

# Kearns PS Stage 2 - Week 1 Term 3 (Online)

You will need access to a digital device and help from a parent/carer to complete the following activities. Create a Google Doc called “(insert your name) - Online Learning Week 1.” You are to use this document to complete only the tasks that are **highlighted in yellow** below, during week 1 online learning. These tasks will be marked by your teacher so make sure to share this document with them, you will only have to share this once. Mrs Nagan – [sam.nagan@education.nsw.gov.au](mailto:sam.nagan@education.nsw.gov.au) or Ms Naidu - [arti.naidu1@education.nsw.gov.au](mailto:arti.naidu1@education.nsw.gov.au)

Complete all other tasks in the workbooks for each Key Learning Area. You can print and write into the student workbooks that are uploaded on Google Classroom or work into a personal writing book using the student workbooks as a guide.

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	<b>Staff Development Day</b>	<b>English</b> Refer to the PowerPoint Tuesday: Task a: Spelling (Vocabulary) the PowerPoint. You have 5 minutes to make as many words as you can using 5 consonants and 3 vowels. What's the longest word you can possibly make, using all 8 letters? <b>Upload this task.</b>  Task b: Independent reading. Complete your reading eggs	<b>English</b> Refer to the PowerPoint Wednesday: Task a: You will have 5 minutes to improve the headlines into short, snappy headlines.  Task b: Independent reading. Complete your reading eggs  Task c: narrative presents a view of the world Students read the transcript of <a href="#">'Magpie season'</a> available from the	<b>English</b> Refer to the PowerPoint Thursday: Task a: Read an online newspaper and list down any tricky words you don't understand.  Task b: Independent reading. Complete your reading eggs  Task c: Students read <a href="#">'Stinky Sid'. by Zoe Disher</a> from The School Magazine Identify and highlight the	<b>English</b> Refer to the PowerPoint Friday: Task a: describe what is outside your door or window using descriptive language and imagery.  Task b: Independent reading. Complete your reading eggs.  Task c: Focus on the imagery in 'Stinky Sid'. Refer to the PowerPoint for questions. <b>Upload this task.</b>

		<p>Task c: Writing</p> <p>Students are to view the <a href="https://vimeo.com/398136873">narrative video</a> (link: <a href="https://vimeo.com/398136873">https://vimeo.com/398136873</a>) with an adult. Think about What is narrative? Why is it useful? How might knowing about 'narrative' help me?</p> <p>Reflection: Students think about what they have learnt about narrative.</p>	<p><a href="#">BTN website</a>. 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'. Questions: Whose story is shared with us the least? Why do you think the author made that story less powerful? Can you think of a group, person or animal who was left out of this news report that the author might have included? How might the news report have changed if they were included? Why do you think the author used narrative to engage the audience in this text?</p> <p><b>Upload this task.</b></p>	<p>orientation, complication/ and resolution.</p> <p>Find and highlight the description of the setting in 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> <p><b>Upload this task.</b></p>	
<b>Break</b>		<p><b>Mindfulness</b></p> <p><b>Watch:</b> <a href="#">The Mindfulness Toolkit</a></p> <p><b>Respond:</b> Set a 5 minute timer and sense the surroundings around you.</p>	<p><b>Mindfulness</b></p> <p><b>Watch:</b> <a href="#">The Mindfulness Toolkit</a></p> <p><b>Respond:</b> Set a 5 minute timer and sense the surroundings around you.</p>	<p><b>Mindfulness</b></p> <p><b>Watch:</b> <a href="#">The Mindfulness Toolkit</a></p> <p><b>Respond:</b> Set a 5 minute timer and sense the surroundings around you.</p>	<p><b>Mindfulness</b></p> <p><b>Watch:</b> <a href="#">The Mindfulness Toolkit</a></p> <p><b>Respond:</b> Set a 5 minute timer and sense the surroundings around you.</p>
<b>Middle</b>		<p><b>Mathematics</b></p> <p>Refer to the PowerPoint Tuesday:</p> <p>Find a partner to play <a href="#">Strike it Out</a></p> <p>Record your thoughts based on the reflection questions on the</p>	<p><b>Mathematics</b></p> <p>Refer to the PowerPoint Wednesday:</p> <p>Play again <a href="#">Strike it Out</a> and discuss these questions with the person you are playing with and post a response on our</p>	<p><b>Mathematics</b></p> <p>Refer to the PowerPoint Thursday:</p> <p>Use Activity 3 PowerPoint slides. Choose any number from the grid. Write it down. Write down a second number...but...it</p>	<p><b>Mathematics</b></p> <p>Refer to the PowerPoint - Friday:</p> <p>Use Activity 4 PowerPoint slides.</p> <p>Students to select a target number, for example, 85.</p>

		<p>PowerPoint. <b>Upload this task.</b></p> <p><b>PDHPE</b> Refer to the PowerPoint and complete the activities for PDHPE – Lesson 1</p>	<p>digital platform. <b>Upload this task.</b></p> <p><b>HSIE - Geography</b> Refer to the booklet. And complete activity 1.</p>	<p>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 be a different row and different column to your first three numbers. ...Your number is 34! Share your work with our class on our digital platform.</p>	<p>Then, select a unit value, for example, fives. 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 fives sequence. Players collect a counter (or a tally mark) if they say the target number.</p>
<b>Break</b>		<ul style="list-style-type: none"> <li>• 10 star jumps</li> <li>• 10 sit ups</li> <li>• 10 pushups</li> </ul> <p>Repeat 3 Times</p>	<ul style="list-style-type: none"> <li>• 10 high knees</li> <li>• 30 second plank</li> <li>• 10 burpees</li> </ul> <p>Repeat 3 Times</p>	<ul style="list-style-type: none"> <li>• 10 star jumps</li> <li>• 10 sit ups</li> <li>• 10 pushups</li> </ul> <p>Repeat 3 Times</p>	<ul style="list-style-type: none"> <li>• 10 high knees</li> <li>• 30 second plank</li> <li>• 10 burpees</li> </ul> <p>Repeat 3 Times</p>
<b>Afternoon</b>		<p><b>Creative Arts</b> Refer to the PowerPoint and complete the activities. Learn to sing the song '<a href="#">Bring me down some of that rain</a>'</p>	<p>Try a GoNoodle fitness video <a href="https://www.youtube.com/watch?v=etYhiq9hM8A">https://www.youtube.com/watch?v=etYhiq9hM8A</a> or Enjoy a game or sport with your family.</p>	<p><b>Science and technology</b> Refer to the booklet and <b>Upload this task.</b> 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.</p>	<p><b>STEM</b> View the <a href="#">Bushfires and Wildlife - Behind the News - YouTube</a> <b>Complete Activity 1.1 in the booklet and Upload this task</b></p>