

Learning From Home 2021 Term 3 Week 5

Stage 1
Mon-Tues

S1 Week 5 Suggested Weekly Timetable.

****Please note the new class zoom sessions - See your Class Dojo for links****

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<u>Morning Session</u> - S1 Zoom Meeting @ 9:15 am - K-2 Library Zoom @ 10:30 am with Mrs. McCarthy. Literacy - Reading task (analysing images). - Spelling revision. Writing Task - Using adjectives to add detail.	<u>Morning Session</u> - S1 Zoom Meeting @ 9:15 am Literacy - Reading task (analysing images). - Spelling revision. Writing Task - Noun groups.	<u>Morning Session</u> - 1B only - Zoom with Mrs. Bulloch @ 8:30 am - S1 Zoom Meeting @ 9:15 am - K/1B only - Zoom with Mr. Boreland @ 10:00 am - 2HM only - zoom with Mrs. McCabe and Mrs. Horncastle @ 10:30 am. - 1R only - Zoom with Miss Rodwell @ 11:30 am. Literacy - Reading task (analysing images). - Spelling revision. Writing Task - Adding description.	<u>Morning Session</u> - S1 Zoom Meeting @ 9:15 am Literacy - Reading task (analysing images). - Spelling revision. Writing Task - Comparision.	<u>Morning Session</u> - S1 Zoom Meeting @ 9:15 am - 2B only - Zoom with Miss Betteridge @ 10:30 am. Literacy - Reading task (analysing images). - Spelling revision. Writing Task - Applying the skills.
<u>Middle Session</u> Times Tables Practise Maths - Skip count by 2's, 5's and 10's	<u>Middle Session</u> Times Tables Practise Maths - Compare 3-digit numbers	<u>Middle Session</u> Times Tables Practise Maths - order 3-digit numbers	<u>Middle Session</u> Times Tables Practise Maths - Understand place names in 3-digit numbers	<u>Middle Session</u> Times Tables Practise Maths - Understand place value digits in 3-digit numbers.
<u>Afternoon Session</u> PBL - Acts of kindness	<u>Afternoon Session</u> Olympics - Where in the world?	<u>Afternoon Session</u> PDHPE - What is healthy living?	<u>Afternoon Session</u> Sport - Games	<u>Afternoon Session</u> Visual Art - Ocean Art.

Science Week 2021

The school theme for National Science Week 2021 is Food: Different by Design. It honors the United Nations International Year of Fruits and Vegetables and the International Year of Creative Economy for Sustainable Development.

This year, to celebrate science week, we are challenging our Valley View Public School students to design an entry for the VVPS Science Fair.

Please find below the details you will need to create your entry.

Your Project Goals

1. Choose a project idea which links to this year's theme, Food: Different by Design.
2. Choose a project type: investigation OR invention.
3. Research and plan!
4. Conduct your investigation/Create your invention.
5. Design your Science Fair Presentation.
6. Present your project at school (how this will occur will be decided depending on Covid-19 restrictions in week 6).

What you need to know:

Over the next few weeks, your Learning From Home packages will support you to design your Science Fair entry.

Due Date: Wednesday August 18th, 2021.

How will it be judged?: See the Rubric in your Google Classroom

assignment.

Who will be the judge?: We are hoping to invite special guest judges if on site at school.

Some Suggested Materials

- Tri-fold display board
- Permanent Markers
- Colored construction paper
- White computer paper
- Glue-stick (liquid glue causes ripples)

Safety first!

Your investigations and creations should be age appropriate and under the supervision of an adult. Never use materials without asking an adult's permission first.

Useful Resources:

https://www.sciencebuddies.org/science-fair-projects/science_project_ideas.php

<https://www.scienceweek.net.au/>

<https://www.education.com/science-fair/>

<https://www.steamsational.com/classic-science-fair-projects/>

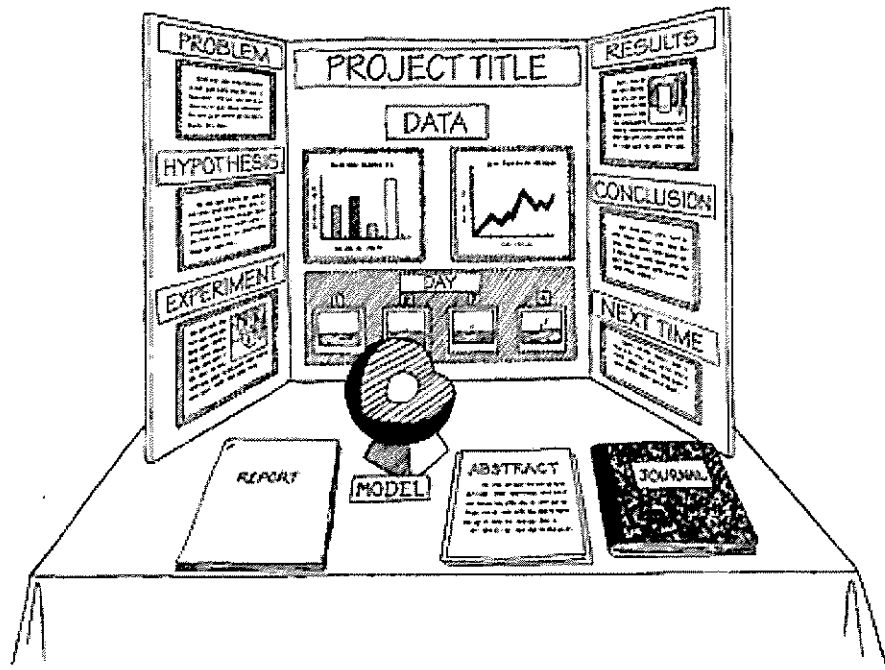
Science Fair Project Rubric

Due: _____

Name(s): _____ Topic: _____

Science Fair Poster		
Project Title	Title and student name are clearly displayed	____/5
Question/Purpose 	- What do you want to find out? - What problem will you solve?	____/10
Hypothesis	What do you think will happen? Make an educated guess about your question. <i>"I predict... because..."</i>	____/10
Materials	What will you need to complete the experiment?	____/5
 Experiment	Step-by-step procedure you followed to complete the experiment. - At least 5 clear steps in the experiment - At least 3 pictures showing the main steps in your experiment	____/20
 Data and Graphics	Show your data and pictures from your experiment. - What did you observe? - What data did you collect? - At least 1 chart, graph, or picture to display results	____/10
 Results	- What did you learn from your work? - Explain your data.	____/10
Conclusion	- Was your hypothesis right or wrong? - How do you know?	____/10
Evaluation	- What went well? - What would you change if you did the experiment again?	____/10
Grammar/Mechanics	- There are no grammatical or mechanical errors. - Writing is easy to understand.	____/10
	Total:	____/100

Ideas for Science Fair Posters



<u>Problem/ Purpose</u> State the problem you meant to solve.	<u>Project Title</u> by Your Name	<u>Results</u> What did you learn from your work? Explain your data.
<u>Hypothesis</u> State your hypothesis.	<u>Data & Graphics</u>  Display your data and pictures in this area. Graphics are very effective for explaining results.	<u>Conclusions</u> Was your hypothesis right or wrong? Can you make a new one?
<u>Procedures</u> Explain the experiments you did. What? How? Why?		<u>Recommendations</u> From what you learned, would you try anything new?

Purpose

To determine if temperature affects how long bubbles last before they pop

Hypothesis

Bubble lifespan is not affected by temperature

Materials

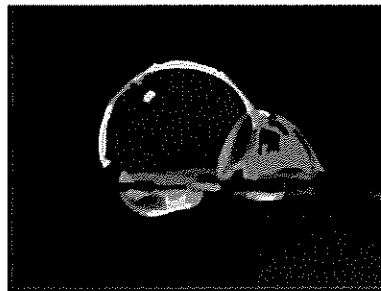
Identical clear jars
Bubble solution
Measuring spoons
Thermometer
Stopwatch

Procedure

1. Use your thermometer to find locations that are different temperatures from each other.
2. Label each jar with the temperature of the location it will be placed.
3. Add identical amounts of bubble solution to each jar.
4. Place the jars at the different temperatures.
5. Wait 15 minutes for the temperature to equalize.
6. Shake each jar and record the time it takes for the bubbles to all pop.
7. Repeat three times.

Bubble Life and Temperature

Cy N Student
Sometown Middle School

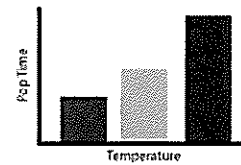


Data

Temperature	40°	75°	120°
Time to Pop			
Trial 1	50	36	22
Trial 2	55	32	17
Trial 3	60	28	21
Average	55	32	20

Results

Pop Time vs Temperature

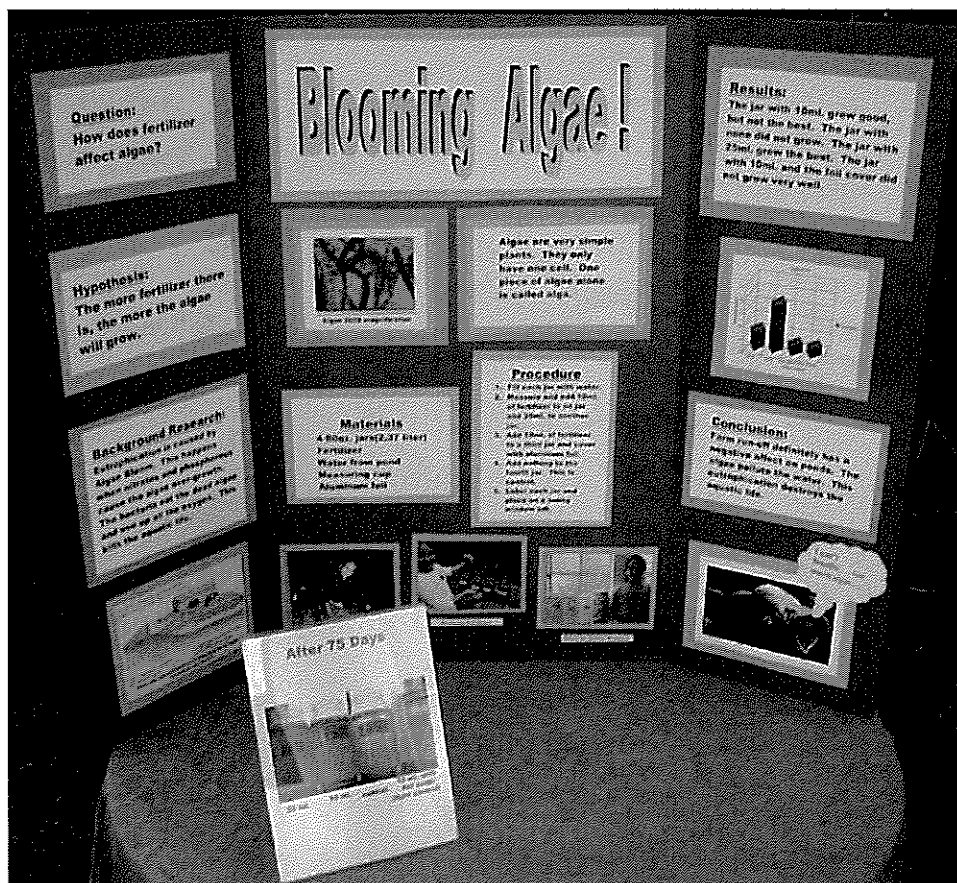


References

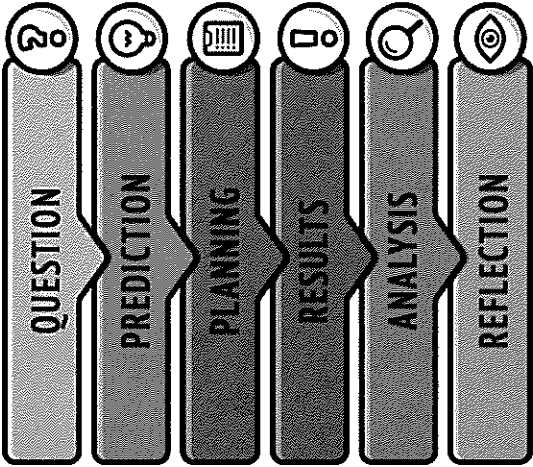
Bubble Life & Temperature
Anne Helmenstine
About Chemistry
<http://chemistry.about.com>

Conclusions

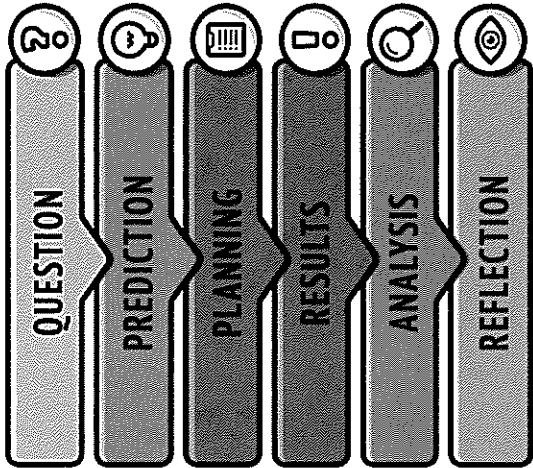
Bubble lifespan is affected by temperature. Data indicates cold bubbles pop faster than warmer bubbles.



SCIENTIFIC INVESTIGATION PROCESS



n



QUESTION

What are you trying to investigate?

What do you want to find out?



PREDICTION

- What do you think will happen?
- What prior knowledge about the topic has helped you to form this prediction?

SCIENTIFIC
INVESTIGATION PROCESS**MAIN MENU**

PLANNING

- What materials do you need?
- What steps will you perform to setup and conduct the experiment?
- What is the variable you will measure?
- What is the variable you will change?
- What are the other variables you will keep the same?

SCIENTIFIC
INVESTIGATION PROCESS**MAIN MENU**

RESULTS

- How will you record your findings?
- Will you use a table, a graph, a diagram?

SCIENTIFIC
INVESTIGATION PROCESS**MAIN MENU**

ANALYSIS

- What did you find out?
- Was your prediction correct?
- Why do you think this happened?

SCIENTIFIC
INVESTIGATION PROCESS**MAIN MENU**



REFLECTION

- Did your experiment work?
- Was it a fair test? How do you know?
- If you were to repeat the experiment, what could you change to improve the investigation?
- Would these changes improve the quality of the data you obtained? How do you know?

SCIENTIFIC INVESTIGATION PROCESS

MAIN MENU

Title: Write Your Title Here

Introduction

Write a short introduction explaining the where, why and how of the task. The introduction should draw in the students. It sets the scene and creates a sense of curiosity.

Task

Write a description of what you want students to produce. The task should be meaningful and fun. All elements of the project should be outlined in the task description, but not all of the details. The task description should clearly outline each of the elements that students will produce.

Process

Write a step-by-step guide to how students will complete their task. The process should be precise. It sets out each of the steps students need to complete in chronological order.

☐

Insert step 1 here

☐

Insert step 1 here

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Insert step 1 here

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Insert step 1 here

Resources

You may already have some ideas about different ways that building design can limit the adverse effects of bushfire damage, and that's a great start. Click on the links below to learn more about building for bushfire preparedness. You will find all the information you need to complete this task from the following 3 websites.

www.example.website.1.com

www.example.website.2.com

www.example.website.3.com

Results

Write a reflection about your investigation. How did it go? What did you find out? Consider how you will show your results. Your conclusion is written to sum up your activity, reflect on the process and your results.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Monday

Activity: analysing long shots

Before completing this task:

Look up 'There's a sea in my bedroom' on youtube and listen to the story if you can! Look at the pictures within the book and think about when the author has used a 'long shot'. How have they used it? Why have they used it this way?

Learning intention

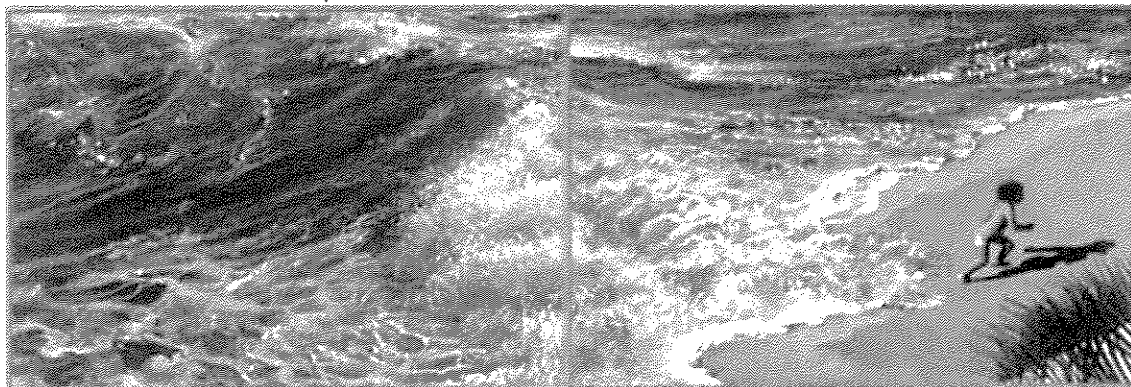
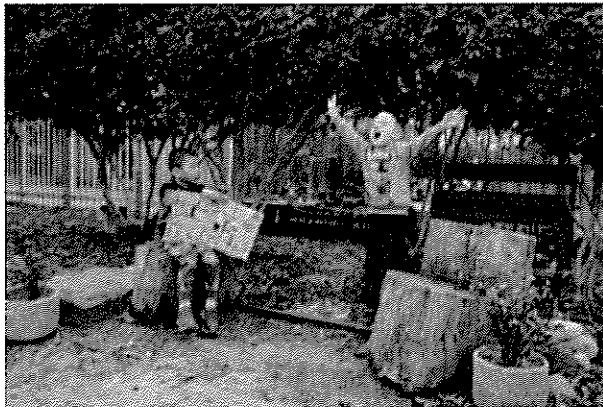
To understand how images help to create meaning in a story.

The camera shot

The 'camera shot' describes what you can see in an image or illustration (close up, mid-shot, long shot). Illustrators chose the camera shot to create meaning for the reader. These images are long shots.

What is a long shot?

A long shot makes us feel the character is a small part of the world.



Your task

1. Can you find other examples of long shots on the internet or in a book at home? Upload some pictures you can find, you could send these to your teacher on Class Dojo or on Google Classroom.
2. On a piece of paper at home or in the box below (if working in booklets) draw an illustration that is a long shot and matches this sentence.

“The girl laughed as she ran across the park.”

Spelling Words Revision.

Look at the words below and find the real words and colour them in/circle them/highlight them.

book

rask

like

snake

koob

Akesn

oyb

Bursk

soon

mask

noos

skma

sky

toy

boy

task

ike

abike

halt

skta

Use some of the words that you found in new sentences below. The first one has been completed for you.

I rode my new bike to school.

Write your sentences here.

Activity sheet 1a: adjectives

Learning intention

We're learning to add details to our writing.

Your task

*Underline the nouns in these sentences from *There's a Sea in my Bedroom* by Margaret Wild. Circle the adjectives. (You could change the colour of the font or use the underline tools or the highlight tools if working online).*

Then he heard the sea.

It was soft and growly and friendly.

Your writing:

Write a descriptive sentence about a person, place or thing, using adjectives.

Ideas for writing



city building

bird parrot

water river

Type/Write your sentence here.

Activity sheet 1b: adjectives

Look at the example in the picture. Choose a picture from the previous sheet and complete the planning sheet to create an interesting sentence. Can you draw a picture to go with your sentence?

Example:

In the example below, you can see that we have chosen the word 'tree'. From this we have built a word wall of adjectives describing the tree. After, we have created a noun pyramid to build up the vocabulary we can use in our final sentence.

Planning

curved
crooked
buckled
bent
twisted
curled
tree
strange - unusual
scary - frightful
curious
mysterious
creepy

Writing - noun pyramid

Noun	a tree
Adjective	a mysterious tree
2 adjectives	a mysterious and bent tree
3 adjectives	a mysterious and bent and twisted tree

Writing - final sentence

Turn your noun pyramid into a sentence like this one from *There's a Sea in my Bedroom* by Margaret Wild:

It was such a friendly sea, all soft and growly.

We can use a sentence from the story book and imitate it with our new phrase.

Writing - final sentence

Turn your noun pyramid into a sentence like this one from *There's a Sea in my Bedroom* by Margaret Wild:

It was such a friendly sea, all soft and growly.

It was such a mysterious tree, all curved bent and twisted.

You can see in this sentence how the original text has been imitated and then the sentence has been up-levelled to improve it. Now it's your turn!

Use the pictures on the previous task to inspire you or choose your own noun to describe. Use the format below to create an adjective pyramid and imitate the final sentence.

Planning

Writing – noun pyramid

- Noun

- Adjective

- 2 adjectives

- 3 adjectives

Writing – final sentence

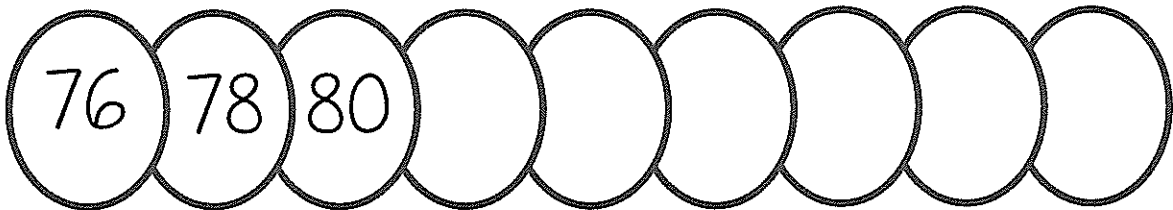
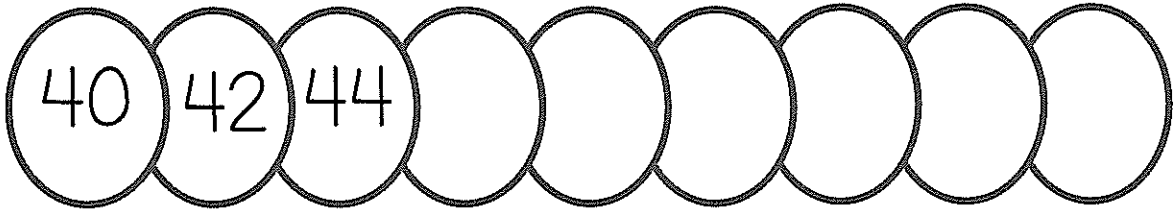
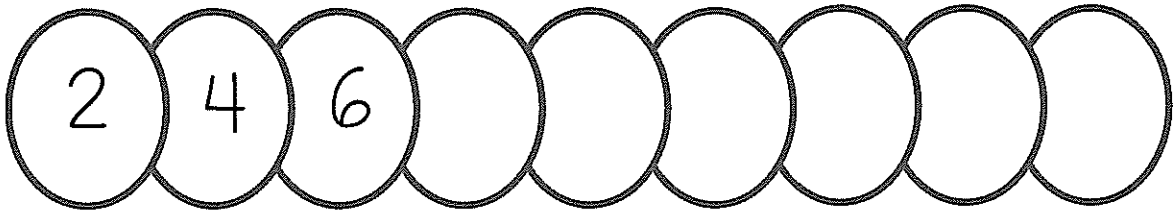
Turn your noun pyramid into a sentence like this one from *There's a Sea in my Bedroom* by Margaret Wild:

It was such a friendly sea, all soft and growly.

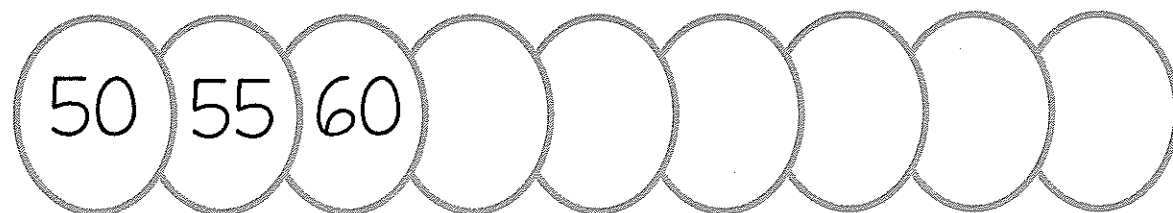
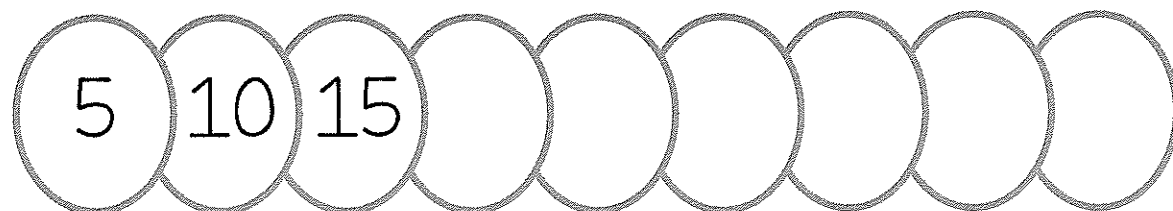
Use this table to practise typing your sight words.

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

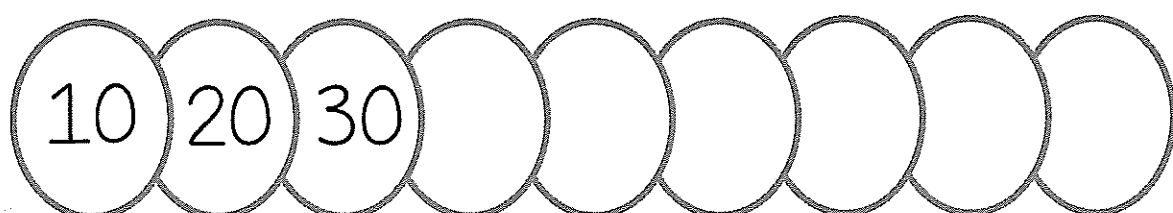
Count in twos



Count in fives



Count in tens



Name: _____

Date: _____

Skip Counting

1. Continue counting in 2s

- a) 2, _____, _____, _____, 10, _____, _____, _____, _____, 20, 22
b) 10, 12, 14, _____, _____, _____, 22, _____, _____, _____, 30
c) 30, 32, _____, _____, _____, _____, 42, _____, _____, _____, 50

2. Continue counting in 5s

- a) 5, _____, _____, _____, 25, _____, _____, _____, _____, 50, _____,
b) 20, _____, _____, _____, _____, 45, _____, _____, _____, _____, 70
c) 40, _____, _____, _____, _____, _____, 70, _____, _____, _____, 90

3. Continue counting in 10s

- a) 10, _____, _____, _____, _____, _____, 70, _____, _____, 100
b) 80, _____, _____, 110, _____, _____, _____, _____, _____, 170
c) 110, _____, _____, _____, _____, _____, 170, _____, _____, _____

4. Colour all of the numbers skip counting in 2 red.

5. Colour all of the numbers skip counting in 5 green.

6. Colour all of the numbers skip counting in 10 yellow.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100





Multiplication Tables of 2, 5 and 10, missing factor

Grade 2 Multiplication Worksheet

Find the missing number.

1. $2 \times 2 = \square$

2. $5 \times 2 = \square$

3. $\square \times 2 = 12$

4. $\square \times 2 = 6$

5. $\square \times 2 = 14$

6. $4 \times \square = 8$

Find the missing number.

7. $5 \times \square = 25$

8. $2 \times 5 = \square$

9. $\square \times 5 = 40$

10. $\square \times 5 = 35$

11. $3 \times \square = 15$

12. $\square \times 5 = 20$

Find the missing number.

13. $2 \times \square = 20$

14. $5 \times \square = 50$

15. $7 \times 10 = \square$

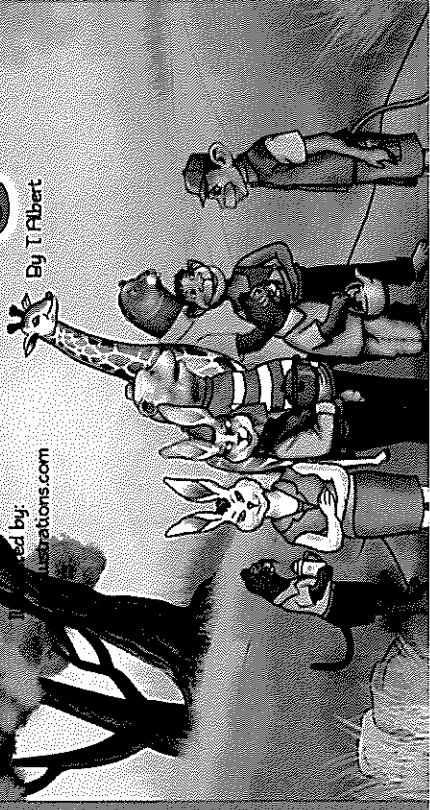
16. $6 \times 10 = \square$

17. $\square \times 10 = 40$

18. $3 \times \square = 30$

The Homeless Monkey

Illustrated by: monkeypenillustrations.com
By T Albert



The Homeless Monkey

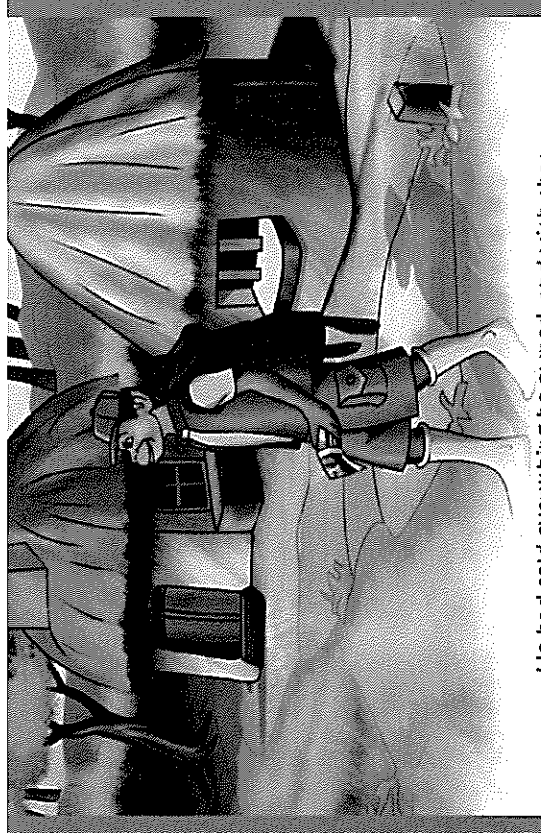
A heartwarming story about a happy monkey who travels the world looking for adventures. As the story moves along at a quick pace, the monkey learns about the balance between the good and the bad in the world. And he makes up his mind to live without ever causing harm to others.

monkey pen

Free e-books available at monkeypen.com
Published by Monkey Pen Ltd



Once upon a time, there lived a monkey who had no home of his own. They called him 'Springs', for he always walked with a bounce in his steps.



He had sold everything he owned, and with that money, he had started traveling the world.

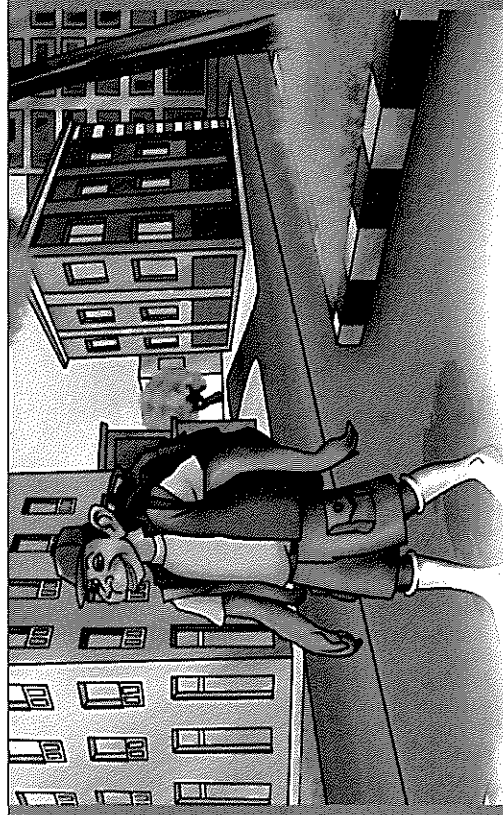




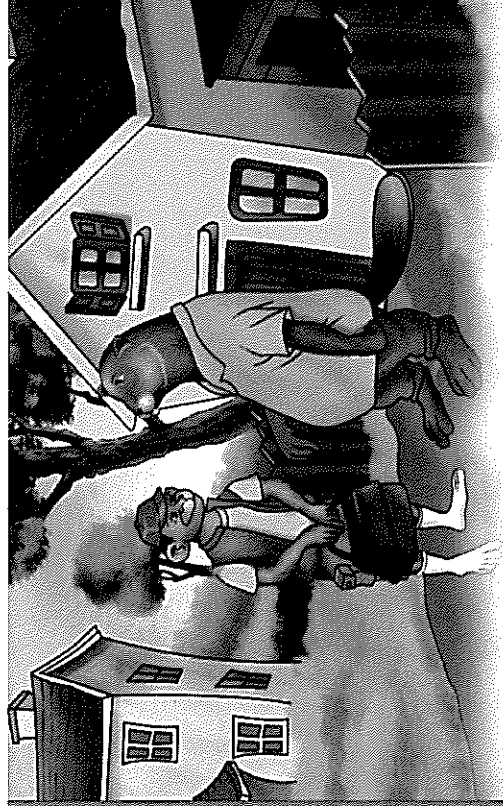
He wanted to see the world's smallest and biggest wonders. He traveled from village to village, town to town,



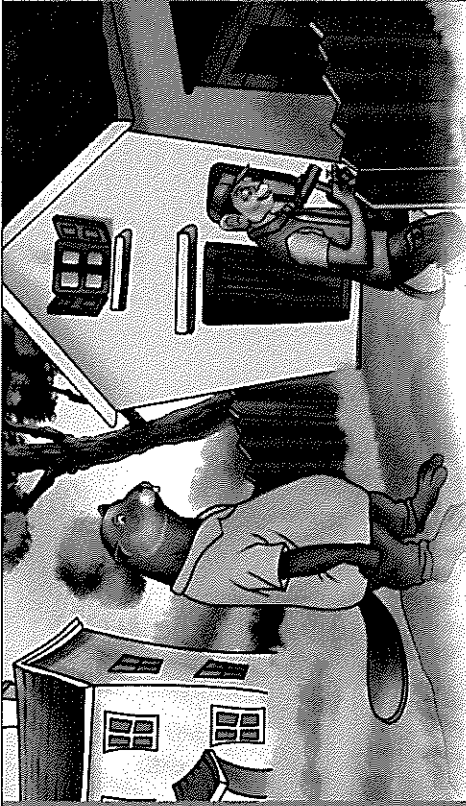
and offered his services- to do work in exchange for food and shelter.



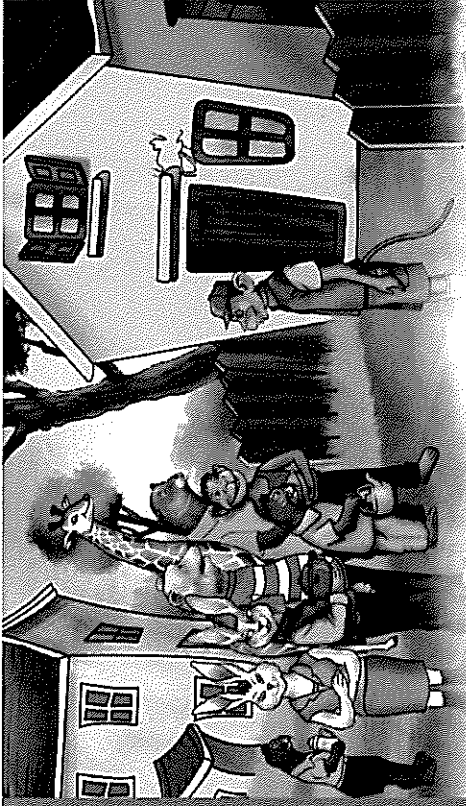
He was a happy monkey and he loved helping people. One day, he passed through the village of Zver, where twenty animals lived.



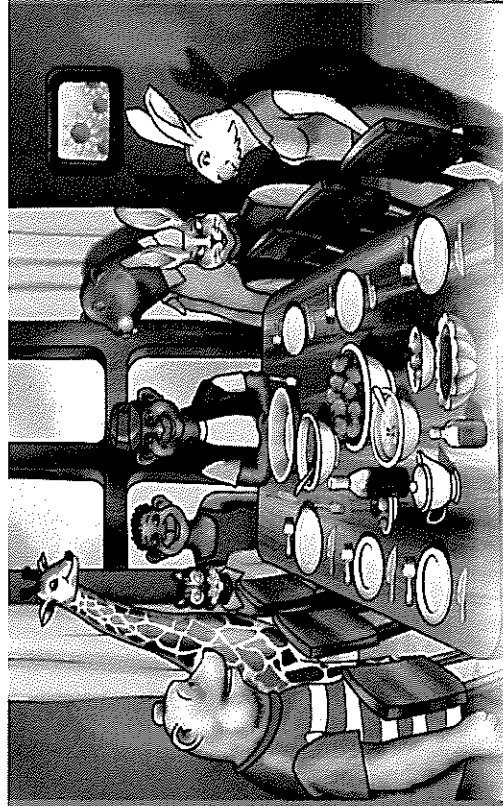
He saw an old beaver. so he walked towards him and said "Hello, Mr. beaver. If I was to do some garden work for you today, would you be so kind as to give me something to eat."



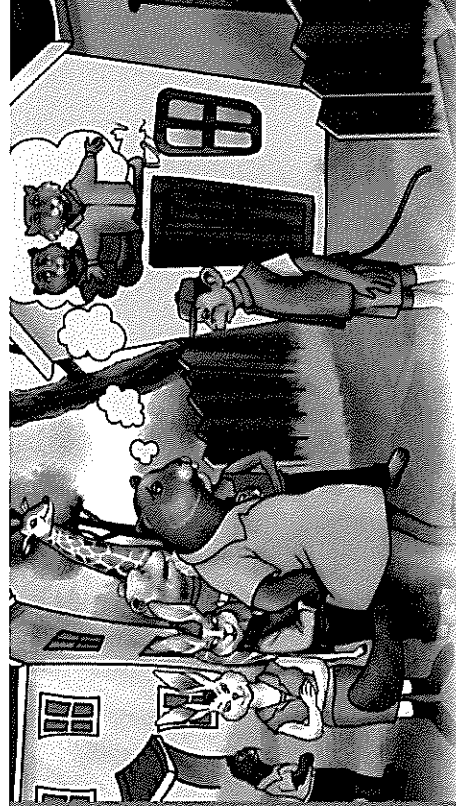
The old beaver agreed and asked Springs to do some gardening and fix up a few things around the house. It was a long and tiring day for Springs but enjoyed his day.



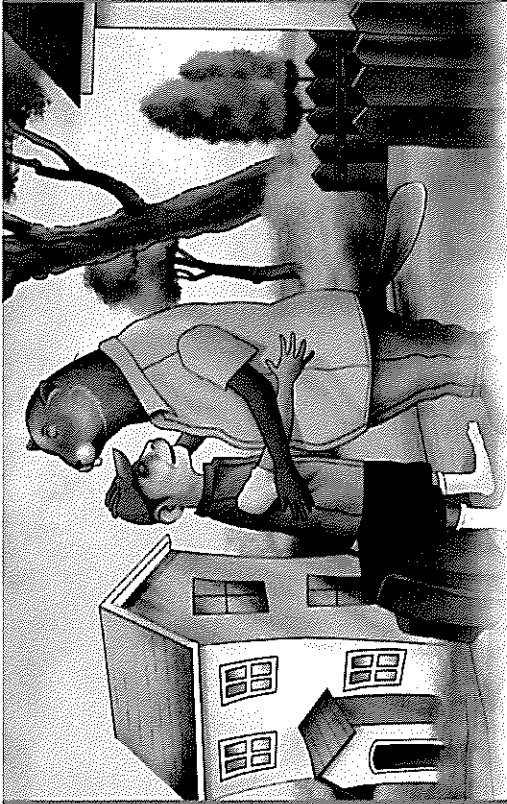
When springs returned to the house in the evening, the whole village had gathered there. There was a lot of food put out on the large wooden table and everybody was celebrating as though a hero had come to their small village.



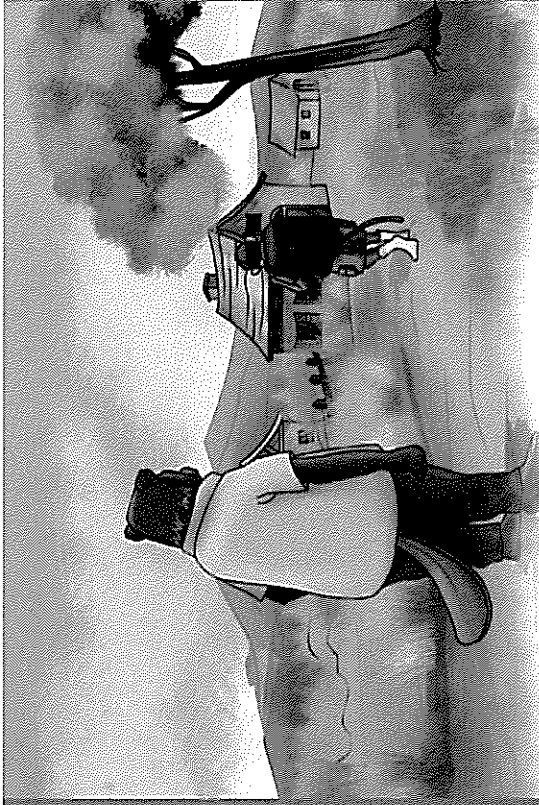
They all had a great time that night; it was like a big party. There was dancing and lots of food and Springs really enjoyed his evening.



The following morning when Springs was ready to leave, the old beaver approached Springs with tears in his eyes and said, "Thank you for joining us for dinner. Please come back whenever you have time. I have two boys around your age who I have not seen in 20 years. Spending time with you reminded me of my boys."



Springs did not know what to say so he just hugged the Beaver, just like he would his father, and set off on his way with a promise to return one day.



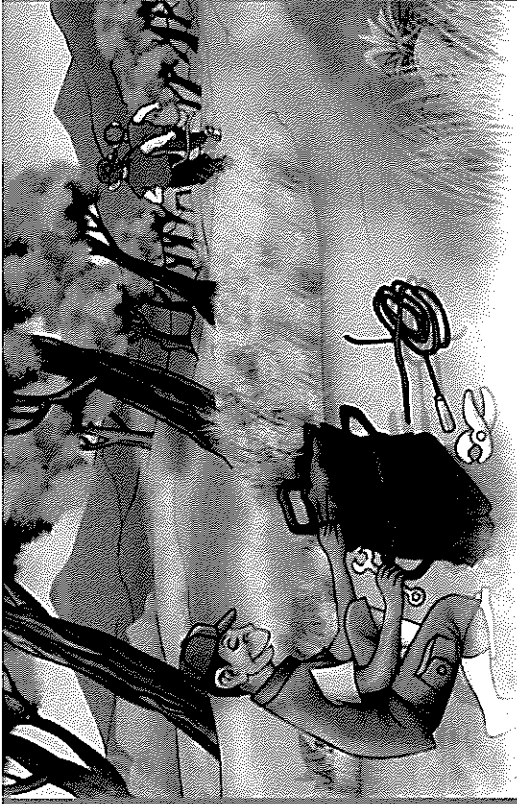
Springs had been walking for some time and was tired.



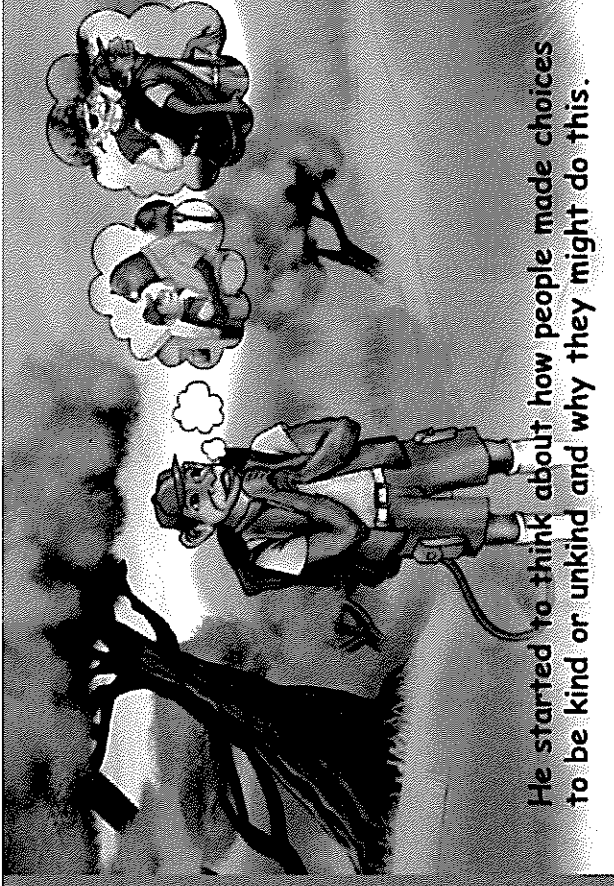
He saw two highway robbers who pushed him down and took his bag away.



When the robbers looked in his bag they only found a rope, some tools, and some bread.



They threw his bag on the ground and ran away.
Springs picked up his backpack and continued on his journey.



He started to think about how people made choices
to be kind or unkind and why they might do this.



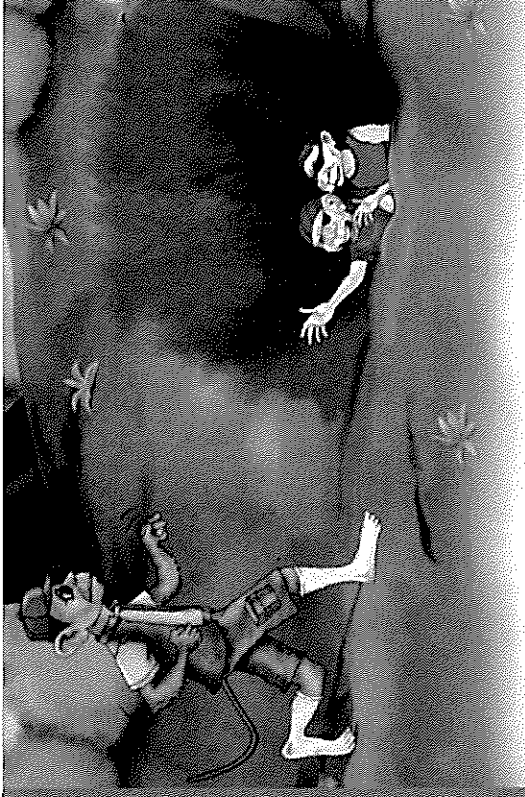
The road was long and winding and finally led him to a
dark forest. The only way he could continue his journey
was to walk through the forest.



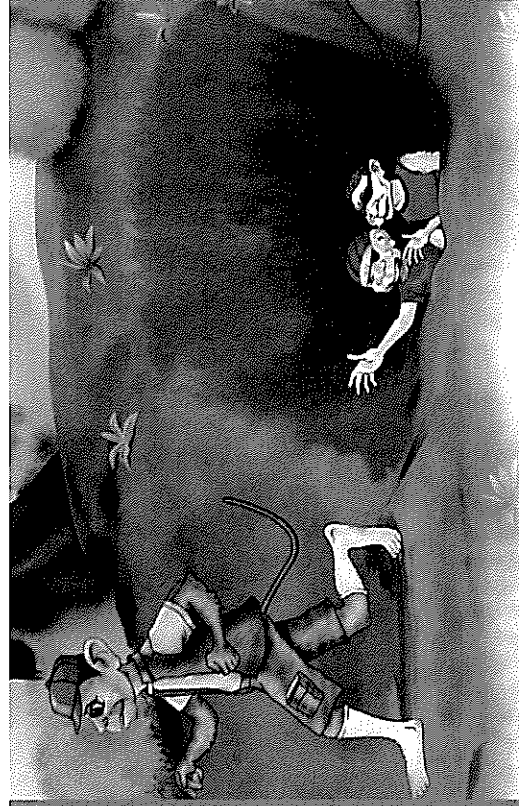
Springs walked for more than an hour and then he realised he was
lost. He decided to climb up a tree to relax and eat some of the
bread the villagers had given him. Suddenly Springs heard some
voices shouting for help.



He climbed down from the tree and ran in the direction the voices were coming from. Springs reached the place the voices were coming from.



He saw that the two robbers who had pushed him earlier that day were trapped inside a deep hole in the ground.



They were both trapped and couldn't get out, and were yelling for help.



Springs quickly reached into his backpack and grabbed the rope that was inside. He tied one end of the rope to a tree and threw the other end inside the hole.

The robbers both quickly climbed up the rope to safety.



The robbers were amazed that Springs had saved them. One robber asked "Why did you help us? We pushed you and tried to rob you earlier!"



Springs replied "people can choose to be unkind, I have decided being kind makes me happy".



Springs told the robbers, "I have traveled far and wide, seen happiness as well as sorrow. I have met all kinds of people; good, bad, old, and young. I have experienced all sorts of bad things, but I have always tried to do only good things."

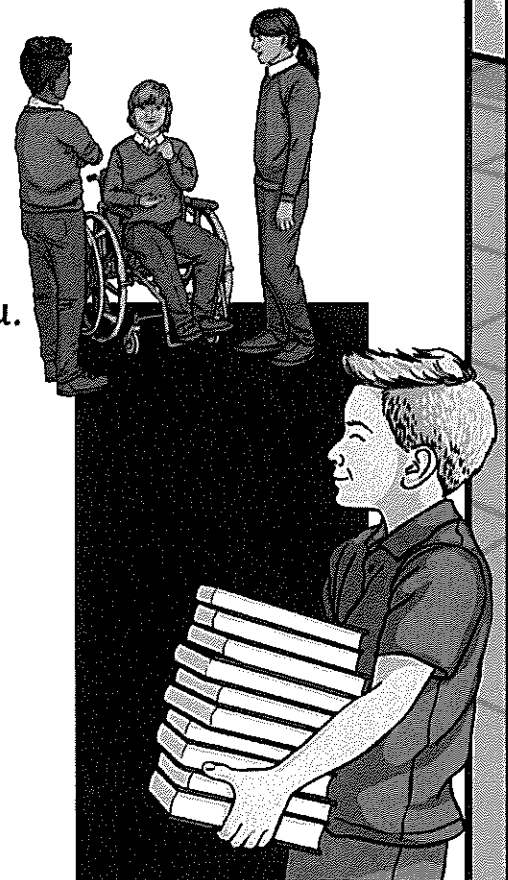


As Springs was leaving, he gave the two robbers some bread with a smile and said, "I hope what I have said today will help you realize that there is always a way to live without causing harm to others."

20 Random Acts of Kindness at School

Try some of these random acts of kindness.
Remember to ask an adult before completing these activities.

1. Hold a door open for somebody.
2. Give a compliment to somebody.
3. Volunteer to help at an after school club.
4. Clean up after somebody.
5. Help another person carry something.
6. Invite somebody playing alone to join in.
7. Tell a joke.
8. Leave a lovely note in a reading book for the next person.
9. Pick up litter.
10. Thank your teacher, TA, or another adult, for doing a great job.
11. Cheer someone up who is feeling down.
12. Let someone go ahead of you in line.
13. Talk to someone new at school.
14. Make a 'get well' card for someone.
15. Tell someone why they are special to you.
16. Read a book to someone.
17. Help someone with their work.
18. Sharpen all of the pencils on your table.
19. Make someone a bookmark.
20. Smile at everybody. It's contagious.



Random Acts of Kindness Challenge Cards

Random Acts of Kindness Challenge Cards

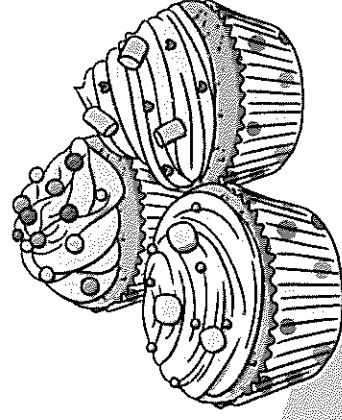
Kindness brings huge benefits for everyone! You make someone feel good, you feel good as a result of your actions and those who see what you are doing are inspired to act kindly themselves!

How many of these challenges can you complete?



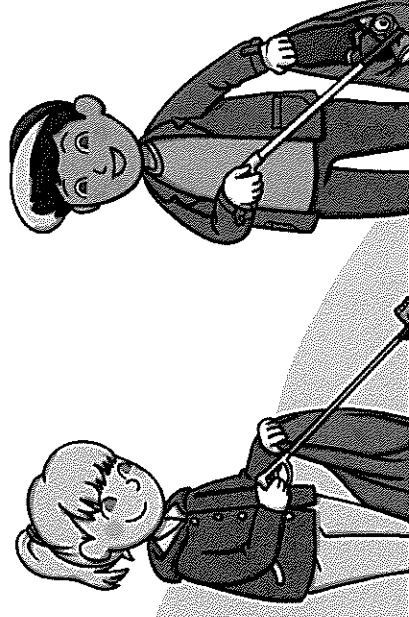
Random Acts of Kindness Challenge Cards

Make a cake or some biscuits to sell at a cake sale and give the money to charity.



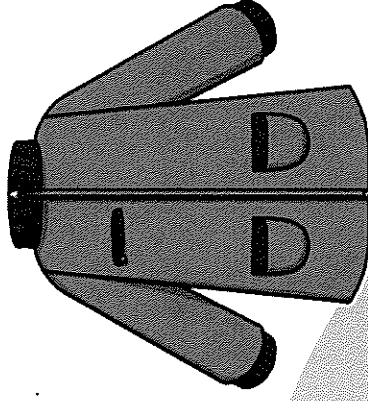
Random Acts of Kindness Challenge Cards

Pick up some litter! Just a piece or focus on an area where litter has got out of control. Perhaps get some help from friends, family or neighbours.



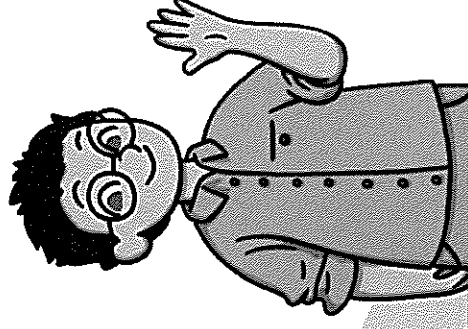
Random Acts of Kindness Challenge Cards

Take something you no longer use to a charity shop.
Try to find something good that you have liked a lot that the shop will be able to sell.



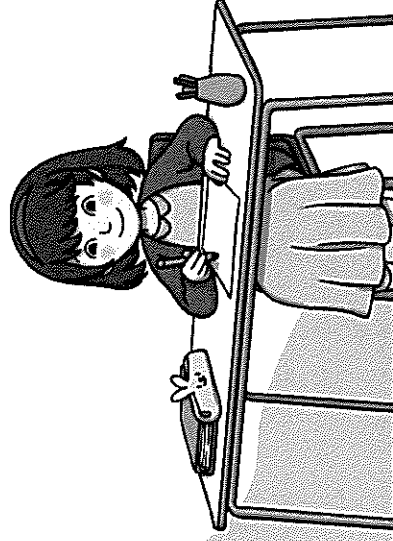
Random Acts of Kindness Challenge Cards

Say good morning or good afternoon, with a smile,
to as many people as you can.



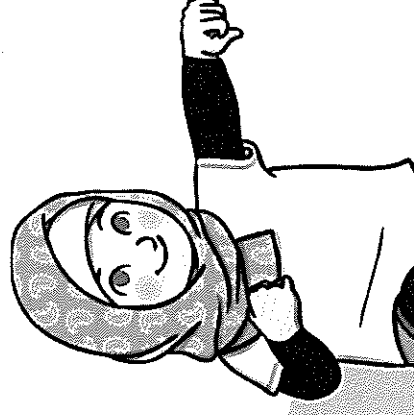
Random Acts of Kindness Challenge Cards

Write a letter to someone you care about. Tell them
you miss them and look forward to seeing them
soon. Enclose a lovely photo or a drawing.



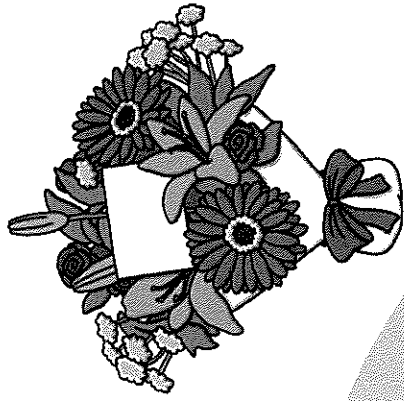
Random Acts of Kindness Challenge Cards

Think of a testing challenge and ask people to
sponsor you to raise money for a charity that means
something to you.



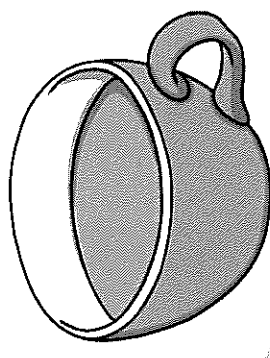
Random Acts of Kindness Challenge Cards

Make some cakes or deliver fruit or flowers to a neighbour.



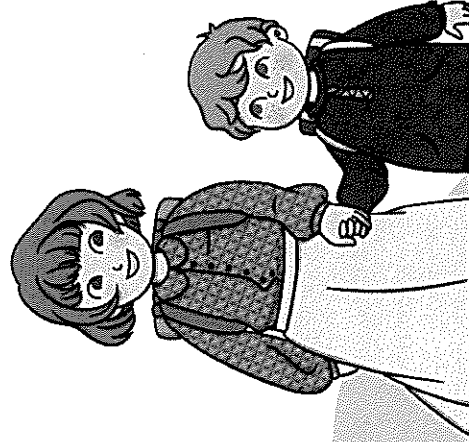
Random Acts of Kindness Challenge Cards

Make someone in your family a drink or snack without being asked.



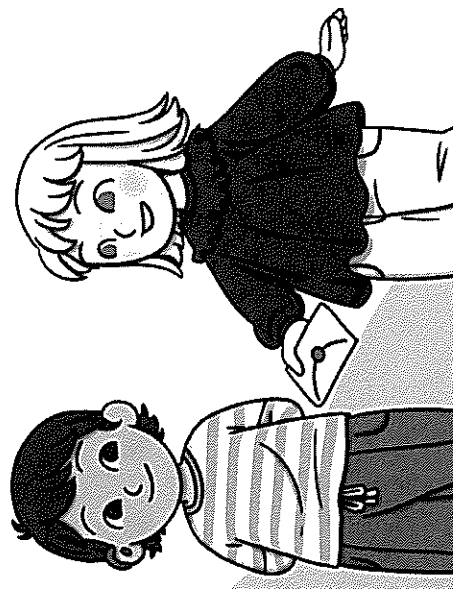
Random Acts of Kindness Challenge Cards

Think of something nice to say to each of your family members and friends.



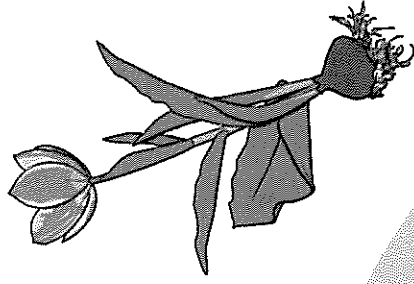
Random Acts of Kindness Challenge Cards

Make a card for a friend telling them something you like about them.



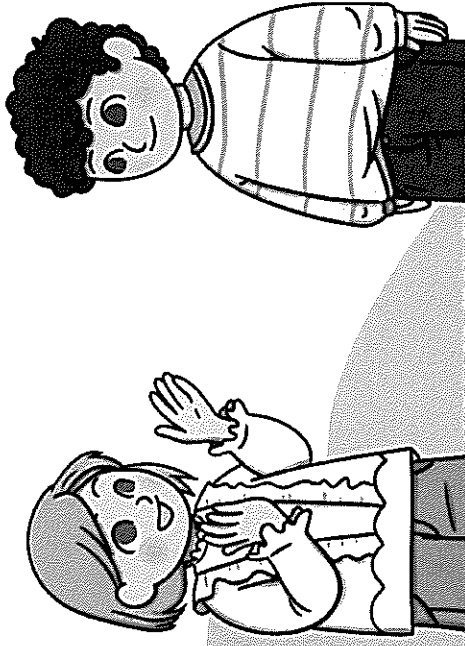
Random Acts of Kindness Challenge Cards

Spend some of your pocket money on daffodils or a plant bulb and take it to a hospital or a care home.



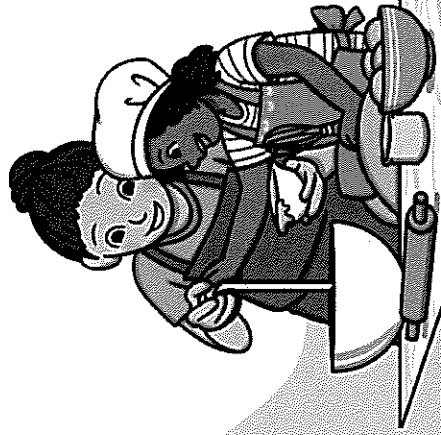
Random Acts of Kindness Challenge Cards

Let someone go ahead of you in the queue.



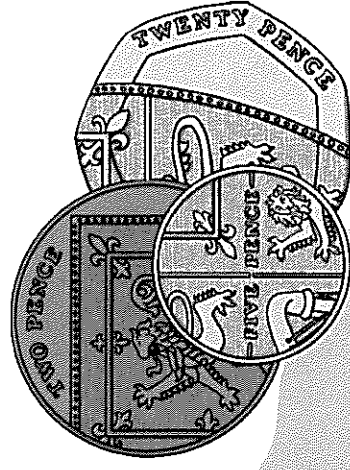
Random Acts of Kindness Challenge Cards

Make a tasty treat or thank you card to give to the post person or refuse collectors.



Random Acts of Kindness Challenge Cards

Tape some change to a vending machine.



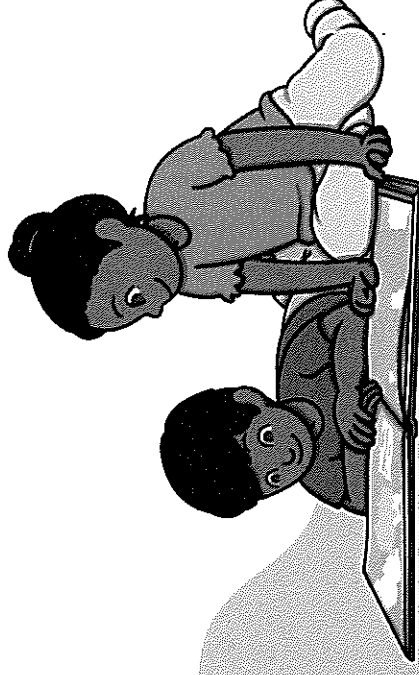
Random Acts of Kindness Challenge Cards

Put your pocket money or some money you were given for your birthday straight into a charity box.



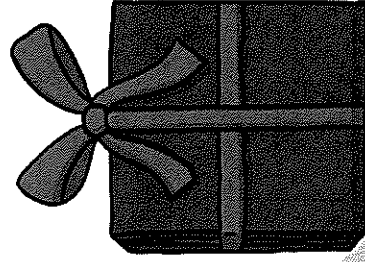
Random Acts of Kindness Challenge Cards

Give someone a book you like that you think they would too.



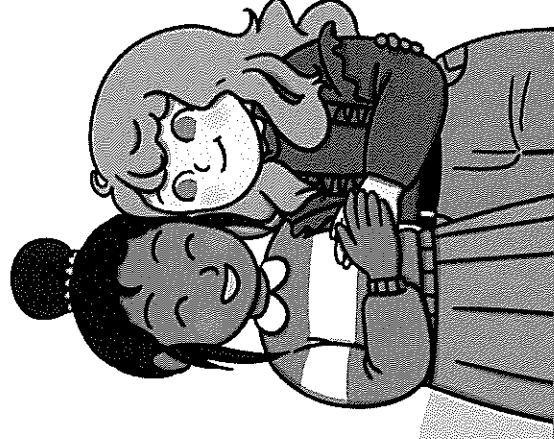
Random Acts of Kindness Challenge Cards

When you meet your friends, take them a small gift and tell them their friendship makes you happy.



Random Acts of Kindness Challenge Cards

Give someone a hug!



Random Acts of Kindness Challenge Cards

Send someone a message to say good morning or goodnight.



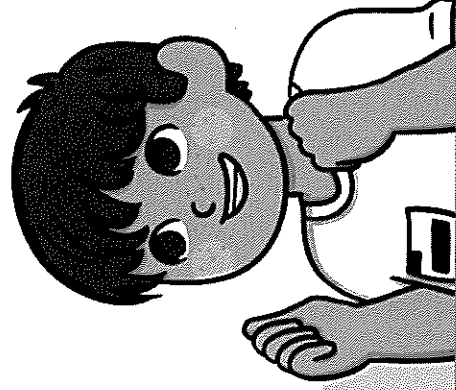
Random Acts of Kindness Challenge Cards

Sponsor someone who is raising money for charity.



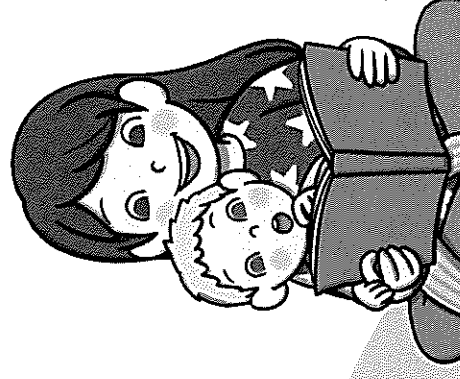
Random Acts of Kindness Challenge Cards

Support everyone at a sporting event by shouting encouragement.



Random Acts of Kindness Challenge Cards

Find a way to help younger children - show them how to do something or read them a story.



Random Acts of Kindness Challenge Cards

Put a note or a drawing in someone's bag so they find it and smile.



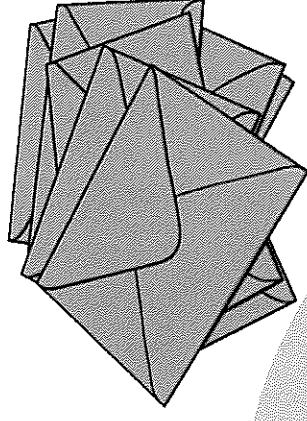
Random Acts of Kindness Challenge Cards

Say 'Yes!' to as many things as you can in one day.



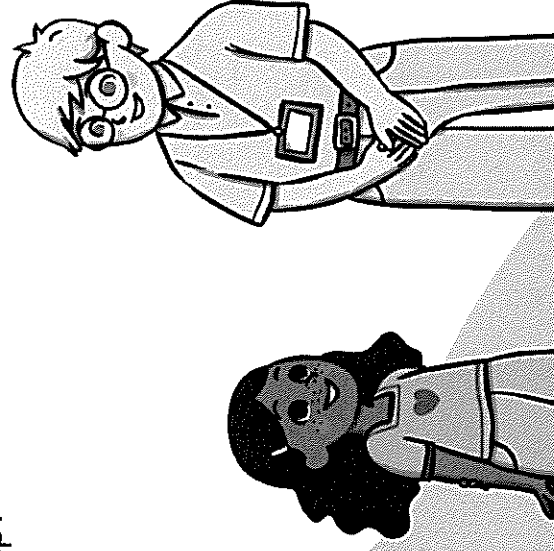
Random Acts of Kindness Challenge Cards

Set up a treasure hunt for a family in your neighbourhood. Post the first clue through their letter box.



Random Acts of Kindness Challenge Cards

Ask, "How can I help?"



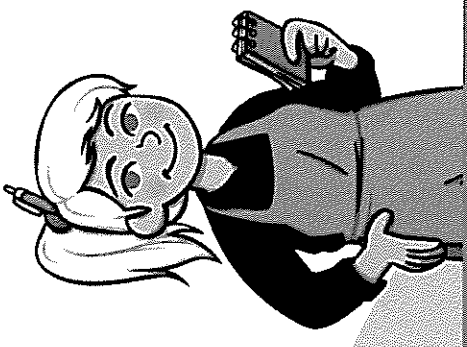
Random Acts of Kindness Challenge Cards

Make and carry 'Thank you for making my day' cards and give them out to anyone who shows you kindness.



Random Acts of Kindness Challenge Cards

If someone helps you or gives you good service, write to their company to explain how much you appreciated their efforts.



Random Acts of Kindness Challenge Cards

Ask someone to tell you all about something they are interested in.



Random Acts of Kindness Challenge Cards

Say thank you to someone doing their job - a bus driver, a post person, a shopkeeper or your parents.



Tuesday

Activity: analysing mid-shots

Learning intention

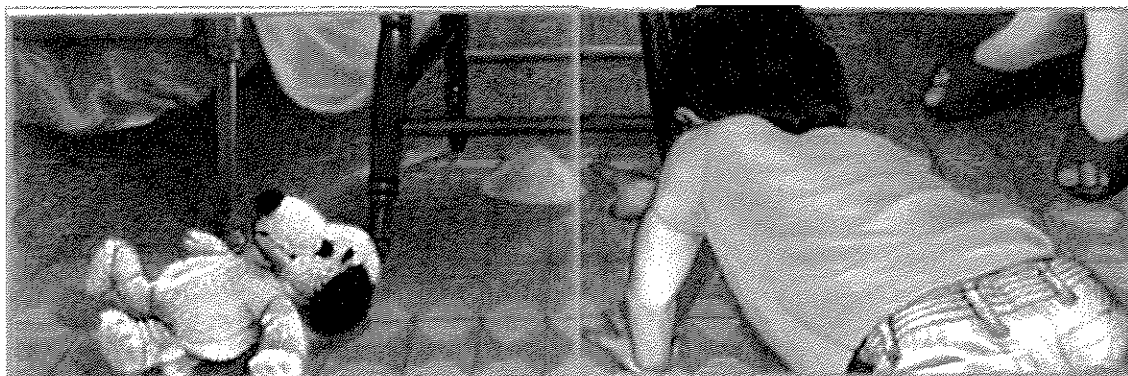
To understand how images help to create meaning in a story.

The camera shot

The 'camera shot' describes what you can see in an image or illustration (close up, mid-shot, long shot). Illustrators chose the camera shot to create meaning for the reader. These images are mid-shots.

What is a mid-shot?

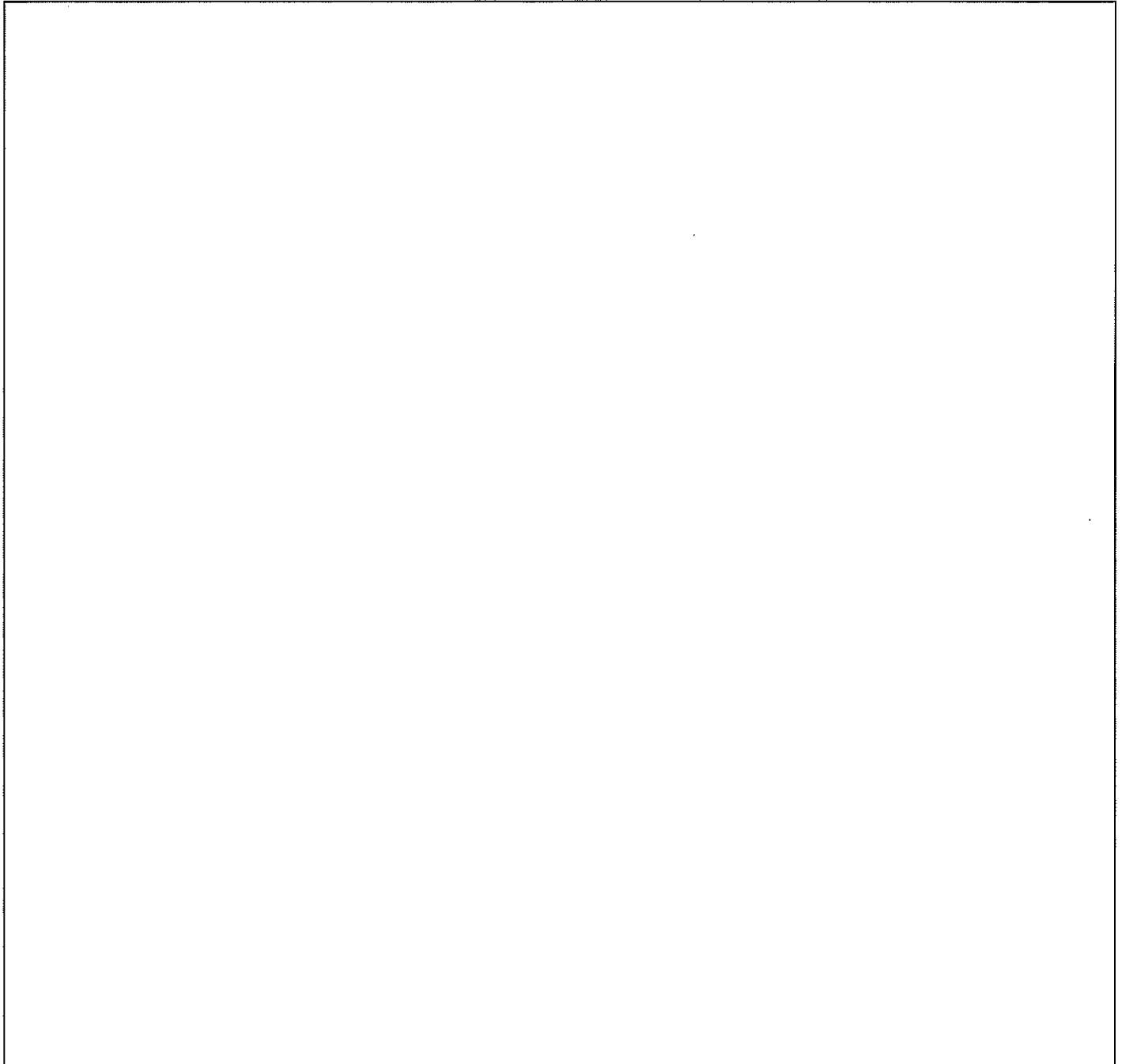
A mid-shot helps us understand the character in their world.



Your task

1. Find images in books you have at home or in story books online (you could have a look on Get Epic) that show mid-shot's. Insert pictures or photographs that show mid-shots. Think about why the author or illustrator chose to use a mid-shot for this picture? What are they trying to show?
2. On a piece of paper at home or in the box below (if working in booklets) draw an illustration that is a long shot and matches this sentence.

"He looked curiously at the cat as it slept."



Point to each word, read it out loud and spell it.



take

lake

brake

make

snake

mistake

shake

fake

awake

Point to each word, read it out loud and spell it.

book

hook

look

took

soot

foot

wood

stood

wool

Point to each word, read it out loud and spell it.

toy

boil

joy

play

enjoy

coil

employ

toil

foil

Point to each word, read it out loud and spell it.

like

fine

bike

hike

mine

line

crime

chime

time

Point to each word, read it out loud and spell it.

halt

catapult

bolt

jolt

felt

melt

belt

difficult

built

Choose one word from each slide and write them below in a sentence.

Write your sentences here.

Activity 2a: noun groups

Learning intention

We're learning to add details to our writing.

Nouns are naming words for a person, place or thing. They tell us who or what is taking place in a sentence. A noun group is a group of words that contains the noun and words to describe the noun.

Your task

Underline the **nouns** in these sentences from *There's a Sea in my Bedroom* by Margaret Wild. Circle details that describe the nouns. Underline the noun groups.

(In the first sentence, there are TWO nouns. However, one of the nouns does not have any other words/details which describe it so this is not the noun group. Look carefully at the nouns to find the extra information that describes the noun).

But David knew there had been a sea in his bedroom.

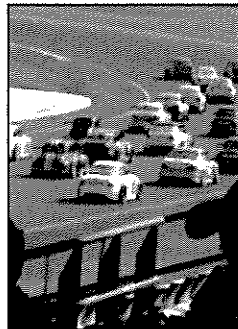
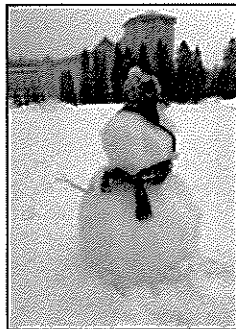
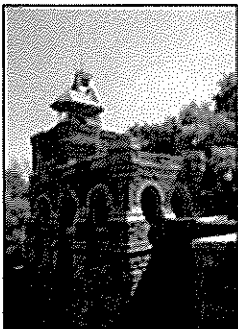
There was even a small pile of sand underneath his chair.

Your writing:

Imagine your bedroom was another place or an exciting event happened in it. Write a couple of sentences to describe something that was left behind by building a noun group.

Ideas for writing

Places: castle, rainforest, garden, desert. Events: snowstorm, car race, holiday, party.

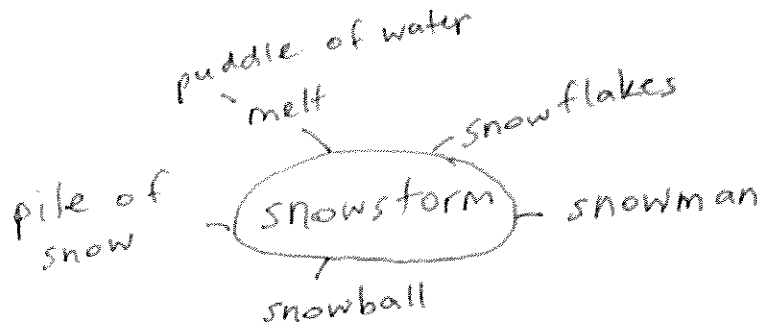


Complete your writing here:

Activity 2b: noun groups

In this activity, you are going to have a go at creating noun groups. Like yesterday's task, we are going to create a noun group tree. First choose one of the pictures from activity sheet 1 to write about. For this example we have chosen the 'snowman'. We are going to use this to inspire us and help us plan. A snowman might remind you of a snowstorm. We are going to pretend that there was a snowstorm in our bedroom. Let's plan!

Planning



Next we are going to build our noun group about the snowstorm in my bedroom.

Writing – build a noun group

Place or event

snowstorm

Noun

a snowman

Adjective

a small snowman

Phrase

a small snowman next to my bed

Positional words: in across on under over next to beside on top underneath

After we have built up our words and phrases, we are going to imitate a story from the book 'There's a sea in my bedroom.'

Writing – final sentences

Turn your noun pyramid into sentences like the ones from *There's a Sea in my Bedroom* by Margaret Wild:

But David knew there had been a sea in his bedroom. There was
even a small pile of sand underneath his chair.

But I knew there had been a snowstorm in my
bedroom. There was even a small snowman
next to my bed.

Now it is your turn. Use the pictures on the last task to inspire your writing or come up with an idea yourself. Remember to plan your writing using the template below and then to imitate the sentence when you are writing your final sentence. You can write about one or more topics, it is up to you!

Planning

Writing – build a noun group

- Place or event
- Noun
- Adjective
- Phrase
- Positional words:

in across on under over next to beside on top underneath

Writing – final sentence

Turn your noun pyramid into a sentence like this one from *There's a Sea in my Bedroom* by Margaret Wild:

But David knew there had been a sea in his bedroom. There was even a small pile of sand underneath his chair.

Use this table to practise typing your sight words.

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



Multiplication Tables of 2, 5 and 10, missing factor

Grade 2 Multiplication Worksheet

Find the missing number.

1. $6 \times 2 = \square$

2. $2 \times \square = 4$

3. $5 \times \square = 10$

4. $8 \times \square = 16$

5. $3 \times \square = 6$

6. $4 \times 2 = \square$

Find the missing number.

7. $\square \times 5 = 10$

8. $4 \times \square = 20$

9. $3 \times \square = 15$

10. $7 \times 5 = \square$

11. $5 \times \square = 25$

12. $1 \times \square = 5$

Find the missing number.

13. $6 \times \square = 60$

14. $8 \times \square = 80$

15. $7 \times 10 = \square$

16. $5 \times \square = 50$

17. $\square \times 10 = 30$

18. $\square \times 10 = 20$



Multiplication Tables of 2, 5 and 10, missing factor

Grade 2 Multiplication Worksheet

Find the missing number.

1. $6 \times 2 = \boxed{12}$

2. $2 \times \boxed{2} = 4$

3. $5 \times \boxed{2} = 10$

4. $8 \times \boxed{2} = 16$

5. $3 \times \boxed{2} = 6$

6. $4 \times 2 = \boxed{8}$

Find the missing number.

7. $\boxed{2} \times 5 = 10$

8. $4 \times \boxed{5} = 20$

9. $3 \times \boxed{5} = 15$

10. $7 \times 5 = \boxed{35}$

11. $5 \times \boxed{5} = 25$

12. $1 \times \boxed{5} = 5$

Find the missing number.

13. $6 \times \boxed{10} = 60$

14. $8 \times \boxed{10} = 80$

15. $7 \times 10 = \boxed{70}$

16. $5 \times \boxed{10} = 50$

17. $\boxed{3} \times 10 = 30$

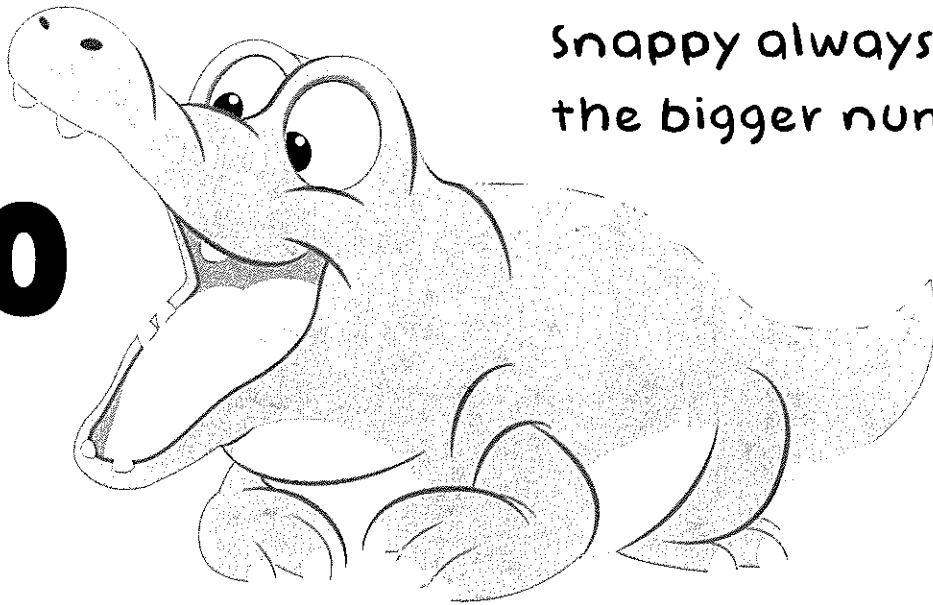
18. $\boxed{2} \times 10 = 20$

Greater Than >

Snappy always bites
the bigger number.

10

8



10 > 8 Ten is greater than eight.

Teach

Less Than <

Snappy always bites
the bigger number.

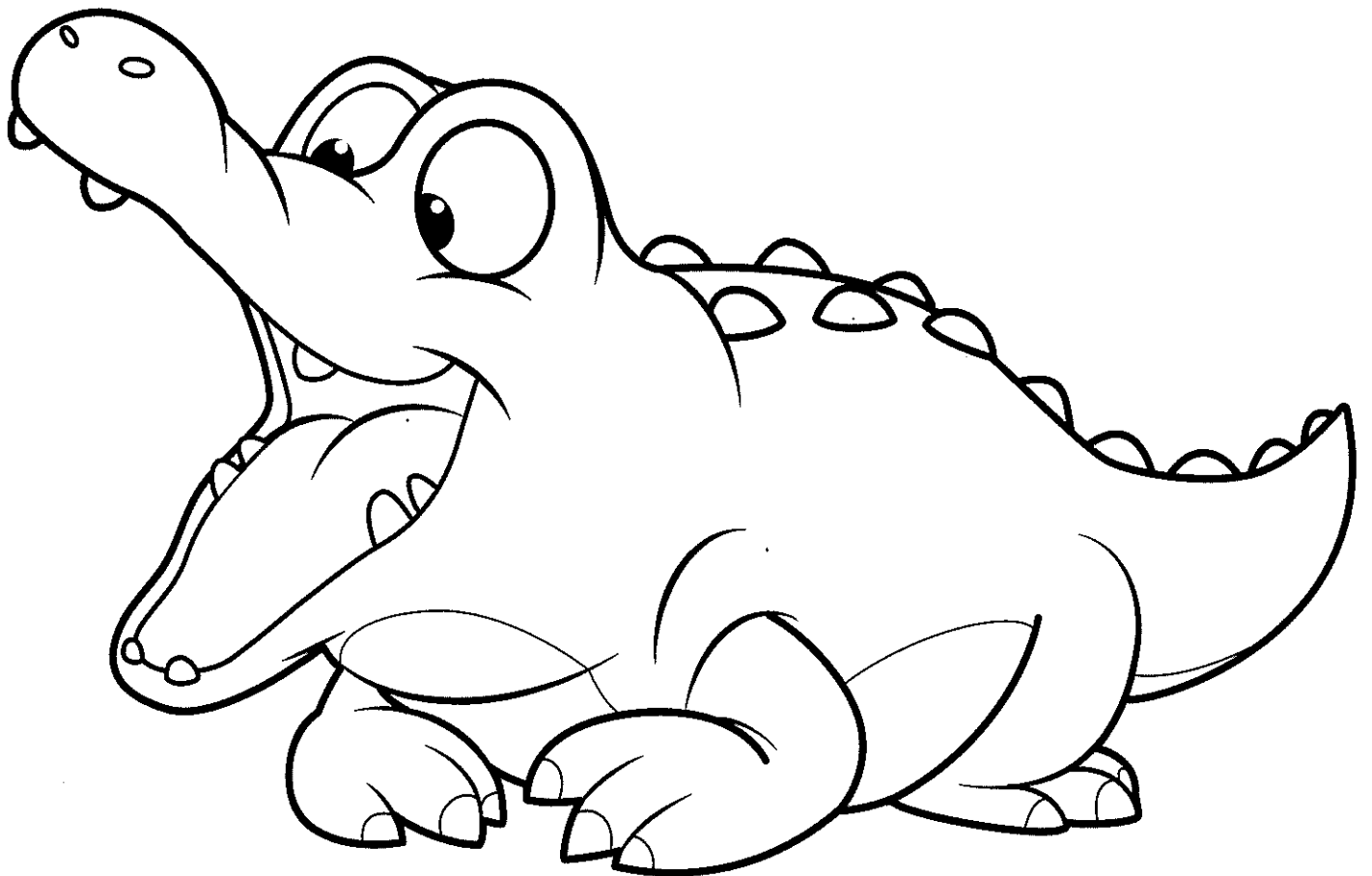
3

9



Three is less than nine. **3 < 9**

Teach



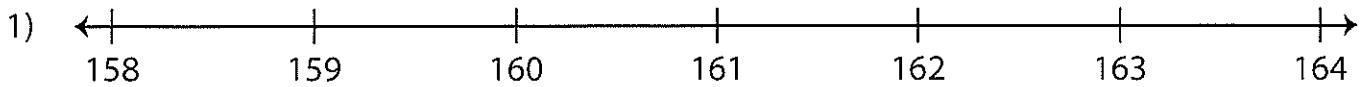
Name : _____

Number Line

Sheet 1

Observe the position of the specified numbers on the number line to answer the questions. Compare using $>$ or $<$.

The numbers on the left are smaller than the numbers on the right.



i) Does 158 lie on the right of 161?

☐ Yes ☐ No

iii) Does 160 lie on the left of 163?

☐ Yes ☐ No

ii) 161  158

iv) 160  163



i) Is 385 to the right of 370?

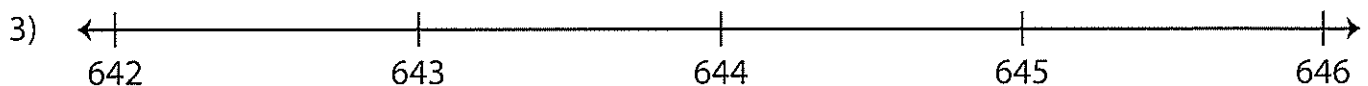
☐ Yes ☐ No

iii) Is 390 to the left of 373?

☐ Yes ☐ No

ii) 385  370

iv) 373  390



i) Does 646 lie on the left of 643?

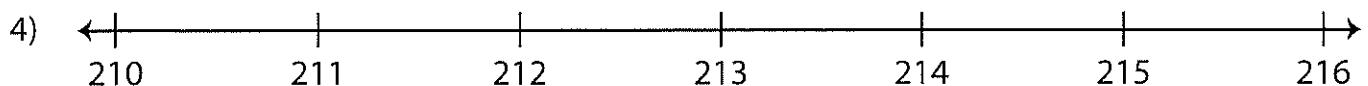
☐ Yes ☐ No

iii) Does 645 lie on the right of 642?

☐ Yes ☐ No

ii) 643  646

iv) 645  642



i) Is 213 to the left of 216?

☐ Yes ☐ No

iii) Is 210 to the right of 214?

☐ Yes ☐ No

ii) 213  216

iv) 214  210

Name : _____

Comparing 3-Digit Numbers

Sheet 1

A) Compare the numbers using $>$, $<$, or $=$.

1) 250 275	2) 641 641
3) 198 107	4) 725 953
5) 312 312	6) 814 798
7) 804 514	8) 500 510

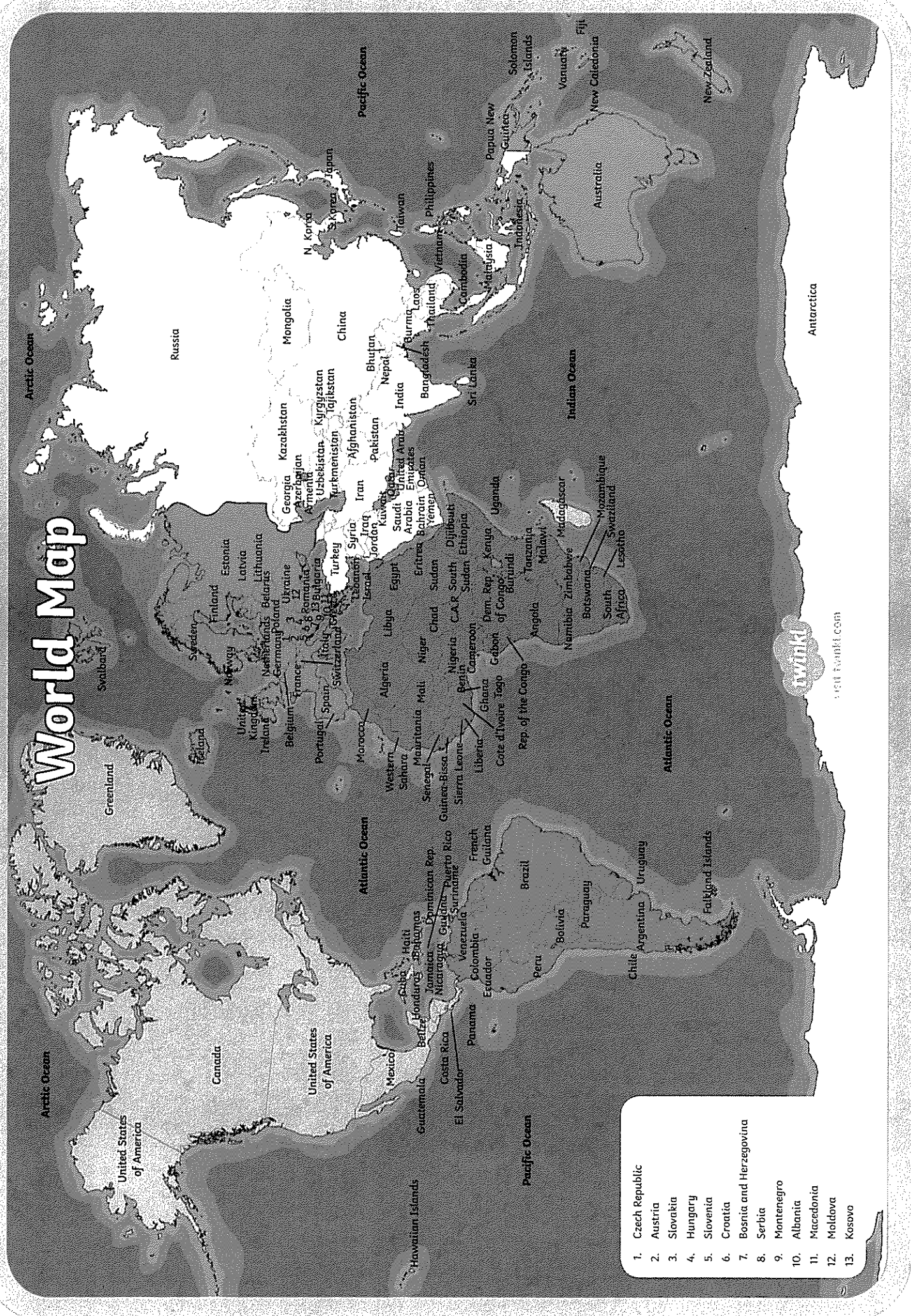
B) Circle the greater number in each pair.

a) 596 400	b) 121 112
c) 667 670	d) 765 519

C) Circle the smaller number in each pair.

a) 314 198	b) 583 872
c) 225 250	d) 950 850

World Map



1. Czech Republic
2. Austria
3. Slovakia
4. Hungary
5. Slovenia
6. Croatia
7. Bosnia and Herzegovina
8. Serbia
9. Montenegro
10. Albania
11. Macedonia
12. Moldova
13. Kosovo

Where in the world?

Listed below are the names of 16 countries that have hosted a summer or winter Olympic or Paralympic Games. Can you locate all of these on a world map (or globe)? How long will it take you? Tick each one as you find it and mark it on your map template.

You could use Google Earth or Google Maps to help you!

Australia		France		Japan		Russia	
Brazil		Germany		Mexico		Spain	
China		Greece		Republic of South Korea		Sweden	
England		Italy		Russia		United States of America	

Research!

Choose one of the countries and find some interesting facts. You can record the facts in any way that you like. You might like to use Google Slides, Google Doc's, record yourself talking about the country. It's up to you! Get creative.

Things you could include:

Name of the country	Flag	Capital city	Continent
Population	Languages spoken	'Hello' in the official language	How many gold, silver and bronze medals did your country win in this years summer games so far?
Culture	Notable activities	Is the country famous for anything?	Famous landmarks
Physical features of the country, e.g. - Total area - Longest river - Tallest mountain - climate	A map of the country showing the capital city.	How far is it away from Australia?	What are some different ways to get there and how long would it take?