

ETPS@Home Learner Pack – M8



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| Child's Name | Class: M8 | Year Level: 2/3 | 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. 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? Please take some photos to upload via Seesaw . | | | | | | | | | |

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| <p>How do I contact my child's teacher? Preferred communication method:</p> <p style="text-align: center;">Seesaw</p> |
| <p>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.</p> |
| <p>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.</p> |
| <p>Secondary contact information</p> <p style="text-align: center;"> Marc Johnson marc.johnson371@schools.sa.edu.au </p> |



READING

(Choose your task from below)

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| <p><u>Reading Eggs</u></p> <p>Use the reading eggs program and complete 1 lesson.</p> | <p><u>Book Review</u></p> <p>Use You Tube to read the following books: Diary of a Wombat-Jackie French Excuse Me- Dave Hughs Are we there yet- Alison Lester What do you like about the characters? What is the best part?</p> | <p><u>Questioning</u></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><u>Make a Connection</u></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><u>Predicting</u></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><u>Buddy Reading</u></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><u>10 questions</u></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><u>Draw a character</u></p> <p>Draw a character and describe it using a range of adjectives. Think about colour, size, shape, personality etc.</p> |
| <p><u>Filmstrip</u></p> <p>Read a story. Retell the story. Act out the story with toys or family. Video it and send to seesaw.</p> | <p><u>Make a character Puppet</u></p> <p>Using any story, make a puppet of the character. Use wool, card, pop sticks etc. Describe your puppet on seesaw.</p> | <p><u>Bookmark</u></p> <p>Design a bookmark to use when reading.</p> | <p><u>Read</u></p> <p>Read a fictional book for instructions to make a model or a recipe</p> <p>Make a list of compound words.</p> |



SPELLING

A copy of the child's last term's words will be placed on Seesaw to access. (Choose your task from below)

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| <p><u>Spelling Words</u></p> <p>Write your spelling words with chalk, paint or water.</p> | <p><u>Draw a picture</u></p> <p>Draw of a picture of 3 of your words.</p> | <p><u>LSCWC</u></p> <p>Complete a daily LSCWC. (Look, say, cover, write, check).</p> | <p><u>Word Sort</u></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><u>Write your words in steps.</u></p> <p>b br bro brow brown</p> | <p><u>Vowels and Consonants</u></p> <p>Write your words and make the vowels red and the consonant letters blue.</p> | <p><u>Newspaper/Magazine Letters</u></p> <p>Cut and stick letters on paper or from magazines/newspaper to make your words.</p> | <p><u>Fancy Letters</u></p> <p>Make your spelling words into fancy letters by creating bubble writing or dot writing.</p> |
| <p><u>Dictionary Meanings</u></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><u>Sentences</u></p> <p>Create 10 interesting compound 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><u>Word Search</u></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><u>Editing</u></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)

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| <p><u>Describing Characters</u></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><u>Digraph Creation</u></p> <p>Think of something that has a vowel digraph in its title i.e. toy, snail, boat, 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><u>Dress Up a Sentence</u></p> <p>a) Add words to the following sentence so it is more interesting. The dog went for a walk. 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><u>Clue Me In</u></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><u>Make and Write</u></p> <p>Make something new out of scrap materials at home, and include this new object or character in a story.</p> | <p><u>Typing Club</u></p> <p>Go to typingclub.com and have a go at typing while practising your uppercase and lowercase letters.</p> | <p><u>Book Making</u></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><u>Mystery Story Ending</u></p> <p>Finish off this story...</p> <p>There was a loud bang.....</p> |
| <p><u>Finish the compound word</u></p> <p>rain, water....., butter....., basket..... any..... Now make a list of your own compound words.</p> | <p><u>Letter</u></p> <p>Write a letter to one of your friends and give it to them when you come back to school.</p> | <p><u>Editing</u></p> <p>After completing some of your writing tasks, go back, check and edit your work. Make sure you have capital letters and full stops in the correct places.</p> | <p><u>Wish</u></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 style="text-align: center;"><u>Time</u></p> <p>Draw 5 clocks and make quarter past and quarter to times on the clock. Write in digital time as well.</p> <p>E.g. quarter past 2, 2:15</p> | <p style="text-align: center;"><u>Number</u></p> <p>Google Mr Nussbaum and play the Place Value games.</p> | <p style="text-align: center;"><u>Bake</u></p> <p>Bake with an adult. What number connections did you notice in baking today? Write them down.</p> | <p style="text-align: center;"><u>Units of Measurement</u></p> <p>What units of measurement are used to measure length? What examples of these can you find being used?</p> |
| <p style="text-align: center;"><u>What is the measurement question?</u></p> <p>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 style="text-align: center;"><u>Longest Line Challenge</u></p> <p>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 style="text-align: center;"><u>Long Jump</u></p> <p>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 style="text-align: center;"><u>Khan Academy</u></p> <p>Pick 1 lesson of <u>number</u> focus from Khan Academy. You do not need a login to use this site, just click on your child's grade level.</p> |
| <p style="text-align: center;"><u>Time</u></p> <p>Google Mr Nussbaum and play the <u>time</u> games.</p> | <p style="text-align: center;"><u>Skip Counting Backwards</u></p> <p>Practise skip counting backwards starting from any number by 2's, 3's, 5's, 10's as far as you can go.</p> <p>Challenge: Skip count backwards by 7's, 8's and 9's.</p> | <p style="text-align: center;"><u>Kitchen Cupboards</u></p> <p>Locate a minimum of 10 household items. Measure and record each item using a ruler. Order the objects from smallest to longest.</p> | <p style="text-align: center;"><u>Skip Counting Forwards</u></p> <p>Practise skip counting by 2's, 3's, 5's, 10's as far as you can go.</p> <p>Challenge: Skip count by 7's, 8's and 9's.</p> |



INQUIRY

(Choose your task from below)

| <u>Wonderings</u> | <u>Australian Animals</u> | <u>Natural Features of Australia</u> | <u>Art Hub-</u> |
|---|--|--|--|
| <p>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. P</p> | <p>Pick an Australian animal of your choice, research and find some facts about it. Create a poster and draw a picture of the Australian animal.</p> <p>Some suggestions:</p> <ul style="list-style-type: none"> • koala • kookaburra • kangaroo • platypus • emu • quokka • wombat | <p>Google some natural features of Australia and write 5 facts about each in your book. Where are they located in Australia? What is special about them?</p> <p>Uluru</p> <p>Great Barrier Reef</p> <p>12 Apostles</p> | <p>Use the following links or google art hub and find the following step by step art tasks.</p> <p>Kookaburra https://www.youtube.com/watch?v=s0pY2Qw5EQM</p> <p>Quokka https://www.youtube.com/watch?v=m4likQm_970&ab_channel=ArtforKidsHub</p> <p>Kangaroo https://www.youtube.com/watch?v=FZLFACI54aY&ab_channel=ArtforKidsHub</p> |



WELLBEING

(Choose your task from below)

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| (a) Find and listen to a song or piece of music that calms you. | (b) Draw a picture of everyone in your family, including your pets. | (c) In one of your journal entries, add a paragraph about something you are grateful for. | (d) Write a note or email to say thank you to someone. |
| (e) Watch and do a Just Dance clip on YouTube or listen to some music and make up your own dance. | (f) Do 5 chores for your family. | (g) Draw an outline of your hand. On each finger write down the name of a trusted person. | (h) Contact someone that you do not live with for a conversation. |
| (i) Write five things you could talk about over a meal then start a conversation with someone in your household. | (j) Are you ok? Ask someone if they are ok and actively listen to their response. | (k) Identify 20 feelings. List these as either positive or negative. | (l) Do something kind for someone. |



SPECIALIST LESSONS

(Choose your task from below)

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| Science See Specialist Portal for activities | Italian See Specialist Portal for activities | Aboriginal Education See Specialist Portal for activities | Physical Education See Specialist Portal for activities |
| Intervention Program See Specialist Portal for activities | Hindi / Punjabi See Specialist Portal for activities | | |
| | | | |