


## Year 6 Learning from Home Overview – Term 2, Week 1

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Week 1</b>	Staff Development Day	Morning Routine SOTD Guided Reading Writing Mathematics HSIE	Morning Routine SOTD Guided Reading Writing Mathematics Science	Morning Routine SOTD Guided Reading Writing Mathematics CAPA	Morning Routine SOTD Guided Reading Writing Mathematics PDHPE
<b>Week 2</b>	Morning Routine SOTD Guided Reading Writing Mathematics HSIE	Morning Routine SOTD Guided Reading Writing Mathematics Science	Morning Routine SOTD Guided Reading Writing Mathematics Community Language	Morning Routine SOTD Guided Reading Writing Mathematics CAPA	Morning Routine SOTD Guided Reading Writing Mathematics PDHPE
<b>Week 3</b>	Morning Routine SOTD Guided Reading Writing Mathematics HSIE	Morning Routine SOTD Guided Reading Writing Mathematics Science	Morning Routine SOTD Guided Reading Writing Mathematics Community Language	Morning Routine SOTD Guided Reading Writing Mathematics CAPA	Morning Routine SOTD Guided Reading Writing Mathematics PDHPE

## Year 6 Learning from home Schedule - Week 1

<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<p><i>Morning Routine</i></p> <p>Watch the recording for Tuesday week 1. You will need:</p> <ul style="list-style-type: none"> <li>- Student knowledge organiser and a pen</li> </ul> <p>Read through slides and take notes in knowledge organiser.</p> <p style="text-align: center;"><i>SOTD</i></p> <p>Watch recording 1 and review modelled sentence.</p> <p style="text-align: center;"><b>OR</b></p> <p>Read through the PPT. Use the student knowledge organiser to fill in information. You can add to this template every day.</p> <p>SOTD – look at notes and complete task.</p>	<p><i>Morning Routine</i></p> <p>Watch the recording for Wednesday week 1. You will need:</p> <ul style="list-style-type: none"> <li>- Student knowledge organiser and a pen</li> </ul> <p>Read through slides and take notes in knowledge organiser.</p> <p style="text-align: center;"><i>SOTD</i></p> <p>Watch recording 2 and review modelled sentence.</p> <p style="text-align: center;"><b>OR</b></p> <p>Read through the PPT. Use the student knowledge organiser to fill in information. You can add to this template every day.</p> <p>SOTD – look at notes and complete task.</p>	<p><i>Morning Routine</i></p> <p>Watch the recording for Thursday week 1. You will need:</p> <ul style="list-style-type: none"> <li>- Student knowledge organiser and a pen</li> </ul> <p>Read through slides and take notes in knowledge organiser.</p> <p style="text-align: center;"><i>SOTD</i></p> <p>Watch recording 3 and review shared sentence.</p> <p style="text-align: center;"><b>OR</b></p> <p>Read through the PPT. Use the student knowledge organiser to fill in information. You can add to this template every day.</p> <p>SOTD – look at notes and complete task.</p>	<p><i>Morning Routine</i></p> <p>Watch the recording for Friday week 1. You will need:</p> <ul style="list-style-type: none"> <li>- Student knowledge organiser and a pen</li> </ul> <p>Read through slides and take notes in knowledge organiser.</p> <p style="text-align: center;"><i>SOTD</i></p> <p>Watch recording 4 and complete independent sentence. Complete sentence and submit on Google Classroom, upload a photo on Edmodo or write your work in your book.</p> <p>Challenge: Draw your own knowledge organiser and see how much information you can recall without looking.</p>
<p><i>Guided Reading</i></p> <p>Read related text and take notes</p>	<p><i>Guided Reading</i></p> <p>Complete related text post guided booklet based on your text</p>	<p><i>Guided Reading</i></p> <p>Listen to reading 1 of core novel – take notes Complete 'Parvana' booklet activities</p>	<p><i>Guided Reading</i></p> <p>Vocabulary – Parvana and related text</p>
<p><i>Writing</i></p> <p>Complete pre-assessment</p> <p>Complete task and submit on Google Classroom, upload a photo on Edmodo or write your work in your book.</p>	<p><i>Writing</i></p> <p>Watch the video of the block planner or go through the block planner notes.  (Make sure you memorise the block planner).</p>	<p><i>Writing</i></p> <p>Watch the video of the block planner or go through the block planner notes.  (Make sure you memorise the block planner).</p>	<p><i>Writing</i></p> <p>Complete and submit block planner independently online through Google Classroom <b>or</b> upload a photo on Edmodo <b>or</b> write your block planner in your book.</p>
<i>Mathematics</i>	<i>Mathematics</i>	<i>Mathematics</i>	<i>Mathematics</i>

<p>Review addition and subtraction. Continue on with the level you are working on in class. Watch online video if you need to refresh your memory on levels.</p> <p><b>OR</b></p> <p>Look through the annotated maths document attached. Look at the example and then choose a level that you're comfortable with. You need to provide evidence in the form of a picture with at least 3 examples to move up the next level.</p>	<p>Review multiplication and division Continue on with the level you are working on in class. Watch online video if you need to refresh your memory on levels.</p> <p><b>OR</b></p> <p>Look through the annotated maths document attached. Look at the example and then choose a level that you're comfortable with. You need to provide evidence in the form of a picture with at least 3 examples to move up the next level.</p>	<p>Review place value Continue on with the level you are working on in class. Watch online video if you need to refresh your memory on levels.</p> <p><b>OR</b></p> <p>Look through the annotated maths document attached. Look at the example and then choose a level that you're comfortable with. You need to provide evidence in the form of a picture with at least 3 examples to move up the next level.</p>	<p>Complete problem-solving activities using the PowerPoint of questions provided in the workbook.</p> <p><b>OR</b></p> <p>Look through problems attached and complete in workbook. Make sure you show all your working out.</p>
<p><i>HSIE</i></p> <p>Complete lesson 1 – Human Migration</p> <p>Complete task and submit on Google Classroom, upload a photo on Edmodo or write your work in your book.</p> <p>Inquistive website: <a href="http://inq.co/class/h4f">http://inq.co/class/h4f</a></p> <p>Code: 1711</p>	<p><i>Science</i></p> <p>Complete lesson 1 – When the earth quakes</p> <p>Complete task and submit on Google Classroom, upload a photo on Edmodo or write your work in your book.</p> <p>Inquistive website: <a href="http://inq.co/class/h4f">http://inq.co/class/h4f</a></p> <p>Code: 1711</p>	<p><i>CAPA</i></p> <p>ANZAC day poppy art. See PowerPoint for more information.</p> 	<p><i>PDHPE</i></p> <p><b>Kindness Ninja</b>- Secretly help your family this week. Do something nice for them without them knowing. Once you have helped EVERY person in your family you can reveal the secret. How did this improve your connection with your family?</p> <p>Watch 1 min video '<b>Underlying calm</b>'. Imagine yourself overcoming stress in the future using this visualisation.</p> <p><a href="http://www.viewpure.com/F0WYFXxhPGY?start=0&amp;end=0">http://www.viewpure.com/F0WYFXxhPGY?start=0&amp;end=0</a></p>

## Year 6 Pre Assessment Term 2 2020

Today you will write to ENTERTAIN the reader by writing a QUEST TALE



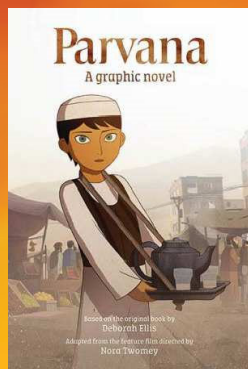
Your story might be about finding a lost pet, hidden treasures or new friends. It could be about how people find courage in difficult situations or finding the solution to a problem or an opportunity to do something exciting and different.

### Think About

- ✓ The characters and where they are
- ✓ The problem to be solved
- ✓ How will your story end?

### Remember to:

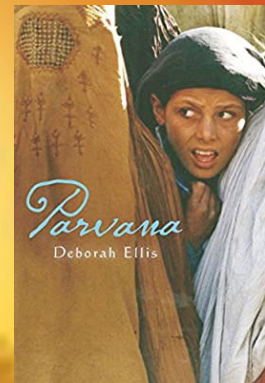
- Plan your writing using the block planner
- Write in full sentences
- Pay attention to your spelling and punctuation
- Include a range of facts and ideas
- Use a range of vocabulary
- Include 4 – 7 lines in each paragraph
- Edit your writing.



# Morning Routine Human Migration

WEEK 1

PARVANA AND  
AFGHANISTAN



WORLD  
ECONOMIC  
FORUM

RECOMMENDED BY  
INTERNATIONAL BUSI-  
NESS PRESS

**“Migration has always been one of the  
most important drivers of human  
progress and dynamism.”**

**Ian Goldin**

Director of the Oxford Martin School and Professor of Globalization and Development,  
University of Oxford



# Learning Intentions

- Build connections between ourselves and the texts we read.
- Write different types of sentences.
- Describe the difference between climate and weather.
- Compare and contrast human migration.
- Develop an understanding of the concept of migration
- Understand causes of migration
- Examine contribution of migrants and their impact on our culture



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## During this unit

- YOU MUST be respectful at all times.
- You may see some disturbing or upsetting content.
- You are to be respectful to the situations we are learning about and the feelings of others during the unit.



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## Morning Routines

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- Day and Date
- Weather
- 100 Days of Learning
- Talk for Learning
- Sentence of the Day



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## Day and Date

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## Important events in Australian migration

1788

- When the first Europeans arrived they did not find an empty land as expected. Instead, they found themselves outnumbered by more than 500,000 indigenous Aboriginal people whose ancestors had lived in Australia for at least 50,000 years



1788 -  
1868

### • Convict Transportation

- From 1788 to 1868 Britain transported more than 160,000 convicts from its overcrowded prisons to the Australian colonies, an arduous journey that took roughly 8 months by sea. Prisoners were chained up for the entire 8 months, with as many as 50 convicts crammed into each cell.



## Your turn

17..

17.. – 18..





## Key events in Afghani history – linking to Parvana

1921

- The British, besieged in the wake of World War I, are defeated in the Third British-Afghan War (1919-21), and Afghanistan becomes an independent nation. Concerned that Afghanistan has fallen behind the rest of the world, Amir Amanullah Khan begins a rigorous campaign of socioeconomic reform.



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1926

- Amanullah declares Afghanistan a monarchy, rather than an emirate, and proclaims himself king. He launches a series of modernization plans and attempts to limit the power of the Loya Jirga, the National Council.



## Your turn

19..

19..



## Key events in Afghani history – linking to Parvana

1934

- The United States of America formally recognises Afghanistan as a nation.



1953

- The pro-Soviet General. Mohammed Daoud Khan, cousin of the king, becomes prime minister and looks to the communist nation for economic and military assistance. He also introduces a number of social reforms including allowing women a more public presence.



## Your turn

19..

19..

## Who are the Soviets?

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- Russia **emerged** from a civil war in 1921 as the newly formed Soviet Union.
- The world's first Marxist-Communist state would become one of the biggest and most powerful nations in the world, occupying nearly one-sixth of Earth's land surface.
- The Soviet **Empire** collapsed in 1991.
- The United Socialist Soviet Republic, or U.S.S.R., was made up of 15 soviet republics: Armenia, Azerbaijan, Belarus, Estonia, Georgia, Kazakhstan, Kyrgyzstan, Latvia, Lithuania, Moldova, Russia, Tajikistan, Turkmenistan, Ukraine and Uzbekistan.

## Who were the Soviets?

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# Weather



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## Kabul, Afghanistan



# Average temperatures in Kabul, Afghanistan

## Kabul

The capital, **Kabul**, is located at a high altitude, 1,800 meters (5,900 feet) above sea level. Winter is cold, with an average temperature in January of -1 °C (30 °F), usually with freezing nights, and with possible peaks of -20/-25 °C (-4/-13 °F); snowfalls are fairly frequent and sometimes heavy. Summer is hot during the day, sometimes scorching, but nights remain usually cool.

Here are the average temperatures.

### Kabul - Average temperatures

Month	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Min (°C)	-7	-5	1	5	9	12	15	14	9	4	-1	-5
Max (°C)	5	7	13	18	24	30	32	32	29	23	15	8

## Descriptive language





## 100 days

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## Refugees Worldwide

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- Nearly 71 million people have been **displaced** from their home due to war, persecution or violence. That's one of every 107 people on the planet.
- When displaced people cross international borders, they are called refugees.
- In 2018, the number of refugees reached an all-time high of 26 million people.
- Visit the link - <https://www.therefugeeproject.org>

## Afghani Refugees

There are almost 2.5 million registered refugees from Afghanistan. They comprise the largest protracted refugee population in Asia, and the second largest refugee population in the world. In light of the increasingly deteriorating security situation in many parts of the country, the violence continues to drive people from their homes in 2018.



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## Talk for learning



# Overview

<a href="#"><u>What is a Refugee?</u></a>	<a href="#"><u>What is the journey like?</u></a>	<a href="#"><u>Life as a Refugee</u></a>	<a href="#"><u>How can Refugees Seek Asylum?</u></a>
<a href="#"><u>What does it mean to feel safe?</u></a>	<a href="#"><u>Refugees and the difficulties they face.</u></a>	<a href="#"><u>How can we help Refugees?</u></a>	<a href="#"><u>Refugee Awareness</u></a>
<a href="#"><u>Why do people become refugees?</u></a>	<a href="#"><u>Refugee or Migrant?</u></a>	<a href="#"><u>Refugee Camps</u></a>	<a href="#"><u>Reading List</u></a>

## What is a refugee?

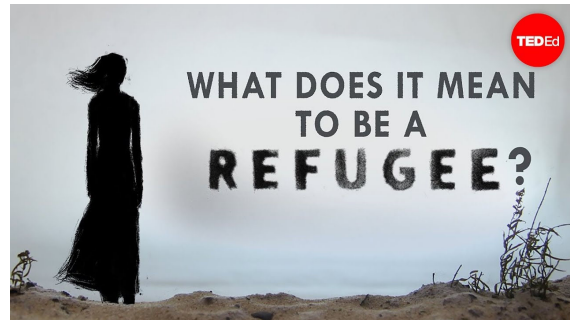
- To put it simply, refugees are people who have been displaced or forced to leave their homes.
- They then have to cross national borders or boundaries because it is not safe for them to return to their own country.
- In many cases, refugees have no one to take care of them, no one to help them and nowhere to go to feel safe.



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## What does it mean to be a refugee?

- About 60 million people around the globe have been forced to leave their homes to escape war, violence and persecution.
- The majority have become Internally Displaced Persons, meaning they fled their homes but are still in their own countries.
- Others, referred to as refugees, sought shelter outside their own country.
- But what does that term really mean? Benedetta Berti and Evelien Borgman explain.



## What does it mean to feel safe?

For most of us, our home is where we feel most secure. This is the place that provides us with warmth, shelter and a surrounding of the people we love and care for, and who love and care for us. This is usually when most of us feel our safest.

For refugees, this safety and security has vanished. Homes are no longer a place of protection, love and care. When this happens, the only choice refugees have is to leave their homes behind and look for security and safety somewhere else to help restore that feeling of love, care, warmth and safety.

# Why do people become refugees?

As of 2017, 65.6 million individuals have been forcibly displaced worldwide because of persecution, conflict, violence, or human rights violations, per the UN High Commissioner for **Refugees** (UNHCR). The five most common reasons people become refugees are;

1. Religious/National/Social/Racial/Political Persecution
2. War
3. Gender/Sexual orientation
4. Hunger
5. Climate change



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## Have we been successful?

- What impact has migration had on Australian society?
- Is Australia a 'fair' place today for all Australians?
- Should people take action in ensuring refugees are welcomed by other countries.
- Do you choose to take action? If so, what actions do you choose to take?
- Did you write a well-structured sentence?
- Did you communicate in a clear and effective way?





## Sentence of the day

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## What is Human Migration?

**Descriptive language** (Use the picture prompt to brainstorm possible weather words to create atmosphere in a quest tale)

## Timeline — Record key events in Afghani history

[illegible]

## Sentence of the day Term 2- Learning from home

### **Week 1 Topic: Simple sentence for impact using dialogue**

*We are learning to write a simple sentence for impact*

#### **Success criteria**

I have:

- I have a subject and a predicate
- I can use a verb for impact
- I can use quotation marks for dialogue

#### **Revision of types of sentences and sentence structure.**

**Subject:** *Who or what the sentence is about.*

**Predicate:** *Gives more information about the subject and contains the verb.*

#### **Simple Sentence**

*Contains a subject and a predicate.*



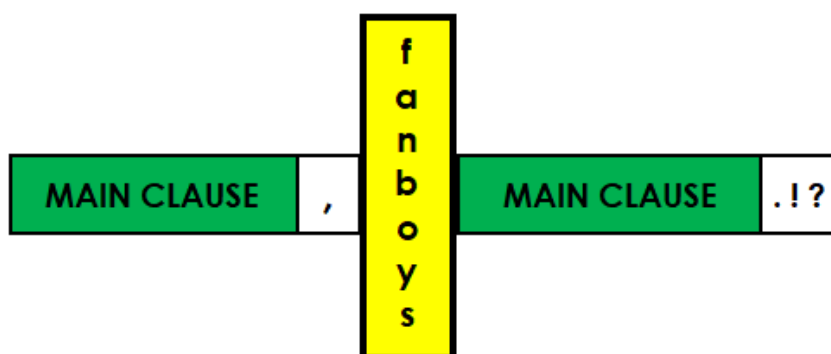
Example – I went the beach.

I – subject

Predicate – went to the beach

#### **Compound Sentence**

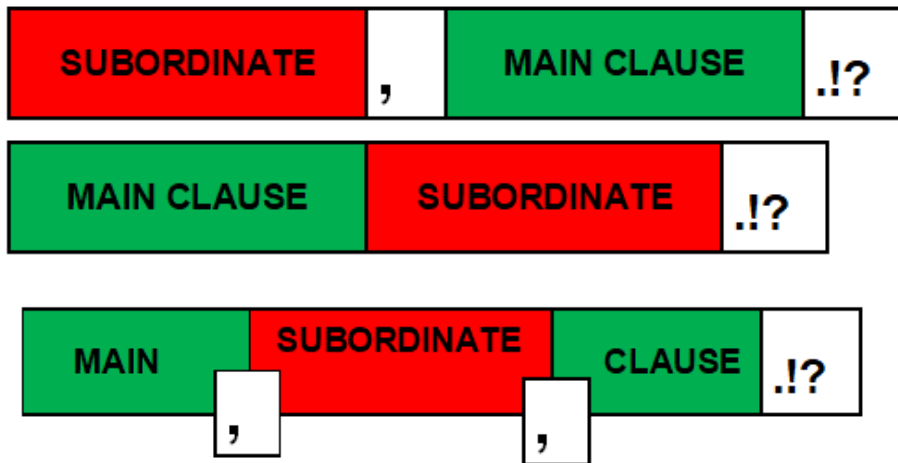
*Two simple sentences joined together with a coordinating conjunction.*



#### **Complex Sentence**

*Contains a main clause and at least one subordinate clause joined with a subordinating conjunction.*

1. Main clause (no comma) + Subordinate clause
2. Subordinate clause (comma) + main Clause
3. Imbedded subordinate clause (comma each side)



Example – I went to the beach even though it was raining.

**Coordinating conjunctions**– for, and, nor, but, or, yet, so (FANBOYS)

*I wanted to go to school, but I was too sick.*

*It was Dad's birthday, so we made him some pancakes.*

*I like Vegemite and I like toast.*

**Subordinating conjunctions** – because, after, unless, although, while, even if, since, however

*Because my cat was tired, it had a long nap in the sun.*

*My cat had a long nap in the sun because it was tired.*

Key: Use the colours below as a reference and to complete the daily tasks.

Main clause

Subordinate clause

Coordinating conjunction

Subordinating conjunction

Grammar focuses for the week

Start and end punctuation

**Wednesday: Modelled**

## Wednesday

**Learning Intention:** We are learning to write a simple sentence for impact using dialogue.

### Success Criteria

- ✓ I have a subject and a predicate
- ✓ I can use a verb for impact
- ✓ I can use quotation marks for dialogue



Example: "Stop running so fast!" said Morteza.

- Use the key above to identify each part of your sentence.
- The sentence is done for you today.

## Thursday: Joint Sentence

## Thursday



- **Learning Intention:** We are learning to write a simple sentence for impact using dialogue.
- **Success Criteria**
  - ✓ I have a subject and a predicate
  - ✓ I can use a verb for impact.
  - ✓ I can use quotation marks for dialogue

Example: Sohab yelled, "Hide!"

**Task:** Try and finish the sentence off with a word that creates an effect on the reader and use correct end punctuation.

*Example: What's that...*

- Use the key above to identify each part of your sentence. Annotate and highlight the sentence using the Key.

## Friday: Assessment



# Friday

- **Learning Intention:** We are learning to write a simple sentence for impact using dialogue.

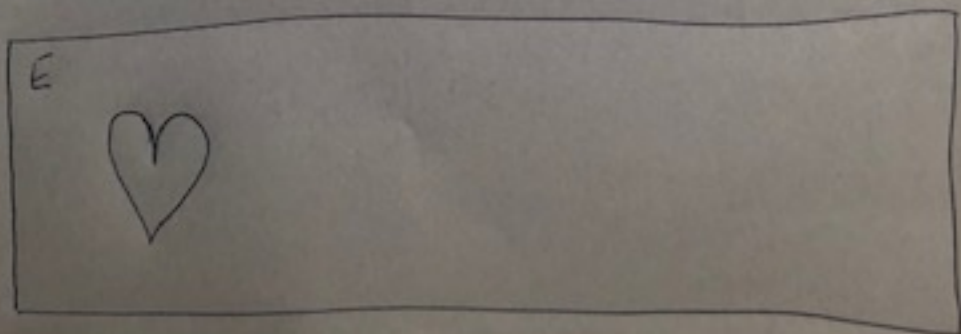
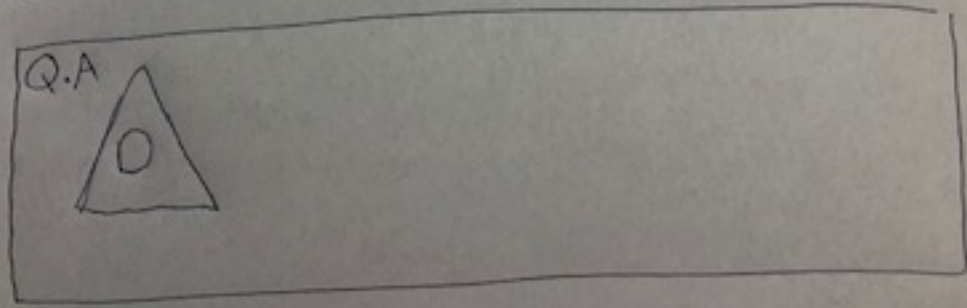
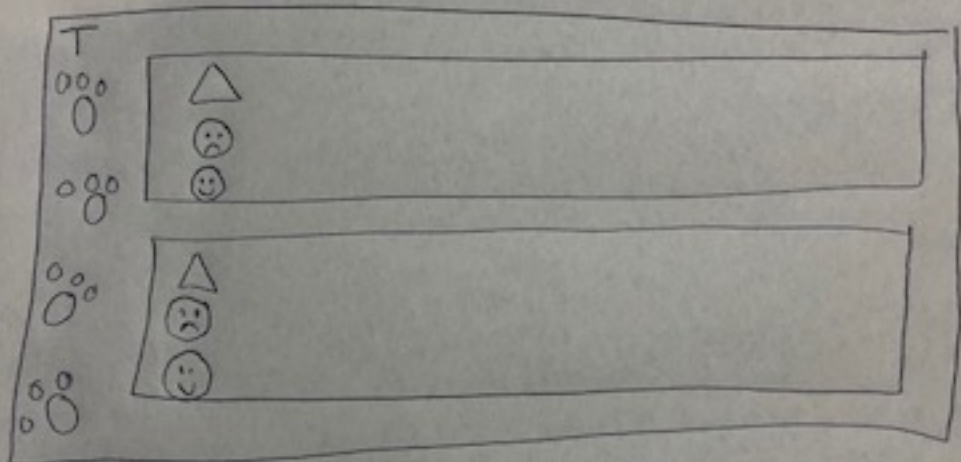
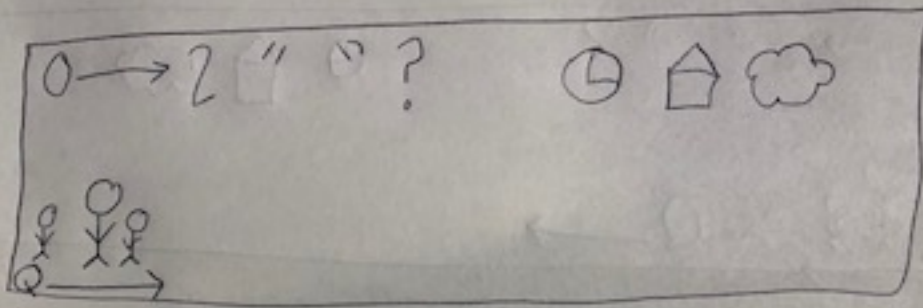
- **Success Criteria**

- ✓ I have a subject and a predicate
- ✓ I can use a verb for impact.
- ✓ I can use quotation marks for dialogue



- **Task:** Today you will write your sentence for impact. Use the key above to identify each part of your sentence. Annotate and highlight the sentence using the Key.

♀ (13) \_\_\_\_\_ (N) ♂



## Writing – Text Structure

### Introduction – Areas of writing

Have students trace both hands on a white board. Students will be recording the areas of writing on the fingers. Explain that some areas allow for students creativity, while other areas are 'just do it' and get it right.

On creative hand

- Text structure (has some plan, but can be manipulated, e.g how many paragraphs)
- Vocabulary
- Character/setting
- Ideas
- Audience

Just do it

- Sentence Structure
- Punctuation
- Spelling (easy words, more challenging words ok to make mistakes)
- Cohesion
- Paragraphing

Explain to students the marks they should be getting for each area and have them record the mark above the finger.

## **DRAW EVERY DAY**

### Block Structure

Every narrative starts with a title (have students draw a line to represent title).

A good title includes the character's name in the title (draw a sticker person and N next to the title).

Opening paragraph – draw a box for the opening paragraph.

Every opening paragraph has an opening line (draw an o with a line).

Your opening paragraph must include a hook. Your hook must be a question or dialogue.. (draw quotation marks and a question mark). Your opening paragraph must also include: time (draw a clock) place (draw a house) and weather (draw a sun with clouds). Your opening paragraph needs to introduce the main character and their two side kicks. (draw a big stick figure next to two smaller ones). The quest initiator (why is the quest happening?) needs to be introduced (draw a Q, underneath the two side kicks).

Draw a big block to fit in two paragraphs – this is the body of the text; travelling paragraphs (paw prints representing travelling). The main character travels to a new country (triangle) and encounters a problem or danger (draw sad face) needs to think how to solve the problem and solves it (happy face). Let students

know that the travelling can happen via bus, car, pick up truck, walking (weather must be spoken about if walking).

Draw another block. The character then moves to another country (triangle. bus, car, train, pick up truck or walk) and encounters another problem (sad face) that the main character has to think how to solve (happy face) and solve the problem.

NB: USE AT LEAST 2-ED WORDS FOR EACH PARAGRAPH (*ed* words are adjectives to describe how the character is feeling. For example exhausted, tired, excited).

Draw another box. In this paragraph the quest is accomplished. Draw a triangle with a D inside to show that the desired (D) country has been reached. Students describe the country. What's great about it? What do the characters do in the country?

Draw another box. Something good may happen to the characters to tie up the story. This may relate back to start e.g time, place or atmosphere. This box should leave the reader feeling satisfied (heart).

**DRAW EVERYDAY.**

## Morteza Finds a Home

"Stop running so fast! I can't catch you," yelled Omar. The streets in Herat were icy and mud collected on the sides of the road. Sohab was also running and his panting made little clouds in the air. The day was grey and cold, but Morteza's heart was warm. He had two of the best friends anyone could wish for and that was enough for him. Just as Omar, Soheb and Morteza were almost home, the boys heard a loud bang. Each of them instinctively covered their ears and dropped to the ground. A car bomb! Morteza's life was about to change forever. Soldiers had arrived. The boys could hear sporadic gunfire in the distance. "We must try to get to Uncle in Paris," cried Omar. So the trio went back to the house and salvaged what they could. They rolled their supplies up using string and started their journey.

Walking through Afghanistan and into Iran was easy enough. The boys had picked up food along the way and had even been given a ride by a friendly truck driver. Then their luck ran out. The border crossing into Turkey was overflowing with people. The boys joined the throng, but they were worried they would lose their place if they fell asleep. They told each other jokes and stories to pass the time. Just as Omar began to weep, a young woman smiled down on them and took them to a small room. It was warm inside.

"It's the Red Crescent," whispered Sohab. Morteza and the boys were given soup and bread and a place to sleep. The tiny travellers shared the blanket. Tomorrow they would go to Greece. As usual, Morteza had a plan.

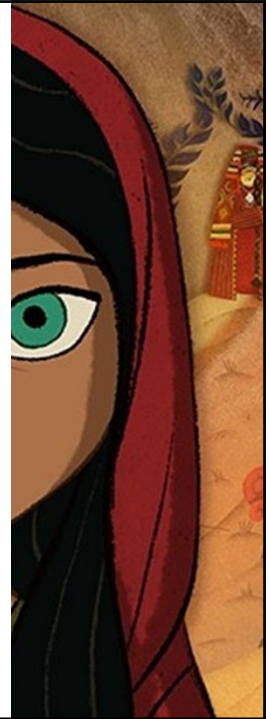
The next morning Sohab and Omar awoke to Morteza shaking them and gesturing them to be quiet. Gingerly, the boys crept out of the centre. Morteza had been up early haggling with a man with a burnt face. He would give them a place on a boat, but it would cost them. "We don't have any money, please let us come on your boat" pleaded Omar. The boys were stuck. "I have an idea" said Morteza suddenly. He got up and walked to the man with the burnt face. As he walked back Sohab asked "You gave him your mother's ring?". Morteza had worn it on a small black thread for as long as Sohab had known him—and now it was gone. The waves crashed against the sides of the boat. It was cold and Omar was sick all the time. The boys didn't talk much on the sea journey. They just looked out across the sea and imagined their new life to be better. The UNHR camp in Greece was heaven. Sunshine, food and the nights were not as cold as home. The next day, the boys found an unlocked door on a truck headed for Paris, slipped inside, and hid in the truck for the entire journey.

Paris was everything the boys thought it would be. They were safe at last! Wide streets and clean roads. The parks were good places to sleep and speak to others in the language of their homeland. The old man who owned the bakery on the corner gave them delicious baguettes and croissants for breakfast and lunch. The boys had never tasted such sweet bread!

One quiet night, the boys were huddled together inside some bushes when they heard the sound of feet approaching. Slowly the bushes parted and a man smiled at them then beckoned for them to come out. This man was in uniform, but he was not like any soldier the boys had seen before. He took the boys to a house filled with other youngsters seeking asylum. It was a Salvation Army hostel for boys. That's where the boys met Camille. She was the one who found their uncle and then gave them the first of many miracles—the gift of going to school! The boys started school and made lots of friends of which they shared lots of similarities with. Morteza's heart was filled with warmth and happiness, for he had finally found a home.

# Parvana

Week 1



We are learning how to synthesize what we read.



We can use text conventions to gather relevant information



We can determine what information is important



We can synthesize information by taking notes



We can make text to text and text to world connections



## What comprehension keys will we be using?



Activating Background  
Knowledge



Text Conventions



Determining  
Importance



Key Vocabulary



Synthesizing



Making Connections

## What is activating background knowledge?

SWITCH ON EVERYTHING YOU  
KNOW



# What are text conventions?

HOW TEXTS ARE BUILT



# What is determining importance?

DEPENDS ON YOUR PURPOSE



## WHAT IS KEY VOCABULARY?

LOOKING FOR THE IMPORTANT  
WORDS



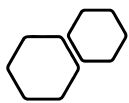
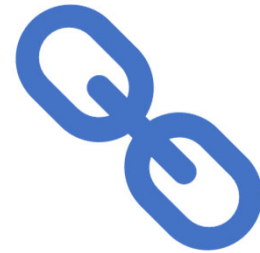
## What is synthesising?

- Reading
- Understanding
- Making something new



## What are making connections?

- Text to Text
- Text to World
- Text to Self



## Reading Activities



MONDAY



TUESDAY



WEDNESDAY



THURSDAY



FRIDAY

## My turn

### Afghanistan Overview

Afghanistan (officially called Islamic Republic of Afghanistan) is a country in South Asia. It has borders with Pakistan in the south and east, Iran in the west, Turkmenistan, Uzbekistan and Tajikistan in the north, and China in the far northeast.

In early times people passed through it with animals and other goods as it connected China and India with Central Asia and the Middle East. More recently, Afghanistan has been damaged by many years of war and there not being enough jobs.

The country is around 652,230 square kilometers) in area. There are 30 million people in Afghanistan. There are about 3 million Afghan refugees in Afghanistan. There are about 3 million Afghan refugees (people who had to leave the country) who are in Pakistan and Iran for some time. Kabul, its capital, had about 3,691,400 people living in it in 2011.

## My turn

### Refugees

The humanitarian and security environment in Afghanistan continues to deteriorate after more than 30 years of conflict, with civilians, particularly women and children, among the worst affected. The United Nations report that as at 27 July, 168,000 Afghans have been displaced due to conflict across Afghanistan in 2017, and a further 1,662 civilians killed and 3,581 injured – including a 23 per cent increase in female casualties and nine per cent increase in child deaths from the same period in 2016. Additionally, the unanticipated return of more than one million Afghans (documented and undocumented) from neighbouring countries in 2016, added to the pressure on humanitarian partners. From the start of the year up to 27 July, more than 303,000 Afghans had returned from neighbouring countries. Flows at this rate or greater are expected throughout the remainder of 2017. The UN estimates that there are currently 1.5 million people displaced across Afghanistan and almost one third of the national population, 9.3 million people, are in need of humanitarian assistance. This represents a 13 per cent increase from 2016.

## Our Turn

### The People and Culture of Afghanistan

Many different cultures have moved through or invaded the land of Afghanistan. Today the people of Afghanistan, known as *Afghans*, have many traits passed down from these groups. The largest ethnic group (group of people considered the same in some or multiple ways) is the Pashtuns (or ethnic Afghans), who make up about half the Afghan people. Tajiks are the second-largest group, making up about one-fifth of the population.

Pashto and Dari are the official languages of Afghanistan; bilingualism is very common. Both are Indo-European languages from the Iranian languages sub-family. They are usually written with the Arabic alphabet. Almost all Afghans follow the religion of Islam.

Afghanistan is a largely rural country, which means that there are only few major cities and much spaced-apart land. Only about one fifth of the population lives in cities. Kabul, the capital, is the largest city. It is along the Kabul River south of the Hindu Kush range. Other cities in Afghanistan include Kandahar, Herat, Mazar-e Sharif, and Jalalabad. The rural population is made up of farmers and nomads (people who move or travel from place to place). The farmers live mainly in small villages along the rivers. The nomads live in tents while moving from place to place with their animals and belongings. Some Afghan people live in the high central mountains or the deserts in the south and southwest.

## Wednesday

*We are reading for enjoyment; making connections with our background knowledge.*

- ü **Listen** to the chapter recordings for Week 1
- ü **Read** your novel.
- ü Complete Week 1's comprehension task for your related text

For those reading Jameela, Naveed, Refugee or Shadow read your novel and take notes.





Thursday

- ✓ Listen to the vocabulary recording
- ✓ Match the vocabulary words to their corresponding picture.
- ✓ Dual code each word in your workbook.



Friday

You will need your  
Parvana comprehension booklet.

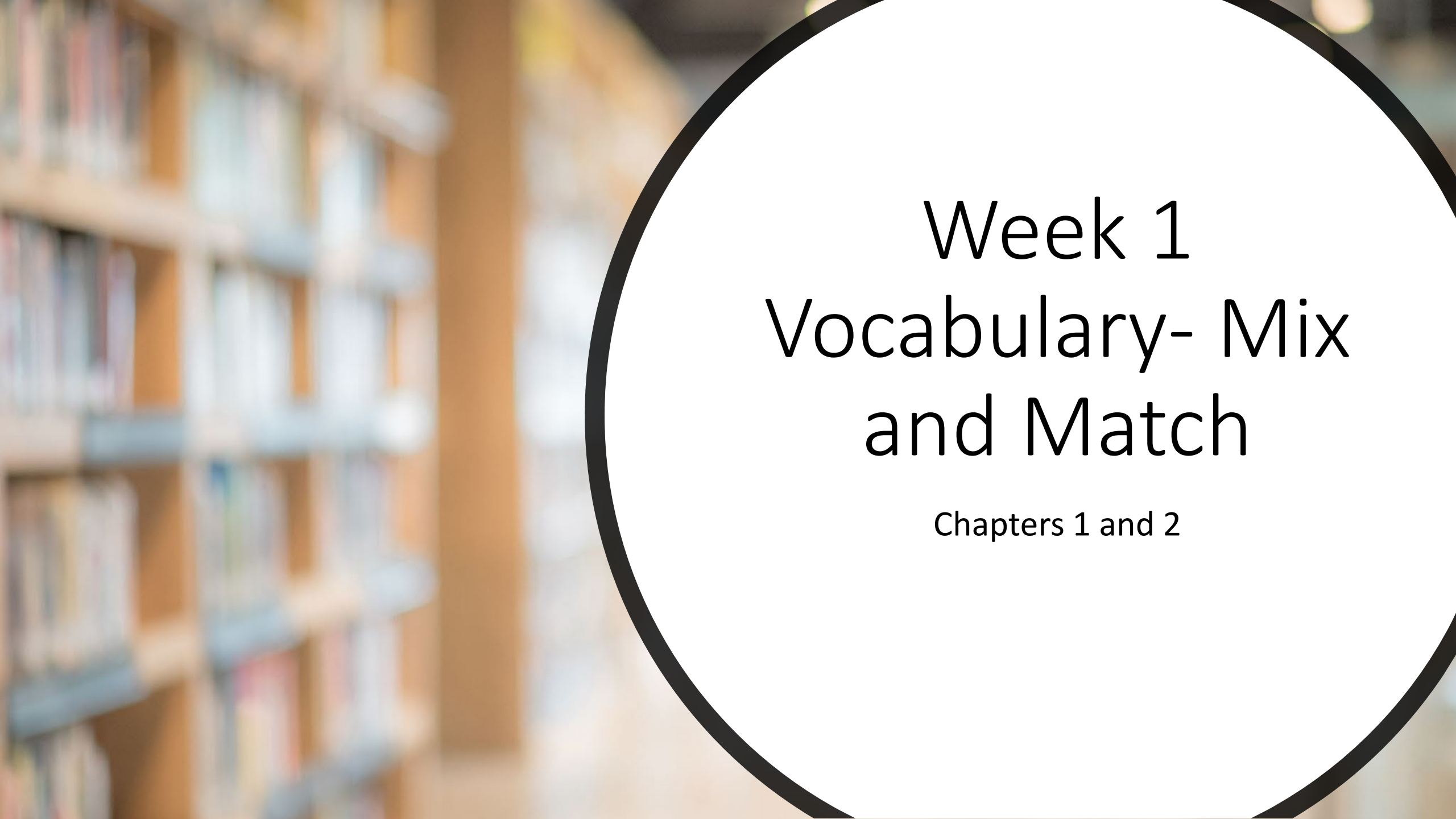
- ✓ **Read** the text with the purpose of learning more about Afghanistan
- ✓ **Determine** the important information.
- ✓ **Synthesise** the information taking notes.
- ✓ Once finished, continue to read your group novel silently.

## Friday

- Read your assigned e-Book.
- When you have finished reading, take the quiz.
- Your aim is to get at least 70% in your quiz!
- Once finished, continue to read your group novel silently.

If you reading one of the following books; Naveed, Jameela, Shadow or Refugee you have a different task. You will be independently researching any topics/information from your book that you need to understand further. Detail your findings in your book exercise book.





# Week 1

## Vocabulary- Mix and Match

Chapters 1 and 2

# Kabul



Tea boys ran back and forth into the labyrinth of the marketplace, carrying tea to customers who could leave their own shops, then running back again with the empty cups.

# conquerors



"Including the battle with the supper dishes," Mother said.

militia



"I need this girl to help we walk,"  
her father would tell any Talib  
who asked, pointing to his leg.

labyrinth



Sitting in the marketplace day  
after day, she had seen a lot.

# chador



Father kissed Ali and Maryam, went to the bathroom to wash the dust off his feet, face and hands, then stretched out on a toshak for a rest.

# decreed



Paravana knew she had to fetch the water because there was nobody else in the family who could. Sometimes this made her resentful. Sometimes it made her proud.



forbade



"I can read that letter as well as Father can," Parvana whispered into the folds of her chador.  
"Well, almost."

marketplace



Hossain had been the oldest child. He had been killed by a land mine when he was fourteen years old.

# lavatory



The Taliban had ordered all the girls and women in Afghanistan to stay inside their homes.

# hospitable



"Afghanistan doesn't need your foreign ideas!"

shalwar  
kameez



At the end of the room was the  
lavatory.

illiterate



The vibrant red cloth caught  
Parvana's eye.  
"My good shalwar kameez! We can't  
sell that!"

# foreign



Mother and Nooria had to wear burqas whenever they went outside, and they couldn't carry a pail of water up those uneven stairs if they were wearing burqas.

# burqa



Parvana put the outfit with the other items by the door. She ran her fingers over the intricate embroidery.

# Soviets



Since the Taliban decreed that woman must stay inside, many husbands took their wives' false legs away.

# rubble



"Afghanistan doesn't need your foreign ideas!"  
They yanked him toward the door.  
"Afghanistan needs more illiterate thugs like you," Father said.

toshak



They even forbade girls to go to school.

Taliban



At first it was the Soviets who rolled their big tanks into the country and flew their war planes that dropped bombs on villages and the countryside.



# Talib



"We certainly did not. Everybody comes to Afghanistan to try to take over, but we Afghans kick them all out. We are the most welcoming, hospitable people on earth. A guest to us is king..."

# resentful



But now the country was ruled by the Taliban militia.

# Malalai



Their mother had been kicked out of her job as a writer for a Kabul radio station.

# land mine



"You are all brave women. You are all inheritors of the courage of Malalai.

embroidery



Seeing her mother on the ground finally propelled Parvana into action

propelled



It had been hit in a rocket attack, and half of it was rubble.

# supper



One of the conquerors, Tamerlane from Samarkand, cut off the heads of his enemies and stacked them into huge piles, like melons at a fruit stand.

## How do Earthquakes change the Earth's surface?

1. Geological events happen when change occurs below or on the Earth's surface. Look at the image below. What geological event has happened here? What makes you think that?



2. Watch the video 'Earthquake!'

3. What do you see, think and wonder?

**I see**



The earth's surface ....

The buildings ...

The people...

**I think**



**I wonder**



4. Watch the animation and record the key words you see or hear.

5. Using the key words you just recorded, write an explanation on what an earthquake is and how they happen.

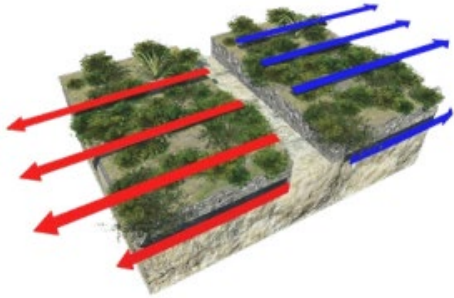
6. Click on the tectonic plate link. Find out more about tectonic plates. Click on all the tabs above the world map.

What can you infer (find out) from the images?

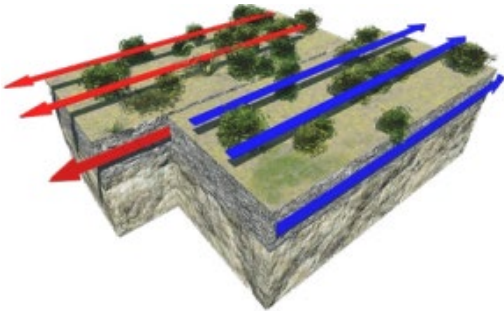


Scientists have discovered that the Earth's tectonic plates move at different speeds and directions. The plates meet at **boundaries**, sliding, colliding and moving away from each other. Most earthquakes and volcanic eruptions occur at **faults** (weak spots) along these boundaries.

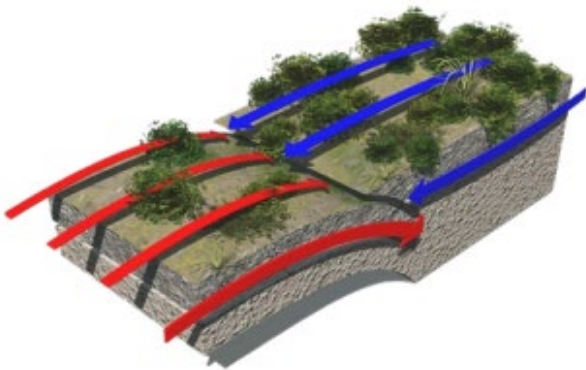
7. There are three different kinds of plate boundaries. Match the image and description for each.



**Transform boundary**  
Two plates slide or grind past each other.



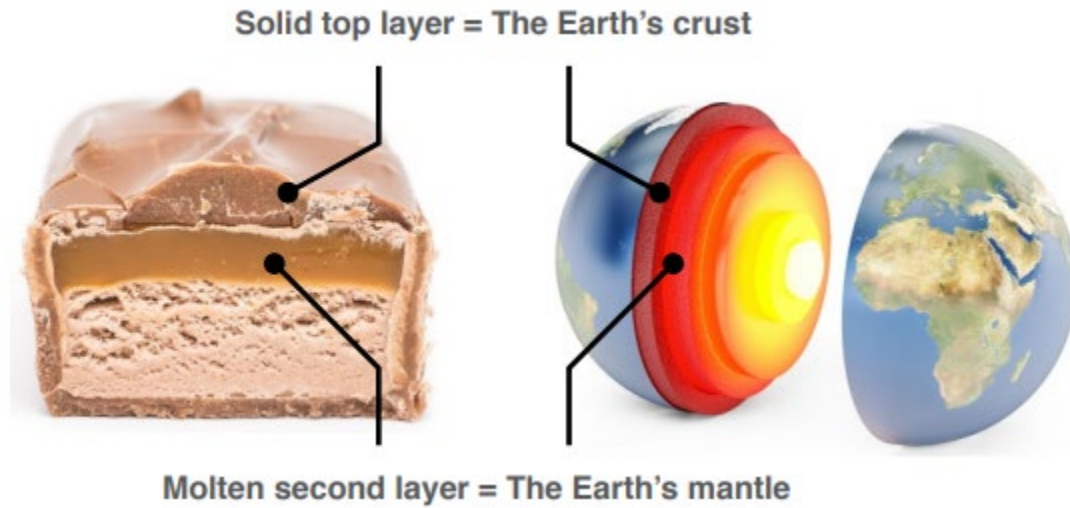
**Convergent boundary**  
Two plates collide, one plate falls under the other.



**Divergent boundary**  
Two plates slide apart from each other.

Most earthquakes happen when two tectonic plates converge (collide) or transform (slide past) each other. Jagged edges along the boundaries become stuck and then slip suddenly, releasing a massive amount of energy which moves as vibrations through the earth's crust, shaking and cracking the surface.

8. To investigate how plate boundaries meet and earthquakes happen, cut a Mars Bar in half. The Mars Bar will represent the Earth.



- Using two pieces, demonstrate the movement of the transform and converge plate boundaries. Move the pieces slowly, then quickly to show an earthquake. The images on page 3 will help you.



- Use a tablet or phone to video your demonstration in slow motion. Upload your video if possible.
- Draw and label what you observe happening in the space below.



9. Study the infographic about earthquakes.
10. Using the information from the infographic and the website links, investigate a major earthquake that has changed the Earth's surface.

Choose from one of the examples below:

Haiti

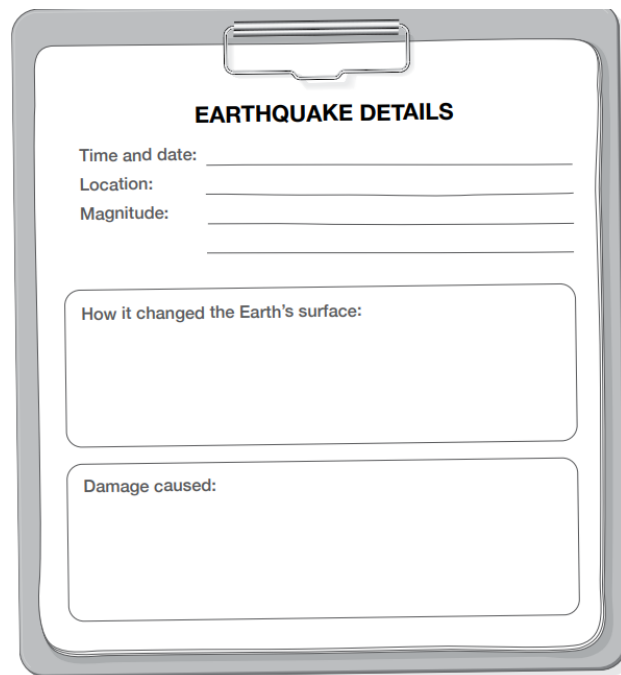
Everest

Christchurch

San Francisco

ChiChi (Taiwan)

Create an investigations page using a digital program e.g. Word, Doc or Canva. Collect information in the form of: data, reports, labelled images or video links. Below is a guide of what to include in your investigation.



**EARTHQUAKE DETAILS**

Time and date: \_\_\_\_\_

Location: \_\_\_\_\_

Magnitude: \_\_\_\_\_

\_\_\_\_\_

How it changed the Earth's surface:

Damage caused:

11. The intensity and effect of earthquakes are now commonly measured using the Mercalli scale.

Use these websites and library books to find out how the scale works. Using your information, design, draw and label an infographic explaining the Mercalli scale.

12. Not all earthquakes happen as a result of tectonic plate movements. What else could cause an earthquake?

# Why do people migrate?

Class Link: <http://inq.co/class/h4f>

Code: 1711

1. Watch the video on Human migration?
2. Write two facts that summarise what you have learnt about human migration?
  - 
  -
3. From the information in the video, write a question about the future if human migration.
  -

**Human migration** is the movement of people from one place to another with the intention of settling permanently in the new location. The movement is often over long distances and from one country to another. It has been happening for many thousands of years.

There are many reasons why people migrate. The main ones are **social**, **political**, **economic** and **environmental**.

4. Using the word bank below, write the reasons for migration under the correct heading into the table. Add some of your own.

**Climate, religion, poverty, war, natural disasters, cost of living, oppression, pollution, racism, work, government instability**

Economic	Political	Environmental	Social

5. Watch the video about Migrants and Refugees.
  - a. What is the difference between a refugee and a migrant?
  - b. Complete the Venn diagram for Georgia and Mahya on the similarities and differences of their experience.

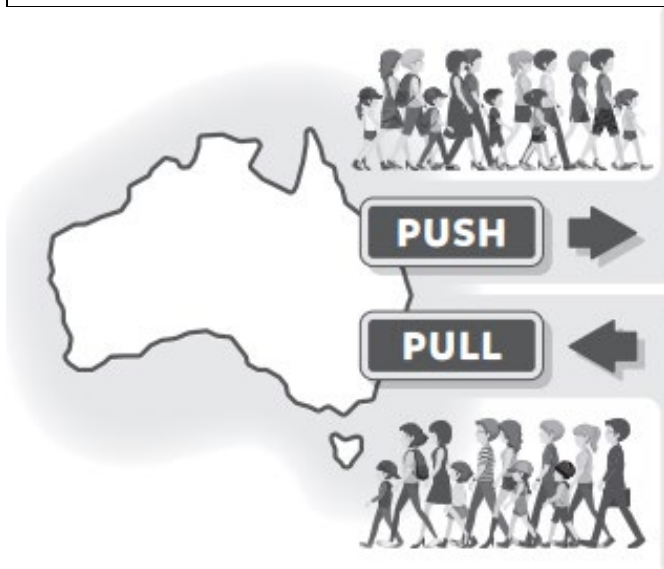
Migration stories are all very different as people move to other countries for many different reasons. Some people choose to leave their country and others are forced to leave. The reasons are classified as **push** and **pull** factors.

**Push factors** are those that make people want to **leave** a country.

**Pull factors** are those that **attract** people to a country.

6. Write the reasons that you think could push a person to migrate to another country.
7. Write the reasons that you think could pull a person to live in another country (the information from question 4 could be helpful).

▪	<b>Push</b>
▪	<b>Pull</b>



# DIFFERENTIATION

## Multiply and Divide Decimals by Whole Numbers, and Powers of 10

Multiplication Division 25 Fractions Decimals 26 Place Value 29

Based on your Professional Teacher Judgment and Pre-assessment data, Levels with **1** may be included in the first lesson; Based on embedded assessment data, Levels with **2** **3** may be included in these lessons. The anchor charts for this concept may look like these on a 'Wall that Teaches' over a few lessons.

**MD 1, 2 Divide in 2 ways – into 'groups of 2' and '2 equal groups'**

**Groups of 2**      **2 equal groups**

**MD 5 Divide into equal rows (array) describe using 2 division and 2 multiplication number sentences**

$12 \div 6 = 2$   
 $12 \div 2 = 6$   
 $2 \times 6 = 12$   
 $6 \times 2 = 12$

**MD 7, 8 Divide in 4 ways – into 'groups of 2' and '2 equal groups'**

**Groups of 2**      **2 equal groups**  
 $8 \div 2 = 4$        $8 \div 2 = 4$

**MD 10 Multiply by 2 Distributive property**

$2 \times 7 = 14$   
 $5 + 2$   
 $2 \times 5 = 10$   
 $2 \times 2 = 4$   
 $10 + 4 = 14$

**MD 10 PA 17 Divide by 2 Related to halving**

$15 \div 2 = 7 \text{ r}1$        $\frac{1}{2} \text{ of } 15 = 7 \text{ r}1$   
 $10 + 5$        $10 + 5$   
 $4 + 1$        $4 + 1$   
 $10 \div 2 = 5$        $\frac{1}{2} \text{ of } 10 = 5$   
 $4 \div 2 = 2$        $\frac{1}{2} \text{ of } 4 = 2$   
 $5 + 2 = 7$

**MD 11 Multiply by 4 Distributive property**

$4 \times 7 = 28$   
 $5 + 2$   
 $4 \times 5 = 20$   
 $4 \times 2 = 8$   
 $20 + 8 = 28$

**MD 10 Divide by 4 Related to quartering**

$37 \div 4 = 9 \text{ r}1$        $\frac{1}{4} \text{ of } 37 = 9 \text{ r}1$   
 $20 + 17$        $20 + 17$   
 $16 + 1$        $16 + 1$   
 $20 \div 4 = 5$        $\frac{1}{4} \text{ of } 20 = 5$   
 $16 \div 4 = 4$        $\frac{1}{4} \text{ of } 16 = 4$   
 $5 + 4 = 9$

**MD 12 Multiply by 3 Distributive property**

$3 \times 7 = 21$   
 $5 + 2$   
 $3 \times 5 = 15$   
 $3 \times 2 = 6$   
 $15 + 6 = 21$

**MD 12 Divide by 3 Related to thirding**

$16 \div 3 = 5 \text{ r}1$        $\frac{1}{3} \text{ of } 16 = 5 \text{ r}1$   
 $9 + 7$        $9 + 7$   
 $6 + 1$        $6 + 1$   
 $9 \div 3 = 3$        $\frac{1}{3} \text{ of } 9 = 3$   
 $6 \div 3 = 2$        $\frac{1}{3} \text{ of } 6 = 2$   
 $3 + 2 = 5$

**MD 14 Multiply by 9 Distributive property**

$9 \times 7 = 63$   
 $5 + 2$   
 $9 \times 5 = 45$   
 $9 \times 2 = 18$   
 $45 + 18 = 63$

**MD 14 Divide by 9 Related to ninthing**

$71 \div 9 = 7 \text{ r}8$        $\frac{1}{9} \text{ of } 71 = 7 \text{ r}8$   
 $27 + 44$        $27 + 45$   
 $36 + 8$        $36 + 8$   
 $27 \div 9 = 3$        $\frac{1}{9} \text{ of } 27 = 3$   
 $36 \div 9 = 4$        $\frac{1}{9} \text{ of } 36 = 4$   
 $3 + 4 = 7$

**MD 15 Multiply by 6 Distributive property**

$6 \times 7 = 42$   
 $5 + 2$   
 $6 \times 5 = 30$   
 $6 \times 2 = 12$   
 $30 + 12 = 42$

**MD 15 Divide by 6 Related to sixthing**

$23 \div 6 = 3 \text{ r}5$        $\frac{1}{6} \text{ of } 23 = 3 \text{ r}5$   
 $12 + 11$        $12 + 11$   
 $6 + 5$        $6 + 5$   
 $12 \div 6 = 2$        $\frac{1}{6} \text{ of } 12 = 2$   
 $6 \div 6 = 1$        $\frac{1}{6} \text{ of } 6 = 1$   
 $2 + 1 = 3$

**MD 17 Multiply by 7 Distributive property**

$7 \times 6 = 42$   
 $5 + 1$   
 $7 \times 5 = 35$   
 $7 \times 1 = 7$   
 $35 + 7 = 42$

**MD 17 Divide by 7 Related to seventhing**

$37 \div 7 = 5 \text{ r}2$        $\frac{1}{7} \text{ of } 37 = 5 \text{ r}2$   
 $21 + 16$        $21 + 16$   
 $14 + 2$        $14 + 2$   
 $21 \div 7 = 3$        $\frac{1}{7} \text{ of } 21 = 3$   
 $14 \div 7 = 2$        $\frac{1}{7} \text{ of } 14 = 2$   
 $3 + 2 = 5$

**MD 23 FD 21 Divide by single-digit numbers, dividing remainders to create fractions**

$77 \div 6 = 12 \frac{5}{6}$        $\frac{1}{6} \text{ of } 77 = 12 \frac{5}{6}$   
 $60 + 17$        $60 + 17$   
 $12 + 5$        $12 + 5$   
 $60 \div 6 = 10$        $\frac{1}{6} \text{ of } 60 = 10$   
 $12 \div 6 = 2$        $\frac{1}{6} \text{ of } 12 = 2$   
 $5 \div 6 = \frac{5}{6}$        $\frac{1}{6} \text{ of } 5 = \frac{5}{6}$   
 $10 + 2 + \frac{5}{6} = 12 \frac{5}{6}$

**MD 17 Multiply by 7 Distributive property**

$7 \times 6 = 42$   
 $5 + 1$   
 $7 \times 5 = 35$   
 $7 \times 1 = 7$   
 $35 + 7 = 42$

**MD 17 Divide by 7 Related to seventhing**

$37 \div 7 = 5 \text{ r}2$        $\frac{1}{7} \text{ of } 37 = 5 \text{ r}2$   
 $21 + 16$        $21 + 16$   
 $14 + 2$        $14 + 2$   
 $21 \div 7 = 3$        $\frac{1}{7} \text{ of } 21 = 3$   
 $14 \div 7 = 2$        $\frac{1}{7} \text{ of } 14 = 2$   
 $3 + 2 = 5$

**MD 24 Multiply two-digit numbers Distributive property**

$93 \times 74 = 6882$   

90	3
6300	360
210	12

 $90 \times 70 = 9 \times 10 \times 7 \times 10 = 63 \times 100 = 6300$   
 $90 \times 4 = 9 \times 10 \times 4 = 36 \times 10 = 360$   
 $3 \times 70 = 7 \times 10 \times 3 = 70 \times 3 = 210$   
 $3 \times 4 = 12$   
 $6300 + 360 + 210 + 12 = 6882$

**MD 25 Multiply decimals by whole numbers and powers of 10**

$9.3 \times 74 = 688.2$   

9	0.3
630	36
21	1.2

 $9 \times 70 = 9 \times 7 \times 10 = 63 \times 10 = 630$   
 $0.3 \times 70 = 0.3 \times 10 \times 7 = 3 \times 7 = 21$   
 $0.3 \times 4 = \frac{3}{10} \times 4 = \frac{12}{10} = 1.2$   
 $630 + 36 + 21 + 1.2 = 688.2$

**MD 25 Divide decimals by whole numbers and powers of 10**

$35.7 \div 4 = 8.925$   
 $32 + 3.7$   
 $3.6 + 0.1$   
 $\frac{1}{4} \times 32 = 8$   
 $\frac{1}{4} \times 3.6 = 0.9$   
 $\frac{1}{4} \times 0.1 = 0.025$   
 $8 + 0.9 + 0.025 = 8.925$

**MD 26 FD 27 Division is multiplication by a fraction**

$\frac{1}{4} \text{ of } 56 = 14$        $\frac{1}{4} \times 56 = 14$   
 When we divide by 4, we are making the number a quarter times as big.  
 When we divide by 4, we are multiplying by a quarter.  
 We are multiplying by a fraction when we divide.  
 $56 \div 4 =$        $\frac{1}{4} \times 56 =$   
 $40 + 16$        $40 + 16$   
 $40 \div 4 = 10$        $\frac{1}{4} \times 40 = 10$   
 $16 \div 4 = 4$        $\frac{1}{4} \times 16 = 4$   
 $10 + 4 = 14$

**Embedded assessment data may tell us we need to re-explicitly teach some Levels.**

## Addition of 5 digit numbers

Select 10 cards to make 2 five digit numbers that add to more than 10.



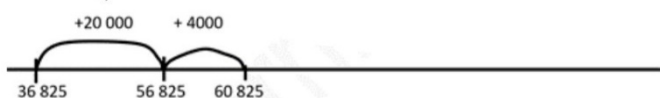
Record your number sentence.  $36\,825 + 25\,897 =$

Place one of the numbers on a number line.  $36\,895$

Add the ten thousands first  $25\,897$   
 $36\,895 + 20\,000$



Add the thousands next  $25\,897$ , adding to get to  $60\,825$ .  
 We need to add  $4000$ .

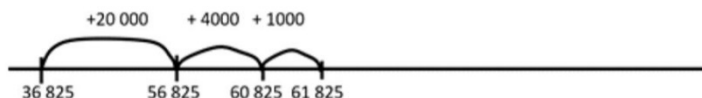


Show how you partitioned the number you are adding.  
 We already added  $4000$ .

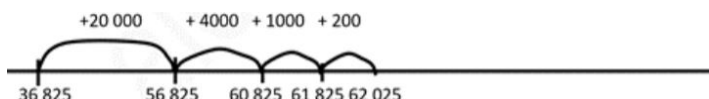
$$36\,825 + 25\,897 =$$

$4000 + 1000$

Now we need to add the remaining part,  $1000$ .



Add the hundreds next  $25\,897$ , adding to get to  $62\,025$ .  
 We need to add  $200$ .

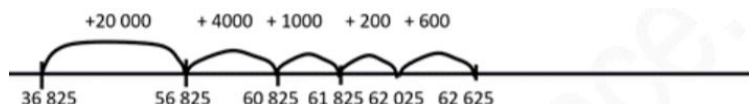


Show how you partitioned the number you are adding.  
 We already added  $200$ .

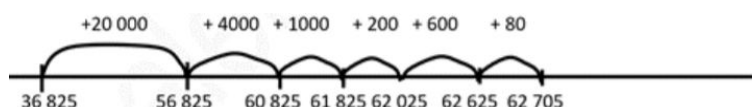
$$36\,825 + 25\,897 =$$

$4000 + 1000 + 200 + 600$

Now we need to add the remaining part,  $600$ .



Add the tens next  $25\,897$ , adding to get to  $62\,705$ .  
 We need to add  $80$ .



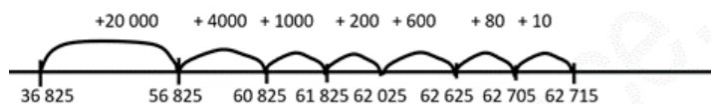
Show how you partitioned the number you are adding.  
 We already added  $80$ .

$$36\,825 + 25\,897 =$$

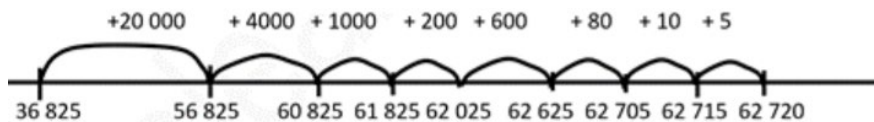
$4000 + 1000 + 200 + 600 + 80 + 10$



Now we need to add the remaining part, 10.



Add the ones next 25897, adding to get to 62 720.  
We need to add 5.

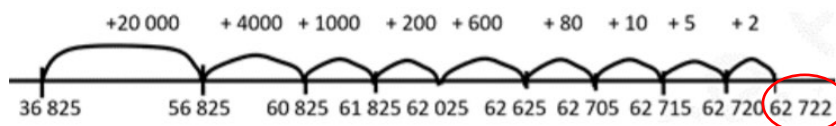


Show how you partitioned the number you are adding.  
We already added 5.

$$36\,825 + 2\,589\,7 =$$

4000 + 1000    200 + 600    80 + 10    5 + 2

Now we need to add the remaining part, 2.



Write your number sentence and your answer.

$$36\,825 + 25\,897 = 62\,722$$

## DIFFERENTIATION

## Add Subtract Five-digit Numbers including as Money

Addition Subtraction 24 Money Financial Mathematics 10

Based on your Professional Teacher Judgment and Pre-assessment data, Levels with **1** may be included in the first lesson; Based on embedded assessment data, Levels with **2** **3** may be included in the these lessons. The anchor charts for this concept may look like these on a 'Wall that Teaches' over a few lessons.

ECG 13 Join groups (to add) informal

7 and 5 is 12

ECG 14 Take a group away (to subtract) informal

7 take away 5 is 2

AS 3 Add single-digit numbers using counters

7 + 5 = 12

AS 3 Subtract single-digit numbers using counters

7 - 5 =

AS 4 Add single-digit numbers counting by 1s

7 + 5 =

AS 4 Subtract single-digit numbers counting by 1s

12 - 5 =

AS 6 Add single-digit numbers bridging 10

7 + 5 =

AS 7 Subtract single-digit numbers bridging 10

12 - 5 =

AS 8 Add single-digit numbers bridging 20

17 + 5 =

AS 8 Subtract single-digit numbers bridging 20

22 - 5 =

AS 9 Add single-digit numbers bridging any decade

78 + 5 =

AS 9 Subtract single-digit numbers bridging any decade

72 - 5 =

AS 13 Add tens numbers counting by 10s

70 + 50 =

AS 13 Subtract tens numbers counting by 10s

120 - 50 =

AS 14 Add tens numbers bridging 100

70 + 50 =

AS 14 Subtract tens numbers bridging 100

120 - 50 =

AS 15 Add 10s and 2-digit numbers counting by 10s

78 + 50 =

AS 15 Subtract 10 and 2-digit numbers counting by 10s

125 - 50 =

AS 16 Add 10 and 2-digit numbers bridging 100

78 + 50 =

AS 16 Subtract 10 and 2-digit numbers bridging 100

125 - 50 =

AS 17 Add 2-digit numbers bridging 100 and 10s

78 + 57 =

AS 17 Subtract 2-digit numbers bridging 100 and 10s

125 - 87 =

AS 21 Add three-digit numbers

972 - 589 = 383

AS 21 Subtract three-digit numbers

682 + 589 = 1271

AS 21 Add four-digit numbers

6825 + 5897 = 12722

AS 21 Subtract four-digit numbers

12722 - 5897 = 6825

AS 23 MF 9 Add three-digit numbers as money

\$6.82 + \$5.89 = \$12.71

AS 23 MF 9 Subtract three-digit numbers as money

\$9.72 - \$5.89 = \$3.83

AS 23 MF 9 Add four-digit numbers as money

\$68.25 + \$58.97 = \$127.22

AS 23 MF 9 Subtract four-digit numbers as money

\$127.22 - \$58.97 = \$68.25

AS 24 MF 10 Add five-digit numbers

62722 - 15897 = 46825

AS 24 MF 10 Subtract five-digit numbers

36825 + 25897 = 62722

AS 24 Add five-digit numbers, as money

\$368.25 + \$258.97 = \$627.22

AS 24 Subtract five-digit numbers, as money

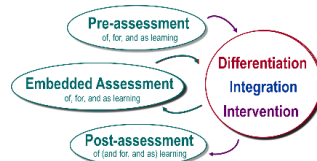
\$627.22 - \$258.97 = \$368.25

AS 29 Add numbers with decimals

68.25 + 58.97 = 127.22

AS 29 Subtract numbers with decimals

127.22 - 58.97 = 68.25



Embedded assessment data may tell us we need to re-explicitly teach some Levels.

## Place Value of numbers to thousandths.

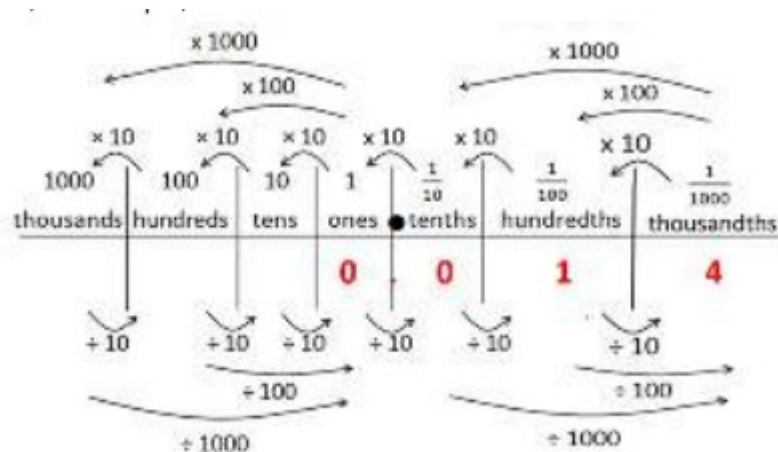
Today brings an investigation about place value.

- What do you know about place value?
- Talk about place value with a friend.
- Is anyone ready to share what they are thinking about place value?
- We've investigated additive and multiplicative place value to hundredths.

TODAY WE'RE GOING TO INVESTIGATE ANOTHER VALUE IN OUR MULTIPLICATIVE PLACE VALUE CHART!

- Let's start by recording a place value chart to hundredths.

Record 1 hundredth and 4 thousandths, and zero tenths and zero ones in a place value chart, for example,

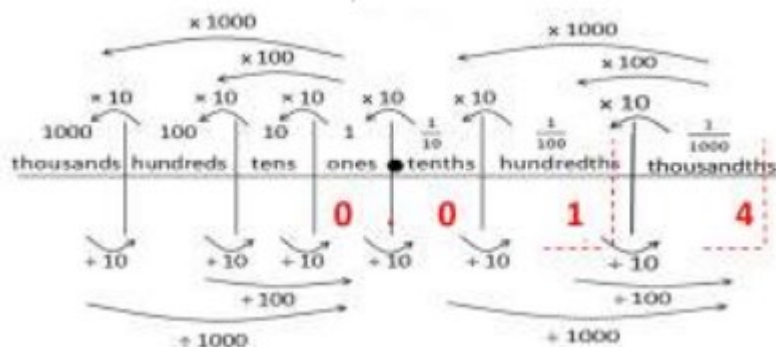


Record, for example, 0.014

Record, for example,  $0.014 = 1 \text{ hundredth} + 4 \text{ thousandths}$

$$\text{Record, for example, } 0.014 = \frac{1}{100} + \frac{4}{1000}$$

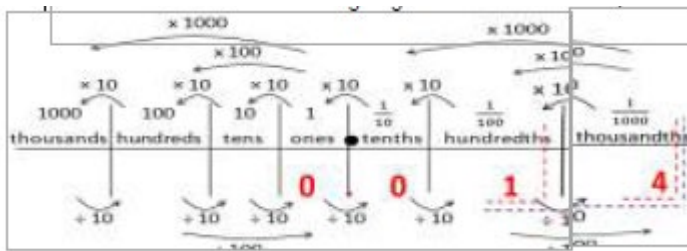
Children record a dotted line going from the 1 to the hundredths label, and from the 4 to the thousandths label, for example,



Record  $0.014 = 14$  thousandths

Record, for example,  $0.014 = \frac{14}{1000}$

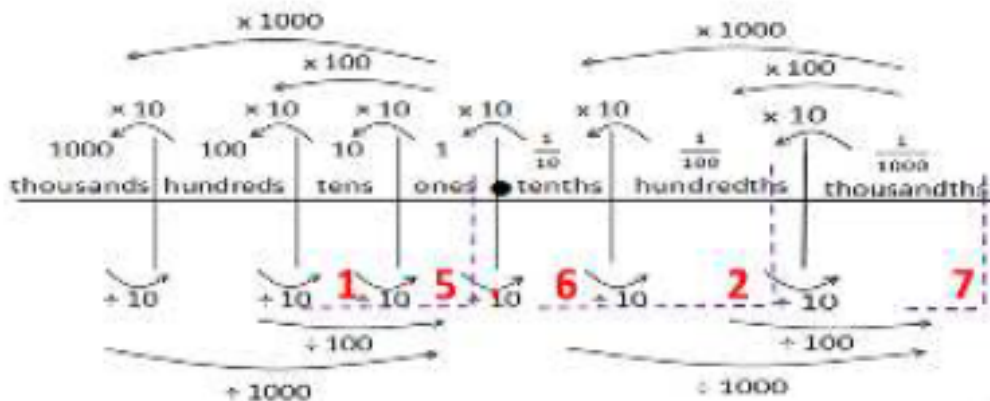
Record a dotted line going from the 1 to 4 and up to the thousandths label, for example,



Record, for example,  $15.627 = 15$  ones +  $62$  hundredths +  $7$  thousandths

Record, for example,  $15.627 = 15$  ones +  $\frac{62}{100} + \frac{7}{1000}$

Record a dotted line going from the 7 to 6 and up to the tenths label, and under the 3 and up to the thousandths label, for example,

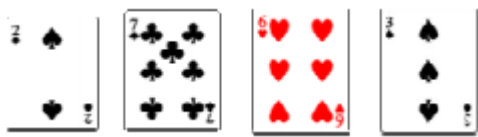


Record, for example,  $15.627 = 14$  ones +  $16$  tenths +  $1$  hundredth +  $17$  thousandths

Record, for example,  $15.627 = 14$  ones +  $\frac{16}{10} + \frac{1}{100} + \frac{17}{1000}$

- How could we describe 15.627 using non
- Could we describe 15.627 as 14 ones + 16 tenths + 1 hundredth + 17thousandths?
- Could we record our decimals as fractions?
- Let's look at the place value chart.
- Can we see the 14 ones + 16 tenths + 1 hundredth + 17 thousandths in the place value chart, or do we have to mentally see the place values flexibly to see 14 ones + 16 tenths + 1 hundredth + 17 thousandths?

Let's investigate how we can record numbers to thousandths using standard and non-standard place value without drawing a place value chart.



Select 4 cards a number with ones, tenths, hundredths and thousandths.

Record, for example, 2.763

Record, for example,  $2.763 = 2 \text{ ones} + 7 \text{ tenths} + 6 \text{ hundredths} + 3 \text{ thousandths}$

Record, for example,  $2.763 = 2 + \frac{7}{10} + \frac{6}{100} + \frac{3}{1000}$

Record, for example,  $2.763 = 27 \text{ tenths} + 4 \text{ hundredths} + 23 \text{ thousandths}$

Record, for example,  $2.763 = \frac{27}{10} + \frac{4}{100} + \frac{23}{1000}$

Record, for example,  $2.763 = 1 \text{ one} + 126 \text{ hundredths} + 503 \text{ thousandths}$

Record, for example,  $2.763 = 1 \text{ one} + \frac{126}{100} + \frac{503}{1000}$

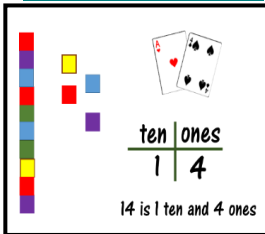
# DIFFERENTIATION

## Place Value - Numbers to Any Size

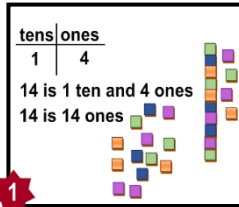
Fractions and Decimals 25 Place Value 28

Based on your Professional Teacher Judgment and Pre-assessment data, Levels with **1** may be included in the first lesson; Based on embedded assessment data, Levels with **2** **3** may be included in these lessons. The anchor charts for this concept may look like these on a 'Wall that Teaches' over a few lessons.

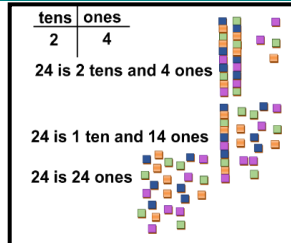
### PV 7 Standard Place Value of teen numbers



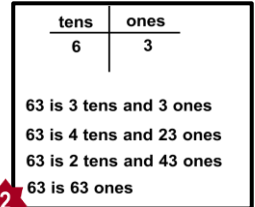
### PV 11 Standard and non-standard Place Value of teen numbers



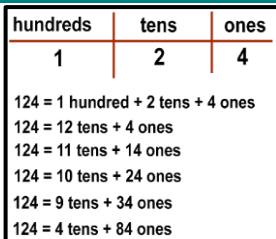
### PV 11 Standard and non-standard Place Value of two-digit numbers



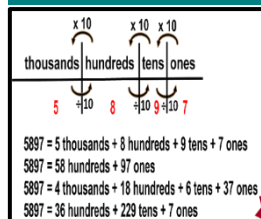
### PV 11 Standard and non-standard Place Value of 20s numbers



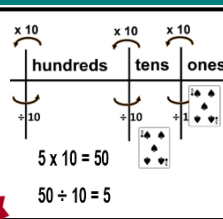
### PV 15 Standard and non-standard Place Value of three-digit numbers



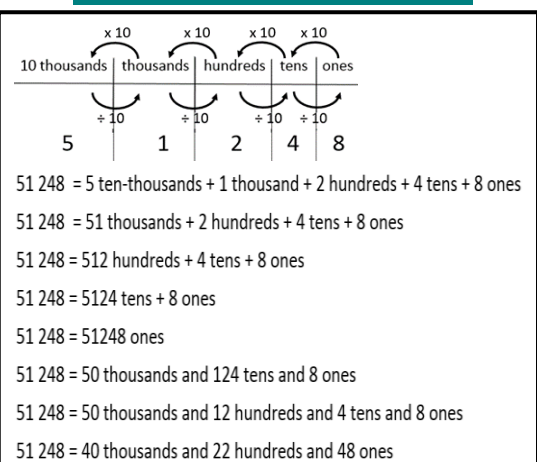
### PV 17 Standard and non-standard Place Value of four-digit numbers



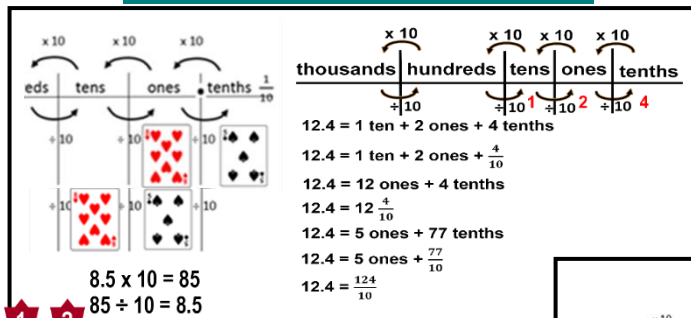
### PV 18 Multiplicative Place Value of whole numbers



### PV 19 PA 20 Standard and non-standard Place Value of five-digit numbers

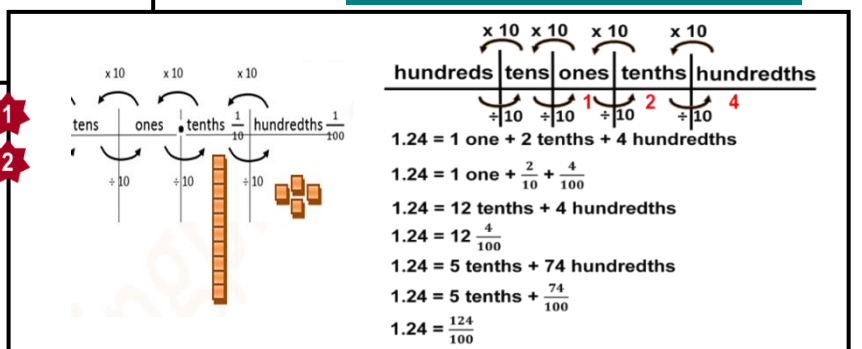


### PV 20 FD 11 Multiplicative, standard and non-standard Place Value of numbers to tenths



Embedded assessment data may tell us we need to re-explicitly teach these Levels.

### PV 21 FD 12 Multiplicative, standard and non-standard Place Value of numbers to hundredths



### PV 24 FD 18 and PV 25 FD 19 and PV 28 FD 25 Multiplicative, standard and non-standard Place Value of numbers to thousandths and numbers of any size

