

## 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

Wednesday 13th 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 Miss Kentwell reads you a story.

<https://www.youtube.com/embed/nlXt6ygMpuA>

Daily Journal

If you could travel back in time, where would you go and why?

Morning Warm Up

## Secret Message

Use this code to work out the message.

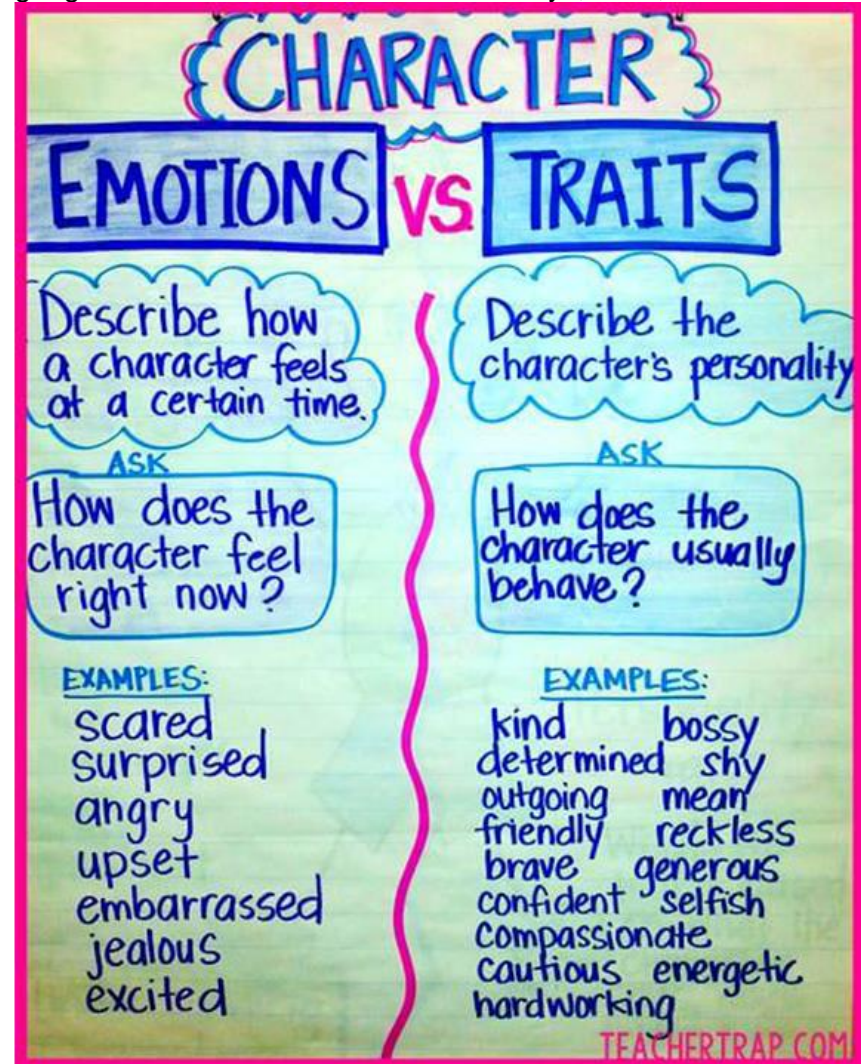
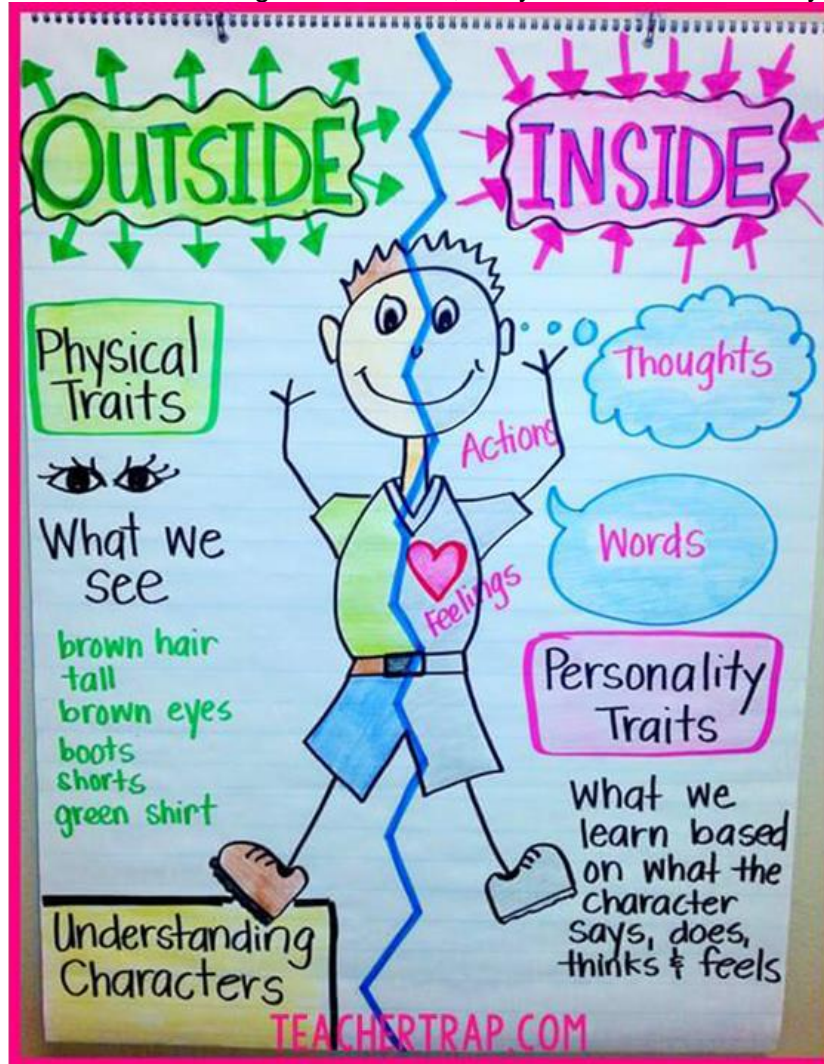
A	B	C	D	E	F	G	H	I	J	K	L	M
3	5	4	7	2	6	1	9	8	■	●	→	▲

N	O	P	Q	R	S	T	U	V	W	X	Y	Z
↓	★	◆	⬆	⬇	☾	☀	♥	○	+	☾	➤	☁

8		→	★	○	2		◆	♥	☁	☁	→	2	☾

Phonics	<p>Listen and complete the phonemic awareness demonstration video.  <a href="https://www.youtube.com/embed/m710FBTUUmI">https://www.youtube.com/embed/m710FBTUUmI</a></p>	
Spelling	<p>Watch and sing the soundwaves chant. You could even try and sing it in a different voice to make it more interesting. <a href="https://www.youtube.com/embed/yM3dMF-Bxuk">https://www.youtube.com/embed/yM3dMF-Bxuk</a></p> <p>Look, say, cover, write, check your spelling words.          Complete questions 5 and 6 'oo u' from the <u>**See Week 2 Monday Spelling Activity Pages.</u></p> <p>Complete the worksheets matching the spelling words to the clues <u>**See Week 2 Wednesday Spelling Match Up Clues</u> and <u>**See Week 2 Wednesday Spelling Match Up Words.</u></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 <a href="https://online.fireflyeducation.com.au/program/soundwaves2">https://online.fireflyeducation.com.au/program/soundwaves2</a></p>	
Reading	<p>Welcome to today's reading lesson.</p> <p>Today you will be listening to Miss Young read you 'Like the ocean we rise'.  <a href="https://www.youtube.com/embed/vVDbDFmVKTU">https://www.youtube.com/embed/vVDbDFmVKTU</a></p> <p>Activity:</p> <p>What your task for today is, list and describe 3 ways you could make a difference while at school and another 3 ways you could make a difference at home.</p> <p>For each idea, draw an illustration to represent your idea.</p> <p>Once you have finished this, you can create your own poster using the worksheet below.  <u>**See Week 2 Wednesday Reading Poster.</u></p>	
Writing	<p>Today we will be looking at how we can show and describe how a character is feeling on the inside and outside. This might involve the characters actions, physical traits, emotions.</p> <p>How can we describe how someone is feeling... you are right! We can understand this by wondering:</p> <ul style="list-style-type: none"> <li>● How does the character feel right now?</li> <li>● How does the character usually behave?</li> </ul>	

This could be through their actions, body movements and body language or based on what the character says, does, thinks and feels.



Word choice is very important when it comes to describing a character. You need to use your imagination!



Expanding your vocabulary and understanding the meaning of a 'synonym' supports your writing.

What is a synonym you might be thinking...









Synonyms are words that have the same or nearly the same meaning as another.

For example synonyms for the word 'happy' are cheerful, joyful, smiling, content etc.

Can you think of any other words that have a similar meaning to the word 'happy'?

Below is a table that has all different ways to describe different emotions. Sometimes we call this 'Show not Tell', it allows us to 'paint a picture' of our characters without showing them a picture. Have you ever looked at a big chapter book and thought why isn't there any pictures? Yep that's right, those authors have 'painted a picture' of their story in the reader's mind through the word choices they have used!

### Show Not Tell: Character Emotions

<p style="text-align: center;"><b>Anger</b></p> <ul style="list-style-type: none"> <li>Breathing deeply</li> <li>Picking fights</li> <li>Sarcasm</li> <li>Pounding fists</li> <li>Prodding finger</li> <li>Deeper louder voice</li> <li>Shoulders and head forward</li> <li>Eyes wide and glaring</li> <li>Hands forward in fists</li> <li>Red face</li> </ul> 	<p style="text-align: center;"><b>Sadness</b></p> <ul style="list-style-type: none"> <li>Downcast eyes</li> <li>Red or watery eyes</li> <li>Walking slowly</li> <li>Feeling sick</li> <li>Crying, not wanting to talk</li> <li>Jerky breathing</li> <li>Slumped shoulders</li> <li>Rubbing their face</li> <li>Downturned mouth</li> <li>Avoiding other's eye</li> </ul> 	<p style="text-align: center;"><b>Joy/Amused</b></p> <ul style="list-style-type: none"> <li>Smiling</li> <li>Head up</li> <li>Walking quickly</li> <li>Friendly</li> <li>Talkative</li> <li>Using their arms a lot</li> <li>Cupping their cheeks</li> <li>Bouncing on their toes</li> <li>Breathlessness</li> <li>Tapping their fingers</li> </ul> 	<p style="text-align: center;"><b>Excitement</b></p> <ul style="list-style-type: none"> <li>Talkative</li> <li>Pacing around</li> <li>Rubbing hands</li> <li>Eyes darting around</li> <li>Big smiles</li> <li>Hugging</li> <li>Shaking hands</li> <li>Giggling</li> <li>Victory dance</li> </ul> 
<p style="text-align: center;"><b>Embarrassment</b></p> <ul style="list-style-type: none"> <li>Looking down</li> <li>Hiding their face with long hair</li> <li>Walking away quickly</li> <li>Grasping things against their chest</li> <li>Keeps swallowing</li> <li>Face goes red</li> <li>Stammering</li> <li>Panicky thoughts</li> <li>Looking around for an exit</li> </ul> 	<p style="text-align: center;"><b>Afraid</b></p> <ul style="list-style-type: none"> <li>Dry Mouth</li> <li>Biting their lip</li> <li>Wanting to run</li> <li>Gasping for air</li> <li>Cold sweat</li> <li>Talking nonstop</li> <li>Dizziness</li> <li>Flinching at noises</li> <li>Shaking</li> <li>Tip toeing</li> </ul> 	<p style="text-align: center;"><b>Relieved</b></p> <ul style="list-style-type: none"> <li>Smiling</li> <li>Wide, grinning eyes</li> <li>Hand holding brow</li> <li>Blowing air out of their mouth</li> <li>Holding hair with both hands</li> <li>Mouth open, hands wide</li> <li>Shaking head in disbelief</li> <li>Laughter</li> </ul> 	<p style="text-align: center;"><b>Curiosity</b></p> <ul style="list-style-type: none"> <li>Straining to see</li> <li>Ears and head pointed to hear</li> <li>Shushing others</li> <li>Wide eyes</li> <li>Slow breathing</li> <li>Lips parted slightly</li> <li>Gasping in wonder</li> <li>Small smile</li> <li>Shifting from one foot to the other.</li> </ul> 

For today's first activity you are going to match emotion to the correct character action cards. You might like to print and cut them out, or write them up yourself in your workbook at home. Remember, there are two character action cards to each emotion.

\*\*See Week 2 Wednesday Writing Show don't Tell.

Next, I want you to write some examples or phrases for the emotions listed.

\*\*See Week 2 Wednesday Writing Other Examples

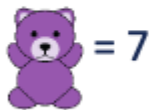
### BREAK

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

### Middle session: MATHEMATICS

Maths Warm Up

## Solve It!



= 7



= 6



= 5



= 4

Work out the total of each row and column.

				= 26
				= _____
				= _____
				= _____
= _____	= _____	= _____	= _____	

Number of the Day	If you would like a refresher on how to complete the number of the day go to <b>Week 2 Monday Number of the day.</b> <u>**See Week 2 Wednesday Number of the day</u>	
TEN	<u>See TEN activities for Monday</u>	
Maths (Number and Algebra)	<p>Today we are practicing 'Jump Strategy" in both addition and subtraction.</p> <p>Remember for <b>addition</b> you start with the larger number on the left-hand of the number line and move to the right          The jump strategy is when you use a number line to jump in tens and ones to arrive at the answer.</p> <p style="text-align: center;"><b><math>34 + 25 = 59</math></b></p> <p>When <b>subtracting</b> you start with the larger number on the right-hand side of the number line and jump to the left.</p> <p style="text-align: center;"><b><math>32 - 25 = 7</math></b></p>	



**\*Now use Jump Strategy to complete the addition activity in the Wednesday resources**

\*\*See Week 2 Wednesday Maths Addition 1

\*\*See Week 2 Wednesday Maths Subtraction 1

\*\*See Week 2 Wednesday Maths Subtraction 2

**Note:** The same rule applies when adding or subtracting 3 and 4 digit numbers. If you are up for a challenge watch this video and try some of your own 3 digit problems.

Using Jump Strategy to solve 3 -digit equations

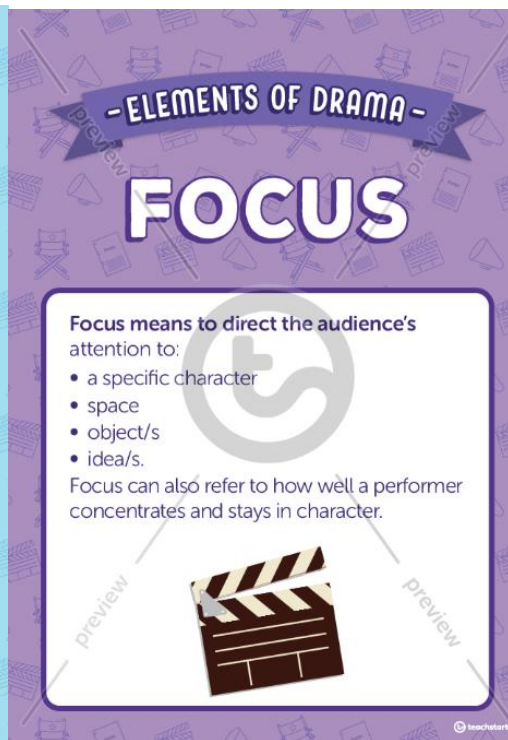
[https://youtu.be/EXOi7KQ\\_4WQ](https://youtu.be/EXOi7KQ_4WQ)

**LUNCH**

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

**Afternoon session**

Creative Arts  
(Drama)



This term we are going to have some more fun with drama. Drama is a great way to make ideas and stories “come to life” and a great way to express your feelings in a fun, but focused way.

Before we begin our drama activity for this week, let’s talk about these two elements of drama: Symbol and Focus.

### Symbol

- Find a spoon.
- Let’s pretend it’s a microphone and sing into it
- now find a pencil
- Let’s pretend it’s a candle, try to blow it out

This is just a couple of examples of Symbol in drama. Using an object to represent something else, something totally different to what it is.

Challenge: Find 3 more examples of symbol in your house.

### Focus

- Think of an animal. Got it in your mind?
- Now start to make sounds like your animal. Eg; Cat- meow, dog- bark
- Now do something your animal normally does. Eg; Cat-licks its paws and rubs face, dog-wags its tail or pants with its tongue out.

This is a couple of examples of Focus in drama. The audience's attention is on what animal you are acting out and your focus is on being that particular animal.

### **Sculptor and Statue**

Today's Focus will be on being a sculptor, an artist that creates a 3D artwork that you can walk around and look at from all sides. The symbol will be another person that you will sculpt into a statue.

- First, find someone who is willing to be your sculpture, your block of clay.
- The clay person will stand in a position with legs slightly apart and hands beside them.
- The sculptor, which is you, will move the clay person's body into a new position according to the theme that is being explored. Ideally, this is done without talking so that communication is done through body-language. Face expressions can be shown by you (the sculptor) for the statue to copy.

- **Important Rules!**

- **Don't put your partner in an impossible position, remember they need to hold this position for a time so you can take a photo.**

- **Don't touch their face, you show the expression that you want and the statue copies it. Explain that to your statue before you start or when you get to the facial expression.**

- **Slow gentle movements with your partner, so they don't fall or get injured.**

- **talking is only permitted if you need your person to lay on the floor or to explain the facial expression you want, otherwise it's all about you, the sculptor moving the body into position.**

- The list of themes below are what you will use to sculpt your statue into. Choose 2 that you like.
  - emotions
  - animals
  - occupations
  - hobbies
  - character from a movie
- Choose your first theme to make a statue out of your partner. Eg; I'll choose emotions. Excitement!  
I will put my partner's feet wide apart and move their arms and hands up into a Y shape above their head.



Here are more examples of excitement that I could sculpt my partner into.

- Then take a photo of your sculpture and label what the statue is trying to show.
- Choose your second theme and repeat the steps and take a photo and label your second statue.

If you enjoyed doing this activity, why not try swapping roles and become the clay for your partner to sculpt into a statue!

I'm super excited to see your human statues! Please post them onto googleclassroom so I can see :)

**YAY! IT'S THE AFTERNOON :)**