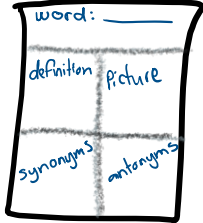
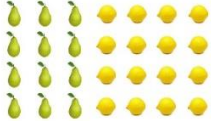


Stage 2 - Learning From Home

	Monday 16 th August	Tuesday 17 th August	Wednesday 18 th August	Thursday 19 th August	Friday 20 th August
Care and Connect	Draw a picture of your special family and friends. If you have pets, you can draw them too.	Let's Stretch! Pretend you are a superhero and stretch your body. Stretch your arms up like you are flying and change directions.	Could you help bring in the clothes? Are you able to help fold the clothes?	Play a board game with someone in your house - what did you play?	Happy memories: Draw a picture of one of your happiest memories.
Morning	<p>English</p> <p><u>Reading</u> Log into your PM Reader eCollection and read a story at your level set by your teacher. https://app.pmeollection.com.au/login</p> <p><i>Username and Password sent via Seesaw last week. OR</i> Read a book of your choice for 20-25 minutes.</p> <p>Task: Make a list of all the adjectives (describing words) the author has used in your book.</p> <p><u>Descriptive language</u> Autumn Picture (in your home learning pack)</p> <p>Describe the picture and record this in your workbook. Remember to use adjectives such as orange, crunchy, dry and beautiful. What can you see, hear, smell and feel?</p>	<p>English</p> <p><u>Reading</u> Read a book in your PM Reader eCollection https://app.pmeollection.com.au/login</p> <p><i>Username and Password sent via Seesaw last week. OR</i> Read a book of your choice for 20-25 minutes</p> <p>Task: Record or have someone listen to you reading aloud, using appropriate:</p> <ul style="list-style-type: none"> • expression • pitch • pause <p><u>Descriptive language</u> Complete the 'Finding Adjectives' activity in your learning from home pack.</p> <p><u>Writing</u> Use adjectives to write an interesting paragraph about</p>	<p>English</p> <p><u>Reading</u> Read a book in your PM Reader eCollection https://app.pmeollection.com.au/login</p> <p>OR Read a book of your choice for 20-25 minutes</p> <p>Task: Write down any words that are new to you in your workbook. Look these words up in a dictionary and write down what they mean.</p> <p><u>Descriptive Language</u> Go outside and look at the clouds, what do you see? Write your responses in your workbook. Does the sky look like something else? What does it remind you of? What would the clouds feel like?</p> <p>Write at least 3 sentences comparing this sky to</p>	<p>English</p> <p><u>Reading</u> Read a book in your PM Reader eCollection https://app.pmeollection.com.au/login</p> <p>OR Read a book of your choice for 20-25 minutes</p> <p>Task: Record what happened at the beginning, middle and end in your purple writing book.</p> <p><u>Let's Learn about symbols</u> Using the Aboriginal Symbols picture in your learning from home pack.</p> <ul style="list-style-type: none"> ▪ What symbols can you see? ▪ Why do you think there are some smaller circles and some larger circles? ▪ What do you think the blue symbolises? <p><u>Vocabulary</u> Read the text 'The Sea' in your learning from home pack.</p>	<p>English</p> <p><u>Reading</u> Read a book in your PM Reader eCollection https://app.pmeollection.com.au/login</p> <p>OR Read a book of your choice for 20-25 minutes</p> <p>Task: Record or have someone listen to you reading aloud, using appropriate:</p> <ul style="list-style-type: none"> • expression • pitch • pause. <p>Connotation, imagery and symbol What do you think these symbols mean: love heart? cross? tick? dove? plane? wheelchair?</p>

<p>Can you create similes by comparing the leaves to something else? For example, the leaves are as crunchy as my fresh apple.</p> <p><u>Writing Task</u></p> <p>Let's explore how we can use our senses to write a poem. Write a senses poem about a storm. Remember to include a simile.</p> <p>You may want to use the scaffold: Storms feel like... Storms sound like... Storms look like... Storms smell like... I think storms...</p> <p>For those who like a challenge! Write a senses poem about one of the seasons - Summer, Autumn, Winter or Spring.</p>	<p>the cat in the picture in your learning pack.</p> <p>Write a paragraph about what the cat looks like, what the cat is doing and how the cat is doing it.</p> <p>Include:</p> <ul style="list-style-type: none"> • adjectives (describing words, like 'furry', 'fluffy') • verbs (action words, like 'licked, walked' to say what the cat is doing) • adverbs (words that tell how the cat is doing it, like 'calmly'). 	<p>something else. You can start your sentence with: 'The sky is like...'</p> <p><u>Writing:</u> If I was invisible I would...</p> <p>Imagine you can become invisible whenever you wanted to. Create a story that will entertain your teacher about your invisible adventures.</p> <p>Learning Intention: We are learning to: - write an imaginative text about our invisible adventures - use descriptive language to enhance the detail of our story</p> <p>Success Criteria: I will: -be creative -include a range of descriptive language, for example, adverbs, adjectives, metaphors and similes</p> <p>If possible, listen to the story below before you start your writing. The Invisible Boy by Trudy Ludwig - YouTube</p>	<p>Choose an unfamiliar word and write it at the top of a page in your workbook. Divide your page into 4 sections and add headings like those shown in the example in your learning from home pack. Write down the definition of the word. Draw a picture to show the meaning of the word. Write the word in a sentence. List synonyms (words that have the same or similar meaning). List antonyms (words with the opposite meaning).</p>  <p>Read the poem 'The Sea' again. Divide your page into 4 sections and add headings like those shown in the example. Write words in each of the sections. Write two sentences describing what you can see and smell at the sea.</p>	<p>thumbs up? owl? key? Do most people have the same meaning for these symbols? Record in your workbook.</p> <p><u>Writing: Personification</u> Copy the personification matchup activity from your learning pack into your workbook.</p> <p>Draw a line from the noun to a human characteristic.</p>	
Break	Break	Break	Break	Break	Break

<p>Mathematics</p> <p><u>Number Talk</u></p> <p>How many fruits?</p>  <p>How many pieces of fruit are there all together on the page? Is there more than one strategy you can use to work it out? Record in your workbook. Which strategy was the most efficient?</p> <p><u>What other shapes can you find inside a hexagon?</u></p> <p>You will need -Plain paper cut into a hexagon or a hexagon drawn in your book. What shapes can you find hiding inside of the hexagon? Record in your workbook.</p> <p>What can we find hiding inside of 47? We found... 30 and 17 4 tens and 7 ones Can you find more? Record this in your workbook.</p>	<p>Mathematics</p> <p><u>Number of the Day 89</u></p> <p>Use the Number of the Day' activity in your home learning pack. Record this in your work book.</p> <p><u>Mastermind</u> Rules: Player 1 composes a secret 3-digit number which his/her opponent must figure out within ten tries. Player one guesses the digits and player two responds with hints using dots and x's (template in learning from home pack) to let player one know how accurate the guess was. A dot indicates that one digit is correct. An x indicates that one digit is correct, but placed in the wrong spot. Player one gives player two these hints after every guess. If player one can crack the code within ten tries, he/she wins. If not, player two wins.</p>	<p>Mathematics</p> <p><u>Number of the Day 96</u></p> <p>Use the Number of the Day' activity in your home learning pack. Record this in your work book.</p> <p><u>101 and You're Out</u> The goal is to score as close to 101 points as possible without going over. You need two players. Players take turns in flipping over a number card (1-6), strategising to count the number at face value or multiply it by 10. For example, players who roll a six can keep that number or turn it into 60. Keep adding until you reach 101. If you go over 101 you are out and the other player wins.</p>	<p>Mathematics</p> <p><u>Number Talk</u></p> <p>Which number is the odd one out? Why?</p> <table border="1" data-bbox="1429 427 1585 571"> <tr> <td>2</td> <td>6</td> </tr> <tr> <td>12</td> <td>9</td> </tr> </table> <p>You can have more than one answer.</p> <p>Give your answer and explain your reasoning.</p> <p><u>Card flip</u> Cut out the first page of your number cards in your home learning pack 0-12. Turn them over and flip 2 cards. Add these cards together. Record this in your workbook. e.g. $15+6=21$ See how many you can do in 10 minutes. Extension activity: Flip 3 cards and find the total.</p>	2	6	12	9	<p>Mathematics</p> <p><u>Number Talk</u></p> <p>What is the total? $628 + 51 + 326 = ?$ -What strategies did you use to solve the problem? -How can you check your answer?</p> <p><u>Number Visuals</u> Use the number visuals worksheet in your home learning pack to write down the different ways you see each number visual made up of other numbers.</p> <p>How many different ways did you come up with?</p>
2	6							
12	9							

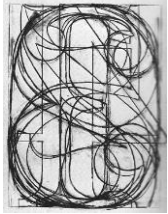
Break	Break	Break	Break	Break	Break
Afternoon	<p>Creative Arts <u>Continuous line self-portrait</u> The line in a continuous line drawing is unbroken from the beginning to the end. The drawing implement stays in uninterrupted contact with the surface of the paper during the entire length of the drawing. Jasper Johns's charcoal drawing 0 through 9 is an example of this technique.</p>  <p>You will need:</p> <ul style="list-style-type: none"> • a pencil • a mirror or a photo of yourself • a piece of paper or your workbook. <p>Find the instructions over the page. Follow step by step</p> <p>Reflect: Does your self-portrait look like you?</p>	<p>Geography <u>Where are we located?</u> List the Australian states, territories and capital cities that you know.</p> <p>Draw a map of Australia in your workbook. Use the list that you made to label the states, territories and capital cities.</p> <p>1. Draw a large map of New South Wales in your workbook. Create a pictorial map by drawing in these features:</p> <ul style="list-style-type: none"> • mountain ranges • rivers • national parks • major cities and town • your home place. <p>3. Include: a title simple key (legend) orientation (north point)</p> <p><u>Design challenge</u></p> <p>Your challenge is to create a procedure of how to make a machine that is sustainable and changes the world in a good way. Draw and label your creation.</p>	<p>Personal Development <u>Guide to Healthy Eating</u> Look at the Australian Guide to Healthy Eating in your learning pack. Choose your favourite food from one of the five food groups. Design a poster or infographic about your chosen food. You should include:</p> <ul style="list-style-type: none"> • the name of the food • the food group it belongs to • at least two reasons why people should try this food. <p><u>Physical Education</u> Plan an obstacle course in your backyard, lounge room or anywhere else with enough space that you can safely move around Draw a picture of your obstacle course and label the main parts. (Example in your home learning pack). Complete the obstacle course two more times using a variety of movement skills that also include controlling an object. For example, while running, jumping or galloping, you also have to throw and catch a small ball or balance an object on your head.</p>	<p>Science and Technology <u>99 Red Balloons</u> Let's explore how forces cause change in the movement of objects.</p> <p>From recycled materials at home create a rocket (a balloon might be handy for effective take off!)</p> <p>Record the materials used, your observations and anything you adjust along the way to make your creation more successful.</p> <p>Was it helpful if you pushed or pulled your creation? How did this force help you?</p>	<p>STEM (Science, technology, engineering and mathematics)</p> <p><u>Paper Shoe Challenge</u> Read the Shoe Challenge task card in your learning from home pack.</p> <p>Record the findings of the challenge in your workbook.</p> <p>Design thinking is a way of solving problems. It follows four steps:</p> <p>Identify and define the challenge</p> <p>Brainstorm ideas</p> <p>Make and test</p> <p>Test, make improvements and present.</p>



Image by [Valiphotos](#) from [Pixabay](#).

Finding Adjectives

1. The cat had pretty eyes.
2. Mark has long legs.
3. She cut her hand on the rough log.
4. The shiny diamond sparkled in the bright sun.
5. The calm penguin looked around the pebbly beach.
6. The huge elephant drank from the murky waterhole.
7. The small dog has fluffy, brown fur.

Read the sentences and circle the adjectives in each of them.



Now, choose five of the sentences above and rewrite them below, changing the adjectives to make them more exciting.

Example: *The cat had attractive eyes.*

Finding Adjectives

1. The cat had beautiful, green eyes.
2. Mark the spider has eight long legs.
3. She laughed excitedly at the funny, foolish clown.
4. The shiny diamond glistened in the bright sun.
5. The black and white penguin waddled calmly around the pebbly beach.
6. The furry, adorable dog wagged his stubby tail at the postman.
7. She won an impressive prize for being an inspiring, remarkable scientist.
8. The enormous elephant stomped loudly through the thick and wild forest.

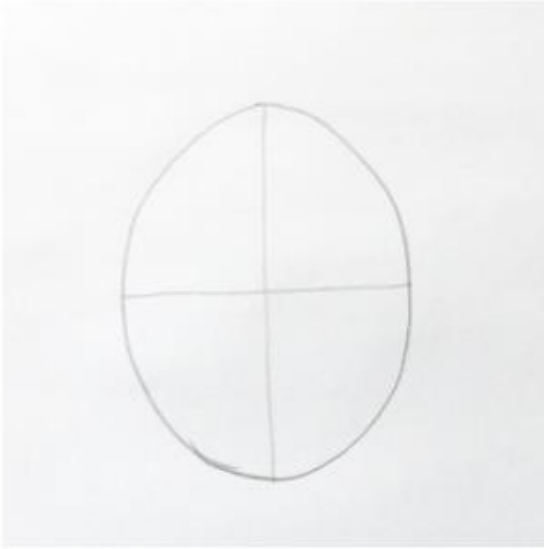
Read the sentences and circle the adjectives in each of them.



Now rewrite all of the sentences below. Add more detail by extending the sentences or adding in another adjective to make them more exciting.

Example: *The cat had beautiful, green eyes and a gorgeous tail.*

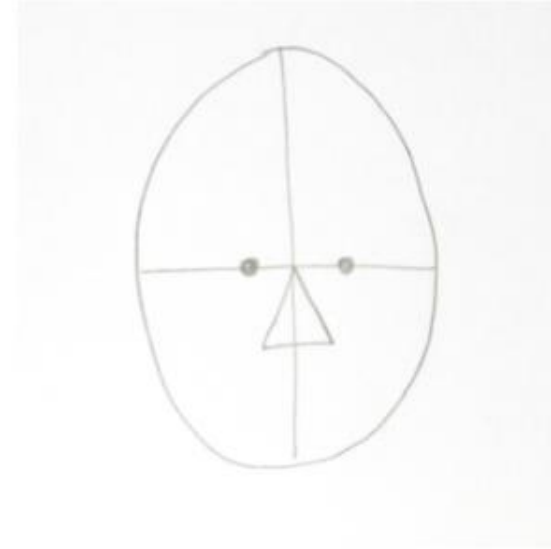
Step 1



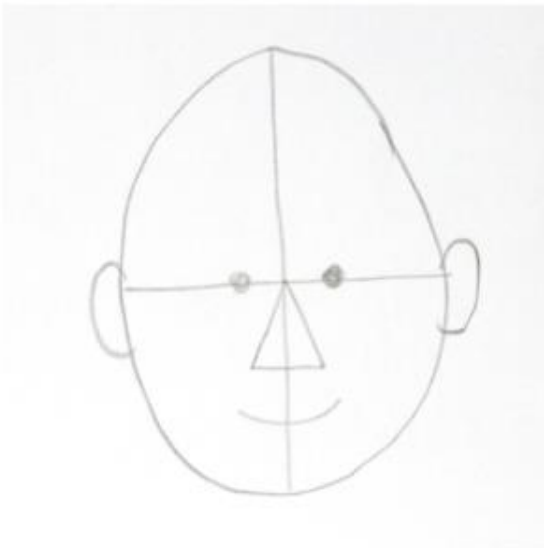
Step 2



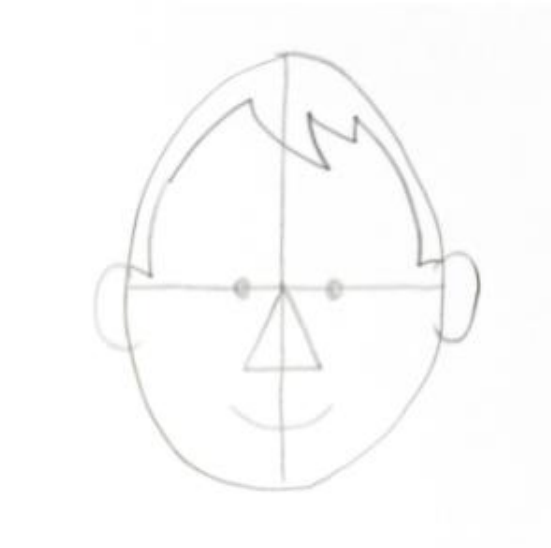
Step 3



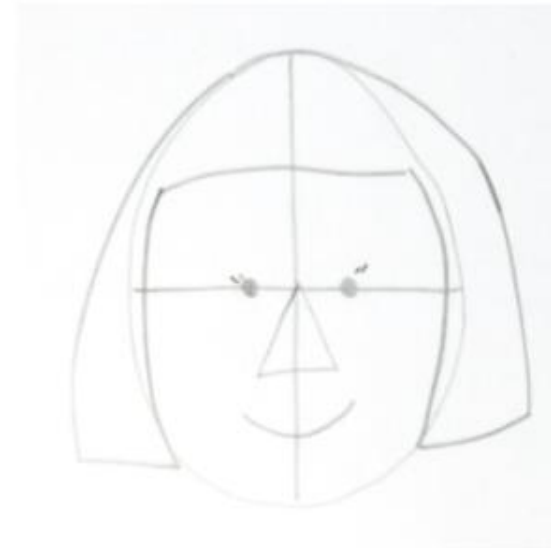
Step 4



Step 5



Step 6

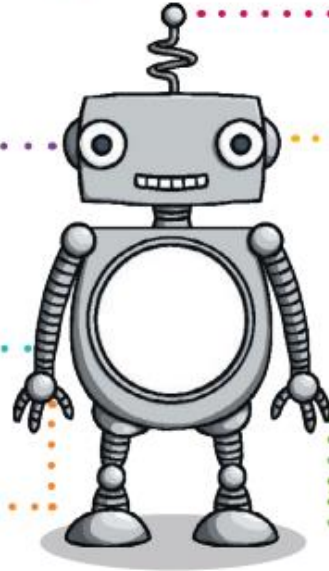


**Continuous
line self
portrait
instructions**



Number of the Day Maths Fluency

Today's Number Is...



spell it:

odd / even

draw it:

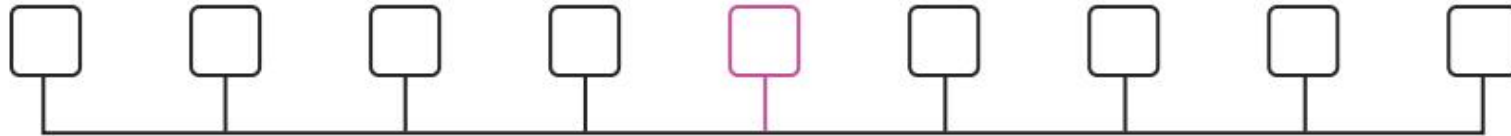
half? _____

quarter? _____

one **less** is:

one **more** is:

write today's number on a number line:













ordinal:











number sentence:

anything special?

Number Mastermind Gameboard

1		_____	_____	_____
2		_____	_____	_____
3		_____	_____	_____
4		_____	_____	_____
5		_____	_____	_____
6		_____	_____	_____
7		_____	_____	_____
8		_____	_____	_____
9		_____	_____	_____
10		_____	_____	_____

Number Mastermind Gameboard

1		_____	_____	_____
2		_____	_____	_____
3		_____	_____	_____
4		_____	_____	_____
5		_____	_____	_____
6		_____	_____	_____
7		_____	_____	_____
8		_____	_____	_____
9		_____	_____	_____
10		_____	_____	_____

Number of the Day

Today's number is:



Round to the nearest 10:

1 less (- 1)

10 less (- 10)



1 more (+ 1)

10 more (+ 10)



Write the number in words:

Circle if it is:

Odd

Even



Australian Guide to Healthy Eating

Enjoy a wide variety of nutritious foods from these five food groups every day.

Drink plenty of water.

Grain (cereal) foods, mostly wholegrain and/or high cereal fibre varieties.



Use small amounts



Only sometimes and in small amounts



Example obstacle course

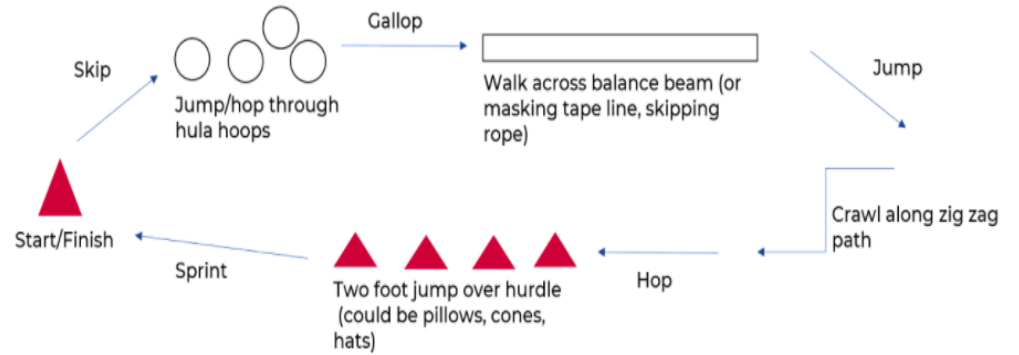




Image by [esther1721](#) from Duration: 5:05 [Pixabay](#)

'The Sea' Resources

THE SEA

By Paula Stevenson

I can smell it first—
the salty air, feel it
crusting my skin,
stiffening my hair.

Then I can hear it—
the engine of the sea
roaring, churning.

I race across
the stinging sand
to the cool fringes
of the waves.

My toes disappear—
footless I stand
like a statue
on a strange shore.

The waves unroll
then retreat
exposing my feet
on corrugated ridges.

Above me gulls shriek
diving like arrows,
piercing the skin
of the sea.
I trace a trail
past glowing bluebottles
and beaded seaweed.

On the sandy floor
of the rock pool
three red starfish
gaze at the sky above.



4

Example of how to set out your work in your book

The Sea: See, smell, hear, feel

See:

Smell:

Hear:

- churning

Feel:

- cool waves

Friday: Personification Matchup

Personification matchup: Draw a line from the noun to a human characteristic

sun	pinched
sword	hugged
jumper	swallowed
lounge	hid
dog	stomped
bag	cried
guitar	giggled

Shoe challenge task card

Challenge

Design and build a paper shoe to fit your foot.

1. You can only use the materials on the list, but you don't have to use all the materials
2. After you have made your shoe, you can use any materials you like to decorate it!

Materials allowed

- paper
- cardboard
- tape
- scissors
- 50 cm string
- pencil
- ruler

Make a paper shoe

This section includes the design thinking process, instructions, and helpful hints



Identify and define the challenge

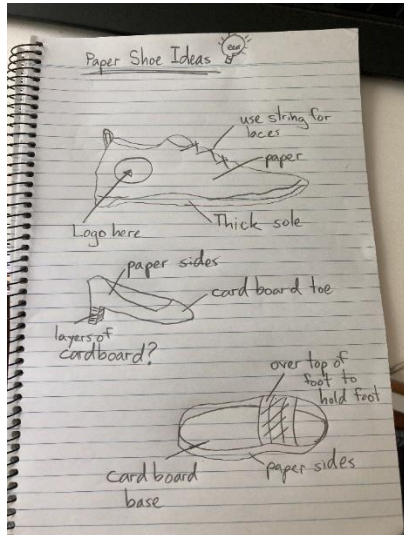
- Read the rules 👍
- Collect materials and think about how they could be used or changed for the challenge
- Keep a notebook or STEM journal to record your ideas and discoveries
- Gather different types of shoes such as sports shoes, hiking boots and slippers. What are the features of these shoes? What is the purpose of each type of shoe?



Brainstorm and design your shoe

- Draw and label at least 3 different shoe designs. What materials will you use to make each part of the shoe?
- Which shoe are you going to make? Why did you choose that design?
- Does your design meet the challenge rules?

Figure 1 Record your ideas in your workbook



Extra maths challenge: Find the area and perimeter of your shoe. You will need string and graph paper. To find the perimeter, use string to measure around your foot. Stretch the string out and measure with a ruler. How many centimetres is the perimeter of your foot? Trace your foot on graph paper and count the squares to find the area of your foot in cm^2



Time to build! Make and test your shoe

- Make and try on your shoe
- Draw or take a photo of your design
- Why do you think it did/did not work?
- What else could you try?



Figure 2 Shoe design



Test, improve and present

- Make any improvements to your shoe. Note this on your drawing
- Did your design meet the challenge?
- Decorate your shoe
- You might like to give your shoe a brand name
- Who is your shoe for? What are the unique features of your shoe?

