

## Grade 5 and 6: Wednesday, March 25

### TASK 1: LITERACY

Approx: 60 mins

#### Making connections

#### Note to Parents/Guardians:

*This activity requires students to have a fiction novel that is at an appropriate reading level and of interest to them. It is designed to fit in with what they are already reading.*

#### Activity:

Spend 15 minutes reading your novel, then answer these questions.

1. When and where is the story set?
2. Who is the main character in the story and how old are they?
3. Who are the main social and family contacts of the character?
4. What is happening in their life?
5. What is the character's position in society?

Then, complete the following table to show that you can identify one way in which the main character is similar to you and ways in which they are different. Try to identify three things for each side and provide more than just basic detail. An example might be: *Peter is stuck between his parents who are getting divorced and feels like they are both mad at him for not choosing their side. I felt like this when my friends were having a disagreement. It was confusing and I was left wondering why they couldn't just get along.*

A way that the character is similar to me:	A way that the character is different to me:

#### Curriculum Links:

#### English – Literature – Literature and context

**Year 5:** Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts.

**Year 6:** Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts.

## **TASK 2: LITERACY**

**Approx: 30 mins**

### **Similes, continued**

#### **Note to Parents/Guardians:**

*This task is designed to follow on from yesterday's lesson about similes. If your child has not completed that lesson it is recommended to complete that lesson first as it includes an explanation about similes.*

#### **Activity:**

Find an image of somebody you think looks interesting or think of somebody you know. Write 5 similes to describe the person. Here is an example that is about someone the teacher writing this knows.

*Her hair is soft and wispy like tiny feathers on a baby bird.*

*Her skin is cracked like earth dried out by drought.*

*Her hands are as twisted as an old tree branch.*

*Her eyes as innocent as a child's.*

*Her thoughts get lost like fallen leaves swirling in the wind.*

Complete this task for two more people or animals so that you have 3 descriptions in total.

#### **Extension:**

Exchange descriptions online with a classmate who has also completed this task. Try sketching one of the people or animals they have described, based on the similes they wrote about them.

#### **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: 30 mins**

### **Multiplication and prime numbers**

#### **Note to Parents/Guardians:**

*Students will need a timing device of some type and a calculator. A list of prime numbers is provided at the end of today's lesson plan document.*

#### **Activity:**

##### **Part 1 – Multiplication practice**

Time yourself to see how long it takes you to fill in the answers to complete this multiplication grid. Then double check your answers using a calculator.

<b>x</b>	<b>6</b>	<b>1</b>	<b>10</b>	<b>5</b>	<b>12</b>	<b>2</b>	<b>7</b>	<b>3</b>	<b>8</b>	<b>11</b>	<b>9</b>	<b>4</b>
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**Part 2 – Identify prime numbers**

A prime number is a whole number, greater than 1 that cannot be formed by multiplying any other whole numbers, other than itself and 1. For example: 13 is a prime number because the only two whole numbers that can be multiplied to reach 13 are 13 and 1.

12 is not a prime number because it can be reached by multiplying 2 and 6 or 3 and 4.

On this 100s chart, highlight only the prime numbers.

HINT: If you cannot find it on your multiplication table above then it is a prime number!

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

**Curriculum Links:****Mathematics-Number & Algebra – Number and Place Value**

**Year 5:** Identify and describe factors and multiples of whole numbers and use them to solve problems

**Year 6:** Identify and describe properties of prime, composite, square and triangular numbers.

**TASK 4: HUMANITIES AND SOCIAL SCIENCES**

**Approx: 45 mins**

**Australian history****Note to Parents/Guardians:**

*Nil.*

**Activity:**

**Year 5:** Read [this story](#) from the Kids News website about the Australian Gold Rush of the 1850s. Write a paragraph to summarise how Australia was changed by this event. Draw a picture inspired by the article.

**Year 6:** Read [this story](#) from the Kids News website about Australia's Federation in 1901. Complete the Comprehension questions at the end of the news story. Draw a picture inspired by the article.

**Curriculum Links:****Humanities and Social Sciences – Knowledge and understanding - History**

**Year 5:** The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of the inhabitants (including Aboriginal Peoples and Torres Strait Islander Peoples) and how the environment changed.

**Year 6:** Key figures, events and ideas that led to Australia's Federation and Constitution.

**LUNCH: 60 minutes****TASK 5: HEALTH AND PHYSICAL EDUCATION**

**Approx: 40 mins**

**Mental health and Wellbeing****Note to Parents/Guardians:**

*Today's lesson is relatively unstructured and focused on maintaining mental health and wellbeing.*

**Activity:**

**Part 1** – Contact a friend by phoning them, messaging them on social media or sending them an email. Find out how they are feeling and share with them how you are feeling. Offer each other support and if needed, talk to an adult too or contact the Kids Helpline on 1800 55 1800. Maintaining social connections and support is important for mental health and wellbeing.

**Part 2** – Spend some time outside (or indoors if being outside is not possible) participating in an activity that moves your body and makes you feel happy. Suggestions: basketball, riding your bike, going for a jog, yoga, etc.

**Curriculum Links:****Health and Physical Education – Personal, social and community health – Contributing to healthy and active communities**

**Year 5 and 6:** Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities.

## **BREAK: 30 minutes**

### **TASK 6: THE ARTS**

**Approx: 45 mins.**

#### **Leaves and texture**

##### **Note to Parents/Guardians:**

*Students will need leaves collected from outside, crayons and coloured paper.*

##### **Activity:**

In this activity you will experiment with two different ways to create representations of leaves that include the art element of texture.

1. Collect some leaves from outdoors. Try to find a range of shapes and sizes. Leaves that have prominent vein systems are ideal.  
Place a leaf under your sheet of paper and hold the paper firmly on top.  
Using the side of an unwrapped crayon, rub over the top of where the leaf is. This should cause the vein markings of the leaf to become visible on your paper.  
Experiment with using different amounts of pressure and a variety of colours. Cut out your leaves.
2. Sketch an autumn leaf shape and cut it out. Scrunch your paper leaf tightly and then carefully smooth it back out being careful not to rip it.  
Again use the side of an unwrapped crayon to rub over the paper. This should leave markings where the paper creases are making your leaf look old and crunchy. Experiment further with different pressures and colours.

##### **Extension:**

You could use the leaves you have created to form a larger artwork such as drawing a tree trunk and attaching them, gluing them into a wreath or using string to turn them into a wall hanging.

##### **Curriculum Links:**

**The Arts – Visual Arts**

**Year 5 and 6:** Develop and apply techniques and processes when making their artworks.

### **SUGGESTED LUNCHTIME ACTIVITIES**

- Helping with some household tasks such as making your bed and hanging clothes up to dry.
- Preparing your own fresh and tasty lunch.
- Playing board games.
- Dancing to some favourite songs.

##### **ANSWERS:**

**Prime numbers:** 2, 3, 5, 7, 11, 13, 17, 19, 23, 29, 31, 37, 41, 43, 47, 53, 59, 61, 67, 71, 73, 79, 83, 89, 97

##### **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/with reference to the Australian National Curriculum 2020 and are intended to be used as a guide for parents.



## **TODAY'S STORIES**

1. Mars rover hits itself with a shovel
2. Twin polar bear cubs' first outing
3. COVID-19 explainer: every answer kids need and want to know