

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.

YAY! IT'S THE AFTERNOON :)

Wilton Public School
Remote Learning
Week 3, Term 4

Year 2

Wednesday 20th 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.

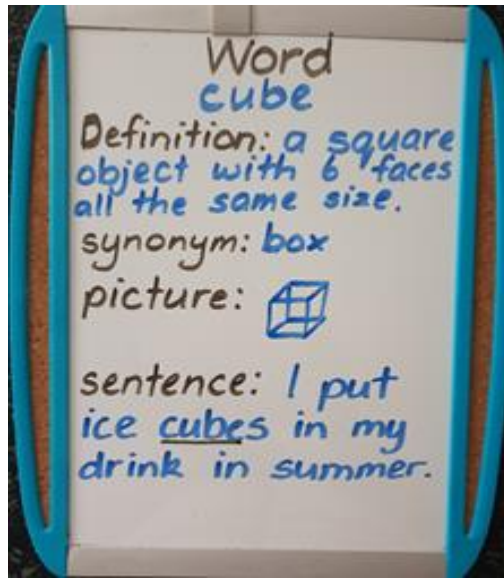


Morning session: ENGLISH

Daily Journal

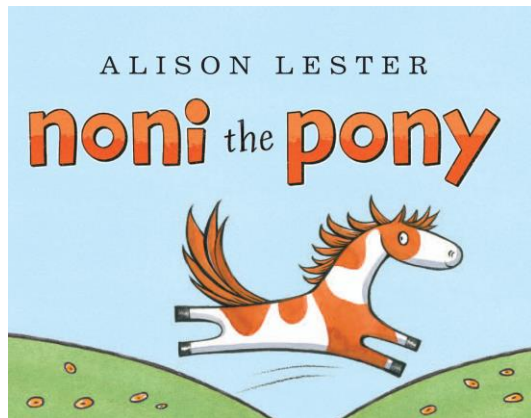
If you could throw a party for the entire school what would it be like?

<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 **<u>See Week 3 Monday Spelling Activity Pages.</u></p> <p>Use Ms McInerney’s example below to help you complete the worksheet using one of your spelling words. **<u>See Week 3 Wednesday Spelling Word Think Board.</u> 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/52Vvr3reAbg>

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).

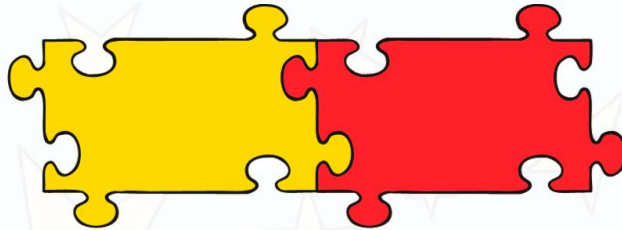
Watch this short video to listen to the crazy connectives song! <https://www.youtube.com/embed/OKhhElgZHAE>

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

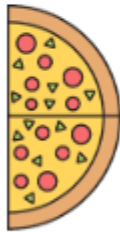
Have a snack, do some stretches and play a game.

Maths Warm Up

Fractions

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

1.



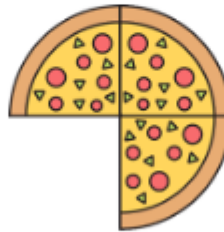
$$\frac{3}{4}$$

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.

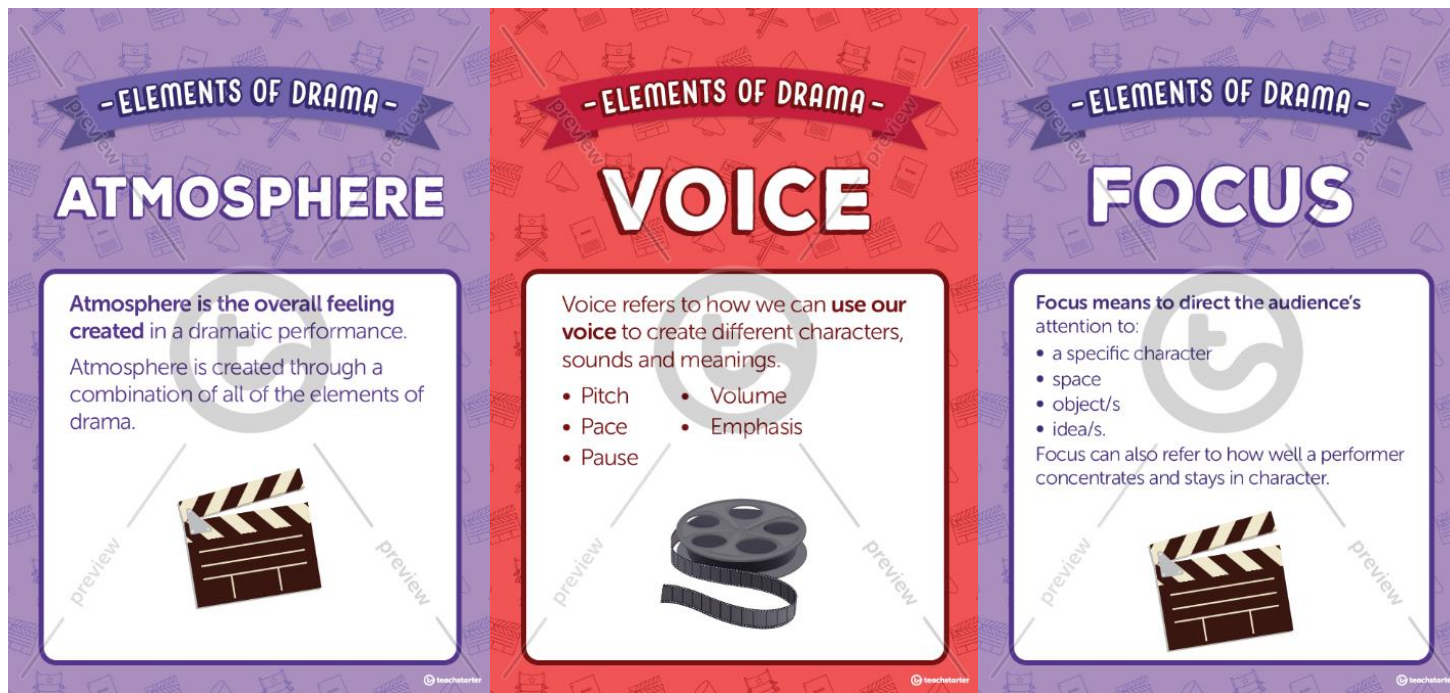
50 + 7 = 57

LUNCH

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

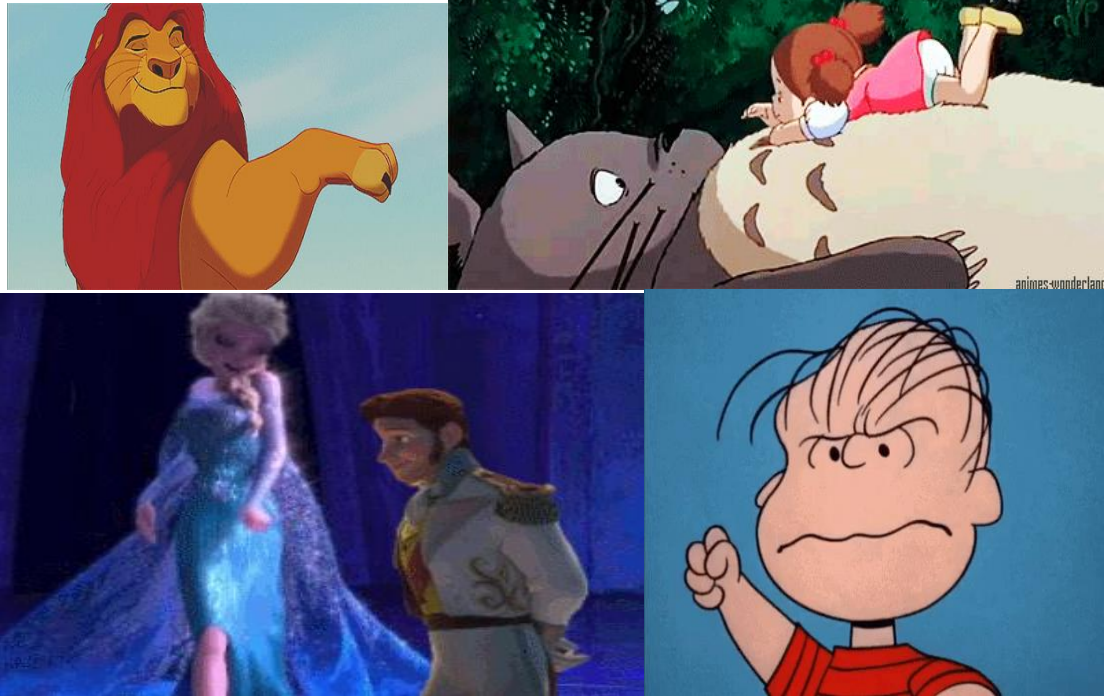
Afternoon session

Creative Arts
(Drama)



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 :)	
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YAY! IT'S THE AFTERNOON :)		
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