

## Grade 5/6 Learning Tasks Term 3 Week 3 - MONDAY

### READING

This lesson will be taught during our class Webex session today.

Please submit this learning task to Compass for feedback and evaluation by 5pm on Friday.

Please refer to the link for instructions on how to upload the learning tasks.

<https://youtu.be/YWiLyJOP6CQ>

#### Learning Intention:

I can make inferences to strengthen my comprehension of a text.

#### Success Criteria:

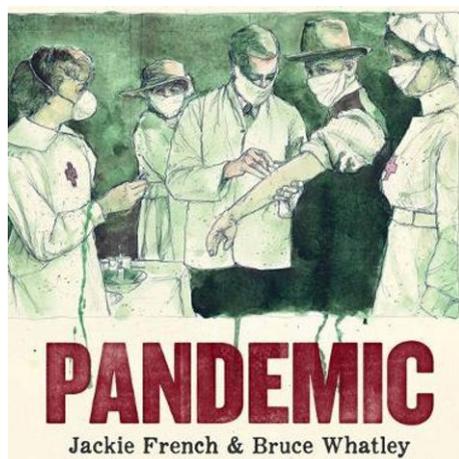
I have used context clues to infer the location of the setting of a text.

#### Learning Resources Required:

Exercise book, pencils and iphone/tablet/computer.

#### Learning Task:

Today we are going to interact with a new Jackie French book titled 'Pandemic'. We will revisit this book multiple times this week in an attempt to dig deeper, strengthen our understanding, and extend our thinking. This book was published in 2020. Take a close look at the front cover below.



The book is based on the real life Spanish flu event that occurred in 1918, after WW1. The impact of this event affected numerous countries around the world. Jackie French never explicitly states where in the world the book takes place. The text never mentions a town, a city, or a country.

So how do we work out where it takes place? Why did Jackie French choose not to include these details in the text? How does this technique impact the reader? How can this inform your own writing skills? **Does 'show, not tell!' ring any bells?**

#### Learning Task:

Even though Jackie French never mentions the location, we are able to make a logical assumption based on clues, context and evidence from both the chosen words and the illustrations. *It is a great example of getting your readers to do the heavy lifting and make inferences based on their personal experience and schema.*

1. Read through the text, via the video link below, and record any evidence to support your thinking regarding the location and setting of the book. Where do you think the story takes place and how can you justify your thinking?  
<https://youtu.be/CZkQM5Pjy2A>
2. Would students living in a different country comprehend the text differently to you? Why might that be the case?
3. What can you take away in regards to bringing a setting and location to life in the eyes' of your own audience?

## WRITING

### **Learning Intention:**

I can plan the narrative arc of my story.

### **Success Criteria:**

I have planned the outline for all structural elements of my narrative.

### **Learning Resources Required:**

Exercise book and coloured textas or pencils.

### **Learning Task:**

The aim of today's lesson is to compose a plan or outline of your narrative. As we have previously discussed in class, taking the time to create a detailed plan assists with word choice, key story elements, and characterisation, to enhance the flow of your writing. All these ingredients add up to a much more engaging story that audiences will connect with.

Read the following interview with Jackie French to learn her suggestions and tips for bringing your story to life:

<https://justrightwords.com.au/jackie-french-am/>

Due to the different text type options (picture story book or novelet), you will need to choose a planning method or organiser that will best assist you in this process.

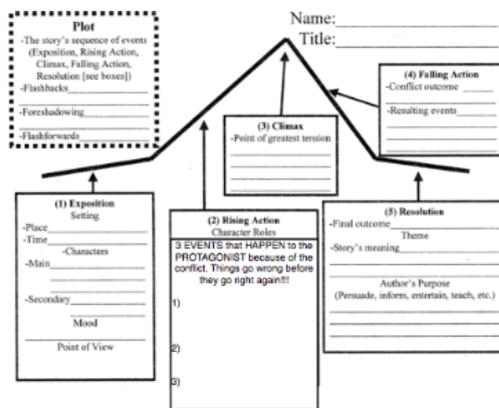
### **Storyboard:**

If you are creating a picture storybook you might like to use a storyboard to plan for each page. This will allow you to think about your text, font, size, and where it will sit on the page. You can break down your illustrations to plan for camera angles, colours to convey mood or even white space to build certain emotions.

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**Story Map/Mountain:**

If you are composing the novelet or short story text type you might find a story map or story mountain is better suited in structuring your narrative arc.



**Learning Task Response:**

Select your preferred planning method and plot out each stage of your narrative arc. Plan an outline for the beginning, middle, rising complication, resolution and an ending that does justice to your story. Think carefully about the actions and behaviour of your character/s at each stage. Make sure you are staying true to the moral or message that you identified to help guide you.

If possible, share your plan with a family member or friend for feedback. Jackie French highlights this 'talking' as a vital part of the writing process!

**Extension:**

Start thinking about the front cover of your text. How will you introduce your story to your audience? Head to Jackie French's website to explore several of her front covers:

<https://www.jackiefrench.com/>

What techniques does she use or rely on? Are there any commonalities that you could emulate?

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

**MATHS - Number (Related denominators)**

**Learning Intention:**

I can use related denominators to help me compare fractions.

**Success Criteria:**

I have converted fractions to identify which is the largest.

**Learning Resources Required:**

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

**Learning Task:**

Last week we converted 1 whole lolly snake into 8 pieces and then into 16 pieces.

You could also describe this by saying we cut one whole lolly snake into 8ths and then 16ths.

These two types of fractions are related because 8 is a factor of 16.

When you multiply one denominator it can become the other denominator easily.

When we cut one eighth of a lolly snake in half it turns into two sixteenths.

Why is that?

Let's find out together.

This fraction is cut into eight pieces.

One piece of this fraction is coloured in red.

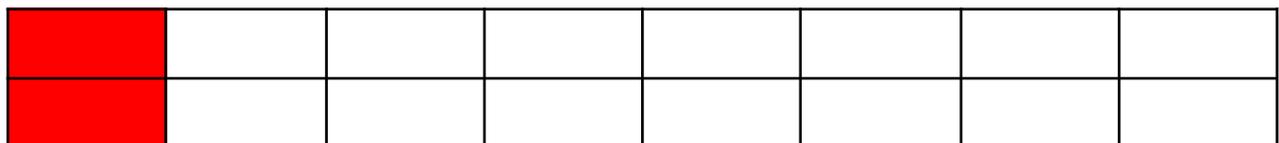
So  $\frac{1}{8}$ th of the pieces are coloured in.



This fraction is cut into 16 pieces.

Two of the pieces are coloured in red.

So  $\frac{2}{16}$ ths of the pieces are coloured in.



The amount of pieces are different, but the amount that is coloured in stays the same.

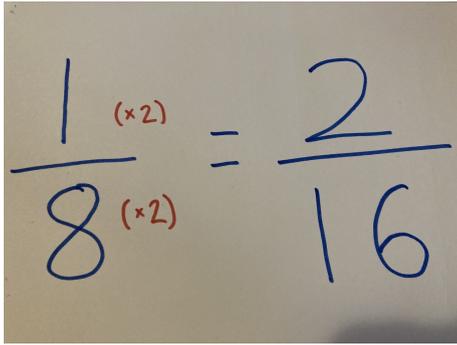
So you can see :

When you cut all of the pieces in half, it changes the denominator (the maximum amount of pieces).

It also changes the numerator (the number of pieces coloured in).

That's why when you convert a denominator to compare two different fractions you have to do the same thing to the numerator.

Here is how you would represent this change mathematically.



$$\frac{1}{8} \stackrel{(\times 2)}{=} \frac{2}{16}$$

You can complete this conversion with any related fraction, (where one denominator can be multiplied to make the other denominator).

You may already be familiar with the less than ( $<$ ) and greater than ( $>$ ) symbols. Imagining each symbol as a hungry crocodile mouth may help you remember which symbol is which.

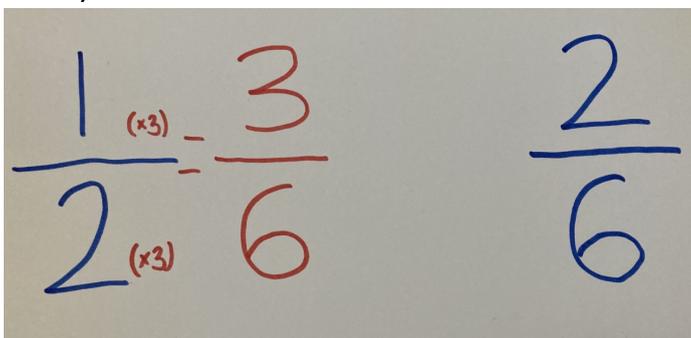
The crocodile would always want to eat the bigger number.



$$\frac{1}{2} \qquad \frac{2}{6}$$

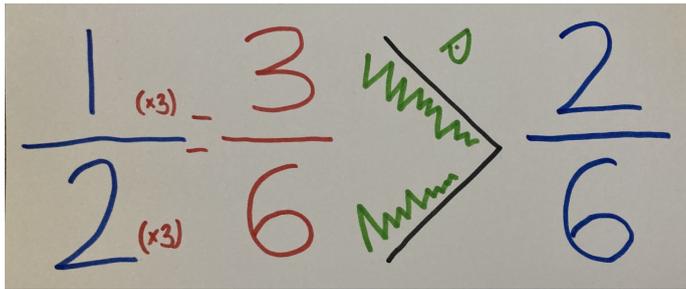
Today we are going to use our new understanding of related denominators to convert fractions to identify which one is bigger. You may use the following method, or diagrams like above to help you.

Because we know that  $2 \times 3 = 6$  we can change the denominator on the left by multiplying it by 3. Whatever we do to the denominator, we have to do to the numerator as well, so we multiply that by 3 too.



$$\frac{1}{2} \stackrel{(\times 3)}{=} \frac{3}{6} \qquad \frac{2}{6}$$

Because we know that 3/6ths is definitely bigger than 2/6ths we can put in the 'greater than' sign, and make sure that the crocodile teeth are facing the bigger number.



Have a go at converting these fractions with related denominators and identifying which is larger using the greater than and less than symbols. Sometimes you might even have to use an equals symbol!

1/3 vs 2/6  
 1/2 vs 3/4  
 3/5 vs 4/10  
 5/7 vs 8/14  
 9/10 vs 18/20

**Extension:**

2/6 vs 13/36  
 4/25 vs 15/100  
 228/365 vs 685/1095

## SPELLING

**Learning Intention:**

I can apply my phonological and morphological knowledge to build new words.

**Success Criteria:**

I have created morphemes by rearranging phonemes and graphemes.

**Learning Resources Required:**

Exercise book, pencils, and iphone/tablet/computer

**Learning Task and Response:**

***Spelling Wheel of Fortune:***

Write down all the letters included in your first and last name. Set yourself a 10 minute timer. Try to make as many new words as you can, applying your knowledge of letter combinations. You are only allowed to use the letters included in your name.

**Extension Task:** Involve your family in this game. You could use your names or select a random combination of letters. You could award points for words of different lengths to make it more exciting. Award different points for 3 letter words, 4 letters words and so on.

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

## WELLBEING

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

**PHYSICAL ACTIVITY**

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