

Learning from Home – Stage 2 (Pack 7)



Day 2

All video links can be found at:

<https://sites.google.com/education.nsw.gov.au/guided-learning-packages/week-e/week-e-stage-2>

Word of the week:

Word of the Week – BEWILDERED. Write another super sentence including the word of the week. Choose another activity from the Word of the Week sheet (Provided by the teacher in the resource pack) using the word BEWILDERED.

Reading

Read to self for 10-20 minutes. Check in with your teacher for a class access code to EPIC at www.getepic.com/students

Spelling

Look, say, cover, write and check your spelling words. Complete an activity from the spelling grid (provided by the teacher in the resource pack)

Listening/Reading

(Provided by the teacher in the resource pack)

Activity 1: ABC KidsNews

Watch the video and join in the activity.

- Find 1 interesting fact about each of the 5 stories.
- Write down your interesting facts in your workbook.

Activity 2: Finding Similes in a Text

Watch the video and join in the activities.

- Choose a text of your own.
- Write down all the similes you could find in that text.

Writing

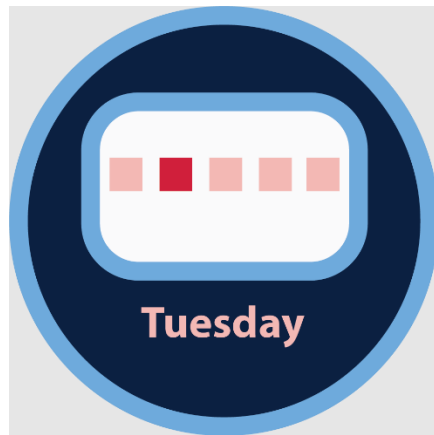
(Provided by the teacher in the resource pack)

Activity 3: Dog Poem




Listen to the poem 'Gold as honey' from The School Magazine.

Watch the video and join in the activities.

	<ul style="list-style-type: none"> ▪ Look at the image of the dog. ▪ Write a poem about the dog. ▪ Structure your poem in a similar way to 'Gold as Honey'.
MATHS	<p><u>Activity 1:</u> Lets Investigate Watch the video and join in the activity. How could you use this strategy to solve $73 - 29$?</p> <p>Record your thinking in your student workbook.</p> <p><u>Activity 2:</u> Strike it Out! Watch the video and join in the activity.</p>



Things you need

Activity	You will need
Most activities	 Workbook,  pen or lead pencil, Optional: iPad, phone or computer
Brain Break	Choose some items from around the house to balance (eg cards,  rocks, a broom)

During the day make sure you take time to

- do a care and connect
- take a brain break
- do some physical activity

Care and connect - Stretching

Stand with your feet slightly apart. Your arms should be by your side. Breathe in as you slowly bring your hands. Stand like a mountain. Then as you fall like a ragdoll, breathe out. Stay like this for 5 seconds. Then do it again.



Brain break – Balancing objects

1. Collect some items from around your house you could balance (e.g. a deck of cards, some rocks or a broom).
2. See if you can stack them up to balance.
3. Can you make a tower of cards? Or a tall pile of rocks?

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Challenge: Can you balance a broom to stand on its own?



English – Activity 1 – Listening: ABC KidsNews



Scan the QR code to listen to 'Kids News' (ABC). If you can't listen to these stories, listen to or read a different story. You could ask a family member to tell you a story, or you could listen to an audio book of your choice.

After listening to or reading the story, tell somebody something new you learnt from each story.

In your workbook, write down the interesting fact you heard or read.



["Listening cat"](#) by [naobim](#) is licensed under [CC BY 4.0](#)

Challenge

Research more facts about one of the stories.

List anything you would like to know more about from the stories you heard.

English – Activity 2 – Reading: Finding similes in a text

Scan the QR code to listen to today's lesson or read the following information.



Revise what you learnt about similes yesterday. Today we will be finding similes in texts.

Look at the text below.

Waiting

Story by Jack Gabolinscy, illustrated by Douglas Holgate

Dad's brand-new bulldozer squatted like a big red dinosaur beside the river. He loved it. He oiled and polished it daily, kicked its steel tracks to ensure they were sound and pampered it like a pet pony.



Can you find the similes? What two things are being compared?



Task 1: Finding similes

Highlight or underline any similes you find. Circle the two things being compared. Find whether the author has used "as...as" or "like".

Example 1

Floating freely

Her wings spread apart-

As quick as a flash

She dives straight like a dart!

Example 2

Jack knew that the tide was coming in, he knew he would have to move quickly. The sand gave way beneath his feet as he marched like an army approaching.

Example 3

It wouldn't be long now. The doctor's surgery had a queue a mile long – like a never ending piece of string. He sat nervously, waiting for his name to be called. His mother was as calm as the smooth water that he had been so looking forward to swimming in. He sat with his wrist that was as limp as a rotten banana – he hoped it wasn't broken!

Why do authors use simile? Authors use simile to engage their reader, help to create clear images and use less words.

Without a simile: The clouds looked soft

With a simile: The clouds looked as soft as the feathers of a baby bird.

What is being compared? Clouds and feathers

Why do you think the author used the simile?

To add more detail and help the reader visualise the idea. The feathers on a baby bird are very soft so I can visualise this and compare the bird with a cloud.



Task 2: Looking into similes

Your task

This task should be completed in your workbook. Complete the missing elements in the examples below.

Simile 1

Without a simile: The bamboo kite flew in the air.

With a simile: The bamboo kite flew like a bird into the cool air.

- What is being compared?
- Why do you think the author used the simile?

Simile 2

Without a simile: The book was loved.

With a simile: The book was as loved as a hug from my family and friends.

- What is being compared?
- Why do you think the author used the simile?

Simile 3

Without a simile: Her hair was shiny.

With a simile: Her hair shone like the reflection of the moon on the waves.

- What is being compared?
- Why do you think the author used the simile?

English – Activity 3 – Writing: Dog Poem

Scan the QR code for today's lesson or read on.

Look at yesterday's simile activity you completed with the poem 'Gold as Honey' by Jenny Blackford.

Here is another example:



My new pup's name is Strup.

Her two eyes are blue as starling eggs

all the rest is white as snow

warm as Nan's cuddle

soft as wool.

"Husky dog" by [ClasicallyPrinted](#) is licensed under [CC BY 4.0](#)

Can you find the similes? Can you see the structure is like yesterday's poem?



Task

In your work book, write your own poem about this image of the dog. Follow a similar structure to the poem from yesterday.

Challenge

Notice that the words pup and Strup are rhyming words. In the original poem, there were other rhyming words such as milk and silk. Can you create rhyming words in your poem?

Mathematics – Activity 1 – Let's investigate



This activity needs you to watch a video. If you do not have access to a device move onto Activity 2.

The video demonstrated to us that when subtracting, one strategy we can use to solve a problem is to adjust both numbers, so we keep a constant difference. This slide was part of the video you will remember.



23 - 19 is equivalent in value to:

- * $24 - 20$
- * $25 - 21$
- * $23 + 1 \text{ banana} - 19 + 1 \text{ banana}$ 🍌
- * $20 - 16$



Once you have watched the video. Complete the following activity below.

- How could you use this strategy to solve $73 - 29$?
- Record your thinking below or in your workbook.



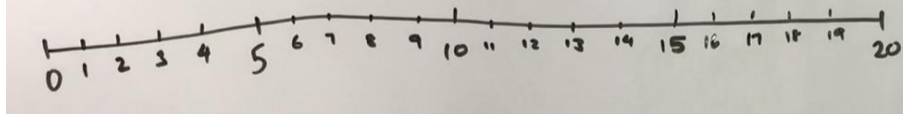
Maths – Activity 2 – Strike it out! Let's play

This activity is an easy one to do on your own or you could take turns with a partner. It has come from Nrich maths. You can watch the game being played by using the QR code or reading the instructions.



Instructions

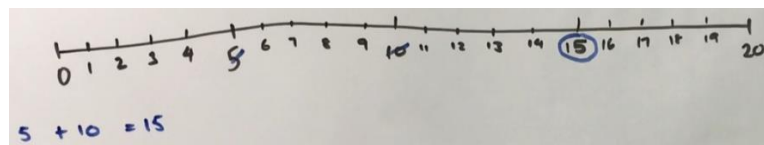
Start by drawing a number line from zero to 20.



You are now going to use a maths strategy of addition or subtraction to make up a question. In this game below they used $5 + 10 = 15$.

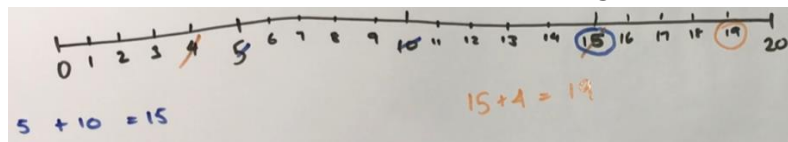
1. Cross out the numbers used for the algorithm in this one it was 5 and 10.
2. Circle the sum or difference of the numbers (15) and record the calculation below the number line.

For example, in the demonstration video, the first go looked like this:



3. The next move must start by crossing out the number circled by the first player.
4. Then think of another algorithm you can create and then cross out a second number that not already used.
5. Then circle the sum or difference of the numbers and record the calculation.

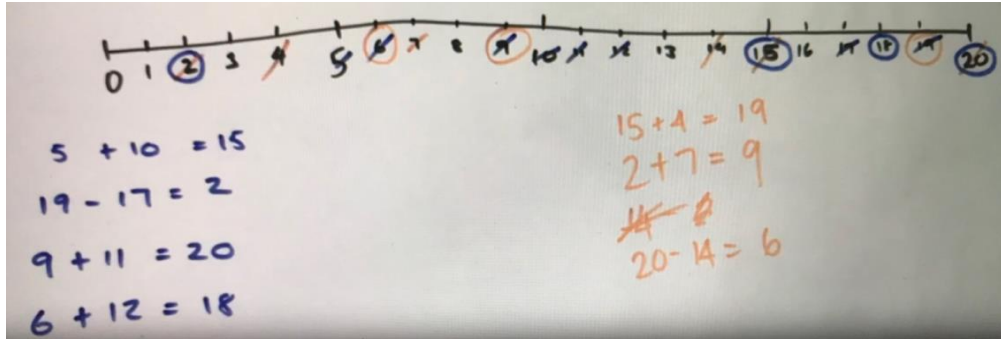
For example, in the demonstration video, the second go looked like this: (orange)



The goal is to see if you can use up all the numbers. **Remember** that you can't use a number again once it is crossed off.

🧠 Challenge:

If you were playing the game below is another move, you can make? Can you see a move you could make next? If you can write it below. If not, what could you have done differently in the game?



HSIE – Activity 1 – Community and Remembrance

Scan the QR code to watch the teaching video on Community and Remembrance or read the instructions below.

Today we are learning to recognise the significance of national symbols and emblems.



- What is a symbol or emblem?

A symbol or emblem is usually an image that represents something. It can represent a country, a state, people, a sporting team or even your school.



What symbols do you know? Can you recognise these? In your workbook, have a go at drawing these symbols or emblems and label what they represent.



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- Does your school have a logo or emblem? You might find it on your school uniform somewhere. In your workbook, draw it and see if you can write a sentence about what it means.

HSIE – Activity 2 – Community and Remembrance

Scan the QR code to watch the teaching video on Community and Remembrance or read the instructions below.

Today we will continue learning to recognise the significance of national symbols and emblems.

In the first activity we looked at some Australian symbols and emblems. In this activity we will be researching the emblems for each State/Territory in Australia. Copy the table into your workbook and find the floral (plant/flower) emblem, fauna (animal) emblem and the bird emblem for each State and Territory in Australia.

Option 1: Visit the website: <https://edu.nsw.link/slovyP> to help you complete the table. (Hint: scroll to the section called Australia's Floral and Faunal Emblems. It has each State and Territory listed and the 3 emblems). You can draw or write the emblems.

Option 2: Here is the information if you do not have internet access.

NSW – New South Wales: waratah, platypus, kookaburra

Qld – Queensland: Cooktown orchid, koala, brolga

NT – Northern Territory: desert rose, red kangaroo, wedge-tailed eagle

WA – Western Australia: kangaroo paw, numbat, black swan

SA – South Australia: Sturt desert pea, southern hairy-nosed wombat, leafy sea dragon

Vic – Victoria: pink heath, Leadbeater's possum, helmeted honeyeater

Tas – Tasmania: bluegum, Tasmanian devil, yellow wattlebird (unofficial)

ACT – Australian Capital Territory: royal bluebell, no animal emblem, gang-gang cockatoo



	NSW	Qld	NT	WA	SA	Vic	Tas	ACT
Floral								
Fauna								
Bird								

Day 3

All video links can be found at:

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Word of the week:

Word of the Week – BEWILDERED. Write another super sentence including the word of the week. Choose another activity from the Word of the Week sheet (Provided by the teacher in the resource pack) using the word BEWILDERED.

Reading

Read to self for 10-20 minutes. Check in with your teacher for a class access code to EPIC at www.getepic.com/students

Spelling

Look, say, cover, write and check your spelling words. Complete an activity from the spelling grid (provided by the teacher in the resource pack)

Speaking/Reading

(Provided by the teacher in the resource pack)

Activity 1: Sandcastles

Watch the video.

Look at the picture of the sandcastle.

Describe the sandcastle. Think about what you can see:

- the colours
- the shapes
- the size.

Would the sandcastle be fragile or strong?

Try to use adjectives and similes when describing the sandcastle.

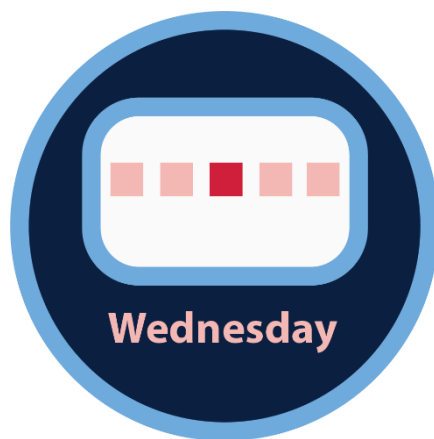
Activity 2: Creating Similes

Watch the video and join in the activities.



Predict these endings:

- **as fast as ...**
- **as smooth as ...**
- **as light as ...**

	<p>Finish these sentences:</p> <ul style="list-style-type: none"> ▪ The wolf's breathe was as warm as... ▪ The water was as icy as ... ▪ The radio was as ... ▪ She moved like ... ▪ The train stopped like ... <p>Writing</p> <p><u>Activity 3:</u> First Time Simile Event</p> <p>Watch the video and join in the activity.</p> <p>Watch the video and join in the activity.</p> <p>Think about the first time you did something. For example, snowboarding, playing a game of netball, presenting a speech, baking a cake.</p> <ul style="list-style-type: none"> ▪ Identify how you felt before, during and after the event. ▪ Write 3 similes to compare the feeling. For example, I was as excited as a dog eating a large bone.
<p>MATHS</p>	<p><u>Activity 1:</u> Same and Different</p> <p>Watch the video and join in the activity.</p> <ul style="list-style-type: none"> ▪ What's the same in these visual representations of the numbers 1-20? ▪ What's different? ▪ What are some things you find cool and/or curious? <p><u>Activity 2:</u> Hit it!</p> <p>Watch the video and join in the activity.</p>



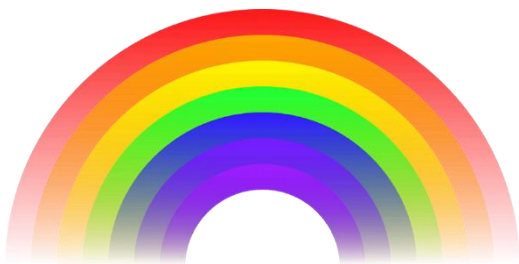
Things you need

Activity	You will need
Most activities	 Workbook,  pen or lead pencil, Optional: iPad, phone or computer

During the day make sure you take time to

- do a care and connect
- take a brain break
- do some physical activity

Care and connect – Rainbow hunt



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Walk or run carefully and with permission from an adult, around your house and find items that match each colour of the rainbow.

Brain break – Balance on one leg

Can you balance on one leg and count to 30?
Next, try to balance on your other leg for 30 seconds?
Which one was easier?
How long can you balance without putting your foot down?



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"Sandcastle" by [FabianZepeda](#) is licensed under [CC BY 4.0](#)

- Look at the picture of the sandcastle. In your workbook, brainstorm words that you could use to describe the sandcastle. You could include adjectives (describing words, for example rough, crystallised), adverbs (a word that describes a verb, for example, majestically) and figurative language (for example, similes – rough as sandpaper).

Don't forget to include descriptions about colour, size and shapes. Remember to use your five senses. What can you see, hear and smell? What are the textures you can feel? Would the sandcastle be fragile or strong?

If you can, describe the sandcastle to someone in your home. You may also like to record your description on a recording app on a phone or computer.

▪ Challenge

- In your workbook, write a descriptive paragraph describing the sandcastle.



Scan the QR code for today's lesson, or read the following information.
Revisit the information about similes from your last lessons.

Remember, a simile compares two things and uses the words “like”, “as... as” or “as if”. Authors use similes to engage their readers, create clear images and use less words.

Some examples:

- He moved as fast as a cheetah darting through the savannah.
- The wolf's breath was as warm as a piece of freshly-cooked toast.
- The water splashed like a toddler in the middle of a tantrum.
- The cup of hot chocolate tasted like sunshine and happiness.



Task 1: Completing similes

- Complete the similes which use either “as...as”, “like” or “as if”
- Add extra detail with adjectives and verbs to help your reader visualise your simile.

Simile 1:

The candle burned as hot as

Simile 2:

Jarrold knew that he needed to be as quiet as

Simile 3:

The rosy-red balloon took to the sky like a

Simile 4:

The tomatoes looked as fresh as

Simile 5:

The kangaroo jumped as if

Creating Similes

When writing a simile, you need to think about the object you are describing.

If we wanted to write a simile about balloons, we need to think of words that describe balloons, or the actions of balloons e.g. bright, loud, fun, floating, exciting, and emerald-green.

We then choose one of those words. For example, we may choose the word 'huddled'. What is something that huddles? Lorikeets like to huddle together!

We can use this to create an interesting simile, for example:
The balloons huddled together like a family of lorikeets; they looked like a colourful rainbow with emerald green and golden yellow



Task 2: Creating similes

- Use the image to brainstorm vocabulary to describe it.
- Create as many similes as you can using words from your brainstorm.

Brainstorm vocabulary:



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Simile examples:

Challenge:

Create a description of the image using similes.

English – Activity 3 – Writing: First time simile event



Scan the QR code for today's lesson or read the following information.

We are going to write a description using similes. For this task, you need to think of an activity you did for the first time and describe this event.

Let's look at an example of how you might be feeling when you go on a skiing trip for the first time.

	Feeling	Simile
How were you feeling before the event?	Excited	I was as excited as a dog when he sees a large bone.
How were you feeling during the event?	Nervous	I was feeling as nervous as an acrobat on a trapeze.
How were you feeling after the event?	Exhilarated	I was feeling as exhilarated as an athlete winning a medal at the Olympics.



Task

Think of something you are doing for the first time. In the table, record your feelings.

Think of a simile that compares your feeling to something else. Remember to use "like", "as...as" or "as if".

	Feeling	Simile
How were you feeling before the event?		
How were you feeling during the event?		
How were you feeling after the event?		

Mathematics – Activity 1 – Same and different

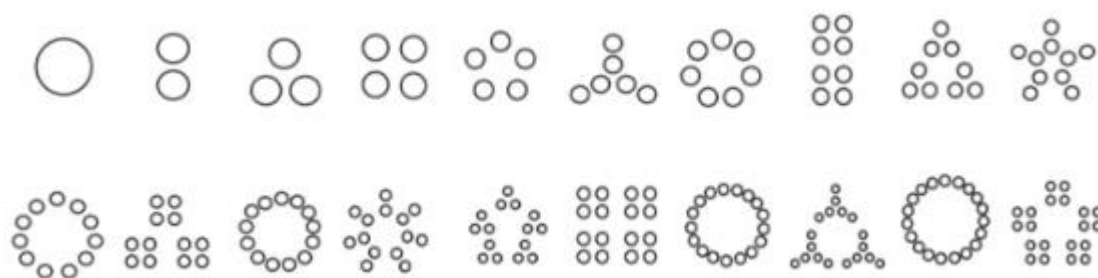
Numbers and patterns are interesting things. They are in the world around us everywhere. We all see things differently and notice different things.



Look closely at the picture with all the circles. Can you see they are the numbers 1-20? Can you see any patterns that interest you?



Colour in the numbers to 20 and show some of the patterns you can see. You can do it here on the picture.



Can you explain some of the patterns and why you coloured things in a certain way?



Now let's look at the coloured numbers. Why do you think they have used different colours in different numbers?



Write here some of the things you notice.

- What is some of the mathematics here?

We can see that bigger numbers are made up of smaller numbers, and these visuals help us see the composition of numbers.

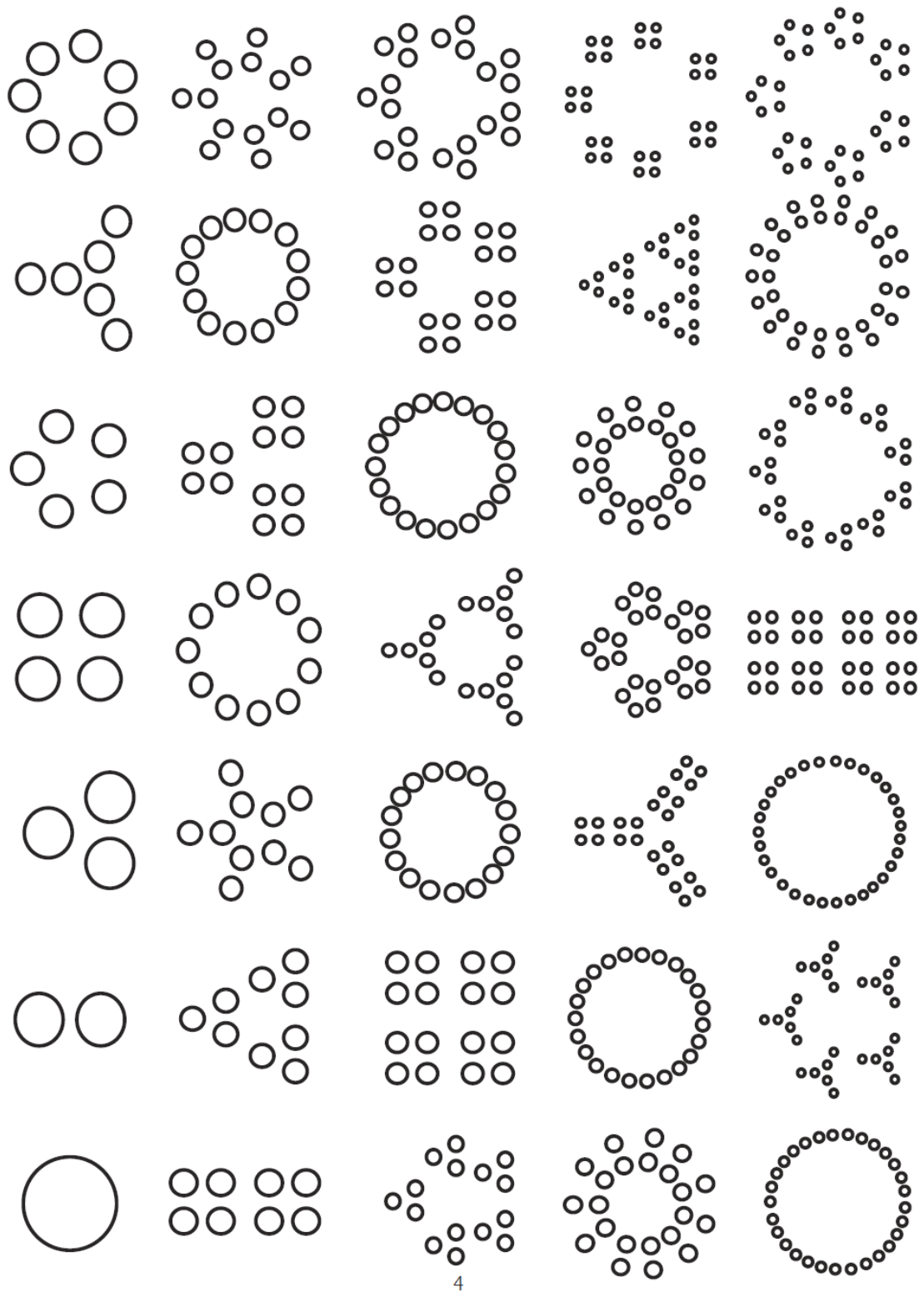
Some numbers can be partitioned into equal groups in different ways, and other numbers can't be partitioned into equal groups at all.

Numbers can have the exact same value, but look quite different. Just look at these two ways of representing 8.

If you have time why not try the next page which has numbers to 50. What patterns can you see?

Scan the QR code to see what the Maths team found interesting when they looked at this.







Mathematics – Activity 2 – Hit it!

You will need:



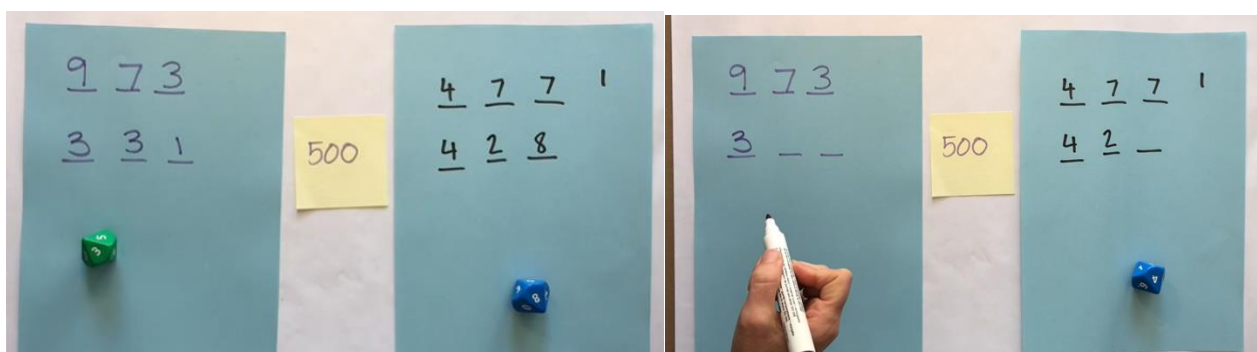
pencils



your workbook



0-9 dice or playing card Ace-9 or numeral cards.



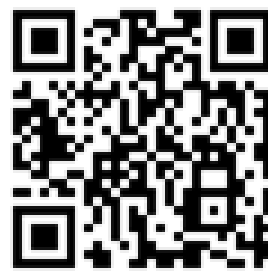
This is a two-player game.

- You need to come up with a target number, which is the same number for both of you. It needs to be a multiple of 100 (for example 200 or 500).
- Each player, on their own piece of paper, put three dashes (_ _ _). This is where they will write their numbers on to.
- Player one will roll their dice and think about one of the dash's to put their number into. The goal is to get as close to the target number as possible. If I roll a 7 I can put it as 7 _ _ so 7 hundreds or _ 7 _ for 7 tens or _ _ 7 for 7 ones.
- Keep rolling, filling in your dashes till you and your partner have a three-digit number. Explain to your partner how close you are. Whoever is closest wins.
- Play again with the same target number or maybe try a bigger number (still a multiple of 100) but with four digits like 5000.



PDHPE – Option 1 – Being Active

Scan the QR code to watch the teaching video on 'Being active' or read the instructions below.



What does the word active mean?

Being active means moving your body.

You can be active both inside and outside your home.

Being active can include actively playing with your family and friends, playing a sport or other exercise such as skipping.

What are the benefits of being active?

- Stronger bones and muscles
- Feeling happy
- Better sleep
- Improved balance and skills
- Improved concentration
- Meeting new people

What can impact how active we are?

- Equipment
- Space
- Time
- How you feel

Complete the activity:

Create a plan to increase how active you are.

For example, you might

- create a weekly timetable to fit in more time to be active,
- create a map of your home and include all the places you can be active, or
- look for equipment you have and record a list and ways you could use it to be active.



PDHPE – Option 2 – Obstacle Golf

Scan the QR code to watch the teaching video on Obstacle Golf – testing alternatives or read the instructions below.



1. Create 3 targets that you can safely throw a soft object towards.
Choose a 'starting point' where you will throw the object from. Place each target at different distances from the 'starting point'.
2. Choose or create at least one object that will act as an obstacle for each target.
The obstacle needs to be placed between the 'starting point' and the target.

Obstacle golf examples



Question:

- a. How will you attempt to avoid the obstacle so you can hit the target in as few throws as possible?

In your workbook - describe two different approaches you will try for each target. Explain how you will use the space and adapt the amount of force applied.

Examples could include:

- i. throw the object high and hard so it can drop down over the obstacle and only roll a short distance from the target
- ii. deliberately throw the object softly to land it before the obstacle so I can take my second throw closer to the target and avoid the obstacle more easily.

Play obstacle golf

1. Throw the object towards the target. You should aim to hit the target. Pick up the object from where it landed and throw the object again until the target has been hit.
2. In your workbook draw a table to record how many throws it took to hit the target. Repeat the challenge 5 times for each of the 3 targets.
3. Challenge: move the starting line, obstacle, or target for each attempt.

How many throws did it take to hit the target?	Attempt 1	Attempt 2	Attempt 3	Attempt 4	Attempt 5
Target 1					
Target 2					
Target 3					

Reflection questions

1. Which alternative was most successful? Why?
2. Which alternative was least successful? Why?
3. Explain how you could adjust this alternative to throw your object accurately and avoid the obstacle?

Day 4

All video links can be found at:

<https://sites.google.com/education.nsw.gov.au/guided-learning-packages/week-e/week-e-stage-2>

Word of the week:

Word of the Week – BEWILDERED Write another super sentence including the word of the week. Choose another activity from the Word of the Week sheet (Provided by the teacher in the resource pack) using the word BEWILDERED

Reading

Read to self for 10-20 minutes. Check in with your teacher for a class access code to EPIC at www.getepic.com/students

Spelling

Look, say, cover, write and check your spelling words. Complete an activity from the spelling grid (provided by the teacher in the resource pack)

Vocabulary/Reading

(Provided by the teacher in the resource pack)

Activity 1: Word Cline

Watch the video and join in the activity.

- Look at the example of the 'happy' word cline in the video.
- Complete a word cline for 'strong'.
- Walk around the house on a word hunt looking for fragile items.
- Complete a 'fragile' word cline.

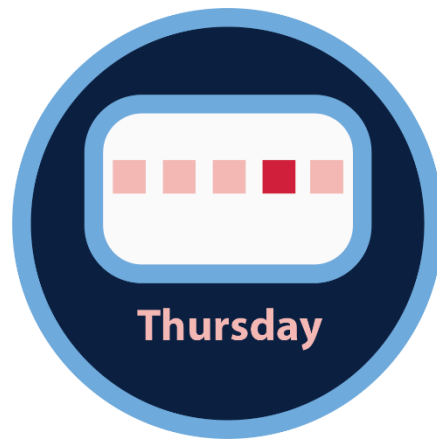
Activity 2: Delightful Dogs

Watch the video.






Create a sentence for each of the following words:

- domesticated

	<ul style="list-style-type: none"> ▪ species ▪ companions. <p>Complete a vocabulary study table for the word, descended.</p> <p>Writing (Provided by the teacher in the resource pack) Activity 3: Simile Poem 'All About Me' Watch the video and join in the activity.</p> <ol style="list-style-type: none"> 1. Select and record five words that describe you. Examples could include: <ul style="list-style-type: none"> ▪ busy ▪ hardworking ▪ creative ▪ happy ▪ sleepy. 2. Create a simile poem using these words. 3. Draw an image of yourself using the objects from the simile poem.
MATHS	<p><u>Activity 1:</u> ReSolve Fruit Shop 1 Watch the video and join in the activity.</p> <ul style="list-style-type: none"> <input type="checkbox"/> How are the mangoes and apples similar and different? <input type="checkbox"/> How are the two boxes of oranges similar and different? <input type="checkbox"/> How else could you use what you know about the mangoes to help you work out the number of blueberry punnets? <input type="checkbox"/> Can you use the number of apples to help you work out the number of peaches? Draw some diagrams to share your amazing thinking. <input type="checkbox"/> Can you make any other connections using any of the fruit? <p><u>Activity 2:</u> ReSolve Fruit Shop 2 Watch the video and join in the activity. There are four bags of lemons. The owner of the fruit shop wants to take the lemons out of the bags and arrange them in a box like the oranges, apples, peaches, apricots and mangoes. She wants more than one lemon in each row and column.</p> <ul style="list-style-type: none"> ▪ How could the owner arrange all the lemons in an array? Can you find more than one way? ▪ Draw pictures of the arrays so the owner can make some decisions about which one she likes.



Things you need

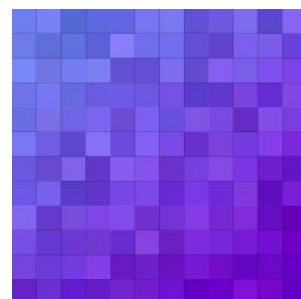
Activity	You will need
Most activities	 Workbook,  pen or lead pencil, Optional: iPad, phone or computer
Brain Break	 Ball (inside options – teddy bear, rolled up socks or rolled up piece of paper)
Physical Activity	 6 small soft balls (or 6 pairs of socks or similar small soft objects) Tennis or squash racquet (or similar) or an open hand  A washing basket or bucket Water bottle

During the day make sure you take time to

- do a care and connect
- take a brain break
- do some physical activity

Care and connect – square breathing

it quietly in your chair or on the floor. Think about the shape of a square. Imagine drawing the top line of the square in your head. As you do this, breathe in. Now draw the line down one side of the square. As you do this, breathe out. Then draw the bottom line of the square and breathe in. Now draw the other side of the square and breathe out. Did all your lines join together to make a square?



- Brain break – Throw and Clap



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If you're outside: use a tennis ball (make sure you have plenty of space around you).

If you're inside: use a teddy, a rolled-up pair of socks or a scrunched up piece of paper (make sure you have plenty of space around you).

1. Throw the ball up in the air and catch.
2. Throw the ball up, clap while it's in the air and catch.
3. Throw the ball up, clap twice while it's in the air and catch.

Challenge: How many claps can you do before you catch the ball? What is your highest number?



Physical activity



Scan the QR code to watch the Physical Activity video or read the instructions below.

- Collect the items you need (see the things you need list)
- Warm up your body – Run on the spot for 30 seconds, star jumps for 30 seconds, squats for 30 seconds, jumping side to side for 30 seconds. Spend 3 minutes stretching your muscles.
- Using your racquet pick up 1 ball and do 10 little hits up then pick up the next ball and do 10 little hits. How many balls can you get through in 30 seconds?
- Stand side on. Hold your racquet and practice slowly swinging your racket in the forehand motion (see picture) and pretending to hit a ball.
- Using a ball of socks and your basket or bucket practice standing side on and hitting the socks gently towards the basket or bucket. How many times can you hit the basket or bucket with the socks in 30 seconds?
- Turn and face the other side. Hold your racquet in the same hand and practice slowly swinging your racket in a backhand motion and pretending to hit a ball.
- Repeat step 5 doing your backhand with
- If you don't have a racquet you could do these activities using your hand
- Challenge: How far away can you have the basket or bucket and still hit your socks into it?



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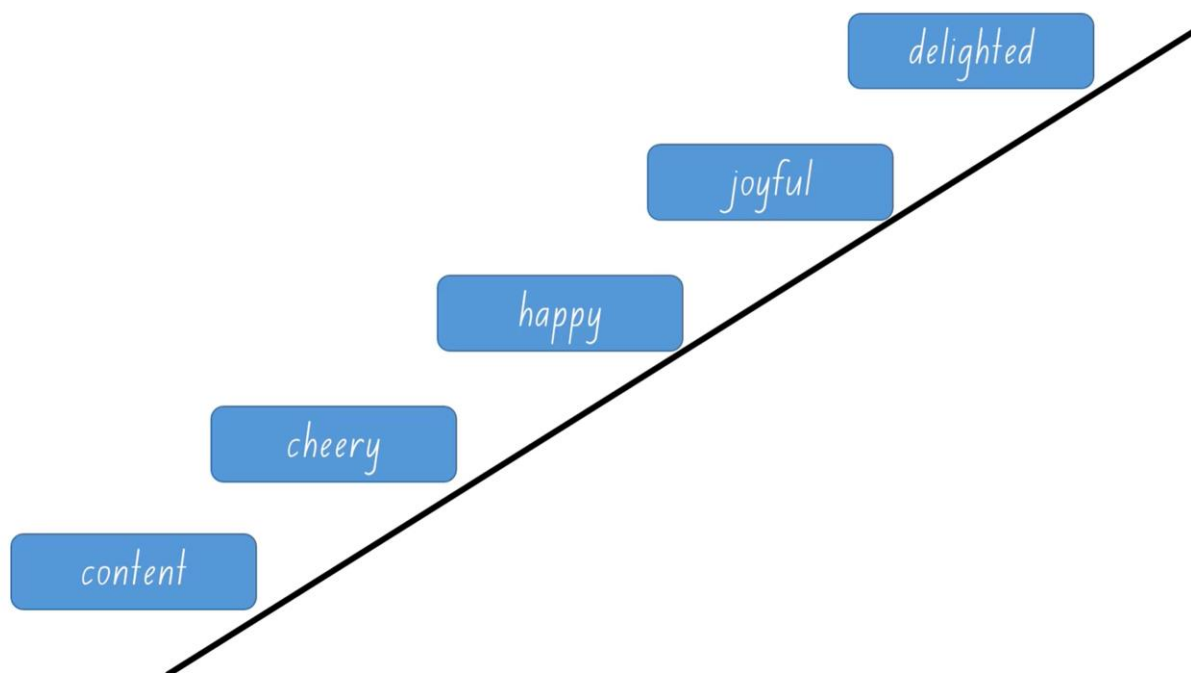
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English – Activity 1 – Vocabulary: Word cline

Scan the QR code for today's lesson or read the following information.

A word cline shows words that have a similar meaning. The words are placed on a 'cline' (or along a line) in the order of their strength.

For example:



-
- In this example, happy is in the middle. If you are feeling happier than happy, you might be feeling delighted. That word goes higher on the cline. If you are feeling content, you can still be happy, but you are not necessarily cheery. That word will go lower on the cline.
-



- Use these four words and put them in order. Strong has been placed on the cline for you. What word is the word that means strongest? Put that at the top of the cline. What word means the least strong? That word goes at the bottom.

powerful

firm

sturdy

tough

strong



- Complete the task for words that mean fragile. Which word means the most fragile? Which word means the least fragile?

weak

flimsy

delicate

frail

fragile

Scan the QR code for today's lesson or read the instructions below.



Task 1

Look at this photograph of a dog. Brainstorm some words about the image. You may like to include details about the physical features of dogs, adjectives to describe dogs such as 'playful' or 'curious' and verbs such as 'howl' or 'inquire'. You could use a thesaurus, dictionary or some of your own research to add new words.

["Dog"](#) by Atanas Teodosiev is licensed under [CC BY 4.0](#)





Task 2

Read the following text and highlight any words you do not know.

Delightful Dogs

Article by Emma Heyde

Dogs have been our companions for thousands of years. In fact, they were probably the very first species that human beings domesticated. Read on to find out more about these devoted companions, loyal workers and favourite friends.

■ Doggy ancestors

Dogs are descended from the small wolves that once roamed across Asia. Wolves are social creatures. They live in big family groups with a powerful leader in charge of lower-ranked, less powerful, and younger animals. Wolves are intelligent and loyal animals. They form strong bonds of trust and affection with one another, which is important to their survival as they hunt for prey in a pack.

Why did people thousands of years ago take an interest in wolves, and try to tame them?

Over time, generations of wolves that lived near human settlements became used to human food scraps and human company, and were tolerated by people because they kept away vermin like mice and rats. Their puppies were kept as pets—for warmth in winter, for food, and as hunting companions.

As time passed, humans selected the animals they liked the best: the gentlest and friendliest dogs, the ones with the softest fur, or the best hunters. Gradually, as these selected dogs interbred, the shape and size of these semi-wild animals began to change. Their thick pelts became softer, their long muzzles got shorter, and the shape of their bodies changed.

A “Frayer model” helps us to look at words closely. We have completed an example for you, focusing on the word “descended”.

Definition in your own words An animal that is related to an animal that came before it.	Important features (syllables, synonyms, antonyms, parts of the word) 3 syllables past tense word Synonyms related, ancestors
Examples in a sentence Some people believe that birds are descended from dinosaurs.	Non-example sentence The cat descended from the dog.



Your Turn

Choose a word you highlighted in the “Delightful Dogs” text you have just read.

Complete the Frayer model for the word you chose. You might like to use an online dictionary to help you.

Definition in your own words	Facts/ Characteristics
Examples	Non examples

English – Activity 3 – Writing: Simile poem 'All about me'

Scan the QR code for today's lesson or read the instructions below.



If someone described you, what are five words that they would use? For example, you might be busy, creative, hardworking, happy and sleepy.



Write your five words that describe you.

For each word, write a simile. For example,

I'm as busy as a timer,

As creative as a stained-glass window,

As hardworking as an elephant,

As happy as a well-loved dog,

And as sleepy as a pillow.





Write your own poem and draw or create an image of yourself using the objects from the simile poem.



Mathematics – Activity 1 –reSolve fruit shop 1

Welcome to the reSolve fruit shop. There are lots of lovely fresh fruit. Can you see the way it is neatly arranged? You can probably notice lots of arrays.



What else do you notice? Add some things you notice here:

How are the Mangos and apples similar and different? Record your thinking here

Similar

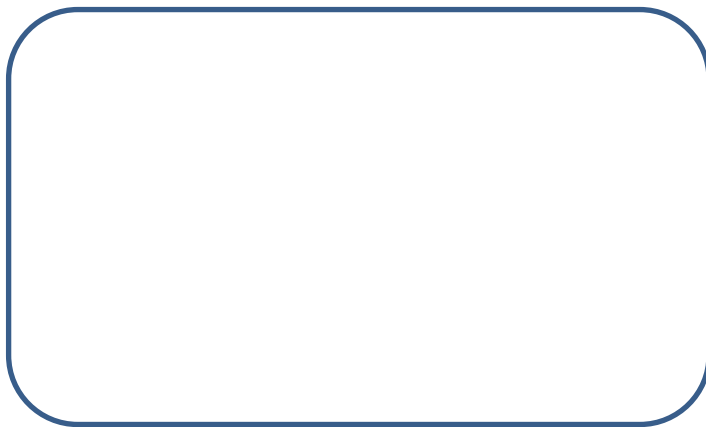
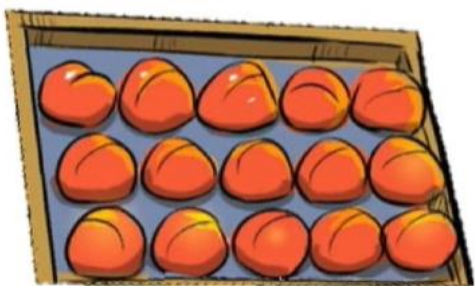
Different



Scan the QR code to see what the maths team found



Can you use the number of apples from the picture above to help work out the number of peaches? What can you see in both? Can you draw what you are thinking?



Look at the picture at the top again. What other connections can you make? List them all here:

Scan the QR code too see what the maths team found and for the next activity





Mathematics – Activity 2 – reSolve fruit shop 2

We are back in the resolve fruit shop with another challenge;



Task

There are four bags of lemons. The picture tells us that there are 6 lemons in a bag. The owner of the fruit shop wants to take the lemons out of the bags and arrange them in a box like the oranges, apples, peaches, apricots and mangos. She wants more than one lemon in each row and column.

- How could the owner arrange all the lemons in an array? Can you find more than one way?
- Draw pictures of the arrays so the owner can make some decisions about which one she likes.
- Record your thinking here or in your student workbook.

Science and Technology – Option 1 – Caesar Cipher

Scan the QR code to watch the teaching video on Caesar Cipher or read the instructions below.



We are exploring how data and information can be represented in many ways, including through codes.

The Caesar Cipher is a code system that hides messages by changing each letter of each word. The new message cannot be read unless the reader has the secret key to reverse the coded letters. Below you can see the English alphabet. In the table underneath is the Caesar Cipher. If you look closely between the English alphabet and the Caesar Cipher you will see that the Caesar Cipher has the English alphabet lower case letter match up with the capital letter of the letter 3 places after it e.g. a=D, B=E, c=F and so on.

The English alphabet:



a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z

The Caesar Cipher text alphabet with key 3.

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z
D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	A	B	C

Practice activity: the Caesar Cipher code for the word **cat**.

c = F, a = D, t = W

Answer in Caesar Cipher: FDW.

Change these words into a Caesar Cipher code that uses a key of 3.

a) school:	b) friend:	c) teacher:
------------	------------	-------------

Choose 2 words of your own to change into Caesar Cipher code words that use a key of 3.

Word 1:	Word 2:
Coded word:	Coded word:

Science and Technology – Option 2 – Caesar Cipher Part 2

Scan the QR code to watch the teaching video on Caesar Cipher or read the instructions below.



We are exploring how data and information can be represented in many ways, including through codes. The Caesar Cipher is a code system that hides messages by changing the letters of each word. The new message cannot be read unless the reader has a secret key to unlock the coded letters. In this second activity you will change the key of your Caesar Cipher and decode a full sentence. You will also create and email a full message to your teacher.

Task 1 – a key of 3



0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z
D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	A	B	C

Solve this Caesar Cipher sentence using the table above. (The first word is done for you.)

WKHVVH FDHVDU FLSKHUV DUH UHDOOB IXK! GR BRX WKLQN
BRX

These _____

FRXOG PDNH BRXU RZQ PHVVDJH ZLWK D NHB RI VHYHQ?

Task 2 – a key of 7

Complete the grid below to shift your key to 7. The first letter has been started for you.

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z
H																									

Now email a short message to your teacher with a key of 7. They might email you back using the same key of 7.

- Write a short message
- Use the new code to rewrite message to make it a coded message

Looking for a challenge?

Write a message and use the Caesar Cipher to code your message. Use the Caesar Cipher with a different key, to code your coded message for extra mystery! Ask someone to decode the double-coded message.

Day 5

All video links can be found at:

<https://sites.google.com/education.nsw.gov.au/guided-learning-packages/week-e/week-e-stage-2>

Word of the week: Word of the Week – BEWILDERED. Write another super sentence including the word of the week. Choose another activity from the Word of the Week sheet (Provided by the teacher in the resource pack) using the word BEWILDERED.

Reading

Read to self for 10-20 minutes. Check in with your teacher for a class access code to EPIC at www.getepic.com/students

Spelling

Look, say, cover, write and check your spelling words. Complete an activity from the spelling grid (provided by the teacher in the resource pack)

Writing

(Provided by the teacher in the resource pack)

Activity 1: Antonyms and Synonyms

Watch video and join in the activity.

- Complete the antonym and synonym table in your workbook.
- Challenge yourself to add more words to the table and write down the antonyms and synonyms.

Activity 2: I See, Think, Wonder

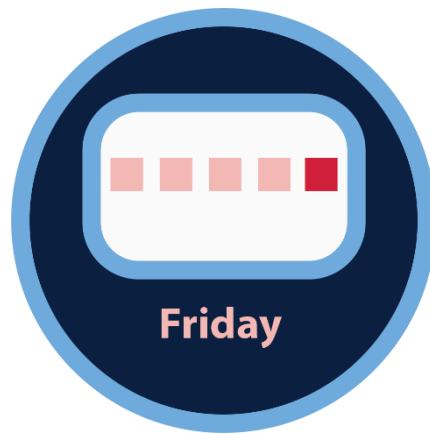
We are going to use the see, think, wonder strategy.

- Watch the 'Curious questioners' video.
- Complete the activities with the teacher in the video.
- Using your own image, complete a see, think, wonder Y chart.

Activity 3: 'Waiting' Poem

Listen to the poem 'Waiting' by Val Nuebecker.

	<p>If you were riding the wave, think about:</p> <ul style="list-style-type: none"> ▪ what you would hear ▪ what you would see ▪ what you would feel. <p>Watch the video and join in the activity.</p> <p>Write a poem using the frame:</p> <ul style="list-style-type: none"> ▪ I heard ▪ I saw ▪ I smelt ▪ I felt ▪ I wondered.
MATHS	<p><u>Activity 1:</u> Pentominoes Part 1 and 2 Watch the video and join in the activity.</p> <p><u>Activity 2:</u> Dicey Additions Watch the video and join in the activity.</p>



Things you need

Activity	You will need
Most activities	<div data-bbox="576 815 671 913"></div> <div data-bbox="858 815 954 913"></div> Workbook, pen or lead pencil, Optional: iPad, phone or computer
STEM	<div data-bbox="576 985 671 1084"></div> paper 2 stacks of books to act as bridge piers at the ends of the bridge weights such as bolts, pebbles, or flat steel washers <div data-bbox="576 1227 671 1326"></div> ruler

During the day make sure you take time to

- do a care and connect
- take a brain break
- do some physical activity

Care and connect – Magic trick

Scan the QR code to watch the magic trick.

You will need a cotton bud or tip, tooth pick, small stick.

Something small that you can find around the house.



Use clear sticky tape to tape the small item on top of your thumb. See picture 1. Pretend to hold the small item in your fist. See picture 2. Then hold up your hand. Where did the small item go? See

picture 3.

Brain break – Make a stick puzzle

Collect a stick from outside.

- Break the stick twice to make 3 even pieces.
- Mix up the pieces.
- Can you put all the pieces back together?

Alternative: If you do not have a stick you could use a biscuit instead (then eat it at the end).



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English – Activity 1 – Antonyms and synonyms

Synonyms are words that are similar in meaning. Words that have opposite meanings are called antonyms.



Task – Complete the synonym/ antonym table

Similar (synonym)	Word	Opposite (antonym)
scorching	hot	cold
start	begin	finish
	finish	
	glad	
	wrong	
	hard	
	dirty	

Once completed, challenge yourself to add more words to the middle column. Write down the synonyms and antonyms for each of your new words.

English – Activity 2 – I See, Think, Wonder

Scan the QR code to watch the '[Curious Questioners](#)' video by ABC Education, exploring the see, think, wonder strategy.



Curious questioners use the See, Think, Wonder strategy to help them understand what they see and read.



When you see this picture, what do you see?

You might say that you see a happy girl covered in paint.

What do you think?

You might think that she has been painting.

What do you wonder?

You might wonder what she painted.

["Child"](#) by Senjuti Kundu is licensed under [CC BY 4.0](#)

Curious questioners justify their See, Think and Wonder by making connections.

You might think that she is happy covered in paint because you experience joy when you paint. You might think that she has been painting because you connect with the time that you painted and became covered in paint!



Task – Complete the See, Think, Wonder Y-Chart

Use the following picture and complete your own See, Think, Wonder Y-chart.



"Child and dog" by Annie Spratt is licensed under [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/)

See

Think

Wonder



Challenge

Use your own image and complete a See, Think, Wonder Y chart.

- English – Activity 3 – Writing: 'Waiting' poem

Listen to, or read the poem below. Think about what you would hear, see and feel if you were riding a wave.



Waiting by Val Nuebecker

I'm waiting
with the swell
bobbing up
dipping down
as I'm waiting
eyes scouring the waves

a likely one
turn my board to the shore
look back
get ready
I'm off
wave lifts me up
paddle fast
chasing
wave surges ahead
curls away
missed it
slide off
paddle back

I'm waiting

here's another
I'm ready
ahead this time
zipping along
glance back
hold breath
wave billows behind
looms
curls over
behind my head
rises upward
pauses
crashes down
and it's
WIPE OUT!

leg rope pulls me
up from the depths
gasp and splutter
water up nose
sand in eyes

grope for board
scramble up
paddle back

I'm waiting
another looking good
concentrate
judge the move
feel the rise—and—
we're away
surging together
the wave and I
crouch
stand up
exhilaration
soar on crest
angle across foam
race towards shore
what a feeling
time stands still
body floats
heart sings
pure bliss

so worth waiting for.



Task

Record in the table below what you would hear, see, smell, feel and wonder if you were riding a wave like the author.

I heard	
I saw	
I smelt	
I felt	
I wondered	

You are going to turn your ideas into a poem. Here is an example for you.

'Waiting'

I *heard* waves crashing on top of each other.

I *saw* white water above my head.

I *smelt* salt...lots of salt

I *felt* like the wave was impossible to ride.

I *wondered* if I could do all of this again tomorrow.



'Waiting' illustrated by Matt Olling
The School Magazine, Touchdown Issue 1, 2020



Task

Write your own version of the poem.



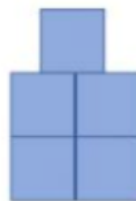
Mathematics – Activity 1 – Pentominoes part 1 and 2

A pentomino is made when we connect 5 squares. They **must** touch edge to edge. Have a look at the picture below.

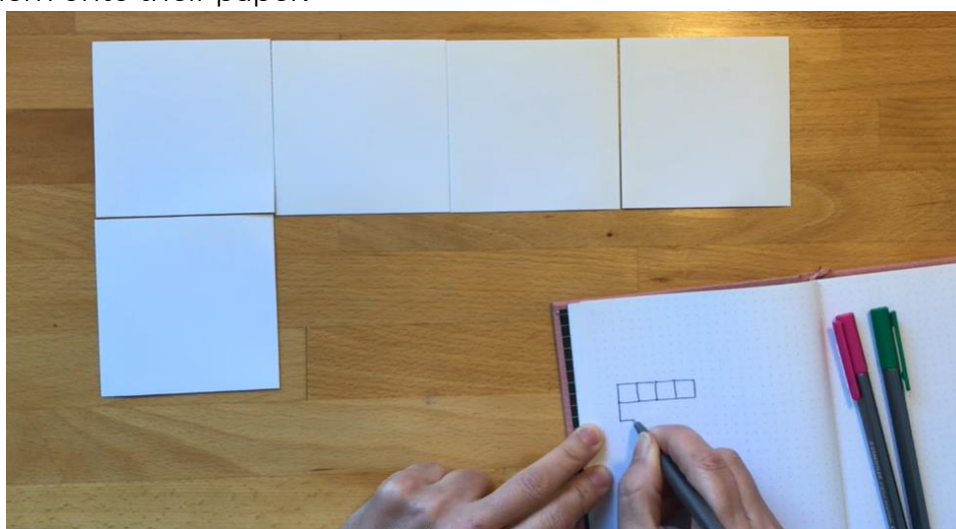
This is ok.



This is not ok.

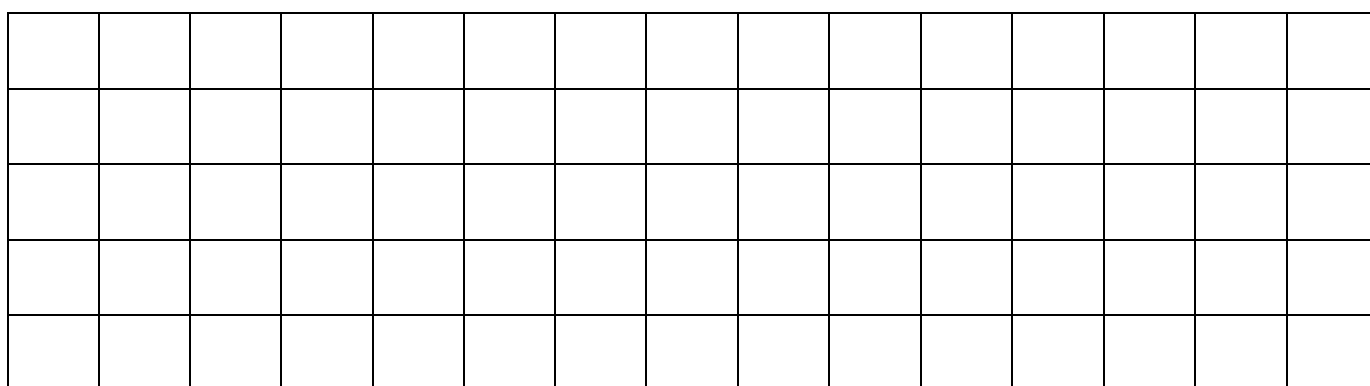


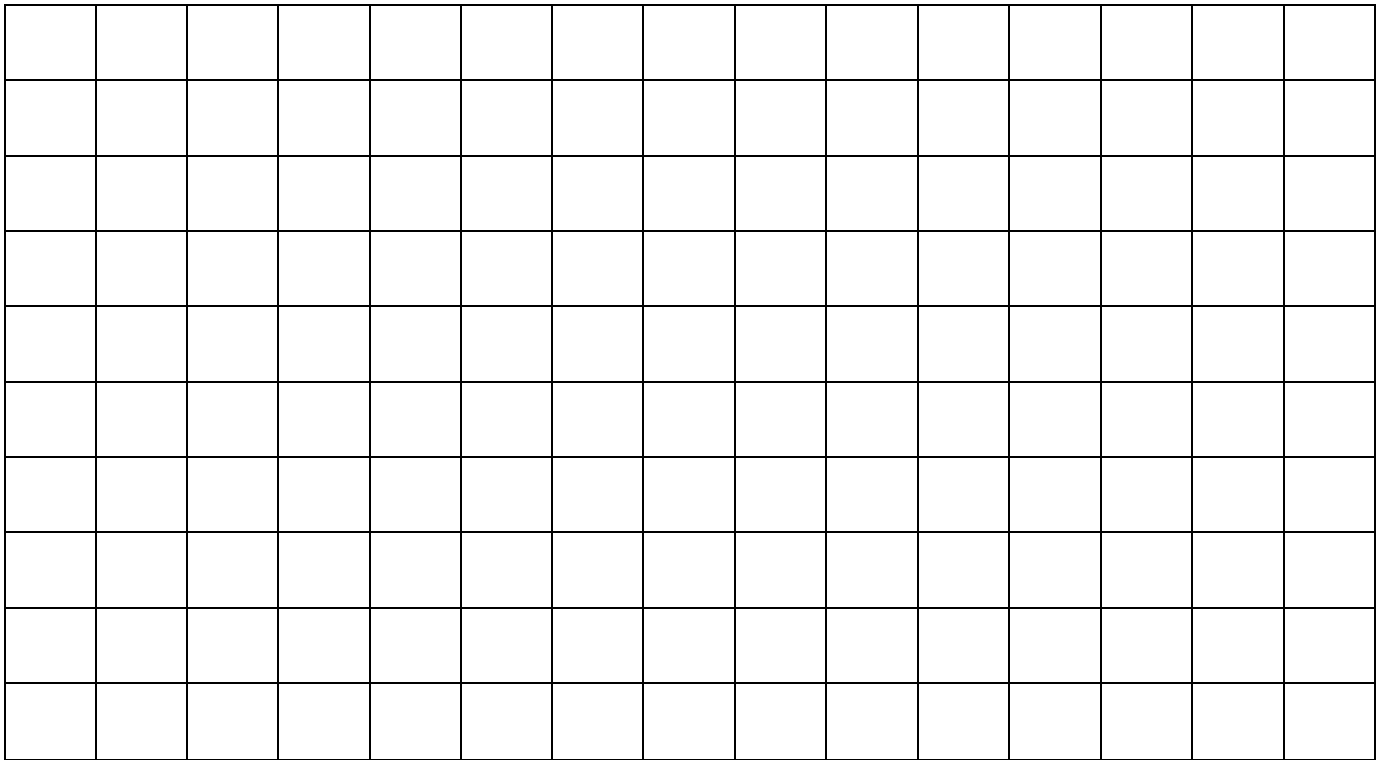
The first thing you need to do is make 5 squares which you can then arrange into pentominoes. Here is a picture of someone arranging 5 pentominoes and then drawing them onto their paper.



- Your challenge is to use your squares to make as many pentominoes as you can.
- Then record these on the grid paper on the following page

Remember that it can't be the same shaped rotated around. Each shape needs to be unique.





Your challenge is to see if you can you make 12 unique shapes?

Now colour them in and cut them out you. Can you then join them together to rectangles? What is the smallest and largest rectangle you can make? Can you make up one using all 12 Pentominoes?



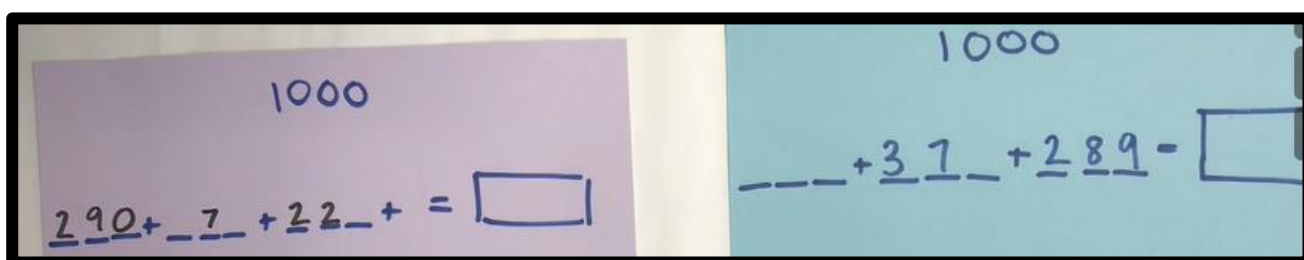
Maths – Activity 2 – Dicey addition

Goal to get closest to 1000 when your three numbers are added.

How to play: You can scan QR code or read below.

- Find a partner and collect the resources needed. You can also play alone. You could play three games to see which one you scored the highest number in.
- Draw your game boards so you each have one. There is a picture below.
 - For example: $_ _ _ + _ _ _ + _ _ _ = _ _ _$
 - You can start with something different if you would like.
- Each player takes a turn to spin the spinner and decide where to play that digit in their number sentence (equation). For example, you might say I will put this 3 in the hundreds place.
- Take it in turn to spin the spinner until all the spaces have been filled in.
- The person whose sum is closest to 1000 is the winner!

Here is a picture of a game that is being played.



Try to add your numbers up using a mental strategy without doing a formal algorithm how could you do that? Show your thinking in your workbook.



STEM – Activity – Build a bridge challenge

Scan the QR code to watch the teaching video for the Build a bridge challenge or read the instructions below.



Challenge

Design and build the strongest bridge you can from only 2 sheets of A4 paper. The bridge must span (go across) a gap of 15 centimetres.

Rules

1. The bridge must be span (go across) a gap between 2 stacks of books
2. The gap must be at least 15 cm
3. The bridge must be able to hold weights (start small and see how much your bridge can hold)
4. Paper can be folded or twisted
5. The ruler cannot be used in the bridge structure

Build a bridge out of paper

This section includes the design thinking process, instructions, and helpful hints

Identify and define the challenge

- Read all the rules below before you begin
- Collect materials and think about how they could be used for the challenge
- Keep a notebook or STEM journal to record your ideas and discoveries
- Brainstorm and design your bridge
- Think about the different bridge designs you have seen
- What do you notice about bridges? What shapes can you see in bridge designs?
- Experiment with the paper by folding it into different shapes. Are some shapes stronger than others?
- Sketch a few bridge design ideas in your STEM journal
- Remember, you are building out of paper. How will you make your paper strong?
- Does your design meet the challenge rules?

Time to build!

- Make and test your bridge
- Set up 2 stacks of books 20 cm apart
- Make your bridge and place a light weight on top. Slowly add more weights.
- Draw or take a photo of your design
- Why do you think it did/did not work? How can you make your bridge stronger?
- What else could you try?

Test, improve and present

- Redesign your bridge. What improvements did you make? Note this on your drawing
- How many times did you test your design?
- Did you meet the challenge?



Extra Challenge: Want to build a super strong bridge out of straws?

Follow the steps on this video from ABC iview to [build a strong bridge using straws](#).

You will need

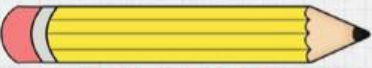
- 17 straws
- scissors
- Tape
- 2 stacks of books





Spelling Words

Purple	Red	Orange	Green
Rule: The digraph /er/ making the sound “er” as in fern	Rule: /gh/ making the sound ‘g’ as in ghost /g/ making the sound ‘g’ as in begin	Rule: /gh/ making the sound ‘g’ as in ghost /g/ making the sound ‘g’ as in begin	Rule: /gh/ making the sound ‘g’ as in ghost /g/ making the sound ‘g’ as in begin
fern	ghost	ghastly	spaghetti
her	ghoul	together	corrugated
herb	begin	disagree	angle
germ	language	ingredient	triangle
kerb	agree	recognise	ambiguous
herd	gravel	glamour	diagnosis

Spelling Activities



Spelling - Choice Board (B)

<h4>Secret Agent</h4>  <p>Assign each letter of the alphabet a symbol. Write each of your spelling words using your secret code.</p>	<h4>Acrostic Spelling</h4> <p>Create acrostic poems using your spelling words. Write each word vertically for each letter.</p> <p>Carries people and things Awesome way to get around Riding around town</p>	<h4>Comic Strip Spelling</h4> <p>Write and illustrate a comic strip using all of your spelling words. Underline the spelling words you use.</p>
<h4>Funny Sentences</h4> <p>Write a funny sentence for each of your spelling words.</p> <p>E.g. The <u>purple</u> people sipped on milkshakes at midnight.</p>	<h4>Words Within Words</h4> <p>Write each of your spelling words and try to make new words from that word.</p> <p>E.g. showers show, sew, how, owe</p>	<h4>Spelling Alliteration</h4> <p>Use alliteration to write your words in silly sentences.</p> <p>For example: Alice's <u>aunt</u> ate apples around August.</p>
<h4>Hide the Words</h4> <p>Draw a picture and hide all of your spelling words in the picture. Swap with a friend and see if you can find the words.</p>	<h4>Syllable Sort</h4>  <p>Sort your words according to their syllables. Then list them from the most to the least syllables.</p>	<h4>Dictionary Dig</h4>  <p>Choose 5 of your spelling words. Use the dictionary to write the definition of each word.</p>



Design a collage using magazines or newspaper that spells out your word. Glue it onto a piece of paper or in your book. Upload to seesaw.	Write a letter to Scott Morrison using your word of the week to express your feelings about home learning.	Type the word of the week either in google sheets or Microsoft word. Use 10 different fonts to present your word.
Time to get a bit messy. Write out your word of the week in salt, flour or sugar!	Film yourself spelling out your weekly word in your funniest voice. Then put it into a sentence. Upload this to seesaw to give your teachers a laugh.	Get a sibling or adult to film you spelling our weekly word in the air. Finish off with a pose. Upload to seesaw for your teacher to see.
Create a cartoon of 4 boxes. Use dialogue (words spoken) to tell a story about your cartoon. You MUST use our weekly word at least once.	Write the word of the week in your best bubble writing.	Use items from your kitchen to spell out the word of the week.