

STAGE ONE - YEAR 2

WEEK 3 - TAKE HOME BOOKLET



If you do not have access to a device (or internet), please email the school, and one can be arranged to be dropped off for you contact free.

Email: jameserski-p.school@det.nsw.edu.au

While our format is still the same to keep some consistency, on some of our lessons you will notice the zoom logo.



This logo means that this lesson will be done on the class zoom. Year 2 will still participate in class zooms this week and they will be held at the same days and times as per usual.

Tuesday 11:15am

Wednesday 11:15am

Thursday 11:15am

The links will be sent via Google Classroom similar to last term.

Thanks for all of your support,
Year 2 Teachers

Week 3 Stage 1

Monday



What's On Today!

Spelling - Look, Cover,
Write, Check and 5
Sentences

Writing - Describing the
setting

Reading - Read to
someone or log into
your PMe reader
account

Maths - Hefting and
creating your own pan
balance.

Afternoon - WildLife
Hunt



Spelling:

Unit 31 'ou' for cloud and 'ow' for cow

For spelling games click onto www.soundwaveskids.com.au

Year 1 Access code:
swim661

Year 2 Access code:
wool653



Spelling: Explore the Words

Year 1 Words

how
now
our
out
town
down
about
round

Year 2 Words

cow
now
how
down
town
our
out
house
mouse
about
round
sound
around
ground
count
hour
loud
mouth
brown
flower

Extension

allow
bounce
flour
frown
mountain
ourselves
proud
sour
south
thousand
towel



Using Look, Cover, Write, Check, type
your spelling words below



Spelling:

Use your spelling words to complete sentences. Below are instructions and examples of a one, two and three star sentence.



- Use one **spelling word** in each sentence.

Example: I have **two** brothers.



- Use one **spelling word** in each sentence.
- Include an **adjective** (describing word).

Example: I have **two funny** brothers.



- Use one or two **spelling words** in each sentence.
- Make a compound sentence (two simple sentences joined by the words **and/but/so/or/because**)
- Include an **adjective** (describing word).
-

Example: I have **two funny** brothers **but** I don't have any sisters.



Write 5 sentences with your spelling words

1.

2.

3.

4.

5.



Students are learning to:

- explore different ways of expressing emotions, including verbal, visual, body language and facial expressions
- infer character's feelings from actions
- predict and discuss ideas drawn from texts.

Click on the link below and re-read the story "Once Upon a Time". (There is also an audio option to listen to it being read aloud and a PDF copy is also on Google Classroom)

<https://theschoolmagazine.com.au/resources/once-upon-a-time>



Click the purple button (you might need to be in present mode to hear it) to listen to a short passage from the text. The excerpt is also a PDF in your Google Classroom.

We know that there are crumpled papers around and he sounds defeated. On the next page draw what this scene would look like. Don't forget to include the background and draw any emotions you think Bear might be feeling or thinking. Write a short description underneath what you think Bear might be feeling.



- Writes 1-2 sentences
- Only talks about the things you can see in the drawing
- Uses 1 or 2 adjectives to describe their drawing
- May not use complete sentences



- Writes 3-4 sentences
- describes the physical things you can see in the drawing and begins to describe how the character is feeling. a
- Uses adjectives and noun groups to describe their drawing
- All sentences start with a capital letter and have punctuation marks at the end.



- Writes a short paragraph
- Discuss external and internal features of the character (feelings and physical)
- Uses noun groups and thinking and feeling verbs
- All sentences start with a capital letter and have punctuation marks at the end.
- There is a range of different sentence types. (simple, compound and complex)

Draw your scene in this box

Write or type your description in this box

Reading Time!

Grab a book to read for at least 15-20 minutes.

You may want to click on the picture to access your PMe reader login and read one of your levelled readers.



Maths - Number Warm Up

Sing along with the **Counting by Twos** song <https://www.youtube.com/watch?v=GvTcpfSnOMQ>



Start at 0 and count by 2s
to 60.



Start at 0 and count by
2s to 110.



Start at 210 and count
backwards
by 2s to 90

You can type your counting here.



Maths - Comparing and ordering items by hefting

This week, you are learning about mass. Mass refers to the weight of objects. Hefting is one strategy we can use to measure the mass of objects. Hefting is the balancing of two objects and holding one in each hand to decide which is heavier or lighter. When measuring and comparing mass, we use words like: mass, heavy, light, heavier, lighter, heaviest, lightest and about the same.



Today, you will use hefting to sort some items from lightest to heaviest.

First, gather 6-10 items, making sure you have a variety of heavy and light objects.

Next, by hefting, compare and order these items from **lightest to heaviest**. Type them in order in the box below or draw pictures and attach to the slide.

Then, follow the instructions in this video to create your own pan balance. **You will use this pan to complete the activities throughout the week.**

<https://www.youtube.com/watch?v=FRtbekqsuZ8&t=160s>



PRIORITY



Afternoon - Wildlife Hunt

This week is
National Bird Week

Spotted some unusual feathered friends in your neighbourhood lately? Last summer's bushfires sadly destroyed up to 40% of some native birds' habitats, prompting silver-lining sightings including lyrebirds, gang-gang cockatoos and the endangered glossy black cockatoo closer to urban fringes.

You can use the Birdlife Australia's bird-finder tool to identify and you see in your backyard, local park or school.
<https://www.birdlife.org.au/all-about-birds/australias-birds/find-a-bird>



If you enjoy bird watching, you might want to take part in the [Aussie Backyard Bird Count](#) on 19 to 25 October.




Tuesday

Stage 1 – Week 3




What's On Today?

Spelling - Brainstorm during zoom 

Writing - Thinking and Feeling Verbs

Reading – Read a book or Log into Your PMe reader account

Maths – Comparing mass - You'll need your homemade pan balance 



Your teacher will type the words you brainstorm here...

Type here...

Spelling List

Year 1 Words

how
now
our
out
town
down
about
round

Year 2 Words

cow
now
how
down
town
our
out
house
mouse
about
round
sound
around
ground
count
hour
loud
mouth
brown
flower

Extension

allow
bounce
flour
frown
mountain
ourselves
proud
sour
south
thousand
towel

Make Your Own Character

Thinking and feeling verbs are doing words that show what someone is thinking or feeling.

Using your character from Thursday last week or create a new one, and create some sentences using thinking/feeling verbs to describe how your character is feeling or what they may be thinking about. You can write these on a separate page or next to your character.

E.g.

Spiderman is wondering how to save the world.

Elsa dreamed about making a snowman

Mickey loved his dog Pluto.

Thelma wanted to be a unicorn.

Examples of **thinking** or **feeling verbs**:

*decided

*wanted

*felt

*liked

*thought

*understood

*believed

*remembered

*knew

*imagined

Reading Time!

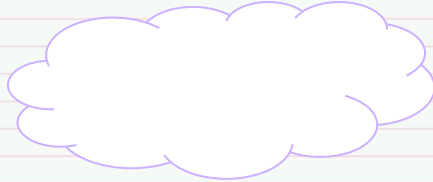
Grab a book to read for at least 15-20 minutes.
You may want to click on the picture to access your
PMe reader login and read one of your levelled
readers.



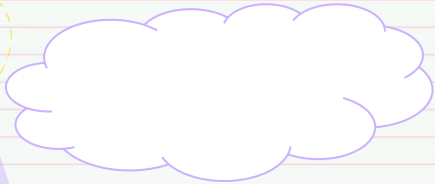
Maths



Ten less



One less



Number of the Day

107

One more



Ten more



| | | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |
| 101 | 102 | 103 | 104 | 105 | 106 | 107 | 108 | 109 | 110 |
| 111 | 112 | 113 | 114 | 115 | 116 | 117 | 118 | 119 | 120 |

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Maths - Mass

Find some items at home and using your pan balance, compare the mass of 2 items at a time.

You can record your findings by writing a comparison sentence to show which item is heavier or lighter. For example, 'the bus is heavier than the pen and the pen is lighter than the bus.'



Type your sentences here

What was your:

heaviest item?

lightest item?

2 items that have the same mass?

Wednesday

Week 3 Stage 1



What's On Today

- Spelling - Alphabetical order and Sound Waves games

- Speaking and Listening Task 

- Reading - Read a book of your choice or log into the PME readers

- Maths - Measuring mass using informal units -  You'll need your homemade

 pan balance

Spelling: Explore the Words

Year 1 Words

how

now

our

out

town

down

about

round

Year 2 Words

cow

now

how

down

town

our

out

house

mouse

about

round

sound

around

ground

count

hour

loud

mouth

brown

flower

Extension

allow

bounce

flour

frown

mountain

ourselves

proud

sour

south

thousand

towel

Spelling:

List your spelling words in alphabetical order:

1.

11.

2.

12.

3.

13.

4.

14.

5.

15.

6.

16.

7.

17.

8.

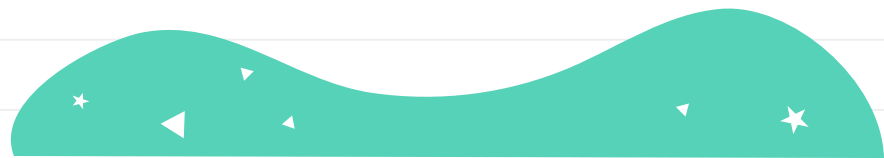
18.

9.

19.

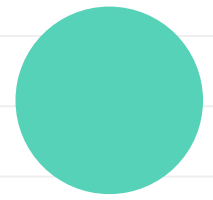
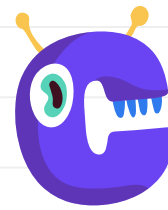
10

20.





Spelling Unit 26



Log into Soundwaves and complete some of the online activities and games

https://online.fireflyeducation.com.au/services/student_login/soundwaves

Year 1 access code: swim661

Year 2 access code: wool653



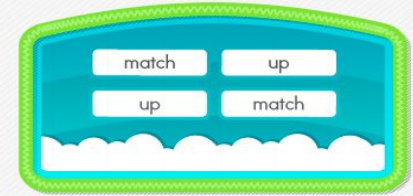
Unjumbler



Grapheme Trek



Grapheme Sort



List Word Beginnings and Endings

Speaking and Listening



Today you will be playing a warm up game called Emotions. You'll look at an emoji image. Label the what emotion or feeling you think it is. Then discuss what this looks like on your face, and how your body reacts to it.

In the text "Once Upon a Time" We do not hear the voice of Owl in this text. Readers have to infer Owl's feelings and characteristics. As a class answer and discuss the following questions.



(Your teacher might read it aloud against for you if you need it)

What sort of character is owl?

Would she be full of her own importance, or wise and generous in sharing with her knowledge?

What evidence from the texts tells us this?

What would Owl say if she was talking to the other characters? Role-play a conversation between Owl and Bluebird about writing. Fill in the conversation they might have.

Owl:

Bluebird:

Owl:

Bluebird:

Owl:

Bluebird:

Time to Read

Grab a book to read for at least 15-20 minutes.

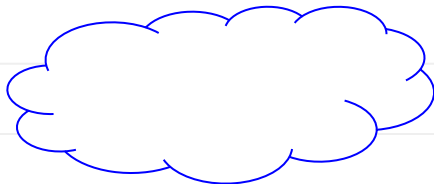
You may want to click on the picture to access your PMe reader login and read one of your levelled readers.



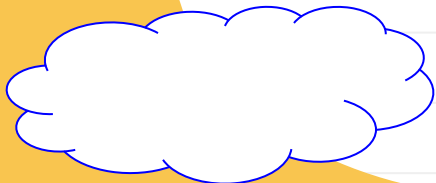
Maths

Sing and Count along https://www.youtube.com/watch?v=Ftati8iGQcs&list=PLM95cb_Szc3am4n6jJw127QbBIDivZglc

Ten Less



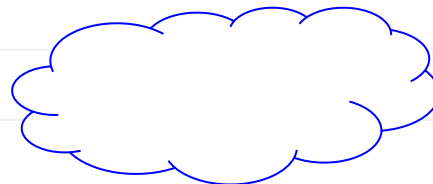
One Less



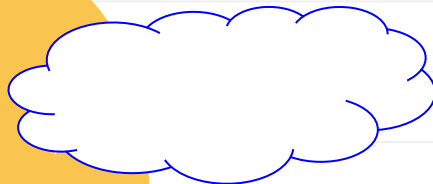
Number of the Day



One More



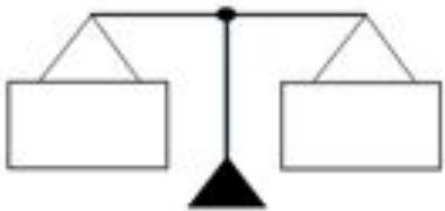
Ten More



Maths - Mass



Gather 2 separate collections of objects and use your pan balance to make sure they have the same mass. **How many of each did you use?** For example, 6 small Lego blocks has the same mass as 20 chickpeas. You can draw or type your findings below.



Type here

Next, you need to find and decide on an informal unit to measure with. This means you should have many of the same object, like cubes, counters...etc.

**The provided video titled 'Using informal units to measure mass' will help you with this activity.*

Choose an object (like a pencil) and place it on one side of your pan balance. Then start placing your informal units into the other cup and continue to add more until they are both at the same level, like the pan balance shown above. This means that they have the same mass. You then need to type what object you measured and how many informal units it equals to. There is a table on the next page for you to record on.

Maths - Mass

Type/write what informal unit you're using. For example, blocks, counters, marbles...

I am using _____ to measure the mass of objects.

| Object | The number of units used |
|------------------|--------------------------|
| Example: Sharpie | 3 marbles |
| | |
| | |
| | |
| | |

How effective was your chosen informal unit at measuring mass? For example, was it heavy enough and small enough for many to fit into the cup?

Would you change your informal unit? Why/why not?



Thursday Week 4 Stage 1

What's On Today

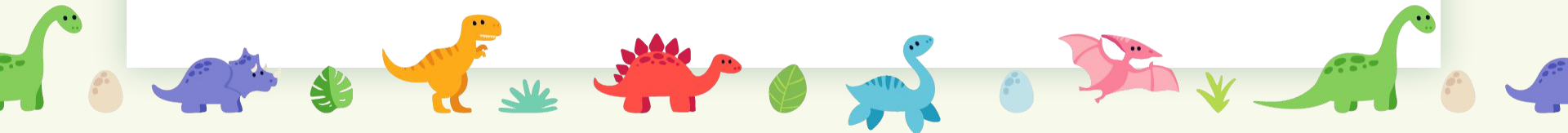


Spelling - Rhyming with spelling words

Grammar - Direct Speech 

Reading - Read a book of your choice or one of your PMe readers

Maths - Measuring and comparing mass using informal units - **You'll need your homemade pan balance** 



Spelling: Rhyming with Spelling Words

Words that rhyme have a part that **sound the same**. They do not have to look the same. For example, the words: **new, blew** and **blue** have the same sound on the end.

Year 1 Words

Write as many words as you can think of that rhyme with the words. For example boot, cute, suit

now

- 1.
- 2.
- 3.
- 4.
- 5.

down

- 1.
- 2.
- 3.
- 4.
- 5.

Year 2 Words

Write as many words as you can think of that rhyme with the words. For example new, blue

town

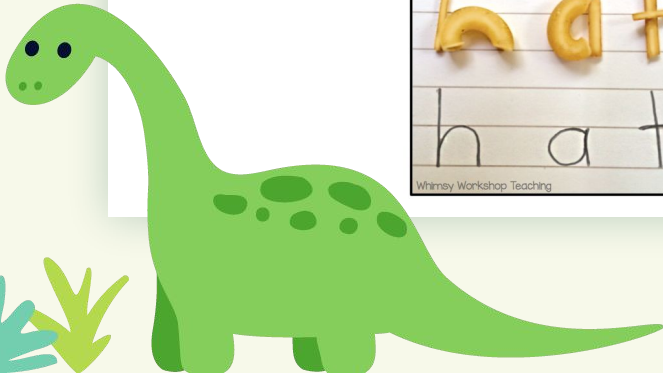
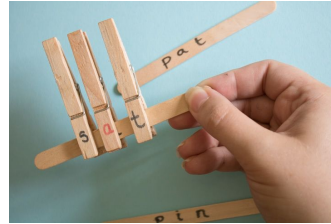
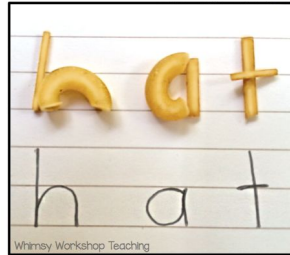
- 1.
- 2.
- 3.
- 4.
- 5.

sound

- 1.
- 2.
- 3.
- 4.
- 5.

Spelling

Using whatever item you have around the house (blocks, pegs, dried pasta, recyclables etc). Write/make your spelling words. Post a photo of your work on your Google Classroom. See how creative you can be!



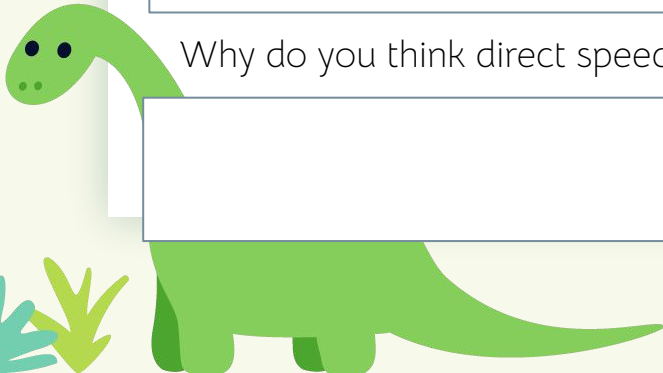
Grammar - Direct Speech

Your teacher will play this clip for you in your class zoom
<https://www.youtube.com/watch?v=6-YFmLctwDY&t=73s>

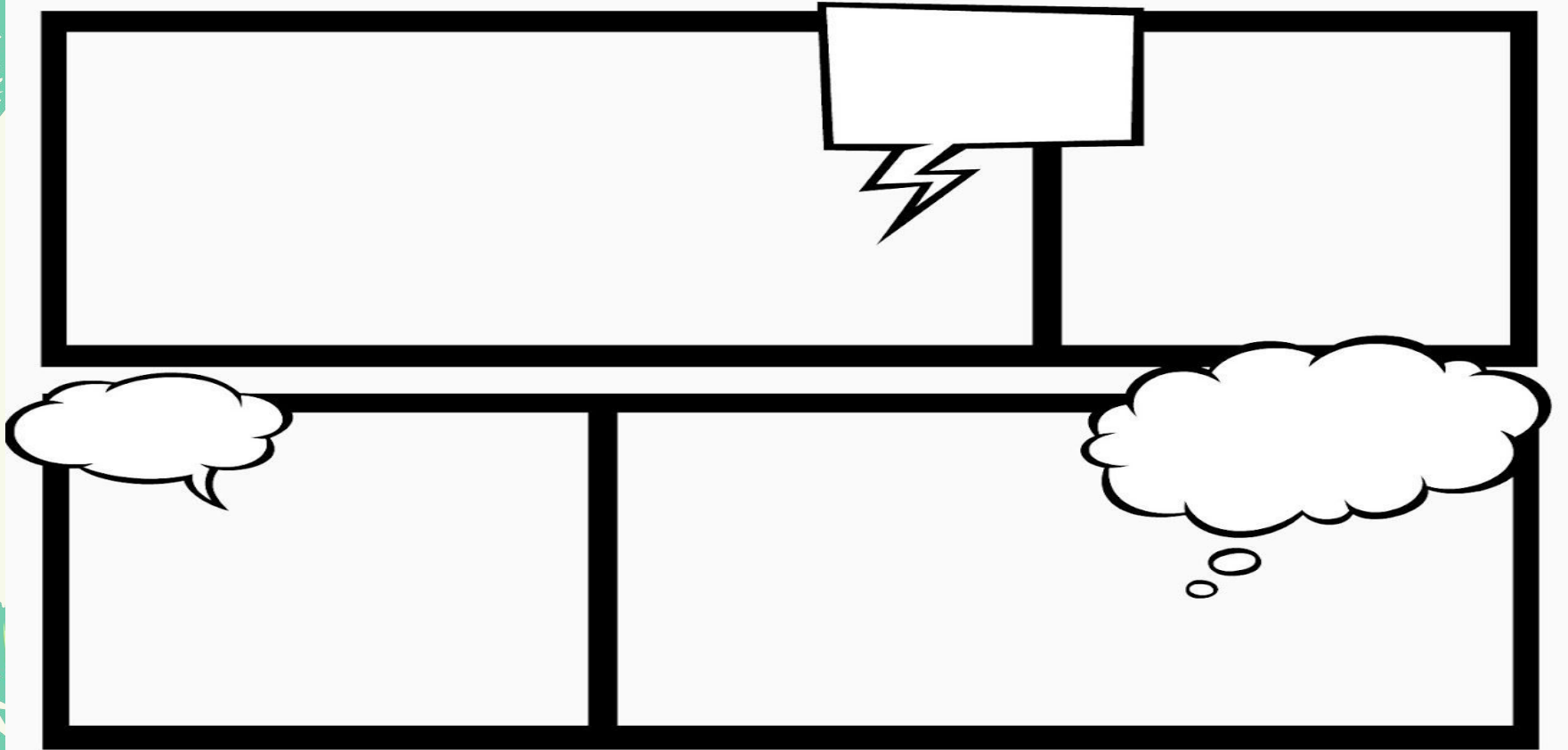
What is direct speech?

What punctuation marks are used when direct speech is used in writing?

Why do you think direct speech is used in stories?



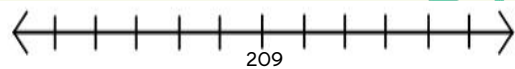
Your task is to make a comic strip with two characters having a conversation. Write in the speech bubbles the conversation between the characters.



Maths

Before

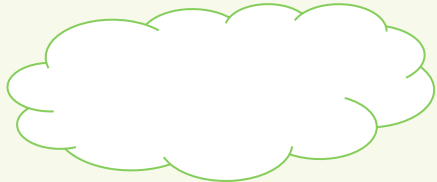
After



Ten more



One less



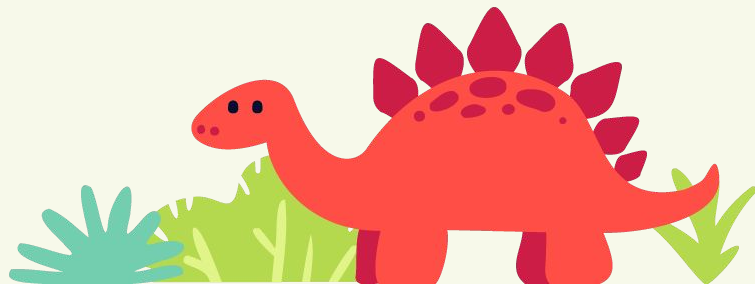
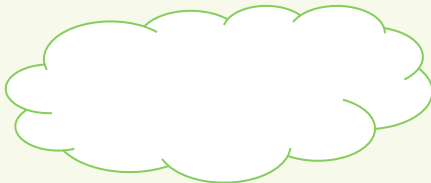
Number of the day:



One more



Ten less





Today's task is similar to yesterday's. You will use your pan balance to measure the mass of some objects of your choice. Before you do, you'll need to estimate (predict) the number of units you will need to equal the mass of the object you are measuring. *For example, I have chosen marbles as my informal measuring units and I estimate that I will need 3 marbles to equal the mass of a pencil. I will then measure the mass of the pencil using my pan balance and marbles. Finally I will record my findings in the table below and answer the questions.*



I am using _____ to measure the mass of objects.

| Object | Estimate | Result (actual) |
|--------|----------|-----------------|
| | | |
| | | |
| | | |
| | | |
| | | |

What is the mass of your heaviest object?

What is the mass of your lightest object?

Are there 2 objects that have the same mass?

How much heavier is the heaviest object than the lightest object?

Afternoon Activity - Shape art and craft



Today we will be creating our own picture using the shapes we have learnt about in the previous learning from home weeks

You could draw your shapes and cut them out or paint shapes to create a picture! 2D shapes work best for this activity, but you could challenge yourself to use 3D shapes too!



A decorative graphic featuring a large, light blue dashed circle that frames the central text. Various solid-colored circles in shades of teal, green, yellow, orange, and pink are scattered around the perimeter. Some circles are solid, while others are dashed outlines. A large teal ring is in the top left, a yellow ring is in the bottom right, and a large green circle is in the top right.

Friday
Week 3 Stage 1

What's on Today?

Spelling: Create a find a word

Writing: Independent character map

Reading: Read a book of your choice or log into your
PMe reader

Maths: Complete the scales

Spelling List

Year 1 Words

how
now
our
out
town
down
about
round

Year 2 Words

cow
now
how
down
town
our
out
house
mouse
about
round
sound
around
ground
count
hour
loud
mouth
brown
flower

Extension

allow
bounce
flour
frown
mountain
ourselves
proud
sour
south
thousand
towel

Spelling – Create a Find-a-word

1. Draw a 10 x 10 grid (or you can download one from the Google Classroom).
2. Write out your words inside the grid with one letter per square. You can write them horizontally (long ways), vertically (tall ways) or diagonally.
3. If there are any remaining squares, fill these in with other letters from the alphabet.
4. When it is done, you can give it to someone else to solve or try and solve it yourself.

| | | | | | | | | | |
|---|---|---|---|---|--|---|---|---|---|
| a | p | p | l | e | | | | | |
| | | | | | | | | | |
| | | | | | | p | | | |
| | | | b | | | | e | | |
| | | | a | | | | | a | |
| | | | n | | | | | | r |
| | | | a | | | | | | |
| | | | n | | | | | | |
| | | | a | | | | | | |
| | | | | | | | | | |

Character map

What the character looks like

How the character acts

What the other characters think of her

Your task: Think about owl in the story. Using what we know about her fill answer the following questions:

- **What the character looks like** (use adjectives and noun groups)
- **How the character acts** (use action verbs)
- **What other characters think of them?** (use emotives words and clues from the text)

Hint: Double click on the empty box to get the typing cursor.

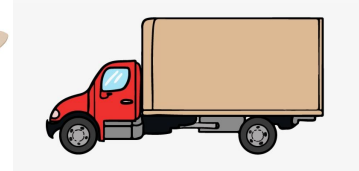
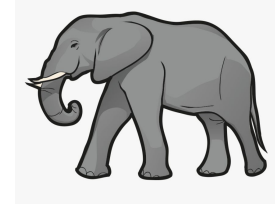
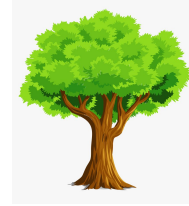
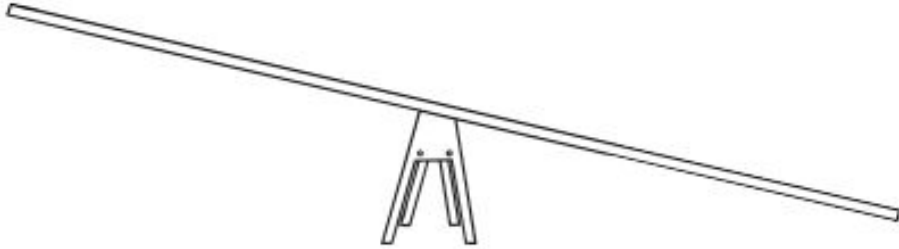
Reading

Grab a book to read for at least 15-20 minutes.
You may want to set a timer to help you.

You may want to click on the picture to access
your PMe reader login and read one of your
levelled readers.



Click and drag/draw the correct images on the scales to show the correct weight. (Not all items will be used)



Explain why you put each item where you did?