do:



**Wear something yellow to school or your class zoom on Thursday the 9th**

**On Zoom, teachers will discuss with students how they can support their friends. They will share some activities for students to do.**

**To enhance our wellbeing, Friday the 10th of September will be a no screen day.**

**RUOK?**  
A conversation could change a life.

**Students can enter the Friendship Corner Design Competition!**

## Friendship Corner Design Competition

PRIZES TO BE WON!

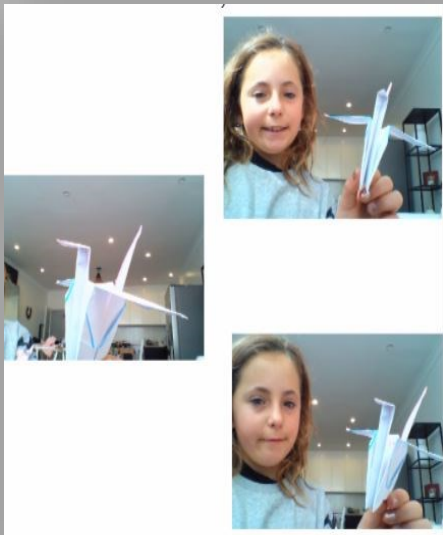
1. Create a design for the friendship corner. When creating your design, think about how we can be good friends and what the corner is used for. You may choose to do this digitally, using paint or by drawing the design.

2. Email your design to Miss Pryke at [kathryn.pryke7@det.nsw.edu.au](mailto:kathryn.pryke7@det.nsw.edu.au) by the 16th of September. A panel of judges will pick the winner of the competition!

3. Runners up will receive a prize. The winner will help design the friendship corner.

**RUOK?**  
A conversation could change a life.





Issy's Paper Crane



Evan Crawford's recyclable robot made from household materials and his paper crane

The Lighthouse - by Orlando Kime 13.8.21

In the middle of the night Lucca watched from his bed for the light that flashed from the lighthouse. 1-2-1-2-1-2. But tonight, it didn't flash! Not at all!! He looked again and still he couldn't see it! The wind cracked against the window and made the panes rattle. Suddenly Lucca remembered that a huge ship was coming past with the crown jewels on board, with the Queen as a passenger. If the light was out then the ship could be wrecked on the high rocks, killing all the people on board.

Lucca woke up his brother Thomas and told him about the disaster about to strike! They together raced down the stairs and to telephone the coastguard but the telephone line was down!

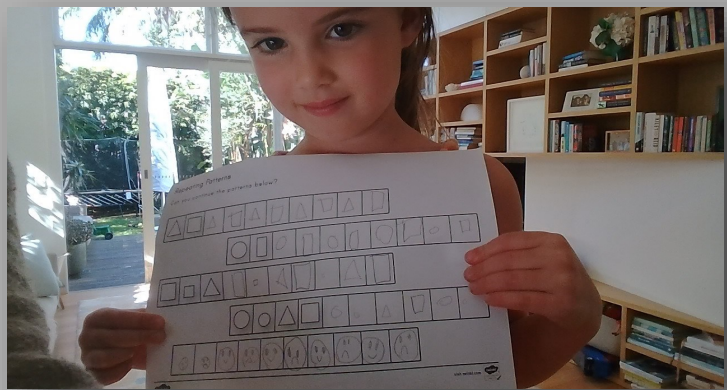
The boys raced up to where their parents slept but as soon as Lucca put his head around the door his Dad said, "Go back to sleep son!"

Exasperated they shot down to the cove and jumped into their rowboat. As they rowed, they saw all of the villagers in row boats too. Thomas yelled out to them, "What are you doing?" A fisherman called near them, "We're going to shine our lanterns so the great ship can come past the jagged rocks to safety!" And so they did.

THE END



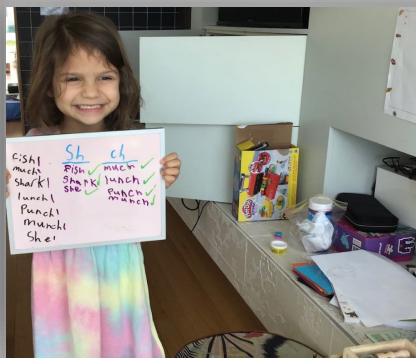
Immy Measuring Bronte Gully



Isabelle's Patterns



Ella - zBlue



Dinosaur Madness

As the clock stopped then all of a sudden the doors closed and I was teleported back in time. I heard a terrible roar. Oh boy. I think it's a dinosaur.

Oh no, it's trnasarus rex. It was roaring loudly and it was really frightening. As the dinosaur stepped closer to me I ran in fright.

The dinosaur took me to it's cave. The dinosaur made a fire and got some meat. Please don't eat me Mr.Rex i'm not food.

The dinosaur said he was lonely and wanted a friend so I stayed to give him some company.



The Train Ride

Today you are going to write a narrative about this picture.

Who is the crocodile on the train? Where is he going? Why are the people pointing at him? Is he travelling with the little girl?

Think about the following:

- Who are the characters?
- Where is the story set?
- What is the problem and how will it be solved?

Remember to:

- Plan your story - have an orientation, complication and resolution
- Organise your ideas into paragraphs
- Pay attention to your spelling and punctuation
- Edit your work

The train ride

The crowd murmured as I apologised to the green scaly man who held a little girl's hand. It was scary but the girl looked very ecstatic and confident. When I came inside the train and looked at the man. That man seriously is not a human, it's a Crocodile'. He leaned onto the seat and read a newspaper. Surely, he wasn't going to eat the girl? The girl read some books and then looked at everyone and said 'He won't eat anybody! Don't worry, he just eats fruit and veggies'. Finally I arrived at my station. I said 'Bye!' to Mr. Crocodile.

The Train Ride by Miroslava zB

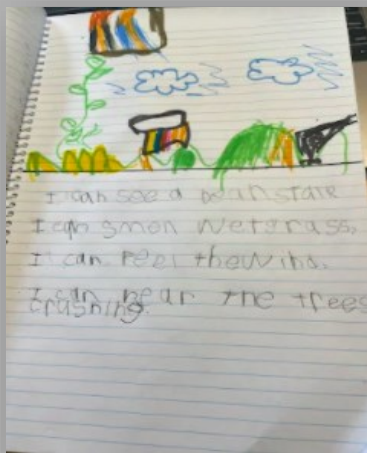


## Our Chalk Drawings

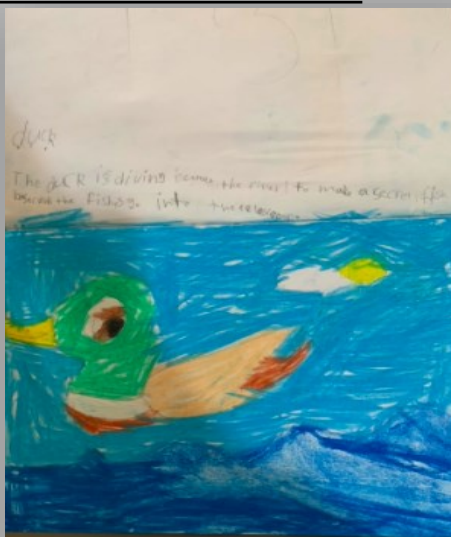
My mum really loves to craft and draw and I enjoy it too. But because we don't own our apartment we can't do anything permanent. So we started doing chalk drawings on the front wall of our house. It is a fun pass-time. Once we were asked if it was us doing the drawings, so it was getting us noticed. We have done many, many drawings. I did one today of the front cover of the book my favorite character is from. It has begun to get harder to come up with themes. Here are a few of the ones we've done.



Dylan—wings of Fire



Max's Setting



Salvador's Duck work



### Ocean Poem

Ocean Adventures  
 time to venture into the deep blue ocean  
 where bright green and orange fish lurk  
 ready to throw up over board  
 step aboard,  
 the captain moans  
 a little cold the captain sails along  
 bouncing.

By Will

### TOUCHDOWN - NEPTUNE'S HORSES POEM

DEEP UNDER THE ROLLING WAVES,  
 DOWN WHERE THE HORSES PLAY,  
 ROAMING AROUND,  
 NOT BOTHERED BY THE SOUNDS.

WAVES OF PARADISE  
 IS THEIR HOME  
 LITTLE FISHIES SWIM ALL ALONE  
 CAREFUL OF WHAT IS IN THE UNKNOWN

WHITE CAPS GALLOPING ACROSS THE SEA,  
 SWALLOWING ALL OF WHAT THEY CAN SEE.  
 THEIR MANES FLING OUT WITH PRIDE,  
 SURELY KNOWING WHAT'S BEHIND

POSEIDON'S HORSES TROTting FREE,  
 HOOVES OF GOLD, STOMP ON THE SEA.  
 WITH CONFUSION ABOUT THEIR QUEEN BEE

POLISHED WOOD ABOUT TO BE DEMOLISHED,  
 ANOTHER KICK JUST TO BE PUNISHED

By Eleanor and Kama

One stormy day out in the ocean, an old pirate ship moved around in the big waves. Rose and Max, two small children, were trapped inside after their mum and dad were pushed off the ship by old sly pirate Jerry.

Rose had a great idea and threw her bread from her pocket at a bottle of green potion on the shelf. It fell down and rolled over to Max and Rose. Max tips the potion on the bread to give to Jerry.

Jerry finds the bread on the ground and gobbles it up, and falls asleep. Max and Rose use the rest of the potion to break apart the cage.

They sneak off the ship that is close to an island and jump onto it. They run over the bridge, where they find their mum and dad waiting for them.

By Jett, Georgia, Alessandra and Mrs L



Sequoias Writing

The little puppy plays with  
the cat.  
The big boy is shouting  
at his dad.

The girls are whispering  
a secret message.

Wait to the of. For are we  
get in on this these than

My was saw and with He she  
why what when with some

Once upon a time, there was  
a princess called Beauty.  
She had long red and pink  
hair. She was wearing a colorful  
dress.

One day, she went for a  
walk outside the castle  
on a bright sunny morning.  
She could feel the soft grass  
and she could hear the birds singing.



### THE TREASURE CHEST

By Imogen Chivers

It was Summer 2022. The phone rang, 'hello' Isla said. Immy was so excited. 'Hi Isla, it's Immy. I was wondering if you would like to come with me and my family on a holiday to The Great Barrier Reef?' Isla's heart was pounding with excitement as she ran to ask her mum and dad.

Before the girls knew it, they were on a big sailing boat ready to go snorkelling on the reef. The day was perfect – with a clear blue sky, the sun was shining bright, the water was crystal clear and the temperature was 28 degrees. We couldn't wait to see the coral reef. We had read books about it but had always wanted to see it in real life.

Despite the long boat ride to the coral reef, we realised it was all worth it. We both jumped in the water together at the same time to see so many beautiful coloured coral and rainbow fish. We snorkelled until we got cold. As we turned around to go back to the boat, we saw something brighter than the sun coming from under the water. We swam down to see what the bright light was. As we got closer we realised it was a giant treasure chest full of gold coins, rubies and emeralds. 'WOW, WOW, WOW. How are we going to get this back to the

boat?' said Immy through her snorkel. Isla suggested, 'how about we stuff it in our wetsuits?' And they did. Their tummies were getting fatter and had no more room for all of the gold coins, rubies and emeralds.

We finally brought the treasure up to the boat to show mum and dad. Mum and dad had a good look at it and told us that it was fake! 'Oh well,' said Immy. 'At least we had fun', said Isla.

CBCA BOOK WEEK

OLD WORLD NEW WORLDS,  
**WINNERS**

21-27 AUGUST 2021

Colouring Competition

K-2

Evie Barrow

Reggie Gillespie

Maddie Casselden

Ivy Miklos

3-6

Mabel O'Grady

Zachary Harris Dade

Xara Gray

Emilie Satchwell

Gift  
Vouchers  
Recipients

Poster Competition

Betty Morastico

Estelle Candy

Vienna Miklos

Eleanor Ward

All other entries  
have won **GOLD**  
CARDS

THE BEAUTIFUL SUN RISES IN THE SKY  
TO THE EAST OUT OF THE PACIFIC OCEAN  
IT CLIMBS HIGH IN THE SKY  
THE BIRDS CHIRPING WAKE ME UP  
CURRAWONG AND KOOKABURRA HAVING A SINGING  
CONTEST  
SOUNDS LIKE DRUNKEN KARAOKE

AS THE BEAUTIFUL SUN GETS HIGHER  
MY BALCONY GETS BUSIER AND NOISIER  
CHU CHU AND PEGGY ARE TRULY NOISY MINERS  
COCO AND CHARLIE THE KISSING LORIKEETS  
OUR BALCONY'S VERY OWN RAINBOW  
MR. WONG THE CURRAWONG AND MAGGIE THE  
MAGPIE

IN THE HEAT OF THE BEAUTIFUL MIDDAY SUN  
EVERYTHING SEEMS A LITTLE BIT MORE SLOW  
OUR FEATHERED FRIENDS HAVE ALL GONE HOME  
IT'S SIESTA TIME IN THE SHADY TREES  
TIME TO HEAD FOR THE BEACH  
FOR A COOL REFRESHING SWIM

AS THE BEAUTIFUL SUN HEADS INTO THE WEST  
IT SEEMS TO HANG THERE FOR HOURS  
MY FEATHERED FAMILY ARRIVE FOR SUPPER  
I SAY, "THANK YOU BEAUTIFUL SUN, FOR THE BEAUTIFUL  
DAY WE JUST HAD  
AND FOR CONTINUING YOUR JOURNEY TO SHINE  
ON MY FAMILY IN SHANGHAI AND SCOTLAND"

# THE BEAUTIFUL SUN

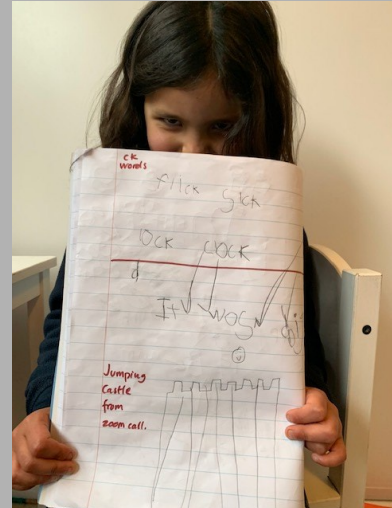
BY FINN MA



Immy S knows how to relax!



Immy S measures in the Gully



Bella's Literacy work



Isabelle making her Raft!



Isabelle Reading about her Raft.



Isabelle's Raft Floating

## The Enchanted Forest



Jimmy Burns -2 Blue

In a lovely, sunny, beautiful Sydney morning the sun was glowing. When a person called Jasper was going for a morning walk he closed his eyes and imagined a tree house all for himself. Then all of a sudden he opened his eyes and saw a whole forest in front of him and then saw fire behind him.

He started jogging and then went sprinting over logs and over the grassy field then he thought he should climb the biggest tree he saw. Then before he got to climb the tree he saw a magical door he opened and it creaked a bit. Then ran in as fast as he could and panted for breath he was so tired from all the running. The 16 year old boy flopped on the floor then saw a foot. He looked up and saw Santa Claus. Jasper said to Santa how do you get me out of here, please. Santa said yes I can help. Jasper whispered what are you doing here? Santa Claus replied I'm on holiday. I am to get you home using my magic and soon Jasper was back to his normal life. **The end**

## THE ENCHANTED FOREST



It was seven minutes after midday when Dad and I took off in the car on our very first camping trip adventure. I am so excited as he had promised me would go camping ever since I was little!

'Are we there yet Dad? It has already been two hours in the car!' yells out Immy. 'We are here now. Look isn't this place amazing,' says Dad.

Immy couldn't believe her eyes - they were working this whole time!!!!!! The forest was lush and green with giant tall trees. We could hear the little birds too. The afternoon light was guiding us down the path to our perfect camping spot. Once we had set up our tents Immy suggested that we go and explore the spectacular forest.

Quietly whispering, Immy said to Dad, 'Let's go down this path. It looks very intriguing'. They crept down through the most beautiful arch shaped tree tunnel when all of a sudden they saw a secret door but did not know



Dad and I nervously knocked on the door. The door creaked open and it was Mrs Tyras! 'What are you doing here? How did you get here?' Immy said. She couldn't believe it. Mrs Tyras was wearing a fairy outfit with big wings. Mrs Tyras said, 'I am here to give you three school wishes and what would that be?' Immy stood up straight and said her first wish, 'I would like to do slime classes.' Then Mrs Tyras asked, 'What would your second and third wish be?' Immy said, 'I would like to do art and baking all day. My third wish is to learn to sew'.

THE END

## Thursday Week 6 Writing – The Enchanted Forest

Getting out of bed, I look through my bedroom window and see the beautiful forest I've lived next to ever since I was born. I ran down the stairs and ate my yummy scrambled eggs for breakfast. Never in my life have I tasted that taste on any other food. My fingers gripped the door handle as I opened the front door, I ran outside leaving it open.

Before very long I was running into the forest. I must have been daydreaming. "Is this a magical forest?" I thought to myself. Suddenly I stopped. I saw a little man running to the tree I saw yesterday. "Why is he running there?"

Mumbling under his breath, he said "Why do I have to do this every single day?" Then I just noticed he was holding a bucket of water. The surface of the water was still as he was running. "How odd!" I thought.

Suddenly I ended up in front of the door that the little man was running to in the tree. There was a window in the door. I looked through the window and the little man was inside. I stepped in through the door. The little man was facing my direction but he couldn't see me. "How strange!" I thought. "It will take an eternity to figure this out." Suddenly I was in front of a wooden elevator door within the tree. "How am I going to explain this to my mum and dad when I get home?"

The elevator door opened. I stepped inside. It suddenly started moving down, and down, and down..... I ended up in little room. Then I saw myself. "I know what's going on, I'm a ghost and I need to return to my body immediately!" I touch my body and then I was me again. Suddenly I was in front of my house. "What a weird day!" I said to myself.

It was nightfall. I opened the door and stepped inside. A yummy plate of pasta was waiting for me. "Where have you been?" my mum and dad asked. Then I said "Out on a stroll."

The Enchanted Forest

By Analise 2B

My heart was racing when us fairies saw something out of the window of the enchanted forest. It came closer and closer ~~then~~ it started to run towards us. Suddenly we all knew it was a pirate!!

We rushed to lock the door and windows. We hid the kids' Christmas gifts. We hid them behind our backs. We were so scared that we forgot to hide the secret list of kids that were naughty and ~~good~~ no!

He had an extra key and the pirate got in. He found the list and changed it so ~~it says~~ that all the kids naughty. He wanted to steal their presents and have them all to himself. ~~Next~~ he was going to find us! He nearly did.

Just in time a boy and girl walked in. They stopped the pirate and released us fairies. Christmas was saved and the boy and girl turned into little elves because they saved us.



## THE ENCHANTED FOREST KINGDOM

My aunt Louise absolutely adored cats. I came to her house to see a snow leopard cub. She invited me because she knew that I loved snow leopards.

It was morning, and my auntie didn't seem to be awake. This had been the second night I'd been staying here, and I wasn't expecting her to wake up anytime soon. I headed down to make breakfast myself. I was thirsty and my throat was dry, so I decided to get some tap water. I noticed a drinking cup oddly already filled with water sitting on the counter. I took a big sip, and the taste was not pleasant. "This tastes extremely poisonous!" I shouted in disgust.

My body began to tremble, though I didn't know what was going on. I lost balance as I dropped to the floor. Then I saw Louise's rescued snow leopard cub running around me. Then, Louise's snow leopard Lavender remarked in delight: "It's really worked!" I responded in shock: "How come I can understand you?!" Lavender simply said to look in the mirror.

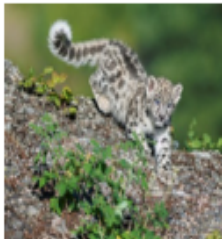
I was speechless-I looked completely different. I was a giant fluffy snow leopard! I was completely horrified. "How did this happen?", I asked in fear. Lavender explained: "I mixed two little droplets of snow leopard blood with a bit of salt and sugar". "Do you even know what humans eat or drink? Not sugar and salt with liquid!", I asserted with intensity.

Lavender answered: "Salads or something?" She must have thought that because my auntie is a vegan. Then she said: "Come on, let's go to the wild!" But then I asked: "Why didn't you go before me?" She then replied: "Well, first your aunt won't let me go and second I needed you! It has been reported that if you mix cat blood with a little bit of something nice then give it to a little girl, she may be turned into a cat and be the ruler of the animal kingdom!" I completely froze, transfixed by the thought of being the Leopard Queen. "What are you waiting for!" meowed Lavender. "Let's go!" I used my razor-sharp claws as a key, through the lock of the door. When we both pounced out the door, Lavender showed me a dug-up hole in the ground and whispered "Hop in" so I climbed into it, and so did she. It took almost forever, but when we were there, there was an entrance into the wild. I climbed out and noticed it was all trees and bushes.

It was the wrong habitat, but I was fine with that. I think it was because I had to overthrow the Lion Emperor, what a fight! Lavender announced it to the kingdom: "Hear ye, hear ye! It's princess Liana!" Then I asked, "Why Liana?" "Well, every leopard starts with an 'L', silly!" I kind of frowned, I thought I was going to go by my actual name.

Lavender showed me a mansion saved for the legend to come true. Then, as I opened the door, I turned back and noticed about 200 animals were behind me, following me, whom I assumed to be slaves. As I came to the final floor, I saw one fierce majestic lion waiting. And then all animals disappeared, I think they were absolutely terrified by it. Suddenly, he captured me as he pounced onto me in a split second. He growled "I will be the ruler once and for all!" And then I roared "No, you are not!" I used a long piece of string that I got from Lavender to tie him up. He was shocked. After that, I said goodbye to all the animals. They mumbled and sadly sobbed as a said that I would come again next time.

I went through the hole and back to my house. I looked in the mirror and I was still human. I came up to give Lavender a hug, and she said, "What a beautiful adventure!" I could still talk to her! Turns out, I could still talk to cats for the rest of my life!



## Ella's Crocodile Information Writing Report - Tuesday Week 5 Research - Interesting Facts about Crocodiles

What is the biggest crocodile in the world? The world's largest crocodile is 6.17m long, recorded in the Guinness Book of World Records.

How fast can crocodiles run on land? Saltwater crocodiles can run up to about 29 km/h. However, they can only run at top speed for short distances.

Can a human swim faster than a crocodile? Crocodiles can swim up to 20km/h, so humans can't swim faster than a crocodile.

Can crocodiles cry? Crocodiles have tears, which help clean the eyes.

What animals can kill a crocodile? Big cats, such as jaguars and leopards, sometimes kill and eat crocodiles. Also, anacondas and pythons (huge snakes) sometimes attack grown crocodiles.

How high can crocodiles jump? They can jump up to 1.5m out of the water. They use their tail and feet to spring themselves up and out of the water to catch



h their dinner.



## Ella's Crocodile Information Writing Report - Monday Week 6

**Classification** A crocodile is a large reptile. They can live between 40-70 years of age.

**Diet** A crocodile is a carnivore (meat eater). A young crocodile's diet includes insects, some water animals and small reptiles. An adult crocodile's diet includes different animals such as, mud crabs, snakes, monkeys and buffalos.

**Habitat** Crocodiles can be found in Australia and different parts of Asia. They live in estuaries (areas of coastal water where freshwater from rivers and streams mixes with saltwater from the ocean), swamps and rivers.

**Appearance** Crocodiles are covered in scales on it's long, large body. It also has a long snout, large head and sharp teeth for eating prey. They can be around 4-5m long. They can weigh 1000kg.**Lifestyle**

Crocodiles hunt at night. During the day, they move through water or sunbathe. They sunbathe, to get warm, when they feel cold. However, when they feel too hot, they stay in the water to cool down. Crocodiles can be very territorial.



## Earth and Dust Poem pt.2

By Kama and Eleanor

The cracked land over the dry terrain,  
Rotting to death as it gets swept away.  
Our beautiful land is our home,  
We need to protect it when it's all alone.

Rolling waves keep the rocks watered  
Crystal clear water hides where the ship was  
slaughtered  
Little fish swim under way  
Making sure they eat their prey

Dust flying below our feet  
Dry as bone, sand so petitet  
Tickling me as I walk to the beach.  
I love the land The sun, the sea, the  
sand  
This is the place I call home

**The Animal Crossing - by Orlando Kime. 12.8.21**

"Use the tightrope.... Use the tightrope..." whispered the voice. Stripy the Zebra awoke suddenly. 'Who said that?' she thought to herself, sleepily.

Current, the dolphin splashed from one side of his small oasis to the other, restlessly wishing he was back with his family in the ocean.

Zip the cheetah was pacing around his minute enclosure, frustrated. He pounced on an unsuspecting mouse and munched it up happily. How he wished he was in the wild munching on a wildebeest.

Bouncy was jealous of the other kangaroos, who bounced around in the bushland surrounding the zoo. There was one who looked like her brother, Bound.

Soar, the wedge tailed eagle, could do all the bird show tricks in her sleep. She wanted to fly in unknown skies.

Suddenly Stripy saw a tightrope coming down from the clouds into her pen. She galloped over and told Zip and her other friends all about the tightrope. As soon as she had finished there was an outbreak of questions, and none of the animals saw a silvery white and blue dragon slide past them.

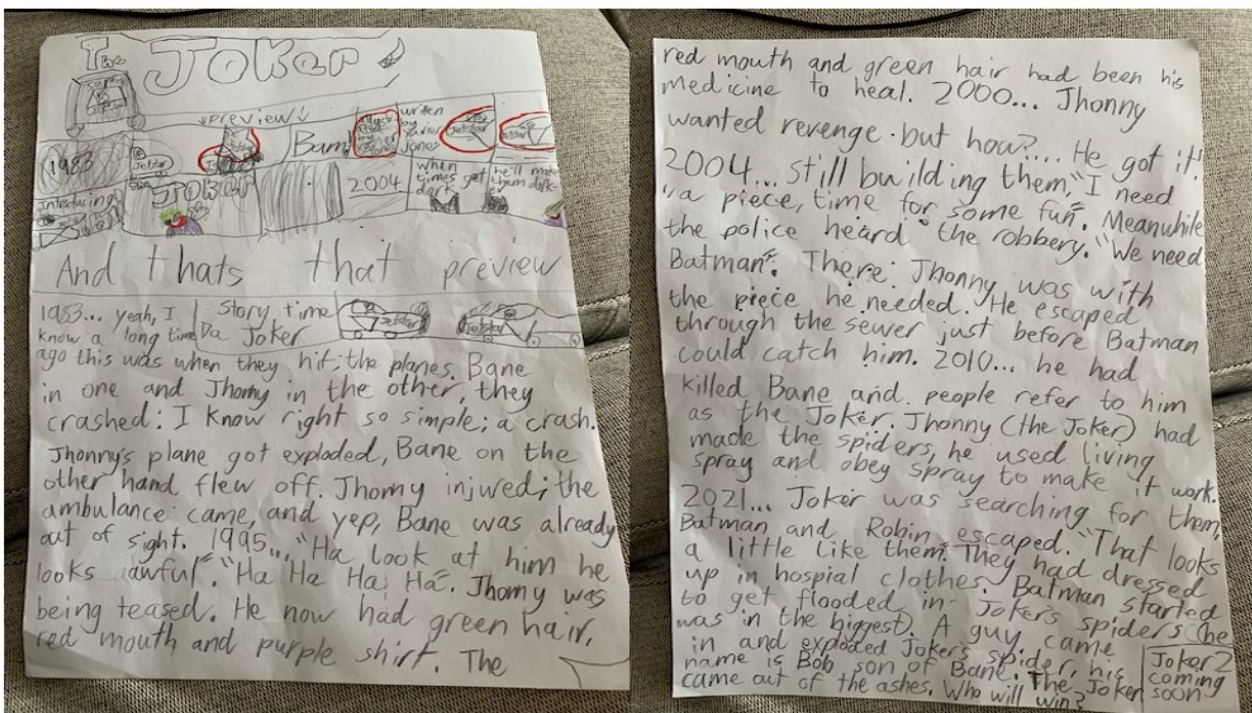
Stripy miraculously had a brainwave. The tightrope could lead them all to freedom!! First the kangaroo bounced over the fence to Stripy, then Zip the cheetah took a running leap over the fence. Soar used her talons and beak to rip a hole in the wire netting of her awful enclosure. She flew directly to Stripy.

Next Bouncy and Soar each picked up one end of Current's wet body, and they lifted him out of the water and onto the tightrope.

Soon all of the friends embarked on their wobbly journey. Alas! In the middle of the tightrope Current the dolphin slipped .....as he fell he caught hold of the rope with his Rostrum. He was hanging there by his mouth, desperately close to falling thousands of feet to his death!!

At the last moment Soar swooped down from high above the tightrope where she was flying, and balanced Current on her feathery back. She flew loftily through the sky to the animal sanctuary in the clouds, where all the friends' families were waiting.

FRIDAY FREE CHOICE CREATIVE WRITING from Xavier Jones 3 WHITE



## Earth and Dust

### In the Texts

1. → Poems emit emotions and thoughts. W. Les Russell, the author of *Red*, feels as though he is a part of the earth, sun, animals and flowers and the blood of the trees. He believes that all these things and more are part of him and that he is a part of them. Overall, W. Les Russell feels a strong connection to Australia's natural world. He loves the land so much that it's like they are intertwined, and they complete one another. ¶

The poem *Dust Storm* is about an emu hunter's day. It describes what the emu might be thinking as a hunter approaches, and what the old hunter does as he heads towards the emu. Throughout the hunter's day there are signs that a dust storm will appear and at the end it explains what the hunter did as a result of the storm. ¶

2. → I counted the punctuation marks in the two poems. ¶

	<i>Red</i>	<i>Dust Storm</i>
Comma	8	3
Semicolon	5	0
Dash	0	7
Full stop	2	4

→ In the poem *Red* the author often uses semicolons at the end of a line instead of commas. In poetry, a semicolon means the reader should pause, but not take a full breath, because the next line is directly tied to the one just read. Commas are usually used as a mark of separation within a sentence, however semicolons are used to connect two independent clauses. ¶

→ The poem *Dust Storm* often uses dashes instead of semicolons. The difference between a dash and a semicolon is the length and purpose of the pause it creates. A dash isolates the idea that follows, while a semicolon combines two ideas into one. ¶

→ When there is no punctuation mark at the end of a line, it means that it is probably not the end of the sentence, it only stops there to fit the rhyme. ¶

3. → The poem *Red* uses repetition throughout the poem. The clause that is repeated throughout this poem is 'of which I am a part'. The preposition that is repeated throughout this poem is 'of'. The effect that repeating these words has on the poem is that it relates the start, middle and end of the poem with each other. This way the poem is always relatable to the reader. ¶

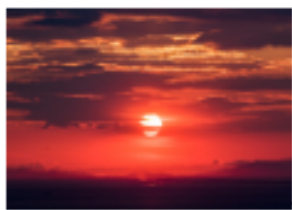
4. → A different title for the poem *Red* could be *Part of Me or My Land*. Another title for the poem *Dust Storm* could be *A Stormy Hunt or Emus and Dust*. ¶

5. → The two poems, *Red* and *Dust Storm*, are written by Aboriginal poets. A non-Aboriginal person could write on these topics, although, it wouldn't have the same effect. Aboriginal people have always had a deep connection with the land, and when they were stripped of its glory, they became more aware and fell more in love. They have the experience and personal relationships with the Australian bush that not many others have. ¶

### ¶

### Read and Learn

1. → These are some of the things mentioned in the poem *Red*. I will attempt to label the images correctly. ¶



Sun as it rises and sets ..... Flowers—the waratah ..... The blood of animals ¶



The author's blood ..... The tree's blood ..... The earth ¶

¶  
3. → My one is in red. ¶

Language	Spoken In	Word that means sun
Kamilara	New South Wales	varara
Kaurna	South Australia	tinoo
Waciman	Northern Territory	nelele
Yawuru	Western Australia	uulaga
Djabarru	Northern Territory	dayku

→ Personification is a commonly used descriptive form of writing. It is when one describes a thing with actions and motions that normally humans do. Some things that the sun does that people do too include: rise, carry, spread, transfer, get up, move, shine. Some things that people do that the sun could too include: watch, rest, wake, travel, lay, guard, care, help, give. ¶

→ This is a poem I wrote about the sun, it derives from what I previously mentioned and includes the word sun in Djabarru at the beginning and end. ¶

¶  
Dayku is our saviour, ¶  
 She give us heat and light, ¶  
Dayku stays by our side, ¶  
 Until the dead of night. ¶  
 The sun is a guardian, ¶  
 She keeps us free from harm, ¶  
 She earns our respect, ¶  
 With her power and her charm. ¶  
 ¶  
 She is part of our lives, ¶  
 And she comes out to play, ¶  
 She gives us countless gifts, ¶  
 One of which is day. ¶  
 ¶  
 Another is the warmth she brings, ¶  
 The plants she helps to grow, ¶  
 She travelled here to help, ¶  
 So long ago. ¶  
 ¶  
 She works hard to aid us, ¶  
 To guard and protect, ¶  
 She helps sustain life, ¶  
 She hopes it has effect. ¶  
 ¶  
 But even she gets tired, ¶  
 And she need to have some rest, ¶  
So she lays down to sleep, ¶  
 Always in the west. ¶  
 ¶  
Dayku spreads her glow, ¶  
 She is strong and kind, ¶  
Dayku gives us strength, ¶  
 And meaning to our mind. ¶  
 ¶

#### Synonyms and Antonyms ¶

1. → A synonym is a word with the same or similar meaning as another word. ¶

Using a thesaurus, I found five synonyms for each adjective. ¶

**small**—minuscule, little, narrow, petite, slight ¶

**sad**—dismal, melancholy, upset, sorrowful, mournful ¶

**silly**—foolish, ludicrous, frivolous, crazy, childish ¶



¶

All of the things above, have certain things in common. The author of *Red* mentioned all these things as a part of him. Or that he is a part of them. They were all used and described in the same way in the poem. Another thing that these images have in common, is that they are generally all a part of nature, specifically, Australia's nature. The poet who wrote *Red* is an indigenous Aboriginal and he felt a strong connection to Australia's natural wonders. This could be the inspiration for this poem. ¶

¶

2. → Some words that relate to the poems, and their meanings. ¶

**rural**—in, relating to, or characteristic of the countryside rather than the town. ¶

**Mission**—a place where the work of missionaries is carried on. ¶

3. → In the last two lines of *Red*, the poet is describing his link to all the natural parts of Australia. He is embracing his connection with nature, and stating that they complete each other. He has a passion for all of the things mentioned in the poem and he feels so close to them, that he feels a part of them, just as they are a part of him. They have also provided things for each other, e.g. people treat nature (water plants or feed animals), while nature provides food and health. The poet has a relationship with these things as if they were friends, and they are a part of him. ¶
4. → In *Dust Storm* the emu senses danger, and is alerting itself to be cautious. There are two threats to the emu mentioned in the poem. The hunter, who is trying to catch the emu, and the dust storm, which is always a destructive event. Which of the two, is unclear, but the emu is rather clever to be aware of the situation. ¶
5. → Many things can spoil the fun of hunting emus. Firstly, when you become aware of the fact that you are ending another life for your personal benefit, that can change the way you view this scenario. Secondly, any threat or unfortunate situation that occurs while you are hunting an emu can also take away from the fun. In the poem *Dust Storm*, the emu hunter is interrupted by a severe dust storm. Surely, this defeats the fun and purpose of emu hunting. ¶
6. → Emu hunting could be fun to certain people. Firstly, the feeling of being able to provide supplies for you and your family is always a great feeling. To the indigenous Aboriginal people, emu hunting is a fun activity, just like certain people think fishing is a fun activity. ¶
7. → While emu hunting, the old man might have been carrying a boomerang or spear to help him hunt. The boomerang is an essential hunting weapon in the Indigenous Aboriginal culture, and spears can be equally as helpful. ¶

¶

#### Your Turn ¶

1. → Out of the two poem topics, I prefer the topic *Red* because of the connection between the author and the things mentioned. It's always nice to have a passion for nature and the Australian bush. I have always admired the connection between the indigenous Aboriginal people and their land. This topic is something I have always been interested in, and you can definitely expand it in many different ways. ¶
- I think the poem *Dust Storm* is the easiest to understand because it is quite straightforward. An old man was hunting an emu, the emu could sense danger, then suddenly, they were interrupted by a severe dust storm. The poem *Red* can be interpreted in several ways, which makes it slightly more difficult to understand. They both have ways of manipulating the readers to think differently to what is actually happening. It's quite clever, but overall, *Dust Storm* is the easiest to understand. ¶
- I believe that the poem *Dust Storm* has more descriptive language than *Red*. It has exceptional descriptions such as 'Dust swirling mad and high' that give us a sense of what the characters are experiencing. The word usage in this poem, however, is quite simple, and the words in *Red* are of a higher standard. When it comes to description, *Dust Storm* takes the lead. ¶
- I think both of the poems paint fascinating pictures in the readers' minds. *Red* gives us a sense of the relationship between mankind and nature. It shows us how thankful we should be for being a part of the Australian bush. *Dust Storm* describes the intelligence of an emu, when its life is on the line, and the devious mind of a hunter, as he searches for food. It also provides descriptions on the severe dust storm that later consumes the land. The images in my mind when I read these poems are both remarkable. One is not better than the other. ¶
- The layout of the poems is different between *Dust Storm* and *Red*. *Dust Storm* has multiple stanzas, describing different series of events as the time in the poem passes. They signify different situations throughout the poem, and therefore, deserve to be separated. *Red* has one singular paragraph throughout the entire poem, implying that everything mentioned in the poem relates to one another. If it were to be separated, it would lose the meaning of the whole poem, this is why it is set out like this. Each poem wants to give off a different effect, and so, they have different layouts to express their different meanings. ¶
- I ~~can not~~ choose a ~~favourite~~ between the two poems. *Dust Storm* has a thrilling story that keeps you on edge and makes you want to hear more. *Red* has a more emotional and heartfelt story, and it makes you wonder. They are both so different, but have similar aspects as well. They were both written by Aboriginal people, and they both reflect on the indigenous Aboriginal culture. I adore both poems, and greatly enjoyed reading them. ¶
2. → There are about 200 different Aboriginal languages and there is a different way of saying sun for each of them. Four were provided already, but I added an extra one of my own. ¶

¶

¶

¶

**smooth**—creamy, glossy, slick, tranquil, calm¶  
**still**—motionless, quiet, sealed, closed, stable¶  
**smart**—intelligent, agile, resourceful, crafty, nimble¶

2.→ The following are phrases with the words from question 1. I will replace them with one of the synonyms I mentioned.¶

**a small mistake**—a slight mistake¶  
**a sad child**—a dismal child¶  
**a silly joke**—a childish joke¶  
**a smooth beach**—a tranquil beach¶  
**a still pond**—a motionless pond¶  
**a smart dog**—a nimble dog¶

3.→ Using a thesaurus, I tried to find a suitable synonym for the **coloured** words. The words I came up with are underlined.¶

The example the teacher gave was a **bad**: **lousy** one.¶  
The **old**: **elderly** actor hobbled across the stage.¶  
We **walked**: **trudged** all the way down the corridor.¶  
They needed help to lift the **heavy**: **hefty** packages.¶  
Grandma rubbed Tom's stomach **carefully**: **gently** to ease the pain.¶  
When you have finished, please **revise**: **review** your writing.¶

4.→ Using a thesaurus, I found three synonyms for each of the following verbs.¶

run—sprint, race, jog¶  
roll—rotate, turn, spin¶  
rest—relax, breathe, laze¶  
rescue—save, protect, recover¶

5.→ I used some of the synonyms mentioned in the previous question or new ones, to complete the following sentences.¶

I'll have **to sprint** for the bus.¶  
**Please place** my fish and chips on paper.¶  
I'll need **to relax** at the top of the hill.¶  
We hope **to save** the trapped horse.¶

6.→ An antonym is a word that means the opposite of another word. I put the matching antonyms in matching **colours**.¶

**many**.....**ancient**¶  
**tall**.....**steady**¶  
**modern**.....**short**¶  
**wobbly**.....**clean**¶  
**soiled**.....**few**¶  
**hold**.....**release**¶

7.→ You can often make an antonym by adding a prefix or suffix to a word. I added the prefix un-, in- or -ly to make antonyms of these words.¶

possible—impossible.....able—unable¶  
active—inactive.....complete—incomplete¶  
patient—impatient.....attractive—unattractive¶  
perfect—imperfect.....done—undone¶  
formal—informal.....impressed—unimpressed¶

8.→ Other prefixes are **dis-** and **mis-**. I added dis- and mis- to make antonyms of these words.¶

honest—dishonest.....believe—misbelieve¶  
informed—misinformed.....loyal—disloyal¶  
match—mismatch.....understood—misunderstood¶  
respect—disrespect.....spell—misspell¶

¶

9.→ I switched the suffix **-less** or **-ful** to make antonyms of these words.¶

hopeful—hopeless.....tasteful—tasteless¶  
joyless—joyful.....powerless—powerful¶  
¶