

Year 6 Learning from Home Schedule – Week 3

Monday	Tuesday	Wednesday	Thursday	Friday
<p><i>Morning Routine</i></p> <p>Watch the recording for Monday week 3. You will need:</p> <ul style="list-style-type: none"> - Student knowledge organiser and pen <p>Read through slides and take notes in knowledge organiser.</p> <p><i>SOTD</i></p> <p>Watch recording 1, Week 3 and review modelled sentence. OR Look at annotated notes and analyse modelled sentence.</p>	<p><i>Morning Routine</i></p> <p>Watch the recording for Tuesday week 3. You will need:</p> <ul style="list-style-type: none"> - Student knowledge organiser and pen <p>Read through slides and take notes in knowledge organiser.</p> <p><i>SOTD</i></p> <p>Watch recording 2, Week 3 and review modelled sentence. OR Look at annotated notes and analyse modelled sentence.</p>	<p><i>Morning Routine</i></p> <p>Watch the recording for Wednesday week 3. You will need:</p> <ul style="list-style-type: none"> - Student knowledge organiser and pen <p>Read through slides and take notes in knowledge organiser.</p> <p><i>SOTD</i></p> <p>Watch recording 3, Week 3 and review guided sentence. OR Look at annotated notes and analyse guided sentence.</p>	<p><i>Morning Routine</i></p> <p>Review your learning. Fill in your knowledge organiser based on what you remember. If you need to, re-watch a recording. You will need:</p> <ul style="list-style-type: none"> - Student knowledge organizer and pen <p>Read through slides and take notes in knowledge organiser.</p> <p><i>SOTD</i></p> <p>Create a sentence using the template and powerpoint which follows this week's success criteria.</p>	<p><i>Morning Routine</i></p> <p>Review your learning. Fill in your knowledge organiser based on what you remember. If you need to, re-watch a recording. You will need:</p> <ul style="list-style-type: none"> - Student knowledge organiser and pen <p>Read through slides and take notes in knowledge organiser.</p> <p><i>SOTD</i></p> <p>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.</p>
<p><i>Guided Reading</i></p> <p>Read your groups related text and take notes. Please check what chapters you need to read on your post guided activity sheet.</p> <p>Listen to the recording of the core novel, 'Parvana' and take notes. This week you will be listening to chapter 5.</p>	<p><i>Guided Reading</i></p> <p>Read your groups related text and take notes. Please check what chapters you need to read on your post guided activity sheet.</p> <p>Complete related text post guided activities for week 3.</p>	<p><i>Guided Reading</i></p> <p>Complete 'Parvana' booklet. If you need to re-listen to the chapter recording, please do so.</p>	<p><i>Guided Reading</i></p> <p>Vocabulary</p> <p>Complete the mix and match activities for Parvana and your related text.</p>	<p><i>Guided Reading</i></p> <p>Complete literacy pro – read a book and complete a quiz. Make sure you achieve more than 70% in the quiz.</p> <p>Complete independent research.</p>
<p><i>Writing</i></p> <p>Travel Paragraphs</p> <p>Practice block planner and 10 components of writing. Re-view the title and opening</p>	<p><i>Writing</i></p> <p>Travel Paragraphs</p> <p>Write out your title and opening paragraph that you planned for yesterday.</p>	<p><i>Writing</i></p> <p>Travel Paragraphs</p> <p>Watch the recording (session 3) and plan your first travel</p>	<p><i>Writing</i></p> <p>Travel Paragraphs</p> <p>Watch the recording (session 4) and plan your second travel paragraph using dot point form.</p>	<p><i>Writing</i></p> <p>Travel Paragraphs</p> <p>No recording. Using the planning from Wednesday and Thursday, write out your</p>

<p>paragraph. Plan a new title and opening paragraph within your block planner.</p> <p>Watch the recording (session 1) and using your own copy of the exemplar text, highlight the main parts of the travel paragraphs OR look at annotated PowerPoint notes.</p>	<p>Watch the recording (session 2) and check to see if your highlighting was correct.</p>	<p>paragraph using dot point form. Or Look at annotated notes and plan out your first travel paragraph using dot points.</p>	<p>Or Look at annotated notes and plan out your second travel paragraph using dot points.</p>	<p>complete travel paragraphs 1 and 2.</p> <p>Combine these travel paragraphs with your title and opening paragraph from Monday. OR</p> <p>Send to your teacher via Edmodo or Google Classroom for feedback.</p>
<p><i>Mathematics</i></p> <p>Investigate using square and triangular numbers. Re-watch the videos and complete investigation questions. OR</p> <p>Look at annotated notes attached. Complete investigations in workbook.</p> <p>Also, review multiplication and division. Complete at least 3 problems at your level.</p>	<p><i>Mathematics</i></p> <p>Review percentages as hundredths, related to fractions and decimals. Re-watch recordings and complete investigation questions. OR</p> <p>Look at annotated notes attached. Complete investigations in workbook.</p>	<p><i>Mathematics</i></p> <p>Review percentages as discounts. Re-watch recordings and complete investigation questions. OR</p> <p>Look at annotated notes attached. Complete investigations in workbook.</p>	<p><i>Mathematics</i></p> <p>Watch recording of estimate, add fractions, mixed numerals, related denominators using mental strategies. Focus on addition of fractions with related denominators. To view this video, go to this link: https://vimeo.com/359279248/d46ede1371 OR</p> <p>Look at annotated notes attached. Complete investigations in workbook.</p>	<p><i>Mathematics</i></p> <p>Watch recording of estimate, add fractions, mixed numerals, related denominators using mental strategies. Focus on addition of mixed numerals with related denominators. To view this video, go to this link: https://vimeo.com/359279248/d46ede1371 OR</p> <p>Look at annotated notes attached. Complete investigations in workbook.</p>
<p><i>HSIE</i></p> <p>Complete lesson 3 – Oral histories</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: http://inq.co/class/h4f</p>	<p><i>Science</i></p> <p>Complete lesson 3 – Volcanoes</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:</p>	<p><i>Community Language</i></p> <p>Please complete week 3 activities provided.</p> <p>Follow the link below to access the activities online.</p> <p>https://schoolsnsw-my.sharepoint.com/:o/g/personal/sasha_hamy_det_nsw_edu_au/Eq0iPfHONmxFryLfBVERivMB4Qm</p>	<p><i>CAPA</i></p> <p>Music The History of Music. Read through powerpoint.</p> <p>Complete activity based on the history of music.</p> <p>Please see below for all links to music.</p>	<p><i>PDHPE</i></p> <p>Access your lifeskills go account. Your teacher will provide you with your login details via Edmodo or Google Classroom. Login and complete the lesson on 'self awareness'. Your teachers will be able to track who has completed this lesson and who has not online.</p>

Code: 1711 OR Complete worksheet provided in learning pack.	http://inq.co/class/h4f Code: 1711 OR Complete worksheet provided in learning pack.	erJFKiS2rQsAZ-DBikA?e=vdLMFY If you have any questions in regards to this, please contact your community language teacher.	OR Take some time to become self-aware. Write down a few thoughts on what your body does when it feels <ul style="list-style-type: none"> - Nervous - Scared - Happy Make a list of things you can do to calm yourself down to control these emotions.
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Music Links:

Slide 4:

<https://www.bbc.co.uk/music/artists/eea8a864-fcda-4602-9569-38ab446decd6>

Slide 10:

<https://www.bbc.co.uk/music/artists/b10806de-2198-4313-af6a-13df4acb912f>

Slide 11:

<https://www.bbc.co.uk/music/artists/29d2d9af-da9f-42b5-b945-161d6fb4cb05>

Slide 13:

<https://www.bbc.co.uk/music/artists/ce8cacb6-c917-41f5-b403-8fb601c89e70>

<https://www.bbc.co.uk/music/artists/3af06bc4-68ad-4cae-bb7a-7eeeb45e411f>

Slide 14:

<https://www.bbc.co.uk/music/artists/4458d70d-c215-4f06-beea-ebd448dad6ac>

<https://www.bbc.co.uk/music/artists/4458d70d-c215-4f06-beea-ebd448dad6ac>

Slide 15:

<https://www.bbc.co.uk/music/artists/01809552-4f87-45b0-afff-2c6f0730a3be>

Slide 20:

<https://www.bbc.co.uk/music/artists/40f5d9e4-2de7-4f2d-ad41-e31a9a9fea27>

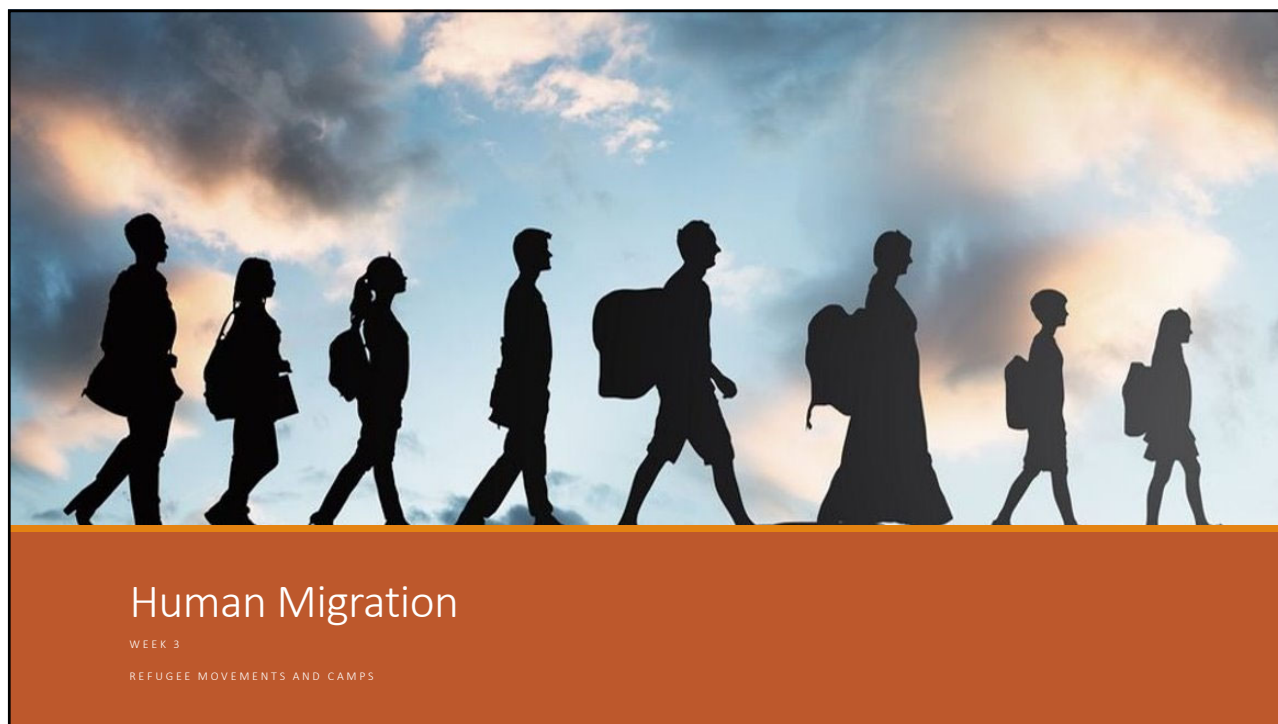
Slide 27:

<https://www.bbc.co.uk/music/artists/ba853904-ae25-4ebb-89d6-c44cfbd71bd2>

<https://www.bbc.co.uk/music/artists/7808accb-6395-4b25-858c-678bbb73896b>

Mathematics Link:

<https://vimeo.com/359279248/d46ede1371>



Human Migration

WEEK 3

REFUGEE MOVEMENTS AND CAMPS

“Refugees are
you and I
with
different
circumstances.”

—Elisa Johnston



Average Advocate



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:

- Why is the journey taken by refugees considered to be so dangerous?
- What parts of speech are required to dress up a sentence?
- How do Australia's weather patterns differ to those in Kabul, Afghanistan?
- Why is the resettlement of so many refugees in European countries considered a crisis by some?
- Did you write a well-structured sentence?
- Did you communicate in a clear and effective way?

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.



Morning Routines

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

**"THE SITUATION HAS SPIRALLED INTO
THE WORLD'S FASTEST DEVELOPING
REFUGEE EMERGENCY"**

Day and Date

WEEK 3

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.

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.

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.

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.

Important Events in Australian Migration

1901

- **White Australia**

- *Migrants had to pass a dictation test in any European language in order to enter Australia between 1901 and 1958.*
- Following Federation in 1901, Australia's newly-formed Federal Parliament passed the Immigration Restriction Act which placed certain restrictions on immigration and aimed to stop Chinese and South Sea Islanders from coming to Australia. These laws, known as the White Australia Policy, were administered by a dictation test and informed Australian attitudes to immigration for the next 50 years.

1945

- **Populate or Perish**

- In the years after World War II, Australia promoted immigration with the catchphrase 'Populate or Perish!' to replenish the countless citizens lost at war. It negotiated agreements to accept more than two million migrants and displaced people from Europe, offered assisted £10 passages to Australia to one million British migrants, and finally, in the 1970s, repealed the restrictive White Australia policy framed in 1901.

Your Turn

19..

19..

Populate or Perish – What Does it Mean?



- 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.

View the ten pound Pom commercial by clicking on the image

Was Australia's advertisement aimed at a specific race? Was it open to all people? Access term 1 knowledge about the white Australia policy.

Key Events in Afghani History



Key Events in Afghani History – Your Turn

19

19

19

Key Events in Afghani History

1989

- The U.S., Pakistan, Afghanistan and the Soviet Union sign peace accords in Geneva guaranteeing Afghan independence and the withdrawal of 100,000 Soviet troops.

1992

- The Mujahadeen and other rebel groups, with the aid of turncoat government troops, storm the capital, Kabul, and oust Najibullah from power.

1995

- Newly formed Islamic militia, the Taliban, rises to power on promises of peace.
- Most Afghans, exhausted by years of drought, famine and war, approve of the Taliban for upholding traditional Islamic values.
- The Taliban crack down on crime and curtail the education and employment of women. Women are required to be fully veiled and are not allowed outside alone. Islamic law is enforced via public executions and amputations.
- The United States refuses to recognize the authority of the Taliban.

Key Events in Afghani History – Your Turn

19

19

19



Weather

WEEK 3

Average Daytime Temperatures

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Average
Kabul, Afghanistan	4.5 °C	5.5 °C	12.5 °C	19.2 °C	24.4 °C	30.2 °C	32.1 °C	32.0 °C	28.5 °C	22.4 °C	15.0 °C	8.3 °C	19.6 °C
Sydney, Australia	26.5 °C	26.5 °C	25.4 °C	23.3 °C	20.6 °C	18.0 °C	17.4 °C	18.9 °C	21.2 °C	22.8 °C	23.8 °C	25.5 °C	22.5 °C

Discuss the difference in temperatures between the countries, discuss reasons why there is a change in seasons between the two nations etc

As a class, create a word cline for different words to describe the weather.

You may wish to look at lower tier words such as “warm or cold” and create a word cline to display in class



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.

How can we make it more engaging?

- Consider the sentence; “***The boy walked along the mountains.***”
- What parts of speech are used in a sentence to add meaning and engagement for the reader.
- Adjectives
- Adverbs

Use this time to use a think aloud to discuss the parts of speech to help engage a reader.

What adjectives can we use to describe the boy better.

Discuss the verb – walked. Can we add an adverb to help describe how he walked?

Where did he do this? Can we add more adjectives to the end of the sentence to describe the mountains that the boy walked through to add a visual to the reader.

Dressing Up a Sentence

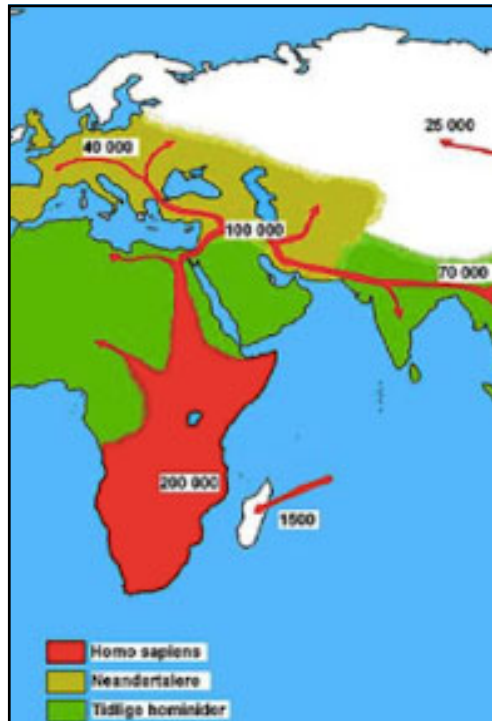
Write the original sentence: The boy walked along the mountains.

Adjectives Describe the noun.	Noun Who or what?	Verb and Adverb What did they do? How did they do it?	Where? Where did it happen?
<ul style="list-style-type: none"> ➤ The scared ➤ The big ➤ The small ➤ The small scared ➤ The brave and courageous 	<ul style="list-style-type: none"> ➤ Boy ➤ Child ➤ Refugee ➤ Girl ➤ Lady ➤ man 	Verbs: <ul style="list-style-type: none"> ➤ Strolled ➤ Trudged ➤ Crept ➤ Sprinted ➤ Ran Adverbs: <ul style="list-style-type: none"> ➤ Rapidly ➤ Carelessly ➤ Wearily ➤ Recklessly 	<ul style="list-style-type: none"> ➤ The tall and very cold mountains. ➤ The snowy mountain. ➤ The impassable mountain. ➤ The cold and uninhabited mountain.

Write your new, exciting sentence: The brave and courageous child trudged wearily through the cold and uninhabited mountain range.

Think about and record the different words you can use to help improve your sentence writing.



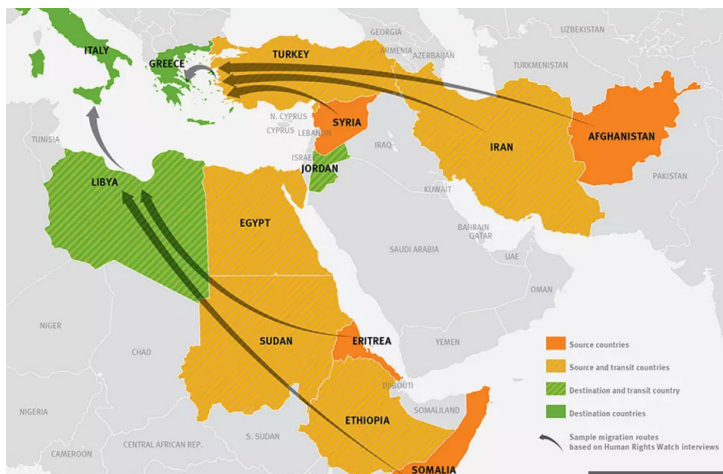


The Original Journey

- When humans first ventured out of Africa some 60,000 years ago, they left genetic footprints still visible today. By mapping the appearance and frequency of genetic markers in modern peoples, we create a picture of when and where ancient humans moved around the world. These great migrations eventually led the descendants of a small group of Africans to occupy even the farthest reaches of the Earth.
- Our species is an African one: Africa is where we first evolved, and where we have spent the majority of our time on Earth. The earliest fossils of recognizably modern *Homo Sapiens* appear in the fossil record at Omo Kibish in Ethiopia, around 200,000 years ago. Although earlier fossils may be found over the coming years, this is our best understanding of when and approximately where we originated.

What is a Homo-Sapien?

<https://online.clickview.com.au/share?sharecode=8716a313>



Journey of the Refugee

- Refugees are fleeing to Europe through some extremely dangerous routes.
- Why do you think they are risking everything to escape through these routes?

Discuss the path taken to Europe in regards to a quest tale. How would they get to their destination, what dangers might they face?, How will they get there?
Focus on realistic fiction.

Key Figures (2018)

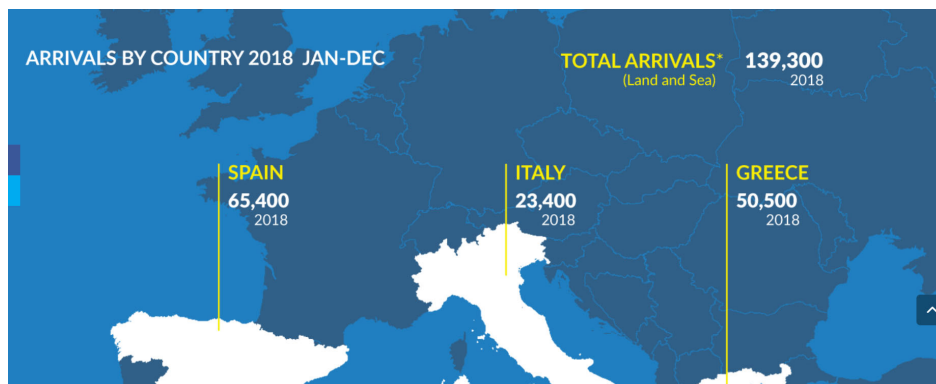
KEY FIGURES 2015-2018				
	2015	2016	2017	2018
Arrivals via the Mediterranean Sea to Europe	1,015,877	363,425	172,324	116,647
Deaths at sea	3,771	5,096	3,139	2,275
Number of arrivals by sea in Europe per death at sea	One death for every 269 arrivals	One death for every 71 arrivals	One death for every 55 arrivals	One death for every 51 arrivals
Number of deaths recorded along land routes at Europe's borders	144	72	75	136
Number resettled to Europe	11,175	18,175	27,450	24,885**
Number evacuated from Libya	-	-	389	2,404

Use the figures in this table to discuss the journey of refugees.

Where is the Mediterranean sea? Why is this a popular route for refugees coming into Europe?

What are some of the problems that are faced? Why is there a high number of deaths on the journey? Why do you think there was a spike in 2018 of the number of deaths?

What may be causing these deaths on land compared to at sea? How does this affect the journey and how can the journey be made safer.



Refugee Arrivals

More than a million migrants and refugees crossed into Europe in 2015, sparking a crisis as countries struggled to cope with the influx, and creating division in the EU over how best to deal with resettling people.

The vast majority arrived by sea, but some migrants have made their way over land, principally via Turkey and Albania.

Winter has not stemmed the flow of people - with 135,711 people reaching Europe by sea since the start of 2016, according to the UNHCR.

Migrant Crisis: Migration to Europe Explained in Seven Charts



BTN – The Journey

We often hear stories about people coming to Australia as refugees, in search of a better life. But what we don't hear much about is the long journey they took. You're about to hear the story about a young guy who escaped a country at war.



Talk for Learning

WEEK 3

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

Refugee families face uncertainty in Europe

Afghanistan, Iraq, Syria

March 28, 2016

Share this story: [f](#) [t](#) [in](#)



Life as a Refugee

How Can We Help Refugees?

Right now, there are more than 65 million displaced people globally. To put that in perspective – imagine every single person living in Melbourne being forced to up and leave their homes tomorrow because of war, lack of food or violence. Now multiply that number of people by 17.

More than half of the world's 65 million displaced people are children. Fewer than 1% find settlement and safety each year.

There are many international groups and compassionate people in the world who are willing to help out refugees, however their help is not nearly enough. These displaced persons are desperate for international help and it has become a global crisis.

It is important to ask what we can do to help. It is important to think about those in need. It is important to want to make refugees feel safe again.

How Can We Help Refugees?

Did you know?

- More than half of us in Australia were born overseas, or one of our parents was.
- One in five of us speak a language other than English at home.
- We practise over 120 different religions.
- Most of us agree that our cultural diversity makes Australia a better place to live and that we want to learn about our multicultural communities.

So to help make our communities stronger and more connected, here are five easy things you can do to make a difference in your local community – we're sure you can think of others, too!

Sentence of the Day

WEEK 3





Have we been successful?

We can discuss the following:

- ✗ Why is the journey taken by refugees considered to be so dangerous?
- ✗ What parts of speech are required to dress up a sentence?
- ✗ How do Australia's weather patterns differ to those in Kabul, Afghanistan?
- ✗ Why is the resettlement of so many refugees in European countries considered a crisis by some?
- ✗ Did you write a well-structured sentence?
- ✗ Did you communicate in a clear and effective way?



What is Human Migration?

Kabul

What is the journey of a refugee like?

What are some of the difficulties faced by refugees?

Timeline — Record key events in Afghani history

[illegible]

Sentence of the Day Term 2- Learning from home

Week 3 Topic: Complex sentence with an embedded clause.

We are learning to write a complex sentence with an embedded clause.

Success criteria

I have:

- I have 1 main clause
- I have an embedded subordinate clause
- I can successfully punctuate using commas.

Complex sentence with an embedded clause



You should have a main clause, split in between, and a subordinate clause in the middle. There should be commas at the beginning and the end of the subordinate clause.

For example:

My brother, who was stronger than me, helped me bring the shopping in.

We can write this as

Main clause: My brother helped me bring the shopping in

Subordinate clause: who was stronger than me

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

Main clause

Subordinate clause

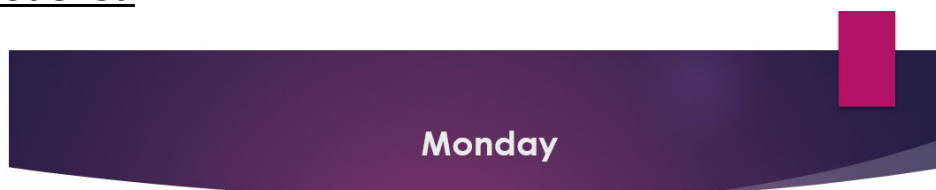
Coordinating conjunction

Subordinating conjunction

Grammar focuses for the week

Start, middle and end punctuation

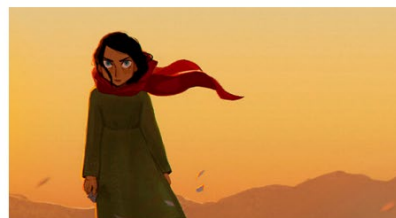
Monday: Modelled



► **Learning Intention:** We are learning to write a complex sentence with an embedded clause.

► **Success Criteria**

- ✓ I have one main clause
- ✓ I have an embedded subordinate clause
- ✓ I can successfully punctuate using commas



Example: Parvana, who was only eleven years old, had an immense amount of courage.

- 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 complex sentence with an embedded clause.
- ▶ Success Criteria
 - ▶ I have one main clause
 - ▶ I have an embedded subordinate clause
 - ▶ I can successfully punctuate using commas



Example: Fatama, who was a strong and intelligent woman, had previously worked as a writer for the Woman's Afghanistan Association.

- 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 complex sentence with an embedded clause
- ▶ Success Criteria
 - ▶ I have one main clause
 - ▶ I have an embedded subordinate clause
 - ▶ I can successfully punctuate using commas



Example: Ali was completely oblivious to what was happening around him.

Task: Above, you have been given the main clause as a stating point. In the sentence above you need to add a subordinate clause to make the sentence more interesting and give more information about Ali.

- 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 complex sentence with an embedded clause
- ▶ Success Criteria
 - ▶ I have one main clause
 - ▶ I have an embedded subordinate clause
 - ▶ I can successfully punctuate using commas



Task: Using the last three days as an example, work on crafting your own complex sentence with an embedded clause. Make sure you have a main clause, a subordinating conjunction in between, and the correct use of commas.

Look at the picture above to guide your sentence. In the picture above, I can see; that it is cold as there are no leaves on the tree, that there are not many buildings in the background, therefore it is not a city, and that the girl isn't dressed the way that you and I are dressed. Perhaps, use these ideas to help write your sentence, or you could come up with something that is completely different.

- 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 complex sentence with an embedded clause
- ▶ Success Criteria
 - ▶ I have one main clause
 - ▶ I have an embedded subordinate clause
 - ▶ I can successfully punctuate using commas



- Task: Today you will write your complex sentence with an embedded clause. Use the key above to identify each part of your sentence. Annotate and highlight the sentence using the Key.

Week 3: Themes

LI: We are learning to identify, analyse and justify themes in texts.

Parvana by Deborah Ellis consists of many important themes. Descriptions of these themes are detailed below.

Once you have read through the themes, read the excerpt included. Analyse the excerpt and analyse how the themes of war and discrimination and family are evident. Pick two different highlighters. Highlight evidence of war and discrimination in one colour, and use your other colour to highlight evidence of family. Write a written response justifying your choices with support evidence from the text.

Compare the themes how war and discrimination and family are presented in your text. Write a written response comparing and contrasting your themes with evidence from both texts.

Courage and Hope

Courage and hope are intertwined in our text, as Parvana navigates her daily life in Kabul. Courage refers to one's ability to overcome a challenge and/or risk with bravery. With courage comes hope, hope all will be solved.

Survival

As humans we all want to survive. Survival is often shown through character/s working towards overcoming and/or battling external forces such as other characters, disease, their environment etc. Characters may either face a challenge of mental survival or physical survival, often both. It is a character/s ability to overcome in times of adversity that allow us to connect with them on a meaningful level.

War and Discrimination

In *Parvana*, Afghanistan is ravaged by war. Not only is the country at war with differing ideologies and those in power, but many characters are at war with themselves. Discrimination has been paired with war, because you read you find how those in power, discriminate others.

Identity

Identity is who you are and your connection to time, place and people. Your identity is created based on your personal experiences and how you view the world, and how the world views you. Characters often change their

physical identity, but often have to change their perspectives and opinions, all which construct your mental identity.

Freedom

Refers to the ability to speak, and acts one wants and not fear enslavement or imprisonment due to your actions. As our text is set during the Taliban-rule of Afghanistan you will see many characters liberties and freedoms restricted.

Family

Family is important in many cultures. Family doesn't always refer to blood-relatives, but those in our community to support, love and help each other. *Parvana* shows examples of a 'traditional' family, however there are many characters who go beyond friendships and become family. It is important to note there often difficulties in within families, and not every family is perfect.

Education

Education is a human right. It means education should be provided free of discrimination. All governments and states are obligated to ensure they protect, respect and fulfil the right to education.

saw everybody laughing, and he started to laugh, too.

The whole family was laughing when four Taliban soldiers burst through the door.

Ali was the first to react. The slam of the door against the wall shocked him, and he screamed.

Mother leapt to her feet, and in an instant Ali and Maryam were in a corner of the room, shrieking behind her legs.

Nooria covered herself completely with her chador and scrunched herself into a small ball. Young women were sometimes stolen by soldiers. They were snatched from their homes, and their families never saw them again.

Parvana couldn't move. She sat as if frozen at the edge of the supper cloth. The soldiers were giants, their piled-high turbans making them look even taller.

Two of the soldiers grabbed her father. The other two began searching the apartment, kicking the remains of dinner all over the mat.

"Leave him alone!" Mother screamed. "He has done nothing wrong!"

"Why did you go to England for your edu-

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

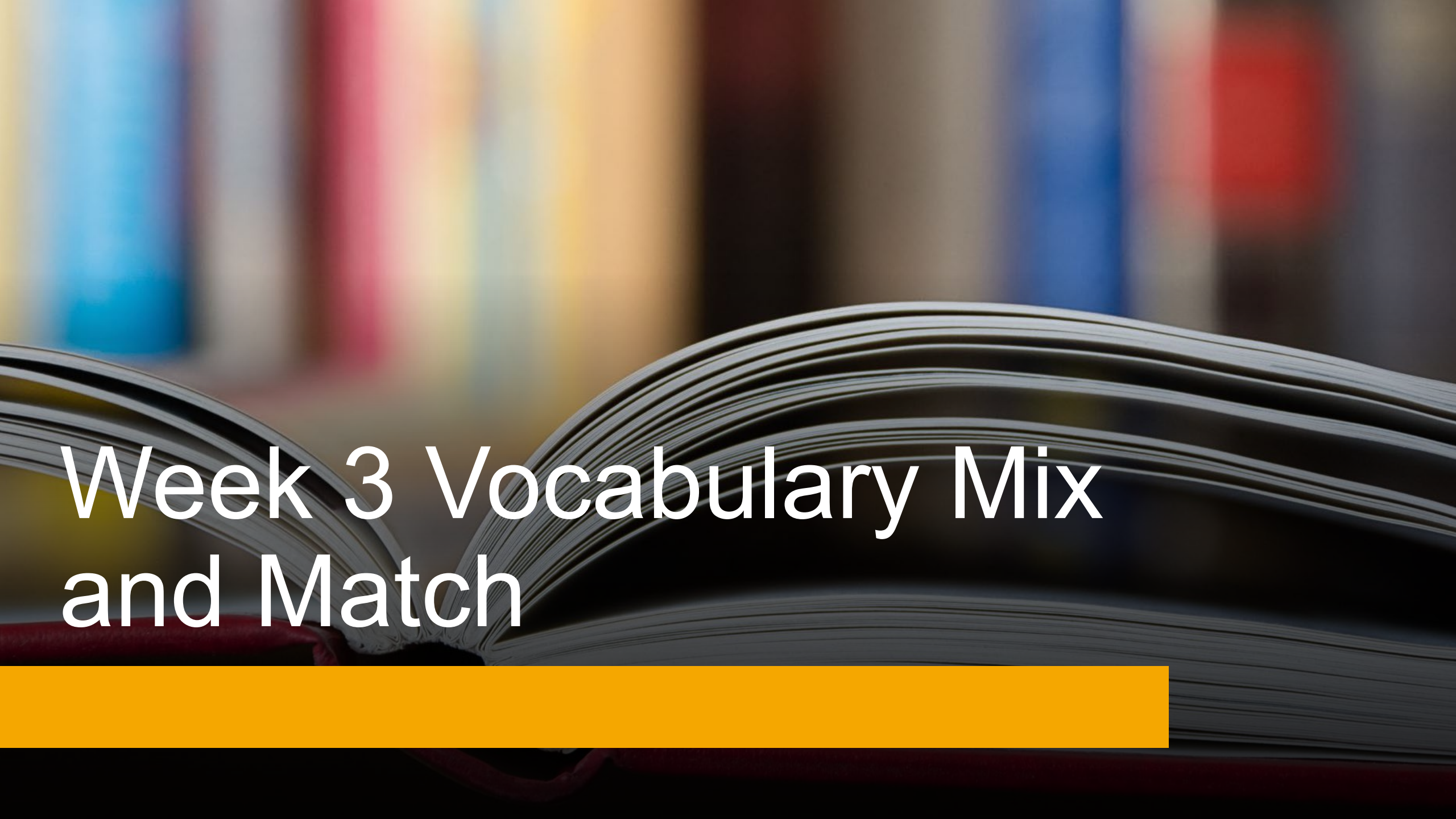
"Afghanistan needs more illiterate thugs like you," Father said. One of the soldiers hit him in the face. Blood from his nose dripped onto his white shalwar kameez.

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.



Week 3 Vocabulary Mix and Match



union



Clutching the still-warm nan to her chest, Parvana kept running her sandals slapping against the pavement.

wring out



She wiped Parvana's face with a cloth she wasn't quite able to wring out.

turnip



Mrs Weera was a tall woman. Her hair was white, but her body was strong. She had been a physical education teacher before the Taliban made her leave her job.

pavement



Nooria motioned to the figure on the toshak, buried under a blanket.

motioned



She knocked over a pile of turnips at the vegetable stand, and they went rolling all over the street.

warily



She looked at Maryam, whose cheeks were already beginning to look hollow, and who hadn't been in the sunshine in such a long time.

physical education
teacher

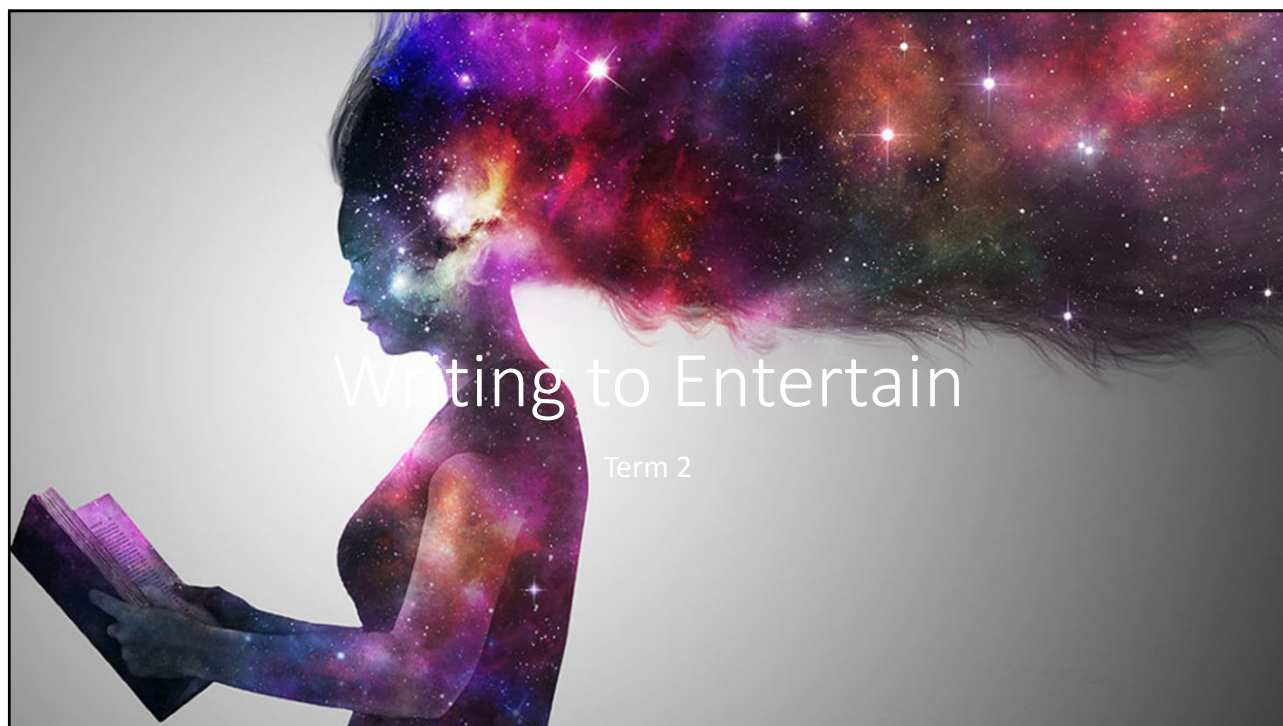


Mrs Weera placed the child she'd been carrying down on the mat beside Ali. The two toddlers eyed each other warily.

hollow



Mrs Weera had been in the Afghan Women's Union with mother.



Review

- 3 types of writing
- 10 components of writing
- Block planner
- Titles
- Opening Paragraph

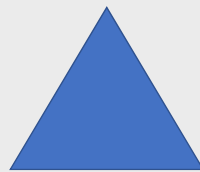
We are learning how to write a travel paragraph

We can

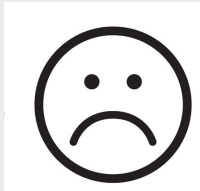
- Elaborate on the country in which the main character arrives
- Include a problem
- Have the main character solve the problem
- Include – *ed* words



Travel Paragraphs



Country the character visits



Problem the character encounters



Character solves the problem

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 cuffs 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. Gently, 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 UNHCR camp in Greece was heaven. Sunshine, food and the night 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.

Travel Paragraph 1 Example:



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.



Omar was **tired** and 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.

Travel Paragraph 2 Example:



The next morning Soahb 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 the boys were **exhausted**. They 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.

My Turn

- Travel Paragraphs



Our Turn

Travel
Paragraphs



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

- Travel Paragraphs



Review

Think, Pair, Share



Have we been successful?

We are learning how to write a travel paragraph

We can

- Elaborate on the country in which the main character arrives
- Include a problem
- Have the main character solve the problem
- Include – *ED* words



Preview

○ Quest Accomplished

"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.

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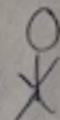
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Paris was everything the boys thought it would be. They were safe at last! Wide streets and clean roads. The parks were good places to sleep and speak to others in the language of their homeland. The old man who owned the bakery on the corner gave 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.

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LI: We are investigating square and triangular numbers

Square Numbers Review

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.



Triangular Numbers Review

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

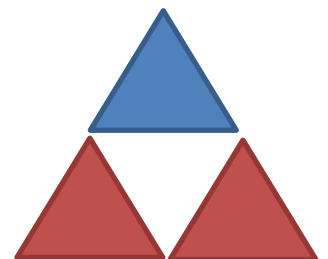
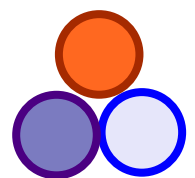
Could we try making an equilateral triangle with 3 counters?

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.



Investigation

Use dot paper to create square and triangular numbers, for example,



Problem Solving

PROBLEM SOLVING

Square and Triangular Numbers

PA 30 MD 27 (4a)Giorgia had 36 counters.

Giorgia used the counters together to make two triangular numbers to make a square number.

What were the two triangular numbers?

Square and Triangular Numbers..

PA 30 MD 27 (4b)Giorgia had 49 counters.

Giorgia used the counters together to make two triangular numbers to make a square number.

What were the two triangular numbers?

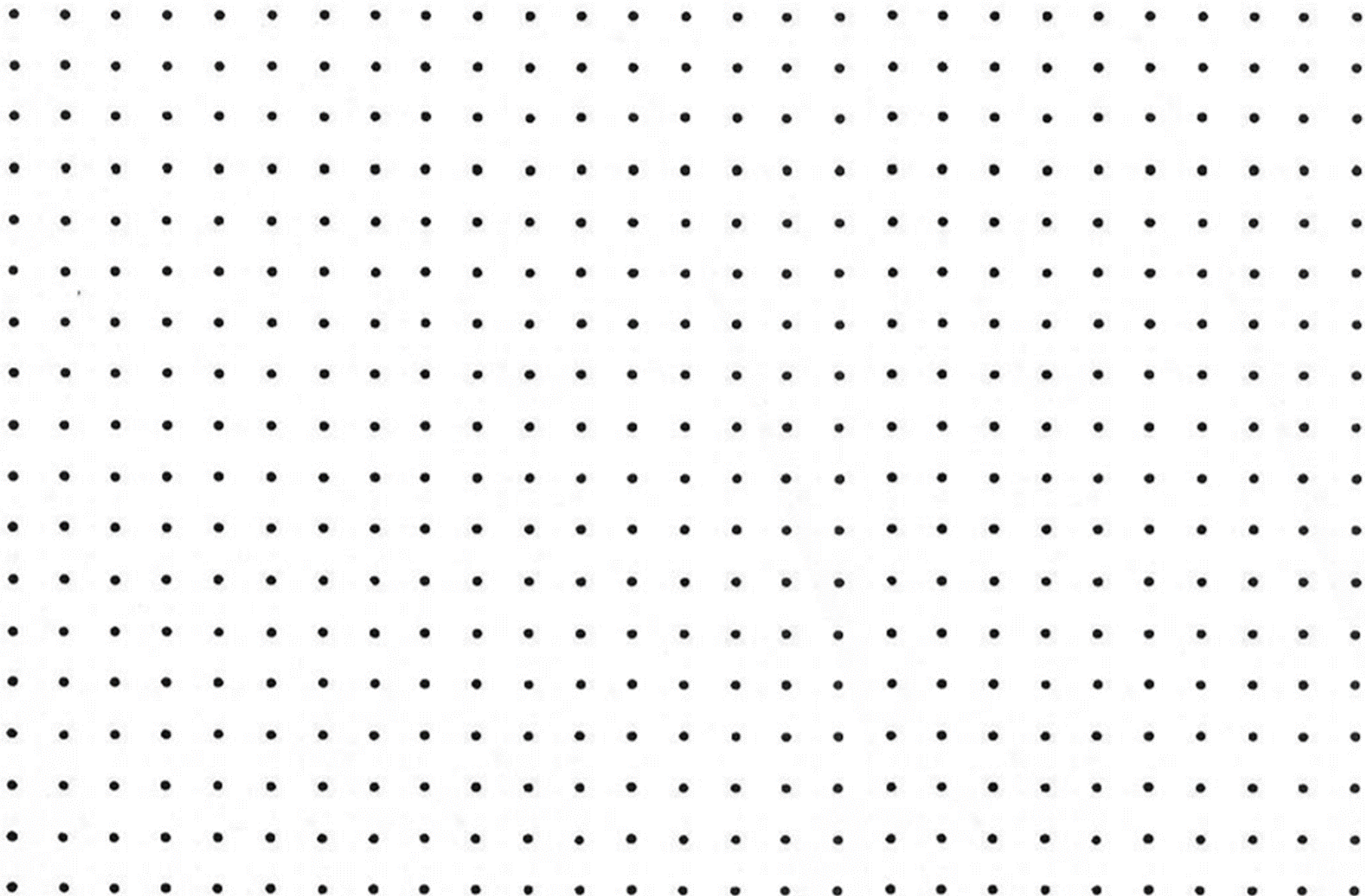
Square and Triangular Numbers..

PA 30 MD 27 (4c)Giorgia had some counters.

Giorgia used the counters together to make two triangular numbers to make a square number.

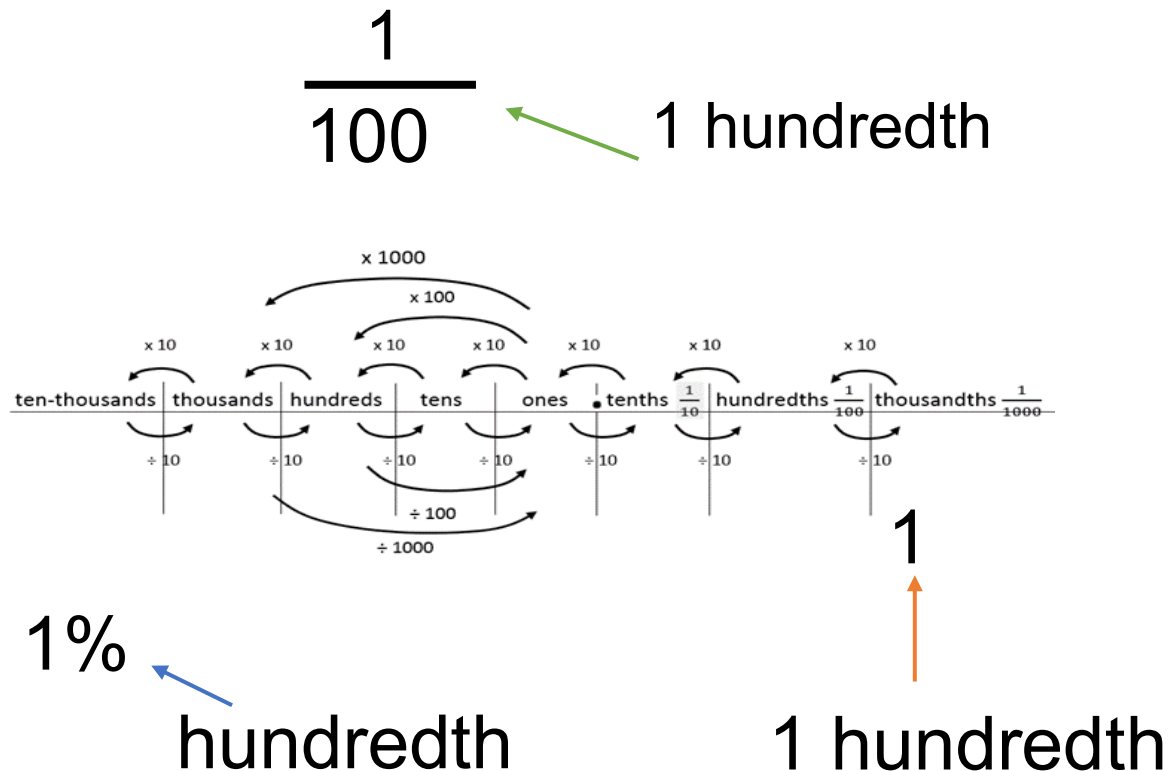
One of the triangular numbers is 15.

What could be the other triangular number and the square number?



L1: We are learning about percentages, related to hundredths as fractions and decimals.

Review



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

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

We can record one-hundredth as fraction, decimal and percentage.

Today we are going to investigate fractions, decimals and percentages on a number line.

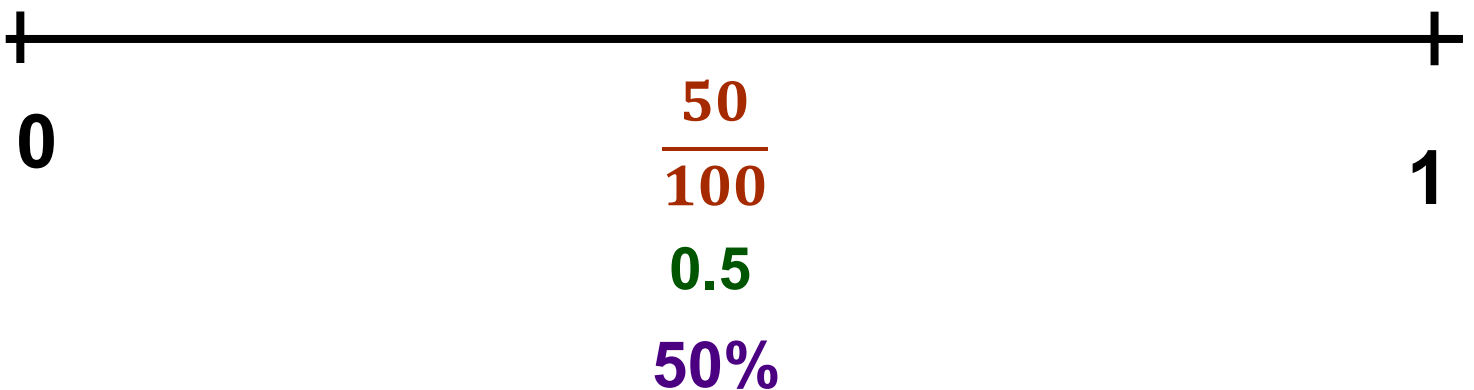
Where would 50 hundredths go?

We've investigated creating fractions in their simplest form. We know that 50 hundredths is equivalent to a half, so it needs to be placed half way along the number line.

Let's record 50 hundredths as a decimal. We know that 50 hundredths is equivalent to 0.5. Therefore, 5 tenths is the same as 50 hundredths. That means 0.5 needs to be placed half away long the number line.

Let's record 50 hundredths as a percentage. We know 50 hundredths is 50 percent.

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



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.

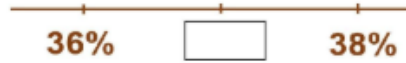
Draw a number line and place your hundredth as a fraction, decimal and percentage on the number line.

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

PROBLEM SOLVING

Percentages as hundredths, related to fractions and decimals.

FD 29 (4a) What number could be in the blank space on this number line?



Percentages as hundredths, related to fractions and decimals.

FD 29 (4b) What number could be in the blank space on this number line?



Percentages as hundredths, related to fractions and decimals.

FD 29 (4c) What numbers could be in the blank space on this number line?



Percentages as hundredths, related to fractions and decimals.

PROBLEM SOLVING

Percentages as hundredths, related to fractions and decimals.

FD 29 (3a) Mary was recording some fractions, decimals and percentages.

What percentage makes this number sentence true?

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

Percentages as hundredths, related to fractions and decimals.

FD 29 (3b) Mary was recording some fractions, decimals and percentages.

What percentage makes this number sentence true?

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

Percentages as hundredths, related to fractions and decimals.

FD 29 (3c) Mary was recording some fractions, decimals and percentages.

What percentage makes this number sentence true?

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

Percentages as hundredths, related to fractions and decimals.

Week 3 – Mathematics

We are learning to calculate percentage discounts

Today brings an investigation about percentage discounts.

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.

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 \$39.95

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 \$39.95, how much will we pay if we get 50% discount?

Will we pay half price?

Could we round the \$39.95 up to \$40, then halve it?

What is half of \$40?

Half of \$40 is \$20.

If we get a 50% discount we will pay 50%.

If we get a 50% discount, we will pay \$20.

What if we don't round the original price up to \$40?

When we rounded \$39.95 up to \$40, how much did we add on?

When we rounded \$39.95 up to \$40, we added 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 \$39.95 is \$19.97 and a half?

Then \$19.97 and a half would be rounded up to \$20.

Here is a sign in a toy store.

The sign says we can get 25 percent off.

This toy's usual price is \$59.99.

If we get 25% discount, how much will we pay?

We record 25 percent as a fraction.

Is 25 percent equal to 25 hundredths?

25 hundredths in its simplest form is 1 quarter.

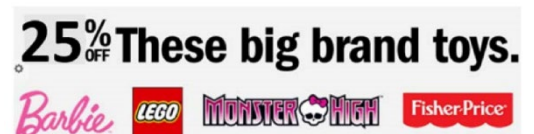
If the original price of the toy is \$59.99, how much will we pay if we get 25% discount?

We will pay three-quarters of the price.



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

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



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

Let's work out what three quarters of \$59.99 is.
To do this, we can work out one-quarter of \$59.99, 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 \$59.99.
We can do this by halving the number and then halving it again.
To make it easier, we can round \$59.99 up to \$60.
What is half of \$60?
Half of \$60 is \$30.
What is half of \$30?
Half of \$30 is \$15.
So one-quarter of \$60 is \$15.

So if a quarter of \$60 is \$15, what is three-quarters of \$60?
To do this, we need to do \$15 times 3.
\$15 times 3 is \$45.
So we will be pay \$45.

We're getting 25% discount, so another way to work this out would be to subtract \$15 from \$60. This is because you are taking one-quarter away from the original price.
What is \$60 minus \$15?
\$60 minus \$15 is \$45.

What if we don't round the original price up to \$60 to work out 25% discount?
When we rounded \$59.99 up to \$60, how much did we add on?
To do this, we added on 1 cent before we quartered \$60.
So, we have a quarter of a cent too much.
Is a quarter of \$59.99, \$14.99 and three-quarters?
Therefore, we would round \$14.99 and three-quarters up to \$15.
The discount would still be \$15.

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 \$89.95.
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 \$89.95?
To do this, we will round up \$89.95 to \$90.
One-tenth of \$90 is \$9.
So if one-tenth of \$90 equals \$9, what will seven tenths equal?
To do this we multiply \$9 by 7.
\$9 times 7 is \$63.

Is 7 tenths, \$63?
Therefore \$63 is the amount of the discount.

SALE UP TO 70% OFF
PLUS FURTHER REDUCTIONS

We need to now subtract \$63 from \$90 to find the amount we will pay.
\$90 minus \$63 is \$27.

If the discount is 70%, will we pay 30%?
We will pay 3 times 10%.
To do this, we multiply \$9 by 3.
\$9 times 3 is \$27.
We will pay \$27.

Are the two answers the same? Yes. These are two ways you can find out the discount of 70%.

Time to Investigate!

Enter a money amount into a calculator.

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

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

Check the calculator's results.

Reflection: How can we calculate percentage discounts?

Some additional questions below:



PREPARE FOR WINTER WITH
UP TO **50% OFF**

The original price of this book is \$53.
What will its discounted price be?



SALE UP TO 70% OFF
PLUS FURTHER REDUCTIONS

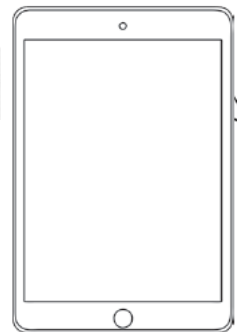
The original price of these jeans is \$84.99.

What will its discounted price be?

25% OFF These big brand

The original price of this tablet is \$149.99.

What will its discounted price be?



Choose the appropriate level:

Problem Solving Percentage Discounts

The marked price on an item is \$85 but Nelly got 50% discount.
How much did Nelly pay?

The marked price on an item is \$64 but Nelly got 25% discount.
How much did Nelly pay?

The item was on sale for 30% discount.
The sale price on the item is \$280.
What was the original price?

Problem Solving Percentage Discounts

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

Jennifer gets 10% discount on her bill if she pays before 21 June.
Her bill is \$140.
How much will Jennifer pay if she pays before 21 June?

Choose a strategy that you could use.

Jennifer gets 20% discount on her bill if she pays before 21 June.
Her bill is \$205.
How much will Jennifer pay if she pays before 21 June?

Check

Jennifer gets 30% discount on her bill if she pays before 21 June.
On 19th June she paid \$126.
How much was Jennifer's full bill?

MATHS – Week 3

We are learning about adding fractions with related denominators.

Today you will be investigating adding fractions with the same denominator.
The denominator is the number at the bottom of the fraction.
We have found that when we add we can bridge to whole numbers.
When we do this, we are bridging to ones so we are using place value.

We are going to look at adding fractions with related denominators using place value.
Look at the number sentence →

$$\frac{3}{5} + \frac{7}{10} =$$

This number sentence says three-fifths plus seven-tenths.

Are the denominators the same? No.

Are the denominators related? Yes.

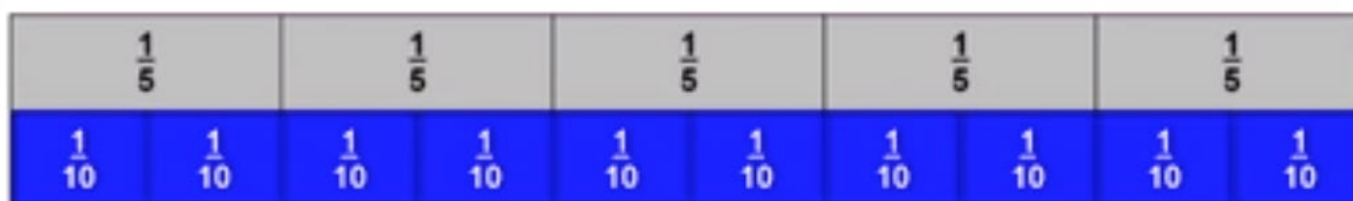
The denominators are related 'multiplicatively' because 5 is a factor of 10 and 10 is a multiple of 5.

To add these fractions, we need to change one of the denominators to make the denominators the same.

How could we change one of the denominators to make both denominators the same?

How could we change one of the denominators to create a fraction that is equivalent?

Look at this fraction wall.



Could we change the fifths into tenths? Yes.

Using the fraction wall, how many tenths are equivalent to three-fifths?

Three-fifths are equivalent to six-tenths.

$$\frac{3}{5} = \frac{6}{10}$$

How could we check whether three-fifths and six-tenths are equivalent fractions using the relationship between the numerator and denominator?

What is the relationship between the numerator and denominator in **three-fifths**?

Is 1, one-fifth of 5? Yes.

Is 2, two-fifths of 5? Yes.

Is 3, three-fifths of 5? Yes.

What is the relationship between the numerator and denominator in six-tenths?

Is 2, one-fifth of 10? Yes.

Is 4, two-fifths of 10? Yes.

Is 6, three-fifths of 10? Yes.

Do the fractions have the same relationship between numerator and denominator?

If the fractions have the same relationship between numerator and denominator, are the fractions equivalent? Yes.

$$\frac{3}{5}$$



$$\frac{6}{10}$$

We've investigated creating equivalent fractions through calculation.

We've found that because the relationship between the numerator and denominator in equivalent fractions is multiplicative, we could use multiplication or division to convert one denominator to the other denominator.

When we multiply or divide the numerator and denominator by the same number, we create an equivalent fraction.

We found this because when we multiply or divide the numerator and denominator by the same number, we are multiplying or dividing by 1.

And we know when we multiply or divide by 1, the number remains the same.

So, we changed three-fifths into tenths by multiplying the numerator and denominator by 2.

$$\frac{3}{5} \times \frac{2}{2} = \frac{6}{10}$$

Could we have changed seven-tenths into fifths by dividing the numerator and denominator by 2? Let's investigate!

I can't divide 7 equally by 2 as the answer is 3 and a half, therefore it makes it very difficult to work with the fraction three and a half, fifths. It's very complicated.

So, to make it easier for ourselves, we will stick to changing our fifths into tenths.

$$\frac{7}{10} \div \frac{2}{2} = \frac{3\frac{1}{2}}{5}$$

So we've changed our three-fifths into tenths to add them to our seven-tenths.

We will now add these fractions using a number line.

Let's start with six-tenths.

In which direction do numbers get larger on a number line?

If we're starting with six-tenths and adding seven-tenths, we will be getting a bigger fraction.

If we're getting bigger, we will start on the left side of the number line.

If we're getting bigger, six-tenths is our lowest number and will go on the left end of the number line and so we will have room to get larger and move to the right.



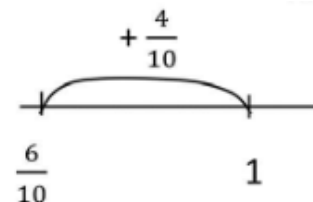
$$\frac{6}{10} + \frac{7}{10} =$$

How many tenths will we need to add to make 1?

How many tenths in 1?

Do we have ten-tenths in 1? Yes.

We will need to remember our friends of 10 to make 1. If we add four-tenths will we have 1?



To do this, we partitioned seven-tenths to add it to six-tenths.

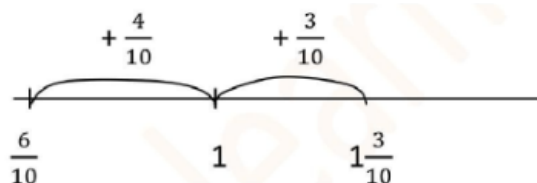
We partitioned seven-tenths into four-tenths and three-tenths to add it to the six-tenths to make 1.

$$\frac{6}{10} + \frac{7}{10} =$$

$$\frac{4}{10} + \frac{3}{10}$$

Now we need to add the remaining three-tenths of our seven-tenths.

If we have 1 and add three-tenths, will we have 1 and three-tenths? Yes.



Let's record what six-tenths plus seven-tenths equals in a number sentence.

$$\frac{6}{10} + \frac{7}{10} = 1\frac{3}{10}$$

Now we will investigate adding fractions with related denominators without a number line.

We have three-fifths and we want to add six-tenths.

Are fifths and tenths related? Yes.

Let's change our three-fifths into tenths.

To do this, we need to use our knowledge of equivalent fractions.

So, we changed three-fifths into tenths by multiplying the numerator and denominator by 2.

We have six-tenths and we want to add seven-tenths. How many tenths will we have?

When we add these two fractions together, because the denominators are the same, they will stay that way. We add the two numerators together to get our answer.

The answer is thirteen-tenths.

If there are ten-tenths in 1, how many extra tenths do we have?

Do we have one plus an extra three-tenths?

Do we have 1 and three-tenths?

$$\frac{3}{5} \times \frac{2}{2} = \frac{6}{10}$$

$$\frac{6}{10} + \frac{7}{10} =$$

$$\frac{6}{10} + \frac{7}{10} = \frac{13}{10}$$

$$\frac{6}{10} + \frac{7}{10} = 1\frac{3}{10}$$

Let's look at the fraction thirteen-tenths.

What do we know the vinculum means?

The vinculum means divided by.

So, does thirteen-tenths mean, thirteen divided by ten?

Thirteen divided by ten is 1 and three-tenths.

$$\frac{13}{10} = 13 \div 10 = 1\frac{3}{10}$$

Let's write our answer using the original number sentence.

$$\frac{3}{5} + \frac{7}{10} = 1\frac{3}{10}$$

How did we add fractions with related denominators?

We changed one-denominator so both denominators are the same.

LET'S INVESTIGATE!

Select cards to make 2 fractions with related denominators (below are some fraction walls with related fractions to help you). Make sure you are choosing fractions that are neither too easy nor too challenging to add.

Record the fractions in an addition number sentence.

Add the fractions using place value.

Reflection: How can we add fractions using place value?

$\frac{1}{2}$			
$\frac{1}{4}$		$\frac{1}{4}$	
$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$

$\frac{1}{3}$			
$\frac{1}{6}$		$\frac{1}{6}$	
$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$

$\frac{1}{5}$	
$\frac{1}{10}$	$\frac{1}{10}$

MATHS – WEEK 3

We are learning to add mixed numerals with related denominators.

We know how to add fractions with related denominators. Today you are going to investigate addition using mixed numerals.

Look at the number sentence.

It says one and two-thirds plus 2 and seven-twelfths.

Are the denominators the same? No.

Are the denominators related? Yes.

The denominators are related multiplicatively because 3 is a factor of 12 and 12 is a multiple of 3.

$$1\frac{2}{3} + 2\frac{7}{12} =$$

To add the fractions, we need to change one of the denominators to make both the same.

How could we change one of the denominators to create a fraction that is equivalent?

Which denominator could we change?

Could we change seven-twelfths into thirds? Let's investigate!

If we change seven-twelfths into thirds, are we dividing our number of twelfths by 4?

Would we have a quarter as many thirds?

If we did this, we would have one-and-three-quarters of a third. That's very complicated to work with.

$$\frac{7}{12} \div 4 = \frac{1\frac{3}{4}}{3}$$

Instead, let's try changing our third into twelfths.

When we change our third into twelfths, we need to multiply the number of thirds by 4.

We would have four times as many twelfths.

This means we would have 8 twelfths. This is much less complicated to work with.

When we multiply the numerator and denominator by 4, are we actually multiplying by four-quarters?

Is four-quarters equal to 1? Yes.

If we multiply by 1, do we have the same value?

$$\frac{2}{3} \times \frac{4}{4} = \frac{8}{12}$$

So what does our number sentence say now that we have changed one denominator to create an equivalent fraction?

$$1\frac{8}{12} + 2\frac{7}{12} =$$

How could we add these mixed numerals on a number line?

Which number could we start with?

We will start with two and seven-twelfths.

When we do addition on a number line, we always start at the left side of our number line.

We are going to start with two and seven-twelfths on the left end and add 1 and eight-twelfths so we get larger as we move to the right.



How could we partition one and eight-twelfths to add it to two and seven-twelfths?

We need to partition into whole numbers and fractions.

We can do this by partitioning it into its whole number and fraction.

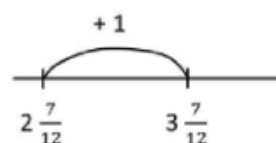
This means we will partition it into one and eight-twelfths.

$$1\frac{8}{12} \\ \swarrow \searrow \\ 1 + \frac{8}{12}$$

Let's add the highest value first – the whole number.

What is two and seven-twelfths plus one?

Two and seven-twelfths equal three and seven-twelfths.

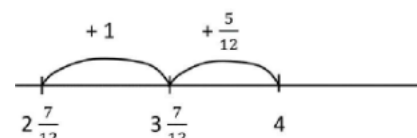


Now it's time to add the next values – the fractions.

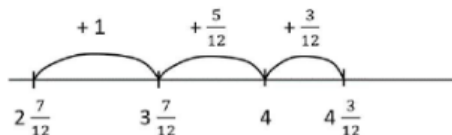
How many twelfths will we need to add to make 4?

There are twelve-twelfths in 1. So, if we add five-twelfths we will create another 1.

When we add the five-twelfths, we will have 4.



How did we partition eight-twelfths to add it to three and seven-twelfths?
 We partitioned eight-twelfths into five-twelfths and three-twelfths.
 Let's add the three-twelfths.



$$1\frac{8}{12} + 2\frac{7}{12} =$$

$$1 + \frac{8}{12}$$

$$\frac{5}{12} + \frac{3}{12}$$

Let's record what two and seven-twelfths plus one and eight-twelfths equals.

$$1\frac{6}{12} + 2\frac{7}{12} = 4\frac{3}{12}$$

Now let's record it using the original equation.

One and two thirds plus two and seven-twelfths equals four and three-twelfths.

$$1\frac{2}{3} + 2\frac{7}{12} = 4\frac{3}{12}$$

Now we will investigate adding mixed numerals with related denominators without a number line.

$$1\frac{2}{3} + 2\frac{7}{12} =$$

Let's change one of the denominators so each denominator is the same.

We have one and eight-twelfths and we want to add two and seven-twelfths.

$$1\frac{8}{12} + 2\frac{7}{12} =$$

We now need to add the whole numbers first.

$$1 + 2 = 3$$

One plus two equals three.

Now we have eight-twelfths and we want to add seven-twelfths, how many twelfths will we have?

We have fifteen-twelfths.

If there are twelve-twelfths in 1, how many extra twelfths do we have?

$$\frac{8}{12} + \frac{7}{12} = \frac{15}{12}$$

We have one plus and extra three-twelfths.

What does the vinculum mean?

$$\frac{8}{12} + \frac{7}{12} = \frac{15}{12} = 1\frac{3}{12}$$

It means divided by.

So, fifteen-twelfths means fifteen divided by twelve.

When we divide fifteen by twelve it equals one and three twelfths.

$$\frac{15}{12} = 15 \div 12 = 1\frac{3}{12}$$

If we add the 3, do we have 4 and three-twelfths?

$$1\frac{3}{12} + 3 = 4\frac{3}{12}$$

So, one and eight-twelfths and two and seven-twelfths equals four and three-twelfths.

$$1\frac{8}{12} + 2\frac{7}{12} = 4\frac{3}{12}$$

Now, let's record it using the original equation.

One and two-thirds plus two and seven-twelfths equals four and three-twelfths.

$$1\frac{2}{3} + 2\frac{7}{12} = 4\frac{3}{12}$$

Is three-twelfths recorded in its simplest form?

We've investigated recording fractions in its simplest form.

We have found that if we divide the numerator and denominator by their highest common factor, we will have the fraction in its simplest form.

$$1\frac{2}{3} + 2\frac{7}{12} = 4\frac{3}{12}$$

What are the factors of 3?

factors of 3: 1, 3

What are the factors of 12?

factors of 12: 1, 2, 3, 4, 6, 12

What are the common factors of 12 and 3?

factors of 3: 1, 3

What is the highest common factor of 12 and 3?

factors of 12: 1, 2, 3, 4, 6, 12

It is 3.

Let's divide three-twelfths by three-thirds.

How can we record three-twelfths in its simplest form?

Three-twelfths in its simplest form is one-quarter.

Let's record our number sentence with the fraction recorded in its simplest form.

$$\frac{3}{12} \div \frac{3}{3} = \frac{1}{4}$$

One and two-thirds plus two and seven-twelfths equals four and one-quarter.

$$1\frac{2}{3} + 2\frac{7}{12} = 4\frac{3}{12} = 4\frac{1}{4}$$

Let's Investigate!!

Select cards to make 2 mixed numerals with related denominators (below are some fraction walls with related fractions to help you). Make sure you are choosing mixed numerals that are neither too easy nor too challenging to add.

Record the mixed numeral in an addition number sentence.

Add the mixed numerals using place value.

Record the final answer in its simplest form.

Reflection: How can we add mixed numerals using place value?

$1\frac{1}{2}$			
$\frac{1}{4}$		$\frac{1}{4}$	
$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$

$1\frac{1}{3}$			
$\frac{1}{6}$		$\frac{1}{6}$	
$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$

$1\frac{1}{5}$	
$\frac{1}{10}$	$\frac{1}{10}$

How do volcanic eruptions change the Earth's surface?



1. Watch the video Eruption!
2. Connect, extend, challenge



Connect

What did you already know about volcanoes?



Extend

What new ideas did you get from the video to extend your knowledge?



Challenge

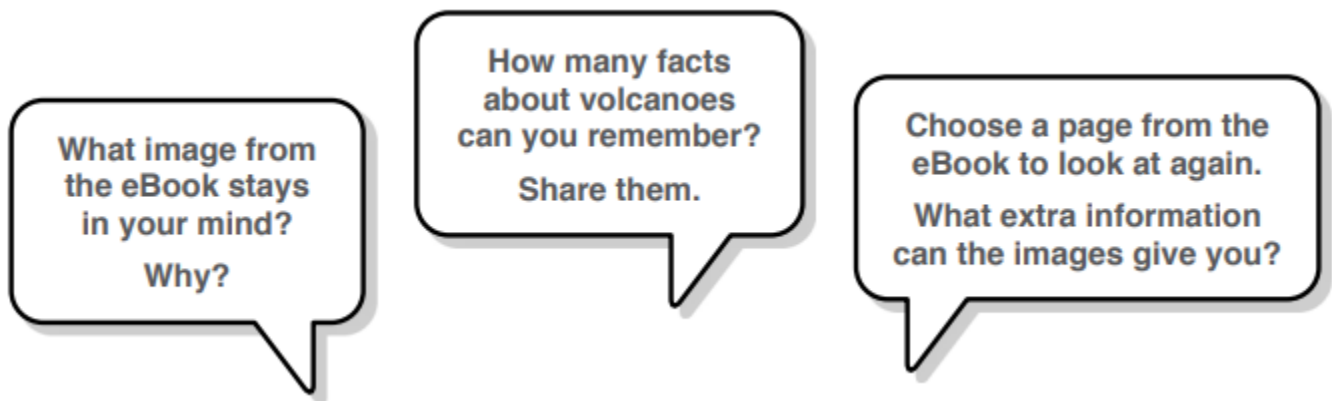
What is still challenging or confusing you about volcanoes?

3. Find out how and why a volcano erupts.

Use information from the weblink then complete the Jeopardy task – write a great question to match each answer

Question	Answer
	Magma
	Crust
	Pressure
	Lava Flow

4. Study the images and information in the eBook Volcanoes, then think about the question below.



Volcanic eruptions on the Earth's surface are sudden and often violent events that have dramatic consequences. Volcanoes can devastate, but can also create.



5. Using these websites, information from the eBook and other reliable sources, investigate how volcanoes change the Earth's surface. Record your information using the graphic organiser below or a digital program of your choice e.g. Google docs, Word or Canva.

How do volcanos affect the Earth's surface?

Negative Effects (devastate)	Positive Effects (Create)



The Earth's crust is a jigsaw of massive slabs of rock called tectonic plates floating on the liquid mantle. Most volcanoes on the Earth's surface form when these plates meet. The *ring of fire* surrounds the Pacific Ocean, where several tectonic pieces collide, forming over 75 per cent of the Earth's volcanoes. Some volcanoes, however, like the Hawaiian Islands, form away from the edges of plates. Volcanologists call these hotspot volcanoes.

6. Read the information and watch the animation about how the Hawaiian Islands were formed.
7. Using the materials below, information from the weblink and the images below, investigate how hotspot volcanos are formed.

Take photos of your investigation and complete the sentences with the information you have learnt.

- A hotspot volcano is created when ...
- The viscosity of the lava affects
- Examples of islands created by hotspot volcanoes include ...

Hotspot volcanic islands

You need:

- pieces of thin card with prepared holes = tectonic plates
- toothpaste/tomato sauce = lava
- Optional: other 'lava' of varying thicknesses
e.g. shaving cream, tomato paste, squeezable sauces
- compass = mark direction
- marker pen
- tray or plastic plates = to hold the mess!



I'm squeezing the magma through vents in the Earth's crust.

Tomato sauce

I'm moving the tectonic plate over the magma chamber, moving in a northerly direction.

Toothpaste



This toothpaste has a higher viscosity than the sauce.

8. Earth scientists are always looking for new and innovative ways to help protect our natural environment.

Can volcanoes help save the Earth's environment?

Read the articles about how we can use the power of volcanoes. Find an active volcano on the volcano discovery website and record its location.

Volcano name:

Country:

Write an email to that country's leader, persuading them to use the power of the volcano. Explain why this would be a positive thing.

9. A volcanic eruption in Peru in the year 1600 caused a famine in Russia that killed one third of the population.
Explain why you think this might have happened?

Who can tell us about migration?

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

Code: 1711

Review:

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

New:

The decision to migrate is never an easy one and even after the decision is made the journey still has to be completed. There are, in fact, many journeys in the migration experience.

They can be described in three ways:

Physical – people must prepare for a long trip, decide how they will travel, what they will take with them and what they will leave behind.

Emotional – people often leave their family and friends and must start a new life in a foreign country.

Cultural – many traditions are left behind, some are kept and adapted to the new country.

1. Watch the video about Cuc Lam's suitcase. Answer the questions below:



How did Cuc Lam travel to Australia?

How did Cuc Lam adjust to a new country?

What emotional experiences did Cuc Lam have?

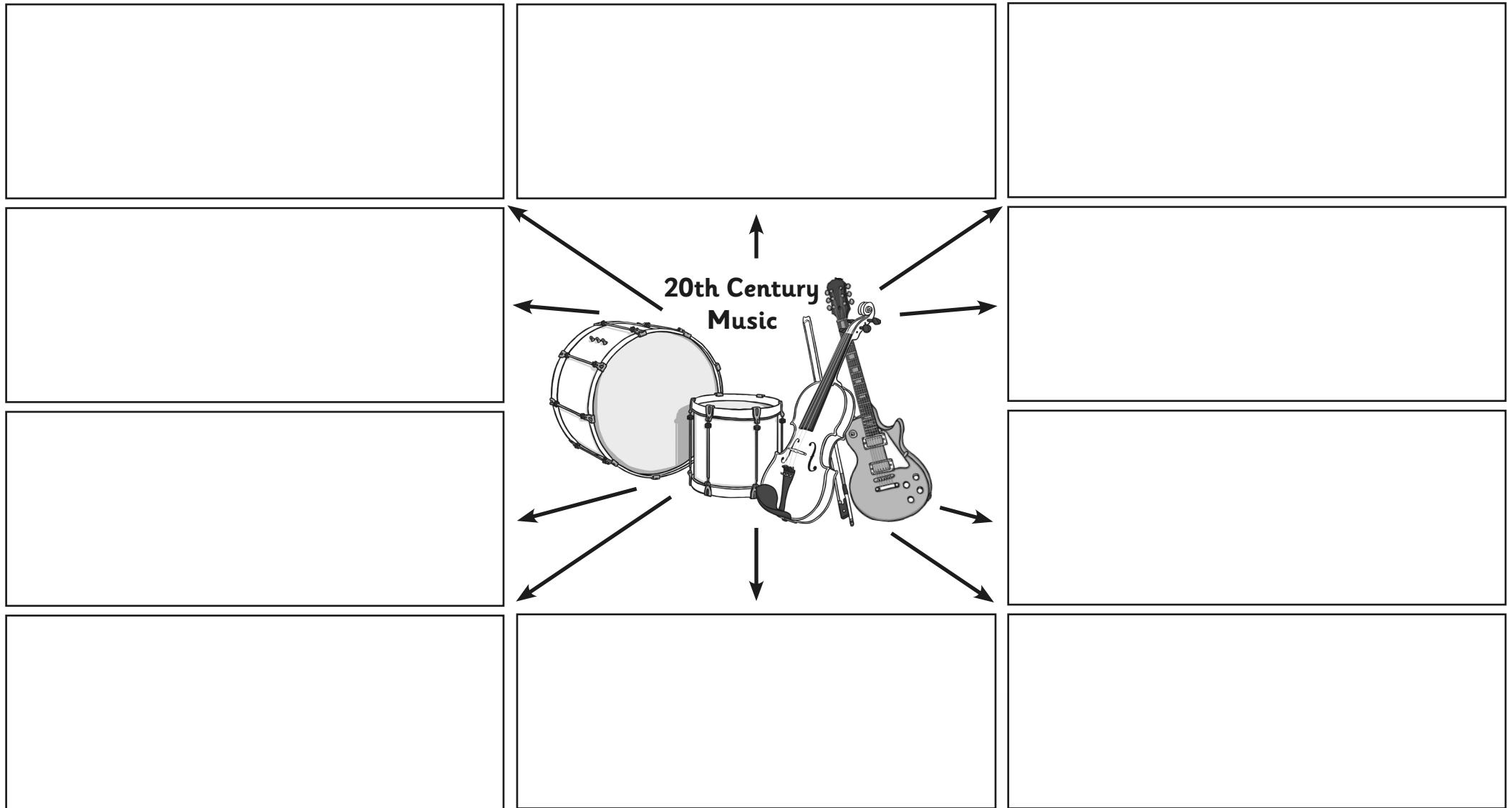
*** For this part of the lesson, you will need to find someone in your family or neighbourhood who would be happy to talk to you about their experiences as a migrant.


An understanding of the significance of migration to Australian society lies in the stories of the migrants themselves. There are many oral histories about migrant groups and still many more to be told. People in your family and your community will have unique experiences to share. Through oral stories you can discover and preserve this unwritten history.

2. Write some questions you could ask someone about their migrant journey.
 - a. Their physical journey (for example – How did you travel to Australia?)
 - b. Their emotional journey (for example – How did you feel about coming to Australia?)
 - c. Their cultural journey (for example – What were the biggest changes for you adjusting to a foreign country?)
 - d. Write some dot points for information you are especially interested in. If your interviewee doesn't cover this information when they talk to you, you can make up some questions during the interview to probe further.
3. Apart from your oral history interview, what other sources might your interviewee have which could help you gain more information about their migrant journey? (examples include photos, newspaper clippings)
4. Research some more information about the Australian migration policy at the time of your interviewees journey.
5. Create a presentation on your own 'Story of Migration'. You may like to look at the video and eBook for examples of a presentation.

Musical Styles Through the 20th Century Research Map

Fill the map with facts or pictures from your research and make links between any that have a connection. You could include questions you might research another day.





LO : To learn how music has developed through the 20th century.

Success Criteria

- I can name famous musical artists from each era.
- I can put different styles of music from the 20th century in chronological order.

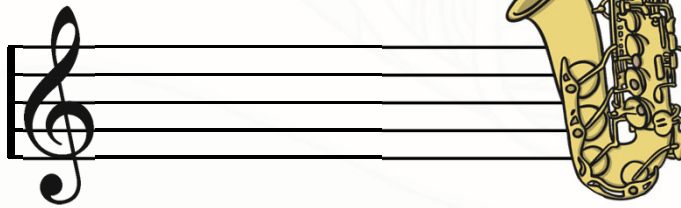
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Jazz

Jazz music encompasses a wide variety of different styles, from ragtime to swing, to bebop to cool jazz and many others. It started in the African American communities in America during the late 1800s and early 1900s.

Near the end of the 19th century, marching bands were popular in America.

African American musicians began to spice up the marches by improvising on top of the melodies. Improvisation involves playing without sheet music, going with the flow of the piece and playing what you feel in that moment.



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Jazz

Jazz moved away from its origins and new styles developed in different parts of America.

The Chicago jazz style involved larger jazz bands including trumpets, saxophones and trombones. Band leaders arranged the music and joined in the performance too. In the 1930s, Louis Armstrong had an orchestra which he played and sang in. He was famous for his growly singing voice and trumpet playing.

Click on the photo to listen to 'When The Saints Go Marching In' and 'It Don't Mean a Thing' performed by Louis Armstrong:



Image: Public Domain

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Jazz

New Orleans style' involves one instrument playing the main tune whilst the other instruments improvise.



Photo courtesy of infraction (@flickr.com) - granted under creative commons licence - attribution

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Jazz

Scat is a jazz singing style that includes vocal improvisation (making it up and going with the flow of the music). The singer makes up melodies and rhythms with their voice, not necessarily using full words or making any sense!

Scat singing appeared in the first half of the 20th century, as early as 1911. Louis Armstrong sang scat in his recording of 'Heebie Jeebies' in 1926, apparently because his music fell on the floor so he just improvised with his voice to fill in!

Another famous artist to use scat was Ella Fitzgerald.



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Jazz

In the 1950s, jazz developed once more into the 'bebop' style.

This new style was very quick and sounded very complicated, with lots of opportunities for improvisation by the performers.

This new type of jazz was too fast to dance to and was made for listening.

A classic combination of instruments would be saxophone, trumpet, piano, double bass and drums, but could also include the clarinet, trombone or guitar.

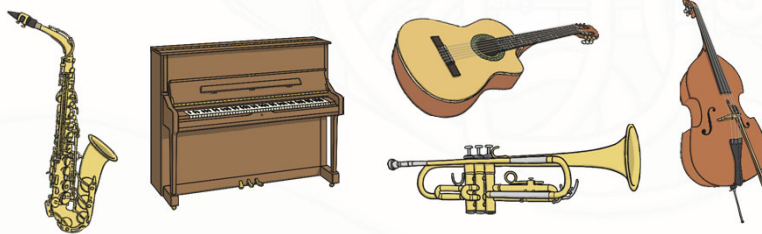


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Jazz

By the end of the 1950s, Jazz orchestras now included the full range of saxophones. Here are some images of the different kinds:



Photo courtesy of marco castelli, Tom Marcellio, Ed Youdon and michealz1 (@flickr.com) - granted under creative commons licence - attribution

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Jazz

Miles Davis was an American composer, jazz trumpet player and band leader who played a major part in introducing new styles of jazz.

In the 1960s, Davis introduced electric piano and electric bass into his band, playing in a brand new style which mixed jazz with rock.

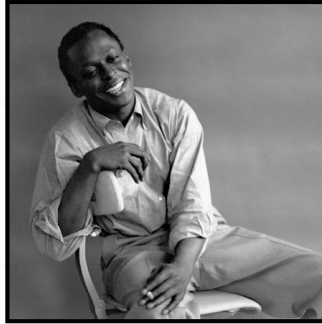


Photo courtesy of Tom Columbus (flickr.com) - granted under creative commons licence - attribution

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Jazz

In the 1970s, jazz was influenced by Latin jazz, mixing rhythms from Latin and African countries. Instruments such as the güiro and claves were played as well as the more well known jazz instruments like the double bass.

The 1980s saw a decline in jazz, however there are many jazz musicians still around today, including Jamie Cullum. Listen to one of his performances here:



Photo courtesy of Darrin Hynes (flickr.com) - granted under creative commons licence - attribution

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Big Band and Swing Music

Swing began in the late 1920s but it was between 1935 and 1946 when big band swing music became the most popular music in America, also known as the Swing Era.

A typical song played in swing style would include a strong rhythm accompanied by wind, string or brass instruments, also including vocals. A soloist would commonly take centre stage and improvise a solo with the band in the background.

Click on the image below to hear a swing band performance:



Photo courtesy of Doreen Hayes (@flickr.com) - granted under creative commons licence - attribution

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Big Band and Swing Music

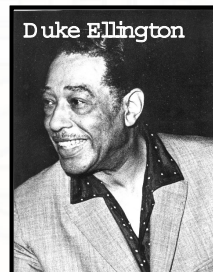
One of the best known big band leaders includes Glenn Miller.

Click on the photo on the right to listen to 'In The Mood' performed by The Glenn Miller Band.



This song was the top of the charts for 13 weeks!

Another big band leader was Duke Ellington. Listen to his band by clicking on his image.



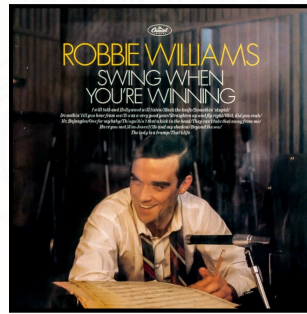
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Big Band and Swing Music

There were a large number of musicians in a swing band which meant it was more expensive than a small group. By the late 1940s, this type of music was less popular.

It had a revival in the late 1950s and 1960s when singers such as Frank Sinatra sang with swing bands, and even in 2001 when Robbie Williams recorded an album of popular swing covers.



Photos courtesy of Jan Guy (@Rick.com) - granted under creative commons licence - attribution and Public Domain @ Wikipedia.com

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Rock n'Roll

Rock n' roll is a popular music style which came from America during the late 1940s and early 1950s. It developed out of other African American musical styles such as boogie woogie, blues, country music and gospel music.

In the early 1940s, the saxophone or piano were often the lead instrument but this was replaced with the guitar in the 50s.

The classic rock n' roll sound is created with one or two electric guitars, an electric bass guitar, a string bass and drums.

A very popular rock n' roll hit was 'Rock Around the Clock' by Bill Haley and His Comets. Listen by clicking on the image on the left:

Another hit was 'Shake, Rattle and Roll', click on the image of the guitar to listen to it.



Photo courtesy of Mr. Kettner @ Wikipedia.com

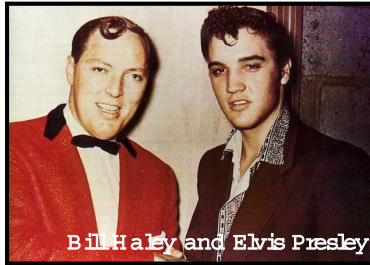
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Rock n'Roll

Elvis Presley

When people think of rock n' roll, they think of Elvis Presley. He was a singer and actor and known by many as the King of Rock n' Roll.

Listen to his performance of 'Heartbreak Hotel' by clicking on the image below :



Bill Haley and Elvis Presley

Elvis recorded 40 top 10 songs and had 18 number one hits.

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1960s Soul Music

1960s soul music was a style of black American music. It was influenced by gospel singing, had lyrical melodies, a strong rhythm and large horn sections including saxophones, trombones and trumpets.

Popular performers included The Four Tops and Otis Redding.

Have a listen to 'My Lover's Prayer' by Otis Redding and 'Reach Out, I'll Be There' by The Four Tops.



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1960s Popular Music Groups

The 60s was the beginnings of popular music or 'pop' music. The rock 'n' roll age of Elvis and Bill Haley and His Comets was taken over by popular music groups such as The Monkees and The Beatles. Both bands achieved fame in the UK and America.



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The Beatles

The Beatles, (otherwise known as the Fab Four) were one of the most famous bands in the history of pop music.

The members were:

- Paul McCartney
- John Lennon
- Ringo Starr
- George Harrison



They were from Liverpool and wrote their own songs and music.

They recorded over 200 songs in the 1960s and some famous hits include 'A Hard Day's Night', 'Yesterday', 'Help!' and 'Hey Jude'.

They became so popular with fans that their success and popularity became known as Beatlemania.

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Funk

Funk music was also popular in the late 1960s and 1970s with performers such as James Brown and Kool & The Gang. Funk began when African American musicians created music which didn't focus on melody or harmony but had a strong rhythmic groove. Typical funk instruments consist of the electric guitar, electric bass and drums. Funk was influenced by soul music and would sometimes include a horn section of saxophones and/or trumpets.



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Funk's Greatest Hits

Kool & The Gang : 'Funky Stuff'

James Brown : 'Get Up Offa That Thing', 'It's Too Funky in Here' and 'People Get Up and Drive Your Funky Soul'.

Listen to a clip of 'Get Up Offa That Thing' below by clicking on the disc below :



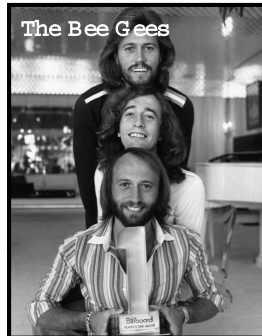
James Brown

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1970s Disco

The 1970s' most popular style was disco – music you could really boogie on down to on the dance floor.

Well-known performers include Abba, The Bee Gees and Chic.



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Disco's Greatest Hits

- Abba: 'Dancing Queen', 'Waterbo' and 'Take a Chance On Me'
- The Bee Gees: 'Stayin' Alive', 'Night Fever' and 'Tragedy'
- Chic: 'Le Freak' and 'Everybody Dance'
- The Jackson Five: 'Blame It on the Boogie'

Listen to clips of the following tracks by clicking on the discs below:



Le Freak



N ight Fever



B lam e it on the Boogie

Source: BBC Music

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H ip H op

H ip hop began in America in the 1970s. It includes programmed beats, rapping, samples and DJ'ing. A sample is a recorded sound.

The rapping element comes from Jamaican - a cross between rhythmic chanting and talking.

DJs extend the instrumental sections, otherwise known as breaks. Rapping takes place over the breaks and break dancers would usually perform at this point.



A break dancer performing in the street.

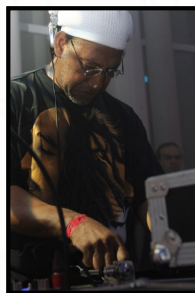
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H ip H op

H ip hop began with block parties in New York where music was brought outside. The block parties were for anyone to enjoy.

DJ Koolhaer is known as the 'Father of H ip Hop'. H ip Hop has become increasingly popular since the 1970s and is still a style of music loved by people all over the world today.



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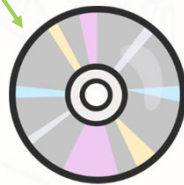
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Indie

Indie music or 'indie pop' became popular in the 1980s. Indie music stands for 'independent music' which means that the music doesn't fit into one defined style.

Popular UK bands of the time included The Smiths, made up of Morrissey (singer), Johnny Marr (guitarist), Andy Rourke (bassist) and Mike Joyce (drummer). Many music critics believe that they were the voice of the 80s and the most influential British guitar group of that decade.

Listen to the track 'Shakespeare's Sister' by clicking the disc below :



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Indie

Bands of the 90s and 00s such as Blur and more recently Bastille are put into the category of 'Indie Rock' - a type of alternative rock which continues to remain popular today.



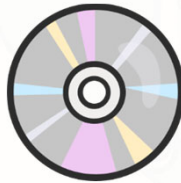
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Indie

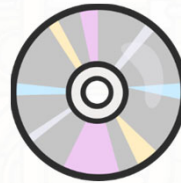
Listen to some Indie Rock by clicking on the discs below :

Blur



There's No Other Way

Bastille



Pompeii

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Contemporary R'n'B

R'n'B began in America during the late 1980s with artists such as Whitney Houston and Janet Jackson (the sister of Michael Jackson). Contemporary R'n'B shouldn't be confused with earlier R&B (rhythm and blues), black American music which began in the 1940s combining jazz and blues.

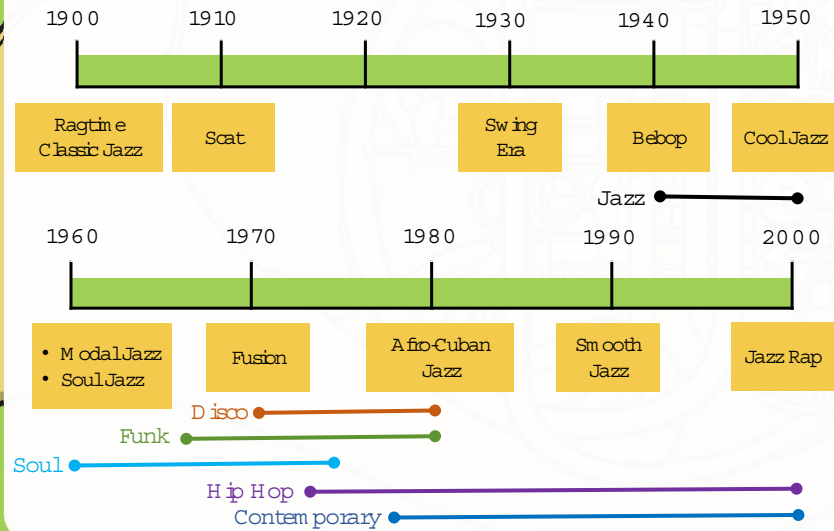
R'n'B music mixes elements of hip-hop and soul. Popular R'n'B artists of the 90s included Eternal and today, Rihanna is a popular example of a R'n'B artist.



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Eras of Music Throughout the 20th Century



Task

Put the following musical styles in order from earliest to most modern.



Indie
Big Band
Funk
Disco
Hip hop
Soul
Rock n' Roll

