

# Framework for teaching – Stage 2 KSPS

# WEEK 5 Term 3

You can choose to use a digital device to complete the following activities or do the alternative paper task. You will need help from a parent/carer and some possible resources from your teacher, either sent in the mail or on your G Suite (CLASSROOM or DRIVE)

WEEK 5	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Morning Routine</b>	<p><b>MORNING ROUTINE</b> 9:30am Zoom</p> <p>Date &amp; Weather – Write the long and short dates. Look outside and draw an emoji of today's weather. If you can look up what the forecast in Tokyo will be and draw an emoji for this too.</p> <p>100 days – day 113 +5, -5, +10, -10</p> <p>Talk for learning - give one fact and one opinion about Olympic basketball.</p>	<p><b>MORNING ROUTINE</b></p> <p>Date &amp; Weather – Write the long and short dates. Look outside and draw an emoji of today's weather. If you can look up what the forecast in Tokyo will be and draw an emoji for this too.</p> <p>100 days – day 114 +15, -15, +25, -25</p> <p>Talk for learning - give one fact and one opinion about Olympic swimming.</p>	<p><b>MORNING ROUTINE</b></p> <p>Date &amp; Weather – write the long date and short date. Look outside and draw an emoji of today's weather. If you can look up what the forecast in Tokyo will be and draw an emoji for this too.</p> <p>100 days – day 115 +50, -50, +75, -75</p> <p>Talk for learning - give one fact and one opinion about Olympic athletics.</p>	<p><b>MORNING ROUTINE</b></p> <p>Date &amp; Weather - write the long date and short date. Look outside and draw an emoji of today's weather. If you can look up what the forecast in Tokyo will be and draw an emoji for this too.</p> <p>100 days – day 116 +100, -100, +150, +250</p> <p>Talk for learning - give one fact and one opinion about Olympic soccer.</p>	<p><b>MORNING ROUTINE</b></p> <p>Date &amp; Weather - write the long date and short date. Look outside and draw an emoji of today's weather. If you can look up what the forecast in Tokyo will be and draw an emoji for this too.</p> <p>100 days – day 117 x1000, x100, x10, x1</p> <p>Talk for learning - give one fact and one opinion about an Olympic sport of your choice.</p>
<b>Literacy</b>	<p>Sentence of the day – simple sentences with technical language and adjectives.</p> <p><b>CRUNCH AND SIP</b></p> <p><b>DEAR</b> – (Drop Everything and Read)</p> <p><b>LITERACY</b> – explanations - Part of explaining something is</p>	<p>Sentence of the day – simple sentences with technical language and adjectives.</p> <p><b>CRUNCH AND SIP</b></p> <p><b>DEAR</b></p> <p><b>LITERACY</b> – explanations - Using your research answers from week 4, the Get the Gist worksheet and your planning document. Fill</p>	<p>Sentence of the day – simple sentences with technical language and adjectives.</p> <p><b>CRUNCH AND SIP</b></p> <p><b>DEAR</b></p> <p><b>LITERACY</b> 10:30am zoom – explanations - <b>When writing your</b> conclusion you</p>	<p>Sentence of the day – simple sentences with technical language and adjectives.</p> <p><b>CRUNCH AND SIP</b></p> <p><b>DEAR</b></p> <p><b>LITERACY</b> – explanations - Draft your full explanation using the proforma in your booklet. Use the checklist to</p>	<p>Sentence of the day – simple sentences with technical language and adjectives.</p> <p><b>CRUNCH AND SIP</b></p> <p><b>DEAR</b></p> <p><b>LITERACY</b> – explanations - Publish your explanation in either the proforma in</p>

	<p>making sure you do it in order and include details. Think about your sport and make a list using the worksheet of what they would need to pack to be able to compete in their sport. Think of the equipment, uniforms and specific items.</p> <p><b>Spelling -</b> Work through the spelling powerpoint for the week on your google classroom then go to your spelling booklet and complete one of the activities from the spelling menu with your spelling list words.</p>	<p>in the box that is sub headed - Explain how to participate in the sport. Remember this is a planning document so you can use bullet points or short sentences. A good explanation has facts and technical language. You will have to develop these into full sentences when you draft your work.</p> <p><b>Spelling -</b> In your spelling booklet, choose an activity from the spelling menu to complete with your list words.</p>	<p>need to add an opinion. Complete the fact and opinion worksheet and then write your conclusion including your opinion of the sport.</p> <p><b>Spelling -</b> In your spelling booklet, choose an activity from the spelling menu to complete with your list words.</p>	<p>make sure you have included everything you need.</p> <p><b>Spelling -</b> In your spelling booklet, choose an activity from the spelling menu to complete with your list words.</p>	<p>your booklet or a Google Doc. Use the checklist to make sure you have included everything needed.</p> <p><b>Spelling -</b> In your spelling booklet, choose an activity from the spelling menu to complete with your list words.</p>
<b>Break</b>	<b>Break -</b> 10 mountain climbers	<b>Break -</b> 10 squats	<b>Break -</b> 10 push ups	<b>Break -</b> 10 sit ups	<b>Break -</b> jumps and claps
<b>Middle</b>	<p><b>Minute Maths</b> – 1 column per day</p> <p><b>Whole Number</b> - 1 square per day</p> <p><b>Problem of the day</b> – 1 square per day</p> <p><b>Topic - TIME</b></p> <p>ONLINE: Watch the Youtube clip <a href="https://youtu.be/QU-XUmujbuM">https://youtu.be/QU-XUmujbuM</a> to refresh your memory about time. <b>or</b> OFFLINE What time is it now? What time will it be in 1 hour? 3</p>	<p><b>Minute Maths</b> – 1 column per day</p> <p><b>Whole Number</b> - 1 square per day</p> <p><b>Problem of the day</b> – 1 question per day</p> <p><b>Topic – TIME</b></p> <p>Task: ON PAPER</p> <p>Everyone: Complete <i>Time Worksheet 2</i> by adding hands or writing words.</p> <p>Extension: Write a list of the digital times you might do things. (eg. get up, eat</p>	<p><b>Minute Maths</b> – 1 column per day</p> <p><b>Whole Number</b> - 1 square per day</p> <p><b>Problem of the Day</b> – 1 question per day</p> <p><b>Topic – TIME</b></p> <p>Task: ON PAPER</p> <p>Everyone: Complete <i>Time Worksheet 3</i> on the opening times of a supermarket. You can work out how many hours it is open by using a 'counting on' strategy.</p>	<p><b>Minute Maths</b> – 1 column per day</p> <p><b>Whole Number</b> - 1 square per day</p> <p><b>Problem of the day</b> – 1 square per day</p> <p><b>Topic – TIME</b></p> <p>Task: ON PAPER (you need a watch with a second hand or use a stopwatch app)</p> <p>Everyone: Complete <i>Time worksheet 4</i>. Remember to estimate first.</p>	<p><b>Wellbeing Zoom</b> 10.30am - 2/3T 11:40am - Stage 2 2:00pm - Support Unit</p> <p><b>Minute Maths</b> – 1 column per day</p> <p><b>Whole Number</b> - 1 square per day</p> <p><b>Problem of the Day</b> – 1 square per day</p> <p><b>Topic – TIME</b> (you need a watch with a second hand or use a stopwatch app)</p>

	<p>hours?</p> <p>Task: ON PAPER <b>Remember the minute hand is longer than the hour hand.</b></p> <p>Everyone: Complete <i>Time Worksheet 1</i> putting hands on the clock. Some have been done for you.</p> <p><b>Fitness –</b> Play Fitness Simon Says with someone at home.</p>	<p>dinner etc)</p> <p><b>Fitness –</b> Run as many laps of your backyard as you can in 15 minutes.</p>	<p>Extension: How many hours a week is it opened? How long it is closed each day</p> <p><b>Fitness -</b> Look up Joe Wicks on YouTube and complete one of his workouts.</p>	<p><b>Fitness -</b> Do a lap of your backyard in each of the following ways:</p> <ul style="list-style-type: none"> <li>- walking lunges</li> <li>- bunny hops</li> <li>- backwards</li> <li>- heel to toe</li> </ul>	<p>Task: ON PAPER (you need a seconds timer again) Everyone: Try reciting the poetry on <i>Time Worksheet 5</i>. Extension: Try some tongue twisters. Write your own or look some up on Google</p> <p><b>Fitness -</b> Run as many laps of your backyard as you can in 15 minutes. See if you can beat your record!</p>
<b>Break</b>	Break	Break	Break	Break	Break
<b>After noon</b>	<p><b>Geography- <i>Settlement patterns in Australia.</i></b></p> <p>Places vary in the types of settlements. They may be large or small, rural or urban. They are one characteristic (feature) of a place. Some places may have similar and different settlements.</p> <p>Read the worksheet <i>Settlement in Places - 1</i> and then use this to answer the worksheet <i>Settlements in Places - 2</i></p>	<p><b>Science – Plants in Action</b> Lesson 4 - Refer to the SCIENCE Google Slides for information and videos about flowers and pollination. Consider answers to these questions: How are flowers the same? How are they different? Why are they important to plants? What parts of a flower can you identify? Find a flower to pull apart and observe the parts of the flower. A lily is a great flower for your investigation. Complete the cross section of a flower worksheet in your booklet.</p>	<p><b>CREATIVE ARTS – Drama (Puppetry)</b> Follow this link: <a href="https://sites.google.com/education.nsw.gov.au/tau-c-c-puppet-masters">https://sites.google.com/education.nsw.gov.au/tau-c-c-puppet-masters</a> Complete Part 3 &amp; 4 - performing with the puppet.</p> <p>OFFLINE - Experiment movements with your puppet. Can you make it breathe, walk or talk? Create a short performance with your puppet. For example, a day of lockdown, going to the beach or training for the Olympics.</p>	<p><b>1.50pm ZOOM Storytime -</b> join Mrs Cornwell and Fred the Ted for a live reading of <i>Ellie's Dragon</i> by Bob Graham. Details will be posted in Google classrooms.</p> <p><b>PDHPE – Health</b> Create a poster to persuade someone that physical activity and leading a healthy lifestyle is actually good for you. Use what we have learnt over the past 3 weeks to inform your poster.</p> <p>Make it bright, fun and persuasive.</p> <p>HINT: think about physical activity, sleep, eating well,</p>	<p><b>Library -</b> Do the library lesson posted in Google Classroom and complete the activity page in your learning from home pack.</p> <p>OFFLINE - Read a picture book (<i>Thelma the Unicorn</i> if you have it and then complete the page in your LAH pack) and think about who the story is about. Characters are who the story is about. Who are the characters in your book? Describe what the characters in your story do? What is the author's purpose when writing this book (P.I.E?) why did you choose this purpose? Draw the main character.</p>

				drinking water, the benefits of living healthily.  Take a photo or scan your poster and post it in your google classroom or email it to your teacher so they can see your amazing work.	
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## Optional Tasks – Stage 2 KSPS

Please check the DoE Learning from Home Hub, KSPS Resource Hub Website, Google Drive or Google Classroom for any extra activities that you can do.

Listen to the stories on the [KSPS Resource Hub - Library Stage 2](#) page

Listen - <https://www.abc.net.au/kidslisten/little-yarns/>

Play – Prodigy @ [www.prodigy.com](http://www.prodigy.com)

Complete – Studyladder tasks @ [www.studyladder.com.au](http://www.studyladder.com.au)

Watch – BTN (Behind The News)

Do – Cosmic Yoga @ YouTube