



Framework for Learning from Home – Year 2 T2W3

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.

| Task | Help set the table for dinner. | Check the weather for today. | Practise tying up your shoelaces. | Sweep the crumbs off the floor in your kitchen. | Clean up your room/toys. |
|----------------|---|--|--|--|---|
| Morning | <p>English <u>Speaking and listening</u></p> <p>Explain the life cycle of a frog, butterfly or flower. You may wish to include a picture to help you explain the lifecycle.</p> <p>Describe it and explain how you made it by uploading a video or a voice recording to Seesaw.</p> <p>Please limit your speaking to <u>1 minute</u>.</p> <p>You will upload <u>one</u> news presentation for the week.</p> | <p>English <u>Spelling</u></p> <p>Read your spelling words from Unit 12.</p> <p><u>Write your words into your book.</u></p> <p>Complete Unit 12 in your Soundwaves textbook.</p> <p><u>Reading</u></p> <p>Log in to the in2era library: www.in2era.com.au</p> <p>Username: reading2020</p> | <p>English <u>Spelling</u></p> <p>Read your spelling words from Unit 12 www.soundwaveskids.com.au.</p> <p><u>Write your words into your book.</u></p> <p>Write your words using <i>fancy</i> writing.</p> <p>Explore some sounds and play the games for this unit on www.soundwaves.kids.c</p> | <p>English <u>Spelling</u></p> <p>Read your spelling words from Unit 12 www.soundwaveskids.com.au.</p> <p><u>Write your words into your book.</u></p> <p>Type 10 of your spelling words onto a document. See if you can challenge yourself and type them in different fonts and colours.</p> <p>Explore some sounds</p> | <p>English <u>Spelling</u></p> <p>Read your spelling words from Unit 12 www.soundwaveskids.com.au.</p> <p><u>Write your words into your book.</u></p> <p>Make a comic strip using some of your spelling words. Draw the characters to make an interesting story.</p> <p>Explore some sounds and play the games for</p> |

| | | | | |
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| <p><u>Spelling</u> approx. 30 mins Read your spelling words from Unit 12 www.soundwaveskids.com.au <u>Write your words into your book.</u> Choose 10 interesting words from your spelling list to create sail boats.</p>  <p>Explore some sounds and play the games for this unit on www.soundwaveskids.com.au</p> <p><u>Reading</u> Listen to story – Rose Meets Mr Wintergarten</p> | <p>Password: reading2020 Please note: For this website to function correctly, you must use an up-to-date browser such as Chrome, FireFox, Edge or Safari. Click on ‘Readalong’, then choose your level and the book your teacher has asked you to read.</p> <p>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 it?</p> <p><u>Writing</u> <u>Story map</u> Watch the short <u>video</u> on Seesaw about using a Story Map. Use the story map template to map out the beginning, middle and end of the story “When</p> | <p>om.au</p> <p><u>Reading</u> Listen to story: Rose Meets Mr Wintergarten Look at the first and last pictures in the book. Write a list of the differences you can see between the two pictures. Write a paragraph explaining how Mr Wintergarten changed. Before writing think about: What was Mr Wintergarten like at the beginning of the story? What made him change? What was he like at the end of the story?</p>  <p><u>Writing</u></p> | <p>and play the games for this unit on www.soundwaveskids.com.au</p> <p><u>Reading</u> Log in to the in2era library: www.in2era.com.au Username: reading2020 Password: reading2020 Remember to use an up-to-date browser such as Chrome, FireFox, Edge or Safari. Click on ‘Readalong’, then choose your level and the book your teacher has asked you to read.</p> <p>or</p> <p>Choose a <i>non-fiction</i> book to read aloud with a parent/carer. Read it aloud together. Was the title a good one for this book? Why or</p> | <p>this unit on www.soundwaveskids.com.au</p> <p><u>Reading</u> <u>Pronouns</u> Pronouns take the place of nouns so you don’t have to repeat nouns too much. Examples: his her him they it their <u>Rose</u> (noun) moved into a new house. <u>Her</u> (pronoun) backyard had lots of flowers. The word <u>her</u> in the sentence is talking about Rose Write the sentences in your book and circle the pronouns. “He is mean” said Emily. “We will take him some hot cakes instead” said mum. His dinner was cold, grey and uninviting. In your book write three</p> |
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(on Seesaw)

Make a list of words to describe Rose and Mr Wintergarten.

| | |
|------|-----------------|
| Rose | Mr Wintergarten |
| | |

Some ideas:

short mean tall
young lonely friendly
old happy colourful
grumpy

Writing

Sizzling starter

Use the picture to write a sizzling starter (an exciting and interesting start) for a story. Remember to introduce the character and setting. Use nouns and adjectives to describe sounds, smells, things that can be touched, seen or tasted to make your writing more interesting. Draw a picture.

Rose Meets Mr Wintergarten”.

Write a sentence or a paragraph for each part.

Introduction/orientation (beginning)



Problem or complication (middle)



Resolution (end, how the problem is solved)



Character Description

Write some words to describe the main character “Mr Wintergarten” using nouns and adjectives. Use the words to write descriptive sentences.



why not?

Writing
Setting Description

Make a list of nouns and adjectives to describe the setting of Mr Wintergarten and Rose’s homes in the picture below.

Use these words to write some descriptive sentences about the setting.




Write your own list of settings that you could use in imaginary stories eg forest, beach, etc. Write these neatly into your book.

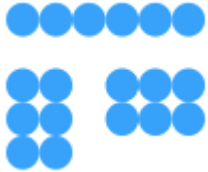

sentences using a pronoun in each sentence. Circle the pronouns.


Writing





















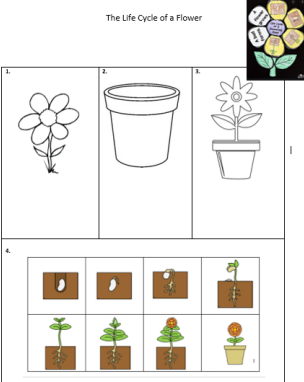









Exciting ending

Write a different ending to the story “When Rose meets Mr Wintergarten”. Start from the part in the story where Rose is at Mr Wintergardens house and the story says: “But when Rose had gone, Mr Wintergarten slowly pushed back his chair, and did something he hadn’t done in years....” and change the ending of the story to your own new and exciting ending. How can you make your ending an exciting ending?

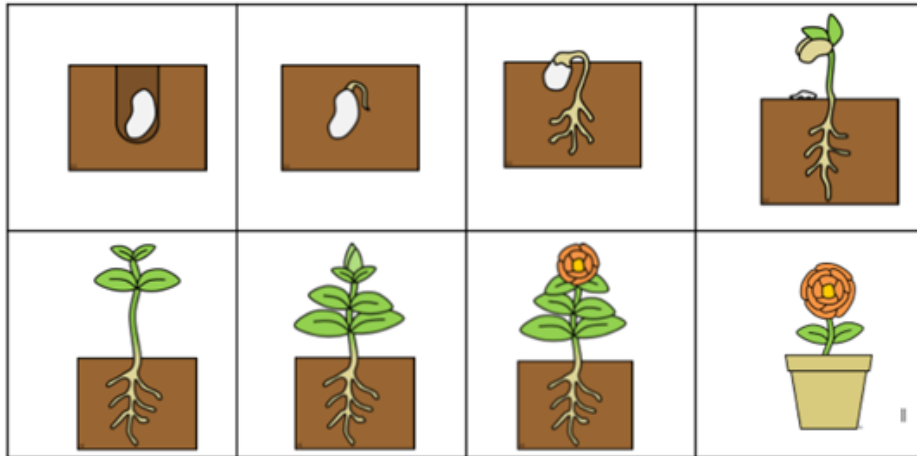
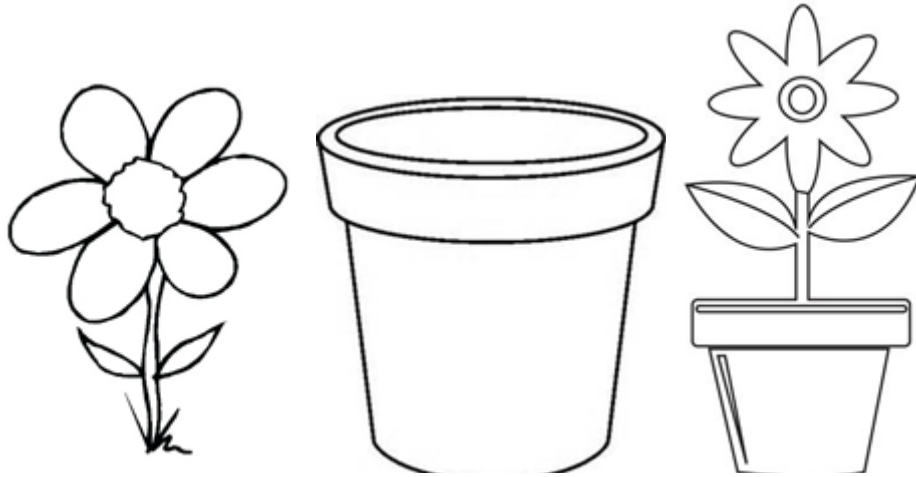
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| |  | <table border="1"> <tr> <td data-bbox="683 153 792 240">Setting</td> <td data-bbox="792 153 904 240">Story Map</td> <td data-bbox="904 153 1014 240">Characters</td> </tr> <tr> <td data-bbox="683 240 792 368">Beginning</td> <td data-bbox="792 240 904 368">Middle</td> <td data-bbox="904 240 1014 368">End</td> </tr> </table> | Setting | Story Map | Characters | Beginning | Middle | End | | | |
| Setting | Story Map | Characters | | | | | | | | | |
| Beginning | Middle | End | | | | | | | | | |
| Break | Break | Break | Break | Break | Break | | | | | | |
| Middle | <p>Mathematics <u>2D Shapes</u></p> <p>A 2D Shape is a flat shape. It can be laid flat on a piece of paper.</p> <p>Watch the video on Seesaw explaining sides and corners.</p> <p>Make a table with 4 columns. Label them: <i>Name, Drawing, Sides, Corners.</i></p> <p>Using a square, triangle, circle, rectangle, pentagon and hexagon, fill in the table.</p> <p>Using the 6 shapes from the table, find an object around you home for each shape.</p> <p>Write a sentence about each object.</p> | <p>Mathematics <u>Multiplication</u></p> <p>Skip count by 2s up to 30 and then back down to 0: “2, 4, 6, 8...” Go as fast as you can! Then repeat the activity but saying it like a times table: “1 times 2 is 2, 2 times 2 is 4...”</p> <p>Now find six small objects – toys, socks, counters – and place them in a line. That is 1 group of 6. Now make 2 lines of 3, then 3 lines of 2 and finally 6 groups of 1.</p> | <p>Mathematics <u>Multiplication</u></p> <p>Skip count by 3s up to 36 and then back down to 0: “3, 6, 9...” Then repeat the activity but saying it like a times table: “1 times 3 is 3, 2 times 3 is 6...”</p> <p>When we say ‘4 groups of 2 is 8’, it is the same as saying ‘4 times 2 equals 8’, which we can write as $4 \times 2 = 8$. This is called <i>multiplication</i>. So if we have 3 chairs and each chair has 4 legs, we can multiply 3 by 4 to work out how many legs there are in total. ‘3 sets of 4 legs is 12 legs in total’ or $3 \times 4 = 12$.</p> <p>Look around your house or the classroom for equal groups of tables,</p> | <p>Mathematics <u>Multiplication</u></p> <p>Skip count by 4s up to 48 and then back down to 0: “4, 8, 12...” The repeat the activity but saying it like a times table: “1 times 4 is 4, 2 times 4 is 8...”</p> <p>Draw a circle on a piece of paper. Cut the circle out and cut it in half. Then cut the halves in half. You should have 4 pieces.</p> <p>Draw pizza toppings to put on each quarter. Make sure each quarter has the same amount of toppings eg 4 mushrooms on each slice, 2 pieces of pepperoni on each slice, 3 pieces of feta cheese on each slice.</p> | <p>Mathematics <u>2D Shapes</u></p> <p>Watch the video on Seesaw explaining slides and flips.</p> <p>On a piece of paper, draw a triangle, square, rectangle and hexagon. Make sure you use a ruler, and that they are not too small or too big. Cut out your shapes.</p> <p>On another piece of paper or page in your book, lightly draw a straight line across the page. Trace around your triangle making sure it is on the line. Now slide your triangle along the line and trace what it looks like. Try to flip your triangle along the line and trace what it looks like.</p> | | | | | | |

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| | <p>E.g. A book is a rectangle. It has ___ sides and ___ corners.</p> <p>Go to the games section and play a game on www.imathskids.com.au</p> |  <p>So we can make the number 6 with <i>1 group of 6, 2 groups of 3, 3 groups of 2 or 6 groups of 1.</i></p> <p>When we line objects up in equal groups like this, we call it an <i>array</i>. What do you notice about the <i>arrays</i> for <i>2 groups of 3</i> and <i>3 groups of 2</i>?</p> <p>Try making arrays for the following numbers: 4, 5, 7, 8, 9, 10, 11, 12</p> <p>Which number has the greatest number of arrays?</p> <p>Which numbers can only have 1 line in their arrays?</p> <p>Draw or photograph your work and send your answer to your teacher on Seesaw. Make sure</p> | <p>chairs, tiles or other objects. Use multiplication to check how many there are in total, then count them to check your answer.</p> <p>Example: '2 sets of 7 stripes is 14 stripes in total' or $2 \times 7 = 14$.</p>  <p>'I have 4 forks and each fork has 4 prongs. 4 sets of 4 is 16' or $4 \times 4 = 16$.</p> | <p>Use times tables to calculate the amount of each topping</p> <p>e.g mushrooms $4 \times 4 =$ Pepperoni $4 \times 2 =$</p> <p>Go to the games section and play a game on www.imathskids.com.au</p> | <p>Label your drawings with "slide" or "flip". Repeat this with the other shapes you have cut out.</p> <p>Go to the games section and play a game on www.imathskids.com.au</p> |
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| | | <p>that you have included all the information.</p> <p>Go to the games section and play a game on www.imathskids.com.au</p> <p><u>Handwriting</u></p> <p>Complete the next double page from your handwriting book. You may choose to complete the double page spread over a few days this week.</p> |  <p>Draw or photograph your work and send it to your teacher on Seesaw.</p> <p>Go to the games section and play a game on www.imathskids.com.au</p> | | | | | | | | |
|----------------------|---|---|---|-------------------------------|---------------------|--|--|--|--|---|--|
| Break | Break | Break | Break | Break | Break | | | | | | |
| Afternoon | <p>Science and Technology</p> <p>Have a think about what you already know about living things. Answer the following questions in your workbook:</p> <ol style="list-style-type: none"> 1. What are living things? 2. What do living things do? 3. What do living things need to survive? 4. List 5 living things in your local area. | <p>Science and Technology</p> <p>You are to take part in a field study. Go outside and choose one living thing, either a plant or an animal eg tree, weed, grass, ant, bird, snail etc. Observe that living thing and draw and fill in the table below in your workbook.</p> <table border="1" data-bbox="685 1302 1016 1401"> <thead> <tr> <th>Name of living thing</th> <th>Where was it found? (natural)</th> <th>What are its needs?</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> | Name of living thing | Where was it found? (natural) | What are its needs? | | | | <p>Community Language</p> <p>Complete the Community Language activities on Seesaw</p> | <p>History</p> <p>Many things have changed over the years and have made our lives in the present different to what it was like in the past. Look at the pictures on the template and click on the pencil tool to write 'past' or 'present' under each object.</p> <p>Look for some items around your home that you would like to include</p> | <p>CAPA-Art</p> <p>Draw a picture of a flower with 8 large petals.</p> <p>Put your flower in a flowerpot.</p> <p>Use the pictures of "The Lifecycle of a Flower" to draw in each of the petals.</p> <p>Start on the top petal and work your way clockwise around your flower.</p> <p>Colour your work in your</p> |
| Name of living thing | Where was it found? (natural) | What are its needs? | | | | | | | | | |
| | | | | | | | | | | | |

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|--|--|--|-------------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| <p>5. Select 2 living things from your list and draw them.</p> <p>6. Colour them using appropriate colours.</p> <p>7. Label different parts of your living things using some descriptive words.</p> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;"> <p>living</p>  </div> <div style="text-align: center;"> <p>non-living</p>  </div> </div> | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;"></td> <td style="width: 33%; text-align: center; font-size: small;">or manage d area)</td> <td style="width: 33%;"></td> </tr> <tr> <td style="height: 40px;"></td> <td></td> <td></td> </tr> </table> | | or manage d area) | | | | | <p>Draw and label a diagram of your chosen living thing.</p> | <p>in this collection. Draw a picture of them in your workbooks, name them and label 'past' or 'present'.</p> <div style="text-align: center; margin-top: 10px;"> <p style="font-size: x-small; margin: 0;">Picture Sorting - Past and Present</p> <p style="font-size: x-small; margin: 0;">Write 'past' or 'present' under each picture. Can you label each picture?</p> </div> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td> <input style="width: 100%;" type="text"/></td> <td> <input style="width: 100%;" type="text"/></td> <td> <input style="width: 100%;" type="text"/></td> </tr> <tr> <td> <input style="width: 100%;" type="text"/></td> <td> <input style="width: 100%;" type="text"/></td> <td> <input style="width: 100%;" type="text"/></td> </tr> <tr> <td> <input style="width: 100%;" type="text"/></td> <td> <input style="width: 100%;" type="text"/></td> <td> <input style="width: 100%;" type="text"/></td> </tr> </table> |  <input style="width: 100%;" type="text"/> |  <input style="width: 100%;" type="text"/> |  <input style="width: 100%;" type="text"/> |  <input style="width: 100%;" type="text"/> |  <input style="width: 100%;" type="text"/> |  <input style="width: 100%;" type="text"/> |  <input style="width: 100%;" type="text"/> |  <input style="width: 100%;" type="text"/> |  <input style="width: 100%;" type="text"/> | <p>best colouring.</p> <p>Add a decorative border to your artwork.</p> <div style="text-align: center; margin-top: 10px;"> <p style="font-size: x-small; margin: 0;">The Life Cycle of a Flower</p>  </div> |
| | or manage d area) | | | | | | | | | | | | | | | | | | |
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CAPA- ART - The Life Cycle of a Flower



Hundreds Chart

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Term 2 Week 2 Spelling Words

| | | | | |
|-------|------|-------|-------|--------|
| help | have | he's | hide | half |
| here | who | who's | happy | having |
| jar | jeep | age | gym | germ |
| jelly | jerk | page | large | giant |

Sight Words

These too what along November

History Activity

Picture Sorting - Past and Present

Write 'past' or 'present' under each picture. Can you label each picture?



