Shellharbour Public School
Learning at Home Plans

Stage 3

Term 2
Week 1

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
60 Minutes	**Pupil Free Day 1** **No class today**	**Pupil Free Day 2** **No class today**	**English:** > **Reading:** *Access* the 'Reading Eggspress' Weekly Assignment 'Natural Wonders' assigned to you. *Read* the text and *work through* the module. Lesson: no. 177 (30 minutes) > **Grammar:** Relating Verbs *View: Access* the Google Slides presentation 'Relating Verbs' through Google Classroom. *Practise:* In the examples provided on your copy of the presentation, *practise* identifying and using relating verbs in sentences. *Assess: Check* your understanding by completing the Google Form titled 'Relating Verbs'. (30 minutes)	**English**: > **Reading:** *Access* the 'Thursday Reading Activity: Five-Second Rule' assigned to you through your Google Classroom. *Read* the text and *answer* the multiple choice questions. (30 minutes) > **Grammar:** Verb Groups *View: Access* the Google Slides presentation 'Verb Groups' through Google Classroom. *Practise:* In the examples provided on your copy of the Google Slides presentation *practise* identifying and using verb groups in sentences. *Assess:* Check your understanding of relating verbs by completing the Google Form titled 'Verb Groups'. (30 minutes)	**English:** > **Reading:** *Access* the Friday's Reading Activity: 'Rainforests' on Google Classroom assigned to you through your Google Classroom. *Read* the text and *answer* the short answer questions. (40 minutes) > **Spelling:** *Acces*s 'Reading Eggspress' Spelling Activity assigned to you on 'wh, ph, gh' sounds. lesson: no. 129 (20 minutes)

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

70 Minutes			**Mathematics:** > Daily Mentals: *answer* as many mentals as you can in 10 minutes. Time yourself. > 'Word Problem of the Day' on Google Slides (20 minutes) > **Brain Break** *Complete* one of the activities on the grid. (10 minutes) **Mathematics:** > *Continue* with the Google Slides presentation on 'Time' and *complete* the activities on the slides in your **workbook.** Remember to *access* **your** Math group presentation. (40 minutes)	<u>Science:</u> > **Facts of the Matter** *Access:* the Google Slides presentation 'Facts of the Matter'. *Assess: check* your understanding and answer the questions on slide 6. (30 minutes) **Mathematics:** > *Access* the Google Slides presentation on 'Time' and *complete* the activities on the slides in your **workbook.** Remember to *access* **your** Math group presentation. (40 minutes)	**Mathematics:** > Daily Mentals: *answer* as many mentals as you can in 10 minutes. Time yourself. > 'Word Problem of the Day' on Google Slides. (20 minutes) > **Brain Break** *Complete* one of the activities on the grid. (10 minutes) **Mathematics:** > *Access:* the Google Slides presentation on 'Mathematics Rich Tasks'. The task, 'Maths Investigation 3D Object', will take you a few lessons to complete. > *Complete* assigned **Mathletics** activities. (40 minutes)
			BREAK TIME		
60 Minutes			**PDHPE:** **Health: A Healthy Meal** *Read:* a copy of the Australian Guide to Healthy Eating provided on your Google Classroom. *Plan:* a healthy and easy-to-make meal using no more than ten ingredients. *Prepare:* With parent/carer guidance, make your meal and take a photo of the finished product. (60 minutes)	**Library/ Geography:** Go to the S.P.S. website for this week's activity/lesson. (60 minutes)	**PDHPE:** > **Physical Education: Obstacle Golf** *Access: find* your copy of the Google Slides presentation 'Obstacle Golf' on your Google Classroom and *complete* the activity ensuring you record when needed. *Select:* a small soft object, a starting point, three targets and an obstacle in between. *Plan*: strategies and throwing styles needed to hit each target

using as few throws as possible.
Explain: the reasons for your decisions.
Play: throw the object towards the target until it has been hit.
Record: how many throws it took to hit the target.
Explain: how you refined your throwing during the game of 'Obstacle Golf' to effectively throw your object to the target. (60 minutes)