



Stafford State School

Independent Public School



Term 2

Week 4

Year 2/3B

Home Learning

Learning Areas:

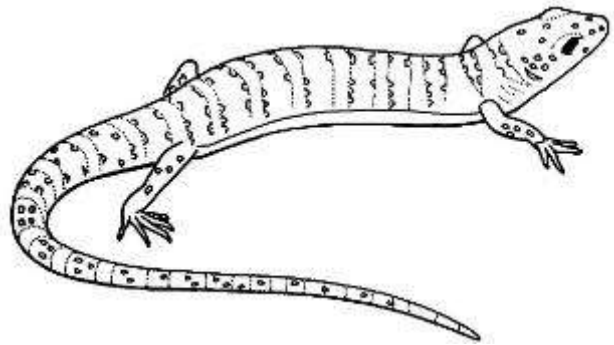
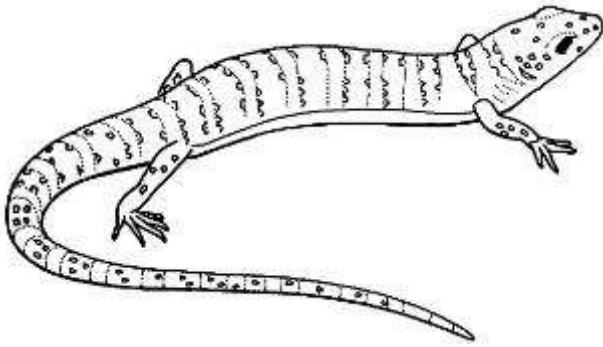
- English
- Mathematics
- HASS
- Science
- Health/PE
- Chinese
- Music
- Digital Technology
- Library



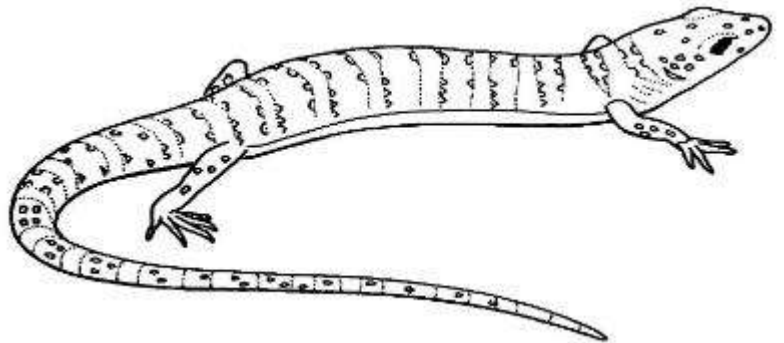
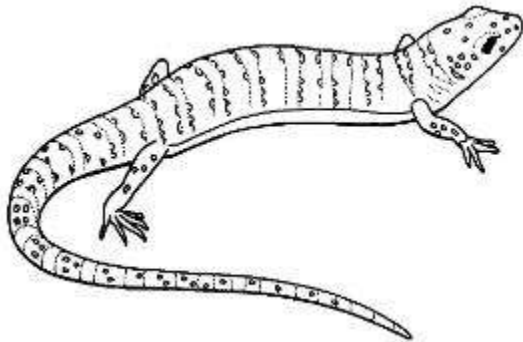
Wellbeing Task	<p>Back to Back Breathing - sit back to back with another person in your family. Sit up straight and take 3 long slow breaths. Can you feel the other person breathing? Try shutting your eyes and no speaking. What parts of your bodies are moving? Continue for up to 5 minutes.</p>
Morning English	<p>Reading – Watch the Reading Warm Up Powerpoint on the school website.</p> <ul style="list-style-type: none"> ▪ Read a non-fiction book (for about 10mins) and find 3 fun facts to amaze your family with. <p>Spelling</p> <ul style="list-style-type: none"> ▪ Soundwaves textbook Unit 14 'I ll as in lizard/bell' (left page only) <ul style="list-style-type: none"> • Worksheet - lizards • Spelling Word Scrabble - complete Worksheet - Spelling Scrabble by writing your spelling words (List words from Soundwaves Unit 14) in the first column. Look at the alphabet tiles at the top of the worksheet page. Each alphabet tile has a number on it. Use this number to add up the total number for each spelling word. <p>Daily Writing</p> <ul style="list-style-type: none"> ▪ On school website choose Yr2 writing warm up. Choose any slide from the PowerPoint. Follow the instructions on the slide. <p>*Complete one page of your handwriting textbook.</p> <p>English</p> <ul style="list-style-type: none"> ▪ Worksheet – Synonyms (words that have a similar meaning)
Break	
Middle Maths	<p>Warm Ups – use the Yr2 Maths warm up on the school website</p> <p>*Write out your 10x tables</p> <p>* Worksheet - Quick Facts - like in week 3, set the timer for 1 minute and try to answer as many of the questions in Monday's column as you can.</p> <p>* Worksheet - Hidden Picture - complete the sums and use the colour key code to colour your answers on the hundreds board to find the hidden picture.</p> <p>Problem Solving</p> <ul style="list-style-type: none"> ▪ Mrs Brady made 12 chocolate cupcakes. She opened a packet of marshmallows and counted them. There were 36. Mrs Brady put two marshmallows on each cupcake. How many marshmallows were left over? There are four people in Mrs Brady's family. Could the leftover marshmallows be shared equally between all the family members? <p>Yr 3 Signpost Maths - complete 14:1</p> <p>Mathletics</p> <ul style="list-style-type: none"> ▪ 15 – 20mins
Break	
Afternoon HASS	<p>Year 2 - Remains of the past in the local area</p> <ul style="list-style-type: none"> ▪ 'Remains of the past' are places where signs of the past can still be seen today. Remains of the past (sites or places) can help us to learn about the local area. They can be important to people for different reasons. ▪ Complete Monday WK3 Sheet 8 - HASS "Signs of the past in the present" ▪ Read through Monday WK3 Sheet 9 - HASS "Significance of historical sites" <p>Year 3 – Traditional Stories</p> <p>Read 'Traditional stories - 1'. You can use a highlighter to highlight important words and phrases as you like. Then answer questions 1-4 on the next page 'Traditional stories -2'.</p>

Worksheet 1: 'l' as in lizard

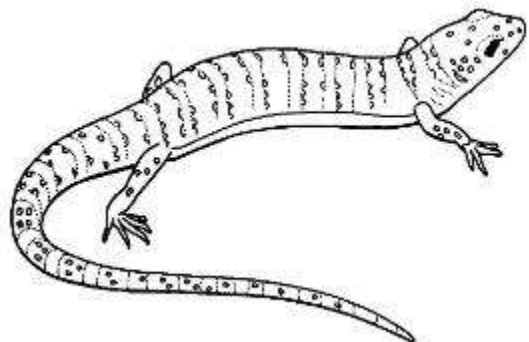
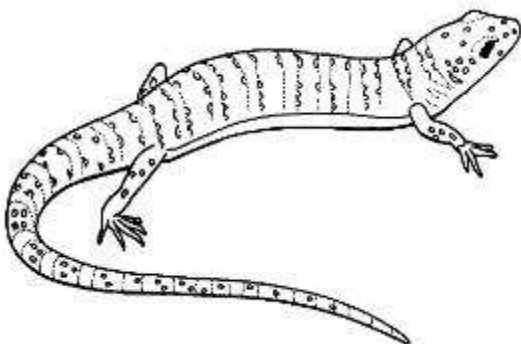
1. Colour the lizard on the left.



2. Colour the long lizard yellow.



3. Colour one lizard blue and the other lizard is eating a lollipop!



*** Now circle all the 'l' and 'll' sounds on this page.

Name: _____

Synonyms

Synonyms are words with similar meanings. Did you notice that synonym and same both begin with the letter "s"? Synonyms can be used to compare items that are alike, the same, or similar.

Authors can use **synonyms** to describe characters in a story.

Jeremiah is a five year old **boy**. He is a young **male**. He has a number of **favourite** toys. He likes his soccer ball **best**. Jeremiah is **tall**. His **towering** height makes him great at playing basketball.

- When looking at this story, did you notice that the words **boy** and **male** have the same meaning?
- Did you notice that the words **favourite** and **best** have the same meaning?

If Jeremiah is **tall**, he must also be **towering**. These words are synonyms too.

Here are some examples of words that might be used to describe characters in a fiction work. Remember that fiction means made up or not real.

happy	sad	energetic	strong	weak
glad	gloomy	active	solid	feeble
joyful	blue	lively	sturdy	puny
cheerful	miserable	bubbly	robust	fragile
pleased	unhappy	full of life	tough	scrawny

Can you choose two words from a column and make a sentence using these words?

1) _____

2) _____



Worksheet 3 QUICK FACTS – Subtraction (set timer for one minute)

<p><u>Monday</u> 10 - 8= 12-12= 8 - 4= 5 - 4= 9 - 0= 10 - 6= 15 - 5= 20 -10= 20 - 20= 18 - 8= 16 - 6= 4 - 2= 3 - 1= 7 - 7= 8 - 1= 17 - 7= 19 - 2= 6 - 2= 4 - 4= 0 - 0=</p>	<p><u>Tuesday</u> 12-12= 11-11= 11 - 0= 5 - 4= 12 - 3= 7 - 5= 13 - 3= 15 - 5= 17 -2= 6 - 4= 8 - 7= 9 - 4= 20 - 15= 16 - 1= 18 - 8= 4 - 3= 9 - 8= 7 - 7= 16 - 5= 12 - 0=</p>	<p><u>Wednesday</u> 20 - 20= 10 - 10= 12 - 2= 5 - 4= 7 - 4= 2 - 2= 0 - 0= 3 - 1= 9 - 6= 14 - 4= 14 -10= 5 - 3= 20 - 0= 18 - 8= 19 - 9= 6 - 3= 9 - 7= 8 - 2= 1 - 0= 1 - 1=</p>
<p><u>Thursday</u> 10 - 8= 10 - 2= 9 - 5= 9 - 4= 12 -12= 12 -10= 4 - 4= 3 - 3= 4 - 4= 7 - 2= 18 - 8= 14 - 4= 6 - 1= 9 - 9= 8 - 6= 5 - 5= 16 - 6= 13 - 3= 17 - 2= 19 - 9=</p>	<p><u>Friday</u> 4 - 4= 8 - 8= 12 -11= 19 - 9= 10 - 8= 3 - 3= 7 - 6= 12 - 9= 14 - 3= 1 - 0= 0 - 0= 5 - 5= 18 - 6= 10 - 2= 15 - 6= 11-11= 11-1= 22 - 20= 22 - 2= 1 - 1=</p>	<p>Ask an adult to check your answers.</p> <p>How did you go? Did you complete each column in the time given? If not, did you improve?</p> <p>Taking away can sometimes be a bit trickier than adding. What strategies did you use to help you? Did you turn it around and count on? Did you remember your rainbow facts – they can help!</p> <p>Eg: $3 + 7 = 10$ Therefore $13 + 7 = 20$ And $10 - 7 = 3$ So $20 - 17 = 3$</p>

Hundreds Board

Mystery Picture No. _____

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Mystery Picture 1

Green:

(60 + 5), (33 + 33), (40 + 33), (30 + 44), (50 + 25), (60 + 16), (33 + 44),
(53 + 25), (41 + 43), (60 + 25), (44 + 42), (70 + 17), (50 + 45), (64 + 32)

Yellow:

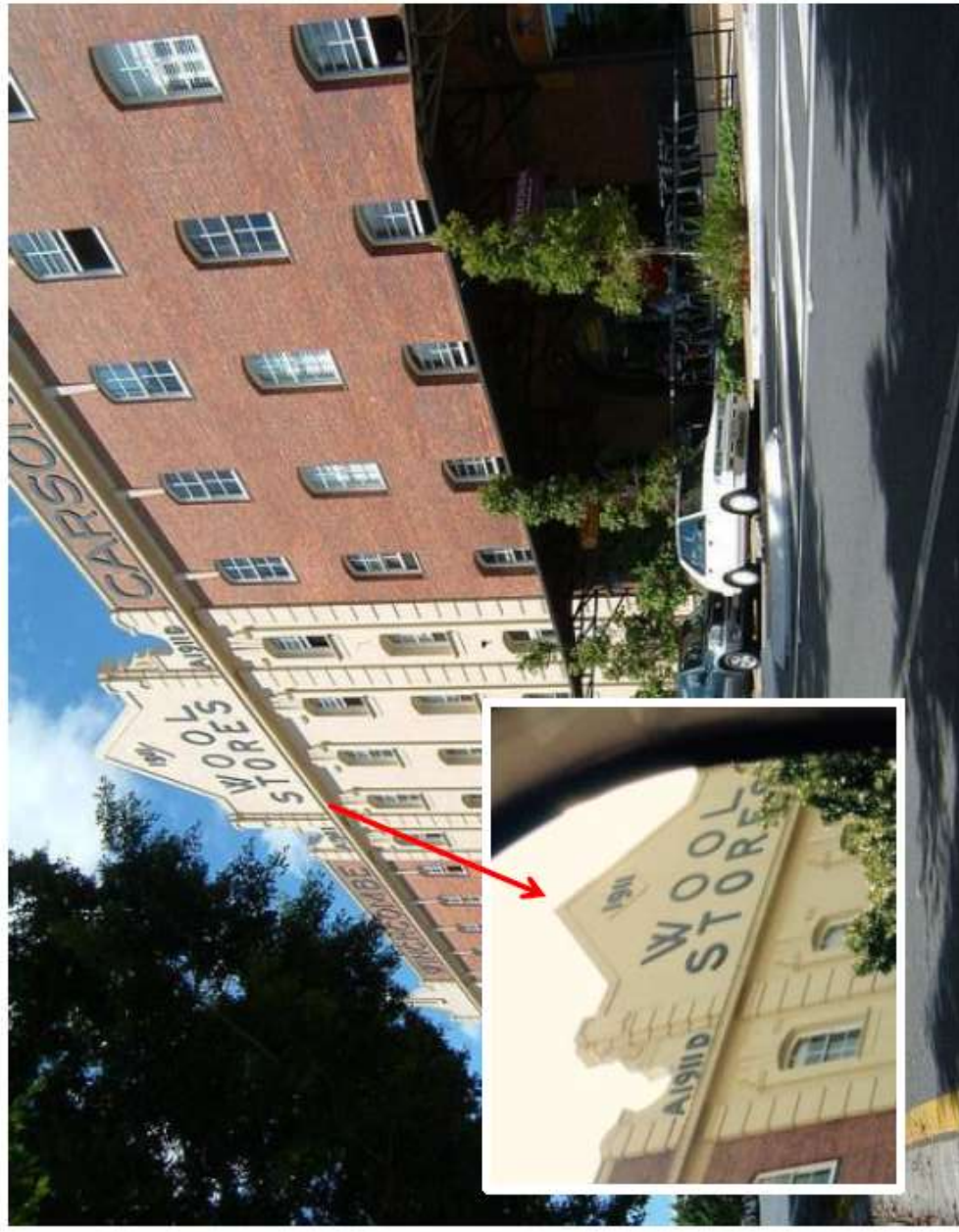
(12 + 13), (11 + 15), (25 + 10), (18 + 18)

Pink:

(2 + 2), (1 + 4), (3 + 3), (1 + 6), (6 + 7), (10 + 4), (8 + 7), (7 + 9), (10 + 7), (9 + 9),
(11 + 11), (13 + 10), (12 + 12), (11 + 16), (14 + 14), (19 + 10), (16 + 16), (19 + 14),
(17 + 17), (30 + 7), (29 + 9), (12 + 27), (20 + 23), (22 + 22), (21 + 24), (31 + 15),
(37 + 10), (35 + 13), (35 + 19), (47 + 8), (38 + 18), (28 + 29)

Signs of the past in the present

1. This is an apartment building in Teneriffe, Brisbane, today. Look carefully at the building to find clues to answer the questions about the past.



Adz, An old wool store on Vernon Terrace in the Brisbane suburb of Teneriffe, Queensland
<https://commons.wikimedia.org/wiki/File:Teneriffe,Queensland1.JPG> CC BY-SA 3.0 creativecommons.org/licenses/by-sa/3.0/deed.en

Image inset: © DET

- a) When was this building built?
- b) How can you tell?
- c) What was this building used for in the past?
- d) How can you tell?
- e) What does this building tell us about Brisbane's past?
- f) What does this building tell us about Queensland's past?

2. This post is on the footpath of a busy main road in Coorparoo, Brisbane. Look carefully at the post to find clues to answer the questions about the past.



© DET

- a) What did this post signal to people in the past?
- b) What does this post tell us about transport in Coorparoo in the past?
- c) Why might posts like this have a number?
- d) Why do you think the barrier and sign were added?



Why are historical sites significant?

Significance means the **importance** of events, people and places (including sites) from the past.



This historical site is a war memorial in Blackbutt. It shows the names of men who fought in World War I.

Why is this historical site so important to people today?

It reminds people of what happened in the past. It also might help some people to know about what happened to people in their own family in the past.



This historical site is the 'Dig Tree' in far west Queensland. There are signs of the Burke and Wills expedition of 1861 on the tree.

Why is this historical site important to people today?

It is important because it helps people know what happened in the past. The site reminds people of how hard it was for Europeans to explore the inland parts of Australia in the past.

This historical site is the Jebbribillum Bora ground in Burleigh Heads, Queensland. The Kombumerri people used this site in the past to hold important ceremonies.

Why is this historical site so important to people today?



It is important because it helps local Aboriginal peoples know about the customs and traditions of their people. It is also important because Aboriginal peoples have a spiritual connection to this area.

Attributions

- Slide 1: Queen Alexandra Home, Image © DET
- Slide 3: Matt nbnj, 2013, Blackbutt War Memorial, http://commons.wikimedia.org/wiki/File:Blackbutt_War_Memorial.JPG CC-BY-SA 3.0 creativecommons.org/licenses/by-sa/3.0/deed.en
- Slide 4: Peterdownunder 2006, The Burke and Wills Dig Tree in South Sulfur Watershole, on Cooper's Creek, Queensland, Australia, http://commons.wikimedia.org/wiki/File:Burke_and_Wills_dig_tree_2.JPG CC-BY-SA 3.0 creativecommons.org/licenses/by-sa/3.0/deed.en
- Slide 5: Jebbribillum Bora, Gold Coast, image © DET

YEAR 3 HASS

Traditional stories - 1

Traditional stories are very important to Aboriginal and Torres Strait Islander people. They are connected with the Country or Place in which they live. Some are Creation stories and tell how the land, sea, plants, animals and people came to be. Others tell about their culture and how people should behave towards others.

Aboriginal Dreaming stories: How Uluru was formed

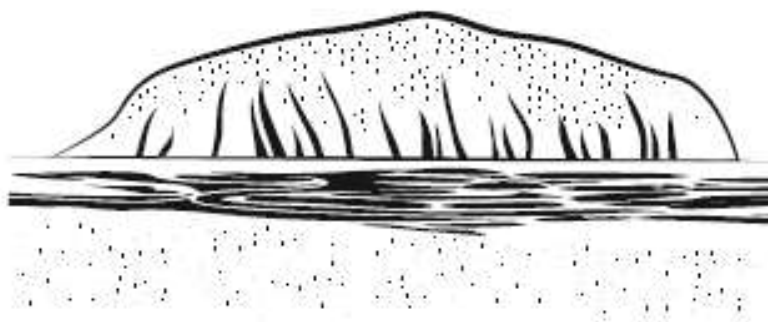
Uluru is a massive rock found in central Australia. The traditional lands of the Anangu people are around Uluru. The Anangu have Dreaming stories that tell how Uluru was formed and got its features, such as caves, springs, boulders and markings. Here are some of them.

Story 1

Long, long ago, two boys were playing in the mud near a waterhole. They kept piling up the mud higher and higher until it became a big, flat sand hill. Eventually it turned to stone and became Uluru.

Story 2

A small red lizard man came to visit Uluru. He had his 'kali' with him, which is a curved throwing stick. He threw it and it landed in the side of Uluru. The lizard man tried to dig it out with his hands which left hollows in the shape of bowls. Later, the lizard man died in a cave. His body became the boulders on the floor.



Story 3

Two bellbird men were stalking an emu which ran towards Uluru. But two blue-tongue lizard men killed it and chopped it up. The large pieces of meat became slabs of rock.

Story 4

When the bellbird men came back later to see the lizard men with the emu meat, they were only given a small piece. This made them extremely cross. They were the ones that had stalked the emu. They set fire to the lizard men's home. The lizard men climbed up the rock face to try and escape. They fell and were burned to death. The smoke from the fire became the grey lichen on the rock. Their bodies are boulders partly buried in the ground.

YEAR 3 HASS

Traditional stories - 2



Answer the questions about the text.

1. Why are traditional stories very important to Aboriginal and Torres Strait Islander people?

2. What kinds of things are the traditional stories about?

3. What do the Dreaming stories from the Anungu on page 7 tell about their Country?

4. Each story explains how Uluru got different features. Use keywords to describe how these features in each story were created.

Story 1	Story 2
Story 3	Story 4

FACT FILE

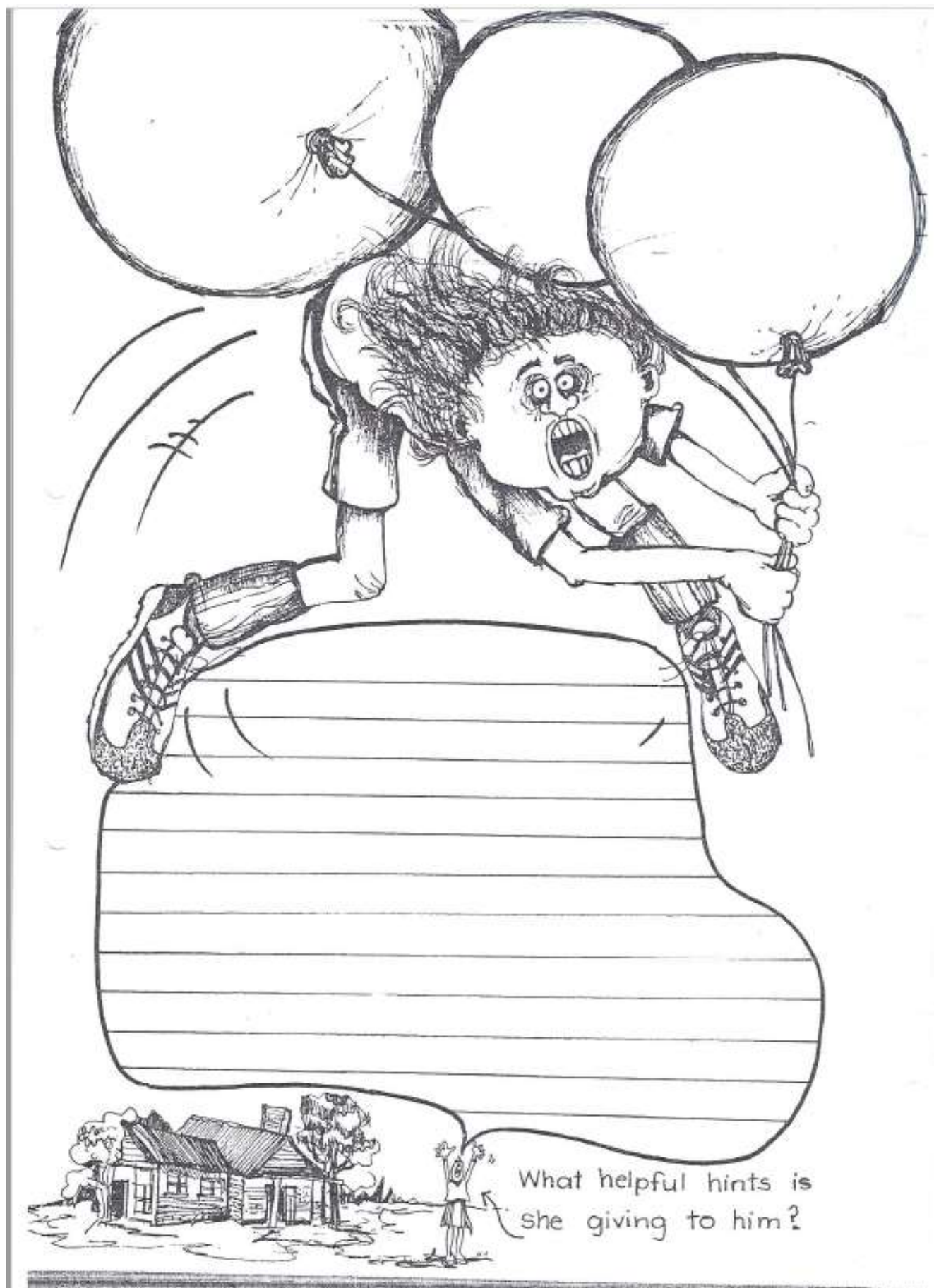
The Anangu people believe that Dreaming spirits still live around the rock, helping them. For example, they say the water serpent lives in a ravine on the rock. It fills up the waterhole when it starts to dry up.



<p>Wellbeing Task</p>	<p>Sit very quietly and very still outside for 5 minutes and listen to all the different sounds you can hear. Sometimes closing your eyes can help you focus on the sounds. What did you hear the sound of?</p>
<p>Morning English</p>	<p><u>Reading</u> – watch the Yr2 reading warm up PowerPoint on the school website. <ul style="list-style-type: none"> ▪ Practise reading your sight words. <p><u>Writing</u> <ul style="list-style-type: none"> ▪ Complete Worksheet 1 - Help! <p><u>English</u> <ul style="list-style-type: none"> ▪ Complete worksheet 2 - Contractions <p>Contractions are two words that have been brought together to form a shortened word, with an apostrophe that replaces the missing letters.</p> <p><u>Spelling</u> <ul style="list-style-type: none"> ▪ Find a piece of paper and write (lightly in lead pencil) 10 of your Soundwaves list words down one side of the paper. Then write them again down the other side of the page. (Check your spelling!) Cut them out, turn them over and play the Memory game with a family member. You have to be able to match a pair and say the word before you can keep it to go towards your score at the end. Who found the most pairs? </p></p></p></p>
<p>Break</p>	
<p>Middle Maths</p>	<p><u>Warm Ups</u> <ol style="list-style-type: none"> 1. Watch the Year 2 maths warmup powerpoint (on website) 2. Write out your Rainbow Facts. You could write them in the rainbow colours. 3. Complete Tuesdays Quick Facts section from yesterday's worksheet. <p><u>Worksheet</u> – Summer Roll <u>Worksheet</u> – What's the Buzz – place value</p> <p><u>Yr 3 Signpost Maths</u> - complete 14:2</p> <p><u>Mathletics</u> <ul style="list-style-type: none"> ▪ 15-20minutes </p></p>
<p>Break</p>	
<p>Afternoon Science</p>	<p><u>Push and Pull Forces</u> Gravity is the pull force on Earth that keeps us from floating off into space. It is gravity that pulls an object to the ground when we let go of it. Put on your science lab coat and start experimenting with some different things to see how they move when they are "pulled" to the ground. Ask an adult to help you. Try the things on the worksheet first and make some scientific observations, then try some of your own ideas.</p> <p>When you have finished the worksheet, watch a cool astronaut video to see how things move in space where there is NO gravity. Here's a suggestion:</p> <p>https://www.youtube.com/watch?v=3bCoGC532p8</p>

Worksheet 1 – Writing – Help!

Write down what helpful hints the mum is giving to her boy. Write them in the speech bubble. Then colour in the picture. Write and colour neatly. Make your work look fabulous!





Contractions Story

Read the story and fill in the boxes with the contractions of the underlined words:

We are going for a walk in the bush today.

It is the first day of Summer.

I am sure there will be many things to see.

My brother said he would like to see a koala.

I hope we do not see a snake!

Snakes are not always very friendly.

They are very dangerous if you disturb them.

We should not touch them.

Luckily, we did not see any snakes today.

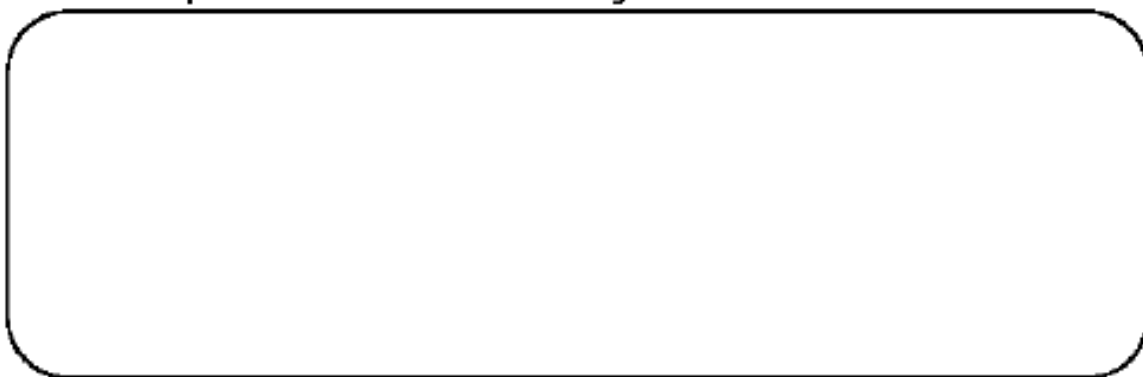
That is fine by me!

We did not get to see any koalas either.

Overall, we have had a great day.

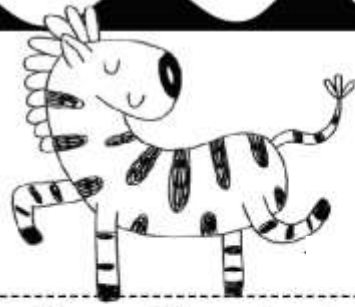
we're

Draw a picture to match the story:



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

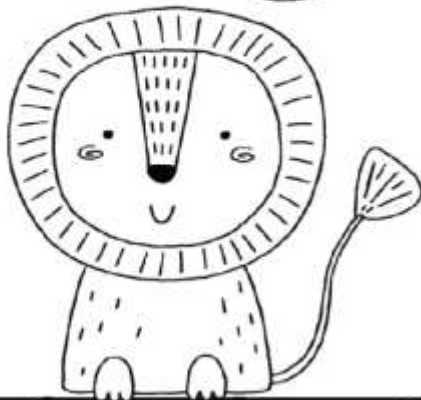
5 9 2 10 7 11

6 11 4 12 9 6

5 8 2 7 11 12

5 9 2 10

4 12 9 6





WHAT'S THE BUZZ?

Can you read the number on the abacus?
Write the numeral inside the hexagon.

4 2 5

1 4 3

1 4 2

4 2 5





4 2 5

1 4 3

4 2 5

4 2 5

Science – The Pull of Gravity!

Object <u>(make sure it is not something that will break)</u>	Observations <u>(what happened/how did it move/ did it land where you dropped it/did it fall quickly or slowly/etc)</u>
A ball 	
A pencil 	
A flat piece of A4 paper 	
A scrunched up piece of A4 paper 	
(your idea)	
(your idea)	
(your idea)	

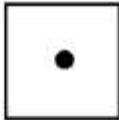
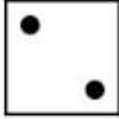
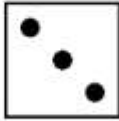
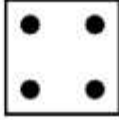
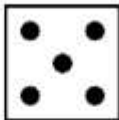
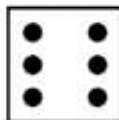


Wellbeing Task	Make a paper pinwheel (use an earring as a stopper if you don't have a pin). Experiment with blowing the pinwheel fast and slow. How do the different types of breathing make you feel?
Morning English	<p><u>Reading</u></p> <p>1. Watch (and say) the Yr2 reading warm ups powerpoint on the school website</p> <p>2. Read a book with an adult. Substitute a noun with another noun. For example, if you are reading a story about a dog, then every time you see the word dog, you could say spaghetti instead. Have fun!</p> <p><u>Soundwaves</u> - complete Unit 14 'I ll as in lizard/bell' (right page only)</p> <p><u>Spelling</u></p> <ul style="list-style-type: none"> ▪ using a container of water and a paintbrush, paint each of your spelling words on concrete (your spelling words are your List words from Soundwaves Unit 14). <p><u>Daily Writing</u> - choose another slide in the Writing warm ups PowerPoint on school website. Follow the instructions.</p> <p><u>English</u></p> <ul style="list-style-type: none"> ▪ Complete Worksheet – Roll a Story <p>Write your story in your scrapbook.</p>
Break	
Middle Maths	<p><u>Warm Ups</u> – set the timer for one minute and complete the Wednesday section of the Quick Facts worksheet from Monday.</p> <p>Then count how many times you can jump in one minute. How many hops in one minute? More jumps or more hops?</p> <p><u>Problem Solving</u></p> <ul style="list-style-type: none"> ▪ complete Worksheet – Problem solving <p><u>Place Value</u></p> <ul style="list-style-type: none"> *complete Worksheet – Place Value as Addition <p><u>Yr 3 Signpost Maths</u> - complete 14:3</p> <p><u>Mathletics</u></p> <ul style="list-style-type: none"> ▪ 15-20mins
Break	
Afternoon Chinese	Please see worksheet/lesson for Chinese

Roll-A-Story



Roll a single dice three times to mix and match the parts of the story:
Roll 1 = Character, Roll 2 = Setting, Roll 3 = Problem

Roll	Character	Setting	Problem
	A beautiful princess	In a faraway galaxy	Gets eaten by...
	An angry alien	In a haunted castle	Turns into a frog...
	A crazy wizard	In a magical forest	Finds a talking horse...
	A friendly dinosaur	On a huge ship	Falls into the ocean...
	A big, bad wolf	In a small cottage	Meets a mean monster...
	An evil witch	On another planet	Loses a key...

Worksheet – Problem solving

Cody saw 3 monkeys, 2 zebras, 12 birds and 1 elephant at the zoo. How many animals did he see altogether?



Geoff had saved \$20 and was given another \$30 for his birthday. How much money has he got altogether?



Mai bought 13 oranges on Thursday, 7 oranges on Friday and 4 oranges on Saturday. How many oranges did she buy altogether?





Place Value as Addition

We can take a number and describe its place value as an addition equation. For example 653 is the same as $600+50+3$. This lets us see the 100s, 10s and 1s separately. See if you can create addition equations with these numbers.

1. $341 = \underline{\quad\quad\quad} + \underline{\quad\quad\quad} + \underline{\quad\quad\quad}$

2. $142 = \underline{\quad\quad\quad} + \underline{\quad\quad\quad} + \underline{\quad\quad\quad}$

3. $426 = \underline{\quad\quad\quad} + \underline{\quad\quad\quad} + \underline{\quad\quad\quad}$

4. $275 = \underline{\quad\quad\quad} + \underline{\quad\quad\quad} + \underline{\quad\quad\quad}$

5. $12 = \underline{\quad\quad\quad} + \underline{\quad\quad\quad} + \underline{\quad\quad\quad}$

6. $985 = \underline{\quad\quad\quad} + \underline{\quad\quad\quad} + \underline{\quad\quad\quad}$

7. $905 = \underline{\quad\quad\quad} + \underline{\quad\quad\quad} + \underline{\quad\quad\quad}$

8. $681 = \underline{\quad\quad\quad} + \underline{\quad\quad\quad} + \underline{\quad\quad\quad}$

9. $502 = \underline{\quad\quad\quad} + \underline{\quad\quad\quad} + \underline{\quad\quad\quad}$

10. $611 = \underline{\quad\quad\quad} + \underline{\quad\quad\quad} + \underline{\quad\quad\quad}$

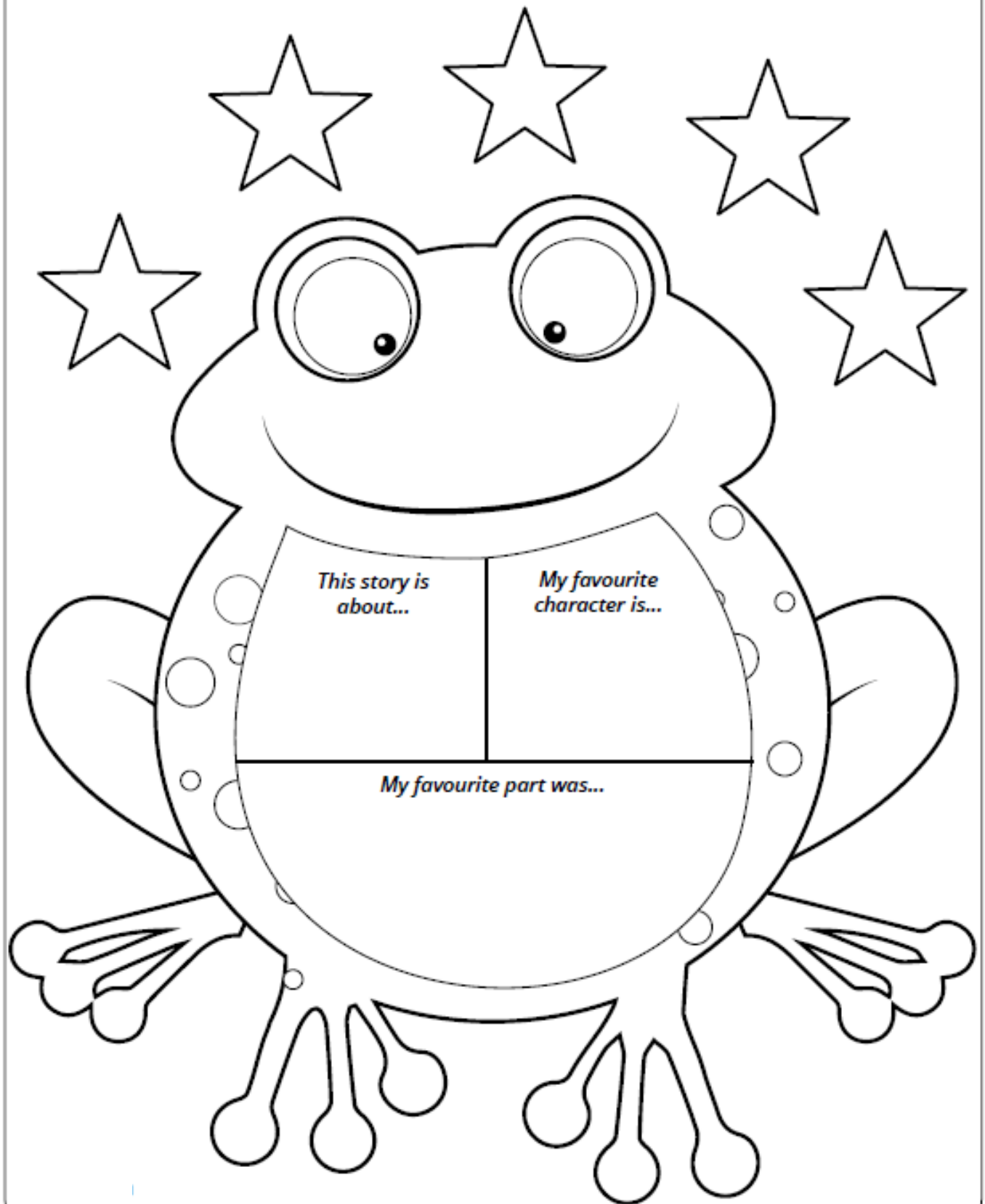
11. $843 = \underline{\quad\quad\quad} + \underline{\quad\quad\quad} + \underline{\quad\quad\quad}$

12. $699 = \underline{\quad\quad\quad} + \underline{\quad\quad\quad} + \underline{\quad\quad\quad}$



Wellbeing Task	Draw a heart or picture on a piece of paper and hide it somewhere in your home. Make a treasure map for someone else in your home to find the picture. When they find the picture, give them a big cuddle for up to 30 seconds!
Morning English	<p><u>Reading</u></p> <ul style="list-style-type: none"> ▪ Practise your sight words *Read a story with an adult. Complete Worksheet - Book Report <p><u>Daily Writing</u></p> <ul style="list-style-type: none"> ▪ Choose another slide on the Yr2 writing warm ups Powerpoint and complete the activity. <p><u>Spelling</u> - write out your spelling words (List words from Soundwaves Unit 14) in one long continuous line. This means all your spelling words will join with no gaps in between words. Using a coloured pencil, circle any new small words you can find in your long line of spelling words.</p> <p><u>English</u></p> <ul style="list-style-type: none"> ▪ Re-read the story you wrote on Wednesday using Worksheet – Roll a Story. Complete Worksheet – Story Map using the story you wrote.
Break	
Middle Maths	<p><u>Warm Ups</u></p> <ul style="list-style-type: none"> ▪ Complete Thursday section of the Quick Facts page from Monday. (1 min) *Watch the Yr2 Maths warm up PowerPoint on school website. Can you remember your Rainbow Facts without looking? <p><u>Problem Solving</u> – complete Worksheet – Problem Solving</p> <p><u>Place Value</u> - complete Worksheet – Expanding Numbers</p> <p><u>Yr 3 Signpost Maths</u> - complete 14:4</p> <p><u>Mathletics</u></p> <ul style="list-style-type: none"> ▪ 15-20mins
Break	
Afternoon Art	Mothers Day Activities You can make them all or make just one...you decide 😊


My Book Report for




Story Map

Title _____

Characters



Setting




What else happened?

?

Problem

!

Solution



Worksheet – Problem Solving

Peter sold 15 tickets to his family, 6 tickets to his friends and 3 tickets to his neighbours. How many tickets did he sell altogether?

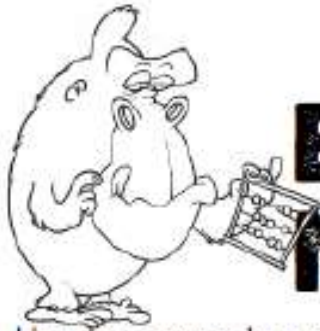


You have 25 students in your class. 6 are away today. How many students are in your class today?



There were 15 lambs in one paddock, 5 lambs in another and 10 lambs in the last paddock. How many lambs are there altogether?





EXPANDING NUMBERS TO 1000

Use these expanders to group these numbers and show place value.

1. 142

	Hundreds		Tens		Ones
--	----------	--	------	--	------
2. 705

	Hundreds		Tens		Ones
--	----------	--	------	--	------
3. 915

	Hundreds		Tens		Ones
--	----------	--	------	--	------
4. 3

	Hundreds		Tens		Ones
--	----------	--	------	--	------
5. 101

	Hundreds		Tens		Ones
--	----------	--	------	--	------
6. 799

	Hundreds		Tens		Ones
--	----------	--	------	--	------
7. 42

	Hundreds		Tens		Ones
--	----------	--	------	--	------
8. 860

	Hundreds		Tens		Ones
--	----------	--	------	--	------
9. 125


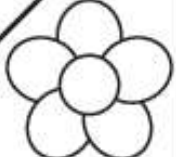







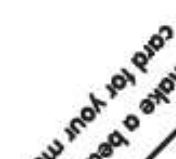
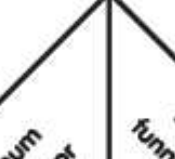

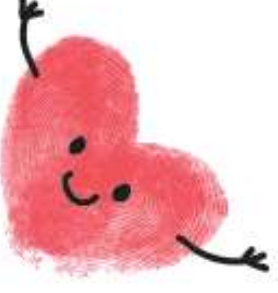



	Hundreds		Tens		Ones
--	----------	--	------	--	------
10. 351

	Hundreds		Tens		Ones
--	----------	--	------	--	------
11. 556

	Hundreds		Tens		Ones
--	----------	--	------	--	------
12. 480

	Hundreds		Tens		Ones
--	----------	--	------	--	------

A Chatterbox for Mum

	1 	2 	
8 	 <p>Give your mum a relaxing massage.</p> <p>Give your mum a big cuddle.</p>	 <p>Do a chore around the house for your mum.</p> <p>Remind your mum of a lovely memory you shared together.</p>	3 
	 <p>Make a beautiful card for your mum.</p> <p>Make your mum breakfast, lunch or dinner.</p>	 <p>Tell your mum 5 things you love about her.</p> <p>Tell your mum a funny joke to make her laugh.</p>	4 
	9 	5 	

Mothers Day Activity - card

- Colour in the magician. There are four 'Speech Bubbles'. In each speech bubble, write one thing that is magical about your mum. Fold the card in half and write a message to your mum on the inside.



YOU'RE MAGIC MUM!



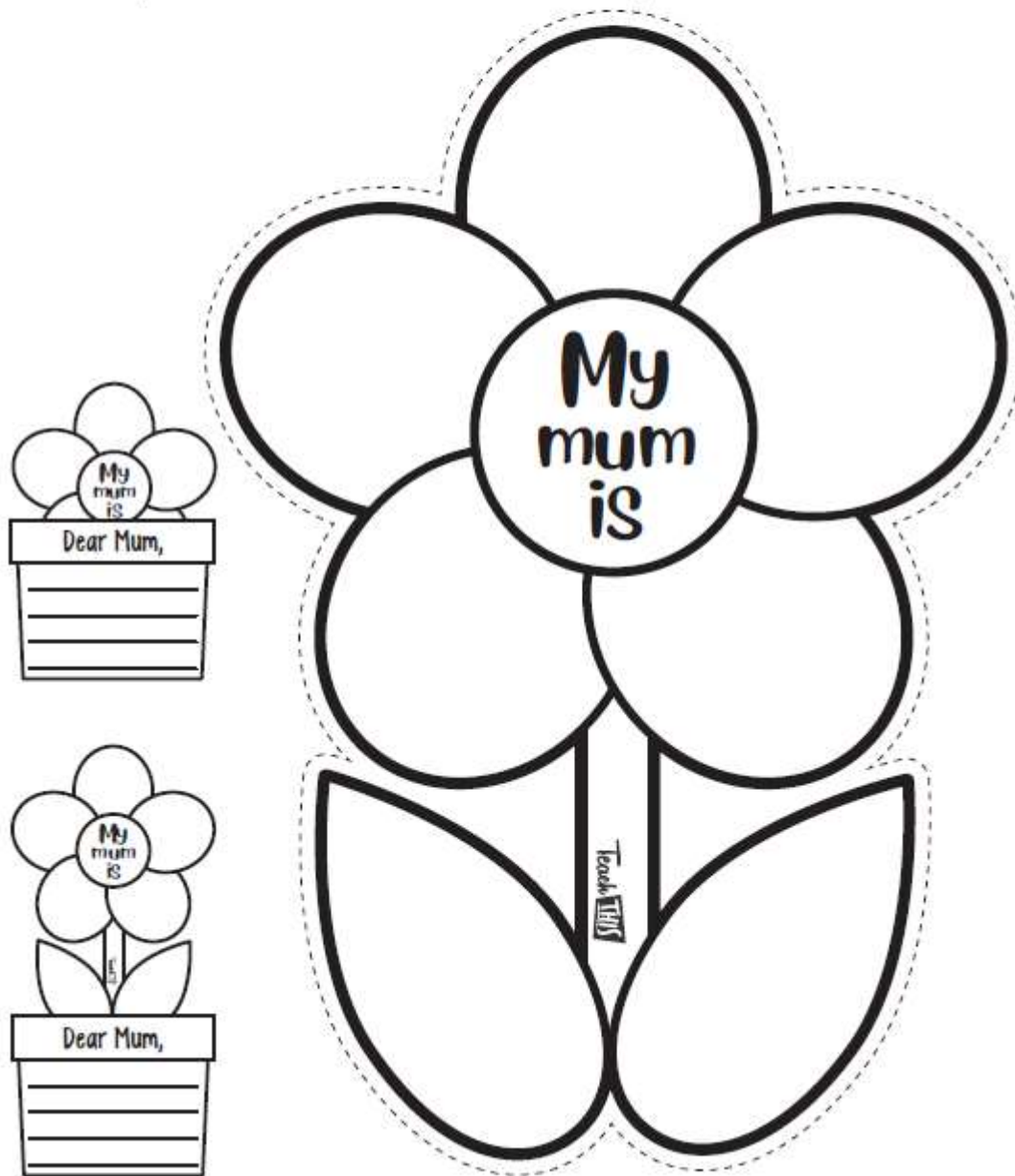
A Flower for Mum

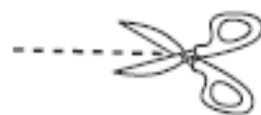
Write something about your mum on each petal.

On the plant pot, tell Mum why you love her.

Colour the flower and the plant pot.

Cut neatly around the dotted line and construct your card.





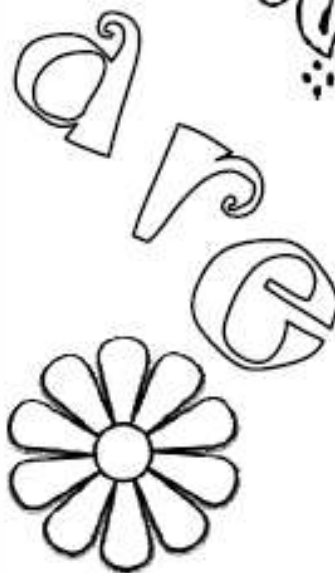
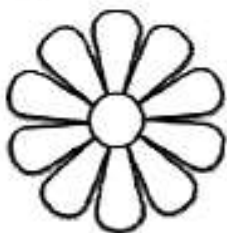
Glue it.

Dear Mum,

Glue it.

Teach **TEKS**

Grandmothers



amazing



Dear _____

**You will always be
my grandmother,
No matter where I go.
No matter years that pass,
or how big or tall I grow.
Today I take my little hand
And place it on your heart,
So little me and you
Will never be apart.**



Put your thumb prints in the heart.



Wellbeing Task	<p>In a quiet space of your home complete a colouring in sheet throughout the day. Return to your colouring sheet each time you need a break. A sheet has been included 'Mindful Colouring' or you can choose your own.</p>
Morning English	<p><u>Reading</u></p> <ul style="list-style-type: none"> ▪ Watch and join in with the Yr2 Reading Warm ups PowerPoint <p>*Read a short story with an adult. Now complete Worksheet – While I was Reading. Can you make up a different ending to your story?</p> <p><u>Spelling</u></p> <ul style="list-style-type: none"> ▪ Use your spelling words (List words from Soundwaves Unit 14) to create 'Word Puzzles'. 1. Write out your spelling words on separate pieces of paper. 2. Cut each word up to make puzzle pieces. 3. Mix up your word puzzle pieces and see how quickly you can put the word puzzles back together. <p><u>Daily Writing</u></p> <ol style="list-style-type: none"> 1. Choose another slide from the Yr2 writing warm up PowerPoint. Complete the activity. 2. Then write a list of food you would like to take on a picnic with your family. <p><u>Handwriting</u></p> <ul style="list-style-type: none"> ▪ complete a page from your Handwriting textbook. <p><u>English</u></p> <ul style="list-style-type: none"> ▪ Write down some characteristics of a friend. Describe your friend as you would a character from a book. Use these headings; What do they look like? What do they sound like? What do they like to do? What makes a good friend? Draw a picture of you with your friend. Use the red and blue lines to write about a fun time you had together.
Break	
Middle Maths	<p><u>Warm Up</u></p> <ol style="list-style-type: none"> 1. Complete Friday section of the Quick Facts worksheet. 2. Write ten random 3 digit numbers (eg 436) onto a piece of paper. Cut them out then arrange them from smallest to largest. Then put all the odd numbers in one pile and the even numbers in another pile. What other ways could you arrange them? <p><u>Place Value</u> – complete Worksheet – Place Value</p> <p><u>Create a Monster</u> – create your own monster by completing the Worksheet – Roll a Monster</p>
Break	
Afternoon Music Health/PE	<p>Please see worksheet/lesson for MUSIC and HEALTH/P.E</p>



EVERY DAY

MAY NOT be

GOOD BUT THERE

IS SOMETHING

good IN EVERY DAY

While I Was Reading...

As you read, think about questions, predictions, visualisations and connections you can make about the story.



A question I thought about was...



I predicted this may happen ...

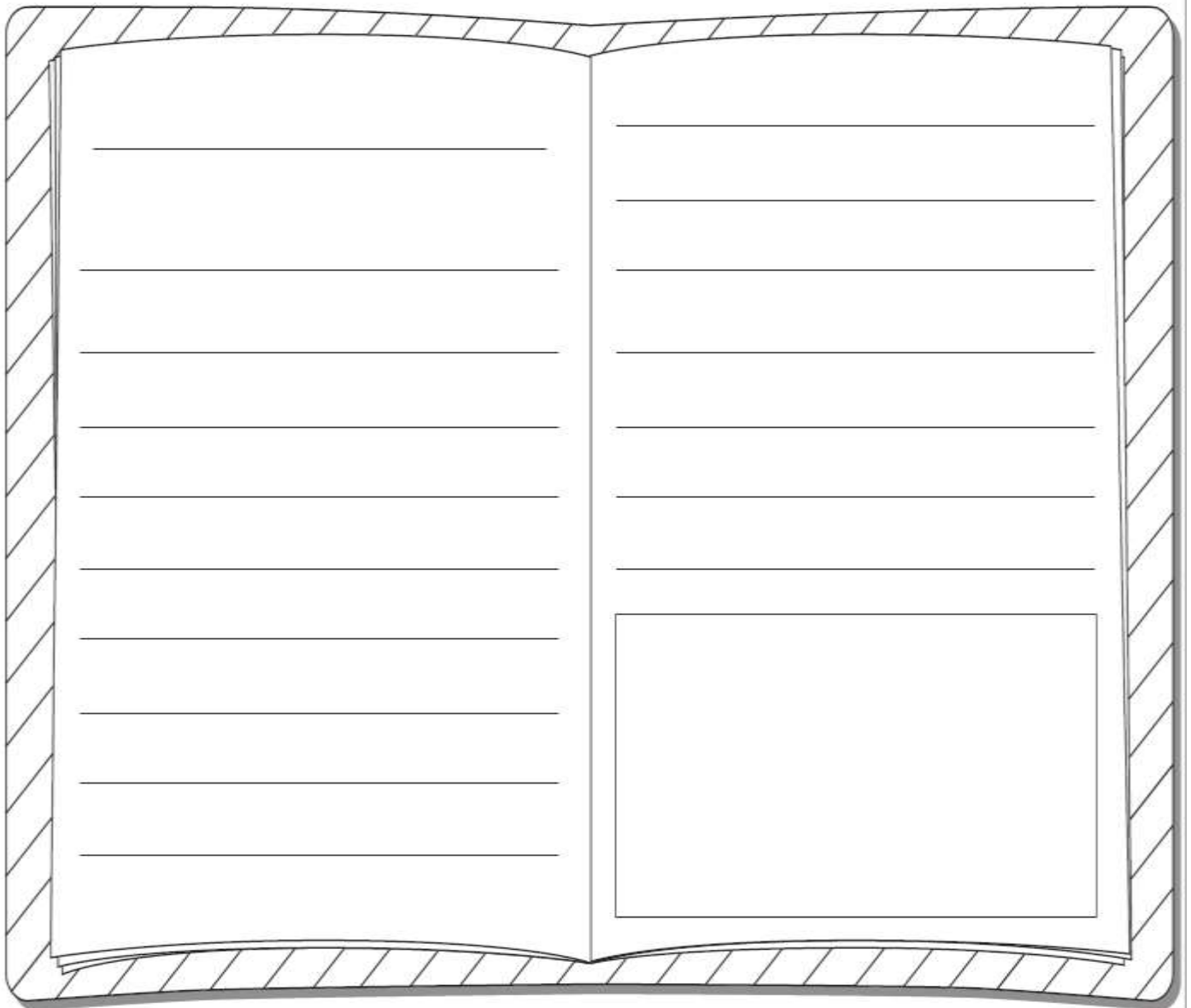


As I read, I pictured...



I made a connection when...

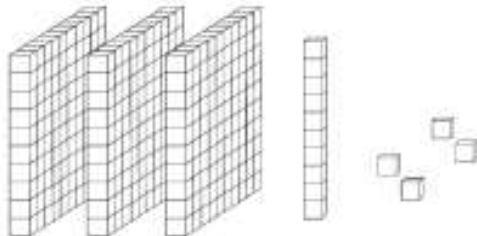
Worksheet – Characterisation of a friend



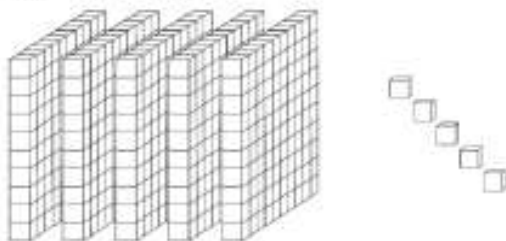
A series of horizontal lines for writing, consisting of alternating blue and red lines, providing a template for the student's response.

Place Value Blocks

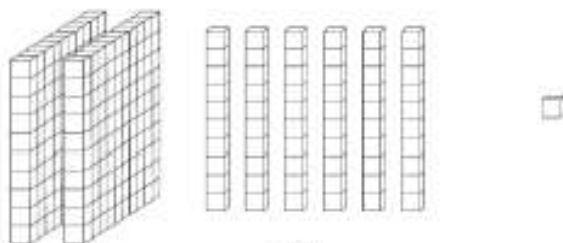
Complete the following questions using what you have learned **To 1000** about place value.



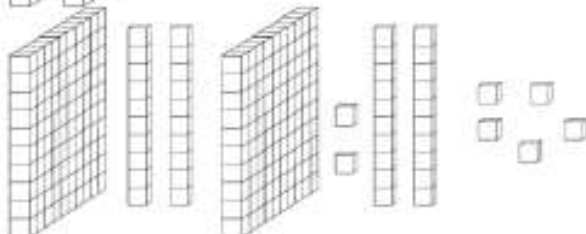
Hundreds	Tens	Ones



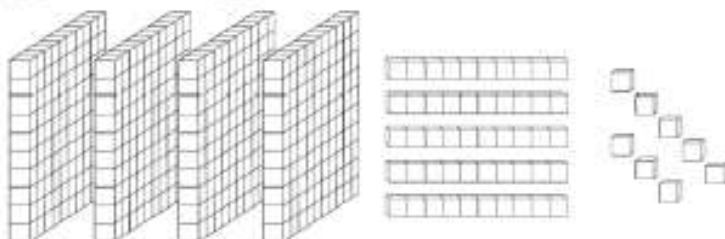
Hundreds	Tens	Ones



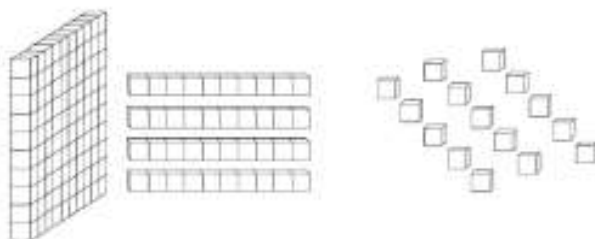
Hundreds	Tens	Ones



Hundreds	Tens	Ones



Hundreds	Tens	Ones



Hundreds	Tens	Ones



Roll-A-Monster

create your own monster!



Start in the first column and roll the dice. Find the dice number and draw the monster body that matches. Then move to the second column and roll the dice again. Find the dice number and draw the monster eyes that match. Continue to roll the dice to find the mouth and then feet, legs or arms. When you roll the dice for the 5th time, you get to be creative! Find the dice number and draw the monster body part that matches. You can use this part anywhere on your monster!



	1 st Roll Body	2 nd Roll Eyes	3 rd Roll Mouth	4 th Roll Feet, Legs or Arms	5 th Roll Be Creative



Topic 2 – Where and why people make music?

Task 1

Look

- Have a look at the pictures on the following page.
- Where and why are these people making music?
- Can you answer any of the questions below?

Where are they?

What is around them?

Who is listening to the music?

What do you think the music is like?

Are they using instruments or their voices or both?

Why are they making the music?

Why are they in this place?

What does this music make you think about? Why?



Which is your favourite picture?

Why?

Music is for everyone! Music brings people together.

***Sharing music is something wonderful you can
with your family.***

do

Talk with your family members about music.

Colour in each box when you have discussed the question with someone.

What sorts of music do you like?	What is your favourite instrument? What instruments have you played?	What different sounds and instruments are used in music?
Where do people make music?	Why do people make music?	What does music make you think about? Why?
Is there music that is special to your family or culture?	What sorts of music does someone in your family like?	What do you like about music you listen to or make?

Draw

Draw somewhere where you hear music.

Draw your favourite instrument.

Draw yourself making music!



Stafford State School

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PE – Prep to Year 2

Weeks 3, 4 and 5

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.

Please email me a photo or video of you completing the following activities.

EMAIL: nxsma0@eq.edu.au

Week 3 – Dodging and Obstacle Course

https://www.youtube.com/watch?v=v7V_uKNvxvk

Choose some objects from around the home or use chalk outside to design your own obstacle course. Your course needs to include some dodging. If you would like to be like a ninja warrior you could time yourself doing the course and then see if you can get faster. Remember it is your job to pack up the course after you have completed it.

Week 4 – Hopping and Skipping (step-hop, step-hop) – not with a rope

Practise hopping on each leg. Hop around some obstacles.

Skip over a distance (of at least 20m) – remember the pattern step-hop, step-hop. If this is difficult begin with one step and two hops on the right then one step and two hops on the left or watch this clip <https://www.youtube.com/watch?v=LWUsF32jdFg>

Week 5 – Overarm Throw and Dribbling a Ball (with your feet)

Throw - Using a large outdoor space practise throwing overarm. Make sure the foot that is not on the same side as your throwing arm is out in front. Use your whole body to throw not just your arm.

https://www.youtube.com/watch?v=C0sl_YYBxuo watch these 5 stages.

Dribbling – using any ball you have at home kick the ball from one place, around some obstacles and then into a made up goal. Make sure you are kicking with the inside or outside of your foot (not your toe). <https://www.youtube.com/watch?v=fcHJJ1SnwSk>

Extension activities – send me a video of you bouncing a ball, skipping with a rope or playing catch.

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 see what you have been up to!

Miss B



PE (Athletics)

Year 3 to Year 6

This term, students develop specialised movement skills of running, jumping, landing, throwing and catching. They apply and combine the above skills to solve movement challenges.

Weeks 1-5

Over the 5 weeks of learning from home you will need to attempt each of the following activities. We will continue to work on these skills with the proper equipment when you return to school.

I would like you to email me some **photos or short videos** of you completing your athletics skills. If you have been up to some other activities whilst learning from home please send me footage of those too. **EMAIL: nxsma0@eq.edu.au**

I look forward to seeing what you have been up to – Miss B

Week 1 - Running – Look Ahead, Arm Drive, Knee Drive

Drill videos - <https://www.youtube.com/watch?v=5SQviRdHHRI>

Practise your running over short and long distances. Experiment with different ways to move your body - galloping, skipping, hopping, side stepping, bear walking, crawling and rolling. Race someone in your family.



Week 2 - Long Jump – Run Up, Pop Up, Landing

Drill videos https://www.youtube.com/watch?v=9F6CHjvTB7k&list=PLV-ZnoZBA-BVR1LYiF2Y_yPoUqiyKQ1IC&index=15 and https://www.youtube.com/watch?v=9fpLJla0czM&list=PLV-ZnoZBA-BVR1LYiF2Y_yPoUqiyKQ1IC&index=5&t=0s

Using a grassed area practise the long jump movement sequence. Running up, popping up (using your arms and knees to drive up) and landing in motorbike or with your hands forward onto the ground. Use a line on the ground to start the jump.



Week 3 - Shot Put – Pivot, Push, Release

How to video - <https://www.youtube.com/watch?v=tHVMufMECPo>

Using a crunched up piece of paper practise throwing a Shot Put. Place your foot behind a line. Bring the paper to the ear of your throwing arm and pivot and push the paper as far as you can, make sure you push not throw the paper.



Week 4 - High Jump – Run Up, Kick Up, Landing

How to Video - <https://www.youtube.com/watch?v=VZApaVkMIHw>

Place something on the ground like a skipping rope. Stand side on to the rope. Practise jumping over the rope using the scissors kick. If you have space add a run up and then jump over the object on the ground. See how high you can jump over the object by throwing your arms into the air as you jump.



Week 5 - Ball Games – Teamwork, Sportsmanship, Have Fun!

Ball Games Rules and Information

Please note these games do not allow for social distancing – Only play these games with people from your bubble.

Tunnel Ball <https://www.youtube.com/watch?v=leGwtjZEqeA>

1st Whistle = Ball on the ground in front of the captain. Everyone stands up straight with their legs together on the line.

2nd Whistle = Captain picks up the ball. Everyone opens their legs out wide. Back person crouches down.

3rd Whistle = Game begins by the captain rolling the ball through everyone's legs.

The game is finished when everyone has had a turn at rolling the ball from the front and the captain is at the front again. Students sit down on the line with their hands on their head when they have finished. Leader runs over the finish line.

Under and Over <https://www.youtube.com/watch?v=w-EkRQWgFUw>

1st Whistle = Ball on the ground in front of the captain. Everyone stands up straight with their legs together on the line.

2nd Whistle = Captain picks up the ball. Everyone opens their legs out wide.

3rd Whistle = Game begins by the captain passing the ball **under** their legs. The second person grabs the ball and passes the ball **over** their head. The ball should not leave the students hands and should not touch the ground. The game is finished when everyone has had a turn at passing the ball from the front of the line and the captain is at the front again. Students sit down on the line with their hands on their head when they have finished. Leader runs over the finish line.

Captain Ball *no examples available online*

1st Whistle = Ball on the ground in front of the captain / leader. Everyone stands up straight with their legs together on the line.

2nd Whistle = Captain / Leader picks up the ball.

3rd Whistle = Students line up side by side. Captain stands 1.5m away in a circle facing the line. Game begins by the captain / leader passing the ball to the first person in line who then passes it back to the captain. The captain then passes the ball to the second person and so on until everyone has a turn. When the last person in line catches the ball they run to the circle. The game continues until everyone has had a turn at being a leader. Students sit down on the line with their hands on their head when they have finished. Leader runs over the finish line.

For all Years P-6

1st Whistle - SOLDIERS

2nd Whistle - PREPARE

3rd Whistle – START

For more videos to improve your athletics skills and drills check out;

https://www.youtube.com/playlist?list=PLV-ZnoZBA-BVR1LYiF2Y_yPoUqiyKQ1IC

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 look forward to seeing what activities you have been up to,

Miss B



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Chinese – 2A, 2/3B, 3A











Week 4

☺ Click on the link (<https://quizlet.com/89jvlz?x=1jqt&i=fiv4a>) to hear the pronunciation.

★ Learning objectives: To count 1-10 in Chinese by saying:-

☺ yī èr sān sì wǔ liù qī bā jiǔ shí
一 二 三 四 五 六 七 八 九 十

Learn new words: Read the words below and memorise the meanings of the word.

 yī	 èr
 sān	 sì
 wǔ	 liù
 qiū	 bā
 jiǔ	 shí



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Chinese – 2A, 2/3B, 3A











Week 4

☺ Click on the link (<https://quizlet.com/89jvlz?x=1jqt&i=fiv4a>) to hear the pronunciation.

★ Learning objectives: To count 1-10 in Chinese by saying:-

☺ yī èr sān sì wǔ liù qī bā jiǔ shí
一 二 三 四 五 六 七 八 九 十

Learn new words: Read the words below and memorise the meanings of the word.

 One	 Two
 Three	 Four
 Five	 Six
 Seven	 Eight
 Nine	 Ten



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Health and Wellbeing Grid

Weeks 1-5

Prep - Year 6

complete. If you would

Continue to highlight items off this grid as you like some more ideas check out the [65 Fun](#)

Things To Do Activities

<https://www.teachstarter.com/au/teaching-resource/65-fun-things-to-do-with-kids-at-home/>

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	Create your own obstacle course. You could use chalk and objects from around the home
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 a thankyou letter to a doctor or nurse who is exhausted treating patients	Write a list of 10 things and opportunities you're grateful for
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?



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Digital Technology

Years Prep - 2

Weeks 3, 4 and 5

Online Activities	Offline Activities			
Use the Scratch Junior app on iPad/tablet to create your own program.	Draw a picture of a robot. Add colour and labels.	Build a robot using cardboard boxes and other recycling and craft materials.	Build a robot out of LEGO.	Sort your LEGO (or coloured pens/pencils) into colours and sizes.
Watch Youtube *(Link below): 'Going on a Bear Hunt'. List the order of the places they visit. E.g. long wavy grass,	Pretend to be a BeeBot and program some directions for you (or a sibling) to follow.	Create a treasure hunt game.	Tell and retell a story *Think about the sequence.	Solve some puzzles
Watch Youtube *(Link below): Rosie's Walk. List the order of the places Rosie visits. E.g. Across the yard	Create and follow a maze.	Build with blocks. Think about the steps you did to make it and see if you can knock it down and rebuild it the same way.	Build some LEGO by following the instructions.	Create a maze using boxes and other recyclable materials. Take a toy through the maze.
Use a computer keyboard to practise finding letters and typing words. *Can also be done offline using a print out of a keyboard which can then be coloured. Try using one colour for vowels and other colours for the consonants.	Build and create with LEGO.	Do some beading and create different patterns.	Use just 4 LEGO blocks and build a duck. Can you make different ducks using the same 4 blocks?	Create your own puzzles by drawing a picture and then cutting it into different shapes and putting it back together.

Online resources

- **Scratch Junior app on iPad**
- **Watch: YouTube *Going on a Bear Hunt*:
<https://www.youtube.com/watch?v=Waoa3iG3bZ4>**
- **Watch: YouTube: *Rosie's Walk*
<https://www.youtube.com/watch?v=R3kNUTwJhf8&t=15s>**



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Library

Prep - Year 6

Week 3, 4 & 5



Every Day is a Good Day to Read a Book! Read at home with someone or independently every day, just for fun. Try for at least 20 minutes but more is better. Remember you don't have to do this all at once. Five minutes here and there is also good. Read fiction, nonfiction and poetry. Just read! It is important.

The Brisbane Council Libraries are doing great story time activities for children. Check out their website. If you are not a member it is easy to join online so you have a membership number to log on. They are doing a great job.

Below are some activities to try around books and reading. Colour in the activities as you do them. You MUST have permission from your parents or caregivers before you go to one of the websites suggested below.

<p>An Old Favorite Design a bookmark or two. Be creative. Raid your craft box. Keep them to share later and use them when reading.</p>	<p>Scavenger Hunt Use the books you have at home and complete the Book Scavenger Hunt. Sheet supplied.</p>	<p>Book Talk Use the Talking about Books sheet and talk about the books you are reading with someone. Just a few questions.</p>	<p>Lego or Construction Create a scene or character from Lego or construction material. Make sure you tell someone at home about it.</p>
<p>Book End Pages Look at the end pages of the book. Create your own end pages for the book adding your own flair to the illustration.</p>	<p>Craft Activities for all year levels. It is great to relate a craft or drawing activity to a book. Try Pinterest for ideas or Arty Crafty Kids at www.artycraftykids.com Have fun.</p>	<p>Scratch for Juniors. If you have access to this coding site and create a simple story. Only have a maximum of 3 characters. Good luck.</p>	<p>Writing a Poem 1 Acrostics are easy. Write the name of a character, setting or topic vertically down the page. Write a word, phrase or sentence for each letter of the word. Read it to someone.</p>
<p>Writing a Poem 2 Another idea: Choose a photo or picture from a magazine and write a poem about it. It could be one verse or more. Or just write down some words that you think about when looking at the picture. Make a 'Wordle' for it.</p>	<p>Nonfiction Activity 1 Choose a nonfiction book or magazine article. Write down or tell someone 3 - 5 interesting facts that you have found out about the topic. Choose 1 fact and draw a picture about it. Write a caption.</p>	<p>Nonfiction Activity 2: Atlas With or without an atlas. A to Z of World Countries A to Z of World Capital Cities Younger students explore a map of Australia. Find all the states and capital cities.</p>	<p>Nonfiction 3 Websites Check out and explore the National Geographic Kids and NASA websites. www.natgeokids.com www.nasa.gov/kidsclub/index.html</p>

Talking About Books

Listed below are a range of questions you can use to explore the book you are reading with your child. You don't have to ask every question – just a couple. Also adapt to the age of your child.

Fiction

Before reading:

- Why did you pick this text?
- What makes you think this book is going to be interesting?
- What do you think the text is going to be about?
- Do you know of any other books this author has written?

During reading

- If the main character in this story lived next door, would you be friends? Why or why not?
- If you could ask the character something, what would it be?

- Where is the book set?
- What does the place look like in your head?
- Would you like to visit there?

- What do you think will happen next?
- What do you hope will happen next?

After reading

- Who was in the book?
- Who was your favourite character? Why?
- Describe one of the characters to me. Tell me what they look like and what their personality is like (are they kind, bossy, cheeky, talkative)
- Is there a character in the story that reminds you of someone you know? If so, who are they like, and how are they similar?

- If you tell a friend about this story, what will you say?
- Can you retell the story in sequence order (use your fingers and sequence words: first, second, then, next etc)
- What was the big problem or event in the story?
- How did the characters solve the problem?
- Did it end the way you thought it would? Would you have ended the story differently?

- Show or tell me some words you would like to know more about. Maybe we could use a dictionary to help.

Nonfiction

- What is something new you've learnt?
- How is this information book different to fiction/story books?
- Has this text challenged your thinking about something?
- Are you interested to learn more about this topic?
- Let's find the technical words in the text that are often bolded and check the glossary to find more about them.

Picture Book Scavenger Hunt



Look through your favourite picture books at home.

Find the items below. Show someone or tick each item when you have found it.

An animal with fur

The word together or happy

A picture of the moon

Someone sleeping

A cat

Someone running

A bicycle

Someone laughing

A picture of a book or someone reading

A picture of the countryside

A picture of someone eating or cooking

A book with a blue cover

A book with a tree on the front cover

A word starting with the first letter of your name

Make it harder and find a character whose name starts with the first letter of your name