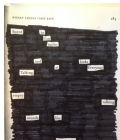


# Framework for teaching – Stage 2 KSPS WEEK 8 Term 3

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 8	Monday- zoom	Tuesday	Wednesday- zoom	Thursday	Friday- zoom
<b>Morning Routine</b>	<p><b>MORNING ROUTINE</b> <b>Zoom 9:30am</b></p> <p>Date &amp; Weather – Write the long and short date. Use figurative language to describe the weather</p> <p>100 days – day 128 +5, -5, +2, -2</p> <p>Talk for learning - look at Mondays scene board and describe the setting using adjectives.</p> <p>Sentence of the day – read about adjectival phrases and metaphors. Your teacher will talk about this in the MR zoom.</p> <p><b>CRUNCH AND SIP</b></p>	<p><b>MORNING ROUTINE</b></p> <p>Date &amp; Weather – Write the long and short date. Use figurative language to describe the weather</p> <p>100 days – day 129 +50, -50, +20, -20</p> <p>Talk for learning - look at Tuesdays scene board and describe the setting using adjectives.</p> <p>Sentence of the day – Match the words to make a metaphor.</p> <p><b>CRUNCH AND SIP</b></p>	<p><b>MORNING ROUTINE</b></p> <p>Date &amp; Weather – write the long date and short date. Use figurative language to describe the weather.</p> <p>100 days – day 130 +100, -100, +30, -30</p> <p>Talk for learning - look at Wednesdays scene board and describe the setting using adjectives.</p> <p>Sentence of the day – add a word to make an adjectival phrase in the sentence.</p> <p><b>CRUNCH AND SIP</b></p>	<p><b>MORNING ROUTINE</b></p> <p>Date &amp; Weather - write the long date and short date. Use figurative language to describe the weather</p> <p>100 days – day 131 +15, -15, +25, -25</p> <p>Talk for learning - look at Thursdays scene board and describe the setting using adjectives.</p> <p>Sentence of the day – choose a fronted adjectival phrase and a metaphor and make a sentence. You will need to add the missing words so it makes sense.</p> <p><b>CRUNCH AND SIP</b></p>	<p><b>MORNING ROUTINE</b></p> <p>Date &amp; Weather - write the long date and short date. Use figurative language to describe the weather</p> <p>100 days – day 132 x1000, x100, x10, x1</p> <p>Talk for learning -look at Fridays scene board and describe the setting using adjectives.</p> <p>Sentence of the day – make you own sentence using: Grammar – adjectival phrase Punctuation – capital letters Vocabulary – figurative language - metaphor</p>
<b>Literacy</b>	<p><b>DEAR</b> – (Drop Everything and Read)</p> <p><b>LITERACY – POETRY ONLINE</b> Use the Google Slides presentation to learn</p>	<p><b>DEAR</b></p> <p><b>LITERACY – POETRY ONLINE</b> Use the Google Slides presentation to learn about</p> 	<p><b>DEAR</b></p> <p><b>LITERACY – POETRY ONLINE</b> <b>Zoom 10:15am</b> Use the Google Slides presentation to continue to</p>	<p><b>DEAR</b></p> <p><b>LITERACY – POETRY ONLINE</b> Use the Google Slides presentation to learn about <b>Alliteration</b> and how to use</p>	<p><b>CRUNCH AND SIP</b></p> <p><b>DEAR</b></p> <p><b>LITERACY – POETRY ONLINE</b> Use the Google Slides</p>

	<p>about <b>figurative language</b> and how to use this language to create imagery.</p> <p>EVERYONE Highlight the adjectives (describing words) on Worksheet 1. Reread the poem without the adjectives. How does the language affect the imagery of this poem? Complete worksheet 2 - Imagery.</p> <p><b>Spelling -</b> Work through the spelling powerpoints for the week in your google classroom. There are 2 spelling powerpoints this week; 1 explains the rules to follow when spelling plurals and the other is our usual weekly powerpoint. Once you have looked at the powerpoints, choose an activity from the spelling menu to complete with your list words.</p>	<p><b>Blackout Poetry</b> and how to use language to create your poem. There is a link to practise one online through the presentation.</p> <p>EVERYONE Use worksheet 3 to create your Blackout Poetry.</p> <ol style="list-style-type: none"> <li>1. Scan the text and find <b>nouns</b> and <b>verbs</b> that 'pop' out to you.</li> <li>2. Circle or draw a box around these anchor words.</li> <li>3. Reread the text and circle or box additional words that help to add to the overall flow of the poem.</li> <li>4. Use a black texta or marker to blackout the remaining words on the page; leaving only the words you selected.</li> </ol> <p><b>Spelling -</b> In your spelling booklet, choose an activity from the spelling menu to complete with your list words.</p> <p><b>ZOOM Catch up 1030 Macqlit Groups Only</b></p> <p>Check your Google Classroom to join Mrs Cornwell and Mrs Buhn.</p>	<p>learn about <b>Blackout Poetry</b> and how to use language to create your poem.</p> <p>EVERYONE Use worksheet 4 to create another Blackout Poetry poem.</p> <p><b>Spelling -</b> In your spelling booklet, choose an activity from the spelling menu to complete with your list words.</p>	<p>this language in poetry</p> <p>EVERYONE Complete worksheet 5 and learn about how to use alliteration in poetry.</p> <p><b>Spelling -</b> In your spelling booklet, choose an activity from the spelling menu to complete with your list words.</p>	<p>presentation to learn about <b>Personification</b> and how to use this language in poetry.</p> <p>EVERYONE Use worksheet 6 to help guide and create a poem with personification.</p> <p><b>Spelling -</b> In your spelling booklet, choose an activity from the spelling menu to complete with your list words.</p>
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<b>Break</b>	<b>Break - 10 mountain climbers</b>	<b>Break - 10 squats</b>	<b>Break - 10 push ups</b>	<b>Break - 10 sit ups</b>	<b>Break - jumps and claps</b>
<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 - Data</b></p> <p>ONLINE: There are two Slide presentations about graphs, tables, charts and data in the google classroom. Go through these slides MORE THAN ONCE this week.</p> <p>Everyone: ON PAPER Have a look at Monday's 'State of Origin sheet. Can you see that each square is worth two points? Answer the questions on the second side.</p> <p>Remember to work out the 'difference' between numbers you use subtraction or counting on.</p> <p><b>Fitness –</b> Choose at least 2 activities from the Physical Health Choice board to complete throughout the day.</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 – Data</b></p> <p>Everyone: ON PAPER Add up the number of chocolate bars for each day and graph them in the squares below. See that each square is worth 2 bars.</p> <p>Extension: There is an extension sheet in this week's work. You can do it any day this week but it needs to be sunny.</p> <p><b>MEASURING A SHADOW</b> Read the instructions and complete the measurements and graphing this week</p> <p><b>Fitness –</b> Go for a walk or run for at least 15 minutes. Try and track your metres for our 'Go The Distance' total.</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 – Data</b></p> <p>Everyone: ON PAPER Look at the favourite activity data. Use Tally marks to organise the data before graphing the information.</p> <p>Extension: Remember you can complete the Shadow extension activity any day this week but it needs to be sunny.</p> <p><b>Fitness -</b> Choose at least 2 activities from the Physical Health Choice board to complete throughout the day.</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 – Data</b></p> <p>Everyone: ON PAPER There are two sides to today's work. On the second side you have to fill in the categories on one axis and the amounts on the other.</p> <p>Extension: Remember you can complete the Shadow extension activity any day this week but it needs to be sunny.</p> <p><b>Fitness -</b> Spell your workout challenge. Start by using your name. If you're up to the challenge, use your spelling words!</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 – Data</b></p> <p>Everyone: ON PAPER Bottle Flipping Activity This one says with a partner but if there is no one available you can do it by yourself or you can even pretend to be two people.</p> <p>Extension: Remember you can complete the Shadow extension activity any day this week but it needs to be sunny.</p> <p><b>Fitness -</b> Choose at least 2 activities from the Physical Health Choice board to complete throughout the day.</p>

Break	Break	Break	Break	Break	Break
<p><b>After noon</b></p>	<p><b>Geography-</b> We have been learning about <i>Places that are same and different.</i></p> <p>One thing we have learnt is people have feelings about special places like the Opera House and the Blue Mountains. These places are now Heritage listed to preserve them for future generations to enjoy. There are many other Heritage Listed Sites in Australia.</p> <p>Over the next three weeks you will have an assignment on Australian World Heritage Sites.</p> <p>You can choose to</p> <ul style="list-style-type: none"> <li>● make a diorama</li> <li>● make a collage</li> <li>● design a Google Slide presentation</li> </ul> <p>See your booklet for more details.</p>	<p><b>Science – Feathers, Fur or Leaves</b></p> <p>ONLINE</p> <p>Use the Google Slides presentation to help understand the unit material and to learn about living and non-living things.</p> <p>EVERYONE</p> <p>Complete the table and use the data to help classify what is needed to be judged as a living thing. Sort through the images and classify the objects as either living, non-living or no longer living.</p>	<p><b>CREATIVE ARTS – Dance</b></p> <p>Follow this link:  <a href="https://sites.google.com/education.nsw.gov.au/tau-c-c-storytelling-through-da">https://sites.google.com/education.nsw.gov.au/tau-c-c-storytelling-through-da</a></p> <p>Complete Part 3 &amp; 4 - Perform and Reflect</p> <p>OFFLINE - <b>Perform and record</b> your movement sequence that you practised in Week 6 and <b>share</b> it with your class.</p> <p>Try creating a new movement sequence.</p> <p><b>Join your 2 movement sequences</b> together using a transition. A transition could include: run, walk, melt, travel or turn.</p> <p><b>Perform and record</b> your entire movement sequences and <b>share</b> it with your class and teacher on your Google Classroom.</p>	<p><b>ZOOM - 2 PM</b></p> <p><b>CHECK Google Classroom to join the Storytime ZOOM</b> - Join Mrs Cornwell and Fred the Ted for a live reading of a story.</p> <p><b>PDHPE – Health</b></p> <p><b>Healthy Choices</b>  Apart from healthy food choices, what else can we do to keep ourselves healthy? Brainstorm.</p> <p>View website ‘5 ways to a healthy lifestyle’. Read together and discuss.  <a href="https://www.healthykids.nw.gov.au/kids-teens/5-ways-to-a-healthy-lifestyle">https://www.healthykids.nw.gov.au/kids-teens/5-ways-to-a-healthy-lifestyle</a></p> <p>Using what you have learnt about healthy choices, plan out a day (or week) including food choices and how you will get active.</p> <p><b>ONLINE:</b> Complete your plan in the assignment document in your google classroom.</p>	<p><b>Wellbeing- Weekly check in</b></p> <p><b>Wellbeing Zoom</b>  10.15am - 2/3T  11:40am - Stage 2  2:00pm - Support Unit</p> <p><b>Library - Theme</b></p> <p><b>All instructions will be posted on your Google classroom as well.</b></p> <p>Listen to <a href="#">Sidney Opera Mouse</a> by Graham Hosking on YouTube (read by Zindzi Okenyo for the Sydney Opera House). Complete the worksheet page.</p> <p><b>Optional Extra:</b> Go to the <a href="#">KSPS Resource Hub - Library Stage 2 Page</a> and listen to some of the great stories OR go to the <a href="#">KSPS Resource Hub - Library Fun Stuff</a> and check out the fun activities.</p>

### 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 - <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