

## Years 5 and 6: Wednesday, April 15

### 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 a character from your novel and spend 15 minutes writing down everything that you know about them. This could be in dot points or a mind map. Your focus should be on getting down as much information as you can – don't worry too much about spelling, grammar or punctuation. Try to include the following:

- What they look like
- Where they are in place and time
- Who their family and friends are
- Their personality traits
- Significant events from their past
- What they are motivated by (what do they want?)
- How they behave
- What is happening to them in the story

Then, complete these sentences:

*I feel \_\_\_\_\_ towards this character. I think their actions are \_\_\_\_\_ and driven by \_\_\_\_\_. I think they act the way they do because \_\_\_\_\_. I hope they will \_\_\_\_\_.*

##### Curriculum Links:

##### English – Literature

**Year 5:** Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses.

**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

#### Suffixes – 'ment'

##### Activity:

A suffix is a few letters put at the end of a word to change its meaning. Adding 'ment' to the end of a word can change the word from a verb to a noun with a related meaning.

The new word is the result of the action in the base word. For example: If I *agree* with my mum that she will cook and I will clean up, the result is an *agreement*. If I have a drink of water to *refresh* myself, the result is that I am in a state of *refreshment*.

In the table below, add the suffix 'ment' and then use the new word in a short sentence.  
Add four examples of your own.

Verb	Resulting noun	Sentence
achieve		
argue		
replace		
manage		
entertain		
move		

**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: 30 mins**

**Area – Open-ended challenge**

**Note to Parents/Guardians:**

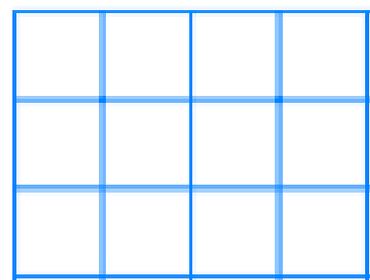
*Students will require sheets of grid paper with cm<sup>2</sup> markings to complete this task. See Appendix.*

**Activity:**

Area is the measurement of how many units are required to cover a 2-dimensional (flat) surface. Today we will measure area in square centimetres (cm<sup>2</sup>). On your grid paper, each square is approximately 1 square centimetre (or 1cm<sup>2</sup>) in area.

Your challenge is to create as many shapes as you can with an area of 12cm<sup>2</sup>.  
How many different shapes can you make?

- 0 – 8 shapes = Try harder
- 8 – 15 shapes = Not bad
- 16 – 22 shapes = Impressive
- 23 – 29 shapes = Superstar
- 30 + shapes = Genius!



**Curriculum Links:****Mathematics – Measurement and Geometry – Using units of measurement**

**Year 5:** Calculate perimeter and area of rectangles using familiar metric units.

**Year 6:** Solve problems involving the comparison of lengths and areas using appropriate units.

**TASK 4: SCIENCE**

**Approx: 30 mins**

**Grow a Seed Jar****Note to Parents/Guardians:**

*Students will need paper towel, seeds (any kind you have available, the faster sprouting the better), water and a glass jar for this activity.*

*This activity is adapted from one published by Budget Direct - more great activities and games online at <https://www.budgetdirect.com.au/interactives/kids-games/>*

**Activity:**

Fill your jar with paper towels folding them up and filling up most of the jar.

Add enough water to wet the paper towels without flooding the jar.

Push the seeds down into the sides of the jar where visible.

Put your jar in a sunny area.

Write a one paragraph prediction of what you expect to see happen and when.

Check back over the next few days to watch the seeds start to grow. Make a log with observations of the seed changes, including diagrams of what you see happening.

**Curriculum Links:****Science – Science Understanding – Biological sciences**

**Year 5:** Living things have structural features and adaptations that help them to survive in their environment.

**Year 6:** The growth and survival of living things are affected by physical conditions of their environment.

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

**Approx: 40 mins**

**Netball skills****Note to Parents/Guardians:**

*This activity requires two participants – if you have two or more children at home they could complete this task together or you could complete the task with your child. If you do not have a netball, any round ball will suffice. Bottles or cans will work as “witch’s hats” and if you do not have a netball/basketball ring available you could draw your “goals” with chalk high on a fence or wall.*

**Activity:**

Spend 10 minutes on each of these 3 netball skills :

1. Passing and receiving – set up witch’s hats on either side of your yard or indoor space. Pass the ball back and forth to each other as you move from one set of witch’s hats to the other and back again. Avoid stepping while you are in possession of the ball and avoid holding the ball for longer than 3 seconds. When you do not

have the ball you need to be moving forwards (as though attacking in a netball game) ready to have the ball passed to you. Try to include chest passes, shoulder passes, overhead passes, bounce passes and lobs in your practise.



2. Pivot and pass – Place a hula hoop or draw a circle on the ground. Place 6 witch’s hats around the hoop around 2 metres away. Player 1 stands inside the hoop. Player 2 stands at a witch’s hat and passes the ball to Player 1, then quickly runs around the circle to a different witch’s hat. (You can run to any witch’s hat and change directions at any time, you do not need to work your way around the circle in order.) Player 1 must pivot on one foot to face Player 2 and pass the ball again. Continue this process, swapping spots midway.
3. Shooting and defending goals – The player with the ball shoots for goal while the other player tries to intercept the ball while keeping a distance of at least 90cm. If there is no goal both players play on trying to shoot a goal for themselves. When a goal is scored, the non-scoring player starts with possession of the ball for the next shot.

**Extension:**

Draw a diagram that shows the starting positions of the 14 players on a netball court and where they may go on the court.

**Curriculum Links:**

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

**Years 5 and 6:** Practise specialised movement skills and apply them in a variety of movement sequences and situations.

**BREAK: 30 minutes**

**TASK 6: THE ARTS**

**Approx: 30 mins**

**Contrasting characters**

**Note to Parents/Guardians:**

*Film your child’s performances and help them identify ways in which they expressed the two different personalities of the characters. If you want you could play the shop staff in the performance although these roles could just be imagined. You may also wish to have a discussion at the end of this activity about treating service staff respectfully.*

**Activity:**

For this activity you will act out the same scenario as two different people.

**Scenario:** You have just loaded your “click and collect” grocery shopping into your car and realised that the packet of biscuits you purchased is open and half of the biscuits are missing. You need to go back into the shop and speak to the staff to have this problem resolved.



**Person 1: “Ange”**

Ange is a large, intimidating and impatient person. Act out their return to the shop and how they deal with the shop staff.

**Person 2: “Mal”**

Mal is a small, meek and very understanding person. Act out their return to the shop and how they deal with the shop staff.

Watch your performances and answer these questions:

1. What type of voice, words and movement did you use to show Ange’s character and mood?
2. What type of voice, words and movement did you use to show Mal’s character and mood?
3. What is one thing you could have done to improve one of these performances?
4. Which character did you enjoy playing more? Why?

**Curriculum Links:****The Arts – Drama**

**Years 5 and 6:** Develop skills and techniques of voice and movement to create character, mood and atmosphere and focus dramatic action.

## SUGGESTED LUNCHTIME ACTIVITIES

- Invent a game that also helps get a family chore done. Eg. run to the washing line, grab a piece of clothing and run back, fold it and start a pile. Repeat. The person with the most number of folded items after 5 minutes wins!
- Backyard ball games.
- Bake something yummy (with grown-up permission, of course!)

**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. 50 years since Apollo 13 -- NASA’s most successful failure**

**2. Massive stringy clone colony filmed off Australian coast**

