

1.05.20

Friday

**Morning Fitness**

Students will complete 1 - 2 pages of the Fitness Bingo activity sheet

**Morning Greeting**

**Literacy**

**Reading:**

1. The students will read the whole passage of 'The Amazing Adventure Sheet'.  
(#appendix 1)
2. Students will use the text on page 3 to answer the comprehension questions.  
(#appendix 1a)

**Brain Break:** Yoga poses poster provided <https://www.youtube.com/user/CosmicKidsYoga>

**Phonics:**

**Group 1 – long u sound – chunking two syllable words (#appendix 2)**

1. Students will look at the words and see if they can break it up into syllables
2. Students will read a dictation sheet 'A Rescue Helped by a Clue'. (#appendix 2a)
3. Highlight the words which contain the 'ue' sound.
4. Draw a picture in the box provided of the 'ue' words you find and label each picture.

**Group 2 – long a sound (#appendix 2)**

1. Students will look at the words and see if they can break it up into syllables
2. Students will complete the reading and comprehension sheet where they have to draw pictures to match the text. They can then make it into a book. (#appendix 2a)

**Recess**

**Spelling: Group 1 and Group 2**

1. Students will continue with the Look, Say, Cover, Write & Check sheet and write down their list of words for the week under Thursday or Friday depending if you started earlier (#appendix 4a Tuesday)
2. **Test Teacher marked sheet** – Parents call out the list words from the Look, Say, Cover, Write & Check sheet in random order and mark it at the end. (#appendix 4c)

**Writing:** Daily sentence writing (who or what) (what about it) bike picture (#appendix 5 Tuesday)

1. Students will complete the simple sentences sheet (#appendix 5a)
2. Students will fill in the details on the 'Amazing Adventure sheet' (#appendix 5b)
3. Students will write an alternative ending to the story using the details they have written down on the sheet. (lined paper)

**Lunch**



### Post break activity

Silent reading – colour in a box on the reading grid. (**#appendix 6 Tuesday**)

### Numeracy

**Mental Math:** Students are going to practice and learn their 3 times tables.

1. Students will use the flash cards provided of 3 times tables to learn them by memory.
2. Show them at random and they have to answer in 20 seconds (**#appendix 7a**)

Three times tables song:

<https://safeshare.tv/my/safeviews/ss5e8671658732d/play> login:  
[tina.jansz@education.wa.edu.au](mailto:tina.jansz@education.wa.edu.au) PW: BDHS2020

### **Maths Activity:**

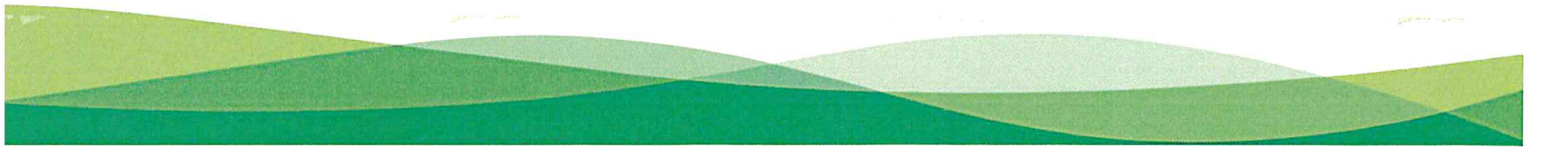
1. **Array** – Students will use the dot sheet to create different arrays around the five and ten times tables. They will need to cut out the array and glue it onto a blank piece of paper. They will write the matching time table next to it. (**#appendix 7b**)
2. An example has been given. (**#appendix 7c**)
3. Students will complete the Five times table chart (**#appendix 7d**)
4. Students can time themselves on the ten times table chart (**#appendix 7e**)

### **Afternoon Break**

### Specialist Subjects

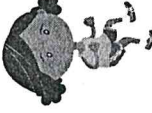






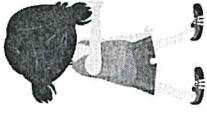
**Health – Exercise and Physical activity**

1. Students will complete the physical exercise sheet where they have to draw and write about the physical activities they do outside of school hours. (**#appendix 8**)
2. Students will be given a grid and they will need to record any physical activities they do at home in 15 minute intervals. (**#appendix 8a**)


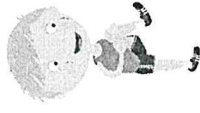


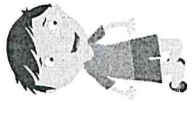







# Fitness BINGO

 Knee high jog on the spot for 30 seconds	 8 high knee lifts	 6 push ups
 4 heel touches	Free Choice	 5 crunches
 Shuffle on the spot for 30 seconds	 10 squats	 8 twists

# Fitness BINGO

 Hop on one leg for 30 seconds	 8 high knee lifts	 6 push ups
 4 heel touches	Free Choice	 10 backwards forwards jumps
 Shuffle on the spot for 30 seconds	 10 squats	 12 side to side jumps



# THE AMAZING ADVENTURE – 1

Read the adventure story.

The twins were looking forward to visiting the mysterious castle dungeons. But as they raced to the enormous, thick wooden drawbridge, they saw that the castle was closed. Only the gardens were open to the public.

'Rose beds and daisies!' cried James in disgust. 'Who wants to look round a boring old garden? Ellen! Where are you?'

'Bet you can't find me!' giggled his sister from behind a tall hedge.

James ran to the hedge and, to his delight, discovered that it was the boundary of a maze. He ran in, following the sound of Ellen's laughter. Before long, he was hopelessly lost. He began to panic, but as he turned the next corner, he realised he was at the centre of the maze. On the ground was an open trapdoor which revealed a flight of steps leading down into the darkness.

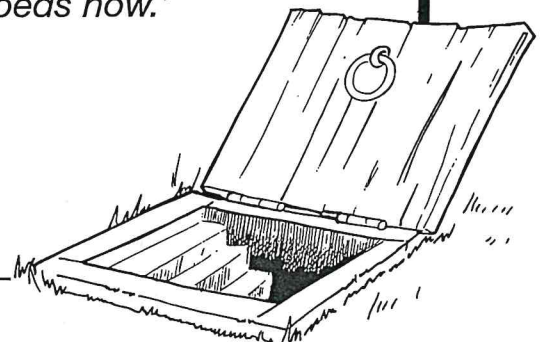
With his heart thumping loudly, he slowly began to descend. The steps led to a dimly lit passageway. The air felt cold and damp and it smelled musty. Ahead, he could see a shadow dancing on the mouldy brick walls. Ellen!

'Wow! We did get to see the dungeons after all!' squealed James. 'Look at all this stuff! Scary! I don't fancy being stuck in here for long. Let's go!'

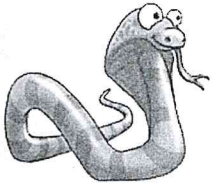
James and Ellen hurried back along the passage and up the steps. They were very relieved that the trapdoor was still open.

'Fresh air!' sighed James, taking a deep breath. 'I think I'd like to take a walk around the sweet-smelling rose beds now.'

'Me, too,' agreed Ellen, 'but first we have to get out of this maze!'



Level 3 Book 1: 'Jake, the Snake' <ai> <ay> <a> <a-e> <ea>



Chunking two-syllable words with 'ae' spellings

caveman

cave

man

waitress

payment

making

breaking

nailbrush

handshake

haystack

April

Split the words into two syllables. Write a syllable in each box.  
This sheet may be photocopied by the purchaser. © Phonic Books Ltd 2012.

Each syllable needs to contain 1 vowel or 1 vowel sound (a,e,i,o,u)

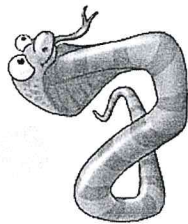
## Chunking two-syllable words with 'ue' spellings

useful	use	ful	useful
newsroom			
pupil			
rescue			
amuse			
fewer			
Tuesday			
venue			
excuse			
nephew			
argue			
music			
refuse			
statue			

Split the word into two syllables. Write each syllable in a box. Write the whole word while saying the syllables. This sheet may be photocopied by the purchaser. © Phonic Books Ltd 2014

Each syllable needs to contain 1 vowel or 1 vowel sound (a, e, i, o, u)





Level 3 Book 1: 'Jake, the Snake' <ai> <ay> <a> <a-e> <ea>

Reading and comprehension 1 - make a book

Miss Kay comes to  
stay with Nan. They  
have cupcakes and  
milkshakes for tea.

When Nan takes Miss  
Kay to Spain, Jake,  
the snake escapes  
from his box.

Cat is afraid of the  
great big snake. Jake  
is on the table eating  
a cupcake!

In this text, the 'ae' spellings are highlighted for the reader. The pupil reads the text and draws a picture in the box to match the text.  
The pupil can then cut around the frames and fold them into a book. This sheet may be photocopied by the purchaser.  
© Phonic Books Ltd 2012.

**OPTION 1: Reading, editing and writing practice**

ue (blue) Dictation Passage: A Rescue Helped By A Clue

Select from a range of activities below, those that match the needs of the students.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Task 1 Reading Practice**

Read the story.

**A Rescue Helped By A Clue**

Jim was good at sailing, but Jim did refuse to tell where he went. No-one had a clue where Jim sailed on the deep blue sea. Jim left only one clue. The clue was that he sailed true north. One day Jim needed a rescue and the clue helped the rescue party find him on the deep blue sea.

**Task 2 Reading Comprehension**

(a) Draw the story. (b) Label the 'ue' words.



Test: Teacher Marked

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. \_\_\_\_\_ ☐

2. \_\_\_\_\_ ☐

3. \_\_\_\_\_ ☐

4. \_\_\_\_\_ ☐

5. \_\_\_\_\_ ☐

6. \_\_\_\_\_ ☐

7. \_\_\_\_\_ ☐

8. \_\_\_\_\_ ☐

9. \_\_\_\_\_ ☐

10. \_\_\_\_\_ ☐

11. \_\_\_\_\_ ☐

12. \_\_\_\_\_ ☐

13. \_\_\_\_\_ ☐

14. \_\_\_\_\_ ☐

15. \_\_\_\_\_ ☐

16. \_\_\_\_\_ ☐



TOTAL

USE THIS TABLE

Test: Teacher Marked

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. \_\_\_\_\_ ☐

2. \_\_\_\_\_ ☐

3. \_\_\_\_\_ ☐

4. \_\_\_\_\_ ☐

5. \_\_\_\_\_ ☐

6. \_\_\_\_\_ ☐

7. \_\_\_\_\_ ☐

8. \_\_\_\_\_ ☐

9. \_\_\_\_\_ ☐

10. \_\_\_\_\_ ☐

11. \_\_\_\_\_ ☐

12. \_\_\_\_\_ ☐

13. \_\_\_\_\_ ☐

14. \_\_\_\_\_ ☐

15. \_\_\_\_\_ ☐

16. \_\_\_\_\_ ☐

17. \_\_\_\_\_ ☐

18. \_\_\_\_\_ ☐



TOTAL

APPENDIX 4C

Test: Teacher Marked

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. \_\_\_\_\_ ☐

2. \_\_\_\_\_ ☐

3. \_\_\_\_\_ ☐

4. \_\_\_\_\_ ☐

5. \_\_\_\_\_ ☐

6. \_\_\_\_\_ ☐

7. \_\_\_\_\_ ☐

8. \_\_\_\_\_ ☐

9. \_\_\_\_\_ ☐

10. \_\_\_\_\_ ☐

11. \_\_\_\_\_ ☐

12. \_\_\_\_\_ ☐

13. \_\_\_\_\_ ☐

14. \_\_\_\_\_ ☐

15. \_\_\_\_\_ ☐

16. \_\_\_\_\_ ☐

17. \_\_\_\_\_ ☐

18. \_\_\_\_\_ ☐

19. \_\_\_\_\_ ☐

20. \_\_\_\_\_ ☐

21. \_\_\_\_\_ ☐

22. \_\_\_\_\_ ☐



TOTAL

Name \_\_\_\_\_

Date \_\_\_\_\_

## Simple Sentences

**Underline the subject and the verb in these simple sentences.**

- The hamster ran around the hamster wheel.
- Scientists have discovered a new planet.
- The boy ate a hamburger.
- We have singing rehearsals before school.
- Birds wash themselves in our bird bath.
- Tom can read chapter books.
- I went to the beach.

**Use the correct word from the word bank to complete the sentences.**

bananas

football

plane

pool

bike

trains

apples

dog

I like to eat \_\_\_\_\_.

My brother likes to play with his toy \_\_\_\_\_.

Evie went swimming in the school \_\_\_\_\_.

The jet \_\_\_\_\_ has two wings.

My \_\_\_\_\_ team won the final match on the weekend.

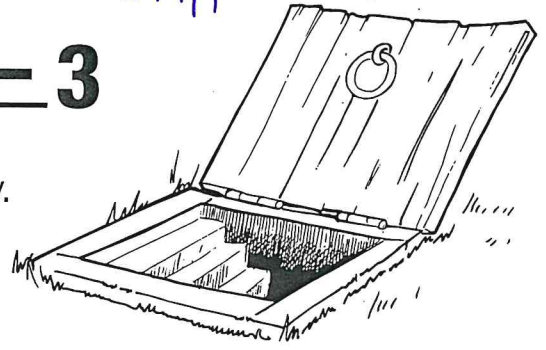
There were ten red \_\_\_\_\_ ready to be picked.

I went for a long ride on my \_\_\_\_\_.



# THE AMAZING ADVENTURE – 3

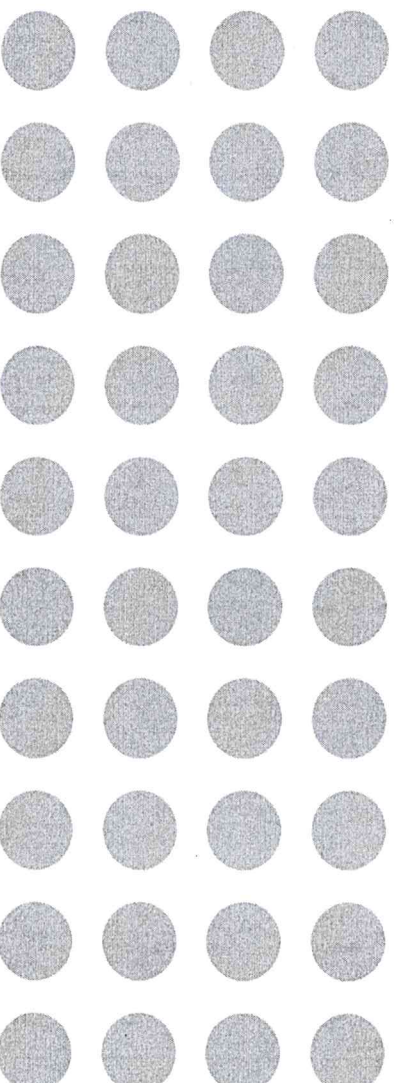
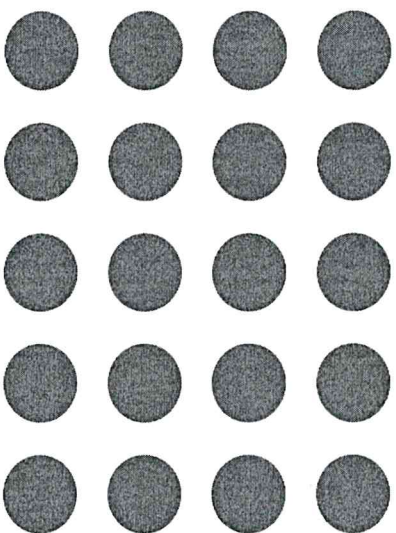
James and Ellen left the dungeon very quickly. How do you think their adventure might have ended if they had explored a little further?



- 1 Answer the questions to help you write a plan for a different ending to the story. Use descriptive words and phrases to make the readers feel they really are in the castle dungeon.

(a) Where did they go next?	(b) Were they separated? If so, how did it happen and how did they find each other again?
(c) Did they see any wildlife or other people?	(d) Did they find another way out of the dungeon?
(e) How did they get back to the gardens?	

- 2 (a) Use your answers to write a story on another sheet of paper about exploring the dungeon.
- (b) Give your story a title.



$$4 \times 5 = 20$$

$$4 \times 10 = 40$$

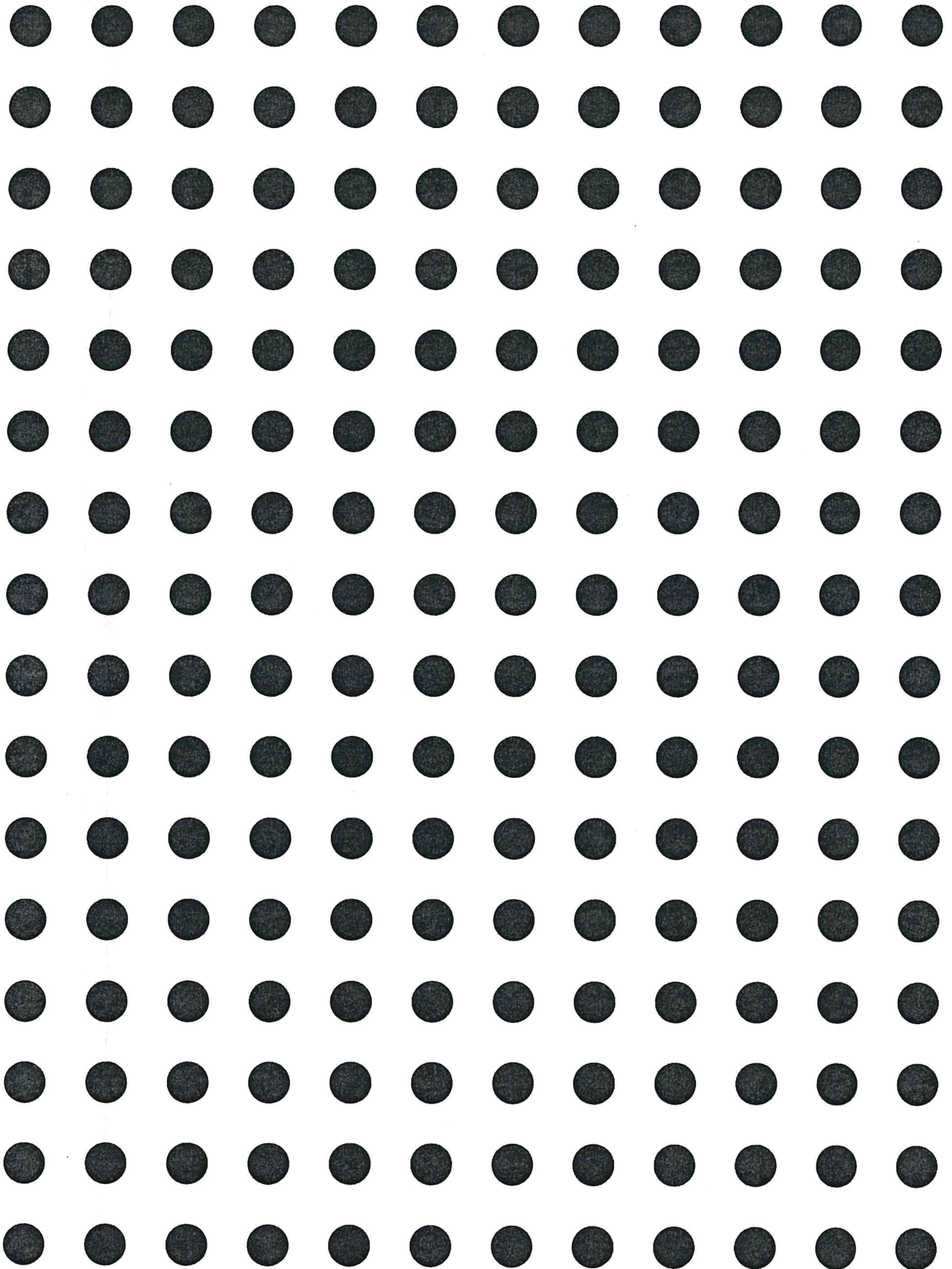
$$5 \times 4 = 20$$

$$10 \times 4 = \underline{40}$$



II

# Large Dot Paper



Name \_\_\_\_\_

Date \_\_\_\_\_



# 5 TIMES TABLE - SPEED TEST

See how quickly you can complete these facts.

1)	$5 \times 4$	=	21)	$3 \times 5$	=
2)	$5 \times 2$	=	22)	$5 \times 5$	=
3)	$5 \times 6$	=	23)	$5 \times 7$	=
4)	$5 \times 5$	=	24)	$1 \times 5$	=
5)	$5 \times 10$	=	25)	$10 \times 5$	=
6)	$5 \times 1$	=	26)	$5 \times 6$	=
7)	$5 \times 0$	=	27)	$5 \times 2$	=
8)	$5 \times 7$	=	28)	$9 \times 5$	=
9)	$5 \times 3$	=	29)	$5 \times 0$	=
10)	$5 \times 9$	=	30)	$5 \times 8$	=
11)	$5 \times 8$	=	31)	$4 \times 5$	=
12)	$2 \times 5$	=	32)	$7 \times 5$	=
13)	$6 \times 5$	=	33)	$5 \times 10$	=
14)	$10 \times 5$	=	34)	$5 \times 1$	=
15)	$1 \times 5$	=	35)	$6 \times 5$	=
16)	$7 \times 5$	=	36)	$5 \times 9$	=
17)	$8 \times 5$	=	37)	$0 \times 5$	=
18)	$3 \times 5$	=	38)	$5 \times 5$	=
19)	$4 \times 5$	=	39)	$8 \times 5$	=
20)	$8 \times 5$	=	40)	$2 \times 5$	=



2ND GRADE

MATH-SALAMANDERS.COM



Name: \_\_\_\_\_

Week 1 Session 1

2019-20

2s 5s and 10s Trial

3 a week

## Times Tables Rock Stars

## 10 Times Tables

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1	$10 \times 4 =$ _____	21	$10 \times 5 =$ _____	41	$9 \times 10 =$ _____
2	$10 \times 8 =$ _____	22	$10 \times 3 =$ _____	42	$10 \times 10 =$ _____
3	$10 \times 1 =$ _____	23	$10 \times 12 =$ _____	43	$2 \times 10 =$ _____
4	$10 \times 10 =$ _____	24	$10 \times 3 =$ _____	44	$9 \times 10 =$ _____
5	$10 \times 1 =$ _____	25	$10 \times 9 =$ _____	45	$9 \times 10 =$ _____
6	$10 \times 9 =$ _____	26	$10 \times 6 =$ _____	46	$11 \times 10 =$ _____
7	$10 \times 3 =$ _____	27	$10 \times 7 =$ _____	47	$9 \times 10 =$ _____
8	$10 \times 5 =$ _____	28	$10 \times 6 =$ _____	48	$11 \times 10 =$ _____
9	$10 \times 5 =$ _____	29	$10 \times 4 =$ _____	49	$9 \times 10 =$ _____
10	$10 \times 11 =$ _____	30	$10 \times 11 =$ _____	50	$3 \times 10 =$ _____
11	$10 \times 6 =$ _____	31	$6 \times 10 =$ _____	51	$10 \times 10 =$ _____
12	$10 \times 8 =$ _____	32	$3 \times 10 =$ _____	52	$1 \times 10 =$ _____
13	$10 \times 7 =$ _____	33	$1 \times 10 =$ _____	53	$2 \times 10 =$ _____
14	$10 \times 7 =$ _____	34	$3 \times 10 =$ _____	54	$9 \times 10 =$ _____
15	$10 \times 6 =$ _____	35	$10 \times 10 =$ _____	55	$3 \times 10 =$ _____
16	$10 \times 8 =$ _____	36	$1 \times 10 =$ _____	56	$11 \times 10 =$ _____
17	$10 \times 11 =$ _____	37	$2 \times 10 =$ _____	57	$8 \times 10 =$ _____
18	$10 \times 10 =$ _____	38	$3 \times 10 =$ _____	58	$4 \times 10 =$ _____
19	$10 \times 12 =$ _____	39	$12 \times 10 =$ _____	59	$7 \times 10 =$ _____
20	$10 \times 9 =$ _____	40	$7 \times 10 =$ _____	60	$2 \times 10 =$ _____

Time taken

:

🕒 3 minute time limit 🕒

Score

60

What's your rock status?

**WANNABE**

< 18 correct in 3 mins

**GARAGE ROCKER**

18-19 correct in 3 mins

**BUSKER**

20-21 correct in 3 mins

**GIGGER**

22-24 correct in 3 mins

**UNSIGNED ACT**

25-29 correct in 3 mins

**BREAKTHROUGH ARTIST**

30-35 correct in 3 mins

**SUPPORT ACT**

36-44 correct in 3 mins

**HEADLINER**

45-59 correct in 3 mins

**ROCK STAR**

All correct in ≤ 3mins

**ROCK LEGEND**

All correct in ≤ 2min

**ROCK HERO**

All correct in ≤ 1 min

**TIMES TABLES  
ROCK STARS**

Name \_\_\_\_\_

L.I: To consider how much physical activity we do outside school

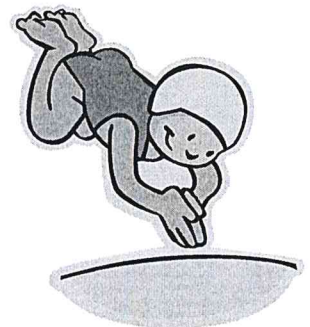
## Healthy Activities!



Draw and write about some of the physical activities that you do outside school...

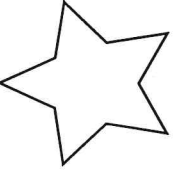
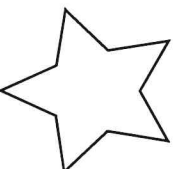

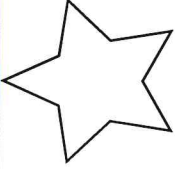
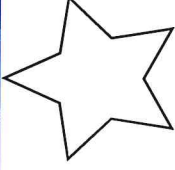
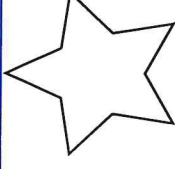
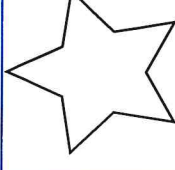
How much time do you think you spend on these activities?

How could you do more exercise and become even healthier?





# Exercise is FUN! - Track your Move-It Minutes:

Write in your activities!	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
15 Move-It minutes							
15 Move-It minutes							
15 Move-It minutes							
15 Move-It minutes							
Color in the Star when you have done 1 hour!							
Extra Move-It minutes							

My favorite Move-It activities are:

