**Old Guildford Public School Learning at Home Grid – Stage 2 – Week 6**

You will not need access to a digital device to complete the following activities. You will need help from a parent/carer.

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| WEEK 6 | Monday 16/8 | Tuesday 17/8 | Wednesday 18/8 | | Thursday 19/8 | Friday 20/8 | |
| Before School | ***Eat breakfast, brush your teeth, dress in school uniform. Have your learning pack ready. Be ready to learn.*** | | | | | | |
| Session 1  9am-10.30am | ENGLISH  **Reading-** Read a book for 15-20 minutes.  **Spelling** Write **3-5 words** that have the rhyming sound:  **ing** – eg string  **ight –** eg bright  **eat**– eg meat  **are**– eg spare  **oil**– eg spoil  Choose 5 of those words and put them into sentences.  ***(keep your list for Friday and go over your words each day)***  Journal Writing –  If you had $1,000,000, (one million dollars) **how** would you spend it? Write a shopping list. | ENGLISH  **English Unit** – Read a book for 15-20 minutes.  **Spelling** Write **3-5 words** that have the rhyming sound:  **owl** – eg growl  **ove –** eg glove  **ace**– eg  race  **ip**– eg  skip  **all**– eg  call  Choose 5 of those words and put them into sentences.  ***(keep your list for Friday and go over your words each day)***  Journal Writing –  Write a **letter** to your favourite family member telling them about what you like the best about them. | | ENGLISH  **Reading-** Read a book for 15-20 minutes.  **Spelling** Write **3-5 words** with 5 letters:  eg juicy  eg pizza  Choose 5 of those words and put them into sentences.  ***(keep your list for Friday and go over your words each day)***  Journal Writing –  Cook or bake something with a family member and then write up the procedure. | ENGLISH  **English Unit** – Read a book for 15-20 minutes.  **Spelling** Write **3-5 words** with 6 letters:  eg casual  eg public    Choose 5 of those words and put them into sentences.  ***(keep your list for Friday and go over your words each day)***  Journal Writing  ***"Old Guildford Public School should have a swimming pool.”***  Create **five** reasons **for** and **five** **against** this statement.  Select **one** side of the argument and plan some ideas (for/against).  Use strong ***modality*** words eg *“I strongly believe*” or  *“I certainly think”* to create your arguments. Finish your writing with a strong statement. | | ENGLISH  **Reading-** Read a book for 15-20 minutes.  **Spelling**Ask a family member to pick 15 – 20 words from this week and test you.  Copy out 5 times any words that you spelt incorrectly.  Journal Writing –  Write a narrative starting with one of these lines  \* One day while I was walking to school, I met a …  \* If I could go anywhere in the world, I would go to…  \* ’Come quick!’ Mum shouted… |
| Recess | ***Eat a healthy snack. Drink some water. Play a game. Get active!*** | | | | | | |
| Session 2  10.55-11.55am  Start your Science activity here  11:55-12:25pm  Finish after lunch. | MATHEMATICS  ***Chocolate Boxes***  Imagine you had the job of designing a chocolate box. There are to be ***48*** *chocolates* in the box. The box can be one or two layers high. How many ways could you arrange the chocolates in the box?’ ***Draw your answers*** and pick which one would be the easiest to carry.  SCIENCE: **Pushing** an object will move it further away from you. You can push open a door or push someone on a swing. Draw and label **one of the push forces**. Write about what is happening in your drawing. | MATHEMATICS  ***More Heads or Tails?***  Predict: If you toss a coin ***20 times***, will you see more heads or more tails? Toss the coin 20 times and record your answer. Was your prediction correct? If you played the game again, would you get the same answer? Play again and write what you noticed.  **SCIENCE: Pulling** an object will bring it closer to you. You can pull open a door or pull a plant from the soil. Draw and label **one of the pull forces.** Write about what is happening in your drawing. | | MATHEMATICS  ***Break It Up!***  You have a stick of ***7*** cubes (or a tower of 7 Lego blocks). You cannot change the order of the cubes.    You break off a bit of it leaving it in two pieces. How many ways can it be done? ***Draw your answers.***  **SCIENCE:** Hold up a piece of paper in front of a mirror. Without looking at the paper, look into the mirror and try to write your name on the paper. Is it difficult? Write down your thoughts or findings in full sentences. | MATHEMATICS  ***Sharing Pancakes***  Fatima cooked 3 pancakes. She had to share them equally with the 4 people in her family. Can you draw what this might look like?  ***Hint: You can cut the pancakes if you need to.***  What if she had ***5*** or ***10*** pancakes?  **SCIENCE:** Draw a picture how the daytime sky looks like from your backyard or from a window in your house. Label the objects in your drawing. Are there any objects that you might be able to still see at night? | | MATHEMATICS  ***Magic Number***  The Magic Number is ***48***. Tia used two numbers and added them together to make 48. What could those two numbers have been? Can you think of two more? Can you really stretch your brain and write as many sets of two numbers that add together to equal 48, as possible?  **SCIENCE:** Think of an object that makes a loud noise eg an alarm clock. Write down what you think would happen to the sound the further you are away from it. Can you think of a way to make the sound quieter? |
| Lunch | ***Eat a healthy lunch. Drink some water. Play a game. Get active!*** | | | | | | |
| Session 3  Afternoon  12.50-1.50pm | SCIENCE: Finish your science activity.  GEOGRAPHY: Write down the headings **Desert**, **Rainforest**, **Wetland** and **Bushland**. Think about the different animals that live in these ecosystems and what type of plants might grow there. Brainstorm your ideas. | SCIENCE: Finish your science activity.  GEOGRAPHY: A desert is a ***dry*** landscape that experiences low rainfall. Imagine you were spending a night in a desert. Draw and label some items you would take with you. | | SCIENCE: Finish your science activity.  GEOGRAPHY: Draw a detailed design for a ***garden*** that you could have in your backyard or at school that will encourage animals to live there. | SCIENCE: Finish your science activity.  GEOGRAPHY: Natural resources come from the Earth’s surface, the atmosphere, under the oceans and from under the ground. List down as many different types of ***natural*** resources as you can. | | SCIENCE: Finish your science activity.  GEOGRAPHY: Choose ***one*** natural resource such as wood, metal or stone. Create a mind map showing as many products as possible that come from this natural resource. |
| Fruito | ***Eat a healthy snack. Drink some water. Play a game. Get active!*** | | | | | | |
| Session 4  2.15-3.00pm | GEOGRAPHY: Write as many different features as possible for each ecosystem (environment) and include pictures. | GEOGRAPHY: Explain why each item is needed for a ***night*** in the ***desert***. | | GEOGRAPHY: *Draw* the types of plants you would include, the different features you would have and the types of animals you hope to attract. | GEOGRAPHY: Look around your ***home*** to see objects made from natural materials such as wood, cotton, metals or water. Write down what you find. | | GEOGRAPHY: ***Draw*** a detailed picture of each ***product*** (eg Trees: wooden floor boards, doors, book shelves, window frames, paper, cardboard, tables etc). |