

NOTES and ACTIVITIES

Robin Adolphs Jenny James

Revised 2019

with Australian Curriculum Alignment and NAPLAN-style activities

BUTTERNUT

Grandpa's Gold / Jake's Golden Handbook

Revised Notes and Activities published by Butternut Books 2019

Copyright © Robin Adolphs 2019

All rights reserved.

The notes and activities in this publication are free to download and may be reproduced for educational purposes.

They are not to be used, reproduced, recorded, stored in a retrieval system or sold in part or as a whole for commercial purposes.

Formatting of notes and activities by Jenny James

www.jennyjamesdesigns.com

www.RobinAdolphs.com

www.butternutbooks.com

Grandpa's Gold / Jake's Golden Handbook

Contents

Notes (with references to Activities)	Page
Discussion Ideas	
Knowledge and Literal Understanding	1
Inferential and Critical Thinking	1
Literacy Skills	
Vocabulary	1-2
Grammar	2
Comprehension	2
Writing	2
Literature/Media	2
Cross Curricular	
Maths	2-3
Science	3
History	3
Art/Craft	3
Music	4
Drama	4
Special Events	4
Answers to NAPLAN-style activities	4
Alignment of <i>Grandpa's Gold/Jake's Golden Handbook</i> to the Australian Curriculum	5 to 9
Activity No.	
1. Wordsearch	10
2. Some safety items you might need in the bush	11
3. Using Adjectives and Writing Descriptions	12
4. Language Conventions - Camp Scene - NAPLAN-style text with questions	13
5. Comprehension - true or false	14
6-7. Sequencing Order of Events - sentences to match illustrations	15-16
8-9. Reading/Comprehension - <i>Termites Find Gold!</i> - NAPLAN-style text with question	17-18
10-11. Interpreting a Map/Comprehension - NAPLAN-style text with questions	19-20
12. Comprehension-cloze	21
13. Label the Detector	22
14. Dot to Dot -1 to 100	23
15. Colour by Number - Old-Timer	24
16. Jigsaw Puzzle	25
17 to 19. Grid References - find the small picture in the grid, questions and game	26 to 28
20-21. Masks - Jake and Grandpa	29-30
22 to 24. Large Animals - lizard, snake, frog	31 to 33
25. Grandpa's Gold - The Game	34
26. Colouring-in - <i>Grandpa's Gold</i> cover	35
27. Colouring-in - add animals and 'treasures' for Jake	36
28-29. <i>Come Along to the Goldfields</i> - song lyrics and music score	37-38
30-31. Lucky Christmas Horseshoe	39-40

Note: Some of these activities require adult supervision.

Discussion Ideas

Knowledge and Literal Understanding

- What is valuable to one person is not necessarily valuable to another and both viewpoints are valid.
- Relationships between generations are to be valued and experiences can be shared and enjoyed.
- Helping someone else to achieve a goal is important.
- Differences between the city and the country
- Caring for the environment
- Ways in which gold is found - See *Jake's Golden Handbook* for some ideas. (see Science)
- Safety - What must Grandpa and Jake have with them to make sure their goldfields trip is safe? See *Jake's Golden Handbook* for some ideas.
- Page 4 and 5: Why could Grandpa go anywhere and not get lost?
- Pages 20, 22, 24, 26: Why has the author included the ghost images of the old-timer? (see History)

Inferential and Critical Thinking

- How do you think Grandpa and Jake feel about each other?
- Why did the detector find other things in the ground, not just gold? (see Science)
- Why do you think the illustrator uses exaggerated imagery when Jake discovers his 'treasures'?
- Page 8: What did Grandpa mean when he said: '*You can't see it, you can't smell it, you can't feel it, but you can hear it.*'?
- Page 13: What creatures do you think were around the campsite at night? The illustrations will give some clues. Why do they come out at night? (see Science)
- Pages 21 to 27: Why did Jake think all the things they found were treasure?
- Page 35: What ideas and information do you think the author and illustrator are trying to show in this illustration? Which items in the layers might realistically be found in the ground? Look for the dinosaur. When do you think this dinosaur layer might have been formed? Grandpa and Jake are in the country so why do you think there are shells in the bottom layer? Which items look out of place and why do you think they were added to the illustration? (These items have been added for fun but also for discussion and comparison.) (see Science)

Literacy Skills

Vocabulary

- Wordsearch - Interest Words - *four-wheel drive, maps, gold, country, compass, goldfields, sleeping bag, detector, treasure, old-timer, creek bed, termite mound, horseshoe, pick, saplings, gold nugget (activity 1)*
- Safety Items - *Jake's Golden Handbook* - page 9 (**activity 2**) (missing - compass points - E, S and W, water bottle needs filling, first aid kit needs a cross and the words 'FIRST AID')

- Dictionary Skills - research gold terminology and/or find information in the dictionary. See *Jake's Golden Handbook* for some information.
- Onomatopoeia - base words - *whoop-whoop, rustle, crack, whirr, beep, ping, bzzzt, toik*
Recreate the sounds from the book and guess what is making the sound. (see Science)

Grammar

- Direct Speech – create a cartoon with speech bubbles showing a scene from the book. Examine inverted commas and compare to speech bubbles. (see Writing)
- Adjectives and Descriptions – *tall gum trees, night creatures, floor polisher, rusty old tin can, bent and battered old tin can with a rusty base, tree frog, bent and broken nail, heavy old horseshoe with one of the ends snapped off, burnt-out tree stump, blunt and rusty pick with the handle missing, old tea kettle, small clump of young saplings, beautiful gold nugget (activity 3)*
- Contractions – *can't, let's, didn't, that's, we're, there's, I've, it's, I'll* – Expand the contractions in the book.
- Apostrophe of Possession – *Jake's, Grandpa's, Grandma's, old-timer's* – Compare with apostrophe of contraction.
- Language Conventions - Camp Scene - **(activity 4 - NAPLAN-style)**

Comprehension

- True or false – literal comprehension **(activity 5)**
- Sequence order of events – Cut and paste pictures and/or sentences. **(activities 6 and 7)**
- Reading/Comprehension - *Termites Find Gold!* **(activities 8 and 9 - NAPLAN-style)**
- Interpreting a Map/Comprehension **(activities 10 and 11 - NAPLAN-style)**
- Cloze – missing word comprehension **(activity 12)**

Writing

- Acrostic poem - G O L D, N U G G E T, T R E A S U R E
- Write a recount of Jake's adventures in the bush for the school newsletter – from Jake's point of view or from Grandpa's point of view.
- Write interview questions for Jake or Grandpa and dramatize. (see Drama)
- Create a comic strip showing Jake and Grandpa on their goldfields adventure. (see Grammar)
- Have you ever been camping in the country? Write about your experiences or write a fictional story about a trip to the goldfields. Illustrate your story using ideas from the book. (see Art)
- Label parts of a detector – See *Jake's Golden Handbook* for information. (see Science) **(activity 13)**

Literature/Media

- Read non-fiction texts about gold, gold mining and the gold rushes. e.g. *Jake's Golden Handbook*, the non-fiction companion book for *Grandpa's Gold (5+)*, *To the Goldfields* by Rachel Tonkin. *Gold Mining: Picture Book* by Planet Collection (5+)

Poetry – Many poems have been written about gold. Check out the poetry websites.

Cross Curricular

Maths

- Dot to dot – numbers 1 to 100. **(activity 14)**
- Colour by Number – numbers to thirteen and basic colours including the use of dark and light. **(activity 15)**

- Jigsaw – **(activity 16)**
- Mapping – using grid references. **(activities 17 and 18)** Play the *Gold Hunt Game*. **(activity 19)** Orienteering. Design a treasure map that leads to the treasure and bury a 'treasure' for kids to find. Research Ideas: GPS navigation
- Gold weight and how gold is measured. The weight of gold is measured in Troy ounces. The purity of gold is measured in carats. Gold is a soft metal. It is mixed with other metals to make it harder and more durable.
- Follow gold prices for a period of time. Discuss.

Science

- Examination of the senses - sight, smell, hearing, touch, taste. Link to sensory differences between city/country experiences. Set up guessing activities for the senses and/or replicate the different sounds in the text. (see Vocabulary)
- Precious metals and stones. Why is gold so valuable? How is it found?
- Detectors are a type of computer. Grandpa's metal detector in the illustrations is from the 1980's. Compare his detector to a modern detector. Find out how a detector works. See *Jake's Golden Handbook* for some information. (see Writing)
- Nocturnal animals – Which animals might be around the campsite at night?
- Geology – research strata (layers) of soil and rock. These layers usually form one on top of the other, laid down by natural forces over time. Link to page 35 of the text. (see Inferential and Critical Thinking)

History

- Research gold rushes in Australia and other parts of the world.
- Where are the gold areas in Australia today?
- Look at the ghost images of the old-timer on pages 20, 22, 24 and 26. Why did the author include these and what link do they have with the gold rushes?

Art/Craft

- Examine the illustrator's work and use some of his ideas to illustrate your story. (see Writing)
- Make a collage using natural materials.
- Make a diorama.
- Create a comic strip using some scenes from the story. (see Writing)
- Make bush musical instruments. (see Music)
- Create a rock creature.
- Draw or create an animal from the story.
- Create some leaf and bark rubbings.
- Make Jake and Grandpa masks. (see Drama) **(activities 20 and 21)**
- Animal Blackline Drawings – apply design, colour and/or texture - lizard, snake and frog **(activities 22, 23 and 24)**
- Colour and play *Grandpa's Gold – The Game*. **(activity 25)**
- Colouring-in - Cover **(activity 26)**
- Colouring-in - Add other Australian animals and some more 'treasures' for Jake. **(activity 27)**
- Lucky Christmas Horseshoe – (see Special Events) – includes symmetry template for a horseshoe

Music

- The *Come Along to the Goldfields* Song (The Whoop Whoop Song) – CD available on Robin's website. (**song lyrics - activity 28, sheet music activity 29**)
- Use bush instruments to accompany the song. (see Art/Craft)

Drama

- Conduct a TV interview with Jake or Grandpa. Work in pairs – one child is the interviewer and the other is the interviewee. (see Writing). Use the Jake and Grandpa masks. (see Art/Craft)

Special Events

- Craft - Lucky Christmas Horseshoe (**activities 30 and 31**) (see Art/Craft)

Answers NAPLAN-style Activities

The NAPLAN-style activities are not an officially endorsed publication of the Australian Government.

Activity 4 - **Camp Scene**

1. **bird**
2. **kangaroo**
3. **pillow**
4. **torch**
5. **radio**
6. **shovel**
7. **food supplies**
8. Lots of water is needed when **you're** camping in the bush.
9. Jake and Grandpa **brought** a detector with them to find gold.
10. Yesterday a cockatoo **flew** over the campsite.
11. Jake found a gold nugget that was bigger **than** Grandpa's.
12. Jake's **g**randpa likes to hunt for **g**old at Clermont in Queensland.

Activities 8 and 9 - **Termites Find Gold!**

1. Which insects are fantastic gold prospectors? ✓ *termites*
2. Why do termites need to burrow into the ground? ✓ *They need to find water.*
3. How deep can termites dig down into the ground? ✓ *up to 75 metres*
4. What is a group of termites in a mound called? ✓ *colony*
5. What creates the termite mound? ✓ *everything the termites dig up*
6. Which sentence is NOT true? ✓ *Termite mounds are very simple structures.*

Activities 10 and 11 - **Interpreting a Map**

1. In which state is the town of Clermont? ✓ *Queensland*
2. Which three towns are in Western Australia? ✓ *Coolgardie, Kalgoorlie and Halls Creek*
3. In which state is the area known as the Golden Triangle? ✓ *Victoria*
4. Why is the area called the Golden Triangle? ✓ *because a large amount of gold was found in the area.*
5. Bingara is _____ of Hill End. ✓ *north*
6. Which city is closest to the east coast of Australia? ✓ *Rockhampton*
7. Which sentence is NOT true? ✓ *Gold is only found at the places on the map.*

Alignment of *Grandpa's Gold/Jake's Golden Handbook* to the Australian Curriculum

Australian Curriculum: English: Language, Literature and Literacy

Year 2

Literature:

Literature and context:

Discuss how depictions of characters in print, sound and images reflect the context in which they were created. (ACELT1587)

Responding to Literature:

Compare opinions about characters, events and settings in and between texts. (ACELT1589)

Examining Literature:

Discuss the characters and settings of different texts to explore how language is used to present these features in different ways. (ACELT1591)

Year 3

Language:

Language for interaction:

Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations. (ACEL1476)

Text Structure and Organisation:

Know that word contractions are a feature of formal language and that apostrophes of contraction are used to signal missing letters. (ACELA1480)

Expressing and Developing Ideas:

Understand that verbs represent different processes, for example, doing, thinking, saying and relating and that these processes are anchored in time. (ACELA1482)

Identify the effect on audiences of techniques, for example, shot size, vertical 'camera angle' and 'layout' in picture books, advertisements and film segments. (ACLEA1483)

Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs. (ACELA1484)

Literature:

Literature and Context:

Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the author's reasons. (ACELT1594)

Responding to Literature:

Draw connections between personal experiences and the worlds of texts and share responses with others. (ACELT1596)

Examining Literature:

Discuss how language is used to describe the settings in texts and explore how settings shape the events and influence the mood of the narrative. (ACELT1599)

Discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm, onomatopoeia in poetry and prose. (ACELT1600)

Literacy:

Texts in Context:

Identify the point of view in a text and suggest alternative points of view. (ACELY1675)

Interpreting, Analysing, Evaluating:

Identify the audience and purpose of imaginative, informative and persuasive texts. (ACELY1678)

Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features. (ACELY1680)

Year 4

Language:

Language Variation and Change:

Understand that standard Australian English is one of many social dialects in Australia, and that while it originated in England it has been influenced by many other languages. (ACELA1487)

Language for Interaction:

Understand that social interactions influence the way people engage with ideas and respond to others, for example, when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group. (ACELA1488)

Understand the differences between language of opinion and feeling and the language of factual reporting and recording. (ACELA1489)

Text Structure and Organisation:

Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience. (ACELA1490)

Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech. (ACELA1492)

Expressing and Developing Ideas:

Investigate how quoted (direct) and reported (indirect) speech work in different types of texts. (ACELA1494)

Understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity. (ACELA1495)

Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research. (ACELA1498)

Literature:

Examining Literature:

Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers interest by using various techniques, for example character development and plot tension. (ACELT1605)

Literacy:

Interpreting, Analysing, Evaluating:

Identify the characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text. (ACELY1690)

Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts. (ACELY1692)

Year 5

Language:

Language Variation and Change:

Understand that the pronunciation, spelling and meanings of words have histories and change over time. (ACELA1500)

Language for Interaction:

Understand that patterns of language interactions vary across social contexts and types of texts, and that they help to signal social roles and relationships. (ACELA1501)

Text Structure and Organisation:

Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold. (ACELA1505)

Understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns. (ACELA1506)

Expressing and Developing Ideas:

Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts. (ACELA1512)

Literature:

Literature and Context:

Identify aspects of literary texts that convey details of information about particular social, cultural and historical contexts. (ACELT1608)

Responding to Literature:

Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences. (ACELT1795)

Examining Literature:

Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes. (ACELT1611)

Literacy:

Texts in Context:

Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language and that those can change according to context. (ACELY1698)

Interpreting, Analysing, Evaluating:

Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text. (ACELY1701)

Australian Curriculum: Science

Year 4 Achievement Standards

Earth and Space Sciences:

Earth's surface changes over time as a result of natural processes and human activity. (ACSSU075)

Use and influence of Science:

Science knowledge helps people to understand the effect of their actions. (ACSHE062)

Chemical Sciences:

Natural and processed materials have a range of physical properties. These properties can influence their use. (ACSSU074)

Year 5 Achievement Standards

Use and influence of Science:

Scientific understandings, discoveries and inventions are used to solve problems that directly affect people's lives. (ACSHE083)

Scientific knowledge is used to inform personal and community decisions. (ACSHE217)

Australian Curriculum: Geography

Year 4 Achievement Standards

The Earth's Environment Sustains all Life:

The natural resources provided by the environment and different views on how they can be used sustainably. (ACHGK024)

Australian Curriculum: History

Year 5 Achievement Standards

The Australian Colonies:

The impact of significant development or event on a colony, for example, frontier conflict, **the gold rushes**, the Eureka Stockade, internal exploration, the advent of rail, the expansion of farming, drought. (ACHHK095)

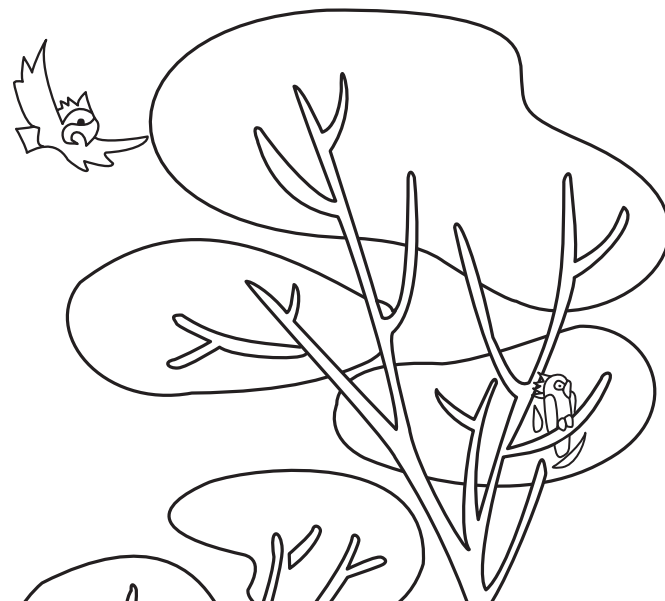
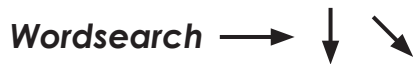
Grandpa's Gold and *Jake's Golden Handbook* Notes and Activities available at www.robinadolphs.com include:

Alignment to the Australian Curriculum

© Australian Curriculum, Assessment and Reporting Authority (ACARA) 2010 to present, unless otherwise indicated. This material was downloaded from the Australian Curriculum website www.acara.edu.au (accessed March 2017) and was not modified. The material is licensed under CC BY 4.0. Version updates are tracked on the Curriculum version history page of the Australian Curriculum website.

ACARA does not endorse any product that uses the Australian Curriculum or make any representations as to the quality of such products. Any product that uses material published on this website should not be taken to be affiliated with ACARA or have the sponsorship or approval of ACARA. It is up to each person to make their own assessment of the product, taking into account matters including, but not limited to, the version number and the degree to which the materials align with the content descriptions and achievement standards (where relevant). Where there is a claim of alignment, it is important to check that the materials align with the content descriptions (endorsed by all education Ministers), not the elaborations (examples provided by ACARA).

Wordsearch



CAMP
COMPASS
COUNTRY
DETECTOR
DIG
DRIED-UP CREEK
FOUR-WHEEL DRIVE
GOLD
GOLDFIELDS

GRANDPA
HORSESHOE
JAKE
MAPS
NOISY
NUGGET
OLD-TIMER
PICK
SAPLING
SLEEPING BAG
TERMITE MOUND
TREASURE
WHIRR
WHOOOP-WHOOOP

T	W	H	G	O	L	D	F	I	E	L	D	S	J	S	W
R	E	O	M	L	Z	V	G	R	A	N	D	P	A	L	H
E	D	R	I	E	D	U	P	C	R	E	E	K	K	E	O
A	P	S	M	Q	D	D	I	G	L	C	J	R	E	E	O
S	N	E	C	I	E	N	C	S	M	O	Z	O	W	P	P
U	U	S	B	I	T	X	K	C	A	M	P	L	H	I	W
R	G	H	F	A	E	E	T	Q	P	P	Z	D	I	N	H
E	G	O	L	D	C	L	M	B	S	A	L	T	R	G	O
N	E	E	W	Y	T	K	N	O	I	S	Y	I	R	B	O
O	T	X	M	E	O	I	V	R	U	S	O	M	N	A	P
C	O	U	N	T	R	Y	X	W	N	N	K	E	P	G	A
E	P	F	O	U	R	W	H	E	E	L	D	R	I	V	E



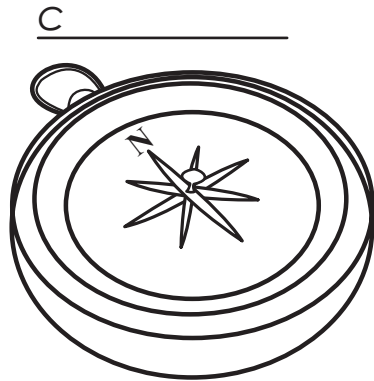
Easy Wordsearch

BOOT
DETECTOR
DIG
EMPTY
GOLD
GRANDPA
JAKE

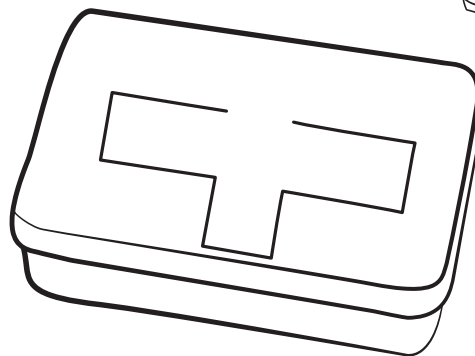
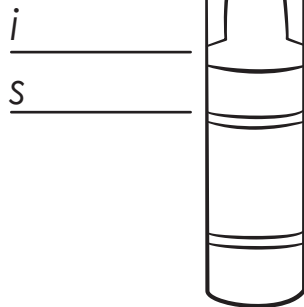
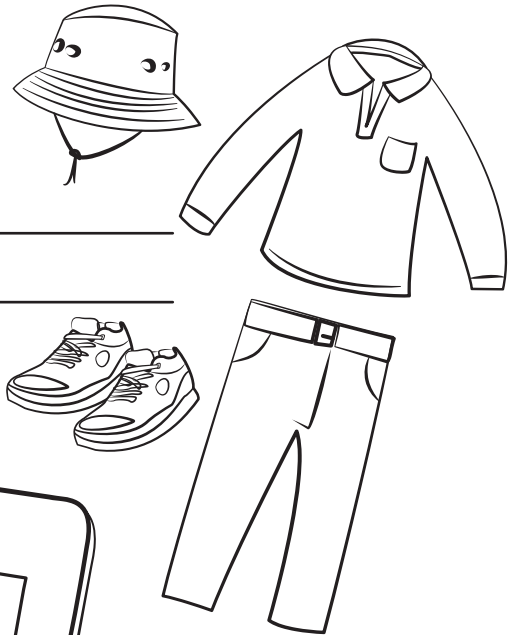
NAIL
PICK
ROCKY
RUSTY
TIN CAN
TREASURE

J	A	K	E	X	R	G	D
T	R	E	A	S	U	R	E
I	P	I	C	K	S	A	T
N	B	N	G	E	T	N	E
C	O	A	O	M	Y	D	C
A	O	I	L	P	D	P	T
N	T	L	D	T	I	A	O
R	O	C	K	Y	G	Z	R

Some safety items you might need in the bush Label these items using the words in the box below. These things are listed on page 9 of *Jake's Golden Handbook*. ☆ Three items have something missing. Draw in the missing bits. (Answers in Notes)



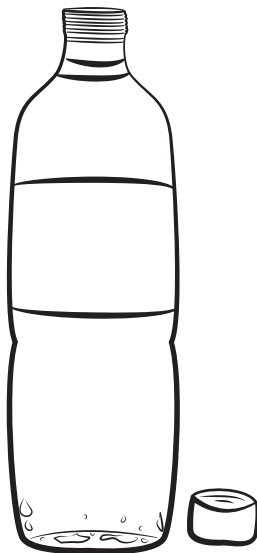
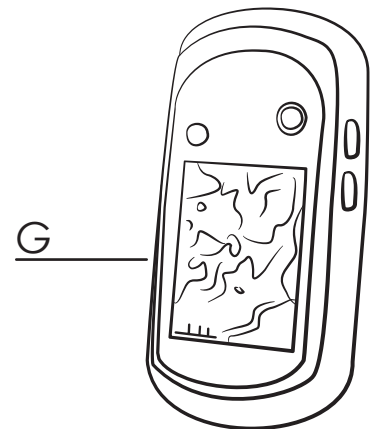
p _____
c _____



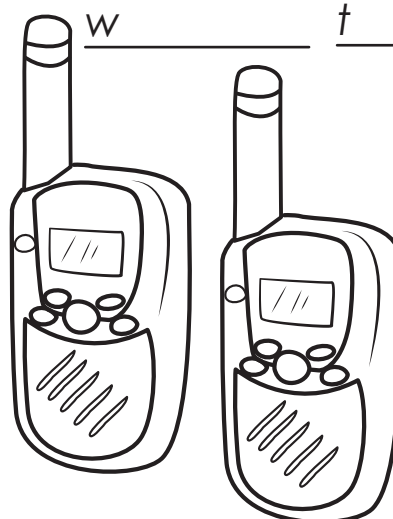
f _____
a _____
k _____



s _____




w _____



sunscreen
compass
first aid kit
insect spray
water
GPS
walkie talkie
protective clothing


Using Adjectives and Writing Descriptions Use the adjectives on the stones to fill in the missing words so the descriptive **phrases** match those in *Grandpa's Gold*.

1. a bent and _____ old tin can with a _____ base 

2. a _____ and _____ nail from an old-timer's boot 

3. a _____ horseshoe with one of the ends snapped off 


4. a _____ and _____ pick with the handle missing 

5. a _____ creek bed 

6. a _____ tree stump 

heavy

rusty

7. a _____ nugget 

beautiful

gold

dried-up

battered

old

rusty

bent

blunt

broken

burnt-out

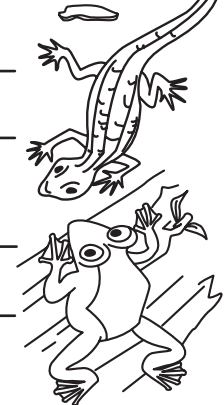
Using adjectives, write descriptive **sentences** for these pictures. The first sentence is done for you. Underline the adjectives you have used.

1. The brown and yellow snake is slithering slowly across the rocky ground.



2. _____

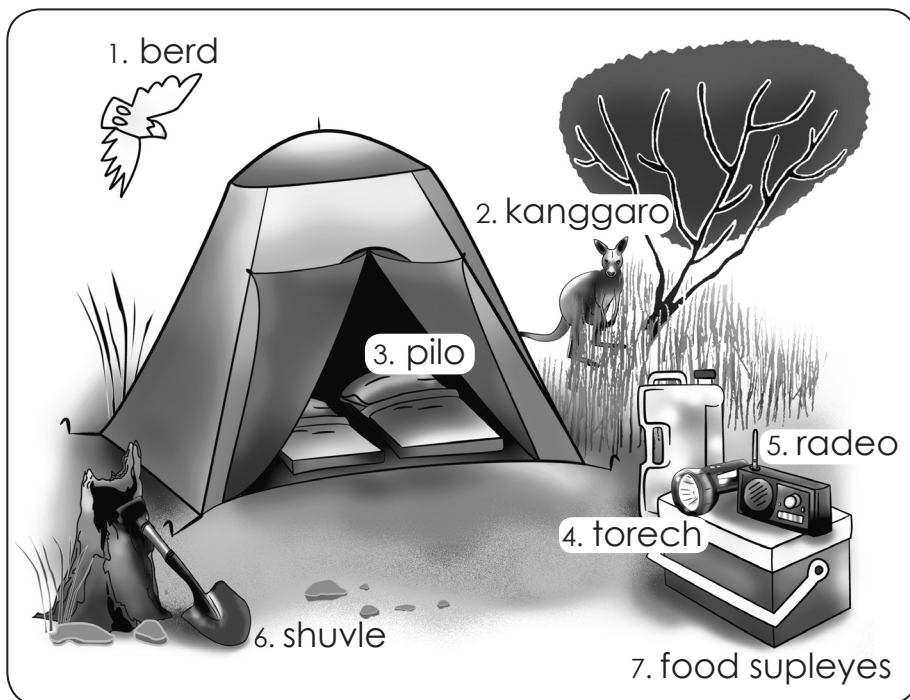
3. _____



★
**Extra
Idea**

Use the animal outlines in **activities 22 and 24** to illustrate your description.

Language Conventions - Camp Scene This illustration is from *Jake's Golden Handbook*. Write the correct spelling for the labels in the boxes. Shade the circles to answer the questions. (Answers in Notes)



1.
2.
3.
4.
5.
6.
7.

8. Which word correctly completes this sentence?

Lots of water is needed when _____ camping in the bush.

- ☐ your ☐ you ☐ you're ☐ you've

9. Which word correctly completes this sentence?

Jake and Grandpa _____ a detector with them to find gold.

- ☐ brung ☐ bought ☐ bringed ☐ brought

10. Which word correctly completes this sentence?

Yesterday a cockatoo _____ over the campsite.

- ☐ flyed ☐ flew ☐ flied ☐ flu

11. Which word correctly completes this sentence?

Jake found a gold nugget that was bigger _____ Grandpa's.

- ☐ from ☐ to ☐ then ☐ than

12. Which words should NOT have capital letters?

Jake's Grandpa likes to hunt for Gold at Clermont in Queensland.

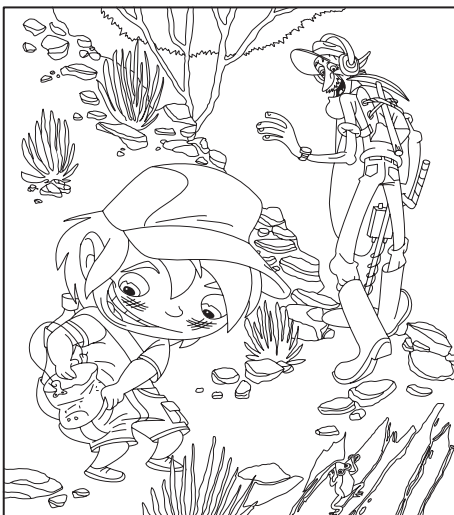


True or False Comprehension

Colour **true** or **false**.

1. Grandpa's four-wheel drive was so big that Jake had to stand on a box to climb in. true/false
2. Jake's grandpa knew how to find gold. true/false
3. Grandpa said, 'You can't smell it, you can't feel it, you can't hear it, but you can see it.' true/false
4. Grandpa and Jake used a detector to help them look for gold. true/false
5. Halfway down a rocky slope they found a bent and battered old tin can with a rusty base. true/false
6. Jake thought all of the things they found were treasure. true/false
7. In the middle of a dried-up creek they found a blunt and rusty pick with the handle missing. true/false
8. Jake's pockets were empty and Grandpa's bag was bursting at the seams. true/false
9. Near a small clump of young saplings, Jake heard the WHOOP-WHOOP sound. true/false
10. They found a beautiful gold nugget that had been lying in the ground for thousands of years. true/false

Which sentence matches this picture? Write it on the lines.



Sequencing Order of Events Cut and paste these sentences onto a larger piece of paper so they are in the correct order of events. Match them with the cut and paste pictures from activity 7.



Beside a fallen gum tree they found a bent and broken nail from an old-timer's boot.

The sun was going down when Grandpa and Jake reached the goldfields.

They had found a beautiful gold nugget that had been lying in the ground for millions of years.

Later that night Jake snuggled up in his sleeping bag beneath the stars.

Halfway down a rocky slope they found a bent and battered old tin can with a rusty base.

Near a burnt-out tree stump they found a blunt and rusty pick with the handle missing.

Grandpa could read maps and go anywhere and never, ever get lost.

In the middle of a dried-up creek bed they found a heavy old horseshoe with one of the ends snapped off.

Sequencing Order of Events Cut and paste these pictures onto a larger piece of paper so they are in the correct order of events. Match them with the cut and paste sentences from activity 6.



Reading/Comprehension - Read *Termites Find Gold!* and shade one circle to show the correct answer for each question - activities 8 and 9. (Answers in Notes)



Termites Find Gold!

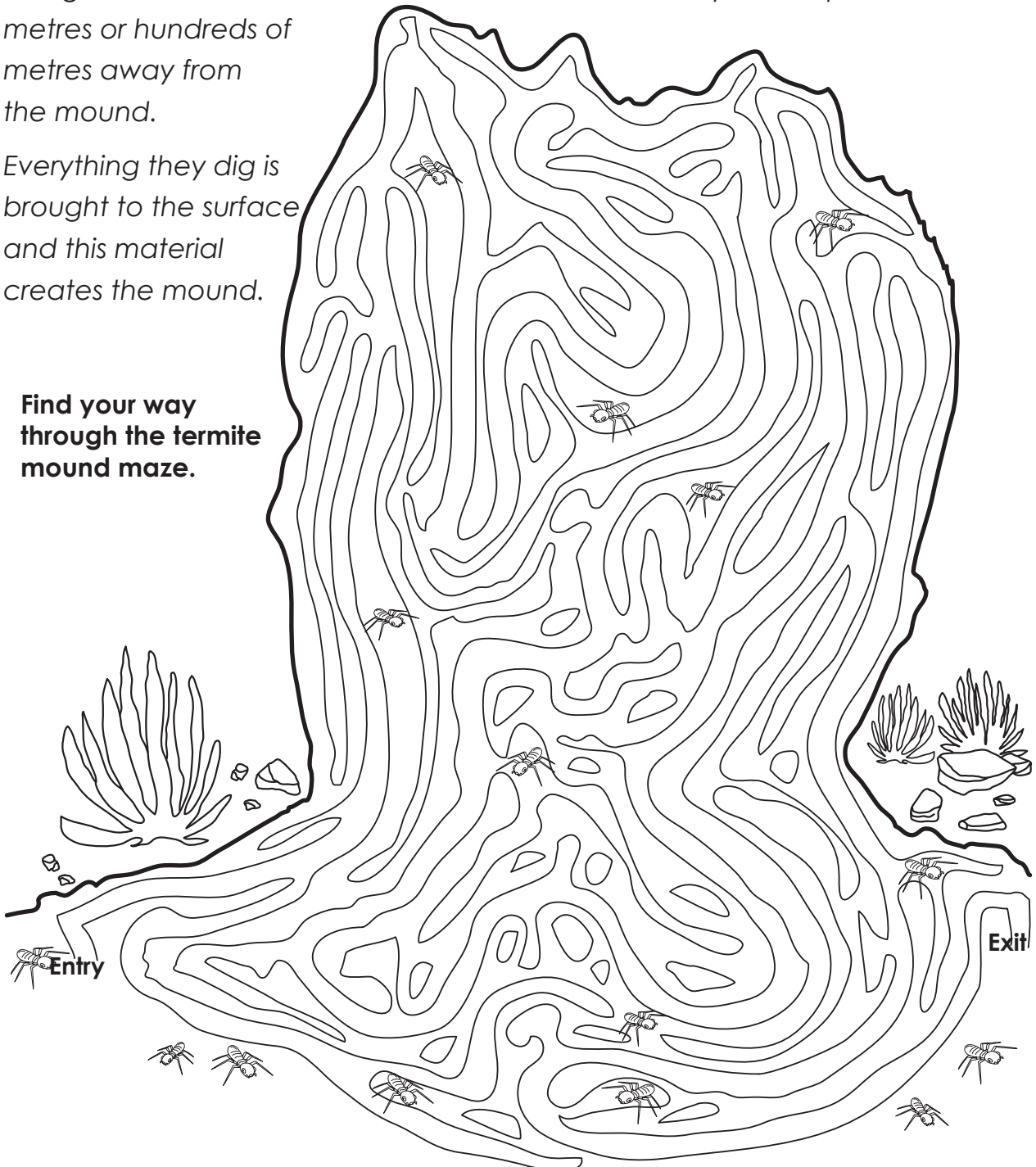


Termites are fantastic gold prospectors and their nests can lead to hidden treasure. Scientists have used the mounds as a way of telling where gold is buried because termites bring up traces of gold and other minerals when they burrow deeply into the ground.

Termite mounds are very complex structures. The colony of termites needs to dig for water and their search can take them to depths of up to 75 metres or hundreds of metres away from the mound.

Everything they dig is brought to the surface and this material creates the mound.

Find your way through the termite mound maze.



Reading/Comprehension - Read *Termites Find Gold!* and shade one circle to show the correct answer for each question - activities 8 and 9. (Answers in Notes)

1. **Which insects are fantastic gold prospectors?**
 - ☐ ants
 - ☐ bees
 - ☐ termites
 - ☐ scorpions
2. **Why do termites need to burrow into the ground?**
 - ☐ They need to find gold.
 - ☐ They need to find water.
 - ☐ They need to bring minerals to the surface.
 - ☐ They need to get back to their mound.
3. **How deep can termites dig down into the ground?**
 - ☐ hundreds of metres
 - ☐ 10 metres
 - ☐ 60 metres
 - ☐ up to 75 metres
4. **What is a group of termites in a mound called?**
 - ☐ herd
 - ☐ hive
 - ☐ colony
 - ☐ crowd
5. **What creates the termite mound?**
 - ☐ everything the termites dig up
 - ☐ gold
 - ☐ minerals
 - ☐ termite bodies
6. **Which sentence is NOT true?**
 - ☐ Scientists have used termite mounds to find gold.
 - ☐ Gold is a precious mineral.
 - ☐ Termite mounds are very simple structures.
 - ☐ Termites can travel hundreds of metres from the mound.

Interpreting a Map This map is from *Jake's Golden Handbook*. Shade one circle to show the correct answer for each question - activities 10 and 11. (Answers in Notes)



1. **In which state is the town of Clermont?**
 - ☐ Queensland
 - ☐ South Australia
 - ☐ Western Australia
 - ☐ New South Wales
2. **Which three towns are in Western Australia?**
 - ☐ Kalgoorlie, Coolgardie and Hill End
 - ☐ Bingara, Nundle and Hill End
 - ☐ Coolgardie, Kalgoorlie and Halls Creek
 - ☐ Ballarat, Bendigo and Walhalla

Interpreting a Map - Look at the map and shade one circle to show the correct answer for each question - activities 10 and 11. (Answers in Notes)

3. **In which state is the area known as the Golden Triangle?**
 - ☐ New South Wales
 - ☐ Victoria
 - ☐ Tasmania
 - ☐ Queensland

4. **Why is the area called the Golden Triangle?**
 - ☐ because the area has lots of sunny days
 - ☐ because the area is shaped like a triangle
 - ☐ because the area grows sunflowers
 - ☐ because a large amount of gold was found in the area

5. **Bingara is _____ of Hill End.**
 - ☐ south
 - ☐ east
 - ☐ north
 - ☐ west

6. **Which city on the map is closest to the east coast of Australia?**
 - ☐ Rockhampton
 - ☐ Ballarat
 - ☐ Halls Creek
 - ☐ Kalgoorlie

7. **Which sentence is NOT true?**
 - ☐ Cloncurry is a town in Queensland.
 - ☐ Tasmania is south of Victoria.
 - ☐ Jake's grandpa likes to look for gold.
 - ☐ Gold is only found at the places on the map.

Comprehension Fill in the missing words so the sentences make sense and match the events in the story.

Jake's grandpa had a _____ . It was so big that Jake had to _____ on a _____ to climb in.

'Gold is very _____ to find,' said Grandpa. 'It makes a _____ of _____ noise.'



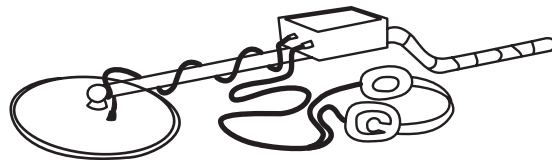
'Let's set up _____ right here.' said _____ .

That night Jake heard the _____ rustling through the _____ of the tall gum trees.



'You can't hear gold without a _____ .' said

Grandpa.



'I didn't know the _____ was so noisy,' said _____ .

Jake found lots of _____ buried in the _____ .

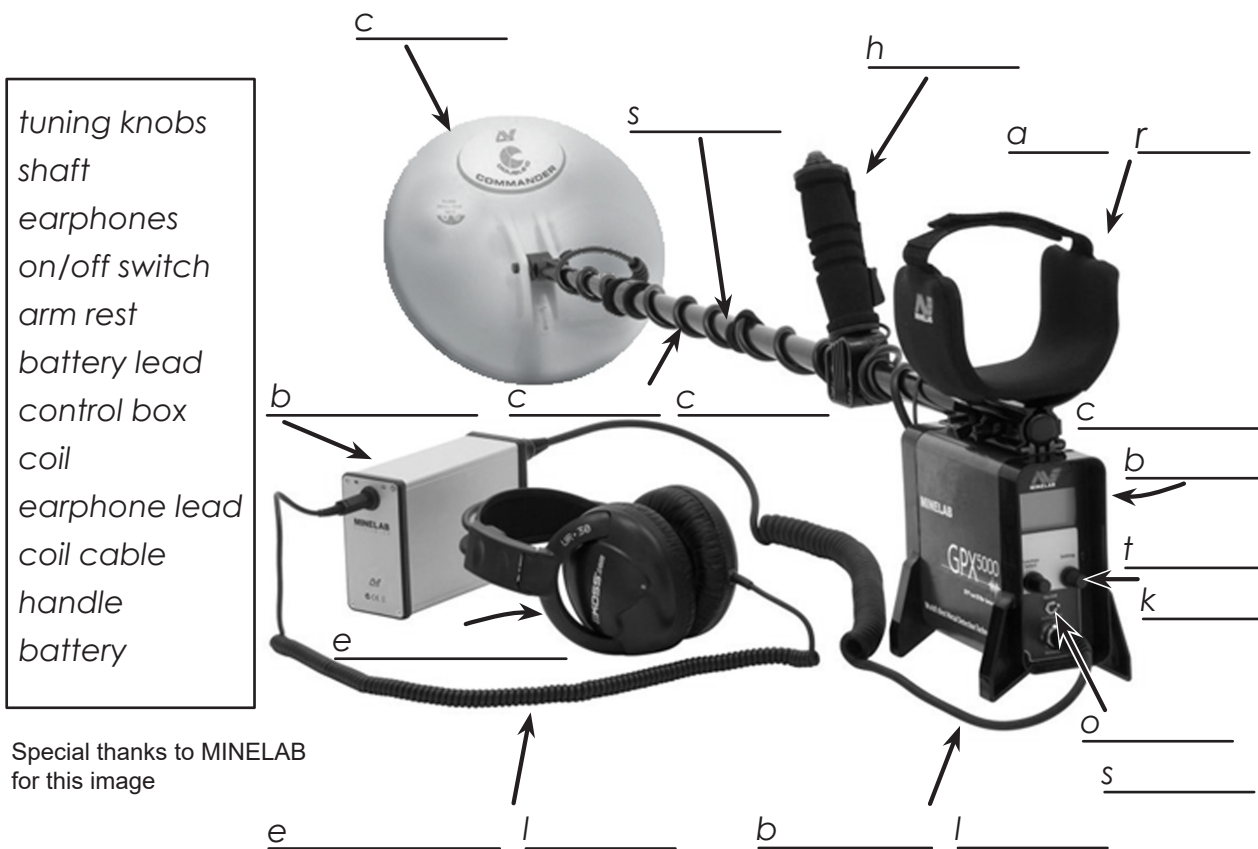
Jake and Grandpa found a beautiful gold _____

that had been lying in the ground for _____ of years.

'I'll find more treasure _____ .' said Jake.



Label the Detector The detector in *Grandpa's Gold* is a model from the 1980's. The detector below is from 2010. Use the words in the box to label the parts of the detector. Read *Jake's Golden Handbook* for more information.



Unjumble the words to see **some** of the items you need or might want to take with you when you are searching for gold. Read *Jake's Golden Handbook* for more information. (See also activity 2.)

ipck tetcdeor bcak ackp logd anp slhvoe

atrew scsueernn odof firts dia itk pssacom

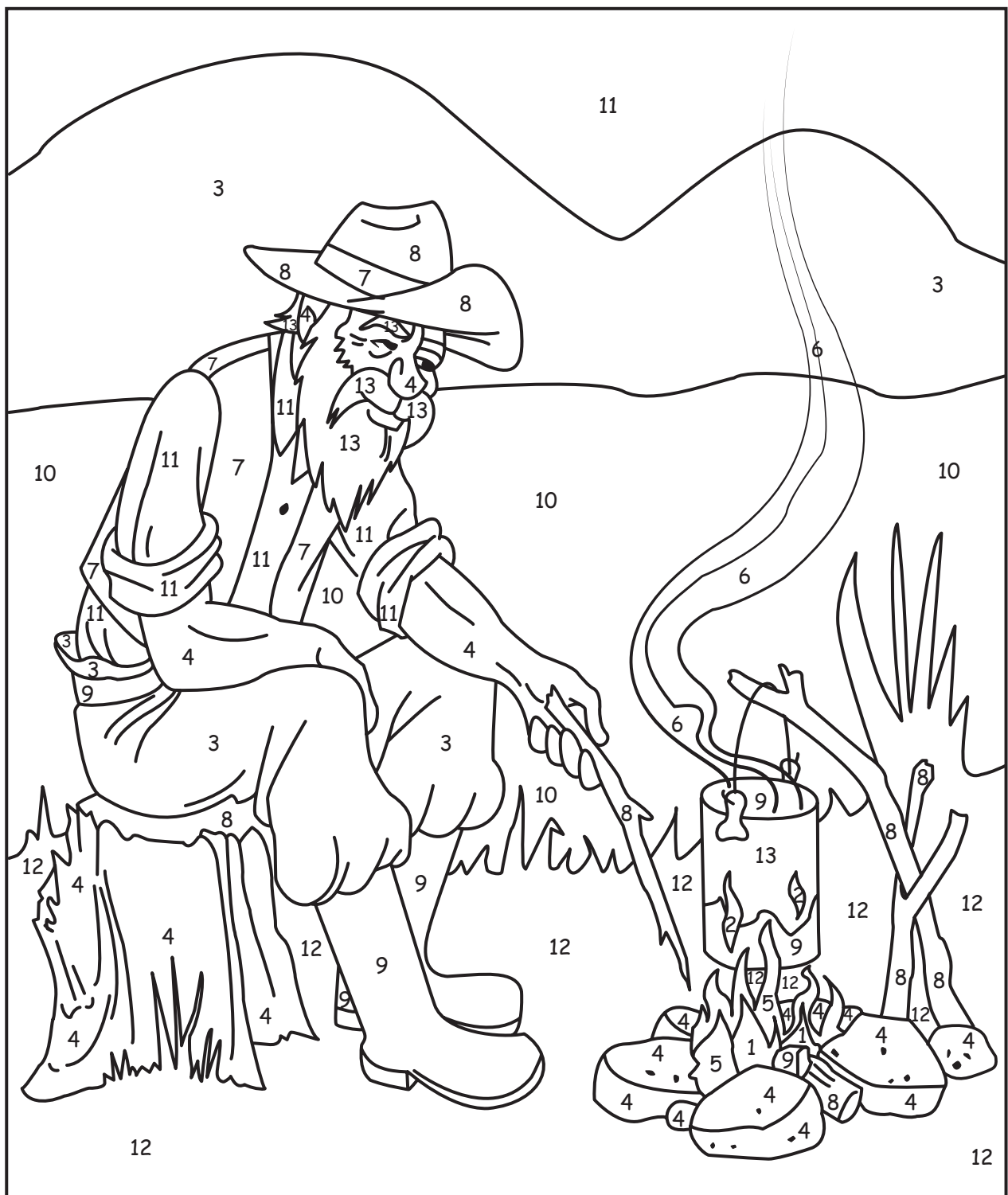
proivetect ingcloth sectin psyra pams tah



Dot to Dot - Numbers 1 to 100



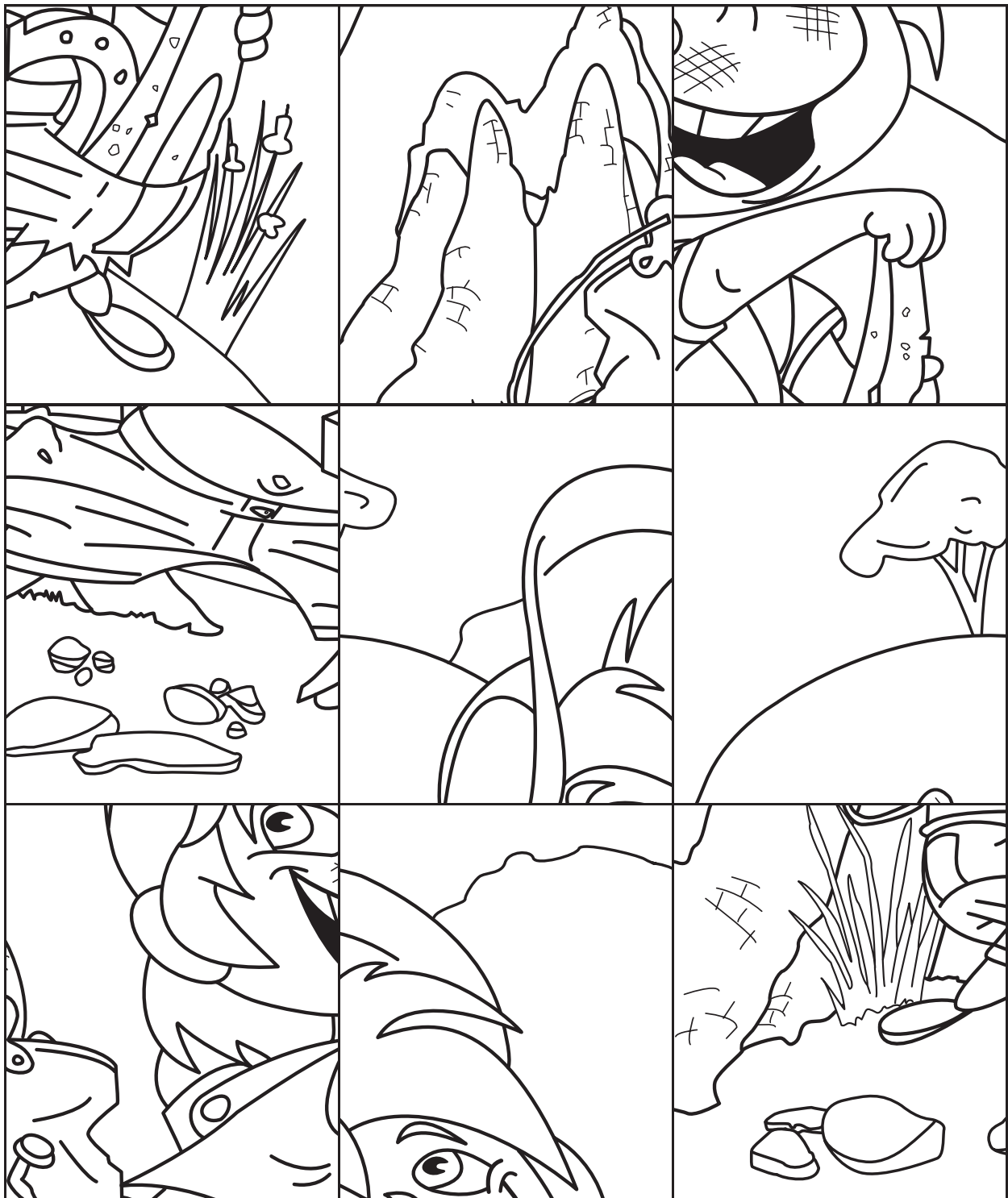
Colour by Number The old-timer is sitting near his campfire boiling some water. Colour the picture using the numbers and colours.



- | | | | | |
|---------------|---------------|----------------|---------------|----------|
| 1 red | 2 yellow | 3 dark blue | 4 light brown | 5 orange |
| 6 white | 7 dark red | 8 dark brown | 9 black | |
| 10 dark green | 11 light blue | 12 light green | 13 grey | |

Jigsaw Puzzle

Cut out the pieces in the grid. Glue them together on another piece of paper to make a picture of Jake and his treasures .



Grid References Where do the small rectangles fit in the picture grid below?

Write the grid reference for each rectangle on the line. Use the letter first. e.g. **C5**





7

6

5

4

3

2

1

A

B

C

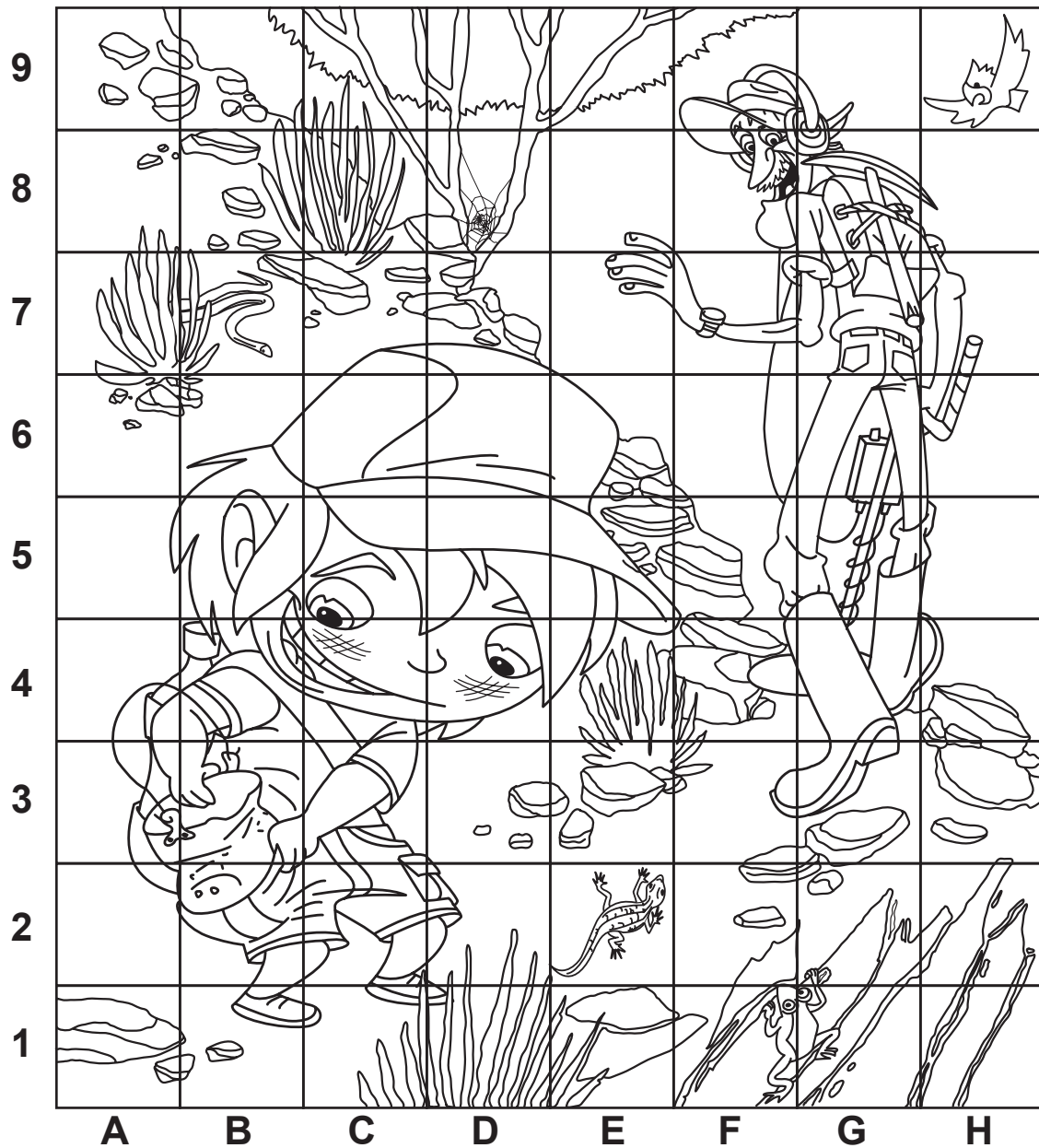
D

E

F

G

Grid References Use the picture grid to answer the questions below.



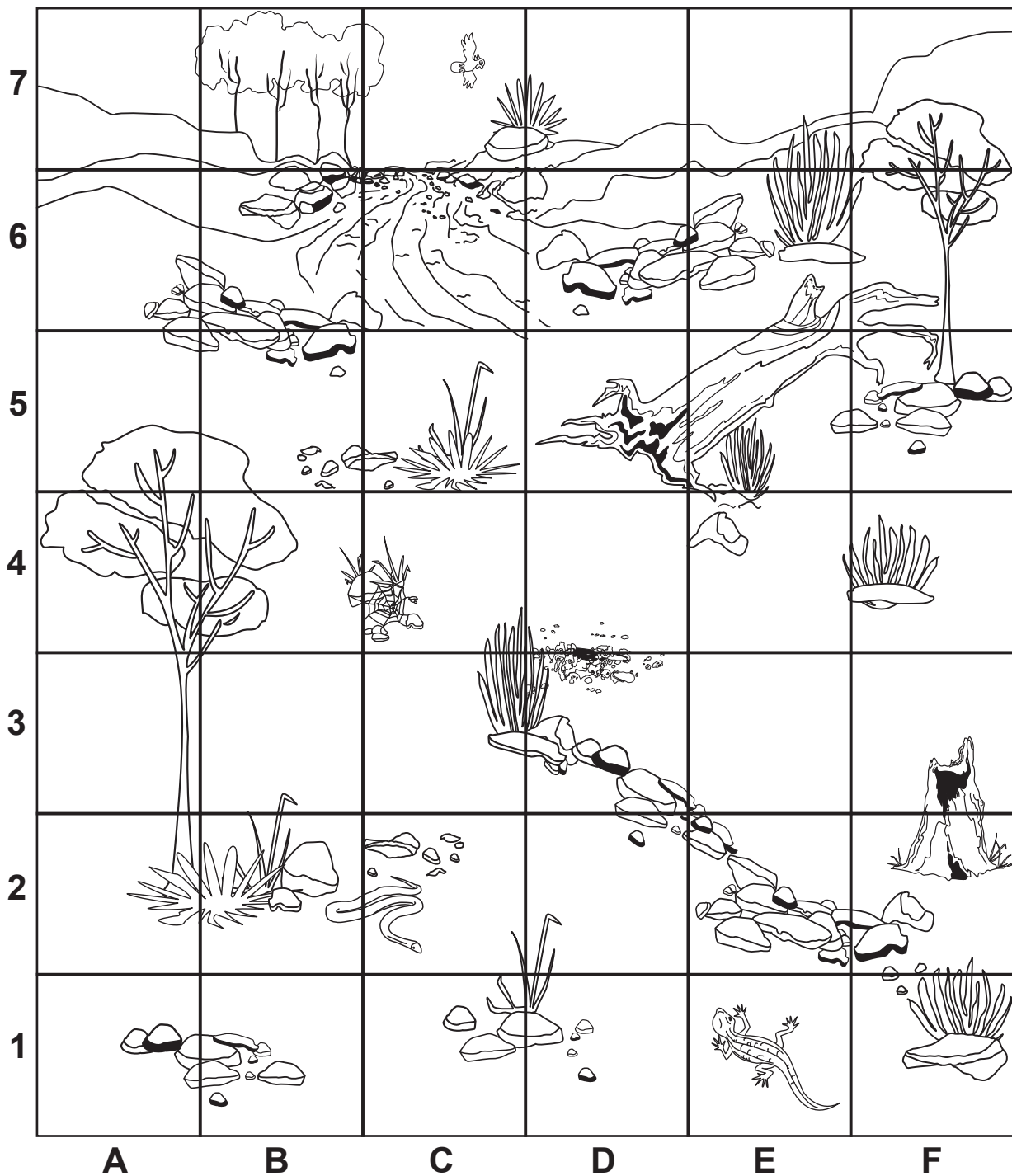
- Write the grid references for these items. Use the letter first. e.g. **C5**
 lizard _____ spider's web _____ snake _____
 bird _____ Grandpa's watch _____ Jake's left eye _____
- The frog is sitting in three squares. Write the three grid references.

- Draw another bird sitting in the tree in **E9**.
- Write Jake's name on his cap in **D6**.
- Draw a gold nugget in **A8**.



Gold Hunt Game This is a game for two players and each player has a laminated game sheet and a wipe-off pen e.g. a whiteboard marker.

Hide the game sheets with a barrier between players. Each player 'buries' (draws) 6 gold nuggets in 6 different squares on their game sheet. They take turns to try to 'find' the other player's gold nuggets by giving a grid reference, e.g. **D5**. The first person to 'find' all the gold nuggets of the opposing player is the winner.



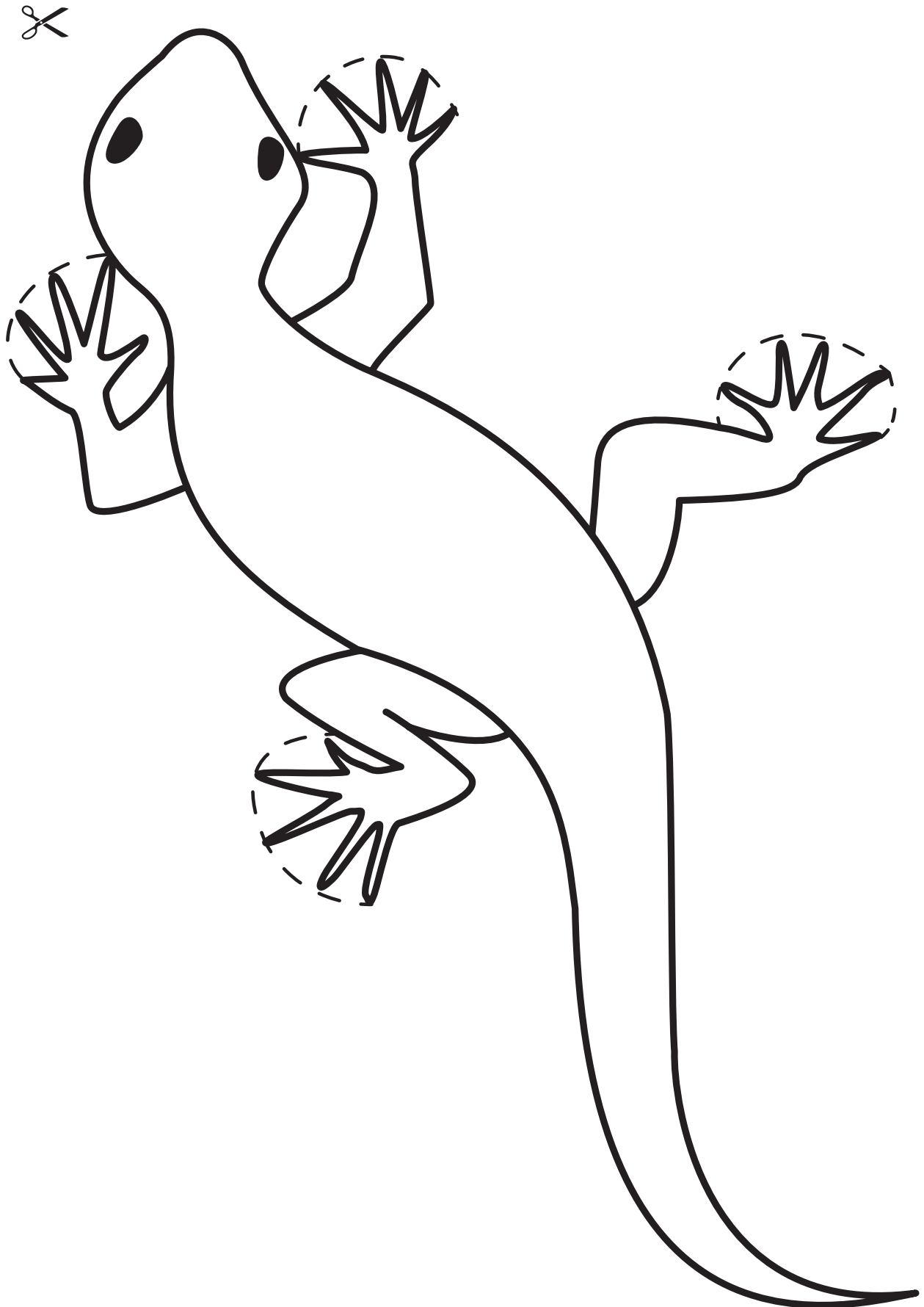
Jake's Mask Paste or copy the sheet onto card. Cut out the mask and cut out the eyes on the dotted lines. Add colour and/or collage. Pierce the small black dots and add string. Cut out part of the mouth if the mask is to be used when speaking.



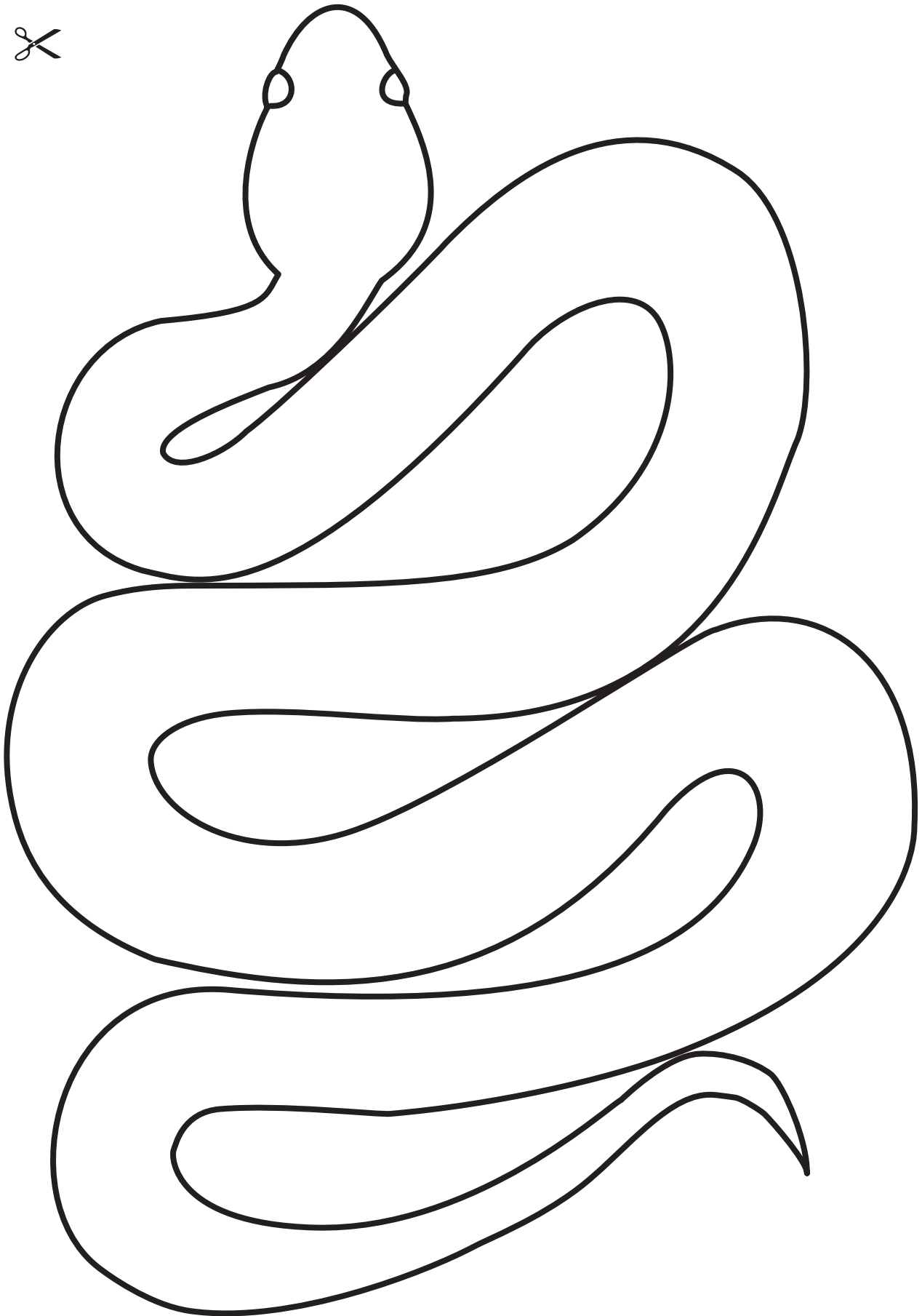
Grandpa's Mask Paste or copy the sheet onto card. Cut out the mask and cut out the eyes on the dotted lines. Add colour and/or collage. Pierce the small black dots and add string. Cut out part of the mouth if the mask is to be used when speaking.



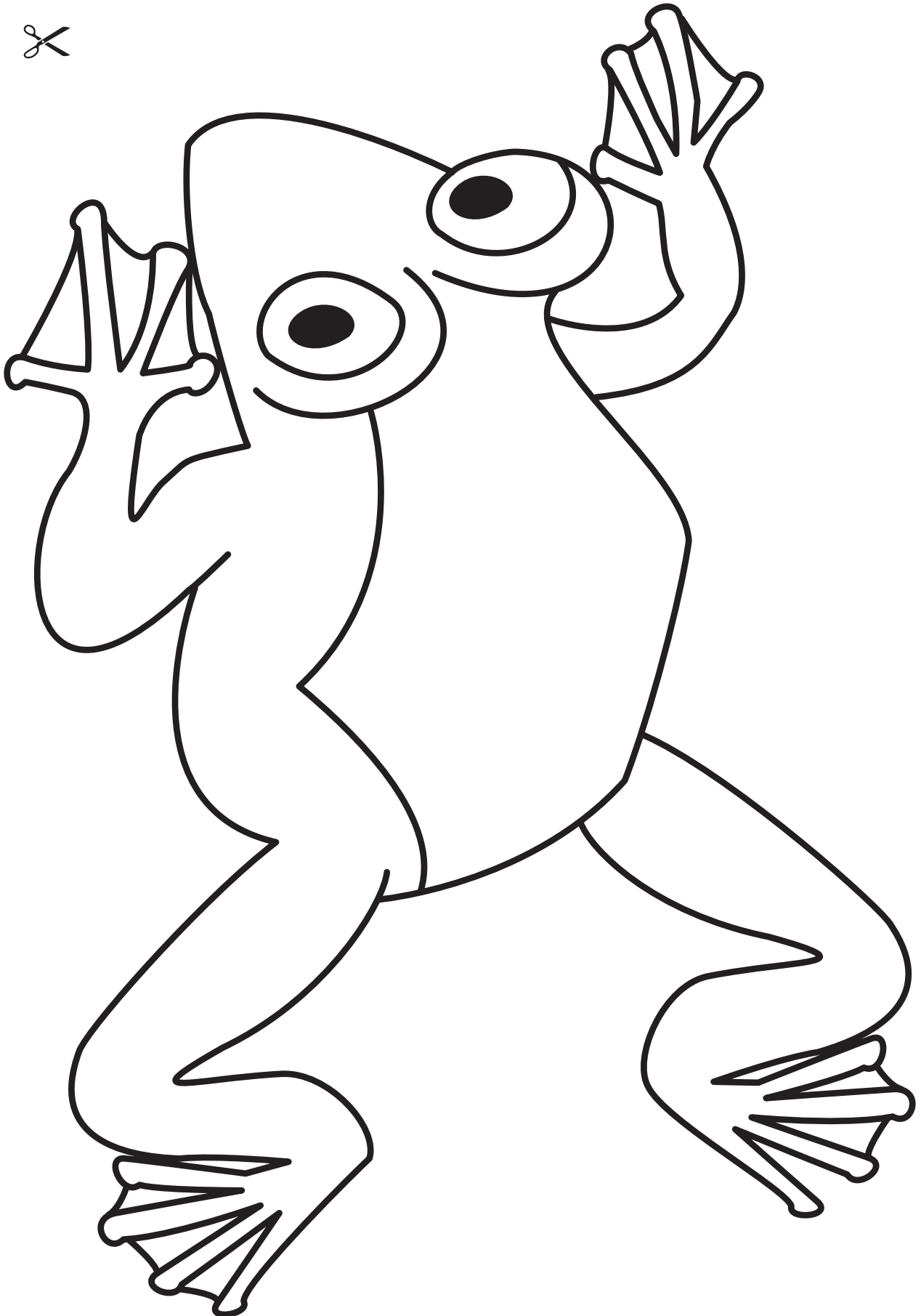
Lizard Copy or glue the lizard onto card and cut out. Colour or decorate with collage. Enlarge to A3 for an even bigger lizard.

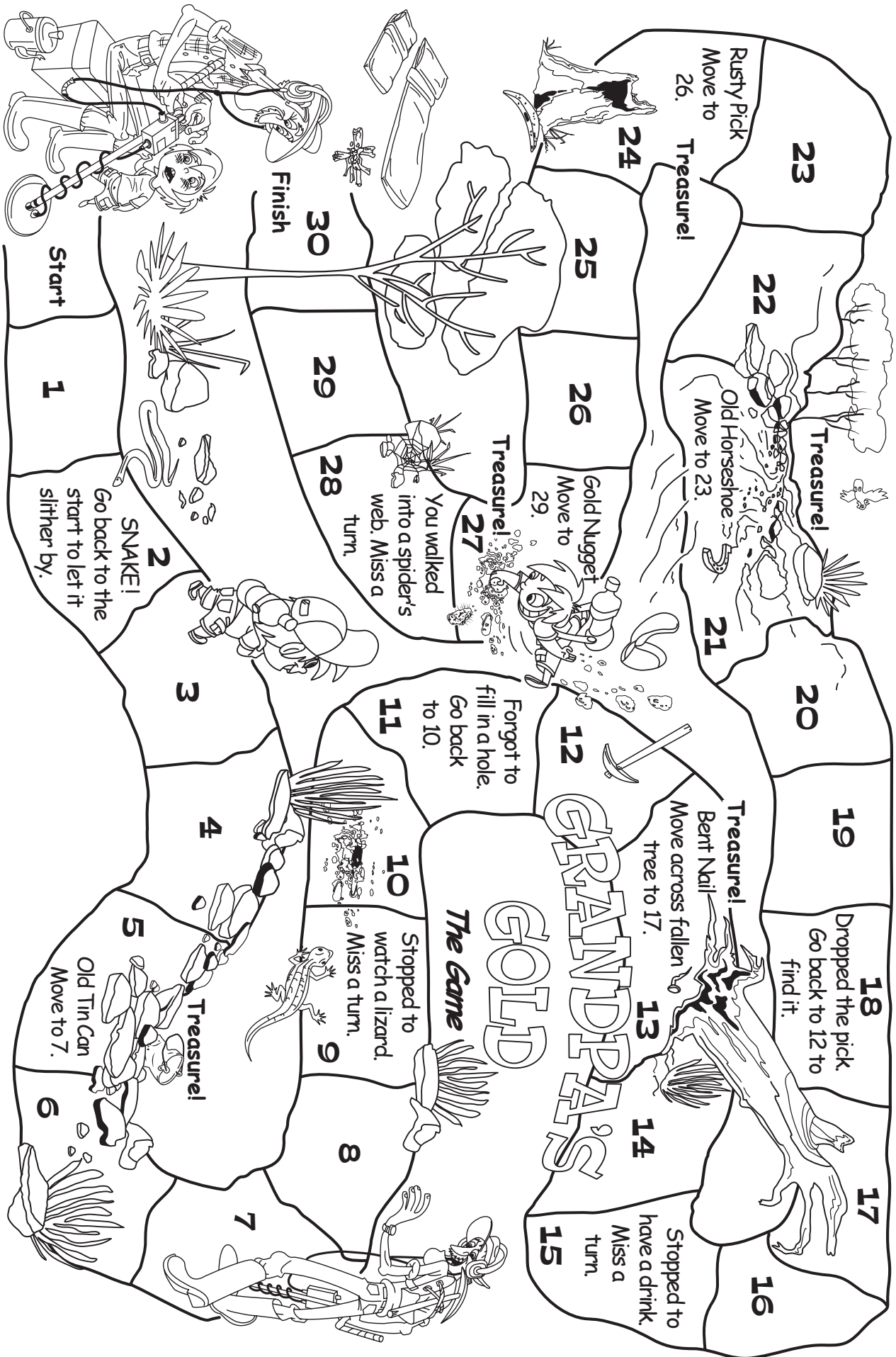


Snake Copy or glue the snake onto card and cut out. Colour or decorate with collage. Enlarge to A3 for an even bigger snake.

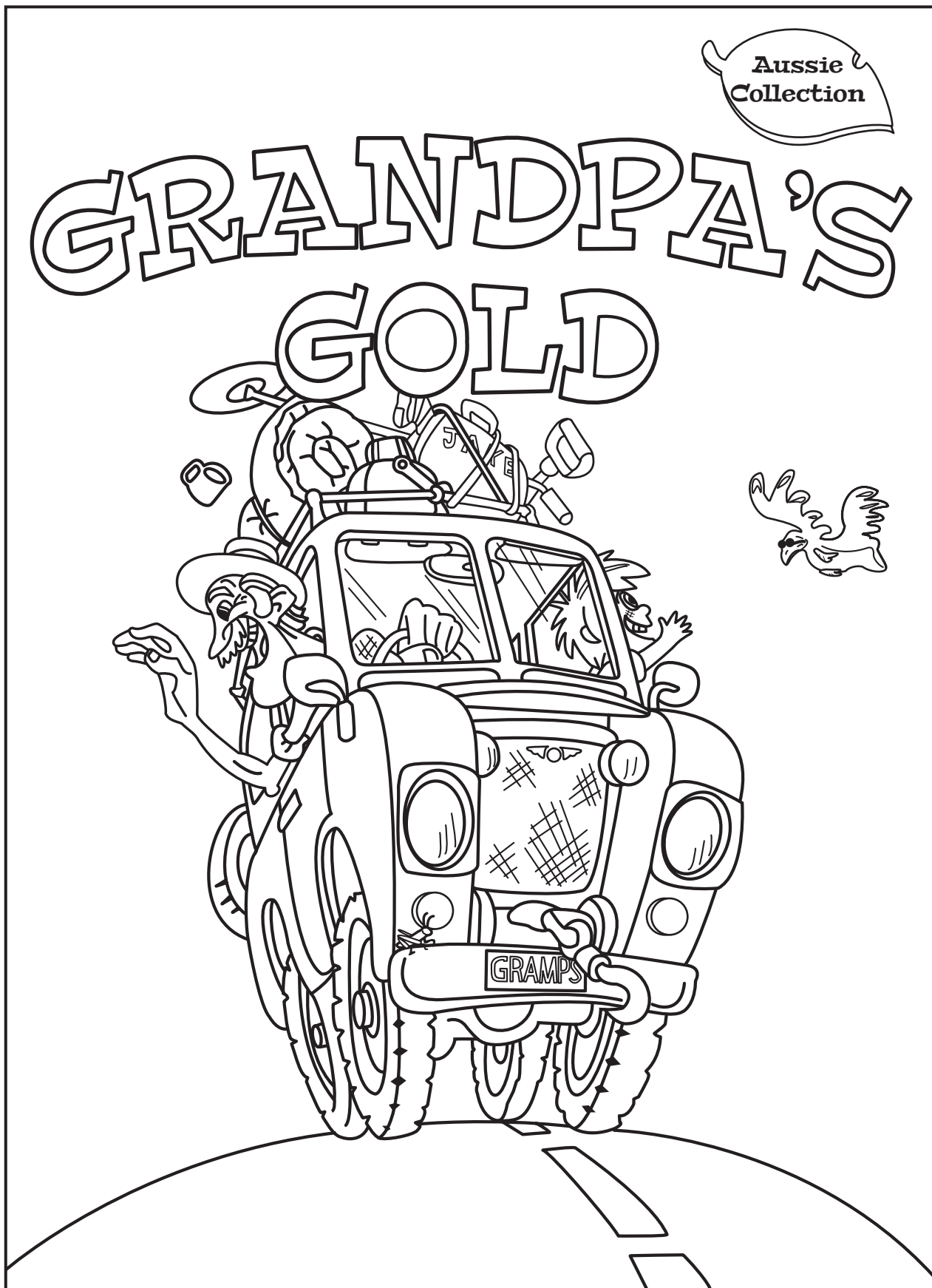


Frog Copy or glue the frog onto card and cut out. Colour or decorate with collage. Enlarge to A3 for an even bigger frog.





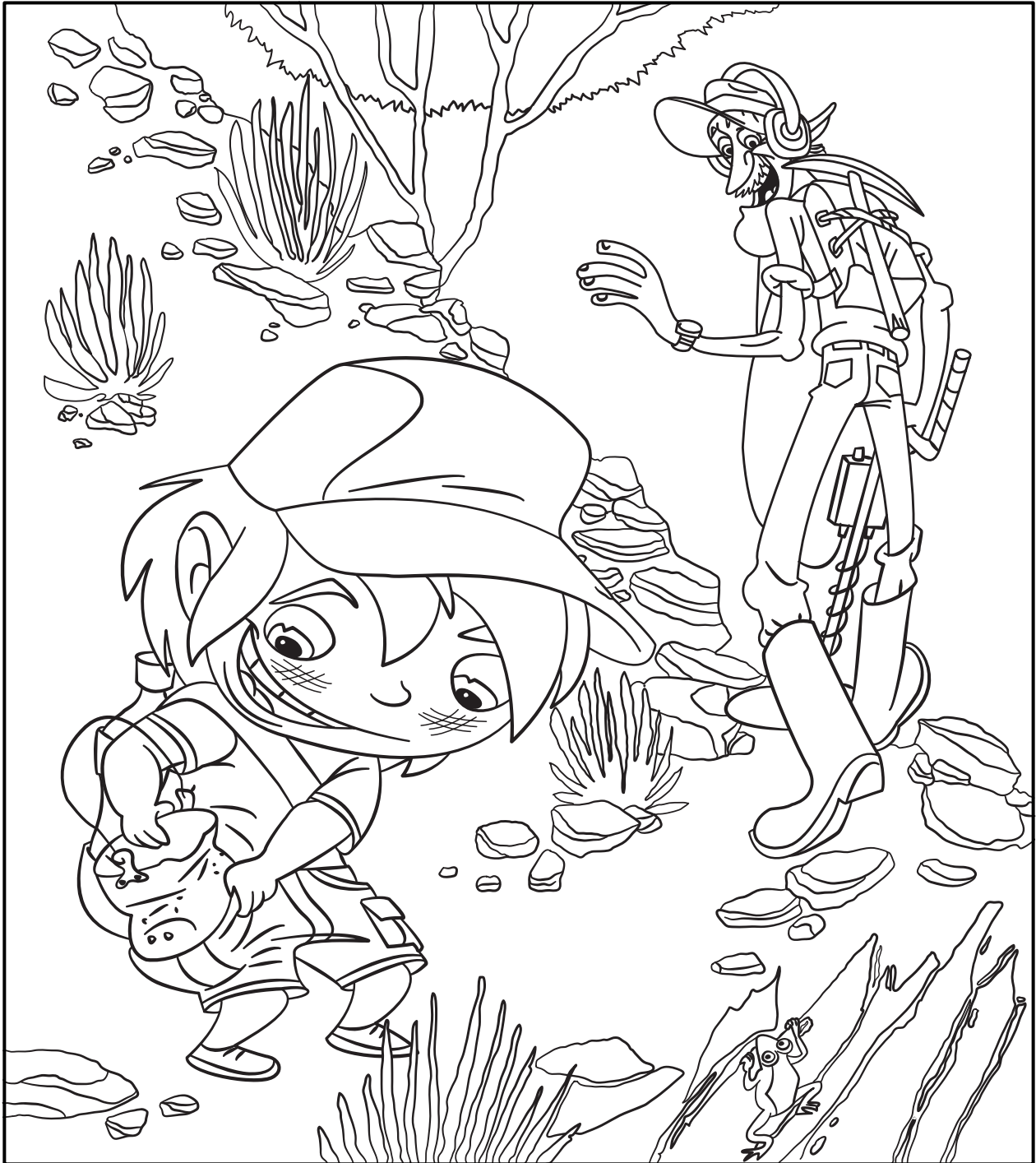
Cover Colouring-in



Colouring-in

★ Extra Idea

Draw extra Australian animals and some other 'treasures' for Jake.
What might Jake find that has been left behind in the bush?



COME ALONG TO THE GOLDFIELDS

(The Whoop Whoop Song)

music and lyrics written by Robin Adolphs and Jenny James for *Grandpa's Gold*

1. We headed for the goldfields, the four-wheel drive was packed,
Our picks and shovels strapped on top, detector in the back.
We drove all through the daytime, come dusk we found a spot,
We set up camp, unrolled our swags, cooked baked beans in a pot.

Chorus

**So come along to the goldfields and listen for the whoop-whoop sound.
We'll dig and dig and dig until we find, shiny gold in the stony ground.**

2. We bunked down near the campfire, the night time came alive,
With moving shadows, rustling leaves and lots of peeping eyes.
Next morning when the sun rose, we set off through the trees,
We walked up gullies and dried-up creeks until I called out, 'FREEZE'!

Chorus

3. There's something in the ground here, I hear it loud and clear,
It makes a perfect WHOOP-WHOOP sound, the sound we want to hear.
The ground was hard and stony, the sun was boiling hot,
The sweat and dirt dripped off our chins, but we dug up that spot.

Chorus

4. Each time we got a signal, we'd dig until we found,
Old cans or nails, horseshoes or gold, all buried in the ground.
It's fun out on the goldfields, there's treasure of all kinds,
Especially when you dig out things old timers left behind.

Chorus



Come Along to the Goldfields

(The Whoop Whoop Song)

music and lyrics written by Robin Adolphs and Jenny James for *Grandpa's Gold*

Intro CGCG

1. We head-ed for the gold-fields, the four-wheel drive was packed, Our
picks and shov-els strapped on top, de - tect - or in the back. We
drove all through the day-time, come dusk we found a spot, We
set up camp, un-rolled our swags, cooked baked beans in a pot. So
come a-long to the gold-fields and lis - ten for the whoop-whoop sound. We'll
dig and dig and dig unt -il we find, shin-y gold in the ston-y gr-ound. 2. We..
3. There's..
4. Each..
4. We'll dig and dig and dig unt - il we find, shin-y gold in the ston-y ground.

2. We bunked down near the campfire, the night time came alive,
With moving shadows, rustling leaves and lots of peeping eyes.
Next morning when the sun rose, we set off through the trees,
We walked up gullies and dried-up creeks until I called out, 'FREEZE'!

Chorus

3. There's something in the ground here, I hear it loud and clear,
It makes a perfect WHOOP-WHOOP sound, the sound we want to hear.
The ground was hard and stony, the sun was boiling hot,
The sweat and dirt dripped off our chins, but we dug up that spot.

Chorus

4. Each time we got a signal, we'd dig until we found,
Old cans or nails, horseshoes or gold, all buried in the ground.
It's fun out on the goldfields, there's treasure of all kinds,
Especially when you dig out things old timers left behind.

Chorus



Lucky Christmas Horseshoe

The old timer on page 24 of *Grandpa's Gold* is shoeing a horse. Jake finds an old broken horseshoe in the creek bed when he is looking for gold.



Horseshoes have been around for many centuries and are used to protect the hoof of the horse. Blacksmiths or farriers nail the shoes onto the horse's hooves. It does not hurt the horse because the nails are placed in the part of the hoof that is a bit like our toenails except much thicker.

The horseshoe is a symbol of good luck in many cultures. It is said that a horseshoe hung with the ends pointing up will hold in good luck. Hung with the ends pointing down and all the luck will fall out.

You will need

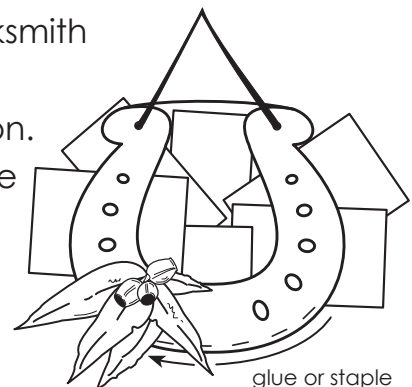
- thick card
- pencil
- scissors
- paint
- craft glue
- coloured pencils or felt pens
- natural materials such as gum leaves and gum nuts to decorate
- string or ribbon



1. Use the template and instructions on Activity 31 to draw a horseshoe and backing piece onto thick card.
2. Paint the horseshoe and allow to dry. (Gold would be a great colour!)
3. Glue the horseshoe to the backing piece.
4. Draw the nail holes and decorate using natural materials or use cardboard leaves and Christmas craft items.
5. Add a Christmas message to the inside.
6. Pierce the top holes of the horseshoe and tie with string or ribbon.

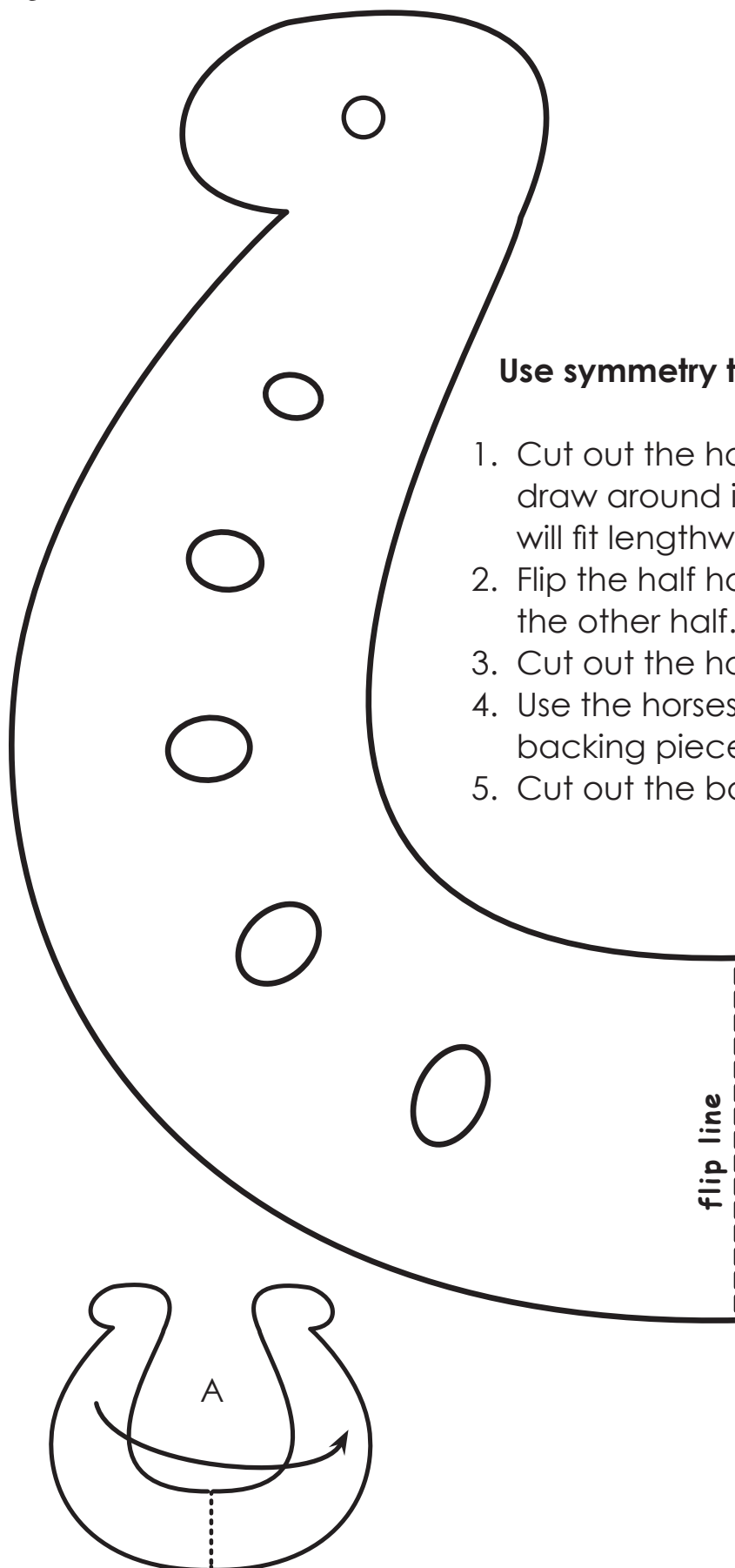
★ Extra Ideas

- Find out the difference between a blacksmith and a farrier.
- Use a mini horseshoe as a tree decoration.
- Draw a picture of your family or someone special in the centre of the horseshoe.
- Glue or staple the horseshoe onto the backing piece along the bottom only and use it as a card holder.



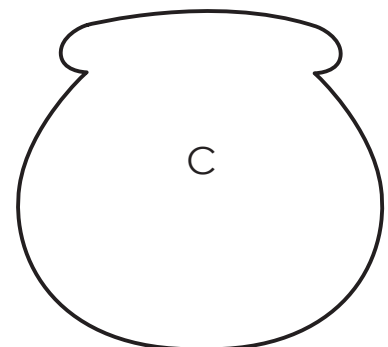
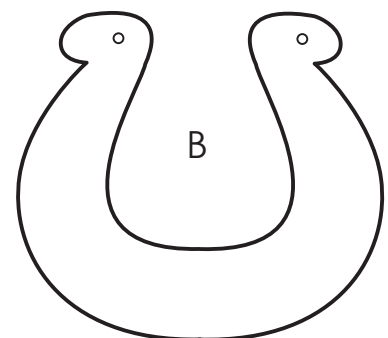
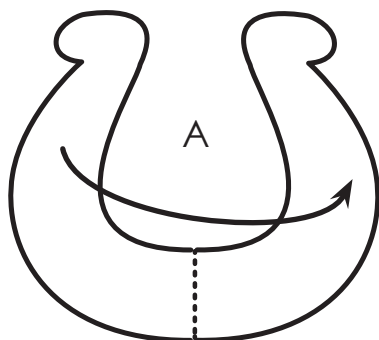


Instructions on Activity 30

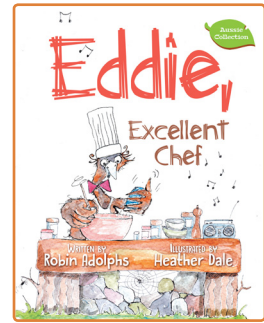
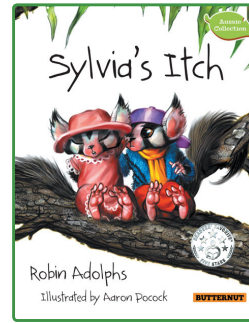
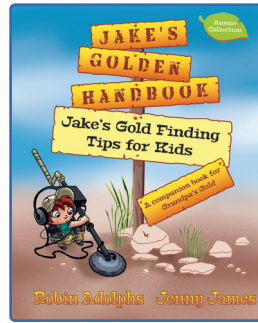
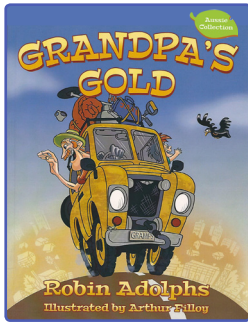


Use symmetry to draw a horseshoe.

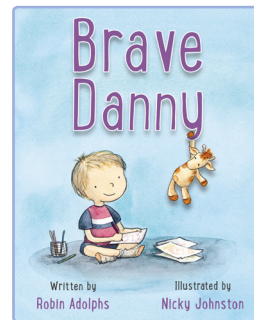
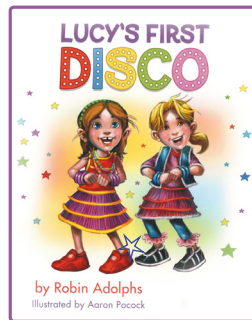
1. Cut out the half horseshoe and draw around it onto thick card. It will fit lengthways on A4 card.
2. Flip the half horseshoe over to draw the other half. (A)
3. Cut out the horseshoe.
4. Use the horseshoe (B) to draw a backing piece. (C)
5. Cut out the backing piece.



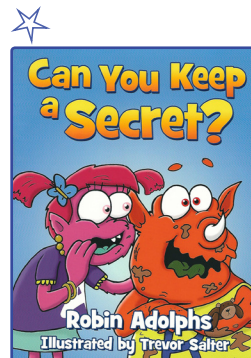
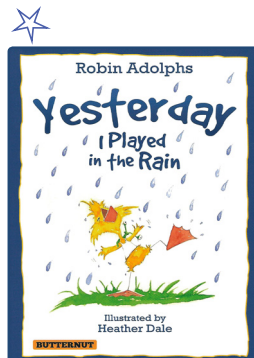
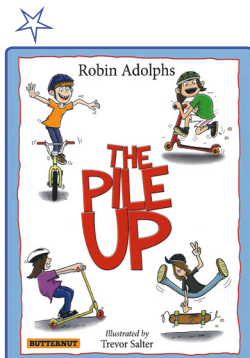
★ Aussie Collection



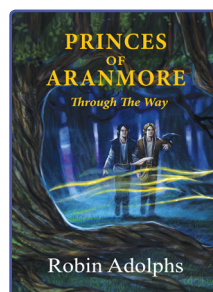
★ Social Topics



Other Titles



Middle Grade Fantasy Novel



★ with notes and activities

★ with notes, activities **AND** Australian Curriculum Alignment/NAPLAN-style activities