

Kearns PS Stage 2 - Week 1 Term 3 (Non-digital)

You will need access to your working from home pack and help from a parent/carer to complete the following activities.

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	<p>Staff Development Day</p>	<p>English Refer to the booklet. Task a: Spelling (Vocabulary) Student workbook. You have 5 minutes to make as many words as they can using 5 consonants and 3 vowels. What's the longest word you can possibly make, using all 8 letters?</p> <p>Task b: Independent reading Complete your reading eggs.</p> <p>Task d: Writing</p> <p>Students are to view the narrative video (link: https://vimeo.com/398136873) with an adult.</p>	<p>English Refer to the booklet. Task a: You will have 5 minutes to improve headlines into short, snappy headlines.</p> <p>Task b: Independent reading Complete your reading eggs</p> <p>Task c: narrative presents a view of the world Students read the transcript of 'Magpie season' available from the BTN website. This is a non-fiction text that uses narrative form to engage the audience. Reflect on the people, groups or animals who 'tell' their story in 'Magpie season'.</p>	<p>English Refer to the booklet. Task a: Read an online newspaper and list down any tricky words you don't understand.</p> <p>Task b: Independent reading complete your reading eggs</p> <p>Task c: Students read 'Stinky Sid', by Zoe Disher from The School Magazine.</p> <p>Identify and highlight the orientation, complication/s and resolution.</p> <p>Find and highlight the description of the setting in</p>	<p>English Refer to the booklet. Task a: Describe what is outside your door or window using descriptive language and imagery.</p> <p>Task b: Independent reading complete your reading eggs</p> <p>Task c: Focus on the imagery in 'Stinky Sid'. Refer to the workbook for questions.</p> <p>Task d: Punctuation</p>

		<p>Think about:</p> <p>What is narrative?</p> <p>Why is it useful?</p> <p>How might knowing about the narrative' help me?</p> <p>Reflection: Students think about what they have learnt about narrative.</p>	<p>Questions: Whose story is shared with us the least? Why do you think the author made that story less powerful?</p> <p>Can you think of a group, person or animal who was left out of this news report that the author might have included?</p> <p>How might the news report have changed if they were included?</p> <p>Why do you think the author used narrative to engage the audience in this text?</p>	<p>the orientation of 'Stinky Sid', by Zoe Disher.</p> <p>Now look further and use the highlighting tool to colour words that give more information about the setting.</p> <p>Can you make a really clear picture in your head of the setting for 'Stinky Sid'?</p>	
Break		<p>Mindfulness Watch: The Mindfulness Toolkit Respond: Set a 5 minute timer and sense the surroundings around you.</p>	<p>Mindfulness Watch: The Mindfulness Toolkit Respond: Set a 5 minute timer and sense the surroundings around you.</p>	<p>Mindfulness Watch: The Mindfulness Toolkit Respond: Set a 5 minute timer and sense the surroundings around you.</p>	<p>Mindfulness Watch: The Mindfulness Toolkit Respond: Set a 5 minute timer and sense the surroundings around you.</p>
Middle		<p>Mathematics Refer to the booklet. Find a partner to play Strike it Out</p> <p>Record your thoughts based on the reflection questions on the PowerPoint.</p> <p>PDHPE Refer to and complete the activities for PDHPE – Lesson 1</p>	<p>Mathematics Refer to the booklet. Play again and discuss these questions with the person you are playing with and post a response on our digital platform.</p> <p>HSIE - Geography Refer to the booklet. Complete Activity 1.</p>	<p>Mathematics Refer to the booklet. Choose any number from the grid. Write it down. Write down a second number...but...it has to be a different row and different column to your first number. Record a third number...it has to be a different row and different column to your first two numbers. Write down a fourth number...it has to</p>	<p>Mathematics Refer to the booklet.</p> <p>Students select a target number, for example, 85. Then, select a unit value, for example, fives.</p> <p>The goal is to be the player who says the target number. Players can count on by saying the next 1, 2 or 3 number words in the</p>

				be a different row and different column to your first three numbers. ...Your number is 34! Complete the work booklet.	fives sequence. Players collect a counter (or a tally mark) if they say the target number. Complete the work booklet.
Break		<ul style="list-style-type: none"> • 10 star jumps • 10 sit ups • 10 pushups Repeat 3 Times	<ul style="list-style-type: none"> • 10 high knees • 30 second plank • 10 burpees Repeat 3 Times	<ul style="list-style-type: none"> • 10 star jumps • 10 sit ups • 10 pushups Repeat 3 Times	<ul style="list-style-type: none"> • 10 high knees • 30 second plank • 10 burpees Repeat 3 Times
Afternoon		Creative Arts Refer the work booklet and complete Activity 1. Learn to sing the song ' Bring me down some of that rain '	Try a GoNoodle fitness video https://www.youtube.com/watch?v=etYhiq9hM8A	Science and technology Refer to the booklet and You will observe, identify and justify living and non-living things. Go for a walk with your parent or carer to a local park, the beach or in your backyard. If you are unable to explore outdoors, you could explore your home. Record your observations in the table in Activity 1.	STEM View the Video about the effect of fire on Australian animals Complete Activity 1.1 in the booklet