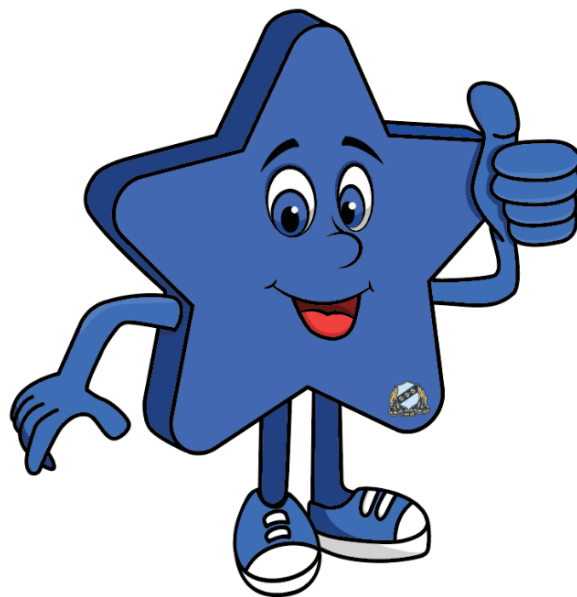




Year 2

At Home Learning



Term 3 **Week 4**

Tuesday 3 – Friday 6 August 2021



Silkstone State School

Grade 2 @Home Learning Timetable



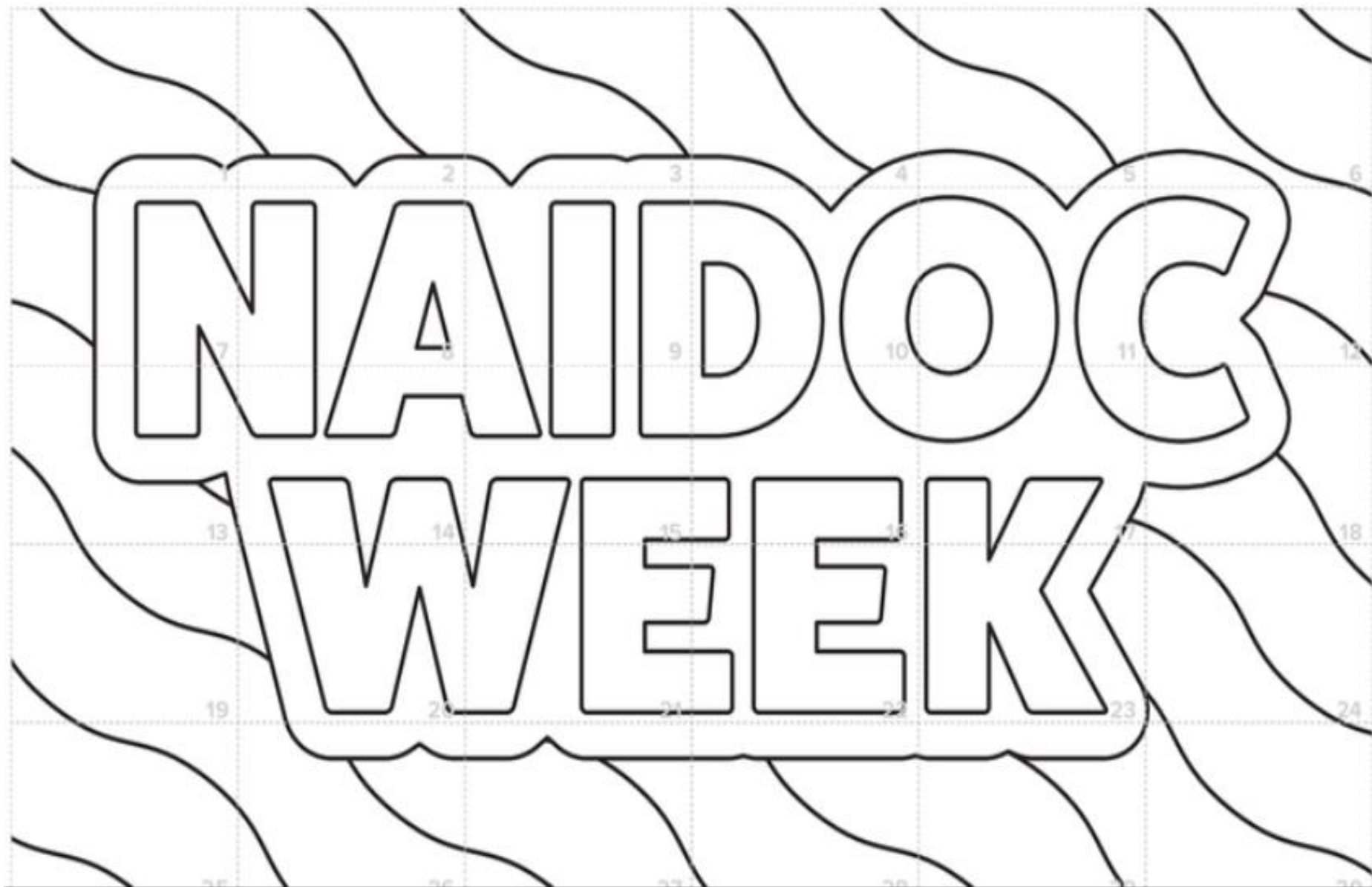
You will not need access to a digital device to complete the following activities. You will need help from a parent/carer and/or siblings.
Resources included: Timetable, Handwriting Chart, Resources (found at the end of this document).

Week 4	Monday	Tuesday	Wednesday 4 Aug	Thursday 5 Aug	Friday 6 Aug																																																				
Task		Can you help make lunch today?	Have you cleaned your teeth in the morning and night?	Could you help bring in the clothes?	Are you able to help fold the clothes?																																																				
Morning		English	English	English	English																																																				
Spelling Words:		Write out your spelling words. Practise your spelling words by writing a sentence for each one. Resource	Practise writing your spelling words in alphabetical order. Complete the Crack the code activity using the resource at the bottom of this document.	Using your spelling words, write the vowels in blue and the consonants in red. Choose a fictional book to read aloud with a parent/carer.	Time how long it takes to write out your spelling words correctly. Try again. See if you can beat your first time.																																																				
girl		Choose a fictional book to read aloud with a parent/carer. Before reading the book, talk about what you think is going to happen by looking at the pictures?	It looks like this: <small>Write the numbers under each letter in your spelling word. Ask a partner to try and crack your code.</small>	• Read it aloud together.	Choose a non-fictional book to read aloud with a parent/carer. Read it aloud together.																																																				
third		• What do you think will happen at the end of the story?	<table border="1"> <tr><td>a</td><td>b</td><td>c</td><td>d</td><td>e</td><td>f</td><td>g</td><td>h</td><td>i</td><td>j</td><td>k</td><td>l</td><td>m</td></tr> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>n</td><td>o</td><td>p</td><td>q</td><td>r</td><td>s</td><td>t</td><td>u</td><td>v</td><td>w</td><td>x</td><td>y</td><td>z</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr> </table>	a	b	c	d	e	f	g	h	i	j	k	l	m	1	2	3	4	5	6	7	8	9	10	11	12	13	n	o	p	q	r	s	t	u	v	w	x	y	z	14	15	16	17	18	19	20	21	22	23	24	25	26	• Does it have a good beginning and ending?	• How does the title describe the content of the book?
a	b	c	d	e	f	g	h	i	j	k	l	m																																													
1	2	3	4	5	6	7	8	9	10	11	12	13																																													
n	o	p	q	r	s	t	u	v	w	x	y	z																																													
14	15	16	17	18	19	20	21	22	23	24	25	26																																													
fire		• What do you think is going to happen next in the story based on what you already know?	<table border="1"> <thead> <tr><th>Code</th><th>Spelling Word</th></tr> </thead> <tbody> <tr><td>12, 9, 20, 20, 12, 5</td><td>little</td></tr> </tbody> </table>	Code	Spelling Word	12, 9, 20, 20, 12, 5	little	• Are the characters interesting? What makes them interesting?	• Was the title a good one for this book? Why or why not?																																																
Code	Spelling Word																																																								
12, 9, 20, 20, 12, 5	little																																																								
hire		Writing – What can you see out your window or door? Use Noun groups to make the object sound more interesting. Eg The large green leafy tree.	Choose a non-fictional book to read aloud with a parent/carer. Before reading, what do you already know about the topic?	• Which illustration in the story was your favourite? Why?	Writing - Write a list of food you would like for a dinner. Think of a main dish and dessert.																																																				
storm			Read the book aloud together. Answer these questions.	• Writing - Write a letter to your teacher. Let them know how you have been going this week. You can save it to give to your teacher when you return to school.	Write a description of a person or animal in your home using adjectives (describing words).																																																				
short			• What was this book about?		Write out your spelling words in your neatest handwriting in your exercise																																																				
sport			• What are three facts you have learnt from reading it?																																																						
more			Complete editing activity (resources)																																																						
sore			Writing – Write a narrative using this starter: “ Wow, it was so hairy. I cannot	Write a narrative using this starter: “ What is this place? I looked around and didn’t																																																					
wore																																																									
Extension:																																																									
Burn																																																									
Nurse																																																									
Curve																																																									
Curse																																																									
sure																																																									

		Imagine you are in a different place i.e. outer space, on safari in a jungle or a place of your choice. Repeat the activity and describe what you can see out the window.	believe it was in my home...”	recognise a single thing. Was I in another universe?”	book (on red and blue lines)
Break		Break	Break	Break	Break
Middle			<p>Mathematics</p> <p>Ask your family if you can use five containers, bottles, cups and bowls for an investigation. Estimate which container will hold the most rice (or pasta, dried beans, or water)? Order your containers from the most to the least. Draw the containers in order in your book.</p> <p>Test your idea. Pour things from one container to another one, or use a measuring cup, to check your estimate. Order the containers from the one that holds the most to the one that holds the least.</p> <p>Draw your observations in your book. Was your estimate correct?</p>	<p>Mathematics</p> <p>Pattern hunt: What patterns can you find in and around your home? Draw the patterns you found in your maths book. Ask someone to help you describe your favourite pattern.</p> <p>Use a pencil, pen, a block or paddle pop sticks to measure five of your favourite toys. Measure how tall your toys are. Order them from shortest to tallest. Draw your toys in order in your maths book.</p> <p>Ask your parents if you can borrow some coins. Can you identify all the coins?</p> <p>Can you make \$1? Can you find a different way to make \$1, using different coins? Try this for different amounts.</p> <p>Complete the Problem-Solving activity (resources)</p>	<p>Mathematics</p> <p>Play the following game with someone in your house.</p> <p>Use a deck of playing cards (or make a set of cards from 0 to 10). Take out the jacks, queens, kings and jokers. An ace equals 1.</p> <p>Shuffle the cards. Lay them out in a grid with 4 rows and with 4 cards in each row. Put the left-over cards in a pile. Take it in turns to flip over two cards, looking for combinations that add to make 10. If you found a pair, take the two cards and record the combination you found in your notebook. Take 2 new cards from the pile. If unsuccessful, turn the cards face down. When as many cards have been matched as possible, work out your total score by adding up the value of all your cards. The person with the highest score is the winner.</p>
Break		Break	Break	Break	Break

<p>Afternoon</p>			<p>Music</p> <p>Make a musical instrument. Think about the variety of instruments you could create using a wide variety of materials. Try to choose recycled materials to create your instrument.</p> <p>Think about ways in which you could put your instrument to use in an ensemble or class composition. Consider creating something with the people in your home.</p> <p>Create a composition using only the materials you have created and perhaps some furniture or other things in your house they have unique sounds. Let your imagination go wild. Record your piece of music to share or play your composition to your family.</p>	<p>Creative arts</p> <p>Create a role play or improvisation to show the differences between when your parents or grandparents were children – a then and now. Firstly, plan what your role-play or improvisation might look like. Will you have costumes, a set or a script? What form will it take? For example, it might be an interview or a silent movie.</p> <p>Why not ask your family to have roles in your play? Perform this with them or for your family. Record this for your classmates if you would like to share it.</p>	<p>Science and technology</p> <p>Set up two plastic cups with the same number of ice cubes and place them in different places to see what happens. Tell a family member your prediction (what you think will happen).</p> <p>What can you see (observe) happening? How long do the ice cubes take to change? Why do you think this change happened?</p> <p>Perform another investigation. Try to stop the ice cubes changing by covering them with something such as a cloth or book.</p> <p>Write a report of your investigation. Use the guide in your resource pack, include labelled diagrams to record your observations.</p>
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Week Four Tuesday Creative Arts



Writing the Alphabet

A a B b C c D d

E e F f G g H h

I i J j K k L l

M m N n O o P p

Q q R r S s T t

U u V v W w X x

Y y Z z

1 New House

my family mooved house last week. we now live at number 6 North Street. Mum and Dad painted our new door red and put a pot plant at our front stepps



Find 2 spelling mistakes.
Add 2 capital letters and 1 full stop.



Week Four: Wednesday Crack the Code

Write the numbers under each letter in your spelling word. Ask a partner to try and crack your code.

a	b	c	d	e	f	g	h	i	j	k	l	m
1	2	3	4	5	6	7	8	9	10	11	12	13

n	o	p	q	r	s	t	u	v	w	x	y	z
14	15	16	17	18	19	20	21	22	23	24	25	26

Code	Spelling Word
12, 9, 20, 20, 12, 5	little

Week Four: Thursday Mathematics – Problem solving

Josh had 6 toy trucks and was given 6 more for his birthday. How many toy trucks does he have now?



Millie was growing corn in her garden. She picked 23 cobs of corn, but 13 were rotten and had to be thrown away. How many cobs of corn did she have to eat?



Debbie was baking cupcakes for the fete. On Saturday she baked 10 cupcakes, on Sunday she baked 5 cupcakes and on Monday she baked 2 cupcakes. How many cupcakes did she bake altogether?



Wendy had 16 coloured pencils in her pencil case. She gave 4 away to her friends. How many coloured pencils does she have left?



On one side of the street there are 14 houses and on the other side there are 8 houses. How many houses are in the street?



Lee has read 12 pages of her book. She still has 8 pages left to read. How many pages were in the book altogether?



Challenge – Scavenger Hunts

Indoor Scavenger Hunt

COLLECT ALL OF THE FOLLOWING ITEMS IN A BAG OR BASKET. CHECK THE BOXES AS YOU FIND EACH ONE.

- A TOY WITH WHEELS
- A BOOK WITH THE FIRST LETTER OF YOUR NAME IN THE TITLE
- A PAIR OF MATCHING SOCKS
- 4 THINGS THAT ARE GREEN
- SOMETHING VERY SOFT
- A TOY SMALLER THAN YOUR HAND
- SOMETHING ROUND
- A BOOK WITH NUMBERS IN IT
- 5 LEGOS THAT ARE ALL DIFFERENT
- A PHOTO OF SOMEONE YOU LOVE
- AN ITEM YOU CAN SEE YOURSELF IN
- AN ITEM THAT MAKES YOU FEEL COZY
- A TOY THAT HAS 3 DIFFERENT COLORS
- A MOVIE THAT HAS "S" IN THE TITLE
- YOUR SNUGGLIEST STUFFED ANIMAL

Ready for snack? Make sure everything gets put back where it belongs!

Outdoor Scavenger Hunt

COLLECT ALL OF THE FOLLOWING ITEMS IN A BAG OR BASKET. CHECK THE BOXES AS YOU FIND EACH ONE.

- 5 LEAVES THAT LOOK DIFFERENT
- A STICK THAT IS LONGER THAN YOUR HAND
- A ROCK WITH SPOTS ON IT
- A FLOWER
- A FLAT ROCK
- 10 BLADES OF GRASS
- SOMETHING YOU LOVE TO PLAY WITH
- A PIECE OF TRASH YOU CAN RECYCLE
- SOMETHING THAT IS BROWN
- SOMETHING THAT IS HEAVY
- SOMETHING THAT IS VERY LIGHT
- SOMETHING THAT NEEDS SUN TO LIVE
- AN ITEM SMALLER THAN YOUR THUMB
- SOMETHING THAT STARTS WITH "M"
- SOMETHING THAT SMELLS GOOD

Ready for snack? Make sure everything gets put back where it belongs!

Name: _____

Gumball Fractions

Directions: Color the gumballs according to the code.
Cut and paste the gumballs onto the gumball machine.

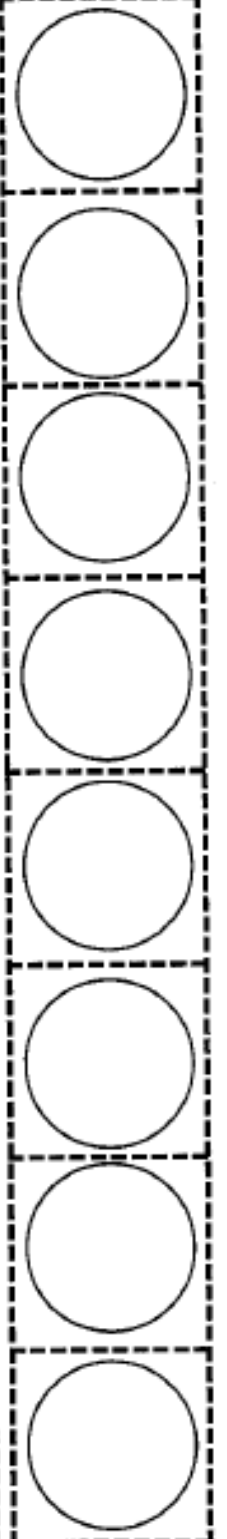
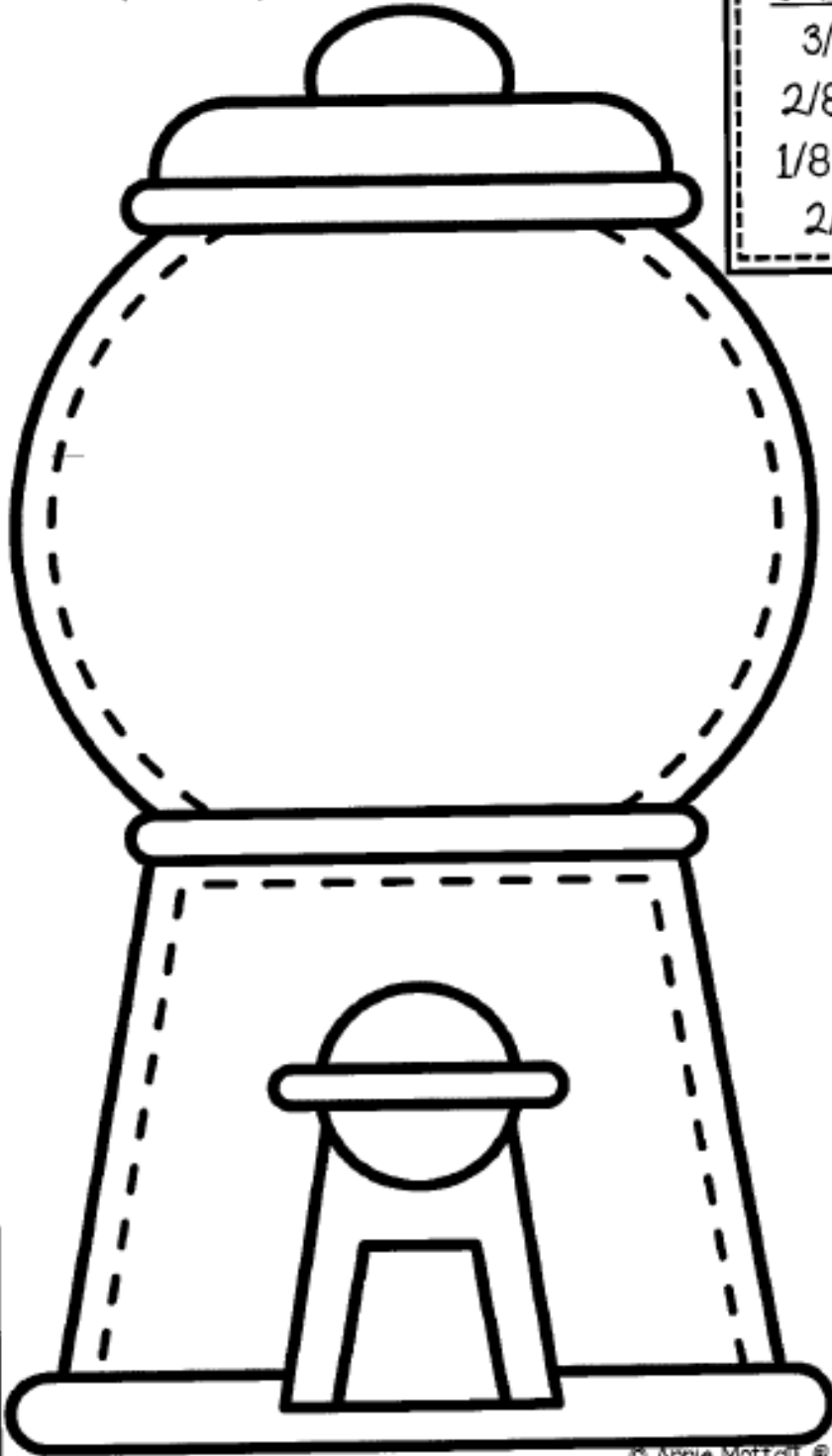
Gumball Code

$$3/8 = \text{blue}$$

$$2/8 = \text{yellow}$$

$$1/8 = \text{orange}$$

$$2/8 = \text{red}$$



WEEK 4

girl

third

fire

hire

storm

short

sport

more

sore

wore

Tuesday

Wednesday

Thursday

Friday


WEEK 4

Tuesday

Wednesday

Thursday

Friday

 barn

nurse

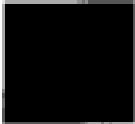




care

care

care



How many shapes can you find around your house? Use the tally marks to record your answers below.

Shape	Tally Mark
Rectangle 	
Triangle 	
Circles 	
Hexagons 	
Octagons 	

Now using your data information display it in the pictograph below.

Remember to put you in your numbers on the side to tell us how many. You may count in 1s or 2s depending how many shapes you found.

Title: _____



