

## Years 5 and 6: Monday, May 4

### TASK 1: LITERACY

Approx: 45 mins

#### Letters to the Editor

##### Activity:

The aim of this activity is to identify the tone of a piece of writing and identify the emotive language choices that contribute to that tone.

The world is full of opinions! We hear them from the people we talk to, on the television and radio, on social media, and in newspapers. When people express their opinions using emotive language, they can get their message across powerfully and may influence others to feel the same.

It is important that we can identify when emotive language is being used so that we can form our own opinions and not just be influenced by the feelings others are expressing.

Below are two examples of 'Letters to the Editor'. They contain many examples of emotive language – words that have been chosen with either a negative or positive intention. Carefully read each letter and highlight all of the words that you think are emotive.

*Dear Editor,  
I was so terribly angered whilst reading Saturday's article about vandalism in our city streets. It seems that the youth of today have no respect or consideration whatsoever! Gallivanting about at all hours of the night as their irresponsible parents stay tucked up in bed with no care for what their little brats are up to.*

*Catch the nasty little criminals and force them and their parents to clean up the filthy mess they've made! Maybe that will stop them in their tracks before they move onto bigger crimes and land themselves in jail.*

*Yours sincerely,  
A Fed-up Resident*

*Dear Editor,  
What a delight to see the two lovely young people featured on the front page of your publication last Thursday.*

*I was wonderfully impressed by their dedication to the community in setting up their initiative. I'm sure it will help many of our town's most vulnerable. The families of these outstanding young citizens must be so proud.*

*Let's hope that they receive an abundance of donations to keep the project going.*

*Yours sincerely,  
Pleased Local*

Answer the following questions:

1. What is the overall tone of each letter?
2. What feelings do you think each writer wants to create in readers of their letter?
3. Choose an emotive word or phrase from each letter:
  - explain how you think this choice is designed to influence the reader
  - can you think of a less emotive word or phrase they could have used?
  - can you think of a more emotive word or phrase they could have used?

#### 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.

## TASK 2: LITERACY

Approx: 30 mins

### Limerick

#### Activity:

A limerick is a humorous poem consisting of five lines. The first, second, and fifth lines must have seven to 10 syllables while rhyming and having the same verbal rhythm. The third and fourth lines should only have five to seven syllables; they, too, must rhyme with each other and have the same rhythm.

Here is an example:

*There once was a bloke with bright yellow hair,  
As he passed by the people would stare,  
He'd give them a smile,  
Then wave for a while,  
He had lots of sunshine to share.*

Try writing 2 limericks of your own that follow the structure described above. Perhaps you could make one of them about yourself and one about somebody you know.

#### Curriculum Links:

##### English – Literature – Examining literature

**Year 5:** Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes.

**Year 6:** Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse.

## BREAK: 30 minutes

## TASK 3: MATHEMATICS

Approx: 40 mins

### “Darts Maths”

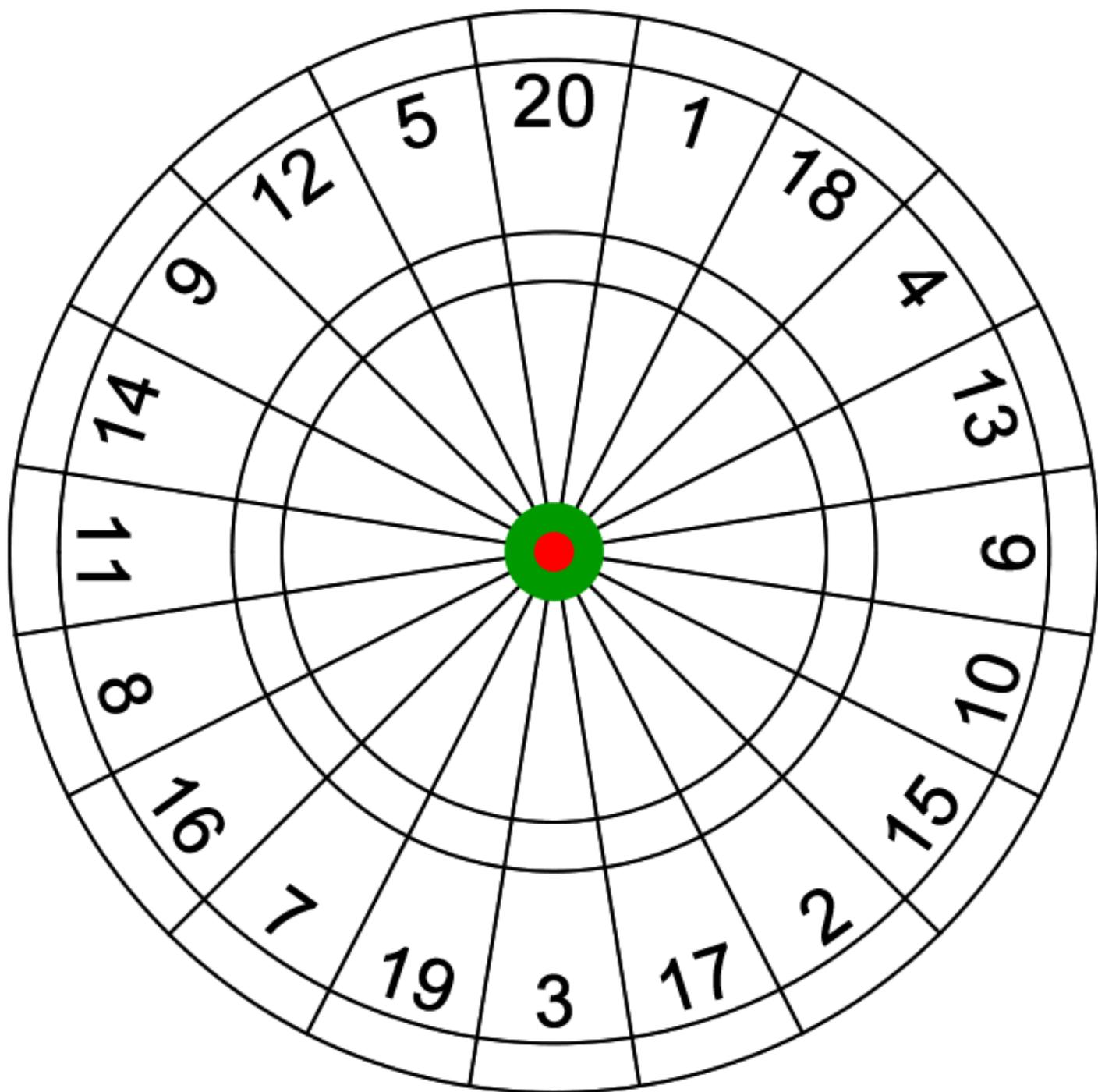
#### Note to Parents/Guardians:

*Students will require 5 counters to complete this task. A printed copy of the dart board would be useful but could be hand drawn onto paper, or onto concrete with chalk. The game requires 2 or more players.*

#### Activity:

The aim of this activity is to practise mental and written mathematics strategies with addition, subtraction, multiplication and division.

Place the dartboard from the next page on the ground. Drop the 5 counters from above the dart board. As counters may land across more than one number, use the number on the board that the counter is *mostly* on.



**Version 1:**

In your head, add together your total score from the 5 counters. The person with the highest score wins a point.

**Version 2:**

Take turns deciding on a 2-digit "winning number". Each person must drop their 5 counters and then gets two minutes to use their numbers to try to create an equation that equals or is close to the winning number. You may use  $+$   $-$   $\times$   $\div$  and  $( )$  and may write your equation on paper. The person who gets closest to the winning number wins a point. If you get the winning number exactly you get three points.

**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**

### **Make a pinhole sun viewer**

#### **Note to Parents/Guardians:**

*For this activity students will need some paper and a pin, plus other items depending on the design they make for their own sun viewer. Please supervise children and emphasise the importance of not looking at the sun directly.*

#### **Activity:**

The aim of this activity is to improve the design of and construct a pinhole sun viewer.

Looking directly at the sun is dangerous for your eyes and should never be done! Therefore, humans have invented other ways to view the sun safely.

Watch the following video to learn a very simple method for viewing the sun safely.

[https://www.youtube.com/watch?v=NiT\\_KHRISHQ](https://www.youtube.com/watch?v=NiT_KHRISHQ)

Then, create an improved design for a sun viewer based on the same idea. Ensure that you only include materials that you have readily available at your home. Draw the design, gather the materials and construct your viewer.

Answer these questions:

1. Was your design successful? Explain?
2. How is your design an improvement on the original idea?

#### **Curriculum Links:**

**Science – Design and Technologies – Processes and production skills**

**Year 5 and Year 6:** Develop project plans that include consideration of resources when making designed solutions individually and collaboratively.

## **LUNCH: 60 minutes**

## **TASK 5: HEALTH AND PHYSICAL EDUCATION**

**Approx: 30 mins**

### **Steal the treasure**

#### **Note to Parents/Guardians:**

*This is a game for 2 or more players. Students will require as many balls as possible, a hoop or towel each and a timer.*

#### **Activity:**

The aim of this activity is to practise throwing, kicking and hand/foot dribbling skills.

In an outdoor area, place all balls in the centre of the space (these are the treasure) and the hoops or towels evenly around the outside edge of the space. The hoops or towels will be the home bases – each player should have their own one.

Set a timer for 5 minutes.

Each player must try to get as much treasure as possible to their home base, first by taking treasure from the centre pile and then by stealing treasure from their opponents' home bases. You may only steal one piece of treasure at a time and it must be at your home base before you take another piece. Players must not guard their treasure.

There are 3 variations of this game to play:

1. You must pick up the ball, run with it and place it at your home base.
2. You must only throw or dribble the ball with your hands to get it to your home base.
3. You must only kick or dribble the ball with your feet to get it to your home base.

The player with the most treasure when the timer goes off wins.

**Curriculum Links:****Health and Physical Education – Movement and Physical Activity – Moving our body**

**Year 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: 60 mins**

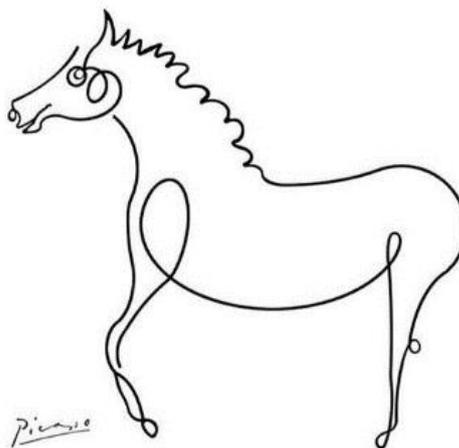
**String printing****Note to Parents/Guardians:**

*Students will need thick cardboard (from a cardboard packing box is ideal), a pencil, string or wool, glue, paint and a paint brush, blank paper. It is recommended that students wear an art smock and protect furniture with newspapers.*

**Activity:**

The aim of this activity is to experiment with one line drawings and creating simple prints.

1. On your thick cardboard, draw a picture using one continuous line. The example shown is by Pablo Picasso.
2. Trace glue over your line drawing and then carefully glue down the string or wool over your picture using one continuous strand. Allow some time for the glue to dry.
3. Use the brush to paint along the string/wool.
4. Turn your cardboard over and print your picture onto the blank paper, pressing down firmly. Carefully lift the cardboard to reveal your print.

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

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

**SUGGESTED LUNCHTIME ACTIVITIES**

- Dress up in your fanciest clothes and set the table beautifully to have a “posh” lunch.
- Play card games.
- Have a game of backyard tiggy.

**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.



[kidsnews.com.au](http://kidsnews.com.au)