



Shellharbour Public School

Learning at Home Plans

4G

Term 2 Week 1

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
60 Minutes	<p>Pupil Free Day 1</p> <p>No Classes today</p>	<p>Pupil Free Day 2</p> <p>No Classes today</p>	<p>English:</p> <p>> Reading: <i>Access</i> the 'Reading Eggspress' Weekly Assignment 'Natural Wonders' assigned to you. <i>Read</i> the text and work through the module. Lesson: no. 139 (30 minutes)</p> <p>> Grammar: Verbs <i>View:</i> <i>Access</i> the Google Slides presentation 'Relating Verbs' through Google Classroom. <i>Practise:</i> In the examples provided on your copy of the presentation, <i>practise</i> identifying and using relating verbs in sentences. <i>Assess:</i> <i>Check</i> your understanding by completing the Google Form titled 'Relating Verbs'. (30 minutes)</p>	<p>English:</p> <p>> Reading: <i>Access</i> the 'Thursday Reading Activity: Five-Second Rule' assigned to you through your Google Classroom. <i>Read</i> the text and <i>answer</i> the multiple choice questions. (30 minutes)</p> <p>> Grammar: Adjectives <i>View:</i> <i>access</i> the Google Slides presentation 'Adjectives of Degree (comparatives)' through Google Classroom. <i>Practise:</i> In the examples provided on your copy of the Google Slides presentation <i>practise</i> identifying comparative adjectives in sentences. <i>Assess:</i> <i>check</i> your understanding of adjectives (comparatives) by completing the Google Form titled 'Adjectives'. (30 minutes)</p>	<p>English:</p> <p>> Reading: <i>Access</i> the Friday's Reading Activity: 'Rainforests' on Google Classroom assigned to you through your Google Classroom. <i>Read</i> the text and <i>answer</i> the short answer questions. (40 minutes)</p> <p>> Spelling: <i>Access</i> 'Reading Eggspress' Spelling Activity assigned to you on 'Vowel Trigraph igh' sounds. lesson: no. 82 (20 minutes)</p>

60 Minutes			<p>> Writing: 'Planning Your Persuasive Text No.1' With parent/carer guidance, <i>search and select</i> appropriate sources of information related to the topic, '<u>Should primary students be allowed on social media?</u>' <i>Summarise: Record</i> the key points of each information source (BtN video clips, websites, interviews etc.) <i>Brainstorm: Record</i> as many arguments for or against primary students using social media. <i>Compose: Select and list</i> at least three arguments that support your opinion on the topic, '<u>Should primary students be allowed on social media?</u>'</p> <p>'Planning Your Persuasive Text No. 2' <i>Plan: Use</i> the head, arms and legs of the Stick Person Graphic Organiser to <i>plan</i> a persuasive text on the topic '<u>Should primary students be allowed on social media?</u>'</p>	<p>> Writing: Introduction <i>Access:</i> the Google Slides presentation 'Introducing a Persuasive Text'. <i>Read:</i> the examples of introductions on the presentation. <i>Compose:</i> an introduction for your persuasive text that includes a clear and forceful statement of position, some background information about the issue in question and a list of your arguments. (use the Google Doc template provided in your Google Classroom).</p> <p>> Writing: 'The Body' <i>Access:</i> the Google Slides presentation, 'The Body of a Persuasive Text'. <i>Read:</i> the examples of elaborated arguments on the presentation.</p>	<p>> Writing: Continued from Thursday 'The Body' <i>Compose:</i> a series of paragraphs on the topic '<u>Should primary students be allowed on social media?</u>', with each paragraph including the argument supported and explained by examples and evidence. (use the Google Doc template provided in your Google Classroom).</p> <p>> Writing: 'The Conclusion' <i>Access:</i> the Google Slides presentation 'The Conclusion of a Persuasive Text'. <i>Read:</i> the examples of conclusions on the presentation. <i>Compose:</i> a clear and forceful conclusion that includes a list of your three arguments, your statement of position and a sentence pushing people to take action. (use the Google Doc template provided in your Google Classroom).</p>
BREAK TIME					
20 Minutes			<p>> Reading - Independent reading (silent reading) of a text of your own choosing. Make sure you fill out your home reading log and the PRC online. (20 minutes)</p>	<p>> Reading - Independent reading (silent reading) of a text of your own choosing. Make sure you fill out your home reading log and the PRC online. (20 minutes)</p>	<p>> Reading - Independent reading (silent reading) of a text of your own choosing. Make sure you fill out your home reading log and the PRC online. (20 minutes)</p>

Mathematics:

Math Mentals. *Complete* the math mentals for the given week/day in the Google Classroom. For example, Math Mentals Wednesday Week 2. *View* Mrs. Taylors how to video if you are unsure how to do this.

> **Word Problem of the day.** *Complete* in your workbook. Take a photo of your work and upload it to your Google Classroom.

What is the difference between the largest and smallest number that can be made with the digits 6, 4, 9, 3, 0, 2?

***Challenge**

I'm thinking of a number.
I halve it.
I divide it by 7.
I subtract 4.
My answer is $16 \div 4$
What number was I thinking of?
Explain your answer.



> **Mathletics** *Access and complete* your Mathletics activities that are set by your Stage 2 Mathematics Teacher.

> **Brain Break:** complete one of the activities on the grid. (10 minutes)

Science:

Access: find your copy of the Google presentation for 'Smelly Plants'

Watch and read the web links about this amazing plant. Then *create* a research task and present it on Google Slides or on paper. *Upload or send* a photograph to your class Google Drive 'Science' folder or SeeSaw. (60 minutes)

> **Brain Break:** *Access* online exercise program with 'Move it Mob Style' and complete the activity.

<https://www.youtube.com/embed/qjQHU5U4wUU>

(10 minutes)

Mathematics:

Math Mentals. *Complete* the math mentals for the given week/day in the Google Classroom. For example, Math Mentals Wednesday Week 2. *View* Mrs. Taylors how to video if you are unsure how to do this.

> **Word Problem of the day.** *Complete* in your workbook. Take a photo of your work and upload it to your Google Classroom.

Holly wanted to buy a new laptop. The laptop costs \$1299, but has been reduced by \$249.

If Holly has \$3423 in savings, how much money will she have left after she purchases the discounted laptop?

***Challenge**

3. If I start counting in tens from 20, the nineteenth number will be 200.

Is this correct?
Explain how you know.
What will the 100th number be?



> **Mathletics** *Access and complete* your Mathletics activities that are set by your Stage 2 Mathematics Teacher.

> **Brain Break:** complete one of the activities on the grid. (10 minutes)

BREAK TIME

<p>60 Minutes</p>			<p><u>PDHPE:</u> Health: A Healthy Meal <i>Read:</i> a copy of the Australian Guide to Healthy Eating provided on your Google Classroom. <i>Plan:</i> a healthy and easy-to-make meal using no more than ten ingredients. <i>Prepare:</i> With parent/carer guidance, make your meal and take a photo of the finished product. (60 minutes)</p>	<p><u>Library/ Geography:</u> Go to the S.P.S. website for this week's activity/lesson. (60 minutes)</p>	<p><u>PDHPE:</u> > Physical Education: Obstacle Golf <i>Access:</i> find your copy of the Google Slides presentation 'Obstacle Golf' on your Google Classroom and complete the activity ensuring you record when needed. <i>Select:</i> a small soft object, a starting point, three targets and an obstacle in between. <i>Plan:</i> strategies and throwing styles needed to hit each target using as few throws as possible. <i>Explain:</i> the reasons for your decisions. <i>Play:</i> throw the object towards the target until it has been hit. <i>Record:</i> how many throws it took to hit the target. <i>Explain:</i> how you refined your throwing during the game of 'Obstacle Golf' to effectively throw your object to the target. (60 minutes)</p>
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