

Years 5 and 6: Tuesday, April 28

TASK 1: LITERACY

Approx: 45 mins

Acrostic poems

Activity:

An acrostic is a poem in which the first letter of each line spells out a word, message or the alphabet. The aim of this activity is to create an acrostic poem that contains careful language choices to capture the events and feelings of this unique time in history.

Start by choosing an appropriate keyword to build your acrostic poem upon. You may choose any word that relates to the world's or your personal situation at the moment, but here are some suggestions: isolation; change; hopeful; togetherness; lonely; uncertain; action.

Write your word vertically down the left side of your page, then use these letters to begin each line of your poem. Here is an example based on the keyword 'interrupted':

*It snuck up unexpectedly
None of us prepared
The virus stopped us in our tracks
Everything went silent
Right now we're
Rushing nowhere
United in isolation
Plans all put on hold for now
Tick tock, tick tock, time passes by
Empty places wait for us to
Descend on them again*

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.

TASK 2: LITERACY

Approx: 30 mins

Cause and effect

Note to Parents/Guardians:

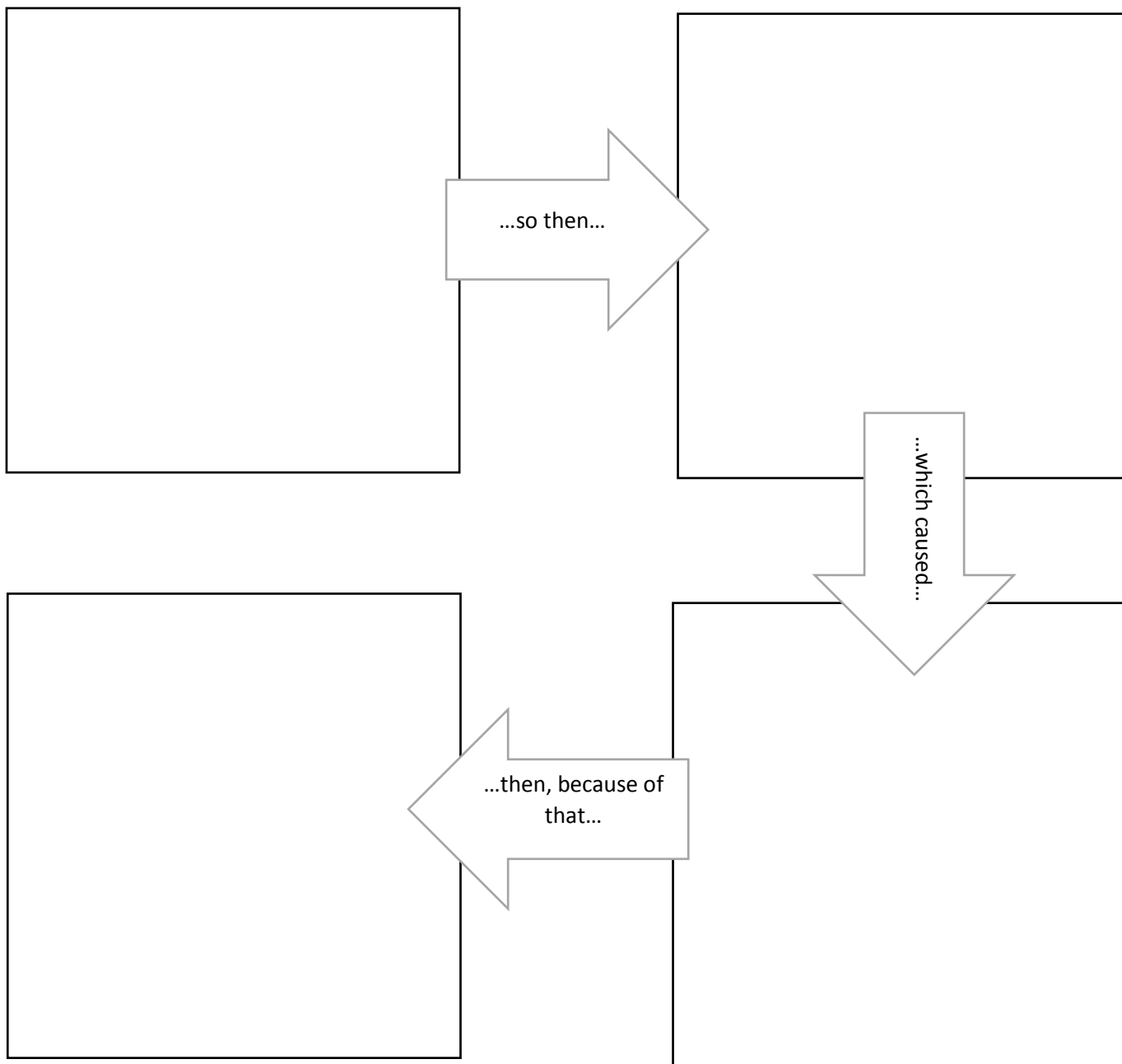
This activity requires students to have a fiction novel that is at an appropriate reading level and of interest to them. If your student does not have a novel you could join a library for access to their online catalogue.

Activity:

The aim of this activity is to identify cause and effect in narrative texts.

Find a comfortable spot without distractions and spend 20-30 minutes reading your novel.

Think about the chain of events that is happening in your story and how one thing causes the next thing to happen and then that causes the next. Use the flow chart below (print this one or copy it into your workbook) to show the chain of cause and effect in your story. For each event you include draw a picture and write a sentence.



Extension:

Can you identify a chain of cause and effect in your own life? Write a paragraph to explain what happened.

Curriculum Links:

English – Literature – Responding to literature

Year 5: Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning.

Year 6: Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings.

BREAK: 30 minutes

TASK 3: MATHEMATICS

Approx: 30 mins

Multiplication Race to 1,000,000

Note to Parents/Guardians:

Students will need one die and a calculator. The calculator is for checking answers after students have worked them out manually. A partner is optional but more fun.

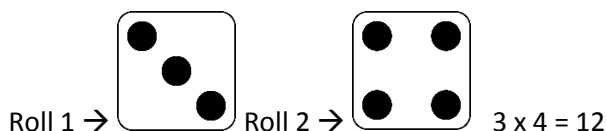
Activity:

The aim of this activity is to practise multiplication skills.

If you have a partner, take turns and see who reaches 1,000,000 first. If you are working on your own, play multiple rounds and try to reach 1,000,000 in the least number of rolls possible.

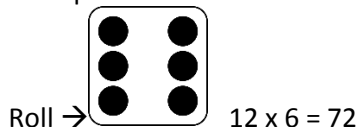
1. Roll the die twice. Multiply the two numbers that you roll, write down your answer. Check your answer on the calculator.

Example:



2. Roll the die again. Multiply the answer of your previous turn by the number you rolled. Check your answer on the calculator.

Example:



3. Repeat step 2. The number should grow larger each time. Continue until you reach 1,000,000 or above.
4. If you are playing against a partner, the first to reach 1,000,000 wins. If you are playing alone, complete a second round to see if you can reach 1,000,000 in fewer rolls than your first attempt.

Extension:

Work out how many times you would need to multiply to reach 1,000,000 if you rolled a 6 every single time. Is it possible that you could play this game and never reach 1,000,000? Explain your answer.

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: HUMANITIES

Approx: 60 mins

Family Tree

Note to Parents/Guardians:

This activity requires students to look at examples of family trees online and has the option for them to select an online program for creating their family tree – please supervise this to ensure your child's online security and safety. One hour has been allowed for this activity which would enable most students to prepare a basic family tree with a few details. Some children may wish to create a far more elaborate and detailed family tree which they could work on over time – please be guided by their level of interest in the topic.

Activity:

The aim of this activity is to create a family tree so that you can learn how to clearly display information and to hopefully find out some things you did not know about your family's history.

1. Start by having a look at some family trees online to get an idea of what a family tree is and the type of information they can include. (Doing an image search is a good starting point.)
2. Decide on what information you would like to include in your family tree. Will you just include people's names or will you add other information such as dates of births, deaths and marriages? Could you include where people were born, details about their immigration to other countries, their occupations? What information do you need to make your family tree informative and interesting?



3. Gather the information you need. This might include just talking to your parents, or if you are preparing a more detailed family tree, talking to aunts or uncles, grandparents, etc. Perhaps you may also look at old photographs or documents your family has.
4. Create your family tree. Try to set it out in a logical way that shows the relationships between different people and the passing of time. You may choose to do this by drawing and writing your family tree, or by finding an online program that will help set your information out.
5. Share your family tree with members of your family.

Extension:

Was there anything you wanted to find out but weren't able to? Why do you think that was? What could you do now to ensure that future generations of your family will not have the same problem?

Curriculum Links:

HASS – Inquiry and Skills - Researching

Year 5 and Year 6: Organise and represent data in a range of formats including tables, graphs and large- and small-scale maps, using discipline-appropriate conventions.

LUNCH: 60 minutes

TASK 5: HEALTH AND PHYSICAL EDUCATION

Approx: 40 mins

Bottle bowling

Note to Parents/Guardians:

Students will require 10 plastic bottles (or a substitute) and a large round ball such as a basketball. A long flat "alley" space is required such as a driveway or hallway. Students can practise on their own but more people makes more fun.

Activity:

The aim of this activity is to improve your accuracy when rolling a ball.

Add water to your plastic bottles so that they are approximately one third filled. Screw the lids on firmly. Set your bottles up in a triangular pattern (like the one shown) at one end of your bowling alley.

Stand approximately 4 metres from your bottles and roll your ball at them, trying to knock over as many as you can. If you don't knock all bottles down, have a second roll before giving the next person their turn.

This activity does not require you to keep score but you can if you want to. You could use the usual tenpin bowling method of scoring if you are familiar with that, or just keep count of how many pins in total you knock down. Have ten turns each.

After your first game, alter some of the conditions of your game and play again. You could: add more water to the bottles so they're harder to knock over; change the configuration of the bottles; use an Aussie Rules football instead of a round ball; write numbers on the bottles so that some bottles are worth more points than others; etc.



Curriculum Links:

Health and Physical Education – Movement and Physical Activity – Learning through movement

Year 5 and 6: Apply critical and creative thinking processes in order to generate and assess solutions to movement challenges.

BREAK: 30 minutes

TASK 6: THE ARTS

Approx: 60 mins

Jackson Pollock inspired art

Note to Parents/Guardians:

Students will require blank paper, paint and brushes. This activity is likely to be messy. It is recommended to be done outdoors or with drop sheets/newspapers to protect surfaces while wearing an art smock.

Activity:

The aim of this activity is to know who Jackson Pollock is and a little about his style of art, and to create an artwork inspired by his style.

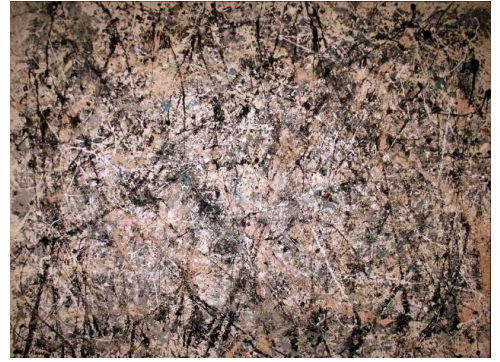
Jackson Pollock was an American artist who lived from 1912 to 1956. He was well-known for his 'abstract expressionist' paintings. He used a technique called 'action painting' that used the whole force of his body to drip and splash paint onto a horizontal surface. This spontaneous style of painting resulted in random effects on his canvases.

1. Find some examples of Jackson Pollock's work and answer these questions:
 - What are the most predominant colours you notice?
 - What are 5 adjectives you would use to describe Pollock's art?

- How does his work make you feel?
- Do you like his art? Why or why not?

2. Prepare yourself and your work area to ensure any mess made can be cleaned up. Place your paper horizontally on a table or the ground. Use your brushes (you could use other items or your body, too) to drip and splash paint onto your paper. Think about the colours you choose – you may want to use similar colours to Pollock or others that better suit your own mood.

3. When your artwork is complete, reflect upon the process, thinking about how you felt as you created it and your satisfaction with the finished product.



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

- Dance to all of the well-known party dances that you know like the Macarena, the chicken dance, Gangnam Style, the Nutbush, etc.
- Call an elderly friend or relative to check up on them and see if there is anything they need that you could help organise for them.
- Play Twister. If you don't have the game you could create your own using chalk on the ground and writing the colours and body parts on paper and drawing them from a hat.

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. Kids News explainer: 250 years since Captain Cook arrived at Botany Bay**
- 2. Amazing space pictures released to celebrate 30 years of the Hubble telescope**