

# ETPS@Home Learner Pack – M2



|              |                  |                      |               |
|--------------|------------------|----------------------|---------------|
| Child's Name | Class: <b>M2</b> | Year Level: <b>3</b> | Date Started: |
|--------------|------------------|----------------------|---------------|

This Home Learner Pack is designed as a suggested plan by ETPS staff as to how you may be able to support your child during this time at home. We understand and appreciate that not all families can work under the same set circumstances as such this resource is offered as a guide. We encourage all families to do what you can with the resources you have.

| Try to complete at least one activity from each learning area each day.<br>Refer to the attached activities to select your tasks. |   |     |     |     |     |        |     |     |     |     |
|---|---|-----|-----|-----|-----|--------|-----|-----|-----|-----|
|   | Week 1  |     |     |     |     | Week 2 |     |     |     |     |
|   | Mon   | Tue | Wed | Thu | Fri | Mon    | Tue | Wed | Thu | Fri |
| Reading   |   |     |     |     |     |        |     |     |     |     |
| Spelling  |   |     |     |     |     |        |     |     |     |     |
| Writing   |   |     |     |     |     |        |     |     |     |     |
| Mathematics   |   |     |     |     |     |        |     |     |     |     |
| Inquiry   |   |     |     |     |     |        |     |     |     |     |
| Fitness & PE  |   |     |     |     |     |        |     |     |     |     |
| Specialist  |   |     |     |     |     |        |     |     |     |     |
| End of the week check:  | Have I shared at least 3 pieces of work with my teacher each week?<br>Please take some photos to upload via <b>Seesaw</b> . |     |     |     |     |        |     |     |     |     |

How do I contact my child's teacher?  
Preferred communication method:

**Seesaw**

If your child is working from home:  
Please understand that teachers are still teaching within the classroom and will respond to messages as soon as they are able.

If the school is requested to close:  
You will receive information via SMS, Skoolbag and Email.  
Your child's teacher may contact you via the preferred contact method listed above.

Secondary contact information

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# READING

(Choose your task from below)

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| <p><b><u>Reading Eggs</u></b></p> <p>Use the reading eggs program and complete 1 lesson.</p>  | <p><b><u>Book Review</u></b></p> <p>Use You Tube to read the book Jack and the Beanstalk.</p> <p>What do you like about the character? What is the best part?</p>    | <p><b><u>Questioning</u></b></p> <p>Read a book with an adult or sibling. Let them ask you 6 questions about your book. (about 1 question each page).</p>                                | <p><b><u>Make a Connection</u></b></p> <p>What connections can you make to this book? Have you been to a place in the book? Have you experienced something similar to one of the characters?</p> |
| <p><b><u>Predicting</u></b></p> <p>Use Eagle Eye strategy to look at the front cover and predict what the story is about. Make 5 predictions (guesses) while reading.</p> | <p><b><u>Buddy Reading</u></b></p> <p>Read to a sister/brother or to your teddy in a lovely reading space that you have made such as a cubby house.</p>              | <p><b><u>10 questions</u></b></p> <p>If you could meet your favourite character what would be the 10 questions you would ask them? Write the questions down and use a question mark.</p> | <p><b><u>Draw a character</u></b></p> <p>Draw a character and label it using SCUMPS. Put your picture on seesaw. (Look on seesaw for SCUMPS).</p>  |
| <p><b><u>Filmstrip</u></b></p> <p>Read a story. Retell the story. Act out the story with toys or family. Video it and send to seesaw.</p>                                 | <p><b><u>Make a character Puppet</u></b></p> <p>Using any story, make a puppet of the character. Use wool, card, pop sticks etc. Describe your puppet on seesaw.</p> | <p><b><u>Bookmark</u></b></p> <p>Design a bookmark. You could use an acrostic poem.</p>  | <p><b><u>Read</u></b></p> <p>Read a fiction book for instructions to make a model or a recipe</p> <p>Make a list of compound words.</p>  |



# SPELLING

(Choose your task from below)

|   |  |   |   |
|---|--|---|---|
| <p><b><u>Spelling Words</u></b></p> <p>Write your spelling words with chalk, paint or water.</p>  | <p><b><u>Mini Lesson</u></b></p> <p>Watch your Words Their Way groups mini lesson on Seesaw to learn about your new spelling focus.</p>  | <p><b><u>LSCWC</u></b></p> <p>Complete a daily LSCWC.<br/><br/>(Look, say, cover, write, check).</p>  | <p><b><u>Word Sort</u></b></p> <p>Create your word sort by writing each title and word on a sheet of paper and cutting it up. Store it in a zip lock bag for the fortnight. Sort daily.</p> |
| <p><b><u>Write your words in steps.</u></b></p> <p>b<br/>br<br/>bro<br/>brow<br/>brown</p>  | <p><b><u>Vowels and Consonants</u></b></p> <p>Write your words and make the vowels red and the consonant letters blue.</p>   | <p><b><u>Newspaper/Magazine Letters</u></b></p> <p>Cut and stick letters on paper or from magazines/newspaper to make your words.</p>                             | <p><b><u>Fancy Letters</u></b></p> <p>Make your spelling words into fancy letters by creating bubble writing or dot writing.</p>  |
| <p><b><u>Dictionary Meanings</u></b></p> <p>Pick 5 of your words that are most unfamiliar to you and use a dictionary/online dictionary to find the meaning. Write them in your book.</p> | <p><b><u>Sentences</u></b></p> <p>Create 10 interesting sentences. Make sure you include capital letter at the beginning and full stops at the end of your sentence. Include describing words and doing words to add detail.</p> | <p><b><u>Word Search</u></b></p> <p>Use an online word search creator to create a word search including all of your spelling words. Complete the word search.</p> | <p><b><u>Editing</u></b></p> <p>Edit your sentences to improve them by adding more adjectives and proof reading to make sure they make sense.</p>   |



# WRITING

(Choose your task from below)

|   |   |   |   |
|---|---|---|---|
| <p><b><u>Describing Characters</u></b></p> <p>Pick your favourite character from a book and describe them with detail about their body, face, clothes, personality, where they live and what they do.</p> | <p><b><u>Digraph Creation</u></b></p> <p>Think of something that has a vowel digraph in its title i.e. <b>toy</b>, <b>snail</b>, <b>boat</b>, and make it in a creative way such as painting, playdoh, kinetic sand, using sticks, construct it, lego, etc. Some vowel digraph examples are ai, ay, a-e, oy, oi, er, ir, ee, ea, oa, ow, ou, or, aw</p> | <p><b><u>Dress Up a Sentence</u></b></p> <p>a) Add words to the following sentence so it is more interesting.<br/>The dog went for a walk.<br/>b) Now make a list of 5 compound sentences and add words to them to make them interesting. Show a family member and discuss these with them.</p>         | <p><b><u>Clue Me In</u></b></p> <p>Pick an object in your house, and write six clues for someone to guess what the object is. They can ask closed questions (yes or no answer) to try to find the answer. Remember the clues cannot give everything away.</p> |
| <p><b><u>Make and Write</u></b></p> <p>Make something new out of scrap materials at home, and include this new object or character in a story.</p>  | <p><b><u>Typing Club</u></b></p> <p>Go to <a href="http://typingclub.com">typingclub.com</a> and have a go at typing while practising your uppercase and lowercase letters.</p>   | <p><b><u>Book Making</u></b></p> <p>Write a narrative story using a toy from home as the main character, you could use speech bubbles in the pictures where you can, and make detailed illustrations.</p>   | <p><b><u>Mystery Story Ending</u></b></p> <p>Finish off this story...</p> <p>There was a loud bang.....</p>   |
| <p><b><u>Finish the compound word</u></b></p> <p>rain ....., water....., butter....., basket..... any.....<br/>Now make a list of your own compound words.</p>  | <p><b><u>Setting Sentences</u></b></p> <p>A narrative always has a setting. A setting is where the story happens. Choose a favourite book or a story you have read recently and draw the setting. Write a short description of the story. Use adjectives to describe what is in the setting.</p>  | <p><b><u>Verb Match</u></b></p> <p>Verbs are doing, saying, thinking and feeling words. Choose five doing verbs and make a matching game with the verbs in present tense (now) and past tense (in the past)<br/>Play your matching game.<br/>Say a sentence using the verb while you play the game.</p> | <p><b><u>Wish</u></b></p> <p>Write a list of wishes that you would like to do one day, and put it into your decorated wish jar.</p>   |



# MATHEMATICS

(Choose your task from below)

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| <p><b><u>Study Ladder</u></b><br/>Pick 1 lesson of measurement focus from Study Ladder.</p>   | <p><b><u>Prodigy</u></b><br/>Pick 1 lesson of measurement focus from Prodigy.</p>   | <p><b><u>Bake</u></b><br/>Bake with an adult. What number connections did you notice in baking today? Write them down and send them through Seesaw.</p>                                  | <p><b><u>Units of Measurement</u></b><br/>What units of measurement are used to measure length? What examples of these can you find being used?</p>               |
| <p><b><u>What is the measurement question?</u></b><br/>When I added the length of two things together I got some of the following answers 25cm and 35cm. What could the objects be? Find some possibilities around your home.</p> | <p><b><u>Longest Line Challenge</u></b><br/>Take a piece of paper. Cut it to make the longest line you can make. How many tries did it take? What worked best? Why?</p> | <p><b><u>Long Jump</u></b><br/>How far can you and your family jump? Measure the distance and order from longest to shortest. What makes it a fair jump? What if you jump backwards?</p> | <p><b><u>Khan Academy</u></b><br/>Pick 1 lesson of measurement focus from Khan Academy.</p>   |
| <p><b><u>How many hands?</u></b><br/>The answer is 10 hands long. What is the question? The answer is 3 spoons wide. What is the question?</p>  | <p><b><u>Seesaw</u></b><br/>Check for uploads of maths activities for students to complete. Pick 1 per week.</p>  | <p><b><u>Kitchen Cupboards</u></b><br/>Locate a minimum of 10 household items. Measure and record each item using a ruler. Order the objects from smallest to longest.</p>               | <p><b><u>Model</u></b><br/>Make a measured full scale model of yourself from paper, cardboard etc. Use a tape measure, ruler, wool or string to measure with.</p> |



# INQUIRY

(Choose your task from below)

## Wonderings

What questions/wonderings do you have about Australia and its history. Think of 3 questions and write them down. Speak to your family about your questions and research information to discover the answers if possible. Create a mind map with your findings. Post to Seesaw.

## Natural features of Australia

Write in sentence form what is a natural feature of Australia.

Using the internet or picture form from a magazine, create a collage with examples of natural features of Australia. E.g beach, tree etc. Upload the collage to Seesaw.

## Man Made Features of Australia

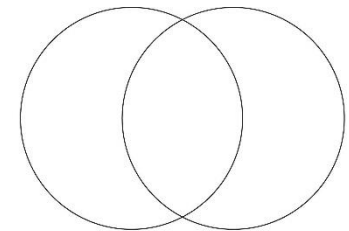
Write in sentence form what is a man made feature of Australia.

Using the internet or picture form from a magazine, create a collage with examples of natural features of Australia. E.g Sydney Harbour Bridge, Hallet Cove Board Walk etc. Upload the collage to Seesaw.

## Natural and Man Made Features of Australia Venn Diagram

Visit Seesaw to view the features to sort into a venn diagram. Put any features you are unsure of in the middle.

(Draw the venn diagram yourself.)





# FITNESS & PE

(Choose your task from below)

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| <p><b><u>Go Noodle</u></b></p> <p>Short dance and yoga videos for children to interact with</p> <p><a href="http://www.gonoodle.com/">http://www.gonoodle.com/</a></p> | <p><b><u>Cosmic Kids Yoga</u></b></p> <p>Longer yoga videos for children to interact with</p> <p><a href="http://www.youtube.com/user/CosmicKidsYoga">http://www.youtube.com/user/CosmicKidsYoga</a></p>  | <p><b><u>Balance Challenge</u></b></p> <p>Find an object (soft toy, pair of socks etc) at home and try to balance it on different parts of your body. Try moving around the house and see how long you can balance the object.</p> | <p><b><u>Skittles Slam</u></b></p> <p>Set up targets such as water bottles, soft toys, empty toilet rolls etc. Throw rolled up socks at the skittles and try to knock them down. Challenge yourself from different distances</p> |
| <p><b><u>Keepie Uppie</u></b></p> <p>Keep a balloon from touching the ground for as long as possible using different parts of your body.</p>                           | <p><b><u>Scavenger Hunt</u></b></p> <p><b>Ask an older person</b> to write up some clues and hide them around the house. You can then follow the clues to find a small surprise at the end.</p>   | <p><b><u>Free Choice Sport</u></b></p> <p>Practice the skills of your favourite sport. For example; basketball, soccer, and set challenges for yourself to improve your skills.</p>  | <p><b><u>Animal Walks</u></b></p> <p>Walk around your house and choose a different animal walk for each room.<br/>eg. Snake slither, kangaroo hop, bear crawl</p>  |
| <p><b><u>Make a Healthy Meal</u></b></p> <p><b>Ask an older person</b> to help you plan and prepare a healthy meal to share.</p>                                       | <p><b><u>15 Minute Workout</u></b></p> <p>Join Maurice for a 15-minute whole-body workout including warm up and cool down exercises.</p> <p><a href="https://www.youtube.com/watch?v=L_A_HjHZxfI">https://www.youtube.com/watch?v=L_A_HjHZxfI</a></p> | <p><b><u>Obstacle Course</u></b></p> <p>Make a course inside or out that requires you to climb, go under, go around, roll and jump etc.</p> <p>Time your first attempt and challenge your PB each time after.</p>                  | <p><b><u>Gratitude</u></b></p> <p>Do something kind for another person that you know.<br/>Eg. Help with a chore, ring a relative,<br/>Make a card to show your love for them.</p>  |



# SPECIALIST LESSONS

(Choose your task from below)

|  |   |  |  |
|--|---|--|--|
| <p><b><u>Science</u></b></p> <p>The sun is so important. Think about what would happen if went away. Write a short story about <b>'The day the sun disappeared'</b></p>  | <p><b><u>Science</u></b></p> <p><b>Design</b> a poster showing the different planets in the solar system. Other than planets what else might you see? <b>Add</b> these to your poster</p>   | <p><b><u>Science</u></b></p> <p>Where do you see shadows in your backyard? Does this change throughout the day? <b>Take photos or draw what you see.</b></p> | <p><b><u>Science</u></b></p> <p>Using a sundial, track the sun's movement throughout the day and <b>trace around</b> the shadow at 10, 12, 2, 4 and 6 o'clock.<br/><b>(Appendix 1.3)</b></p> |
| <p><b><u>Italian</u></b></p> <p>Watch and listen to an Italian fable:<br/>'Il leone e il topo'<br/><a href="https://www.youtube.com/watch?v=XKIYoxhrM3w">https://www.youtube.com/watch?v=XKIYoxhrM3w</a><br/>Questions for after watching the video:<br/>1. What was the moral of the story?<br/>2. Look up how to say 'friend' in Italian. Who are your friends? Write this in a sentence in Italian.<br/><b>Upload your response to seesaw</b></p> | <p><b><u>Italian</u></b></p> <p>Watch this Art Hub video and learn how to draw a lion:<br/>'How to draw a cartoon lion'<br/><a href="https://www.youtube.com/watch?v=dWGsSch52q70">https://www.youtube.com/watch?v=dWGsSch52q70</a><br/>After drawing:<br/>1. Colour<br/>2. Label 4 features in Italian (eg. Where is the mouth, eyes, nose and ears and how would you write this in Italian? Look it up if you are unsure)<br/><b>Upload your response to seesaw</b></p> |  | <p><b>Check Specialist Portal for</b></p> <p><b>Hindi/Punjabi First Language</b></p> <p><b>Intervention Program</b></p>  |