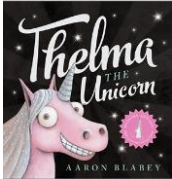


Framework for Learning from Home – Year 2 T2W4

You will need help from a parent/carer. Show each completed activity to your parents so they can check it and/or help you post it on Seesaw.

Remember to have regular breaks throughout the day for crunch and sip, recess and lunch, stretching and moving throughout the house in between activities.

	Monday	Tuesday	Wednesday	Thursday	Friday
Task	Sharpen your pencils.	Help do the laundry.	Go out for a walk with an adult.	Wipe down the dining table.	Clean the doorknobs to your bedroom.
Morning English	<p><u>Speaking and Listening</u></p> <p>You will upload <u>one</u> news presentation for the week, you can do this any day this week.</p> <p>If you could own any animal in the world, what would it be? What would you do with it? How would you take care of it? Where would you keep it?</p>	<p><u>Spelling</u>: Read your spelling words from Unit 13 www.soundwaveskids.com.au.</p> <p><u>Complete Unit 13 work in your Soundwaves textbook.</u></p> <p><u>Reading</u>: Log in to the in2era library: www.in2era.com.au</p> <p>Username: reading2020</p> <p>Password:</p>	<p><u>Spelling</u></p> <p>Read your spelling words from Unit 13 www.soundwaveskids.com.au.</p> <p><u>Write your words into your book and circle the vowels (a, e, i, o, u letters)</u></p> <p>Explore some sounds and play the games for this unit on www.soundwaveskids.com.au</p>	<p><u>Spelling</u></p> <p>Read your spelling words from Unit 13 www.soundwaveskids.com.au.</p> <p><u>Write 8 of your words into a sentence in your book.</u></p> <p>Explore some sounds and play the games for this unit on www.soundwaveskids.com.au</p> <p><u>Reading</u></p> <p>Log in to the in2era</p>	<p><u>Spelling</u></p> <p>Read your spelling words from Unit 13 www.soundwaveskids.com.au.</p> <p><u>Type your words into a document.</u></p> <p>Explore some sounds and play the games for this unit on www.soundwaveskids.com.au</p> <p><u>Reading</u></p>

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Please limit your speaking to <u>1 minute</u>.</p> <p><u>Spelling</u></p> <p>Read your spelling words from Unit 13 www.soundwaveskids.com.au</p> <p><u>Write your words into your book.</u></p> <p>Explore some sounds and play the games for this unit on www.soundwaveskids.com.au</p> <p><u>Reading</u></p> <p>Listen to the story: Thelma the Unicorn.</p>  <p>Record or write your favourite part of the story and why.</p> <p><u>Writing</u></p> <p><u>Introduction/Orientation to your story, and</u></p>	<p>reading2020</p> <p>Remember to use an up-to-date browser such as Chrome, FireFox, Edge or Safari.</p> <p>Click on 'Readalong', then choose the book at your reading level</p> <p style="text-align: center;">or</p> <p>Choose a <i>non-fiction</i> book to read aloud with a parent/carer.</p> <p>What are three facts you have learnt from reading this book?</p> <p><u>Writing</u></p> <p><u>Watch the short video about planning a narrative on Seesaw</u></p> <p>Using the <u>narrative plan</u>, fill in the characters and orientation sections based on the sizzling starter you wrote about the cave picture on Monday.</p>	<p><u>Reading</u></p> <p>Exclamation marks</p> <p>Exclamation marks can be used at the end of a sentence to show strong feelings or emotions.</p> <p>Examples</p> <p>Wow!</p> <p>Thelma looked amazing!</p> <p>What a fabulous sight!</p> <p>Watch out!</p> <p>There's a huge puddle!</p> <p>Write 5 of your own sentences with an exclamation mark at the end.</p> <p><u>Writing</u></p> <p><u>Write the narrative story</u></p> <p>Using your narrative plan from Tuesday's lesson, write out your whole narrative story about the cave completely into your book. Remember to include your <u>sizzling starter</u> from Monday,</p>	<p>library: www.in2era.com.au</p> <p>Username: reading2020</p> <p>Password: reading2020</p> <p>Remember to use an up-to-date browser such as Chrome, FireFox, Edge or Safari.</p> <p>Click on 'Readalong', then choose the book at your reading level</p> <p style="text-align: center;">or</p> <p>Choose a <i>non-fiction</i> book to read aloud with a parent/carer. Read it aloud together.</p> <p>Was the title a good one for this book? Why or why not?</p> <p><u>Writing</u></p> <p><u>Watch the short video about writing a letter.</u></p> <p>Write a letter to Thelma the Unicorn.</p> <p>You might like to include</p>	<p>Sequencing activity</p> <p>Put the following sentences in the correct order. Write the sentences in your workbook.</p> <p>She was happy to be back with Otis.</p> <p>Thelma felt lonely. She washed off her paint and horn.</p> <p>Thelma dreamed about being a unicorn.</p> <p>Thelma was famous!</p> <p>Her fans chased her everywhere. Some fans were mean to her.</p> <p>She put on a carrot horn and was covered in glitter.</p> <p><u>Writing</u></p> <p>Use the following picture and words to create your own narrative story. Remember to include a sizzling starter, characters, setting, problem, action, and resolution just like you have been practising.</p>

Monday

characters

Watch the short video about characters on Seesaw.

Make a list of characters that you could use in any imaginary narrative story writing. Look at the picture for some examples and think of your own too. Write your list of characters into your book.



Use the picture of a **cave** setting to write a **sizzling start introduction**. Set the scene by introducing your setting and time of the story, and the characters-use at least one character from your character list. Talk about your who, when and where in this part of your narrative.

Tuesday

Narrative Plan

Characters: Orientation: (setting) Where? When?
Complication: What was the problem? Action: How did they try to solve the problem?
Resolution/Solution: What happened in the end?

Complication/problem

Plan the middle section of your story where the problem/complication starts to happen. Continue to fill in the narrative plan.

Focus on the **tightening tension** for your problem/complication. You might remember talking about this last term. It is the part of the story where something goes wrong and a **problem** is introduced. Sometimes this problem becomes bigger or a

Wednesday

and all sections of the **narrative plan** from Tuesday to guide your writing. See if you can add more detail to your story, don't just copy the narrative plan.

Thursday

some of the following ideas:

What would you like to ask Thelma?

What would you like to say about Otis and her fans?

What do you think should happen in the future?

Remember to begin your letter with a greeting eg "Dear Thelma" and end it with a closing eg "From your friend, your name".

Structure

Greeting: Starts off your letter and includes the name of the recipient.

Body: The content of your letter.

Closing & Signature: Sign off with your name.





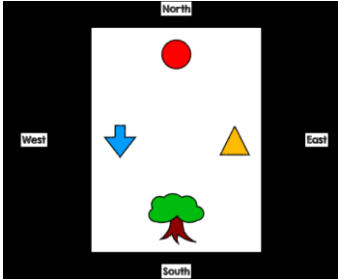
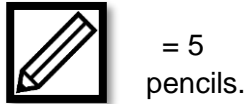
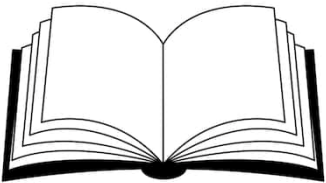
Friday

Castle

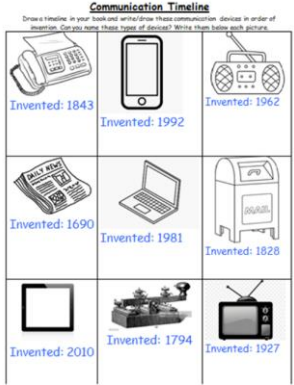


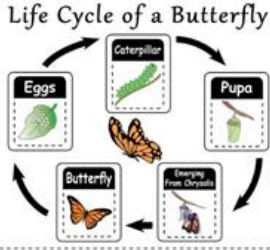
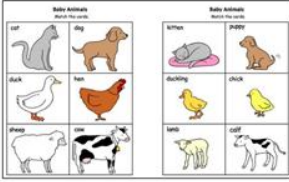
- king dragon
queen huge
prince beautiful
princess royalty

	Monday	Tuesday	Wednesday	Thursday	Friday
	<p>Write your introduction/sizzling starter into your book. You don't need to write the whole story today, just the introduction/orientation.</p> 	<p>second even bigger problem is introduced.</p> <p>Look at the examples in the picture if you need some ideas for the tightening tension/problem or use your own idea:</p>  <p>Action: Plan the actions that the character/s take to try to solve the problem in the story. Add to your narrative plan.</p> <p>Resolution/solution: Plan how the story is going to end. How will the character/s solve the problem they have been facing in your story? Add to your narrative plan.</p>			
Break	Break	Break	Break	Break	Break
Middle Maths	<p><u>2D Shapes</u></p> <p>To begin, watch the video on Rotation on</p>	<p><u>Division</u></p> <p>Practice skip counting by</p>	<p><u>Division</u></p> <p>Practice skip counting by</p>	<p><u>2D Shapes</u></p> <p>You will need the</p>	<p><u>Division</u></p> <p>Practice skip counting by</p>

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Seesaw.</p> <p>Now, on a piece of paper, draw a shape at the top, another shape on the right, another shape on the left and another shape at the bottom.</p>  <p>Place a card that says 'North' at the top, 'East' to the right, 'West' to the left and 'South' at the bottom.</p> <p>If you rotate the paper a quarter turn in a clockwise direction (to the right), the red circle at the top will move from North to East.</p> <p>Which picture will now be North?</p> <p>If you now rotate the paper a half turn in an anticlockwise direction (to the left), the red circle</p>	<p>5 up to 100. Go forwards and backwards.</p> <p>How many 5's can you fit into 35?</p> <p>How many 5's can you fit into 60?</p> <p>Using some small objects you have around your home (beans, lego, pens, spoons – make sure they're similar length) find out how many it takes to measure the length of a table, desk or room. E.g. the desk is 25 lego bricks long.</p> <p>With the number of smaller objects you used to measure the table or room, make as many triangles as you can.</p> <p>How many triangles could you make? Did you have any left over?</p> <p>Write a sentence</p>	<p>10 up to 200. Try to go forwards and backwards.</p> <p>How many 10's can you fit into 40?</p> <p>How many 10's can you fit into 120?</p> <p>In our class,</p> <p>Amelia has 30 pencils.</p> <p>George has 25 pencils.</p> <p>Oscar has 15 pencils.</p> <p>William has 40 pencils.</p> <p>Lillie has 45 pencils.</p> <p>Complete the picture graph (attached) to show this information. You could even try drawing your own picture graph!</p> <p>Use the key</p> 	<p>symmetry shapes worksheet.</p> <p>If a shape is <i>symmetrical</i>, you can fold it in half and both sides will be the same shape. The line down the middle is called a <i>line of symmetry</i>.</p> <p>An example of a <i>symmetrical</i> shape is this picture of a book:</p>  <p>If you fold it along the centre line (the <i>line of symmetry</i>), one side will cover the other perfectly because they are the same shape.</p> <p>The picture of the book only has one <i>line of symmetry</i> but some other shapes have more.</p> <p>Cut out the 2D shapes from the worksheet and see if you can find lines of</p>	<p>6 up to 72. Try to go forwards and backwards.</p> <p>How many 6's can you fit into 24?</p> <p>How many 6's can you fit into 66?</p> <p>Mr. Steed has noticed that our lines in assembly are <u>not</u> equal. How can we fix this?</p> <p>Our class has 24 students in it. If there are 2 students in a line, how many lines do we need to fit all students evenly?</p> <p>What if there are 3 students in a line?</p> <p>4 students in a line?</p> <p>5 students in a line?</p> <p>Or 10 students in a line?</p> <p>Copy and complete the table to show how was</p>

Monday	Tuesday	Wednesday	Thursday	Friday
<p>will move from East to West.</p> <p>Which direction will the yellow triangle now be?</p> <p>Practise predicting which shape will move to which direction when you rotate the paper a quarter or half turn. Draw your prediction in your books then rotate the paper to check.</p> <p>Make sure that your drawings are accurate.</p> <p>Go to the games section and play a game on www.imathskids.com.au</p>	<p>explaining your results. E.g. The desk was 25 legos long. I made 8 triangles and there was 1 lego brick left over.</p> <p>Now try and make as many squares as you can with the same objects.</p> <p>How many squares did you make? Did you have any left over?</p> <p>Write a sentence explaining this. E.g. The desk was 25 lego bricks long. I made 6 squares and there was 1 lego brick left over.</p> <p>Go to the games section and play a game on www.imathskids.com.au</p> <p>Handwriting: Complete the next double page from your handwriting book. You may do this over the week.</p>	<p>Using your picture graph, copy and complete the sentences about your results.</p> <p>Amelia has 30 pencils, that is ___ groups of 5 pencils.</p> <p>George has ___ pencils, that is ___ groups of 5 pencils.</p> <p>Oscar has ___ pencils, that is ___ groups of 5 pencils.</p> <p>William has ___ pencils, that is ___ groups of 5 pencils.</p> <p>Lillie has ___ pencils, that is ___ groups of 5 pencils.</p> <p>Go to the games section and play a game on www.imathskids.com.au</p>	<p>symmetry, folding them to check. Remember, some may have more than one.</p> <p>Draw the lines of symmetry onto the shapes and stick them into your book.</p> <p>Go to the games section and play a game on www.imathskids.com.au</p>	<p>can fix this. (Attached)</p> <p>Go to the games section and play a game on www.imathskids.com.au</p>

	Monday	Tuesday	Wednesday	Thursday	Friday
Break	Break	Break	Break	Break	Break
Afternoon	<p>Science</p> <p>Life Cycle Of A Butterfly.</p> <p>All living things go through a “life cycle”.</p> <p>Here is a flowchart on the life cycle of a butterfly. Each stage is labelled with some important words.</p> <p>Here is a short Youtube video that can also help explain the life cycle.</p> <p>https://www.youtube.com/watch?v=pysC9wBJZ9s</p> <p>Use these pictures and the words provided and the information from the videos to write an explanation on the life cycle of the butterfly.</p> <p>You can draw pictures in your book to help you better understand this process.</p> <p>Remember to write your sentences in your own words.</p>	<p>History</p> <p>Think about all the different ways we can communicate with other people. Click on the pencil tool to write down the name of each picture shown.</p> <p>Using the pictures, create a timeline in your books and draw the pictures in order of when they were invented.</p> 	<p>Community Language:</p> <p>Complete your community language activities from your teacher.</p>	<p>Science</p> <p>How Are The Needs Of Young/Baby Animals Met?</p> <p>Young animals live in a family and have their needs met by their parents. The adult animal helps to meet the needs of their young. For example, young puppies rely on their adult dog mothers for milk, to meet their needs and keep them fed.</p> <p>Match the baby animal to the adult animals on the sheet provided, eg. kitten - cat</p> <p>Choose a young animal that lives as part of a family unit, eg. Kitten, koala, kangaroo, elephant,</p> <p>In your workbooks, write a paragraph about how they live and how they have their needs met by their parents.</p>	<p>PDHPE</p> <p>Warm up:</p> <p>10 star jumps</p> <p>10 squats</p> <p>10 sit-ups.</p> <p>Activity: play a ball game with someone in your family. E.g handball, throw a ball at a target, throw and catch.</p> <p>Make an obstacle course track in a space inside your home. Make sections to jump, skip, leap and bounce.</p>

Monday	Tuesday	Wednesday	Thursday	Friday
				

Term 2 Week 4 Spelling Words – Unit 13

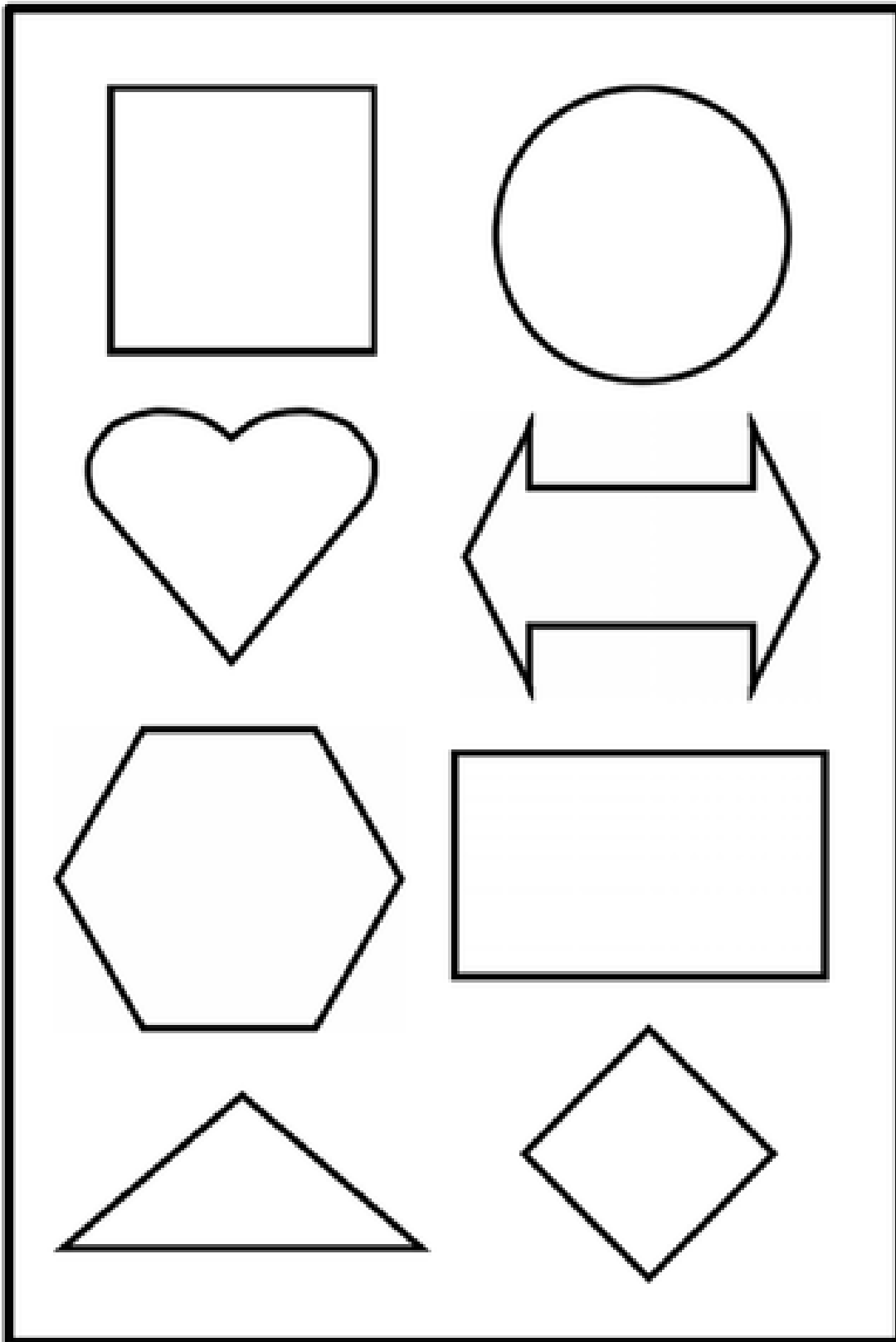
List Words:

pay	gave	place
day	rain	mail
way	main	paint
away	train	baby
stay	later	awake
ate	eighty	holiday
take	came	

Sight Words:

eighteen
 coming
 door
 fast
 December

Symmetry Shapes



Communication Timeline

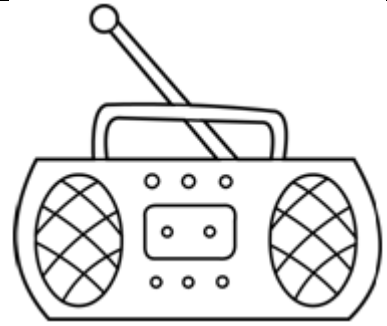
Draw a timeline in your book and write/draw these communication devices in order of invention. Can you name these types of devices? Write them below each picture.



Invented:
1843



Invented:
1992



Invented: 1962



Invented:
1690



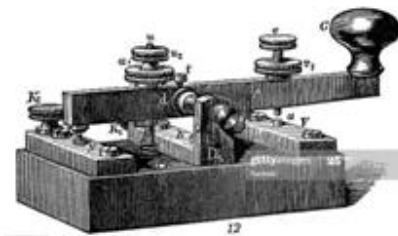
Invented:
1981



Invented: 1828



Invented:
2010



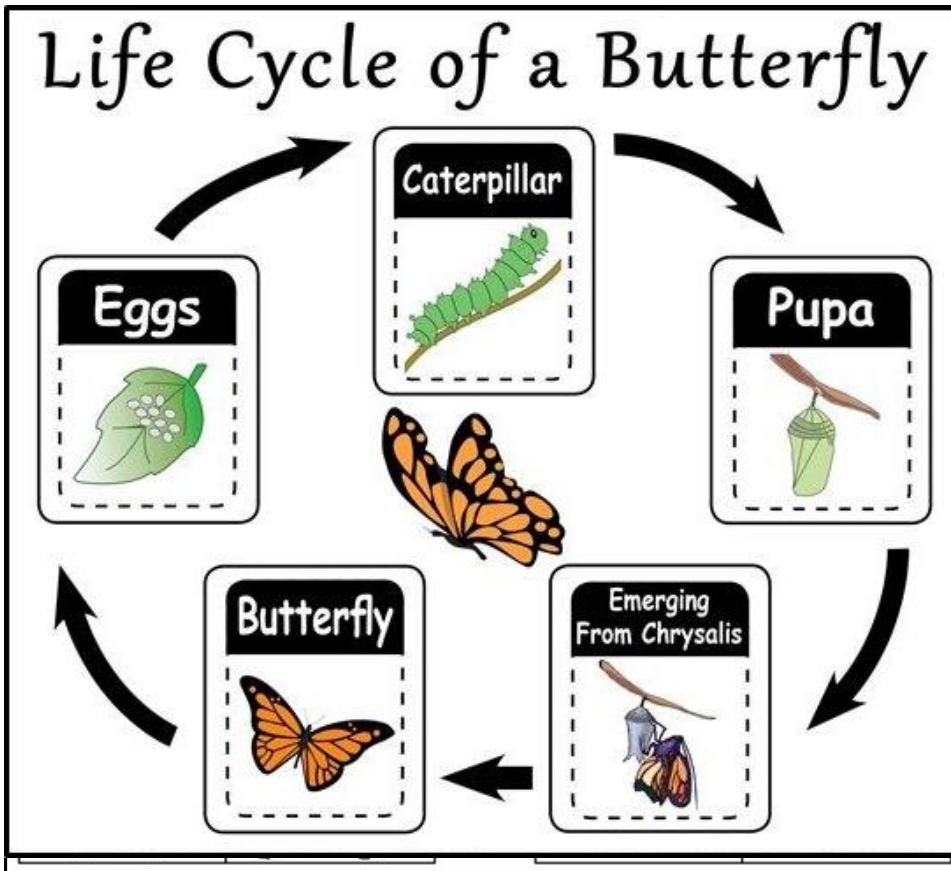
Invented:
1794



Invented: 1927

Science

Monday





Some activities and ideas for home for parents of primary and early learners

- Make or do a jigsaw puzzle
- Try some origami
- Create an obstacle course
- Bake or cook something
- Learn a magic trick
- Paint or draw a picture
- Make a joke book
- Take photos of 10 living things
- Build a blanket fort
- Plan and hold a picnic
- Make your own kite
- Try a new board game
- Play indoor mini-golf
- Play Limbo
- Write a letter to your future self
- Potato sack race with pillow cases
- Hold a tea-party
- Make a time capsule
- Hold a Karaoke concert
- Play hide and seek
- Open a pretend store
- Blindfolded taste test
- Look at photo albums
- Have a paper plane contest
- Play Pictionary
- Play dress up
- Play Restaurant
- Try Yoga
- Make a shoebox diorama
- Learn a new card game
- Put on a play
- Make or play an instrument
- Create a treasure hunt
- Write or recite poem
- Have a talent show
- Make handmade presents
- Choreograph a dance
- Read a new book from the library
- Play water bottle bowling
- Play life-size Noughts and Crosses
- Build the tallest tower

