

## Grade 5 and 6: Tuesday, March 24

### TASK 1: LITERACY

Approx: 40 mins

#### Reading / Speaking and Listening

##### Note to Parents/Guardians:

Students will require a device with audio recording capability for this activity.

##### Activity:

Visit the safe and child-appropriate Kids News website at [kidsnews.com.au](http://kidsnews.com.au). Browse the recent news articles and select an article that appeals to you and is at an appropriate reading level. The stories are given a green (easy), orange (moderate) and red (difficult) rating so use this to guide you in your selection.

Once you have chosen your story read it a couple of times to become familiar with the content. Identify any words that are new to you and predict what they mean using context clues – what would make sense? Then check their meaning using the Kids News glossary, a dictionary or discussing them with your adult. Also talk to your adult about any parts of the text you need to clarify so that you understand the story well.

Now, make a recording of yourself reading the news story aloud. Concentrate on reading in a clear and loud voice, with fluency and using expression that captures the tone of the news story. Don't read too fast.

When you have completed your recording listen to it. Identify one thing that you feel you did very well and one thing that you could improve in the future.

##### Extension:

Have you ever noticed on the television news that at the very beginning of the program they give a quick one sentence summary of the top few news stories so you know what's coming up? Come up with 3 versions of a quick one sentence summary of the story you recorded that would be suitable for this purpose.

##### Curriculum Links:

##### English – Literacy – Interacting with others

**Year 5:** Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes.

**Year 6:** Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis.

### TASK 2: LITERACY

Approx: 30 mins

#### Literacy – Similes

##### Note to Parents/Guardians:

*Nil.*

##### Activity:

The aim of this activity is to know what a simile is and to begin using them to write better descriptions with more vivid imagery.

A **simile** is a phrase that uses a comparison to describe. It compares one thing to another using the word “as” or “like”. Common similes you may have heard include:

- Its fleece was white **as** snow...
- Life is **like** a box of chocolates...
- A tale as old **as** time...
- It fits **like** a glove.

Here is a description of a fire. Circle the similes.

*When we arrived, the campfire was a blazing flash of reds and oranges. As we stood around it the flames leapt higher like fingers trying to touch the sky. The smell of the burning logs filled the air and smoke stung our eyes. It crackled, its heat as comforting as a warm hug.*

Now write a description of your own, about a favourite food, including at least two similes. Think about what each of your senses experiences when you have this food and try to capture this in your description.

#### Curriculum Links:

#### English – Literature – Examining Literature

**Year 5:** Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes.

**Year 6:** Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse.

### BREAK: 30 minutes

### TASK 3: MATHEMATICS

Approx: 40 mins

#### Rounding and estimating

#### Note to Parents/Guardians:

*This activity assumes prior knowledge of rounding, addition and subtraction. A grocery catalogue, scissors and a calculator will be required.*

*Answers: (c) Est. 140, Unreasonable; (d) Est. 170, Reasonable; (e) Est. 50, Reasonable; (f) Est. 50, Reasonable; (g) Est. 120, Unreasonable; (h) Est. 500, Reasonable.*

#### Activity:

The aim of this activity is to practise using rounding and estimating to solve problems efficiently and to check the reasonableness of answers.

#### Part 1:

Round the numbers in these equations to the nearest 10 and perform the calculation to get an estimate of the answer. (An estimate gives us an “around about” answer not an exact answer.)

Then decide if you think the answer given for the equation is reasonable or unreasonable – is it close to your estimate? The first two have been completed to show you what to do.

(a)  $23 + 47 + 72 + 29 = 171$   
 $20 + 50 + 70 + 30 = 170$   
*Reasonable*

(b)  $257 - 52 - 99 = 212$   
 $260 - 50 - 100 = 110$   
*Unreasonable*

(c)  $66 + 42 + 33 = 183$

(d)  $57 + 89 + 17 = 163$

(e)  $98 - 21 - 34 = 43$

(f)  $143 - 59 - 32 = 52$

(g)  $201 - 113 + 28 = 214$

(h)  $328 + 271 - 104 = 495$

**Part 2:**

From a grocery store catalogue, cut out 10 items with their prices. Use your rounding and addition skills to find an estimated total for your basket of grocery items. (Round prices to the nearest dollar.) Then use a calculator to check your answer – was your estimate a reasonable one?

**Curriculum Links:**

**Mathematics – Number and Algebra – Number and place value**

**Year 5:** Use estimation and rounding to check the reasonableness of answers to calculations.

**Year 6:** Select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers.

**TASK 4: TECHNOLOGIES**

**Approx: 60 mins**

**Build a bridge**

**Note to Parents/Guardians:**

*A list of materials is suggested however if you do not have the items on the list they can be substituted for whatever suitable items you have.*

**You will need:**

- 50 paper straws or icy-pole sticks
- 20 sheets of newspaper
- A roll of masking tape
- A 400 gram food can

**Activity:**

Your challenge is to build a bridge that stand up on its own on a flat surface. Your bridge must have a span of at least 30cm and be capable of holding the food can.

Start by thinking about bridges you have seen before and look at pictures of bridges to identify some common elements that you might be able to use in your design. Brainstorm ideas for your bridge and then draw a plan for how to construct it.

Create your bridge using the materials. You may find that you need to modify your plan as you are constructing because some ideas do not work as you had expected. That is okay, but you must still stick within the material limits.

When your bridge is complete it is time for you to test it out to see if it fulfils the challenge criteria:

- Can it stand on its own?
- Does it span 30cm or more?
- Can it hold the can without collapse?

If you answer no to any of these questions, decide on and make some improvements to your bridge and try again. If you answer yes to all of the questions, well done! See if you can improve your bridge too so it is able to hold more weight.

**Curriculum Links:****Technologies – Design and Technologies – Processes and production skills**

**Year 5 and Year 6:** Critique needs or opportunities for designing, and investigate materials, components, tools, equipment and processes to achieve intended designed solutions.

**LUNCH: 60 minutes****TASK 5: THE ARTS – MUSIC**

**Approx: 30 mins**

**Music – Percussion performance****Note to Parents/Guardians:**

*This activity will require household items that can be used as improved percussion instruments and is likely to be quite noisy – that's all part of the fun.*

**Activity:**

For this activity you will compose, rehearse and perform a percussion arrangement. Percussion instruments are those that are played by striking with the hand or with a stick or beater, or by shaking. Examples include drums, cymbals, xylophones, gongs, bells, and rattles. If you have any of these at home use them, but otherwise, improvise! You could use pots and pans to bang, containers with cereal inside to shake, tap pencils on a table, etc.

Experiment with the different sounds you can make with your instruments by striking them in different places and with different amounts of force, etc. Begin creating some four beat patterns that you can repeat – try playing them at different tempos.

When you have created two different four beat patterns that you are happy with, rehearse them, playing each pattern for four bars and then transitioning to the other pattern smoothly for four bars and back again. Create a flourish to end your song.

Perform your song for a family member or record it and share online (with your parent or guardian's permission of course!).

**Curriculum Links:****The Arts – Music**

**Year 5 and Year 6:** Rehearse and perform music including music they have composed by improvising, sourcing and arranging ideas and making decisions to engage an audience.

**BREAK: 30 minutes****TASK 6: THE ARTS, VISUAL ARTS, TECHNOLOGIES – DIGITAL TECHNOLOGIES**

**Approx: 40 mins**

**Skills practice****Note to Parents/Guardians:**

*This activity is designed to be flexible to suit whatever type of sporting equipment and space you have available as we understand this will vary from home to home.*

**Activity:**

Choose a sport for which you have some equipment available. Suggestions: basketball, netball, football, soccer, tennis, cricket, etc.

Identify 3 skills that are required to play your sport well. For each skill, design a practice drill that will enable you to improve that skill. Draw a quick diagram to explain your practice drill. Then practise each skill for 10 minutes using the drill you designed.

**Extension:**

Ask a member of your household to have a modified game of your chosen sport with you so that you can apply the skills you practised.

**Curriculum Links:**

**Health and Physical Education – Movement and Physical Activity – Moving our body**

**Year 5 and Year 6:** Practise specialised movement skills and apply them in a variety of movement sequences and situations.

### SUGGESTED LUNCHTIME ACTIVITIES

- Complete a jigsaw puzzle.
- Create a reading corner. Make it comfy with pillows and cushions. Spend at least 20 minutes there each day reading.
- Build a house with playing cards. Who can make the tallest house?
- Help cook or prepare lunch with your parent/guardian.

**ADVICE FOR PARENTS/GUARDIANS REGARDING YOUTUBE LINKS**

While YouTube offers some excellent learning resources and we offer suggested links in this material, Kids News cannot guarantee the type of advertisements that will pop up while you are watching these clips.

Please only allow your child to watch the suggested clips with supervision so that you can prevent them seeing the advertisements that are not age appropriate.

**NOTE FOR PARENTS/GUARDIANS**

These free activities are written by qualified, practising teachers in accordance with/reference to the Australian National Curriculum 2020 and are intended to be used as a guide for parents.