

Grade 5/6 Learning Tasks Term 3 Week 2 FRIDAY

READING

Learning Intention:

I can identify fix-up strategies that assist in maintaining the meaning of a text.

Success Criteria:

I have applied fix-up strategies to maintain the meaning of a text.

Learning Resources Required:

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

Learning Task

Today we will be reading an extract from a newspaper article, discussing Australian tennis champion and Olympian, Ash Barty. In order to effectively comprehend the text, it will be important to apply fix-up strategies to prevent a meaning breakdown. Refer to our classroom anchor chart below to remind yourself of the strategies available, then read the article extract.

Fix-up	Strategies
If it is the WHOLE text re-read Slow down - read each word text features context clues - illustrations back track Seek support to clarify abandon it continue and the comeback	If it is a SINGLE word define that word - dictionary think about the context read -on - to the end of the sentence look for morpheme replace it with a known word re-read



Ash Barty's performance coach on defining yourself

When Ash Barty was crowned Wimbledon champion in the ladies' singles final, the 25-year-old had this to say to the press: "I was just extremely lucky that I was able to have the opportunity to learn how to play the game of tennis but I think being a good human being is absolutely my priority every single day".

Barty says she credits these values to her parents.

The world number one is loved for how she conducts herself on and off the court and her professional mentor and performance coach Ben Crowe, who has been working with her since 2018, says it is what makes the athlete so endearing.

"It's so beautiful and humbling for the rest of us as Australians to see someone focus on being a good human being first, and a great athlete second," Crowe told [ABC Radio Brisbane](#).

Crowe works to help Barty keep her mind clear of distractions and focused on her goals.

"On the court, my role is to observe and see if there are any distractions coming in," he said.

Crowe said this was typically done by reading Barty's body language and analysing her decision-making during play.

"Then post-match you critique that in a two-way and then a three-way dialogue with her brilliant and amazingly humble coach Craig Tyzzer," he said.

Barty's father Robert Barty told ABC Radio Brisbane, his daughter's first coach Jim Joyce helped instill these values early.

"When she was growing up and was starting to do tennis ... he had five rules for her," Mr Barty said.

"One, be a good person; two, have fun; three, be happy; four, show respect and be respected; and then number five was, if you can play tennis after that, it's an added bonus."

Learning Task Response:

1. Read the article and record any fix-up strategies you had to use. Ensure that you investigate and define any unknown vocabulary.
2. Respond to the following questions:
 - What did you find surprising from this article?
 - What is the key message that you could take from this article and apply to your own life?

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: Write a thank you letter to someone that has inspired you or assisted you when you have faced a challenging situation.

WRITING

Learning Intention:

I can create an authentic character profile that fits within my chosen era.

Success Criteria:

I have made decisions regarding the inside and outside traits of my character.

Learning Resources Required:

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

Learning Task

Jackie French advises that Step 1 of the writing process has four phases. Phase A is all about the setting. Phase B is all about the characters!

Characters are the heart of any narrative, the catalysts for action, and the central core around which all other narrative aspects must revolve and work.

Jackie had the following to say in a recent interview, regarding how students should go about writing their main character:

Don't tell us. Show us. Lots. Your heroine is two metres tall and stropky? Show her banging her head each time she encounters a new doorway or telling a brown snake to get out of the way. Then find at least 20 other fascinating things about her, and you'll find she takes the story places you never expected.

In *Pennies for Hitler*, a boy called Georg has lost his home, his family, even his name in World War Two. A wounded enemy collapses in front of him. Georg has a choice: he can kill an enemy, or he can save the man's life. Which does he choose? Which is more powerful, hatred or kindness?

There's a choice at the heart of almost every story.

What does the main character want? Will they find it in the end? Or will they want something entirely different by the time the story ends?

Learning Task Response:

Today we would like you to start thinking about and planning your main characters. *What are their names? What do they look like? How do they speak? What thoughts and feelings do they have? What do they want most in the world?*

Create a character profile. Draw/sketch your main character. Think carefully about what they look like, their age and what they would be wearing. Remember to stay true to your time era and the setting of your narrative.

Once you are happy with the physical appearance of your character, start thinking about their character traits and internal thoughts (behaviour and actions). Remember to take Jackie French's advice **and show, don't tell!**

Extension: Click on the following link to read more writing tips from Jackie French and learn about the next writing phases and steps.

<https://www.jackiefrench.com/copy-of-how-to-get-your-novel>

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

MATHS - Converting denominators.

Learning Intention:

I can distinguish between numerators and denominators.

Success Criteria:

I have identified a fraction of a lolly snake.

Learning Task:

When we're representing fractions, the bottom number is the **denominator**.

The denominator is how many pieces the whole is cut into.

The top number is the **numerator** which indicates how many pieces we have.

Cut up 2 lolly snakes into 8 pieces

 $\frac{1}{8}$

Each of these pieces represent an 'eighth' or

You should have $\frac{8}{8}$ snake pieces per lolly.

Emulate the equation $\frac{2}{8} + \frac{6}{8} =$

In this equation you should have two pieces of lolly snake of one colour on one side.

How many pieces of snake do you have all together when you add 6 pieces of another colour?

$$\frac{3}{8} + \frac{5}{8} =$$

$$\frac{6}{8} - \frac{4}{8} =$$

$$\frac{1}{8} + \frac{5}{8} =$$

$$\frac{5}{8} - \frac{1}{8} =$$

$$\frac{7}{8} + \frac{3}{8} =$$

You may choose to continue to use these lolly pieces to help you solve these equations

But you will need to copy these equations down in a book as well.

Students that are looking to extend their understanding may choose to convert all of the 8ths in these equations to 16ths and simplify their final answer. Remember, whatever we do to the denominator we must do to the numerator.

After you have completed all of your equations we would like you to turn your lolly snake that is cut into 8 equal pieces, into a lolly snake that is cut into 16 equal pieces

This is the same as converting your 8ths into 16th.

How many 16th are there in one 8th?

Would this change the value of your numerator?

Try to independently complete the equations above using 16ths instead of 8ths.

Don't worry if it's a little confusing.
 We will work on this more next week.

Students may now eat their lollies.

Extension:

$$2/7 + 17/21 - 6/14 =$$

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 - INQUIRY

Learning Intention: I can investigate the etymology of a word to strengthen my understanding of its meaning.

Success Criteria: I have investigated the definition, origin, synonyms and antonyms of my chosen word.

Required: Spelling Book, pens/pencils

Learning Task and Response:

Draw up a Frayer Chart with the following headings:

Definition:	Origin:	Affixes (prefix/suffix/base)
Synonyms:	Examples:	Sentences:

Select a word from the following list and conduct an inquiry using the Frayer Chart to guide your investigation.

- Inconsiderate
- Impossible
- Independent
- implausible

Extension: Create a podcast or word blog explaining the history and details of your chosen word.

Useful resources:

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

<https://kids.britannica.com/kids/browse/dictionary>

<https://www.merriam-webster.com/>

P.E.

Learning intention:

Beginning to use and practice key skills of digging and setting in a home environment.

Success criteria:

I can develop my hand eye coordination and timing using the volleyball/wall drills.

Equipment needed:

- 1 volleyball/soft round ball
- 1 balloon

1. Start with a balloon or soft ball/volleyball if you want the challenge; play keep ups; set a timer for how long you can keep it up for. Use your hands to start, then move to your feet, head etc.
2. Volleyball At home skills practice: [10 Solo Volleyball Drills To Try At Home - YouTube](https://www.youtube.com/watch?v=Foj6A4WWgCg)

Please follow link: <https://www.youtube.com/watch?v=Foj6A4WWgCg>

Pause the video and perform the action for 1 minutes before moving on to the next one.

Focus-DIG:

- **Anticipate the ball**
- **Get your forearms under the ball**
- **Lean into the ball as you make contact**
- **Dig the ball at the midline of your body if you can.**

Focus- Set:

- **Have your right foot slightly in front but stay balanced.**
- **Your shoulders hips and feet should face your target.**
- **Knees are bent and your back is straight**
- **Hands are above your head**
- **Hands are in the shape of the ball.**

Remember: we are the beginning stage; perfect practice makes perfect!
Keep trying even after making mistakes.

LEARNING TASK SUBMISSION

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/YWiLyJ0P6CQ>

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.

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.