

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 FRIDAY

READING

Learning Intention:

I can use my comprehension strategies to engage effectively with a text.

Success Criteria:

I have used my comprehension strategies to engage with and comprehend a text.

Learning Resources Required:

Exercise book, pencils and iphone/tablet/computer.

Learning Task and Response:

This morning we are learning about 3 rather impressive 15 year olds, based in Melbourne. It was revealed recently that the trio are behind the 'Covid Base' website. This website collates an impressive amount of data, and is being used by a range of people and professions. The fact that three 15 year old boys were behind it surprised everyone!

You can check out the Covid Base website here:

<https://covidbaseau.com/>

Read through the following newspaper article. Track your thinking as you go. Use our text codes to identify questions, connections, inferences, or surprising information. You may choose to summarise to demonstrate your ability to comprehend the article. Please remember to investigate any new vocabulary.

Move on to 20 mins of independent reading when you have completed the article. You may also be interested to watch an interview with the three boys which we have included as the extension task for today.

The brains behind a popular COVID-19 tracking website have unmasked themselves — and much to everyone's surprise, it turns out they're a trio of teenage boys.

The faces behind the data website, CovidBase AU, are Jack, Darcy and Wesley and they chose the day they got their Moderna vaccinations to reveal their identities.

The group said the idea for the website came about after wanting to create a place to simplify the data and present it in an easy-to-understand format. The website has already become a big favourite of thousands of Australians.

"Darcy's really skilled with coding and I'm sort of really into the news ...and have been really interested in the data. So we've decided to take what we've been doing and sort of create something with it," Jack told ABC News.



▲ Jack, Wesley and Darcy who run CovidbaseAU received the Moderna vaccine this week. Photograph: Twitter/ CovidBaseAU

Jack (left) Wesley (middle) and Darcy (right) say getting the Moderna vaccine was simple and really easy. (Supplied: @covidbaseau)

The website and its associated social media pages track the number of new cases, vaccination rates, tests taken and the source of infection. "We've spent a lot of time on it to try and make it as comprehensive as possible," Jack said. "The government releases data in all sorts of different places and in different formats, so ... when Jack was collecting all this data, I helped him put it together and display it on a website so that it's accessible for everyone," Darcy said.

During Melbourne's lockdown, the trio said they had a lot of time to balance the work of the website with school. But Jack admitted times it was "a bit of a juggling act".

The trio had stayed anonymous since the website's inception, but said they always knew they would give away their identities at the perfect time. It paid off: The big reveal gained the attention of thousands on Twitter and other social media platforms.

A photo of the boys revealing their identities has already been shared 1.5 thousand times on Twitter, where the group of youths have a devout following of 25,000 people. "It was really cool. We didn't expect it to kind of blow up that fast. But, yeah, the support's been amazing," Wesley said. During Friday's COVID update, Chief Health Officer Brett Sutton acknowledged the teens were not only very clever but now also "first-dose vaccinated teenagers."

Independent Reading

- 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.

Extension:

An interview with the boys can be accessed here.

<https://www.youtube.com/watch?v=IGUXE7J4sA0>

WRITING

Learning Intention:

I can publish my first memoir seed.

Success Criteria:

I have published my first memoir seed.

Learning Resources Required:

Exercise book, revised and edited draft, pencils.

Learning Task:

Now that you have revised and edited your draft, you are ready to move onto the final phase of the writing process and publish your work.

We recommend that you publish your memoir in a typed format using a program such as Word, if possible. This will enhance the professional look of your completed memoir. Think carefully about font choice and page layout.

Remember to save a copy and print if possible. You will collate your next two memoir seeds over the next week.

Think about giving this memoir seed a title and you may even have access to a photo to support the memory.

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 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 response to the assessment questions.

Learning Intention:

I can demonstrate my mathematical understanding.

Success Criteria:

I have attempted all equations.

Learning Resources Required:

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

On Tuesday this week we worked on our operation skills and estimation.

Year 5: Estimate the Answer by rounding each number to the nearest 10.

$$32 \times 41 =$$

$$81 - 41 + 9 =$$

Year 6:

$$82861 + 57802$$

4632 - 728 =
451 x 3
3600 ÷ 6 =

On Wednesday this week we looked at appropriate units of measurement, as well as how to convert between them:

Year 5 & 6:

Circle the best units to use for measuring when following:

a) A flagpole

Kilometres Metres

b) One tube of toothpaste

Millilitres Litres

c) A hiking track

Metres Kilometres

d) A mouse

Kilograms Grams

e) An aeroplane

Kilograms Grams

f) A bath tub

Millilitres Litres

g) The distance between two towns

Metres Kilometres

h) A spider

Kilograms Grams

Year 5 & 6:

d) 1000kg = t a) 1 kg = g

b) 2.5 L = ml a) 1 L = ml

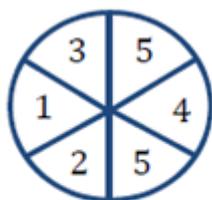
a) 4.3 kg = kilograms and grams

d) 12.03 m = metres and centimetres

On Thursday we will learnt about probability in chance experiments as well as how to express it:

Year 5:

For the spinner below, what is the probability of landing on each number?



Can you express this probability as a fraction and as a decimal?

Year 6:

*When you roll a dice, what is the probability of each outcome occurring?
1, 2, 3, 4, 5, 6. Can you express these as fractions and decimals?
If you rolled a dice 6 times, how many times would you expect it to land on 3?
If you rolled a dice 60 times, how many times would you expect it to land on 5?*

Extension:

If you had a stack of \$2 coins as tall as Mt Kosciusko, what would it be worth?
Could you fit all the coins in your bedroom?

SPELLING

Learning Intention:

I can use my word skills to successfully play word games.

Success Criteria:

I have applied my word skills to interact with a range of word games.

Learning Resources Required:

Exercise book, pencils, and iphone/tablet/computer

Learning Task and Response:

Enjoy applying your word knowledge skills today through a range of spelling games. You may choose to battle a sibling or a parent in a game of Scrabble, Boggle, Wordtrain or Hangman.

If you are playing solo today, please explore the following websites to select a word game to interact with:

- <https://www.spellingcity.com/hangmouse-kids-hangman-online.html?listId=6111855>
- <https://wordshake.com/boggle>
- <https://poki.com/en/g/wordy-pop>

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

POSITIVE BEHAVIOURS FOR LEARNING

Learning Intention:

I can identify the benefits of positive behaviours.

Success Criteria:

I have reflected on what PBL looks like at Gembrook Primary School.

Learning Resources Required:

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

Learning Task:

So far this term we have looked at a number of different positive behaviour statements.

We are now aware that students who display behaviour in accordance with these statements will be provided with rewards in the form of Gembrook GEM chips.

Can you list an example of a behaviour which might provide you with a GEM chip for each of the positive behaviour statements?

HIGH EXPECTATIONS:

- I have a growth mindset.
- I engage in all tasks to the best of my ability.

RESPECT:

- I listen to what others have to say and wait for my turn.
- I use positive language in a calm voice, when I speak.
- I follow instructions the first time.

AT ALL TIMES

RESPECT

I use positive language in a calm voice, when I speak.

I follow instructions the first time.

I treat all belongings with care.

I keep my hands and feet to myself.

I listen to what others have to say, and wait for my turn.

HIGH EXPECTATIONS

I have a growth mindset.

I care for resources.

I engage in all tasks to the best of my ability.

I look after my peers.

I walk quietly and calmly in roll order when moving between classes.




After you have completed this task we would like you to make a prediction.

What do you think is missing from our list so far?

What other kinds of positive behaviour are important to a positive school environment?

What do you think you will learn about over the coming weeks?

PHYSICAL ACTIVITY

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