



Stage 2

Learning from Home

Term 3



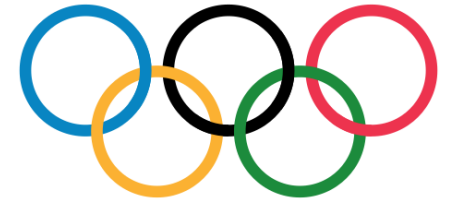
Class Expectations

- Log onto Google Classroom each morning and answer the question for the day to let the teachers know you are there.
- You are responsible for uploading an activity you have completed on that day. This can be a Google Doc/Slide or a photo of your work. Class Dojo's for good work or for people who consistently hand in their work.
- Let me know if you're sick or can't do your work for any reason

Suggested Timetable

9:00 - Reading and Literacy activities. Choose an activity of your choice.

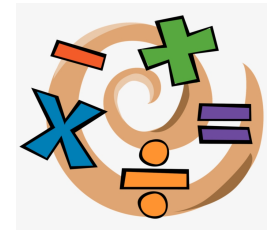
Crunch & Sip and movement activity



10:00- Olympics Writing. This should take you all week.

LUNCH

12:00- Mathematics. Choose an activity of your choice




RECESS

2:00 - Free time activities (such as art, fitness, family time, cooking)

<https://www.digitallunchbreak.nsw.gov.au/activities>

Stage Two Literacy Grid: Home Learning

<p>Create a board game using the book <i>The BFG</i>. Think of what happened in the book e.g. The Sophie hides in a snozzcumber. Go back 2 spaces.</p> 	<p>Read a story in your <i>Countdown</i> or <i>Blast Off</i> magazine. Here is the link https://bit.ly/2UtJxKg</p> <p>Who are the main characters? Where does the story take place? What happens at the beginning of the story? What is the complication? How does the story end?</p>	<p>Read a story of your choice and write a book report on it? Include: -A title -The author -Your favourite character -Favourite part and why</p>	<p>Use your home reader to create a different ending to the story.</p> <hr/> <p>Choose one comprehension activity attached and complete.</p>
<p>Find any nouns, verbs, adjectives and adverbs from your text, write out the sentence and underline where they are. E.g. cat=noun The <u>cat</u> was playing up the tree.</p>	<p>Write 5 descriptive sentences about one of the characters from your book. Draw a label a picture of the character you have described.</p>	<p>Read a story and summarise, in your own words, the main ideas from the text.</p>	<p>Write a prediction of a story. What helped you to make this prediction?</p>
<p>Imagine that you are telling a family member about a book that you did not like. Create a word bank of vocabulary that you might use when expressing your opinion.</p>	<p>Design a new cover for a chosen text. Don't forget a title!</p>	<p>Make a word search using words from any text you have read.</p>	<p>Create a poster of the setting from the text.</p>



Stage Two Literacy Grid: Home Learning

Comprehension questions which can be related to any text.

<p>Find a new word from the text. Look the word up in the dictionary. Write into a sentence to show its meaning.</p>	<p>Is the piece of text you read real or make-believe? List 3 pieces of evidence to support this.</p>	<p>Could the vents in the text happen to you? If so, explain how?</p>
<p>What is the author's message in this text?</p>	<p>What is the main idea of the text/. Find three details to support your idea.</p>	<p>Choose 2 characters or topics from the text. Use a venn diagram to identify the similarities and differences between them.</p>
<p>Think of the setting of the text you have been reading. Did the setting affect the way the story was written? Choose a new setting for the text. Provide at least one effect the new setting would have on the text.</p>	<p>Does the text have pictures? Explain how the pictures help you find the main idea. If the text doesn't have pictures create a picture for the text that shows the main idea.</p>	<p>What audience do you think the author wrote this text for? Give 3 pieces of evidence to support your point of view.</p>

OLYMPICS

Writing Project



Task: Write an information report on the Olympics.

Day 1:

Brainstorm a range of subtopics related to the Olympics.

For example:

- Sports
- World Records
- History of the Olympics
- Competing countries
- Famous Olympians
- General facts
- Paralympics
- Mascots
- Ancient Olympics
- Olympic venues

Day 2:

Using your research, write an information report on the Olympics. Your report should be at least one page, use technical language and include:

- An introduction (Sizzling Start) to hook the reader
- 3 informative paragraphs focusing on 3 different subtopics
- A conclusion (Ending with Impact)

Day 3:

Reread and edit your writing for spelling and punctuation. Then publish your writing by either typing or writing it in your best handwriting. Remember your published copy should be error free.


OLYMPICS


Writing Project



Identify 4 subtopics to research on the Olympics. Use the space below to record your key facts.

Stage Two Maths Grid: Learning from Home

<p>The answer is 24. What is the question? Use any operation to get the answer 24. Show a family member your working out.</p>	<p>Write two different word problems using addition where the answer is 47</p>	<p>List all of the mental strategies you know for addition and rate them in order to easiest to most difficult.</p>	<p>Addition is related to subtraction. Explain this statement. Give some examples.</p>
<p>Add the numbers 19 and 33 using mental computation. Explain the different ways this can be done. How many ways can you think of?</p>	<p>Higher and Lower - Card game Place cards in pile -take turns to turn over two cards - say the number - student who has the larger number collects the opponent's card. - repeat until all cards have been played - player with the most cards is the winner</p>	<p>The number of the day is 176. Show as many ways as you can to represent this number. e.g expanded notation, MAB drawing, place value.</p>	<p>Choose 3 numbers. Write as many addition and subtraction number sentences as you can using these numbers.</p> 
<p>Refer to the link below for this activity Two Handfuls Parts 1 and 2</p>	<p>Choose a number between 1000 and 10000. Use words and pictures to create a poster showing as much information about the numbers as possible.</p>	<p>Roll 2 dice and create a multiplication number sentence. E.g 6 sevens Draw the array and show different ways you could work it out. E.g 5 sevens plus one more.</p>	<p>Refer to the link below to play 101 and you're out game. Was there a particular strategy you used to help you win?</p>
<p>Sketch a range of prisms, pyramids, cylinders and cones.</p>	<p>Create as many 3 or 4 digit numbers using these numbers. 7 3 9 4 6 5 2</p>	<p>Double it! - Card Game Students flip 2/3 cards - Double the 2/3 digit number.</p>	<p>My shape is a quadrilateral. What might it look like?</p>

<p style="text-align: center;">$127+185=$</p> <p style="text-align: center;">Answer this number sentence using an addition strategy. Show your working out and explain to a family member why you chose this strategy.</p>	<p style="text-align: center;">$349-265=$</p> <p style="text-align: center;">Answer this number sentence using a subtraction strategy. Show your working out and explain to a family member why you chose this strategy.</p>	<p style="text-align: center;">$1457+3482=$</p> <p style="text-align: center;">Answer this number sentence using an addition strategy. Show your working out and explain to a family member why you chose this strategy.</p>	<p style="text-align: center;">Mathletics</p> <p style="text-align: center;">Complete any activity from Mathletics.</p>
<p>Red or Black - Card Game Start with a selected 2-digit number in the teens such as 15. - Players take turns to turn over a card. If the card is black it is added to the number (15). - If the card is red, the number of the card is subtracted from the number. - Play continues by adding or subtracting the card turned over from your total. - The player with the highest number at the end of the game is the winner. (Use cards Ace - 10 only)</p>	<p style="text-align: center;">If you rolled a dice 100 times which number would you roll the most? Give a reason for your answer and then try it out. Record your results using a tally and then graph using a picture and column graph.</p> <div style="text-align: center;">  </div>	<p style="text-align: center;">Create a number pattern that increases and one that decreases. Describe the rule for each pattern</p>	<p>The number of the day is 2654 Is it odd or even? Write it in word form. Write it using expanded notation. Show another way of representing this number. What is 10 more? What is 10 less? 100 more 100 less 1000 more 1000 less</p>
<p style="text-align: center;">Write the highest and lowest numbers you can make. How do you know?</p>	<p style="text-align: center;">Students can split 10s and 1s to solve larger numbers. eg: double 24 is double 20 + double 4 = 48</p>	<p style="text-align: center;">Write 5 possible subtraction word problems.</p>	<p style="text-align: center;">Brainstorm all of the 3D objects you can think of and sort your objects into 'families' of objects</p>

