

Year 2 - Learning @ Home Term 3, Week 2

It is very important that the learning at home program maintains a harmonious family life. If things aren't working out on any given day, please take a break or stop for the day. We are here to help and support you - please let us know if you are having any problems. Remember, you are not alone!

Webex Catch-Up Details

Start Time: 10am

Below are the login details for each class:

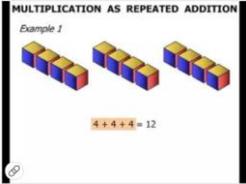
Class	Meeting Number	Password	Web Browser Link
2AS Miss Shacklock	165 992 1174	NLPS	https://educic.webex.com/educic/j.php?MTID=m373da002a9eff92b6ccf2f55d181147d
2HJ Heidi's Grade (Mr A)	165 641 0660	NLPS	https://educic.webex.com/educic/j.php?MTID=m612bf060152e7f904f086ea2174e0c05
2DO Denise' Grade (Laura)	165 522 2320	NLPS	https://educic.webex.com/educic/j.php?MTID=m56052e92a6b82a2ed891c7cb15f4e532
2TN Tarsh	165 320 2931	NLPS	https://educic.webex.com/educic/j.php?MTID=m7ab0eb55f1e99d53d6c278e618ae30f9

Self Reflection: At the end of some of the activities this week there is a self reflection check box for children to complete. This will allow teachers to see how much support children are getting with their tasks at home, and assist us with our upcoming assessments. Please encourage your child to complete this reflection honestly.

Self Reflection- Tick the box that best reflects you: 

I did this all by myself.		I got a little bit of help, but did this mostly by myself.		I needed lots of help because this was tricky!	
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Day 1

Reading	<p>FOCUS: INFORMATION REPORTS</p> <p>Task: Your teacher will read this article with you. Meet frog whisperer Michael Mahony from University of Newcastle</p> <p>Answer the following questions. Make sure you record the question number and answer in full sentences with the correct punctuation.</p> <p>Q1. How many species of frogs does Australia have? Q2. What percentage is considered threatened? Q3. Which university is Professor Mahony from? Q4. How many frogs were found to have been killed or displaced by the 2019/2020 bushfires? Q5. What did student Simon Cullow name a newly discovered frog?</p> <p>For something extra: Create a collage of the life cycle of a frog. Around the outside record some of the things that threaten frogs' survival.</p> <p>Independent Reading: Students read their take home books and/or other Just Right books they may have at home. <i>Active Learn</i> is also available for use at home: ActiveLearn: Login (activelearnprimary.com.au) Students have their login details from last lockdown.</p>
Writing	<p>FOCUS: WEEKEND RECOUNT</p> <p>Daily Practise: Long a sound https://www.youtube.com/watch?v=LnXaN-CvR9s Geraldine Giraffe</p> <p>We know that the letter 'a' can make the short 'a' sound like 'as' and the long 'a' sound like 'ape'. But there are other spelling patterns that also make the long a sound. Here are some: a_e (cake), ai (mail), open syllable (paper)</p> <p>When 2 letters make one sound like 'ai' we call this a digraph. Can you think of any words that make the long a sound using bossy e or 'ai' or when 'a' is at the end of an open syllable? Make a list from your just right books eg: rain, chain, migrate, imitate, baby, April</p> <p>Task: Weekend Recount</p> <p>In class we have been focussing on short, sharp writing pieces with an intended purpose. Today you are going to write about your weekend ensuring you have complete sentences. Remember, this is a recount. We know that a recount should have a who, what, when and why, it should be written in past tense, and it should be ordered correctly. We also know that a recount should be interesting so you should include great vocabulary.</p> <p>If you did not do anything super fun on the weekend (because we are in lockdown) you could pretend you did something amazing, like ride the rollercoasters at Luna Park, or build a treehouse with your sister.</p>
Maths 	<p>FOCUS: MULTIPLICATION</p> <p>Overview: The focus of today's session is on recognising multiplication as a repeated addition and using this as a strategy to work out multiplication problems. Your task is on Seesaw (Maths Day 1, Week 2)</p> <p>Please refer to the Multiplication poster at the end of the planner to assist with your understanding.</p> 
BQT	<p>Focus: PARTS OF A MEALWORM</p> <p>Task: Guided Drawing of a Labelled Diagram</p> <p>Work with your teacher and follow the instructions on how to draw a mealworm. Your teacher will guide you through this process at your WebEx meeting. You will also label the parts of the mealworm. This is called a labelled diagram.</p>

Day 2

Reading

FOCUS: MAKING COMPARISONS

Task: Over the next 2 days we will read/watch 2 different versions of a story and then compare them both using a Venn diagram to organise our thinking.

Read Jack and the Beanstalk [Jack and the Beanstalk - The Children's Story](#)

Note down some key characters/points in the story in your reading journal.

Independent Reading:

Students read their take home books and/or other Just Right books they may have at home.

Active Learn is also available for use at home: [ActiveLearn: Login \(activelearnprimary.com.au\)](#)

Students have their login details from last lockdown.

Maths

FOCUS: MULTIPLICATION and DIVISION

Daily Practice: Skip count by 3s and 4s. Record some of these in your book.

Task: Complete the two pages NA18 Multiplication (text page 66 and 67 - located at the end of this program). Make sure you read the instructions carefully before answering each question.

Challenge Question: When the children in the class got into groups of four there was one child left over. How many children might there be in the class? Can you find at least three different answers?

Extra Challenge: If there were up to 43 children in the class, how many different answers can you find? Can you prove that you got them all?

Writing

FOCUS: COMPOUND SENTENCES

Daily Practice: Geraldine Giraffe /ay/ sound. <https://www.pinterest.com.au/pin/435090013987356107/>

There are other ways to spell long 'a' sound, more digraphs.

ay (tray), ei (eight), ey (they)

Can you think of any words that make the long a sound using 'ay' or 'ei' or 'ey'?

Eg: **pay, weigh, veil, relay, obey**

Draw a table in your book with 3 columns. Add some words you find with the long a sound to each column

Task: Today in our writing we are learning to write more interesting sentences by adding details to simple sentences. First, your teacher will go through a powerpoint about making simple sentences more interesting and introducing conjunctions. After you have watched the powerpoint, complete the worksheet provided at the end of the planner. Let's do the first one together.

Upload a photo of your worksheet onto Seesaw by taking a photo  and clicking the add response  button. Have you been successful with this task?



Health

FOCUS: KIND JULY

Showing kindness to others doesn't just feel good, it's good for your health. Take part in a kindness challenge this Kind July by completing an act of kindness each day for a week. Below are some ideas but you can also think of your own acts of kindness to complete. Write down the day and the act of kindness you completed in your workbook.

<i>Leave water out for animals and birds</i>	<i>Send a letter to someone you love.</i>	<i>Pick up litter</i>
<i>Leave a kind note for someone to find</i>	<i>Do an extra job at home</i>	<i>Say only positive things for a day</i>

P.E

Use Seesaw to watch a short PE welcome video.

Opening/Warm-up – Get your superhero capes and costumes on and complete the Superhero [workout](#).

Bouncing a ball - Last term during a short lockdown, you were given a PE lesson to do at home that focused on bouncing a ball and completing different bouncing challenges. Click on the link below and watch a short video that explains how to correctly bounce a ball. It is the same one as last term which will be good revision. Have a go at each type of bounce for 2-3 minutes each. <https://www.youtube.com/watch?v=G1owboY5QSc>

Also spend time watching the next video and complete the different types of bouncing challenges. You can do them with another person or by yourself. <https://www.youtube.com/watch?v=oy4pKCT5cv0>

Compound Sentences

Task: Add to these simple sentences to create a compound sentence.

Conjunctions to use: **for, and, nor, but, or, yet, so**

Trent likes to play football _____

The spelling test was easy _____

Pizza is my favourite food _____

Bananas are good for you _____

I fell over on the ground _____

It was cold outside _____

The kitten was hungry _____

It was Grandma's birthday _____

The movie was funny _____

I like to paint pictures _____

Now try and write your own compound sentences!



Self Reflection- Tick the box that best reflects you:

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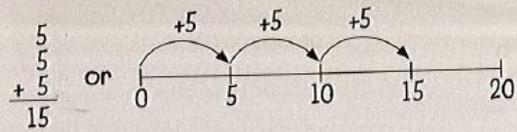


NA18 Multiplication



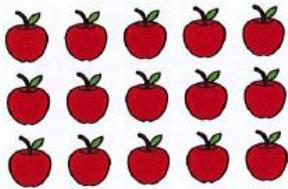
Multiplication can be used whenever the same number is added again and again. This is called repeated addition.

I have 3 bags of apples. Each bag contains 5 apples. To find the total number of apples I could use addition...



but with a bit of practice, multiplication will be much faster. $3 \times 5 = 15$

We show:



We say:

3 groups of 5

or

3 fives

We write:

$$3 \times 5 = 15$$

The multiplication sign

Try this

1 For 3 bags of 4 bananas, complete the following:

We show:



We say:

or

We write:

Self Reflection- Tick the box that best reflects you:

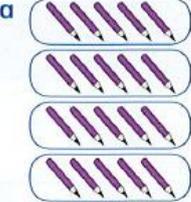
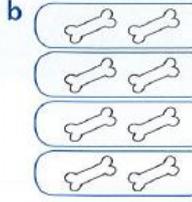
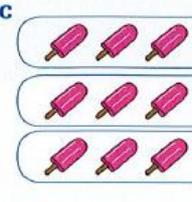
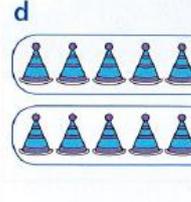
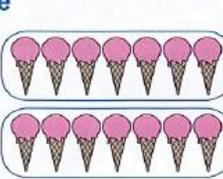
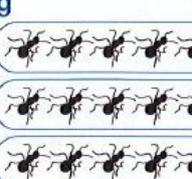
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Day 2 Maths #2

2 Complete these multiplications.

<p>a</p>  <p><input type="text"/> groups of <input type="text"/></p>	<p>b</p>  <p><input type="text"/> groups of <input type="text"/></p>	<p>c</p>  <p><input type="text"/> groups of <input type="text"/></p>	<p>d</p>  <p><input type="text"/> groups of <input type="text"/></p>
<p>e</p>  <p><input type="text"/> x <input type="text"/></p>	<p>f</p>  <p><input type="text"/> x <input type="text"/></p>	<p>g</p>  <p><input type="text"/> x <input type="text"/></p>	<p>h</p>  <p><input type="text"/> x <input type="text"/></p>

3 Find matching pairs of multiplications. Colour them the same.

Problem solving task

Multiplication with 24: Use different colours to circle the 24 stars into these groups. Use the space provided in *iMaths 2 Tracker Book* to work out your answer.

	• 2 groups of 12	• 6 groups of 4
	• 3 groups of 8	• 8 groups of 3
	• 4 groups of 6	• 12 groups of 2

Challenge

Word list: There are plenty of words we use to show 'groups of' things. Words like bundle, team, herd, collection and so on. Make a big list of words that show groups.

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