

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 2 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 2, Term 4

Year 2

Friday 15th October 2021

For this week's spelling we are doing **UNIT 27** on Sound Waves. Our Year 2 class code for Sound Waves is: **live985**

Spelling focus: 'oo u' as in book bush.

Spelling words: ** See Week 2 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 'Dear Miss'.

<https://www.youtube.com/embed/cWVto8uQhf0>

Daily Journal

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

<p>Morning Warm Up</p>	<h1 style="text-align: center;">Homophones</h1> <hr style="border: 1px solid yellow;"/> <p style="text-align: center;">Write the homophone for each of these words.</p> <table style="width: 100%; text-align: center;"> <tr> <td style="width: 20%;">male</td> <td style="width: 15%;"></td> <td style="width: 15%;">_ _ _ _</td> <td style="width: 20%;">flour</td> <td style="width: 15%;"></td> <td style="width: 15%;">_ _ _ _ _</td> </tr> <tr> <td>pair</td> <td></td> <td>_ _ _ _</td> <td>won</td> <td></td> <td>_ _ _</td> </tr> <tr> <td>toe</td> <td></td> <td>_ _ _</td> <td>right</td> <td></td> <td>_ _ _ _ _</td> </tr> </table>	male		_ _ _ _	flour		_ _ _ _ _	pair		_ _ _ _	won		_ _ _	toe		_ _ _	right		_ _ _ _ _	
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pair		_ _ _ _	won		_ _ _															
toe		_ _ _	right		_ _ _ _ _															
<p>Phonics</p>	<p>Listen and complete the phonemic awareness demonstration video. https://www.youtube.com/embed/ShymgSokHew</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 9 'oo u' from the **See Week 2 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>																			
<p>Reading</p>	<p>Kangaroos - Read the information about Kangaroos.</p> <p>Kangaroos don't walk, they jump everywhere! Kangaroos' bodies are designed for jumping! They have short front legs, powerful back legs, huge back feet and strong tails. All of these help them to jump around and their tail balances them. Kangaroos come from a family of animals called macropods, which means 'large foot'. Their big feet</p>																			

help them with all that leaping around!

Kangaroos are the biggest macropods. Other macropods are wallabies (the smallest) and wallaroos, who are in between wallabies and kangaroos in size. Kangaroos stand between 1.5 meters to 1.8 meters tall from their feet to their long, pointed ears. They weigh between 23 kilograms to 55 kilograms. Male kangaroos are taller and heavier than female kangaroos.

Baby kangaroos are called joeys. Female kangaroos usually only have one joey at a time. Mother kangaroos have special pouches on the fronts of their bodies for carrying their joeys in.

Straight after they've been born, the tiny joey climbs up its mother's fur to reach her pouch. At this stage the joey really is tiny; just a few centimeters long. The joey then stays in its mother's pouch for around 8 months until it is old enough to leap around on its own! Kangaroos are fast movers, usually travelling at around 32 to 40 kilometers per hour. However, when necessary, kangaroos can travel at 64 kilometers per hour! That's pretty fast!

Kangaroos are brilliant jumpers, and can leap as high as 3 meters. That's much taller than a fully grown man! They're good at long jumps too, and have been recorded leaping distances of 7 meters. If three tall men lay down in a line, a kangaroo could jump over all of them.

Kangaroos live in Australia. Different types of kangaroos live in different parts of Australia. Some kangaroos live in rainforests, some live in forests and some live in woodlands. They really are amazing animals.



Based on the information you have read, draw a picture of a kangaroo showing how high they can jump.

Also add a sentence explaining what you have drawn.

Writing

Welcome to Friday's writing lesson!

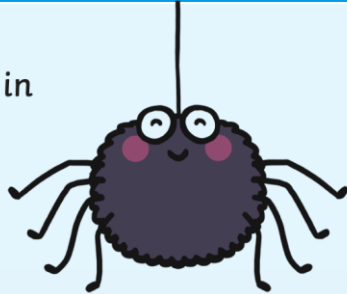
Today we will be looking at how to add some **FLAVOUR** into our writing by adding some interesting adjectives and verbs when writing.

First we will look at ADJECTIVES <https://www.youtube.com/embed/hifcUYaACzI>

Adjectives help to describe a noun (person, place or thing). Have a look at some of the examples below.

There was a spider in the bathroom.

+ adjectives =



There was a **huge, hairy** spider in the bathroom.

A slug was in my kitchen.

+ adjectives =

A **slimy, sticky** slug was in my kitchen.



For your **first task** I want you to add some **FLAVOUR** into the following sentences. You can use the adjectives posters below to help you.

1. I found a ladybird on a leaf.
2. A butterfly flew into my house.
3. The worm dug through the soil.
4. I saw a dog at the park.
5. A bird built a nest.

Adjectives

People	Objects	Comfortable feelings	Uncomfortable feelings	Size	Time
adorable adventurous aggressive annoying beautiful caring confident clumsy confident considerate excitable glamorous grumpy happy helpful important intimidating obnoxious odd talented thoughtless timid handsome	bright clear distinct drab elegant filthy gleaming grotesque long magnificent precious sparkling spotless strange unsightly unusual valuable	brave calm cheerful comfortable courageous determined eager elated encouraged energetic excited exuberant fantastic fine healthy joyful pleasant relieved	angry annoyed anxious ashamed awful bewildered bored confused defeated defiant depressed disgusted disturbed dizzy embarrassed envious frightened hungry lonely scared terrified worried	big colossal enormous gigantic great huge immense large little long mammoth massive meagre mighty miniature minuscule petite puny short tall teeny tiny	ancient brief early fast late modern old quick rapid short slow swift young  visit twinkl.com

small				big				bad				nice			
tiny	minute	miniature	pocket-sized	enormous	gigantic	mammoth	thundering	appalling	awful	gross	tiny	enjoyable	marvellous	lovely	delightful
microscopic	meagre	modest	insufficient	monumental	whopping	colossal	giant	dreadful	frightful	horrendous	hideous	great	wonderful	excellent	brilliant
slight	diminutive	petite	teensy	large	huge	sizeable	vast	nasty	terrible	unacceptable	shocking	pleasant	charming	pleasurable	swell
quiet				loud				fast				slow			
silent	peaceful	muted	soft	deafening	intense	raucous	resounding	speedy	rapid	brisk	nimble	gradual	moderate	reluctant	leisurely
hushed	muffled	mute	reserved	roaring	thundering	booming	crashing	swift	dashing	flashing	hurried	sluggish	crawling	dawdling	idle
noiseless	speechless	soundless	inaudible	ear-piercing	piercing	deep	boisterous	hypersonic	agile	quick	racing	plodding	slack	creeping	lagging
old				young				hard (not easy)				angry			
ancient	aged	decrepit	elderly	youthful	infant	juvenile	tender	puzzling	challenging	difficult	tricky	enraged	resentful	irate	wound up
mature	debilitated	getting on	seasoned	childish	budding	inexperienced	new	mind-boggling	complicated	complex	laborious	worked up	indignant	seething	furious
venerable	enfeebled	wasted	fossil	blooming	blossoming	fledgling	recent	problematic	arduous	troublesome	tough	touchy	grumpy	infuriated	bitter
good				pretty				ugly				cold			
kind	well-behaved	acceptable	upright	beautiful	attractive	stunning	picturesque	hideous	disgusting	repulsive	vile	freezing	frosty	wintery	biting
decent	respectable	obedient	virtuous	cute	good-looking	eye-catching	appealing	horrendous	fool	abhorrent	gross	ice-cold	chilly	bitter	crisp
moral	noble	worthy	wholesome	lovely	gorgeous	striking	beguiling	revolting	unsightly	shocking	repellent	stone-cold	arctic	shivery	brisk
happy				sad				hot				surprised			
overjoyed	joyous	blissful	exultant	unhappy	woeful	miserable	gloomy	boiling	scorching	sweltering	scalding	astonished	stunned	flabbergasted	startled
ecstatic	delighted	pleased	joyful	blue	despondent	melancholy	forlorn	fiery	sizzling	searing	stifling	amazed	dazed	staggered	bewildered
thrilled	cheerful	content	elated	depressed	down	distressed	heartbroken	muggy	oppressive	sultry	blazing	astounded	overwhelmed	shocked	alarmed






Yesterday we looked at how our 5 senses can help build tension and suspense in a story. For your next activity you will be sorting adjectives based on your 5 senses. **See Week 2 Friday Writing Adjectives and 5 Senses

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

For our next part of today's lesson we will look at VERBS. <https://www.youtube.com/embed/lvMFQoOk4To>

A verb is a kind of word (part of speech) that **tells about an action or a state**. It is the main part of a sentence: every sentence has a verb. In English, verbs are the only kind of word that changes to show past or present tense.

For example:

Present tense - Today I am going to go for a *walk*.

Past tense - Yesterday I *walked* around the park.

What Is a Verb?

jump



clap



sing



cry



laugh



Verbs are
action words.
They describe
what someone
is doing.

For your **first task** I want you to find the added **FLAVOUR**, in this case the **VERBS** in the following sentences. You can use the verb posters below to help you.

1. Tom painted his picture.
2. Annie brushed her hair.
3. Tyler read his book in the library.
4. Chloe swam without arm bands.
5. Sam rode his bike to school.

Verbs

Movement	Voice	Objects	Emotions	Senses	Thoughts
bounce	giggle	bend	admire	caress	comprehend
carry	hum	break	bawl	eat	conceive
collapse	laugh	burn	blubber	feel	contemplate
crawl	rap	control	cry	hear	daydream
dance	scream	fold	despair	lick	dream
dash	shout	melt	frown	listen	evaluate
drive	sigh	mend	grin	observe	lament
hit	sing	mould	laugh	smell	meditate
hop	sob	open	love	sniff	ponder
hurry	talk	repair	sigh	taste	reflect
jump	whisper	smash	smile	touch	speculate
leap	yawn	snap	smirk		think
live		stretch	tremble		visualise
pull		throw	weep		wonder
push		twist	wince		
roll			worry		
rotate					
run					
shake					
skip					
sneak					
spin					
split					

More useful verbs...

change	locate	select	find
identify	search	focus	report
suggest	design	prevent	visit
collect	plan	terminate	



For the next task you are going to cut and sort the verbs into the correct column. You can either cut and paste or draw up a table yourself and write them. **See Week 2 Friday Writing Verbs Sorting Activity

For the final task of today, you are going to use verbs by choosing the correct verb from the word box to use in each sentence.

TIP from Miss Eccleston: read the sentence using each verb to make sure it makes sense.

****See Week 2 Friday Writing Using Verbs SUGGESTED VERBS**

Using Verbs

Complete these sentences using these verbs.

ate	chased	watched	stopped	got	
ran	read	rode	jump	rained	climbed
flooded	flew	missed	disappeared		

1. The dog _____ the cat.
2. Rana _____ for the bus but she _____ it anyway.
3. Kuba _____ a chocolate ice cream.
4. I _____ a scary film and it made me _____!
5. The lift _____ and a lot of people _____ out on the fifth floor.
6. Kareena _____ her book and then _____ her bike.
7. It _____ so much last night that the garden was _____.
8. It was very late by the time Jack _____ into bed.
9. The bird _____ high in the sky and soon _____ from sight.

If you would like to find your own verbs, rather than choosing from the suggested verbs use this worksheet.

****See Week 2 Friday Writing Using Verbs FIND YOUR OWN**

Using Verbs

These sentences have some words missing. Choose a suitable verb to complete the sentences.

1. The dog _____ the cat and it _____ up the tree.
2. Rana _____ for the bus but she _____ it anyway.
3. Kuba _____ a chocolate ice cream and his brother _____ a strawberry one.
4. I _____ a scary film and it made me _____!
5. The lift _____ and a lot of people _____ out on the fifth floor.
6. Kareena _____ her book and then _____ her bike.
7. It _____ so much last night that the garden was _____.
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BREAK

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

Middle session: MATHEMATICS

Maths Warm Up

Make 20

Find pairs of numbers in the grid that add up to 20.
There are 6 different pairs.

18	9	5	15	11
7	17	19	14	13
16	8	4	1	12

Number of the Day

If you would like a refresher on how to complete the number of the day go to **Week 2 Monday Number of the day.**
**See Week 2 Friday Number of the day

TEN

See TEN activities for Monday

Maths

Volume and Capacity

All of the work below can be found at **See Week 2 Friday Maths

Today you are going to:

- Compare the capacities of two or more containers by measuring each container in uniform informal units
- Recognise that containers of different heights/shapes *may* have the same or different capacity (Reasoning)

Capacity refers to the amount a container can hold, and can be measured in informal units such as cups. **Capacity**

is only used in relation to containers and generally refers to liquid measurement.

Capacity Mini Challenges

Complete the capacity challenges below.

Can you fill some cups so one is half full, one is less than half full and the other is full?



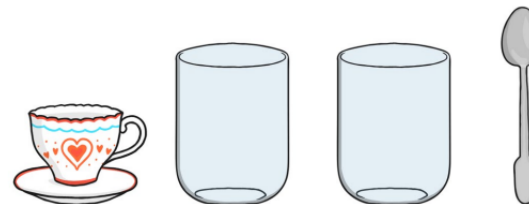
Find 3 bottles that when you fill them to the same height with water contain different amounts of water.
How does this happen?



Choose some different containers. Does the tallest container always hold the most water?
Why? Why not?



Have a race with a friend to fill a container each.
One person use a spoon to fill, and the other use a cup. Who is the winner?
Is this fair? Why? Why not?



What were some of your findings today when comparing capacities of different containers?

Write 2 things that you learnt about capacity during today's lesson:

1. _____

2. _____



LUNCH

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

Afternoon session

Bounce Back

What is courage?

To begin listen to the following text: https://www.youtube.com/embed/ySpztuBS_eI

- Do you think Lucy was brave? Why/Why not?

I think Lucy was brave and built courage as she flew south with the flock.

So what is courage? It is about facing fear rather than not having any. Courage means feeling frightened about doing something scary or difficult (because you might get hurt, you might fail or get rejected, etc.) but being brave and doing it anyway. Deciding to do the brave thing sometimes happens very quickly, but sometimes you have to think about it for a while before you decide to be brave.

You can watch the follow video to learn more about courage here: https://www.youtube.com/embed/rkg-ffNGv_E

You activity:

Using the **See Week 2 Friday Bounce Back Courage worksheet, draw a picture and write a sentence about a time when you needed or think you'd need courage. You can use sentence starters 'I was brave when I...' and 'I was scared when...'

YAY! IT'S THE WEEKEND :)