

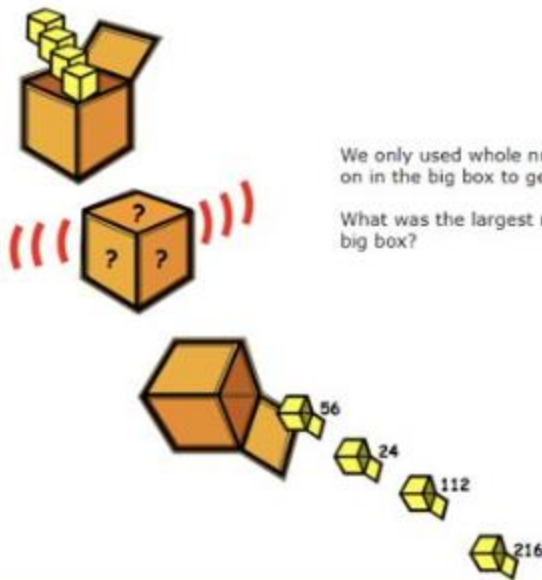
YEAR 5 REMOTE LEARNING – TERM 3 – WEEK 1

Year 5 students had a busy week returning to the routines of Remote Learning!

In Maths – we ran a fun and challenging problem-solving lesson -



Four numbers in little boxes are put into a special big box that does a multiplication, then four new numbers come out at the end:

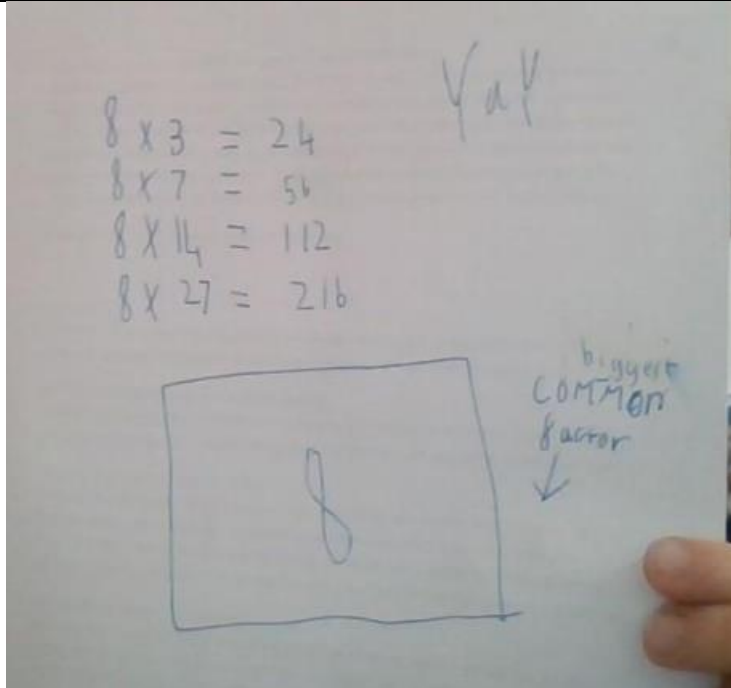


We only used whole numbers to go in, so, what multiplication might have gone on in the big box to get the answers in the picture above?

What was the largest number that could have been used to multiply by, in that big box?

Students had to persist and use trial and error as well as their knowledge of factors and multiples to help solve this problem. Here are some student responses:

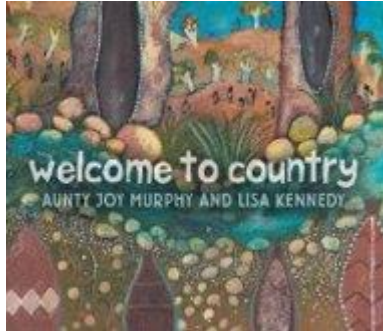
Chloe - 5T	I think the number in the magic box is 8 because the numbers that came out were: 56, 24, 112, 216 And eight is a factor of all of them $3 \times 8 = 24$ $7 \times 8 = 56$ $27 \times 8 = 216$ $14 \times 8 = 112$ The answers are the numbers that came out Therefore eight is the number in the magic box.
Audrey - 5T	Is it 8? Because each of the numbers can go into 8 evenly? $24 \div 8 = 3$ $56 \div 8 = 7$

	$112 \div 8 = 14$ And $216 \div 8 = 27$																								
David - 5T	 <p>Handwritten student work showing multiplication facts for 8 and a diagram of a square with the number 8 inside. The text "Yay" is written at the top right, and "biggest common factor" with an arrow pointing to the number 8 is written at the bottom right.</p>																								
Aaron - 5T	<p>Today's Maths:</p> <table> <tr> <td>$7 \times 8 = 56$</td> <td>$14 \times 8 = 112$</td> </tr> <tr> <td>$14 \times 4 = 56$</td> <td>$112 \times 1 = 112$</td> </tr> <tr> <td>$28 \times 2 = 56$</td> <td>$56 \times 2 = 112$</td> </tr> <tr> <td>$56 \times 1 = 56$</td> <td>$28 \times 4 = 112$</td> </tr> <tr> <td></td> <td>$16 \times 7 = 112$</td> </tr> </table> <table> <tr> <td>$8 \times 3 = 24$</td> <td>$27 \times 8 = 216$</td> </tr> <tr> <td>$6 \times 4 = 24$</td> <td>$216 \times 1 = 216$</td> </tr> <tr> <td>$12 \times 2 = 24$</td> <td>$54 \times 4 = 216$</td> </tr> <tr> <td>$1 \times 24 = 24$</td> <td>$72 \times 3 = 216$</td> </tr> <tr> <td></td> <td>$36 \times 6 = 216$</td> </tr> <tr> <td></td> <td>$27 \times 8 = 216$</td> </tr> <tr> <td></td> <td>$24 \times 9 = 216$</td> </tr> </table> <p>Miss Temple - "What is the HIGHEST common multiple?" Aaron - "Is it 8?" Miss Temple - "IT IS 8!!!!!!" Aaron - "YES!"</p>	$7 \times 8 = 56$	$14 \times 8 = 112$	$14 \times 4 = 56$	$112 \times 1 = 112$	$28 \times 2 = 56$	$56 \times 2 = 112$	$56 \times 1 = 56$	$28 \times 4 = 112$		$16 \times 7 = 112$	$8 \times 3 = 24$	$27 \times 8 = 216$	$6 \times 4 = 24$	$216 \times 1 = 216$	$12 \times 2 = 24$	$54 \times 4 = 216$	$1 \times 24 = 24$	$72 \times 3 = 216$		$36 \times 6 = 216$		$27 \times 8 = 216$		$24 \times 9 = 216$
$7 \times 8 = 56$	$14 \times 8 = 112$																								
$14 \times 4 = 56$	$112 \times 1 = 112$																								
$28 \times 2 = 56$	$56 \times 2 = 112$																								
$56 \times 1 = 56$	$28 \times 4 = 112$																								
	$16 \times 7 = 112$																								
$8 \times 3 = 24$	$27 \times 8 = 216$																								
$6 \times 4 = 24$	$216 \times 1 = 216$																								
$12 \times 2 = 24$	$54 \times 4 = 216$																								
$1 \times 24 = 24$	$72 \times 3 = 216$																								
	$36 \times 6 = 216$																								
	$27 \times 8 = 216$																								
	$24 \times 9 = 216$																								

We also worked on improving our Reading skills:

Students were asked to listen to "Welcome to Country" on Story Box Library. This book is written by Aunty Joy Murphy and Lisa Kennedy. Students were asked to **synthesise** the story. To synthesise is to

focus on how your thinking changes as you read a text. It is an important reading comprehension strategy.



Here are some of the responses:

Patrick - 5T	<p>At first, I thought it was about how Aboriginal people welcome people that are not from Australia.</p> <p>Now I think it's about how Aboriginal people teach other people about their traditions.</p> <p>After reading the book I think it's about Aboriginal people welcoming others to country through their traditions.</p>
Kevin - 5T	<p>At first, I was thinking that this book was about the Aboriginals and the first fleet.</p> <p>Now I'm thinking it's about their ancestors and the animals from important folk tales.</p> <p>After reading, I think it's about welcoming people into your land and acknowledge the true owners of the land.</p>
Hannah - 5T	<p>At first, I thought that the book was going to be from a character's perspective and the character in the book would be talking about the different cultures of the Aboriginal people. Now I know that it's actually from the author's perspective and it's about the special traditions and how the Aboriginal people give different greetings/ welcome to country.</p>

Olivia - 5T	<p>Welcome to Country</p> <p>By Aunty Joy Murphy & Lisa Kennedy</p> <p>At first, I thought this might be a realistic fiction- a story about somebody who lives in Australia, and it is showing you the different parts of their country</p> <p>Now I am thinking, it is telling us about welcoming different people to their country, and showing us about all the different languages, and traditions, and culture.</p> <p>After reading this I think, this is about culture, welcoming, and traditions. It is almost a poem in the way that it is written. Its meaning was to show us the way they welcome new people into their country.</p>
Maddie S - 5T	<p>At first I thought the story would be fictional and about talking animals and indigenous people from Australia.</p> <p>Now I am thinking It's about Aboriginal people respecting their land and culture.</p> <p>After reading I think It's about Aboriginal people understanding and being happy for who they are and their land, culture and beliefs.</p>