



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 THURSDAY

READING

Learning Intention:

I can identify the 'voice' and 'message' of a text.

Success Criteria:

I have reflected on the personal voice an author uses to convey their message.

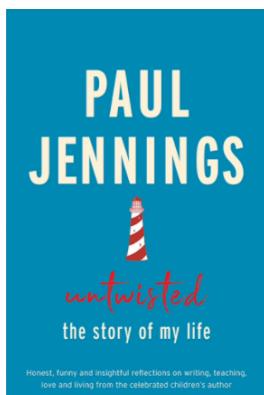
Learning Resources Required:

Exercise book, pencils and iphone/tablet/computer.

Learning Task:

Yesterday we learnt about the importance of sounding like yourself when composing your memoir. Today we are going to reflect on how an author uses their unique voice and perspective on an event or experience to convey a deeper meaning. *Remember, a memoir is all about sharing your point of view and what you have learnt from going through that moment of time in your life.*

To examine how an author uses their authorial voice to share their personal experience we are going to enter the memoir of Australia author Paul Jennings. Think 'Unreal', 'Uncanny', 'Going Round the Twist'. Paul Jennings published his memoir 'Untwisted - the story of my life' in 2020. He focuses heavily on the pivotal moments of his childhood that helped shape him as an adult. In one chapter, Paul reflects on the influence of two of his teachers. Mr Brown evoked great fear in him whilst he credits Mr Wheeler with giving him the best year of his life.



Learning Task Response:

1. Read through the following two pages taken from 'Untwisted'.

Extract 1:



feet and went through the deck and exploded inside the ship.

My father, on hearing about my troubles, says that when he was a kid himself and got the strap at school his father would give it to him again when he got home. In other words, 'Behave yourself and don't complain.'

Humphries reckons that his dad is going to bash Brownie up and every day we wait for it to happen. But it never does.

All day in school I feel sick in my stomach. Yesterday was really bad. We were meant to be drawing a picture of a poem about daffodils. We have been learning to say it. I was sucking the end of a red pencil and pressing it against my forehead while I was thinking. I noticed that Brownie was watching me. Oh, no.

'Jennings,' he yelled. 'You have got the measles.'

Then he looked closer.

'Red pencil, you idiot.' He dragged me out to the front of the class. I didn't know why. But then I worked it out. There were red dots on my face. I held out my hand. It was shaking.

'Keep still,' he yelled.

Oh, it hurt. My eyes were watering. It was not crying but I don't know what it was. He gave me four cuts. It wasn't fair. It hurt so much. I did not know about the red dots. There was no one to help. There never is. It is just you and a big man.

That was yesterday. It is poetry again today. And this time we have to say it. Some kids will have to go out the front and say a verse each.

Please let it be someone else. Under the desk I rub my hands with this lump of rosin that has been going around. It is yellow stuff like tree sap. Some kids reckon it comes from whales but I don't know. It is supposed to stop the strap from hurting.

'Jennings,' says Brownie. 'Come out the front and recite the poem.'

Oh, no, no, no. Everyone is looking. Every boy is glad it is not him. My stomach is swirling around like jelly. I am trembling. My socks are hanging down and he has got the blackboard ruler in one hand. It is three feet long. Thirty-six inches. One yard. I don't know why I am saying this to myself. God please save me.

'Recite the last verse,' he says.

Oh, no, the last verse. It is the hardest. I spent all night practising it. I start to say it.

'For oft, when on my couch I sit'

Whang. He hits me on the back of the legs with the blackboard ruler. 'Lie, idiot,' he yells. 'Not sit. The man is ill.'

'In vacant or in pencil mood.'

Whang, whack, whang. Three times. It hurts so much. 'Ow,' I yell. This time I'm weeping proper tears.

'Pensive,' he shouts. 'Pensive, not pencil.'

*'They flash upon that inside eye
Which is the kiss of solitude.'*

Whang, whack, whang. I have never felt pain like this before. Help me God.

'Inward eye,' he yells. 'And bliss, not kiss.'

Extract 2:

6

ONE OF THE BEST

Mr Wheeler was definitely one of the best. He was young and enthusiastic. He was an adventurer and a romantic. He was a mountain climber and a lover of the Australian bush. He showed us slides of his travels in Antarctica and taught us wonderful songs. We worshipped him. School without fear. School with laughter and fun. Every other kid in that place envied us.

Twenty-five years after the photo opposite was taken, I started as a lecturer at Burwood State College. I leafed through the handbook to see who was on the staff. To my amazement I saw Mr Wheeler's name there. On the first day I made my way to his office. And there he was. Still as kind and modest as ever.

'You gave me the happiest year of my life,' I exclaimed. 'I can never thank you enough. We all loved you.'

I told him how he saved me from going mad. We both had tears in our eyes.

Good teachers don't know how many lives they have saved from misery. Or how many children they inspired and helped. We don't get many chances to thank them, which is a pity. I think that teaching should be the most hallowed occupation in the world.



- Reflect and discuss how Paul Jennings uses his authorial voice and personal experience to offer his readers a deeper meaning. What is the message that he conveys through these two memories?

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 revise and edit my writing.

Success Criteria:

I have used my revising and editing skills to improve my writing.

Learning Resources Required:

Exercise book and coloured textas or pencils.

Learning Task:

Today you will need to spend time revising and editing your draft. Refresh your memory of the difference between and process of revising and editing your work below. Remember that revising is about adding more details, removing distracting ones, or rearranging the sequence to improve flow. Editing is about identifying errors in conventions and grammar.

Revising

Think ARMS!

Add

I support my sentences with details that are interesting to my reader.

Remove

I remove unimportant or repetitive information.

Move

I move or rearrange words and sentences that fit better somewhere else.

Substitute

I substitute dead/boring words for alive/powerful words.

Editing

Think CUPS!

Capitalization

I capitalize letters when needed, such as: names, places, titles, languages, etc.

Usage

I correct my grammar, such as subject-verb agreement when needed.

Punctuation

I punctuate my sentences with periods, commas, question marks, exclamation points, etc.

Spelling

I spell words correctly so my writing is easy to read.

Learning Task Response:

Revising:

- Work through your draft and check that you have included the right amount of detail to bring your memoir to life.



2. Next, read through your draft to determine if there are any distracting or unnecessary sentences.
3. Now read through your draft and see if your writing would flow better if you rearranged the details.
4. On your final read through determine if any of your word choices could be more powerful or descriptive.

Editing:

1. Check that you have used the correct capitalisation in all appropriate places.
2. Ensure that you have maintained the 'tense' of your piece. Have you missed an 'ed' on the end of any verbs?
3. Make sure that you have included all necessary forms of punctuation.
4. Can you find any spelling errors?

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

MATHS - APPLIED

Learning Intention:

I can describe probability on a scale of 0 to 1

Success Criteria:

I have conducted my own chance experiments and recorded the results.

Learning Resources Required:

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

Learning Task:

When we describe probability we can represent it as a percentage, decimal or fraction.

An event with a likelihood of 100% is certain, same as 1.00 or 10/10.

An event with a likelihood of 50% is possible, same as 0.5 or 5/10.

An event with a likelihood of 0% is impossible, same as 0.0 or 0/10.

An easy shortcut to identify the decimal value of a fraction is to divide the numerator by the denominator. For example: 1 divided by 2 = 0.5

Jane and Wendy play golf every Wednesday. Over the past 8 weeks, Jane has scored lower than Wendy five times. What is the probability that when they play golf next Wednesday, Wendy will win?

Over the past year Tim has been sick for 1 week, away on holiday for 2 weeks, and overseas on business for 3 weeks. What is the probability that he will be on holiday next week?

Today we would like you to conduct your own chance experiment. This might include:

- What colour pencil will I pick from my pencil case?
- How many times can I get a ball in the hoop out of 100?
- How many times will I pick out a heart card out of a deck?
- How many times will I pick out a blue lolly?



- How many times will I roll a 3 on a dice?
 - How many times will I pick out a 9 from a deck of cards?
- What is the likelihood of your event occurring?
Represent it as a fraction, decimal or percentage.

Make a prediction.

Test to see if your prediction was accurate.

SPELLING

Learning Intention:

I can recall collective nouns.

Success Criteria:

I have extended my known list of collective nouns.

Learning Resources Required:

Exercise book, pencils, and iphone/tablet/computer

Learning Task and Response:

A collective noun is a word that refers to a collection of things taken as a whole. Common examples of collective nouns are::

- Crowd
- Committee
- Choir
- Group
- Team
- Flock

Today we are going to have some fun exploring less known collective nouns. Are you able to name the collective noun for the following nouns? Investigate each word and record the collective noun.

- horses
- donkeys
- buffaloes
- camels
- paper
- arrows
- books
- mountains
- owls
- hippopotamuses
- crows
- hyenas

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

**P.E****'Gembrook Remote Learning Event Carnival'****Learning intention:**

- I can create a throwable object, and use the ball in target events.
- I can change/guide my object's path.

Success Criteria

- I have applied throwing skills to propel an object accurately towards a targeted area.
- I have used my surroundings to change an object's motion path.

Learning Task:

Today we will be completing our first two 'at home events' which focus on our throwing and target skills. Last week we focussed on our striking skills. This week we will be focussing on our throwing accuracy, which is super important in cricket, baseball, softball, t ball, and is a skill that is vital in larger ball sports such as basketball, netball, American football etc

1. Event 1: Backboard Bank it**BACKBOARD BANK IT**

Equipment needed: 5 Large Sock Balls, Laundry Basket or Bucket, A Wall Get Set: Roll up the socks to make sock-balls.

Place the basket or bucket against the wall. Mark a distance approximately 5-6 metres from the basket.

How it works:

- This event is called Backboard Bank It.
- The object of this game is to score as many points as you can in 1 minute.
- Do that by tossing the sock balls off of the wall and into the basket. You MUST use the wall as your backboard and bank it into the basket.
- Score a point for every sock that is banked into the basket.
- Write your score down on a piece of paper for this event so we can compare results with our peers.

Give this 2-3 attempts to try and get your best score.

2. Event 2: Bowl it

Equipment needed: 6 Bowls, 1 Sock Ball, Paper & Pencil to Tally Score

Set up: Set the bowls on the floor in a triangle pattern 3-4 inches apart. Put a piece of paper with the point total in the bottom of each bowl. Mark a throwing line approx 5m away. Hint: Big bowls are easier than small bowls!

How it works:

- The object of the game is to see how many points you can score in 1-minute.
- You do this by tossing the sock ball into the bowls and scoring points based upon where they land.
- After each throw, retrieve the sock ball and hustle back and throw again.
- If the sock lands in a bowl, use the pencil and paper to tally the points for that bowl.



- After 1-minute, calculate your tally and write down your score, so we can compare with our peers. Give this 2-3 tries to see if you can improve your score.

PHYSICAL ACTIVITY

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