



Barramurra
Public School

Learning from Home Package

Week 3 Term 4

YEAR TWO



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Home Learning Matrix

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Tuesday Activities

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Thursday Activities



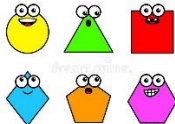

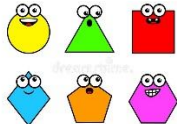





Friday Activities

Home Learning Matrix - Term 3 Week 3

Year 2

Activities can be completed digitally on the Seesaw app or as a hard copy and uploaded as an image to Seesaw

	Monday	Tuesday	Wacky Wednesday	Thursday	Friday
Learning Warm Up	Complete your learning warm up on Seesaw or in your booklet.	Complete your learning warm up on Seesaw or in your booklet.	Complete your learning warm up on Seesaw or in your booklet.	Complete your learning warm up on Seesaw or in your booklet.	Complete your learning warm up on Seesaw or in your booklet.
Zoom		<p>Year 2</p>  <p>10:30am</p>			<p>Year 2</p>  <p>10:30am</p>
Reading	<p>Pm Readers</p> <p>Fluency</p>  <p>Complete your reading activity on Seesaw or in your booklet.</p>	<p>Pm Readers</p> <p>Visualising</p>  <p>Complete your reading activity on Seesaw or in your booklet.</p>	<p>Pm Readers</p> <p>Fluency</p>  <p>Complete your reading activity on Seesaw or in your booklet.</p>	<p>Pm Readers</p> <p>Questioning</p>  <p>Complete your reading activity on Seesaw or in your booklet.</p>	<p>Pm Readers</p> <p>Making Connections</p>  <p>Complete your reading activity on Seesaw or in your booklet.</p>
Writing	<p>Weekend Recount</p>  <p>Complete the activity on Seesaw or in your booklet.</p>	<p>Sentences</p>  <p>Complete the activity on Seesaw or in your booklet.</p>	<p>Sentences</p>  <p>Complete the activity on Seesaw or in your booklet.</p>	<p>Sentences</p>  <p>Complete the activity on Seesaw or in your booklet.</p>	<p>Fun Writing</p>  <p>Complete the activity on Seesaw or in your booklet.</p>

	Monday (cont.)	Tuesday (cont.)	Wacky Wednesday	Thursday (cont.)	Friday (cont.)
Maths	<p>2D Space</p>  <p>REC</p> <p>Complete the activity on Seesaw or in your booklet</p>	<p>2D Space</p>  <p>REC</p> <p>Complete the activity on Seesaw or in your booklet</p>	<p>2D Space</p>  <p>REC</p> <p>Complete the activity on Seesaw or in your booklet</p>	<p>2D Space</p>  <p>REC</p> <p>Complete the activity on Seesaw or in your booklet</p>	<p>2D Space</p>  <p>REC</p> <p>Complete the activity on Seesaw or in your booklet</p>
Other KLAs	<p>PD/H/PE</p>  <p>Complete the activity on Seesaw or in your booklet</p>	<p>Geography First Nations Connections</p>  <p>Complete the activity on Seesaw or in your booklet</p>	<p>Science Reduce Reuse Recycle</p>  <p>REC</p> <p>Complete the activity on Seesaw or in your booklet</p>	<p>Sport Virtual Gym with Miss Taylor</p>  <p>REC</p> <p>Complete the activity on Seesaw or in your booklet</p>	<p>CAPA Drama</p>  <p>Watch the videos and complete the activities in your booklet or on Seesaw.</p>
Additional Optional Activities	<p>Reading Eggs/Fast Phonics (Online English)</p> <p>Log on to Reading Eggs and complete the tasks set by your teacher! Your teacher will be able to see when these have been completed. You can also explore and play when you have done any assigned tasks.</p> <p>Prodigy (Online Maths)</p> <p>Log on to Prodigy and complete the tasks set by your teacher! Your teacher will be able to see when these have been completed. You can also explore and play when you have done any assigned tasks.</p> <p>Outdoor Physical Activity and Play</p> <p>Teachers will post some ideas for things you can do each day on Seesaw. You could post a picture or video of yourself getting out and getting active.</p> <p>Department of Education - Learning from Home Resources https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home</p>				

MONDAY

What's Planned Today?

Reading

Celebrating Science Week

Maths

PD/H/PE



Find **should** three times.

c	d	l	u	o	h	s
r	g	w	j	t	k	f
s	h	o	u	l	d	b
a	s	h	o	u	l	d

Learning Warm Ups

Complete the spelling activities for the word of the day.

should

Add the missing letters to finish off the word **should**:

__ __ o u l d

s h o u __ __

s _ _ _ _ d

Add **should** to these sentences:

We _____ not be out here alone at night.

You _____ always cover your mouth when you sneeze.

Write your own sentence using **should** in the space below:

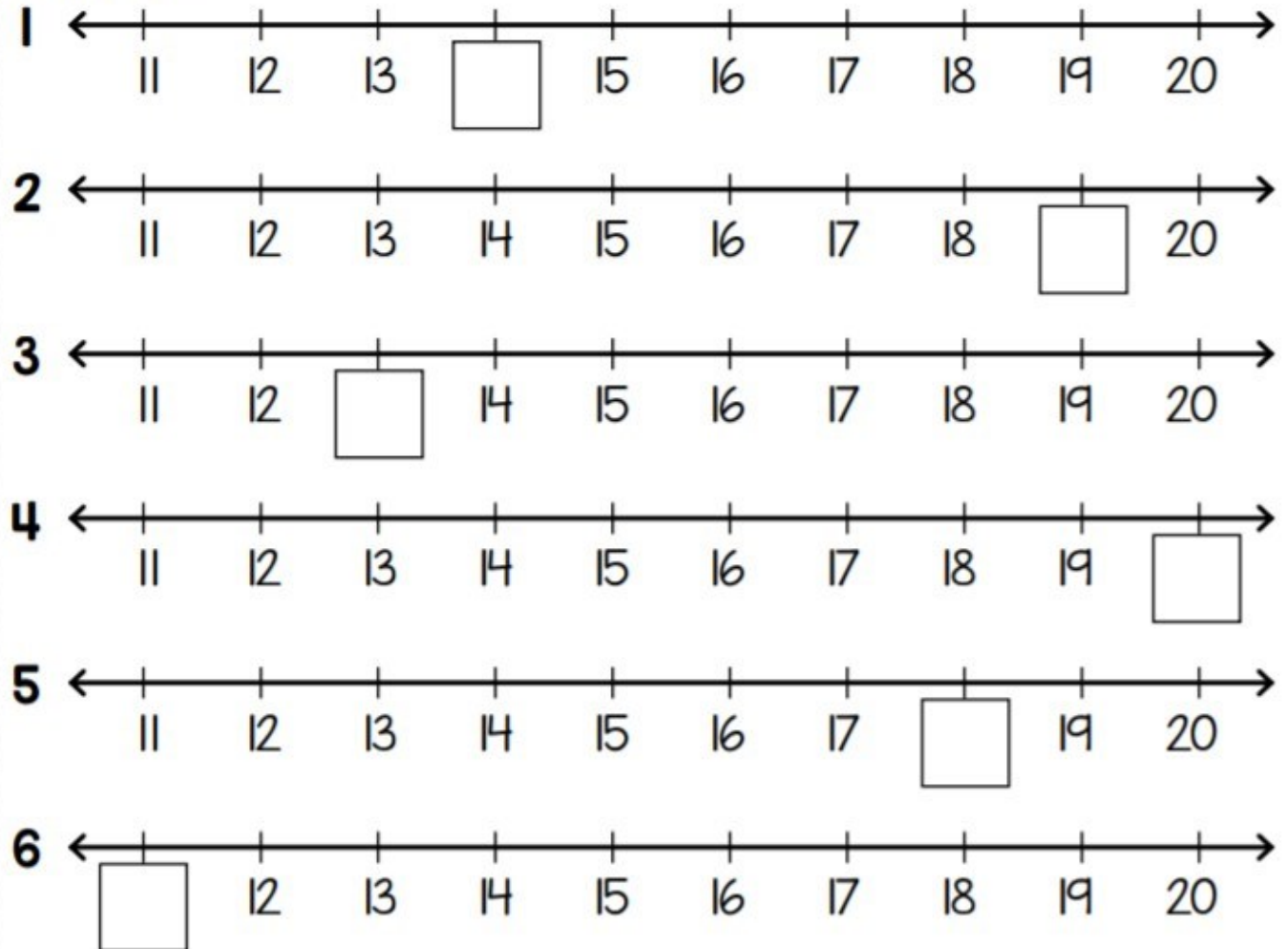
Learning Warm Ups

Fill in the missing number on each number line.

Number Lines 11 to 20

Lesson 56

Complete.



Fluency

Reading with accuracy is about how well you can read the words in the text.

To read accurately you need to think about what you are reading, this is called **monitoring**.

If it doesn't make sense, you should go back and **reread** it.



Your focus today is to read accurately.

You need to pay close attention to each sentence on the page and focus on reading all the words correctly.

A good reader practises **monitoring** their reading and **rereading** to fix their mistakes. Look at the posters below to see how you can do both these things while you read today.

GOOD READERS

Back up and Reread

when something doesn't make sense while reading.

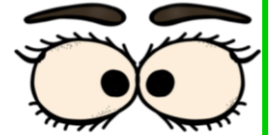


REREADING IS WHEN YOU GO BACK AND READ THE TEXT AGAIN TO FIX MISTAKES.

GOOD READERS ASK...

Does it look right?

Do the sounds I'm saying match the letters I see on the page?



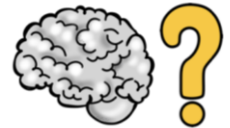
Does it sound right?

Do the sounds I hear sound like words we really say?



Does it make sense?

Does what I just said make sense with what I'm reading?



Your teachers want to hear you practise reading accurately!

See **the next page** for how to access your PM readers and how to share your reading with your teacher.





Read a PM reader to your Teacher



You can do the following activity and upload it to your seesaw activity OR you ask your grownup to send your work to your teacher using the seesaw message function.


Your task is to:

1. Sign into PM readers  and choose a book to read. See the next page if you need help finding your log on.

Please note: if you can't access PM readers at home, you can choose any book from home.

2. Read a PM book to your teacher.

****if the book you are reading is a chapter book, please read 1 chapter****

3. Take a photo  of the front cover and upload it with your voice recording on seesaw.

4. Click on the voice recording button  to record yourself reading.

The book I am reading today is called

The author's name is

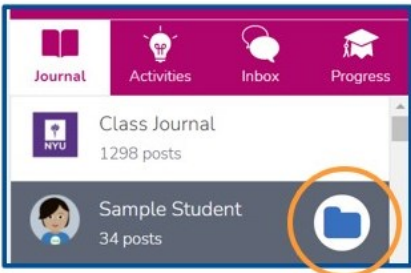


Take a photo of the front cover of the book and upload it with your recording on seesaw

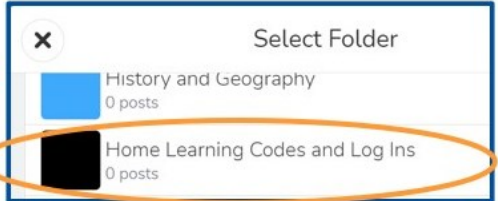
How to find your student login codes

1. On Class Seesaw find the journal sidebar and click on the folder button, next to your name.
2. Select folder – Home Learning Codes and Logins.
3. Find your student login card.
4. Use the username and passcode to log into the app you are using.


Step 1







Step 2



Step 3 & 4



Find your PM reader login here

Program	Username	Password
 NSW Education	<input type="text"/>	<input type="text"/>
 Reading Eggs	<input type="text"/>	<input type="text"/>
 Prodigy	<input type="text"/>	<input type="text"/>
 PM eCollection	<input type="text"/>	<input type="text"/>

5. Log into PM readers on a desktop browser by going to:

<https://app.pmeollection.com.au/login>

OR Log into PM readers on a mobile device by downloading the app PM Readers



Fun Friday Writing - Caption This!

Learning Intention:

- ★ We are learning to write interesting sentences about a picture.

Success Criteria:

- ? Write interesting sentences about a picture.
- ★ I used capital letters to begin my sentences and for names, places and the word 'I'.
- I used full stops to finish my sentences.
- I reread my work and it makes sense.
- I used one or more adjectives in my sentences.
- I used one or more verbs in my sentences.
- I used a conjunction to add more detail to my sentences.

Your task:

- ★ Your teachers have been busy this week doing some amazing things! Your job is to look at the picture of each of the teachers on the next page and write one or two interesting sentences to go with each picture.
- ★ Remember that we have been practicing adding more detail by using adjectives, verbs, synonyms, conjunctions and giving lots of detail about what is happening. So, you should be writing really interesting sentences not boring ones!
- ★ Your sentences can be silly and funny, but they still need to make sense!
- ★ Make sure you have all of your sentence punctuation and you have carefully checked your spelling!

Check out Miss Fedda's example before you get started.

Fun Friday Writing - Caption This!

MISS FEDDA'S EXAMPLE

Write one or two interesting sentences to go with each picture.

Miss Fedda



★ When Miss Fedda went on her morning walk, she found a beautiful field filled with graceful butterflies.

adjective

adjective

The glowing sun shone on her face

as she bent down to smell the

verb

verb

flowers. She stayed really still, as

she watched a black butterfly with

adjective

yellow spots, flutter past and land

verb

conjunction

on a yellow tulip, right near her

nose!

Fun Friday Writing - Caption This!

Write one or two interesting sentences to go with each picture.

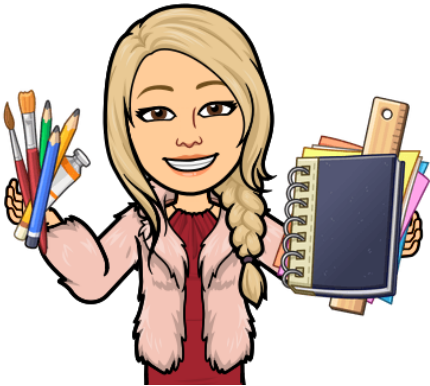


Three sets of horizontal dashed blue lines for writing, contained within a purple rectangular border.

Mr Fairbairn



Miss Samra



Three sets of horizontal dashed blue lines for writing, contained within a blue rectangular border.

Fun Friday Writing - Caption This!

Write one or two interesting sentences to go with each picture.



Three sets of horizontal dashed blue lines for writing, contained within a yellow rectangular border.

Mrs Berry



Miss Fedda



Three sets of horizontal dashed blue lines for writing, contained within a green rectangular border.

Fun Friday Writing - Caption This!

Have you completed these things?

Tick the criteria that you completed. Go back and change any that you are missing.

Success Criteria:



Write interesting sentences about a picture.



- I used capital letters to begin my sentences and for names, places and the word 'I'.
- I used full stops to finish my sentences.
- I reread my work and it makes sense.
- I used one or more adjectives in my sentences.
- I used one or more verbs in my sentences.
- I used a conjunction to add more detail to my sentences.

Term 4, Week 3- Year 2. Monday: Space and Geometry- 2D Space

This week in 2D Space we are learning how to flip, slide and turn a shape. We are also learning to use the correct language when we turn a shape. The words we will be using are: turn, full-turn, half-turn and quarter-turn.

Learning Intention:

To gain an understanding of how to slide and flip a given shape.

Success Criteria:

- I can perform a correct one-step slide or flip of a given shape.
- I can explain that despite movement of my shape, it is still the same shape and has not changed its form.

1. Now watch the following video to learn about how to flip, slide and turn a shape!

<https://www.youtube.com/watch?v=RcPBFSf7EEE>

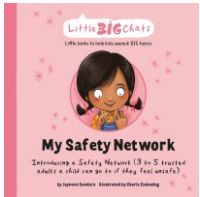
2. Logon to Seesaw and watch the video of Mrs Samra teaching you how to flip and slide a variety of given shapes!

3. Now it's your turn to make a video showing all the teachers how you know how to correctly flip and slide the same 4 shapes as Mrs Samra. Post your video on Seesaw.

MY SAFETY NETWORK



Listen to Miss Fedda's read 'My Safety Network' on Seesaw **BEFORE** completing this activity.



If you cannot access Seesaw, please contact your child's teacher for access to an alternate link.

Now that we know what a safety network is, you are going to make your own.

On each finger, write down the name of a trusted adult in your safety network. If you would like, you can draw a picture of them and write down their phone number if you know it.

Remember you need to include 3 or more adults that you trust. It is okay if you don't have 5 adults in your safety network.



PEOPLE IN MY SAFETY NETWORK:

Listen to me

Believe me

Do something to help me

TUESDAY

What's Planned Today?

Reading

Writing

Maths

Geography

★ everything ★
★ is ★
figure out able

Find **after** three times.

a	f	t	e	r
f	f	c	h	k
t	b	t	j	d
e	m	p	e	o
r	i	n	g	r

Learning Warm Ups

Complete the spelling activities for the word of the day.

after

Add the missing letters to finish off the word **after**:

__ __ t e r

a f __ __ __

a __ __ __ r

Add **after** to these sentences:

We went to the beach _____ school.

I will finish my homework _____ dinner.

Write your own sentence using **after** in the space below:

Learning Warm Ups

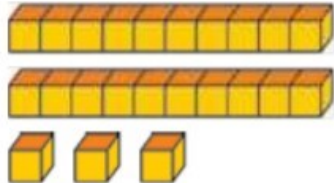
What are these numbers?

Count the tens and ones to figure out the number.

1. **NUMBER**
Lesson 60 Count to 30

Mathsee's

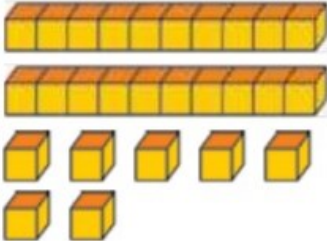
What is this number?



2. **NUMBER**
Lesson 60 Count to 30

Mathsee's

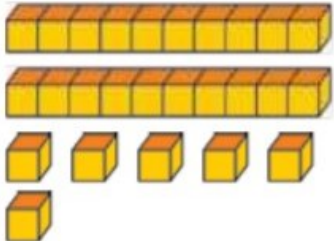
What is this number?



3. **NUMBER**
Lesson 60 Count to 30

Mathsee's

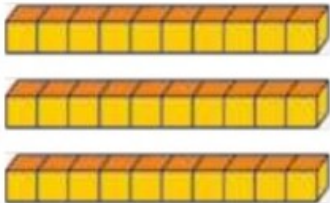
What is this number?



4. **NUMBER**
Lesson 60 Count to 30

Mathsee's

What is this number?



Visualising



Visualising is when we create a picture in our minds as we read.

We use what we know to help us make these images. These pictures help us to understand what we are reading.

Success Criteria

- I can draw what I pictured in my mind as I read.
- I can describe what I pictured in my mind.

Your focus today is to visualise the story while you read, to help you understand the text.

When you are reading, pay close attention to the clues that the author has given you through their descriptions. Remember the pictures you create in your mind as you read.

After reading, draw and describe what you pictured in your mind, as you read your book. See the example below:

Example:

Describe what you pictured in your mind. Start with the words - I imagined ...

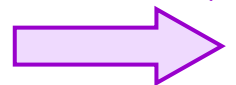
I imagined that Goldilocks had long blonde hair and rosy cheeks.



Draw what you pictured in your mind in the cloud.

When you are finished the activity, the teachers want to know all about the story you read today. Retell the story to your teachers by voice recording or writing down what happened.

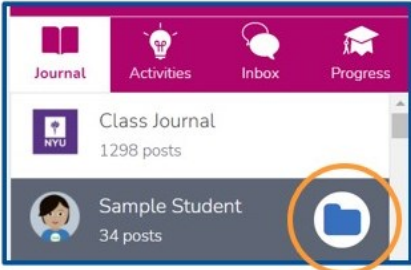
See the next page to see how to access your PM readers, complete your visualising activity and to retell the story.



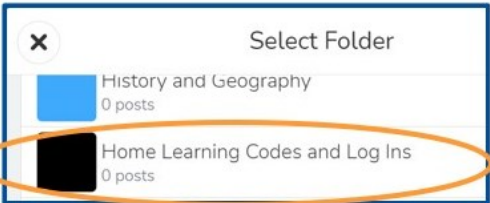
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2. Select folder – Home Learning Codes and Logins.
3. Find your student login card.
4. Use the username and passcode to log into the app you are using.


Step 1






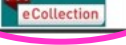
Step 2



Step 3 & 4



Find your PM reader login here

Program	Username	Password
 NSW Education	<input type="text"/>	<input type="text"/>
 Reading Eggs	<input type="text"/>	<input type="text"/>
 Prodigy	<input type="text"/>	<input type="text"/>
 PM eCollection	<input type="text"/>	<input type="text"/>

5. Log into PM readers on a desktop browser by going to:

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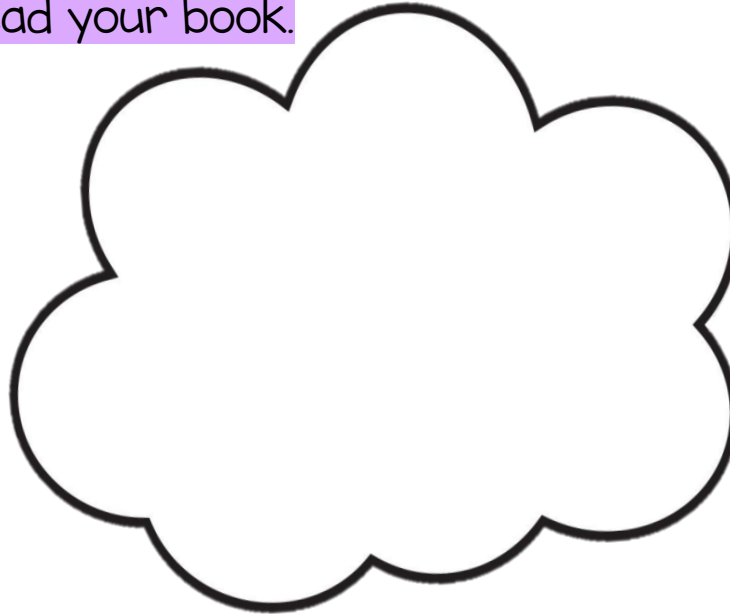
OR Log into PM readers on a mobile device by downloading the app PM Readers





Visualising

Draw and describe what you pictured in your mind as you read your book.





You can do the following activity and upload it to your seesaw activity OR you ask your grownup to send your work to your teacher using the seesaw message function.

Have you done these things?

Tick the criteria that you have completed successfully

Success Criteria

- I can draw what I pictured in my mind as I read.
- I can describe what I pictured in my mind.

Go to the next page to retell the story.





Retell the story to your Teacher



You can do the following activity and upload it to your seesaw activity OR you ask your grownup to send your work to your teacher using the seesaw message function.

Do this activity **AFTER** you have read your book and completed your activity today.

In your own words retell the story to your teacher. Type or voice recording what happened in the beginning, middle and end of the story.

The book I am read today is called

The author's name is

What happened in the beginning?

What happened in the middle?

What happened at the end?

BUILDING INTERESTING SENTENCES



Learning Intention:

- ★ We are learning to build interesting sentences by adding more detail to simple sentences.

Success Criteria:

? Build interesting sentences by adding more detail to simple sentences.

- ★
 - I can add 3 adjectives.
 - I can add why the mouse ran across the carpet.
 - I can add an adverb before or after the verb 'ran'.
 - I can describe the time of day, including an adjective.
 - I can add one sentence giving more detail about the mouse or what it was doing.

Your task:

- ★ Make each boring sentence more interesting by following each step to add more detail.
 1. Read the boring sentence.
 2. Follow the steps to add more detail to the sentence.
 3. Re-write the sentence each time with the details you added.
 4. Complete the activity by finishing all the steps to turn the boring sentence into an interesting sentence.
 5. Remember to check your success criteria to see if you completed everything before you submit. Tick the ones you have completed.

Check out Miss Fedda's example before you get started.

MISS FEDDA'S EXAMPLE



The cat ran up the tree.

← Boring sentence

Can you add 3 adjectives?

★ The **confident, grey** cat ran up the **tall** tree.

Can you add what time of day the cat was in the tree?

★ In the **dim morning light**, the **confident, grey** cat ran up the **tall** tree.

Can you add change the word 'ran' to a more interesting synonym?

★ In the dim morning light, the confident, grey cat **climbed up** the tall tree.

Can you add a conjunction and explain why the cat was in the tree?

★ In the dim morning light, the confident, grey cat climbed up the tall tree **because it was chasing a small bird.**

Can you add a sentence giving more detail about what the cat can see from the tree?

★ In the dim morning light, the confident, grey cat climbed up the tall tree because it was chasing a small bird. **From the highest branch of the tree, the cat could see its owner playing football in the front yard.**

BUILDING INTERESTING SENTENCES

The mouse ran across the carpet.

← Boring sentence

Can you add 3 adjectives to this sentence?



Three sets of dashed orange lines for writing.

Use your new sentence from above.



Can you add why the mouse ran across the carpet?



Three sets of dashed orange lines for writing.

BUILDING INTERESTING SENTENCES

Use your new sentence from the page before.

Can you add an adverb before or after the verb 'ran'?



Three sets of horizontal dashed orange lines for writing.

Use your new sentence from above.

Can you describe the time of day, including an adjective?



Three sets of horizontal dashed orange lines for writing.

BUILDING INTERESTING SENTENCES

Use your new sentence from the page before.

Can you add one sentence giving more detail about the mouse or what it was doing?



Handwriting practice lines consisting of six horizontal rows of orange dashed lines.

Term 4, Week 3- Year 2. Tuesday: Space and Geometry- 2D Space

Today for 2D Space we are learning: what is a line of symmetry?

Learning Intention:

To make lines of symmetry.

Success Criteria:

- I can show the lines of symmetry in shapes.
- I can complete pictures to show my understanding of symmetry.

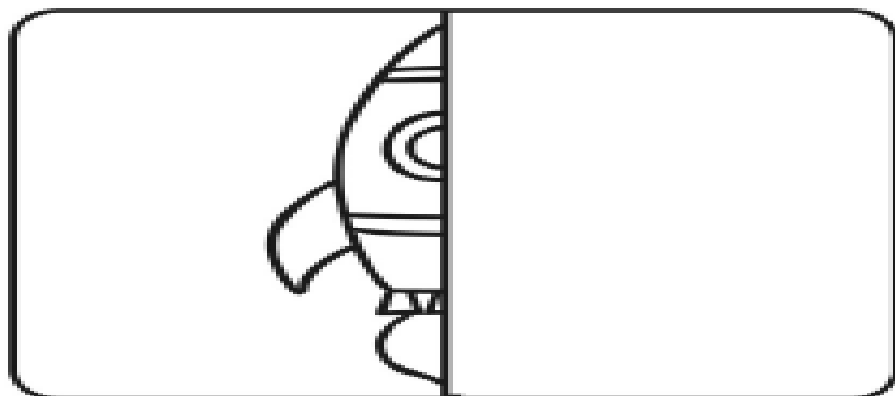
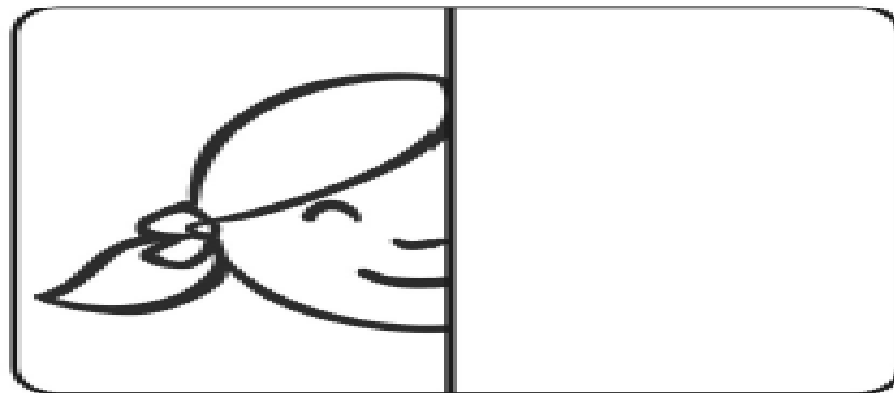
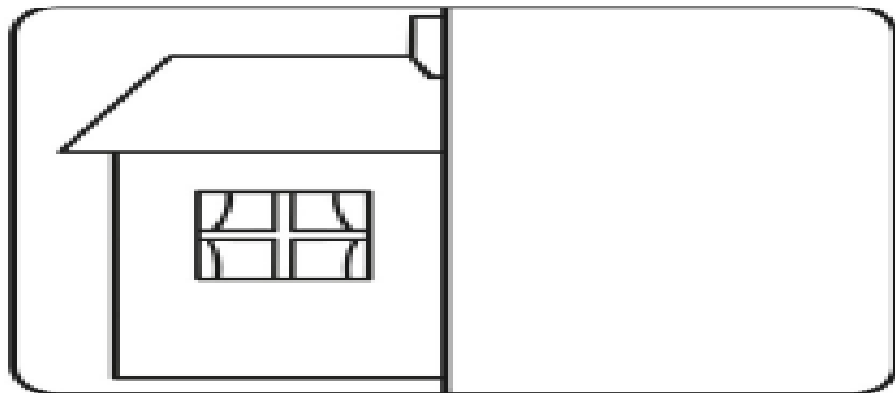
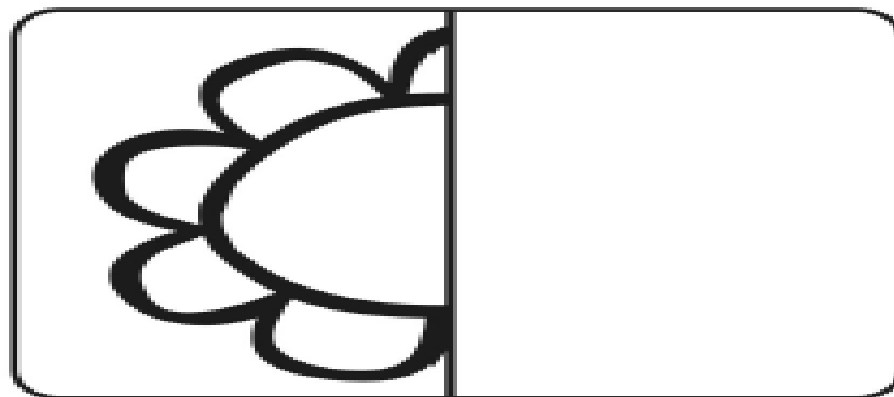
1. Now watch the following video to learn about lines of symmetry!

<https://www.youtube.com/watch?v=YFzktJNmnPU>

2. Complete the worksheet titled 'Symmetry' by either drawing lines of symmetry on the shapes or cutting out the shapes and folding them to show the lines of symmetry. Then take a photo of you work and upload it on onto Seesaw.

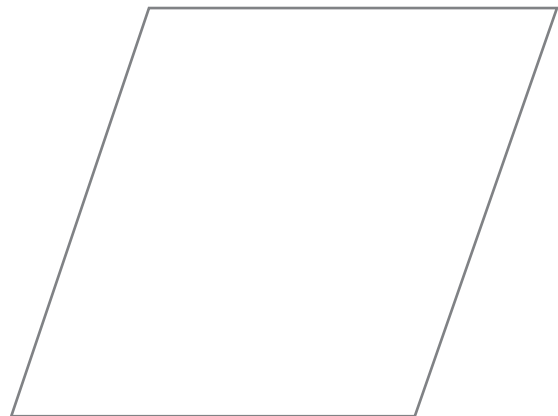
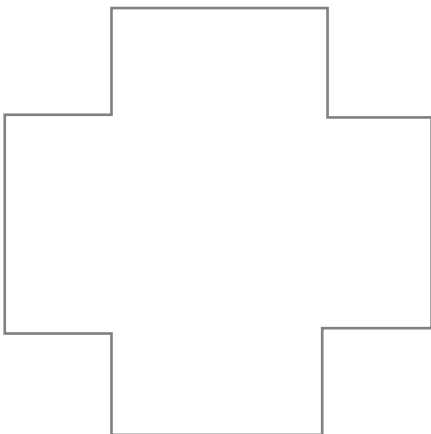
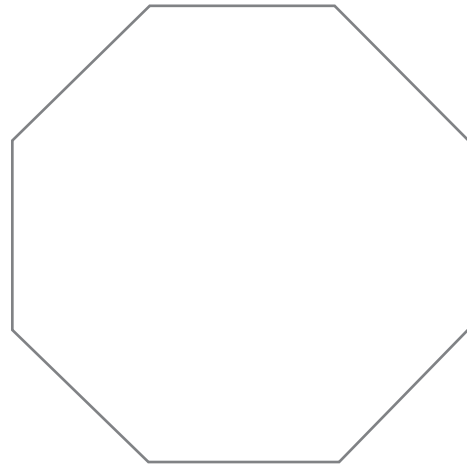
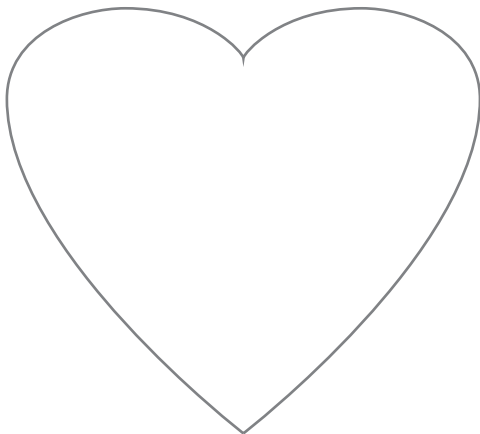
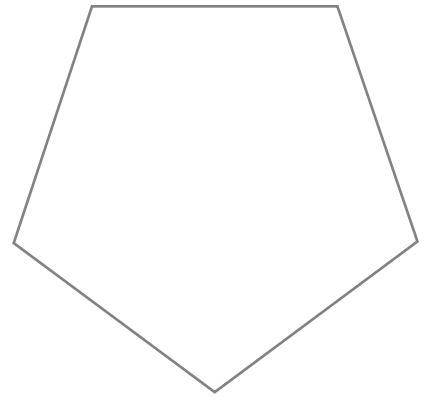
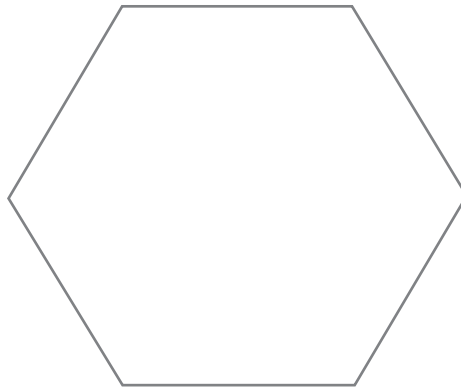
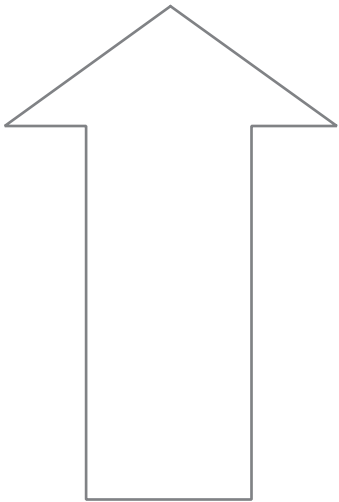
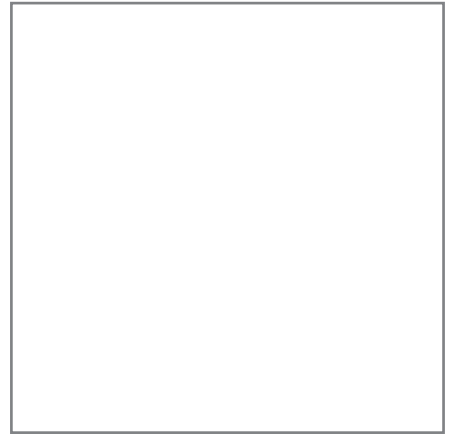
3. Complete the fun challenge activity by completing the other half of the pictures on the next page.

CHALLENGE!



Symmetry

Cut out each shape and fold it exactly in half as many ways as you can.



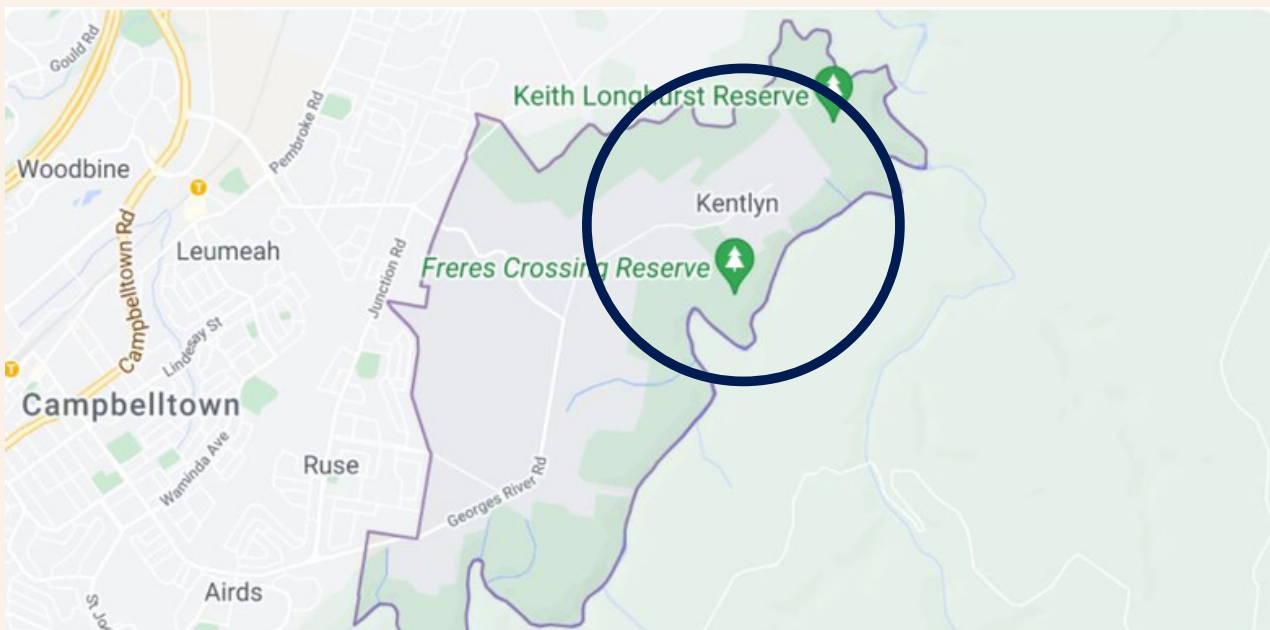
GEOGRPAHY -

TERM 4 - WEEK 3

BULL CAVE

There are many areas and specific sites around Australia that are culturally important to Aboriginal people. For the Dharawal people who are the first people to live in the area where we live, one of the most important sites is the Bull Cave.

The legend of the Cowpastures explains how when the Europeans first started farming the fertile land, two bulls and four cows got lost. Almost two years later, the cattle were seen in the Menangle area. Local Aboriginal people saw the strange animals and sketched them on the walls of a sandstone shelter along the Georges River, in a cave now known as 'Bull Cave' in Kentlyn.



GEOGRPAHY -

TERM 4 - WEEK 3

BULL CAVE

These shelters facing north got a lot of sunlight and were a warm place for Aboriginal people to sleep at night. They were often decorated with pictures using red ochre, white clay and charcoals.

A historian named Carol Liston explains that the horns were removed from the bulls before they started their long voyage from England to Australia on the ships with the First Fleet. Today we can still see the pictures of the animals with a head and tail but no horns.

Historians think, the local Aboriginal people were frightened of the animals and that is why they drew big pictures of them on the wall of the caves.



GEOGRPAHY - TERM 4 - WEEK 3 BULL CAVE

Where is the Bull Cave located?

How did the Bull Cave get its name?

Why do you think the Bull Cave might be important to Aboriginal people?

What do historians think Aboriginal people felt when they first saw the cows?

WEDNESDAY


What's Planned Today?

Celebrating Science Week

Writing

Maths

Science



in a world
where you can
be anything.
BE KIND.

Find **would** three times.

d	l	u	o	w
h	i	t	c	o
a	s	r	b	u
f	z	m	p	l
w	o	u	l	d

Learning Warm Ups

Complete the spelling activities for the word of the day.

would

Add the missing letters to finish off the word **would**:

__ __ u l d

w __ __ l d

__ __ u __ __

Add **would** to these sentences:

I _____ really like to go to the snow this winter.

I think it _____ be a bad idea for you to try carrying that alone.

Write your own sentence using **would** in the space below:

Learning Warm Ups

Match the numbers and words.
Circle or highlight the correct answers.

<p>1.</p> <p>NUMBER Lesson 60 Count to 30</p> <p>Match.</p> <p>thirty</p> <p>21 23 30</p>	<p>2.</p> <p>NUMBER Lesson 60 Count to 30</p> <p>Match.</p> <p>twenty-eight</p> <p>24 28 22</p>
---	---

Match.

3. twenty-two

a 24 **b** 28

c 22 **d** 12

4. 27

a twenty-one **b** twenty

c thirty **d** twenty-seven

Fluency



Reading in phrases is when you read smoothly, by scooping a few words together into a phrase.

The numbers of bees in the wild
have been dropping for a decade.

Scooping words into phrases helps you to read smoothly and stops you from sounding like a robot.

Readers who read one word at a time usually sound choppy. It is important to read in phrases, so that other people can understand what you are reading.

Your focus today is to read smoothly by scooping words into phrases.

When you are reading, you need to look carefully for **small groups of words** and focus on reading them smoothly in a phrase. While you read today, see if you can do the things in the box below:

GOOD READERS...

- SCOOP WORDS INTO 2 TO 6 WORD PHRASES
- SCOOP **SMALLER WORDS WITH LARGER WORDS**
- **PAUSE SLIGHTLY** BETWEEN PHRASES
- READ EACH PHRASE **SMOOTHLY**



Watch Miss Fedda demonstrate phrasing on Seesaw.



Watch Miss Fedda's video on Seesaw **BEFORE** reading today.

If you cannot access Seesaw, please contact your child's teacher for access to an alternate link.

Your teachers want to hear you practise phrasing while you read!

See **the next page** for how to access your PM readers and how to share your reading with your teacher. 



Read a PM reader to your Teacher



You can do the following activity and upload it to your seesaw activity OR you ask your grownup to send your work to your teacher using the seesaw message function.


Your task is to:

1. Sign into PM readers  and choose a book to read. See the next page if you need help finding your log on.

Please note: if you can't access PM readers at home, you can choose any book from home.

2. Read a PM book to your teacher.

****if the book you are reading is a chapter book, please read 1 chapter****

3. Take a photo  of the front cover and upload it with your voice recording on seesaw.

4. Click on the voice recording button  to record yourself reading.

The book I am reading today is called

The author's name is

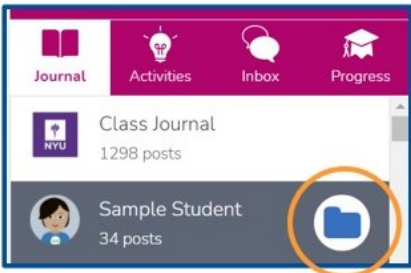


Take a photo of the front cover of the book and upload it with your recording on seesaw

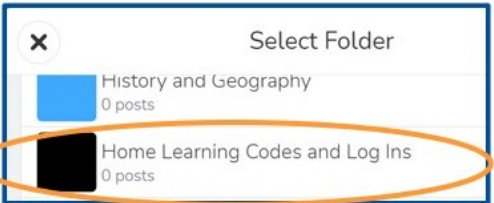
How to find your student login codes

1. On Class Seesaw find the journal sidebar and click on the folder button, next to your name.
2. Select folder – Home Learning Codes and Logins.
3. Find your student login card.
4. Use the username and passcode to log into the app you are using.


Step 1



Step 2



Step 3 & 4



Program	Username	Password
NSW Education		
Reading Eggs		
Prodigy		
PM eCollection		

5. Log into PM readers on a desktop browser by going to:

<https://app.pmeollection.com.au/login>

OR Log into PM readers on a mobile device by downloading the app PM Readers



BUILDING INTERESTING SENTENCES

Learning Intention:

- ★ We are learning to build interesting sentences by adding more detail to simple sentences.

Success Criteria:

? Build interesting sentences by adding more detail to simple sentences.

- ★ I can change the word 'food' to a more interesting synonym.
- I can add a conjunction and explain why the boy chose that type of food.
- I can add one sentence before explaining how the boy got to the canteen.
- I can add 3 adjectives.
- I can change the word 'bought' to a more interesting synonym.



Your task:

- ★ Make each boring sentence more interesting by following each step to add more detail.
1. Read the boring sentence.
 2. Follow the steps to add more detail to the sentence.
 3. Re-write the sentence each time with the details you added.
 4. Complete the activity by finishing all the steps to turn the boring sentence into an interesting sentence.
 5. Remember to check your success criteria to see if you completed everything before you submit. Tick the ones you have completed.

Check out Miss Fedda's example before you get started.

MISS FEDDA'S EXAMPLE



The cat ran up the tree.

← Boring sentence

Can you add 3 adjectives?

★ The **confident, grey** cat ran up the **tall** tree.

Can you add what time of day the cat was in the tree?

★ In the **dim morning light**, the **confident, grey** cat ran up the **tall** tree.

Can you add change the word 'ran' to a more interesting synonym?

★ In the dim morning light, the confident, grey cat **climbed up** the tall tree.

Can you add a conjunction and explain why the cat was in the tree?

★ In the dim morning light, the confident, grey cat climbed up the tall tree **because it was chasing a small bird.**

Can you add a sentence giving more detail about what the cat can see from the tree?

★ In the dim morning light, the confident, grey cat climbed up the tall tree because it was chasing a small bird. **From the highest branch of the tree, the cat could see its owner playing football in the front yard.**

BUILDING INTERESTING SENTENCES

The boy bought food from the canteen.

Boring sentence

Can you change the word 'food' to a more interesting synonym?



Three sets of dashed orange lines for writing.

Use your new sentence from above.

Can you add a conjunction and explain why the boy chose that type of food?



Three sets of dashed orange lines for writing.

BUILDING INTERESTING SENTENCES

Use your new sentence from the page before.

Can you add one sentence before, explaining how the boy got to the canteen?



Three horizontal dashed orange lines for writing.

Use your new sentence from above.

Can you add 3 adjectives?



Three horizontal dashed orange lines for writing.

BUILDING INTERESTING SENTENCES

Use your new sentence from the page before.

Can you change the word 'bought' to a more interesting synonym?



Handwriting practice lines consisting of six horizontal rows of orange dashed lines.

Term 4, Week 3- Year 2. Wednesday: Space and Geometry- 2D Space

Today in 2D Space we are learning how to rotate shapes. This means to move or turn shapes around a given point.

Learning Intention:

To understand how to perform a full-turn, half-turn or quarter-turn on a given shape.

Success Criteria:

- I can perform a full-turn, half-turn and quarter-turn on a given shape.
- I can explain even though I have rotated my shape, it is the same shape and has not changed its form.

1. Now watch the following video to learn!

<https://www.youtube.com/watch?v=JxYjvrtGeBA>

2. Logon to Seesaw and watch the video of Mrs Samra teaching you how to perform a quarter, half and full-turn of a given shape.

3. Now it's your turn to make a video showing all the teachers how you know how to correctly perform a quarter, half and full-turn using 1 of the same shapes Mrs Samra used. Post your video on Seesaw.

Reduce, Reuse, Recycle

Watch the YouTube video 'What a Waste' on Seesaw.

Ask your teacher for an alternate link if you cannot access it on Seesaw

Answer these questions about the video

1. What natural resources did you see being wasted in the video? Can you list 3?

2. What natural resources or living things were being damaged by the waste? Can you name 3?

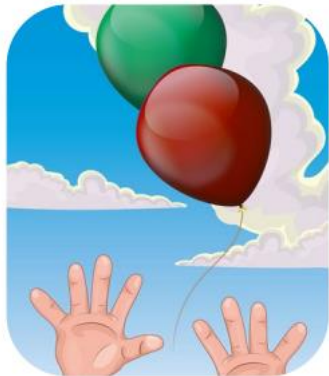
Check yourself!

Which of these things could you personally make a change to save?

Circle the resource you waste the most and tell us on the line below how you could change your habits to save it!



Wasting food



Letting go of balloons



Wasting water



Using plastic straws



Single use plastic bags

Reduce, Reuse, Recycle

Watch the YouTube song '3 Rs' on Seesaw.

Ask your teacher for an alternate link if you cannot access it on Seesaw

Fill the coloured boxes in with the correct R words and then write 3 things for each R that you can do to save our resources in the clouds.

Use less of things.

Use things again.

Use things in a different way.

Year 1 / 2 Science Earth and Space Sciences

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5

THURSDAY

What's Planned Today?

Reading

Writing

Maths

PD/H/PE

A PERSON
WHO NEVER
MADE A
MISTAKE,
NEVER
TRIED
ANYTHING
NEW

Albert Einstein

Find **because** three times.

b	e	c	a	u	s	e	u	l	m
o	l	u	e	s	u	a	c	e	b
c	g	p	r	h	s	m	r	k	d
s	b	e	c	a	u	s	e	u	l

Learning Warm Ups

Complete the spelling activities for the word of the day.

because

Add the missing letters to finish off the word **because**:

__ __ **c a u s** __

b e c __ __ __

b __ __ __ **u** __ __

Add **because** to these sentences:

I love my mum _____ she gives the best cuddles.

We were late for school _____ the car wouldn't start.

Write your own sentence using **because** in the space below:

Learning Warm Ups

What are the missing numbers?

1.

NUMBER

Lesson 60 Count to 30



What number comes next?

22, 23, 24, _____

2.

NUMBER

Lesson 60 Count to 30



What number comes next?

26, 27, 28, _____

3.

NUMBER

Lesson 60 Count to 30



What is the missing number?

21, 22, _____, 24

4.

NUMBER

Lesson 60 Count to 30



What is the missing number?

27, _____, 29, 30

? ? Questioning ? ?

Questioning is when we ask questions while we read to help us understand the story events, the characters, actions and ideas.

When we ask questions, we can start our questions with the words:

who what when where
why how which whose

Success Criteria

- ❑ I have written at least 5 questions.
- ❑ I have used these words to start my questions- who, what, when, where, why, how, which, whose.
- ❑ I have used a question mark ? at the end of my questions.

Your focus today is on asking questions about the text.

When you are reading, use a piece of paper to write down the questions you have or the things you wonder about the story as you read. Set out your piece of paper like this. Write at least 5 questions you have about the text in the cloud.

I wonder...

You can start your questions with the words

who what
when where
why how
which whose

While you read, write the questions you have in the cloud

Use a question mark ? at the end of each question

Why did Goldilocks go into the bears home?
What did the bears think when they found Goldilocks?
Which bear forgot to lock the front door when they left?
Who made the porridge?
Where does Goldilocks live?

After you read the story and write down your questions, go onto Seesaw to take a photo of your questions for your activity.

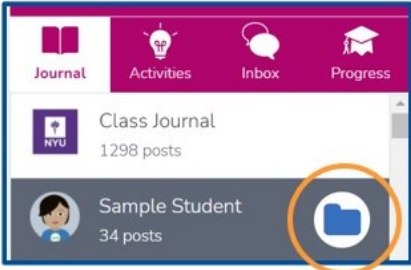
When you are finished the teachers want to know all about the story you read today. Retell the story to your teachers by voice recording or writing down what happened.

See [the next page](#) to see how to access your PM readers, upload a photo of your questions and to retell the story. ➡

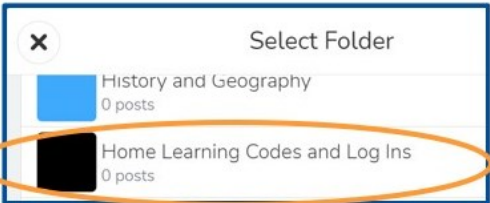
How to find your student login codes

1. On Class Seesaw find the journal sidebar and click on the folder button, next to your name.
2. Select folder – Home Learning Codes and Logins.
3. Find your student login card.
4. Use the username and passcode to log into the app you are using.


Step 1



Step 2



Step 3 & 4



Program	Username	Password
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Reading Eggs		
Prodigy		
PM eCollection		

5. Log into PM readers on a desktop browser by going to:

<https://app.pmeollection.com.au/login>

OR Log into PM readers on a mobile device by downloading the app PM Readers



?? Questioning ??

Write your questions below and then upload a photo  to seesaw.

I wonder...



You can do the following activity and upload it to your seesaw activity OR you ask your grownup to send your work to your teacher using the seesaw message function.

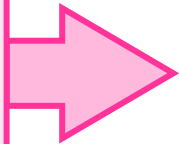
Have you done these things?

Tick the criteria that you have completed successfully

Success Criteria

- I have written at least 5 questions.
- I have used these words to start my questions- who, what, when, where, why, how, which, whose.
- I have used a question mark ? at the end of my questions.

Go to the next page to retell the story





Retell the story to your Teacher



You can do the following activity and upload it to your seesaw activity OR you ask your grownup to send your work to your teacher using the seesaw message function.

Do this activity **AFTER** you have read your book and completed your activity today.

In your own words retell the story to your teacher. Type or voice recording what happened in the beginning, middle and end of the story.

The book I am read today is called

The author's name is

What happened in the beginning?

What happened in the middle?

What happened at the end?

BUILDING INTERESTING SENTENCES

Learning Intention:

- ★ We are learning to build interesting sentences by adding more detail to simple sentences.

Success Criteria:

? Build interesting sentences by adding more detail to simple sentences.

- ★
 - ❑ I can add one sentence explaining how they found the box.
 - ❑ I can change 'they' to the names of two people, e.g. Sam and Jessy.
 - ❑ I can add 3 adjectives.
 - ❑ I can add one sentence explaining what is on the map, including 2 adjectives.
 - ❑ I can add a conjunction to one of the sentences and give more detail about what is happening.



Your task:

- ★ Make each boring sentence more interesting by following each step to add more detail.
 1. Read the boring sentence.
 2. Follow the steps to add more detail to the sentence.
 3. Re-write the sentence each time with the details you added.
 4. Complete the activity by finishing all the steps to turn the boring sentence into an interesting sentence.
 5. Remember to check your success criteria to see if you completed everything before you submit. Tick the ones you have completed.

Check out Miss Fedda's example before you get started.

MISS FEDDA'S EXAMPLE



The cat ran up the tree.

← Boring sentence

Can you add 3 adjectives?

★ The **confident, grey** cat ran up the **tall** tree.

Can you add what time of day the cat was in the tree?

★ In the **dim morning light**, the **confident, grey** cat ran up the **tall** tree.

Can you add change the word 'ran' to a more interesting synonym?

★ In the dim morning light, the confident, grey cat **climbed up** the tall tree.

Can you add a conjunction and explain why the cat was in the tree?

★ In the dim morning light, the confident, grey cat climbed up the tall tree **because it was chasing a small bird.**

Can you add a sentence giving more detail about what the cat can see from the tree?

★ In the dim morning light, the confident, grey cat climbed up the tall tree because it was chasing a small bird. **From the highest branch of the tree, the cat could see its owner playing football in the front yard.**

BUILDING INTERESTING SENTENCES

They found a map in the box.

Boring sentence

Can you add one sentence explaining how they found the box?



Three sets of horizontal dashed orange lines for writing.

Use your new sentence from above.



Can you change 'they' to the names of two people?
For example - Sam and Jessy



Three sets of horizontal dashed orange lines for writing.

BUILDING INTERESTING SENTENCES

Use your new sentence from the page before.

Can you add 3 adjectives?



Three sets of horizontal dashed orange lines for writing.

Use your new sentence from above.

Can you add one sentence explaining what is on the map, including 2 adjectives?



Three sets of horizontal dashed orange lines for writing.

BUILDING INTERESTING SENTENCES

Use your new sentence from the page before.

Can you add a conjunction to one of the sentences and give more detail about what is happening?



Handwriting practice lines consisting of six horizontal rows of orange dashed lines.

Term 4, Week 3- Year 2. Thursday: Space and Geometry- 2D Space

Today in 2D Space we are learning how many half-turns are required to make a full-turn of a given shape. We are also learning how many quarter-turns are required for a full turn.

Learning Intention:

To understand how many half and quarter-turns are required to make a full-turn of a given shape.

Success Criteria:

- I can perform quarter and half-turns to show a full-turn of a shape.
- I can explain how many quarter-turns are needed to make a full-turn of a given shape.
- I can explain how many half-turns are needed to make a full-turn of a given shape.

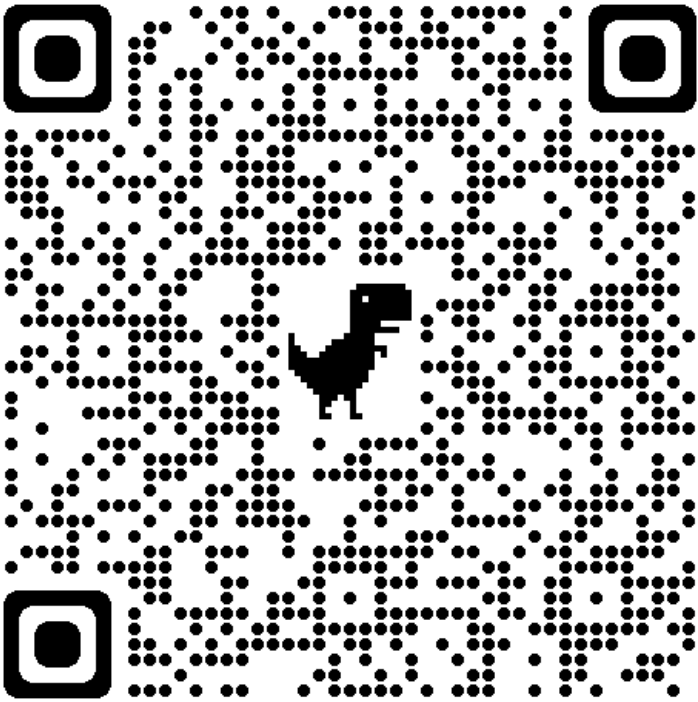
1. Logon to Seesaw and watch the video of Mrs Samra teaching you how to determine the number of half-turns and quarter-turns required for a full turn of a given shape.
2. Now it's your turn to make a video showing all the teachers how you decide on the number of half-turns and quarter-turns required for a full turn of a given shape of your choice. Post your video on Seesaw.

To access your sports activity for today, you will need to scan this QR Code or use the link below.

Link: shorturl.at/eBK08



SCAN ME



FRIDAY

What's Planned Today?

Reading

Writing

Celebrating Science Week

Art



Find **could** three times.

c	g	n	b	c
a	o	h	j	o
m	f	u	e	u
i	p	k	l	l
c	o	u	l	d

Learning Warm Ups

Complete the spelling activities for the word of the day.

could

Add the missing letters to finish off the word **could**:

___uld

cou___

c___d

Add **could** to these sentences:

I wish I _____ run as fast as you.

_____ you please tell me what time it is.

Write your own sentence using **could** in the space below:

Learning Warm Ups

What are the missing numbers?

1.

1	2	3	4	5	6		8	9	10
11	12	13	14	15	16	17	18	19	20

2.

1	2	3	4	5	6	7	8	9	10
11	12	13		15	16	17	18	19	20

3.

13, 14, _____, 16

4.

15, _____, 17, 18

5. What's the missing number? 26, 27, _____, 29

Making Connections



Making connections is when you use what you already know to help you better understand the text.

There are three ways to make connections:

1. text to self
2. text to text
3. text to world

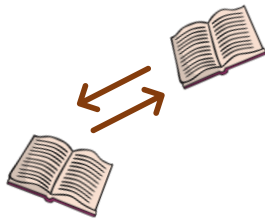
1. Text to self

Text to self connection is when the text reminds you of something that has happened in your own life.



2. Text to text

A text to text connection is when the text reminds you of something that has happened in another text.



3. Text to world

A text to world connection is when the text reminds you of something that happens or has happened in the world.



Your focus today is on making connections between the text and yourself, other texts or the world.

1. Read your book - while you read your book today, think about what kind of connection you can make to the text.
2. Record yourself reading 2 pages of your book for the teachers to hear.
3. Complete the making connections page in your activity. On the page, circle the connection you made and describe your connection by explaining what the story reminded you of. Then draw a picture of the connection you made.

See the next page for how to access your PM readers and how to record yourself reading 2 pages of your book. Then complete your activity.

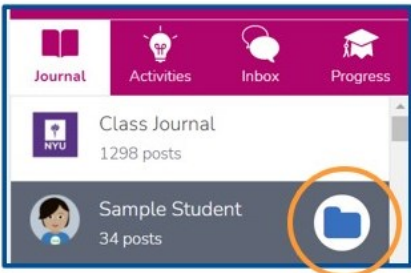
Success Criteria

- I can make a connection to myself, other texts or the world.
- I can describe and draw my connection

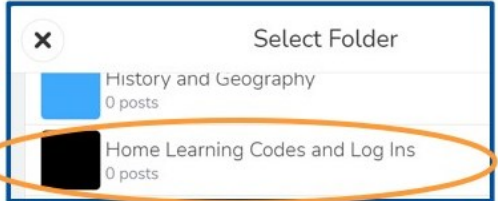
How to find your student login codes

1. On Class Seesaw find the journal sidebar and click on the folder button, next to your name.
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3. Find your student login card.
4. Use the username and passcode to log into the app you are using.


Step 1






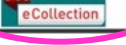
Step 2



Step 3 & 4



Find your PM reader login here

Program	Username	Password
 NSW Education	<input type="text"/>	<input type="text"/>
 Reading Eggs	<input type="text"/>	<input type="text"/>
 Prodigy	<input type="text"/>	<input type="text"/>
 PM eCollection	<input type="text"/>	<input type="text"/>

5. Log into PM readers on a desktop browser by going to:

<https://app.pmeollection.com.au/login>

OR Log into PM readers on a mobile device by downloading the app PM Readers







Read to your Teacher



You can do the following activity and upload it to your seesaw activity OR you ask your grownup to send your work to your teacher using the seesaw message function.

1. Read your whole book.
2. Choose 2 pages to read to your teacher.
3. Take a photo  of the pages and paste them below for your teacher to see.
4. Click on the voice recording button  to record yourself reading.

The book I am reading today is called

The author's name is

Page 1

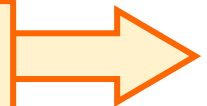


Take a photo of two pages from the book and upload them on seesaw

Page 2



Go to the next page to do the activity.



Making Connections




The book I read today was called _____

I made a connection to: (circle one)

myself another text the world

It reminded me of _____

Draw a picture of your connection below. 

You can do the following activity and upload it to your seesaw activity OR you ask your grownup to send your work to your teacher using the seesaw message function.

Have you done these things?

Tick the criteria that you have completed successfully

Success Criteria

- I can make a connection to myself, other texts or the world.
- I can describe and draw my connection.

WEEKEND RECOUNT



Learning Intention:

- ★ We are learning to write a weekend recount by giving additional detail about a sequence of events.

Success Criteria:




Give additional detail about a sequence of events




- I can use the structure of a recount which is - Title and Date, First, Next, After that, Finally
- I can include 2 adjectives in my writing and underline them
- I can include 1 conjunction in my writing and underline it


Your Task:

- ★ Today you are going to write a recount all about your weekend.
- ★ Use the writing template to help you structure your recount.
- ★ You have two challenges today:
 1. Include 2 or more adjectives and underline where you used them.
 2. Include 1 or more conjunctions and underline where you used them.
- ★ Remember to check your success criteria to see if you completed everything before you submit. Tick the ones you have completed.
- ★ Check out Miss Fedda's example of WAGOLL before you get started.

 **First** I woke up when I heard my sister call out "Who want's pancakes for breakfast?" So I rolled out of bed, got dressed and went to the kitchen.

 **Next** I enjoyed my sister's sweet pancakes for breakfast. I decided to put Maple Syrup on them to make them taste even sweeter.

 **After that** I went for a walk with my brother and my Dad. We saw ducks swimming in the lake and I spotted a Kookaburra high up in a tree.

 **Finally** I helped my Mum start a 1000 piece puzzle. We got out all the pieces and started to search for the edge pieces. We have almost finished the puzzle but we still have lots of pieces to go!

WEEKEND RECOUNT

Title:

Date:

 First

 Next

 After that

 Finally

WEEKEND RECOUNT



Have you completed these things?

Tick the criteria that you completed. Go back and change any that you are missing.

Success Criteria:



Give additional detail about a sequence of events



- I can use the structure of a recount which is - Title and Date, First, Next, After that, Finally
- I can include 2 adjectives in my writing and underline them
- I can include 1 conjunction in my writing and underline it



Term 4, Week 3- Year 2. Friday: Space and Geometry- 2D Space

Today for our learning in 2D Space we are learning to describe the amount of turns (both quarter and half-turns) using the terms clockwise and anti-clockwise using a given shape.

Learning Intention:

To explain the number of turns a given shape has moved (both quarter and half-turns) using the terms clockwise and anti-clockwise.

Success Criteria:

- I can count how many quarter-turns were needed to show a full-turn of a given shape.
- I can how many half-turns were needed to show a full-turn of a given shape.
- I can explain if shapes are turning clockwise or anti-clockwise.

1. Now watch the following video to learn more about turning shapes clockwise and anti-clockwise! https://www.youtube.com/watch?v=ab_e1Wxllh4
2. Logon to Seesaw and watch the video of Mrs Samra teaching you how to describe the amount of turns (both quarter and half-turns) using the terms clockwise and anti-clockwise using a given shape.
3. Now it's your turn to make a video showing all the teachers how you know how to describe the amount of turns (both quarter and half-turns) using the terms clockwise and anti-clockwise using a given shape. Post your video on Seesaw!

Role Play - Little Red Hen



Watch or read the story of The Little Red Hen. Complete the Seesaw activity or use this background and the characters on the next page to retell the story of The Little Red Hen or make up your own story.

Little Red Hen Puppets

