Erina Heights Public School
Learning from Home - Stage 2

Term	1	2	3	4						
Weeks	1	2	3	4	5	6	7	8	9	10	11

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00	Daily Zoom Meeting	2/3L Zoom link	3A Zoom Link	3/4C Zoom Link	3/4C Zoom Link
Morning	**Literacy Activities**	**Literacy Activities**	**Literacy Activities**	**Literacy Activities**	**Literacy Activities**
	Recess Break				
Middle	**Maths Activities**	**Maths Activities**	**Maths Activities**	**Maths Activities**	**Maths Activities**
	Lunch Break				
Afternoon	**Passion Project**	**Passion Project**	**Passion Project**	**Passion Project**	**Passion Project**
Optional Activities	Last year, the Office of the Advocate for Children and Young People launched a website called Digital Lunchbreak. Children and young people can learn, create and discover through digital workshops, learning materials, virtual excursions and more. Visit the Digital Lunchbreak website by clicking here www.digitallunchbreak.nsw.gov.au				

Stage 2

Literacy Activities

Term 4 – Week 2

Expectations

- ☺ Do one activity each day.
- ☺ If you get stuck, send your teacher a message on Google Classroom.
- ☺ You can add extra slides to do your answers, otherwise you can do your work in a Google doc or workbook at home.
- ☺ Submit your work on Google Classroom.
- ☺ Do the best you can! ☺

10 Beautiful Insects

Did you know you can these insects as pets?

https://www.youtube.com/watch?v=RSxH0Oj4JCY

Learning Intention: To use comprehension strategies to build understanding.

What to do?

- Watch the video. Take notes if it helps.

Your task:

- On the following slide, pick 3 insects from the video and write 3 interesting facts about each of them.

10 Beautiful Insects

Record your facts here.

Write your facts **using full sentences.** For example, instead of writing, **'they eat leaves,'** you would write, **'the spiny leaf insects eat leaves.'**

Insect:	**Insect:**	**Insect:**
Fact #1	**Fact #2**	**Fact #3**
Fact #1	**Fact #2**	**Fact #3**
Fact #1	**Fact #2**	**Fact #3**

VOCABULARY - *Quiz Word*

A crossword game you can play with your friends

Instructions:

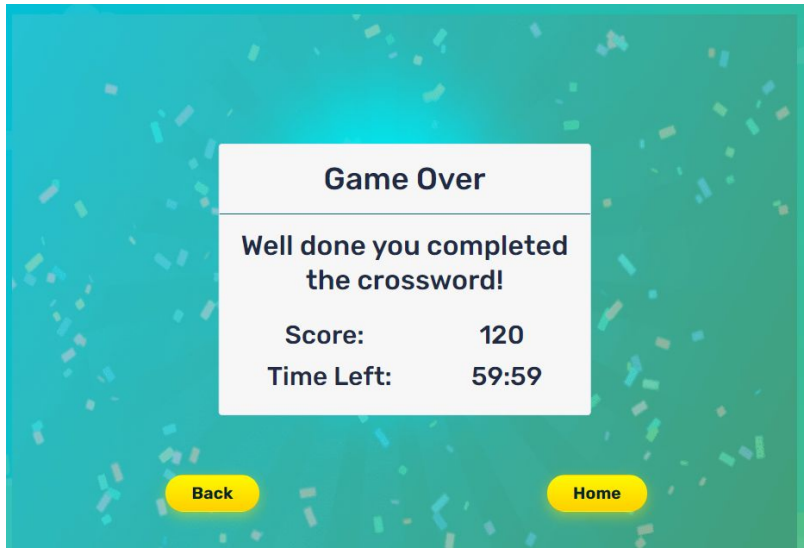
- Click the picture or the link below to access the game.
- Choose a topic for your crossword puzzle
- Once in the game, you have a set time to complete the puzzle.
- You can create a multiplayer room to play with your friends or family. The person who creates the room will need to share the room code with the other players.
- Use snipping tool tool to copy and paste a screenshot of your puzzles with your teacher. They can be copy and pasted into the next slide.

https://www.kidsnews.com.au/quiz-word

VOCABULARY - *Quiz Word*

Screenshots of your results can be pasted here.

An example



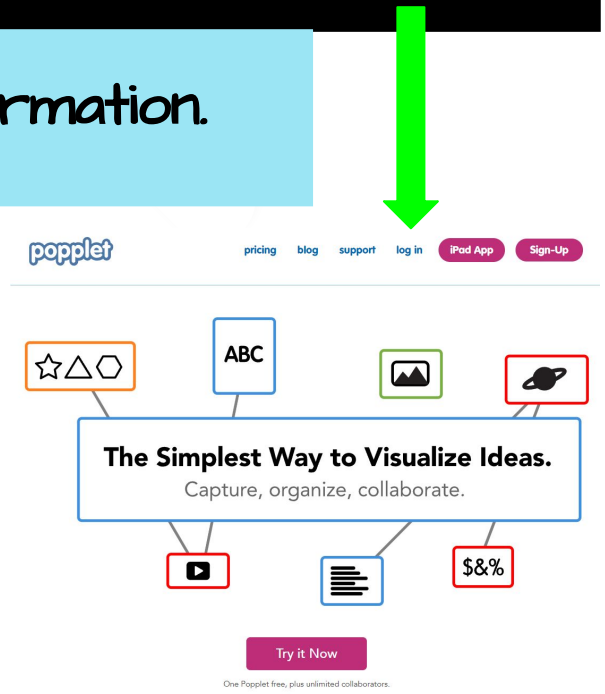
RESEARCH TASK

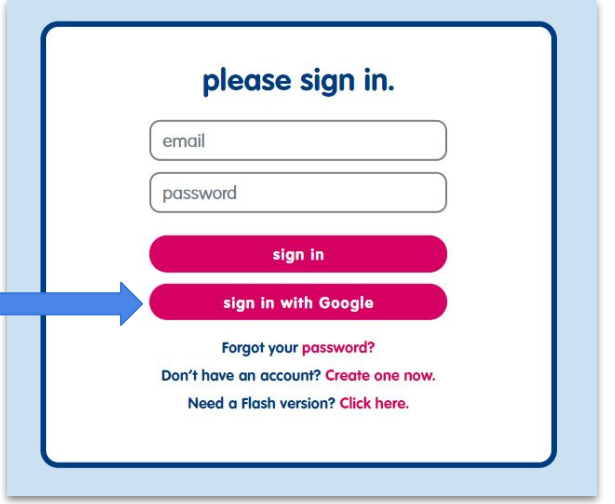
Create a Mind Map using Popplet. You will make a kahoot with this information.

What to do:

- Pick a topic of interest to research
- Go to Popplet www.popplet.com
- Click Log In at the top of the screen - **See the green arrow**
- Sign in with google and use your @education.nsw.gov.au account to sign in - **See the blue arrow**
- Once you have signed in, click **Create new Popplet.** Once the new popplet screen has opened, double click in the centre of the screen and this will open a new popple. Type your topic in this popple.
- Then, click one of the white dots around the outside of the popple to create a mind map. See the video in the link below for tips on how to use Popplet. https://www.youtube.com/watch?v=CxLDsWHsQ1g
- You will need 10 facts about your topic.
- See the next slide for an example. Using snipping tool, copy and paste a screenshot of your popplet into slide 9.

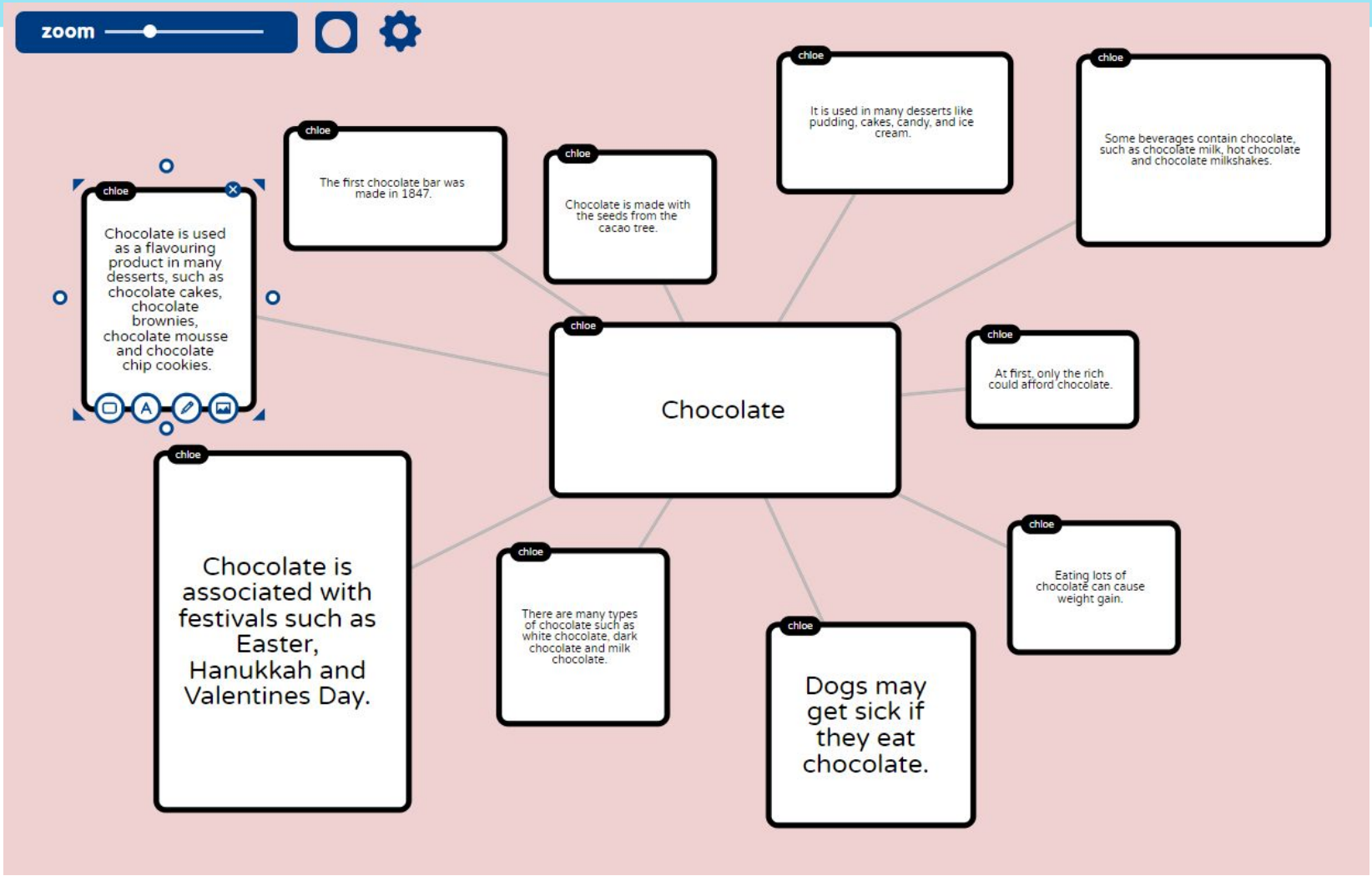
If creating a Popplet is too difficult, use a pencil and paper instead. You can also type your information in slide 9 as dot points.





RESEARCH TASK

An example of what your Popplet should look like



RESEARCH TASK

Paste your Popplet here

WRITING TASK

Create a Kahoot

What to do:

- Create a student account on Kahoot https://create.kahoot.it/auth/register It will ask for your date of birth and a username. Then click **Sign in with Google.** Use your @education.nsw.gov.au

- Using the information you gathered in your research, create a kahoot quiz about your research topic.

- Watch the youtube video to see how to create a kahoot quiz. Skip to 1:25 to get to the parts that will help you. If you get stuck, please ask your teacher.

- You may create multiple choice questions, true or false or simple yes or no questions.

- For example, using my info on chocolate, examples of questions I could ask using the same piece of information are:
  What seeds are used to make chocolate? Cacao seeds, bird seeds, flax seeds or chocolate seeds.
  Chocolate is made with cacao seeds. True or false?
  Is chocolate made with a type of seed? Yes or No?

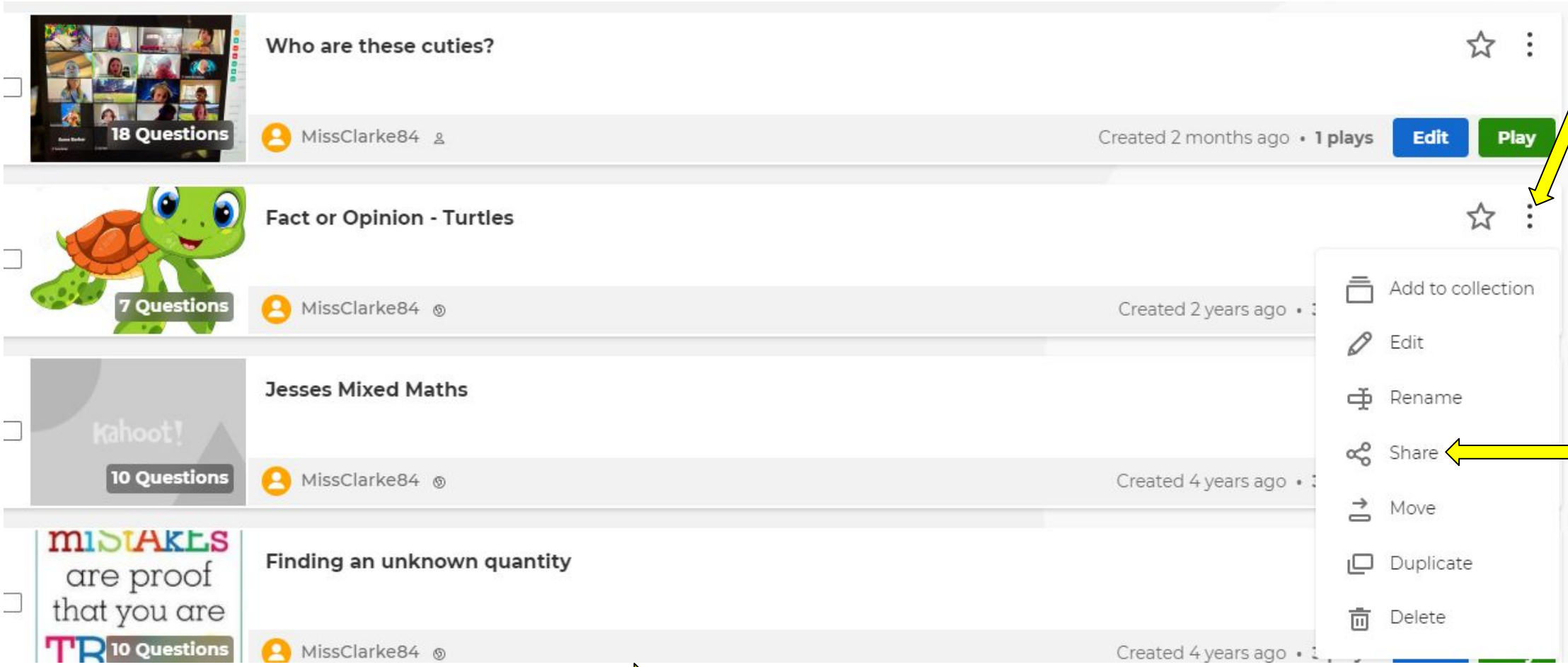
https://www.youtube.com/watch?v=V4FQ-j91waA

If you find creating a Kahoot too difficult, write your questions on slide 12 instead.

If you create a Kahoot, share your Kahoot link with your teacher in slide 12.

WRITING TASK

How to share your Kahoot with your teacher



1. Click the three dots.

2. Click share. Then click copy on the next screen.

3. Copy and paste the link into slide 12.

WRITING TASK

My kahoot

SPELLING

Spellbound Crosswords

https://lovattspuzzles.com/kids/childrens-online-puzzles/

What to do:

- Click the link above to be taken to the Spellbound Crossword website.
- Choose a daily crossword to do. It doesn't matter if it isn't Fridays.

Your Task:

- Complete the crossword puzzle and take a screenshot of your completed puzzle by using the snipping tool and pasting it on the next slide. If it disappears after you type in your last word, go back into the same crossword and your answers should still be there.
- **Do your best! If you get stuck, you can Google the clue to help you find the word. If that doesn't help, skip it and move on to the next one.**

If you finish early, you might like to do another crossword or wordsearch on the website.

SPELLING

Spellbound Crosswords

Paste your completed crossword puzzle here.

Maths

Stage 2 - Term 4, Week 2

Maths Instructions

1. Watch the instructional video before beginning the tasks. You may need to watch this more than once.

2. Complete as many activities each day as you can - activities should be completed on paper or in a book. Please draw any tables or diagrams that you need to complete these activities.

3. To make answering easier, please type into the pink text boxes.

Practise your multiplication tables

PLEASE NOTE

If it is easier for you to complete this work in a book, then please do so and send a photo to your teacher or submit on Google Classroom if you know how.

Otherwise - Click on the pink text boxes on the activity slides to enter your answer.

Monday

Lesson 1

Ignition Activity 1

Vegetable Shop

Equipment:
Whiteboard and pens

You can only buy one type of vegetable from my shop at a time.

Which vegetables can you buy for exactly $15 and how many can you buy?


$1


$2


$3


$5

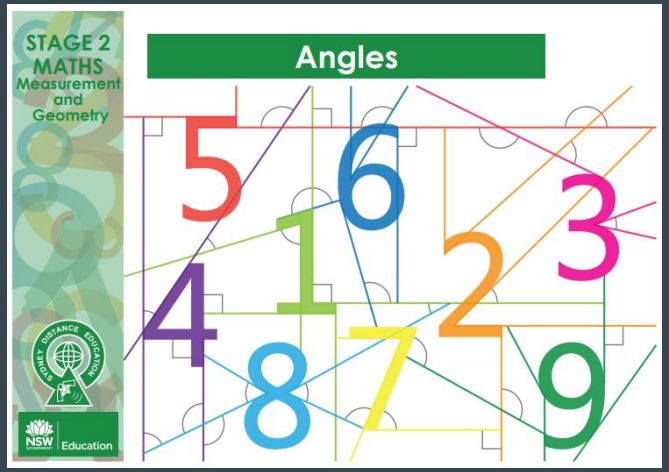

$10

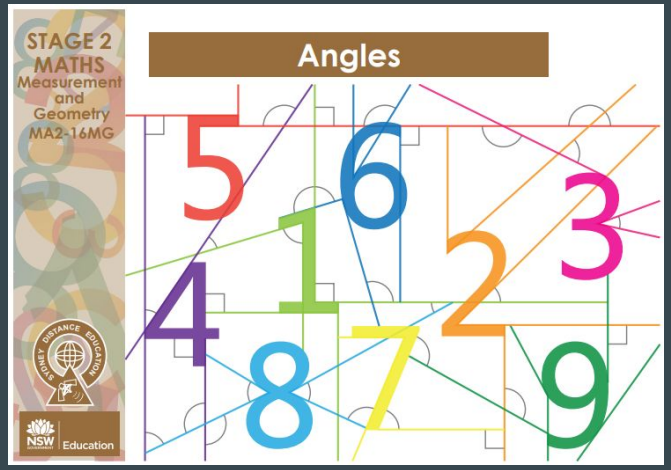
Can you make up a similar question for your friends?

home

Angles

Instructional Video Link - Click the link below to access the video





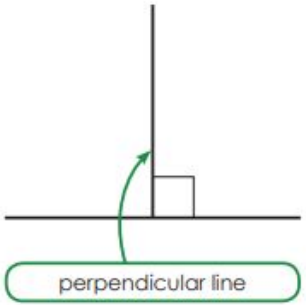
Angles

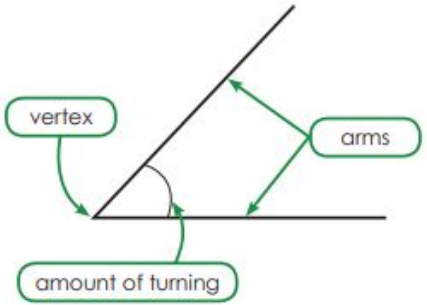
Read

Angles

Glossary

- **amount of turning:** the space between two arms meeting at a common point
- **angle:** the amount of turning between two arms meeting at a common point
- **arms:** the lines of an angle
- **perpendicular:** a line that sits at a right angle to another line. Perpendicular lines are made up of two right angles.
- **right angle:** an angle formed by two lines that are perpendicular to each other, such as the corner of a book, an angle equal to 90 degrees
- **vertex:** the point on a 2D shape or 3D object where two or more lines meet to form a corner. The plural is vertices.

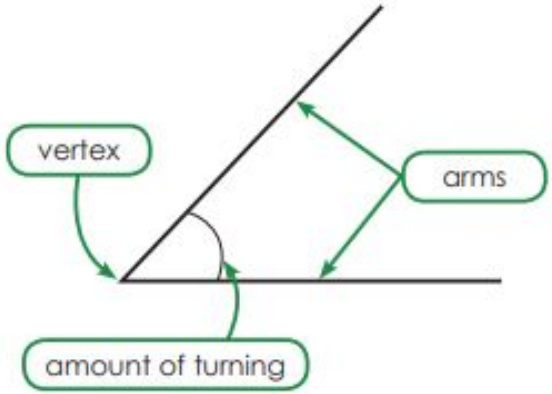




Angles

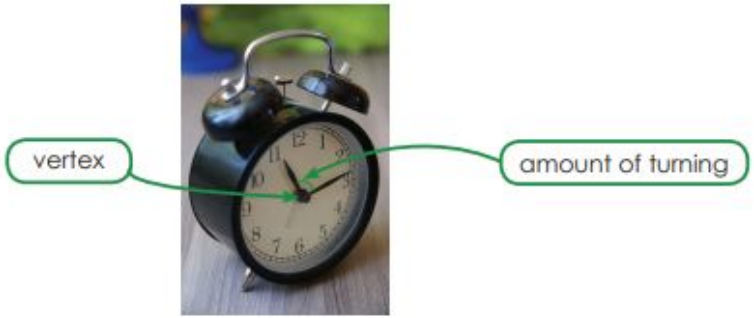
Have A Go!

Whenever two lines join together at a point an **angle** is formed. We call the lines of an angle **arms** and the point at which the arms meet is a **vertex**. We can describe an angle as the **amount of turning** between the two arms.



Read

Angles can be found all around us. One place we can find angles is on an analog clock. Have a look at the clock below.



The minute and hour hand of the clock (the angle's arms) meet in the centre of the clock face (the angle's vertex). The amount of turning is the space between the two arms.

Read

Angles

When measuring an angle, we are measuring the amount of turning between two arms. It does not matter how long the arms are. As long as the amount of turning is the same, the angles are the same size.

Look at the two angles below. One has long arms and the other has short arms. However, the amount of turning in each of the angles is the same, so these angles are the same size.

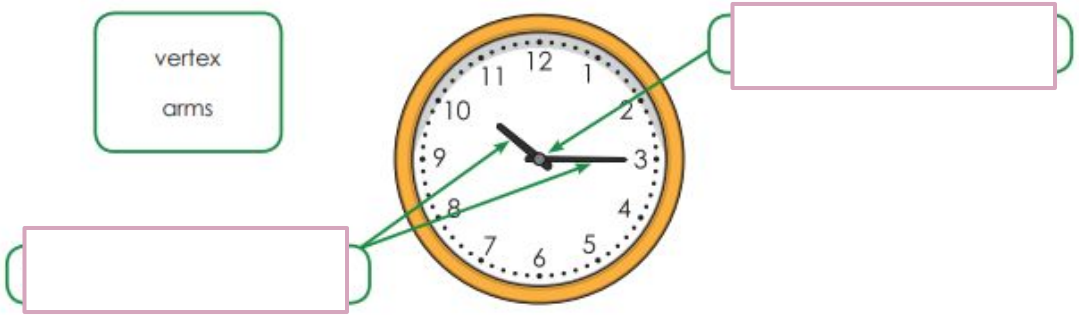
Angles

Read

1. Label the angle in the picture of the clock below using the words from the box.

vertex

arms



2. Finish this sentence.

The point in an angle where two arms meet is called a _____.

3. Circle the correct green word or words in the sentence below to make it true.

Changing the length of the arms changes / does not change the amount of turning in the angle.

DRAG & DROP

Comparing Angles

Read

Have A Go!

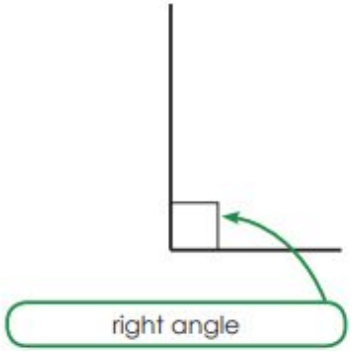
Look at the framed picture below. The frame is in the shape of a square.

One of the corners of the frame has an angle drawn in green next to it.

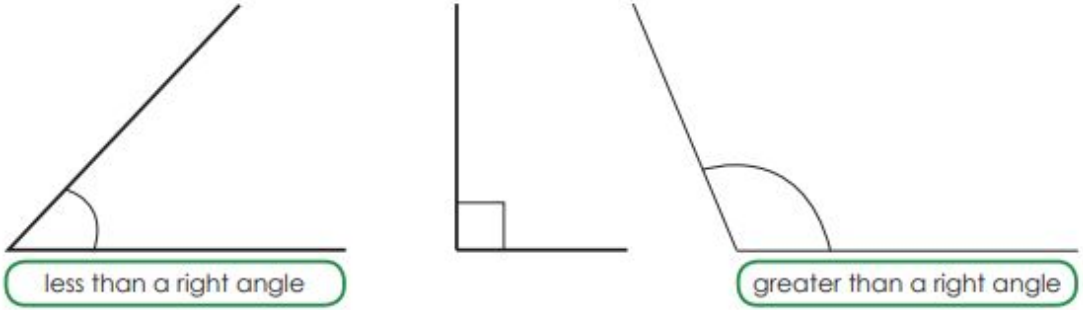
There is a special name for an angle which is the corner of a square or rectangle. It is called a **right angle**.

Read

When a right angle is shown, it is marked with a small box. Whenever you see this marking, you know that it is a right angle.



Right angles can be used to help classify other angles. Other angles might be greater than a right angle or less than a right angle.



1. Go to **Worksheet 1** on the following page and cut out all of the angles.

2. Find the right angle (**angle a**). Compare the other angles to the right angle by laying them directly on top of it. Sort **angles b** to **h** into the two groups below.

   - angles that are greater than a right angle
   - angles that are less than a right angle

a. How many angles are greater than a right angle? _____

b. How many angles are less than a right angle? _____

3. Now compare all of the angles to each other by laying them directly on top of each other. Order the angles from smallest to largest.

a. Using the letter labels on each angle, write the correct order from smallest to largest.

_____

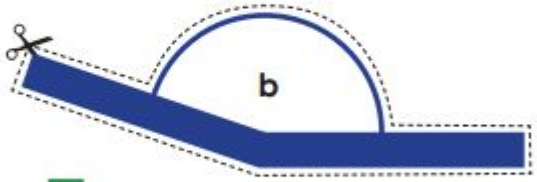
b. Find two angles that are the same size. Write their letters on the line below.
Hint: remember that angles are measured by the amount of turning, not the length of their arms.

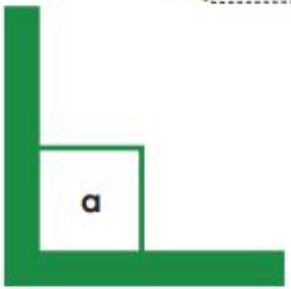
_____

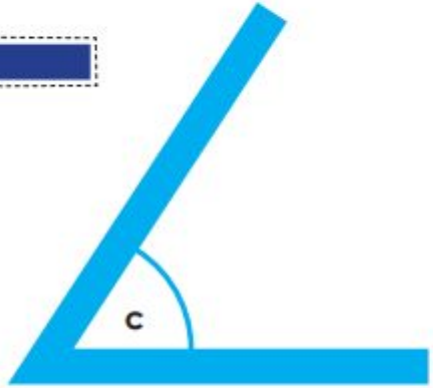
If you are working online and not in a workbook, you will have to compare the angles just by looking at them.

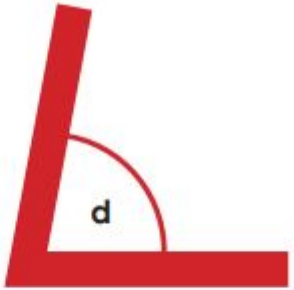
Worksheet 1

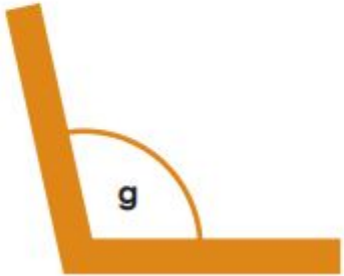
Cut these angles out to help you complete Lesson 2. Cut around the arc to keep the letters on each angle.

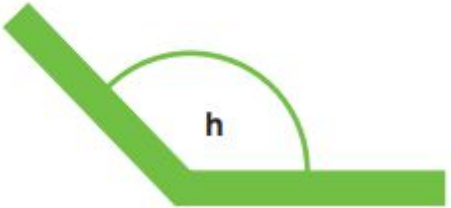












Tuesday

Lesson 2

Ignition Activity 2

Make 7!

Equipment:
Whiteboard and pens

How many different ways can you find to make seven by adding or subtracting?

eg. 2 + 5, 20 – 10 - 3

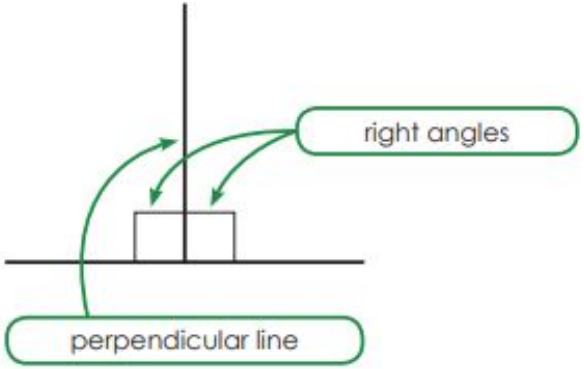
home

Perpendicular Lines

Read

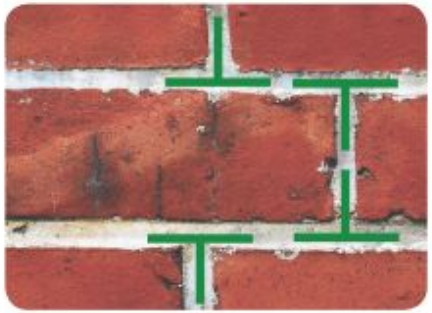
Have A Go!

A **perpendicular line** is a line that sits at a right angle to another line. The diagram below shows an example of a perpendicular line.



1. Look at the pictures below. Identify the perpendicular lines and trace them. How many can you find in each picture? The first one has been done for you.

a.



I found 4 perpendicular lines.

b.

I found _____ perpendicular lines.

c.

I found _____ perpendicular lines.

d.

I found _____ perpendicular lines.

2. Perpendicular lines can also be found in art. Look at the artworks below. Identify perpendicular lines and trace them. How many can you find in each picture?

a.

I found _____ perpendicular lines.

b.

I found _____ perpendicular lines.

c.

I found _____ perpendicular lines.

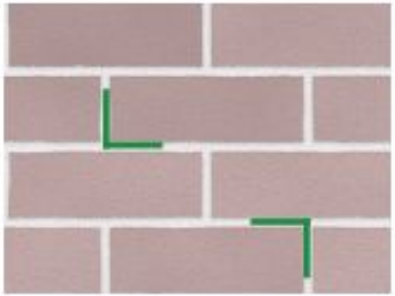
d.

I found _____ perpendicular lines.

Have A Go!

Right angles can be found in many places in your local environment.

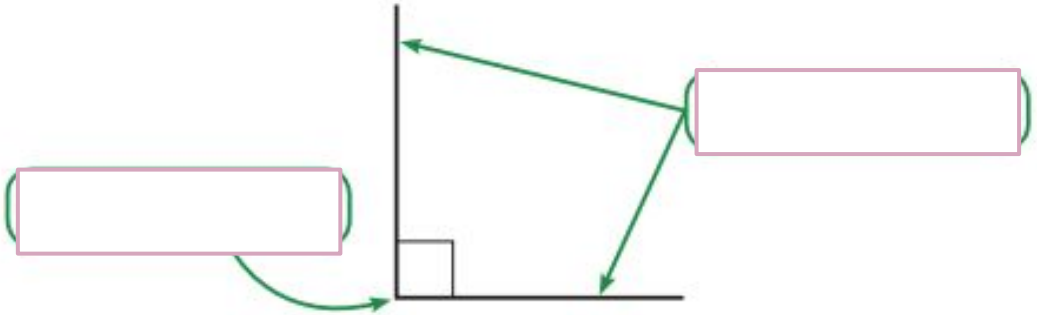
Lucy went on a right angle hunt in and around her home, and took photos of right angles she found. She used a computer drawing program to draw over some of the right angles she found. Look at her photos below.



Go On a right angle hunt around your home, inside and out. Take some photos and use the line tool to show the right angles you have found. Look at the previous slide for examples.

1. Complete the tasks below.

a. Label this diagram of an angle. Use words from the box on the right for the labels.

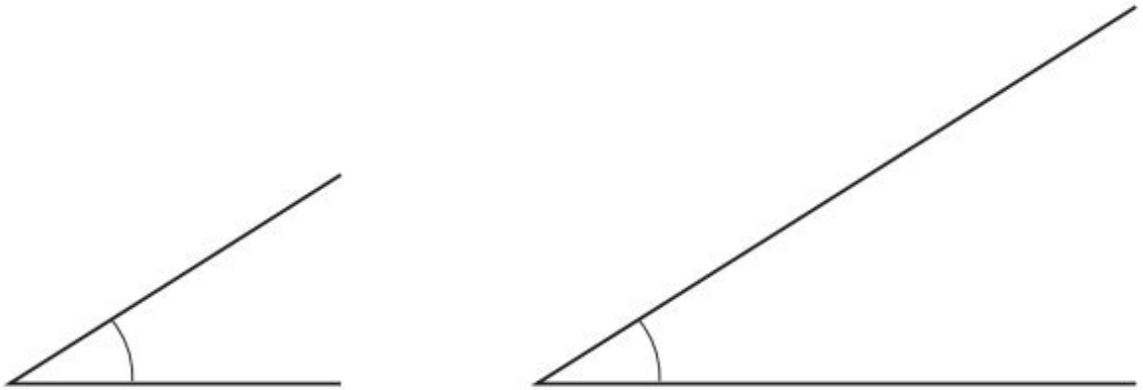


vertex

arms

b. What is the name of this type of angle? _____

2. Compare the two angles below.



Circle the correct word or words to make this sentence true.

The amount of turning for these two angles is **the same/different**.

DRAG & DROP

3. Draw a circle around 2 right angles in each image below.

a.

b.

c.

d.

Angles

DRAG & DROP

Wednesday

Lesson 3

Ignition Activity 3

Beanbags

Equipment:
Whiteboard and pens

If Mark throws three beanbags into the hoops, what is the highest score he can get?

What are all the possible scores he can get?

10 points

5 points

2 points

home

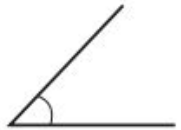
Comparing Angles

Read

Glossary

- **acute angle:** an angle smaller than a right angle
- **angle of revolution:** the angle where one arm has turned completely around a point until it is on top of the other. This angle is equal to 360°.
- **obtuse angle:** an angle larger than a right angle, but smaller than a straight angle
- **reflex angle:** an angle larger than a straight angle
- **right angle:** an angle formed by two lines that are perpendicular to each other, such as the corner of a book. It is an internal angle that is 90 degrees.
- **straight angle:** the angle that is equal to 180°

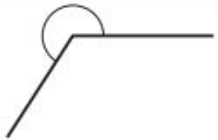
right angle



acute angle

obtuse angle

straight angle



reflex angle

angle of revolution

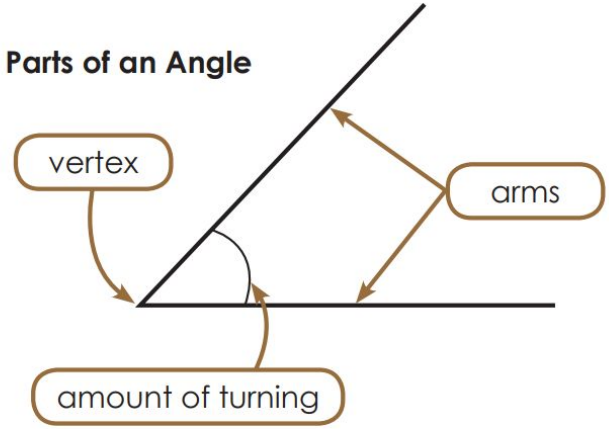
Angles

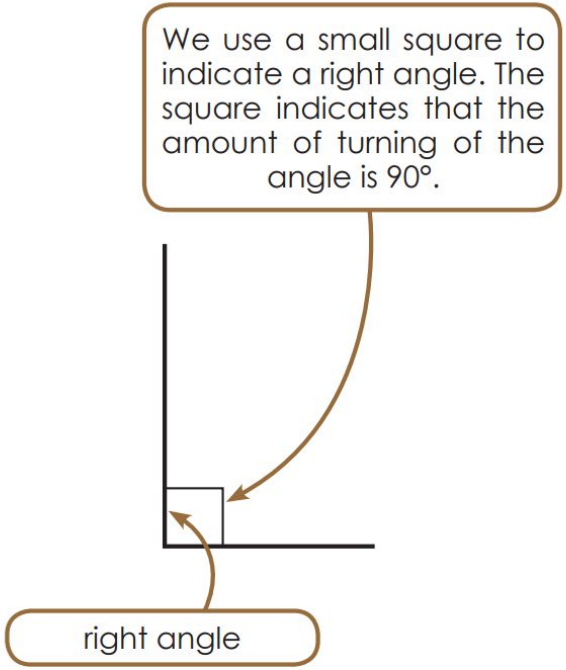
Read

Have A Go!

An angle is the amount of turning between two arms.

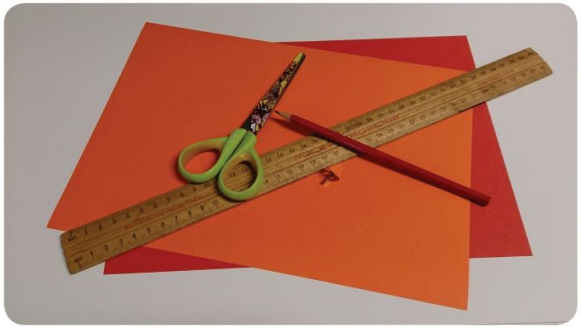
A right angle is an angle of 90°.



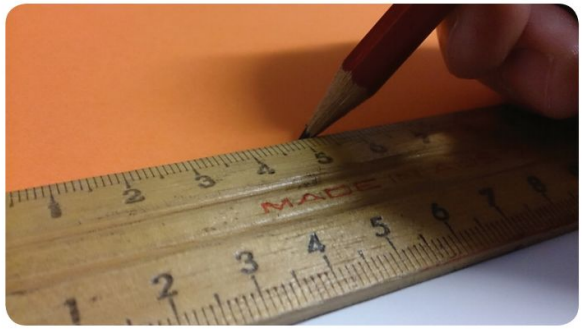


In this unit, you will be learning about other kinds of angles - some that are greater than a right angle and one that is less than a right angle.

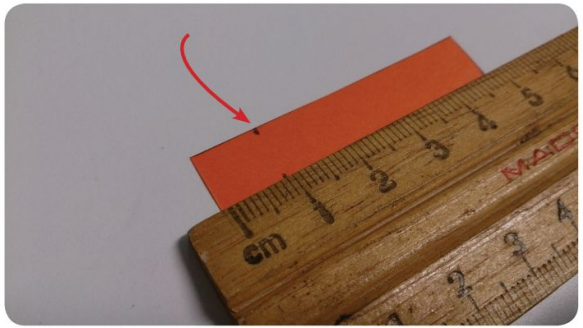
1. Follow the directions below to construct an angle tester.



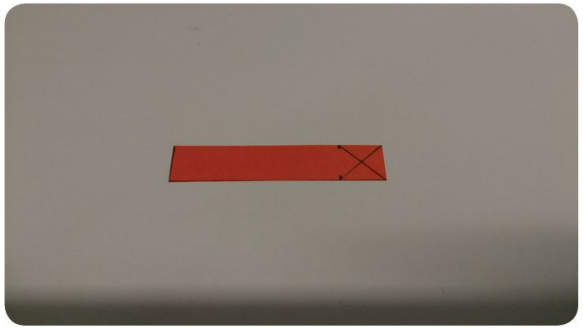
a. Measure and cut out two strips of paper that are both 5 cm long and 1 cm wide.



b. On one strip, use your ruler to measure and make a mark 1 cm from one end on both sides of the strip.

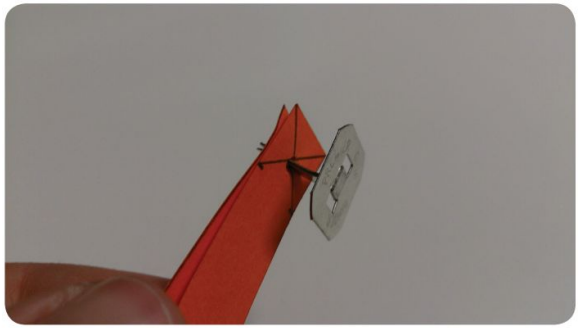


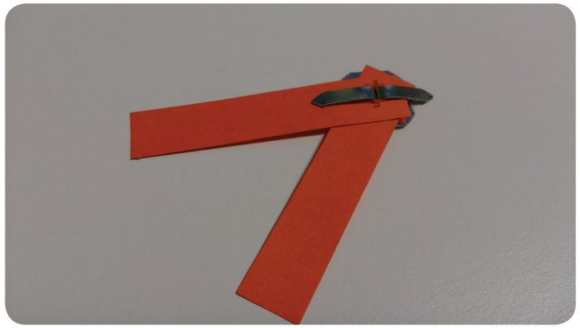
c. Draw diagonal lines from your marks to the opposite corners to make a cross.

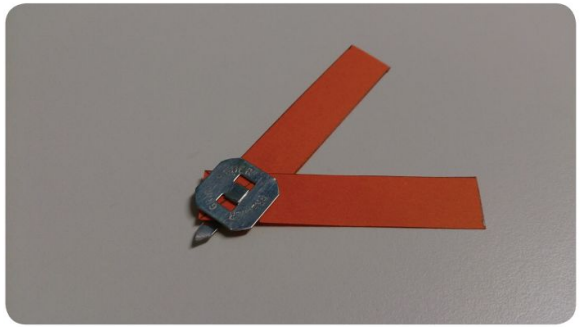


d. Layer your strips on top of each other with the cross facing up.

e. If you have a split pin, ask your supervisor to use it to pierce through the two strips, using the centre of the cross as a guide. A safety pin could be used instead if a split pin is not available. The two arms of your angle tester should be able to move to match the arms of the different angles that you will be testing.







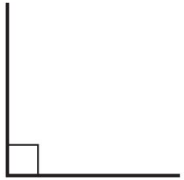
2. Use your angle tester to measure the angles below and compare them to the right angle in the box.

Start by making the angle with your angle tester, then place the angle tester on top of the right angle to decide whether the angle is **less than**, **equal to**, **about the same as** or **greater than** a right angle.

Write your answer on the lines below each angle.

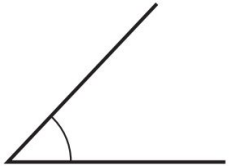
Note: When moving your angle tester, be careful not to change the size of the angle.

right angle



less than
equal to
about the same as
greater than

a.



This angle is _____ a right angle.

b.

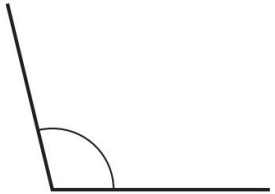
This angle is _____ a right angle.

Type:
less than
equal to
same as
greater than
in the pink
text boxes.

Type:
less than
equal to
same as
greater than
in the pink
text boxes.

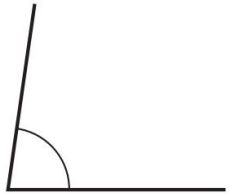
Angles

c.



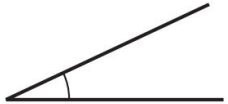
This angle is [ ] a right angle.

d.



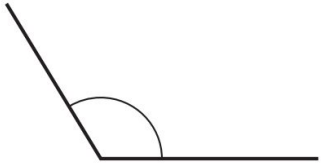
This angle is [ ] a right angle.

e.



This angle is [ ] a right angle.

f.

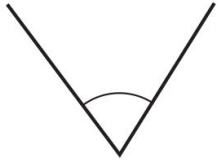


This angle is [ ] a right angle.

g.

This angle is [ ] a right angle.

h.

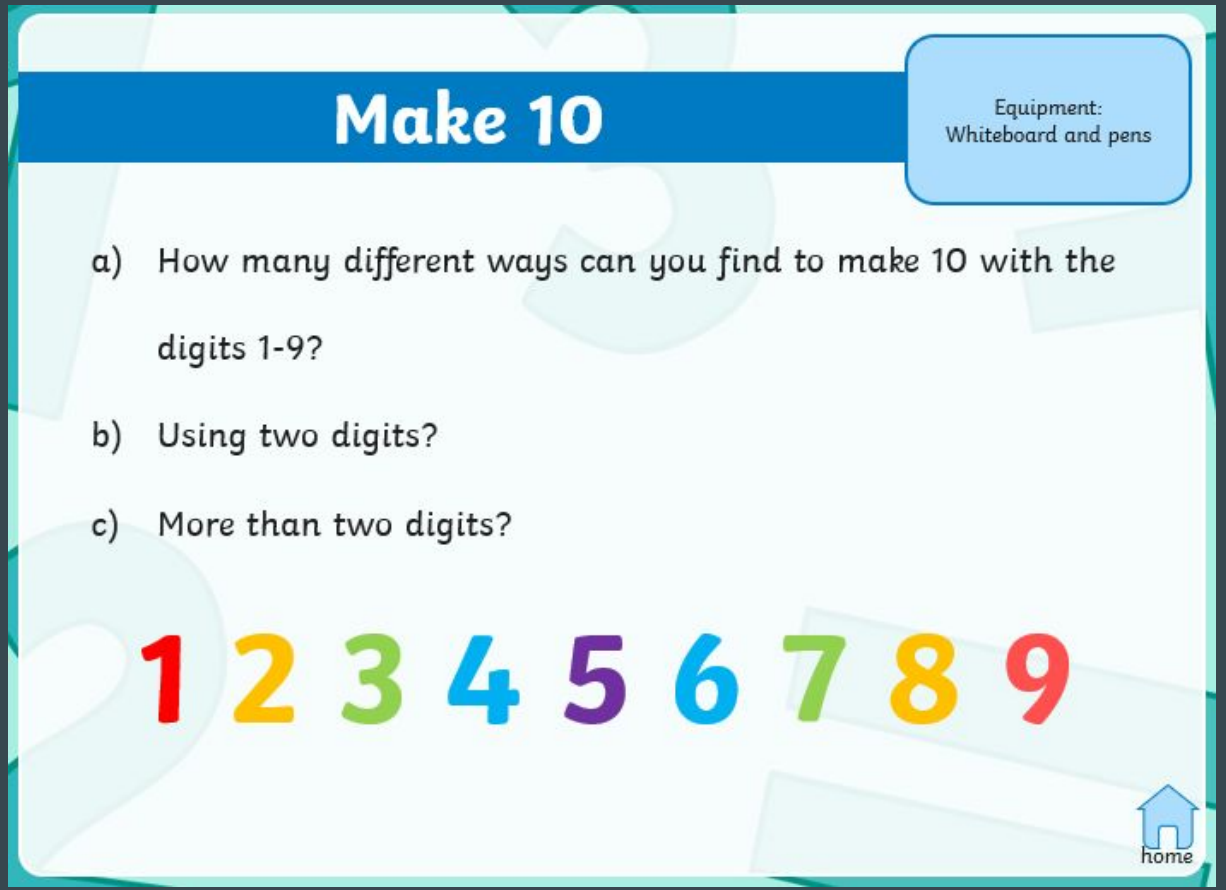


This angle is [ ] a right angle.

Thursday

Lesson 4

Ignition Activity 4

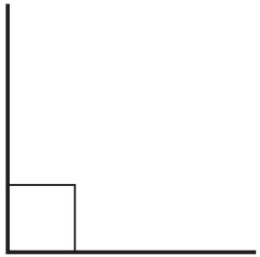


Different Types of Angles

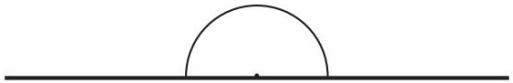
Read

Have A Go!

Right angles are only one type of angle. There are five other types of angles, each with a special name. Look at the diagrams below to learn about them.

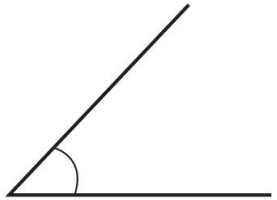


A **right angle** is an angle equal to 90°.

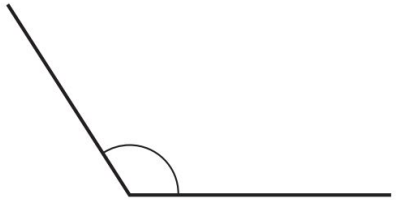


A **straight angle** is an angle equal to 180°.

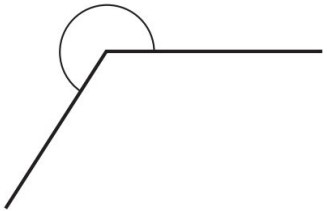
Read



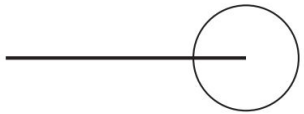
An **acute angle** is an angle that is smaller than a right angle.



An **obtuse angle** is an angle that is larger than a right angle, but smaller than a straight angle.



A **reflex angle** is an angle that is larger than a straight angle.



An angle of **revolution** is made when one arm of the angle has turned completely to be on top of the other. This angle is equal to 360°.

Label each of these angles in the pink boxes as either:

acute
obtuse
straight
reflex
revolution

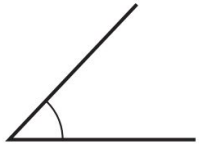
1. Label each of the angles in the table and circle the correct words to make the sentence true.

a.

name of angle:

This angle is **greater than** / **less than** a right angle.

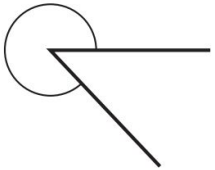
b.



name of angle:

This angle is **greater than** / **less than** a right angle.

c.



name of angle:

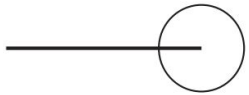
This angle is **greater than** / **less than** a right angle.

d.

name of angle:

This angle is **greater than** / **less than** a right angle.

e.



name of angle:

This angle is **greater than** / **less than** a right angle.

f.

name of angle:

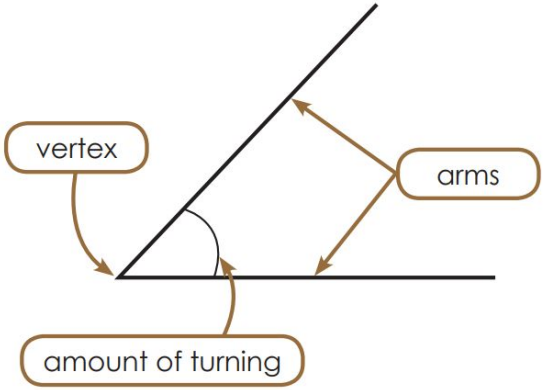
This angle is **greater than** / **less than** a right angle.

Invisible Arms

Read

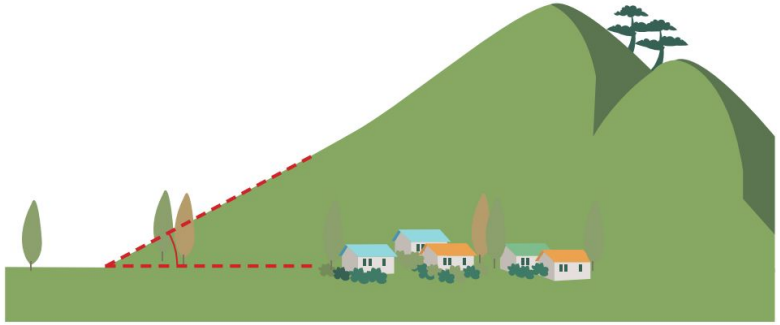
Have A Go!

All the angles you have looked at so far have visible arms that meet at a **vertex**. However, you will often find angles in daily life with only one visible arm.



Read

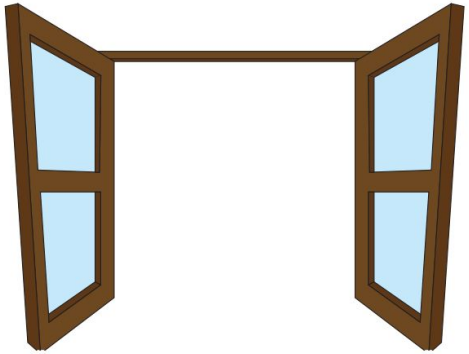
Sometimes one of the arms of an angle might be invisible or imaginary. One example of this is the angle that is made when you open a door. To work out this angle, you would need to imagine the line the door would make if it was closed.



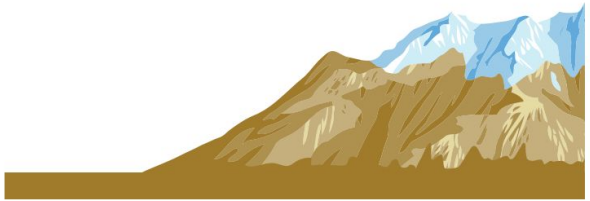
Another example of an angle with an invisible arm is a slope.
The angle of a slope is measured from level ground.

1. Draw the visible and invisible or imaginary lines to show one angle in each image below.

a.

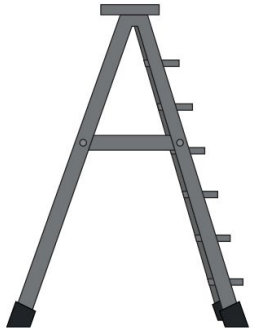


b.



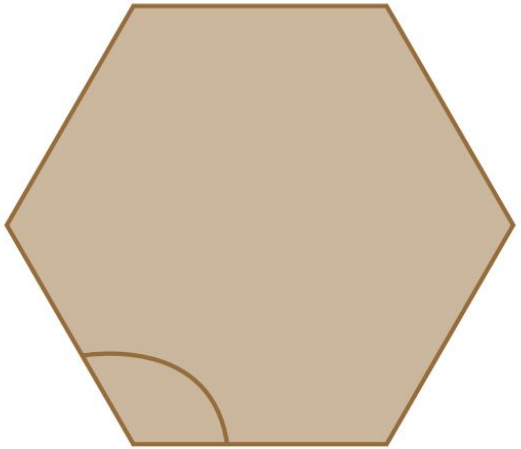
c.

d.



Have A Go!

1. Look at the shape on the right.



a. What is the name of this shape? _____

b. Use your angle tester from Lesson 1 to measure one of the inside angles of this shape. What kind of angle is it?

_____.

c. Compare the angles in this shape using your angle tester. What do you notice about them?

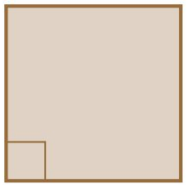
_____

d. Use your angle tester to measure one of the outside angles of this shape. What kind of angle is it?

_____.

2. Look at the shapes below. On the lines next to each shape, write the name of the shape and then the type of angle that is marked.

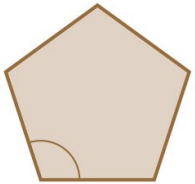
a.



Shape: _____

Angle: _____

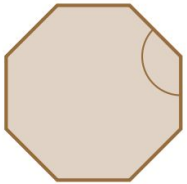
b.



Shape: _____

Angle: _____

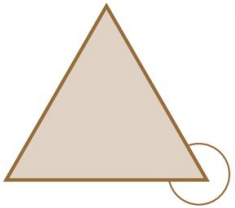
c.



Shape: _____

Angle: _____

d.

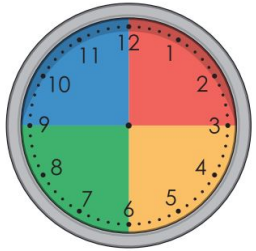


Shape: _____

Angle: _____

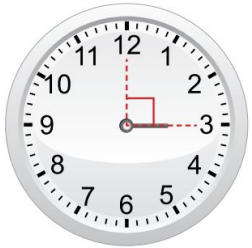
Read

Look at the clock face below. It has been divided into four equal parts, shown by four different colours.



If you look at the lines that separate each of the coloured sections on the clock face and think about them as arms of an angle, you can see that the arms make four right angles.

Let's have a closer look at one of these right angles.



The hour hand on a clock shows the number of hours that have passed. When the hour hand is pointing to the three, three hours have passed since the hour hand was pointing to the twelve. Therefore, we can say a turn through a right angle on the clock represents the passing of three hours.

3. Answer the questions below about right angles on analog clocks. You will need to draw a new hour hand on each of the clocks and write the time. An example is given to show you what to do.

Example: It is 7 pm. If the hour hand of the clock turns clockwise through a right angle, what time will it be? Write your answer and draw a new hour hand on the clock on the right to show your answer.

10 pm

a. It is 4 pm. If the hour hand of a clock turns clockwise through a right angle, what time will it be? Write your answer and draw a new hour hand on the clock on the right to show your answer.

b. It is 6 am. If the hour hand of a clock turns clockwise through a right angle, what time will it be? Write your answer and draw a new hour hand on the clock on the right to show your answer.

When the hour hand turns through a **straight angle**, six hours have passed.

4. Answer the questions below about **straight angles** on analog clocks. You will need to draw a new hour hand on each of the clocks and write the time. An example is given to show you what to do.

Example: It is 12 pm. If the hour hand of the clock turns clockwise through a **straight angle**, what time will it be? Write your answer and draw a new hour hand on the clock on the right to show your answer.

6 pm

a. It is 2 pm. If the hour hand of a clock turns clockwise through a **straight angle**, what time will it be? Write your answer and draw a new hour hand on the clock on the right to show your answer.

b. It is 7 am. If the hour hand of a clock turns clockwise through a **straight angle**, what time will it be? Write your answer and draw a new hour hand on the clock on the right to show your answer.

Friday

Select some activities from your Friday Fun Grid or write your own mathematical word problem.

Ignition Activity 5

Sequence

Equipment:
Whiteboard and pens

a) What goes next in these sequences?

b) What colour will the 20th object be?

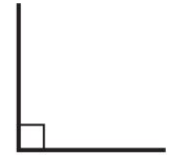
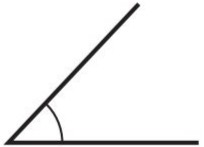
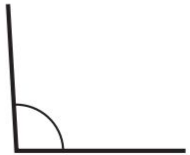
c) Can you explain what is happening?

1, 2, 4, 8, 16 ...

home

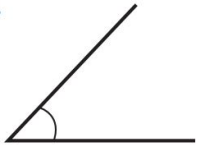
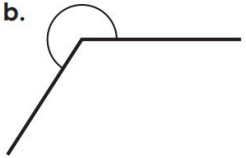
1. Match the words on the left to the angles on the right by drawing a line between the matching pairs.

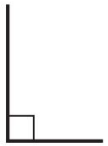
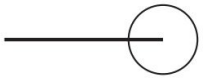
Connect the red lines from the words on the left to the angles on the right.

less than a right angle	
equal to a right angle	
about the same as a right angle	
greater than a right angle	

2. Fill in the space in each sentence with a word from the box below to describe the type of angle you see. Circle the correct words to make the sentence true.

right	reflex	acute	revolution	obtuse	straight

Angle	Description
a. 	This _____ angle is **less than**/**equal to**/**greater than** a right angle.
b. 	This _____ angle is **less than**/**equal to**/**greater than** a right angle.
c. 	This _____ angle is **less than**/**equal to**/**greater than** a right angle.

Angle	Description
d. 	This _____ angle is **less than**/**equal to**/**greater than** a right angle.
e. 	This _____ angle is **less than**/**equal to**/**greater than** a right angle.
f. 	This _____ angle is **less than**/**equal to**/**greater than** a right angle.

3. Complete the following questions using analog clocks. An example is shown to get you started.

Example: It is 12 am. If the hour hand of the clock turns clockwise through a **right angle**, what time will it be? Write your answer and draw a new hour hand on the clock on the right to show your answer.

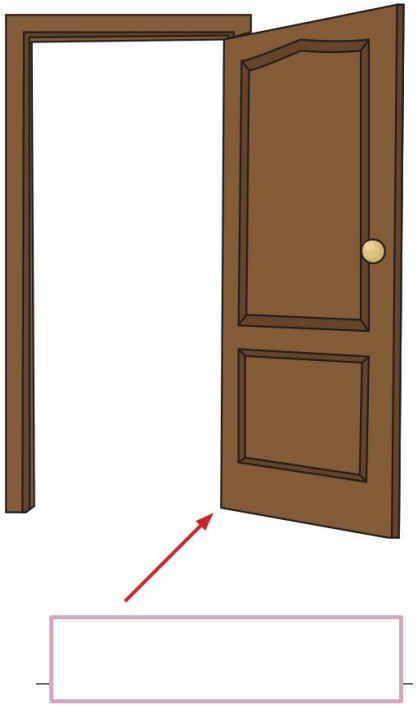
3 am

a. It is 1 am. If the hour hand of a clock turns clockwise through a **right angle**, what time will it be? Write your answer and draw an hour hand on the clock on the right to show your answer.

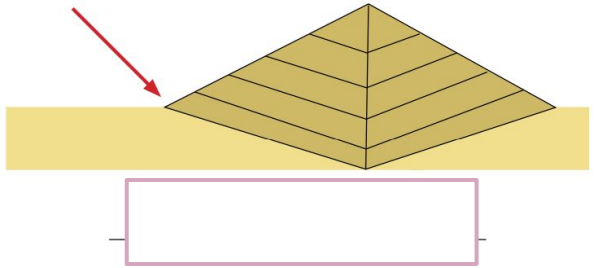
b. It is 4 pm. If the hour hand of a clock turns clockwise through a **straight angle**, what time will it be? Write your answer and draw an hour hand on the clock on the right to show your answer.

4. Draw the invisible or imaginary arm of the angle shown in these images. Underneath each image, write the type of angle shown.

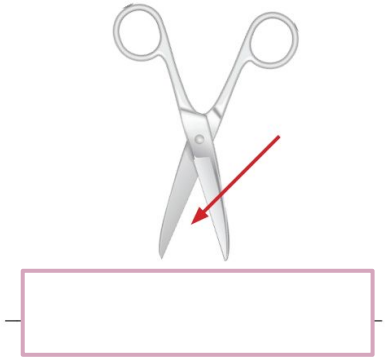
a.



b.

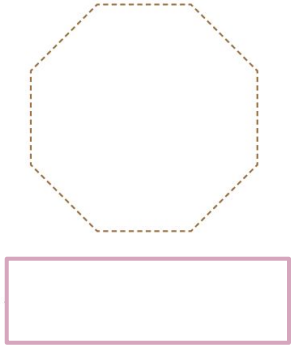


c.

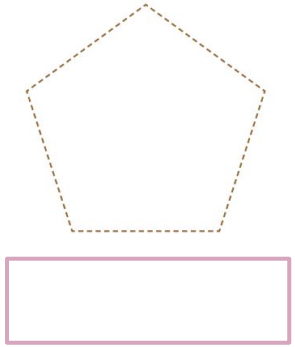


5. Trace one of the angles in each of the shapes below. Write the type of angle you have traced beneath each shape.

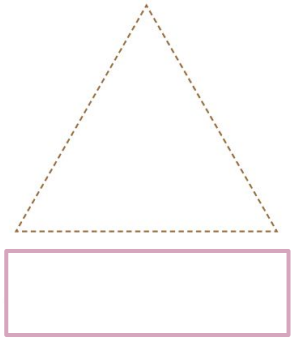
a.



b.



c.

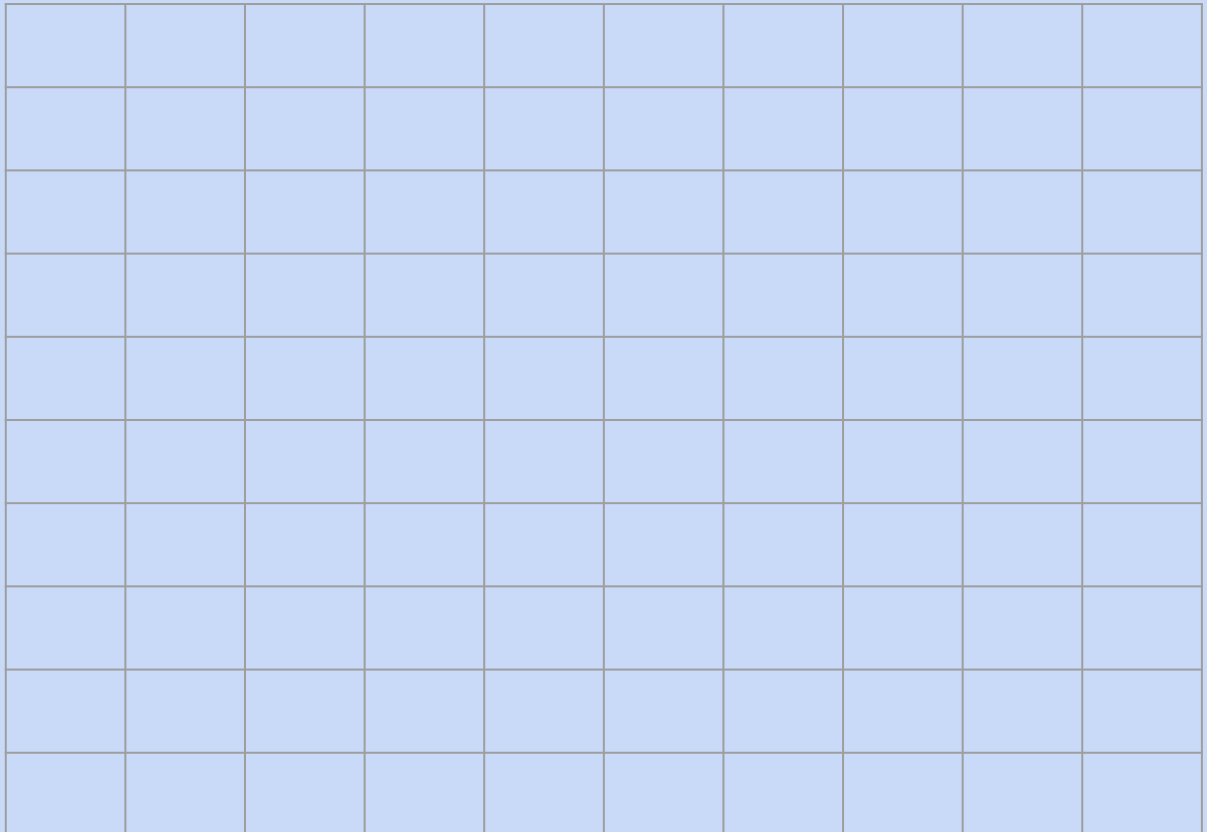



Passion Project
Week 2 Term 2

Activity 1

Using your knowledge of your passion project topic, come up with a list of at least 10 words that are related to your theme and create a find-a-word out of your list.

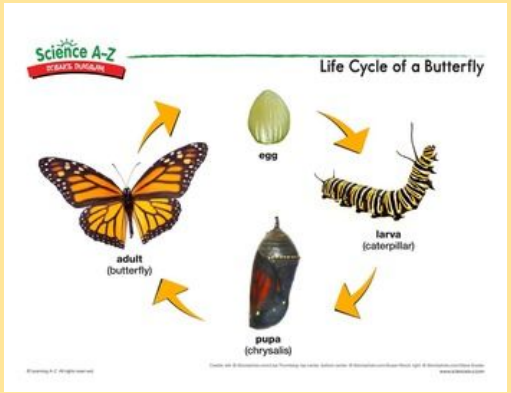
My Topic Words

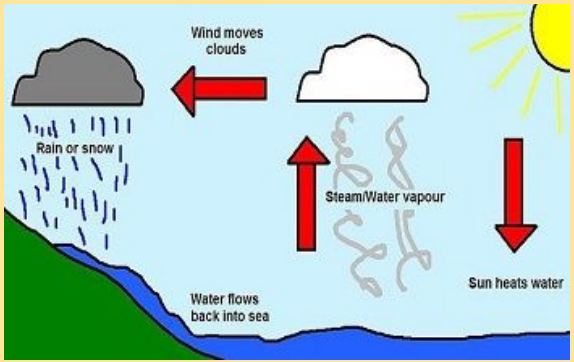


Activity 2

Make a diorama or draw a diagram that effectively demonstrates your passion project topic.

For example, if my topic is the ocean, I might make a diorama showing a significant ocean food chain.





Activity 3

Design a quiz about your passion project topic. Include at least 10 questions in your quiz?

You could use Google Forms, Kahoot etc to create your quiz and share it with your class, or simply type in your Quiz questions on an extra slide. Try to come up with a variety of different question types eg: multiple choice, short answer or true/false questions.

Activity 4

Write a letter to someone (a friend, teacher, newspaper, politician, government etc.) telling them about an aspect of your passion project topic.

For example, if my passion project topic is the ocean, I might write to the local newspaper explaining how upset I am at all the plastic waste that is left on our local beaches and the impact that has on the ocean environment. I might even include photos to further illustrate the issue.

If your project topic is just about something you like, or enjoy doing, write to a friend telling them WHY you like it and what makes it so great.