

Teaching & Learning Activities– Stage 2

2021 Term 3 Week 1



Please complete the activities in your homework book or up-load to Google Classroom. Parents need to monitor the use of Youtube.

Tuesday		Wednesday	Thursday	Friday	Additional/Extra
Morning	<p>English-Sock Monster</p> <p>See poem attached</p> <p>Write a brief description of what the poem is about.</p> <p>Divide your page into 2 columns:</p> <p>On one side write a list of descriptive words used in the poem.</p> <p>On the other side write a list of descriptive words that describe your socks!</p>	<p>English</p> <p>Use the word chains examples and worksheet to make your own sock sentences!</p> <p>Using your work from yesterday and today's descriptions make your own poem explaining what happens to your missing socks.</p> <p>You can use the first stanza from the sock monster poem to begin your poem or you can think up your own.</p>	<p>English</p> <p>Proofread and publish the poem you wrote yesterday.</p> <p>Add it to your google classroom for your teacher to see and enjoy.</p>	<p>English</p> <p>Write a list of other things in your house, room or backyard that go missing.</p> <p>Choose one to describe – you might use a mind map to set out your ideas. Add descriptive words and ideas about where they might go.</p> <p>Eg. TV remote lots of buttons on the TV remote floor Under the coffee table rectangle</p>	<p>English</p> <p>Using the ideas outlined yesterday on your mind map or you might have thought of another object, to write a poem about.</p> <p>Use the sock monster to help you structure your work. For example it contains a stanza about what goes missing, a stanza or two describing the object and its uses, wondering about what happens to the object and an unexpected ending -something else has gone missing!</p> <p>Publish your poem on your classroom google page.</p>

Tuesday	Wednesday	Thursday	Friday	Additional/Extra
<p>Writing – Use the writing prompt to write some sizzling starts.</p> <p>Lawrence was injured, afraid, lost and completely alone. He had been thrown viciously from the aircraft after the flock of birds had attacked the propellers. As he laid there, listening to his racing heart, he wondered what would happen to him. How would he make it out alive?</p> <p>Spelling: This week: 'p' and 'r'</p> <p>Use the soundwaves login to access this week's sound games over the week.</p> <p>Soundwaves password: Year 3: water231 Year 4: nose192</p>	<p>Writing – Use the writing prompt to write words or phrases to answer the following questions.</p> <p>How has the helicopter crashed? What do you think he should try to do next? Who might be able to help in this situation? What do you think you would do if you were in a similar situation? Why do you think he is afraid? What might he be afraid of?</p> <p>Watch 'Behind the News' at midday on ABC Me or IVIEW. Choose your favourite story. Write a summary of the story.</p> <p>If you are online have a go at the Quiz!</p> <p>Spelling: Write a list of at least 10 words that match each</p>	<p>Writing – Using the writing prompt complete these sentences.</p> <p>Using an adverb at the beginning of a sentence makes your writing more interesting. Add an adverb at the beginning of these sentences: _____ he wondered _____ where he was. _____ the helicopter was whirring.</p> <p>Write your own sentence and remember to use an adverb at the beginning</p>	<p>Writing–'Sick Sentences' These sentences are 'sick' and need help to get better. Can you help? There had been a crash. The helicopter was broken. Lawrence was hurt.</p> <p>Spelling: Write your word list in alphabetical order. Choose 5 words to look up the meaning of in a dictionary.</p>	<p>Writing- Draw a picture of what Lawrence might have seen before the helicopter crashed.</p> <p>Spelling: Make up your own spelling activities using the words in your list. They could be letter jumble, missing letters, finish the sentence, word find, match the word to the meaning.</p>

Tuesday		Wednesday		Thursday		Friday		Additional/Extra		
Break	Break	Break	Break	Break	Break	Break	Break	Break	Break	
Middle	<p>Mathematics This unit covers the concept of time. Finish the worksheets following.</p> <p>Problems Bruce had a bad morning yesterday. Bruce usually wakes up at 7 o'clock in the morning. Yesterday, he got up 53 minutes later than usual. What time did Bruce wake up?</p>	<p>Mathematics Continue working on the worksheets.</p> <p>Since he got up late, Bruce could not take his usual train. He took the next train at twenty past eight in the morning, which was 40 minutes later than his usual train. What time is his usual train?</p>	<p>Mathematics Continue working on the worksheets.</p> <p>The train ride usually takes half an hour, but there was a 25 minute delay. How many minutes was the train ride yesterday?</p>	<p>Mathematics Continue working on the worksheets.</p> <p>Bruce arrived at his office at 9:25 in the morning; his meeting with the client was scheduled at a quarter to ten in the morning. How many minutes did he have to prepare for the meeting? However, his client was 93 minutes late! At what time did the meeting start?</p>	<p>Mathematics Continue working on the worksheets.</p> <p>When he got home, Bruce slept for 3 hours. How many minutes did he sleep?</p>	<p>Mathematics Continue working on the worksheets.</p> <p>When he got home, Bruce slept for 3 hours. How many minutes did he sleep?</p>	<p>Mathematics Continue working on the worksheets.</p> <p>When he got home, Bruce slept for 3 hours. How many minutes did he sleep?</p>	<p>Mathematics Continue working on the worksheets.</p> <p>When he got home, Bruce slept for 3 hours. How many minutes did he sleep?</p>	<p>Mathematics Continue working on the worksheets.</p> <p>When he got home, Bruce slept for 3 hours. How many minutes did he sleep?</p>	<p>Mathematics Continue working on the worksheets.</p> <p>When he got home, Bruce slept for 3 hours. How many minutes did he sleep?</p>
	<p>Mathletics- Log on and try to complete 2-3 activities set by your teacher per day. Have a go at the game and other online activities.</p>	<p>Mathletics- Log on and try to complete 2-3 activities set by your teacher per day. Have a go at the game and other online activities.</p>	<p>Mathletics- Log on and try to complete 2-3 activities set by your teacher per day. Have a go at the game and other online activities.</p>	<p>Mathletics- Log on and try to complete 2-3 activities set by your teacher per day. Have a go at the game and other online activities.</p>	<p>Mathletics- Log on and try to complete 2-3 activities set by your teacher per day. Have a go at the game and other online activities.</p>	<p>Mathletics- Log on and try to complete 2-3 activities set by your teacher per day. Have a go at the game and other online activities.</p>	<p>Mathletics- Log on and try to complete 2-3 activities set by your teacher per day. Have a go at the game and other online activities.</p>	<p>Mathletics- Log on and try to complete 2-3 activities set by your teacher per day. Have a go at the game and other online activities.</p>	<p>Mathletics- Log on and try to complete 2-3 activities set by your teacher per day. Have a go at the game and other online activities.</p>	

Tuesday		Wednesday	Thursday	Friday	Additional/Extra
		<p>PDHPE</p> <p>Complete the Catching Challenge activity following. Try it again over the next couple of days.</p>	<p>Fitness - Try some Minions Zumba - https://www.youtube.com/watch?v=FP0wgVhUC9w</p>		<p>Fitness- Move and Freeze! https://www.youtube.com/watch?v=388Q44ReOWE</p>
Break	Break	Break	Break	Break	Break
Afternoon	<p>Creative Arts</p> <p>Can you imagine your family as animals? Draw them having a dinner, watching a movie or dancing</p> <p>English</p> <p>Use the https://www.kidsnews.com.au/ to read a story or article that interests you, there is a quiz at the end of the story.</p>	<p>Science and technology</p> <p>This term we will be looking at 'Heat Light and Electricity'. If you are able to this week cook some popcorn. Complete the sheet following while you are working.</p>	<p>Geography</p> <p>Complete the activities related to the map of Australia following.</p>	<p>Science and technology</p> <p>Heat is important but what if there is too much or too little? Fill in the Venn diagram following with your ideas.</p>	<p>PDHPE</p> <p>What are you grateful for? Write a note or card or letter of thanks – send it or keep it</p>

A Monster lives inside my house.
 I've no idea where.
 But when I come to get some socks
 there's never *quite* a pair.
 There's a stripy one, a spotty one
 and one that's red and blue.
 There's a fluffy one, a scruffy one
 and one that's almost new.
 There's one I like to wear in bed
 and one that's good for sport.
 There's one that stretches up my leg
 and one that's really short.
 But none that go together.
 So I hope Mum never spots
 that hiding in my school shoes
 are a pair of mismatched socks.
 I don't know what he does with them.
 Perhaps they're good to eat.
 Or maybe he has seven kids
 who each have seven feet.
 Things were bad enough ...
 But now I don't know what I'll do.
 That cheeky, sneaky sock monster
 has gone and pinched my shoe!

poem by Beverley McWilliams, illustrated by Cheryl Orsini

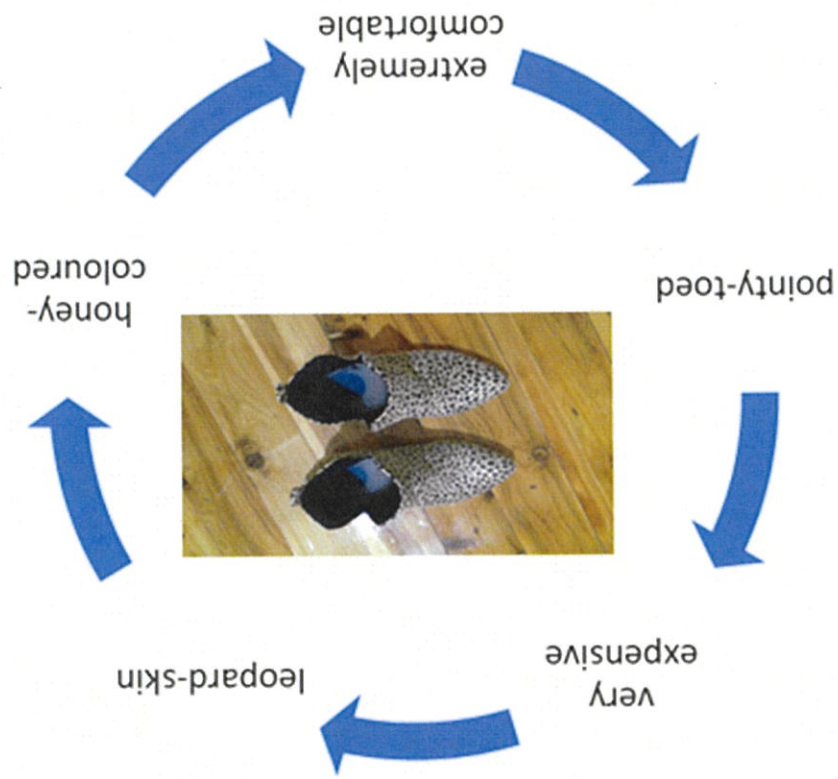
Sock Monster





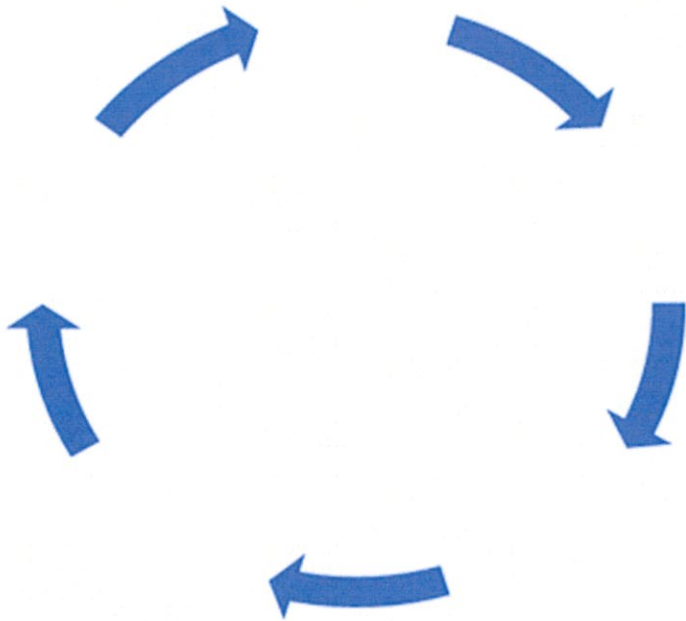
Eg: These are my **very expensive, pointy-toed, leopard-skin** shoes.

Adding adjectives before the noun in a sentence provides additional information to the reader, making your writing more interesting.



Word Chains are a means of using interesting vocabulary in your writing, on a particular topic. Start with a noun, for example, **shoes**. Place a picture (photo or drawing) in the middle of the circle, then surround the noun, **shoes**, with interesting, related adjectives that describe the noun, **shoes**. Eg:

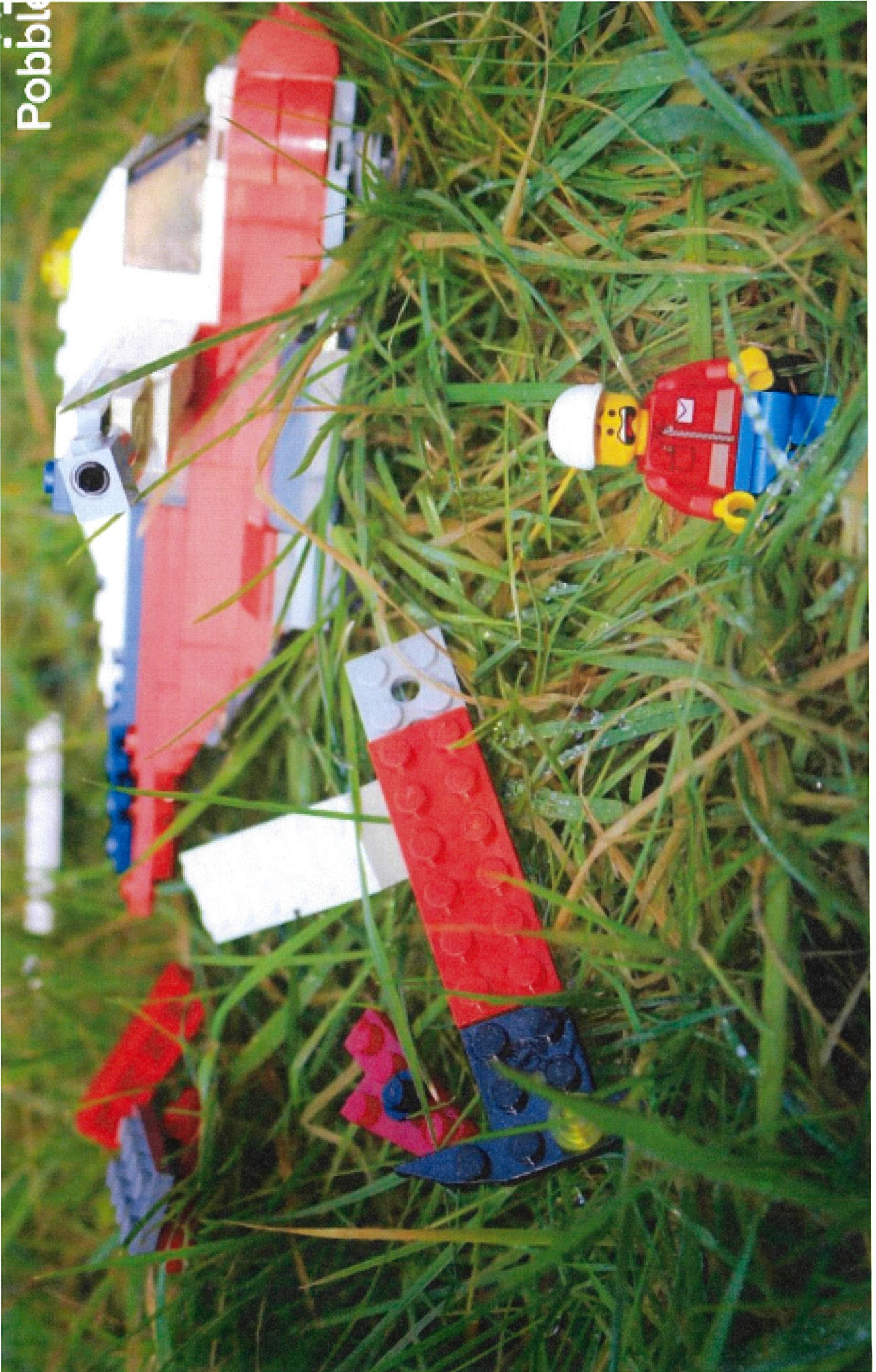
Now, it's your turn. The poem, **Sock Monster**, by Beverly McWilliams is all about socks. Make a word chain below, describing your favourite socks. Place a photo or drawing of your socks in the middle of the circle and surround your socks with interesting adjectives that describe them.



Build noun groups by placing relevant adjectives in front of the noun – usually 3 will suffice (the rule of threes).

1. These are my socks.
2. These are my socks.
3. These are my socks.

Pobbler





REMEMBER

Remember as the minute hand moves around the clock face, the hour hand gets closer to the next hour.

3 Draw the hour and minute hands on each clock to show the correct time:

a 5 minutes past 6

b 20 minutes past 3

c 10 minutes past 9

2 Connect each time to the matching clock face:

5 minutes past 6

20 minutes past 12

10 minutes past 2

25 minutes past 9

1 Write the number of minutes it takes the minute hand to move from the following:

a 8 to 12

b 5 to 7

c 2 to 4

d 11 to 3

e 6 to 1

f 5 to 10

Telling time – five minute intervals past the hour

It takes 5 minutes for the minute hand to move from one number to the next. The time shown on this clock is 20 minutes past 6. Remember – the minute hand is the longer one.



20 past 6

Telling time – five minute intervals to the hour

When the minute hand has passed 30 minutes after the hour, you can say 30 instead of saying the number of minutes before the next hour.



20 to 6

1 Label the clocks:



a



b



c



d

_____ minutes to _____

_____ minutes to _____

_____ minutes to _____

_____ minutes to _____

2 Connect each clock to its time label with a line.



15 past 4



10 to 4



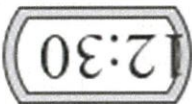

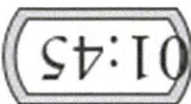
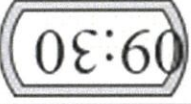

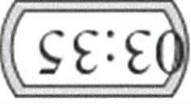
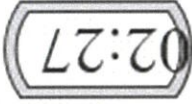
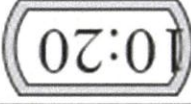


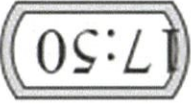

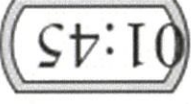

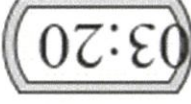
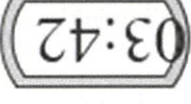
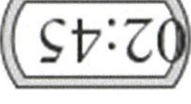

5 past 7



15 to 9



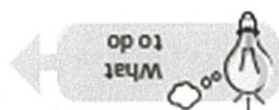
15 past 6

	45 minutes earlier than 1:15		
Half past 9			
	3 minutes until two thirty	20 minutes past 10	
			
30 minutes later than 1:15			
18 minutes to 4			

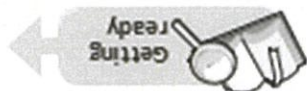
Take turns to turn over two cards at a time to find a matching pair. A pair matches if they both have the same time on them. Keep playing until all the cards are gone. The player with the

most pairs wins.

Shuffle the cards well, then lay them out face down in a random spread.



This is a game for 2 players. You will need only 1 copy of this page. Cut out the set of cards below.



copy



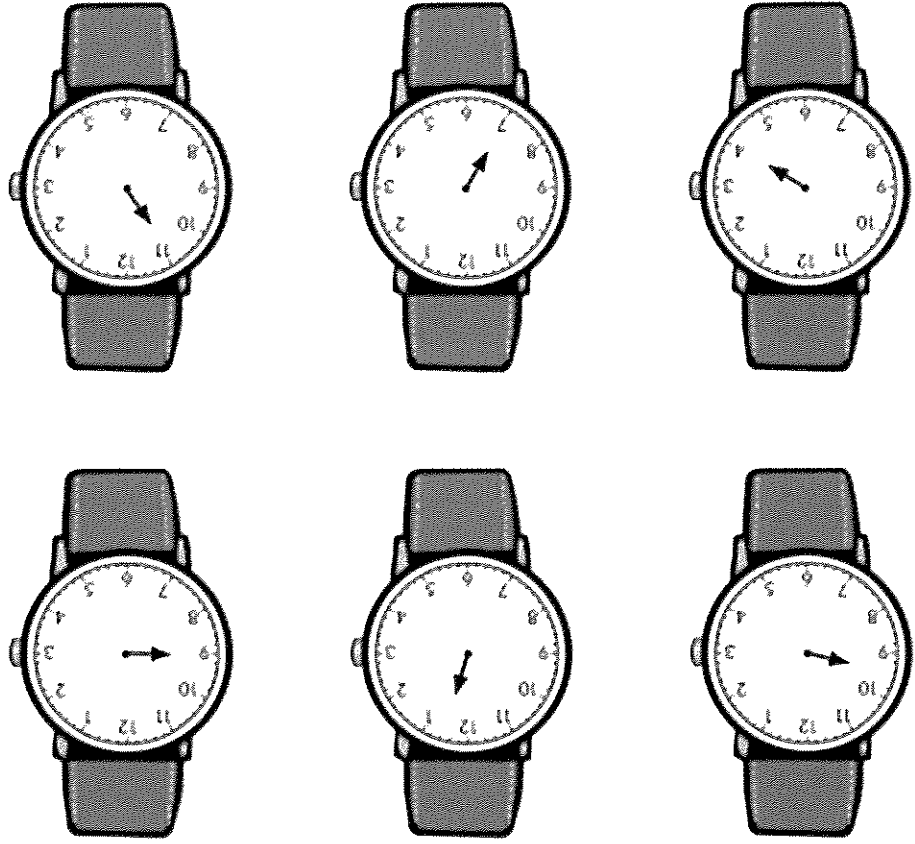
apply

Time memory

Add to this set of cards by writing your own matching time statements
.....
Holly has a wrist watch that only has an hour hand. The minute hand has fallen off.



Figure out the time of each of Holly's activities.
Draw in the minute hand.



a Holly gets up for school at _____.

b She starts class at _____.

c Her recess is at _____.

d Lunch is at _____.

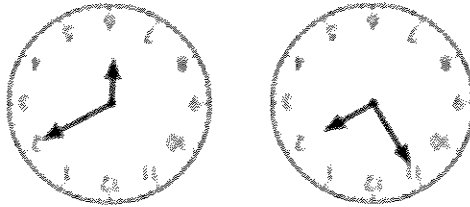
e After school swimming training is at _____.

f Bedtime is at _____.

Measuring time – time trails

Elapsed time is how much time has passed between 2 different times. To work out the difference between 2 times, count the hours and then the minutes.

1:55 pm to 6:10 pm



$$1:55 \text{ to } 5:55 = 4 \text{ hours}$$

$$5:55 \text{ to } 6:10 = 15 \text{ minutes}$$

Total elapsed time is 4 hours and 15 minutes

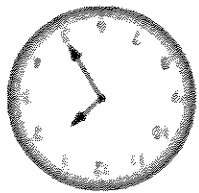
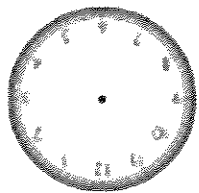
3 Practise counting on:

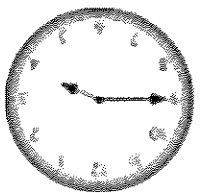
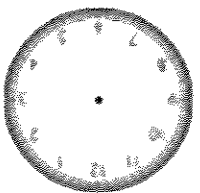
a in 5 minutes 2:45 2:55 3:00

b in 10 minutes 5:19 5:29 5:49

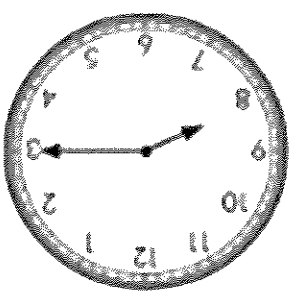
c in 15 minutes 9:40 9:55

2 Show the new times on the clocks:

a  20 minutes later 


b  1 hour and 20 minutes later 

1 How much time has passed?

Start  Elapsed time:  Finish


Telling time – o'clock and half past

The minute hand is on 12 and the hour hand is on 4.



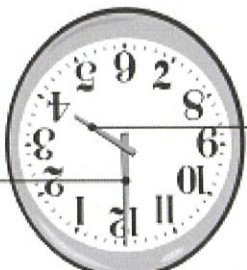
4 o'clock

The minute hand is on 6 and the hour hand is half way between 4 and 5.



half past 4

1 Complete these labels of the clock hands by writing these words in the correct places – long, short, hours, past, to and o'clock:



The minute hand is _____.





It shows how many minutes _____ or _____.

It can also show _____.

The hour hand is _____.

It shows the _____.

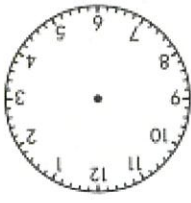
2 Draw a line to connect each of these clocks to the matching times:


half past 3 7 o'clock half past 8 half past 9

REMEMBER
Remember when it is half past, the hour hand points between the hours.

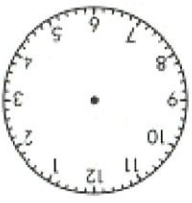
3 Draw the hour and minute hands on each clock to show the correct time:



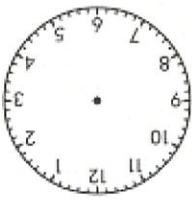
half past 10



5 o'clock



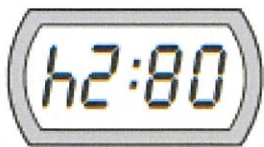
1 o'clock



half past 2

Telling time – digital

Digital time is always read as minutes past the hour. This digital time could be read as 24 minutes past 8 or eight twenty four. Digital clocks often display a zero when the hour is a single digit.



1 Draw a line to connect each of these digital times to how they could be read:



16 minutes past 3 25 minutes past 4 48 minutes past 9 23 minutes past 7

2 Write the times on the digital clock radios. The first one has been done for you.

 a seven twenty	 b 13 minutes past 4	 c 25 minutes past 2
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 d four thirty two	 e 28 minutes past 6	 f nine fifty two
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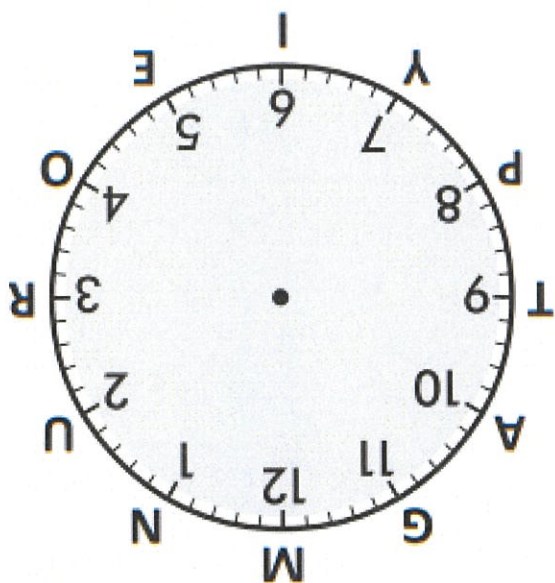
3 Complete this row of analogue and digital clocks so each pair displays the same time:

 d	 c	 b	 a
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apply

Coded clocks

Solve the riddle below by finding the matching letter for each amount of minutes, to or past hours on the clock face.



Riddle: What did the sock say to the foot?

25 to	20 past	10 past	25 to	10 to	15 past	25 past
20 to	10 past	15 to	quarter to	30 past	five past	five to
o'clock	25 past	25 past	20 past	5 past		

Measuring time – am and pm

am means before midday.
pm means after midday.

Meet me at 7 am
just after breakfast.

Meet me at 7 pm
just after dinner.

1 Connect the times to either am or pm with a line:

- a 6 o'clock in the evening
- b 6 o'clock in the morning
- c 2 o'clock in the morning
- d 2 o'clock in the afternoon
- e 1 o'clock after bedtime
- f 1 o'clock after lunch

am

pm

2 Circle the time in the table that best matches the following:

a	After lunch	6 am	6:30 am	2 pm
b	Before school	7:30 pm	7:30 am	2 am
c	Bedtime	7:30 am	8:30 pm	9 am
d	Dinner time	5:30 am	1:30 pm	6 pm
e	When I have my afternoon tea	4 am	4:30 pm	11 pm

The latest pm time is 11:59. So midnight is 12:00 am and then it is a new day.



3 Add two hours to each of these digital times:

a 9:52 am

c 7:30 pm

e 5:15 pm

b 3:15 pm

d 6:48 am

f 3:59 am

Telling time – quarter to and quarter past

When the minute hand is on 9, it is 15 minutes to the hour or it has a quarter of the way to go before it reaches the hour.



A quarter to 8



A quarter past 7

When the minute hand is on 3, it is 15 minutes past the hour or it has gone a quarter of the way around the clock face.

1 Write either 'past' or 'to' in the blanks:



A quarter _____

5.



A quarter _____

6.



A quarter _____

7.



A quarter _____

11.



15 minutes past 9

a quarter to 3

a quarter past 8

15 minutes past 4

15 minutes past 8

15 minutes to 11

a quarter past 4

15 minutes to 3

a quarter to 11

a quarter past 9

2 Draw a line to connect each clock to its time label. Each clock has more than one label.



Map of Australia Lesson



1 Australia is an island continent. What does this mean?

2 Find and circle the seas and oceans that surround Australia. List them here:

1. _____

3. _____

5. _____

3 Find the Great Barrier Reef. In which state is it located?

4 Find Uluru. In which state is it located?

5 Find the Great Victoria Desert. In which two states is it located?

1. _____

2. _____

6 Locate each of the states and territories, then find the capital city.

Write the capital city names below.

Queensland
New South Wales
Australian Capital Territory
Victoria
Tasmania
South Australia
Western Australia
Northern Territory

7 On the map, locate the state or territory that you live in. Look closely at the images you find in your state. Draw three more that you think are important places and list them below.

8 Find these places on the map and describe their location.

a Arnhem Land
b Tasmania
c Shark Bay
d Broken Hill
e Gold Coast

Helpful vocabulary

place space environment natural ocean coast
north south east west near inland

1 Investigation: Popping popcorn

As a class, you are going to cook some popcorn in a microwave.

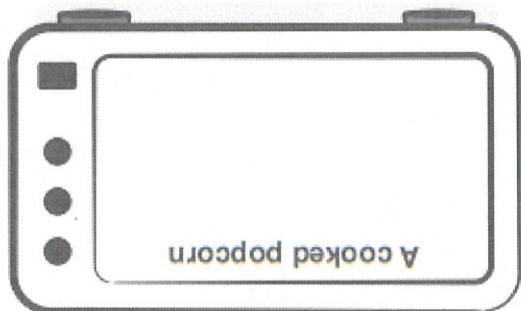
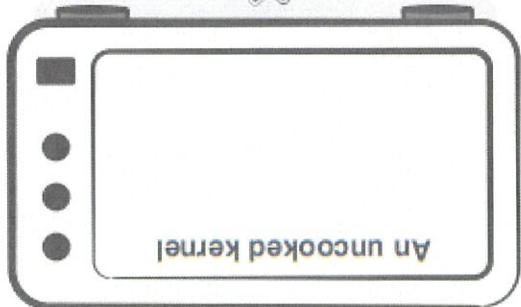
- Look at an uncooked kernel; measure, draw and label it.

- **Predict** what you think will happen when a kernel is cooked in a microwave.

- **Observe** what happens when the kernels are cooking. Talk about what you can hear, see and smell.

- When the popcorn cools, look at one piece; measure, draw and label it.

- **Explain** what happened to the kernel and why you think it happened.

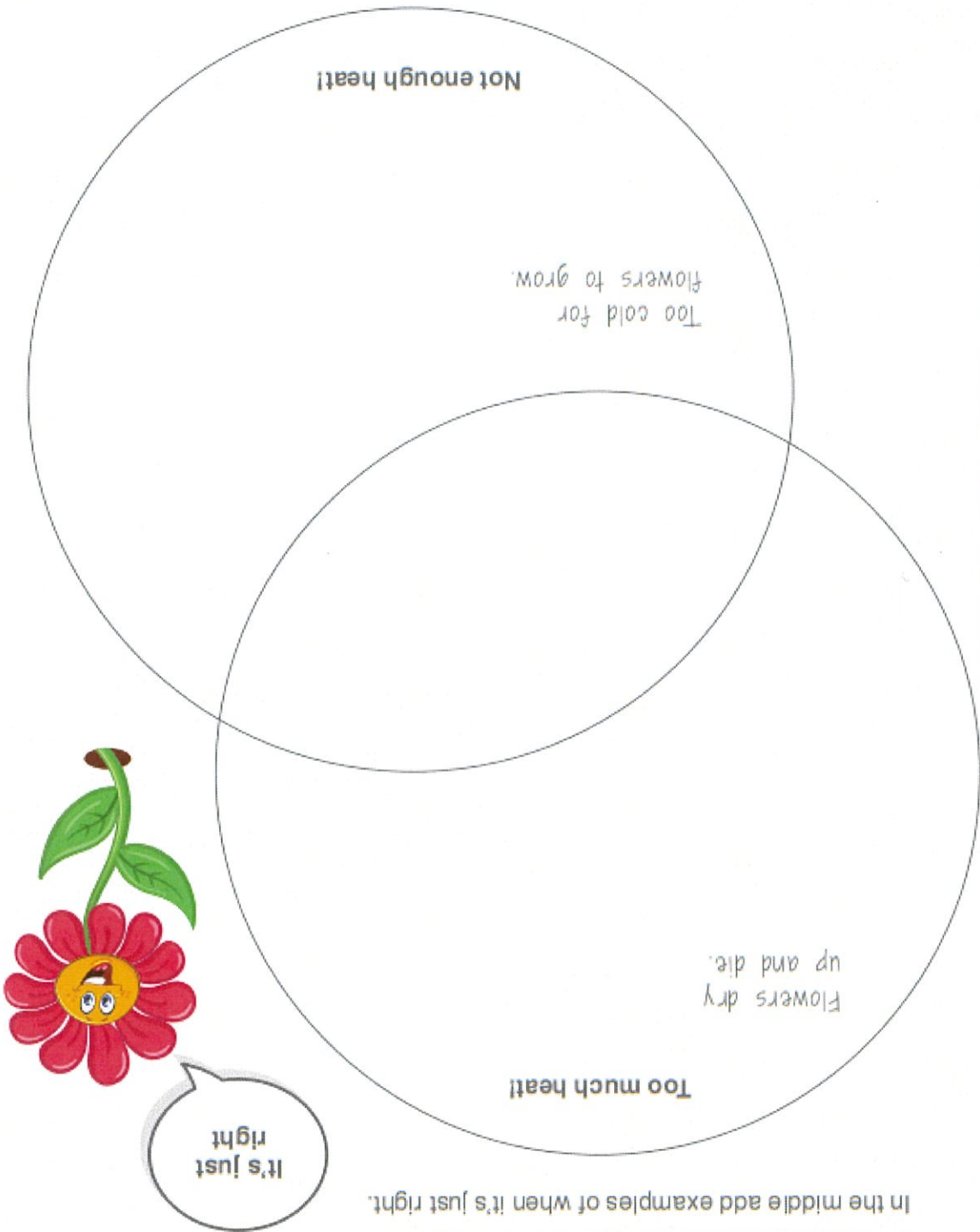


What happened?

I think this happened because...

7 Sometimes there's too much heat, sometimes not enough, and sometimes it's just right. Complete the Venn diagram with examples of too much heat, or not enough heat affecting different things.

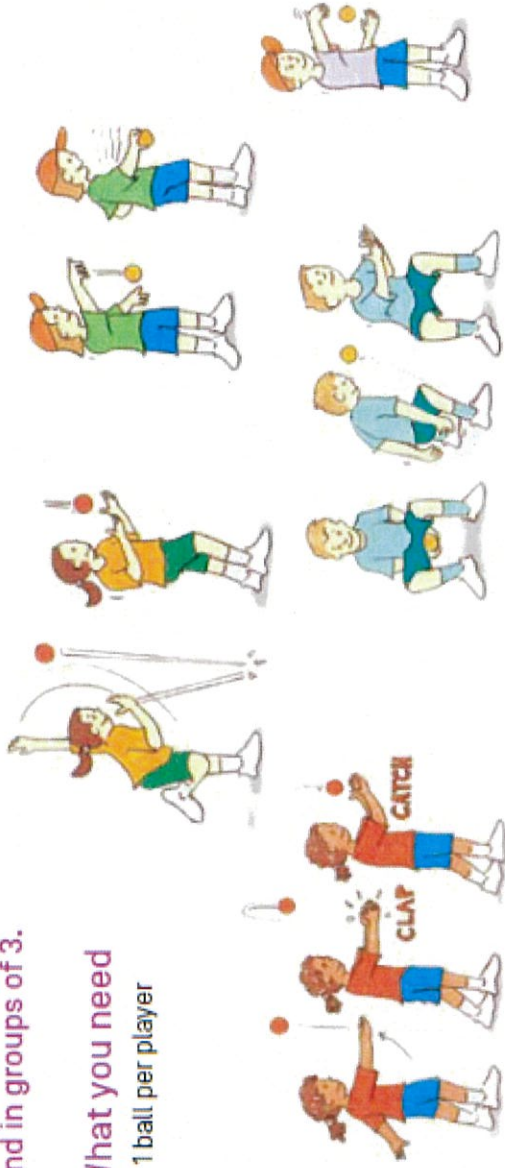
In the middle add examples of when it's just right.



Players try progressively harder catching challenges and tricks on their own, in pairs and in groups of 3.

What you need

- > 1 ball per player



What to do

- > Players spread around the playing area with their ball.
- > On your call, issue different catching challenges such as:
 - how many times can you clap your hands while the ball is in the air?
 - throw the ball between your legs and catch it.
 - bowl the ball overarm into the ground and catch it after it bounces.
- > Ask players to come up with their own challenges.
- > Form pairs or groups of 3 and create new challenges.

Change it

- > Vary the size and weight of the ball according to players' ability.
- > Act as a judge and give scores out of 10 for each trick.
- > Provide discrete coaching on the side.
- > Introduce different skills like hopping, jumping or clapping while players are throwing their balls.

Safety

- > Check there is enough space between players and away from walls or other obstacles.