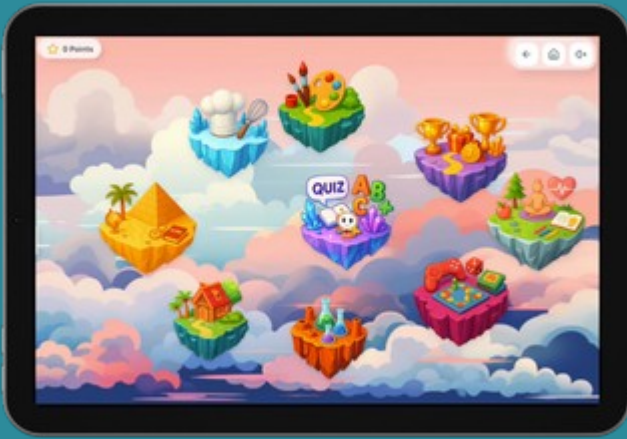


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## Days We Remember – Foundation

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# Days We Remember: teacher overview

Foundation HASS. Essential question: Why do families and communities mark special events?

Choose the full sequence of ten 60-minute lessons or the reviewed eight-session route. Both teach the same essential understanding and complete the assessment. Ten separate editable lesson presentations are supplied, with 12 slides each.

Learning: distinguish an action from its meaning, ask useful questions, use source clues, record dates and sequences, compare perspectives respectfully, explain significance and communicate a shared narrative.

Vocabulary in context: celebration, commemoration, event, calendar, before, during and after. Some events include both celebration and remembering. Describing an action does not establish someone's belief.

All E1–E8 cases are fictional. Children can use these supplied events throughout. Personal beliefs, traditions, photographs and family stories are optional. Teaching about an event does not require religious observance or participation in a commemoration.

Participation: read sources aloud, give picture or symbol choices, allow pointing or gestures, use a communication board or device, rehearse with a partner or dictate to an adult. Judge the same ideas and evidence in each mode.

Assessment: a calendar tile and three-part event retell explaining who marks the event, why it matters and a supporting source. Use lesson records and a short conference. The quiz checks understanding and supports discussion; it is not the sole assessment.

# Preparation and source guide

Before teaching: provide the two displays, eight E1–E8 source cards, game pages and the lesson's record. Display large cards or leave them uncut for pointing. An adult prepares cut-out cards. Use a large counter or pointing for the cooperative game.

E1 is the reunion invitation: Saturday 18 April, 2 pm, community hall. Relatives meet to share stories. E2 is the family account: relatives live in different towns and meet to share stories.

E3 describes Nia's small birthday gathering at home. E4 describes Leo's family visiting a park for a birthday. Treat them as two different choices, without ranking a family or assuming everybody marks birthdays.

E5 describes a quiet fictional community memorial. It gives Pat's preference for quiet reflection and Jo's preference for a written message. Avoid compulsory disclosure, war enactment or living a real loss.

E7 is a fictional classroom for a evening celebration on 22 April. E8 records the reunion sequence: invitation/travel, gathering/stories, then home/contagion.

The sample calendar has April dates 1–30 and no year or weekdays. The invitation's supplied weekday belongs only to its fictional account. Do not present the sample as a current official events calendar.

Optional Australian context: Australian War Memorial, The Anzac Day Tradition, <https://www.awm.gov.au/commemoration/anzac-day/traditions>. Teacher viewing only. Date and non-graphic remembrance explanation are paraphrased in Lesson 7 with a visible source footer. No official images are reproduced.

# Separate presentations: 01-05

Lesson 01: Events we notice

Days We Remember – Foundation – Lesson 01 – Presentation.pptx

I can describe what people do at an event. Record: W01.

Lesson 02: Why it matters

Days We Remember – Foundation – Lesson 02 – Presentation.pptx

I can explain why an event matters to people. Record: W02.

Lesson 03: Calendar detectives

Days We Remember – Foundation – Lesson 03 – Presentation.pptx

I can find a date on a sample calendar. Record: W03.

Lesson 04: Before, during, after

Days We Remember – Foundation – Lesson 04 – Presentation.pptx

I can put event actions in order. Record: W04.

Lesson 05: Objects and accounts

Days We Remember – Foundation – Lesson 05 – Presentation.pptx

I can say what a source tells me. Record: W05.

Each file is a complete 12-slide lesson, with its own HASS cover, model, guided task, independent response, check and closing. Teacher directions are in this Unit Plan; presentation notes are blank.

# Separate presentations: 06-10

Lesson 06: Different ways to mark a day

Days We Remember – Foundation – Lesson 06 – Presentation.pptx

I can compare two event accounts respectfully. Record: W06.

Lesson 07: Remembering respectfully

Days We Remember – Foundation – Lesson 07 – Presentation.pptx

I can explain a respectful action. Record: W07.

Lesson 08: Build an event story

Days We Remember – Foundation – Lesson 08 – Presentation.pptx

I can show people, purpose and sequence. Record: W08.

Lesson 09: Event explanation

Days We Remember – Foundation – Lesson 09 – Presentation.pptx

I can explain an event using a source. Record: W09.

Lesson 10: Class calendar gallery

Days We Remember – Foundation – Lesson 10 – Presentation.pptx

I can compare why events matter. Record: W10.

Each file is a complete 12-slide lesson, with its own HASS cover, model, guided task, independent response, check and closing. Teacher directions are in this Unit Plan; presentation notes are blank.

# Eight-session route: sessions 1-4

Each session: retrieve 5 min, source model 10 min, guided/independent task 30 min, evidence explanation 10 min, transition 5 min. Prepare materials before the session.

Session 1, Events and their meaning: combine Lessons 01 and 02. Use Lesson 01 slides 1–2 and 4–7, then Lesson 02 slides 4–8. Compare E3/E5 actions, hear E1/E2 and ask why the reunion matters. Use one title and focus. In the task, combine W01/W02 recording while retaining an action, a useful question, a reason and its clue. Close with Lesson 02 slides 9–12.

Session 2, Calendar detectives: teach Lesson 03 using its full sequence. Locate 18 April and 22 April on W03, point to E1/E7 and explain which comes first. Collect guided calendar evidence.

Session 3, Before, during, after: teach Lesson 04. Use E8 and W04 to order actions, ask a question about order and explain with time words. Collect a sequence and the source clue.

Session 4, Objects and accounts: teach Lesson 05. Compare E1 with E2 on W05. Record what each tells and ask one question they cannot answer. Collect information from the actual supplied sources.

Use selected slides in the integrated order. Do not teach two whole decks end-to-end when combining a pair. No essential source comparison or assessed explanation is removed.

# Eight-session route: sessions 5-8

Keep the same 5 / 10 / 30 / 10 / 5 minute structure. Oral and supported evidence can replace repeated written recording.

Session 5, Different ways to mark a day: Lesson 06, E3/E4 and W06. Compare the two birthday accounts without calling one choice correct for everybody.

Session 6, Remembering respectfully: Lesson 07, E5/E6 and W07. Explain an action and its purpose, then respect another person's choice. The official Australian context is explanatory and can be teacher-guided.

Session 7, Build an event story: Lesson 08 and W08. Use existing source records to prepare the calendar tile and three-part tell. Teach people, purpose, date, sequence and a relevant clue before assessment.

Session 8, Event explanation and comparison: combine Lessons 09 and 10. Open with Lesson 09 slides 1–3. Model with Lesson 09 slides 4–6 and Lesson 10 slides 4–6. Use the task/support slides 7–9 from both files as needed. Explain using Lesson 09 slides 10–12, then reflect and close once with Lesson 10 slides 10–12.

During the 30-minute task block, collect a short individual explanation, drawing with dictated words, supported selection or recording. Use W09/W10 and the two assessment pages. Compare with E7 as a transfer case. Every child shows who, why, date, sequence and a source, plus a respectful comparison and a question/limit.

Use paired or small-group sharing and a teacher conference. For a large class, combine already-observed records with each child's short response during the task block. Public speaking is not required. No new gallery product or ninth meeting is needed to complete essential assessment.

# Teacher plan: Lesson I – Events we notice

I can describe what people do at an event. Evidence: Describes visible actions and distinguishes an observation from a belief.

Preparation: W01, relevant E1–E8 cards and D1/D2. Use the lesson's complete 12-slide presentation. Keep the supplied fictional option available for every learner.

Retrieve, 8 min: An event is something that happens. What can people do at a special event?

Model, 12 min: Model “I notice people gathering” before “I think it matters because...”. Sort E3/E5 by visible actions, allowing an action in both groups. Partners ask a who/what/where question, then each learner records an action and a question on W01.

Guided and independent task, 25 min: first work through the source or response with a partner/adult. Then collect each learner's own explanation, selection or record. Use v01 with a partner. Draw, point or tell an adult what you notice. Ask one question about the event.

# Lesson 1: evidence and support

Evidence discussion, 10 min: People sit together in a picture. Can we know every person's belief? Explain your answer. Ask for the source clue and record the learning seen, rather than inferring it from participation.

Exit, 5 min: We can describe what we see. We need an account to learn more. What question would you ask?

Support: read the source aloud, offer two relevant picture/symbol choices, allow gestures or a communication board/device, rehearse orally and record dictated words. Preserve the reason and evidence a moment.

Challenge: ask a further relevant why question, identify a limit of a source or explain what would stay/change in another supplied context. Add reasoning rather than extra handwriting. Accept different wording supported by the sources.

PREVIEW

# Teacher plan: Lesson 2 – Why it matters

I can explain why an event matters to people. Evidence: Connects significance to the relatives and identifies a supporting source.

Preparation: W02, relevant E1–E8 cards and D1/D2. Use the lesson's complete 12-slide presentation. Keep the supplied fictional option available for every learner.

Retrieve, 8 min: Why might relatives want to meet? Listen to the invitation in E1.

Model, 12 min: Read E1, then E2. Think aloud: living in different towns is a clue; reconnecting is a reason. Model a useful why question. Partners choose a source clue, then each learner asks a question and explains a supported reason on W02.

Guided and independent task, 25 min: first work through the source or response with a partner/adult. Then collect each learner's own explanation, selection or record. Use W02. Ask about the reunion. Listen to the account again. Say, draw a selected reason and its clue.

## Lesson 2: evidence and support

Evidence discussion, 10 min: Why is the reunion important to this family?  
Show the clue that supports your answer. Ask for the source clue and record the learning seen, rather than inferring it from participation.

Exit, 5 min: The reunion reconnects relatives. They can share stories together. A different family might give another reason.

Support: read the source aloud, offer two relevant picture/symbol choices, allow gestures or a communication board/device, rehearse orally and record dictated words. Preserve the reason and evidence a moment.

Challenge: ask a further relevant why question, identify a limit of a source or explain what would stay/change in another supported context. Add reasoning rather than extra handwriting. Accept different wording supported by the sources.

PREVIEW

# Teacher plan: Lesson 3 – Calendar detectives

I can find a date on a sample calendar. Evidence: Places both supplied dates using month/day support and points to the source.

Preparation: W03, relevant E1–E8 cards and D1/D2. Use the lesson's complete 12-slide presentation. Keep the supplied fictional option available for every learner.

Retrieve, 8 min: The invitation says 18 April. Which part names the month? Which part names the day?

Model, 12 min: Point to the month and date in E1 and April then 18. Model checking E7 before finding 22. Guide one placement then let learners mark the other and compare the two dates on W03.

Guided and independent task, 25 min: First work through the source or response with a partner/adult. Then collect each learner's own explanation, selection or record. Find 22 for the reading celebration. Draw a book or point to the date. Tell an adult how you found it.

# Lesson 3: evidence and support

Evidence discussion, 10 min: Which event comes earlier in April? How does the sample calendar help? Ask for the source clue and record the learning seen, rather than inferring it from participation.

Exit, 5 min: 18 April comes before 22 April. The day numbers help us compare. We still need a source for each event.

Support: read the source aloud, offer two relevant picture/symbol choices, allow gestures or a communication board/device, rehearse orally and record dictated words. Preserve the reason and evidence demands.

Challenge: ask a further relevant why question, identify a limit of a source or explain what would stay/change in another supported context. Add reasoning rather than extra handwriting. Accept different wording supported by the sources.

PREVIEW

# Teacher plan: Lesson 4 – Before, during, after

I can put event actions in order. Evidence: Orders actions coherently and uses time words with a source clue.

Preparation: W04, relevant E1–E8 cards and D1/D2. Use the lesson's complete 12-slide presentation. Keep the supplied fictional option available for every learner.

Retrieve, 8 min: Before means earlier. During means while it happens. After means later.

Model, 12 min: Read E8 aloud and physically arrange invitation, gathering and return-home cards. Model before/during/after language. Mix the three scene cards, guide a reorder, then each learner numbers and retells on W04.

Guided and independent task, 25 min: First, work through the source or response with a partner/adult. Then collect each learner's own explanation, selection or record. Use W04. Number the three scenes. Draw, speak or dictate your retell. Check the order against E8.

# Lesson 4: evidence and support

Evidence discussion, 10 min: Can returning home come before gathering in this reunion story? Why? Ask for the source clue and record the learning seen, rather than inferring it from participation.

Exit, 5 min: Before, an invitation is sent. During, relatives share stories. After, they return home and keep in contact.

Support: read the source aloud, offer two relevant picture/symbol choices, allow gestures or a communication board/device, rehearse orally and record dictated words. Preserve the reason and evidence a moment.

Challenge: ask a further relevant why question, identify a limit of a source or explain what would stay/change in another supported context. Add reasoning rather than extra handwriting. Accept different wording supported by the sources.

PREVIEW

# Teacher plan: Lesson 5 – Objects and accounts

I can say what a source tells me. Evidence: Records relevant information, names its origin and identifies a limit.

Preparation: W05, relevant E1–E8 cards and D1/D2. Use the lesson's complete 12-slide presentation. Keep the supplied fictional option available for every learner.

Retrieve, 8 min: An invitation is a written source. An account tells what someone remembers. Both can help answer a question.

Model, 12 min: Read E1/E2 and point to source clues. Model how a date/place question fits the invitation while a significance question uses the account. Partners select one clue from each. Individually record both and a missing-information question on W05.

Guided and independent task, 25 min: first work through the source or response with a partner/adult. Then collect each learner's own explanation, selection or record. Use W05. Record one clue from each source. Draw, point or dictate your observations. Ask one question the sources cannot answer.

# Lesson 5: evidence and support

Evidence discussion, 10 min: “Everyone felt happy afterwards.” Do E1 and E2 prove this? What would you need to find out? Ask for the source clue and record the learning seen, rather than inferring it from participation.

Exit, 5 min: The sources tell us the plan and a reason. They do not tell every person’s feelings. We can ask a new question.

Support: read the source aloud, offer two relevant picture/symbol choices, allow gestures or a communication board/device, rehearse orally and record dictated words. Preserve the reason and evidence demands.

Challenge: ask a further relevant why question, identify a limit of a source or explain what would stay/change in another supported context. Add reasoning rather than extra handwriting. Accept different wording supported by the sources.

PREVIEW

# Teacher plan: Lesson 6 – Different ways to mark a day

I can compare two event accounts respectfully. Evidence: Compares perspectives accurately without ranking their authenticity.

Preparation: W06, relevant E1–E8 cards and D1/D2. Use the lesson's complete 12-slide presentation. Keep the supplied fictional option available for every learner.

Retrieve, 8 min: Nia likes a small gathering at home. Leo's family visits the park. Both accounts are fictional.

Model, 12 min: Read E3/E4 as two accounts. Model a shared feature and a difference without judging a family. Rehearse a respectful question. Partners compare the accounts, then each learner reports the similarities/differences and explains choice on W06.

Guided and independent task, 25 min: first work through the source or response with a partner/adult. Then collect each learner's own explanation, selection or record. Use v06. Draw or tell the two places. Add a shared feature and a difference. You may use the supplied families only.

# Lesson 6: evidence and support

Evidence discussion, 10 min: Must every family mark a birthday in the same way? Explain. Ask for the source clue and record the learning seen, rather than inferring it from participation.

Exit, 5 min: Families can choose different ways. Some people do not celebrate birthdays. We can listen without ranking their choices.

Support: read the source aloud, offer two relevant picture/symbol choices, allow gestures or a communication board/device, rehearse orally and record dictated words. Preserve the reason and evidence a moment.

Challenge: ask a further relevant why question, identify a limit of a source or explain what would stay/change in another supplied context. Add reasoning rather than extra handwriting. Accept different wording supported by the sources.

PREVIEW

# Teacher plan: Lesson 7 – Remembering respectfully

I can explain a respectful action. Evidence: Explains an action and its purpose and respects another viewpoint.

Preparation: W07, relevant E1–E8 cards and D1/D2. Use the lesson's complete 12-slide presentation. Keep the supplied fictional option available for every learner.

Retrieve, 8 min: People gather quietly and listen to memories. They place a written message. E5 is a fictional community memorial.

Model, 12 min: Read E5/E6 without asking for personal memories. Model why quiet listening or a written message can show care. Let pairs explain a choice and a different viewpoint. Individuals choose respectful actions and their purpose on W07.

Guided and independent task, 25 min: first work through the source or response with a partner/adult. Then collect each learner's own explanation, selection or record. Use v. 7. Select respectful actions. Explain a reason with words, pictures or a story. Use the fictional case, without personal stories.

# Lesson 7: evidence and support

Evidence discussion, 10 min: A person wants to sit quietly. Should we insist they speak? Why? Ask for the source clue and record the learning seen, rather than inferring it from participation.

Exit, 5 min: Give the person a choice. Quiet reflection can matter. People may remember in different ways.

Support: read the source aloud, offer two relevant picture/symbol choices, allow gestures or a communication board/device, rehearse orally and record dictated words. Preserve the reason and evidence a moment.

Challenge: ask a further relevant why question, identify a limit of a source or explain what would stay/change in another supported context. Add reasoning rather than extra handwriting. Accept different wording supported by the sources.

PREVIEW

# Teacher plan: Lesson 8 – Build an event story

I can show people, purpose and sequence. Evidence: Selects relevant facts and builds a source-supported calendar tile and narrative.

Preparation: W08, relevant E1–E8 cards and D1/D2. Use the lesson's complete 12-slide presentation. Keep the supplied fictional option available for every learner.

Retrieve, 8 min: Use the reunion to practise. Which sources will help explain it?

Model, 12 min: Use E1/E2/E8 to model a calendar tile with relevant date and reason. Select three sequence facts and name their sources. Guide a short retell, then each learner prepares W08 and reheases with a partner.

Guided and independent task, 25 min: First, work through the source or response with a partner/adult. Then collect each learner's own explanation, selection or record. Select relevant clues from E1, E2 or E8. Name the source that supports each clue. rehearse by speaking, pointing or drawing.

# Lesson 8: evidence and support

Evidence discussion, 10 min: Does your story tell who and why? Does its order match your source? Ask for the source clue and record the learning seen, rather than inferring it from participation.

Exit, 5 min: Use the sources to check your facts. Practise one short explanation with a partner. Keep your tile for the final conference.

Support: read the source aloud, offer two relevant picture/symbol choices, allow gestures or a communication board/device, rehearse orally and record dictated words. Preserve the reason and evidence a match

Challenge: ask a further relevant why question, identify a limit of a source or explain what would stay/change in another supported context. Add reasoning rather than extra handwriting. Accept different wording supported by the sources.

PREVIEW

# Teacher plan: Lesson 9 – Event explanation

I can explain an event using a source. Evidence: Explains significance, sequence and source origin with an age-appropriate limitation.

Preparation: W09, relevant E1–E8 cards and D1/D2. Use the lesson's complete 12-slide presentation. Keep the supplied fictional option available for every learner.

Retrieve, 8 min: Bring your existing W08 calendar tile. Choose a source that supports your story.

Model, 12 min: Use an existing tile. Model “The event matters because... I know this from...”. Point to a source and name a limit. Partners rehearse a short conference, then each learner explains through an accessible mode and records on W09.

Guided and independent task, 25 min: first work through the source or response with a partner/adult. Then collect each learner's own explanation, selection or record. Then an adult record a short response or use a communication board. Follow and dictate if that helps show your thinking.

# Lesson 9: evidence and support

Evidence discussion, 10 min: Could your picture tell us everyone's feelings? Explain one thing your source does not tell. Ask for the source clue and record the learning seen, rather than inferring it from participation.

Exit, 5 min: A source supports a specific idea. It may leave other questions unanswered. We can explain what we know and what we need.

Support: read the source aloud, offer two relevant picture/symbol choices, allow gestures or a communication board/device, rehearse orally and record dictated words. Preserve the reason and evidence a moment.

Challenge: ask a further relevant why question, identify a limit of a source or explain what would stay/change in another supported context. Add reasoning rather than extra handwriting. Accept different wording supported by the sources.

**PREVIEW**

# Teacher plan: Lesson 10 – Class calendar gallery

I can compare why events matter. Evidence: Draws a comparison conclusion and communicates an evidence-based narrative.

Preparation: W10, relevant E1–E8 cards and D1/D2. Use the lesson's complete 12-slide presentation. Keep the supplied fictional option available for every learner.

Retrieve, 8 min: Place your existing tiles where partners can see. You may share privately with an adult. No new decorated product is required.

Model, 12 min: Compare a finished reunion tile with E7. Model a respectful question and a conclusion about two purposes. Pairs share existing tiles; each learner responds on W10 and completes the assessment/conference. No new decorated product is required.

Guided and independent task, 25 min: first work through the source or response with a partner/adult. Then collect each learner's own explanation, selection or record. Use the assessment pages with an adult. Explain who, why, date, sequence and source. Show a comparison using E7.

# Lesson 10: evidence and support

Evidence discussion, 10 min: Must every person share a family tradition to show their learning? What supplied event could you use? Ask for the source clue and record the learning seen, rather than inferring it from participation.

Exit, 5 min: You can use a fictional event. Your explanation and evidence show your learning. What could you ask about another event?

Support: read the source aloud, offer two relevant picture/symbol choices, allow gestures or a communication board/device, rehearse orally and record dictated words. Preserve the reason and evidence a moment.

Challenge: ask a further relevant why question, identify a limit of a source or explain what would stay/change in another supplied context. Add reasoning rather than extra handwriting. Accept different wording supported by the sources.

PREVIEW

# Evidence Trail: teacher response criteria

Use E1–E8 and the eight challenge cards. Groups of 2–4 move through Notice, Ask, Compare, Explain, Apply and Reflect. At each stop select a challenge, answer using a source, ask one respectful question and check a reason with an adult. Use large counters or pointing; no race or forced public response.

1: E1/E2 support reconnecting relatives who live in different towns and sharing stories. Special food alone does not account for significance.

2: Accept an action visible/described in E3/E5, such as gathering at home or listening quietly. Do not infer every person's belief from a single page.

3: E1 reunion, 18 April, comes before E7 reading celebration, 22 April, on the supplied sample calendar.

4: E8 places sending the invitation and travelling before gathering. 5: E1 names the community hall, gives the reason, without naming the place.

6: Both accounts mark holidays; Nia gathers at home and Leo visits a park. A different choice is no less authentic. 7: Accept quiet listening, reflection or a message with reason and respect for another person's choice.

8: E7 supports celebrating/sharing class learning and recommending books. Accept another purpose justified by its actual clue.

Learners may speak, select a picture, point, draw, use gestures or dictate. Give a cue, reread a source and invite another attempt. Check the reasoning, not speed. The worksheet answer pages offer model responses; other accurate, supported responses are valid.

# Days We Remember

## Key ideas

### celebration

Marking an event with joy.



### commemoration

Remembering people or an event with care.



### event

Something that happens.



### calendar

used to show months and days.



### before

Earlier in a sequence.



### after

Later in a sequence.



People can mark events in different ways.

# How We Explain Our Evidence

## Fictional reunion

### Our question

Why does the reunion matter?



### Our evidence

The relatives live in different towns. They meet to share stories.



### Our explanation

The reunion helps relatives reconnect and share stories.



A clue helps us explain our idea.



# Case and Source Cards

**E1**

Fictional source

## Reunion invitation



Saturday 18 April, 2 pm.  
Community hall.  
Relatives meet to share stories.

**E2**

Fictional source

## Reunion account



We live in different towns.  
We meet to share stories.

**E3**

Fictional source

## Nia's birthday



I like a small birthday gathering at home.

**E4**

Fictional source

## Leo's birthday



We visit the park for my birthday.

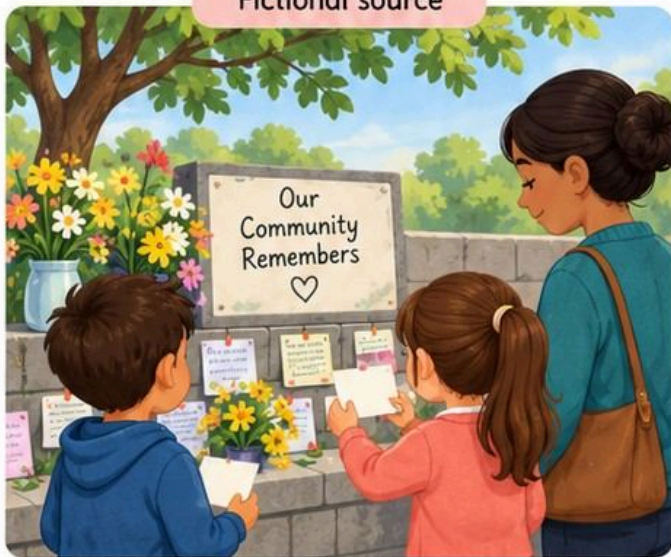
Reunion year is not supplied.

# Case and Source Cards

**E5**

## Community memorial

Fictional source



People gather quietly, listen to memories and place a written message.

**E6**

## Two choices

Fictional source



Paul: I want to sit quietly.



Jo: I want to write a message.

**E7**

## Reading celebration

Fictional source



Class plan: 22 April.  
We choose books to recommend and explain our learning.

**E8**

## Reunion sequence

Fictional source



**Before:**  
send invitation and travel.



**During:**  
gather and share stories.



**After:**  
return home and keep in contact.

# Evidence Trail

## How to play

- 1 Choose a challenge card.
- 2 Use a source card to answer.
- 3 Ask one respectful question.
- 4 Check your reason with an adult.

2–4 players.

Use a large counter or point.

Take turns.

No race.



### Fictional case



Card 1: Why does the reunion matter?

E2 says the relatives live in different towns.

Our answer: The reunion helps them reconnect.

Our question: What do they share?

You can speak, point, draw or use a communication device.

# Evidence Trail Board

START

**1**  
Notice



**2**  
Ask



**3**  
Compare



**4**  
Explain



**5**  
Apply



**6**  
Reflect



FINISH

At each stop, choose a challenge. Use a source and explain your reason.

Everyone can help. No race.



# Evidence Trail Challenges

Days We Remember  
Foundation (ages 5-6)



1. E1 + E2:  
Why does the  
reunion matter?



2. E3 + E5:  
Name one action  
people do.



3. E1 + E7:  
Which April event  
comes first?



4. E8:  
What happens before  
the gathering?



5. E1 + E2:  
Which source  
gives the place?



6. E3 + E4:  
What is the same?  
What differs?



7. E5 + E6:  
Explain a  
respectful choice.



8. E7:  
Why does the class  
mark its learning?



Use a source clue. Check your reason with an adult.

# Events we notice

Name: \_\_\_\_\_

## Notice

Nia has a small gathering at home. People at a memorial listen quietly.



## Record

Draw or tell one action from each fictional event.

**Birthday: E3**

**Memorial: E5**

**PREVIEW**

## Explain

What could you ask to learn why the event matters?

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---

Speak, point, draw or tell an adult.

Fictional sources: E3 and E5

# Events we notice

Name: **ANSWERS**

## Notice

Nia has a small gathering at home. People at a memorial listen quietly.



## Record

Draw or tell one action from each fictional event.

**Birthday: E3**

**Gathering at home.**

**Memorial: E5**

**Listening quietly.**

**PREVIEW**

## Explain

What could you ask to learn why the event matters?

**Why does this event matter to you?**

Speak, point, draw or tell an adult.

Fictional sources: E3 and E5

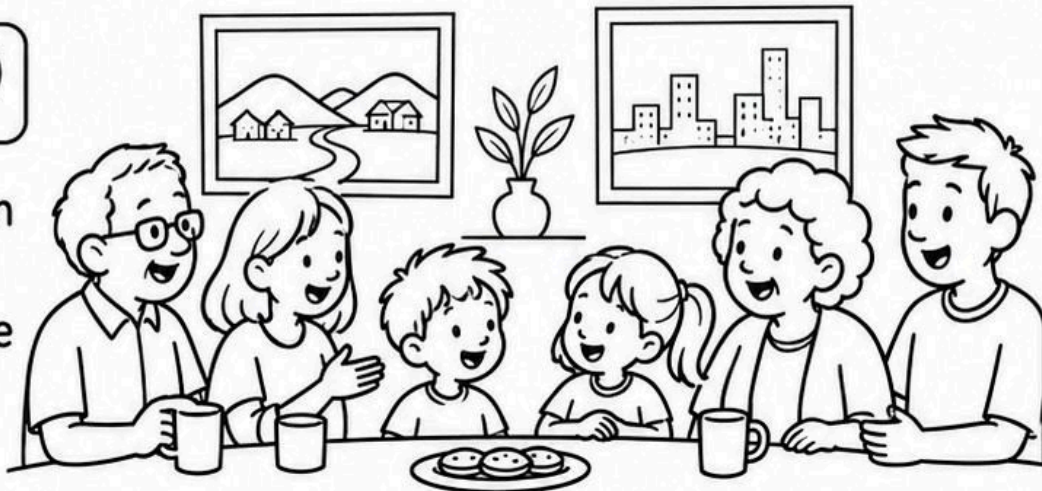
# Why it matters

Name: \_\_\_\_\_

## Notice



The relatives live in different towns. They meet to share stories.



## Record



Ask one question about the reunion. Show a clue that helps answer it.

My question

My source clue

## Explain



The reunion matters because...



Speak, point, draw or tell an adult.

Fictional sources: E1 and E2

# Why it matters

Name: **ANSWERS**

## Notice

The relatives live in different towns.  
They meet to share stories.



## Record

Ask one question about the reunion. Show a clue that helps answer it.

### My question

Why do relatives meet?

### My source clue

They live in different towns.

## Explain

The reunion matters because...

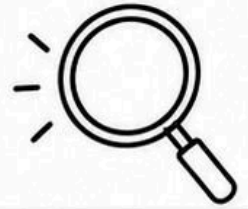
They reconnect and share stories.



Speak, point, draw or tell an adult.

Fictional sources: E1 and E2

# Calendar detectives



Name: \_\_\_\_\_

## Notice

Reunion: 18 April.

Reading celebration: 22 April.



## Record

Circle 18. Put a square around 22. Add an over symbol.

### April - sample calendar

|    |    |    |    |    |    |
|----|----|----|----|----|----|
| 1  | 2  | 3  | 4  | 5  | 6  |
| 7  | 8  | 9  | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 |

## Explain

Which event comes first? Tell how you know.

---



---



---

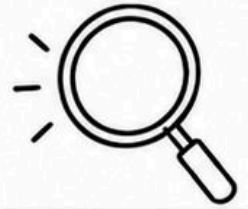


---



Speak, point, draw or tell an adult.

# Calendar detectives



Name: **ANSWERS**

## Notice

Reunion: 18 April.

Reading celebration: 22 April.



## Record

Circle 18. Put a square around 22. Add an event symbol.

### April - sample calendar

|    |    |    |                                                                                           |    |                                                                                             |
|----|----|----|-------------------------------------------------------------------------------------------|----|---------------------------------------------------------------------------------------------|
| 1  | 2  | 3  | 4                                                                                         | 5  | 6                                                                                           |
| 7  | 8  | 9  | 10                                                                                        | 11 | 12                                                                                          |
| 13 | 14 | 15 | 16                                                                                        | 17 | 18<br> |
| 19 | 20 | 21 | 22<br> | 23 | 24                                                                                          |
| 25 | 26 | 27 | 28                                                                                        | 29 | 30                                                                                          |

## Explain

Which event comes first? Tell how you know.

**The reunion comes first because  
18 April is before 22 April.**



Speak, point, draw or tell an adult.

# Before, during, after

Name: \_\_\_\_\_

Fictional sources: E8

## Notice

E8 tells the reunion story in order.

Number the scenes 1, 2 and 3. Retell with time words.

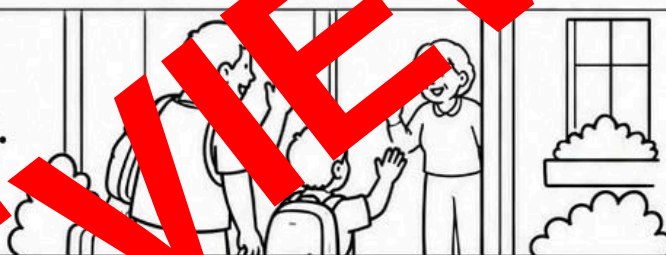
A: Relatives share stories.

☐

B: An invitation is sent.

☐

C: Relatives return home.

☐

## Record

Before: \_\_\_\_\_

During: \_\_\_\_\_

After: \_\_\_\_\_

## Explain

Which source helped you put the actions in order?

---

---

---

Speak, point, draw or tell an adult.

☐

# Before, during, after

Name: **ANSWERS**

Fictional sources: E8

## Notice

E8 tells the reunion story in order.

Number the scenes 1, 2 and 3. Retell with time words.

A: Relatives share stories.



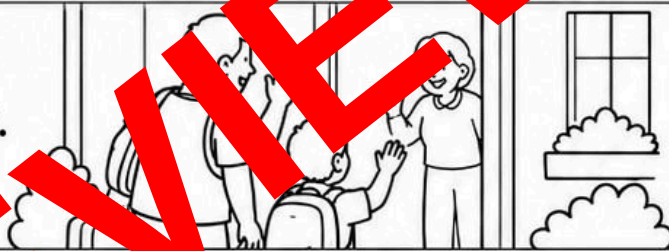
**2**

B: An invitation is sent.



**1**

C: Relatives return home.



**3**

## Record

Before: **Invitation sent.**

During: **Relatives share stories.**

After: **Relatives return home.**

## Explain

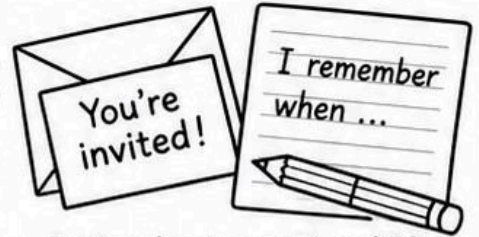
Which source helped you put the actions in order?

**E8 gives the reunion sequence.**

Speak, point, draw or tell an adult.

# Objects and accounts

Name: \_\_\_\_\_

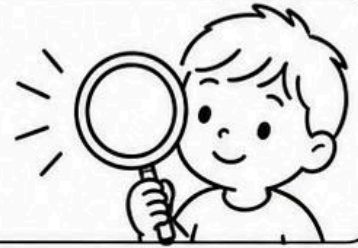


Fictional sources: E1 and E2

## Notice

An invitation gives a plan.

An account gives someone's reason.



## Record

Show one clue from each source.

Invitation: E1

Account: E2

## Explain

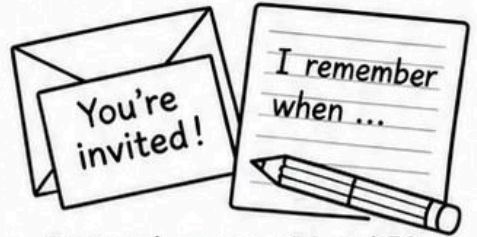
What question do these sources leave unanswered?



Speak, point, draw or tell an adult.

# Objects and accounts

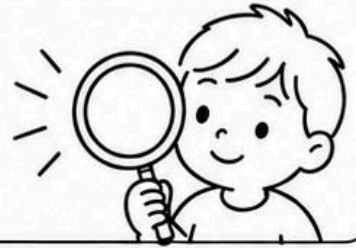
Name: ANSWERS



Fictional sources: E1 and E2

## Notice

An invitation gives a plan.  
An account gives someone's reason.



## Record

Show one clue from each source.

Invitation: E1

18 April, 2 pm,  
community hall.

18 April; community hall.

Account: E2

Relatives live in  
different towns.

Relatives live in different towns.

## Explain

What question do these sources leave unanswered?



How did each relative feel afterwards?

Speak, point, draw or tell an adult.

# Different ways to mark a day

Name: \_\_\_\_\_

Fictional sources: E3 and E4

## Notice

Nia gathers at home. Leo visits a park. Both accounts are fictional.

Nia: E3



Leo: E4



## Record

Draw or tell how the birthday accounts are alike and different.

Same \_\_\_\_\_

Different \_\_\_\_\_

## Explain

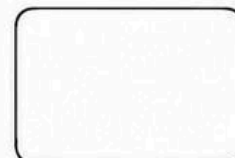
Does one family have to copy the other? Why?

---

---

---

Speak, point, draw or tell an adult.



# Different ways to mark a day

Name: **ANSWERS**

Fictional sources: E3 and E4

## Notice

Nia gathers at home. Leo visits a park. Both accounts are fictional.

Nia: E3



Leo: E4



## Record

Draw or tell how the birthday accounts are alike and different.

Same **Both are birthdays.**

Different **Nia gathers at home; Leo visits a park.**

## Explain

Does one family have to copy the other? Why?

**No. Families can choose different ways.**

Speak, point, draw or tell an adult.

# Remembering respectfully

Name: \_\_\_\_\_

Fictional sources: E5 and E6

## Notice

Pat wants to sit quietly. Jo wants to write a message.

## Record

Circle respectful choices for this fictional memorial.



Listen quietly



Offer a message



Insist Pat speaks

## Explain

My choice and its purpose

PREVIEW

How can you respect a different choice?

---

---

---

Speak, point, draw or tell an adult.

# Remembering respectfully

Name: **ANSWERS**

Fictional sources: E5 and E6

## Notice

Pat wants to sit quietly. Jo wants to write a message.

## Record

Circle respectful choices for this fictional memorial.



## Explain

My choice and its purpose

I can listen quietly to give space for memories.

How can you respect a different choice?

Let Pat sit quietly without insisting they speak.

Speak, point, draw or tell an adult.

# Build an event story



Name: \_\_\_\_\_

Fictional sources: E1, E2 and E8

## Notice

Choose source clues about the fictional reunion.



## Record

Make a calendar tile and a three-part event story.



Event: \_\_\_\_\_

Month: \_\_\_\_\_ Day: \_\_\_\_\_

Who: \_\_\_\_\_

Why: \_\_\_\_\_

Before

During

After

Source clues: \_\_\_\_\_

## Explain

How do your sources help explain the event?

---

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---

Speak, point, draw or tell an adult.

# Build an event story

Name: **ANSWERS**



Fictional sources: E1, E2 and E8

## Notice

Choose source clues about the fictional reunion.



## Record

Make a calendar tile and a three-part event story.



Event: **Family reunion**

Month: **April**

Day: **18**

Who: **Relatives**

Why: **Reconnect and share stories.**

Before

**Invitation and travel.**

During

**Gather and share stories.**

After

**Return home and keep contact.**

Source clue: **E2: different towns.**

## Explain

How do your sources help explain the event?

**E1 gives the date, E2 gives a reason and E8 gives the order.**

Speak, point, draw or tell an adult.

# Event explanation

Name: \_\_\_\_\_

## ① Notice

Use your existing reunion tile and its source cards.



## ② Record

Rehearse your event explanation. An adult may write your words.



## ③ - Explain -



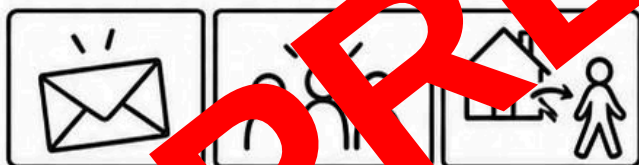
Who and date



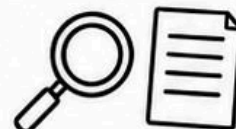
Why it matters



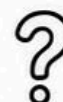
Before, during, after



My source clue



What does your source not tell you?



Speak, point, draw or tell an adult.

Fictional sources: E1, E2 and E8

# Event explanation

Name: **ANSWERS**

## 1 Notice

Use your existing reunion tile and its source cards.



## 2 Record

Rehearse your event explanation. An adult may write your words.



## 3 Explain



Who and date



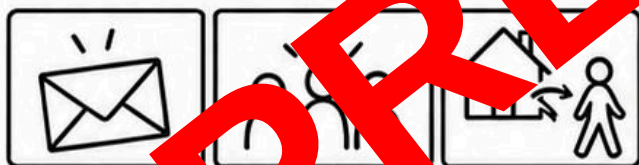
**Relatives, 18 April.**

Why it matters



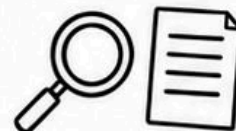
**Reconnect and have stories.**

Before, during, after



**Invite, gather, return home.**

My source clue



**E2: different towns.**

What does your source not tell you?



**It does not tell every relative's feelings.**

Speak, point, draw or tell an adult.

Fictional sources: E1, E2 and E8

# Class calendar gallery



Name: \_\_\_\_\_

## Notice

A reunion, memorial and reading celebration can matter for different reasons.

## Record

Compare the reunion with the class reading celebration.

Reunion: E2



Reading celebration: E7



Same

Different purpose

## Explain

Must everyone mark the same events? Ask one respectful question.

Speak, point, draw or tell an adult.

Fictional sources: E2, E5 and E7

# Class calendar gallery

Name: **ANSWERS**



## Notice

A reunion, memorial and reading celebration can matter for different reasons.

## Record

Compare the reunion with the class reading celebration.

Reunion: E2

**Reconnect relatives.**



Reading celebration: E7

**Share class learning.**



Same

**People meet.**

Different purpose

**Family contact and class learning.**

## Explain

Must everyone mark the same events? Ask one respectful question.

**No.**

**What does this event mean to you?**

Speak, point, draw or tell an adult.

Fictional sources: E2, E5 and E7

# Quiz and assessment guide

The separate editable quiz has 20 slides: a cover, response instructions, eight questions with separate answer explanations, reflection and closing. The first two questions check reunion significance and different ways of marking events. Further questions check calendars, sequence, source limits, respectful action and two application cases.

Read the questions aloud. Accept speech, pointing, drawing, a communication device or dictated words. Pause on an answer slide to discuss the clue rather than treating the quiz as a speed test.

Assessment page 1: use E1/E2/E8 to create a calendar tile, identify who marks the reunion and why, select a source clue and record before/during/after. A sample sound response: relatives meet on 18 April to reconnect and share stories; E2 states they live in different towns; E8 gives the order.

Assessment page 2: explain the event, then use E7 as a different class event. A sound transfer response links the reading celebration to class learning and compares that purpose with family contact. Record a useful question, a calendar/sequence time, respectful comparison and a source-supported explanation.

Ask what the source cannot tell, such as every person's feelings. Combine the final explanation with earlier individual lesson evidence. The four-dimension rubric scores understanding, evidence, explanation and reflection.

Communication support does not lower achievement; missing learning evidence, not the response mode, determines a gap.

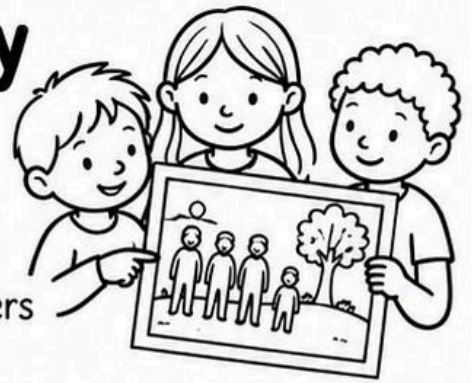
An adult may record the learner's own words or selected response. A complete explanation can remain short. No compulsory family disclosure, confident public speaking, decorative neatness or handwriting score applies.

# Assessment: My Event Story

Name: \_\_\_\_\_

Use the fictional reunion sources E1, E2 and E8.

Show who marks the event, when it happens, why it matters and what your source tells you.

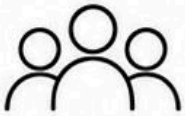


| Event |
|-------|
|       |

| Month |
|-------|
|       |

| Day |
|-----|
|     |

Who marks it?



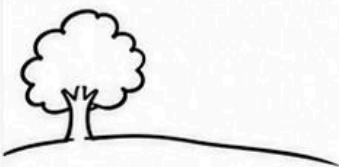
Why does it matter?



My source tells me...

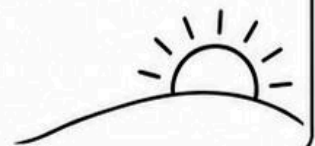


Before



During

After



Speak, point, draw or dictate. Use the same ideas.

# Assessment: Explain and Compare

Name: \_\_\_\_\_

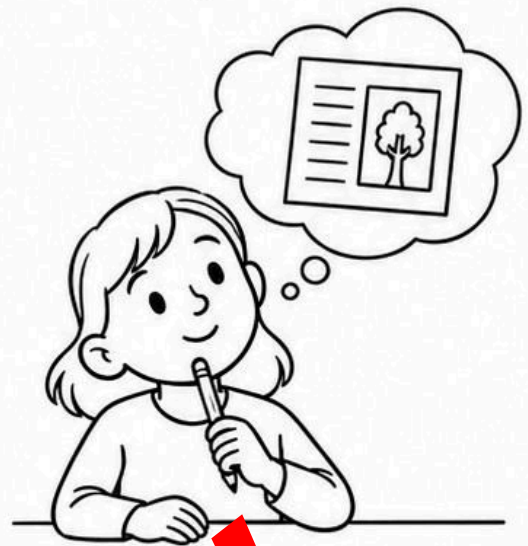
## 1 My event explanation

Explain your event using **one** source clue.

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## 2 A different event

**Fictional class plan:** 22 April. We choose books to recommend and explain our learning.

**E7: Reading celebration**



**Why** could this event matter to the class?

**How** is its purpose different from the reunion?

## 3 Teacher conference recording

- ☐ Asked a useful question
- ☐ Used a calendar and sequence
- ☐ Compared views respectfully
- ☐ Explained with a source clue



**A question my sources do not answer:**

---

An adult may record spoken, selected or drawn responses.

# Rubric: Days We Remember

Assess the ideas and evidence. Communication support does not lower achievement.



|               | Developing                                   | Sound                                            | Transfer                                        |
|---------------|----------------------------------------------|--------------------------------------------------|-------------------------------------------------|
| Understanding | Names actions; purpose is unclear.           | Explains who marks the event and why.            | Explains a similar purpose in a changed event.  |
| Evidence      | Clue is missing or unrelated.                | Uses a relevant source, date and sequence.       | Uses a clue and identifies what it cannot tell. |
| Explanation   | Reason has a gap or unclear order.           | Retells before, during and after with a reason.  | Compares event purposes with a relevant clue.   |
| Reflection    | Perspective or respectful action is unclear. | Respects a different view and explains a choice. | Applies respectful reasoning to another event.  |

Judge understanding, not handwriting, confidence, decoration or personal disclosure.

Teacher notes:

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# Lesson 1

## Events we notice



# Our learning

I can describe what people do at an event

I can show a clue that supports my answer

PREVIEW

# Events around us

An event is something that happens

What can people do at a special event?

PREVIEW

# A birthday at home

Nia has a small gathering at home.

We can notice people sitting together.

This is a fictional birthday account.

PREVIEW

# A quiet remembrance

People listen to memories.

They place a written message.

This is a fictional memories account.

PREVIEW

# Actions and meaning

Sitting together is an action.

A person can tell us why it matters.

A picture cannot tell us every belief.

PREVIEW

# Our question

What are the people doing?

Who could tell us why they are there?

PREVIEW

# A sort together

Use E3 and E5.

Point to gathering, listening or remembering.

Some actions can belong in both groups.

PREVIEW

# Your event record

Use W01 with a partner.

Draw, point or tell an adult what you noticed.

Ask one question about the event.

PREVIEW

# Our check

People sit together in a picture.

Can we know every person's belief?

Explain your answer.

PREVIEW

# A careful answer

We can describe what we see.

We need an account to learn more.

What question would you ask?

PREVIEW

**Well done!**

# Lesson 2

## Why it matters



# Our learning

I can explain why an event matters to people.

I can show a clue that supports my answer.

PREVIEW

# Our reunion question

Why might relatives want to meet?

Listen to the invitation in E1.

PREVIEW

# The invitation

Saturday 18 April, 2 pm.

Community hall.

Relatives meet to share stories.

PREVIEW

# The family account

“We live in different towns.

We meet to share stories.”

This is a fictional account

PREVIEW

# A reason from evidence

The relatives live apart.

Meeting helps them reconnect.

Their account tells us what matters.

PREVIEW

# A useful question

Why do you want to meet?

Which part of the account helps to answer?

PREVIEW

# An answer together

The reunion matters because...

Choose a clue from E1 or E2.

Food alone does not explain their reason.

PREVIEW

# Your question and answer

Use W02. Ask about the reunion.

Listen to the account again.

Say, draw or select a reason and its clue.

PREVIEW

# Our check

Why is the reunion important to this family?

Show the clue that supports your answer.

PREVIEW

# A possible explanation

The reunion reconnects relatives.

They can share stories together.

A different family might give another reason.

PREVIEW

**Well done!**

# Lesson 3

## Calendar detectives



# Our learning

I can find a date on a sample calendar.

I can show a clue that supports my answer.

PREVIEW

# A date clue

The invitation says 18 April.

Which part names the month?

Which part names the day?

PREVIEW

# Our sample calendar

This calendar has no year or weekdays.

It helps us practise finding dates.

It is not a current events calendar.

PREVIEW

# Finding 18 April

First find April.

Then find the number 18.

Place the reunion marker here.

PREVIEW

# A second event

Our fictional class reading celebration  
is on 22 April.

Find 22 using the class plan in L1

PREVIEW

# Checking our source

E1 gives the reunion date.

E7 gives the reading celebration date.

Point to the source before placing a marker.

PREVIEW

# A date together

Use W03. Find 18.

Circle it and choose a reunion symbol.

Check the month with a partner.

PREVIEW

# Your calendar

Find 22 for the reading celebration.

Draw a book or point to the date.

Tell an adult how you found it.

PREVIEW

# Our check

Which event comes earlier in April?

How does the sample calendar help?

PREVIEW

# Our explanation

18 April comes before 22 April.

The day numbers help us compare.

We still need a source for each event.

PREVIEW

**Well done!**

# Lesson 4

## Before, during, after



# Our learning

I can put event actions in order.

I can show a clue that supports my answer

PREVIEW

# Our time words

Before means earlier.

During means while it happens.

After means later.

PREVIEW

# Before the reunion

The family sends an invitation.

Relatives plan and travel.

E1 and E8 give these clues

PREVIEW

# During the reunion

Relatives gather at the community hall.

They share stories and remember people.

E2 and E8 tell us what happens.

PREVIEW

# After the reunion

Relatives return home.

They keep in contact.

E8 finishes the fictional sequence

PREVIEW

# A question about order

What happened before people gathered?

Which card supports your answer?

PREVIEW

# An order together

Place invitation, gathering and home card

in a before, during, after row.

Tell the story with the time words

PREVIEW

# Your sequence

Use W04. Number the three scenes.

Draw, speak or dictate your retelling.

Check the order against F04.

PREVIEW

# Our check

Can returning home come before gathering  
in this reunion story? Why?

PREVIEW

# A sequence with evidence

Before, an invitation is sent.

During, relatives share stories.

After, they return home and keep in contact.

PREVIEW

**Well done!**

# Lesson 5

## Objects and Accounts



# Our learning

I can say what a source tells me.

I can show a clue that supports my answer.

PREVIEW

# Two kinds of source

An invitation is a written source.

An account tells what someone remembers.

Both can help answer a question.

PREVIEW

# What the invitation tells

E1 names the date, time and place.

It says relatives will share stories.

It tells the plan, before the reunion.

PREVIEW

# What the account tells

E2 says relatives live in different towns.

Meeting helps them share stories.

It tells one family's reason

PREVIEW

# A limit of a source

The invitation does not tell  
how every person felt afterwards.

We would need to ask or find another account.

PREVIEW

# Choosing a source

When and where is the reunion?

Why does the meeting matter?

Which source helps each question?

PREVIEW

# A comparison together

Point to the date in E1.

Point to the reason in E2.

Tell how the sources help differently.

PREVIEW

# Your source record

Use W05. Record one clue from each source.

Draw, point or dictate your observations.

Ask one question the sources cannot answer.

PREVIEW

# Our check

“Everyone felt happy afterwards.”

Do E1 and E2 prove this?

What would you need to find out?

PREVIEW

# A careful conclusion

The sources tell us the plan and a reason.

They do not tell every person's feeling.

We can ask a new question.

PREVIEW

**Well done!**

# Lesson 6

## Different ways to mark a day



# Our learning

I can compare two event accounts respectfully.

I can show a clue that supports my answer.

PREVIEW

# Two birthday accounts

Nia likes a small gathering at home

Leo's family visits the park.

Both accounts are fictional.

PREVIEW

# Nia's view

Nia says, "I like a small birthday gathering at home."

Listen to what Nia values

PREVIEW

# Leo's view

Leo says, “We visit the park  
for my birthday.”

Listen to what Leo's family does

PREVIEW

# Same and different

Both accounts describe birthdays.

The places and activities differ.

A different choice can still matter.

PREVIEW

# A respectful question

What do you enjoy about that choice?

Listen without calling it the wrong way

PREVIEW

# A comparison together

Use E3 and E4.

Name one thing that is the same.

Name one thing that is different.

PREVIEW

# Your comparison

Use W06. Draw or tell the two places.

Add a shared feature and a difference.

You may use the supplied names only.

PREVIEW

# Our check

Must every family mark a birthday  
in the same way? Explain.

PREVIEW

# Our conclusion

Families can choose different ways.

Some people do not celebrate birthdays.

We can listen without ranking their choices.

PREVIEW

**Well done!**

# Lesson 1

## Remembering Respectfully



# Our learning

I can explain a respectful action.

I can show a clue that supports my answer

PREVIEW

# A remembrance account

People gather quietly and listen to memories.

They place a written message.

E5 is a fictional community memorial.

PREVIEW

# Different choices

Pat wants to sit quietly.

Jo wants to write a message.

Both choices can show care in this case.

PREVIEW

# An Australian example

Anzac Day is on 25 April.

People commemorate those who served.

Learning about a day does not require taking part.

Based on: Australian War Memorial, Anzac Day ([awm.gov.au/commemoration/anzac-day](http://awm.gov.au/commemoration/anzac-day))

# Why quiet can matter

Listening can give space to memories.

A message can show care.

Ask before joining someone's chosen action.

PREVIEW

# A useful question

How does this action help people remember?

What might another person choose?

PREVIEW

# A choice together

Use E5 and E6.

Choose listening, quiet reflection or a message.

Explain how your choice grows your...

PREVIEW

# Your remembrance record

Use W07. Select respectful actions.

Explain a reason with words, pictures or gestures.

Use the fictional case, without personal stories.

PREVIEW

# Our check

A person wants to sit quietly.

Should we insist they speak? Why?

PREVIEW

# Our explanation

Give the person a choice.

Quiet reflection can matter.

People may remember in different ways.

PREVIEW

**Well done!**

# Lesson 8

## Build an event story



# Our learning

I can show people, purpose and sequence

I can show a clue that supports my answer

PREVIEW

# Our event clues

Use the reunion to practise.

Which sources will help explain it?

PREVIEW

# People and purpose

For the reunion, relatives meet.

They reconnect and share stories

E1 and E2 give the clues.

PREVIEW

# A short sequence

Before: invitation and travel.

During: gathering and stories.

After: home and keeping in contact

PREVIEW

# Useful facts

A date helps place the event.

A source helps explain why it matters.

Decoration alone does not explain purpose.

PREVIEW

# A story together

Who marks the event?

Why does it matter to them?

What happens before, during and after?

PREVIEW

# A calendar tile

Use W08 to make a sample calendar tile.

Add the event, month and day.

Include a source clue and your three-part story.

PREVIEW

# Your evidence choice

Select relevant clues from E1, E2 or E8.

Name the source that supports each clue.

Rehearse by speaking, pointing or drawing.

PREVIEW

# Our check

Does your story tell who and why?

Does its order match your source

PREVIEW

# Ready to explain

Use the sources to check your facts

Practise one short explanation with a partner.

Keep your tile for the final conference.

PREVIEW

**Well done!**

# Lesson 4

## Event explanation



# Our learning

I can explain an event using a source.

I can show a clue that supports my answer.

PREVIEW

# Our explanation clue

Bring your existing W08 calendar tile.

Choose a source that supports your story.

PREVIEW

# A reunion explanation

Relatives meet on 18 April.

The reunion reconnects them.

E2 says they live in different towns.

PREVIEW

# A source in my answer

“I know this because the account says  
they live in different towns.”

Point to E2 as you explain

PREVIEW

# Our story order

Before, people prepare.

During, they mark the event.

After, they may remember or keep in contact.

PREVIEW

# A partner question

Why does this event matter to these people?

Which clue helped you answer?

PREVIEW

# A practice conference

Share your tile in a pair.

Ask one question and listen to the answer.

Use W09 to keep your explanation.

PREVIEW

# Your explanation choice

Tell an adult, record a short response  
or use a communication board.

Draw and dictate if that helps show your thinking.

PREVIEW

# Our check

Could your picture tell us  
everyone's feelings?

Explain one thing your source does not tell.

PREVIEW

# Our evidence conclusion

A source supports a specific idea.

It may leave other questions unanswered.

We can explain what we know and what we need.

PREVIEW

**Well done!**

# Lesson 10

## Class calendar gallery



# Our learning

I can compare why events matter.

I can show a clue that supports my answer.

PREVIEW

# Our calendar gallery

Place your existing tiles where partners can see

You may share privately with an individual

No new decorated products are needed.

PREVIEW

# Two event purposes

A reunion reconnects relatives.

A reading celebration marks class learning.

Both can bring people together.

PREVIEW

# A respectful comparison

What is the same about these events?

How are their purposes different?

Which source supports your idea?

PREVIEW

# A new class event

The class recommends books to each other.

They explain what they have learnt.

E7 is the fictional class play.

PREVIEW

# A conclusion together

Events can connect people.

People may celebrate learning or remember others.

Everyone does not mark the same events.

PREVIEW

# Your gallery response

Use W10 and your finished tile.

Compare it with one supplied event.

Ask a respectful question

PREVIEW

# Our final task

Use the assessment pages with an adult.  
Explain who, why, date, sequence and a source.  
Show a comparison using 27.

PREVIEW

# Our check

Must every person share a family tradition  
to show their learning?

What supplied event could you use

PREVIEW

# Our reflection

You can use a fictional event.

Your explanation and evidence show your learning.

What could you ask about another event?

PREVIEW

**Well done!**

# Days We Remember Unit Quiz



# How to answer

Listen to each question.

Speak, point, draw or tell an adult

Show a reason or a source/clue

PREVIEW

# Question 1: Why is the reunion important?

Why does the reunion matter to the fictional family?

Choose a clue from E1 or E2.

PREVIEW

# Answer 1

It reconnects relatives who live apart.

They can share stories.

Special food alone does not explain their reason.

PREVIEW

## Question 2: The same events?

Must everyone celebrate the same events?

Explain your answer.

PREVIEW

## Answer 2

No. Families and communities mark different events in different ways.

Some people choose not to celebrate an event.

PREVIEW

## Question 3: A calendar clue

Which date is the reunion on?

Where did you find the clue?

PREVIEW

# Answer 3

18 April.

The invitation in E1 gives the date

The reunion year is not supplied

PREVIEW

## Question 4: A time sequence

Which comes first in the reunion story?

Sending an invitation or sharing stories?

PREVIEW

# Answer 4

Sending the invitation comes first.

Sharing stories happens during the gathering.

E8 supports this order.

PREVIEW

## Question 5: What a source tells

Does E1 tell how every relative felt after the war?

What could you do to find out more?

PREVIEW

# Answer 5

No. The invitation gives a plan.

Ask a relative or find another account.

A guess does not tell every person's feelings.

PREVIEW

## Question 6: A respectful action

Pat wants to sit quietly at the fictional memorial.  
What could you do to respect this choice?

PREVIEW

# Answer 6

Give Pat space to sit quietly.

Offer a choice without insisting Pat speaks.

Quiet reflection can show care.

PREVIEW

## Question 7: A new class event

A class recommends books and shares its learning.

Why could this event matter to the class?

Use the clue in the question.

PREVIEW

# Answer 7

It helps the class mark and share its learning.

Recommending books is the clue.

Accept another reason linked to the given account.

PREVIEW

## Question 8: A changed reunion

A fictional reunion moves to an online call.  
Relatives still share stories from different towns.  
Could its purpose stay the same? Why?

PREVIEW

## Answer 8

Yes. Relatives can still reconnect and share stories.

The place or way of meeting has changed.

The account supports a similar purpose.

PREVIEW

# Our reflection

Which clue helped you today?

What question could you ask next?

People can mark events in different ways.

PREVIEW

**Well done!**