

Year 2 - Learning At Home - Term 1 - Week 4

Welcome back to Learning from Home 3.0!

Meet the Grade 2 team:

Ashlee (Miss Shacklock), Heidi, Denise and Tarsh



Each day students are asked to complete a Reading, Writing and Maths. It is **suggested** that you **allow for 30 - 45 minutes** to complete each task. Your child may wish to spend longer on a particular task that they are engaged in. Our planner allows for around 2 hours of learning per day.

On Tuesday and Wednesday at 10am, we invite all students to log in to Webex for a class check in. This will be a fun way to engage with their teacher and other classmates. Your classroom teacher will give a brief overview of the learning for the day. This will also be an opportunity for students to ask questions and share their ideas and learning with each other.

Webex Catch-Up Details (Tuesday and Wednesday):

Start Time: 10am

Below are the login details for each class:

Class	Meeting Number	Password	Web Browser Link
2AS Miss Shacklock	165 049 7167	NLPS	https://educic.webex.com/educic/j.php?MTID=m83e710cadf7ec49c2576c0da25d9c635
2HJ Heidi	165 949 2657	NLPS	https://educic.webex.com/educic/j.php?MTID=m924022ed97300ab39dccb12bb7bbd3c0
2DO Denise	165 426 9511	NLPS	https://educic.webex.com/educic/j.php?MTID=m7a5cc41e8cce33f407c361c1c58ed3b1
2TN Tarsh	165 577 7703	NLPS	https://educic.webex.com/educic/j.php?MTID=m4dc09028682e28dcea16439ddb97eaba

Day 1

Reading

Focus: To notice the vocabulary/word choice that authors use to engage the audience

Daily Practise: Read your 'just right' coloured take home books.

Your Task: Choose at least 2 words from your story that you think helped you to visualise and demonstrated the voice of the author.

1. Write the words and what you think they mean into your Reading Journal.
2. Write the words into an interesting sentence in your Reading Journal.

For those that need an easier version:

Copy out an interesting sentence from your coloured take home book and draw a picture to match it. Be very neat and practise your best handwriting when writing this into your Reading Journal.

Writing

Focus: Voice

Daily Practise: Write the alphabet (upper and lower case) in your neatest handwriting. Make sure you start all of your letters in the correct place.

Mini Lesson: Last week we looked briefly at all of the 6+1 traits and then focussed on **Voice** and **Presentation**. When authors use the trait of 'voice' well, we can really visualise what they are saying and we also get a feeling for the mood of the piece.

Your Task: Sit in your bedroom and look around very carefully. What does your bedroom say about you? Does it show the types of colours you like or things you are interested in. Is it messy or tidy? Is your bed always made? Is there lots of light from a window? Do you have your own room or share with others? How do you feel when you are in your bedroom?

You are going to **write a piece about your bedroom** that helps a reader visualise your room and get a feeling for the mood it creates for you. You will need to think about your bedroom at a particular time of day - in the morning just after you wake up on a school day, at night-time just after your parents tuck you in or on a Saturday afternoon when you have been playing all day.

Some examples have been provided on a sheet at the end of the planner to give you some ideas.

Have fun writing and don't forget to draw a picture to support your writing.

For those who need an easier version:

Draw a detailed picture of your bedroom. Label at least 10 things in your room. Try to use two-word labels such as; fluffy teddy, blue doona.

Maths

Focus: Addition and Subtraction

Daily Practise: Skip Counting

Skip counting forwards and backwards by 2s, 3s, 5s and 10s starting at random numbers.

Eg: 2s- 35, 37, 39, 41, 43

5s - 85, 80, 75, 70, 65

Your Task: Function Machines

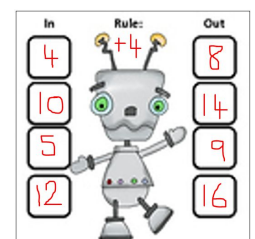
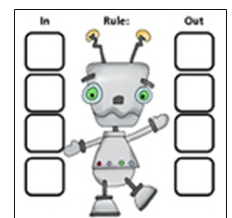
This is a function machine:

You put numbers into the function machine, and apply the given rule, and out comes a new number. The problem is, this robot needs your help! Can you help the robot with its maths?

+ 5	- 2	+ 10
+ 8	double	+ 3
+ 20	+ 7	- 5
+ 2	+ 100	+ 9

Here are the 12 rules, 1 for each robot on the sheet that went home on Friday.

Roll your die twice and add them together to get your first 'IN' number. Apply the rule and write the new number in the first 'OUT' space. See the example ----->



Day 2

Reading

Focus: To notice the vocabulary/word choice that authors use to engage the audience

Daily Practise: Read your 'just right' coloured take home books.

Your Task: Choose an activity from your 'Reading Journal Grid' to complete for one of the books you were reading.

For those that need an easier version:

Copy out an interesting sentence from your coloured take home book and draw a picture to match it. Be very neat and practise your best handwriting when writing this into your Reading Journal.

Writing

Focus: Voice

Daily Practise: Ask an adult in your house to correct 2-3 spelling errors from your work yesterday. Practise writing these words 5 times each.

Mini Lesson: We are working on improving our writing using the trait of voice. Sometimes this means including more details. Consider the following sentence.

A dog ran in the park.

Can you visualise the dog? Read the next few sentences.

*The **small** dog ran in the park.*

*The small **dalmation** ran in the park.*

*The small dalmation ran **swiftly** in the park.*

*The small dalmation ran swiftly in the **shady** park.*

Did you notice how each sentence added a detail to help you get a really clear picture in your mind?

Your task: Try writing a series of sentences to build a clear picture in the reader's mind. Add or alter one word at a time. Start with one of the following (you can do all three if you'd like to):

The cat sat on the chair.

The boy climbed a tree.

The ant pushed the seed.

For those who need an easier version:

Try writing some 2 or 3 word phrases to describe familiar objects e.g. big, heavy book; sweet, sticky fairy-floss. Draw the objects next to your writing.

Maths

FOCUS: Place Value

Daily practise: Skip Counting

Skip counting forwards and backwards by 2s, 3s, 5s and 10s starting at random numbers.

Eg: 2s - 35, 37, 39, 41, 43

5s - 85, 80, 75, 70, 65

Your Task: Number of the Day

Answer the following questions for one or all of the following numbers:

Great Mathematicians would do all 4!

13	79	125	4573
----	----	-----	------

What is the number before?

What is the number after?

What is 10 more?

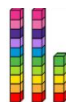
What is 10 less?

What is your number in words?

Draw your number in MAB. Eg: 25 =

What is your number in expanded form? (Eg: 56 = 50 + 6)

Please complete your maths work for today neatly in your 'Reading Journal' exercise book.



Day 3

Reading

Focus: To notice the vocabulary/word choice that authors use to engage the audience
Daily Practise: Read your 'just right' coloured take home book.

Your Task: Choose an activity from your 'Reading Journal Grid' to complete for one of the books you were reading.

For those that need an easier version:

Copy out an interesting sentence from your coloured take home book and draw a picture to match it. Be very neat and practise your best handwriting when writing this into your Reading Journal.

Writing

Focus: Voice

Daily Practise: Try spelling the words you picked out yesterday to practise. If you got the right, Congratulations! If not, have another go at writing them several times.

Mini Lesson: Last week we looked at some examples of pieces of writing that started out not showing great 'voice' but then were revised to improve the voice. Here are some examples.

EXPERT / SELF-CONFIDENCE	BORED / ANNOYED
<p>ORIGINAL SENTENCE: I COULD sneak up on YOU and you'd never know. I'm an expert at scaring people.</p> <p>VOICE REVISION: YOU couldn't hear me if I was wearing nylon pants on a creaky stairway. I could sneak up on you in a fully lighted room without objects to hide behind. I am a master of the stealth technique.</p> <p><small>(These were the opening lines to a sixth grader's prompt on "Describe something you are good at.")</small></p>	<p>ORIGINAL SENTENCE: I hated sitting through the piano recital. It took forever!</p> <p>VOICE REVISION: The kid after me played an easy song on the piano. "Easy," I said under my breath. I had a thousand more people to listen to. I sighed. I wish I didn't have to wait much longer, I thought.</p> <p><small>(The revision above was taken from a second grader's journal about a piano recital from the previous weekend.)</small></p>

Your task: Take the idea from one of the following sentences and write a piece that demonstrates the feeling. e.g. *I went to the park. It was terrible.*

Dad had the great idea of going to the park. For exercise. It was terrible from the start. The blisters on my feet got bigger with every step. Everyone else saw the puddle on the footpath but I got my brand new runners completely soaked and caked in mud. A tree had fallen on the only piece of play equipment that I actually liked and I got tan bark in my eye and forgot my water bottle. To top it off, on the way home, it started to pour with rain. Great idea Dad.

Try one of these:

I got an ice-cream. It was yum.

I had a playdate. We had fun.

I went to work with Mum. It was boring.

For those who need an easier version:

Copy the sentences above in your best handwriting and draw a detailed picture to match each one.

Maths

Focus: Addition and Subtraction

Daily Practise: Skip Counting

Skip counting forwards and backwards by 2s, 3s, 5s and 10s starting at random numbers.

Eg: 2s- 35, 37, 39, 41, 43

5s - 85, 80, 75, 70, 65

Your Task: Date Maths

17.02.2021

How clever are you? Using today's date or your birthdate, can you create sums that equal the numbers 1 through to 20? Use the 'Date Maths' sheet that was sent home on Friday.

Watch Miss Shacklock explaining how this game works: https://youtu.be/jZTvm4R_DLI

VOICE: Write about your bedroom

Here are examples to give you some ideas:

Moonlight creeps in under the heavy curtains, lighting up the stray bits of LEGO strewn across the floor. You can just make out the silhouette of the Star Wars inspired spaceship you spent most of the day building. You take a deep breath, satisfied with your efforts for the day. You drift off to sleep to the muffled sound of your parents' favourite TV show playing in the lounge. Today was good but tomorrow will be great because you will make the spaceship even better.

'ARRRRGH! OWWW! Muuuu-uuum! Billy left his toys ALL over the floor again and I just cut my foot on his transformer.' Obviously I share my room with my little brother, Billy. Obviously this is not ideal. If I put my hand up to my face and block out his side of the room I am in heaven. I can see my perfectly made bed. My books are sorted by colour and height (I tried sorting them by author but they looked a bit messy so I changed the criteria). And the quilt that Nan made for my fifth birthday is draped artfully across the end of my bed.