Stage 2

Remote Learning

2021

Stage 2 Remote Learning

ENGLISH

The following has been adapted from the Department of Education Stage 2 Learning Sequence.

You will listen to the poem 'Francesca Frog' by Maura Finn found in The School Magazine.

You will discuss with an adult the way that the reader uses pausing, rhythm intonation and tone to engage the audience.

1. What effect does this have on the poem?
2. What is the author's intention?

You will read part or all the poem aloud, attempting to use similar intonation.

After reading the poem Francesca the Frog, answer the following questions:

1. What does Francesca look like?
2. What do we know about her appearance and how does the author give us that information?
3. How tall is she? How do you know?
4. What do her feet look like? Draw them.
5. How does the author want us to feel about Francesca?

Francesca Frog stands metres tall

On flippers flat and wide.

With bulging eyes, the size of pies,

That roll from side to side.

The forest shakes, the cold earth quakes,

Whenever she's about.

And when she hops into the pond,

The water all hops out.

Her tongue can stun two hundred flies,

She's really like no other.

And yes, you're right,

She's quite a sight.

But you should see her mother.

You will use 'Francesca's appearance' as a prompt to write a paragraph describing Francesca's appearance.

Use any knowledge you have of frogs, and your understanding of Francesca's appearance.

Remember to include adjectives and you may like to include similes.

Issue 1, 2020

> **Adjectives** describe a noun (beautiful, radiant, large)
>
> **Similes** compare one thing to another (as brave as a lion)

- Why do authors use adjectives?
- What does it provide the reader?
- Discuss with an adult.

DARCY DOES THINGS DIFFERENTLY

Read or listen to the text '[Darcy Does Things Differently](#)' from The School Magazine.

Issue 3, 2020

You will identify noun groups within the text that enhance the characters.

> A noun group is a group of words relating to, or building on, a noun.

For example: A tall man with knobbly knees.

You will record the noun group and what the reader can infer about those characters from the noun groups.

Noun Groups	
Noun Group	**Infer**
A decisive young lady, with security in mind.	She knows what she wants and she knew that Billy would make a great security dog. She was young and possibly lived on her own.

You will read the following sentence from <u>'Darcy Does Things Differently'</u>.

Darcy Dawson Donnelly was a very distinguished dog who suddenly found himself solo in his senior years.

- What do we know about Darcy that is explicitly stated?
- What are we able to infer, and how do we infer this?
- What feelings are created for the reader?
- Author intent - how does the author want the reader to feel?

REFLECT

- How can an author infer information about a character?
- What did you enjoy about the text Darcy does Things Differently?
- Discuss with an adult

Read or listen to ['Darcy Does Things Differently'](#) from The School Magazine.

You will identify examples of alliteration used in the text. For example: Darcy Dawson Donnelly, distinguished dog, difficult dog, rough rubber

- Write down what alliteration is used in Darcy Does Things Differently.
- Why do authors use alliteration? What is the purpose?

You will write a diary entry, 'A Day in the Life of Darcy' from the perspective of Darcy the main character from ['Darcy Does Things Differently](#)'.

Think about the feelings and actions that Darcy has about his new home and write about his first day with his new owner.

You will need to convey to the reader how Darcy is feeling, what Darcy is thinking, Darcy's goal and how his flaws may affect his feelings towards his new home.

Reflect

- Can you use alliteration to describe a family member?
- How did the author show the reader what Darcy was feeling?

Writing

Think of a character that you relate to from a book or a movie.

What are the characteristics or personality traits and actions that make this character appealing to you?

You will use this connection to create your own character, identifying behaviours, personality traits and characteristics that you would like your invented character to have.

- Draw an illustration of your character.
- Around your illustration, record adjectives, noun groups, similes and character traits of that character. You will identify your character's goals and flaws.
- Using your illustration, write a description of your character.

POBBLE 365

https://www.pobble365.com/

Image by: Caras Ionut

Sick sentences!

These sentences are 'sick' and need help to get better. Can you help?

- ▶ It was a hot day.
- ▶ A crowd had gathered.
- ▶ Some people sprayed paint.
- ▶ It was pink.
- ▶ The crowd were noisy.

Image by: Caras Ionut

Sentence challenge!

Using your senses is often an effective way to describe a scene to the reader.

Can you use all of your 5 senses to describe what it would be like to be there in the picture?

Strike it out! Let's play!

During this **partner game** you will have to think hard to outwit your opponent. You will need to use your knowledge of strategies for addition and subtraction as well as number facts.

Resources – three colour pencils or markers, paper, whiteboard (optional)

Draw a number line from 0 to 20 like this:

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

The first player chooses a number on the line and crosses it out.
The same player then chooses a second number and crosses that out too.
Finally, he or she circles the sum or difference of the two numbers and writes down the calculation.

For example, the first player's go could look like this:

0 1 2 3̶ 4 5 6 7 8̶ 9 10 ⑪ 12 13 14 15 16 17 18 19 20

3 + 8 = 11

Player 2 must start by crossing off the number that player 1 has just circled. He or she then chooses another number to cross out and circles a third number which is the sum or difference of the two crossed-off numbers. Player 2 also writes down their calculation.

For example, once the second player has had a turn, the game could look like this:
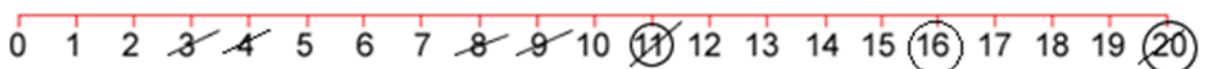
0 1 2 3̶ 4 5 6 7 8̶ 9̶ 10 ⑪̶ 12 13 14 15 16 17 18 19 ⑳
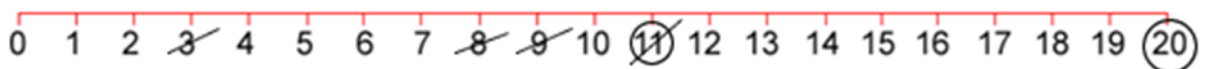
3 + 8 = 11
11 + 9 = 20

Play continues in this way with each player starting with the number that has just been circled.

For example, player 1 could then have a turn which left the game looking like this:

0 1 2 3̶ 4̶ 5 6 7 8̶ 9̶ 10 ⑪̶ 12 13 14 15 ⑯ 17 18 19 ⑳

3 + 8 = 11
11 + 9 = 20
20 - 4 = 16

The winner of the game is the player who stops their opponent from being able to have a go.

1)	315 + 153	2)	228 + 130	3)	226 + 43	4)	310 + 224
5)	602 + 235	6)	325 + 52	7)	560 + 118	8)	211 + 337
9)	425 + 152	10)	634 + 345	11)	272 + 316	12)	524 + 243

1)	¹247 + 126 373	2)	126 + 115	3)	207 + 134	4)	428 + 132
5)	357 + 206	6)	133 + 115	7)	445 + 216	8)	502 + 254
9)	328 + 215	10)	267 + 128	11)	135 + 27	12)	352 + 236

Basketball toss

During this task, you will collect data about your success at sock basketball.

Resources: a basket or container, socks, pencils, a clear space

Your challenge: See how many times you can successfully shoot your rolled up socks into the basket, using your right hand and your left hand.

Mark a clear 'starting line' for your basketball toss.

Take 3 big steps from your starting line and place a basket or container at the end.

Stand at your starting line and throw your socks. Throw your socks with your right hand.

Go back to your starting line and have your second throw. Repeat this until you have thrown your socks 10 times with your right hand and 10 times with your left hand.

Keep a record on each shot using tally marks then graph your results.

Keep a record your success rate in your work book and then graph your results.

What do you notice about your graph? What does it tell you about your success at playing sock basketball using your left hand compared to using your right hand?

Bar Graph Checklist		
Category	Yes	No
Title		
Label on horizontal axis		
Label on vertical axis		
Constant scale		
Label of categories		
Bars do not touch		
Neat and readable		
Accurate with data given		

Sam's money challenge

During this task, you will need to use your understanding of money, addition and subtraction, and problem-solving skills to help you solve Sam's Money Challenge.

Resources: pencil

Record how you would solve this problem.

Sam bought some lunch for his family which cost $13.65. He paid using this note:

How much change will he receive?

a. $6.35   b. $6.45   c. $7.35   d.$7.45

As Sam put his change in his pocket, he realised he had been given 1 note and 4 coins.

If Sam also had a $5 note and 4 more coins in his pocket,

- What's the smallest amount he could have altogether?

- What's the largest amount he could have altogether?
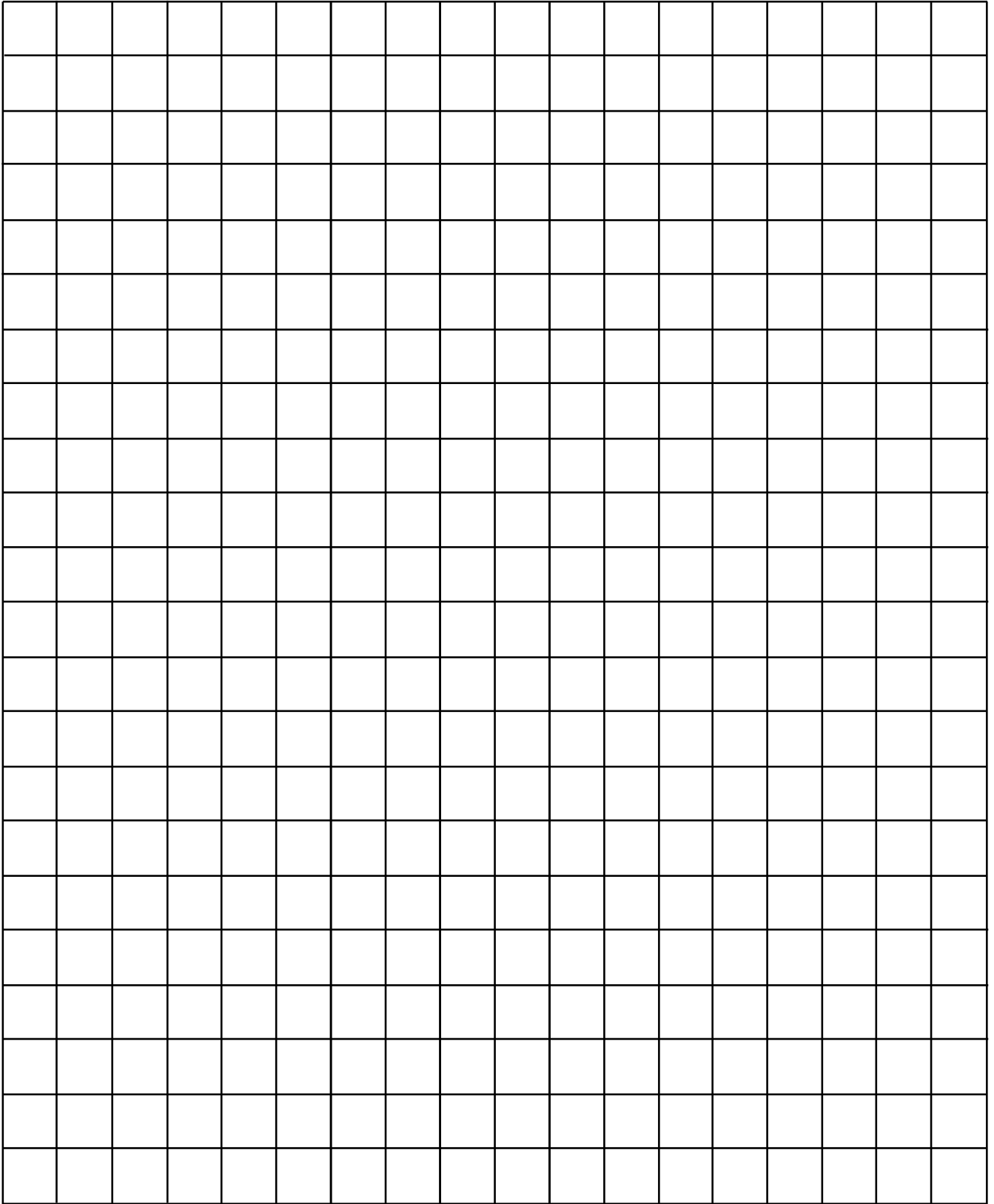
Dream Bedroom

During this task, you will create your dream bedroom with a budget.

Resources: pencils, textas, internet, grid paper/s

Design your dream bedroom using grid paper where 10cm = 1 metre. Your budget for new furniture is $1000. The perimetre of your bedroom must be 18 metres. Make a list of the items you would buy, where you are buying them from, and their cost.
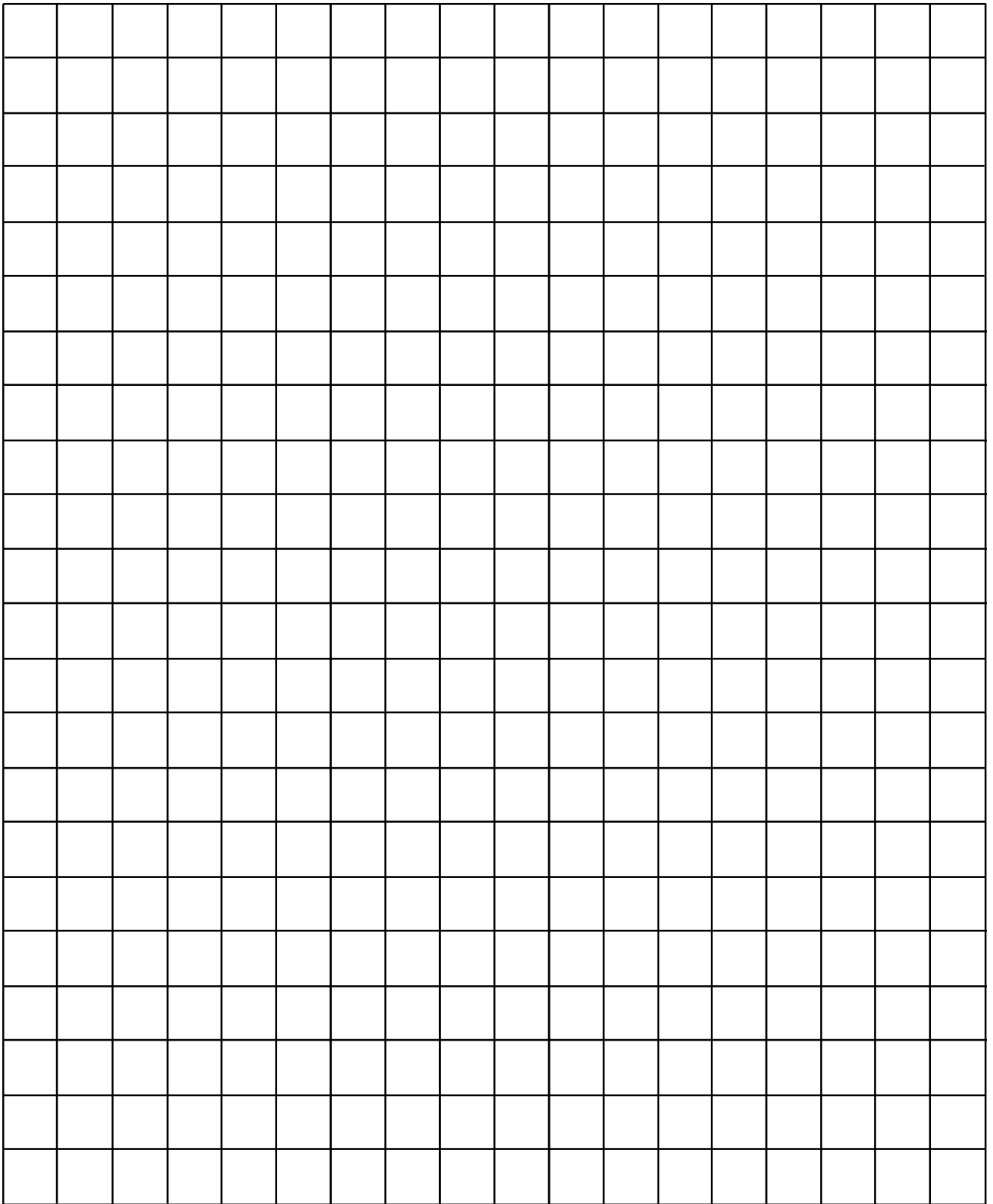
Science
Physical World

What does push and pull mean?

Push and pull are forces that change the way an object moves. It might make them go faster, go slower or stop them.

You can also use push and pull to change the shape of an object or the direction the object is moving in.

Push

What happens when you push a toy car as gently as you can?

It doesn't go very far, does it?

What happens when you push the toy car as hard as you can?

It travels a long way.

Test it out with a toy car in class.

Pull

Think about when you take your dog for a walk on a lead. When they walk next to you, it can be a peaceful walk.

What happens when they pull hard?

Opposite Forces

Push and Pull are opposite forces, meaning they move objects in different directions.

Push moves things further away

Pull brings them closer.

Your Task

The local toy store has asked for some new designs.

Your task is to create a new toy that uses the push and/or pull force.
Think about whether your toy will use the push or pull force, how it will work
and what materials you will need.

Design and plan your toy before building

Push or Pull Toy

Draw and describe your toy.

My toy will be a: push toy   pull toy

To use it, the person playing with it will _____

_____

_____

I will need: _____

_____

_____

Geography Activity - Places are similar and different

During this activity you will explore several places in Australia and how and why places are similar and different.

Resources – help from an adult, lead pencil, colouring pens and pencils, atlas, internet

Discuss with an adult, places you and they have visited and what you remembered about those places.

Using the map outline of Australia and map outline of the world in this booklet:

- Colour Australia on a world map.
- Locate and discuss other major countries or continents.
- Where are we in the world?
- Where is my school/home located?
- On an outline map of Australia locate and label the states and territories, major cities, major landforms and major cultural and heritage sites.

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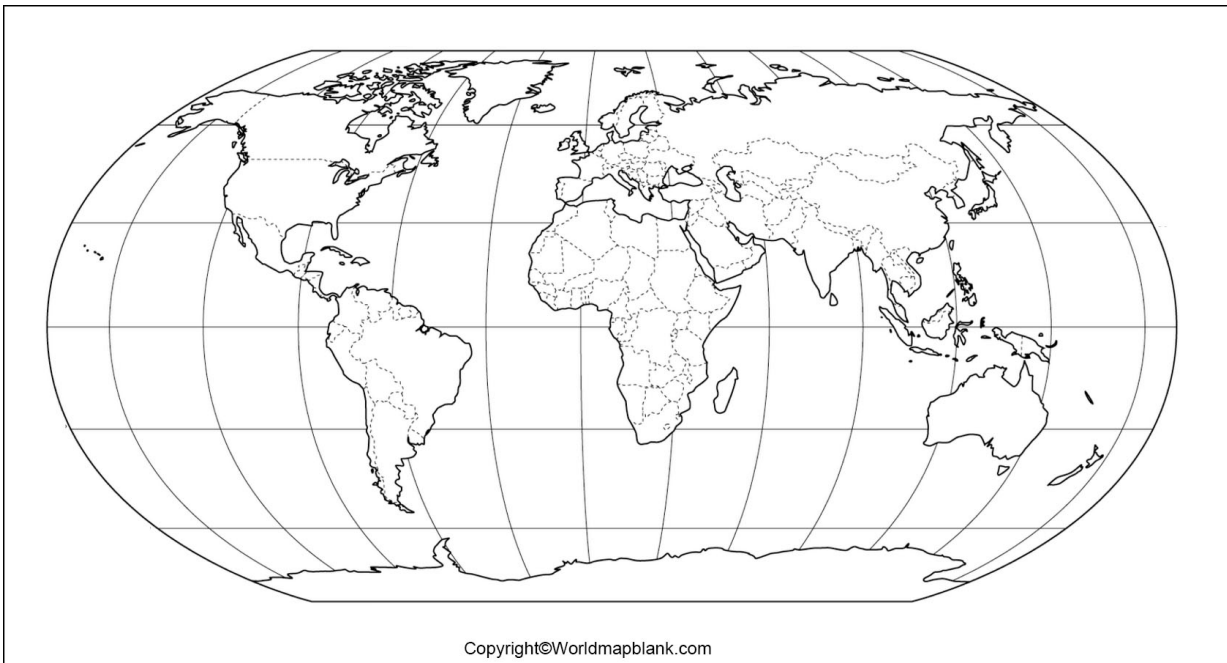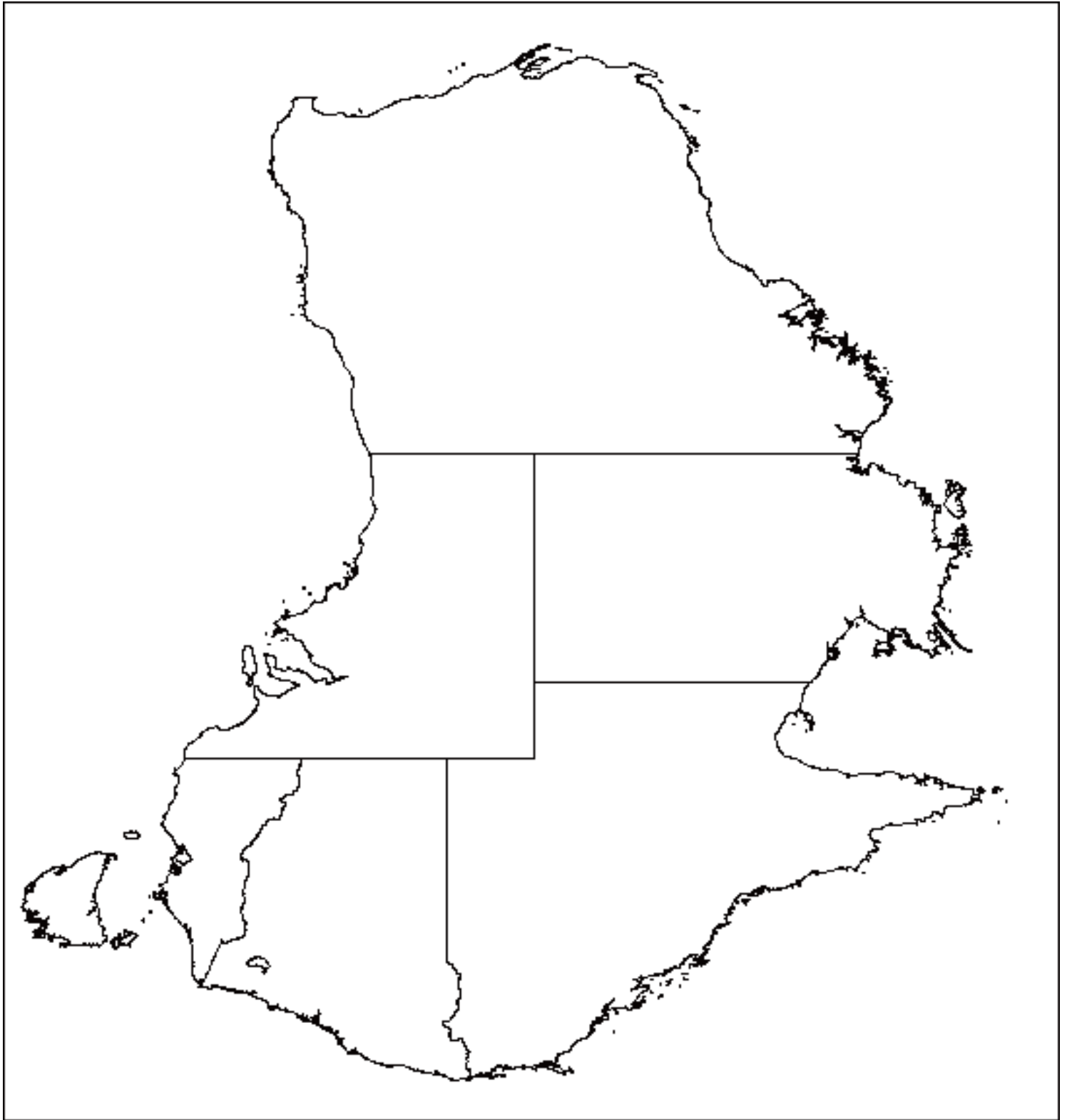
Creative Arts Activities

▷ **Warm up**

Listen to and follow Where the Creatures Roam Animated Score by Paul and Tracy Burjan: https://vimeo.com/329495971

Where the Creatures Roam

By Tracy and Paul Burjan
Chorus 1
Africa, where the great creatures roam,
We know about the lion and the big hippo.
But who has heard of Ninki Nanka?
Ninki Nanka who?
Get the medicine man, he'll tell you what is true.
Verse 1
Down in the swamps of Gambia,
Lives the great dragon monster called Ninki Nanka.
So don't go and play, don't go and stray,
He has mirrored scales, a big long tail and gobbles up his prey.
Chorus 2
Africa, where the great creatures roam,
We know about the zebra and the big baboon,
But who has heard of Tikoleshe?
Tikoleshe who?
Get the medicine man, he'll tell you what is true.
Verse 2
In the land of the Zulu, he sounds rather sweet.
Just 1 foot tall and hairy, but wait till you meet.
Whatever you do just don't go to sleep,
Because that's when he eats the toes right off your feet!
Chorus 3
Africa, where the great creatures roam,
We know the rhino, cheetah and giraffe call it home.
But what about the Yumboe?
Yumboe who?
Get the medicine man, he'll tell you what is true.

Verse 3
Down beneath the Paps Hills of Senegal,
The silver haired Yumboe won't eat your toes at all.
They dance by the moonlight and feast on fish.
And if you come across them, they just might grant you a wish.
Chorus 4
Africa, where the great creatures roam,
Now you know about some creatures there that also call it home.
The Ninki Nanka of Gambia,
And the Tikoleshe of South Africa.
The Yumboe fairy of Senegal,
There are far too many more to name them all Africa, where the great creatures roam,
Africa, strange creatures call it home.

💡 Think about mythical creatures

Identify the mythical creatures used in 'Where the Creatures Roam'.

- In Zulu mythology, a Tikoloshe is a dwarf-like water sprite.
- A Ninki Nanka is a legendary creature in West African folklore that is reptilian and possibly dragon-like.
- Yumboes are a kind of fairy in the mythology of the Wolof people in Senegal, West Africa.

🖼 Make a mythical creature

Think about a mythical creature you could create. Create a 2D or 3D artwork/sculpture of a mythical creature of your choice.

Create a creature composition

Create a musical creature composition based on the artwork you created. This piece of music should be a soundscape, using sound to match your picture. There is no strict time limit on this soundscape but you must consider these musical concepts:

- **structure –** it must have a beginning, middle and an end with a climax somewhere
- **tone colour –** what 'instruments' will be used? For example, consider kitchen items, furniture, homemade instruments, body percussion, vocal sounds, sound effects and so on. For example

- **duration –** will it change tempo (speed)? Will it have a steady beat or rhythm or just be a series of sounds?
- **pitch –** will there be a melody, high or low pitched instruments and so on?
- **dynamics –** soft and loud sounds can be used to create tension or calm in the pieces.

Consider how the creatures would sound if they were kind, scary or other characteristics for example. Use whatever items you have in your house to create a composition such as furniture or other objects.

Make a recording

Video or audio record your composition using a device or a voice memo recording system in a smartphone. You should be prepared to share this at a later stage.