



# Shellharbour Public School

## Learning at Home Plans

# Stage 2 - Year 3

## Term 2 Week 4

*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></p> <p>Grab a dice and use the Cardio Roll task card in Google Classroom to perform some great cardio activities. 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></p> <p>Grab a dice and use the Endurance Roll task card in Google Classroom to perform some great endurance activities. 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></p> <p>Use the link below to watch a 'Get Active @ Home Video' all about catching. If you look, you may see a familiar face!<br/> <a href="https://vimeo.com/413442823">https://vimeo.com/413442823</a><br/>           Alternatively, complete a selection of Just Dance videos or a home workout</p>  | <p><b>PDHPE</b></p> <p>Grab a dice and use the Endurance Roll task card in Google Classroom to perform some great endurance activities. 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></p> <p>Use the What's My Name task card in Google Classroom to perform some great exercises. 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></p> <p>Independent reading (spend 15 minutes silent reading a book of your choice).</p> <p><u>Task- Reading Response</u><br/>           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 so your teacher can provide feedback.</b></p> | <p><b>English</b></p> <p>Independent reading (spend 15 minutes silent reading a book of your choice).</p> <p><u>Task- Reading Response</u><br/>           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 so your teacher can provide feedback.</b></p> | <p><b>English</b></p> <p>Independent reading (spend 15 minutes silent reading a book of your choice).</p> <p><u>Task- Listen to Reading</u><br/>           Enjoy listening to Miss Taylor reading you 'Pig the Pug'. You can find this in Google Classroom.</p> <p><u>Task- Reading Response</u><br/>           After listening to Miss Taylor read, answer her questions about the book in the reading response Google doc.</p> <p><b>Remember to click 'Turn In' when complete so your teacher can provide feedback.</b></p> | <p><b>English</b></p> <p>Independent reading (spend 15 minutes silent reading a book of your choice).</p> <p><u>Task- Reading Response</u><br/>           Read 'Boots the Cat' 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> | <p><b>English</b></p> <p>Independent reading (spend 15 minutes silent reading a book of your choice).</p> <p><u>Task- Reading Response</u><br/>           Read 'Seahorses' 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<br>Min<br>utes | <p><b>English</b><br/>Make sure each day you are following Look, Say, Cover, Write, Check. Use the words from the spelling sheet. Write your words in your work book.</p> <p><u>Grammar Week 4 lesson</u><br/>Follow the Google Slides to learn about Tense.</p> <p><u>Grammar Week 4</u><br/>Complete the Tense 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><br/>Make sure each day you are following Look, Say, Cover, Write, Check. Use the words from the spelling sheet. Write your words in your work book.</p> <p><u>Week Four Spelling</u><br/>Print (or write the answers in your workbook) and complete Year Three Spelling and Homophone sheets for Week Four from Google Classroom. View Miss Dodsworth's how to video if you are unsure how to complete the sheet.</p>                     | <p><b>English</b><br/>Make sure each day you are following Look, Say, Cover, Write, Check. Use the words from the spelling sheet. Write your words in your work book.</p> <p><u>Writing Task</u><br/>Complete the writing activity on paper or in a Google doc.</p> <p><b>Invent a new kind of sandwich or sushi. Describe what is in it. How does it taste?</b></p>   | <p><b>English</b><br/>Make sure each day you are following Look, Say, Cover, Write, Check. Use the words from the spelling sheet. Write your words in your work book.</p> <p><u>Writing Task</u><br/>Complete the writing activity on paper or in a Google doc.</p> <p><b>Imagine you were only 20cm tall – What would a day in your life be like.</b></p>  | <p><b>English</b><br/>Make sure each day you are following Look, Say, Cover, Write, Check. Use the words from the spelling sheet. Write your words in your work book.</p> <p><u>Editing</u><br/>Use the Shellharbour Public School Editing Code (see Google Classroom) to edit one of your pieces of writing from this week.</p>   |
| BREAK TIME        |   |   |  |   |  |
| 10<br>Min<br>utes | <p><b>Mathematics</b><br/>Math mentals. Complete the math mentals for the given week/day. For example Week 4, Term 2 Monday.<br/><b>Remember to click 'Turn In' when complete so your teacher can provide feedback.</b></p>   | <p><b>Mathematics</b><br/>View the Google Slides about Reading Analog Time. Then complete the Google Form.<br/><b>Remember to click 'Turn In' when complete so your teacher can provide feedback.</b></p>   | <p><b>Mathematics</b><br/>Math mentals. Complete the math mentals for the given week/day. For example Week 4, Term 2 Wednesday.<br/><b>Remember to click 'Turn In' when complete so your teacher can provide feedback.</b></p>   | <p><b>Mathematics</b><br/>View the Google Slides about Reading Analog Time Part 2. Then complete the Google Form.<br/><b>Remember to click 'Turn In' when complete so your teacher can provide feedback.</b></p>  | <p><b>Mathematics</b><br/>Math mentals. Complete the math mentals for the given week/day. For example Week 4, Term 2 Friday.<br/><b>Remember to click 'Turn In' when complete so your teacher can provide feedback.</b></p>  |
| 40<br>Min<br>utes | <p><b>Mathematics</b><br/>Number of the day - <b>267</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><br/>Number of the day - <b>425</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><br/>Number of the day - <b>76</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><br/>Number of the day - <b>398</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><br/>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><b>Challenge:</b></p> <p><i>A machine making sweets puts 10 in each packet.</i></p> <p><i>If the machine has produced 70 sweets, how many packets can it fill?</i></p>                | <p><b>Challenge:</b></p> <p><i>Carol gives half of her owl collection to her sister. She has 35 owls remaining. How many did she have to start with?</i></p>                             | <p><b>Challenge:</b></p> <p><i>Three judges award 27 marks overall. They each give the same score. What score did they each give?</i></p>          | <p><b>Challenge:</b></p> <p><i>Cinema tickets are \$8. Six people go to see a film. How much will they pay altogether?</i></p>                     | <p><b>Challenge:</b></p> <p><i>Hanan is a keen archer. One day she shoots 5 arrows. Each arrow scores an 8. What is her total score?</i></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>Creative Arts</b></p> <p>Log into Google Classroom to find an activity called 'Kandinsky'. Use the information to complete an artwork in the style of this very famous artist!</p> | <p><b>Creative Arts</b></p> <p>Log into Google Classroom to find an activity called 'Kandinsky'. Use the information to complete an artwork in the style of this very famous artist!</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?<br/>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.