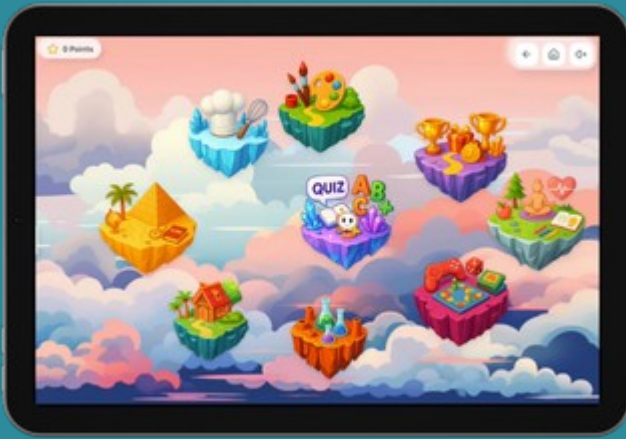


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NAIDOC Week – 5–6 Pack

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Teacher guide — context

Purpose and public sources

This undated Years 5–6 pack uses a school reading-station story and two attributed passages. NAIDOC Week recognises Aboriginal and Torres Strait Islander histories, cultures and achievements. Keep both named peoples, distinct continuing cultures and present-day work explicit. The short texts give selected facts; they cannot represent every community or provide all cultural knowledge.

Teach within the evidence

Passage A draws on National NAIDOC Week event information. Passage B draws on National NAIDOC Committee profiles of Aunty Lynette Riley and Massepah Banu. These are individual public accounts of education and community-support work. The story and ordinary school images are original classroom materials. Do not treat them as First Nations-authored literature, cultural representatives or permission to copy portraits, protected artwork or cultural knowledge.

Equal participation

Offer speaking, pointing, drawing, writing, supported reading and an adult scribe. A private folder can hold the same supported facts, source names and questions as a reading station. No personal, family, emotional or cultural disclosure, outside interview, purchase or public performance is required. Both games use cooperative checking and retry.

Selected learning for

Read for evidence, compare purpose and authority, qualify claims, analyse word families and edit for an audience. Plan, draft and revise a sustained proposal with a limitation or objection. Maths includes multistep operations, fractions, decimals, percentages, mass, geometry, metric area and perimeter, elapsed time and critique of supplied data. Choose useful core tasks and supported or extension routes; the pack does not claim complete curriculum coverage.

Teacher guide — teaching route

Read, evaluate and write

Use story 4–6 and sources 7–8. Responses 9–12 require details, reasons and source limits. Word and sentence work is on 13–15. Plan on 16, draft across 17–18 and revise on 19. Ask which statement a source supports, how strongly it supports it and what remains open. Keep facts beside their source names.

Maths and complete games

Use 20–27 for strategies and explanations. Page 27 graphs the five packs on 26; these counts describe one class only. Claim check uses rules 28, checks 29 and eight cards 30–31. Decimal match uses rules 32, checks 33, board 34 and cards 35. Read together, check every card and retry before moving on. Learners share success.

Three different constructions

Print components at 100% or actual size. Gate-fold reader: instructions 36 and joined sheet 37. Source pocket: instructions 38, front 39, back 40 and insert 41; fold and glue only the three tabs, keep the top open and let glue dry. Source-check dial: instructions 42, round base 43 and pointer 44; use firm card and a paper fastener, with adult help for holes. Do not glue moving parts. Ordinary scissors, glue and writing or colouring tools are needed.

Finish and assess

Four untitled colouring pages are on 45–48. Purposeful design and display/folder work are 49–50. Solve the unique schedule on 51 and explain it on 52; reflect on 53. Check and answers are 54–59. Assess supported claims, source use, clarity, working and practical design choices. Accept oral, drawn or scribed reasoning alongside written work; there is no single prescribed personal response.

A proposal with limits

Leila, Jack and Sam planned a NAIDOC Week reading station. Their teacher supplied an event passage and two short accounts of publicly shared work. The group wanted readers to learn accurate facts, name their sources and ask useful questions.

Jack proposed a large heading: 'One station explains every community,' Leila paused. 'Our sources are selected. A confident heading cannot make them complete.'

Sam suggested a clearer purpose: explain a few supported facts and show what the sources could not establish.

The group agreed on three criteria: accurate claims, visible source names and enough room for a reader to check evidence. They would test the design before recommending it.

Continue on the next page.



Evidence changes the plan

Leila kept both names in their description: Aboriginal and Torres Strait Islander histories, cultures and achievements. Jack added that cultures continue and people contribute in different ways today.

Sam read the committee profiles. Aunty Lynette Riley's account described education work. Masepah Banu's described support for communities. These were individual accounts, not a summary of everyone's experience.

The first layout had twelve fact cards. During a practice check, one reader could not find which source supported a sentence. The cards also crowded the table.

The group reduced the display to four cards. Each had a supported fact, a source name and an open question. Extra notes stayed in folders.

Continue on the next page.



Recommend and keep learning

A second reader could match each fact with its source. She still asked whether two profiles represented every community. The group added a short sentence explaining the limits.

Sam preferred a private folder. It held the same facts, source labels and questions as the station. Other pupils spoke, drew or worked with an adult scribe. Each route allowed them to explain their reasoning.

Jack revised the proposal. Four clear cards were more useful than twelve crowded ones. A reading station could begin learning, but it could not contain all cultural knowledge.

Leila added a next step: keep checking public sources and return to their question throughout the year. Their recommendation explained both what the design achieved and what remained open.



Passage A — purpose and scope

NAIDOC Week is an annual July event recognising Aboriginal and Torres Strait Islander histories, cultures and achievements. Distinct peoples and communities have continuing cultures and present-day achievements.

People across Australia can learn from publicly shared information. Learning can continue after the week ends.

This passage selects a few facts about the event. It does not describe every community, give every person's perspective or provide access to all cultural knowledge. A reader should distinguish what a source states from a claim that goes beyond it.

Keeping both named peoples and the word cultures helps avoid treating many distinct communities as one identical group.

Facts: National NAIDOC Week.



Passage B — individual accounts

The National NAIDOC Committee publishes profiles describing 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.

The two accounts provide different examples of present-day work. They do not represent every Aboriginal or Torres Strait Islander person or community.

A public profile is evidence for the work it describes. It does not automatically support a claim about everyone, or give permission to copy protected portraits, artwork or cultural knowledge. Name the source and keep a statement within the evidence available.

Source: National NAIDOC Committee profiles.



Trace the group's reasoning

Use story pages 4–6. Support each answer with a detail.



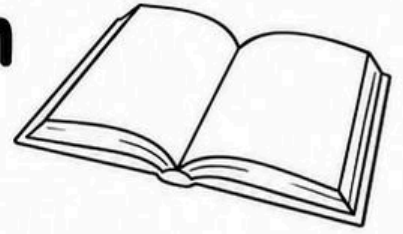
1. Why did Leila challenge the first heading?

2. What evidence made the group reduce twelve cards to four?

3. How did the final proposal acknowledge a limit?

PREVIEW

Evaluate the recommendation



Use the story. Explain your reasoning.

1. Which mattered more: the number of cards or how well readers could check them? Use two details.

2. Does the private folder meet the group's criteria? Explain.

Draw one design feature and label how it helps a reader.

A large, empty rectangular box with a thin black border, intended for a student to draw a design feature and label it.

PREVIEW

Compare authority and purpose



Use passages A and B.



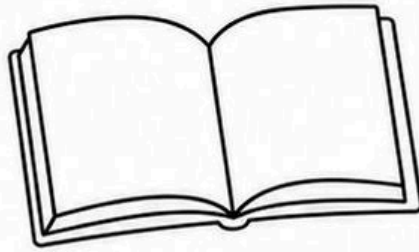
1. What can each passage help a reader establish?

2. Explain one important difference in their scope.

3. How can a reading station use both without overstating either?

PREVIEW

Test a broad claim



A pupil writes: 'Two profiles show what every community values.'

1. Does passage B support this claim? Explain.

2. Rewrite it so the claim matches the evidence.

3. What further question remains unanswered by A and B? Keep the question about the information, not someone's private identity.

PREVIEW

Words that qualify a claim

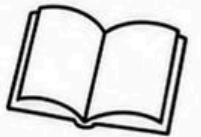
Read these word families.

represent representation representative

general generalise generalisation

Underline a shared base in each family. Circle the added parts.

Explain how generalisation relates to making a broad claim.



Use representation in a sentence about sources.



Use generalise in a sentence about sources.



Qualify and support

Compare these claims.

A. The two profiles describe different areas of individual work.



B. Everyone has the same experience.



Explain which claim passage B supports.

Improve this claim: 'Our station explains all cultural knowledge.'

Explain why your revised wording is more accurate.

Edit for a reader



Rewrite the paragraph with capitals, full stops and a comma after the opening phrase.

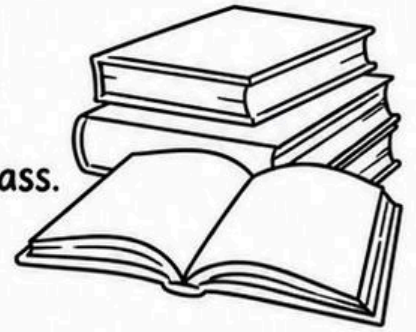
after the practice check jack reduced the cards each fact
had a source the station still left questions unanswered

Add a final sentence that explains why a limitation helps readers.

PREVIEW

Plan a reasoned proposal

Propose a useful NAIDOC Week reading station for our class.
Write for a class reader or keep a folder version.



Recommendation and audience:

Evidence from A and B:

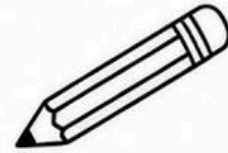
Design choice and reason:

A limitation or objection:

Conclusion and next step:

PREVIEW

Write your proposal



Use your plan. State your recommendation, support it with evidence and explain the choices for readers.

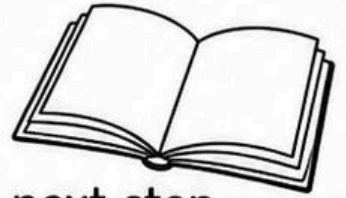
Include source names and a limitation or objection.

Answer that objection carefully.

Continue on the next page.

PREVIEW

Proposal – continuation

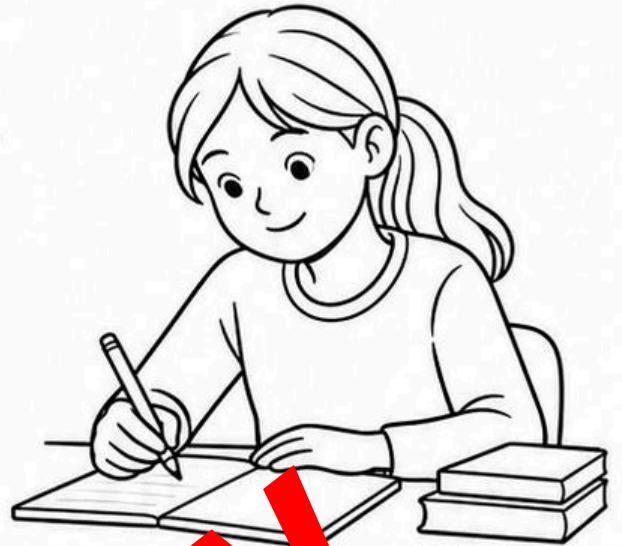


Continue your proposal. Finish with a practical next step.
Your folder version is equally useful.

PREVIEW

Revise the strength of a claim

- ☐ Check your proposal: evidence, source names, qualified claims, reader access, punctuation.
- ☐ Choose one sentence to strengthen.
- ☐ Before:
- ☐ After:
- ☐ Explain how the change improves accuracy or reasoning.



Read with a partner or keep your work in a folder.

Before:

After:

Explain how the change improves accuracy or reasoning.

PREVIEW

Plan materials carefully



Show your working.

1. Five packs hold 24 fact cards each. The class uses 37.5% of the cards. How many remain?

2. A group has \$12. Four folders cost \$2.85 each and a pencil pack costs \$2.60. How much money remains?

Explain one check that supports an answer.

Connect fractions and percentages

Show a strategy.

1. Write three-eighths as a decimal and a percentage.

2. A group sets aside 60% of 80 reading cards. It then uses 18 of those cards. How many of the set-aside cards remain?

Explain why the original total matters when finding a percentage.

Describe changing quantities

Continue the pattern and explain its rule.

0.4	,	0.8	,	1.6	,	3.2	,		,	
-----	---	-----	---	-----	---	-----	---	--	---	--

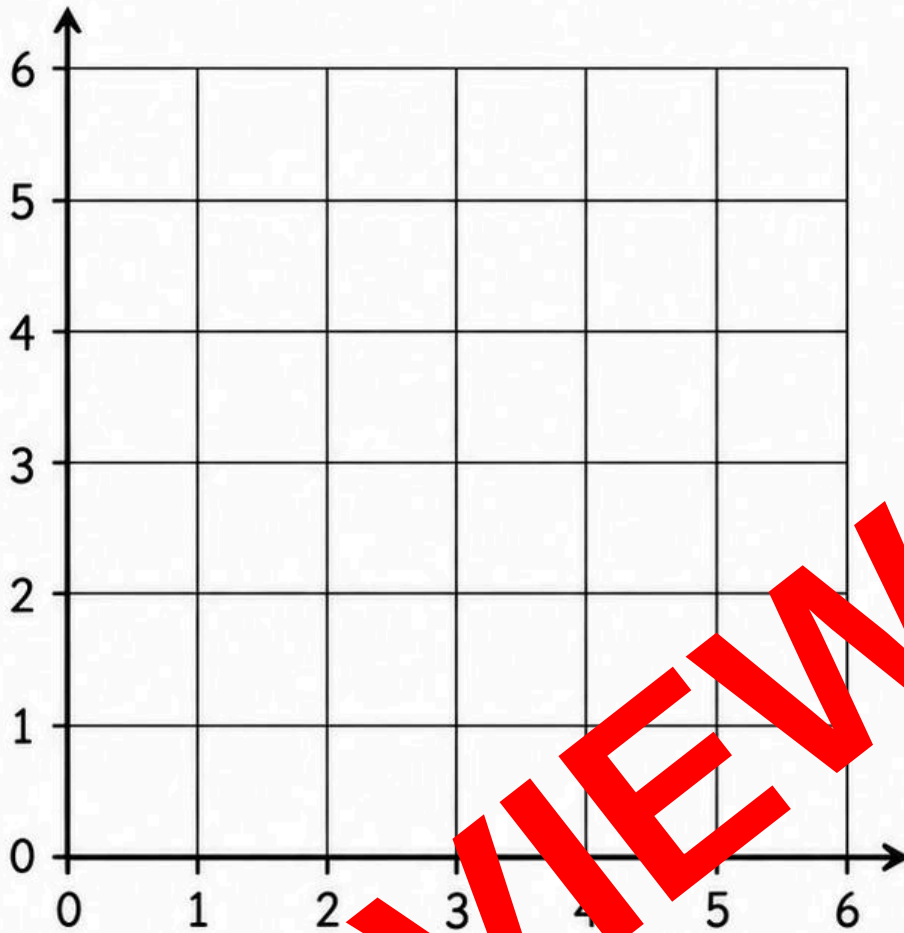
A station uses 3 fact cards per group and 2 shared question cards.

Groups	1	2	3	4
Total cards	5	8	11	14

Write a rule for any number of groups.

How many cards are needed for 10 groups? Show why.

Plot a reading-space plan



On the grid, plot and join $A(1,1)$, $B(5,1)$, $C(5,4)$, $D(1,4)$, then A .

1. Name the shape and explain using its sides or angles.

2. Find its perimeter in grid units.

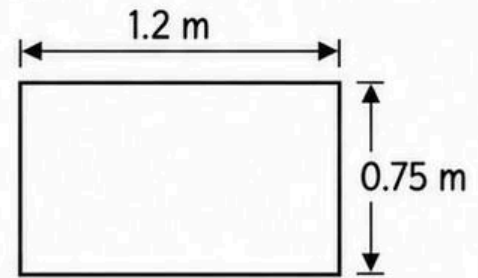
3. Find its area in square grid units.

Scale a display arrangement

Use the given measurements.

A rectangular display is 1.2 m wide and 0.75 m high.

1. Find its perimeter and area.
2. Three equal displays are placed side by side, keeping the height at 0.75 m. Find the new width and perimeter.



Explain why the area of the arrangement is three times the first area.

PREVIEW

Manage a reading workshop

Use the timetable.

9:15	Read the supplied passages
9:50	Plan proposals
10:20	Write drafts
10:45	Review source claims
11:05	Finish



1. How long is the whole workshop?

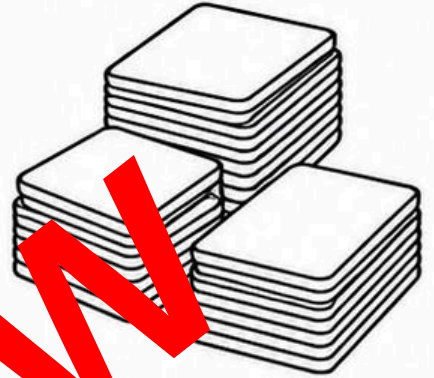
2. How much time is allowed for drafting?

3. Review takes 15 minutes longer than planned.
What is the new finish time?

Compare five card packs

The table shows the number of cards in five packs prepared for one class.

Pack	Number of cards
Pack A	12
Pack B	18
Pack C	21
Pack D	24
Pack E	15



1. Find the total number of cards.

2. Find the mean number per pack. Show how.

3. Find the range and explain what it compares.

Graph and question the conclusion

Use the table on page 26. Draw a labelled bar graph with a scale from 0 to 24 in steps of 3.



PREVIEW

What percentage of all cards is in Pack B? Show your method.

Someone says: 'Every class prepares the same packs.' Does this table support that conclusion? Explain.

Claim check — how to play

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

1. Cut out the cards and shuffle them face down. Youngest starts; take turns clockwise.
2. Read a card. Decide whether the named text supports it or it goes beyond that text.
3. Give a reason and name the evidence. A partner may read or scribe.
4. Compare with the check page. If the reason needs work, reread together and try again.
5. Put a checked card in the finished pile. Continue until all eight are checked.

The team shares success; there is no individual tie.



Claim check — reasons and example

1. Supported by A: it names both peoples.

2. Beyond A: it selects facts, not every person's perspective.

3. Supported by B: Riley's education work is described.

4. Beyond B: two accounts do not represent every community.

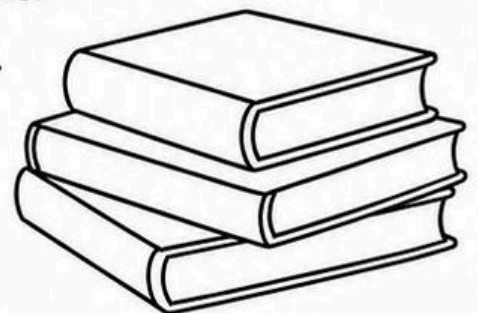
5. Supported by story 5: source matching and crowding led to four cards.

6. Beyond story 6: the station cannot contain all knowledge.

7. Supported by story 6: the reader held the same facts, sources and questions.

8. Supported by A: learning can continue after the week.

Example: Card 2 goes beyond A. Point to the sentence about selected facts, explain the limit, check together and finish the card. If you first said supported, reread and retry.



Claim check – cards 1–4

1.

A: NAIDOC Week recognises Aboriginal and Torres Strait Islander histories, cultures and achievements.

2.

A: This passage gives every person's perspective

3.

B: Riley profile describes education work.

4.

B: Two profiles represent every community.

PREVIEW

Claim check – cards 5–8

5.

Story: A source check and a crowded table led the group to use four cards.

6.

Story: The station contains all cultural knowledge.

7.

Story: A private folder can hold the same facts, sources and questions.

8.

A: Learning can continue after the week ends.

Decimal match – how to play

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

1. Cut the cards and mix them face down. Youngest starts; take turns clockwise.
2. Turn over a card and solve it with a written, drawn or spoken strategy.
3. Place it on the matching answer. A partner checks using the next page.
4. For a mismatch, explain the calculation together, then move the card to its correct answer.

Keep going until every answer has exactly one correct card. The team shares the win, there is no individual tie.

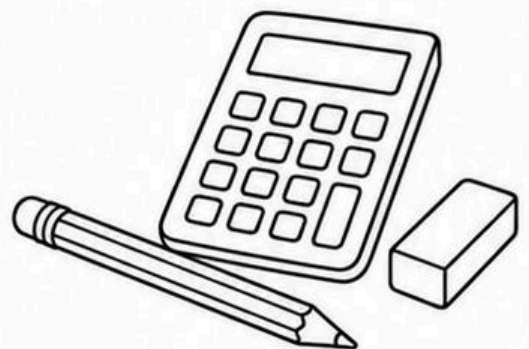
Support: read together and use an adult scribe when helpful.



Decimal match – check page

1. Three-quarters of 1 metre = 0.75 metre.
2. $0.4 \times 3 = 1.2$.
3. Half of 5 metres = 2.5 metres.
4. 30% of 12 = 3.6.
5. $7.2 - 2.4 = 4.8$.
6. $0.8 \times 8 = 6.4$.
7. 25% of 30 = 7.5.
8. $3.75 + 5.25 = 9$.

Example: Card 4 is 30% of 12. Ten percent is 1.2, so three lots are 3.6. Place it on 3.6. If it was on 4.8, check and move it before the next turn.



Decimal match — answer spaces

Place one matching card on each answer.

0.75

1.2

2.5

3.6

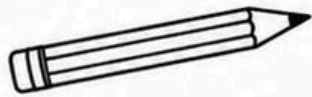
4.8

6.4

7.5

9

PREVIEW



Decimal match – calculation cards

1. Three-quarters
of 1 metre

$$2. 0.4 \times 3$$

3. Half of 5 metres

$$4. 50\% \text{ of } 12$$

$$5. 7.2 - 2.4$$

$$6. 0.8 \times 8$$

$$7. 25\% \text{ of } 30$$

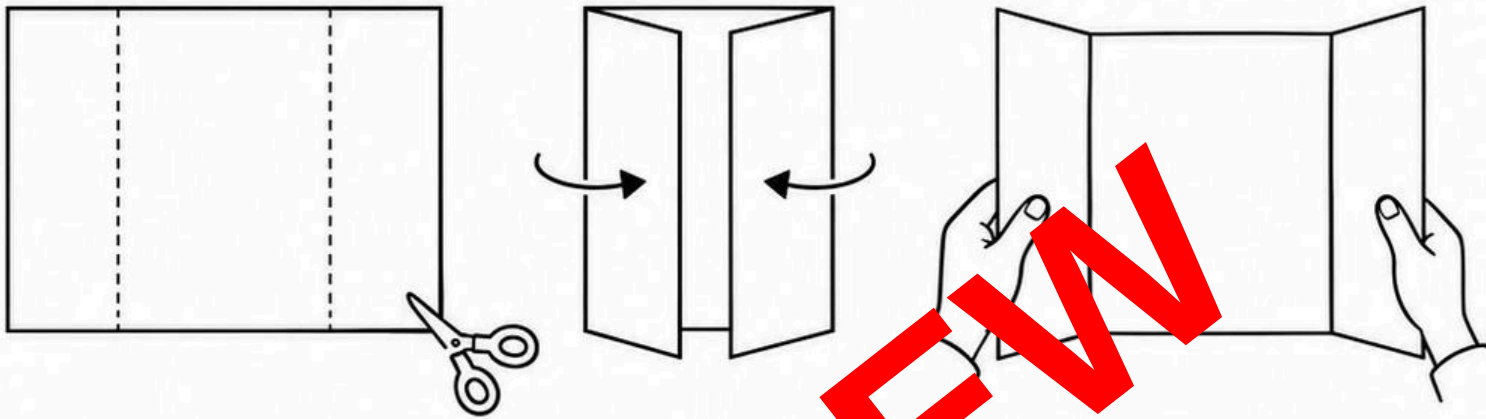
$$8. 3.75 + 5.25$$

PREVIEW

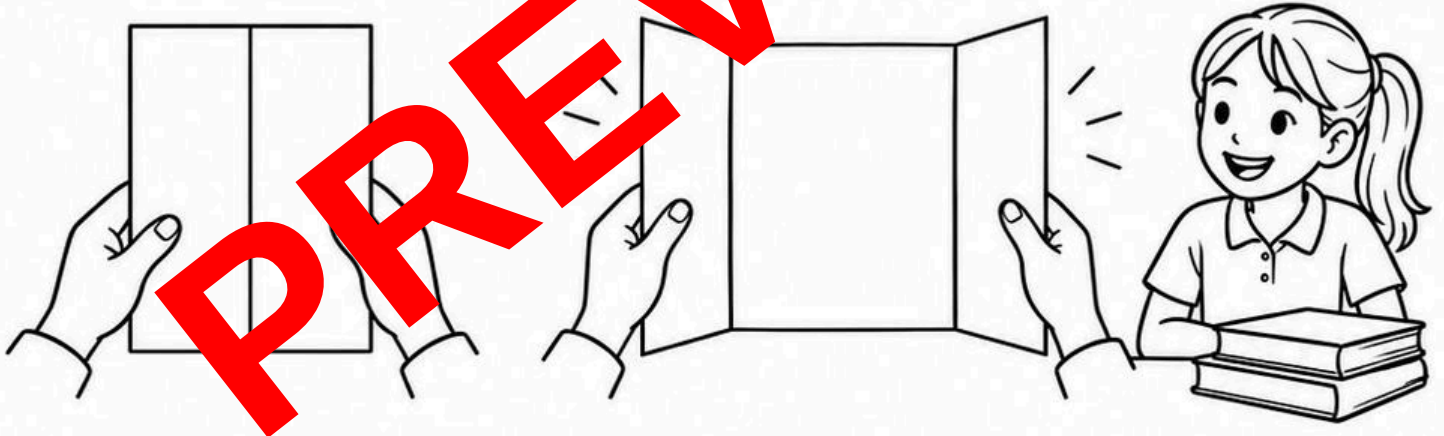
Make a gate-fold reader

Use the next page at 100% or actual size.

1. Cut the outside rectangle. Keep the three sections joined.
2. Fold both dotted lines so the two narrow doors meet in the middle.
3. Open the doors. Add a supplied fact, its source and one limitation in the broad middle section.



4. Close the doors. On the outside, write a short title for a reader.
5. Open the doors to explain the evidence. Keep the reader in a folder or share it.



Explain why a fact and its limitation belong together.

Gate-fold reader — joined sheet

Cut outside. Fold the two dotted lines inward.

Add a fact, its source and a limitation in the middle.

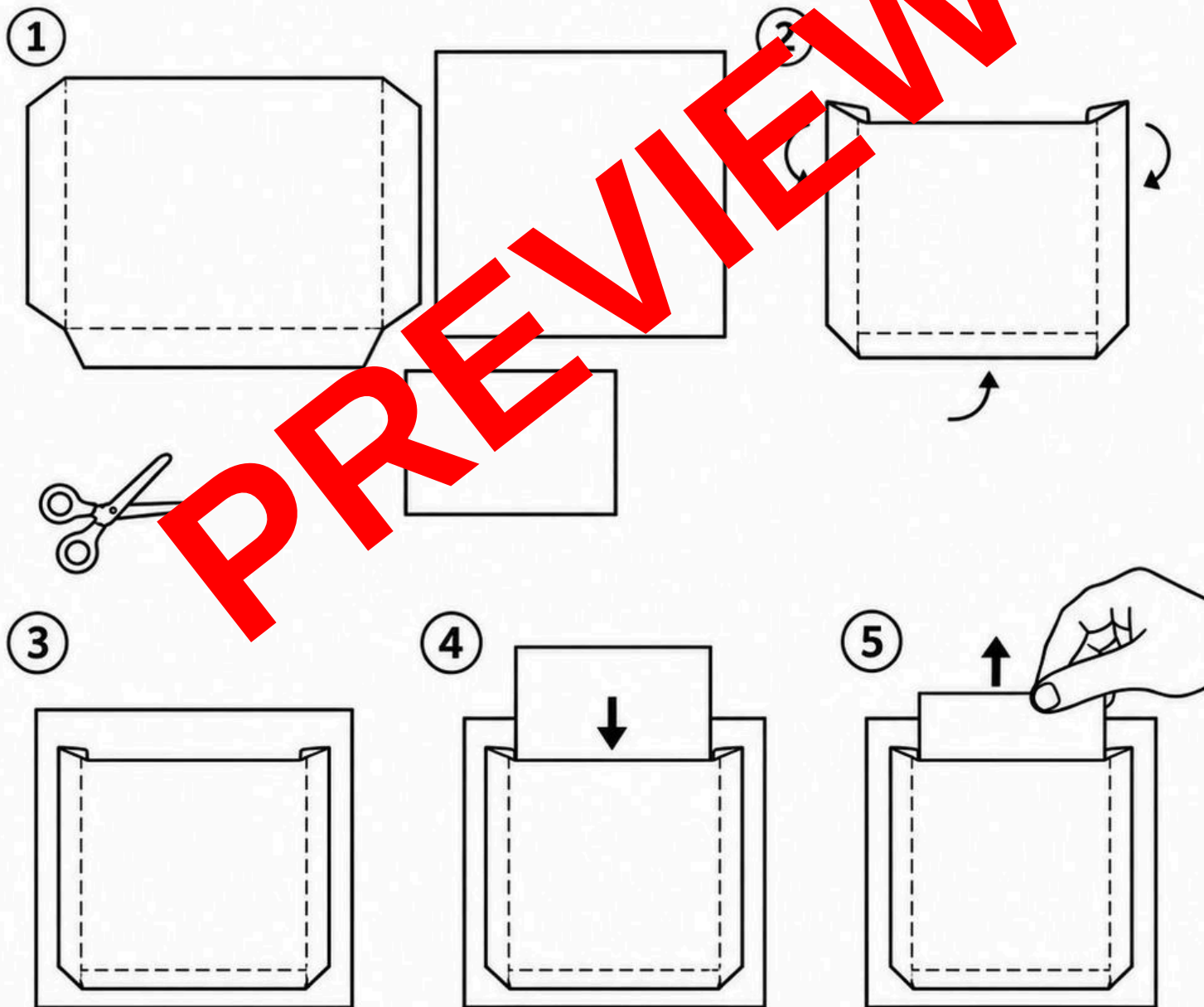
Write a short title on the outside after folding.



Make a source pocket

Use the next three component pages at 100% or actual size. You need firm card, scissors and glue.

1. Cut the front net, the back and the insert. Keep the front's three tabs attached.
2. Fold the two side tabs and bottom tab behind the front.
3. Glue only those tabs to the back, placing the front centrally with its bottom 5 mm above the back's bottom. Leave the top open.
4. On the insert, write a supplied fact, its source and a useful limitation. Let the glue dry, then slide the insert into the opening.
5. Pull out the insert to check the evidence. Keep glue out of the pocket's middle.



Source pocket – front net

Cut the outside edge. Keep all three tabs joined.
Fold dotted lines behind the front. Glue only the tabs.
Leave the top open.



Source pocket — back

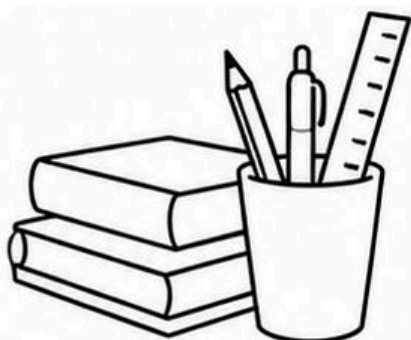
Cut the large rectangle from firm card.

Glue the folded front tabs to this back. Centre the front.

Place the front's bottom 5 mm above the back's bottom.

Keep the pocket's top open and its middle free of glue.

PREVIEW



Source pocket – evidence insert

Cut the insert. Keep the notes short and accurate.
Slide it into the pocket after the glue is dry.

Fact:

Source:

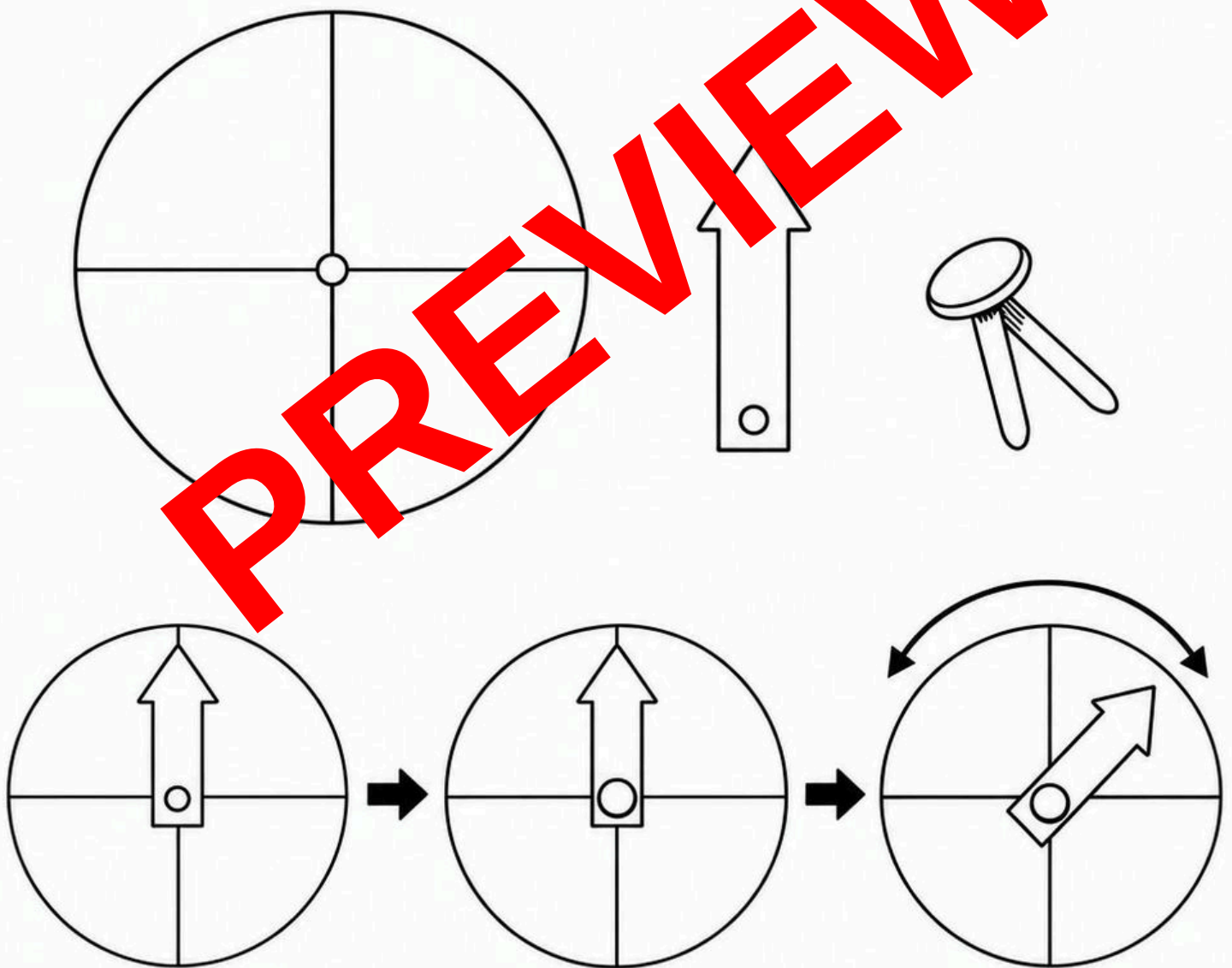
Limit:

Plan your short notes below.

Make a source-check dial

Use the next two pages at 100% or actual size. You need firm card, scissors and a paper fastener. Ask an adult to help with holes.

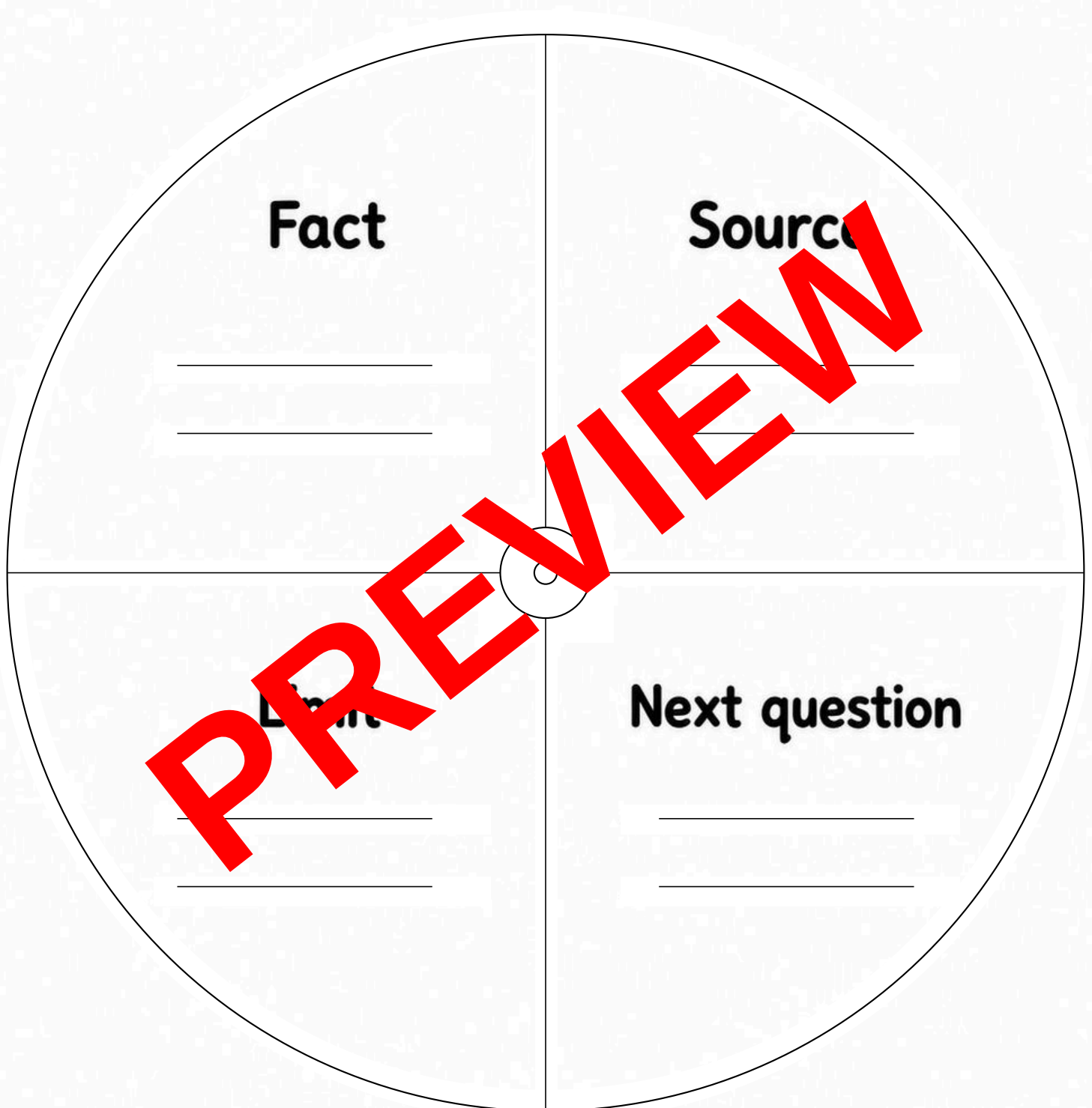
1. Cut the round base and the separate arrow pointer.
2. Add short notes in the four sections: a supplied fact, its source, a limit and a next question.
3. Make only the two small marked centre holes. Place the pointer over the base and join the holes with the fastener.
4. Leave the fastener loose enough for the pointer to turn. Do not glue the moving parts together.
5. Turn the pointer through all four sections to explain the evidence. Move it aside to read a note it covers.



Source-check dial – base

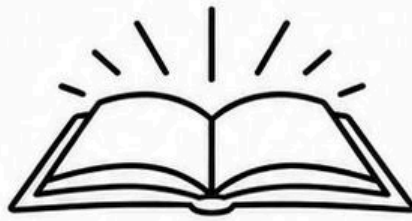
Cut the circle. Add short notes in all four sections.

Do not cut the inner section lines. Ask an adult to make the small centre hole.



A circular template divided into four quadrants by a vertical and a horizontal line. A small circle is at the center. The quadrants are labeled: 'Fact' (top-left), 'Source' (top-right), 'Next question' (bottom-right), and 'Link' (bottom-left). Each quadrant contains two horizontal lines for writing. A large red 'PREVIEW' watermark is diagonally across the center.

Fact	Source	Next question	Link
_____	_____	_____	_____
_____	_____	_____	_____



Source-check dial – pointer

Cut the arrow. Ask an adult to make its small hole.

Join this hole to the base's centre with a paper fastener.

Do not glue the pointer to the base.

Explain how the four sections help a reader check a claim.



PREVIEW

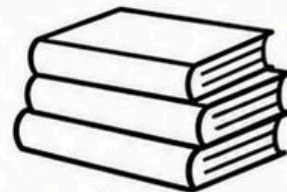








Design for a checking reader



Draw an original reading-station plan for ordinary books, fact cards and source labels.

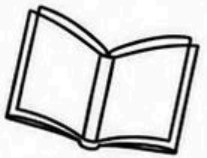
Show a clear reading route and enough space to compare a fact with its source. Use supplied information.

Explain one design choice. Keep this in a folder or share it.

PREVIEW



A claim-and-evidence panel



Use passages A and B. Make one panel for our reading station or your folder.

My qualified claim:

Supporting detail and source:

What this evidence does not establish:

A useful question for further learning:

PREVIEW

Schedule four preparation jobs

Leila, Jack, Sam and Ava each complete one different job in slots 1, 2, 3 and 4. The jobs are reading, source check, layout and review. Each job and slot is used once.

Sam reads in slot 1. Leila checks sources.

Jack's layout comes immediately before Ava's review.

The source check is completed before the layout.

Find each person's job and slot.



Person	Job	Slot
Leila		
Jack		
Sam		
Ava		

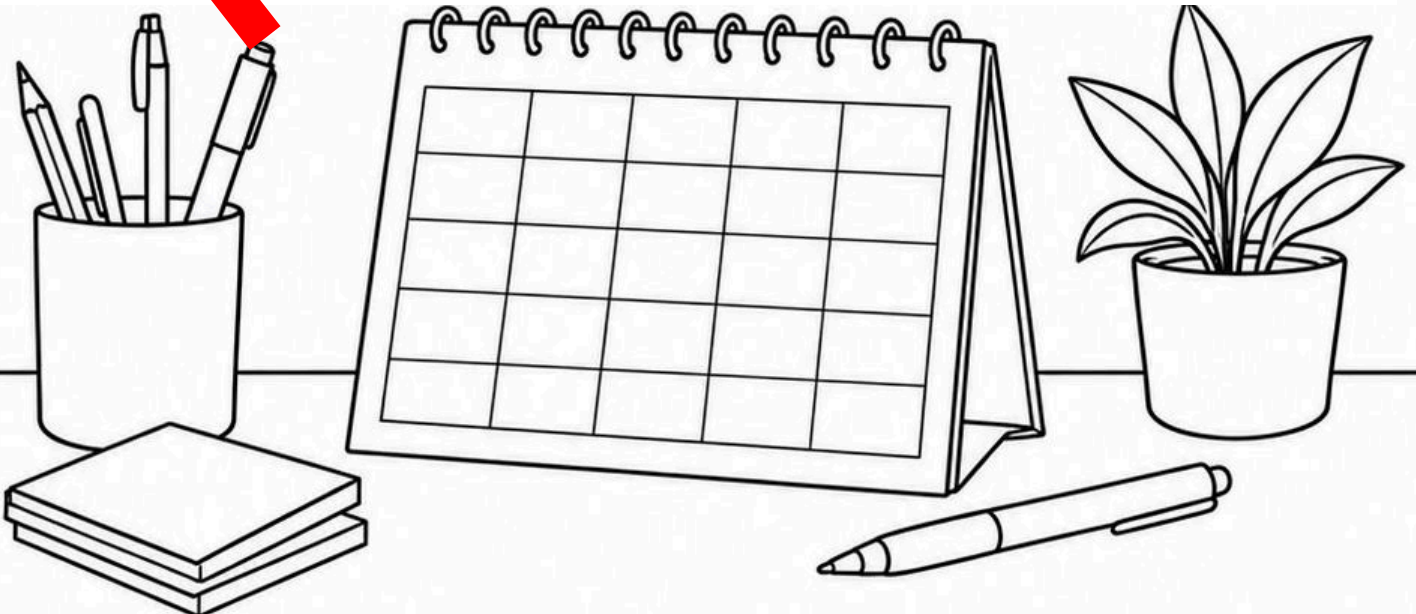
Explain the schedule

Use the clues on page 51.

1. Which slot is fixed first, and why?

2. Why can layout and review not use slots 2 and 3?

3. Explain the completed order and check that every slot and job is used once.



Reflect on evidence and choices

Name one supported fact and its source.



Explain one change that improved your reasoning, writing or design.



Choose a practical next step: check a public source, revise a claim or revisit a reader's question. Explain your choice.



You may speak, draw, write or work with a scribe.
A private folder is equally useful.

Answers — reading and sources

Story 4–6 and evidence 9

The story moves from an overconfident heading to a useful, limited proposal. 9: Leila challenges a claim that selected sources explain every community. A practice reader could not match a source to a sentence, and twelve cards crowded the table; these observations led to four clear cards. The final proposal states that two profiles do not represent every community and a station cannot contain all cultural knowledge.

Evaluation 10

Checking information matters more than the number of cards. Relevant paired details include the crowded twelve-card layout and the second reader matching sources after the reduction. The folder meets the same criteria because it holds supported facts, visible source labels and questions, except a labelled drawing that explains spacing, source matching or a clear reading route.

Authority and purpose 11

A establishes selected facts about NAIDOC Week, July timing, recognition of both named peoples and continuing culture. B establishes two individual areas of work. An event overview has a different scope than individual accounts. A station can combine accurately attributed details while keeping each claim within its source, naming the limits and avoiding an all-community conclusion.

Broad claim 12

B does not support the claim that two profiles show what every community values. It expressly limits the examples to individual accounts. A suitable revision is: Two profiles describe individual work in education and community support. Accept an unanswered question about information or further learning that does not request private identity or presume an answer. No outside contact is required.

Answers — words and writing

Word families 13

The shared bases are represent and general. Added parts include -ation, -ative, -ise and -isation. Generalisation relates to a broad statement drawn from examples. Two profiles alone do not support a statement about every community. Accept grammatical sentences that use representation and generalise accurately in a source context.

Qualified claims 14

Claim A is supported because B describes different areas of individual work. B does not establish everyone having the same experience. A possible revision is: Our station shares a few sourced facts and questions. The qualified explains the limited scope and avoids suggesting access to all cultural knowledge. Accept that accurate wording is valid.

Editing 15

After the practice check, Jack reduced the word count. Each fact had a source. The station still left questions unanswered. A suitable final sentence explains that a limitation helps readers distinguish supported information from what the source cannot establish. Check capitals, sentence boundaries and the introductory comma.

Proposal 16–18

Look for a clear recognition of audience, accurate evidence from A and B, named sources, practical reader-facing design reasons, a limitation or objection addressed carefully, and a useful next step. The extended draft and continuation support a sustained proposal; no fixed word count or personal disclosure is needed. A folder version meets the same learning purpose.

Revision 19

The before-and-after sentence should improve evidence, qualification, accuracy, punctuation or reasoning in a specific way. The explanation should name that improvement. Check source names and reader access. Accept supported oral or scribed revision; do not assess willingness to display work publicly.

Answers — number, design and time

Materials 20

Five packs contain $5 \times 24 = 120$ cards. 37.5% is $\frac{3}{8}$, so $120 \times \frac{3}{8} = 45$ used and $120 - 45 = 75$ remain. Four folders cost $4 \times \$1.85 = \$7.40$. With \$2.60 for pencils, the total is \$10 and $\$12 - \$10 = \$2$ remains. Inverse operations, fraction grouping or a clear written strategy can check these answers.

Fractions and percentages 21

$\frac{3}{8} = 0.375 = 37.5\%$. 60% of 80 is 48 cards; using 18 of those leaves 30. The specified original whole determines the percentage quantity. Using 18 from the original 80 before taking 60% would describe a different sequence.

Patterns and rules 22

The next terms are 6.4 and 12.8; double each preceding term. The station rule is three times the number of groups, then add two shared question cards: $3n + 2$, or equivalent words. Ten groups need $3 \times 10 + 2 = 32$ cards.

Coordinates 23

A(1,1), B(5,1), C(5,4) and D(1,4) form a rectangle. Horizontal side length is 4 units and vertical side length is 3. Opposite sides are parallel/equal and all four corners are right angles. Perimeter is $4 + 3 + 4 + 3 = 14$ grid units; area is $4 \times 3 = 12$ square grid units.

Metric design 24

Perimeter is $2 \times (1.2 + 0.75) = 3.9$ m. Area is $1.2 \times 0.75 = 0.9$ square metres. Three displays side by side have width 3.6 m and height 0.75 m. Perimeter is $2 \times (3.6 + 0.75) = 8.7$ m and area is 2.7 square metres. Three identical non-overlapping areas sum to three times the first area.

Workshop time 25

9:15–11:05 is 110 minutes, or 1 hour 50 minutes. Drafting from 10:20 to 10:45 is 25 minutes. Adding 15 minutes to the planned review changes the finish from 11:05 to 11:20. Accept a correctly labelled timeline or calculation.

Answers — data and complete games

Five packs 26–27

$12 + 18 + 21 + 24 + 15 = 90$ cards. Mean is $90 \div 5 = 18$ cards per pack. Range is largest minus smallest: $24 - 12 = 12$ cards. The labelled bar graph has heights A12, B18, C21, D24 and E15 on a 0–24 scale in steps of three. Pack B has $18/90 = 1/5 = 20\%$ of all cards. These five packs were prepared for one class; the table does not establish what every class prepares.

Claim check 28–31

Cards 1, 3, 5, 7 and 8 are supported by the named text. Cards 2, 4 and 6 go beyond it. 1: A names both peoples. 2: A selects facts, not every person's perspective. 3: B describes Riley's education work. 4: B limits two profiles to individual accounts. 5: story 5 describes source matching and covers before four cards. 6: story 6 says the station cannot contain all knowledge. 7: story 6 gives the same facts, sources and questions in the folder. 8: A says learning can continue after the week. Require a reason and evidence; re-evaluate and retry until all eight are checked. Equivalent accurate wording is valid.

Decimal match 32–35

Card 1: $3/4 \times 1 = 0.75$ metre. Card 2: $0.4 \times 3 = 1.2$. Card 3: $5 \div 2 = 2.5$ metres. Card 4: $0.30 \times 12 = 3.6$. Card 5: $7.2 - 2.4 = 4.8$. Card 6: $0.8 \times 8 = 6.4$. Card 7: $0.25 \times 30 = 7.5$. Card 8: $3.7 \times 1.5 = 5.25$. 9. All eight answers are distinct. A card placed incorrectly is recalculated together and moved to the correct target; continue until each target has one correct card. The team shares success, with no individual tie.

Support and checking

A partner may read, draw, explain or help record a strategy. An adult scribe is an equal participation route. In Claim check, a guess without evidence is not a completed turn. In Decimal match, the number board has the numeric result; retain units when explaining the metre cards.

Answers — functional paper mechanisms

Gate-fold reader 36–37

Keep the large joined sheet intact. The two narrow doors fold inward along the dotted lines and meet at the middle. Opening them reveals the broad central evidence section. A supplied fact, its matching source and a relevant limit belong together because they distinguish supported information from an overclaim. Add a short outside title only after folding; no glue is needed.

Source pocket 38–41

The two side tabs and bottom tab fold behind the front and are the only glued regions. Centre the front on the back with its bottom 5 mm above the back's bottom; keep the top open. After the glue dries, the separate insert slides into the clear middle. Do not glue the insert or pocket interior. The large front is 105 × 120 mm; 15 mm folded tabs leave a clear inside width of 130 mm and height of 105 mm. The 120 × 95 mm insert leaves 10 mm total clearance in each direction. The supplied back is 180 × 145 mm.

Source-check dial 42–44

Use firm card and ask an adult to make only the small marked holes. Join the pointer and base with a paper fastener, leaving enough freedom for the pointer to rotate; do not glue them together. The tip reaches 75 mm from the centre within a base radius of 95 mm, leaving 1 mm rim clearance. Turn through all four sections: fact, source, limit and next question. Move the pointer aside to read a note it covers.

Evidence and practical use

Notes must remain accurate and short enough for the supplied fields. Source names stay with their facts. A limit describes what the evidence does not establish; a next question supports further learning without requiring disclosure, interviews or access to cultural knowledge. The organisers use ordinary school materials and original non-cultural shapes. Folder and shared routes are equally useful.

Classroom use

Use actual-size components and clear cut/fold guides. Allow the pocket glue to dry before inserting the evidence card. Keep the dial fastener loose enough to turn and use adult help for the small holes. Choose supported reading, writing, cutting or recording roles as needed. Facts and source names should remain paired in every organiser.

Answers — design, logic and reflection

Colouring 45–48

These are four original ordinary school and library scenes. There is no required colour scheme, cultural-symbol interpretation or prescribed personal response. Broad skin, hair, clothes and objects are left unfilled for colouring; no cultural identities or representative roles are assigned.

Art and evidence panel 49–50

49: a useful plan should show a clear reading route, spacing and where a reader compares a supported fact with its source. A labelled design and explanation should agree. 50: check that the qualified claim matches A or B, the detail has the right source, the stated limit identifies an unsupported extension and the question remains appropriate. A folder version is equally valid; original ordinary school design does not require cultural motifs.

Unique schedule 51

Sam completes reading in slot 1. Leila completes source check in slot 2. Jack completes layout in slot 3. Ava completes review in slot 4. Every person, job and slot occurs once.

Reasoning 52

Sam's reading fixes slot 1. Jack's layout must be immediately before Ava's review. If layout and review took slots 2 and 3, source check would need a slot before 2, but slot 1 is already reading. Therefore layout and review take 3 and 4, leaving source check in 2. The job/person statements identify Leila, Jack and Ava. Check each job and slot exactly once.

Reflection 53

Accept an accurate supported fact with its source, a specific improvement to reasoning/writing/design and a practical learning step. Suitable next steps include checking a public source, refining a broad claim or returning to a reader's question. Oral, drawn and adult-scribed responses can show the same learning. No personal identity, home knowledge, public display or emotional disclosure is required.