



# Stafford State School

Independent Public School



Term 2

Week 5

# Year 2/3B

# Home Learning

Learning Areas:

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



<p><b>Wellbeing Task</b></p>	<p>Colour Breathing - With another family member, lie or sit comfortably and close your eyes. Take three long slow breaths. When you are both calm, take turns saying a colour out loud. When you hear the colour, try to picture that colour in your mind. Imagine your body breathing that colour in and then blowing it out of your body (like an ocean wave rolling in and out of the beach) continue for three breaths before you say another colour. Continue for up to 5 minutes. How do you feel?</p>
<p><b>Morning</b> <b>English</b></p>	<p><b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>▪ Read a book with an adult. <b>Take turns reading sentences.</b> At the end of the book, <b>ask each other a question</b> about the book. <b>Find 10 nouns</b> in the book.             <ul style="list-style-type: none"> <li>• Practise your M100-300W <b>sight words</b> - they are on the school website.</li> </ul> </li> </ul> <p><b><u>SOUNDWAVES</u></b></p> <ul style="list-style-type: none"> <li>▪ This week it's <b>Unit 15 - ee, ea, e, y, ey.</b> Complete <b>left page only.</b> <ul style="list-style-type: none"> <li>• Have a go at the <b>wordsearch.</b></li> </ul> </li> </ul> <p><b><u>Daily Writing</u></b></p> <ul style="list-style-type: none"> <li>▪ Choose another <b>slide</b> from the <b>Yr 2 Writing Warm Up</b> on school website.</li> </ul> <p>* <b>Writing task - Meet Glippey</b> *Complete <b>one page</b> from your <b>Handwriting textbook.</b></p> <p><b><u>English</u></b></p> <ul style="list-style-type: none"> <li>▪ <b>Worksheet – Commonwealth Games Contractions</b></li> </ul>
<p><b>Break</b></p>	
<p><b>Middle</b> <b>Maths</b></p>	<p><b><u>Warm Ups</u></b></p> <p><b><u>Quick Facts</u></b> - If you have access to a computer, <a href="https://www.topmarks.co.uk/maths-games/daily10">https://www.topmarks.co.uk/maths-games/daily10</a> Try Level 3 in addition, giving yourself 20 seconds for each question If you do not have a computer, complete 'Daily Maths Challenge' sheet for Monday. *Complete <b>Monday</b> on '<b>Daily Maths Challenge</b>' <b>Worksheet</b> <b>**Write out your 5x and 10x tables</b> <b>**Count how many clocks you have in your home.</b></p> <p><b><u>Yr 2 &amp; 3 TIME: Graph The Time</u></b> Follow the instructions on the <b>worksheet</b> with the clocks and then <b>complete the graph</b> on the <b>second worksheet.</b></p> <p><b><u>Year 3 complete Signposts Maths Unit 15:1</u></b> <b><u>Mathletics</u></b> ▪ 15-20 minutes</p>
<p><b>Break</b></p>	
<p><b>Afternoon</b> <b>HASS</b></p>	<p><b><u>YEAR 2</u></b></p> <p><b><u>Points of view about the importance of places</u></b></p> <ul style="list-style-type: none"> <li>▪ People have different points of view about the importance of sites or places that reflect the past.</li> <li>▪ Sites or places can be considered significant if they:             <ul style="list-style-type: none"> <li>○ reflect a major change at the time they were developed or established</li> <li>○ reflect a lasting change that occurred in people's lives</li> <li>○ reflect positive and/or negative effects on many people</li> <li>○ help people understand their own world</li> </ul> </li> </ul>

○ are still considered important today.

- A 'point of view' is what a person (or group) thinks about places, people and events.
- Read through **Yr 2 HASS worksheet 1** - "Points of view about the importance of a historical site"
- Complete **Yr 2 HASS worksheet 2** - "Points of view comparison table"

### **YEAR 3**

Read and complete the attached sheets; 'The Australian National Flag' and 'Indigenous Australian Flags'. The following websites will help:

<https://www.naidoc.org.au/about/indigenous-australian-flags>

[https://kids.kiddle.co/Flag\\_of\\_Australia](https://kids.kiddle.co/Flag_of_Australia)

**WORDSEARCH** – circle each individual letter in the word rather than the whole word.

## Unit 15 ee ea e y ey

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

Find the following words in the puzzle.

Words are hidden → ↓ and ↘ .

ANY  
BABY  
BEACH  
BEE  
CLEAN  
EARLY  
FEEL  
FEET

GREEN  
KEEP  
LADY  
LEAVE  
MANY  
MEAT  
MEET  
MONEY

PLEASE  
QUICKLY  
REAL  
SIXTY  
STORY  
STREET  
TEACH  
THESE

TWENTY  
VERY  
WEAK  
WEEK



# Commonwealth Games



## CONTRACTIONS



Change the underlined words into a contraction.  
Write the contraction in the space provided:

1. The athlete was not happy that she came second. \_\_\_\_\_
2. The gymnast did not stick her landing. \_\_\_\_\_
3. The swimmer will not be in the final event. \_\_\_\_\_
4. The spectators should not run on the field. \_\_\_\_\_
5. The marathon runner could not finish the race. \_\_\_\_\_

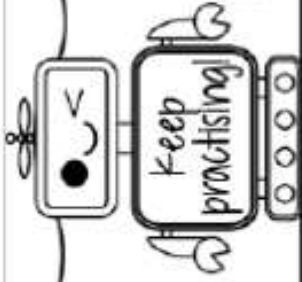


Fill in the missing contraction from the list:

shouldn't	went	don't
didn't	wasn't	

1. The athletes \_\_\_\_\_ have a late night before the event.
2. \_\_\_\_\_ forget to take your ticket to the event.
3. Luckily, the hurdler, \_\_\_\_\_ hurt when they fell over.
4. Spectators \_\_\_\_\_ get into the Games without a ticket.
5. I \_\_\_\_\_ be competing at this year's game.

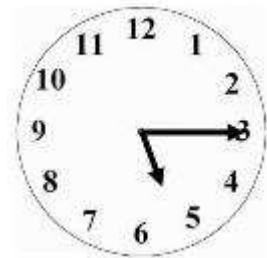
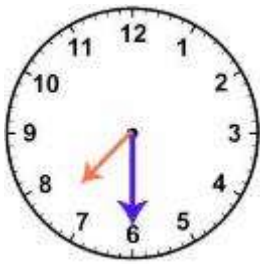
# Daily Math Challenge



Monday	Tuesday	Wednesday	Thursday	Friday
1) $15 + 4 =$	1) $9 - 4 =$	1) $15 - 8 =$	1) $10 + 6 =$	1) $8 + 6 =$
2) $7 + 5 =$	2) $6 + \underline{\quad} = 10$	2) $14 - 7 =$	2) $3 + 6 =$	2) $18 - 5 =$
3) $12 - 6 =$	3) $12 + 6 =$	3) $8 + 3 =$	3) $15 - 4 =$	3) $13 + 4 =$
4) $8 + 4 =$	4) $17 - 3 =$	4) $10 - 5 =$	4) $8 + 5 =$	4) $12 + 0 =$
5) $9 + 6 =$	5) $11 + 4 =$	5) $18 - 9 =$	5) $14 + 4 =$	5) $20 - 10 =$
6) $5 + \underline{\quad} = 10$	6) $5 + 6 =$	6) $10 - \underline{\quad} = 10$	6) $16 - 8 =$	6) $7 + \underline{\quad} = 10$
7) $18 - 8 =$	7) $19 - 5 =$	7) $12 - 3 =$	7) $4 + \underline{\quad} = 10$	7) $12 + 8 =$
8) $14 + 5 =$	8) $12 + 6 =$	8) $7 + 6 =$	8) $7 + 7 =$	8) $15 - 9 =$
9) $13 - 5 =$	9) $9 + 5 =$	9) $4 + 4 =$	9) $12 - 8 =$	9) $9 + 9 =$
10) $11 - 0 =$	10) $10 + 8 =$	10) $19 + 3 =$	10) $9 + 10 =$	10) $14 - 6 =$

## Time - Graph The Time

Cut out the clocks below and press them firmly or glue them into each section of an **egg carton**. Get a button, 5c piece, paperclip or some other small item and put inside the egg carton. Close the lid and shake the object around. Open the carton and see what time the object has landed on. Record that time onto the graph (colour in the space above the digital time). Repeat 15 times recording each time on the graph. Which time did the object land on the most?



**Graph The Time** (record the time for each shake of the egg carton by colouring in the space above it.)

1:00	2:00	2:30	3:00	4:00	5:15	6:30	7:30	8:30	11:00	11:30	12.45										

Which time was landed on the most? \_\_\_\_\_

Which time was landed on the least? \_\_\_\_\_

# Year 2 HASS worksheet 1

## Points of view about the importance of a historical site



View of Queen Alexandra Home, 2006. © Bushy Park, Victoria. 112. CC BY SA. © The State Library of Queensland

I wanted to know what different people in the local community today think about the importance of Queen Alexandra Home ...



... so I interviewed some people in the local area to find out.

**Sue says ...**

Queen Alexandra Home is important because it shows me what some houses from the past looked like.

Houses are not built the same way today and there are not many houses like this left for us to see. Queen Alexandra Home helps me to see an aspect of the past that is quickly disappearing.

**Kate says ...**

Queen Alexandra Home is important because I can see signs of the past near me in my local area.

This historical site is right next to my school so I see it all the time. Queen Alexandra Home shows me that I can find out about the past just by looking around!

**The local residents' association says ...**

Queen Alexandra Home is important because it is a place where community groups can meet.

Our group meets each week at Queen Alexandra Home to talk about matters that we think are important in the local community. This place helps to keep people in the community connected.

**Mr. Capra says ...**

Queen Alexandra Home is important because many items from the past are in the house.

Lots of the original features like fireplaces, tiles, doors and door handles and light fittings are preserved (kept in their original state) in this building. They are looked after here.

**Ms Smith says ...**

Queen Alexandra Home is important because people work there.

I work for a not-for-profit organisation that has its offices in Queen Alexandra Home. Other organisations have offices there too.

**Lila says ...**







Queen Alexandra Home is important because of its value to people.

It is valuable, on the one hand, because it is a beautiful building to look at, but it is also a good, solid building that can still be used in a practical way by a lot of people.

# Year 2 HASS Worksheet 2

## Points of view comparison table

1. In the slideshow *Points of view about the importance of a historical site*, people gave their point of view about the importance of Queen Alexandra Home today. Compare their points of view and the reasons for them by completing the comparison table below.

People interviewed	The importance of Queen Alexandra Home today		What reasons are given for each person's point of view? (Place a tick ✓ beside the reason or reasons for each person)			
	Place a tick (✓) in this column if the point of view for the person is: It is <b>important</b> today.	Place a tick (✓) in this column if the point of view for the person is: It is <b>not important</b> today.	Helps us learn about the past	Preserves the past (keeps items in their original state)	Useful to people (for work and meetings)	Has value because of the way it looks (beauty)
 Sue						
 Kate						
 Local residents' association						
 Mr Capra						
 Ms Smith						
 Lila						

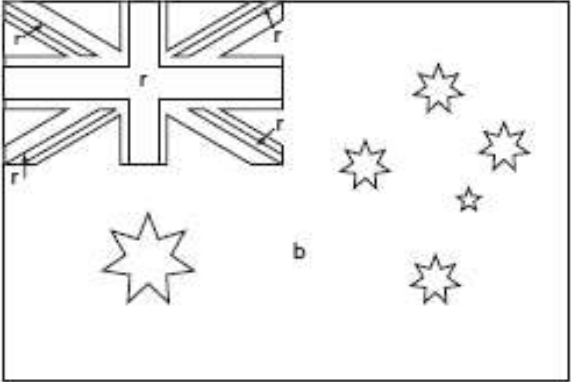
2. Use information in the comparison table to help you complete the summary below.

\_\_\_\_\_ of the people interviewed have the point of view that that Queen Alexandra Home is still important today. Some people think that Queen Alexandra Home is important today because it tells us about the \_\_\_\_\_ and some think that it is important because it helps to \_\_\_\_\_ items from the past. Others think that Queen Alexandra Home is important because people in the \_\_\_\_\_ can use it.

# Year 3 HASS – worksheet

## The Australian National Flag

- When Australia became a nation in 1901, a flag was needed to represent the new nation. Read about what each of the parts mean and colour it.

Key b - blue r - red	The Union Jack reminds us of our history with the United Kingdom.	
The Federation Star has seven points: six to represent the states and one for the two territories.		
The Southern Cross can only be seen in the Southern Hemisphere. It reminds us of our location.		

- Each of the dates below matches a piece of information about the history of the Australian National Flag. Cut out the boxes. Use the internet and other sources to create a time line on a separate sheet of paper.

early 1901	1901: 3 September	1903	1908
1953	1998: March	1998: 3 September	
A seventh point is added to the Federation Star to represent the six states and two territories.	Prime Minister Barton announces an international competition to design a flag.	The first Australian National Flag Day is observed.	King Edward officially approves two versions of the flag of Australia—the Commonwealth Blue Ensign—and the merchant navy flag—the Commonwealth Red Ensign.
An Australian National Flag is flown for the first time from the Exhibition Building in Melbourne.	The <i>Flags Act</i> is amended to state that the Australian National Flag can only be changed with the agreement of the Australian people.	The <i>Flags Act</i> is passed to state that the Commonwealth Blue Ensign is the National Australian Flag and the Australian Red Ensign is to be used for Australian merchant ships.	

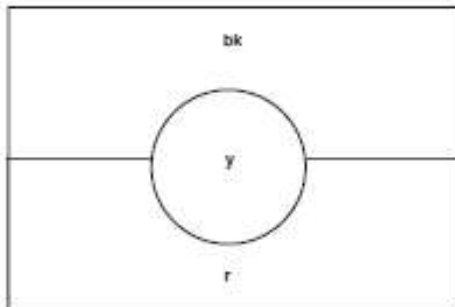
# Year 3 HASS – worksheet

## Indigenous Australian flags

1. Follow the key to colour the Australian Aboriginal flag and Torres Strait Islander flag.
2. Use the words below to complete the information about what the different parts mean.

Key	
b - blue	g - green
r - red	y - yellow
bk - black	

### Australian Aboriginal flag



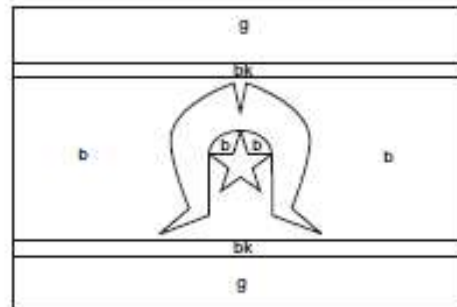
Black represents the Aboriginal \_\_\_\_\_<sup>1</sup>.

Red stands for the \_\_\_\_\_<sup>2</sup> and the colour of ochre which is used in ceremonies. It also represents the \_\_\_\_\_<sup>3</sup> shed in defence of their land.

The yellow circle represents the \_\_\_\_\_<sup>4</sup>, the giver of \_\_\_\_\_<sup>5</sup>.

*sun            people            blood*  
*earth                            life*

### Torres Strait Islander flag



The green strips represent the \_\_\_\_\_<sup>6</sup>.

The blue strip represents the \_\_\_\_\_<sup>7</sup>.

The black lines represent the Torres Strait Islander \_\_\_\_\_<sup>8</sup>.

The white dhari (dancer's headdress) in the \_\_\_\_\_<sup>9</sup> is a symbol for all Torres Strait Islanders.

The five-pointed star is an important symbol in navigating the sea. The points stand for the \_\_\_\_\_<sup>10</sup> island groups.

*five   sea   people   middle   land*



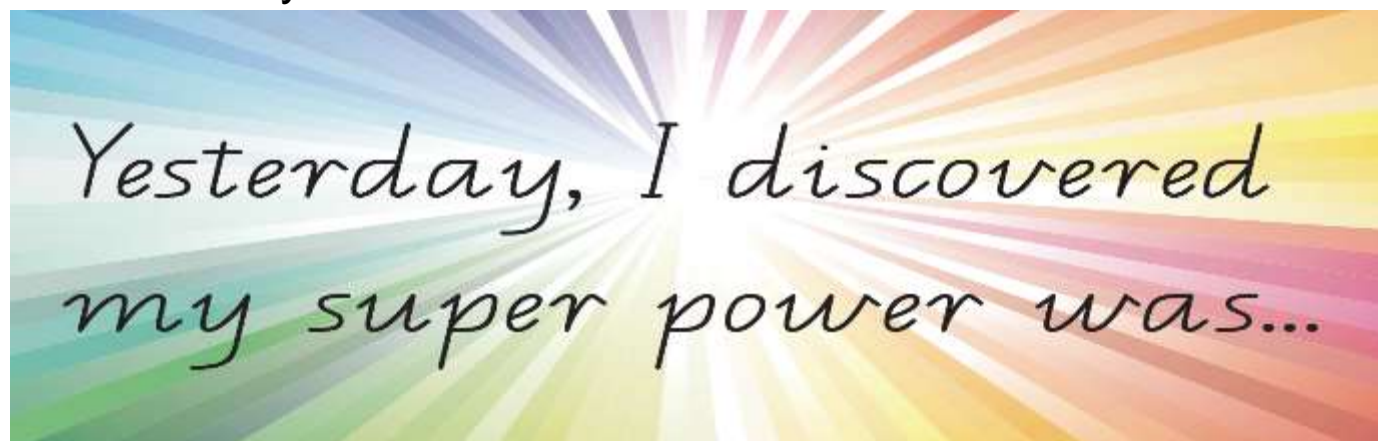
The Australian Aboriginal flag was first flown in July 1971 in Adelaide and the Torres Strait Islander flag in May 1992 at a cultural festival in the islands.



<b>Wellbeing Task</b>	Use the <b>Yoga Poses For Kids</b> cards - Put them in an order and make your own yoga sequence. Make up a story in your head to go with the poses as you do them. Keep the cards somewhere safe to use again.
<b>Morning</b>  <b>English</b>	<p><b><u>Reading</u></b> – Watch the <b>Reading Warm Up Powerpoint</b> on the school website.                  *Read a short story of your choice. <b>Write down 3 words</b> that were <b>new to you</b> in the story. Using text clues, what do you infer they mean?                  *Practise your sight words</p> <p><b><u>Spelling</u></b>                  *worksheet – <b>Code Breaker</b> (use 10 of your list words from Soundwaves unit 15)</p> <p><b><u>Daily Writing</u></b>                  • <b>Warm Up</b> - write <b>6 interesting words</b> to <b>describe someone with super powers</b> (check your spelling!)                 <ul style="list-style-type: none"> <li>• <b>Use these words</b> in your writing on the <b>worksheet</b> - <b>Finish The Story!</b> (Underline your 6 words when you have finished.)</li> </ul> </p> <p><b><u>English</u></b>  <b>Worksheet - Contractions</b></p>
<b>Break</b>	
<b>Middle</b>  <b>Maths</b>	<p><b><u>Warm Ups</u></b>                  • Complete <b>Tuesday section</b> of the <b>Daily Maths Challenge worksheet</b> from Monday                 <ul style="list-style-type: none"> <li>• Write out your <b>3x tables</b> into your scrapbook</li> <li>• Look at a clock and write the time you see (you could draw the clock and write what time you think it is)</li> </ul> </p> <p><b><u>TIME</u></b>                  There are two game sheets attached. <b>Choose the game for your year level.</b>  <b>Year 2 Game</b> - Roll and Read the Time  <b>Year 3 Game</b> - Roll and Read the Time</p> <p><b><u>Problem Solving</u></b>  <b>YEAR 2 &amp; 3 – worksheet – Card Sharp</b>  <b>YEAR 3 – complete Signposts Maths unit 15:2</b></p> <p><b><u>Mathletics</u></b>                  • 15-20mins</p>
<b>Break</b>	
<b>Afternoon</b>  <b>Science</b>	<p><b><u>Direction of Push and Pull Forces</u></b>                  We can use arrows to show the direction of a push or pull and the direction in which an object moves.                  *Complete <b>worksheet – Direction of Pushes and Pulls</b>                  *Complete <b>worksheet – Pushes and Pulls at the Playground</b></p>



Finish the story!



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



# CONTRACTIONS

Read each sentence and replace the underlined words with a contraction from the box:

he'll	haven't	you'd
should've	we'll	they're

1. You had better clean your room. \_\_\_\_\_
2. You should have received the mail. \_\_\_\_\_
3. I hope they are coming to visit. \_\_\_\_\_
4. He will be leaving early. \_\_\_\_\_
5. Is that where we will stay? \_\_\_\_\_
6. We have not had lunch yet. \_\_\_\_\_

Match the two words to its contraction:



she will
has not
could have
you are
do not
are not

don't
you're
aren't
she'll
hasn't
could've

Write a sentence using the contraction for: we are

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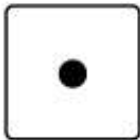























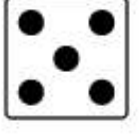





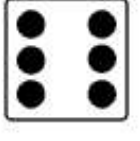





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# YEAR 2 Game

Write the digital time underneath each clock as you go.

## Roll and Read the Time

Roll a die, read the clock in the row and color (or cover) the clock. Continue playing until you have a "winning" row with all clocks colored in (or covered).



















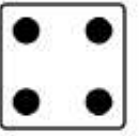











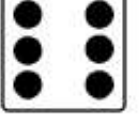





					
					
					
					
					
					

# Year 3 Game

Write the digital time underneath each clock as you go.

## Roll and Read the Time

Roll a die, read the clock in the row and color (or cover) the clock. Continue playing until you have a "winning" row with all clocks colored in (or covered).

## Card sharp

Take ten cards numbered 0 to 9.



Pick three cards with a total of 12.  
You can do it in 10 different ways.  
See if you can record them all.

Now pick four cards with a total of 12.  
How many different ways can you do it?

Can you pick five cards with a total of 12?

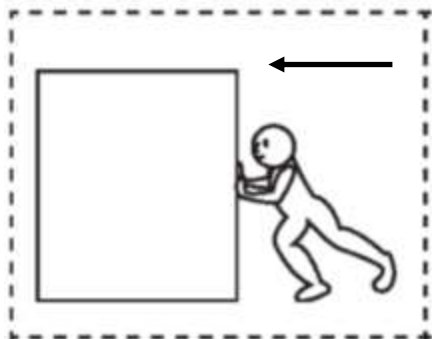
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### Teaching objectives

Solve mathematical problems or puzzles.  
Know addition facts to at least 10.  
Solve a problem by sorting, classifying and organising information.

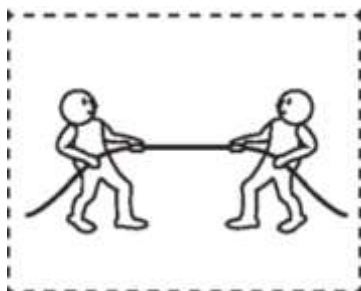
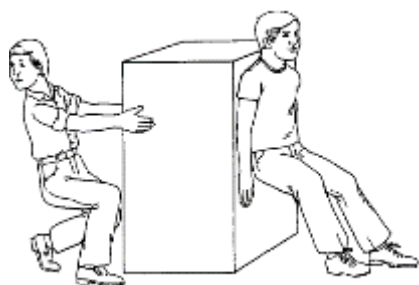
# Direction of Pushes and Pulls

Is each picture a push or a pull (or both)? Write your answer on the line. Draw the direction arrow for each push or pull. (The first one has been done for you.)



push

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<p><b>Wellbeing Task</b></p>	<p>What does grateful mean? You could call a grandparent or family friend and ask them. Ask them what they are grateful for and tell them 3 things you are grateful for.</p>
<p><b>Morning</b> <b>English</b></p>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>▪ Read the story "Superhero Joey". <b>Underline</b> any contractions you find. Then <b>answer the questions</b> on the following worksheet.</li> </ul> <p><b>Soundwaves</b> – complete <b>Unit 15 (right page only)</b></p> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>▪ Group your <b>spelling list words</b> into <b>4 categories</b>: 'noun', 'adjective', 'verb' or 'other'. Rule up a page in your scrapbook and neatly write the headings. Write your list words in the correct column.</li> </ul> <p><b>Daily Writing</b></p> <ul style="list-style-type: none"> <li>▪ <b>Worksheet</b> - Teacher for a Day</li> </ul> <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>▪ Contractions Game</li> </ul> <p><b>English</b></p> <p>*Character comparison - read a short book (or a chapter from a chapter storybook) that has at least 2 characters in the story. In your scrapbook, rule up two columns. Write the name of your first character at the top of the first column and the name of your second character at the top of the second column. Get creative with your style of writing and try to make their names POP! Under each name, write down characteristics of the character. For example; hair colour, eye colour, dress style, personality type, likes, dislikes. Once finished, draw your characters. Compare them.</p>
<p><b>Break</b></p>	
<p><b>Middle</b> <b>Maths</b></p>	<p><b>WARM UPS</b></p> <ul style="list-style-type: none"> <li>• Complete <b>Wednesday's section</b> in the <b>Daily Maths Challenge</b> worksheet from Monday</li> <li>• Bounce a ball and with each bounce, <b>count by 2's</b> - What did you count to before you dropped the ball? Try again and see if you can count further!</li> </ul> <p><b>TIME</b></p> <ul style="list-style-type: none"> <li>• Complete the <b>worksheet - Analogue O'Clock</b> (Remember that the <b>minute hand is longer</b> and the <b>hour hand is shorter</b>.)</li> </ul> <p><b>Problem Solving</b></p> <ul style="list-style-type: none"> <li>▪ <b>YEAR 2- worksheet- Crossroad</b></li> <li>*<b>YEAR 3- worksheet</b> – Two step addition and subtraction and <b>Signposts Maths unit 15:3</b></li> </ul> <p><b>Mathletics</b></p> <ul style="list-style-type: none"> <li>▪ 15-20 mins</li> </ul>
<p><b>Break</b></p>	
<p><b>Afternoon</b> <b>Chinese</b></p>	<p>Please see Worksheet/Lesson for Chinese</p>

# Superhero Joey

Joey put on his mask.  
He flapped his cape in front of the mirror.  
This is the best costume, he thought.  
I'm sure to win the contest.

Joey skipped downstairs.

"Here I come to rescue you!" Joey shouted.  
"Nice costume," said Joey's dad.  
"I'm a superhero," said Joey.



"Joey," said Mom, "I need you to watch Mindy at the party."  
Joey looked at his little sister. "But Mom, superheroes don't have kid sisters."

"Well this superhero has a sister," said Mom.  
"What will Mindy's costume be?" asked Dad.  
"I'm not sure," said Mom.  
Joey got an idea. "I know!"

Joey took Mindy upstairs to his room.  
He dug through his closets.

Joey found his baby blanket.  
He put it around Mindy's shoulders.

At the party, Superhero Joey and his sidekick Supergirl Mindy won first prize!

Name: \_\_\_\_\_

# Superhero Joey



1. Why was Joey dressed like a superhero?

\_\_\_\_\_

2. What was Joey supposed to do at the party?

- a. fly in the air
- b. help make the food
- c. watch his little sister
- d. clean up

3. Name all four characters in this story.

\_\_\_\_\_

\_\_\_\_\_

4. When does this story take place?

- a. at the party
- b. before the party
- c. after the party
- d. at Joey's house

5. What did Joey put on Mindy when he dressed her up as Supergirl?

\_\_\_\_\_

**Something extra:** On the back of this paper, draw a picture of Super Joey and his sidekick Supergirl Mindy.

# TEACHER FOR A DAY

Ooops! One of your students, Billy, has made a few mistakes in his writing. Can you find the mistakes? (There are clues to help you.)

Pretend you are the teacher and circle the mistakes in Billy's story. Then write the story out correctly. Show Billy how neat your writing is.



## 9 **School Bus**

my brother and i caught the bus  
to school today. we got there  
earlie becose there was no traffic  
on the road



Find 2 spelling mistakes.  
Add 3 capital letters and 1 full stop.

Handwriting practice lines consisting of multiple sets of three horizontal lines (top red, middle blue, bottom red).

# Contractions Game

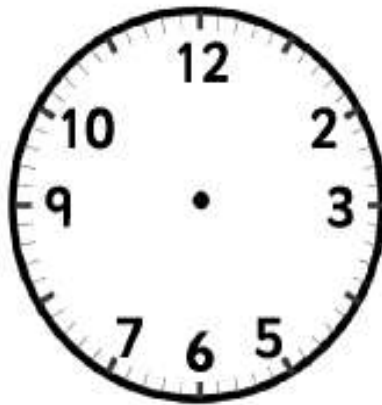
# CONTRACTIONS

1. Roll a 6-sided die and count forward that number of spaces.
2. Read the contraction aloud and say the words aloud that are used to create that contraction.
3. Place your counter on that space.
4. If you land on a head of a snake, slide down to the base of the tail. Say the contraction and the words used to create that contraction. Then place your counter on that space.
5. If you land on the base of a ladder, climb the ladder. Say the contraction and the words used to create that contraction. Then place your counter on that space.

30 doesn't	31 would've	32 mustn't	33 they'd	★ FINISH ★
29 she's	28 shouldn't	27 who's	26 I'll	25 you've
20 I'm	21 we've	22 I'd	23 how's	24 we're
19 they'll	18 you're	17 should've	16 it's	15 she'd
10 wouldn't	11 that's	12 haven't	13 they've	14 could've
9 we'll	8 couldn't	7 must've	6 he'd	5 don't
START	1 can't	2 I've	3 wasn't	4 where's

# Analogue o'Clock

Complete the missing numbers on each clock face.



Draw the minute and hour hands on each clock.



11 o'clock



6 o'clock



4 o'clock



9 o'clock



7 o'clock



12 o'clock



2 o'clock



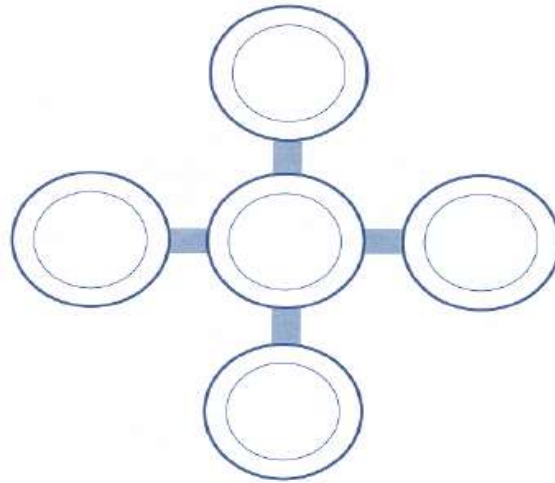
10 o'clock

# YEAR 2 Problem Solving (If you don't have counters you could use coins, buttons, paperclips or even small pieces of paper. What could you use if you don't have paper plates?)

Once you have worked out the answers, write the numbers into the circles below.

## Cross-road

You need 5 paper plates and 15 counters.  
Put the plates in a cross.



Use all 15 counters.  
Put a different number on each plate.  
Make each line add up to 10.

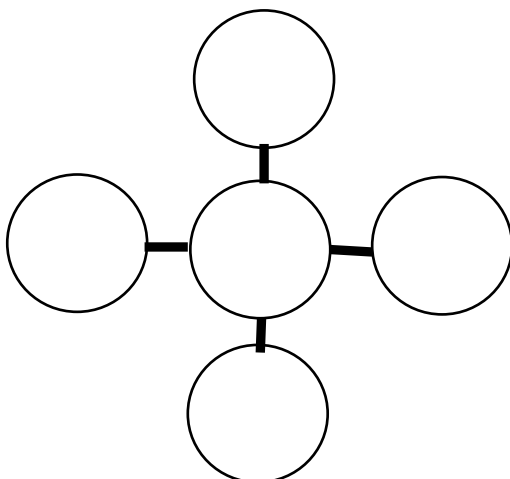
Do it again.  
This time make each line add up to 8.

17

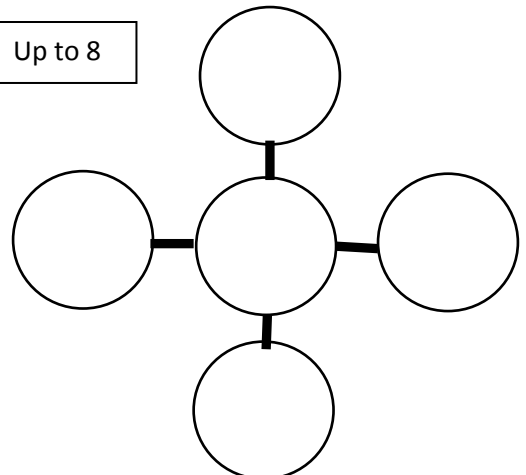
### Teaching objectives

- Solve mathematical problems or puzzles.
- Know addition and subtraction facts up to 10.
- Add three small numbers mentally.

Up to 10



Up to 8



# YEAR 3 PROBLEM SOLVING

## TWO-STEP ADDITION & SUBTRACTION WORD PROBLEMS CHECK-IN

**Directions:** Solve the problems below. Be sure to show your work!

1. This morning, there were 26 fish in an aquarium and 32 fish in the other aquarium. At noon, 11 fish were sold. How many fish are left in the aquariums?

2. There are 52 cars in the movie theater parking lot. 12 more cars parked in the parking lot before the movie started, but 3 cars left. How many cars are in the parking lot?

3. There are 44 people on the train. At the first stop, 16 more people got on the train. 9 people got off the train. How many people are on the train?

4. There were 18 volleyballs in the bag. There were 13 volleyballs in the basket. 10 balls were used for practice. How many volleyballs were not used?

5. My mom baked 36 cookies for the bake sale. I baked 24 cookies. My brother ate 5 cookies. How many cookies are there for the bake sale?

















<b>Wellbeing Task</b>	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. What new tricks can you learn this week?
<b>Morning</b>  <b>English</b>	<p><b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>Read a new story or continue to read a chapter book. Discuss the story with another family member. Identify the feelings of the main character. How did his or her feelings contribute to what happened in the story.</li> </ul> <p><b><u>Spelling</u></b></p> <ul style="list-style-type: none"> <li>Collect some small rocks from outside and use them to spell out your spelling words. OR find larger rocks and paint or write your spelling words on the larger rocks.</li> </ul> <p><b><u>Daily Writing</u></b></p> <p>*There is a knock on your front door. You answer it and find the Big Bad Wolf standing there! Write what happens next.</p> <p><b><u>English</u></b></p> <ul style="list-style-type: none"> <li>Re-read the short story or chapter book that you read yesterday. At the end of the story, write 3 questions for one character to ask the other. They can be questions about the story or perhaps you would like to ask questions that will give you information about the character that is not in the story. For example; "What games do you like to play?" Use your scrapbook to write the questions in.</li> </ul>
<b>Break</b>	
<b>Middle</b>  <b>Maths</b>	<p><b><u>Warm Ups</u></b></p> <ul style="list-style-type: none"> <li>Watch the Yr 2 Maths warm ups on the school website.             <ul style="list-style-type: none"> <li>Write out your <b>doubles</b> into your scrapbook (eg: <math>1 + 1 = 2</math>, <math>2 + 2 = 4</math>)</li> <li>Complete <b>Thursdays</b> column on the <b>Daily Maths Challenge worksheet</b> from Monday</li> </ul> </li> </ul> <p>• <b><u>TIME:</u></b>  <b>Worksheet - Working with o'clock</b>  <b>Game - What's the Time Mr.Wolf?</b></p> <p><b><u>Year 3</u></b>          Complete <b>Signposts Maths Unit 15:4</b></p> <p><b><u>Mathletics</u></b></p> <ul style="list-style-type: none"> <li>15-20 minutes</li> </ul>
<b>Break</b>	
<b>Afternoon</b>  <b>ART</b>	<p>Get creative with collage!</p> <p>Collect collage pieces and make something of your choice. You could make a camera, a robot, a box for keeping pens tidy, a tiger, a dog...the list is endless 😊</p> <p>Take a photo of your creation and email it to Mrs Maloney and Mrs Brady.</p>

# Working With o'Clock

Draw the missing hands onto each clock.

4 o'clock  4:00	6 o'clock  6:00	2 o'clock  2:00	12 o'clock  12:00
1 o'clock  1:00	8 o'clock  8:00	11 o'clock  11:00	3 o'clock  3:00
7 o'clock  7:00	10 o'clock  10:00	9 o'clock  9:00	5 o'clock  5:00

# GAME: What's the Time Mr. Wolf?

**WHAT'S THE TIME MR. WOLF?**

2 - 4 players  
Need: A die and coloured counters for each player

1. Place your counter on "Start".
2. Take turns rolling the die and moving that number of spaces around the board.
3. Read the time out loud.
4. Place your counter on the matching clock.
5. If you can't put your counter on a clock, you miss that turn.
6. Take turns rolling and moving around the board until all clocks are covered.
7. The winner is the player with the most clocks covered.

**START** **11:30** **MRS A TURN!** **6:30** **1:00** **10:00** **2:00**

**4:00** **7:30** **HAVE ANOTHER TURN** **5:30** **4:30** **5:00** **8:30** **3:00** **11:00** **3:30**

**COVER ANY CLOCK** **TAKE AWAY ANOTHER PLAYER'S COUNTER**

Teach This



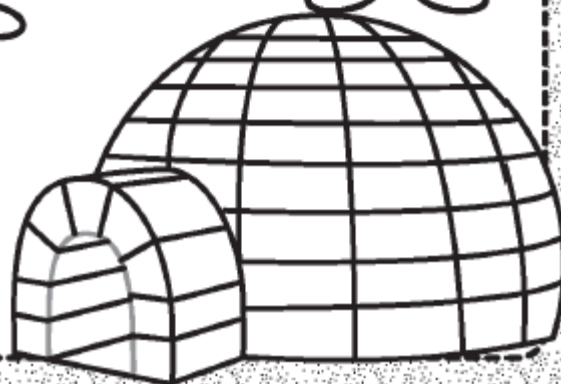
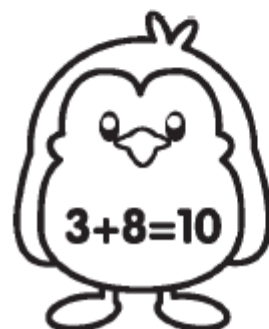
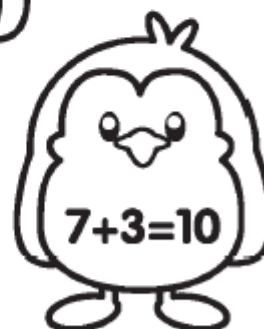
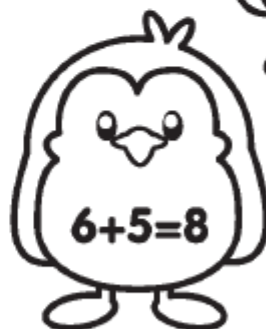
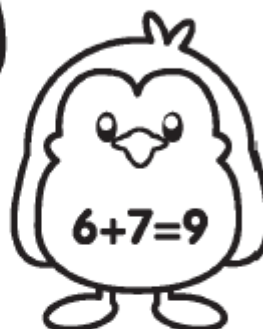
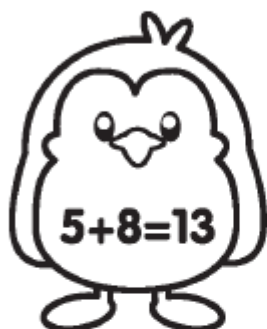
<p><b>Wellbeing Task</b></p>	<p><b>Mindful Colouring</b> - find a peaceful place to colour in the picture. The crab loves the sound of the ocean. While you colour, think about some of your favourite sounds.</p>
<p><b>Morning</b> <b>English</b></p>	<p><u>Reading</u></p> <ul style="list-style-type: none"> <li>▪ If you can access an Audio book, lie down and listen to a story. You can access this through a cd, youtube or online audio book websites such as <b>voooks.com</b> (free 1 month trial). As you listen to the story, draw an illustration in your scrapbook.</li> <li>*If you don't have access to an Audio book, continue reading a chapter book or read a short story. Draw an illustration from your story into your scrapbook.</li> </ul> <p><u>Spelling</u></p> <ul style="list-style-type: none"> <li>▪ In your scrapbook, use coloured pencils to write your spelling words down the page. Next to each spelling word, write down a little word that you can see using the letters from the spelling word. You may have to rearrange letters to make smaller words.</li> </ul> <p><u>Handwriting</u></p> <ul style="list-style-type: none"> <li>▪ Complete one page from your Handwriting Textbook.</li> </ul> <p><u>English</u></p> <ul style="list-style-type: none"> <li>▪ Revisit Wednesday English. Re-read the characteristics of each character you wrote about. Express a preference for a character... this means, which character did you like best. Write down why you liked this character best. For example; "I preferred Little Red Riding Hood to the Big Bad Wolf because she appears to be very kind hearted by helping her mother but also, she seems adventurous and brave for traveling on her own to her grandmothers house. I think I am like this too."</li> </ul>
<p><b>Break</b></p>	
<p><b>Middle</b> <b>Maths</b></p>	<p><u>Warm Up</u></p> <ul style="list-style-type: none"> <li>*Complete <b>Friday's column</b> on the <b>Daily Maths challenge worksheet</b> from Monday.</li> <li>*<b>Worksheet</b> – True or False fast facts. Try answering these quickly in your head first then check your answer with concrete materials. For example; use buttons to help you work it out.</li> <li>*<b>Worksheet</b> – Tricky Taco's</li> </ul> <p><u>Free Time</u></p>
<p><b>Free Time</b></p>	
<p><b>Break</b></p>	
<p><b>Afternoon</b> <b>Music</b> <b>Health/PE</b></p>	<p>Please see Worksheet/Lesson for Music and Health/P.E</p>

# True or False Penguin

Name: \_\_\_\_\_

 blue true

 pink false



# TRICKY TACOS

Colour each taco the matching colour.

**yellow** = 6 in the hundreds house

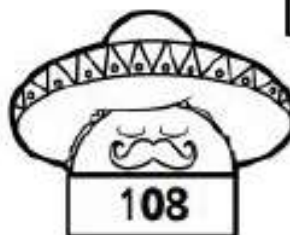
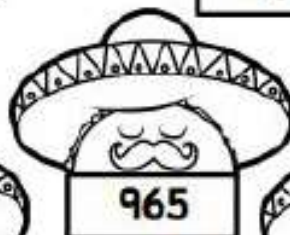
**purple** = 3 in the hundreds house

**red** = 4 in the tens house

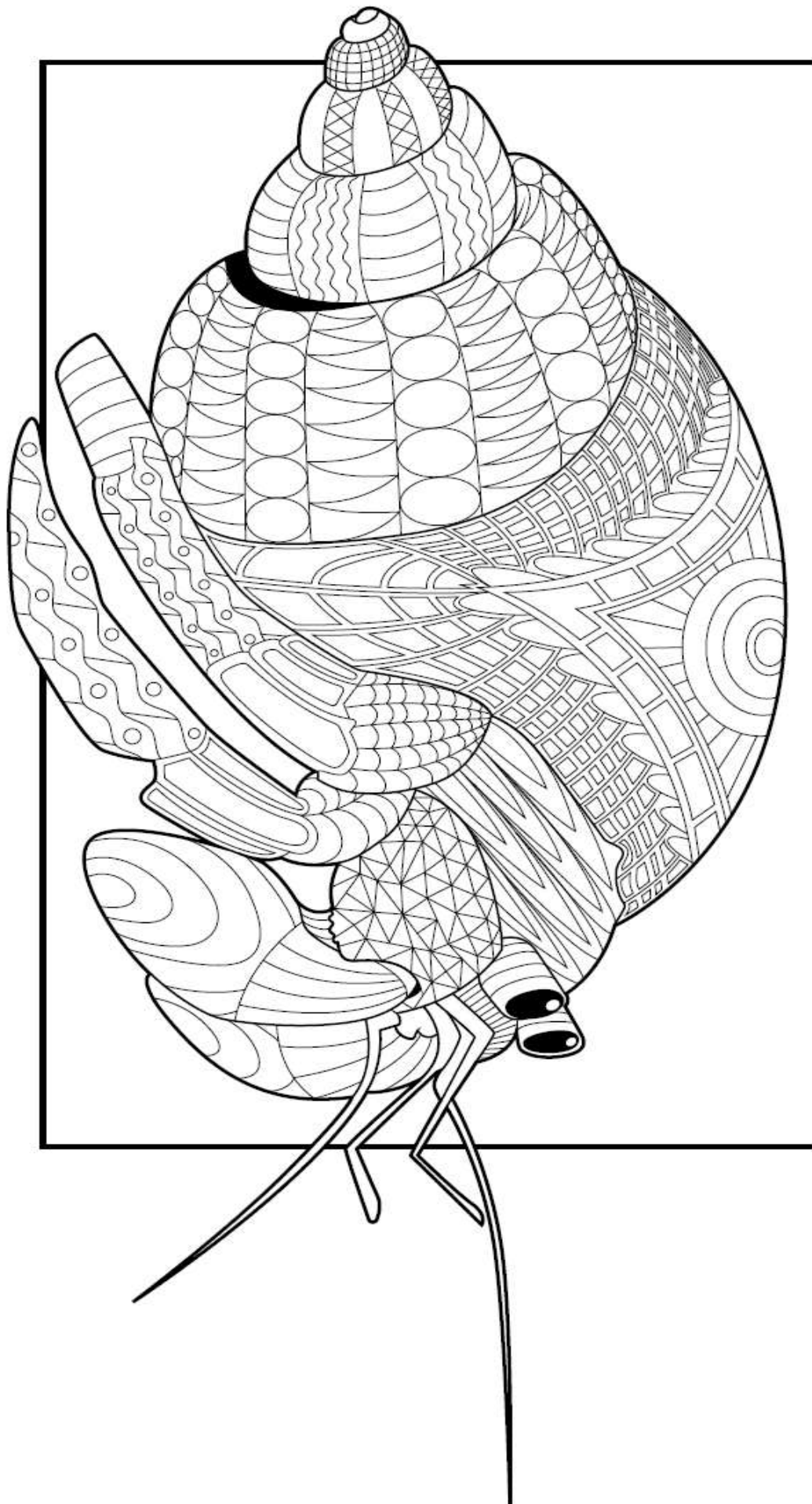
**green** = 1 in the tens house

**orange** = 8 in the ones house

**blue** = 5 in the ones house



MINDFUL COLOURING





**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?

---

---

## Task 2

Find two pieces of music that could be played by the musicians in 2 of the above pictures. Complete another compare and contrast them below.

Some genres of music include:

1. Classical
2. Folk
3. Jazz
4. Traditional
5. Popular
6. Choral

	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	<b>Dynamics</b> (volume; loud and soft) <b>Tempo</b> (fast/slow) <b>Rhythm</b> (beat, long/short) <b>Texture</b> (unison/melody, harmony) <b>Timbre</b> (instruments, voices)	<b>Dynamics</b> (volume; loud and soft) <b>Tempo</b> (fast/slow) <b>Rhythm</b> (beat, long/short) <b>Texture</b> (unison/melody, harmony) <b>Timbre</b> (instruments, voices)
<b>Task 1</b> Write 3 sentences about each song. Is the music sad/happy/ scary/ exciting/slow/fast?  How have the elements of music been used to create those feelings?		
<b>Task 2</b> Now compare your two pieces of music. Think about how they are the <b>same similar or different.</b>	<u>Same:</u>  <u>Different:</u>	

## Task 3

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!



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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](mailto:nxsma0@eq.edu.au)

### Week 3 – Dodging and Obstacle Course

[https://www.youtube.com/watch?v=v7V\\_uKNvxvk](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](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



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## Chinese – 2A, 2/3B, 3A

### Week 5

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

★ Learning objectives: To learn body parts:-

yǎn jīng <b>眼睛 Eyes</b>	shǒu <b>手 Hand</b>
ěr duo <b>耳朵 Ears</b>	jiǎo <b>脚 Leg</b>
bí zi <b>鼻子 Nose</b>	wěi ba <b>尾巴 Tail</b>

yǎn  
眼

jīng ěr duo bí zi shǒu jiǎo wěi ba  
睛，耳朵，鼻子，手，脚，尾巴

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



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**Activity:** Cut out and mix the cards below. Call out the name of a body part in Chinese. Glue the body parts to a paper plate or a paper to make a panda.

ěr duo 耳朵	
yǎn jīng 眼睛	
bí zi 鼻子	
shǒu 手	
jiǎo 脚	

(Activities retrieved and modified from CHI\_YP-02Band\_U2\_SLR\_TN\_MoveBody, The State of Queensland, Department of Education and Training.)



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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><b>An Old Favorite</b> Design a bookmark or two. Be creative. Raid your craft box. Keep them to share later and use them when reading.</p>	<p><b>Scavenger Hunt</b> Use the books you have at home and complete the Book Scavenger Hunt.  Sheet supplied.</p>	<p><b>Book Talk</b> Use the <b>Talking about Books</b> sheet and talk about the books you are reading with someone. Just a few questions.</p>	<p><b>Lego or Construction</b> Create a scene or character from Lego or construction material. Make sure you tell someone at home about it.</p>
<p><b>Book End Pages</b>  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><b>Craft Activities for all year levels.</b> It is great to relate a craft or drawing activity to a book. Try Pinterest for ideas or Arty Crafty Kids at <a href="http://www.artycraftykids.com">www.artycraftykids.com</a> Have fun.</p>	<p><b>Scratch for Juniors.</b> If you have access to this coding site and create a simple story. Only have a maximum of 3 characters. Good luck.</p>	<p><b>Writing a Poem 1</b> 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><b>Writing a Poem 2</b> 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><b>Nonfiction Activity 1</b> Choose a nonfiction book or magazine article. Write down or tell someone 3 - 5 <b>interesting</b> facts that you have found out about the topic.  Choose 1 fact and draw a picture about it. Write a caption.</p>	<p><b>Nonfiction Activity 2: Atlas</b> 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><b>Nonfiction 3 Websites</b> Check out and explore the National Geographic Kids and NASA websites. <a href="http://www.natgeokids.com">www.natgeokids.com</a>  <a href="http://www.nasa.gov/kidsclub/index.html">www.nasa.gov/kidsclub/index.html</a></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**