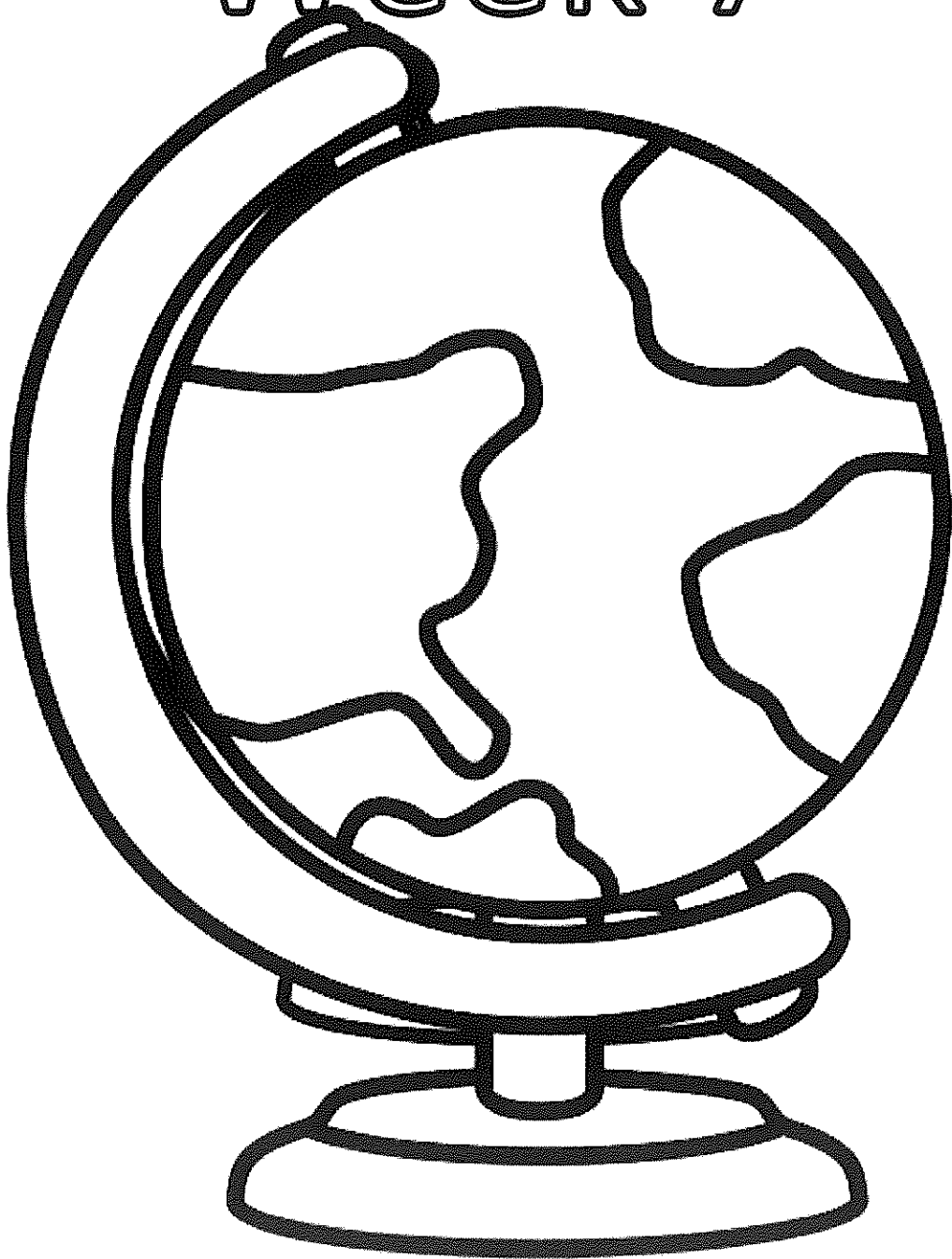


Year 2 Learning

Week 7



Name: _____

Home Learning Week 7 – Year 2

Monday 23/8	Tuesday 24/8	Wednesday 25/8	Thursday 26/8	Friday 27/8
Spelling – Unit 24 't, tt' Write as many words as you can in the tiger.	Spelling – Unit 24 't, tt' Write your list of words	Spelling – Unit 24 't, tt' Complete the first page of worksheet	Spelling – Unit 24 't, tt' Complete the second page of worksheet	Spelling – Unit 24 't, tt' Write two sentences with your spelling words
Grammar - Colour by parts of speech	Grammar - Noun and verb balloons	Grammar - Colour by parts of speech	Grammar - Parts of speech word search	Grammar - Colour by parts of speech
Reading – Decoable text (The lost sock)	Reading – Decoable text (The spilt milk)	Reading – Log into Zoom session with your teacher	Reading – Read aloud a book of your choice to a family member	Reading – Decoable text (It is wet!)
Writing – Weekend Recount	Writing – Sight word activity grid	Writing – Sight word activity grid	Writing - Free choice	Writing - Free choice
Number of the day is 88. Complete activity in booklet	Number of the day is 99. Complete activity in booklet	Number of the day is 44. Complete activity in booklet	Number of the day is 66. Complete activity in booklet	Number of the day is 77. Complete activity in booklet
Numeracy activities Division activity 1	Numeracy activities Division activity 2	Numeracy activities Division	Numeracy activities Word problems	Numeracy activities Word problems
Life skills	Life skills	Life skills	Life skills	Life skills

Home Learning Week 7 – Year 2

Help around the house. Clean your room.	Help around the house. Fold the laundry.	Help around the house. Clean the dishes.	Help around the house. Vacuum your bedroom.	Move your body today! Play a game outside with a family member.
PDHPE Bike safety	Science Belonging integrated unit	Geography Belonging integrated unit	Creative Arts Art - Art Attack drawing	STEM Complete the STUCK activity
PBL and Wellbeing ZONES Check in	PBL and Wellbeing ZONES Breathing	PBL and Wellbeing ZONES Breathing	PBL and Wellbeing ZONES Exploring calming sensory strategies	PBL and Wellbeing Enjoy a sleep in

Online links.

<https://storylineonline.net/>

https://online.fireflyeducation.com.au/services/student_login/soundwaves

<https://www.mathletics.com/au/>

<https://www.typing.com/>

<https://www.abcya.com/>

Monday 23rd August



Outcomes addressed

English:

EN1-3A composes texts using letters of consistent size and slope and uses digital technologies

EN1-5A uses a variety of strategies, including knowledge of sight words and letter-sound correspondences, to spell familiar words

EN1-9B uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts

Mathematics:

MA1-1WM describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols

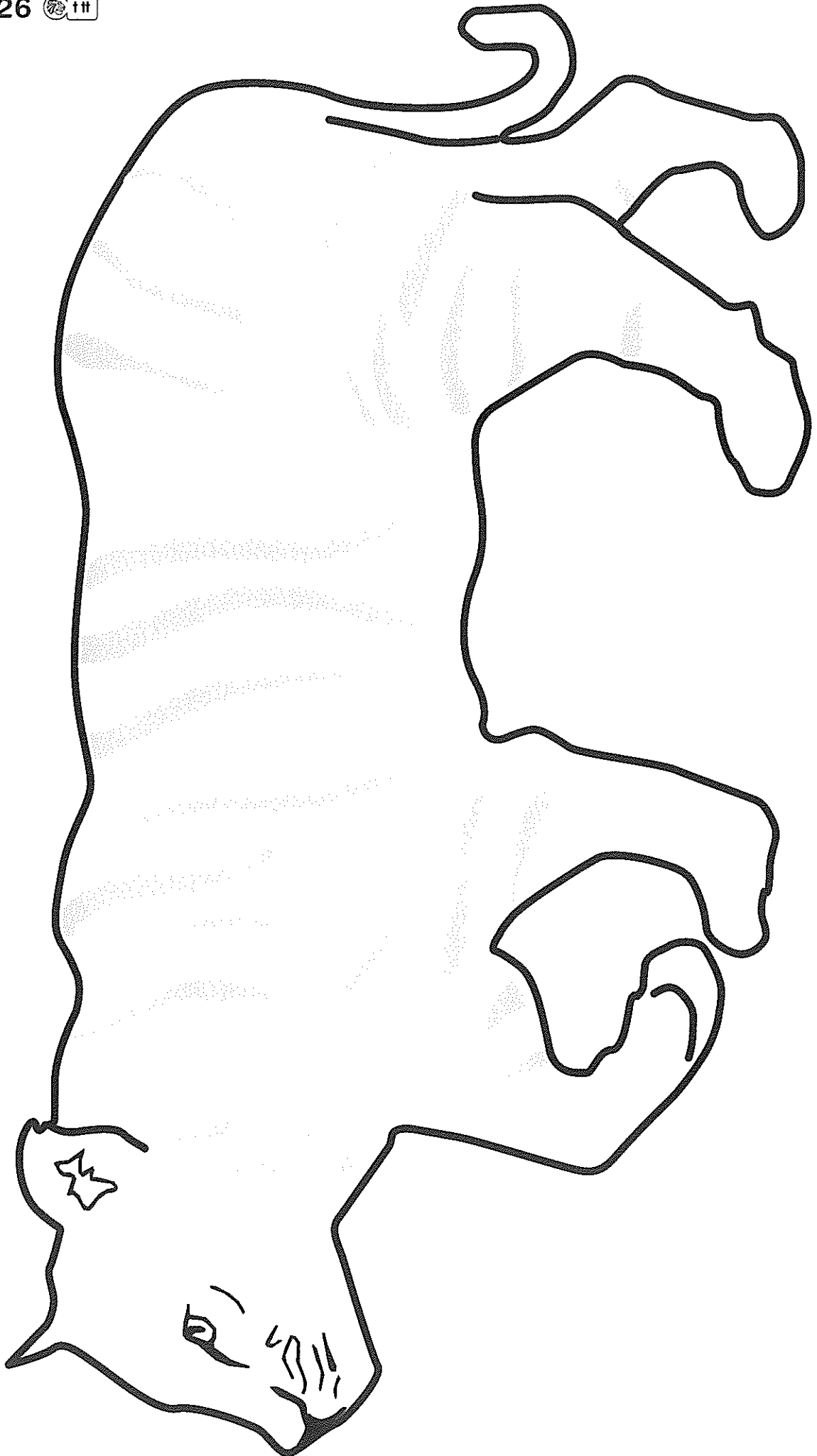
MA1-4NA applies place value, informally, to count, order, read and represent two- and three-digit numbers (recognise, describes and order Australian coins according to their value)

MA1-6NA uses a range of strategies and concrete materials for multiplication and division

PDHPE:

PD1-6 understands contextual factors that influence themselves and others' health, safety, wellbeing and participation in physical activity

PD1-9 demonstrates self-management skills in taking responsibility for their own action



Colour by Parts of Speech

Use the key below to help you colour the picture.



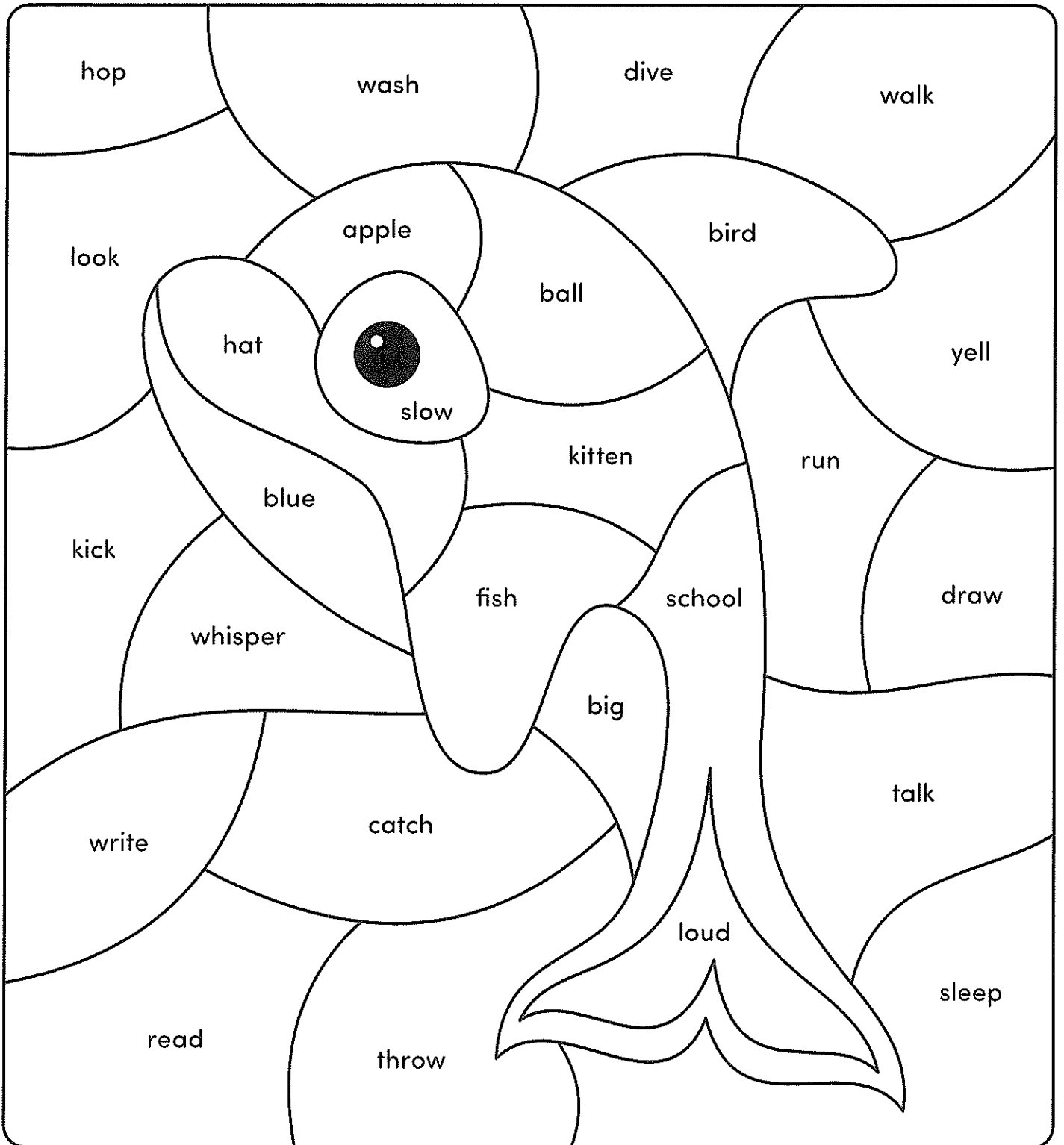
noun



verb



adjective



Name: _____

The Lost Sock

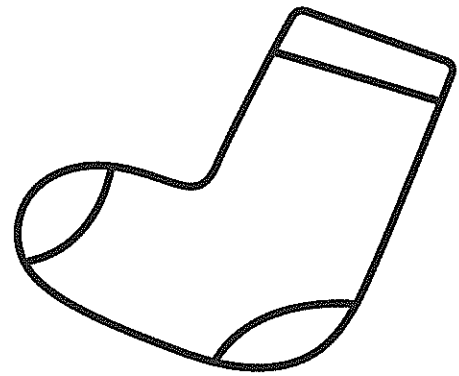
Tricky words:

the have my is where

I have lost my sock. It is thick
and black. It is not in my bag.

It is not on my bed.

Where is my sock?



What is lost?

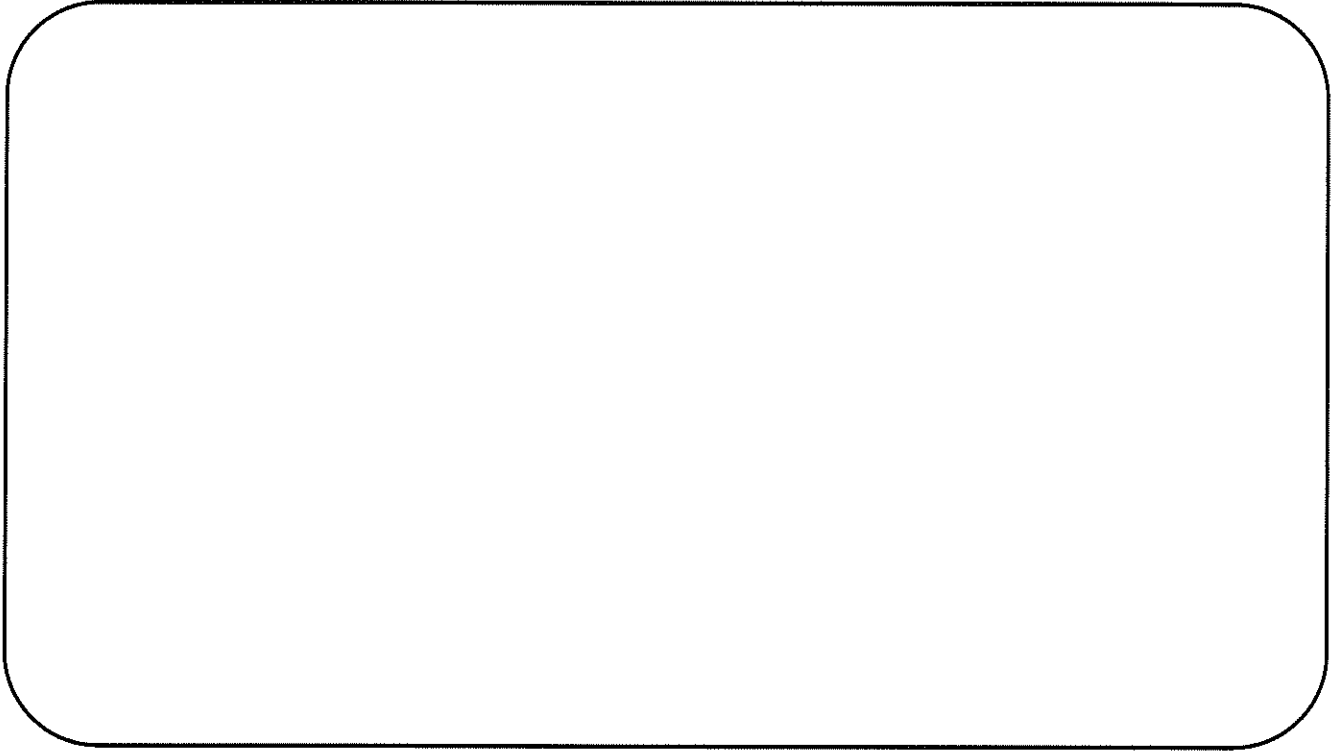
Draw a picture
of a black **sock**.

Self-reflection:



Name: _____

Weekend Recount

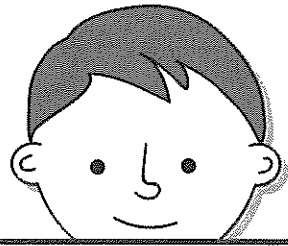


On the weekend _____

Name: _____

Date: _____

Number of the Day



Word Form:

Numeral Form:

ODD

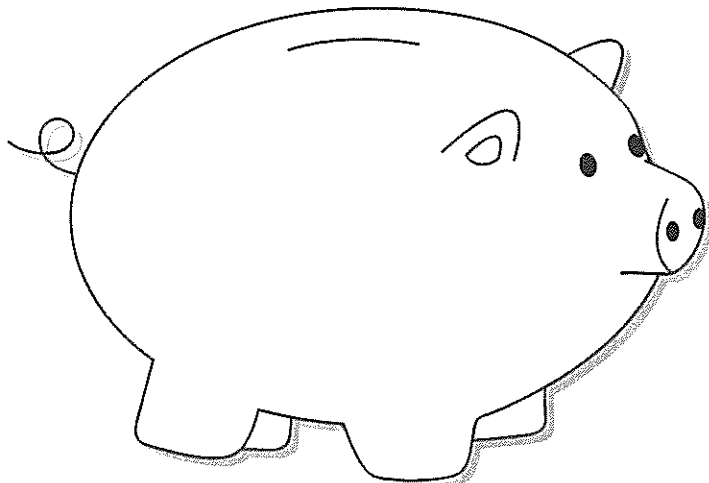
OR

EVEN

Hundreds	Tens	Ones

Number Sentence:

Show with money:



Greater than:

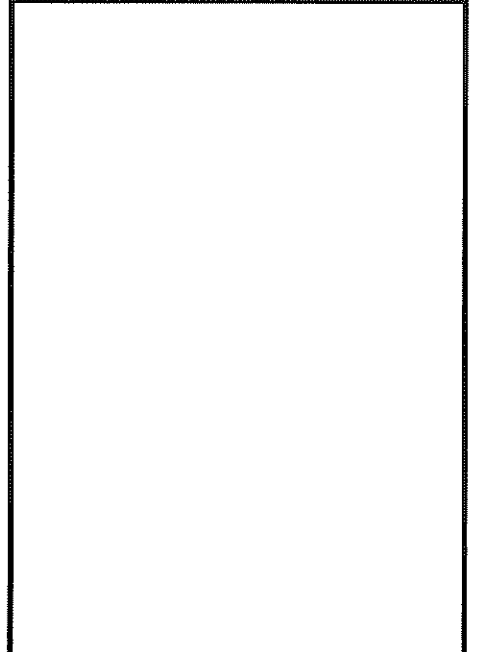
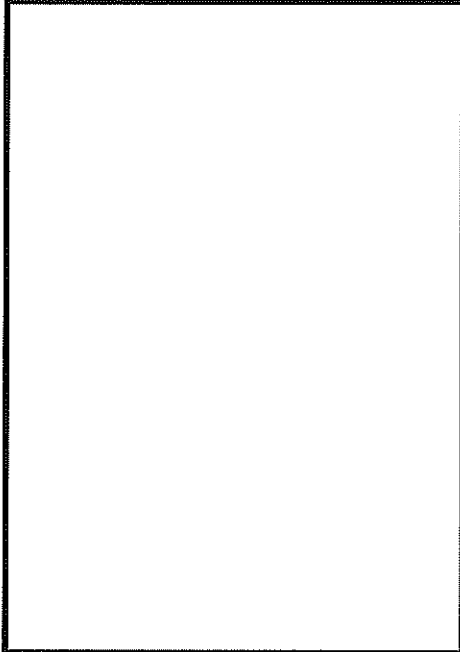
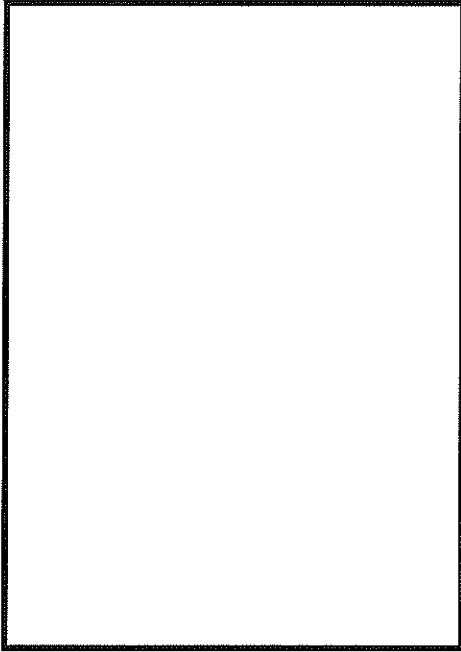
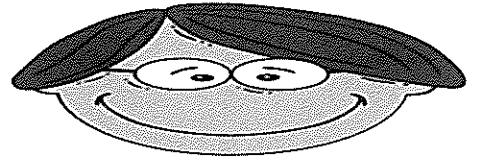
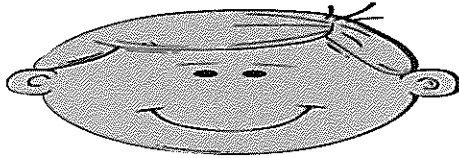
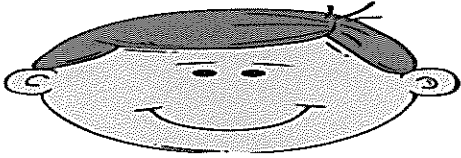
>

Less than:

<

Division - Lesson 1

Cut out and stick the lollies under each person to show equal sharing.

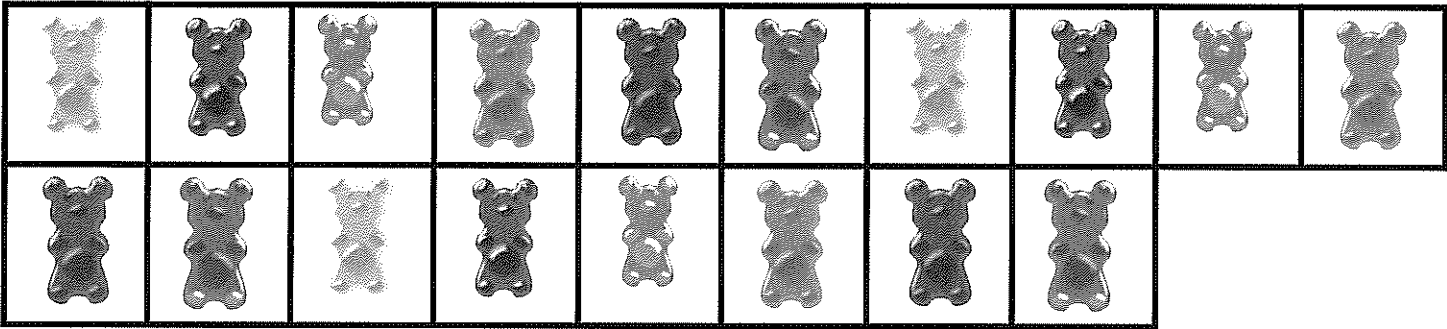


24 Ooshies shared between 3 kids =

Cut out and stick the lollies in each jar to show equal sharing.



18 gummy bears shared between 2 jars =

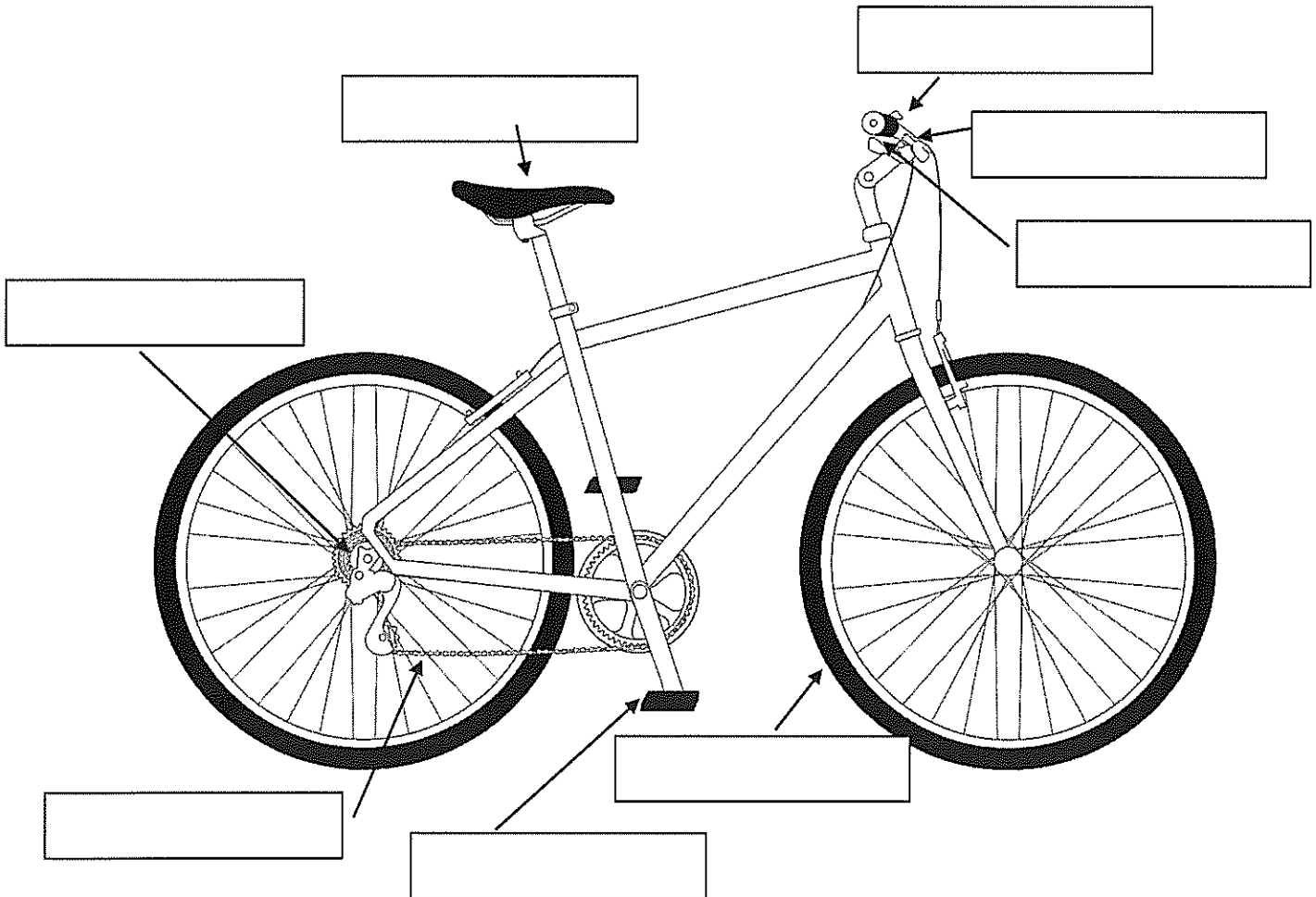


Name: _____

Date: _____

Bike Parts

Cut and paste the parts of the bike onto the picture.



bell	brake lever	seat	tyre
pedal	chain	gears	handlebar

Name: _____

Date: _____

Bike Riding is Awesome!

Fill in the missing words.

brain	exercise	riding
fitness	bones	energy

Bike riding strengthens the heart, lungs and lower body muscles and _____. It helps develop strength, balance and overall _____. Bike _____ also helps with your coordination. Bike riding is a good form of _____ which helps your _____ to work at its best. Exercise also puts you in a good mood and gives you more _____. Bike riding is a great way to have fun with your friends and family.

Draw a picture of where you like to go bike riding. Write a sentence about your picture

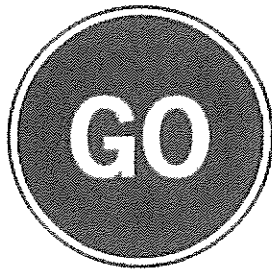


Zones Check In



Blue Zone

sad
sick
tired
bored
moving slowly



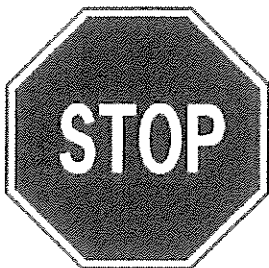
Green Zone

happy
calm
feeling okay
focussed
ready to learn



Yellow Zone

frustrated
worried
silly / wiggly
unfocussed
loss of some control



mad or angry
hands on
yelling
refusing work
out of control

Tuesday 24th August



Outcomes addressed

English:

EN1-3A composes texts using letters of consistent size and slope and uses digital technologies

EN1-5A uses a variety of strategies, including knowledge of sight words and letter-sound correspondences, to spell familiar words

EN1-9B uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts

Mathematics:

MA1-1WM describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols

MA1-4NA applies place value, informally, to count, order, read and represent two- and three-digit numbers (recognise, describes and order Australian coins according to their value)

MA1-6NA uses a range of strategies and concrete materials for multiplication and division

Science:

ST1-1WS-S observes, questions and collects data to communicate and compare ideas

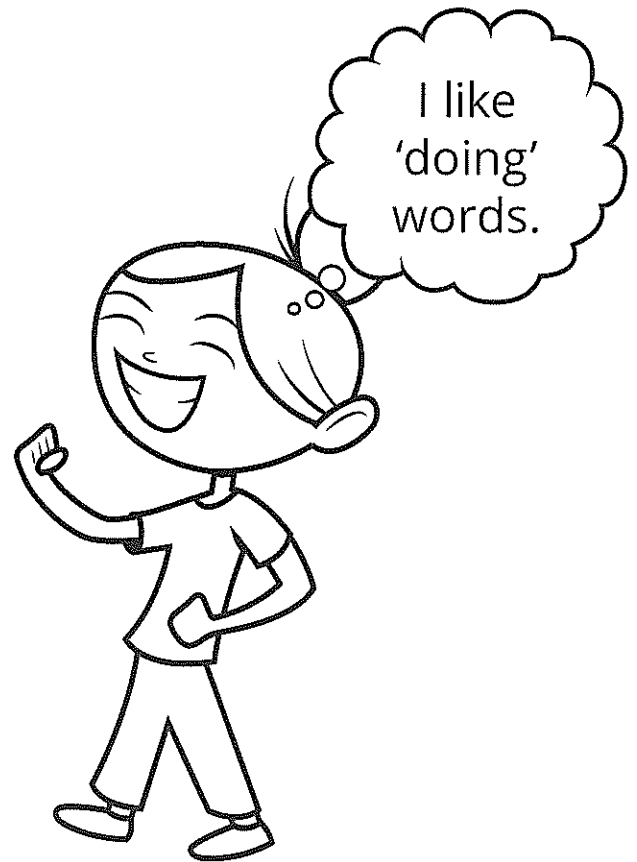
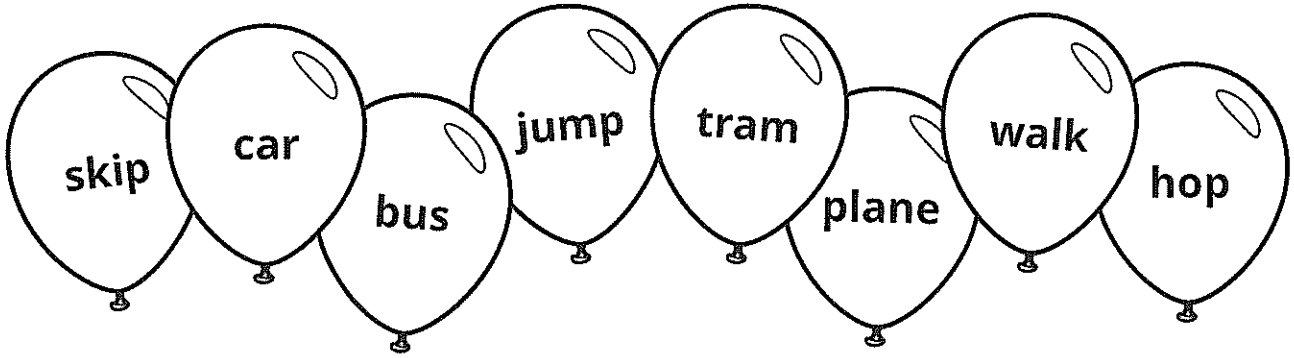
sent										
cent										
post										
cost										
little										
stand										
start										
strip										
street										
string										
hitting										
getting										
taking										
pretty										
about										
isn't										
aren't										
wasn't										
weren't										
don't										

Name: _____

Date: _____

Noun and Verb Balloons

Draw strings from the balloons to the correct student. Colour the noun balloons one colour and the verb balloons another.



Name: _____

The Spilt Milk

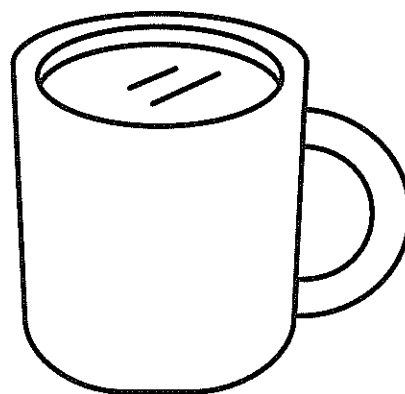
Tricky words:

the of was very she to

Pip had a cup of milk. It spilt on the rug! The rug was very wet.

Pip felt very sad.

She got a mop to fix the wet rug.



Where did the milk spill?

Write a word that rhymes with rug.

Self-reflection:



Sight Word Activity Grid

My sight words for this week are:

Use your sight words from this week to complete three of the activities below.

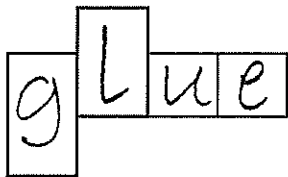
Write each of your words once with your left hand and once with your right hand.

Write your words forwards and then backwards.

Using a container of water and a paintbrush, paint each of your words on the concrete.



Draw letter boxes around each of the letters in your words.



Use playdough/pipe cleaners/wool to build your words. Shape each letter in the word.

Write as many words as you can that rhyme with each of your words.

Write your words in colourful bubble writing.

Write each of your words using dots.

here

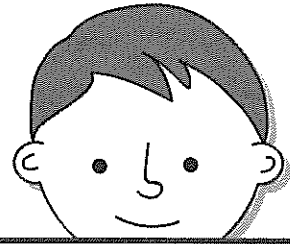
Circle any smaller words you can find within each sight word.

find

Name: _____

Date: _____

Number of the Day



Word Form:

Numeral Form:

ODD

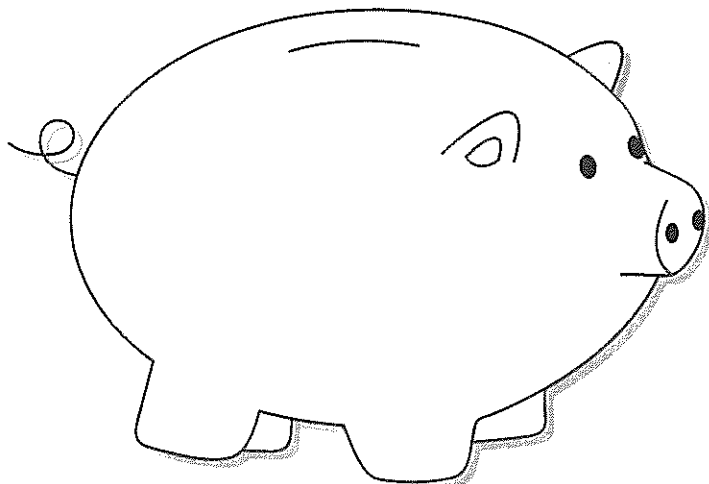
OR

EVEN

Hundreds	Tens	Ones

Number Sentence:

Show with money:



Greater than:

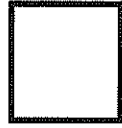
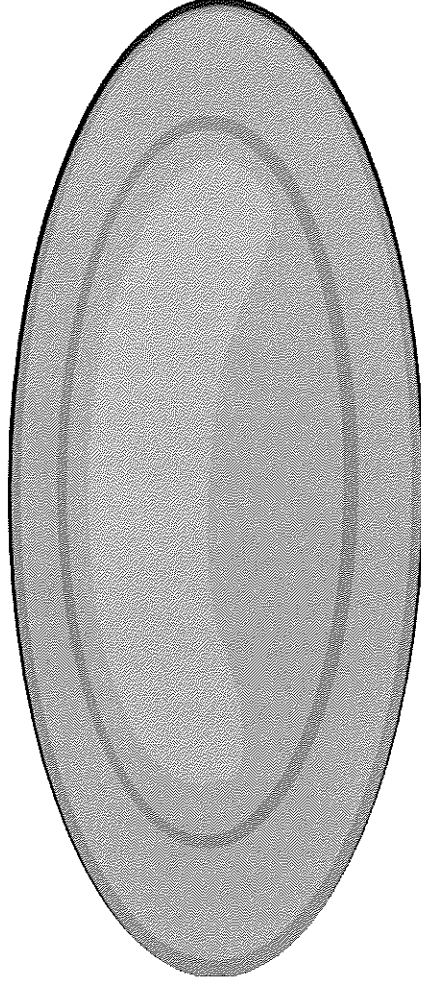
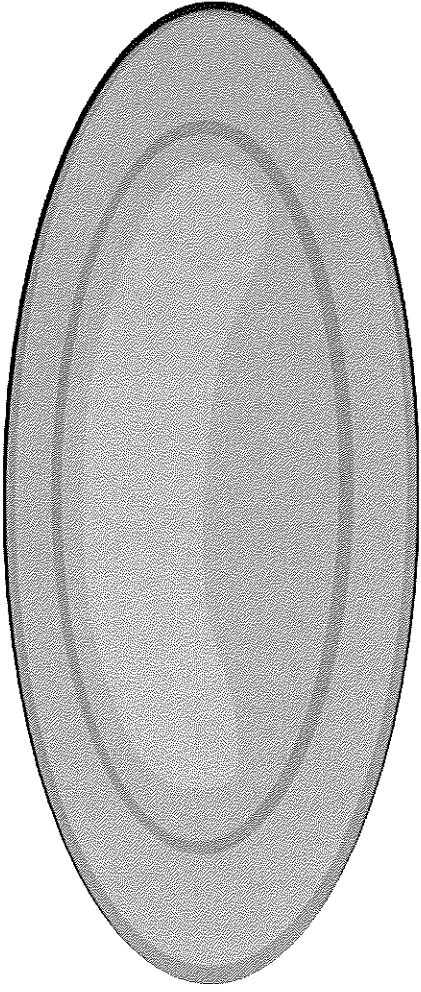


Less than:



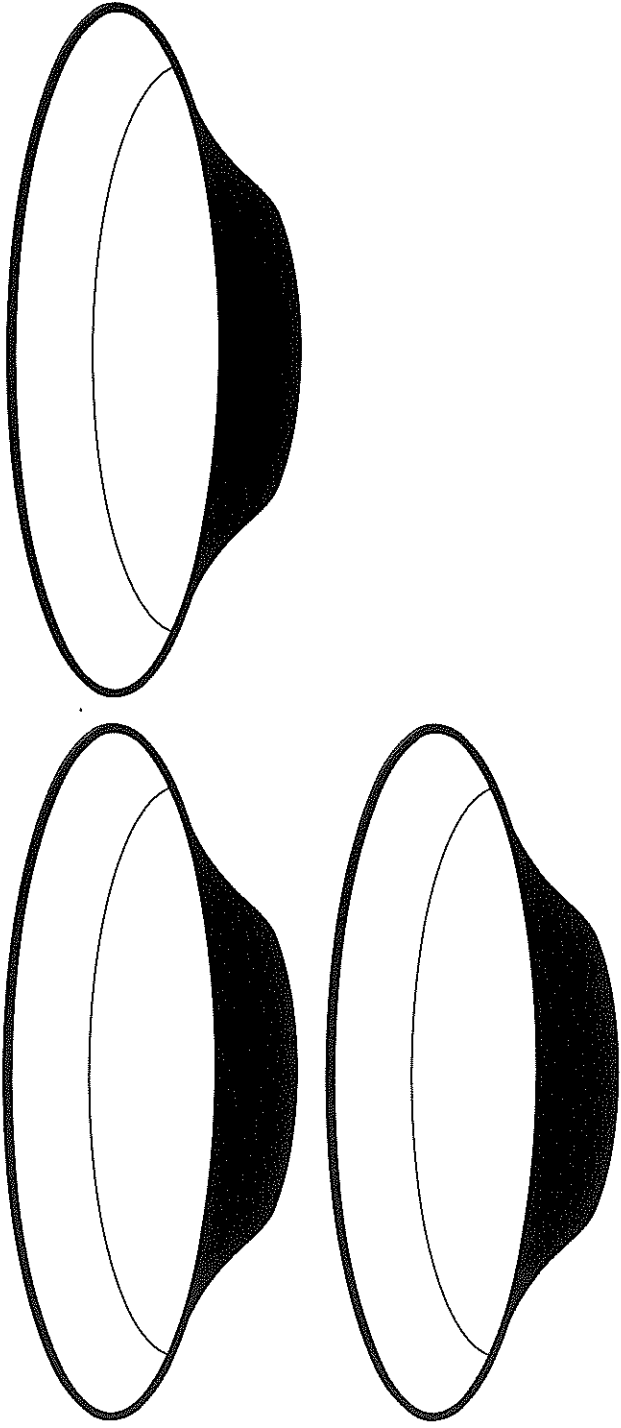
Division - Lesson 2

Cut out and stick the cakes on each plate to show equal sharing.

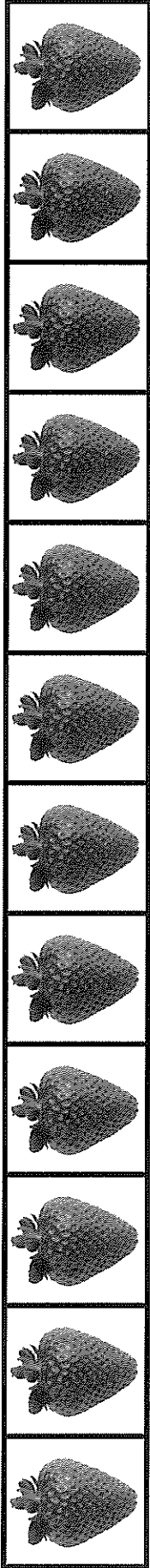
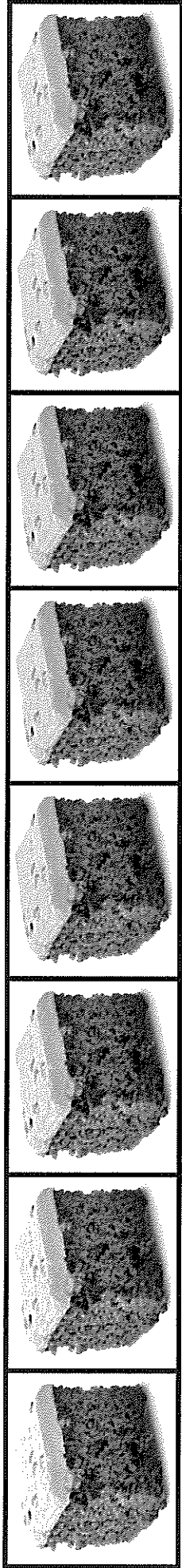
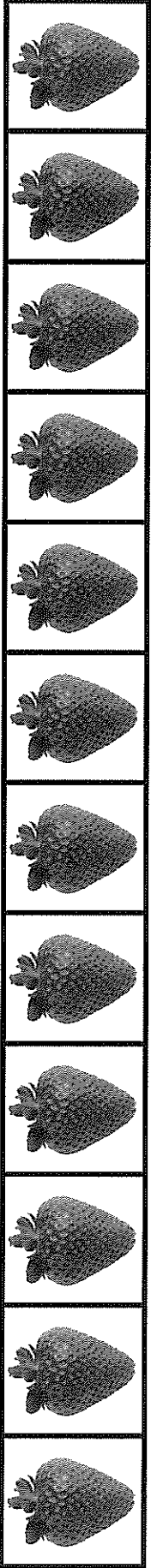
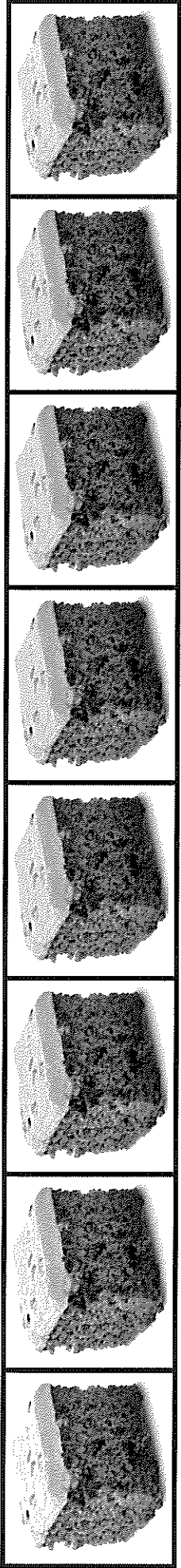
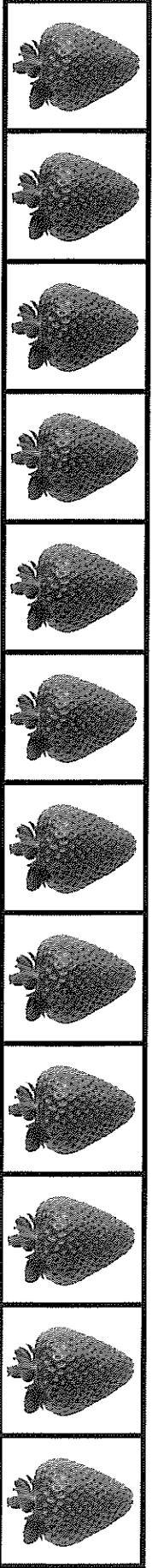


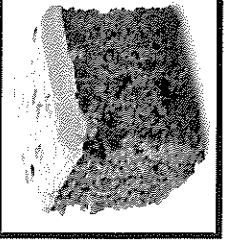
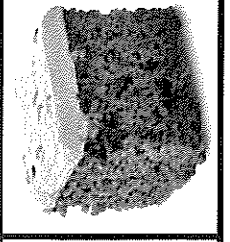
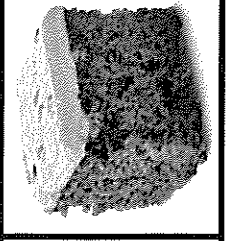
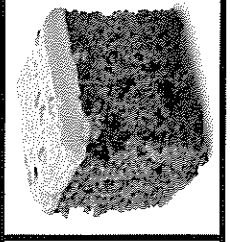
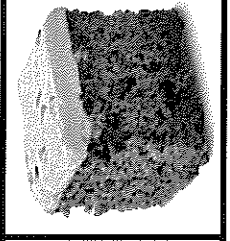
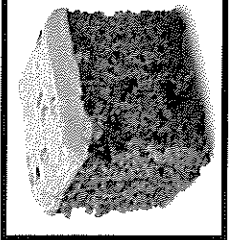
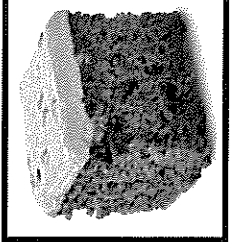
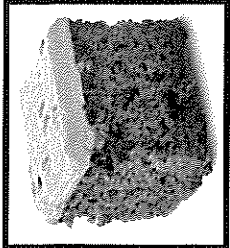
8 cakes shared between 2 plates =

Cut out and stick the strawberries on each plate to show equal sharing.



12 strawberries shared between 3 bowls =





How do stories help us to belong?



Vocabulary

memory

special

places

factual

imaginative

jumbuck

motley crew

1 The older you get, the more memories you collect.

▶ Watch the interview with Alice.

What memories do you think Alice would have?



- 2 We are going to read a story about remembering.
With your partner, discuss who you think is on the front cover.

 Read the story *I Like It Here*.

**As you listen,
decide who is
telling the story.**

I Like it Here

Written by:
**Drew
Proffitt**

START

Illustrations:
Yura
Narration:
Guy Dow-Sainter

3 The story is told by an old man. What special places did the old man go to in his memory?



Use the timeline,
the pictures and the
book to help you
remember the story.

- 4 The author uses some imaginative writing and some factual writing in the story. What do we learn about cricket on this page?



When I was seven, Dad took me to the MCG to see the cricket.

We were there to see Ray Lindwall take his first wicket.

When Bradman took to the crease, the crowd let out the loudest cheer.

We really, really liked it here.

5 What do we learn about shearing on this page?



When I was seventeen, I went to work on a sheep station.

We were a motley crew of boys and men, from all across the nation.

The work was hard, there was always another jumbuck to shear.

Still I really, really liked it here.

6 What do we learn about frogs on this page?



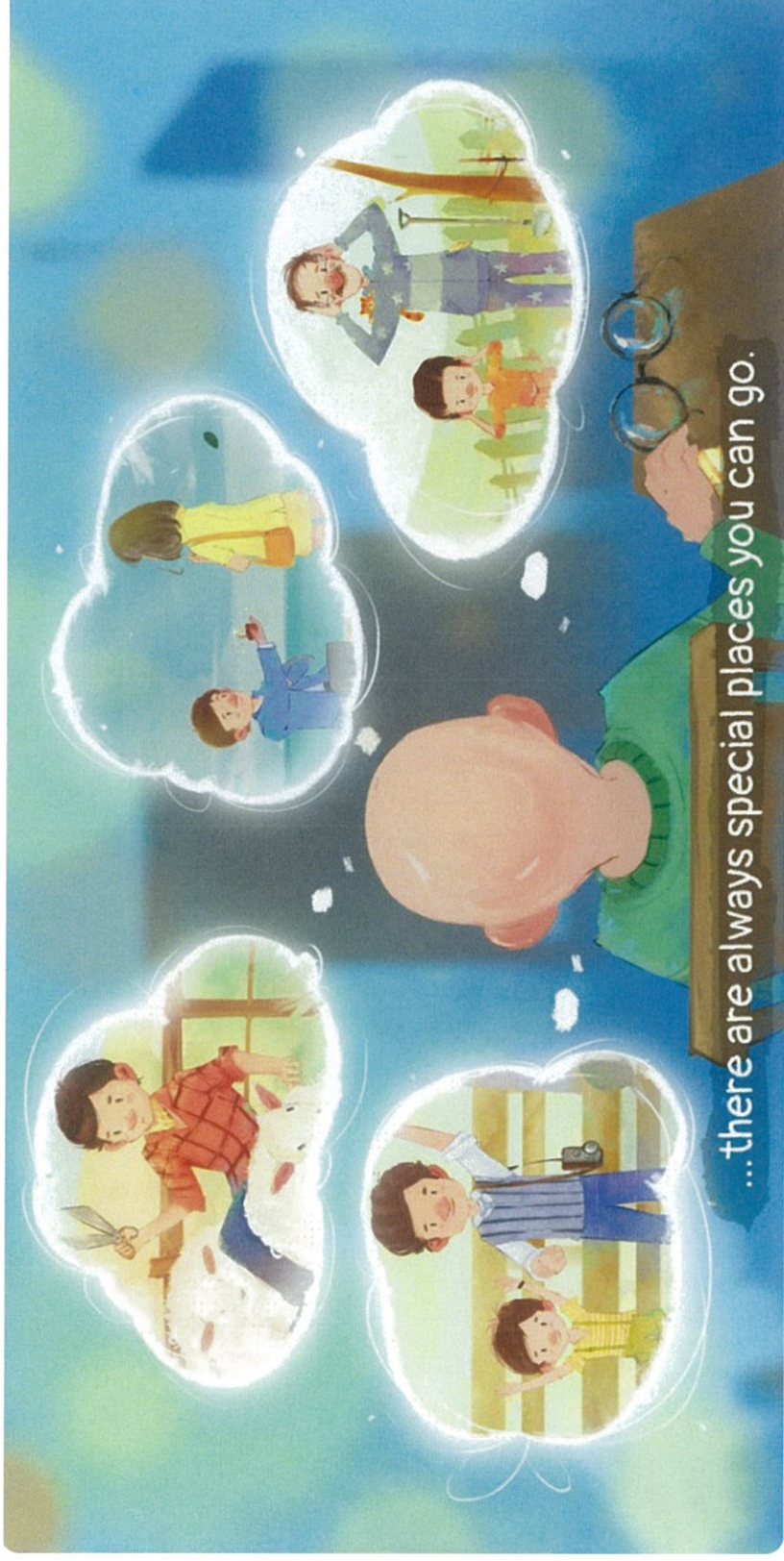
When I was fifty seven, I took my grandson to catch tadpoles at the creek.

We kept them in a bucket and they became frogs - within a week!

They escaped into the flower bed and croaked every night, for a year.

It sounded like they really, really liked it here.

- 7 Facts in a story help to make it more believable. Imaginative writing helps us to understand how people feel. In this story we understand how the old man's memories helped him to belong to the past.



At the end of the story, the old man can't see very well without his glasses.
How does he see his memories so clearly?



- 8** Close your eyes and remember a place that is special to you.
Can you see it clearly in your mind? Use your five senses to help you.



Talk with a partner about your special memory and what part of your life it belonged to.



9

Write about the place that you described to your partner. Remember to include descriptive language using your five senses to help you.

Finish your story with *I really, really liked it here.*



10

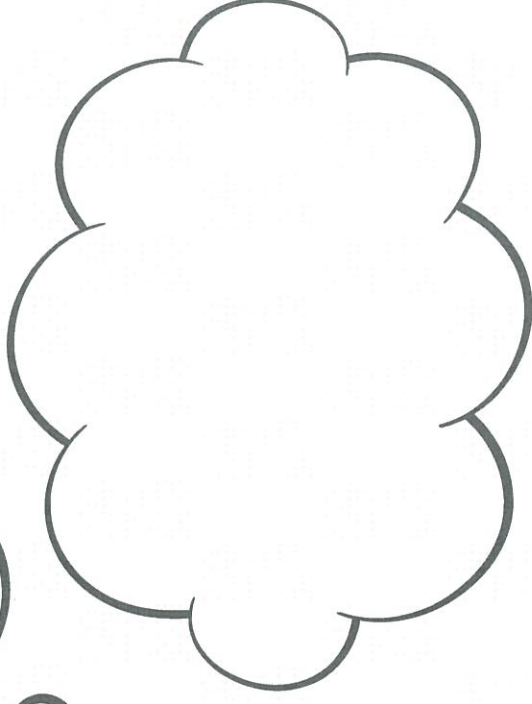
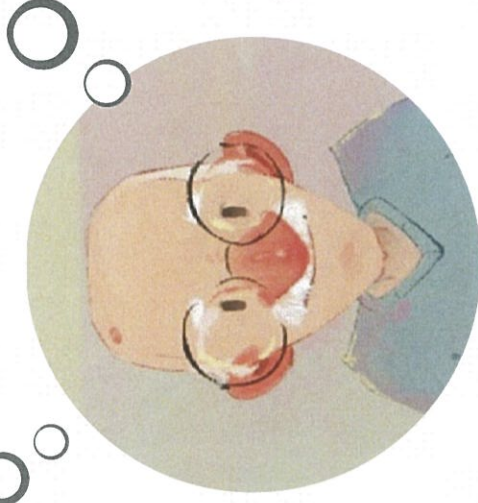
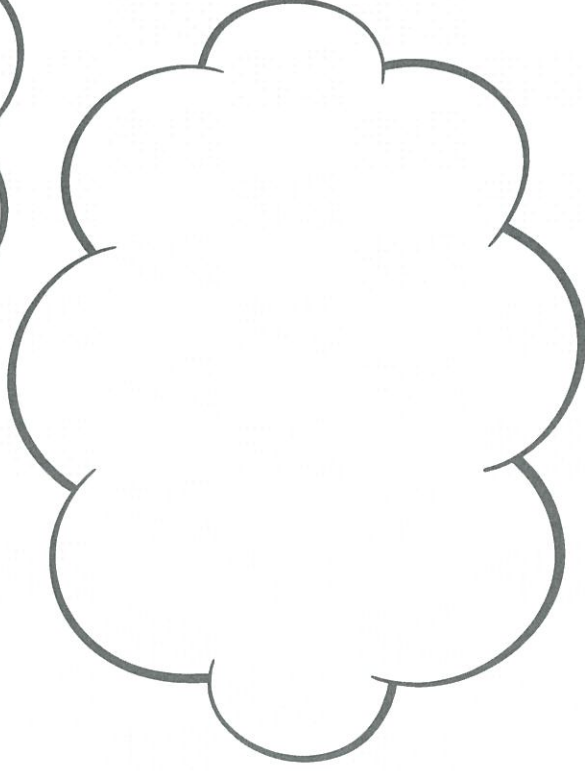
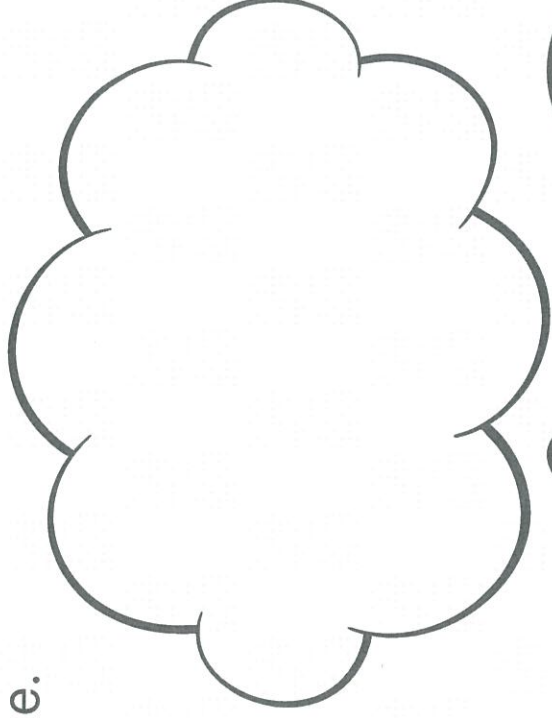
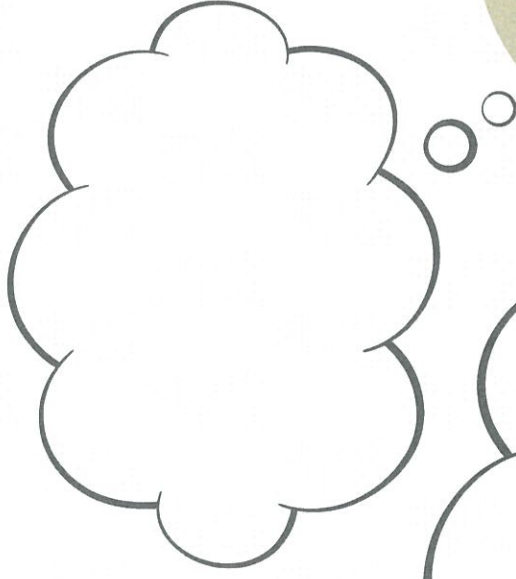
Imagine you are helping the old man to pack his suitcase for moving into his new home. What special objects would you include?

Things to pack





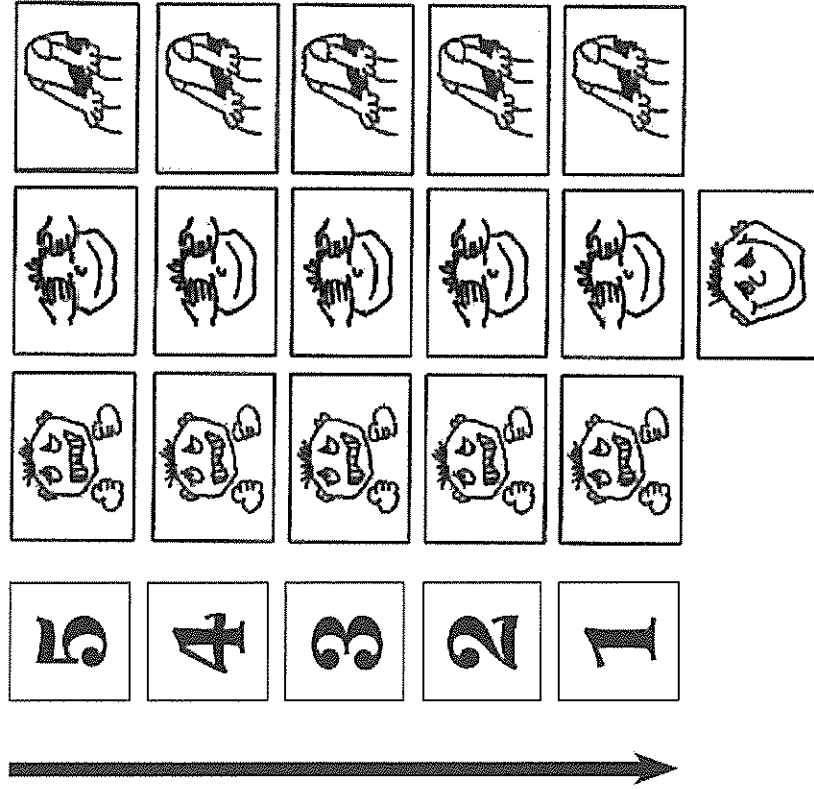
Create four new memories for the man in the story from places that you think he might have belonged to at different times in his life. Draw, label and describe each one.



My Calming Sequence Visual

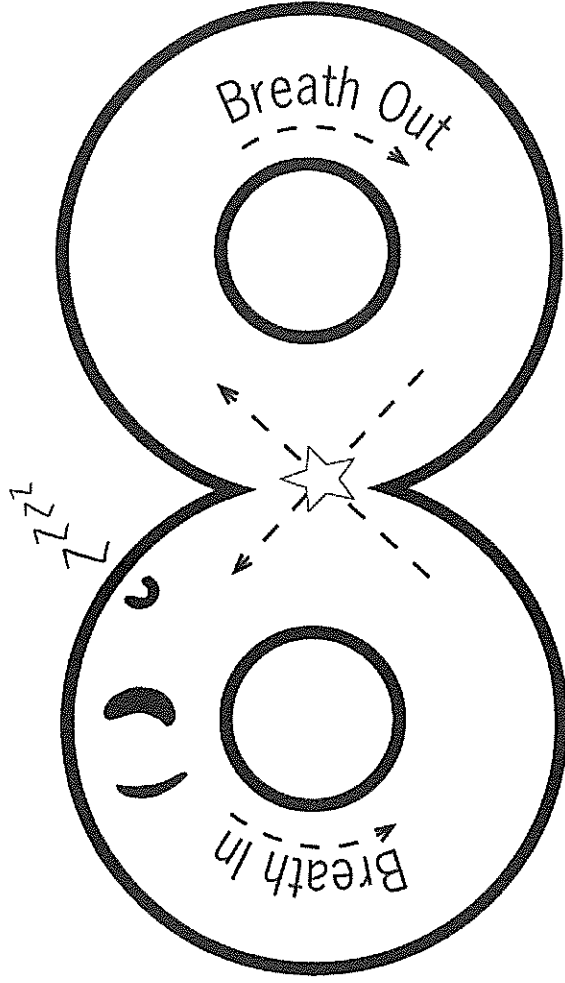
Activity: Try this calming sequence. Does it feel good and calming? How can you change it so that it works for you?

This calming sequence goes like this: Squeeze your hands together; close your eyes and rub your head; then rub your legs. Repeat the sequence five times, bringing your stress down.



Buron, Manns, Schuitz & Thomas, 2004, From *When My Worries Get Too Big!* K. D. Buron, 2006. Swannee Mission, KS: AAPC, Reprinted with permission.

Lazy 8 Breathing



Trace the Lazy 8 with your finger starting at the star and taking a deep breath in.

As you cross over to the other side of the Lazy 8, slowly let your breath out.

Continue breathing around the Lazy 8 until you have a calm body and mind.

Wednesday 25th August



Outcomes addressed

English:

EN1-3A composes texts using letters of consistent size and slope and uses digital technologies

EN1-5A uses a variety of strategies, including knowledge of sight words and letter-sound correspondences, to spell familiar words

EN1-9B uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts

Mathematics:

MA1-1WM describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols

MA1-4NA applies place value, informally, to count, order, read and represent two- and three-digit numbers (recognise, describes and order Australian coins according to their value)

MA1-6NA uses a range of strategies and concrete materials for multiplication and division

Geography:

GE1-1 Describes features of places and the connections people have with places



t tt

tiger

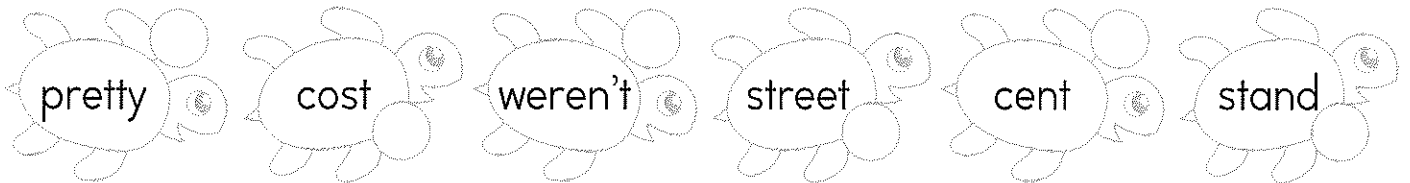
button

List Words

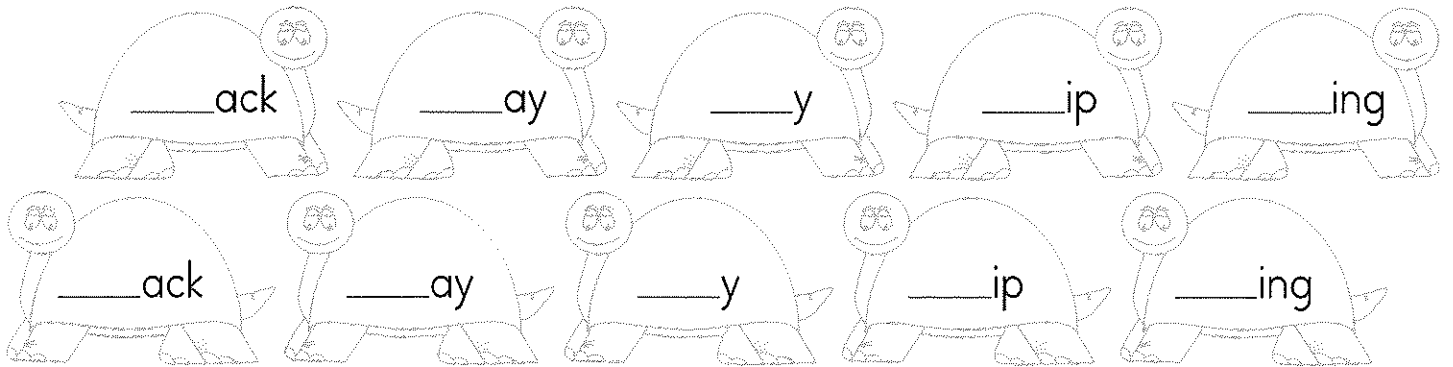
sent	stand	hitting	isn't
cent	start	getting	aren't
post	strip	taking	wasn't
cost	street	pretty	weren't
little	string	about	don't

Letters Words

- Underline the letter or letters for in each List Word. If any of these are not in the sound box, write them with a word example in the box above.
- Count the sounds you hear in each word. Write the number in the circle. Colour the letters for in each word.

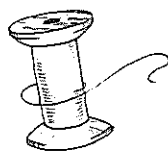


- Write st, str or tr in the spaces to make words. Make 10 different words.



- Colour words from each list the same colour if they have the **same** meaning.

post	begin
cost	twine
little	road
start	send
street	price
string	small



- Colour words from each list the same colour if they have the **opposite** meaning.

stand	right
taking	worst
left	sit
best	slow
first	giving
fast	last



Colour by Parts of Speech

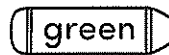
Use the key below to help you colour the picture.



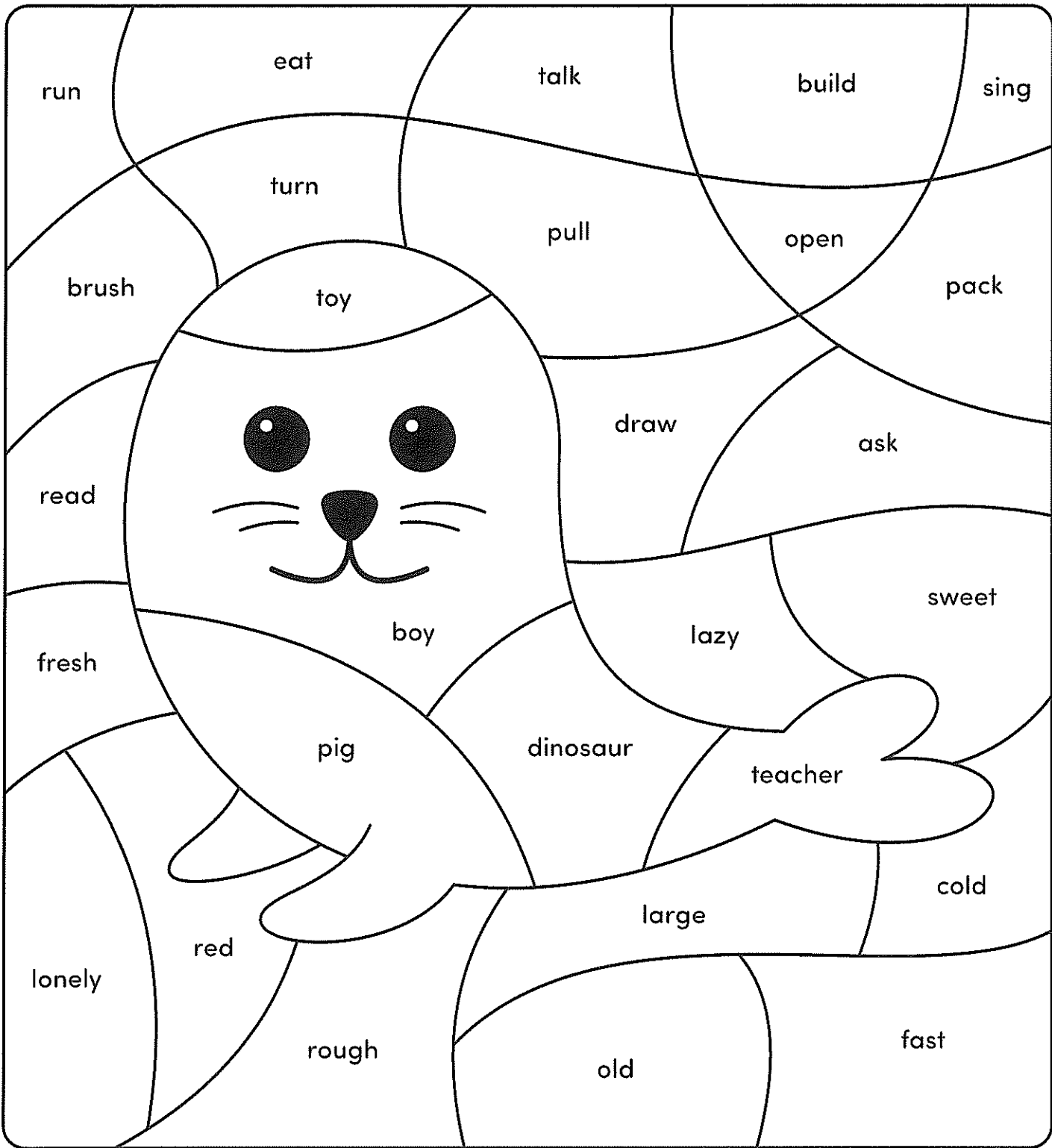
noun



verb



adjective



Sight Word Activity Grid

My sight words for this week are:

Use your sight words from this week to complete three of the activities below.

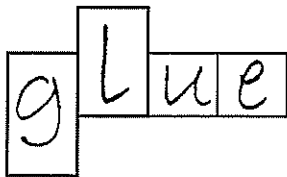
Write each of your words once with your left hand and once with your right hand.

Write your words forwards and then backwards.

Using a container of water and a paintbrush, paint each of your words on the concrete.



Draw letter boxes around each of the letters in your words.



Use playdough/pipe cleaners/wool to build your words. Shape each letter in the word.

Write as many words as you can that rhyme with each of your words.

Write your words in colourful bubble writing.

Write each of your words using dots.

here

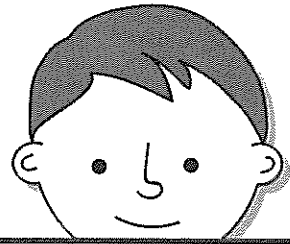
Circle any smaller words you can find within each sight word.

find

Name: _____

Date: _____

Number of the Day



Word Form:

Numeral Form:

ODD

OR

EVEN

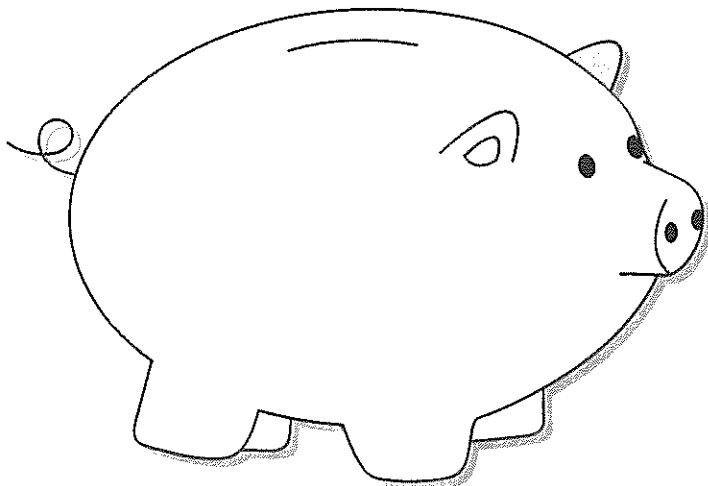
Hundreds

Tens

Ones

Number Sentence:

Show with money:



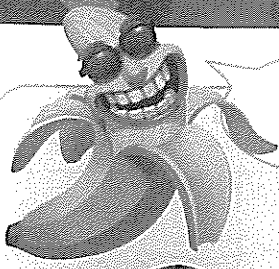
Greater than:

>

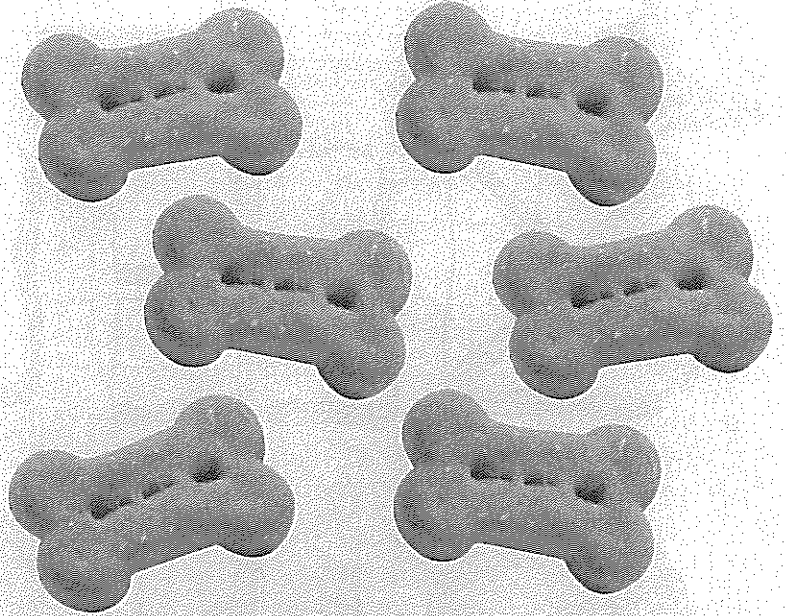
Less than:

<

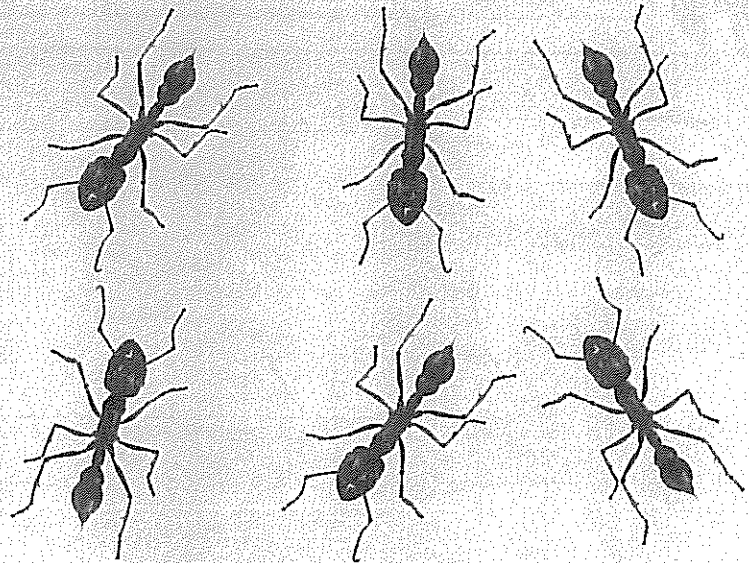
Sharing



Share.



How many each?

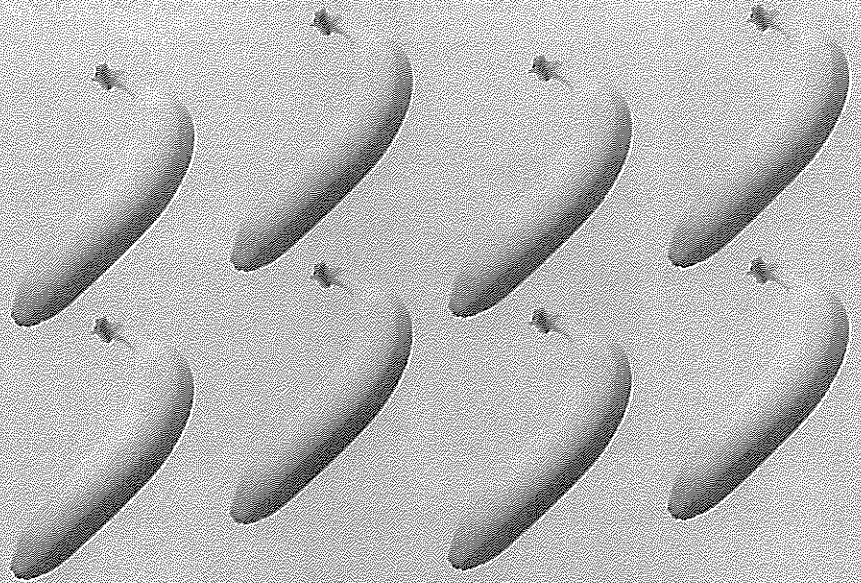
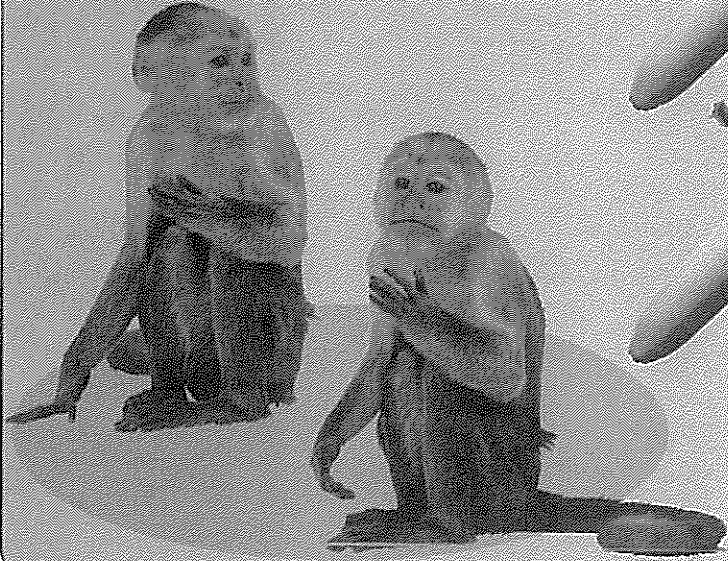


How many each?

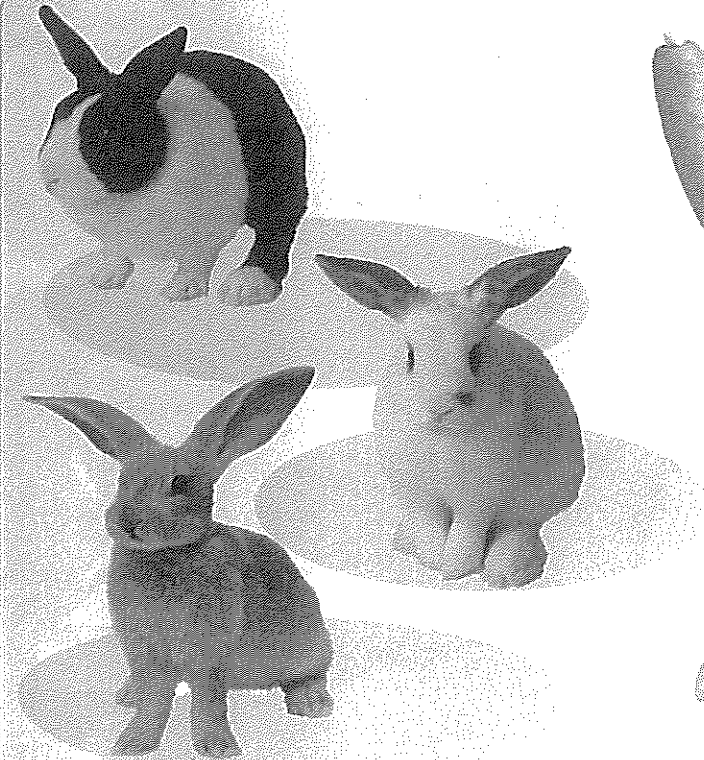
Sharing



Share.

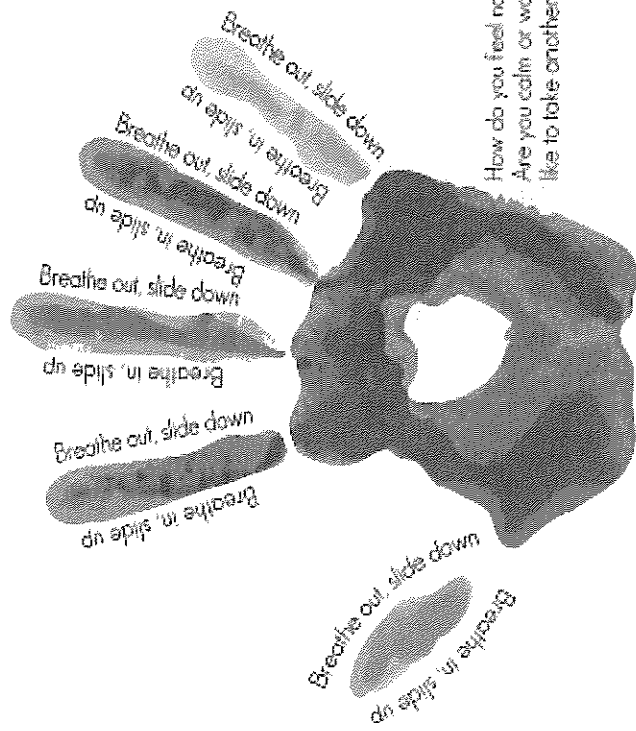


How many each?



How many each?

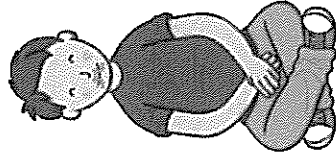
CALM DOWN WITH TAKE 5 BREATHING



How do you feel now?
Are you calm or would you
like to take another 5 breaths?

1. Stretch your hand out like a star.
 2. Get the pointer finger of your other hand ready to trace your fingers up and down.
 3. Slide up each finger slowly ~ slide down the other side.
 4. Breathe in through your nose ~ out through your mouth.
 5. Put it together and breathe in as you slide up and breathe out as you slide down.
- Keep going until you have finished tracing your hand.

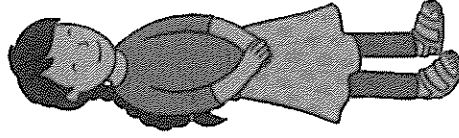
1



Calming Routine & Deep Breaths

(Lazy 8 / Take 5)

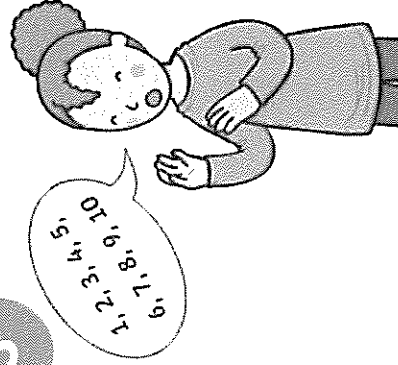
2



Stop - Take the time to calm down

I can calm myself down

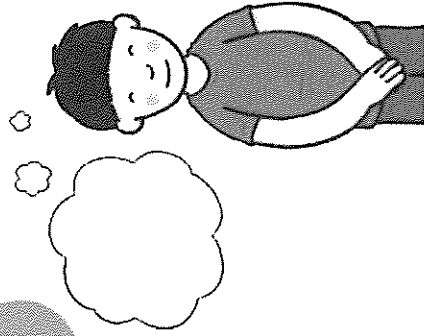
3



Count to 10

1 hold steady...2 hold steady...3...

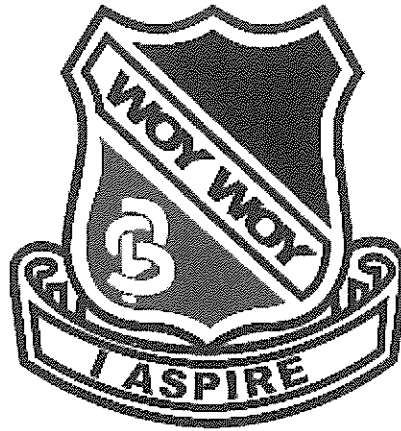
4



Now I'm ready to think about what I

want to say and do safely

Thursday 26th August



Outcomes addressed

English:

EN1-3A composes texts using letters of consistent size and slope and uses digital technologies

EN1-5A uses a variety of strategies, including knowledge of sight words and letter-sound correspondences, to spell familiar words

EN1-9B uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts

Mathematics:

MA1-1WM describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols

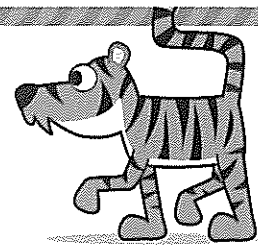
MA1-4NA applies place value, informally, to count, order, read and represent two- and three-digit numbers (recognise, describes and order Australian coins according to their value)

MA1-6NA uses a range of strategies and concrete materials for multiplication and division

Creative Arts:

VAS1.1 Makes artworks in a particular way about experiences of real and imaginary things.

VAS1.2 Uses the forms to make artworks according to varying requirements



6 Rewrite these words adding ing to each one.
Write some of your words to finish the sentences.

Go to Helpful Hints (1b) and (2b).

hit _____ bite _____ bat _____

hate _____ wet _____ vote _____

pot _____ cut _____ take _____

The rope kept _____ the post.

Mum is _____ me to swimming.

I like _____ better than bowling at cricket.

7 Write the contractions for the following words.

Finish the sentences with these contractions.

Go to Helpful Hint (13).

were not _____ was not _____

are not _____ do not _____ did not _____

Turtles _____ live on land.

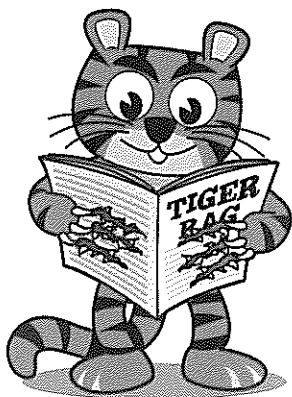
Turtles _____ mammals.

Yesterday there _____ any turtles on the beach.

Last night they _____ lay their eggs.

8 Colour the contractions green.

Colour other words blue.



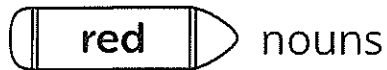
cut	dint	cent	we'll	set	isn't
sent	slant				hit
take	cost	get	I've	aren't	didn't
want	font	bent	weren't		wasn't
					pant

Name: _____

Date: _____

Parts of Speech Word Search

In the grid, find the words that are listed below. Colour the squares in the correct colour according to the word type.



nouns



verbs

q	s	k	i	p	p	i	n	g	k
b	l	e	a	p	i	n	g	p	b
s	y	f	w	b	s	l	g	z	s
l	h	u	h	t	p	n	r	m	i
p	a	o	r	o	i	x	u	j	s
q	b	o	e	k	p	f	n	e	h
k	h	e	l	s	t	p	n	p	i
s	b	a	r	a	y	b	i	o	r
e	w	p	h	j	d	b	n	n	t
r	s	o	c	k	s	l	g	g	g

walking

skipping

running

leaping

hat

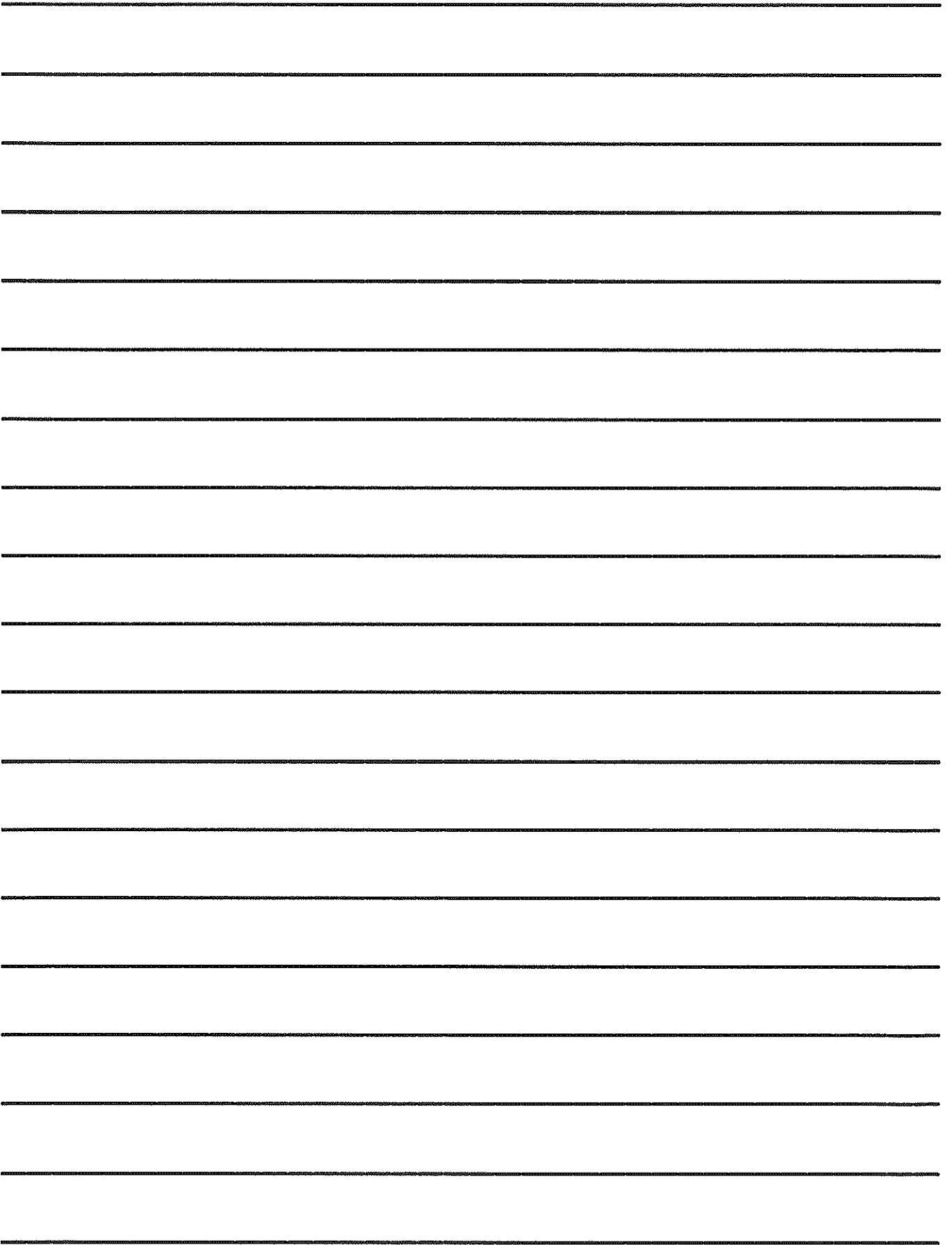
shoes

shorts

socks

hopping

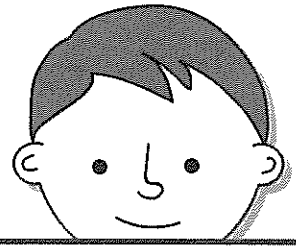
shirt



Name: _____

Date: _____

Number of the Day



Word Form:

Numeral Form:

ODD

OR

EVEN

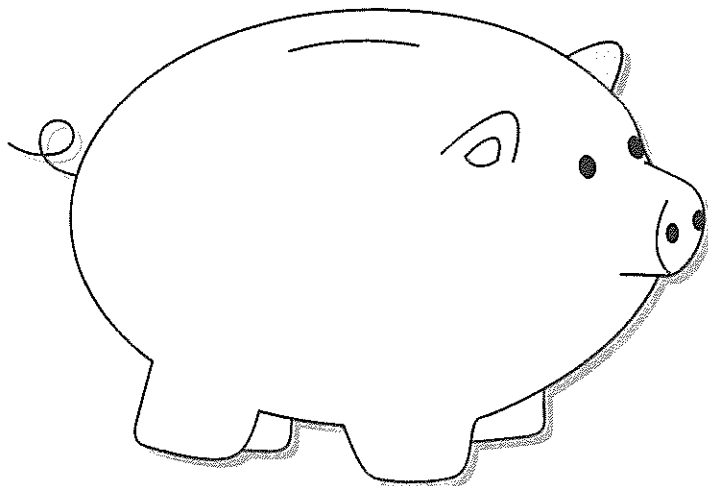
Hundreds

Tens

Ones

Number Sentence:

Show with money:



Greater than:



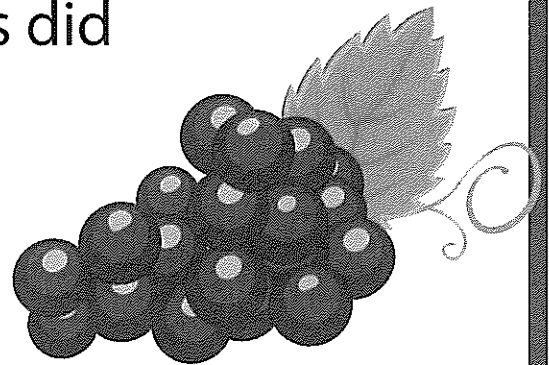
Less than:



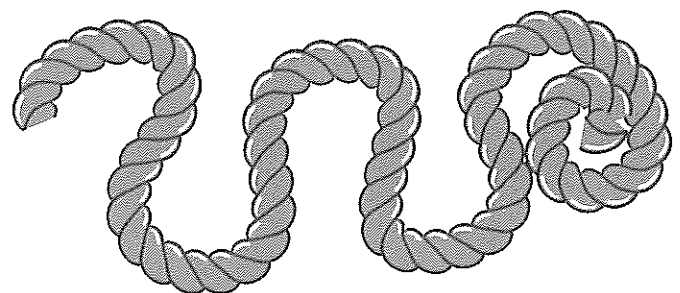
Alison sold 10 tickets in the raffle. If they cost \$2 each, how much money did she raise?



A bag had 20 grapes in it. You ate half the bag. How many grapes did you eat?



Anthony took a 20 metre piece of rope and cut it into 4 equal pieces. How long is each piece of rope?

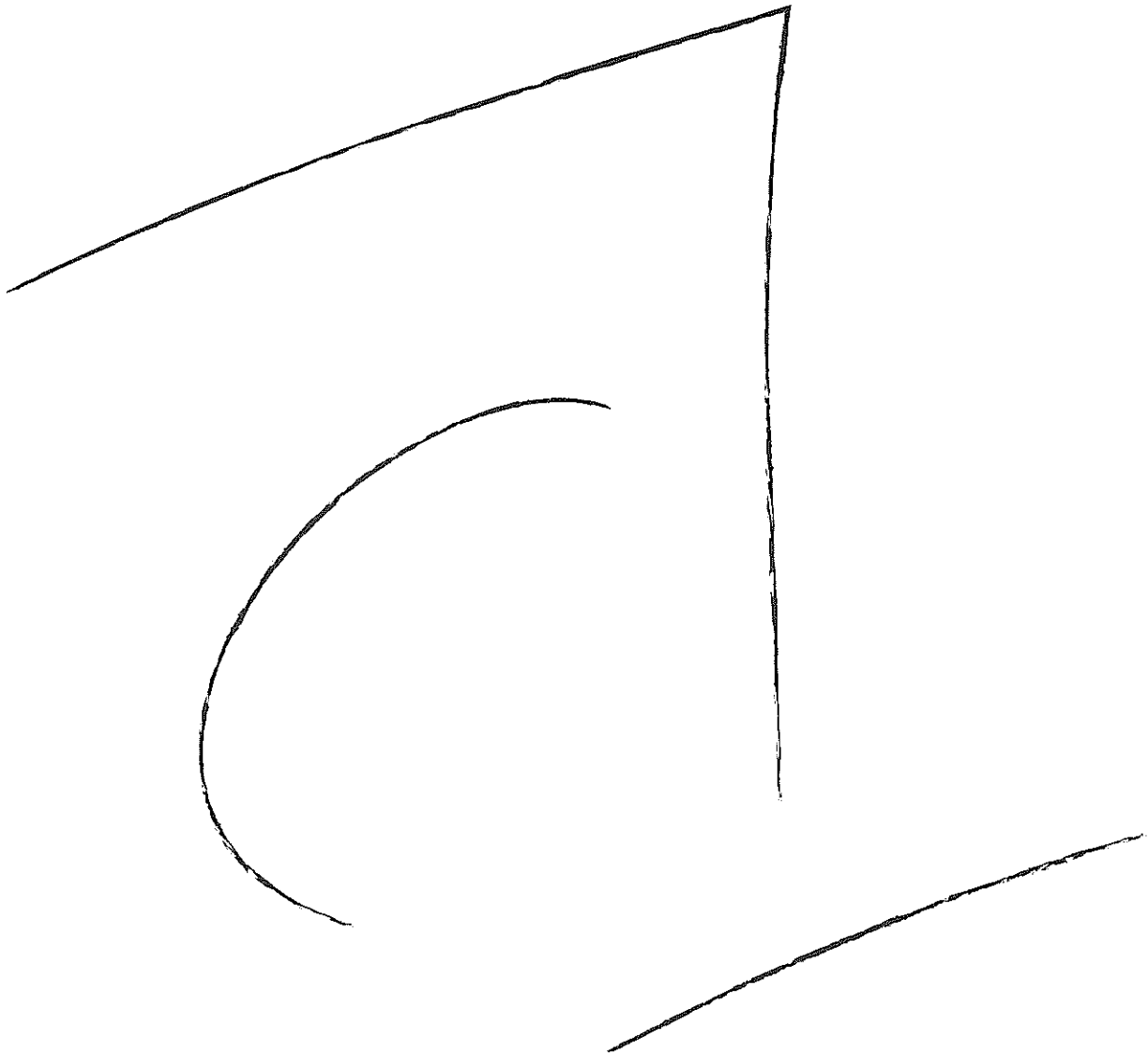


Name: _____

Date: _____

Art Attack! - Line






Make your own drawing out of these lines. You might use different kinds of lines: straight, curvy, zig-zag etc.



SEL Lesson 6: K-2 Exploring Calming Sensory Strategies


Name: Class:


Sort the calming strategies into the table:


seeing	hearing	tasting	touching	smelling
				


K-2 SEL Lesson 6 – Cut/Paste Activity


Students choose the sensory card they relate to most (that helps them to calm). Some strategies are more appropriate to use at home, whilst others relate to school. Kinders select/paste at least one in each column. Students can add their own to the blank card.


LOOK AT A CALM
DOWN BOTTLE 


DRAW A PICTURE 


DO A PUZZLE 

HUM 

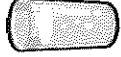
JUMP 


PUSH ON THE WALL 

WRAP MYSELF IN A
BLANKET 

ASK FOR A HUG 

EAT A CRUNCHY
SNACK 

DRINK WATER 

Breathe in for 3 seconds.
What can you smell ? 

Friday 27th August



Outcomes addressed

English:

EN1-3A composes texts using letters of consistent size and slope and uses digital technologies

EN1-5A uses a variety of strategies, including knowledge of sight words and letter-sound correspondences, to spell familiar words

EN1-9B uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts

Mathematics:

MA1-1WM describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols

MA1-4NA applies place value, informally, to count, order, read and represent two- and three-digit numbers (recognise, describes and order Australian coins according to their value)

MA1-6NA uses a range of strategies and concrete materials for multiplication and division

Sport:

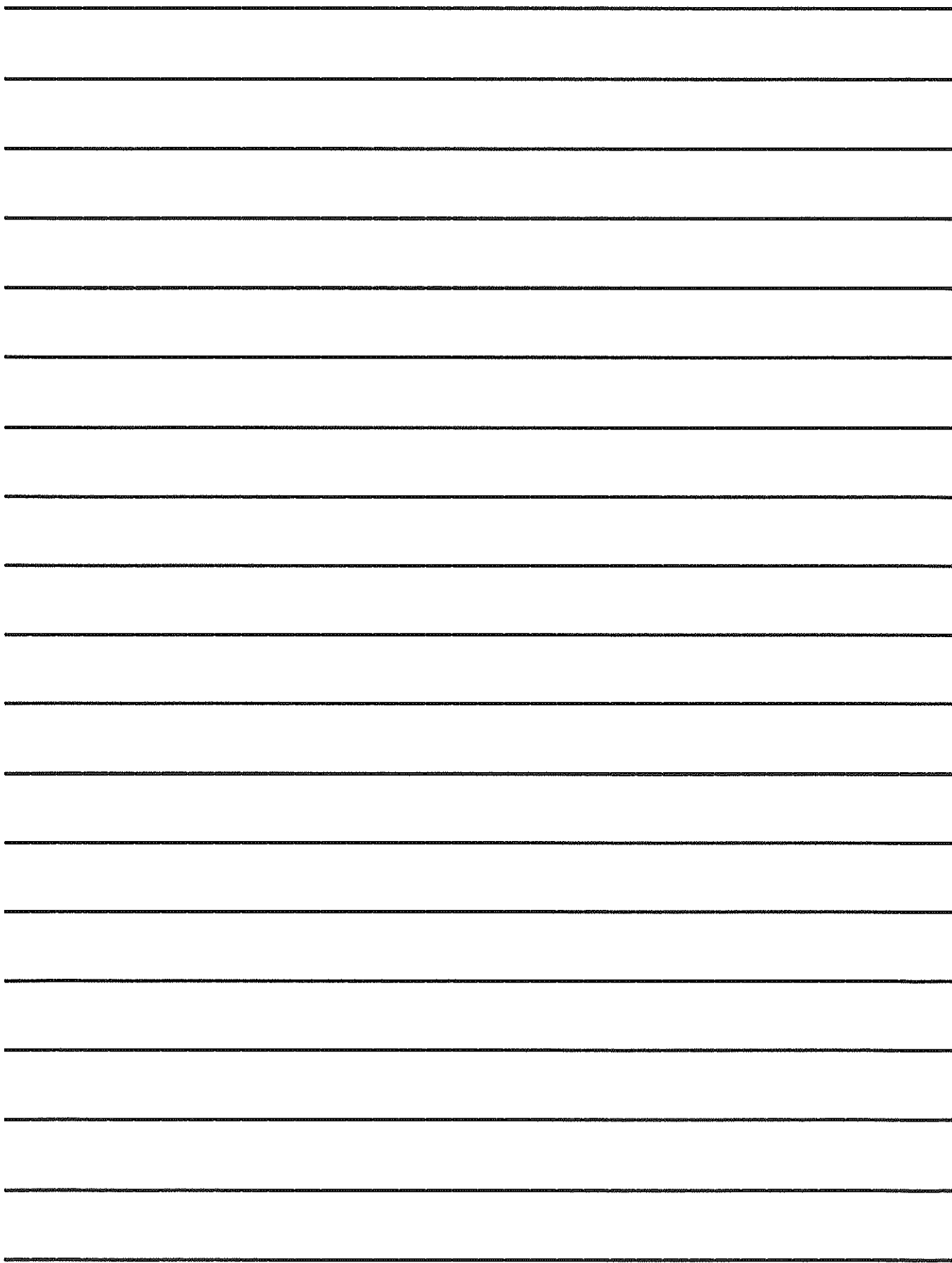
PD1-4 performs movement skills in a variety of sequences and situations

STEM:

ST1-1WS-S observes, questions and collects data to communicate and compare ideas

ST1-2DP-T uses materials, tools and equipment to develop solutions for a need or opportunity

EN1-1A communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations

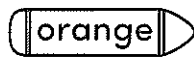


Colour by Parts of Speech

Use the key below to help you colour the picture.



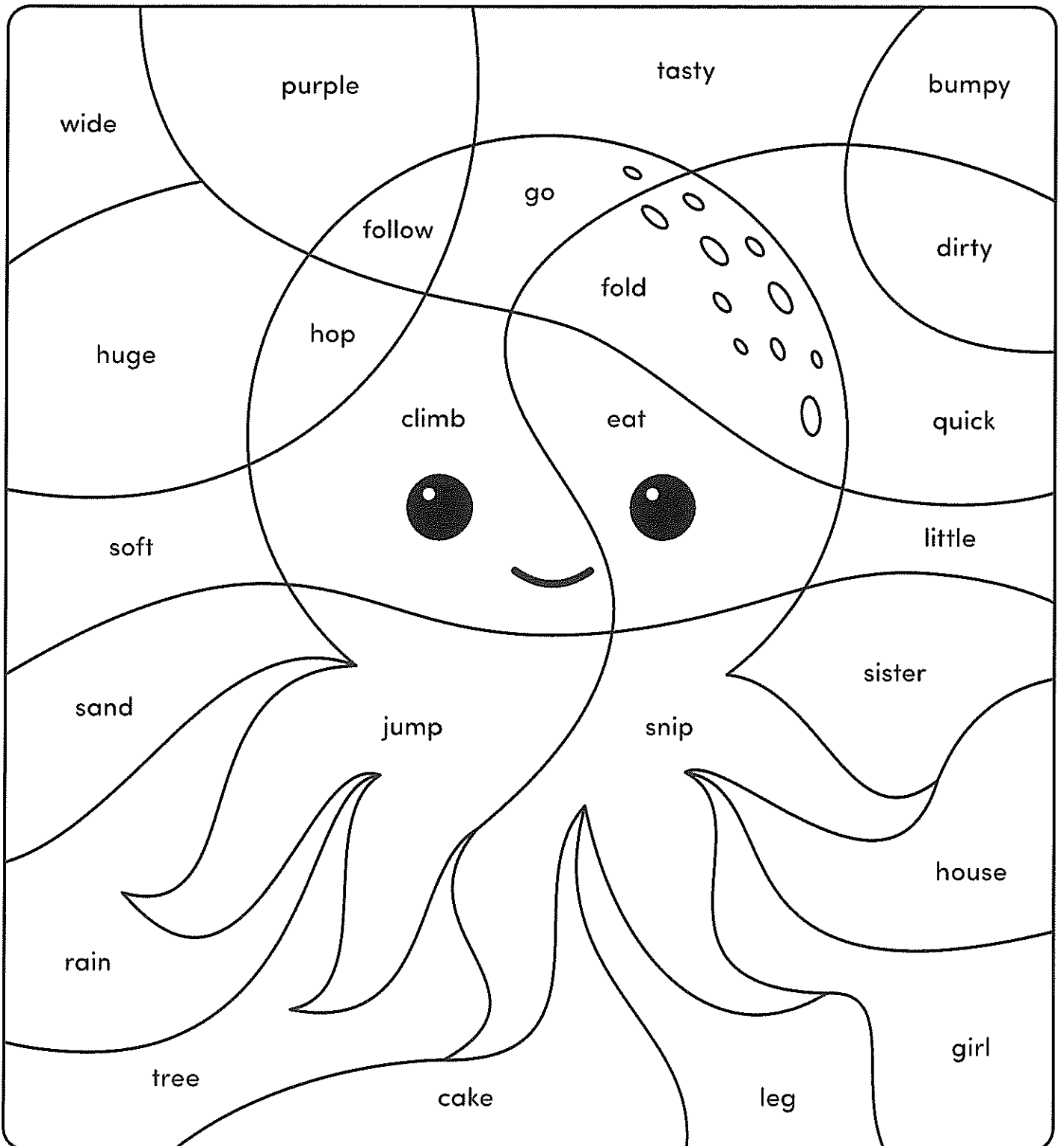
noun



verb



adjective



Name: _____

It Is Wet!

Tricky words:

do like is the could

I do not like when it is wet!

The fog is thick. The
frost is crisp.

I wish I could
get back in bed!



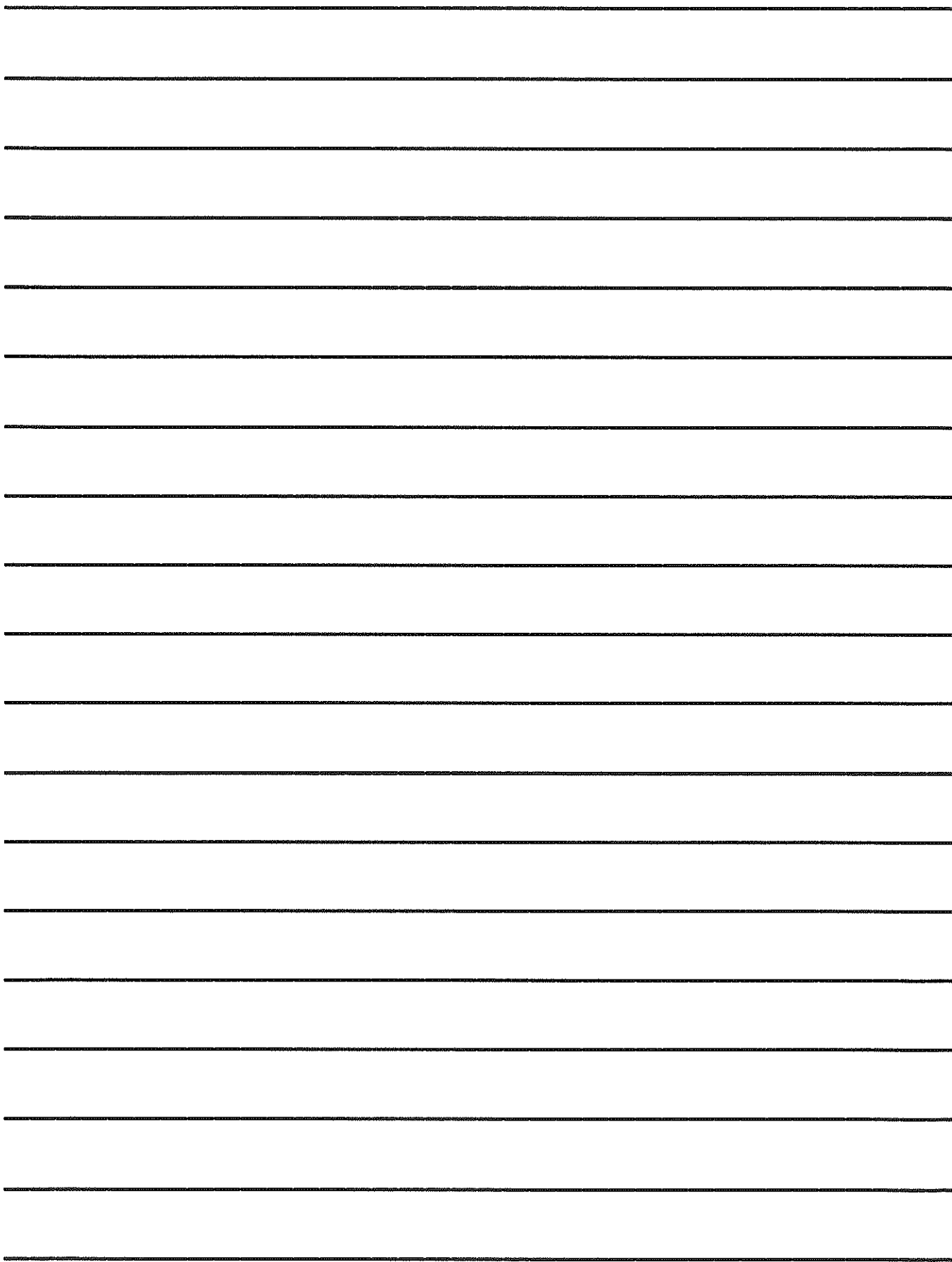
The fog is:

- thin
- thick
- wet

Write the word
frost.

Self-reflection:

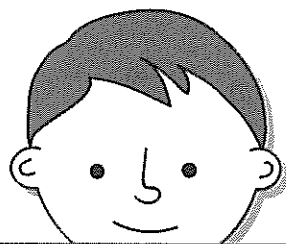




Name: _____

Date: _____

Number of the Day



Word Form:

Numeral Form:

ODD

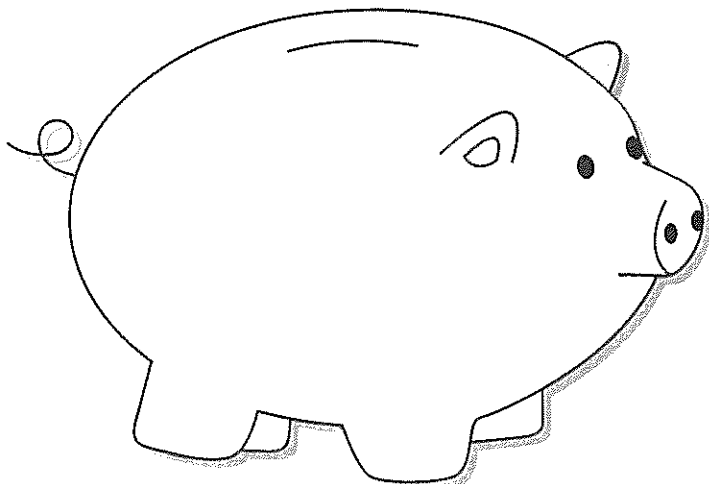
OR

EVEN

Hundreds	Tens	Ones

Number Sentence:

Show with money:



Greater than:

>

Less than:

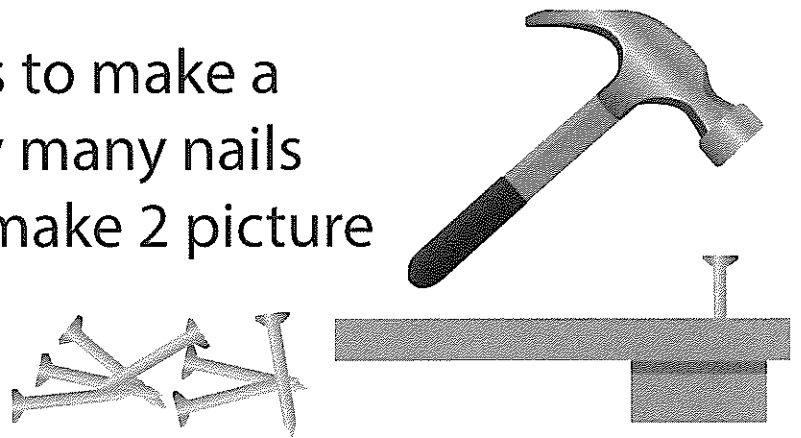
<

Senith bought 2 bunches of flowers. Each bunch had 6 flowers in it. How many flowers were there altogether?



teachstarter

Ethan needs 8 nails to make a picture frame. How many nails would he need to make 2 picture frames?



teachstarter

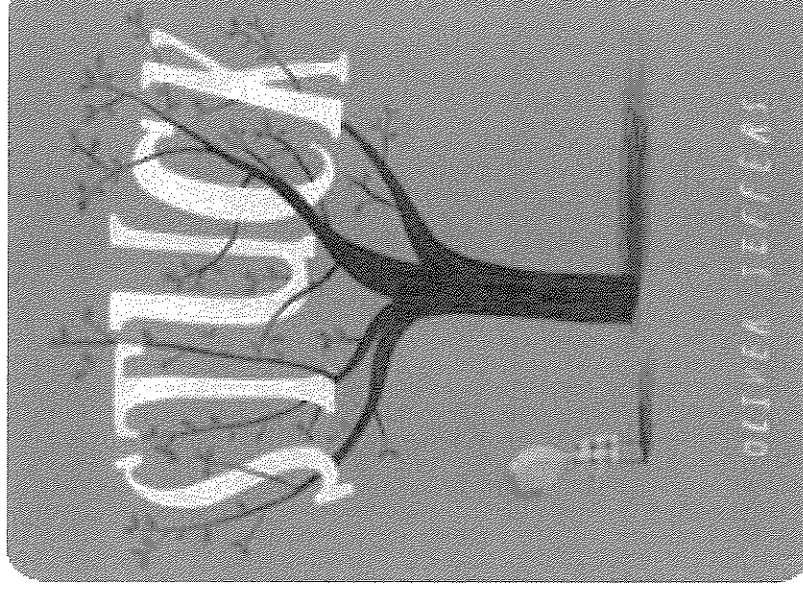
Joseph runs for 1 hour every Saturday. How long will he run for over 4 Saturdays?



teachstarter

Stuck

By Oliver Jeffers



What could you design and build?

Could you build a strong structure to hold 10 items from your bedroom?

Picture Book STEM