

Years 5 and 6: Thursday, April 2

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.

Longer fiction texts generally have a major complication that runs throughout the story and is resolved at the end, with a series of smaller complications and resolutions that present themselves along the way.

Write a short (one paragraph) summary of the most recent complication and resolution from your novel.

Then answer these questions:

- Was it the resolution you expected?
- How else might this complication have been resolved?
- Can you think of a new complication these events might cause?

Curriculum Links:

English – Literature

Year 5: Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others.

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 – 'able/ible'

Note to Parents/Guardians:

Nil.

Activity:

A suffix is a few letters put at the end of a word to change its meaning. Adding 'able' or 'ible' to the end of a word generally means that the subject is capable of or suitable for something. (Sometimes the ending of the base word is changed slightly before 'able/ible' is added.)

Take this sentence for eg. *Holly's new rain coat was reversible.*

It means the raincoat was capable of being reversed.

For each of these words, determine what the subject is capable of or suitable for and then use the word in a sentence. For eg:

Edible

Suitable for eating

The decorations on the cake were made of icing and therefore were edible.

- breakable
- disposable
- believable
- accessible
- extendible
- flexible

Extension:

Make a list of at least 10 more words you can think of or find that end with the suffix 'able/ible'.

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

Multiplication

Note to Parents/Guardians:

Students will practise multiplication strategies learnt earlier this week.

Activity:

Choose one of the two multiplication methods included on the lesson plans for Years 3-4 on Monday and Tuesday this week – select the one that you felt you best understood.

Use this random number generator to create 3-digit numbers:

https://www.mathgoodies.com/calculators/random_no_custom

Set the lower limit to 100 and the upper limit to 999.

Complete the following calculations and then check each answer on a calculator.



- Generate your first 3-digit number and multiply it by 2.
- Generate your second 3-digit number and multiply it by 3.
- Generate your third 3-digit number and multiply it by 4.
- Generate your fourth 3-digit number and multiply it by 5.
- Generate your fifth 3-digit number and multiply it by 6.
- Generate your sixth 3-digit number and multiply it by 7.
- Generate your seventh 3-digit number and multiply it by 8.
- Generate your last 3-digit number and multiply it by 9.

Curriculum Links:**Mathematics - Number & Algebra – Number and Place Value**

Year 5: Solve problems involving multiplication of large numbers by one- or two-digit numbers using efficient mental, written strategies and appropriate digital technologies.

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: Design Challenge

Approx: 60 mins

Designing solutions**Note to Parents/Guardians:**

Students have the opportunity to design a solution to a problem they identify themselves related to coronavirus, with a chance to receive prizes and mentoring for their idea.

Activity:

Visit the website below and take the 'Coronavirus Youth Design Challenge'.

<https://youngchangeagents.com/challenges/covid19>

Curriculum Links:**General Capabilities – Critical and Creative Thinking**

Students imagine possibilities and connect ideas through considering alternatives, seeking solutions and putting ideas into action. They explore situations and generate alternatives to guide actions and experiment with and assess options and actions when seeking solutions. In developing and acting with critical and creative thinking, students:

- imagine possibilities and connect ideas
- consider alternatives
- seek solutions and put ideas into action.

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

Approx: 40 mins

Obstacle course**Note to Parents/Guardians:**

This activity requires your child to utilise their creativity and resourcefulness to use whatever is available in your yard or garage for creating their obstacle course. Work with your child to discuss the ways in which different objects could be incorporated and how to ensure that the activity remains safe. A timing device will be required.

Activity:

Create your own backyard obstacle course using any objects you can find in your yard, house or garage and including natural features of your garden.

For eg, your obstacle course might include: a crawl tunnel built of outdoor dining chairs; a climb up and back down a tree; a dig to find 3 hidden objects in a sandpit; jumping along a set of pavers; etc.

Once your obstacle course has been built, practise completing it and see how quick you can become. Challenge your family members to see who can be the fastest. Use the timing device to track your times.

Extension: Now imagine that you are not limited to only using things at home. Draw your "Ultimate Obstacle Course".

Curriculum Links:**Health and Physical Education – Movement and physical activity – understanding movement****Year 5 and 6:** Manipulate and modify elements of effort, space, time, objects and people to perform movement sequences.**BREAK: 30 minutes****TASK 6: MEDIA ARTS****Approx: 30 mins****Media mash-up****Note to Parents/Guardians:**

To complete this activity students will need a device capable of audio-visual recording (such as a smart phone or tablet) and a video editing application. There are many video editing applications that are available for free download – your child may even already have one they are familiar with using at school.

Activity:

With their permission, film a member of your family performing a mundane, everyday task such as hanging the washing or brushing their teeth.

Then write and record an audio commentary to go with the vision, as though you are the narrator of a wildlife documentary.

(Google and watch some clips narrated by David Attenborough if you are unsure of what is meant.)

Hold a screening of your short film for your family to enjoy.

**Curriculum Links:****The Arts – Media Arts****Year 5 and 6:** Explore representations, characterisations and points of view of people in their community, including themselves, using settings, ideas, story principles and genre conventions in images, sounds and text.**SUGGESTED LUNCHTIME ACTIVITIES**

- Have a “best joke” competition with your siblings.
- Play a favourite sport.
- Draw a self-portrait.
- Play board games.

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. Take a virtual journey around the world.**
- 2. How and why grey seals clap underwater to communicate.**