# Motivation and method: Why and how people study

**Your name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Today’s date**: \_\_\_/\_\_\_/\_\_\_

## Before you start

Listen and write down some words. Then, write a sentence about what you think the story is about.

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## What do to now

Read the News Story and write answers to the questions. Use your dictionary to help with new words. Some of your answers will come from the text and some will come from your knowledge of the world.

1. Why did the journalist choose Steffi Lilac’s life to include in his story about petrol tax and comments by the Federal Treasurer?

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1. Australia has three layers of government. Does the Federal Treasurer work for the whole country or for the State of Victoria or for the Local Council?

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How do you know you’ve got the answer correct?

1. Ms Lilac says, “…*I don’t know how they expect us to get around*.” Does she mean: (tick the best answer)
   1. How we travel
   2. How we feed our children
   3. How we look around for her children
   4. How we look after our children
2. Who is ‘*they*’ and who is ‘*us*’ in her comment?

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1. Which sentence makes sense about Ms Lilac’s life? (Tick the best answer.)
   1. Having a car is expensive for her and she isn’t careful with money.
   2. Having a car is expensive for her but she needs it if she wants to graduate.
   3. Having a car means she gets more money from Centrelink.
   4. Having a car means she can pay more money for petrol.
2. Why does Steffi repeat the word ‘very’ in this sentence about servicing her car instead of paying for a mechanic?

“*It’s just changing the oil, spark plugs, very, very basic*.”

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1. How many different sources did she use to get the money to buy her car?

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1. What does that tell you about Steffi Lilac? (Use some **adjectives** in your answer.)

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1. What’s your opinion about Steffi Lilac? (Use ‘because’ in your answer to show why you think this way.)

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**Texts**

**Text 1**

**In the far-flung suburbs there can be no money for food, but the family’s car’s a lifeline**

(This text is adapted from a story by Beau Donelly, published in *the Age*, 15/08/14)

Ms Steffie Lilac is a sole parent living in Frankston and studying at Monash University, on Melbourne’s southern fringe. She has followed the news stories this week about how changes to petrol tax would affect people with lower incomes. The Federal Treasurer, Mr Joe Hockey, has been trying to defend his remarks that poor Australians won’t feel the pain of increases to tax much because they don’t drive far.

Ms Lilac is studying nursing at University, because she wants to – eventually – earn more than the $24,000 she now receives in welfare and family payments.

While Ms Lilac limits her driving to cut costs, she said she spent about $100 a week on petrol. This is about 20% of her payments – as she travels between home, school, children’s sporting commitments, university and shops. She said she struggles to make ends meet and is forced to accept charity from welfare groups. “The money we receive barely feeds us, so I don’t know how we’re expected to get around. Some days, already, I have to choose between feeding the kids or feeding yourself.”

“The kids come first so you have to go without sometimes. I can’t afford to have less money, from what I have already.”

She bought the car last year for $3000 with advance payments from Centrelink and a number of loans from a no-interest lender, family and friends. But because she could not afford to take it to a mechanic, she learned to service it herself. “It’s just changing the oil, spark plugs, very, very basic,” she said.

Ms Emma King, chief executive of the Victorian Council of Social Service, said poorer people living in growth corridors, regional and rural areas were more reliant on cars and had much higher travel costs they people near city centres. She said the cost of running cars in some transport-poor areas was sometimes half of a family house-hold expenditure. “We’ve got poor people who are heavily reliant on cars, who are travelling longer distances for many of them have higher running costs. Any impact on the cost of petrol impacts people who are poorer the hardest.”

**Text 2**

**A Life of Nursing: Winnie’s Story**

Winnie recently retired from nursing, after a career of more than 30 years. She is now 66 and began training to be a nurse in her early 30s. When she as 21, Winnie married and moved to a small farming community near Mount Gambier. She always wanted to be a nurse but her young family meant she wasn’t free to study and work shifts. She didn’t give up the dream of nursing while her children were small.

She maintained a strong interest in medical information and used the chance to borrow library books about nursing and medicine every week, when she went into town for her weekly shopping trip. She also listened to health information programs on the ABC radio, over the years.

When her children were in secondary school, she decided to act on her life dream. She sat a test to train in an enrolled nursing course – and scored very highly on medical, first aid and physical knowledge. She joined the training program with some fear of how she’d cope with a husband with a busy, 24-hour job and two kids at school. But she managed and enjoyed the study enormously. During the drive into Mt Gambier, each day, she’d spend the time thinking about what had happened in yesterday’s class and usually arrived at the Hospital Training School with her mind refreshed with knowledge.

Winnie always loved her nursing work and was an intelligent and compassionate carer to many thousands of people in her area over the decades.

**Text 3**

**A New Career: Gabbi’s Story**

Gabbi is now in her second year of nursing. She is a registered nurse, and now works in her local public hospital in Melbourne’s western suburbs.

Gabbi finished year 12 with no idea of what she wanted to do, and not much confidence in herself as a learner – despite getting a respectable ‘score’ at the end of her secondary schooling. She took a ‘gap-year’ and worked in bars and pubs in the UK. This was “Kind of fun, but kind of ‘pov’, too”, she remembers. “I was always poor and cold,” she recalls of her time in northern England.

Back in Australia, Gabbi recalls that it was the example of two older women which made her think about studying nursing. Both were the mothers of friends and both of them loved their work and talked a lot about the joy of helping others and the camaraderie of working in a team. This made her realise that she wanted more from work than listening to people chatting at the bar.

She enrolled in a nursing degree and then spent her nights before commencing her first year wondering what on earth she’d one and how she’d ever cope with the study. “Looking back, the weeks and months of waiting to start Uni were *terrible*”, she says. “But once I started, I got into the rhythm of it. “During Year 11 & 12, we’d been advised to write study notes and stick them all around the house, the bedroom, hallway, even the toilet. It worked then, so I got back into that habit – bits of writing all over the walls. My mother is a teacher and never stopped giving me ‘advice’, Gabbi said, hooking her fingers in the air, with the last word. “But one good idea Mum gave me was to get to class ten minutes early and write down five things I remembered from yesterday. It was a useful habit – meant I started each new lecture or training session a bit more confident.”

Gabbi now works in surgical nursing and loves each day at work. “Stressful, but overall, fantastic” is how she describes her work now.

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

Today’s Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Part 2, Text 1, 2, 3

## What do to

Re-read the text about Steffi (Text 1) and then read about Winnie and Gabbi (Texts 2 & 3). Use your dictionary to help with new words. Some of your answers will come from the texts and some will come from your knowledge of the world.

1. All three stories are about women who want, or wanted, to become a nurse. Are there other things that are similar in the stories?

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1. Why is Text 1 written in columns and the other two in paragraphs?

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1. Think about Winnie. What advice might she give to Steffi?

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1. Think about Gabbi – why did she say that the months before starting university were ‘*terrible*’?

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1. All three women have **motivation** to study. What are they?

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1. Both Winnie’s and Gabbi’s stories listed study **methods**. What were they?

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1. Would these study methods help you to learn? Say why or why not:

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1. Re-read Steffi’s story about how she got the money together to buy her car. Imagine this is how she did it:

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| Borrowed $500 from Mum – I’ll give it back when I’m working full-time. | Borrowed $1500 from Good Shepherd – **No Interest** –charity – I’ll pay it back at $15.00 per month. | Got an advance of $800 from Centrelink. They take back $40.00 per fortnight. | Borrowed $200 from my wonderful friend.  She said I can give it back when I’m working full-time. |
| $500.00 | $1500.00 | $800.00 | $200.00 |

1. Which two amounts does she have to worry about most, **now**?

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1. How much do they add up to, together? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. How many months will it take to give back the no-interest loan to Good Shepherd?

1. How many fortnights will she receive less Centrelink money and why?

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1. Steffi says she taught herself how to look after her car. How could she have found the information she needed to do this?

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1. Choose **one** of these words and explain it (orally or in writing) to your teacher:
   1. camaraderie
   2. impact
   3. gap-year
   4. compassionate
   5. ‘pov’ ( and why is it written with quotation marks?)
   6. far-flung

**Other activities**:

* Why is nursing a good job? Is it popular for women (and men?) in your country/ community?
* Both Winnie and Gabbi are relatives of this writer. Are there people in your family whose story you can tell us?
* How brave and wonderful is Steffi? Write about her attributes.
* How much do you spend on travelling to class each week? Steffi says it costs her 20% of her income. Can you work out if you spend more or less on transport costs?
* What’s the best and worst part of owning a car?
* Steffi doesn’t make any comment about the Government’s suggested changes and how they will affect people. But, what would she be thinking?
  + Write a tweet from Steffi.
  + Write an email from her to the Treasurer – and then write a reply.
* Role play Steffi at Centrelink: she needs to persuade them to give her the $800 loan.
* Go to <http://au.distancescalc.com/> to work out the distances between Frankston and Monash Peninsula, or your house and your classroom.
* Take the learning challenge: try one of the study methods in these stories for two weeks – do they help you?

# Teacher notes, answers and links to ACSF Indicators

## Focus is

Assessment of Level 3 in Reading, and 2 in Numeracy and Learning .

## What is this?

This is a long task but that’s appropriate at level 3. Approach it over a couple of days to avoid over-taxing your class (if you do it in one hit, change the numbers of the second task to 11-20). The learning and numeracy elements are not ‘full’ assessment tasks, but you could include them in formative assessment of learning and as a second indicator of numeracy skills.

## Australian Core Skills Framework (ACSF): Skill Level, Focus Area/Performance Features

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| Reading | 3.03 | Identifies personally relevant information and ideas from texts on highly familiar topics | Purpose  Complexity  Prediction & Prior Knowledge Critical Reading & Text Analysis |
| Reading | 3.04 | Selects and applies a range of reading strategies as appropriate to purpose and text type | Text Navigation  Comprehension strategies  Decoding and fluency  Syntax and language patterns  Vocabulary |
| Learning | 2.02  3.02 | Applies a limited range of learning in structured and familiar contexts  Experiments with new learning strategies in familiar contexts and applies some strategies in less familiar contexts | Locating, evaluating and organising information  Using prior knowledge and scaffolding  Learning with and from others |
| Numeracy | 2.10 | Selects and uses appropriate familiar mathematical problems strategies to solve problems in familiar contexts | Mathematical knowledge and skills: number and algebra |

## Level of support

‘Works independently’ for the reading tasks; mentor/expert available for the learning and numeracy questions.

**NB** – make notes on the worksheets about use of dictionaries or other reading and learning strategies you observe while learners are working through these tasks.

## Learners who may suit this activity

* Learners returning to study who need inspiration.
* Older learners in literacy classes, who may need some encouragement to write personal stories – especially of family history or their own work history.
* Learners in ESL classes who can bring their world knowledge into use to integrate information

## Anything to be aware of, with this activity?

Level 3 of the ACSF differs sharply from Level 2 because learners are expected to work independently; if you look at pp. 58–59, you’ll see that the mentoring element has been removed from the ‘support’ box. So, in order to get your learners ready for this kind of task, you will need to have plenty of prior discussions about news articles, selection of topic and vocabulary in evidence and allow them to practise before giving them this task.

The task offers your learners the chance to demonstrate both Reading indicators – adapt and remove some questions if you think it’s too dense. Or use this task as an opportunity to discuss how print works and then write a similar task from another set of texts.

The news story (Text 1 is adapted from a news item in *the Age*, 15/8/14) has a lot in it. The attached questions relate more to the inspiring personal story than the political events which provoked it, but there is also content you could use on how policy affects people. It also lends itself to discussion about travel – distance and costs – which you could use as an example for numeracy activities.

**NB – QUESTION 1** isn’t strictly part of the assessment (unless you can comment on the prediction and prior knowledge elements of the answer). Use it to pique interest in the activity, by giving a list of words, such as: **petrol/tax/sole-parent/suburbs/study** and ask the class to guess what the story is about.

Sample answers and links to ACSF

## **Part 1: Text 1**

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|  | Question | Answer/ Sample answer | Links to ACSF |
|  | Listen and write down some words. Then, write a sentence about what you think the story is about | The story will be about a study of sole-parents and which suburbs they live in.  Or  The story is about how much petrol it costs for a sole-parent to drive her children to study.  Or  The story will be about petrol costs in the suburbs and how much it costs to get to school. | As outlined above, this question might give you information about prediction and prior knowledge – in which case, comment on the learner’s worksheet. It might also give you some info about critical reading and text analysis, if the learner picks up on the use of ‘sole-parent’ |
|  | Why did the journalist choose Steffi Lilac’s life to include in his story about petrol tax and comments by the Federal Treasurer? | The journalist chose Steffi Lilac because she is a good example of a person living on Centrelink money.  Or  She has strong opinions about the petrol tax.  Or  She is very inspiring. She is a battler | 3.03- purpose,  Critical reading/text analysis (shades of meaning, selection of tone and language, inference) |
|  | Australia has three layers of Government. Does the Federal Treasurer work for the whole country or for the State of Victoria or for the Local Council | Answer should include one of: Federal/National/Government/Whole Country. | 3.03– syntax and language ( predicts meaning of unknown words by surrounding words)  3.03 prior knowledge - if federal/national is connected to ‘Australians’. NB: explore with the client orally and write their comments if you need more precise information of prediction or prior knowledge |
|  | Ms Lilac says, “…*I don’t know how they expect us to get around*.” | The best answer is:   1. How we travel | 3.03 complexity (identifies main message)  3.04 Vocabulary –(recognises common idiom) |

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|  | Question | Answer/ Sample Answer | Links to ACSF |
|  | Who is ‘*they*’ and who is ‘*us*’ in her comment | ‘they’ is the government/people who make policy  ‘us’ is the people on Centrelink payments/people in the suburbs | 3.03 purpose and critical reading (purpose and intended audience) – NB there needs to be a reference to ‘us’ as the people, not just Steffi and her family, ie beyond the literal sense.  3.04 vocabulary (figurative meanings) |
|  | Which sentence makes sense about Ms Lilac’s life: (tick the best answer)    . | The best answer is:   1. Having a car is expensive for her but she needs it if she wants to graduate | 3.03 Complexity (integration of a number of ideas …and some inference; identifies main message)  Prediction & prior knowledge ( integrates new ideas and information with existing understanding)  3.04 Text navigation (skimming, scanning)  Comprehension strategies (selects from a arrange of strategies to aid comprehension)  Syntax and language patterns ( considers surrounding words) |
|  | Why does Steffi repeat the word ‘very’ in this sentence about servicing her car instead of paying for a mechanic? | Because she wants the reader to know she isn’t very skilled.  Or  Because she knows she’s not a very clever mechanic, just a basic one.  Or  She just does the basics, she doesn’t want to improve her skills. | 3.03 Purpose (begins to reflect on the usefulness of selected text)  Critical reading and text analysis (separates fact from opinion. NB: the answer needs to be more than ‘she isn’t a mechanic to demonstrate understanding of Steffi’s self-assessment).  3.04 Text navigation ( recognises the …distinguishing features) |

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|  | Question | Answer/ Sample Answer | Links to ACSF |
|  | How many different sources did she use to get the money to buy her car | Four: Centrelink, Family, Friends, Good Shepherd | This answer is closer to ACSF 2 than 3, but it sets up the opportunity to reflect for the next answer.  2.03- Complexity  3.04 – Text navigation ( skimming and scanning) |
|  | What does that tell you about Steffi Lilac? | Answer should include more than one of these adjectives:  Resiliant/determined/strong/clever/well-informed/smart/angry/cynical/resourceful | 3.03 Complexity (identifies main message/abstract language)  Prediction & prior knowledge (integrates new ideas with prior knowledge)  Critical reading and text analysis (identifies some implicit meanings)  3.04Vocabulary ( recognises some specialist terminology) |
|  | What’s your opinion about Steffi Lilac? (Use ‘because’ in your answer to show why you think this way). | Sample answer:  I think she’s fantastic because she’s not letting her poverty stop her from getting ahead. She’s a great role-model for her children. | Purpose, Complexity, Text analysis |

## **Part 2 Texts 1, 2, 3**

NB – non-bolded answers are about reading; bolded answers are about learning and numeracy.

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|  | Question | Answer/ Sample Answer | Links to ACSF |
|  | All three stories are about women who want, or wanted, to become a nurse. Are there other things that are similar in the stories? | Both Winnie and Steffie have children and have had some difficulty before beginning study.  And/or  Both Winnie and Gabbi had some fear before they started study.  And/or  Both Winnie and Gabbi love nursing.  And/or | 3.03 – Complexity (understands texts requiring integration of a number of ideas and pieces of information and some inference (Steffi’s difficulties are inferred from her generous situation)...  3.04 Comprehension strategies – NB: comment here on any observed strategies of re-reading text, underlining relevant items to garner information from all three texts. |
| Winnie’s story and Gabbis story both say they had some strategies to learn and remember. | 2.02 Learning with and from others ( with assistance identifies some …similarities and differences in individuals’ perspectives such as approaches to work and learning) |
|  | Why is text 1 written in columns and the other two in paragraphs? | Text 1 is written in columns because it’s adapted form a newspaper story – and most news stories are written in columns. The other two texts are stories about peoples’ lives. | 3.04 Text Navigation (Recognises the structures and distinguishing features of a range of familiar text types) |
|  | Think about Winnie. What advice might she give to Steffi? | She might tell Steffi to ‘hang in there’ – she will get her qualification and she’s going to love her job.  Or  She might tell Steffi how brave she is and to keep going. | 3.03 Purpose (begins to reflect on the usefulness of a selected text for the purpose)  Critical reading and text analysis (…begins to consider the validity of a source).  3.04 Comprehension strategies (uses a range of strategies to facilitate comprehension, eg creates a mental image) |

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|  | Question | Answer/ Sample Answer | Links to ACSF |
|  | Think about Gabbi – why did she say that the months before starting university were ‘*terrible*’? | She said ‘terrible’ because she was probably thinking, ‘ I can’t do this’.  Or  She was probably really worried about all the new things she’d need to remember.  Or | 3.03 – Purpose  Critical reading and text analysis ( recognises that authors select structure, tone and language to achieve specific purpose)  3.04 Syntax and language patterns (recognises introductory phrases which indicate that an opinion or fact is being offered), |
| It’s really scary before you start learning something – nobody thinks they can do it, at first. | 2.02 Learning with and from others ( with assistance identifies some …similarities and differences in individuals’ perspectives such as approaches to work and learning) |
|  | All three women have study **motivation**. What are they? | Text 1 – Steffi’s story. Her motivation is to earn more than $24 000 per annum.  Text 2 – Winnie’s story. Her motivation to study was to fulfil a life-long interest in health issues and a life-long desire to be a nurse.  Text 3 – Gabbi’s story. Her motivation was to get more from work. | 3.03- Purpose, Complexity  3.04 – Text Navigation, - NB: comment here on any observed strategies of re-reading text, underlining relevant items  3.02  Using prior knowledge and scaffolding ( makes some explicit connections between new information and ideas…using techniques like anecdotes and simple analogies) |
|  | Both Winnie’s and Gabbi’s stories listed study **methods**. What were they? | Text 2 – Winnie’s method: she used the time driving into town to recall her previous learning  Text 3 – Gabbi’s methods: she got to class early and wrote down 5 things from yesterday; she re-used her old study method of writing up reminders on paper and sticking the papers around her house. | 3.03 Purpose, complexity  3.04 Text navigation, decoding and fluency  3.02 Learning with and from others (demonstrates awareness of different personal and cultural perspectives and makes some attempt to understand…) |

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|  | Question | Answer/ Sample Answer | Links to ACSF |
|  | Would these study methods help you to learn? Say why or why not | Answers will vary.  NB if you need to help or prompt the learner to think about this and answer, make notes on the page (remember, mentoring and support reflects Level 2 of reading and learning ) | 3.03 Purpose Prior Knowledge – if the answer makes reference to these or other study methods.  3.02 Locating and evaluating ((evaluates the reliability of sources in familiar contexts on the basis of a small set of criteria, eg, directly relevant to purpose o fact and opinion. ) uses Prior Knowledge and scaffolding ( makes some explicit connections between new information /ideas |
|  | Re-read Steffi’s story about how she got the money together to buy her car.   1. Which two amounts does she have to worry about most, now? 2. How much are they, added together? 3. How many months will it take to give back the no-interest loan to Good Shepherd 4. How many fortnights will she receive less Centrelink money and why | 1. The Centrelink advance and the Good Shepherd loan ( the others she can pay back later) 2. 1500 + 800 = $2300 3. 10 months – 15 X 10 = 1500 or 1500/15 = 10 months 4. 20 fortnights – 20 X 40 = $800, or 800 /40 = 20. | 2.10 – mathematical knowledge and skills: number and algebra – (Identifies and uses whole numbers into the 1000s, performs 2 of 4 operations, addition and multiplication or division ( depending on how learners calculates the answers. |
|  | Steffi says she taught herself how to look after her car. How could she have found the information she needed to do this | Sample Answer: Steffi could get this information from Google OR She might have a brother or father who knows about oil and spark-plugs | 3.02 Locating, evaluating and organising information (Evaluates the reliability of sources) |

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|  | Question | Answer/ Sample Answer | Links to ACSF |
|  | Choose **one** of these words and explain it (orally or in writing) to your teacher: | Responses will vary. | Depending on responses, demonstration may include  3.04 Decoding and fluency(Recognises when unknown words are essential to meaning Syntax and language patterns ( Predicts the meaning of unknown words by considering surrounding words and phrases)  3.02 Using prior knowledge and scaffolding (Begins to transfer key principle and concepts to new situations Uses a range of techniques to reinforce learning e.g.…explaining to someone else) |