

Grade 5/6 Learning Tasks Term 3 Week 3 TUESDAY**READING****Learning Intention:**

I can make comparisons to deepen my understanding of a topic.

Success Criteria:

I have identified similarities and differences between two events to dig deeper.

Learning Resources Required:

Exercise book, pencils and iphone/tablet/computer.

Learning Task:

Yesterday we read 'Pandemic' by Jackie French. The inspiration for this book was taken from the real pandemic of the 'Spanish flu' that occurred in 1918. Read through the following author notes that are included at the back of the book:

JACKIE FRENCH

This is a true story, except for the details. Grandma told me often how she and her brother Merv, like many of the other children my Great Grandma had organised, drove the pony cart or bicycled across that empty landscape while so many people were ill. Grandma's dad was a headmaster back then, and might have helped organise the students. Grandma said the district put up a plaque to thank Great Grandma, but when I asked her where, she just said, 'Oh, up north.' Grandma's stories of her time in northern NSW were always true, but she carefully left out parts of them as well.

Epidemics and pandemics (epidemics that affect many countries in the world at once) are common. Some, like the Spanish flu, vanish with forms of quarantine, or can be treated with new medications like antibiotics. The deadly epidemics of my childhood have mostly been controlled by vaccination: whooping cough, measles (I almost died from measles), tuberculosis and polio. Nearly every second family in our street in the 1950s had someone who'd died or been crippled from polio – and then an effective vaccine was finally developed.

We will always have new epidemics, as infections evolve and change, and new ones spread from animals to humans. But we will always have kindness, too, and that ancient way to stop disease spreading – quarantine.

BRUCE WHATLEY

Ironically, this book was illustrated during my two weeks of isolation in an Adelaide hotel. The technique and materials I used were influenced by those conditions and the speed at which I needed to work. The linework was done with a ballpoint pen – not something I've used before but I didn't have access to my usual drawing materials. I also needed the linework to be waterproof to hold my colour washes. I had a limited number of tubes of paint with me too so the colour range is limited, but appropriate I think.

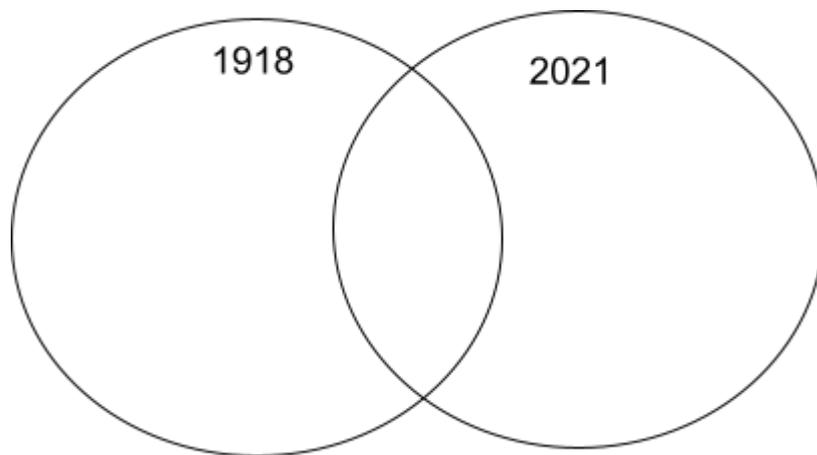
Learning Task Response:

Listen to the book again to refresh your memory:

<https://youtu.be/CZkQM5Pjy2A>

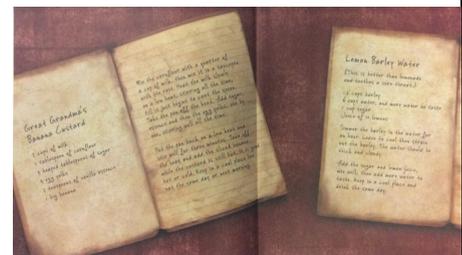
Draw a venn diagram into your book, like the one below. We are going to use it to make comparisons between the 1918 event and the current pandemic we are experiencing. In the area where the circles overlap, record any similarities between the two events. On the outside of each circle record details that are unique to the particular year. Use the author notes by Jackie French above and your own personal experience to complete the venn diagram.

Identifying similarities and differences is a useful strategy to dig deeper with a topic and strengthen your understanding.



Extension:

Make a care package for someone, a family member or a member of your neighbourhood. You could bake a family favourite and share it, make a beautiful piece of artwork or collect offerings from your garden. Be creative and spread some kindness!



WRITING - Plot development

Learning Intention:

I can write a narrative using the structural elements of the historical fiction genre.

Success Criteria:

I have plotted the ending of my narrative.

Learning Resources Required:

Exercise book, pencils and iphone/tablet/computer.

Learning Task:

In her writing tips, Jackie French provides essential pieces of advice to students hoping to embark on a new story. Learning the writing process of different authors can be useful in exposing us to different techniques, and then identifying one that suits us. Last year we learnt that Shaun Tan often started with a character or illustration. Jackie French suggests the following:

2 Write

It is easier to rewrite than get the first draft on paper. I usually trash the first three days work of every book, but if I don't write those first three days, the book won't get to the stage where it begins to work. Write lots, and then be ruthless. When in doubt, just cut it out.

3 Write the ending first

You have to THINK about your book to write the ending. You don't need to stick to that ending. I almost never do. But if you don't have your story in your mind before you write, you may never write a sentence, or you might get stuck half way down page one.

Today you are going to experiment with this suggestion of working with the ending first. All too often, we find students rush their endings as they run out of class time, or lose stamina and interest. We want to make sure that our endings are really powerful and leave our audience with the ability to understand our moral/s. You also want to make sure that your ending does justice to your characters!

Learning Task:

Have a go at plotting out the ending of your story. Is there a particular phrase, word or illustration that you want to leave your audience with? Do you want to tie everything together neatly or do you want to finish on a cliffhanger? Will your ending be a little bit fun and cheeky like in 'Diary of a Wombat' and 'Drought'? Hopeful like in 'Flood' and 'The Fire Wombat'? Or something more heavy and thought provoking?

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

MATHS - Number (Related denominators)

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 convert related denominators to the same denominator.

Success Criteria:

I have added and subtracted fractions with unrelated denominators.

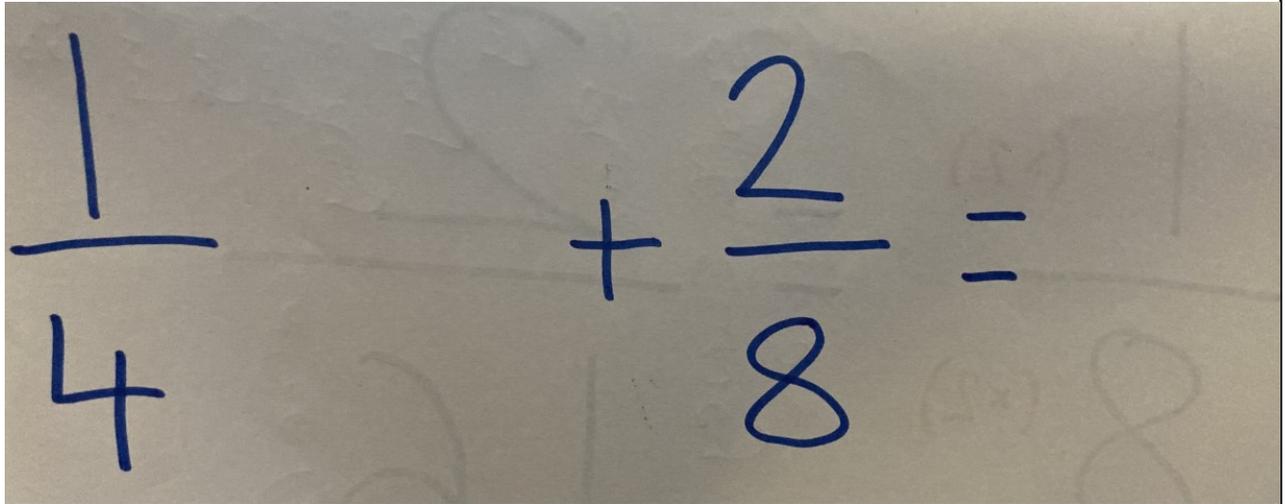
Learning Resources Required:

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

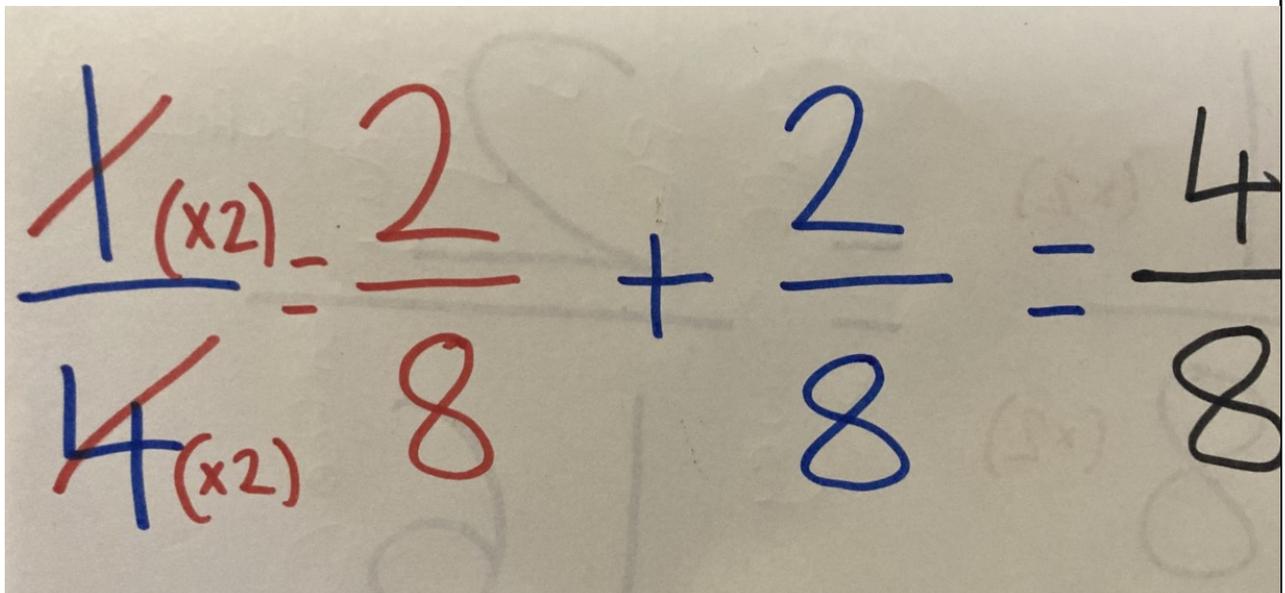
Learning Task:

We can't add or subtract fractions with different denominators.
Thankfully, yesterday we learnt that fractions can be expressed in different ways.
If fractions have different denominators, we can convert them so that they can work together.

For example: if we were working through the following equation:

A photograph of a piece of paper with the equation $\frac{1}{4} + \frac{2}{8} =$ written in blue ink. The fraction $\frac{1}{4}$ has a vertical line through the '1' and the '4'. The fraction $\frac{2}{8}$ has a vertical line through the '2' and the '8'. The equals sign is followed by two horizontal lines.

Unfortunately, we can't go ahead with this equation if the denominators aren't matching.
But if we convert the denominator of $\frac{1}{4}$ to $\frac{1}{8}$ we now have common denominators.
This equation requires us to multiply by 2.

A photograph of a piece of paper showing the conversion of the equation. The original equation $\frac{1}{4} + \frac{2}{8} =$ is written in blue ink. The '1' and '4' are crossed out with a red 'X', and '(x2)' is written in red next to them. Below this, the fraction $\frac{2}{8}$ is written in red. To the right, the original equation $\frac{2}{8} + \frac{2}{8} =$ is written in blue ink. The final result $\frac{4}{8}$ is written in blue ink on the far right.

Now you can have a go independently:

- $\frac{1}{2} + \frac{1}{4} =$
- $\frac{3}{10} - \frac{1}{5} =$
- $\frac{1}{3} + \frac{2}{6} =$
- $\frac{2}{6} - \frac{3}{12} =$
- $\frac{1}{5} + \frac{5}{15} =$

Extension: Are there any common denominators in the following equations?
Is there any way you could change both denominators?

$$2/3 + 1/4 =$$

$$3/5 - 3/6 =$$

$$4/7 + 12/11 =$$

SPELLING

Learning Intention:

I can investigate how a base word changes when adding a suffix.

Success Criteria:

I have strengthened my understanding of how the '-ion' suffix changes a base word.

Learning Resources Required:

Exercise book, pencils, and iphone/tablet/computer

Learning Task:

Today we are going to be clarifying our understanding of the '-ion' suffix and how it changes the meaning of a base word. Take a look at the following extract from the Alison Lester text titled 'one small island' and attempt to identify all of the words that include the '-ion' suffix.

The following word examples are:

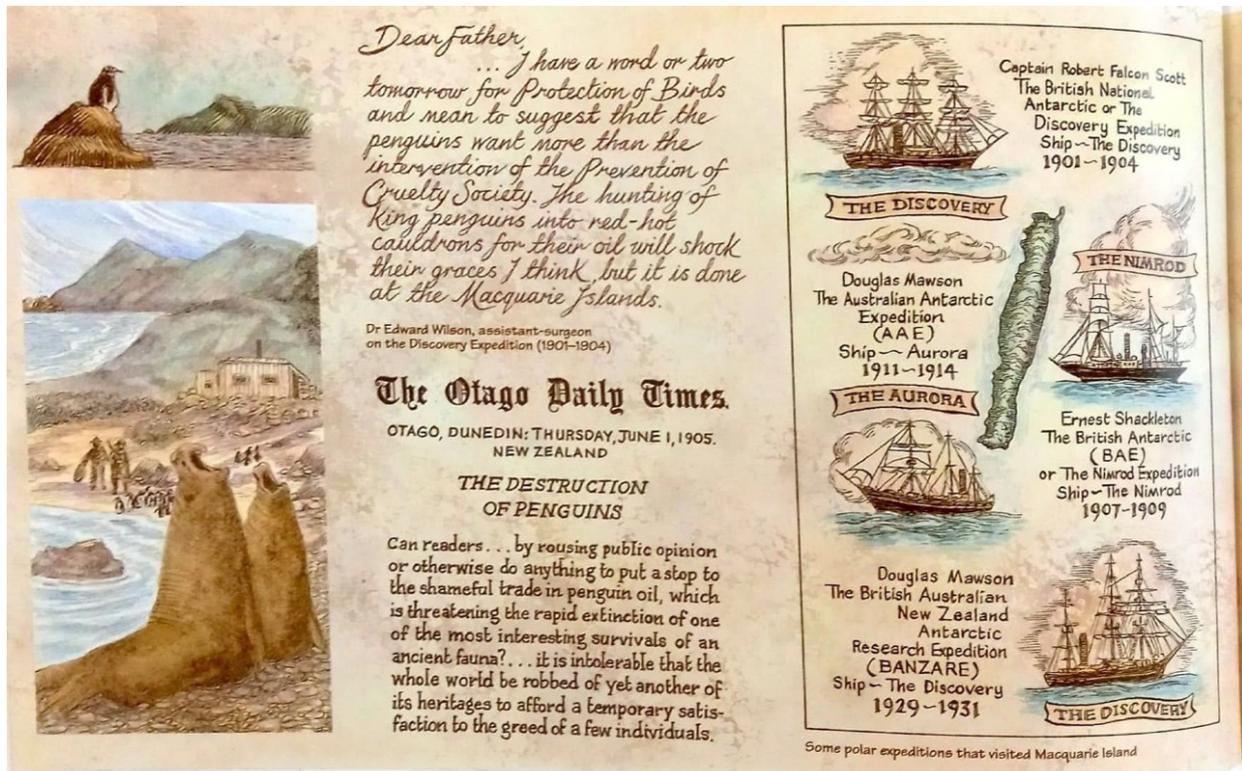
protecton

expedition

satisfaction

prevention

extinction



*Dear Father,
... I have a word or two tomorrow for protection of Birds and mean to suggest that the penguins want more than the intervention of the Prevention of Cruelty Society. The hunting of King penguins into red-hot cauldrons for their oil will shock their graces I think, but it is done at the Macquarie Islands.*

Dr Edward Wilson, assistant-surgeon on the Discovery Expedition (1901-1904)

The Otago Daily Times.
OTAGO, DUNEDIN: THURSDAY, JUNE 1, 1905.
NEW ZEALAND

THE DESTRUCTION OF PENGUINS

Can readers... by rousing public opinion or otherwise do anything to put a stop to the shameful trade in penguin oil, which is threatening the rapid extinction of one of the most interesting survivals of an ancient fauna?... it is intolerable that the whole world be robbed of yet another of its heritages to afford a temporary satisfaction to the greed of a few individuals.

THE DISCOVERY
Captain Robert Falcon Scott
The British National Antarctic or The Discovery Expedition
Ship - The Discovery
1901 - 1904

THE NIMROD
Ernest Shackleton
The British Antarctic (BAE)
or The Nimrod Expedition
Ship - The Nimrod
1907 - 1909

THE AURORA
Douglas Mawson
The Australian Antarctic Expedition (AAE)
Ship - Aurora
1911 - 1914

THE DISCOVERY
Douglas Mawson
The British Australian New Zealand Antarctic Research Expedition (BANZARE)
Ship - The Discovery
1929 - 1931

Some polar expeditions that visited Macquarie Island

Learning Task Response:

Draw up the table below and attempt to fill out the missing information. How does the '-ion' suffix change the meaning of the base word? Can you identify any generalisations? Make sure you add the definition of each of the words in their '-ion' form.

base word	+ -ion	change	definition
protect (verb)	protection	verb to noun	
	extinction		
	satisfaction	'-ify' to '-cation' verb to a verb	
	expedition		a journey undertaken by a group of people with a particular purpose
	prevention		

Extension:

Brainstorm a list of other words ending in '-ion' and add them to your table. What other generalisations can you discover?

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

ART

Learning Intention: I can explore and explain influences of other artists on my own art making.

Success Criteria: I have explored and explained influences of other artists on 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 artworks



Portraits by Romero Britto

Learning Task: Portraits

Activity

Extension from last week This week you are going to draw a portrait of a famous person using Romero Britto's art form.

Click on the following link and read about portraits and portraiture.

<https://kids.kiddle.co/Portrait>

Steps

- Use your knowledge from last week and draw a portrait of a famous person.
- Choose a person whom you are interested in - maybe a famous person - artist, musician, athlete, politician or even a member of your family.
- Find a picture of this person and using a pencil draw only the outline of head shape, face and hair, neck etc.,
- Break up the drawing with lines then pattern and colour each area.
- Outline each area with black texta.
- Make sure to follow all the steps when drawing a portrait from last week's video.
- Here's the link :

<https://www.youtube.com/watch?v=YP-Ua9qh5ls>

- 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.

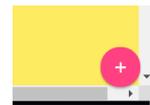
Here is the Padlet link to upload the photo of your artwork.

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

https://padlet.com/dharmdee/GEM_LD_art2021

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

- Click on the link
- https://padlet.com/dharmdee/GEM_LD_art2021
- **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'

PHYSICAL ACTIVITY

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