

Year 2 – Learning from Home

If you would like to submit work for marking and feedback, you can upload your work to the year 2 Google Classroom

Year 2 Google Classroom link: <https://classroom.google.com/c/MzcyODQ2NzM1NDMy?cjc=kd34yft>

Google Classroom Class Code: kd34yft

Epic Reading Code: rmi7715

Additional resources: To support learning from home, there are additional resources for different activities. You will see these listed in the matrix in italics and underlined for your reference. As an example: ***See Week 3 Monday Spelling.* These resources can be printed or used as a guide. They have been attached to the school website.

Tips to be safe when participating in sport or fitness activities:

- Find a clear safe space
- Wear your sport clothes and don't forget to check your laces are tied
- Remember to be sun safe and stay hydrated
- Ensure an adult is present and they have checked your area and you are safe and ready to start
- Have fun!

Acknowledgement of Country

We acknowledge the traditional custodians of the land on which we learn and teach, the Wodi Wodi people of the Tharawal Nation. We pay our respect to the Elders, past, present and emerging and recognise their deep connection to Country.

Wilton Public School
Remote Learning
Week 3, Term 4

Year 2

Monday 18th September 2021

For this week's spelling we are doing **UNIT 28** on Sound Waves. Our Year 2 class code for Sound Waves is: **live985**

Spelling focus: 'y u (yoo)' as in yoyo computer.

Spelling words: ** See Week 3 Spelling Lists. Remember to only write your coloured list words. If you can not remember what coloured list you write you can either ask your teacher through our google classroom platform or begin with the black list words.



Welcome to Week 3!

Morning session: ENGLISH

Daily Journal

On the weekend I enjoyed...
On the weekend I did not enjoy...

Morning Warm Up

What's Missing?

What are the missing blends from these words? Write the whole word.



Phonics

Listen and complete the phonemic awareness demonstration video - **this is for students ONLY** who

	<p>require the practise. https://www.youtube.com/embed/05PecAS-aZY</p>	
Spelling	<p>Watch and sing the soundwaves chant (like we do in class) https://www.youtube.com/embed/yM3dMF-Bxuk Can you brainstorm as many words containing the graphemes 'y u(yoo)'? As you complete this week's home learning activities, look out for 'y u(yoo)' words that you can add to your brainstorm list.</p> <p>Now read your spelling words aloud and write your list words on paper. **See Week 3 Monday Spelling Lists. Complete questions 1 and 2 'y u(yoo)' **See Week 3 Monday Spelling Activity Pages</p> <p>If you have access to technology you can go to Sound Waves online and play some of the interactive games. Our code for year 2 is at the top of the page https://online.fireflyeducation.com.au/program/soundwaves2</p>	
Reading	<p>For today's reading lesson watch and listen to the story <i>Alexander's Outing</i> by Pamela Allen. https://www.youtube.com/embed/KqQq168OVvo</p> <p>Your first task is to complete the comprehension questions. **See Week 3 Monday Reading Comprehension Questions</p> <p>Next, using the following worksheet you need to describe and draw how you would get Alexander out of the hole. You need to list what you would need, draw and label your idea and then discuss why you think your idea will work. Get creative! **See Week 3 Monday Reading Describe and Draw</p>	
Writing	<p>Welcome to Week 3's writing lessons!</p> <p>Over the past two weeks we have looked at a few different things that help create an amazing imaginative text. Such as:</p> <ul style="list-style-type: none"> • What is an imaginative text – including who, what, where and when • The text structure of an imaginative text which includes an orientation, complication, series of events and a resolution • How to write an orientation using sizzling starters that include choosing words that describe the actions, sounds and dialogue (also known as speech – what a character is saying) • Then we looked at how a character might be feeling on the inside and outside and ways our choice of words describe this • We explored how to build tension and suspense in an imaginative text through our senses (what the character might be hearing, touching, smelling and tasting) where you then chose words to complete a cloze passage • Finally, you looked at verbs and adjectives to add flavour to your writing! <p>Can I just say... WOW look at all those things you have covered so far! You guys are amazing!</p>	

For today's lesson we will be looking at how we introduce problems to the characters in our stories and ways in which the characters then solve these problems... all while trying to keep the audience (our readers) entertained. What a big job we have ahead of ourselves!

Firstly I want you to get out your writing from Friday of Week 1 this term that matched with this image below... As this was your orientation and today we will be continuing this story.




If you have not done your orientation to this image, please do this before moving on to the rest of today's lesson.

Use the images below to help you.

Narrative Structure

Orientation

This is the beginning of the story where the setting, the characters and the plot are introduced.



IN YOUR ORIENTATION, TRY TO INCLUDE:

- A HOOK TO CAPTURE THE READER'S ATTENTION
- AN INTRODUCTION TO THE CHARACTERS
- A DESCRIPTION OF THE SETTING
- A SENSE OF THE ATMOSPHERE OR MOOD.



Robot Hide and Seek - Orientation

One hot summer morning, I got out of bed. I was feeling very excited. Today I was going to play with my new robot. I got it for my birthday. My robot's name is Beeper. He is the coolest robot I have ever seen.



Now I want you to watch the following video which will tell you how to write about the events in your story. You will be able to write about the rising tension and actions leading up to the problem, then describe the problem in detail and stretch out the solution!

<https://www.youtube.com/embed/mhm3tK41uWQ>

The next video talks about problems and solutions <https://www.youtube.com/embed/RGzKUdWkcAs>


STEP ONE:

Below is a picture of what a COMPLICATION is then on the right is an example of a COMPLICATION in an imaginative text.

Narrative Structure

Complication

This is a problem or challenge that the characters need to solve or overcome.




THE COMPLICATION MIGHT INVOLVE:

- AN EVIL VILLAIN
- A LOST OBJECT
- A MYSTERIOUS HAPPENING
- A PERSONAL TEST OR TRIAL.



Robot Hide and Seek - Complication

I searched through my bedroom. I looked under my bed. I looked under a pile of dirty clothes. I looked in the cupboard. **No Beeper!** I looked in the kitchen. I could not find Beeper anywhere. I started to worry.



Using **See Week 3 Monday Writing Narrative Template I want you to go and write a complication (problem) for your story!

STEP TWO:


Next, let's have a look at the series of events that help lead the story to the solution to the problems the characters faced.

Below is a picture of what SERIES OF EVENTS are then on the right is an example of SERIES OF EVENTS in an imaginative text.

Narrative Structure

Series of Events

These are the events that occur as the characters try to solve the problem or overcome the challenge.




THE SERIES OF EVENTS MIGHT INVOLVE:

- DEVELOPING A PLAN TO DEFEAT THE VILLAIN
- GOING ON A QUEST OR JOURNEY
- GATHERING A SERIES OF CLUES
- PREPARING FOR A TEST OR TRIAL.



Robot Hide and Seek - Series of Events

I rushed outside. Suddenly, I heard something beeping in the garden bed. I slowly crept over to the blueberry bushes. The sound got louder and louder. Then I saw a fresh pile of dirt with paw prints all around it.

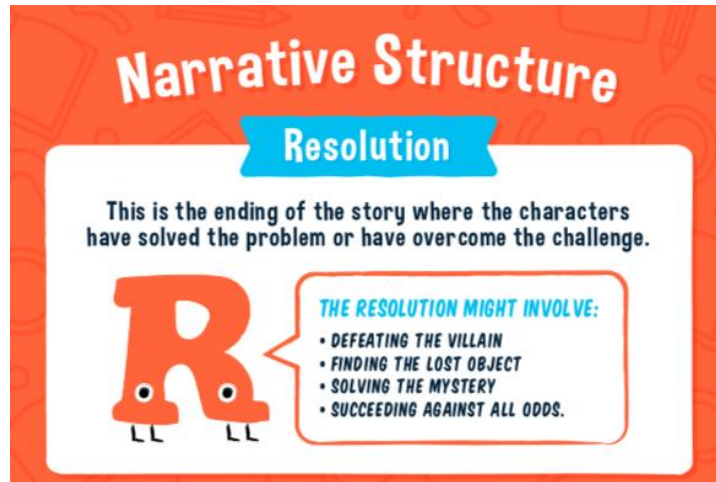


Using **See Week 3 Monday Writing Narrative Template I want you to go and write the series of events for your story!

STEP THREE:

Next, let's have a look at the resolution where the characters have found the solution to their problems.

Below is a picture of what a RESOLUTION is then on the right is an example of a RESOLUTION in an imaginative text.



Narrative Structure

Resolution

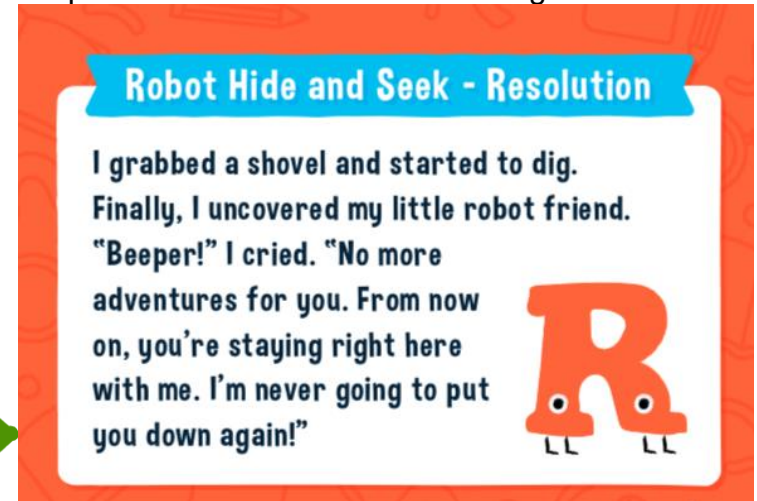
This is the ending of the story where the characters have solved the problem or have overcome the challenge.

R

THE RESOLUTION MIGHT INVOLVE:

- DEFEATING THE VILLAIN
- FINDING THE LOST OBJECT
- SOLVING THE MYSTERY
- SUCCEEDING AGAINST ALL ODDS.

The diagram features a large orange letter 'R' with two small eyes and legs. A speech bubble points to it, containing a list of resolution types. The background is orange with faint icons of a pencil, paper, and a lightbulb.



Robot Hide and Seek - Resolution

I grabbed a shovel and started to dig. Finally, I uncovered my little robot friend. "Beeper!" I cried. "No more adventures for you. From now on, you're staying right here with me. I'm never going to put you down again!"

R

The example features a white text box on an orange background. It contains a paragraph of text and a large orange letter 'R' with two small eyes and legs. The background has faint icons of a pencil, paper, and a lightbulb.

Using **See Week 3 Monday Writing Narrative Template I want you to go and write the resolution for your story!

Well done year 2! This was a big writing lesson I know. I cannot wait to read all of your amazing work from today! :)

BREAK

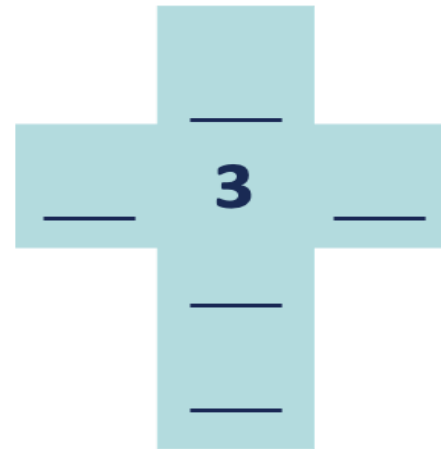
Have a snack, do some stretches and play a game.

Middle session: MATHEMATICS

Maths Warm Up

Cross Puzzle

Write the numbers 1, 2, 4, 5 and 6 in the cross. Each line of the cross must add up to 12.



Number of the Day

Welcome to this week's number of the day! We will be continuing with 3 digit numbers this week. Below are pictures from Miss Eccleston showing you how to use each part of the number of the day worksheet using the three digit number 849 as an example.

ODD and **Even** numbers: <https://www.youtube.com/embed/uuD5JlrMnAk>

How many...
ones 9 ones 849
tens 4 tens 849
hundreds 8 hundreds 849

What is the value of...
ones place 9
tens place 40
hundreds place 800

Expanded form:
 $800 + 40 + 9$

Word form:
eight hundred and forty nine.

skip count by 2:
849, 851, 853, 855, 857
skip count by 5:
849, 854, 859, 864, 869
skip count by 10:
849, 859, 869, 879, 889

What numbers come before...
844, 845, 846, 847, 848, 849

What numbers come after...
849, 850, 851, 852, 853, 854

What is 10 more? 859
What is 10 less? 839
What is 100 more? 949
What is 100 less? 749

For the bottom part of the number of the day worksheet (**ROLL AND ADD / ROLL AND COMPARE**), you will need to use the online dice roller. You can use this link <https://q.co/kgs/tMq1eH>. To generate your numbers that have more than 1 digit you will have to click roll more than once. For example to create a 3 digit number you will have to click **ROLL** once and write that number down (e.g. first number = 7), click **ROLL** again and write that number next to your first number (e.g. second number = 3, therefore your number so far would be 73), click **ROLL** again and write that final number down (e.g. third number = 1, therefore your 3 digit number would be 731). Repeat this over to create more than one 3 digit number. If you are only doing 2 digit numbers just click **ROLL** twice.

With the **ROLL AND ADD** section, you can choose how many digits you would like each number to have, but you need to make sure you are adding 3 different digits together. You might like to challenge yourself and add a *3 digit plus 3 digit plus 3 digit* or you could start with a *3 digit plus a 2 digit plus 1 digit*. You choose what you think is challenging for yourself.

For the **ROLL AND COMPARE** use the dice roller exactly the same way you did in the previous question or recycle some of the 3 digit numbers you have already created.

TEN

Memory	Memory	Memory
<p>Flip 2 cards and flip back over. Start counting from the largest number. Record number sentence.</p> <p>eg. turn over a 10 and 5</p> <p>start at 10 which is the largest number count 11,12,13,14,15</p> <p>write the number sentence:</p> <p>10 + 5 = 15</p> <p>Repeat for subtraction.</p>	<p>Choose 2 cards. Double 1 then add the other on. Record number sentence.</p> <p>eg 8 and 2</p> <p>Double 8 = 16</p> <p>Add 2</p> <p>16 + 2 = 18</p> <p>Repeat for subtraction</p>	<p>Choose 4 cards^[SEP]E.g. 2, 4, 3, 7^[SEP]Make 24 and 37^[SEP]Add the together and discuss strategies.</p> <p>eg.turn over 2, 5,7.3</p> <p>make two 2-digit numbers</p> <p>72 +35 = 107</p> <p>Repeat for subtraction.</p>

**Maths
(Number and
Algebra)**

This week in number we are focusing on the 'Split Strategy' for addition and subtraction of 2 digit numbers

What is the 'split strategy'?

When using the split strategy, you partition or split numbers into their place value, add the place values separately, and then combine the numbers to find the total sum. So we add the tens together and the ones together. We then find the total.

*Remember we are learning different strategies so we develop our own toolbox of efficient ways to solve number problems

Watch the following clip which explains the 'Split Strategy'"

<https://youtu.be/LeDlokj0M9k>

Split Strategy

32 + 25

Step #1 Add the tens together. **30 + 20 = 50**

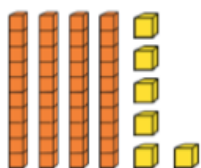
Step #2 Add the ones together. **2 + 5 = 7**

Step #3 Add to find the total. **50 + 7 = 57**

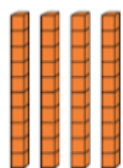
Split Strategy

The split strategy is an addition or subtraction strategy in which you split the tens and ones and add or subtract them separately before combining them back together to find the total.

$46 + 33 = 79$



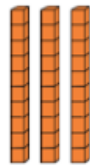
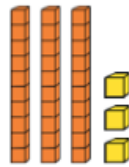
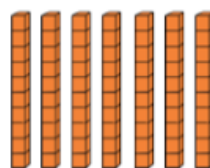
$40 + 30 = 70$



$6 + 3 = 9$



$70 + 9 = 79$



***Now complete the Monday worksheet to practice addition using 'Split Strategy'.**

LUNCH

Eat a healthy lunch, move your body and refresh your mind.

Afternoon session

**Creative Arts
(Dance)**

Rivers, creeks and waterfalls

Research - I would like you to have a look at some pictures of rivers, creeks and waterfalls. Think about all the ways water moves on the earth - big and small rivers, creeks, fast and slow, rapids, stormwater, floods, gushing, trickles and waterfalls.

Let's begin our lesson by creating your 'personal bubble' of space, making sure that your bubble doesn't 'pop' by bumping into someone or something.

The following 4 exercises are a warm up for your body. When you are doing these exercises, really use your stomach muscles to hold a strong position. Each position needs to be held for 8 counts. Repeat the whole cycle of 4

exercises 4 times in total :)

The River

1. Slowly make a bridge with your body by moving your body into an arch shape, with hands and feet on the floor



2. Slowly make a flat bridge by making the 'push up' position with your body.

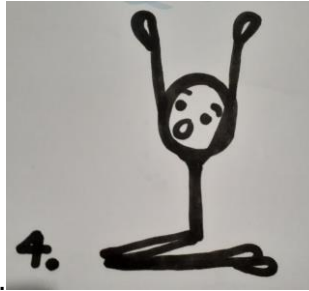


3. Slowly put your nose in the river by kneeling, with bottom on your heels, reach your arms forward along the floor and head down on the floor.



4. Slowly come up for air, kneeling up straight, reaching your arms above your head

and look to the ceiling with an open chest.



Music and movement

Find some watery music to do your movements to in this part of the lesson. I really like to use minecraft music because it is quite calming and your movements can be slow and water-like.

I would like you to imagine you are the water in rivers,creeks and waterfalls.

Create the flowing,curvy movements of the water using your hands, head, feet, legs and whole torso.

You may stand and sit,kneel and lay flat.

-You could start by being a rushing waterfall, standing and using your arms and hands to show the movement of the water down the rocks.

-Then you could splash into a big creek and now you are flowing very fast over rocks and around winding bends.

-Then you flow out into a big river,slowing down into a gentle flow.

-Finally you trickle out into a little creek,finding little bends in the rocks and settle into a puddle in a rock.

Create your dance

Pick 4 movements that you really enjoyed doing and arrange them in an order or pattern.

Practice your dance a few times to music and then teach it to someone else.

If you want to, get someone to video your dance and post it on google classroom for everyone to learn :)

YAY! IT'S THE AFTERNOON :)

Wilton Public School
Remote Learning
Week 3, Term 4

Year 2

Tuesday 19th October 2021

For this week's spelling we are doing **UNIT 28** on Sound Waves. Our Year 2 class code for Sound Waves is: **live985**

Spelling focus: 'y u(yoo)' as in yoyo computer.

Spelling words: *** See Week 3 Spelling Lists.* Remember to only write your coloured list words. If you can not remember what coloured list you write you can either ask your teacher through our google classroom platform or begin with the black list words.



Morning session: ENGLISH

Enjoy a piece of fruit while Mrs George reads you 'Flood'.

<https://www.youtube.com/embed/xHPkkwHhvjo>

Daily Journal

If you could invent something, what would it be?

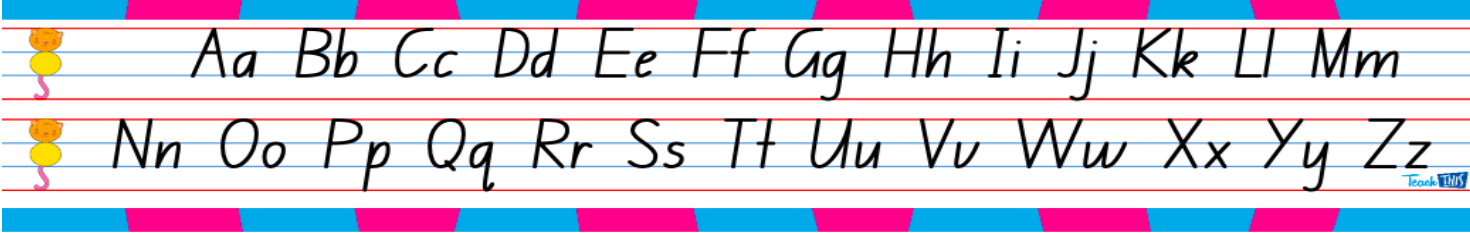

Morning Warm
Up

Punctuation

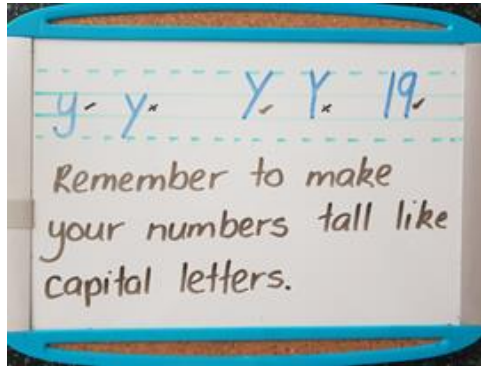
**Show where the sentences start
and finish.**

*You should be eating fruit every
day pears, apples and bananas
are great to take to school vegies
are also very good for you i love
to eat carrot sticks*

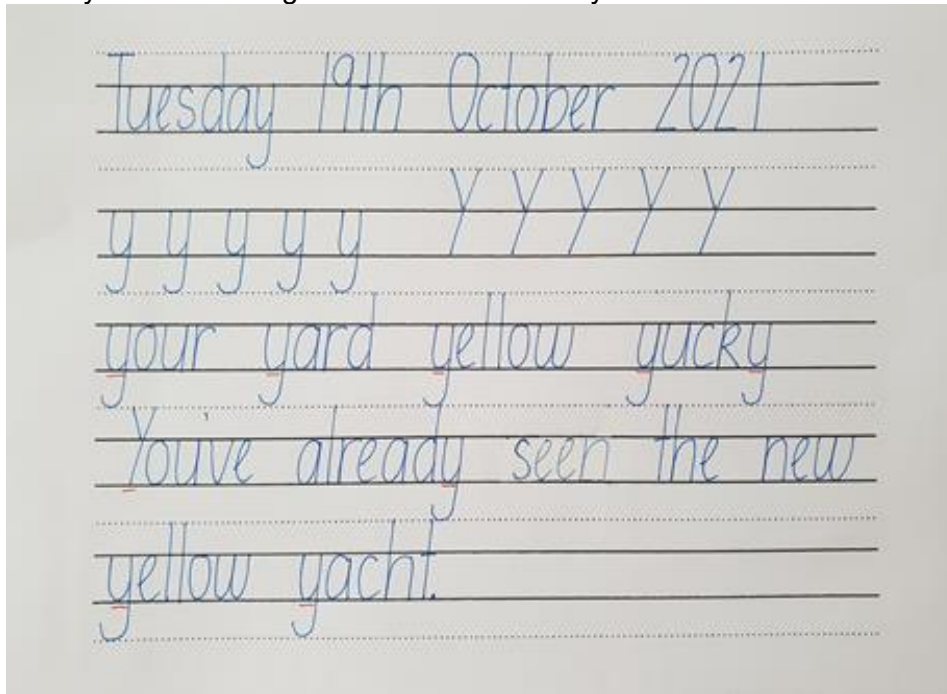


Phonics	Listen and complete the phonemic awareness demonstration video - this is for students ONLY who require the practise. https://www.youtube.com/embed/irzRHw2kQ54	
Spelling	<p>Sing along to the SoundWaves chant (just like we do in class!) https://www.youtube.com/embed/yM3dMF-Bxuk</p> <p>Look, say, cover, write, check your spelling words. Complete questions 3 and 4 'y u(yoo)' **See Week 3 Monday Spelling Activity Pages</p> <p>Write an interesting paragraph using as many of your spelling words as you can. Underline in coloured pencil the spelling words in your paragraph.</p> <p>If you have access to technology you can go to Sound Waves online and play some of the interactive games. Our code for year 2 is at the top of the page https://online.fireflyeducation.com.au/program/soundwaves2</p>	
Reading	<p>Welcome to today's reading lesson. Today you are going to watch and listen to <i>Who Sank the Boat</i> by Pamela Allen. https://www.youtube.com/embed/y5HE0WLvTf8</p> <p>Your first activity for today's reading lesson is to complete the book review. **See Week 3 Tuesday Reading Book Review</p> <p>Next, complete the grammar and punctuation worksheets. **See Week 3 Tuesday Reading Grammar and Punctuation</p>	
Handwriting	<p>**See Week 3 Tuesday Handwriting Lines to access your lines for writing.</p> <p>Before you begin your writing, remember to sing 1, 2, 3, 4 are my feet flat on the floor... 5, 6, 7, 8 my chair is in, my back is straight.</p> <p>While you are writing, remember to make sure your letters touch the top and bottom of the lines.</p> 	

Below is a picture from Ms McInerney showing you how to use your handwriting lines.



Does your handwriting look like Ms McInerney's below?



BREAK

Have a snack, do some stretches and play a game.

Middle session: MATHEMATICS

Maths Warm Up

Mystery Number

254 449 317 390

Use the clues below to work out which of these is the mystery number. It will be the **ONLY** number that matches 3 of these clues:

- *a number with a 5 in the tens place*
- *a number with a 9 or 0 in the ones place*
- *a number with a digit greater than 3 in the hundreds place*
- *a number with a 3 in the hundreds place*
- *a number with digits that add up to 11*
- *a number with a 1 in the tens place.*



Number of the Day

If you would like a refresher on how to complete the number of the day go to **Week 3 Monday Number of the day.**

TEN

**See Week 3 Monday TEN activity

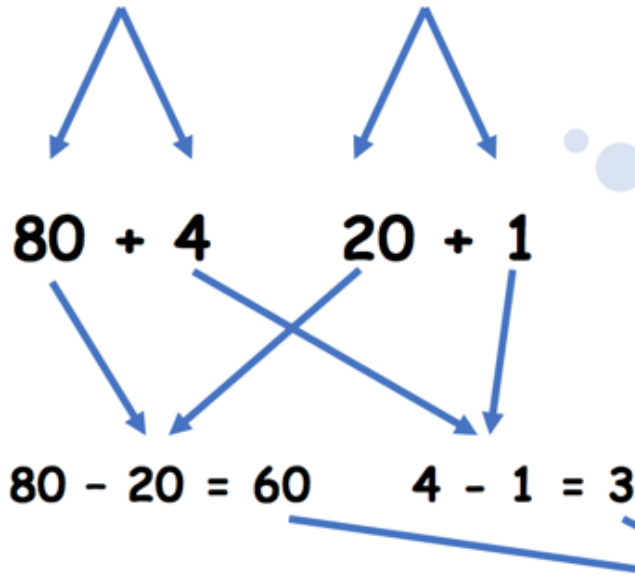
Maths (Number and Algebra)

Today we will continue with the Split strategy to solve subtraction problems.

Watch the following clip which explains subtraction using the 'Split strategy'.
<https://youtu.be/T8tOE7Md1bg>

Partitioning Strategy - Subtraction

$$84 - 21 = ?$$



Tens	Ones

Partition 84 to 80 + 4.
Partition 21 to 20 + 1.

Group the tens and subtract.
Group the ones and subtract.

Add the tens to the ones

- now complete the subtraction activity using split strategy

LUNCH

Eat a healthy lunch, move your body and refresh your mind.

Afternoon session

Theme Unit:
Push-Pull

Push-Pull & Water

*All of the below can be found at ****See Week 3 Tuesday Theme Unit Push-Pull***

Today you will:

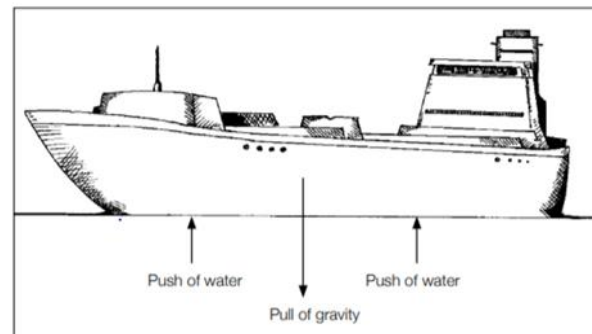
- identify that gravity pulls down on objects
- explain that water can push up on objects in water

- investigate objects that sink or float in water
- investigate how to change an object that sinks into one that floats.

Whether an object floats or sinks is determined by the balance between the downward pull of gravity on an object (also called weight) and the upward push of water.

If the weight of an object is greater than the upward push of water on the object, it will sink.

If the weight of an object and the upward push of water are in balance, the object will float.



Water supports the weight of a boat

Water Play Investigation

What will you need?

- Fill a container with water (bucket, large container)
- 3 different balls (e.g. tennis/hand ball, rubber ball, basketball etc)

Activity steps:

1. Discuss your experiences with water, such as, playing in a pool, swimming or having a bath.
What do you think happens to different objects when they are placed in water?
2. Predict what will happen when you push one of the balls under the water and let go.
3. Push the balls under water to feel what happens when the balls get pushed under.
What does it feel like when you push the balls under the water?
What happens when you release the ball? Why?

Questions:

Why does a ball thrown up in the air land on the ground?'

What pulls a rock down when it sinks?

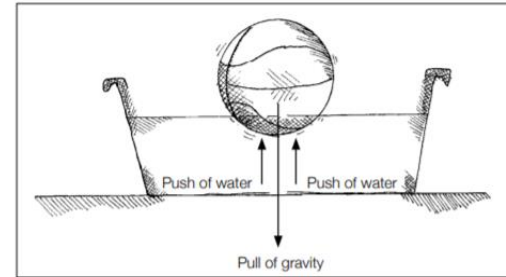
Remember that it is gravity that pulls things down to the Earth.

Why did the ball move upwards when you released it?’

Sink or Float Activity

Watch the following clip,

<https://www.youtube.com/watch?v=erl4Jpn2ibw>



Whether an object sinks or floats is determined by two factors; the weight of the object, and the upwards force of buoyancy, or the balance between push and pull forces.

Buoyancy is a force on an object making that object float, rise or move upward.

In this activity you will investigate the push-pull forces of different objects in water.

What will you need?

- Reuse the container of water from previous
- A range of objects (tissue, paperclip, cotton bud, marble, fork, apple, ball, empty bottle, coins, playdough ball)
- Recording sheet ***See Week 3 Push-Pull Sink or Float*

Activity steps:

1. Collect your objects
2. Predict whether the objects will sink or float. Sort the objects into two groups, one for sink and one for float.
Why do you predict group 1 will sink?
Why do you predict group 2 will float?
3. Observe by placing the objects into the container one at a time. Describe what happened to each object. Record your findings by drawing the object in the sink or float column.
4. Compare your predictions with your observations/findings. Were your predictions correct?
5. Explain why you think these objects sink or float. Record your ideas in the 'explain' section under sink and float.

	<p>Questions:</p> <p>What is similar about objects that float? What is similar about objects that sink? How can you change an object that sinks into an object that floats?</p> <p>Example 1: Changing the shape of the plasticine ball into a boat will make it float because its size has increased with no change to its weight.</p> <p>Example 2: A tonne of steel would sink if it displaced too small an amount of water, but if changed into a different shape, for example, a boat shape, it will float.</p> <p>Findings:</p> <p>Objects that are 'heavy for their size' sink. Objects that are 'light for their size' float.</p>	
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YAY! IT'S THE AFTERNOON :)

**Wilton Public School
 Remote Learning
 Week 3, Term 4**

Year 2

Wednesday 20th October 2021

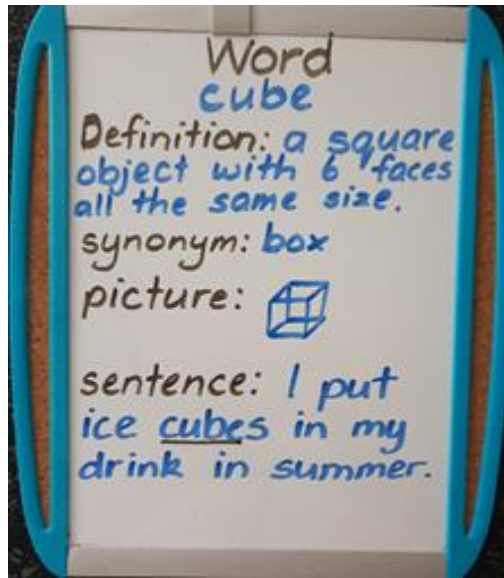
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Morning session: ENGLISH

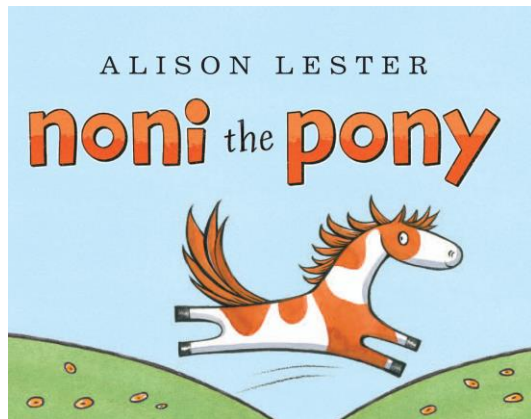
Daily Journal	If you could throw a party for the entire school what would it be like?	
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<p>Morning Warm Up</p>	<h1>Opposites</h1> <hr/> <p>Work out the opposites of each word. The first letter of each new word forms a message! There are two words in the message.</p> <p>Sad – Out –</p> <p>Bottom – Love – Friend – Wrong – Full –</p>	
<p>Phonics</p>	<p>Listen and complete the phonemic awareness demonstration video - this is for students ONLY who require the practise. https://www.youtube.com/embed/TVsfca6nD6I</p>	
<p>Spelling</p>	<p>Watch and sing the soundwaves chant. You could even try and sing it in a different voice to make it more interesting. https://www.youtube.com/embed/yM3dMF-Bxuk</p> <p>Look, say, cover, write, check your spelling words. Complete questions 5 and 6 ‘y u(yoo)’ from the **See Week 3 Monday Spelling Activity Pages.</p> <p>Use Ms McInerney’s example below to help you complete the worksheet using one of your spelling words. **See Week 3 Wednesday Spelling Word Think Board. Remember a synonym is a word which has either the same or similar meaning. Make sure your sentence has a capital letter and a full stop.</p>	



If you have access to technology you can go to Sound Waves online and play some of the interactive games. Our code for year 2 is at the top of the page <https://online.fireflyeducation.com.au/program/soundwaves2>

Reading



Begin by making some predictions about what might happen in the text.

- What do you think the book may be about?
- What characters do you think will be in the book?

Listen to Miss Gilbee read the book Noni the pony by Alison Lester.
<https://www.youtube.com/embed/52Vvr3reAbq>

Complete the worksheet **See Week 3 Wednesday Reading Noni the Pony

Writing

For today's writing lesson we will be looking at **ADVERBS** and **TIME WORDS**. Similar to last week, these types of words add **FLAVOUR** into our writing.

PART 1:

What is an ADVERB? <https://www.youtube.com/embed/94aFcx6oliY>



My name is Adil Adverb. You'll often find me close to Veronica Verb. I love to describe her actions. For example:

Veronica Verb always laughs loudly and she runs quickly.



That's my job - to tell you more about a verb.

An adverb tells you where, why or how much something is done.

Can you spot the adverb in this sentence?

Jessica shouted loudly.

The verb (the action) is in purple.



The adverb in blue tells us how Jessica shouted: she shouted loudly.



Your **FIRST** task for today is spot the adverbs in the following sentences. Remember that adverbs describe the verbs.

1. Isabelle tried hard.
2. Abigail threw the ball up.
3. Marcus passed the ball enthusiastically.
4. Noah bounced the basketball around the court.
5. Danraj safely ran to the goal.

Some adverbs describe **how** an action is happening.

Helen laughed **nervously**.



Here, 'nervously' is describing **how** Helen laughed, which makes it an adverb.

Can you choose one of these adverbs and use it in a sentence?

quickly

loudly

sadly

Some adverbs describe **when** an action is happening.

The penguins swam **yesterday**.



Here, 'yesterday' is describing **when** the penguins swam, which makes it an adverb.

Can you choose one of these adverbs and use it in a sentence?

earlier

later

today

Some adverbs describe **how often** an action is happening.

The lion roared **daily**.



Here, 'daily' is describing **how often** the lion roars, which makes it an adverb.

Can you choose one of these adverbs and use it in a sentence?

weekly

always

sometimes

Some adverbs describe **where** an action is happening.

Liam ran **upstairs**.



Here, 'upstairs' is describing **where** Liam ran, which makes it an adverb.

Can you choose one of these adverbs and use it in a sentence?

here

there

above

Some adverbs describe **how much** an action is happening.

Amy tried **hard** to finish her homework.



Here, 'hard' is describing **how much** effort Amy put in, which makes it an adverb.

Can you choose one of these adverbs and use it in a sentence?

very

completely

almost

Some adverbs are made by adding 'ly' onto the end of the word.

kind + ly = kindly

careful + ly = carefully



Lilly smiled **kindly**.



Daniel coloured his picture **carefully**.

Adverbs

How?	When?	How often?	Where?	How much?
angrily	afterwards	always	above	almost
anxiously	again	annually	around	completely
cautiously	before	constantly	away	entirely
cheerfully	beforehand	daily	below	little
courageously	early	hourly	down	much
crossly	late	monthly	downstairs	rather
cruelly	never	never	everywhere	totally
defiantly	now	occasionally	here	very
doubtfully	often	often	inside	
elegantly	punctually	once	outside	
enthusiastically	recently	regularly	there	
foolishly	soon	repeatedly	up	
frantically	then	sometimes	upstairs	
gently	today	usually	wherever	
gladly	tomorrow	yearly		
gracefully	yesterday			
happily				

More useful adverbs

additionally
fittingly
insufficiently
appropriately
hence
suitably
consequently
however
therefore

Your next task for today is to identify the adverbs in the sentences and then complete the sentences using the word bank.

****See Week 3 Wednesday Writing Identify the Adverbs**

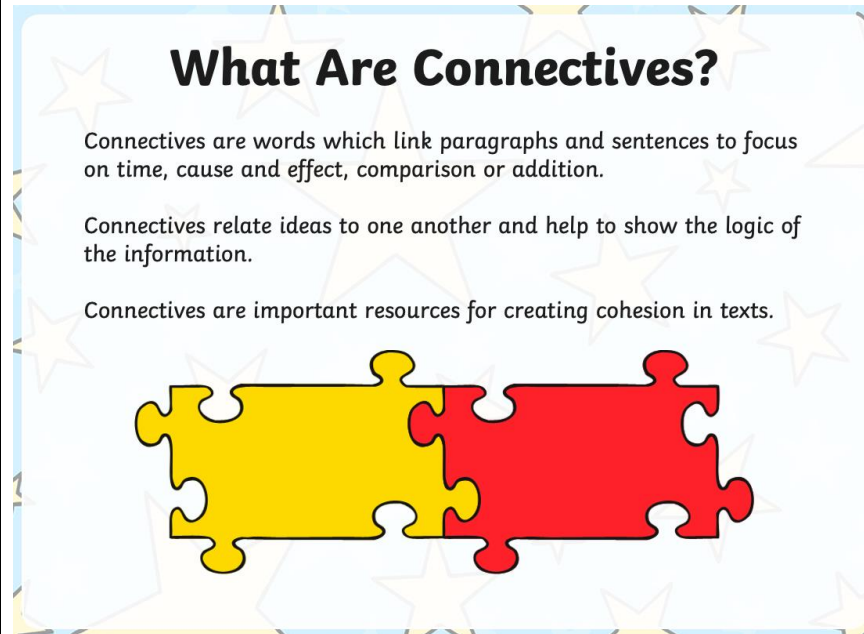
Next, complete the following worksheet by adding a 'said' word (e.g. yelled, whispered etc.) and an adverb to go together to finish the sentences.

****See Week 3 Wednesday Writing Matching the Adverbs**

PART 2:

For the next part of our lesson we will be looking at **TIME WORDS** (also called time conjunctions).

Watch this short video to listen to the crazy connectives song! <https://www.youtube.com/embed/OKhhElgZHAE>



What Are Connectives?

Connectives are words which link paragraphs and sentences to focus on time, cause and effect, comparison or addition.

Connectives relate ideas to one another and help to show the logic of the information.

Connectives are important resources for creating cohesion in texts.

Here are some examples:

meanwhile first last
next then finally
eventually this evening
last week after a
while soon afterwards
meanwhile

after	as soon as possible	before	earlier
eventually	finally	in the beginning	in the end
just at that moment	just then	later	meanwhile
next	several months later	suddenly	while
first	without warning	second	after that

Your activity for **TIME WORDS** is to complete the following worksheet. The first page you have to fill in the blanks using words from the word bank. On the second page you have to match the two parts of the sentences that showcase the use of time conjunctions. There's also a challenge where you have to write two sentences of your own using time conjunctions (TIME WORDS). You can use the examples above to help you. Good Luck!

**See Week 3 Wednesday Writing Time Words

BREAK

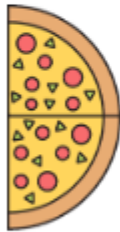
Have a snack, do some stretches and play a game.

Maths Warm Up

Fractions

Match each piece of pizza with its fraction of the whole.

1.



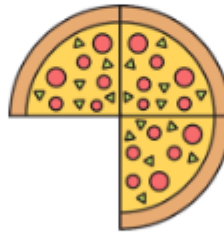
$$\frac{3}{4}$$

2.



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

3.



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

4.



$$\frac{2}{4}$$

5.



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

Number of the Day

If you would like a refresher on how to complete the number of the day go to **Week 3 Monday Number of the day.**

**See Week 3 Wednesday Number of the day

TEN

**See Week 3 Monday TEN activity

Maths (Number and Algebra)

Today you will practice using **split strategy**.

Make sure you show each step of your working out to solve the problems. At the end of today's activities you have the challenge of a word problem.

Before you begin the worksheets you may like to re-watch the youtube explanation of split strategy.

Watch the following clip which explains the 'Split Strategy'

<https://youtu.be/LeDlokj0M9k>

Split Strategy

32 + 25

Step #1 Add the tens together. $30 + 20 = 50$

Step #2 Add the ones together. $2 + 5 = 7$

Step #3 Add to find the total. $50 + 7 = 57$

LUNCH

Eat a healthy lunch, move your body and refresh your mind.

Afternoon session

Creative Arts
(Drama)

-ELEMENTS OF DRAMA-

ATMOSPHERE

Atmosphere is the overall feeling created in a dramatic performance. Atmosphere is created through a combination of all of the elements of drama.

• Pitch • Volume
• Pace • Emphasis
• Pause

VOICE

Voice refers to how we can use our voice to create different characters, sounds and meanings.

• Pitch • Volume
• Pace • Emphasis
• Pause

FOCUS

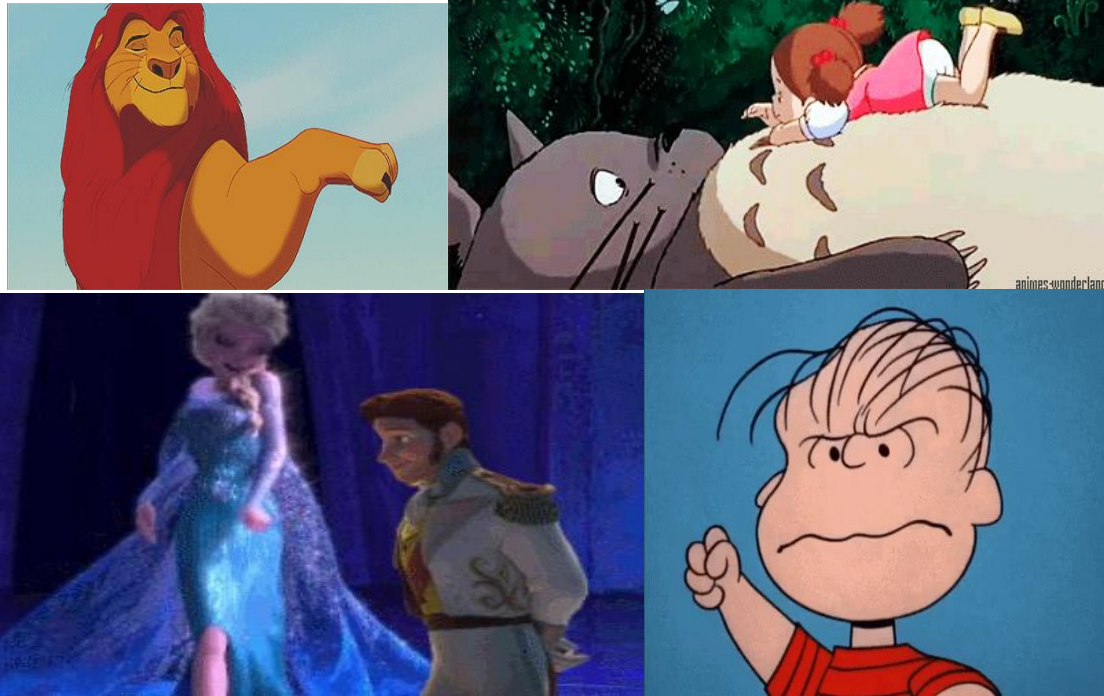
Focus means to direct the audience's attention to:

- a specific character
- space
- object/s
- idea/s.

Focus can also refer to how well a performer concentrates and stays in character.

Today's lesson will focus on 3 elements of drama.

- **Atmosphere** - is the feeling you want the audience to feel when watching you perform (happiness, sadness, anger etc;) You can create an atmosphere in many ways. Facial expressions and body language or positioning, how soft or loud your voice is, big dramatic movements or even stillness.
- **Voice** - this is how you use your voice to create drama or the atmosphere.
 - Pitch is how high or low.
 - Pace is how fast or slow.
 - Pause is how long a silence is between words or sentences.
 - Volume is how loud or quiet.
 - Emphasis is using your voice to make a certain thing stand out and be noticed.
- **Focus** - for this lesson your focus will be on the character or the thing that I ask you to act out.



Do you know what these are? These are **GIFs** and you have probably seen them all over social media. If you haven't they are a short, animated, image that repeats. **GIF** stands for **G**raphics, **I**nterchange, **F**ormat Each of these GIFs has atmosphere, drama and emotion.

You are the GIF

Your task and challenge today is to act out each of the GIFs but you also have to add in the speaking part of these GIFs too. For example; the first one, which has Mufasa from The Lion King. You will act out the movements the same but I would add in Mufasa saying "You just turn around and show me how you **WALK** this time!" Notice how I put the emphasis on **WALK** and when I say it, I would be louder just for that word.

Another example; the Elsa one. Again I will copy the movements in the GIF, maybe instead of a person you could use a teddy toy or something. Then I will add Elsa saying something like "Now I rule the world! Ha Ha Ha" or "Here I come, aren't I so **BEAUTIFUL!** Oops!" The word beautiful could be announced loudly, even singing it, then suddenly I hit my toy off the lounge and I quietly say "Oops."

- Take your time and watch each GIF one at a time.
- Think about what atmosphere you want to create.
- Think about the character and how they speak, act and sound (Funny, sad, angry, bossy)
- Act out exactly what the GIF is doing but add your own speaking part to it.
- Get someone else to video you doing your GIF, repeat it 3 times so it looks like a real GIF.

I can't wait to see what you come up with :)

YAY! IT'S THE AFTERNOON :)

Wilton Public School
Remote Learning
Week 3, Term 4

Year 2

Thursday 21st October 2021

For this week's spelling we are doing **UNIT 28** on Sound Waves. Our Year 2 class code for Sound Waves is: **live985**

Spelling focus: 'y u(yoo)' as in yoyo computer.

Spelling words: *** See Week 3 Spelling Lists.* Remember to only write your coloured list words. If you can not remember what coloured list you write you can either ask your teacher through our google classroom platform or begin with the black list words.



Morning session: ENGLISH

Daily Journal

If you could add one new thing to our school playground what would you add and why?

Morning Warm Up

Letter Jumble

Jumble the letters of the words in bold to make a new word.

Turn **cork** into something a digger might lift. _ _ _ _

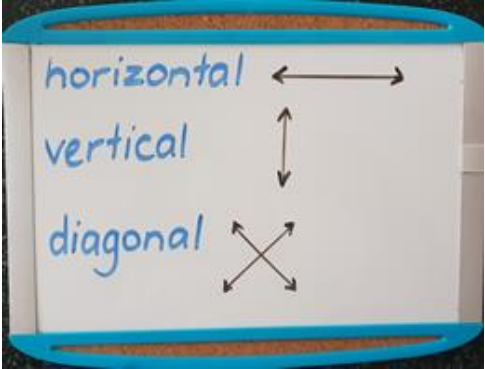
Turn **below** into a part of your arm. _ _ _ _ _

Turn **dear** into something you do with a book. _ _ _ _ _

Turn **break** into the name of a person who makes bread. _ _ _ _ _

Turn **iced** into a pair of cubes that you roll in a game. _ _ _ _ _

Turn **fires** into a food you might eat with a burger. _ _ _ _ _

Phonics	<p>Listen and complete the phonemic awareness demonstration video - this is for students ONLY who require the practise. https://www.youtube.com/embed/XaaxDSkBsbM</p>	
Spelling	<p>Sing along to the SoundWaves chant (just like we do in class!) https://www.youtube.com/embed/yM3dMF-Bxuk</p> <p>Look, say, cover, write, check your spelling words. Complete question 7 'y u(yoo)' from the **See Week 3 Monday Spelling Activity Pages.</p> <p>Write as many of your list words as you can in the template provided to make a find a word. **See Week 3 Thursday Spelling Word Search. When you have finished putting in your spelling words, don't forget to fill the empty boxes with any letter of the alphabet. Challenge: See if you can make your words go horizontal, vertical and diagonal. Once you have finished, get someone in your family to find the words.</p>  <p>If you have access to technology you can go to Sound Waves online and play some of the interactive games. Our code for year 2 is at the top of the page https://online.fireflyeducation.com.au/program/soundwaves2</p>	
Reading	<p>Find a fictional book (<i>Fiction is any story made up by an author. It is a creation of the author's imagination</i>) at home or listen to the following text: https://www.youtube.com/embed/cutROw_NJvE</p> <p>After reading or listening to the book, complete the worksheet **See Week 3 Thursday Reading Exploring your text.</p> <p>If you'd like to learn more about the importance of characters and the setting in fictional texts you can watch the following videos:</p> <p>What is a setting? A setting is the time, location, and atmosphere (e.g. happy, sad, exciting, frightening, etc.) the novel is taking place in. https://www.youtube.com/embed/3BVOlyUnk6s</p>	

What is a character?

A fictional character is a person or animal in a narrative work of art (such as a novel, play, television series, or movie) The character is created by the author's imagination and helps to drive the story.

<https://www.youtube.com/embed/LhOBuYQJPEY>

Writing

For today's writing lesson we will be looking at **SIMILES** and **METAPHORS**. Once again, these types of words add **FLAVOUR** into our writing.

PART 1:

What is a simile? <https://www.youtube.com/embed/ROmKMtLWY14>

Simile Reminder

A simile is a way of describing something by comparing it to something else using 'like' or 'as'.

Her eyes are **like** stars and her lips are **like** roses.

The car was as fast **as** a cheetah

SIMILE

A simile uses the words 'like' or 'as' to compare one object or idea with another to suggest they are alike.



For your first activity based sound the use of **SIMILES** you are going to find and use similes in sentences.

**See Week 3 Thursday Writing Find and Use Similes.

Next, you are going to invent some new **SIMILES**. **See Week 3 Thursday Writing Invent New Similes

PART 2:

In the second part of our lesson today we will be looking at **METAPHORS**.

What are **METAPHORS**?

https://www.youtube.com/embed/kVNal4_izVU

METAPHOR

A metaphor is a word or phrase that is used to make a direct comparison between two unlike things.



Metaphor
Comparing 2 or more
unlike things **without**
using "like" or "as".
example: Her desk was a
dumpster.

Your first task for **METAPHORS** is looking at them in context.

**See Week 3 Thursday Writing Metaphors in Context

Your second task for **METAPHORS** is to write your own metaphors.

**See Week 3 Thursday Writing Write your own Metaphors

Your third task is to make some of your own **METAPHORS**.

**See Week 3 Thursday Writing Making Metaphors

BREAK

Have a snack, do some stretches and play a game.

Middle session: MATHEMATICS

Maths Warm
Up

At the Fair!

You are at the fair! You have \$20 to spend. How will you spend it?



Ferris wheel ride \$5



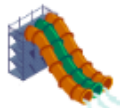
Fries \$4



Merry-go-round ride \$5



Juice \$3



Giant slide \$4



Ice cream \$5



Hamburger \$8

Number of the
Day

If you would like a refresher on how to complete the number of the day go to **Week 3 Monday Number of the day.**

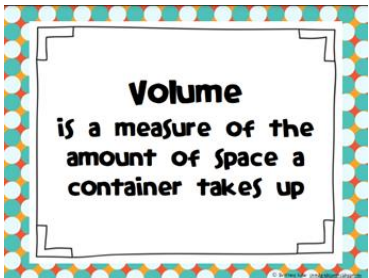
**See Week 3 Thursday Number of the day

TEN

**See Week 3 Monday TEN activity

Volume and Capacity

All of the below can be found at
***See Week 3 Thursday Maths Volume and Capacity*



Today we are going to:

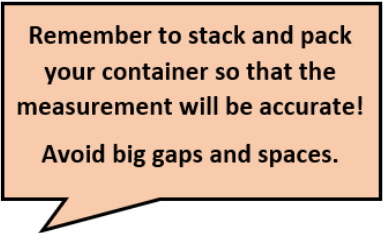
- Estimate volumes of containers by referring to the number and type of uniform informal unit used and check by measuring
- Record volumes by referring to the number and type of uniform informal unit used

When we find out how much space a container or object takes up, we are measuring volume. The more space an object takes up, the more volume it has. One way of measuring volume is to fill it and count how many objects are in it.

Volume Activity

What will you need?

- Lunch box & a container (or 2x containers)
- Blocks, lego, cubes of same size (uniform informal unit of measure)
- Pencil and paper or use table below to record findings



1. Estimate how many cubes it will take to fill your lunchbox or container. Record your estimate. E.g. 32 lego pieces.
2. Do you predict your lunchbox has a greater or smaller volume than the container? Discuss why you think so.
3. Fill your lunchbox with cubes or chosen units. Record your measurement. E.g. 25 lego pieces.
4. Fill your container with cubes or chosen units. Record your measurement. E.g. 15 lego pieces
5. Did the lunchbox or the container have a greater volume? Did this surprise you? Write your findings in the

table below.

Container	Estimate	Measurement	Findings



LUNCH

Eat a healthy lunch, move your body and refresh your mind.

Afternoon session

Sport

Relays

This activity can be done by yourself in your backyard or living room or in teams if you are at school.

Warm Up: Do a jog around your space for a few minutes. Complete some gentle stretches making sure you do all of

the big muscles like your legs, arms, back and stomach.

Work out your starting point and your finish line. Try to make them quite far apart so you can get your heart rate up. Position yourself on your starting line. If you are in a team half of your team can be at the finish line and the other half at the starting point. If you are doing this activity on your own you will stop at each end.

Do each of these activities until each person has had a turn.

1. Running
2. Skipping
3. Jumping with two feet together.
4. Sideways galloping.
5. Crab walks
6. Bear walks
7. Balancing (Find a soft, small object to balance on your head).
8. Knee squish (Put the same object you used from the balancing activity between your knees)



Cool Down: Do some gentle stretches to help your muscles cool down.

YAY! IT'S THE AFTERNOON :)

**Wilton Public School
Remote Learning
Week 3, Term 4**

Year 2

Friday 22nd October 2021

For this week's spelling we are doing **UNIT 28** on Sound Waves. Our Year 2 class code for Sound Waves is: **live985**

Spelling focus: 'y u (yoo)' as in **yoyo** computer.


Spelling words: ** See Week 3 Spelling Lists. Remember to only write your coloured list words. If you can not remember what coloured list you write you can either ask your teacher through our google classroom platform or begin with the black list words.




Morning session: ENGLISH

Daily Journal

What is your earliest memory? What is special about it?

<p>Morning Warm Up</p>	<h2 style="text-align: center;">Odd One Out</h2> <hr style="border: 1px solid yellow;"/> <p>Find the odd one out in each row. Write down its first letter. What word does it spell?</p> <p style="text-align: center;"> chair chick attic chip — piano number flute drum — orange banana apple igloo — clap mud click stamp — arm tooth nose eye — square circle line triangle — </p> 	
<p>Phonics</p>	<p>Listen and complete the phonemic awareness demonstration video - this is for students ONLY who require the practise. https://www.youtube.com/embed/pmk7kJyAul</p>	
<p>Spelling</p>	<p>Watch and sing the soundwaves chant https://www.youtube.com/embed/yM3dMF-Bxuk</p> <p>Look closely at the letters in each of your spelling words and then read each word aloud. Now get an adult to test you on your words. How did you go?</p> <p>Complete question 8 ‘y u(yoo)’ from the **<i>See Week 3 Monday Spelling Activity Pages</i></p> <p>If you have access to technology you can go to Sound Waves online and play some of the interactive games. Our code for year 2 is at the top of the page https://online.fireflyeducation.com.au/program/soundwaves2</p>	

Reading	<p>Welcome to today's reading lesson!</p> <p>First of all, you are going to watch Miss Gilbee reading the story <i>Collecting Sunshine</i>.</p> <p>https://www.youtube.com/embed/LdZFAIESqMw</p> <p>Today's activities are a little more fun, which we thought might be nice since it's a Friday!</p> <p><u>**See Week 3 Friday Reading Collecting Sunshine</u></p>	
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Writing	<p>Welcome to Week 3's last writing lesson. This week we have spent some time looking at lots of different language devices that are used in imaginative writing.</p> <p>Your task for today is to add in adverbs, time words, similes, metaphors, adjectives and verbs into your writing. If you would like, use the above colours for each language device and lead/black pencil for the rest of the writing so you can see where you have added them. This will make you feel very proud at the end to see all the different colours in your writing.</p> <p>You will rewrite your imaginative text adding examples of all the mentioned language devices that we have explored to add some FLAVOUR into your writing.</p> <p>You will need to get out your writing from Monday (<u>**See Week 3 Monday Writing Narrative Template</u>) where you wrote your complication, series of events and resolution for the image below.</p> <p>I have attached some lined paper for you to rewrite your work onto if you want to, or just use your workbook.</p> <p><u>**See Week 3 Friday Writing</u></p> <p>Don't forget to upload your work to the google classroom or bring your work into class when you are next at school :)</p>	
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BREAK

Have a snack, do some stretches and play a game.

Middle session: MATHEMATICS

Maths Warm Up

Mystery Number

254 449 317 390

Use the clues below to work out which of these is the mystery number. It will be the **ONLY** number that matches 3 of these clues:

- *a number with a 5 in the tens place*
- *a number with a 9 or 0 in the ones place*
- *a number with a digit greater than 3 in the hundreds place*
- *a number with a 3 in the hundreds place*
- *a number with digits that add up to 11*
- *a number with a 1 in the tens place.*



Number of the Day

If you would like a refresher on how to complete the number of the day go to **Week 3 Monday Number of the day.**

**See Week 3 Friday Number of the day

TEN

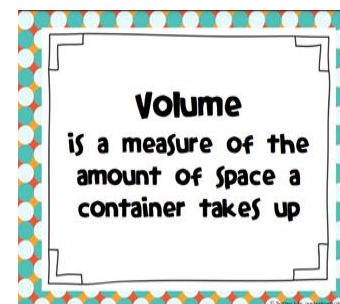
**See Week 3 Monday TEN activity

Maths

Volume and Capacity

All of the below can be found at **See Week 3 Friday Maths Volume and Capacity

Today you are going to:



- Estimate volumes of containers by referring to the number and type of uniform informal unit used and check by measuring
- Record volume and capacity comparisons informally using drawings and by referring to the uniform informal unit used

When we find out how much space a container or object takes up, we are measuring volume. The more space an object takes up, the more volume it has. One way of measuring volume is to fill it and count how many objects are in it.

Volume Activity

What will you need?

- A variety of 5 small containers, cups or bowls
- Uniform informal units that you can use to measure, e.g. popcorn, cotton balls, playdough balls.
- Pencil and paper or use recording table below

1. Estimate how many _____ it will take to fill each container. Record each estimate. E.g. 25 cotton balls.
2. Fill each container with your chosen measuring unit. Record each measurement. E.g 15 cotton balls.
3. Order the containers from the smallest volume to the greatest volume. Record your findings by drawing the containers in order.
4. Discuss your findings with someone in your home.

Estimate

Container 1	Container 2	Container 3	Container 4	Container 4

Measure

Container 1	Container 2	Container 3	Container 4	Container 4

Compare and Order

Smallest Volume				Greatest Volume



LUNCH

Eat a healthy lunch, move your body and refresh your mind.

Afternoon session

Bounce
Back

Helping yourself be brave!

https://www.youtube.com/embed/_i4L2mITBfE

Have a think about the following questions:

- When have you had to be brave at home/school/the doctors/the dentist?
- How can you be brave if you have hurt yourself? It's ok to cry but if you are brave, you try to stop crying as soon as possible.
- What things can you do/say to make yourself feel braver?

Discuss how you can help yourself feel braver when you feel scared. *For example:*

- Think about good things
- Remind yourself of times you have been brave before
- Stay calm and say to yourself, 'This is not so bad'
- Go slowly and take one step at a time

Your task:

Complete the following sentences:

The **most** scared I have ever felt was...

The **bravest** I have ever been was...

YAY! IT'S THE AFTERNOON. SEE YOU NEXT WEEK BACK AT SCHOOL!!!