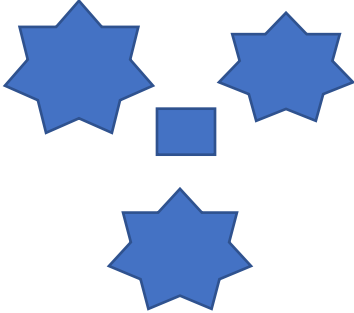




At-Home Learning Program

Year 2 Term 2 Week 2

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY				
MORNING ACTIVITY	Complete GET TO KNOW YOU activity on SEESAW. Please submit by 10am.	Complete ALL ABOUT ME ...EMOJI STYLE on SEESAW. Please submit by 10am.		Complete GET MOVING activity on SEESAW. Please submit by 10am.	Complete GOOD MORNING activity on SEESAW. Please submit by 10am.				
Religious Education (20 Minutes)	<p>I.1. I identify that God gave each person a family and that Jesus was born into a family.</p> <p>SC I can discuss the members of my and Jesus's families.</p> <p>Family members cooperate together Talk about ways that family members cooperate together by:</p> <ul style="list-style-type: none"> • doing their share of work in the house • helping when a family member has special needs because they are very young, sick, elderly, or have a physical disability • helping each other to learn and understand • keeping the peace • forgiving members who upset them • encouraging each other • following family rules <p>ACTMITY: Read the story 'The Brothers Quibble' by Aaron Blabey (on You Tube), and talk about the ways that Spalding and Bunny learnt to cooperate. Create a chart to compare the ways that Spalding's family cooperate with how other families cooperate. https://www.youtube.com/watch?v=LCB4BduMfjk</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">SPALDING'S FAMILY</th> <th style="width: 50%;">OTHER FAMILIES</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </tbody> </table>	SPALDING'S FAMILY	OTHER FAMILIES			<p><i>God gives each person a family</i> God intends for each person to have a family so they have someone who loves, knows and looks after them. The family is a way that God provides care and shows love for each person.</p> <p>ACTIVITY: Students look at a family photo or create a family portrait and attach it to a piece of paper titled 'God gave me my family'. Create an explosion chart around the photo or picture that identifies ways that they you loved by your family, you're your family knows about you and the ways that your family looks after you. Paste into your Scrap Book. e.g.</p> 		<p><i>Jesus was born into a family</i> Jesus was born into a family that loved and cared for him. His mother was Mary, and Mary married a holy man called Joseph.</p> <p>ACTIVITY: View the video on SEESAW of Ms. D presenting a Biblical Storytelling on 'The Story of Mary and Joseph'. If you do not wish to watch this on SEESAW, ask a parent to use the LA6 Resource Sheet in your pack to present the story to you.</p> <p>Talk about: I wonder what part of this story you like the best? I wonder what part of this story is the most important?</p>	
SPALDING'S FAMILY	OTHER FAMILIES								

<p style="text-align: center;">Spelling (20 Minutes)</p>	<p>Learning Intentions: I can use letter sounds to write words. Success Criteria: I can listen to the sounds I hear in the word. I can use my knowledge of sounds to spell the word Spelling: Watch spelling video OR spelling rule explanation on Seesaw and complete the <i>Crazy Colours</i> activity from your Spelling Activities booklet.</p>	<p>Look at the Spelling video OR spelling rule explanation again and practise sounding out and spelling the words. Complete the <i>Colour Match</i> activity from your Spelling Activities booklet.</p>	<p>Revise all your words for the week</p>	<p>Look at the Spelling video OR spelling rule explanation again, if you need to, and practice sounding out and spelling the words. Complete the <i>sentences Everywhere</i> activity from your Spelling Activities booklet.</p>	<p>Complete the <i>Alphabet Order</i> activity from your Spelling Activities booklet,</p>
<p style="text-align: center;">Reading (20 Minutes)</p>	<p>Learning Intentions: I will be able to use drawings to depict a story. Success Criteria: I will be able to sequence the events in a text. Choose one of your take Home Books for the week. Read it for 10 minutes. Complete the <i>Timely Events</i> activity from your Reading Activities booklet. GRAMMAR: Oxford Grammar: Unit 8: Adjectives pages 24,25</p>	<p>Learning Intentions: I will be able to compare opinions about characters, events and settings. Success Criteria: I will answer the questions relating to the text. Get your Comprehension Book and Read <i>The Lion and the Mouse (Ms D. will also read it on SEESAW)</i> and answer the questions based on the text. You may write the answers in the workbook. GRAMMAR: Unit 9: Adjectives pages 26,27</p>	<p>Learning Intentions: I will be able to explore alternative illustrations for a text. Success Criteria: I will produce an alternative cover for the book Read your take home book for this week for 10 minutes. Complete the <i>Front Cover Designer</i> activity from your Reading Activities booklet.</p>	<p>Learning Intentions: I will be able to compare opinions about characters, events and settings. Success Criteria: I will answer the questions relating to the text. Get your Comprehension Book and Read <i>The Three Billygoats Gruff (Ms D. will also read it on SEESAW)</i> and answer the questions based on the text. You may write the answers in the workbook. GRAMMAR: Oxford Grammar Unit 10 Articles as part of noun groups: pages 28,29</p>	<p>Read your take home book for this week for 10 minutes. Complete the <i>Silly Sounds</i> activity from your Reading Activities booklet.</p>
<p style="text-align: center;">Writing (20 Minutes)</p>	<p>Learning Intentions: I will be able to write a narrative following genre style taught. Success Criteria: I will write a narrative having an orientation, problem and resolution. This week's writing title is: Through the Doorway. Tune in to Ms. D. on seesaw for guidance. Today you will write the orientation or setting. Use neat handwriting to orient your reader setting the scene for your narrative.</p>	<p>Today, you will write about the problem or the main events in your story. Try to write about at least 3 events that happened in your story.</p>	<p>Handwriting: LI – Write legibly use your alphabet card to check for correct formation. Complete the Dd sheet in your pack. Finish each line by repeating either the letter or the word with appropriate spaces in between. Choose another day this week to repeat the whole lesson in your workbook.</p>	<p>Today, you will write the conclusion of your narrative, telling the reader how the story ended.</p>	<p>Go back over your narrative, and check for any mistakes. If you want a challenge, write a final draft of your narrative in your neatest handwriting.</p>

<p style="text-align: center;">Math (20 Minutes)</p>	<p>Learning Intentions: I will revise the basic skills of addition and subtraction, taking place value into account. Success Criteria: I will be able to perform addition and subtraction tasks using the skills and strategies taught, and taking into account place value. Focus for the week: Revision of addition, subtraction and place value. Student Activities: YEAR 2 MATHS NUMBER AND PLACE VALUE WORKBOOK Work through pages 3, 4, 5</p>	<p>Student Activities: YEAR 2 MATHS NUMBER AND PLACE VALUE WORKBOOK Work through pages 5,6</p>	<p>Make patterns with addition and subtraction e.g. $20 + 30 = 50$ $50 - 20 = 30$ $50 - 30 = 20$</p> <p>Challenge: Can you make any patterns with bigger numbers?</p>	<p>Student Activities: YEAR 2 MATHS NUMBER AND PLACE VALUE WORKBOOK Work through pages 7,8,9,10</p>	<p>Student Activities: YEAR 2 MATHS NUMBER AND PLACE VALUE WORKBOOK Work through pages 11 and 12 > Means Greater than < Means Less than</p> <p>Page 13 is optional</p>
<p style="text-align: center;">Integrated (20 Minutes)</p>			<p>HASS History – LI – Talk about ways Technology has changed people’s lives. Toys – Read and talk about Source Card 22 (with parents and grandparents – if you can). In your workbook answer these questions – What words tell you that the toys from the past are different to the present? Hint: Think about what they are made of? Are there any words you don’t know? Complete Worksheet 33 Geography – LI – Where is Australia’s place in the world? Australia’s Neighbours – Source card 13 – Read through the card with an adult. Complete Worksheet 13A and 13B (Parent help needed here)</p>	<p>ITALIAN: Learning Intention Students will become familiar with Italian vocabulary about types of food and parts of a caterpillar. 1. Listen to the Days of the Week song. 2. Listen to the story ‘ Il Bruco e molto affamato’ 3. Write the days of the Week in Italian and English in your Italian book. Be creative (eg. rainbow letters, bubble writing) RESOURCE: Seesaw Il Bruco e molto affamato</p>	

<p style="text-align: center;">Other (20 Minutes)</p>		<p>MUSIC: <i>Lookout on SEESAW for your weekly music activities. Miss Barbera will add them under activities on Tuesday morning.</i></p>	<p>DIGITAL TECHNOLOGY LI – Data systems have different elements, hardware and software. Telephones have a specific purpose which is changing. Look at the telephone pictures. Talk about how telephones have changed and which features are the same and which are different? How has the use of telephones changed? Complete the Clever Computers Telephone worksheet (Parents there is a cheat sheet on the back of the Telephone pictures page)</p>	<p>SCIENCE: Find examples of how you use the Earth's resources, both at home and in the wider community. Look on Seesaw in the Science Folder for more details.</p>	
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