

Grade 5/6 Learning Tasks Term 4 Week 4 TUESDAY

READING

Learning Intention:

I can conduct a close analysis of an 'introduction' of an informative speech.

Success Criteria:

I have determined the elements needed to make an engaging introduction for an informative speech.

Learning Resources Required:

Exercise book, pencils and iphone/tablet/computer.

Learning Task:

Today we are conducting a close analysis of an 'introduction'. We will examine the language used, the information shared, the tone and the structure.

A History of Skateboarding

General Purpose: - To Inform.

Specific Purpose: To inform my audience about the history of skateboarding.

Imagine for a moment, soaring through the air on a skateboard, getting that sense of weightlessness, power, speed. Then touching those wheels down and getting that sense of accomplishment knowing you landed that new trick for the first time.

Today, I'd like to take you on a trip through time to follow the exciting journey of the development of skateboarding. It is important for people to know the histories of popular and upcoming sports, as it can relate to everyone in this audience, whether you have tried skateboarding yourself, or have younger siblings interested. I was introduced to skateboarding at a young age by my older brother and through the years it has not only kept my interest but has been a major influence on my life.

We will discuss first, the birthplace of skateboarding. Second, the developments and modifications that fueled its rise, and third, skateboarding's place in today's society. So let's get into our time machines and ride back to the 1950's to take a look at the roots of skateboarding.

Learning Task Response:

Read through the introduction twice before answering the following questions.

1. What does the writer do to grab your attention?
2. Which sentence/s highlights the 'purpose' of the speech?
3. What reason does the writer provide for giving the speech?

4. List the three facts that will be expanded on in the body of the speech.
5. How does the writer let you know that the introduction is finished?
6. Who would you say is the targeted audience for this informative speech?
7. What language forms or devices can you take from this example and utilise in your own informative speech this week?

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 research important and relevant facts for my informative speech.

Success Criteria:

I have planned out my informative speech, using the correct structure and important facts.

Learning Resources Required:

Exercise book, planning document, and coloured textas or pencils.

Learning Task and Response:

In this session you will need to research and plan out your informative speech. You are welcome to do this in a manner that suits your learning style. You may like to use the planning document below to guide you.

Research Time:

1. Think about your access to information. Where will you go to find your information? You may like to access information on your topic using some of the following websites. When using online resources, make sure you think about the credibility of each website.

EPIC!

<https://www.getepic.com/students>

Class codes:

5/6M - trg9579

5/6J - lxx5228

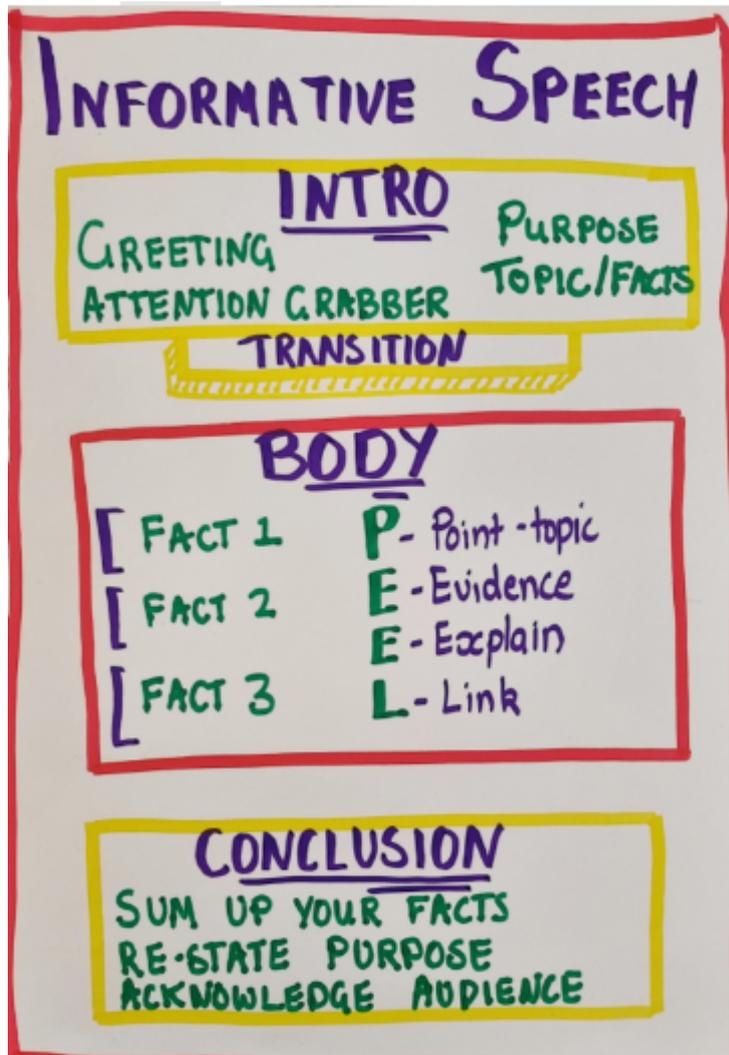
<https://kids.nationalgeographic.com/>

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

2. After researching your topic, identify the three most important and interesting facts to communicate about your topic. Ensure that you have at least three separate facts/details that support the main idea. Record the information in your own words.

Planning Time:

1. Plan out each section of your speech. Use the following anchor chart to guide your plan.



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

MATHS - APPLIED

Learning Intention:

I can identify the appropriate graph to represent a data set.

Success Criteria:

I have created a graph to represent my data.

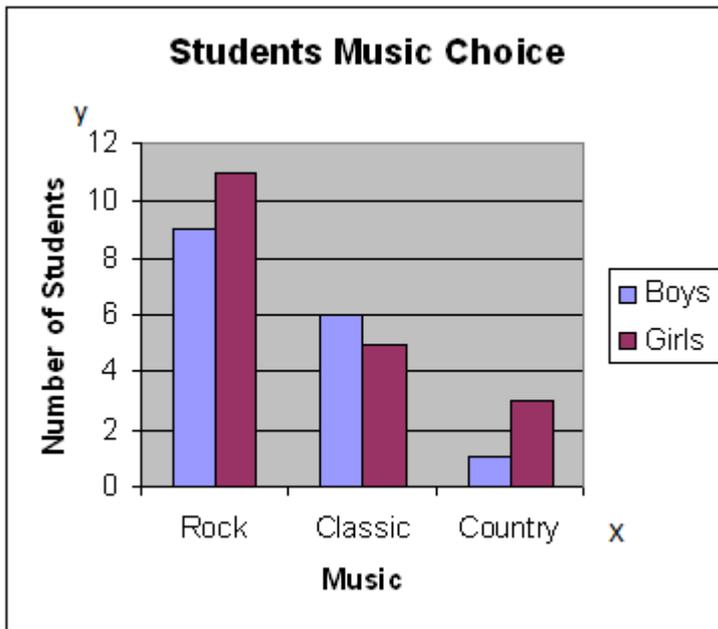
Learning Resources Required:

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

Learning Task:

Today we would like you to demonstrate your ability to create a side-by-side column graph. A side-by-side column graph splits a column graph into different sub-categories.

The graph below shows the 3 different music genre preferences. Each column is split into two columns for boys and girls.



We would like you to use the following data to create your own side-by-side column graph. Please create columns representing student hair colour. Split your columns into different year levels.

In our Grade 5, 6 cohort, there are 53 students. There are 25 grade 5, and 28 grade 6 students.

- 33 students have brown/black-ish hair:
 - 19 Grade 5s
 - 14 Grade 6s
- 4 have red-ish hair:
 - 1 Grade 5s
 - 3 Grade 6s
- 16 have blonde-ish hair:
 - 8 Grade 5s
 - 8 Grade 6s

Extension (Grade 6):

Can you place the following fractions in order from smallest to largest on a number line?

$$\frac{1}{4}, \frac{3}{4}, \frac{2}{8}, \frac{4}{8}, \frac{6}{8}, \frac{6}{8}, \frac{8}{8}, \frac{2}{16} \text{ \& } \frac{8}{16}$$

It will help you to convert these fractions to the same denominator.

How are these denominators related?

Can you multiply or divide the fraction to make the denominator the same as the other fractions?

I find that it's easier to multiply the fraction up to match the biggest denominator.

Don't forget, whatever you do the denominator you must do to the numerator as well.

Try to make all of the denominators matching.

For example, if you wanted to turn $\frac{5}{8}$ into a fraction with a denominator of 16 you would have to multiply both 5 and 8 by 2. That would turn this fraction into $\frac{10}{16}$. Try drawing a diagram to check that your fractions look the same.

If you're looking for a real challenge, try to include some of these fractions in your number line as well.

$\frac{20}{32}$, $\frac{40}{64}$, $\frac{15}{32}$, $\frac{21}{64}$, $\frac{20}{128}$, $\frac{33}{32}$, $\frac{51}{128}$

SPELLING

Learning Intention:

I can identify words that use the '-able' and '-ible' suffixes.

Success Criteria:

I have investigated how the meaning of a base word changes when applying the '-able' and '-ible' suffixes.

Learning Resources Required:

Exercise book, pencils, and iphone/tablet/computer

Learning Task:

'-able' or '-ible'?

This week we are exploring the '-able' and '-ible' suffixes. They turn base words into adjectives.

1. Draw up a t-chart with '-able' and '-ible' as the headings. Read the following text and record each word that you find that uses either the '-able' or '-ible' suffix.

I was a gullible person on whom an abominable trick was played. I had an old painting that had an illegible signature at the bottom. When a friend remarked that it might be worth something, I became excitable. I didn't have much accessible cash and I wanted to go on holiday. I took the painting to be valued by a dealer who claimed he was knowledgeable about art history. He told me that it was not very valuable as the work of the painter was no longer fashionable. The art dealer stated that it was not impossible that my painting could increase in value in future years, as the market was changeable. He said he would make me an offer for it, which he claimed was reasonable for the risk he was taking. The dealer said it was understandable if I wanted to wait to see if the market would improve. As his was the only offer available to me and I was susceptible to his persuasion, I accepted the deal and handed the painting over. Six months later, I gave an audible gasp as I spotted my painting in the newspaper, under the headline, 'Rediscovered Masterpiece Sells for £400,000.' I was furious and desperately tried to stake my claim on the money. Sadly, I was told my decision to sell for £250 was not reversible.

1. Look at your list of words. For each word attempt to identify and record the base word.
2. What impact do these suffixes have on the root/base word?

3. Can you identify any generalisations that would assist you in using the correct suffix?
4. Choose two words from each suffix and investigate their meaning.

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

PHYSICAL ACTIVITY

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