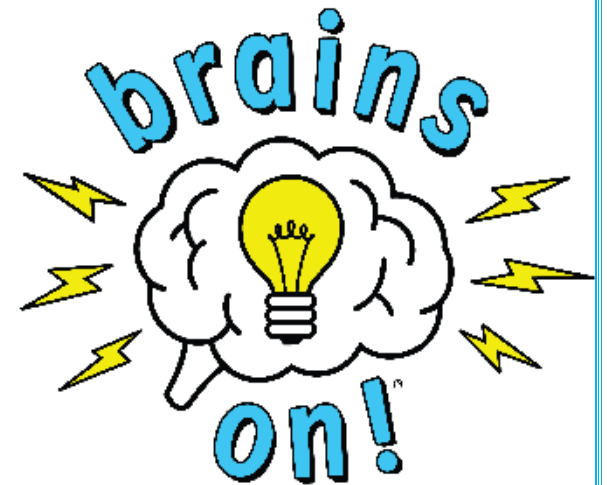




Stage 2

Learning from Home

Term 3
Week 2



Class Expectations


- . Log onto Google Classroom each morning, answer the question for the day and submit, 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.
- . The roll will be marked each day after you have submitted at least one activity. This does not include the question.
- . Let me know if you're sick or can't do your work for any reason

Suggested Time Table

Week 2 Home Learning Stage 2

Monday	Tuesday	Wednesday	Thursday	Friday
Reading / Literacy Grid	Reading / Literacy Grid	Reading / Literacy Grid	Reading / Literacy Grid	Reading / Literacy Grid
Crunch and Sip+ movement activity	Crunch and Sip+ movement activity	Crunch and Sip+ movement activity	Crunch and Sip+ movement activity	Crunch and Sip+ movement activity
Writing – Speech/sentence activity	Writing – Speech/sentence activity	Writing – Speech/sentence activity	Writing – Speech/sentence activity	Writing – Speech/sentence activity
Lunch	Lunch	Lunch	Lunch	Lunch
Maths Grid/ Mathletics	Maths Grid/ Mathletics	Maths Grid/ Mathletics	Maths Grid/ Mathletics	Maths Grid/ Mathletics
Spelling – write out new words	Spelling – Activity from the grid	Spelling – Activity from the grid	Spelling – Activity from the grid	Spelling – Activity from the grid
Recess				
Free time – art, fitness,etc	BTN	Free time – art, fitness,etc	Free time – art, fitness,etc	Free time – art, fitness,etc

Stage Two Literacy Grid: Home Learning

<p>Create a board game using the book The BFG. 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 Countdown or Blast Off 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?</p> <p>Include:</p> <ul style="list-style-type: none"> -A title -The author -Your favourite character -Favourite part and why 	<p>Use your home reader to create a different ending to the story.</p> <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.</p> <p>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.

Find a new word from the text. Look the word up in the dictionary. Write into a sentence to show its meaning.	Is the piece of text you read real or make-believe? List 3 pieces of evidence to support this.	Could the vents in the text happen to you? If so, explain how?
What is the author's message in this text?	What is the main idea of the text/. Find three details to support your idea.	Choose 2 characters or topics from the text. Use a venn diagram to identify the similarities and differences between them.
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.	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.	What audience do you think the author wrote this text for? Give 3 pieces of evidence to support your point of view.

Spelling Year 3

Weekly SMART Spelling

Name: _____

Focus: The digraph /se/ making the sound "s" as in horse.

Write on the lines.	Say the word, write the word on Monday	Say the word, write the word on Tuesday	Say the word, write the word on Wednesday	Say the word, write the word on Thursday
Red Words				
horse				
mouse				
house				
else				
case				
chase				
Orange Words				
chasing				
chased				
verse				
course				
loose (tooth)				
worse				
Green Words				
purpose				
reverse				
elsewhere				
suitcase				
intense				
intensely				
BOB Words (My own words)				

Spelling Year 4

Weekly SMART Spelling

Name: _____

Focus: The consonant suffix '-ness' and revision of the pink spelling rule.

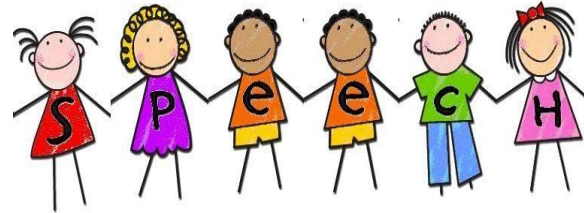
Write on the lines.	Say the word, write the word on Monday	Say the word, write the word on Tuesday	Say the word, write the word on Wednesday	Say the word, write the word on Thursday
Red Words				
darkness				
madness				
softness				
kindness				
happiness				
sickness				
Orange Words				
tightness				
fairness				
itchiness				
laziness				
correctness				
selfishness				
Green Words				
tenderness				
remoteness				
awkwardness				
roughness				
clumsiness				
numbness				
BOB Words (My own words)				

Term 3 Stage 2 Public Speaking Task

Speech topic ideas:

These are some suggested speech ideas to help motivate students to choose a topic they are interested in. Students are encouraged to come up with their own topic, they do not have to pick one of the ones below.

- Dogs make better companions than cats
- An animal you would be if you could be an animal for a day
- The greatest thing ever invented
- Why you don't care about the 5 second rule
- The planet you would visit if you owned a spaceship
- Reading is more important than maths
- Short hair is for boys and long hair is for girls
- Girls like to play with action figures
- Homework should be banned
- Animals should/should not be kept in cages.



Prepared speeches:

MATTER

- Matter refers to what is said in the speech. Stage 2 students should choose simple topics that they are interested in and should be encouraged to talk about other people in relations to their topic. Their entire speech should not just be about themselves.
- The best speeches usually have a strong point of view and clear direction. This is what distinguishes a speech from an information report. All good speeches have a purpose in mind. Speakers should support their opinion with several reasons and ideas. Their arguments should be logical and explained. Students should understand, be familiar with and be able to correctly pronounce the language contained in their speech. A good speech will avoid: slang, informal language, incorrect grammatical structure, incorrect pronunciation, mumbling and so on.
- The best speeches are balanced. This means a balance between personal perspective and a broader view, between rhetorical device and cold hard facts and between humour and sincerity.
- Finally, good speeches are unique and striking. They should be original and catch the audience's attention by presenting them with something they haven't heard before.

METHOD

- Speeches need to have a clear introduction, middle and conclusion.
- Good introductions are unique and give the audience a sense of the speaker's theme without being boringly explicit. Students should not re-introduce their topic to the audience "Hi my name is _____ and I am here to talk to you about" and they should not end their speech with "thank you for listening to my speech". Speakers might try beginning with a question, an anecdote or, for more serious speeches, a bold and striking statement.

- There are several methods to structure the middle of a speech:

Y O – Yourself Others

S C G – Self Community Global

P P F – Past Present Future

P I N – Positive Interesting Negative

- The conclusion is the climax of the speech and should be a short final statement. A creative ending and conclusion is also encouraged.



Spelling Grid

Choose an activity each day from the grid below

Multiple Intelligences	Bloom's Taxonomy: Six Thinking Levels					
Verbal I enjoy reading, writing & speaking	Write out your list words in different fonts.	Choose 5 of your list words. Use each word in a different sentence.	Create an acrostic poem for one of your list words.	Create a word search and swap it with a friend.	Use a dictionary to find the meanings of 5 of your most challenging words.	Write 5 dictation sentences using your list words.
Mathematical I enjoy working with numbers & science	Write out your list words from least amount of letters to most amount of letters.	Use scrabble tiles to work out the sum of each of your words.	Play spelling dollars to work out the value of your words. a= 1 b= 2 c= 3 etc...	Group your list words according to how many letters they have. Which words have the most and least amount of letters.	Place your list words into groups. Explain how you grouped them.	Put your words onto a scale from easiest to spell - hardest to spell. Why did you order them that way?
Visual/Spatial I enjoy painting, drawing & visualising	Create a crossword using your list words.	Illustrate it! Choose 5 words and draw a picture for each one.	Write your words in alphabetical order.	Choose three spelling words. Using those letters to see how many other words can you make?	Create a cartoon that has at least 4 boxes. Write a caption under each image that includes a list word.	Create an artwork using only your list words.
Kinaesthetic I enjoy doing hands-on activities, sports & dance	Play celebrity heads with a partner. Give them clues to help them work out the word.	Write your words out on a mini whiteboard.	Create three jokes using your list words.	Go on a hunt around the room and write down words that start with the same sound.	Write a conversation between two people that uses ten of your list words.	Choose any activity from the grid and complete it. Explain why it has helped you learn your words to score the full 6 points.
Musical I enjoy making & listening to music	Sing your list words and record yourself singing them.	Clap and record the syllables in each of your list words.	Create a tongue twister using your list words.	Create words that rhyme with your list words.	Write a song using your list words.	Create a hand clapping chant with a partner and say your list words.
Interpersonal I enjoy working with others	Work in a partner to test each other on your list words.	Complete a look, say, cover, write, check for homework.	Choose 5 words and explain to a partner why you chose them.	Jumble up your words. Have a partner unjumble them.	Create a new spelling activity to help others learn their words.	Use ten of your spelling words to write a paragraph. Write these words incorrectly and have a partner correct the misspelt words.
Intrapersonal I enjoy working by myself	List the words that you find hard and easy.	Check your Day Books for any spelling mistakes and write the words out in the correct spelling.	Choose 5 words that you have trouble with. Write them out 10 times each.	Create a word ladder using all of your list words.	Organise your words in reverse alphabetical order. Z - A.	Use your list words to write a story. Underline your list words in red.

Sentence Activities

Sentence a Day

Sentences~


Compound and Complex

Learning Goal

- ❖ I can write a sentence that expresses one thought and makes sense.
- ❖ I can complete a sentence and make it interesting.

Success Criteria

- ❖ I can write a simple sentence that expresses one thought.
- ❖ It has one subject
- ❖ It has one verb (or verb group).
- ❖ I can write a complex sentence using various joining words.
- ❖ I can write a compound sentence using various conjunctions.
- ❖ I can use imaginative language by writing about what I see, hear, feel, smell, taste or feel (emotions) .



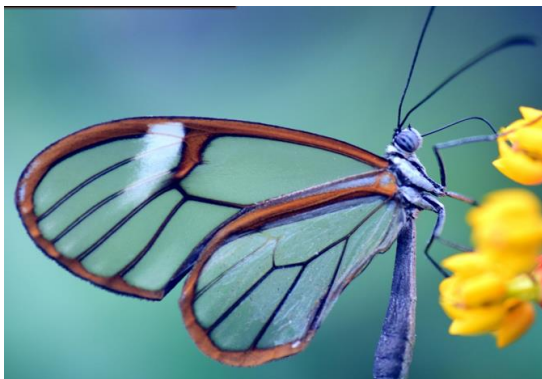
On Butterfly Wings

Choose one of the pictures below.

Write 4 sentences using the Success Criteria.

Make sure you check your work when complete.

Remember that sentence have capital letters and full stops.



Simple sentence:

Simple Sentences

A simple sentence is also called an independent clause. It contains a **subject** and a **verb** and expresses a complete thought.

Scott **plays** tennis in the morning.

Compound Sentences:

Compound Sentences

A compound sentence contains two independent clauses joined by a **coordinating conjunction** (and, but, for, nor, or, so, yet).

Scott **was playing** tennis, **so** **Mary** **went** to the beach.


Complex Sentences: This is just an example. There are many more subordinating conjunctions you can use.


Complex Sentences

A complex sentence combines an independent clause with one or more dependent clauses. A complex sentence always has a **subordinating conjunction** (after, although, because, since, when) or a relative pronoun (that, which, who).

Scott **wore** his hat **because** **he** **was playing** in the sun.

Stage Two Maths Grid: Learning from Home

<p>The answer is 32. What is the question?</p> <p>Use any operation to get the answer 32. 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 are 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 6sevens 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>$127+185=$</p> <p>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>$349-265=$</p> <p>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>$1457+3482=$</p> <p>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>Mathletics</p> <p>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>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> 	<p>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>Write the highest and lowest numbers you can make. How do you know?</p>	<p>Students can split 10s and 1s to solve larger numbers. eg: double 24 is double 20 + double 4 = 48</p>	<p>Write 5 possible subtraction word problems.</p>	<p>Brainstorm all of the 3D objects you can think of and sort your objects into 'families' of objects</p>

