

Stage 2  
Home Learning Week 7

Monday, 23rd August - Morning

**Weekly Spelling List**

Focus: graph /r/ digraph /rr/ and digraph /wr/				Week: 7
Say the word Write the word	<b><u>Monday</u></b>	<b><u>Tuesday</u></b>	<b><u>Wednesday</u></b>	<b><u>Thursday</u></b>
Red Spelling Words				
reason				
remember				
sorry				
merry				
wrist				
wrap				
Orange Spelling Words				
across				
library				
tomorrow				
carrot				
write				
written				
Green Spelling Words				
probably				
February				
horrid				
narrow				
wrote				
wrong				

**Spelling Activities**

Write your words out for the day.

Complete your spelling activities.

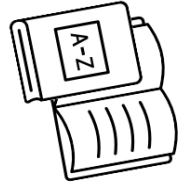
**3/4 N Students: Word Pyramids - pick 6-9 words**

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: Note Taking

1. **Google Classroom:** Watch the **PowerPoint Video** introducing how to take notes.
2. **Booklet:** Complete the note taking activity.

Write the following sentences as notes, remembering to draw out the important details from the sentence. You may use symbols and abbreviations to help, some of these include;

+ and            = means that            b/c because            w/ with

1. The wolf's version of the famous fairytale explains him as being innocent.

.....

2. Grandma was old and fragile, so she needed help around the house.

.....

3. Little Red Riding Hood was nervous because she was not used to the wolf being around.

.....

4. The wolf took a shortcut home, so he could Little Red Riding Hood home.

.....

5. The toffee was not good for anyones teeth, particularly grandma, but she ate it anyway.

.....

6. The wolf dressed like grandma so no one would realise grandma was hurt.

.....

**Mathematics**

**Booklet:** Complete one column of the **Fast Maths** activity focusing on your 7x 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* 7

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

**Science:**

**Google Classroom:** Watch **video** about sources of energy.  
**Google Classroom:** Read through the **heat sources poster**.  
**Booklet:** Complete the **heat sources sorting activity worksheet**.

**Note: No need to cut and paste, just write it down in the columns below**

**Heat Sources Sorting Activity**

A heat source is a producer of heat. There are three main types of heat sources: kinetic energy, electrical energy and chemical energy.

Below are some descriptions of situations where heat is being produced. Cut out each description and decide whether the source of heat is kinetic energy, electrical energy or chemical energy. Paste each situation into the correct column of the table on the next page.

a kettle boiling	a toaster	a ceiling light
a stove top	lit candles on a birthday cake	a child on a slippery-dip
two hands rubbing together	a campfire	the wheels of a skateboard
a chemical reaction	a hair dryer	lit fireworks

**Heat Sources Sorting Activity**

<b>Electrical Heat Sources</b> (create heat from electricity)	<b>Kinetic Heat Sources</b> (create heat from friction caused by movement)	<b>Chemical Heat Sources</b> (create heat from chemical reactions such as burning)

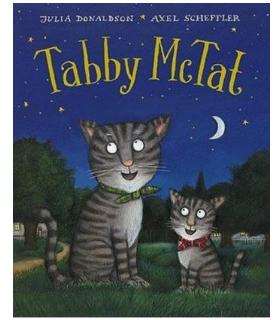
**Spelling**

Write your words out for the day.

Complete your spelling activities.

3/4N students: Alphabetical Order

A large, empty rectangular box with a thin black border, occupying the lower two-thirds of the page. It is intended for students to write their words and complete spelling activities as instructed in the text above.



**Comprehension**

*Questions about Tabby McTat*

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. At the beginning of the story, what is Tabby McTat's Meow like?

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2. Tabby McTat goes for a stroll around the block. Why does he stop?

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3. What do the two cats do?

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4. How does Fred feel about seeing Tabby McTat? How do you know?

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5. Who springs from the shadow? What does he ask?

**Handwriting**

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

Handwriting practice lines consisting of a solid top line, a dashed blue midline, and a solid bottom line. There are 10 such sets of lines provided for practice.

**Writing: Note Taking**

**Google Classroom:** Watch the PowerPoint Video to learn how to expand your sentences from notes that you will be taking.

**Booklet:** Complete the note taking activity.

Expand on the notes to complete the sentences on the line below.

Make sure your sentences are elaborated and include detail.

1. wolf + grandma = friends

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2. LRRH visits grandma w/ toffee

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3. grandma knocked out

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4. wolf = grandmas clothes

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5. wolf escapes, runs away

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## *Middle*

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### **Mathematics**

**Booklet:** Complete one column of the **Fast Maths** activity focusing on your 7x 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*

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### **Geography: Natural And Human Features Of Katoomba, The Blue Mountains And The Blue Mountains National Park**

Today we are going to be learning about the natural and human features of the Blue Mountains Area.

**Google Classroom:** Watch the You Tube videos about **Katoomba, The Blue Mountains & The Blue Mountains National Park**.

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

Wednesday, 25th August - *Morning*

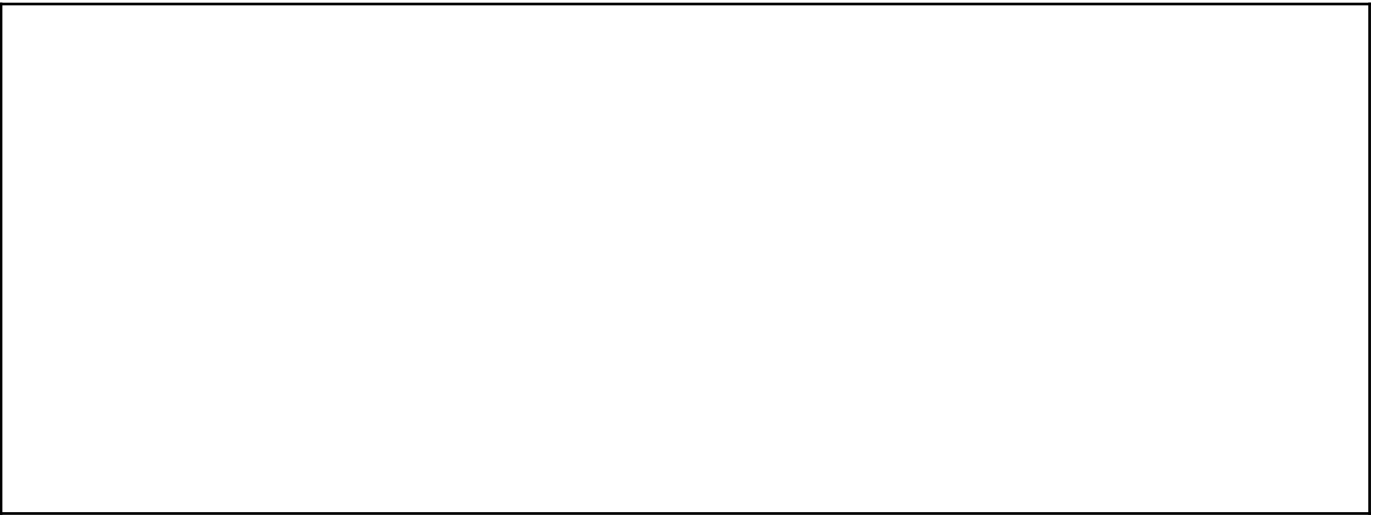
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**Spelling**

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

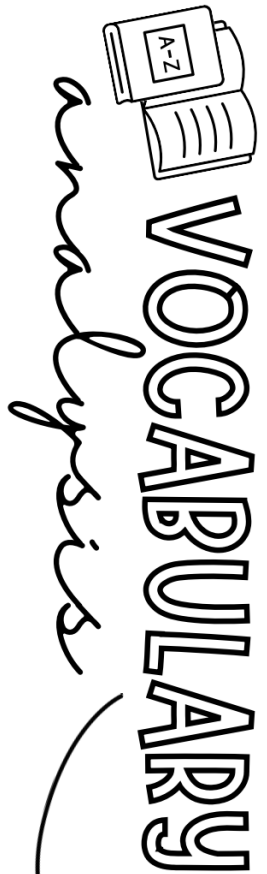
**3/4N Students: Spelling Grid- pick 6-10 words**

A large, empty rectangular box with a thin black border, 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)	Define it
Break it down (prefixes, suffixes, root words)	Write it
Synonyms	Antonyms
In what contexts could you use this word?	Part of speech
Other sentences	Illustration

## **Writing: Single Paragraph Outline**

**Google Classroom:** Watch the **PowerPoint Video** explaining how to plan for writing a paragraph.

**Booklet:** Complete the Single Paragraph Outline writing notes to fill out plan.

Complete the single paragraph outline, planning for writing an explanation paragraph.

Explain why the wolf could appear as a frightening character.

T.S. This story has proven that there are two sides to every story, so why is the wolf so frightening?

1. ....

2. ....

3. ....

4. ....

C.S. In conclusion, the wolf can be frightening to young girls.

## Middle

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### **Mathematics**

**Booklet:** Complete one column of the **Fast Maths** activity focusing on your 7x 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

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### **PDHPE**

Watch the video from the link of Google Classroom. The video will pause as you go through asking questions. These have been written in your booklet for you to answer.

<https://www.esafety.gov.au/educators/classroom-resources/cybersmart-challenge/cybersmart-detectives>

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

Complete the worksheet.

1. What could happen if you post personal details online?

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2. How would you help someone in this situation?

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3. Do you think Kel could be lying about who he is?

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Thursday, 26th August - *Morning*

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**Spelling**

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

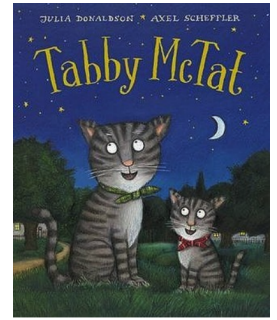
**3/4 N Students - Sentences - Write 3-5 sentences using your spelling words**

A large, empty rectangular box with a black border, intended for students to write their sentences using the spelling words.

## Comprehension

# Questions about Tabby McTat

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. Who had his eye on the old checkered hat? What does he do with it?

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2. Describe how Tabby McTat might have felt coming back to Fred the busker but realising that he was gone.

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3. What is the language technique: "A gorgeously, glossy and green-eyed cat"?

- a. metaphor
- b. personification
- c. alliteration
- d. simile

4. During the time McTat stayed with his new family, what might have happened to Fred?

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5. Why do you think Samuel Sprat is the new busker's cat? What happened to Tabby McTat?

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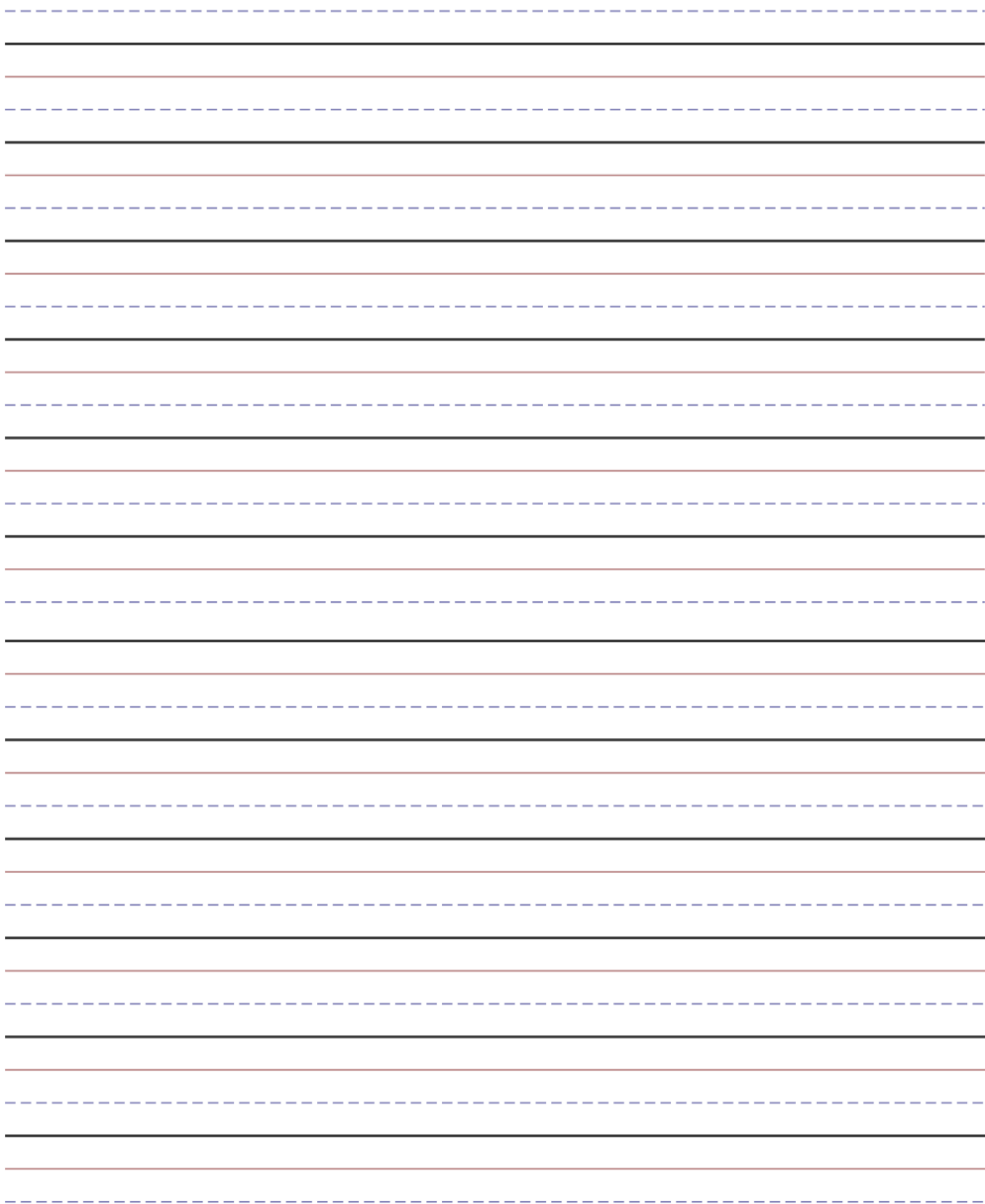
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## **Handwriting**

*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 blue dashed line, a middle black solid line, a bottom red solid line, and a bottom blue dashed line. The lines are evenly spaced and extend across the width of the page.

**Writing: Single Paragraph Outline**

**Google Classroom:** Watch the **PowerPoint Video** explaining how to plan for writing a paragraph.

**Booklet:** Complete the Single Paragraph Outline writing notes to fill out plan.

Complete the single paragraph outline, planning for writing an explanation paragraph.

Explain why the wolf dressed up as grandma.

T.S. A wolf should never dress up as a grandma, they look terrible!

1. ....

2. ....

3. ....

4. ....

C.S. In conclusion, when trying to disguise yourself choose clothes that suit you.

## Middle

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### **Mathematics**

**Booklet:** Complete one column of the **Fast Maths** activity focusing on your 7x multiplication facts this week.

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

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

## Afternoon

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### **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 

# Balancing act

Players try balancing different objects to see which shapes are easiest to balance.



**Scoring**

- > How long can you hold a balance for?

## What you need

- > Various balancing objects, such as balancing poles (made from rolled up newspaper and sticky tape), feathers (easier), shoes, plastic chairs, baseball caps and broom handles (harder)

## Change it

- > Emphasise the need to look out for others (i.e. leave lots of space for balancing activities).
  - > Players try walking or lying down and getting back up again while trying to balance their object.
  - > Players 'jump' the balancing object from one body part to another (e.g. one hand to another).
  - > Players work in pairs to pass balanced objects to each other using the 'jump' method.
  - > Allow students to explore balance position and equipment used.
- > Players balance various objects to see which shapes are easiest to balance.
  - > Players use different body parts to balance the objects, such as the palm or back of their hand, or their knee, foot, elbow or chin.

## Safety

- > Check there is enough space between players/groups and that players are away from walls or obstacles.
- > When balancing objects on the head, the chin or the forehead are the safest places. Objects balanced on the nose can slip and fall into the eye.
- > Players should not run around while balancing objects.

## Ask the players

- > What objects balance the best, or the worst?
- > How could you 'act' to make your balancing act look dangerous and exciting (e.g. pretending that an object is very heavy or very precious and cannot be dropped or broken)?
- > What strategies did you use when you found it challenging (e.g. positive self-talk)?
- > What can affect your focus in this activity?

## LEARNING INTENTION

Balancing act is an introduction to balancing objects, which encourages spatial awareness. It combines well with plate-spinning activities.

PHYSICAL LITERACY ELEMENTS

COORDINATION  
STABILITY/BALANCE

MOTIVATION

SELF-REGULATION (EMOTIONS)

REASONING

ACHIEVEMENT  
CONTENT DESCRIPTIONS

ACPPM/P043  
ACPPM/P051

# Friday, 27th 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		



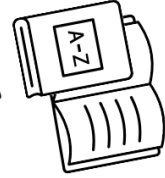
## Comprehension/ Vocabulary Analysis

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

\_\_\_\_\_



## Mathematics

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

**Booklet:** Select 3 task cards and complete it below.

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

Maths Mastery - Multiplication and Division

1. Write these addition sentences as multiplication sentences:

$$5 + 5 + 5 + 5 + 5 + 5 = 30$$

$$10 + 10 + 10 + 10 + 10 = 50$$

$$10 + 10 + 10 + 5 + 5 = 40$$



Maths Mastery - Multiplication and Division

2. Would you rather have 3 boxes with 10 biscuits in or 5 boxes with 5 biscuits in? Explain your reasoning.

Would you rather have 4 trays with 5 apples in or 2 trays with 10 apples in? Explain your reasoning.



Maths Mastery - Multiplication and Division

3. True or false? Explain your reasoning!



$$2 \times 10 = 5 \times 4$$

$$2 \times 6 = 3 \times 5$$

$$5 \times 5 = 10 \times 3$$

Maths Mastery - Multiplication and Division

4. Two friends would like to buy some sweets from the shop but want to share them equally with none left over. Which bag of sweets should they buy? How do you know?



Maths Mastery - Multiplication and Division

6. Can you write some number sentences to link the following numbers together?



Maths Mastery - Multiplication and Division

7. Which of these number sentences is the odd one out? Explain your reasoning.

$$40 \div 2$$

$$4 \times 5$$

$$20 \times 0$$

$$2 \times 10$$

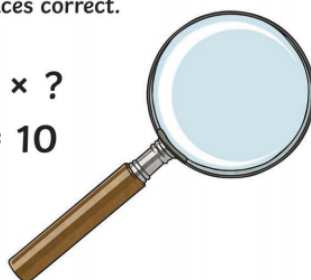


Maths Mastery - Multiplication and Division

5. Insert the missing numbers to make these number sentences correct.

$$20 = ? \times ?$$

$$? \div ? = 10$$



**Creative Arts: Visual Arts**

**Pointillism**

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



**My pointillism drawing:**

A large empty rectangular box provided for the student to create their own pointillism drawing.

