

Years 5 and 6: Friday, May 1

TASK 1: LITERACY

Approx: 40 mins

Editing

Activity:

The aim of this activity is to edit a piece of your own writing to improve it. Editing our work is an important step in the writing process. It helps us to ensure that our work is correct, interesting and fulfils its purpose. Often we will say we have 'edited' our work when really all we have done is have a quick scan over it and decided it is good enough how it is.



Today you should choose a piece of writing that you have completed while you have been working at home and really take the time to edit it properly, using the checklist provided. Use a pen or pencil in a different colour to the rest of your writing so that your changes stand out. If you have really tried hard to improve your work you should end up with lots of that colour on your page.

Editing Checklist

(Tick off each item as you complete it.)

- Re-read your work. Does it flow and make sense?
- Think about your work. Does it make the point or tell the story you wanted it to?
- Check that you have used a suitable text structure. (eg. an exposition should have a title, introduction, arguments and a conclusion)
- Check that you have used paragraphs to separate events or ideas.
- Ensure you have used correct punctuation at the beginning and ending of sentences, and other required places.
- Circle words you think are misspelled and find out the correct spelling.
- Consider your vocabulary choices. Are they the best ones you could make? Change or add words to improve the detail and precision of your writing.
- Make sure you have used varied openers to capture your reader's attention.
- Check if you have over-used particular words or phrases and change them if you need to.

Curriculum Links:

English – Literacy – Creating texts

Year 5: Re-read and edit student's own and others' work using agreed criteria for text structures and language features.

Year 6: Re-read and edit students' own and others' work using agreed criteria and explaining editing choices.

TASK 2: LITERACY

Approx: 30 mins

Prefixes – uni and mono

Activity:

A prefix comes at the beginning of a word and influences the words meaning. The prefixes 'uni' and 'mono' both have the meaning of 'one'.

Listed below are the endings to some words. Decide which of the words should begin with uni and which should begin with mono, then separate the completed words into two lists.

form	chrome	corn	cycle
logue	versal	rail	poly
cle	lateral	son	tone

Choose three words from each list to write a definition for, underlining the word 'one' in each of your definitions to show the prefix's influence on the word meaning.

Extension:

Can you think of any other words with the uni or mono prefix?
Are there any prefixes that indicate other numbers?

Curriculum Links:

English – Language – Phonics and word knowledge

Year 5: Understand how to use knowledge of known words, base words, prefixes and suffixes, word origins, letter patterns and spelling generalisations to spell new words.

Year 6: Understand how to use knowledge of known words, word origins including some Latin and Greek roots, base words, prefixes, suffixes, letter patterns and spelling generalisations to spell new words including technical words.

BREAK: 30 minutes

TASK 3: MATHEMATICS

Approx: 60 mins

Percentages and graphing

Note to Parents/Guardians:

The kidsnews.com.au website is a daily kids-based news service to allow children to read and learn about current events that have been written appropriately and explained in a child-friendly way.

Activity:

The aim of this activity is to experience percentages in a real-life use and to manipulate the data to create a graph to aid in understanding the information.

The following Kids News article is about changes in insect populations. Read the news article and then complete the Classroom Activity and Extension which requires you to create a graph and collect data.

<https://www.kidsnews.com.au/animals/research-shows-land-insect-numbers-are-falling-and-putting-the-worlds-ecosystems-at-risk/news-story/0dec51594ee7a5965758ac3905e32793>

Curriculum Links:

Mathematics – Statistics and Probability – Data representation and interpretation

Year 5: Construct displays, including column graphs, dot plots and tables, appropriate for data type, with and without the use of digital technologies.

Year 6: Interpret secondary data presented in digital media and elsewhere.

TASK 4: SCIENCE

Approx: 60 mins

Inventions and discoveries

Note to Parents/Guardians:

To complete this activity students are required to perform online research. Please supervise this.

Activity:

The aim of this activity is to understand that inventions and scientific discoveries have occurred over time throughout history and will continue to do so into the future.

Below are three lists: the names of some scientists; the names of some inventions and discoveries; and some years.

They are jumbled up.

Do your own research to match up the names with the correct invention and year.

Then create a timeline and place each piece of information in its correct place in history.



Scientists	Inventions/Discoveries	Years
Johannes Gutenberg	Telephone	1903
Lawrence Roberts	The internet	1879
Thomas Edison	Airplane	1886
Wilhelm Conrad Rontgen	Printing press	1973
The Wright Brothers	Mobile telephone	1440
Alexander Fleming	Steam engine	1698
John F Mitchell & Martin Cooper Motorola	X-ray	1960s
Karl Benz	Penicillin	1876
Thomas Savery	Light bulb	1895
Alexander Graham Bell	Automobile	1928

There are some very important inventions that were not included on this list because it is not known who invented them. Can you think of some examples and give an explanation for why the inventor is not known?

Extension:

Choose one of the inventions on the list and find out more about its development. Create a poster or presentation about it.

Curriculum Links:

Science – Science as a Human Endeavour

Year 5 and Year 6: Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena and reflects historical and cultural contributions.

LUNCH: 60 minutes

TASK 5: HEALTH AND PHYSICAL EDUCATION

Approx: 40 mins

Minute to Win It games

Note to Parents/Guardians:

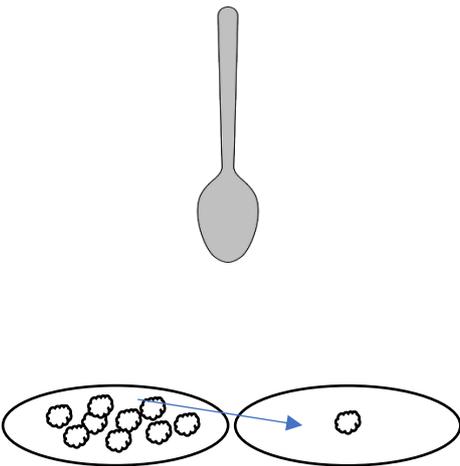
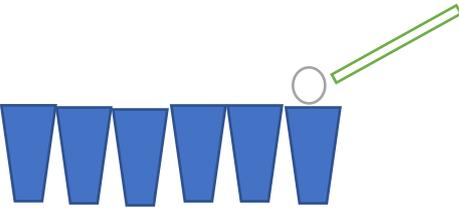
Students will require a timer and a range of materials for creating and playing their games such as plastic/paper cups, ping pong balls, straws, paper plates, cotton balls, etc. This activity is most fun with all the family involved.

Activity:

The aim of this activity is to move your body, be creative, play fairly and have fun.

Have you ever seen the game show “Minute to Win It”? The contestants are set difficult challenges that often make them look quite silly, and they have one minute only to complete the challenges. Today you will try it out. The first 3 challenges have been described for you. After that see if you can invent some of your own.



Cup tower	Cotton ball challenge	Move the ball
You have 1 minute to stack 10 cups. The cups must be alternated – right way up, upside down, right way up, upside down and so on.	You have 1 minute to move 10 cotton balls from one plate to another using only a spoon held in your mouth.	You have 1 minute to move a ping pong ball along a row of 6 water-filled cups using only a straw and your breath.
		

Curriculum Links:

Health and Physical Education – Movement and Physical Activity – Learning through movement

Year 5 and 6: Demonstrate ethical behaviour and fair play that aligns with rules when participating in a range of physical activities.

BREAK: 30 minutes

TASK 6: THE ARTS

Approx: 60 mins

Silhouette pictures

Note to Parents/Guardians:

Students will require a sheet of white paper, a sheet of black paper and some tissue paper in “sunset” colours (yellow, pink, orange, mauve), some metallic paper or a metallic crayon/pastel/pencil/marker.

Activity:

The aim of this activity is to practise the art processes of tearing, pasting, cutting and arranging compositions.

1. Tear small pieces (approximately thumb-sized to palm-sized) of the tissue paper. Glue these to the white paper in a layered arrangement to look like the colours of the sky at sunset. Make sure you cover all of the white paper.
2. On the reverse side of the black paper (so that you won't see the sketch lines later), lightly sketch the silhouette shapes of something you might look out over at sunset. Some suggestions are: a city scene with buildings and bridges; a country scene with rolling hills, trees and a windmill; a beach scene with a boat on the water and children playing at the water's edge. Remember to sketch your objects the mirror image of how you want them to appear on your page as you will be flipping them over.
3. Carefully cut out your silhouettes and glue them into position on top of your sunset scene.
4. Use the metallic paper or crayon to highlight along the edges of some of your silhouettes to make it look like the last of the sun is reflecting off them.

Curriculum Links:

The Arts – Visual Arts

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

SUGGESTED LUNCHTIME ACTIVITIES

- Have a pamper session with other members of your household – give each other a shoulder massage, paint your nails, do each other's hair.
- If you can, go to a local oval and do some interval training – sprint across the oval from goal to goal, then recover with a slow walk around the oval. Repeat.
- Make origami animals.

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. Skeleton of prehistoric 'crazy beast' of Madagascar unveiled.**
- 2. Australians spreading joy with footpath chalk talk.**