

## Term 3 Week 6 Update – Learning from Home

Dear Parents,

Thank you for your support in adapting to home learning. We have attached a copy of this week's timetable and encourage students to look through the tasks thoroughly before embarking on their week of learning. This will support students in planning out their time effectively and ensuring maximum productivity.

We will be using Google Classroom again as a tool to discuss, share and provide feedback on tasks. We ask that you remind your children that this space be used respectfully and responsibly, for learning. To ensure that students get the necessary feedback to continue their learning the comment feature will be open from 9:30am – 1:30pm. We advise students that this is a tool to be used with restraint, to avoid overloading the feed.

As you may be aware, we have recently begun integrating technology across more areas of learning. We understand that access to technology is not always possible when working at home with poor connections or limited devices. We have included options to work offline as well as including tasks that require technology so that you can effectively juggle the device demand.

We have highlighted the tasks that we would like submitted to the google classroom or via email to ensure we are able to provide quality and point of need feedback on student work. This system will support the continuity of learning and ensure we are collecting necessary data to track student achievement.

Please email your child's teacher if you have any questions or concerns. We will do our best to answer emails as quickly as we can.

Thank you,

Mr David Tallon  
Assistant Principal  
3/4 Classroom Teacher

Mrs Stephanie Fitzsimons  
3/4F Classroom Teacher

Adam Mitchell  
4/5M Classroom Teacher

16th August 2021

# Home Learning – Stage 2 – Term 3 – Week 6

You will need access to a digital device to complete some of the following activities. You may need some support from a parent/carer to complete/ reflect on tasks. Your spelling sheets are attached by email and uploaded to your Google Classroom. Your spelling sheets are attached by email and uploaded to your Google Classroom. Tasks **highlighted green** can be submitted through the Google classroom to receive feedback or send an email with a photo or scan of your work. This will support teachers in tracking student learning. We ask that these tasks are prioritised. The Google Classroom will have the comment feature enabled from 9:30am – 1:30pm which will allow students to ask questions and engage in discussions with their peers. It is essential that this feature is used respectfully and responsibly so that students can be effectively supported at home. This fortnight’s smiling mind meditation and focus is goal setting <https://app.smilingmind.com.au/sessions/327/762/>

	Monday	Tuesday	Wednesday	Thursday	Friday
Task	Listen to a Smiling Mind meditation.	Listen to a Smiling Mind meditation.	Listen to a Smiling Mind meditation.	Listen to a Smiling Mind meditation.	Listen to a Smiling Mind meditation.
Morning	<p><b>English</b> <b><u>Spelling</u></b> Read through your spelling list Use the SMART strategy to go through your words (S- Say, M- Meaning/context, A- Analyse sounds and letters, R- what do you need to Remember and T- reteach the word. Choose 10 spelling words to work on for the week. Copy the words for the day and <b>complete</b></p>	<p><b>English</b> <b><u>Spelling</u></b> Copy the words for the day and record their dictionary meanings.</p> <p><b><u>Reading</u></b> Read a book of your choice for 15 minutes</p> <p><b><u>Writing</u></b> Choose one of the following:</p>	<p><b>English</b> <b><u>Spelling</u></b> Copy the words for the day and jumble the letters. You could choose to get a sibling or friend to solve them.</p> <p><b><u>Reading</u></b> Read a book of your choice for 15 minutes</p> <p><b><u>Writing</u></b> Write a letter to a character from a text you are reading. Let them</p>	<p><b>English</b> <b><u>Spelling</u></b> Copy the words for the day and jumble the letters. You could choose to get a sibling or friend to solve <b>them</b>. <b>Upload the completed sheet</b></p> <p><b><u>Reading</u></b> Read a book of your choice for 15 minutes</p> <p><b><u>Writing</u></b> Write a detailed description of a person</p>	<p><b>English</b> <b><u>Spelling</u></b> Ask a parent/carer or sibling to test you on your words. <b>Upload your results</b></p> <p><b><u>Reading</u></b> Read a book of your choice for 15 minutes</p> <p><b><u>Writing</u></b> Write a story on a topic of your choice or using</p>

	Monday	Tuesday	Wednesday	Thursday	Friday
	<p><a href="#">the segmenting sheet.</a></p> <p><b>Reading</b> Read a book of your choice for 15 minutes</p> <p><b>Writing</b> Use these questions to guide a written response to the book you are reading.</p> <ul style="list-style-type: none"> <li>• How has the main character/s changed?</li> <li>• What do you think will happen next?</li> <li>• Any other comments or thoughts.</li> </ul>	<p>Write a description on what you can see out your door or window at your home.</p> <p>or</p> <p>Write and draw how you're feeling today.</p>	<p>know what you like about their character, what you would like their character to do in the text.</p>	<p>or animal in your home. Remember to describe their personality as well as their physical appearance.</p>	<p>one of these <a href="#">Scholastic story starters</a></p> <p>When completed please upload or share a photo of your work to the appropriate task in Google Task.</p>
<b>Lunch</b>	Lunch	Lunch	Lunch	Lunch	Lunch
<b>Middle</b>	<p><b>Mathematics</b> <u>Warm up</u> Write your 3 times tables and record your time.</p> <p><b>Task –</b> Number busting: our number for today is 17. Draw and write everything you know about 17 (you can use any operation you like). Find a partner to play</p>	<p><b>Mathematics</b> <u>Warm up</u> Write your 4 times tables and record your time.</p> <p><b>Task –</b> Play snakes and ladders with a family member...or another round of 'Strike it out'. What is in one of your</p>	<p><b>Mathematics</b> <u>Warm up</u> Write your 3 times tables and record your time. How did you do compared with Monday?</p> <p><b>Task –</b> Review your findings made yesterday in the</p>	<p><b>Mathematics</b> <u>Warm up</u> Write your 4 times tables and record your time. How did you do compared with Tuesday?</p> <p><b>Task</b> Play ten questions with a member of your family to guess a number (up to 1,000).</p>	<p><b>Mathematics</b> <u>Warm up</u> Write your 3&amp;4 times tables and record your time.</p> <p><b>Task</b> If you have access to device logon to Maths online or Mathletics and</p>

	Monday	Tuesday	Wednesday	Thursday	Friday
	<p><u>Strike it Out.</u></p> <p>If you have access to device logon to Maths online or Mathletics and complete some of your set tasks.</p>	<p>cupboards at home? Ask your family which cupboard you can investigate.</p> <p>Group/classify objects into categories for example, tins and jars, plates and cups. How many objects in each group or category? Record your findings</p>	<p>cupboard investigation</p> <p>Create a graph to represent what is in the cupboard.</p> <p>If you have access to device logon to Maths online or Mathletics and complete some of your set tasks.</p>	<p>One player thinks of a number, the other player asks yes/no questions and tries to guess the number in 10 questions or less. Which questions are best to ask?</p>	<p>complete some of your set tasks.</p>
<b>Break</b>	Break	Break	Break	Break	Break
<b>Afternoon</b>	<p><b>Geography</b></p> <p>Today gives you the opportunity to be working on your CWA project about Malaysia. For details see your home study or homework sheet.</p>	<p><b>Science and technology</b></p> <p>This week is 'Science Week'. Go to the science week website (<a href="http://www.scienceweek.net.au/diy-science/">www.scienceweek.net.au/diy-science/</a>) and find a fun DIY science investigation to complete at home.</p>	<p><b>Gardening</b></p> <p>Classes have been working to support the completion of the sustainable garden on Wednesdays. Take this opportunity to investigate your own garden. Sketch something you find using pencils. Pay attention to shape, shading and tone. <b>Share your work</b></p>	<p><b>Science and technology</b></p> <p>Log into code.org and engage in some problem solving to achieve new outcomes and debug coding errors.</p> <p>or</p> <p>Complete the experiment on our class Team with a family member (<a href="#">Fizzics education science experiments</a>)</p>	<p><b>PDHPE</b></p> <p>Make up a dance to your favourite song or a play to show your family. You can get some inspiration from <a href="#">Just Dance</a></p> <p>or</p> <p>Design a healthy menu for a day at home using the <a href="#">healthy eating plate</a>.</p>





Focus: The graph /u/ making the sound "w" as in quilt

Write on the lines.	Say the word, write the word on <b>Monday</b>	Say the word, write the word on <b>Tuesday</b>	Say the word, write the word on <b>Wednesday</b>	Say the word, write the word on <b>Thursday</b>
<b>Red Words</b>				
quilt				
quiet				
queen				
quick				
quest				
quite				
<b>Orange Words</b>				
penguin				
guava				
quieter				
quietest				
quickly				
question				
<b>Green Words</b>				
Queensland				
qualm				
quality				
squeal				
squeezing				
earthquake				
<b>BOB Words (My own words)</b>				