

# Remote learning Grid – Week 6, 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><b>Attendance (Seesaw)-</b> Please answer the attendance question <b>Between 9-9:30am</b> (Activity 1)</p> <p><b>Spelling and Grammar</b> <i>Shades of meaning</i> Complete the grammar activity assigned on Seesaw (Activity 2) or in your Home Pack.</p> <p><b>Guided Reading</b> <i>Read a guided reading book on WUSHKA.</i></p> <p><b>Writing:</b> <b>Roll and Write - Creative Writing Task (Activity 4)</b> <b>Part 1 - Pre-writing</b> <b>You will be planning your writing for the week.</b></p>	<p><b>Attendance (Seesaw)-</b> Please answer the attendance question <b>Between 9-9:30am</b> (Activity 1)</p> <p><b>Spelling and Grammar</b> <i>Shades of meaning</i> Complete the grammar activity assigned on Seesaw (Activity 2) or in your Home Pack.</p> <p><b>Typing club</b> Let's learn to touch type! Visit this website to practise your typing. <a href="https://www.typingclub.com/">https://www.typingclub.com/</a></p> <p><b>Zoom Check-in:</b> <b>11:00- 2H and 2M</b> <b>11:30-2S</b></p> <p><b>Guided Reading</b> <i>Read a guided reading book on WUSHKA.</i></p> <p><b>Writing:</b> <b>Roll and Write - Creative Writing Task (Activity 4)</b> <b>Part 2 - Draft Writing</b> You will be writing a draft copy of your story for this week.</p>	<p><b>Attendance (Seesaw)-</b> Please answer the attendance question <b>Between 9-9:30am</b> (Activity 1)</p> <p><b>Spelling and Grammar</b> <i>Shades of meaning</i> Complete the grammar activity assigned on Seesaw (Activity 2) or in your Home Pack.</p> <p><b>Shared Reading:</b> Complete the Shared Reading task (Activity 3) on seesaw or in your home pack.</p> <p><b>Guided Reading</b> • <i>Read a guided reading book on WUSHKA.</i></p> <p><b>Writing:</b> <b>Roll and Write - Creative Writing Task (Activity 4)</b> <b>Part 3 - Revising</b> You will be revising your draft writing that you completed yesterday.</p>	<p><b>Attendance (Seesaw)-</b> Please answer the attendance question. <b>Between 9-9:30am</b> (Activity 1)</p> <p><b>Typing club</b> Let's learn to touch type! Visit this website to practise your typing. <a href="https://www.typingclub.com/">https://www.typingclub.com/</a></p> <p><b>Zoom Check-in:</b> <b>11:00- 2H and 2M</b> <b>11:30-2S</b></p> <p><b>Shared Reading:</b> Complete the Shared Reading task (Activity 3) on seesaw or in your home pack.</p> <p><b>Guided Reading</b> <i>Read a guided reading book on WUSHKA. (If working online, record yourself reading and post on Seesaw.</i></p> <p><b>Writing:</b> <b>Roll and Read - Creative Writing Task (Activity 4)</b> <b>Part 4 - Editing</b> <b>You will be editing the draft copy of your story.</b></p>	<p><b>Attendance (Seesaw)-</b> Please answer the attendance question <b>Between 9-9:30am</b> (Activity 1)</p> <p><b>Free writing</b> Write a story about anything you like, make sure you use interesting words/ adjectives.</p> <p><b>Shared Reading:</b> Complete the Shared Reading task (Activity 3) on seesaw or in your home pack.</p> <p><b>Writing:</b> <b>Roll and Write - Creative Writing Task (Activity 4)</b> <b>Part 5 - Publishing</b> You will be publishing your writing from this week.</p>	

Choose 1 activity from the Wellbeing Grid

**Break**

**Mathematics**

<b>Middle</b>	<p><b>Silent Reading (20minutes)</b></p> <p><b>Number</b> Complete 'A number of the day' activity (Seesaw Activity 5).</p> <p><b>Problem Solving</b> Solve the problems and explain how you got your answer (See Seesaw or hme pack for more information).</p>	<p><b>Silent Reading (20minutes)</b></p> <p><b>Problem solving Maths Monsters</b> Solve the problems and explain how you got your answer</p> <p><b>Mathletics:</b> Login to Mathletics and complete the assigned activity.</p> <ul style="list-style-type: none"> <li>• addition</li> </ul>	<p><b>Silent Reading (20minutes)</b></p> <p><b>Problem Solving</b> Split strategy- Use the split strategy to solve problems (See Seesaw or hme pack for more information).</p> <p><b>Mathletics:</b> Login to Mathletics and complete the assigned activity.</p> <ul style="list-style-type: none"> <li>• addition</li> </ul>	<p><b>Silent Reading (20minutes)</b></p> <p><b>Problem solving Maths Monsters</b> Solve the problems and explain how you got your answer</p>	<p><b>Silent Reading (20minutes)</b></p> <p><b>Problem Solving</b> Split strategy- Use the split strategy to solve the word problems (See Seesaw or hme pack for more information).</p> <p><b>Mathletics:</b> Login to Mathletics and complete the assigned activity.</p> <ul style="list-style-type: none"> <li>• addition</li> </ul>
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Choose 1 activity from the Wellbeing Grid

**Break**

<b>Afternoon</b>	<p><b>Art</b> Complete the assigned Art task on Seesaw (Week 6 , Monday: Art). Offline - Complete the home package activity (Week 5 Friday: Sport ).</p>	<p><b>History</b> Complete the assigned History task on Seesaw (Week 6 Tuesday: History). Offline - Complete the home package activity (Week 6 Tuesday: History)</p>	<p><b>Fire Safety</b> Complete the assigned Fire Safety task on Seesaw (Week 6 Wednesday: Road Safety). Offline - Complete the home package activity (Week 6 Wednesday: Fire Safety)</p>	<p><b>History</b> Complete the assigned History task on Seesaw (Week 5 Thursday : History). Offline - Complete the home package activity (Week 6 Thursday: History)</p>	<p><b>Sport</b> Complete the assigned Sport task on Seesaw (Week 6 Friday: Sport ). Offline - Complete the home package activity (Week 6 Friday: Sport ).</p>
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Week 6 Monday – Activity 1

Monday 16th August 2021



Monday



If you could have any superpower, what would it be?

# 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)

## Shades of meaning

### Learning Intention

We are learning about improving our writing when revising our first draft

### Success Criteria:

I can improve my sentence using an adjective

I can change the adjective to make my sentence more descriptive

I can expand my vocabulary using words I find in a book.

### The learning

If you can watch this clip: <https://www.youtube.com/watch?v=GrLb5N88Jhg>

### What is a Synonym?

Synonyms are words that share a similar meaning. An example might be

- Small- tiny
- Big- large
- Throw-toss

All these words have a similar meaning, but some are stronger than the other.

### Activity Instructions:

Cut out the words and group them into similar synonym categories or groups.

---

big	small	said	happy
large	ecstatic	mini	tiny
glad	microscopic	delighted	cheery
merry	yelled	huge	teeny
hissed	whispered	joyful	screamed
enormous	joyful	little	massive

big	small	said	happy

**Change the sentence using one of the synonyms above:**

1. "I'm so scared" said the boy.  
"I'm so scared" \_\_\_\_\_ the boy
2. I was happy to see my friends after school.  
I was \_\_\_\_\_ to see my friends after school.
3. The small, grey mouse ran quickly across the sticky kitchen floor.  
The \_\_\_\_\_, grey mouse ran quickly across the sticky kitchen floor.
4. A big gust of windy blew my hat straight into the side of Matt's face.  
A \_\_\_\_\_ gust of windy blew my hat straight into the side of Matt's face.

# Monday Week 6 – Creative Writing – Activity 4

## PART 1 – PLANNING

This week you will be writing a story using the character, setting and problem grid attached.

This will go over 5 days and each day you will be expected to complete a different part of the Writing Process. TODAY YOU WILL WORK ON YOUR PLANNING ONLY (Prewriting).

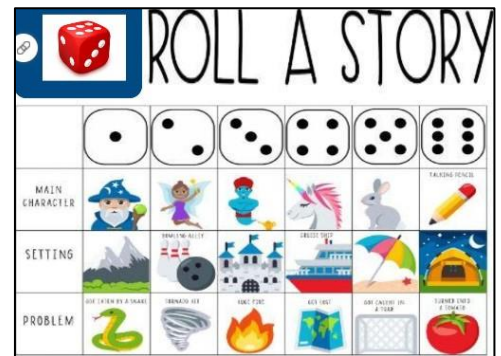
### Learning Intention:

We are learning to write creatively.

### Success Criteria

I can plan out my thoughts and ideas for my creative writing.

I can use dot points in my planning for my creative writing.



### Roll and Write Story

1. Roll your dice 3 times to determine a main character, setting, and a problem for your story. You need to decide on the solution based on the main character, setting and problem. Alternatively, if you don't have dice you can copy this link to an online interactive dice roll or you can just choose an option from 3 of the boxes.

Dice link – <https://toytheater.com/dice/>

2. Note the character, setting and problem on your plan along with your own solution idea. You can roll for a main character and add additional supporting characters (3 max).

3. When you have finished entering your information in your writing plan, submit a photo of it on SeeSaw or save it in your Home Pack so your teacher can see your great work.

<p>What does it LOOK like?</p> 	<p>What is the stage called?</p>	<p>What does a WRITER do?</p>
	<p>Prewriting</p>	<p>Choose a topic and plan it out: - talk about it - draw a picture - make a web</p>
	<p>Drafting</p>	<p>Write your first copy in your journal ("sloppy copy")</p>
	<p>Revising</p>	<p>Rereading to make the story better. Think ARMS!</p>
	<p>Editing</p>	<p>Think ✓ Capitalization ✓ Usage ✓ Punctuation ✓ Spelling!</p>
	<p>Publishing</p>	<p>Creating the FINAL copy: - typing on computer - rewriting neatly</p>



# 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.

# ROLL A STORY



MAIN CHARACTER						
SETTING						
PROBLEM						

*My Writing Plan*

# Characters

Who will the characters be in my story?

**Main Character**

- 

**Supporting Characters (optional)**

# Setting

Where will my story take place?

# Problem

What is the problem that happens in my story?

# Solution

How is the problem solved/fixed?

## Number of the day

### Learning Intention:

We are learning to represent numbers in different ways.

### Success Criteria:

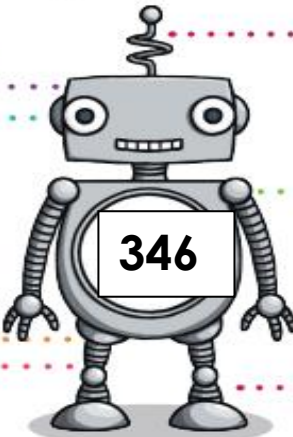
I can partition 2-digit numbers to make new numbers

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
	102	

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

10 more

\_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_

### Ten Frames

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**Problem solving**

**Learning Intention:**

We are learning to solve mathematical problems using everyday 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

**Week 6 Learning Overview**

This week Miss M, Mrs Hallaby and Mrs Stainton are looking at your problem-solving skills in a variety of different mathematical problems.

These problems are like the types of problems you might see in a NAPLAN test and we will be using the information that we collect from these activities to plan for the next few weeks of maths activities.

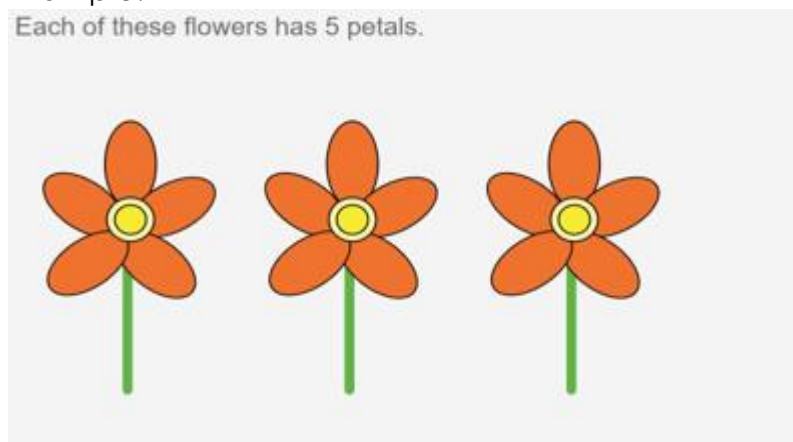
**Activity Instructions:**

Please complete the problems using the same process that we used to solve our problems in week 4. Ms M, Mrs Hallaby and Mrs Stainton are specifically looking for:

- The way you solve the problem
- How you explain your answer

So, we need to see how you worked it out and would like you to write how you solved it.

Example:

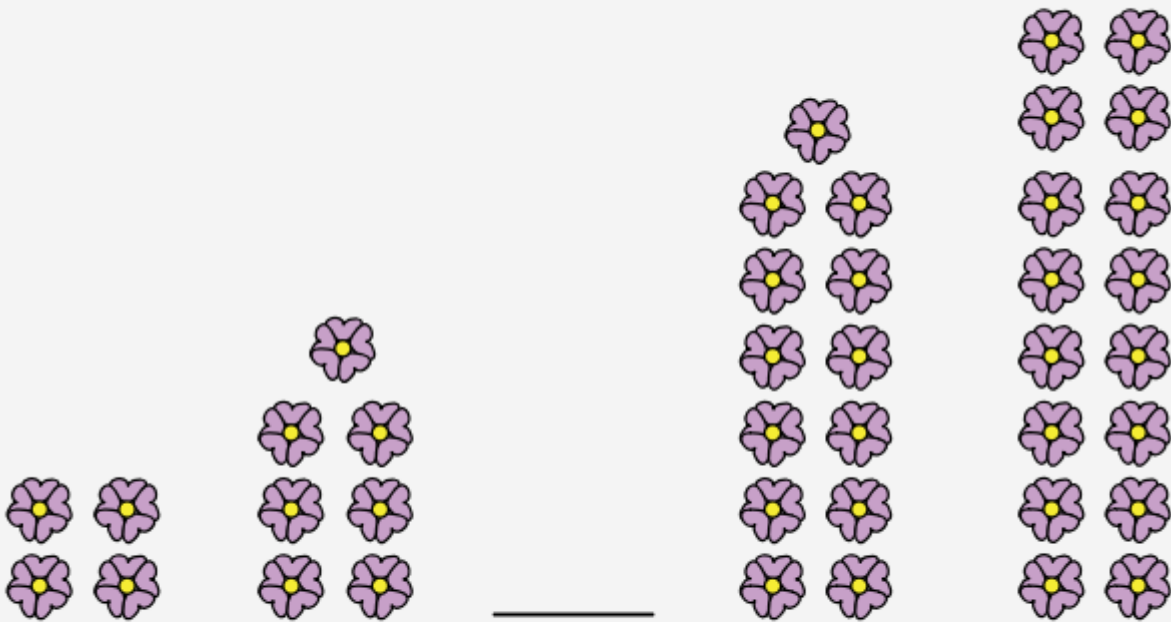


How petals are there altogether?

Can you write 2 different ways of solving this problem?

Operation	Mathematical words	Number sentence	How did you work it out?	Solution
x	Altogether each Each	$5+5+5=$ or $5 \times 3$ or three groups of five	I counted by 5's  or I counted the petals on each flower individually	15

A pattern of flowers is shown below.

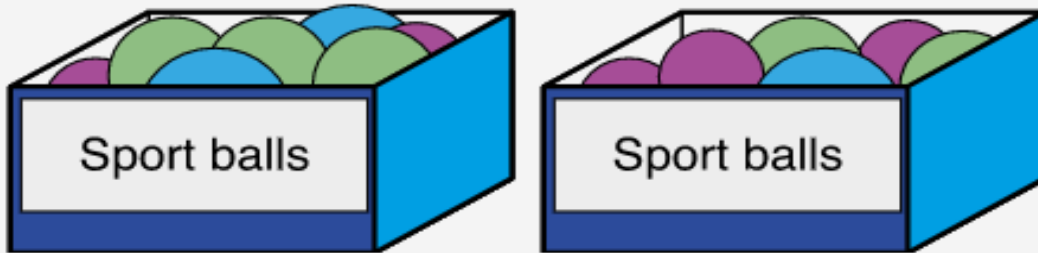


How many flowers are needed to fill the empty place in this pattern?

Can you tell us what this question is asking you to do?

Operation	Mathematical words	Number sentence	How did you work it out?	Solution

Mrs Smith has 2 boxes of balls for sport.



There are 16 balls in each box.

In total, how many balls are in the 2 boxes?

Can you tell us what this question is asking you to do?

Operation	Mathematical words	Number sentence	How did you work it out?	Solution



Split Strategy Addition and Subtraction

1

Bobby has collected 57 marbles and his brother Jack has collected 42 marbles. How many marbles do they have altogether?



Can you tell us what this question is asking you to do?

Operation	Mathematical words	Number sentence	How did you work it out?	Solution

## Week 6 Monday: Art

### I can create an artwork from recycled material

- I can use my imagination.
- I can decorate my sculpture.
- I can describe what I have made.

### Instructions:

Ask an adult for some recycled materials to use (E.g. empty paper towel roll). Your task is to reuse the recycled materials and make a sculpture. Your sculpture doesn't need to have a purpose - it can just be something that you like to look at or you may choose to have your sculpture represent something real, like an animal.

### Here are some ideas for inspiration



## **Week 6 Monday: Art**

**Draw your sculpture and label the recycled material  
that you have used**

Week 6 Tuesday – Activity 1

Tuesday 17th August 2021



Tuesday

If you could eat the same food every day for a year, what would it be?



## Shades of meaning

### Learning Intention

We are learning about improving our writing when revising our first draft

### Success Criteria:

I can improve my sentence using an adjective

I can change the adjective to make my sentence more descriptive

I can expand my vocabulary using words I find in a book.

### The learning

If you can watch this clip: <https://www.youtube.com/watch?v=GrLb5N88Jhg>

### What does 'Shades of Meaning' mean?

Shades of meaning is when then word means the same thing but has a different impact on how on the reader.

Here is an example:

The car **bumped** into the wall.

The car **smashed** into the wall.

These two sentences have similar meanings, but one is stronger than the other. Which word is stronger bumped or smashed?

All these words mean the same thing but depending which one you use; it can change the whole sentence.

slammed

smashed

Crashed

bumped

The car **slammed** into the wall.

The car **bumped** into the wall.

**Activity Instructions:**

Order the words from strongest to weakest by writing them into the correct order.

Angry	
Cross	
Furious	
Annoyed	

Can you write a sentence using one of these synonyms?

---

super	
Good	
Terrific	
Brilliant	

Can you write a sentence using one of these synonyms?

---

Can you change the highlighted words and to show how Luke was really feeling?

Luke **put** the book down on the table. You could see in his eyes that he was **angry**. His sister had **taken** his pencil and now he was unable to finish his work on time. Luke knew that this was going to be **a big** problem, if his mum thought he hadn't done all his work she would be **angry** at him. He looked down. Under the couch he could the very tip of a pen, this could be his solution. A wave of happiness washed over Luke. He was **happy** that he could now finish.

## Tuesday Week 6 – Creative Writing – Activity 4

### PART 2 – Draft Writing

Yesterday you were asked to plan a story using the character, setting and problem 'Roll a Story' grid and a planning sheet. Today you will be writing a draft story (that is your first copy) using the information from your plan.

#### 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 writing.

I can use full and well structured sentences when writing.

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

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

1. Using your plan from yesterday, write up a rough draft of your story on a sheet of paper. This is your first copy as we will be editing as we move along in the process this week. Make sure your ideas are sequenced/in order. Please refer to Monday's writing task for Draft Writing notes.

2. Read your story out loud and make note of places that might need changing and ask an adult for their feedback.

3. Take a photo of your draft writing and submit it on SeeSaw for your teacher to see.

# Beginning



## Key Words

- First
- At first
- In the beginning
- Initially
- To begin
- To start

- Who are the characters?
- What is the setting?

# Middle



## Key Words

- Next
- Then
- Also
- Later
- In the middle
- Additionally
- Suddenly

- What happens to the characters?
- Is there a problem?

# End



## Key Words

- Last
- Finally
- In conclusion
- In the end
- Eventually
- At last

- How are the characters different because of what happened in the story?
- How was the problem resolved?

# Transition Words

## Beginning

- First
- At first
- In the beginning
- Initially
- To begin
- To start

## Middle

- Next
- Then
- Also
- Later
- In the middle
- Furthermore
- Additionally
- Suddenly

## End

- Last
- Finally
- In the end
- In conclusion
- Eventually
- At last
- All in all



# WOW Word Ideas

said			looked			thought			went						
yelled	whispered	declared	mentioned	gazed	examined	viewed	observed	deliberated	reasoned	realised	pondered	ambled	hopped	flew	drove
exclaimed	answered	announced	replied	glanced	peeked	stared	watched	mused	contemplated	judged	discerned	trudged	hurried	crept	set off
claimed	commented	mumbled	suggested	inspected	studied	spied	noticed	considered	reflected	speculated	wondered	dashed	bounded	marched	sprinted
ran			walked			ate			slept						
dashed	flew	jogged	raced	ambled	sauntered	strode	strolled	devoured	gobbled	nibbled	gorged	dozed	snoozed	napped	dreamed
shot	sprinted	bolted	bounded	trekked	trudged	wandered	plodded	attacked	swallowed	munched	scoffed	slumbered	snoored	relaxed	retired
galloped	hastened	hurried	darted	stumbled	crept	tramped	shuffled	snacked	wolfed	chewed	feasted	nodded off	turned in	dropped off	hibernated
touched			cried			scared			liked						
felt	brushed	caressed	embraced	howled	lamented	bawled	sobbed	surprised	frightened	spooked	horrified	admired	approved	adored	treasured
handled	rubbed	scratched	stroked	bewailed	blubbered	keened	mourned	terrified	petrified	worried	startled	fancied	marvelled	appreciated	respected
tapped	manipulated	nudged	impacted	snivelled	wailed	whimpered	wept	shocked	alarmed	disturbed	distressed	cherished	was fond of	desired	enjoyed

Learning Intention:

We are learning to solve mathematical problems using everyday 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

**Math's Monsters Ninja's- Year 2 Style**

$6+6=$	$25-6=$	$10-6$
$14+5=$	$44-19=$	2 groups of 3=
$9-7=$	$15-13=$	4 groups of 2=
$2+15=$	$163+230=$	5 groups of 3=
$8-2=$	$45+7=$	3,6,__,12,__,18
$17-9=$	$34+45=$	2,4,__,8,10__
$20-14=$	$67+23=$	$2+2+2+2=$
$34-10=$	$6+4=$	$3+3+3+3+3=$

Time yourself solving these problems- Time: \_\_\_\_\_

**Colour which Monster you are based on how many you go correct.**



0-10

11-15

16-20

20-24

Explain how you got your answer for the questions that are highlighted yellow

<b>Problem</b>	<b>Show us using the jump strategy</b>	<b>Show us using the split strategy</b>
$34-10=$		
$163+230=$		

Week 6, Tuesday (Activity 5)

5 groups of 3=		
$14+5=$		

# Week 6 Tuesday: History

## We are learning to read a timeline

- I can create a timeline of important events in my life until now.
- I can predict some important life events for my future.

### Activity 1 Instructions:

1. Read the poem below.
2. Draw a picture or write a sentence in the boxes to show the cool new things you were able to do at each age. Talk with someone at home about your answers.

### Poem

When I was young, I had just begun,  
When I was two, I was nearly new  
When I was three, I was hardly me,  
When I was four, I was not much more,  
When I was five, I was just alive  
Now I am six, I'm as clever as clever and  
I think I'll be six forever and ever

I am 1 year old	I am 2 years old
I am 3 years old	I am 4 years old
I am 5 years old	I am 6 years old

# Week 6 Tuesday: History

## Activity 2 Instructions:

Choose 4 special events in your life and draw/write them in order on the timeline below.  
Examples of different events might be your first day of school or losing your first tooth.

The form consists of a central vertical line with an arrowhead pointing downwards at the bottom. Four horizontal lines cross this vertical line, each connecting to a large, empty, rounded rectangular box. Two boxes are positioned to the left of the vertical line, and two are to the right. The boxes are intended for students to draw or write their personal history events in chronological order from top to bottom.



Wednesday 18th August 2021

Thursday



If you were an animal, what would you be?

## Shades of meaning

### Learning Intention

We are learning about improving our writing when revising our first draft

### Success Criteria:

I can improve my sentence using an adjective

I can change the adjective to make my sentence more descriptive

I can expand my vocabulary using words I find in a book.

Activity instructions:

Complete the tasks below.

Try and find 3 synonyms for each of the following words and write them in the boxes.

fast			
------	--	--	--

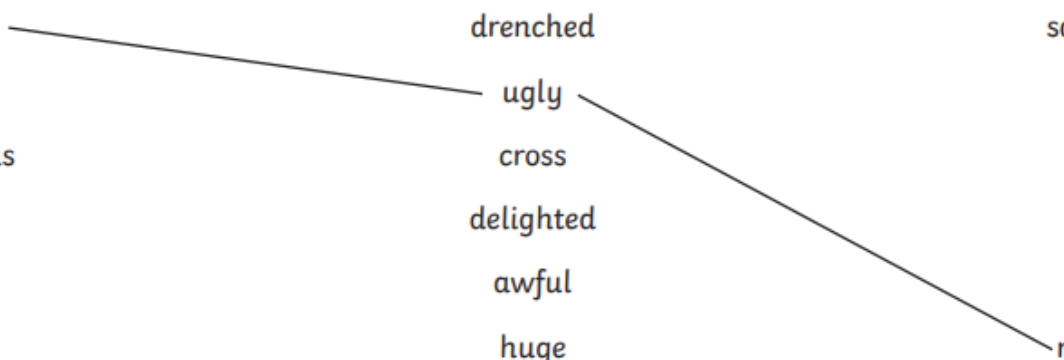
small			
-------	--	--	--

cold			
------	--	--	--

hungry			
--------	--	--	--

Can you match the word to its synonyms? The first one is done for you.

hideous	drenched	saturated
nasty	ugly	gigantic
enormous	cross	furious
angry	delighted	horrible
happy	awful	joyful
soaked	huge	repulsive



# Synonyms

A synonym is a word that has the same or a similar meaning as another word. The prefix syn means the same.

Choose 5 words from the list below and find as many synonyms as you can for each one:

- ugly
- small
- loud
- fast
- good
- pretty
- old
- tasty
- scary
- young
- bad
- strong
- weak
- angry
- happy
- sad
- kind
- wet
- slow
- big
- mean



Five empty rounded rectangular boxes for writing synonyms.



**Week 6, Wednesday (Activity 3)**

**Story Elements**

**Learning Intention:**

I am learning to use story elements (characters, setting, plot, solution) to understand what I am reading.

**Success Criteria:**

- I can give a recount of what happens in the beginning, middle and end of a story
- 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

**Read a story book and fill out the template.**

<b>STORY ELEMENTS</b>		Story Title:	
<u>Characters:</u>	<u>Setting:</u>	<u>Beginning:</u>	
		<u>Middle:</u>	
<u>Problem:</u>	<u>Solution:</u>	<u>End:</u>	

## Wednesday Week 6 – Creative Writing – Activity 4

### PART 3 - Revising

Yesterday you were asked to write up a draft story using your planning sheet from Monday. Today you will be revising your draft writing which means that you will need to make changes to improve the quality of your work. Refer to the attached page with notes on 'Revising' and the notes from Monday and Tuesday's writing tasks on 'Revising' and for 'WOW Word' ideas.

#### Writing Process – Part 3 – Revising

##### **Learning Intention:**

We are learning to write creatively.

##### **Success Criteria:**

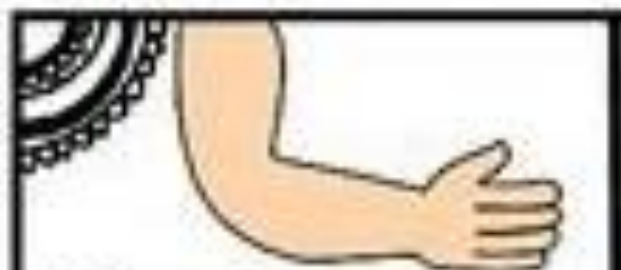
- I can revise my work (re read it) to find ways to improve my writing.
- I can try out different beginning and endings to make more of an impact.
- I can add detail to build on the important parts of the story.
- I can use adjectives, verbs and adverbs in my creative writing.
- I can use WOW words to make my story more interesting and exciting.

1. Using your draft piece of writing, make changes to improve the quality of your work. 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 a photo of your work to SeeSaw or complete the task in your Home Pack.





## Revise with **ARMS**

- **A**dd sentences and words.
- **R**emove sentences and words you don't need.
- **M**ove a sentence or word.
- **S**ubstitute words or sentences for better ones.

Learning Intention:

We are learning to add or subtract two-digit numbers using the split strategy.

Success Criteria:

I can split numbers to add or subtract.

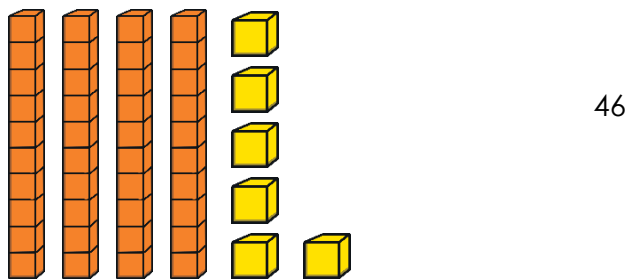
I can show my working out when using the split strategy.

**Split Strategy**

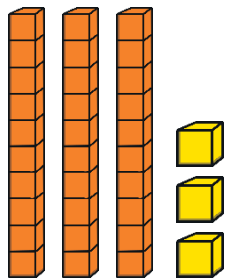
What is the split strategy for addition?

The split strategy is an addition strategy in which you split the tens and ones and add them separately before combining them back together to find the total.

Here is an example using the base ten blocks:



46



33

$46+33=$
$40+30= 70$
$6+3=9$
$70+9=79$

**Solve the following question using the split strategy.**

$27 + 42 =$

20	+	40	=	60
7	+	2	=	9
60	+	9	=	69

Here is an example without the base ten blocks.

Week 6, Wednesday (Activity 5)

Activity instructions:

Solve the following problems using the split strategy.

a)  $37 + 21 =$

d)  $23 + 33 =$

b)  $32 + 36 =$

e)  $61 + 11 =$

b)  $132 + 126 =$

e)  $227 + 131 =$

c)  $146 + 122 =$

f)  $311 + 144 =$

# Week 6 Wednesday: PDH Fire Safety

We are learning to keep ourselves safe

- I can identify safe and unsafe situations
- I can describe what to do in unsafe situations

## Activity 1 instructions:

**Optional:** Watch the 'Fireman Sam – Safety in the home!' video on Youtube - <https://www.youtube.com/watch?app=desktop&v=UGnW8yQBeNO>

Draw a line to match the situations in the red boxes with the correct response in the blue boxes.

**If I see or smell smoke I should:**



**If my clothes catch on fire I should:**



**When I see a hot stove I should:**



Keep away and  
only cook with  
an adult

Get down low  
and go, go, go!

Drop and roll  
until the fire is  
out and yell for  
help as well.

### Activity 2 instructions:

Write a sentence to describe what is unsafe about each of these situations.



### Activity 3 instructions:

Write some tips for keeping safe in the kitchen

Blank area for writing tips for keeping safe in the kitchen.

Thursday 19th August 2021

Thursday

What would you do if you swapped roles  
with your parents?





**Week 6 Thursday – Activity 3**

**Visualising**

**Learning Intention:**

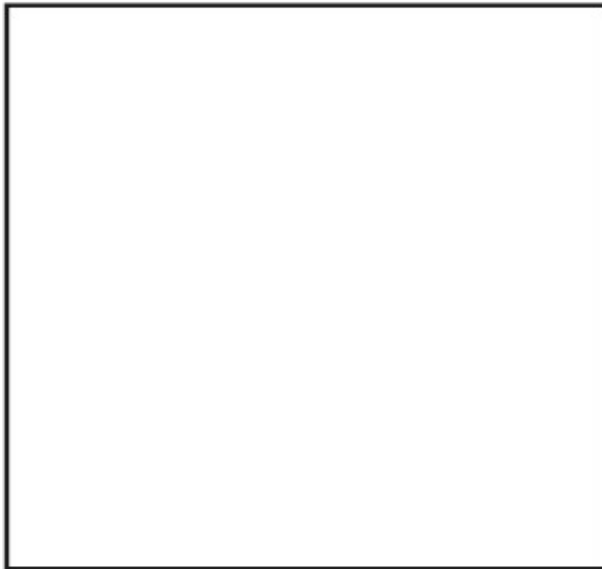
I am learning to Visualise while I read, to help me understand texts.

**Success Criteria:**

- I can draw the picture that is in my head
- I can write a sentence describing my picture
- I can use describing words in a text to help me create a picture in my mind

**Read a story book and draw the picture that you get in your head in the beginning, middle and end of the story.**

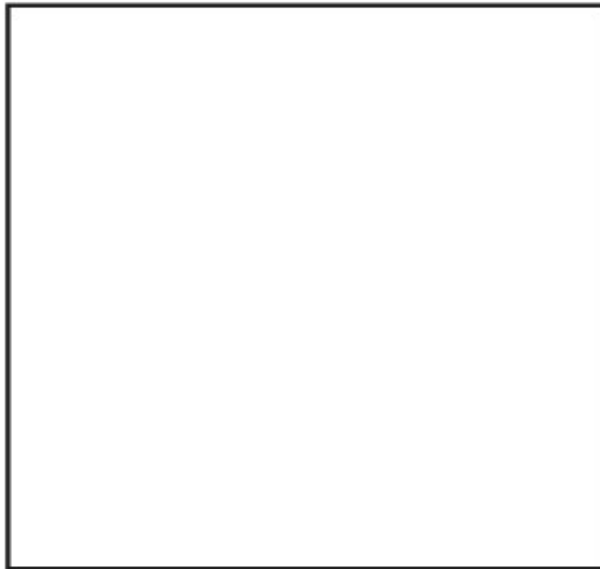
*Title:* \_\_\_\_\_



*Beginning*

*The picture in my mind is:* \_\_\_\_\_

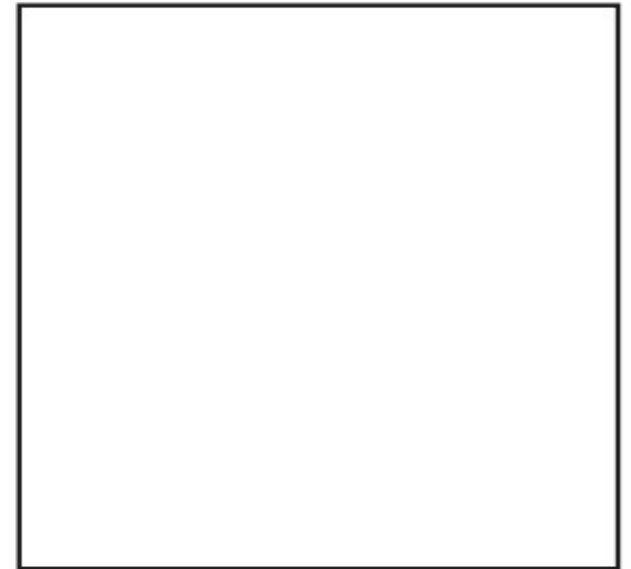
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



*Middle*

*The picture in my mind is:* \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



*End*

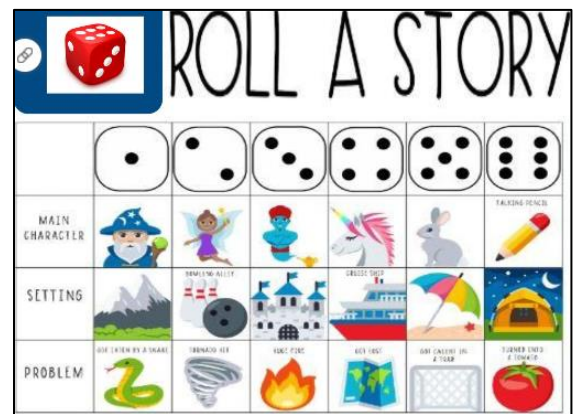
*The picture in my mind is:* \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Thursday Week 6 – Creative Writing – Activity 4

### PART 4 - Editing

Yesterday you were asked to revise your draft writing. Today you will be editing your draft writing which means that you will need to make changes to check for spelling and grammatical errors. Refer to the attached sheet for 'Editing' ideas and the notes from Monday and Tuesday's writing tasks on 'Editing'.



### Writing Process – Part 4 – Editing

*Learning Intention:*

*We are learning to write creatively.*

*Success Criteria:*

*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.*

*Use a coloured pencil to show the editing changes –*

- 1. Re read your writing to check that your sentences make sense.*
- 2. Make sure you have used complete sentences using correct spelling and punctuation.*
- 3. Ask an adult to proofread your work to check of there is something that you have missed.*

4. Upload a photo of your work to SeeSaw.



**Edit with**  
**CUPS**

- o **C**apitalization: Beginning of sentence, titles, names, I, months.
- o **U**sage: make your words make sense.
- o **P**unctuation: ? ! .
- o **S**pelling: Check all words and use your spelling resources!

Learning Intention:

We are learning to solve mathematical problems using everyday 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

**Math's Monsters Ninja's- Year 2 Style**

$4+4=$	$25-16=$	$10-8=$
$17+25=$	$44+19=$	4 groups of 3=
$12-6=$	$13+78=$	8 groups of 2=
$10+4=$	$245+230=$	7 groups of 3=
$5-2=$	$145+7=$	4,8,__,16,__,24
$17-8=$	$340+450=$	2,12,__,32,42__
$25-6=$	$871+23=$	$5+5+5+5=$
$84-10=$	$6+7=$	$3 \times 4=$

Time yourself solving these problems- Time: \_\_\_\_\_

**Colour which Monster you are based on how many you go correct.**



0-10

11-15

16-20

20-24

Explain how you got your answer for the questions that are highlighted yellow

<b>Problem</b>	<b>Show us using the jump strategy</b>	<b>Show us using the split strategy</b>
$17+25=$		
$84-10=$		

245+230=		
How did you work it out?		
7 groups of 3=		

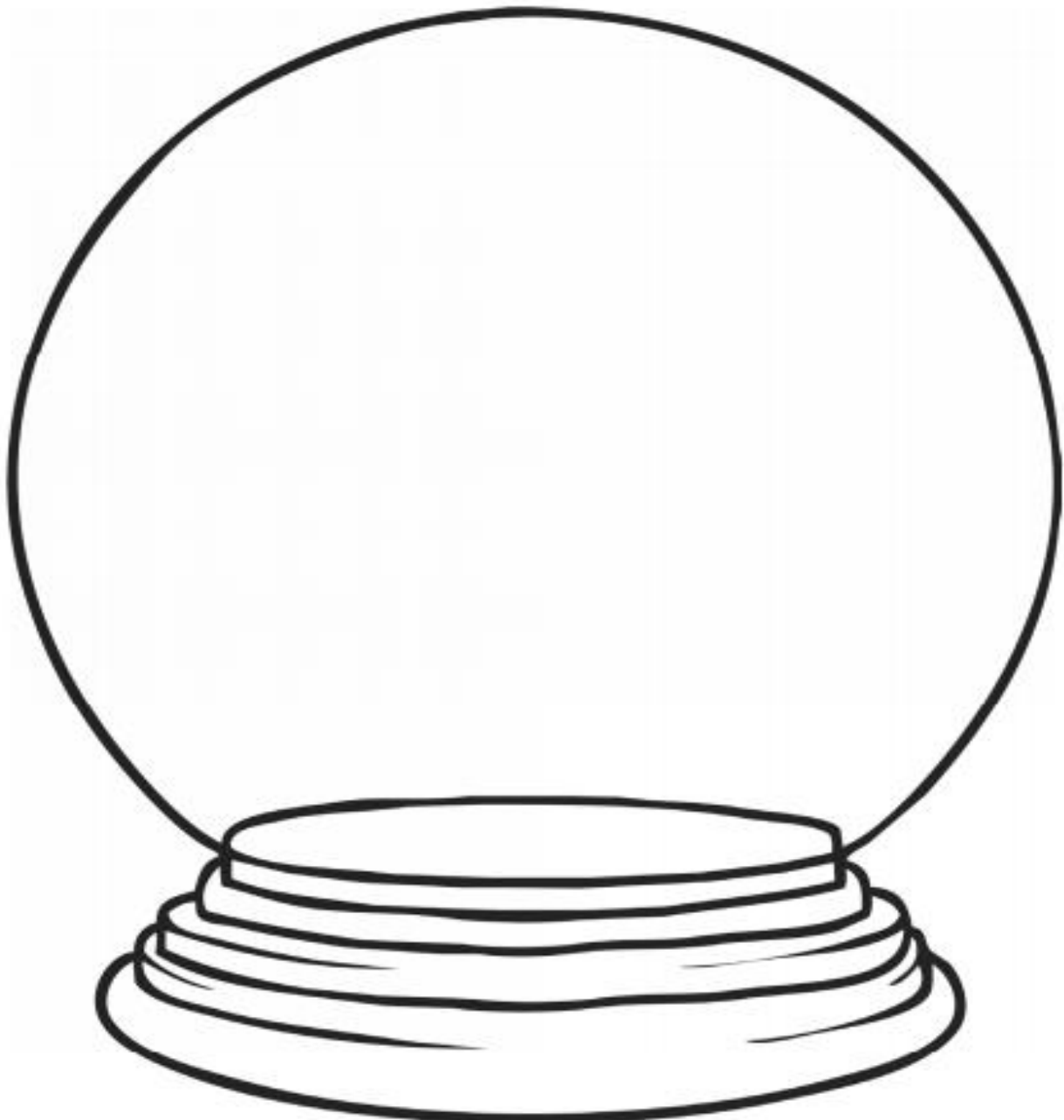
## Week 6 Thursday: History

### We are learning to read a timeline

- I can create a timeline of important events in my life until now
- I can predict some important life events for my future

### Instructions:

In the crystal ball, draw or write what you think your life will be like in the future.





# Friday 20th August 2021

Friday

If you had a million dollars, what would you buy  
with it?



**Week 6 Friday – Activity 3**

**Compare and Contrast**

**Learning Intention:**

I am learning to use a Venn diagram to compare two characters in a story

**Success Criteria:**

- I can identify the similarities between two characters
- I can identify the difference between two characters
- I can use a Venn diagram

**Read a story book and compare 2 characters from the story.**

**Title:** \_\_\_\_\_

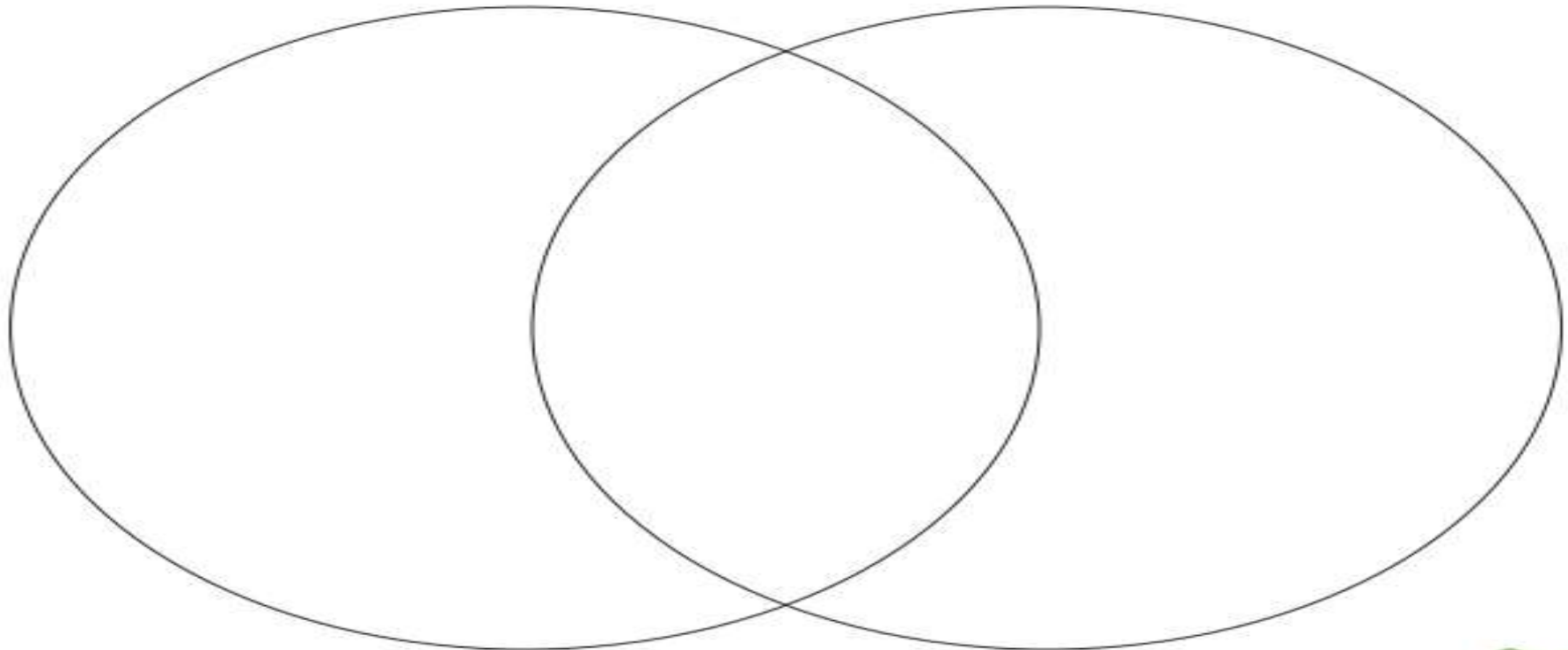
# Compare & Contrast

When you compare and contrast you think about what is the **same** and what is **different**.



**Key Words:**  
**both**  
**like**  
**too**  
**also**  
**but**  
**however**

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# Friday Week 6 – Creative Writing – Activity 4

## PART 5 - Publishing

Yesterday you were asked to edit your draft writing in preparation for today, the final step in the writing process. Publishing! Today you will be publishing your work which means that you will be presenting the FINAL and COMPLETE copy of your story.

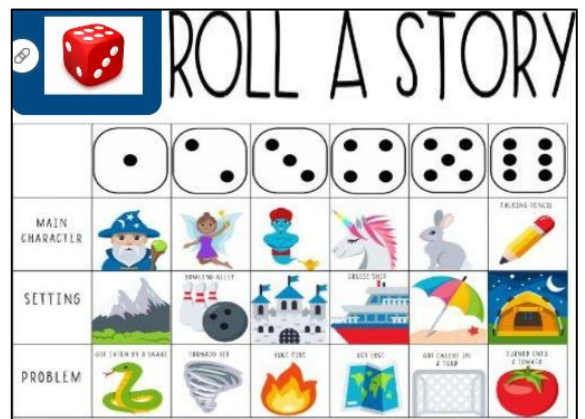
### Writing Process – Part 5 - Publishing

#### 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 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 a photo of your published work on SeeSaw.

## Number of the day

### Learning Intention:

We are learning to represent numbers in different ways.

### Success Criteria:

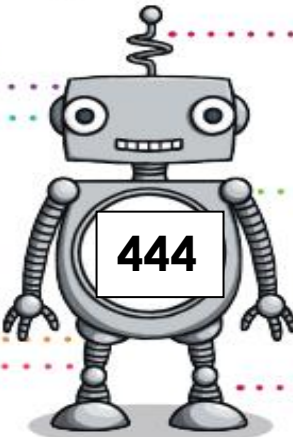
I can partition 2-digit numbers to make new numbers

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

124

_____	+	_____	=	_____
-------	---	-------	---	-------

10 more

_____	-	_____	=	_____
-------	---	-------	---	-------

## Ten Frames

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Problem solving with the split strategy

Learning Intention:

We are learning to solve mathematical problems using everyday 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 split numbers to add or subtract.
- I can show my working out when using the split strategy.

Activity Instructions:

Use the split strategy to solve the following word problems:

Split Strategy Addition and Subtraction 9

I have 34 lollipops and 64 chocolates for my party.  
How many items do I have altogether?

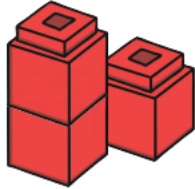


Operation	Mathematical words	Number sentence	How did you work it out?	Solution

Split Strategy Addition and Subtraction

7

We measured the length of our bodies using interlocking cubes. Muhammad was 152 interlocking cubes long and Prisha was 134 interlocking cubes long. How many cubes did we use altogether?



Operation	Mathematical words	Number sentence	How did you work it out?	Solution

Split Strategy Addition and Subtraction

5

There are 3 year 1 classes. 1A has 32 students, 1B has 30 students and 1C has 31 students. How many students are there altogether?



Operation	Mathematical words	Number sentence	How did you work it out?	Solution

# Week 6 Friday: Sport

## We are learning fundamental movement skills

- I know what fundamental movement skills are
- I understand different ways that I can move and control my body
- I can match sports to their main fundamental movement skill

### Instructions:

1. If you have access to a device, watch the following sports lesson with Mr Ben: <https://www.loom.com/share/163fa7aba066407cb83bc32c03e1f726>
2. If you can't watch the video, complete some of the challenges from the fundamental movement skill table below.
3. Draw a line to match the sport to the fundamental movement skill that is used.

Fundamental Movement Skills				
Non-Locomotor Skills	Locomotor Skills	Object Control and Ball Skills	Balance Skills	Sequencing Skills
Do some stretches. You might watch a cosmic yoga video to give you some ideas.	Count how many times you can jump or hop in 1 minute.	Practise your throwing and catching with a ball. See if you can throw the ball at a target.	How long can you stand on one leg? Time yourself. Make it trickier by leaning forward and putting your arms out in front of you.	Create a short dance routine with at least 5 dance moves.

<b>Soccer</b>
<b>Gymnastics</b>
<b>Athletics</b>
<b>Tennis</b>
<b>Netball</b>

<b>Throwing</b>
<b>Sprinting</b>
<b>Kicking</b>
<b>Striking</b>
<b>Balance</b>