

Year 2

Year 2 Zoom Meeting

Each week, Year 2 students will be able to join a class Zoom meeting on **Thursdays from 12pm**. The zoom session will go for 20 minutes only and is an opportunity for us to catch up and discuss learning tasks. Please download and install the app onto your device before the meeting time. Please open the link to join the meeting 10 minutes early to avoid technical difficulties.

Below are the links and passcodes for each class:

2A

<https://nsweducation.zoom.us/j/64170688660?pwd=UWhwWnhxb3hWanhVazd2S1R0ZWlVdz09>

Passcode: bsps

2E

<https://nsweducation.zoom.us/j/62067334163?pwd=Y1lmZ3RUbXpvY0dNbDREeGFkVTg0QT09>

Passcode: bsps

2J

<https://nsweducation.zoom.us/j/66421468056?pwd=cXJVck5veFBkQWJuckNVWFFBS2REUT09>

Passcode: bsps

2M

<https://nsweducation.zoom.us/j/69231004872?pwd=VGhLRGMybTYyZFFKZmM3OFJUUDY0dz09>

Passcode: bsps

2S

<https://nsweducation.zoom.us/j/66177310191?pwd=d0EraS81R1JSeGE4V3FPb010djM2QT09>

Passcode: bsps

See-Saw

The Year 2 teachers are using See-Saw to communicate important messages and to help the students connect with one another. Thank you to all the parents and students who have already connected to See-Saw.

If you would like to connect to See-Saw, please phone the school office on 9632 8162 and ask for your child's See-Saw code.

Then go to <https://web.seesaw.me> or download the See-Saw app. Tap "I'm a Student" and type in your child's code.

Hip Hop Thursdays and Fitness Fridays

Hip Hop Thursdays and Fitness Fridays are on again this week! Remember to check the times carefully below so you don't miss out!

All you need to do is click on the zoom link at the times listed below in the table and enter the passcode.

Join Hip Hop Thursdays and Fitness Fridays

<https://us06web.zoom.us/j/88486309655?pwd=L0NhNmJFUxE3ZHftbWJCQktwYnVhUT09>

Meeting ID: 884 8630 9655

Passcode: 506086

Week 8	THURSDAY - 2nd	FRIDAY - 3rd
	1050-1130 - Blaxcell St PS K-6 Hip Hop	1105-1145 - Blaxcell St PS K-6 Fitness
Week 9	THURSDAY - 9th	FRIDAY - 10th
	1050-1130 - Blaxcell St PS K-6 Hip Hop	1105-1145 - Blaxcell St PS K-6 Fitness
Week 10	THURSDAY - 16th	FRIDAY - 17th
	1050-1130 - Blaxcell St PS K-6 Hip Hop	1105-1145 - Blaxcell St PS K-6 Fitness

Morning Routine – Monday

Practise spelling the days of the week

<i>Sunday</i>				
<i>Monday</i>				
<i>Tuesday</i>				
<i>Wednesday</i>				
<i>Thursday</i>				
<i>Friday</i>				
<i>Saturday</i>				

Write the long date: _____

Write the short date: ____/____/____

Weather: Circle the picture that matches today's weather.



Morning Routine Tuesday – Practise spelling the months of the year

<i>January</i>				
<i>February</i>				
<i>March</i>				
<i>April</i>				
<i>May</i>				
<i>June</i>				
<i>July</i>				
<i>August</i>				
<i>September</i>				
<i>October</i>				
<i>November</i>				
<i>December</i>				

Morning Routine– Wednesday

Practise spelling the days of the week

<i>Sunday</i>				
<i>Monday</i>				
<i>Tuesday</i>				
<i>Wednesday</i>				
<i>Thursday</i>				
<i>Friday</i>				
<i>Saturday</i>				

Write the long date: _____

Write the short date: ____/____/____

Weather: Circle the picture that matches today's weather.



Morning Routine Thursday – Practise spelling the months of the year

<i>January</i>				
<i>February</i>				
<i>March</i>				
<i>April</i>				
<i>May</i>				
<i>June</i>				
<i>July</i>				
<i>August</i>				
<i>September</i>				
<i>October</i>				
<i>November</i>				
<i>December</i>				

Morning Routine– Friday

Practise spelling the days of the week

<i>Sunday</i>				
<i>Monday</i>				
<i>Tuesday</i>				
<i>Wednesday</i>				
<i>Thursday</i>				
<i>Friday</i>				
<i>Saturday</i>				

Write the long date: _____

Write the short date: ____/____/____

Weather: Circle the picture that matches today's weather.



Unit 9 - or au aw al ore

Target Representations				
or	au	aw	al	ore
or	haul	paw	ball	more
for	launch	saw	tall	sore
born	haunt	jaw	call	shore
fork	author	law	fall	tore
sort	August	raw	hall	core
cord	taunt	dawn	mall	bore
torn	daunting	draw	wall	score
cork	sauce	lawn	stall	snore
fort	autumn	fawn	small	store
worn	pause	pawn	talk	wore
corn	cauldron	claw	chalk	swore
port	maul	drawn	walk	adore
horn	fraud	yawn	stalk	before
pork	flaunt	straw	football	seashore
lord	astronaut	hawk	recall	explore
forty	applaud	crawl	taller	Singapore
north		prawn	tallest	
short		brawl	smallest	
report		thaw	smaller	
morning		shawl	snowfall	
sworn		scrawl	nightfall	
organ		coleslaw	sleepwalk	
		seesaw	install	

Monday Phonics - /or/ or au aw al ore

Unit 9 Word Find

w	oo	n	j	p	h	au	l	p	f
al	v	s	c	or	n	k	u	r	or
k	al	s	w	or	n	g	t	aw	t
s	or	g	a	n	t	ore	r	n	y
l	au	n	ch	w	qu	a	d	ore	k
aw	z	ore	f	b	ng	k	i	s	ll
or	c	ck	j	e	d	p	o	t	s
d	r	aw	n	f	x	or	v	al	l
al	q	ju	v	ore	m	k	o	l	d

corn

law

before

stall

tore

forty

launch

drawn

pork

walk

haul

adore

Tuesday Phonics - /or/ or au aw al ore

Use the 'or' phoneme words below and put them into sentences on the lines provided. Do not forget to be creative with your sentences 😊

fork	author	paw	saw
tall	ball	sore	before

How did you go?





Wednesday Phonics - /or/ or au aw al ore

Look carefully at the spelling of the words in the box below. Write the words that use **/or/ phonemes** correctly in the TREAT column and the words that use **/or/ phonemes** incorrectly in the TRICK column.

fork

pau

orthor

cawn

tall

author

ball

saw

befaw

before

falk

torl

paw

sau

baul

corn

Thursday Phonics - /or/ or au aw al ore

Use the ‘or’ phoneme words below and put them into sentences on the lines provided. Do not forget to be creative with your sentences 😊

sort	launch	claw	wall
straw	forty	small	score

How did you go?



Friday Phonics - /or/ or au aw al ore

Help the puppy choose the sausages. Colour only sausages with real words on them. Read carefully.



born	baun
horl	haul
paw	por
borl	ball
mor	more
fork	fawk
launch	lawrch
sal	saw
small	smawl
shore	shor



sawt	sort
haunt	hawnt
tawnt	taunt
chalk	chork
port	paut
wal	wore
claw	clau
pawk	pork
pawse	pause
before	befor



Camera Words! Camera Words!

REVISION

great
break
steak
whole
prove
sugar
won
son
done
ocean
gone
whose
blood
flood
buy

**

Fun Activities:

Create a find-a-word using your camera words on a spare piece of paper.

Do you have some chalk at home? Why not write your camera words outside in chalk. Remember to ask your parents or carers for permission first!

****If you can read and spell the above words quickly and correctly, then you can make up your own camera word list! Select 6 words at a time that YOU are interested in learning how to spell—select challenging words! For example, if you want to learn about different flowers here is a good list:**

Tulip
Daffodil
Poppy
Sunflower
Bluebell
Cherry blossom

**If you don't know what they mean—find out!
Use a dictionary or google the word.**



Monday

1. Select 9 words from the list and do LOOK, THINK, COVER, WRITE and CHECK.
2. Ask someone to test your reading and spelling of these words.
3. Use the following camera words in a sentence. Don't forget to begin with a capital letter and use end punctuation. Make it an interesting sentence.

flood

buy



Tuesday

1. Select 9 words from the list and do LOOK, THINK, COVER, WRITE and CHECK.
2. Ask someone to test your reading and spelling of these words.
3. Use the following camera words to write sentences. Don't forget to begin with a capital letter and use end punctuation.

great

sugar



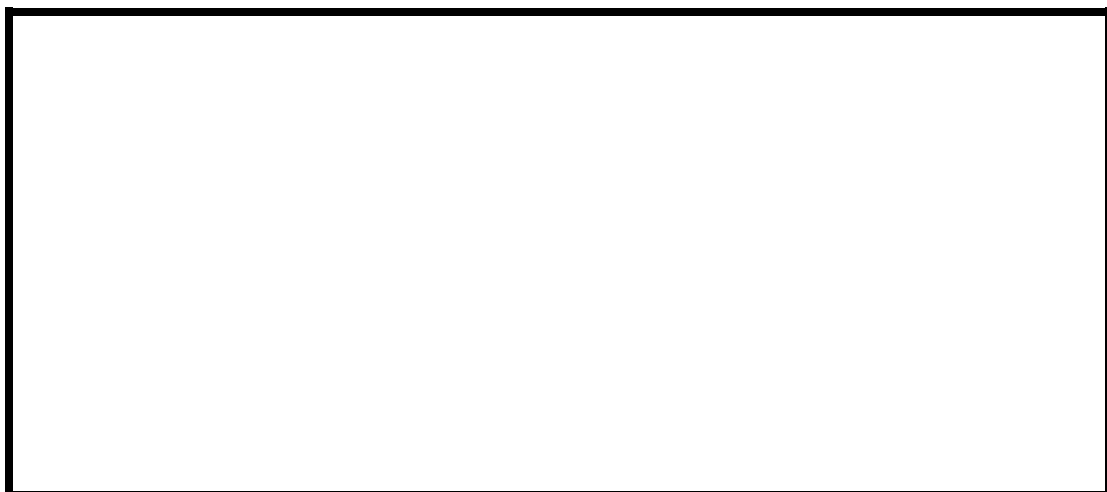
Wednesday

1. Select 9 words from the list and do LOOK, THINK, COVER, WRITE and CHECK.
2. Ask someone to test your reading and spelling of these words.
3. Use the following camera words to complete the sentence.

flood buy whole

I broke the kitchen tap. The
_____ tap fell off! There was
so much water that it began to
_____ my kitchen! I had to
_____ a new tap for the sink,

4. Draw a picture for this sentence.





Thursday

1. Select 9 words from the list and do LOOK, THINK, COVER, WRITE and CHECK.
2. Ask someone to test your reading and spelling of these words.
3. Use the following camera words in one or two sentences. Don't forget to begin with a capital letter and use end punctuation. Make it an interesting sentence.

buy sugar

4. Draw lines to match the camera word with the correct definition. The first one is done for you.

break

an overflow of water

won

stop and rest

buy

come first in a contest or game

flood

purchase something



Friday

1. Select 9 words from the list and do LOOK, THINK, COVER, WRITE and CHECK.
2. Ask someone to test your reading and spelling of these words.
3. Time for a CHALLENGE! Highlight the spelling mistakes and re-write the sentence with all the words spelt correctly.

I one thee game but I accidentally broke my Ipad!

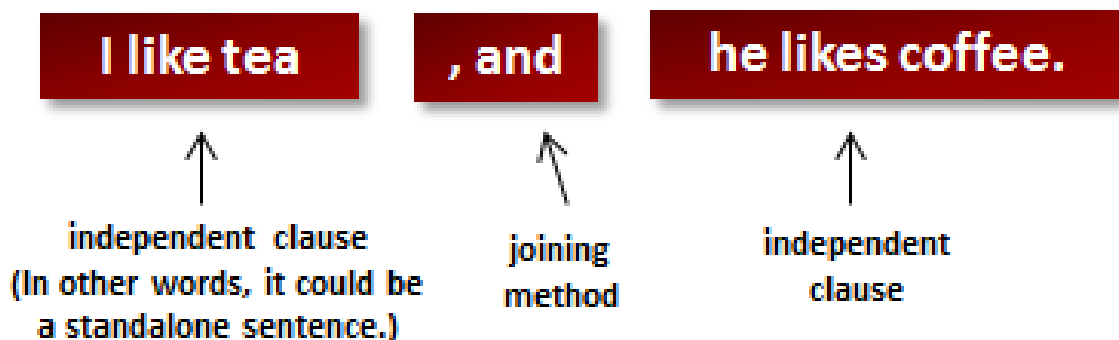
The wole cake was gon. He ate it inn one big bite.

I went two the store too by some bread.

Sentence of the Day Week 8

Compound Sentence

A compound sentence includes at least two independent clauses.



FANBOYS

Sentence + FANBOYS + Sentence = Compound Sentence

Usage	Coordinating Conjunctions
Addition	and
Opposite	but, yet
Cause	for
Result	so
Choice	or, not

These are the seven coordinating conjunctions in the English language. Remember them with the acronym: **FANBOYS.**

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Monday- Sentence of the Day

Insert the correct conjunction to complete the compound sentences.

'But' and 'So' Conjunctions

1. My favourite TV show is on _____ I'm too tired to watch it.
2. I am tired _____ I will go to bed.
3. We were going to go to the park today _____ it rained.
4. It rained _____ we stayed inside.
5. The vase smashed _____ now we have to buy a new one.
6. I dropped the vase _____ it didn't smash.
7. I ordered a burger _____ it was burnt.
8. My burger was burnt _____ I sent it back.
9. My friend was upset _____ I gave her a hug.
10. I gave my friend a hug _____ she was still upset.
11. I love playing football _____ I don't like playing hockey.
12. I love playing football _____ I decided to join a team.
13. My favourite food is cake _____ I know it isn't very good for me.
14. I want to be healthy _____ I eat lots of fruit and vegetables.
15. Goldilocks was hungry _____ she decided to eat some porridge.
16. Goldilocks tried the porridge _____ it was too salty.

Tuesday- Sentence of the Day

Join the following sentences together to make compound sentences. Choose a suitable conjunction.

1. I enjoy reading. I don't enjoy cooking.
2. Ben is thoughtful. He always plays with me when I'm lonely.
3. Kate walked home from school slowly. She was tired.
4. Babies cry all the time. They can get some attention from their mum.
5. Year Five is a hardworking class. All of the children want to do well at school.
6. I can use simple sentences in my writing. I can use compound ones to make it more interesting.

Use the lines below re-write the sentences.

[illegible]

Wednesday- Sentence of the day

Tell whether or not each sentence is a compound sentence. Write compound or not compound next to the sentence.

1. Mr. Dubois is fixing the roof on his house.
2. Chloe and her friends went to the cinema but they didn't buy any popcorn.
3. Brandon went to the football game last night but his favourite team lost.
4. Dr. Brown said I could come to his office on Wednesday or I could come on Thursday of next week.
5. I'm going to buy a new tablet computer or I might buy a new mobile phone.
6. Grandma is a terrific cook and we love staying at her house.
7. I'm going to pick up cheese, crackers and juice at the shop.
8. Would you like some hot chocolate or orange juice?

Challenge

Write your own compound sentence correctly on the lines below.

Thursday- Sentence of the Day

Coordinating Conjunctions

In English there are seven coordinating conjunctions which can be used to join sentences.

They are easy to use by remembering: **FANBOYS**

For And Nor But Or Yet So

Underline the conjunctions in the sentences below:

1. It was hot this morning and it was humid in the afternoon.
2. My dad said I can play football or I can play basketball.
3. My brother wanted to have a vanilla ice cream but there was none left.

For each sentence, add the best conjunction:

1. The builder worked really hard on the house _____ that he would receive a good price.
2. My dog refuses to eat chicken _____ fish.
3. The flowers in the garden were beautiful _____ unfortunately I was allergic to them.

Compound Sentence Jigsaws

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

1.

The sun shone down on the people	for and nor but or yet so	
----------------------------------	------------------------------	--------------

2.

The anxious boy screamed	for and nor but or yet so	
--------------------------	------------------------------	--------------

3.

Kaitlyn looked surprised	for and nor but or yet so	
--------------------------	------------------------------	--------------

4.

I love to play video games	for and nor but or yet so	
----------------------------	------------------------------	--------------

5.

Justin dreams of becoming a professional footballer	for and nor but or yet so	
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Pythons

Snakes are a kind of reptile, which means they have cold blood and scales. Some snakes are as small as a coin and others are as long as a bus! Pythons are a type of snake.



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Habitat

Pythons like to live in places that are warm. They need to live in warm places because they have cold blood, which means they are found in deserts and jungles. Living in the jungle gives them plenty of places to hide. They usually hide in trees or under leaves on the ground. Pythons have patterned skin which helps them to blend in with the leaves and bark.

Diet

Pythons do not eat fruit or plants. They eat small animals like rats and lizards. Some pythons are very big, so they will catch bigger animals. Pythons will hide in the trees or leaves and wait for a small animal to pass. They will jump out quickly to catch it. They squeeze the animals and then swallow them whole.

Fun Facts

- Pythons can live for up to 40 years.
- Pythons are very good swimmers.
- Some pythons will hide in the high branches of trees and will catch birds as they fly past.
- There are 26 different types of python.

Reading Term 3 Week 8 Monday Level 1

Pythons - Questions

1. Complete the sentence; 'Snakes are a kind of...'?

2. Where do pythons like to live?

3. How do pythons blend in?

4. Name two animals a python will eat.

5. How long can pythons live for?

6. How many different types of python are there?

7. What is one interesting fact that you have learnt from reading the text today?

Draw a python

Pythons

Snakes are reptiles, which means they are cold-blooded and have scales instead of hair or fur. They can be extremely dangerous and some are very poisonous. They can range in size, from being small enough to fit on a coin, to being longer than a bus! Pythons are one of thousands of different species of snake. There are as many as 26 different types of python.

Habitat

Pythons are very adaptable and are found in many different countries and environments. They tend to be found in environments that are particularly hot, such as parched deserts or humid rainforests. This means that they are largely found throughout the continents of Asia and Africa because they are cold-blooded, which means that they have to use the sun and rocks heated by the sun to warm themselves. If they get too cold, they cannot function properly and they will struggle to hunt and protect themselves from predators. One of the reasons pythons make their home in the rainforest is because it provides many different places to hide. Some pythons will wrap themselves around the branches and disappear amongst the leaves; others will coil up tightly, hidden on the forest floor and wait for prey to come close enough to catch. Pythons have skin which allows them to blend in wherever they are. We call this camouflage. Their skin has patterns that help to hide them by copying the leaves or bark of a tree.

Diet

Pythons are carnivores, which means that they only eat meat. Most pythons will have a diet consisting of small mammals like rats, but they will eat other animals such as birds, lizards, monkeys and even caiman, which are like alligators.

Pythons do not chase their prey; they wait and then strike quickly, gripping with their teeth before wrapping their body around the prey and squeezing tight.

Fun Facts

- The length of a python can range from very small (about 30cm) to the largest ever recorded, at an amazing 8 metres long!
- Even though they live on land or in trees, they are actually very good swimmers.



Photo courtesy of Robert Gossard Photography (Pexels.com) - granted under creative commons license - All Rights Reserved

Pythons - Questions

1. How many different species of snakes are there?

2. Why are pythons found mostly in Asia and Africa?

3. How does the sun help pythons?

4. What is an 'environment'?

5. Give one way that pythons hide in the rainforest?

6. What is a carnivore?

7. How do pythons catch their prey?

8. What allows pythons to camouflage so successfully?

9. What might a large python eat?

10. Can you name another kind of snake?

The Enormous Turnip



Once upon a time, there lived a little old man and a little old woman.
One day, the little old man planted some turnip seeds.



One of the turnips grew... and grew... and grew... until it was enormous.
The little old man pulled, and pulled but still the turnip would not budge.



The little old man shouted to his wife to help.
Together they pulled, and pulled, but still the turnip would not budge!



So they shouted to a boy who was playing in the field.
Together they pulled, and pulled, but still the turnip would not budge!



So they all shouted to a girl to help.
Together they pulled, and pulled, but still the turnip would not budge!



So they all shouted to the old man's dog to help.
Together they pulled, and pulled, but still the turnip would not budge!



So they all called the little old woman's cat to help.
Together they pulled, and pulled, but still the turnip would not budge!



So they all called the farmhouse mouse to help.



Together they pulled, and pulled, and pulled, and suddenly... out popped the enormous turnip! The little old man was very pleased.
He invited everyone round for a turnip dinner!



Questions about The Enormous Turnip

Answer the questions below in full sentences.

1. Name three characters in the story.

2. What vegetable were they trying to pull up?

3. Who tried to pull it up on their own?

4. Who did the little old man call to help him first?

5. Who did they call to help them after the little old woman?

6. Where was the boy playing?

7. What pet did the little old man have?

8. What pet did the little old woman have?

The Enormous Turnip



Once upon a time, there lived a little old man and a little old woman. One day, the little old man planted some turnip seeds. One of the turnips grew... and grew... and grew... until it was enormous.

The little old man pulled, and pulled, and pulled, but still the turnip would not budge. The little old man shouted to his wife to help. Together they pulled, and pulled, but still the turnip would not budge! So the little old man and the little old woman shouted to a boy who was playing in the field. Together they pulled, and pulled, and pulled, but still the turnip would not budge!



So the little old man, the little old woman and the boy shouted to a girl to help them. Together they pulled, and pulled, and pulled, but still the turnip would not budge! So the little old man, the little old woman, the boy and the girl shouted to the old man's dog to help them. Together they pulled, and pulled, and pulled, but still the turnip would not budge!

So the little old man, the little old woman, the boy, the girl and the dog called the little old woman's cat to help. Together they pulled, and pulled, and pulled, but still the turnip would not budge! So the little old man, the little old woman, the boy, the girl, the dog and the cat called the farmhouse mouse to help.



Together they pulled, and pulled, and pulled, and suddenly... out popped the enormous turnip! The little old man was very pleased. He invited everyone round for a turnip dinner!



Questions about The Enormous Turnip

Answer the questions below in full sentences.

1. Name all the characters in the story.

2. Who did they call for after the little old woman? Where was this character?

3. Who did they call to help them after the boy?

4. Which animals lived at the farmhouse?

5. Who did they call to help them before the cat?

6. Why do you think they wanted to pull up the turnip?

7. Why do you think the turnip wouldn't budge?

8. Describe the turnip using three adjectives.

9. How many characters did it take to pull out the turnip?

10. Why do you think the little old man invited everyone round for turnip dinner?

Ladybirds

Ladybirds are a kind of beetle. They have a hard shell which they can open up to let out their wings. Ladybirds' shells are normally red or orange with black spots. They have four wings altogether.



How Do Ladybirds Defend Themselves?

Ladybirds have a couple of tricks to keep themselves safe.

- First of all, their bright colours let other animals know that they are not tasty and not worth eating.
- Ladybirds are able to do something pretty amazing. They can bleed from their knees. This liquid smells horrible and is poisonous to any animals that eat it.

Did You Know?

Most people believe that you can tell a ladybird's age by how many spots it has. This isn't true. Their spots actually tell you what kind of ladybirds they are.

Top Ladybird Facts

- Ladybirds don't smell with their noses but with their feet.
- Their jaws don't chew up and down but side to side.
- When ladybirds get older, their spots and their colours start to fade.

A Final Fact

In many countries around the world, it is believed to be bad luck to kill a ladybird so be careful where you are walking!

Questions About Ladybirds

Answer the questions below in full sentences.

1. Finish this sentence:

Ladybirds are a kind of _____

beetle

caterpillar

2. How many wings does a ladybird have?

3. What do the number of spots on a ladybird tell us?

4. What do ladybirds use to smell?

5. What is it bad luck to do?

6. What is your favourite fact about ladybirds?

Ladybirds

Ladybirds are a species of insect. In fact, they are a type of beetle. They do not have a skeleton like humans but an exoskeleton in the shape of a hard shell. This shell is very clever as it can be opened to allow two pairs of wings to be released. Ladybirds can have a variety of colourings but the most common in the United Kingdom is bright red with dark patches or spots. Ladybirds should not be able to fly very well as their bodies are large compared to the size of their wings so they have to beat them very quickly to generate enough power to fly. In fact, they are able to beat their wings rapidly, at over 85 times a second. This is one of the fastest wing speeds in the animal kingdom.



How Do Ladybirds Defend Themselves?

Ladybirds have a variety of approaches to ensure that they do not become prey for any other animals. First of all, their bright colours let other animals know that they are not tasty and not worth eating. Bright colours are known to be a warning in nature, making it clear that they are dangerous in some way. Other animals use bright colours to warn off predators such as wasps, snakes and poison dart frogs. Ladybirds have another, far more unusual way of defending themselves. They can bleed from their knees. This fluid smells terrible, discouraging predators from getting too close and is poisonous to any animals that eat it.

Did You Know?

It is believed that a ladybird's age is directly linked to the number of spots on its shell. This is false however. The arrangement of spots can be used to define exactly what species of ladybird it is.

Top Ladybird Facts

- Ladybirds don't have the same features as humans. They don't have a nose so use their feet in order to sense smells.
- Ladybirds are affected by old age, just like people. Whereas people's hair might go grey, when ladybirds get older, their spots and their colours start to fade.

Just as ladybirds are similar to wasps by using colour as a defence mechanism, they share features with other animals too. When the winter begins and the temperature drops, ladybirds search for places to keep warm. They may hibernate inside discarded bark and leaves, and even inside people's houses. They also gather together in groups to conserve warmth. This means they hibernate, like certain mammals, sleeping, waiting for the warm weather to arrive.

Questions About Ladybirds

Answer the questions below in full sentences.

1. What is another name for a ladybird's hard shell?

2. Why do ladybirds have to beat their wings so quickly?

3. What does hibernate mean?

4. Name two other animals that use bright colours to deter predators.

5. How are ladybirds affected by old age?

6. How does ladybird blood put off predators?

7. Where might you find a ladybird in the winter?

8. Name one amazing fact you learnt about ladybirds.

Animals That Dig

by Susan LaBella



Some animals dig holes or tunnels under the ground. The holes and tunnels are called burrows. Many of those animals live in burrows and have babies there.

Moles dig burrows. Moles live in burrows most of the time. They catch earthworms to eat.

Chipmunks dig large burrows. A chipmunk stores food in its burrow. The chipmunk also makes its nest there. In the winter, groundhogs hibernate in burrows. In the spring, they come out and look for food to eat.

Prairie dogs dig burrows called towns. Groups of prairie dogs live together in these burrows.

Reading Term 3 Week 8 Thursday Level 1

1. Some animals dig holes or tunnels under the ground.

What are these holes and tunnels called?

- A. caves
- B. burrows
- C. nests

2. The text describes burrows and the animals that make them. What animal lives in its burrow most of the time?

- A. groundhogs
- B. moles
- C. chipmunks

3. Moles live in burrows most of the time. Prairie dogs live together in groups in burrows. What does this information tell us about moles and prairie dogs?

- A. Both moles and prairie dogs live in groups.
- B. They use burrows in a similar way.
- C. They use burrows in very different ways.

Reading Term 3 Week 8 Thursday Level 1

4. What is "Animals That Dig" mainly about?

- A. animals that live in burrows
- B. chipmunk burrows
- C. characteristics of burrows

5. What do we call prairie dog burrows?

Prairie dog burrows are called

6. What did you learn from "Animals That Dig"?

7. Class Discussion Question: Why are burrows important places for some animals? Use information from the text to support your answer.

8. Draw a prairie dog town.

Reading Term 3 Week 8 Thursday Level 2

African Animals

Much of the continent of Africa is a savanna. A savanna is an open grassland with few trees. Africa's savanna is home to many different types of animals.



World Almanac for Kids

Lions are big cats.

The savanna is a habitat. A habitat is a place where an animal lives. Here are some animals that live in the African savanna.

Lion

Lions are big cats with gold-colored fur. Lions are carnivores (KARneh-vawrz). Carnivores are meat eaters. Lions live together in a group called a pride.

Elephant

Elephants are animals with trunks and tusks. Elephants are herbivores (ER-beh-vawrz). Herbivores are plant eaters. Elephants live together in a group called a herd.

Giraffe

Giraffes are the tallest animals in the world. They are plant eaters. Their height helps them reach leaves on tall trees. Giraffes live in a herd of about 10 animals.



U.S. Fish and Wildlife Service

Giraffes are the tallest animals in the world.

Warthog

Warthogs are a type of wild hog. Warthogs are omnivores (AHM-nehvawrz). Omnivores eat both plants and meat. Female and baby warthogs live in a small group called a sounder. Males live alone.

Hippopotamus

Hippopotamuses are animals that live partly on land and partly in water. They are herbivores that eat mainly grasses. Hippos live in a herd of up to 15 members.

Reading Term 3 Week 8 Thursday Level 2

Answer these questions in your Home Learning book or on paper.

Name: _____ Date: _____

1. Describe the African savanna.
2. How are elephants and giraffes similar?
3. According to the article, what is a warthog? Describe one key characteristic of a warthog.
4. What is this passage mostly about?
5. The question below is an incomplete sentence. Choose the word that best completes the sentence.

Many animals live in groups or herds for protection, _____ they can still be attacked by lions and other meat-eating animals.

- A. so
- B. because
- C. but

Meet Some Desert Animals

by Susan LaBella



Deserts are very dry places. They get almost no rain. Interesting animals live in Earth's deserts. Here are a few of them.

Jackrabbits have long ears. Their ears help them get rid of body heat and stay cool in the desert. Jackrabbits eat twigs and cactus plants.

The desert tortoise digs holes, called burrows, under the ground.

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Staying in its burrows helps the tortoise keep cool when the desert sun is very hot.

Prairie dogs are fast runners. They run quickly from desert enemies such as coyotes and eagles. Prairie dogs call to one another when danger is near.

1. How do a jackrabbit's long ears help it survive in the desert?

- A. They help it hear enemies.
- B. They help it look good.
- C. They help it stay cool.

2. How does this text describe a desert habitat?

- A. Deserts are very dry and get almost no rain.
- B. Deserts are very cold and get lots of snow.
- C. Deserts are very wet and get lots of rain.

3. Coyotes and eagles are enemies for the prairie dog, which lives in the desert. What does this information tell us about where coyotes and eagles live?

- A. Coyotes and eagles live in the ocean.
- B. Coyotes and eagles live in the forest.
- C. Coyotes and eagles live in the desert.

4. What is "Meet Some Desert Animals" mostly about?

- A. animals that live in the desert
- B. predators of prairie dogs
- C. characteristics of the desert habitat

5. What does a desert tortoise stay in to keep cool when the desert sun is very hot?

To stay cool when the desert sun is very hot, a desert tortoise stays in

6. What did you learn from "Meet Some Desert Animals"?

7. Class Discussion Question: Using information from the text to support your conclusions, discuss whether or not a desert tortoise could survive the hot desert sun if it was not in a burrow.

8. Draw the animals mentioned in this text and the desert habitat that they live in.

Animals of Africa

by ReadWorks



a map of the continent of Africa

Africa is home to some of the most majestic animals on Earth. Let's take a close look at some of these animals.

African Elephants

African elephants are the largest animals on Earth that live on land. They travel in groups called herds. These herds are usually made up of related female elephants and their calves. Males normally travel by themselves. But

sometimes they also form small groups with other males.

Like all elephants, African elephants have very long noses called trunks. They suck in water through their trunks and spray it over their bodies. This helps them stay cool in the heat. They also breathe and grab things with their trunks.

African elephants eat roots, grasses, fruit, and tree bark. They can eat up to 300 pounds of food in a day!



African elephants

Giraffes

Giraffes are beautiful spotted animals. They have very long necks. They're also the tallest animals to walk the earth. Giraffes live in areas covered by grass. These areas are called grasslands.

Giraffes have great vision. With the help of their height and vision, they can easily spot predators, such as lions, from a distance. It's believed that other animals such as zebras form groups near giraffes for this reason! They know if danger is coming, giraffes will see it.



a giraffe

Lions

Everyone knows lions are the kings of the jungle, right? Well, they don't actually live in jungles! They live in grasslands, just like giraffes. They also live in deserts.

Lions form groups called prides. Anywhere from 3 to 40 lions may live in one pride. Female lions (called lionesses) raise the cubs and hunt for food. They hunt mainly at night in small groups. Male lions defend the area where the pride is staying. They use their loud roars to scare off other animals trying to get too close.



lionesses

Reading Term 3 Week 8 Friday Level 2

1. According to the text, what is home to some of the most majestic animals on Earth?

- A. Africa
- B. South America
- C. Asia

2. What does the text list and describe?

- A. three kinds of environments in Africa
- B. three kinds of animals that live in Africa
- C. three kinds of ways African elephants are like Asian elephants

3. Please read these sentences from the text:

"Lions form groups called prides. Anywhere from 3 to 40 lions may live in one pride. Female lions (called lionesses) raise the cubs and hunt for food. They hunt mainly at night in small groups. Male lions defend the area where the pride is staying. They use their loud roars to scare off other animals trying to get too close."

What can you conclude from this information about members of a pride?

- A. Members of a pride all have to help defend the area where the pride is staying.
- B. Members of a pride have different roles based on whether they're male or female and on their age.
- C. Members of a pride all have to find food for the pride to eat.

4. How is a giraffe's vision similar to an African elephant's trunk?

- A. They're both used to spot danger from a distance.
- B. They're both used to scare away other animals that could be a threat.
- C. They're both used to help animals survive in their environments.

5. What is the main idea of this text?

- A. African elephant herds are usually made up of related female elephants and their calves.
- B. African elephants, giraffes, and lions are some of the majestic animals that live in Africa.
- C. It's believed that animals such as zebras form groups near giraffes so that they can be warned if danger is coming.

Writing – Monday

We are starting to write warning tales! They are stories where the character is warned not to do something and does not listen.

Below is an example of a warning tale.

Zane the Zebra Learns a Lesson

In the grasslands of Africa lived Zane, a young, enthusiastic and careless zebra.

Zane was often told by his mother not to wander off away from group. "If you wander from the group you will be attacked. You must stay with us to keep safe!"

The character not listening to the warning

But being the mischievous irresponsible zebra Zane was, he couldn't help but wander off from his family as he played and explored the land.

Without warning, a leopard appeared from the long grass and pounced on innocent Zane...ready to attack!

Luckily, Zane's mother came galloped along and used her strong legs to kick the hungry leopard away.

From then on, Zane learned to always stay in the safety of the group and most importantly to always listen to his mother.

In the third paragraph, our character does not listen to the warning. We describe the character again and then tell the audience what our character does instead of listening to the warning.

Copy the third paragraph on the lines below:

But being the mischievous reckless zebra Zane was, he couldn't help but wander off from his family.

Writing – Tuesday

In the third paragraph, our character does not listen to the warning. We describe the character again and then tell the audience what our character does instead of listening to the warning.

Copy the third paragraph on the lines below:

But being the mischievous reckless zebra Zane was, he couldn't help but wander off from his family.

We can add more information about what Zane does while wandering off from his family.

Copy lines below:

But being the mischievous reckless zebra Zane was, he couldn't help but wander off from his family as he played and explored the grasslands.

Writing – Wednesday

In the third paragraph, our character does not listen to the warning. We describe the character again and then tell the audience what our character does instead of listening to the warning.

Copy the third paragraph on the lines below:

But being the mischievous reckless zebra Zane was, he couldn't help but wander off from his family.

Extension: Need a challenge? Write your own third paragraph for Carrie the Kangaroo. She is cheeky and careless and hops away from her family.



Writing – Thursday

In the third paragraph, our character does not listen to the warning. We describe the character again and then tell the audience what our character does instead of listening to the warning.

Zane the _____ Learns a Lesson

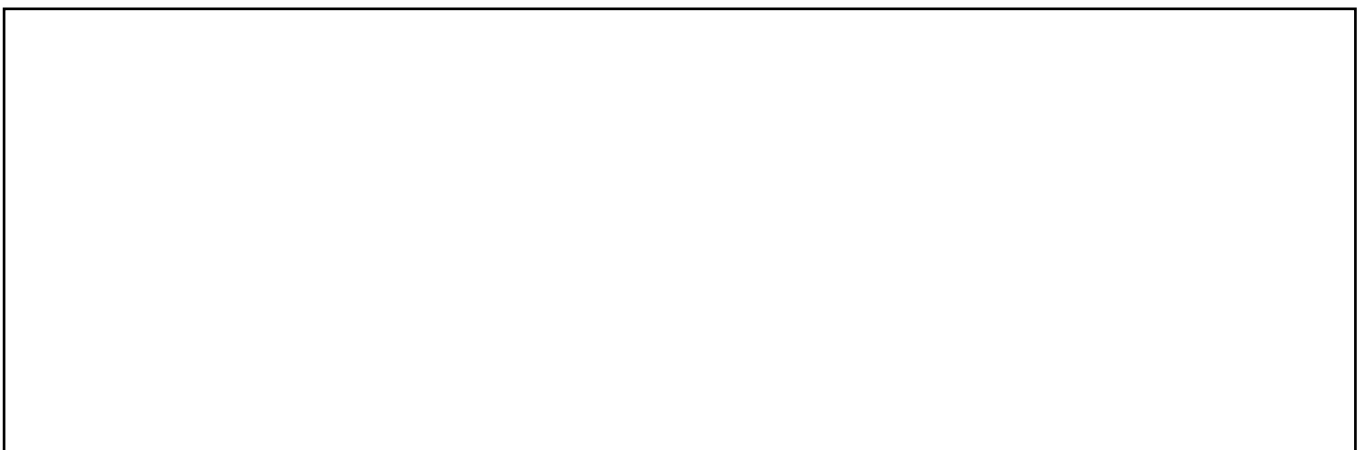
In the grasslands of Africa lived Zane, a young, enthusiastic and careless zebra.

Zane was often told by his mother not to wander from the group. “If you wander from the group, you will be _____!” warned his _____.

But being the _____ zebra Zane was, he couldn’t help but _____ from his _____.

Copy this onto a spare piece of paper if you have some.

Draw a picture of our cheeky and reckless Zebra below.



Writing – Friday



Fill in the blanks to complete your title, orientation and warning.

Then copy it on some spare paper if you have some.

Zane the _____ Learns a Lesson

In the grasslands of _____ lived Zane, a _____,
enthusiastic and careless zebra.

Zane was often told by his _____ not to _____
from the group. “If you wander from the _____,
you will be _____!” warned his _____.

But being the _____ _____ zebra Zane
was, he couldn’t help but _____ _____ from his
_____.


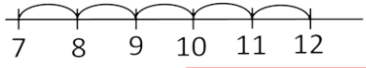
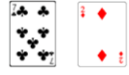
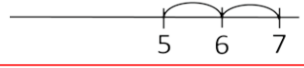

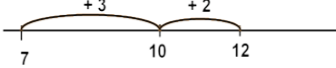

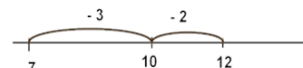

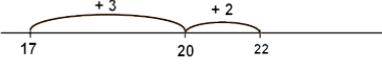

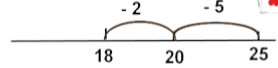

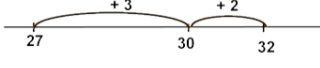

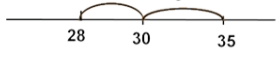

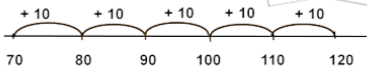

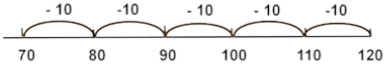

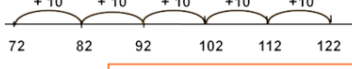

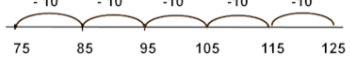
Draw a picture of Zane the Zebra below

A large, empty rectangular box with a black border, intended for drawing a picture of Zane the Zebra.

Monday - Friday : Students to work on their addition and subtraction levels each day.

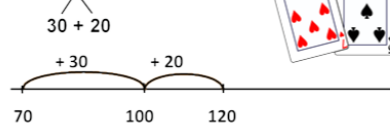
Addition and Subtraction Levels

1. Have a look at the maths levels below and remind yourself which level you are working at.

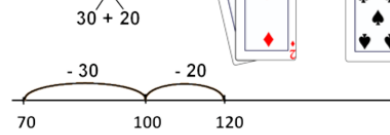
<p style="text-align: center; background-color: red; color: white; padding: 2px;">Addition and Subtraction - by 1's using a number line</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div> $7 + 5 = 12$ </div> <div>  </div> </div> <div style="margin-top: 10px;">  </div> <div style="border: 1px solid red; padding: 5px; margin-top: 10px; display: flex; justify-content: space-around; align-items: center;"> <div> $7 - 2 = 5$ </div> <div>  </div> </div> <div style="margin-top: 10px;">  </div>	<p style="text-align: center; background-color: green; color: white; padding: 2px;">Addition and Subtraction - bridging to 10</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div> $7 + 5 = 12$ $\begin{array}{r} 7 \\ + 5 \\ \hline 3 + 2 \end{array}$ </div> <div>  </div> </div> <div style="margin-top: 10px;">  </div> <div style="border: 1px solid green; padding: 5px; margin-top: 10px; display: flex; justify-content: space-around; align-items: center;"> <div> $12 - 5 = 7$ $\begin{array}{r} 12 \\ - 5 \\ \hline 2 + 3 \end{array}$ </div> <div>  </div> </div> <div style="margin-top: 10px;">  </div>
<p style="text-align: center; background-color: lightblue; color: white; padding: 2px;">Addition and Subtraction - bridging to 20</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div> $17 + 5 =$ $\begin{array}{r} 17 \\ + 5 \\ \hline 3 + 2 \end{array}$ </div> <div>  </div> </div> <div style="margin-top: 10px;">  </div> <div style="border: 1px solid lightblue; padding: 5px; margin-top: 10px; display: flex; justify-content: space-around; align-items: center;"> <div> $25 - 7 =$ $\begin{array}{r} 25 \\ - 7 \\ \hline 5 + 2 \end{array}$ </div> <div>  </div> </div> <div style="margin-top: 10px;">  </div>	<p style="text-align: center; background-color: blue; color: white; padding: 2px;">Addition and Subtraction - bridging to any decade</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div> $27 + 5 =$ $\begin{array}{r} 27 \\ + 5 \\ \hline 3 + 2 \end{array}$ </div> <div>  </div> </div> <div style="margin-top: 10px;">  </div> <div style="border: 1px solid blue; padding: 5px; margin-top: 10px; display: flex; justify-content: space-around; align-items: center;"> <div> $35 - 7 = 27$ $\begin{array}{r} 35 \\ - 7 \\ \hline 5 + 2 \end{array}$ </div> <div>  </div> </div> <div style="margin-top: 10px;">  </div>
<p style="text-align: center; background-color: purple; color: white; padding: 2px;">Addition and Subtraction - 2 tens numbers counting by 10's</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div> $70 + 50 =$ </div> <div>  </div> </div> <div style="margin-top: 10px;">  </div> <div style="border: 1px solid purple; padding: 5px; margin-top: 10px; display: flex; justify-content: space-around; align-items: center;"> <div> $120 - 50 =$ </div> <div>  </div> </div> <div style="margin-top: 10px;">  </div>	<p style="text-align: center; background-color: orange; color: white; padding: 2px;">Addition and Subtraction - two-digit and tens number counting off the decade</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div> $72 + 50 =$ </div> <div>  </div> </div> <div style="margin-top: 10px;">  </div> <div style="border: 1px solid orange; padding: 5px; margin-top: 10px; display: flex; justify-content: space-around; align-items: center;"> <div> $125 - 50 =$ </div> <div>  </div> </div> <div style="margin-top: 10px;">  </div>

Addition and Subtraction - two-digit and tens number using partitioning

$$70 + 50 =$$

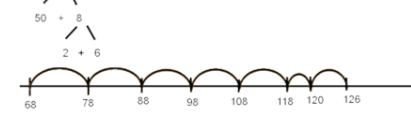


$$120 - 50 =$$

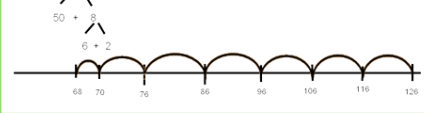


Addition and Subtraction - 2 two-digit numbers using partitioning

$$68 + 58 =$$

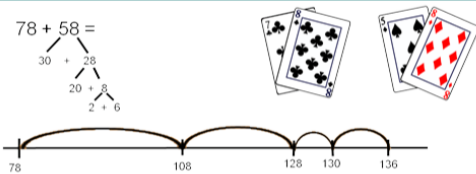


$$126 - 58 =$$

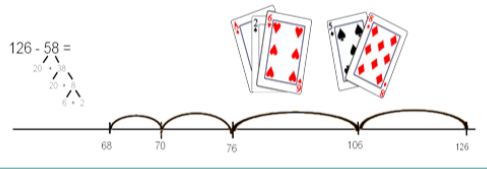


Addition and Subtraction - 2 two-digit numbers using place value

$$78 + 58 =$$

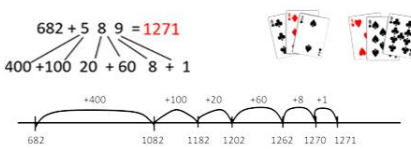


$$126 - 58 =$$

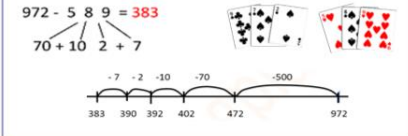


Addition and Subtraction - three digit numbers using place value

$$682 + 589 = 1271$$

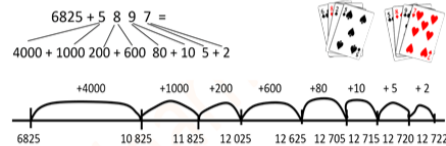


$$972 - 589 = 383$$

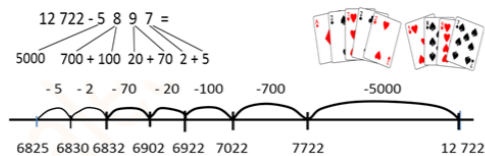


Addition and Subtraction - four digit numbers using place value

$$6825 + 5897 =$$



$$12722 - 5897 =$$



Monday – Maths - Partitioning tens numbers

Match the number pairs that equal to the correct sum.

$$10 + 80 =$$

$$10 + 30 =$$

50

$$20 + 30 =$$

$$20 + 40 =$$

70

$$40 + 30 =$$

$$40 + 10 =$$

90

$$20 + 20 =$$

$$20 + 60 =$$

40

$$40 + 40 =$$

80

$$20 + 50 =$$

60

$$30 + 30 =$$

$$60 + 30 =$$

TUESDAY – MATHS – COUNT BY 1S, 10S, 100S FROM THREE-DIGIT NUMBERS

Fill in the missing numbers.

1.

294	295			298	299		301
-----	-----	--	--	-----	-----	--	-----

2.

405		403	402		400		398
-----	--	-----	-----	--	-----	--	-----

3.

277	377		577		777		
-----	-----	--	-----	--	-----	--	--

4.

845	745		545		345	245	
-----	-----	--	-----	--	-----	-----	--

5.

244	254			254		304		324
-----	-----	--	--	-----	--	-----	--	-----

6.

458	468			498		518	
-----	-----	--	--	-----	--	-----	--

7.

641	631		611		591		571
-----	-----	--	-----	--	-----	--	-----

8.

946	936		916		896		876
-----	-----	--	-----	--	-----	--	-----

9.

136		116			86		
-----	--	-----	--	--	----	--	--

10.

	874	774		574		374	
--	-----	-----	--	-----	--	-----	--

WEDNESDAY PROBLEM SOLVING USING ADDITION AND SUBTRACTION

WALT : SOLVE ADDITION AND SUBTRACTION WORD PROBLEMS

Complete the word questions below.

Example –

Miss Abid spent two days collecting berries. She collected 34 berries on the first day and 43 berries on the second day. How many more berries did she collect on the second day.

I have 3 strategies. I will choose one of them to solve the word problem.

Strategy 1 : $43 - 34 = \underline{\quad}$

Strategy 2 : $43 - \underline{\quad} = 34$

Strategy 3 : $34 + \underline{\quad} = 43$

$$\begin{array}{r}
 \begin{array}{ccc}
 & -7 & -3 \\
 \hline
 34 & & 40 & & 43
 \end{array} \\
 43 - 34 = \boxed{10}
 \end{array}$$

Miss Abid collected **10** more berries on the second day.

1. Ali reads 23 pages of his book in a day, but Ahmed reads 43 pages. How many more pages did Ahmed read than Ali?
2. Junaid would like to buy a ball which costs \$50 but only has \$30. How much more money does Junaid need?
3. Douha collected 30 flowers from her garden. She kept 15 flowers and gave the rest to Ayesha. How many flowers did she give away to Ayesha?
4. Layanne drew 25 amazing pictures. She kept 7 and gave the rest to her classmates. How many pictures did she give away to her classmates?
5. Asiyah made 36 necklaces together. Asiyah kept 10 necklaces and gave the rest to Sabrine. How many necklaces does Sabrine have now?

Read the part of the problem that is asking you to find something out.

April had 12 biscuits.
She gave 2 to a friend and ate 3.
How many biscuits does April have left?

I think I have to find out...

Understand the information you need to find it out.

April had 12 biscuits.
She gave 2 to a friend and ate 3.
How many biscuits does April have left?

I need to know...

Choose a strategy that you could use to find it out.

April had 12 biscuits.
She gave 2 to a friend and ate 3.
How many biscuits does April have left?

I could... $+$ \div $-$ \times $\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$ $\frac{1}{5}$ $\frac{1}{6}$ $\frac{1}{7}$ $\frac{1}{8}$ $\frac{1}{9}$ $\frac{1}{10}$

Use a strategy to find it out.

April had 12 biscuits.
She gave 2 to a friend and ate 3.
How many biscuits does April have left?

I... $+$ \div $-$ \times $\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$ $\frac{1}{5}$ $\frac{1}{6}$ $\frac{1}{7}$ $\frac{1}{8}$ $\frac{1}{9}$ $\frac{1}{10}$

Check that you have found out.

April had 12 biscuits.
She gave 2 to a friend and ate 3.
How many biscuits does April have left?

I have found out ...

THURSDAY – PROBLEM SOLVING USING ADDITION AND SUBTRACTION

WALT : CREATE WORD PROBLEMS

Create word problems that may be solved using the number sentences.

For example:

$$45 - 10 = \underline{\quad}$$

Josh had 45 apples.

He gave 10 to Jill.

How many apples did Josh have left?

Josh had 45 apples.

He gave some to Jill and had 10 apples left.

How many apples did Josh give to Jill?

Number Sentences	Word Problems
$35 - 10 = \underline{\quad}$	
$25 - \underline{\quad} = 15$	
$30 - 20 = \underline{\quad}$	
$45 - 15 = \underline{\quad}$	
$55 - \underline{\quad} = 45$	
$32 - 10 = \underline{\quad}$	

FRIDAY – FINDING DIFFERENCE IN 3 WAYS

Find the difference between the two numbers by either:

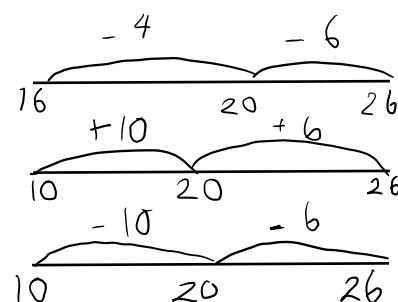
- Subtracting the lower number from the higher number.
- Adding on from the lower number to make the higher number.
- Subtracting the higher number to make the lower number.

For example - Find the difference between 26 and 10.

$$26 - 10 = \underline{16}$$

$$10 + \underline{16} = 26$$

$$26 - \underline{16} = 10$$



Find the difference between:

34 and 10	
45 and 15	
28 and 14	
27 and 10	
25 and 15	
20 and 14	
55 and 20	

Claw walk nawl report tall

morning cord dawn

Dad snores like a train!

Explore the jungle with me!

Which way is North?

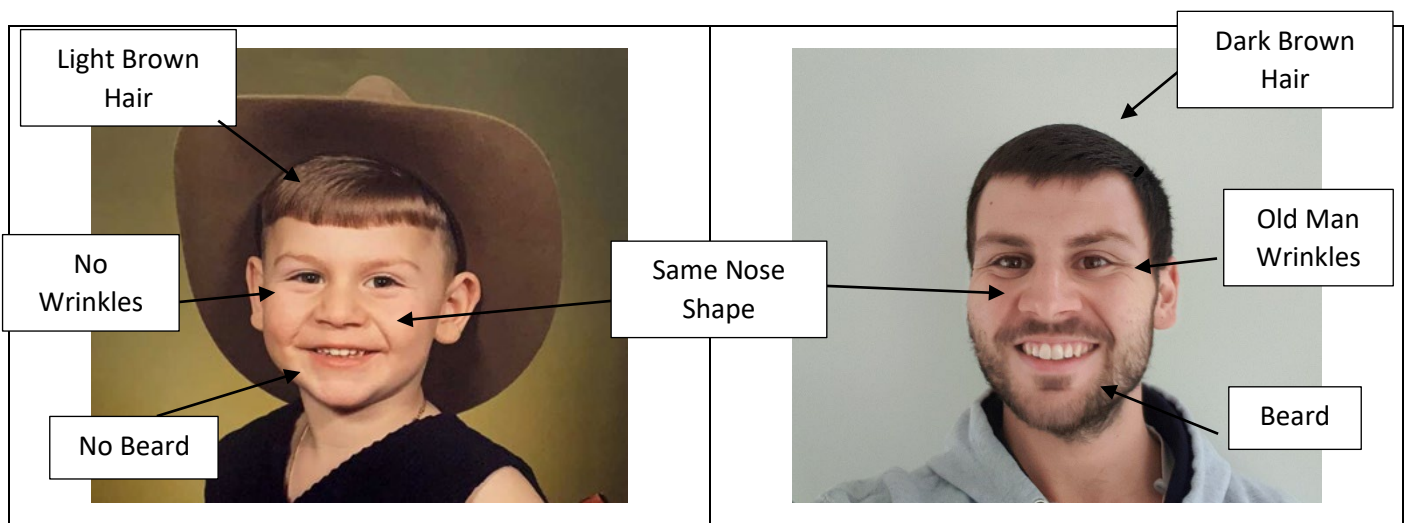
Wednesday -Science – Biological Science

As living things grow, some things may change in small or big ways. The way butterflies grow from an egg, to a caterpillar, then a chrysalis and then a butterfly, they have big changes in the way they look. Some living things, like people, have smaller changes or things that might stay the same even though we are still growing bigger.

Today, you will be looking closely at your own face and that of your baby photo. You will be comparing their features from when you were a baby to your features now to look for what is the same and what is different. You will draw your features and label them, **some features you might focus on could be your hair colour, head shape or size, eye colour, nose shape or if you have freckles.**

I'll do an example for you:

Mr Economou – Then and Now



Your Turn! Look at a photo from when you were a baby and on the next page you will draw yourself.

Draw yourself from when you were a baby (then) in the left box and draw you now in the right box. Label the things that are the same and different between the two.

(Put your name here) _____ **- Then and Now**

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Why is an address important?

1

Take a closer look at the pictures.

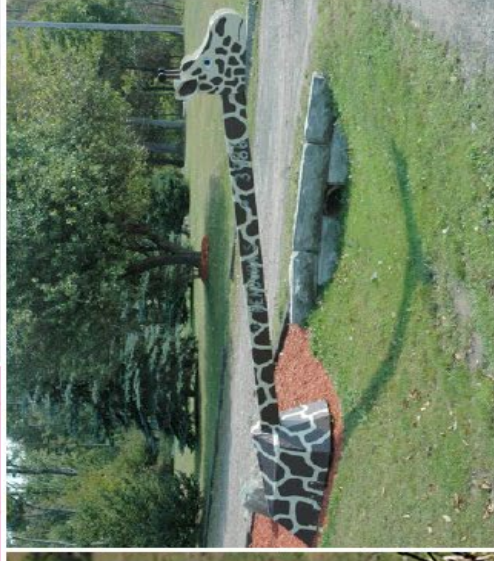


2

These things are all used for the same purpose.

Every house and apartment will have one but they don't all look the same.

With **a partner**, talk about what you think they might be.



Lesson 1

Finding Places

Unit 2 Australian Places

Posting a letter seems easy, you just have to write the address on the envelope and put it in the post box.

But a lot happens to the letter after you post it and before the other person receives it.

5 Watch the video *The Journey of a Letter*.

In a **small group**, look at what a letter needs and decide which letters would be easily delivered.



Watch the video ‘The Journey of a letter’ by using the link below.

This is a great video to show us what happens to each letter once it received by the post office.

<https://www.youtube.com/watch?v=3WumR2qpqP8>



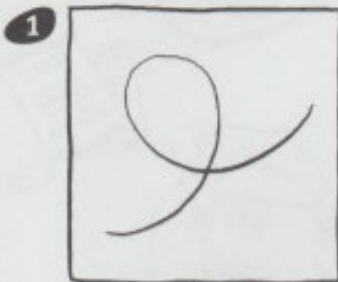
9 Address the letter to yourself.

The image shows a template for a letter envelope. In the top right corner, there is a postage stamp with a value of \$1, featuring a landscape scene and the word 'AUSTRALIA'. Below the stamp, there are several lines for an address, each with a label in parentheses: (Name), (House number and street name), (Suburb or town), and (State). At the bottom right, there is a section for the POSTCODE, consisting of four empty boxes.

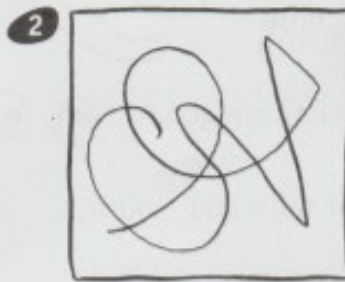
Drawing shapes

Unit 35

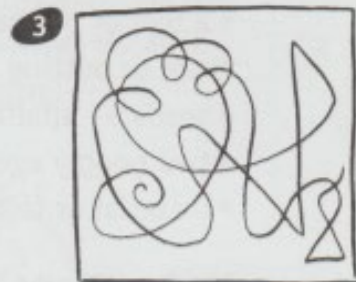
This is all about drawing different shapes without taking your pencil off the paper.



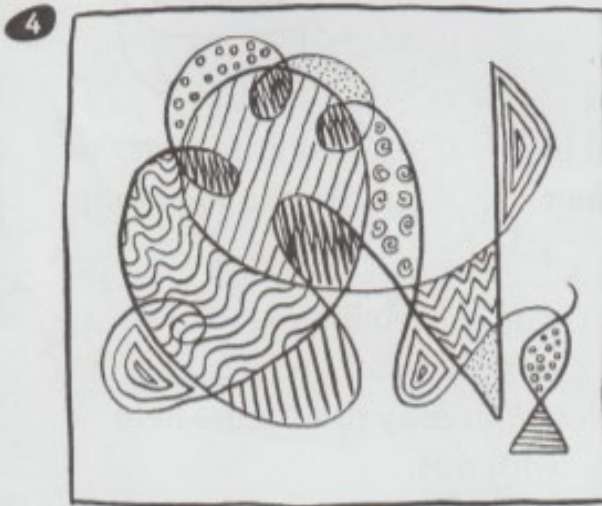
Start by drawing a line across your paper. Turn left and then turn right.




Now take your pencil for a walk in different directions.



Cross over the lines you have already made. Make straight and curly lines.



Now colour in the different shapes you have made with different colours.

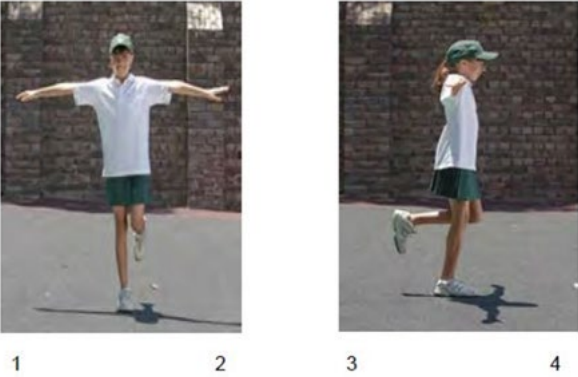
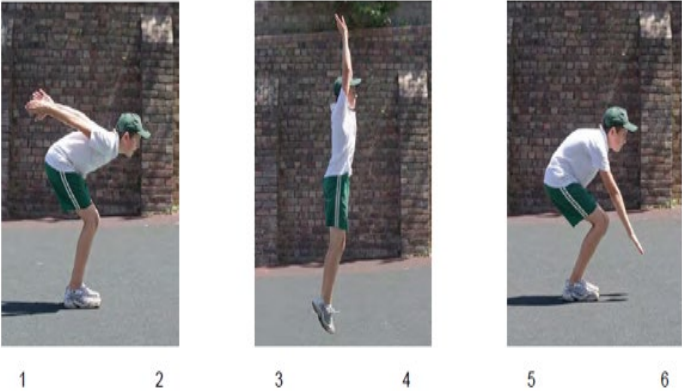


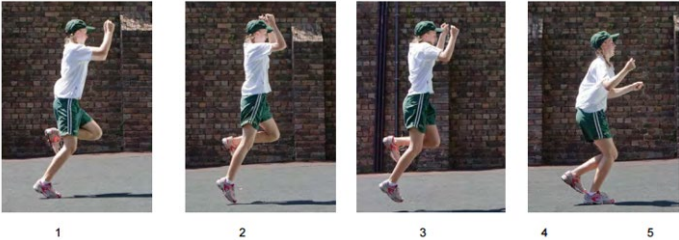
Remember use a lead pencil and don't take it off the paper. Then use pencils, pen and crayons to colour your shapes with different patterns.

Fundamental Movement Skills

The skills on this page are key movement skills that will you will learn and develop to help you in building your strength and ability in sports and other activities.

Your Job is to perform the following activities for the set amount of time indicated.

<p>Static Balance – Card Twelve</p> <div data-bbox="150 663 730 1037"></div>	<ol style="list-style-type: none">1. Support leg still, foot flat on the ground.2. Non-support leg bent, not touching the support leg.3. Head stable, eyes focused forward.4. Trunk stable and upright.5. No excessive arm movements.	<p>Complete this holding for 15 seconds on each leg 3 times.</p>
<p>Vertical jump – Card Three</p> <div data-bbox="118 1411 802 1800"></div>	<ol style="list-style-type: none">1. Eyes focused forward or upward throughout the jump.2. Crouches with knees bent and arms behind the body.3. Forceful forward and upward swing of the arms.4. Legs straighten in the air.5. Lands on balls of feet and bends knees to absorb landing.6. Controlled landing with no more than one step in any direction.	<p>Complete this movement 30 times.</p>

<p>Hop – Card One</p>  <p>1 2 3 4 5</p>	<ol style="list-style-type: none"> 1. Support leg bends on landing, then straightens to push off. 2. Lands and pushes off on the ball of the foot. 3. Non-support leg bent and swings in rhythm with the support leg. 4. Head stable, eyes focused forward throughout the jump. 5. Arms bent and swing forward as support leg pushes off. 	<p>Complete this hopping 15 times on each leg 3 times.</p>
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If you finish quickly and want some more activities you can complete the following activities:

- Do some Cosmic Kids Yoga: “Squish The Fish | A Cosmic Kids Yoga Adventure!”
<https://www.youtube.com/watch?v=2cNjAjo0SI&list=PL8snGkhBF7nhEquR7wXbzIXjFrIXszeH&index=6>
- Why not sign up to Go Noodle and complete some of the free videos.
<https://www.gonoodle.com/>

Don't forget Hip Hop Thursdays and Fitness Fridays

All you need to do is click on the zoom link at the times listed below in the table and enter the passcode if asked.

<https://us06web.zoom.us/j/88486309655?pwd=L0NhNmJFUxE3ZHFtbWJCQktwYnVhUT09>

Meeting ID: 884 8630 9655

Passcode: 506086

Week	THURSDAY - 2nd	FRIDAY - 3rd
8	1050-1130 - Blaxcell St PS K-6 Hip Hop	1105-1145 - Blaxcell St PS K-6 Fitness
Week	THURSDAY - 9th	FRIDAY - 10th
9	1050-1130 - Blaxcell St PS K-6 Hip Hop	1105-1145 - Blaxcell St PS K-6 Fitness
Week	THURSDAY - 16th	FRIDAY - 17th
10	1050-1130 - Blaxcell St PS K-6 Hip Hop	1105-1145 - Blaxcell St PS K-6 Fitness

Year 2: Week 8 Specialist Learning Pack

Learning intention: We are learning to write to entertain with a warning tale. They are stories where the character is warned not to do something and does not listen. Grasslands are the setting for our warning tales.

Success Criteria: We can write a **title** for a warning tale using **alliteration**. We can write an **orientation** for a warning tale. We can write a **warning** for a warning tale. We can write a **compound** and a **complex sentence**.

Monday Revision

A compound sentence is two sentences joined together with a coordinating conjunction. Example: for and nor but or yet so

- Circle the coordinating conjunction in the sentence below.

Most grasslands are on flat land, but some are on mountains.

- Join the sentences below to make compound sentence using the coordinating conjunction **but**.

I ran to frolic in the wildflowers. My mother said I will be in **danger**.

- Write two compound sentences using a **coordinating conjunction**.

1.

2.

- Select a name for your character and fill in the blanks. Then copy your title on the line below. Don't forget to use **alliteration**.

_____ the _____ animal _____ Learns a Lesson.
Name animal

- Fill in the blanks and complete the **orientation** on the lines below.

In the grasslands of Africa lived _____, a young,
name
_____ and playful _____.
adjective animal

- Fill in the blanks to complete the **warning**.

_____ was often told by his _____ not to wander
Name someone
away from the colony. "If you wander from the _____, you will
be in _____!" warned his mother.

Tuesday: We are **learning** to write a **complex sentence**.

- A **complex sentence** is formed when you join a **main clause** and a **subordinate clause** with a **comma**.
- A **main clause** is a sentence which makes sense all on its own.
- A **subordinate clause** needs help from a **main clause** to make a **complex sentence**.

Being the spirited excitable badger Brett was, he couldn't help but

subordinate clause

comma

main clause

scamper off to frolic in the wildflowers.

Adjectives and verbs that you can use in your complex sentences.

Adjectives		Verbs	
mischievous	careless	frolic	run
excitable	irresponsible	investigate	wonder
spirited	enthusiastic	scamper	explored
energetic	curious	gallop	sprint

- Use a capital letter for the beginning of a sentence and for the name of your character.
- Use a comma between the subordinate clause and the main clause.
- Use punctuation at the end of the sentence.

Thursday

- Choose a name for your **character** and write a **complex sentence** about your **character** not listening to the **warning**.

Wednesday

- Choose words from the adjective and verb list to fill in the blanks, then complete the **complex sentence** below.

Being the _____ badger Brett

adjective

adjective

was, he couldn't help but to _____ off to

verb

_____ .

What did your animal character do while not listening to the **warning**?

- Choose a name for your **character** and write a complex sentence.

Friday

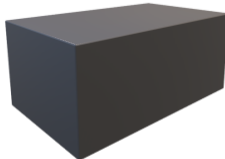




T E M P E R A T U R E
X B D P L X N G U F E
A D N A L S S A R G R
P R A I R I E A B A U
U H B A D G E R H R T
E P O L E T N A D B S
V U G N I Z A R G E A
M B Y C U P E D V Z P

WORD SEARCH

pasture
prairie
grazing
grassland
temperature
zebra
antelope
badger

Week 8 Year 2 Maths Specialist Learning Pack

Place Value: (2/3 Digit Numbers)	Addition and Subtraction	Number Line Anchor Charts						
<p>What is the value of the tens and ones in this number?</p> <p>2 digit Place Value</p> <div style="text-align: center;"> <table border="1" style="margin: auto;"> <tr> <td style="width: 30px; height: 30px;"></td> <td style="width: 30px; height: 30px; text-align: center;">7</td> <td style="width: 30px; height: 30px; text-align: center;">5</td> </tr> </table> </div> <p>Tens: <input style="width: 40px; height: 20px;" type="text"/></p> <p>Ones: <input style="width: 40px; height: 20px;" type="text"/></p> <p>What is the value of the tens, ones and hundreds in this number?</p> <p>3 digit Place Value</p> <div style="text-align: center;"> <table border="1" style="margin: auto;"> <tr> <td style="width: 30px; height: 30px; text-align: center;">1</td> <td style="width: 30px; height: 30px; text-align: center;">8</td> <td style="width: 30px; height: 30px; text-align: center;">8</td> </tr> </table> </div> <p>Tens: <input style="width: 40px; height: 20px;" type="text"/></p> <p>Ones: <input style="width: 40px; height: 20px;" type="text"/></p> <p>Hundreds: <input style="width: 40px; height: 20px;" type="text"/></p> <p>*Extension: A number has 2 hundreds, 8 tens and 0 ones. How would you write this number? Answer: _____</p>		7	5	1	8	8	<p>Use the anchor charts in the next column and use playing cards or your own numbers to solve these problems throughout the week.</p> <p style="text-align: center;">Addition</p> <p><u>Addition by ones:</u></p> <p>1. $4 + 14 =$</p> <p>2. $1 + 10 =$</p> <p style="text-align: center;"><u>Addition Bridging and Partitioning to 10:</u></p> <p>1. $5 + 6 =$</p> <p>2. $3 + 8 =$</p> <p style="text-align: center;">Subtraction</p> <p><u>Subtraction by ones:</u></p> <p>1. $8 - 5 =$</p> <p>2. $11 - 4 =$</p> <p style="text-align: center;"><u>Subtraction Bridging and Partitioning to 10:</u></p> <p>1. $14 - 7 =$</p> <p>2. $11 - 5 =$</p>	<p style="text-align: center;">Addition and Subtraction by ones:</p> <div style="border: 1px solid red; padding: 5px; margin: 10px 0;"> <p style="text-align: center; font-size: small;">Addition and Subtraction - by 1's using a number line</p> <p>$7 + 5 = 12$</p> <div style="display: flex; align-items: center;"> </div> </div> <div style="border: 1px solid red; padding: 5px; margin: 10px 0;"> <p>$7 - 2 = 5$</p> <div style="display: flex; align-items: center;"> </div> </div> <p style="text-align: center;">Addition and Subtraction Bridging to 10:</p> <div style="border: 1px solid green; padding: 5px; margin: 10px 0;"> <p style="text-align: center; font-size: small;">Addition and Subtraction - bridging to 10</p> <p>$7 + 5 = 12$</p> <div style="display: flex; align-items: center;"> </div> </div> <div style="border: 1px solid green; padding: 5px; margin: 10px 0;"> <p>$12 - 5 = 7$</p> <div style="display: flex; align-items: center;"> </div> </div>
	7	5						
1	8	8						

3D Objects	Patterns	Home Activity - Volume and Capacity																										
<div>1.</div> <div>3D Objects</div> <div>What 3D shape is this?</div> <div><div>a) Cube</div><div>b) Rectangle</div><div>c) Rectangular prism</div><div>d) Sphere</div></div> <div></div> <div>Answer: _____</div> <div>2.</div> <div>3D objects</div> <div><div>I traced around one of the flat surfaces on this three-dimensional object.</div><div>What shape could I have traced?</div><div>a. circle b. square c. triangle</div></div> <div></div> <div>Answer: _____</div> <div><div>Optional online activity</div><div>https://www.teachwire.net/news/maths-games-ks2</div><div>Recommended games:</div><div><div>1. Solve Shoot Score</div><div>2. Place Value Generator</div><div>3. Subtract the Slime</div><div>4. Magic Squares</div><div>5. Telling the Time</div></div></div>	<div>1.</div> <div>Alex was counting forwards by 5s. He counted 6, 11, 16, 21, 26, _____. What number did he count next?</div> <div>Answer: _____</div> <div>2.</div> <div>Maryam was counting forwards by 2s. She counted 2, 4, 6, 8, 10, _____. What number did she count next?</div> <div>Answer: _____</div> <div><div>Extension:</div><div>A grasshopper jumped along a number line. The grasshopper started on number 2 and repeatedly made jumps of 2. Will the grasshopper land on number 6?</div><div>Circle the correct answer: Yes No</div><div>Draw a number line below to show the grasshopper’s jumps.</div><div>_____</div></div>	<div>Find 3 different containers of different sizes. Use a cup, bowl and bucket or similar containers of different sizes.</div> <div>Fill the cup with water. See how many cups of water you need to fill a bowl and a bucket.</div> <table><tr><td>Number of cups to fill:</td><td>a bowl:</td><td>a bucket:</td></tr><tr><td></td><td></td><td></td></tr></table> <div><div></div><div>cup into bowl</div><div></div><div>cup into bucket</div></div> <div><div>Try another way:</div><table><tr><td>Number of bowls to fill:</td><td>a bucket:</td></tr><tr><td></td><td></td></tr></table><div>Fill the bowl with water, how many bowls of water do you need to fill a bucket?</div><div></div><div>bowl into bucket</div></div> <div><div>Graphing:</div><div>In my example, when I filled the cup into the bowl I’ve matched the row for ‘cup’ with the column for ‘bowl’ and wrote 3 in that box because I used 3 cups to fill my bowl.</div><div>Fill in results for each container you filled.</div><table><tr><th>Containers</th><th>Cups</th><th>Bowls</th><th>Bucket</th></tr><tr><td>Cup</td><td></td><td>3</td><td></td></tr><tr><td>Bowl</td><td></td><td></td><td></td></tr><tr><td>Bucket</td><td></td><td></td><td></td></tr></table></div>	Number of cups to fill:	a bowl:	a bucket:				Number of bowls to fill:	a bucket:			Containers	Cups	Bowls	Bucket	Cup		3		Bowl				Bucket			
Number of cups to fill:	a bowl:	a bucket:																										
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