



# Leumeah Public School

## Term 4, Week 1 Framework for teaching offline – Stage 2

Dear Parents/Caregivers,

Welcome back, we hope you have had a relaxing break. A **NEW spelling list (LIST 3)** and activities has been attached below.




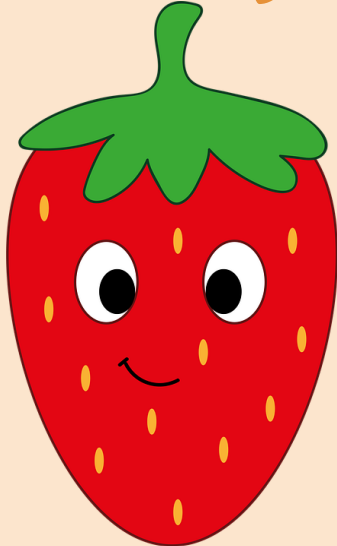
The Department of Education has given schools recommendations about the learning plans. We have adjusted our plans to follow these with time devoted to physical activities and wellbeing experiences.

| Weekly Learning Intentions   |  |
|--|--|
| Mathematics  | Writing  |
| <p><u>Learning Intention:</u><br/>I can read, record and convert time.</p> <p><u>Success Criteria:</u></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Read and record (in words) the time to the minute on analog and digital clocks</li><li><input type="checkbox"/> Convert between units of times</li><li><input type="checkbox"/> Read and interpret timetables, timelines and calendars.</li><li><input type="checkbox"/> Use terminology am, pm, seconds, minutes, hours, rotation, minute hand, hour hand, past, to, digital, analog</li><li><input type="checkbox"/> Check solutions</li></ul> | <p><u>Learning Intention:</u><br/>We are learning to create texts that entertain an audience.</p> <p><u>Success Criteria:</u></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Create imaginative texts based on characters, settings and events from students' own and other cultures</li><li><input type="checkbox"/> Use grammatical features to create complex sentences when composing texts</li><li><input type="checkbox"/> Experiment with figurative language eg similes, metaphors, idioms and personification</li><li><input type="checkbox"/> Experiment with a range of devices eg alliteration, onomatopoeia</li><li><input type="checkbox"/> Compose poetry: Cinquain, Simile, Sensory, Ode</li></ul> |

Thank you for your support with the learning plans.

Kind Regards,

Stage 2 Teaching Team

| Task      | Monday                | Tuesday  | Wednesday | Thursday | Friday  |  |
|-----------|-----------------------|--|-----------|----------|---|--|
| Session 1 | Daily 3               |  |           |          |   |  |
| 1         | Staff Development Day | <p>1. <u>Spelling</u>: Choose 5 NEW words for the week from the NEW List 3 or List 1 &amp; 2 below. Pick a spelling activity from the NEW activity grid below to complete each day.</p> <p>2. <u>A numerical prefix</u> lets you know how many there are of a particular thing. A prefix is a syllable at the beginning of a word. View the first spelling rules posters attached. Create a list of words for this rule e.g.</p> <div><p>uni = 1<br/>unicorn, uniform, unicycle</p><p>bi = 2<br/>bicycle, bifolds, bifocals</p><p>tri = 3<br/>tricycle, tripod, triplets</p></div> |           |          | <div><div><p>Prefix: uni<br/>Meaning: one</p><p>unicycle unicorn</p></div><div><p>Prefix: bi<br/>Meaning: two, twice</p><p>bicycle biannual</p></div><div><p>Prefix: tri<br/>Meaning: three</p><p>triangle tricycle</p></div></div> <p>3. <u>Reading</u>: Read a book at home. Share with your parents/caregivers:</p> <p>a. If this story had a sequel, what do you think it would be about?</p> |  |
|           |                       | Flourishing Friday   |           |          |   |  |
|           |                       |    |           |          |   |  |

# Staff Development Day

## Writing

Read the information about similes.

Read the the story - 'Skin Like Milk, Hair of Silk'

Write a list of similes from the story.

## Writing

Revise the information about similes

Read the Simile poem - 'All About Me'.

Write a Simile poem using similes to describe yourself.

## Writing

Read the information about metaphors.

Read the text, 'The Haircut'.

Find the metaphors in the text.

## Wellbeing Reflection

Think about your week of learning and complete the Reflection form attached.

Brain Break: Choose 1 activity to complete from the Brain Break table below.

Break

Lunch

Lunch

Lunch

Lunch

# Staff Development Day

## Maths Daily 2

1. Number of the day: Pick a number and complete the number of the day attachment.
2. View the multiplication posters attached. Write and practice your **2x** multiplication facts e.g. **2 ones** are 2, **2 twos** are 4, **2 threes** are 6. Refer to the chart attached.

### Learning catch up

Catch up: Students are given the opportunity to catch up on the past week's learning tasks.

### Mathematics

Time

Create your own analogue clock using the Make Your Own Clock below.

Play Stop the Clock with a family member.  
You need:  
- your analogue clock

How to play:  
- Start the game by setting your clock to 6 o'clock.  
- Take turns to choose to move the hands of the clock by 15mins, 30 mins or an hour.  
- Keep going until the clock lands exactly on midnight.  
- The player who lands at midnight wins the round.

### Mathematics

Time

Read the information about Telling the Time. Talk with a parent about the patterns you notice.

Use terminology: o'clock, half past, quarter past, quarter to, AM, PM, analogue, clock, time.

List 5 things you do everyday and what time you do them. Show the time on your clock for each thing, and try to say it in a different way.

*E.g. I get dropped off at school at 8:45 AM every morning. 8:45 AM is also said as quarter to 9 and looks like this on an analogue clock.*



### Mathematics

Time

Read the information about Telling the Time. Talk with a parent about the patterns you notice.

Count the minutes around the clock you made. Then count up by 5s around the clock. Notice how each number goes up by 5 minutes.

Complete the Time Match activity below. Draw a line to match the time on the analogue clock, digital clock and written time together.

Solve the problems by marking the correct answers (attached).

Problem 1: Which clock shows half-past four?

Problem 2: What time is shown on this clock?

Problem 3: What time does the next boat leave?

### Physical Education

Cricket


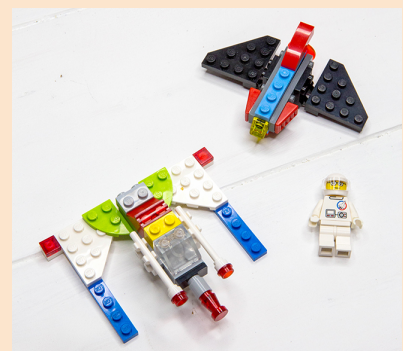
Read: Read the information about the Fundamental Movement Skills.

Read: How to play Hit the Target.

Warm up: Practise your throwing and catching skills. You can throw with a family member or against a wall.

Play: Hit the target. Play by yourself or with a family member.



| Brain Break: Choose 1 activity to complete from the Brain Break table below. |                              |  |   |  |   |
|--|------------------------------|--|---|--|---|
| Break  | Recess                       | Recess   | Recess  | Recess   | Recess  |
| Session<br>3   | <b>Staff Development Day</b> | <u>Creative Arts</u><br>Music<br><u>Look</u> at the rhymes attached.<br><br><u>Clap</u> out the beat of each rhyme as you say the words.<br><br><u>Clap</u> out the rhythm (objects above the heartbeat) of each rhyme as you say the words. | <u>Geography</u><br><br><u>Read</u> about the four special places in Australia.<br><br><u>Place</u> the mini images for each location onto your map. Can you place it in the correct state and climate zone?<br><br><u>Think about</u> what you might need to visit these locations.<br><br><u>Respond</u> to the question "Which of these four sites would you like to visit and why." AND "Explain the type of clothing you would take with you and why." (HINT - think about the climate of the place you are interested in visiting as your answer the question). | <u>Science</u><br>Survival School<br><br>Choose <u>three</u> of the items from the picture and write and explain how each one might help you get shelter, food or water.<br><br> <ul style="list-style-type: none"> <li>• pen knife</li> <li>• plastic sheet</li> <li>• metal bucket</li> <li>• matches</li> <li>• 10m of rope</li> </ul> | <u>Creative Challenge</u><br><br>Each week there will be a challenge to complete using resources such as: <ul style="list-style-type: none"> <li>• Lego</li> <li>• Blocks</li> <li>• Recycled goods.</li> </ul> <u>Task:</u> You are stuck on Mars and need to build a new ship to get home.<br><br> |
| Brain Break: Choose 1 activity to complete from the Brain Break table below. |                              |  |   |  |   |

## Brain Breaks - You can repeat activities.

### Stretches

#### Leg Stretches

##### Calf Stretch

- Stand tall with one leg in front of the other, slightly wider than shoulder-width apart.
- Bend your front leg so your knee is almost at a 90° angle – your knee should be in line with your foot.
- Your back leg stays straight, with your foot flat on the floor.
- Keep your hips facing forwards.
- You should feel the stretch in the calf of your back leg.
- Push into your bent leg and you should feel the stretch further.
- Hold the stretch for six to ten seconds.
- Swap legs and repeat.

You should feel the stretch in the calf of your back leg.

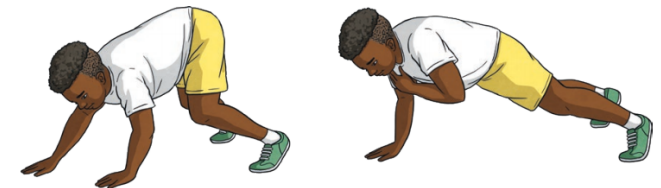


## 8 MINUTE WORKOUT

### Walkouts

1. Start standing tall.
2. Place both hands on the floor and walk them out into a press-up position.
3. Tap each shoulder with the opposite hand one at a time.
4. Walk your hands back and stand up tall.

**You can take out the shoulder-taps to make this less challenging.**



### With your Family play: would you rather....

Do you prefer Spiderman or Superman? Why?



Do you prefer pasta or pizza? Why?



Would you rather eat onions or worms? Why?



Would you rather read a book or do your homework? Why?



### TAKE A DRAWING (DOODLING) BREAK

Try this:

1. Set a timer for 3-5 minutes.
2. Silently draw (doodle) with pencil and paper/whiteboard.
3. Listen to soft, calming music in the background.
4. Share with your family.



# \*NEW\* SPELLING ACTIVITY GRID

## Spelling Challenge Activity

### Spelling Races

Using letter cards or tiles, ask someone to time you to spell out your spelling words.



## ABC Order

Write out your spelling words in alphabetical order.



## Let's get physical

Count the letters of your word and do the exercise:

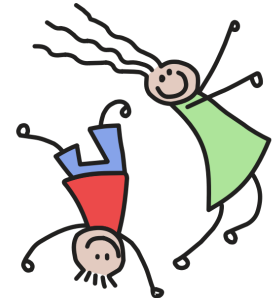
3 – 4 letters = 4 squats

5 – 6 letters = 6 side lunges

7 – 8 letters = 8 star jumps

9 – 10 letters = 10 jumps like a frog

11 – 12 letters = 12 arms up and touch toes.



## Across and Down

Write each word across and down, sharing the same first letter.

Example: when  
he  
n

## Three Times

Write each of your spelling words three times using a different coloured crayon or pen each time.



## Spelling Flowers

Draw a big flower. Write each of your spelling words on one of the petals.



## Fancy Letters

Write out each of your spelling words using fancy writing. Your letters could be curly or dotted.



## Blue Vowels

Write each of your spelling words. Trace the vowels in your words with a blue coloured pencil.

Vowels: a e i o u



## KEEP UP

Bounce a ball in the air as you spell your word.



## **\*NEW\* SPELLING WORDS - LIST 3**

Choose five words from the list to practise and learn each week. Cross off when *you can spell and read them*.

| List 1 - please ensure you are able to <i>spell and read</i> before moving on. |            |             |             |             |            |            |            |            |
|--|------------|-------------|-------------|-------------|------------|------------|------------|------------|
| eleventh   | quite      | though      | information | accept      | twelfth    | favourite  | worrying   | usual      |
| available  | thirteenth | program     | accident    | comfortable | accurate   | fourteenth | usually    | secret     |
| decide   | agreement  | fifteenth   | daughter    | almost      | especially | allowed    | sixteenth  | excitement |
| remember   | invitation | appreciate  | eighteenth  | surprise    | although   | sandwich   | capital    | nineteenth |
| answered   | probably   | stomach     | careful     | twentieth   | remembered | further    | beginning  | central    |
| hundredth  | appear     | whether     | difficult   | character   | thousand   | instead    | whose      | certain    |
| concern  | machine    | disappear   | between     | government  | continue   | scared     | special    | centre     |
| breathe  | community  | believe     | received    | doesn't     | discovery  | comparison | except     | interest   |
| sincerely  | drawer     | competition | replied     | knowledge   | dangerous  | extreme    | convenient | enough     |
| known  | eventually | immediately | cooperate   | quiet       | picture    | haven't    | describe   | decision   |

## SPELLING WORDS - LIST 2

Choose five words from the list to practise and learn each week. Cross off when *you can spell and read them*.

List 2 - please ensure you are able to *spell and read* before moving on.

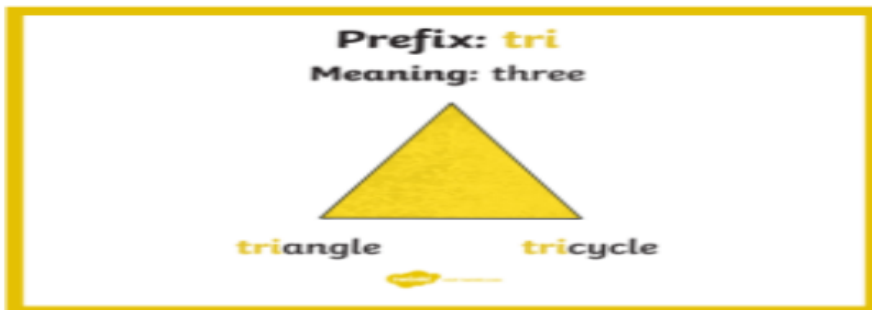
| Contractions |          | Homophone |          | Homophone |           | Your address & phone number |           |            |
|--------------|----------|-----------|----------|-----------|-----------|-----------------------------|-----------|------------|
| • couldn't   | • wasn't | • air     | • heir   | • flaw    | • floor   | • twenty                    | • sixty   | • unit     |
| • it's       | • who've | • ate     | • eight  | • which   | • witch   | • thirty                    | • seventy | • hundred  |
| • isn't      | • you'll | • bale    | • bail   | • see     | • sea     | • forty                     | • eighty  | • thousand |
| • here's     | • you're | • bear    | • bare   | • tale    | • tail    | • fifty                     | • ninety  | • million  |
| • shouldn't  | • she'll | • cheap   | • cheep  | • wait    | • weight  |                             |           | • billion  |
| one          | first    | April     | suddenly | minute    | two       | second                      | more      | February   |
| May          | only     | island    | three    | third     | June      | through                     | hour      | planet     |
| love         | four     | fourth    | July     | why       | birthday  | five                        | eighteen  | might      |
| fifth        | August   | while     | reached  | six       | sixth     | September                   | say       | captain    |
| small        | tried    | seven     | seventh  | October   | here      | war                         | January   | ago        |
| eight        | eighth   | November  | few      | under     | nine      | ninth                       | seventeen | funny      |
| December     | money    | behind    | ten      | tenth     | Summer    | always                      | other     | please     |
| kept         | eleven   | Monday    | Autumn   | family    | both      | twelve                      | Sunday    | happen     |
| Tuesday      | Winter   | great     | must     | thirteen  | Wednesday | Spring                      | o'clock   | Saturday   |
| but          | ready    | fourteen  | Thursday | where     | right     | uncle                       | until     | sixteen    |
| fifteen      | Friday   | which     | finish   | week      |           |                             |           |            |

# SPELLING WORDS - LIST 1

Choose five words from the list to practise and learn each week. Cross off when *you can spell and read them*.

| List 1 - please ensure you are able to <i>spell and read</i> before moving on. |            |          |           |         |            |        |           |            |
|--|------------|----------|-----------|---------|------------|--------|-----------|------------|
| weeks  | strange    | floor    | packed    | leave   | beautiful  | that's | during    | goes       |
| person   | ring       | station  | someone   | won     | people     | side   | each      | ago        |
| stay   | felt       | air      | straight  | watch   | try        | street | caught    | talk       |
| brought  | town       | city     | early     | along   | finally    | across | planet    | funny      |
| sudden   | voice      | high     | I'll      | asleep  | talk       | should | white     | already    |
| hello  | than       | box      | against   | large   | television | watch  | being     | please     |
| clothes  | Australia  | course   | died      | animal  | colour     | cold   | might     | everything |
| let's  | everybody  | anything | different | corner  | slept      | light  | most      | twenty     |
| bird   | dollars    | nothing  | sure      | quickly | book       | feet   | gone      | hard       |
| parents  | wouldn't   | show     | even      | own     | seen       | write  | captain   | March      |
| slowly   | hair       | used     | sent      | able    | space      | games  | sometimes | rain       |
| know   | everywhere | whole    | train     | past    | hope       |        |           |            |

# SPELLING RULE POSTERS:



| Greek         | Latin             | Meaning | Examples  |
|---------------|-------------------|---------|---|
| <b>Mono-</b>  | uni-              | 1       | monograph, monomial, monotheism, universe, uniform, unicorn, monotone   |
| <b>Di-</b>    | bi-<br>du-        | 2       | biology, bilingual, binary, bimonthly, binoculars, duo, duet            |
| <b>Tri-</b>   | -tri              | 3       | tricycle, triad, triathlon, triangle, tripod, triumvirate, triple       |
| <b>Tetra-</b> | quadri-<br>quart- | 4       | tetrameter, quadrilateral, quadriplegic, quadrangle, quadruple, quarter |
| <b>Penta-</b> | quin-             | 5       | pentameter, pentagon, quintet, quintuplet                               |
| <b>Hexa-</b>  | sext-             | 6       | hexagon, hexameter, sextuplet, sextet                                   |
| <b>Hepta-</b> | septem-<br>septi- | 7       | heptagon, heptameter, heptagon, septuagenarian                          |
| <b>Octo-</b>  | octa-<br>oct-     | 8       | octagon, octogenarian, octopus, octahedron                              |
| <b>Ennea-</b> | novem-            | 9       | novena  |
| <b>Deca-</b>  | deci-<br>decem-   | 10      | decade, decagon, decahedron, decimal                                    |
| <b>Hemi-</b>  | semi-             | Half    | hemisphere, semicircle, semicolon, semifinal, semiannual                |
| <b>Poly-</b>  | multi-            | Many    | polygon, polygamy, polyester, polymer, polynomial                       |
| <b>Hecto-</b> | cent-<br>cente-   | 100     | cent, centennial, centurion, centenary, cent                            |
| <b>Kilo-</b>  | milli-<br>mille-  | 1000    | kilogram, kilometer, kilobyte, milligram                                |

# NUMBER OF THE DAY

## Number of the Day

Odd or even?

\_\_\_\_\_

Write your number:

Sum of the digits:

\_\_\_\_\_

Word form:

\_\_\_\_\_

Write a word problem that equals your number:

Tally marks:

10 more:

10 less:

100 more:

100 less:

1,000 more:

1,000 less:

Write a sum that equals your number:

Greater than and less than:

\_\_\_\_\_ > \_\_\_\_\_ > \_\_\_\_\_

|           |          |      |      |
|-----------|----------|------|------|
|           |          |      |      |
| Thousands | Hundreds | Tens | Ones |



**I can:**

- subtract 10 .....
- subtract 100 .....
- subtract 1,000 .....
- subtract 10,000 .....
- halve it .....

**I can:**

- add 10 .....
- add 100 .....
- add 1,000 .....
- add 10,000 .....
- double it .....

**Is today's number:**

- greater than 3,689 .....
- less than 19,370 .....
- greater than 23,901 .....
- less than 504,030 .....
- greater than 280,200? .....

**I can:**

- add 92 .....
- subtract 76 .....
- add 3,800 .....
- subtract 9,050 .....
- add 12,600 .....

**Add today's number to the place value table.**

| H Th | T Th | Th | H | T | U |
|------|------|----|---|---|---|
|      |      |    |   |   |   |



# MULTIPLICATION CHARTS - WRITE AND PRACTICE YOUR 2X

| X  | 1                | 2                | 3                  | 4                 | 5                 | 6                 | 7                  | 8                  | 9                 | 10                 |
|----|------------------|------------------|--------------------|-------------------|-------------------|-------------------|--------------------|--------------------|-------------------|--------------------|
| 1  | 1<br>one<br>1    | 2<br>two<br>2    | 3<br>three<br>3    | 4<br>four<br>4    | 5<br>five<br>5    | 6<br>six<br>6     | 7<br>seven<br>7    | 8<br>eight<br>8    | 9<br>nine<br>9    | 10<br>ten<br>10    |
| 2  | 2<br>ones<br>2   | 4<br>twos<br>4   | 6<br>threes<br>6   | 8<br>fours<br>8   | 10<br>fives<br>10 | 12<br>sixes<br>12 | 14<br>sevens<br>14 | 16<br>eights<br>16 | 18<br>nines<br>18 | 20<br>tens<br>20   |
| 3  | 3<br>ones<br>3   | 6<br>twos<br>6   | 9<br>threes<br>9   | 12<br>fours<br>12 | 15<br>fives<br>15 | 18<br>sixes<br>18 | 21<br>sevens<br>21 | 24<br>eights<br>24 | 27<br>nines<br>27 | 30<br>tens<br>30   |
| 4  | 4<br>ones<br>4   | 8<br>twos<br>8   | 12<br>threes<br>12 | 16<br>fours<br>16 | 20<br>fives<br>20 | 24<br>sixes<br>24 | 28<br>sevens<br>28 | 32<br>eights<br>32 | 36<br>nines<br>36 | 40<br>tens<br>40   |
| 5  | 5<br>ones<br>5   | 10<br>twos<br>10 | 15<br>threes<br>15 | 20<br>fours<br>20 | 25<br>fives<br>25 | 30<br>sixes<br>30 | 35<br>sevens<br>35 | 40<br>eights<br>40 | 45<br>nines<br>45 | 50<br>tens<br>50   |
| 6  | 6<br>ones<br>6   | 12<br>twos<br>12 | 18<br>threes<br>18 | 24<br>fours<br>24 | 30<br>fives<br>30 | 36<br>sixes<br>36 | 42<br>sevens<br>42 | 48<br>eights<br>48 | 54<br>nines<br>54 | 60<br>tens<br>60   |
| 7  | 7<br>ones<br>7   | 14<br>twos<br>14 | 21<br>threes<br>21 | 28<br>fours<br>28 | 35<br>fives<br>35 | 42<br>sixes<br>42 | 49<br>sevens<br>49 | 56<br>eights<br>56 | 63<br>nines<br>63 | 70<br>tens<br>70   |
| 8  | 8<br>ones<br>8   | 16<br>twos<br>16 | 24<br>threes<br>24 | 32<br>fours<br>32 | 40<br>fives<br>40 | 48<br>sixes<br>48 | 56<br>sevens<br>56 | 64<br>eights<br>64 | 72<br>nines<br>72 | 80<br>tens<br>80   |
| 9  | 9<br>ones<br>9   | 18<br>twos<br>18 | 27<br>threes<br>27 | 36<br>fours<br>36 | 45<br>fives<br>45 | 54<br>sixes<br>54 | 63<br>sevens<br>63 | 72<br>eights<br>72 | 81<br>nines<br>81 | 90<br>tens<br>90   |
| 10 | 10<br>ones<br>10 | 20<br>twos<br>20 | 30<br>threes<br>30 | 40<br>fours<br>40 | 50<br>fives<br>50 | 60<br>sixes<br>60 | 70<br>sevens<br>70 | 80<br>eights<br>80 | 90<br>nines<br>90 | 100<br>tens<br>100 |

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## Multiplication Square

| X  | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9   | 10  | 11  | 12  |
|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|
| 1  | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9   | 10  | 11  | 12  |
| 2  | 2  | 4  | 6  | 8  | 10 | 12 | 14 | 16 | 18  | 20  | 22  | 24  |
| 3  | 3  | 6  | 9  | 12 | 15 | 18 | 21 | 24 | 27  | 30  | 33  | 36  |
| 4  | 4  | 8  | 12 | 16 | 20 | 24 | 28 | 32 | 36  | 40  | 44  | 48  |
| 5  | 5  | 10 | 15 | 20 | 25 | 30 | 35 | 40 | 45  | 50  | 55  | 60  |
| 6  | 6  | 12 | 18 | 24 | 30 | 36 | 42 | 48 | 54  | 60  | 66  | 72  |
| 7  | 7  | 14 | 21 | 28 | 35 | 42 | 49 | 56 | 63  | 70  | 77  | 84  |
| 8  | 8  | 16 | 24 | 32 | 40 | 48 | 56 | 64 | 72  | 80  | 88  | 96  |
| 9  | 9  | 18 | 27 | 36 | 45 | 54 | 63 | 72 | 81  | 90  | 99  | 108 |
| 10 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90  | 100 | 110 | 120 |
| 11 | 11 | 22 | 33 | 44 | 55 | 66 | 77 | 88 | 99  | 110 | 121 | 132 |
| 12 | 12 | 24 | 36 | 48 | 60 | 72 | 84 | 96 | 108 | 120 | 132 | 144 |

# POETRY - SIMILES:

## Similes

A simile is a figure of speech that compares two usually dissimilar things. The comparison uses like, as or as if.

### Simile

A simile is a comparison of two things using the words like or as.



as sweet as pie



colorful like crayons

## Similes in Writing

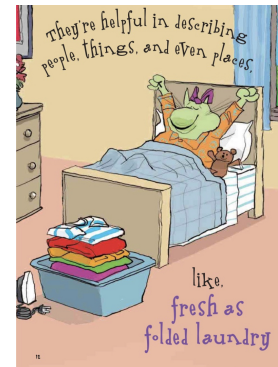
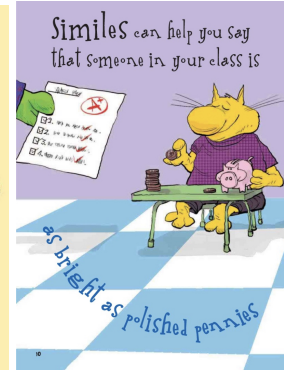
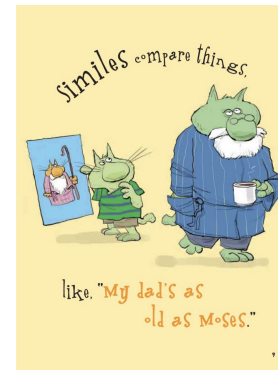
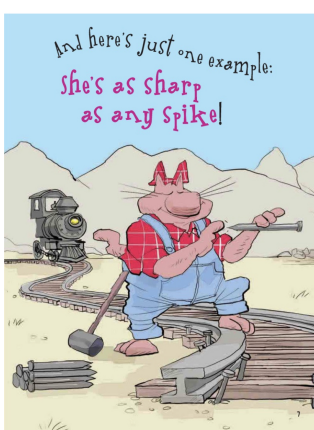
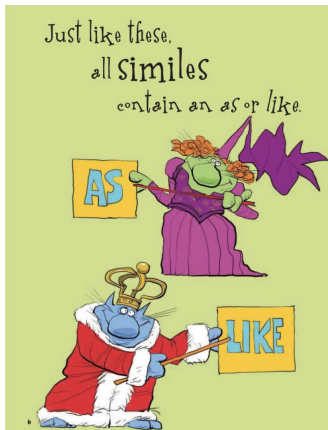
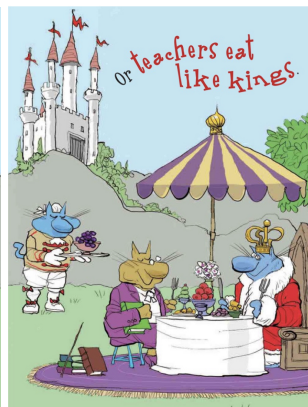
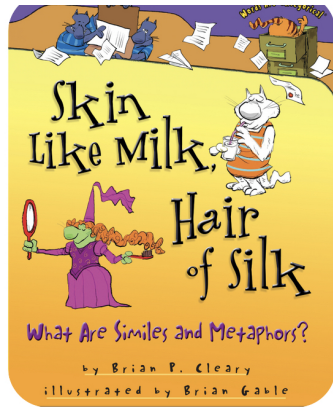
In poetry or imaginative texts, a character's physical and emotional descriptions can be like other things. Authors use similes to describe these comparisons.

Similes are used in the following categories:

- \* How a character **feels** compared to how something else **feels**  
eg. His skin was as slippery as plastic. Her skin was like satin.
- \* How a character **looks** compared to how something else **looks**  
eg. His hair was as spiky as toothbrush bristles. Her hands were wrinkled like prunes.
- \* How a character **smells** compared to how something else **smells**  
eg. The air was as spicy as pepper. The room smelt like rotting fruit.
- \* How a character **behaves** compared with something else  
eg. He ran like a cheetah through the school gate.

### SIMILES

Thinking: For feeling and touch use a simile.  
John runs as fast as lightning.  
My best friend is as stubborn as a mule.  
After that game, I feel as fit as a fiddle.  
My little sister was as sweet as a candy.  
Without my glasses, I can see better than you.  
That boy is as brave as a lion.  
My dog is as happy as a dog.  
When you were told you looked as red as a tomato.





# POETRY - SIMILES AND METAPHORS:

## Simile Poems

A simile poem uses the words 'like' or 'as' to compare two objects based on something they have in common.

### All About Me!

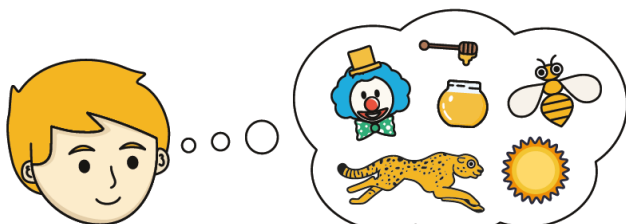
I am **fast** like a **cheetah**.

I am as **funny** as a **clown**.

I am as **sweet** as **honey**.

I am as **busy** as a **bee**.

I am **bright** like the **sun**.



teachstarter

## Metaphors

A metaphor makes a resemblance between one thing and another, declared by suggesting that one thing is another.

For example, 'My fingers are ice'.

Metaphors are common in spoken and written language.

### Metaphors

The sun was a gleaming pearl.

My baby brother is a cute little teddy bear.

My sister's memory is a compass that remembers everything you see.

The car seat is a fluffy cloud.

Custard is happiness in a bowl.

## Metaphors in Writing

In poetry or imaginative texts, a person, place or thing is being compared with another person, place or thing. When making the comparison we say that one thing **IS** the other thing.

The following are some examples of metaphors:

\* The smoke was cotton balls billowing from the chimney.

\* You are my hero.

\* The sun was a furnace.

What are these metaphors really saying?

### METAPHOR

A metaphor is a figure of speech that compares two things by saying one thing **IS** the other thing.



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

### Metaphor Hunt

Figurative language includes special forms that writers use to help readers make a strong connection to their words. A **metaphor** is one kind of figurative language. It makes a direct comparison of two unlike things. You can tell the difference between a metaphor and a simile because a simile uses the words "like" or "as", and a metaphor does not. Metaphors often use a form of the verb "to be". The verb can be in the past tense (was, were), the present tense (am, is, are), or future tense (will be).

**Read the story below. Underline all the metaphors you find.**

#### The Haircut

When I woke up on Saturday, mom said I was a sheepdog with my long, shaggy hair, and it was time for me to get my hair cut. When I looked at her, she was a zebra, half hidden behind the drapes of my overgrown bangs. I couldn't help it. I laughed. She was right, my hair had to be cut.

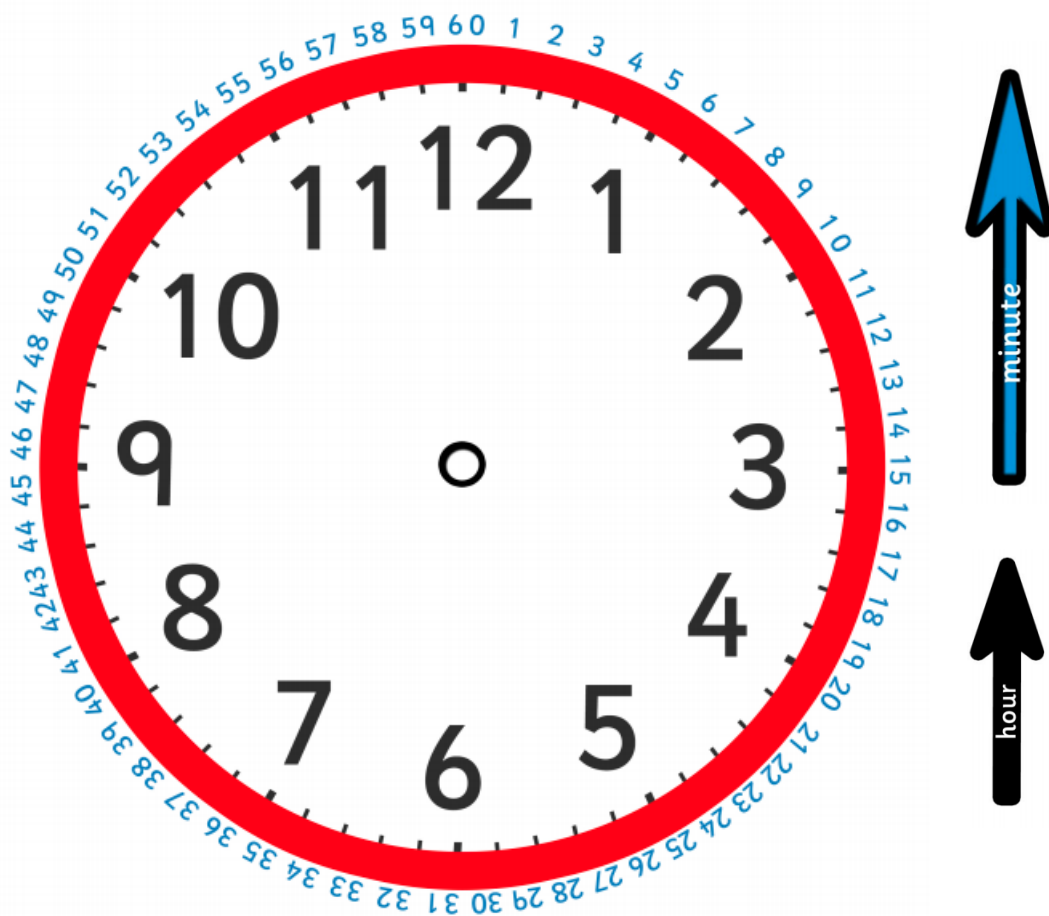
The barber's chair was a tower, and he pumped it higher and higher. I didn't really mind. I was an explorer, looking at the world in a whole new way. The pieces of hair on the floor were an exotic carpet of strange brown fibers that criss-crossed in a crazy pattern. The floor was an odd new planet, and I was an astronaut looking down from above. The barber pumped the chair again, and I was a rocket coming in for a landing. I couldn't believe the adventure was over so soon.

On the way home, we stopped at the store to buy some milk. Unfortunately, there was some amazing sale going on at the time. We were tiny fish swimming in a sea of people. I couldn't wait to get out of there and go home. The drive home was a frustrating experience, because the holiday traffic had turned the street into a parking lot. I hope it's a long time before I'm a sheepdog again!

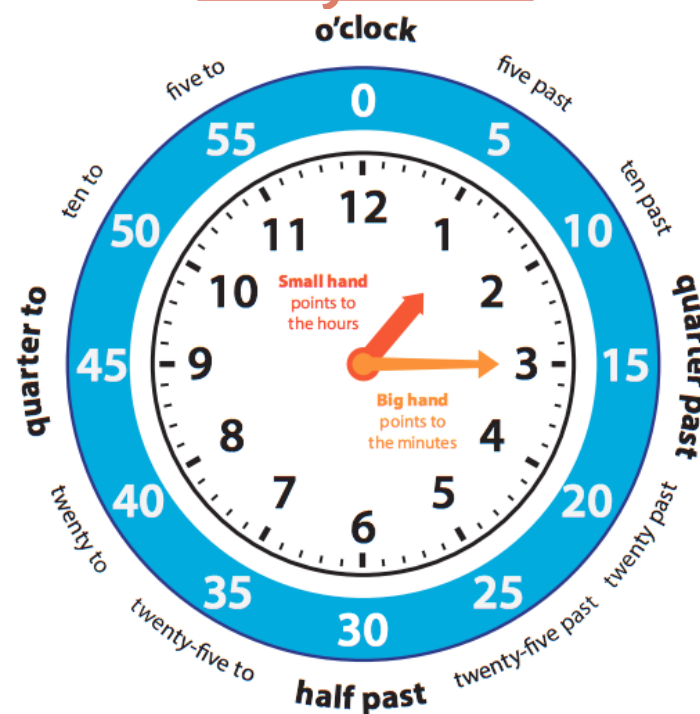
# MATHS: TIME RESOURCES

## Make your own clock!

1. Cut out the clock face and hands.
2. Pin the minute and hour hands to the clock face.  
Use a push pin or tooth pick.



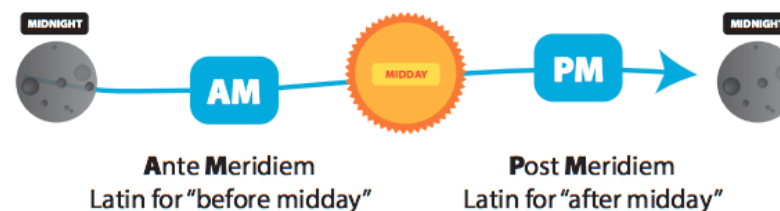
## Telling the Time



**60 seconds = 1 minute**

**60 minutes = 1 hour**

**24 hours = 1 day**



# MATHS: TIME RESOURCES

## TIME MATCH

Match the different ways of representing the same time.

Quarter past nine



Quarter to five



Quarter to twelve



Quarter past six



Quarter to nine



Quarter to seven



Quarter past four



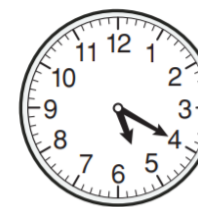
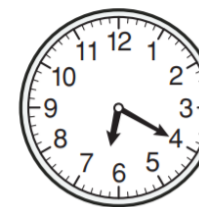
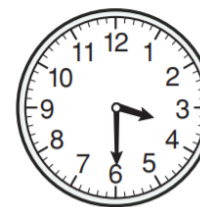
Quarter past twelve



## Thursday: Problem Solving Questions

### Question 1

Which clock shows half-past four?



### Question 2



What time is shown on this clock?

quarter to 3



quarter past 3



quarter to 4



quarter past 4

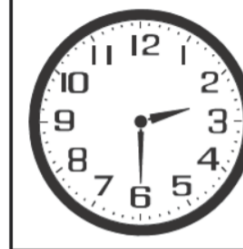


### Question 3

What time does the next boat leave?

- ☐ two past six
- ☐ half past six
- ☐ two o'clock
- ☐ half past two
- ☐ half past three

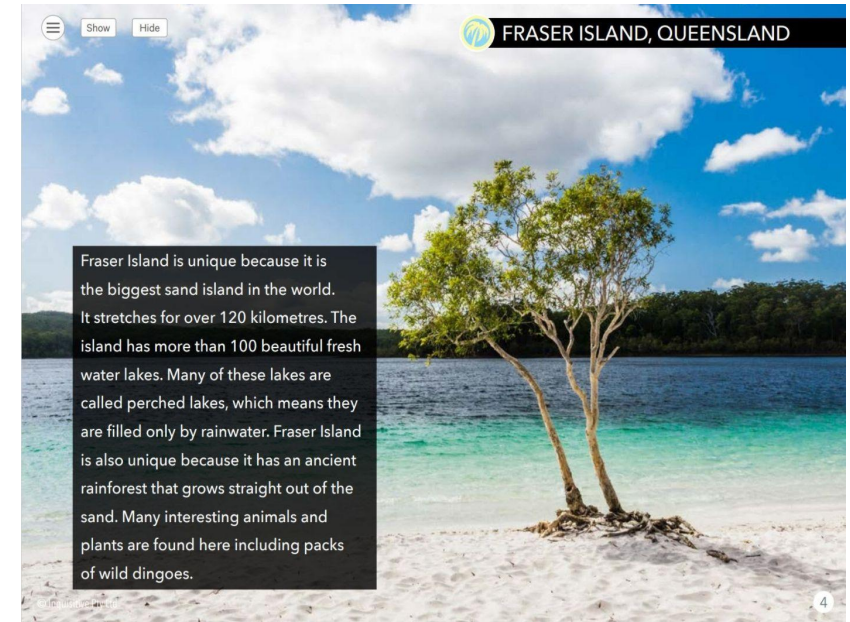
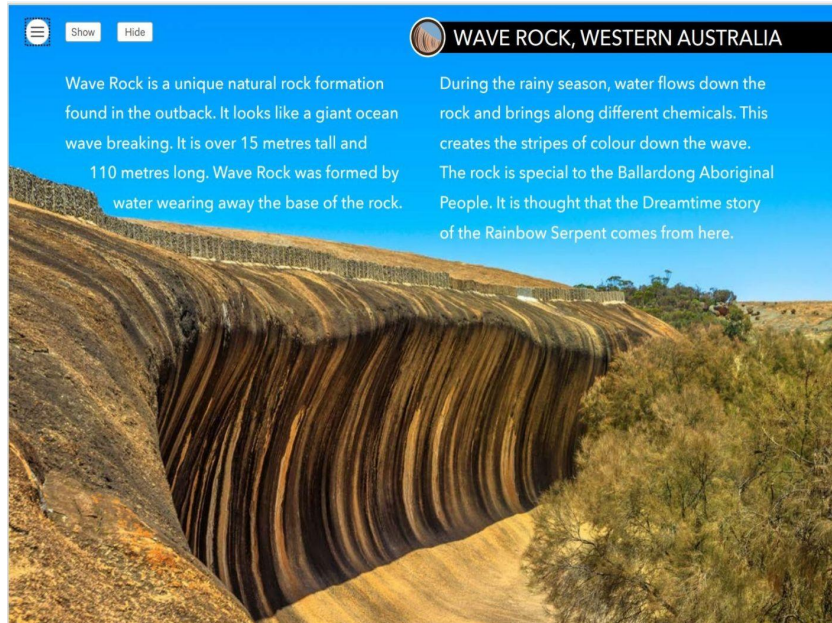
Next boat  
leaves at:





# GEOGRAPHY - PLACES OF AUSTRALIA

Read about four of the special places in Australia.



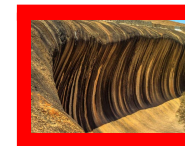




Cut these images out and place them on the map using the information you have read to help you place them accurately in the correct state and climate zone.



Umpherston Sink Hole



Wave Rock



Devils marbles



Fraser Island

Which of these four sites would you like to visit, and why?

Explain the type of clothing you would take with you, and why? *(HINT - think about the climate of the place you are interested in visiting as you answer the question)*

## MUSIC:


























In music, the beat is the steady pulse in a song. It is the heartbeat of a song.

Rhythm is a repeated pattern that we make over the beat. In each of these songs below, you can see heartbeats. Above the heartbeats you can see the rhythm of the song.

If you see one object, you clap once. If you see two, you clap twice as you say the words.

































Now, have a go at clapping the beat of each rhyme by clapping once as you say the words. Next, have a go at clapping out the rhythms you can see.

Incy Wincy Spider has both the beat and rhythm on the page and is a little bit tricky!














| Bell Horses  | Queen Queen Caroline  | Rhythm & Beat<br>WHICH IS WHICH?   |
|--|---|--|
| <br>Bell<br>           | <br>Queen<br>           |  |
| <br>hor-ses<br>     | <br>Queen<br>      |  |
| <br>bell<br>       | <br>Car - o<br> |  |
| <br>hor-ses<br>    | <br>- line<br>  |  |
| <br>What's the<br> | <br>washed her<br>  |  |
| <br>time of<br>    | <br>hair in<br>   |  |
| <br>day?<br>       | <br>tur-pin<br> |  |
| <br>One 'o<br>     | <br>- tine.<br>   |  |
| <br>- clock<br>    | <br>made it<br> |  |
| <br>two 'o<br>     | <br>shine.<br>    |  |
| <br>- clock.<br>   | <br>- line<br>  |  |
| <br>Time to<br>    | <br>Queen<br>     |  |
| <br>run a<br>      | <br>Car - o<br> |  |
| <br>- way!<br>     | <br>Queen<br>     |  |
| <br><br>           | <br><br>        |  |



## Engine Engine

|   |  |  |  |
|---|--|--|--|
| <br>En-gine<br> | <br>en-gine<br>      | <br>num-ber<br>  | <br>nine<br>   |
| <br>go-ing<br>  | <br>down Chi -<br>   | <br>- ca-go<br>  | <br>line.<br>  |
| <br>If the<br>  | <br>train should<br> | <br>jump the<br> | <br>track,<br> |
| <br>Will I<br>  | <br>get my<br>       | <br>mo-ney<br>   | <br>back?<br>  |

## Burnie Bee

|   |   |  |  |
|---|---|--|--|
| <br>Bur-nie<br>   | <br>Bee<br>       | <br>Bur-nie<br>  | <br>Bee<br>  |
| <br>Tell me<br>   | <br>when your<br> | <br>wed-ding<br> | <br>be.<br>  |
| <br>If it<br>     | <br>be to -<br>   | <br>mor-row<br>  | <br>day<br>  |
| <br>take your<br> | <br>wings and<br> | <br>fly a -<br>  | <br>way.<br> |

|   |   |   |   |
|---|---|---|---|
| TIP   | TOE   | TIP   | TOE   |
|  |  |  |  |
| OUT CAME THE SUNSHINE   |   |   |   |
| ★   | ★   | ★   | ★   |
| TIP   | TOE   | TIP   | TOE   |
|  |  |  |  |
| AND DRIED UP ALL THE RAIN   |   |   |   |
| ★   | ★   | ★   | ★   |
| TIP   | TOE   | TIP   | TOE   |
|  |  |  |  |
| AND IN-CY WIN-CY SPI-DER  |   |   |   |
| ★   | ★   | ★   | ★   |
| TIP   | TOE   | TIP   | TOE   |
|  |  |  |  |
| CLIMBED UP THE SPOUT A-GAIN   |   |   |   |
| ★   | ★   | ★   | ★   |



CLAP WHEN  
YOU SEE A  
STAR FOR  
THE RHYTHM

LET'S PLAY MUSIC

# PHYSICAL EDUCATION

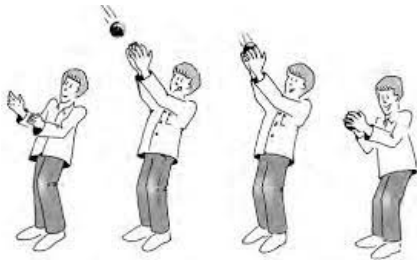
## Fundamental Movement Skills

### How to Throw



1. Eyes focused on the target.
2. Stands side-on to target.
3. Weight on the rear foot.
4. Step forward on the opposite foot to the throwing arm.
5. Hips then shoulders rotate forward.
6. Follow through with the throwing arm towards the target.

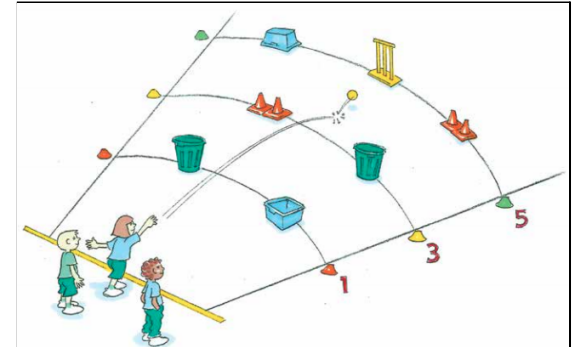
### How to Catch



1. Eyes focused on the ball.
2. Feet move to place the body in line with the ball.
3. Hands move to meet the object. Keep hands and fingers relaxed and slightly cupped to catch the ball.
4. Elbows bend to absorb the force of the ball.

## How to Play: Hit the Target

Practise your throwing skills in this fun target game.



### Equipment:

- Objects to throw – handballs, tennis balls, soccer balls
- A Variety of Targets - bottles, buckets, wickets

### How to play:

- Find a safe to play.
- Set up targets away from the throwing line. Place targets at different lengths for easy 1-point targets to harder 5- point targets (See picture).
- Players take turns to throw a ball to hit targets.
- Players score points for the target they hit.

## WELLBEING REFLECTION: THINK ABOUT YOUR WEEK OF LEARNING

**I AM FEELING: (TICK BELOW)**

☐ Great



☐ Okay

**PEEL  
GOOD!**



☐ Just average

**FINEAPPLE!**



**I ENJOYED COMPLETING THIS WEEK....**

**ON THE HOLIDAYS I....**