

## Years 5 and 6: Friday, April 3

### TASK 1: LITERACY

Approx: 45 mins

#### Writing for enjoyment

##### Note to Parents/Guardians:

*This activity is designed with very loose guidelines to allow student choice and promote the idea that writing is something that can be done for the purposes of pleasure and creativity.*

##### Activity:

Find a comfortable spot without distractions and spend around 30 to 35 minutes writing something of your own choosing. You may wish to write a story, a poem, a letter, a journal entry, instructions for a favourite recipe or hobby, etc. It doesn't matter what you write, just that you remain on task so that your words and ideas have a chance to 'flow' and that you enjoy the writing experience. During this draft stage, don't worry about making your writing perfect, just get the words onto the page.

When you have finished your draft, then you can go back to proof-read and edit your writing. Things to do:

- Correct spelling, grammar and punctuation
- Improve vocabulary choices
- Add, remove or re-arrange text to improve flow, clarity or detail

##### Curriculum Links:

##### English – Literacy – Creating texts

**Year 5:** Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience.

**Year 6:** Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience.

### TASK 2: LITERACY

Approx: 30 mins

#### Choosing vocabulary

##### Note to Parents/Guardians:

*The online activity provides clear instructions on editing a piece of writing to improve it.*

##### Activity:

Practise editing skills including improving vocabulary choices by completing this writing game titled "Finish the story: Boat Disaster" produced by Education Services Australia Ltd.

<http://www.scottle.edu.au/ec/viewing/L1276/index.html>

##### Curriculum Links:

##### English – Language – Expressing and developing ideas

**Year 5:** Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts.

**Year 6:** Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion.

## BREAK: 30 minutes

### TASK 3: MATHEMATICS

Approx: 45 mins

#### Displaying data

##### Note to Parents/Guardians:

*Nil.*

##### Activity:

Create a bar graph to display the following data:

Animals observed at the Wildlife Reserve					
Koalas	Cockatoos	Wallabies	Wombats	Kangaroos	Tasmanian Devils
9	10	13	2	15	1

1. Give your graph a title that explains what it is about.
2. Draw a vertical axis and horizontal axis and label them.
3. Write the names of the animals and the numbers along the axes.
4. Draw a bar to represent the number of each animal observed.

##### Extension:

Try creating a pie graph that shows the percentage each animal makes up of the total number of animals observed.

##### 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 and compare a range of data displays, including side-by-side column graphs for two categorical variables.



### TASK 4: SCIENCE

Approx: 40 mins

#### Learning about plants

##### Note to Parents/Guardians:

*Nil.*

**Activity:**

Learn about the structural features of flowering plants and how each of those parts assists the growth and survival of the plant by completing the 'Plant Scan' activity produced by Education Services Australia Limited.

<http://www.scootle.edu.au/ec/viewing/L31/index.html>

Demonstrate what you have remembered by drawing your own diagram of a flowering plant with an explanatory label for each part or find a flowering plant in your garden and point out and explain each of the parts to your adult.

**Curriculum Links:****Science – 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**

**PE with Joe****Note to Parents/Guardians:**

*Nil.*

**Activity:**

Visit the "[PE with Joe](#)" channel on YouTube. Choose one of the PE lesson workouts to watch and complete.

Discuss these questions with a family member:

- How did you feel before the workout?
- How do you feel after the workout?
- What changes did you notice in your body as a result of the workout?
- What do you think the benefits of doing a workout like this each day might be?

**Curriculum Links:****Health and Physical Education – Movement and Physical Activity – Understanding movement**

**Year 5 and 6:** Participate in physical activities designed to enhance fitness, and discuss the impact regular participation can have on health and wellbeing.

**BREAK: 30 minutes****TASK 6: THE ARTS**

**Approx: 40 mins**

**Comic book word art****Note to Parents/Guardians:**

*This activity connects to the Pop Art lesson in last week's lesson plans but is not dependent of having completed the previous task. Students will need blank white paper and brightly coloured markers and could also incorporate coloured paper if available.*

**Activity:**

Have you ever read a comic book? You may have noticed the way they often include word art to show sounds and actions, like this:



It is an effect usually used for words known as onomatopoeias – words that sound the same as the sound they are describing. Some examples are: crash, sizzle, drip, bang, etc.

Choose an onomatopoeia word and create an artwork that captures that word, in the style you might see it in a comic book.

**Curriculum Links:****The Arts – Visual Arts**

**Year 5 and 6:** Explain how visual arts conventions communicate meaning by comparing artworks from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander artworks.

### SUGGESTED LUNCHTIME ACTIVITIES

- Create art or messages of positivity to display in your house windows
- Write a letter of appreciation to somebody
- Complete a crossword puzzle or word search
- Create a new backyard game.

**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. Seven spectacular new spiders discovered**
- 2. Mark Knight: Breaking social distancing rules is lunacy**