

Years 5 and 6: Wednesday, May 6

TASK 1: LITERACY

Approx: 45 mins

Letter to the editor

Activity:

The aim of this activity is to use emotive language choices to enhance the impact of a text.

We can get our own opinions across more powerfully by choosing words with positive or negative connotations attached to them.

Below is a 'Letter to the Editor' about a protest. Re-write the letter, replacing the underlined words and phrases with more emotive language to increase the letter's impact.

Dear Editor,

I am upset by the poor behaviour of protestors outside Parliament this past Friday. Their presence was annoying to normal people who were trying to pass by. They were very loud, made a mess with their belongings and some of them smelled bad.

What makes them think it's okay to put out other people like that? Due to their actions I was late for an important meeting. All because of their silly opinions about emu races! These people need to accept it and move on.

*Yours sincerely,
Late and grumpy*

Read the letter again with your new word choices to hear how much more powerful it sounds with the improved emotive words and phrases you have used.

Now, choose a topic that you feel passionately about and write your own letter to the editor that includes carefully-made emotive language choices.

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

Prefixes – il/ir/im

Activity:

A prefix comes at the beginning of a word and influences the word's meaning. The prefixes 'il' 'ir' and 'im' all have the effect of changing the meaning of the word to its opposite. For eg, adding 'ir' to the word regular changes the word to irregular, meaning not regular.

Listed below are some words. Decide which of the words should begin with il, ir and im, then separate the completed words into three lists.

| | | | |
|-------------|----------|----------|-------------|
| logical | patient | literate | moral |
| responsible | legal | relevant | replaceable |
| possible | rational | mature | legitimate |

What do you notice in the lists that could help you with choosing the right prefix for words that you are less familiar with? Write a sentence to explain.

Choose a word from each list to write into a sentence, using the word correctly.

Extension:

Can you think of any other words to add to each of these lists?

There are other prefixes that change words to their opposite in the same way that il, ir and im do. Find out what those prefixes are.

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

Measurement and Geometry – Room Specs

Note to Parents/Guardians:

Students will require a metre ruler or a tape measure for this activity.

Activity:

The aim of this activity is to practise identifying shapes and measuring length and area. You will use the room you are working in and items contained within it.

Use this link to access the activity instructions.

<http://qamt.qld.edu.au/activities-for-primary-math-students-by-dr-steven-nisbet-oam/>

This maths activity was provided by Dr Steven Nisbet.

Extension:

What unit of measurement did you choose for measuring? (e.g. millimetres, centimetres, metres or kilometres)

Why did you choose that unit over others?

Choose one item you measured for this activity and convert it into the other units of measurement.

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: HASS

Approx: 30 mins

Choosing the best option

Activity:

The aim of this activity is to encourage students to consider how their purchasing decisions may be influenced by advertising and to make wise purchasing decisions.

Let's imagine you're a grown-up. You want to buy a new mobile phone so you go for a drive down to the HG Wi-Fi store. You walk through the doors and arrive at the mobile phone section. They've got the new iPhone 62v that you want! But wait a minute... there are two different price tags for the same item.

The image shows two price tags for an iPhone 62v. The left tag is black with a yellow starburst containing the text "HOT DEAL" in red. Below the starburst, it says "Only \$100*" in yellow, followed by "Hurry, offer won't last!" in yellow. At the bottom, there is a red button with "BUY NOW" in blue. A small red asterisk at the bottom left of the tag reads: "* Plus weekly payment of \$8 per week for 104 weeks plus additional balloon payment of \$100 at the end of the agreement period. Terms and conditions apply." The right tag is blue with "EVERYDAY PRICE" in dark blue at the top and "\$799" in white in the center.

Answer these questions:

1. Which tag grabs your attention the most?
2. At first glance, which one is the cheaper option?
3. Now look more closely. What is the total cost for each option?
4. Which option would you choose and why?
5. Can you think of any reasons why somebody might choose the alternative option to you?
6. Identify some of the strategies the store has used in the first price tag to try to influence you to select that option. How does this make you feel?
7. Do you have any advice for consumers based on what you have learnt in this activity?

Extension:

Look for real-life examples of this type of product advertising in the media. You may be able to find them in magazines or catalogues, on the radio or on television.

Curriculum Links:

HASS – Economics and business

Year 5: Influences on consumer choices and methods that can be used to help make informed personal consumer and financial choices.

Year 6: The effect consumer and financial decisions can have on individuals, broader community and environment.

LUNCH: 60 minutes

TASK 5: HEALTH AND PHYSICAL EDUCATION

Approx: 30 mins

Interval Training

Note to Parents/Guardians:

This activity works best with a larger outdoor area. If you are able to, head outdoors to a local sporting field or park.

Activity:

The aim of this activity is to improve fitness through exercise.

Interval training is exercise that involves alternating periods of hard work with periods of easier work or rest. The instructions are based on exercising at a football oval. Adapt them to suit your location.

1. Sprint from one set of goal posts to the other.
2. Slowly walk back.
3. Do 20 push-ups.
4. Rest for 45 seconds.
5. Side skip (right side leading) to the opposite goal posts.
6. Slowly walk back.
7. Do 50 sit-ups.
8. Rest for 45 seconds.
9. Side skip (left side leading) to the opposite goal posts.
10. Slowly walk back.
11. Do 20 burpees.
12. Rest for 45 seconds.
13. Repeat steps 1 - 12

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

Australian Painters

Note to Parents/Guardians:

Students will require painting supplies for this activity. Protect clothes and surfaces with an art smock and newspaper.

Activity:

The aim of this activity is to learn about a famous Australian painter and to complete an artwork inspired by that painter.

1. Use an internet search to have a brief look at the art of these three famous Australian painters:
 - Albert Namatjira
 - Margaret Olley
 - Sidney Nolan

Decide which of these artists' work most appeals to you.

2. Find some information about your chosen artist and create a simple profile about them that includes:
 - When and where they were born and died
 - Something significant that happened in their life
 - Whether they had any special art training
 - What style of painting they were famous for
 - The names of two famous works they created
3. Paint your own picture inspired by your chosen artists work.

Curriculum Links:

The Arts – Visual Arts

Year 5 and 6: Explore ideas and practices used by artists, including practices of Aboriginal and Torres Strait Islander artists, to represent different views, beliefs and opinions.

SUGGESTED LUNCHTIME ACTIVITIES

- Play Yahtzee with your family
- Enjoy playing in your garden
- Write a story about a haunted house

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. River 'monster' to topple T-Rex as top dinosaur.**
- 2. Football-sized chunk of the moon for sale.**