

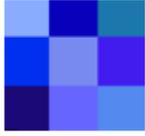


STAGE 2 - TERM 3 WEEK 2 PROGRAM OVERVIEW - STUDENTS

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00am	Check In Time ** All Activities are posted via Seesaw and are scheduled during their allocated time.	Check In Time ** All Activities are posted via Seesaw and are scheduled during their allocated time.	Check In Time ** All Activities are posted via Seesaw and are scheduled during their allocated time.	Check In Time ** All Activities are posted via Seesaw and are scheduled during their allocated time.	Check In Time ** All Activities are posted via Seesaw and are scheduled during their allocated time.
Morning Session Literacy	Pick an activity from the wellbeing grid Colour the activity on the grid once you have completed it	Pick an activity from the wellbeing grid Colour the activity on the grid once you have completed it	Pick an activity from the wellbeing grid Colour the activity on the grid once you have completed it	Pick an activity from the wellbeing grid Colour the activity on the grid once you have completed it	Pick an activity from the wellbeing grid Colour the activity on the grid once you have completed it
9:00 - 11:00 am	English: Reading Read a text/book of your choice for at least 15mins. WALT: Read a story and retell main events. WILF: Beginning, middle and end of the story. Read the story called A Picnic for the Tortoise Family. Draw and write in your own words what happened in the beginning, middle and end. Answer: 'What was your favourite part of the story?'	English: Reading Read a text/book of your choice for at least 15mins. WALT: Identify the purpose and message of a story. WILF: Purpose and message of story using evidence. Read the comic strip. Answer the questions: 1. What is the purpose of the text? 2. What is the author's message? Remember to use evidence.	English: Reading Read a text/book of your choice for at least 15mins. WALT: Read a text with fluency. WILF: Using expression and punctuation when reading. Record yourself reading the text and post it on Seesaw. Make sure you read with expression. Offline: Read the text to your parents, siblings or pet with expression.	English: Reading Read a text/book of your choice for at least 15mins. WALT: Visualise a text. WILF: What you hear, taste, smell and see when you read the text. Read the text called Welcome. Write what you see, hear, taste and smell. After, draw what you visualise when you read the text.	English: Reading Read a text/book of your choice for at least 15mins. WALT: Make inferences. WILF: Clues from the image. Look at the image and observe what you think it is about. - Scaffold provided E.g. ● <i>I wonder... because</i> ● <i>I can tell that...</i> ● <i>I know this... because</i> ● <i>Based on the picture... I think that...</i>
	Fruit Break	Fruit Break	Fruit Break	Fruit Break	Fruit Break

	<p>English: Writing WALT: Write a letter. WILF: Refer to success criteria.</p>  <p>Describe the image using noun groups and similes. Writing Task: Write a letter to Miraitowa to tell her which sport you are most excited to watch.</p>	<p>English: Writing WALT: Write a story. WILF: Refer to success criteria.</p>  <p>Answer the questions related to the image in full sentences. Writing Task: Use the story starter to write an imaginative story.</p>	<p>English: Writing WALT: Write a description WILF: Refer to success criteria.</p>  <p>Answer the questions related to the image in full sentences. Writing Task: Write a detailed description of a person or animal in your home.</p>	<p>English: Writing WALT: Write a persuasive text. WILF: Refer to success criteria.</p>  <p>Answer the questions related to the image in full sentences. Writing task: Should junk food be sold at school? Why/why not?</p>	<p>English: Writing WALT: Write an imaginative text WILF: Refer to success criteria.</p>  <p>Answer the questions related to the image in full sentences. Writing task: If you had a magic globe, where would you go first and why?</p>
LUNCH 11:00- 11:50 am	Break	Break	Break	Break	Break
Middle Session Numeracy 11:50 - 1:35pm	<p>Mathematics: Place Value WALT: show our understanding of place value WILF: use partitioning to understand place value</p> <p>Choose one question to complete - pineapple, orange or watermelon.</p> <p>Solve the questions using your place value knowledge.</p>	<p>Mathematics: Addition WALT: solve addition problems. WILF: a range of addition strategies and provide reasoning.</p> <p>Choose one question to complete - pineapple, orange or watermelon.</p> <p>Use different strategies to solve the questions.</p>	<p>Mathematics: Subtraction WALT: show our understanding of subtraction. WILF: show different ways to solve a subtraction problem.</p> <p>Choose one question to complete - pineapple, orange or watermelon.</p> <p>Use different ways to show your solution.</p>	<p>Mathematics: Multiplication WALT: to solve multiplication problems. WILF: a range of multiplication strategies.</p> <p>Choose one question to complete - pineapple, orange or watermelon.</p> <p>Solve the question using the given strategies.</p>	<p>Mathematics: Division WALT: to solve division problems. WILF: use division strategies and provide reasoning.</p> <p>Choose one question to complete - pineapple, orange or watermelon</p> <p>Solve the division question and provide reasoning.</p>
RECESS 1:35 - 2:00 pm	Break	Break	Break	Break	Break
Afternoon Session 2.00 - 2:50 pm	<p>Complete RFF/Cultural Study activity Activity found in your RFF seesaw class.</p> <p>Offline: see worksheets</p>	<p>Pick an activity from the KLA grid Colour the activity on the grid once you have completed it.</p>	<p>Pick an activity from the KLA grid Colour the activity on the grid once you have completed it.</p>	<p>Pick an activity from the KLA grid Colour the activity on the grid once you have completed it.</p>	<p>Pick an activity from the KLA grid Colour the activity on the grid once you have completed it.</p>

Stage 2 Wellbeing Choice Board

<p>Help a family member today. (e.g. cooking, cleaning, gardening)</p> 	<p>Write a description about your family.</p> 	<p>Write a letter telling a parent or carer why you love him or her.</p> 	<p>Make a card or letter to give to a friend on Seesaw.</p> 	<p>You have 1 minute to find as many blue objects around the house.</p> 	<p>List down the things that you are grateful for today.</p> 
<p>Create a family or friend portrait.</p> 	<p>Make a list of jokes.</p> 	<p>Make a poster about ways you can keep your mind and body happy and healthy.</p> 	<p>Write a letter to your teacher.</p> 	<p>Try to go to bed at 8-9pm for a restful sleep.</p> 	<p>Write a poem about something that makes you happy.</p> 
<p>Write a description about the happiest event in your life. Draw a picture to match it.</p> 	<p>Complete a Cosmic Kids Yoga video from YouTube and write a reflection about how you feel.</p> 	<p>Write your name in bubble letters and colour it in with different patterns.</p> 	<p>Draw a picture of yourself. Around your picture, write down all the good qualities you like about yourself.</p> 	<p>Make a healthy breakfast and post it on Seesaw.</p> 	<p>Complete a Just Dance video from YouTube and upload a video on Seesaw.</p> 
<p>Choose someone in your family and write a letter explaining how important they are to you.</p> 	<p>Challenge yourself! How many star jumps can you do in 1 minute?</p> 	<p>Write a description of a pet you wish you had. You could describe their appearance, personality, tricks that they know and why you love them.</p> 	<p>Listen carefully with your eyes closed to any sounds you can hear. After one minute, open your eyes and write down everything you heard, felt, and smelt.</p> 	<p>Draw images of things in life that make you happy.</p> 	<p>Choose 5 people in your life and list reasons why they are important to you. Draw a picture of you and these 5 people.</p> 

Read the following text and complete the task.



ONCE UPON A TIME Mother Tortoise, Father Tortoise and Baby Tortoise decided to have themselves a lovely picnic. Now tortoises are not known for speed, so it took them some time to plan where to have the picnic. But finally they decided on a pretty little park, even though it was quite a way away. They organised the things they needed to take along.

Baby Tortoise went to find a blanket to go on the ground. Father and Mother Tortoise got the picnic hamper out. Then they filled it with all their goodies: lemonade, strawberries, grapes, hard-boiled eggs, sandwiches, carrots, cheese, bread and tinned applesauce. They added some carrot cake and chocolate brownies too. After about three months, they were finally ready to go.

Off they went. They walked. They walked. They walked some more. (Did I mention that tortoises aren't too quick?) They kept walking. After about a year, they needed a break and stopped under a shady old tree. Once they were rested, they set off again and walked and walked and walked. Finally, in a few years, they got to the pretty little park and put the hamper down.

'Whew!' said Father. 'All that walking has made me very hungry.'

'Well, it won't be long now,' Mother Tortoise told him.

'We'll just get these delicious things unpacked.'

So they took everything out and put it all on the picnic blanket. Did I say everything? Well, almost everything. Unfortunately, they'd forgotten to bring the plates.

'Oh dear!' exclaimed Mother Tortoise. 'Well, Baby Tortoise, you'll just have to go fetch them for us. We can't enjoy our picnic without plates.'

'But I don't want to go back all the way!' whined Baby Tortoise. 'You'll eat everything before I get back!'

'Of course we won't,' Father Tortoise told him. 'We promise we'll wait for you.'

'Oh well,' sighed Baby Tortoise. 'If you promise ...' And off he went across the grass.

As they'd said, Mother and Father waited. They waited a month. They waited a year. They waited three years!

'My goodness, my tummy is rumbling,' said Mother Tortoise. 'But I know we promised to wait.'

So they waited some more. After five years, Father Tortoise said, 'I wonder if he decided to have a snack at home before coming back? Well, we're hungry too. Perhaps we can have just a few strawberries while we wait.'

'Yes,' agreed Mother Tortoise. 'Surely a few strawberries won't matter.'

So they reached for the strawberries. But just as they were about to pop a few in their mouths, they heard a familiar voice.

'I knew you wouldn't wait for me!' It was Baby Tortoise, who'd been hiding behind a rock all that time. 'Just as well I didn't go back to get those plates!'

RETELLING STORY MAP

In your own words can you draw and retell what happened in the text at the **Beginning**, **Middle** and **End**.

<p>Beginning (Visual)</p>	<p>(In my own words)</p>
<p>Middle (Visual)</p>	<p>(In my own words)</p>
<p>End (Visual)</p>	<p>(In my own words)</p>

What was your favourite part of the story?

Writing (Term 3 Week 2 – Monday)



The name MIRAITOWA is based on the Japanese words "mirai", meaning "future", and "towa", meaning "eternity", representing the wish that the Tokyo 2020 Olympic Games will lead to a future of everlasting hope in the hearts of everyone around the world.

Describe the picture in 3 sentences using noun groups and similes

- 1.
- 2.
- 3.

Writing Task - Completed in your Workbook

Write a letter to Miraitowa to tell her which sport you are most excited to watch next week during the Olympics.

Success Criteria – Opinion		
Letter Writing		
WALT: Write a letter to the Olympic Mascot		
★	I can write about an Olympic sport.	
★★	I can give reasons to extend on my ideas using words such as 'because'.	
★★★	I can set my letter out in the correct format including 'dear' and 'from'.	

Some examples include:

Gymnastics



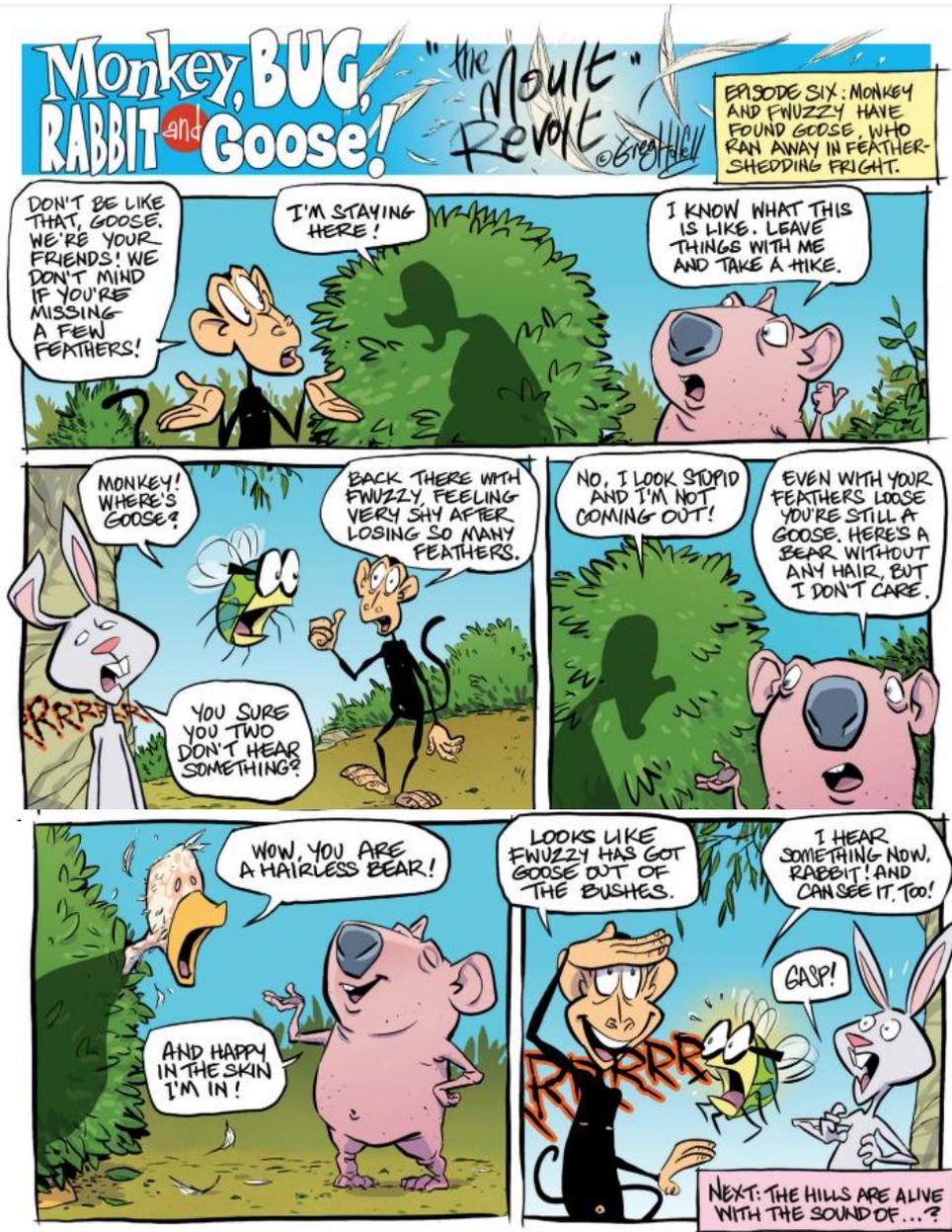
Soccer



Swimming



Read the following text and complete the questions.



Question

1. What is the purpose of this text ? (entertain, inform or persuade?) How do you know?

2. What is the author's message?

****Support:** Only examples (Teacher model)

1. This text is to persuade the audience because it is trying to convince you to buy a new bag.
2. The author's message is to show you different styles of the bag so you will be persuaded to buy it.

Writing (Term 3 Week 2 – Tuesday)



Question Time: Answer in full sentences.

1. **How is this race different from a normal race?**
2. **When do you think this race took place and why?**
3. **Describe the setting. What can you see in the background? What do you notice about the character?**

Writing Task - Completed in your Workbook

Complete the story using the following starter

He stretched out his front leg and energetically jumped over the hurdle. Moving under water made the hurdles race trickier, yet the athlete was responding well to the added challenge and pressure. After all, this was the first Olympic Games to be held under the sea...

Success Criteria – Story	
Imaginative text	
WALT: Answer questions about a stimulus and complete a story.	
★ I can answer the questions with evidence and detail.	
★★ I can continue the story using adjectives.	
★★★ I can use original ideas.	



Focus: Fluency

Read the following text with Expression. Once you have practised enough read it out to your parents/siblings or even your pet !

It was the day of the great race. The sun was shining and the wind was blowing gently. The animals were lined up at the starting line. They were ready to go.

The starting gun went CRACK! They all took off.

Bob the Butterfly flew gently from tree to tree. He liked landing softly on the branches. Delly the Dog raced from bush to bush. She loved smelling all the interesting smells along the race track. Betty the Bunny hopped along as fast as she could go. She wanted to win the race. Thomas the Tortoise plodded along slowly. He just wanted to enjoy a nice, slow walk.

It took a long time for the animals to finish the race. They all made it in the end! The animals celebrated and had a great time!



Read with Expression - read w/feeling
use punctuation to help you

- ! Exclamation Point *show excitement*
STOP - Voice goes up ↑
- . Period
STOP
- ? Question marks
STOP - Voice goes up ↑
- , Comma
PAUSE - Slow down and take a breath
- “ ” Quotation Marks
GO - Keep going - like you're talking. Imagine being the character

Read like you speak! You are NOT a Robot! 🤖

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Writing (Term 3 Week 2 - Wednesday)



Question Time

1. What do you think is happening in the image? Explain why do you think that?
2. What might the two squirrels be saying to each other?
3. What do you think happened next? Explain why you think that.

Writing Task - Completed in your Workbook

Write a detailed description of a person or animal in your home.
Remember to describe their personality as well as their physical appearance.

Success Criteria – Description	
Imaginative text	
WALT: Write a description	
★ I can use adjectives to describe my person or pet.	
★★ I can describe how they look AND how they act.	
★★★ I can use synonyms to make my writing more interesting.	



Reading (Term 3 Week 2 – Thursday) read a book for 15 mins

Focus: Visualisation

Read the following text

Welcome

Wandering through the graveyard, it felt like something was watching me. I turned around but nothing was there. I faced the abandoned house once more. I could hear the roar of thunder and the shriek of howling wind. The stairs of the old delicate house were mouldy. I could taste the slime in my mouth, but the walls were cold, dry and dusty. All around me were towering trees as crusty as singed charcoal. The lifeless trees were all overgrown and begging for sunlight.

The dark, grey clouds were getting closer by the second. I suddenly noticed that the house had a face! The stone, cold stairs was the **tongue**. The blinding window was the **eye**. The inky, black roof was the **hair** and the gaps between the pillars were the **rotten teeth**. Chills ran down my spine, a strong gust of wind blew my glasses off. As soon as I picked up my flimsy glasses, I saw a glimpse of a shadow float quickly pass the **top window**. The house was not empty.

Author: Jayden Nghe

After reading, draw what you can visualise while you are reading the text.

<p>What do you see?</p> 	<p>What do you hear?</p> 
<p>What do you taste?</p> 	<p>What do you smell?</p> 

Draw your full visualisation here and label it using evidence from the text.

Writing (Term 3 Week 2 – Thursday)



Question Time

1. How are the students in the image feeling? How do you know?
2. What do you miss most about being at school?

Writing Task - Complete in your Workbook

Should junk food be sold at school? Why/why not?

Success Criteria – Opinion	
Persuasive text	
WALT: Write a persuasive text.	
★ I can use persuasive language (high modality).	
★★ I can use 3 arguments in my persuasive text.	
★★★ I can ask rhetorical questions.	



Support: Remember to start with...

I strongly believe that...

Firstly,

Secondly,

Thirdly,

Name:-----

Observe

Wonder?

Infer

- Did I look at everything in the picture?
- Did I ask myself 3 questions about the picture?
- Did I make an inference using the starter "I think" or "Maybe"?



Writing (Term 3 Week 2 – Friday)



Question Time

1. In what way is the globe magical?
2. Where do you think the brothers have pointed to?
3. What do you think will happen next?

Writing Task - Complete in your Workbook

If you had a magic globe, where would you go first and why?

Success Criteria – Story		
Imaginative text		
WALT: Write an imaginative text or idea.		
★	I can answer the questions with evidence and detail.	
★★	I can give reasons for my answers by using the word 'because'.	
★★★	I can use original ideas.	

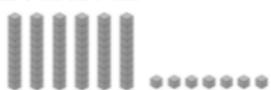
Term 3 Week 2 - Maths

Choose **ONE** question to complete - pineapple, orange OR watermelon.

MONDAY MATHS

Partition (split) the below numbers into tens and ones.
 Draw your thinking. See the example using MAB Blocks.

The number 67 has 6 tens and 7 ones.




22	
57	
89	

"I have made 36 into 20 and 16."


Find two (2) more ways to partition / split **36**. Show your working out.

All numbers have their place.
 Where a number is placed, gives it its value.
 Answer the below questions about place value.

	Hundreds	Tens	Ones
	4	8	2
	400	80	2



1) What is the value of each number underlined?	$3\underline{5}2 =$	$\underline{8}82 =$	$6\underline{0}6 =$
<i>Example:</i> $3\underline{2}2 = 2 \text{ ones}$	$\underline{7}41 =$	$2\underline{5}8 =$	$13\underline{9} =$

2) Circle all the numbers that have 5 in the tens place

355 105 535 551 905 945 250

3) "I have made 36 into 20 and 16."

 Can you find 2 more ways to partition his number?
 How many ways can you find?

All numbers have their place.
 Where a number is placed, gives it its value.
 Answer the below questions about place value.

	Thousands	Hundreds	Tens	Ones
	9	4	8	2
	9000	400	80	2

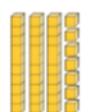


1) What is the value of each number underlined?	$31\underline{5}2 =$	$\underline{8}812 =$	$16\underline{0}6 =$
<i>Example:</i> $3\underline{2}36 = 2 \text{ hundreds}$	$\underline{2}741 =$	$42\underline{5}8 =$	$13\underline{9} =$

2) Circle all the numbers that have 5 in the 100s place

5355 1505 9055 2527 1905 5510

3) Ben has 41 in tens and ones.

 Hari has 37.

 Hari says he can partition his number in more ways than Ben.
 Do you agree? Explain your answer.

TUESDAY MATHS

Pineapple	Orange	Watermelon
<ul style="list-style-type: none"> • $16 + 8 =$ • $14 + 5 =$ • $25 + 5 =$ • $11 + 15 =$ 	<ul style="list-style-type: none"> • $34 + 93 =$ • $79 + 54 =$ • $317 + 89 =$ • $831 + 55 =$ 	<ul style="list-style-type: none"> • $734 + 377 =$ • $699 + 1054 =$ • $387 + 8289 =$ • $831 + 698 =$

WEDNESDAY MATHS

Pineapple	Orange	Watermelon
<ul style="list-style-type: none"> • Show a strategy to solve the question (Example: count backwards on a numberline) • Create a drawing to solve your question • Create a word problem for your question. <p style="text-align: center;">$17 - 9 =$</p>	<ul style="list-style-type: none"> • Show a strategy to solve the question (Example: count backwards on a numberline) • Create a drawing to solve your question • Create a word problem for your question. <p style="text-align: center;">$31 - 19 =$</p>	<ul style="list-style-type: none"> • Show a strategy to solve the question (Example: count backwards on a numberline) • Create a drawing to solve your question • Create a word problem for your question. <p style="text-align: center;">$131 - 42 =$</p>

THURSDAY MATHS

Pineapple	Orange	Watermelon
<p>Solve 5×4 using:</p> <ul style="list-style-type: none"> • Equal groups • Arrays • Repeated Addition 	<p>Solve 17×6 using:</p> <ul style="list-style-type: none"> • Arrays • Place value e.g. tens, partition • Regions • Create a word problem for the question 	<p>Solve 48×13 using:</p> <ul style="list-style-type: none"> • Your own strategy • Place value e.g. tens, partition • Regions • Create a word problem for the question

FRIDAY MATHS

Pineapple 	Orange 	Watermelon 
<p>Apples can be sold in packs of 10 How many packs can be made below?</p>  <p><input type="text"/> \div <input type="text"/> = <input type="text"/></p> <ul style="list-style-type: none"> • Show all your working out • Fill in the number sentence 	<p>Which of the word problems can be solved using $12 \div 4$?</p> <p style="border: 1px solid blue; padding: 5px; background-color: #e6f2ff;">There are 12 bags of sweets with 4 sweets in each bag. How many sweets are there altogether?</p> <p style="border: 1px solid orange; padding: 5px; background-color: #fff9c4;">A rollercoaster carriage holds 4 people. How many carriages are needed for 12 people?</p> <p>Which word problem matches $12 \div 4$? Blue or orange.</p> <ul style="list-style-type: none"> • Show all your working out • Explain your thinking. 	<p>Rosie has 240 cakes to sell. She puts the same number of cakes in each box and has no cakes left over. Which of these boxes could she use?</p>  <p>What are all the possible answers?</p> <ul style="list-style-type: none"> • Show all your working out • Provide reasons for your thinking. Prove your answers.