

English answers and explanations

Open after the corresponding attempt. Accept accurate paraphrases. The answer must fit the question and its evidence; matching these exact words is unnecessary.

E1 - The poster

1. He had not glued the paper leaves down. This is stated directly: “had not glued them down”. “He had not stuck them to the poster” is also acceptable.
2. He probably wanted to stop the wind moving the loose leaves. Suitable supporting details include the gust lifting a leaf, two leaves sliding off the table, and the leaves staying in place after he closed the window. Any two of these support the explanation. The passage does not directly announce his reason; we infer it from the events.
3. No. Closing the window helps with the moving paper, but it does not tell us Ben's general opinion of fresh air. “He might like fresh air but need the paper to stay still” is an acceptable explanation. We also cannot conclude that he definitely likes fresh air.

E2 - The recording

1. A loud buzzing covered it. Those words are directly stated. The worker starting a drill provides the context for the sound.
2. She probably wanted to reduce the outside noise so her recorded words would be clear. The buzzing covered her final sentence in the first recording, and she could hear every word after closing the window and recording again. The worker starting the drill is another relevant clue when connected to the disrupted recording.
3. No. The evidence supports a practical reason connected to recording. It gives no evidence about how she treats her neighbours. Closing a window does not establish whether she is friendly or unfriendly.

E3 - The library table

1. He told the librarian about the dripping water. This is directly stated.
2. He probably wanted to move away from the dripping water, keeping himself and his belongings out of its way. A drop landed beside his book and another fell onto the table. His closing the book and lifting his bag before moving also fits this explanation. Any two relevant details are acceptable. The passage does not establish why the ceiling was dripping.
3. He opened the book at the same page and continued reading. That behaviour challenges the idea that loss of interest caused the move.

English companion and further teaching

Grouping, order and units

Use the drawings and the learner's explanations to find the first uncertain step. A correct number alone can hide the wrong quantity.

M1 - Same numbers

Question A: 4 counters in each bag. The total is 24 counters. The number of bags is known: 6. The missing quantity is the number of counters per bag. Calculate $24 \div 6 = 4$.

To draw it, make six bag outlines. Label the collection "24 counters altogether". Place four dots inside every bag and label one bag "4 counters". Check that your six groups contain 24 dots altogether.

Question B: 4 bags. The total is still 24 counters, but now the size of each group is known: 6 counters per bag. The missing quantity is the number of bags. Calculate $24 \div 6 = 4$.

Draw groups of six dots until you have used all 24 dots. Put a bag outline around each group. Label one group "6 counters per bag" and the collection "4 bags". Your picture contains four groups, with six dots in each.

The first answer measures counters per bag ; the second counts bags . Writing only "4" hides this difference. Both checks use multiplication: 6 bags $\times$ 4 counters per bag = 24 counters, and 4 bags $\times$ 6 counters per bag = 24 counters.

If your drawings were identical, revisit what the 6 represents. In A, it counts bags. In B, it counts counters inside each bag. The number has meaning because of its relationship to the objects.

M2 - Fresh work

1. There are 4 postcards in each envelope. First find the postcards available for sharing: $42 - 6 = 36$ postcards. Then divide them among 9 envelopes: $36 \div 9 = 4$ postcards per envelope.

A suitable drawing separates 6 display postcards from the total of 42, then divides the remaining 36 into nine equal groups. Check: $9 \times 4 + 6 = 42$ postcards.

2. There are 4 full envelopes remaining. First find the starting number of full envelopes: $42 \div 6 = 7$ envelopes. Then subtract the envelopes given away: $7 - 3 = 4$ envelopes.

Draw seven envelope outlines, each labelled "6 postcards". Cross out three envelopes and count the four remaining. Check the postcards as well: $3 \times 6 = 18$ postcards leave, and $4 \times 6 = 24$ remain. Together, $18 + 24 = 42$.

The first subtraction removes postcards before grouping. The second removes envelopes after grouping. Their units explain their positions in the calculation.

M3 - Later grouping check

The first club gives 5 stickers to each child : $45 \div 9 = 5$, with $9 \times 5 = 45$ stickers altogether. The second gives stickers to 5 children : $45 \div 9 = 5$, with $5 \times 9 = 45$ stickers altogether. The first 9 counts children; the second 9 describes stickers per child. Note whether the learner identified this difference without extra hints.

Mathematics companion and further teaching

Reference amount and total cost

M4 and M5 extend the relationship work. M4 requires an additional fraction skill; difficulty here does not cancel a successful M3 grouping check.

M4 - A fraction of which amount?

1. There are 25 undecorated bookmarks. Morning: $60 \div 4 = 15$ decorated. Afternoon: $60 \div 3 = 20$ more decorated. Undecorated: $60 - 15 - 20 = 25$.

Draw a bar labelled “60 original bookmarks”. Mark one part as “15 morning”, another as “20 afternoon”, and the rest as “25 undecorated”. The afternoon calculation refers to the original whole.

2. There are 30 undecorated bookmarks. Morning: $60 \div 4 = 15$ decorated, leaving $60 - 15 = 45$. Afternoon: $45 \div 3 = 15$ more decorated. Undecorated: $45 - 15 = 30$.

Draw the original bar of 60 and remove a quarter. Label what remains “45”. Divide that remaining part into three equal sections of 15. One section is decorated in the afternoon; two sections remain undecorated. The afternoon fraction acts on 45, not 60.

Check: the first club has $15 + 20 + 25 = 60$ bookmarks; the second has $15 + 15 + 30 = 60$. Every bookmark is accounted for once.

M5 - Delivery and notebooks

Set aside the delivery charge: $\$30 - \$6 = \$24$. Divide the available money by the price of one notebook: $24 \div 4 = 6$ notebooks. Check: $6 \times \$4 + \$6 = \$30$. Seven notebooks would cost \$34 including delivery, which exceeds the budget.

What would make the next task useful?

If the operation meaning is unclear, use objects to make equal groups. If the relationship is clear but the arithmetic is not, practise the relevant calculation. If units or reference amounts change unnoticed, ask the learner to label what each number describes before calculating.

Printed labels and drawing prompts are supports. Later, choose a comparable question without those prompts and observe whether the learner chooses a representation independently.

What changed when the help stepped back?

Use the actual work, the task conditions and the learner's explanation. This is a conversation aid, not an automatic assessment or a grade forecast.

Record the help

H0: no hints or answer viewing. H1: reading support only. H2: a clue or pointed question. H3: a model or shared answer. Record different help by question where needed. Keep agreed accommodations.

Look beyond the score

In English, look for relevant evidence and an explanation of the connection. In Mathematics, look for the right quantity, representation, calculation and units. Check whether these survive fresh work and a later return.

Choose a manageable next action

If a step still needs prompts, reteach that step with another example. If the learner can explain it independently across varied attempts, choose an appropriate next challenge with the teacher. Do not remove support merely to improve the record.

When the week changes

Record a missed task as missed, reduce the load or agree a new return. Extra pages are not the only response. Ask whether the task, explanation, prerequisite or available time needs adjustment.

Six questions for the next teaching conversation

What skill are we trying to develop?

What did the first and later attempts show?

What explanation and help were already used?

What remains uncertain?

Who will take the next action?

When and with what work will we review it?

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