**Clarence Town Home Learning Plan – Stage 3 Week 2**

**If you need assistance please email your teacher:**

**S3G:** **Tash.greig@det.nsw.edu.au** **,** **david.delforce2@det.nsw.edu.au** **,**

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You will have received this home learning plan in the mail. This week you will also have received a Home Learning Pack to support the program below. Your child has also been provided with a set of worksheets to support their ongoing learning.

In addition to this please be advised that you will also need to log on to Mathletics and Study Ladder each week to complete the tasks assigned by your teacher.

Your Child’s Study Ladder and Mathletics Log in Details will be attached to this plan.

We understand that individual student learning needs differ and that at times the amount of work or tasks need to be adjusted accordingly. If you are needing assistance with this please email your teacher for support.

You will not need access to a digital device to complete the following activities however you are free to use online material to complete tasks if you choose. You will need help from a parent/carer and possibly resources from your teacher.

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|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| MorningWEEK 2 | English Week 10 Word Study Focus is the suffix -ing.Look at the words in your additional work booklet. -Find 10 additional -ing suffix words.-List them in alphabetical order.-Try and find rhyming words for each of them.-Choose 5 of the words and write a sentence for each of them OR write one paragraph, which includes all 5 words.  | English Sort your -ing suffix spelling words from yesterday into the following: **1)** Just add -ing. E.g. sleep-sleeping**2)** If the verb has a short vowel and ends in a consonant, double the last letter, then add -ing. E.g. stop-stopping**3)** If the verb ends in a ‘y’, still just add ‘ing’. E.g. try-trying**4)** If the verb ends in an ‘e’, drop the ‘e’ and add ‘ing’. E.g. come-coming\*Can you add any additional words to each of these 4 -ing rules? | EnglishWith parent/carer guidance, select an appropriate article or news item from a newspaper or on TV.Summarise: key points of the news item.Respond: explain to someone the main points. Explain the purpose of the article/news item.Compose: Using the news article/item, investigate the meaning of words you don’t know and demonstrate the meaning of each word in a sentence. | EnglishUsing the chapters from the novel you have been reading in literacy groups in class that were sent home with your learning pack, select one character.For that character, create a character profile, including everything you know about that character so far.What do they look like, what is their age, their likes, dislikes, fears, current situation, who are their family members etc. Any information that would be relevant when describing this character to someone else. | HSIE You have been learning about Australia as a Nation in History this term.Write about what you love about our country. What do you think makes Australia special?Respond: Imagine you moved to another country. Where might you move? Write about your feelings. |
| Break | Break | Break | Break | Break | Break |
| MiddleWEEK 2 | MathematicsOpen-Ended Math Task Addition and Subtraction109,230 is the answer. What is the question?\*Think of 5 different addition and 5 different subtraction questions.\*Write a word problem which includes addition and subtraction with the above answer. | **Mathematics**How close to 100? Play with a partner. You will need a blank 100 grid (grid paper included in your learning pack). The first partner rolls two number dice. The two numbers are used to make an array on the 100 grid. Put the array anywhere on the grid. The goal is to fill up the grid. Write the number sentence that describes the grid.E.g. you roll a 2 and a 6. 2x6 = 12. So you may colour 2 rows of 6 OR 6 rows of 2.Your partner then has a turn. The game ends when both players cannot put any more arrays on the grid. How close to 100 can you get? | Mathematics Open-Ended Math Task: Subtraction Use the numbers 1, 2, 3, 4, 5 to create a problem that equals 111. \*Note: The task is subtraction and each number will only be used once! | Mathematics Brian is buying fruit for a picnic. He needs at least 100 pieces, but doesn’t want more than 110. The fruit shop sells fruit in bags. Apples come in bags of 10, oranges come in bags of 8, passionfruit come in bags of 12 and pears come in bags of 6. What combinations of fruit bags could Brian buy for the party? List some possibilities. | **Mathematics**Assign a dollar value to each letter of the alphabet (a=$1, b=$2, c=$3, d=$4 and so on). Use addition to calculate the value of your full name and three family members’ names. Whose name is the most expensive? Whose name is the cheapest? How much are your names worth altogether? |
| Break | Break | Break | Break | Break | Break |
| AfternoonWEEK 2 | Science and TechnologyWhat factors affect the movement of objects?Investigate: use forces (pushes/pulls) to make objects move. Identify different types of forces that act on objects. For example, gravitational, magnetic, buoyancy, applied forces (push, kick).Explore: observe the effect of changing the variables on movement such as, surface it moves on (rough or smooth), strength of force used.Record: predictions, observations/ measurements (photos, drawings, tables). | **Science**Continue to work on your *living world* science task that was sent home earlier this term.(Attached to this document). | ScienceContinue to work on your *living world* science task that was sent home earlier this term. | STEMThink: in science and technology on Monday, you found objects that move with different forces. Find a small ball. How does that move?Plan: a machine that moves the ball from one side of the room to the other without you touching it.Find: things around your house like a chair to start your machine from, for example, a tube from a lunch wrap to make a tunnel, some boxes to make a track.Record your times and review your design for success. | Catch-upFinish tasks from Monday -Thursday |