Werrington Public School – Learning Continuity Plan Stage 2 (Term 3, Week 4)

Week 4 will be the same as last week, with the Google Classroom page being updated daily with the tasks for that day. It will be monitored throughout the day by Stage 2 teachers who will reply to posts and/or questions where appropriate. For some learning tasks, students will be required to select an activity from the relevant learning grid, at other times, there will be additional attachments to the daily post. With all work, students should either upload or attach evidence of their work on the Google Doc attachment provided on the daily post. The timetable below is just a guide. Tasks do not need to be completed in this exact order and if there are any tasks that your child is having trouble with please leave it and move on to the next.

The page is titled Stage 2 Term 3 Home Learning 2021 and can be accessed using the code: ypwjozx. Alternatively, all work can be completed offline on paper or in a workbook. In these cases, please refer to the school's SkoolBag app, Facebook or website for information regarding the pick-up and drop-off of work.

SPELLING Week 4

RED	***ORANGE***	***GREEN***
quilt	quieter	qualm
quiet	question	quietest
queen	Queensland	quarter
quick	quality	squeezing
squid	squeeze	earthquake
penguin	equity	consequence

FOCUS: The graph /u/ making the sound "w" as in quilt

RULE/GENERALISATION: *When a word ends in 'e' drop the 'e' and add the vowel suffix*

E.g. squeeze, squeezing, squeezed.

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	***English*** **Reading Eggs or DEARS** – students complete 15-20 minutes of independent reading. **Reading Task**-‘ The Cautious Carnival’ **Writing Task-** Is Technology Harmful? **Spelling** – complete a look/cover/write/check and place your words in alphabetical order. Select a task from your spelling grid. **Grammar –** Synonyms for ‘said’	***English*** **Reading Eggs or DEARS** – students complete 15-20 minutes of independent reading. **Reading Task**-‘10 Fascinating Facts about Burano’. **Writing Task**- Should Sharks Be Culled? **Spelling** – complete a look/cover/write/check Select a task from your spelling grid. **Grammar –** Noun/verb/adjective sort	***English*** **Reading Eggs or DEARS** – students complete 15-20 minutes of independent reading. **Reading Task**- ‘The Adventures of Pirate Nup and Captain Yet ’. **Writing Task-** Is Graffiti Art or Just a Mess? **Spelling** – complete a look/cover/write/check Select a task from your spelling grid. **Grammar** – Commonly confused words: wear/were/we’re/where	***English*** **Reading Eggs or DEARS** – students complete 15-20 minutes of independent reading. **Reading Task**- ‘Hocus Pocus’. **Writing Task-** Is it better to live in a really cold place or a really hot place? **Spelling** – complete a look/cover/write/check Select a task from your spelling grid. **Grammar-** Expanding Sentences	***English*** **Reading Eggs or DEARS** – students complete 15-20 minutes of independent reading. **Reading Task**- ‘The Moon’. **Writing Task**-Save Our Habitat! **Spelling** – complete a look/cover/write/check Select a task from your spelling grid. Can someone at home test you on this weeks’ words? **Grammar-** Synonyms and Antonyms
Break					
Middle	***Mathematics*** **Number of the day** **Maths lesson:** *Fractions are parts* Watch the clip below then complete the attached worksheet https://www.youtube.com/watch?v=CA9XLJ	***Mathematics*** **Number of the day** **Maths lesson:** *Fractions: working with parts* Watch the clip below then complete the attached worksheet https://www.youtube.c	***Mathematics*** **Number of the day** **Maths lesson:** *Fractions are division* Watch the clip below then complete the attached worksheet https://www.youtube.com/watch?v=3xwDryo	***Mathematics*** **Number of the day** **Maths lesson**: *Points, lines, planes* Watch the clip below then complete the attached worksheet https://www.youtube.com/watch?v=k5etrWdI	***Mathematics*** **Number of the day** **Maths lesson:** *Polygons* Watch the clip below then complete the attached worksheet https://www.youtube.com/watch?v=IaoZhhx

	Monday	Tuesday	Wednesday	Thursday	Friday
	pQp3c Maths Grid – select a task from the maths grid. **Optional:** Mathletics (related to todays' topic) Wishball, Number Game.	om/watch?v=qDc_-GTipBk **Maths Grid** – select a task from the maths grid. **Optional:** Mathletics (related to todays' topic) Wishball, Number Game.	uw6o **Maths Grid** – select a task from the maths grid. **Optional:** Mathletics (related to todays' topic) Wishball, Number Game.	Y6o **Maths Grid** – select a task from the maths grid. **Optional:** Mathletics (related to todays' topic) Wishball, Number Game.	l9s **Maths Grid** – select a task from the maths grid. **Optional:** Mathletics (related to todays' topic) Wishball, Number Game.
Break					
Afternoon	***Other KLAs*** **BTN Newsbreak-** write a quick recap **Creative Arts (Visual Arts)-** Symbols Around Us	***Other KLAs*** **BTN Newsbreak-** write a quick recap **Geography-** The Earth's Environment: Native Vegetation	***Other KLAs*** **BTN Newsbreak-** write a quick recap **PD/H/PE-** Health & Wellbeing: Roles and Relationships	***Other KLAs*** **BTN Newsbreak-** write a quick recap **Science-** *How Plants Can Be Grouped*	***Other KLAs*** **BTN Classroom Episode-** take notes during and write a recap of one story **SPORT-** Practice a sporting or dance skill **and/or** **CAPA-** Music/dance: Where the Creatures Roam.

THE CAUTIOUS CARNIVAL

We take your safety seriously, so you don't have to worry! The bumper cars have extra bumpers! Our giant slide is regular size! We've put additional brakes on the roller coaster! The only thing you need to be thinking about is having fun!

Visit sideshow alley and play our carnival games!* We've got:

- Gone Fishin'
- Ball Toss
- Drop the Ball!
- Spin a Winner

Free bubblewrap jumpsuit on arrival!

Ride Ticket Packages

Safety Goggle Pack

10 ride tickets. One pair of safety goggles included.

$15

Helmet Pack

20 ride tickets. One helmet included.

$35

High-vis Vest Pack

35 ride tickets. One high-vis vest included.

$50

*We play all the games for you to minimise any risk of injury. Fictional event and products only.

Name: _____ **Date:** _____

The Cautious Carnival

1. What carnival games are at The Cautious Carnival?

   a) _____

   b) _____

   c) _____

   d) _____

2. How many ride tickets do you get in a Helmet Pack?

   _____

3. What does 'cautious' mean?

   _____

4. What makes you think that the carnival is being extra cautious?

   _____

   _____

   _____

5. Do you think you would have fun at The Cautious Carnival? Why or why not?

   _____

   _____

   _____

6. Design a new ride or attraction for The Cautious Carnival. Write an exciting description that makes people want to experience it.

   _____

   _____

   _____

   _____

By kavalenkau/Shutterstock.com

10 Fascinating Facts About

BURANO

1. Burano is an island 7 kilometres from Venice, Italy. People need to catch a 45-minute ferry from Venice to get there.

2. The island of Burano is tiny! In fact, it is only 0.21 km^2, and you can walk anywhere on the island in less than 10 minutes.

3. Burano is home to about 2000 residents. Most of the island's population are fishermen.

4 By law, every house must be painted a different colour or shade. You will not see two houses with the exact same colour.

5 There are strict rules about painting your house. If you wish to paint your house a different colour, you must write a letter to government officials for permission.

6 The original purpose for the bright variety of coloured houses was to help fishermen find their way home on dark, foggy nights.

7 It is believed Burano was first established by villagers from the mainland of Italy, fleeing and hiding from Attila the Hun, an invading ruler at the time.

8 Burano's Leaning Bell Tower is 53 metres tall and has to be reinforced due to the sinking ground beneath it.

9 Burano residents have a tradition of creating handmade lace, which is becoming a dying art due to machine-made lace being less expensive and easier to produce. Burano is now one of the last places in the world to make handmade lace.

By Simone Padovani/Shutterstock.com

By Tasha Cherkasova/Shutterstock.com

10 Even though Burano is small, it has a variety of restaurants, shops, art museums and even schools.

Name: _____ **Date:** _____

10 Fascinating Facts About Burano

1. Where is Burano located?

2. Why are houses on Burano coloured the way they are?

3. Why do you think it is law to ask for permission to paint your own house on Burano?

4. If you had a house on Burano, what colour would you ask to paint it? Why? Draw a picture of it below.

The Adventures of Pirate Nup and Captain Yet:

SCEPTICAL SPECTACLES

"First Mate! Where are my spectacles? Did you move them again?" Pirate Nup glared resentfully at the sleeping lump in the hammock, which was undisturbed by his rant. However, it appeared First Mate did not have his spectacles. "Absolutely useless! Honestly, he is supposed to be helping me organise this ship, but is always napping!" Pirate Nup muttered to himself.

"*Squawk!*" Becky, First Mate's parrot, screeched from the crow's nest.

"Not now, Becky!" Pirate Nup snapped. Pirate Nup always got into a sour mood when he couldn't do or find something.

As Pirate Nup set out in his search for his beloved spectacles, he heard an excited, "What's poppin', Nuppie?" Pirate Nup's favourite person in the world, Captain Yet, arrived next to his ship, riding on a large, white narhwal. Unfortunately, due to his frustration, Pirate Nup was not in the mood to see Captain Yet at this very moment.

However, Captain Yet asked, "How is your odyssey searching for treasure in the Aegean Sea, Nuppie?"

"Not now, Yettie! I can't find my spectacles anywhere, meaning I can't navigate my ship. What if we crash into an island before I get the chance to call 'land ahoy'? How am I supposed to spot treasure without clear precision?"

Captain Yet climbed off his narwhal and onto the ship's main deck. "You mean you can't find your spectacles ... yet." Pirate Nup rolled his eyes and huffed impatiently. Captain Yet was always telling him that there was a solution for everything. "I am positive your spectacles will turn up, Nuppie. In the meantime, what else could you use to help you navigate your ship?"

Pirate Nup said in a hopeless tone, "Without my spectacles, I can't see anything past the edge of this ship."

Captain Yet looked around thoughtfully, then noticed a mast of an old shipwreck poking through the surface of the sea nearby. "I wonder if ... Nuppie, I'll be right back!" And without hesitation, Captain Yet dove off Pirate Nup's ship and into the sea.

"*Squawk!*" Becky screeched.

"Not now, Becky!" Pirate Nup yelled impatiently as he looked worriedly at the surface of the sea. Moments later, Captain Yet returned to the surface holding a long, strange, metallic-brass item. Pirate Nup dropped his ladder down to help Captain Yet climb back on board.

"What about this nifty nautical telescope, Nuppie? It will help you see even further than your spectacles."

"I have never used one of those before," Pirate Nup protested.

"... yet!" Captain Yet added. "I can teach you; it's simple. You need to look through the lens and turn the end to make it focus on different objects in the distance."

Pirate Nup cautiously picked up the telescope and attempted to look around. He couldn't believe his eyes. "Wow! I can see so many islands in the distance from here. I can see Poseidon, the god of the sea, harassing some sailors. I can see that First Mate did not wash the top parts of the masts properly. I can see Becky up there in the crow's nest wearing a new pair of spec— Oi! My spectacles!" They both laughed at the ridiculous sight of Becky wearing a pair of large spectacles.

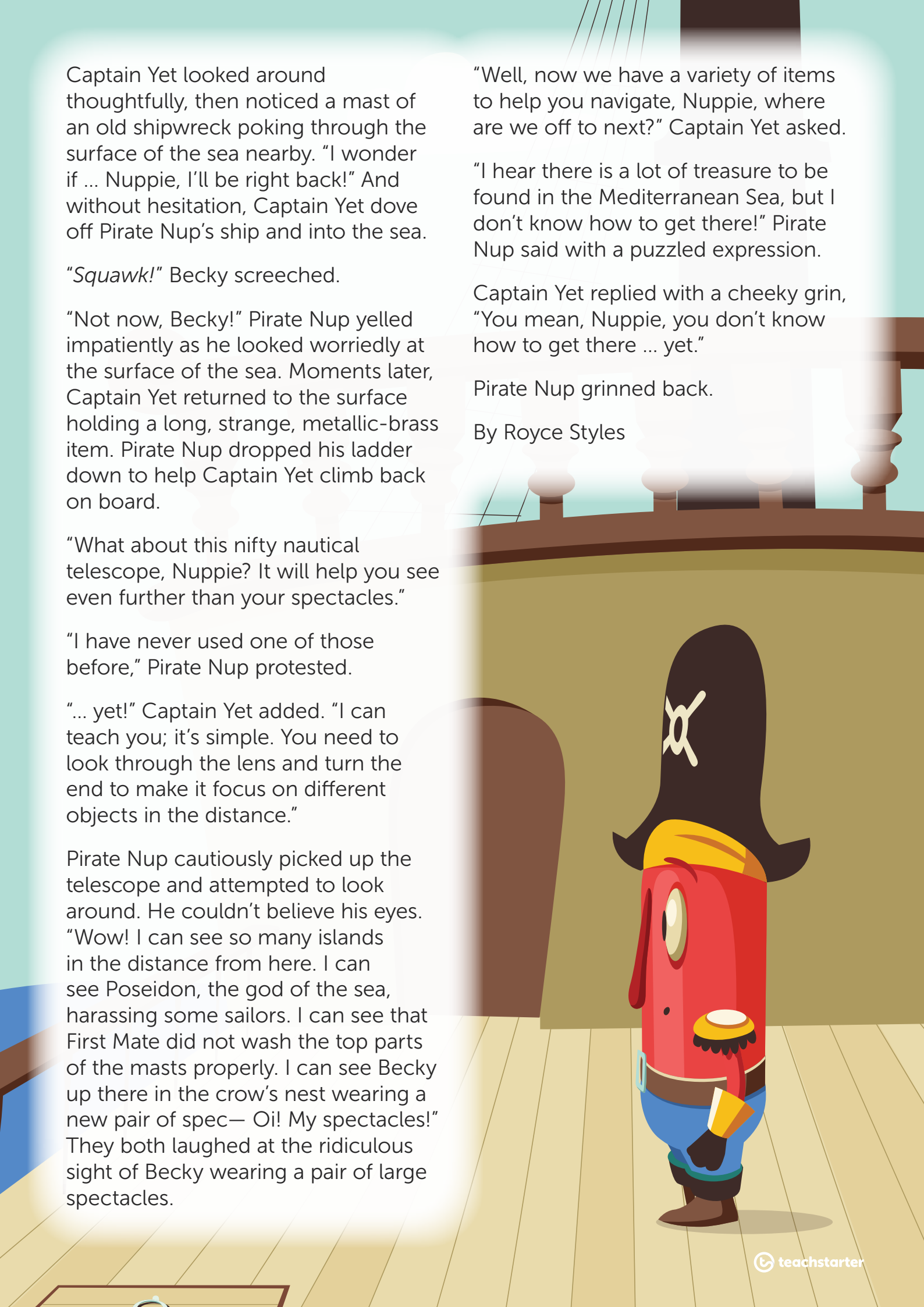
"Well, now we have a variety of items to help you navigate, Nuppie, where are we off to next?" Captain Yet asked.

"I hear there is a lot of treasure to be found in the Mediterranean Sea, but I don't know how to get there!" Pirate Nup said with a puzzled expression.

Captain Yet replied with a cheeky grin, "You mean, Nuppie, you don't know how to get there ... yet."

Pirate Nup grinned back.

By Royce Styles



Name: _____ **Date:** _____

The Adventures of Pirate Nup and Captain Yet: Sceptical Spectacles

1. Captain Yet greets Pirate Nup by saying, *"What's poppin', Nuppie?"*. What might this mean?

2. Why is Pirate Nup feeling frustrated?

3. If you were in Captain Yet's position, what advice would you have given Pirate Nup?

4. What do you think the author's main message is within this text? Explain why.

Hermes' HOCUS POCUS

There were many rumours about the mansion in the centre of the black forest. Some said it was haunted; some said werewolves lived there. Children often dared each other to knock on the door. But no-one ever did. No-one was brave enough to get closer than eyesight of it.

The mansion was, in fact, a boarding school for wizards, who learned and practised their abilities and skills. The outside of it may have made it seem like a dark, cold and haunted place, but on the inside, it was well lit, warm and buzzing with intelligent, curious, happy people.

Hermes was one of the most enthusiastic students in his class. On one particular day, he had been trying to master an incredibly tricky potion. No matter how well he followed the recipe, it would not turn red. He read over the recipe twice, but could not figure out why it looked like a pot of boiling, green porridge.

Hermes decided to recheck all the instructions in the recipe. He stirred the pot clockwise and anticlockwise. Hermes tried using a whisk, a spatula, and even a cheese grater.

Next, he checked the temperature. It was definitely bubbling at 76.2 degrees Celsius like it was supposed to.

He looked across the room to his friend Athena. She was acing her potion! In fact, she looked like she was finished, with time to spare. Maybe Athena would have some time to help him, Hermes thought. "Hey, Athena, do you have a spare moment to take a look at my potion?"

"Sure, Hermes. My potion needs to cool for a few minutes before I bottle it, so I'm happy to help."

Hermes showed Athena his potion. "I have done as the recipe says, but all I get is lumpy, green porridge."

Athena looked at the potion carefully. "It does look a little thick. Maybe try adding some more nectar of bees. I added double in mine, and it seemed to make the potion much better. I learned that trick from my mother."

Hermes added more nectar of bees and waited for the potion to change.

Just when he thought it was working, it went... “Orange? I don’t understand! I have done everything I can!” Hermes complained, feeling defeated.

Finally, despite his best efforts, he thought it was time to ask the Professor. The Professor took one glance and chuckled. “It seems like you have orange porridge.”

“Please, Professor. I have tried everything. I have retraced my steps, tried different techniques and have asked an expert. What else is there to try?”

The Professor surveyed the potion. “Maybe start from the beginning, except this time, check each ingredient as you add it.”

Hermes did not understand. He had done everything right the first time. But maybe he might have some second-chance luck. He started to measure his ingredients.

Once again, he filled the pot with melted snow; once again, he sprinkled the pickled toadstool while singing “We Are Family”; and once again, he correctly measured the brown freeze-dried strawberries... Wait! Freeze-dried strawberries were red. Hermes could not believe it. The packet he thought was freeze-dried strawberries, was, in fact, porridge. The packages of the two ingredients were so similar, Hermes had accidentally grabbed the wrong one.

After fixing his little mistake, the potion did not seem so difficult to make anymore. Now that the potion was well on its way, Hermes even decided to take Athena’s advice and add double the nectar of bees. In no time, his potion was completed, cooled and bottled.

“Now,” Hermes said with a cheeky look. “What should I test this potion on first?”

By Royce Styles

Name: _____ Date: _____

Hermes' Hocus Pocus

1. Where was Hermes' school located?

2. What problem did Hermes face?

3. What solutions did he try?

4. How did Hermes solve his problem?

5. Predict what the potion Hermes was making could have been used for.

6. Describe a time when you had a problem. What steps did you follow to solve it?

THE MOON of Planet Earth

Our Magical Moon

If you gaze up into the sky on a clear night, you will see an illuminated object around 384 400 kilometres away from you! This is the moon of our planet, Earth. If you had to drive there, it would take 153 days of non-stop driving at a speed of 100 kilometres per hour! So what is our moon made from? How did it get there? And why does its appearance seem to change from night to night?

What Is the Moon?

The moon is a satellite of planet Earth. A satellite is an object that orbits (moves around) a planet. The moon's path around Earth is a slightly squashed circle shape called an 'ellipse'.

What Size Is the Moon?

Like Earth, the moon is a sphere. However, the moon is a much smaller sphere than Earth. In fact, the moon is about four times smaller than Earth. Moons are always smaller than the planet they orbit. The surface area of the moon is about 38 million square kilometres. This is less than the surface area of the continent of Asia on Earth!

What Is the Moon Made From?

The moon is made from rock. It has mountains, craters, and flat planes called 'seas' made of hardened lava on its surface. Scientists believe that the moon was probably created around 4.5 billion years ago when a large object hit Earth. The impact blasted rocks out into space, which eventually came together to orbit around Earth. They melted together, cooled down and became the moon.

How Does the Moon Move?

Like Earth, the moon moves in two distinct ways. Firstly, the moon spins on its axis. This is called a 'rotation'. While the moon is rotating, it is also orbiting (moving around) Earth. This is

tafpixture/Shutterstock.com

called a 'revolution'. It takes about the same amount of time (27.3 days) for the moon to rotate as it does for it to complete its orbit around Earth. This means we only ever see about 60% of the moon's surface from Earth! The part of the moon that faces Earth is known as the 'near side'. The part that we never see is known as the 'far side'.

Why Does the Appearance of the Moon Keep Changing?

Have you noticed how the moon appears to change shape each night? Although the moon shines brightly in the night sky, it doesn't produce its own light. We see the moon because it reflects light from the sun. As the moon orbits Earth, the sun lights up different parts of its surface. These different views are known as the 'phases of the moon'. Around once per month (every 29.53 days to be exact) the phases of the moon make a complete cycle.

One Giant Leap for Mankind

For centuries, humans have been fascinated by the mysterious moon in our night sky. Some of these mysteries were finally answered on 20 July 1969. Three American astronauts, Neil Armstrong, Buzz Aldrin and Michael Collins, landed their lunar module on the surface of the moon. Neil Armstrong was the first human being to walk on the surface of the moon. His historic words, "That's one small step for man, one giant leap for mankind" are still quoted regularly to this day.

Castleski/Shutterstock.com

Name: _____ Date: _____

The Moon of Planet Earth

After reading the text, complete the '3, 2, 1' table below.

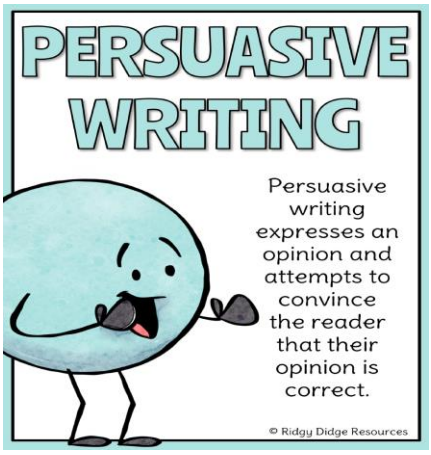
3 things I learnt about the moon from reading this article are...	2 things I found interesting about the moon from this article are...	1 question I still have about the moon after reading this article is...
1. 2. 3.	1. 2.	1.

Use a book or the Internet to research your question. Record the information you discover in your own words on the lines below.

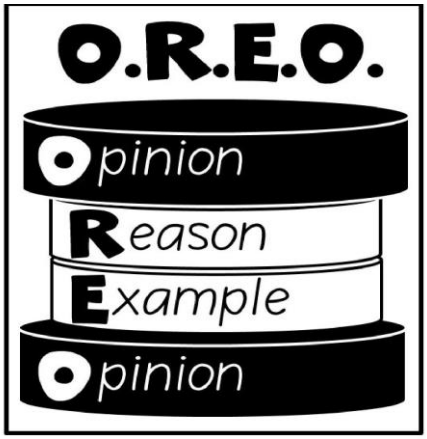
Monday 2nd August 2021

Is Technology Harmful to Our Health?

What is your opinion?



Write a persuasive argument.



Remember the OREO structure for persuasive writing.

Opinion: Start by stating your opinion

Reason: Give a reason to explain your point of view.

Example: Back up your reason with an example.

Opinion: When concluding your writing, repeat your opinion.

* The title of your writing: *Is Technology Harmful to Our Health?*

* Use the OREO structure above to begin writing your own persuasive text.

*Use the attached **Success Criteria** and today's **Word Bank** to help plan and write your persuasive text.

Success Criteria

Have I...	✔
written an introduction that states the issue raised and gives brief, background information about the issue? E.g.• recently • research shows • many people	
written a conclusion that summarises each point? E.g.• as you can see • after reading this • my report clearly shows • in conclusion	
chosen appropriate vocabulary for audience and purpose? E.g.• outrageous • obviously • surely • clearly • only a sensible person would • most people believe	
used linking words/phrases between sentences and paragraphs? E.g.• firstly • secondly • lastly	
used some adverbs and modals to indicate degrees of possibility? E.g.• surely • perhaps • should • could • might	
Re-read my writing and corrected errors to improve it? • spellings • capital letters • full stops • exclamation marks • question marks • commas in lists • apostrophes for contraction •grammar • missing words • improving adjectives	

Word Bank: Persuasive Phrases


I BELIEVE THAT...
IN MY OPINION...
IT IS VITAL THAT...
I HAVE TO SAY THAT...
I REALLY FEEL THAT...
I'M SURE...
I KNOW...
OTHERS MUST AGREE...

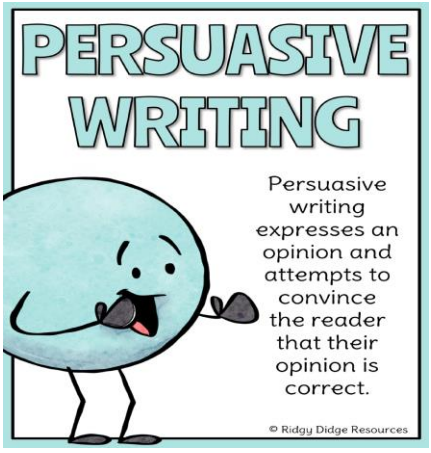

I AGREE THAT...
OF COURSE...
IN TRUTH...
SURELY...
THE FACT IS...
IN CONCLUSION...
FIRSTLY...
SECONDLY...


FINALLY...
ALSO...
FURTHERMORE...
IN ADDITION...
CERTAINLY...
FOR EXAMPLE...
FOR INSTANCE...
FOR THESE REASONS...

Tuesday 3rd August 2021

Should Sharks Be Culled?

What is your opinion?



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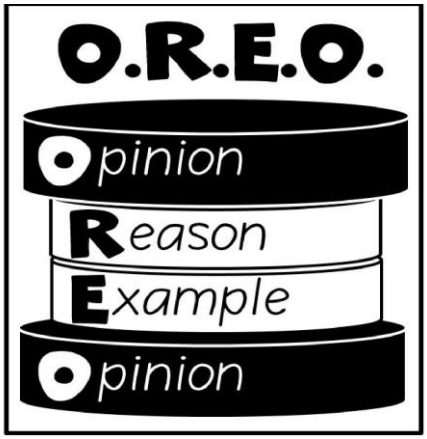

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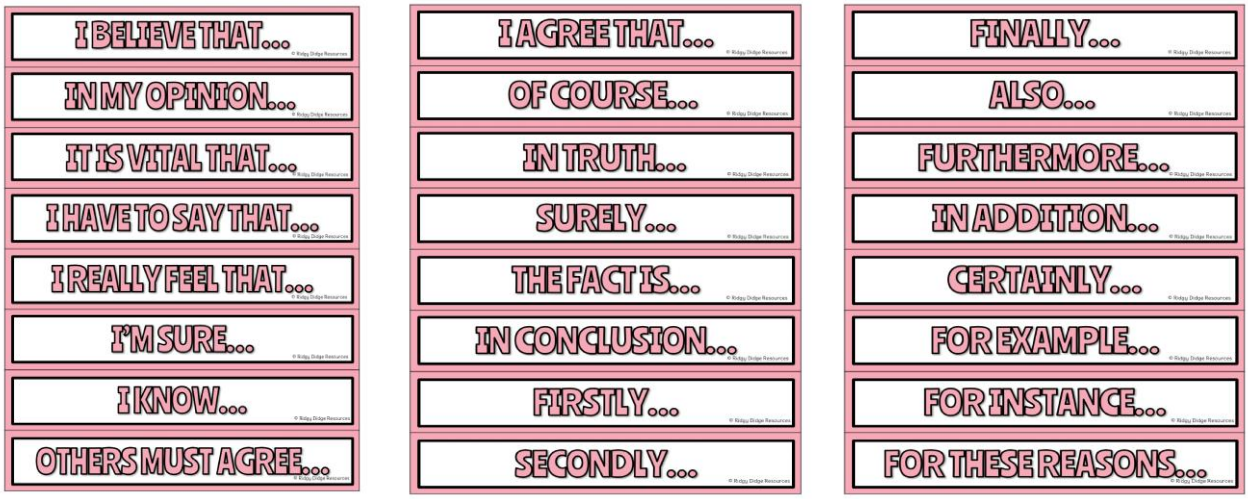
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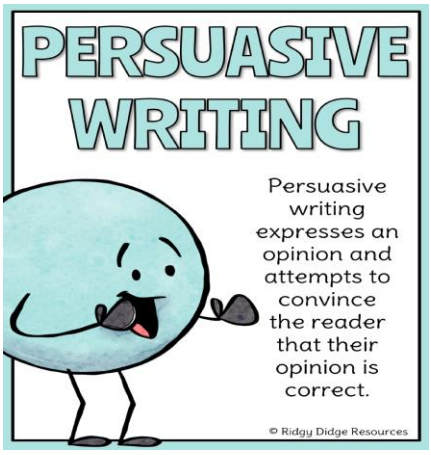
Wednesday 4th August 2021

Is Graffiti 'Art' or Just a Mess?

What is your opinion?



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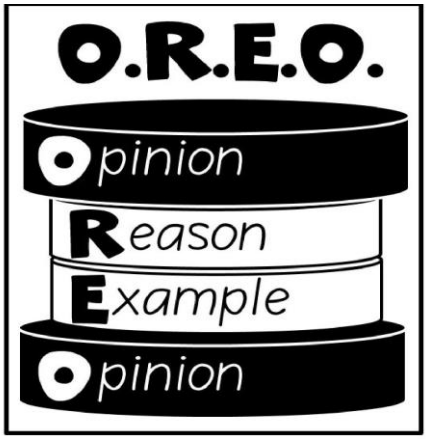

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Example: Back up your reason with an example.

Opinion: When concluding your writing, repeat your opinion.

* The title of your writing: ***Is Graffiti 'Art' or Just a Mess?***

* Use the OREO structure above to begin writing your own persuasive text.

*Use the attached **Success Criteria** and today's **Word Bank** to help plan and write your persuasive text.

Success Criteria

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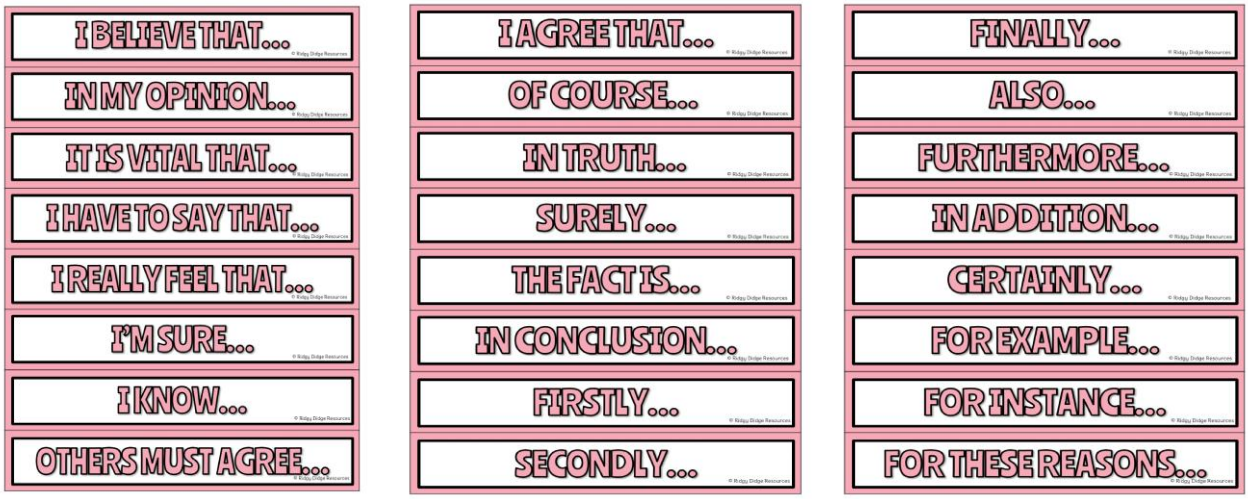
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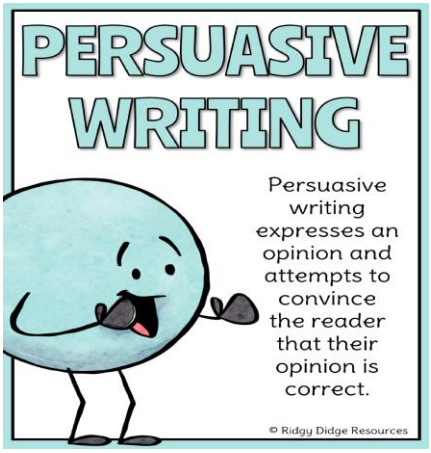
FURTHERMORE...
IN ADDITION...
CERTAINLY...
FOR EXAMPLE...
FOR INSTANCE...
FOR THESE REASONS...

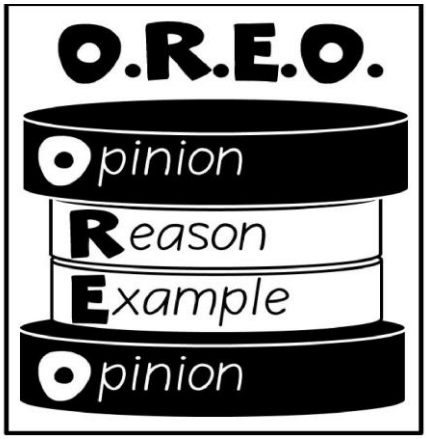
Thursday 5th August 2021

Is it Better to Live in a Really Cold Place or a Really Hot Place?

What is your opinion?



Write a persuasive argument.



Remember the OREO structure for persuasive writing.

Opinion: Start by stating your opinion

Reason: Give a reason to explain your point of view.

Example: Back up your reason with an example.

Opinion: When concluding your writing, repeat your opinion.

* The title of your writing: *Is it Better to Live in a Really Cold Place or a Really Hot Place?*

* Use the **OREO** structure above to begin writing your own persuasive text.

*Use the attached **Success Criteria** and today's **Word Bank** to help plan and write your persuasive text.

Success Criteria

Have I...	✔
written an introduction that states the issue raised and gives brief, background information about the issue? E.g.• recently • research shows • many people	
written a conclusion that summarises each point? E.g.• as you can see • after reading this • my report clearly shows • in conclusion	
chosen appropriate vocabulary for audience and purpose? E.g.• outrageous • obviously • surely • clearly • only a sensible person would • most people believe	
used linking words/phrases between sentences and paragraphs? E.g.• firstly • secondly • lastly	
used some adverbs and modals to indicate degrees of possibility? E.g.• surely • perhaps • should • could • might	
Re-read my writing and corrected errors to improve it? • spellings • capital letters • full stops • exclamation marks • question marks • commas in lists • apostrophes for contraction •grammar • missing words • improving adjectives	

Word Bank: Persuasive Phrases

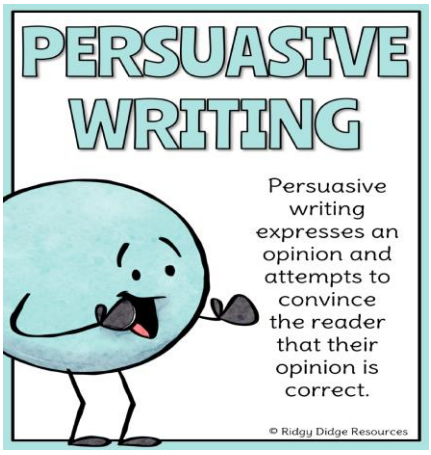

I BELIEVE THAT...
IN MY OPINION...
IT IS VITAL THAT...
I HAVE TO SAY THAT...
I REALLY FEEL THAT...
I'M SURE...
I KNOW...
OTHERS MUST AGREE...


I AGREE THAT...
OF COURSE...
IN TRUTH...
SURELY...
THE FACT IS...
IN CONCLUSION...
FIRSTLY...
SECONDLY...


FINALLY...
ALSO...
FURTHERMORE...
IN ADDITION...
CERTAINLY...
FOR EXAMPLE...
FOR INSTANCE...
FOR THESE REASONS...

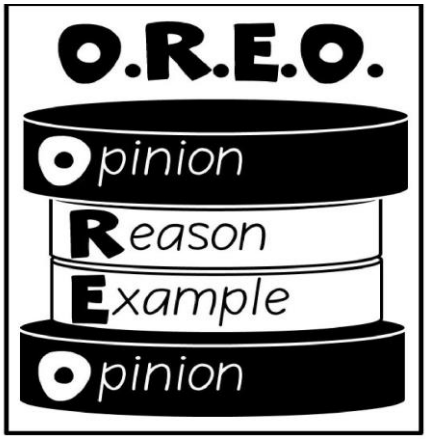
Friday 6th August 2021

‘Save Our Habitat!’



Persuade the humans to leave the animals alone.

Design a persuasive poster, leaflet or write a persuasive letter.



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Term 3 Learning from home SPELLING GRID Stage 2 Werrington Public School

Instructions: Complete one activity each day from this grid. Write the date you completed each activity in your work book.

Spelling Write your spelling words in forwards and backwards alphabetical order.	**Spelling** Colour code your spelling words according to the vowels and consonants.	**Spelling** Write each of your spelling words inside a word search.	**Spelling** Write your spelling words showing breaks for each syllable.	**Spelling** Write each of your spelling words in a meaningful sentence. .	**Spelling** Write a conversation (using direct speech) which includes your spelling words.
Spelling Write the dictionary definition of each of your spelling words.	**Spelling** Write a true statement and a false statement for each of your spelling words.	**Spelling** Write 5 clues about each of your spelling words.	**Spelling** Write your spelling words in an interesting font.	**Spelling** Write each of your spelling words with the letters jumbled up	**Spelling** Write a paragraph which includes your spelling words.
Spelling Pick 5 of your spelling words and draw a picture that represents each of them.	**Spelling** Use grid paper to make a crossword using your spelling words. Don't forget to provide clues for each word.	**Spelling** Search through old magazines or newspapers to find as many spelling words as you can. Cut them out and glue them in your book.	**Spelling** For each of your spelling words, write four words. One is your spelling word, two relate to you spelling word and one is the odd word out that doesn't fit with the other two.	**Spelling** On a sheet of paper write your spelling words in different directions, filling up the whole sheet. Use different colours and style of writing for each word.	**Spelling** Write your spelling words in groups of nouns, verbs and adjectives.
Spelling Think of as many words as possible that rhyme with each of your spelling words and write them down.	**Spelling** Write a sentence for each of your spelling words using as much alliteration as possible.	**Spelling** Create a funny poster selling something using only your spelling words.	**Spelling** Write a short story using as many of your spelling words as you can. Write your spelling words in a different colour.	**Spelling** Sort your spelling words into three different categories of your choice.	**Spelling** Create a code for the alphabet and write your spelling words using the code. Then have someone decipher your words.

Finding Alternatives to 'Said'

Find interesting alternatives for these sentences:

1. "I love ice cream!" _____ Hannah.
2. "Where are you going?" _____ Mohammed.
3. "Bring a coat," _____ mum.
4. "Don't forget the bandages," _____ the paramedic.
5. "Stop that!" _____ the headmaster.
6. "Oh no!" _____ Kennith.
7. "Don't make a sound," _____ Sarah.
8. "I've lost my doll," _____ Susie.
9. "Where are the car keys?" _____ dad.
10. "There's nothing like a good hot bath," _____ Jimmy.
11. "What's in this?" _____ Ahmed.

Noun, Verb and Adjective Sort

Can you sort the different nouns, verbs and adjectives from The Very Blue Thingamajig? Cut and paste the words below into the correct column.

Nouns Naming Words	**Verbs** Action Words	**Adjectives** Describing Words

blue	creak	scoffed	Wednesday
horns	muttered	pink	hard
Monday	twisty	tail	snorted
skinny	waxy	hairs	snapped

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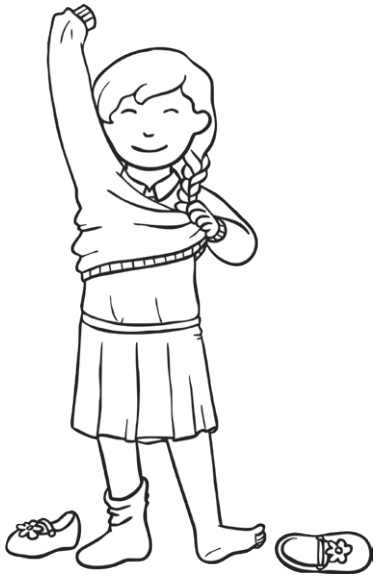
Commonly Confused Words

Where, Wear, Were, We're

Complete these sentences using the correct words. The first **four** have been done for you.

1. **Where** are you going?
2. Do you know what **we're** doing today?
3. Please can I **wear** your coat?
4. We **were** going to go swimming but it was closed.
5. That is _____ I used to live.
6. The children _____ very tired after their day out.
7. I like to _____ red.
8. Hurry up, _____ going to be late.
9. We _____ freezing cold.
10. She will always _____ her hair in pigtails.
11. _____ very excited.
12. Do you know _____ I can find the dinner hall?
13. I am going to _____ my new shoes.
14. The children _____ very well behaved on the school trip.
15. I wonder _____ this path will take us.
16. _____ leaving in ten minutes.



Expanding Sentences

Name: _____ **Date:** _____

Extend these simple three word sentences by adding adverbs, adjectives and further information to make them more interesting. The first one has been done for you.

1. An owl hooted.
An elegant, snow-white owl hooted loudly from high up in the trees.

2. A boy shouted.

_____

_____

_____

3. The witch laughed.

_____

_____

_____

4. My uncle sneezed.

_____

_____

_____

5. The teacher talked.

_____

_____

_____

6. A dog barked.

_____

_____

_____

Synonym and Antonyms

Look at the word in the middle and fill in a synonym and antonym of it. The first one has been done for you.

Synonym	Word	Antonym
dawn	morning	night
	sad	
	fat	
	beautiful	
	different	
	smile	
	loud	

Term 3 Learning from home Maths Grid Stage 2 Weeks 4 & 5 Werrington Public School

Instructions: Each Day choose one math activity to complete. Students may change the size and place value of a number to make it more/less challenging

Number Draw and write everything you know about 360, 450 and 1600 (you can use any operation you like)	**Addition & Subtraction** Look at a catalogue from the mail. Choose and list the price of 5 items. Round each price to the nearest dollar. Use the rounded price to calculate the total cost of the items.	**Multiplication & Division** Write 5 real-life word problems involving multiplication. Use a written strategy to solve each problem. Show your working.	**Measurement** Estimate and then measure the length of each family member's hands. Draw them and order them from largest to smallest. Take a photo and post it.	**Statistics & Probability** Heads and Tails - Flipping a coin 100 times. Record your results on a chart. Analyse your results. What did you notice? Use 20 cents then 10 cents. Did it make a difference?	**Geometry** Design your own backyard and draw a map of where everything would be placed. Think about the measurements of objects/features. Try to be realistic. If you would like a challenge, Include a measurement scale e.g. 1cm=1m
Number Write the following numerals in words and represent them using expanded notation: 254 916 1723 5829 10 231	**Addition & Subtraction** Solve these subtraction questions anyway you would like. Show your working out: 56 - 23 = 45 - 21 = 63 - 28 = 644 - 212 = 537 - 226 = 734 – 233 = 3 836 - 1 734 =	**Multiplication & Division** Divide a packet of biscuits between each member of your family. How many biscuits will each person get? Are there any remainders? Draw and explain your working.	**Measurement** Make a timetable for the week. Include waking up, school work, eating times, breaks, other activities and bedtime. Remember to put the time for each activity in digital time.	**Statistics & Probability** You will need a packet of jelly beans/lollies for this activity. Only pull 1 jelly bean out at a time until you have pulled out 20. Make sure you are not looking as you pull them out. Record this data using tally marks and then represent the data in a table and column graph. Analyse data - greater than, equal, least likely.	**Geometry** Tessellation is when 2D shapes fit together in a pattern with no gaps. Make a list of shapes you can find in and outside of your house that will tessellate. On a piece of paper, create your own tessellating design. Take a photo and post it!
Number Partition any or all of the following numbers using standard place value and then as many non-standard place value representations as possible. a) 486 b) 3621 c)76 453	**Addition & Subtraction** Solve these addition questions anyway you would like. Show your working out: 45 + 22= 12 + 45 = 644 + 212 = 530 + 357 = 317 + 428 = 2 657 + 4 836 =	**Multiplication & Division** Draw a visual representation of all the different arrays for the number 64. Write a number sentence to accompany each array.	**Measurement** We use millimetres(mm), centimetres (cm), metres(m) and kilometres(km) to measure lengths and distances. Make a list of 5 things you would measure using each of the units of measurement.	**Statistics & Probability** Watch the BTN classroom for the week and record how many times the following words are said: **Olympics, Covid, school, people**. represent the data in a table and column graph.	**Geometry** Find examples of objects that have three-dimensional objects around your home, draw and label them.
Number Use a piece of string. Write these numbers on paper and place them on the string as though it is a number line. Place the following numbers on your line. Remember to space them out carefully: 0, 30, 14, 27, 22, 11	**Addition & Subtraction** You are making dinner for a family of 4. Imagine you have $50 to spend. What will you make? You will need to make a listing of the items you will need to buy with their amounts. Don't forget dessert!	**Multiplication & Division** Write the next 6 numbers for each pattern. Describe the rule for each pattern. 12, 16, 20 … 18, 24, 30 … 21, 28, 32 ... 27, 24, 21 … 88, 80, 72, …	**Measurement** A can of soup weighs 420g. Find 10 items/things in your house that weigh more and 10 items/things that way least. Write down your lists in order.	**Statistics & Probability** Tokyo Olympics Choose 5 of your favourite countries At the end of the week take a look at their tally. Record their medal count. Gold, silver and bronze.	**Geometry** Angles In your home or back yard find 10 acute angles, 10 right angles, and 10 obtuse angles. Write them down.

math Antics Exercises

Name:

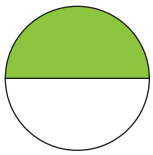
Date:

Fractions Are Parts

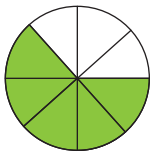
1 What fraction of this rectangle is shaded?

2 What fraction of this rectangle is shaded?

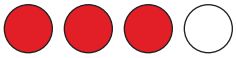
3 What fraction of this circle is shaded?



4 What fraction of this circle is shaded?

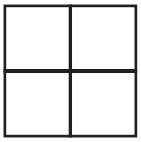


5 What fraction of this group is shaded?



6 What fraction of this group is shaded?

7 Shade $\frac{3}{4}$ of this box.



8 Shade half of this rectangle.

math Antics
Exercises

Name:

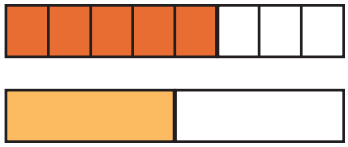
Date:

Working with Parts

1 Compare these fractions visually:

$\frac{2}{3} \bigcirc \frac{3}{4}$

2 Compare these fractions visually:



$\frac{5}{8} \bigcirc \frac{1}{2}$

3 Add these fractions using the visual aids:

$\frac{1}{4} + \frac{1}{4} =$

4 Add these fractions using the visual aids:

$\frac{1}{3} + \frac{2}{3} =$

5 Add these fractions by procedure:

$$\frac{1}{5} + \frac{3}{5} =$$

6 Add these fractions by procedure:

$$\frac{3}{9} + \frac{2}{9} =$$

7 Subtract these fractions by procedure:

$$\frac{7}{10} - \frac{4}{10} =$$

8 Subtract these fractions by procedure:

$$\frac{10}{15} - \frac{8}{15} =$$

math Antics
Exercises

Name:

Date:

Fractions Are Division

1 Write 5 divided by 8 in three different ways.

2 Write 3 divided by 14 in three different ways.

3 Is this fraction allowed?

$$\frac{0}{5}$$

- ☐ Yes
- ☐ No

4 Is this fraction allowed?

$$\frac{5}{0}$$

- ☐ Yes
- ☐ No

5 Re-write this fraction using the division symbol: $\overline{)}$

$$\frac{1}{3}$$

6 Re-write this fraction using the division symbol: $\overline{)}$

$$\frac{6}{15}$$

7 Re-write this division problem in fraction form.

$$10\overline{)7}$$

8 Re-write this division problem in fraction form.

$$5\overline{)21}$$

math Antics Exercises

Name: _____

Date: _____

Points, Lines and Planes

1 Fill in the blank.

This is a _____

2 Fill in the blank.

This is a _____ _____

3 Fill in the blank.

This is a _____

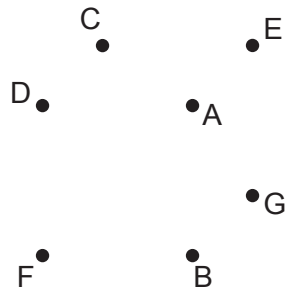
4 Draw a ray and label it AB.

5 Draw a line segment and label it CD.

6 Draw a line and label it EF.

7 Draw line segments from:

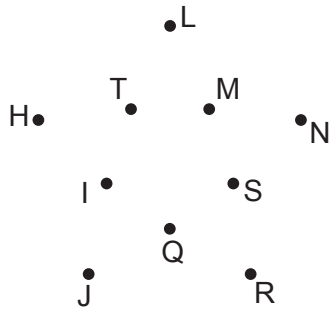
Point A to Point B
Point E to Point C
Point G to Point B
Point F to Point B
Point A to Point E
Point D to Point F
Point C to Point D
Point D to Point A
Point E to Point G



How many dimensions does this object have? _____

8 Draw line segments from:

Point H to Point I
Point I to Point J
Point L to Point M
Point M to Point N
Point Q to Point R
Point R to Point S
Point H to Point T
Point T to Point L
Point J to Point Q
Point S to Point N



How many dimensions does this object have? _____

math Antics
Exercises

Name:

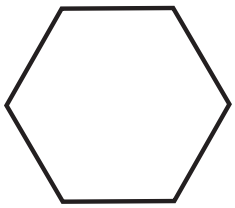
Date:

Polygons

In this exercise set, you get to play a game of:

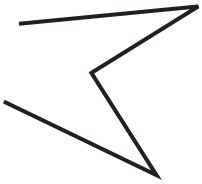
Look at each object and mark the correct box.

1



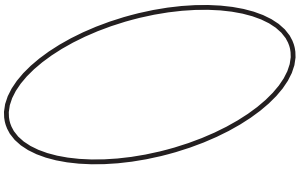
☐ Polygon ☐ NOT a Polygon

2



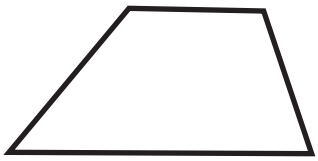
☐ Polygon ☐ NOT a Polygon

3



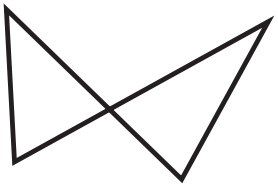
☐ Polygon ☐ NOT a Polygon

4



☐ Polygon ☐ NOT a Polygon

5



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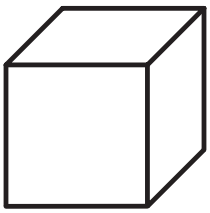
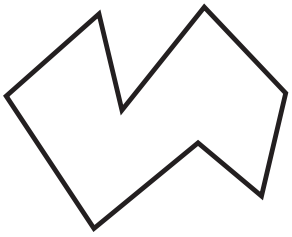
6



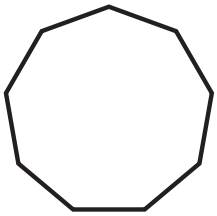
☐ Polygon ☐ NOT a Polygon

7



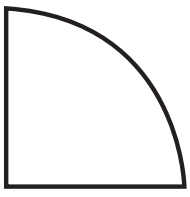
☐ Polygon ☐ NOT a Polygon

8



☐ Polygon ☐ NOT a Polygon

9



☐ Polygon ☐ NOT a Polygon

How can plants be grouped? – I

week 4

Read the text.

Scientists group plants by the things they have in common. This is called 'classification'. There are different ways plants can be classified. One way is shown below.

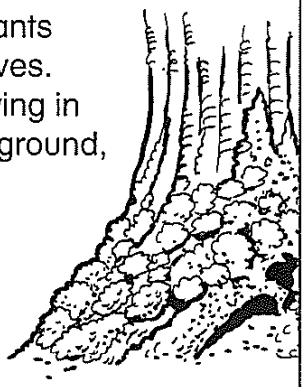
Non-seed plants

(Plants that reproduce by spores)

Non-seed plants can be sorted into mosses and ferns.

Mosses: Mosses do not have seeds or flowers. They reproduce by spores. Spores are a bit like seeds, but they do not have any nutrients in them for the sprout to use until its roots grow and take in nutrients.

Mosses are small plants and have simple leaves. They are found growing in damp places on the ground, on rocks or on other plants. Other related plants in this group are liverworts and hornworts.



Ferns: Like mosses, ferns reproduce by spores and do not have seeds or flowers. They are larger than mosses. Their spreading leaves are called 'fronds'. Ferns are mostly found in damp places.

Unlike mosses, ferns have special tubes that carry water and nutrients from the roots to the fronds. Another related plant is the 'horsetail'.

Seed plants

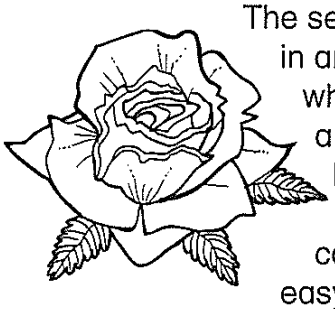
(Plants that reproduce by seeds)

Seed plants can be sorted into non-flowering and flowering plants.

Non-flowering plants: Conifers are trees or shrubs that do not have flowers. They reproduce from seeds. These are contained in a 'cone' instead of a flower.

Conifers have special tubes that carry water and nutrients from the roots to the leaves. The leaves are small or needle-shaped. Examples of conifers are pines, firs and cedars.

Flowering plants: Most plants belong in this group. They include most trees, shrubs, vines, herbs, flowers, legumes, fruits and vegetables. Like conifers, they have special tubes that carry water and nutrients from the roots to the leaves.



The seeds are grown in an 'ovary' which is inside a flower or fruit. Many flowers are brightly coloured and easy to see. Others are small and not brightly coloured.

Other ways plants can be classified are by where they are found; if they can be eaten, if medicine can be made from them or if they are a creeper, tree or garden flower.

Can you think of another way to group plants?

How can plants be grouped? – 2

Week 4

Use the text on page 15 to complete the following.

1. What are two main ways plants can be grouped?

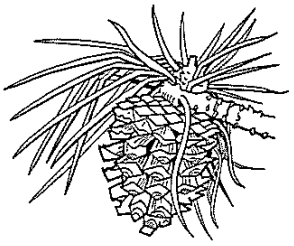
2. How do non-seed plants reproduce?

3. Write N if the plant is a non-seed plant and S if it is a seed plant.

(a) moss ☐ (b) pine ☐ (c) liverwort ☐

(d) fern ☐ (e) vine ☐ (f) horsetail ☐

(g) fruit ☐ (h) hornwort ☐ (i) fir ☐



4. What is the difference between a spore and a seed?

5. Describe one thing that is the same about mosses and ferns and one thing that is different.

(a) same:

(b) different:

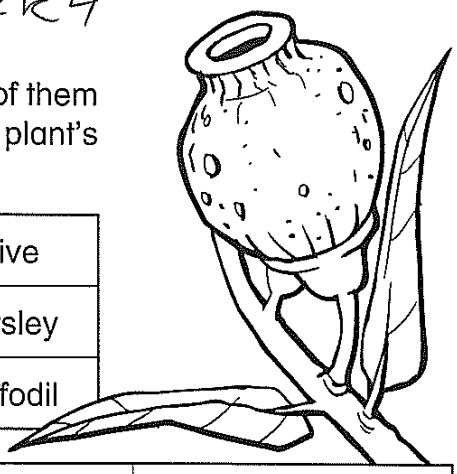
6. Use the code to colour these facts about flowering and non-flowering plants.

flowering: yellow **non-flowering: green** **both: orange**

can be a tree	has flowers	has seeds
seeds grow in a cone	special tubes that carry water and nutrients	seeds grow in an ovary

Grouping plants

week 4



The plants below can be placed in different groups. Most of them can be placed under more than one heading. Write each plant's name in every box in which it belongs.

rose	moss	gum	lemon	olive
basil	carnation	fir	pine	parsley
broccoli	tree fern	grape	ivy	daffodil

Has flowers	Is a herb	Is a tree	Has cones
Is a creeper or a vine	**Part of the plant is a fruit or vegetable**	**Has seeds**	**Has spores**

Visual arts – VAS2.1, VAS2.1 – 'Symbols around us'

What to do:

1. Go outside to a special place within your school or local environment. Where possible take a plastic surface, some cardboard, a paver or alternatively find a concrete, tiled or paved area. Take some water in a container and a paintbrush (or cotton balls or tissues- for dabbing rather than brushing)

2. Look around at the environment in silence. Find something important about the environment – either natural or man-made.

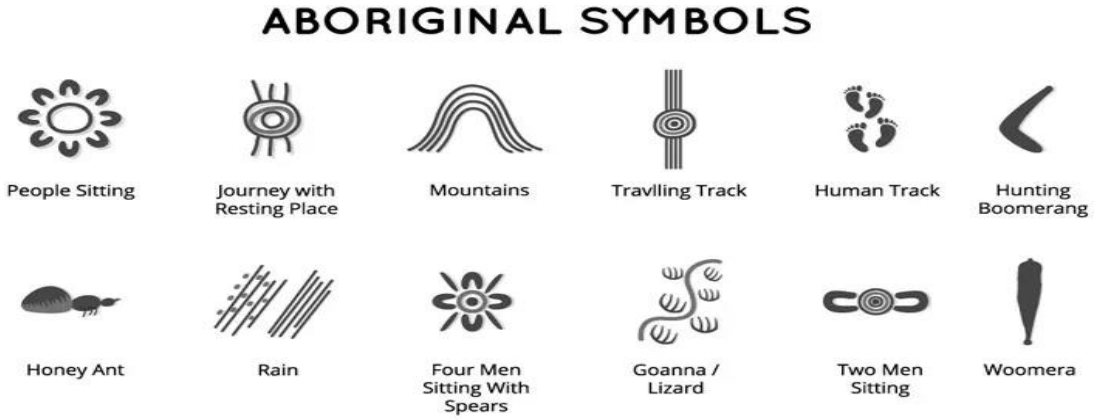
3. Create a quick symbol of something in this environment that is important to you. Take a photo for your teacher to look at. Once it has vanished, repeat with another symbol and take a photograph.

4. Your teacher wants to check if you can show a symbol through your artwork. Artworks don't always need to be permanent but that they do represent a meaning to the artist.

(Some examples: try invent your own)

Peace symbol

Aboriginal Water Hole Symbol



Music and Dance – MUS2.1, MUS2.2, MUS2.3, MUS2.4, DAS2.1 – Where the creatures roam

What to do: (click underlined links)

1. Listen to and follow the score of 'Where the Creatures Roam'.

2. Get to know the song using the animated score

3. Keep the beat to reinforce the process of learning the song. Remember that the beat stays the same and is the pulse underneath the music

4. Follow the melodic contour of 'Where the Creatures Roam' using body movements.

5. Bonus: Create your own dance routine to the song 'Where the Creatures Roam' and video your final performance.

Resources:
https://vimeo.com/329495971
https://video.link/w/oWAB?src=syt

The Earth's environment – GE2-1 – 'Native Vegetation'

Key inquiry question – How does the environment support the lives of people and other living things?

What to do:

•Australia has very different types of native plants (vegetation) that can't be found anywhere else in the world.

•create a T-chart to compare the native plants found in Australia with native plants of a country in Asia.

If you can, include some photos or drawings of the plants.

•under your T-chart, **explain why you think the native vegetation in your chosen country is so different to Australia's native vegetation.**

Hint:

If you are using Google search, I typed in 'Australia Native Vegetation' to get the information.

If you choose another country from Asia and type 'native vegetation' after it you should be able to find some information.

Support resources – additional resources for Asia continent (click the links)

Asia -destination world- Nat Geo kids

Continent of Asia- Kids Learning Tube

Australia Native Vegetation resource (click the link)

https://www.australia.com/en/facts-and-planning/about-australia/australias-plants.html

Australia Native Vegetation:	'Insert country here' Native Vegetation:

Explain why you think the vegetation is different in Australia and your chosen country:

Challenge: Are there any similarities in vegetation?

Health, wellbeing and relationships – PD2-3– 'Roles and relationships'

Key inquiry question: Why are empathy, inclusion and respect important in our relationships?

What to do:

We all perform many different roles in our lives.

Some examples are student, team mate, best friend, bus driver, doctor or teacher.

When we talk about a role in a relationship we mean the expected behaviour and obligations of a person in that position.

For example, the role of a police officer is to help the community by keeping people safe, helping people in need and reducing crime.

<u>Discuss with an adult the following questions.</u>

1. What are some of the roles within the classroom?
2. Why is it important to have roles within the classroom?

- Draw an arrow to match the role with the appropriate responsibilities.

Teacher	Support the school, care for and support their own child.
Parent/caregiver	Care for and teach students, communicate with parents.
Student	Leads the school, supports teachers, students and parents.
Principal	Learn, respect all members of the school community and try their personal best.

Give respect Get respect