

Remote learning Grid – Week 4, 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 Complete the grammar activity assigned on Seesaw (Activity 2) or in your Home Pack. Using a paint brush and some water write your phonemes out on a brick wall or on the driveway. Write 10 c/s words in water.</p> <p>Guided Reading Read a guided reading book on WUSHKA.</p> <p>Writing: Complete the picture stimulus creative writing task (Activity 4) on SeeSaw or in your home pack.</p>	<p>Attendance (Seesaw)- Please answer the attendance question Between 9-9:30am (Activity 1)</p> <p>Spelling and Grammar Complete the grammar activity assigned on Seesaw (Activity 2) or in your Home Pack. 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>Guided Reading Read a guided reading book on WUSHKA.</p> <p>Writing: Complete the Little Red Riding Hood creative writing task (Activity 4) on SeeSaw or in your home pack.</p>	<p>Attendance (Seesaw)- Please answer the attendance question Between 9-9:30am (Activity 1)</p> <p>Spelling and Grammar Complete the grammar activity assigned on Seesaw (Activity 2) or in your Home</p> <p>Shared Reading: Complete the Shared Reading task (Activity 3) on seesaw or in your home pack.</p> <p>Guided Reading • Read a guided reading book on WUSHKA.</p> <p>Writing: Complete the monster description writing task (Activity 4) on SeeSaw or in your home pack.</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>Shared Reading: Complete the Shared Reading task (Activity 3) on seesaw or in your home pack.</p> <p>Guided Reading Read a guided reading book on WUSHKA. (If working online, record yourself reading and post on Seesaw.</p> <p>Writing: Complete the creative writing task where you have to change the ending to a story (Activity 4) on SeeSaw or in your home pack.</p>	<p>Attendance (Seesaw)- Please answer the attendance question Between 9-9:30am (Activity 1)</p> <p>Spelling and Grammar Grammar in practise: Free writing- write about anything you like. Remember: Be creative Focus on the types of sentences you use-compound, simple Use WOW words Focus on spelling your spelling words correctly</p> <p>Shared Reading: Complete the Shared Reading task (Activity 3) on seesaw or in your home pack.</p> <p>Writing: On a piece of paper write a short paragraph about what you would like to be when you grow up and why you made that choice.</p>

Choose 1 activity from the Wellbeing Grid

Break

Mathematics

M i d d e	<u>Silent Reading (20minutes)</u>	<u>Silent Reading (20minutes)</u>	<u>Silent Reading (20minutes)</u>	<u>Silent Reading (20minutes)</u>	<u>Silent Reading (20minutes)</u>
	Number Complete 'A number of the day' activity (Seesaw Activity 5).				Number Complete 'A number of the day' activity (Seesaw Activity 5).
	Mathematical Vocabulary Make a poster on a piece of paper or cardboard with 3 sections. (See Seesaw or hme pack for more information).	Mathematical Vocabulary Solve the addition problem and then take the mathematical Vocabulary from the assigned problem and add it to your poster.	Mathematical Vocabulary Solve the subtraction problem then ake the mathematical Vocabulary from the assigned problem and add it to your poster.	Mathematical Vocabulary Solve the multiplication problem then take the mathematical vocabulary from the assigned problem and add it to your poster.	Mathematical Vocabulary Using the mathematical vocabulary that you have collected this week to write 3 problems of your own.
		Mathletics: Login to Mathletics and complete the assigned activity. • Addition	Mathletics: Login to Mathletics and complete the assigned activity. • Subtraction	Mathletics: Login to Mathletics and complete the assigned activity. • Multiplication and Division	

Choose 1 activity from the Wellbeing Grid

Break

A f t e r n o n	Music	History	Road Safety	History	Sport
	Complete the Seesaw activity (Week 4- Music).	Complete the assigned History task on Seesaw (Week 4 Tuesday: History).	Complete the assigned Road Safety task on Seesaw (Week 4 Wednesday: Road Safety).	Complete the assigned History task on Seesaw (Week 4 Tuesday: History).	Complete the assigned Sport task on Seesaw (Week 4 Friday: SPort).
	Offline - Use the template from the home package (Week 4 Music)	Offline - Complete the home package activity (Week 4 Tuesday: History)	Offline - Complete the home package activity (Week 4 Wednesday: Road Safety)	Offline - Complete the home package activity (Week 4 Thursday: History)	Offline - Complete the home package activity (Week 1 Wednesday: History)

Weekly wellbeing challenge for students

Your aim is to complete one activity per day

Physical wellbeing	Emotional wellbeing	Social wellbeing	Cognitive wellbeing	Spiritual wellbeing
Design and complete a body weight circuit (of at least 10 activities) to participate in at home *Bonus 10 points if you get your family to do it with you*	Turn off all devices for at least 5 hours (after school!)	Call, Skype or FaceTime a friend and talk about anything BUT Covid-19	Complete a mindfulness guided meditation. You can access these on Smiling Mind.	Participate in a yoga, Pilates or meditation session. There are some available on YouTube or you create your own.
Complete 30 minutes of incidental physical activity (everyday activities like vacuuming, putting clothes on the line or taking the bins out)	Participate in a self-care activity e.g. going to bed early, painting, deep breathing, watching the sunset or having a bath.	Do something for a family member e.g. cook a meal, tidy part of the house, offer to mow the lawn/ get the washing off the line/ wash your pet)	Learn a new skill such as juggling, cooking, breakdancing, knitting or playing recorder	Spend at least 30 minutes outside connecting with nature
Participate in a virtual workout for at least 30 minutes. Some examples are Just Dance, Wii sports and YouTube fitness videos.	Complete a journal activity for the day or compile a list of things you are grateful for	Connect with someone who you have not spoken with in more than 1 month via google hangout or FaceTime	Complete a log book of your moods over the next week	Go on a nature walk, plant some seeds, listen to some birdsong or do some weeding...
Take your pet, teddy bear or sibling for a walk	Watch your favourite show/movie; then write down how it made you feel	Play a board game with your family members	Read a book/listen to a podcast or listen to your favourite artist	Think about someone you admire - what values do you share?
Create your own game to play with your family members. Be creative with your objects e.g. wrap up some socks to make a ball.	Tidy your room / desk	Write a thank you note to someone and post it/email it	Complete a jigsaw puzzle, Sudoku or crossword puzzle	Write a weekly list of affirmations(e.g. I am capable of making it through this storm)

Attendance Question

WOULD YOU RATHER

Eat M&Ms



Eat Skittles



Learning Intention:

We are learning that simple connections can be made between ideas by using compound sentences when writing.

Success Criteria:

- I can identify a compound sentence in the text I read.
- I can identify and use conjunctions to join two simple sentences.
- I can use compound sentences in my own writing.

The Learning:

Getting Started

What is a simple sentence?

A simple sentence is a group of words that expresses one complete thought. Every simple sentence must contain a **subject** and a **verb**.

Can you spot the subjects and the verbs in this simple sentences?

subject Ewan likes ice cream. **verb**

subject Shamil likes yoghurt. **verb**

What is a simple sentence?

An example of a simple sentence is:

James eats cake.

James is the subject

Eating is the verb (doing word)

Getting Started

Both of these simple sentences make sense on their own.

Ewan likes ice cream. and Shamil likes yoghurt.

When we link them together with a conjunction, they form a compound sentence.

What is a conjunction?

A conjunction is a word that joins to simple sentences together.

Example: and, because, but, yet

Simple sentence 1: James eats cake.

Simple sentence 2: James sometimes gets a sore tummy.

Conjunction: but

James eats cake but sometimes gets a sore tummy.

Getting Started

There are seven conjunctions that we could use:

for and nor but or yet so

Ewan likes ice cream. ? Shamil likes yoghurt.

Which co-ordinating conjunctions could we use to link these two sentences?

Your turn:

What conjunction would you use to join these 2 simple sentences?

Ewan likes ice cream Shamil likes yoghurt.

Next Steps

for and nor but or yet so

It was time for maths. ? My pencil broke.

Which conjunctions could be used to link these two simple sentences to create a compound sentence?


It was time for maths my pencil broke.

Next Steps

for and nor but or yet so

Sally practised her spelling words. ? She got full marks in the test.

Which conjunctions could we use to link these two sentences to create a compound sentence?



Sally practised her spelling words she got full marks in the test.

Now write your own:

Simple sentence 1: _____

Simple sentence 2: _____

Conjunction you will use: _____

Compound sentence:

Monday – Week 4 - Activity 4

Creative Writing

Picture Stimulus Creative Writing Task

Learning Intention:

We are learning to write creatively.

Success Criteria:

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.

Creativity: using your imagination to create something, or solve a problem.

1. Write a short paragraph describing what is happening in the picture. Use the **LEARNING INTENTION** and **SUCCESS CRITERIA** to understand what is expected in your work sample from this task today.
2. Your writing needs to give as much detail as possible so that your teacher (or the reader) can make a picture in their head of what you're describing. Remember to describe – colours, feelings, movement, actions, people, places etc
3. Submit either a photo or your writing or use the 'notes' tool on SeeSaw to type it up.



Number of the day

Learning Intention:

We are learning to represent numbers in different ways.

Success Criteria:

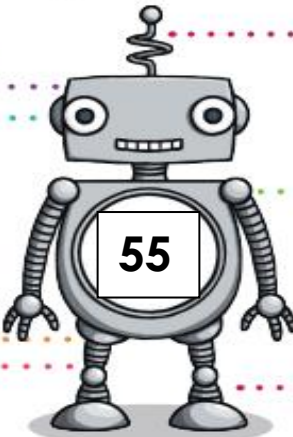
I can partition 2-digit numbers to make new numbers

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?

tens	ones
------	------

10 less

<	=	>
---	---	---

1 less	Number	1 more
	55	

$\underline{\quad} + \underline{\quad} = \underline{\quad}$

10 more

$\underline{\quad} - \underline{\quad} = \underline{\quad}$

Ten Frames

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Learning Intention:

We are learning to describe mathematical situations and methods using every day and some mathematical language.

Success Criteria:

I can find the mathematical words in problems

I can group mathematical words into the operation category

I can use mathematical words to help me solve problems

I can use mathematical words in problems that I write myself

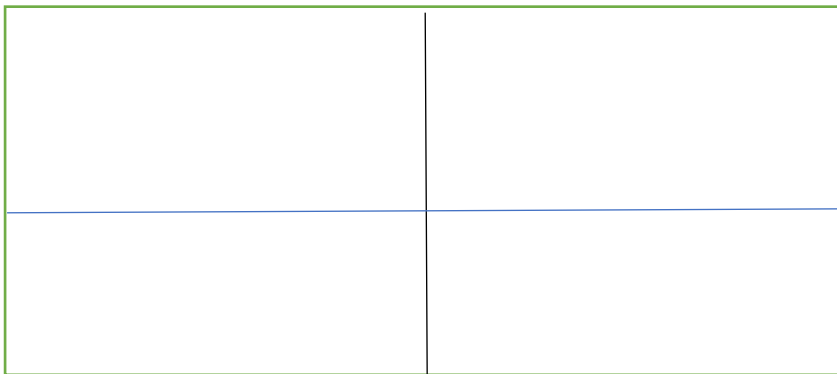
The Learning:

When we are solving written maths problems, we can use the words as clues to figure out the operation we meant to use.

What does operation mean?- The operation in a problem means, is it plus+, minus-, times x, divide-, does that word mean equals =.

Activity Instructions:

1. On a piece of paper or a piece of cardboard make a Maths Vocabulary Chart .
2. With a pencil split your paper into four boxes.



3. At the top of each box write:
Addition
Subtraction
Multiplication
Equals
4. Put you chart in a safe place because you will need it for tomorrow's activities.

Week 4 Monday: Music

We are learning to appreciate music

- I can move to music and imagine I am something else
- I can stop moving when the music stops
- I can create an artwork inspired by what I hear

Instructions:

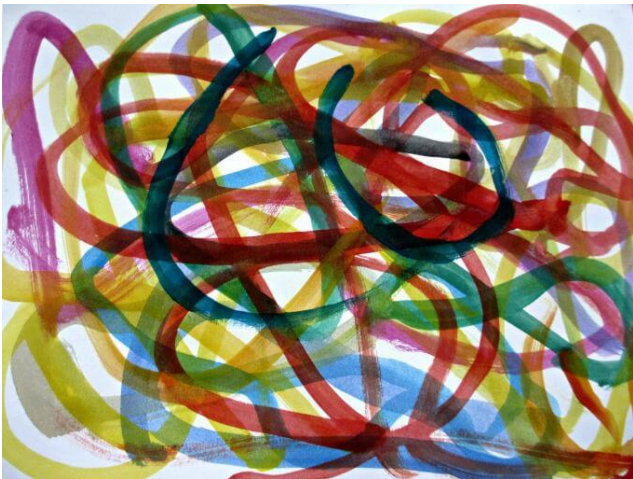
If you have access to a device, go to the following website and follow the instructions:

<https://www.bushfirepress.com.au/kidslisten/s01e01/>

If you do not have a device, follow these instructions:

1. Choose a piece of music to listen to
2. Ask someone at home to start and stop the music randomly
3. Play freeze and move – freeze when the music stops and move to the music when it is playing
4. When you have had enough action, choose a piece of music with no words (classical or contemporary)
5. Draw a picture or paint while you listen to your music – It can be an abstract picture (perhaps just lines). See how the music inspires you.

Example Artworks:



Attendance Question

WOULD YOU RATHER

Eat Popcorn at the Movies



Get a Slushie at the Movies



Learning Intention:

We are learning that simple connections can be made between ideas by using compound sentences when writing.

Success Criteria:

I can identify a compound sentence in the text I read.

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I can use compound sentences in my own writing.

The Learning:

Compound Sentence Hunt!

Can you spot and highlight the compound sentences in this text?

Which conjunctions have been used?

It was a hot, sunny day and the park was very busy. Isaac played on the swings but he didn't go on the slide. It was too scary. It was soon dinner time so Mum got out their picnic. Isaac could have a ham sandwich or he could have a cheese sandwich.



Activity Instructions:

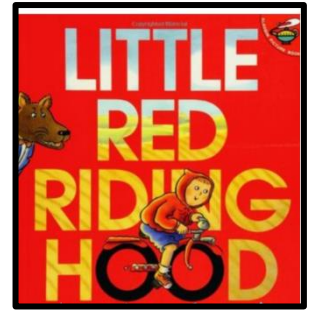
On the next page, take the first sentence and expand it using a conjunction and some more detail from a second simple sentence.

Compound Sentence Jigsaws

Use your super sentence writing skills to create a compound sentence using different co-ordinating conjunctions and your own main/independent clauses. Read the clause in the first puzzle piece, circle an appropriate co-ordinating conjunction in the second, and then add your own clause in the final piece to create different compound sentences.

- | | | |
|-------------------------------------|------------------------------|-------|
| 1. The sun shone down on the people | for and nor
but or yet so | _____ |
|-------------------------------------|------------------------------|-------|
- | | | |
|-----------------------------|------------------------------|-------|
| 2. The anxious boy screamed | for and nor
but or yet so | _____ |
|-----------------------------|------------------------------|-------|
- | | | |
|-----------------------------|------------------------------|-------|
| 3. Kaitlyn looked surprised | for and nor
but or yet so | _____ |
|-----------------------------|------------------------------|-------|
- | | | |
|-------------------------------|------------------------------|-------|
| 4. I love to play video games | for and nor
but or yet so | _____ |
|-------------------------------|------------------------------|-------|
- | | | |
|--|------------------------------|-------|
| 5. Justin dreams of becoming a professional footballer | for and nor
but or yet so | _____ |
|--|------------------------------|-------|

Tuesday – Week 4 - Activity 4 Creative Writing



Little Red Riding Hood: A Newfangled Prairie Tale Creative Writing Response

LEARNING INTENTION

I can respond creatively to a narrative text.

SUCCESS CRITERIA

I can sequence events in a narrative story.

I can use correct punctuation and capital letters.

I can add detail to my writing by adding adjectives, verbs and adverbs.

** Think about how this traditional tale is different from the original Little Red Riding Hood narrative.*

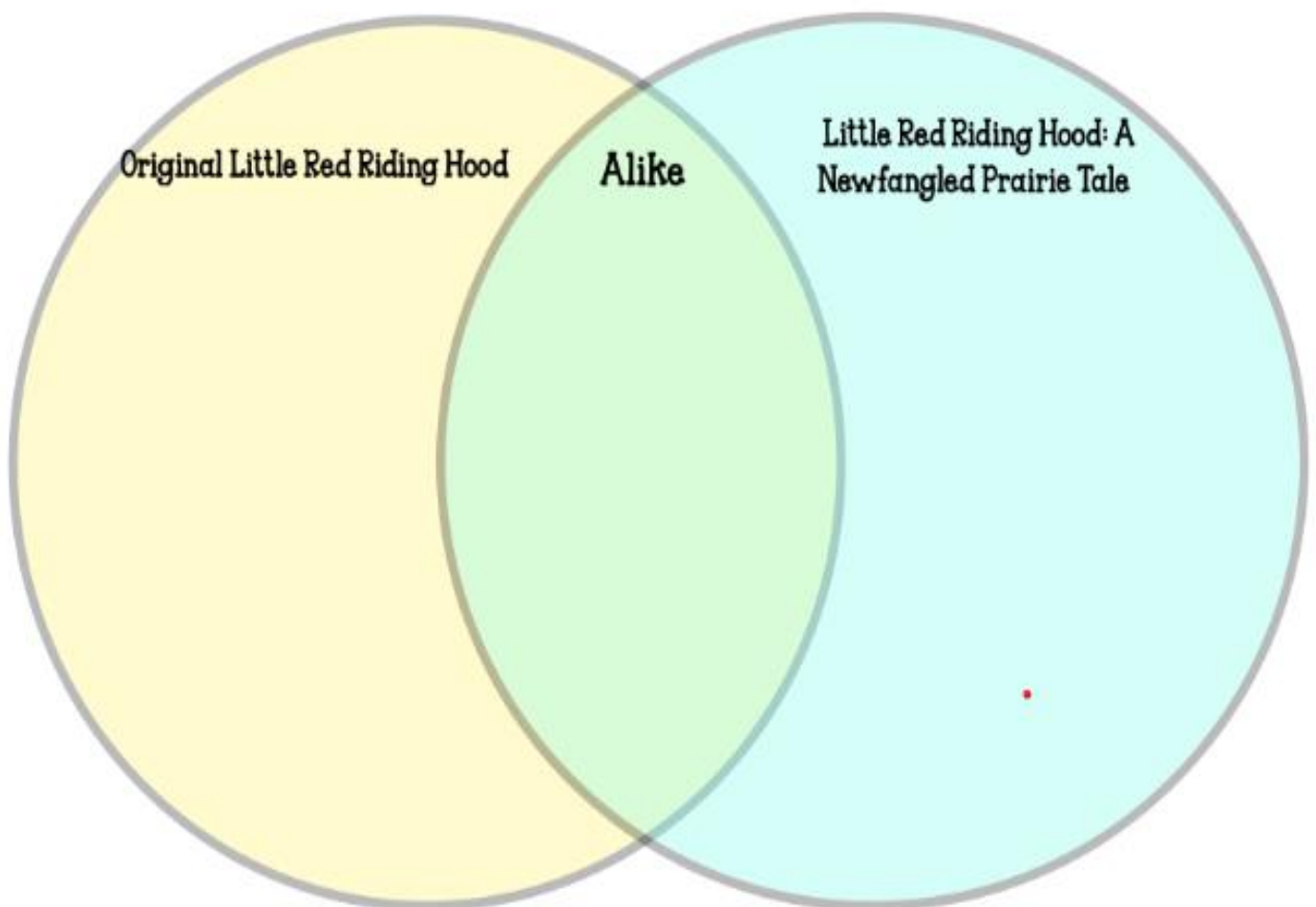
- 1. Watch and listen to the story – Little Red Riding Hood: A Newfangled Prairie Tale by following this link – <http://youtu.be/IL4VWkQDRZo>*
- 2. Look at the story structure page.*
- 3. Write a retelling of this story.*
- 4. Be sure to include the important parts rather than just minor details.*
- 5. If you would like to extend on this task you can complete the Compare and Contrast activity on slide 2. If you've forgotten the original story of Little Red Riding Hood, then you can use this link to hear the story once again – https://youtu.be/ivg_Yc-YDYo*

Story Structure

Part of the Story	Story Elements	Story Title:
Beginning	Introduction of characters: Who is the story about? Description of the setting: Where and when does it happen? Presentation of the problem: What is wrong?	
Middle	Plot action, or events that move the story along: What do the characters do to try to resolve the problem?	
End	Resolution of the problem: How is the problem worked out? Conclusion fo the action: What happens at the end?	

Use the above story structure as a guide when you write your retelling of the story.

Compare and Contrast



Learning Intention:

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Success Criteria:

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I can use mathematical words in problems that I write myself

The Learning:

When we are solving written maths problems, we can use the words as clues to figure out the operation we meant to use.

What does operation mean?- The operation in a problem means, is it plus+, minus-, times x, divide-, does that word mean equals =.

Activity Instructions:

1. Get out your poster from yesterday.
2. Read the maths problems on the next page.
3. Highlight, circle or underline the words that tell you which operation to use.
4. Write these words in your poster.
5. Solve the problem and complete the work sheet.

Maths Problems:

Problem	Operation	Mathematical Words	Solution
If you find 49 beads under a couch and then you find bother 50 in the toy box, how many beads do you have altogether?	+	altogether find	99
If you have 12 marbles and then you win double the amount, what is your total amount of marbles?			
If you bake 30 cookies, then bake 17 more cookies, how many do you have altogether?			
If 16 people arrive at a party and then 12 more arrive, how many people are at the party?			

Week 4 Tuesday: History

We are learning about the history of the Olympics

- I know where the Olympics began
- I know why we have the Olympic games
- I know what the Olympic rings represent
- I know the history of the Olympic flame

Activity 1 Instructions:

Write 3 things that you know about the Olympics.

If you have access to a device, you may want to watch this video:

https://www.youtube.com/watch?v=xBsRx4wN_v4

1	
2	
3	

Activity 2 Instructions:

Draw a line to match the Olympic facts.

Why do we have the Olympics?

Where did the Olympics begin?

How long does the Olympic flame stay alight?

What do the Olympic rings represent?

The Olympic ring represent the 5 continents

We have the Olympics today to bring nations together and foster peace in the world.

The Olympic games started 3000 years ago in 776BC.

The Olympic flame is lit in Olympia Greece and is kept alight for the duration of the games.

Attendance Question

WOULD YOU RATHER

Walk a Tightrope



Be a Lion Tamer



Learning Intention:

We are learning that simple connections can be made between ideas by using compound sentences when writing.

Success Criteria:

I can identify a compound sentence in the text I read.

I can identify and use conjunctions to join two simple sentences.

I can use compound sentences in my own writing.

Activity Instructions:

1. Write 8 compound sentences using last week's spelling words.
2. Make the FANBOY to help you remember the 7 coordinating conjunctions.

1. _____

2. _____

3. _____

4. _____

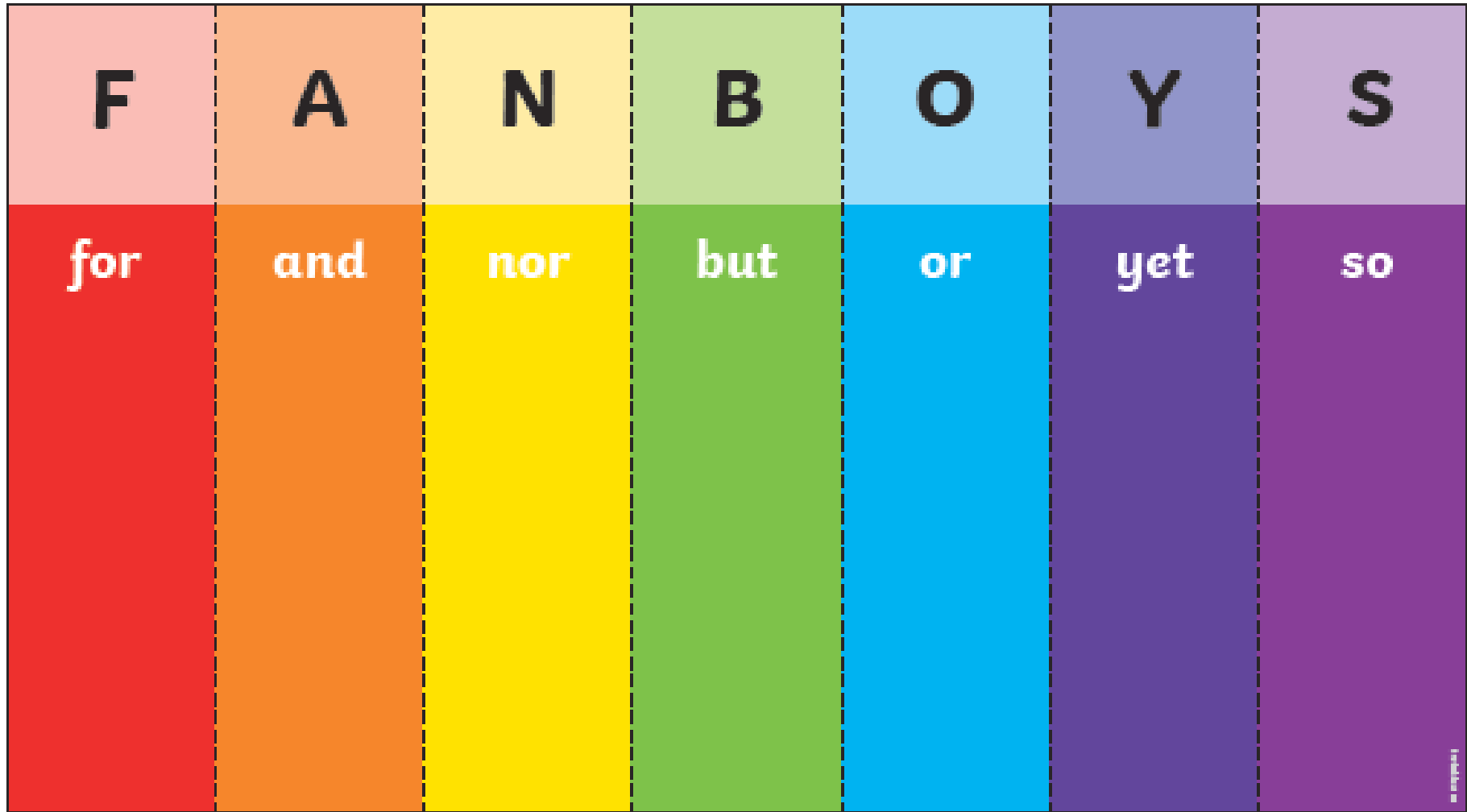
5. _____

6. _____

7. _____

8. _____

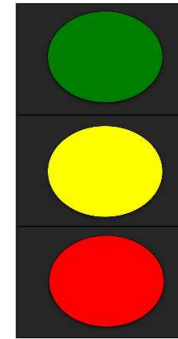
Cut out the fan and fold along the dotted lines.



Week 4 Wednesday – Activity 3

Book Study

Beginning, Middle and End



Beginning
What happens first in the story!
• Who are the characters?
• Where are they?

Middle
What happens in the middle of the story!
• Is there a problem?

End
What is the last part of the story?
• How was the problem solved?

Created by: Easy Peasy Resources

Learning Intention:

I am learning to retell a story.

Success Criteria:

- I can state what occurs in the beginning, middle and end of a story
- I can use pictures to help me retell the story
- I can give reasons for my choice

Title of Book: _____

Beginning

Middle

End

My favourite part of the book is when

Wednesday – Week 4 - Activity 4

Creative Writing

Love Monster

LEARNING INTENTION

We are learning to write creatively.

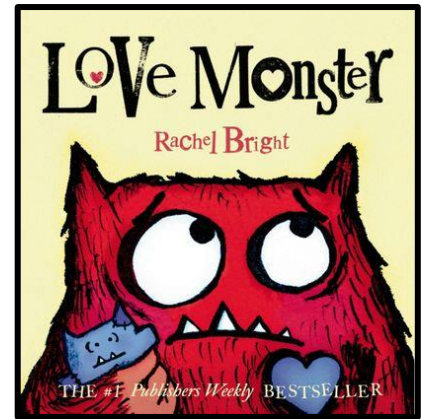
SUCCESS CRITERIA

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 in my creative writing.

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



Listen to the story Love Monster by following this link –

<https://youtu.be/ZO234hLwsMY>

1. Create your own love Monster using materials around your home (cut and paste, LEGO, cardboard boxes etc) or you could draw one. This needs to be your own creative and original design.
2. Write a descriptive paragraph about your monster. Write descriptive sentences about the way it looks, sounds, feels, smells etc. Be creative!
- 3 Take a photo of your love monster and upload your descriptive sentences on SeeSaw or complete the task in your Home Learning Book.

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I can use mathematical words to help me solve problems

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The Learning:

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What does operation mean?- The operation in a problem means, is it plus+, minus-, times x, divide-, does that word mean equals =.

Activity Instructions:

1. Get out your poster from yesterday.
2. Read the maths problems on the next page.
3. Highlight, circle or underline the words that tell you which operation to use.
4. Write these words in your poster.
5. Solve the problem and complete the work sheet.

Maths Problems:

This link might help you: <https://www.youtube.com/watch?v=23vDZL09uqk>

Problem	Operation	Mathematical Words	Solution
If you have 100 flowers and give 34 of them away, how many flowers do you have left?	- Take away	give 34 of them away left	66
If you invite 53 people to your party but 24 less people turn up, how many people were at your party?			
John has 11 stuffed animals. James has 4 stuffed animals. How many more stuffed animals does John have than James?			
Susie read 24 pages of her book. She read 11 the week. How many did she read in the second week?			

Week 4 Wednesday: Road Safety

We are learning to safely cross the road

- I can sequence the steps to cross the road
- I can use the words STOP, LOOK, LISTEN, THINK when crossing the road
- I can make a rap to explain the steps for crossing the road

Activity 1 Instructions:

1. Read the Super Cat rap below.
2. Practise your own version of the rap or make one up of your own.

Super Cat's Safety Rap

Super Cat's here so say 'meow'!
Want to cross roads, safely? I'll tell you how!
First, you **stop** and **look** from side-to-side.
Then you **listen** and **think**; that's the Super Cat guide!

stop



look



listen



think

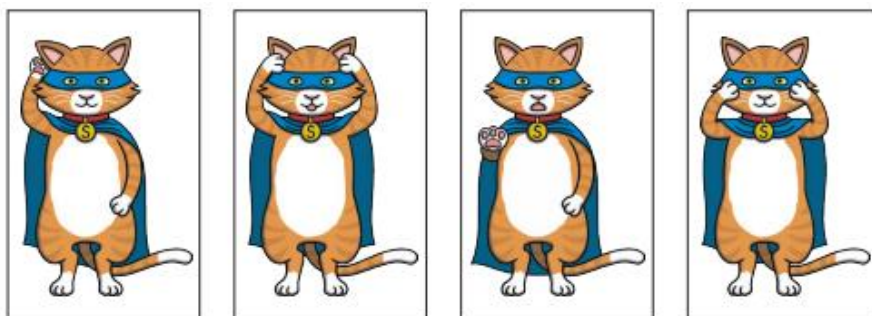


twinkl [visit twinkl.com](http://www.twinkl.com)

Activity 2 Instructions:

Cut and paste the pictures of Super Cat to match them to the correct road safety word.

stop	look	listen	think
-------------	-------------	---------------	--------------



Attendance Question

WOULD YOU RATHER

Eat an Ice-cream Cone



Eat an Ice-cream Sundae



Drawing Conclusions

Learning Intention:

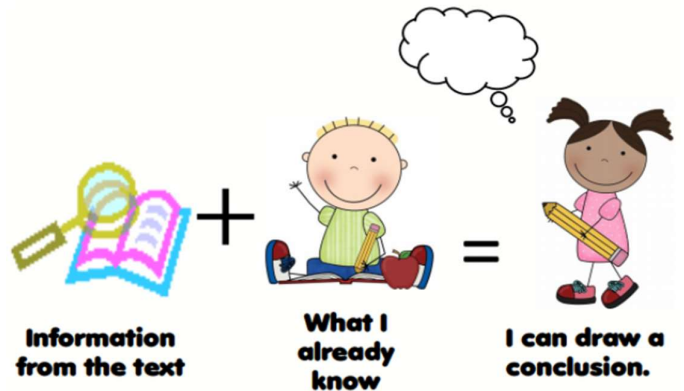
I am learning to draw conclusions as I read.

Success Criteria:

- I can use the information in the story to figure out what will happen next
- I can use the information in my head to figure out what will happen next

Restate the question!

1. What is your favorite color?
- My favorite color is purple.
2. How many eggs are in a dozen?
- There are 12 eggs in a dozen.



Choose a book to read and answer the following questions. Make sure to restate the question!

- 1) If you could be a character in the book for one day, who would you chose to be? Why?

- 2) Describe your favourite part of the book.

Thursday – Week 4 - Activity 4 Creative Writing

The Ant and the Dove

Learning Intention:

We are learning to write creatively.

Success Criteria:

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.



The ending to this story has been removed. Your task is to write a new ending using your own thoughts and ideas. Be as creative as you like and 'WOW' your teacher with your brilliant writing ideas.

1. Read the story of 'The Ant and the Dove' and finish it off by writing what happens after the hunter throws out his net hoping to catch the dove. This needs to be a short paragraph, not just one sentence.
2. Make sure to edit your work looking for ways to improve your writing.
3. Use the text option to type your response or take a photo of your written work and submit it on SeeSaw as part of this task or complete the activity in your Home Pack.
4. Illustrate the new ending to the story.

Illustrate the new ending to this story –



The Ant and the Dove

One hot day, an ant was searching for some water. After walking around for some time, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell into the water.

She could have drowned if a dove up a nearby tree had not seen her. Seeing that the ant was in trouble, the dove quickly plucked off a leaf and dropped it into the water near the struggling ant. The ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground. Just at that time, a hunter nearby was throwing out his net towards the dove, hoping to trap it.

Learning Intention:

We are learning to describe mathematical situations and methods using every day and some mathematical language.

Success Criteria:

I can find the mathematical words in problems

I can group mathematical words into the operation category

I can use mathematical words to help me solve problems

I can use mathematical words in problems that I write myself

The Learning:

When we are solving written maths problems, we can use the words as clues to figure out the operation we meant to use.

What does operation mean?- The operation in a problem means, is it plus+, minus-, times x, divide-, does that word mean equals =.

Activity Instructions:

1. Get out your poster from yesterday.
2. Read the maths problems on the next page.
3. Highlight, circle or underline the words that tell you which operation to use.
4. Write these words in your poster.
5. Solve the problem and complete the work sheet.

Maths Problems:

Problem	Operation	Mathematical Words	Solution
Three rabbits have 2 carrots each . How many carrots do they have altogether ?	x Multiply	Altogether each	6
Sam has three 10 cent coins in his pocket. How much money does he have altogether?			
A flower has 5 petals. How many petals do 6 flowers have?			
Mo has four bags of marbles with 5 marbles in each. Kyle has 3 bags of marbles with 10 marbles in each. How many marbles do the boys have altogether?			

Week 4 Thursday: History

We are learning to safely cross the road

- I can sequence the steps to cross the road
- I can use the words STOP, LOOK, LISTEN, THINK when crossing the road
- I can make a rap to explain the steps for crossing the road

Activity 1 Instructions:

1. Read the information below about Cathy Freeman
2. Write 3-5 informative sentences about Cathy Freeman
3. Read your writing and check that you have a capital letter, full stop and that it makes sense.

Cathy Freeman

Catherine Astrid Salome Freeman was born in 1973 in Mackay, Queensland. When she was a child she dreamed of winning an Olympic gold medal. She raced for the first time when she was eight years old, running the 80m sprint at her primary school and winning easily.



Freeman was the first Australian Aboriginal person to win a gold medal at the Commonwealth Games in 1990 when she was 16. She won even more medals in 1994, 1996 and 1997.

Cathy Freeman became really famous after the 2000 Sydney Olympics. Firstly, she lit the flame at the opening ceremony. Ten days later in a packed stadium she won a gold medal in the 400m running race. She was wearing a full body suit and carried the Australian and Aboriginal flags on her victory lap.

Since she retired, Freeman helps a lot in her community and runs a charity. In 2007, Cathy Freeman started the Cathy Freeman Foundation that helps Indigenous students with their learning.

Cathy Freeman has received lots of awards like the Australian Sports Medal, The Centenary Medal and the Medal of the Order of Australia. She was also named Australian of the Year in 1998 and has been inducted into the Queensland and Sport Australia Halls of Fame.

Olympic Games and Medals

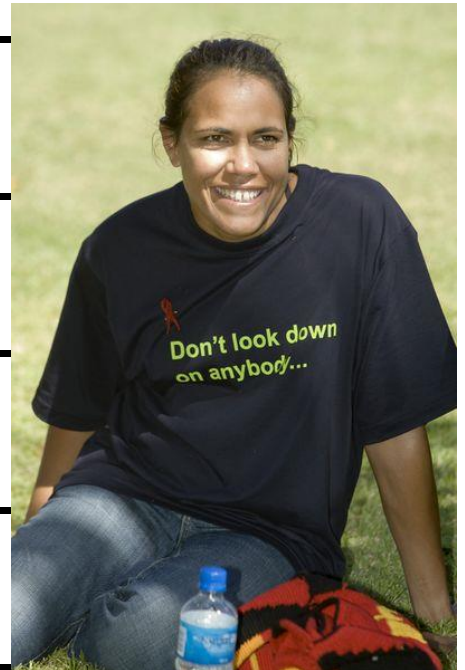
1996 Atlanta Games

-1 silver - 400m

2000 Sydney Games

-1 gold - 400m

Cathy Freeman



Attendance Question

WOULD YOU RATHER

Have a Pet Dragon



Have a Pet Whale



Moral

Learning Intention:

I am learning to understand the moral of a story.

Success Criteria:

-I can understand the text that I am reading

-I can use the information in a text to work out the message in a story

What is the moral?

The moral of a story is the lesson the characters learn.

What is the moral of The Three Little Pigs?

-> The moral of The Three Little Pigs is that hard work pays off.

Choose a book to read and answer the following questions:

1) What lesson did the main character learn?

Learning Intention:

We are learning to describe mathematical situations and methods using every day and some mathematical language.

Success Criteria:

- I can find the mathematical words in problems
- I can group mathematical words into the operation category
- I can use mathematical words to help me solve problems
- I can use mathematical words in problems that I write myself

The Learning:

When we are solving written maths problems, we can use the words as clues to figure out the operation we meant to use.

What does operation mean?- The operation in a problem means, is it plus+, minus-, times x, divide-, does that word mean equals =.

Activity Instructions:

1. Get out your poster from yesterday.
2. Choose which operation you are going to use.
3. Write your own maths using the 'maths words' you have learnt this week.

Maths Problems:

Problem	Operation	Mathematical Words	Solution

Number of the day

Learning Intention:

We are learning to represent numbers in different ways.

Success Criteria:

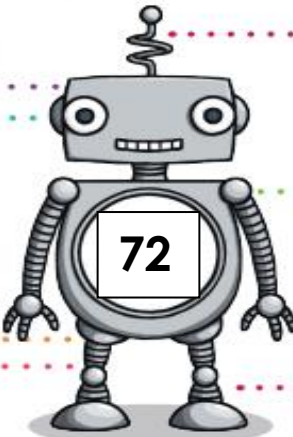
I can partition 2-digit numbers to make new numbers

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

today's number >
today's number <

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

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

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

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?

tens	ones
------	------

10 less

<	=	>
---	---	---

1 less	Number	1 more
	72	

$\underline{\quad} + \underline{\quad} = \underline{\quad}$

10 more

$\underline{\quad} - \underline{\quad} = \underline{\quad}$

Ten Frames																																												
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Week 4 Friday: Sport

We are learning to make healthy food choices

- I understand how healthy food helps me become stronger
- I know how to fuel my body
- I can name 3 muscles and how to make them stronger

Instructions:

1. Watch the video with Mr Ellis to learn about Fun Fitness for healthy hearts.
<https://www.loom.com/share/c400809cdf734138bde627624859793c>
2. Answer the questions below about the activities from the video.

Draw an example of a type of food from the RED, YELLOW and GREEN food groups.



Write about how to keep your muscles strong
