

Years 5 and 6: Friday, April 17

TASK 1: LITERACY

Approx: 45 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.

Choose two characters from the story. Write a script for a conversation that you think these two characters might have that is not part of the original story.

Try to capture the personalities of the characters and the relationship between them in the language that you use.

Curriculum Links:

English – Literature – Creating literature

Year 5: Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced.

Year 6: Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways.

TASK 2: LITERACY

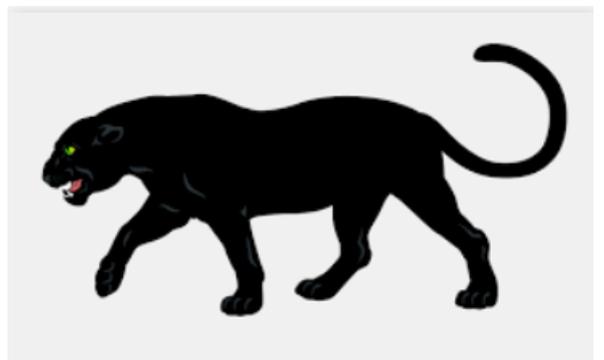
Approx: 30 mins

Examining the reliability of information

Activity:

Learn how to think critically about the reliability of information from different sources by tracking down a black panther in this activity called “Riddle of the black panther: The search” produced by Education Services Australia Limited.

<http://www.scootle.edu.au/ec/viewing/L2850/L2850/index.html>



Curriculum Links:

English – Literature – Responding to literature

Year 5: Understand how to move beyond making bare assertions and take account of differing perspectives and points of view.

Year 6: Understand the uses of objective and subjective language and bias.

BREAK: 30 minutes

TASK 3: MATHEMATICS

Approx: 30 mins

Comparing Fractions – Worded problems

Note to Parents/Guardians:

This activity assumes that students at this level have a base understanding of fractions. Answers are provided in the Appendix at the end of today's lesson plan.

Activity:

Solve the following worded fraction problems.

Draw pictures to help you find the solutions.



1. Ralph and Bill ordered one pizza each for dinner. Ralph has eaten $\frac{3}{4}$ of his pizza and Bill has eaten $\frac{2}{3}$ of his pizza. Who has the most pizza left over?
2. Build-It Inc. is part-way through construction of two side-by-side apartment blocks. The apartment blocks will each be 10-storeys high when they are complete. If Building A is $\frac{3}{5}$ complete and Building B is $\frac{7}{10}$ complete at the moment, which one is currently taller?
3. Molly poured three glasses of milk for her children. The blue glass is $\frac{1}{2}$ full, the green glass is $\frac{3}{6}$ full and the red glass is $\frac{1}{3}$ full. Which statement is true?
 - (a) The red glass contains more milk than the other glasses.
 - (b) All of the glasses contain the same amount of milk.
 - (c) The blue glass and the green glass contain the same amount of milk.
4. Jenny, Jamal and Edi bought a lottery ticket together, each paying an equal share. When they win the jackpot Jenny suggests that she should get $\frac{4}{12}$ of the money, Jamal should get $\frac{1}{3}$ of the money and Edi should get $\frac{2}{6}$. Do you think this is fair? Explain.

Extension:

Write some worded problems of your own that require the comparison of fractions to solve.

Curriculum Links:

Mathematics-Number & Algebra – Number and Place Value

Year 5: Compare and order common unit fractions and locate and represent them on a number line.

Year 6: Compare fractions with related denominators and locate and represent them on a number line.

TASK 4: HASS – ECONOMICS AND BUSINESS

Approx: 60 mins

Managing resources - Money

Note to Parents/Guardians:

Support your child with this activity by discussing with them the difference between wants and needs.

Activity:

In our lives we are faced with many choices. There are somethings in life that we need and many things that we may want. Unfortunately, we can't always have everything we need or want because of limited resources.

Those resources can include physical objects, money and time. If we use the resources available for one thing it means that that resource is no longer available for other things. It is important that we learn to consider the trade-off for choosing one thing over another and prioritise our needs over our wants.

Here are some examples:

Money – If I have \$100 (limited resource) and I use that money to buy a PlayStation game (want), that money is no longer available for buying groceries (need). The trade-off for buying the game is that I will be hungry.



Time – If I spend half the night (limited resource) playing my new PlayStation game (want), that time is no longer available for sleeping (need). The trade-off for playing my game is that I will be tired the next day.

For this activity we will focus on the limited resource of MONEY.

Below is a list of things that you could choose to spend your money on.

- First, sort them into two lists – things you NEED and things you WANT.
- Then, create a budget for the week, deciding how to use the limited resource of money. Your money for one week will be limited to \$800 and for the purposes of this activity you should pretend you are an independent grown-up.
- Lastly, identify two trade-offs (consequences) for how you chose to spend your money.

Rent a big fancy house - \$500	Go to the football - \$70	Fancy groceries \$150
Rent a medium-sized average house - \$300	Dinner at a restaurant - \$50	Average reliable car - \$100
Rent a small average house - \$250	Pay TV subscription - \$20	Electricity bill - \$20
Savings for a future holiday \$50	Water bill - \$15	Average groceries - \$120
Take-away dinner \$30	Buy new clothes - \$50	Go to the movies - \$40
Throw a party for friends - \$150	Luxury car - \$250	Gas bill - \$20

Curriculum Links:

Humanities and Social Sciences – Business and economics

Year 5: The difference between needs and wants and why choices need to be made about how limited resources are used.

Year 6: How the concept of opportunity cost involves choices about the alternative use of resources and the need to consider trade-offs.

LUNCH: 60 minutes

TASK 5: HEALTH AND PHYSICAL EDUCATION

Approx: 60 mins

Invent a sport

Note to Parents/Guardians:

Please guide children during this activity to ensure the sport they invent is safe.

Activity:

Let's see how creative you can be by inventing a brand new sport with items you have at home!

Choose 3 items from the list below to use in your sport.

washing baskets

cushions

a fit ball

plastic/paper plates

scrunched balls of newspaper

A rope

10 pairs of socks

a bucket

balloons

empty plastic bottles

teddy bears

a towel

Answer these questions:

1. What is your sport called?
2. How is your sport scored or judged?
3. What are the rules?

Try out your sport. If you need to, you may add or adapt rules as you play until you think it is just right.

Extension:

Share the details of your sport with a friend and have them try it out, too. Ask them for feedback on how they enjoyed your sport and whether they can think of any improvements to the rules.

Curriculum Links:

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

Years 5 and 6: Propose and apply movement concepts and strategies with and without equipment.

BREAK: 30 minutes

TASK 6: THE ARTS

Approx: 45 mins

Chinese Lion and Dragon Dances

Note to Parents/Guardians:

Activity:

For this activity you will compare and contrast two Chinese dances – The Lion Dance and The Dragon Dance.

Watch this video of a Lion Dance:

<https://www.youtube.com/watch?v=Bs0GuU0cUtw>

Watch this video of a Dragon Dance:

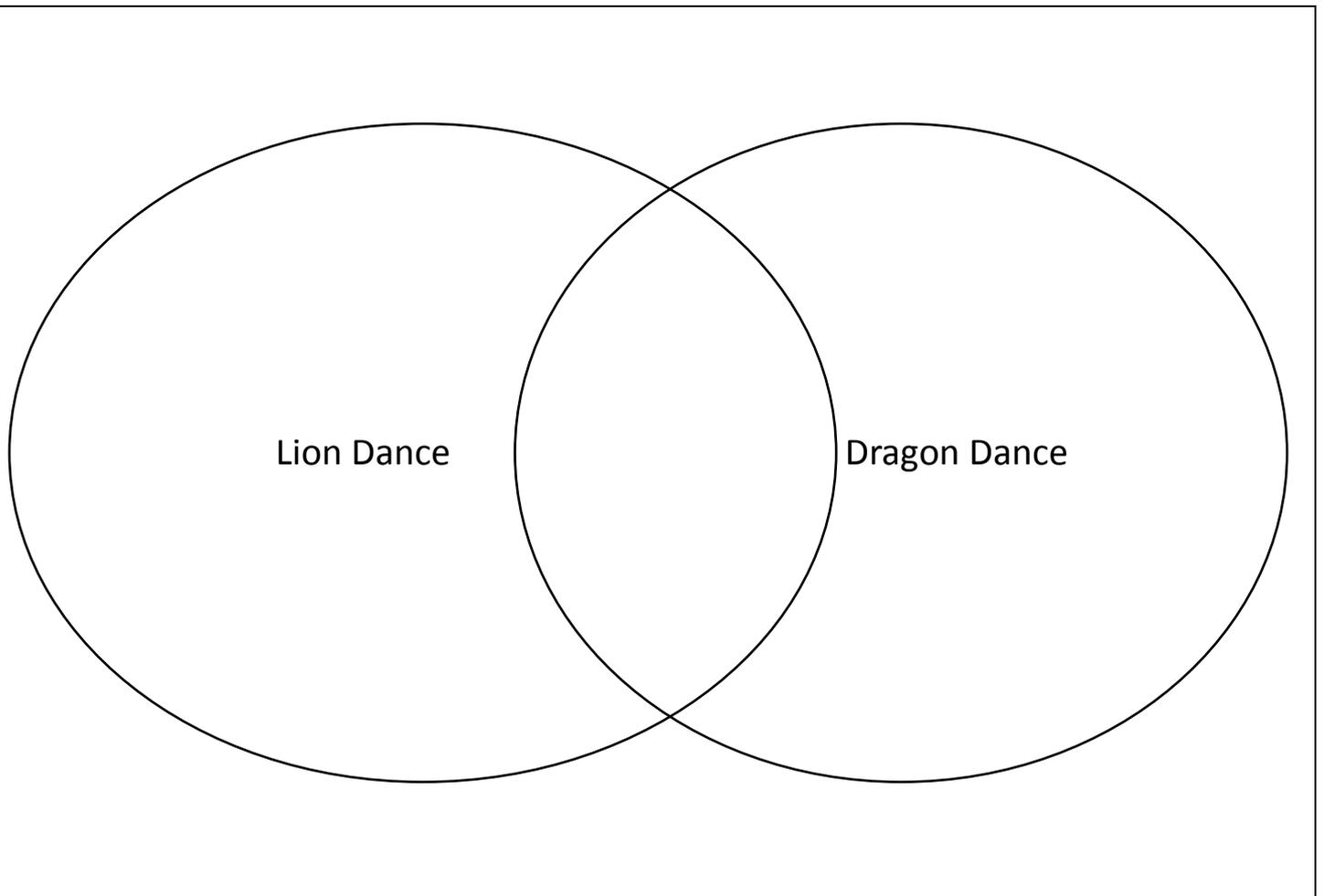
<https://www.youtube.com/watch?v=gUqhUNp5x2s>

Use the Venn diagram below to record the similarities and differences you notice about the two dances.

Think about the way the dancers move, the costumes, the way the dancers control the movements of the animals,

the music and instruments that accompany the dance, the mood of the dance, etc.





Curriculum Links:

The Arts – Dance

Years 5 and 6: Explain how the elements of dance and production elements communicate meaning by comparing dances from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander dance.

SUGGESTED LUNCHTIME ACTIVITIES

- FaceTime a friend and complete a fitness challenge together.
- Do some gardening.
- Create a funny puppet show using sock puppets.

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. Painting clouds and creating fog could save the Great Barrier Reef.
2. 7m-long caterpillar chain spotted near Alice Springs.
3. Mark Knight's cartoon on the pressures of learning at home.

APPENDIX

Mathematics Answers:

1. Bill has more pizza left.
2. Building B is currently taller.
3. (c) The blue glass and the green glass contain the same amount of milk.
4. This is fair because $\frac{4}{12}$, $\frac{1}{3}$ and $\frac{2}{6}$ are equivalent fractions, meaning they would each get the same amount of money.