

# GRADE 5: Thursday 10<sup>th</sup> June

Please check in using this link by 1pm so your teacher can mark you present on the roll:

<https://docs.google.com/forms/d/e/1FAIpQLSf47m30O3CMYkISCsoRDZIID70Cxy9wXZik9t9n1e7Hy68ZsQ/viewform>

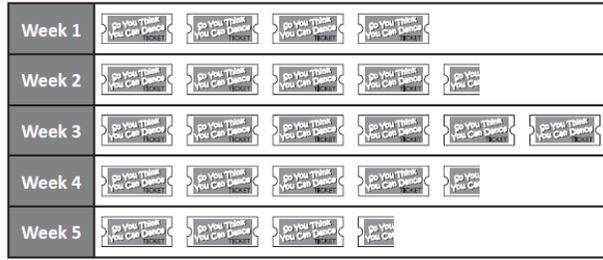
READING	WRITING	MATHS	INQUIRY/OTHER
<b>Learning intention</b>	<b>Learning intention</b>	<b>Learning intention</b>	<b>Learning intention</b>
<b>We are learning:</b> how to make connections in a variety of ways.	<b>We are learning:</b> how to plan different solutions for a narrative.	<b>We are learning:</b> how to analyse data.	<b>We are learning:</b> how to be mindful in the community.
<b>Success Criteria</b>	<b>Success Criteria</b>	<b>Success Criteria</b>	<b>Success Criteria</b>
<b>I can:</b> read for 20 minutes. <b>I can:</b> complete a connection task based on what I have read.	<b>I can:</b> plan solutions for a narrative. <b>I can:</b> describe solutions to your problems.	<b>I can:</b> read a graph and use the key. <b>I can:</b> analyse and answer questions related to the data.	<b>I can:</b> be present and in the moment. <b>I can:</b> focus on the steps I take.
<b>Task</b>	<b>Task</b>	<b>Task</b>	<b>Task</b>
<p><b>CURIOS CONNECTOR</b></p> <p>Independently read for at least 20 minutes.</p> <p>Choose 1 task from the following list to complete based on what you have read (a different task to the one you chose last week):</p> <ul style="list-style-type: none"> <li>• Create a table and note down connections (text to self, text to text and text to world) about today's reading.</li> <li>• Write a letter to the author of the book. You may wish to tell them what you thought about the book, your favourite characters, your favourite part and your ideas for a sequel.</li> <li>• Rewrite your favourite scene of the story. Make it funnier, scarier and more mysterious. Substitute friends' names as characters, change the settings etc.</li> <li>• Write a diary entry from the main character or the author's point of view about the most interesting part in the book.</li> <li>• Write down the problems that occur in the story and how you predict that they will be solved in the end. Give reasons for your predictions.</li> </ul>	<p><b>NARRATIVE WRITING- SOLUTIONS</b></p> <p>Brainstorm and draw a solution to each problem you came up with yesterday, to end your story.</p> <p>Around the drawing of each solution, write as many descriptions about the what happens, including:</p> <ul style="list-style-type: none"> <li>- How the solution solves the problem</li> <li>- What happens to the character during the solution?</li> <li>- What happens after the solution?</li> <li>- When and where does the problem happen?</li> <li>- Adjectives describing what the character feels when the problem is solved</li> <li>- How is this an exciting ending?</li> </ul> <p>Remember to use WOW words! A good description matches the illustration.</p>	<p><b>CHANCE AND DATA</b></p> <p>Using the data representations below, answer the questions attached to each problem.</p> <p>Answer each question in full sentences!</p> <p><b>Please scroll down to the below pages.</b></p>	<p><b>GRATITUDE SCAVENGER HUNT</b></p> <p>Look around your house and garden to find one item for each of the things on the list below and record the item in your book. If you want you can have a race with someone in your family, to see who can find things the quickest.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Find something that is your favourite colour</p> <hr/> <p>Something that reminds you of your friends</p> <hr/> <p>Find something that makes you happy</p> <hr/> <p>Find a gift to make someone else in your family happy</p> <hr/> <p>A thing you love in nature</p> <hr/> <p>Something that is helpful or useful</p> <hr/> <p>Something that was a gift from someone special</p> </div> <p>Draw or write your results.</p> <div style="text-align: right; margin-top: 10px;">  </div>

<b>Too hard?</b>	<b>Too hard?</b>	<b>Too hard?</b>	<b>Too hard?</b>
	Think about solutions from books and movies for inspiration. Make sure you don't copy someone else's ideas though.		
<b>Too easy?</b>	<b>Too easy?</b>	<b>Too easy?</b>	<b>Too easy?</b>
	Write a short paragraph using all the describing words above, to create an exciting ending.	Go onto SUMDOG, Essential Assessment or Mathletics play. Your teacher can see how many minutes you play for.	
<b>Don't have _____?</b>	<b>Don't have _____?</b>	<b>Don't have _____?</b>	<b>Don't have _____?</b>

5F put on their own version of "So You Think You Can Dance". Use the graph and key to answer the following:

**Ticket Sales**

Key:  = 20 tickets



a How many tickets does each  represent?

b How many tickets were sold in Week 1?

c How many tickets were sold in Week 5?

d In which week were the most tickets sold?

e How many tickets were sold that week?

f During which two weeks were the same number of tickets sold?

g How many more tickets were sold in Week 3 than Week 1?

h How many tickets were sold during the entire sales period?

**In a scandal that rocked the school, it was found that ticket sales data were fudged. The maximum attendees for any one week was actually 60.**

a How many tickets does each symbol now represent?

b How many tickets were really sold during the entire sales period?