



# Shellharbour Public School

## Learning at Home Plans

# Stage 2 - Year 3

## Term 2 Week 3

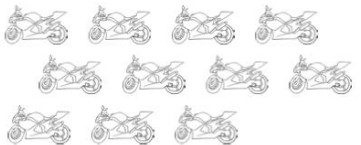


*Grey shaded tasks are 'accountable tasks'. These must be uploaded to the Google Classroom, as Google Docs for feedback each day.*

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
40 Minutes	<p><b>PDHPE</b>  <a href="#">P.E. with Joe Monday</a>            Alternatively, complete a selection of Just Dance videos or a home workout (this may be skipping, a selection of body weight exercises or an obstacle course in the backyard).</p>	<p><b>PDHPE</b>  <a href="#">P.E. with Joe Tuesday</a>            Alternatively, complete a selection of Just Dance videos or a home workout (this may be skipping, a selection of body weight exercises or an obstacle course in the backyard).</p>	<p><b>PDHPE</b>  <a href="#">P.E. with Joe Wednesday</a>            Alternatively, complete a selection of Just Dance videos or a home workout (this may be skipping, a selection of body weight exercises or an obstacle course in the backyard).</p>	<p><b>PDHPE</b>  <a href="#">P.E. with Joe Thursday</a>            Alternatively, complete a selection of Just Dance videos or a home workout (this may be skipping, a selection of body weight exercises or an obstacle course in the backyard).</p>	<p><b>PDHPE</b>  <a href="#">P.E. with Joe Friday</a>            Alternatively, complete a selection of Just Dance videos or a home workout (this may be skipping, a selection of body weight exercises or an obstacle course in the backyard).</p>
40 Minutes	<p><b>English</b>            Independent reading (spend 15 minutes silent reading a book of your choice).</p> <p><b>Task- Reading Response</b>            After reading, students respond within the Google Classroom by using the comprehension choice board. They must pick three boxes to complete.</p> <p><b>Remember to click 'Turn In' when complete.</b></p>	<p><b>English</b>            Independent reading (spend 15 minutes silent reading a book of your choice).</p> <p><b>Task- Reading Response</b>            After reading, students respond within the Google Classroom by using the comprehension choice board. They must pick three boxes to complete.</p> <p><b>Remember to click 'Turn In' when complete.</b></p>	<p><b>English</b>            Independent reading (spend 15 minutes silent reading a book of your choice).</p> <p><b>Task- Listen to Reading</b>            Enjoy listening to Miss Nikitaras reading you 'King Pig'. You can find this in Google Classroom.</p> <p><b>Task- Reading Response</b>            After listening to Miss Nikitaras read, answer her questions about the book in the reading response Google Doc.</p> <p><b>Remember to click 'Turn In' when complete.</b></p>	<p><b>English</b>            Independent reading (spend 15 minutes silent reading a book of your choice).</p> <p><b>Task- Reading Response</b>            Read 'Planet Mess' and complete the comprehension questions on the Google form.</p> <p><b>Remember to click 'Submit' when complete.</b></p>	<p><b>English</b>            Independent reading (spend 15 minutes silent reading a book of your choice).</p> <p><b>Task- Reading Response</b>            Read 'School Holiday Activities at the Library' and complete the comprehension questions on the Google form.</p> <p><b>Remember to click 'Submit' when complete so your teacher can provide feedback.</b></p>

40 Min utes	<p><b>English</b> Make sure each day you are following Look, Say, Cover, Write, Check. Use the words from the spelling sheet. Write your words in your workbook.</p> <p><u>Grammar Week Three lesson</u> Follow the Google Slides to learn about Comparative Adjectives.</p> <p><u>Grammar Week 3</u> Complete the Comparative Adjectives Google doc in the Google Classroom.</p> <p><b>Remember to click 'Turn In' when complete so your teacher can provide feedback.</b></p>	<p><b>English</b> Make sure each day you are following Look, Say, Cover, Write, Check. Use the words from the spelling sheet. Write your words in your workbook.</p> <p><u>Week Three Spelling</u> Print (or write the answers in your workbook) and complete Year Three Spelling and Homophones Week Three from Google Classroom. View Miss Dodsworth's how to video if you are unsure how to complete the sheet.</p>	<p><b>English</b> Make sure each day you are following Look, Say, Cover, Write, Check. Use the words from the spelling sheet. Write your words in your workbook.</p> <p>Writing - Complete the writing activity on paper or in a Google doc.</p> <p><b>Do you think a zebra would make a good pet? Explain why or why not.</b></p>	<p><b>English</b> Make sure each day you are following Look, Say, Cover, Write, Check. Use the words from the spelling sheet. Write your words in your workbook.</p> <p>Writing - Complete the writing activity on paper or in a Google doc.</p> <p><b>Imagine your parents let you paint anything you wanted on your bedroom walls. What would you paint? Use lots of details (adjectives) to describe your artwork.</b></p>	<p><b>English</b> Make sure each day you are following Look, Say, Cover, Write, Check. Use the words from the spelling sheet. Write your words in your workbook.</p> <p>Editing. Use the Shellharbour Public School Editing Code (see Google Classroom) to edit your writing from this week.</p>
-------------------	---	--	--	---	--

BREAK TIME

10 Min utes	<p><b>Mathematics</b> Math mentals. Complete the math mentals for the given week/day. For example: Week 3, Term 2 Monday. <b>Remember to click 'Turn In' when complete.</b></p>	<p><b>Mathematics</b> Math mentals. Complete the math mentals for the given week/day. For example: Week 3, Term 2 Tuesday. <b>Remember to click 'Turn In' when complete.</b></p>	<p><b>Mathematics</b> Math mentals. Complete the math mentals for the given week/day. For example: Week 3, Term 2 Wednesday. <b>Remember to click 'Turn In' when complete.</b></p>	<p><b>Mathematics</b> Math mentals. Complete the math mentals for the given week/day. For example: Week 3, Term 2 Thursday. <b>Remember to click 'Turn In' when complete.</b></p>	<p><b>Mathematics</b> Math mentals. Complete the math mentals for the given week/day. For example: Week 3, Term 2 Friday. <b>Remember to click 'Turn In' when complete.</b></p>
40 Min utes	<p><b>Mathematics</b> Number of the day - <b>35</b>. Please complete activities on paper.</p> <ul style="list-style-type: none"> <li>Write the number before and after.</li> <li>Is the number odd or even?</li> <li>Add 10 to the number. Take 10 away.</li> <li>Add 100 to the number.</li> <li>Write the number in words.</li> <li>Write down as many ways as you can to make the number e.g. <math>40-5=35</math>, <math>30+5=35</math></li> </ul>	<p><b>Mathematics</b> Number of the day - <b>89</b>. Please complete activities on paper.</p> <ul style="list-style-type: none"> <li>Write the number before and after.</li> <li>Is the number odd or even?</li> <li>Add 10 to the number. Take 10 away.</li> <li>Add 100 to the number.</li> <li>Write the number in words.</li> <li>Write down as many ways as you can to make the number e.g. <math>40-5=35</math>, <math>30+5=35</math></li> </ul>	<p><b>Mathematics</b> Number of the day - <b>165</b>. Please complete activities on paper.</p> <ul style="list-style-type: none"> <li>Write the number before and after.</li> <li>Is the number odd or even?</li> <li>Add 10 to the number. Take 10 away.</li> <li>Add 100 to the number.</li> <li>Write the number in words.</li> <li>Write down as many ways as you can to make the number e.g. <math>40-5=35</math>, <math>30+5=35</math></li> </ul>	<p><b>Mathematics</b> Number of the day- <b>103</b>. Please complete activities on paper.</p> <ul style="list-style-type: none"> <li>Write the number before and after.</li> <li>Is the number odd or even?</li> <li>Add 10 to the number. Take 10 away.</li> <li>Add 100 to the number.</li> <li>Write the number in words.</li> <li>Write down as many ways as you can to make the number e.g. <math>40-5=35</math>, <math>30+5=35</math></li> </ul>	<p><b>Mathematics</b> Number of the day - <b>Make your own number</b>. Please complete activities on paper.</p> <ul style="list-style-type: none"> <li>Write the number before and after.</li> <li>Is the number odd or even?</li> <li>Add 10 to the number. Take 10 away.</li> <li>Add 100 to the number.</li> <li>Write the number in words.</li> <li>Write down as many ways as you can to make the number e.g. <math>40-5=35</math>, <math>30+5=35</math></li> </ul>

	<p>Challenge:</p> <p>1. How many wheels would 11 motorbikes have?</p> 	<p>Challenge:</p> <p>If 7 taxis arrive at the party at the same time, each carrying 5 passengers, how many guests arrive at once?</p> 	<p>Challenge:</p> <p>While playing a dice game, Robert managed to throw nine 5s in a row. How many did he score altogether?</p>	<p>Challenge:</p> <p>All four judges gave the dancer a score of 10. How many did she score altogether?</p> 	<p>Challenge:</p> <p>12 people came to the show and paid \$5.00 each. How much were the ticket sales altogether?</p>
40 Min utes	<p><b>Mathematics</b></p> <p>Complete set Mathletics Tasks (please contact the school if your child is unsure of their username and password).</p>	<p><b>Mathematics</b></p> <p>Complete set Mathletics Tasks (please contact the school if your child is unsure of their username and password).</p>	<p><b>Mathematics</b></p> <p>Complete set Mathletics Tasks (please contact the school if your child is unsure of their username and password).</p>	<p><b>Mathematics</b></p> <p>Complete set Mathletics Tasks (please contact the school if your child is unsure of their username and password).</p>	<p><b>Mathematics</b></p> <p>Complete set Mathletics Tasks (please contact the school if your child is unsure of their username and password).</p>
BREAK TIME					
40 Min utes	<p><b>Science and Technology, PDHPE and Creative Arts</b></p> <p>Select an activity from the choice board</p>	<p><b>Science and Technology, PDHPE and Creative Arts</b></p> <p>Select an activity from the choice board</p>	<p><b>Science and Technology, PDHPE and Creative Arts</b></p> <p>Select an activity from the choice board</p>	<p><b>Science and Technology, PDHPE and Creative Arts</b></p> <p>Select an activity from the choice board</p>	<p><b>Science and Technology, PDHPE and Creative Arts</b></p> <p>Select an activity from the choice board</p>
20 Min utes	<p><b>Exit Slip</b></p> <p>Login to the Google Classroom and complete today's exit ticket.</p>	<p><b>Exit Slip</b></p> <p>Login to the Google Classroom and complete today's exit ticket.</p>	<p><b>Exit Slip</b></p> <p>Login to the Google Classroom and complete today's exit ticket.</p>	<p><b>Exit Slip</b></p> <p>Login to the Google Classroom and complete today's exit ticket.</p>	<p><b>Exit Slip</b></p> <p>Login to the Google Classroom and complete today's exit ticket.</p>

## LITERAL

Who are the characters in the story?

What was the big problem in the story? What other problems did the characters face?

How would you describe this text to another person?

What does the character hear, see, smell, feel and taste?

What is the main idea of the story?

How did the characters solve the problem?

List the places the characters visit.

What happened first, second and last?



## INFERENTIAL

Does this book remind you of another book you've read? Give some examples.

How did the character change from the beginning to the end of the book?

How did the characters feel about each other? Show evidence to support your thinking.

What character traits did the character have? What clues in the story make you believe that?

What do you think caused the problem in the story?

What events led to the solution? How did these events help to solve the problem?

What do you think will happen next? Show evidence to support your thinking.

What is the theme of the story? Show evidence to support your thinking.



## EVALUATIVE

What is the author's purpose? How do you know?

Find an example of descriptive language the author used. How did that help you understand or enjoy the story?

How did the author keep you interested and build suspense in the story?

Do you think the story has the effect intended by the author?

Do you think the ending was effective? Why or why not?

What words in the story did the author use to show you the characters feelings?

Find an example of figurative language in the book. Why did the author use it? How does it help you better understand or enjoy the story?





How is the setting important to the story? Show evidence to support your thinking.



*comprehension*  
choice board

## Stage Two Choice Board, Term Two, Week Three and Four

Throughout Week Three and Four please utilise this choice board to select your afternoon activities.

<p><b>Science and Technology</b></p> <p>What is the difference between hot and cold? Complete the science experiment and tell a family member about your findings.</p> <p><b>What is the Difference Between Hot and Cold?</b></p> <ul style="list-style-type: none"> <li>Take the ice cube and squeeze it in your hand.</li> <li>Observe how it makes your hand feel.</li> <li>If it starts to feel too cold, or has melted too much, throw what is left into the bin.</li> <li>As quickly as possible put that hand against your cheek. What do you feel?</li> </ul>  <p><b>What is the Difference Between Hot and Cold?</b></p> <ul style="list-style-type: none"> <li>Now take your hands and rub them together quickly. The faster the better.</li> <li>Observe how it makes your hand feel.</li> <li>As quickly as possible put that hand against your cheek. What do you feel?</li> </ul> 	<p><b>Health</b></p> <p>Login to 'Safety Town' and complete an activity (See 'Accessing Safety Town' word document for instructions on how to log in)</p>	<p><b>Creative Arts</b></p> <p>Create a pet rock or stick.</p> 	<p><b>Board Game</b></p> <p>Play a board game and/or card game with your sibling/s or family.</p>
<p><b>Science and Technology</b></p> <p>Experiment: Keeping out the heat.</p> <p>Equipment: 3x ice cubes, 3x plastic ziplock bags, paper towel, foil.</p> <p>Method:</p> <ol style="list-style-type: none"> <li>Place an ice cube into each ziplock bag.</li> <li>Cover 1 bag with paper</li> </ol>	<p><b>Health</b></p> <p>Draw a picture of someone riding a bike or take a photo of you on your bike. Label all the things that keep you safe and why they are important eg, the clothing you wear, parts of the bike (brakes, bell, reflectors, lights, gears)</p>	<p><b>Creative Arts</b></p> <p>Find some leaves from the backyard and do some leaf rubbings.</p> 	<p><b>Drama</b></p> <p>Write a play and share with family.</p>

- towel, 1 bag with foil and leave 1 bag uncovered.
3. Place all 3 bags in a warm place in the house and leave the bags for 30mins.
  4. Collect the bags and pour the water from one bag at a time into a measuring cup.
  5. Record the amount of water for each bag.
  6. Discuss with a family member which material was the best insulator.

#### Science and Technology

Visit <https://www.scouts.org.uk/the-great-indoors> for some science activities to do at home.

#### Science and Technology

Visit <https://www.scouts.org.uk/the-great-indoors> for some science activities to do at home.

#### Health

Login to 'Safety Town' and complete an activity (See 'Accessing Safety Town' word document for instructions on how to log in)

#### Health

Draw a map of a town. Think about how you could make the town safe for pedestrians, people on bikes and people in vehicles. For example - include pedestrian crossings, bike paths, traffic lights, school zone, other crossing areas, roundabouts, speed limits, or speed humps.

#### Creative Arts

Head outside and go for a bug hunt. Find an unusual bug or insect and draw it.

#### Creative Arts

Art for kids hub- How to draw a flower bouquet.  
<https://www.youtube.com/watch?v=0-iHiAqvALE>

#### Chore

Help one of your family members with a house task. For example; gardening, washing the dishes.

#### English

Write and create a picture book for a younger student.