

Grade 5/6 Learning Tasks Term 3 Week 2 THURSDAY

READING

Learning Intention:

I can explore multiple narratives (storylines) in a text.

Success Criteria:

I have identified the differences in character perspectives, within a text.

Learning Resources Required:

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

Learning Task

When we are reading a more complex level of text, it is vital to be able to comprehend multiple narratives and storylines. Characters are used by authors to draw us in and hold our interest. They also help bring a story plot to life, and assist authors in conveying a deeper meaning. Today you are going to interact with an animation to strengthen your ability to identify the different perspectives of characters within the same story.

Learning Task Response:

Rule up the following table into your workbook:

<h1>Main Side Hidden</h1>		
 MAIN What is happening to the main character in the story?	 SIDE What is happening to the other characters in the story? What's their story?	 HIDDEN What is the theme or key message that is hidden beneath the surface of these stories?

Click on the following link to watch the short animation. You will need to watch it three times.

<https://www.youtube.com/watch?v=TYCFxvU-Lzg&t=95s>

- MAIN - The first time you watch the animation, record what is happening to the main character in the story. *Comment on the characters actions/behaviour and emotions.*
- SIDE - On your second viewing, record what is happening to the other character in the story. *Comment on the characters actions/behaviour and emotions.*

- HIDDEN - This time, when you view the animation, record and reflect on the moral/theme or hidden message. *What broader meaning does the author want you to take away? Remember to justify your thinking.*

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: Using one of your favourite books, identify the different perspectives of the main and side characters. Which character do you relate to the most and why?

WRITING

Learning Intention:

I can respond to a writing prompt, using complex sentence structures.

Success Criteria:

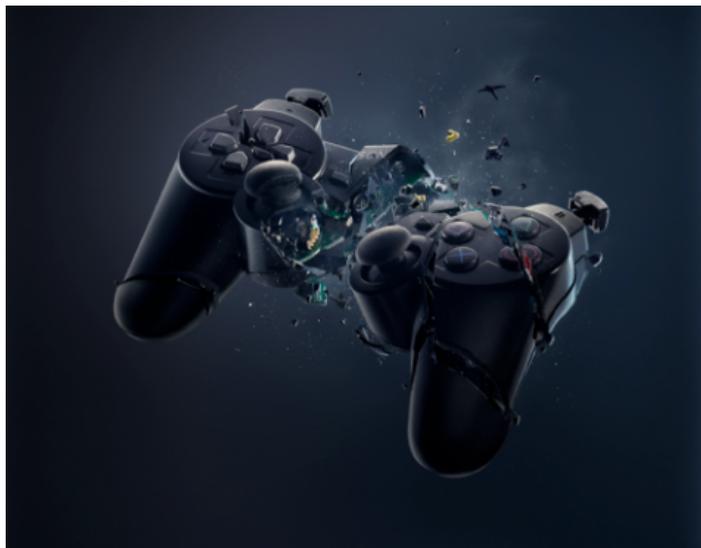
I have written in a genre of my choice, using complex sentence structures.

Learning Resources Required:

Workbooks and pens/pencils.

Learning Task:

Imagine all of the technology in the world suddenly broke. How would you manage without ANY technology?



Learning Task Response:

Choose one of the writing prompts below to respond to. Ensure that you apply your knowledge of complex sentence structures and incorporate the use of commas where appropriate.

- Write instructions about how to survive a day without technology.

- Write a letter to a child living in Australia 100 years ago, describing to them the technology we have today and how we use it. You could even write a response!
- Write a balanced argument about whether technology is good or bad for us.
- What are the 5 most important pieces of technology, in your opinion?

Extension: Create a short science fiction story, involving technology. You could use this activity to practice your personification skills!

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

MATHS -

Learning Intention:

I can demonstrate my understanding of mathematical concepts.

Success Criteria:

I have completed my Essential Assessment to the best of my ability.

Learning Resources Required:

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

Learning Task:

Today we will be completing our pre-assessment tasks.

Students will have completed this type of assessment many times before in the classroom.

We will be completing tasks labelled 'Units of Measurement' & 'Geometric reasoning'

If you don't have your login details for Essential Assessment these can be provided to you in your class Webex today.

Extension Task: Head to Sunset Maths or Mathletics and spend 30 minutes on an activity of your choice.

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 - PREFIX

Learning Intention: I can understand how a prefix changes the meaning of a base word.

Success Criteria: I have improved my accuracy when spelling words that have a 'not' prefix.

Learning Task:

Early in the year we explored the '**un-**' and '**dis-**' prefixes and learnt that they meant 'opposite of'. Notice how the prefix changes the meaning of the base word in the following examples

- unbelievable = un + believeable
- unexpected = un + expected

- disappear = dis + appear
- dislike = dis + like

Today you will be extending your understanding of the 'not' prefix family group to include the prefixes '**im-**' and '**in-**'. Have a look at the following words and identify what is wrong with them:

- impossible
- unmortal
- distolerant

It is important that we are able to identify which prefix from the 'not' family to use with certain base words.

Learning Task Response:

Rule up the following table into your workbook. Brainstorm a list of words that use each of the prefixes. You could look through texts around your house to assist you. Are you able to identify the generalisations or consistent changes that occur to certain base words?

Writing each word as a word sum is a strategy that might assist you in this process.

im + possible

im-	in-
Impossible immature	Inactive informal

Extension: Write 10 of the words you have listed in sentences to demonstrate your capacity to use them accurately.

ART

Learning Intention: I can explore ways in which artists communicate their views, beliefs and opinions in artworks and use these in my own art making

Success Criteria: I have explored ways in which artists communicate their views, beliefs and opinions in artworks and I have used these in my own art making

Learning Resources Required:

- Access to Internet to watch the videos
- White A4 sheets of paper
- Grey lead pencil
- Black marker
- coloured pencils /texter or any colouring media

Focus artwork



AQUIRA

Information about the artist

Romero Britto

- Romero Britto is a painter, printmaker, and sculptor, and his work is influenced by pop art, cubism and street art.
- His work often includes bold patterns, bright colours, playful themes and hard-edged compositions.
- Romero was born in 1963 in Recife, Brazil.
- In 1983 he left Brazil to go to Paris, France, and he discovered the works of Pablo Picasso and Henri Matisse.
- In 1988 he was selected (along with Andy Warhol and Keith Haring) for Absolut Vodka's artist showcase.
- In 1989 he moved to Miami, Florida, USA and set up a studio in Coconut Grove.
- His work is on display in dozens of countries all over the world, including: United States, Singapore, Israel, South Korea, Brazil and England.
- Britto is self-taught, and when he was a child he used to paint on any scraps of paper or cardboard he could get his hands on, often trying to recreate the work of Toulouse Lautrec.
- He has collaborated with many brands, including: Audi, Bentley, Disney, Evian, Mattel, Coca-Cola and FIFA.
- Romero Britto has illustrated several children's books.
- He supports more than 250 charitable causes.
- He is one of the most licensed artists in history. His work is everywhere!
- Britto has completed portraits for Elton John, Michael Jackson, Muhammed Ali and Queen Elizabeth

Learning Task:

Activity

Read about the artist to become familiar with the work of Romero Britto and to practice his techniques in a portrait.

<https://www.youtube.com/watch?v=YP-Ua9qh5Is>

The above video shows you how to draw a portrait inspired by the artist, Romero Britto's style of artwork.

Steps

- Watch the video and follow the steps to draw a portrait.
- Make sure to follow all the steps when drawing the portrait.
- Make sure to draw shapes like in Romeo Britto's art.
- Use vibrant colours to colour in. make sure to stay within the lines. Colour in one direction.

Remember to take photos of your artwork.

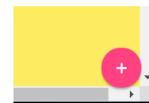
Here is the Padlet link to upload the photo of your artwork.

That way we all can enjoy each other's work.

https://padlet.com/dharmdee/LD4_art2021T3

Instructions to upload your work onto Padlet (From last week)

- o Click on the link
- o https://padlet.com/dharmdee/LD4_art2021T3
- o **To add your artwork**, click on the pink plus button on the bottom right hand corner of the screen.
It will open up another small screen as below.



- Type in your name and a title.
- Describe your artwork and what inspired you to do this.
- To attach the photo, use the bottom links (the arrow) and follow the prompts.



- Your work will be automatically saved.
- To edit, click the pencil mark on the right-hand side of the new small screen. It'll pop up when you hover your mouse over the screen.

Please make sure you adhere to appropriate school rules and protocols on the 'responsible use of online media and technology'