



Shellharbour Public School

Learning at Home Plans

Stage 2 - Year 4

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 Min utes	<p>PDHPE P.E. with Joe Monday</p> <p>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>PDHPE P.E. with Joe Tuesday</p> <p>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>PDHPE P.E. with Joe Wednesday</p> <p>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>PDHPE P.E. with Joe Thursday</p> <p>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>PDHPE P.E. with Joe Friday</p> <p>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 Min utes	<p>English</p> <p>Independent reading (spend 15 minutes silent reading a book of your choice).</p> <p><u>Task- Reading Response</u> After reading, students respond within the Google Classroom by using the comprehension choice board. They must pick three boxes to complete.</p> <p>Remember to click 'Turn In' when complete.</p>	<p>English</p> <p>Independent reading (spend 15 minutes silent reading a book of your choice).</p> <p><u>Task- Reading Response</u> After reading, students respond within the Google Classroom by using the comprehension choice board. They must pick three boxes to complete.</p> <p>Remember to click 'Turn In' when complete.</p>	<p>English</p> <p>Independent reading (spend 15 minutes silent reading a book of your choice).</p> <p><u>Task- Listen to Reading</u> Enjoy listening to Miss Nikitaras reading you 'King Pig'. You can find this in Google Classroom.</p> <p><u>Task- Reading Response</u> After listening to Miss Nikitaras read, answer her questions about the book in the reading response Google doc.</p> <p>Remember to click 'Turn In' when complete.</p>	<p>English</p> <p>Independent reading (spend 15 minutes silent reading a book of your choice).</p> <p><u>Task- Reading Response</u> Read 'Moccasins' and complete the comprehension questions on the Google form.</p> <p>Remember to click 'Submit' when complete so your teacher can provide feedback.</p>	<p>English</p> <p>Independent reading (spend 15 minutes silent reading a book of your choice).</p> <p><u>Task- Reading Response</u> Read 'The Storm' and complete the comprehension questions on the Google form.</p> <p>Remember to click 'Submit' when complete so your teacher can provide feedback.</p>

40 Min utes	<p>English 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 Three</u> Complete the Comparative Adjectives Google doc in the Google Classroom.</p> <p>Remember to click 'Turn In' when complete.</p>	<p>English 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 Four Spelling and Homophone Week Three from Google Classroom. View Miss Dodsworth's how to video if you are unsure how to complete the sheet.</p>	<p>English 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>Writing Task</u> Complete the writing activity on paper or in a Google doc.</p> <p>Do you think a zebra would make a good pet? Explain why or why not.</p>	<p>English 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>Writing Task</u> Complete the writing activity on paper or in a Google doc.</p> <p>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.</p>	<p>English 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>Editing Task</u> 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>Mathematics Math mentals. Complete the math mentals for the given week/day. For example: Week 3, Term 2 Monday. Remember to click 'Turn In' when complete.</p>	<p>Mathematics Math mentals. Complete the math mentals for the given week/day. For example: Week 3, Term 2 Tuesday. Remember to click 'Turn In' when complete.</p>	<p>Mathematics Math mentals. Complete the math mentals for the given week/day. For example: Week 3, Term 2 Wednesday. Remember to click 'Turn In' when complete.</p>	<p>Mathematics Math mentals. Complete the math mentals for the given week/day. For example: Week 3, Term 2 Thursday. Remember to click 'Turn In' when complete so your teacher can provide feedback.</p>	<p>Mathematics Math mentals. Complete the math mentals for the given week/day. For example: Week 3, Term 2 Friday. Remember to click 'Turn In' when complete so your teacher can provide feedback.</p>
40 Min utes	<p>Mathematics Problem of the day. Please complete on paper.</p> <p>Dad worked in the yard for an hour and 25 minutes. If he stopped at 7:00, when did he begin?</p> <p><i>Challenge:</i> There are 8 chocolates in a bag, and Josef has 6 bags to sell. How many chocolates are there in total?</p>	<p>Mathematics Problem of the day. Please complete on paper.</p> <p>Alexi painted from 9:40 to 10:20. How long did she paint?</p> <p><i>Challenge:</i> Sarah gets \$4.00 pocket money from her parents every day of the week if she does all of her chores. How much pocket money would she get in a week?</p>	<p>Mathematics Problem of the day. Please complete on paper.</p> <p>Robert began playing piano at 4:30. He practiced one song for 35 minutes and a second song for 25 minutes. When did he finish practicing?</p> <p><i>Challenge:</i> The farmer plants carrots in a row of 9. He decides to plant 7</p>	<p>Mathematics Problem of the day. Please complete on paper.</p> <p>Joe plants 5 bushes in his garden. Each bush blooms 6 flowers. How many flowers are there in total?</p> <p><i>Challenge:</i> You bought a 12 month gym membership for \$418. How much do you need to pay per month?</p>	<p>Mathematics Problem of the day. Please complete on paper.</p> <p>12 people came to the show and they paid \$5 each. How much were the ticket sales altogether?</p> <p><i>Challenge:</i> It takes 24 minutes for Jessica to ride her bike to school. On the way, she stops 4 times on her trip. How many minutes were between each stop?</p>

			rows of carrots. How many carrots are there in total?		
40 Min utes	Mathematics Complete set Mathletics Tasks (please contact the school if your child is unsure of their username and password).	Mathematics Complete set Mathletics Tasks (please contact the school if your child is unsure of their username and password).	Mathematics Complete set Mathletics Tasks (please contact the school if your child is unsure of their username and password).	Mathematics Complete set Mathletics Tasks (please contact the school if your child is unsure of their username and password).	Mathematics Complete set Mathletics Tasks (please contact the school if your child is unsure of their username and password).
BREAK TIME					
40 Min utes	Science and Technology, PDHPE and Creative Arts Select an activity from the choice board	Science and Technology, PDHPE and Creative Arts Select an activity from the choice board	Science and Technology, PDHPE and Creative Arts Select an activity from the choice board	Science and Technology, PDHPE and Creative Arts Select an activity from the choice board	Science and Technology, PDHPE and Creative Arts Select an activity from the choice board
20 Min utes	Exit Slip Login to the Google Classroom and complete today's exit ticket.	Exit Slip Login to the Google Classroom and complete today's exit ticket.	Exit Slip Login to the Google Classroom and complete today's exit ticket.	Exit Slip Login to the Google Classroom and complete today's exit ticket.	Exit Slip Login to the Google Classroom and complete today's exit ticket.

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>Science and Technology</p> <p>What is the difference between hot and cold? Complete the science experiment and tell a family member about your findings.</p> <p>What is the Difference Between Hot and Cold?</p> <ul style="list-style-type: none"> Take the ice cube and squeeze it in your hand. Observe how it makes your hand feel. If it starts to feel too cold, or has melted too much, throw what is left into the bin. As quickly as possible put that hand against your cheek. What do you feel?  <p>What is the Difference Between Hot and Cold?</p> <ul style="list-style-type: none"> Now take your hands and rub them together quickly. The faster the better. Observe how it makes your hand feel. As quickly as possible put that hand against your cheek. What do you feel? 	<p>Health</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>Creative Arts</p> <p>Create a pet rock or stick.</p> 	<p>Board Game</p> <p>Play a board game and/or card game with your sibling/s or family.</p>
<p>Science and Technology</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"> Place an ice cube into each ziplock bag. Cover 1 bag with paper 	<p>Health</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>Creative Arts</p> <p>Find some leaves from the backyard and do some leaf rubbings.</p> 	<p>Drama</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.

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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.