

## Years 5 and 6: Monday, March 30

### 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.

Then, choose an event that happened in the section of the book you just read. Re-write that event from the perspective of a different character.

Try to think about how that character may see the event and its causes and impacts differently to the character whose perspective it was presented from originally.

##### Curriculum Links:

##### English – Literature

**Year 5:** Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses.

**Year 6:** Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways.

### TASK 2: LITERACY

Approx: 30 mins

#### Complex sentences

##### Note to Parents/Guardians:

##### Activity:

A complex sentence includes two parts:

- An independent clause that can stand on its own. (It would make sense as a sentence without the other part.)
- A dependent clause that needs the other clause to work. (It would not make sense as a sentence without the other part because some part of the information is missing.)

Complex sentences contain subordinating conjunctions (joining words) such as after, so, because, since, although, even though, but, before, unless, when, whenever, who, whoever, etc.

Here is an example of a complex sentence:

*Jessica finished all of the dinner on her plate **so** she could have dessert.*

Think of an independent clause to complete each of these complex sentences.

1. \_\_\_\_\_ **but** it was a waste of time.
2. \_\_\_\_\_ **even though** they had more than they needed.
3. \_\_\_\_\_ **by the time** the car arrived.

Think of a dependent clause to complete each of these complex sentences.

4. Simon picked a banana from the fruit bowl **because** \_\_\_\_\_.
5. My mum has brown hair and brown eyes, **whereas** \_\_\_\_\_.
6. The roof of the house had been leaking **ever since** \_\_\_\_\_.

Think of a suitable subordinating conjunction to join these independent and dependent clauses.

7. The team captain chose Susie for their hockey team \_\_\_\_\_ they thought she was the best.
8. I was allowed to go to the party \_\_\_\_\_ my chores were done.
9. Spiders make my skin crawl \_\_\_\_\_ I think about them.

**Extension:** Write some complex sentences of your own featuring the members of your household.

**Curriculum Links:**

**English – Language – Expressing and developing ideas**

**Year 5:** Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause.

**Year 6:** Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas.

**BREAK: 30 minutes**

**TASK 3: MATHEMATICS**

**Approx: 30 mins**

**Multiplication**

**Note to Parents/Guardians:**

*Some students will require support with this activity. If you or they find it difficult, try stopping and starting the instructional video after each step and working through the problems one step at a time. At the end, check answers with a calculator. Help students to identify mistakes if there are any.*

**Activity:**

Watch this video by Math Antics (<https://www.youtube.com/watch?v=FJ5qLWP3Fqo>) explaining how to solve multi-digit multiplication. Then, solve the following problems:

1.  $246 \times 5 =$
2.  $182 \times 6 =$
3.  $465 \times 2 =$
4.  $193 \times 4 =$
5.  $275 \times 3 =$
6.  $337 \times 2 =$
7.  $264 \times 8 =$
8.  $593 \times 5 =$

Check your answers with a calculator.

**Extension:** Ask your grown-up to write you some extra 4-digit or 5-digit numbers to multiply.

**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: TECHNOLOGIES**

**Approx: 40 mins**

**Design Innovation****Note to Parents/Guardians:****Activity:**

Read this story (<https://www.kidsnews.com.au/space/nasa-calls-for-everyday-people-to-help-improve-its-robot-to-dig-on-the-moon-and-explore-its-surface/news-story/bf00225856d4a941ed3878a5fd8fd544>) from the safe and child-friendly Kids News website about NASA's challenge to improve a space robot and then complete Classroom Activity 1.

**Curriculum Links:****Technologies – Design and Technologies – Processes and Production Skills**

**Years 5 and Year 6:** Generate, develop and communicate design ideas and processes for audiences using appropriate technical terms and graphical representation techniques.

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

**Approx: 40 mins**

**Wellbeing and Skills Practice****Note to Parents/Guardians:**

*Please take notice of your child's responses to the Wellbeing questions and discuss any concerns they may have with them in a calm and supportive manner. If they require additional help, the Kids Helpline can be contacted on 1800 55 1800.*

**Activity:****Part 1 – Wellbeing**

Record a video diary (or a written diary if you don't have access to a device for recording), finishing these sentence stems:

*Today I am feeling ...*

*I feel that way because ...*

*I am worried about ...*

*I am grateful for ...*

**Part 2 – Skills practice**

Practise throwing and catching skills on your own or with a partner if one is available. Use any balls you have at home (a range of sizes is ideal but not crucial) and if you don't have any balls, be inventive – you could throw and catch teddy bears, empty milk bottles, hula hoops, plastic cups, etc.

Suggested practice activities – throw and catch to a partner from a variety of distances, at different heights and with varied force; over-arm and under-arm; with both hands or one-handed; throw straight up as high as you can and catch over your head; bounce against a wall and catch; create a target and practise aiming at the target.

Draw a quick diagram of 3 practice activities you tried.

**Curriculum Links:**

**Health and Physical Education – Personal, social and community health – Contributing to healthy and active communities**

**Years 5 and 6:** Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities.

**Health and Physical Education - Movement and Physical activity – Moving our bodies**

**Years 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: 30 mins**

<b>Dance</b>
<b>Note to Parents/Guardians:</b> <i>Go Noodle is a great resource full of fun and interactive dance and movement videos.</i>
<b>Activity:</b> Watch and dance along with the guided dance “I Can Do That” <a href="https://app.gonoodle.com/activities/i-can-do-that?s=category&amp;t=Guided%20Dance&amp;sid=38">https://app.gonoodle.com/activities/i-can-do-that?s=category&amp;t=Guided%20Dance&amp;sid=38</a> on the <i>Go Noodle</i> website. Practise the dance a second time – you’ll be much better on the next go.  Then, choose a sport and create 3 dance moves of your own based upon skills used in your chosen sport. Challenge a partner (your adult, a sibling or a friend you have video called) and challenge them to learn your moves like in the Go Noodle Video, asking them “ <i>Can you do that?</i> ”
<b>Curriculum Links:</b> <b>The Arts – Dance</b> <b>Years 5 and 6:</b> Explore movement and choreographic devices using the elements of dance to choreograph dances that communicate meaning.

## **SUGGESTED LUNCHTIME ACTIVITIES**

- Complete a jigsaw puzzle.
- Invent a game with the balls you have out for your PE activity.
- Call an elderly relative for a chat.
- Pick or plant some flowers from your garden for a family member.

### **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. Fearsome feathered dinosaur with a telltale scar**
- 2. It's Monster Monday! Learn how to draw the best monsters**