

Stage 1, Year 2 – Learning From Home – Term 4, Week 3

	Monday	Tuesday	Wednesday	Thursday	Friday
MORNING	<p>Optional: Question time at 9:30am</p> <p>Fitness See 'Week 3 Fitness Activities' page to complete today's <u>skill focus</u> and <u>daily workout</u> activity.</p> <hr/> <p>English Reading: 10-15 minutes</p>   <p>Writing: See 'Week 3 Writing Tasks' to complete today's activities.</p> <p>Spelling: See 'Week 3 Spelling Tasks' to complete today's activities.</p> <p>Brain Break: Get your fruit, grab your water and have a break while listening to the story It's Not Hansel and Gretel by Josh Funk and Edwardian Taylor</p> 	<p>Fitness See 'Week 3 Fitness Activities' page to complete today's <u>skill focus</u> and <u>daily workout</u> activity.</p> <hr/> <p>English Reading: 10-15 minutes</p>   <p>Writing: See 'Week 3 Writing Tasks' to complete today's activities.</p> <p>Brain Break: Get your fruit, grab your water and have a break while listening to the story It's Not Jack and the Beanstalk by Josh Funk and Edwardian Taylor</p>   <p>Spelling: See 'Week 3 Spelling Tasks' to complete today's activities.</p> <p>Speaking: See 'Week 3 Speaking Tasks' to complete today's activities.</p>	<p>Optional: Question time at 9:30am</p> <p>Fitness See 'Week 3 Fitness Activities' page to complete today's <u>skill focus</u> and <u>daily workout</u> activity.</p> <hr/> <p>English Reading: 10-15 minutes</p>   <p>Writing: See 'Week 3 Writing Tasks' to complete today's activities.</p> <p>Spelling: See 'Week 3 Spelling Tasks' to complete today's activities.</p> <p>Brain Break: Get your fruit, grab your water and have a break while listening to the story It's Not Little Red Riding Hood by Josh Funk and Edwardian Taylor</p>   <p>Speaking: See 'Week 3</p>	<p>Fitness See 'Week 3 Fitness Activities' page to complete today's <u>skill focus</u> and <u>daily workout</u> activity.</p> <hr/> <p>English Reading: 10-15 minutes</p>   <p>Writing: See 'Week 3 Writing Tasks' to complete today's activities.</p> <p>Spelling: See 'Week 3 Spelling Tasks' to complete today's activities.</p> <p>Brain Break: Get your fruit, grab your water and have a break while listening to the story How to Code a Sandcastle by Josh Funk and Sara Palacios</p>   <p>Speaking: See 'Week 3 Speaking Tasks' to complete today's activities.</p>	<p>Fitness See 'Week 3 Fitness Activities' page to complete today's <u>skill focus</u> and <u>daily workout</u> activity, including the self-reflection task.</p> <hr/> <p>English Reading: 10-15 minutes</p>   <p>Writing: See 'Week 3 Writing Tasks' to complete today's activities.</p> <p>Brain Break: Get your fruit, grab your water and have a break while listening to the story Lady Pancake and Sir French Toast by Josh Funk and Brendan Kearney</p>   <p>Spelling: See 'Week 3 Spelling Tasks' to complete today's activities.</p> <p>Speaking: See 'Week 3 Speaking Tasks' to complete</p>



Speaking: See “**Week 3 Speaking Tasks**” to complete today’s activities.

Grammar: Watch the following video and record yourself explaining your answers to upload onto Seesaw.

1. What is an exclamation mark?
2. What does it do?
3. Give an example for each:
 - a command
 - to show surprise
 - to express emergency



<https://youtu.be/5fTjQ0MaFik>

Speaking Tasks” to complete today’s activities.

Comprehension:
You will complete all of the comprehension questions for the story “**Possum Magic**” together as a class in your class Zoom session.

Handwriting: Watch the following video:
<https://youtu.be/Fq4jIDVPHOM>



Complete the handwriting sheet. Take a photo and upload it to Seesaw. Your teacher will mark your handwriting using the handwriting criteria sheet.

See ‘*Handwriting Marking Criteria*’ sheet.

Grammar: Grab a pencil and paper and see if you can write all the words with exclamation marks that you can hear in the video below. If you have a sibling, see who can identify the most and give yourself tally marks.



<https://youtu.be/r4QZG71z96o>

today’s activities.

Stage 1 Virtual Assembly:
11:00am
See your teacher for the Zoom link.

Break

MIDDLE

Mathematics

See ‘**Week 3 Mathematics Tasks**’ to complete today’s activities.

Mathematics

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Mathematics




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Mathematics

See ‘**Week 3 Mathematics Tasks**’ to complete today’s activities.

<p>Brain Break: <u>Tricky Moves</u> Stand in front of a mirror so you can see yourself. Try to pat your head while rubbing your stomach at the same time. Check to see if you're doing it right in the mirror. Blink one eye while snapping with the opposite hand. Try to keep up with Bert and Ernie in this video: Can You Pat Your Head and Rub Your Tummy?</p> 	<p>Brain Break: <u>Scavenger Hunt</u> Head outside and see if you can find some or all of the things on your scavenger hunt list which will be posted on Seesaw.</p> 	<p>Brain Break: <u>Secret Handshake</u> In Week 1, you created a secret handshake with someone in your house. See if you can both remember it now or teach it to someone else. You can add even more moves to it.</p>	<p>Brain Break: <u>5-4-3-2-1</u> Find an open space where you can move around a bit. Do 5 jumping jacks, 4 star jumps, 3 sit ups, 2 hops and 1 hand clap. See how many sets of 5-4-3-2-1 you can do in one minute.</p>	<p>Brain Break: <u>Just Dance</u> Blinding Lights: The Weeknd</p> 
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Break

AFTERNOON	<p><u>Science & Technology</u></p> <p>See <i>'Week 3 Key Learning Areas Afternoon Tasks'</i> to complete today's activities for <u>Science and Technology</u>.</p>	<p><u>PDHPE</u></p> <p>See <i>'Week 3 Key Learning Areas Afternoon Tasks'</i> to complete today's activities for <u>PDHPE</u>.</p>	<p><u>Creative Arts</u></p> <p>See <i>'Week 3 Key Learning Areas Afternoon Tasks'</i> to complete today's activities for <u>Creative Arts</u>.</p>	<p><u>Geography</u></p> <p>See <i>'Week 3 Key Learning Areas Afternoon Tasks'</i> to complete today's activities for <u>Geography</u>.</p>	<p>Catch up session for all incomplete tasks</p>
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WEEK 3 FITNESS ACTIVITIES

All activities must be completed **daily** – including skill practice AND workout (either digital OR non-digital).

Skill focus: Kick



Video demonstration: https://youtu.be/2_XsjYUsDPE

Instructions/Components of kick:



1



3



5

1. Eyes focused on the ball throughout the kick.
2. Forward and sideward swing of arm opposite kicking leg.
3. Non-kicking foot placed beside the ball.
4. Bends knee of kicking leg at least 90 degrees during the back-swing.
5. Contacts ball with top of the foot (a 'shoelace' kick) or instep.
6. Kicking leg follows through high towards target area.

Monday	Tuesday	Wednesday	Thursday	Friday
<input type="checkbox"/> Practice skill by kicking a stationary (still) ball or a similar object.	<input type="checkbox"/> Practice skill by kicking ball into a set goal or an open standing box.	<input type="checkbox"/> Practice skill by stepping forward and kick a stationary ball, using the right foot and then the left foot.	<input type="checkbox"/> Practice skill by kicking a rolling ball. You may need a partner to help.	<input type="checkbox"/> FILM and UPLOAD to Seesaw a video of yourself demonstrating the kick in your backyard using 2 methods – stationary and rolling. <input type="checkbox"/> Complete self-reflection sheet.

Daily workout – digital:

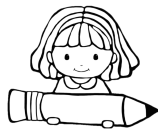
Monday	Tuesday	Wednesday	Thursday	Friday
Click here 	Click here 	Click here 	Click here 	Click here

Daily workout – non-digital:

Try to do each of these activities for 20 seconds without stopping. Take a 10 second break, then repeat this twice more.

Activity 1: Crab kicks Sit on your bottom with your legs bent. Place your hands flat behind your bottom, pointing your fingers towards your heels, and push to lift your bottom off the ground. Kick one leg up in the air then place it down. Repeat with the other leg.	Activity 2: Tree Swings Stand with your legs apart and straight, and bend forward at the hips. Let your arms hang down towards your toes and gently swing your body side to side.	Activity 3: Sit and reach Sit on your bottom with your legs touching and straight out in front of you. Start with your arms above your head, reaching for the roof. Next, touch your shoulders, knees, then toes. Repeat this.
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<input type="checkbox"/> Monday	<input type="checkbox"/> Tuesday	<input type="checkbox"/> Wednesday	<input type="checkbox"/> Thursday	<input type="checkbox"/> Friday
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YEAR 2

WEEK 3 WRITING TASKS



Monday & Tuesday

Independent task. You **must** complete this task without any help. Read the paragraph and complete the writing task. The story - *Once There Was A Boy*, was about a boy and a girl who became friends, but the friendship almost ended when she opened the box, found his heart, dropped and broke it.

You have received a box in the mail, with no return address. It is a plain brown box, wrapped in sticky tape, your address has been handwritten on the front of the box in unfamiliar handwriting; scribbled in magic marker. You open the box and...

Task: Write an imaginative story about what happened next. Remember to use all of the prior learning that we have completed in the writing sessions.

PLAN. COMPOSE. REVISE. EDIT. PUBLISH. Give your story a title. Upload to Seesaw.

Success Criteria	Check with a ✓
I have used the correct punctuation and spelling.	
My sentences are grammatically correct.	
I have used past tense throughout my writing.	
I can support my ideas with details and elaborations (adjectives, figurative language ie similes, metaphors and onomatopoeia, synonyms and homophones)	
I have included a title for my story.	
I have read over my completed task in preparation for a sharing session with others.	

Text: Possum Magic by Mem Fox

Read: <https://adobe.ly/3ozJlke>

Listen or view: <https://memfox.com/books/possum-magic/>

Overview: Grandma Poss uses her best bush magic to make Hush invisible. But when Hush longs to be able to see herself again, the two possums must make their way across Australia to find the magic food that will make Hush visible once more.

Learning Intention – We are learning to (WALT) describe features of places and the connections people have with places by posing questions to seek more information.

This is because (TIB) I need to show that I can write about familiar aspects of the world and present my findings in the correct sequence.

Success Criteria (SC) – What I'm looking for (WILF) how I, the interviewer, have processed and communicated my information for my intended audience

Wednesday	<p>Plan and Compose: In Possum Magic, Hush travels all over Australia and visits the different cities. Task: Interview a family member about a place they have visited in Australia or overseas.</p> <ul style="list-style-type: none"> • How and why did they travel there? • Who did they go with? • Did they enjoy being there? Why? • What were some of the experiences they had there? (good and bad) • What did your family member learn about that place during their time there? • Would they encourage others to visit? Why? Why not? • Is there anything else they would like to add about their trip? <p>Refer to the above learning intention and success criteria to help you with conducting the interview.</p>
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Thursday	<p>Revise and edit: After you have interviewed your relative, write at least 3-5 paragraphs about the interview. Give your response a title.</p>
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Friday	<p>Publish: Use neat handwriting in NSW Foundation Style or type your work. Upload to Seesaw</p>
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YEAR 2
WEEK 3 SPELLING TASKS



Learning Intention – I am learning how to spell words that end in 'y'

Success Criteria – I can spell, read and write words that end in 'y'

Monday



Click the link below, or use the QR code to watch the video which shows some examples of words that end in 'y'
https://youtu.be/epwU_PirTik

Read through the spelling words.

Write the heading 'Monday spelling' in your workbook and practise writing your spelling words. You may choose to type it.

Choose 2 activities from the spelling grid to complete. You **DO NOT** need to post this on Seesaw.

Tuesday

Spelling: Choose 2 activities from the spelling grid to complete. You **DO NOT** need to post this on Seesaw.

Wednesday

Spelling: Choose 2 activities from the spelling grid to complete. You **DO NOT** need to post this on Seesaw.

Thursday

Spelling: Choose 2 activities from the spelling grid to complete. You **DO NOT** need to post this on Seesaw.

Friday

Complete "Year 2 Spelling and Grammar Kahoot" **independently**. Try to do all the questions yourself. If you don't know the answer, have a guess. You can only ask your parents to read the question to you. Go to www.kahoot.it

2K: **08637341**

2S: **0539621**

2H: **01973841**

2T: **08002440**

2M: **05034729**

If you cannot access Kahoot, do the spelling and grammar quiz attached to the learning pack, **INDEPENDENTLY**. If you don't know the answer, have a guess. You can only ask someone to help you read the question.

You **DO NOT** need to do both the Kahoot and quiz.



Spelling Words

- | | | |
|--------------|------------|-----------------|
| 1. where | 6. copy | 11. greedy |
| 2. laugh | 7. forty | 12. dairy |
| 3. different | 8. happy | 13. sorry |
| 4. baby | 9. memory | 14. library |
| 5. funny | 10. grubby | 15. opportunity |

Extension Words

- | | |
|----------|------------|
| 1. mass | 4. heavier |
| 2. scale | 5. lighter |
| 3. weigh | |

Activity Grid

Recycled words

Go outside, find natural resources such as twigs, rocks, leaves or flowers that has fallen to the ground. Make your spelling words out of these resources.

Letter Jump

Create letter flashcards and lay them on the ground. Jump to each letter to spell the word.



Jumping Jacks

Spell the words aloud as you starjump - one jump for each letter.



Find-a-word

Create your own word-search/find-a-word puzzle using as many of your spelling words as you can.

Silly sentences

Use your spelling words to write silly sentences. Challenge yourself by using more than one spelling word in your sentences. Your sentences must be grammatically correct. E.g. The small snake slithered under the gate to have pancakes for breakfast.

Hangman

Choose some words from the spelling list to play hangman with someone from your family.



Lego Words

Build your spelling words with lego or some other building blocks.



Wooly words

Use wool, string or playdough to build your spelling words. Shape each letter in the word.

YEAR 2 WEEK 3 SPEAKING TASKS



Learning Intention – I am learning how to plan and compose a persuasive speech about a food dish that is special to me.

Success Criteria - I am successful if I can

- Write a simple introduction, write 3 reasons to persuade and a conclusion.
- Use high modality words and adjectives.
- Present my speech showing the skills of a good speaker.

Monday



Click on the link or scan the QR code to view the story Possum Magic.

https://youtu.be/gFGq_R0KlrM

Watch the video below where Miss Vo explains this week's speaking task. She will show you how to plan and compose your speaking task with some examples of what a good one looks like.

<https://youtu.be/eEObQfbtSWU>

Task: Plan and compose a 2-minute speech to persuade grandma possum and Hush to visit Sydney to try a food dish that is special and unique to you. This can be something that you eat with your family on very special occasions.

In your workbook, answer these questions and prompts in dot points to plan your speech.

Introduction	Reason 1	Reason 2	Reason 3	Conclusion
Introduce the suburb and city that you live in. What is special about this place? Introduce and describe the food dish that you have chosen and explain why it is unique and special.	Write 1 reason why Hush should try this food dish. Use adjectives and high modality words to persuade Hush.	Write your second reason why Hush should try this food dish. Use adjectives and high modality words to persuade Hush.	Write your third reason why Hush should try this food dish. Use adjectives and high modality words to persuade Hush.	Conclude by summarizing your reasons why Hush should come to Sydney and try the food dish that is special to you.

Tuesday


Compose

Use your plan to write a 2-minute speech in your workbook.

Remember to use powerful adjectives and high modality words to persuade grandma possum and Hush.

High modality words

absolutely	always	certainly	clearly	definitely	has to
have to	must	mustn't	never	obviously	surely
undoubtedly	unquestionably	will	will not		









Wednesday	<p>Revise and edit Check for</p> <ul style="list-style-type: none">• Spelling mistakes• Punctuation mistakes• Have I used high modality words?• Have I used adjectives to describe the city that I live in and the food dish that I've chosen?• Have I written in paragraphs?
Thursday	<p>Publish Publish your speech on palm cards.</p>
Friday	<p>Practise and post Practise your speech more than once before recording yourself and posting on Seesaw. Remember to show the skills of a good speaker.</p> <div data-bbox="331 680 895 797"><p>The icons are arranged horizontally. From left to right: 1. An orange square with a white silhouette of a runner, with the word 'PACE' in white capital letters below it. 2. A green square with a white eye icon, with the words 'EYE CONTACT' in white capital letters below it. 3. A yellow square with a white speaker icon, with the word 'VOLUME' in white capital letters below it. 4. A pink square with a white hand icon, with the word 'GESTURING' in white capital letters below it.</p></div>



Year 2

WEEK 3 MATHEMATICS TASKS



<p>Monday Scan the QR code to watch the video. https://youtu.be/9IUJodOijkU</p> 	<p>Topic: Sharing (Division) Learning Intention: We are learning to share a total number of objects equally amongst the number of groups.</p> <ol style="list-style-type: none"> 1. Scan the QR code to watch Monday's division lesson. 2. Complete 'Sharing the Teddy Bear's picnic' worksheet. <p>Challenge (Optional): Write the division number sentence for each answer.</p> <p>Mangahigh: Login to www.mangahigh.com and complete assigned activity – "Divide by 2"</p>
<p>Tuesday Scan the QR code to watch the video. https://youtu.be/9OXc2CwzmKM</p> 	<p>Topic: Division Learning Intention: We are learning to model division by sharing a collection of objects in groups of a given size.</p> <ol style="list-style-type: none"> 1. Scan the QR code to watch Tuesday's division lesson. 2. Complete 'Division by Sharing' worksheet. <p>Mangahigh: Login to www.mangahigh.com and complete assigned activity – "Divide by 5"</p>
<p>Wednesday</p>	<p>Topic: Division Learning Intention: We are learning to model division by sharing a collection of objects in groups of a given size.</p> <ol style="list-style-type: none"> 1. Complete 'Spring Division by Grouping' worksheet. <p>Mangahigh: Login to www.mangahigh.com and complete assigned activity – "Division by 5 - Jetstream Rider"</p>
<p>Thursday Scan the QR code to watch the video. https://vimeo.com/624000546</p> 	<p>Topic: Mass Learning Intention: We are learning to identify materials that are light or heavy. Success Criteria: I can use a pan balance to compare the masses of two objects.</p> <ol style="list-style-type: none"> 1. Scan the QR code on the left to watch a video on 'Mass'. 2. Practise mass by playing this game here: https://to.pbs.org/3D9fRmQ or scan the QR code below.  <ol style="list-style-type: none"> 3. Go to Seesaw activities and complete "Exploring Mass".  <p>Mangahigh: Login to www.mangahigh.com and complete assigned activity – "Determine the missing number: addition"</p>
<p>Friday Scan the QR code to watch the video. https://youtu.be/Gu3JgFx3lew</p>  	<p>Topic: Mass Learning Intention: We are learning to use a pan balance to compare the masses of two objects. Success Criteria:</p> <ul style="list-style-type: none"> • I can predict the action of a pan balance before placing objects in each pan. • I can use drawings to record findings from using a pan balance. <ol style="list-style-type: none"> 1. Scan the QR code to explore pan balance. 2. You will need: a coat hanger and two stockings or plastic bags. <ul style="list-style-type: none"> • Choose your first two objects that you would like to compare. Before you measure you are going to make a prediction. This means that you are going to guess which is heavier. • Which object do you predict will be heavier? • Repeat and complete this with at least six other items in your house. • Record your prediction and complete the challenge sheet on Seesaw activities "Mass Activity 2".  <p>Mangahigh: Login to www.mangahigh.com and complete assigned activity – "Determine the missing number: subtraction"</p>

Sharing at the Teddy Bears' Picnic

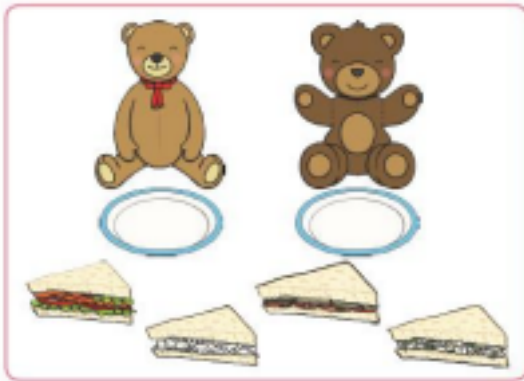
The teddy bears are having a picnic. Can you help them share their food, so they have the same amount each? **Challenge:** Write the division number sentence.



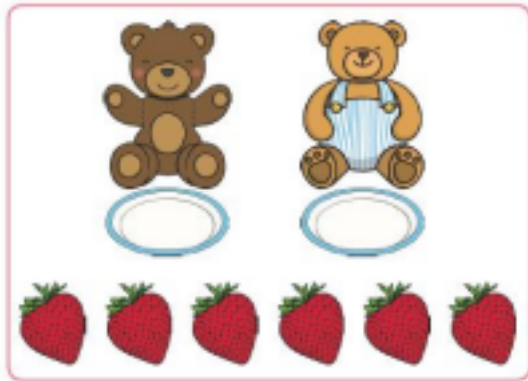
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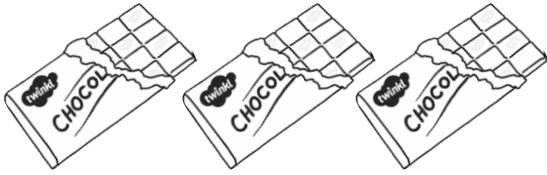


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Division by Sharing

Use a pencil to share these tasty goodies equally between different numbers of people.

e.g. Share between 3



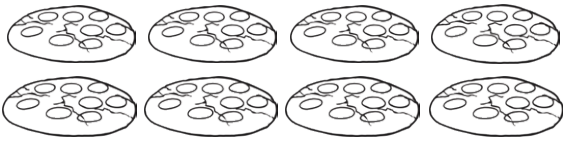
How many does each person get?

① 2 3 4

What does the calculation look like?

$3 \div 3 = \textcircled{1}$

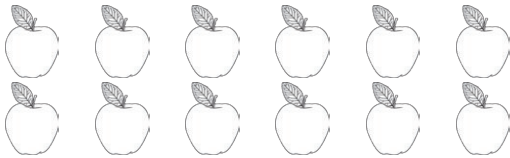
a. Share between 2



2 3 4 5

$8 \div 2 =$

b. Share between 4



2 3 4 5

$12 \div 4 =$

c. Share between 3



2 3 4 5

$12 \div 3 =$

d. Share between 5



2 3 4 5

$10 \div 5 =$

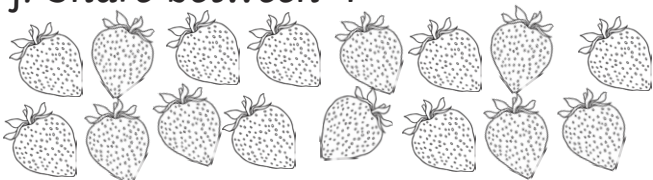
e. Share between 2



2 3 4 5

$10 \div 2 =$

f. Share between 4

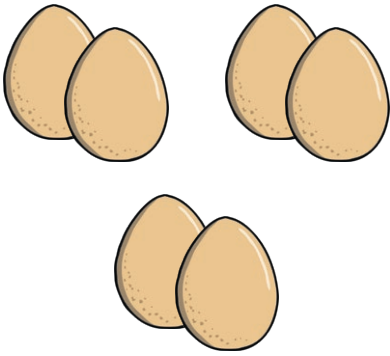


2 3 4 5

$16 \div 4 =$

Spring Division by Grouping

Use the spring pictures to complete the sentences and the calculations.



There are altogether.

There are in each group.

There are groups.

$$\bigcirc \div \bigcirc = \bigcirc$$

$$\bigcirc \times \bigcirc = \bigcirc$$



There are altogether.

There are in each group.

There are groups.

$$\bigcirc \div \bigcirc = \bigcirc$$

$$\bigcirc \times \bigcirc = \bigcirc$$



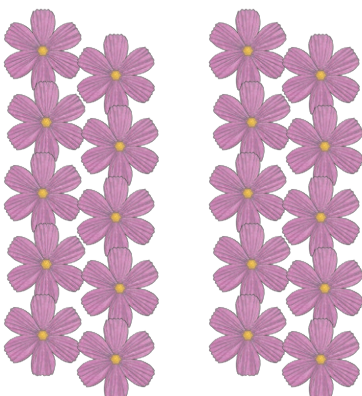
There are altogether.

There are in each group.

There are groups.

$$\bigcirc \div \bigcirc = \bigcirc$$

$$\bigcirc \times \bigcirc = \bigcirc$$



There are altogether.

There are in each group.

There are groups.

$$\bigcirc \div \bigcirc = \bigcirc$$

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YEAR 2 - TERM 4 - WEEK 3

KEY LEARNING AREAS TASKS

MONDAY

SCIENCE & TECHNOLOGY

Learning intention: We are learning to observe objects, ask questions about and describe properties of materials.

Success criteria: I can find and identify different materials found in the local environment and understand how they are used.



1. Read the book "What if rain boots were made of paper?" here: <https://bit.ly/3ldSYbN>
2. After reading, think about these questions; "Should everything be made of metal? Why? What things shouldn't be?"
3. Think about your local environment/home.
What objects will you find here? What kind of materials do you think they are made from? Will anything be made from paper? Metal? Rubber?

4. Watch video on properties of materials:

<https://youtu.be/JCKSMsbpn1Y>



5. Go and find 4 different objects with different materials and take a photograph.
6. Complete "Home environment materials observation" sheet by typing what materials each object is made from and explaining what properties make the material a good choice for making this object on **Seesaw activities**.

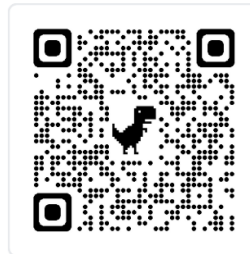


TUESDAY

PDHPE

Watch the following video and answer the featured questions:

<https://bit.ly/pdhweek3>



WEDNESDAY

CREATIVE ARTS - MUSIC

Watch the following instructional video and complete the activity (mentioned at the end of the video).

<https://bit.ly/musicweek3sjp>



Ask a family member to film you and upload to Seesaw.

THURSDAY

GEOGRAPHY

Focus question: Why do people go to other places?




Watch the following video and **complete** the Thursday worksheet for Geography:

<https://bit.ly/3iBjFWd>



Week 3: Music - Beats

Reflection

How well do you think you went in this lesson?	
How did you find the lesson?	Easy – Just Right – Hard
I understand what beats are.	
I can play to the beat of the song.	
Did you like the song choice?	

I liked/disliked the song because...

THURSDAY- Geography

- 5 Write on this phone some of the places you go to in a week.



Find three places on the map of the world that you would like to visit one day and give one good factual reason why:



Reason why I would visit these places:

Handwriting Marking Criteria

Your teacher will mark your handwriting using the following criteria:

	<i>Unsatisfactory</i>	<i>Needs Improvement</i>	<i>Satisfactory</i>	<i>Excellent</i>
<p><u>Letter Formation</u> Letters are drawn with straight lines and appropriate curves using NSW Foundation style.</p>	Consistently forms all letters incorrectly.	Consistently forms most letters incorrectly.	Consistently forms most letters correctly.	Consistently forms all letters correctly.
<p><u>Usage</u> Letters are used correctly. Use capital letters where it is required.</p>	Consistently makes usage mistakes.	Makes many usage mistakes.	Makes few usage mistakes.	Makes no usage mistakes.
<p><u>Sizing</u> Letters are sized appropriately. Capital letters are larger than lowercase letters and all lowercase letters are consistently in the same size.</p>	Writes letters that are inappropriate sizes.	Rarely writes letters that are appropriate sizes.	Regularly writes letters that are appropriate sizes.	Always writes letters that are appropriate sizes.
<p><u>Line Awareness</u> Letters sit on the correct lines, they do not float on the line or hang below unless appropriate.</p>	Writes without line awareness.	Rarely writes with line awareness.	Regularly writes with line awareness.	Always writes with line awareness.
<p><u>Neatness</u> Handwriting shows evidence of time and effort.</p>	Show no evidence of time and effort.	Show some evidence of time and effort.	Show good evidence of time and effort.	Show great evidence of time and effort.

Trace over the letters then rewrite them on the line underneath. Look at the lines and form your letters using the correct formation.
Remember to complete the last sentence.

Thursday

y y y y y y

where where baby baby library library

grubby grubby memory memory

If opportunity doesn't knock,



Week 3 - Kick Self-Reflection

I can:			
• Keep eyes focused on the ball.			
• Swing arm forward and sideways to the opposite kicking leg.			
• Place non-kicking foot beside the ball.			
• Bend my knee of kicking leg at least 90 degrees during the back-swing.			
• Make a 'shoelace kick' by contacting the ball with the top of my foot.			
• Make sure my kicking leg follows through high towards target area.			
My kick looks right.			
I did my best.			
I can teach someone how to do kick.			

Why is it important to learn how to kick?

In which sport might I need to kick in?

Was it easier to kick a ball that is stationary (still) or a ball that is rolling? Why do you think so?

Week 3 Spelling and Grammar Quiz

You **DO NOT** need to do the quiz if you have done the spelling and grammar Kahoot.

1. The word below is spelt correctly:

laff

- a) true
b) false

2. The word below is spelt correctly:

funy

- a) true
b) false

3. The word below is spelt correctly:

library

- a) true
b) false

4. Unjumble the letters to make a spelling word: gubry

Write your answer here:

5. Unjumble the letters to make a spelling word: idary

Write your answer here:

6. Find the missing word: The burglar robbed a bank because he was _____ for money.

- a) hungry
b) greedy
c) sorry
d) grubby

7. Find the missing word: Grandad was sad because his home town has changed since he was a boy and everything was _____.

- a) different
b) diferent
c) diffrent

8. Which word has been spelt correctly?

- a) opportunity
b) oportunity
c) opportunittee

9. Which word has been spelt correctly?

- a) gridy
b) greedi
c) greedy

10. Which word has been spelt correctly?

- a) forte
b) fourty
c) forty

11. What does an exclamation mark look like?

- a) ā
b) ?
c) !
d) +

12. What is the correct use of the exclamation mark?

- a) "No I'm all right!" said John
b) "Go away!" John screamed
c) John calmly said "I'm all right!"
d) "Are you ok!" John said

13. What is an exclamation mark used to show?

- a) Emotion
- b) Speech
- c) Movement

14. Choose the correct punctuation mark: I was wondering, are you coming tonight __

- a) !
- b) ?
- c) .

15. Choose the correct punctuation mark: Our team just won the race__

- a) .
- b) ?
- c) !

16. Which sentences are correct?

- a) My name is Piper
- b) My name Is Piper.
- c) My Name Is Piper!
- d) My name is Piper!