

# Supporting Students at home K6S (Term 2 - Week 2)

Monday 4/5/2020

Tuesday 5/5/2020

Wednesday 6/5/2020

Thursday 7/5/2020

Friday 8/5/2020

**English**  
**Soundwaves Unit 12**  
**h / j g ge dge**



- Work through your Literacy @ Home Checklist

*During a Literacy Session @ Home* ✓ ✗

I have written my spelling words on my LSCWC Sheet. When I write my words I remember to use the Look - Say - Cover - Write - Check Strategy.	
I have completed a minimum of 2 activities in my Soundwaves Test Book.	
I have written one or more sentences (up to a paragraph) in my Pink writing book. If I have access to the internet I can write my sentences using Google Docs.	
I have read out loud to a member of my family or listened to someone else read to me.	
I have logged on to: 1. Soundwaves; 2. Google Classroom; 3. Reading Eggs; and completed my online reading and spelling activities, typing practice or typed up my writing in Google docs.	

**Writing**

- Begin the Snapshot Writing Sheet and complete the "I See" and "I hear" section.

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**This includes:**

- Look-Say-Cover-Write Check;
- 2 Activities from your Soundwaves Booklet;
- Logging in to Soundwaves and complete segmenting tool for list words and 2 games;
- Reading;** and
- Writing:** Continue working on the Snapshot Writing Sheet and complete the "I feel" and "I smell" and "I taste" section

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**This includes:**

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- 2 Activities from your Soundwaves Booklet;
- Logging in to Soundwaves and complete segmenting tool for list words and 2 games;
- Reading;** and
- Writing:** Take a closer look at your Snapshot writing Sheet and think about how the lion might be feeling, what he might be thinking, smelling, or tasting. Write about this image from the lion's perspective

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**Soundwaves Unit 12**  
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**This includes:**

- Look-Say-Cover-Write Check;
- 2 Activities from your Soundwaves Booklet;
- Logging in to Soundwaves and complete segmenting tool for list words and 2 games;
- Reading;** and
- Writing:** Put your Snapshot Writing piece all together and share it with Mrs Scott.

Morning

Break

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Middle

**Mathematics**

**Warm Up:**

- Using the times tables laminated sheets from your pack, use your whiteboard marker to write out as many times tables facts as you can (you can check on the back to see if they are correct)

**Number:**

- Log in to **StudyLadder** and watch this week's Tutorial Lessons. Then complete 3 set tasks.

**Maths Plus Tasks:**

**Group 1: Pages 18–21**

- Subtract by counting on.

**Group 2: Pages 18–21**

- Model odd and even numbers.

**Group 3: Pages 18–21**

- Use the properties of odd and even numbers to check answers.
- Round numbers to 10 and 100.

**Group 4: Pages 18–21**

- Use mental strategies for multiplication.

**Mathematics**

**Warm Up:**

- Complete 1 – 2 pages in your **Number Drill** work books.

**Number:**

- Log in to **StudyLadder** and complete 3 set tasks.
- Play one of the Maths games and/or activities in the **Maths Plus BLMs** sent home in your pack.

**Maths Plus Tasks:**

**Group 1: Pages 18–21**

- Read, write and represent numbers to 1000.

**Group 2: Pages 18–21**

- Find patterns in odd and even numbers.

**Group 3: Pages 18–21**

- Round numbers to estimate before solving.

**Group 4: Pages 18–21**

- Select, discuss and compare problem-solving strategies.

**Mathematics**

**Warm Up:**

- Log into **Hit the Button** and complete Doubles tasks.

**Number:**

- Play one of the Maths games and/or activities in the **Maths Plus BLMs** sent home in your pack.

**Maths Plus Tasks:**

**Group 1: Pages 18–21**

- Place objects in given positions and describe their position.

**Group 2: Pages 18–21**

- Round numbers to 10.
- Round numbers to estimate answers to addition number sentences.

**Group 3: Pages 18–21**

- Identify attributes of polygons.

**Group 4: Pages 18–21**

- Use mental strategies for multiplication.

**Mathematics**

**Warm Up:**

- Complete 1 – 2 pages in your **Number Drill** work books.

**Number:**

- Log in to **StudyLadder** and 3 complete set tasks.

**Maths Plus Tasks:**

**Group 1: Pages 18–21**

- Compare and order mass.

**Group 2: Pages 18–21**

- Investigate the properties of triangles.

**Group 3: Pages 18–21**

- Record number of sides and angles of various polygons.

**Group 4: Pages 18–21**

- Identify, name and describe the features of prisms and pyramids.

**Mathematics**

**Warm Up:**

- Using the times tables laminated sheets from your pack, use your whiteboard marker to write out as many times tables facts as you can (you can check on the back to see if they are correct)

**Number:**

- Play one of the Maths games and/or activities in the **Maths Plus BLMs** sent home in your pack.

**Maths Plus Tasks:**

**Group 1: Pages 18–21**

- Compare and order mass.

**Group 2: Pages 18–21**

- Recognise the minute, hour and second hands of a watch.
- Show the time on clock faces.

**Group 3: Pages 18–21**

- Record basic units of time. Select suitable time units. Compare and order times.

**Group 4: Pages 18–21**

- Conduct a chance experiment and analyse the outcomes.

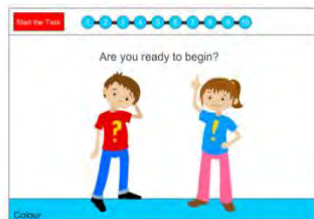
Break

Afternoon

**Creative Arts**

Log in to Studyladder and complete:

- The Colour Quiz



- The Paint It Task



Then create something using Chrome Canvas and send it Mrs Scott.

**HSIE**

**Our Place Australia Inquiry Task** (over 3 weeks)

This inquiry task focuses on the natural and human features of Australia.

In this inquiry task, students imagine that they are on holidays in the capital city of one of Australia's states and territories. The students must write a detailed letter to a friend, describing the natural and human features of the city they are visiting.

This resource is included in your pack and can be found in this document as well. It includes:

- a detailed overview of the inquiry task
- research graphic organisers
- letter writing template
- Australian Capital City Fact Sheets.

**PDHPE**

**Warm Up:** This week the focus is on Safety and spatial awareness, so we will be playing:

**The Bubble Game:** Spread out and explain that we all have an imaginary bubble surrounding each of our bodies. This bubble shouldn't be touched by anything or anyone else, so we need to stay far enough away so they don't burst. Let them decide what colour their bubble will be. Call out different locations of the room for the students to practice moving safely to, being mindful not to pop your bubble.

**Warm Up:** On YouTube search "[HealthWorks! Youth Fitness 101 - Warm Up | Cincinnati Children's](#)".

Follow along with the instructor and complete the warm-up exercises.

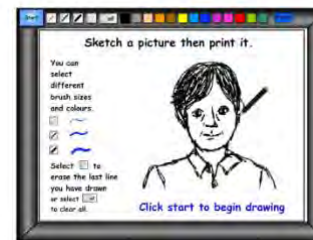
**Let's have a think:** Why is warming up before exercise is so important? What other safety things can you think of that might be important when we move around?

**Dance it out:** On YouTube search "[Move and Freeze - Kids Songs by The Learning Station](#)".

**Creative Arts**

Log in to Studyladder and watch the tutorial on

- **Sketching the Human Face Proportions (How To Draw Faces)**



After you have watched the tutorial have a go drawing someone's face in your family.

**PDHPE**

**Warm Up:** On YouTube search "[HealthWorks! Youth Fitness 101 - Warm Up | Cincinnati Children's](#)".

Follow along with the instructor and complete the warm-up exercises.

**Let's have a think:** What are different ways can we move? Quickly, slowly, big arm movements, small arm movements, stomping, tiptoeing etc.






**What do they look like?** Have a practice, don't forget your bubble!

Play **Simon Says:** Demonstrating a variety of big, small, fast, slow, gentle, powerful movements.

**Dance it out:** On YouTube search "[Baby Shark Remix](#)" and get moving.

# During a Literacy Session @ Home



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**I SEE** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Eg: I see a narrow path of sand between a forest of umbrellas leading towards the cool refreshing water.

# SNAPSHOT WRITING TOOL

Snapshot Writing is a great way to get students to write about a specific moment in time. Use this planner alongside a visual prompt such as a photo or video. Write from a first person perspective.



**I HEAR** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Eg: I hear the waves crashing against the rocks as the seagulls shriek and cry in the distance.



**I FEEL** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Eg: I feel the sand crunch between my toes as I walk towards the shoreline. The sun feels warm against my back.



**I SMELL** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Eg: I smell the crisp ocean air, but I am occasionally distracted by the waft of sausages cooking on a nearby barbeque.



**I TASTE** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Eg: I taste a mixture of greasy fried chips, and sunscreen as I lick my lips together.