Examples of Year 5 Learning Activities
Word Explorer—Imagery

This week you will study imagery and its use in poetry.

What is Imagery?
Descriptive language that create images or pictures in the mind of the reader.
Similes and metaphors (from Module 3) are imagery as they create images.
Imagery is used in all writing such as poetry, narrative, recount and persuasive.

Imagery involves one or more of our five senses
(touch, smell, hear, sight, taste).

For example:

- **sight**: the rose is bright red
- **hearing**: it sounds like the chirping of several birds, with their high voices.
- **smell**: the air smells like going to the countryside, fresh and green, no smell of smoke but the fresh waters and the leaves.
- **touch**: it feels bumpy yet gives off a welcoming warmth.
- **taste**: it tastes sweet yet spicy at once, with a tinge of orange taste.

Imagery continued

For you to do

Below is a list of imagery words and phrases on the topic of THE SEA. It has been grouped into the Five Senses.
Can you see how this plan can help you express your ideas? Carefully read through each group as you will be creating your own on the following page.

- **TOUCH**
  - The burning sun struck my skin

- **SOUNDS**
  - The crashing of the waves

- **SEE**
  - The swelling sea rose high above the horizon.

- **TOPIC**
  - SEA

- **SMELL**
  - Breathing fresh air

- **TASTE**
  - The salty sea
Day 1

Place Value-revision

When we write numbers the position or place of each digit is important.

The placing of the digit in the number can change the value. That is why it is called place value.

In the number 327:
- the "3" is in the Ones or Units position, meaning just 3 (or 7 "1"s),
- the "2" is in the Tens position meaning 2 tens (or twenty),
- and the "3" is in the Hundreds position, meaning 3 hundreds.

"Three Hundred Twenty Seven"

https://www.mathsisfun.com/place-value.html

As we move left, each position is 10 times bigger!

Example: Hundreds are 10 times bigger than Tens

... and ...

As we move right, each position is 10 times smaller. From Hundreds, to Tens, to Ones

Activity 3

Put a circle around the products below that have a mass/weight greater than half a kilogram (kg).

Activity 4

1. Write the weights of the products lighter than 750 grams.

2. Write three products that weigh more than half a kilogram.
Due to its very large size, Australia experiences a variety of climates. The temperature can range from below zero to extreme heat at any one time depending on where you are in Australia.

Australia’s climate can be divided into three zones (parts). We call these Climate Zones. They are:

<table>
<thead>
<tr>
<th>Zone</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tropical zone</td>
<td>Two seasons; wet and dry</td>
</tr>
<tr>
<td>Temperate zone</td>
<td>Four seasons - summer, autumn, winter, spring</td>
</tr>
<tr>
<td>Dry zone</td>
<td>Driest regions of Australia; extreme heat during the day and cold at night; low amounts of rain</td>
</tr>
</tbody>
</table>

Activity 1—For you to do

Where do you live? In which climate zone do you live? Briefly describe the climate in which you live.
Day 4

Today you will:
- read about Aboriginal shelters
- watch a video about finding water
- conduct an experiment to obtain water from leaves

Shelter

Shelter means a place where we live that gives us protection and safety. Most of us today live in houses and these are our shelters.

The Aboriginal people of Australia did not have houses to live in. With much of Australia having a mild climate, people often slept in the open, warmed and comforted provided by the campfire, and often people kept warm by sleeping between two small fires. The dingo, as a camp dog, also slept beside people providing warmth.

Aboriginal housing mostly consisted of simple shelters made from a framework of straight branches, then covered with leafy branches or sheets of bark. One type of simple bark shelter consisted of bending or folding a length of bark and burying the ends into the ground to fix them. Sometimes elevated platforms were built with a fire below and designed to make smoke and repel mosquitoes.

In many regions of Australia shallow caves below rock overhangs provided natural shelters from the weather. A bed of paperbark or leaves was used and sometimes the walls were adorned with paintings.

Stone housing is only known from two regions of Australia, on High Cliffs Island off the Kimberley coast and in one district of Victoria. In these regions, stone circles about two metres across and 1.5 metres high were erected, forming the shelter walls. Branches and vegetation were placed over these to form a roof.

For you to do

1. Discuss with your supervisor the reasons traditional Aboriginal housing differed from season to season and what materials were used in their construction.

2. Think about how you would build a shelter if you were lost in the bush overnight. What materials would you use? How would you stay warm? Do you have the skills necessary to build some form of protection from the weather?

Harry points out the hut that helped him survive three days lost in the bush.

For you to do

Draw and label the kind of shelter you would build, using only natural materials, to protect yourself overnight in the bush.
Dance

Body Position

Or in this picture, what sport can you identify? _______________________

DVD. Put on the DVD and go to the menu chapter titled
Module A: Week 1 Body Positions'.
Watch the activities and join along with the class creating your
own sports Body Positions.
**Science**

**Biological Science**

**Title:**

*Do plants lose water and why?*

**Aim:**
The aim of the experiment is to work out what causes the drying of plants.

**Hypothesis:**
Now that you’ve had a think about plants I would like you to predict whether plants lose leaves and why.

Write your hypothesis in your *Scientific Report* provided. Remember this is a prediction; the experiment will prove you right or wrong. It is in the analysis where you will explain your results and outcomes.

**Materials:**
- 4 soft plant leaves
- String
- Petroleum (Vaseline) jelly

**Biological Science continued**

**Method:**
- Collect 4 soft, broad leaves from the garden. Tie a piece of string to each stalk.
- Cover leaf surfaces with Vaseline as follows:
  - leaf - cover both surfaces
  - leaf - cover only the top surface
  - leaf - cover only the bottom surface
  - leaf - do not put any Vaseline on this leaf

- Tie the 4 leaves onto a long piece of string, tied up so that the leaves hang in the air.
- Examine the leaves after 1 day, 3 days and 1 week.

**Writing your report:**
Before you start writing your *Scientific Report* consider the following questions:

- Did the Vaseline preserve the leaves?
- Why do you think so?
- What factors contributed to the drying of the leaves?
- How has this knowledge improved the way we live?

For further information and answers refer to the *yellow sheet* at the back of module.
Art

Module A  Painting on wet paper  Activity 2

As with Activity 1, your topic is Nature. The sun and its effects feature in your studies this fortnight. Perhaps you will be able to incorporate the sun in your work today.

MATERIALS NEEDED
- brushes
- paints
- water
- mixing palette
- newspaper for covering work area
- sponge for moistening paper
- cartridge paper.

Step 1
In the ‘wet-in-wet’ method of painting, the paper is thoroughly soaked with water on both sides and then set-out evenly on a sloping board.

Step 2
After the surplus water has drained off, the painting is made directly onto the wet surface with the brush loaded with colour but containing little water.

The colours run and blend softly, shapes are a little blurred. Additional colours can be dripped into the wet areas to create colour minglings.

Using strong colours on wet paper, let your imagination roam freely. I know that I will enjoy seeing your painting or paintings on wet paper.

Jemma achieved the blurred effect in her underwater scene from nature.
'Some Things Just Don't Belong'

An inspirational film, a must see! HERALD SUN

Have you ever felt like a lost piece of a jigsaw puzzle? Do some things just not belong?

When Shaun goes out to collect mushrooms he discovers a lost thing. Where does it belong?

Join Shaun and The Lost Thing on a journey. Will he find his home, or will he never belong anywhere?

'Great animation' Ruby Times

GO TO www.thelostthing.com

[Illustrations and text on the page]
These vast creature have evolved through history,
To us it still remains a mystery.
Known to inhabit the Ningaloo Blue,
Witnessed by a lucky few.

As a group of swimmers are trying to race,
The beast is cruising too fast to match pace.
The shark seems to glide as we kick alongside,
Scooping up plankton with mouth open wide.

Underneath the fins hunt the savage cobia,
And it’s clear to see they have no phobia.
School bus sized creatures appear to be tame,
So much that our swimming is just like a game.

Even young of this type appear to be massive,
Let’s hope their future is happy and passive........
Student Examples

Art
What I have learnt about graphs

Graphs are very useful to use when you need to show lots of data or different data all together. Sometimes it is not good to just write it like in a paragraph because it can look boring and people won’t want to read it.

The different types of graphs are:

<table>
<thead>
<tr>
<th>Type of Graph</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pie graph</td>
<td><img src="image1.png" alt="Pie Graph" /></td>
</tr>
<tr>
<td>Line graph</td>
<td><img src="image2.png" alt="Line Graph" /></td>
</tr>
<tr>
<td>Scatter plot</td>
<td><img src="image3.png" alt="Scatter Plot" /></td>
</tr>
<tr>
<td>Column bar graph</td>
<td><img src="image4.png" alt="Column Bar Graph" /></td>
</tr>
<tr>
<td>Bar graph</td>
<td><img src="image5.png" alt="Bar Graph" /></td>
</tr>
</tbody>
</table>

All graphs must have a title so we know what it is about. In most of the graphs, they have a vertical axis and a horizontal axis that show the data and lets you know how to understand what it is telling you.

Scientific Report

**Water Loss**

<table>
<thead>
<tr>
<th>Name/ Year Level/Date</th>
<th>Name:</th>
<th>Year Level:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Maddison Stone</td>
<td>year 5</td>
<td>27/6/14</td>
</tr>
</tbody>
</table>

**Title of Experiment:** Water Loss

**Introduction/Aim:** The purpose of the experiment is to see which condition creates less water loss.

**Hypothesis:** It is hypothesised that the small leaves in the plastic bag with no丝绸之路 will not lose much water.
3 Theme parks
Movie World, Sea World and Q1 are must go theme parks. They are not far away from Surfers Paradise only about a 20 km drive.
The Gold Coast is Australia’s theme park capital!!
It is good for people who like slow and fast rides. Sea World is for all-rounders and so is Movie World and Q1 of Wild side.
For prices to go into Movie World, Sea World and Q1 visit www.surfside.com.au

The Outback show
The Outback show is good for most people if you have children who are under 6 you might not be able to go because it goes till late.
When you are there you get a free meal when you pay. It would be a great experience.
Visit for price
www.q1sun.com.au

Climate Zone Summary

<table>
<thead>
<tr>
<th></th>
<th>Dry</th>
<th>Temperate</th>
<th>Tropical</th>
</tr>
</thead>
<tbody>
<tr>
<td>Climate</td>
<td>Average max temp 17.2 °C</td>
<td>Average rainfall low to over 800mm a year</td>
<td>Average rainfall a lot lower in winter</td>
</tr>
<tr>
<td>Rainfall</td>
<td>Changeable weather</td>
<td>Rainfall includes:</td>
<td>Rainfall is high because tropical climate creates condensation which turns into rain in summer</td>
</tr>
<tr>
<td>Weather</td>
<td>No much humidity, farming includes: wea, norley, sheep, cotton</td>
<td>Heat and several veggies in summer hot</td>
<td>Rainfall is a lot lower in winter, vegetation is green and lush all year round if little rain veg</td>
</tr>
<tr>
<td>Vegetation</td>
<td>Average rainfall well under 200mm a year</td>
<td>Heat and hay and net</td>
<td>The heat can be uncomfortable at your own vegetables lots of humidity veg and hay season is really hot and dry remains hot and wet</td>
</tr>
</tbody>
</table>

Carrumbin wildlife sanctuary