

Years 5 and 6: Tuesday, April 7

TASK 1: LITERACY

Approx: 40 mins

Reading Response

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. If your student does not have a novel you could join a library for access to their online catalogue.

Activity:

Find a comfortable spot without distractions and spend 20-30 minutes reading your novel.

Identify an emotion that one of the characters in the section of book that you just read was experiencing and write a paragraph to explain why they were feeling that way and how their feelings influenced their behaviour.

Then write a paragraph discussing a time when you felt that same emotion.

Did you respond in the same way as the character or did you respond differently?

Is there anything you can learn from the character or that they could learn from you?

Curriculum Links:

English – Literature

Year 5: Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others.

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

Non-fiction text structures

Note to Parents/Guardians:

Activity:

Practise presenting non-fiction texts in a clear and user-friendly format by creating an information display about Kakadu using this activity produced by Education Services Australia Limited.

<https://www.scootle.edu.au/ec/resolve/view/L5813?accContentId=ACELA1797>

Curriculum Links:

English – Language

Year 5: Investigate how the organisation of texts into chapters, headings, subheadings, home pages and sub pages for online texts and according to chronology or topic can be used to predict content and assist navigation.

Year 6: Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts.

BREAK: 30 minutes

TASK 3: MATHEMATICS

Approx: 30 mins

Addition and Subtraction

Note to Parents/Guardians:

Some students will have the skills to complete this task independently, others will require more support. If you are unsure of how to teach these skills, there are many online resources that can be found by Googling that will explain how to solve these types of equations.

Activity:

Practise your addition and subtraction skills on the following equations. Set them out vertically to do your calculations and show all workings. Check your answers with a calculator after each question – this will enable you to know right away if you have made a mistake so that you don't keep making the same error.

Addition (no trading)	Addition (with trading)	Subtraction (no trading)	Subtraction (with trading)
$351 + 243 =$	$264 + 327 =$	$649 - 237 =$	$892 - 547 =$
$747 + 122 =$	$482 + 341 =$	$796 - 142 =$	$749 - 261 =$
$418 + 260 =$	$299 + 437 =$	$355 - 221 =$	$635 - 248 =$
$224 + 135 =$	$539 + 292 =$	$926 - 705 =$	$925 - 634 =$
$502 + 394 =$	$366 + 388 =$	$834 - 613 =$	$503 - 229 =$

Curriculum Links:

Mathematics-Number & Algebra – Number and Place Value

Year 5: Use efficient mental and written strategies and apply appropriate digital technologies to solve problems.

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: SCIENCE

Approx: 60 mins

States of Matter

Note to Parents/Guardians:

To complete the extension activity students will require:

- Cornflour
- Water
- a couple of drops of food colouring
- a bowl
- a spoon

Activity:

View this video to learn about the three states of matter - solid, liquid and gas.

<https://www.youtube.com/watch?v=MrTxRn9MNWM>

Then answer the following questions:

1. What are the properties of a solid?
2. What are the properties of a liquid?
3. What are the properties of a gas?
4. Draw a flowchart to show how water can change states to become a solid, liquid or gas.



Extension:

Follow the instruction in this video to create "Cornflour Slime" that easily changes its state from liquid to solid and back again.

https://www.youtube.com/watch?v=uimKBp_igvQ

Curriculum Links:

Science – Science Understanding – Chemical sciences

Year 5: Solids, liquids and gases have different observable properties and behave in different ways.

Year 6: Changes to materials can be reversible or irreversible.

LUNCH: 60 minutes

TASK 5: HEALTH AND PHYSICAL EDUCATION

Approx: 30 mins

Funny races

Note to Parents/Guardians:

This activity is for the whole family to join in. Use whatever equipment you have available.

Activity:

In your yard (or in your home if necessary), set out two markers between 10-15 metres apart (depending on how much space you have) – this will be your racing area.

Then use the equipment you have to decide on a series of different tasks that can be completed while you race back and forth across your racing area.

Examples: balancing an egg or a ping pong ball on a spoon without letting it drop; balancing a bean bag on your head;

jumping with your legs inside a sack or an old pillow case; carrying one cup of water at a time back and forth until you have filled up a bucket; etc.

Do each race on its own to see who in your family is quickest. Then, try having a huge mega race where you do all of the activities one after the other until you have completed them all.

Curriculum Links:

Health and Physical Education – Personal, social and community health – Contributing to healthy and active communities

Year 5 and 6: Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to natural and built environments.

BREAK: 30 minutes

TASK 6: THE ARTS

Approx: 20 mins

Drama – Sell it!

Note to Parents/Guardians:

Gather 4 random household items for this activity but keep them hidden from your student. You will also need a timer of some sort.

Activity:

This activity will require you to use your imagination and improvisation skills. You will be playing the role of a slick sales person.

Your adult is going to hand you a random household item – your job will be to give a sales pitch, attempting to sell the item but not for its usual purpose.

For eg. you may be handed a bucket – you cannot try to sell it as a vessel for carrying liquid, but might instead sell it as the latest must-have fashion accessory. After you are given your item, you may have 1 minute of thinking time and then must begin your sales pitch. Your sales pitch should go for at least 1 minute and you need to try your hardest not to “umm and ahh”.



Repeat the process for each of the 4 items your adult has gathered for you.

Extension:

Choose one of the items you performed a sales pitch for. This time you may have as much time as you need to plan and rehearse an even better sales pitch for the item. Feel free to include props and costumes if you like. Perform and record your sales pitch and share it online with someone you think will get a laugh out of it.

Curriculum Links:

The Arts – Drama

Years 5 and 6: Explore dramatic action, empathy and space in improvisations, play building and scripted drama to develop characters and situations.

SUGGESTED LUNCHTIME ACTIVITIES

- Build a tent or fort in your garden.
- Gather some coloured wool scraps to make friendship bracelets or pompoms.
- Call a friend or relative for a chat.
- Have everybody in your house choose a favourite song for a danceathon.

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. Australian scientists track how a river can sing.**
- 2. Animals reclaim city streets during isolation.**