

Grade 5/6 Learning Tasks Term 4 Week 4 WEDNESDAY

READING

Learning Intention:

I can decode topic specific vocabulary in a text.

Success Criteria:

I have identified and defined scientific words in a text.

Learning Resources Required:

Exercise book, pencils and iphone/tablet/computer.

Learning Task:

When we are researching an informative topic we will often have to interact with tier 3 or topic specific vocabulary. These are words that aren't used frequently and are unique to a particular topic. They are often composed of foreign language roots and modified with suffixes and prefixes.

Tiered Vocabulary

TIER 1 WORDS: Basic words that are commonly used in spoken language.
EXAMPLES: run, see, book, school

TIER 2 WORDS: High-frequency words used by language users across content areas. Because they are not used in spoken language as frequently, Tier 2 words can present challenges to some students when they are used in text.
EXAMPLES: cite, formulate, evaluate

TIER 3 WORDS: Words that aren't used frequently, except in specific content areas. These words are necessary for understanding the content presented in academic areas.
EXAMPLES: respiration, pi, amendment, protagonist

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Today you are going to test your decoding strategies by interacting with a non-fiction text on the topic of 'climate change'. We have included two levelled texts, one aimed at a grade 5 level and the second at a higher level. Please choose the text that you feel is most appropriate for your zone of proximal development.

As you read your chosen text, please record any tier 3, topic specific vocabulary.

You will need your class EPIC code to access the texts:

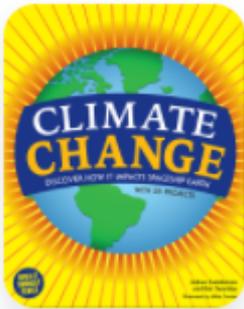
<https://www.getepic.com/students>

Class codes:

5/6M - trg9579

5/6J - lxx5228

Text 1:



<https://www.getepic.com/app/read/23327>

Text 2:



<https://www.getepic.com/app/read/37110>

Learning Task Response:

1. Read your chosen text.
2. Record any tier 3 words you discover. Ensure that you work to decode any that you are unfamiliar with by accessing the glossary or using a dictionary as a resource.
3. Choose 3 words to explore further. Can you predict their origin and identify any prefixes or suffixes?

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 informative speech using the correct structure and language features.

Success Criteria:

I have begun drafting my informative speech using the correct structure and language features.

Learning Resources Required:

Exercise book and coloured textas or pencils.

Learning Task:

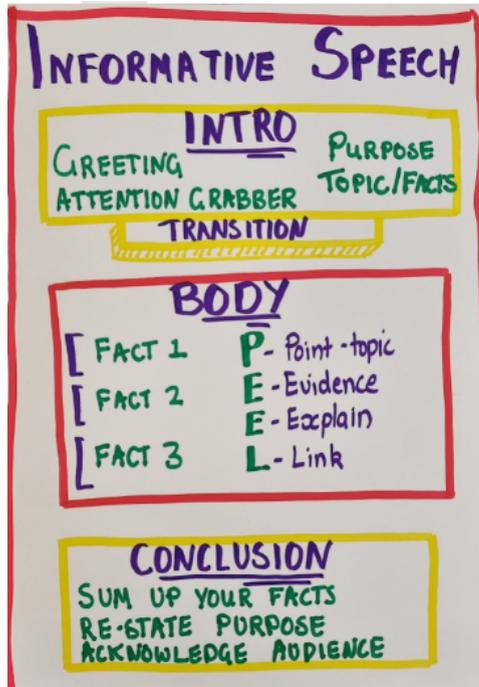
When drafting out your informative speech today it is important to think about the tone and the level of formality you need to use. You need to sound like an expert on your topic but you also need to have a strong awareness of your audience, and the content that they would connect with.

If you were addressing a room full of parents how would this impact your tone and choice of words? Would your speech sound different again if you were delivering it to your prep buddy? The topic remains the same but you need to use appropriate ways to explain your content depending on your audience.

For your informative speech this week your audience will be your peers and/or teacher. Think about how you will start your speech and grab their attention. Would a formal greeting of 'Ladies and Gentleman' be appropriate or is there a better choice of words?

Learning Task and Response:

Draft your informative speech, thinking carefully about your audience. Ensure that the facts you recorded yesterday are written in a tone that your audience can connect with. Make sure your speech is layed out using the correct structure and incorporates the elements required in each section. Use the anchor chart to guide you.



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

MATHS - APPLIED

Learning Intention:

I can explain how to calculate elapsed time in 12- and 24-hour time systems.

Success Criteria:

I have calculated and compared time in 12- and 24-hour time systems.

Learning Resources Required:

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

Learning Task 1:

What do we know about 12- and 24-hour time?

What relationship do they have?

How do we calculate 24-hour time?

To calculate 24-hour time from 12-hour time you simply add 12 hours to the time

For example, 5:30pm would be $5:30 + 12:00 = 1730$

When writing 24-hour time we can choose whether we would like to write it as 17:30 or 1730

When calculating 24-hour time we do not need to write am or pm as we know any digit lower than 12 is in the morning and any number higher than 12 is in the afternoon.

One tricky part of 24-hour time is that 12am is most commonly represented as 00:00, because Midnight is the “zero point in time” when we start to build up 24 one-hour periods of time to make up a new day.

To calculate from 24-hour time to 12-hour time we subtract 12 hours

So if it was 16:00 and we wanted to know what the time is in 12-hour time, we subtract 12 hours,
 $16:00 - 12:00 = 4:00\text{pm}$

Therefore, 16:00 is 4:00pm

Learning Response 1:

Can you complete the table below by filling in the gaps, using your knowledge of 12- and 24-hour time.

12 Hours Time	24 Hour Time
12:00am	
1:00am	
	0200
4:00am	0400

7:00am	
	0900
12:00pm	1200
	1500
5:00pm	
	2000
	2200

Learning Task 2:

Being able to successfully convert between 12- and 24-hour time is an important skill because it is used in everyday life.

Can you think of any examples of where time may be listed only in 24-hour time?

- Bus timetable, flight schedules, work rosters, army

Learning Response 2:

Using our table from activity one, solve the following problems.

- a) My bus home from school departs at 16:00 and it takes me 1 hour and 45 minutes to get home from school, what time do I arrive home?
Please give your answer in 24-hour time
- b) If my flight was due to depart Melbourne at 6:00pm and I had to be there 3 hours before departure, what time should I arrive at the airport?

Please give your answer in 24-hour time

- c) If my shift starts at 10am and I work for 6 hours, what time would my shift finish?
Please give your answer in 24-hour time
- d) My dinner booking was made for 19:00 and it took 45 minutes to drive to the restaurant, what time did I leave home?
Please give your answer in 12-hour time

Extension (Year 6):

Learning Task: We need to be aware and able to identify the relationship between volume and capacity and the metric units used for measurement.

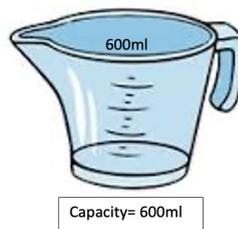
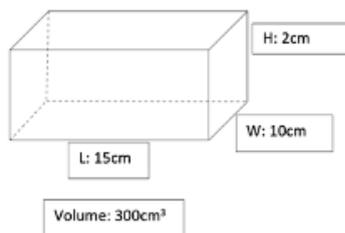
When calculating volume, we measure it in cubic metres and when calculating capacity we use ml.

The relationship between volume and capacity is that 1ml is equivalent to 1cm³

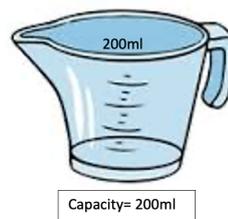
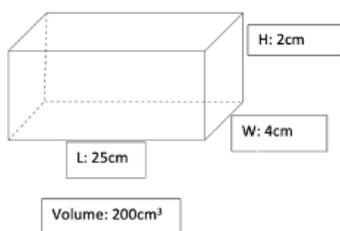
Learning Response:

Do these shapes have any correlation?
Explain your thinking

a)



b)



SPELLING

Learning Intention:

I can apply the '-able' and '-ible' suffix correctly.

Success Criteria:

I have correctly spelled words using the '-able' and '-ible'.

Learning Resources Required:

Exercise book, pencils, and iphone/tablet/computer

Learning Task:

1. Identify the correct spelling of each word:

- invincible invincable invinceable
- impossable imposible impossible
- indestructible indestrucable indestructable

2. For each word in the table identify whether the '-able' or '-ible' suffix is used. Investigate any that you are unsure about.

change_ble	fashion_ble	permiss_ble	avail_ble	leg_ble
excit_ble	access_ble	drink_ble	gull_ble	inflamm_ble
reason_ble	suscept_ble	abomin_ble	illeg_ble	valu_ble
revers_ble	knowledge_ble	aud_ble	indestruct_ble	understand_ble

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

PHYSICAL ACTIVITY

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