

Teaching and Learning Activities – Stage 2


2021 Term 3 Week 3



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

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	<p>Reading Select a book to read over the week. It may be a book you have read before.</p> <p>Writing-<i>Today you are brainstorming..</i> Look at the illustration following.</p> <p>There is a monster under my bed and he is playing with my iPad!</p> <p>Start brainstorming arguments and reasons that you could use to convince the monster to stop playing with your iPad. Choose the best 2 or 3 to develop with supporting ideas.</p>	<p>Reading Select activities from the reading response sheet following.</p> <p>Writing-<i>Today you are planning by developing your ideas into sentence/s....</i> There is a monster under my bed and he is playing with my iPad!</p> <p>Following there is a page that contains some persuasive words and sentence starters. Use 2 or 3 to develop your ideas from yesterday into sentences and even paragraphs if you can.</p> <p>Watch 'Behind the News' on ABC. Choose your favourite story. Write a summary of the story.</p>	<p>Reading Select activities from the reading response sheet following.</p> <p>Writing-<i>Today you are using your planning to draft a piece of writing...</i> There is a monster under my bed and he is playing with my iPad!</p> <p>Using your planning from the last 2 days to draft a piece of persuasive writing to convince the monster to stop playing with your iPad. It could be a letter, a note, a story, an advertisement, a script. It's up to you!</p>	<p>Reading Select activities from the reading response sheet following.</p> <p>Writing-<i>Today you are editing to improve your draft and publishing your finished product.</i> There is a monster under my bed and he is playing with my iPad!</p> <p>Edit and publish the text you wrote yesterday. Add a response from the monster. Did he/she/it stop playing with the iPad?</p>	<p>Reading Select activities from the reading response sheet following. Don't worry if you haven't finished tic-tac-toe!</p> <p>Writing-For Fun! <i>Artbites-Drama Props</i> Use the link below and watch the art-bite to create a drama piece. Perform for your family. What was their feedback?</p> <p>https://digital.artsunit.nsw.edu.au/art-bites/drama-props-01-props-for-creative-thinking-module-one</p>

	<p><u>Spelling</u>-Unit 21- ‘ar a’</p> <p>Use the soundwaves login to access this week’s games and sound activities.</p> <p><i>Sound Waves online</i> Year 3: water231 Year 4: nose192</p> <p>Read your spelling list words for the week.</p> <p>Complete GM55. Cut up the star first and then put it back together.</p>	<p><u>Spelling</u></p> <p>Unit 21, today’s sound - ‘ar a’</p> <p>Complete the activity sheets for your grade following.</p>	<p><u>Spelling</u></p> <p>Use at least 10 words from your list to write in alphabetical order. Write down the meanings of at least five.</p>	<p><u>Spelling</u></p> <p>Complete Activity 25 the ‘Star Quiz’. Share some of your quiz questions on google classroom for your classmates to solve!</p>	<p><u>Spelling</u></p> <p>Use a magazine or book to find words that contain this week’s sound, write down the most interesting ones you can find!</p>
Break	Break	Break	Break	Break	Break
Middle	<p>Mathematics</p> <p>This week we are looking at 3D shapes. Complete the attached sheets over the week.</p> <p>Click on the link below to find the number of faces on various 3D shapes by painting them!</p> <p>https://education.abc.net.au/home#!/media/32615/face-painter-finding-faces-1</p>	<p>Mathematics</p> <p>Continue working on the worksheets.</p> <p>Olympic Medal Tally</p> <p>Over the week keep a tally of medals that Australia wins. Classify into either the type of medal-gold, silver and bronze or the sports they win medals in. Add to your tally each day.</p>	<p>Mathematics</p> <p>Continue working on the worksheets.</p>	<p>Mathematics</p> <p>Continue working on the worksheets.</p>	<p>Mathematics</p> <p>Continue working on the worksheets.</p> <p>Olympic Medal Graph</p> <p>Use your tally to create an Olympic Medal Graph. It could be a picture or column graph. You can even use your computer to create one-It’s up to you!</p>

Break	Break	Break	Break	Break	Break
Afternoon	Fitness- Get Active session 2 https://www.youtube.com/watch?v=b8A8aFFsfuA PDH-Olympic Athlete Choose an athlete you have read or heard about this week and create a profile on the sheet following. <i>Interest Spot: You might like to watch 'Learn about the Olympics with Ozzie!' using the link :</i> https://www.youtube.com/watch?v=Uk0tPbek-oc	Science - Continue with Materials for a Purpose sheets following. You will need 3 different types of balls that you can find around the house or garden for the experiment. If you aren't able to record on a device, just using your eyes and an estimate is OK. Fitness 'Take a seat' Try some of the activities on the card.	Creative Arts - Dance Ninja Reflex https://publish.viostream.com/play/w9i3zgn4uat75  Brain Break Finger-thumb Put your fists together. Point your index finger on one hand and stick your thumb out on the other hand. Now switch..and switch again...How fast can you go?	Geography The Australian Continent Complete the sheets following- a) Answer the true/false questions. b) From the true/false questions choose 3 facts you were unsure of the answers to investigate. c) Choose one special feature about Australia to research.	Visual Arts-Olympic Games Choose from the 2 activities (or complete both if you have time). a) Olympic Torch b) Olympic Medal-Design Up-load some photos on Google Drive of your creation/s! Aboriginal Education Complete the following sheet about Aboriginal plant use.

Did you know?

Each day at 10am the education department have guest speakers and presentations about writing, science art, singing and many more topics at :-

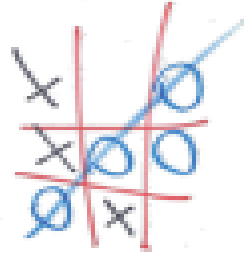
[education.nsw.gov.au/parents-learning-at-home](https://www.education.nsw.gov.au/parents-learning-at-home)





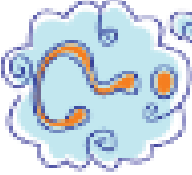

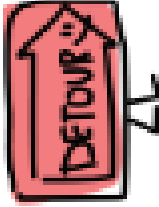


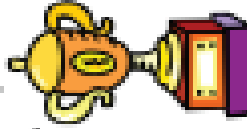
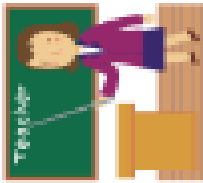
You're braver than you believe,
stronger than you seem, and
smarter than you think.

READING RESPONSE

TIC TAC TOE



Do one of the activities below in your reading binder and mark it off with an **X**. The next time you do an activity, mark it with a **O**. Switch back and forth between **X** and **O** until you have a tic tac toe!

<p>Why did you choose this book to read?</p> 	<p>Write a three sentence summary of what you read today. Write the details in order.</p> 	<p>If you could ask your main character one question, what would it be?</p> 
<p>What character in your story would you like to invite over to your house? Explain why.</p> 	<p>If you were the author, what's one thing you would change about the book and why?</p> 	<p>If you wrote a sequel to this book, what title would you give it and why?</p> 
<p>Describe the setting in your book including time and place.</p> 	<p>You are going to give one character in your book an award for one of their character traits. What would the award be and why?</p> 	<p>What lesson do you think the author wants you to learn from reading this story?</p> 

List Words

are _____
ask _____
bark _____
part _____
hard _____
dark _____
after _____
father _____
asked _____
fast _____
last _____
arm _____
start _____
class _____
sharp _____
large _____
half _____
past _____
March _____
basket _____
calm _____
charge _____
tomato _____
laugh _____
heart _____

1 Circle the letters that represent **ar** or **a** in the List Words.

2 Write any other letters that can represent **ar** or **a** on the Grapheme Chart. Write one word example for each.



3 Write one stroke for every sound in each List Word.

4 Unjumble the letters to make **ar** words to match the clues.

dog noise krab _____ not light dkra _____
a piece trap _____ part of the body ram _____
begin ratst _____ not blunt hraps _____
difficult darh _____ a month cMhra _____
big egjra _____ a fee gacrh _____

5 Complete the words so the sentences make sense. Write the words you have made on the star.

★ Sometimes letters **a** and **ar** represent **ar**.

He ate the **ar** _____ piece of pizza.
ar _____ our **ar** _____ was away.
A **ar** _____ **ar** _____ is in the ba_k_ _t_ .
May I have a **ar** _____ a _____ of water.
Today the sea is very **ar** _____.

6 Write words that rhyme.

start dark last class

7 Write antonyms for these words. Use List Words.

cry _____ slow _____
before _____ small _____

Grapheme Chart


letters	words

8 Rewrite these words adding **s** or **es** to each one.

Turn to 5a and 5b page 76.

class _____ start _____ tomato _____

father _____ pass _____ laugh _____

9 Finish the words with **ar**, **a**, **au** or **ear** to represent . Draw a picture for each.

<input type="text"/>	<input type="text"/>	<input type="text"/>
----------------------	----------------------	----------------------

_____t on a b_____sket a p_____t of a gl_____ss a l_____ge h_____t

<input type="text"/>	<input type="text"/>
----------------------	----------------------

the sky a c_____ going a tom_____to that can

_____fter d_____k p_____st a p_____k l_____gh

10 Write **are**, **ask**, **asked** and **after** in alphabetical order. Finish the sentences with these words.

1. _____ your father if he has the basket.

2. _____ the last race we went home.

3. _____ these your large tomatoes?

4. _____ Have you _____ if you can go to the park?



Challenge

Rearrange the letters in each word to make a List Word.

ear	ram	glare	trap	fats
taps	charm	slat	clam	harps
				tarts

Unit
21

★ ar a star glass

List Words

part _____
 mark _____
 card _____
 yard _____
 sharp _____
 after _____
 can't _____
 half _____
 calf _____
 bath _____
 path _____
 glass _____
 grass _____
 pass _____
 past _____
 passed _____
 basket _____
 banana _____
 calm _____
 aunty _____
 heart _____
 laugh _____
 particle _____
 disaster _____
 argument _____

Grapheme Chart

letters	words

- Circle the letters that represent **ar** or **a** in the List Words.
- Write any other letters that can represent **ar** or **a** on the Grapheme Chart. Write one word example for each.
- Write one stroke for every sound in each List Word.
- Colour the letter **a** if it represents **ar** or **a** in the word.



Father ate a banana and an apple while Grandad put a potato and a tomato in the basket.



- Finish the word in each sentence by selecting the correct ending.
- He is in the y____ (ard, ark) | made a m____ (art, ark)
 The knife is sh____. (arp, aim) | ate one h____ (arp, alf)
 Here is the c____. (arn, alf) | lost one p____ (art, alf)
 Here is your c____. (arm, ard) | Stay on the p____ (ath, ard)
 Where is my gl____? (ast, ass) | He had a b____ (arm, ath)
 We went p____ you. (ass, ast) | Did you p____ me? (ast, ass)
 I feel very c____. (alf, aim) | drew a h____ (eart, aim)
 I sat on the gr____. (arp, ass) | made a r____ (aft, ark)

- Finish the words with **ar**, **a**, **ou** or **ear** to represent **ar** or **a**. Write some of your words to match the clues.

L____gh sh____p c____n't _____ny b____sket p____ticle
 _____gue h____t p____st _____fter dis____ster _____gument
 Find antonyms for these words. Find words that rhyme with these words.

cry _____ part _____
 future _____ calf _____
 can _____ article _____
 before _____ plaster _____



7 Complete.

✦ We often change **f** or **fe** on the end of a word to **ve** and add **s**, for example *leaf* to *leaves*,
leaf to leaves.



one half two _____ one calf two _____ one scarf two _____

8 Write the words *pass*, *past*, *passed*, *path* and *partle* in alphabetical order. Finish the sentences with these words.

★ The words *pass* and *passed* are regular verbs.

1. _____ My aunty laughed as she walked _____ us.
2. _____ We _____ a calf on the path.
3. _____ Did we _____ you on the grass?
4. _____ There was not one _____ of dust on the glass.
5. _____ We heard an argument along the _____.

9 Count the sounds in these words. Write the letter or letters for each sound in a separate box. Solve the riddle by writing the letters from the shaded boxes in the boxes with matching numbers.

sharp
couny
after

7	4		
		3	
5			

	2		
	1		
	6		

basket

banana

disaster

Which star is never seen in the night sky?

1

2 3 4 5 6 7



Challenge

Add the letter to the word to make a List Word, for example **fat** + **s** = **fast**.

pat + r = _____ lass + g = _____ ark + m = _____

bat + h = _____ car + d = _____ harp + s = _____

pat + h = _____ heat + r = _____ pat + s = _____

Add the letter to the word to make an [an] word.

had + r = _____ cat + s = _____ bar + k = _____

mat + s = _____ harm + c = _____ rat + f = _____

past + a = _____ raft + c = _____ gasp + r = _____

last + b = _____ arch + m = _____ hash + r = _____



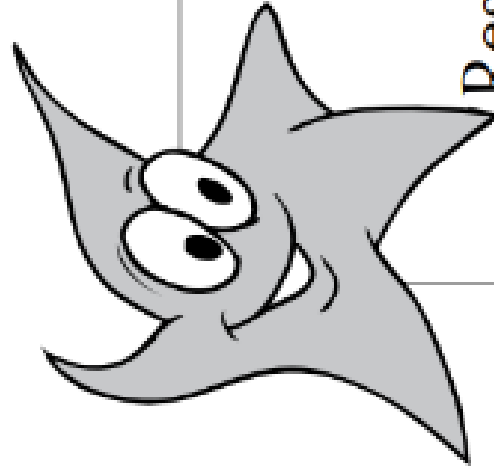
The large star puzzle contains the following words and labels:

- Top point: basket
- Top-right point: yard
- Right point: car pet
- Bottom-right point: calm
- Bottom point: market
- Bottom-left point: charge
- Left point: glass
- Top-left point: laugh

Each point of the star contains a label: "3 ★ GM55".

Internal words and labels include:

- Top-left triangle: basket
- Top-right triangle: yard
- Right triangle: car pet
- Bottom-right triangle: calm
- Bottom triangle: market
- Bottom-left triangle: charge
- Left triangle: glass
- Top-left triangle: laugh
- Center: spark
- Internal labels: "3 ★ GM55" (multiple instances)



Star Quiz

Research and list facts
about stars.

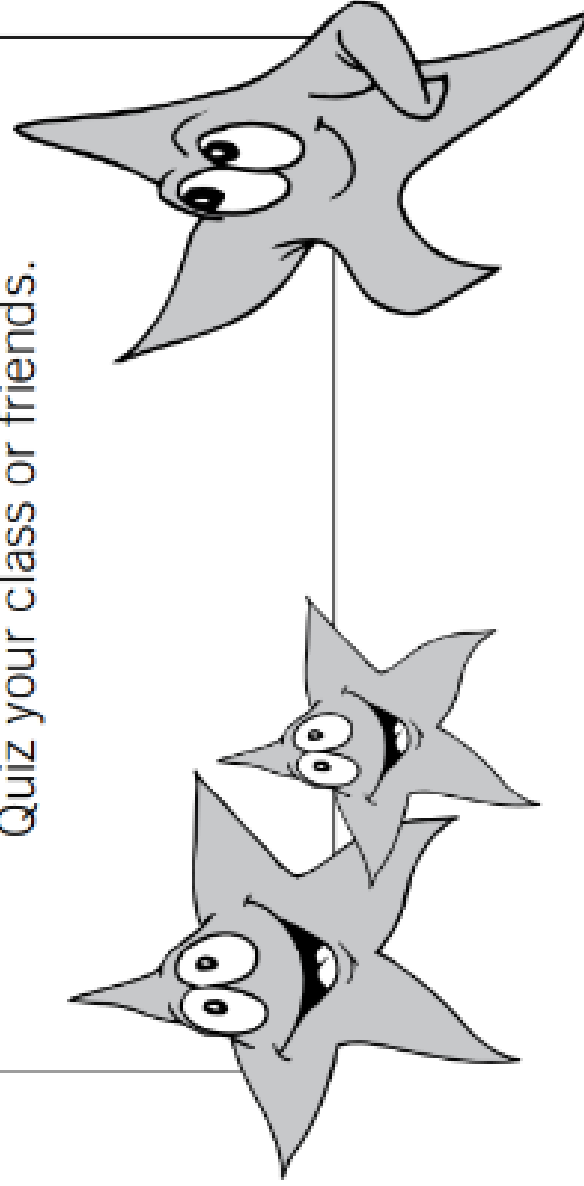
Create a True/False Star Quiz.

For example:

1. Our Sun is a star. T or F
2. Stars reflect light from the moon. T or F
3. Venus is a star. T or F

Write 15 statements for your quiz.

Quiz your class or friends.





There is a
monster un-
der my bed
and he is
playing with
my iPad!

Image can be found here: <http://danabrownillustration.com/aus/?p=1483>

 BY-NC-ND

Created by Rossana Kay, 2015

Use persuasive words to convince your monster. Here are some suggestions:

I am speaking to you because...

Obviously...

I believe that...

This will cause...

A friend of mine...

Do you really think that... ?

It is really worth...

This needs to be dealt with...

It will ruin our quality of life.

No-one but a complete fool monster will believe that...

Surely...

Of course...

This will mean that...

Another thing...

Just think about...

How could you (we) possibly...

What would happen if...

How unfair!

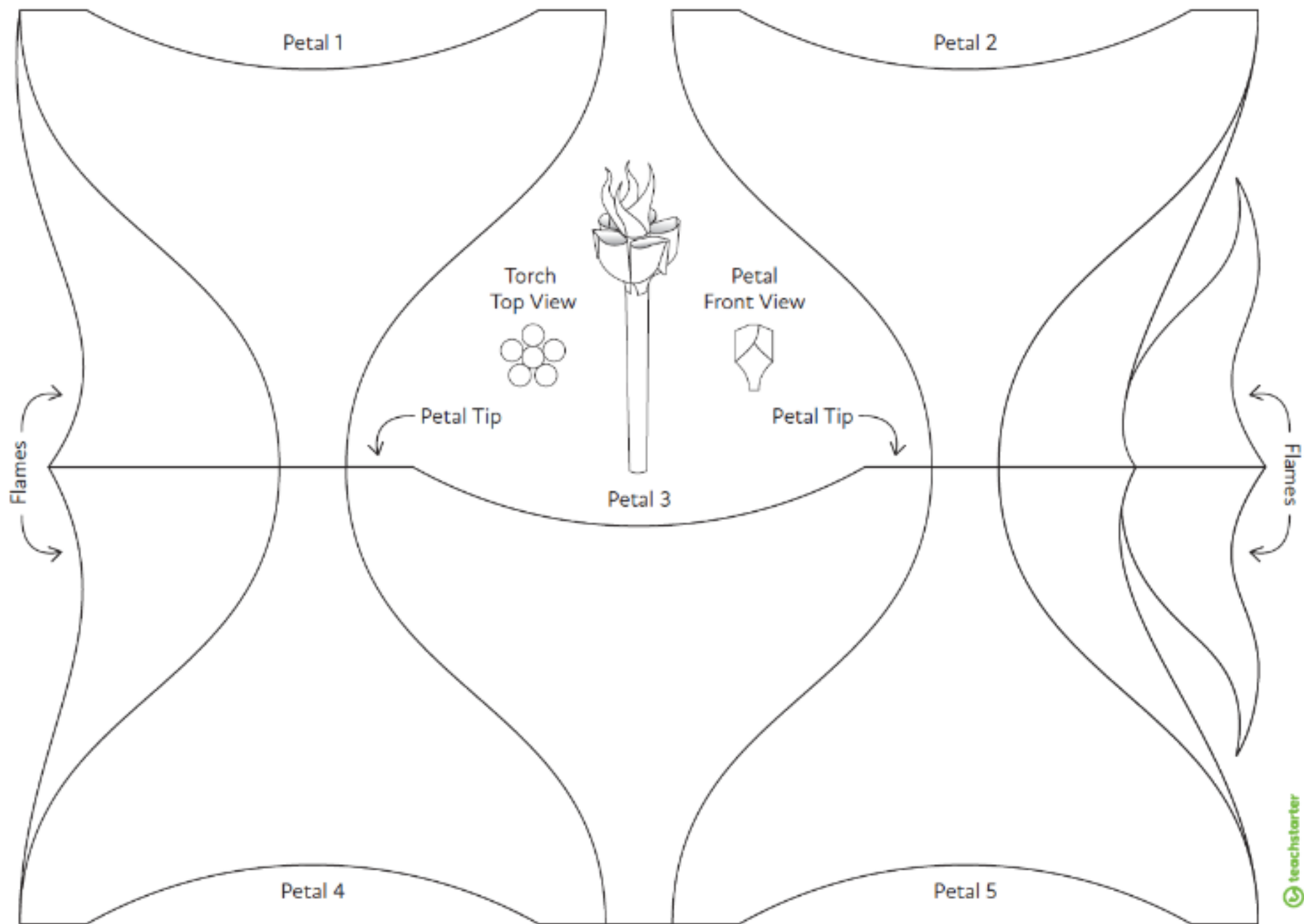
Olympic Torch

Craft Activity



Instructions

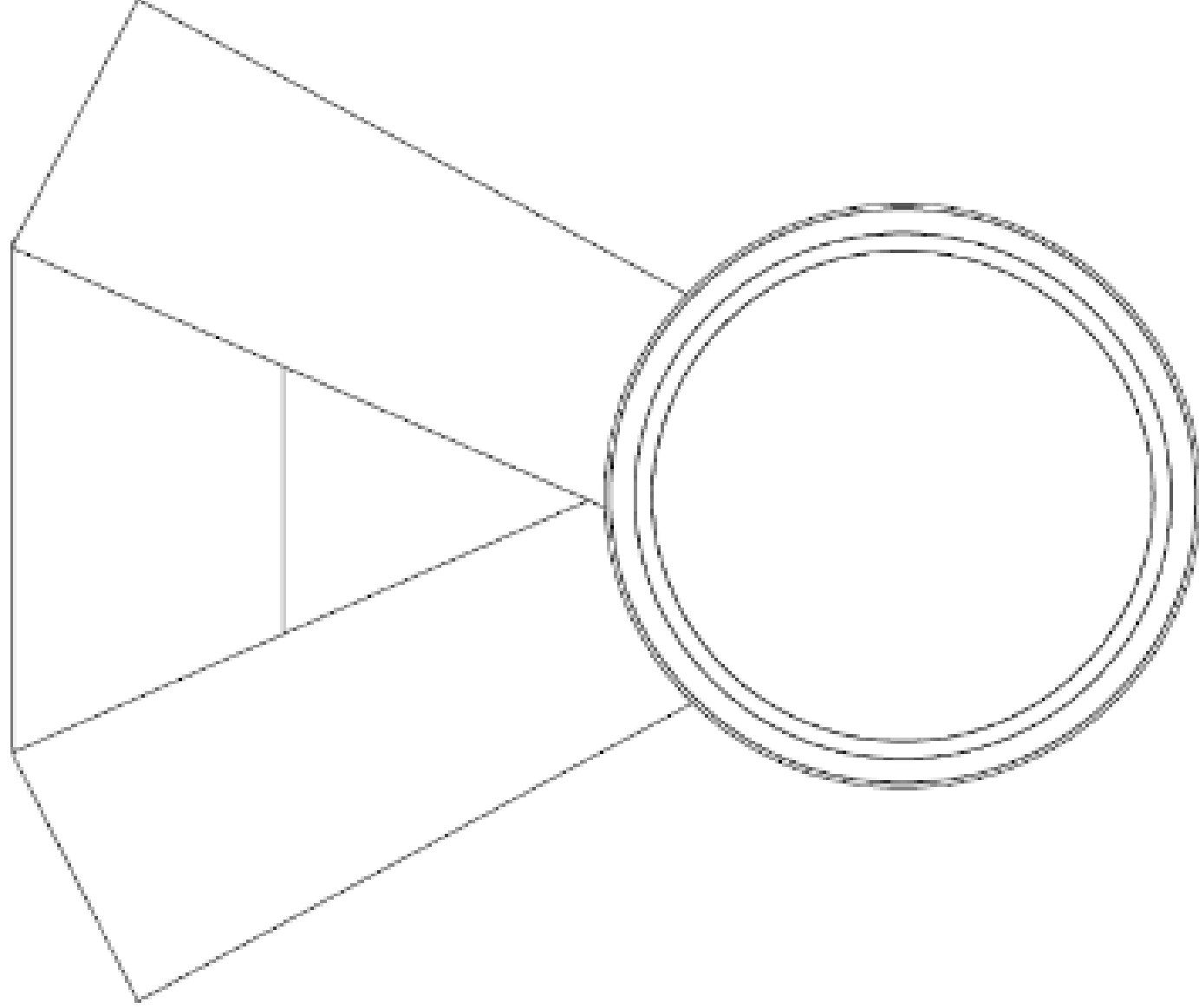
1. Cut out each piece. Some pieces share a cutting line, so take care when cutting.
2. Colour both sides of each piece of the torch.
3. Roll up a separate piece of A4 paper to form a long tube about 3 cm wide. Staple or tape it in place. This will be the centre tube.
4. Create the five petals by bringing the two tips of each piece together at the front and connecting them with tape.
5. Attach the petals around the top part of the centre tube as indicated in the diagram.
6. Combine the flames and stick them to the inside of the centre tube.



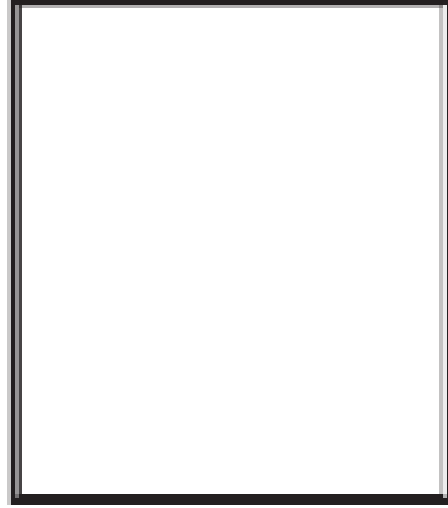
Olympic Medal - Design Task

An Olympic medal is awarded to successful competitors at the Olympic Games (gold, silver and bronze). Medal designs change with every Olympic event and the host city decides on the features of the design. The design usually represents the nation hosting the games or the origins of the Olympics.

Imagine that your city is hosting the next Olympic Games. Design your own Olympic medal to reflect your city.



Athlete Profile



Athlete's name: _____

Main competing sport: _____

Country of origin: _____

Personal best: _____

Number of medals awarded to date:

bronze

silver

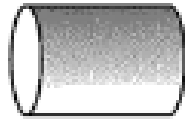
gold

Interesting facts: _____

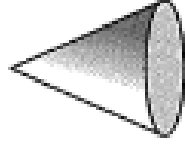
Year 3

Investigating 3D shapes – spheres, cones and cylinders

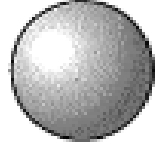
Let's look more closely at these solids:



cylinder



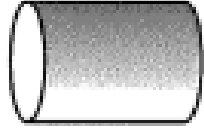
cone



sphere

- 1 Connect the labels to the part of each solid that it names:

a

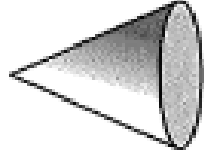


edge

face

curved surface

b



curved surface

edge

face

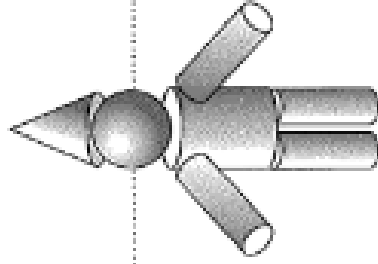
- 2 Complete this table:

Name	Number of faces	Number of curved surfaces	Number of edges	Number of corners
a cylinder				
b cone				
c sphere				

- 3 Which shape has:

- a Only one curved surface _____
- b One face and one curved surface _____
- c One curved surface and two faces _____

- 4 Sean made this model. How many of each shape did he use?



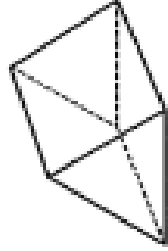
Cylinders

Cones

Spheres

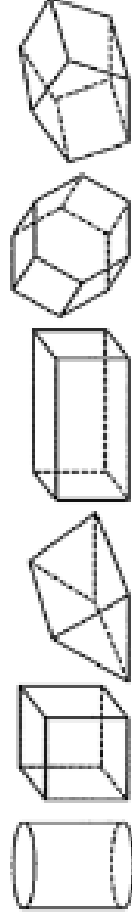
Investigating 3D shapes – prisms and pyramids

A prism is a 3D shape where the two opposite faces are the same shape and the sides are rectangles.



Here is a triangular prism. Two faces are triangles and the rest of the sides are rectangles.

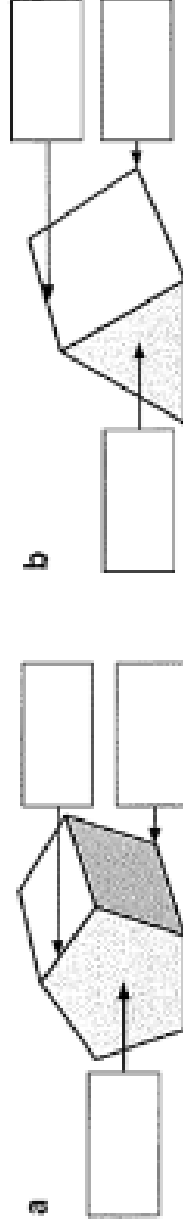
- 1 Rachel painted each face of the solids below and then stamped each face in a row. Colour match each shape to its row of faces.



a				
b				
c				
d				
e				
f				

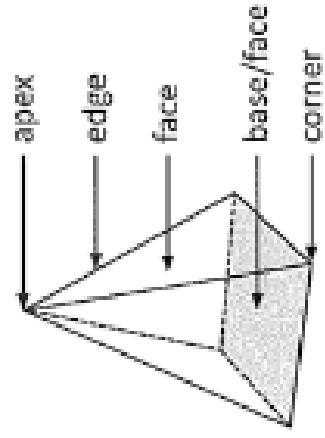
A face of a 3D shape is a flat surface. A corner is where the edges meet.

- 2 Use these labels on each shape below:

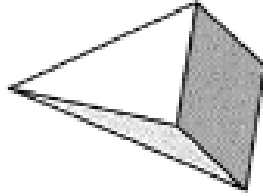


Investigating 3D shapes – prisms and pyramids

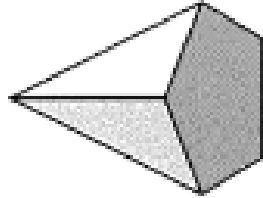
Pyramids are all named according to their base. This diagram shows the properties of a square pyramid.



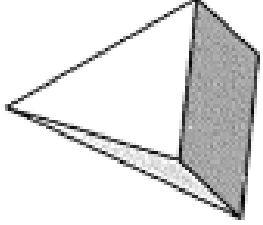
- 3 Name each pyramid by connecting the label with a line. Look carefully at the base of each pyramid.



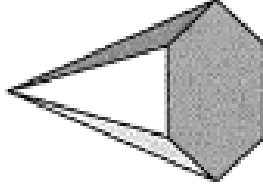
hexagonal pyramid



square pyramid



pentagonal pyramid



rectangular pyramid

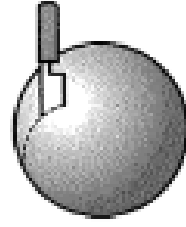
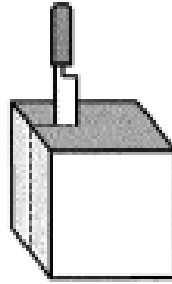
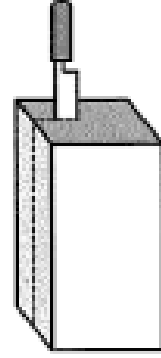
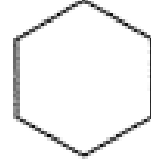
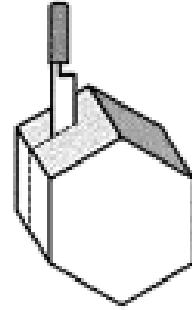
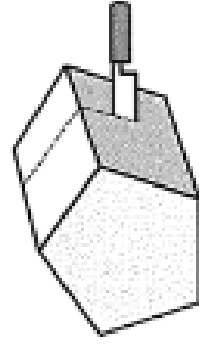
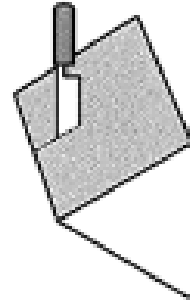
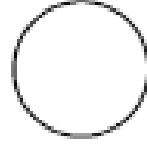
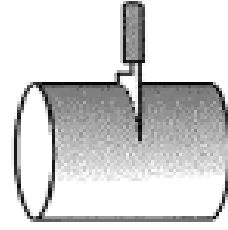
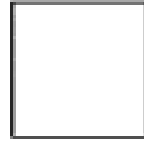
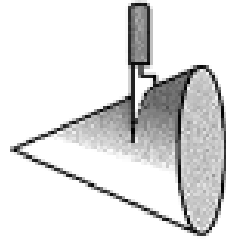
- 4 Complete this table for each type of pyramid:

Pyramid	Faces	Edges	Corners
a hexagonal pyramid			
b pentagonal pyramid			
c square pyramid			
d rectangular pyramid			

Investigating 3D shapes – cross sections

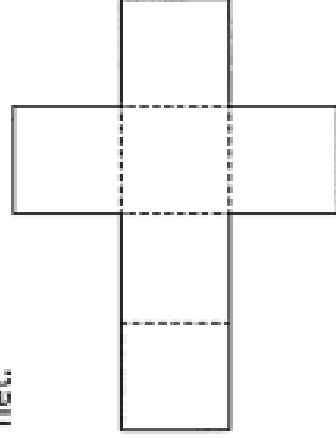
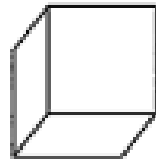
A cross section of a 3D shape is when you slice right through something.

- 1 Each of these shapes represents the cross section of the solids below.
Draw a line to match each shape to its cross section.

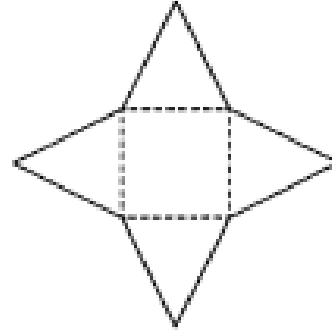
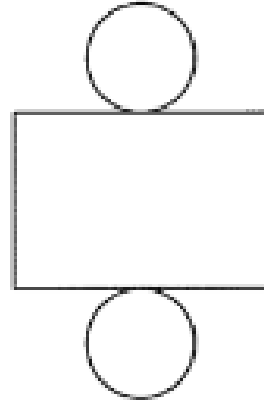
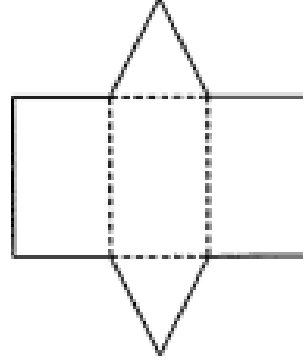
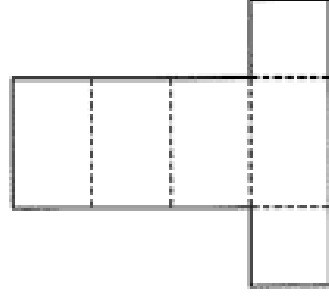
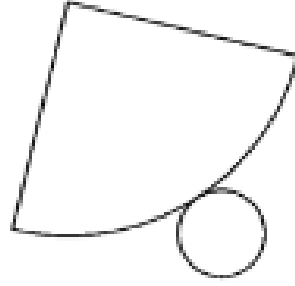
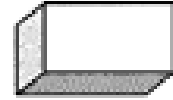
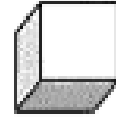
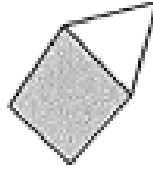
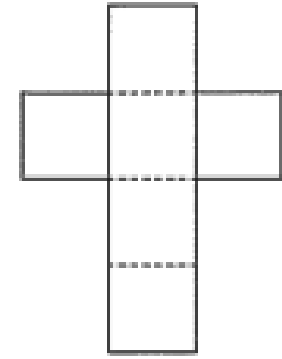


Investigating 3D shapes – nets

If we were to cut out a cardboard cube along the edges and flatten it, it would be a net.



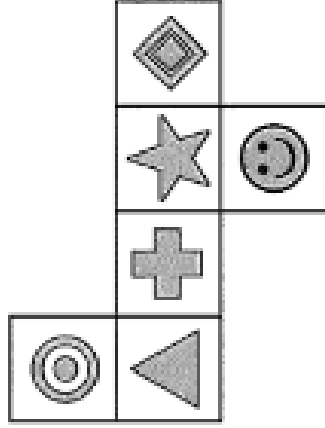
- 1 Draw a line to match these 3D shapes with their nets below:





Each net below will fold to make a cube.

Puzzle 1



What symbol is opposite the star?
Draw it here:

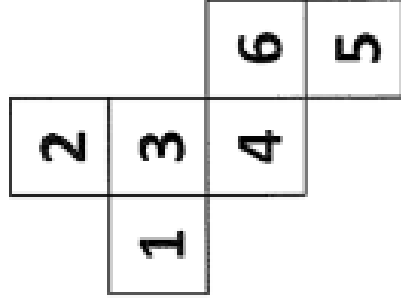
Puzzle 2

Work out which numbers are opposite.

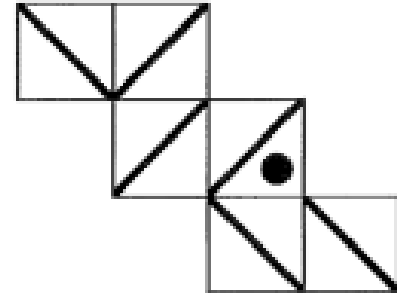
Opposite 1 is

Opposite 2 is

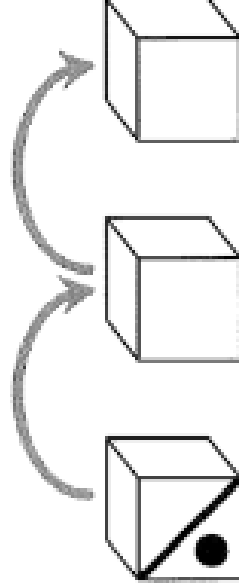
Opposite 3 is



Puzzle 3



This net is folded into a cube and then the cube is rolled over twice. Show what this cube will look like each time that it is rolled over. You need to show what each face on each cube will look like. One face has been done for you.



Year 4

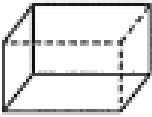
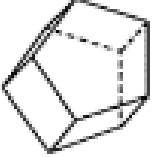
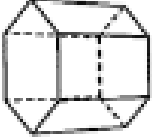
Investigating 3D shapes – properties of shapes

In this topic, we are looking at the properties of 3D shapes. The pointy corner of a 3D shape is called a vertex. The plural is vertices.

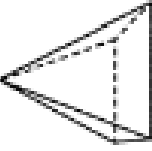
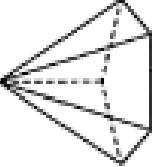
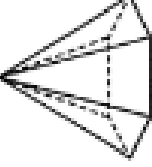
Prisms have 2 bases that are the same size and shape and are a type of polygon.

Pyramids have only one base. All the faces are triangular and they meet at a common point also known as the apex.

1 Complete the properties of these prisms:

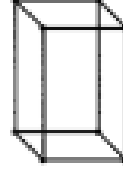
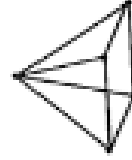
a	b	c
		
Name		
Faces		
Vertices		
Edges		

2 Complete the properties of these pyramids:

a	b	c
		
Name		
Faces		
Vertices		
Edges		

3 Mahlia made a 3D shape using toothpicks and plasticine.

She used nine toothpicks and six pieces of plasticine. Circle the shape she made.

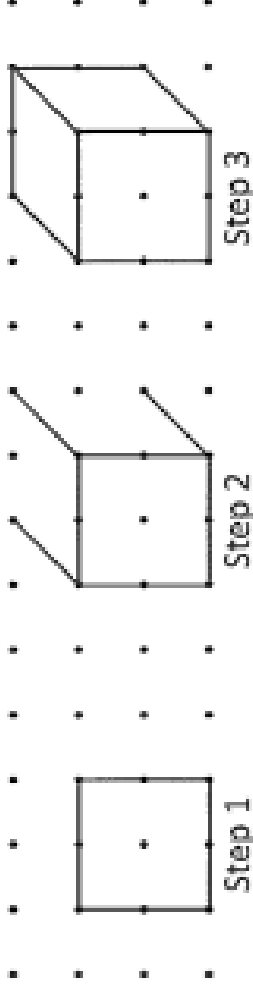


Investigating 3D shapes – drawing 3D shapes

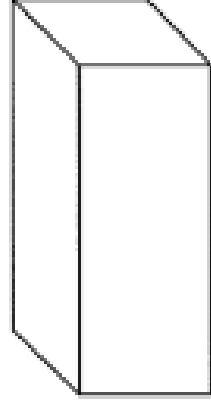
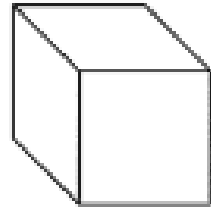
We can draw 3D shapes easily by using dot paper.

Example 1

For a front view, use square dot paper.



1 Draw these shapes on the dot paper below. You might like to try a few times.

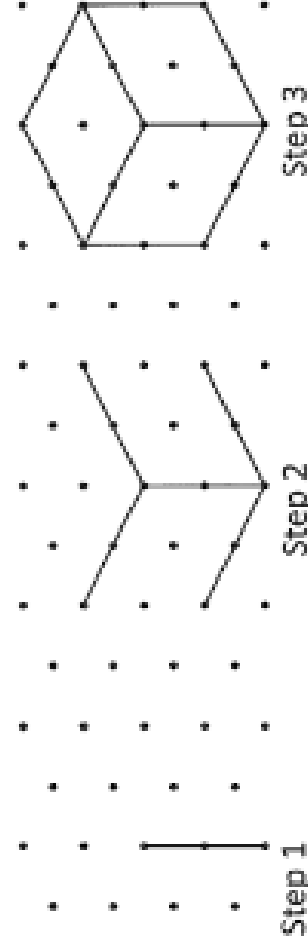


A large grid of 10x10 dot paper for drawing 3D shapes.

Investigating 3D shapes – drawing 3D shapes

Example 2

For a corner view, use triangular dot paper.



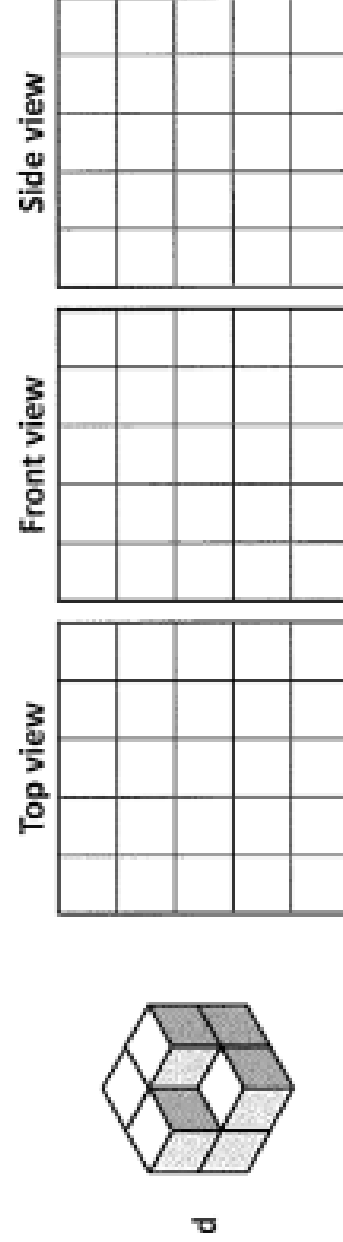
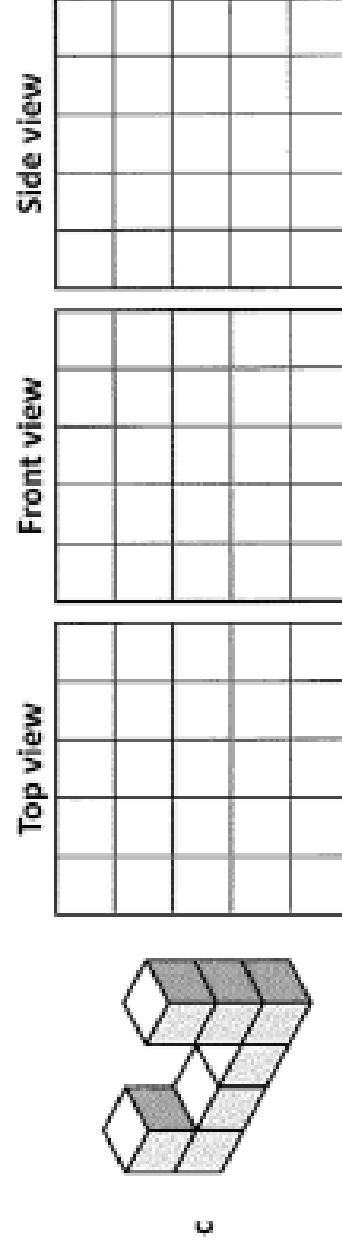
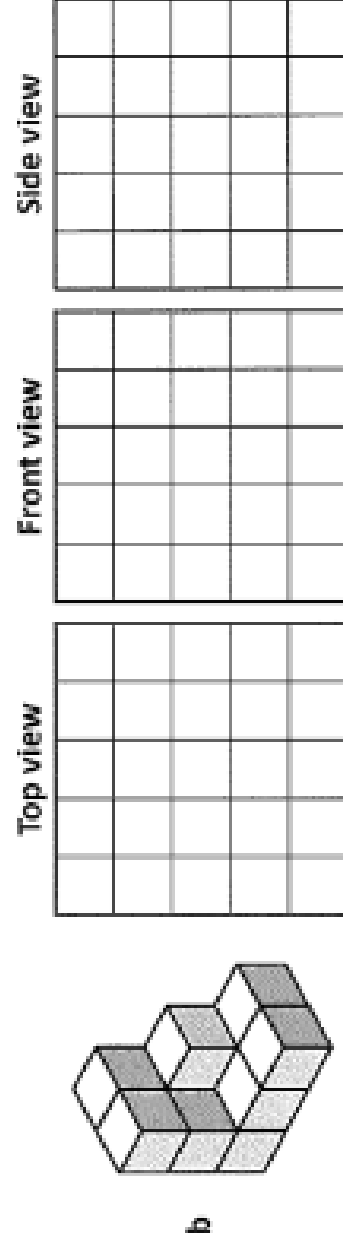
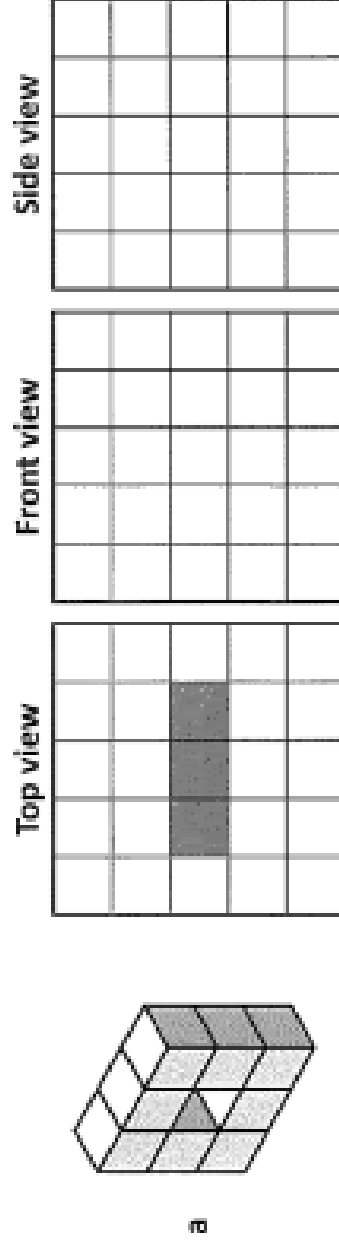
2 Draw these shapes below:

The drawing area consists of a large grid of triangular dots. Three 3D shapes are provided as examples for drawing:

- a:** A rectangular prism (cuboid) drawn in a perspective view.
- b:** A triangular prism drawn in a perspective view.
- c:** A triangular pyramid (tetrahedron) drawn in a perspective view.

Investigating 3D shapes – different viewpoints

- 1 Here are some 3D models made from cubes. Shade in the squares on each grid to show the top, front and side view for each one. The top view of the first model has been done for you.



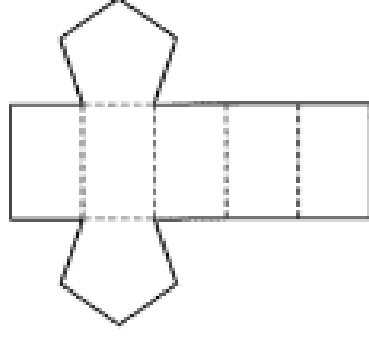
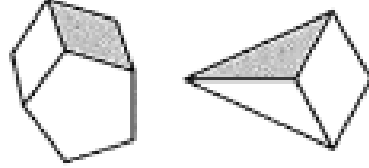
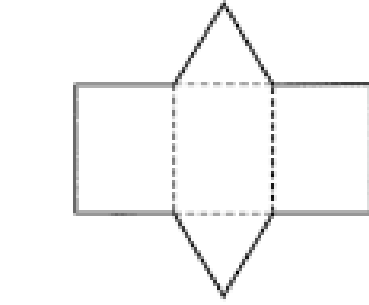
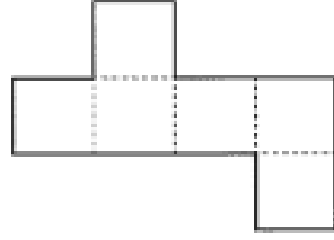
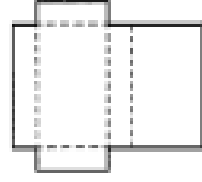
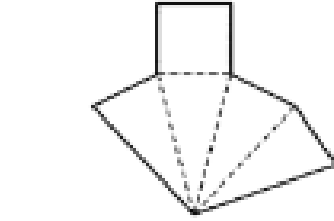
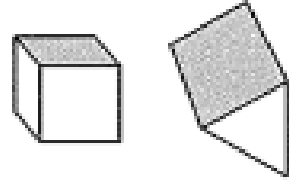
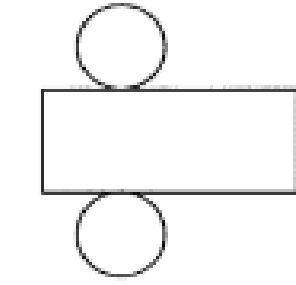
Investigating 3D shapes – nets



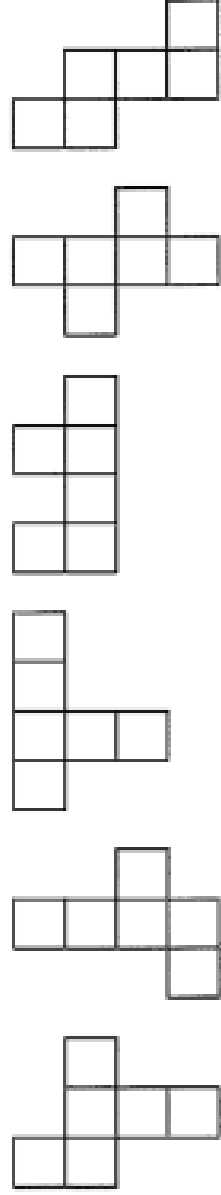
copy

A net is the flat shape that a 3D shape can be constructed from.

- 1 Draw a line to match these 3D shapes with the nets below:



- 2 Which of these nets will fold into a cube? You may like to ask your teacher to copy this page and enlarge the nets below so you can investigate. Tick the nets that work and cross the nets that don't.



Dice puzzle

solve



Getting ready

In these two dice puzzles, you have to use the clues to imagine which face has which number.

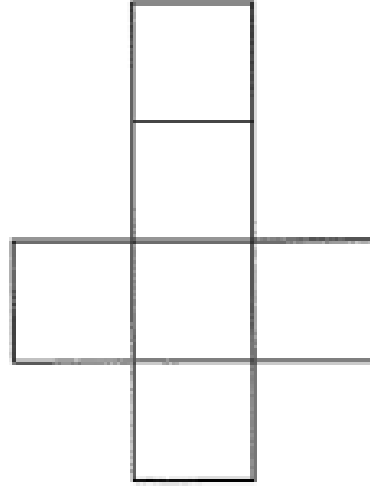


What to do

Dice Puzzle 1

Write the numbers 1 to 6 on this net of the cube if:

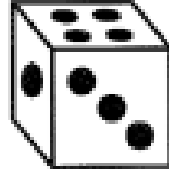
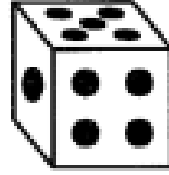
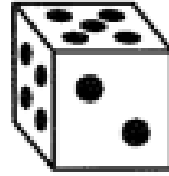
- a 2 is opposite 6.
- b 3 is opposite 5.
- c 1 is opposite 4.



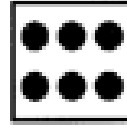
Dice Puzzle 2

Chelsea made a die from a cardboard net of a cube. She puts sticker dots to represent the numbers on each side of the cube.

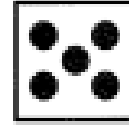
Here is her cube shown in three different positions. Each time a different number is facing the front.



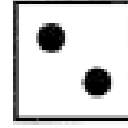
Can you work out which number is on the opposite faces to these?



a



b



c

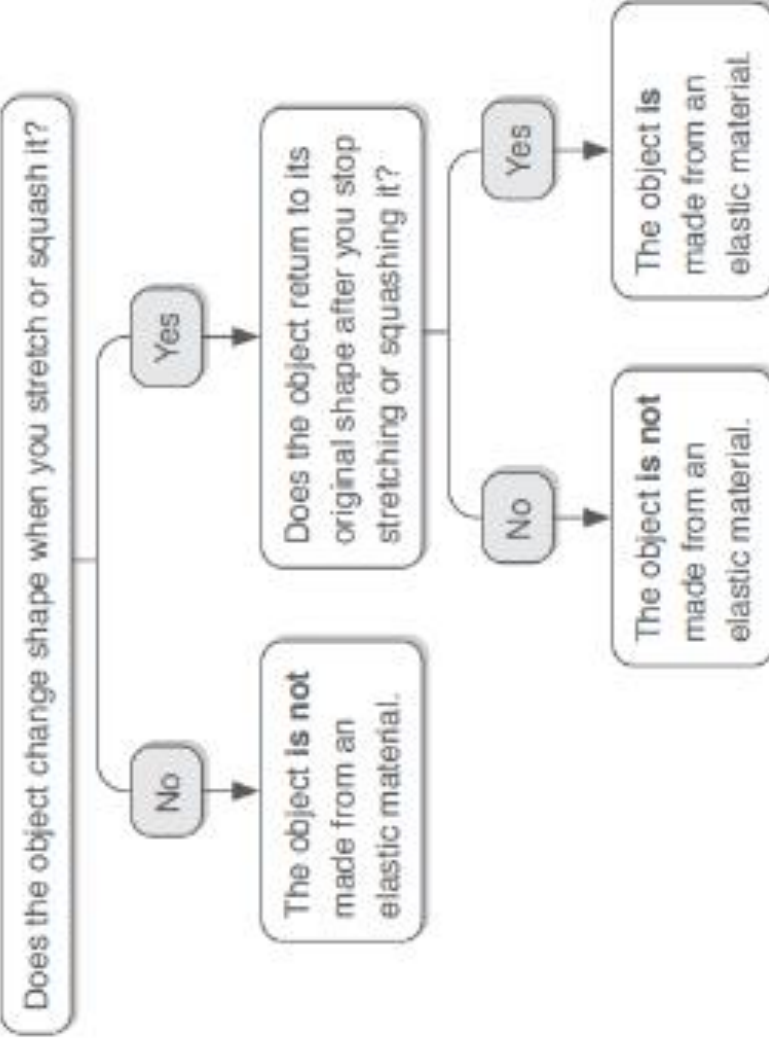


Some objects are made from elastic (stretchy) materials. If an object returns to its original shape after you stretch or squash it, it is made from an elastic material. The slackline in the video was made from an elastic material.

- 4 Use the flowchart below to work out which of these objects are made from an elastic material and circle them.



Flowchart





You are going to conduct an experiment to find out which ball has the highest elasticity.

Aim

I am going to find out which ball has the highest elasticity (the one that bounces the highest).

Materials (what I need)

See the list on page 10.

Hypothesis

I predict _____

Procedure

Step 1: Put the metre ruler against a wall.

Step 2: One person in your group will need to record your experiment in slow-motion using a digital device.

Step 3: Drop all the balls from a height of 1 metre at the same time.

Step 4: Repeat steps 2 and 3 twice more.

Step 5: Watch the slow-motion videos of your experiment and record your results on the following page.



Use whatever you can find around your home. You might use a tape measure or smaller ruler making marks on an outside wall with chalk or on a piece of paper stuck onto a wall.

Materials needed

ACTIVITY QUESTION 8

Each group (4–5 students) will need:

- 3 balls from the following:
 - hand ball or another rubber ball
 - ping pong ball
 - foam ball
 - tennis ball
 - hockey ball
 - golf ball
 - cricket ball
- a metre ruler
- a hard surface (e.g. wooden floor)
- a device for recording in slow motion



Results

For each drop, write the ball that bounced highest in first place. Write the ball that bounced the second highest in second place and the ball that bounced the lowest in third place.

Drop 1

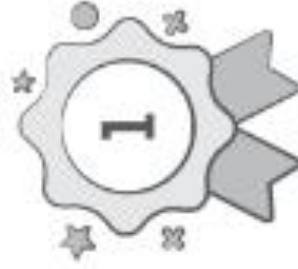
Ball: _____



Ball: _____



Ball: _____

Drop 2

Ball: _____



Ball: _____



Ball: _____

Drop 3

Ball: _____

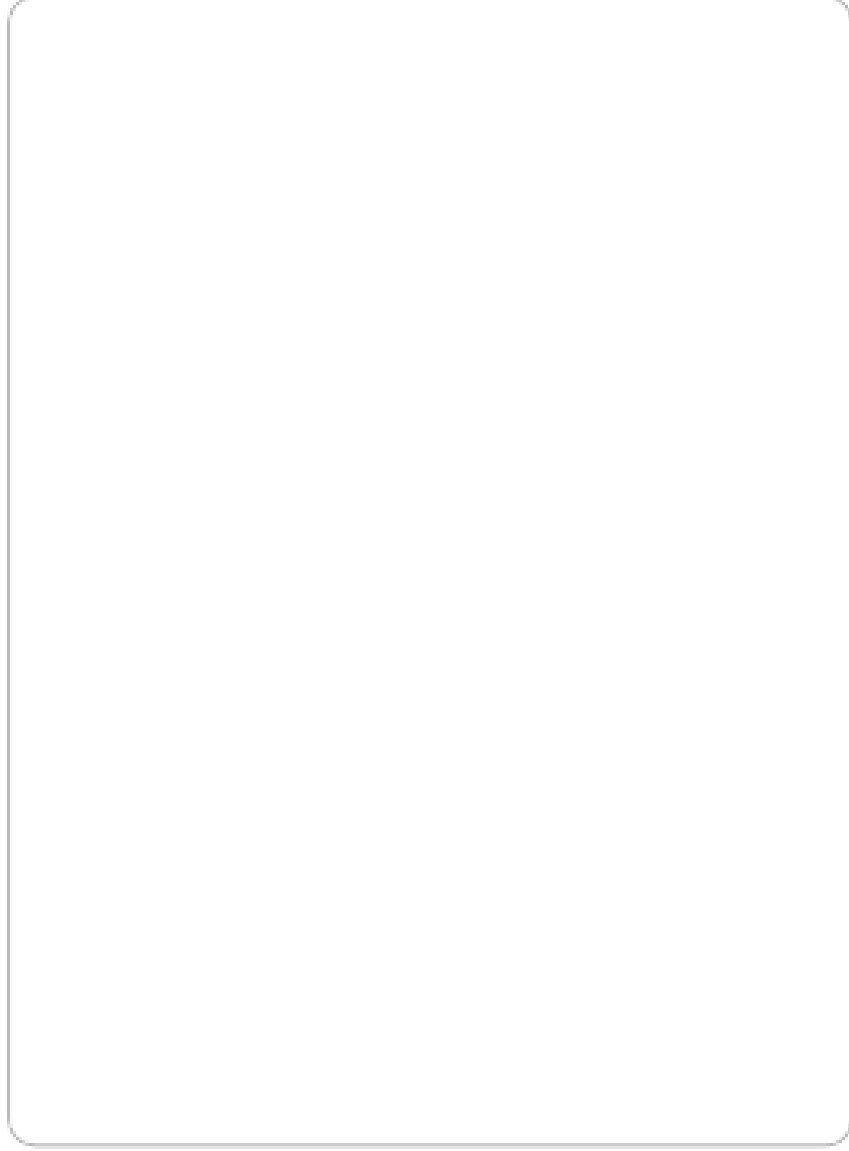


Ball: _____



Ball: _____

Draw and label a diagram of what you did.



Conclusion

What did you find out? Was your hypothesis correct?

Evaluate

What worked well about your experiment?

Why was it important to drop all the balls from the same height and on the same surface?



A continent is a big mass of land. The world is made up of seven continents. Australia is one of them.

5

Here are some facts about the Australian continent. Some are true, some are false. Circle your choice and colour the boomerang to show how sure you are about your answer.

a Australia is the only continent with water all around it.



b Australia is the smallest of the world's continents.



c Australia is the only continent where volcanoes erupt.



d Australia is both a continent and a country.



e There are less people living in Australia than any other continent.



f There are more sheep living in Australia than people.



g Australia is the lowest, flattest and driest continent.



EXAMPLE



Unsure if Australia is the smallest of the world's continents?

I looked at the world map and counted the squares on the continents.

Australia had the least squares. Australia is the smallest continent.



7

You have now studied what is special about Australia.

a Name one special feature of Australia that you did not know about before.

b Do you think this special feature should be protected? Why?

8

Why is Australia home to many animals which are unique (not found anywhere else in the world)? Can you give two reasons?

9

Australia does not have any active volcanoes.

Australia does have active volcanoes.

Both of these statements are correct.

Explain why you think this is true.



Players lean against a wall in a 'seated' position and do a variety of ball-handling activities.



What to do

Setting up

- > Free wall space without obstructions
- > **Individual activity** – one medium-sized ball each
- > **Pairs activity** – one ball per pair
- > **Group activity** – one ball per group

Playing

- > Try the activities shown.
- > These activities can be demanding on the 'skiing muscles' (quadriceps) – start with 15–20 second bursts.
- > Mix up individual, pair and group ('down the line') activities to provide rest breaks.
- > Players can be grouped in small teams of 3–4 and compete against each other or pairs can compete against other pairs.

Change it

- > This activity can accommodate different ability levels – use a chair if required.
- > Vary the type of ball, distance between players and type of pass (e.g. in 'down the line' the distance between some of the players can be adjusted for throwing variations).
- > **Down the line** – try *all mixed up*, players try to make every pass different.
- > **Pairs activity** – after one throw and catch, partners quickly change places.
- > **A second ball between the knees** works the 'horse-riding muscles' (adductors).



Safety

- > Ensure no attachments on the wall space used.
- > Start with gentle passes and throws.



Scoring

- > How many consecutive throws/catches in a set time?
- > Not scoring is an option.

Ask the players

- > What parts of your body are working hard in each activity? How can you tell?
- > What can you do to help you sit for longer?

LeARNING INTENTION

Take a seat allows students to develop muscular endurance whilst practicing catching and throwing skills in different movement situations.

GetActive@Home



Activity logbook

MONDAY

HOW DID YOU GET ACTIVE TODAY?

A cartoon illustration of a man in a light blue suit holding a soccer ball.

TUESDAY

HOW DID YOU GET ACTIVE TODAY?

A cartoon illustration of a woman in a black jacket and blue pants running.

WEDNESDAY

HOW DID YOU GET ACTIVE TODAY?

A cartoon illustration of a woman in a red top and pants jumping.

THURSDAY

HOW DID YOU GET ACTIVE TODAY?

A cartoon illustration of a woman in a white jacket and black pants hula hooping.

FRIDAY

HOW DID YOU GET ACTIVE TODAY?

A cartoon illustration of a woman in a pink top and black pants jumping.

For ideas on how to GetActive visit:
<https://app.education.nsw.gov.au/sport/participation/getactive>



Education

getactive@det.nsw.edu.au

Teaching & Learning Activities – Stage S2

Task Sheet Term 3 Week 2

Days and sessions to be selected as appropriate.

Please complete the activities in your homework book. NB: Parents need to monitor the use of youtube or other device.

TASK									
<p>Living world ST2-1WS, ST2-4LW- 'Aboriginal Plant use</p> <p>Focus question – How can we group living things?</p>	<ul style="list-style-type: none">• many living things were grouped by Aboriginal and Torres Strait Islander peoples based on their use. For example, the Bracken's root which is found in the ground was used for food to make pancakes• view the ABC clip https://education.abc.net.au/home#!/media/3124031/useful-plants• after watching the video, complete the table by identifying some of the plants and what they were used for. <table border="1" data-bbox="349 544 2103 1375"><tbody><tr><td data-bbox="349 544 736 751">Cucumbers</td><td data-bbox="736 544 2103 751"></td></tr><tr><td data-bbox="349 751 736 940">Apples</td><td data-bbox="736 751 2103 940"></td></tr><tr><td data-bbox="349 940 736 1141">Olive tree</td><td data-bbox="736 940 2103 1141"></td></tr><tr><td data-bbox="349 1141 736 1375">Eucalyptus leaves</td><td data-bbox="736 1141 2103 1375"></td></tr></tbody></table>	Cucumbers		Apples		Olive tree		Eucalyptus leaves	
Cucumbers									
Apples									
Olive tree									
Eucalyptus leaves									