

### Week 4 activity summary- Stage 2 TPS

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>English</b>	SMART spelling- Choose words and break into graphs, digraphs etc.  Reading  7 Steps writing  Grammar- Pronouns	SMART spelling- ABC order and dictionary meanings  Reading  7 Steps writing  Handwriting	SMART spelling- Sentence writing  Reading-  7 Steps writing  Comprehension- Stop Polluting Oceans	SMART spelling- Scrabble points  Reading  7 Steps writing	SMART spelling- test  Reading  7 Steps writing- Draft a full persuasive text  Finish off and post work to Google Classroom or Seesaw for feedback
<b>Maths</b>	Race to 20, 50 and 100  Shape worksheets Mentals  Mathletics	Race from 20, 50 and 100  Shape worksheets Mentals  Mathletics	Race to 20, 50 and 100  Shape worksheets  Mentals  Mathletics	Race from 20, 50 and 100  Shape worksheets  Mentals  Mathletics	Race from 20, 50 and 100  Shape worksheets  Mentals  Mathletics
<b>Other KLA's</b> Reading fits in well here too!	Science	History	Sport	Performing Arts  Dance	PDH/PE Premier's Sporting Challenge Mental Wellbeing

Take brain breaks and enjoy running around whenever you need to. Make your own, happy learning routine :)

Please post into the Term 2 Week 4 Folder on Seesaw

# Tallong Public School

## Term 2 Week 4

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Morning Literacy session</b>	<b>SMART spelling-</b> Watch the intro video - Highlight your ten chosen words (or more)  -Using your SMART spelling grid, break words into graphs, digraphs and trigraphs.  <b>7 Steps writing-</b> Each day you will have a topic to persuade your audience with.  You must BRAINSTORM TEN IDEAS, then post these onto Seesaw please.	<b>SMART spelling-</b> Complete ABC order and dictionary meanings  <b>7 Steps writing-</b> Each day you will have a topic to persuade your audience with.  You must BRAINSTORM TEN IDEAS, then post these onto Seesaw please.	<b>SMART spelling-</b> Write out sentences that use your spelling words, highlight and tick off the words you have written  <b>7 Steps writing-</b> Each day you will have a topic to persuade your audience with.  You must BRAINSTORM TEN IDEAS, then post these onto Seesaw please.	<b>SMART spelling-</b> Scrabble points: which words are worth the most points? Choose at least 10 words  <b>7 Steps writing-</b> Each day you will have a topic to persuade your audience with.  You must BRAINSTORM TEN IDEAS, then post these onto Seesaw please.	<b>SMART spelling</b> Ask a parent or care giver to test you on your word knowledge  <b>7 Steps writing</b> <b>Assessment:</b> Choose your favourite topic and write a persuasive text using the ideas you have developed from your four brainstorm. Try to use persuasive language.  Your brainstorming ideas should be narrowed down to THREE. Then put onto the persuasive writing graph  Publish this onto Google Classroom for feedback.



	<p><b>Reading</b></p> <p>Predict what will happen in your chapter/ book.</p> <p>Write a summary of what you have read, using DETAIL!</p> <p>Remember our 5Ws (What, who, where, when, why and how)</p>	<p><b>Reading – 30 minutes</b></p> <p>Predict what will happen in your chapter/ book.</p> <p>Write a summary of what you have read, using DETAIL!</p> <p>Remember our 5Ws (What, who, where, when, why and how)</p> <p><b>Handwriting - 2 pages</b></p>	<p><b>Reading- 30 minutes</b></p> <p>Predict what will happen in your chapter/ book.</p> <p>Write a summary of what you have read, using DETAIL!</p> <p>Remember our 5Ws (What, who, where, when, why and how)</p> <p><b>Grammar- Pronouns</b></p>	<p><b>Reading- 30 minutes</b></p> <p>Predict what will happen in your chapter/ book.</p> <p>Write a summary of what you have read, using DETAIL!</p> <p>Remember our 5Ws (What, who, where, when, why and how)</p>	<p><b>Reading comprehension- assessment</b></p> <p>Write a book review using the template linked</p> <p>Complete the 3 section comprehension sheet attached!</p>
<b>Break</b>	Check our seesaw journal and write some positive feedback on students' work 😊				
<b>Numeracy session</b>	<p>Play odds and threes</p> <p>Data and graphing worksheets</p> <p>Mentals</p> <p>Mathletics</p>	<p>Play Race from 100 50 and 20</p> <p>Data and graphing worksheets</p> <p>Mentals</p> <p>Mathletics</p>	<p>Play Odds and Threes</p> <p>Data and graphing worksheets</p> <p>Mentals</p> <p>Mathletics</p>	<p>Play race from 100 50 and 20</p> <p>Data and graphing worksheets</p> <p>Mentals</p>	<p>Play odds and threes card game or Race game</p> <p>Data and graphing worksheets</p> <p>Mathletics</p>
<b>Break</b>	Get outside and do something fun, active. Play tips, pass a soccer ball or footy, throw and catch a ball! Enjoy the outdoors :)				

<b>Afternoon session</b>	<b>Miss Bullions</b>	<b>Miss Bullions</b>	<b>Sport</b>	<b>Quiet Reading</b>	<b>Quiet Reading</b>
<b>Other KLAS</b>	<b>Science-</b> Create a real-life scenario and show your understanding of forces and motion to explain the forces acting in the scenario, such as pushing a trolley or pulling a box. Use role-play and narrative and upload your scenario to Seesaw/Google Classrooms. You could make different size arrows to use as props to assist in explaining your understanding of different-sized forces acting in the scenario and how the forces affect the movement of objects.	<b>History-</b> Complete the 'Personal, Community and School Celebrations' worksheets. Write a description of what each category means..	<b>Get outside and do some dancing, footy, soccer with your family</b>	<b>Mrs Morgan</b>  <b>Performing Arts</b>  <i>Using objects as part of dance.</i> <i>Ask a parent carer for some objects from around your home eg. broom, bin lid, mop or chair.</i>  <i>Create a sequence of movements based around the object you have chosen.</i>	<b>Mrs Morgan</b>  <b>PDHPE</b>  Premier's Sporting Challenge: Jog for 10 mins  Choose a mindfulness activity from the following.  <a href="https://www.youtube.com/user/CosmicKidsYoga">https://www.youtube.com/user/CosmicKidsYoga</a>  <a href="https://www.youtube.com/watch?v=O29e4rRMrv4">https://www.youtube.com/watch?v=O29e4rRMrv4</a>
<b>Reading is always perfect here!</b>					



# The *SMART* Spelling Grid

**NAME:**

Write, say, sound, count, write.

1. Write the word
2. Say the word
3. Sound it out
4. Count the sounds
5. Write the letters, then write the tricky part again

[illegible]

**SENTENCES**

Words	Sentence



# Group 2 Term 2 Week 4

Focus: The digraph /oi/ making the sound 'oi' as in coin. Name: \_\_\_\_\_

Say the word, write the word	Monday	Tuesday	Wednesday	Thursday
Red Spelling Words				
oil				
coin				
boil				
soil				
join				
point				
Orange Spelling Words				
pointed				
moist				
joint				
spoil				
joined				
poison				
Green Spelling Words				
choice				
avoid				
avoiding				
voice				
android				
asteroid				
disappoint				
disappointment				

Focus: It is contraction week! It's the week for isn't, aren't and don't!

Say the word, write the word	Day one	Day two	Day three	Day four
Red Spelling Words				
I'm				
I'll				
you'll				
it's				
I've				
isn't				
Orange Spelling Words				
when's				
didn't				
won't				
wasn't				
where's				
haven't				
Green Spelling Words				
wouldn't				
shouldn't				
couldn't				
you've				
aren't				
can't				



# Persuasive writing topics

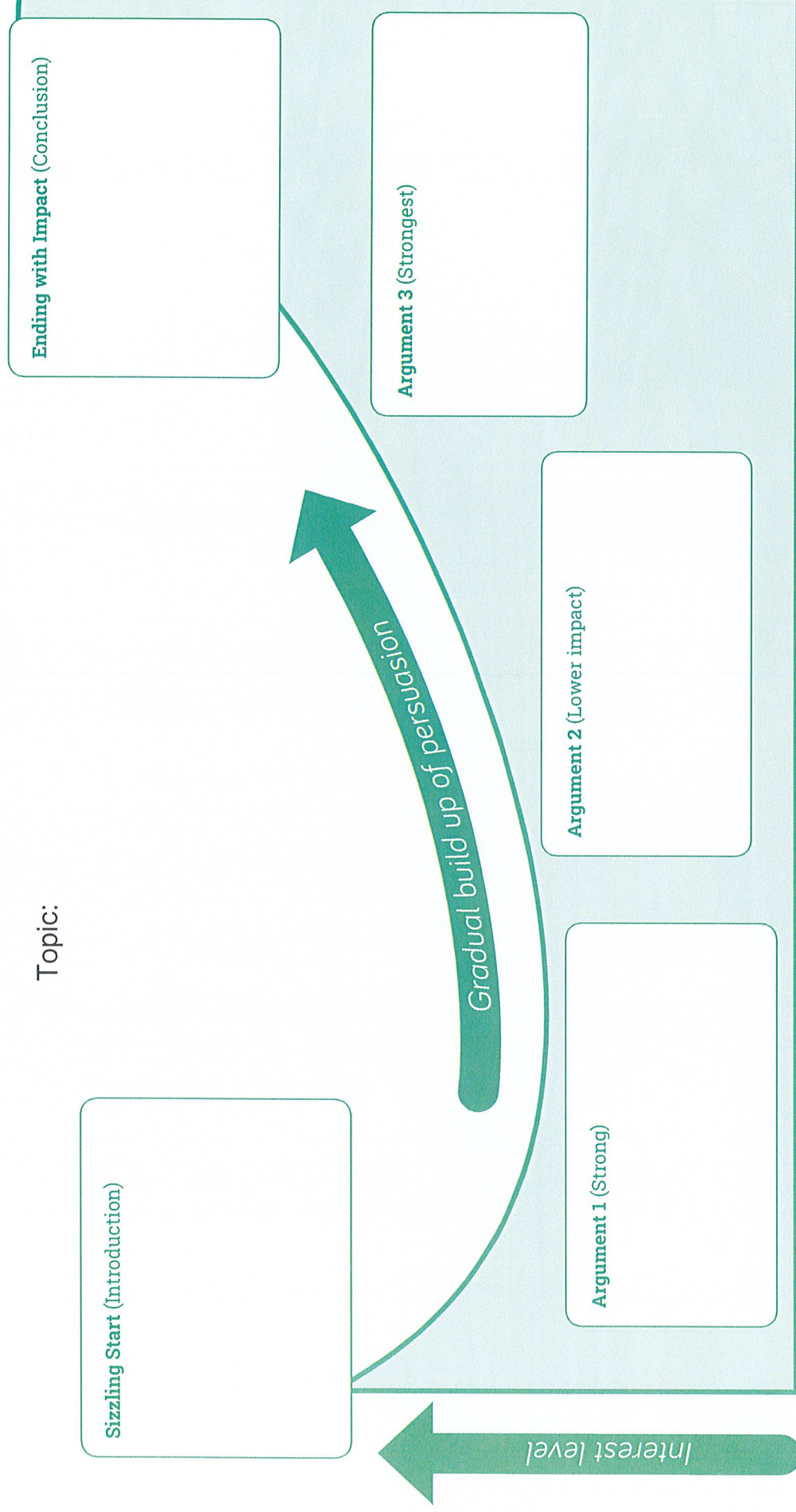
Come up with ten ideas for each of the topics below-

Friday- pick one and write a persuasive text using the supplied Persuasive writing graph.

Monday	Tuesday	Wednesday	Thursday
<b>Pets should be allowed in school</b>	<b>I should be allowed to eat sweets and takeaway food all the time</b>	<b>What is better- Books or TV?</b>	<b>Kids should be able to choose their own bedtime</b>

## Persuasive Writing Graph

Topic:





The image shows three vertically stacked, blank pages from a lined notebook. Each page has horizontal ruling lines spaced evenly down its length. The pages are white with a thin black border around each sheet. There is no handwriting or other markings on the pages.

# My Book Report

**EXTRA! EXTRA! READ ALL ABOUT IT**

WEEKLY

## Class News

**NEWS • UPDATES • MESSAGES • NOTICES • BULLETINS****Title:** \_\_\_\_\_**Author:** \_\_\_\_\_**This book is about** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_**My favourite character is** \_\_\_\_\_**because** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_**My favourite part was when** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



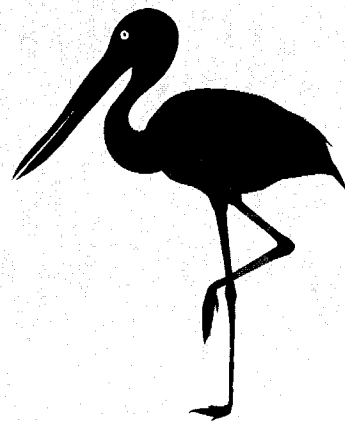
# STOP POLLUTING

## ≈ THE OCEAN ≈

How would you feel if there were plastic bottles, chemicals, ripped fishing nets and other containers strewn all around your house? This is the state of many oceans around the world. It is vital that humans stop destroying our precious oceans with these careless acts of pollution.

There are many things we can do in our everyday lives to help reduce this environmental disaster. Drink water from the tap; instead of from plastic bottles. Take reusable shopping bags to the supermarket; instead of using plastic ones. Reduce the amount of garbage you produce; don't waste unnecessarily. If you see rubbish while you are outdoors; pick it up and dispose of it responsibly.

Ocean pollution is everyone's problem. We must work together to protect our oceans and save these precious environments for future generations.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Comprehension Questions

1) What is causing the pollution in our oceans?

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2) What are four ways we can help to reduce this environmental disaster?

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3) Why do you think it is important that we fix up this problem?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

- 4) Do you think the writer wrote this text to entertain or persuade? Give reasons for your answer.

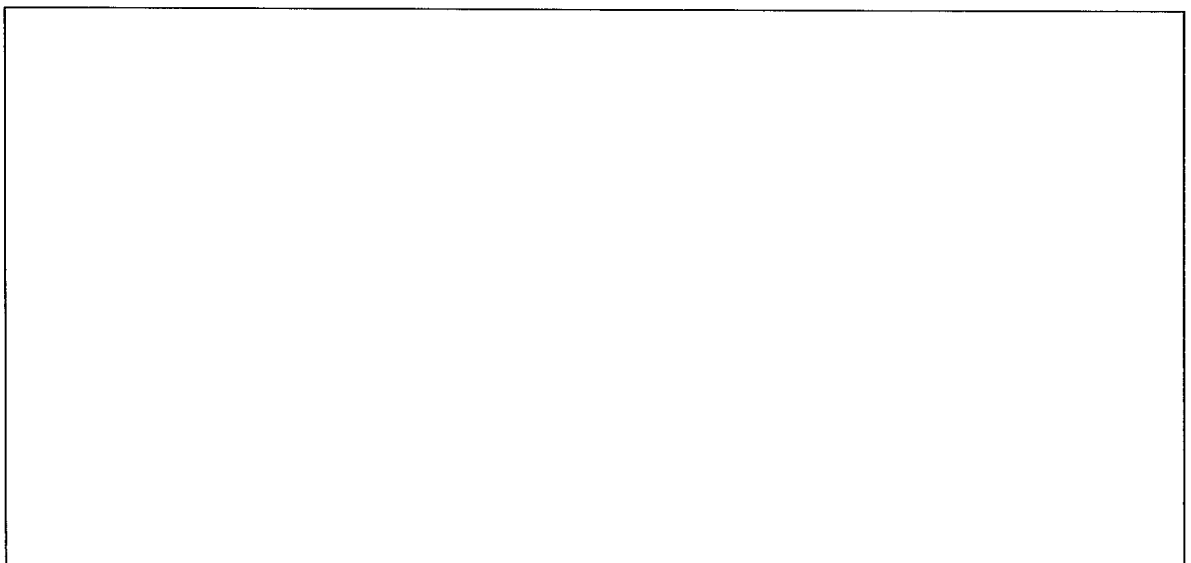
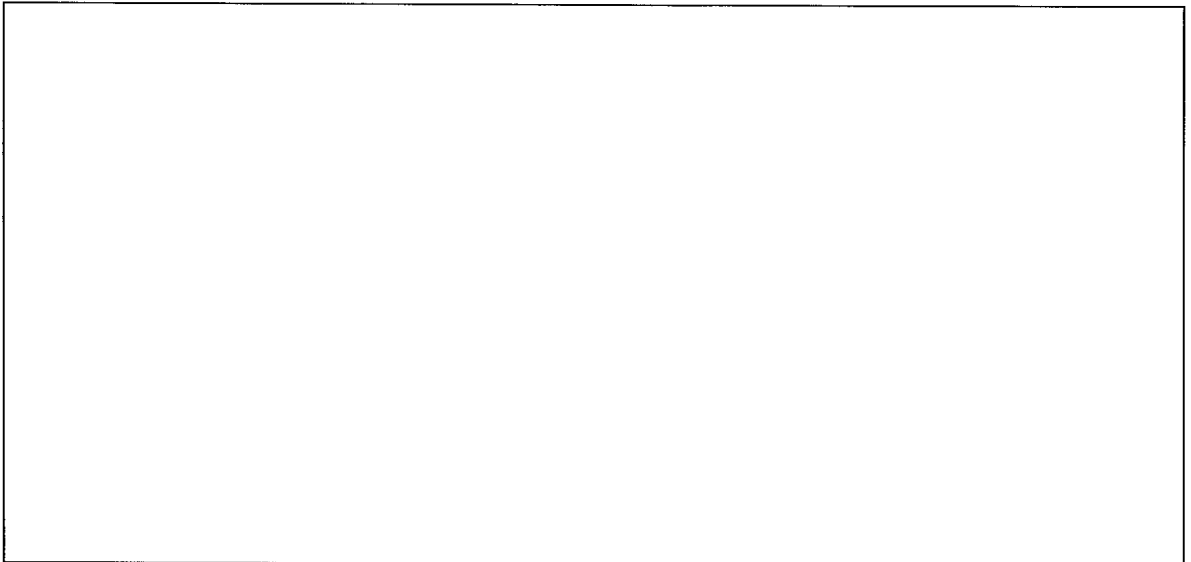
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- 5) In the first box, draw a picture of what a polluted ocean looks like.  
In the second box, draw a picture of what an unpolluted ocean looks like.





# Personal Pronouns



Personal pronouns are words such as: you, our, we and us. Pronouns are used to make the reader feel like we are talking to them.

1. Reword these sentences, adding pronouns to make them more persuasive.

a) Rubbish should go in the bin.

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b) School uniforms look smart.

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c) Fruit and vegetables are healthy foods.

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d) It is important to wear a hat and stay sun safe.

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e) Turn the television off and go and play outside.

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☆ Revision – Horizontal joins to anti-clockwise letters

When you join to an anti-clockwise letter using a horizontal join, remember to retrace the line.



Trace, then copy.

oa oc od og oo oc ocean

ra rc rd rg ra ro rooster

va vo va vo va vacuum

wa wd wo wa wd crowd

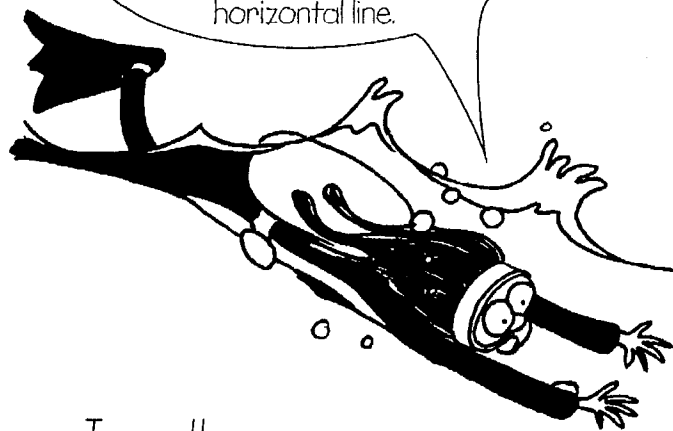
xa xc xa xc xa xc excite

fa fo fa fo fa fo forward

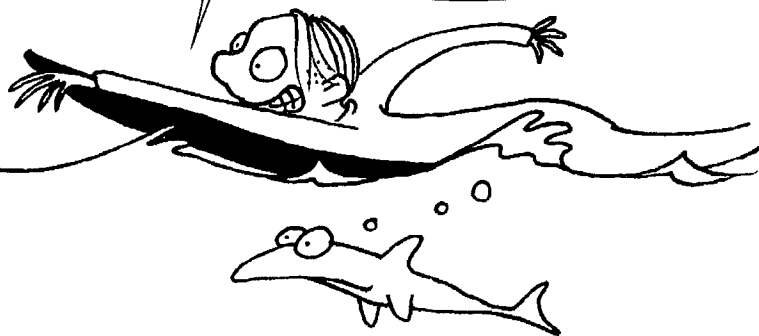
☆ Revision – Horizontal joins

f o r v w x

These letters finish near the top body line. They join to the next letter with a horizontal line.



The horizontal join from o r v w and x has a little dip. The horizontal join from f goes straight across.



Trace, then copy.

oy ou om on oi op or ov ow

ri rm rn rp rr ru ry vi vy

wi wn wr xi xp xy fi fr fy

Now trace these words.

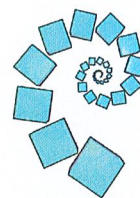
boy some trip burn curve

vixen win why exit expose

fix free fright puffy fun



# Odds & Threes



This is a game for two, three or four players.

**You need:** a pack of cards with the Jacks, Queens and Kings removed. (Ace is a one)

## To play:

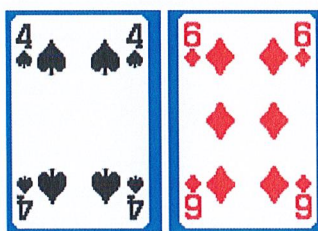
Deal out **two cards to each player**.

You can add, subtract, multiply or divide the two numbers to make a whole number, or just put them together to make a 2-digit number.

You score **one point** for making an **odd number**, **OR** a number that can be divided by three.

The player who has the most points after five rounds wins the game. Keep score on a whiteboard or a piece of paper.

Example:



with these cards you could make the following numbers:

**46** or **64**

or **10** ( $4 + 6 = 10$ )

or **24** ( $4 \times 6 = 24$ )

or **2** ( $6 - 4 = 2$ )

But only **24** would score a point **because it can be divided by three**.

Can you predict as soon as you get your cards if you will be able to make an odd number?

What's the quick way to tell if a number is divisible by 3?

How could you change the game to make it more challenging?

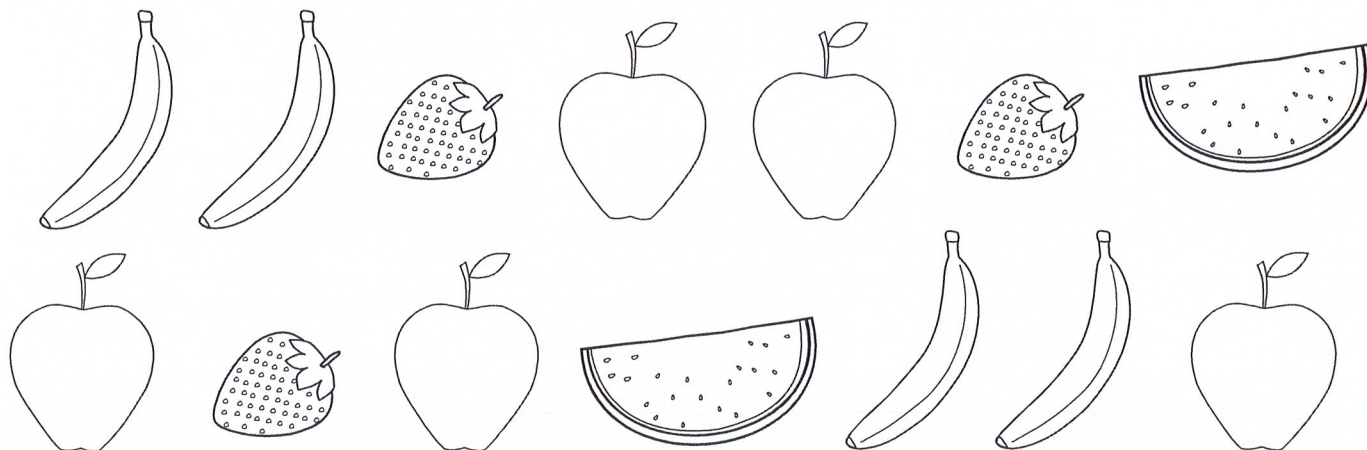
[nrich.maths.org/roadshow](http://nrich.maths.org/roadshow)

Name \_\_\_\_\_




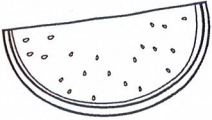
Date \_\_\_\_\_

## Creating and Interpreting Tables (A)

- ① Each of Bella's friends was asked to bring a piece of fruit to the park for a picnic. The pieces of fruit at the picnic are displayed below.



Make a tally to show how many pieces of each fruit there were at the picnic.

a) apples 	b) bananas 
c) strawberries 	d) watermelon 

- ② Use the information in the table to answer **true** or **false** to these questions.

- a) More children brought strawberries than apples. \_\_\_\_\_
- b) Bananas were the most popular fruit at the picnic. \_\_\_\_\_
- c) Two children brought watermelon to the picnic. \_\_\_\_\_
- d) More children brought bananas than strawberries. \_\_\_\_\_



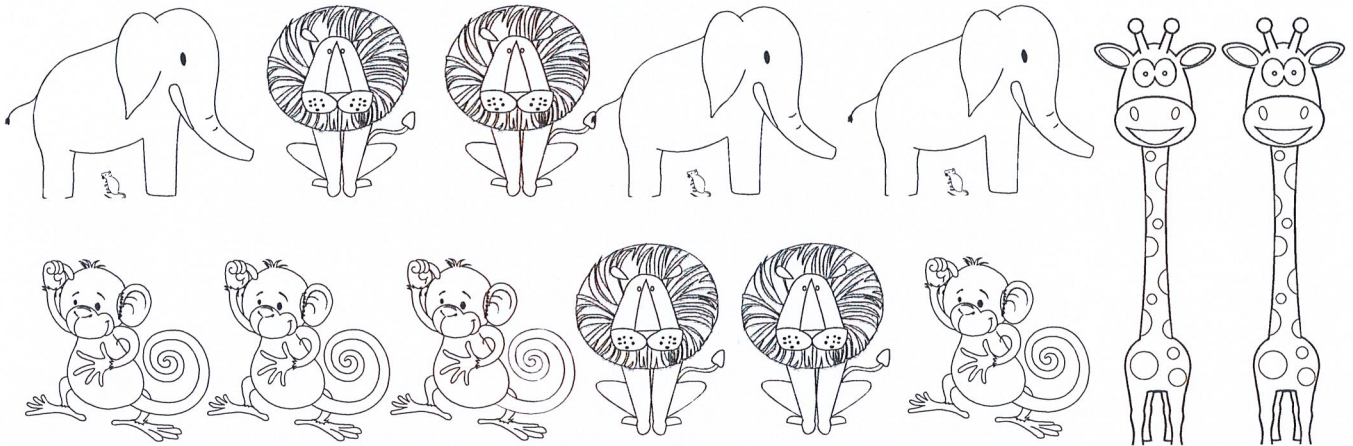


Name \_\_\_\_\_

Date \_\_\_\_\_

## Creating and Interpreting Tables (B)

- ① The zoo keepers at Wildlife Wonderland were asked which animal in the zoo was their favourite. The animals they chose are displayed below.



Make a tally to show which animals the zoo keepers chose as their favourites.

a) elephants	b) giraffes
c) lions	d) monkeys

- ② Use the information in the table to answer these questions.

- How many zoo keepers chose monkeys as their favourite? \_\_\_\_\_
- Which zoo animal is the least popular? \_\_\_\_\_
- Elephants were chosen by 5 zoo keepers. True or false? \_\_\_\_\_
- Which two animals had the same number of votes? \_\_\_\_\_





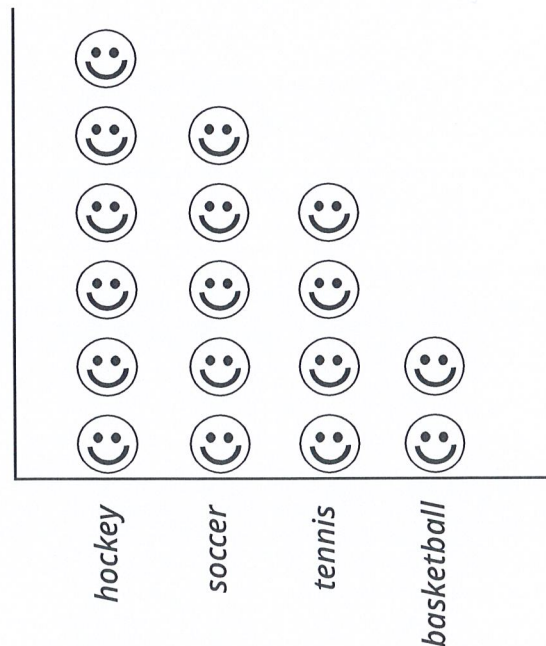
Name \_\_\_\_\_

Date \_\_\_\_\_

## Interpreting Picture Graphs (A)

- ① A Year 2 class gathered data on favourite sports. Use the picture graph to answer the questions.

Year 2's Favourite Sports



- a) What was the most favourite sport? \_\_\_\_\_
- b) What was the least favourite sport? \_\_\_\_\_
- c) How many children preferred hockey over basketball? \_\_\_\_\_
- d) How many children were surveyed? \_\_\_\_\_
- e) How many children preferred soccer over tennis? \_\_\_\_\_



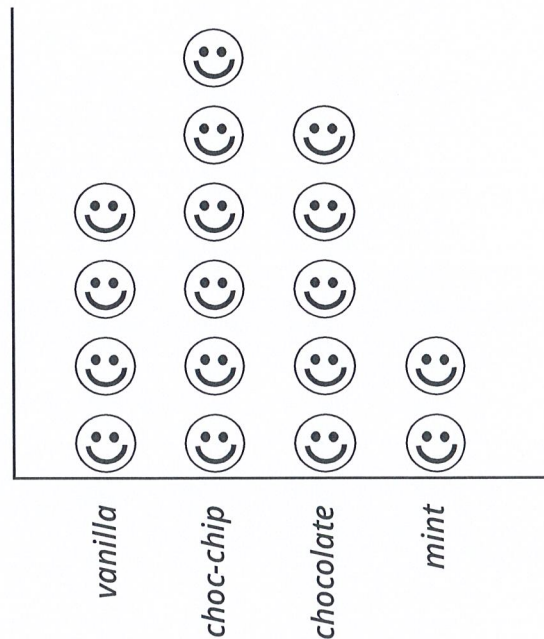
Name \_\_\_\_\_

Date \_\_\_\_\_

## Interpreting Picture Graphs (B)

- ① A Year 2 class gathered data on favourite ice cream flavours. Use the picture graph to answer the questions.

Year 2's Favourite Ice Cream Flavours



- a) What was the most favourite flavour? \_\_\_\_\_
- b) What was the least favourite flavour? \_\_\_\_\_
- c) How many children preferred choc-chip over mint? \_\_\_\_\_
- d) How many children were surveyed? \_\_\_\_\_
- e) How many children preferred chocolate over mint? \_\_\_\_\_

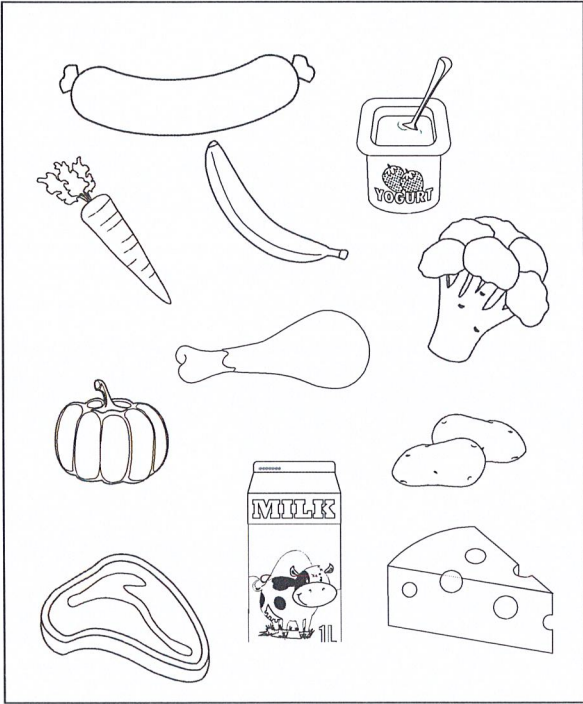


Name \_\_\_\_\_

Date \_\_\_\_\_

Categorising Data (A)

- ① Sarah discovered her family's shopping could fit into 4 different categories. Sort the groceries into categories by colouring an apple for each piece of shopping.



Fruits	Vegetables	Dairy	Meats

- ② Group the following items into 4 categories. Give each category a suitable name and list all its items in the same box.

apple	fish	dress	blue
shark	dolphin	red	shirt
pants	whale	strawberries	yellow
blueberries	watermelon	green	hat

Name	

Name	

Name	

Name	



Name \_\_\_\_\_

Date \_\_\_\_\_

## Categorising Data (B)

- ① Sarah discovered that the following animals could fit into 4 different categories. Sort the animals into categories by colouring an elephant for each animal represented.



Pets	Farm	Zoo	Sea

- ② Group the following items into 4 categories. Give each category a suitable name and list all its items in the same box.

cheese

pumpkin

train

aeroplane

broccoli

yoghurt

potato

Mars

car

milk

bike

carrot

Saturn

Venus

Earth

ice cream

Name	

Name	

Name	

Name	



Name \_\_\_\_\_

Date \_\_\_\_\_

## Creating and Comparing Data (A)

- ① A Year 3 class carried out a survey on favourite sports.

Use the tally marks from the *Our Favourite Sports* table to construct a picture graph of the results.

Use a 😊 to represent one person.

Our Favourite Sports

Sport	Tally
hockey	I
soccer	
tennis	IIII
basketball	II

Our Favourite Sports

hockey

soccer

tennis

basketball

- ② Use the information from the graph to answer the questions below.

a) What is the most popular sport? \_\_\_\_\_

b) What is the least popular sport? \_\_\_\_\_

c) How many students like hockey more than tennis? \_\_\_\_\_

d) How many students like the two least popular sports? \_\_\_\_\_

e) Which display do you find easier to read? Explain your answer.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





Name \_\_\_\_\_

Date \_\_\_\_\_

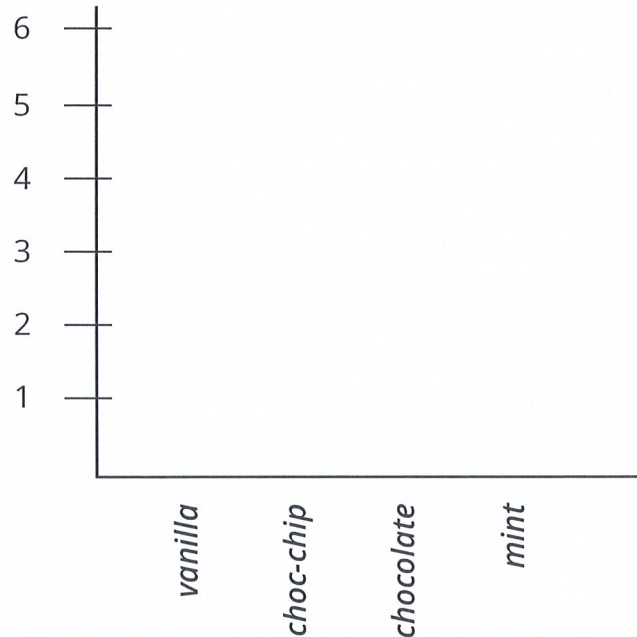
## Creating and Comparing Data (B)

- ① A Year 3 class carried out a survey on favourite ice cream flavours. Use the tally marks from the *Our Favourite Ice Cream Flavours* table to construct a column graph of the results.

Our Favourite Ice Cream Flavours

Ice Cream	Tally
vanilla	IIII
choc-chip	IIII I
chocolate	IIII
mint	II

Our Favourite Ice Cream Flavours



- ② Use the information from the graph to answer the questions below.
- What is the most popular ice cream flavour? \_\_\_\_\_
  - What is the least popular ice cream flavour? \_\_\_\_\_
  - How many students like choc-chip more than mint? \_\_\_\_\_
  - How many students like the two least popular ice cream flavours? \_\_\_\_\_
  - Which display do you find easier to read? Explain your answer.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Name \_\_\_\_\_

Date \_\_\_\_\_

## Representing Data (A)

- ① A class carried out a survey of the eye colour of the boys and girls in Year 3.

Year 3 Boys' Eye Colour			
Blue	Green	Hazel	Brown
4	2	5	1

Year 3 Girls' Eye Colour			
Blue	Green	Hazel	Brown
6	1	3	2

Record the results of all the students in the table. Answer the questions below.

Eye Colour in Year 3

12				
11				
10				
9				
8				
7				
6				
5				
4				
3				
2				
1				
	Blue	Green	Hazel	Brown

- How many students are there altogether? \_\_\_\_\_
- What is the most popular eye colour in Year 3? \_\_\_\_\_
- How many students in Year 3 have hazel eyes? \_\_\_\_\_
- How many more students have blue eyes than green? \_\_\_\_\_
- Three students with hazel eyes are away from school.  
Which colour is now the most popular? \_\_\_\_\_





Name \_\_\_\_\_

Date \_\_\_\_\_

## Representing Data (B)

- ① A class carried out a survey of the hair colour of the boys and girls in Year 3.

Year 3 Boys' Hair Colour			
Brown	Black	Blonde	Red
5	4	3	2

Year 3 Girls' Hair Colour			
Brown	Black	Blonde	Red
6	2	4	3

Record the results of all the students in the table. Answer the questions below.

Hair Colour in Year 3

12				
11				
10				
9				
8				
7				
6				
5				
4				
3				
2				
1				
	Brown	Black	Blonde	Red

- How many students are there altogether? \_\_\_\_\_
- What is the most popular hair colour in Year 3? \_\_\_\_\_
- How many students in Year 3 have blonde hair? \_\_\_\_\_
- How many more students have brown hair than red? \_\_\_\_\_
- Three new students with black hair join Year 3.  
Has the most popular hair colour changed? \_\_\_\_\_



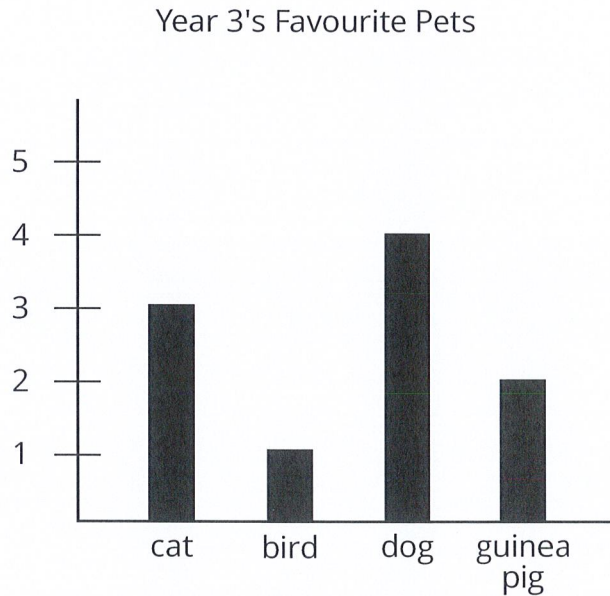
Name \_\_\_\_\_

Date \_\_\_\_\_

## Interpreting Data (A)

- ① A Year 3 class carried out a survey on favourite pets.

Carefully look at the column graph showing favourite pets in Year 3.  
Answer the questions below.



- a) What is the most popular pet? \_\_\_\_\_
- b) How many students like cats more than guinea pigs?
- c) How many students like dogs more than birds?
- d) How many students like the two most popular pets?
- e) Do as many students like cats, as students who like birds and guinea pigs combined?



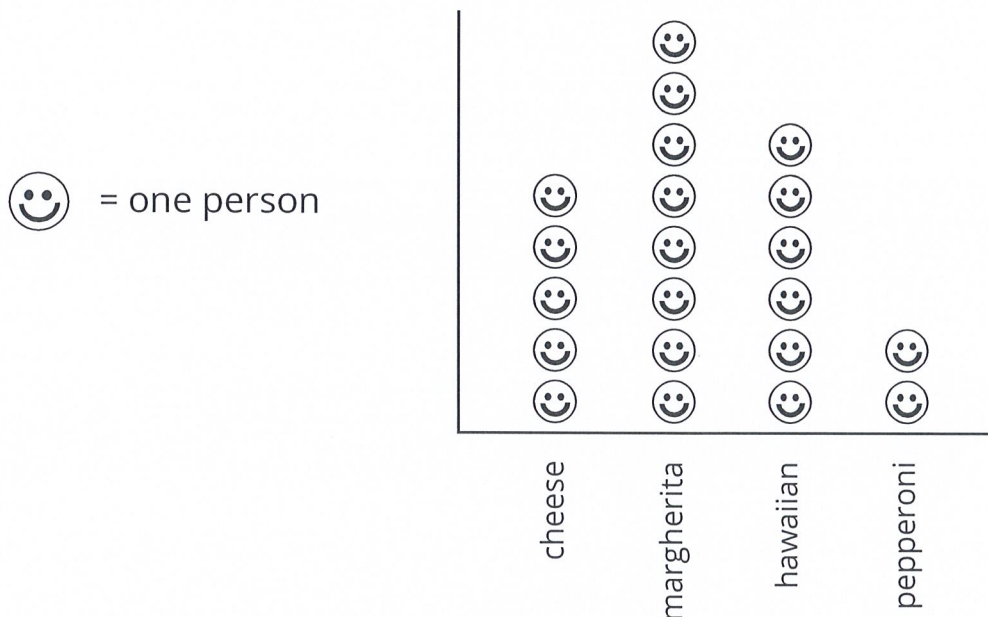
Name \_\_\_\_\_

Date \_\_\_\_\_

## Interpreting Data (B)

- ① A Year 3 class carried out a survey on favourite pizza toppings. Carefully look at the picture graph showing favourite pizza toppings in Year 3. Answer the questions below.

Year 3's Favourite Pizza Toppings



- a) What is the most popular pizza topping? \_\_\_\_\_
- b) How many students like hawaiian more than cheese?
- c) How many students like margherita more than pepperoni?
- d) How many students like the two most popular pizza toppings?
- e) Do as many students like margherita, as students who like hawaiian and pepperoni combined?



# Personal Pronouns



Personal pronouns are words such as: you, our, we and us. Pronouns are used to make the reader feel like we are talking to them.

1. Reword these sentences, adding pronouns to make them more persuasive.

a) Rubbish should go in the bin.

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b) School uniforms look smart.

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c) Fruit and vegetables are healthy foods.

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d) It is important to wear a hat and stay sun safe.

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e) Turn the television off and go and play outside.

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