

Year 6 Learning from Home Schedule – Week 4

Monday	Tuesday	Wednesday	Thursday	Friday
<i>Morning Routine</i> Watch the recording for Monday week 4. You will need: - Student knowledge organiser and pen Read through slides and take notes in knowledge organiser. <i>SOTD</i> Watch recording 1, Week 4 and review modelled sentence. OR Look at annotated notes and analyse modelled sentence.	<i>Morning Routine</i> Watch the recording for Tuesday week 4. You will need: - Student knowledge organiser and pen Read through slides and take notes in knowledge organiser. <i>SOTD</i> Watch recording 2, Week 4 and review modelled sentence. OR Look at annotated notes and analyse modelled sentence.	<i>Morning Routine</i> Watch the recording for Wednesday week 4. You will need: - Student knowledge organiser and pen Read through slides and take notes in knowledge organiser. <i>SOTD</i> Watch recording 3, Week 4 and review guided sentence. OR Look at annotated notes and analyse guided sentence.	<i>Morning Routine</i> Review your learning. Fill in your knowledge organiser based on what you remember. If you need to, re-watch a recording. 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> Review your learning. Fill in your knowledge organiser based on what you remember. If you need to, re-watch a recording. 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> Listen to the recording of the core novel, 'Parvana' and take notes. This week you will be listening to chapter 6.	<i>Guided Reading</i> Complete 'Parvana' booklet activities for week 4. <i>Vocabulary</i> Complete the mix and match activities for Parvana and your related text.	<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 4 based on your 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> Quest Accomplished Listen to recording 1. Highlight the different parts of the quest accomplished paragraph on the exemplar text.	<i>Writing</i> Quest Accomplished Listen to recording 2. Decide on a 'desired country' for their characters to travel to. Write this down in your block planner.	<i>Writing</i> Quest Accomplished Listen to recording 3 and draw a mind map. Research your chosen country where the quest will be accomplished.	<i>Writing</i> Quest Accomplished Listen to recording 4. Using the mind map and research from Wednesday, you are to use this information to write your quest accomplished paragraph.	<i>Writing</i> Quest Accomplished Write a complete quest tale from title to the quest accomplished paragraph. Don't forget to plan your writing using the block planner first.

Or view annotated notes and complete activity.	Or view annotated notes and complete activity.	Write information in regards to this country using the subheadings; food, culture and landscape to guide your research. Or view annotated notes and complete activity.	Or view annotated notes and complete activity.	Send completed quest tale to teachers via Edmodo or Google Classroom.
<i>Mathematics</i> Watch recording of estimate, subtract fractions, mixed numerals, related denominators using mental strategies. Focus on subtraction of fractions with related denominators. To view this video, go to this link: https://vimeo.com/ 359279248/d46ede1371 OR Look at annotated notes attached. Complete investigations in workbook.	<i>Mathematics</i> Watch recording of estimate, subtract fractions, mixed numerals, related denominators using mental strategies. Focus on subtraction of mixed numerals with related denominators. To view this video, go to this link: https://vimeo.com/ 359279629/52c8fb6464 OR Look at annotated notes attached. Complete investigations in workbook.	<i>Mathematics</i> Watch recording of estimate, add and subtract fractions, mixed numerals, related denominators using mental strategies. Complete investigations OR Look at annotated notes attached. Complete investigations in workbook.	<i>Mathematics</i> Watch recording of conducting chance experiments. To view this video, go to this link: https://vimeo.com/ 359939268/2bd8a13a87 OR Look at annotated notes attached. Complete investigations in workbook.	<i>Mathematics</i> Watch recording of conducting chance experiments. To view this video, go to this link: https://vimeo.com/ 359939268/2bd8a13a87 OR Look at annotated notes attached. Complete investigations in workbook.
<i>Science</i> Complete lesson 4 – Extreme Weather 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	<i>CAPA</i> Music Watch the video – Exploring rhythm in Beethoven's 7 th symphony. https://education.abc.net.au/ home#!/media/2300183/ exploring-rhythm-in- beethoven-s-7th-symphony	<i>Community Language</i> Please complete week 4 activities provided. Follow the link below to access the activities online. https://schoolsnsw- my.sharepoint.com/:o:/g/ personal/sasha_hamy_det_ nsw_edu_au/Eq0iPfHON mxFryLfBVERivMB4Qm erJfKIS2rQsAZ-DBiKA?e=vdLMFY	<i>HSIE</i> Complete lesson 4 – Stories of Migration 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>PDHPE</i> Access your lifeskills go account. Your teacher will provide you with your login details via Edmodo or Google Classroom. Login and complete the lesson that your teacher has chosen for you. OR

Code: 1711 OR Complete worksheet provided in learning pack	After watching and participating, answer the questions below: 1. Listen to the volume. Does it change? How does it change? 2. Listen to who's playing the rhythm. Is it passed around to different parts of the orchestra? 3. Listen for extra things Beethoven adds on top of the rhythm. 4. What's an allegretto? Do some research to find out	If you have any questions in regards to this, please contact your community language teacher.	OR Complete worksheet provided in learning pack	Gratitude photos- Take a photo each day of something you are happy about. Write a description about why it makes you happy.
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Mathematics Video Links

Addition of fractions and mixed numerals - <https://vimeo.com/359279248/d46ede1371>

Subtraction of fractions and mixed numerals - <https://vimeo.com/359279629/52c8fb6464>

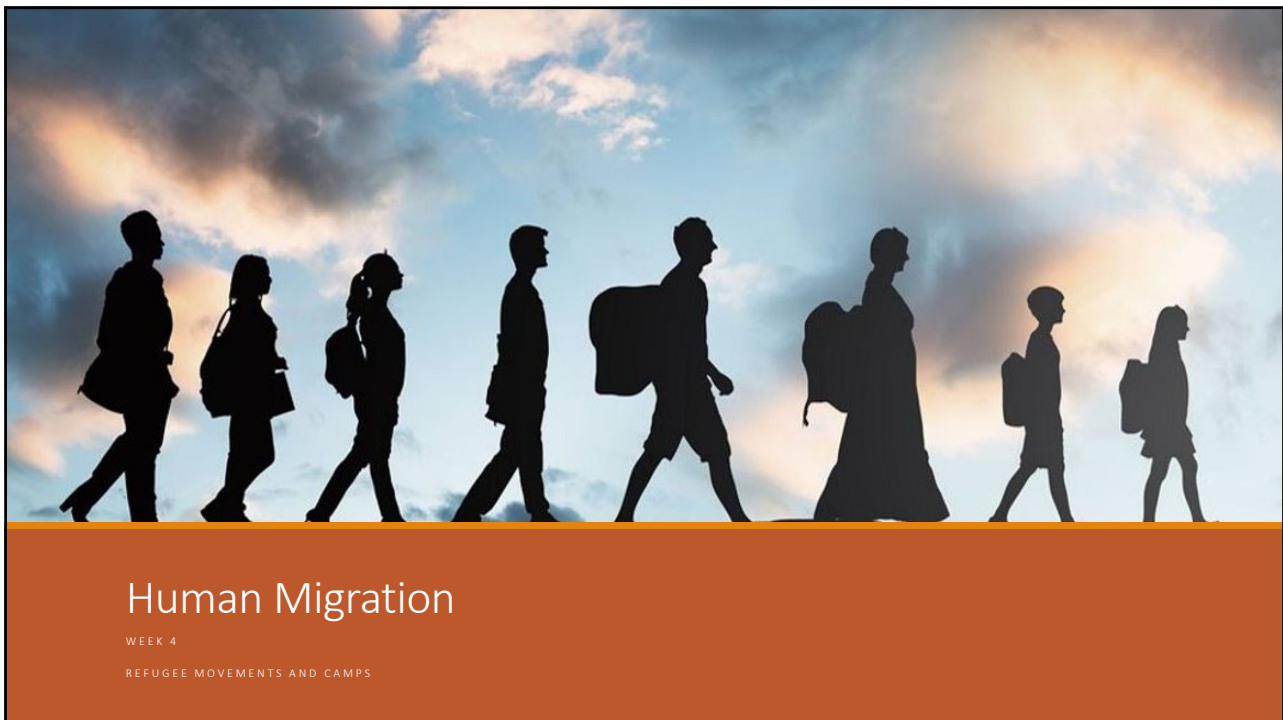
Chance experiments - <https://vimeo.com/359939268/2bd8a13a87>

Music Link

<https://education.abc.net.au/home#!/media/2300183/exploring-rhythm-in-beethoven-s-7th-symphony>

Community Language Link

https://schoolsnsw-my.sharepoint.com/:o/g/personal/sasha_hamy_det_nsw_edu_au/Eq0iPfHONmxFryLfBVERivMB4QmerJFKiS2rQsAZ-DBikA?e=vdLMFY



Human Migration

WEEK 4

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 the 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

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.

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

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.

Important Events in Australian Migration

1970's

• Boat People

- In the late 1970s, a new wave of seaborne refugees docked in Darwin. Firstly, from East Timor and then from Indochina, most fleeing from war and violence in their home countries. The Vietnamese '*boat people*' in particular arrived at a time of dramatic social upheaval in Australia, with heated public debate about our involvement in the Vietnam War and the new concept of *multiculturalism*. Despite some opposition from the wider community, the relaxation of immigration restrictions meant that most of the refugees were allowed to settle in Australia.

1990's –
Present

• Asylum Seekers

- Since the late 1990s, increasing numbers of asylum seekers and refugees fleeing conflict in the Middle East and Sri Lanka have arrived in Australia by boat. Today the question of how to deal with asylum seekers arriving on unauthorised voyages remains one of the most controversial issues in contemporary Australia.

What do you think the term multiculturalism was a new concept in the 1970's? Do you understand what the concept means? What do you remember about people arriving by boat? Why don't they get automatic refugee in Australia?

Your Turn

19..

19..

The Fall of White Australia



➤ In 1966 the Holt government introduced measures which were the first major steps towards ending the long-held White Australia policy. These changes to immigration policy were some of the most significant steps towards the formation of multicultural Australia.

➤ Under the new laws, all potential migrants were now subject to the same rules and restrictions surrounding visas, and were eligible to become citizens of Australia after the same waiting period. People were selected based on what they might offer Australian society, rather than their race or nationality.

➤ While the creation of legislative equality for all migrants was a defining moment in the Australian migration story, there was still a way to go to make such equality a reality. The Holt government, despite passing the 1966 laws, did not attempt to establish Australian migration offices in Asian countries or offer assistance for Asian migrants.

➤ In 1973 the Whitlam Labor government definitively renounced the White Australia policy. In its place it established a policy of multiculturalism in a nation that is now home to migrants from nearly 200 different countries.

Read through the slide and discuss what the term “fall of white Australia”

Students may have watched this film on inquisitive with history. Access their understanding and record what they think the term white Australia means and why it has ‘fallen’

Discuss:

Which Prime Minister/s helped renounce the white Australia policy?

What key event saw a change in the migrants coming to Australia – Vietnam War.

How has this influx of multiculturalism benefited Australia?

<https://online.clickview.com.au/share?sharecode=c95b848e>

Key Events in Afghani History

1996 - 1999

- Taliban seize control of Kabul and introduce hard-line version of Islam, banning women from work, and introducing Islamic punishments, which include stoning to death and amputations.
- Taliban recognised as legitimate rulers by Pakistan and Saudi Arabia. They now control about two-thirds of country.

2001

- **September 11** - Hijackers commandeered four commercial airplanes and crash them into the World Trade Center Towers in New York, the Pentagon outside Washington, D.C., and a Pennsylvania field, killing thousands. Days later, U.S. officials say bin Laden, the Saudi exile believed to be hiding in Afghanistan, is the prime suspect in the attack.

2001

- **Oct. 7** - Following unanswered demands that the Taliban turn over bin Laden, The U.S. declare war on the Taliban. Along with British forces, they launch airstrikes against targets in Afghanistan. American warplanes start to bomb Taliban targets and bases reportedly belonging to the al-Qaida network

Key Events in Afghani History – Your Turn

19

20

20

Who are the Taliban?

- The Taliban is a religious and political group that came to power in [Afghanistan](#) in the mid-1990s. Taliban means “students” in Pashto (an official language of Afghanistan). When the group formed, most of its members were former students of Islamic religious schools. The Taliban is known for enforcing strict Islamic law and for its support of [terrorism](#).
- From 1978 to 1992, [Muslim](#) Afghans fought a civil war against the [communist](#) Afghan government. The communist regime collapsed in 1992, and several groups then fought for power in the country. The Taliban was one of those groups. In 1994 the Taliban took over the southern province of Kandahar. By late 1996 the Taliban had seized the capital, [Kabul](#). By 2001 the Taliban controlled all but a small section of northern Afghanistan.
- When the Taliban refused to send bin Laden to the United States following the [September 11 attacks](#), the United States and their allies attacked Afghanistan. The Taliban was driven from power in December 2001.

Discuss the rise of the Taliban. Use this time to link to guided reading texts.

Why would the rise of a group such as the Taliban lead to a large number of refugees coming out of Afghanistan ?



Weather

WEEK 4

Australia – A place of Climatic Extremes. But What About Afghanistan?



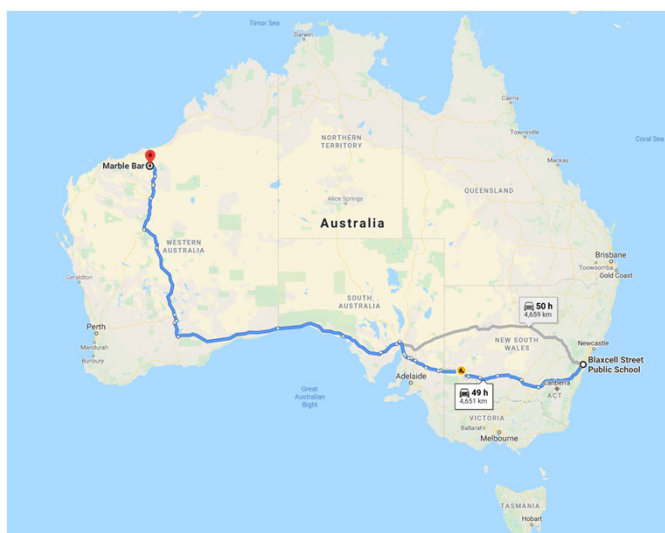
- Australia is a land of extremes with temperatures ranging from highs of 40°C in the central desert regions to below freezing in the higher regions of the country's southeast. Sometimes these extremes can be experienced on a single day.
- From its northern most point at Cape York to the southern tip of Tasmania, Australia experiences almost every climatic condition encountered elsewhere in the world, along with some that are unique. One of the most significant features of Australia's climate is its long, hot and often dry summers.
- Did you know that Marble Bar in Western Australia once experienced 160 consecutive days of weather over 37 degrees Celsius?

Activate your understanding of the harsh climates in Australia.

What makes Australia's climate so harsh? Is it the heat, the dryness, the cold fronts.

Discuss the last point, how would you feel if you spent 160 days in a row with weather above 37 degrees. Use Google to see where Marble Bar is to compare this to where Blaxcell St is.

Predict what they think the harsh conditions are faced in Afghanistan. Use prior knowledge from previous weeks morning routine.



Australia – A place of Climatic Extremes. But What About Afghanistan?



- We all witnessed the horrific bushfires of the summer of 2019/2020. Reports detailed the death and destruction of wildlife, homes and communities which sent shock waves across the planet. Australia has a long history of devastating bushfires.
- But, sadly, Australia is far from the only country currently suffering the crushing force of extreme weather.
- Afghanistan has long been known for its bitter and often fatal cold snaps, with midwinter temperatures commonly dipping to -9°C (15°F) in the Hindu Kush region. And there have been some truly ferocious winters in recent years.

Discuss why harsh winters could cause such great problems for the people of Afghanistan.
What happens when things freeze? Discuss how this affects food supply.

Australia – A place of Climatic Extremes. But What About Afghanistan?



- However, it's not just the harsh winters of Afghanistan that are causing people to flee their homes or perish.
- Tens of thousands of people have been displaced by the worst drought the country has seen in years.
- Read through the article at <https://www.reuters.com/article/us-afghanistan-drought/displaced-victims-of-worst-afghan-drought-in-years-fear-harsh-winter-idUSKCN1NE0FX>

Discuss the word displaced

A Latin prefix meaning "apart," "asunder," "away," "utterly," or having a privative, negative, or reversing force.
What other words can you think of that start with the morphograph dis (distrust, disconnect or disembowel.)



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.



Refugee Camps

- Refugee camps are temporary facilities, built to provide immediate protection and assistance to people who have been forced to flee due to conflict, violence or persecution.
- While camps are not intended to provide permanent sustainable solutions, they offer a safe haven for refugees where they receive medical treatment, food, shelter, and other basic services during emergencies.

80,000

number of refugees living in Za'atari refugee camp in Jordan. This is approximately the population of Scranton, Pennsylvania.

2.6m

refugees live in camps. Millions more live in urban areas and informal dwellings.

<1%

Less than one per cent of refugee children living in Rohingya refugee camps in Bangladesh have access to secondary education.

Why do you think they are only temporary facilities and not permanent?

The image says less than 1% of children in Rohingya have access to high school. How does this affect the future of these kids?

Services Provided by Camps



Shelter

In the immediate aftermath of an emergency, thousands of shelters are required within days. UNHCR delivers tents and plastic tarps to protect refugees from the elements and help restore their personal security, dignity and privacy.



Emergency Relief Items

Refugee families often flee with just a few belongings. As soon as they arrive at a camp, UNHCR provides them with essential supplies, such as blankets, sleeping mats, mosquito nets, clothing and personal care kits.



Water and Sanitation

UNHCR strives to ensure refugees in camps have access to safe water, sanitation kits - such as soap, jerry cans, water purification tablets and buckets - and waste management systems to meet their basic needs.



Food

In camps, UNHCR delivers nutrient-rich food and kitchen items to protect the health and well-being of refugees and prevent acute malnutrition. This is especially important among vulnerable populations, such as children, pregnant women and the elderly.



Healthcare and Counseling

UNHCR works with local authorities to ensure refugees have access to essential healthcare services, such as basic medical care, immunization programs, psychological support as well as prevention and control of communicable diseases and epidemics.



Registration and Legal Aid

UNHCR's registration is key to ensure that refugees (i) have access to basic assistance and documentation, (ii) are protected against refoulement (forced return), and (iii) are kept together or reunited with their family members.

Read through slides, Do you think this is always the case?

How Long do People Stay in Camps for?

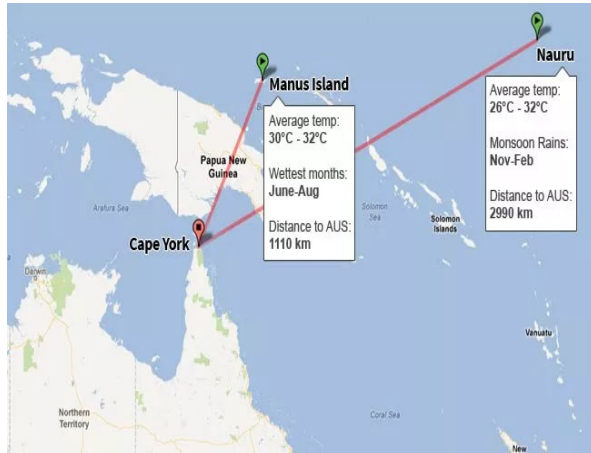
The duration of a refugee's stay in a camp varies from crisis to crisis. Depending on the situation, some refugees will stay in camps for months while others may stay for years.

In protracted refugee situations, or situations lasting more than five consecutive years, refugees can spend nearly two decades in a camp and it is common for children to be born and grow up in camps. In these situations, UNHCR helps evolve refugee camps to meet the needs of the population. This includes reinforcing shelters and local infrastructure, improving the quality of basic services, - such as water, health and education facilities - delivering skills training programs, boosting livelihood opportunities and promoting integration with local communities.

How long is two decades?

How does it make you feel knowing some people spend their lives inside these camps and centres?

Reflect on this and record how you feel.



Australian Refugee Camps

Manus Island and Nauru first became the locations for Australia's offshore immigration detention centres in 2001, when former Prime Minister John Howard launched the "Pacific Solution".

"Dumping people in such remote locations also means denying them proper legal support, medical services and contact with the Australian public. Nauru is 3000 kilometres from the Australian mainland, while Manus Island lies 300 kilometres north of the main island of Papua New Guinea" – Refugee Action Coalition 2020.

Discuss the quote by Refugee Action Coalition – Do you think that's a fair summary. What about what we have already learnt about. Discuss how this treatment is both fair and unfair.

Where Does Australia Stand in Comparison to Other Nation's Resettlements?

Country of resettlement	Number of persons resettled
United States of America	52,583
Canada	10,236
Australia	5,211
Norway	2,220
Germany	2,097
Sweden	1,808
United Kingdom	1,768
Finland	964
New Zealand	756
France	700
All others	3,550
Grand total	81,893

Australia has been involved in the UNHCR resettlement program since 1977 and has consistently ranked as one of the top three resettlement countries in the world.

This ranking reflects the number of places made available by various countries for refugee resettlement through UNHCR's resettlement program.

This number is influenced by a number of factors including a country's ability to share the international responsibility for refugees taking into account the number of asylum seekers arriving spontaneously at a country's borders, of which Australia has comparatively few.

What does it mean by factors?

What does it mean by spontaneously?

Why does Australia have "comparatively few" borders compared to other countries?



Talk for Learning

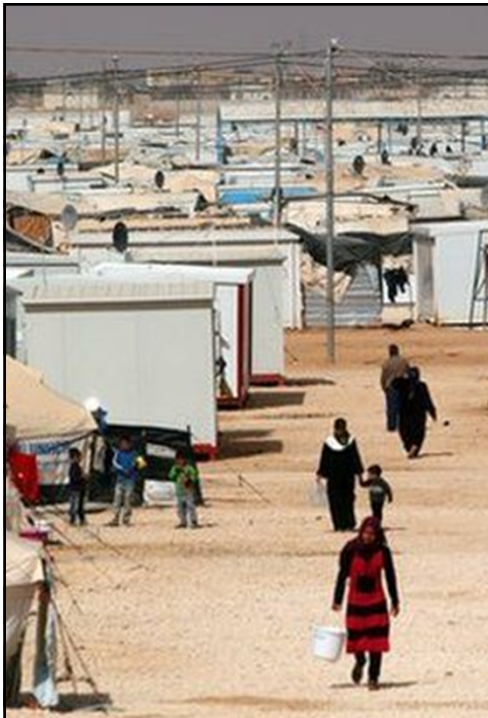
WEEK 4

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 Seeking refuge in Australia	Reading list

Refugee Camps – What are They?

Refugee camps are temporary facilities built to provide immediate protection and assistance to people who have been forced to flee due to conflict, violence or persecution. While camps are not intended to provide permanent sustainable solutions, they offer a safe haven for refugees where they receive medical treatment, food, shelter, and other basic services during emergencies.

A well-designed camp should protect the environment and help prevent fires and outbreak of disease. Food, water points and latrines should be properly lit and close enough to homes to protect women and girls against the threat of sex and gender-based violence (SGBV).



Zaatari Refugee Camp

Zaatari refugee camp in Jordan is one of the largest camps in the world. Three years ago, Zaatari Refugee Camp was just an empty desert. Now it's a huge city of tents. More than 100,000 people live there.

Using this link:

<https://www.nytimes.com/video/world/middleeast/100000004844523/who-are-the-syrian-refugees.html> we will get a firsthand experience at what life is like in a refugee camp.

Why do you think people debate over refugees?

Look at the buildings, how does it make you feel about people living in these conditions?

The man says they repeat “maybe tomorrow” about going home, do you think refugees want to leave their home



Through the Eyes of a Child

There are 100,000 people living in Zaatari Refugee Camp.

Half of them are children....

View the film on BTN here -

<https://www.abc.net.au/btn/classroom/refugee-camp/10528140>

We just looked at life in Zaatari refugee camp. Now let's go to BTN to take us into the Zaatari from the eyes of a child.

We just learnt that there are 100,000 people living in Zaatari.

Half of them are children. For World Refugee Day Emma takes us inside to meet one of the families.

View the film

Discuss how these conditions will have an affect on childhood.

How are Refugees and Asylum Seeker's Claims Decided in Australia?

Arrivals with a valid visa:

Asylum seekers who arrive in Australia on a valid visa and then apply for protection have their claims assessed through the refugee status determination and complementary protection system that applies under the Migration Act.

The Department of Immigration and Border Protection (Department) will make a primary assessment as to whether the person is a refugee as defined by the Migration Act. If a person is found to be a refugee or to be owed complementary protection, providing he or she satisfies health, identity and security requirements, he or she will be granted a protection visa.

In some cases, a person may not be a refugee, but may nevertheless face significant human rights abuses, such as torture, if returned to his or her country of origin. If an asylum seeker is found not to be a refugee, the Department will assess whether he or she meets 'complementary protection' criteria – that is, whether he or she is owed protection under international law, because if they were to be sent to another country there is a real risk they would suffer serious harm.

Asylum Seekers Who Arrive in Australia by Boat Without a Valid Visa

Since August 2012 there have been several changes in law and policy in relation to what happens to people who come to Australia seeking asylum without a valid visa. What policies apply to these asylum seekers now depends on their mode of arrival, and on what date they arrived.

In August 2012, the Australian Government introduced a system of [third country processing](#) for asylum seekers who arrive in Australia by boat without a valid visa. Third country processing is also known as 'off-shore processing', which we know is when refugees and asylum seekers are sent to offshore detention centres awaiting approval to move to Australia.

What is Offshore Processing?

- Offshore processing is the term used to describe the arrangements by which Australia sends people seeking asylum who arrive by boat to either Nauru or on Manus Island in Papua New Guinea (PNG), where their refugee claims are determined. Australia is the only country in the world that uses other countries to process refugee claims.
- In July 2010, a significant increase in people arriving by boat led to the newly installed Prime Minister Julia Gillard announcing that the Government would resume offshore processing. This followed the failure of the then Government to implement a "refugee swap" with Malaysia, after this was ruled unlawful by the High Court of Australia. People began to be transferred to Nauru on 14 September 2012 and to PNG on 21 November 2012.
- The return of offshore processing has caused enormous suffering. In addition to refusing resettlement to Australia, the only "third country" also offering resettlement has been Cambodia, in a controversial deal that has only seen a handful of refugees on Nauru settle at extraordinary cost.

Read through slide. Use this to build student schema of how refugees and asylum seekers end up in offshore detention. Discuss underlined sections – Why do you think it seems unlawful? Why might this deal be controversial? Why might it be so expensive? Where is Cambodia in regard to Australia and PNG?



The History of Offshore Processing

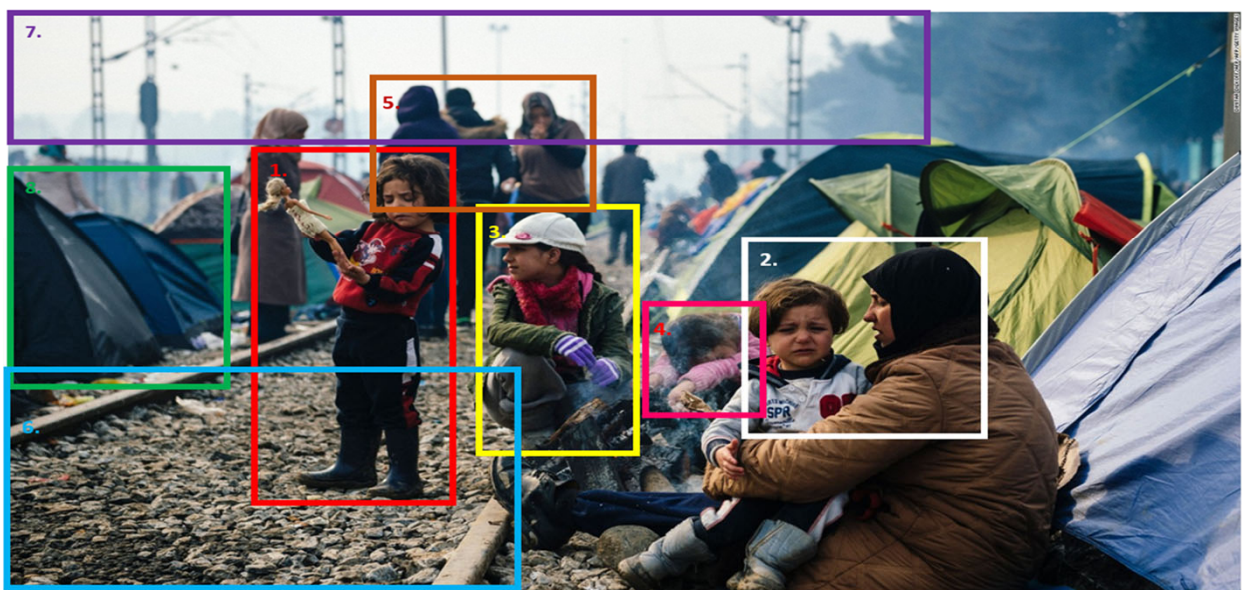
We will now view a short film about the history of offshore processing and detention in Australia.

<https://www.sbs.com.au/news/a-history-of-australia-s-offshore-detention-policy>

View the film. Discuss the history of immigration changes in Australia's recent legislation.

Analysing a visual image

Photograph: Diavata Refugee Camp, Greece (2016)



How does the photograph portray life in a refugee camp? Is it effective?

Refer to the components of the photograph as evidence.

View the colour segment, record the emotions it makes you feel. Don't look at the picture as a whole, look at the mini pictures inside the coloured squares and rectangles and then compare to the entire picture.

Examine the colour, content, the placement, the feelings you get as a viewer to these parts of the photograph.

Box 1 (red):

Box 2 (white):

Box 3 (yellow):

Box 4 (pink):

Box 5 (brown):

Box 6 (blue):

Box 7 (purple):

Box 8 (green):

Activity Time



Have we been successful?

Can we discuss the following:

- Are all refugees given automatic refuge?
- Why are camps seen as a loss of human rights?
- How does Australia's weather patterns differ to those in Kabul, Afghanistan?
- Does Afghanistan experience extreme climates? If so how do they differ to Australian extremes?
- Did you write a well-structured sentence?
- Did you communicate in a clear and effective way?

Sentence of the Day

WEEK 4





What is Human Migration?

Kabul

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 4 Topic: Declarative Sentence

We are learning to write a declarative sentence.

Success criteria

I have:

- I can write a short and simple sentence.
- I can write a sentence that states a fact or opinion.
- I can successfully use beginning and end punctuation.

Declarative Sentence



You should have a main clause with a full stop at the end. A simple sentence.

For example:

I went to the beach.

Contains a subject and a predicate.

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

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

Example – I went the beach.

I – subject

Predicate – went to the beach

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 declarative sentence.
- **Success Criteria**
 - ✓ I can write a short and simple sentence
 - ✓ I can write a sentence that states a fact or opinion
 - ✓ I can successfully use beginning and end punctuation

Example: **The soldiers had arrived.**

- 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 declarative sentence.
- **Success Criteria**
 - I can write a short and simple sentence
 - I can write a sentence that states a fact or opinion
 - I can successfully use beginning and end punctuation

Example: **It was ablaze.**

- 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 declarative sentence.
- **Success Criteria**
 - I can write a short and simple sentence
 - I can write a sentence that states a fact or opinion
 - I can successfully use beginning and end punctuation

Example: **He was often tired.**

Task: You have been given a picture and an example sentence. Use these to think of another declarative sentence that could work with this picture.

- 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 declarative sentence.
- **Success Criteria**
 - I can write a short and simple sentence
 - I can write a sentence that states a fact or opinion
 - I can successfully use beginning and end punctuation

Task: Using the last three days as an example, work on crafting your own declarative sentence. Make sure you have a main clause that has a subject and a predicate, make sure your sentence is short but effectively states a fact or opinion, and make sure that you have the correct beginning, middle (if using a proper noun), and ending punctuation.

Look at the picture above to guide your sentence. In the picture above, I can see; that there is a shilloette of a person staring at a illuminated city ahead, that it is night time, and that perhaps the city is not that far from where the person is standing.

You may choose to 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 declarative sentence.
- **Success Criteria**
 - I can write a short and simple sentence
 - I can write a sentence that states a fact or opinion
 - I can successfully use beginning and end punctuation

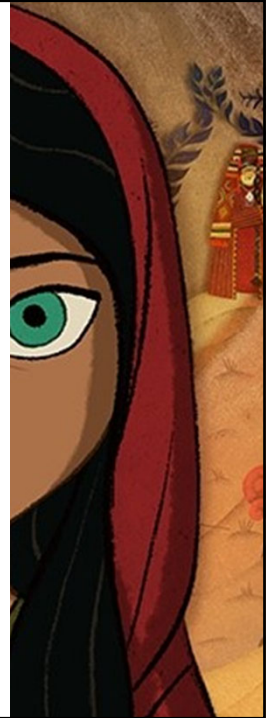
- Task: Today you will write your declarative sentence. Use the key above to identify each part of your sentence. Annotate and highlight the sentence using the Key.



Parvana

Week 4

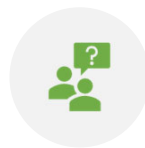
The Taliban



We are learning how to synthesize what we read.



We can use text conventions to gather relevant information



We can determine what information is important



We can synthesize information by taking notes



We can make text to text and text to world connections

What comprehension keys will we be using?



Activating Background
Knowledge



Text Conventions



Determining
Importance



Key Vocabulary



Synthesizing



Making Connections

My Turn

Taliban Overview

The Taliban is a predominantly Pashtun, Islamic fundamentalist group that ruled Afghanistan from 1996 until 2001.

The Taliban was formed in the early 1990s by Afghan mujahideen, or Islamic guerilla fighters, who had resisted the Soviet occupation of Afghanistan (1979–89).

The movement attracted popular support in the initial post-Soviet era by promising to impose stability and rule of law after four years of conflict (1992–1996) among rival mujahideen groups. The Taliban entered Kandahar in November 1994 to pacify the crime-ridden southern city, and by September 1996 seized the capital, Kabul, from President Burhanuddin Rabbani, an ethnic Tajik whom it viewed as anti-Pashtun and corrupt. That year, the Taliban declared Afghanistan an Islamic emirate. The regime controlled some 90 percent of the country before its 2001 overthrow.

Read the text provided with the purpose of learning about The Taliban. Takes notes in your guided reading book.

My Turn

How much territory do the Taliban control?

The BBC study shows the Taliban are now in full control of 14 districts (that's 4% of the country) and have an active and open physical presence in a further 263 (66%), significantly higher than previous estimates of Taliban strength.

About 15 million people - half the population - are living in areas that are either controlled by the Taliban or where the Taliban are openly present and regularly mount attacks.

"When I leave home, I'm uncertain whether I will come back alive," said one man, Sardar, in Shindand, a western district that suffers weekly attacks. "Explosions, terror and the Taliban are part of our daily life."

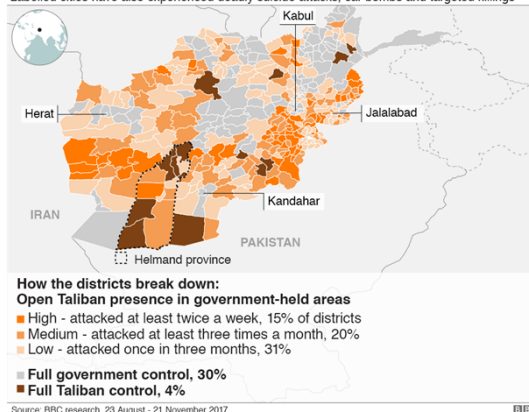
The extent to which the Taliban have pushed beyond their traditional southern stronghold into eastern, western and northern parts of the country is clearly visible from the BBC study.

Areas that have fallen to the Taliban since 2014 include places in Helmand province like Sangin, Musa Qala and Nad-e Ali, which foreign forces fought and died to bring under government control after US-led troops had driven the Taliban from power in 2001. More than 450 British troops died in Helmand between 2001 and 2014.

In the areas defined as having an active and open Taliban presence, the militants conduct frequent attacks against Afghan government positions. These range from large organised group strikes on military bases to sporadic single attacks and ambushes against military convoys and police checkpoints.

Taliban presence in Afghanistan by district

Labelled cities have also experienced deadly suicide attacks, car bombs and targeted killings



Read the text provided with the purpose of learning about The Taliban. Takes notes in your guided reading book.

Our Turn

Taliban Rule

The Taliban imposed a harsh brand of justice as it consolidated territorial control. The regime neglected social services and other basic state functions even as its Ministry for the Promotion of Virtue and Prevention of Vice enforced prohibitions on behavior the Taliban deemed un-Islamic. It required women to wear the head-to-toe burqa, or *chadri*; banned music and television; and jailed men whose beards it deemed too short.

World opinion, largely disapproved of the Taliban's social policies—including the near-total exclusion of women from public life (including employment and education), the systematic destruction of non-Islamic artistic relics (as occurred in the town of Bamiyan), and the implementation of harsh criminal punishments—and only Saudi Arabia, Pakistan, and the United Arab Emirates ever recognized the regime. Two UN Security Council resolutions passed in 1998 urged the Taliban to end its abusive treatment of women.

Read the text provided with the purpose of learning about The Taliban. Takes notes in your guided reading book.

Your Turn

Kundunz Case Study

An Afghan flag flutters above the busy roundabout which marks the centre of Kunduz city. Pointing up to it, a policeman standing guard nearby tells me that whenever the Taliban have briefly captured the city, one of their first actions has been to replace the flag with their own white and black banner. They've done so twice in the past five years.

The rural areas on the outskirts of Kunduz have witnessed fierce fighting. We travel to the village of Taluka, recently re-captured by the government after being in Taliban hands for the past three years.

The local school has been obliterated by an air strike, targeting the militants who used it as a base.

Nasirullah, an elderly man living next door, saw part of his property destroyed too.

"Four Taliban fighters climbed over the wall to hide," he says, "I told them, 'go away or the house will be hit in an air strike', but they refused.

Everyone in the village wants to show us the devastation in their homes. Many of the residents are yet to move back in. The Afghan army has been helping to clear landmines but some still remain.

Another elderly resident points to a huge dent in a wall of his house caused by a mortar shell.

"I was sitting there with my wife. She was hurt here," he says, grabbing his neck. "Another rocket landed over there. I don't have the money to rebuild all this."

Nevertheless, he is hopeful. "I have a TV, and I follow the news," he tells me. "Whenever I hear there will be peace, my heart fills with joy."

The US-Taliban agreement is a step towards peace, but a full ceasefire, along with the political future of the country, is something that will have to be established in separate discussions between the Taliban and other Afghan leaders. Those talks will follow the signing in Qatar and could last for months, if not longer.

Read the text provided with the purpose of learning about The Taliban. Takes notes in your guided reading book.

Your Turn

The Taliban

Taliban, Pashto **Tālebān** ("Students"), also spelled **Taleban**, ultraconservative political and religious faction that emerged in Afghanistan in the mid-1990s following the withdrawal of Soviet troops, the collapse of Afghanistan's communist regime, and the subsequent breakdown in civil order. The faction took its name from its membership, which consisted largely of students trained in madrasahs (Islamic religious schools) that had been established for Afghan refugees in the 1980s in northern Pakistan.

The Taliban emerged as a force for social order in 1994 in the southern Afghan province of Kandahār and quickly subdued the local warlords who controlled the south of the country. By late 1996, popular support for the Taliban among Afghanistan's southern Pashtun ethnic group, as well as assistance from conservative Islamic elements abroad, had enabled the faction to seize the capital, Kabul, and gain effective control of the country. Resistance to the Taliban continued, however, particularly among non-Pashtun ethnic groups—namely, the Tajik, the Uzbek, and the Hazāra—in the north, west, and central parts of the country, who saw the power of the predominantly Pashtun Taliban as a continuation of the traditional Pashtun hegemony of the country. By 2001 the Taliban controlled all but a small section of northern Afghanistan.

Read the text provided with the purpose of learning about The Taliban. Takes notes in your guided reading book.

Monday

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

- ✓ **Listen** to the chapter recordings for Week 4 and take notes.



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Tuesday

*We are reading to learn.
We are learning new vocabulary*

You will need your Parvana comprehension booklet and vocabulary.

- ✓ **Read** the text with the purpose of learning more about The Taliban.
- ✓ **Determine** the important information.
- ✓ **Synthesise** the information taking notes.
- ✓ **Match** the vocabulary words to their corresponding picture.
- ✓ **Dual code** each word in your workbook.



Wednesday

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

- ✓ **Read** your novel.
- ✓ **Take** notes

If you reading one of the following books; Naveed, Jameela, Shadow or Refugee you have a different task. You will need to start taking notes on your research topics.



Thursday

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

- ✓ **Complete** Week 4's comprehension task for your related text.
- ✓ Those reading Jameela, Refugee, Naveed or Shadow, use this time to complete your research. Detail your findings in your exercise book.



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.



Week 4: The Taliban

LI: We are learning to build our schema on The Taliban

"Now most of the country was controlled by the Taliban. The word Taliban meant religious scholars, but Parvana's father told her that religion was about teaching people how to be better human beings, how to be kinder."

- Deborah Ellis, Parvana

Afghanistan has been invaded by many armies and conquerors throughout history. Parvana is set during the Taliban-rule of Afghanistan. Read the following information about the Taliban.

Write a written response to the text below. Include:

- links you can see between the article and Parvana
- any important vocabulary you need to investigate further
- why knowing about the Taliban is important to the study of our text
- how does this information increase my general world history knowledge
- how the quote above relates to the article

Read the Malala Yousafzai fact file. Malala is young woman who grew up under Taliban-control in neighbouring Pakistan. As you read her fact file, make notes on how Taliban-rule changed her life.

Who are the Taliban?

This text originally appeared in a BBC News article of the same name. It has been modified for our unit of work.

The Taliban, or "students" in the Pashto language, emerged in the early 1990s in northern Pakistan following the withdrawal of Soviet troops from Afghanistan.

It is believed that the predominantly Pashtun movement first appeared in religious seminaries - mostly paid for by money from Saudi Arabia - which preached a hardline form of Sunni Islam.

The promise made by the Taliban - in Pashtun areas straddling Pakistan and Afghanistan - was to restore peace and security and enforce their own austere version of Sharia, or Islamic law, once in power.

From south-western Afghanistan, the Taliban quickly extended their influence.

In September 1995 they captured the province of Herat, bordering Iran.

Exactly one year later, they captured the Afghan capital, Kabul, overthrowing the regime of President Burhanuddin Rabbani - one of the founding fathers of the Afghan mujahideen.

By 1998, the Taliban were in control of almost 90% of Afghanistan.

Afghans, weary of the mujahideen's excesses and infighting after the Soviets were driven out, generally welcomed the Taliban when they first appeared on the scene.

Their early popularity was largely due to their success in stamping out corruption, curbing lawlessness and making the roads and the areas under their control safe for commerce to flourish.

But the Taliban also introduced or supported Islamic punishments - such as public executions of convicted murderers and adulterers, and amputations for those found guilty of theft.

Men were required to grow beards and women had to wear the all-covering burka.

The Taliban banned television, music and cinema, and disapproved of girls aged 10 and over going to school.

They were accused of various human rights and cultural abuses. One notorious example was in 2001, when the Taliban went ahead with the destruction of the famous Bamiyan Buddha statues in central Afghanistan, despite international outrage.

Malala Yousafzai

Malala was born on 12th July 1997 in Mingora, in Pakistan. She has two younger brothers. Malala's father was a teacher and she grew up with a strong belief in the power and importance of education.

In 2007, a group called the Taliban began to take control over the area where Malala and her family lived. They did not believe that girls should go to school and they also banned many cultural activities, such as watching television and dancing. Malala continued to believe in her right (and the right of every girl) to an education and became quite critical of the Taliban's actions.

Significant Action

In 2009, Malala began to write a blog for the BBC Urdu service. She wrote this using someone else's name (a pseudonym) and in it she described her desire to go to school and her fears living under Taliban rule.

Women were even being stopped from going out shopping. Even when Malala and her father received death threats for speaking out and sharing their fears with the world, they did not stop reporting what was happening in their local area and they became well known in Pakistan for their beliefs. Malala was awarded Pakistan's National Youth Peace Prize for her work in 2011.

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Attack on Her Life

Whilst travelling home from school on a bus on 9th October 2012, when she was 15, Malala was shot in the head by a masked Taliban gunman. Two of her friends were also injured in the attack. Malala was flown to Birmingham in the UK for treatment; she stayed in hospital for three months. In March 2013, she was able to go to school in Birmingham. Later that year, she published a book, 'I am Malala', describing her experiences.

Securing Human Rights

The Taliban's attack on Malala led to wide-spread protests across Pakistan and worldwide shock. Over 2 million people signed a right to education petition, and the Right to Free and Compulsory Education Bill was passed in Pakistan. Now, every child in Pakistan is given the chance to go to school.

In 2013, the Malala Fund was set up. This organisation campaigns for all girls to have 12 years of education. Malala is still an active campaigner for the rights of girls around the world to have an education.

Malala's tireless campaigning work was recognised in 2014 when she was named a Nobel Peace Prize winner. Malala donated the prize money of more than \$500,000 to build a secondary school for girls in Pakistan.

"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.

Aaliyah's Adventure

"Pass to me, I'm free!" yelled Aaliyah to her best friend Amar. After a sweltering day, the sun was finally about to set over Kabul, the capital city of Afghanistan, bringing with it a cool change. Aaliyah, her best friend Amar and Amar's younger brother, Elam loved playing soccer in the streets of Kabul. When Elam finished school of an afternoon, the three of them would spend the last hours of the day performing tricks and passing to one another before they went home for supper. As they arrived in their street, it was eerily quiet. Something was wrong. Elam gripped Amar's hand as they walked towards their house. No one was home, and their furniture was upturned, plates were shattered, and cupboards were open. Feeling uneasy, the trio went to Aaliyah's house. The same thing – it was as though someone had come through and destroyed everything. As they were leaving Aaliyah's house, they heard a whisper. "Psst", they turned around to see Aaliyah's father hiding behind a large truck. "Baba, what's happened?" asked Aaliyah walking towards him. "It's the Taliban. They're back. You must find safety. Take Amar and Elam with you. Your uncle lives in Germany, here is his address and some money. There is not enough for me to come with you". Confused and scared Aaliyah hugged her father tightly and didn't want to let go. She'd heard about the Taliban. She knew it wasn't safe here anymore but couldn't imagine a life without baba. He pulled away and with a quivering voice said, "You must go now."

The trio managed to get a bus that took them through Iran through to Turkey's border with no trouble. It was when they got to the border, their luck ran out. They were waiting at the checkpoint when they heard, "Passports! Passports!" being yelled by a guard in a thick Turkish accent. Aaliyah, Amar and Elam looked at each other in dismay. "But we don't have any passports," whispered Elam. Aaliyah rummaged through her rucksack and pulled out her soccer ball. "Quickly, let's bend it like Beckham." She flipped the ball up into the air and whacked it with her head. Elam caught it on his chest and started to juggle. As the guard stared in astonishment, Amar took the opportunity to bolt through the checkpoint and evaporated into the sea of people. Elam passed the ball back to Aaliyah, who caught it and launched the ball with a flick of her foot over the checkpoint. Whilst the guards were watching the ball fly over the top of the crowds, Aaliyah grabbed Elam's hand and made a dash through the checkpoint into Turkey.

Aaliyah, Amar and Elam followed the crowd to the train station. As they approached the platform they heard, "Express to Sofia, Bulgaria is leaving now!" They zigzagged through the crowd and bounded onto the last carriage. Huffing and puffing, Aaliyah clutched her soccer ball for dear life as she, Amar and Elam squatted on the carriage floor, holding their balance as the train rattled to and fro. As night turned to day, the train came to a screeching halt. "Sofia Airport," the guard announced gruffly. Using what little money they had left, they bought three tickets to Berlin, Germany. Aaliyah pulled out the crinkled notes and handed them to the hostess. "The gate for flight 030 to Berlin is closing now!" shrieked the loudspeaker. As they walked through the terminal in Berlin, Amar asked, "Where in Berlin do we need to go?". As Aaliyah dug through the pocket of her pants, she was dumbfounded. "Where is the address? I can't have lost the note!" she exclaimed. The three children scrambled around, retracing their steps back to the plan. "I must have dropped it when I paid for the tickets," cried Aaliyah. Hopelessly, they trudged towards the exit, trying to decipher the German scribble on the signs. Whenever they tried to ask someone, all they got was blank looks and "German only!" as a reply. The three children, exhausted from their journey, plonked themselves down on the closest bench. All of a sudden, they saw a familiar face. "Uncle Ahmed!" they yelled.

“Wow” the Aaliyah exclaimed to herself as she walked through the bustling streets of Berlin; listening to the tunes coming from a man playing a violin next to them as they waited to cross the road. The Taliban would have put him into jail straight away. The Taliban hated music. As Aaliyah, Amar and Elam walked through the main street with their Uncle, they heard snippets of foreign conversation – words they did not understand. But in a strange way, this didn’t scare them. There were no thunderous blasts from bombs, no snapping noises of shockwave bullets passing through the air, and most noticeably there was no heart wrenching sound of women crying from the loss of a father, brother, son to the Taliban. The people here were completely at ease; singing and laughing. The aroma of freshly ground coffee caught their noses as they followed Uncle Ahmed into a small shop filled with tantalising smells. Uncle Ahmed spoke to the store owner in the foreign language they’d been hearing all morning. The shop owner smiled upon the children and gave them a strangely shaped piece of bread. With a quizzical expression the trio took a small bite of the bread and were surprised by the mix of sweet and salty taste that exploded in their mouths. “Pretzel” Uncle Ahmed laughed. “Pretzel” the children murmured as they opened their mouths to take in another bite of this strange but delicious food. Uncle Ahmed led the children to a long wall where lots of people were taking photographs. “What are we doing here Uncle?” asked Aaliyah. “This is known as the Berlin Wall. A long time ago it separated the east of Germany to the west. It divided a country, not just physically. It brought many arguments.” Aaliyah wondered if one day, after many arguments, Afghanistan will be like Berlin, with old historical monuments that serve as a reminder to regretful pasts.

Kunduz



Mother rubbed her hand brusquely over Parvana's head to rub away the stray hairs.

Jalalabad



"Those clothes have been idle for long enough. It's time to put them to use."

gruff



"If anybody asks about you, we'll say that you have gone to stay with an aunt in Kunduz," Mother said.

brusquely



"If you're going to sulk about it," she said, and she tossed the hair down to the floor.

pakul



The grocer was gruff, but it was ordinary bad-mood gruff, not gruff out of anger that there were a girl in his shop.

sulk



Touching her hair gingerly at first, she soon rubbed the palm of her hand all over her head.

eternity



It seemed like an eternity before Mrs Weera handed Parvana a cup of plain boiled water.

relatives



"You'll be our cousin from Jalalabad," Nooria said, "come to stay with us while our father is away."

idle

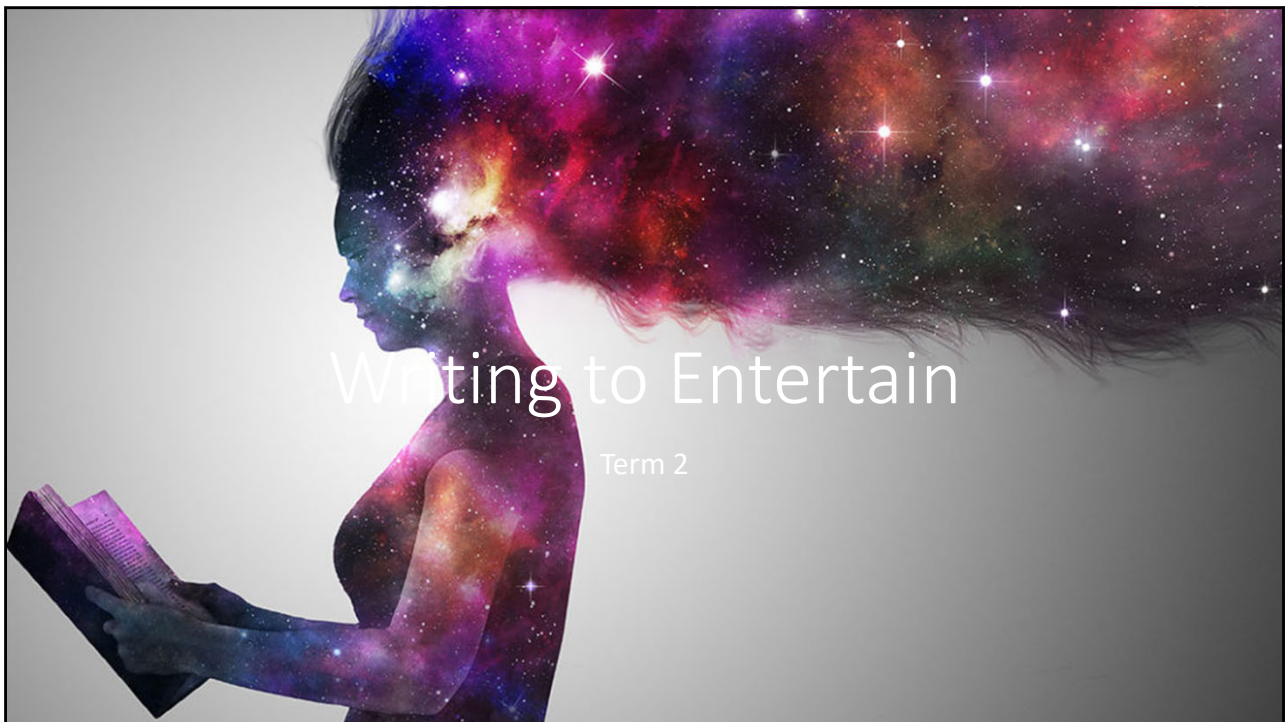


"Here's some money," her mother said. "Buy what you were not able to buy yesterday." She placed a pakul around Parvana's shoulder. It was her father's. "Hurry back."

gingerly



Her relatives were scattered to different parts of the country, even to different countries.



We are learning how to
write a Quest
Accomplished paragraph

We can

- Show that my characters have accomplished their quest and made it to the desired country





Review

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



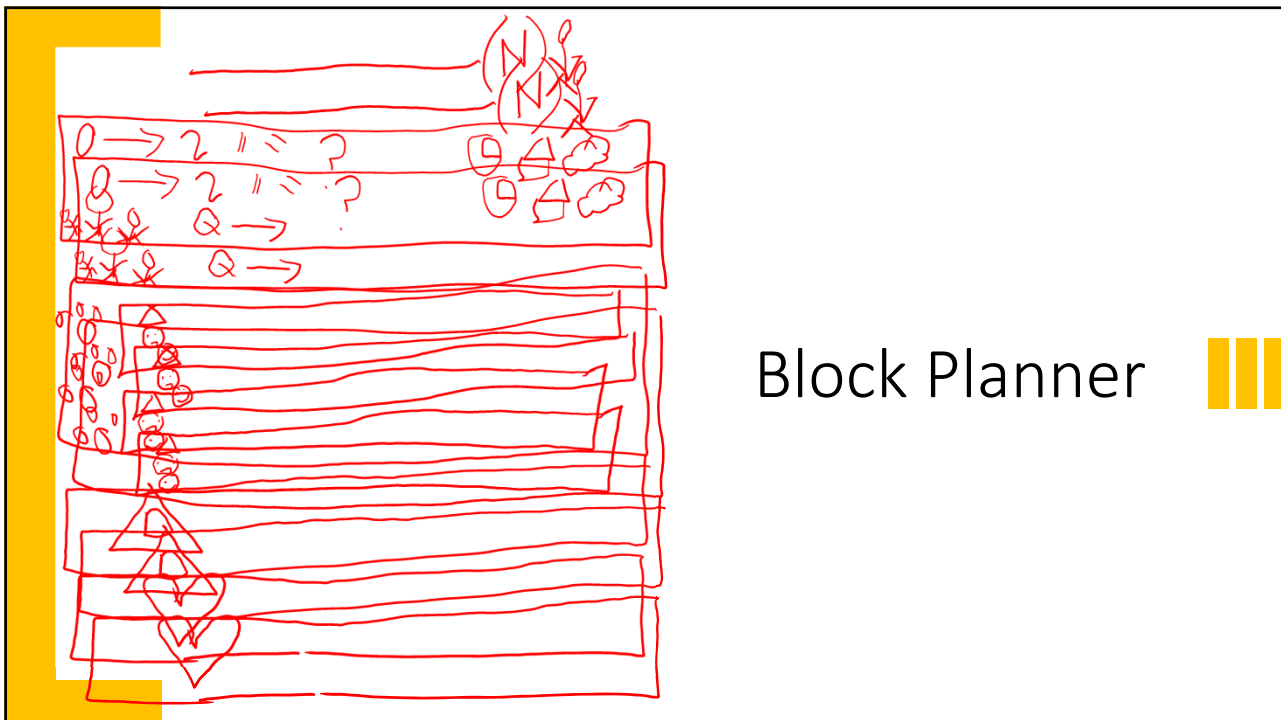
Three Types of Writing

10 Elements of Writing

- Audience - voice
- Text Structure
- Ideas
- Devices
- Vocabulary
- Cohesion
- Paragraphing
- Sentence Structure
- Punctuation
- Spelling



Block Planner



Block Planner

Quest
Accomplished
Paragraph



The characters have reached the desired destination. Describe what is good about the country? The natural and built features

Examine the Exemplar

Motaza 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. Sahab was also running and his panting made little clouds in the air. The day was grey and cold, but Motaza's heart was warm. He had two of the best friends anyone could wish for and that was enough for him. Just as Omar, Sahab and Motaza were almost home, the boys heard a loud bang. Each of them instinctively covered their ears and dropped to the ground. A car bomb! Motaza'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 Sahab. Motaza and the boys were given soup and bread and a place to sleep. Sahab had on two pairs of bright red socks and he had tucked them into his trousers to keep out the chill. Sahab 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, Motaza had a plan.

The next morning Sahab and Omar awoke to Motaza shaking them and gesturing them to be quiet. Gently, the boys crept out of the centre. Motaza 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 Sahab. Motaza had worn it on a small black thread for as long as Sahab 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 nights were not as cold as home. Motaza 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. Motaza's heart was filled with warmth and happiness, for he had finally found a home.

Quest Accomplished Example:

D

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!

My Turn

- Quest Accomplished Paragraphs



Quest
Accomplished
plan:

Food:

- Pretzels
- Potato dumplings
- Fermented cabbage *Sauerkraut*

Culture

- Language *German*
- Music
- *Violin*

**Berlin,
Germany**

Landscape

- Berlin Wall
- Created during the Cold War to keep East and West Germany separated

Your Turn

Quest Accomplished
Paragraphs



/οξήρυξη ύψους 1500 μέτρων, η οποία είναι η μέση τιμή της ύψους των δέντρων που υπάρχουν στην περιοχή. Η ύψους των δέντρων είναι 1500 μέτρων, η οποία είναι η μέση τιμή της ύψους των δέντρων που υπάρχουν στην περιοχή. Η ύψους των δέντρων είναι 1500 μέτρων, η οποία είναι η μέση τιμή της ύψους των δέντρων που υπάρχουν στην περιοχή.

Review

Think, Pair, Share



Have we been successful?

We are learning how to write a Quest
Accomplished paragraph

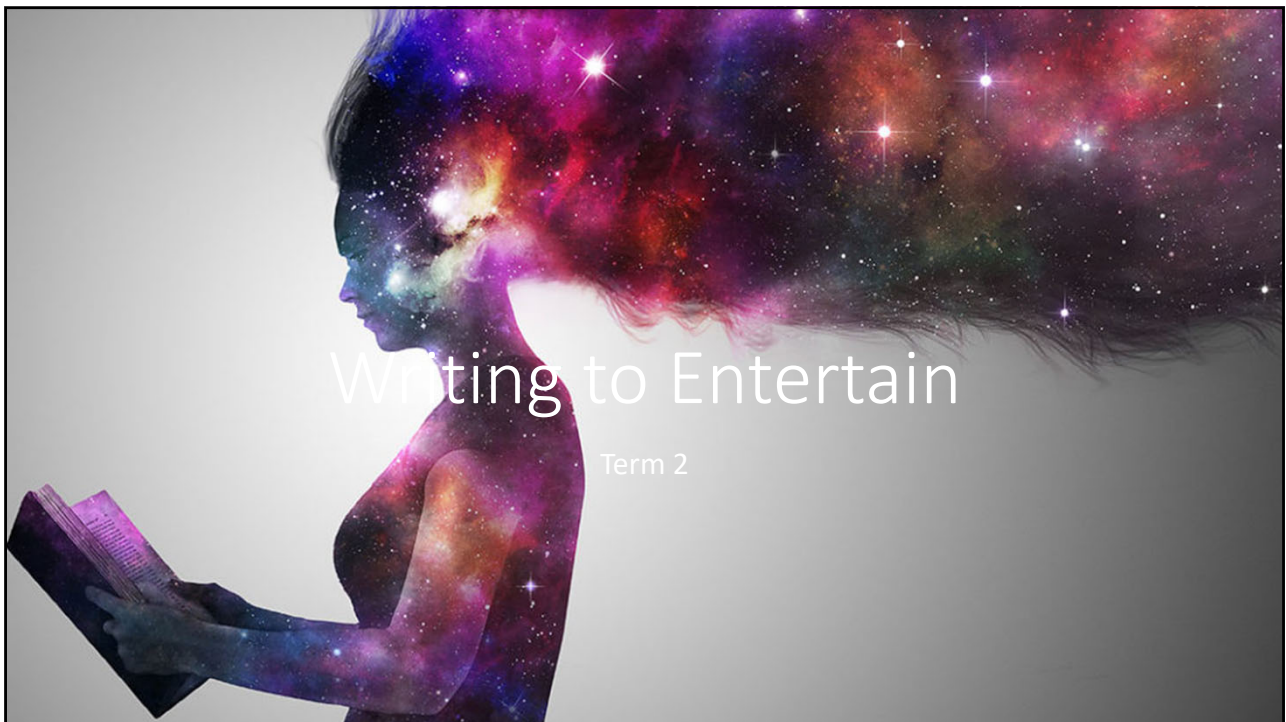
We can

- Begin to conclude my quest tale
- Show that my characters have accomplished their quest and made it to the desired country



Preview

- Ending



We are learning how to
write a Quest
Accomplished paragraph

We can

- Show that my characters have accomplished their quest and made it to the desired country





Review

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



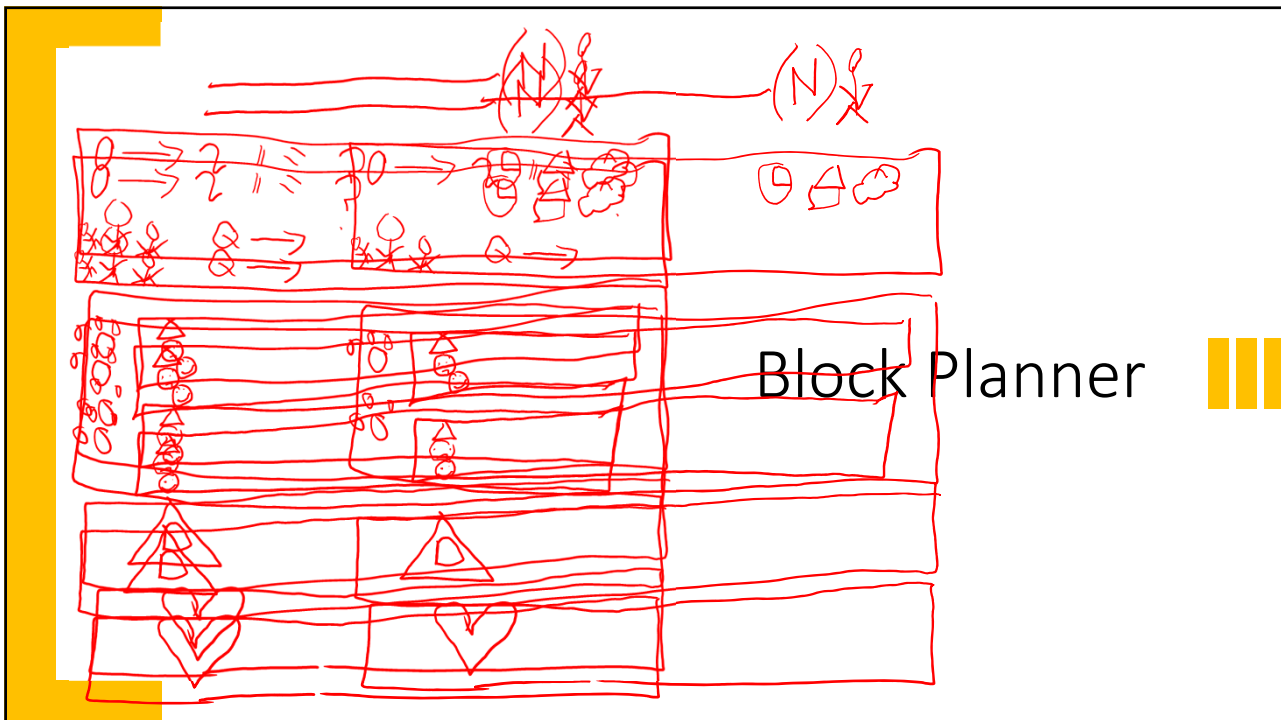
Three Types of Writing

10 Elements of Writing

- Audience - voice
- Text Structure
- Ideas
- Devices
- Vocabulary
- Cohesion
- Paragraphing
- Sentence Structure
- Punctuation
- Spelling



Block Planner



The block planner in stages

Title

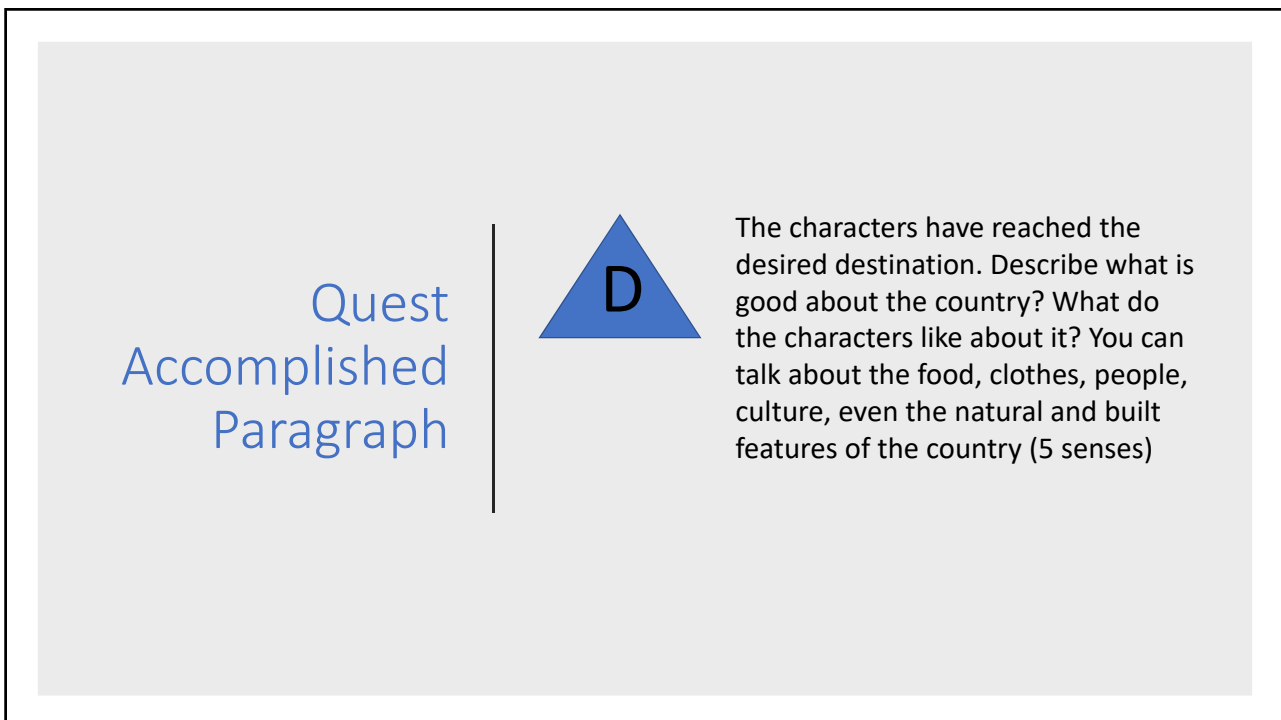
Opening Paragraph

Travelling Paragraphs

Quest Accomplished

Ending

Look at the short hand / coding / symbols of the block planner



In this paragraph the quest is accomplished. A triangle with a 'D' inside is used to represent that the desired country has been reached. Describe the country. What's good about it?

Refer to the boxes in the block planner.

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. **Sahab** 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, **Sahab** 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 **Sahab**. **Morteza** and the boys were given soup and bread and a place to sleep. **Sahab** had on two pairs of bright red socks and he had tucked them into his trousers to keep out the chill. **Sahab** 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 **Sahab** 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 **Sahab**. **Morteza** had worn it on a small black thread for as long as **Sahab** 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 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.

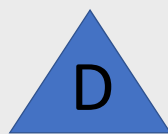
Paris was everything the boys thought it would be. They were safe at last! Wide streets and clean roads. The parks were good places to sleep and speak to others in the language of their homeland. One quiet night, the boys were huddled together inside some bushes when they heard the sound of feet approaching. 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.

Examine the exemplar text and look at the structure of the Quest Accomplished Paragraph.

Do this on an enlarged physical copy of the exemplar. Students can also do the same with their own copy glued into their writing books.

Quest Accomplished Example:



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!

Identify the sentence structure.

Slide to be shown on the board so students can see what the teacher is highlighting / annotating on their enlarged version of the exemplar. Students to do the same with their own copy glued into their writing books.

My Turn

- Quest Accomplished Paragraphs



Quest
Accomplished
plan:

Food:

- Pretzels
- Potato dumplings
- Fermented cabbage *Sauerkraut*

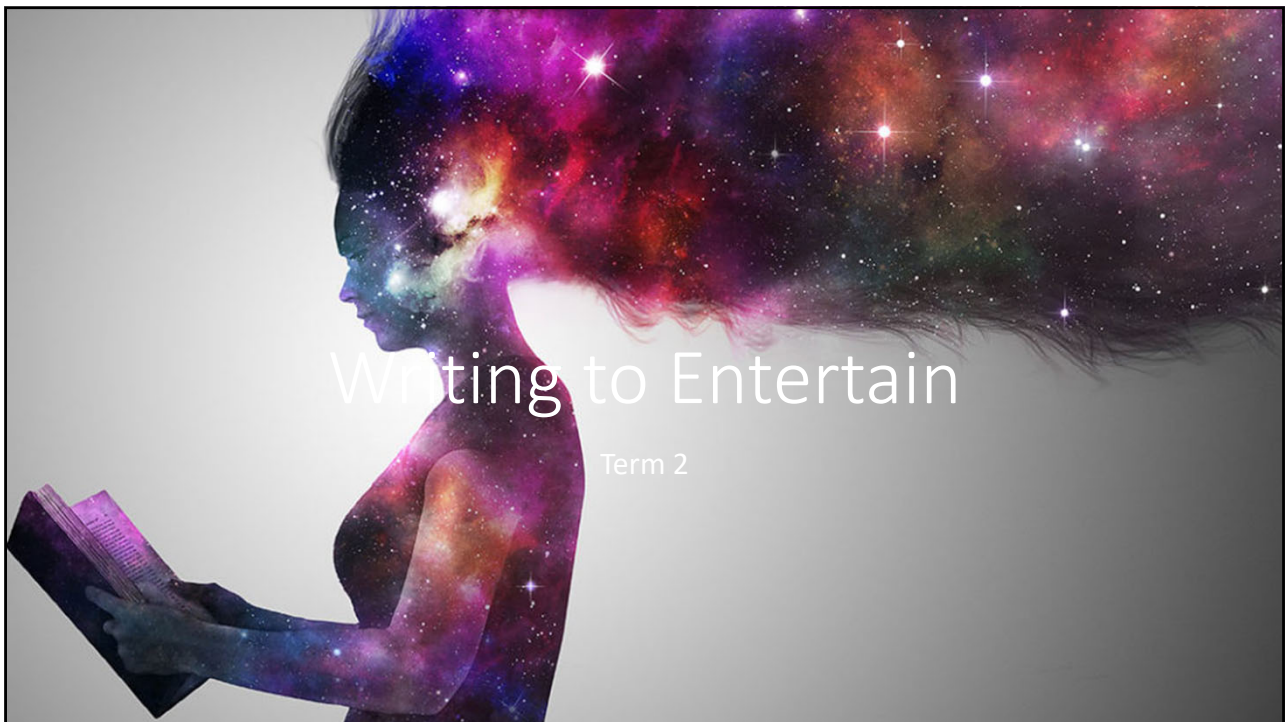
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- Language *German*
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**Berlin,
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- Berlin Wall
- Created during the Cold War to keep East and West Germany separated



We are learning how to
write a Quest
Accomplished paragraph

We can

- Show that my characters have accomplished their quest and made it to the desired country





Review

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



Three Types of Writing

10 Elements of Writing

- Audience - voice
- Text Structure
- Ideas
- Devices
- Vocabulary
- Cohesion
- Paragraphing
- Sentence Structure
- Punctuation
- Spelling



Block Planner

Block Planner

Quest
Accomplished
Paragraph



The characters have reached the desired destination. Describe what is good about the country? What do the characters like about it? You can talk about the food, clothes, people, culture, even the natural and built features of the country (5 senses)

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. Sahab 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, Sahab 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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"It's the Red Crescent!" whispered Sahab. Morteza and the boys were given soup and bread and a place to sleep. Sahab had on two pairs of bright red socks and he had tucked them into his trousers to keep out the chill. Sahab 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 Sahab 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 Sahab. Morteza had worn it on a small black thread for as long as Sahab 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.

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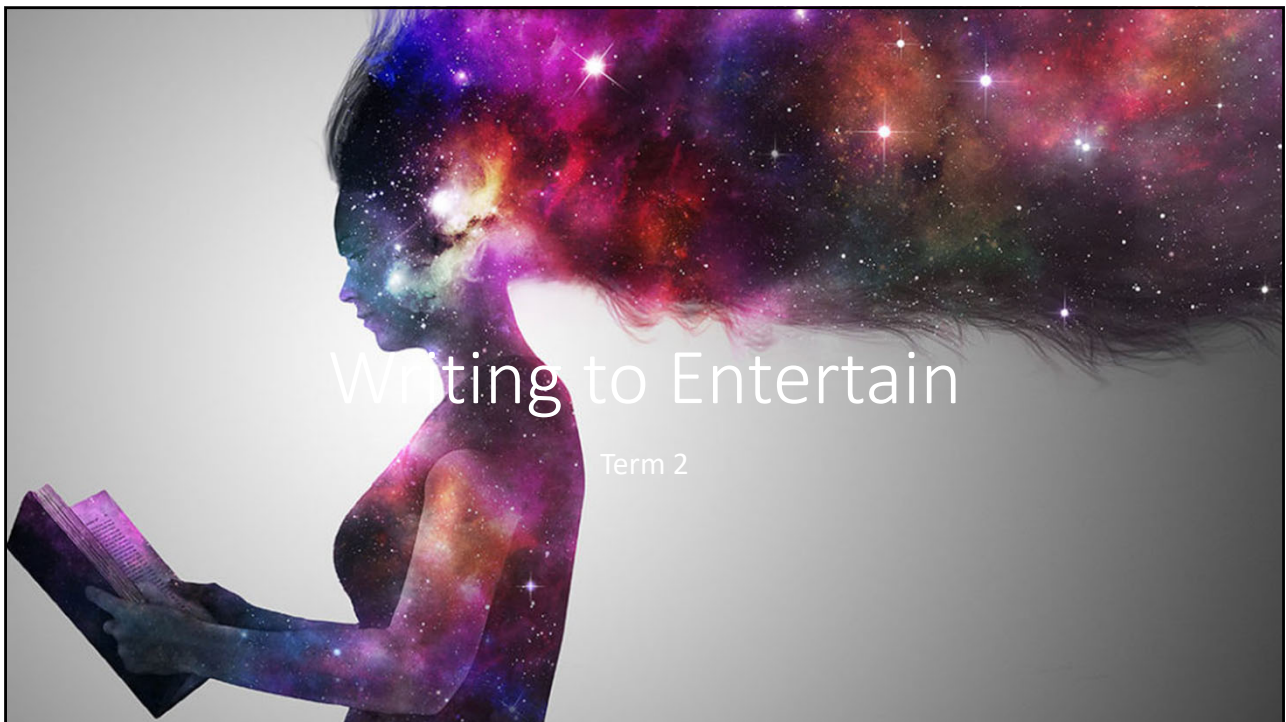
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Identify the sentence structure.

Highlight/ annotate your own copy glued into their writing books.



We are learning how to write a Quest Accomplished paragraph		
We can • Show that my characters have accomplished their quest and made it to the desired country		

Draw the entire block planner

Identify the focus of teaching by circling or placing a star next to the relevant paragraph on the block planner.



Review

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

Review

The 3 types of writing: Writing to inform, writing to entertain and writing to persuade.

Elements of writing - Students to write the 10 elements of writing on whiteboards (use the daily writing chant PowerPoint) and write a target mark for each component.

Block planner - Refer to block planner and script on server (no changes to be made).

Titles, opening paragraph and travel paragraphs– review the components in each



Three Types of Writing

Review the 3 types of writing.

Writing to inform, writing to entertain and writing to persuade. Can you think of the focus for this term?

Writing to entertain! The next slide will show the 10 elements of writing. But I'm going to give you a couple of minutes to write down as many elements that you can remember... maybe you can remember them all! Draw the hands we do in class if it helps you.

10 Elements of Writing

- Audience - voice
- Text Structure
- Ideas
- Devices
- Vocabulary
- Cohesion
- Paragraphing
- Sentence Structure
- Punctuation
- Spelling



Review the 10 elements of writing

Here are the Elements of writing. Did you get all 10? I'll give you a minute to write down any you may have missed - Students to write the 10 elements of writing on whiteboards (use the daily writing chant PowerPoint) and write a target mark for each component.



Block Planner

The block planner in stages

Title

Opening Paragraph

Travelling Paragraphs

Quest Accomplished

Ending

Explain the shorthand / coding / symbols of the block planner

Block Planner

Quest
Accomplished
Paragraph



The characters have reached the desired destination. Describe what is good about the country? What do the characters like about it? You can talk about the food, clothes, people, culture, even the natural and built features of the country. (5 senses)

In this paragraph the quest is accomplished. A triangle with a 'D' inside is used to represent that the desired country has been reached. Students describe the country. What's good about it?

Refer to the boxes in the block planner.

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Examine the exemplar text and look at the structure of the Quest Accomplished Paragraph.

DIFFERENTIATION

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

Multiplication Division 25 Fractions Decimals 26 Place Value 29

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

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

Groups of 2 **2 equal groups**

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

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

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

Groups of 2 **2 equal groups**

$8 \div 2 = 4$
 $8 \div 2 = 4$

MD 10 Multiply by 2 Distributive property

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

MD 10 PA 17 Divide by 2 Related to halving

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

MD 11 Multiply by 4 Distributive property

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

MD 10 Divide by 4 Related to quartering

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

MD 12 Multiply by 3 Distributive property

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

MD 12 Divide by 3 Related to thirding

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

MD 14 Multiply by 9 Distributive property

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

MD 14 Divide by 9 Related to ninthing

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

MD 15 Multiply by 6 Distributive property

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

MD 15 Divide by 6 Related to sixthing

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

MD 16 Multiply by 8 Distributive property

$8 \times 7 = 56$
 $5 + 2$
 $8 \times 5 = 40$
 $8 \times 2 = 16$
 $40 + 16 = 56$

MD 16 Divide by 8 Related to eighthing

$55 \div 8 = 6 \text{ r}7$ $\frac{1}{8} \text{ of } 55 = 6 \text{ r}7$
 $40 + 15$
 $8 + 7$
 $40 \div 8 = 5$ $\frac{1}{8} \text{ of } 40 = 5$
 $8 \div 8 = 1$ $\frac{1}{8} \text{ of } 8 = 1$
 $5 + 1 = 6$

MD 17 Multiply by 7 Distributive property

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

MD 17 Divide by 7 Related to seventhing

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

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

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

MD 24 Multiply two-digit numbers Distributive property

$93 \times 74 = 6882$

90	3
6300	360
210	12

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

MD 25 Multiply decimals by whole numbers and powers of 10

$9.3 \times 74 = 688.2$

9	0.3
630	36
21	1.2

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

MD 25 Divide decimals by whole numbers and powers of 10

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

MD 26 FD 27 Division is multiplication by a fraction

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

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

WEEK 4 - MATHS – PROBLEM SOLVING

We are learning about multiplication and division.

- 1) A farmer has 624 eggs. He stores them in boxes of 12. How many boxes will he fill?
- 2) A pupil has collected 780 stamps. He has 15 pages in his stamp book. How many stamps will be on each page?
- 3) A toy factory produces 4536 toys a day. There are 21 machines making the toys. How many toys does each machine produce?

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

Understand the information you need to find it out.

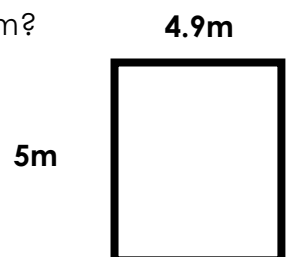
Choose a strategy that you could use to find it out.

Use a strategy to find it out

Check that you have found out.

- 4) The perimeter of an equilateral triangle is 24.6 cm. What is the length of each side?
- 5) A flea can jump up to 200 times its body length. The body length of the flea is 2.54 mm. What is the furthest distance the flea can jump?
a) 5.08mm b) 50.8mm c) 508mm d) 5080mm
- 6) A grasshopper can jump up to 20 times its body length. The body length of the grasshopper is 4.375 cm. What is the furthest distance the grasshopper can jump?
a) 0.875m b) 875m c) 8.75cm d) 875cm

- 7) The diagram shows the dimensions of a room. What is the area of the room?



MATHS – WEEK 4

We are learning to subtract mixed numerals with related denominators.

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

Look at the number sentence.

It says four and three-twelfths minus one and two-thirds.

Are the denominators related? Yes.

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

$$4\frac{3}{12} - 1\frac{2}{3} =$$

To subtract 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 twelfths into thirds? Let's investigate!

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

Would we have a quarter as many thirds?

We would have three-quarters of a third.

If we did this, it would be too complicated to work.

Instead, let's try changing our thirds 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?

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

Our number sentence says four and three-twelfths minus 1 and eight-twelfths.

$$4\frac{3}{12} - 1\frac{8}{12} =$$

Now we will subtract these mixed fractions by using a number line.

Draw your number line.

Record the larger number on the right-hand side.

Record four and three-twelfths on the right side.

Let's subtract the whole numbers first.

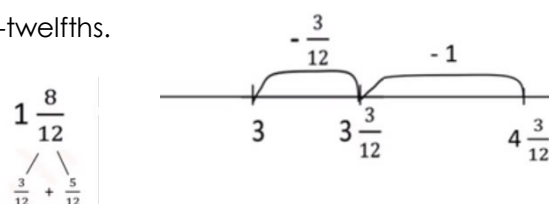
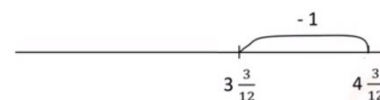
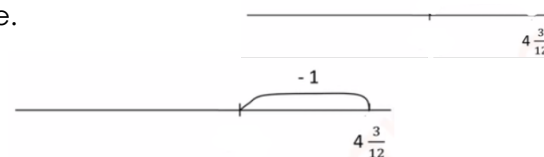
Four and three-twelfths minus one is three and three-twelfths.

Now we will subtract the fraction.

We have three and three-twelfths, how many twelfths will we need to subtract to make 3?

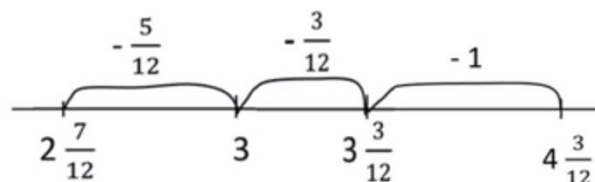
We need to subtract three-twelfths.

To do this, we partitioned eight-twelfths into three-twelfths and five-twelfths.



$$1\frac{8}{12}$$
$$\begin{array}{r} \frac{3}{12} + \frac{5}{12} \end{array}$$

Now we will subtract five-twelfths from three.
Three minus five-twelfths equals 2 and seven-twelfths.



So four and three-twelfths minus one and two-thirds equals two and seven-twelfths.

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

Now let's investigate this without using a number line.
We have four and three-twelfths minus 1 and two-thirds.

$$4\frac{3}{12} - 1\frac{2}{3} =$$

First, we change one of the denominators so that each denominator is the same.
We now have four and three-twelfths and want to subtract one and eight-twelfths.

$$4\frac{3}{12} - 1\frac{8}{12} =$$

We have three-twelfths and want to subtract eight-twelfths. To do this, we need more twelfths.
We can change one of the 4 ones into twelfths.
How many twelfths will we have? We will have twelve-twelfths plus three-twelfths.
That means we have fifteen-twelfths.
The new mixed fraction is 3 and fifteen-twelfths.

$$3\frac{15}{12}$$

Now, we subtract the whole numbers.

Three minus one equals two.

$$3 - 1 = 2$$

Then we subtract the fractions.

Fifteen-twelfths minus eight-twelfths equals seven-twelfths.

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

Let's record what the answer is.

Four and three-twelfths minus one and eight-twelfths equals two and seven-twelfths.

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

Finally, let's record what the answer is in the original number sentence.

Four and three-twelfths minus one and two-thirds equals two and seven-twelfths.

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

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 a subtraction number sentence.

Subtract the mixed numerals using place value.

Record the final answer in its simplest form.

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

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

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

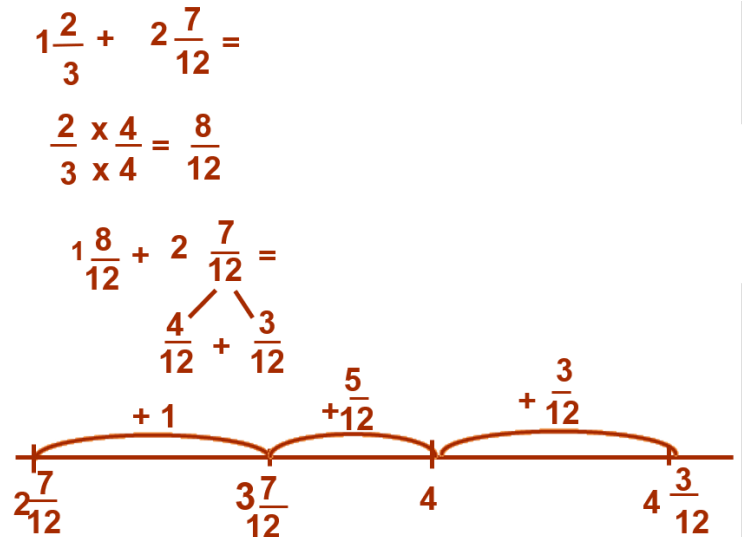
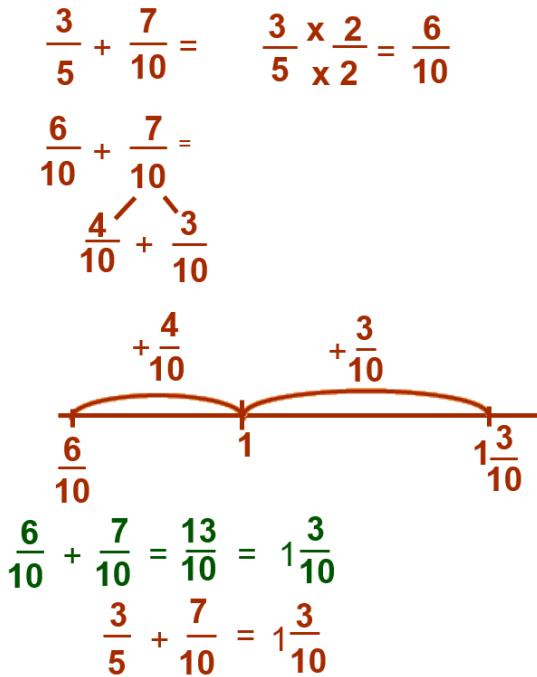
$\frac{1}{5}$	
$\frac{1}{10}$	$\frac{1}{10}$

WEEK 4 – MATHEMATICS

We are learning to add and subtract fractions and mixed numerals.

Review the notes on adding and subtracting fractions and mixed numerals.

Addition of fractions and mixed numerals on a number line



Addition of fractions and mixed numerals without a number line

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

$$1 + 2 = 3$$

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

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

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

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

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

$$4\frac{3}{12}$$

Factors of

3: 1, 3

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

Circle the common factors,

factors of 3: ① ③

factors of 12: ① 2, ③ 4, 6, 12

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

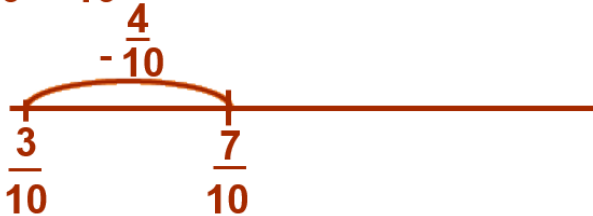
$$4\frac{3}{12} = 4\frac{1}{4}$$

Subtraction of fractions and mixed numerals using a number line

$$\frac{7}{10} - \frac{2}{5} =$$

$$\frac{2}{5} \times \frac{2}{2} = \frac{4}{10}$$

$$\frac{7}{10} - \frac{4}{10} =$$



$$\frac{7}{10} - \frac{4}{10} = \frac{3}{10}$$

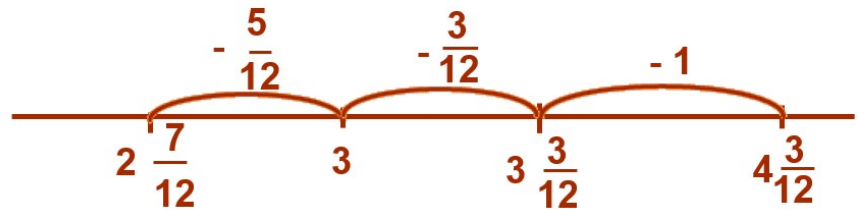
$$\frac{7}{10} - \frac{2}{5} = \frac{3}{10}$$

$$4\frac{3}{12} - 1\frac{2}{3} =$$

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

$$4\frac{3}{12} - 1\frac{8}{12}$$

$$1 + \frac{3}{12} + \frac{5}{12}$$



Subtraction of fractions and mixed numerals without a number line

$$4\frac{3}{12} - 1\frac{8}{12} = 3\frac{15}{12} - 1\frac{8}{12}$$

$$3 - 1 = 2$$

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

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

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

INVESTIGATE

Using playing cards to make non-unit fractions (fractions where the numerator is not 1, for example, $\frac{2}{3}$) that is neither too easy nor too challenging.

Name the fraction needed to make 1.

Name an equivalent fraction needed to make 1.

Example:

$$\frac{2}{3}$$

Fraction needed to make 1 is one-third.

To do this I know that two-thirds plus one-third equals 1.

An equivalent fraction needed to make 1 is two-sixths.

First, I need to work out an equivalent fraction for two-thirds.

If I multiply the numerator and denominator by 2, I have four-sixths which is an equivalent fraction.

To make 1, I then take four-sixths away from six-sixths (because six-sixths make 1).

The answer is two-sixths.

Problem Solving

- 1) Sarah is paving 2 paths. She has 2 bags of sand. She needs $\frac{3}{4}$ of a bag of sand for the first path and $1\frac{1}{2}$ bags of sand for the second path. How much more sand will they need?

- 2) Sarah is paving 2 paths. She has 1 bag of sand. She needs $\frac{6}{8}$ of a bag of sand for the first path and $\frac{3}{4}$ of a bag of sand for the second path. How much more sand will they need?

- 3) Sarah is paving 2 paths. She has some sand. She used $\frac{7}{8}$ of a bag of sand for the first path, and $\frac{3}{4}$ of a bag of sand for the second path. She will need to buy another $\frac{1}{2}$ of a bag of sand to pave both paths. How much sand does Sarah already have?

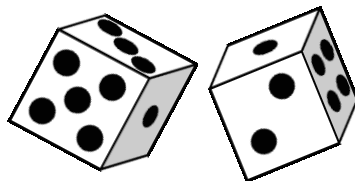
Week 4 – Mathematics

We are learning to conduct chance experiments.

Today brings an investigation about chance and data.

We've investigated chance and data and we've found that when we have data, we can work out the chance of outcomes of a particular event.

Today we are going to investigate how we can conduct repeated trials of a chance experiment, then use the data that we gain to predict the outcomes of future trials.

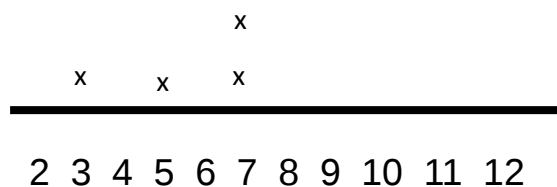


Here we have two dice.

What sum is most likely to occur if we roll two dice? Can we conduct a chance experiment to find out?

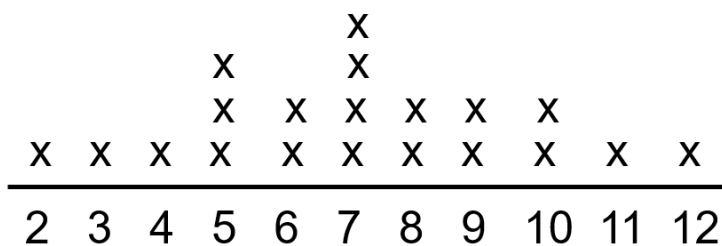
Could we get the sum of 1 when we roll 2 dice? Why not? That's right the lowest we can roll is 2, if both dice land on 1. The highest we can roll is 12 when both dice land on 6.

How many times could we roll the dice? Could we roll the dice 20 times? How could we record the results? Could we record the rolls with a dot plot?



Small Trial: 20 rolls

Let's roll the dice 20 times recording the sum of each roll above the corresponding number on the base line.



Small Trial: 20 rolls

The question that we wanted to answer by conducting this chance experiment was, "Which sum is most likely to occur if we roll two dice.

Using the data in this experiment, which sum is most likely to occur? Which sum occurred the most frequently in this experiment? Did 7 occur the most frequently? Could we say that using the data from one experiment 7 is the sum most likely to occur.

Frequency means how often does an outcome occur.

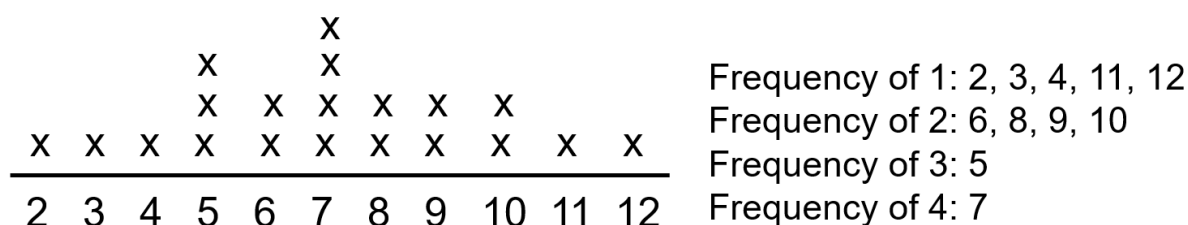
Which sums had a frequency of 1? Do 2, 3, 4, 11, 12 have frequencies of 1?

Which sums had a frequency of 2? Do 6, 8, 9, 10 have a frequency of 2?

Does 5 have a frequency of 3? This means, was the sum of 5 rolled 3 times?

Does 7 have a frequency of 4? This means, was the sum of 7 rolled 4 times?

Does 7 have the greatest frequency?



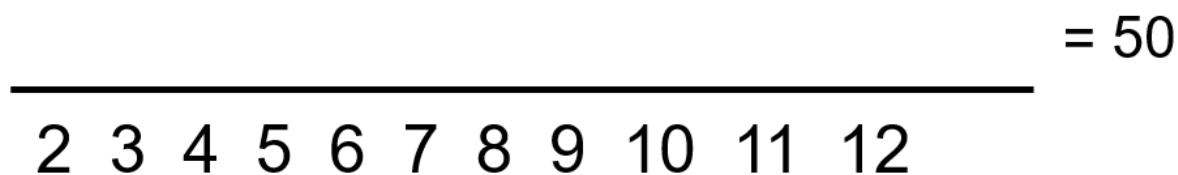
Small Trial: 20 rolls

The sum most likely to occur is 7

How could we use the frequencies in this data to predict the frequencies in larger trials?

Predict the frequency of each sum if we roll the dice 50 times.

Now, complete the experiment and roll the dice 50 times, recording the outcome of each event in a dot plot like this.



So, we have conducted our chance experiment with a small number of trials (20) and a large number of trials (50). Now compare the frequencies from the experiment using a small number of trials with the experiment using a large number of trials. Were the frequencies in both trials similar? Which sum had the greatest frequency? Did 7 still have the greatest frequency?

Have a look at your trials, did 7 have the greatest frequency in your trials? Did 7 have the greatest frequency in everyone's trial? Did you find any surprising frequencies?

Let's compare the frequencies we got from this experiment, to our predicted frequencies. Were the frequencies exactly the same as you predicted? Were the frequencies close to what you predicted? Were there any unpredicted frequencies? Were your predicted frequencies and actual frequencies the same? Why do you think your actual frequencies and predicted frequencies were different? Were your predicted frequencies *likely*, but not certain? Did the data we collected in the small trial help us make a reasonable prediction? Which sums occurred more often?

Did the sums in the middle (5, 6, 7, 8, 9) occur more often? Why do you think this happened?

Let's investigate how many different combinations of numbers on two dice give us each sum.

How many combinations of numbers on each dice add to make 2?

Do only $1 + 1$ add to make 2? Is there only 1 combination to make 2?

How many combinations of numbers on each dice add to make 3?

Does $1 + 2$ and $2 + 1$ make 3? Are there two combinations that give us the sum of 3?

How many combinations of numbers on each dice add to make 4?

Does $1 + 3$ make 4? Does $3 + 1$ make four? Does $2 + 2$ make four? Are there three combinations that give us the sum of four?

How many combinations of numbers on each dice add to make 5?

Does $1 + 4$, $2 + 3$, $3 + 2$ and $4 + 1$ add to make 5? Are there four combinations that add together to make 5?

How many combinations of numbers on each dice add to make 6?

Does $1 + 5$, $2 + 4$, $3 + 3$, $4 + 2$, $5 + 1$ add together to make 6? Are there 5 combinations that add together to make 6?

How many combinations of numbers on each dice add to make 7?

Does $1 + 6$, $2 + 5$, $4 + 3$, $3 + 4$, $5 + 2$, $6 + 1$ add together to make 7? Are there 6 combinations that can add up from two dice to make 7?

How many combinations of numbers on each dice add to make 8?

Does $2 + 6$, $3 + 5$, $4 + 4$, $5 + 3$ and $6 + 2$ add together to make 8? Are there 5 combinations that add together to make 8?

How many combinations of numbers on each dice add to make 9?
does 3+6, 4+5, 5+4 and 6+3 add together to make 9? Are there four combinations that can be used to make a sum of 9?

How many combinations of numbers on each dice add to make 10?
Does 4+6, 5+5 and 6+4 go together to make a sum of 10? Are there 3 combinations that can be rolled to give a sum of 10?

How many combinations of numbers on each dice add to make 11?
Does 5+6 and 6+5 give a sum of 11? Are there two combinations that can be rolled to give a sum of 11?

How many combinations of numbers on each dice add to make 12?
Does 6+6 give a total of 12? Is there only 1 combination that can be rolled with two dice to give a sum of 12?

$$2 = 1 + 1$$

$$3 = 1 + 2 = 2 + 1$$

$$4 = 1 + 3 = 3 + 1 = 2 + 2$$

$$5 = 4 + 1 = 3 + 2 = 2 + 3 = 1 + 4$$

$$6 = 5 + 1 = 4 + 2 = 3 + 3 = 2 + 4 = 1 + 5$$

$$7 = 6 + 1 = 5 + 2 = 4 + 3 = 3 + 4 = 2 + 5 = 1 + 6$$

$$8 = 6 + 2 = 5 + 3 = 4 + 4 = 3 + 5 = 2 + 6$$

$$9 = 6 + 3 = 5 + 4 = 4 + 5 = 3 + 6$$

$$10 = 4 + 6 = 5 + 5 = 6 + 4$$

$$11 = 5 + 6 = 6 + 5$$

$$12 = 6 + 6$$

How many combinations are there all together? Are there 36 possible combinations when we roll two dice?

How many of these possible combinations have a sum of 7? Do 6 of these possible combinations have a sum of 7?

Does 6 out of 36 combinations have a sum of 7? So, if we rolled the dice 36 times, would we predict that we would get a sum of 7 6 times? What if we roll the dice 6 times? Would we predict that we would get a sum of 7 once?

In 36 rolls, we would predict that we would get a sum of 7, 6 times.

In 6 rolls, we would predict that we'd get a sum of 7 once.

In 36 rolls, we would predict that we would get a sum of 2, 1 time.

For each time we roll the dice 6 times would we predict that we would get one sum of 7?

How many of these combinations has a sum of 2? Does 1 of these combinations have a sum of 2? Does 1 out of 36 combinations give out a sum of 2? For each time we roll the dice 36 times, would we predict that we would get a sum of 2 once?

How many times do you predict we would get the other sums if we rolled the dice 36 times?

Now we have some data. We know the frequencies of each number from our small number of trials and our large number of trials. We know which numbers have a greater chance of being rolled with two dice.

Now that we have the data, could we predict chance? Is data necessary to predict chance? Could we use this data to predict the frequencies in a much larger trial, without actually conducting the trial? What do you predict the frequencies would be with 100 trials? If conduct the experiment with 100 trials, would our frequencies be the exact same as we predicted? Would the frequencies be close to what we predicted? Might there be any unpredicted or unexpected frequencies? Why do you think our predicted frequencies and actual frequencies might be different? Are our predictions likely but not certain? Does the data from smaller trials help us make a reasonable prediction?

Time to investigate!

Frequencies, Predict Larger Trials

Roll 2 dice.

Conduct a chance experiment using a small number of trials, recording the frequencies in a dot plot.

Use the frequencies to predict the frequencies in a larger trial.

Conduct the larger trial.

Compare the frequencies from the 2 trials.

Compare your predicted frequencies from your actual frequencies.

Identify differences, explaining that trials and predictions are likely but not certain.

Use the data from your trials to predict the frequencies in much larger trials of 50, 100, 200, 1000.

Reflection: How can we use data about frequencies in chance experiments to predict the frequencies in larger trials?

Frequencies, Predict Larger Trials

Make a spinner, or use one freely available on the Internet, where numbers / colours / symbols are recorded an equal number of times.

Conduct a chance experiment using a small number of trials, recording the frequencies in a dot plot.

Use the frequencies to predict the frequencies in a larger trial.

Conduct the larger trial.

Compare the frequencies from the 2 trials.

Compare your predicted frequencies from your actual frequencies.

Identify differences, explaining that trials and predictions are likely but not certain.

Use the data from your trials to predict the frequencies in much larger trials of 50, 100, 200, 1000.

Reflection: How can we use data about frequencies in chance experiments to predict the frequencies in larger trials?

Frequencies, Predict Larger Trials

Conduct a chance experiment tossing 1, 2, 3 or 4 coins, using a small number of trials, recording the results in a dot plot.

Use the frequencies to predict the frequencies in a larger trial.

Conduct the larger trial.

Compare the frequencies from the 2 trials.

Compare your predicted frequencies from your actual frequencies.

Identify differences, explaining that trials and predictions are likely but not certain.

Use the data from your trials to predict the frequencies in much larger trials of 50, 100, 200, 1000.

Reflection: How can we use data about frequencies in chance experiments to predict the frequencies in larger trials?

Frequencies, Predict Larger Trials

Conduct a survey with one class at the school, for example, favourite TV show.

Use the data to predict the frequencies in a trial of every class in the school.

Identify any issues with using the data to predict frequencies for all classes, for example, the grade of the trial class may give different results, for example, asking children in Year 1 may give different responses to asking children in Year 5.

Work out a better sample, to provide more reliable data, for example, 2 children from each class, a boy and a girl from each class, etc.

Reflection: How can we use the frequencies from a small number of trials to predict the frequencies in larger numbers of trials?

MATHS – Week 4

We are learning about subtracting fractions with related denominators.

Today you will be investigating subtracting 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 subtracting fractions with related denominators using place value.

Look at the number sentence →

This number sentence says seven-tenths minus two-fifths.

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.

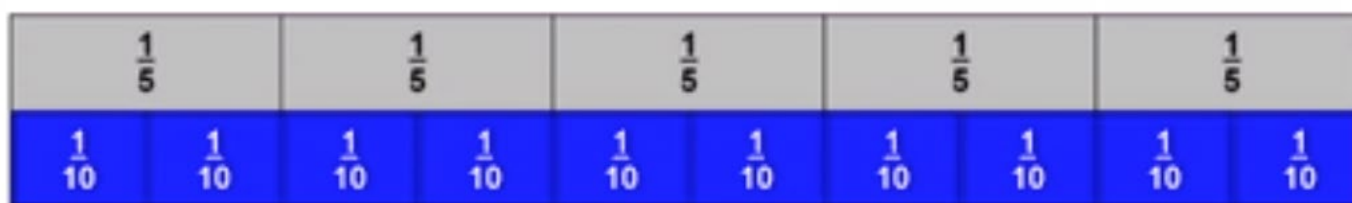
To subtract these fractions, we need to change one of the denominators to make the denominators the same.

$$\frac{7}{10} - \frac{2}{5} =$$

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 two-fifths?

Two-fifths are equivalent to four-tenths.

$$\frac{2}{5} = \frac{4}{10}$$

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

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

Is 1, one-fifth of 5? Yes.

Is 2, two-fifths of 5? Yes.

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

Is 2, one-fifth of 10? Yes.

Is 4, two-fifths of 10? Yes.

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

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.

$$\frac{2}{5} \times \frac{2}{2} = \frac{4}{10}$$

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 two-fifths into tenths by multiplying the numerator and denominator by 2.

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.

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

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

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

We will now subtract these fractions using a number line.

First, we will record our number line.

In which direction do numbers get smaller on a number line?
If we're getting smaller, we will start on the right side of the number line.

Record seven-tenths on the right side of your number line.

Now we will record a jump backwards and show that we are subtracting four-tenths.

Seven-tenths minus four-tenths equals three-tenths

Now we will record it in our equation.

$$\frac{7}{10} - \frac{4}{10} = \frac{3}{10}$$

Now we will record our answer in the original equation.
Seven-tenths minus two-fifths equals three-tenths.

$$\frac{7}{10} - \frac{2}{5} = \frac{3}{10}$$

Now we will do this without a number line.

First, we record the equation.

We have seven-tenths and want to subtract two-fifths.

Let's change two-fifths into tenths.

Now we have seven-tenths and want to subtract four-tenths.

$$\frac{7}{10} - \frac{2}{5} = \frac{7}{10} - \frac{4}{10} =$$

We now subtract seven-tenths from four-tenths. Seven-tenths minus four-tenths is three-tenths.

$$\frac{7}{10} - \frac{4}{10} = \frac{3}{10}$$

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 subtraction number sentence.

Subtract the fractions using place value.

Reflection: How can we subtract fractions using place value?

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

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

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

How does extreme weather affect the Earth's surface?

1. What words could be used to describe all of these images?



The weather always changes. Tropical locations experience torrential rain during the wet season and alpine areas have heavy snowfalls in Winter. Weather patterns around the world are usually seasonal and predictable. Extreme weather events are not. They are severe and often devastating natural phenomena. Some happen over a long period of time, others are sudden. Most extreme weather events are unpredictable and unseasonal.

2. Study the images in the eBook Drought.

3. Compare and contrast the left and right images on two pages of the eBook. What differences do you see?
Describe them below.



Left Image	Right Image
Page	
Page	

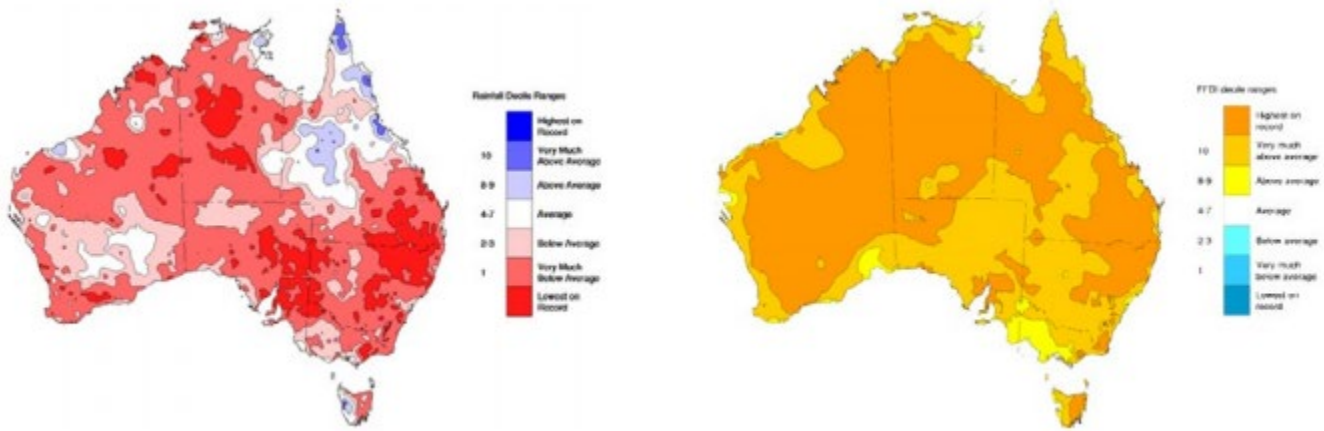
A drought is caused by a long period of unusually dry weather with no precipitation (rain or snow). A severe drought is one of nature's most destructive weather events. In many dry and arid areas of Earth, like parts of Australia and Africa, severe droughts have a devastating effect on people, animals and the land.

4. Find out and record the cause and effects of drought using the table below. Use the websites and images from the eBook to complete your work.

Event	Drought
Cause	
Effect	▪ ▪ ▪ ▪ ▪

During a period of drought there is not enough water to meet normal use e.g. watering crops and filling rain tanks. Scientists gather data to calculate and declare when a drought is happening. By 2019, parts of Australia were experiencing one of the worst droughts since data was first collected and recorded.

5. Study the two maps of Australia. What data do they show?



6. Answer the following questions based on the maps and your knowledge.

- In your opinion, which parts of Australia were experiencing drought by the end of 2019?
- What makes you say that?
- Why would high temperatures make a drought worse?
- What can break (stop) a drought?

In contrast to a time of drought, when rain is needed, floods usually occur after sudden and torrential downpours. Like droughts, severe floods can have a dramatic effect on the Earth's surface.

7. Watch the video Flash Floods, then complete the statements below.

- Flash floods are ...
- They can cause ...

Heavy rainfall leading to flash flooding is often a result of extreme weather events such as severe storms like cyclones.

8. Visit the website to hear and read about severe storms. Record the most important facts you learned as 'did you know' points.
- Did you know ...
 - Did you know ...
 - Did you know ...
 - Did you know ...

Cyclones, typhoons and hurricanes are devastating weather events. Their size and impact are often visible from space.

9. Use the websites and other reliable sources to investigate one of the examples below.

Hurricane Katrina

Cyclone Tracy

Typhoon Haiyan

Complete the report card on your chosen weather event. Grade each subject: 1 = little effect, 5 = devastating effect.

REPORT CARD

Weather event: _____

Statistics (facts and figures) e.g. wind speed, storm surge.

SUBJECT

Earth's surface

Why I think that...

SUBJECT

People

Why I think that...

10. Bomb cyclone, thundersnow, firenado and derecho are all real terms for extreme weather events. What do you think they could be? Create a definition for each.

- Bomb Cyclone:
- Thundersnow:
- Firenado:
- Derecho:

Find out what they really are. Write and illustrate you information.

Bomb Cyclone	Thundersnow
Firenado	Derecho

11. How can an extreme weather event in one location be perfectly normal weather in another? Give examples explaining how.

Assessment

Time to show your understanding!

List and explain the push and pull factors for people migrating to a new country in the twentieth century.

Push
Pull

Choose one migration policy from the twentieth century and explain how it contributed to the development of Australian society.