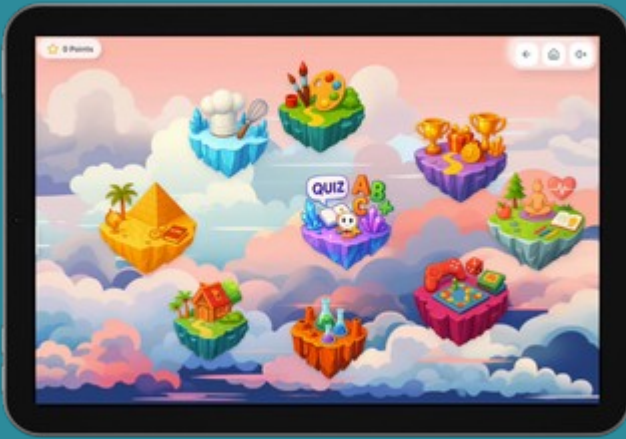


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NAIDOC Week – 3–4 Pack

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Data and graphing
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Three paper organisers
Four colouring scenes
Art, display, logic and reflection
Answers



Teacher guide — context

Purpose and sources

This undated Years 3–4 pack combines a classroom story with short sourced passages about NAIDOC Week and two publicly shared accounts of individual work. NAIDOC Week recognises Aboriginal and Torres Strait Islander histories, cultures and achievements. Distinct, continuing cultures and current achievements should remain explicit. A short passage does not represent every community or provide access to all cultural knowledge.

Teach with care

Passage A draws on National NAIDOC Week information. Passage B draws on National NAIDOC Committee profiles of Aunty Lynette Riley and Masnah Banu. Keep the supplied claims within those sources. The ordinary library books and paper organisers are original classroom imagery. They do not depict cultural practices, named people or representative identities. Do not ask children to imitate cultural artwork or act as cultural knowledge holders.

Participation choices

Children can speak, point, draw, write or work with a reader or adult scribe. A folder version has the same learning purpose as this display work. Do not require personal, family or cultural disclosure. Select practical tasks and support reading as needed; the games have cooperative checking and retry routes.

Learning focus

Read for evidence; compare text purposes; qualify claims; build words and edit sentences; plan, draft and improve an explanation. Maths includes multiplication, division, fractions, patterns, angles, area, perimeter, elapsed time and data. These are selected age-band skills, with scaffolded choice, rather than a claim to complete curriculum coverage.

Teacher guide — teaching route

Read, compare and write

Read the three-page story on 4–6 and passages A and B on 7–8. Use 9–12 for evidence, comparison and source limits; 13–15 for word families, precision and editing. Plan on 16, write across 17–18 and revise on 19. Keep source names beside facts. Offer the folder route throughout.

Maths and games

Use 20–27 for calculation, fractions, patterns, geometry, measurement, time and material counts. Page 27 graphs the table on 26; it is not a claim about every class. Evidence relay has rules on 28, checks on 29 and cards on 30–31. Materials match has rules on 32, checks on 33, board on 34 and cards on 35. Two games have eight cards, team success, checking and retry.

Three different paper mechanisms

Accordion: instructions 36, four-panel component 37 and binding source check: instructions 38, firm-card frame 39 and complete landscape card strip 40. Triangular reading stand: instructions 41 and net 42. Print components at 100% or actual size. Use scissors, firm light card, glue and colouring or writing tools. An adult cuts the narrow slots. Keep glue away from the slot path; join only the marked tab on the stand.

Finish and assess flexibly

Four untitled colour pages are on 43–46. Art and display work are on 47–48; the logic task and explanation are on 49–50; reflection is on 51. Checked answers follow on 52–56. Look for accurate source use, reasons, clear writing and sensible strategies. Allow oral explanation and adult scribing. There is no required public performance or personal disclosure.

An idea worth checking

Noor, Mia and Tom planned a reading corner for NAIDOC Week. Their teacher supplied two short passages: one about the week and one about publicly shared profiles.

Tom wrote a heading: 'Our display tells you everything.'

Noor read it twice. 'We have useful information,' she said, 'but two short passages can't tell us everything.'

Mia suggested a different purpose: help readers learn a few accurate facts and find out where those facts came from.

The group decided to check each sentence before they designed the display.

Continued on the next page.



A source beside each fact

Mia read that NAIDOC Week recognises Aboriginal and Torres Strait Islander histories, cultures and achievements. She kept both names in their sentence.

Noor read the profiles. One described Aunty Lynette Riley's education work. Another described Masepah Banu's community-support work.

'These are individual accounts,' Noor said. 'We should not say they tell us about every community.'

Tom added a source beside each fact. The group chose ordinary books and clear spaces for their layout. They left room for questions that their short passages could not answer.

Continue on the next page.



A useful reading corner

The group tested their plan with another reader. She could find a fact and its source without moving the books.

Tom wanted to add more cards, but Mia noticed that the small table would become crowded. They selected fewer, clearer cards and kept their notes in folders.

Some classmates spoke their ideas. Others drew, wrote or worked with an adult. A private folder was as useful as a shared display.

Noor wrote a recommendation: read the supplied passages, name sources and keep learning throughout the year. Their reading corner was beginning, with space for new questions.

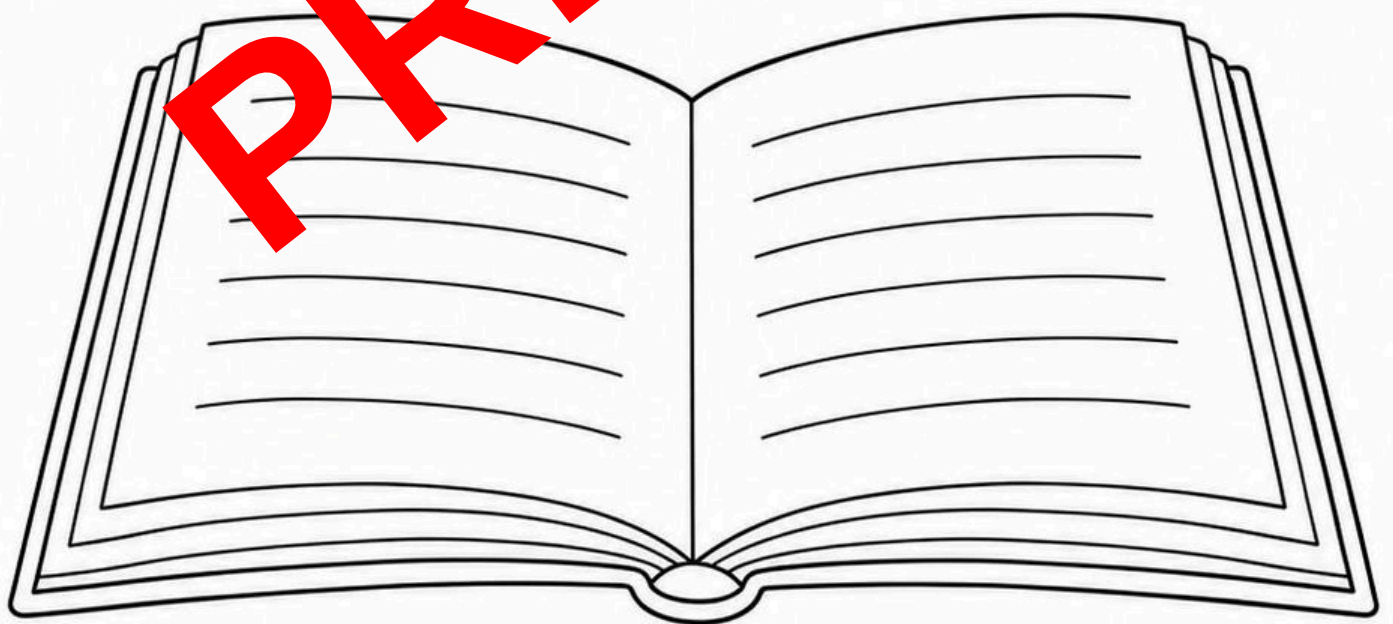


Passage A – NAIDOC Week

NAIDOC Week is an annual July event recognising Aboriginal and Torres Strait Islander histories, cultures and achievements. There are many distinct peoples and communities, with continuing cultures and present-day achievements.

People across Australia can learn from publicly shared information. Learning does not need to finish when the week ends.

A short passage gives selected facts. It cannot describe every community or provide access to all cultural knowledge. Readers can name the source and keep their statements within what it supports.



Facts: National NAIDOC Week.

Passage B – individual work

The National NAIDOC Committee publishes profiles that describe individual work and experiences.

Aunty Lynette Riley's profile describes work in education. Masepah Banu's profile describes work supporting communities. Banu is identified as a Torres Strait Islander person.

These two accounts show different areas of work. They do not stand for every Aboriginal or Torres Strait Islander person or community.

Use the named details accurately. A public profile supports learning about the work it describes; it does not give readers permission to copy protected portraits, artwork or cultural knowledge.

Source: National NAIDOC Committee profiles.



Find evidence in the story

Use pages 4–6. Answer with a detail from the story.



1. Why did Noor question the first heading?

2. How did the group help readers check facts?

3. Why did they choose fewer cards?

Explain a decision

Use the story. Support each explanation with evidence.



1. What mattered more to the group: adding lots of cards or helping readers? Explain.

Four horizontal lines for writing the answer to question 1.

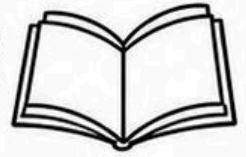
2. How could a private folder meet the same learning purpose as a display?

Four horizontal lines for writing the answer to question 2.

Draw one detail that would help a reader.

A large rectangular box for drawing a detail that would help a reader.

Compare the two passages



Read passages A and B.

1. What is the main purpose of each passage?

2. Give one detail found in A and one found in B.

3. How can both passages help a learning display?

PREVIEW



What can a source establish?

Use passages A and B.

1. Which passage supports: NAIDOC Week is in July?
Explain.

2. Which supports: Riley's profile describes education work? Explain.

3. Do these passages tell us every community's story?
Give a careful reason.

PREVIEW

Build precise word families



Read the families.

learn learner learning

respect respectful respectfully

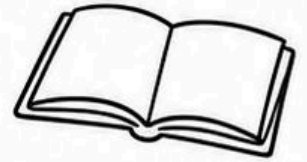
Circle each base word. Underline the added endings.

Write what -ful adds to respectful.

Use respectfully in a sentence about checking a source.

Use learner or learning in a second sentence.

Choose careful language



Circle the sentence supported by passage B.

A. Two profiles describe individual work.

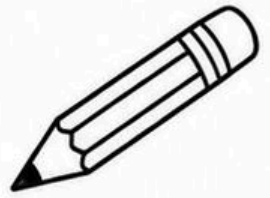
B. Two profiles tell us about everyone's life.

Explain your choice.

Rewrite this heading to keep its claim accurate:
This display tells you everything.

Give one reason for your new heading.

Edit a display note



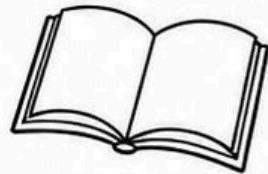
Rewrite the note with capitals and full stops.

mia read two passages she wrote the source names
the group kept questions beside the display

PREVIEW

Then add one sentence explaining why source names help readers.

Plan a display recommendation



Recommend how our class can make a useful NAIDOC Week reading display. You may write for a class reader or keep a folder version.

My main recommendation:

Evidence from passage A:

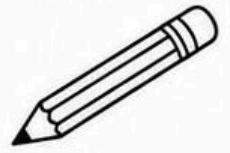
Evidence from passage B:

How readers will find the sources:

My order: opening, reasons, final recommendation.

PREVIEW

Write your recommendation



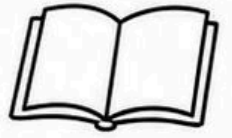
Use your plan. Explain your recommendation for a NAIDOC Week reading display.

Use evidence from A and B. Name the sources. Explain how your choices help readers.

Continue on the next page.

PREVIEW

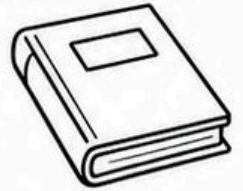
Recommendation — continuation



Keep writing. Finish with a clear recommendation.
You may keep this in your folder.

PREVIEW

Check and improve your writing



Read your recommendation.

Check:

- | | |
|--|---|
| ☐ accurate facts | ☐ reasons for readers |
| ☐ both named peoples where needed | ☐ capitals and full stops. |
| ☐ source names | |

Choose one sentence to improve.

Before:

After:

Why this version is clearer:

Read to a partner, or keep it in your folder.

PREVIEW

Prepare the reading materials



Show your strategy.

1. Four boxes hold 18 fact cards each. The class uses 46 cards. How many are left?

2. Share 96 pencils equally among 6 groups. How many does each group receive?

Explain one way to check an answer.

Fractions of a reading set



Shade the indicated parts.

1. Shade 6 of 8 equal parts. Write an equivalent fraction.

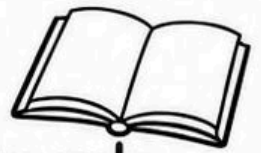
--	--	--	--	--	--	--	--

2. Shade 2 of 4 equal parts. Write an equivalent fraction.

--	--	--	--

3. Which is greater: three-quarters or one-half?
Explain

Find and explain the rules



Continue each number pattern. Write its rule.

3, 6, 12, 24, ,

Write its rule.

15, 20, 25, ,

Write its rule.

Make a pattern of your own. Write its rule so a partner can continue it.

, , ,

Shapes for a display plan



Look at the shapes.



1. Mark the right angles in the rectangle. How many?

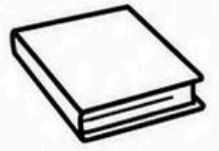
2. Draw one line of symmetry on the rectangle.

3. Draw a different four-sided shape. Describe its sides or angles.



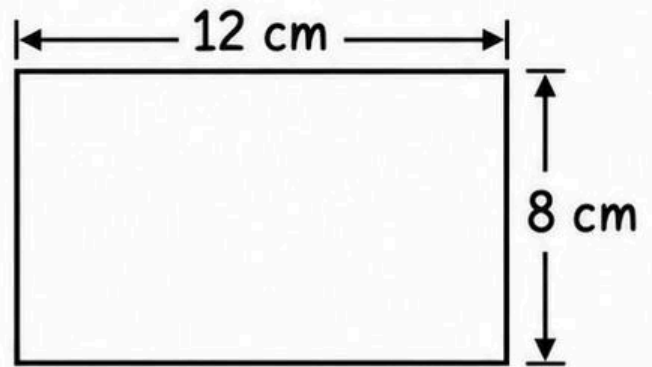


Measure a display space



Use the given lengths.

A rectangular fact card is
12 cm long and 8 cm wide.



1. Find its perimeter.

Three horizontal lines for writing the answer to question 1.

2. Find its area in square centimetres.

Three horizontal lines for writing the answer to question 2.

3. Two cards are placed side by side, keeping the height
at 8 cm. The new rectangle is 24 cm by 8 cm.
Find its perimeter.

Three horizontal lines for writing the answer to question 3.

Plan the learning session



Use the timetable.

9:10	Read the supplied passages
9:35	Draft display recommendations
10:05	Share or check folder work
10:20	Finish

1. How long is the reading time?

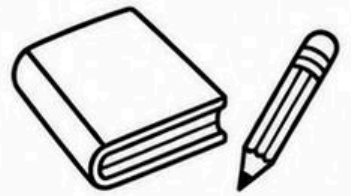
PREVIEW

2. How long is the drafting time?

PREVIEW

3. How long is the whole session? Show your method.

Materials for our display



Use the table. It shows materials on one class table.

Material	Number
Books	12
Fact cards	20
Pencils	16

1. How many more fact cards than books?

2. How many items altogether?

3. What does this table count?

Show the material counts



Use the table on page 26.

Draw a labelled bar graph. Use a scale from 0 to 24 in steps of 4.



Explain the comparison your graph shows.

Can these counts tell us what every class uses? Explain.

Evidence relay – how to play

2–4 players work as one team. Use the eight question cards, passages A and B, the story and the check page.

1. Shuffle the cards face down. Youngest begins; take turns clockwise.
2. Read one card. A partner may read it aloud.
3. Give an answer and name the passage or story detail that supports it.
4. Use the check page. If the answer needs work, find the evidence together, then try again.
5. Put a checked card in the team's finished pile. Keep taking turns until all eight are checked.

The team shares the win. There is no individual tie.

Support: read and find evidence together; accept spoken or undictated answers.



Evidence relay – check page

1. Two short passages cannot tell everything.
Story page 4.

☐

2. Source labels beside facts.
Story pages 5–6.

☐

3. To keep the small table clear for readers.
Story page 6.

☐

4. July. Passage A.

☐

5. Aboriginal and Torres Strait Islander
histories, cultures and achievements. Passage A.

☐

6. Education work. Passage B.

☐

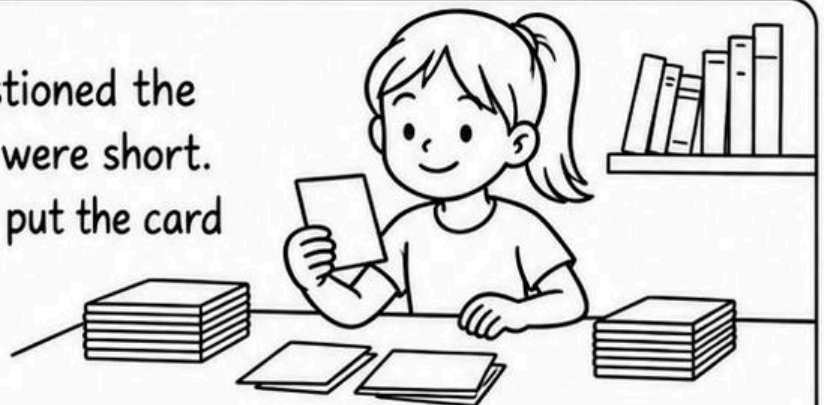
7. Supporting communities. Passage B.

☐

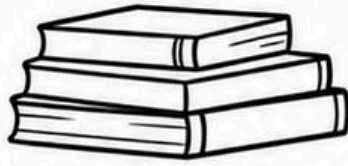
8. No. Two individual accounts do not describe
every community. Passage B.

☐

Example: Card 1 — Noor questioned the
heading because the passages were short.
Name story page 4, check, then put the card
in the finished pile.



Evidence relay – cards 1-4



Cut around each card.

1. Why did Noor question the first heading?

2. How did the group help readers check facts?

3. Why did the group choose fewer cards?

4. In which month is NAIDOC Week?

PREVIEW

Evidence relay – cards 5–8



5. What does NAIDOC Week recognise?

6. What work does Riley's profile describe?

7. What work does Bailey's profile describe?

8. Do the two profiles describe every community? Explain.

Cut around each card.

Materials match – how to play

2–4 players work as one team. Use the number board, eight calculation cards and the check page.

1. Cut out the cards. Mix them face down.
2. Youngest begins; take turns clockwise.
3. Turn over one card. Solve it with a drawing, objects or a written strategy.
4. Place the card on its answer number. Check using the next page.
5. If it does not match, work through the calculation together, then move it to the correct number.

Continue until all eight numbers have one correct card. The team shares the win; there is no individual tie.

Support: a partner reads the card and helps show the calculation.



Materials match — checks

1. $3 \times 4 = 12$

2. $27 - 9 = 18$

3. $96 \div 4 = 24$

4. $18 + 12 = 30$

5. Three-quarters of 48 = 36

6. $6 \times 7 = 42$

7. $72 - 24 = 48$

8. $9 \times 6 = 54$



Example: Card 1 has 3 packs of 4 cards.

That is 12, so place it on 12.

If it is on 18, count or draw the three groups, then move it to 12.



The shared goal is all eight cards placed correctly.

Materials match – number board

Place one matching card on each number.

12

18

24

30

36

42

48

54

PREVIEW

Materials match — cards

Cut around each card.

1. 3 packs $\times$ 4 cards

2. 27 labels $-$ 9 labels

3. 96 cards $\div$ 4 groups

4. 18 books $+$ 12 books

5. Three-quarters
of 48 cards

6. 6 tables $\times$ 7 pencils

7. 72 cards $-$ 24 cards

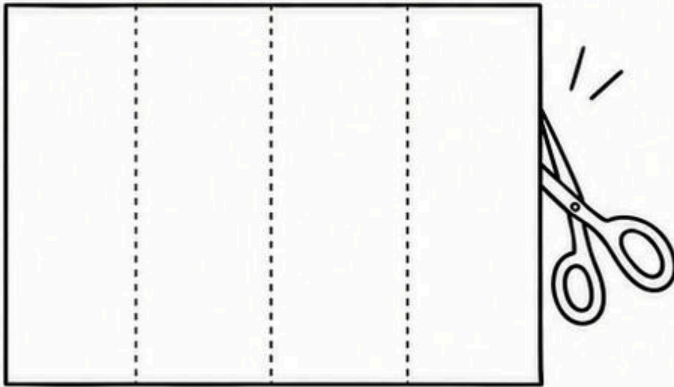
8. 9 packs $\times$ 6 labels

PREVIEW

Make an evidence accordion

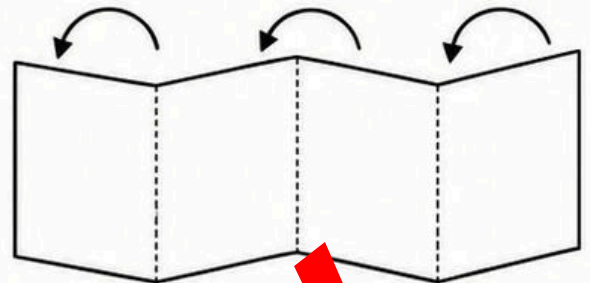
Use the next page. Print at 100%.

1. Cut around the large rectangle.

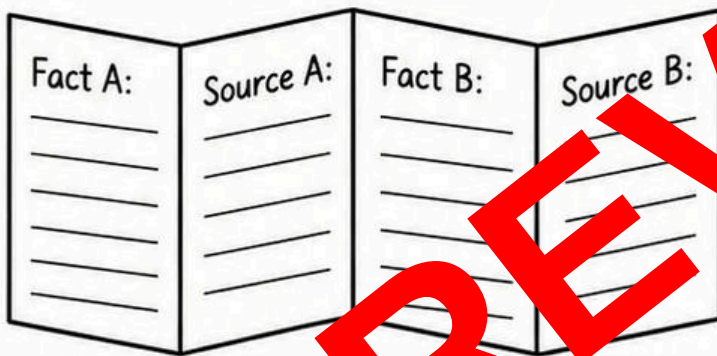


2. Fold each dotted line.

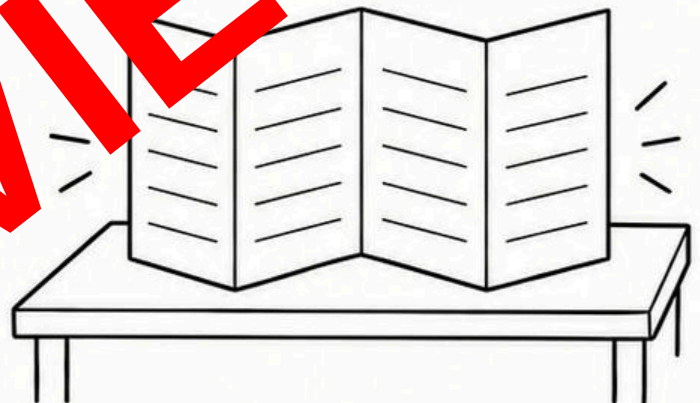
Alternate forward and backward folds to make a zigzag.



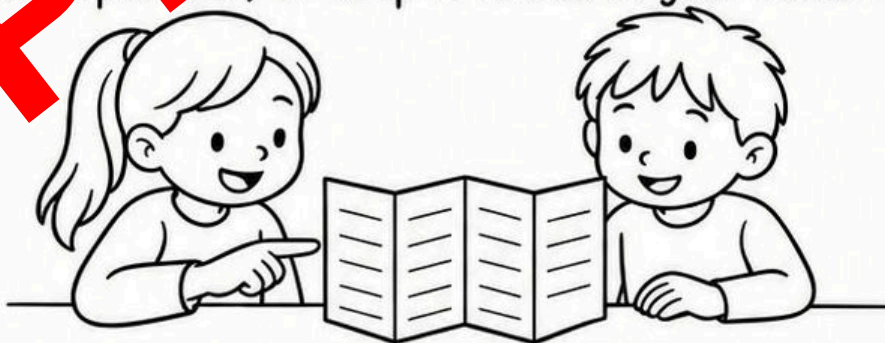
3. In the four panels, add:
a fact from A; its source;
a fact from B; its source.



4. Stand the zigzag on a flat table.
Leave each fold partly open
so it balances.



5. Read it with a partner, or keep it folded in your folder.



Explain how the paired facts and sources help a reader.

Evidence accordion – panels

Cut outside. Fold dotted lines.

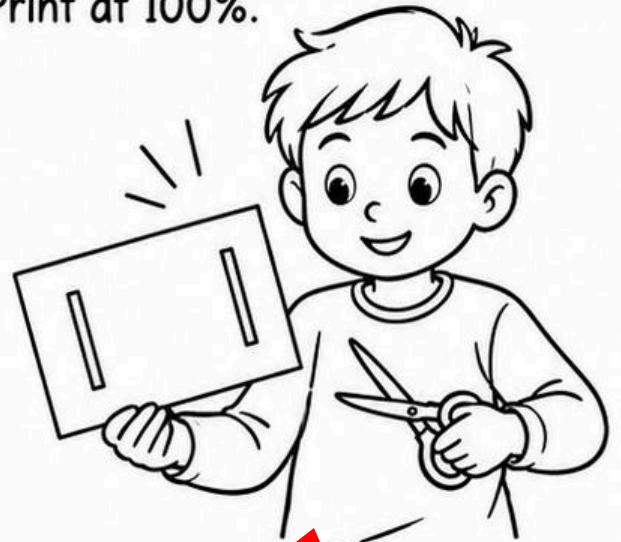
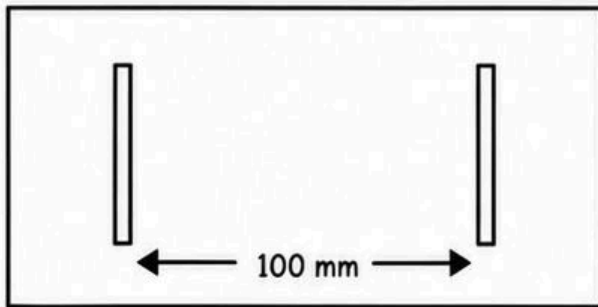
1 Fact A	2 Source A	3 Fact B	4 Source B
PREVIEW			
			

Add short accurate notes or drawings. Keep the source names with their facts.

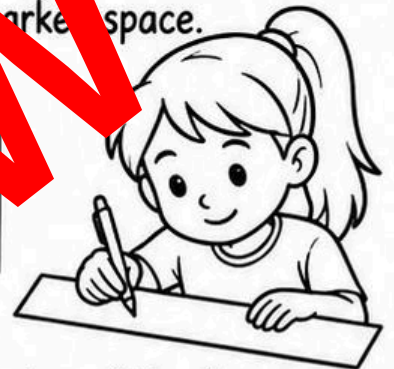
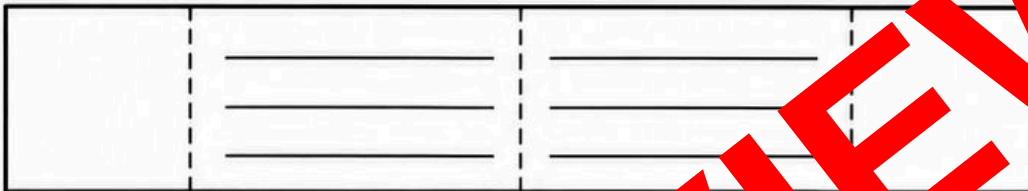
Make a sliding source check

Use the next two pages. Print at 100%.

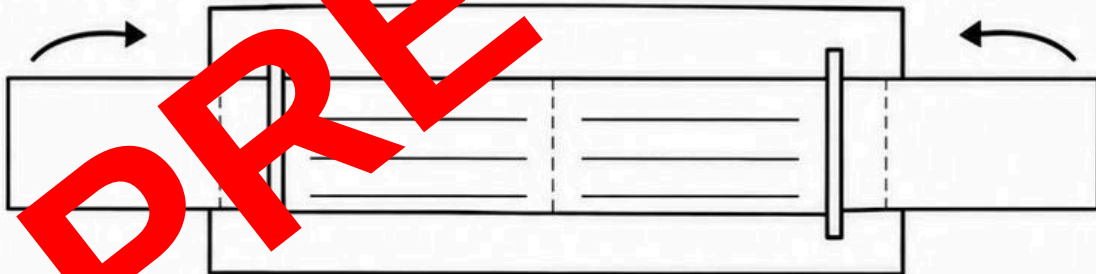
1. Glue the frame to firm card.
Cut its outside edge. Ask an adult to cut the two narrow slots.



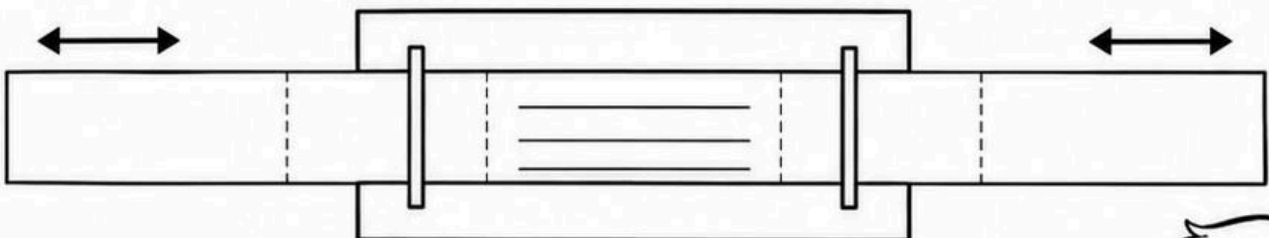
2. Cut the long strip. Write a short fact and its source in each marked space.



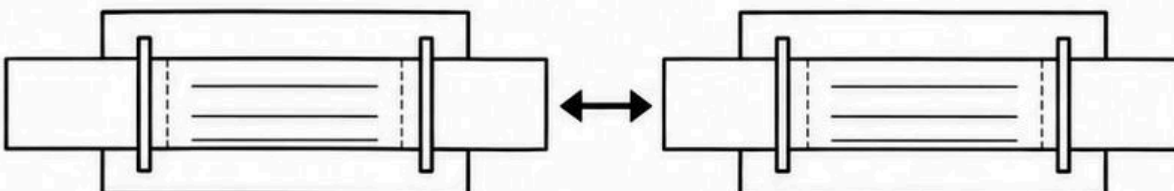
3. Weave the strip through both slots. The middle section lies on top of the frame; the two ends pass behind it.



4. Slide gently until one space is centred between the slots. Keep both ends threaded.

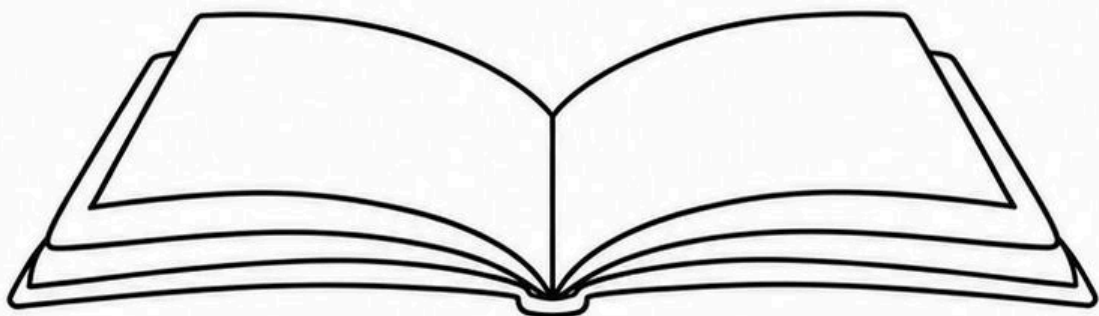
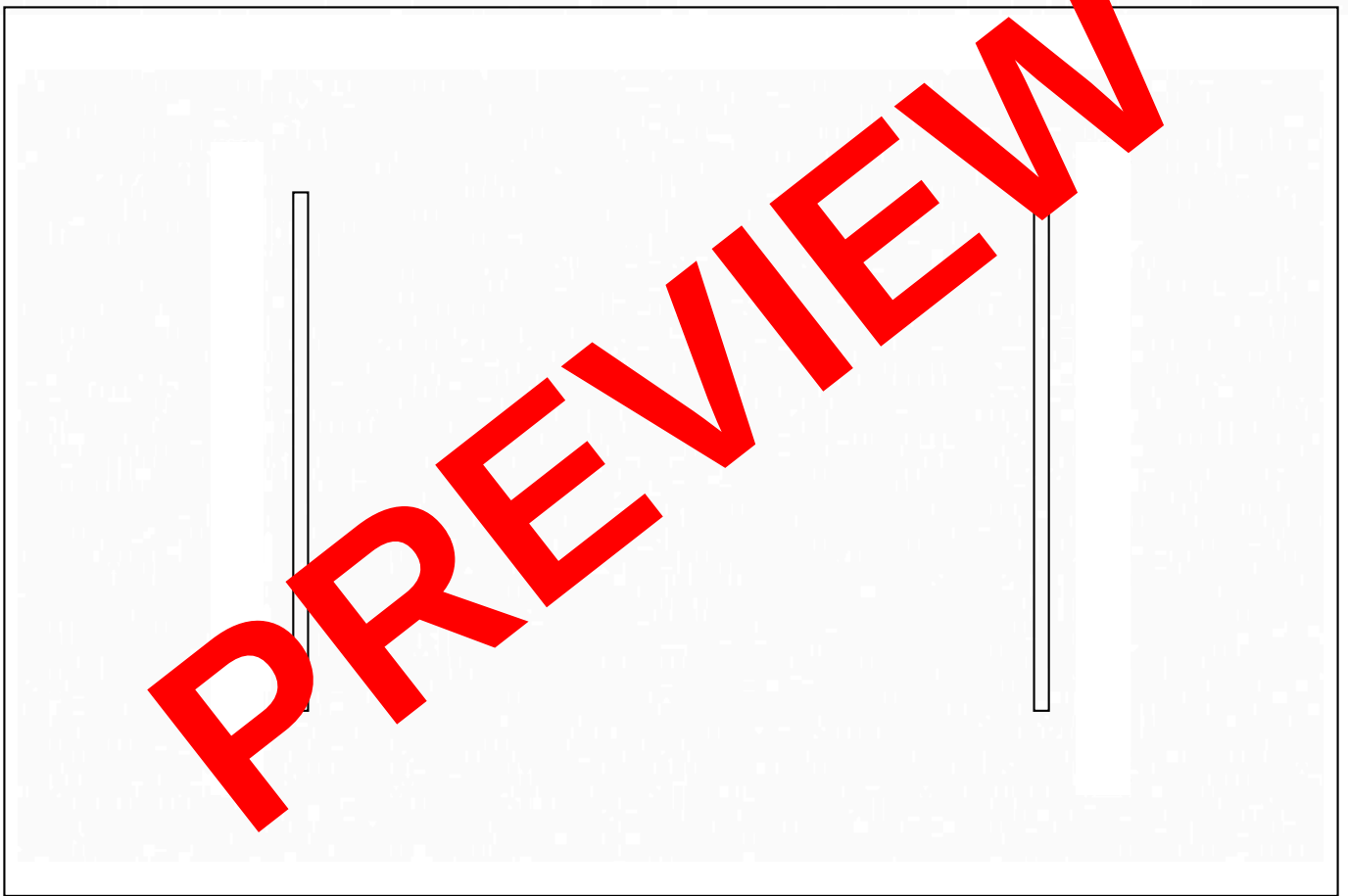


5. Move between the two facts. Explain why their source names matter.



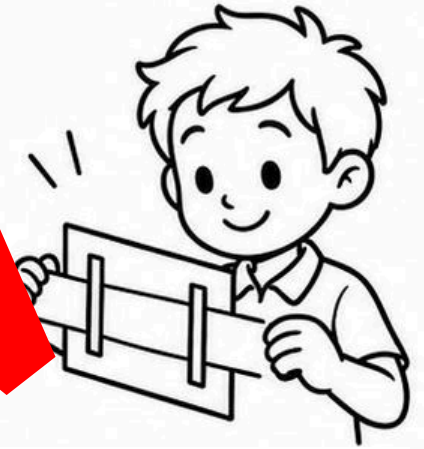
Sliding check – frame

Use firm card. Cut outside and both slots.
Adult help for slots. Keep them free of glue.
Slide to read a fact and its source.





Sliding check – strip



Cut around the strip. Leave the two spaces and both end sections joined.

Write a short fact and its source in each middle space.

Weave through the frame's slots. Keep both ends straight.

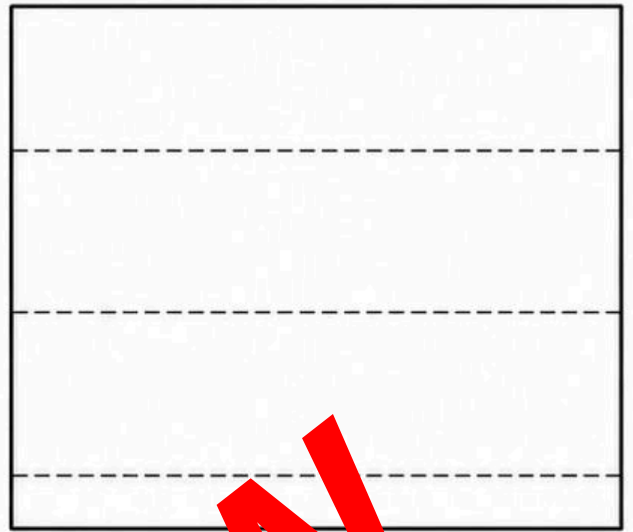
	Fact and source 1	Fact and source 2	PULL
--	-------------------	-------------------	------

Plan your two short notes below.

Make a triangular reading stand

Use the next page. Print at 100%.

1. Glue the template to firm light card.
Cut its outside rectangle.
2. Fold all three dotted lines.
3. Add a supplied fact and source on each of the three broad panels.
4. Fold the panels into a triangular tube.
Glue only the narrow tab under the opposite free edge.
5. Stand the tube on an open triangular end.
Check that the three panels form a stable base.



Explain how turning the stand reveals another fact.

Triangular stand – template

Cut outside. Fold dotted lines. Glue only the narrow tab.
Add short facts and source names from A and B.

1

2

3

GLUE









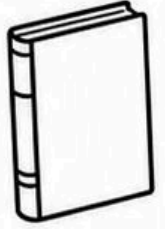


Design a useful reading corner

Draw an original plan for ordinary books, fact cards and source labels. Show where a reader can find a fact, its source and a question. Use the supplied information. Keep your design in a folder or share it with the class.

PREVIEW

A sourced card for our display



Use an accurate detail from A or B.

My fact:

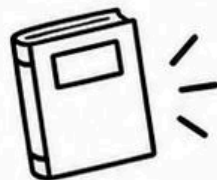
My source:

Why this fact helps a reader:

One question it leaves open:

Add this to our display or keep it in your folder.

Who checked each resource?



Ari, Ben, Cara and Dev each checked one resource: a story, a fact card, a timetable or a graph.

Ari checked the timetable.

Ben did not check the story or graph.

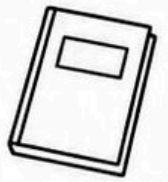
Cara did not check the story.

Each resource was checked once.

Use the clues to match each person and resource.

	Ari	Ben	Cara	Dev
Story				
Fact card				
Timetable				
Graph				

Explain the resource checks



Use the clues on page 49.
Explain how you found Ben's resource.

Explain why Cara's resource follows.

Explain the final match for Dev.

How could you check that each resource is used once?

PREVIEW

Reflect and choose a next step



Name one useful fact from A or B and its source.

Explain one choice that made your writing or display clearer.

Choose a next step for our class: check a source, revise a claim or listen to a reader's question. Explain how.

You may keep this page in your folder.

Answers — reading and language

Story 4–6 and sources 7–8

The story is about selecting useful, checkable information for a reading corner. A describes NAIDOC Week, including its annual July timing and recognition of both named peoples. B describes two individual areas of work. Both acknowledge limits rather than claiming to describe all communities.

Evidence and decisions 9–10

9: Noor questions the heading because two short passages cannot tell everything. Source labels let readers find where a fact came from. Fewer cards keep the small table clear. 10: helping readers matters more than adding cards, supported by source labels and the reduction in cards. A folder can retain the same accurate facts, source labels and questions. Accept a purposeful drawing linked to the story.

Comparison and source limits 11–12

11: A explains the event and continuing cultures; B describes two individual accounts. Examples: July from A; education work or community-support work from B. Together they supply different, attributed detail for a display. 12: July is stated in A. Riley's education work is stated in B. Neither text describes every community; the facts are selected, and the profiles are individual accounts.

Word families and precise language 13–14

13: learn + er; learn + ing; respect + ful; respectful + ly. The base words are learn and respect. -ful means another showing. Accept meaningful sentences using respectfully and learn or learning. 14: sentence A is supported. A possible heading is Facts and questions for NAIDOC Week. Its limited claim is supported by the available information.

Editing 15

Mia read two passages. She wrote the source names. The group kept questions beside the display. Accept an added sentence explaining that source names show origins or help readers check a statement.

Answers — writing and first maths

Plan, draft and revise 16–19

Accept a coherent recommendation with an opening, evidence from both passages, named sources, reasons that help readers and a final recommendation. Facts must stay within what A and B state. Reader access, clear source labels, enough space and useful questions are appropriate choices. A folder version is equally valid. Revision should improve a specific sentence's accuracy, qualification, evidence, punctuation or clarity; it need not use one prescribed wording.

Materials calculations 20

Four boxes hold $4 \times 18 = 72$ cards. $72 - 46 = 26$ cards remain. $96 \div 6 = 16$ pencils per group. Checks include $46 + 26 = 72$ and $16 \times 6 = 96$. Accept an accurate drawing, grouping, repeated operation or written strategy.

Fractions 21

Shade exactly six of eight equal parts: $6/8 = 3/4$. Shade two of four equal parts: $2/4 = 1/2$. Three-quarters is greater than one-half; on an eighth's scale, $6/8$ is greater than $4/8$. Accept another correct comparison using equal-sized wholes.

Patterns 22

3, 6, 12, 24, 48, 96: double the previous number. 15, 20, 25, 30, 35: add five. For the student's own pattern, check that the stated rule produces each entry and lets a partner continue it.

Geometry 23

The nonsquare rectangle has four right angles. A central horizontal or vertical line is a line of symmetry. A diagonal is not a symmetry line for this nonsquare rectangle. Accept any different four-sided shape with a description that matches its sides or angles.

Answers — measurement, data and games

Measurement and time 24–25

24: perimeter = $12 + 8 + 12 + 8 = 40$ cm. Area = $12 \times 8 = 96$ square centimetres.

Joined rectangle: $24 + 8 + 24 + 8 = 64$ cm. Use the given dimensions. 25:

9:10–9:35 is 25 minutes; 9:35–10:05 is 30 minutes; the whole 9:10–10:20 session is 70 minutes.

Material data and graph 26–27

26: $20 - 12 = 8$ more fact cards than books. $12 + 20 + 16 = 48$ items. The table counts materials on one class table. 27: labelled bars show books 12, fact cards 20 and pencils 16, with a 0–24 scale in steps of four. Correct comparisons include cards exceeding pencils by four or books by eight. These counts do not establish what every class uses.

Evidence relay 28–31

1: two short passages cannot tell everything (story 1). 2: source labels beside facts (5–6). 3: a clear small table helps readers (6). 4: July (A). 5: Aboriginal and Torres Strait Islander histories, cultures and achievements (A). 6: education work (B). 7: supporting communities (B). 8: not two individual accounts do not describe every community (B). Require a relevant source for every detail; accept equivalent accurate wording. Check, recheck and finish all eight as a team.

Materials match 32–33

Card 1: $3 \times 4 = 12$. Card 2: $18 \div 3 = 9$. Card 3: $96 \div 4 = 24$. Card 4: $18 + 12 = 30$. Card 5: $3/4$ of 48 = 36. Card 6: $6 \times 7 = 42$. Card 7: $72 - 24 = 48$. Card 8: $9 \times 6 = 54$. Each board number receives exactly one card. Check and retry until all eight placements are correct; the team shares success.

Answers — paper organisers and design

Evidence accordion 36–37

Four panels contain a fact from A, its source, a fact from B and its source. Alternate the three folds so the zigzag stands with folds partly open. Facts and source names should remain paired. Accept accurate short notes or drawings that support the named fact. Keep it folded in a folder if preferred.

Sliding source check 38–40

The long strip has two broad fact/source spaces and an end section on each side. Weave it behind the first slot, across the front of the frame and behind the second. Slide to centre either fact space while both ends stay threaded. Slots are cut with adult help. Keep glue off the slots and moving strip. The completed strip is on a landscape page; print it at actual size. Check that each written fact is supported by its stated source.

Triangular reading stand 41–42

Fold the three broad panels into a triangular tube, with only the narrow tab glued under the opposite free edge. Stand it on a open triangular end. Each panel carries a short supplied fact and source. Turning it reveals another panel. Do not introduce cultural motifs or copyright work.

Colouring 43–46

These are original, ordinary school and library scenes, with no assigned cultural identities. There is no imposed colour scheme, cultural-symbol interpretation or right personal reasons.

Art and display 47–48

47: accept a useful ordinary reading-corner plan showing how a reader finds facts, source labels and questions. 48: check that the chosen fact is supported by A or B, the source matches it, the reason helps a reader and the question stays within an appropriate learning purpose. Display and folder routes are equally valid.

Answers — logic and reflection

Unique resource matches 49

Ari checked the timetable. Ben checked the fact card. Cara checked the graph. Dev checked the story. Each person and resource occurs once.

Reasoning 50

Ari's timetable is stated. Ben cannot have the timetable already used by Ari, and the clue excludes the story and graph, so Ben has the fact card. Cara cannot have the story; timetable and fact card are already used, so Cara has the graph. The remaining story belongs to Dev. A one-to-one check confirms all four resources are used once.

Reflection 51

Accept one accurate fact with its matching source, a specific explanation of a clearer writing or display choice, and a practical next step. Appropriate steps include checking a source, revising a broad claim, or considering a reader's question. The student may keep the page a reader. No personal, family, emotional or cultural disclosure is required.

Teacher assessment reminder

Mark reasoning and source use as well as final answers. An oral response, pointed selection, drawing or a fully screened explanation can provide evidence of learning. Support does not require public display. Open-ended answers should stay faithful to the supplied information, with no invented community-wide claim.