

Stage 2
Home Learning Week 6

Monday, 16th August - Morning

Weekly Spelling List

Focus: digraph /ci/ making the 'sh' sound.				Week: 6
Say the word Write the word	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>
Red Spelling Words				
special				
racial				
social				
ancient				
specialist				
facial				
Orange Spelling Words				
gracious				
delicious				
spacious				
suspicious				
precious				
vicious				
Green Spelling Words				
electrician				
beneficial				
physician				
artificial				
commercial				
mathematician				

Spelling Activities

Write your words out for the day.

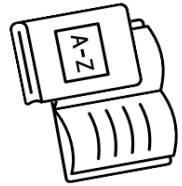
Complete your spelling activities.

~~3/4N Students: Word Pyramids – Pick 6–9 words~~

Comprehension/ Vocabulary Analysis

Watch the video on Vocabulary analysis.
Select a word from the triangle in the tier 2 section.
Complete the Vocabulary Analysis.

CONSOLIDATE EXPLORE EXPLAIN



VOCABULARY

analysis

name:

Stretch it (syllables)

Break it down (prefixes, suffixes, root words)

Define it

Write it

Synonyms

Antonyms

Part of Speech

In what contexts could you use this word?

Other sentences

Illustrate the word

Writing:

1. **Google Classroom:** Watch the video and powerpoint to learn about **elaborating our sentences.**
2. **Booklet:** Complete the **But, so and Because** activity.

Grandma and the wolf were friends.

- Grandma and the wolf were friends because ...

- Grandma and the wolf were friends, but ...

- Grandma and the wolf were friends, so...



The wolf didn't like toffee.

- The wolf didn't like toffee because ...
-
-

- The wolf didn't like toffee, but ...
-
-

- The wolf didn't like toffee, so...
-
-



Mathematics

Booklet: Complete one column of the **Fast Maths** activity focusing on your 6x multiplication facts this week.

Google Classroom: Watch the video of Miss Ha explaining your work today.

Google Classroom: Read through the **Google Slides** and complete all activities. Turn your work in once you are finished.

Google Classroom: Spend 30 mins on **Matific**.

MULTIPLICATION *fast facts* 6

$6 \times 4 =$ _____	$6 \times 3 =$ _____	$6 \times 9 =$ _____	$6 \times 1 =$ _____
$6 \times 0 =$ _____	$6 \times 6 =$ _____	$6 \times 6 =$ _____	$6 \times 9 =$ _____
$6 \times 2 =$ _____	$6 \times 4 =$ _____	$6 \times 4 =$ _____	$6 \times 12 =$ _____
$6 \times 8 =$ _____	$6 \times 9 =$ _____	$6 \times 2 =$ _____	$6 \times 2 =$ _____
$6 \times 6 =$ _____	$6 \times 11 =$ _____	$6 \times 8 =$ _____	$6 \times 6 =$ _____
$6 \times 9 =$ _____	$6 \times 5 =$ _____	$6 \times 5 =$ _____	$6 \times 8 =$ _____
$6 \times 3 =$ _____	$6 \times 12 =$ _____	$6 \times 1 =$ _____	$6 \times 10 =$ _____
$6 \times 7 =$ _____	$6 \times 9 =$ _____	$6 \times 10 =$ _____	$6 \times 7 =$ _____
$6 \times 10 =$ _____	$6 \times 5 =$ _____	$6 \times 0 =$ _____	$6 \times 0 =$ _____
$6 \times 0 =$ _____	$6 \times 10 =$ _____	$6 \times 3 =$ _____	$6 \times 5 =$ _____
$6 \times 1 =$ _____	$6 \times 6 =$ _____	$6 \times 11 =$ _____	$6 \times 3 =$ _____
$6 \times 4 =$ _____	$6 \times 1 =$ _____	$6 \times 12 =$ _____	$6 \times 5 =$ _____
$6 \times 5 =$ _____	$6 \times 10 =$ _____	$6 \times 9 =$ _____	$6 \times 12 =$ _____
$6 \times 7 =$ _____	$6 \times 8 =$ _____	$6 \times 7 =$ _____	$6 \times 4 =$ _____
$6 \times 5 =$ _____	$6 \times 4 =$ _____	$6 \times 6 =$ _____	$6 \times 6 =$ _____
$6 \times 8 =$ _____	$6 \times 7 =$ _____	$6 \times 10 =$ _____	$6 \times 8 =$ _____
$6 \times 11 =$ _____	$6 \times 0 =$ _____	$6 \times 7 =$ _____	$6 \times 9 =$ _____
$6 \times 6 =$ _____	$6 \times 7 =$ _____	$6 \times 11 =$ _____	$6 \times 5 =$ _____
$6 \times 3 =$ _____	$6 \times 8 =$ _____	$6 \times 8 =$ _____	$6 \times 7 =$ _____
$6 \times 12 =$ _____	$6 \times 2 =$ _____	$6 \times 12 =$ _____	$6 \times 11 =$ _____
Score: ____ /20 Time: _____	Score: ____ /20 Time: _____	Score: ____ /20 Time: _____	Score: ____ /20 Time: _____

Science:

Google Classroom: Watch **video** about **heat energy**.

Google Classroom: Watch **video** about the **movement of molecules** and stop at 1:10min.

Google Classroom: Answer the questions about the videos in the comments section.

Google Classroom: Watch **video** of the **experiment** you are going to do today.

Booklet: Complete your **What is heat worksheet**.

What is Heat?

Heat is a form of energy. It is created by the movement of molecules (the tiny parts that make up a substance). Molecules are always moving. Sometimes they move slowly, sometimes they move quickly. The faster the molecules in a substance are moving, the more heat energy the substance has.

Participants

Teacher (to conduct the demonstration)

Students (to observe and record observations)

Equipment

1 x clear glass of cold water

1 x clear glass of hot water

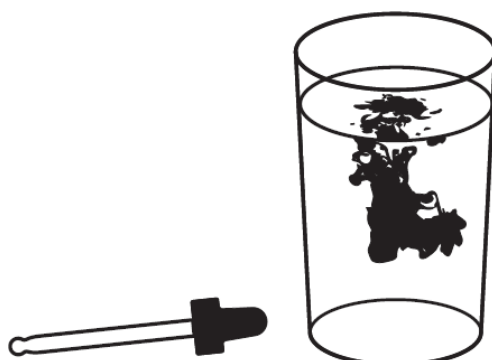
Food colouring

Scientist's Note

Use a dark coloured food colouring as it will be easier to see.

Method

1. At the same time, place three large drops of food colouring into each glass of water.
2. Watch what happens to the food colouring in each glass over the course of a few minutes. Record what you observe.



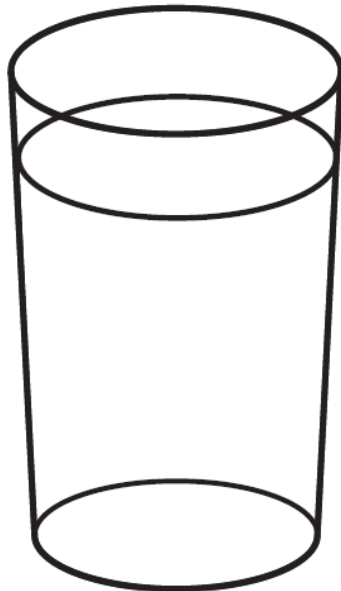
What is Heat?

1. Before the activity, explain what you think will happen when the food colouring is placed into each glass of water.

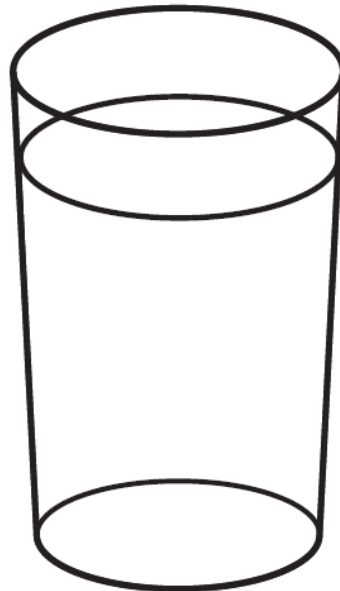
cold water:

hot water:

2. In the glasses below, record what you observe during the activity.



cold water



hot water

3. Complete the sentence below to explain what happened during the activity.
The molecules of hot substances move **faster / about the same / slower** than the molecules of cooler substances.

Spelling

Write your words out for the day.
Complete the spelling activities below

3/4 N Students: Alphabetical Order

A large, empty rectangular box with a black border, intended for students to write their words and complete spelling activities. The box is currently blank.

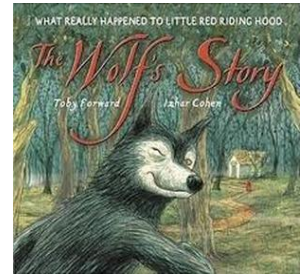
Comprehension

Questions about *The Wolf's Story*

Read/watch the following story and answer the questions below.

Remember to answer in full sentences and use joining words (and, because, so) to further explain your answers.

Do not start your answers with because, and, so or one word answers.



What is the **point of view** of a book?

The **point of view** of a book is who is **telling** the story, the author or the characters, etc.

1. Whose **point of view** is this story written in?
 - a. Grandmother's
 - b. Little Red Riding hood's
 - c. The Wolf's
 - d. The Hunter's
2. How did the wolf get into the grandmother's house?

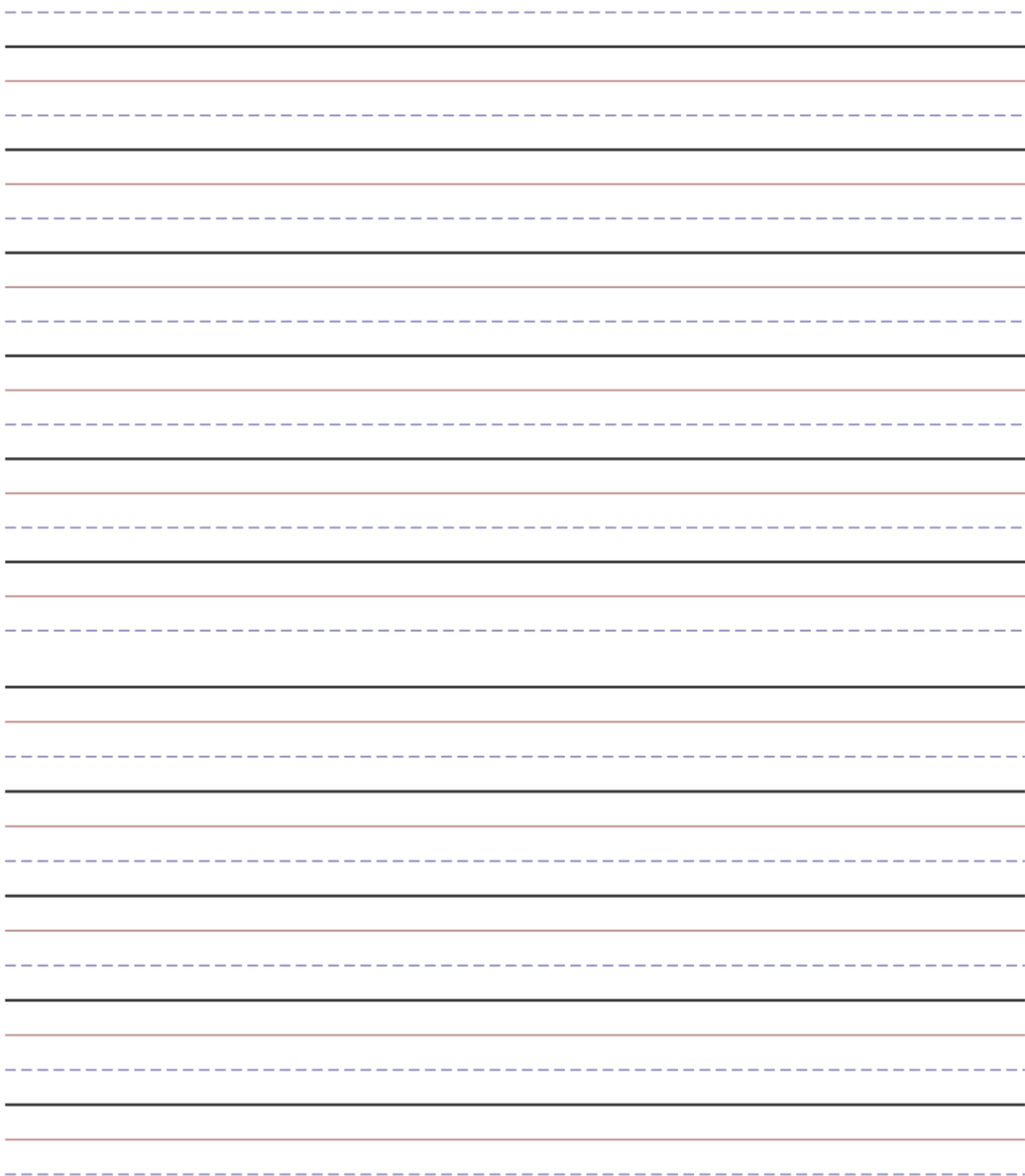
3. What type of cuisine did the wolf mainly cook?

4. How did the little red riding hood make the wolf feel when she came and visited her grandmother?

5. The wolf shared his side of the story, that he did not plan to eat the grandmother and wanted to help her. Which phrase or sentence in the story made the wolf's actions questionable?

Handwriting

Watch the video on Google classroom. Start at the dotted line.



The page contains 12 sets of handwriting practice lines. Each set consists of four horizontal lines: a top solid black line, a middle solid red line, a bottom solid black line, and a dashed blue line positioned between the two red lines. The dashed blue line is the starting point for writing.

Writing: Expanding Sentences

Google Classroom: Watch the PowerPoint Video that teaches you how to expand a sentence.

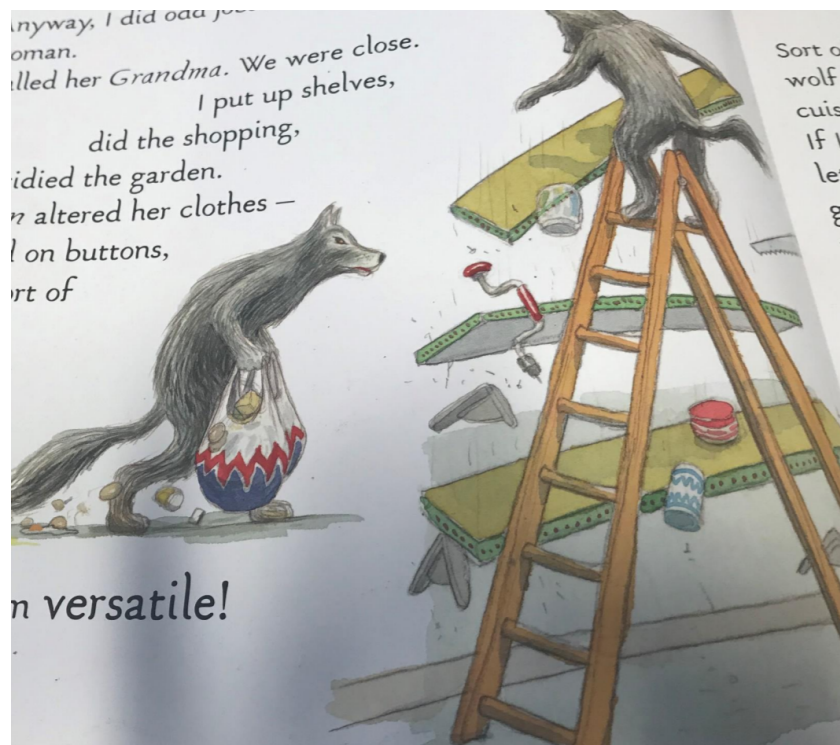
Booklet: Complete the sentence expansion activity in your booklet.

Kernel: The wolf was nice.

When?.....

Why?.....

Expanded Sentence:



Kernel: Little Red Riding Hood walked.

When?.....

Why?.....

Where?.....

Expanded Sentence:



Middle

Mathematics

Booklet: Complete one column of the **Fast Maths** activity focusing on your 6x multiplication facts this week.

Google Classroom: Watch the video of Miss Ha explaining your work today.

Google Classroom: Read through the **Google Slides** and complete all activities. Turn your work in once you are finished.

Google Classroom: Spend 30 mins on **Matific**.

Afternoon

Geography: Bonnyrigg Town Centre Park

Today we are going to be learning about the environment of the Bonnyrigg Town Centre Park.

Google Classroom: Watch the **Bonnyrigg Town Centre Park** video.

Google Classroom: Read through the **Google Slides** and complete all activities. Turn your work in once you are finished.

Spelling

Write your words out for the day.
Complete your spelling activities.

3/4 N Students : Spelling Grid - pick 6-10 words

A large, empty rectangular box with a thin black border, occupying the majority of the page below the instructions. It is intended for students to write their words and complete their spelling activities.

Comprehension/ Vocabulary Analysis

Watch the video on Vocabulary analysis.
Select a word from the triangle in the tier 2 section.
Complete the Vocabulary Analysis.

CONSOLIDATE EXPLORE EXPLAIN



VOCABULARY analysis

name:

Stretch it (syllables)

Break it down (prefixes, suffixes, root words)

Define it

Write it

Synonyms

Antonyms

Part of Speech

In what contexts could you use this word?

Other sentences

Illustrate the word

Writing: Sentence Expansion from Pictures

Google Classroom: Watch the PowerPoint Video to learn how to create captions for images and how use pictures to expand your writing.

Booklet: Complete the sentence expansion activity.

Sentence one

Answer the Q words to provide detail about the image, then create your caption for the picture using these notes.



Who?.....

What?.....

Where?.....

Why?.....

When?.....

Expanded Sentence:



Who?.....

What?.....

Where?.....

Why?.....

When?.....

Expanded Sentence:

Middle

Mathematics

Booklet: Complete one column of the **Fast Maths** activity focusing on your 6x multiplication facts this week.

Google Classroom: Watch the video of Miss Ha explaining your work today.

Google Classroom: Read through the **Google Slides** and complete all activities. Turn your work in once you are finished.

Google Classroom: Spend 30 mins on **Matific**.

Afternoon

PDHPE

Watch the video from the link of Google Classroom. The video will pause and ask questions, when this happens write your answers in the booklet.

Answer the questions in your booklet or on the google Doc.


Complete the worksheet.


1. What would you do if you were in Taylor's Shoes?


2. Do you know anyone that has added people to their accounts that they didn't know personally? What happened?

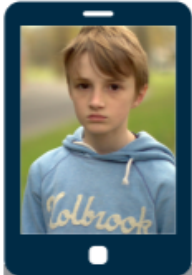
3. Once something gets shared around online is there a way of deleting it?

Read the following scenarios and decide what to do with the image. Circle the emoji that best describes the action you should apply to the image.

 **POST** – This is a photo you would be happy for anyone to see

 **SHARE** – This is someone else's photo that you could share

 **DELETE** – This is a photo that should go straight in the trash



A classmate took this photo of one of your friends. He's looking grumpy!



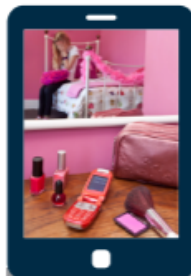
Your mum took this pic of you and your horse and sent it to you. You want to share it with your close friends.



You took this selfie of you and your friend. It's so cute but her parents don't let her post pictures online.



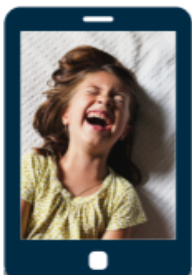
You took this pic of your mum running. It looks pretty artistic and posted it on her picstagram. She said it's ok to share.



You took this sneaky pic of your sister crying. You're having a fight and want to share it with your best friend.



You took this picture of your friend when you were hanging out. He said you could post it and tag him.



Your mum took this picture when you were having a great time. You've checked with her and she agrees it's cute.



Your Dad took this picture of your family on holiday. You've been asked by your teacher to share holiday pictures with the class.



You took this picture of your friend. You ask him to share it and he agrees but looks really worried.

Thursday, 19th August - *Morning*

Spelling

Write your words out for the day.
Complete your spelling activities.

3/4 N Students: Sentences - write 3-5 sentences using your spelling words

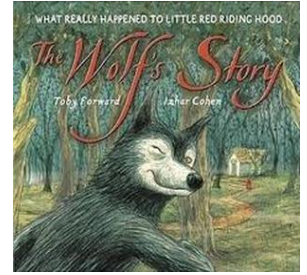
Comprehension

Questions about *The Wolf's Story*

Read/watch the following story and answer the questions below.

Remember to answer in full sentences and use joining words (and, because, so) to further explain your answers.

Do not start your answers with because, and, so or one word answers.



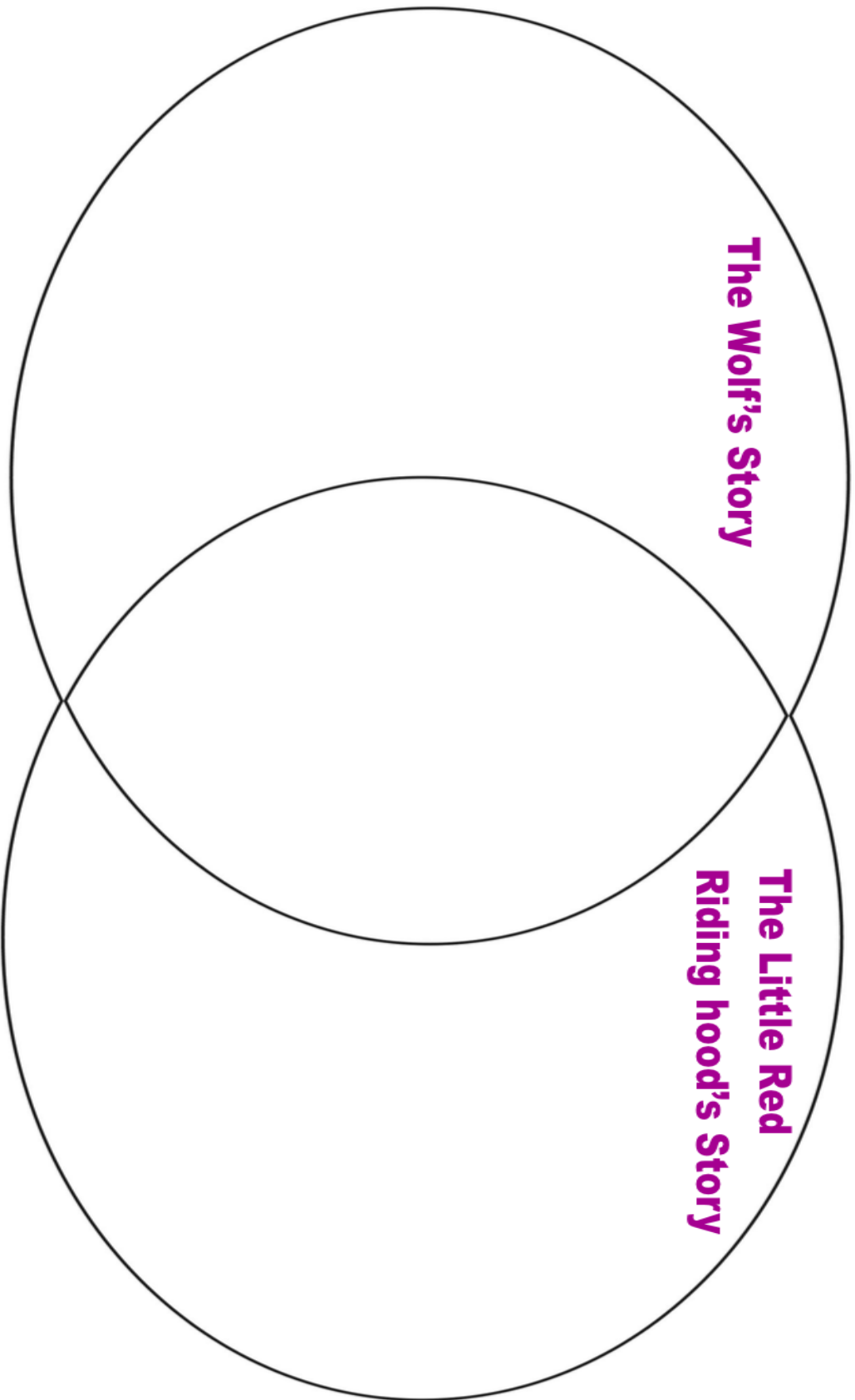
1. When the little red riding hood asked the wolf, “What big teeth do you have?” How did the wolf reply?

2. What happened to the grandmother, why was she in the wardrobe?

3. Why do you think the wolf left the grandmother in the wardrobe instead of helping her into bed?

4. Do you believe the Wolf's story? Why or why not (explain your answer)?

5. Using the Venn diagram, compare the two stories, what are similarities and differences between the two stories.

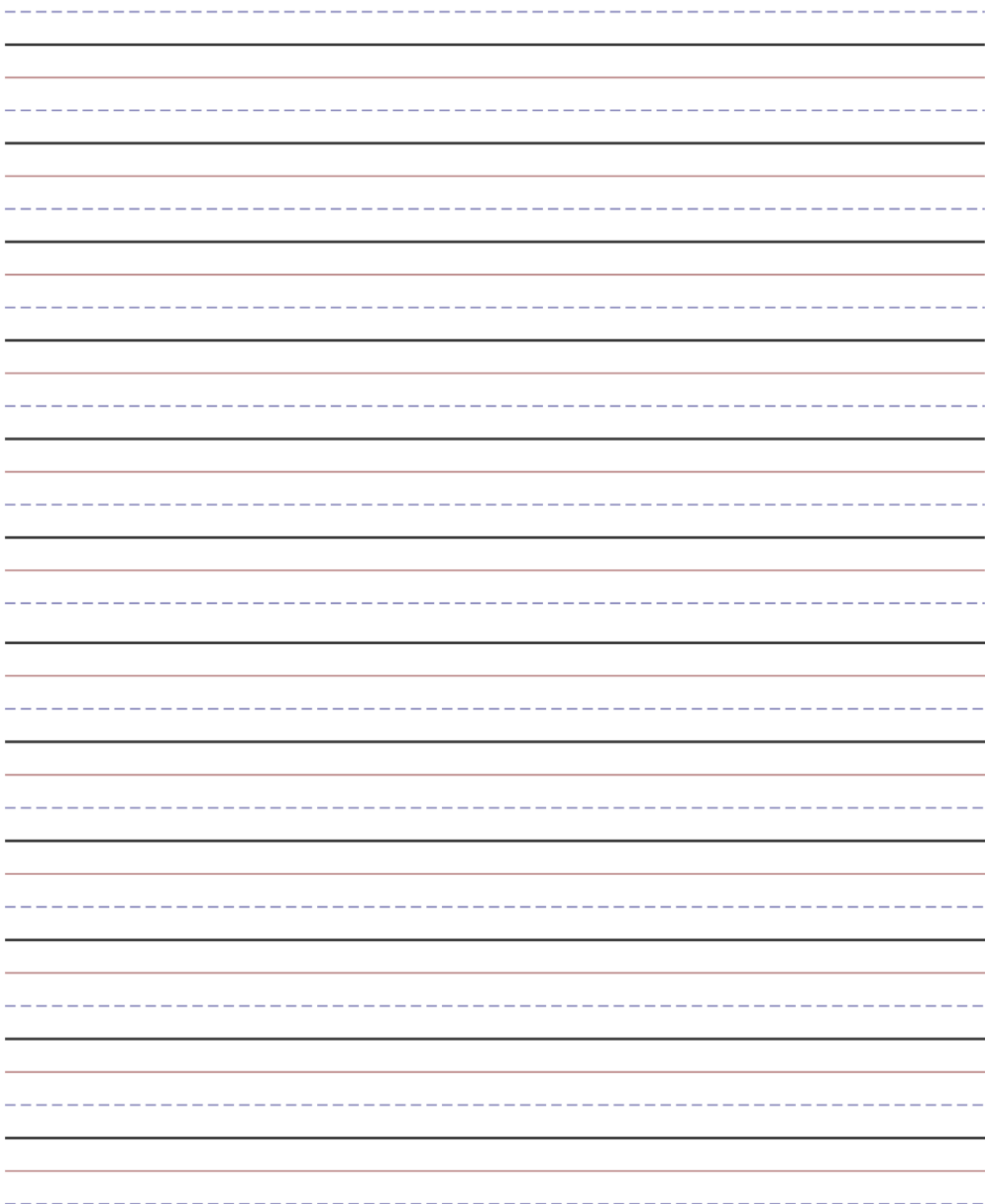


The Wolf's Story

**The Little Red
Riding hood's Story**

Handwriting

Watch the video on Google classroom. Start at the dotted line.



A series of horizontal lines for handwriting practice. Each row consists of four lines: a top blue dashed line, a middle black solid line, a bottom red solid line, and a bottom blue dashed line. There are 12 such rows on the page.

Writing: Sentence Expansion

Google Classroom: Watch the **PowerPoint Video** to learn how to extend your sentences by choosing what Q words to answer.

Booklet: Complete the **Sentence Expansion** activity.

To extend these sentences you have to answer Q words to help add detail to the sentence, however not all Q words will need to be answered. You must choose which Q words are necessary to add information and answer only those Q words.

Kernel: Grandma was fragile.

Who?.....

What?.....

Where?.....

Why?.....

When?.....

Expanded Sentence:

Kernel: The wolf did not do it.

Who?.....

What?.....

Where?.....

Why?.....

When?.....

Expanded Sentence:

Kernel: Ate the toffee.

Who?.....

What?.....

Where?.....

Why?.....

When?.....

Expanded Sentence:

Middle

Mathematics

Booklet: Complete one column of the **Fast Maths** activity focusing on your 6x multiplication facts this week.

Google Classroom: Watch the video of Miss Ha explaining your work today.

Google Classroom: Read through the **Google Slides** and complete all activities. Turn your work in once you are finished.

Google Classroom: Spend 30 mins on **Matific**.

Afternoon

Sport

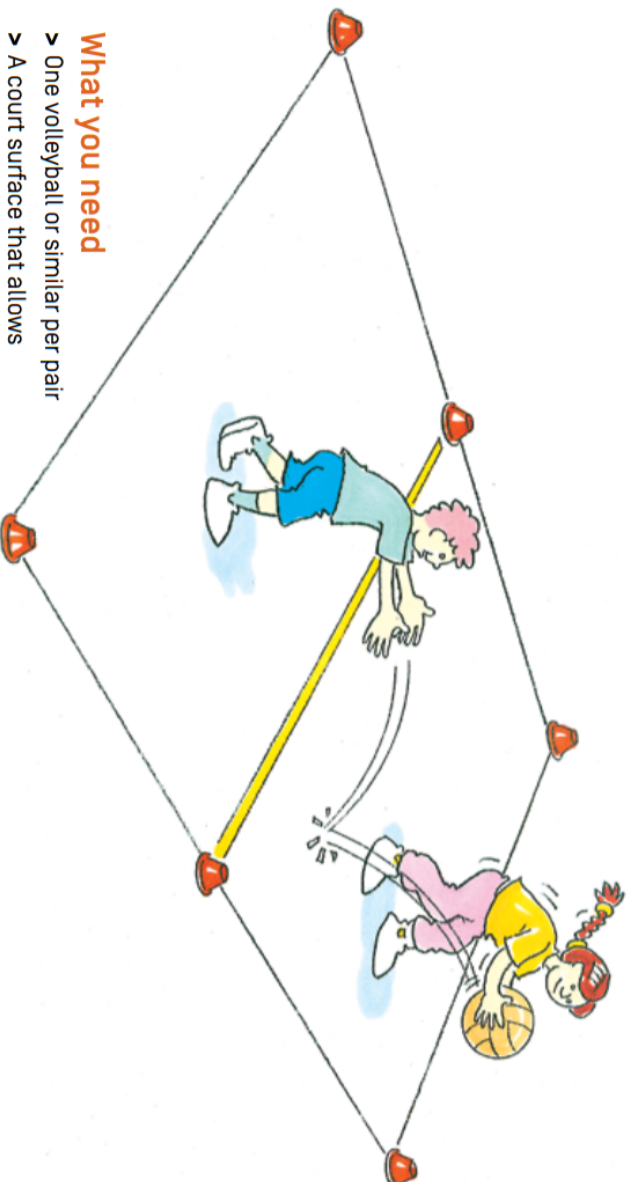
Instructions below and on Google classroom for a game to play together as a family.

SPORTAUS

F-2	3-4	5-6	SKILL DEVELOPMENT
-----	-----	-----	-------------------

2 square bounce

A court is divided into 2 with a player in each half. The server serves the ball into the receiver's half – the receiver tries to catch the ball after one bounce. Play 1 v 1.



What you need

- > One volleyball or similar per pair
- > A court surface that allows the ball to bounce
- > 6 markers per court

What to do

Setting up

- > Form pairs – see *Form a Group*
- > Players in position as shown – player with the ball serves.

Playing

- > The ball must cross the line above waist height.
- > Play continues until one player cannot return the ball after one bounce, or the ball is thrown out of court, or the receiver drops the ball.
- > The serve alternates between players.
- > Play to a specified number of points, (e.g. 5) or a set time limit (e.g. 3 minutes).

Scoring

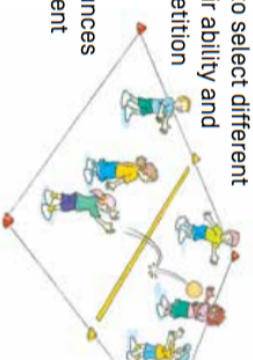
One point is scored for winning the rally.

Points scored if:

- > ball is not returned after one bounce
- > ball is thrown out of court
- > receiver drops the ball.

Change it

- > Play 3 v 3 – alternate serves between teams. Ensure each player has an opportunity to serve.
- > Restrict the time in possession depending on the ability of the players (e.g. 3 seconds or more).
- > Provide a 'no-go' or bounce-free zone.
- > Restrict the type of passes that players can use (e.g. chest pass, one handed pass, overhead pass, underarm pass).
- > Allow students to select different rules to suit their ability and make the competition more even (e.g. one student is allowed two bounces and their opponent only one).



LEARNING INTENTION

2 square bounce aims to develop the concepts of finding space, anticipation, teamwork and deception.

PHYSICAL LITERACY ELEMENTS

OBJECT MANIPULATION

AGILITY

ENGAGEMENT AND ENJOYMENT

MOTIVATION

STRATEGY AND PLANNING

COLLABORATION

ACHIEVEMENT DESCRIPTION

ACPM1P02

ACPM1P04

ACPM1P06

change it...

2 square bounce

Coaching

- > Demonstrate the activity using players from the group.
- > Let the game run a little before any intervention – 'let the kids play!'
- > Use player role models to help players understand the concepts of the game – finding space, anticipation, teamwork and deception.
- > Try different combinations (e.g. 2 v 1).
- > Use a smaller court area to balance play.

Game rules

- > **Easier** – allow 2-3 bounces, or use slower balls.
- > **Harder** – bonus points for catching/hitting the ball on the full. Players use a small bat or their hand.
- > **Vary the pass** – allow players to choose or specify the type of pass.
- > Choose player pairs (similar ability) carefully, use uneven combinations (e.g. 3 v 2, where necessary).
- > Ball must cross centre of court above waist height.
- > Allow underarm throws.

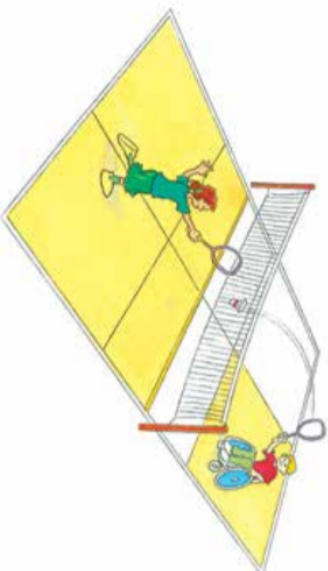


Equipment

- > Smaller ball
- > **Bat** – use hand as a bat, or use a paddle bat.

Playing area

- > Create a bounce zone to ensure the ball is directed within easy reach of the player.



- > Make bigger or smaller – a long skinny court provides a challenge.
- > Make shorter and wider – this will encourage use of 'side-to-side' space.
- > Use a net or a net substitute to establish a 'no-bounce' area.



Safety

- > Start with passes that are not too vigorous.
- > Ensure the playing area is free of obstructions.
- > With more than one player on the same court, encourage communication.
- > Ensure sufficient space between courts.

Ask the players

- > Which part of the game did you enjoy the most? Why?
- Server**
 - > Where is the best place to bounce the ball?
 - > How can you get your opponent out of position so you can win the point?
 - > How can you deceive your opponent so they don't know where the ball will bounce?
- Receiver**
 - > Where should you stand so you're ready to catch the ball after it bounces?
 - > How could you modify the rules to allow all players to be successful?
 - > Can you anticipate where your opponent will bounce the ball? How will this help?
 - > 2 v 2 or 3 v 3 games – How can you work as a team to cover the court to make scoring difficult for your opponent?

Friday, 20th August - Morning

Spelling

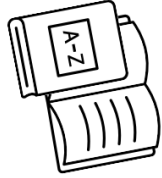
Choose a family member to test you on your words. They are to read out your words and you are to write them out in the table below. Mark your words when you have finished.

	Word	Tick
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		

Comprehension/ Vocabulary Analysis

Watch the video on Vocabulary analysis.
Select a word from the triangle in the tier 2 section.
Complete the Vocabulary Analysis.

CONSOLIDATE EXPLORE EXPLAIN



VOCABULARY

analysis

name:

Stretch it (syllables)

Break it down (prefixes, suffixes, root words)

Define it

Write it

Synonyms

Antonyms

Part of Speech

In what contexts could you use this word?

Other sentences

Illustrate the word

Writing: Paragraph Writing - Explanations

Google Classroom: Watch the **PowerPoint Video** that introduces a Single Paragraph outline planning page.

Booklet: Write a paragraph using the provided SPO, to explain why the wolf was innocent.

Single-Paragraph Outline

Use the single paragraph outline, that has already been filled out, to write a paragraph. Your paragraph must explain why the wolf was innocent in the story "The Wolf's Story".

T.S. By now, everyone should be aware that the wolf was innocent!

1. wolf and grandma are friends
2. wolf is helpful
3. toffee is bad
4. Little Red Riding Hood was scared

C.S. Finally, although the wolf was clearly innocent, many people only take Little Red Riding Hood's perspective.

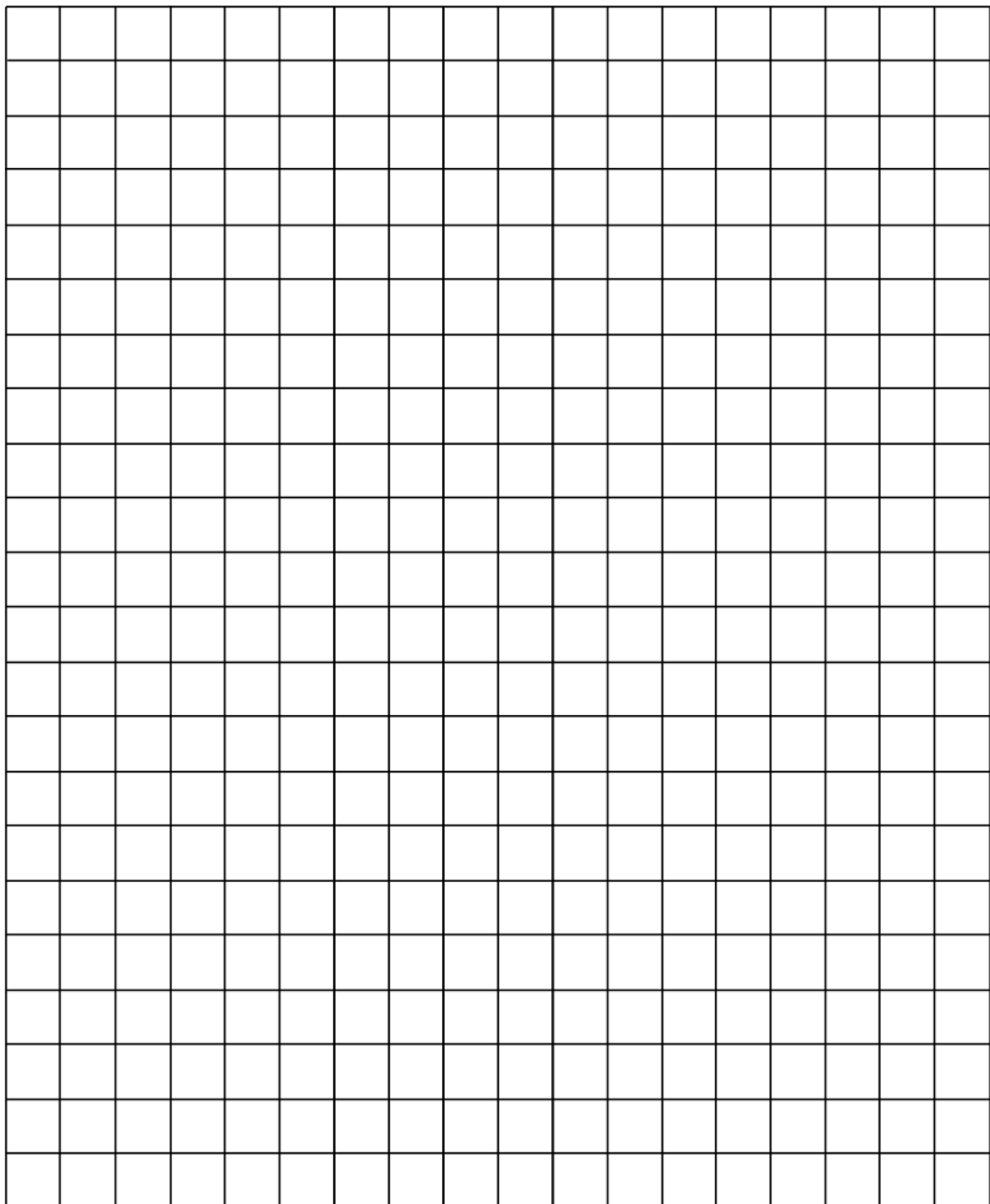
Mathematics

Google Classroom: Watch the video of Miss Ha explaining your work for today.

Booklet: After watching the video use the grid below to write your name and calculate the area.

Take a photo of your finished work and upload it to **Google Classroom**.

1-CENTIMETER GRID PAPER



Creative Arts: Visual Arts

Drawing Patterns

Google Classroom: Watch the **instructional video** and have a go yourself.



My hand pattern artwork:

A large empty rectangular box with a black border, intended for the student to draw their hand pattern artwork.

