



# Shellharbour Public School

## Learning at Home Plans

Stage 3

Term 2 Week 2

Activities that are **shaded** are mandatory. You will need to complete a minimum of 3 hours learning a day.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
60 Minutes	<p><b>English:</b></p> <p>&gt; <b>Grammar: Modality</b>  <i>View:</i> Access the Google Slides presentation 'Modality' through Google Classroom.  <i>Practise:</i> In the examples provided on your copy of the presentation, <i>practise</i> identifying and using modality in sentences.  <i>Assess:</i> Check your understanding by completing the Google Form titled 'Modality'.            (30 minutes)</p>	<p><b>English:</b></p> <p>&gt; <b>Comprehension:</b> Access the BTN Activity set on Google Classroom. <i>View</i> the video clip and <i>answer</i> the questions appropriately in full sentences.            (40 minutes)</p>	<p><b>English:</b></p> <p>&gt; <b>Reading:</b> Access the 'Reading Eggs' Weekly Assignment 'Endangered Animals' that has been assigned to you. <i>Read</i> the text and <i>work</i> through the module.            Lesson: no. 188            (45 minutes)</p>	<p><b>English:</b></p> <p>&gt; <b>Reading:</b> Access the 'Thursday Reading Activity' on Google Forms assigned to you through your Google Classroom. Read the text and answer the multiple choice questions.            (30 minutes)</p>	<p><b>English:</b></p> <p>&gt; <b>Reading:</b> Access the 'Friday's Reading Activity' on Google Forms assigned to you through your Google Classroom. Read the text and answer the questions.            (40 minutes)</p>
	<p>&gt; <b>Spelling:</b> Access Google Slide 'Week 2 Spelling' assigned through your Google Classroom. Practice WIK words and then Complete the 'Vocabulary Building' activity. More explicit instructions are given on the Google Slide Assignment.            (30 minutes)</p>	<p>&gt; <b>Spelling:</b> Access Google Slide from Monday. <i>Practise</i> your WIK words. <i>Complete</i> a spelling activity from the grid. <i>Complete</i> your activity in your notebook, <i>Take</i> a photo and <i>upload</i> onto the Google Slide.            (20 minutes)</p>	<p>&gt; <b>Handwriting:</b> Complete the weekly handwriting sheet in blue pen. The diagonal letter 'v'.            (30 minutes)</p>	<p>&gt; <b>Grammar: Evaluative Language</b>  <i>View:</i> Access the Google Slides presentation 'Evaluative Language' through Google Classroom.  <i>Practise:</i> In the examples provided on your copy of the presentation, <i>practise</i> identifying and using evaluative language in sentences.  <i>Assess:</i> Check your understanding by completing the Google Form titled 'Evaluative Language'.            (30 minutes)</p>	<p>&gt; <b>Spelling:</b> Access 'Reading Eggspress' Spelling Activity assigned to you on 'hard and soft 'c' and 'g' sounds.            Lesson: no. 114            (20 minutes)</p>

60 Minutes	<p>&gt; <b>Writing:</b> 'Planning Your Persuasive Text: Graffiti' <i>Access:</i> the Google Slides presentation 'Planning Your Persuasive Text: Graffiti'. With parent/carer guidance, <i>search and select</i> appropriate sources of information related to the topic, '<u>Graffiti: Art or Vandalism?</u>' <i>Summarise:</i> Record the key points of each information source (BtN video clips, websites, interviews etc.) <i>Brainstorm:</i> Record as many arguments for graffiti to be seen as art <b>and</b> arguments for graffiti to be seen as vandalism. <i>Compose:</i> Select and list at least three arguments that support your opinion on the topic, '<u>Graffiti: Art or Vandalism?</u>'</p>	<p>&gt; <b>Writing:</b> 'Planning Your Persuasive Text: Graffiti'  &gt; <b>Continue Monday's lesson if you did not finish it.</b></p>	<p>&gt; <b>Writing:</b> 'Elaborating Using PEEL' <i>Access:</i> the Google Slides presentation 'Elaborating Using PEEL'. <i>Read:</i> the information and examples explaining what PEEL is and how it is used. <i>Sort:</i> Match each letter from the acronym PEEL to its word, definition and symbol. <i>Identify:</i> Using four different colours highlight each different part of an elaborated paragraph. <i>Apply:</i> Use your understanding of PEEL as well as your notes and three arguments on the topic '<u>Graffiti: Art or Vandalism?</u>' to complete the Google Docs document 'Elaborating Using PEEL'.</p>	<p>&gt; <b>Writing:</b> 'Elaborating Using PEEL'  &gt; <b>Continue Wednesday's lesson if you did not finish it.</b></p>	<p>&gt; <b>Writing:</b> Class Discussion <i>Access:</i> the Google Slides presentation 'Elaborating Using PEEL'. <i>Read:</i> the examples and information provided on how to use your Google Docs document 'Elaborating Using PEEL' to compose an elaborated paragraph. <i>Compose:</i> Use the information you recorded on the Google Docs document 'Elaborating Using PEEL' to write your own elaborated paragraph on your copy of the Google Docs document titled 'Graffiti: Art or Vandalism?' <i>Post:</i> locate the post by a Stage 3 teacher titled '<u>Graffiti: Art or Vandalism?</u>' on the stream of your Google Classroom and find the 'Add class comment...' Copy and paste your elaborated paragraph in the comment box and click the triangle to post. <i>Respond:</i> read other students' comments and reply to their points with your own arguments supported by examples and evidence.</p>
BREAK TIME					
20 Minutes	<p>&gt; <b>Reading</b> - Independent reading (silent reading) of a text of your own choosing (20 minutes)</p>	<p>&gt; <b>Reading</b> - Independent reading (silent reading) of a text of your own choosing (20 minutes)</p>	<p>&gt; <b>Reading</b> - Independent reading (silent reading) of a text of your own choosing (20 minutes)</p>	<p>&gt; <b>Reading</b> - Independent reading (silent reading) of a text of your own choosing (20 minutes)</p>	<p>&gt; <b>Reading</b> - Independent reading (silent reading) of a text of your own choosing (20 minutes)</p>

70 Minutes	<p><b>Mathematics:</b> &gt; Daily Mentals: <i>Answer</i> as many mentals as you can in 10-15 minutes. Time yourself. &gt; <i>Complete</i> two ‘Word Problems of the Day’ on Google Slides.</p> <p>&gt; <b>Brain Break</b> <i>Complete</i> one of the activities on the grid.</p> <p><b>Mathematics:</b> &gt; <i>Access</i> the Unit of Work-‘Time’ on Google Slides and <i>complete</i> the activities on the slides in your <b>workbook</b>. Remember to <i>access</i> the <b>correct</b> Mathematics group presentation. Mrs Mosley’s Mathematics class will be the only class to access her presentation and all other students are to select the other presentation.</p>	<p><b>History:</b> <i>Watch</i> and <i>read</i> the web links about Pemulwuy. Then <i>answer</i> the questions on the worksheet. This activity will be for weeks 2 and 3. In Week 3, you will be expected to complete the project task and <i>upload or send</i> a photograph/video to your class Google Drive ‘History’ folder. (60 minutes)</p>	<p><b>Mathematics:</b> &gt; Daily Mentals: <i>Answer</i> as many mentals as you can in 10-15 minutes. Time yourself. &gt; <i>Complete</i> two ‘Word Problems of the Day’ on Google Slides.</p> <p>&gt; <b>Brain Break</b> <i>Complete</i> one of the activities on the grid.</p> <p><b>Mathematics:</b> &gt; <i>Access</i> the Unit of Work-‘Time’ on Google Slides and <i>complete</i> the activities on the slides in your <b>workbook</b>. Remember to <i>access</i> the correct Mathematics group presentation.</p>	<p><b>Science:</b> &gt; <b>Facts of the Matter</b> <i>Access:</i> the Google Slides presentation ‘Facts of the Matter- Week 2’. Watch Mrs Barrett conduct a Science Experiment. <i>Assess:</i> <i>show</i> your understanding of a Procedure Text by writing your own, for the experiment, on the Google Slides presentation.</p>	<p><b>Mathematics:</b> &gt; Daily Mentals: <i>Answer</i> as many mentals as you can in 10 minutes. Time yourself. &gt; <i>Complete</i> two ‘Word Problems of the Day’ on Google Slides.</p> <p>&gt; <b>Brain Break</b> <i>Complete</i> one of the activities on the grid.</p> <p><b>Mathematics:</b> &gt; <i>Access:</i> the Google Slides presentation on ‘Mathematics Rich Tasks’. <i>Continue</i> with the task- ‘Maths Investigation 3D Object’.</p> <p>&gt; <i>Complete</i> assigned <b>Mathletics</b> activities.</p>
BREAK TIME					
60 Minutes	<p><b>Visual Art:</b> &gt; <i>Complete</i> the activities and explore the art of Margaret Preston. <i>Upload</i> your work onto your class Google Drive ‘CAPA art’ folder. This may be a photograph or video. (60 minutes)</p>	<p><b>PDHPE:</b> &gt; <b>Health:A Healthy Meal</b> &gt; <i>Compose:</i> a text that includes an introduction persuading children to make and eat your meal, a set of clear instructions and a conclusion compelling your audience to ‘give-it-a-go’. <i>Submit:</i> this text on a Google Doc through Google Classroom and it may end up in the COVID-19 Cookbook!</p>	<p><b>PDHPE:</b> <b>Health: Different People, Different Emotions</b> &gt; <i>Access</i> the Google Slides presentation on ‘Different People, Different Emotions’. <i>Complete</i> the 3 activities in your Google Classroom.</p>	<p><b>Library/ Geography:</b> &gt; Go to the S.P.S. website for this week’s activity/lesson. (60 minutes)</p>	<p><b>Catch Up:</b> &gt; Use this time to catch up on any of the activities that you have not completed in Week 1 and 2.</p> <p>If you have completed <b>all</b> of the daily activities for the 2 weeks you have Free time Friday.</p>