



Stafford State School

Independent Public School

Term 2

Week 1

Year 2/3B

Home Learning

Learning Areas:

- English
- Mathematics
- HASS
- Science
- Health/PE
- Chinese
- Music



<p>Wellbeing Task</p>	<p>Teach your family our wellbeing welcome song with Auslan signs- Shake, shake, shake, rub, rub, rub, hands in a circle and up above, bring your hands to your heart, now we're ready to start, hello, and welcome to class.</p>
<p>Morning English</p>	<p><u>Lesson 1: Reading</u></p> <ul style="list-style-type: none"> ▪ Read the attached reading sheet, "How to pet a dolphin". Be sure that when you read, you try to work out the intent of the text and understand what you are reading. ▪ Before reading, think about what you already know about the dolphins. ▪ Read the worksheet. Answer these questions: <p><u>Lesson 2: Handwriting</u> Sheet 1 Diagonal Joins (attached)</p> <p><u>Lesson 3: Spelling</u></p> <ul style="list-style-type: none"> ▪ Complete Monday WK1 Sheet 1 - Soundwaves Unit 11 (Left side only) <p>If you have your textbook, do the activity in the book.</p> <p><u>Lesson 4: Daily Writing</u></p> <ul style="list-style-type: none"> ▪ Write a persuasive paragraph about why you must wash your hands. <p>Remember</p> <ul style="list-style-type: none"> • State your opinion • List 2-3 reasons why • Re-state your opinion (using different words)
<p>Break</p>	
<p>Middle Maths</p>	<p><u>Year 2 & Year 3</u></p> <p><u>Lesson 5: Quick Facts</u> If you have access to a computer, https://www.topmarks.co.uk/maths-games/daily10 Try Level 2 (first) in addition, giving yourself 10 seconds for each question (you can try harder, if you get 100% correct) If you do not have a computer, see attached worksheet</p> <p><u>Year 2</u> <u>Estimating and Counting</u></p> <ul style="list-style-type: none"> ▪ Get some counters (or sultanas, M&Ms, Tiny Teddies, etc.) ▪ Take a handful of counters (or sultanas, M&Ms, Tiny Teddies, etc.) and, without looking, estimate how many you have in your hand. Write your estimates in your scrapbook. ▪ Organise your counters. Draw your counter arrangement in your book. Ask someone to work out how many you have by looking and thinking (without counting). Ask questions like: <ul style="list-style-type: none"> - What helps you know how many there are without having to count? - Are there more or less counters than you estimated? - How many more or less? <p><u>Problem Solving</u></p> <ul style="list-style-type: none"> ▪ Complete Monday WK1 Sheet 4 - Maths "Problem Solving Monday Week 1". Write your answers in your scrapbook. Remember to use CUBES (Monday Sheet 5 - Maths) to help you solve these word problems.

	<p><u>Year 3</u></p> <p><u>Lesson 6: Problem Solving and Signpost Unit 11.1</u></p> <p>Complete the attached worksheet</p> <p><u>Lesson 7: Mathletics</u></p> <ul style="list-style-type: none">▪ Spend 15 - 20 minutes doing some tasks on Mathletics
Break	
Afternoon	<p><u>Lesson 8: Feather, fur and plants</u></p>
Science	<p>Look out your window and find something that is living and non-living. Complete the activity sheet. Please use your colouring pencils to make it look nice.</p>

Monday Lesson 1: Read and Complete

Name: _____

How to Pet a Dolphin

By Anita Nahta Amin

"Look at the dolphins!" Jordan raced to the aquarium tank with his twin sister, Dani. He propped his elbows on the rim of the tank and leaned forward on his tip toes.

This was the closest he'd ever been to a dolphin. Sometimes when he and his family had gone ocean sailing, dolphins had chased their boat, but the dolphins had always been too far away and too fast to touch.



"I can't wait to touch one," Dani said, reaching out for a dolphin just as it swam away. She frowned.

"Maybe this will help," Mom said, stopping beside them with Dad.

Jordan's parents held out small white paper trays of crayon-sized silver fish.

"This is food for the dolphins," Dad explained.

Dani grabbed one of the trays and raced to the other side of the tank, where it was less crowded.

Jordan made a face at the fish in his tray. Ew, he thought. They were smelly and looked slimy and squishy. He studied the dolphins and wondered if they felt slimy too. When he heard laughter, he craned his neck past several people to watch Dani, who was waving one of her fish in the air.

A guide stopped beside Jordan. The guide said, "Hold your fish above the water and drop it in the dolphin's mouth. That's the best time to pet a dolphin."

Jordan held his breath as he pinched a fish between his thumb and index finger. He dangled it over the water.

A dolphin swam up to him and opened its mouth. Jordan pulled his hand slightly back and paused. What if the dolphin swallowed his hand, too?

"It's okay," the guide said. "It won't bite you."

Jordan glanced at the guide, and then at Dani, who was already petting a dolphin. Jordan dropped the fish into the dolphin's mouth and briefly touched its light gray back. It felt slippery and smooth. "Oh, cool!" he cried.

A big splash soaked Jordan as the dolphin glided away. "Aah!" He laughed and wrung his t-shirt. Jordan quickly held out another fish and smiled as he pet another dolphin.

Soon Jordan's tray was empty. Dolphin after dolphin passed just barely out of reach. They were all traveling to Dani, who had a waiting line of dolphins.

"Hey, over here!" Jordan shouted to the dolphins. He reached his hand out over the salty water in the tank.

"Dolphins can't hear you," the guide said. "They hear on a higher pitch."

Jordan whistled. A couple of dolphins swam by but didn't stop. His shoulders slumped. Then he shrugged and ran to his sister. "Dani, that was so cool!"

"I know!" Dani grinned. She threw a fish into a dolphin's mouth and rubbed its back. Dani picked up her last fish. "You want it?"

Jordan paused. "No, you do it."

"Okay." Dani tossed the fish to the next dolphin and pet it.

Then, Jordan wrapped his arm around Dani's shoulder. They giggled and ran out of the park.

How to Pet a Dolphin

By Anita Amin



1. Choose the best pair of words that describes how Jordan feels before he pets a dolphin at the aquarium.

- a. enthusiastic and fearless
- b. excited and uncertain
- c. bored and uninterested
- d. curious and tearful

2. According to the reading passage, why does Dani move to the other side of the dolphin tank? (Use a complete sentence.)

3. What is Jordan afraid will happen when he feeds a dolphin?

- a. The dolphin will swim away too quickly for him to pet it.
- b. The dolphin will not be interested in taking his fish.
- c. The dolphin will bite his hand.
- d. The dolphin will splash him and get his clothes wet.

4. Jordan uses his senses to observe the fish he is given to feed the dolphins. Circle each of the senses Jordan uses to observe the fish.

taste smell sound touch sight

5. When Jordan calls out to the dolphins, the guide informs him that the dolphins cannot hear him. In your own words, explain why the dolphins cannot hear human voices, using complete sentences.

Name: _____

How to Pet a Dolphin

By Anita Amin



Match each vocabulary word from the story, "How to Pet a Dolphin," with the correct definition.

_____ 1. squishy

_____ 2. briefly

_____ 3. wrung

_____ 4. aquarium

_____ 5. swallowed

_____ 6. dangled

_____ 7. slippery

_____ 8. craned

_____ 9. pitch

_____ 10. shrugged

a. stretched one's neck in order to see something better

b. raised one's shoulders up and down

c. having a soft and wet texture

d. held out in front of someone or something; swung loosely

e. lasting for only a moment

f. how high or low a tone is

g. ate or gulped something down

h. twisted in order to squeeze water out of something

i. having a texture that is smooth or slick

j. a glass enclosure for aquatic animals

Monday Lesson 2: Handwriting



Alphabet handwriting chart

aaA bbB ccC ddD eeE ffF ggG

hhH iiI jjJ kkK llL mmM

nnN ooO ppP qqQ rrR ssS ttT

uuU vvV wwW xxX yyY zzZ

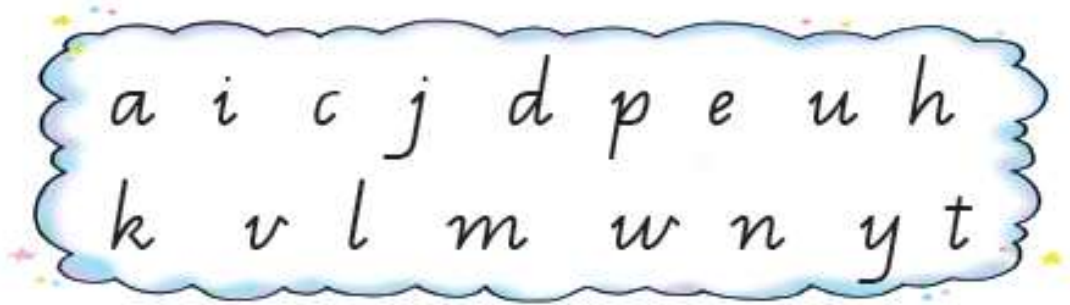
0 1 2 3 4 5 6 7 8 9

Practising letters with exits and pointed entry letters



Do you remember that an exit is the way out of a letter and an entry is the way in?

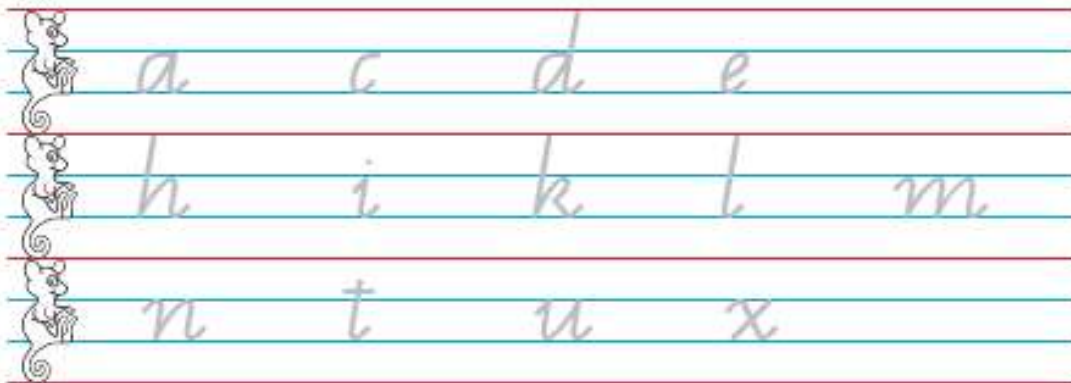
1. Circle the exits in green. Circle the pointed entries in orange.



2. Trace over the exit strokes in this pattern.



3. Trace and then write these letters with exits.



Unit
11



u o umbrella monkey



List Words

- come _____
- some _____
- must _____
- under _____
- coming _____
- love _____
- rush _____
- such _____
- junk _____
- son _____
- won _____
- money _____
- above _____
- month _____
- lunch _____
- front _____
- colour _____
- young _____
- enough _____
- country _____
- doesn't _____
- number _____
- double _____
- untrue _____
- Monday _____

Grapheme Chart

letters	words

- Circle the letters that represent in the List Words.
- Write any other letters that can represent on the Grapheme Chart. Write one word example for each.
- Write one stroke for every sound in each List Word with a line beside it, for example *sunk* ||||; *honey* ||||.

- Write words that rhyme.

must	lump	junk	lunch
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

- Colour the letter o if it represents in these words.
won home frog front flower colour only forget

- Complete the List Words in each sentence. Write the words you have made on the lines.

What is the last o of the year? _____

He held the umbrella o me. _____

My son found the o . _____

Are you o to the country with us? _____

He won every race on o . _____

Come here and stand in o of me. _____

- Complete the List Words in each sentence. Write the words you have made on the lines.

★ Sometimes the letters ou represents .

If you ou four you get eight. _____

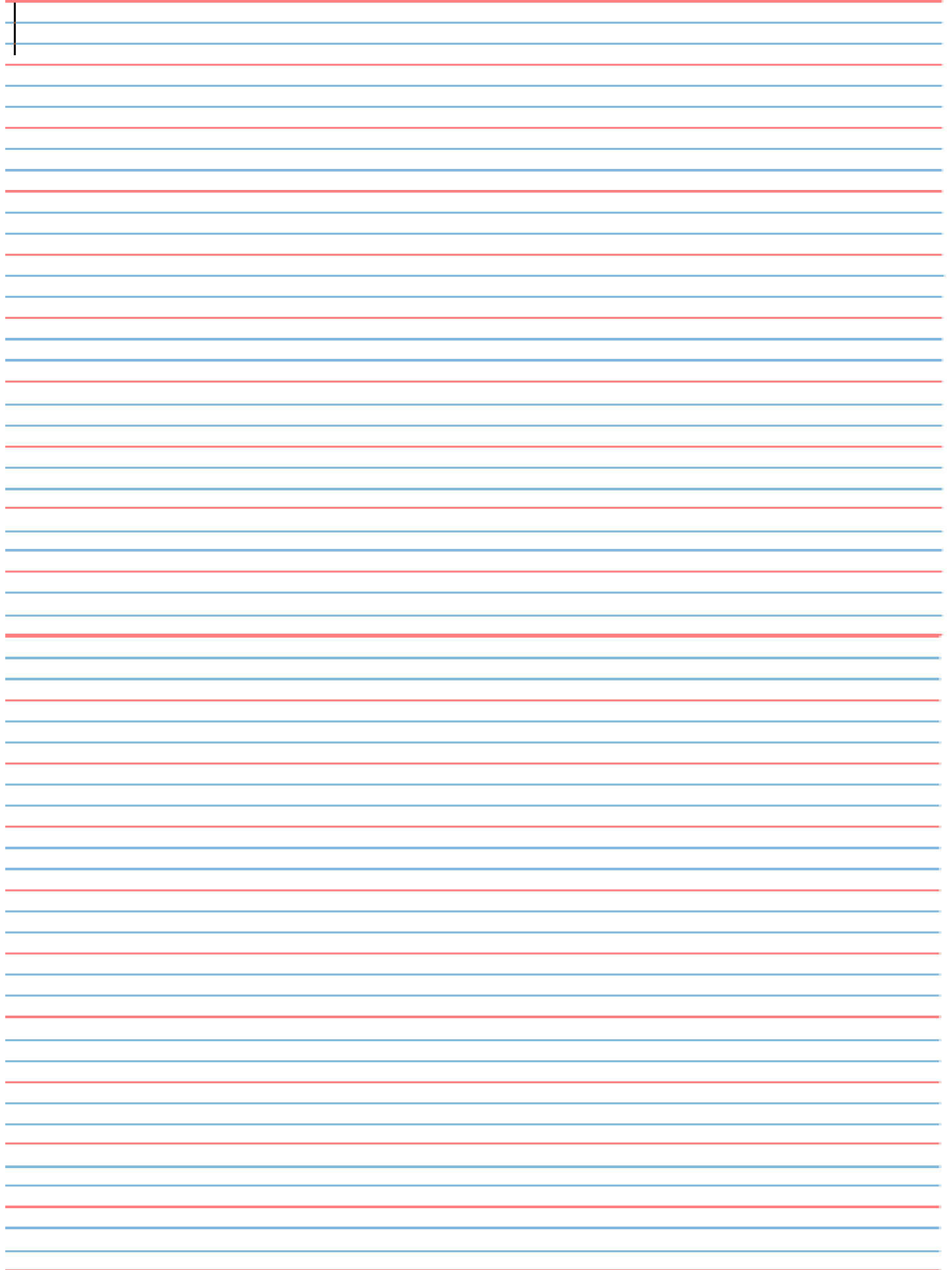
I have had ou for lunch. _____

The opposite of old is ou . _____

Australia is a ou . _____

Monday: Write a paragraph

|



Name: _____

Basic Addition

$$\begin{array}{r} 10 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 10 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 10 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 10 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ + 10 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 6 \\ \hline \end{array}$$

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$$\begin{array}{r} 3 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 10 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 7 \\ \hline \end{array}$$

Time: _____ minutes Score: _____ out of 50

Monday WK1 Problem Solving

Josh had 6 toy trucks and was given 6 more for his birthday. How many toy trucks does he have now?



Millie was growing corn in her garden. She picked 23 cobs of corn, but 13 were rotten and had to be thrown away. How many cobs of corn did she have to eat?



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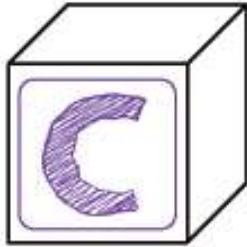
Debbie was baking cupcakes for the fete. On Saturday she baked 10 cupcakes, on Sunday she baked 5 cupcakes and on Monday she baked 2 cupcakes. How many cupcakes did she bake altogether?



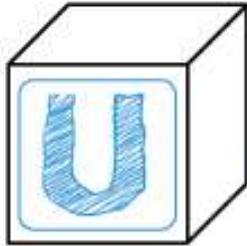
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CUBES

PROBLEM SOLVING STRATEGY



Circle the numbers



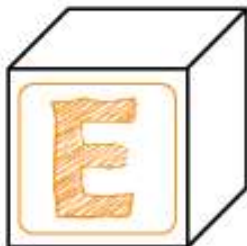
Underline the question

What is the problem I am trying to solve?



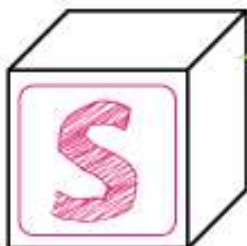
Box the key words

Do I need to add, subtract, multiply or divide?



~~Eliminate~~ and evaluate

What information is not needed?
What steps do I need to take?



Show your work

Solve and check

Did I answer the underlined question?
How can I check my answer?

YEAR 3

Monday Lesson 7: Problem Solving

Josh had 6 toy trucks and was given 6 more for his birthday. How many toy trucks does he have now?



Millie was growing corn in her garden. She picked 23 cobs of corn, but 13 were rotten and had to be thrown away. How many cobs of corn did she have to eat?



Debbie was baking cupcakes for the fete. On Saturday she baked 10 cupcakes, on Sunday she baked 5 cupcakes and on Monday she baked 2 cupcakes. How many cupcakes did she bake altogether?



Wendy had 16 coloured pencils in her pencil case. She gave 4 away to her friends. How many coloured pencils does she have left?



On one side of the street there are 14 houses and on the other side there are 8 houses. How many houses are in the street?



Lee has read 12 pages of her book. She still has 8 pages left to read. How many pages were in the book altogether?



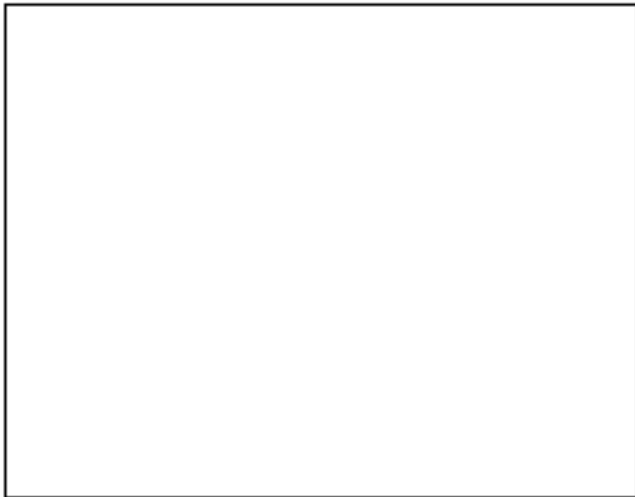
Monday Lesson 8: Mathematics

Home explorer's journal

Name: _____ Date: _____

Location: _____

Specimen 1



I think this specimen is living because:



Name: _____ Date: _____

Location: _____

Specimen 2



I think this specimen is non-living because:



<p>Wellbeing Task</p>	<p>Perform a mini yoga sequence - mountain, rocket, ragdoll, dog, snake, mouse, dog, ragdoll, rocket, mountain. Each time change the way you do it - with or without sounds, fast or slow.</p>
<p>Morning English</p>	<p><u>Lesson 1: Spelling</u></p> <ul style="list-style-type: none"> ▪ Using the words from this week's Soundwaves, write 5 sentences. You need to include a who, what, where, how/why in each sentence. <p><u>Lesson 2: Grammar Activity 1</u></p> <ul style="list-style-type: none"> ▪ Reread the text from yesterday <ul style="list-style-type: none"> - Highlight/colour the nouns (naming words) in pink - Highlight/colour the verbs (doing words) in green <p><u>Lesson 3: Daily Writing</u></p> <ul style="list-style-type: none"> ▪ Using the attached picture, <ul style="list-style-type: none"> ▪ Create a list of everything you see ▪ Write a paragraph describing the character. Your description needs to provide your audience a mental image of what the character looks like. ▪ Write 4-5 sentences <p><u>Lesson 4: English</u></p> <ul style="list-style-type: none"> ▪ Complete Tuesday WK1 Lesson 4 : English work sheet "Verbs"
<p>Break</p>	
<p>Middle Maths</p>	<p><u>Lesson 5: Warm Ups</u></p> <ul style="list-style-type: none"> ▪ Daily 10 - Level 2 - Subtraction <p>https://www.topmarks.co.uk/maths-games/daily10 See attached sheet if you do not have access to the internet</p> <p><u>Lesson 6: Chance and Data</u></p> <ul style="list-style-type: none"> ▪ You need to source a coin to complete the chance and data experiment. <p><u>Lesson 7: Mathletics</u></p> <ul style="list-style-type: none"> ▪ Spend 15 - 20 minutes doing some tasks on Mathletics <p>YEAR 3 <u>Signpost Unit 11.2</u></p>
<p>Break</p>	
<p>Afternoon Wellness/Yoga</p>	<p><u>Lesson 8: Scavenger Hunt</u></p> <ul style="list-style-type: none"> ▪ How many things on the list can you find?

Tuesday Lesson 1: Sentence Writing

List Words	
come	_____
some	_____
must	_____
under	_____
coming	_____
love	_____
rush	_____
such	_____
junk	_____
son	_____
won	_____
money	_____
above	_____
month	_____
lunch	_____
front	_____
colour	_____
young	_____
enough	_____
country	_____
doesn't	_____
number	_____
double	_____
untrue	_____
Monday	_____

Below the list is a series of horizontal lines for writing sentences, alternating between blue and red lines.

Tuesday Lesson 3 English Activity



Below the image is a series of horizontal lines for writing, alternating between blue and red lines.

Name: _____

Action Verbs

An **action verb** tells what the subject of the sentence is doing.

examples: run, talk, skip, sleep, jump, hop, snore, go, sleep

James **walked** to the store.

Walked is the action verb because it tells what James was doing.

Circle the action verb in each sentence.

1. James found a box of toys.
2. My cell phone rang.
3. I chopped down the old pear tree.
4. Callie dashed off to school.
5. Megan finds a dime between the couch cushions.
6. The youngest child cried loudly.
7. Carlton squeezed the oranges into the bowl.
8. She stopped her bicycle on the sidewalk.
9. The dog eats her food.
10. Chloe bought a lovely necklace for her mother.
11. Alex's basketball bounced off the garage door.
12. Ava poured a glass of milk for his brother.
13. Ryan usually arrives on time.
14. We all sang songs around the campfire.
15. The fastest runner on our team tripped on his shoelace.



Name: _____

Basic Addition

$$\begin{array}{r} 6 \\ + 5 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ + 3 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ + 5 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ + 10 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ + 4 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ + 10 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ + 5 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ + 8 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ + 6 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ + 9 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ + 10 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ + 7 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ + 10 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ + 3 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ + 4 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ + 9 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ + 3 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ + 4 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 10 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ + 6 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ + 4 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ + 5 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ + 7 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ + 9 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ + 3 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ + 2 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ + 9 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 2 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ + 7 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ + 2 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ + 10 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ + 7 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ + 7 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ + 8 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ + 3 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ + 8 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 9 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ + 10 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ + 2 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ + 2 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ + 9 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ + 10 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ + 6 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ + 2 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ + 5 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ + 3 \\ \hline \end{array}$$

Time: _____ minutes **Score:** _____ out of 50

Chance – coin investigation

When you toss a coin, you call out heads or tails. There are two sides and two different possible results. That means there is an equal chance of landing on heads as there is on tails.



Tails



Heads

1 For this experiment, you will toss a coin 20 times and record your results. First, predict your results:

a How many times do you think the coin will land on heads? _____

b How many times do you think the coin will land on tails? _____

c Now toss a coin 20 times and record your results below. Write H for heads and T for tails.

○	○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○	○

2 Repeat the above experiment.

a Toss a coin 20 times and record your results:

○	○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○	○

b What happened? Fill in this table to show the results.

Number of times the coin landed on heads and tails		
	H	T
Experiment 1		
Experiment 2		

c If your results changed, why do you think this is?

Indoor Scavenger Hunt

COLLECT ALL OF THE FOLLOWING ITEMS
IN A BAG OR BASKET. CHECK THE BOXES
AS YOU FIND EACH ONE.

- A TOY WITH WHEELS
- A BOOK WITH THE FIRST LETTER OF YOUR NAME IN THE TITLE
- A PAIR OF MATCHING SOCKS
- 4 THINGS THAT ARE GREEN
- SOMETHING VERY SOFT
- A TOY SMALLER THAN YOUR HAND
- SOMETHING ROUND
- A BOOK WITH NUMBERS IN IT
- 5 LEGOS THAT ARE ALL DIFFERENT
- A PHOTO OF SOMEONE YOU LOVE
- AN ITEM YOU CAN SEE YOURSELF IN
- AN ITEM THAT MAKES YOU FEEL COZY
- A TOY THAT HAS 3 DIFFERENT COLORS
- A MOVIE THAT HAS "S" IN THE TITLE
- YOUR SNUGGEST STUFFED ANIMAL

Ready for snack? Make sure everything gets put back where it belongs!

Outdoor Scavenger Hunt

COLLECT ALL OF THE FOLLOWING ITEMS
IN A BAG OR BASKET. CHECK THE BOXES
AS YOU FIND EACH ONE.

- 5 LEAVES THAT LOOK DIFFERENT
- A STICK THAT IS LONGER THAN YOUR HAND
- A ROCK WITH SPOTS ON IT
- A FLOWER
- A FLAT ROCK
- 10 BLADES OF GRASS
- SOMETHING YOU LOVE TO PLAY WITH
- A PIECE OF TRASH YOU CAN RECYCLE
- SOMETHING THAT IS BROWN
- SOMETHING THAT IS HEAVY
- SOMETHING THAT IS VERY LIGHT
- SOMETHING THAT NEEDS SUN TO LIVE
- AN ITEM SMALLER THAN YOUR THUMB
- SOMETHING THAT STARTS WITH "M"
- SOMETHING THAT SMELLS GOOD

Ready for snack? Make sure everything gets put back where it belongs!



<p>Wellbeing Task</p>	<p>Teach your parents the Stafford High 5 - Talk Friendly, Talk Firmly, Ignore, Walk Away, Report (tell a teacher). Give an example of how you could use the Stafford High 5. Have you been using this at home with your family?</p>
<p>Morning English</p>	<p><u>Lesson 1: Reading</u></p> <ul style="list-style-type: none"> ▪ Using the new text, "Achoo" read the text and answer the accompanying worksheet. <p>Remember to activate your prior knowledge before reading.</p> <p><u>Lesson 2: Spelling</u></p> <ul style="list-style-type: none"> ▪ Complete Soundwaves Unit 11 <p><u>Lesson 3: Daily Writing</u></p> <ul style="list-style-type: none"> ▪ Write a short narrative using this story starter: "I can't believe it!" <p><u>Lesson 4:Representation of Characters Through Description</u></p> <ul style="list-style-type: none"> • Revisit a familiar story - this could be a hardcopy book you have at home or an online story • Identify, discuss and list the qualities of characters in the story (eg kind, mean, happy, helpful) • Discuss "why" these qualities have been given by the author to each selected character • Discuss how the language authors uses to represent characters, affects the way the reader feels about them.
<p>Break</p>	
<p>Middle Maths</p>	<p><u>YEAR 2 & YEAR 3</u></p> <p><u>Warm Ups</u></p> <ul style="list-style-type: none"> ▪ Daily 10 - Level 2 - Addition <p>https://www.topmarks.co.uk/maths-games/daily10</p> <p><u>YEAR 2</u></p> <p><u>Shape Hunt</u></p> <ul style="list-style-type: none"> ▪ Go on a shape hunt around your home! Can you find 3 of each shape in a different location? You need to find: <ul style="list-style-type: none"> - 3 triangles - 3 circles - 3 hexagons - 3 octagons ▪ Draw the different shapes you found in your scrapbook. ▪ Make shapes using toothpicks, paddle pop sticks or sticks, etc. Glue them into your book. <p><u>Addition</u></p> <ul style="list-style-type: none"> ▪ Complete the activity on Tuesday WK1 Sheet 3 - Maths "Summer - roll and colour"

	<p><u>YEAR 3</u> <u>Lesson 5 Number</u></p> <ul style="list-style-type: none"> ▪ Compare numbers worksheet <p><u>Lesson 6: Problem Solving</u></p> <ul style="list-style-type: none"> ▪ Complete the worksheet, use CUBES (Worksheet 5 Wk 1) to help you (Circle the numbers, underline key words, box the question, eliminate unnecessary words, solve the problem) <p><u>YEAR 2 & Year 3</u> <u>Lesson 7: Mathletics</u></p> <ul style="list-style-type: none"> ▪ Spend 15 - 20 minutes doing some tasks on Mathletics <p><u>YEAR 3</u> <u>Signpost 11.3</u></p>
Break	
Afternoon Chinese	<p><u>Lesson 8: Chinese</u></p> <ul style="list-style-type: none"> ▪ Refer to Chinese sheet

Name: _____

Achoo!

by Cynthia Sherwood



Achoo! We all sneeze sometimes. Sneezing is a reflex that your body does automatically. That means you cannot make yourself sneeze or stop one once it has started. When you sneeze, your body is trying to get rid of bad things in your nose, such as bacteria. You have extra germs when you have a cold, so you sneeze a lot more. You might also sneeze when you smell pepper!

Inside your nose, there are hundreds of tiny hairs. These hairs filter the air you breathe. Sometimes dust and pollen find their way through these hairs and bother your nasal passages. The nerves in the lining of your nose tell your brain that something is invading your body.

Your brain, lungs, nose, mouth, and the muscles of your upper body work together to blow away the invaders with a sneeze. When you sneeze, germs from your nose get blown into the air. Using a tissue or "sneezing into your sleeve" captures most of these germs. It is very important to wash your hands after you sneeze into them, especially during cold and flu season.

Do you ever sneeze when you walk into bright sunlight? About 25% of people experience this phenomenon. Scientists believe that the brain gets confused when signals from the optic nerve trigger the sneezing reflex in direct sunlight. This usually runs in families.

If someone nearby sneezes, remember to tell them "Gesundheit!" That is a funny-looking word which is pronounced "gezz-oont-hite." It is the German word that wishes someone good health after sneezing.

Achoo!

by Cynthia Sherwood



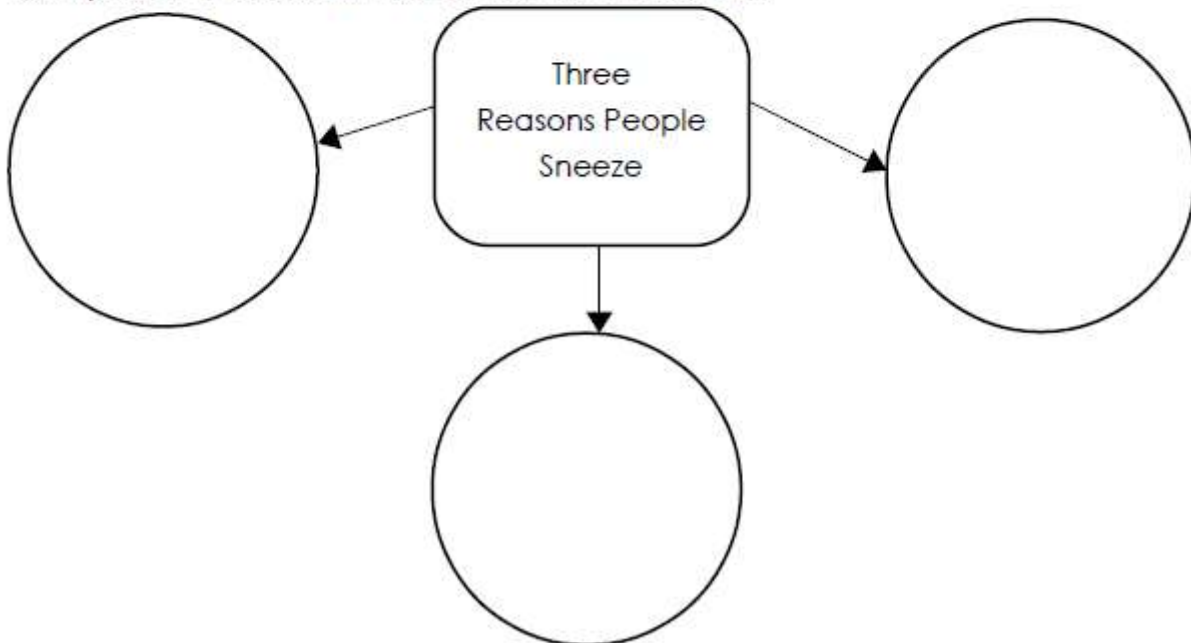
1. Which parts of your body work together when you sneeze?

2. What does the German word *gesundheit* mean?

- a. I wish you good health. b. I wish you God's blessings.
c. I wish you a good day. d. I wish you would stop sneezing.

3. Why do some people sneeze when they walk into bright sunlight?

4. Complete the web with information from the article.



Wednesday Wk 1 Lesson 2: Soundwaves

8 Rewrite these words adding s or es to each one. Write your words in alphabetical order.

👉 Go to Helpful Hint 5a.

- | | |
|--------------|----------|
| bus _____ | 1. _____ |
| bunch _____ | 2. _____ |
| number _____ | 3. _____ |
| buzz _____ | 4. _____ |
| rush _____ | 5. _____ |
| colour _____ | 6. _____ |



9 Circle the prefix in each word. The first one is done for you.

✦ Prefixes are added to the start of words to change their meaning.

- | | | | |
|-----------|----------|-------------|---------|
| (un)happy | midnight | overnight | preview |
| upstairs | refill | supermarket | |

10 Write words starting with un to match the meanings.

✦ The prefix un can mean the opposite of or not. For example, unhappy means not happy; unlock means the opposite of lock.

- | | |
|-----------------|-------------------------|
| not sure _____ | opposite of done _____ |
| not true _____ | opposite of lucky _____ |
| not known _____ | opposite of tidy _____ |

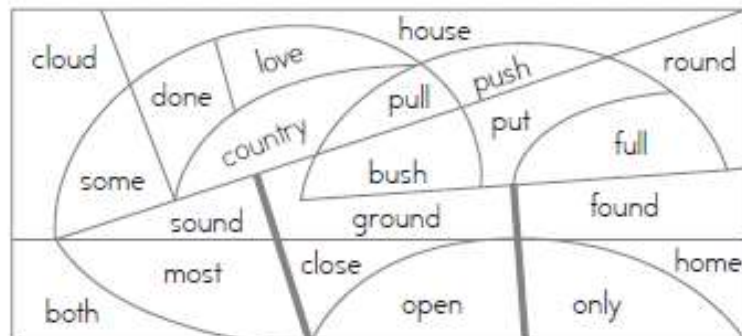
11 Finish the words with u, o, ou or oo to represent . Write the words you have made on the lines.

- | | | | | | |
|-------|--------|--------|---------|---------|---------|
| s__ch | __nder | y__ng | c__lour | d__sn't | c__ntry |
| d__s | m__nth | d__ble | n__mber | en__gh | c__ming |
- _____
- _____

Challenge

Colour the parts of the picture with –

- words green,
- words yellow,
- words red,
- words blue.

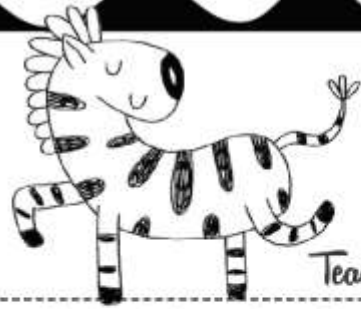


Wednesday Wk 1 Lesson 3: Daily Writing

|

Summer

Roll and Colour



To Play: Take turns rolling the two dice. Add the dice together and then colour the answer circle. The winner is the player with the most circles coloured at the end.

You will need: 2 x six-sided dice and coloured pencils.

2	7	11	12	6	3
10	3	8	4	2	10
5	9	2	10	7	11
6	11	4	12	9	6
5	8	2	7	11	12
		5	9	2	10
		4	12	9	6

A cartoon lion with a large mane, sitting and holding a small fan.

Name: _____

Comparing three-digit numbers; Greater than & Less than

Comparing Numbers

"Greater Than"

"Equal To"

"Less Than"

$$241 > 239$$

$$464 = 464$$

$$233 < 238$$

241 is greater than 239

464 is equal to 464

233 is less than 238

In the left column, write a symbol (<, >, or =) for each.

In the right column, write the words "is greater than", "is less than", or "is equal to."

a. 342 _____ 343 342 _____ 343

b. 181 _____ 118 181 _____ 118

c. 74 _____ 110 74 _____ 110

d. 581 _____ 851 581 _____ 851

e. 232 _____ 223 232 _____ 223

f. 140 _____ 140 140 _____ 140

g. 451 _____ 415 451 _____ 415

h. 222 _____ 212 222 _____ 212

i. 92 _____ 180 92 _____ 180

j. 102 _____ 120 102 _____ 120

k. 624 _____ 99 624 _____ 99

l. 810 _____ 801 810 _____ 801

m. 500 _____ 499 500 _____ 499

n. 316 _____ 316 316 _____ 316

Challenge:

★ 12 + 27 _____ 40 12 + 27 _____ 40

★ 75 _____ 50 + 25 75 _____ 50 + 25

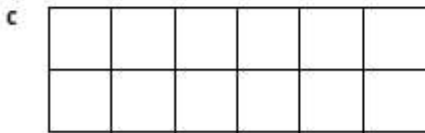
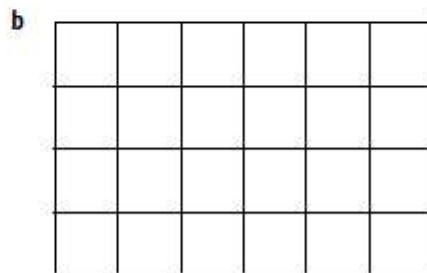
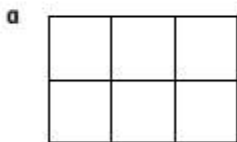
Worksheet 2 Draw a diagram

Name _____ Date _____

Everyday tasks 1

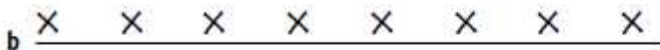
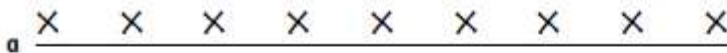
Which diagram correctly shows the answer to each puzzle?

1 If I can pack 6 cubes into a rectangular box, how many cubes can I pack into a box twice as long and twice as wide as the original? _____



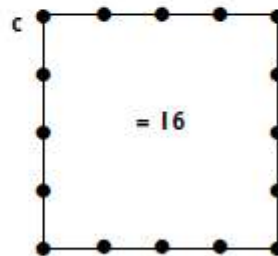
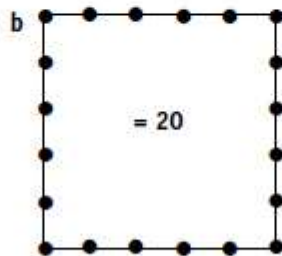
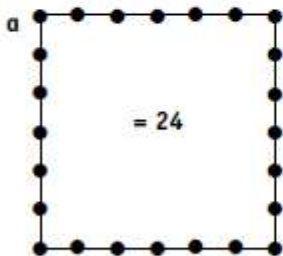
2 I place a blue chalk mark at the beginning of my first step, then a blue chalk mark at the end of each step.

How many blue chalk marks will I make for 8 steps? _____



3 I have to put 5 posts along each side of my square cubby house, including the corners.

How many posts will I need? _____





<p>Wellbeing Task</p>	<p>Practise the skipping challenge. How many forward skips can you do in 30 seconds, how many backward skips can you do in 30 seconds and how many tricks can you do in 30 seconds. If you have access to the internet search 30 jump rope tricks you can learn #JumpingJordyn</p>
<p>Morning English</p>	<p><u>Lesson 1: Reading</u></p> <ul style="list-style-type: none"> ▪ Choose a fictional book to read aloud with a parent/carer/sibling. ▪ Before reading, predict what you think is going to happen by looking at the pictures. ▪ Read the book aloud. Answer these questions: <ul style="list-style-type: none"> - Does it have a good beginning and ending? - Are the characters interesting? What makes them interesting? - Which illustration in the story was your favourite? Why? <p><u>Lesson 2: Daily Writing</u></p> <ul style="list-style-type: none"> ▪ Write a letter to your teacher. Let them know how you have been going this week. You can save it to give to your teacher when you return to school or email it to them. <p><u>Lesson 3: English - Representation of Characters Through Description</u></p> <ul style="list-style-type: none"> ▪ Listen to the story <u>Fox</u> (by Margaret Wild and Ron Brooks) on Youtube Search: Fox-Margaret Wild & Ron Brooks (by Ms Byrns) ▪ Discuss the characters Fox and Dog. Are they kind, mean, etc? These qualities are called "traits". ▪ Fox - what words does the author use to talk about Fox's qualities/traits? <ul style="list-style-type: none"> - What words does the author use to describe Fox's actions? - Can we trust Fox? Why/why not? ▪ Character Profiles Information (worksheet 2) <ul style="list-style-type: none"> *Cut out and read each box * Paste into the correct place on character profile for either Fox or Dog (worksheet 1) ▪ Compare opinions - which character do you prefer, Fox or Dog? <ul style="list-style-type: none"> - would you feel differently about the character if their qualities and actions in the story were different? <p><u>Lesson 4: Spelling</u></p> <ul style="list-style-type: none"> ▪ Write your list words in alphabetical order. Make sure you are using entries and exits and any joins you have learnt.
<p>Break</p>	
<p>Middle Maths</p>	<p><u>Lesson 5: Warm Ups</u></p> <ul style="list-style-type: none"> ▪ Daily 10 - Level 2 - Addition https://www.topmarks.co.uk/maths-games/daily10 Complete the worksheet if you do not have access to the internet <p><u>Lesson 6: Pattern Hunt</u></p> <ul style="list-style-type: none"> ▪ What patterns can you find in and around your home? Draw the patterns you found in your scrap book. Ask someone to help you describe your favourite pattern. ▪ Use a pencil, pen, a block or paddle pop sticks to measure five of your favourite toys. Measure how tall your toys are. Order them from shortest to tallest. ▪ Draw your toys in order in your maths book. <p><u>Lesson 7: Shape</u></p> <ul style="list-style-type: none"> ▪ Complete the revision sheet on shapes <p><u>Lesson 8: Mathletics</u></p> <p><u>YEAR 3</u></p> <p><u>Signpost 11.4</u></p> <ul style="list-style-type: none"> ▪ Spend 15 - 20 minutes doing some tasks on Mathletics

Break	
Afternoon	<u>Lesson 9: Science</u>
Science	<ul style="list-style-type: none">▪ Choose 5 living things and complete the table. Do you notice if anything is similar? You could choose animals or plants to make it easier.

Thursday Wk 1 Lesson 2: Write your teacher a letter

A writing template for a letter to a teacher. It features a vertical line on the left side, serving as a margin. The page is filled with horizontal lines: two red lines at the top and bottom, and multiple blue lines in between, creating a grid for writing. The blue lines are grouped into several sections by red lines, providing a structured space for the letter's content.

Thursday Wk 1: Lesson 4 Write your words in alphabetical order

List Words

- come _____
- some _____
- must _____
- under _____
- coming _____
- love _____
- rush _____
- such _____
- junk _____
- son _____
- won _____
- money _____
- above _____
- month _____
- lunch _____
- front _____
- colour _____
- young _____
- enough _____
- country _____
- doesn't _____
- number _____
- double _____
- untrue _____
- Monday _____

Character profiles information



tries to break up Magpie and Dog's friendship
tricks Magpie
abandons Magpie in the desert

sharp teeth, watching eyes

He thinks he is smarter and faster than Dog.
He wants Dog and Magpie to know what it feels like to be alone.
He doesn't want Dog and Magpie to be friends.

one blind eye, looks like a dingo, smiling mouth

kind, caring, loyal, welcoming, trusting

He thinks Fox can be trusted.
He wants Fox and Magpie to be happy.
He wants Fox, Magpie and himself to be friends.

cares for Magpie
welcomes Fox
encourages Magpie to trust Fox

cunning, jealous, lonely

Character profiles: Fox and Dog

Fox

Appearance

Qualities

Thoughts

Actions

Dog

Appearance

Qualities

Thoughts

Actions

Name: _____

Basic Subtraction

$$\begin{array}{r} 4 \\ -3 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ -4 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ -9 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ -8 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ -7 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -3 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ -8 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ -4 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ -4 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -4 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ -7 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -6 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -6 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ -6 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ -8 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -7 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ -6 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ -4 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ -8 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ -8 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ -7 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ -7 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ -9 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ -3 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -3 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ -8 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ -4 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -4 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ -7 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ -7 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ -6 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ -6 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ -3 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ -4 \\ \hline \end{array}$$

$$\begin{array}{r} 17 \\ -9 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ -3 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ -9 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ -6 \\ \hline \end{array}$$

Time: _____ minutes Score: _____ out of 50

Investigating 2D shapes – properties of shapes

Let's look more closely at hexagons, pentagons and octagons.

A hexagon is a shape with 6 sides.

'Hexa' means 6.

A regular hexagon has 6 equal sides and 6 equal angles.



A pentagon is a shape with 5 sides.

'Penta' means 5.

A regular pentagon has 5 equal sides and 5 equal angles.



An octagon is a shape with 8 sides.

'Octa' means 8.

A regular octagon has 8 equal sides and 8 equal angles.



4 Join the dots and name each shape:

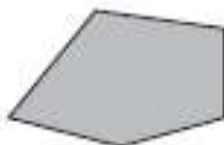


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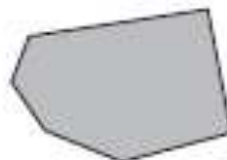
On the left is an irregular hexagon. It has 6 sides and 6 angles but its sides are all different lengths. Name each of the irregular shapes below:

a



irregular _____

b



irregular _____

You can do this by counting the sides.



What makes it living?

Name: _____ Date: _____

Tick the claims that are true for each living thing that you find.

Claims	Living thing				
It needs water.					
It has legs.					
It can reproduce.					
It grows.					
It has feathers.					
It is green.					
It moves.					
It is warm.					
It has eyes.					

Which of these claims do you think all living things have? Circle them.



Wellbeing Task	Play Sleeping Lions - How long can you lie still in your relaxation position with your eyes and mouth closed. Breathe in and out as slowly as you can. How did it make you feel? Relaxed, refreshed, calm...
Morning English	<p><u>Lesson 1: Reading</u></p> <ul style="list-style-type: none"> ▪ Read Germ-o-rama and complete the activity sheets <p><u>Lesson 2: Spelling</u></p> <ul style="list-style-type: none"> ▪ Time how long it takes to write out your spelling words (in your scrapbook). Record your time. Try again. See if you can beat your first time. Complete Word search <p><u>Lesson 3: Handwriting</u></p> <ul style="list-style-type: none"> ▪ Write a list of food you would like a dinner. Think of a main dish and dessert. Draw a picture. <p><u>Lesson 4: English</u></p> <ul style="list-style-type: none"> ▪ Read a text with traditional representations of characters • Use the title and illustrations to predict the content of a traditional story. • Discuss what is already known about the traditional story. • Listen to a reading of a traditional story and respond to predictions. Identify and discuss: <ul style="list-style-type: none"> ○ the main events that occur during the story ○ the characters in the story.
Break	
Middle Maths Free Time	<p><u>Cards</u></p> <ul style="list-style-type: none"> ▪ Play the following game with someone in your house. ▪ Use a deck of playing cards (or make a set of cards from 0 to 10). Take out the jacks, queens, kings and jokers. An ace equals 1. ▪ Shuffle the cards. Lay them out in a grid with 4 rows and with 4 cards in each row. Put the left-over cards in a pile. ▪ Take turns to flip over two cards, looking for combinations that add to make 10. If you found a pair, take the two cards and record the combination you found in your scrapbook. Take 2 new cards from the pile. If unsuccessful, turn the cards face down. When as many cards have been matched as possible, work out your total score by adding up the value of all your cards. The person with the highest score is the winner. <p><u>Free Time</u></p> <ul style="list-style-type: none"> ▪ If you have finished all your tasks from the week have some free time. Some ideas are: <ul style="list-style-type: none"> - Draw a picture - Colour in (see Friday WK 1 Sheet 2 - Colouring) - Go onto Athletics and play Live Athletics or Rainforest Maths - Read - Make a chatterbox - Do some craft
Break	
Afternoon Music Health/PE	<p><u>Lesson 5: Music</u></p> <ul style="list-style-type: none"> ▪ Refer to Music sheet <p><u>Lesson 6: Health/ PE</u></p> <ul style="list-style-type: none"> ▪ Refer to Health/ PEsheet

Name: _____

Germ-o-rama

by Lydia Lukidis

Greetings! My name is Mr. Ash and I'm an it'sy bitsy germ. At first I was living in Marcia's body. She didn't wash her hands after she went to the bathroom. Then she hugged her friend Sally. That's when I jumped into Sally's body.

Atchoo!! Now I made Marcia and Sally sick!

Everybody gets sick sometimes. It's because of me and all the other germs. But what are germs? How do we make people sick?



Germs are everywhere. They are at your house. They are also in your school and even at the park. They are tiny and you can't see them with your eyes. You would need a microscope to see them. Some germs spread diseases. There are two main types. They are viruses and bacteria.

Bacteria are little creatures. They can live outside your body. They can also live inside you. Some bacteria are really nasty. They can cause infections. They can cause a sore throat, tonsillitis, ear infections or pneumonia.

Not all bacteria are bad though. Some kinds of bacteria are actually good for your bodies. They keep you balanced. For example, good bacteria lives in your intestines. They help your body digest food. Good bacteria are sometimes called "probiotics".

Viruses are a bit different. They can only live inside you to survive. They can also live in a plant or animal. Whatever they live in is called the "host."

They can spread and make you sick. They can cause yucky diseases like the flu, measles, and chicken pox. Good thing viruses don't live long.

So how do we germs get around? Easy! We surf around in the air through sneezes, coughs, or breaths. We also travel in sweat, saliva, and blood. Some of us, like me, can travel from one person to another if they touch each other. We can live on objects for a while, like a doorknob. When the next person touches that doorknob, poof! I jump into their body.

So how can you protect yourself against me and all my buddies? The best way is to practice good hygiene. This means keeping yourselves clean. That way you have less chance of getting sick. Here are some good tips for keeping us germs away: wash your hands with soap often; cover your nose and mouth when you sneeze; cover your mouth when you cough; use tissues to clean your nose.

If you do all these things, you will be prepared to battle germs like me!



About the Author



Lydia Lukidis is a published children's author with a multi-disciplinary background that spans the fields of literature, theater and puppetry.

Lydia's picture book, *Gerbs in the House: The Dilly Dally Bedtime Routine*, is now available. Find out if Mocha will ever get his silly son to sleep!

Lukidis, Lydia. *Gerbs in the House: The Dilly Dally Bedtime Routine* ISBN: 978-0-9917402-7-7

Name: _____

Germ-o-rama

by Lydia Lukidis



1. List the two main types of germs.

_____ and _____

2. In the article, you learned several characteristics of bacteria. Circle the characteristic of bacteria that was not mentioned in the article.

- a. Bacteria are creatures that can live inside and outside of your body.
- b. Bacteria cause diseases like the flu, measles, and chickenpox.
- c. Some kinds of bacteria are good for your body, like the ones that help with digestion.
- d. Good bacteria are also known as "probiotics".

3. Germs travel around in a lot of ways. In the box below, circle all the ways that germs are spread according to the article.

coughs	vitamins	sleeping	saliva
sneezes	vaccines	breaths	showering
sweat	blood	objects	smiles

4. Give one way you can protect yourself against germs. (Use a complete sentence.)

Wordsearch Unit 12

Y	I	Z	W	F	C	G	D	C	U	Q	A	O	Z	C	X	G	H
K	T	G	H	N	N	X	F	H	A	V	I	N	G	A	C	Z	E
T	A	I	A	H	E	A	R	P	S	P	A	Y	D	Y	K	B	A
W	J	O	P	V	K	J	M	H	H	H	A	L	F	Y	G	R	
J	R	E	P	X	H	O	L	E	F	U	Y	D	F	F	Y	H	D
L	V	V	Y	H	E	R	E	L	Q	S	N	G	D	H	N	U	V
C	E	D	L	D	G	B	R	P	J	Z	D	D	Q	O	A	R	C
X	T	J	H	W	S	C	T	W	H	O	K	C	R	Q	T	R	S
U	G	W	I	W	H	O	S	E	R	P	H	A	V	E	H	Y	V
H	N	D	D	T	M	Y	M	Z	W	H	O	L	E	A	D	Y	C
U	E	X	E	Q	Y	R	U	X	J	N	B	W	L	X	H	Q	R
B	E	F	Y	T	P	C	G	O	N	J	A	U	U	P	T	Q	C

Find the following words in the puzzle.
Words are hidden → ↓ and ↘ .

HALF
HAPPY
HAVE
HAVING
HEAR
HEARD

HELP
HERE
HIDE
HOLE
HUNDRED
HURRY

WHO
WHOLE
WHOSE

Joining letters with exits to pointed entry letters

We join letters with exits to letters with pointed entries with a straight line. This line is called a diagonal join. Look at this word.



cap



Can you work out how to join the letter a to p?

1. Draw a line to show how you think the letter a joins to p in the word above.
2. Trace over the grey lines and then practise writing a joined to these letters.

ai aj ap au

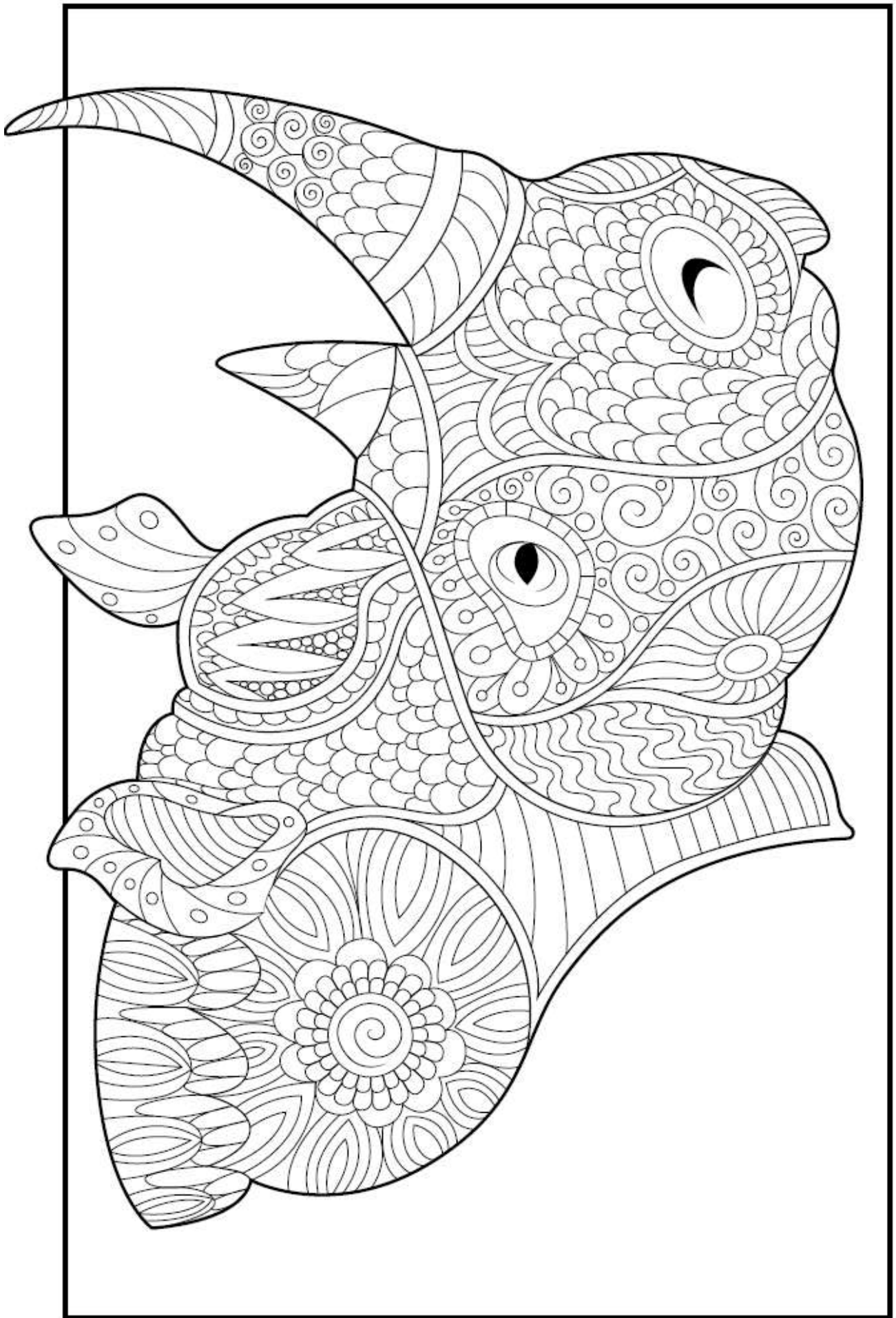
ai aj ap au

av aw ay

av aw ay



Remember, the letters are joined by a straight line.





Music - Year 2/3B

Welcome to our music unit on responding to music!

Your task, if you choose to accept it, is to
share music with your family

Talk

Choose a piece of music to listen to. Talk with a family member about what you hear. Use some of these sentence starters...

I hear.... It sounds like... It makes me think about... I can picture ...
stands out to me is... I wonder why...

A sound that

Word Bank

Use some of these words in your sentences.

loud/ <i>forte</i>	exciting	rhythm	voice	one singer
soft/ <i>piano</i>	relaxing	high pitch	body percussion	many singers
gentle	fast	low pitch	instruments	smooth
noisy	slow	singing	found sound	bumpy

Make

Choose a song to sing to your family.

Song title: _____

How did you go?

I stayed in tune and kept in time as I sang



I added actions to my performance



I added dynamics when I sang (*Forte*-loud; *Piano*- soft)



Listen

Choose a different song or piece of music to listen to. Tap the beat somewhere on your body while you listen to it.

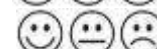
Music Title: _____

How did you go?

I kept in time (not too fast or too slow)



I used musical words to describe the music I heard



Compare and Contrast!

Your task, if you choose to accept it, is to

compare two pieces of music.

- Use the **elements of music** below to discover how they're used in the two pieces.
- Using musical terms, **discuss and describe** how each piece of music is **different or the same**.
- Discuss this with your family and see if they **agree** or **disagree** with your findings.
- Choose **two** different pieces of music. These can be either pop songs, movie themes, or any music of your favourite genre (style) of music – maybe jazz, classical, country, world, Australian etc.
- Try talking with your family about ANY music you hear on the radio, internet, CDs, iPad etc!

Elements of Music

<i>Rhythm & Beat</i>	<i>Tempo</i>	<i>Dynamics</i>	<i>Timbre</i>	<i>Texture</i>
Long/Short	Allegro/Largo	Piano/Forte	Instruments	Unison/Melody (one sound)
Strong Beat/Weak Beat	Fast/Slow	Loud/Soft	Voices	Harmony (many sounds mixed together)

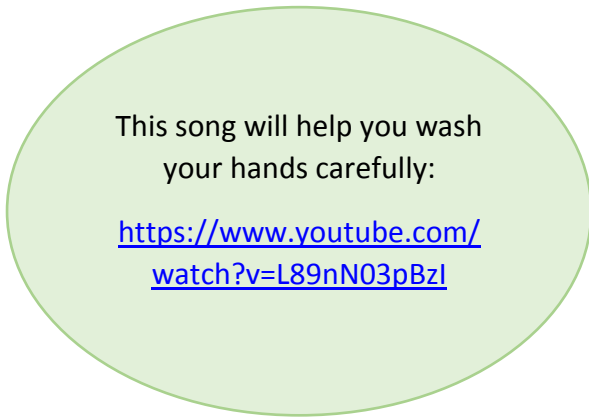
Music eLearning Grid

Debbie O'Shea is a wonderful music teacher in Brisbane. She has created a series of musical activities and experiences you may like to try. Some are online, while others only require a good imagination. No matter what activities you try, Mr Dooner encourages you to make music a part of your day, every day!

	Music Piece 1	Music Piece 2
Title of music piece		
Genre of music piece (eg. pop, movie, jazz)		
Circle any of these musical elements that you can hear in your music piece	Dynamics (volume; loud and soft) Tempo (fast/slow) Rhythm (beat, long/short) Texture (unison/melody, harmony) Timbre (instruments, voices)	Dynamics (volume; loud and soft) Tempo (fast/slow) Rhythm (beat, long/short) Texture (unison/melody, harmony) Timbre (instruments, voices)
Task 1 Write 3 sentences about each song. Is the music sad/ happy/ scary/ exciting/slow/fast?		

<p>Make a drum kit from kitchen pots, pans and containers.</p>	<p>Draw what you hear. Put some music on and away you go!</p>	<p>Play "Guess that Tune". Hum a song for others to guess the title.</p>	<p>Move to the music - dance and prance to any music that has different tempos (fast/slow).</p>
<p>Set up and play "Pass the Parcel". <i>Challenge:</i> Choose a piece of classical music for the game. Find out the composer's name.</p>	<p>Make a maraca (shaker) or a few maracas that use different materials and make different sounds.</p>	<p>Lay down, relax and listen to some beautiful music. Tell someone what you thought about while it was playing.</p>	<p>Finger tutting is where people dance using only their fingers and hands. Make up your own sequence.</p>

Mr Dooner hopes you and your family have a wonderful time exploring music together!





Stafford State School

Independent Public School

Health – Year 2/3B

Students explore safe and unsafe situations so that they understand their responsibility in staying safe. They examine the safety clues that can be used in situations and will explore the emotions they feel in response to safe and unsafe situations. Students consider different aspects of sun safety and how they can promote their health, safety and wellbeing.

Week 1 – Staying Safe

Today you will be going to the beach. Draw 6 things do you need to pack for a day at the beach to keep you safe?

Week 2 – Feeling Unsafe

Here are 3 places that could be unsafe. Talk to your parent about what you could do to stay safe in these places.

SHOP



KITCHEN



ROAD





Stafford State School

Independent Public School

PE – Prep to Year 2

This term, students participate in tagging games which incorporate the fundamental movement skills of dodging and running. They experiment with movement skills and test alternatives to solve movement challenges. They demonstrate positive ways to interact with others.

Week 1 and 2 Rotations

Complete each activity for 5 minutes

Activity 1 – Running

Play tag games with a family member or run between two places. Try different movements in the game such as galloping, skipping, crawling, bear walking.

Activity 2 - Jumping

Stand behind a line and see how far you can jump. See if you can jump further when you use your arms.

Activity 3 – Throwing

Use a ball or scrunched up paper to throw into a target - a washing basket or bucket is ideal. Can you move further away and still get the ball in the basket?

Activity 4 – Skipping

Use a skipping rope (or pretend rope) to practise forward and backward skipping.

Activity 5 - Ball Games

Week 1 - Use a ball to play catching games like piggy in the middle.

Week 2 – Use a ball to play kicking games like soccer (shoot for a goal)

While learning at home, keep up as much physical activity as possible. Dancing, running, walking, scooting, riding, climbing, rolling, bowling, jumping, throwing, catching, kicking, bouncing, skipping. Make up your own games and create your own obstacle courses. Have fun with movement!

I can't wait to see you when you get back and to hear what you have been up to!

Miss B



Stafford State School

Independent Public School

Chinese - Year 2

A package from China

☺ Click on the link (<https://quizlet.com/88a7do?x=1jqt&i=fiv4a>) to hear the pronunciation.

★ Learning objectives: Revise the words we learnt.

Revision: Read the words below and memorise the meanings of the word.

1. 你好	2. 我叫
3. 龙	4. 澳大利亚
5. 中国	6. 学生
7. 老师	8. 灯笼
9. 熊猫	10. 筷子
11. 脸谱	12. 饺子 U 盘

A package from China

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★ Learning objectives: Revise the words we learnt.

Revision: Read the words below and memorise the meanings of the word.

2. My name is	1. Hello
4. Australia	3. dragon
6. students	5. China
8. Lanterns	7. Teacher
10. Chopsticks	9. Panda
12. Dumpling USB	11. Mask



Wellness/ Yoga

Complete one or more of the activities on the Health and Wellbeing Grid.

Health and Wellbeing Grid



Online Tasks	Offline Tasks			
YouTube - Just Dance Uptown Funk High Hopes Waka Waka That Power	Create a health diary and list all the things you do each day to look after your body	Design your own yoga sequence – link poses you know and/or make up some of your own	Create a hop scotch with chalk or pieces of paper How many different ways can you play?	Draw pictures of 6 ways you should look after your body every day. You could turn it into a poster
Choreograph a dance to Dance Monkey or another favourite song	Write a list of 10 things you like about another family member	Write a list of 10 things you like about yourself	Blow up a balloon, learn to tie the balloon. See how long you can keep the balloon in the air.	Design a funny poster that would encourage people to exercise and eat healthy
Do a meditation with a family member – smiling mind is a great app	Go for a scoot, walk, run or bike ride – collect some objects from nature and make a collage	Try two new fruits or vegetables each week to boost your immune system	Build a cubby house Make sure you pack it away after play	Write a list of 10 things and opportunities you're grateful for
Learn how to draw on 'Art Hub for Kids' or how to type on Dance Mat Typing	Write 5 'I am ...' statements to describe yourself.	Design a new active game for indoors Write out the rules	Write a thankyou letter to a doctor or nurse who is exhausted treating patients	Create your own obstacle course. You could use chalk and objects from around the home
Find your favourite GoNoodle on YouTube	Design your own scavenger hunt and ask someone in the house to complete it	Create a line drawing in black texta/pen and colour in with colour leaving no white spaces	Play with a ball – hit, kick, throw, catch, roll, juggle, experiment	Scrunch up some paper into a ball and throw it at a target – create a points system
Follow a Cosmic Kids yoga story online or PE with Joe 5 minute moves	Move to the Music - play a range of music styles and move your body in funny ways to the beat	Create a beat with your body and objects and teach it to a family member	List 7 things you could tell a friend to do when they need; cheering up, calming down or help to relax.	Call an elderly family member and read them a story – maybe they will read one to you too?

- Highlight the tasks when you have completed them

Meditation Online

- Rainbow breathing <https://www.youtube.com/watch?v=O29e4rRMvV4>
- The Listening Game https://www.youtube.com/watch?v=uUIGKhG_Vq8

Brain Breaks Online

- Move and Freeze <https://www.youtube.com/watch?v=388Q44ReOWE>
- Exercise, Rhyme and Freeze <https://www.youtube.com/watch?v=cSPmGPlyyKU>

Yoga Online

- Strengthen Your Focus <https://www.youtube.com/watch?v=0vuaCHEAs-4>

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BLUEY FAMILY FUN ACTIVITY GRID. THINGS TO DO AFTER WATCHING THESE EPISODES...



<p>TAXI Build a taxi. Design or draw a satnav map of your local area. How many left and right hand turns do you take to get to school? What is the longest car trip you've ever been on?</p>	<p>BACKPACKERS What do you take on holidays? If you could go anywhere, where would you go? What would you eat? Where would you stay? Talk to the people in your family. How many countries have they been to?</p>	<p>MARKETS Set up a stall. Make price tags and a price list. What would you sell? What's the most expensive item at your stall? What's the cheapest? How many teeth have you lost?</p>	<p>DANCE MODE Have a dance party in your lounge room. Let each member of your family pick their favourite song to dance to. Design your own 'yes' 'no' button. What else would it say?</p>
<p>THE WEEKEND Have a game of backyard cricket. Who can score the most runs? Play a game of statues. Go on a backyard bug safari. How many different types of insects can you find? Draw your favourite.</p>	<p>GRANNIES Call / Skype your grandparents or a relative. Teach them a new dance. Make a list of things 'Grannies' can't do. Find out if it's accurate.</p>	<p>ZOO Make your own zoo at home using your toys. Line them up in order from smallest to largest. Design a map of your zoo. How many animals do you have in your zoo?</p>	<p>DADDY ROBOT Design or build a robot. How many 2D shapes are in your design? How many 3D objects are in your model? What jobs would you make your robot do?</p>
<p>BBO Design a menu for a family dinner. Write place cards for your family. Set the table. Help mum or dad make a salad.</p>	<p>CAMPING Make a cubby inside or put up a tent in your backyard. How many languages can you say 'hello', 'goodbye' or 'thankyou' in? Does your family know any more?</p>	<p>TRAMPOLINE Design a new game to play with your family. What is your favourite family boardgame or card game? Call a cousin or relative and ask them what their favourite game is.</p>	<p>SHADOWLANDS Have a picnic lunch together. Play 'What's the time Mr Wolf'. What's your favourite time of the day? Can you travel across your yard using shadows? Make shadow puppets with your hands.</p>

Images taken from <https://www.abc.net.au/teletalk/news/04march2020/>