

# Learning From Home

## Take-home Pack

NORTH KELLYVILLE PUBLIC SCHOOL



YEAR 2

Term 3 | Week 8 & 9


2021

Year 2

Week 8 - 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 30 August	Tuesday 31 August	Wednesday 1 September	Thursday 2 September	Friday 3 September
<b>Additional Activities</b>					
<p><b>ZOOM meetings</b></p> <p>Each child will need to check their allocated Zoom time. Please view the Week 8 Timetable that is released on Seesaw from your child's home class teacher.</p>	<input type="checkbox"/> Seesaw: Wellbeing check-in <input type="checkbox"/> Welcome to Week 8 Video – a message from your teachers	<input type="checkbox"/> Seesaw: Wellbeing check-in	<input type="checkbox"/> Seesaw: Wellbeing check-in <input type="checkbox"/> <b>Whole Class Zoom ZOOM meetings</b> 10:30am – 2H & 2M 11am – 2B, 2T & 2S 11am – 2A & 2D	<input type="checkbox"/> Seesaw: Wellbeing check-in <input type="checkbox"/> <b>Stage 1 Assembly: 12.30pm ZOOM Assembly</b>	<input type="checkbox"/> Seesaw: Wellbeing check-in <input type="checkbox"/> <b>Optional</b> – Seesaw: Father's Day – All About My Dad. Give it to your Dad on Father's Day this coming Sunday!
<b>English</b>					
<p><b>Spelling</b></p>	<input type="checkbox"/> Seesaw: 'a_e' saying 'ai' Spelling Activity	<input type="checkbox"/> Seesaw: Spelling Activity - Pyramid Writing 	<input type="checkbox"/> Skipping Spelling: Skip and spell your spelling words at the same time! With each jump, say the next letter in your spelling word. How many words can you get through before you stop skipping?	<input type="checkbox"/> Seesaw: Spelling Activity - Across and Down 	
<p><b>Reading and Viewing</b></p> <p>Please note that <u>Heggerty's Phonemic Awareness</u> is a teacher explicit video and is only accessible through Seesaw.</p>	<input type="checkbox"/> Seesaw: Phonemic Awareness: Heggerty's Video Recording <input type="checkbox"/> Read a text to a member of your family	<input type="checkbox"/> Seesaw: Read a page of your book and record yourself. Use the checklist to complete a self-assessment of your reading	<input type="checkbox"/> Log in to Reading Eggs and press the purple 'Reading Eggspress button': Lesson 50: Mammals <input type="checkbox"/> Log in to Reading Eggs and press 'Fast Phonics' 	<input type="checkbox"/> Seesaw: Phonemic Awareness: Heggerty's Video Recording <input type="checkbox"/> Read a text to a mirror and practice reading with expression	<input type="checkbox"/> Log in to Reading Eggs and press the purple 'Reading Eggspress button': Lesson 51: Zac's Story
<p><b>Writing and Representing - Persuasive Writing</b></p> <p>Please note that we encourage students to complete writing tasks on a piece of paper and upload a picture to Seesaw.</p>	<input type="checkbox"/> Seesaw: Key features and feedback	<input type="checkbox"/> Seesaw: Take a stand!	<input type="checkbox"/> Seesaw: Handwriting – Letter 'w' <input type="checkbox"/> Keyboard Jump Typing Game – <a href="http://www.typing.com">www.typing.com</a>	<input type="checkbox"/> Seesaw: 'Hey, Little Ant'	<input type="checkbox"/> Seesaw: Grammar Focus
<b>Mathematics</b>					
<p><b>Number and Algebra</b></p>	<input type="checkbox"/> Seesaw: Fractions of Collections (halves, quarters and eighths) <input type="checkbox"/> Mathematics Assigned Task: Halves and Quarters	<input type="checkbox"/> Seesaw: Fractions of Collection	<input type="checkbox"/> Mathematics Assigned Task: Nearest Ten <input type="checkbox"/> Seesaw: TEN Time: Card Flip	<input type="checkbox"/> Seesaw: Fractions of Collections	<input type="checkbox"/> Seesaw: Maths Mentals
<b>Other</b>					
If you would like some optional activities, please view the Extra KLA Grid.					

Year 2

Week 9- 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 6 September	Tuesday 7 September	Wednesday 8 September	Thursday 9 September	Friday 10 September
<b>Additional Activities</b>					
<p><b>ZOOM meetings</b></p> <p>Each child will need to check their allocated Zoom time. Please view the Week 9 Timetable that is released on Seesaw from your child's home class teacher.</p>	<input type="checkbox"/> Seesaw: Wellbeing check-in <input type="checkbox"/> Welcome to Week 9 Video – a message from your teachers.	<input type="checkbox"/> Seesaw: Wellbeing check-in	<input type="checkbox"/> Seesaw: Wellbeing check-in <input type="checkbox"/> <b>Whole Class Zoom ZOOM meetings</b> 10:30am – 2H & 2M 11am – 2B,2T & 2S 11am – 2A & 2D	<input type="checkbox"/> Seesaw: Wellbeing check-in	<input type="checkbox"/> Seesaw: Wellbeing check-in
<b>English</b>					
<p><b>Spelling</b></p>	<input type="checkbox"/> Seesaw: 'i_e' saying 'igh' Spelling Activity	<input type="checkbox"/> Seesaw: Spelling Activity - Pyramid Writing 	<input type="checkbox"/> Spelling Search: Search for your spelling words in a book you are currently reading	<input type="checkbox"/> Seesaw: Spelling Activity - Across and Down 	
<p><b>Reading and Viewing</b></p> <p>Please note that <u>Heggerty's Phonemic Awareness</u> is a teacher explicit video and is only accessible through Seesaw.</p>	<input type="checkbox"/> Seesaw: Phonemic Awareness: Heggerty's Video Recording <input type="checkbox"/> Read a text to a member of your family	<input type="checkbox"/> Seesaw: Read a page of your book and record yourself. Use the checklist to complete a self-assessment of your reading	<input type="checkbox"/> Log in to Reading Eggs and press the purple 'Reading Eggspress button': Lesson 52: Computer Virus <input type="checkbox"/> Log in to Reading Eggs and press 'Fast Phonics' 	<input type="checkbox"/> Seesaw: Phonemic Awareness: Heggerty's Video Recording <input type="checkbox"/> Read a text to a mirror and practice reading with expression	<input type="checkbox"/> Log in to Reading Eggs and press the purple 'Reading Eggspress button': Lesson 53: Game Plan
<p><b>Writing and Representing</b></p> <p>Persuasive Writing</p> <p>Please note that we encourage students to complete writing tasks on a piece of paper and upload a picture to Seesaw.</p>	<input type="checkbox"/> Seesaw: The best ice cream!	<input type="checkbox"/> Seesaw: 'I wanna Iguana'	<input type="checkbox"/> Seesaw: Handwriting – Letter 'y' <input type="checkbox"/> Keyboard Jump Typing Game – <a href="http://www.typing.com">www.typing.com</a>	<input type="checkbox"/> Seesaw: Persuade the teachers!	<input type="checkbox"/> Seesaw: Grammar Focus
<b>Mathematics</b>					
<p><b>Number and Algebra</b></p>	<input type="checkbox"/> Mathletics Assigned Task: Partition and Rename <input type="checkbox"/> Seesaw: Whole Number (Place Value)	<input type="checkbox"/> Seesaw: Whole Number Partitioning	<input type="checkbox"/> Mathletics Assigned Task: Nearest Hundred <input type="checkbox"/> Seesaw: TEN Time: Target Number	<input type="checkbox"/> Seesaw: Whole Number and Rounding	<input type="checkbox"/> Seesaw: Maths Mentals <input type="checkbox"/> Seesaw: Maths Challenge Cards
<b>Other</b>					
If you would like some optional activities, please view the Extra KLA Grid.					

# MONDAY

30 August 2021





## Week 8, Monday – Spelling

Please view the Seesaw activity for videos and interactive activities.

# Week 8, Monday Spelling Activity



**a\_e**  
saying  
**/ai/**

**a\_e** is a split digraph. The first vowel is elongated as a result of the second vowel 'e'. For example, the 'a' in 'hat' is short, but the 'a' in 'hate' is long due to being part of the split digraph **a\_e**.



### Focus Words:

game snake flame

cake ate frame

same came shape

name make spade

## Challenge

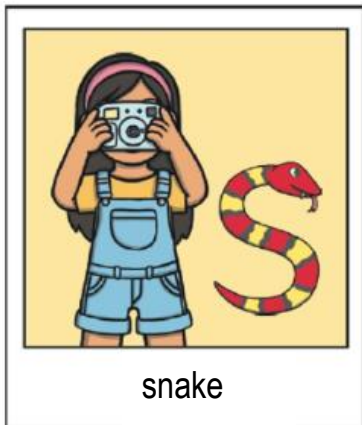
Can you write a sentence for each of these photos?  
Remember to try and use an **a\_e** word.



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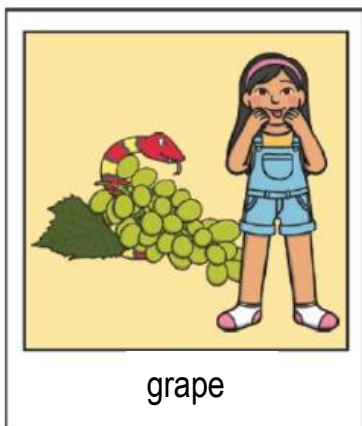
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Cut up all the pictures and words. Match the picture to the word. Take a photo and upload to Seesaw.

same

shake

bake

cake

ate

snake

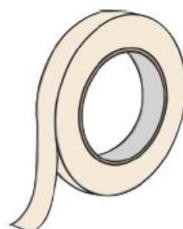
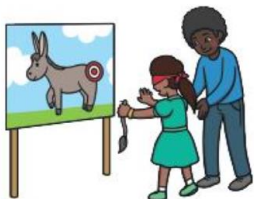
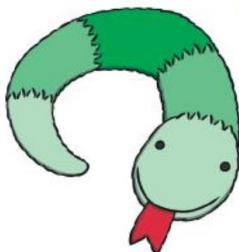
grapes

game

mates

tape

plate



# Week 8, Monday - Key Features and feedback

Hi Year 2 students,

We have learnt all of the features that must go into a persuasive text but can you identify them?

Slide 1 - Identify the features of a persuasive text and highlight them in the appropriate colour.

Slide 2 - Identify the features of a persuasive text and highlight them in the appropriate colour.

Slide 3 - Its your time to give feedback! Read the text and give the student three ways to improve. You may list them or write them in a full sentence. If you get stuck, go back to slide 1 and slide 2 to see what always needs to be included in a great persuasive text.

Success Criteria:

I can identify the key features of a persuasive text

I can identify different aspects of a persuasive text

I can read a persuasive text and give areas of improvement

Features of a persuasive text:

1. Highlight the title in **yellow**
2. Highlight any high modality words in **pink**.

Highlight the time connectives in **green**.

Highlight the three main reasons in **purple**.

5. Highlight the concluding statement in **brown**.

## Children Definitely Must Not Eat Fast Food

Fast food is not a healthy choice for children, so it must be avoided.

Firstly, fast food is high in fat and sugar, which can make children sick.

Secondly, fast food is full of preservatives, which are awful for children's health.

Thirdly, fast food does not contain many of the healthy nutrients that young bodies need to help them grow.

For these reasons, it is essential that children avoid eating fast food.



Features of a persuasive text:

1. Highlight the title in yellow
2. Highlight any high modality words in pink.
3. Highlight the time connectives in green.
4. Highlight the three main reasons in purple.
5. Highlight the concluding statement in brown.
6. Highlight the any rhetorical questions in orange.

## We Should Have More Playtime

Do you agree that students should sit down less and move around more? I do! I believe the students at Sunshine Primary School must have more playtime at lunchtimes. It would make us happier, healthier and ready to learn.

First of all being outside with our friends is fun! We get to talk, play games, and have a brain break. There is nothing better than being with friends.

In addition, being outside is healthier than being inside! There is fresh air, sunshine, and exercise! We spend too long inside already. Kids need this for their health!

Did I mention that we also need a break from learning? Learning can be fun but our brains get tired. Let's have a break from that!

For these reasons you absolutely must agree that students at Sunshine Primary School should have more playtime!

## Its your turn to be the teacher!

Read the text and you will then need to give 3 ways that this student could improve. You might like to look at the other two slides for some key things to include in your writing to help you.

Three ways to improve:

1.	
2.	
3.	

### **We Should Have More Playtime**

I believe the students at Sunshine Primary School need more playtime at lunchtime. It would be really good.

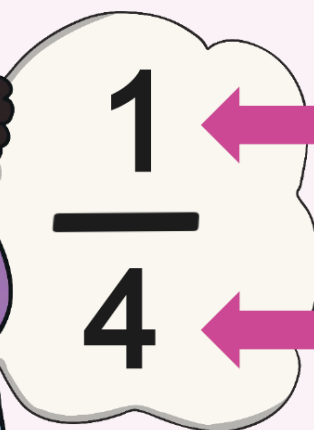
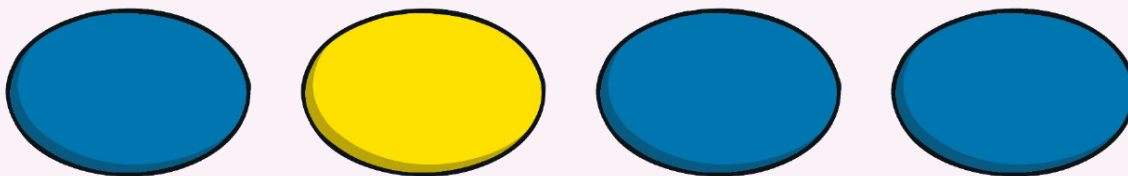
Being outside with our friends is fun. We get to do fun things.

It is healthy too. We need to be healthy. Don't we?

I believe that students at Sunshine Primary School could have more playtime.

# Fractions of a Collection

Think lollies, marbles, or anything you can collect.  
Lots of smaller things that you share with friends.



This number is how many pieces you are interested in. These are the yellow counters.

This number is how many blue + yellow counters there are in the whole group.

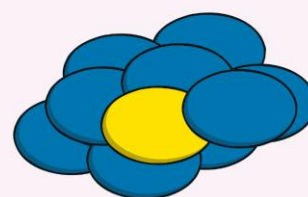
## Make This Fraction

$$\frac{1}{2}$$



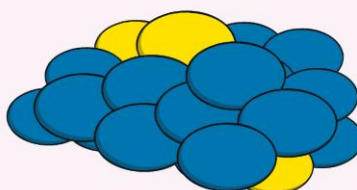
## Make This Fraction

$$\frac{1}{4}$$



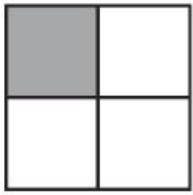
## Make This Fraction

$$\frac{1}{8}$$



# Introducing fractions – modelling fractions

Fractions are written like this:



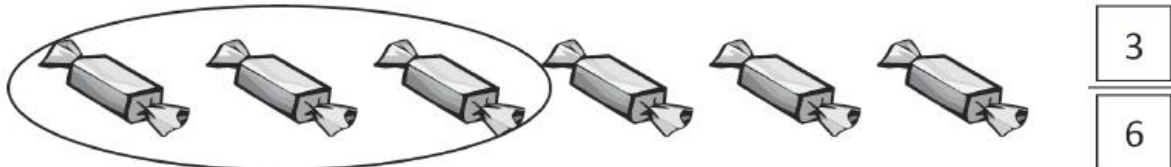
$$\frac{1}{4}$$

The number on the top is the numerator and shows the number of parts.

The number on the bottom is the denominator and shows the number of parts in the whole.

# Introducing fractions – fractions of a collection

Fractions can show part of a collection. 3 out of 6 lollies are circled.



1 What fraction of each group is circled?

a

	<b>out of</b>	
--	---------------	--


b

	<b>out of</b>	
--	---------------	--


c

	<b>out of</b>	
--	---------------	--


d

	<b>out of</b>	
--	---------------	--




2 Circle the fraction shown:

a 

6	out of	8
---	--------	---



b 

4	out of	6
---	--------	---



c 

3	out of	9
---	--------	---



d 

4	out of	12
---	--------	----



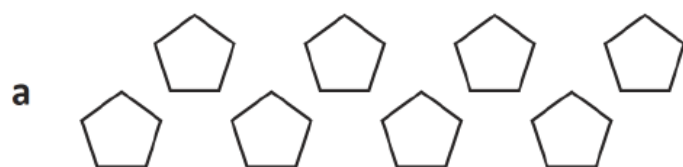
Find  $\frac{1}{4}$  of these amounts:



$\frac{1}{4}$  of 24 =



Shade the fraction of these amounts:



1
---

 of 

8
---

 = 

2
---



1
---

 of 

16
----

 = 

8
---

# TUESDAY

31 August 2021



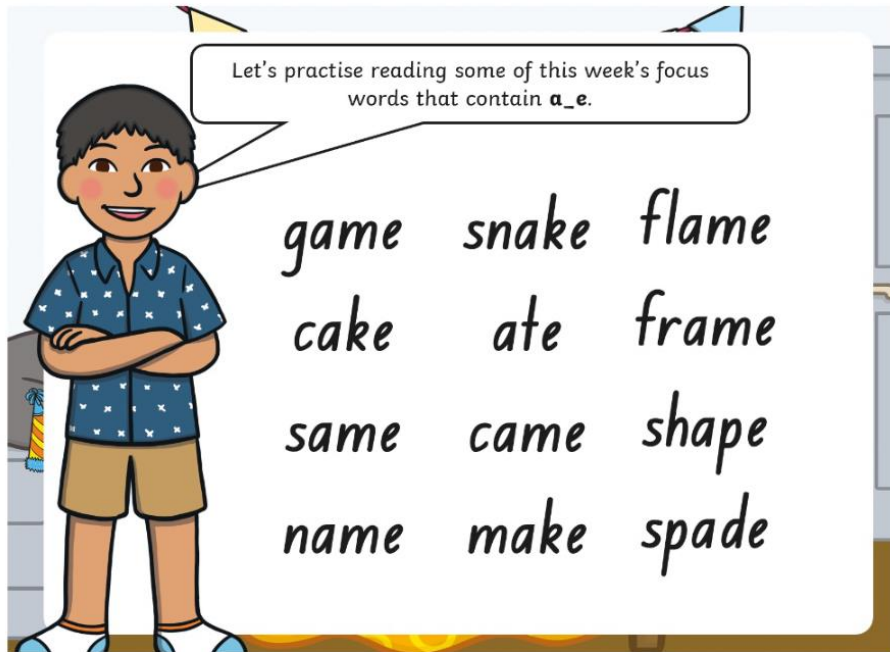
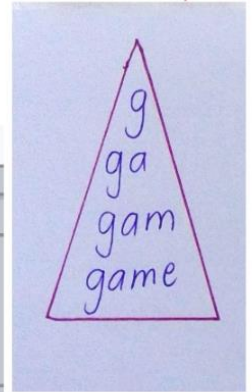
Book title: \_\_\_\_\_

			
<i>I read with fluency (Reading like I was talking to someone).</i>			
<i>I used expression to match the feelings of the characters in the story.</i>			
<i>I read using a loud and clear voice</i>			
<i>I can repeat back to someone what the story was about</i>			

Week 8, Tuesday

Your task: Pyramid Writing – Write each of your words inside a pyramid

For example,



Let's practise reading some of this week's focus words that contain a\_e.

game	snake	flame
cake	ate	frame
same	came	shape
name	make	spade

A large empty rectangular box for writing the words from the list in a pyramid format.

# Week 8, Tuesday - Take a stand!

Hi Year 2 Students,

It is time to choose a side! You need to try and convince your teacher using your high modality words and strong arguments.

Step 1: Read the statement

Step 2: Pick a side

Step 3: Think of two **STRONG** reasons why you believe this

Step 4: Write these in full sentences (HINT: you will convince your teacher to be on your side if you use high modality words!)

There are three slides to complete for this task.

Success Criteria:

I can take a side.

I can give two reasons about my opinion

I can write in full sentences

I can use high modality words in my reason



Take a Stand!  
Would you rather...  
a bike, scooter or a skateboard?



In my opinion ...

To begin with ...

Another reason is ...



Take a Stand!  
Would you rather...  
Zoo or Park?



In my opinion ...

The first reason is...

Furthermore...



Take a Stand!  
Would you rather...  
Summer or Winter?



In my opinion ...

My first argument is ...

My second argument is ...

**Fraction Definitions**

**What is a fraction?**

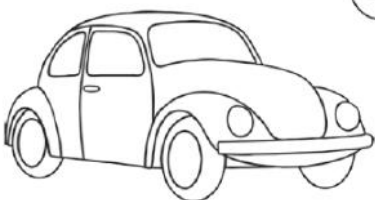
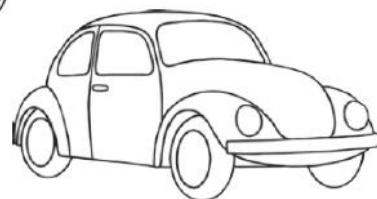
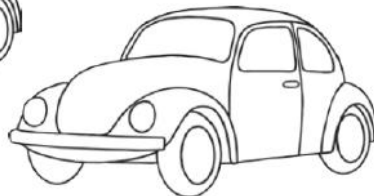
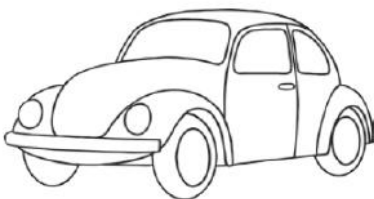
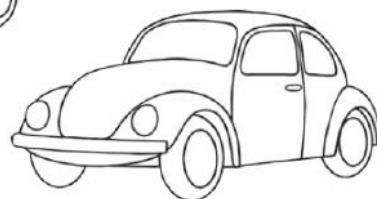
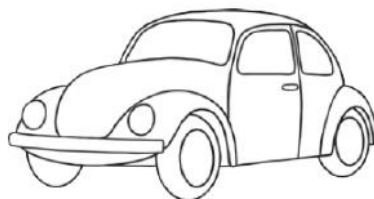
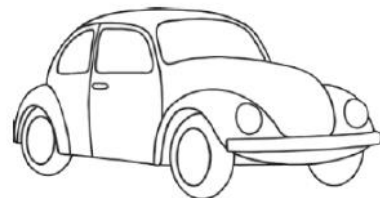
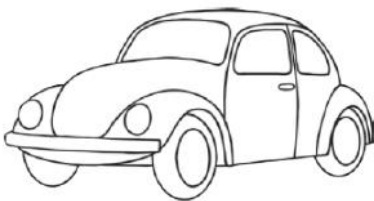
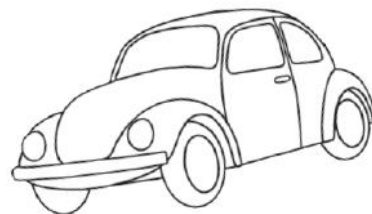
A fraction is a number which contains parts of a whole.

Follow the instructions and colour the cars.

Colour half the cars **yellow**

Colour a quarter of the cars **red**

Colour a quarter of the cars **blue**



# Eighths Fractions

Find the fractions of these numbers. Draw pictures to show your thinking.

Here is an example:

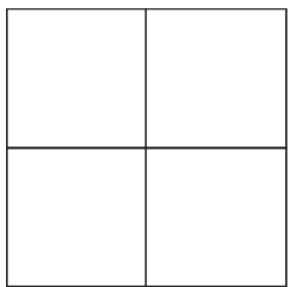
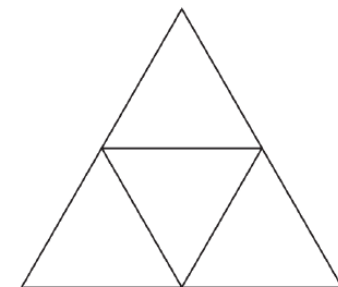
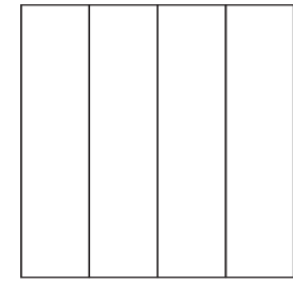
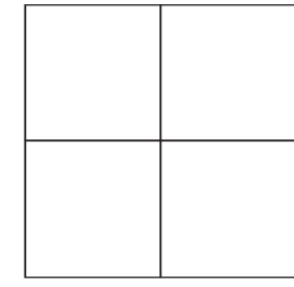
$\frac{1}{8}$  of 8 = 1



Now it's your turn!

$\frac{1}{8}$ of 16 = <div style="border: 1px solid black; height: 40px; width: 100%;"></div>	$\frac{1}{8}$ of 32 = <div style="border: 1px solid black; height: 40px; width: 100%;"></div>
$\frac{3}{8}$ of 16 = <div style="border: 1px solid black; height: 40px; width: 100%;"></div>	$\frac{5}{8}$ of 32 = <div style="border: 1px solid black; height: 40px; width: 100%;"></div>
$\frac{7}{8}$ of 16 = <div style="border: 1px solid black; height: 40px; width: 100%;"></div>	$\frac{3}{8}$ of 32 = <div style="border: 1px solid black; height: 40px; width: 100%;"></div>
$\frac{5}{8}$ of 16 = <div style="border: 1px solid black; height: 40px; width: 100%;"></div>	$\frac{7}{8}$ of 32 = <div style="border: 1px solid black; height: 40px; width: 100%;"></div>

Colour the windows to match the fractions.

<div style="border: 1px solid black; padding: 10px; text-align: center;">  </div> <div style="margin-top: 10px;"> <math>\frac{1}{2}</math> red  <math>\frac{1}{2}</math> blue         </div>	<div style="border: 1px solid black; padding: 10px; text-align: center;">  </div> <div style="margin-top: 10px;"> <math>\frac{3}{4}</math> blue  <math>\frac{1}{4}</math> yellow         </div>
<div style="border: 1px solid black; padding: 10px; text-align: center;">  </div> <div style="margin-top: 10px;"> <math>\frac{1}{4}</math> red  <math>\frac{1}{4}</math> green  <math>\frac{1}{2}</math> blue         </div>	<div style="border: 1px solid black; padding: 10px; text-align: center;">  </div> <div style="margin-top: 10px;"> <math>\frac{1}{2}</math> green  <math>\frac{1}{4}</math> yellow  <math>\frac{1}{4}</math> red         </div>



# WEDNESDAY

## 1 September 2021



Wednesday

w

W

William wonderful

# TEN Time

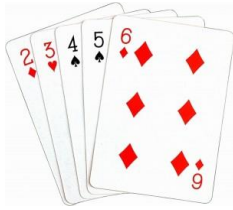
Please check Seesaw for your allocated activity. If working offline please use this grid to pick 1 activity to complete for 10 minutes.

## Card Flip

<https://toytheater.com/playing-cards/>

Students flip 4 cards at the same time. Add the cards together.

**Variation:** Students flip 4 cards and create 2 two-digit numbers e.g. 4 and 3 = 43 and 5 and 4 = 54 and then add them together.



## Dice Roll

<https://toytheater.com/dice/>

Roll three virtual dice (students pick the dice they would like to work with e.g. 0-9 sided, 0-6 sided etc). Think strategically about how to work out the total without having to count by ones. Look for known facts (such as friends of 10, friends of 20, doubles and near doubles).

**Variation:** Increase the amount of dice thrown to 4 or 5. Change the type of dice.



## Target Number

<https://www.roomrecess.com/Tools/RandomNumberPicker/go.html>

Students use the 'online random number picker' to generate a target number.

Students show how they can make the target number as many ways as they can in a given time e.g. 2 minutes.

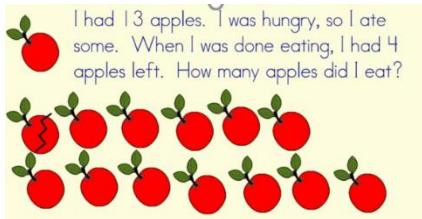
For example,  $40 + 40 = 80$ ,  $83 - 3 = 80$  etc



## Subtraction Stories

Write and illustrate your own subtraction stories.

For example:



## Dice Doubles

<https://toytheater.com/dice/>

Students roll 2 12-sided dice. Double the biggest number and subtract the smaller number.

E.g Roll 6 and 9. Double 9 = 18  
 $18 - 6 = 12$

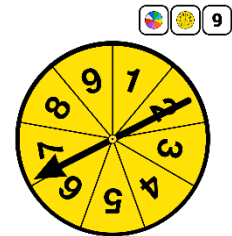
## Spinner - Add 2, Subtract 1

<https://toytheater.com/spinner/>

Spin 3 times and add any two numbers together. Students then deduct the third.

For example,  $6 + 3 - 2 = 7$

**Variation:** Change the numbers on the spinner. Increase or decrease the number of times you spin.

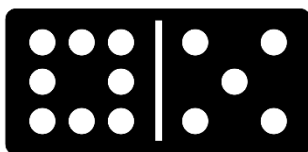


## Subitising Dominos

<https://toytheater.com/random-domino/>

Flick through dominos (click new) and try to recognise how many dots there are without counting.

**Variation:** Change the number of dots in the top right-hand corner.



## Race to 100

<https://toytheater.com/playing-cards/>

Students turn over 4 cards. Students use their cards as 1-digit numbers. Students examine the cards, looking for known facts they can apply. Have the students work out the total of the 4 cards in the most efficient way possible, explaining their thinking. If correct, the student scores the corresponding number of points. They can use a calculator to keep track of their cumulative total. See if you can make it 100 or even 200!

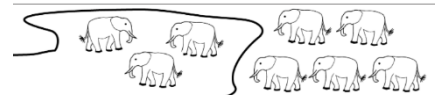


## Addition Stories

Write and illustrate your own addition stories.

For example:

3 elephants are bathing in a river. 5 more elephants join them. How many elephants are bathing now?



# THURSDAY

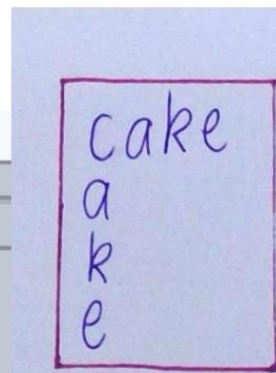
## 2 September 2021



Week 8, Thursday

Your task: Across and Down- Write your words across and down, sharing the same first letter

For example,



Let's practise reading some of this week's focus words that contain **a\_e**.



game	snake	flame
cake	ate	frame
same	came	shape
name	make	spade

A large empty rectangular box for writing words.

# Week 8, Thursday - Hey, Little Ant

Hi Year 2 Students,

Today we are going to read one of my favourite books - Hey, Little Ant! It is a book about showing different perspectives and ways of thinking. You may have read it before!

Slide 1 - Listen to the book Hey, Little Ant. You might need to listen to the book twice.

Slide 2 - Choose a side and convince the teacher why they should take your side! You might like to use the template provided or you can write on a blank piece of paper. You must write in full sentences and **MUST** use high modality words.

Slide 4- Take a photo of your amazing work and upload for your teacher to read.

Success Criteria:

I can agree or disagree to a topic

I have three strong reasons to go with my opinion

I use high modality words to enhance my sentences

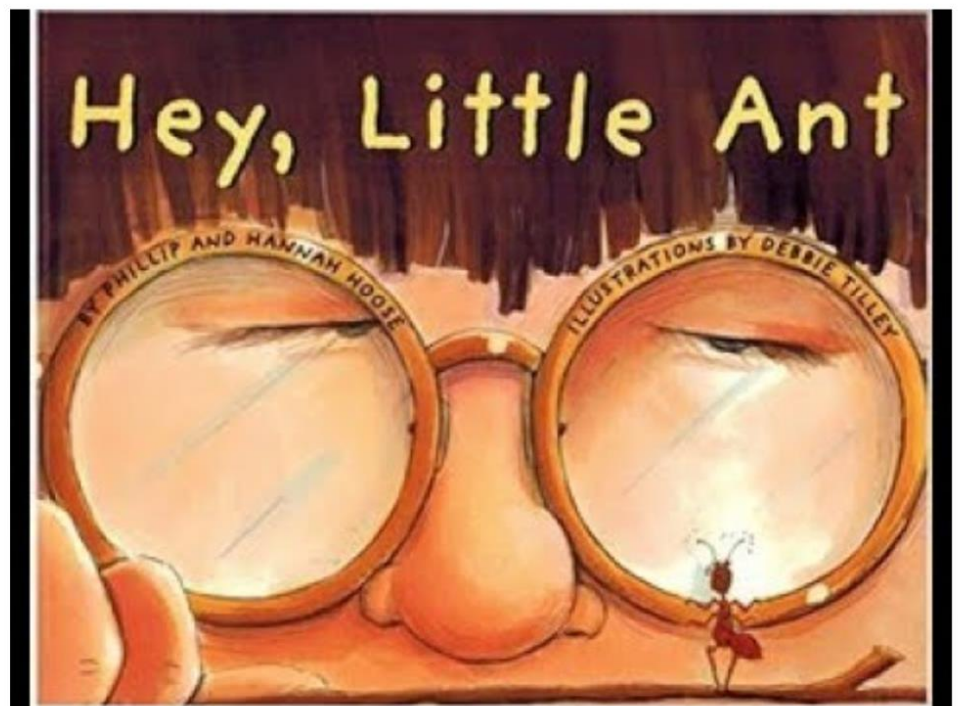
I can write in full sentences

I can display my statements neatly (written or typed)

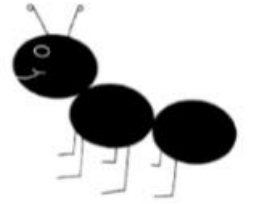
Step One: Listen to the  
story  
Hey, Little Ant

While you are listening  
to the story, think  
about the reasons **FOR**  
and **AGAINST**.

As you listen think  
about what do you  
think the boy should do  
and why?



# Squish or Save?



I think the boy should:

squish the ant

save the ant

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Reason 1

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Reason 2

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Reason 3

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## Introducing fractions – modelling fractions

Here we are going to explore fractions.

**You will need:** ■ a copy of this page ■ scissors ■ a paper bag  
■ coloured pencils (blue, red, yellow and orange)



### Instructions:

a Colour this strip blue. Cut it out. Label it 1 whole.



b Colour this strip red. Cut it out. Fold it in half along the line and label each part  $\frac{1}{2}$ .



c Colour this strip yellow. Cut it out. Fold it in half and half again along the lines and label each part  $\frac{1}{4}$ .







- d Colour this strip orange. Cut it out. Fold it in half three times and label each part  $\frac{1}{8}$ .



- e Cut them carefully along the folded lines and place the pieces inside your paper bag. This is your fraction kit!

Number on die	Fraction piece from kit
1 or 6	$\frac{1}{2}$ red
2 or 5	$\frac{1}{4}$ yellow
3 or 4	$\frac{1}{8}$ orange

### Game 1

The aim of this game is get as close to one whole as possible by placing pieces from your fraction kit on top of the whole.

Each player starts the game with the blue piece of paper from the kit. This is 1 whole.

Player 1 rolls the die and places a matching fraction piece on their whole.

Player 2 rolls the die and places a matching fraction piece on their whole.

Continue taking turns placing fraction pieces on top of the whole.

The winner is the player who is the closest to one whole without going over.



## Game 2

The aim of this game is to be the first to reveal the whole piece of paper from your fraction kit.

Each player starts the game with the whole covered with 2 halves.

Player 1 rolls the die and takes off that fraction. Players may need to swap pieces first.

For example, if you roll  $\frac{1}{4}$  first, you need to swap  $\frac{1}{2}$  for  $\frac{2}{4}$  then you can take off  $\frac{1}{4}$ .

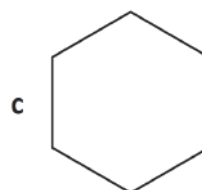
Player 2 rolls the die and takes off that fraction, swapping pieces if needed.

The winner is the player who is the first to reveal the whole piece of paper.

**1 Show one half in a different way on each rectangle:**

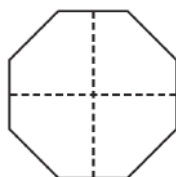


**2 Show how each shape can be divided into quarters:**

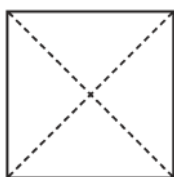


**3 Colour the fractions of each shape:**

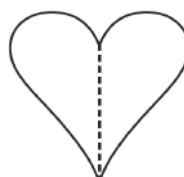
a two quarters



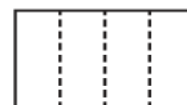
b three quarters



c one half



d three quarters



**4 Answer these sharing problems. Draw a picture to match:**

a I have 10 lollies and I have to share them with my brother.  
How many do we each get?

out of

b There are 12 biscuits to be shared among 3 people.  
How many does each person get?

out of

# FRIDAY

3 September 2021



# All about my **DAD**

My dad's name:

.....

My dad makes me laugh  
when he:

HA!

HA!

HA!

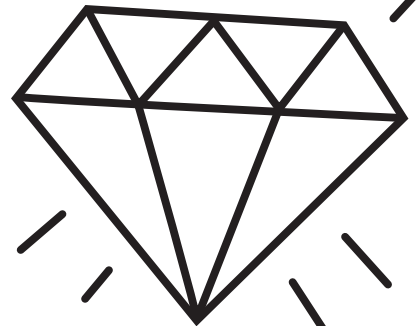


My dad wishes he had:

My dad should get an award for:



My dad is unique because:



My dad loves it when:

My dad's favourite thing to  
do is:

## Grammar Focus – Week 8

### 1. Fix the sentences

bob did a retel of his library booke to the class. when he finished his retell, he needed to retrn his book to the library.

---

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---

tom had hiz soccer grand final today. his team scoared a goal in the last minute. They were so hapy

---

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---

### 2. Unjumble the sentences

a) always going Jason soccer a When ball park to take the

---

b) easier get it The practise the more writing you

---

c) every bus l to morning a go school on

---

3. Read the sentences. Write them with the correct punctuation (.,?,!)

a) Do you want to play at lunch time

---

b) What a great idea that is

---

c) My favourite subject is history

---

## Prepositions

*Prepositions are words that position people or things in time or space.*

**Underline the prepositions in these sentences.**

After the soccer game, I went out for dinner.

The dog walked along the curb.

The two boys looked across the soccer field to their goal keeper.

I looked under my bed for my shoes.

The girl looked behind the door for her brother who was hiding.

**Put the prepositions into a sentence. The first one has been done for you.**

around	<i>I walked around the lake to get to the playground.</i>
under	
over	
between	
up	



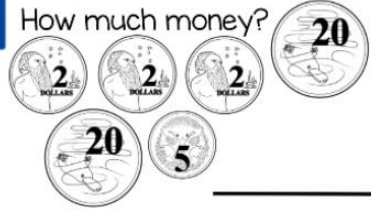
Week 8, Friday - Maths Mentals.

Answer the following questions:

1 Name this shape.



2 How much money?



3

269

ODD
EVEN



4

$$240 + \square = 280$$

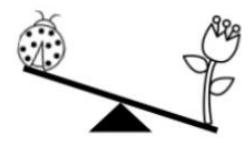
5

Write the numeral for four hundred and twenty four.

\_\_\_\_\_

6

Which is lighter?



LADYBUG
FLOWER

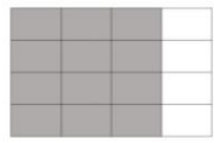
7

What is the chance you will fly in a helicopter today?

UNLIKELY	LIKELY
----------	--------

8

What is the area of this shape?



\_\_\_\_\_ squares

9

32, 37, 42, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

# MONDAY

6 September 2021



# Week 9, Monday Spelling Activity



i\_e

saying /igh/

i and e are cheeky partners. When i and e work together, they say /igh/.

i and e are too cheeky to sit together, so they have to have a letter sit between them.

Example: 'bike' would be /b/ /igh/ /k/. The 'e' is telling the 'i' to say its name and that they shouldn't make the /e/ sound.

This week's focus words.

time

ripe

invite

prize

shine

crime

pine

line

slime

bike

slide

dive

kite



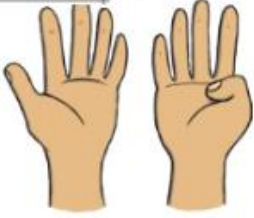









fire

nine



# 'i-e' Read and Write

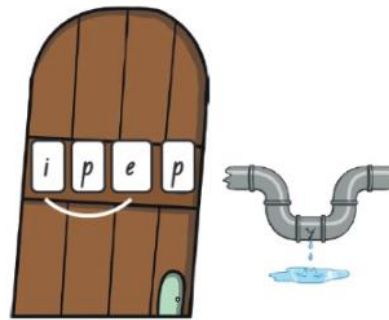
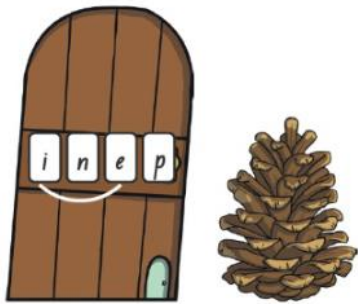
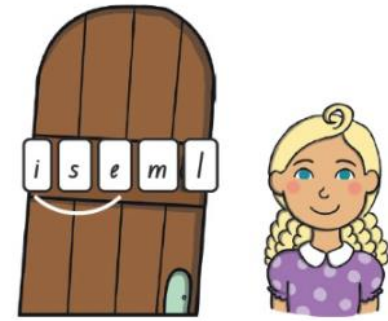
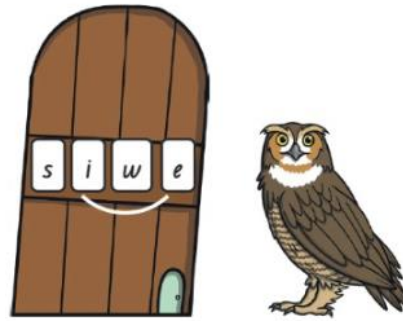
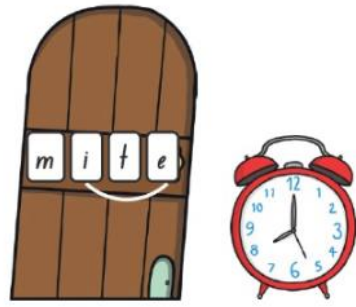
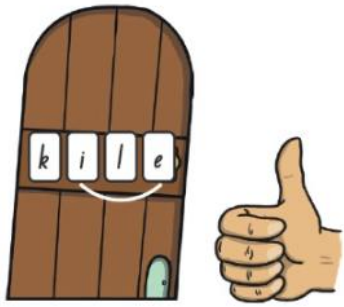
Read the 'i-e' words below. Look at the pictures and write each word under the correct picture. Read the word again to make sure it's correct.

bike	hive	fire	line	nine	five
rice	dive	hike	mice	kite	pine
					
					
					
					



## Open the Door Letter Unscramble

Help Ben, Sam and Grime open the wooden doors by unscrambling the letters to make **i\_e** words.



# Week 9, Monday - I Have Made the Best Ice cream- Persuasive Writing Activity

Hi Year 2 Students,

Today we are going to have some fun with our persuasive writing!

Slide 1 - You need to make your dream ice cream, you can make any flavor, add any sprinkles - what ever you like!

Slide 2 - You then need to convince your teacher that your ice cream is the best! Use the template or a piece of paper to write three strong reasons as to why yours is the best.

Slide 3 - Upload a picture of your work for your teacher to see!

Success Criteria:

I can make my ice cream unique

I have three strong reasons

I use high modality words to enhance my sentences

I can write in full sentences

I can display my statements neatly (written or typed)

I can convince my teacher that my ice cream is the best!

PICK A CONE



PICK ICE CREAM



PICK SPRINKLES



PICK TOPPINGS



***STEP ONE: MAKE YOUR ICE CREAM***

***I HAVE MADE THE BEST ICE CREAM!***

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

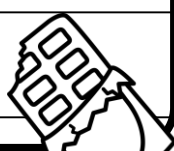
Date: \_\_\_\_\_

# In your opinion My Ice cream is the best!

## Introduction

\_\_\_\_\_

\_\_\_\_\_




## Reason 1

\_\_\_\_\_

\_\_\_\_\_

## Reason 2



\_\_\_\_\_

\_\_\_\_\_

## Reason 3


\_\_\_\_\_

\_\_\_\_\_

## Conclusion

\_\_\_\_\_

\_\_\_\_\_



- Sentence starter used
- Opinion restated
- Opinion stated
- Editing
- 3 reasons with evidence

# Whole Number

## Place Value

### Learning Intention

To understand place value and use it to identify and order 3-digit numbers.

### Success Criteria

- I know that numbers are made up of digits and all digits have a place and value.
- I know that 3-digit numbers are made up of hundreds, tens and ones.
- I can identify the place value of a digit in a 3-digit number.
- I can order 3-digit numbers using my knowledge of place value.



## What is place value?

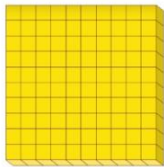


Numbers are made from **digits** - 0, 1, 2, 3, 4, 5, 6, 7, 8 and 9.

When we create numbers using these digits, every digit has a **place**.

Each place within a number has a **value**.

Each **digit** in its **place** gives a number its overall **value**.



Hundreds	Tens	Ones
		
1 group of 10 tens	1 group of 10 ones	1 one



## Warm up

Have a go  
applying  
place value  
to 2 digit  
numbers

**Directions:** Write to tell how many tens and ones.

- 17 is \_\_\_ ten and \_\_\_ ones.
- 14 is \_\_\_ ten and \_\_\_ ones.
- 12 is \_\_\_ ten and \_\_\_ ones.
- 18 is \_\_\_ ten and \_\_\_ ones.
- 13 is \_\_\_ ten and \_\_\_ ones.
- 19 is \_\_\_ ten and \_\_\_ ones.

**Directions:** Write the number.

- Two** tens and **four** ones is \_\_\_\_\_.
- Three** tens and **three** ones is \_\_\_\_\_.
- Six** tens and **eight** ones is \_\_\_\_\_.
- Five** tens and **two** ones is \_\_\_\_\_.
- Seven** tens and **one** one is \_\_\_\_\_.
- Four** tens and **six** ones is \_\_\_\_\_.

## Applying Place Value to 3-Digit Numbers

Saying a number aloud can help us place each digit correctly when writing a number.

For example, when saying the number 126 aloud (**one hundred** and **twenty-six**), we know it is made up of **1 hundred**, **2 tens** and **6 ones**.

Use the voice recording tool  to record yourself saying each number to help you place each digit.

I have done  
an example  
for you here.



Paste your voice  
recordings at the  
end of each row.

3-Digit Number	Hundreds	Tens	Ones
four hundred and twelve	4	1	2
two hundred and sixty			
eight hundred and thirty-one			
five hundred and ninety-seven			

listen

Order these numbers from smallest to largest.

78

123

462

928

334

231

573

Smallest

largest

**HOW BIG?**

Make the largest number you can using the digits in the boxes

**2 5 5**  
**3**

**1 2 1**  
**3**

**4 6 9**  
**1**

# TUESDAY

7 September 2021



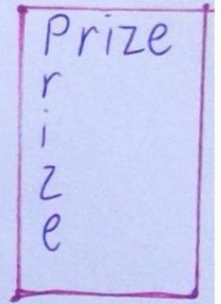
Book title: \_\_\_\_\_

			
<i>I read with fluency (Reading like I was talking to someone).</i>			
<i>I used expression to match the feelings of the characters in the story.</i>			
<i>I read using a loud and clear voice</i>			
<i>I can repeat back to someone what the story was about</i>			

Week 9, Thursday

Your task: Across and Down- Write your words across and down, sharing the same first letter

For example,



Prize  
r  
i  
z  
e

This week's focus words.

<i>time</i>	<i>ripe</i>	<i>invite</i>
<i>prize</i>	<i>shine</i>	<i>crime</i>
<i>pine</i>	<i>line</i>	<i>slime</i>
<i>bike</i>	<i>slide</i>	<i>dive</i>
<i>kite</i>	<i>fire</i>	<i>nine</i>





# Week 9, Tuesday - I Wanna Iguana

Today we are going to read another one of my favourite books - I wanna Iguana.

Slide 1 - Listen to the book 'I wanna Iguana'. You might need to listen to the book twice.

Slide 2 - Choose a side and convince the teacher why they should take your side! You might like to use the template provided or you can write on a blank piece of paper. You must write in full sentences and **MUST** use high modality words.

Slide 4 - Take a photo of your amazing work and upload for your teacher to read.

Success Criteria:

I can agree or disagree to a topic

I have three strong reasons to go with my opinion

I use high modality words to enhance my sentences

I can write in full sentences

I can display my statements neatly (written or typed)

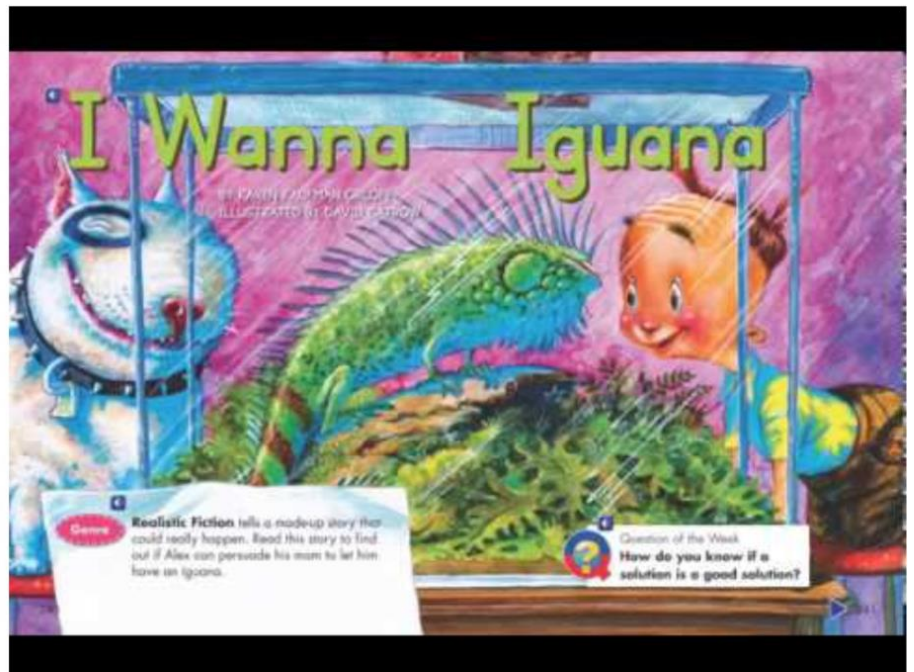
Step One: Listen to the story

I wanna iguana

While you are listening to the story think of

Reasons (FOR) why Alex wants an Iguana

Reasons (AGAINST) why Mum does not want an Iguana

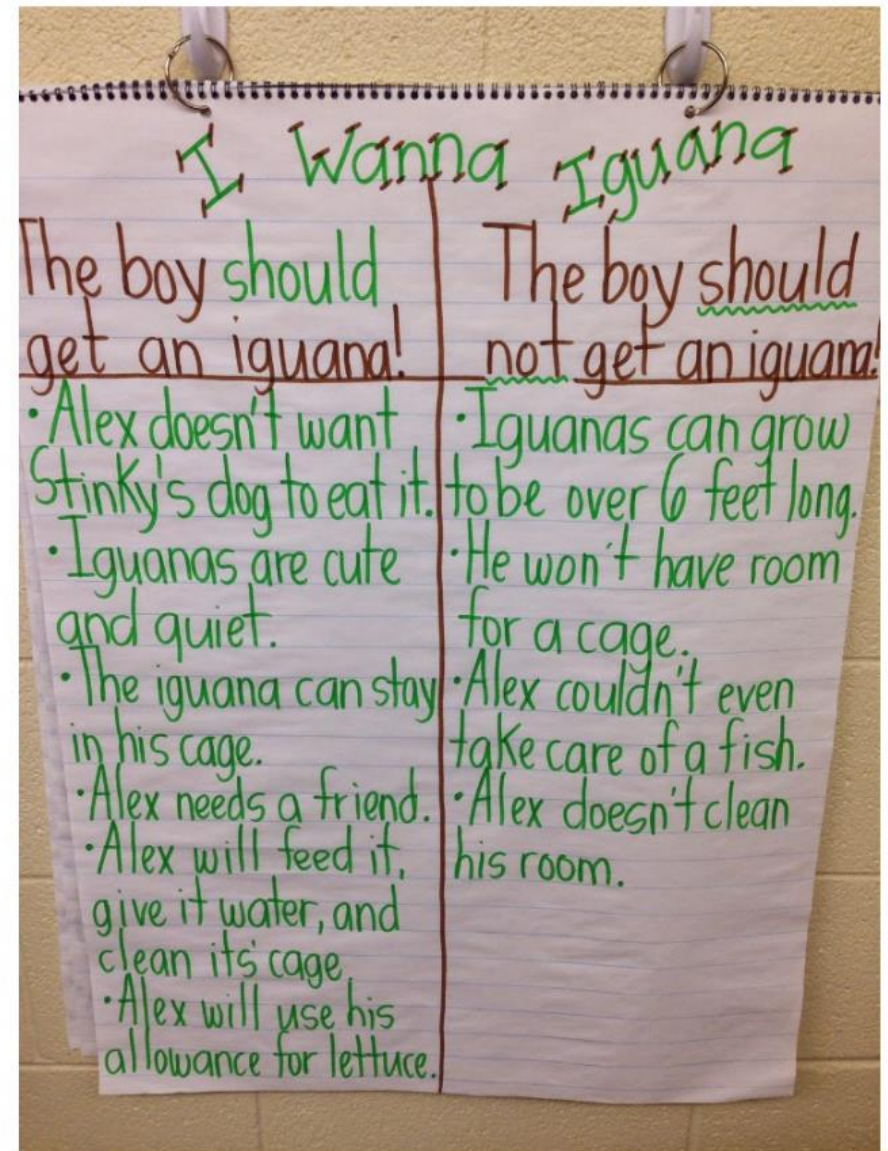


Here are some reasons for both sides.

Did you think of these all? These might help you if you got stuck

Now its time to convince us about your opinion.

Step Two: On the next slide is a template for you to use. We suggest to print this or write on a piece of paper. You need to write in full sentences your opinon. Remember to persuade us!



# Should Alex get an Iguana?



**I think Alex:** should get an Iguana    should not get an Iguana.

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Reason 1

Reason 2

Reason 3

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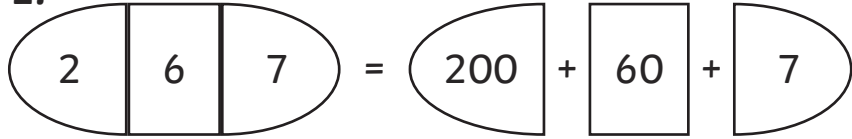
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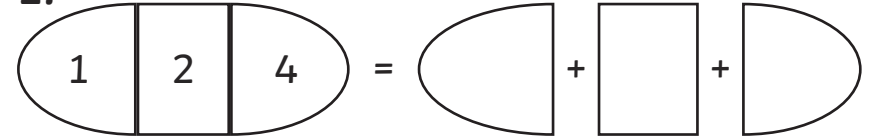
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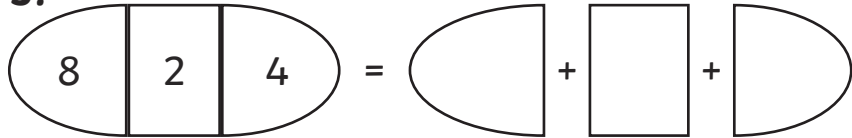
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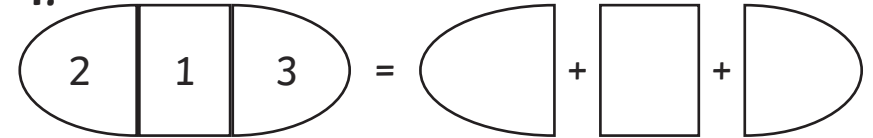


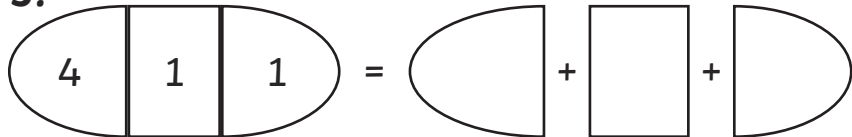
# Number Partitioning

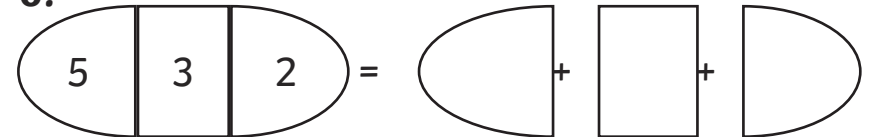
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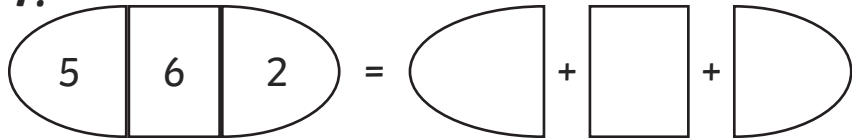
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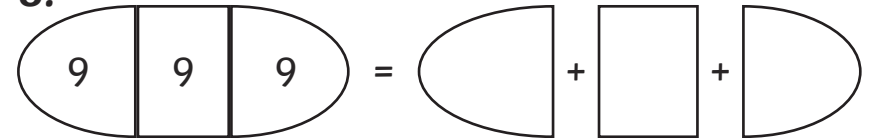
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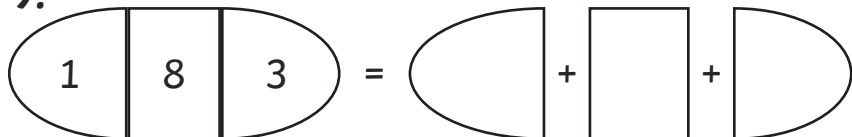
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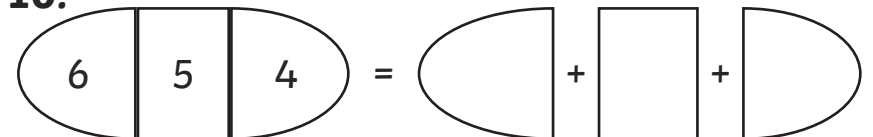
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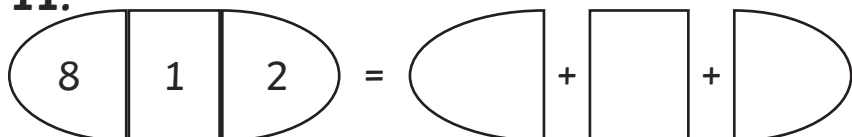
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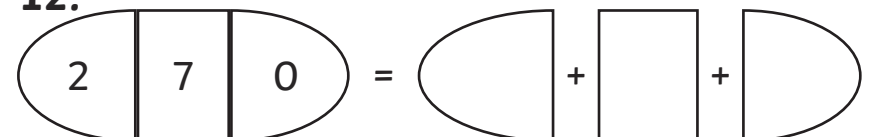
7. 

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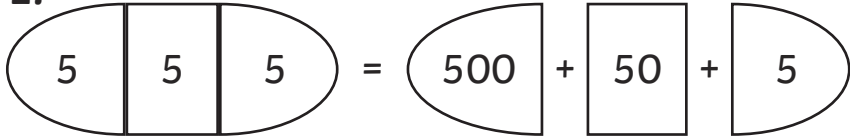
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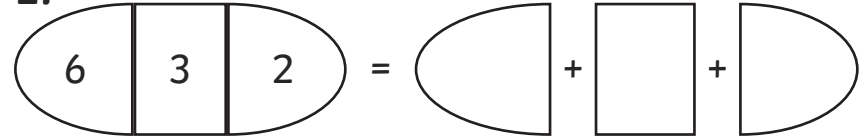
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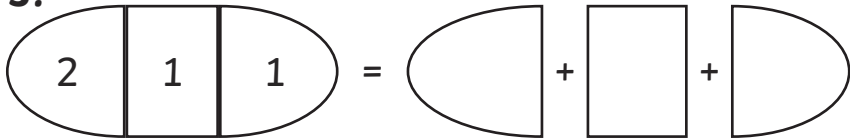
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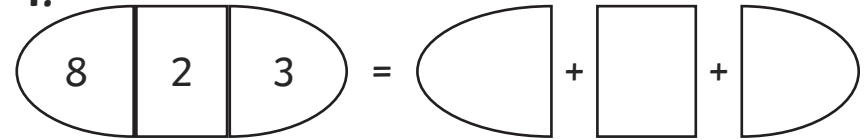
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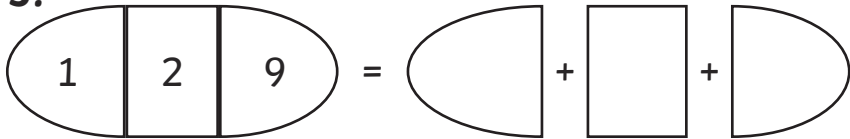
# Number Partitioning

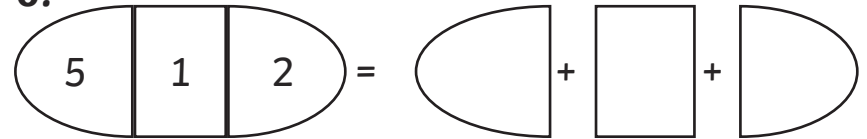
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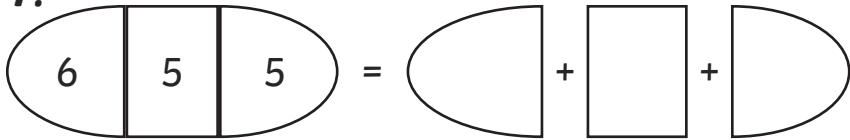
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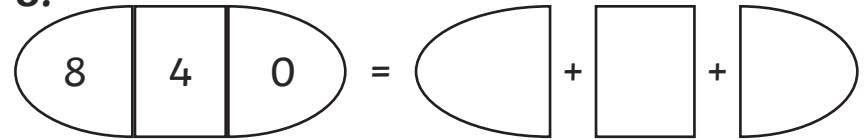
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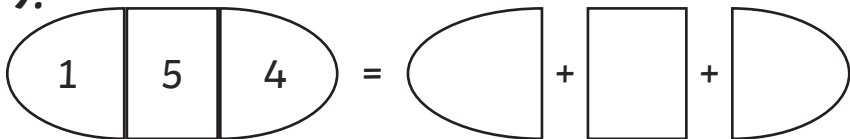
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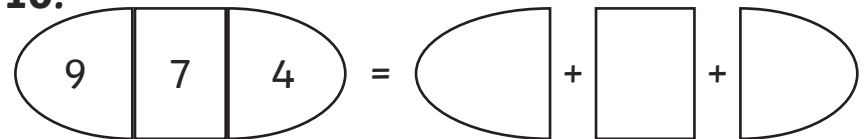
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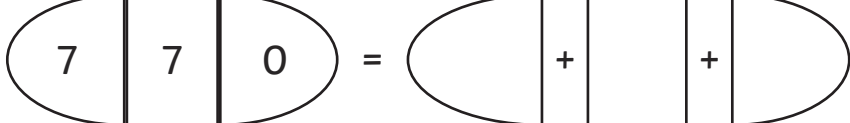
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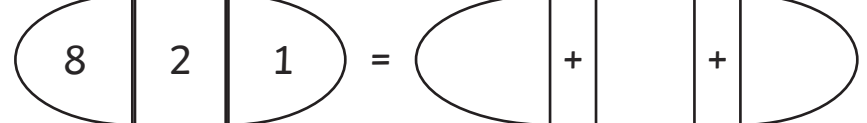
7. 

8. 

9. 

10. 

11. 

12. 

# WEDNESDAY

## 8 September 2021



Wednesday

y  
y

Yolanda yoga

# TEN Time

Please check Seesaw for your allocated activity. If working offline please use this grid to pick 1 activity to complete for 10 minutes.

## Card Flip

<https://toytheater.com/playing-cards/>

Students flip 4 cards at the same time. Add the cards together.

**Variation:** Students flip 4 cards and create 2 two-digit numbers e.g. 4 and 3 = 43 and 5 and 4 = 54 and then add them together.



## Dice Roll

<https://toytheater.com/dice/>

Roll three virtual dice (students pick the dice they would like to work with e.g. 0-9 sided, 0-6 sided etc). Think strategically about how to work out the total without having to count by ones. Look for known facts (such as friends of 10, friends of 20, doubles and near doubles).

**Variation:** Increase the amount of dice thrown to 4 or 5. Change the type of dice.



## Target Number

<https://www.roomrecess.com/Tools/RandomNumberPicker/go.html>

Students use the 'online random number picker' to generate a target number.

Students show how they can make the target number as many ways as they can in a given time e.g. 2 minutes.

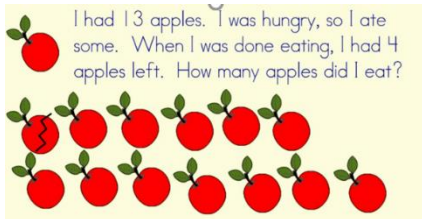
For example,  $40 + 40 = 80$ ,  $83 - 3 = 80$  etc



## Subtraction Stories

Write and illustrate your own subtraction stories.

For example:



## Dice Doubles

<https://toytheater.com/dice/>

Students roll 2 12-sided dice. Double the biggest number and subtract the smaller number.

E.g Roll 6 and 9. Double 9 = 18  
 $18 - 6 = 12$

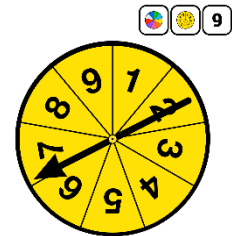
## Spinner - Add 2, Subtract 1

<https://toytheater.com/spinner/>

Spin 3 times and add any two numbers together. Students then deduct the third.

For example,  $6 + 3 - 2 = 7$

**Variation:** Change the numbers on the spinner. Increase or decrease the number of times you spin.

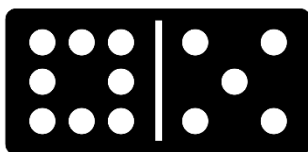


## Subitising Dominos

<https://toytheater.com/random-domino/>

Flick through dominos (click new) and try to recognise how many dots there are without counting.

**Variation:** Change the number of dots in the top right-hand corner.



## Race to 100

<https://toytheater.com/playing-cards/>

Students turn over 4 cards. Students use their cards as 1-digit numbers. Students examine the cards, looking for known facts they can apply. Have the students work out the total of the 4 cards in the most efficient way possible, explaining their thinking. If correct, the student scores the corresponding number of points. They can use a calculator to keep track of their cumulative total. See if you can make it 100 or even 200!

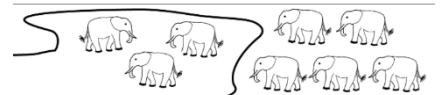


## Addition Stories

Write and illustrate your own addition stories.

For example:

3 elephants are bathing in a river. 5 more elephants join them. How many elephants are bathing now?



# THURSDAY

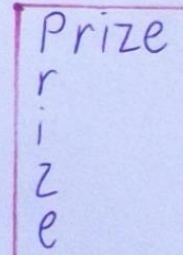
## 9 September 2021



Week 9, Thursday

Your task: Across and Down- Write your words across and down, sharing the same first letter

For example,



Prize  
r  
i  
z  
e

This week's focus words.

<i>time</i>	<i>ripe</i>	<i>invite</i>
<i>prize</i>	<i>shine</i>	<i>crime</i>
<i>pine</i>	<i>line</i>	<i>slime</i>
<i>bike</i>	<i>slide</i>	<i>dive</i>
<i>kite</i>	<i>fire</i>	<i>nine</i>



A large empty rectangular box for writing the words across and down.

# Week 9, Thursday - Persuade the teachers!

Hi Year 2 Students,

Its time for you to show us your persuasive writing, its time to convince your teachers!

Slide 1: Choose one of the topics. You only need to choose ONE topic.

Slide 2: Write your persuasive writing to tell us your side. Make sure that you include what topic you have chosen and give us three reasons for why you think that.

Remember to include all of the success criteria:

I can use high modality words

I can use time connectives

I can use a rhetorical question (if appropriate)

I can write in full sentences

I can give three strong reasons

Choose **one** topic to write a persuasive piece to your teacher. Try to choose the topic that you can think of the most reasons for.  
The stronger your reasons the better your response will be!

Should all students have to do homework every night

The school day should start at 11am

School uniforms should be banned

Is going to the movies better than watching tv?

What's better: pizza or hot dogs?

Books are better than movies

Vanilla ice cream is better than chocolate ice cream

Should children pack their own lunch rather than their parents packing it

Should pets be allowed in school?

What's better: Summer or Winter?

The best animal in the world is \_\_\_\_\_

Convince your parents to get a pet of your choice!



## Persuasive Texts - Scaffold

Topic:

Introduction- Do you agree or disagree with the topic

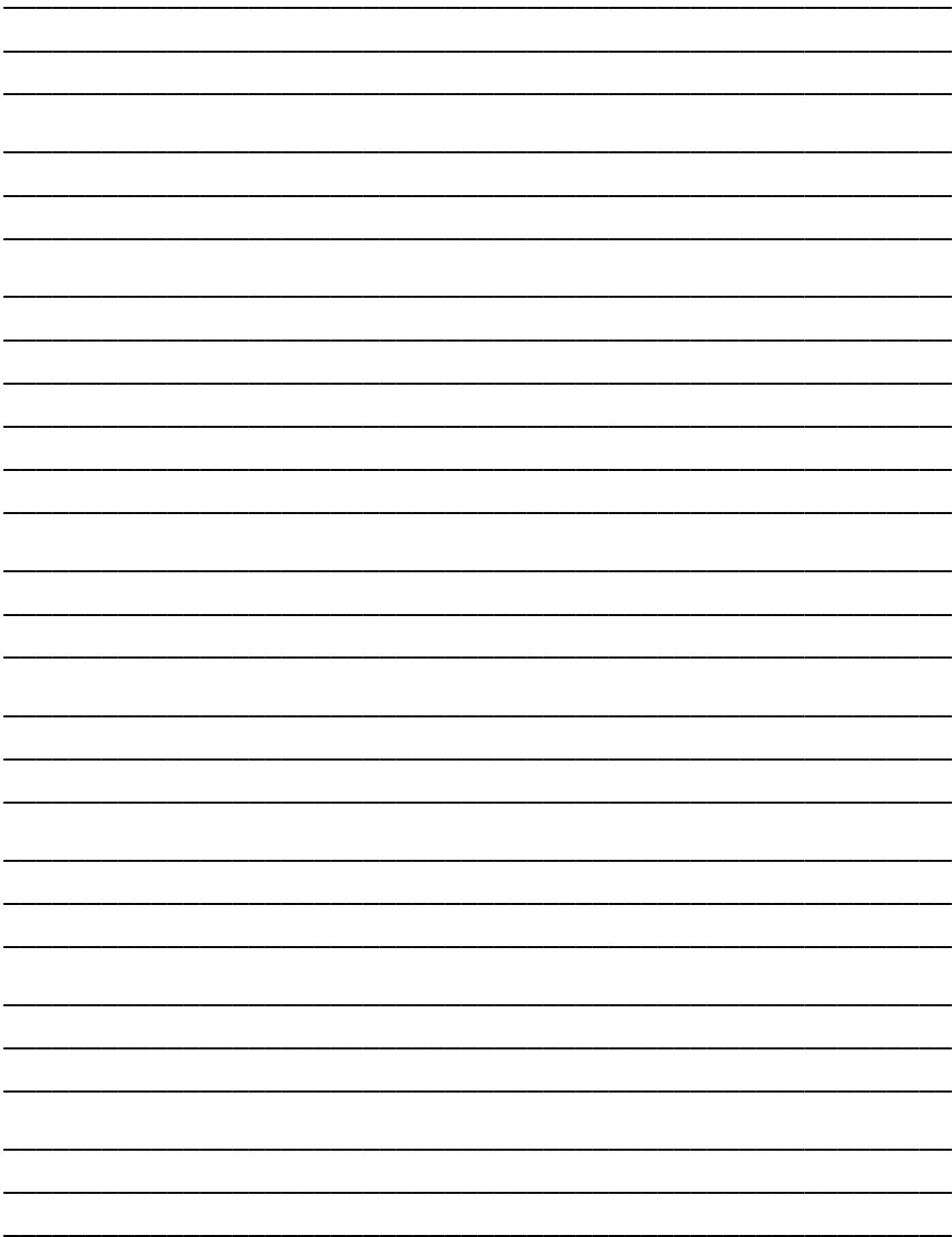
Reason 1

Reason 2

Reason 3

Conclusion - Re state your opinion





# Whole Number

## Rounding

### Learning Intention

- To round numbers to the nearest 10
- To round numbers to the nearest 100

### Success Criteria

#### Rounding to 10

- I know that if the ones place between 0-4 we round down to the nearest 10
- I know that if the ones place between 5-9 we round up to the nearest 10

#### Rounding to 100

- I know that if the tens place is between 0-4 we round down to the nearest 100
- I know that if the tens place is between 5-9 we round up to the nearest 100



## Rounding to the nearest 10

When we are rounding to the nearest 10 we need to look at the ones place.

78 is in between 70 and 80

Look for the number in the ones place

7 8

The number in the ones place is 8 so that means I will round up to 80

If the ones number is 5,6,7,8, or 9 we round UP to the nearest 10.



If the ones number is 0,1,2,3 or 4 we round DOWN to the nearest 10.

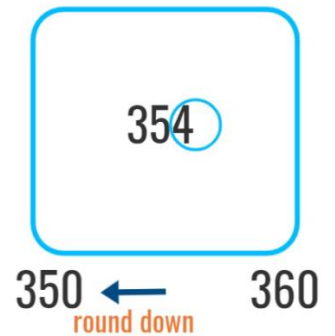
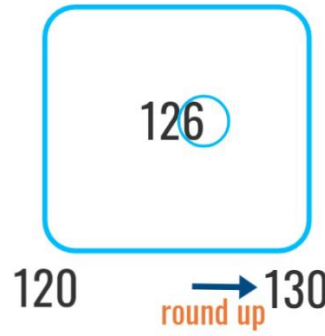
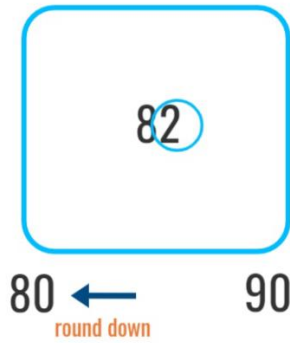


# Rounding to the nearest 10

But what about if I have a 3 or 4 digit number?

The number in the ones place always holds the clue when rounding to the nearest 10.

Here are some examples



## Independent activity

If the ones place is 0,1,2,3 or 4 we round DOWN to the nearest 10.

If the ones place is 5,6,7,8, or 9 we round UP to the nearest 10.

1. 32 to the nearest 10 = \_\_\_\_\_

2. 46 to the nearest 10 = \_\_\_\_\_

3. 54 to the nearest 10 = \_\_\_\_\_

4. 66 to the nearest 10 = \_\_\_\_\_

5. 71 to the nearest 10 = \_\_\_\_\_



# Rounding to the nearest 100

When we are rounding to the nearest 100 we need to look at the number in the tens place

123 is between 100 and 200

Look for the number in the tens place

123

The number in the tens place is 2 so that means I will round down to 100.

The number in the tens place is between 5-9 we round up to the nearest 100.



The number in the tens place is between 0-4 we round down to the nearest 100.



## INDEPENDENT TASK

Round each number to the nearest 100

1. 362 to the nearest 100 = \_\_\_\_\_

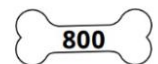
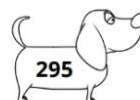
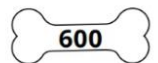
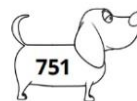
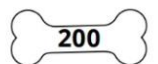
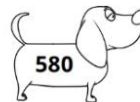
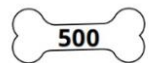
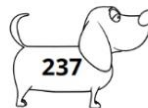
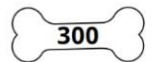
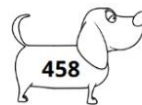
2. 565 to the nearest 100 = \_\_\_\_\_

3. 849 to the nearest 100 = \_\_\_\_\_

4. 623 to the nearest 100 = \_\_\_\_\_

5. 715 to the nearest 100 = \_\_\_\_\_

Round the numbers to the nearest 100 to match each dog with its bone.



# FRIDAY

10 September 2021



## Grammar Focus – Week 9

### 1. Fix the sentences

jane walkt past the class next door. they were much lowder than her class. she waved to her friend and went quicklie back to her class

---

---

---

I like going on picniks in the bush near our howse. my brother and i enjoy bushwalking. One time we neerly got lost

---

---

---

### 2. Unjumble the sentences

a) bloom In start to spring flowers

---

b) just around yours from corner My house is the

---

c) zoo went lions the to saw I and

---



3. Read the sentences. Write them with the correct punctuation (.,?,!)

a) Justin swam in the pool

---

b) Can you run to the shops

---

c) Please, help me now

---

## Conjunctions

*Conjunctions are words that join ideas together.*

*Some common conjunctions include: for, and, but, or, yet, so, because.*

**Circle the conjunctions in each sentence.**

Tom wanted to go to the movies, but James wanted to play video games.

Jane picked some purple flowers because it was her Mum's birthday.

I looked under my bed but I still couldn't find my school shoes.

Jacob loves to play baseball and football.

**Join the sentences by using a conjunction. Make sure it makes sense.**

I went to the shops. I bought an ice-cream.

---

She put sunscreen on. She has fair skin.

---

It was raining. We still went to the park.

---

He wanted the cookie jar. He couldn't reach it.

---

## Week 9, Friday - Challenge Cards

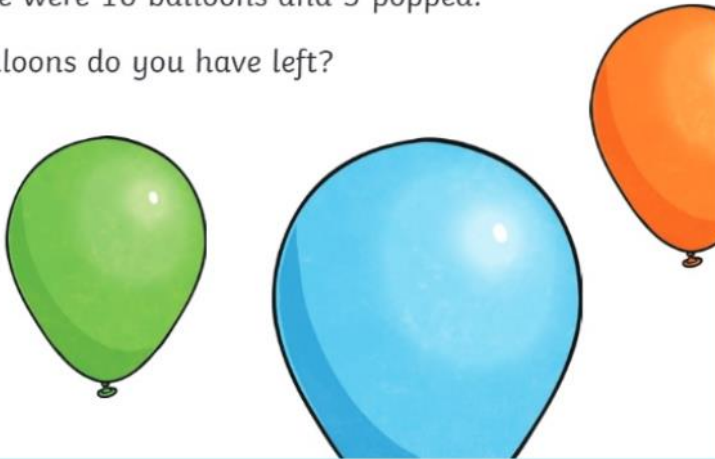
Hi Year 2 Students,

It's challenge time! It is time to get your thinking caps on. Try your best to answer these word problems. Some of them are a little tricky but always have a go :)

### Challenge 1:

You went to the shop and bought some balloons for Toby's Birthday. There were 16 balloons and 5 popped.

How many balloons do you have left?



Working Out:

### Challenge 2:

We went to the shop to buy some flowers for Mother's day. Liz picked up 2 bunches of pink flowers and Philip picked up 2 yellow bunches, 1 red bunch and 1 white bunch. Dad said to put the red ones back.

How many bunches of flowers did we buy?



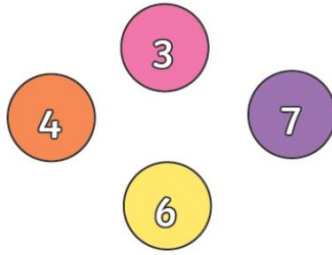
Working Out:

## Challenge 3

### Sum Counters Challenge

Use these number counters to make these totals:

- 9
- 10
- 11
- 12
- 13
- 14
- 15
- 16



What other totals can you make from these numbers?

twinkl.com.au

$$4+7=11$$

Try your best! You can do it.



## Challenge 4

### Six-Pin Bowling Challenge

Which pins do you need to knock down to score:

- 7 points?**
- 5 points?**
- 3 points?**

What scores do you get if you knock down the following pins:

- 1, 4 and 6**
- 3, 6 and 5**



twinkl.com.au

Try your best! You can do it.



# Week 9, Friday - Maths Mentals.

Answer the following questions:

1

How many faces?



2

What's the time?



3

What is  $\frac{1}{4}$  of 12?



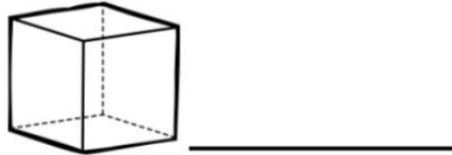
4

Which is the largest number?

(A)	678
(B)	752
(C)	821

5

Name this shape.



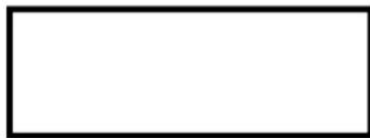
6

How many days are in...



7

Draw tally marks to represent the number 16.



8

How many tens in 579?



9


Expand 142.

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



## OPTIONAL ACTIVITIES – For Other KLA's

Weeks 8 & 9

	1	2	3	4
<b>CREATIVE ARTS - Visual Arts or Music -</b>	<p><b>My Favourite Instrument</b> Choose one option for music.</p> <p><b>Option 1</b> – Draw and label the parts your favourite instrument to show your teachers.</p> <p><b>Option 2</b> - Draw and describe (3-4 sentences) what your favourite instrument looks like. If you are unsure of what your instrument looks like do some research.</p>	<p><b>Guided drawing</b> For art you can choose from three different options on what you would like to draw. If you would like to do all three you are more than welcome to.</p> <p><b>Option 1</b> – Narwhal <a href="https://www.youtube.com/watch?v=IQVBewbrUg">https://www.youtube.com/watch?v=IQVBewbrUg</a></p> <p><b>Option 2</b> – Baby Dragon <a href="https://www.youtube.com/watch?v=mM2LQDy-e_8">https://www.youtube.com/watch?v=mM2LQDy-e_8</a></p> <p><b>Option 3 (challenge)</b> – Vaporeon pokemon <a href="https://www.youtube.com/watch?v=j3RafPJ3iWY">https://www.youtube.com/watch?v=j3RafPJ3iWY</a></p>	<p><b>Origami - Photo frame</b> Follow along with the video Miss Fulton made to make your own photo frame. If it is too fast pause it as you need to. You will need</p> <ul style="list-style-type: none"> <li>• Origami paper or an A4 piece of paper</li> <li>• Scissors</li> </ul> <p><a href="https://schoolsnsw-my.sharepoint.com/:v:/g/personal/hannah_fulton6_det_nsw_edu_au/ERGdZtNM2WBPnO3LpyLA4PwBFFrNCoZZQMRJG8rittqsg?e=fQCpYJ">https://schoolsnsw-my.sharepoint.com/:v:/g/personal/hannah_fulton6_det_nsw_edu_au/ERGdZtNM2WBPnO3LpyLA4PwBFFrNCoZZQMRJG8rittqsg?e=fQCpYJ</a></p>	<p><b>Your Favourites</b> Write down your five favourite songs (the title and the artist) to share with your teachers and friends. Then record yourself singing one of them.</p>
<b>PDHPE</b>	<p><b>Yoga/Meditation</b></p> <p>Option A: Google “cosmic yoga for kids” and do one of the videos.</p> <p>Option B: Watch the following video and do yoga with Miss L <a href="https://schoolsnsw-my.sharepoint.com/:v:/g/personal/catherine_lauterbach7_det_nsw_edu_au/ES-KKSIN0eVPpZcF1RKrywgBcnyS9rR16BZACkcgO5oohw">https://schoolsnsw-my.sharepoint.com/:v:/g/personal/catherine_lauterbach7_det_nsw_edu_au/ES-KKSIN0eVPpZcF1RKrywgBcnyS9rR16BZACkcgO5oohw</a></p> <p>Option C <b>Meditation – Health</b> Be taken on a journey and join in this meditation to give your mind a break. <a href="https://www.youtube.com/watch?v=WholeqDJM6E">https://www.youtube.com/watch?v=WholeqDJM6E</a></p>	<p><b>Fun PE from home</b> Draw your own hopscotch squares in chalk and send in a photo of yourself jumping in the squares.</p>  <p><small>shutterstock.com · 1885661214</small></p> <p>Blow up a balloon and see how long you can keep it in the air- you might want to get your other family members involved and pass it to each other (you could even make</p>	<p><b>Movement</b> Choose one of the options below.</p> <p><b>Option 1</b> - Working with a family member see how many times you can throw and catch a ball with both hands.</p> <p><b>Option 2</b> – Practice your juggling find 1-2 balls or objects similar in size. Watch the video if you would like some help. <a href="https://www.youtube.com/watch?v=p4_IUMS4yc8">https://www.youtube.com/watch?v=p4_IUMS4yc8</a></p>	<p><b>ISpy</b> Go for a walk around your neighbourhood with your family and see if you can spot:</p> <ul style="list-style-type: none"> <li>A stop sign</li> <li>A flower</li> <li>Play equipment</li> <li>A house with a grey roof</li> <li>A dog</li> <li>A street that starts with the same letter as your name</li> <li>A supermarket.</li> </ul>

	<p>Don't forget to get a photo or video of you enjoying your meditation.</p>	<p>goals and turn it into a game of balloon basketball!) Don't forget to upload a photo or video for us to see.</p>		
<p><b>SCIENCE</b> - Physical World -</p>	<p><b>Get Creative</b> Create your own volcano using what you can find around your home. You may need an adult to help you. Here is a link of how to make one, please feel free to do it your own way if you prefer. <a href="https://www.youtube.com/watch?v=rvuRtUNHBcU&amp;list=TLGGadufdWY6h5AxODA4MjAyMQ&amp;t=9s">https://www.youtube.com/watch?v=rvuRtUNHBcU&amp;list=TLGGadufdWY6h5AxODA4MjAyMQ&amp;t=9s</a></p>	<p><b>Treasure hunt</b> Go outside and find 3 natural items ready for investigation. Select 1 option to do with your items. <b>Option 1</b> – Draw a detailed picture labelling what you can see for each object. <b>Option 2</b> – Write 2 facts for each item you found.</p>	<p><b>What is Heat?</b> What the video by Bill Nye the science guy on heat. Then draw three sources of heat you learnt about from the video. <a href="https://www.youtube.com/watch?v=f1eAOyqDP5s">https://www.youtube.com/watch?v=f1eAOyqDP5s</a></p>	<p><b>Making Slime</b> Who likes to get their hands dirty? Watch the video to make your own slime. You may need an adult to help you. <a href="https://www.youtube.com/watch?v=jWqNK-BGRz8&amp;t=107s">https://www.youtube.com/watch?v=jWqNK-BGRz8&amp;t=107s</a> You will need:</p> <ul style="list-style-type: none"> <li>• PVA glue</li> <li>• Baking soda</li> <li>• Food colouring</li> <li>• Saline solution</li> <li>• Baby oil (optional)</li> </ul>
<p><b>LUCKY DIP</b></p>	<p><b>Painting leaves</b> Go for a hunt around the backyard to find some leaves. Bring your leaves to where you are working and grab some paper, paint and glue. First paint your leaves and let them dry. Once dried glue them onto the paper.</p>	<p><b>Thank you</b> Your family members have been helping you heaps over the past term. Be creative in how you can say thank you to them. Ideas could include:</p> <ul style="list-style-type: none"> <li>• A card</li> <li>• Cleaning the house</li> <li>• Helping to make dinner</li> </ul> <p>Please remember if you would like to do something else to say thank you, we would love to see it.</p>	<p><b>Make Juggling balls</b> Use the video below to make your own juggling balls. <a href="https://www.youtube.com/watch?v=L0QE4Rdt9g">https://www.youtube.com/watch?v=L0QE4Rdt9g</a></p>	<p><b>Environment superstar</b> Think about ways that you can help the environment while we're at home- will you make sure you recycle any cardboard that you don't need? Pick up rubbish? Have a shorter shower to use less water? Compost food scraps from dinner? Reuse shopping bags?</p>
<p>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.</p>				

# Learning From Home

## Take-home Pack

NORTH KELLYVILLE PUBLIC SCHOOL



YEAR 2

Term 3 | Week 10

2021








## Stage 1: Week 10 Learning from Home



Whole Class/Stage Zooms – All links will be made as an announcement on Seesaw

Monday 13 September	Tuesday 14 September	Wednesday 15 September	Thursday 16 September	Friday 17 September
<input type="checkbox"/> Seesaw: Wellbeing Check-In <input type="checkbox"/> Week 10 Teacher Message <input type="checkbox"/> Log in to Reading Eggs and press 'Fast Phonics'. Complete for 15 minutes 	<input type="checkbox"/> Seesaw: Wellbeing Check-In <input type="checkbox"/> Log in to Reading Eggs and press 'Fast Phonics'. Complete for 15 minutes. 	<input type="checkbox"/> Seesaw: Wellbeing Check-In <input type="checkbox"/> Whole Class Zoom <b>ZOOM meetings</b> 10:30am – 2H and 2M 11am – 2A and 2D 11am – 2B, 2T and 2S	<input type="checkbox"/> Seesaw: Wellbeing Check-In <input type="checkbox"/> Stage 1 Assembly <b>ZOOM Assembly</b> at 12:30pm	<input type="checkbox"/> Seesaw: Wellbeing Check-In <input type="checkbox"/> Log in to Reading Eggs and press 'Fast Phonics'. Complete for 15 minutes. 

Each child will need to check their allocated Zoom time for their small group session. Please view the Week 10 Timetable that is released on Seesaw from your child's teacher.

# BUILD A ZOO

**Task:** This week your task is to design a zoo!

**Final product:**

You can be as creative as you like when designing your zoo, some suggestions you could consider:

- Cardboard box/shoe box and create a 3D design of the zoo  
<https://www.youtube.com/watch?v=1ujhBKpZQ00>
- Cardboard paper and draw the zoo
- Use Minecraft to design the zoo
- Design slides on seesaw
- Advertisement/video
- Your own choice

**Learning Intention:** To design your own zoo.

**Success Criteria** – the way you will present your success criteria will depend on what you choose to do as your final product. I can:

- Choose what animals to have
- Choose what type of enclosure each animal will live in
- Create a name for my zoo
- Create a map/layout for my zoo
- Include information about my zoo





There is a grid for English, Maths and Other KLA ideas for you to add to your zoo. You can complete as many of these tasks as you would like. All scaffolds will be posted on Seesaw, which are optional. You might like to use them to help you get started.


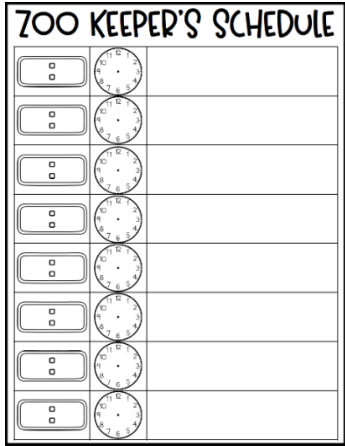



























Still looking for more? Visit the Learning From Home Hub

<https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home>




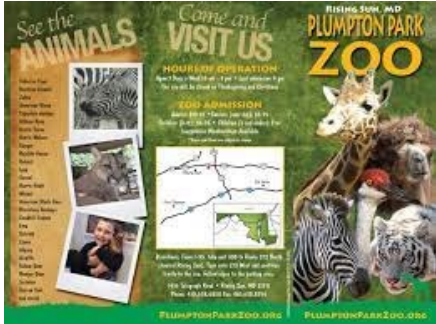



### MATHEMATICS CHOICE GRID IDEAS

Title	Map Of The Zoo	Animal Enclosures	Ticketing
<p>Description</p>	<p>Create a map for your zoo! You will need to mark different features including paths, animal enclosures, entry, bathrooms, cafés and any other important features.</p> <p>Here is an example of Alma park zoo.</p>  <p>Virtual Tour of Australia Zoo <a href="https://www.youtube.com/watch?v=5YBRu5JFHmw">https://www.youtube.com/watch?v=5YBRu5JFHmw</a></p>	<p>Create animal enclosures using 2D pictures or 3D objects. Think about size and position – if you have elephants these will need to be made bigger than monkeys!</p>  <p>You might need to consider that some animals should not be in the same vicinity. Some animals will need particular items in their habitat such as water or trees. Some animals may need cages or aquariums while others will need large open spaces. <u>Hint:</u> Use the other KLA grid to help you with ideas in creating your animals.</p>	<p>How much are you going to charge for your zoo?</p> <ul style="list-style-type: none"> <li>• How much will it cost for a child?</li> <li>• How much will it cost for an adult?</li> <li>• How much will it cost for a family?</li> <li>• Will you have a discount for group bookings?</li> </ul>

Title	Zoo Keeper's Schedule	Animal Budget	Create A Graph																											
<p>Description</p> 	<p>You are to create a schedule for yourself as the zoo keeper. You must include time for all animals to be fed, animal shows and other duties. Each animal only needs to be fed once a day.</p> 	<p>You are given a budget to purchase animals for your zoo. Using the animals, we have given you, you will select which animals you would like buy and how many you would like to purchase. However, you can only spend \$100.</p> <table border="1" data-bbox="1048 922 1384 1316"> <tbody> <tr> <td> Gorilla \$15</td> <td> Giraffe \$13</td> <td> Kangaroo \$8</td> </tr> <tr> <td> Tiger \$12</td> <td> Polar Bear \$13</td> <td> Lion \$14</td> </tr> <tr> <td> Zebra \$10</td> <td> Penguin \$6</td> <td> Peacock \$5</td> </tr> </tbody> </table> <p><u>Challenge:</u> Choose and create your own animal. How much would this animal cost? Now you are to create a budget including this new animal/s.</p>	 Gorilla \$15	 Giraffe \$13	 Kangaroo \$8	 Tiger \$12	 Polar Bear \$13	 Lion \$14	 Zebra \$10	 Penguin \$6	 Peacock \$5	<p>The zoo had a great opening day! Here is your data on the number of average visitors each animal's exhibit had. Use this data to help you make a bar graph.</p> <table border="1" data-bbox="1691 954 2004 1260"> <tbody> <tr><td>Gorilla</td><td>9</td></tr> <tr><td>Giraffe</td><td>8</td></tr> <tr><td>Kangaroo</td><td>12</td></tr> <tr><td>Tiger</td><td>7</td></tr> <tr><td>Polar Bear</td><td>3</td></tr> <tr><td>Lion</td><td>7</td></tr> <tr><td>Zebra</td><td>2</td></tr> <tr><td>Penguin</td><td>10</td></tr> <tr><td>Peacock</td><td>5</td></tr> </tbody> </table> <p>Please see Seesaw for a scaffold if needed.</p>	Gorilla	9	Giraffe	8	Kangaroo	12	Tiger	7	Polar Bear	3	Lion	7	Zebra	2	Penguin	10	Peacock	5
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### ENGLISH CHOICE GRID IDEAS

Title	Animal Information Board	Zoo Keeper Talk	Come To My Zoo!
<p>Description</p>	<p>Write a description about each animal for the entry of each animal enclosure. You might like to include:</p> <ul style="list-style-type: none"> <li>• Name</li> <li>• Weight</li> <li>• Diet</li> <li>• Habitat</li> <li>• Interesting Facts</li> </ul>  <p>An example is linked below: <a href="https://www.natgeokids.com/au/discover/animals/general-animals/elephant-facts/">https://www.natgeokids.com/au/discover/animals/general-animals/elephant-facts/</a></p>	<p>Be a zoo keeper and record or write what you would say if people came to watch a show. For example, a seal show or feeding the crocodiles.</p> <p>Please see links below for an example: <a href="https://www.youtube.com/watch?v=yyaSEcXAI7A">https://www.youtube.com/watch?v=yyaSEcXAI7A</a> <a href="https://www.youtube.com/watch?v=ingaaevIVu4">https://www.youtube.com/watch?v=ingaaevIVu4</a></p>	<p>Design a brochure or advertisement for your zoo that persuades people to come and visit. See an example below:</p> 
Title	Your Favourite Animal	News Presenter	Word Search
<p>Description</p>	<p>Write down which is your favourite animal and why. Remember to use high modality words to persuade your reader and give strong reasons for why they should visit your animal.</p> 	<p>A reporter from television NKPS comes to your zoo. What five facts are you going to tell the news reporter about your new zoo? Remember we want to encourage everyone to come!</p> 	<p>Create a word search using your animal names and zoo name to be sold in your souvenir shop.</p> 





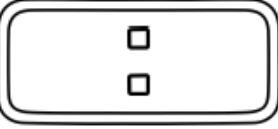



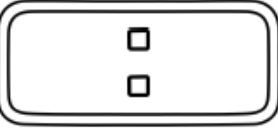

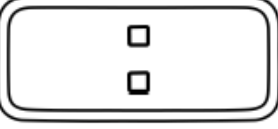
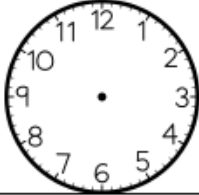
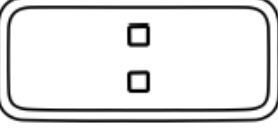
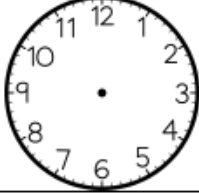
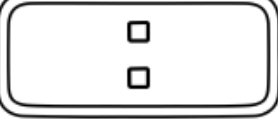
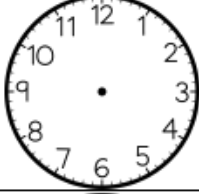

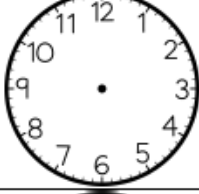

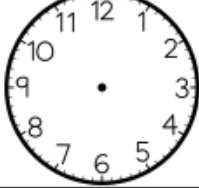
**OTHER KLA's CHOICE GRID IDEAS**

Title	Make Your Animals	Zoo Sign	Create A Jingle!
<p>Description</p>	<p>It's time to make your animals. You might like to use cardboard, playdough, toy animals or lego! Here are some ideas:</p> <p>Drawing Animals (Art Hub) <a href="https://www.artforkidshub.com/how-to-draw/animals/">https://www.artforkidshub.com/how-to-draw/animals/</a></p> <p>Toilet Roll Animals <a href="https://www.youtube.com/watch?v=6NRBJR7-aGQ">https://www.youtube.com/watch?v=6NRBJR7-aGQ</a></p> <p>Paper Plate Animals:</p> 	<p>Design your very own zoo name and create a poster to display for your open day at your zoo.</p> 	<p>Compose a jingle (song) that could play on the radio to advertise your zoo!</p> <p><b>Here is an example:</b> Birdseye Fish Fingers has a fantastic jingle! <a href="https://youtu.be/IWRrzgT2iyw">https://youtu.be/IWRrzgT2iyw</a></p> 
Title	Sing A Song!	Souvenir Shop	Weighing Animal Food
<p>Description</p> 	<p>Practice singing were going to the zoo to perform on your opening night. You can add or change words to make it your own!</p> <p><b>We're Going to the Zoo!</b> <a href="https://www.youtube.com/watch?v=2FSqxFQISGk">https://www.youtube.com/watch?v=2FSqxFQISGk</a></p>	<p>Design a T-Shirt that people could buy at your souvenir shop. You might like to design any other merchandise that your customers could buy.</p> 	<p>Create your own equal arm balance and pretend you are at the zoo and begin to weigh your food for the animals! You may use things like rice, popcorn, beans and investigate which produce weighs the most.</p> <p><a href="#">Watch this video</a> to see how to make it.</p> 



Zoo Keeper's Schedule

# ZOO KEEPER'S SCHEDULE



Create A Graph

# HOW'S BUSINESS?

Create a bar graph using the data about how many visitors your animal exhibits had.



Title: \_\_\_\_\_

Average Number of Visitors


Animal Exhibit



Create A Graph

# HOW'S BUSINESS?

Use your bar graph to help you answer some questions about how business is going at the zoo. This data will help you make decisions about the zoo.

- a. What is the most popular exhibit? \_\_\_\_\_
- b. What is the second most popular exhibit? \_\_\_\_\_
- c. What were the two least popular exhibits? \_\_\_\_\_

\_\_\_\_\_

d. Tell three more things you learned from looking at the bar graph.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Now that you've looked at the data, tell one or two things you can do as a zookeeper – either to help your less popular exhibits become better, or how to make your popular exhibits even *more* popular.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

