

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

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.

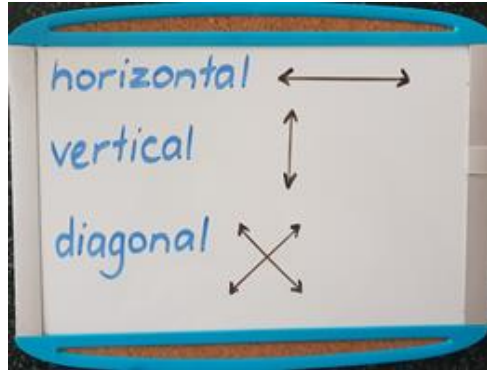


Morning session: ENGLISH

Daily Journal	If you could add one new thing to our school playground what would you add and why?	
Morning Warm Up	<p>Letter Jumble</p> <hr style="border: 1px solid yellow;"/> <p>Jumble the letters of the words in bold to make a new word.</p> <p>Turn cork into something a digger might lift. _ _ _ _ _</p> <p>Turn below into a part of your arm. _ _ _ _ _</p> <p>Turn dear into something you do with a book. _ _ _ _ _</p> <p>Turn break into the name of a person who makes bread. _ _ _ _ _</p> <p>Turn iced into a pair of cubes that you roll in a game. _ _ _ _ _</p> <p>Turn fires into a food you might eat with a burger. _ _ _ _ _</p>	
Phonics	Listen and complete the phonemic awareness demonstration video - this is for students ONLY who require the practise. https://www.youtube.com/embed/XaaxDSkBsbM	
Spelling	Sing along to the SoundWaves chant (just like we do in class!) https://www.youtube.com/embed/yM3dMF-Bxuk Look, say, cover, write, check your spelling words.	

Complete question 7 'y u(yoo)' from the **See Week 3 Monday Spelling Activity Pages.

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.



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

Find a fictional book (*Fiction is any story made up by an author. It is a creation of the author's imagination*) at home or listen to the following text: https://www.youtube.com/embed/cutROw_NJvE

After reading or listening to the book, complete the worksheet **See Week 3 Thursday Reading Exploring your text.

If you'd like to learn more about the importance of characters and the setting in fictional texts you can watch the following videos:

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>

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

The graphic features a central title 'Simile Reminder' and a definition: 'A simile is a way of describing something by comparing it to something else using 'like' or 'as''. Below the definition are two examples. The first example shows a woman in a pink hijab and blue denim jacket holding a pink rose, with a blue text box stating 'Her eyes are like stars and her lips are like roses.' The second example shows a red Formula 1 car on a track with a cheetah running in front of it, with a blue text box stating 'The car was as fast as a cheetah'. The background is a textured brown surface with yellow stars and rays of light.

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



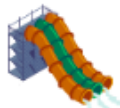
Fries \$4



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.**

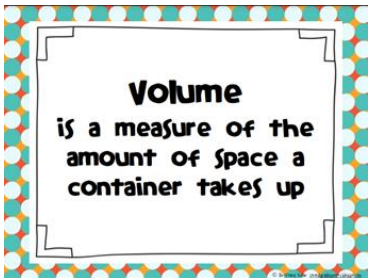
**See Week 3 Thursday Number of the day

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:

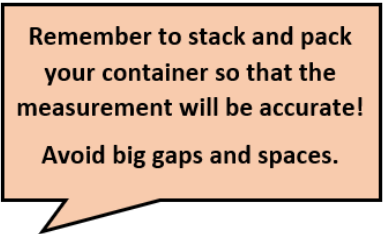
- Estimate volumes of containers by referring to the number and type of uniform informal unit used and check by measuring
- Record volumes by referring to the number and type of uniform informal unit used

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 :)