

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 3 TUESDAY

### READING

**Learning Intention:**

I can reflect on the social purpose of a memoir.

**Success Criteria:**

I have understood the role memoirs play in society.

**Learning Resources Required:**

Exercise book, pencils and iphone/tablet/computer.

**Learning Task:**

This week we are examining the memoir genre through a wider social lens in an attempt to understand the role these texts play in contributing to our society.

Think about some key moments in Australia's history. Make a list of significant events that you can remember. Would Covid make the top of your list? Click on the following link if you need inspiration:

<https://www.nma.gov.au/defining-moments/defining-moments-timeline>

Now think about your understanding and knowledge of these events. Is it influenced by listening to, or reading about the experiences and perspectives of different individuals who lived through it. How do we know what it felt like to be a soldier in WW2? We know because people at the time wrote about it and recorded their feelings, thoughts. They reflected on their experiences and the lessons they learned. They wrote memoirs.

How will future generations know what it felt like to experience remote learning 6.0 or isolation? Without memoirs future generations might miss out on understanding what it felt like to be a 12 year old at this particular moment in history. Eddie Jaku and Malala's memoirs allow readers to gain insight into their unique world. In doing so, they also allowed readers to learn from their experiences.

**Learning Task Response:**

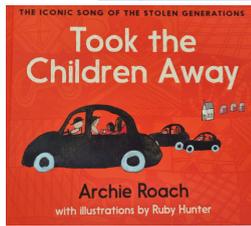
1. Do you agree or disagree with the following statement? Remember to justify and expand on your thinking.

*Memoirs are more important for society than fictional narratives.*

2. Re-read our mentor text for the week, 'Took the Children Away' by Archie Roach.  
<https://youtu.be/BcfdLy6rTk>

You can listen to Archie Roach sing the lyrics here:

<https://www.youtube.com/watch?v=EA52bupg-BY>



3. What insights does this text provide readers into how it felt to be part of the 'Stolen Generation'.
4. How might our understanding of such an event be changed without access to memoirs?

### 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 second and third memoir seeds.

### **Success Criteria:**

I have drafted my second and third memoir seeds.

### **Learning Resources Required:**

Exercise book, pencils, and iphone/tablet/computer.

### **Learning Task:**

When drafting the rest of your memoir today remember to pay close attention to the 'voice' of your piece. Make sure you stop at regular intervals to re-read. Does it sound like you? Will the reader understand your perspective of the event? Have you described the impact it had on you and why it is a special memory?

Remember to think about the following writing trait guidelines we use in class to guide our writing skills:

**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.

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

## MATHS - APPLIED

**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 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/YWiLyJOP6CQ>

**Please upload a photo of your Learning Task Response.**

### Grade 5:

#### Learning Intention:

I can organise 1 and 2 digit multiplication equations.

#### Success Criteria:

I have solved 1 and 2 digit multiplication problems.

### Grade 6:

#### Learning Intention:

I can explain when a negative number is used.

#### Success Criteria:

I have solved equations using negative numbers.

#### Learning Resources Required:

Exercise book, pencils, and iphone/tablet/computer.

#### Learning Task:

Our online maths assessments last week highlighted that long (2-digit) multiplication is an area that we could use a little extra focus on.

When we multiply, we create and combine 'groups of' the same size and calculate the total. You might like to sometimes use the strategy of skip counting by the number you are multiplying by.

Our lesson on Tuesday last week discussed how we go about organising short (one-digit) multiplication equations. 1 digit multiplication refers to when a larger number is being multiplied by a 1 digit number. Eg.  $456 \times 4$ ,  $7225 \times 3$ , or  $9687 \times 8$ . If you would like to be reminded how to lay out single digit multiplication equations, you can access this lesson for a recap.

Long multiplication, or 2 digit multiplication, refers to when a larger number is multiplied by a 2 digit number. Eg.  $654 \times 42$ ,  $8543 \times 65$  or  $8090 \times 82$ . These equations need to be laid out in a slightly different way to single digit multiplication equations.

It is important to note however that there are a number of different strategies to solve these types of equations, you are welcome to use whichever you find most effective.

If we are working through the following equation as an example  $326 \times 45$ , one strategy that we could utilise would be the grid method.

**The Grid Method** breaks an equation up into place value columns. Instead of looking at this equation as  $326 \times 45$ , the equation is broken up into:

$$300 \times 40 + 300 \times 5 + 20 \times 40 + 20 \times 5 + 6 \times 40 + 6 \times 5.$$

While this may initially look rather overwhelming, these numbers are significantly easier to work with.

Additionally, when they are arranged in a grid, the process becomes even more clear.

Multiplied by	300	20	6
40			
5			

The X axis represents 326 broken into place value columns.

The Y axis represents 45 broken into place value columns.

You will notice that the number with 3 place values has 3 columns.

Numbers with 4 place values should have 4 columns and so on.

As such, this strategy might be a bit more tricky if you have numbers with many, many digits.

The points at which the place value columns intersect, indicate that the two numbers should be multiplied like below.

Multiplied by	300	20	6
40	$40 \times 300 = 12000$	$40 \times 20 = 800$	$40 \times 6 = 240$
5	$5 \times 300 = 1500$	$5 \times 20 = 100$	$5 \times 6 = 30$

Once you have calculated the total of all of the easier equations you merely have to find the sum total.

$$12,000 + 800 + 240 + 1500 + 100 + 300 = 14,670$$

$$\text{Therefore } 326 \times 45 = 14,670$$

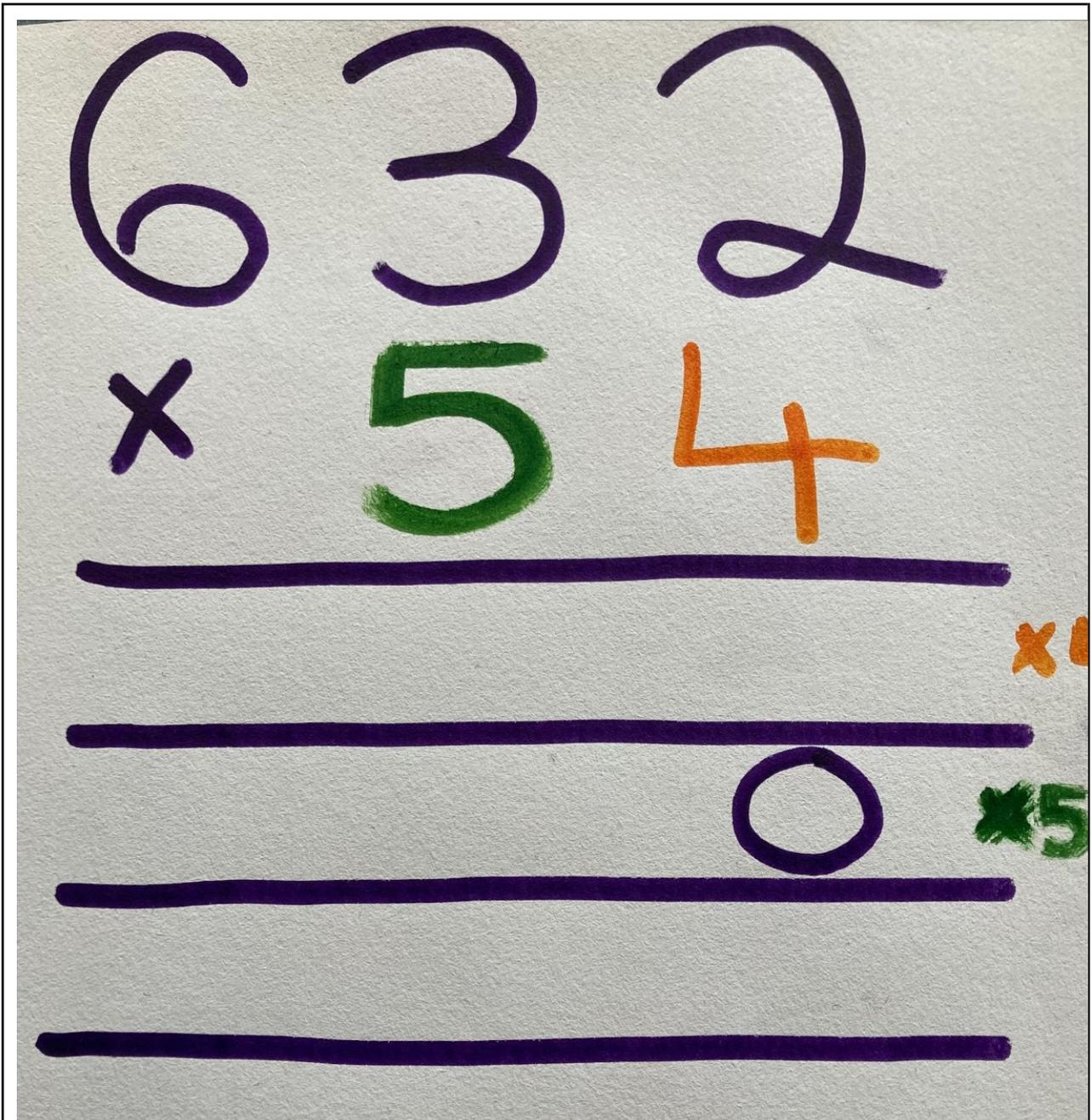
Another strategy you might find effective to use is the vertical multiplication method.

This is Mr Jones' favourite method.

### **Vertical Multiplication Method:**

The vertical multiplication method looks a lot like the short 1 digit multiplication equations you might be used to except the answer column is broken into 3 rows.

Similar to the Grid method, the vertical multiplication method also breaks the equation down into place value columns and then added back together: in the case of  $632 \times 54$ , you might think of the equation as  $(632 \times 50) + (632 \times 4)$ .



**The top row** is reserved for multiplication by the number in the units (ones) column:  
In this example, that number is 4.

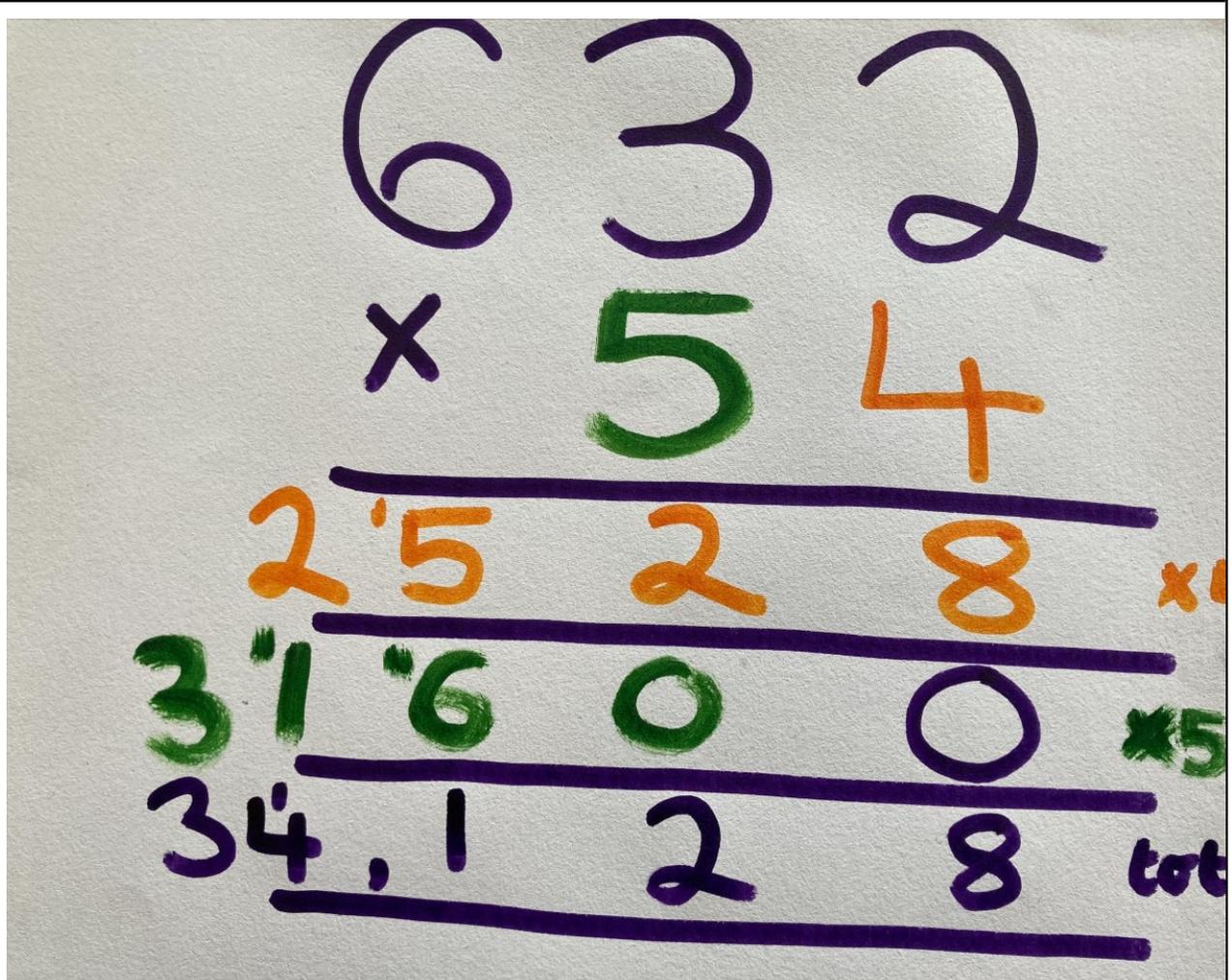
**The second row** is reserved for multiplication by the number in the tens column.  
In this case, that example is 50.

Any number in the tens column during long multiplication will end in 0. (10, 20, 30, 40, 50, 60, 70 etc.)

When you multiply a number that ends in zero, the result will also end in zero.

*As such we can put a zero at the end of this row and then complete our multiplication equation and proceed as we would in any other vertical multiplication equation.*

**The third row** is reserved for the total of these two numbers.



$$632 \times 4 = 2528$$

$$632 \times 50 = 31600$$

$$2528 + 31600 = 34128$$

$$\text{Therefore: } 632 \times 54 = 34128$$

Work through the following long multiplication equations and identify which of the above strategies you find more effective for your learning.

$$32 \times 25 =$$

$$48 \times 31 =$$

$$654 \times 23 =$$

$$812 \times 33 =$$

$$723 \times 52 =$$

Optional:

$$1825 \times 79 =$$

$$51487 \times 84 =$$

$$62598 \times 99 =$$

Today we also wanted to take the opportunity to talk about negative integers. Integers are whole numbers, it specifies that they are not fractions or decimals.

Negative numbers are numbers that are below zero. They are often used to represent loss or deficit.

For example,

if you owed your sister 5 lollies,

You would have a negative amount of lollies.

You can clarify that your value is negative, by putting a subtraction symbol in front of it.

The number which follows the negative number tells you how many less than zero the integer is.

If you had -1 you would have 1 less than zero.

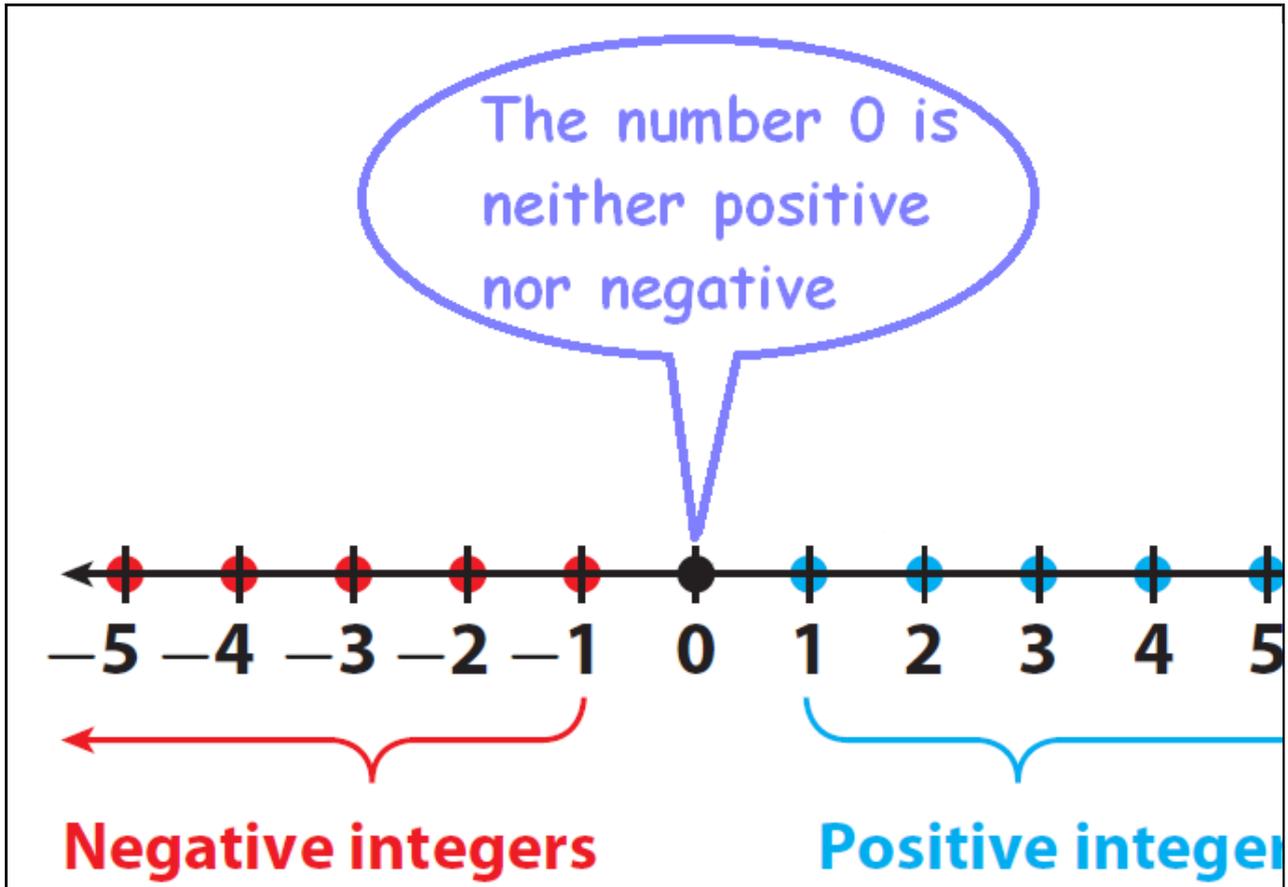
In our case where we owe our sister 5 lollies you could describe the number of lollies you have as -5.

In this case, -5 is a smaller number than -1 because it is a greater number **below** zero.

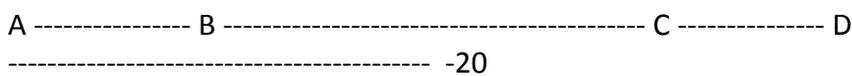
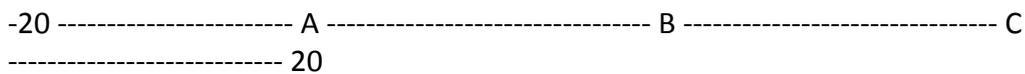
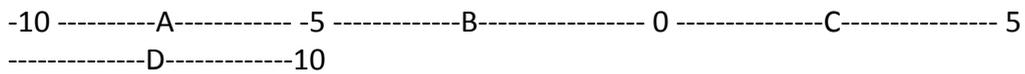
There are lots of practical uses for negative integers.

1. If you 'borrowed' 35 more lollies from your sister, how could you describe the amount of lollies you have now?
2. You may have heard of the temperature dropping below zero. Zero degrees celsius is the freezing temperature of water. If the temperature was 4 degrees and it dropped 7 degrees overnight, what temperature would it be?
3. In Falls Creek on the 3rd of July in 1970, the coldest temperature was recorded in Victoria.  
It was almost - 12 degrees celsius. The same temperature was also recorded
4. Mt Bogong is the highest mountain peak in Victoria at 1986m above sea level.  
The Morwell Open Cut Mine near Yallourn and Woorabinda is 52m below sea level.  
How would you represent that as a negative integer?
5. The world record for lowest temperature was set at Vostok Station, Antarctica, on 21 July 1983. The temperature they recorded was -89°C

Can you place these values onto a number line?



Can you plot this diagram into your book and identify some of the solutions that could be appropriate for the unknown values.



What do you think the value could be for A, B, C and D?  
 There is not necessarily one correct answer.  
 There could be a number of different answers.  
 The important thing is that you should be able to explain your reasoning.

Extension:  
[https://www.mathplayground.com/ASB\\_OrbitIntegers.html](https://www.mathplayground.com/ASB_OrbitIntegers.html)

**SPELLING**

**Learning Intention:**

I can expand my written and oral vocabulary.

**Success Criteria:**

I have identify the definition, origin, synonyms and antonyms of the word ‘excruciating’.

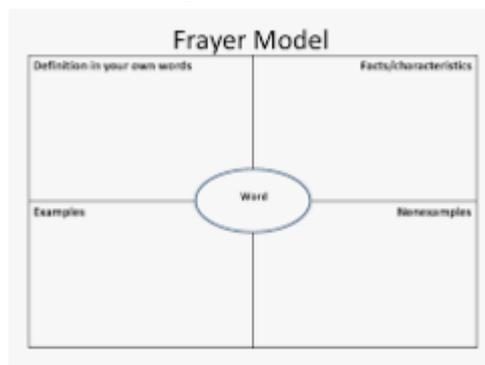
**Learning Resources Required:**

Exercise book, pencils, and iphone/tablet/computer

**Learning Task and Response:**

1. Draw up a Frayer chart into your workbook. Use the following headings to guide your investigation into the word ‘excruciating’:

- Definition
- root (base word), prefix/suffix
- origin of base word
- synonyms/antonyms
- associated words
- use the word in a sentence
- create an anagram



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

**ART**

**Learning Intention:** I can make judgments about the practices of artists, what and why they design and create, using visual conventions.

**Success Criteria:** I have made judgments about the practices of artists, what and why they design and create, using visual conventions.

**Focus artwork**





<https://www.mca.com.au/artists-works/c3west/ash-keating-activate-2750/>

*Final performance, Penrith City Civic Precinct, 7:40pm Friday 6th March 2009, 2009, C type photograph, Commissioned by C3West for SITA Environmental Services, Photograph: Alex Kershaw, © The artist*

### **Learning Resources Required:**

- Paper, cardboard
- Stones
- Plastic bottles
- Strings
- Twigs
- Glue Gun
- Etc.
- The recyclable material you collected during the past week to suit your 3D model or the construction

### **Learning Task: Sustainable art project (Part 2- Making the actual model)**

*Here is the video from last week to refresh your mind about the artist, Ash Keating's work*

<https://publish.viostream.com/play/w9i3zqbszcch>

### **Activity**

1. Think of the work you did last week and the questions you answered in your remote learning workbook.
2. Think of how you want to get your sustainable message across to your audience. Look at your plan created last week and adjust your plan with your new ideas.
3. Create your model using the recycled material you collected. Make sure to get permission and help from an adult if needed. Use your imagination, be creative, and think outside the box!

***Remember to take photos of your artwork. Please email them to school if you are unable to upload them onto the padlet board so that Mrs D can see your beautiful creative artwork. 😊 😊***

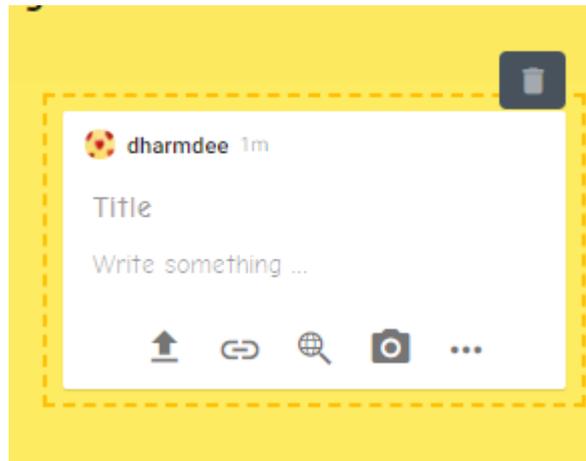
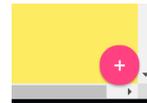
**Here is the Padlet link to upload the photo of your artwork.**

[https://padlet.com/dharmdee/GEM\\_LD\\_art2021](https://padlet.com/dharmdee/GEM_LD_art2021)

**Instructions to upload your work onto Padlet (From last week)**

- o Click on the link
- o [https://padlet.com/dharmdee/GEM\\_LD\\_art2021](https://padlet.com/dharmdee/GEM_LD_art2021)
- o **To add your artwork**, click on the pink plus button on the bottom right hand corner of the screen.

It will open up another small screen as below.



- Type in your name and a title.
- Describe your artwork and what inspired you to do this.
- To attach the photo, use the bottom links (the arrow) and follow the prompts.



- Your work will be automatically saved.
- To edit, click the pencil mark on the right-hand side of the new small screen. It'll pop up when you hover your mouse over the screen.

***Please make sure you adhere to appropriate school rules and protocols on the 'responsible use of online media and technology'***

**PHYSICAL ACTIVITY**

Please select an activity to complete from the **PHYSICAL ACTIVITY GRID** (Resource section on Compass)