



JPPS Year 5 - Home Learning Stage 3 - Term 4 - Week 3

Please note: This is only an Overview. Students are sent a daily learning plan on google classroom each day where they will complete their work.

Times are a suggestion based on regular School day	Monday	Tuesday	Wednesday	Thursday	Friday
Suggested Times Morning Session 8:55am - 10:55am (15 minute Crunch and Sip break around 10:00am) Spelling Words: vertex reduce scale perspective equilateral desiccate accumulate accolade succulent accomplish reduction equality accomplishments vertices scaled	9:00 Class ZOOM <u>English</u> <u>Reading</u> WALT: Comprehend a range of different texts. Success Criteria: I can read the entire text I can use my background knowledge and textual clues to make an inference I can make connections between texts I've read and my own knowledge Task: Read the following text:	9:00 Class ZOOM <u>English</u> <u>Reading</u> WALT: Comprehend a range of different texts. Success Criteria: I can read the entire text I can use my background knowledge and textual clues to make an inference I can make connections between texts I've read and my own knowledge Task: https://www.kidsnews.com.au/health/clever-ads-no-cure-for-vaccine-complacency/news-story/514b47b3a76639fe3e23afc1494097ba Questions: 1.Who drew the cartoon? 2.What are the names of	9:00 Class ZOOM <u>English</u> <u>Reading</u> WALT: Comprehend a range of different texts. Success Criteria: I can read the entire text I can use my background knowledge and textual clues to make an inference I can make connections between texts I've read and my own knowledge Task: Read the following text https://www.k5learning.com/worksheets/reading-comprehension/grade-5-conclusions-inferences-a.pdf Questions:	9:00 Class ZOOM <u>English</u> <u>Reading & Viewing</u> WALT: understand how authors use tightening tension in informative texts. Success Criteria: I can identify the technique the author has used I can explain the impact it has on the reader Task: There are a number of ways to build tension or momentum in an informative text to maintain the reader's interest. Read the following informative picture books aloud to the class: • Anzac Biscuits by Phil Cummings	9:00 Class ZOOM <u>English</u> <u>Reading & Writing</u> WALT: identify, explain and create Tension in informative writing. Success Criteria: I can identify where tension occurs in a text. I can explain how the author created tension. I can create an informative text that uses tension. Task: listen & read ABC Darwin's radio piece 'As extreme as it gets – Crocodile egg collecting' at: https://www.abc.net.au/local/photos/2012/07/10/3542896.htm Please note, it would be best to turn the accompanying slideshow off for the first

sapphire
cashmere
frankfurt
marathon
sardines

Curious About Careers: Teacher

Do you enjoy working with kids? Do you like helping people? Is learning fun for you? Teaching could be the career for you!

Teachers need to graduate from college and get their teaching license in whichever state they would like to teach in. This requires taking some tests and working with another teacher for a few months to make sure they understand the best ways to work with students.

Teachers need to be able to work well with other people. They need to work with students, parents, other teachers, and other staff members at the school. Sometimes the students may get frustrated if they don't understand the work, so teachers need to know how to help them calm down and work through it. Other times the students might have something unpleasant going on at home, so teachers need to be able to listen and provide a safe place for those students. Teachers may plan lessons with other teachers in the same subject area or grade level, so they have to be able to work well with their colleagues. There are many other staff members in schools who teachers also need to work with, including principals, coaches, secretaries, and custodians.

As most kids know, teachers also have to do a lot of grading. They grade math tests, spelling tests, and many other papers. But did you know that a lot of teachers also have to create their own lessons, worksheets, projects, and tests? Most teachers are told what information they have to teach, but they may get to choose how to teach it. Teachers may use technology, art, books, and experiments to teach their topics, among other ways! They take a lot of time to create lessons that will help their students learn.

Teachers have to continue to learn throughout their careers. They attend workshops, take classes, read books, and research teaching topics online. All kids learn a little differently, so there is always new information to learn about the best ways to teach students!

Not only do teachers have to get along with many different types of people, plan lessons, and keep learning, but they also have to keep track of how students are doing so that they can offer extra help to any students who are having a hard time learning. They look at test scores and other data constantly to make sure their class is keeping up with how students across the country are performing. They want to make sure that students in all of the schools are learning as much as they can, no matter where they live or which school they attend.

There is a lot of work to do as a teacher, both during school and after school, but working with students is a lot of fun, too! Luckily teachers get some time to catch up on all of their work over breaks. Many teachers use their breaks to learn more about teaching, or create fun activities for upcoming units. They also take some time to relax, too, so they have more energy to share with their classes when school begins again! Teaching is a great career for people who love to help others, who love to keep learning, and who want to make the world a better place.



Extended response

Questions:

1. What do people need to do if they want to become teachers?
2. Why is it important for teachers to work well with others?
3. What does “unpleasant” mean in the

the two people are in the cartoon, can you infer what they do?

3.Why do you think the Prime Minister responded this way?

What techniques has the author used in this text?

Vocabulary

WALT:interprets the meaning of vocabulary in context in an information text

Success Criteria:

- I am able to find a tier 2 or 3 word within a sentence
- I can find the dictionary meaning of a word
- I am able to use a word in my own sentence

Task:

Select one key tier 2 or 3 words from the text.

Word	Student response
Found in (paragraph/p art of the	

Use what you already know and what the story says to make inferences:

1. Why did the animals bring their problems to the Lion?

a) The animals knew the Lion was powerful.

b) The animals knew the Lion was fair.

c) The animals feared that the Lion would punish them.

2. Why did the Lion write a Royal Order?

a)The Lion wanted the best for each and every animal.

b)The Lion was tired of the animals bringing their problems to him.

c)The Lion wanted to be King of the field and forest.

3. Why did the Lion call all the creatures together to hear the Royal Order?

a)The Lion wanted to show off his power. b)The Lion wanted to punish the strongest of the creatures.

c)The Lion wanted every creature to hear the new rules

<https://www.youtube.com/watch?v=k56jsvSkwH8>

• Sorry Day by Cora Vass
<https://www.youtube.com/watch?v=owPeogsfSsk>

• Midnight by Mark Greenwood.

https://www.youtube.com/watch?v=NJ7Fn_cITUw

In each instance, identify which of the following techniques have been used and explain the effect they have on the reader:

- paint a word picture
- short, sharp sentences
- opposition and contrast.

Writing

Writing (Do this task over the next two day).

WALT: Write an informative text focusing on tightening tension.

Success Criteria:

I can use a sizzling start and tightening tension to create an engaging text.

Task:

Watch:

<https://www.youtube.co>

run through at least.

You will need to click the audio about ¾ the ebay down the page.

Identify the moments of tension in this account. What might have happened? How did the text build tension and what were the key moments of tension?

Choose one of the topics below and use the ideas from the group brainstorm to write your own tension scene and share it with another group.

1. A climbing crew counted the population of a rare, cliff-nesting seabird on the remote coast of Australia.
2. A 16-year old completed the dangerous crossing from Australia to New Zealand by herself in a small sailing boat.
3. A helicopter crew searched all night for a man who fell off a cliff while rock climbing.
4. A crew of biologists from Australia spent a winter in Antarctica observing the penguin colonies.

3rd paragraph? How do you know?

4. What are tasks that might be different for an elementary school teacher versus a high school teacher?

5. Would teaching be a good fit for you when you grow up? Why or why not?

Vocabulary

WALT: interprets the meaning of vocabulary in context in an information text

Success Criteria:

-I am able to find a tier 2 or 3 word within a sentence

-I can find the dictionary meaning of a word

-I am able to use a word in my own sentence

Task:

Select Two key tier 2 or 3 words from the text.

text)	
Sentence used	
I think it means	
Clues I used (sentence context, inferences, clues within text)	
Definition (in my OWN words)	
It makes me think of (synonyms)	
Put the word into a new sentence of your own	

Spelling:

WALT: understand when we need to use double C when spelling.

Success Criteria:

I can explain the rule in my own words

4. What was the purpose of the Lion's Royal Order?
a) Natural enemies would live together in peace.
b) Natural enemies would live in different places of the forest. c) Natural enemies would have to settle their own differences.

~~~~~ Think about what makes the most sense, to draw a conclusion: The Rabbit said, "Oh, how I have longed to see this day, in which the weak shall take their place without fear, by the side of the strong." And after the Rabbit said this, he ran for his life.

5. This is probably because:

a) The Rabbit was afraid that the Lion was trying to trick all the creatures.  
b) The Rabbit did not think the Lion's new rules would work.  
c) The Rabbit did not want to be friends with the Dog.

[m/watch?v=bjKzJlu56oU](https://www.youtube.com/watch?v=bjKzJlu56oU)



What do you think it feels like to catch the perfect wave?

- What would it feel like to fall off?
- Why do you think people love to surf? Come up with at least three reasons. Write a sentence that links them using the Rule of Three.
- Have you ever heard of any animals surfing? If yes, what are they? Why do you think they do it?
- Where in the whole wide world would you love to surf?
- What do you think would make a tense moment in a surfing

5. A man successfully went over Niagara Falls in a large bubble or Zorb ball.

### **Listening and viewing**

**WALT:** comprehend a video.

### **Success Criteria:**

I can take notes  
I can listen and watch carefully

### **Task:**

**Listen and watch:**

<https://www.abc.net.au/btn/classroom/20211012-ep28-btn/13574360>

Answer the following questions:

COVID Roadmap

1. What did the COVID Roadmap story explain?
2. What are the kids in the BTN story looking forward to when Lockdown ends?
3. Explain the restrictions in NSW if you are under 16 and not vaccinated.
4. Melbourne is the most locked down city in the world. True or false?

|                                                                | <table><tr><th>Word</th><th>Student response</th></tr><tr><td>Found in (paragraph/part of the text)</td><td></td></tr><tr><td>Sentence used</td><td></td></tr><tr><td>I think it means</td><td></td></tr><tr><td>Clues I used (sentence context, inferences, clues within text)</td><td></td></tr><tr><td>Definition (in my OWN words)</td><td></td></tr><tr><td>It makes me think of (synonyms)</td><td></td></tr><tr><td>Put the word into a new sentence of your</td><td></td></tr></table> | Word | Student response | Found in (paragraph/part of the text) |  | Sentence used |  | I think it means |  | Clues I used (sentence context, inferences, clues within text) |  | Definition (in my OWN words) |  | It makes me think of (synonyms) |  | Put the word into a new sentence of your |  | <p>I can explain when to use a double c.</p> <p><b>Task:</b></p> <p>If the word needs to contain a short vowel sound before the /k/ sound, we can double the <b>c</b> in the middle of the word.</p> <p>Here are some more common words with a double <b>c</b> pronounced with a /k/ sound after a short vowel sound:</p> <ul style="list-style-type: none"><li>• <b>acc</b>ount</li><li>• bro<b>cc</b>oli</li><li>• hi<b>cc</b>up</li><li>• <b>acc</b>urate</li><li>• </li></ul> <p>Which words from our spelling list fits this rule.</p> <p>What are 3 other words that fit this rule?</p> | <p>6. Draw another conclusion: What lesson is this story meant to teach?</p> <p><b>Vocabulary</b><br/><b>WALT:</b> interprets the meaning of vocabulary in context in an information text</p> <p><b>Success Criteria:</b><br/>-I am able to find a tier 2 or 3 word within a sentence<br/>-I can find the dictionary meaning of a word<br/>-I am able to use a word in my own sentence</p> <p><b>Task:</b><br/>Select one key tier 2 or 3 words from the text.</p> <table><tr><th>Word</th><th>Student response</th></tr><tr><td>Found in (paragraph/part of the text)</td><td></td></tr><tr><td>Sentence used</td><td></td></tr><tr><td>I think it means</td><td></td></tr></table> | Word | Student response | Found in (paragraph/part of the text) |  | Sentence used |  | I think it means |  | <p>competition? Pair up and come up with at least five ideas.</p> <ul style="list-style-type: none"><li>• If you watched the video (link above), watch it again and look for the tiny adjustments Koa Smith makes as he moves. What decisions do you think he is making?</li></ul> | <p>La Palma Volcano</p> <ol style="list-style-type: none"><li>1. La Palma is part of what archipelago?</li><li>2. How long has it been since the volcano on La Palma erupted?</li><li>3. What is a hot spot volcano?</li><li>4. What happened in the weeks before the eruption that let scientists know that the volcano might erupt?</li></ol> <p>2021 Nobel Prize</p> <ol style="list-style-type: none"><li>1. What was Alfred Nobel's most famous invention?</li><li>2. Name a past winner of the Nobel Prize.</li><li>3. This year's Nobel Peace Prize went to two journalists for protecting free _____.</li></ol> <p><b>Spelling:</b></p> <p><b>WALT:</b> understand what toponymy is and how it relates to spelling.</p> <p><b>Success Criteria:</b><br/>I can explain what <i>toponymy is and how it relates to my spelling words.</i></p> |
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| Word                                                           | Student response                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |      |                  |                                       |  |               |  |                  |  |                                                                |  |                              |  |                                 |  |                                          |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |      |                  |                                       |  |               |  |                  |  |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Found in (paragraph/part of the text)                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |      |                  |                                       |  |               |  |                  |  |                                                                |  |                              |  |                                 |  |                                          |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |      |                  |                                       |  |               |  |                  |  |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Sentence used                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |      |                  |                                       |  |               |  |                  |  |                                                                |  |                              |  |                                 |  |                                          |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |      |                  |                                       |  |               |  |                  |  |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| I think it means                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |      |                  |                                       |  |               |  |                  |  |                                                                |  |                              |  |                                 |  |                                          |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |      |                  |                                       |  |               |  |                  |  |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Clues I used (sentence context, inferences, clues within text) |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |      |                  |                                       |  |               |  |                  |  |                                                                |  |                              |  |                                 |  |                                          |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |      |                  |                                       |  |               |  |                  |  |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Definition (in my OWN words)                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |      |                  |                                       |  |               |  |                  |  |                                                                |  |                              |  |                                 |  |                                          |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |      |                  |                                       |  |               |  |                  |  |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| It makes me think of (synonyms)                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |      |                  |                                       |  |               |  |                  |  |                                                                |  |                              |  |                                 |  |                                          |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |      |                  |                                       |  |               |  |                  |  |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Put the word into a new sentence of your                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |      |                  |                                       |  |               |  |                  |  |                                                                |  |                              |  |                                 |  |                                          |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |      |                  |                                       |  |               |  |                  |  |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Word                                                           | Student response                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |      |                  |                                       |  |               |  |                  |  |                                                                |  |                              |  |                                 |  |                                          |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |      |                  |                                       |  |               |  |                  |  |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| Sentence used                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |      |                  |                                       |  |               |  |                  |  |                                                                |  |                              |  |                                 |  |                                          |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |      |                  |                                       |  |               |  |                  |  |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| I think it means                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |      |                  |                                       |  |               |  |                  |  |                                                                |  |                              |  |                                 |  |                                          |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |      |                  |                                       |  |               |  |                  |  |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

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| own |  |
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**Writing**

**WALT:** use tightening tension in our informative texts

**Success Criteria:**

I have shown not told

I have used short sharp sentences

I have used opposition and contrast

**Task:**

While informative texts are not renowned for their dramatic tension scenes, in order to maintain the reader's interest, it is important to build momentum throughout the text. Think David Attenborough documentary rather than old fashioned fact sheet.

As was the case in persuasive writing, the key is to start strong but save your strongest information for the final body paragraph. In addition, there are three techniques that professional writers use to build

|                                                                 |  |
|-----------------------------------------------------------------|--|
| Clues I used (sentence context, inferences , clues within text) |  |
| Definition (in my OWN words)                                    |  |
| It makes me think of (synonyms)                                 |  |
| Put the word into a new sentence of your own                    |  |

**Writing (Do this task over the next two day).**

**WALT:** Write an informative text focusing on tightening tension.

**Success Criteria:**

I can use a sizzling start and tightening tension to create an engaging text.

**Task:**

What does the term toponomy mean?

How does it relate to these spelling words?

sapphire  
cashmere  
frankfurt  
marathon  
sardines

tension in informative texts.

Exemplars:

| TECHNIQUE               | EFFECT                                                                                                     | EXAMPLE                                                                                                                                                                                           |
|-------------------------|------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Paint a word picture    | Painting a word picture using all of the senses makes the reader feel like they are present in the moment. | Flaming a glacier is completely different to flying a plane. It's cold up there in the crisp, blue sky. There is hardly any sound – no engine noise, only the whistle of air over the wings.      |
| Short, sharp sentences  | Using short, sharp sentences gives a sense of haste or urgency.                                            | There's movement in the reef below. Sharks. Lots of sharks.                                                                                                                                       |
| Opposition and contrast | Using contrasting images, words, past or points of view adds drama.                                        | Right there in the heart of the bustling metropolis is a small slice of tranquillity. Stepping out of the endless stream of pedestrians in to Central Park feels like entering a different world. |

Have a go at using each of the techniques in the exemplars above to add tension to an informative text. You may also like to use The Rule of Three (grouping or repeating phrases, images or concepts) in combination with these techniques for added impact.

Task:

Watch:

<https://www.youtube.com/watch?v=bjKzJlu56oU>



What do you think it feels like to catch the perfect wave?

- What would it feel like to fall off?
- Why do you think people love to surf? Come up with at least three reasons. Write a sentence that links them using the Rule of Three.
- Have you ever heard of any animals surfing? If yes, what are they? Why do you think they do it?
- Where in the whole wide world would you love to surf?

|                                                                                     |                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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|                                                                                     |                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• What do you think would make a tense moment in a surfing competition? Pair up and come up with at least five ideas.</li> <li>• If you watched the video (link above), watch it again and look for the tiny adjustments Koa Smith makes as he moves. What decisions do you think he is making?</li> </ul>                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <b>Suggested Times</b><br><br><b>Middle Session</b><br><br><b>11:15am - 12:35pm</b> | <u><b>Mathematics</b></u><br><br>11:15am class ZOOM<br><br><b>WALT:</b> complete and solve number/word sentences that involve more than one operation<br><br><b>Success Criteria:</b><br>I can apply a range of number operations to solve number sentences<br>I can apply a range of number operations to solve word problems<br><br><b>Task:</b> | <u><b>Mathematics</b></u><br><br>11:15am class ZOOM<br><br><b>WALT:</b> identify and use inverse operations to assist with the solution of number sentences<br><br><b>Success Criteria:</b><br>I can find the inverse operation of division and multiplication<br>I can use inverse operations to answer number sentences<br><br><b>Task:</b><br><br>Important information: Watch this video that | <u><b>Mathematics</b></u><br><br>11:15am class ZOOM<br><br><b>WALT:</b> Multiply and Divide simple number sentences with fractions and decimals<br><br><b>Success Criteria:</b><br>I can multiple and divide a whole number with a decimal<br>I can multiply and divide a whole number with a fraction<br>I can solve word problems that involve multiply and dividing fractions and decimals | <u><b>Mathematics</b></u><br><br>11:15am class ZOOM<br><b>WALT:</b> Write number sentences to match word problems that require finding a missing number<br><br><b>Success Criteria:</b><br>I can calculate the missing number of word problems<br><br><b>Task:</b><br>Finding the missing number and writing word problems into number sentences<br><br>Example: Miss Mahler is thinking of a number that when she doubles it and adds 5 it equals 13 what is the missing number? | <u><b>Mathematics</b></u><br><br>11:15am class ZOOM<br><b>WALT:</b> revise pattern and algebra skills<br><br><b>Success Criteria:</b><br>I can apply the pattern and algebra skills I have learnt this week to a range of questions.<br><br><b>Task:</b> <ol style="list-style-type: none"> <li>1. <math>325 \times 3 = \underline{\quad} = \underline{\quad}</math> divided by <math>\underline{\quad}</math></li> <li>2. 24 divided by 6 = <math>\underline{\quad} = \underline{\quad} \times \underline{\quad}</math></li> <li>3. the expression for "add 77 and 44, then multiply by 10"</li> </ol> |



For example:  $5 \times \_ = 4 \times 10$

There is a two step process to working out the missing number.

Step 1: find the answer for  $4 \times 10 = 40$ . Therefore the missing number has to equal 40 when x by 5

Step 2: work through 5x tables and it is 8

The missing number is 8

Task 1: Find the missing numbers

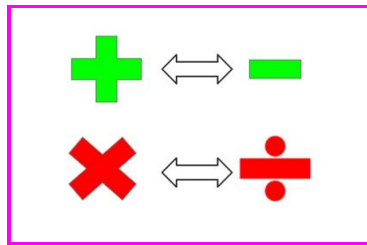
- a)  $4 \times \_ = 1 \times 12$
- b) 24 divided by 6 =  $\_ \times 2 =$
- c)  $6 + \_ = 3 \times 5$
- d)  $40 - 15 = 5 \times \_$
- e) 125 divided by 5 =  $5 + \_$
- f)  $121 \times 4 = \_ \times 242$

Task 2: word problems with the same style

Example: John had 6 x 3 lots of sheep in his

explains inverse operations  
<https://www.youtube.com/watch?v=VP1ZmJUtb6I>

THE MOST IMPORTANT THING TO REMEMBER IS THAT INVERSE MEANS OPPOSITE



For example:  $2 \times 5 = 10$   
the inverse operation is  $10 \div 5 = 2$

Task 1: Find the answer then write the inverse operation for the follow questions

- a) 20 divided by 5 =  $\_$   
 $\_ = \_ \times \_$
- b) 24 divided by 2 =  $\_$   
 $= \_ \times \_$
- c)  $7 \times 4 = \_ = \_$  divided by  $\_$
- d)  $7 \times 8 = \_ = \_$  divided by  $\_$
- e) 108 divided by 12 =  $\_$   
 $= \_ \times \_$

Task 2: Word problems

Find the answer to the following questions

**Task:**

Watch the following videos and then complete the activities

Multiplying with decimals:  
<https://www.youtube.com/watch?v=tsOibhsgYoQ>

Task 1: multiplication

- $3 \times 0.9 =$
- $2 \times 0.8 =$
- $2.9 \times 11 =$
- $2.1 \times 60 =$
- $47 \times 0.3 =$

Dividing with decimals 1st shows the divisor as a whole number

<https://www.youtube.com/watch?v=lheBllt2s20>

Divisor as a decimal  
<https://www.youtube.com/watch?v=OH7eIU1ux0c>

Task 2: division

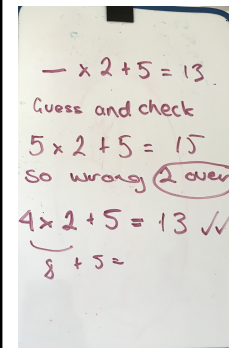
- 2.10 divided by 8 =
- 0.68 divided by 4 =
- 11.12 divided by 8 =
- 7.44 divided by 6 =
- 136 divided by 0.3 =
- 255 divided by 0.5 =

Multiplying fractions How to :

Step 1: write out as a number sentence leaving the missing number blank.

$\_ \times 2$  ( I have written  $\times 2$  two because that is how I can double a number)  $+ 5 = 13$

Step 2: use your background knowledge and undertake some working out see picture below.



Fill in the missing numbers

- 1.  $\_ \times 9 - 2 = 52$
- 2. 30 divided by  $\_ + 16 = 32$
- 3.  $12 \times \_ - 4 = 44$
- 4.  $19 + 2 \times \_ = 152$
- 5.  $32 - 4 \times \_ = 140$

Your Turn

- 1. I'm thinking of a number that when you triple it and add 2 it equals 20. What is the number ? Write your answer as a

Task 2:

- 1. Mandy buys 5 packs of organic milk from the neighbourhood store. If each pack costs \$3.96, how much does Mandy spend in all on the purchase of milk?
- 2. The Carrolls are putting in a fence to keep their dog from running away. The dog is 0.9 feet tall. He can jump 3 times his height. How tall must the fence be to keep the dog from jumping over it?
- 3. Candise is buying fruit for her smoothie stand. She already purchased 3 pounds of oranges. She also bought 6 packages of strawberries. Each strawberry package weighs 1.3 pounds. How much will all the fruit Candise



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| <p>paddock and Sam had 12 + ___ number of sheep. What is the missing number if they both had the same number of sheep?</p> <p>Step 1: find the answer for <math>6 \times 3 = 18</math><br/> Step 2: 18- 12 will get us the answer of our missing number = 6 or we can count on from 12 until we get to 18 to find the answer</p> <p>Your Turn<br/> Miss Mahler had <math>5 \times 4</math> pairs of shoes, Mrs Murray had the same amount of shoes. If she had 10 divided by ___ what is the missing number?</p> <p>Mr Johnson loves berries and brings a container with <math>7 \times 3</math> strawberries and the same amount of blueberries <math>12 + ?</math> gets us the same amount of berries</p> <p>Mrs Brookesmith loves her books. She has <math>73 \times 5</math></p> | <p>showing your working out and then check your answer showing the inverse operation.</p> <p>The teacher had 31 students and wanted to divide them into equal groups of 4. How many equal groups are there and how many are left over</p> <p>The 4th graders are having an assembly. There are 135 students and they need to sit in rows of 20. How many rows will there be?</p> <p>Each kid in the class has 3 whiteboard markers. There are 32 kids in the class. How many whiteboard markers are there in all?</p> <p>Each kid in the class has 3 whiteboard markers. There are 32 kids in the class. How many whiteboard markers are there in all?</p> | <p><a href="https://www.youtube.com/watch?v=RbAaKAR5ErM">https://www.youtube.com/watch?v=RbAaKAR5ErM</a><br/> Task 3:<br/> <math>6 \times 2/24 =</math><br/> <math>5 \times 1/30 =</math><br/> <math>7 \times 4/21 =</math><br/> <math>9 \times 3/45 =</math><br/> <math>10 \times 5/50 =</math><br/> Word Problems</p> <p>Mila takes the bus to and from school each day. A one-way trip is 8.2miles. How many miles does she travel in 3 days?</p> <p>Johnny is a student working on the weekends. He makes 8.50 per hour at his work. If he works 4 hours a day, how much money will he earn after working 2 days?</p> <p>Carrie's mom gave her 50 Dollars to buy some new shirts at the local clothing store. Carrie bought four shirts and each cost's \$9.95. How much money does she have left over?</p> | <p>number sentence</p> <p>2. Mrs Brooke Smith had a bag of apples that when you multiply by 4 and add 6 she had 38 apples all together</p> <p>3. John Purchase has a total number of students that when you multiply 23 by an unknown number and add 62 it equals 522 what is the missing number?</p> <p>4. Miss Mahler gave out lolly bags for her birthday. She handed out a total of 35 lolly bags she gave 2 away to some teachers. She then gave 2 times what that meant the 32 leftover bags were all handed out?</p> <p>Extension</p> <p>Billy has 11 red toy cars and 10 green toy cars. Brad has twice as many cars as Billy. Write an expression representing how many toy cars Brad</p> | <p>bought weigh?</p> <p>4. Ethan and 3 of his friends took a car trip to Six Flags Theme Park. They all took turns driving. If each friend drives 14.7km, what is the total distance they traveled to reach the park?</p> <p>5. Anna loves to read, but often forgets to bring back her books to the library. The library charges an overdue fine of 0.10 cents per day per book. Anna is 15 days overdue on two books: The Fault in Our Stars and An Abundance of Katherines. How much money does she owe the library?</p> <p>6. Sydney had 14 crackers. She ate 2 crackers. She then evenly divided the remaining crackers with her friend, Carrie. Write a numerical expression to</p> |
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|                                                                                               | <p>lots of picture books in her classroom. If Mrs Button has the same amount of books what is the missing number in this operation <math>450 - ? =</math></p> <p>Task 3:<br/>You have 5L of milk, 2 eggs, 32g of flour, 20g of sugar and 1 tsp of vanilla essence. Answer the following questions with this information.</p> <ul style="list-style-type: none"> <li>a) You want to make a cake and you need 1L of milk, 60g of flour and <math>\frac{1}{4}</math> of the sugar you already have.</li> <li>b) How much milk will you have leftover</li> <li>c) How much more flower do you need?</li> <li>d) How much sugar will you use?</li> </ul> |  |  | has. | <p>represent the number of crackers that Sydney has now.</p> <p>Extension</p> <p>Alex had some apples. He gave 3 to his brother. He then evenly divided the rest between himself and his sister. Write an expression representing how many apples Alex now has. Let “n” represent the unknown.</p> |
| <p><b>Break</b></p> <p>Have something to eat and get outside to do some physical activity</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |  |      |                                                                                                                                                                                                                                                                                                    |

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| <p><b>Suggested Times</b></p> <p><b>Afternoon Session</b></p> <p><b>1:25pm to 2:50 pm</b></p> | <p><b>Daily Wellbeing Activity:</b></p> <p><b>Curiosity &amp; Interest</b></p> <p>Set a timer for 3 minutes. On a separate piece of paper, write down as many things as you can think of in 3 minutes that you are curious about learning more about. They can be big things or small things, silly things or sensible things.</p> <p>When you have finished, look at all the things on your list and circle the 3 things you are most interested in. How are these top 3 things similar?</p> <p>How could you find out more about them or spend more time doing them?</p> <p>On the back of your list, write a story or draw a picture about what you would look like and feel like if you spent more time doing these things that you are interested in learning more about.</p> <p><b>DEAR Time.</b></p> <p><b>PDH:</b></p> <p><b>WALT:</b> Plan and practise behaviours that protect my wellbeing</p> | <p><b>Daily Wellbeing Activity:</b></p> <p><b>Get Crafty</b></p> <p><a href="https://www.happinessishomemade.net/bird-seed-ornaments/">https://www.happinessishomemade.net/bird-seed-ornaments/</a></p> <p><b>DEAR Time.</b></p> <p><b>Mandarin:</b></p> <p><b>WALT:</b> Compose simple texts in Chinese using modelled language.</p> <p><b>Success Criteria:</b></p> <p>I can tell daily routines using time words.</p> <p>I can record a journal of my weekly routine.</p> <p><b>Task:</b></p> <p>1. Revision</p> <p><a href="https://www.youtube.com/watch?v=HFUtz-VIGbw">https://www.youtube.com/watch?v=HFUtz-VIGbw</a><br/>(Days of the Week)</p> <p><a href="https://www.youtube.com/watch?v=dGPDqr9mVcg">https://www.youtube.com/watch?v=dGPDqr9mVcg</a><br/>(Telling Time)</p> <p><a href="https://www.youtube.com/watch?v=6hCnI0cBj54">https://www.youtube.com/watch?v=6hCnI0cBj54</a><br/>(Telling Time and Time Period)</p> <p>2. Play the video</p> <p><a href="https://www.youtube.com/w">https://www.youtube.com/w</a></p> | <p><b>Daily Wellbeing Activity:</b></p> <p><b>Music Time</b></p> <p>‘Viva la Vida’ by Coldplay.</p> <p><a href="https://www.youtube.com/watch?v=dvgZkm1xWPE">https://www.youtube.com/watch?v=dvgZkm1xWPE</a></p> <p><b>DEAR Time.</b></p> <p><b>Science:</b></p> <p>WALT: evaluate the sustainable production of bananas</p> <p><b>Success Criteria:</b></p> <p>I can describe the stages of banana production</p> <p>I can explain the importance of the stages of banana production</p> <p>I can evaluate the sustainability of banana production</p> <p><b>Task:</b></p> <p><b>Watch the Video:</b></p> <p><a href="https://www.youtube.com/watch?v=ZQsRkG-nFA0">https://www.youtube.com/watch?v=ZQsRkG-nFA0</a></p> | <p><b>Daily Wellbeing Activity:</b></p> <p><b>Mindful Moment</b></p> <p>Engage in this Mindfulness activity from the Institute of Positive Education.</p> <p><a href="https://www.youtube.com/watch?v=48xLty1H-ZQ">https://www.youtube.com/watch?v=48xLty1H-ZQ</a></p> <p><b>DEAR Time.</b></p> <p><b>Creative Arts - Music</b></p> <p><b>WALT:</b> To understand and apply knowledge around the element of duration in music</p> <p><b>Success Criteria:</b></p> <p>I can recognise duration within music</p> <p>I can determine the rhythm of notes based on their frequency</p> <p>I can distinguish the tempo; between long notes and short notes</p> <p><b>Task:</b></p> <p><b>Introduction:</b></p> <p>When we talk about <b>duration</b> it indicates time and this is the same in music, with additional</p> | <p><b>Daily Wellbeing Activity:</b></p> <p><b>Thanks</b></p> <p>One of the ultimate wellbeing strategies is gratitude.</p> <p>Challenge: Let five people know why you are grateful for them. They might be friends, family, teachers or people in your wider community.</p> <p>Send them a message, or write them a note, explaining why you’re grateful for them.</p> <p><b>DEAR Time.</b></p> <p><b>Physical Education:</b></p> <p><b>WALT:</b> hit a ball with a tennis racquet</p> <p><b>Success Criteria:</b></p> <p>look at the ball</p> <p>Control the racquet with power</p> <p><b>Task:</b></p> |
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### Success Criteria:

I can identify and discuss different ways to promote health and safety, such as wearing sunscreen

What are some ways you can protect yourself from the sun? (The image may help you with your answer!) Add more answers if you like.



**TASK:** Design your own sunscreen, it will need to include:

- A sunscreen brand name.
- A front label which will attract young buyers. Include a SunSmart tagline or catchphrase that will appeal to younger buyers.
- The SPF (Sun Protection Factor)

[atch?v=nZOG8xcZ8TM](https://www.youtube.com/watch?v=nZOG8xcZ8TM) , practice Mandarin along with the speaker.

3. Copy and write the following Chinese sentence in your journal.

星期 一 早 上 八 点 我 去 跑 步。  
xīng qī yī zǎo shàng bā diǎn wǒ qù pǎo bù  
Monday morning 8 o'clock I go jogging

4. Extension: Write another Chinese sentence on your own for Monday in the following structure:

- Monday + period of day + time + 'I go' + 'activity'

5. Take a photo of your written work and upload it onto your DLS.

Discuss the information you have seen in this video.

Note for this video and the following video that these bananas are not made in Australia. Bananas are a domestic Australian product. Bananas eaten in Australia are usually made in Australia and all bananas made in Australia are used in Australia. Also note that the claims in this video that no rejected bananas are wasted is not accurate in the Australian market.

Complete your banana production sequencing while watching the following video:  
<https://www.youtube.com/watch?v=TV7tsXyq7ow>

What new information does this video contain compared to the other video we watched?

elements. Read and discuss the following definition with the students.

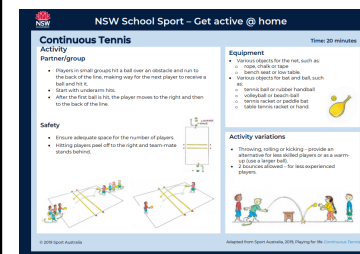
**Duration:** describes aspects of organised sound in relation to **time**, particularly rhythm and tempo. The concept of duration includes beat (the underlying pulse of the music), rhythm (patterns of long and short sounds and silences), metre (the grouping of beats into multiples of two or three) and tempo (the speed of the pulse/beat).

### Guided

Musicians learn how to read music by recognising note values which tells them when and how to play their instrument. To understand this, watch this video which gives you a visual picture of how this works.

### A different way to visualise

<https://www.youtube.com/embed/2UphAzryVpY>



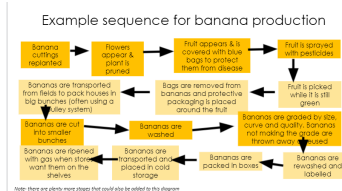
rating you will give your sunscreen.

- The category of sunscreen, e.g. water sports, snow, outdoor workers, kids' formula, etc.
- Make sure the back label includes SunSmart's recommendations for sunscreen type, application instructions, use-by date and storage details.

Use this website to research more information:  
<https://www.sunsmart.com.au/protect-your-skin/slop-on-sunscreen>

You might like to print and draw on the following or

Create a sequence graph about bananas. See below for example.



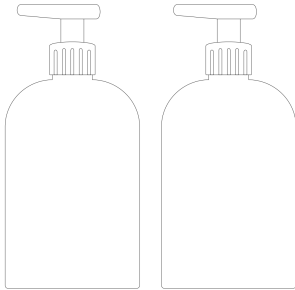
Students write down **3** things they learned from the video

**Duration** can be observed through percussion ensembles where a range of instruments can produce different sounds, high and low with different note lengths. Watch this video to observe the variety and be ready to answer questions about it. The instruments in this ensemble are a xylophone, glockenspiels, a snare drum, a bass drum, a cymbal and 2 shakers.

### Independent Task Going Home

["https://www.youtube.com/embed/ku9eWIV6GgY"](https://www.youtube.com/embed/ku9eWIV6GgY)  
percussion performance  
Students answer the following questions

1. Which instrument played the shortest notes (quarters, eighths)?
2. Which instrument played the longest notes (whole)?



FRONT

BACK

3. What differences can you see between the xylophones?
4. How does this affect the sounds they make?
5. Which instruments provided a pulsing beat ?