Stage 2

Term 4

Week 2, 2021

Learn-from-home Pack

Name: _____

Class: _____

Instructions

- Complete your work each day
- Tick or colour each box when you complete the activity
- The scheduled Reading activity is extra to your Home Reading Log

Monday		Tuesday		Wednesday		Thursday		Friday	
Reading		Reading		Reading		Reading		Reading	
Misery Guts: Prediction Reading Comprehension		Misery Guts: Reading Comprehension		Misery Guts: Reading Comprehension		Misery Guts: Reading Comprehension		Misery Guts: Reading Comprehension	
Vocabulary: Word Chain		Vocabulary: Word Cline		Vocabulary: Word Chain		Vocabulary: Word Cline		Vocabulary: Word Work	
Sentences		Sentences		Sentences		Sentences		Grammar & Punctuation	
Grammar & Punctuation		Grammar & Punctuation		Grammar & Punctuation		Grammar & Punctuation		Editing	
Number of the Day		Number of the Day		Number of the Day		Number of the Day		Numbers in the World	
Addition Strategies		Subtraction Strategies		Addition Strategies		Subtraction Strategies		Mass	
Data		2D Shapes		Fractions		Time		Mindfulness: Yoga	
		PBL: Tiny House		PBL: Tiny House		PBL: Tiny House			

Monday

Activity 1: Reading

Online: PM Reader online and record your reading: https://app.pmecollection.com.au/login;
           OR
           ReadTheory if you are reading at Independent level: https://readtheory.org/auth/login

Paper: Read a book aloud

Activity 2: Misery Guts - Prediction

Don't read the back of the book! Don't open the book! First, answer these questions.

What is the setting for the story and why? _____

_____

_____

Why is the man in the apron holding his nose? _____

_____

Why is the man in the hat there? What might he be writing?   _____

_____

What will the story be about?   _____

_____

_____

Activity 3: Misery Guts - Reading

Read the chapter yourself or follow the words as you listen to the audio book (check the link):

Chapter 1:
https://ed.ted.com/on/pVYxvhOH

Activity 4: Vocabulary

Word Chains

Make a word chain below, describing an **apple**. Draw your apple in the middle of the circle and surround your apple with interesting adjectives that describe it.
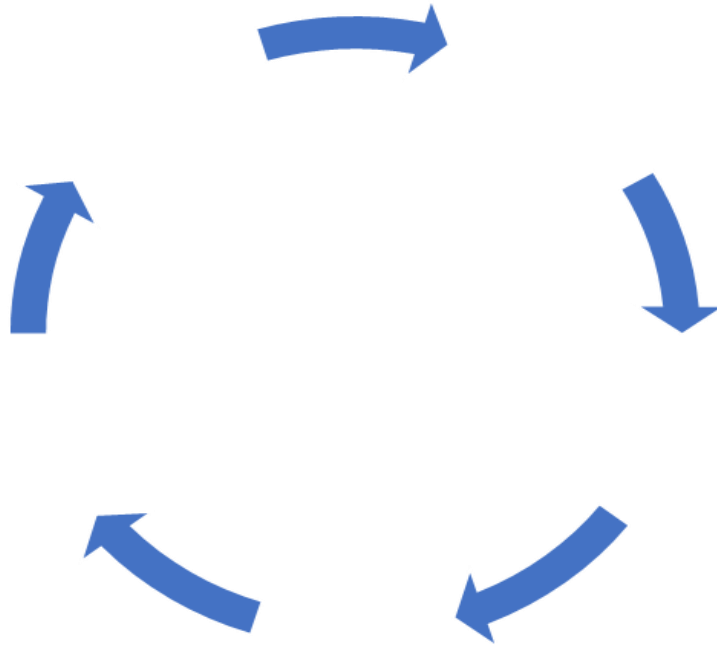
Build noun groups by placing relevant adjectives in front of the noun
.

1. This is my _____, _____, _____ apple.

2. This is my _____, _____, _____ apple.

3. This is my _____, _____, _____ apple.

Activity 5: Sentence Writing
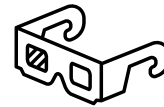
Today you will write your sentences about a colour:

Example:

Simple	**My favourite colour is green.**
Compound	**My favourite colour is green** <u>because it is bright</u>**.**
Complex	**My favourite colour is green***, which is also my sister's favourite colour,* <u>because it is bright.</u>

Now it's your turn:

Simple	• Write a simple sentence about your favourite colour.
Compound	• Now write the same sentence again. • Instead of ending with a full stop, add a conjunction (a joining-word such as because, and, or, but or so): don't put a full stop yet. • Finish the sentence and check it makes sense.
Complex	• Now, write your simple sentence again (the top sentence). • Instead of a full stop, put a comma. • Write the word *which* after the comma. • Add some extra information about your simple sentence: don't put a full stop yet. • Add another comma. • Add the same conjunction and ending you used in your compound sentence. • Add a full stop and check that your sentence makes sense.

Extension: write a new clause for your complex sentence and rewrite your whole sentence below.

_____

_____

Activity 6: Grammar and Punctuation
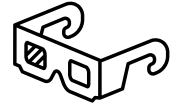
Capital Letters

We know that capital letters should be used when starting a sentence. However, we also use capital letters for the names of people and places, special events, titles, days of the week, months of the year and the personal pronoun 'I'.

**Today's focus point: naming people and places

Example:
> *I have a friend at Wyoming Public School named Sebastian.*

EDIT: Add the capital letters to this sentence. Don't forget to include a full stop –

the increased volcanic activity meant that ben was at risk of missing his return flight home to australia

Write your own sentence on the lines below (include a place name and the name of a person) –

_____

_____

_____

Activity 7: Number of the Day

Complete the Number of the Day page (see separate sheet). Today's number (choose one):

22   or   822   or   3822   or   53 822

Number of the Day

Base 10

Spelling

Place Value Stacks

Regrouping

Number of ones

_____ ones

Number of tens

_____ tens + _____ ones

Number of hundreds

_____ hundreds + _____ tens + _____ ones

_____ hundreds + _____ ones

Number of thousands

_____ thousands + _____ ones

_____ thousands + _____ hundreds + _____ ones

_____ thousands + _____ hundreds + _____ tens + _____ ones

Add or Subtract

Add 8 =

Add 23 =

Add 564 =

Subtract 5 =

Subtract 42 =

Subtract 137 =

Number Line

Activity 8: Addition Strategies
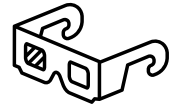
Have a go at solving the problems using the strategies OR write the steps out with Mr Walter. If you 'get it', see if you can write the steps to each strategy by yourself (without Mr Walter's help). These numbers are different to the numbers on the videos.

Bridge to 10	7 + 4	Doubles	6 + 7
Compensation	8 + 5	Partitioning	8 + 5
Split	58 + 36	Jump	69 + 45
Compensation	94 + 38	Reconfiguring	83 + 47

Split	592 + 496
Jump	684 + 315
Compensation	689 + 327
Reconfiguring	344 + 297
Non-standard Partitioning	781 + 611

Activity 9: Data
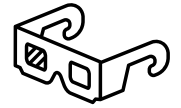
Paper: Complete the following activity. There is a colour sheet at the back of your pack to help.

What is a graph?

_____

_____

What are some types of graphs you might have seen before?

_____

_____

What is the purpose of a graph?

_____

_____

Below is an example of a Bar Graph. Can you think of 3 pieces of information that it gives you?
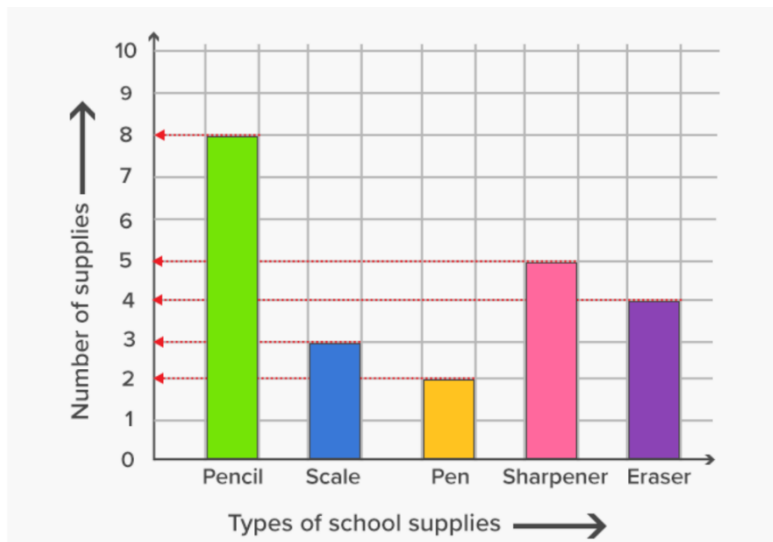
1. _____

2. _____

3. _____
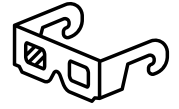
Column (or bar) graphs can be vertical or horizontal.

The ages in our class
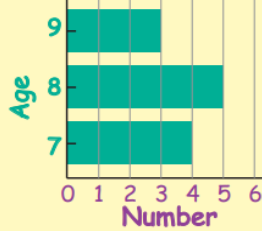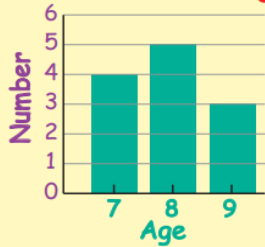
The numbers beside the graph show us 'how many'.
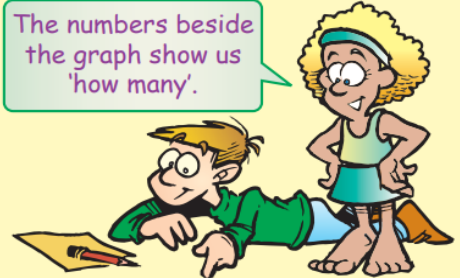
1 This is a horizontal column graph showing 3T's favourite animals. Show this information as a vertical column graph on the right.

3T's favourite animal

platypus							
koala							
possum							
bilby							
wombat							
0	1	2	3	4	5	6	7
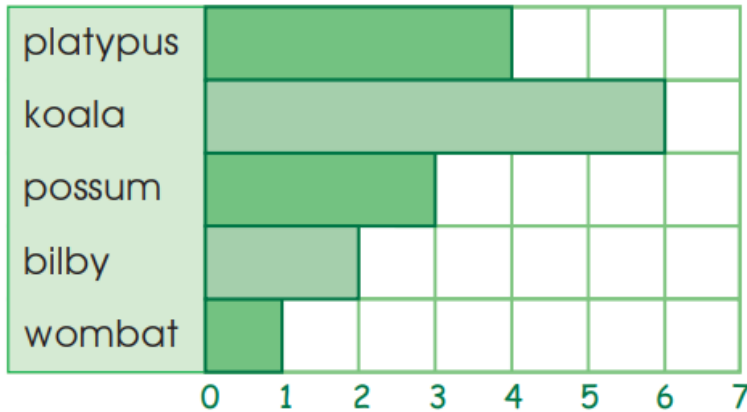
3T's favourite animal
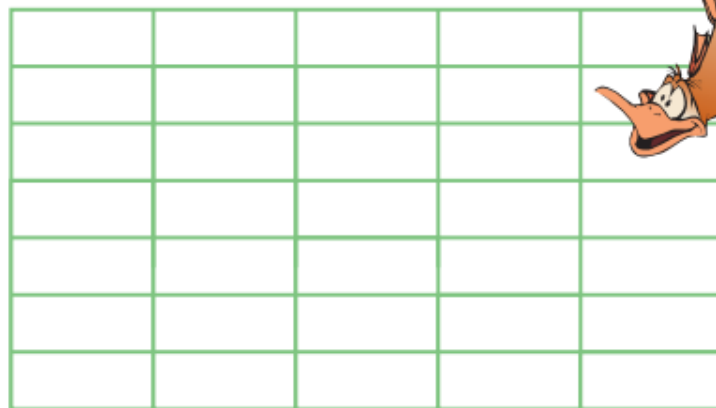
platypus   possum   wombat

koala   bilby

Tuesday

Activity 1: Reading

Online: PM Reader online and record your reading: https://app.pmecollection.com.au/login;

           OR
ReadTheory if you are reading at Independent level: https://readtheory.org/auth/login

Paper: Read a book aloud

Activity 2: Misery Guts - Reading

Read the chapter yourself or follow the words as you listen to the audio book (check the link):

Chapter 1:
https://ed.ted.com/on/pVYxvhOH

Activity 3: Misery Guts - Comprehension

Understanding Words

On Zoom, your teacher will help you describe, discuss and show you what these words refer to. Research what these words mean (google images may help with some of these), then draw them. Make sure you understand what the word means in context (the way it is used in the story) as some words are homophones. Eg _flat_ refers to a unit or apartment in the story.

flat	pavement	record	magazine
tablecloth	reception	dustbin	milk truck

Activity 4: Vocabulary

Word Cline

Complete the word cline below, starting with the word big, and filling in the blanks, adding words with more impact as you move up the cline.

_____

_____

_____

_____

little
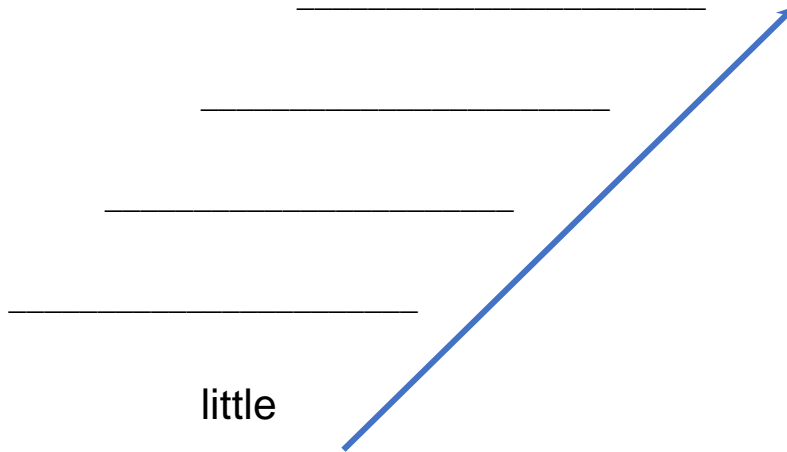
Activity 5: Sentence Writing

Today you will write your sentences about your school uniform:

Example:

Simple	**I like wearing my school uniform.**
Compound	**I like wearing my school uniform** because it makes me feel like part of the school.
Complex	**I like wearing my school uniform**, _which is green and red,_ because it makes me feel like part of the school.

Now it's your turn:

Simple
Compound
Complex

Extension: write a <u>new clause</u> for your complex sentence and rewrite your whole sentence below.

_____

_____

Activity 6: Grammar and Punctuation

<u>*Capital Letters*</u>

**Today's focus point: naming <u>people and places</u>

EDIT: Add the capital letters to this sentence. Don't forget to include a full stop –

before setting off on their journey to byron bay, jeremy and samantha decided to water all their house plants

Write your own sentence about travelling on the line below (include the name of a person and the name of a place) –

_____

_____

Activity 7: Number of the Day

Complete the Number of the Day page (see separate sheet). Today's number (choose one):

11   or   711   or   2711   or   42 711

Activity 8: 2D Shapes

Online: StudyLadder – log in and complete the 2D Shapes activity in the pod
Paper: Complete the following activity. There is a colour sheet at the back of your pack to help.

Quadrilaterals and Parallelograms

What do the 2D shapes on the next page have in common? If you guessed that they're all quadrilaterals, you would be correct! Did you know that some of these are also parallelograms? So, what's the difference?
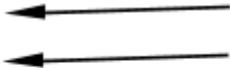

Quadrilaterals
- Quadrilateral means four sides - 'quad' means four and 'lateral' means side
- It is a closed 2D shape with four straight sides
- They have four vertices (points) with interior angles that add up to 360°
- **Fun Fact:** The national flag of Nepal is the only flag in the world that isn't a quadrilateral

Parallelograms
- Parallelograms, like quadrilaterals, are also closed 2D shapes with four straight sides, four vertices and interior angles that add up to 360°
- The difference? Their opposite sides are parallel and equal in length
- **Parallel** lines run alongside each other in pairs. If the lines were to be continued, they would never meet. Think of train tracks.

All parallelograms are quadrilaterals, but not all quadrilaterals are parallelograms (try saying that five times really fast).

**If you're still confused, refer to the 2D shapes at the top of the page.

 Let's find out what you already know about certain quadrilaterals. Fill out the table on the next page. The first one has been done for you.

Shape	Name	Properties
	Rectangle	**Angles:** All angles are right angles (90°) **Sides:** Opposite sides are parallel. Opposite sides are equal in length **Symmetrical?** Yes. Two lines of symmetry **Parallelogram:** Yes
	Square	**Angles:** **Sides:** **Symmetrical?** **Parallelogram:**
	Rhombus	**Angles:** **Sides:** **Symmetrical?** **Parallelogram:**
	Trapezium	**Angles:** **Sides:** **Symmetrical?** **Parallelogram:**

Extension: Scan the QR code and experiment with the different types of quadrilaterals and parallelograms

Number of the Day

10 more	10 less
100 more	100 less
1000 more	1000 less

Expanded Notation

| Total number of ones | Total number of tens |
| Total number of hundreds | Total number of thousands |

Number Story

_____

_____

_____

_____

Number Sentences (using different operations + - x ÷)

| | = | |
| | = | |

Activity 9: Subtraction Strategies

Have a go at solving the problems using the strategies OR write the steps out with Mr Walter (go to the link below). Choose 1-, 2-, or 3-digit problems (or do them all!).

Back Through 10 16 - 7	Up Through 10 16 - 9
Fact Families 15 - 8	**Think Addition 13 - 8**
Think Addition (2 digit) 73 - 58	**Jump (2 digit) 99 - 67**
Compensation (2 digit) 71 - 58	**Reconfiguring (2 digit) 67 - 39**

Jump	689 - 395
Compensation	591 - 376
Reconfiguring	886 - 539
Non-standard Partitioning	571 - 392
Think Addition	438 - 256
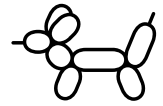
Activity 1: Reading

Online: PM Reader online and record your reading: https://app.pmecollection.com.au/login;

OR
ReadTheory if you are reading at Independent level: https://readtheory.org/auth/login

Paper: Read a book aloud

Activity 2: Misery Guts - Reading

Read the chapter yourself or follow the words as you listen to the audio book (check the link):

Chapter 1:
https://ed.ted.com/on/pVYxvhOH

Activity 3: Misery Guts - Comprehension

Chapter 1

1. Why did Keith think that Mum and Dad were misery guts?
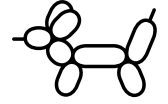
   _____

2. What colour did Keith paint the shop? Why did he paint it?

   _____

3. On what date did Keith think that Mr Naylor last smiled?

   _____

4. What does wonky mean?

   _____

5. Which country do you think the story is set in?

   _____

Activity 4: Vocabulary

Word Chains

 Make a word chain below, describing a **<u>snake</u>**. Draw your snake in the middle of the circle and surround your snake with interesting adjectives that describe it.
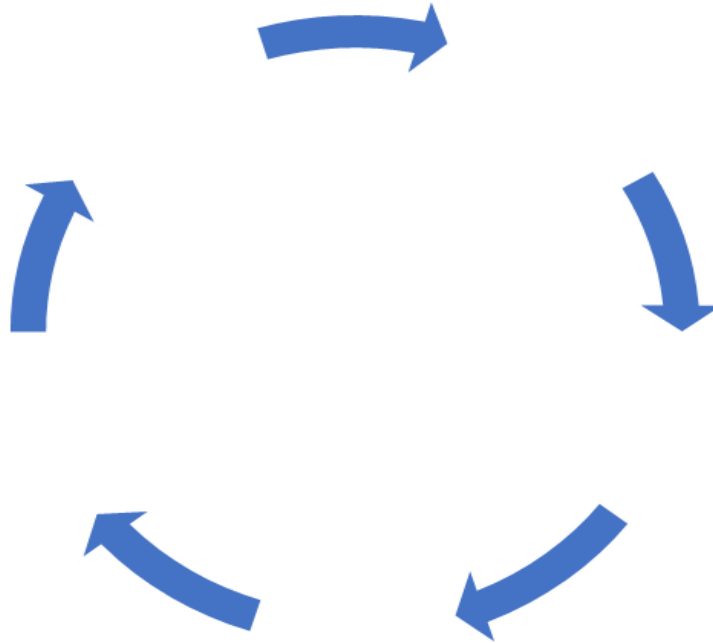
Build noun groups by placing relevant adjectives in front of the noun

.

1. This is my _____, _____, _____ snake.

2. This is my _____, _____, _____ snake.

3. This is my _____, _____, _____ snake.

Activity 5: Sentence Writing

Today you will write your sentences about a sport:

Example:

Simple	I enjoy playing basketball.

Compound	**I enjoy playing basketball** <u>because I can slam dunk.</u>
Complex	**I enjoy playing basketball**, *which is exciting,* <u>because I can slam dunk.</u>

Now it's your turn:

Simple
Compound
Complex

Extension: write a <u>new clause</u> for your complex sentence and rewrite your whole sentence below.

_____

_____

Activity 6: Grammar and Punctuation

<u>Capital Letters</u>

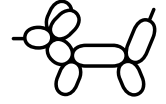****Today's focus point: naming <u>special events</u>

Example: *The Olympic Games finally took place a year after being postponed.*

EDIT *Add the capital letters to this sentence. Don't forget to include a full stop –*

the commonweallth games are set to take place in england next year

Write your own sentence on the lines below –

_____

_____

Activity 7: Number of the Day

Complete the Number of the Day page (see separate sheet). Today's number (choose one):

66   or   466   or   7466   or   97 466


Activity 8: Fractions

Online: StudyLadder – log in and complete the Fractions activity in the pod

Paper: Complete the following activity. There is a colour sheet at the back of your pack to help.

Think Board

In the following pages is a Think Board. We use Think Boards to represent or show ideas in a variety of ways. Today you are going to represent a fraction of your choice (eg 1/2, 1/4, 2/3, 60/100 etc) below.
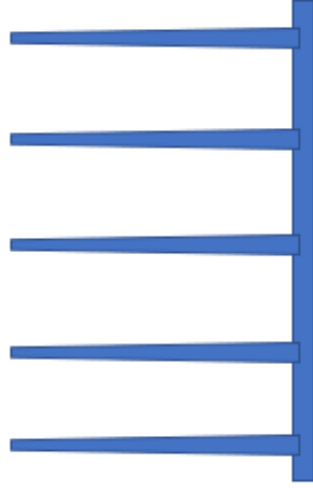
Number of the Day

Base 10

Spelling

Place Value Stacks

Regrouping

Number of ones

_____ ones

Number of tens

_____ tens + _____ ones

Number of hundreds

_____ hundreds + _____ tens + _____ ones

_____ hundreds + _____ ones

Number of thousands

_____ thousands + _____ ones

_____ thousands + _____ hundreds + _____ ones

_____ thousands + _____ hundreds + _____ tens + _____ ones

Add or Subtract

Add 8 =

Add 23 =

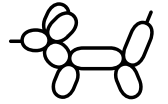Add 564 =

Subtract 5 =

Subtract 42 =

Subtract 137 =

Number Line

Activity 6: Addition Strategies

Have a go at solving the problems using the strategies OR write the steps out with Mr Walter. If you 'get it', see if you can write the steps to each strategy by yourself (without Mr Walter's help). These numbers are different to the numbers on the videos.

Bridge to 10	5 + 6	Doubles	4 + 9
Compensation	8 + 5	Partitioning	6 + 9
Split	36 + 14	Jump	47 + 23
Compensation	72 + 19	Reconfiguring	61 + 47

| Split	370 + 274
Jump	462 + 183
Compensation	467 + 105
Reconfiguring	122 + 975
Non-standard Partitioning	569 + 499

# Fractions Think Board

In each section, show different ways to represent a fraction.

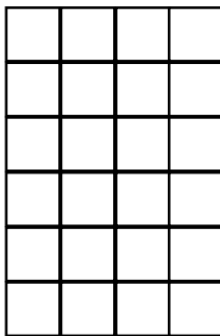**Fraction Shape –**
Draw a shape and shade the fraction.

Number Line

0   1

Fraction

____

Fraction Amount –
Draw a collection of objects and colour the fraction amount.

Write a Story

Extension activities

Shade 1/2 of each shape. Look at how many squares are shaded (numerator) and the total amount of squares (denominator) and write the equivalent fraction underneath.
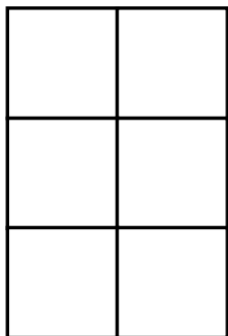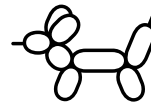
1._____   2._____   3._____
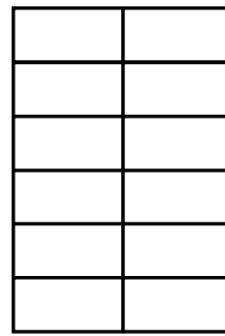
Shade 1/3 of each shape. Look at how many squares are shaded (numerator) and the total amount of squares (denominator) and write the equivalent fraction underneath.

1. _____   2. _____   3._____
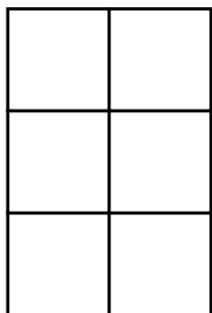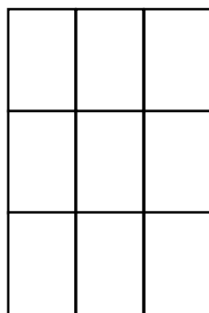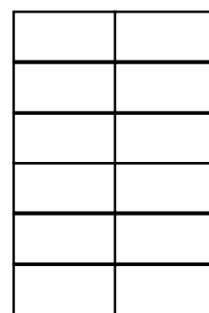
Thursday

Activity 1: Reading

Online: PM Reader online: https://app.pmecollection.com.au/login;

OR
ReadTheory if you are reading at Independent level: https://readtheory.org/auth/login

Paper: Read a book aloud

Activity 2: Misery Guts - Reading

Read the next chapter yourself or follow the words as you listen to the audio book
(check the link):

Chapter 2:
https://ed.ted.com/on/zhwjlThL

Activity 3: Misery Guts - Comprehension

Understanding Words

On Zoom, your teacher will help you describe, discuss and show you what these words refer to. On
your own, research what these words mean (google images may help with some of these), then draw
them. Make sure you understand what the word means in context (the way it is used in the story). Eg
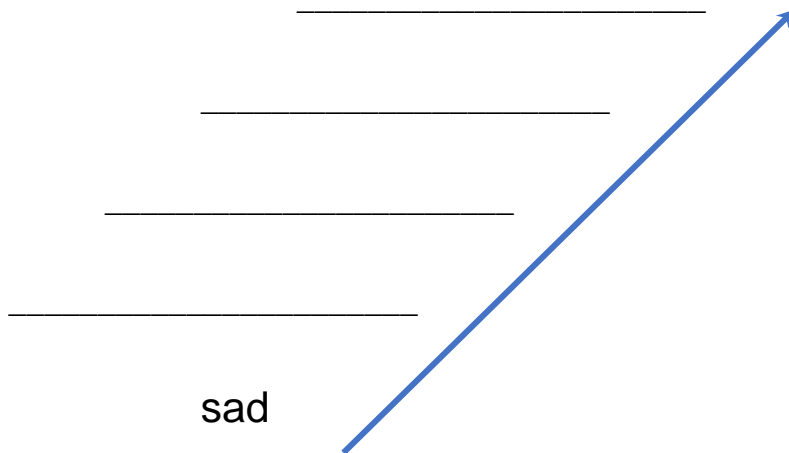*flat* refers to a unit or apartment in the story.

textbook	Guiness Book of Records	feet
counter	smock	catalogue

Activity 4: Vocabulary

Complete the word cline below, starting with the word happy, and filling in the blanks, adding more complex and interesting words as you move up the cline.

_____

_____

_____

_____

sad

Activity 5: Sentence Writing

Today you will write your sentences about your favourite dinner:

Example:

Simple	**My favourite dinner is spaghetti.**
Compound	**My favourite dinner is spaghetti** because it's fun to eat.
Complex	**My favourite dinner is spaghetti**, *which I top with various sauces*, because it's fun to eat.

Now it's your turn:

Simple
Compound
Complex

Extension: write a new clause for your complex sentence and rewrite your whole sentence below.

_____

_____

Activity 6: Grammar and Punctuation

Capital Letters

**Today's focus point: naming underline special events

EDIT Add the capital letters to this sentence. Don't forget to include a full stop –

the melbourne cup is one of australia's most popular social and racing events

Write your own sentence on the lines below –

_____

_____

Activity 7: Number of the Day

Complete the Number of the Day page (see separate sheet). Today's number (choose one):

36   or   936   or   4936   or   64 936

Number of the Day

10 more

100 more

1000 more

10 less

100 less

1000 less

Total number of ones

Total number of hundreds

Total number of tens

Total number of thousands

Expanded Notation

Number Story

Number Sentences (using different operations + - x ÷)

Activity 8: Subtraction Strategies

Have a go at solving the problems using the strategies OR write the steps out with Mr Walter (go to the link below):

Back Through 10	14 - 7	Up Through 10	14 - 8

Fact Families	13 - 8	Think Addition	15 - 8

Think Addition (2 digit)	93 - 36	Jump (2 digit)	99 - 45

Compensation (2 digit)	96 - 52	Reconfiguring (2 digit)	67 - 28

Jump	367 - 173
Compensation	378 - 154
Reconfiguring	664 - 317
Non-standard Partitioning	359 - 172
Think Addition	216 - 134

Activity 9: Time

Online: StudyLadder – log in and complete the Time activity in the pod
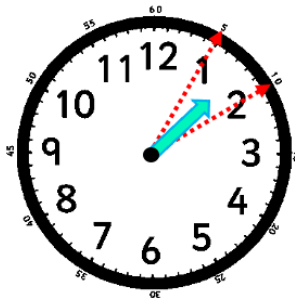
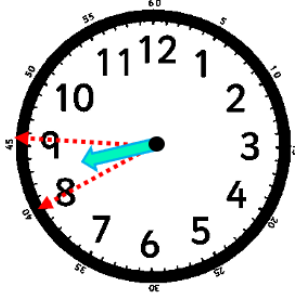Paper: Complete the following activity

Hour Hand

What hour is it?

- When the hour hand falls between two numbers, always go with the lower number. For example:
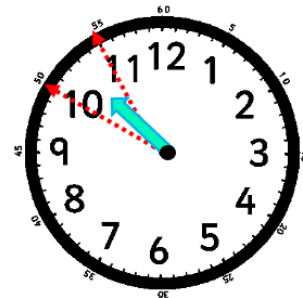
This area belongs to the **1**   This area belongs to the **8**   This area belongs to the **10**

Can you identify which hour these clocks are referring to?
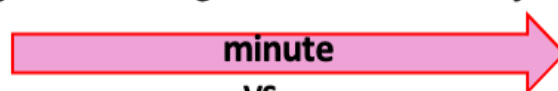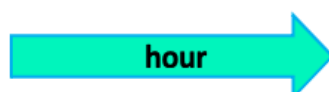Note** we are **ONLY** focusing on the hour

_____   _____   _____

QUICK TIP!
Can't remember which hand shows the hours and which hand shows the minutes? Here's a little trick that may help:
Think of the word 'minute' being longer than the word 'hour'. So, if you ever forget which is which, just write out the words!

minute

VS

hour

- Your task is to identify the hour of the clocks below
- Be careful - the minute and hour hands will be the same colour
- Remember the Quick Tip: think of the word 'minute' being longer than the word 'hour'

| : |
| : |
| : |

| : |
| : |
| : |

| : |
| : |
| : |

Extension: Reproduce each clock face using your own adjustable clock from Week 1

Activity 10: Mindfulness

**Affirmations**

See separate colour sheet at the back of your pack and follow the instructions.

Friday

Activity 1: Reading

Online: PM Reader online: https://app.pmecollection.com.au/login;

OR
ReadTheory if you are reading at Independent level: https://readtheory.org/auth/login

Paper: Read a book aloud

Activity 2: Misery Guts - Reading

Read the next chapter yourself or follow the words as you listen to the audio book (check the link):

Chapter 2:
https://ed.ted.com/on/zhwjlThL

Activity 3: Misery Guts - Comprehension

Chapter 2

1. What two other tasks did Keith do to cheer up Mum and Dad?

_____

2. What is 'distillation'?

_____

_____

3. Why do Mum and Dad have to keep their prices down and buy cheaper products?

_____

Activity 4: Vocabulary

Word Work

Each Friday you will complete a Word Work sheet (see over the page). The target word is taken from our literature text this term, _Misery Guts_. You will need to:

- DRAW a picture which shows you understand what the word means
- WRITE a definition (meaning) <u>in your own words, NOT copied from a dictionary</u>. You can use a dictionary to help you understand the word but you need to explain what it means in your own words. Remember, a definition is not an example (don't say, "It's like when . . .")
- WRITE a sentence which shows you understand the word. Don't write "I don't know what _definition_ means".
- WRITE other words built from the root word. A good way to start is to add 's', 'ed' or 'ing'. Say the new word in a sentence to check that it makes sense. Challenge – can you add prefixes to the root word?

Activity 5: Editing

Add the full stops and capital letters to the following passage. Read the passage aloud so you can hear where the full stops belong. When you have edited, read the passage again, pausing where you have added your full stops. Check your editing makes sense.

There are 5 full stops (add these first).

There are 5 capital letters.

keith looked up at Dad's face dad's mouth was droopier than ever he looked up at Mum's face her forehead looked like she'd put some tucks in it with the sewing machine keith sighed

What other words can you make from the root word?

inflate

Write a definition in your own words

inflatable

Write a sentence

Draw a picture

Activity 6: Numbers in our World

Think about all the <u>different</u> ways you could show this number, then write, draw or explain them.

> Example:
>
> **21** is
> - odd
> - 2 tens and 1 ones
> - twenty one
> - 3 x 7
>
> o made up of factors being 1, 21, 3, 7
> - a composite number
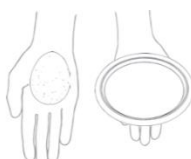> - two longs and a one
> - 21 candles on a cake (draw)

30

Activity 7: Mass
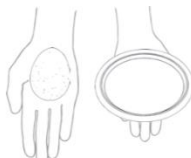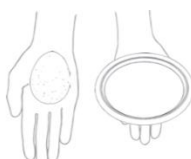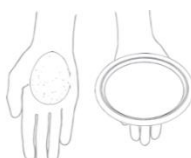
Online: StudyLadder – log in and complete the Angles activity in the pod
Information and example of hefting https://www.youtube.com/watch?v=iTFfLeMd0pY

Paper: Complete the following activity.

<u>Hefting</u>

Hefting means to estimate or test the weight of something by holding it or lifting it.

Find some items at home and hold them in your hands to compare their weight. In the table below write a comparison sentence and draw a picture to show the weight of each of the items in your hands. An example has been done for you…

First item	Second item	Comparative sentence	Drawing
Egg	plate	The plate is heavier than the egg	

Compare the fruit

blueberry 5g	strawberry 10g	apricot 30g	apple 80g	peach 100g	banana 150g	melon 2kg

1)   Use the correct symbol (<, > or =) to compare these items:

2 strawberries and 1 banana		1 peach and 4 blueberries
5 blueberries and 3 apricots		2 apples and 1 banana
6 blueberries and 1 apricot		1 apple and 1 strawberry

Remember;

The greater than symbol is >   So 9 > 7 (9 is greater than 7)

The less than symbol is <   So 3 < 6 (3 is less than 6)

The equals symbol = is used to show that the values on either side of it are the same. Eg; 3+4 = 5+2 (the 2 addition sums both equal 7)