

















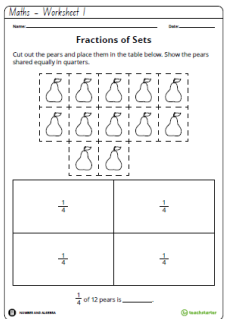
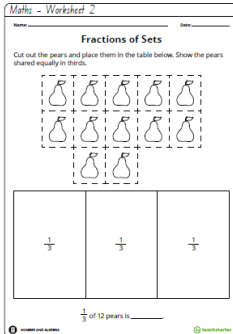
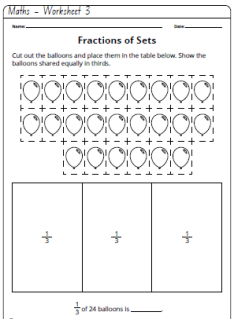
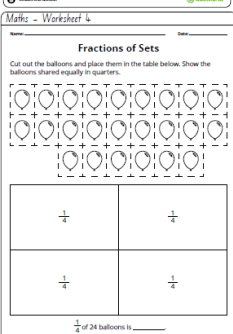
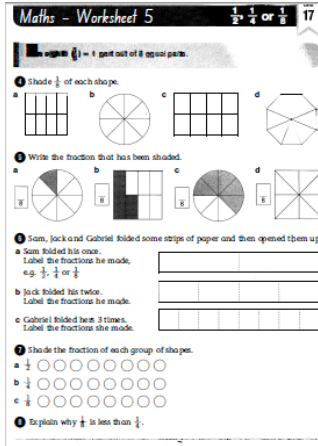
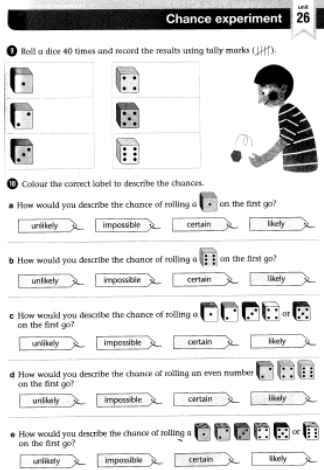



Framework for teaching Year 2 Term 3 Week 8 2021

	Monday 30/8	Tuesday 31/8	Wednesday 1/9	Thursday 2/9	Friday 3/9
Morning	<p>English <u>Spelling</u> Select 10-15 words from the week 8 spelling list and practice writing them in a list. Choose 3 of these words and write them into 3 interesting sentences. Make sure you use joining words (and, because, so, but) and adjectives.</p> <p>Select an activity from the spelling grid.</p> <p><u>Reading</u> Read a book of your choice for at least 10 minutes. You can read a book from PM eCollection online, Ziptales or Epic.</p> <p><u>Writing</u> Imagine you have just watched a movie about dragons (eg. How to Train Your Dragon) before bedtime. When you go to bed, you hear</p>	<p>English <u>Spelling</u> Look, say, cover, write, check using your spelling list. Improve these sentences by adding adjectives, joining words and further information. - I looked out the window. - I threw the stone. - There was a boat.</p> <p>Select a new activity from the spelling grid</p> <p><u>Reading</u> Read a book of your choice for at least 10 minutes. You can read a book from PM eCollection online, Ziptales or Epic.</p> <p><u>Writing</u> Imagine you and a friend step onto a magical escalator. Write a story about your adventure. Questions to think</p>	<p>English <u>Spelling</u> Look, say, cover, write, check using your spelling list. Editing activity: Edit and rewrite the 3 sentences. Make sure there are capital letters, full stops and no spelling mistakes.</p> <p><i>Editing Task - Wednesday</i></p> <p><small>Edit and re-write these sentences:</small></p> <p>1. <small>a girl named mary liked her hair on a large stone at the park</small> a girl named mary liked her hair on a large stone at the park <small>(1) capital letter = spelling mistake (1) no stop</small></p> <hr/> <p>2. <small>the coach told his soccer team to practice kicking the ball around the school</small> the coach told his soccer team to practice kicking the ball around the school <small>(1) capital letter = spelling mistake (1) no stop</small></p> <hr/> <p>3. <small>with a poem last week about a plant that wouldn't grow in my garden</small> with a poem last week about a plant that wouldn't grow in my garden <small>(1) capital letter = spelling mistake (1) no stop</small></p> <hr/> <p>Select a new activity from the spelling grid</p> <p><u>Reading</u> Read a book of your choice for at least 10 minutes. You can read a book from PM eCollection online, Ziptales or Epic.</p> <p><u>Writing</u> One of the suggestions</p>	<p>English <u>Spelling</u> Look, say, cover, write, check using your spelling list.</p> <p>Select a new activity from the spelling grid</p> <p><u>Reading</u> Read a book of your choice. You can read a book from PM eCollection online, Ziptales or Epic.</p> <p><u>Grammar</u> An adjective is a word that is used to describe a person, place or thing. You can use your five senses to describe what something looks like, feels like, sounds like, smells like or tastes like. Using the worksheet, sort the adjectives into each of the senses.</p>	<p>English <u>Spelling</u> Look, say, cover, write, check using your spelling list. Choose 3 of your words and write each of them into a question. eg. Do plants need lots of water and sunlight to <u>grow</u>?</p> <p>Select a new activity from the spelling grid</p> <p><u>Reading</u> Read a book of your choice for at least 10 minutes. You can read a book from PM eCollection online, Ziptales or Epic.</p> <p><u>Writing</u> Using your plan from yesterday, write a story about visiting an amusement park. Remember to write about what your character can see, hear,</p>

	<p>something strange under the bed. You carefully lean over to check and there is a tiny, newly-hatched dragon stuck under your bed. What will you do?</p> 	<p>about: Where do you get on the escalator? Where will it take you? To what time will it take you - back in time or ahead into the future? What adventure do you have at your destination? How do you get back?</p> 	<p>in our PBL lesson was to go for a walk and take your time to notice nature. Write a description about a walk you took in the past week. Describe what you saw. How did the experience make you feel? Did you recognise any signs of Spring, like birds nesting or spring flowers beginning to bud?</p>	<p>Name: _____ Date: _____</p> <p>Adjectives and the Senses</p> <p>An adjective is a word that is used to describe a person, place or thing. You can use the five senses to describe what something looks like, feels like, sounds like, smells like or tastes like.</p> <p>Sort these adjectives into the correct category. Some words can be placed into more than one category.</p> <p> <input type="checkbox"/> tiny <input type="checkbox"/> spicy <input type="checkbox"/> cold <input type="checkbox"/> bumpy <input type="checkbox"/> red <input type="checkbox"/> sticky <input type="checkbox"/> hissing <input type="checkbox"/> stinky <input type="checkbox"/> pale <input type="checkbox"/> sour <input type="checkbox"/> loud <input type="checkbox"/> fragrant <input type="checkbox"/> faint <input type="checkbox"/> smooth <input type="checkbox"/> quiet <input type="checkbox"/> putrid <input type="checkbox"/> yummy <input type="checkbox"/> shiny <input type="checkbox"/> sweet <input type="checkbox"/> musty </p> <table border="1"> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>sight</td> <td>touch</td> <td>hearing</td> <td>smell</td> <td>taste</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Writing</p> <p>Using the 'Writing Task' sheet, plan a story using dot points about what you might see, hear, smell, touch, taste while at an amusement park. This plan will help you write your story tomorrow.</p> 						sight	touch	hearing	smell	taste						<p>taste, smell and touch. Edit your writing for full stops and capital letters.</p>
																				
sight	touch	hearing	smell	taste																
<p>Break Middle</p>	<p>Break Mathematics Watch the YouTube link then complete the following activities.</p> <p>Fractions of a Collection</p>	<p>Break Mathematics Watch YouTube link then complete the following activities.</p> <p>Fractions of sets and numbers v2.mov</p>	<p>Break Mathematics Watch YouTube link then complete the following activities.</p> <p>Fractions of a Group</p>	<p>Break Mathematics Watch the Youtube link and, either cut strips of paper into fractions or use a ruler and draw them</p> <p>Finding a Fraction of a Whole Number</p>	<p>Break Mathematics CHANCE EXPERIMENT Worksheet 6 - You will need to roll a die 40 times (Die is the singular form of dice.) Record the results using</p>															

	<p>Worksheets 1 and 2</p>  	<p>Worksheets 3 and 4</p>  	<p>Worksheet 5</p> 	<p>Find: $\frac{1}{3}$ of 15 $\frac{1}{4}$ of 24 $\frac{1}{5}$ of 25 $\frac{1}{6}$ of 18 $\frac{1}{4}$ of 32 $\frac{1}{3}$ of 27 $\frac{1}{5}$ of 50</p> <p>Can you make up some of these using larger numbers?</p>	<p>tally marks on the worksheet and answer the questions.</p> 
<p>Break Afternoon</p>	<p>Break PDHPE / SEL</p> <p>PE (Active at Home for K-2 Students) Pick an activity from the 'Active at Home for K-2 Students' document.</p> <p>SEL: Either read the book provided or discuss with your parents about being a thoughtful friend? https://www.youtube.co</p>	<p>Break Creative Arts</p>  <p>https://youtu.be/W_ZP7Z2UH6M</p> <p>Use a thick black marker to draw first. Do the colour with chalk, oil pastels, and even</p>	<p>Break Wellbeing Wednesday (Screen-Free Activity)</p> <p>Students, staff and parents are encouraged to use Wednesday afternoons to look after their Wellbeing.</p> <p><u>Turn off any technology</u> and have a break from school work to engage in other activities. These could include:</p> <ul style="list-style-type: none"> ● Read a book. ● Listen to music. ● Do some yoga. 	<p>Break History</p> <p>Lesson 2 - Local Indigenous History http://inq.co/class/ANB6X Code: 2460 If you do not have access to the internet.</p> <p>Why is the Indigenous history of your local area important? Long before buildings, roads or cities, your local area was identified by its land. The First</p>	<p>Break Science</p> <p>Material World: Claim about states of matter</p> <p>Claim: Humans can't survive without all three states of matter (solid, liquid and gas). Write 3 reasons WHY.</p> <p>Some gases are given a smell. Think of 2 reasons WHY this might be useful.</p>

[m/watch?v=6Xf5efz-jqU](https://www.youtube.com/watch?v=6Xf5efz-jqU)

Discussion questions:

What do we mean when we say that someone is being thoughtful?
 What can friends do to cheer up someone who is feeling down or feeling sick?
 Why is friendship the best gift of all?
 Share an example of when someone has been thoughtful to you.

Activity:

Students are to create an acrostic poem by writing a word next to each letter to describe a thoughtful friend.



watercolour! Awesome results.



- Complete a jigsaw puzzle.
- Paint/draw a picture
- Bake a cake.
- Get some exercise.

Peoples lived in harmony with the land and treated it with respect.

Kakadu

Find out about an Indigenous place in your local area.
 Why is this site important in your local area? What did you already know about this site? What new things did you learn about the site? What questions do you still have about the site?

Material World: Oil and Water experiment

Print off Oil and Water worksheet and carefully follow the instructions on the sheet to complete the experiment.

Material World unit

Oil and Water EXPERIMENT

Aim: Investigate the problem 'What is the affect when OIL is mixed with WATER?'

Equipment: Vegetable oil, clear cup/glass, water

PREDICT what will happen when OIL is mixed with WATER.

Attempt the experiment by half-filling the clear cup with water and add 1 tablespoon of oil to the water.

DRAW and WRITE what happened.

Challenge: Can you think of a way to make the oil disappear from the water? _____

Have fun!

Year 2 Spelling

These lists have been taken from the KPS Scope & Sequence for Spelling Term 3.

Week 8

Sight words

well

more

named

look

birthday

Focus: oa / o_e / ow / oe

boat

groan

coach

cone

hope

stone

grow

window

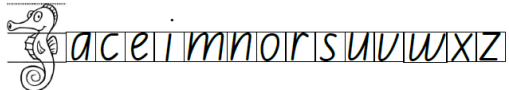
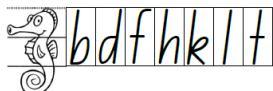
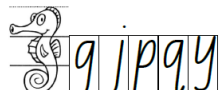
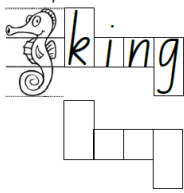

toe

poem

* 'oa' is found within a word. 'ow' at the end

* *'o' sometimes makes the long 'o' sound when followed by 2 consonants. E.g. *most*

SPELLING ACTIVITIES

Write your spelling list in alphabetical order A-Z	Select 5 words and draw a picture for each one	Write your spelling words in order from least letters to most letters.	Clap out and write the number of syllables in each of your spelling words.
Ask 5 questions using 5 of your spelling words. Don't forget to use a question mark?	Rainbow words – use different colours to write each letter in your word	Create a word search or crossword with your spelling list	Using a dictionary, write the meaning of 5 words from your spelling list
Write your spelling list using 2 different colours to show the vowels and consonants. vowels = a e i o u	Write your spelling words in a word pyramid s sp spe spel spell	Across and Down – write your words across and down, sharing the first letter eg. when h e n	Words Within Words – Make a list of as many smaller words you can find in the words on your spelling list eg. watch = cat, hat
Write each of your spelling words into word boxes. Remember your body, head and tail letters. Body letters  Head letters  Tail letters  Example: 	Write your spelling list in reverse alphabetical order (backwards) Z - A	Write your words from easiest to hardest to spell. Why did you order them that way?	Spell your words out loud. When you say each letter, do a star jump, hop on one foot or bounce/catch a ball.
		Fancy Letters – write each of your words in fancy writing. Your letters could be curly or dotty.	Spelling shapes – Write your spelling words inside different 2D shapes. 
Air Writing – write each of your words in the air with your finger.			

Scrabble Challenge: Use scrabble tiles to work out the sum of your words

Extension:

A ₁	B ₃	C ₃	D ₂		
E ₁	F ₄	G ₂	H ₄	I ₁	J ₈
K ₅	L ₁	M ₃	N ₁	O ₁	P ₃
Q ₁₀	R ₁	S ₁	T ₁	U ₁	V ₄
W ₄	X ₈	Y ₄	Z ₁₀		

A ₂₀	B ₅₀	C ₅	D ₃		
E ₂₅	F ₁₅	G ₇₀	H ₁₀₀	I ₁₀	J ₁₂
K ₁₅	L ₁₀₀	M ₆₅	N ₁₇	O ₄₅	P ₁₅
Q ₁₁	R ₁₂₅	S ₁₇	T ₅₀	U ₈	V ₇₅
W ₁₅	X ₅	Y ₉₅	Z ₃		

Editing Task – Wednesday

Edit and re-write these sentences

1. a gurl named mary kiked her tow on a large stone at the parck
(2 capital letters, 4 spelling mistakes, 1 full stop)

2. the coch told his soccer team to practice kickin the bal around the cown
(1 capital letter, 4 spelling mistakes, 1 full stop)

3. i rote a poem last weak about a plant that wouldnt groe in my garten
(1 capital letter, 4 spelling mistakes, 1 apostrophe, 1 full stop)

3. I wrote a poem last week about a plant that wouldn't grow in my garden.
2. The coach told his soccer team to practice kicking the ball around the cone.
1. A girl named Mary kicked her toe on a large stone at the park.

ANSWERS

Name: _____

Date: _____

Adjectives and the Senses

An adjective is a word that is used to describe a person, place or thing. You can use the five senses to describe what something looks like, feels like, sounds like, smells like or tastes like.

Sort these adjectives into the correct category. Some words can be placed into more than one category.

tiny

spicy

cold

bumpy

red

sticky

hissing

stinky

pale

sour

loud

fragrant

faint

smooth

quiet

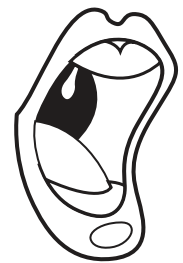
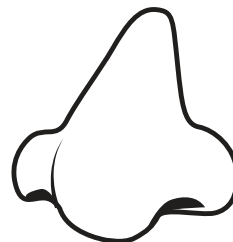
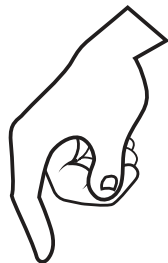
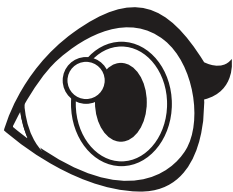
putrid

yummy

shiny

sweet

musty



sight

touch

hearing

smell

taste

--	--	--	--	--

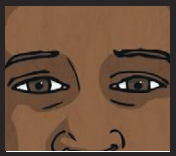
Writing task – plan



What might characters smell here?



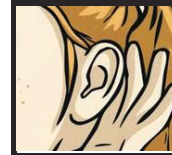
What sensations might characters feel on their skin here?



What might characters see here?



What tastes might characters sense in their mouths here?



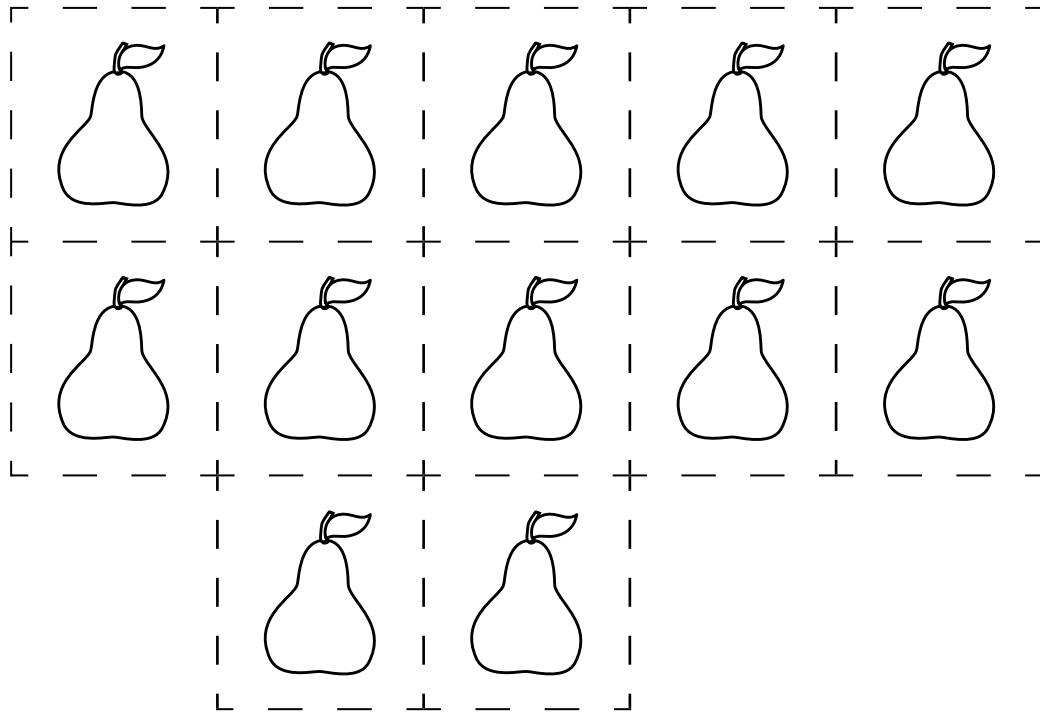
What sounds might characters hear here?

Name: _____

Date: _____

Fractions of Sets

Cut out the pears and place them in the table below. Show the pears shared equally in quarters.



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

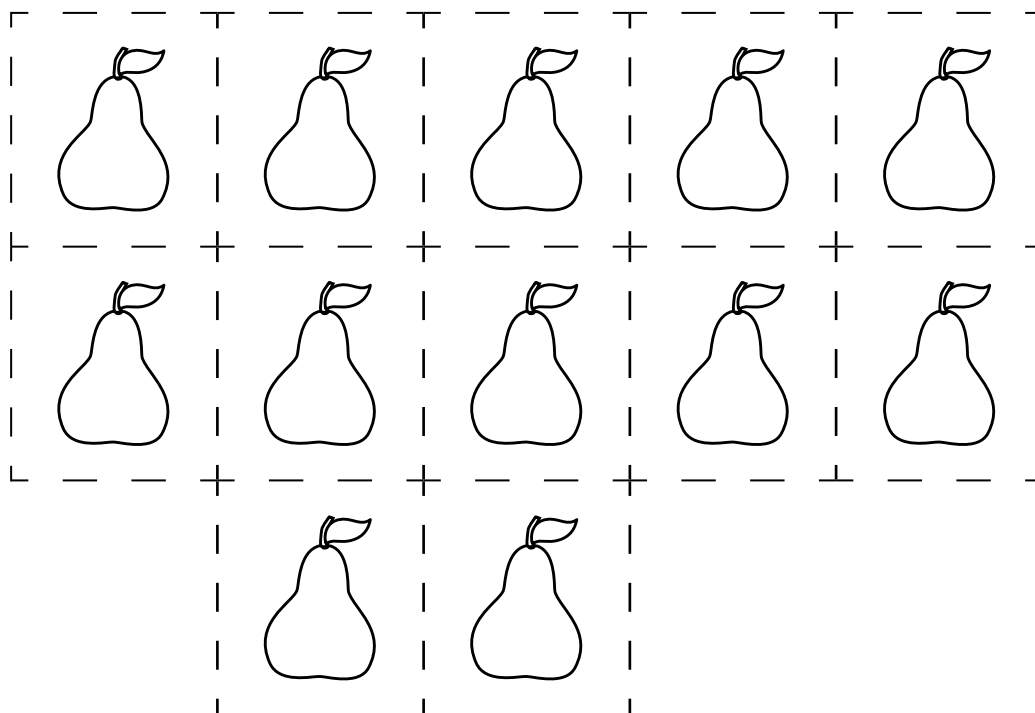
$\frac{1}{4}$ of 12 pears is _____.

Name: _____

Date: _____

Fractions of Sets

Cut out the pears and place them in the table below. Show the pears shared equally in thirds.



$\frac{1}{3}$	$\frac{1}{3}$	$\frac{1}{3}$
---------------	---------------	---------------

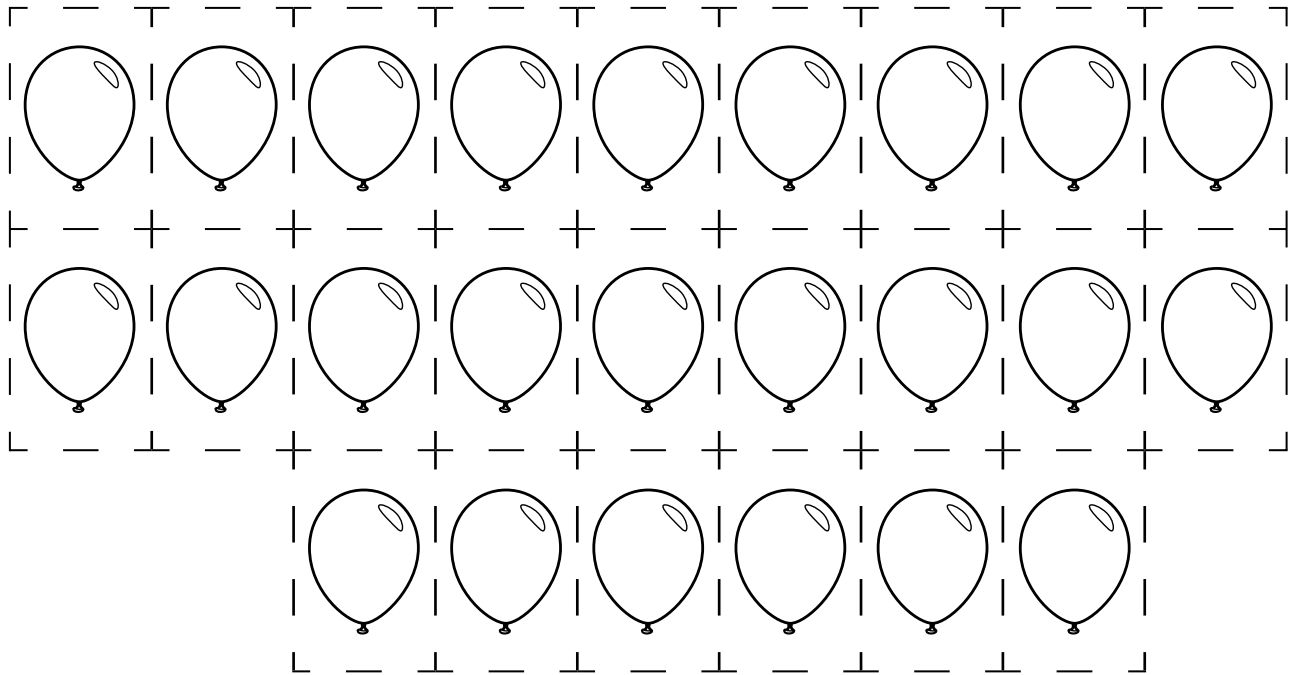
$\frac{1}{3}$ of 12 pears is _____.

Name: _____

Date: _____

Fractions of Sets

Cut out the balloons and place them in the table below. Show the balloons shared equally in thirds.



$\frac{1}{3}$	$\frac{1}{3}$	$\frac{1}{3}$
---------------	---------------	---------------

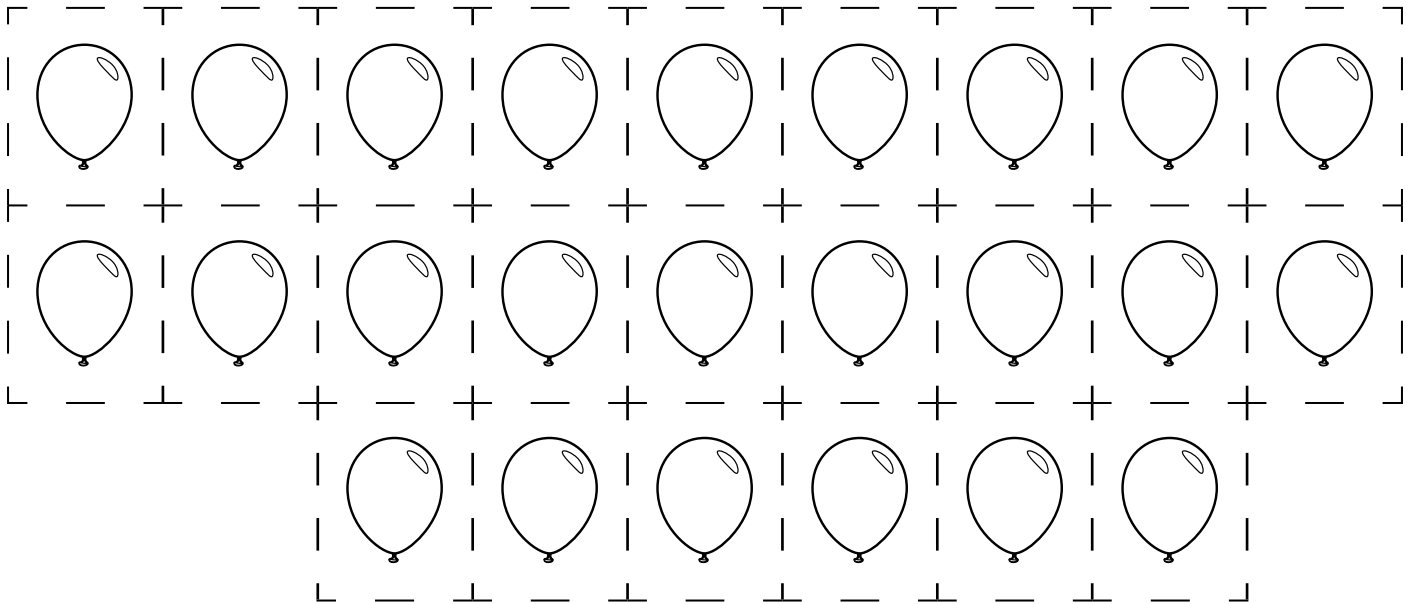
$\frac{1}{3}$ of 24 balloons is _____.

Name: _____

Date: _____

Fractions of Sets

Cut out the balloons and place them in the table below. Show the balloons shared equally in quarters.

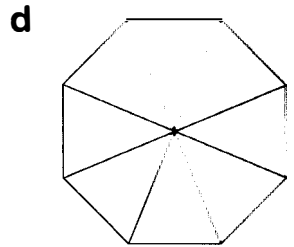
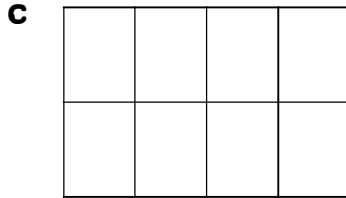
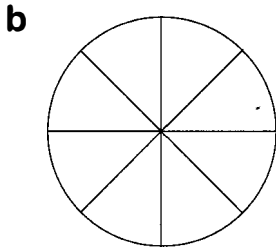
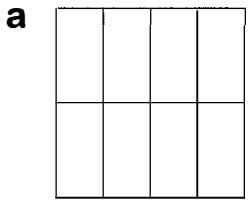


$\frac{1}{4}$	$\frac{1}{4}$
$\frac{1}{4}$	$\frac{1}{4}$

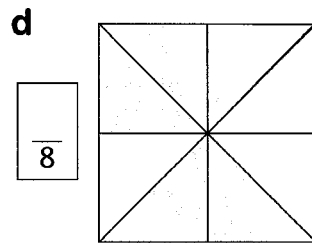
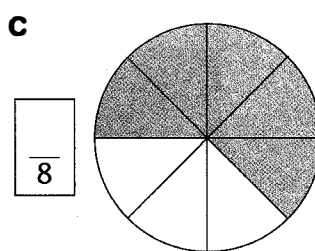
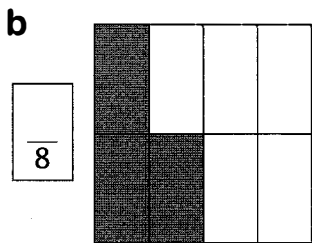
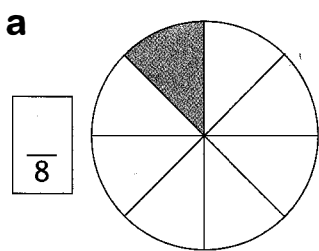
$\frac{1}{4}$ of 24 balloons is _____.

One eighth ($\frac{1}{8}$) = 1 part out of 8 equal parts.

4 Shade $\frac{1}{8}$ of each shape.

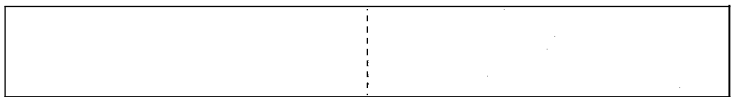


5 Write the fraction that has been shaded.

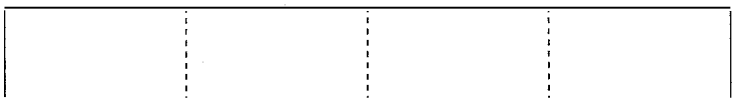


6 Sam, Jack and Gabriel folded some strips of paper and then opened them up.

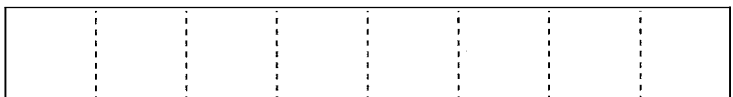
a Sam folded his once.
Label the fractions he made,
e.g. $\frac{1}{2}$, $\frac{1}{4}$ or $\frac{1}{8}$



b Jack folded his twice.
Label the fractions he made.



c Gabriel folded hers 3 times.
Label the fractions she made.

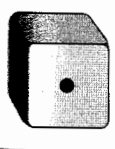
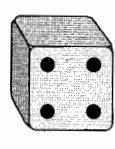
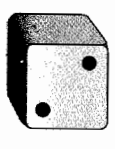
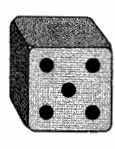
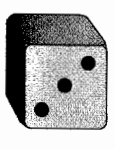
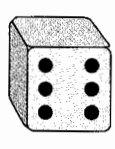


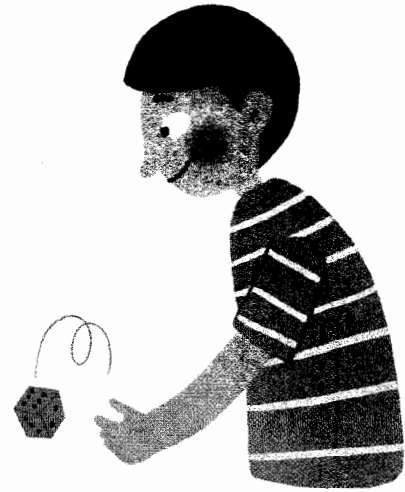
7 Shade the fraction of each group of shapes.




8 Explain why $\frac{1}{8}$ is less than $\frac{1}{4}$.

9 Roll a dice 40 times and record the results using tally marks (||||).


	
	
	








10 Colour the correct label to describe the chances.

a How would you describe the chance of rolling a  on the first go?




- unlikely
 impossible
 certain
 likely

b How would you describe the chance of rolling a  on the first go?







- unlikely
 impossible
 certain
 likely

c How would you describe the chance of rolling a     or  on the first go?

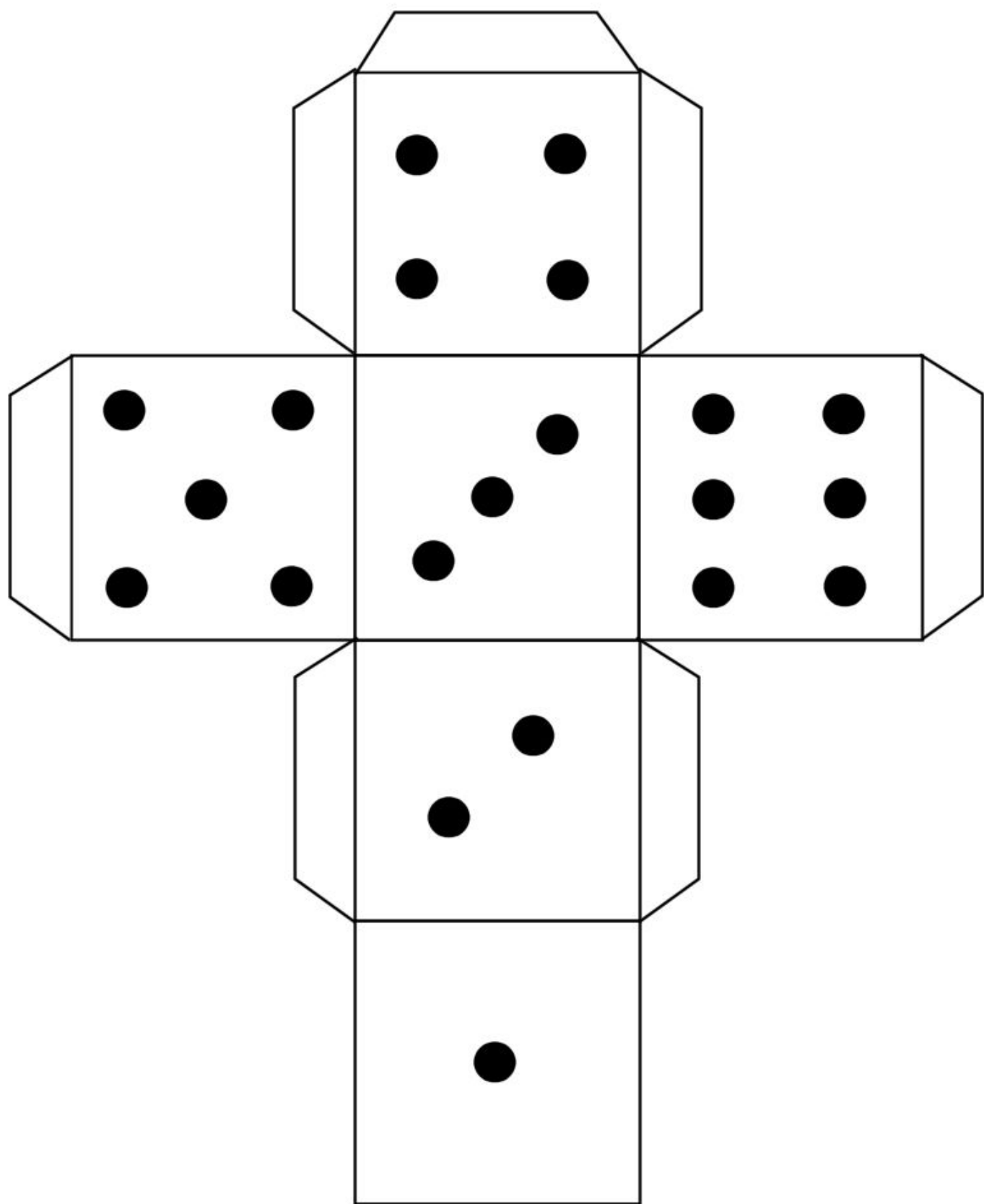
- unlikely
 impossible
 certain
 likely

d How would you describe the chance of rolling an even number    on the first go?

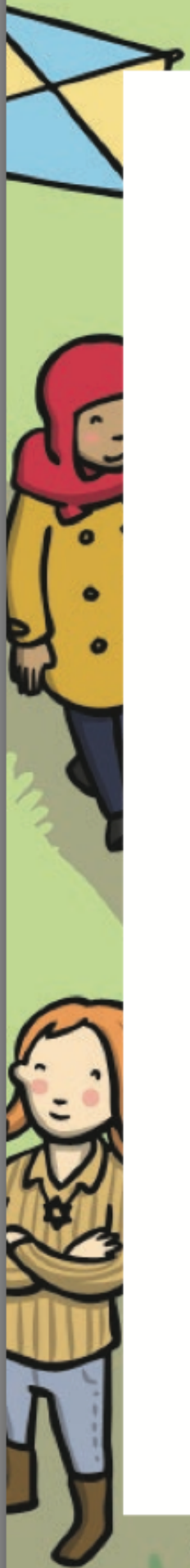
- unlikely
 impossible
 certain
 likely

e How would you describe the chance of rolling a      or  on the first go?

- unlikely
 impossible
 certain
 likely



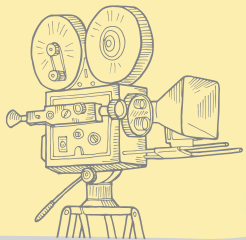
F
R
I
E
N
D
S



Why is the Indigenous history of your local area important?

Long before buildings, roads or cities, your local area was identified by its land. The First Peoples lived in harmony with the land and treated it with respect.

1 Watch the video about Kakadu and talk about the questions with a partner.



Where is Kakadu?

What can you see or do at Kakadu?

Why is Kakadu a special place?

2 Kakadu is an important place to Aboriginal Peoples because the rock paintings and natural features tell the story of Aboriginal history.

What stories do these pictures of Kakadu tell?



- 3** Look at this picture from Kakadu. Step inside and think about:
What you might hear?
What you might see?
What questions might you have?



Is it important for all people to learn about Aboriginal history? Why?

5 Name of local site: _____

Information	Sketch

Oil and Water EXPERIMENT

Aim: Investigate the problem 'What is the affect when OIL is mixed with WATER?'

Equipment: Vegetable oil, clear cup/glass, water



PREDICT what will happen when OIL is mixed with WATER.

Attempt the experiment by half-filling the clear cup with water and add 1 tablespoon of oil to the water.

DRAW and **WRITE** what happened.

Challenge: Can you think of a way to make the oil disappear from the water? _____
