

## Grade 5/6 Learning Tasks Term 3 Week 2 WEDNESDAY

This week we are asking that you upload **ONE** learning task response to share with your teacher. Please choose a piece of work that you are most proud of. The learning task will need to be submitted for evaluation and feedback via the Compass Learning Task tab by **Friday 5pm**.

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

<https://youtu.be/YWiLyJOP6CQ>

If you are unsure of what is required, please contact the school and a message will be sent to your child's teacher: (03) 5968 1313 or [gembrook.ps@education.vic.gov.au](mailto:gembrook.ps@education.vic.gov.au).

### Learning Task:

Please upload a copy of **ONE** piece of work that you are **most proud** of from this week. This could take the form of your writing, a reading response or a maths task.

## READING

### **Learning Intention:**

I can think critically to deepen my understanding of a text.

### **Success Criteria:**

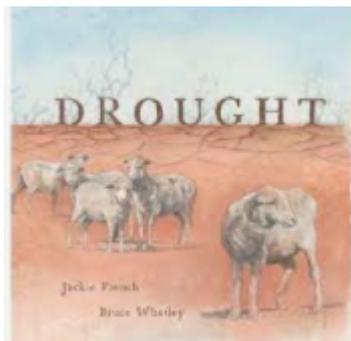
I have made inferences regarding the moral of a text.

### **Learning Resources Required:**

Workbook, pens/pencils, and a computer/device.

### **Learning Task**

Today we will be closely examining the text 'Drought' by Jackie French. Take a look at the front cover. What choices do you think Jackie French made? What is the significance of the sheep? Why does the title sit where it does?



In class, we would read the text and discuss what we think would be the central message or moral of the story. Each one of us would probably have a slightly different opinion due to our own personal experiences and our prior schema, that we bring to the text.

***A moral refers to the lesson that can be derived from a story or experience***

As you listen to the story today your task is to try and identify the message or moral that Jackie French wants to convey through the story. One strategy could be to stop and reflect at different points through the book. Another strategy is to read the book several times, reflecting on your thinking after each reading.

Click on the following link to listen to the story, using your preferred strategy to gather evidence regarding the message/moral:

<https://youtu.be/vMQpe0hBQ8>

**Learning Task Response :**

Write a reflection regarding what you think is the key message or moral of the story. Remember to justify your thinking by referencing certain events and evidence from the text. How can you support your thinking?

As you listen to the story, make sure you write down any words that are new or you do not know the meaning of. This task is not about personification or looking at vocabulary, but there are some great examples of both, so you may like to record them to use as inspiration for your writing.

**Independent Reading / Track my thinking**

Independently read for 20 mins

- Record your thinking in your workbook (Remember to include book title and date)
- Identify the reading strategy/ies you have worked on and provide evidence of your thinking
- Extra reading resources can be accessed via [Tumble Books](#) or [Reading Eggs](#). Students can also use their own readers from home.

**Extension:** Rewrite the story from a different perspective. How would this change the narrative?

## WRITING

**Learning Intention:**

I can use the technique of 'personification' to strengthen my writing.

**Success Criteria:**

I have refined my word choice through the technique of 'personification'.

**Learning Resources Required:**

Workbooks and pens/pencils.

**Learning Task:**

Through our interaction with several of Jackie French's texts, we have discovered that she often uses the technique of 'personification'. The following is a list of some of the phrases we identified in class, from the the book 'The Fire Wombat':

**The monster called a bushfire woke.**

**Grey sky becomes it's scarlet cloak.**

**Trees grew flickering flame-red hair.  
Where even bushfire's breath can't creep.**

We will be attempting to use personification in our own narratives this term, so it is important that we practise this technique.

**Learning Task Response:**

1. Write each of the sentences above into your workbook. Workshop each sentence, refining, substituting words or selecting different human characteristics to bring the object to life. You may like to record multiple attempts for each sentence. Investigating synonyms will allow you to strengthen your word choice.

E.g.

*The monster called a bushfire woke = The enemy named a bushfire roared.*

2. Think about the setting you will be starting your author study narrative with. Which elements could you focus on to use this technique and bring your setting to life with personification. If your story will take place in bushland you could focus on the trees or the mountains. If your location includes a city setting, you may choose to bring the buildings or the pathways to life. Experiment with different elements. *You could have these phrases ready to add to your vision board when we return to school.*

**Useful resources:**

<https://www.thesaurus.com/browse/synonym>  
<https://www.merriam-webster.com/thesaurus>

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

**MATHS -**

**Learning Intention:**

I can explain the definition of area.

**Success Criteria:**

I have calculated the area of a shape.

**Learning Resources Required:**

Workbook, pens/pencils, ruler, and computer/device.

**Learning Task:**

Last week we learned about perimeter.

Perimeter is the length of the outside of a shape.

The next geometric topic that we need to explore after perimeter is area.

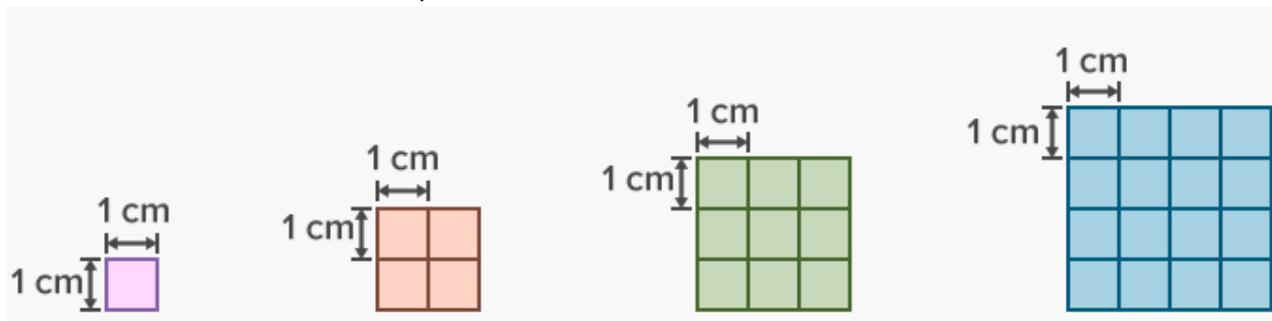
**Area** is the amount of space in a 2 dimensional shape: it is measured in units (cm, m) squared (<sup>2</sup>). In simplified terms, when we are attempting to calculate area; We are trying to see how many squared centimeters (cm<sup>2</sup>) or how many meters squared (m<sup>2</sup>) fit into a 2 dimensional shape.

The formula to calculate the area of a shape is length multiplied by height.

For example: The purple shape has a length of 1 and a width of 1 which means the formula to calculate the area of this shape is  $1\text{cm} \times 1\text{cm} = 1\text{cm}^2$ .

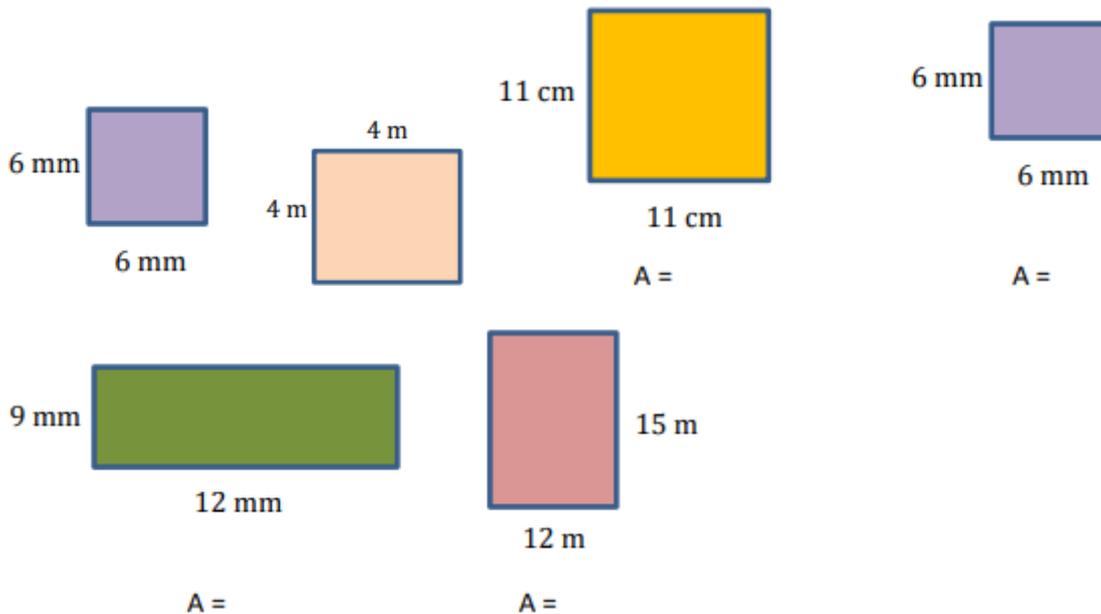
Using this purple centimeter square below, could you estimate how many  $\text{cm}^2$  would fit into the red and green shapes in the middle?

You can see that the blue shape on the right has a length of 4 cm and a width of four as well. That would mean that the formula to calculate the area of this shape would be  $4 \times 4 =$  What is the area of the blue shape?



**Support:** <https://www.youtube.com/watch?v=1dqAOKdJmRI>

We can calculate the area of a square or rectangle by multiplying the length of one side by the width of the other. Attempt to calculate the area of the following shapes:



**Extension Task:** Create a challenging composite shape in your book using squares and rectangles. Add the area of each shape together to calculate the total area of your shape.

## PHYSICAL ACTIVITY

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

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

## SPELLING - GRAMMAR

### Learning Intention:

I can use commas correctly to form complex sentences.

### Success Criteria:

I have composed complex sentences that contain commas.

**Learning Resources Required:** Spelling Book, pens/pencils

### Learning Task:

Today we are revisiting our ability to form complex sentences, through the implementation of commas. Read the following passage:

**The cat waited in the grass. It had a white coat. It had big eyes. It had spots on its face. It had whiskers.**

### Learning Task Response:

1. How could commas improve the flow of this text? Rewrite the passage so that it becomes one complex sentence. Where will you place the commas? Which words will you need to change or substitute to assist you?
2. Write the following sentences down and extend them by adding a subordinate clause (a further description using a comma), converting them to complex sentences:

For example:

Simple sentence: **The cat kept it's body low to the ground.**

Complex sentence: **The cat kept it's body low to the ground, creeping in silence, poised to pounce.**

Use these sentences:

- The teacher suddenly looked up.
- A loud noise startled the deer.
- The cat had intense, grey eyes.
- It was very early in the morning.

## ITALIAN

**Learning Intention:** I can learn the vocabulary of fruit.

**Success Criteria:** I have listened to, practised the words, labelled and illustrated them.

**1.** View the video [https://www.youtube.com/watch?v=My6\\_WnwAz9U](https://www.youtube.com/watch?v=My6_WnwAz9U) listen and repeat after the presenter.

**2:** Now go back to the video and identify the names of the different fruits in the video.

**3:** Create a shopping list Called 'LA SPESA'. Under the title write 'Cosa mi serve' - things I need. Now list the fruit in the video. Remember to write in Italian. (una and un mean 'a' or 'an')

**LA SPESA – The shopping**

**Cosa mi serve - *Things I need***

**Una Mela – an apple**

**NOTE:** Can you remember how to pluralise? If you can, make the fruit plural.

**The ends of the words change: a-e, e-i and o-i. If you are pluralising you need to change the amount from una/un (one), to due (two) or more. Una mela – due mele.**

**4:** Take this opportunity to practise the shopping dialogue for your play with this recording. [https://drive.google.com/file/d/17S9gUCRzMBX3jJNUvJwB4pLg\\_iVZPv2Q/view?usp=sharing](https://drive.google.com/file/d/17S9gUCRzMBX3jJNUvJwB4pLg_iVZPv2Q/view?usp=sharing)