

## Years 5 and 6: Thursday, May 7

### TASK 1: LITERACY

Approx: 40 mins

#### Idiomatic expression

#### Activity:

The aim of this activity is to understand what an idiom is and to identify idioms and their meanings in a piece of writing.

An idiom is an expression that has a particular meaning that is different from the meanings of each word on its own – the meaning is not literal. Idioms are generally used in informal settings and work because they are well-known. Idioms can be particularly difficult to understand for people for whom English is not their primary language.

Here are some examples of well-known idioms:

Idiom	What is meant	What is <u>not</u> meant
It was <i>a piece of cake</i> .	It was easy.	It is highly unlikely that whatever was easy had anything to do with actual cake.
I'd love to be <i>a fly on the wall</i> .	I'd love to be there to discretely see or hear what happened.	The person who says this does not actually want to be a fly.
He <i>hit the roof</i> .	He got very angry.	The roof was not hit or assaulted in any way.

Read the following passage of writing and highlight the idioms. There are five of them.

*Jimmy sure was burning the midnight oil to try to get the project finished in time. If it was late, his boss would go bananas and Jimmy would have egg on his face at the big meeting. He just needed to think outside the box to find a solution. Once it was done he knew he'd be able to let his hair down.*

Now try rewriting the passage, replacing the idioms with words with a more literal meaning so that it is easier to understand.

#### Extension:

Brainstorm a list of other idioms you know.

#### Curriculum Links:

##### English – Literacy – Texts in context

**Year 5:** Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context.

##### English – Language – Language for interaction

**Year 6:** Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase.

## TASK 2: LITERACY

Approx: 45 mins

### Kids News

#### 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.

Go to the website to complete this activity at *kidsnews.com.au*. You can use this website and activities in all different ways to help your child with their literacy learning and it is free and easy to access.

#### Activity:

Using the home computer, laptop or tablet, visit **kidsnews.com.au** and scroll through the latest stories and choose one of interest. Read the article or choose the 'Listen to this story' option which will read the article out aloud.

Complete the 'Quick Quiz' and 'Classroom activity' at the end of the article.



#### Extension:

Your child can choose to complete the Extension activity at the end of the Kids News article or choose an activity they'd like to do to respond to the article.

#### Curriculum Links:

**English – Literacy – interpreting, analysing, evaluating**

**Year 5:** Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources.

**Year 6:** Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts.

## BREAK: 30 minutes

## TASK 3: MATHEMATICS

Approx: 30 mins

### Draw a picture to solve a problem

#### Note to Parents/Guardians:

Answers for each question are provided at the end of the day's lesson plans in the Appendix.

#### Activity:

The aim of this activity is to practise using the strategy of drawing a picture to solve worded problems.

Carefully read each of these maths problems. Draw a picture for each to help you figure out the answer.

1. Doug opened a donut shop. On his first day of trading, he had 3 customers. His donuts were so delicious that every customer came back the next day and brought 2 friends with them. On the third day, all of them came back again and each brought another 2 friends. How many customers did Doug have on that third day?
2. At her birthday party, Lorna had an ice-cream sundae station. There were 2 ice-cream flavours: vanilla and chocolate. There were 3 sauces: caramel, banana and strawberry. There were 3 toppings: sprinkles, nuts and biscuit crumbs. How many different ice-cream sundae flavour combinations were possible? (One ice-cream, sauce and topping per combination only.)
3. The MacBird family had 12 members. They needed a new dining table with a perimeter of 12 metres, so that each member of the family would have enough elbow room. They wanted their new table to be rectangular

or square. Work out the width, depth and area of the MacBird's best option if they wanted their table to take up the least amount of floor space possible.

**Curriculum Links:**

**Mathematics – Proficiencies – Problem solving**

**Year 5:** problem-solving includes formulating and solving authentic problems using whole numbers and measurements and creating financial plans.

**Year 6:** problem-solving includes formulating and solving authentic problems using fractions, decimals, percentages and measurements, interpreting secondary data displays and finding the size of unknown angles.

## **TASK 4: SCIENCE**

**Approx: 60 mins**

### **Seed experiment – Planning variables**

**Note to Parents/Guardians:**

*Students will require paper/plastic cups, soil and some fast growing seeds. Students may require other items depending on the variables they decide on for their experiment.*

**Activity:**

The aim of this activity is to plan the variables for a science experiment so that the results can be compared fairly against one another.

For this experiment you will plant several seeds and observe their growth over time to see the difference that varying the conditions makes to their growth.

1. Your first seed should be planted in soil inside one of the cups, at the depth suggested on the seed packet. Write the number 1 on the cup.

It is up to you now to decide what to do with your other seeds so that you can compare their growth. All conditions except one should remain the same so that it is a fair test. Some ideas:

- Vary how often you water the seeds
- Vary how much you water the seeds (different amounts of water but always at the same time)
- Vary where you put your seeds to grow
- Vary the depth that you plant the seed
- Vary the soil that you use



Write numbers on each cup to make collecting your data easier.

Once your experiment is set up, write a paragraph to explain what you are trying to find out and what you have done/will do to ensure it is a fair test.

Design a table for recording your observations over time as your seeds grow. What will you look for and how will you organise the data?

Over the next few weeks, observe the growth of your seeds, recording your observations. When you believe you have seen enough growth to draw some conclusions, write a paragraph to explain your findings. Also include anything that you might do to improve the experiment if you were to do it again.

**Curriculum Links:**

**Science – Science Inquiry Skills – Planning and conducting**

**Year 5 and Year 6:** Decide variables to be changed and measured in fair tests, and observe measure and record data with accuracy using digital technologies as appropriate.

## LUNCH: 60 minutes

### TASK 5: WELLBEING

Approx: 30 mins

#### **Bullying is never OK**

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

*This activity is a great opportunity for communication with your child. If they require further help that you cannot provide, the Kids Helpline is available 24/7 for people aged 5-25 on 1800 55 1800.*

##### **Activity:**

The aim of this activity is to understand what to do if you or someone else is being bullied.

Watch the following video about bullying and then record yourself answering the questions below.

[https://www.youtube.com/watch?v=dZA9-g\\_dz34](https://www.youtube.com/watch?v=dZA9-g_dz34)

1. What is bullying? What is it not?
2. What are some of the negative impacts of bullying?
3. What are some things you can do if you are being bullied?
4. What steps should you take if you are being bullied online?
5. How can you help someone else who is being bullied?

Draw a picture in the same style as the figures in the video, including something you might say to a bully.

##### **Extension:**

Learn a little more about using your power as a bystander to help stop bullying.

<https://www.youtube.com/watch?v=7ptoxibPNzU>

##### **Curriculum Links:**

**Health and Physical Education – Personal, Social and Community Health – Contributing to healthy and active communities**

**Year 5 and 6:** Identify how valuing diversity positively influences the wellbeing of the community.

## BREAK: 30 minutes

### TASK 6: THE ARTS

Approx: 60 mins

#### **Musical Theatre Performance**

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

*Please assist your child with making an appropriate, child-friendly song selection for their performance and supervise as they find a version of this performance to watch.*

##### **Activity:**

The aim of this activity is to plan, rehearse and perform a short musical theatre performance.

Do you have a favourite musical theatre show or musical movie? If you've never seen one – you are missing out!

Choose a song from a show and use the internet to find a video of the performance.

Here are some suggestions, but feel free to choose others:

*I Dreamed a Dream – Les Miserables*

*My Favourite Things – The Sound of Music*

*Let it Go – Frozen*

*Defying Gravity – Wicked*

*Tomorrow – Annie*

*You're Welcome – Moana*

*I've Got a Golden Ticket – Willy Wonka and the Chocolate Factory*

1. Watch the performance. Notice all of the things the performer does to enhance the meaning of the words such as vocal expression, facial expression, gestures, dance and movement, the use of costumes and props, etc.
2. Learn the words of your song.
3. Gather any additional items you might like to use in your performance.
4. Rehearse, rehearse, rehearse!
5. Grab a lucky member of your household and perform your musical number for their viewing pleasure.

**Curriculum Links:**

**The Arts – Music**

**Year 5 and 6:** Rehearse and perform music including music they have composed by improvising, sourcing and arranging ideas and making decisions to engage an audience.

## SUGGESTED LUNCHTIME ACTIVITIES

- Build some jumps for your bike or scooter.
- Write a letter to a celebrity 'hero'.
- Recycle something broken or useless into something new and useful.

- **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. How Mother's Day was born
2. Tassie mayor orders residents to take silly walks

## APPENDIX

**Mathematics Answers:**

1. There are 27 customers on the third day.
2. There are 18 different ice-cream sundae combinations.
3. The table with the smallest area is 5 metres wide, 1 metre deep and has an area of 5 square metres.