

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 WEDNESDAY

READING

Learning Intention:

I can identify the 'voice' of a text.

Success Criteria:

I have reflected on the personal style and voice of an author.

Learning Resources Required:

Exercise book, pencils and iphone/tablet/computer.

Learning Task:

When writing our memoir it is important that we sound like ourselves! Our personality, emotions and unique interpretations of the event should be on show! This is the *voice* of our piece. That is what we want our readers to connect with. We might not be able to determine who the author of a narrative is, but your memoir should leave your audience in no doubt that you are the author. In other words, how will your teacher know that you are the author of your own memoir?

To assist us in exploring this concept of 'voice' in our memoir genre, we will be comparing two memoir extracts written by people of vastly different ages. We will examine their style of writing and work to understand the uniqueness of their voice and the choices they have made in constructing their memoir.

Example one is taken from 'I am Malala'. We know that Malala is a young teenage girl. Read through the following passage of text. What evidence can you find that supports your knowledge that it is written by a teenage girl? What is unique about her style of writing? Which parts build your understanding of her personality? Is she sad, excited, opinionated, angry, relaxed, passionate?

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As Free as a Bird

I am Malala Yousafzai, a girl like any other
– although I do have my special talents.

I can crack the knuckles of my fingers and
my toes whenever I want. I can beat someone
twice my age at arm wrestling.

I like cupcakes but not sweets. And I
don't think dark chocolate should be called
chocolate at all.

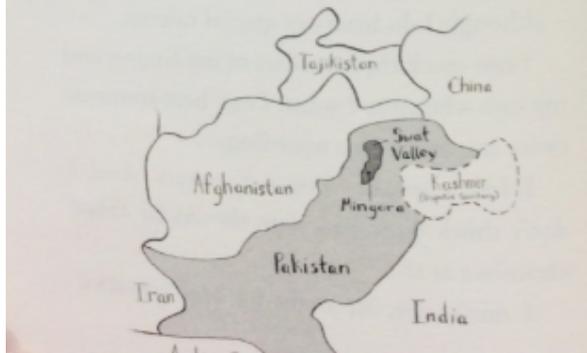
I don't care for make-up and jewellery,

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and I'm not a girly girl. But my favourite colour is pink.

I say that if you check a boy's rucksack, it will always be a mess. If you check his uniform, it will be dirty. This is not my opinion. This is just a fact.

I am a Pashtun, a member of a proud tribe of people spread across Afghanistan and Pakistan. My father, Ziauddin, and my mother, Toor Pekai, are from mountain villages. After they married, they moved to Mingora, the largest city in the Swat Valley, which is in the northwest of my beloved country Pakistan.



Our second example is taken from 'The Happiest Man on Earth'. Author Eddie Jaku turned 101 this year and is a survivor of WW2. Read the following excerpt and think about how the style of writing and the voice is different to 'I am Malala'. What insights do you gain into Eddie's personality and perspective on the event he is writing. What is the tone of his voice - sad, despondent, happy, relaxed?

Our life in Brussels was not perfect but we were alive! You have to try to be happy with what you've got. Life is wonderful if you're happy. Don't look on the other side of the fence. You will never be happy if you look at your neighbour and make yourself sick with jealousy.

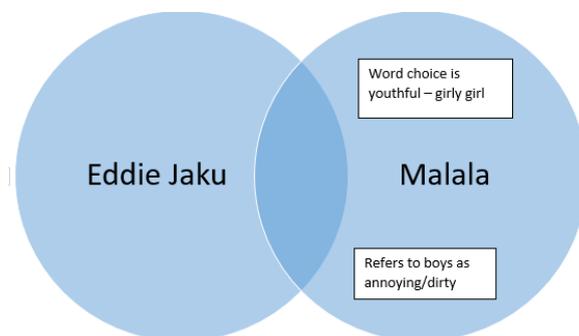
We weren't rich, but we had enough. And let me tell you, just to have food on the table after starving in the snow for years was wonderful. After we were married, we had a beautiful apartment with a view of Belvédère Castle. It was small, but what a pleasure to have that view. You don't need a castle of your own when you have that view, the view is the best part! And I would not want to live in the castle even if I could – too much to clean!

Other people around us had more money – *this guy drives a Mercedes, this man has a diamond watch*. So what? We did not need a car. We bought a tandem bicycle we could ride together. Of course, I looked at it and saw how it could be improved, and I put two little motors on

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Learning Task Response:

After reading both extracts make a comparison between the two writing styles. Discuss what is unique to each writer, what is different or any similarities that you notice. You may like to record your thinking in a venn diagram. Make sure you identify the emotion and tone of their voice.



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 complete the draft of my first memoir seed.

Success Criteria:

I have completed drafting my first memoir seed.

Learning Resources Required:

Exercise book, draft or pencils.

Learning Task and Response:

In this writing session we would like you to continue working on your draft. Please continue to use the 6 + 1 Traits of Writing to guide you along with the assessment rubric that you will be marked against.

	1	2	3
Authorial Voice	The writing lacks awareness of the audience and includes no sensory language.	The writer has included some sensory language and shows an attempt to engage with the audience.	The piece is written with a strong and engaging voice. Sensory language is used to position the reader in the moment.
Determining Importance	The writing includes distracting details and fails to reflect on the significance of the memory.	The writing shows reasonable control over significant details and attempts to reflect on the purpose of the event.	The piece explores the importance and significance of the memory and shows readers the meaning of the lesson that was learnt
Language Conventions	Writing has inconsistent use of pronouns and tense throughout the text	Writing has some inconsistencies in tense and pronouns that affect the flow of the piece.	Writing demonstrates complete control over of pronouns and tense at all times

If you would like feedback on your draft from your teacher before you revise and edit tomorrow, please attend the question time Webex today.

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

MATHS - APPLIED

Learning Intention:

I can identify the relationship between different metric units for length, mass and capacity.

Success Criteria:

I have converted between metric units for length, mass and capacity.

Learning Resources Required:

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

Learning Task 1: Converting between units of length -

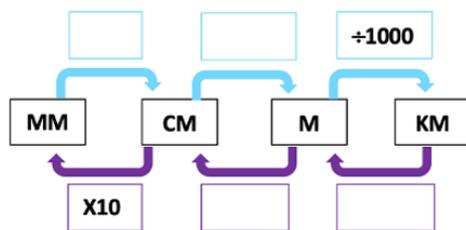
What units do we measure length in?

Can we think of scenarios where we would measure items with each metric unit?

Eg mm, cm, m & km

Learning Response 1: Converting between units of length

Can you complete the conversion chart and the table below by filling in the gaps, using your knowledge of conversion between units when calculating length.



mm	cm	m
20,000		
	350	
		55
	35	

Learning Task 2: Converting between units of mass

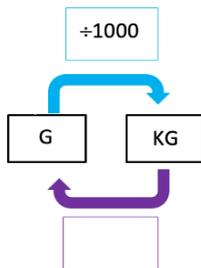
What units do we measure mass in?

What does g and kg stand for?

Can we think of items we would measure in grams and in kilograms?

Learning Response 2: How to convert between grams and kilograms

Can you complete the conversion chart and the table below by filling in the gaps, using your knowledge of conversion of units when calculating mass.



G	KG
100	
500	
1700	
	2
	0.5
	0.7

Learning Task 3: Converting between units of capacity

What units do we measure capacity in?

What does ml, l, kL and ML stand for?

Learning Response 3: Converting between units of capacity

Can you complete the conversion chart and the table below by filling in the gaps, using your knowledge of conversion of units when calculating capacity.

ml	L
1000	
	30
500	
	25
	7
2500	

Extension (Grade 6):

We need to be able to convert between metric units and to identify and select appropriate units when providing a solution.

Continuing from the lesson above, we now know how to convert between metric units, so now we are strengthening our understanding by being able to recognise units of measurement within worded equations and give our answers in the most appropriate and relevant metric unit.

For example

Ben grew 10 centimetres in 1 year. He is now 1.6 m tall. How tall was he 1 year ago?

We know to convert cm to m, we need to divide our cm total by 100, which can be seen below $10 \div 100 = 0.1$, so now we know Ben grew 0.1m in the last year.

To work out how tall Ben was one year ago we need to subtract 0.1m from his total height which is 1.6m tall

$$1.6\text{m} - 0.1\text{m} = 1.5\text{m tall}$$

Do we need to convert our answer to cm or is it most appropriate to give his height in metres?

When talking about height it is best to leave the answers in metres as it is the metric unit that is commonly used when referring to height or larger measurements.

Therefore, our final answer would be, 1 year ago, Ben was 1.5m tall.

Learning Task Response:

Mary buys a reel of thread for sewing. There are 10 m of thread on the reel. She uses 210 cm. How much is left on the reel?

Josh rode 2 kilometres on his bike. His sister Jessica rode 3000 meters on her bike.

Who travelled the longest distance and how much longer did they ride?

Georgia is measuring two lines. The first line is 30 cm long. The second line is 500 mm long. How long are the two lines together?

SPELLING

Learning Intention:

I can identify patterns when pluralising words that end in /o/.

Success Criteria:

I have identified patterns to assist me in applying the correct plural form of words that end in /o/

Learning Resources Required:

Exercise book, pencils, and iphone/tablet/computer

Learning Task and Response:

1. Today you will need to investigate and identify the generalisations involved in pluralising words that end in /o/. Some words that end in the letter /o/ use an /s/ to convert it to its plural form whilst others use /es/.

Using the words in the table below attempt to identify patterns to group words together. For example, words that end in consonant/o - just add /s/. Can you spot any patterns that would allow you to form any generalisations?

Possible categories may include -

- vowel/vowel
- shortened words

- foreign words

mosquitoes	volcanoes	zoos	kangaroos	radios	dominoes	heroes
studios						
solos	echoes	kimonos	photos	kilos	tomatoes	potatoes
zeros	torpedoes	buffaloes	echoes			

Support: Watch this video to assist you in identifying patterns and categories:

<https://www.youtube.com/watch?v=-Qe49PoJ6go>

- Record the generalisations you were able to identify.
- Write a list of words that you will need to commit to memory to ensure you spell them correctly.

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

ITALIAN

Cantiamo i numeri! Let's count numbers and exercise!

Learning Intention: I can learn the numbers up to 100 with **EXERCISE!**

Success Criteria: I have listened to the videos, sang and followed the exercise program, and completed the written task.

<https://www.youtube.com/watch?v=42HEN95xY3o> exercise and counting to 100.

Learning tasks: 1. Click on the video link, and say the numbers while doing the exercises modelled.

2. Write up the numbers in Italian 1-20 just like below using symbols and Italian words. What patterns do you notice in the spelling?

3. Write up numbers by 10 to 20 in Italian. What do you notice about the spelling of many of the endings of the 'tens' numbers?

1	uno	11	undici
2	due	12	dodici
3	tre	13	tredici

4	quattro	14	quattordici
5	cinque	15	quindici
6	sei	16	sedici
7	sette	17	diciassette
8	otto	18	dicotto
9	nove	19	dicannove
10	dieci	20	venti

10	dieci	60	sessanta
20	venti	70	settanta
30	trenta	80	ottanta
40	quaranta	90	novanta
50	cinquanta	100	cento

Extension: If you have downloaded the (free) 'Languages Online app ,  (ipad, iphones and macs) Click on Italian language, then ' i numeri and work your way through the activities.

PHYSICAL ACTIVITY

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