

Grade 5/6 Learning Tasks Term 4 Week 4 MONDAY

READING

Learning Intention:

I can identify the purpose and audience of an informative speech.

Success Criteria:

I have analysed the purpose and audience of an informative speech.

Learning Resources Required:

Exercise book, pencils and iphone/tablet/computer.

Learning Task:

Speech Genre

Today we begin our exploration into the world of speech writing! Over the course of this unit of work you will be asked to compose two different types of speeches - an informative and a persuasive speech. Each speech has unique features and techniques, and this unit will challenge you to demonstrate your understanding of the differences between them.

This week, we will focus on the elements involved in writing an informative speech ahead of moving on to persuasive speech writing next week.

Learning Task Response:

1. Read through the informative speech below and annotate all of the language features you notice. You will need to pull out and record examples of evidence for each element to demonstrate your awareness of them.

Rule up the following table into your workbook so that you can record your evidence of each element:

Greeting	
Engagement with the audience (examples of direct address to audience)	
Transition/sequencing words	
Language appropriate for audience	
Language devices (repetition, emphasis, pace)	
Purpose of speech	

Conclusion	
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Good evening, ladies and gentlemen, and welcome to the opening of New Town's first-ever ice rink!

I'm sure you're all dying to get your skates on, but before we take to the ice I'd like to tell you a little about the woman who has enabled us all to be here today: Lucy Pargeter.

Many of you will recognise Lucy from your TV screens at home; she has won gold medals for her figure skating in two consecutive Olympic Games and was the presenter of the BBC's popular 'Strictly Ice Dancing' for five years. Since being born here in New Town, she has certainly gone a long way and we have watched her stellar career with pride and admiration.

But I wonder how many of you know about Lucy's sterling charity work?

For the last 15 years, Lucy has been the chairwoman of Ice Adventures, a charity which helps young people to experience the fun and excitement of ice skating. It is this charity which raised a whopping five hundred thousand pounds, a sum which has been matched by Lottery funding, to enable this magnificent ice rink to be built.

Additionally, Lucy has been kind enough to offer to teach three classes every week to local young people with an interest in ice skating. I'm sure you'll agree with me that this is a generous gesture and we are hugely grateful for Lucy's ongoing commitment to her home town.

As we stand in this beautiful (but chilly!) building, I know we all feel very excited. This fantastic new facility will provide people of all ages with an opportunity to have fun, get fit and meet friends. It's a wonderful amenity for us all to enjoy, and a real focal point for our town.

But that's enough of me talking – let's get our skates on! Have a wonderful evening.

- Next, you need to demonstrate your understanding of the structural elements. An informative speech is broken down into 3 parts - Introduction, Body and Conclusion. Where would you split the speech above? Where does the introduction finish? Where does the conclusion start?

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 [Reading Eggs](#). Students can also use their own readers from home.

WRITING

Learning Intention:

I can brainstorm a list of informative topics I am interested in.

Success Criteria:

I have selected an informative topic for my speech.

Learning Resources Required:

Exercise book and coloured textas or pencils.

Learning Task:

The writing task this week is to compose an informative speech! The purpose is to inform, not persuade. You are sharing information to increase your audience's knowledge of a particular topic. The language you will use will be topic specific and formal. Not persuasive!

Informative speeches can be broken down into four categories, each with their own unique purpose;

- Definitive - defines the topic, history, concepts or theories involved, synonyms, and the implications on life.
- Descriptive - the purpose is to provide a detailed, vivid, word picture of a person, animal, place, or object. The audience should develop a clear vision of the subject.
- Explanatory - builds on a descriptive speech and delves further into the importance of how or why, examines the consequences.
- Demonstrative - shows the audience how something is accomplished. The purpose of these speeches is to demonstrate the chronological order of a process, procedure, application or course of action.

Once you have decided on the type of informative speech you will compose you will also need to decide how to present your speech. You may choose to perform your speech to your class on one of our onsite days, or you may prefer to share it with only your teacher in either a written or video format. Please choose the form of presentation that you are most comfortable with. Your speech needs to be 1 - 3 minutes long.

Read the following table to assist with tracking your progress this week.

Week 4 - Informative Speech

Monday	Brainstorm and select informative speech topic
Tuesday	Research topic and compose plan for informative speech
Wednesday	Draft informative speech
Thursday	Revise and edit informative speech
Friday	Publish informative speech (present to class)

Learning Task Response:

1. Brainstorm a list of topics that you are interested in. You may like to choose something that you are already very familiar with to assist in the research phase. Or maybe you would like to explore a topic that you do not have much prior knowledge about. The choice is yours and the options are endless. Think carefully about your audience and their 'engagement level' or ability to connect with your chosen topic.

Topic suggestions:

- Inventions
- History of a sport/how to play a sport
- Significant Australians

- Technology
- Flora/fauna
- History of your name
- Famous buildings/people/objects
- Space
- Biography of an author/musician
- Countries or special places
- How to build a treehouse
- How to create an artwork

2. Once you have a list of 10 or more possible topics, choose one to use for your informative speech. Fill out the following table:

What is your topic and purpose? Who is your audience?

Topic:

Purpose:

Audience:

You may even be able to start thinking about the information and facts you will need to include to educate your audience.

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

MATHS - APPLIED

Learning Intention:

I can assess my understanding of mathematical concepts.

Success Criteria:

I have attempted all the problems and understood what I will need to focus on this week.

Learning Resources Required:

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

Learning Task:

Number and Algebra:

Year 5:

$$45 \div 5 = \quad 15 \div 4 =$$

Year 6:

Re-write the fractions in order from smallest to largest.

$$\frac{1}{2} \quad \frac{2}{3} \quad \frac{5}{8} \quad \frac{3}{4} \quad \frac{2}{10} \quad \frac{1}{3}$$

Measurement and Geometry:

Year 5:

What is 4:32 pm in 24-hour time?

Year 6:

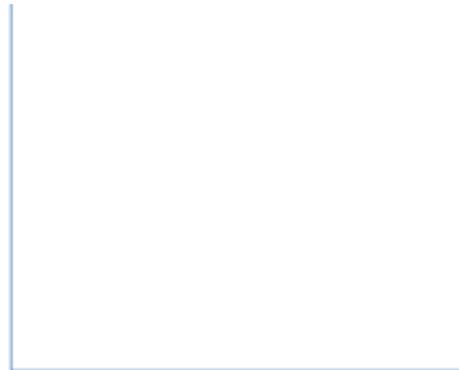
d) $2.5 \text{ cm}^3 = \boxed{} \text{ ml}$ a) $7 \text{ ml} = \boxed{} \text{ cm}^3$

Statistics and Probability:

Year 5:

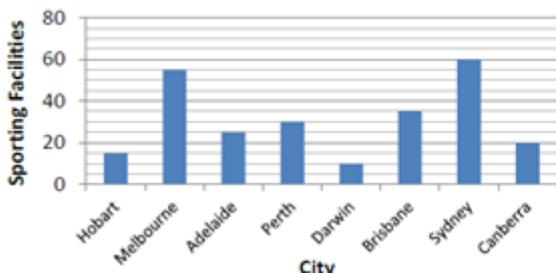
A survey has been completed to find the favourite colour of a Grade 5 class. Use the information below to make a bar graph on the axis provided.

Our favourite colour	
Blue	10
Green	7
Yellow	3
Black	4
Purple	2
Orange	7
Grey	1



Year 6:

1. The column graph shows the amount of major sporting facilities in each capital city.



- a) How many major sporting facilities are in Adelaide?

- b) How many major sporting facilities are in Melbourne?

- c) How many major sporting facilities are in Darwin?

- d) What is the difference in the amount of major sporting facilities between Sydney and Hobart?

SPELLING

Learning Intention:

I can expand my written and oral vocabulary.

Success Criteria:

I have inquired about the origin, definition, synonyms and antonyms of a word.

Learning Resources Required:

Exercise book, pencils, and iphone/tablet/computer

Learning Task:

Today, you will research an interesting/unknown word from your independent reading. If you don't have a word in mind, try the following:

- preoccupied
- investigate
- develop

You may like to draw up your own Frayer chart to guide your investigation.

You will need to find:

- definition
- origin
- word parts - suffix/prefix/root
- synonyms
- antonym
- part of speech (nouns, verbs, adjective or adverb)
- words within words
- letter jumble - create new words using the letters
- create a sentence (7 up sentence)
- any other interesting findings

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

GEM

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)