

# Learning From Home

## Take-home Pack

NORTH KELLYVILLE PUBLIC SCHOOL



YEAR 2




Term 4 | Weeks 1 – 3

2021

## Year 2

### Term 4, Week 1 - At Home Learning Overview

*All the information you need to complete each task can be found on Seesaw or your printed home learning pack.*

	Monday 4 October	Tuesday 5 October	Wednesday 6 October	Thursday 7 October	Friday 8 October
<b>Additional Activities</b>					
<p><b>Zoom Meeting</b> Each child will need to check their allocated small group Zoom session time. Please view the Week 1 Timetable that is released on Seesaw from your child's home class teacher.</p>		<input type="checkbox"/> Seesaw: Morning check-in  <input type="checkbox"/> Teacher Video – Welcome to Week 1!  	<input type="checkbox"/> Seesaw: Morning check-in   <b>ZOOM</b> meetings 10:30am – 2H and 2M 11:00am – 2T, 2S and 2B 2A and 2D	<input type="checkbox"/> Seesaw: Morning check-in	<input type="checkbox"/> Seesaw: Morning check-in
<b>English</b>					
<p><b>Spelling</b> <i>Please note that all videos are only accessible through Seesaw.</i></p>		<input type="checkbox"/> Seesaw: Spelling Video Recording with Miss Bryant Sound of the Week: 'wh' saying /w/  <b>Spelling words:</b> when, which, where, why, whenever, wheel, whisper, white  <i>If you can find additional words with the same sound you can add them to your list for the week.</i>	<input type="checkbox"/> Spelling: Memory Game Let's practise saying <i>wh</i> . Read the <i>wh</i> words, make flash cards (2 per word) and play a game of memory. Shuffle the cards, place them face over, try and find the pairs. Play against your parents or siblings or even time yourself for extra fun!  <input type="checkbox"/> Reading Eggspress: Spelling Lesson 2.13 - 'wh'	<input type="checkbox"/> Spelling: Rainbow Sounds Write out your spelling words changing colour every time you hear a new sound.  <u>For example:</u> wh e n wh ee l	<input type="checkbox"/> Spelling: Sentences Write five <b>detailed</b> sentences including any of your spelling words from this week. Underline your spelling words as you write them.  <u>For example:</u> The large, dirty <u>wheel</u> was on the hot, steaming road.
<p><b>Reading and Viewing</b> <i>Please note that all videos are only accessible through Seesaw.</i></p>		<input type="checkbox"/> Read to Self for 15 minutes  <input type="checkbox"/> Fidget Spinner Comprehension on TeacherMade. Please view the learning schedule that is uploaded on Seesaw to access the link.	<input type="checkbox"/> Read to Self for 15 minutes.  <input type="checkbox"/> Reading Eggspress/Fast Phonics Comprehension: Lesson 56 – Wet	<input type="checkbox"/> Read to Self for 15 minutes.  <input type="checkbox"/> Recycling Comprehension on TeacherMade. Please view the learning schedule that is uploaded on Seesaw to access the link.	<input type="checkbox"/> Seesaw: Reading Video Recording with Mr Decent. Record yourself reading a page from your book.

			<input type="checkbox"/> Seesaw: Phonemic Awareness: Heggerty's Video Recording with Mrs Hughes		
<b>Writing and Representing</b> <i>Imaginative Writing</i>  <i>Please note that we encourage students to complete writing and handwriting tasks on a piece of paper and upload a picture to Seesaw.</i>		<input type="checkbox"/> Seesaw: Character Description – Appearance	<input type="checkbox"/> Seesaw: Free Write Activity – Topic: We were at the zoo, when an elephant escaped!  <input type="checkbox"/> Handwriting – Magic 'C' Letter revision and Number formation	<input type="checkbox"/> Seesaw: Character Description – Personality	<input type="checkbox"/> Seesaw: Character Description – Feelings

**Mathematics**

<b>Number and Algebra</b>  <b>Measurement and Geometry</b>  <b>Statistics and Probability</b>		<input type="checkbox"/> Seesaw: Maths Mentals Revision	<input type="checkbox"/> Mathletics Assigned Task: Whole number – Test	<input type="checkbox"/> Seesaw: Maths Mentals Revision	<input type="checkbox"/> Seesaw: Maths Mentals Revision
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**Other**

If you would like some optional activities, please view the Extra KLA Grid.

## Year 2

### Term 4, Week 2 - At Home Learning Overview

*All the information you need to complete each task can be found on Seesaw or your printed home learning pack.*

	Monday 11 October	Tuesday 12 October	Wednesday 13 October	Thursday 14 October	Friday 15 October
<b>Additional Activities</b>					
<p><b>Zoom Meeting</b> Each child will need to check their allocated small group Zoom session time. Please view the Week 2 Timetable that is released on Seesaw from your child's home class teacher.</p>	<input type="checkbox"/> Seesaw: Morning check-in  <input type="checkbox"/> Teacher Video – Welcome to Week 2!	<input type="checkbox"/> Seesaw: Morning check-in	<input type="checkbox"/> Seesaw: Morning check-in   <b>ZOOM</b> meetings 10:30am – 2H and 2M 11:00am – 2T, 2S and 2B 2A and 2D	<input type="checkbox"/> Seesaw: Morning check-in   <b>ZOOM</b> meetings 12:30pm - Stage 1 Assembly	<input type="checkbox"/> Seesaw: Morning check-in
<b>English</b>					
<p><b>Spelling</b> <i>Please note that all videos are only accessible through Seesaw.</i></p>	<input type="checkbox"/> Seesaw: Spelling Video Recording with Miss Bryant Sound of the Week: 'ew' saying /oo/ and /yoo/  <b>Spelling words:</b> few, new, dew, stew, flew, threw, Andrew, renew, chew, brew, pew, knew, mildew, nephew  <i>If you can find additional words with the same sound you can add them to your list for the week.</i>	<input type="checkbox"/> Spelling: Memory Game Let's practise saying ew. Read the ew words, make flash cards (2 per word) and play a game of memory. Shuffle the cards, place them face over, try and find the pairs. Play against your parents or siblings or even time yourself for extra fun!	<input type="checkbox"/> Spelling: Word Hunt While reading today write a list of any other words that you find in the book that have the ew sound. Add these to your spelling list for the week to practice.  <input type="checkbox"/> Reading Eggspress: Spelling Lesson 1.28 - 'ew and ue'	<input type="checkbox"/> Spelling: Rainbow Sounds Write out your spelling words changing colour every time you hear a new sound.  <u>For example:</u> F ew N e ph ew	<input type="checkbox"/> Spelling: Sentences Write five detailed sentences including any of your spelling words from this week. Underline your spelling words as you write them. <u>For example:</u> I have a <u>few new</u> toys that I like to play with in the sunshine on a hot day.
<p><b>Reading and Viewing</b> <i>Please note that all videos are only accessible through Seesaw.</i></p>	<input type="checkbox"/> Read to Self for 15 minutes	<input type="checkbox"/> Read to Self for 15 minutes  <input type="checkbox"/> Popular Pets Comprehension on Teachermade. Please view the learning schedule that is uploaded on Seesaw to access the link.	<input type="checkbox"/> Read to Self for 15 minutes  <input type="checkbox"/> Reading Eggspress/Fast Phonics Comprehension: Lesson 57 – Farms	<input type="checkbox"/> Read to Self for 15 minutes  <input type="checkbox"/> Minecraft Comprehension on Teachermade. Please view the learning schedule that is uploaded on Seesaw to access the link.	<input type="checkbox"/> Seesaw: Reading Video Recording with Mr Decent. Record yourself reading a page from your book



<b>Writing and Representing</b> <i>Imaginative Writing</i>  <i>Please note that we encourage students to complete writing and handwriting tasks on a piece of paper and upload a picture to Seesaw.</i>	<input type="checkbox"/> Seesaw: Introduction to what a setting means in imaginative texts	<input type="checkbox"/> Seesaw: Using our five senses	<input type="checkbox"/> Seesaw: Free Write Activity – Topic: We turned the corner and saw a dark, spooky house...  <input type="checkbox"/> Handwriting – Falling letters revision and Number formation	<input type="checkbox"/> Seesaw: Planning setting description	<input type="checkbox"/> Seesaw: Reflection writing task
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**Mathematics**

<b>Number and Algebra</b>	<input type="checkbox"/> Seesaw: Money	<input type="checkbox"/> Seesaw: Money Combinations	<input type="checkbox"/> Mathletics Assigned Task: Skip counting with coins	<input type="checkbox"/> Seesaw: Money - Let's go shopping!	<input type="checkbox"/> Seesaw: Maths Mentals Revision
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**Other**

If you would like some optional activities, please view the Extra KLA Grid.

## Year 2

### Term 4, Week 3 - At Home Learning Overview

*All the information you need to complete each task can be found on Seesaw or your printed home learning pack.*





	Monday 18 October	Tuesday 19 October	Wednesday 20 October	Thursday 21 October	Friday 22 October
<b>Additional Activities</b>					
<p><b>Zoom Meeting</b> Each child will need to check their allocated small group Zoom session time. Please view the Week 3 Timetable that is released on Seesaw from your child's home class teacher.</p>	<input type="checkbox"/> Seesaw: Morning check-in  <input type="checkbox"/> Teacher Video – Welcome to Week 3!	<input type="checkbox"/> Seesaw: Morning check-in	<input type="checkbox"/> Seesaw: Morning check-in    10:30am – 2H and 2M 11:00am – 2T, 2S and 2B 2A and 2D	<input type="checkbox"/> Seesaw: Morning check-in	<input type="checkbox"/> Seesaw: Morning check-in
<b>English</b>					
<p><b>Spelling</b>  <i>Please note that all videos are only accessible through Seesaw.</i></p>	<input type="checkbox"/> Seesaw: Spelling Video Recording with Miss Bryant Sound of the Week: 'ph' saying /f/ <b>Spelling words:</b> Christopher, dolphin, phantom, elephant, Philip, Phillipa, phonics, sphinx, alphabet  <i>If you can find additional words with the same sound you can add them to your list for the week.</i>	<input type="checkbox"/> Spelling: Memory Game Let's practise saying 'ph'. Read the 'ph' words, make flash cards (2 per word) and play a game of memory. Shuffle the cards, place them face over, try and find the pairs. Play against your parents or siblings or even time yourself for extra fun!	<input type="checkbox"/> Spelling: Word Hunt While reading today write a list of any other words that you find in the book that have the 'ph' sound. Add these to your spelling list for the week to practice.  <input type="checkbox"/> Reading Eggspress: Spelling Lesson 1.29 - 'wh and ph'	<input type="checkbox"/> Spelling: Rainbow Sounds Write out your spelling words changing colour every time you hear a new sound.  <b>For example:</b> ph o n i c s E l e p h a n t	<input type="checkbox"/> Spelling: Sentences Write five detailed sentences including any of your spelling words from this week. Underline your spelling words as you write them. <b>For example:</b> I saw an enormous <u>elephant</u> at the zoo next to the <u>dolphins</u> .
<p><b>Reading and Viewing</b>  <i>Please note that all videos are only accessible through Seesaw.</i></p>	<input type="checkbox"/> Read to Self for 15 minutes	<input type="checkbox"/> Read to Self for 15 minutes  <input type="checkbox"/> Dolphins Comprehension on TeacherMade. Please view the learning schedule that is uploaded on Seesaw to access the link.	<input type="checkbox"/> Read to Self for 15 minutes  <input type="checkbox"/> Reading Eggspress/Fast Phonics Comprehension: Lesson 58 – Fighter Planes	<input type="checkbox"/> Read to Self for 15 minutes  <input type="checkbox"/> Wake Up Time! Comprehension on TeacherMade. Please view the learning schedule that is uploaded on Seesaw to access the link.	<input type="checkbox"/> Seesaw: Reading Video Recording with Mr Decent. Record yourself reading a page from your book

<p><b>Writing and Representing</b> <i>Imaginative Writing</i></p> <p><i>Please note that we encourage students to complete writing and handwriting tasks on a piece of paper and upload a picture to Seesaw.</i></p>	<input type="checkbox"/> Seesaw: Identifying the Complication Paragraph	<input type="checkbox"/> Seesaw: Imaginative Task: Monster Writing	<input type="checkbox"/> Seesaw: Free Write Activity – Topic: It was midnight, I looked out of my window and saw a strange, green light...  <input type="checkbox"/> Handwriting – Bouncing letters revision and Number formation	<input type="checkbox"/> Seesaw: Writing the Resolution to a Problem	<input type="checkbox"/> Seesaw: Reflection writing task
<b>Mathematics</b>					
<p><b>Measurement and Geometry</b></p>	<input type="checkbox"/> Seesaw: Volume	<input type="checkbox"/> Seesaw: Volume – Displacement	<input type="checkbox"/> Mathletics Assigned Task: Flip, Slide, Turn	<input type="checkbox"/> Seesaw: 2D Space – Flip, Slide and Turn	<input type="checkbox"/> Seesaw: 2D Space – Symmetry
<b>Other</b>					
If you would like some optional activities, please view the Extra KLA Grid.					



## OPTIONAL ACTIVITIES – For Other KLA's

Weeks 1,2 & 3

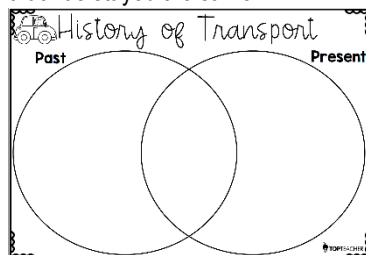
	1	2	3	4
<b>CREATIVE ARTS</b> <b>- Visual Arts or Music -</b>	<p style="text-align: center;"><b>Art Hub</b></p> <p>Choose one of the following videos and draw along with them- make sure you upload a photo for your teachers to see!</p> <p><b>Option 1</b> – Cartoon bowling ball and pin  <a href="https://www.youtube.com/watch?v=PgwTPsyys9M">https://www.youtube.com/watch?v=PgwTPsyys9M</a></p> <p><b>Option 2</b> – Pineapple  <a href="https://www.youtube.com/watch?v=Oiol5T9nl1M">https://www.youtube.com/watch?v=Oiol5T9nl1M</a></p> <p><b>Option 3</b> – Shark  <a href="https://www.youtube.com/watch?v=wY2-3BxdtYY">https://www.youtube.com/watch?v=wY2-3BxdtYY</a></p>	<p style="text-align: center;"><b>What is Pitch?</b></p> <p>Watch the video first to learn about what pitch is and then complete the experiment below.  <a href="https://www.youtube.com/watch?v=kvwUBKPgU5A">https://www.youtube.com/watch?v=kvwUBKPgU5A</a></p> <p>Find four glasses at home, fill them with different amounts of water (we suggest a quarter, a half, three quarters and one filled completely). Then tap each glass with a metal spoon gently.</p> <p><i>Please be careful with the glasses</i></p> <p>Predict which ones will have a lower pitch and a higher pitch. Then add the results into your table. Don't forget to share your experiment with your teachers.</p>	<p style="text-align: center;"><b>Trace Your Toys Shadow</b></p>  <p>Get a blank piece of paper and one of your toys and go sit in the sun. Move your toy so it makes a shadow that you can trace around on your paper. Once you've traced around the toys shadow, you can add in a background and colour it in. Upload a photo for your teacher to see!</p>	<p style="text-align: center;"><b>Music Scavenger Hunt</b></p> <p>Go on a music scavenger hunt and make a list of things that make these sounds in your house or outside.</p> <p style="text-align: center;"><b>The Music of Nature Scavenger Hunt</b></p> <p><input type="checkbox"/> Bang  <input type="checkbox"/> Rustle </p> <p><input type="checkbox"/> Click  <input type="checkbox"/> Crunch </p> <p><input type="checkbox"/> Thump  <input type="checkbox"/> Scrape </p> <p><input type="checkbox"/> Rat-a-tat-tat  <input type="checkbox"/> Snap </p> <p><input type="checkbox"/> Rattle  <input type="checkbox"/> Squelch </p> <p style="text-align: right; font-size: small;">Artsploration.com</p>
<b>PDHPE</b>	<p style="text-align: center;"><b>Yoga</b></p> <p>Watch the video below and get moving with some yoga.  <a href="https://youtu.be/dZH68GnmjNo">https://youtu.be/dZH68GnmjNo</a></p>	<p style="text-align: center;"><b>Dancing</b></p> <p>Watch the video below and get moving with some dancing.  <a href="https://youtu.be/LaB9c3kQkfU">https://youtu.be/LaB9c3kQkfU</a></p>	<p style="text-align: center;"><b>Long jump</b></p> <p>Watch the video below and get moving with some long jump.  <a href="http://youtu.be/NJohP4SBE4k">http://youtu.be/NJohP4SBE4k</a></p>	<p style="text-align: center;"><b>Sprints</b></p> <p>Watch the video below and get moving with some sprints.  <a href="https://youtu.be/Rn_09P1KUd4">https://youtu.be/Rn_09P1KUd4</a></p>

## History -The past in the present-

### Transport in the Past



Look at this photograph from the past - instead of driving a car, this is how they got around. Complete the Venn diagram for us - how did people transport themselves and their families in the past, how do we move around now and is there anything that has stayed the same?



### Video Family Tree

Use your knowledge of your family to share your family tree with your teachers, being mindful that every family is different and unique in their own way. Before starting your family tree watch the video which explains what a family tree is.

<https://www.youtube.com/watch?v=3wdM1Rx0HdI>

To further explore your family and provide information ask ONE of these questions to your family members and share their answers in your video. If you prefer this activity can be completed with the use of the audio recording as well.

Questions:

1. What is their favourite colour?
2. What was their favourite subject at school?
3. How did they communicate with family members who didn't live with them?

### Who Created My Toy?

Do some research about the person who created your favourite toy by typing "who created \*put the name of your toy here?\*" into google. For example, "who created Lego?" Find the answers to the following questions:

What was their name?

When were they born?

What year did they create the toy?

If you could ask or tell them something, what would it be?

Share your answer with your teacher either by writing it down or sharing a video.

### Schools in the Past

Watch the video below to see what schools were like in the past. Watch the video from 4:40-20:53 or if you are really interested you can watch the whole video.

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

When you have finished watching using the information that you have learnt draw and label a picture of a classroom from the past.

## LUCKY DIP

### Origami

Watch the video to do your origami. This time there are two video's you can do. Pick one or both if you would like.

**Option 1** – Box to hold small objects in.

<https://www.youtube.com/watch?v=Cd5Z8hmcb10>

**Option 2** – Bookmark

<https://www.youtube.com/watch?v=E03JhMAKOZQ>

### Paper Plane Contest

Make a paper plane and see how far you can fly it - you might want to have a contest with someone else in your house and see who's can fly the farthest.

[How to Make a Paper Airplane - YouTube](#)

### Doll Paper Chain

Watch the video and make a paper chain:

[How to Make a Paper Doll Chain - YouTube](#)

We would love to see a photo or video if you do it!

### Send us a Postcard!

Write your teachers a postcard and pretend you have visited one of your favourite places - where is it? what do you like about it? What activities would you like to do there?

Please note that these activities are optional activities and do not have to be completed. If you wish to show your teacher some of the work you have done, then please upload these to Seesaw.

# TUESDAY

5 October 2021



Week 1 Spelling Words

when



which



where



why



whenever



wheel



whisper



white



# Week 1 Spelling Activities

## Spelling: Memory Game

Let's practise saying *wh*. Read the *wh* words, make flash cards (2 per word) and play a game of memory. Shuffle the cards, place them face over, try and find the pairs. Play against your parents or siblings or even time yourself for extra fun!

## Spelling: Rainbow Sounds

Write out your spelling words changing colour every time you hear a new sound.

For example:

wh e n  
wh ee l

## Spelling: Sentences

Write five detailed sentences including any of your spelling words from this week. Underline your spelling words as you write them.

For example:

The large, dirty wheel was on the hot, steaming road.



# Fidget Spinners

Fidget spinners are toys that are made with a ball in the middle and three 'branches' coming from the centre. The branches spin around the middle.

They are made from a range of materials like stainless steel, brass, ceramics, titanium, copper and plastic. The different materials change the vibration and the length of time that the toys spin.



## How to Spin a Fidget Spinner

- Hold the middle of the spinner between your index finger and thumb as if you are picking it up.
- Flick one of the outside branches with your middle finger and watch it spin.

## How the Fidget Spinner Began

Fidget spinners were created by an American inventor, Catherine Hettinger, in the early 1990s. She was ill but still trying to look after her own eight-year-old daughter. Catherine began inventing toys for her daughter and the two of them went on to create the fidget spinner.

## Uses of the Fidget Spinner

- It has been discovered that some children with special educational needs can use fidget spinners to help them to concentrate or calm down.
- They have been found to help people lower their stress levels by helping the user to 'zone out' and clear their mind.

## Fidget Spinners in School

Some schools have banned fidget spinners as they say they are a distraction to other pupils and can negatively affect learning. They could also be a danger to others.

# Questions

1. What materials might fidget spinners be made from? Tick two.

- brass
- wood
- stainless steel
- wool

2. What does using different materials change? Tick two.

- the size of the spinner
- the vibration of the spinner
- the length of time that the toy spins
- the type of person using the spinner

3. The paragraph titled 'How to Spin a Fidget Spinner is a type of what text?' 'Instructions' 'Poem' 'Recipe' 'Story'.

- Poem
- Recipe
- Instructions
- Story

4. Complete this sentence:

To make it spin, flick...

# Questions

5. Which word most closely matches the meaning of 'created'? Tick one.

- found
- invented
- sewed
- fixed

6. Why did Catherine Hettinger make the fidget spinner?

7. What does the fidget spinner help some children with? Tick one.

- their maths
- their spellings
- their concentration
- their spinning

8. Why have some schools banned fidget spinners? Tick one.

- They are too much fun.
- They are too big.
- They are too expensive.
- They are too distracting.

## Week 1, Tuesday – Writing

This activity is on Seesaw.

Hi Year 2 Students,

Today we begin our journey to extend on our knowledge of imaginative writing. There are a lot of different elements that we will look at so that you are successful in developing a strong imaginative text. This is a time where we get to be creative because it is all about all the wonderful things that your imagination can come up with.

Today's lesson we will be focusing on understanding how to build up a character and giving them a description about their appearance. To be successful today, you will be creating a character description that includes:

- What does your character look like?
- What clothes does your character wear?
- What does your character's hair look like?
- What makes your character different to others?
- Include interesting adjectives



**Learning Intention**  
We are learning to....

A banner with a blue background and an orange border. On the left is a cartoon character holding a flag with the words 'DREAM BELIEVE SUCCEED'. The main text 'Learning Intention' is in large blue letters, and 'We are learning to....' is in smaller blue letters below it.

**Write a character description about their appearance**



**Success Criteria**  
What I'm looking for....

A banner with a blue background and an orange border. On the left is a cartoon character holding a flag with the words 'DREAM BELIEVE SUCCEED'. The main text 'Success Criteria' is in large blue letters, and 'What I'm looking for....' is in smaller blue letters below it.

What does your character look like?  
What clothes does your character wear?  
What does your character's hair look like?  
What makes your character different to others?  
Include interesting adjectives

### What is a Character Description?

A Character Description is when you write about a character in great detail. You can write what a character looks like, this helps the reader to have a clear picture of what the character looks like. Think of it like giving clues to the reader!



## What is an adjective?

An **adjective** is a word which describes a **noun** (the name of a person, place or thing).

It can tell you what something

- Looks like
- Feels like
- Smells like
- Tastes like
- Sounds like

## Why do we use adjectives?

They help to create a better picture in your mind.

They make your sentences more interesting.

They add detail to your writing.

## appearance

red cloak

smartly dressed

big hood

smiley

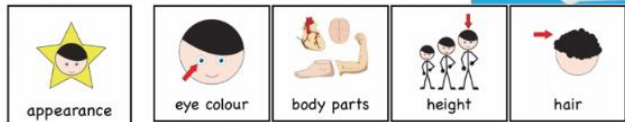
young girl



## Building a Character - Appearance

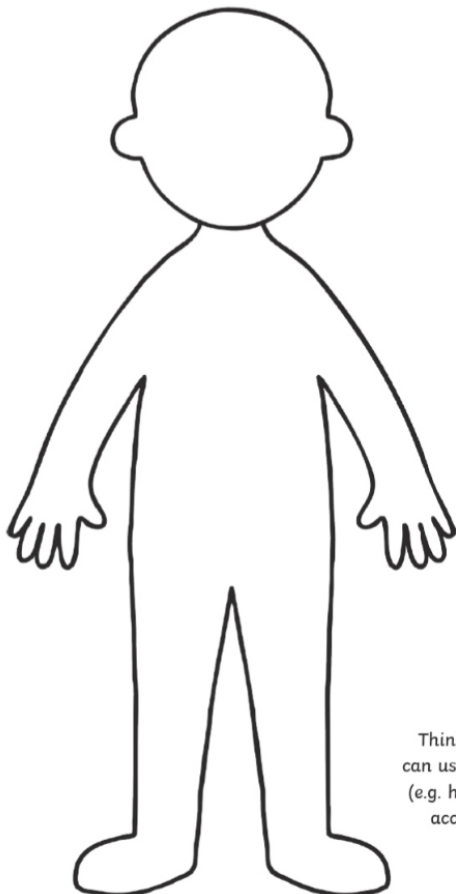
When building a character, think about their **appearance**. Ask yourself:

- Is the character human or non-human?
- Is the character male or female?
- How old is the character?
- What clothes does the character wear?
- What body shape does the character have?
- What type of hair does the character have?
- Does the character wear any accessories?



## Character Description

Use the template to draw what your character looks like.



Using the adjectives, write a description of what your character looks like. You can name your character also.

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Think of details you can use in a description (e.g. hairstyle, clothes, accessories, etc.).



Week 1, Tuesday – Maths Mentals

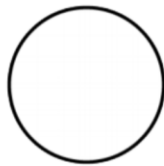
This activity is on Seesaw.

Answer the following questions:



1 What is the value of the number in the ones place in 40? \_\_\_\_\_

2 Colour in a quarter of this shape:



4 How many minutes in an hour? \_\_\_\_\_

3 I bought 14 crayons and was given 17 more crayons. How many crayons do I now have? \_\_\_\_\_

5 Complete this counting pattern:

⋯, 13, 23, 33, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Answer the following questions:

6 Colour in a quarter of these circles.



9  $16 + 18 =$  \_\_\_\_\_

7 Write the largest number you can using: 1, 4, 7.  
\_\_\_\_\_

10 Write these numbers in order from smallest to largest: 718, 589, 577, 324.  
\_\_\_\_\_

8 Draw this shape: rectangle

# WEDNESDAY

## 6 October 2021

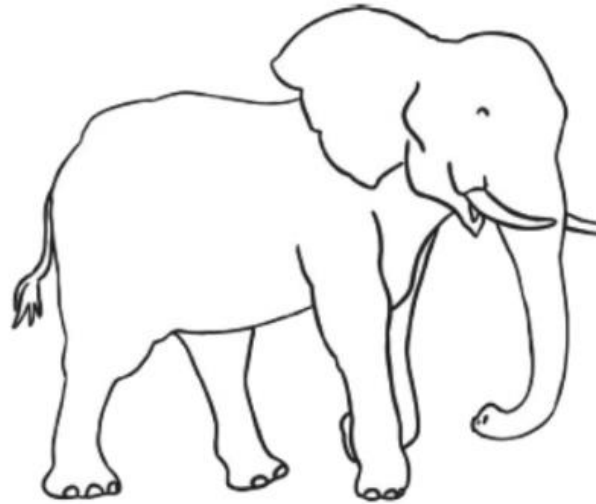


*We were at the zoo, when an elephant escaped!*

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**Free Writing**

Write anything that comes to mind as long as it is in full sentences. Topic: 'We were at the zoo, when an elephant escaped!'.



Learning Intention: Creatively write a short story to the topic of the day

Success Criteria:

- I have included capital letters and full stops in my writing
- I have made sure that my sentences make sense
- I have included characters and a setting
- I have included a problem and a way to solve that problem
- I have used descriptive language

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Wednesday

a

A

c

C

d

D

e

E

g

G

o

O

q

Q

s

S

Number formation

1 1

2 2

# THURSDAY

7 October 2021



## Comprehension: Recycling

### Recycling

Listen to and read the passage.



Recycling is very important in our lives because the waste we create is increasing all the time. The rise in population means that there are more people on the planet to create waste. New packaging are being developed, but much of these products contain materials that are not eco- friendly. New lifestyle changes, such as eating fast food, means that we create additional waste that isn't recyclable. Recycling helps to decrease the pollution caused by waste. It reduces the need for raw materials so that the rainforests can be preserved. Huge amounts of energy are used when making products from raw materials. Recycling requires much less energy which helps to preserve natural resources. We should always remember that making products from raw materials costs much more than if they were made from recycled products.

### Questions

1. Recycling is very important in our lives.  TRUE  FALSE
2. More people create less rubbish.  TRUE  FALSE
3. Fast food creates more recyclable waste.  TRUE  FALSE
4. Recycling helps decrease pollution.  TRUE  FALSE
5. We need more raw materials with recycling.  TRUE  FALSE
6. Recycling saves the rainforest.  TRUE  FALSE
7. Raw materials are cheap.  TRUE  FALSE
8. Everyone should consider recycling.  TRUE  FALSE
9. How can you recycle in your home?

# Week 1, Thursday – Writing

This activity is on Seesaw.

Today we will continue exploring character description in our imaginative writing unit. Today's lesson we will be focusing on how to build up a character and give them a description about their personality. To be successful today, you will need to:

- Write in full sentences about your character
- Include strong adjectives to describe your character's personality
- Be creative!



**Learning Intention**  
We are learning to....

Explore different adjectives that relate to a character's personality



**Success Criteria**  
What I'm looking for....

- Full sentences when writing sentences about your character
- Include strong adjectives to describe your character's personality
- Be creative!

**Definition of personality:**  
All of the qualities of a person that make that person different from others. For example, one person has a cheerful personality, while the other is more serious.

## Building a Character - Personality

## Character Personality - Jack

When building a character, think about their **personality**. Ask yourself:

- Is the character brave or fearful?
- Is the character shy or outgoing?
- Is the character clever or silly?
- Is the character helpful or lazy?
- Is the character responsible or careless?
- Is the character patient or hasty?
- Is the character kind-hearted or mean-spirited?

Here are some suggestions about Jack's **personality**:

- Jack was **obedient** when he took his cow to market to sell.
- Jack was **careless** when he sold the cow for beans instead of money.
- Jack was **adventurous** when he decided to climb the beanstalk.
- Jack was **cunning** when he hid himself from the giant.
- Jack was **quick-thinking** when he decided to chop down the beanstalk.
- Jack was **dependable** when he sold the magic harp for lots of money.



## Personality / Qualities

## Listen

## Character Traits

What is the character like on the inside?

- 
- |            |             |             |             |
|------------|-------------|-------------|-------------|
| moody      | calm        | kind        | thoughtful  |
| delightful | lively      | helpful     | eager       |
| brave      | attentive   | grumpy      | friendly    |
| excited    | talented    | friendly    | lazy        |
| energetic  | grateful    | aggressive  | shy         |
| menacing   | annoying    | responsible | responsible |
| cheeky     | fascinating | intelligent | humble      |



- |          |           |             |
|----------|-----------|-------------|
| bossy    | clumsy    | mean        |
| brave    | confident | naughty     |
| charming | curious   | picky       |
| clever   | energetic | polite      |
|          | friendly  | responsible |
|          | greedy    | rude        |
|          | grumpy    | shy         |
|          | helpful   | silly       |
|          | joyful    | smart       |
|          | kind      | sneaky      |
|          | lazy      | spoiled     |
|          | loving    |             |





1. Watch the video excerpt 'Yes, Ms. Trunchbull... Sir!' from the movie adaptation of Roald Dahl's Matilda.



Listen

3. Task: Draw a picture of a character. What adjectives would you use to describe the personality traits? Write your answers in full sentences.

2. Using your adjectives, can you describe what Ms. Trunchbull's personality is like?

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Draw a picture of your character:

Circle the words that describe your character:

caring likeable happy  
beautiful friendly rude  
angry ugly sly evil  
clever handsome kind  
honest nasty gentle  
pretty wicked cross  
grumpy horrible brave  
shy mean noble  
polite wise calm bold  
helpful scary smart  
furious cunning generous  
unkind cruel charming

My character's name is:

---

Can you write a paragraph about your character?

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# Week 1, Thursday – Maths Mentals

This activity is on Seesaw.

## Section 1

Along a road, there are 20 street lamps. 11 of them are not working. How many lamps are working?

## Section 2

Put these numbers in order, smallest to largest:

82   28   18   48   89

--	--	--	--	--

smallest

largest

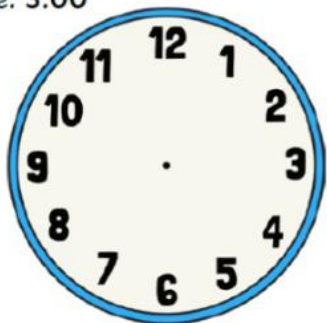
## Section 3

This table shows the number of girls and boys who have red or black cars in one class. Find the totals.

Car colour	Girls	Boys	Total
Red	12	3	
Black	9	8	

## Section 4

Draw the hands on the clock to show this time: 3:00



## Section 6

I have a \$1 coin.

I buy a lolly for 25¢.

How much change will I be given?

Which coins could I be given in change?

## Section 7

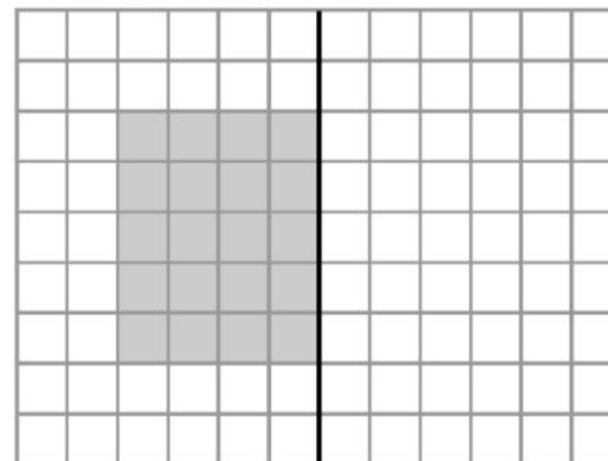
Write a number sentence which has the same answer as:

$24 - 4 =$

$12 + 7 =$

## Section 8

Draw the reflection of the shape.



# FRIDAY

8 October 2021





## Week 1, Friday – Writing

This activity is on Seesaw.

Hi Year 2 Students,

Today we will continue exploring character description in our imaginative writing unit. Today's lesson we will be focusing on how to build up a character and we will give them a description about their feelings.

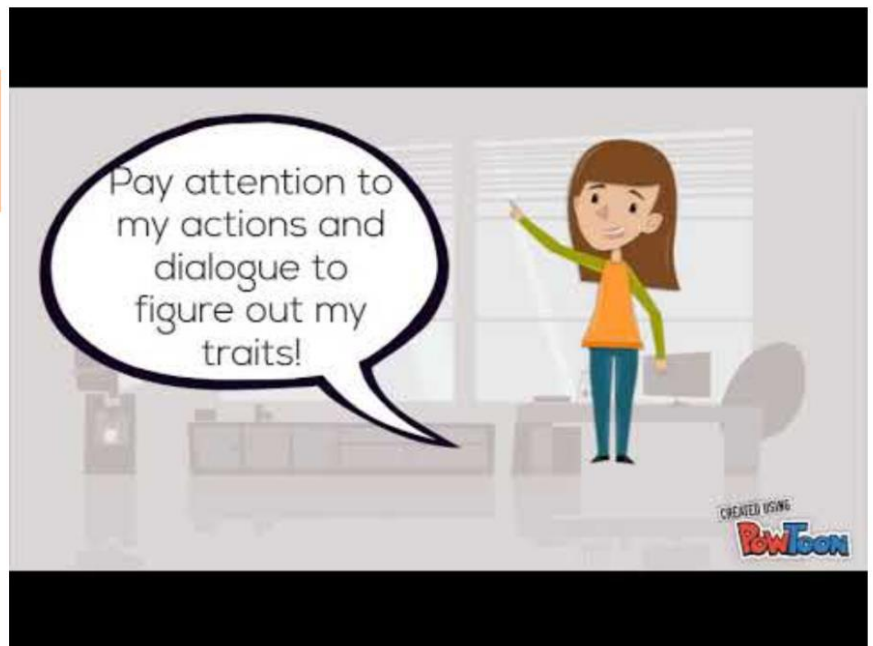
To be successful in your writing task, you will need to:

- Use adjectives to describe the appearance of a wizard
- Use adjectives to describe the wizard's feelings
- Use adjectives to describe the wizard's personality



Explore different adjectives that relate to a character's feelings.

Listen



This page has an audio caption. Use Seesaw to play it.


This page has links. Use Seesaw to open them.

## Building a Character - Feelings

When building a character, think about their **feelings** (emotions). It is important to remember that a character's feelings can change throughout the story, depending on the situation they are in. A character might feel...

joyful, afraid, surprised, disgusted, interested, amazed, bored, sad, angry, hateful, trusting, hopeful, disappointed, confused, embarrassed, frustrated, nervous, shocked, grateful, impatient, tired, worried... and more!

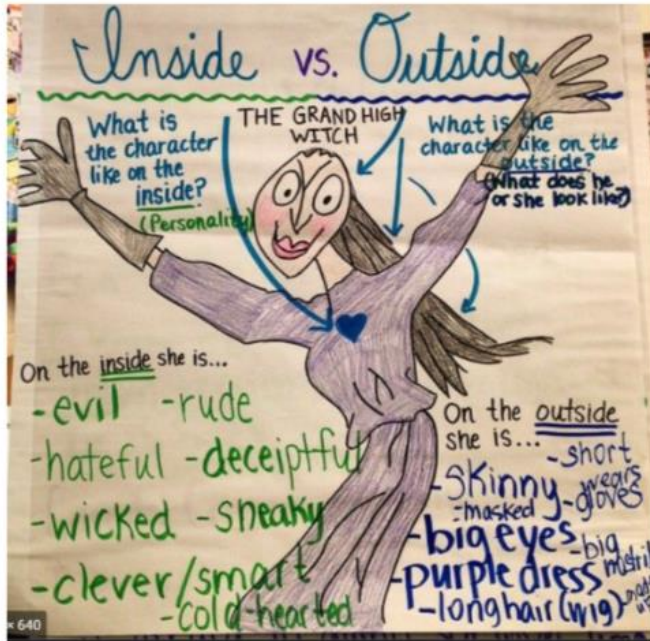


 This page has an audio caption. Use Seesaw to play it.

## TEACHER EXAMPLE

### WAGOLL

What a good one looks like....



### Witch



caring	rude	happy	
beautiful	friendly	angry	
ugly	sly	evil	clever
handsome	kind	honest	
nasty	gentle	pretty	wicked
cross	grumpy	horrible	
brave	shy	mean	noble
polite	wise	calm	
bold	helpful	scary	smart
furious	cunning	unkind	
cruel	charming		

Can you write a paragraph about this character?

Witches are all pretty **scary**. They live all around us, hiding as normal women. Witches hate children. Beneath their **hats, gloves and horrible clothes**, they are itching to get rid of any child unlucky enough to cross their path. They all own a **broom and cat**. Just look at their **evil wand**. Wicked witches are **nasty and grumpy**. They always seem to feel **furious**.

### Success Criteria:

Describe the appearance of the wizard

Describe the wizard's feelings

Describe the wizard's personality

# Your Turn: Can you write a paragraph about this character?

## Wizard



- caring    rude    happy
- beautiful    friendly    angry
- ugly    sly    evil    clever
- handsome    kind    honest
- nasty    gentle    pretty    wicked
- cross    grumpy    horrible
- brave    shy    mean    noble
- polite    wise    calm
- bold    helpful    scary    smart
- furious    cunning    unkind
- cruel    charming

**Success Criteria:**  
Describe the appearance of the wizard  
Describe the wizard's feelings  
Describe the wizard's personality

Can you write a paragraph about this character?

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Week 1, Friday - Maths Mentals.

This activity is on Seesaw.

$$6 + 18 = \underline{\quad}$$

$$2 - 1 = \underline{\quad}$$

198 =          hundreds,          tens,          ones.

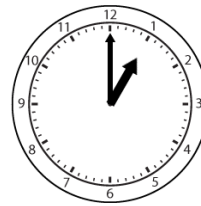
Complete this counting pattern: 4, 9, 14, 19,         ,         ,         

Kaylee has 16 pears. Brooklyn has 15 apricots. Jordan has 5 mangoes. How many pieces of fruit do they have altogether?         

If 14 buses are parked, 9 are maroon and the rest are green, how many are green?

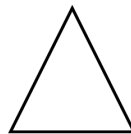


Colour in a quarter ( $\frac{1}{4}$ ) of these stars.



What digital time does the clock show? \_\_\_\_\_

At 8 o'clock, the hour hand points to \_\_\_\_\_.



What is the name of this shape?

# MONDAY

11 October 2021

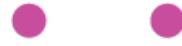


Week 2 Spelling Words

**few**



**new**



**dew**



**stew**



**flew**



**threw**



**Andrew**



**renew**





chew



brew



pew



knew



mildew



nephew





# Week 2 Spelling Activities

## Spelling: Memory Game

Let's practise saying *ew*. Read the *ew* words, make flash cards (2 per word) and play a game of memory. Shuffle the cards, place them face over, try and find the pairs. Play against your parents or siblings or even time yourself for extra fun!

## Spelling: Word Hunt

While reading today write a list of any other words that you find in the book that have the *ew* sound. Add these to your spelling list for the week to practice.

## Spelling: Rainbow Sounds

Write out your spelling words changing colour every time you hear a new sound.

For example:

Few

Nephew

## Spelling: Sentences


Write five **detailed** sentences including any of your spelling words from this week. Underline your spelling words as you write them.


For example:

I have a few new toys that I like to play with in the sunshine on a hot day.

## Week 2, Monday – Writing

This activity is on Seesaw.

 This page has a video. Use Seesaw to play it.

 This page has links. Use Seesaw to open them.



**Learning Intention**  
We are learning to...

Understand what setting means when writing an imaginative text

Watch me first!



**NARRATIVE WRITING**  
Setting the Scene



**Success Criteria**  
What I'm looking for...

I can understand what setting in a story means

I can finish a simile

I can match descriptive words to a setting

I can brainstorm different types of settings



story elements for kids  
**WHAT IS A SETTING?**  
teaching without frills

## Brainstorm Time! – Settings in Stories

Different Settings in Stories

🔗 This page has links. Use Seesaw to open them.



Drag the descriptive words to the setting

- crowded
- terrifying
- freezing
- isolated
- vibrant
- magical
- eerie
- rustling
- busy
- frosty
- scorching
- dreamy



What are similes? Fill in the blanks



The ground was as hard as

The desert was as hot as

The waterfall was tall like a

Make up your own simile!

### LEARNING INTENTION:

To identify Australian coins and notes and order and count them

### SUCCESS CRITERIA:

- I understand that different countries use different currencies/money
- I know that money can be coins or notes
- I can identify Australian coins and notes
- I can order coins and notes from the smallest value to the largest value



watch me

# MONDAY WEEK 2 MONEY



## Ordering money

Drag each picture to put the coins and notes in order from smallest value to largest value

smallest

largest





## Writing money amounts

When we are writing money in cents we write the number followed by the letter c.



20c



50c

When we are writing dollars we use \$, then we write the amount of dollars.



\$1



\$2

But if there are dollars and cents we write it like this



\$1

+



10c

\$110

We use this symbol here to separate our dollars and cents. There is no need to write the (c) symbol anymore.

## Counting money

Silver coins we call cents. They have a number on the front and that represents the value of that coin in cents.



Once you have more than 100 cents, it turns into dollars and cents.

All of our gold coins we call dollars. They have a number on the front and that represents the number of dollars.



1 dollar coin has a value of 100 cents, and one 2 dollar coin has a value of 200 cents.

We can use different combinations of coins and notes to make different amounts of money.



The value of this coin by itself is 50 cents, I have no dollars.

What happens if I have more coins?



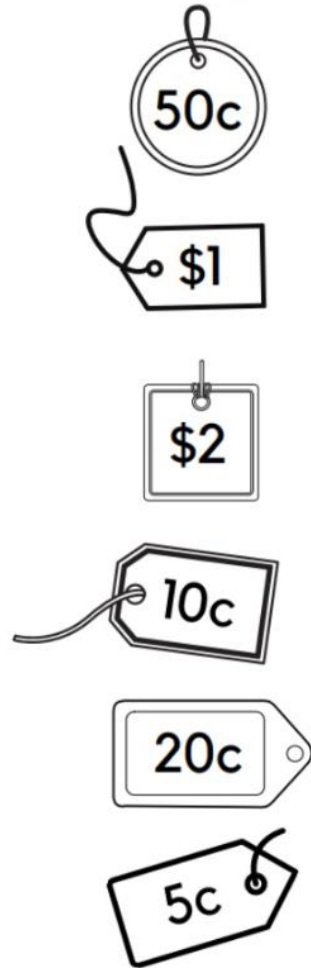
I now have two 50c coins and one 20c coin. I am going to add them together to see how much money I have.

I know that  $50 + 50$  is 100, and there are 100 cents in 1 dollar. Plus I have 20c so I must have \$1 and 20c.

On the next slide I will show you how to write using the symbols (c) and (\$).

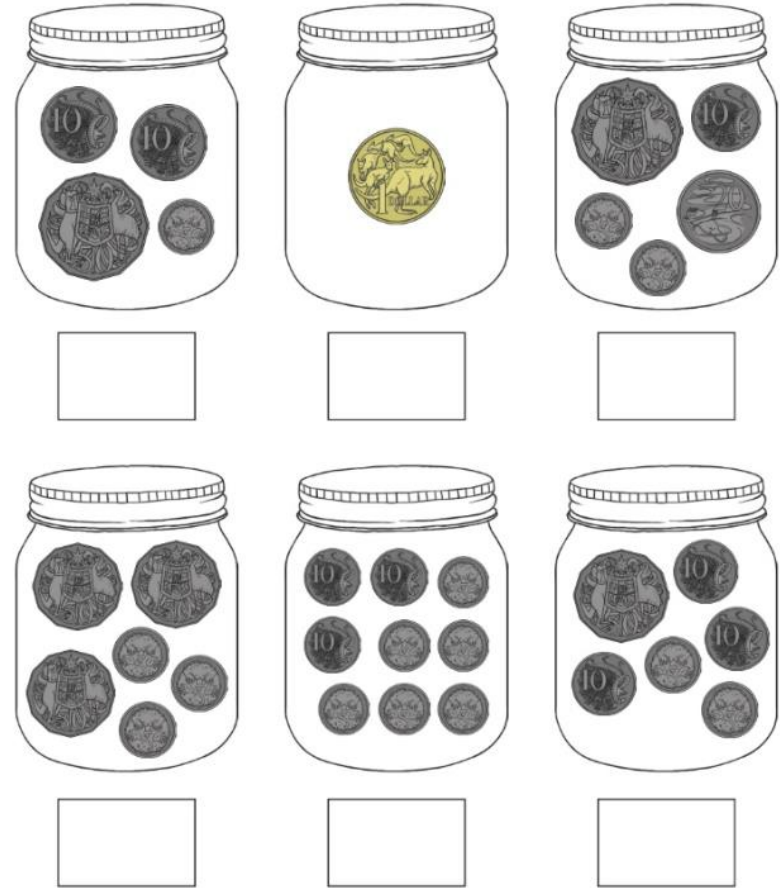
## Independent activities

1. Draw a line to match the coin to its correct written form



2. Count the money in each jar and write how much there is in the box.

### How Much Money Is in My Jar?



# TUESDAY

12 October 2021



# Popular Pets

Some words to practice before reading the passage:

**popular, love, care, walk, right, safe, sure, water, loyal, loving, cuddle, beautiful, move, breathe, means, snooze, lazy, string, watch, tank, gills, vital**



**Dogs** are fantastic pets. They love to run and play. You can even teach them to do tricks!

To care for your dog, you must take them for a walk every day. You must feed them the right sort of food and make sure they have fresh water. Your dog will also need a warm and safe spot to sleep.

Dogs are very popular pets because they are so loyal and loving.

A **cat** is a good pet for you if you like to cuddle and snooze.

Cats like to sleep in the sun and can seem a bit lazy, but they do like to play too.

Just like dogs, cats need the right foods and some fresh water every day.

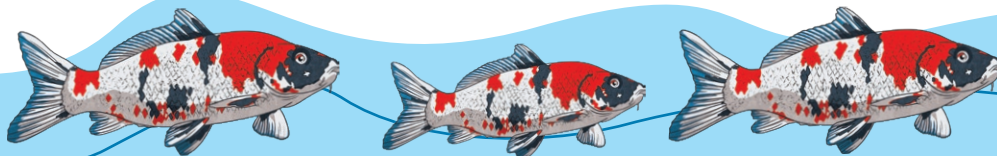
Cats do not need to go out for walks but they do like to play with small toys and bits of string.



**Fish** are also very popular pets. Dogs and cats can be fun to play with, but fish are beautiful to watch as they swim in the water.

If you are going to keep a fish as a pet at home, it will need to be kept in a fish tank. If there is just one fish, like a goldfish, then they do not need a big tank, but they do need room to move and swim freely. You may choose to keep lots of fish at one time, but if you do, you will need a bigger tank.

It is vital to keep the water in fish tanks clean. Fish breathe underwater with their gills, so if the water is dirty, that means they are 'breathing in' the dirt from the water. This can make them sick. If you are going to have a pet fish, you must make sure to keep the tank clean.





## Comprehension Questions for 'Popular Pets'

1. How often should you take your pet dog for a walk? \_\_\_\_\_

\_\_\_\_\_

2. Why are dogs popular pets? \_\_\_\_\_

\_\_\_\_\_

3. Make a list of things cats like to do. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Why would you need a bigger fish tank? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. Find and copy one word from the text which means 'important'. \_\_\_\_\_

\_\_\_\_\_

6. In your opinion, which of these three pets would be the easiest pet to look after? Explain your answer with examples from the text.


\_\_\_\_\_


\_\_\_\_\_

\_\_\_\_\_

## Week 2, Tuesday – Writing

This activity is on Seesaw.

 This page has a video. Use Seesaw to play it.

 This page has links. Use Seesaw to open them.



Use our five senses to create to describe a story setting

### Using our 5 senses!

Have a look at this picture of where Little Red Riding Hood is. Write down what you may be able to:



See:

Hear:

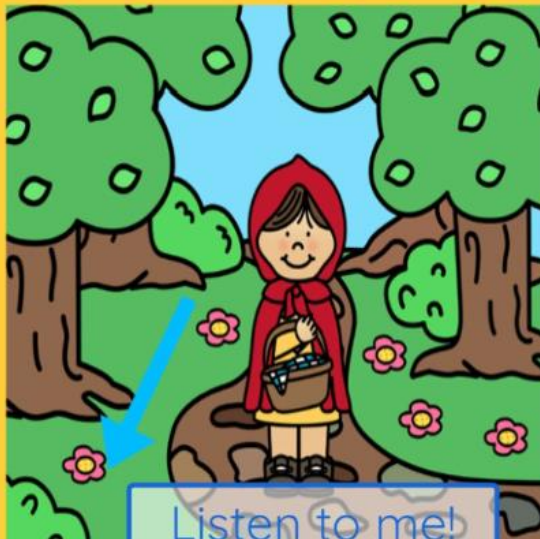
Smell:

Touch:

Taste:

## SENSES BRAINSTORM

Here are some examples of what you might have brainstormed for Red Riding Hood's forest.



- Luscious, green leaves swaying in the breeze
- Narrow cobblestone path



- Sweet aroma of the freshly baked muffins in the basket



- Trees rustling in the breeze
- Birds chirping



- Mum's freshly baked muffins
- Sense of adventure



- Uneven, cobblestone path
- The warmth of the sun shining on my skin
- Heavy basket hanging on my arm

# PAINT THE WORD PICTURE

Now it's time to turn your brainstorming into a piece of writing. Sometimes less is more - choose a couple of items from your brainstorm to include.

## *Senses Brainstorm*



- Luscious, green leaves swaying in the breeze
- Narrow cobblestone path



- Sweet aroma of the freshly baked muffins in the basket



- Trees rustling in the breeze
- Birds chirping



- Mum's freshly baked muffins
- Sense of adventure



- Uneven, cobblestone path
- The warmth of the sun shining on my skin
- Heavy basket hanging on my arm

## *Setting Description*

As Red Riding Hood skipped down the narrow, cobblestone path, the leaves rustling in the breeze. The birds sang a happy tune, enjoying the warmth of the sun, while the sweet aroma of freshly baked muffins filled the air. What an absolutely beautiful day for a walk in the forest.







# Setting: Using The 5 Senses

Draw your own setting, brainstorm words for each of the senses and then write a paragraph describing your scene.



See



Touch



Smell



Taste



Hear

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# Week 2, Tuesday – Maths

This activity is on Seesaw.

## Learning Intention

To count collections of money

## Success Criteria

- I know that money is made up of coins and notes.
- I can add up different amounts of coins.
- I can add up different amounts of notes.
- I can add up combinations of coins and notes to find the total amount of money.

In Australia we use these coins and notes to buy things that we want and need.



## Counting money when there are coins and notes

Notes have a number on the front that represents the number of dollars that they are worth. Have a look at the example below.



5 dollar note

These are both worth the same amount of money.



Five 1 dollar coins

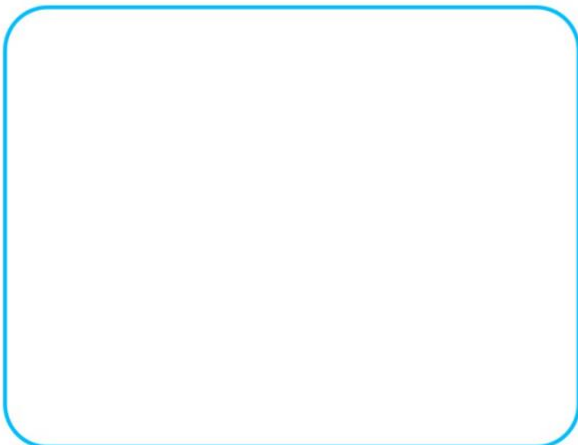
Can you imagine holding 20 \$1 coins instead of just 1 \$20.00 note?

We use notes because it is easier than having to hold lots of coins.



When we have a collection of coins and notes we can add them together to find the total amount of money. This can help us to figure out if we can buy something or not.

Ask parent or carer for a collection of coins and/or notes.  
Take a photo of the collection and paste it below.



The total amount of money in the collection is



Don't forget to use the correct symbols



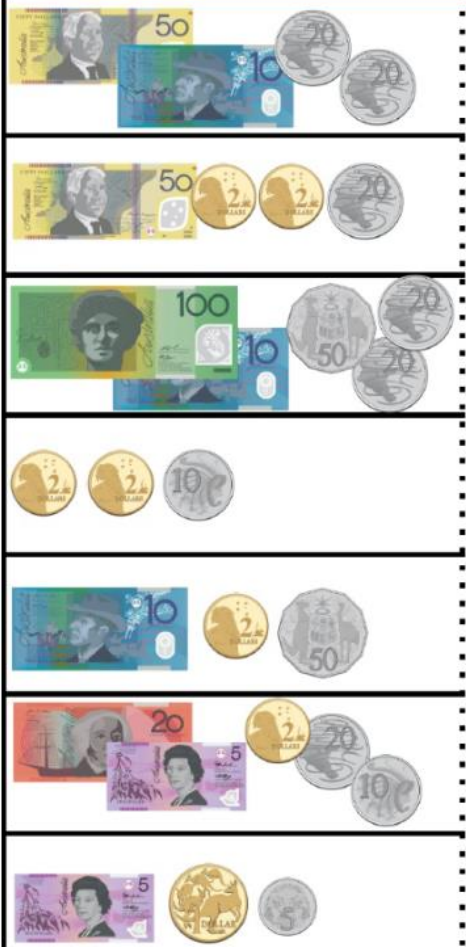
watch me





# Challenge

Draw a line from each picture to the correct money amount?



- \$4.10
- \$6.05
- \$12.50
- \$27.30
- \$54.20
- \$60.40
- \$110.90

What coins would you use to make these amounts?



**\$2.65**



**\$1.95**



**\$4.20**



**\$1.40**



**\$3.75**



**\$2.75**

# WEDNESDAY

## 13 October 2021



We turned the corner and saw a dark, spooky house...

**Free Write:**

Write anything that comes to mind as long as it is in full sentences.

Topic: 'We turned a corner and saw a dark, spooky house...'



Learning Intention: Creatively write a short story to the topic of the day

Success Criteria:

- I have included capital letters and full stops in my writing
- I have made sure that my sentences make sense
- I have included characters and a setting
- I have included a problem and a way to solve that problem
- I have used descriptive language

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Wednesday

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# Number formations

3 3

4 4

# THURSDAY

14 October 2021



# What Is Minecraft?

Minecraft is a super popular video game. In this game, players build and create with a variety of different blocks in digital, three-dimensional worlds. The purpose of the game is to build and explore. There are no points or levels to work through.

There are two main modes, or ways to play, Minecraft. They are **Survival** and **Creative**.

In **Survival mode**, players need to find their own building supplies and food to be able to continue playing the game. They can also interact with mobs, which are block-shaped creatures that move. Some of these creatures are friendly, but some are definitely not!

In **Creative mode**, players are given the supplies they will need to build and break all kinds of blocks. Players do not need to eat to survive when playing in Creative.

**To play Minecraft**, you will need a computer or digital device. There are compatible versions of the Minecraft game for a variety of different computers, tablets and smartphones. You will also need to create an online account. Any players aged 12 or under will need to have a parent create their account for them.

**Don't forget, you should always ask a parent before going online!**





### Questions

1. What is the purpose of minecraft?

2. What are the two main modes or ways to play Minecraft?

- Survival
- Game mode
- Creative
- Online account

3. True or False - Minecraft has no points.

4. True or False - Minecraft creatures are all friendly.

5. What do you need to play Minecraft?

6. How old do you need to be to create a Minecraft account?


7. Which Minecraft mode would you prefer to play and why?

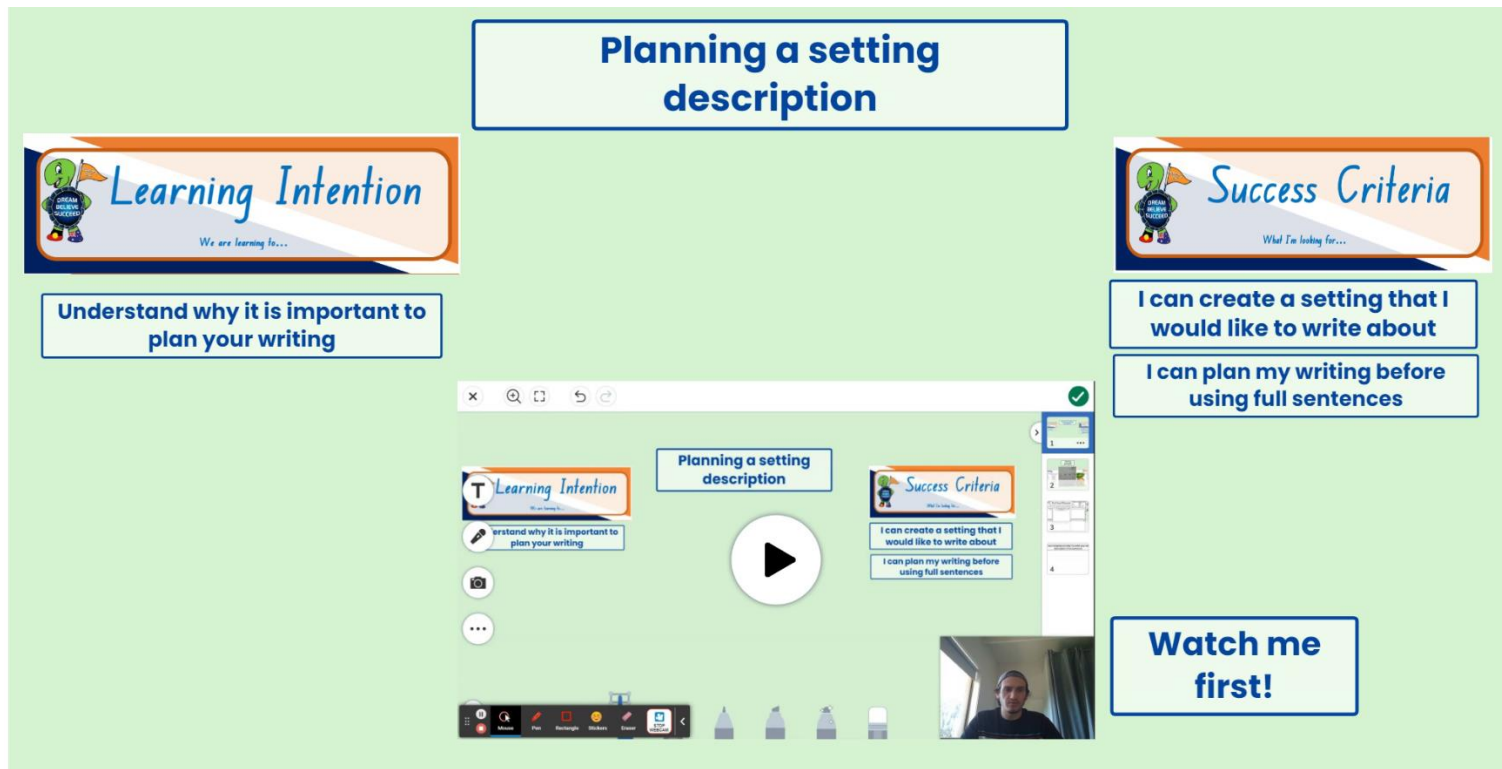
8. Select the best definition for Minecraft.

- Minecraft is an online game.
- Minecraft is a popular video game in which players use blocks to build and create digital, three-dimensional worlds.
- Minecraft is a fun game that can be played on a computer.

## Week 2, Thursday – Writing

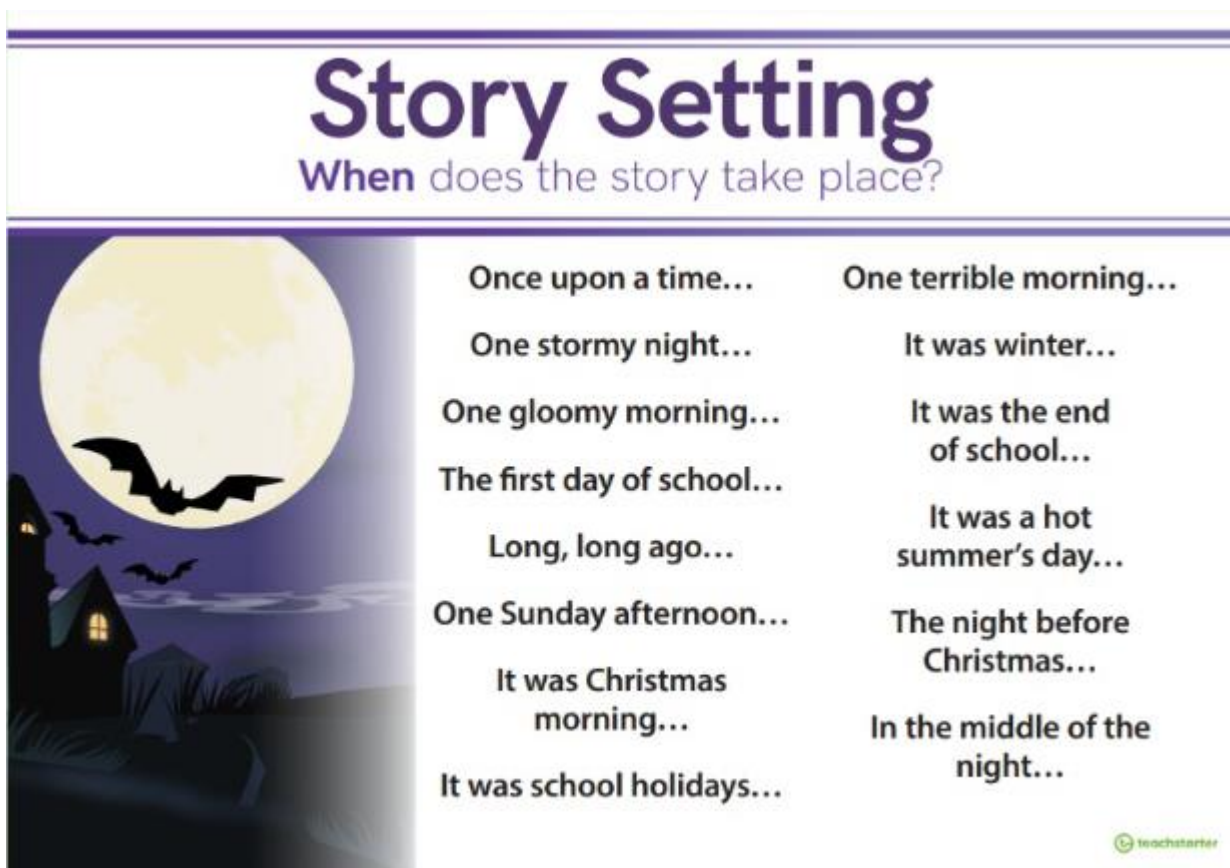
This activity is on Seesaw.

 This page has a video. Use Seesaw to play it.




The screenshot shows a Seesaw activity page with a central video player. The video player displays a slide titled "Planning a setting description" with a play button in the center. To the left of the video player is a "Learning Intention" box: "We are learning to... Understand why it is important to plan your writing". To the right is a "Success Criteria" box: "What I'm looking for... I can create a setting that I would like to write about" and "I can plan my writing before using full sentences". Below the video player is a "Watch me first!" button. The bottom of the screenshot shows a Windows taskbar with various application icons.

## Setting Prompts



**Story Setting**  
When does the story take place?

Once upon a time...	One terrible morning...
One stormy night...	It was winter...
One gloomy morning...	It was the end of school...
The first day of school...	It was a hot summer's day...
Long, long ago...	The night before Christmas...
One Sunday afternoon...	In the middle of the night...
It was Christmas morning...	
It was school holidays...	



# Story Setting

Where does the story take place?



...in the playground

...at a race car track

...in a dark forest

...in a haunted house

...at a theme park

...in the depths  
of the jungle

...in an old library

...in space

...at the beach

...in a toy shop

...at the park

...at my house

...in the deep ocean

...in the cold snow

...in a cute little cottage

...in a beautiful castle

...at the zoo

...in the smoky city

teachstarter

## Setting

the time, place, and environment of a story

time	place	environment
when? - morning - afternoon - night	where? - home - on a boat - store - park	what? - hot - dark - rainy - breezy

- the setting effects what happens in the story
- characters react to the setting
- the characters and setting should fit together

Characters Pig sheep cow	Setting morning farm hot & sunny
-----------------------------------	---

Primary Paradise  
Making teaching a breeze

# Setting Planner

Draw the setting where your story will take place and then complete the following boxes to create a clear picture in your head.



Describe the weather



Blank space for describing the weather.

Draw your setting

You can upload a picture of you drawing here!



Large blank space for drawing the setting.

Describe how you feel in this setting



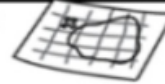
Blank space for describing how you feel in the setting.

Describe the time of day



Blank space for describing the time of day.

Describe the location



Blank space for describing the location.

Describe what sounds you can hear



Blank space for describing what sounds you can hear.



# Let's go shopping!

## Learning intention

To apply my knowledge of money to add and subtract different dollar amounts.

## Success criteria

- I know that money is made up of coins and notes
- I know that each coin and note has a value.
- I can skip count to find the total amount of money.
- I can identify if I have enough money to buy something.



## Tips to remember!

\$ - Dollar symbol

c - cents symbol

When counting money and you count more than 100 cents it turns into dollars and cents.

Heres an example



$50 + 50 = 100$  so I must have \$1 plus another 20c. I have \$1.20.

Notes are made up of multiple dollars.  
\$5 note = 5 dollars  
\$20 note = 20 dollars.

We can use a combination of coins and notes to make different amounts.



# How Much Do the Ice Creams Cost?

How much does each ice cream cost? Look at the coins and write the total amount in the box.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Use the menu to find out how much each order would cost. Then answer the questions below.

## Menu Math

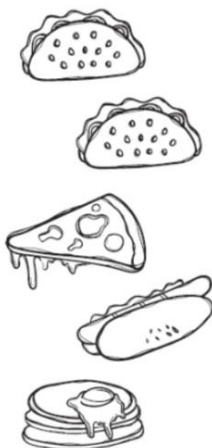
Using the prices indicated, calculate the amount needed to purchase the choices shown in each column.

 \$1.00	 \$1.25	 \$1.50
 \$1.75	 \$2.00	 \$2.25

Which order cost the most?

Which order cost the least?

order 1



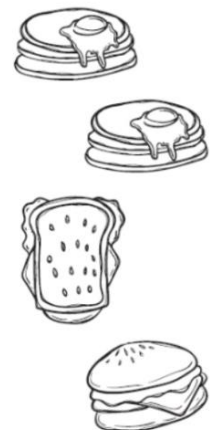
Total:  
\_\_\_\_\_

order 2



Total:  
\_\_\_\_\_

order 3



Total:  
\_\_\_\_\_



# Problem Solving

What other coins or notes would I need to pay for these items?



Draw the coins and notes needed to complete the payment.


← Northy has completed the first one for you

I can see on the tag that there are no dollars and I already have 25c in the box. How many more cents do I need? I know! I need to add 50c then I can buy this item.





# FRIDAY

15 October 2021



## Week 2, Friday – Writing

This activity is on Seesaw.

Hi Year 2 Students,

Learning Intention: To write a reflection about my week

Success Criteria:

I started with a sentence starter

Chose a topic relevant to the task

I included at least 3 reflections from the week

I have used capital letters and full stops

My sentences make sense

I have written the events in order

I have included compound or complex sentences to add detail to my writing



Listen to the  
instructions  
read out to you

### Week 2 Reflection

You could write about:

- A learning task you have liked doing this week
- An activity you found the most fun
- How you feel about learning from home
- The highlights of your week
- Some wishes for your teachers to consider

Use one or more of the following sentence starters  
to write about your week:

This week I liked...


I also enjoyed...

Learning from home is...

I liked/didn't like...

I wish there was more...



 This page has an audio caption. Use Seesaw to play it.

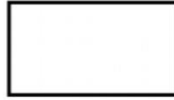
Week 2, Friday – Maths Mentals.

This activity is on Seesaw.

Answer the following questions:



1 Colour in a quarter of this shape:



2 How many corners does a triangle have?

\_\_\_\_\_

3 Write the smallest number you can using: 3, 2, 2.

\_\_\_\_\_

4 Take 1 away from 12: \_\_\_\_\_

5 Complete this counting pattern:

14, 19, 24, 29, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Answer the following questions:

6  $20 \text{ cents} + 50 \text{ cents} =$  \_\_\_\_\_

9  $8 + 9 =$  \_\_\_\_\_

7 Write the numeral for ninety: \_\_\_\_\_

10 Write 640 in words:

\_\_\_\_\_

8 If 17 cars are parked, 8 are green and the rest are blue, how many are blue? \_\_\_\_\_

# MONDAY

18 October 2021



Week 3 Spelling Words

Christopher



dolphin



phantom



elephant



Philip



Philippa



phonics



sphinx



# alphabet



## Week 3 Spelling Activities

### Spelling: Memory Game

Let's practise saying 'ph'. Read the 'ph' words, make flash cards (2 per word) and play a game of memory. Shuffle the cards, place them face over, try and find the pairs. Play against your parents or siblings or even time yourself for extra fun!

### Spelling: Word Hunt

While reading today write a list of any other words that you find in the book that have the 'ph' sound. Add these to your spelling list for the week to practice.

### Spelling: Rainbow Sounds

Write out your spelling words changing colour every time you hear a new sound.

For example:

ph o n i c s  
E l e p h a n t

### Spelling: Sentences

Write five **detailed** sentences including any of your spelling words from this week. Underline your spelling words as you write them.

For example:

I saw an enormous elephant at the zoo next to the dolphins.



## Week 3, Monday – Writing

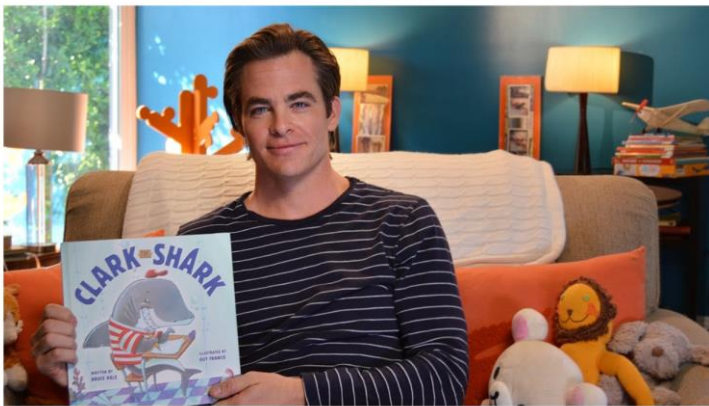
This activity is on Seesaw.

Hi Year 2 Students,


Today we will be identifying the complication (problem) of a story. To be successful at completing this task, you will need to do the following:

1. Watch a video and listen out to hear what the complication of the story is.
2. Read the statements and write a problem.

Click on the link to listen to the story, 'Clark the shark'



 This page has links. Use Seesaw to open them.



**Learning Intention:** I will be able to identify the complication of a story.

**What does the complication of the story mean?**

The complication is the problem of the story. It is the conflict that gets in the way of the main character getting what they need or want.

**Listen**

**Problem:**  
Clark loves life, but sometimes his enthusiasm is too much. "He was too loud. He was too wild. He was just too much shark for the other fish to handle."

*→ Problem of the story.*





# What's the Problem?

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

Read each solution below. Then write a possible problem that fits the solution.


1. Stacey put a bandage on her knee.  
problem: **Stacey tripped over a big rock when she was walking to school and hurt herself.**

2. Hank ate a snack.  
problem: \_\_\_\_\_

3. I bought my sister a new doll.  
problem: \_\_\_\_\_

4. Caleb took a nap.  
problem: \_\_\_\_\_

5. Ellie went to the doctor to get medicine.  
problem: \_\_\_\_\_



© Create-abilities



# Write it Out!

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

Answer each question below.

1. What is one problem you have had in your life?

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2. What solution did you come up with to help solve the problem?

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3. Is there only one right way to solve a problem?

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4. What should you do if you have a problem you can't solve by yourself?

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5. Write a solution to this problem: Jessica didn't have enough money to buy lunch that day at school.

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Week 3, Monday – Maths

This activity is on Seesaw.

### What is Volume?

Volume is the amount of space occupied inside an object. The more space an object takes up, the more volume it has.

One way of measuring volume is to fill it and count how many objects are in it.

### What do you need:

- Lego OR pasta OR sugar cubes OR marbles OR dice OR any other item that has a regular shape (all the same size).
- 2 or more containers of different shapes and sizes – maybe your lunchbox and something else.

### What to do:

1. Estimate (guess) how many of the objects you are using will it take to fill 1 of your containers.
- 

2. Repeat using the other container.
- 

3. Now fill both containers (1 at a time) with your objects.
4. How many of your objects did it take to fill each container?

Container 1: \_\_\_\_\_

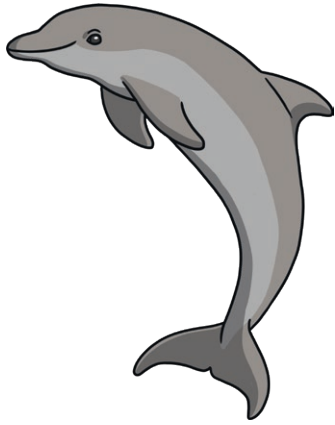
Container 2: \_\_\_\_\_

# TUESDAY

19 October 2021

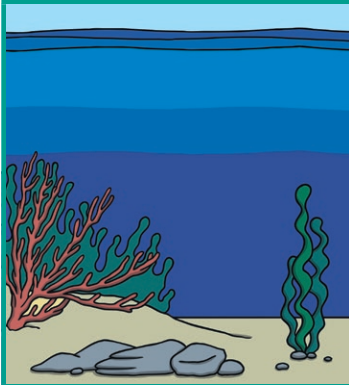


# Dolphins



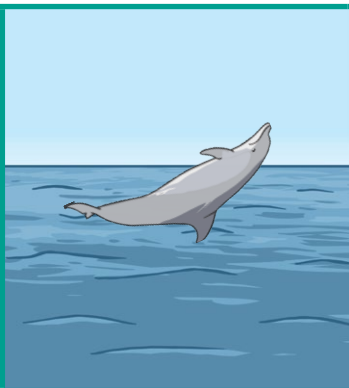
## What do dolphins look like?

A dolphin is a sea animal but they are mammals, not fish. They have two fins on their sides and a triangle shaped fin on their back that helps them to swim fast. They also have smooth, rubbery skin which can be a mix of black, white and grey in colour. A bottlenose dolphin is large with a dark grey back and a light grey belly with a short beak that can look like they are smiling. Dolphins have fat under the skin to keep them warm in the harsh, cold seas. They breathe through a single nostril on the top of their head called a blowhole.



## Where do dolphins live?

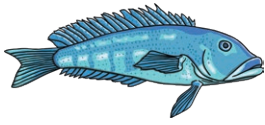
Dolphins live in the world's seas and in rivers too. They live together in groups called 'pods'. Some dolphin pods like to live where the land meets the sea, some live out at sea and some live in rivers or lakes.



## What do dolphins do?

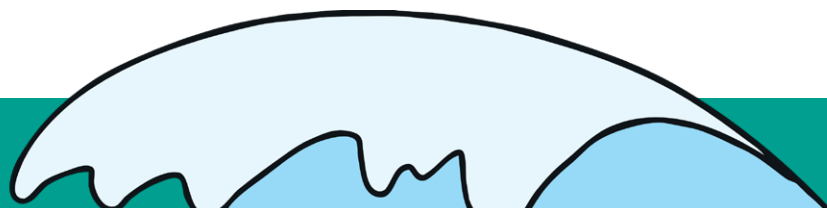
Dolphins can jump out of the water as high as 4.9 metres, flipping over to land on their backs, bellies or sides. This is called 'breach'. They breach to let other dolphins know about food nearby.





### What do dolphins eat?

Bottlenose dolphins hunt their prey by swimming around in big circles near fish, beating their tails down hard to stir up the seafloor making the water cloudy. The dolphins swim around, making the circle smaller and smaller, trapping the fish like a net. As the fish jump out, the other dolphins catch them in their mouth.





# Questions

1. What type of animal is a dolphin? Tick one.

- fish  
 mammal  
 reptile

2. Find and copy the name of the dolphin that has a short beak.

---

3. Dolphins live together in groups. What is the name of a dolphin group?  
Tick one.

- pack  
 swarm  
 pod

4. Number the statements from 1-3 to show the order in which a dolphin hunts their prey.

	They beat their tail down hard to stir up the seafloor making the water cloudy.
	The fish jump out of the water and the dolphins catch the fish in their mouth.
	Bottlenose dolphins swim around in big circles near fish.

5. Fill in the missing word.

They breach to let other \_\_\_\_\_ know about food nearby.

## Week 3, Tuesday – Writing

This activity is on Seesaw.

Hi Year 2 Students,


Today's learning intention will be to write a complication paragraph about what happened one day when you met a monster. To be successful, you will need to:


Include detail to your writing


Include a character and setting

Include adjectives to describe your monster

Use capital letters and full stops

Click on the s to listen to the stories.

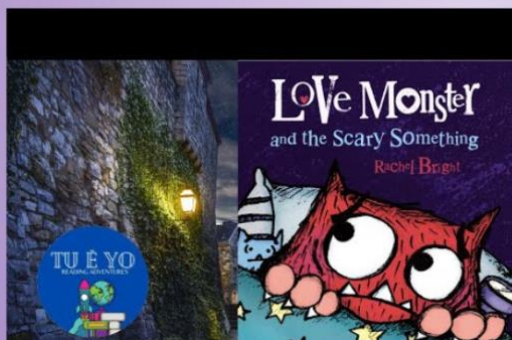
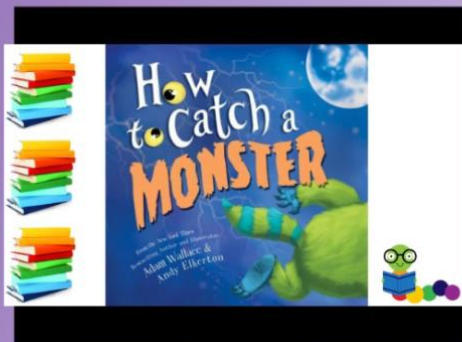
Click on the  to choose an art activity.

Click  to submit your work.

 This page has links. Use Seesaw to open them.

**Learning Intention:** I will write a complication paragraph about what happened one day when I met a monster.

**Success Criteria:**  
Include detail to your writing  
Include a character and setting  
Include adjectives to describe your monster  
Use capital letters and full stops

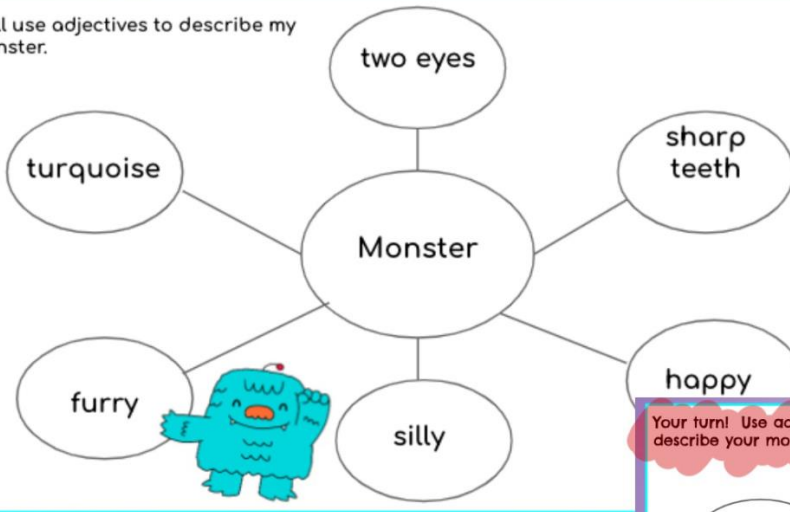


One day I met a  
\_\_\_\_\_ monster!

(adjective)



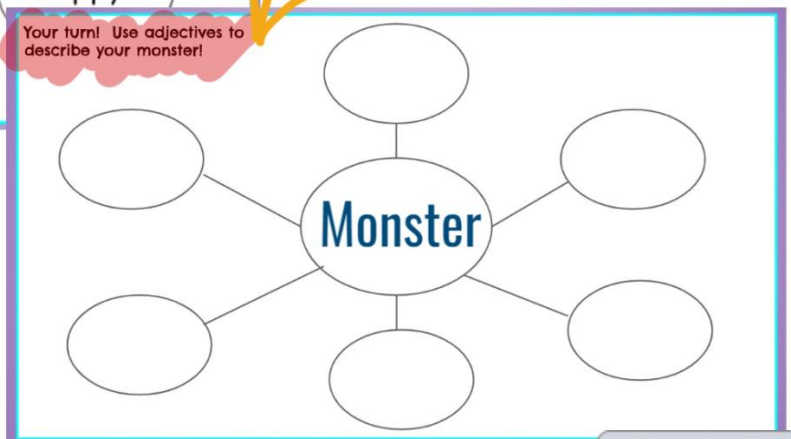
I will use adjectives to describe my monster.



YOU DO

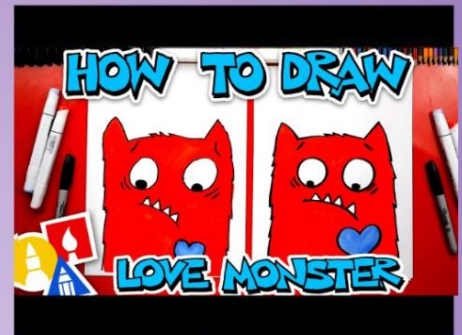


Your turn! Use adjectives to describe your monster!





Using your adjectives, can you tell me what the problem was  
the day you met a monster?



Week 3, Tuesday – Maths

This activity is on Seesaw.

### Volume – Displacement

Today we are going to compare and order the volumes of 2 or more objects when they are submerged in water (changing water levels).

This has a special name - displacement.

#### What you need:

- A tray
- A calibrated container (measurements on the side)
- A plain container
- 3 objects of similar size (that will sink in water but not be destroyed by water)
- A pencil

#### Activity: What to Do:

Which object will take up the most space?

1. Arrange your objects in order of their size.
2. Fill the plain container with water (to the very top) and place it in the tray.
3. Place the first object in the plain container. What happened?  
\_\_\_\_\_
4. Pour the water that come out of the plain container and pour it into the calibrated container.
5. Measure the volume (what is the water level of the calibrated container?) \_\_\_\_\_

6. Repeat the activity with the other 2 objects.

7. Record your results in this table. Remember to write the name of each object in the box.

Name of Object	How much water spilled out (millilitres)
Example – Rock	26mL
1.	
2.	
3.	

The object with the largest volume was

---



# WEDNESDAY

20 October 2021



It was midnight, I looked out of my window and saw a strange green light..

**Free Write:**

Write anything that comes to mind as long as it is in full sentences. Topic: 'It was midnight, I looked out my window and saw a strange green light...'



Learning Intention: Creatively write a short story to the topic of the day

Success Criteria:

- I have included capital letters and full stops in my writing
- I have made sure that my sentences make sense
- I have included characters and a setting
- I have included a problem and a way to solve that problem
- I have used descriptive language

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Wednesday

b

B

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# Number formations

5 5

6 6

# THURSDAY

21 October 2021



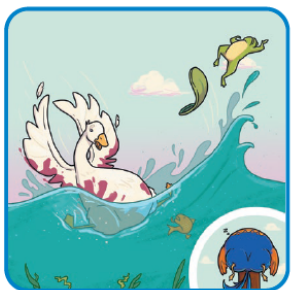
## Wake-Up Time on Bumble Farm

All is quiet, all is calm.  
It's wake-up time on Bumble Farm.  
But no one here has made a peep  
As lazy Rooster's still asleep!  
Wake up, Rooster! Start the day.  
Say 'rise and shine' to Farmer Faye!



Hungry Goat can sleep no more.  
His breakfast's not been late before!  
"Bleat!" he says and starts to chew  
A tasty ribbon, soft and blue.  
Wake up, Rooster! Start the day.  
Say 'rise and shine' to Farmer Faye!

Sheep wakes up and then gets mad.  
That ribbon was the best he had!  
"Baa!" he huffs and hits the ground  
But doesn't see the beetroot mound.  
Wake up, Rooster! Start the day.  
Say 'rise and shine' to Farmer Faye!



Look out! Here comes purple Goose,  
Who hates the smell of beetroot juice.  
"Honk!" cries Goose and takes a dip  
But lands near Frog, which makes her flip.  
Wake up, Rooster! Start the day.  
Say 'rise and shine' to Farmer Faye!

Piglets scatter left and right  
As Frog gives them an awful fright.  
"Oink!" they squeal. They scratch  
and scrape,  
Then scramble for a quick escape.  
Wake up, Rooster! Start the day.  
Say 'rise and shine' to Farmer Faye!



Whizz! The piglets storm the yard  
And wake poor Dog, who's keeping guard.  
"Woof!" he barks and sniffs the trails.  
The piglets ram the milking pails.  
Wake up, Rooster! Start the day.  
Say 'rise and shine' to Farmer Faye!

Cow is feeling cold and wet,  
As grumpy as a cow can get.  
"Moo!" she cries and rolls around  
In nice warm hay upon the ground.  
Wake up, Rooster! Start the day.  
Say 'rise and shine' to Farmer Faye!



Hen has laid her eggs nearby.  
She flaps at Cow, who's getting dry.  
"Cluck!" she shouts and feathers float,  
Which makes Horse sneeze all over Goat!  
Wake up, Rooster! Start the day.  
Say 'rise and shine' to Farmer Faye!



Wake-Up Time on Bumble Farm

“Cock-a-doodle-doo to you!”  
Says Rooster, feeling fresh and new.  
With a stretch, he gives a yawn,  
Then starts to eat some yummy corn.  
Rooster’s up to start the day.  
At last, he’s woken Farmer Faye!



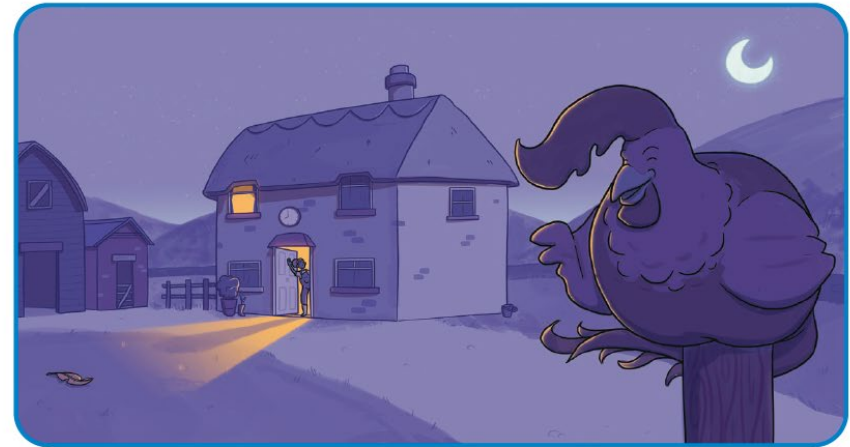
Farmer Faye now stands in shock.  
She can’t believe the farmhouse clock!  
Mud and hay are everywhere  
But Rooster munches, unaware.  
“Silly Rooster’s late today  
And what a mess!” says Farmer Faye.

Goat’s still hungry, Goose is wet  
And no one’s caught the piglets yet.  
Sheep is hiding all his bows  
And Horse now needs to blow his nose.  
Off to work goes Farmer Faye.  
She scrubs and cleans throughout the day.



Wake-Up Time on Bumble Farm

Now it’s bedtime, all is calm.  
The mess has gone on Bumble Farm.  
Creatures call to say goodnight  
And Farmer Faye turns out the light.  
Sleep tight, Rooster, snore away  
But wake us at the break of day!



# Questions

1. What time is it on Bumble Farm at the beginning of the story? **Tick one.**

- bedtime
- wake-up time
- story time

2. Who is the first animal to wake up? **Tick one.**

- Goat
- Goose
- Cow

3. Why is Goose purple?

---

---

4. Order these events from the story by writing the numbers 1 to 5 in the boxes.

Goose flips Frog into the pigpen.	
Cow is covered in milk.	
Goat eats Sheep's ribbon.	
The piglets wake up Dog.	
Horse sneezes all over Goat.	

5. Complete this sentence.

"Silly Rooster's late today

And what a \_\_\_\_\_!" says Farmer Faye.


joy

mess

day

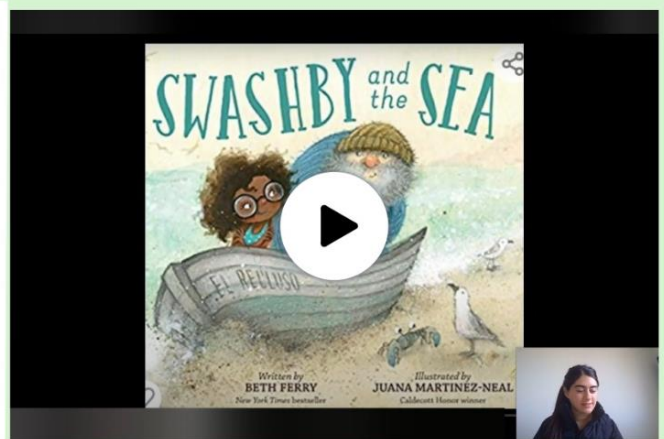
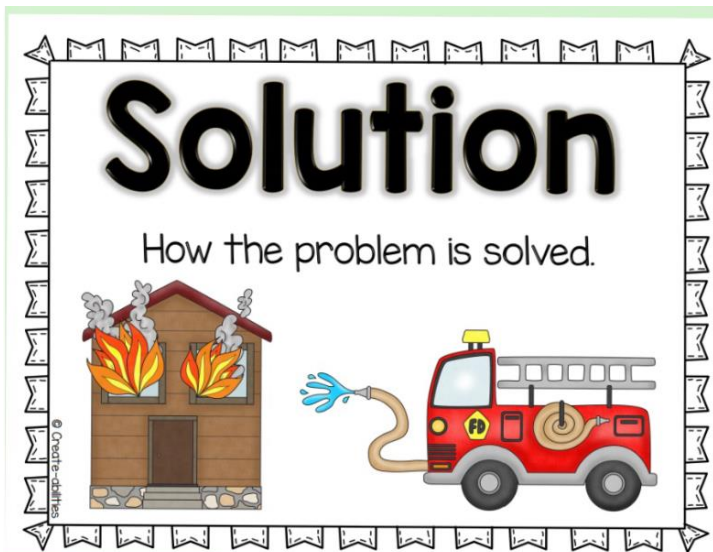
## Week 3, Thursday – Writing

This activity is on Seesaw.

 This page has a video. Use Seesaw to play it.

Hi Year 2 Students,

Today you will be learning how to solve a problem in a story. This is really important as it becomes the resolution and gives the story closure. Listen to the story read by Miss Tawil and answer what the resolution of that story is.



What was the resolution of the story 'Swashby And The Sea?'

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**Learning Intention:** To write about different ways that we can solve a problem in narrative writing

Example

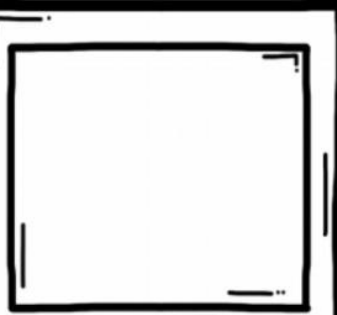
# Snapshot Solutions

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

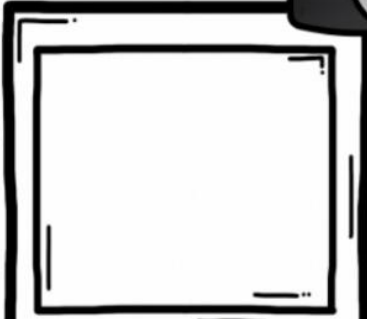
Write or draw a solution to each problem written on the

I told my teacher that I had no lunch for the day and they sent me to the office so they could ring my parents.

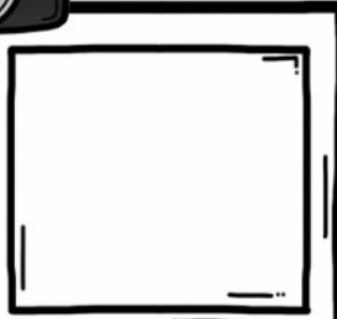
You forgot your lunch at home.



Your friend is cheating on a test.



You see two kids fighting on the playground.



You missed the school bus!

# Find a Solution

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

Read each problem below. Then, write a possible solution for each problem.

1. Macie broke her pencil during math.

2. Sam saw someone steal a candy bar from the store.

3. Drew left his math homework on the kitchen table.

4. The dog was hungry!

5. The lizard keeps escaping his cage!




Optional:

# Find a Solution

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

Look at the picture below. Write a solution you could use to solve the problem shown in the picture.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

© Create-abilities

# Week 3, Thursday – Flip, Slide and Turn

This activity is on Seesaw.

## Flip

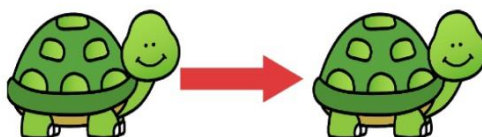
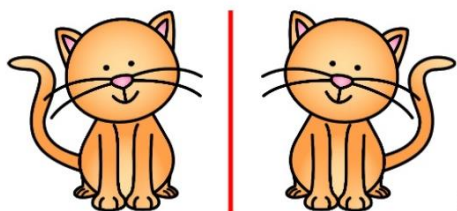
## Slide


## Turn

Flip is when you create a mirror image to create a reflection. You 'flip' the object or shape.

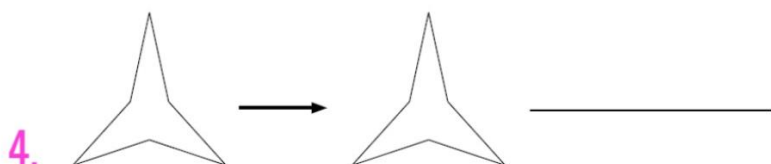
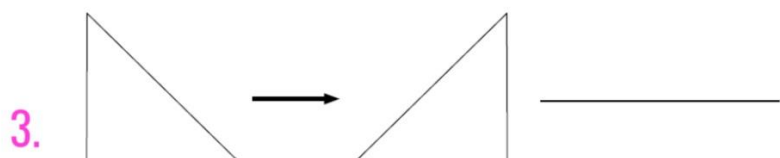
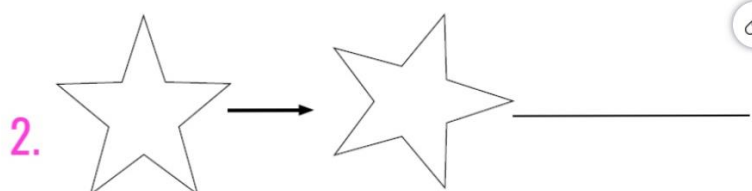
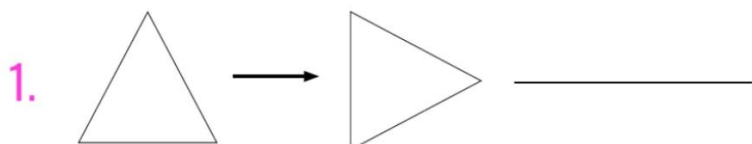
Slide is when you move an image across. You are 'sliding' an object or shape.

When you turn an image you are 'rotating' it, usually by a type of turn.



 This page has an audio caption. Use Seesaw to play it.

Using the words slide, flip or turn, write the correct word to describe the movement beside each of the transformed shapes.



Shapes:  
Flips, Slides  
and Turns

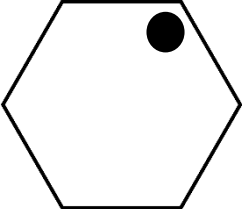
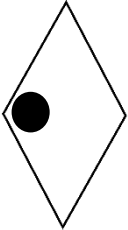
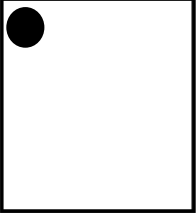

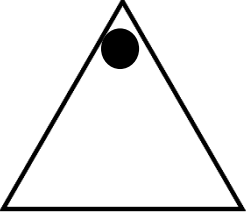

Click the link above!

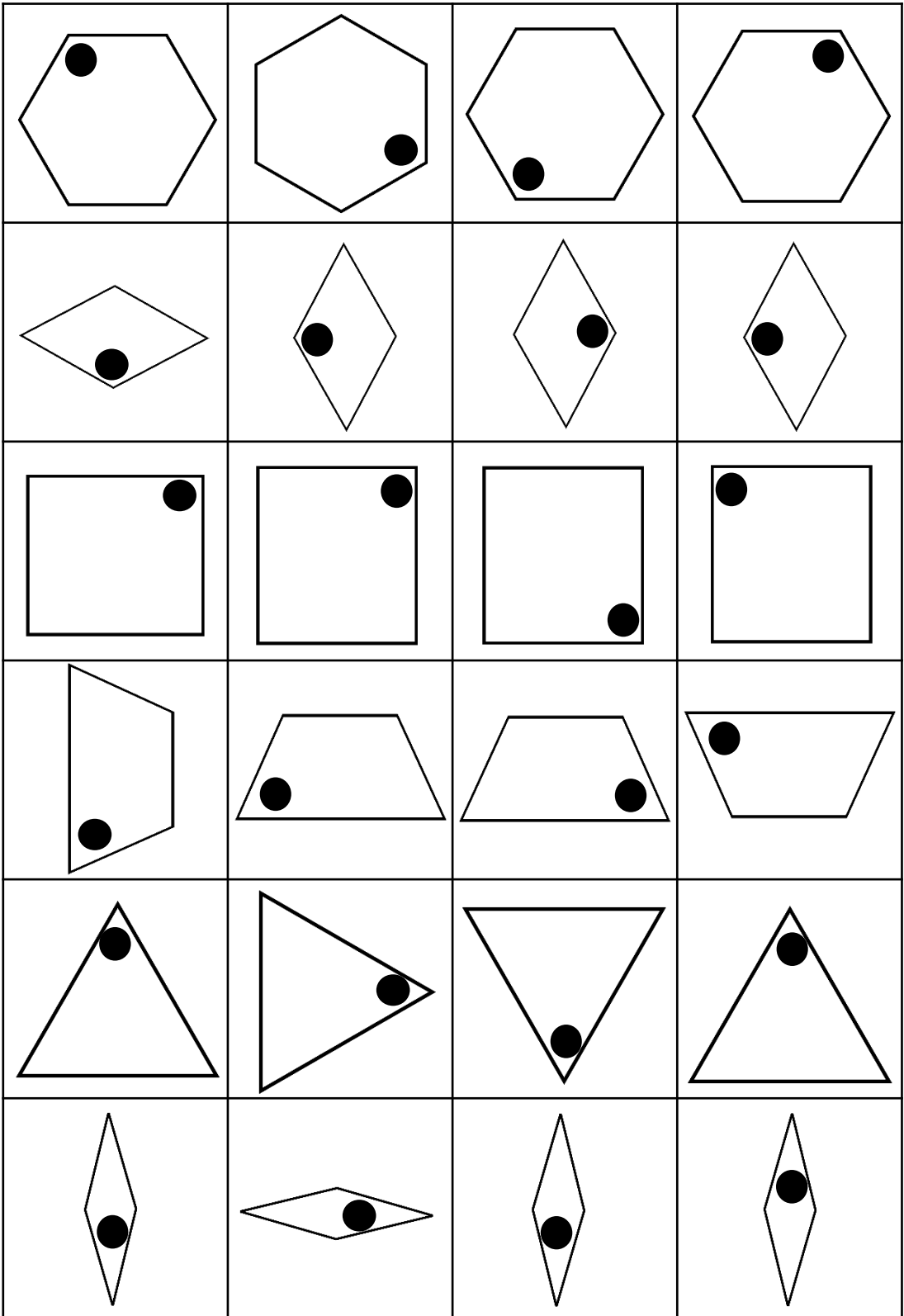




# Flip, Slide & Turn

Use the shapes on the next page and glue them into the table below following the transformation instructions

Original Shape Position	Flip	Slide	Quarter Turn	Half Turn
				
				
				
				
				
				





# FRIDAY

22 October 2021



## Week 3, Friday – Writing

This activity is on Seesaw.

Hi Year 2 Students,

Learning Intention: To write a reflection about my week

Success Criteria:

I started with a sentence starter

Chose a topic relevant to the task

I included at least 3 reflections from the week

I have used capital letters and full stops

My sentences make sense

I have written the events in order

I have included compound or complex sentences to add detail to my writing



Listen to the instructions read to you

### Week 3 Reflection

You could write about:

- What was my favourite thing I learnt this week and why?
- What has been the hardest thing I have had to do this week and why?
- What am I looking forward to when I come back to school?
- Do I want to share anything else with my teachers about my week?

Use one or more of the following sentence starters to write about your week:


My favourite thing I learnt this week is...

The hardest thing I have had to do this week is...

When I return to school, I am looking forward to...

One thing about my week that I would like my teacher to know is...



 This page has an audio caption. Use Seesaw to play it.

# Week 3, Friday – Symmetry

This activity is on Seesaw.

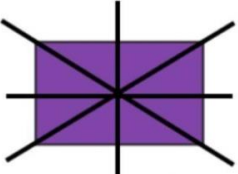
Learning Intention: We are learning to identify shapes and objects that are symmetrical.

Success Criteria: I know I am successful if I can:


- make designs with line symmetry
- match a design and create a mirror image
- make a connection between line symmetry and performing a flip

## What is Symmetry?

When something is symmetrical it can be cut in half and it is the same on both sides.  
The lines of symmetry may be vertical, horizontal or diagonal.

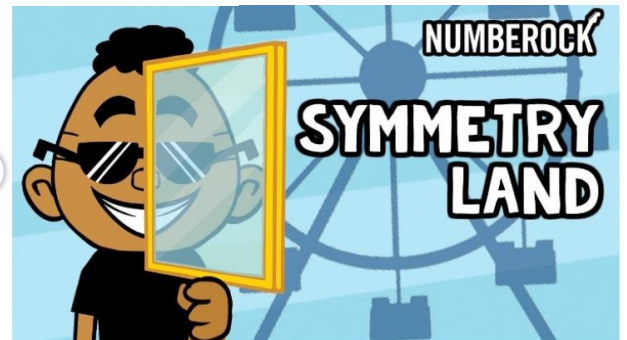


Symmetrical



Non-Symmetrical

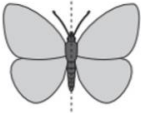
Top Teacher Resources



Click the link above to watch a video!

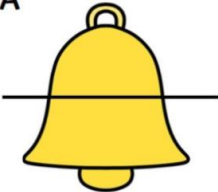



This picture of a butterfly is symmetrical. If we fold it along the dotted line, both sides match exactly. We have 'flipped' the half.


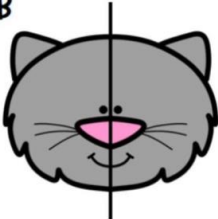


### Choose the picture with the correct line of symmetry.

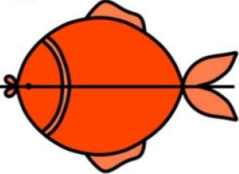
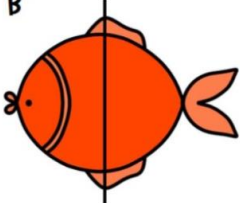
Choose the picture with the correct line of symmetry

A  B 

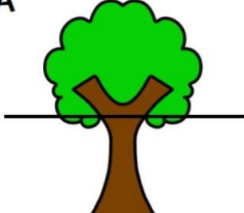

Choose the object with the correct line of symmetry

A  B 

Choose the picture with the correct line of symmetry

A  B 

Choose the picture with the correct line of symmetry

A  B 



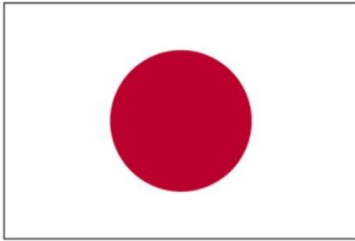
## Symmetry Activities with Miss Thomas -


There are 4 different activities for you to choose from. Choose which ones you would like to complete. Upload a photo for your teacher if you want.

### Activity 1: Flags



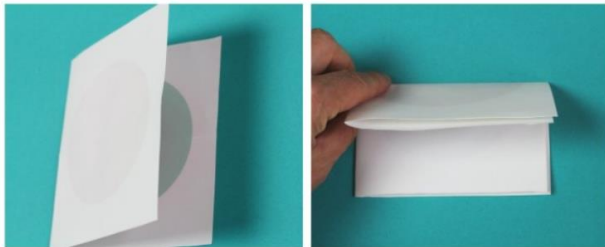
Look at the following 5 flags. Determine which ones are symmetrical, giving reasons for your choice. You may like to draw the lines of symmetry to support your reason. Record yourself giving your reasons.



 This page has an audio caption. Use Seesaw to play it.

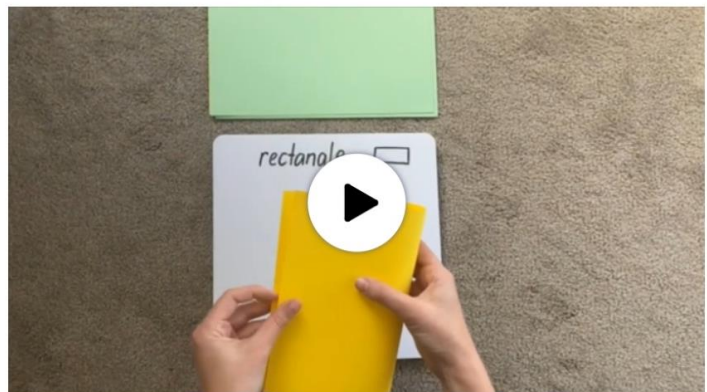
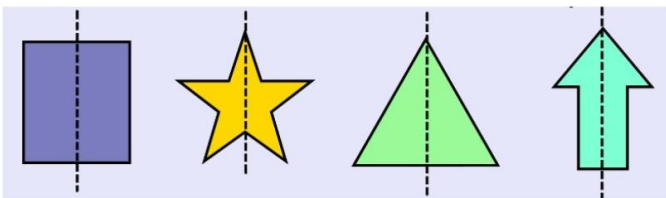
 This page has links. Use Seesaw to open them.



### Activity 2: Folding Paper Shapes



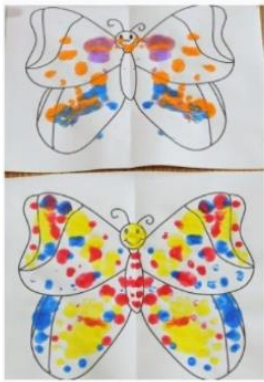
Print or draw some 2D shapes onto a sheet of paper. Cut them out and fold them to investigate their symmetry. Which shapes are symmetrical and which ones are non-symmetrical? Take a look at some examples...

Post a photo for your teacher to see!



-  This page has an audio caption. Use Seesaw to play it.
-  This page has links. Use Seesaw to open them.

## Activity 3: Monster/Butterfly Symmetry



Paint & Fold  
Butterfly  
Symmetry  
Artwork



[Click here for instructions](#)

## Activity 4: Symmetrical Pattern Making



Make symmetrical patterns using pattern blocks or geoboards. Design one side of a geoboard and then make the other half (the reflection). You may get a sibling or parent to make the other half!

