



# Shellharbour Public School

# Stage 3

## Learning @ Home Plans with 1 day at School

## Term 2 Week 3

You should complete a minimum of 2 activities each day. Activities that are shaded are mandatory and will be given feedback.

Shaded activities are to be uploaded to the Google Classroom or completed in your exercise book and handed in to your teacher when you return for your day at school.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
60 Minutes	<p><b>English:</b></p> <p>&gt; <b>Grammar: Clauses</b>  <i>View:</i> Access the Google Slides presentation 'Clauses' through Google Classroom.  <i>Practise:</i> In the examples provided on your copy of the presentation, <i>practise</i> identifying and using clauses in sentences.  <i>Assess:</i> Check your understanding by completing the Google Form titled 'Clauses'. (30 minutes)</p>	<p><b>English:</b></p> <p>&gt; <b>Comprehension:</b>  <i>Access</i> the BTN Activity set on Google Classroom.   <i>View</i> the clip and <i>answer</i> the questions appropriately in full sentences. (40 minutes)</p>	<p><b>English:</b></p> <p>&gt; <b>Reading:</b>  <i>Access</i> the 'Reading Eggs' Weekly Assignment 'Water' that has been assigned to you. <i>Read</i> the text and <i>work through</i> the module.            Lesson: no. 186            (40 minutes)</p>	<p><b>English:</b></p> <p>&gt; <b>Reading:</b>  <i>Access</i> the Thursday 'Reading Activity' assigned on Google Classroom. <i>Read</i> the text and <i>answer</i> the multiple choice questions.            (30 minutes)</p>	<p><b>English:</b></p> <p>&gt; <b>Reading:</b>  <i>Access</i> the 'Friday's Reading Activity: The Sydney Harbour Bridge' on Google Forms assigned to you through your Google Classroom. <i>Read</i> the text and <i>answer</i> the short answer questions.            (40 minutes)</p>
	<p>&gt; <b>Spelling:</b>  <i>Access</i> Google Slide 'Week 3 Spelling' assigned through your Google Classroom.  <i>Practise</i> WIK words and then   <i>Complete</i> the 'Vocabulary Building' activity. More explicit instructions are given on the Google Slide Assignment.            (30 minutes)</p>	<p>&gt; <b>Spelling:</b>  <i>Access</i> 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>  <i>Complete</i> the weekly handwriting sheet in blue pen. The diagonal letter 'w'.            (20 minutes)</p>	<p>&gt; <b>Grammar: Adverbials</b>  <i>View:</i> Access the Google Slides presentation 'Adverbials' through Google Classroom.  <i>Practise:</i> In the examples provided on your copy of the presentation, <i>practise</i> identifying and using adverbs, adverbial phrases and adverbial clauses.  <i>Assess:</i> Check your understanding by completing the Google Form titled 'Adverbials'.            (30 minutes)</p>	<p>&gt; <b>Spelling:</b>  <i>Access</i> 'Reading Eggspress' Spelling Activity assigned to you on 'Irregular Plurals'.            lesson: no. 103            (20 minutes)</p>

60 Minutes	<p><b>&gt; Writing:</b> 'Using Commas in Text' <i>View:</i> Access the Google Slides presentation 'Commas' through Google Classroom. <i>Practise:</i> In the examples provided on your copy of the Google Slides presentation <i>practise</i> punctuating the sentences correctly using commas. <i>Assess:</i> Check your understanding of the use of commas by completing the Google Form titled 'Commas' through Google Classroom. <i>Apply:</i> Later this week <i>show</i> your understanding of commas when writing a text on the topic, '<u>Graffiti: Art or Vandalism?</u>'</p>	<p><b>&gt; Writing:</b> Graffiti: Art or Vandalism? <i>Draft:</i> on a piece of paper or in a workbook write your own persuasive text on the topic '<u>Graffiti: Art or Vandalism?</u>' <i>Apply:</i> make sure you have used words showing modality and evaluative language in your text on the topic '<u>Graffiti: Art or Vandalism?</u>' <i>Edit:</i> your draft using the SPS symbols. <i>Proofread:</i> read through your writing carefully to make sure it makes sense.</p>	<p><b>&gt; Use this writing session to complete Tuesday's planning and or start Thursday's activities.</b></p> <p><b>&gt; Writing:</b> Graffiti: Art or Vandalism?</p>	<p><b>&gt; Writing:</b> The Title <i>Access:</i> the Google Slides presentation, 'The Title of a Persuasive Text'. <i>Read:</i> the examples of audience grabbing titles on the presentation. <i>Practise:</i> In the examples provided on your copy of the Google Slides presentation <i>practise</i> creating titles for different texts. <i>Compose:</i> a title for your text on the topic '<u>Graffiti: Art or Vandalism?</u>' on your copy of the Google Docs document titled 'Graffiti: Art or Vandalism?'</p>	<p><b>&gt; Writing:</b> Graffiti: Art or Vandalism? <i>Compose:</i> publish your own persuasive text on the topic '<u>Graffiti: Art or Vandalism?</u>' <i>Check:</i> ensure you have a title, an introduction, a series of elaborated paragraphs and a conclusion. <i>Identify:</i> highlight examples of modality and evaluative language in your own text. <i>Submit:</i> your text using Google Classroom.</p> <p><b>&gt; Writing: Commas</b> <i>Apply:</i> make sure you have used commas in your text on the topic '<u>Graffiti: Art or Vandalism?</u>'</p>
BREAK TIME					
30 Minutes	<p><b>&gt; Reading</b> - Independent reading (silent reading) of a text of your own choosing (30 minutes)</p>	<p><b>&gt; Reading</b> - Independent reading (silent reading) of a text of your own choosing (30 minutes)</p>	<p><b>&gt; Reading</b> - Independent reading (silent reading) of a text of your own choosing (30 minutes)</p>	<p><b>&gt; Reading</b> - Independent reading (silent reading) of a text of your own choosing (30 minutes)</p>	<p><b>&gt; Reading</b> - Independent reading (silent reading) of a text of your own choosing (30 minutes)</p>
40 Minutes	<p><b><u>Mathematics:</u></b> &gt; <i>Access</i> the Daily Mentals: <i>in the Google Classroom</i></p> <p>&gt; 'Word Problem of the Day' on Google Slides.</p> <p><b>&gt; Brain Break</b> <i>Complete</i> one of the activities on the grid.</p> <p>&gt; <i>Complete</i> assigned <b>Mathletics</b> activities.</p>	<p><b><u>History:</u></b> Complete the <i>Pemulwuy</i> project task that you started last week.</p> <p>Then upload to the Google Classroom. This project can be in Google Slides, Google Docs, a video/animation, or a cardboard presentation. (60 minutes)</p>	<p><b><u>Mathematics:</u></b> &gt; Daily Mentals: <i>answer</i> as many mentals as you can in 10 minutes. Time yourself. &gt; 'Word Problem of the Day' on Google Slides.</p> <p><b>&gt; Brain Break</b> <i>Complete</i> one of the activities on the grid.</p> <p>&gt; <i>Complete</i> assigned <b>Mathletics</b> activities.</p>	<p><b><u>Science:</u></b> &gt; <b>Facts of the Matter</b> <i>Access:</i> the Google Slides presentation 'Facts of the Matter-Solids'.</p> <p><i>Assess:</i> check your understanding of 'solids' and complete the worksheet at the end of the Google Slides presentation.</p>	<p><b><u>Mathematics:</u></b> &gt; Daily Mentals: <i>answer</i> as many mentals as you can in 10 minutes. Time yourself. &gt; 'Word Problem of the Day' on Google Slides.</p> <p><b>&gt; Brain Break</b> <i>Complete</i> one of the activities on the grid.</p> <p>&gt; <i>Complete</i> assigned <b>Mathletics</b> activities.</p>

	<p><b>Mathematics:</b> &gt; <i>Access</i> the Google Slides presentation on 'Volume and Capacity' and <i>complete</i> the activities on the slides in your <b>workbook</b>.</p> <p>Remember to <i>access your</i> Math group presentation.</p>		<p><b>Mathematics:</b> &gt; <i>Access</i> the Google Slides presentation on 'Volume and Capacity' and <i>complete</i> the activities on the slides in your <b>workbook</b>.</p> <p>Remember to <i>access your</i> Math group presentation.</p>	<p><b>STEM:</b> &gt; <b>Make a pinhole sun viewer.</b> <i>Access:</i> the Google Slides presentation STEM activities.</p> <p><i>Complete</i> the first activity- Make a pinhole sun viewer.</p>	<p><b>Mathematics:</b> &gt; <i>Access:</i> the Google Slides presentation on 'Mathematics Rich Tasks'.</p> <p><i>Continue</i> with the task- Maths Investigation 3D Object.</p>
BREAK TIME					
60 Minutes	<p><b>Creative and Practical Arts:</b> &gt; <i>Complete</i> the activities and explore Environmental Sounds.</p> <p><i>Upload</i> your work onto your class Google Classroom or ask your parents to upload to SeeSaw for you.</p> <p>This may be a photograph or video. (60 minutes)</p>	<p><b>Catch Up Time:</b> &gt; <i>Complete</i> any that you have not finished. Make sure you check your Learning @ Home Plan to</p> <p>Check Mathletics Check Reading Eggspress Check Reading Eggs Spelling Google Classroom</p> <p><b>Welfare Time:</b> Take time for yourself. This is your opportunity to go for a walk, do yoga, draw.....anything that helps you to relax. (60 minutes)</p>	<p><b>PDHPE:</b> &gt; <i>Access</i> the following weblink and complete one of the 3-6 GetActive@Home activities.</p> <p><a href="https://app.education.nsw.gov.au/sport/page/1587">https://app.education.nsw.gov.au/sport/page/1587</a></p> <p>Once you have completed the activity it is your opportunity to <i>practise</i> the skill or complete a sport activity of your choice. (60 minutes)</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'</p> <p><i>Complete</i> the 2 activities on your Google Classroom (60 minutes)</p>	<p><b>PDHPE:</b> &gt; <i>Access</i> the following weblink and complete one of the 3-6 GetActive@Home activities.</p> <p><a href="https://app.education.nsw.gov.au/sport/page/1587">https://app.education.nsw.gov.au/sport/page/1587</a></p> <p>Once you have completed the activity it is your opportunity to <i>practise</i> the skill or <i>complete</i> a sport activity of your choice. (60 minutes)</p>