



## LEARNING PACK FOR STUDENTS

The following pack has been designed for students at Hinchinbrook Public School to complete learning at home. This pack will also be used by students who are still attending school. Please read the contents of the pack carefully.

### The learning pack for students includes:

- **Grade Timetable**

This timetable is a guide for parents to structure student learning and appropriate break times throughout the day. It is a guide only. Parents may structure their day to best suit their individual needs.

- **How to help your child access learning from home**

This note, found in your envelope, will guide parents on how to access *Microsoft Teams* from home. This will be our main online learning platform.

- **Stage KLA Grids**

These grids have been designed for students to complete learning tasks at home, that are relevant to learning already covered at school. Students are guided to these grids when following the grade timetable.

- **Username and Passwords**

Username and passwords have been provided for the following online apps/websites: Student Portal, Study Ladder, Prodigy, Typing Club (K-2), Literacy Pro (3-6).

- **Student Workbook**

A workbook has been provided for students to complete tasks from their KLA grids. Some students/parents might like to take photos of their work and share this with their teacher on *Microsoft Teams*.

**Teachers may also have included extra resources in this pack, such as camera word lists, readers etc, that will support learning at home.**

**Teachers will also set additional tasks for students through Microsoft Teams, for those who have access to internet at home.**

Thanks for your ongoing support.



## How to help your child access learning from home

Microsoft Teams is the platform for students and teachers to communicate when learning from home. Each grade will have a daily time where their teacher will be available online, as stated on your child's timetable. Students will have a workbook sent home with them to complete any activities.

Learning at home will conclude on Thursday 9<sup>th</sup> April. Students will either return to school or continue with online/home learning on Tuesday 28<sup>th</sup> April.

### Microsoft Teams

Students have access to their own Class Team on Microsoft Teams. There are 3 options for accessing Teams across any device.

#### Download Teams onto a computer

Using this link, download Teams and log in using your child's school email and password. You also have the option to log out if you have more than one student requiring access.

<https://teams.microsoft.com/downloads>

#### Download the Teams app onto your Apple or Android device.

Go to the App Store or Google Play Store, search for and download the free Teams app. Log in using your child's school email and password.

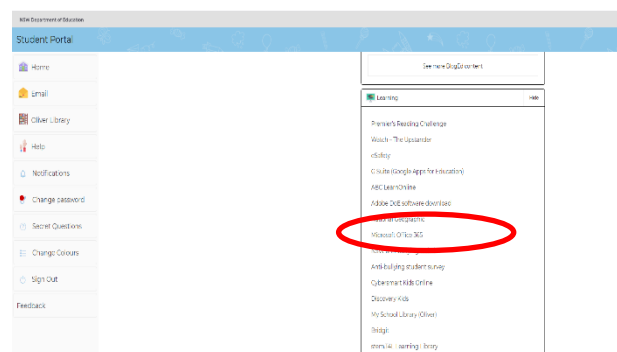
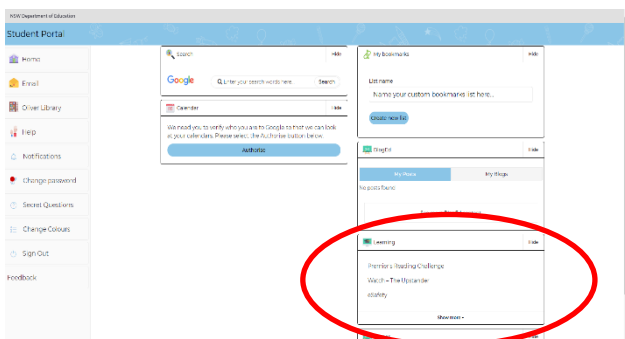
#### Access Teams through Student Portal

Students log into their student portal with their school username and password. Google 'student portal' or type in this link:

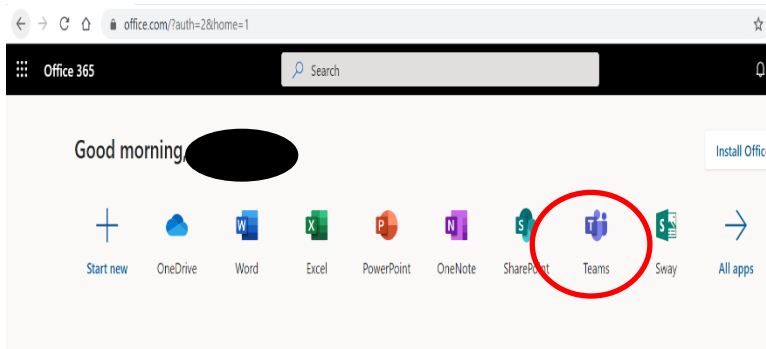
<https://sso.det.nsw.edu.au/sso/XUI/?goto=https://portal.det.nsw.edu.au/login/>

1. Click on **Show more** in Learning.

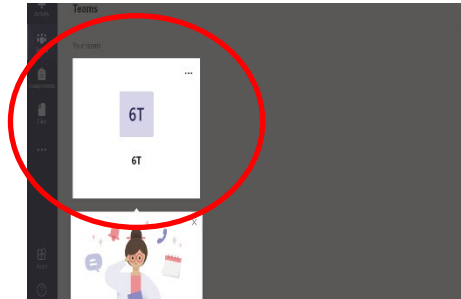
2. Find **Microsoft Office 365** and click.



3. Click on *Teams*.



4. Click your child's class *Team*.



From there, your child's teacher can post activities for your child to complete. This will also be where students can communicate with their teacher.

### **Other websites available for your child to access from home.**

Hinchinbrook PS website- <https://hinchinbro-p.schools.nsw.gov.au/>

*This note is on our website for easy access to links, along with downloadable copies of the learning packs.*

Prodigy- <https://play.prodigygame.com/>

*Students usernames and passwords are attached to this letter.*

Studyladder- [www.studyladder.com.au](http://www.studyladder.com.au)

*Students usernames and passwords are attached to this letter.*

Typing club- <https://www.typingclub.com/>

ABC Education- <https://education.abc.net.au/home#!/home>

FUSE- <https://fuse.education.vic.gov.au/Primary>

IXL Learning- <https://au.ixl.com/>

Scholastic learn at home-

<https://classroommagazines.scholastic.com/support/learnathome.html?caching>

BTN (Behind The News)- <https://www.abc.net.au/btn/>

For lost passwords or other questions, teachers will be available on Teams at a specific time each day. If you are unable to use Teams, please contact the school office on 9826 7855.



## LITERACY PRO

Hinchinbrook Public School has a subscription to an online reading tool, Literacy Pro. This is accessed through the **Scholastic Learning Zone**.

All students have completed a Literacy Pro assessment to determine a reading LEXILE LEVEL. Books are available online, through Literacy Pro, for students to practice reading, and answering comprehension questions appropriate to their LEXILE LEVEL.

### HOW TO USE LITERACY PRO

Students can use Literacy Pro Library to practice reading at their level. Students can take a quiz once they have read a text. (Not all books have a quiz). Students should complete these readings and quizzes INDEPENDENTLY.

### HOW TO ACCESS LITERACY PRO

Enter the following link:

<https://slz04.scholasticlearningzone.com/slz-portal/#/login3/AUSF4KT>

SCHOLASTIC Learning Zone FIND IT HERE

Welcome to Scholastic Learning Zone

School: Hinchinbrook Public School - 434762 [Change Org]  
By Clicking Login I agree to and accept the Privacy Policy

Username:

Password:

Login

|           |
|-----------|
| Username: |
| Password: |

Enter student username and password.

Click on Literacy Pro LIBRARY.

Hinchinbrook Public School - 434762 (F4KT)



From here, students can view books that have been assigned by their teacher. They can also select books for themselves by clicking on the BOOKS tab.



Once students have read a book (we suggest reading the book MORE THAN ONCE), they can then elect to take the quiz.

Students should only take a quiz when they are confident with a text. They should not rush through a text and then guess all of the quiz!

Happy Reading! 😊

# Hinchinbrook Public School Year 3 Timetable

This timetable should be used to inform your child's learning at home. Times allocated are a rough guide for you to follow.

|                   | Monday  | Tuesday   | Wednesday   | Thursday  | Friday  |
|-------------------|---|---|---|---|---|
| Before 9am        | Establish an at home routine which may consist of eating breakfast, brushing teeth, dressing for the day and organising learning area.  |   |   |   |   |
| 9:00am-9:45am     | <b>English</b><br>Complete online Reading/ Spelling tasks set on Microsoft Teams or complete your Reading/ Spelling Home Learning Grid. | <b>English</b><br>Complete online Reading/ Spelling tasks set on Microsoft Teams or complete your Reading/ Spelling Home Learning Grid. | <b>English</b><br>Complete online Reading/ Spelling tasks set on Microsoft Teams or complete your Reading/ Spelling Home Learning Grid. | <b>English</b><br>Complete online Reading/ Spelling tasks set on Microsoft Teams or complete your Reading/ Spelling Home Learning Grid. | <b>English</b><br>Complete online Reading/ Spelling tasks set on Microsoft Teams or complete your Reading/ Spelling Home Learning Grid. |
| 9:50am-10:35am    | <b>Mathematics</b><br>Complete online Mathematics tasks set on Microsoft Teams or complete your Mathematics Home Learning Grid.         | <b>Mathematics</b><br>Complete online Mathematics tasks set on Microsoft Teams or complete your Mathematics Home Learning Grid.         | <b>Mathematics</b><br>Complete online Mathematics tasks set on Microsoft Teams or complete your Mathematics Home Learning Grid.         | <b>Mathematics</b><br>Complete online Mathematics tasks set on Microsoft Teams or complete your Mathematics Home Learning Grid.         | <b>Mathematics</b><br>Complete online Mathematics tasks set on Microsoft Teams or complete your Mathematics Home Learning Grid.         |
| 10:40am-11:25am   | <b>Break</b><br>Munch n Crunch/ Recess/ Physical Activity   |   |   |   |   |
| 11:30am – 12:15pm | <b>Virtual Classroom</b><br>Log on to Microsoft Teams for communication with your classroom teacher.                                    | <b>Virtual Classroom</b><br>Log on to Microsoft Teams for communication with your classroom teacher.                                    | <b>Virtual Classroom</b><br>Log on to Microsoft Teams for communication with your classroom teacher.                                    | <b>Virtual Classroom</b><br>Log on to Microsoft Teams for communication with your classroom teacher.                                    | <b>Virtual Classroom</b><br>Log on to Microsoft Teams for communication with your classroom teacher.                                    |
| 12:20pm-1:05pm    | <b>English</b><br>Writing Activity  | <b>English</b><br>Writing Activity  | <b>English</b><br>Writing Activity  | <b>English</b><br>Writing Activity  | <b>English</b><br>Writing Activity  |
| 1:10pm-1:55pm     | <b>Break</b><br>Lunch/ Physical Activity  |   |   |   |   |
| 2:00pm-2:45pm     | <b>PDHPE</b><br>Complete online Physical Activity tasks set on Microsoft Teams or complete your Physical Activity Home Learning Grid.   | <b>Science</b><br>Complete online Science tasks set on Microsoft Teams or complete your Science Home Learning Grid.                     | <b>HSIE</b><br>Complete online HSIE tasks set on Microsoft Teams or complete your HSIE Home Learning Grid.                              | <b>PDHPE</b><br>Complete online Health tasks set on Microsoft Teams or complete your Health Home Learning Grid.                         | <b>Creative Arts</b><br>Complete online Creative Arts tasks set on Microsoft Teams or complete your Creative Arts Home Learning Grid.   |

# Stage 2 Mathematic Grid

## Monday – Friday

Complete three (3) activities from the grid below

|  |   |  |
|--|---|--|
| <p><b>Mathematics to Automaticity</b><br/>Learn your times tables as quick as you know how to say your name! Practice your times tables starting at your 2 times tables. You should learn them from 0 – 12 using this structure:</p> <p style="text-align: center;"> <math>2 \times 0 = 0</math><br/> <math>2 \times 1 = 2</math><br/> <math>2 \times 2 = 4</math><br/> <math>2 \times 3 = 6</math> </p> <p>Once you have learned a table quick enough, have a family member ask you to answer a fact in random order. Your goal is to be able to answer any multiplication fact without thinking.</p>   | <p><b>Whole Number</b></p> <ol style="list-style-type: none"> <li>1. Choose a number between 1000 and 10 000. Use words and pictures to create a poster showing as much information about the number as possible.</li> <li>2. Partition the following numbers in their correct place value: e.g. <math>256 = 200 + 50 + 6</math> <ul style="list-style-type: none"> <li>- 65</li> <li>- 456</li> <li>- 2765</li> <li>- 5567</li> <li>- 6789</li> <li>- 9875</li> </ul> </li> </ol>  | <p><b>Addition</b></p> <ol style="list-style-type: none"> <li>1. Write as many addition and subtraction number sentences as you can using the numbers 4, 6 and 10.</li> <li>2. Draw \$7.30 at least 5 different ways, using both notes and coins.</li> <li>3. Research a currency used in another country. Draw and label some examples of their coins and notes.</li> <li>4. Choose 3 numbers. Write as many addition number sentences as you can using these numbers.</li> <li>5. Write 5 real-life word problems that need to be solved using addition. Answer each problem and show your working</li> </ol>  |
| <p><b>Subtraction</b></p> <ol style="list-style-type: none"> <li>1. Write as many subtraction number sentences as you can using the numbers 4, 6 and 10.</li> <li>2. Choose 3 numbers. Write as many subtraction number sentences as you can using these numbers.</li> <li>3. Write 5 real-life word problems that need to be solved using subtraction. Answer each problem and show your working.</li> <li>4. There were 165 cups in a shop. 37 fell when a shelf broke. How many cups were unbroken.</li> <li>5. Bill's story was 561 words long. Ben's story was 395 words long. How many more words did Bill write than Ben?</li> </ol>                            | <p><b>Patterns and Algebra</b></p> <ol style="list-style-type: none"> <li>1. Create a number pattern that increases and a number pattern that decreases. Describe the rule for each pattern.</li> <li>2. Create number sequences that increase by 3, 6 and 9. Make sure there are at least 10 numbers in each sequence. Start each sequence with the number 7.</li> <li>3. Create number sequences that decrease by 4, 7 and 8. Make sure there are at least 10 numbers in each sequence. Start each sequence with the number 120.</li> <li>4. Mr Zahra reads 20 pages on Monday and 30 pages on Tuesday. He read 40 pages on Wednesday. If he keeps up this pattern how many pages will he read on Friday?</li> </ol>  | <p><b>Multiplication and Division</b></p> <ol style="list-style-type: none"> <li>1. Write 5 real-life word problems that need to be solved using multiplication. Answer each problem and show your working.</li> <li>2. Draw visual representations for <math>7 \times 2</math>, <math>8 \times 5</math> and <math>6 \times 10</math>. Write a sentence to explain each drawing.</li> <li>3. Draw visual representations for <math>8 \div 2</math>, <math>20 \div 5</math> and <math>40 \div 10</math>. Write a sentence to explain each drawing.</li> <li>4. Draw visual representations for <math>3 \times 3</math>, <math>4 \times 6</math> and <math>6 \times 8</math>. Write a sentence to explain each drawing.</li> <li>5. Draw visual representations for <math>9 \div 3</math>, <math>24 \div 6</math> and <math>16 \div 8</math>. Write a sentence to explain each drawing.</li> </ol> |
| <p><b>Fractions and Decimals</b></p> <ol style="list-style-type: none"> <li>1. List 5 situations in everyday life where the fraction <math>\frac{1}{2}</math> might be used. Draw a picture to represent each situation.</li> <li>2. List 5 situations in everyday life where the fraction <math>\frac{1}{4}</math> might be used. Draw a picture to represent each situation.</li> <li>3. Find a recipe that contains fractions. Draw and label a representation of any fractions in the recipe e.g. a half a cup of sugar.</li> <li>4. Create a mind map showing all the different ways that decimals are used in our everyday lives. Draw some examples.</li> </ol> | <p><b>Measurement and Geometry</b></p> <ol style="list-style-type: none"> <li>1. Research the distance between your home town and 5 other towns in another state. Write each distance in numbers and in words.</li> <li>2. Find 10 straight objects around your home e.g. a toothbrush, a pen, a wooden spoon. Place the objects in order from shortest to longest, then list the order in your book.</li> <li>3. Find 10 food items in your pantry. List each item and record its mass (written on the packaging). Order the items from lightest to heaviest.</li> <li>4. Choose a 3D shape of your choice. Create a mind map showing all the places you might find this shape in everyday life.</li> <li>5. Draw 10 angles that you can find around your home.</li> </ol> | <p><b>Statistics and Probability</b></p> <ol style="list-style-type: none"> <li>1. Toss a coin twice and record the outcome. Repeat the experiment two more times. Describe what you notice about your results.</li> <li>2. Roll a dice times 6 times and record the outcome. Repeat the experiment two more times. Describe what you notice about your results.</li> <li>3. Choose 10-20 items of clothing from your cupboard. Sort your clothes into categories and make a tally showing how many of each item you have.</li> <li>4. List 5 questions that you could ask your friends if you were doing a survey. Explain how you might display your data.</li> </ol>  |



# Camera Words

Dear Parents / Carers,

As a part of Home Learning, Stage 2 students are encouraged to revise their camera words and build automaticity. Automaticity is the ability to do things without thinking about the low-level details that are required. For example, when riding a bike, we don't have to concentrate on turning the pedals, balancing, and holding on to the handlebars but instead those processes are automatic and we can concentrate on watching the road and traffic around us. Other examples of automaticity are driving a car, speaking, walking / running.

To assist Stage 2 students with learning their Camera Words to automaticity, please read the information regarding Camera Words included in this pack.

### **Camera Words Challenge**

A list of all 108 words is included. Students should read **and write** their sets of words while you time them. Their goal, initially, is to strive for accuracy. But to make this activity fun, they will challenge themselves by trying to beat their previous time.

If a student makes an error while reading the camera words, they simply correct themselves and continue. If students don't identify the error, parents / carers are to call out the correct word and students are required to repeat the word before moving on. A template will be provided where students can write down their time each day. Including the number of errors is optional, but it is important that students understand that accuracy is more important than speed.



**Camera Words Challenge**  
**Daily Recording Sheet**

**1** **2**

| Day       | Time | Errors | Day       | Time | Errors |
|-----------|------|--------|-----------|------|--------|
| Monday    |      |        | Monday    |      |        |
| Tuesday   |      |        | Tuesday   |      |        |
| Wednesday |      |        | Wednesday |      |        |
| Thursday  |      |        | Thursday  |      |        |
| Friday    |      |        | Friday    |      |        |

**3** **4**

| Day       | Time | Errors | Day       | Time | Errors |
|-----------|------|--------|-----------|------|--------|
| Monday    |      |        | Monday    |      |        |
| Tuesday   |      |        | Tuesday   |      |        |
| Wednesday |      |        | Wednesday |      |        |
| Thursday  |      |        | Thursday  |      |        |
| Friday    |      |        | Friday    |      |        |

**5** **6**

| Day       | Time | Errors | Day       | Time | Errors |
|-----------|------|--------|-----------|------|--------|
| Monday    |      |        | Monday    |      |        |
| Tuesday   |      |        | Tuesday   |      |        |
| Wednesday |      |        | Wednesday |      |        |
| Thursday  |      |        | Thursday  |      |        |
| Friday    |      |        | Friday    |      |        |

**7** **8**

| Day       | Time | Errors | Day       | Time | Errors |
|-----------|------|--------|-----------|------|--------|
| Monday    |      |        | Monday    |      |        |
| Tuesday   |      |        | Tuesday   |      |        |
| Wednesday |      |        | Wednesday |      |        |
| Thursday  |      |        | Thursday  |      |        |
| Friday    |      |        | Friday    |      |        |

## Set 1

|       |      |       |      |
|-------|------|-------|------|
| I     | the  | was   | to   |
| are   | she  | day   | of   |
| a     | he   | today | for  |
| all   | is   | me    | no   |
| they  | said | you   | play |
| this  | come | my    | have |
| like  | do   | says  | what |
| going | give | away  | see  |
| look  | very | once  | we   |

## Set 2

|         |        |         |       |
|---------|--------|---------|-------|
| one     | some   | want    | many  |
| love    | has    | people  | live  |
| brother | sister | house   | where |
| her     | out    | there   | about |
| his     | down   | because | two   |
| another | more   | here    | our   |
| friend  | their  | were    | your  |
| could   | four   | half    | first |
| good    | girl   | saw     | would |

## Set 3

|        |        |        |         |
|--------|--------|--------|---------|
| ocean  | gone   | whose  | blood   |
| flood  | buy    | busy   | build   |
| built  | cough  | muscle | listen  |
| enough | rough  | tough  | trouble |
| double | height | island | front   |
| sword  | wolf   | sew    | hour    |
| great  | break  | steak  | whole   |
| prove  | sugar  | yacht  | eye     |
| done   | won    | son    | sure    |

# Stage 2 Reading Grid

## Monday – Friday

Read for at least 20 minutes each day and complete **ONE** activity of your choice from below

### Retelling & Determining Importance

➤ Retell what you have read to a family member.

#### Fiction:

➤ Draw / write 3-5 events from your story in the correct order

#### Non-Fiction:

➤ Draw / write 3-5 ideas from your text

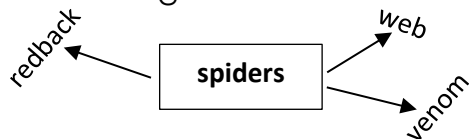
### Making Connections

#### Fiction:

➤ Based on the book you read, share a story about yourself that is related to an event or character that was in the text.

### Key Vocabulary

- Write a list of words you don't know or find hard to explain
- Search the meaning of these words using a dictionary, online, or ask a family member
- Draw a picture to match the meaning of the words
- Choose a key word from the text and brainstorm as many words that relate to that word e.g.



### Sensory Images

#### Fiction:

- Draw and describe your favourite character from the story
- Draw and describe a setting from where the story took place

#### Non-Fiction:

➤ Draw and label a diagram, image or idea from your text

### Synthesising

#### Fiction:

- Create a new book cover for your text
- Write a different ending for the story you have read
- Write a letter to your teacher to explain whether or not you liked the story

#### Non-Fiction:

- Create a poster illustrating your understanding of the text or an idea from the text
- Write a letter to your teacher explaining 1-3 ideas you have learned from the text

### Listen to a family member read

- Ask a family member to read to you
- Discuss the text they read to you and any vocabulary from the text

## Stage 2 Writing Guide

Choose **ONE** setting and follow this weekly guide to assist in structuring your writing throughout the week.

**Setting 1:** Hot planet  
**Setting 2:** Icy planet  
**Setting 3:** Rocky planet  
**Setting 4:** The Moon

### EVERY DAY

Draw your survival tale BLOCK PLANNER.  
Write or say the 10 writing criteria.

### Monday

Spend some time planning ideas related to the setting of your choice using your block planner.

### Tuesday

Begin writing the first 2 paragraphs of your text.

### Wednesday

Continue writing the next 2 paragraphs of your text.

### Thursday

Reread your writing. Edit your work checking for spelling errors, sentence structure and vocabulary.

### Friday

Publish your writing by rewriting it out neatly or typing it into a word document.  
Submit your writing to your teacher on Microsoft Teams, or by dropping it into the school mailbox.

## Stage 2 – HSIE – Geography Activity Grid

INSTRUCTIONS: Each week, choose one History activity to complete. Students can complete activities online and submit to their teacher via Microsoft Teams, or on paper in their exercise book.

Name all the natural features of Australia you learned in class and describe how each place looks like.

**For example**

1. Great Barrier reef – Great barrier reef is located off the coast of Queensland and have beautiful sea animals and a coral reef.

Write down the climate, animals and plants of China and Australia and compare the differences in a table.

| Australia | China |
|-----------|-------|
|           |       |

Research five main facts about Snake island which is located in Brazil. You can recall facts from this video.

Link:

<https://www.youtube.com/watch?v=oa1Tu6BRFxU>

Name the six vegetation zones learned in class and draw a picture for each of those vegetation zones.

**For example**  
Desert

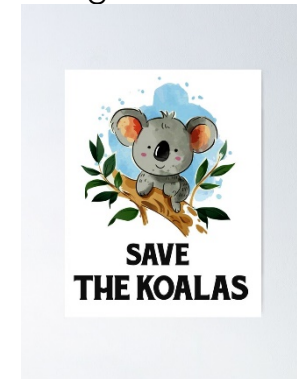


Name five endangered Australian animals and write down the biggest threats and their needs to survive faced by those animals.

**For example**

| Animal          | Threat  | Needs                                |
|-----------------|---|--------------------------------------|
| Koala           | Bushfires, deforestation, floods, droughts, car pollution | 20 hours of sleep, Eucalyptus trees, |
| Tasmanian devil |   |                                      |

Create a poster on saving koalas. Include images and quotes. For example: "stop cutting down their homes".



## Stage 2 Science Grid

### **What is the Sun?**

- Using your knowledge from the learning in the classroom and your own research, create an A4 poster or PowerPoint presentation explaining what you know about the Sun.

### **How does the power of the Sun affect us on Earth?**

- Using your knowledge from the learning in the classroom and your own research, create an A4 poster or PowerPoint presentation explaining what you know about how the Sun affects us on Earth.

### **Day and Night**

- Using your knowledge from the learning in the classroom and your own research, create an A4 poster or PowerPoint presentation explaining the causes of day and night.

### **Seasons**

- Using your knowledge from the learning in the classroom and your own research, create an A4 poster or PowerPoint presentation explaining the cause of seasons.

## Stage 2 Healthy Activity Grid

Choose one or more activities to complete each day

Practise some mindfulness techniques by breathing in and out slowly. Think back to Life Skills.

Brainstorm/draw ways on how you can be a good friend.

How can you be a safe, respectful, learner at home, at school and in the community?  
Draw and write a sentence to answer this question.

### **Growth Mindset**

Having a growth mindset means never giving up and believing in yourself.

How have you used your growth mindset lately?

Draw a picture and write a sentence showing this.

Count how many different fruits and vegetables you have in your home. Sketch, colour and label each fruit and vegetable.

Create a poster informing your family on how they can be sun safe.

## Stage 2 Physical Activity Grid

Choose one or more activities to complete each day

|  |   |  |
|--|---|--|
| <p><b>Complete this set 3 times.</b></p> <ul style="list-style-type: none"><li>-10 star jumps</li><li>- 15 squats</li><li>- 8 lunges</li></ul>                             | <p>Watch a Just Dance video and practise a routine.</p>   | <p>Walk/ run 3 laps of your backyard.</p>  |
| <p>Watch a Cosmic Kids video and complete a yoga session.</p> <p><a href="https://www.youtube.com/user/CosmicKidsYoga">https://www.youtube.com/user/CosmicKidsYoga</a></p> | <p>Throw and catch a ball with a family member.</p>   | <p><b>Animal races</b></p> <p>Hop like a bunny or frog; squat and waddle like a duck; and so on. Verse your family.</p>                                      |
| <p><b>Balloon ball</b></p> <p>There are endless ways to play with balloons indoors. Try to keep it off the ground or just play catch.</p>                                  | <p><b>Obstacle course</b></p> <p>Create a furniture course in your house or take chalk and make a course outside.</p> | <p><b>Complete this set 5 times</b></p> <ul style="list-style-type: none"><li>- 5 jumps</li><li>- 8 hops on left leg</li><li>- 8 hops on right leg</li></ul> |
| <p><b>Skipping</b></p> <p>If you have a skipping rope see how many you can skip. If not, pretend you are using one.</p>  | <p>Kick the ball around in the backyard with your family.</p>   | <p><b>Watch this video and complete.</b></p> <p><a href="https://www.youtube.com/watch?v=3_olssJLEk0">https://www.youtube.com/watch?v=3_olssJLEk0</a></p>    |