Harrison, Lee. Year 2 29 April 2020

Wednesday (appendices W?)

Morning Fitness (appendix T1 from yesterday)

Refer to Fitness Bingo card (appendix 1). Follow the activities on the card every day this week. A new set of activities will come out next week for the students to follow.

Morning Greeting

Check your email for your daily update from your teacher and a morning video.

Literacy

Morning phonics: Go through the PowerPoint presentation up to the digraph OW, which is today's focus. Follow the PowerPoint, first saying the digraph sound followed by segmenting and blending the words at the bottom of the screen.

Reading Activity 1: Flashcards. Using the flashcards that were made yesterday (appendix T3 from yesterday) randomly show them to the student to call out with correct pronunciation.

Reading Activity 2: Read the book supplied in the pack (Mr Brown or The Tree House) silently to themselves first, then out loud to eager volunteer, helping with words that are difficult.

Reading Activity 3: (appendix W1) Cut out the words on appendix W1 to make the two sentences. The sentences are from the book but I would like the students to attempt to make the two sentences without the help of the book. They can be glued onto an A4 piece of paper folded in half. The sentence goes at the top and an illustration is drawn under the sentence.

Break

Literacy continued

Spelling: High Frequency Words (HFW) I sent a page home with 10 words on yesterday. In the package are your child's individual words to learn for the week. Have them do a look, cover, write, check with their words. They can also use the set of flashcards that were made yesterday (appendix T4).

Writing: Expanding the simple sentence. (appendix W2, W3)

The following set of pages (x2) for today are about expanding simple sentences. Work that we have been doing in class. Each page has explanations on what needs to be done. Students can write their answers on lined paper or directly on the page.

Break

Post break activity (appendix T9 package From yesterday)

Yoga or read your child a book or story. The yoga can be your own choice of four poses, each done five times holding the pose for 10 seconds, increasing the duration as they improve. I included the whole set of yoga poses yesterday to be used for the duration of remote learning.

Numeracy

Mental Maths: (appendix W4): The best thing you and your child can do for Mental Maths is to learn their tables. I have included some resources for the students to work on and I have also included some flash cards to practice their tables. I would recommend that the student just concentrates on one table at a time until it is mastered. Mastery would be when the student can do the flash cards in random order in around 30 seconds. After that, I will send the 3 times tables for your child to work on.

Maths Activity (appendix T10 instructions, W5, W6: Included yesterday was the week of instructions for the work from Origo at Home. It is divided by days so you just have to follow the instructions for the day (Tuesday today). Also included are the Student Journal pages for the matching activities. Today's activities are on Writing Three Digit Numbers (W5, W6).

Break

Specialist Subjects

Science (appendix W7 instructions, W8 W9 activity.)

Focus: Observing different breakfasts we may eat and what materials they are made up of.

Inquiry question: Breakfast mixtures: what materials are they made up of?

<u>Background information</u>: In Term 1, students have been learning about how different materials can be combined for a particular purpose. A mixture is a combination of 2 or more materials mixed together to make something. For example; jelly is made of jelly crystals and hot water.

shouted down end house loud the the had tree but 9

mum

not

out

come

We will expand simple sentences.

Skill Development/ Guided Practice

- 1 Look at the picture and read the simple sentence.
- 2 Identify the subject and verb. (circle and underline)
- 3 Add words to tell where or how the action happens.
- 4 Read the expanded sentence.

Expand Simple Sentences



5 where

Miguel played.
Miguel played



6 how

The family walked.
The family walked

We will expand simple sentences.

Skill, Concept, & Summary Closure

- 1 Look at the picture and read the simple sentence.
- 2 Identify the subject and verb. (circle and underline)
- 3 Add words to tell where or how the action happens.
- 4 Read the expanded sentence.

Skill Closure.

Expand Simple Sentences



1 where

Shane drew.

Shane drew



2 how

The kids run.

The kids run

WHERE

in the sand, in the water, on a trail at school, on the paper

HOW

fast slowly

sadly





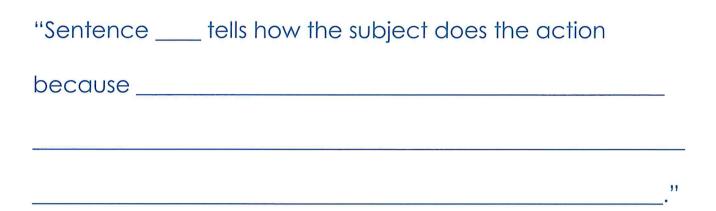
Concept Closure.



Which sentence tells how the subject does the action? (Pair-Share)

A The kitten jumped high.

B The kitten jumped off the bed.



Summary Closure.

What did you learn today about expanding simple sentences? (Pair-Share)

I can complete missing number calculations.

2 × H 10

2

×

11

0

2

×

H

2

×

= 14

0

2

×

11

 ∞

2

×

II

14

2

×

II

16

2

×

11

16

2

×

11

2

×

11

0

2

×

11

18

2

×

11

4

2

×

11

16

2

×

11

2

×

H

10

2

×

II ∞

I can complete 2 times table calculations.

10



Step In

Writing Three-Digit Numbers (without Internal Zeros or Teens)

How many ones are in this tens block? How do you know?

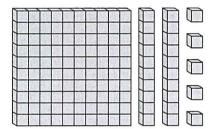
How many tens are in this hundreds block? How do you know?



Look at this picture of blocks.

How would you write this number on the expander? How do you know?





Step Up

a.

P

I. Loop groups of IO tens blocks. Write the number of **hundreds**. Then write the number of **tens** and **ones** left over.

| | | nundre | eds | | tens | | one | | |
|----|--|--------|-----|--|------|--|-----|--|--|
| b. | | nundre | eds | | tens | | one | | |

d.



2. Look at the blocks. Write the matching number on each expander. a. ones hundreds tens hundreds b. hundreds tens ones hundreds C. hundreds tens ones

hundreds

hundreds

tens

ones

hundreds

Step Ahead Write the matching number on the expander. Remember that only one digit is written in each space on the expander. a. I78 ones b. I hundred and 59 ones hundreds hundreds tens ones ones ones hundreds tens ones

Year 2

Chemical Sciences

Focus: Observing different breakfasts we may eat and what materials they are made up of. Inquiry question: Breakfast mixtures: what materials are they made up of?

Background information: In Term 1, students have been learning about how different materials can be combined for a particular purpose. A mixture is a combination of 2 or more materials mixed together to make something. For example; jelly is made of jelly crystals and hot water.

Materials:

- · A cup of tea
- Cereal
- Fruit salad
- Muesli
- Toast with jam or vegemite (whatever spread you usually have)
- 2 other examples of breakfast foods (e.g. milo, pancakes, crapes, French toast, porridge, bacon and eggs, spaghetti/baked beans, scrambled eggs etc.)
- Attached PDF worksheet: Breakfast foods (page 59)

<u>Safety:</u> Please ensure this experiment is supervised, as the making of these breakfasts can be a possible hazard.

Steps:

- 1. Collect all materials to do the experiment. (Test those items you have available at home; it is not expected that you purchase the examples you may not have.)
- 2. One-by-one make each breakfast: (This can be completed over the week)
- 3. Using the *Breakfast foods* worksheet, write what parts/materials the mixture is made of. For example, a cup of coffee is made of; coffee beans, milk, hot water and sugar.
- 4. Once you have completed the first 5 examples, choose two other breakfast mixtures to make and write the parts/materials of the mixture.

Conclusion: Questions to talk through together about the experiment

- 1. Which is your favourite cereal and why?
- 2. Can you think of any other foods that you eat as a family and what the mixtures are made of?
- I hope you have fun with this experiment. © If possible, could you please email your findings, worksheets and any pictures of your experiment to Melissa.Gwatkin@education.wa.edu.au











Breakfast mixtures



Breakfast food



Parts of the mixture

What is a cup of tea made up of?

bowl of cereal



What is cereal made up of?

fruit salad



What is fruit salad made up of?

muesli



What is muesli made up of?

toast with jam



What is toast or bread made up of?

List two other mixtures.







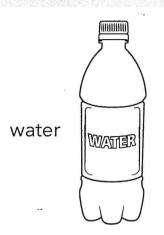


Chemical sciences LIVING IN A MATERIAL WORLD

Breakfast foods



Column A







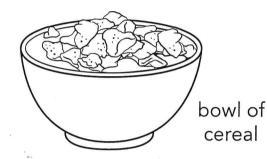


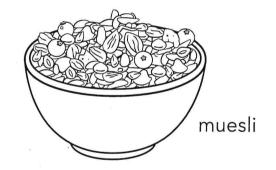


Column B

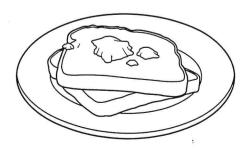


cup of tea









toast with jam