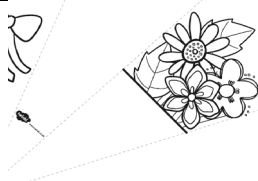


Year 6 Learning from Home Schedule – Week 2

Monday	Tuesday	Wednesday	Thursday	Friday
<i>Morning Routine</i> Watch the recording for Monday week 2. You will need: - Student knowledge organiser and pen Read through slides and take notes in knowledge organiser. <i>SOTD</i> Watch recording 1, Week 2 and review modelled sentence.	<i>Morning Routine</i> Watch the recording for Tuesday week 2. You will need: - Student knowledge organiser and pen Read through slides and take notes in knowledge organiser. <i>SOTD</i> Watch recording 2, Week 2 and review modelled sentence.	<i>Morning Routine</i> Watch the recording for Wednesday week 2. You will need: - Student knowledge organiser and pen Read through slides and take notes in knowledge organiser. <i>SOTD</i> Watch recording 3, Week 2 and review guided sentence.	<i>Morning Routine</i> Fill in the student knowledge organiser based on what you remember during the week. If you need to, re-watch a previous lesson to aid your retrieval practice. You will need: - Student knowledge organizer and pen Read through slides and take notes in knowledge organiser. <i>SOTD</i> Create a sentence using the template and powerpoint which follows this week's success criteria.	<i>Morning Routine</i> Fill in the student knowledge organiser based on what you remember during the week. If you need to, re-watch a previous lesson to aid your retrieval practice. You will need: - Student knowledge organiser and pen Read through slides and take notes in knowledge organiser. <i>SOTD</i> Complete an independent sentence that follow's this week's success criteria. Complete sentence and submit on Google Classroom, upload a photo on Edmodo or write your work in your book.
<i>Guided Reading</i> Read your groups related text and take notes. Please check what chapters you need to read on your post guided sheet.	<i>Guided Reading</i> Complete related text post guided activities for week 2 based on your text. Be prepared to discuss elements and themes of the text with your teachers through edmodo.	<i>Guided Reading</i> Listen to the recording of core novel, 'Parvana' and take notes. Complete 'Parvana' booklet activities for week 2.	<i>Guided Reading</i> Vocabulary Complete the mix and match activities for Parvana and your related text.	<i>Guided Reading</i> Complete literacy pro – read a book and complete a quiz. Make sure you achieve more than 70% in the quiz. Complete independent research
<i>Writing</i> Title and First Paragraph Practice block planner and 10 components of writing.	<i>Writing</i> Title and First Paragraph Draw block planner.	<i>Writing</i> Title and First Paragraph Draw block planner.	<i>Writing</i> Title and First Paragraph Draw block planner.	<i>Writing</i> Title and First Paragraph Draw block planner.

Watch the complete recording on the title and opening paragraph and take notes. Review exemplar text and label the title and elements within the opening paragraph you have looked at in the PowerPoint.	Re- watch the title section of the recording. After watching, create your own title for a quest tale. Make sure you include all the elements from the block planner.	Re-watch the opening paragraph section of the recording. After watching, create your own hook for the opening paragraph. After this, write down your setting for your quest tale. Remember to include the time, place and weather.	Re-watch opening paragraph section of the recording. After watching, create your own main character and two sidekicks. Develop the characters by providing specific details on their traits for the inside and outside and the sidekicks relationship to the main character. Then, write a few sentences about the quest initiator.	Re-watch the recording. Complete your own title and first paragraph. Remember to include all elements from the block planner. Once completed, submit online through Google Classroom or upload a photo on Edmodo or write your title and paragraph in your book.
<i>Mathematics</i> Listen to the recording on Identifying and explaining square numbers. Complete investigation activities. OR Look at annotated notes attached. Complete investigations in workbook.	<i>Mathematics</i> Listen to the recording on Identifying and explaining triangular numbers. Complete investigation activities. OR Look at annotated notes attached. Complete investigations in workbook	<i>Mathematics</i> Listen to the recording on Percentages as hundredths. Complete investigation activities. OR Look at annotated notes attached. Complete investigations in workbook	<i>Mathematics</i> Listen to the recording on percentages as discounts. Complete investigation activities. OR Look at annotated notes attached. Complete investigations in workbook	<i>Mathematics</i> Complete problem-solving activities using the PowerPoint of questions provided in the workbook. OR Look through problems attached and complete in workbook. Make sure you show all your working out.
<i>HSIE</i> Complete lesson 2 – Australian Migration Programs Complete task and submit on Google Classroom, upload a photo on Edmodo or write your work in your book. Inquistive website: http://inq.co/class/h4f Code: 1711	<i>Science</i> Complete lesson 2 – Tsunami Complete task and submit on Google Classroom, upload a photo on Edmodo or write your work in your book. Inquistive website: http://inq.co/class/h4f Code: 1711	<i>Community Language</i> Please complete week 1 and 2 activities provided. Follow the link below to access the activities. https://schoolsnsw-my.sharepoint.com/:o:/g/personal/sasha_hamy_det_nsw_edu_au/Eq0iPfHONmxFryLfBVERivMB4QmerJFKiS2rQsAZ-DBikA?e=vdLMFY	<i>CAPA</i> Students to complete the bouquet outline for a special woman in their life. Make sure you spoil and treat the special women in your life extra nice this week in the lead up to Mother's Day. You may like to help more around the house or just tell them how special they are to you more often.	<i>PDHPE</i> Vertical Jump- Practice how to do a vertical Jump. http://www.viewpure.com/Y-cs8F6hryw?start=0&end=0 1. Forceful forward and upward swing of the arms. 2. Legs straighten in the air. 3. Controlled landing with no more than one step in any direction. Get in flow- do an activity that you LOVE so much you forget everything else. Time seems to fly when you do

				these things and you might even forget things like being hungry. NO SCREEN.
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Human Migration

WEEK 2

PARVANA AND AFGHANISTAN



Migration is an expression of the human aspiration for dignity, safety and a better future. It is part of the social fabric, part of our very make-up as a human family.

Ban Ki-Moon

“quotefancy”

Learning Intentions

We are learning to:

- 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.



Success Criteria

We can discuss the following:

- What are the key dates and events we have learned about in Australian migration?
- What are the key dates and events we have learned about Afghani history?
- How does weather affect refugees?
- Should Australia ease its laws surrounding refugees and resettlement? Why or why not?
- Explain the difference between a refugee and a migrant.
- Describe some challenges faced by refugees coming to Australia.
- Did you write a well-structured sentence?
- Did you communicate in a clear and effective way?

During This Unit

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



Morning Routines

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



Day and Date

WEEK 2



Review: 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.

Important Events in Australian Migration

1793 - 1850

- **Free Immigrants**

- Between 1793 and 1850, nearly 200,000 free settlers chose to migrate to Australia to start a new life. The majority were English agricultural workers or domestic servants, as well as Irish and Scottish migrants. These settlers formed the basis of early Australian society.

1850

- **The Gold Rush**

- Thousands of Chinese people came to Australia during the 1850s gold rushes. By 1901, Chinese were the third largest migrant group in Australia after the British and Germans. When the gold was exhausted, many took up market gardening or established businesses such as restaurants or laundries.

1850 - 1900

- **Labourers**

- In the second half of the 19th-century, South Sea Islanders were recruited to work on Queensland sugar plantations; Afghan cameleers played a vital role in the exploration and opening up of the Australian outback; and Japanese divers contributed to the development of the pearling industry.

Your Turn

17.. – 18..

18..

18.. – 19..

Key Events in Afghani History

1956

- Soviet Premier Nikita Khrushchev agrees to help Afghanistan, and the two countries become close allies.

1957

- As part of Daoud's reforms, women are allowed to attend university and enter the workforce.

1973

- Khan overthrows the last king, Mohammed Zahir Shah, in a military coup. Khan's regime, the People's Democratic Party of Afghanistan, comes to power. Khan abolishes the monarchy and names himself president. The Republic of Afghanistan is established with firm ties to the USSR (Soviet Union).



Your Turn

19..

19..

19..

Key Events in Afghani History

1975

- Khan proposes a new constitution that grants women's rights and works to modernize the largely communist state. He also cracks down on opponents, forcing many suspected of not supporting Khan out of the government.

1978

- Khan is killed in a communist coup. Nur Mohammad Taraki, one of the founding members of the Afghan Communist Party, takes control of the country as president, and Babrak Karmal is named Deputy Prime Minister.
- They proclaim independence from Soviet influence and declare their policies to be based on Islamic principles.
- At the same time, conservative Islamic and ethnic leaders who objected to the social changes introduced by Khan begin an armed revolt in the countryside.
- In June, the guerrilla movement, Mujahadeen, is created to battle the Soviet-backed government.

1979

- The United States cuts off assistance to Afghanistan.
- The USSR invades Afghanistan on Dec. 24 to help the faltering communist regime.
- On Dec. 27, Amin and many of his followers are executed. Deputy Prime Minister Babrak Karmal becomes prime minister.

Your Turn

19..

19..

19..



Weather

WEEK 2

Climate and Average Weather in Afghanistan

The climate is typical of an arid or semiarid **steppe**, with cold winters and dry summers. The mountain regions of the northeast are **subarctic** with dry and cold winters.

Summer (June until August) in Afghanistan means hot and dry days. The maximum average temperatures are between 36 and 43 degrees Celsius. During summer, the evenings are still very warm.

The cold season lasts for 3 months, from December 3 to March 5, with an average daily high temperature below 11°C. The coldest day of the year is January 16, with an average low of -4°C and high of 6°C.

Afghanistan is very dry and the chance of rain is very limited. Most rain is seen in winter.

Steppe: a large area of flat unforested grassland in south-eastern Europe or Siberia.

Subarctic: a climate characterised by long, usually very cold winters, and short, cool to mild summers



Weather Conditions Faced by Refugees

Refugees and people displaced within countries because of conflict are increasingly vulnerable to the effects of extreme weather.



Use the picture prompts to discuss possible weather words to create atmosphere in a quest tale.

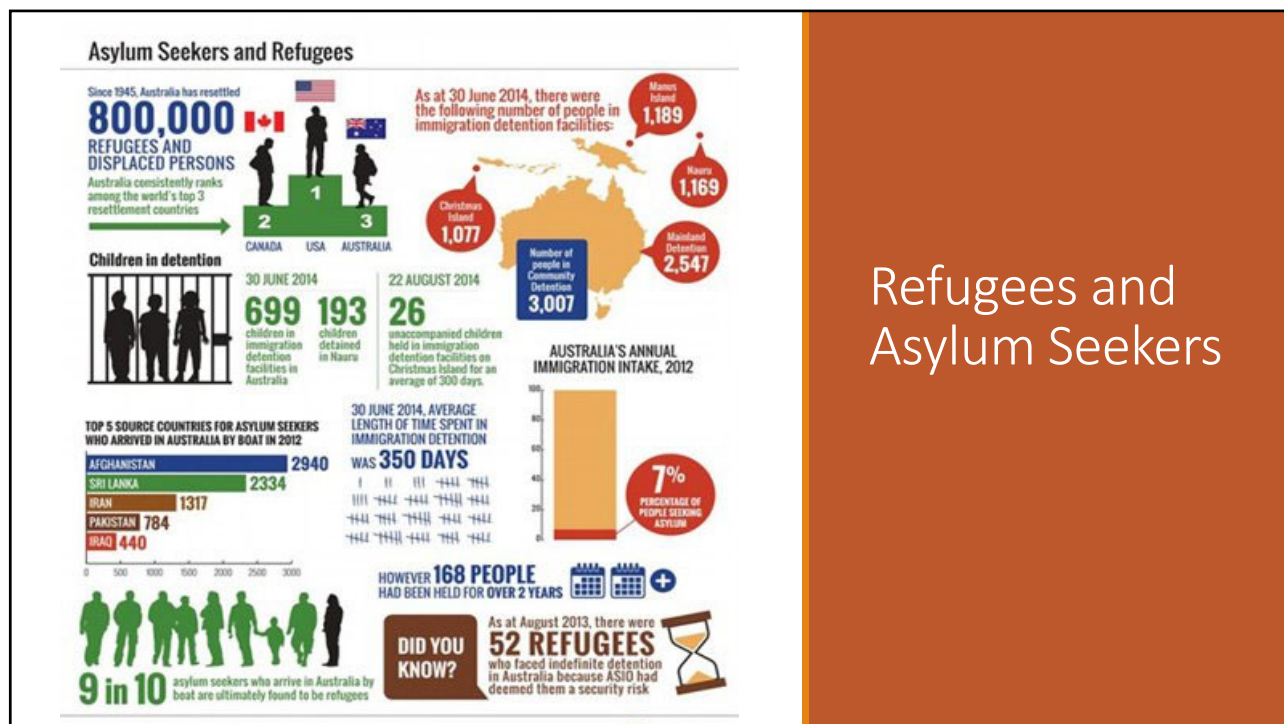


Use the picture prompts to discuss possible weather words to create atmosphere in a quest tale •



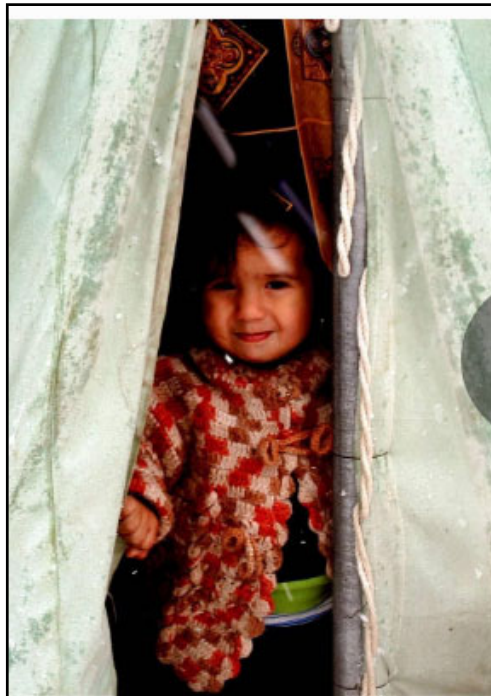
100 Days of Learning

WEEK 2



Refugees and Asylum Seekers

Discuss information with a key question being "why do you think Australia has resettled so many refugees?" Take relevant notes and place them in your block planner for writing.



Australia's Refugee Resettlement

Australia is known for its tough stance towards refugees, particularly those who arrive by boat. But is this one aspect of Australian immigration policy overshadowing the country's largesse and hospitality?

[Australia's](#) treatment of asylum seekers seeking to reach the country by boat has earned it the condemnation of humanitarian groups.

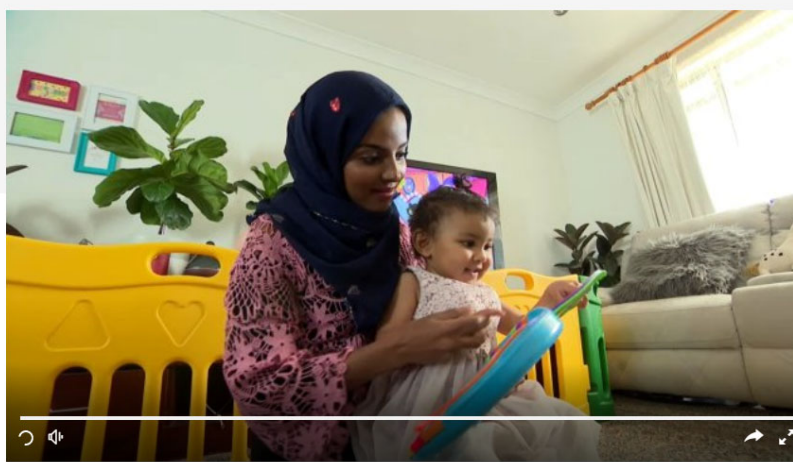
But that hides another picture; per capita in 2016, Australia welcomed more refugees via the UNHCR's resettlement programme than any other country.

Read the following: "When we arrived ... I actually had a panic attack because I didn't know how to speak English and people were speaking around me ... How am I going to survive? How I'm actually going to study make new friends, work have new friends here in the country," Ms Dacho said.

How do you think Ms Dacho is feeling? How would you feel if you were in her position?

Rethinking the Australian Refugee Policy

The people who come to Australia, risking their life in a leaky boat, often without food or adequate water, don't come because they like our climate and our scenery. They sell their businesses and their property and sink their life savings and all their future prospects into escaping. They don't have time to join a queue or put their name on a list - they just need to get away fast.



Former refugees have reflected on their new lives in Australia on this Thursday's World Refugee Day

UPDATED 20/06/2019

BY PABLO VINALES

SHARE



<https://www.sbs.com.au/news/refugees-share-personal-stories-to-spark-rethink-of-australian-policy>
Use the link above to watch a video.



Talk for learning

WEEK 2

What is a refugee?	What is the journey like?	Life as a refugee	How can refugees seek asylum?
What does it mean to feel safe?	Difficulties faced as a refugee	How can we help refugees?	Refugee awareness
Why do people become refugees?	Refugee, migrant or asylum seeker?	Refugee camps	Reading list



Discuss the journey of a refugee from leaving home to resettlement

Difficulties Faced as a Refugee

- Ø What are some of the issues faced by refugees?
- Ø What is wrong and why are they leaving their homes?
- Ø What needs to change to help the situation?



Read an article showcasing the difficulties and challenges facing refugees coming o Australia.

https://nsp.ssi.org.au/news-events/157-key-issues-facing-australia-s-migrants-and-refugees?gclid=EAIaIQobChMI-8Clp7O86AIVFo2PCh0uEwOaEAAYASAAEgL9FPD_BwE

Ask the following questions:

What are some of the issues faced by refugees?

What is wrong and why are they leaving their homes?

What needs to change to help the situation?



Refugee, Migrant or Asylum Seeker?

- Ø Being a refugee in a new country is different to being a migrant.
- Ø A migrant is a person who makes a conscious choice to leave his or her country to seek a better life elsewhere.
- Ø Refugees leave their own homes and countries because of reasons outside of their control.

Click the image to view a film discussing the differences between a Refugee and a Migrant
White board question - What is the difference between a refugee and a migrant?

Sentence of the Day

WEEK 2



Have we been successful?

We can discuss the following:

- What are the key dates and events we have learned about in Australian migration?
- What are the key dates and events we have learned about Afghani history?
- How does weather affect refugees?
- Should Australia ease its laws surrounding refugees and resettlement? Why or why not?
- Explain the difference between a refugee and a migrant.
- Describe some challenges faced by refugees coming to Australia.
- Did you write a well-structured sentence?
- Did you communicate in a clear and effective way?



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 2 Topic: Compound sentence using strong adjectives.

We are learning to write a compound sentence using strong adjectives.

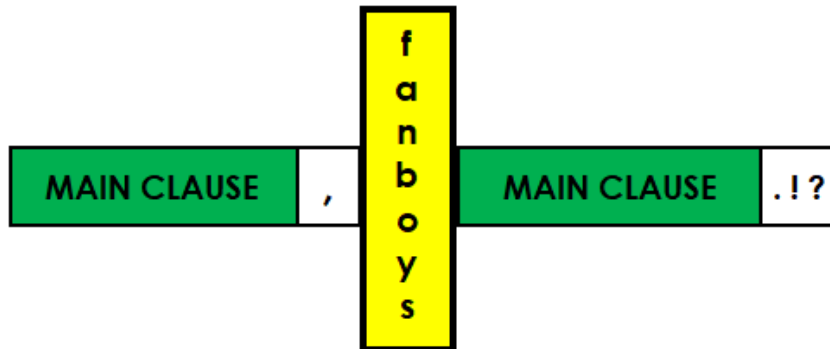
Success criteria

I have:

- I have 2 main clauses
- I have a coordinating conjunction
- I can use adjectives
- I can use correct punctuation in the beginning, middle and end.

Compound Sentence

Two main clauses joined together by a coordinating conjunction.



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, middle and end punctuation

Monday: Modelled

MONDAY

Learning Intention: We are learning to write a compound sentence using strong adjectives.

Success Criteria

- I have two main clauses
- ✓ I have a coordinating conjunction
- ✓ I can use adjectives
- ✓ I can use correct punctuation in the beginning, middle and end.



Example: The streets were icy, and mud collected on the sides of the road.

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

Tuesday: Modelled

TUESDAY

Learning Intention: We are learning to write a compound sentence using strong adjectives.

Success Criteria

- ✓ I have two main clauses
- ✓ I have a coordinating conjunction
- ✓ I can use adjectives
- ✓ I can use correct punctuation in the beginning, middle and end.



Example: The day was grey and cold, but Morteza's heart was warm.

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

Wednesday: Joint

WEDNESDAY

Learning Intention: We are learning to write a compound sentence using strong adjectives.

Success Criteria

- ✓ I have two main clauses
- ✓ I have a coordinating conjunction
- ✓ I can use adjectives
- ✓ I can use correct punctuation in the beginning, middle and end.



Example: Sohab was running

Task: Add a coordinating conjunction, to join the main clauses together, and create a compound sentence, by also adding correct punctuation and add an adjective to your main clause.

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

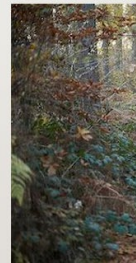
Thursday: Guided

THURSDAY

Learning Intention: We are learning to write a compound sentence using strong adjectives.

Success Criteria

- ✓ I have two main clauses
- ✓ I have a coordinating conjunction
- ✓ I can use adjectives
- ✓ I can use correct punctuation in the beginning, middle and end.



Task: Using the last three days as an example, work on crafting your own compound sentence. Use the picture to generate ideas for your sentence. The trees are old and gnarled, and it doesn't really look like they know where they're going. Be creative and remember to use strong adjectives.

- 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 compound sentence using strong adjectives.

Success Criteria

- ✓ I have two main clauses
- ✓ I have a coordinating conjunction
- ✓ I can use adjectives
- ✓ I can use correct punctuation in the beginning, middle and end.

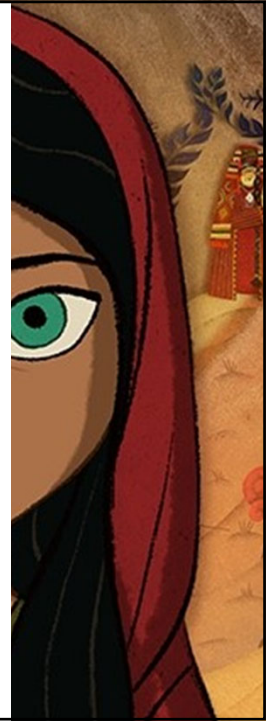


- Task: Today you will write your compound sentence using a coordinating conjunction and strong adjective sentence using the Key.
-



Parvana

Week 2- Character
Development



We are learning about character emotions and thoughts



We can make inferences on characters based on their thoughts and emotions



We can determine key vocabulary



We can build our schema on character emotions and thoughts



We can make text to self, and text to world connections

What
comprehension
keys will we be
using?



Activating Background Knowledge



Inferring



Determining Importance



Key Vocabulary



Making Connections

Emotions

Envy

Ecstatic

Livid

Disgust

Irritated

Motivated

Hysterical

Trepidation

My turn

Nooria had beautiful hair, long and thick. Parvana's hair was thin and stringy. She wanted hair like her sister's, and Nooria knew this.

Parvana grumbled all the way down the steps and down the block to the neighbourhood tap. The trip home, with a full bucket, was worse, especially the three flights of stairs. Being angry at Nooria gave her the energy to do it, so Parvana kept grumbling.

"Nooria never goes for water, nor does Mother. Maryam doesn't, either. She doesn't have to do anything!"

Parvana knew she was mumbling nonsense, but she kept it up anyway. Maryam was only five, and she couldn't carry an empty bucket downstairs, let alone a full bucket upstairs. Mother and Nooria had to wear burqas whenever they went outside, and they couldn't carry a pail of water up those uneven broken stairs if they were wearing burqas. Plus, it was dangerous for women to go outside without a man.

Parvana knew she had to fetch the water

Monday: Modelled

Model how to read the text provided focusing on finding clues using character thoughts to find the emotion being portrayed.

THOUGHT	EMOTION	JUSTIFICATION

My turn

the sunbeam would be gone again.

Parvana kept her eyes on the spot where she thought the window was. The night was so dark, she could not distinguish between the window and the wall. She kept watch all night, until the dawn finally pushed the darkness away, and morning peeked in through the window.

At first light, Mother, Nooria and Parvana stopped pretending they were asleep. Quietly, so they didn't wake the young ones, they got up and dressed.

For breakfast they chewed on leftover nan. Nooria started to heat water for tea on the little gas stove in the bathroom, but Mother stopped her. "There is boiled water left from last night. We'll just drink that. We don't have time to wait for tea. Parvana and I are going to get your father out of jail." She said it the way she might say, "Parvana and I are going to the market to get peaches."

The nan fell from Parvana's lips onto the plastic cloth. She didn't argue, though.

Maybe I'll get to finally see what the inside of a jail looks like, she thought.

The prison was a long way from their home.

Tuesday: Modelled

Model how to read the text provided focusing on finding clues using character thoughts to find the emotion being portrayed.

THOUGHT	EMOTION	JUSTIFICATION

Our turn

cation?" the soldiers yelled at Father. "Afghanistan doesn't need your foreign ideas!" They yanked him toward the door.

"Afghanistan needs more illiterate thugs like you," Father said. One of the soldiers hit him in the face. Blood from his nose dripped onto his white shalwar kameez.

Mother sprang at the soldiers, pounding them with her fists. She grabbed Father's arm and tried to pull him out of their grasp.

One of the soldiers raised his rifle and whacked her on the head. She collapsed on the floor. The soldier hit her a few more times. Maryam and Ali screamed with every blow to their mother's back.

Seeing her mother on the ground finally propelled Parvana into action. When the soldiers dragged her father outside, she flung her arms around his waist. As the soldiers pried her loose, she heard her father say, "Take care of the others, my Malali." Then he was gone.

Parvana watched helplessly as two soldiers dragged him down the steps, his beautiful shalwar kameez ripping on the rough cement. Then they turned a corner, and she could see them no more.

Wednesday: Shared

As a class, read the text provided with the purpose of learning about Afghanistan.

THOUGHT	EMOTION	JUSTIFICATION

Your turn

hate her mother, too, if she wasn't her mother.

Her anger melted when she saw her mother pick up the parcel of Hossain's clothes and put it away on the top shelf of the cupboard. Her mother always looked sad when she touched Hossain's clothes.

Nooria hadn't always been the oldest. Hossain had been the oldest child. He had been killed by a land mine when he was fourteen years old. Mother and Father never talked about him. To remember him was too painful. Nooria had told Parvana about him during one of the rare times they were talking to each other.

Hossain had laughed a lot, and was always trying to get Nooria to play games with him, even though she was a girl. "Don't be such a princess," he'd say. "A little football will do you good!" Sometimes, Nooria said, she'd give in and play, and Hossain would always kick the ball to her in a way that she could stop it and kick it back.

"He used to pick you up and play with you a lot," Nooria told Parvana. "He actually seemed to like you. Imagine that!"

From Nooria's stories, Hossain sounded like

THOUGHT	EMOTION	JUSTIFICATION

Your turn

Inside the room, the other two soldiers were ripping open the toshaks with knives and tossing things out of the cupboard.

Father's books! At the bottom of the cupboard was a secret compartment her father had built to hide the few books that had not been destroyed in one of the bombings. Some were English books about history and literature. They were kept hidden because the Taliban burned books they didn't like.

They couldn't be allowed to find Father's books! The soldiers had started at the top of the cupboard and were working their way down. Clothes, blankets, pots—everything landed on the floor.

Closer and closer they came to the bottom shelf, the one with the false wall. Parvana watched in horror as the soldiers bent down to yank the things out of the bottom shelf.

"Get out of my house!" she yelled. She threw herself at the soldiers with such force that they both fell to the ground. She swung at them with her fists until she was knocked aside. She heard rather than felt the thwack of their sticks on her back. She kept her head hidden in her arms until the beating stopped and the soldiers went away.

THOUGHT	EMOTION	JUSTIFICATION

Monday

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

- ✓ **Listen** to the chapter recordings for Week 2
- ✓ **Read** your related text and take notes



Tuesday

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

- ü **Read** your novel.
- ü Complete Week 2's comprehension task for your related text

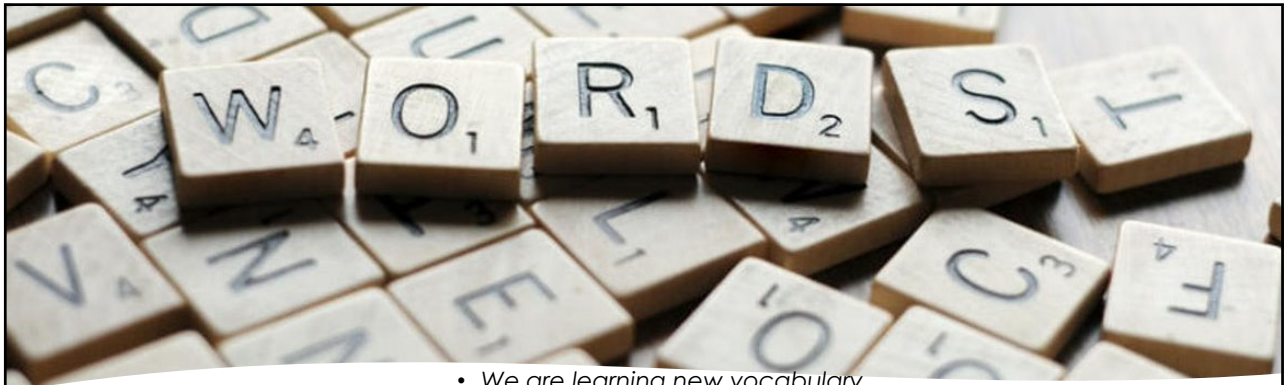
If you reading one of the following books; Naveed, Jameela, Shadow or Refugee you have a different task. You will be independently researching any topics/information from your book that you need to understand further. Detail your findings in your book exercise book.





Wednesday

- *We are reading to learn.*
- You will need your Parvana comprehension booklet.
- ü **Read** the excerpt from the text
- ü **Determine** the important information.
- ü Choose key vocabulary to assist you.
- ü Once finished, continue to read your group novel silently.



- *We are learning new vocabulary.*

Thursday

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

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.



"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.

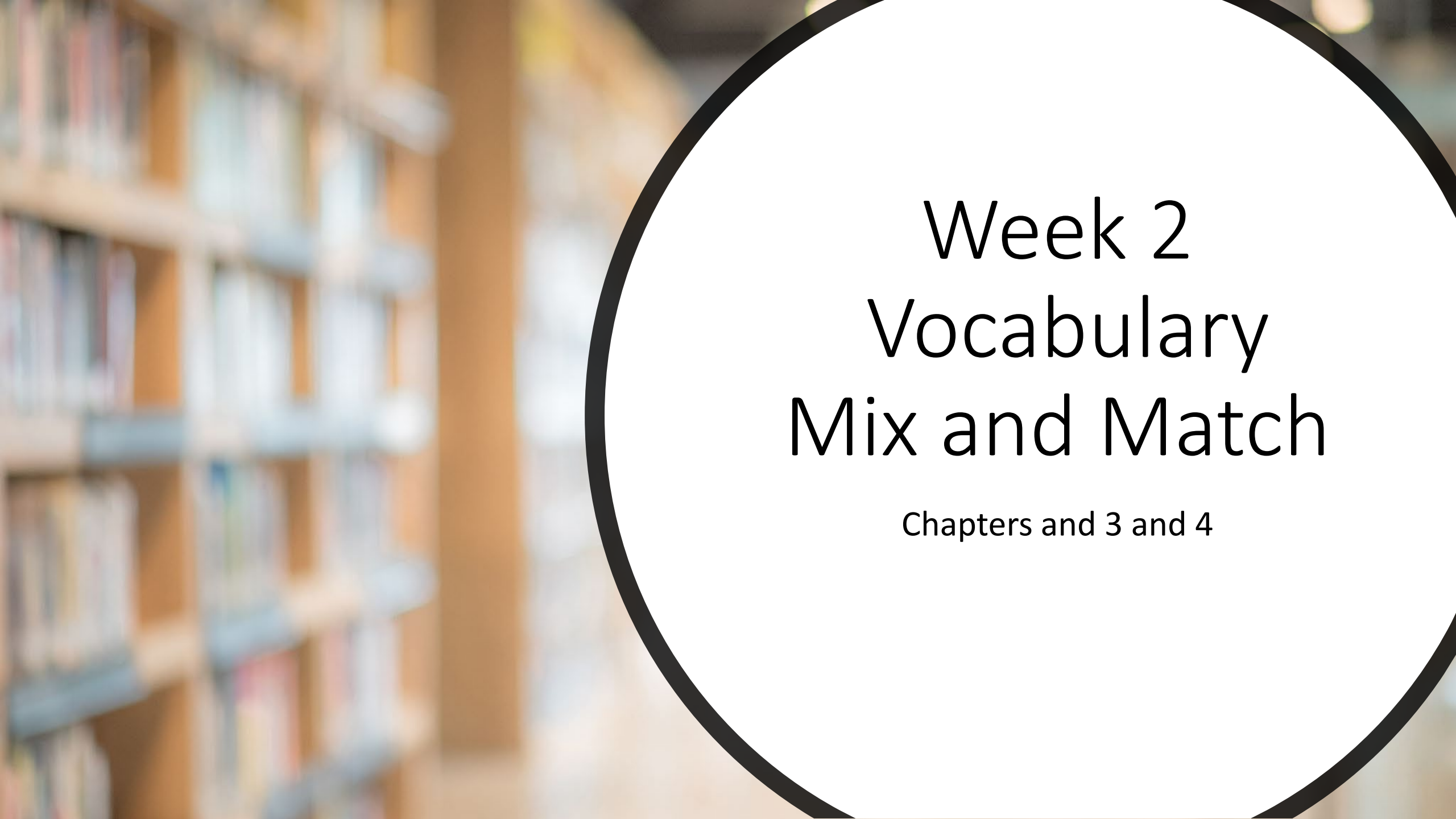
"It's the Red Crescent," whispered Sohab. Morteza and the boys were given soup and bread and a place to sleep. The tiny travellers shared the blanket. Tomorrow they would go to Greece. As usual, Morteza had a plan.

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.



Week 2 Vocabulary Mix and Match

Chapters and 3 and 4

penmanship



Now and then, her mother stopped beside a man and a woman, or small group of men, or even a pedlar boy, and held out a photograph of Father.

regulation



Mother and Nooria would join them there, and for a few moments, the sun would warm the flesh on their arms and faces.

basin



Nooria agreed. Her penmanship was more grown-up than Parvana's.

flesh



Over and over, Parvana and her mother kept yelling out their mission. More and more men came to stare at them.

pedlar



Parvana had been so preoccupied with her own pain and exhaustion, she hadn't given any thought to what her mother had been going through.

government



Pul-i-Charkhi Prison was a long walk from Parvana's home.

widened



"Who would read what I write? Am I allowed to publish? No."

sobs



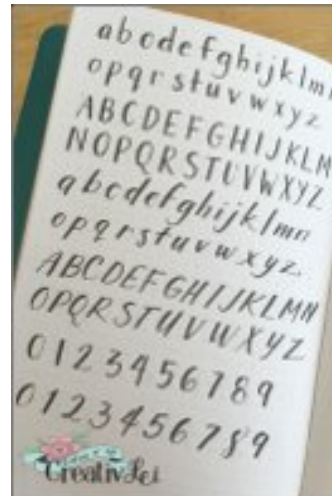
"It takes work to build a decent government," Father said.

hobbled



By the time the huge fortress came into view, her legs were sore, her feet ached and, worst of all, she was scared all over.

fortress



Biting her tongue in concentration, she carried a basin of water over to where Parvana was sitting.

billowing



Slowly, with her mother leaning on her for support, they hobbled away from the prison.

preoccupied



There were a few other women in the street and they all wore the regulation burqa, which made them all look alike.

Pul-i- Charkhi Prison



Helping Mother down the broken stairs was a little like helping Father, as the billowing burqa made it hard for her to see where she was going.

committed



[This Photo](#) by Unknown author is licensed under [CC BY-ND](#).

"I am here for my husband!" Mother said again. She took out Father's photograph and held it in front of the face of one of the guards. "He was arrested last night. He has committed no crime, and I want him released!"

mission



It was a long time before the sobs stopped, and Mother fell asleep.

publish



Nooria and Maryam's eyes widened when they saw the mess of Parvana's feet.



Writing to Entertain

Term 2



Review

- 3 types of writing
- 10 components of writing
- Block planner

We are learning how to write a title and opening paragraph

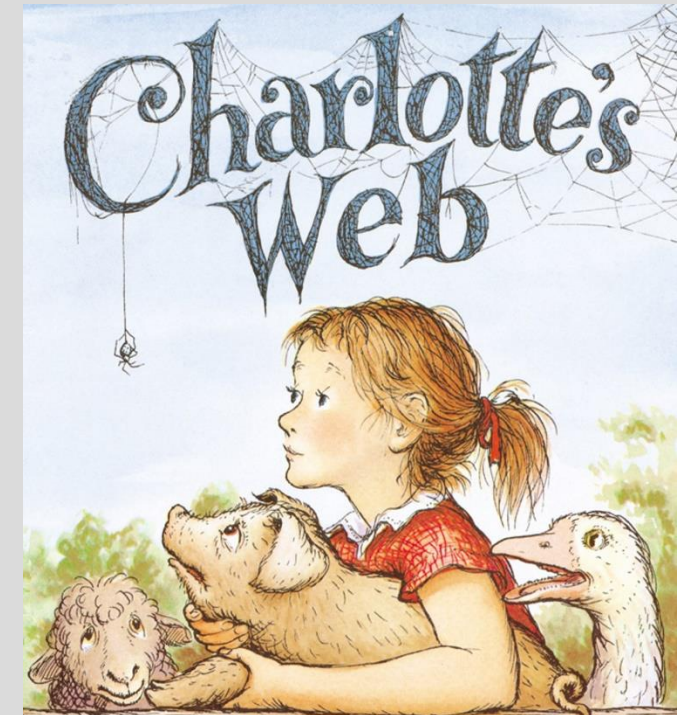
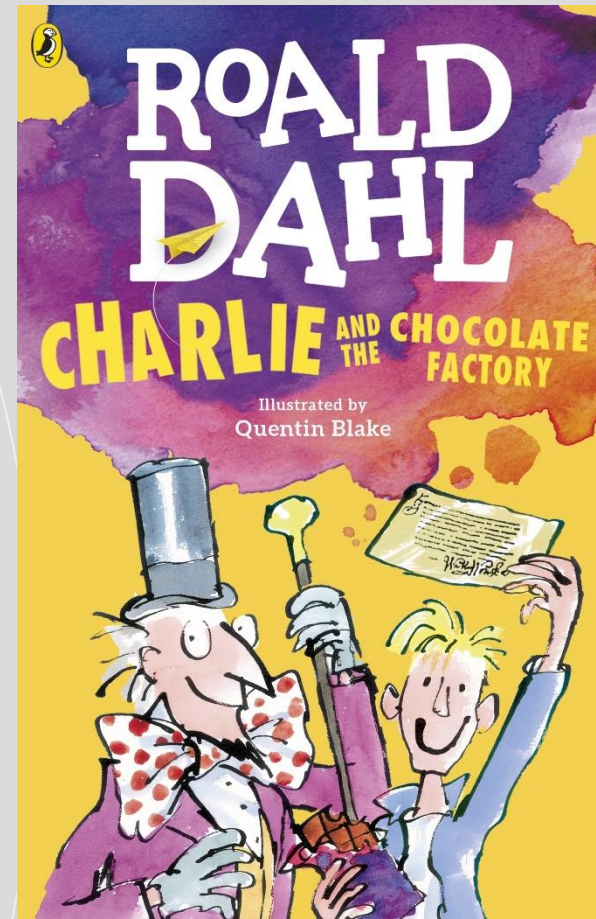
We can

- create an interesting title using the characters name
- Hook the reader using either; dialogue or a question
- Include the setting (time, location, weather)
- Introduce the main character and 2 side kicks.



Titles –

- Charlottes Web
- Harry Potter and the...
- Charlie and the Chocolate Factory

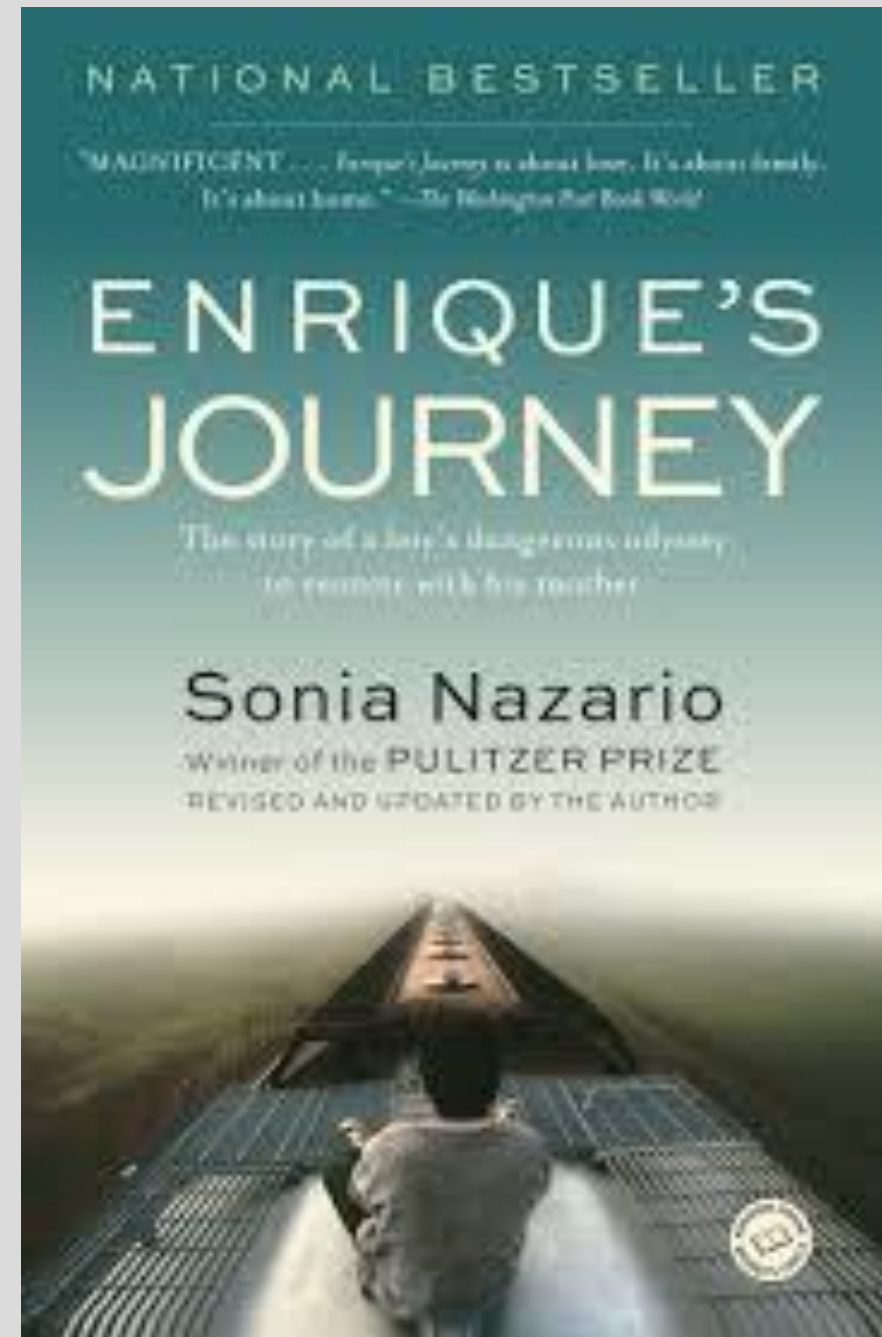


Titles –

When writing a title we want to hint to the reader that the characters will be 'migrating'.

Here are some examples:

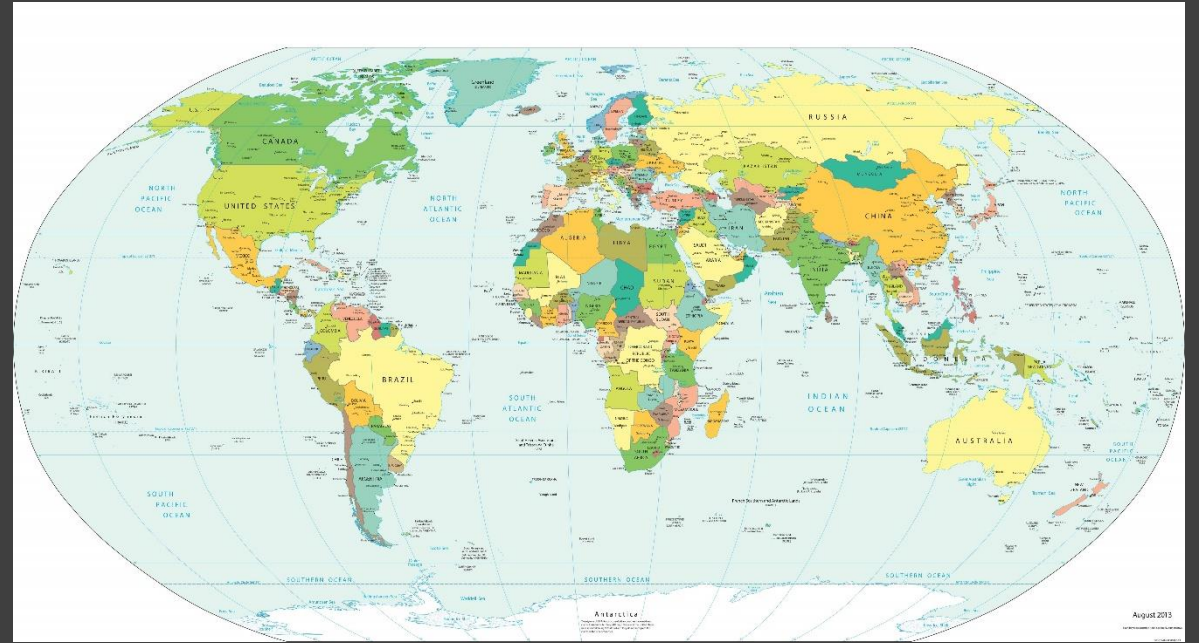
- Dunya's Road to Freedom
- Usman's Unforgettable Escape
- Nadir's Journey of Strength and Courage
- Oumar's Trek to Safety
- A Tale of Migration: Ewa's Story



Introductory Paragraph

How do we hook the reader?





Hooking the Reader

- Question or Dialogue
- Setting (time, place, weather)
- Main character + Two Sidekicks
- Quest Initiator

Hook –

- The first line can be written 1 of 2 ways

1. Ask a question

OR

2. Character Dialogue



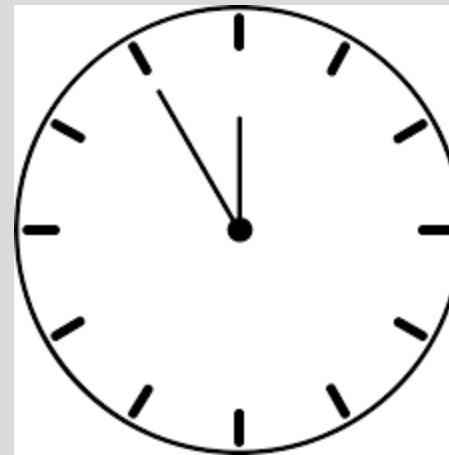


Hook Examples

- I'm going shopping in the village," George's mother said to George on Saturday morning. "So be a good boy and don't get up to mischief."
 - *George's Marvellous Medicine by Roald Dahl*
- Where's Papa going with that axe?
 - *Charlottes Web*

Setting

- The setting of a quest tale must include 3 things; time, location and atmosphere
- Quest tales this term will be based in Middle Eastern countries.
Can you think of any Middle Eastern countries? What do you know about them?



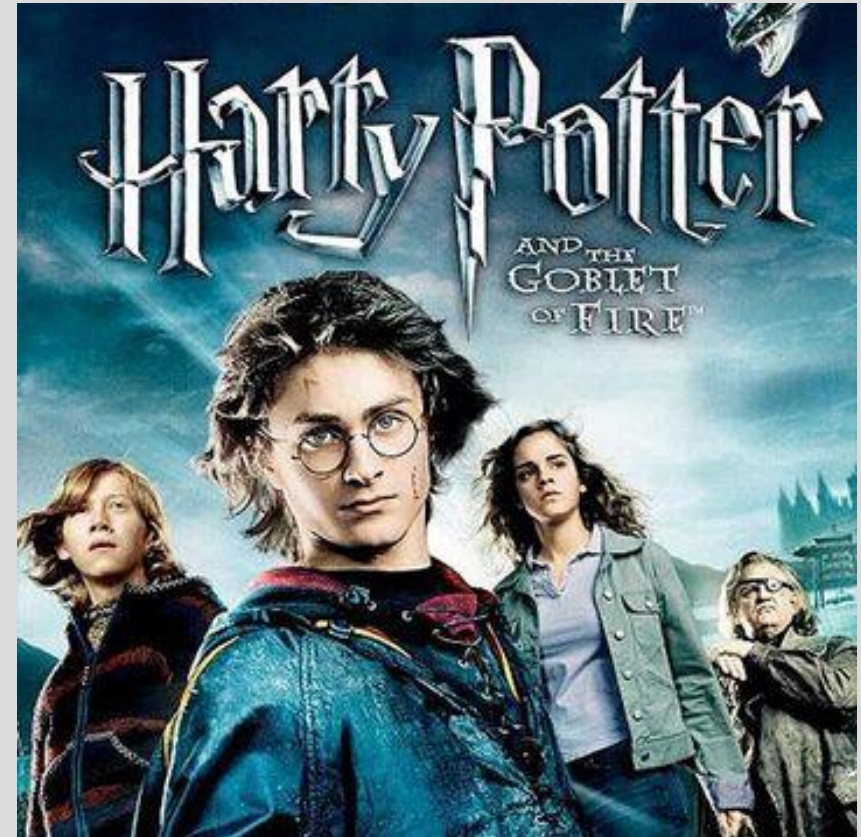


Setting Examples

- *It was early one rainy morning, in the middle of a busy market in Afghanistan...*
- *It had begun to get dark in Pokhara, a small town in Nepal...*
- *The sun was rising, creating an orange glow across the city of Baghdad...*

Main Character + Side Kicks

- Who is your main character?
- How old is your main character?
- What do they like/dislike?
- Who are your sidekicks?
- What is the relationship between your sidekicks and the main character? Are they friends/family/strangers?





Sidekick Examples

- *Main Character: Harry Potter*
Sidekicks: Hermione Granger and Ron Weasley
- *Main Character: Simba*
- *Sidekicks: Timone and Pumba*
- *Main Character: Ariel*
- *Sidekicks: Sebastian + Flounder*



Quest Initiator

- What has happened to make your characters undertake this journey?





Initiator Examples

- *Soldiers take over the town*
- *Car bomb*
- *Taliban*
- *No money*
- *Kidnapping*
- *House burnt down*

Examine the Exemplar

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, Sohab 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. Sohab had on two pairs of bright red socks and he had tucked them into his trousers to keep out the chill. Sohab had wrapped his red curls into a scarf which covered his ears and mouth. 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.

"You gave him your mother's ring?" asked Sohab. 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. Morteza and the boys were young. 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. 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.

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My Turn

Block Planner

Title

Opening Paragraph



Our Turn

Block Planner

Title

Opening Paragraph



Marking Codes

MT	Marked with an adult	T	Talk to an adult
sp (underline the word) Spelling mistake, write it in your dictionary			
P (circle the punctuation or space)	Check, add or change punctuation	g	grammatical error
c	Check this and change it	//	New line (to indicate a new paragraph)

Your Turn

Block Planner

Title

Opening Paragraph



Review

Think, Pair, Share



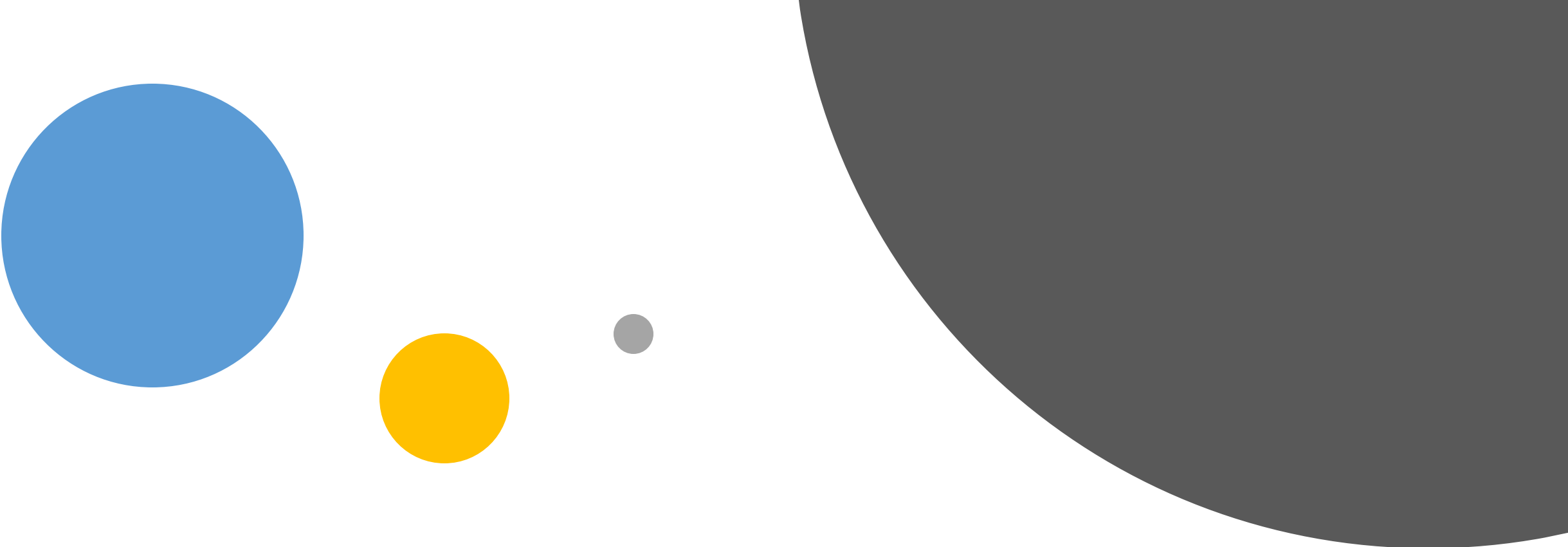
Have we been successful?

We are learning how to create a title and opening paragraph

We can

- create an interesting title using the character's name
- Hook the reader using either; dialogue or a question
- Include the setting (time, location, weather)
- Introduce the main character and 2 side kicks.





Preview

Travel Paragraphs

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 dialogue or a question (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). Draw the letter ‘T’ for travel. 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.

Draw another box. In this paragraph the quest is accomplished. Draw "Q.A" for Quest 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. Draw "E" for ending. 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.

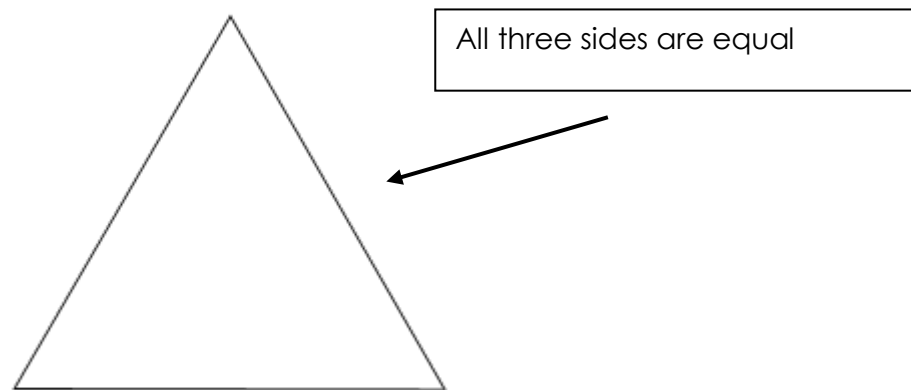
LI: We are investigating triangular numbers

We have investigated square numbers, and know that square numbers use arrays to create a square.

Today brings an investigating about a triangular numbers. Think about what you already know about square numbers. Discuss with a sibling, parent or write down what you already know.

Do you think we could make a triangular array?
Is a regular triangle and equilateral triangle?
What is an equilateral triangle?

This is an equilateral triangle.



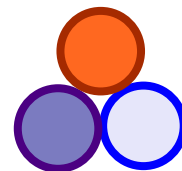
Example 1

How many triangle counters could we use to make an equilateral triangle?

Could we try making an equilateral triangle with 3 counters?

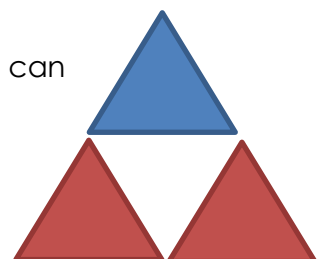
Is this an equilateral triangle? Yes.

How many counters are there altogether?



Let's try with triangular counters.

Because we can make an equilateral triangle out of 3 triangles, we can say 3 is a triangular number.

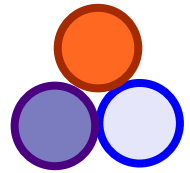


Example 2

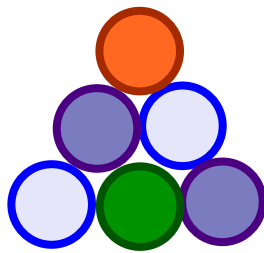
Use your 3 counters from before.

Let's add another row.

How many counters will be in the next row? Look at the pattern we have
1, 2, ...

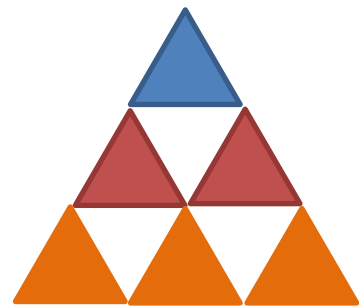


Let's what happens when we add 3 counters to form our third row.



Let's try with triangular counters.

Because we can make an equilateral triangle out of 6
triangles, we can say 6 is a triangular number.



Example 3

Let's investigate the number 1. Could it be a triangular number?

Here we have 1 counter.



When we use 1 triangular counter, we have an equilateral triangle.

1 is a triangular number.



Investigation

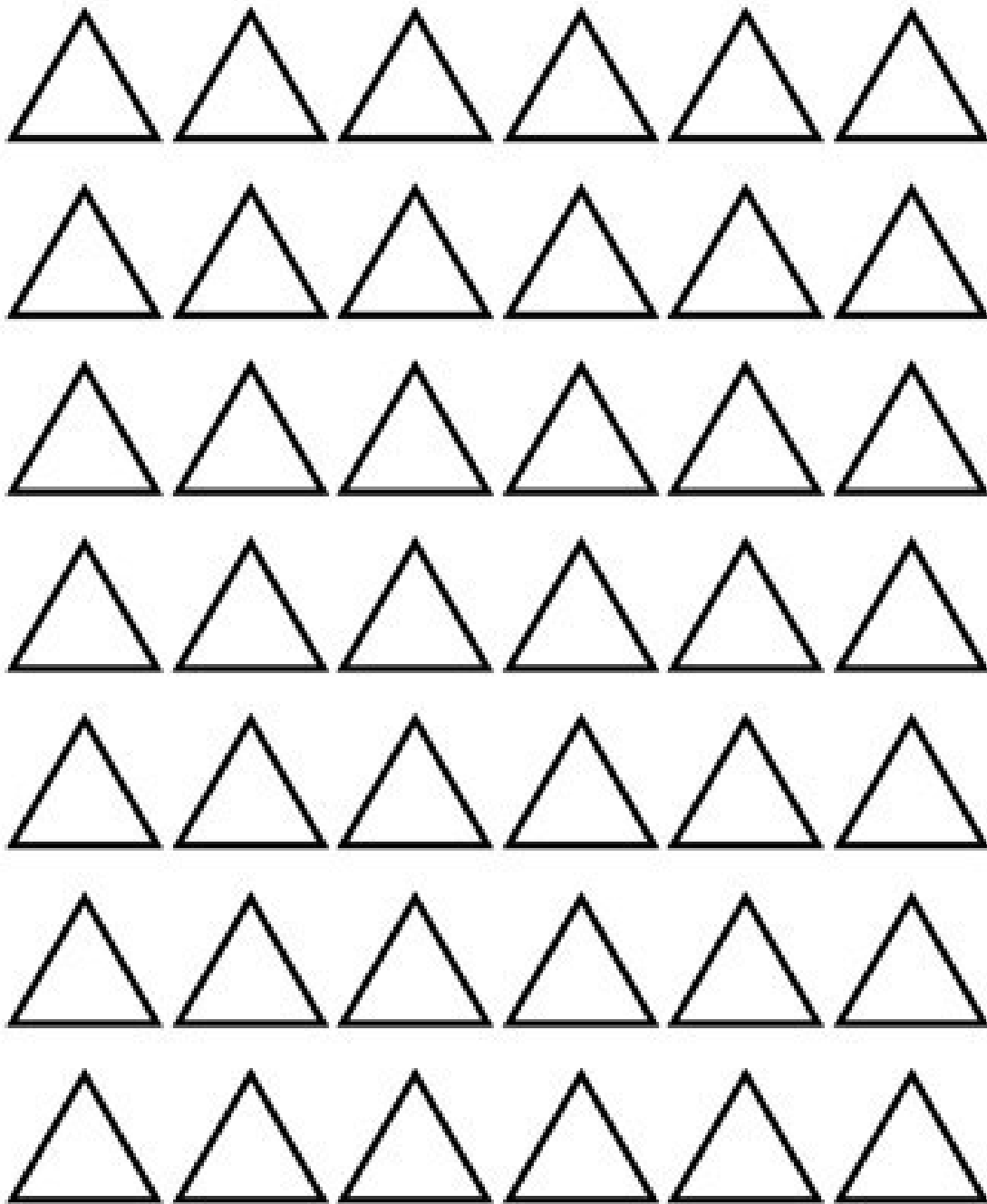
Equipment: workbook, pencil, triangular counters (if needed).

Select counters and make triangular arrays.

Count the counters.

Why is this number a triangular number?

Reflection: What is a triangular number?

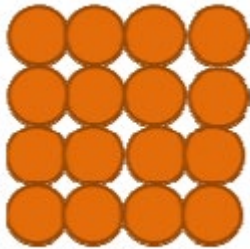


Ll: We are investigating square numbers

Today brings an investigating about square numbers. Think about what you already know about square numbers. Discuss with a sibling, parent or write down what you already know.

We have investigated rectangular arrays. What do you know about arrays?

This an array.



We know that some areas are regular rectangles, and a regular rectangle is a square. This is because squares have equal sides.

Example 1.

Look at this shape.

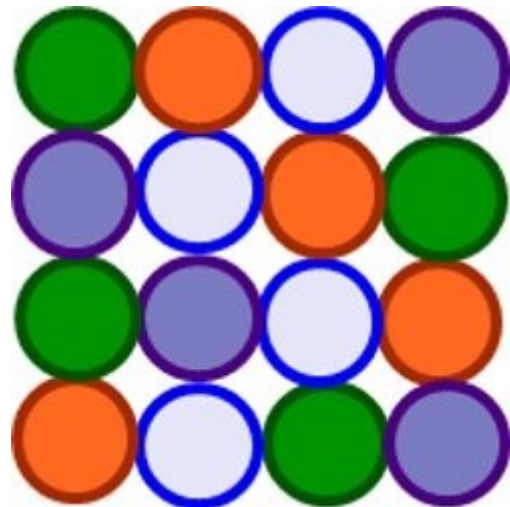
How many rows does it have?

How many circles are in each row?

Are there four in each row?

Can we multiply 4×4 ?

Is $4 \times 4 = 16$? Do we have 16 altogether?



Now, let's try with square counters.

Because we can make a square array using 16 square counters, how could we describe the number 16?

Could we describe the number 16 as a square number?

16 is a square number.



Example 2.

Look at this shape.

How many rows does it have?

How many circles are in each row?

Are there two in each row?

Can we multiply 2×2 ?

Is $2 \times 2 = 4$? Do we have 4 altogether?



Now, let's try with square counters.

Because we can make a square array using 4 square counters, how could we describe the number 4?

Could we describe the number 4 as a square number?

4 is a square number.



Investigation

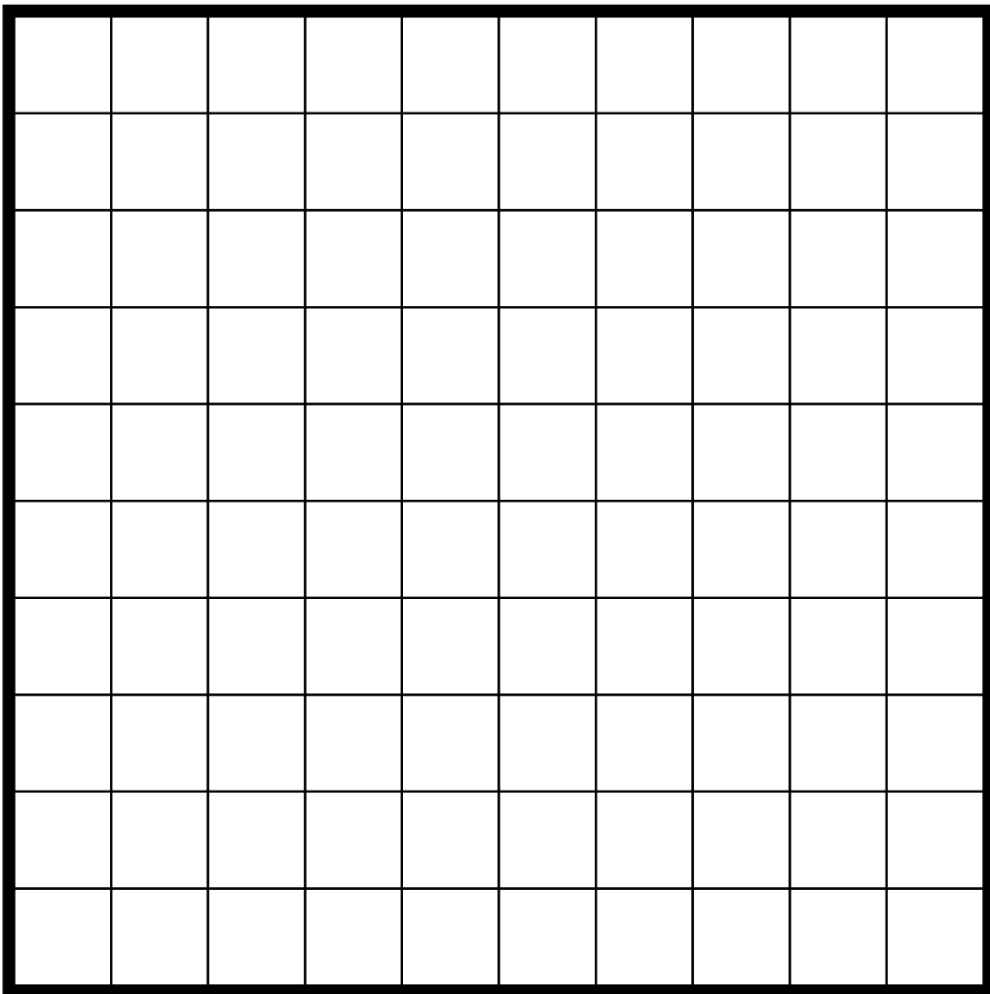
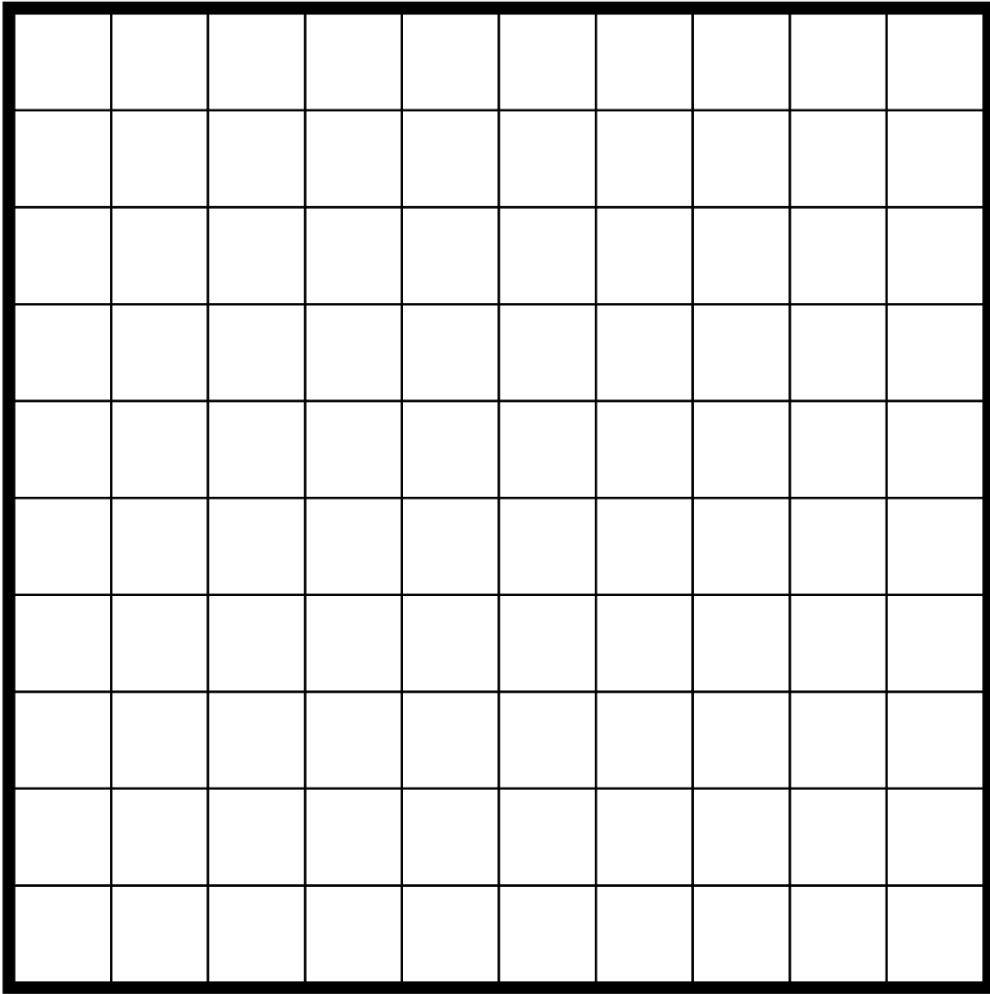
Equipment: pencil, workbook, square counter template (if needed)

Select counters and make square arrays

Count the counters

Why is this number a square number?

Reflection: What is a square number?



WEEK TWO – Mathematics

We are learning about percentages, related to hundredths as fractions and decimals.

Today brings an investigation about percentages.

What do you already know about percentages?

Write down a few notes or talk to someone about what you know about percentages.

We've investigated fractions and we found that we have 2 ways to express fractions – as fractions and as decimals.

We found that fractions have been around for about 4 thousand years. And we found that Europeans and Persian mathematicians extended multiplicative place value to include fractions as decimals about 500 years ago.

Today we're going to investigate another way that we can express fractions!

At around the same time, as Europeans and Persians decided to extend whole number place value to include fractions, people began to call hundredths 'per centum'.

Per centum means out of a hundred, or simply hundredth.

Over time the word changed to percent.

So percent is just another word for the fraction one hundredth.

We know that in Mathematics, we don't use words, we have symbols.

The symbol for percent is %.

The symbol for percent looks a little like a fraction symbol with a numerator, a vinculum and a denominator.

per centum

percent

hundredth

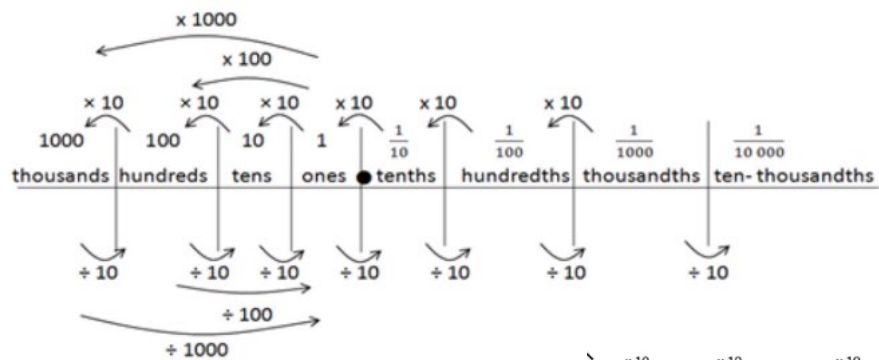
%

So how many ways do we have to record one-hundredth?

Can we record it as a fraction?

How would we record one-hundredth as a fraction?

Do we read the fraction, 1 hundredth?

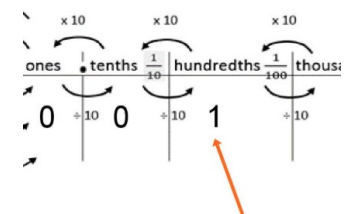


one $\frac{1}{100}$ hundredth

Can we record one hundredth as a decimal?

How would we record one-hundredth as a decimal?

Do we read the decimal, 1 hundredth?



1 hundredth

Can we record one-hundredth as a percentage?

How would we record one-hundredth as a percentage?

So do we have 3 ways to record a hundredth?

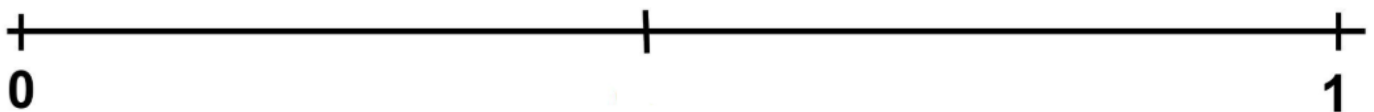
Do we read the percentage, 1 hundredth?

1%
one hundredth

We've investigated placing fractions and decimals on a number line.

We found that fractions and decimals come between whole numbers.

Do you think we could place percentages on a number line? Let's investigate!



Let's start by placing a hundredth as a fraction on a number line.

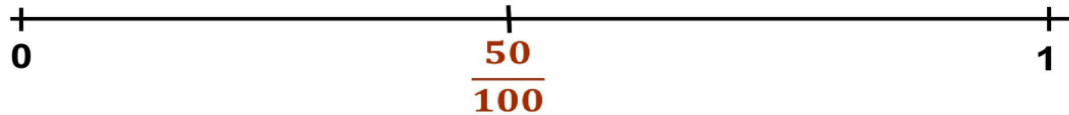
Where would 50 hundredths go?

We've investigated creating fractions in their simplest form.

Is 50 hundredths equivalent to a half?

Let's place 50 hundredths half way along the number line.

$$\frac{50}{100} = \frac{1}{2}$$



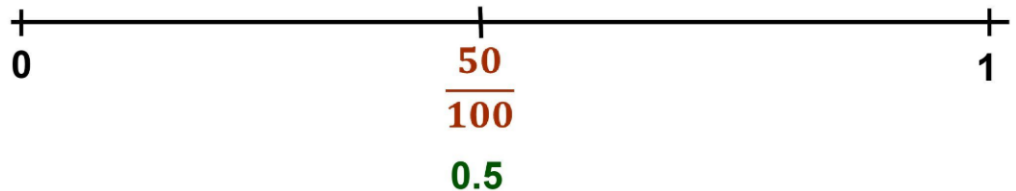
Let's record 50 hundredths as a decimal.

Is 50 hundredths and 5 tenths equivalent?

Is 50 hundredths 0.5?

Is 5 tenths the same as 50 hundredths?

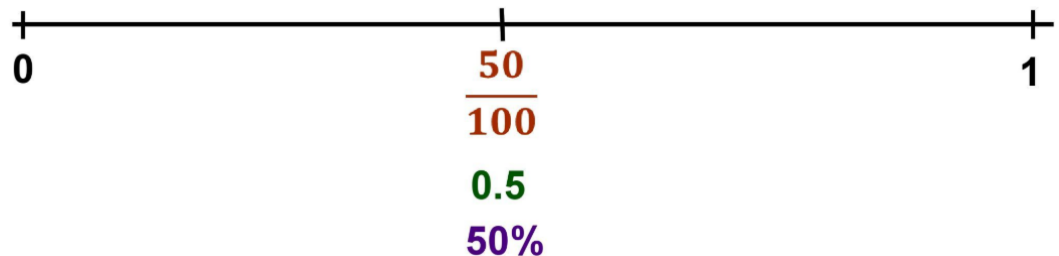
Let's place 0.5 half way along the number line.



Let's record 50 hundredths as a percentage.

Is 50 hundredths 50 percent?

Let's place 50 percent half way along the number line.



Let's place another hundredth as a fraction on the number line.

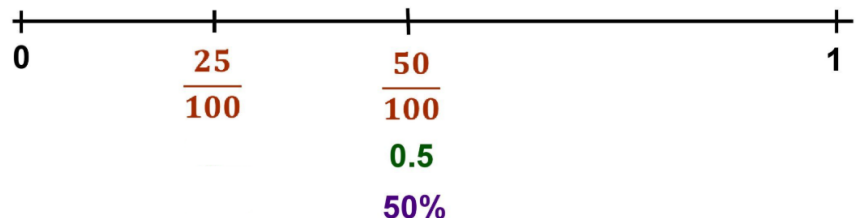
Where would 25 hundredths go?

We've investigated creating fractions in their simplest form.

Is 25 hundredths equivalent to a quarter?

Let's place 25 hundredths a quarter of the way along the number line.

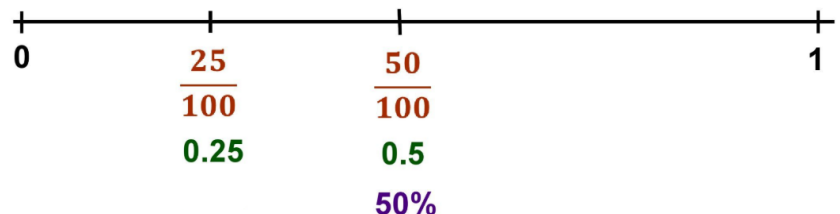
$$\frac{25}{100} = \frac{1}{4}$$



Let's record 25 hundredths as a decimal.

Is 25 hundredths 0.25?

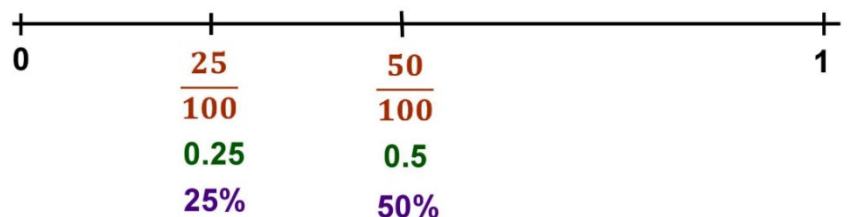
Let's place 0.25 a quarter of the way along the number line.



Let's record 25 hundredths as a percentage.

Is 25 hundredths, 25 percent?

Let's place 25 percent a quarter of the way along the number line.



Let's place another hundredth as a fraction on the number line.

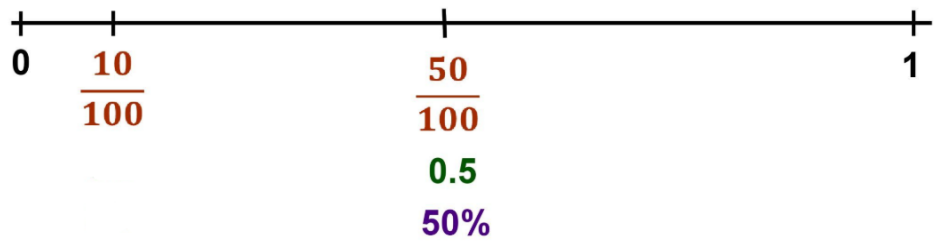
Where would 10 hundredths go?

We've investigated creating fractions in their simplest form.

Is 10 hundredths equivalent to 1 tenth?

Let's place 10 hundredths, a tenth of the way along the number line.

$$\frac{10}{100} = \frac{1}{10}$$



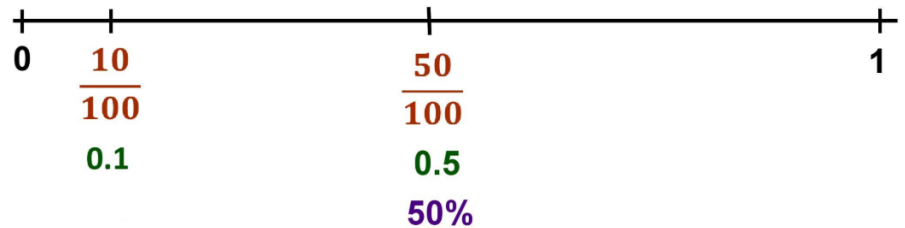
Let's record 10 hundredths as a decimal.

Is 10 hundredths 0.10?

Is 10 and 1 tenth equivalent?

Is 10 hundredths 0.1?

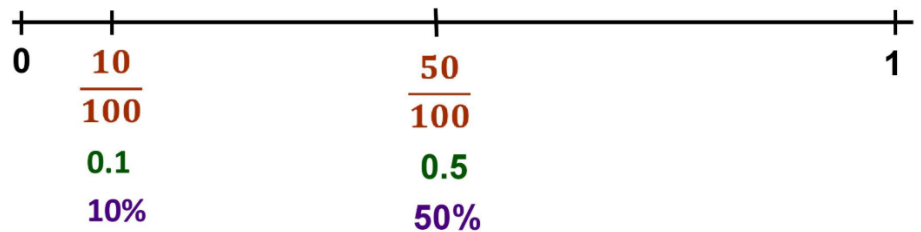
Let's place 0.1 a tenth of the way along the number line.



Let's record 10 hundredths as a percentage.

Is 10 hundredths, 10 percent?

Let's place 10 percent a tenth of the way along the number line.



Let's Investigate!

Percentages as Hundredths, Related to Fractions, Decimals

Select cards to create a hundredth.

Record your hundredth as a fraction.

Record your hundredth as a decimal.

Record your hundredth as a percentage.

Draw a number line and place your hundredth as a fraction, decimal and percentage on the number line.

Reflection: How can we express hundredths as fractions, decimals and percentages?

Week 2 – Mathematics

We are learning to Calculate Percentage Discounts

Today brings an investigation about percentage discounts.
What do you already know about percentage discounts?
Write down or talk about what you know.

We've investigated percentages.
And we have found that a percentage is a way of expressing hundredths.
We found that we now have 3 ways of expressing hundredths – as a fractions, as a decimal and as a percentage.

When do we express hundredths as percentages?
Do we express hundredths as a percentage in test scores, percentages discounts, results of a survey, results of an election and in claims on advertisements.

Today we're going to investigate percentage discounts.

Here is a sign in a clothes store.
The sign says we can get up to 50 percent off.

This jumper's usual price is \$49.95
If we get 50% discount, how much will we pay?

How can we record 50 percent as a fraction?
Is 50 percent, 50 hundredths?
Is the fraction, 50 hundredths, recorded in its simplest form?

So if 50 hundredths is equivalent to a half, is 50% also equivalent to a half?

If the original price of the jumper is \$49.95, how much will we pay if we get 50% discount?
Will we pay half price?
Could we round the \$49.95 up to \$50, then halve it?
What is half of \$50?
Is half of \$50, \$25?
If we get 50% discount, will we pay 50%?
If we get 50% discount, will we pay \$25?

What if we don't round the original price up to \$50?
When we rounded \$49.95 up to \$50, how much did we add on?
When we rounded \$49.95 up to \$50, did we add on 5 cents?
We added on 5 cents before we halved \$50.
So do we have a half of 5 cents too much?
Half of \$49.95 is \$24.97 and a half?
Then \$24.97 and a half would be rounded up to \$25.

Here is a sign in a toy store.
The sign says we can get 25 percent off.
This toy's usual price is \$89.99.
If we get 25% discount, how much will we pay?



$$50\% = \frac{50}{100}$$

$$\frac{50}{100} \div \frac{50}{50} = \frac{1}{2} = 50\%$$

$$\frac{1}{2} \times \$50 = \$25$$



We record 25 percent as a fraction.
 Is 25 percent equal to 25 hundredths?
 25 hundredths in its simplest form is 1 quarter.

$$\frac{25}{100} \div \frac{25}{25} = \frac{1}{4} = 25\%$$

If the original price of the toy is \$89.99, how much will we pay if we get 25% discount?

We will pay three-quarters of the price.

Let's work out what three quarters of \$89.99 is.

Could we work out what three-quarters of \$89.99 is?

We can work out one-quarter of \$89.99, then multiply it by 3.

We can also subtract one-quarter of the price from the original price.

First let's work out one-quarter of \$89.99.

We can do this by halving the number and then halving it again.

To make it easier, we can round \$89.99 up to \$90.

What is half of \$90?

Half of \$90 is \$45.

What is half of \$45?

Half of \$45 is \$22.50.

So one-quarter of \$90 is \$22.50.

$$\frac{1}{2} \times \$90 = \$45$$

$$\frac{1}{2} \times \$45 = \$22.50$$

So if a quarter of \$90 is \$22.50, what is three-quarters of \$90?

To do this, we need to do \$22.50 times 3.

\$22.50 times 3 is \$67.50.

So we will be pay \$67.50.

$$\$22.50 \times 3 = \$66 + \$1.50 = \$67.50$$

We're getting 25% discount, so another way to work this out would be to subtract \$22.50 from \$90.

This is because you are taking one-quarter away from the original price.

What is \$90 minus \$22.50?

\$90 minus \$22.50 is \$67.50.

$$\$90 - \$22.50 = \$67.50$$

What if we don't round the original price up to \$90 to work out 25% discount?

When we rounded \$89.99 up to \$90, how much did we add on?

To do this, we added on 1 cent before we quartered \$90.

So, we have a quarter of a cent too much.

Is a quarter of \$89.99, \$22.49 and three-quarters?

Therefore we would round , \$22.49 and three-quarters up to \$22.50.

The discount would still be \$22.50.

$$\frac{1}{4} \times \$89.99 = \$22.49 \frac{3}{4}$$

Here is another sign in a clothes store.

The sign says we can get up to 70 percent off.

This jumper's usual price is \$49.95.

If we get 70% discount, how much will we pay? Let's investigate!

How can we record 70 percent as a fraction?

70 percent is 70 hundredths.

So, in its simplest form 70 hundredths is 7 tenths.

$$70\% = \frac{70}{100}$$

$$\frac{70}{100} \div \frac{10}{10} = \frac{7}{10} = 70\%$$



If we are going to get a discount of 7 tenths, we need to work out how much one tenth is first, then multiply it by 7.

What is one-tenth of \$49.95?

To do this, we will round up \$49.95 to \$50.

One-tenth of \$50 is \$5.

$$\frac{1}{10} \times \$50 = \$5$$

SALE UP TO 70% OFF
 PLUS FURTHER REDUCTIONS

So if one-tenth of \$50 equals \$5, what will seven tenths equal?

To do this we multiply \$5 by 7.

\$5 times 7 is \$35.

$$7 \times \$5 = \$35$$

Is 7 tenths, \$35?

Therefore \$35 is the amount of the discount.

We need to now subtract \$35 from \$50 to find the amount we will pay.

\$50 minus \$35 is \$15.

$$\$50 - \$35 = \$15$$

70% of \$49.95

Round up to \$50

70% of \$50 =

10% of 50 = \$5

7 x \$5 = \$35 discount

\$50 - \$35 = \$15

If the discount is 70%, will we pay 30%?

We will pay 3 times 10%.

To do this, we multiply \$5 by 3.

\$5 times 3 is \$15.

We will pay \$15.

$$\$5 \times 3 = \$15$$

30% of \$49.95

Round up to \$50

30% of \$50 =

10% of 50 = \$5

3 x \$5 = \$15 discounted price

Time to Investigate!!

Calculate Percentage Discounts

Select cards to make a money amount, for example, \$56 or \$56.25.

Calculate the discounted amount and the discounted price if you receive discounts of

- 50%,
- 25%,
- 10% and
- multiples of 10%.

Reflection: How can we calculate percentage discounts?

Problem Solving

Square and Triangular Numbers

Loretta had between 30 and 40 counters.
She used all of her counters to construct a square.
How many counters did Loretta have?

Loretta had between 60 and 70 counters.
She used all of her counters to construct a square.
How many counters did Loretta have?

Loretta had between 60 and 70 counters.
She used all of her counters to construct 2 squares.
How many counters could Loretta have?

Read the part of the problem that is asking you to find something out.

Understand the information you need to find it out.

Choose a strategy that you could use to find it out.

Use a strategy to find it out

Check what you have found out.

Problem Solving

Square and Triangular Numbers

Sally stacked 6 cans in a single column to form an equilateral triangle.
What would the stack look like?

Sally stacked 15 cans in a single column to form an equilateral triangle.
What would the stack look like?

Sally stacked 25 cans in 2 single columns to form 2 equilateral triangles.
What would the stacks look like?

Read the part of the problem that is asking you to find something out.

Understand the information you need to find it out.

Choose a strategy that you could use to find it out.

Use a strategy to find it out

Check that you have found out.

Problem Solving

Percentages

Read the part of the problem that is asking you to find something out.

Mary was recording some fractions, decimals and percentages.
What percentage makes this number sentence true?

$$\frac{25}{100} = 0.25 = \underline{\quad} \%$$

Find the you need t.

strategy

that you could use to it out.

Mary was recording some fractions, decimals and percentages.
What percentage makes this number sentence true?

$$\frac{48}{100} = 0.48 = \underline{\quad} \%$$

strategy
d it out

check

found

Mary was recording some fractions, decimals and percentages.
What decimal and percentage makes this number sentence true?

$$\frac{60}{100} = 0.\underline{\quad} = \underline{\quad} \%$$

Problem Solving

Percentages

Jane got 86 out of a hundred for a test.
What percentage did she get?

Jane got 71 out of a hundred for a test.
What percentage did she get?

Jane got 12 out of a hundred for one test.
Then she got 34 out of hundred for the next test.
What percentage did she get altogether?

Read the part of the problem that is asking you to find something out.

Understand the information you need to find it out.

Choose a strategy that you could use to find it out.

Use a strategy to find it out

Check that you have found out.

Problem Solving Percentage Discounts

Read the part of the problem

Kelly saw an item she wanted to buy in 2 shops.
Shop 1 offered the item for \$19.99. Shop 2 offered the item for sale at \$29.99 but had a 50% off the marked price.
At which shop will Kelly pay less for the item?

find

the
need

Choose a strategy

use to
t.

Strategy
out

Kelly saw an item she wanted to buy in 2 shops.
Shop 1 offered the item for \$39.99. Shop 2 offered the item for sale at \$59.99 but had a 40% off the marked price.
At which shop will Kelly pay less for the item?

Kelly saw an item she wanted to buy in 2 shops.
Shop 1 offered the item for \$39.99 with a 10% off sale.
Shop 2 offered the item for sale at \$59.99 with a 30% off sale.
At which shop will Kelly pay less for the item?

Problem Solving

Percentage Discounts

Which results in the lower price:
25% discount on \$28 or 10% discount on \$25?

Which results in the lower price:
25% discount on \$42 or 10% discount on \$38?

Kenny paid \$42 for an item.
If he bought the item on sale at 40% off, what
was the full price of the item?

Read the part of the problem
that is asking you to find
something out.

Understand the
information you need
to find it out.

Choose a strategy
that you could use to
find it out.

Use a strategy
to find it out

Check
that you have found
out.

Who came to Australia?

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

Code: 1711

Review:

Write down two facts that you remember about migration from the previous lesson?

New:

After World War II (1939–1945), the Australian government realised that Australia's isolation and small population made it difficult to defend. The government used the slogan "Populate or Perish" to persuade the Australian people that a larger population was needed. A bigger population would also mean a larger workforce and ultimately a wealthier country. As a result, from 1945 to 1975 Australia's population almost doubled from 7½ million to 13 million.

The Australian government made a series of TV commercials to encourage people to come and live in Australia.

1. Watch the commercial "Australia - brings out the best in you".
 - a. Who do you think was the target audience for this commercial?
 - b. What were the 'pull' factors used in the commercial? (think back to what you learnt last lesson).
 - c. Highlight the statement which indicate and provide evidence that the video clip is a reliable source.
(There is more than one correct answer)
 - It was made at the time and tells us how the government advertised for migrants.
 - It was made by an official government department.
 - It shows pamphlets which were used at the time.
 - It shows the cost of migrating to Australia.
2. Was there a specific government policy at the time saying only certain types of people could migrate to Australia? To help you answer this question, research the "Immigration Restriction Act 1901".

The Act was used to exclude non-Europeans from entering Australia. People had to pass a dictation test in any European language. The test could be made easy or hard depending on whether the immigration officer thought the person was suitable.

3. Go to the website in the link and do one of the dictation tests.
4.
 - a. Write your own dictation test designed to **allow** someone to enter Australia.
 - b. Write your own dictation test designed to **stop** someone from entering Australia.
5. Do you think the tests were fair? Why/Why not?

End of the white Australia Policy

In the 1960s social attitudes towards racial discrimination began changing. In the 1970s the government changed the statute (laws passed by a government) and removed race as a factor in Australia's immigration policy. In spite of the changes however, Australia's immigrants still remained "white" until the refugee crisis after the Vietnam War.

6. Watch the video about "The Rise and Fall of White Australia".
 - a. Prime Ministers from both sides of politics discuss the removal of Australia's racist immigration policy. Can you name the Prime Ministers?
 - b. Kim Beazley said, "We have only been multi-racial in a process which started in the 1960s and was cemented in the 1980s. We changed our definition then of what it was to be an Australian."
Based on the immigration policies of the time:
Write a definition describing Australians in the 1960's.

c. Write a definition describing Australians today.

d. Imagine you are the Prime Minister today. Write your party's immigration policy below.

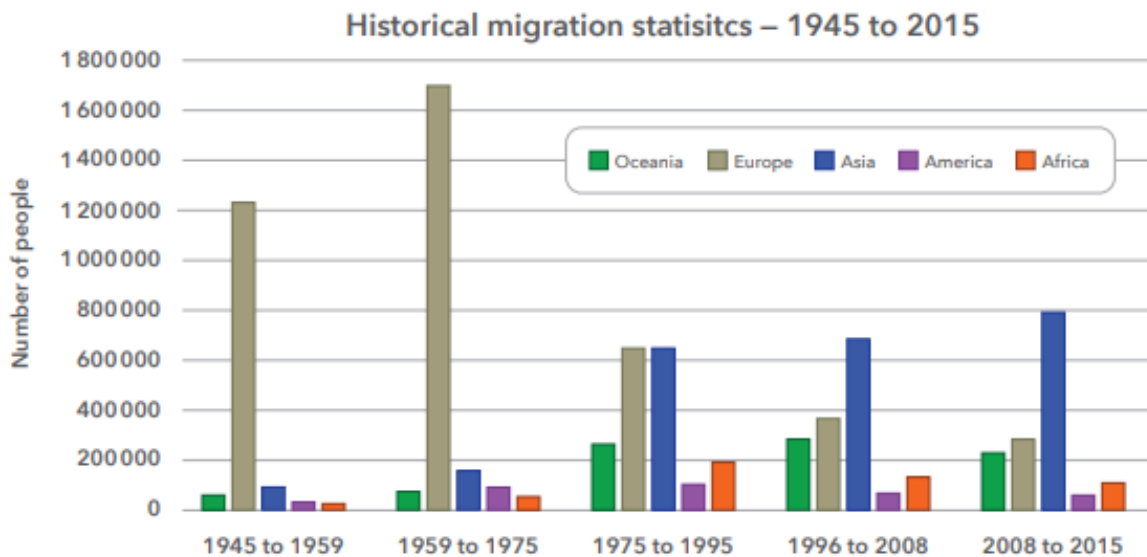
Over the years, Australia's migration program has changed according to the policies of the elected government. Today, the immigration policy is closely related to economic growth so the focus is on highly skilled workers.

People are encouraged to migrate to Australia if:

- They have job skills which are in short supply in Australia
- They would like to study here
- They have family members here and they would like to join them

Australia also accepts about 20,000 refugees each year.

 This graph shows the country of birth for people who migrated to Australia from 1945 to 2015.



Source: Department of Immigration and Border Protection – Historical Migration Statistics, released Sept 2016.

7. Research the time periods below and find out what the Australian government migration policy was at the time. The first has been done for you:

1945 –1959: The Australian government paid the fares for people from war torn Europe to come to Australia. They had to stay for at least two years and work in whatever job the government gave them.

1959 – 1975:

1975 – 1995:

1996 – 2008:

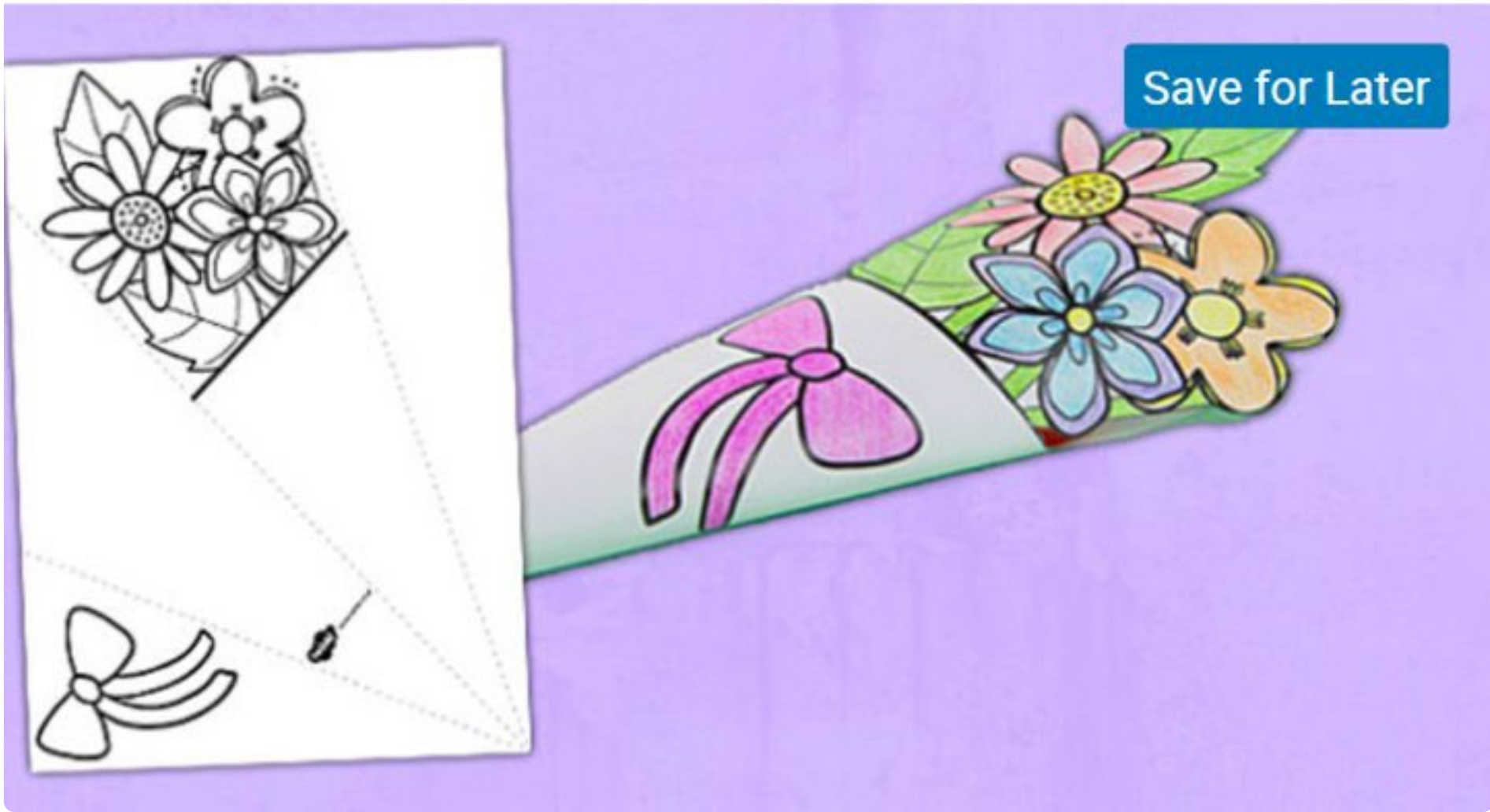
2008 – 2015:

Asylum Seekers and Refugees

An **asylum seeker** is a person who has fled their country for fear of persecution and has applied for protection in another country. If their application is successful, their status is changed to **refugee** and they are allowed to stay in the new country.

Many European refugees settled into Australia after World War II.

In the late 1970s a new wave of asylum seekers arrived in Australia. Many of these people came from Vietnam after the Vietnam War. Although most came by plane after being processed by Australian officials in South-East Asia, many also came in illegal fishing boats. They were often called “boat people”. Changes to the immigration law meant most of the refugees were allowed to stay in Australia.



**Week 2 – Creative Arts
example**

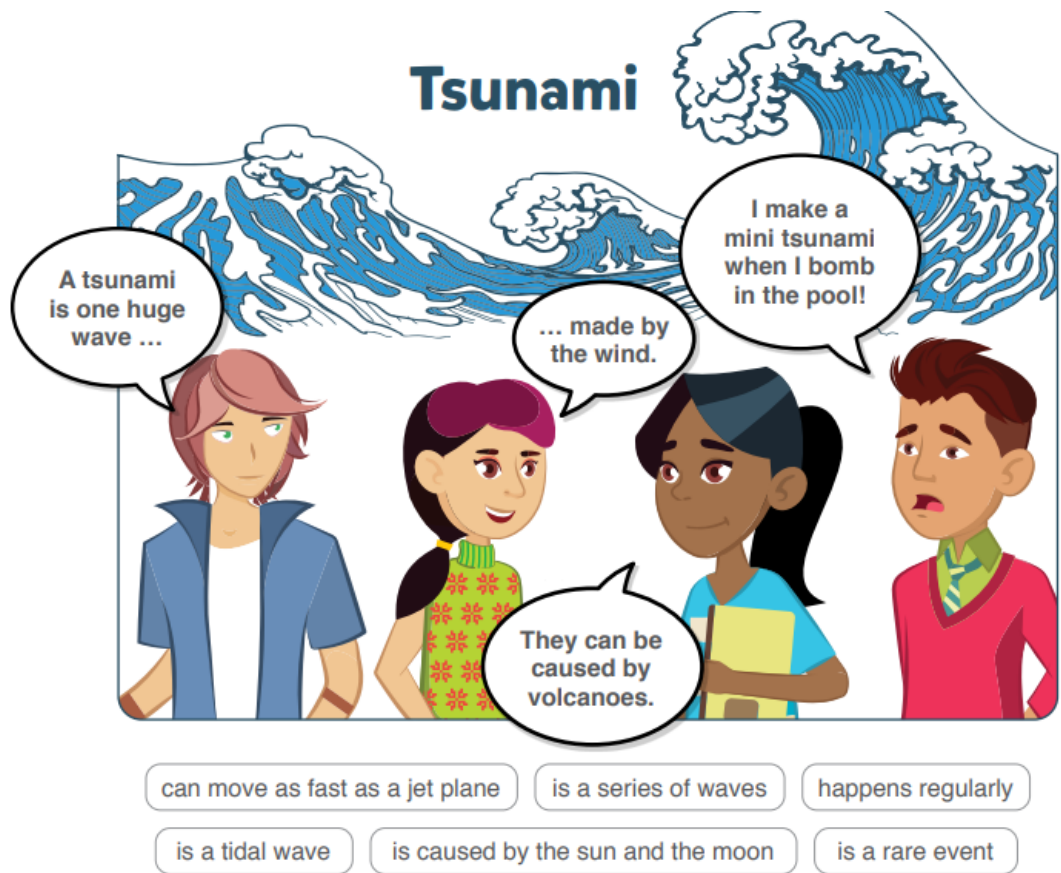
How do Tsunamis change the Earth's surface?

1. Etymology is studying the origin of words. Find the origin of the word tsunami. In what ways is this image related to the word tsunami?



2. Watch the video *Tsunami: live footage of a tsunami in Japan filmed from a helicopter*. Use the step inside thinking routine. What if you were in the helicopter?
 - What can you see happening below?
 - What can you do?
 - How are you feeling?

3. Read the concept cartoon and the phrases below.



4. Using the information from the concept cartoon, the phrases and your own ideas to organise your knowledge about Tsunamis. What do you think is true or false?
Complete the table below

Tsunami	
What I think is true	What I think is false

A tsunami is a series of waves triggered by a sudden geological event. Most tsunamis are caused by earthquakes located under the ocean floor. The energy of the earthquake displaces (moves) a massive amount of water up and away from the epicentre, eventually reaching a coastline.

5. Watch the video Tsunami Animation. Track the Tsunami from start to finish. Scientists describe a tsunami as having four general stages.

Illustrate and label each stage as you saw and heard them in the video.

Stage 1	Stage 2 Water is moved (displaced) by the earthquake and splits into waves moving through the deep ocean.
Stage 3	Stage 4

In deep oceans, a tsunami can travel unnoticed on the surface at speeds of up to 800km per hour. Without losing its energy, it can cross an entire ocean in less than a day! However, as a tsunami nears the shore, the waves slow down but become much higher. Scientists term this as 'tsunami wave shoaling'.

6. As a tsunami gets closer to the shoreline, the waves get higher. Look at the Tsunami wave image and explain why you think this happens.



The footage you saw in the first video (Question 2) was taken on 11 March 2011. A magnitude 9 earthquake struck in the Pacific Ocean off the northeast coast of Japan's Honshu island. The sudden movement of the ocean floor triggered a massive tsunami that flooded more than 500 square kilometres of coastal land. Waves were estimated to be as high as 38 metres, the height of a 12-storey building. Over 18000 people were killed and the landscape was devastated.



7. Find out what changes a powerful tsunami can cause to the Earth's surface. Visit the website and use the slider to view the before and after photos from Japan. Using evidence from the video and images, list the changes which happened to the landscape.

-
-
-
-
-

Powerful tsunamis are, fortunately, rare events. Whilst the majority of tsunamis are caused by earthquakes, very large tsunami waves are more often triggered by massive landslides falling into water **after** an earthquake or volcanic eruption or, even rarer, an asteroid strike! The energy created by the sudden displacement of water can cause giant tsunami waves.

8. Use the website links to investigate mega tsunamis (Tsunamis with the highest waves). Find out and record below the details of the five highest tsunami waves in modern history. Fill in the details of the table below.

	Location	Height	Date	How it affected the landscape
1				
2				
3				
4				
5				

Scientists also categorise tsunamis by calculating the damage they cause. The most **devastating** tsunami in recorded history was the Indian Ocean Tsunami which struck on the 26 December 2004. Following a massive earthquake measuring 9.1, when over 1300km of the ocean floor moved suddenly, a series of tsunami waves travelled almost around the globe. Over 250 000 people were killed in fourteen countries across two continents.



9. Go back and look at your true/false statements in Question 4 and see if you need to change any of them now. Add any new information you have gathered.
10. Look at the images of cities from around the world. On a scale of 1–5, how likely is it that a tsunami could impact each city? One being least likely, five being most likely. Use these websites, knowledge you've gathered and other sources to complete the file notes for each city.

Place	Tsunami likely score	Reason for your score	Possible effects of a tsunami
 San Francisco, USA			
 Athens, Greece			

 Kathmandu, Nepal			
 Puerto Ayora, Galapagos			

11. Could anything stop a tsunami? Think of 5 creative ways.

-
-
-
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