

Framework for teaching – Stage 2 KSPS WEEK 9 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 9	Monday- zoom	Tuesday	Wednesday- zoom	Thursday	Friday
Morning Routine	<p>MORNING ROUTINE Zoom - 9:30am</p> <p>Date & Weather – Write the longs and short date. Draw an emoji of the weather.</p>	<p>MORNING ROUTINE</p> <p>Date & Weather – Write the longs and short date. Draw an emoji of the weather.</p>	<p>MORNING ROUTINE</p> <p>Date & Weather – write the long date and short date.. Draw an emoji of the weather.</p>	<p>MORNING ROUTINE</p> <p>Date & Weather - write the long date and short date. Draw an emoji of the weather.</p>	WELLBEING FRIDAY
Literacy	<p>100 days – day 133 +5,-5, +10, -10</p> <p>Talk for learning - use three descriptive words to describe the flower. Colour pictures are on your Google Classroom Slide.</p> <p>Sentence of the day – learn what a preposition is and how to RIP your sentence.</p> <p>CRUNCH AND SIP</p> <p>DEAR – (Drop Everything and Read)</p> <p>LITERACY – POETRY ONLINE Use the Google Slides</p>	<p>100 days – day 134 +50, -50, +20, -20</p> <p>Talk for learning - use three descriptive words to describe the flower</p> <p>Sentence of the day – highlight the preposition in each sentence and write it on the line.</p> <p>CRUNCH AND SIP</p> <p>DEAR – LITERACY – POETRY ONLINE Use the Google Slides presentation to learn about metaphors and how to use this language in poetry.</p> <p>EVERYONE Worksheet 2. Highlight the</p>	<p>100 days – day 135 +100, -100, +30, -30</p> <p>Talk for learning - use three descriptive words to describe the flower</p> <p>Sentence of the day – insert a preposition so the sentence makes sense.</p> <p>CRUNCH AND SIP</p> <p>DEAR</p> <p>LITERACY – POETRY Zoom - 10:15am ONLINE Use the Google Slides presentation to learn about how to change similes to metaphors and create your own similes/metaphors using your 5 senses.</p>	<p>100 days – day 136 +25, -15, +25, -15</p> <p>Talk for learning - use three descriptive words to describe the flower</p> <p>Sentence of the day – RIP the given sentence.</p> <p>CRUNCH AND SIP</p> <p>DEAR</p> <p>LITERACY – POETRY ONLINE Use the Google Slides presentation to be guided in creating your part of a class book.</p> <p>EVERYONE This activity is based around the text, 'The Black Book of</p>	

	<p>presentation to learn about similes and how to use this language in poetry.</p> <p>EVERYONE Work through worksheet 1 and create a Simile Poem following the structure provided.</p> <p>Spelling - Work through the spelling powerpoint for the week on your google classroom There is also another Powerpoint which explains contractions in more detail. Complete one of the spelling worksheets each day.</p>	<p>metaphors used throughout the text. Write the meaning of the metaphors next to what you have highlighted.</p> <p>Spelling - In your spelling booklet, complete one contraction worksheet.</p> <p>ZOOM Catch up 10.30am Macqlit Groups Only Check your Google Classroom to join Mrs Cornwell and Mrs Buhn.</p>	<p>EVERYONE Worksheet 3. Students will follow the easy steps to change the language from a simile to a metaphor. Worksheet 4. Students will create their own similes and/or metaphors on colours. This activity is based around the text, 'The Black Book of Colours'.</p> <p>Spelling - In your spelling booklet, complete one contraction worksheet.</p>	<p>Colours'. PLAN your writing on worksheet 5. Use your senses to create similes for colours. Use your best examples and write them onto your coloured paint sample cards. These cards will be put together to create a class book.</p> <p>Spelling - In your spelling booklet, complete one contraction worksheet.</p>	
Break	Break - 10 mountain climbers	Break - 10 squats	Break - 10 push ups	Break - 10 sit ups	
Middle	<p>Minute Maths – 1 column per day</p> <p>Whole Number - 1 square per day</p> <p>Problem of the day – 1 square per day</p> <p>Topic - Patterns and Algebra</p> <p>ONLINE: Please work through the number patterns Slides. Do you see how patterns are</p>	<p>Minute Maths – 1 column per day</p> <p>Whole Number - 1 square per day</p> <p>Problem of the day – 1 question per day</p> <p>Topic – Patterns and Algebra</p> <p>ON PAPER- Everyone: In today's worksheet the numbers either go up (an addition rule) or go down (a</p>	<p>Minute Maths – 1 column per day</p> <p>Whole Number - 1 square per day</p> <p>Problem of the Day – 1 question per day</p> <p>Topic – Patterns and Algebra</p> <p>ON PAPER - Everyone: Today's task requires you to complete patterns and explain the rules. Use</p>	<p>Minute Maths – 1 column per day</p> <p>Whole Number - 1 square per day</p> <p>Problem of the day – 1 square per day</p> <p>Topic – Patterns and Algebra</p> <p>ON PAPER - Everyone: Today's work gets much harder. The numbers are bigger and the patterns are</p>	

	<p>made. Can you see how patterns have a rule? Sometimes the rule is simple, sometimes it is more complicated.</p> <p>ON PAPER- Everyone</p> <p>Finish the number patterns on both sides of the worksheet by colouring them in. Can you identify the rule for each one</p> <p>Task: ONPAPER</p> <p>Everyone:</p> <p>Fitness – Go for a walk or run for at least 15 minutes. Try and track your metres for our 'Go The Distance' total.</p>	<p>subtraction rule</p> <p>Extension: Come up with some of your own. Make them a bit harder.</p> <p>Fitness – Choose at least 2 activities from the Physical Health Choice board to complete throughout the day.</p>	<p>correct English (complete sentences) when writing the rule.</p> <p>Fitness - Spell your workout challenge. Start by using your name. If you're up to the challenge, use your spelling words!</p>	<p>harder to find but if you could do the other work this week you can do this too.</p> <p>Extension: Try the extension lesson. Both sides of the = sign need to balance out and be the same.</p> <p>eg: $12+5=14+3$</p> <p>Fitness - Choose at least 2 activities from the Physical Health Choice board to complete throughout the day.</p>	
Break	Break	Break	Break	Break	
After noon	<p>Geography- Continue with your project</p> <p>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</p>	<p>Science – Feathers, Fur or Leaves ONLINE</p> <p>Use the Google Slides presentation to help understand the unit material and to learn about classifying objects as either animals or plants.</p> <p>EVERYONE</p> <p>Sort through the images and classify the objects as either animals, plants or unsure.</p>	<p>CREATIVE ARTS – Drama Follow this link: https://sites.google.com/education.nsw.gov.au/tau-c-c-boy</p> <p>Complete 'Boy' Part 1: Watch and Act OFFLINE: Read one of your favourite stories and focus on the different emotions that are displayed by the characters. Some characters that you</p>	<p>ZOOM - 2 PM CHECK Google Classroom to join the Storytime ZOOM - Join Mrs Cornwell and Fred the Ted for a live reading of a story.</p> <p>PDHPE – Health</p> <p>Lifestyle Diseases What is a 'lifestyle disease'? Discuss. Read the definition together.</p>	

	<p>for future generations to enjoy. There are many other Heritage Listed Sites in Australia.</p> <p>Over the next two weeks you will continue to work on your project on Australian World Heritage Sites.</p> <p>You can choose to</p> <ul style="list-style-type: none"> ● make a diorama ● make a collage ● design a Google Slide presentation <p>See your booklet for more details.</p>	<p>Use the images that you classified as animals to help fill in the table 'What is an Animal?'. Circle the claims that are the same for all images.</p>	<p>may act out could be menacing, ferocious, scared, puzzled or proud. Have someone take a picture or video of you performing as these characters. You could place the pictures in order to help retell the story.</p>	<p><i>Lifestyle diseases are defined as diseases linked with the way people live their lives. These are commonly caused by alcohol, drug and smoking abuse as well as lack of physical activity and unhealthy eating.</i></p> <p>Read list and causes on website.</p> <p>https://www.habitsforwellbeing.com/lifestyle-diseases/</p> <p>What can we do to minimise the chances of lifestyle diseases? Discuss with a partner, share with your class.</p> <p>One common lifestyle disease is obesity. Learn about the causes and effects of obesity by completing the 'Childhood Obesity' worksheet in your booklet.</p> <p>ONLINE: Choose 1 of the following lifestyle diseases and complete your own research finding out the causes, effects and how to avoid it and submit your work on your google classroom.</p> <ul style="list-style-type: none"> - heart disease - liver disease - type II diabetes 	
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