


Merrylands East Public School

Week 2 of Term 4 - Stage 2 - At Home Learning Unit

	Monday 11th October	Tuesday 12th October	Wednesday 13th October	Thursday 14th October	Friday 15th October												
Morning	<p>English Speaking and Listening Draw a picture of an object, for example a tree. Do not show anyone. Then give instructions for someone to draw your picture without looking at it. Your instructions have to be clear for your partner to follow. How did they go? Were your instructions clear?</p> <p>Writing Task Watch the video about describing a setting: https://youtu.be/z3eJjBMZ_W0 This week you will describe the setting for a story. Have a look at the picture on <i>page 4</i>. Your job is to describe this setting. Use the plan on <i>page 4</i> to start organising your ideas.</p>	<p>English Read chapter 2 of “The Iron Man” by Ted Hughes https://youtu.be/3KfVWEw_a0 Summarise Write a summary of Chapter 2 of The Iron Man. What happens in this chapter? What did you find interesting?</p> <p>Plan your writing Use your senses to describe the setting</p> <ul style="list-style-type: none"> • What can you see? • What can you feel? • What can you hear? • What can you smell? <p>Watch this video to learn about literary devices you can use to make your writing more interesting. https://youtu.be/98l2gZh-2X0</p>	<p>English Reread chapter 2 of “The Iron Man” by Ted Hughes https://youtu.be/3KfVWEw_a0 Answer the following questions:</p> <ul style="list-style-type: none"> • Where is the story set? • What do we know about the place where the story takes place? • What does the author say about the setting? <p>Draft your writing Use the description of the setting of ‘The Iron Man’ on <i>page 5</i> to help you write your own setting. Remember to use your plan to help you write a draft using your senses. Try to include the language features you added to your plan yesterday.</p>	<p>English Imagery Have a look at the description of the setting given by the author on <i>page 5</i> of this unit. The author uses descriptive words and phrases to help us imagine the place where the story is set. Have a look at the description and complete the table using examples from the setting description.</p> <p>Redraft Use the rubric to check that your setting description is interesting. You can find the rubric on <i>page 4</i> of this unit.</p> <table border="1"> <thead> <tr> <th colspan="2">Rubric</th> </tr> </thead> <tbody> <tr> <td>Non-negotiables</td> <td>Setting Description</td> </tr> <tr> <td><input type="checkbox"/> Capital letters</td> <td><input type="checkbox"/> I have described what I see, hear, feel and smell.</td> </tr> <tr> <td><input type="checkbox"/> Punctuation</td> <td><input type="checkbox"/> I have used similes, metaphors, onomatopoeia and other literary devices to make it interesting.</td> </tr> <tr> <td><input type="checkbox"/> Spelling</td> <td><input type="checkbox"/> My description makes sense.</td> </tr> <tr> <td><input type="checkbox"/> Clear Handwriting</td> <td></td> </tr> </tbody> </table>	Rubric		Non-negotiables	Setting Description	<input type="checkbox"/> Capital letters	<input type="checkbox"/> I have described what I see, hear, feel and smell.	<input type="checkbox"/> Punctuation	<input type="checkbox"/> I have used similes, metaphors, onomatopoeia and other literary devices to make it interesting.	<input type="checkbox"/> Spelling	<input type="checkbox"/> My description makes sense.	<input type="checkbox"/> Clear Handwriting		<p>English Imagery Authors use language to draw pictures in our head. Ted Hughes describes where Hogarth sees the Iron Man. Draw a picture of the place where Hogarth sees The Iron man for the first time using the description by the author (see <i>page 5</i> to read the description)</p> <p>Publish Before you upload your writing to Seesaw or Google Classroom, read it to someone in your family. See if they can imagine what you are describing and ask them to give you feedback. Check the rubric on <i>page 4</i> once more and when you are happy with your efforts, send it to your teacher.</p>
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Crunch n' Sip	Crunch n' Sip	Crunch n' Sip	Crunch n' Sip	Crunch n' Sip	Crunch n' Sip
<p>Middle</p> <p>Mathematics Number Talk Complete the addition question below using the most efficient strategy you know.</p> <p style="text-align: center;">475 + 229</p> <p>Mental Strategies We will be practising Mental Strategies for addition and subtraction.</p> <p>Your teacher has set activities for you to complete in 'Mathletics'.</p> <p><i>If you do not have access, please contact your teacher to get a code. Otherwise, ask for printed worksheets.</i></p>	<p>Mathematics Number Talk Find the missing number below and explain how you worked it out.</p> <p style="text-align: center;">5867 - ____ = 5238</p> <p>Mental Strategies We will be working on mental strategies to use when solving math questions.</p> <p>Your teacher has assigned you work on 'Mathletics'.</p>	<p>Mathematics Number Talk If you had \$8.65 in coins in your pocket, what coins could you have?</p> <p>Money We are working on learning more about Money.</p> <p>You have activities set in 'Mathletics' for you to complete today.</p>	<p>Mathematics Number Talk My answer is 245. How might I have come to this answer? Explain.</p> <p>Time Today and tomorrow we are investigating time - Today we are learning how to tell the time on a digital and analog clock face.</p> <p>Complete the activities your teacher has assigned in 'Mathletics'.</p>	<p>Mathematics Number Talk How are these the same but different? Explain.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; background-color: #fff9c4; padding: 5px;">20 - 12 = 8</div> <div style="border: 1px solid black; background-color: #fff9c4; padding: 5px;">20 = 12 + 8</div> </div> <p>Time Today we are looking at measuring time.</p> <p>Continue to complete the activities your teacher has assigned in 'Mathletics'.</p>	
<p>Recess</p> <p>Recess</p>	<p>Recess</p> <p>Recess</p>	<p>Recess</p> <p>Recess</p>	<p>Recess</p> <p>Recess</p>	<p>Recess</p> <p>Recess</p>	
<p>Afternoon</p> <p>PDHPE Healthy Eating Today we are learning about healthy eating. You need to think about everything you know about healthy eating and what that means. Once you have thought about it, I want you to write a paragraph about</p>	<p>Science Earth and Space How can the sun help us tell time? A sundial is a way of telling the time using the sun to help us.</p> <p>A sundial uses the light from the sun and the shadow it casts on an</p>	<p>Maths Project Money Watch the Behind the News (BTN) video: https://youtu.be/1u3upZG4toE to learn how and where Australian coins are made.</p> <p>Your task today is to design your own \$1 (one dollar) coin.</p> <ul style="list-style-type: none"> • Draw a big circle on a 	<p>Creative Arts Shadow Art In Science you are learning about the Earth and the sun, so for art you will be creating Shadow Art. You will need to find objects like toys or a plant or even create an object out of foil. Place the object on the edge of a white paper outside where there is</p>	<p>Physical Education Sports Watch the exercise video and follow along.</p> <p> Top 10 Cardio Exerc... https://www.youtube.com/watch?v=B9a3GzZvlcl</p> <p>If you can't watch the video, complete the following</p>	

everything you know about healthy eating.

Next, I want you to answer the questions below. Remember to use full sentences and answer the questions as best as you can.

- Why do you think healthy eating is important?
- What do you think healthy eating is?
- Do you think that you eat healthy? Why or why not?

object to see what time of the day it is.

Today we will be creating a sundial.

Go to *pages 6 & 7* to follow the instructions and create your own sundial.



piece of paper to start your design.

- Use a picture that represents Australia. It can be a person, thing, animal or flower.
- Add detail and colour to your design.
- Explain in a few sentences why you chose that design.



sun, then trace the shadow of the object. You can colour it in. You can create as many as you like, here are some examples below.



exercises.

1. 10 star jumps
2. 10 sit ups
3. 10 push ups
4. 10 touching toes
5. Running on the spot for 30 seconds
6. Repeat the 5 activities again.

Remember to drink water and stay safe.

Setting Description Planning Page

Describe this place



Use your senses and be descriptive

Write in full descriptive sentences

What can you see?

What can you hear?

What can you feel?

What can you smell?

Rubric

Non-negotiables

- Capital letters
- Punctuation
- Spelling
- Clear Handwriting

Setting Description

- I have described what I see, hear, feel and smell.
- I have used similes, metaphors, onomatopoeia and other literary devices to make it interesting.
- My description makes sense.

The Iron Man by Ted Hughes

Excerpt from Chapter 2

“One evening a farmer’s son, a boy called Hogarth, was fishing in a stream that ran down to the sea. It was growing too dark to fish, his hook kept getting caught in weeds and bushes. So he stopped fishing and came up from the stream and stood listening to the owls in the wood further up the valley, and to the sea behind him. Hush, said the seam. And again, Hush. Hush. Hush.

Suddenly he felt a strange feeling. He felt he was being watched. He felt afraid. He turned and looked up the steep field to the top of the high cliff. Behind that skyline was the sheer rocky cliff and the sea. And on that skyline, just above the edge of it, in the dusk, were two green lights. What were two green lights doing at the top of the cliff?”

Description search

Find examples from the text above and copy them in the table:

What can we see?	What can we hear?	What can we feel?

Science

How can the Sun help us tell the time?

Learning Intention: I can design, produce and evaluate a working model of a sundial.

Resources:

- ❖ Computer or device (if possible)
- ❖ Gnomon (straw/chopstick/pencil/stick)
- ❖ Playdough/blue tac/plasticine/dirt
- ❖ Paper/the ground
- ❖ Pen/pencil/chalk/texta/rocks
- ❖ Clock/watch
- ❖ Alarm



1. Watch the video about sundials by clicking on this link:

<https://www.youtube.com/watch?v=SeSexM-wVzA>

2. Making a Sundial

Step One: Check the weather forecast for the day to make sure it will be sunny all day. Click on the link below:

<http://www.bom.gov.au/nsw/forecasts/sydney.shtml>

Step Two: Choose a spot that the sun shines on all day and set up your sundial.

Step Three: Secure your sundial with something heavy so it doesn't blow away.

Step Four: Use a ruler/book to trace the shadow from your Gnomon and record the time. Use the picture above as a reference.

This Sundial is displaying the Sun's shadow at 8am.

Step Five: Set an alarm every hour and follow the same process to record the time, e.g at 8am write 8, at 9am write 9, at 10am write 10 etc.

Step Six: Do not move your sundial throughout the day. If you have to because it is in complete shade, make sure your Sundial is facing the same direction as its original position.

Step Seven: After your Sundial is in shadow or the sun has set, bring it inside to evaluate.

If you still need help, go to these website for help:

- <https://www.science-sparks.com/how-to-make-a-sundial/> (on paper)
- <https://www.kcedventures.com/blog/how-to-make-a-sundial-for-kids> (in your backyard)

3. Reflect on your sundial

- Does your sundial look like a clock face?
- Did the Sun's shadow move in the same direction as a clock (Clockwise)?
- What patterns did you notice when you marked the time every hour?
- Do you think everyone's sundial will look the same wherever they are in the world? Why/Why not?
- If clocks/watches were invented in Australia, do you think they would look different to how they look today?
- How could you improve your sundial?

Extension: Watch the following video on the 'Wurdi Youang' stone arrangement. The sacred Aboriginal site is believed to map the different setting positions of the sun throughout the year. This allowed the Wathaurung people to identify different seasons and when certain foods were available. You can think of it like an ancient calendar.

<https://www.abc.net.au/btn/classroom/aboriginal-astronomy/10523908?jwsourc=c>