

Learning From Home 2021 Term 3 Week 4

Stage 1
Wed - Fri

Wednesday

Can you spot the i_e images shown in the picture and write the words in the box?



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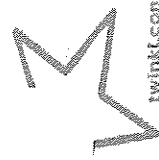
Use this table to practise typing your sight words.

Type/write your word.	Practise 1	Practise 2	Practise 3



VCOP

Openers using a verb ending in 'ing'.



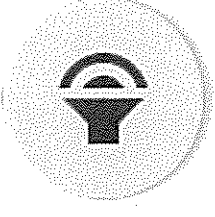
Your turn!

Jade stared up at the sky while waiting for the others.

Michael tripped as he was running quickly to the bus stop.

The archer raised his bow watching the guard on the tower.

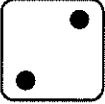
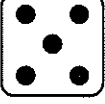
The goalkeeper hurt his head during the football game.



ROLL TO CREATE

A SUPERHERO COMIC

1. Roll the dice. Find the row that matches the number rolled on the chart.
2. See which Superhero is in the '1st Roll' column. Record this at the bottom of the page.
3. Roll the dice again. Repeat the process from your previous turn, this time looking in the '2nd Roll' column. Add the Superpower to the bottom of the page.
4. Continue the process until you have rolled the dice five times and added all the features needed for your comic.
5. Write your comic.

	1st Roll	2nd Roll	3rd Roll	4th Roll	5th Roll
	Superhero	Superpower	Time	Place	Complication
	Super Racer	reading	one gloomy morning	a tropical island	a person has gone missing
	Storm Maker	invisibility	at midnight	a school	a page is missing from a library book
	Secret Reader	superhuman strength	long ago	an old library	an important item is lost
	Captain Bubbles	mind-reading	on a stormy night	a tree house	there is no water left in town
	Miss Invisible	flying	early one morning	a small cottage	lost in a maze
	Undercover Clue Master	breathing underwater	in the middle of the night	a shopping centre	a mysterious item is found in the school playground

My Comic Features:

Superhero: _____ Superpower: _____

Time: _____ Place: _____

Complication: _____

[illegible]



Multiplication Tables of 2 - missing factor

Grade 2 Multiplication Worksheet

Fill in the missing number.

1. $\square \times 2 = 12$

2. $4 \times 2 = \square$

3. $3 \times 2 = \square$

4. $\square \times 2 = 14$

5. $2 \times 2 = \square$

6. $\square \times 2 = 16$

7. $1 \times \square = 2$

8. $\square \times 2 = 10$

9. $9 \times 2 = \square$

10. $4 \times 2 = \square$

11. $\square \times 2 = 2$

12. $\square \times 2 = 4$

13. $\square \times 2 = 8$

14. $4 \times \square = 8$

15. $7 \times 2 = \square$

16. $\square \times 2 = 14$

17. $3 \times \square = 6$

18. $3 \times \square = 6$

19. $\square \times 2 = 8$

20. $\square \times 2 = 14$

Name _____

Date _____

Measuring, Comparing and Ordering Capacity

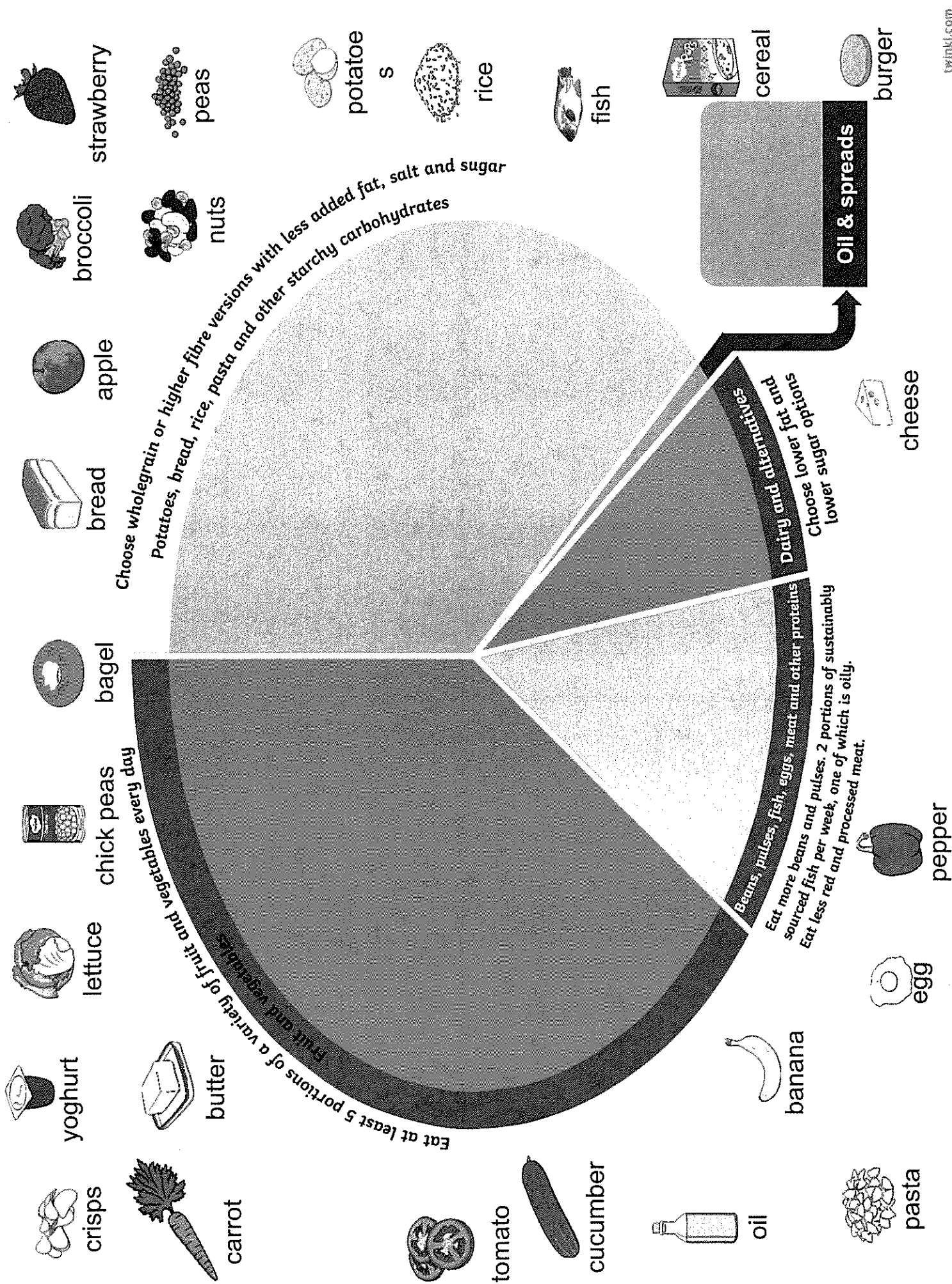
Capacity is how much a container will hold.

1. Choose some containers of different shapes and sizes from around the classroom.
2. Choose a container to start with. Draw a picture of it in the 'Containers' column of the table.
3. Estimate how many cups of water will fit into the container. Write your number in the 'Estimate' column of the table.
4. Measure the container's capacity by counting how many cups of water are needed to fill the container. Write the number in the 'Measurement' column of the table.
5. Repeat these steps for all of the containers to be measured.



Containers	Estimate (number of cups)	Measurement (number of cups)
1.		
2.		
3.		
4.		
5.		





Thursday

Phase 5 Real and Nonsense Words for i-e

There are many different words spelt with 'i-e'.

Can you spot which words are real and which are nonsense below?

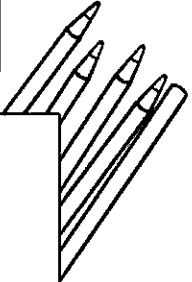
Fill in your key with a different colour for real words and nonsense words then colour in the correct boxes below.

Key

Real Words

☐

Nonsense Words

☐


drime	trife	white	libe
guibe	tide	fline	slide
pide	glide	bike	splibe
stride	gime	five	prize
bime	kite	inside	cime

Use this table to practise typing your sight words.

Type/write your word.	Practise 1	Practise 2	Practise 3

VCOP

Use a feeling as an opener.

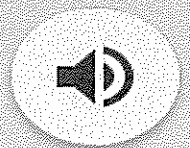
Sometimes we can use emotion as an opener and this can help us relate to how a character feels.

Example:

She walked through the corridor feeling lonely.

If we move the emotion to the beginning of the sentence, we create an interesting opener.

Lonely, she walked along the corridor.

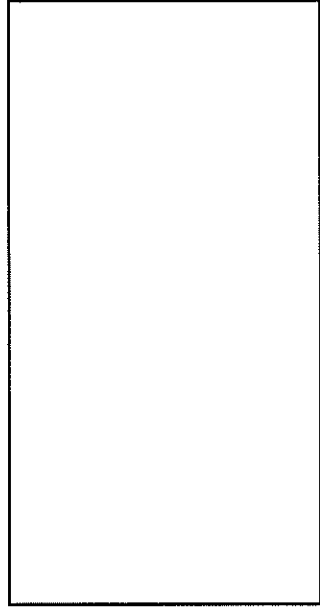


Use the comic strip template to create a comic using the narrative you created yesterday. Draw a picture in each box and write a sentence underneath to help you sequence the comic strip. Remember to carefully plan your comic strip so that you don't run out of boxes!

Blank Comic Strip - Worksheet

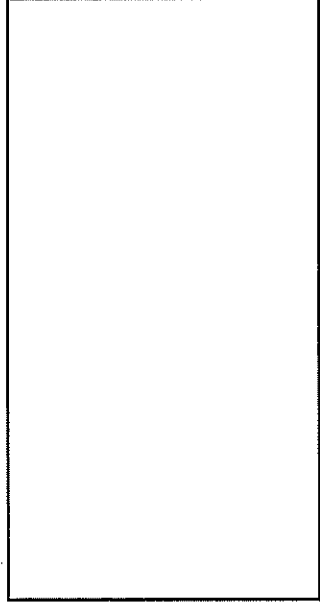
Name _____ Date _____

Comic strip title: _____



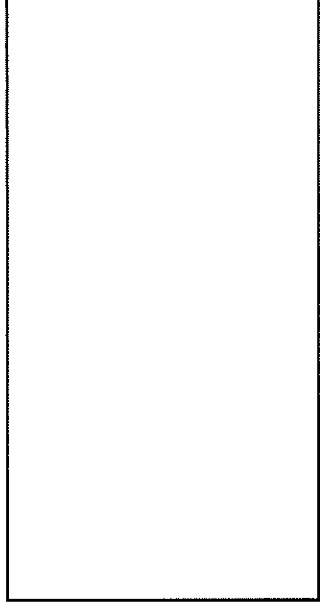
A large empty rectangular box for drawing the first panel of a comic strip.

Two horizontal lines for writing a caption or dialogue for the first panel.



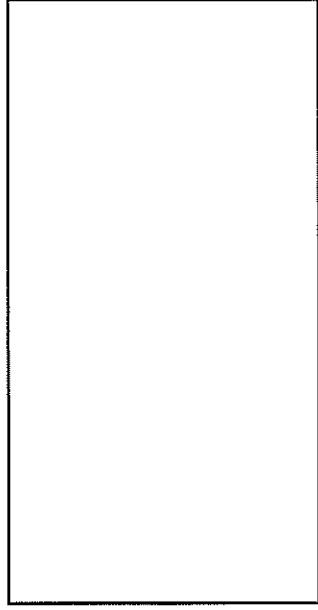
A large empty rectangular box for drawing the second panel of a comic strip.

Two horizontal lines for writing a caption or dialogue for the second panel.



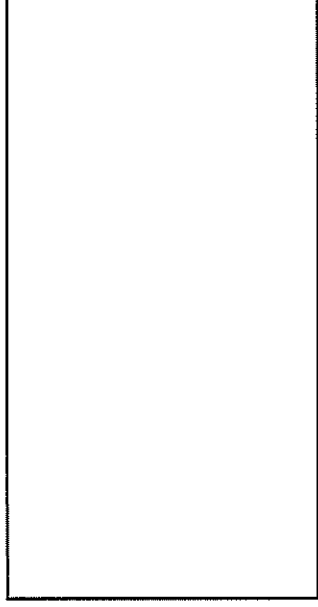
A large empty rectangular box for drawing the third panel of a comic strip.

Two horizontal lines for writing a caption or dialogue for the third panel.



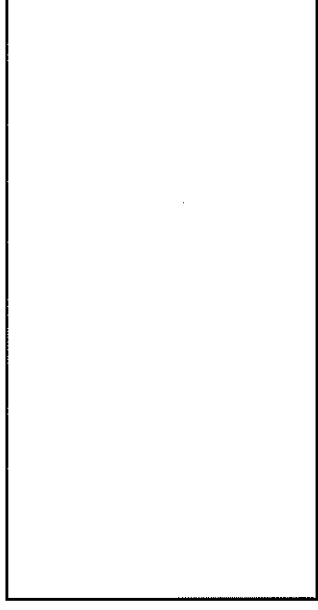
A large empty rectangular box for drawing the fourth panel of a comic strip.

Two horizontal lines for writing a caption or dialogue for the fourth panel.



A large empty rectangular box for drawing the fifth panel of a comic strip.

Two horizontal lines for writing a caption or dialogue for the fifth panel.

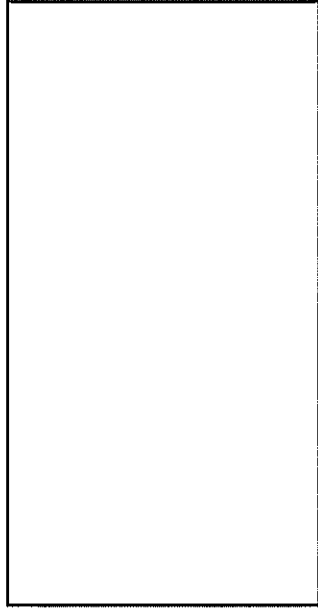


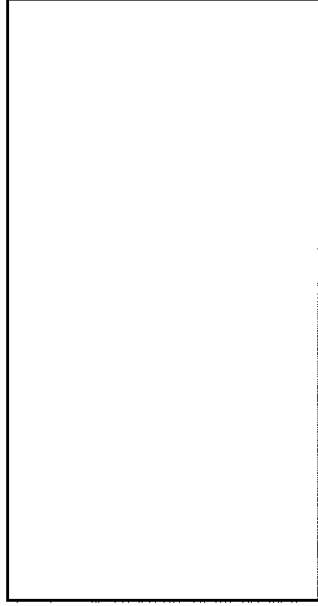
A large empty rectangular box for drawing the sixth panel of a comic strip.

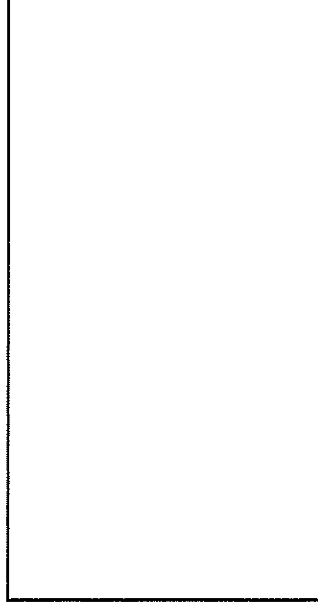
Two horizontal lines for writing a caption or dialogue for the sixth panel.

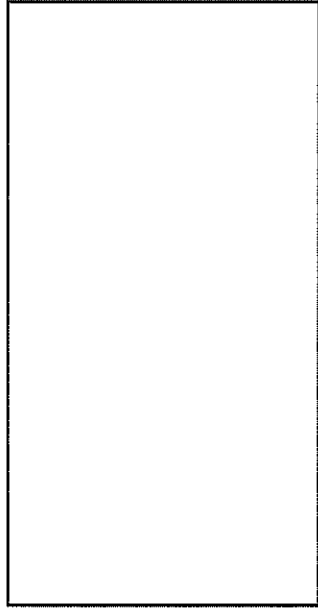
Name _____ Date _____

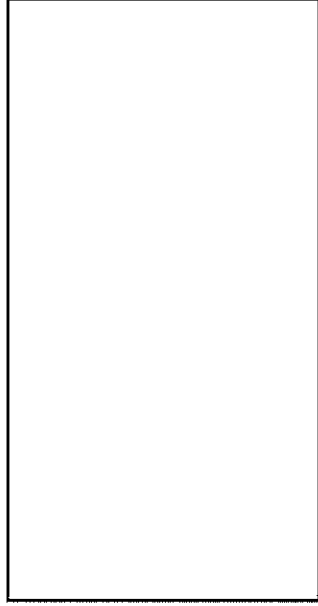
Comic strip title: _____

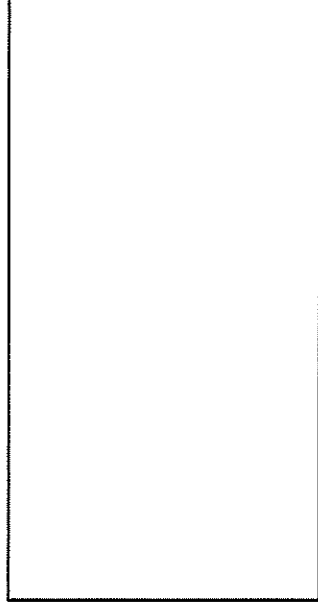














Multiplication Tables of 2 - missing factor

Grade 2 Multiplication Worksheet

Fill in the missing number.

1. $4 \times \square = 8$

2. $\square \times 2 = 14$

3. $\square \times 2 = 4$

4. $\square \times 2 = 12$

5. $5 \times 2 = \square$

6. $9 \times 2 = \square$

7. $\square \times 2 = 16$

8. $3 \times \square = 6$

9. $\square \times 2 = 2$

10. $3 \times 2 = \square$

11. $3 \times \square = 6$

12. $\square \times 2 = 16$

13. $\square \times 2 = 6$

14. $6 \times \square = 12$

15. $8 \times 2 = \square$

16. $\square \times 2 = 8$

17. $4 \times \square = 8$

18. $7 \times \square = 14$

19. $4 \times 2 = \square$

20. $3 \times \square = 6$

Mya has two glasses of water



If she pours the water from one glass to the other, what do you think will happen?

Write your response here.



Skipping challenges

GetActive@Home

Episode 1 - Skipping

Stage 1

Challenges

- Without a skipping rope - Perform a skipping motion with both feet together. Bounce feet on the ground once, then double bounce, then jump from side to side.
- Standing up or on the ground, make the following letters with your body - T, P, X, I. Then balance on one leg with your other leg extended out backwards and your arms out to the side.
- With a skipping rope - Complete each of the movements.

Mega Challenges

- With a skipping rope - Skip with both feet together and rotate the rope once then stop. Rotate the rope twice then stop. Continue this pattern to try and reach a count of ten.

Other variations

With a partner try:

- making different skipping combinations
- try making different and guess each others' body shapes
- go slower or faster make it easier or harder.



Suggested PDHPE Outcomes

These activities may address the outcomes listed as part of a whole school PDHPE scope and sequence.

PD1-4 performs movement skills in a variety of sequences and situations.

PD1-11 incorporates elements of space, time, objects, effort and people in creating and performing simple movement sequences.

Sample questions

Where do you look when skipping? (Technical)

How do you move to make skipping easier? (Tactical)

What do we say to make skipping easier? (Reinforce)

Teaching cues

Tuck elbows in.

Rotate the arms.

Bounce feet.

Eyes ahead.

Equipment

Skipping rope or similar.



Hopping challenges

GetActive@Home

Week 4 - Episode 8

Stage 1

Challenges

Perform the following movement activities changing every 5-10 seconds.

- Running on the spot (fast, slow, high knees).
- V-sits.
- Jumping, quarter turns, half turns.

Mega Challenge

- Using a combination of small and big hops create the outline of letters or shapes on the ground.
- Hop between two markers carrying a piece of equipment or object from one marker to the other.

Creative Challenge

- Combine movements from the first challenge with hopping movements.

Other variations

With a partner try:

- hopping on the spot while another person completes 10 throws of a ball then change roles
- set up a hopscotch court on the ground using chalk
- skip with a skipping rope only using a hop.



Suggested PDHPE Outcomes

These activities may address the outcomes listed as part of a whole school PDHPE scope and sequence.

PD1-4 performs movement skills in a variety of sequences and situations.

PD1-11 incorporates elements of space, time, objects, effort and people in creating and performing simple movement sequences.

Sample questions

How do you use your arms to hop higher? (Technical)

How do you land safely? (Tactical)

Why do we put our arms out to the side? (Reinforce)

Teaching cues

Stand on one leg arms out to the side, weight forward (rocket ready).

Bend knee slightly and spring up (rocket explode). Land with knee bent (rocketland).

Equipment

5 small items (small soft toy or bean bags), a marker such as a witches hat or shoe.

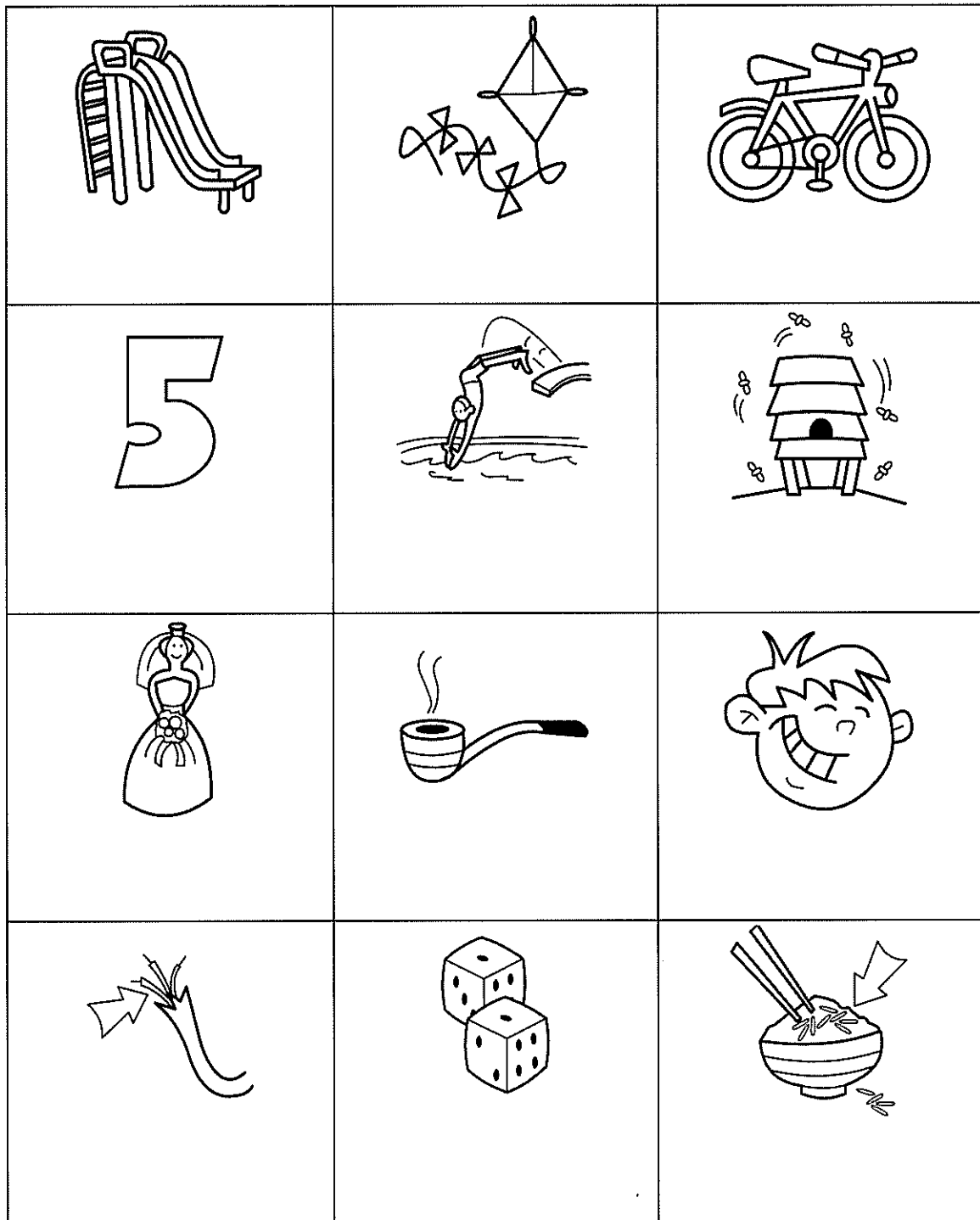


Friday

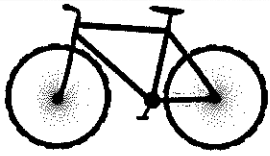
Fill in the gaps and draw a picture.

st_l_	wh_t_	w_r_
kn_f_	sp_n_	b_k_
d_v_	h_v_	k_t_

Write the word for the picture.

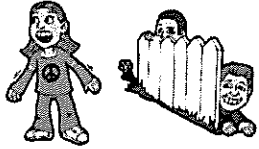


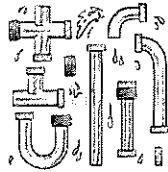
Write in the words to the pictures below and then complete
the words by filling in the gaps.





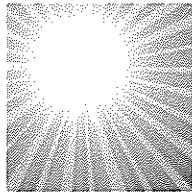


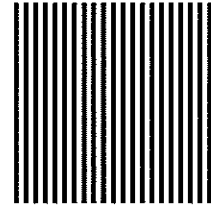










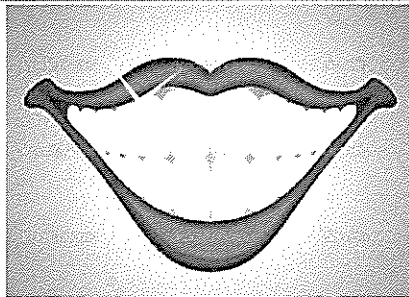


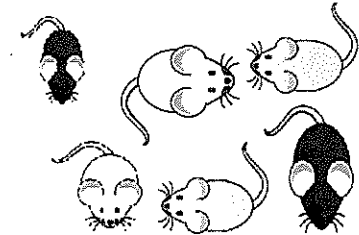












Extension Tasks

1. I must wear my helmet and my knee pads if I want to ride my _____ to school.
2. My sister has a red and blue _____ that flies high in the sky.
3. The postman said my dog likes to _____ him when he tries to deliver letters. I can't believe my dog would ever _____ anyone!
4. My favourite game is _____ and seek. Your friend covers their eyes and then you run and _____.
5. There is a leak coming from under the bathroom sink. I think it must be coming from a _____.
6. To play snakes and ladders you must first roll the _____ to see how many spaces you should move.
7. One day, when I get married, I am going to be a _____ and wear a veil and hold a bunch of flowers.
8. You should be careful to find some shade if the sun _____ brightly as you may get sunburn.
9. A zebra is a beautiful creature with black and white _____.
10. Tomorrow is my birthday! I am very excited as I will be _____ years old and I will have _____ candles.
11. My friends and I are going swimming, we are learning how to _____ from the side of the swimming pool.
12. We are going on holiday tomorrow, my mummy will _____ us all in the car. In France people _____ on the other side of the road.
13. You must be careful not to cut your finger when you are using a _____.
14. You must _____ when you are having your photo taken.
15. A mouse likes to eat cheese. When there are lots of these animals we call them _____.
- 16.

Complete the following words

L _ k _

r _____ d _____

f _____ v _____

m _____ n _____

† m

pr ____ z ____

tw ____ c ____

w _ d _

outs__d__

Now can you use these words in a sentence?

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slightly textured appearance and is set against a dark background.

Use this table to practise typing your sight words.

Type/write your word.	Practise 1	Practise 2	Practise 3

VCOP

Use a noun or an adjective.

Sometimes we can use a noun or an adjective to create an interesting start to our sentences.

Example:

The stars in the sky were beautiful.

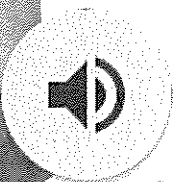
If we move the adjective to the beginning of the sentence we can add variety to our writing.

Beautiful stars filled the sky.

Example:

The garden was full of wildflowers.

Wildflowers filled the garden.



Free Choice Friday! Today you have the opportunity to write about whatever topic you like! I will list some ideas below and you can choose to use one of these OR create your own. What you must try and include in your writing is a variety of openers like we have been using this week and also onomatopoeia. Remember to use complete sentences and always check that you have used the correct punctuation. If you are using google docs to write your story, I wonder if there is a tool that can help you check this?



Multiplication Tables of 2 - missing factor

Grade 2 Multiplication Worksheet

Fill in the missing number.

1. $6 \times 2 = \square$

2. $4 \times 2 = \square$

3. $\square \times 2 = 16$

4. $2 \times \square = 4$

5. $7 \times 2 = \square$

6. $1 \times 2 = \square$

7. $5 \times 2 = \square$

8. $\square \times 2 = 18$

9. $3 \times \square = 6$

10. $7 \times \square = 14$

11. $5 \times 2 = \square$

12. $2 \times \square = 4$

13. $7 \times 2 = \square$

14. $1 \times \square = 2$

15. $4 \times 2 = \square$

16. $2 \times \square = 4$

17. $6 \times \square = 12$

18. $8 \times \square = 16$

19. $7 \times 2 = \square$

20. $5 \times 2 = \square$

Archimedes Bath Investigation

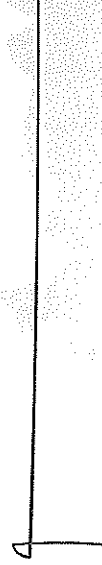
After listening to the story, 'Archimedes Bath', (you can listen to this on YouTube or in Google Classroom) complete the following activity.

You will need:

- A measuring jug or container (a tall container would be better).
- Some lego or blocks, or rocks (similar in size).
- Coloured pencils
- Water (you could water the plants after you are finished).
- A place to experiment where it is OK to be wet, maybe outside if it is nice!

Wk 4 Visual Arts

The Wild West.



ARE you ready to create?

You'll need:

- paper towel or old newspaper to protect the table
- a large sheet of paper (could be white, yellow or blue)
- paint, a paintbrush and a cup of water (you could make your own paint if you haven't got any, I will show you how on the next slide, or just use some pencils.)
- black paper or black paint for the cactus
- safety scissors and glue
- a paint smock or old shirt to protect your clothes.

Making your own paint...

Basic Paint

- 1 tablespoon of flour
- 1 tablespoon of salt
- 1 tablespoon of water for each.
- Food colouring

Paint with coffee (or use a tea bag!)

- 1 teaspoon of coffee powder.
- Add water until you have the colour you like

Spice Paint

- Spices such as paprika or cumin (add a little at a time to get the colour you like)
- Mix with a little bit of water at a time to get the consistency and colour you like.

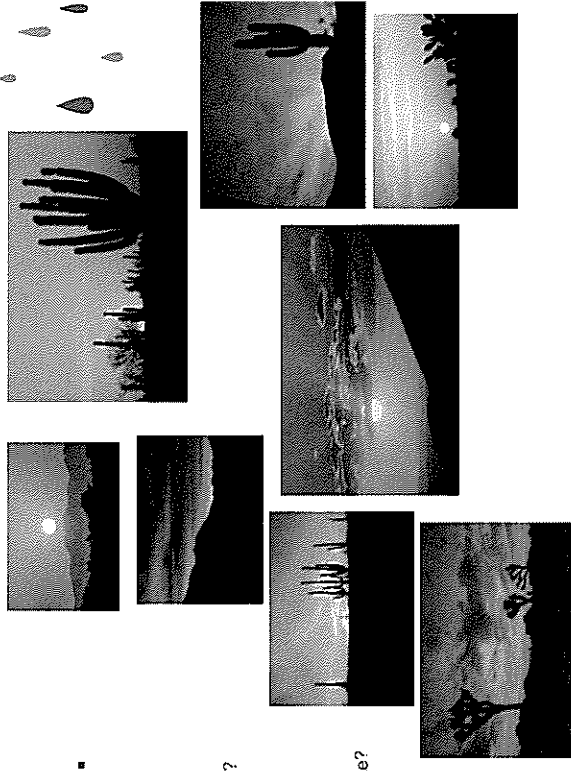
Watercolour Paint

- A few drops of food colouring.
- Add a little water at a time until you get the colour that you like.

Explore...

Here are 9 pictures of sunsets.

- What can you describe?
- What colours you can see?
- What shapes are dark?
- What shapes are light?
- What does the sky look like?





Share!



Great job on creating a beautiful artwork of a desert sunset!

Share your artwork with your teacher and display for all to see.

I wonder if you could challenge yourself to create another picture of an Australian Outback?
Maybe you could use Uluru as your inspiration?

