

Remote learning Grid – Week 9, Term 3 - Stage 1, Year 2

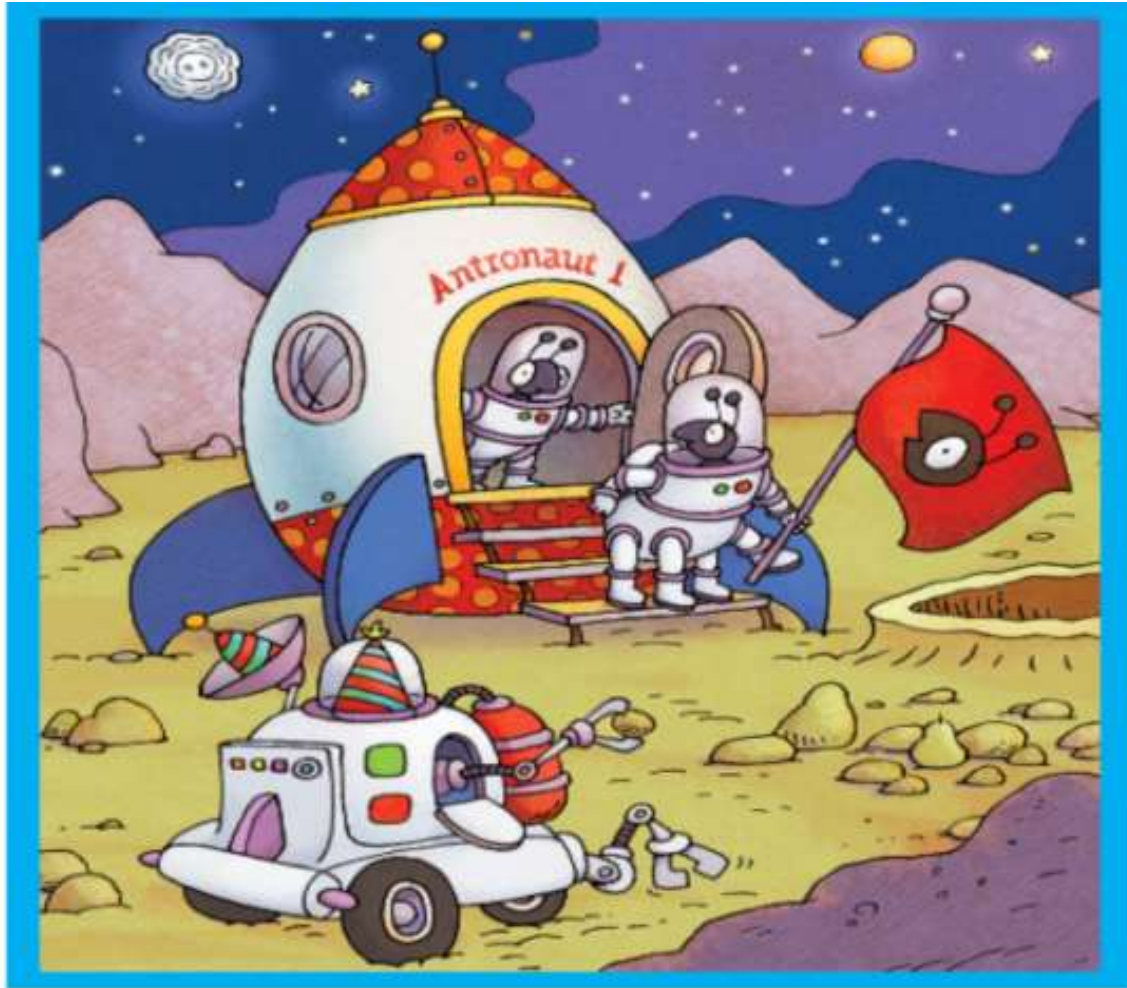
This grid covers both online and offline options. Activities that are highlighted **yellow** will receive explicit feedback from teachers. If the learning is completed offline, please submit the work via 2 options. Option 1: take photos of work and upload to Seesaw. Option 2: hand in completed work to the teacher at the end of each week via the front office. **Optional activities are highlighted in green.**

| | | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------------------------|---|--|---|---|--|--|
| M o r n i n g | English | <p>Attendance (Seesaw)- Please answer the attendance question Between 9-9:30am (Activity 1)</p> <p>Spelling and Grammar Spelling 'er' Complete the spelling activity (See Seesaw or hme pack for more information).</p> <p>Reading-Check in Read the assigned text on Wushka and answer the question on Seesaw or in the home pack</p> <p>Writing: Creative Writing - Activity 4 Stimulus Picture and the Writing Process. Part 1. Independent writing assessment task</p> | <p>Attendance (Seesaw)- Please answer the attendance question Between 9-9:30am (Activity 1)</p> <p>Spelling and Grammar Spelling 'er' Complete the spelling activity (See Seesaw or hme pack for more information).</p> <p>Zoom Check-in 11:00- 2H and 2M 11:30-2S</p> <p>Reading-Check in Read the assigned text on Wushka and answer the question on Seesaw or in the home pack</p> <p>Writing: Creative Writing - Activity 4 Stimulus Picture and the Writing Process. Part 2. Independent writing assessment task.</p> | <p>Attendance (Seesaw)- Please answer the attendance question Between 9-9:30am (Activity 1)</p> <p>Spelling and Grammar Spelling 'er' Complete the spelling activity (See Seesaw or hme pack for more information).</p> <p>Reading-Check in Read the assigned text on Wushka and answer the question on Seesaw or in the home pack</p> <p>Writing: Creative Writing - Activity 4 Stimulus Picture and the Writing Process. Part 3 and 4. Independent writing assessment task.</p> | <p>Attendance (Seesaw)- Please answer the attendance question. Between 9-9:30am (Activity 1)</p> <p>Typing club Let's learn to touch type! Visit this website to practise your typing. https://www.typingclub.com/</p> <p>Zoom Check-in: 11:00- 2H and 2M 11:30-2S</p> <p>Reading-Check in Read the assigned text on Wushka and RECORD YOURSELF READING THE TEXT. UPLOAD TO SEESAW or Class Dojo</p> <p>Writing: Creative Writing - Activity 4 Stimulus Picture and the Writing Process. Part 5. Independent writing assessment task.</p> | <p>Attendance (Seesaw)- Please answer the attendance question Between 9-9:30am (Activity 1)</p> <p>Spelling and Grammar Spelling 'er' Complete the spelling 'Look, Cover, Write, Check' activity (See Seesaw or hme pack for more information).</p> <p>Typing club Let's learn to touch type! Visit this website to practise your typing. https://www.typingclub.com/.</p> <p>Writing: Write about something that you value. That is, something that is special to you.</p> |
| | Choose 1 activity from the Wellbeing Grid | | | | | |
| Break | | | | | | |

| teams Mathematics | | | | | |
|----------------------------|--|---|--|--|---|
| M i d d l e | <p>Silent Reading (20minutes)</p> <p>Chance Complete the tasks on Chance (See Seesaw or hme pack for more information).</p> <p>1:20-2:15- Zoom School Disco</p> | <p>Silent Reading (20minutes)</p> <p>Chance Complete the tasks on Chance (See Seesaw or hme pack for more information).</p> | <p>Silent Reading (20minutes)</p> <p>Chance Complete the tasks on Chance (See Seesaw or hme pack for more information).</p> <p>Mathletics: Login to Mathletics and complete the assigned activity.</p> <ul style="list-style-type: none"> • Chance | <p>Silent Reading (20minutes)</p> <p>Chance Complete the tasks on Chance (See Seesaw or hme pack for more information).</p> <p>Mathletics: Login to Mathletics and complete the assigned activity.</p> <ul style="list-style-type: none"> • Chance | <p>Silent Reading (20minutes)</p> <p>Number of the day Complete the tasks on number of the day (See Seesaw or hme pack for more information).</p> <p>Chance Complete the tasks on Chance (See Seesaw or hme pack for more information).</p> <p>Mathletics: Login to Mathletics and complete the assigned activity.</p> <ul style="list-style-type: none"> • Chance |
| | Choose 1 activity from the Wellbeing Grid | | | | |

| Break | | | | | |
|--------------------------------------|---|---|--|---|--|
| A f t e r n o n | <p>Art</p> <p>Complete the assigned Art task on Seesaw (Week 9 , Monday: Art).</p> <p>Offline - Complete the home package activity (Week 9)</p> | <p>History</p> <p>Complete the assigned History task on Seesaw (Week 9 Tuesday: History)</p> <p>Offline - Complete the home package activity (Week 8 Tuesday: History)</p> | <p>PDH</p> <p>Complete the assigned Fire Safety task on Seesaw (Week 9 Wednesday).</p> <p>Offline - Complete the home package activity (Week 9 Wednesday)</p> | <p>Sport</p> <p>Complete the assigned History task on Seesaw (Week 9 Thursday : History).</p> <p>Offline - Complete the home package activity (Week 9 Thursday: History)</p> | <p>Glow and Grow</p> <p>Complete the assigned reflective task on Seesaw (Week 9 Friday).</p> <p>Offline - Complete the home package activity (Week 9 Friday:).</p> |

Attendance Question



Monday 6th September 2021

Find these hidden objects
in the picture by drawing a
circle around them.



Rolling Pin



Pear



Party Hat



Slice of
Pizza



Button

Choose 3 words and put them into sentences:

1. _____

2. _____

3. _____

Reading Check-in

Learning Intention:

I am learning to read a story book out loud fluently.

Success Criteria:

- I can read with expression
- I can read like I am talking
- I can read every word in the text
- I can take a breath at commas and at full stops
- I can read at a natural pace (not too fast or too slow)
- I look for bold or italics words to be emphasised
- I can comprehend what I am reading

Instructions:

1) Log onto Wushka and read the assigned story to yourself, out loud.
If you do not have access to the internet, then choose a book from home.

2) **Book Title:** _____

My favourite part in the story is

because

Chance

Learning Intention:

We are learning to describe the recognise and describe the element of chance in **everyday** events.

Success Criteria:

I can describe outcomes as likely and unlikely to happen

I can compare familiar activities and events as possible or impossible

I can describe familiar events as being certain or uncertain

The Learning:

What is chance?

Brainstorm what you think chance means and when it is used:

(You can add lines if you have more ideas.)



When we are learning about chance there are specific words we can use to describe whether a situation is going to happen. Some of these words are:

Likely

Unlikely

Certain

Impossible

Uncertain

Possible

Can you think of any other words that we can use when we are describing the chance of something happening?

Can you group these words?

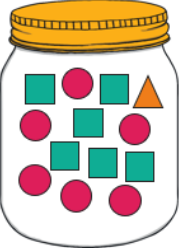
Words that mean it is going to happen

Words that mean it won't happen

Circle the chance of the shapes being pulled from the jar.

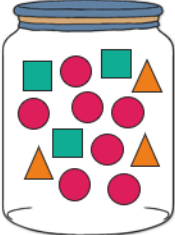
Remember: more of one shape means it has a higher chance of being pulled from the jar.

What is the chance you will choose a **triangle** from the jar?



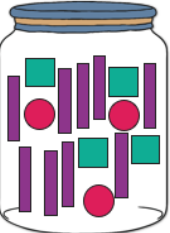
A) Likely
B) Impossible
C) Unlikely

What is the chance you will choose a **circle** from the jar?



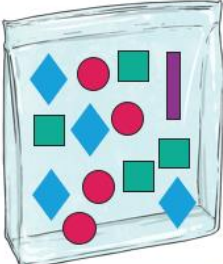
A) Likely
B) Impossible
C) Certain

What is the chance you will choose a **rectangle** from the jar?



A) Even Chance
B) Impossible
C) Quite likely

What is the chance you will choose a **rectangle** from the bag?



A) Certain
B) Impossible
C) Unlikely

Chance Jars



1. What shape are you unlikely to choose? Why?



2. If there were double the amount of circles, would you be very likely to choose one?



3. How many more rectangles do you need to have an even chance of choosing one?



4. It is certain you will choose a circle. True or false? Why?



5. What shape has the highest chance of being chosen? Why?

Chance Jars



1. What is the chance you will choose a square?



2. What is the chance you will choose a triangle?



3. What is the chance you will choose a circle?



4. What is the chance you will choose a triangle?

| | | | |
|--------|----------|------------|-------------|
| likely | unlikely | impossible | even chance |
|--------|----------|------------|-------------|

Challenge

Draw your own chance jar and write a chance question for a friend to answer.

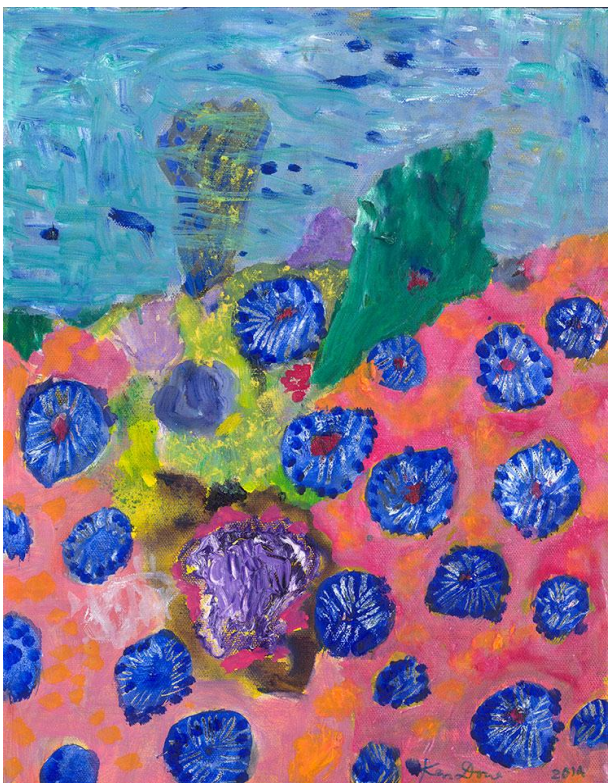
Week 9 Monday: Art

We are learning to make and appreciate art

- I can make own artwork about a topic using different mediums.
- I can discuss which artwork I like and explain why.

Instructions

1. If you have access to a device: Watch the Education LIVE video in the link provided below. Follow the link and scroll down to 'Catch up on Education LIVE videos' and select the Ken Done video. Fast forward video until 6 minutes 45 seconds.
<https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home>
2. Have a look at some of the artwork below of today's featured artist Ken Done. Put a circle around your favourite artwork and explain to someone at home why it is your favourite.
3. Make your own underwater picture using a medium of your choice. This might be pencil, texta, paint, crayon or collage.
4. Upload a picture of your artwork to Seesaw.



Attendance Question

Tuesday 7th September 2021

Find these hidden objects
in the picture by drawing a
circle around them.



Learning Intention:

We are learning to listen to all the phonemes in a word and write a letter or letter for each.

Success Criteria

I can say the target phoneme

I can use the target phoneme to read unfamiliar words

I can identify the letters in the target phoneme and use it to spell new words.

| ir | ear | ur | er | or |
|-----------|------------|-----------|-----------|-----------|
| girl | pearl | fur | her | word |
| first | earn | urn | herb | work |
| bird | earth | burn | fern | working |
| birth | heard | curd | jerk | worth |
| chirp | learn | burp | verb | worse |
| dirt | search | turn | herd | artwork |
| firm | research | curl | verb | visitor |
| sir | | surf | nerd | decorate |
| stir | | hurt | berth | homework |
| shirt | | hurl | alert | |
| third | | curb | verse | |
| thirty | | blur | universe | |
| smirk | | lurk | converse | |
| girth | | return | | |
| squirm | | burst | | |
| circus | | surfing | | |
| affirm | | turf | | |
| squirt | | slurp | | |
| twirl | | churn | | |
| shirt | | Saturday | | |
| | | Thursday | | |

'er' Find-a-word

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| K | L | T | S | I | L | T | T | E | G | K | T | W | O |
| R | D | W | K | O | R | T | U | D | L | R | P | S | A |
| T | S | K | I | T | O | I | R | W | R | B | K | F | W |
| W | D | R | R | H | W | Y | I | B | Y | U | G | Y | S |
| U | H | D | T | N | J | O | A | S | T | S | I | R | H |
| H | K | I | J | T | R | W | R | D | E | I | R | I | I |
| B | R | B | T | H | G | T | U | S | H | T | L | R | R |
| L | T | B | R | T | A | B | Y | K | E | T | U | K | T |
| N | S | L | K | R | T | D | I | R | R | B | R | B | W |
| E | E | U | R | U | L | F | E | W | R | U | T | I | W |
| J | E | R | K | P | R | R | A | S | U | R | B | S | B |
| R | D | R | D | S | W | I | I | T | R | S | L | W | W |
| W | K | S | U | R | F | N | R | W | P | T | H | R | L |
| H | A | I | E | O | S | I | S | H | T | R | O | W | U |

SHIRT
SKIRT
TWIRL
BLUR
SPURT
WORSE
WORTH
JERK
BURST
GIRL
BIRTHDAY
SURF
NERD

Play this puzzle online at : <https://thewordsearch.com/puzzle/2704191/>

Week 9 Tuesday-Activity 3

Reading Check-in and Retell

Learning Intention:

I am learning to read a story book and give a retell of the story.

Success Criteria:

- I can comprehend what I am reading
- I can tell the story in sequence (order)
- I can write what happens in the beginning, middle and at the end of a story
- I can use words from the text to help me write
- I can include only the important parts (VIPs)

Instructions:

1) Log onto Wushka and read the assigned story **from yesterday** to yourself, out loud. If you do not have access to the internet, then read the same book from home.

2) **Book Title:** _____

Beginning:

Middle:

End:

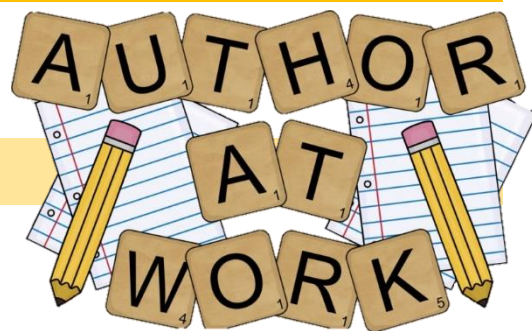
Tuesday Week 9 - Activity 4 - Creative Writing

This writing task will go over 4 days and each day you will be expected to complete a different part of the Writing Process. Planning, Drafting, Revising, Editing and Publishing.

Writing Process – Part 2 - DRAFT WRITING

Learning Intention:

We are learning to write creatively.



Success Criteria:

I can create a draft (rough copy) piece of writing using the ideas from my plan.

I can use capital letters and full stops in my creative writing.

I can use full and well structured sentences when writing creatively.

I can use adjectives, verbs and adverbs in my creative writing.

I can use WOW words (advanced vocabulary) in my creative writing.

1. Write up a rough draft of your story. This is your first copy as you will be editing as you move along in the process this week. Make sure your ideas are in order (sequenced). *In this writing task you are expected to use some of the Wow Words that you have learnt over the past few weeks.*

2. Read your work out loud and make note of parts that might need changing.

3. Submit a copy of your draft on SeeSaw or in your Home Pack.

THE WRITING PROCESS

STAGE

DEFINITION

TIPS FOR THE WRITER

Prewriting

Brainstorm ideas and organize your topic.

- ★ Think about what you want to say.
- ★ Talk about your ideas with a friend to find a main idea.
- ★ Use a list or web to organize your ideas.

Drafting

Create a rough copy of your writing.

- ★ Write your ideas in order.
- ★ Read your work out loud and note places where you stumble.
- ★ Ask a friend for his or her feedback.

Revising

Improve your writing.

- ★ Try out different beginnings and endings.
- ★ Use quotes or add dialogue.
- ★ Include descriptive words.
- ★ Add detail to develop important parts.

Editing

Proofread your work.

- ★ Make sure you have complete sentences, correct spelling, and necessary capitalization and punctuation.
- ★ Reread to see if each sentence makes sense.
- ★ Ask a friend to proofread your work.

Publishing

Create a clean final copy.

- ★ Type your writing or copy it neatly onto new paper.
- ★ Think of an interesting title.
- ★ Share your writing.

What does it LOOK like?



What is the Stage called?

Prewriting

What does a WRITER do?

Choose a topic and Plan it out:
-talk about it
-draw a picture
-make a web



Drafting

Write your first copy in your journal ("sloppy copy")



Revising

Rereading to make the story better.
Think ARMS!



Editing

Think
✓ Capitalization
✓ Usage
✓ Punctuation
✓ Spelling!



Publishing

Creating the FINAL copy:
-typing on computer
-rewriting neatly

Chance

Learning Intention:

We are learning to describe the recognise and describe the element of chance in **everyday** events.

Success Criteria:

I can describe outcomes as likely and unlikely to happen

I can compare familiar activities and events as possible or impossible

I can describe familiar events as being certain or uncertain

The Learning:

What is chance?

Write your own definition of chance:

List the types of words we use when we are talking about the chances of something happening:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Chance

1. Look at these statements. What words could you use to say how likely they are to happen? Write down as many as you can.

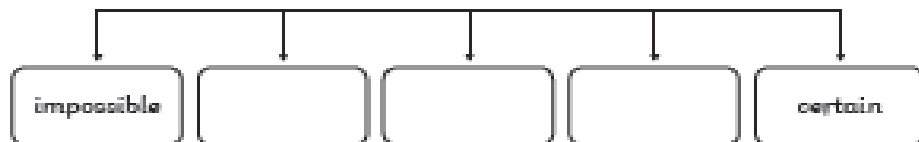
| Statements | Likelihood Vocabulary |
|---|-----------------------|
| The principal will come to school tomorrow. | |
| It will get dark tonight. | |
| Your classmates will turn into fish. | |
| Your friend will be a train driver when he's a grown-up. | |
| If I roll a die, I will get an odd number. | |
| Humans will travel to Mars in a rocket. | |
| The supermarket will give away all their electronic games tomorrow. | |
| When I get home, Mum will tell me we are going to McDonalds for dinner. | |

2. Now look at the words you thought of. Can you write them on this line in order of probability?

certain _____ impossible

Week 9, Tuesday (Activity 5)

3. Can you use some of your words to fill in the spaces on this line of probability?



4. Can you sort the statements below into the correct column?
Can you add a statement of your own to each column?

| Impossible | Unlikely | Likely | Certain |
|------------|----------|--------|---------|
| | | | |

| | | | |
|---|---|--|---|
| <p>It will snow tomorrow.</p>  | <p>I will drive a car tonight.</p>  | <p>I will eat something today.</p>  | <p>I will watch TV tonight.</p>  |
| <p>The supermarket will give away all their lollies tomorrow.</p>  | <p>I won't have a birthday next year.</p>  | <p>I will be famous one day.</p>  | <p>I will see a dragon in the playground this week.</p>  |
| <p>I will fly with my own wings next week.</p>  | <p>I will go to the Moon one day.</p>  | <p>It will be dark tonight.</p>  | <p>My teacher will turn into a mermaid if they get wet.</p>  |

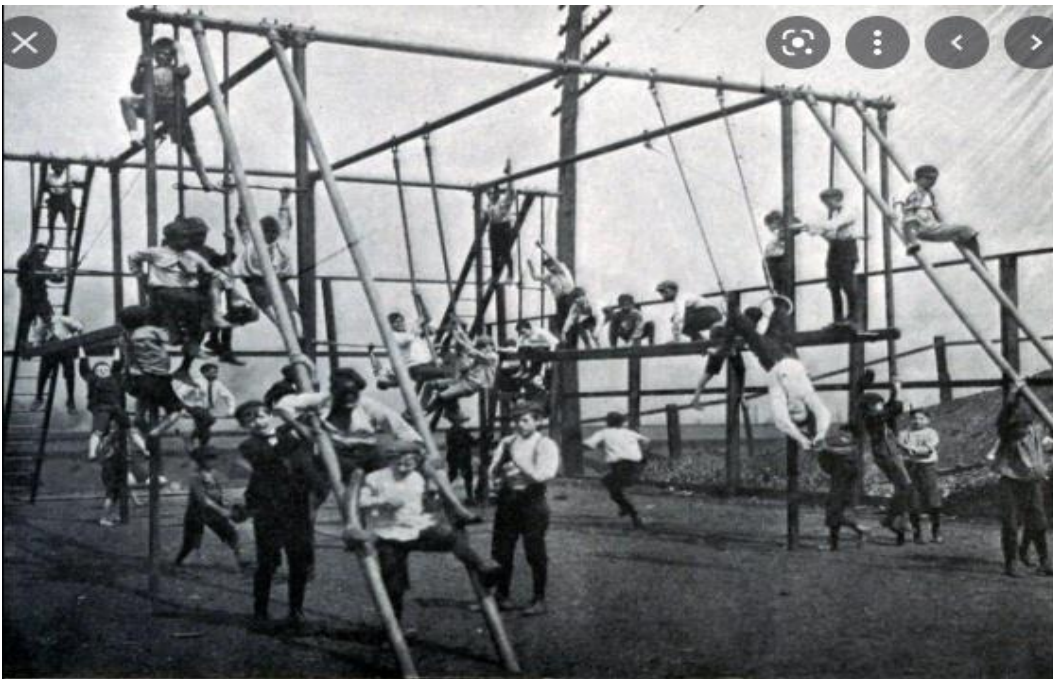
Week 9 Tuesday: History

We are learning about playgrounds from the past

- I can compare playgrounds of the past to playgrounds of today.
- I can list differences.
- I can have an opinion about which playground is better and I can explain why.

Instructions

1. Look at the two pictures below. One is a picture of a playground from the past and the other is a playground in Sydney in the present.
2. Talk with an adult about these playgrounds. What do you see? What do you wonder?
3. Write a list of things that are different about these two parks.
4. Write about which playground you would prefer to play on and why.



**Playground
from the
PAST**



**Playground
from the
PRESENT**

Write a list of things that are different about the two playgrounds.

Which playground would you prefer to play on? Explain why.

Attendance Question



Wednesday 8th September 2021

Find these hidden objects
in the picture by drawing a
circle around them.



Learning Intention:

We are learning to listen to all the phonemes in a word and write a letter or letter for each.

Success Criteria

I can say the target phoneme

I can use the target phoneme to read unfamiliar words

I can identify the letters in the target phoneme and use it to spell new words.

| ir | ear | ur | er | or |
|-----------|------------|-----------|-----------|-----------|
| girl | pearl | fur | her | word |
| first | earn | urn | herb | work |
| bird | earth | burn | fern | working |
| birth | heard | curd | jerk | worth |
| chirp | learn | burp | verb | worse |
| dirt | search | turn | herd | artwork |
| firm | research | curl | verb | visitor |
| sir | | surf | nerd | decorate |
| stir | | hurt | berth | homework |
| shirt | | hurl | alert | |
| third | | curb | verse | |
| thirty | | blur | universe | |
| smirk | | lurk | converse | |
| girth | | return | | |
| squirm | | burst | | |
| circus | | surfing | | |
| affirm | | turf | | |
| squirt | | slurp | | |
| twirl | | churn | | |
| shirt | | Saturday | | |
| | | Thursday | | |

Play Trick or treat

Getting ready

- Cut out the Unit 8 Trick or Treat? Sentence Cards.
- You will also need the recording sheet and a pencil.

How to Play:

1. Some of the sentences have real words and some have fake words. The sentences with real words are the 'Treat' cards and the sentences with the fake words are the 'Trick' cards.
2. Look at the first sentence and read it out loud; if it is a trick sentence, try and sound out the 'trick' word.
3. When you have decided if it is a 'Trick' or a 'Treat' place it in the right place on the recording sheet.
4. Once you have sorted all the sentences, write them out on your recording sheet.

| Unit 8 Trick or Treat? Sentence Cards | | |
|---------------------------------------|---|---|
| Ken had a new shirt. | Where is your tirt? | I heard Kerry burp. |
| Stop playing in the dirt! | The Earth is round. | Where is the fird? |
| One day I hope to see a hurk. | I burnt my finger on the cooker. | Where is your work? |
| Can I have a perm? | All the boys go surfing. | Have I got your lerb? |
| I fell on the curb and got hurt. | I have to go to the earst. | Lenny needs to return his book to the teacher. |

Trick

Treat

Week 9 Wednesday-Activity 3

Reading Check-in and Responding to Text

Learning Intention:

I am learning to read a story book out loud fluently and respond to a text.

Success Criteria:

- I can read with expression
- I can read like I am talking
- I can read every word in the text
- I can take a breath at commas and at full stops
- I can read at a natural pace (not too fast or too slow)
- I look for bold or italics words to be emphasised
- I can comprehend what I am reading
- I can name the characters in a story
- I can describe the setting in a story
- I can tell the problem and solution in the story

Instructions:

1) Log onto Wushka and read the assigned story **from yesterday** to yourself, out loud. If you do not have access to the internet, then read the same book from home.

2) **Book Title:** _____

| | |
|-------------------|-----------------|
| Characters | Setting |
| Problem | Solution |

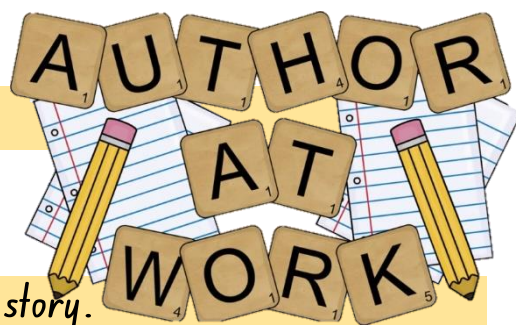
Wednesday Week 9 - Activity 4 - Creative Writing

This writing task will go over 4 days and each day you will be expected to complete a different part of the Writing Process. Planning, Drafting, Revising, Editing and Publishing.

Writing Process – Part 3 and 4 - REVISING AND EDITING

Learning Intention:

We are learning to write creatively.



Success Criteria:

I can add detail to build on the important parts of the story.

I can use adjectives, verbs and adverbs in my creative writing.

I can edit my writing looking for spelling and grammatical errors.

I can use correct punctuation in my writing - capital letters, full stops, commas, exclamation marks, speech marks etc

I can use full and well structured sentences when writing creatively.

- 1. Using your draft piece of writing, make changes to improve the quality of your work. You will need to revise and edit your work today. Add the changes on your draft piece using a different coloured pencil.*
- 2. Re read your writing to see if you are happy with the changes made and to see if you would like to change anything further.*
- 3. Upload your work to SeeSaw or complete the task in your Home Pack.*

THE WRITING PROCESS

STAGE

DEFINITION

TIPS FOR THE WRITER

Prewriting

Brainstorm ideas and organize your topic.

- ★ Think about what you want to say.
- ★ Talk about your ideas with a friend to find a main idea.
- ★ Use a list or web to organize your ideas.

Drafting

Create a rough copy of your writing.

- ★ Write your ideas in order.
- ★ Read your work out loud and note places where you stumble.
- ★ Ask a friend for his or her feedback.

Revising

Improve your writing.

- ★ Try out different beginnings and endings.
- ★ Use quotes or add dialogue.
- ★ Include descriptive words.
- ★ Add detail to develop important parts.

Editing

Proofread your work.

- ★ Make sure you have complete sentences, correct spelling, and necessary capitalization and punctuation.
- ★ Reread to see if each sentence makes sense.
- ★ Ask a friend to proofread your work.

Publishing

Create a clean final copy.

- ★ Type your writing or copy it neatly onto new paper.
- ★ Think of an interesting title.
- ★ Share your writing.

What does it LOOK like?



What is the Stage called?

Prewriting

Drafting

Revising

Editing

Publishing

What does a WRITER do?

Choose a topic and Plan it out:
-talk about it
-draw a picture
-make a web

Write your first copy in your journal ("sloppy copy")

Rereading to make the story better.
Think ARMS!

Think
✓ Capitalization
✓ Usage
✓ Punctuation
✓ Spelling!

Creating the FINAL copy:
-typing on computer
-rewriting neatly

Chance and probability

Learning Intention:

We are learning to describe the recognise and describe the element of chance in **everyday** events.

Success Criteria:

I can describe outcomes as likely and unlikely to happen

I can compare familiar activities and events as possible or impossible

I can describe familiar events as being certain or uncertain

Watch this video on chance:

<https://www.youtube.com/watch?v=GMiAbQ5yUDA>

Play this chance game online:

<https://www.free-training-tutorial.com/probability/machine/machine.html>

Activity instructions:

Using a coin, complete the chance investigation.

I can identify events where the chance of one will not be affected by the occurrence of the other.
(ACMSP094)

Flip one coin 10 times and record each flip as a tally mark.

Equipment I will need:

- 1 x coin
- pencil
- activity sheet



Instructions:

1. Flip the coin.
2. Record the result as a tally mark whether the coin landed on 'heads' or 'tails' in the correct space in the table below.
3. Repeat steps 1 and 2 nine more times (so that you have flipped the coin 10 times).

Coin Flip Results for 10 Flips:

| | Tally | Total |
|-------|-------|-------|
| Heads | | |
| Tails | | |

You are now going to repeat the experiment but for 20 flips. Make a prediction on what you think the results will be. Will it be the same as your first set? Why/why not?

My prediction is: _____

Complete the coin flip chance experiment again.

Coin Flip Results for 20 Flips:

| | Tally | Total |
|-------|-------|-------|
| Heads | | |
| Tails | | |

Was your prediction correct? Why/why not?

If you were to complete this chance experiment again for 40 flips, do you think the results would be the same? Why/why not?

Week 9 Wednesday: PDH Feelings

We are learning to identify different feelings

- I can identify the feelings of the main character in a story.
- I can choose the correct emotion for different parts of a story.

Instructions

1. Watch the short film called 'Dustin – by The Dustin Team' on YouTube.
https://www.youtube.com/watch?v=BTSH3hxdk_A
2. Sequence the events in the story on the template below with a 1,2,3 or 4.
3. Attach the feeling that you think best describes how Dustin feels in the different parts of the story by drawing a line from the event to the feeling.

| Event Sequence | Event | Feeling |
|----------------|--|------------------------|
| | The vacuum cleaner quickly cleans up food dropped on the floor before dustin the dog can eat it. | frustration and relief |
| | Dustin's owners being a robot vacuum cleaner called 'Dustin' into the house. | happiness |
| | Dustin the dog wrestles with the vacuum cleaner and it seems to die. He realises it has run out of charge. | anger |
| | Dustin pushes the vacuum cleaner into the charger and when it is charged, Dustin and the vacuum cleaner play together. | jealousy |

Attendance Question

Thursday 9th September 2021

Find these hidden objects
in the picture by drawing a
circle around them.



Pear



Banana



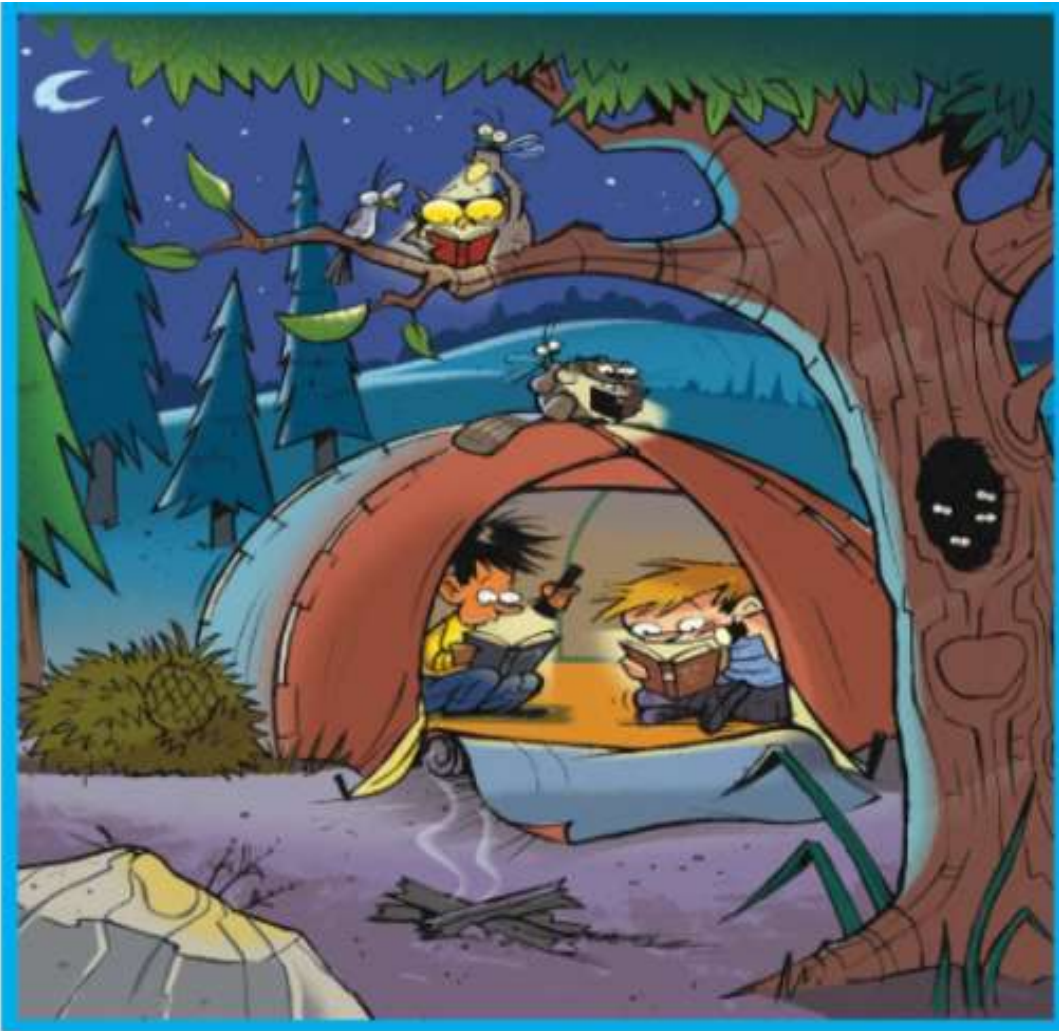
Pineapple



Apple



Lime



Reading Check-in

Learning Intention:

I am learning to read a story book out loud fluently.

Success Criteria:

- I can read with expression
- I can read like I am talking
- I can read every word in the text
- I can take a breath at commas and at full stops
- I can read at a natural pace (not too fast or too slow)
- I look for bold or italics words to be emphasised
- I can comprehend what I am reading

Instructions:

- 1) Log onto Wushka and read the assigned story **from yesterday** to yourself, out loud. If you do not have access to the internet, then read the same book from home.
- 2) Record yourself reading your Wushka book.
- 3) Upload your video on Seesaw or Class Dojo

Book Title: _____

| FLUENT READER CHECKLIST | |
|-------------------------|---|
| ACCURACY | <input type="checkbox"/> I don't eliminate words or word endings. |
| | <input type="checkbox"/> I don't add words where they don't belong. |
| EXPRESSION | <input type="checkbox"/> I don't sound like a robot. |
| | <input type="checkbox"/> I avoid being a dramatic actor. |
| PUNCTUATION | <input type="checkbox"/> I look for commas, dialogue, and emotion! |
| | <input type="checkbox"/> I emphasize words in bold or <i>italics</i> . |
| PACE | <input type="checkbox"/> I am <u>not</u> in a speed reading competition |
| | <input type="checkbox"/> I sound like I'm having a natural conversation. |
| COMPREHENSION | <input type="checkbox"/> I am always checking for understanding. |
| | <input type="checkbox"/> I read to learn. |

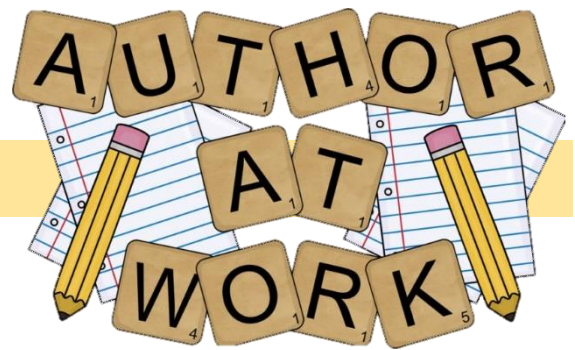
Thursday Week 9 - Activity 4 - Creative Writing

This writing task will go over 4 days and each day you will be expected to complete a different part of the Writing Process. Planning, Drafting, Revising, Editing and Publishing.

Writing Process – Part 5 - PUBLISHING

Learning Intention:

We are learning to write creatively.



Success Criteria

I can publish my creative writing using neat handwriting or by typing it up.

I can add illustrations to my story.

I can make a cover for my story which includes the title, author and illustrator.

- 1. You now need to produce the final copy of your short story. You can use the Text option on SeeSaw to type your story up or you can write out the final draft of your story in your neatest handwriting.*
- 2. Illustrate parts of the story to make it interesting for the reader.*
- 3. OPTIONAL – Make a cover for your story.*
- 4. Submit your work on SeeSaw or complete the task in your Home Pack.*

THE WRITING PROCESS

STAGE

DEFINITION

TIPS FOR THE WRITER

Prewriting

Brainstorm ideas and organize your topic.

- ★ Think about what you want to say.
- ★ Talk about your ideas with a friend to find a main idea.
- ★ Use a list or web to organize your ideas.

Drafting

Create a rough copy of your writing.

- ★ Write your ideas in order.
- ★ Read your work out loud and note places where you stumble.
- ★ Ask a friend for his or her feedback.

Revising

Improve your writing.

- ★ Try out different beginnings and endings.
- ★ Use quotes or add dialogue.
- ★ Include descriptive words.
- ★ Add detail to develop important parts.

Editing

Proofread your work.

- ★ Make sure you have complete sentences, correct spelling, and necessary capitalization and punctuation.
- ★ Reread to see if each sentence makes sense.
- ★ Ask a friend to proofread your work.

Publishing

Create a clean final copy.

- ★ Type your writing or copy it neatly onto new paper.
- ★ Think of an interesting title.
- ★ Share your writing.

What does it LOOK like?



Prewriting

What is the Stage called?

What does a WRITER do?

Choose a topic and Plan it out:
-talk about it
-draw a picture
-make a web



Drafting

Write your first copy in your journal ("sloppy copy")



Revising

Rereading to make the story better.
Think ARMS!



Editing

Think
✓ Capitalization
✓ Usage
✓ Punctuation
✓ Spelling!



Publishing

Creating the FINAL copy:
-typing on computer
-rewriting neatly

Chance and probability

Learning Intention:

We are learning to describe the recognise and describe the element of chance in **everyday** events.

Success Criteria:

I can describe outcomes as likely and unlikely to happen

I can compare familiar activities and events as possible or impossible

I can describe familiar events as being certain or uncertain

Watch this video on chance:

<https://www.youtube.com/watch?v=pduzY2KXn88>

Online dice:

<https://www.online-stopwatch.com/chance-games/roll-a-dice/full-screen/>

Activity instructions:

Using a dice, complete the chance investigation.

Dice Roll Investigation

I can identify events where the chance of one will not be affected by the occurrence of the other.
(ACMSP094)

Roll one dice 12 times and record each roll as a tally mark.

Equipment I will need:







- 1 x dice
- Pencil
- Activity sheet

Instructions:

1. Roll the dice.
2. Record the number shown as a tally mark in the correct space in the table below.
3. Repeat steps 1 and 2 eleven more times (so that you have rolled the dice 12 times).









Dice Roll Results for 12 rolls:

| Number | | Tally |
|--------|---|-------|
| 1 |  | |
| 2 |  | |
| 3 |  | |
| 4 |  | |
| 5 |  | |
| 6 |  | |

You are now going to repeat the investigation but for 24 rolls. Make a prediction on what you think the results will be. Will it be the same as your first set? Why/why not?

My prediction is: _____

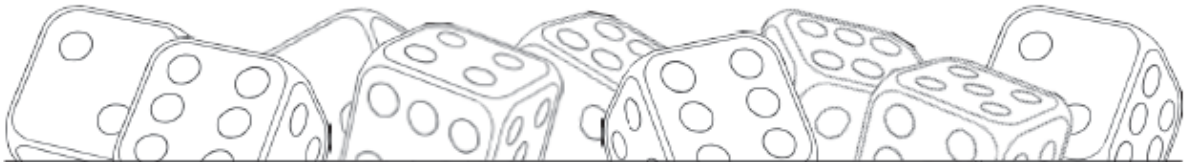
Dice Roll Results for 24 rolls:

| Number | | Tally |
|--------|---|-------|
| 1 |  | |
| 2 |  | |
| 3 |  | |
| 4 |  | |
| 5 |  | |
| 6 |  | |

Was your prediction correct? Why/why not?

If you were to complete this chance experiment again for 48 rolls, do you think the results would be the same? Why/why not?

If you rolled the number 5 ten times, does this mean that the number 5 will be rolled the same number of times the next time you complete this activity? Why/why not?



Week 9 Thursday: Sport

We are learning about muscular strength and endurance

- I know the different between muscular strength and endurance
- I understand what skills are needed for strength and endurance in sport
- I can perform various skills in skipping

Instructions:

1. If you have access to a device, watch the following sports lesson with Mr Ben: <https://www.loom.com/share/294147a3cd4c43cfacea347e3d137f2f>
2. If you can't watch the video, complete the skipping jumping patterns activity and skipping skills challenges below.
3. **Optional:** Upload a video of you doing a skipping jumping pattern to Seesaw or teach someone at home your routine.

Skipping Jumping Patterns:

Choose 5 of the exercises below to put together and create a jumping routine.




Bunny Hops
Hop over the rope
on one foot



Flashback
Swing the rope in the other
direction, jumping backward




Run It
Run or jog forward over the
rope



Firecrackers
Jump as fast as
you can



Jump Rope Jacks
Jump with feet together
then feet apart



Twister
Twist body to one side and
then the other when jumping



Ski Jumper
Spread the rope on the floor
and jump side to side over it



Crisscross
Criss cross legs on every
other jump








Donut Jumps
Make the rope into a circle on
the ground, jump into the circle
then out



Crossovers
Cross arms on every other
jump

Skipping Skill Challenges:

Using the following exercises to create your own skipping workout. If you do not have a skipping rope, you can just practise the jumps and pretend that you are holding one. Time yourself and see how many you can do in 1 minute (give yourself 30 seconds rest afterwards). Extension – complete a second time and try to beat your score.

| Exercise | Explanation | How many times? |
|---|--|-----------------|
|  | Single bounce – Jump once and land with your knees bent. | |
|  | Double – jump twice on your toes and then land with your knees bent. | |
|  | Skier – jump from side to side over the rope (or line on the ground). | |
|  | Tuck – jump and try to get your knees as close to your stomach as possible before landing with bent knees. | |
|  | Turn arounds – jump in the air and spin your body so that when you land you are facing the opposite direction. | |

Attendance Question



Friday 10th September 2021

Find these hidden objects
in the picture by drawing a
circle around them.



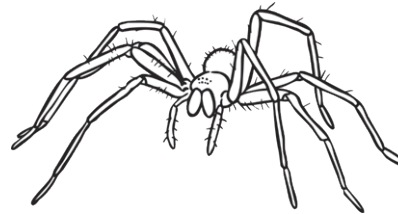
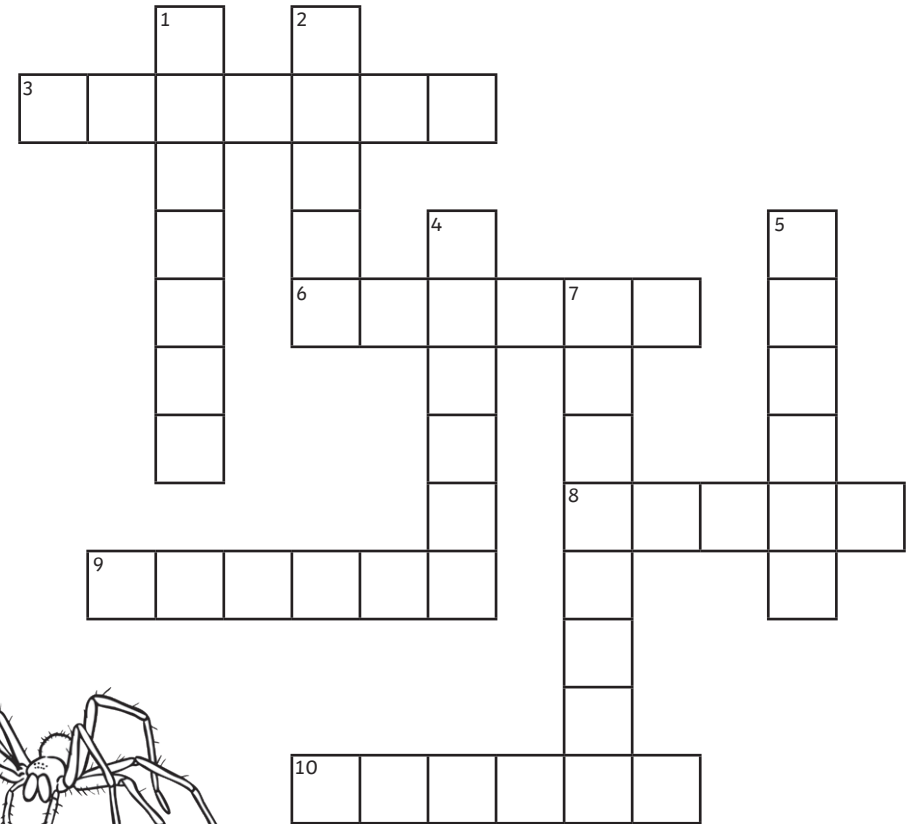
er

Across

- I picked my granny a beautiful bunch of _____. (7)
- The _____ is an insect that has eight legs and spins a web. (6)
- The Amazon is the longest _____ in the world. (5)
- June, July and August are all in the season of _____. (6)
- Dad fixed the fence with a _____ and a nail. (6)

Down

- I would buy a mansion if I won the _____. (7)
- Washing your hands kills the _____. (5)
- My favourite _____ is either lasagne or fish curry. (6)
- I live at home with my _____ and father. (6)
- Walking, running and swimming are all good forms of _____. (8)



Word Bank

summer

hammer

spider

germs

mother

lottery

river

flowers

exercise

dinner

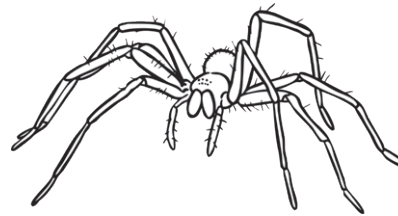
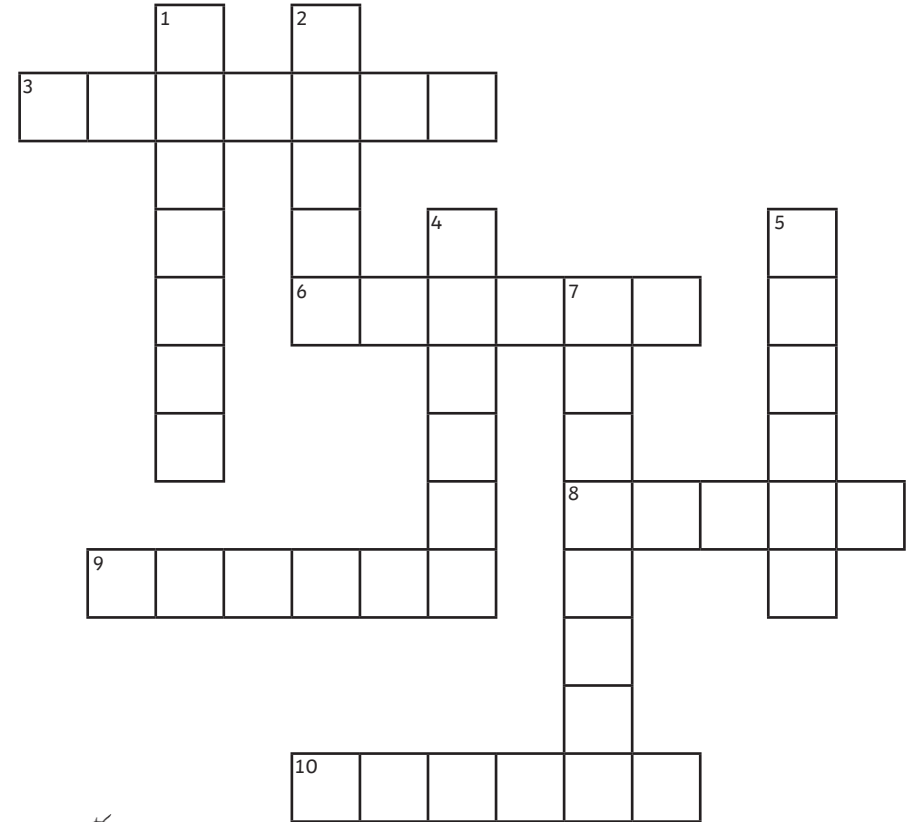
er

Across

3. I picked my granny a beautiful bunch of **f**_____. (7)
6. The **s**_____ is an insect that has eight legs and spins a web. (6)
8. The Amazon is the longest **r**_____ in the world. (5)
9. June, July and August are all in the season of **s**_____. (6)
10. Dad fixed the fence with a **h**_____ and a nail. (6)

Down

1. I would buy a mansion if I won the **l**_____. (7)
2. Washing your hands kills the **g**_____. (5)
4. My favourite **d**_____ is either lasagne or fish curry. (6)
5. I live at home with my **m**_____ and father. (6)
7. Walking, running and swimming are all good forms of **e**_____. (8)



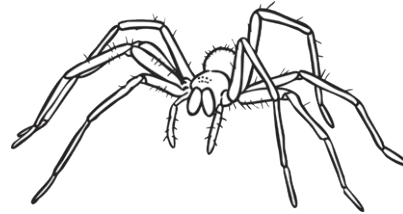
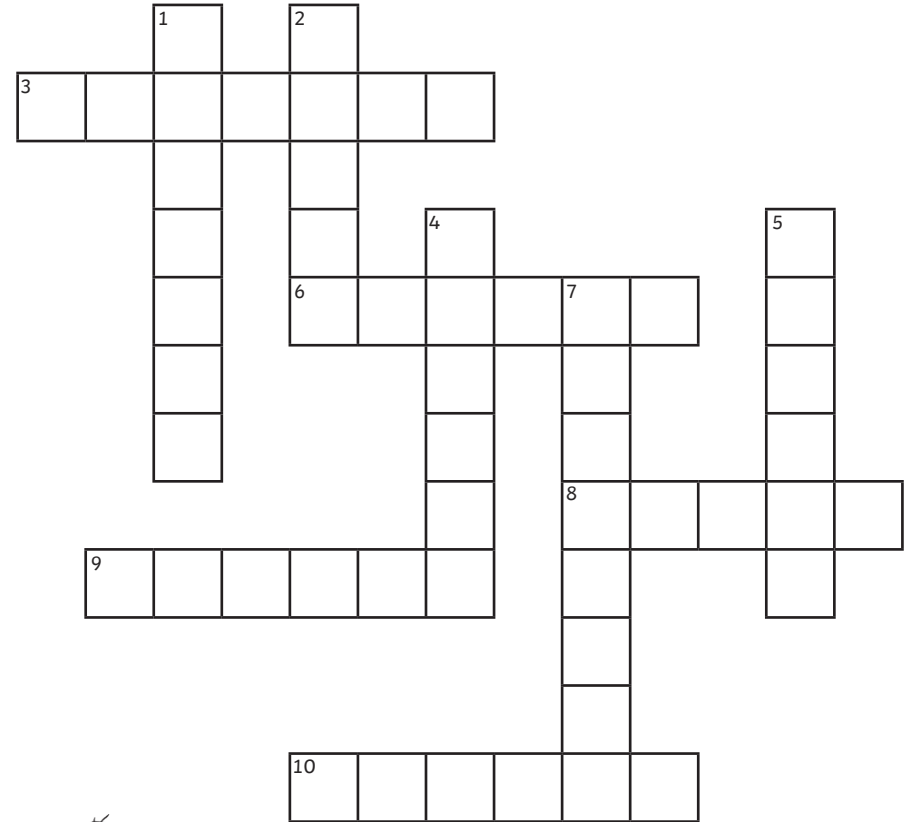
er

Across

- I picked my granny a beautiful bunch of _____. (7)
- The _____ is an insect that has eight legs and spins a web. (6)
- The Amazon is the longest _____ in the world. (5)
- June, July and August are all in the season of _____. (6)
- Dad fixed the fence with a _____ and a nail. (6)

Down

- I would buy a mansion if I won the _____. (7)
- Washing your hands kills the _____. (5)
- My favourite _____ is either lasagne or fish curry. (6)
- I live at home with my _____ and father. (6)
- Walking, running and swimming are all good forms of _____. (8)



Number of the day

Learning Intention:

We are learning to represent numbers in different ways.

Success Criteria:

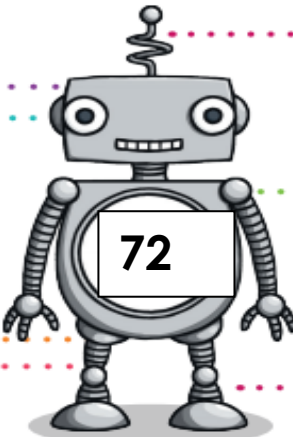
I can partition 2-digit numbers to make new numbers

I can make and break 2-digit numbers

I can represent a 2-digit number in lots of different ways.

Year 2 Number of the Day Maths Fluency

Today's Number Is...



spell it: _____

draw it: _____

odd / even

less:
2 less is: _____
10 less is: _____

more:
2 more is: _____
10 more is: _____

today's number >
today's number <

$\frac{1}{2}$? _____
 $\frac{1}{4}$? _____

tens | ones

Is it in these times tables?
 $2 \times$ $5 \times$ $10 \times$

Where is it? Draw an arrow on the number line:

0 10 20 30 40 50 60 70 80 90 100

partition it: (e.g. $24 = 20 + 4$)

number sentence:

anything special?

Chance and probability

Learning Intention:

We are learning to describe the recognise and describe the element of chance in **everyday** events.

Success Criteria:

I can describe outcomes as likely and unlikely to happen

I can compare familiar activities and events as possible or impossible

I can describe familiar events as being certain or uncertain

Watch the reading of 'Cloudy with a chance of meatballs.

<https://www.youtube.com/watch?v=q5uXp4694sE>

Activity instructions:

Play the Rock, paper, scissors chance game with someone in your family.

Rock Paper Sixths



You will need:

- Game board
- Counters

How to Play...

1. Choose which result of rock, paper, scissors will be the most likely result. Place your counters at the top of your chosen column.
2. Now it's time to play rock, paper, scissors! Record the result of each game by placing a counter in the appropriate column.
3. The first column to fill up is the winner. Did you choose it? If not, better luck next time.
4. Now it's question time. Ask each other: Is each result an equally likely outcome? How can you affect the result? What is each result as a fraction?

| | | | | | |
|----|--|--|--|--|--|
| 10 | | | | | |
| 9 | | | | | |
| 8 | | | | | |
| 7 | | | | | |
| 6 | | | | | |
| 5 | | | | | |
| 4 | | | | | |
| 3 | | | | | |
| 2 | | | | | |
| 1 | | | | | |

Number of turns



Week 9 Friday: Growing and Glowing

We are learning to reflect on our own learning

- I can name one thing that I have done a great job of this week (Glowing)
- I can name one thing that I need to practise some more to get better at (Growing)
- I can be honest when I reflect on my learning

Instructions

1. Think about your learning through the week and reflect on how you feel you have done. You will write your responses in the templates below.
2. Think of something that this week that you are 'GLOWING' in. This means something that you feel you have done really well in or worked very hard at.
3. Think of something this week that you are 'GROWING' in. This means something that you think you need a bit more practise in or to work a little bit more on.



What are you GLOWING in this week?



What are you GROWING in this week?

