

Years 5 and 6: Friday, April 24

TASK 1: LITERACY

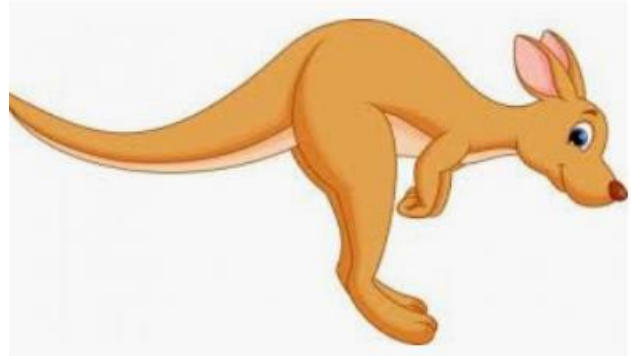
Approx: 40 mins

Word origins

Activity:

There are many words that are commonly used in Australia that have their origins in Indigenous languages. The names of plants and animals is an area in which this is particularly evident. Investigate this further.

1. Set a timer for 3 minutes. In that time, make a list of as many plants and animals as you can whose names you think could be Indigenous in origin.
2. Refer to the following list
3. https://en.wikipedia.org/wiki/List_of_English_words_of_Australian_Aboriginal_origin to see for yourself. Were there any words you were mistaken about? Are there words on the list you hadn't thought of?
4. Choose 5 words on the list to find out more about. Try to answer the following questions about each word:
 - Which language/dialect does it originate from?
 - What is the word's meaning?
 - Does it have alternate spellings?
 - Has the word changed over time?



Curriculum Links:

English – Language – Language variation and change

Year 5: Understand that the pronunciation, spelling and meanings of words have histories and change over time.

Year 6: Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English.

TASK 2: LITERACY

Approx: 30 mins

Understanding Poetry – For the Fallen

Note to Parents/Guardians:

After the student has completed their work, read the poem together and have them discuss their responses with you, explaining any differences you may have in your own interpretation of the poem.

Activity:

The following is a poem dedicated to soldiers who have died at war. Some of us may have heard it before, and there is one section that will probably be very familiar to most people.

The purpose of this activity is to better understanding the meaning of the poem.

Read each verse individually. Write one simple sentence telling what you thought that verse was about. Do this for each verse. Then read just your sentences. Write one more sentence that captures your thoughts on the overall meaning of the poem.

For the fallen

*With proud thanksgiving, a mother for her children,
England mourns for her dead across the sea.
Flesh of her flesh they were, spirit of her spirit,
Fallen in the cause of the free.*

*Solemn the drums thrill: Death august and royal
Sings sorrow up into immortal spheres.
There is music in the midst of desolation
And a glory that shines upon our tears.*

*They went with songs to the battle, they were young,
Straight of limb, true of eye, steady and aglow.
They were staunch to the end against odds uncounted,
They fell with their faces to the foe.*

*They shall grow not old, as we that are left grow old;
Age shall not weary them, nor the years condemn.
At the going down of the sun and in the morning
We will remember them.*

*They mingle not with their laughing comrades again;
They sit no more at familiar tables at home;
They have no lot in our labour of the day-time;
They sleep beyond England's foam.*

*But where our desires are and our hopes profound,
Felt as a well-spring that is hidden from sight,
To the innermost heart of their own land they are known
As the stars are known to the Night;*

*As the stars that shall be bright when we are dust,
Moving in marches upon the heavenly plain,
As the stars that are starry in the time of our darkness,
To the end, to the end, they remain.*

Laurence Binyon (1869–1943)

Extension:

Write your own poem with a similar theme.

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.

BREAK: 30 minutes

TASK 3: MATHEMATICS

Approx: 30 mins

Kaprekar's Constant

Note to Parents/Guardians:

The purpose of this activity is to have students practise their subtraction skills. A calculator may be used for checking answers but not for the initial calculations.

Activity:

D.R. Kaprekar, an Indian mathematician, discovered a clever number trick that you will now try out. The number is 6,174 and is known as "Kaprekar's Constant".

This is how the trick works:

- Choose any 4-digit number, as long as at least one of the digits is different from the others. (So not 1111 or 2222, etc.)
- Rearrange the digits to make the largest number possible and the smallest number possible. (For example, if my number is 3702 the largest possible number is 7320 and the smallest is 0237.)
- Subtract the small number from the large number. ($7320 - 0237 = 7083$)
- Repeat the process of rearranging the digits to get the largest and smallest number and then subtracting. ($8730 - 0378 = 8352$).
- Continue repeating the process. Within 7 repeats of this process you will reach the number 6,174 – Kaprekar's Constant.
(Example continued: $8532 - 2358 = 6174$)

Here is a short video of the trick being used: https://www.youtube.com/watch?v=d8TRcZkIX_Q

Test it out for yourself!

Extension:

Have someone in your family give you a 4-digit number and show them the trick.

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: STEM

Approx: 60 mins

Anzac biscuits

Note to Parents/Guardians:

Students will require close supervision during this activity to ensure safety, especially when using the oven.

Activity:

Bake these tasty Anzac biscuits, similar to ones sent to soldiers during World War I.

Ingredients

150g (1 cup) plain flour

90g (1 cup) rolled oats

85g (1 cup) desiccated coconut

100g (1/2 cup, firmly packed) brown sugar

55g (1/4 cup) caster sugar

125g butter

2 tablespoons golden syrup

2 tablespoons water

1/2 teaspoon bicarbonate of soda

Method:**Step 1**

Preheat oven to 160C. Line 2 baking trays with non-stick baking paper.

Step 2

Combine flour, oats, coconut and combined sugar in a large bowl.

Step 3

Stir the butter, golden syrup and water in a small saucepan over medium heat until the butter melts and the mixture is smooth. Stir in the bicarbonate of soda. Add to the oat mixture and stir until well combined.

Step 4

Roll level tablespoonfuls of the oat mixture into balls and place, about 5cm apart, on the prepared trays. Flatten until about 1cm thick. Bake, swapping trays halfway through cooking, for 15 minutes or until light golden. Set aside for 10 minutes to cool slightly before transferring to wire racks to cool completely.

**Want soft and chewy?**

Omit the brown sugar and increase the caster sugar to 155g (3/4 cup). Cooking time stays the same.

How about dark and crunchy?

Omit caster sugar and increase the brown sugar to 155g (3/4 cup, firmly packed). Bake for 18 minutes.

Thin and crispy more your thing?

Omit the caster sugar and increase the brown sugar to 200g (1 cup). Reduce the flour to 115g (3/4 cup). Cooking time stays the same.

(Recipe supplied by Taste.com.au)

Curriculum Links:

Technologies – Design and Technologies – Processes and production skills

Year 5 and Year 6: Select appropriate materials, components, tools, equipment and techniques and apply safe procedures to make designed solutions.

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

Approx: 40 mins

Taekwondo**Activity:**

The aim of this lesson is to get some physical exercise and participate in physical activity from another culture. Try out the Korean martial art of taekwondo by joining in with this online tutorial.

<https://www.youtube.com/watch?v=F1kXuQ3QB-Y>

When you have finished, do some research to find out 5 facts about taekwondo.

Curriculum Links:

Health and Physical Education – Movement and Physical Activity – Understanding movement

Year 5 and 6: Participate in physical activities from their own and others' cultures, and examine how involvement creates community connections and intercultural understanding.

BREAK: 30 minutes

TASK 6: THE ARTS

Approx: 30 mins

Music for Remembrance

Activity:

Examine how the elements of music communicate meaning and their use within cultural events. Listen to the following two pieces of music that are commonly heard at remembrance ceremonies.

The Last Post

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

Flowers of the forest

https://www.youtube.com/watch?v=SNxCs7g8_vs

- Name the musical instrument used for each song.
- Describe the feelings you got as you listened to these songs. What was it about the music that you think made you feel that way?
- Find out the origins and use of each song and explain them to your grown-up.

Curriculum Links:

The Arts – Music

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

SUGGESTED LUNCHTIME ACTIVITIES

- Play 'Hide and Seek' or 'Sardines' with your family.
- Draw a picture and cut it into Jigsaw puzzle pieces for somebody to solve.
- Re-create your favourite music video clip.

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. Drones may soon fly COVID-19 test kits and medicines to Aussies**
- 2. Tuning in to the calming powers of music during lockdown.**