Please remember, if you have any questions regarding today's learning you can login to our Grade 5/6 Question Time Webex at any time between 1:00pm - 2:00pm.

**Meeting Link:**
https://eduvic.webex.com/eduvic/j.php?MTID=ma335a77dc897f929b15ee3c759db40b8
**Meeting number**: 165 776 7258
**Password:** gembrook

## Grade 5/6 Learning Tasks Term 4 Week 2 TUESDAY

### READING

**This lesson will be taught during our class Webex session today.**
**Please submit this learning task to Compass for feedback and evaluation by 5pm on Friday.**
**Feedback for this learning task will be provided within the following week.**
**Please refer to the link for instructions on how to upload the learning tasks.**
**https://youtu.be/YWiLyJ0P6CQ**
**Please upload a copy of your contribution to your class yearbook page.**

**Learning Intention:**
I can contribute to my class yearbook page.
**Success Criteria:**
I have contributed to my class yearbook page.
**Learning Resources Required:**
Exercise book, pencils and iphone/tablet/computer.

**Learning Task and Response:**


It's that exciting time of the year where we all work together to build the 2021 Yearbook!

Your teacher will explain the theme of your class page in your Webex session today.

After the Webex you will need to upload your contribution so that your teacher can add it to the class page.

Independent Reading / Track my thinking
Independently read for 20 mins

- Record your thinking in your workbook (Remember to include book title and date)
- Identify the reading strategy/ies you have worked on and provide evidence of your thinking
- Extra reading resources can be accessed via Reading Eggs. Students can also use their own readers from home.

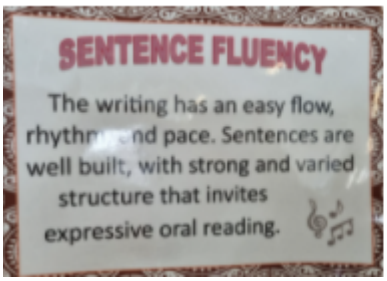
### WRITING

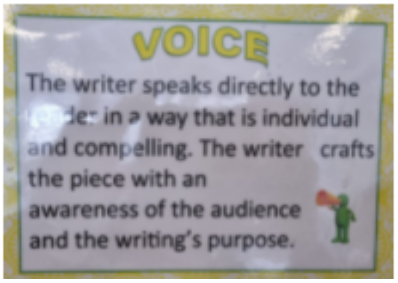
**Learning Intention:**
I can draft my first memoir seed.

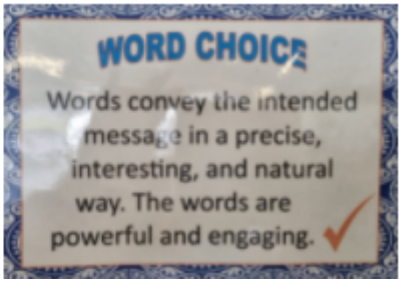
**Success Criteria:**
I have begun drafting my first memoir seed.
**Learning Resources Required:**
Exercise book, planning documents from last week, pencils.

**Learning Task:**
This week you will work through the rest of the writing process to publish your first memory. We have worked through the 'ideas' and 'organisation' writing traits during the planning phase last week. Now you will need to start working on voice, sentence fluency, word choice and of course, conventions.

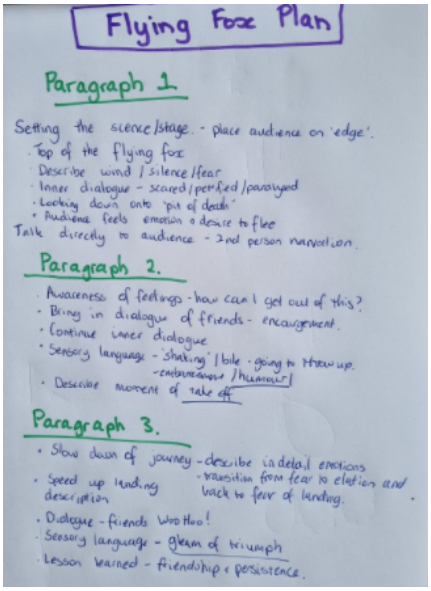
*Refresh your memory of the 6 +1 Traits of Writing displayed in our classrooms:*
**Sentence Fluency:** The writing has an easy flow, rhythm and pace. Sentences are well built, with strong and varied structure that invites expressive oral reading.
**Voice:** The writer speaks directly to the reader in a way that is individual and compelling. The writer crafts the piece with an awareness of the audience and the writing's purpose.
**Word Choice:** Words convey the intended message in a precise, interesting, and natural way. The words are powerful and engaging.








**Learning Task Response:**
Using your detailed plan from last week, begin drafting your memory. Think carefully about your sentence fluency, voice and word choice. How will you place readers into your memory?


Flying Fox Plan

Paragraph 1

Setting the science/stage. - place audience on 'edge'.
· Top of the flying fox
· Describe wind / silence / fear
· Inner dialogue - scared / petrified / paralysed
· Looking down onto 'pit of death'
· Audience feels emotion a desire to flee
Talk directly to audience - 2nd person narration.

Paragraph 2.

· Awareness of feelings - how can I get out of this?
· Bring in dialogue of friends - encouragement.
· Continue inner dialogue
· Sensory language - 'shaking' / bile - going to throw up. - embarrassment / humour /
· Describe moment of take off

Paragraph 3.

· Slow down of journey - describe in detail emotions
· Speed up landing description - transition from fear to elation and back to fear of landing.
· Dialogue - friends Woo Hoo!
· Sensory language - gleam of triumph
· Lesson learned - friendship + persistence.

**BREAK:** ensure students have a well-earned break with a snack, rest and a game/physical activity.

**MATHS - APPLIED**

**Learning Intention:**
I can solve addition, subtraction, multiplication and division equations.
**Success Criteria:**
I have solved equations using all operations and checked my answers using estimation.
**Learning Resources Required:**
Exercise book, pencils, and iphone/tablet/computer.

**Learning Task:**
In our lesson today we will be demonstrating our mastery of all four operations as well as our capacity to estimate the reasonableness of an answer by estimating.

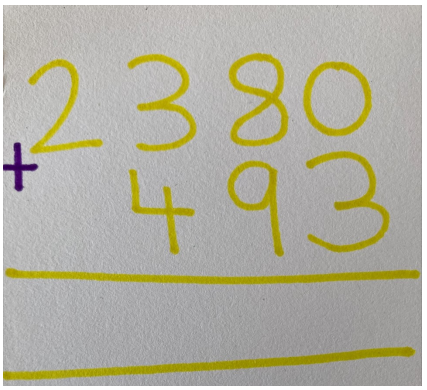
*Estimate:* Before you solve these equations round these numbers to the nearest easy to work with value. This might involve rounding to the nearest 10, 100 or 1,000. Solve the equation with these easy to work with numbers and write your rough estimation nearby.

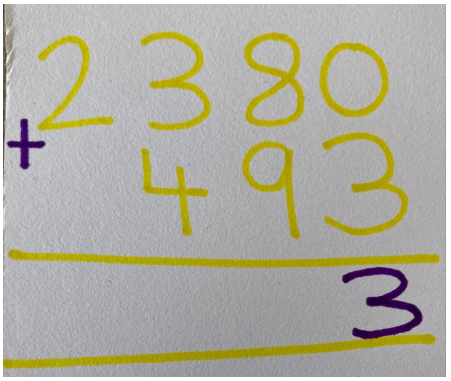
*Solve Question:* Lay out your equation neatly and formally calculate the solution. After you have formally calculated your solution, check it against your estimation. Make sure that your final answer is close enough to your estimation to ensure that you haven't made any silly mistakes that drastically change your answer.

Addition:

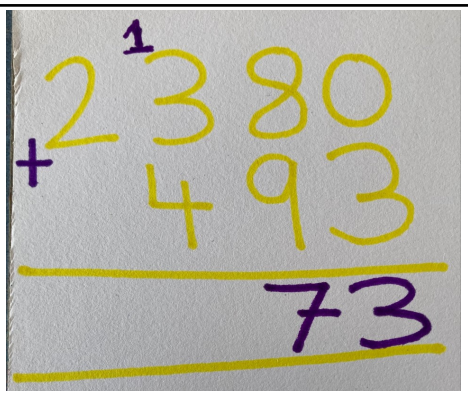
When we solve addition equations, we lay out the numbers on top of each other, making sure that they are organised into the correct place value columns.

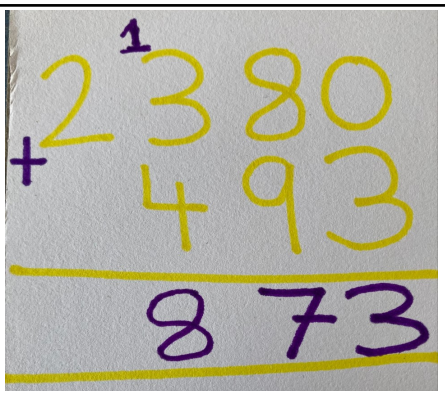
When the total of two numbers in one place value is larger than 9 we carry across a single unit to the next place value column and add an additional 1 to the two numbers being added.

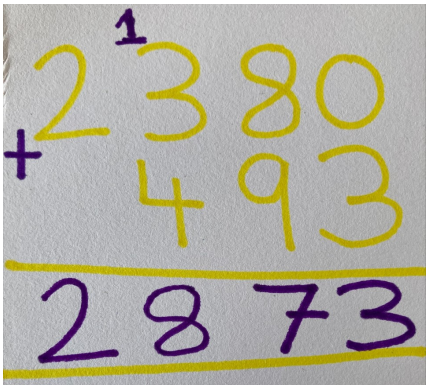



8 + 9 = 17 so we record the 7 and carry the 1 across to the hundreds column.



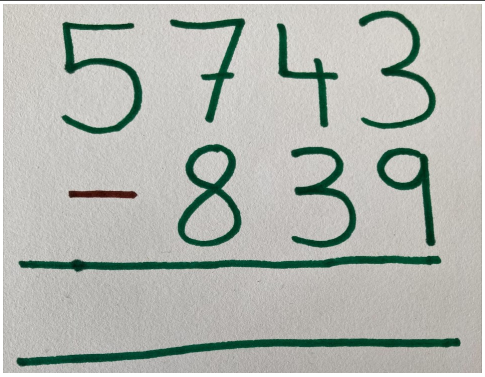

Estimate, lay out, solve, then check your answers to the following equations against your estimations:
9857 + 548 =
5784 + 3973 =
91972 + 48913 =
5749 + 5498 =
53798 + 43702 =

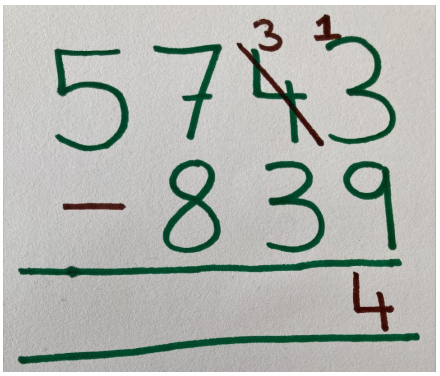
If you require a little extra support, this is a video from when Mr Jones talked about the addition of decimal values: https://youtu.be/C3q-b5HnGY8

<u>Subtraction:</u>

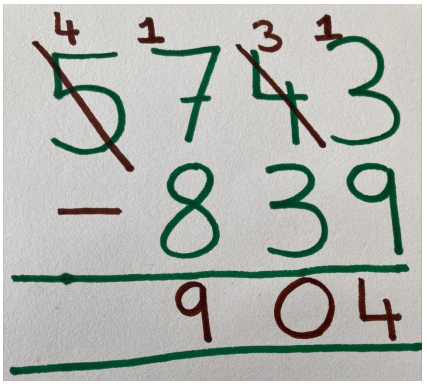
When we solve subtraction equations, we lay out the numbers on top of each other, making sure that they are organised into the correct place value columns.

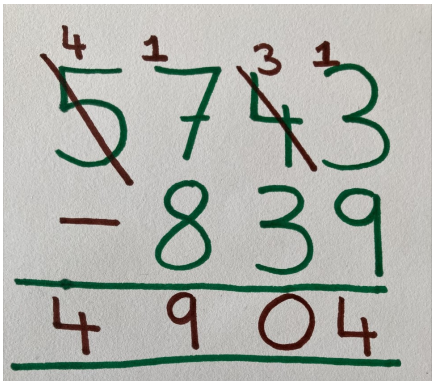
When the number on the lower line is larger than the number on the upper line.
You can borrow 1 from the larger place value column.
You can move it across a column and add 10 to that number.




Because 9 is larger than 3 we can't complete this first part of the equation. Instead we borrow from the 10s column and move that 10 across to turn the 3 into 13. 13 take away 9 makes 4. Make sure you change the value of the number you borrowed from by taking away 1.



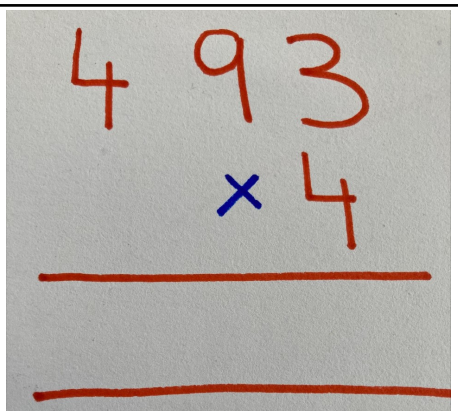

Estimate, lay out, solve, then check your answers to the following equations against your estimations:

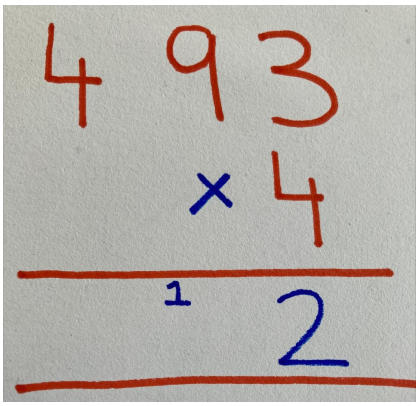
9238 - 547 =
6478 - 4289 =
70439 - 43528 =
4292 - 2567 =
65783 − 48320 =

If you require a little extra support, this is a video from when Mr Jones talked about the subtraction of decimal values: https://youtu.be/LCqH8R47cj8

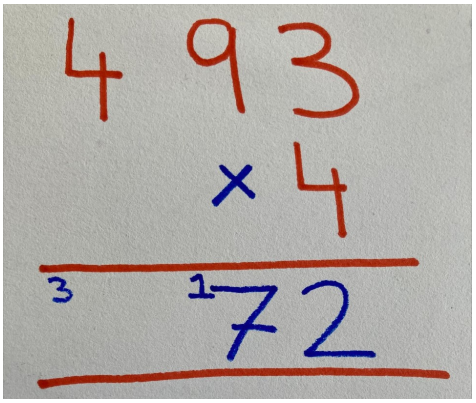
<u>Multiplication:</u>

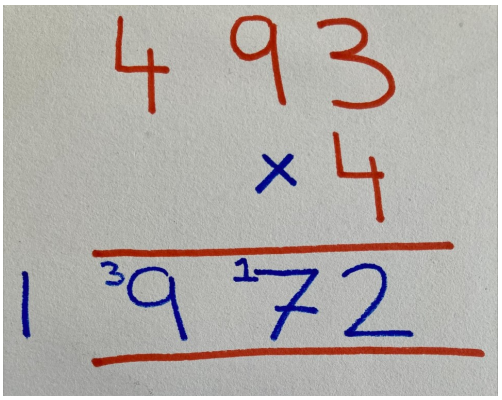
Make sure that you carry across any values that are larger than one digit and add them to the total of the multiplication equation in the next column.



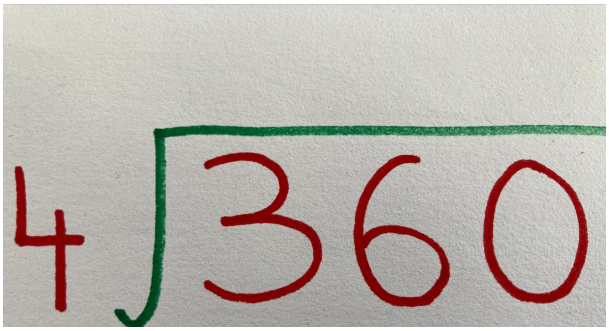

3 x 4 = 12. As such we can carry the 1 across to the tens column.
We then add that 1 to the total of 9 x 4 = 36 (+1) = 37.
Write down the 7 and carry the 3 across to the hundreds column and repeat the process.

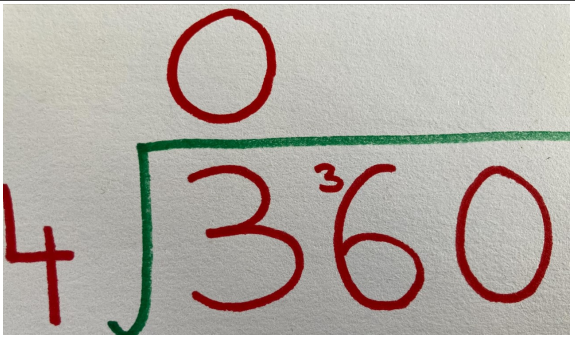


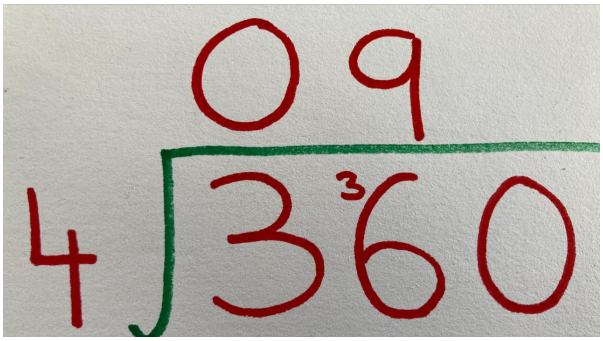

Estimate, lay out, solve, then check your answers to the following equations against your estimations:
563 x 2
5473 x 8
4082 x 6
6847 x 17
4705 x 39
56201 x 23
Mr Jones explains how to solve multiplication equations in the following videos.
One digit Multiplication: https://youtu.be/8VdjOBNpUXQ
Long (Two-Digit) Multiplication: https://youtu.be/d08n6Mg9gPw

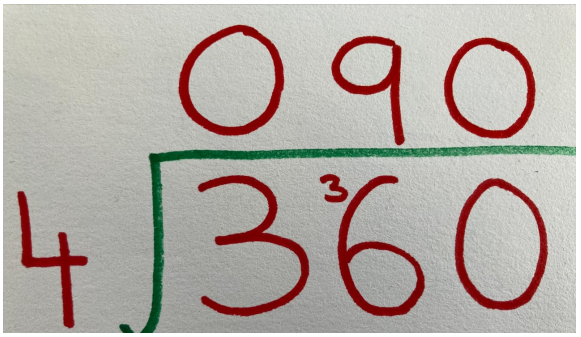
<u>Division:</u>
If there isn't enough to share between the different groups, turn that number and the number to it's right into a 2 digit number and divide that number instead.




Because 3 lollies can't be evenly shared between 4 people,
we place a zero above the 3 and turn 3 and 6 into 36 and divide that by 4 instead.




Estimate, lay out, solve, then check your answers to the following equations against your estimations:

6000 ÷ 2 =
9000 ÷ 3 =
3200 ÷ 8 =
2100 ÷ 3 =
2800 ÷ 4 =
2481 ÷ 5 =

Mr Jones explains how to solve division equations in the following videos.
One digit division: https://youtu.be/867MqkWIrSg
Division with decimal remainders: https://youtu.be/HJg4TuZyj9s
Extension:

$1\frac{3}{5} - \frac{2}{5} =$ _____

$1\frac{3}{6} + 2\frac{1}{6} =$ _____

$2\frac{1}{4} + 3\frac{2}{3} =$ _____

$3\frac{3}{8} - 2\frac{2}{10} =$ _____

## SPELLING

**Learning Intention:**
I can understand the influence of word origins on the different ways of forming plurals.
**Success Criteria:**
I have applied my understanding of plurals to categorise words according to their origins.
**Learning Resources Required:**

Exercise book, pencils, and iphone/tablet/computer

**Learning Task:**
We learnt last week that the origin of a singular noun (the country the word originated in), influences the form of pluralisation that the word uses. Today we are going to fine tune our ability to recognise whether a plural has Latin or Greek origins.

In the Renaissance (from the 14th to the 16th century), educated people felt that the ancient languages of Latin and Greek were better than all the other languages. As a result, they started adding Latin and Greek words like '*crisis*' and '*radius*' into the English language. However, when they wanted to mention more than one '*crisises*' and '*radiuses*' didn't sound terribly good, and were considered hard and confusing to pronounce. Give them a go! So instead, they went with the Latin and Greek manner of forming plurals for these words. No wonder we all get confused when trying to convert singular words to plurals!

Latin- and Greek-style plurals are more likely to be seen in scientific or technical writing than in everyday language.

**Learning Task Response:**
Draw up the following table:
The first two words have been solved for you. Investigate the remaining four words listed in the 'Singular' column. Hopefully you are able to predict the language of origin using your current understanding, but make sure your confirm your thinking through your use of external resources such as https://www.etymonline.com/

| Word ending | Singular | Plural | Language of origin |
|---|---|---|---|
| 'is' to 'es' | crisis | crises | Greek |
| 'us' to 'i' | radius | radii | Latin |
| | stimulus | | |
| | focus | | |
| | analysis | | |
| | axis | | |

**Extension:**
There is a debate as to the correct spelling of the plural form of the word 'octopus'. Some people suggest '*octopi*', whilst others believe that '*octopuses*' is the correct spelling. See if you can discover why there is a debate and which side has it correct!

**BREAK:** ensure students have a well-earned break with lunch, rest and a game/physical activity.

**ART**

| |
|---|
| Please refer to the separate Art planner for today's Art Lesson |
| **PHYSICAL ACTIVITY** |
| Please select an activity to complete from the **PHYSICAL ACTIVITY GRID** (Resource section on Compass) |