

# Supporting Students at home K6S (Term 2 - Week 3)

Monday 11/5/2020

Tuesday 12/5/2020

Wednesday 13/5/2020

Thursday 14/5/2020

Friday 15/5/2020

English  
Soundwaves Unit 13  
/ai/ /ay/ /a\_e/ /a/



- Work through your Literacy @ Home Checklist

**Writing**

- Using the Digital Image provided, use the sensory template to complete the "I See" and "I hear" sections. You might want to come up with a story to match the image. Use your imagination!

English  
Soundwaves Unit 13  
/ai/ /ay/ /a\_e/ /a/

- 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.		<input type="checkbox"/>
I have completed a minimum of 2 activities in my Soundwaves Test Book.		<input type="checkbox"/>
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		<input type="checkbox"/>
I have read out loud to a member of my family or listened to someone else read to me.		<input type="checkbox"/>
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.		<input type="checkbox"/>

**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 sensory template and complete the "I feel" and "I smell" section

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- Writing:** Continue working on the sensory template and complete the "I feel" and "I smell" and "I taste" 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:** Take a closer look at your Snapshot writing Sheet and think about how the baby might be feeling. What did he do to get himself in this predicament? What might he be thinking, smelling, or tasting? Write about this image from the Baby's perspective.

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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 Writing piece all together and share it with Mrs Scott.

Morning

Break

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Middle

**Mathematics**

**Warm Up:**

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

**Number:**

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

**Maths Plus Tasks:**

**Group 1: Pages 22–25**

- Divide by making equal groups.

**Group 2: Pages 22-25**

- Expand three-digit numbers.

**Group 3: Pages 22-25**

- Write numbers in a place value chart. Order and expand numbers.

**Group 4: Pages 22-25**

- Revise two-digit division with and without remainders.

**Mathematics**

**Warm Up:**

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

**Number:**

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

**Maths Plus Tasks:**

**Group 1: Pages 22–25**

- Interpret and record number sentences using the multiplication sign.

**Group 2: Pages 22-25**

- Use > or < to compare numbers.

**Group 3: Pages 22-25**

- Use arrays to multiply by six.

**Group 4: Pages 22-25**

- Solve a practical division problem. Make, continue and describe number patterns.

**Mathematics**

**Warm Up:**

- Log into **Hit the Button** and complete **Halves** 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 22–25**

- Make and identify quarter turns in clockwise and anti-clockwise directions.

**Group 2: Pages 22-25**

- Use mental strategies and arrays to multiply by five.

**Group 3: Pages 22-25**

- Use NE, NW, SE and SW to describe directions.

**Group 4: Pages 22-25**

- Revise two-digit division with and without remainders.

**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 22–25**

- Use tally marks to represent information in a data table.

**Group 2: Pages 22-25**

- Use a grid to locate and give positions.

**Group 3: Pages 22-25**

- Collect, organise, display and interpret data.

**Group 4: Pages 22-25**

- Use am and pm notation to display times.

**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 22–25**

- Revise dividing by making equal groups.

**Group 2: Pages 22-25**

- Interpret column graphs. Construct a column graph.

**Group 3: Pages 22-25**

- Construct a column graph.

**Group 4: Pages 22-25**

- Interpret and make dot plots.

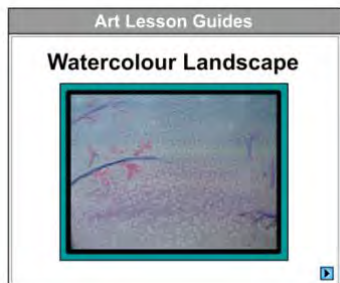
Break

Afternoon

**Creative Arts**

Log in to Studyladder and watch the tutorial on

- **The Water Colour Landscape**



After you have watched the tutorial have a go creating your own water colour landscape using the paints in your pack.

**HSIE**

**Our Place Australia Inquiry Task** (Final week)

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.

Please send Mrs Scott your finished letter.

**PDHPE**

Today the focus is on Movement in different formations

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

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

**Let's have a think:** Lay down in a nice straight line and roll across the floor. Now Lay down again but this time have your elbows sticking out. Try to roll again. Was it easier or harder? Why do you think it was? Try rolling in different positions. Tucked up in a ball, knees bent, one arm in and one arm out. Which ones were easier to roll in. Why do you think they were?

**Body Letters:** Use you body to try and make all the letters of the alphabet

**Dance it out:** On YouTube search "[Boom Chicka Boom | Fun Dance Song for Kids | Brain Breaks | Jack Hartmann](#)"

**Creative Arts**

Read the attached information sheets on the European Masters – Paul Gauguin and complete the Life drawing activity.



**PDHPE**

Today the focus is on

**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:** How can we use our bodies as instruments? Try clapping, stomping, clicking, popping noises with your mouth etc. How many can you come up with?






**Watch:** On YouTube search "[THE PERCUSSION SHOW Presents : Body Percussion](#)"

**Play the Sound memory game:** Sitting in a circle the first person makes a sound, eg a clap. The next person repeats the sound then adds another eg, a clap then a click and so on. Take turns around the circle adding to the pattern each time.

**Dance it out:** On YouTube search "[WOMBAT WOBBLE - Children's Song by Soundplay Australia](#)"

# During a Literacy Session @ Home



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<p><i>I have read out loud to a member of my family or listened to someone else read to me.</i></p> 	
<p><i>I have logged on to:</i></p> <ol style="list-style-type: none"><li><i>1. Soundwaves;</i></li><li><i>2. Google Classroom;</i></li><li><i>3. Reading Eggs;</i></li></ol> <p><i>and completed my online reading and spelling activities, typing practice or typed up my writing in Google docs.</i></p> 	



**Writing Task:**

- Using the Digital Image provided, use the sensory template to complete the “I See” and “I hear” sections. You might want to come up with a story to match the image. Use your imagination!



**This is an example:**



**👃 I Smell...**

**The subtle stench of bait going off in the sun is like a bunch of roses in comparison to the putrid odour released from the inner workings of this vile beast..**

**👅 I Taste...**

**The salt on my lips as water sprays towards me.**

**Shortly there after taste a mix of sweat and sunscreen as my adrenaline spikes.**

**👁️ I See...**

**Cans, hooks, cables, nets... Anything that can and will stop me from reaching the rip cord I so desperately seek to kick the engine over.**

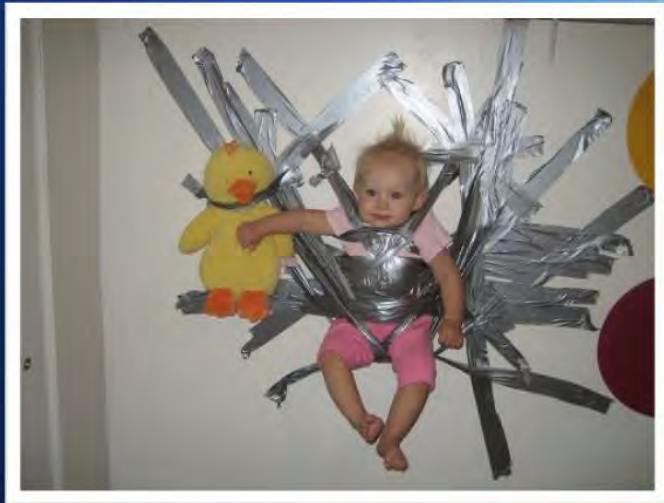
**👂 I Hear...**

**The sharp hiss and roar of a completely foreign beast interrupting an otherwise serene afternoon of fishing. I hear my heart beating overtime as I struggle to work out what to do next...**

**👋 I Feel...**

**The boat roll uncontrollably beneath my feet. The Sharp objects scattered throughout seem insignificant as I anxiously fumble for anything large, sharp, hard or all of the above...**





 I See...

 I Hear...

 I Feel...

 I Smell...

 I Taste...



*Self Portrait, Paul Gauguin, 1893, Oil on Canvas, Detroit Institute of Arts, USA*

## ***Paul Gauguin***

*Eugène Henri Paul Gauguin*

*Born: 7 June 1848*

*Died: 8 May 1903*

*Style: Post-Impressionist*

*Gauguin was born in France and spent part of his childhood living in Peru.*

*Throughout his life he became interested in "primitive" styles of art. He travelled to various exotic destinations to find a tropical paradise in which to escape from the modern western world.*

*He is best known for his paintings that depict the every day life of the native people of Tahiti and French Polynesia where he spent the final years of his life.*



# Paul Gauguin



## **Comings and Goings (Allés et Venues) Martinique**

Completed: 1887

Medium: Oil on Canvas

Dimensions: 72.5 × 92 cm (28.54 × 36.22 in)

Located: Museo Thyssen-Bornemisza, Madrid, Spain.

The bright colours Gauguin used in his paintings reflect the beauty of the "island paradise" he found in French Polynesia.

In this piece, he has painted the comings and goings of the locals as they go about their daily lives.

# Paul Gauguin



## **Tahitian Women on Beach**

Completed: 1891

Medium: Oil on canvas

Dimensions: 69 x 91 cm (27.2 x 27.2 in)

Located: Musee d'Orsay, Paris

Gauguin painted the local island people engaged in everyday tasks. These women are on the beach in Tahiti. The woman on the right appears to be making something from twisted vines or leaves. Life appears to be much slower and relaxed here.



# Paul Gauguin

## Visual Arts Response Activity



Te Faaturama (Brooding Woman), Gauguin, 1891,  
Oil on Canvas, Worcester Art Museum, Massachusetts, USA

### Life Drawing

- Print a copy of Studyladder's 'Life Drawing' activity sheet.

**Life Drawing means drawing the human figure in different poses from watching a "live" subject.**



**Draw your friends in comfortable poses. (Being the model is tiring! Take turns)**

1) Create a series of quick one minute poses. Sketch with pencil or charcoal and do not rub out. Start with stick figures then draw details over the top.

2) Create a 5 minute sketch. Look carefully at the direction of lines and the shapes you can see in the figure. Focus on copying shapes and lines.

2) Finally have a friend copy the pose in Gauguin's painting for a 15-20 minute drawing session. Don't forget to give your model a chance to move about every five minutes or so during this drawing session. This will help prevent the model getting sore while they are holding the pose!



*Life drawing means drawing the human form from a "real life" model.  
The subject needs to be still so poses need to be natural and comfortable to hold.*



*Start with lightly drawn stick (or sausage) figures then sketch more details over the top.*

## **Rules for sketching**

*No rubbing out!*

*Look carefully -see the shapes, position and direction of lines.*

*Draw what you can see, not what you know is there.*

