




### Stage 2 Plan - Term 4, Week 3

Tasks can be found in Google Classroom. Go to the Classwork page and look under the Term 4, Week 3 heading. If you do not have access to a device or Internet, you can complete the tasks on paper.



| MONDAY   | TUESDAY<br>12:10pm Zoom   | WEDNESDAY   | THURSDAY<br>1:40pm Zoom  | FRIDAY   |
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| <b>Spelling Learning Intention:</b> To recognise the sound pattern in my spelling words and other words.   |   |   |  |  |
| <ul style="list-style-type: none"> <li>● <u>Spelling Words</u></li> <li>● Read your spelling words aloud.</li> <li>● Discuss unknown words and their meaning and the sound/spelling rules.</li> <li>● Type or write your words.</li> <li>● Complete 1 x Studyladder task.</li> </ul>   | <ul style="list-style-type: none"> <li>● <u>Dictionary Meanings</u></li> <li>● Look up each of your words in the dictionary.</li> <li>● Type or write the meanings of your words.</li> <li>● Complete 1 x Studyladder task.</li> </ul>  | <ul style="list-style-type: none"> <li>● <u>Sentences</u></li> <li>● Write each of your spelling words into a sentence.</li> <li>● Highlight the verb in each sentence.</li> <li>● Complete 1 x Studyladder task.</li> </ul>  | <ul style="list-style-type: none"> <li>● <u>Word Building and Alphabetical Order</u></li> <li>● Select 5 words and type or write all variations i.e. complete, completes, completed, completing, incomplete, completion.</li> <li>● Type or write the 5 words in alphabetical order.</li> <li>● Complete 1 x Studyladder task.</li> </ul>  | <ul style="list-style-type: none"> <li>● <u>Spelling Test</u></li> <li>● Ask a friend or family member to test you on your spelling words.</li> <li>● Complete 1 x Studyladder task.</li> </ul>  |
| <b>Reading Learning Intention:</b> To use a range of strategies to make sense of different texts.  |   |   |  |  |
| <ul style="list-style-type: none"> <li>● Read: <i>Species Snapshot - Naked Mole Rat</i></li> <li>● Answer the questions on the worksheet or in Google Classroom.</li> <li>- List 3 facts that you were amazed to learn about the naked mole rat.</li> <li>- The naked mole rat is a rodent. Name four other rodents.</li> <li>- Are naked mole rats herbivores or carnivores?</li> <li>- What features of this animal make it well suited to living underground?</li> <li>- Naked mole rats have one of the largest litter sizes of any mammal. Research the average number of offspring born at one time to each of the following mammals:</li> <li>- Grizzly bear</li> <li>- dog</li> <li>- pig</li> <li>- humpback whale</li> </ul> | <ul style="list-style-type: none"> <li>● Read: <i>Renewable and Non Renewable Energy Sources</i></li> <li>● Answer the questions on the worksheet or in Google Classroom.</li> <li>- What is the difference between renewable and non-renewable energy sources?</li> <li>- Why is nuclear energy also considered a non-renewable energy source?</li> <li>- In your own words, explain why non-renewable energy sources are generally considered bad for the environment.</li> <li>- What natural source creates a) solar energy? b) wind energy? c) hydropower?</li> <li>- Solar and wind energy are two examples of renewable energy sources. What could be a drawback to using these energy sources?</li> <li>- Do you think it is important for people to use renewable energy?</li> </ul> | <ul style="list-style-type: none"> <li>● Read: <i>How to Make a Tessellation Artwork</i></li> <li>● Answer the following questions:</li> <li>- What type of text is this?</li> <li>- Who has the text been written for? What makes you think this?</li> <li>- Why do you think the author has included the aim at the beginning?</li> <li>- List the material needed to complete the task.</li> <li>- In your own words, write what you think tessellation means?</li> <li>- How would you change the way this procedure is written if you were giving it to someone in Stage One?</li> </ul> | <ul style="list-style-type: none"> <li>● Read: <i>Letter to the Editor - Family Fun Day</i></li> <li>● Answer the questions on the worksheet or in Google Classroom.</li> <li>- Why is Chris Karras writing to the editor of this magazine?</li> <li>- What three reasons does Chris provide in his introduction to support his view?</li> <li>- Write the sentence that uses alliteration to capture the reader's attention.</li> <li>- Define these descriptive and emotive words used in the letter. a) vital: b) mingle: c) constant:</li> <li>- Why do you think the Family Fun Day was cancelled? Give reasons for your answer.</li> </ul> | <ul style="list-style-type: none"> <li>● Listen to the ABC Kids News Time Podcast: <i>Noisy Reefs and Smelly Vegies</i></li> <li>● <a href="https://www.abc.net.au/kidslis ten/news-time/smelly-vegies/13574686">https://www.abc.net.au/kidslis ten/news-time/smelly-vegies/13574686</a></li> <li>● In your own words, write 10 interesting facts from the podcast.</li> </ul> |

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| <p><b>Grammar Learning Intention:</b> To use full stops, question marks and exclamation marks.</p>  |   |   |  |   |
| <ul style="list-style-type: none"> <li>Complete Grammar Activity 1</li> </ul>   | <ul style="list-style-type: none"> <li>Complete Grammar Activity 2</li> </ul>   | <ul style="list-style-type: none"> <li>Complete Grammar Activity 3</li> </ul>   | <ul style="list-style-type: none"> <li>Complete Grammar Activity 4</li> </ul>  | <ul style="list-style-type: none"> <li>Complete Grammar Activity 5</li> </ul>   |
| <p><b>Writing Learning Intention:</b> To understand the context of a text and its purpose.</p>  |   |   |  |   |
| <ul style="list-style-type: none"> <li>Read: Procedural Writing Skills</li> <li>Watch: <i>Working with Water</i></li> <li><a href="https://www.youtube.com/watch?v=g8R7kKXPFWA">https://www.youtube.com/watch?v=g8R7kKXPFWA</a></li> <li>Write a procedure for one of the items discussed in the lesson.</li> </ul>                             | <ul style="list-style-type: none"> <li><b>LIVE Event 10am:</b><br/><i>Waste Watchers</i></li> <li>Join Kamay Botany Bay Environmental Education Centre to learn about aspects of environmental sustainability.</li> <li><a href="https://nsweducation.zoom.us/j/64379151616?pwd=SEXXZE14N095SVNDTFJamE2OGIQU09">https://nsweducation.zoom.us/j/64379151616?pwd=SEXXZE14N095SVNDTFJamE2OGIQU09</a></li> <li>Meeting ID: 643 7915 1616</li> <li>Password: 976811</li> <li>Write 10 interesting facts you learned about sustainability.</li> </ul> | <ul style="list-style-type: none"> <li>Reread: <i>How to Make a Tessellation Artwork</i></li> <li>Write a set of instructions for creating an artwork or a piece of craft you know how to make.</li> <li>Complete the <i>Write your own Procedure</i> worksheet or the activity in Google Classroom.</li> </ul>                                     | <ul style="list-style-type: none"> <li><b>LIVE Event 10am:</b> <i>Map My World</i></li> <li>Join Kamay Botany Bay Environmental Education Centre to learn about all things mapping.</li> <li><a href="https://nsweducation.zoom.us/j/63702824690?pwd=TWkySGhEMTdCbTltMGZpY1RGYkwxUT09">https://nsweducation.zoom.us/j/63702824690?pwd=TWkySGhEMTdCbTltMGZpY1RGYkwxUT09</a></li> <li>Meeting ID: 637 0282 4690</li> <li>Password: 165959</li> <li>Write a paragraph about your mapping experience.</li> </ul> | <ul style="list-style-type: none"> <li>View: <i>Task Card - How to Play</i></li> <li>Write a procedure using the <i>Procedural Writing Scaffold</i> or create a Google Slides presentation on the topic how to play...</li> </ul>   |
| <p><b>Maths Learning Intention:</b> To develop efficient mental and written strategies, and use appropriate digital technologies, for multiplication and for division where there is no remainder.</p>  |   |   | <p><b>Maths Learning Intention:</b> To solve word problems by using number sentences involving multiplication or division where there is no remainder.</p>   |   |
| <ul style="list-style-type: none"> <li>Complete Mentals - Unit 32, Day 1.</li> <li>Complete 2 x Mathletics tasks.</li> <li>Number of the Day: 5802 (Find number before/after, + 10, 100, 1000, - 10, 100, 1000, write in words, expanded notation).</li> <li>Complete Multiplication &amp; Division Worksheet 1 - Doubling Strategy.</li> </ul> | <ul style="list-style-type: none"> <li>Complete Mentals - Unit 32, Day 2.</li> <li>Complete 2 x Mathletics tasks.</li> <li>Number of the Day: 6418 (Find number before/after, + 10, 100, 1000, - 10, 100, 1000, write in words, expanded notation).</li> <li>Complete Multiplication &amp; Division Worksheet 2 - Split Strategy.</li> </ul>  | <ul style="list-style-type: none"> <li>Complete Mentals - Unit 32, Day 3.</li> <li>Complete 2 x Mathletics tasks.</li> <li>Number of the Day: 7943 (Find number before/after, + 10, 100, 1000, - 10, 100, 1000, write in words, expanded notation).</li> <li>Complete Multiplication &amp; Division Worksheet 3 - Compensation Strategy.</li> </ul> | <ul style="list-style-type: none"> <li>Complete Mentals - Unit 32, Day 4.</li> <li>Complete 2 x Mathletics tasks.</li> <li>Number of the Day: 8740 (Find number before/after, + 10, 100, 1000, - 10, 100, 1000, write in words, expanded notation).</li> <li>Complete Multiplication &amp; Division Worksheet 4 - linking multiplication and division facts.</li> </ul>  | <ul style="list-style-type: none"> <li>Complete Mentals - Unit 32, Day 5.</li> <li>Complete 2 x Mathletics tasks.</li> <li>Number of the Day: 9356 (Find number before/after, + 10, 100, 1000, - 10, 100, 1000, write in words, expanded notation).</li> <li>Complete Multiplication &amp; Division Worksheet 5 - linking multiplication and division facts.</li> </ul> |

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| <b>Geography</b><br><b>Learning Intention:</b> To identify the natural features of a place.<br>Use the QR Code to access Inquisitive activities.   |   | <b>Library</b><br><b>Learning Intention:</b> To understand how people feel about their environments.   | <b>Handwriting Task/ICT</b><br><b>Learning Intention:</b> To practise using diagonal joins when writing.  |   |
| <ul style="list-style-type: none"> <li>● Research: The Seven natural wonders of the world.</li> <li>● Label the 5 continents of the world and then draw arrows to where each wonder belongs.</li> <li>- Use an atlas or Google Maps to help you.</li> <li>● Complete the <i>Seven Natural Wonders of the World</i> worksheet or the activity in Google Classroom.</li> </ul>   | <ul style="list-style-type: none"> <li>● Research: The natural wonders of the world (links in Google Classroom)</li> <li>● Mount Everest</li> <li>● Victoria Falls</li> <li>● Grand Canyon</li> <li>● Northern Lights</li> <li>● Great Barrier Reef</li> <li>● Paricutin Volcano</li> <li>● Harbor of Rio de Janeiro</li> <li>● Complete the Natural Wonders PMI worksheet or the activity in Google Classroom.</li> </ul>  | <ul style="list-style-type: none"> <li>● Complete: <i>Natural Features of China</i> Worksheet or complete the activity in Google Classroom.</li> </ul>   | <ul style="list-style-type: none"> <li>● View: <i>How do people feel about their environments?</i></li> <li>● Look at the pictures and label them as agricultural, commercial, recreational or cultural.</li> <li>- Some may have more than one answer</li> <li>● Use a map to locate the Hunter Valley, NSW and draw it on the map.</li> </ul>                   | <ul style="list-style-type: none"> <li>● Read the information about diagonal joins from q and z.</li> <li>● Complete the handwriting worksheet or write a paragraph about your favourite book practising diagonal joins from q and z.</li> <li>● Complete an activity from Touch Typing:<br/> <a href="https://lakesouth.typingclub.com/">https://lakesouth.typingclub.com/</a> </li> </ul> |
| <b>Digital Tech</b><br><b>Learning Intention:</b> To use creative solutions to solve problems.   | <b>PDH</b><br><b>Learning Intention:</b> To understand the factors that influence our health and wellbeing.   | <b>PE/Fitness</b><br><b>Learning Intention:</b> To perform and refine movement skills.   | <b>CAPA - Dance</b><br><b>Learning Intention:</b> To combine movement skills to create and perform movement sequences.  | <b>Catch Up</b>   |
| <ul style="list-style-type: none"> <li>● Log in to: <i>Grok Learning</i></li> <li>● <a href="https://groklearning.com/">https://groklearning.com/</a></li> <li>- Use your Google Education account.</li> <li>● Complete the assigned task: <i>Monster Maker!</i></li> <li>● Write a paragraph about the activity.</li> <li>- What did you have to do in the task?</li> <li>- What type of code were you using?</li> <li>- What did you find easy?</li> <li>- What did you find challenging?</li> </ul> | <ul style="list-style-type: none"> <li>● Think about lockdown and the following questions and ideas:</li> <li>- What was your happiest memory of lockdown?</li> <li>- What was something you learned to do?</li> <li>- Write one word to describe 2021 so far.</li> <li>- Write something you are thankful for.</li> <li>- Write the things you are looking forward to after lockdown.</li> <li>- Write something you are worried about.</li> <li>- Name some friends you are looking forward to seeing.</li> <li>- Write something you learned about yourself.</li> <li>● Complete: <i>Lockdown Reflections Worksheet</i> or complete the activity in Google Classroom.</li> </ul> | <ul style="list-style-type: none"> <li>● View the task card <i>Week 3 Term 4</i> and complete the activity steps.</li> <li>● Discuss the questions with someone in your family:</li> <li>- Which activity did you enjoy the most? Why?</li> <li>- Did your sprinting skills improve from last week? How do you know?</li> <li>- During the mindfulness activity were you able to hear more than 3 sounds? What were they?</li> <li>- Was it more difficult to hold the tree pose on your toes? Why?</li> </ul> | <ul style="list-style-type: none"> <li>● Watch: <i>Kids Learn to Dance - Can't Stop the Feeling</i><br/> <a href="https://www.youtube.com/watch?v=9sxifROLtqk">https://www.youtube.com/watch?v=9sxifROLtqk</a> </li> <li>- Learn the steps and movements.</li> <li>- Record yourself doing the dance and upload it to the collaborative Google Slides.</li> </ul> | <ul style="list-style-type: none"> <li>● Catch up on:</li> <li>- any tasks you have not finished so far this week</li> <li>- reading</li> <li>- board games</li> <li>- dancing</li> <li>- physical exercise</li> <li>- coding</li> <li>- an activity of your choice</li> </ul>  |