

Term 2 Week 7 Monday 25 th May Year 5 & 6																														
Reading	Writing	Math																												
<p>We are learning to list the features found in informative texts</p> <p>Succuss Criteria: I can list the features found in informative texts</p> <p>Resources – Tyrannosaurus Rex Information Report Worksheet (TeachStarter); Tyrannosaurus Rex book assigned on Epic Just right books, library/home books and online resources such as Reading Eggspress and Epic</p> <p>Mini lesson (10min) – As we read we need to be aware of what we are reading, the way it is constructed and its purpose</p> <p>Some questions you might ask as you read are:</p> <ul style="list-style-type: none">• Who is the audience? Is the language directed at the appropriate level?• What is the purpose of the text? Is the text spoken or written?• Is there a general opening statement introducing the topic?• Are there a number of paragraphs about the subject?• What is the topic sentence of each paragraph?• Does the conclusion summarise the information?• Is only supportive information deliberately used for the report?• What purpose do the diagrams and pictures serve?• What are 4 examples of topic specific vocabulary?	<p>We are learning to brainstorm possible info report topics and choose one that we are interested in learning more about.</p> <p>Success criteria: I can create ideas for non-fiction texts; I can pick a topic that I am interested in and passionate about.</p> <p>Resources: Internet sites; non-fiction books. Collaboration Space – a page in Teams to write possible topics for information report writing.</p> <p>Mini Lesson – Information Reports are different to Explanations. Information Reports focus more on what and reporting facts; while Explanations focus more on why and how. Information Reports about people are biographies. We are NOT writing biographies – sorry – no sports or other heroes this time. You can’t write about ‘How to Play Netball,’ for example – that would be instructions or an explanation.</p> <p>Task: Write your list of topics (unfamiliar) on the Collaboration page in Teams Class Notebook. Highlight and add your initials to two that you are interested in learning more about – choose something you have NOT researched before. You might highlight one that you added, and one that was someone else’s idea. See below for a picture of the Teams collaboration menu.</p> <p>When you have chosen two topics do some research on the internet – you may find one more interesting than the other, or one might have more information available.</p> <p>Send me a message through Teams chat when you know which topic you are committing to.</p>	<p>Learning Goal: I am learning to use lattice and area models to complete multiplication.</p> <p>Resources: Worksheets, pen</p> <p>Mini-Lesson</p> <ul style="list-style-type: none">• Have you already forgotten how to do <i>lattice</i> and <i>area</i> multiplication? That’s okay! Because today is revision day. <div><div>41 x 35 = 1435</div><table><tr><td></td><td>40</td><td>1</td><td></td></tr><tr><td>30</td><td>1200</td><td>30</td><td>1200</td></tr><tr><td></td><td></td><td></td><td>30</td></tr><tr><td>5</td><td>200</td><td>5</td><td>200</td></tr><tr><td></td><td></td><td></td><td>+</td></tr><tr><td></td><td></td><td></td><td>5</td></tr><tr><td></td><td></td><td></td><td>1435</td></tr></table></div> <ul style="list-style-type: none">• We practised these in term 1 and in week 1 while learning from home.• Watch the videos below to remind your brain how to do these problems, then have a go yourself!• Lattice: https://bit.ly/2Zhvk3x• Area: https://bit.ly/3bE4Rj5 <p>Activity</p> <p>Complete the ‘Lattice Multiplication’ and ‘Box method’ worksheets.</p>		40	1		30	1200	30	1200				30	5	200	5	200				+				5				1435
	40	1																												
30	1200	30	1200																											
			30																											
5	200	5	200																											
			+																											
			5																											
			1435																											

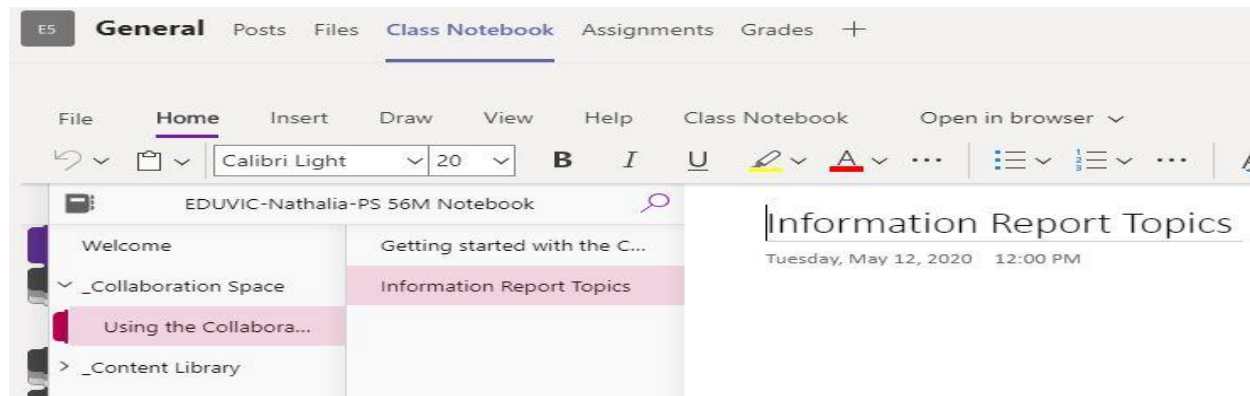
At home learning

Task – Read about Tyrannosaurus Rex and answer the questions on your worksheet.

Read the information about Tyrannosaurus Rex assigned on Epic and answer the same questions.

Independent reading (15-20 min) – students read their just right books/ library / home books of choice or online resources and read silently.

Spelling: Week 7 Term 2 Spelling focus – words beginning with **suffix 'ist' meaning 'job.'** Look, Say, Cover, Write and Check process can be practiced daily. The S.M.A.R.T spelling process includes **Say** the word – pronouncing each sound correctly, **Meaning** – understanding what the word means and how it can be used in a sentence; **Analyse** – breaking the word into sounds (called 'graphs') and syllables, and 'clustering' the sounds aloud e.g. P-R-O-C-EE-D; **Remember** – identifying the part of words to focus on and the tricky bit to remember; **Teach** – students teach themselves by spelling the word aloud, saying letter names, using clustering – repeating daily.



Week 7 Term 2 Spelling Sheet Grade 5 & 6

Focus – suffix 'ist' – meaning a 'job'

Say the word, write the word	Monday	Tuesday	Wednesday	Thursday
Red Spelling Words				
bi.ol.o.gist.				
flo.rist.				
den.tist.				
chem.ist.				
art.ist.				
so.lo.ist.				
Orange Spelling Words				
economist				
motorcyclist				
specialist				
botanist				
scientist				
geologist				
Green Spelling Words				
protagonist				
meteorologist				
industrialist				
audiologist				
optometrist				
guitarist				
psychologist				
extremist				

TYRANNOSAURUS REX

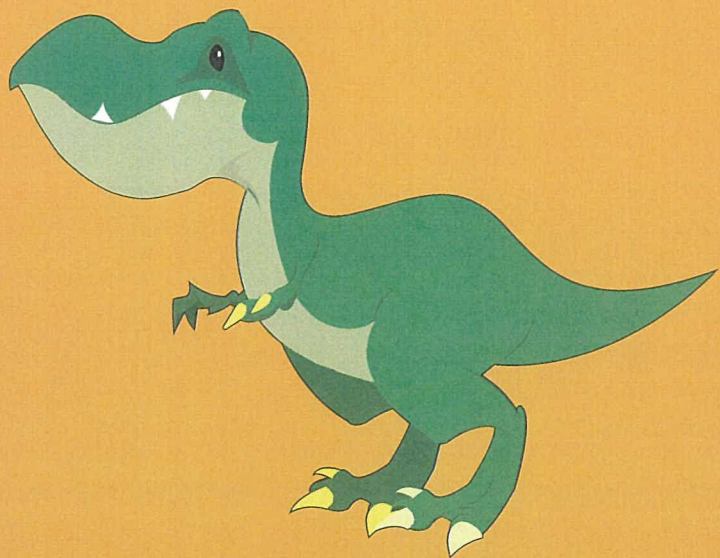
Tyrannosaurus Rex (also known as T-Rex) was one of the largest dinosaurs that ever walked the earth. It lived around 66 million years ago in an area now known as North America.

Tyrannosaurus Rex was the size of a modern-day bus. It had a large head with strong, sharp teeth. It had a long tail which helped it to balance on its back legs. The arms of the T-Rex were quite small, ending in hands with only two fingers.

Tyrannosaurus Rex was a carnivore, which means it was a meat-eating dinosaur. T-Rex gripped its food with its giant, clawed feet. It also ripped flesh apart with its strong jaws. Scientists think that the tyrannosaurus rex may also have stolen food from smaller dinosaurs.

Tyrannosaurus Rex walked upright on its two back legs. Scientists can only guess how fast it moved, based on footprints and tracks which are millions and millions of years old. Their best estimate is somewhere between 17-40 km/h (11-43 m/h).

Tyrannosaurus Rex was one of the most dangerous and ferocious dinosaurs of all time. No wonder scientists are fascinated by these amazing creatures!



Name: _____

Date: _____

Tyrannosaurus Rex – Sequencing Task

Classification (introduces the topic)	
Description (what it looks like)	
Description (what it eats)	
Description (how it moves)	
Conclusion (sums up the topic)	

Monday 25th May

Name _____

Date _____



2-digit multiplication : Box Method

Work out the answers to these multiplication questions using the box method.

$41 \times 35 = 1435$

	40	1	
30	1200	30	1200
			30
5	200	5	200
			+ 5
			1435

$36 \times 25 = \underline{\hspace{2cm}}$

$42 \times 31 = \underline{\hspace{2cm}}$

$49 \times 28 = \underline{\hspace{2cm}}$

$36 \times 33 = \underline{\hspace{2cm}}$

$45 \times 18 = \underline{\hspace{2cm}}$

Monday 25th May

Name : _____

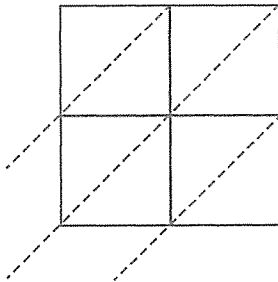
Score : _____

Lattice Multiplication

2-digit : S1

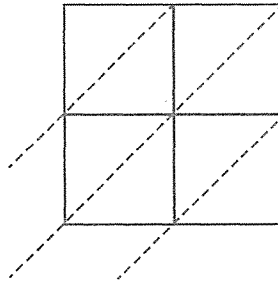
Use lattice multiplication method to find the product in each problem.

1) 45×68



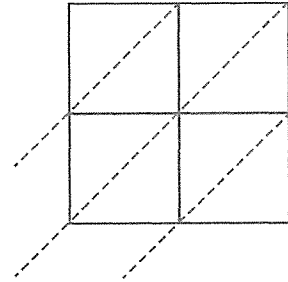
$45 \times 68 =$ _____

2) 18×72



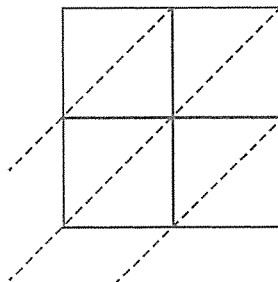
$18 \times 72 =$ _____

3) 36×24



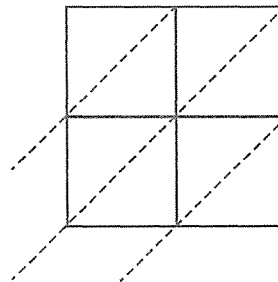
$36 \times 24 =$ _____

4) 79×35



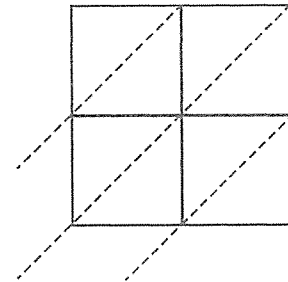
$79 \times 35 =$ _____

5) 54×49



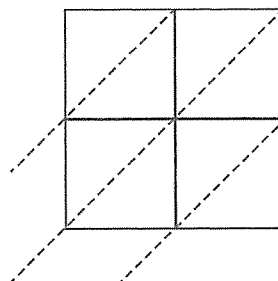
$54 \times 49 =$ _____

6) 98×17



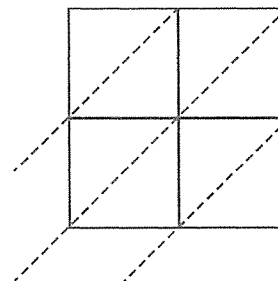
$98 \times 17 =$ _____

7) 21×59



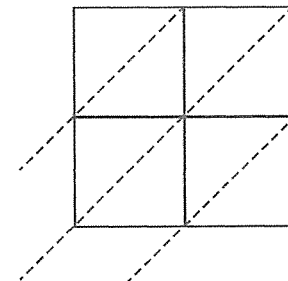
$21 \times 59 =$ _____

8) 80×92



$80 \times 92 =$ _____

9) 63×86



$63 \times 86 =$ _____

Term 2 Week 7 Tuesday 26 th May Year 5 & 6		
Reading	Writing	Math
<p>We are learning that the features specific to informative texts help us to navigate the text.</p> <p>Success criteria: I know how the features of informative text help me.</p> <p>Resources: BMX Information Report</p> <p>Mini Lesson – Focus on headings and subheadings: Read the report about BMX bikes. Each paragraph has a different ‘focus’ or topic. While you read, think about the topic of each paragraph. There might even be words or phrases in the paragraph that could work as a paragraph heading.</p> <p>Task: See if you can write a title for the writing, then write a subheading or title for each paragraph. The titles for the paragraphs should be like a sign post to the reader, letting them know what is coming next. E.g. don’t use a title like “history” if the paragraph is about the different parts of the bike.</p> <p>Independent reading (15-20 min) – students read their just right books/ library / home books of choice or online resources and read silently. Access Epic or Reading Eggspress for more ‘information report’ reading (optional)</p>	<p>We are learning to plan our writing on a graphic organiser.</p> <p>Success criteria: I can plan my writing using a graphic organiser; I can break my big idea into relevant subtopics.</p> <p>Resources: Report Writing Planner (graphic organiser),</p> <p>Mini Lesson: You learnt last week that Information Reports have typical text structures and language features. Focus on structure for today. We will begin by adding subheadings to our planning. It is sometimes easier to make those subheadings questions. E.g. What is a flower? makes more sense for that topic than “Classification” as an introduction paragraph. “What food do flowers need?” makes more sense that “Food.”</p> <p>The subheadings also help you to keep your facts organised into the right place. It is hard to read an information report that doesn’t have subheadings, or that has disorganised information.</p> <p>Task: On your Report Writing Planner (graphic organiser), write your topic and the subheadings – the subheadings must be questions. When you have done that try typing your questions into a search engine and check that they work – if you don’t get the right information you may need to change the question. Example: “What nutrients help flowers to grow” worked better than “what food do flowers need?” The second question gave me a lot of information about how to keep cut flowers alive for longer, so I needed to change my question.</p>	<p>Learning Goal: I am learning to complete single-digit multiplication using the <i>multiplication algorithm</i>.</p> <p>Resources: Worksheets, pen</p> <p>Mini-Lesson</p> <ul style="list-style-type: none"> We need to have all the times tables up to 12x12 in our head. But what happens when we have a problem with larger numbers? We use the multiplication algorithm. You have used this before. $\begin{array}{r} 62 \\ \times 3 \\ \hline 186 \end{array}$ <ul style="list-style-type: none"> Watch this video to remind yourself how to do them. We used this video in week 1. https://bit.ly/3bD7e61 <p>Activity Complete the ‘<i>Rewriting multiplication problems</i>’ worksheet.</p> <p>Optional Extension Colour Squared mystery multiplication puzzle. I wonder what the picture is...</p>

At home learning

	As you find websites that are helpful in finding the right information for you, copy and paste the website address and the name of the website onto a word document – name it and save it as Information Report Websites about “.....” Whatever your topic is. You will need to revisit those sites, and keep track of where your information came from.	
Spelling: Week 7 Term 2 Spelling focus – words beginning with suffix ‘ist’ meaning ‘job.’ Look Say Cover Write Check + one task of choice from the “Spelling activities for homework” or Spelling activities for school” suggestions.		

B.M.X.

The B.M.X. (Bicycle Motor Cross) is a bike designed and built for specific purposes.

The bike is generally made of steel so that it is strong and will not bend under the enormous stress that it is subjected to when being ridden. Some bikes, designed especially for B.M.X. racing, are made of aluminium because it is lighter.

The main difference between B.M.X. and other bikes is the undersized frame which allows maximum manoeuvrability. The wheels are also small, with wide tyres. Most have a gyro system of bearings and pulleys that allows the large, curved handlebars to spin 360 degrees. This enables the rider to perform dare-devil stunts and tricks. The saddle is low and not padded for comfort because the bike is often ridden by standing on the pedals or on strong, steel stunt pegs that are found on either side of the front and back wheels.

There are now centres in the country where B.M.X. riders take part in competitions. There is even an event called the 'X Games' which is the Olympics of the extreme sports world. Many young riders challenge themselves to imitate the daring and complicated exercises performed by the professionals.

Some bikers ride up and down slopes that look like larger versions of skateboard ramps, executing difficult jumps and spins at both ends. Others perform their tricks on flat ground, balancing on small areas of the bike itself. Specially designed B.M.X. bikes, with large, chunky tyres to provide more definite grip, race ten abreast over dirt tracks. There are now a number of separate areas where the bikes can be ridden safely away from cars and pedestrians.

B.M.X. bikes provide riders with the opportunity to use their skill and imagination to carry out gymnastic and artistic stunts.

Report Writing Planner

<u>Introduction</u> Introduce and define the overall topic for your reader.	
<u>Sub-topic 1</u> A paragraph about the first sub-topic.	
<u>Sub-topic 2</u> A paragraph about another sub-topic.	
<u>Sub-topic 3</u> A paragraph about another sub-topic.	
<u>Conclusion</u> A paragraph that shares a summary of the key points.	

Multi-Digit Multiplication

MM 4

Instructions: Follow the procedure you learned in the video to multiply these numbers.

1
$$\begin{array}{r} 62 \\ \times 3 \\ \hline 186 \end{array}$$

2
$$\begin{array}{r} 97 \\ \times 2 \\ \hline \end{array}$$

3
$$\begin{array}{r} 38 \\ \times 5 \\ \hline \end{array}$$

4
$$\begin{array}{r} 18 \\ \times 6 \\ \hline \end{array}$$

5
$$\begin{array}{r} 26 \\ \times 6 \\ \hline \end{array}$$

6
$$\begin{array}{r} 67 \\ \times 3 \\ \hline \end{array}$$

7
$$\begin{array}{r} 52 \\ \times 4 \\ \hline \end{array}$$

8
$$\begin{array}{r} 33 \\ \times 8 \\ \hline \end{array}$$

9
$$\begin{array}{r} 57 \\ \times 4 \\ \hline \end{array}$$

10
$$\begin{array}{r} 64 \\ \times 8 \\ \hline \end{array}$$

11
$$\begin{array}{r} 135 \\ \times 5 \\ \hline \end{array}$$

12
$$\begin{array}{r} 216 \\ \times 4 \\ \hline \end{array}$$

Re-Writing Multiplication Problems

MM 3

Instructions: Re-write these multiplication problems in stacked form. You do NOT need to actually multiply them.

1 84×7

$$\begin{array}{r} 84 \\ \times 7 \\ \hline \end{array}$$

2 6×143

3 4×19

4 8×135

5 78×5

6 716×4

7 320×9

8 6×512

9 $1,061 \times 5$

10 $7 \times 2,378$

Name:

Date: *Tuesday 26th May*

Mystery Puzzle = _____

Advanced Multiplication

9x3	5x8	5x8	4x7	6x4	4x7	8x5	4x6	4x8	7x9	8x9	10x8	3x10	4x6	5x8	4x6	7x5	9x3	3x9
10x4	8x4	3x8	5x7	5x5	7x3	4x9	3x7	9x7	5x10	7x8	6x10	10x8	6x5	4x9	3x9	5x6	6x4	7x5
4x10	4x7	4x10	4x8	5x8	4x7	5x8	6x5	9x8	7x6	9x10		9x5	10x9	7x5	10x10	7x10	7x3	5x7
9x3	7x4	5x6	7x10	9x8	4x9	3x10	9x8	6x8	6x9	8x8	8x10	5x10	10x8	8x10	6x8	6x8	8x9	7x10
10x3	7x3	9x8	8x8	7x2	10x9	10x3	10x10	8x7	7x8	7x6	8x7	8x7	7x8	7x8	8x7	6x8	6x7	8x8
9x3	4x9	10x10	2x10	7x10	7x10	6x5	9x8	6x9	6x8	9x5	9x5	7x7	7x7	7x7	9x5	8x6	10x6	8x9
8x3	4x6	8x8	7x10	1x2	10x7	5x6	7x10	10x5	10x5	6x7	10x9	8x10	10x9		7x9		10x8	9x8
6x6	7x3	9x10	5x2	10x9	7x10	5x6	10x9	8x7	10x5	6x7	9x8	5x6	10x8		9x10		7x10	7x5
6x4	3x9	10x9	10x10	2x1	10x8	8x4	7x10	7x8	10x5	6x8	9x8	8x3	8x4	10x7	10x9	9x10	10x10	4x10
4x8	8x10	6x8	10x1	10x10	6x4	3x8	8x3	9x10	9x5	7x7	7x7	9x9	10x3	3x7	10x3	3x7	7x3	4x8
9x8	6x10	6x8	7x7	10x7	6x4	3x9	5x5	7x5	8x10	8x6	10x6	9x5	10x8	6x5	8x5	6x5	9x4	8x3
8x9	5x10	9x5	8x8	9x10	9x8	10x9	7x10	8x10	7x10	10x10	10x6	7x6	8x6	8x9	3x8	10x3	7x4	10x3
8x8	9x10	7x6	10x8	6x10	5x10	8x6	7x6	7x8	6x7	9x8	6x10	9x6	10x5	10x9	8x3	3x7	3x9	6x4
6x6	10x9	8x9	6x7	6x10	10x6	9x6	5x9	10x6	9x8	10x5	7x9	7x7	6x9	5x10	7x10	5x5	4x10	5x5
10x10	6x8	10x5	8x10	8x9	10x10	9x7	8x10	10x9	6x7	8x6	7x10	6x9	7x6	6x8	5x9	7x10	6x4	9x3
9x10	5x9	9x6	7x7	6x7	6x10	6x8	5x9	7x6	6x8	6x7	8x10	9x5	6x10	9x6	9x6	10x8	3x9	7x5
10x10	9x6	6x7	10x6	7x7	7x8	9x5	5x10	10x5	9x5	9x7	5x10	7x8	7x8	6x7	8x7	10x7	5x6	8x5
5x8	7x10	10x6	8x7	7x9	9x8	9x10	8x9	9x8	9x10	7x9	10x6	7x7	10x5	6x7	9x8	5x7	10x4	3x10
5x8	8x9	10x6	9x6	9x5	7x8	7x7	10x6	7x7	7x8	6x9	9x6	7x6	5x10	9x9	8x3	4x10	10x4	8x5
5x5	4x7	10x8	8x6	5x10	5x9	6x9	8x7	6x10	6x7	6x8	5x9	6x8	9x10	3x10	10x3	3x8	6x4	8x5

Key:

1-20 Gray

21-40 Blue

41-60 Green

61-100 Black

*Blank squares are white

Term 2 Week 7 Wednesday 27 th May Year 5 & 6		
Reading	Writing	Math
<p>We are learning that the features specific to informative texts help us to learn.</p> <p>Success criteria: I have used different features in informative text to help me learn</p> <p>Resources: France report and Information Report Features Table</p> <p>Mini Lesson: You are going to read an Information report about France. It is written by a student. You will notice that it has some typical features of an information report. As you read it I want you to be critical and ask yourself questions as you read. The questions might be: how big is France and how does that compare to Australia? What are other places that tourists visit in France? If there are 350 different types of cheeses, which ones are the most popular? You also need to write some of your own questions.</p> <p>Task: As you read, think about how the features of this text help you to learn, and how it leads to questions that will help you to learn more. When you have read the report about France, fill in the table – beside each Info Report feature write an example from the text. There is also room for you to write your questions.</p> <p>Independent reading (15-20 min) – students read their just right books/ library / home books of choice or online resources and read silently. Check EPIC Reading online for extra ‘information report’ reading (optional).</p>	<p>I am learning to paraphrase information from secondary sources and rewrite it in my own words.</p> <p>Success criteria: I can paraphrase the information I have researched and rewrite it in my own words. I can break my big idea into relevant subtopics.</p> <p>Resources: shorturl.at/DLO13 (YouTube clip about plagiarism) & report writing planner from yesterday.</p> <p>Mini Lesson: Plagiarism is copying another person's ideas, words or writing and pretending that they are your own work. We need to avoid that. Watch the YouTube explanation. Researching and writing about a topic does mean ‘copy and paste’ someone else’s work and call it mine. Researching is about reading information, understanding what you read and using it in a different way. If you can put it in your own words I know that you understand it.</p> <p>Example: <i>“The outside of a flower that can be seen easily consists of petals, the colored part of the flower, and the sepals, the small green structures that look like little petals at the base of the flower.”</i> This sentence was copied from https://www.avasflowers.net/facts-about-flowers-for-kids website.</p> <p>In MY OWN WORDS: <i>The petals of a flower are usually the part of the plant that is not green – petals have lots of different colours, depending on which plant they are from. Another part of the flower is the ‘sepals.’ They are green and are just under the petals, where it joins the stem.</i></p>	<p>Learning Goal: I am learning to complete two-digit multiplication using the <i>multiplication algorithm</i>.</p> <p>Resources: Worksheets, pen</p> <p>Mini-Lesson</p> <ul style="list-style-type: none"> • So now that your brain has remembered how to use the multiplication algorithm, it is time to become fluent with larger problems. • Today you will practise using the algorithm to answer two-digit problems. • Two-digit problems are done exactly the same as one-digit problems but there is TWO of them. Then you add them together. • HINT: Don’t forget to add the ‘secret’ zero when you begin answering the tens column! • Rob will show you how to do these problems in the video: • https://bit.ly/2Tgrq79 <p>Activity</p> <p>Complete the ‘Multiplying two-digit numbers’ worksheet.</p> <p>Optional Extension</p> <p>Play some of the set tasks on Prodigy, or have a go at some of the multiplication games here: https://www.digipuzzle.net/education/math-multiplications/</p>

At home learning

	<p>I would include a diagram in my report, to show the sepals and petals – I need to find a diagram and copy it, along with the address of the website I got it from.</p> <p>Task: Research your topic using your subheading questions after watching the clip about plagiarism. DO NOT write down information while you are still in the ‘search’ pages on Google (or whatever search engine you use). You must GO TO THE WEBSITE, read the information and if it is useful, write it in your own words (on your report writing planner). You must also copy and paste the website address if you haven’t visited the site before.</p>	
Spelling: Week 7 Term 2 Spelling focus – words beginning with suffix ‘ist’ meaning ‘job.’ Look Say Cover Write Check + one task of choice from the “Spelling activities for homework” or Spelling activities for school” suggestions.		

France

France is a large country in Western Europe. Some of the countries that border France include Germany, Italy and Belgium. It is home to over 66 million people and the official language is French.

Famous Places

France is one of the most visited countries in the world and there are many famous sights to explore. These include the Eiffel Tower in Paris (which has been visited by over 200,000,000 people), St. Tropez (a popular holiday destination for rich and famous guests in the summer months) and Chamonix (a ski resort in the French Alps).



Chamonix

Did you know...?

The world's most famous cycle race began in France in 1903.

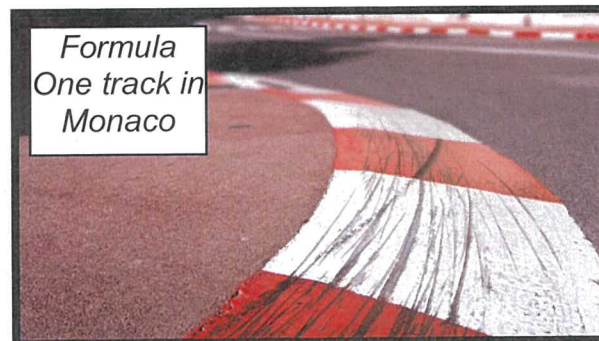


A map of France

French Sport

Sport plays an important role in French society. The most popular sports in France include football, basketball, tennis and handball.

Motorsports, including Formula One and motorcycle racing, are also very popular.



Formula One track in Monaco

Food

Many people believe that French cooking is the best in the world. A French meal is usually split into three parts:

- **Hors d'oeuvre** - This is a starter dish which may include salad, soup and / or bread. Baguettes (long, white bread sticks) may be shared.
- **Main Meal** - Popular French meals include Ratatouille (a stewed vegetable dish), Coq au vin (chicken braised with wine, bacon, mushrooms and garlic) and Boeuf Bourguignon (a rich beef casserole).
- **Fruit or Cheese** - Over 350 different kinds of cheese are made in France.



French cheeses

There is plenty to explore wherever you go in France. Learn the language, see the sights and enjoy the food!

Wednesday 27th May

Text title:	
Informational Report Features	Examples from the Text
Includes a strong lead, or first sentence page.	
Author researches topic and includes accurate information.	
Author presents information in a logical order with each idea discussed before moving on.	
The author presents different views on topic.	
The author may use primary sources.	
Includes graphic features (maps, photographs).	
Includes a strong ending that makes reader think.	
Questions I have from this text:	

- Different views – presenting more than one view about the same thing e.g. When visiting France many tourists want to visit the Louvre museum, but younger visitors may only be interested in Euro Disney.
- Primary sources – information that is not summarised or copied from websites or from books, but from actual resources – you might include a quote from someone who has been to France; or a photograph taken by someone you know, rather than getting one from the internet.
A primary source can be any type of work. Any piece of writing, image, film, sound recording, or human-made object can be a primary source.

Multiplying 2-Digit Numbers (with guides)

MM2 1

Instructions: Multiply these numbers.

Example

The 2 got carried and then was crossed off after it was added to the answer from 4×1

$$\begin{array}{r} 17 \\ \times 24 \\ \hline \end{array}$$

This 1 got carried from multiplying the second bottom digit. ($2 \times 7 = 14$)

This 1 got carried during the addition we did to get the final answer

$$\begin{array}{r} 168 \\ + 340 \\ \hline 408 \end{array}$$

1

$$\begin{array}{r} 23 \\ \times 12 \\ \hline \\ + \quad \quad 0 \\ \hline \end{array}$$

2

$$\begin{array}{r} 12 \\ \times 35 \\ \hline \\ + \quad \quad 0 \\ \hline \end{array}$$

3

$$\begin{array}{r} 18 \\ \times 13 \\ \hline \\ + \quad \quad 0 \\ \hline \end{array}$$

4

$$\begin{array}{r} 42 \\ \times 16 \\ \hline \\ + \quad \quad 0 \\ \hline \end{array}$$

5

$$\begin{array}{r} 47 \\ \times 26 \\ \hline \\ + \quad \quad 0 \\ \hline \end{array}$$

6

$$\begin{array}{r} 42 \\ \times 58 \\ \hline \\ + \quad \quad 0 \\ \hline \end{array}$$

Multi-Digit Multiplication Practice

MM2 4

Instructions: Multiply these numbers.

1

$$\begin{array}{r} 1 \\ 48 \\ \times 23 \\ \hline 144 \\ + 960 \\ \hline 1,104 \end{array}$$

2

$$\begin{array}{r} 37 \\ \times 75 \\ \hline \end{array}$$

3

$$\begin{array}{r} 98 \\ \times 41 \\ \hline \end{array}$$

4

$$\begin{array}{r} 52 \\ \times 16 \\ \hline \end{array}$$

5

$$\begin{array}{r} 86 \\ \times 43 \\ \hline \end{array}$$

6

$$\begin{array}{r} 135 \\ \times 94 \\ \hline \end{array}$$

7

$$\begin{array}{r} 605 \\ \times 26 \\ \hline \end{array}$$

8

$$\begin{array}{r} 514 \\ \times 72 \\ \hline \end{array}$$

9

$$\begin{array}{r} 371 \\ \times 54 \\ \hline \end{array}$$

Term 2 Week 7 Thursday 28 th May Year 5 & 6		
Reading	Writing	Math
<p>We are learning to recognise what credible (believable) information is, and what it isn't.</p> <p>Success criteria: I have learnt about what credible (believable) information is and what isn't.</p> <p>Resources: Epic Reading – Do You Know Tigers? Level P & Tigers Level N (Set as class reading) Harry Potter Character map example: fact file example (Elephants).</p> <p>Mini Lesson – We learn a lot by reading. When we read fiction we learn about places we haven't been to and people we haven't met. We can relate some of that learning to our lives and experiences, and think about how that relates to the wider world beyond our experience. We learn from non-fiction – that is the author's purpose – to teach us something, to broaden our knowledge, to confirm or challenge our views about the topic. Today you will read two texts in Epic Reading – one fiction and one non-fiction – about the same topic, Tigers.</p> <p>Task: As you read the texts I want you to think about what you are learning about Tigers. What is the author's purpose? What do they want you to know? Is there credible (believable) information in both texts or just one?</p> <p>Create a character map of the Tiger in the fiction text, and a fact file about the tigers in the non-fiction text.</p> <p>Independent reading (15-20 min) – students read their just right books/ library / home books of choice or</p>	<p>I am learning to think about my audience and include interesting information for my reader.</p> <p>Success criteria: I can think about my audience and include interesting information for my reader.</p> <p>Resources: Report planner from previous days & relevant websites / books.</p> <p>Mini Lesson: Information reports must be interesting as well as factual, or our audience won't want to read them! Read back through the notes you already have and think about whether they are interesting or not. If you find the facts about your topic interesting, someone else will too. So far you will have gathered facts and written them down. Think about what sort of graphics you might need to 'show' your audience what you have written about. Do you need: a map to show where something lives, or is; a diagram – a picture with labels – to add to your facts; a picture of your topic that adds interest to your work; a table to summarise facts or statistics (numbers) about your topic... Each graphic that you add needs a caption – a text box underneath or beside it, to explain what it is. You also need to include the information source (website address).</p> <p>Task: Read your report paragraphs. Do you need more information, or do you need to add a graphic to each paragraph to help your reader understand the topic? Start the publishing process – use a non-fiction book as a 'model' to help you organise your</p>	<p>Learning Goal: I am learning to use all my multiplication knowledge to complete a variety of questions using four strategies.</p> <p>Resources: Worksheets, pen</p> <p>Mini-Lesson</p> <ul style="list-style-type: none"> • So now you know almost everything about multi-digit time tables. • Today we will practice all the strategies one more time before a test tomorrow. • Here is Khan demonstrating heaps of problems so you don't forget! • https://bit.ly/2ZfkHOW <p>Activity Complete the 'Solve multiplication of one- or two-digit numbers' worksheet.</p> <p>Optional Extension: Damult Dice https://bit.ly/2ZcaxhJ Each player takes turns rolling 3 dice. First to break 200 wins. On your turn, you get to choose two dice to add together, then you multiply the sum by the final die. That's your score for that turn. For example, I roll a 3, a 4, and a 6 on my turn. I could either do (3+4) times 6 for 42 points, OR (3+6) times 4 for 36 points, OR (4+6) times 3 for 30 points. I'll take the 42 points.</p>

At home learning

online resources and read silently. Check EPIC Reading online for extra ‘information report’ reading (optional).	page. Make sure you have a balance of words and graphics.	
Spelling: Week 7 Term 2 Spelling focus – words beginning with suffix ‘ist’ meaning ‘job.’ Look Say Cover Write Check + one task of choice from the “Spelling activities for homework” or Spelling activities for school” suggestions.		

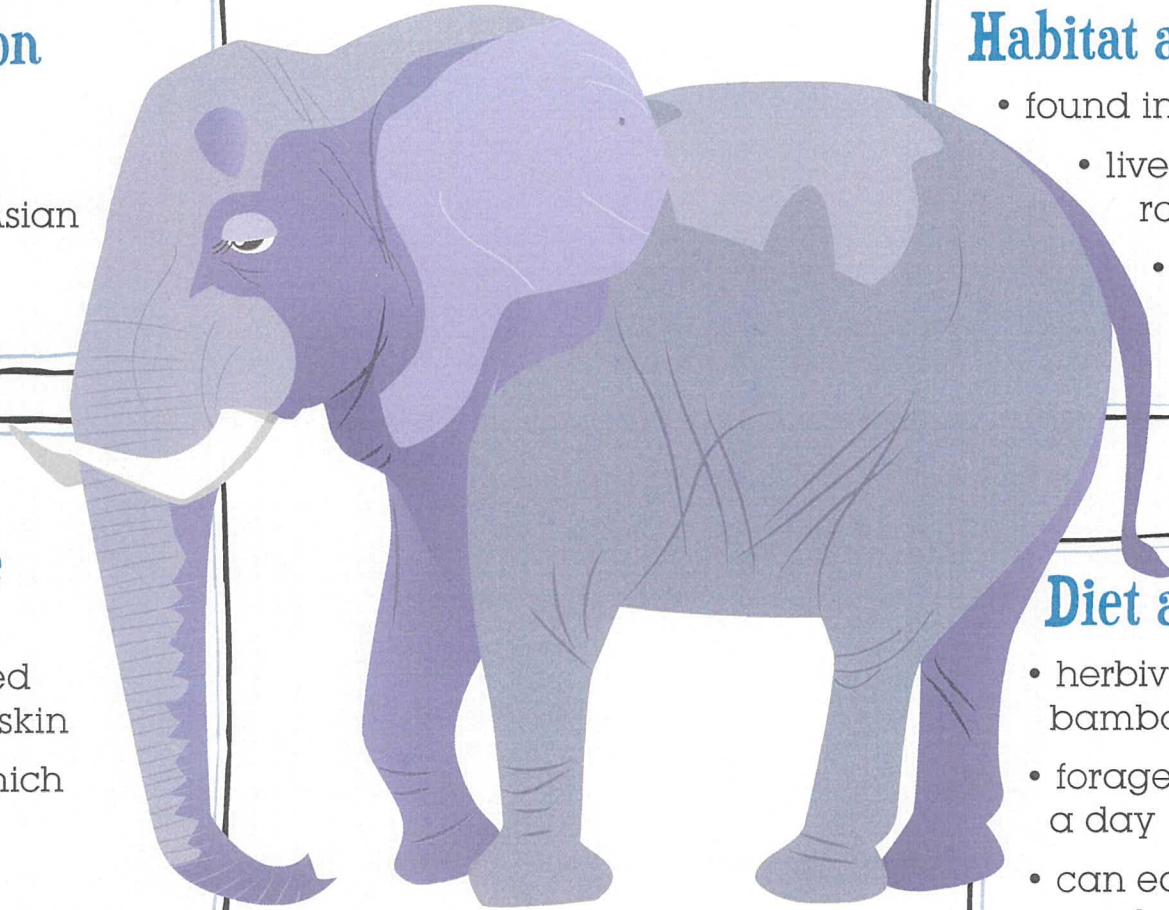
Fact File - Elephants

Classification

- mammals
- two species – African and Asian
- lifespan of 50-70 years

Size and Appearance

- large, bulky bodies covered in thick, grey skin
- large ears which help regulate temperature
- long trunks, used for lifting objects



Habitat and Lifestyle

- found in Africa and Asia
- live in grasslands, rainforests and deserts
- stay in groups called herds, led by the oldest female

Diet and Eating Habits

- herbivores – eat leaves, twigs, bamboo and roots
- forage for around 16 hours a day
- can eat 150 kg (300 lb) of food per day

Physical Appearance

Dark hair

Pale skin

Zig zag scar on his forehead

Round glasses

Relationships

Parents – died

Dursley family – unhappy step family

Friends – Ron, Hermione, Hagrid
Dumbledore

Enemies – Lord Voldemort, Draco Malfoy



Personality Traits

Determined

Curious

Friendly

Loyal to friends

Wants to learn

Sad & angry about his parents

Important Quotes

It takes a great deal of bravery to stand up to our enemies, but just as much to stand up to our friends.

It does not do well to dwell on dreams and forget to live.

But you know, happiness can be found even in the darkest of times, if one only remembers to turn on the light.



Solve multiplication of one- or two-digit numbers

Name: _____

Date: Thursday 28th May

Number and Place Value

Solve problems involving multiplication of large numbers by one- or two-digit numbers using efficient mental, written strategies and appropriate digital technologies (VCMNA183)

Understanding

1. Multiply the following numbers.

a) $\begin{array}{r} 12 \\ \times 6 \\ \hline \end{array}$

c) $\begin{array}{r} 14 \\ \times 9 \\ \hline \end{array}$

e) $\begin{array}{r} 18 \\ \times 7 \\ \hline \end{array}$

b) $\begin{array}{r} 16 \\ \times 6 \\ \hline \end{array}$

d) $\begin{array}{r} 17 \\ \times 9 \\ \hline \end{array}$

f) $\begin{array}{r} 15 \\ \times 7 \\ \hline \end{array}$

2. Multiply the following numbers.

a) $\begin{array}{r} 11 \\ \times 13 \\ \hline \end{array}$

c) $\begin{array}{r} 19 \\ \times 14 \\ \hline \end{array}$

e) $\begin{array}{r} 34 \\ \times 27 \\ \hline \end{array}$

b) $\begin{array}{r} 18 \\ \times 16 \\ \hline \end{array}$

d) $\begin{array}{r} 23 \\ \times 19 \\ \hline \end{array}$

f) $\begin{array}{r} 83 \\ \times 67 \\ \hline \end{array}$

Fluency

1. Multiply the following numbers.

a) $\begin{array}{r} 123 \\ \times 6 \\ \hline \end{array}$

c) $\begin{array}{r} 174 \\ \times 3 \\ \hline \end{array}$

e) $\begin{array}{r} 826 \\ \times 6 \\ \hline \end{array}$

b) $\begin{array}{r} 234 \\ \times 9 \\ \hline \end{array}$

d) $\begin{array}{r} 452 \\ \times 7 \\ \hline \end{array}$

f) $\begin{array}{r} 637 \\ \times 8 \\ \hline \end{array}$

2. Multiply the following numbers.

a) $\begin{array}{r} 312 \\ \times 16 \\ \hline \end{array}$

c) $\begin{array}{r} 463 \\ \times 23 \\ \hline \end{array}$

e) $\begin{array}{r} 932 \\ \times 36 \\ \hline \end{array}$

b) $\begin{array}{r} 174 \\ \times 32 \\ \hline \end{array}$

d) $\begin{array}{r} 629 \\ \times 47 \\ \hline \end{array}$

f) $\begin{array}{r} 962 \\ \times 84 \\ \hline \end{array}$

Problem Solving

- Bill buys 15 Smartie packets each containing 130 Smarties. How many Smarties has he bought?
- A Vline train carriage has a capacity of 432 people. If there are 7 carriages travelling to Bendigo, how many people can travel on the train?
- The local stockyards have 27 pens. If 823 sheep can fit in each pen, what is the maximum amount of sheep the stockyards can keep at one time?
- The capacity of each terminal at the Melbourne Airport is 963 people. If Melbourne Airport has 32 terminals, how many people can the airport hold at one time?

Reasoning

1. Multiply the following numbers using the Italian Lattice Method.

a) $\begin{array}{cc|c} 3 & 4 & \\ \hline \end{array} \begin{array}{c} 5 \\ 7 \end{array}$

b) $\begin{array}{cc|c} 6 & 7 & \\ \hline \end{array} \begin{array}{c} 8 \\ 2 \\ 6 \end{array}$

2. Multiply 57×42 by using the grid below to work out the answer.

	50	7	
40			=
2			=
Total			=

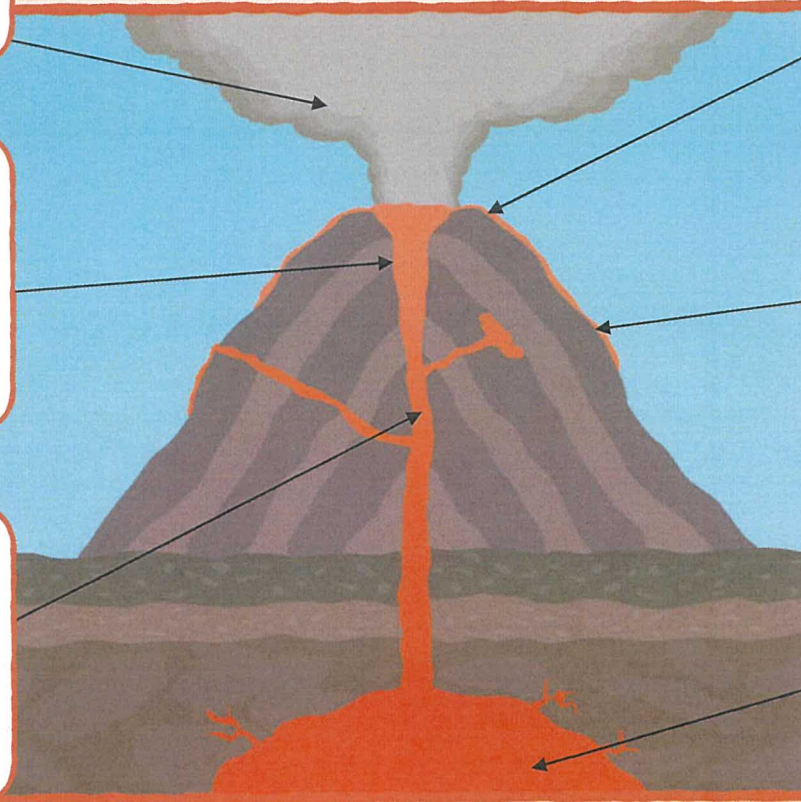
Term 2 Week 7 Friday 29 th May Year 5 & 6		
Reading	Writing	Math
<p>We are learning that illustrations and graphics help to communicate the author's message.</p> <p>Success criteria: I can notice how illustrations and graphics help communicate the author's message.</p> <p>Resources: Volcano Diagram Worksheet & Facts about Volcanoes</p> <p>Mini Lesson: Reading non-fiction is more difficult if the author has not provided diagrams, photographs, tables and other graphics to help you to visualise the information and show you what they mean. Imagine trying to draw a platypus from reading the information in a report but not being able to see it. That would be hard work. The information is better understood if it is balanced – some text and some graphics. You have two pieces of information about Volcanoes – one with no graphics and one with no text!</p> <p>Task: Read the text and look closely (noticing details) at the graphic. Try drawing a diagram using only the information in the text (no cheating! Don't do any research); and then add your own information to the graphic (diagram). Think about which task was easier and why? How could both pieces of information be improved?</p> <p>Independent reading (15-20 min) – students read their just right books/ library / home books of</p>	<p>We are learning to include a glossary for topic specific vocabulary.</p> <p>Success criteria: I can include a glossary for topic specific vocabulary.</p> <p>Resources: Report writing, dictionary (online or traditional).</p> <p>Mini Lesson: every non-fiction topic has topic specific vocabulary. Often, these are words that are only used for that topic. You will have written some down – in my case, topic specific vocabulary would include the words 'petal' and 'sepal.' These are words you would find in a non-fiction book about plants, and that book might have a glossary. A glossary is a mini dictionary in a non-fiction text that helps the reader to understand the words in context. The word 'petal' is known to all of us – we might write it in a story if there are flower petals falling from a vase, or rose petals in the garden... but in a non-fiction text my glossary would have a definition – petals are the brightly coloured part of a flower, often scented, that are designed to attract pollinators like ants, bees and birds to the plant.</p> <p>Task: Your job for today, as well as completing your published Information Report, is to create a glossary of topic specific vocabulary. You can create a table or a list on another page. Write</p>	<p>Learning Goal: I am learning to use all my multiplication knowledge to complete a variety of questions using four strategies.</p> <p>Resources: iPad or Computer</p> <p>Mini-Lesson</p> <ul style="list-style-type: none"> You have been practising multiplication this week. By now your brain is finely tuned to the strategies you have practised. You know many of your multiplication facts. You can multiply using the algorithm. You can even multiply larger numbers using the algorithm! Now it is time to show your teacher how much you know by complete the set test on Essential Assessment. Good luck! <p>Assessment: Complete the 'Number and Algebra – Multiplication' test using Essential Assessment.</p> <p>Do your best and try not to ask for help from anybody else. We want to see what YOU know.</p>

At home learning

choice or online resources and read silently. Check EPIC Reading online for extra I 'information report" reading (optional).	the definitions in your own words (no plagiarising). As you find the topic specific words in your writing, make them bold so they stand out – you may have noticed that in non-fiction books some words are highlighted, for this reason – they are topic specific and thet can be found in the glossary.	
Spelling: Week 7 Term 2 Spelling Test – words beginning with suffix 'ist' meaning 'job.' Say the word, say it in a sentence, say the word again, so children can hear the word in context before writing it down.		

Diagram of a Volcano

Can you label and write a brief description of each part of this volcano?



Facts about Volcanoes

A volcano is a vent or chimney which transfers molten rock (known as magma) from depth to the Earth's surface through eruptions. Magma erupting from a volcano is called lava. Lava builds up around the vent and forms a cone.

A volcano is currently active if it is erupting lava, releasing gas or generating seismic activity. An active volcano is labelled dormant if it has not erupted for a long time but could erupt again in the future. When a volcano has been dormant for more than 10 000 years, it is considered extinct. Volcanoes can remain inactive, or dormant, for hundreds or thousands of years before erupting again. During this time, they can become covered by vegetation, making them difficult to identify.

How explosive a volcanic eruption is depends on how easily magma can flow or trap gas. If magma is able to trap a large amount of gas, it can produce explosive eruptions.

Volcanoes can have many different appearances. Some volcanoes are perfect cone shapes while others are deep depressions filled with water. The shape of a volcano provides clues to the type and size of eruption that occurred. Eruption types and sizes depend on what the magma is made up of. Three common volcano forms are: Shield, Composite (Strata) and Caldera.

From **Geoscience Australia** <https://www.ga.gov.au/scientific-topics/community-safety/volcano>