

Week 4 - Year 2

Term 4 Remote Learning

Monday 25th of October – Friday 29th of October

ACTIVITIES YOU CAN DO EVERY DAY!

OPTIONAL ACTIVITIES YOU CAN DO EVERY DAY!

- **INDEPENDENT READING** - read independently on Epic! for 20 minutes
- **WRITING** - free write - write about anything you feel like! An imaginative story, instructions on how to make something, a journal, information about your favourite topic.
- **MATHS** - do a mathletics activity, Prodigy, or essential assessment task
- **WELLBEING** - download the 'Smiling Minds' app and do a meditation *or* go to [Cosmic Kids](#) or [Kids Art Hub](#) on youtube - only use youtube under supervision.

Check your google classroom or ask your teacher about for your small groups

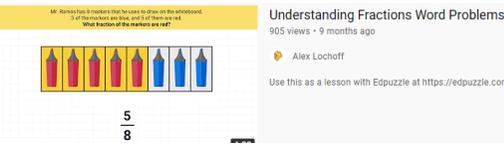
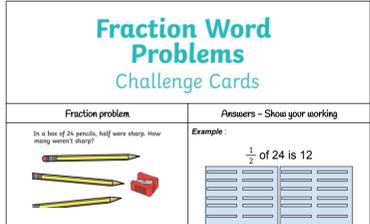
Monday

Reading 20-30 minutes	Writing 20-30 minutes	Maths 30-45 minutes	Humanities 30 minutes	Specialist 30 minutes
<p>Focus: How do I use my knowledge of words to help me read?</p> <ul style="list-style-type: none"> ● Identify and read words with apostrophes <p>Step 1: Watch this https://www.youtube.com/watch?v=vnB4Eu7X1Qg</p> <p>Step 2: Choose a book to read (either from at home or on Epic) and as you read look for words with apostrophes</p> <p>Step 3: As you read, write down words that have apostrophes. Can you identify what the long version of that word is?. For example:</p> <p>I've = I have</p> <p>hadn't = had not</p>	<p>Focus: How do I build stamina in writing?</p> <ul style="list-style-type: none"> ● choose a topic to free write ● Include punctuation marks where appropriate ● identify descriptive words to add detail to my writing ● Sequence my ideas using interesting sentence starters <p>Step 1: Choose a topic to write about. Spend 5 minutes making a plan on what you will write. This could be a mindmap, word splash, pictures in sequence, dot points etc.</p> <p>Ideas for writing:</p> <ul style="list-style-type: none"> → https://www.pobble365.com/ → Recount of your favourite memory → What you are going to do when you get out of lockdown. → About your family or pets → Write a list of facts about a topic that you're familiar with. <p>Step 2: Spend 20 minutes writing about your chosen topic. You might like to include a picture or photograph to match your writing (optional).</p>	<p>Focus: Fractions</p> <ul style="list-style-type: none"> ● Fractions of shapes ● Finding fractions of sets ● Finding fractions of lengths, including seeing when fractions are greater than one. <p>Fractions are made of two numbers.</p> <p>The bottom number tells us the total number of parts. It is called the denominator.</p> $\frac{1}{2}$ <p>The top number is how many parts we have. It is called the numerator.</p> $\frac{1}{2}$ <p>The parts of a fraction are all equal parts.</p> <p>Step 1: Watch 'Understanding the basics of fractions' - https://video.link/w/8EUFc</p> <p>Step 2: Complete the Colour and label fractions worksheet by focusing on the numerator and denominator.</p> <p>Step 3: Upload your work.</p> <p>Extension - Draw, colour and label your own fractions.</p>	<p>Focus: Economics</p> <ul style="list-style-type: none"> ● Think about a product or service you can design and sell in the classroom <p>In the upcoming weeks your teacher will introduce a 'classroom money' system. You will need to earn and be able to spend the classroom dollars throughout the term. At the end of the term we will have a market day where you can spend the money you have earned on products or services that your classmates have on offer.</p> <p>Today you will need to start thinking and researching a product or service you can sell. Some ideas are:</p> <ul style="list-style-type: none"> -origami -home made books -personalised drawings or artwork -gift boxes -paper flowers <p>Be creative and use today to search for ideas. Remember we are limited on supplies (paper and craft materials) so keep it simple. You will be able to work alone, in pairs or small groups however, everyone needs to share the responsibilities and work as a team.</p>	

Tuesday

Reading 20-30 minutes	Writing 20-30 minutes	Maths 30-45 minutes	Respectful Relationships 30 minutes	Specialist 30 minutes												
<p>Focus: How do I search for and use information in a text?</p> <ul style="list-style-type: none"> Identify a diagram explain the purpose of a diagram <p>Step 1: Watch this video: https://www.youtube.com/watch?v=vdyiupgspll</p> <p>Step 2: Read "Robots inspired by nature" on Epic.</p> <p>Step 3: Locate the diagram on page 13- what information is this giving you about the text?</p> <p>Step 4: Read through 1 or 2 non fiction texts on Epic. Can you find a diagram? What information does it give you about the topic?</p>	<p>Focus: What language features do I need to include in an information report?</p> <ul style="list-style-type: none"> highlight words that describe, show comparisons and make generalisations about your chosen topic. <p>Step 1: Watch the video about language features. (SEE RESOURCES ON GOOGLE CLASSROOM)</p> <p>Step 2: Read the information report about an Eagle.</p> <p>Step 3: Highlight the words that generalise eagles in purple, descriptive words in pink and comparison words in orange.</p>	<p>Focus: Fractions</p> <ul style="list-style-type: none"> Fractions of collections Recognise and interpret common uses of halves, quarters, eighths <p>Step 1: Read through the powerpoint on 'Fractions of Collections' and try to answer the questions before checking the next powerpoint slide - e.g. $\frac{1}{2}$ of 6 is 3.</p> <div data-bbox="1041 593 1281 970"> </div> <p>Step 2: Complete the worksheet 'Fractions of amounts'. You can print OR take a screenshot. Remember to look back at the powerpoint slides if you get stuck.</p> <div data-bbox="1064 1145 1473 1404"> <p>Fractions of Amounts</p> <p>Find $\frac{1}{2}$ of these amounts:</p> <table border="1"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>Total: 4 bears</td> <td>Total: <input type="text"/> cakes</td> <td>Total: <input type="text"/> dogs</td> </tr> <tr> <td>$\frac{1}{2}$ of 4 is 2</td> <td>$\frac{1}{2}$ of <input type="text"/> is <input type="text"/></td> <td>$\frac{1}{2}$ of <input type="text"/> is <input type="text"/></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table> </div>				Total: 4 bears	Total: <input type="text"/> cakes	Total: <input type="text"/> dogs	$\frac{1}{2}$ of 4 is 2	$\frac{1}{2}$ of <input type="text"/> is <input type="text"/>	$\frac{1}{2}$ of <input type="text"/> is <input type="text"/>				<p>Focus: What is a gender stereotype?</p> <ul style="list-style-type: none"> Identify that being a girl or a boy does not limit what you like or what you can do. <p>Step 1: Watch the video of Mrs Wallace reading the story about Asha.</p> <p>Step 2: Answer the questions related to the story in the resources pack.</p>	
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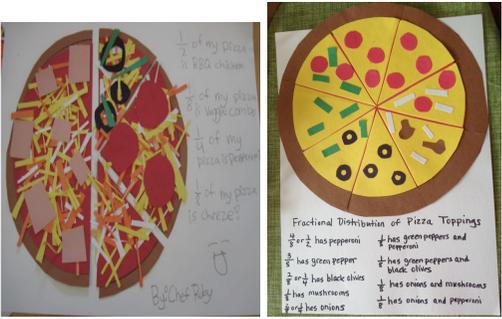
Wednesday

Reading 20-30 minutes	Writing 20-30 minutes	Maths 30-45 minutes	Growth Mindset 30 minutes	Specialist 30 minutes
<p>Focus: How do I summarise?</p> <ul style="list-style-type: none"> ● Explain the main idea of a text feature. <p>Step 1: Rewatch this video</p> <p>https://www.youtube.com/watch?v=LWFnpeimPFE</p> <p>Step 2: Review the diagram on page 13 in the book “Robots Inspired by nature”</p> <p>Step 3: Write 1 sentence summarising the information in the diagram.</p> <p>Step 4: Independently a book of your choice, taking note of any diagram and thinking about the information the diagram tells you.</p>	<p>Focus: What language features do I need to include in an information report?</p> <ul style="list-style-type: none"> ● highlight words that describe, show comparisons and make generalisations about your chosen topic. <p>Step 1: Re-watch the video about language features. (SEE RESOURCES ON GOOGLE CLASSROOM)</p> <p>Step 2: Read the information report about a shark.</p> <p>Step 3: Highlight the words that generalise eagles in purple, descriptive words in pink and comparison words in orange.</p> <p>Step 4 (optional extension task): Choose an animal you are familiar with to write a short description of 3-4 sentences including words that generalise, describe and compare to other similar animals. For example, I could choose to write about my favourite animal, an elephant. They're a type of mammal (generalisation) and I know they have similarities with a Dugong (type of sea creatures) (comparison).</p>	<p>Focus: Fractions</p> <ul style="list-style-type: none"> ● Fractions of collections ● Recognise and interpret common uses of halves, quarters, eighths <p>Step 1: Watch Understanding Fraction word Problems.</p>  <p>Step 2: Complete the worksheet of Fraction word problems. Look at the teacher's example to help you with answering the question.</p>  <p>Step 3: Upload your work</p> <p>Step 4: Play The online game, Fraction of amounts Bingo</p> 	<p>Focus: The power of ‘YET’</p> <ul style="list-style-type: none"> ● Use the word ‘YET’ after my sentence about something I am still learning how to do. ● Know that with effort, practise and perseverance I can do anything. <p>Learning something new is hard the first time, but your brain behaves like a muscle and gets stronger every time things are repeated.</p> <p>Watch the following videos: https://video.link/w/8XSFc https://video.link/w/gZSFc</p> <p>Think about some things you are learning to do.</p> <p>Complete the worksheet in the resources folder called ‘The power of yet’</p>	

Thursday

Reading 20-30 minutes	Writing 20-30 minutes	Maths 30-45 minutes	Science 30 minutes	Specialist 30 minutes
<p>Scaffolding literacy - text orientation, , clarify vocab, language orientation</p> <p>Teacher Resource- https://docs.google.com/document/d/14HiZvuEyhCfU9mRnn_clsanyY1nIHgpGXmqAVhW-8Uo/edit</p> <p>What is the function of a sentence?</p> <ul style="list-style-type: none"> answer questions identify the who, what is happening and description in a sentence. <p>Step 1: http://www.getepic.com/app/read/60383</p> <p>Text Orientation/Aural reading: Read chapter: Bots of the future pg 24-27. (Stop at the end of pg 27). Questions to ask students:</p> <ul style="list-style-type: none"> what is the text about? what do you know about microbots? where can you find microbots? <p>Step 2: Clarify of vocabulary Define topic specific words: camouflage, artificial, recreate, mimics, nonobots, microbots</p> <p>Step 3: Language Orientation Display the sentences on pg 27: Microbots are very tiny robots. Some are the size of a fly. Others are small enough to swim in a human's bloodstream.</p> <p>Discuss as a class the function of each descriptive sentence.</p> <ul style="list-style-type: none"> ★ Can you identify the subject (noun-who) in each sentence? ★ Can you identify the descriptive words in each sentence? ★ Can you identify what is happening (verb) in each sentence? 	<p>TEACHER TO PROVIDE ELEPHANT PLANNER- emphasis this week is on language features not so much quantity of facts</p> <p>How do I write an information report?</p> <ul style="list-style-type: none"> model writing an information report with an introduction, body and conclusion. include topic sentences and supporting facts use interesting sentence starters. <p>Step 1 Mini lesson: Teacher to introduce the planner with the students and highlight the language features- generalisation, descriptive words and comparison language. Discuss where I would use these features within my report.</p> <ul style="list-style-type: none"> ➤ Introduction is where the author will generalise/classify the topic. ➤ Body is where the author will add descriptive or precise vocabulary. We might also see comparisons made here with like topics. ➤ Conclusion is where we might see a repeat of the generalisation/classification. <p>Step 2 Task: Students use the planner/vocabulary sheets to write an information text.</p> <p>Step 3 Bonus: Students highlight the key language features or find a nonfiction feature to add i.e. photograph or map.</p>	<p>Focus: Fractions</p> <ul style="list-style-type: none"> Fractions of shapes Finding fractions of sets Finding fractions of lengths, including seeing when fractions are greater than one. <p>Fraction Pizza Art - Planning You are going to imagine you are a chef and will be making a pizza.</p> <p>You will need your maths book or an A4 piece of paper to plan your fraction pizza.</p> <ol style="list-style-type: none"> Draw a circle. Think about how many slices your pizza will have and use a ruler to draw your slices. Decided on the toppings you will have on your pizza and draw them. Write fraction sentences to describe your toppings. e.g. $\frac{1}{8}$ of my pizza is pepperoni $\frac{2}{8}$ of my pizza is veggie combo $\frac{1}{2}$ of my pizza is cheese Once you have completed your draft, your teacher will check to see if you are ready to publish. 	<p>What are forces and how do we explore them? Define the words gravity and buoyant. Use the scientific method to test the buoyancy of some objects.</p> <p>Mini Lesson: Explore the powerpoint Sink or Float https://docs.google.com/presentation/d/1o3UCL4p6V_OmUAmAIRLg_W5lieNouy2a/edit?usp=drive_web&oid=108923928907890340212&rtpof=true</p> <p>Activity: use the worksheet here to investigate whether a tennis ball, lime/lemon and golf ball sink or float. https://drive.google.com/drive/folders/1KGtEkbdB-0h6Mrp2OLCi8Lbz3pGTEU4m?ths=true Students work in groups, outside, and complete the experiment worksheet.</p>	

Friday

Reading 20-30 minutes	Writing 20-30 minutes	Maths 30-45 minutes	Humanities 30 minutes	P.E. 30 minutes
<p>Focus: How do I analyse?</p> <ul style="list-style-type: none"> Think analytically about the title of a text <p>Mini Lesson Look at a variety of non-fiction texts and discuss the purpose of a title.</p> <p>Questions: Is this an interesting title for the text? Why or why not? If you could change the title, what would you change it too?</p> <p>Task: text Robots (used throughout the week). Students to think about title and answer below questions:</p> <p>Is this an interesting title for the text? Why or why not? If you could change the title, what would you change it too?</p> <p>Followed by Independent Reading</p> <p>Catch: What is the title of your text? Is it interesting?</p> <p>Reflection: What is the purpose of the title of a book?</p>	<p>Literacy scaffolding- Transformation/Patterned writing- https://docs.google.com/document/d/14HiZvuEyhCfU9mRnn_clsanyY1nIHgpGXmqAVhW-8Uo/edit</p> <p>What is the function of a sentence? How can we use comparison language to describe a topic?</p> <ul style="list-style-type: none"> answer questions identify the who, what is happening and description in a sentence. rewrite your own sentence using the same pattern. <p>Step 1 Mini lesson: Revisit sentences and work through the transformation.</p> <ul style="list-style-type: none"> ★ How small are microbots? ★ Who is as small as a fly? Is some the same as all? ★ Who is small enough to swim through a humans bloodstream? ★ What can microbots do? <p>Step 2 Task: Complete the patterned writing using the topic of elephants from yesterday.</p> <p>_____ are very _____ _____ . Some are the size of a _____ . Others are _____ enough to _____ . _____ .</p>	<p>Focus: Fractions</p> <ul style="list-style-type: none"> Fractions of shapes Finding fractions of sets Finding fractions of lengths, including seeing when fractions are greater than one. <p>Fraction Pizza Art - Finish drafts/planning and publish</p> <p><i>Continue drafting your fraction pizza and publish your fraction pizza.</i></p> <p>What you will need:</p> <ul style="list-style-type: none"> Thick A3 white paper OR paper plates Pencil Ruler Colouring pencils and textas <p>Note: Your teacher will check your drafts before publishing.</p> 	<p>Focus: Economics</p> <ul style="list-style-type: none"> How do I plan my product/service? <p>Today Students will start to complete their design brief for a product or services they will produce and sell at the market day.</p> <p>Teacher to model filling in the first couple of pages for the design brief. https://drive.google.com/drive/folders/1LQ53YnqaTaK-QX5OFCzF-1-fnc57Hl95</p> <p>Students may like to have the design brief airdropped or you can provide a hard copy.</p> <p>Students can work in small groups, pairs or individually.</p> <p>Any students did not come up with an idea on Monday you may like to discuss some ideas eg. origami, homemade books/comics, paper flowers, gift boxes, drawing etc. Google kids crafts for inspiration. Remind students that we have limited resources in the classroom.</p>	

