






# Stage 1 (Year 2) – Learning From Home – Week 6

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Morning</b>	<p><b><u>Fitness</u></b> Follow Superman: <a href="https://youtu.be/nMpSKmcdXBI">https://youtu.be/nMpSKmcdXBI</a></p>  <p><b>Target Practice</b> Set up empty water bottles and try to knock them all over using a soft ball, rolled up socks or a small soft toy. Challenge yourself by standing further away.</p> <p><b>Star jumps</b> How many star jumps can you do in 1 minute? _____</p> <p><b><u>English</u></b> <b>Reading: Fluency</b> Poem - Animal Voices <b>Focus:</b> Expression</p> <p><b>Writing: Introduction</b> <b>Focus:</b> This week we will be exploring the <b>Setting</b> in a story with evidence. What is the setting in a story? View the Youtube clip more than once: <a href="https://youtu.be/3BVOlyUnk6s">https://youtu.be/3BVOlyUnk6s</a></p>	<p><b><u>Fitness</u></b> Follow Kangaroo: <a href="https://youtu.be/NJ7evRLEFXV8">https://youtu.be/NJ7evRLEFXV8</a></p>  <p><b>Penguin waddle</b> Place a balloon or a soft ball between your knees. Waddle from one side of the house to the other without dropping the balloon or ball. Challenge yourself by creating an obstacle course to jump over.</p> <p><b>Star jumps</b> How many star jumps can you do in 1 minute? Did you beat your previous score? _____</p> <p><b><u>English</u></b> <b>Reading:</b> Animal Voices <b>Focus:</b> Automatic word recognition</p> <p><b>Writing:</b> Watch the story with your teacher on ZOOM. Revise: What is a setting? Revisit the vocabulary. Zoom discussion with teacher/ older sibling/parent</p>	<p><b><u>Fitness</u></b> Follow King Arthur: <a href="https://youtu.be/f1DCBvypjNw">https://youtu.be/f1DCBvypjNw</a></p>  <p>OR</p> <p><b>Sticky note wall bop</b> Write each letter of the alphabet on a sticky note and stick it on a wall. With a soft bean bag or sock ball, practice your spelling by hitting the letters. If you spell the word incorrectly, you must start again. Challenge yourself by standing further away.</p> <p><b>Star jumps</b> How many star jumps can you do in 1 minute? Did you beat your previous score? _____</p> <p><b><u>English</u></b> <b>Reading:</b> Animal Voices <b>Focus:</b> Rhythm and phrasing</p> <p><b>Writing Task:</b> Plan and compose <b>My Dream Garden</b></p>	<p><b><u>Fitness</u></b> Follow Fred Flinstone: <a href="https://youtu.be/5ALV5ngx8WM">https://youtu.be/5ALV5ngx8WM</a></p>  <p><b>Mirror, mirror</b> Stand face to face with your sibling or your parents and have them try to copy all of your moves. eg. 10 knee highs, 5 burpees, 12 toe touches. Swap roles. Try to keep up with the mirror!</p> <p><b>Star jumps</b> How many star jumps can you do in 1 minute? Did you beat your previous score? _____</p> <p><b><u>English</u></b> <b>Reading:</b> Animal Voices Expert reading! <b>Focus:</b> Smoothness. Record and upload to Seesaw for assessment.</p> <p><b>Writing:</b> My Dream Garden Revise and edit your paragraph.</p>	<p><b><u>Fitness</u></b> Follow Honey Monster: <a href="https://youtu.be/ke04O2ma7el">https://youtu.be/ke04O2ma7el</a></p>  <p><b>Dance party</b> Choose one of your favourite songs and have a dance party.</p> <p><b>Star jumps</b> How many star jumps can you do in 1 minute? Did you beat your previous score? _____</p> <p><b><u>English</u></b> <b>Reading:</b> Choose your own reader-a hard copy or online. Find a comfortable, sunny spot. Read for relaxation and enjoyment for 15 minutes.</p> <p><b>Writing:</b> My Dream Garden Publish and upload to Seesaw. Handwritten or typed.</p> <p><b>Spelling:</b> Write the heading 'Friday Spelling' in your workbook. Ask someone to</p>

**Definition**

The setting of a story is the location where a story takes place. This setting can be anywhere; it could be your home, school, or a magical kingdom far away. Every story has a setting. For example, the Little Red Riding Hood story is set in a village near a forest. There is a house inside the forest where Red Riding Hood's grandmother lives.

**Setting of Little Red Riding Hood**

[https://youtu.be/ivg\\_Yc-YDYo](https://youtu.be/ivg_Yc-YDYo)

**Story:** The Flower by John Light

<https://youtu.be/uDswFXEEYh4>  
or scan QR code to watch:

**Vocabulary**

**dim**- opposite of light  
**cellar**- underground room  
**marked**-very noticeable  
**smuggled**-moved secretly  
**secret**- not meant to be seen  
**city**- a large town  
**supposed**- made up/fiction

(if not on zoom)

Where or when does the story take place or begin?

Is the setting realistic or a fantasy setting set in a past or future time? Why do you say that?

Can you describe what the character sees all around him?

Describe the setting where you are sitting. Your teacher will start off.

Teacher discusses the writing task. See Wednesday.

**Spelling:** Write the heading 'Tuesday Spelling' in your workbook. Practise writing your spelling words in alphabetical order.

Choose 2 activities from the spelling grid to complete in your workbook. Don't forget to write the heading.

**Speaking:** Prepare your speech on palm cards and practise your speech. Remember, a good speaker maintains pace (how fast or slow you speak), eye contact (looking at the audience), volume (speak clearly and loudly) and gesturing (small hand movements).



A garden is a special place. Your family would like to build a garden. **Write an interesting and descriptive paragraph of 3-5 sentences describing what your dream garden would look like.** Scan the QR code to see the image.



Things you can include is a name for the place and details. Adjectives can be used to create an atmosphere that allows the reader to picture the setting in their head.

Descriptions to include are:

- The weather
- The time of day
- Things that can be seen
- Things that can be heard
- Things that can be felt

Some vocabulary you can include-perhaps three per sentence:

*lush beautiful private warm  
 Inviting welcoming peaceful  
 water fountain water feature  
 green grass lawn trees,  
 herbs, fruit vegetables cool*

**Comprehension:** Read and listen to 'The Flower' by John Light here:

<https://youtu.be/uDswFXEEYh4>  
or scan QR code to watch:



You MUST answer each question in **full sentences** (not 1 or 2 worded answers). Look for the key words/phrases in the question to answer. Complete in your book or on SeeSaw.

1. Why do you think Brigg couldn't find any flowers in the city?
2. What did Brigg find on top of the huge dusty slopes and how did it make him feel?
3. What would it be like to live in a world where there are no flowers or plants?
4. How did Brigg feel when he had plants and flowers by his window and what do you think he was thinking? What clues in the picture tell you?

**Spelling:** Write the heading 'Thursday Spelling' in your workbook. Ask someone to give you a pre-test. They may like to challenge you and mix

read out the words to you to see if you remember how to spell them.

Choose another 2 activities to complete from the spelling grid. Don't forget to write the heading.

**Speaking:** Record your speech and post on to Seesaw. Remember to show the skills of a good speaker.



**Grammar:** Finish incomplete work.

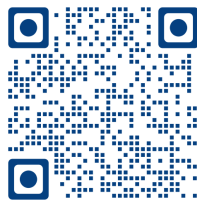
**wandered**-walked slowly  
**searching**-looking  
**sign**-symbol with information

**Comprehension:** You MUST answer each question in **full sentences** (not 1 or 2 worded answers). Look for the key words/phrases in the question to answer. Complete in your book or on SeeSaw.

1. (Predict) - Looking at the cover page of the book, what do you think this story will be about?
2. How do the city people feel at the start of the story? What clues in the book tell/show you?
3. It says '...dangerous books were stored', why might books be dangerous?
4. Why might a book be labelled 'do not read'?
5. The shopkeeper had interesting items in his store. Where do you think he got this 'picture' of the flower from?

**Spelling:** Read through the spelling list which focuses on the digraph "wh". Write the heading 'Monday Spelling' in your workbook and practise writing your spelling words. Choose 2 activities from the spelling grid to complete in

**Handwriting:** Watch the following video.  
<https://youtu.be/rjzX76J0rE0>



Complete the handwriting sheet. Start by tracing over the letters then rewrite them on your own on the lines underneath. Make sure you look at the lines and form your letters using the correct formation. Don't forget to complete the last sentence. Choose one BEST handwriting piece when you are done and upload to Seesaw for your teacher to mark.

**Grammar:** Watch the following video.  
<https://youtu.be/QxoDGIPUmyU>



Complete the worksheet on adjectives.

*bright sunlight butterflies  
crickets bees beetles  
colourful soft velvety flowers  
nature natural manmade  
materials buddy bench*

**Spelling:** Write the heading 'Wednesday Spelling' in your workbook. Practise writing your spelling words starting with the word with the least amount of letters to the word with the most.

Choose 2 activities from the spelling grid to complete in your workbook. Don't forget to write the heading.

**Speaking:** Continue practising your speech, remember to practise these skills.



**Grammar:** Choose 3 of your spelling words and using your knowledge on conjunction and adjectives, write an imaginative story that has at least 3 full stops, 2 different conjunctions and 3 adjectives in a different colour.

up all of the words.

Choose 2 activities from the spelling grid to complete in your workbook. Don't forget to write the heading.

**Speaking:** Continue practising your speech, remember to practise these skills.



**Editing:** Edit your imaginative story with another coloured pencil and make sure it has at least 4 full stops, 2 different conjunctions and 3 adjectives.

**Handwriting:** Complete the handwriting sheet. Start by tracing over the letters then rewrite them on your own on the lines underneath. Make sure you look at the lines and form your letters using the correct formation. Don't forget to complete the last sentence. Choose one of your BEST handwriting piece when you are done and upload to Seesaw for your teacher to mark.

your workbook. Don't forget to write the heading.

**Speaking:** Watch the following video on how to make a powerful introduction.






<https://youtu.be/bBc3dAlKoUw>



Plan and write a two minute speech about how to stay safe when using the internet. Make sure you include lots of detail about the following:

- What is one way to be safe when using the internet to have fun or connect with friends and family? For example, if you like to play minecraft, what can you do to make sure you are staying safe?
- What is one way to be safe when using the internet when you are doing research for learning?

This should take you about a minute. Then talk about one example of a time when you were being safe when using the internet (this should be another minute long). It cannot be an example you have already mentioned in

	<p>the first part of your speech.</p> <p><b>Grammar:</b> Watch the following video.  <a href="https://youtu.be/hIVL38ls5Ac">https://youtu.be/hIVL38ls5Ac</a></p>  <p>Complete the worksheet on conjunctions.</p>				
<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>
<b>Middle</b>	<p><b>Mathematics</b>  <b>Number Topic:</b>  <u>Rounding numbers to the nearest 10</u></p> <p>Rounding numbers to the nearest 10 means finding which 10 they are nearest to. For example, 68 rounded to the nearest 10 is 70.</p> <p>To round a number to the nearest 10, look at the units (ones) digit. If the unit digit is 5 or more, round up. If the unit digit is 4 or less, round down.</p> <p>Watch YouTube video: <i>Rounding to tens on a number line</i>  <a href="https://youtu.be/030GwA9tBCg">https://youtu.be/030GwA9tBCg</a>  or scan QR code:</p> 	<p><b>Mathematics</b>  <b>Number Topic:</b>  <u>Rounding numbers to the nearest 10</u></p> <p>Watch YouTube video: <i>Rounding to tens on a number line</i>  <a href="https://youtu.be/030GwA9tBCg">https://youtu.be/030GwA9tBCg</a>  or scan QR code:</p>  <p><b>Activity:</b> Complete 'Rounding with number lines' worksheet.</p> <p><b>Mangahigh:</b> Login to <a href="http://www.mangahigh.com">www.mangahigh.com</a> and complete assigned activity - '2 Digit Place Value Little Rain Cloud'</p>	<p><b>Mathematics</b>  <b>Number Topic:</b>  <u>Rounding numbers to the nearest 10</u></p> <p><b>Activity:</b> Complete 'Rounding to the nearest 10' worksheet.</p> <p><b>Challenge:</b> Round off the following 3 digit numbers to the nearest ten. Write out the questions and answers in your workbook.</p> <ol style="list-style-type: none"> <li>1. 314 →</li> <li>2. 129 →</li> <li>3. 101 →</li> <li>4. 111 →</li> <li>5. 545 →</li> </ol> <p><b>Mangahigh:</b> Login to <a href="http://www.mangahigh.com">www.mangahigh.com</a> and complete assigned activity - '3 Digit Place Value Little Rain Cloud'</p>	<p><b>Mathematics</b>  <b>Measurement and Geometry/Data Topic:</b>  <u>Length</u></p> <p>John is a carpenter and he needs pieces of wood to make a kitchen table. How can he work out how long the pieces of wood need to be?</p> <p>To work out the length of an object you need to measure it. So how do you measure the length of an object? Length is measured in standard units of measurement such as metres. Standard units of measurement are always the same length.</p> <p>Show me with your hands how long you think a metre is. We are now going to measure</p>	<p><b>Mathematics</b>  <b>Measurement and Geometry/Data Topic:</b>  <u>Length 2</u></p> <p>Watch video on length: <a href="https://vimeo.com/581972482">https://vimeo.com/581972482</a>  or scan QR code:</p>  <p>Look at the pencil. Which column from the table would you place it in?</p>  <p>Take one of your pencils and place it next to your one-metre piece of string. Try to measure this pencil with your string. Can you get a measurement of the length of the pencil? This pencil is definitely less than one metre</p>



**Activity:** After watching the video, complete the activity 'Round Down - Round Up'. You will need: A deck of cards or UNO cards. Note: Only use cards with numbers.

Scan the QR code to watch a video demonstration on the activity.



<https://youtu.be/1TxCcsqVgY4>

**Mangahigh:** Login to [www.mangahigh.com](http://www.mangahigh.com) and complete assigned activity - 'Recognise tens and ones'

and make a one-metre length of string.

*Help the student to measure out one metre of string using a tape measure or ruler. Hold up the one-metre length of string.*

This is one metre (1m). Walk around your environment and place your one-metre string next to different objects. Make sure the string is straight each time you measure an object. Are these objects shorter than a metre, about one metre or longer than one metre?



**Activities Activity:**

Complete 'Week 6 Thursday Length activity' in **Seesaw Activities** or draw the columns and write it in your book. Write the names of the objects in the correct columns in the table.

**Mangahigh:** Login to [www.mangahigh.com](http://www.mangahigh.com) and complete assigned activity - 'Measure length and height'

in length.

It would be helpful to have a standard unit of measurement that is less than one metre to measure the length of this pencil. Do you know a standard unit of measure that is less than one metre? If you do, what is it called?





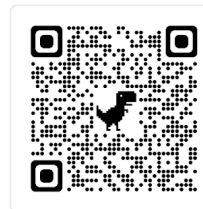


The **centimetre (cm)** is a standard unit of measure that is less than one metre and can be used to measure objects that are smaller than one metre.


Find a centimetre on a ruler. Compare this centimetre to your metre string.



**Activities Activity:** Complete 'Week 6 Friday Length 2 activity' in **Seesaw Activities** or in your book. Use the centimetre markings to measure the objects below. Start at the 0 mark and count along the numbers until you reach the end of the object. Write the length of each object in centimetres. The first one has been done for you.

**Mangahigh:** Login to [www.mangahigh.com](http://www.mangahigh.com) and complete assigned activity -

					'Use non-standard units to describe length'
Break	Break	Break	Break	Break	Break
<p><b>Afternoon</b></p>	<p><b>Science &amp; Technology</b> Topic: <u>Living and nonliving things</u></p>  <p>Living things can grow, move and change.</p> <p>Go to <a href="https://ab.co/3fnTG2K">https://ab.co/3fnTG2K</a> or scan this QR code:</p>  <p>and click on the different 'Ch 1, Ch 2, Ch 3 to see the features of a variety of animals and how these features help the animals meet their needs for food, shelter and safety from predators.</p>  <p><b>Activities</b> Complete the below 2 Science activities on Seesaw. <i>*If you do not have access to Seesaw or a device, you can complete this in your book by writing and drawing pictures.*</i></p> <p><u>Activity 1:</u></p> <ul style="list-style-type: none"> <li>Find 4 <b>living</b> things around</li> </ul>	<p><b>PDHPE</b></p> <p>Watch the following YouTube video.</p>  <p><a href="https://bit.ly/2V36pkA">https://bit.ly/2V36pkA</a></p> <p>Compose a response to answer the question:</p> <p><b>“Why do different people eat different food?”</b></p> <p><i>*Note to parents: Please allow and encourage students to sound out unfamiliar words. Corrections can be made on top of their attempt if you wish to provide immediate feedback.</i></p>	<p><b>Creative Arts</b></p> <p><b>Introduction to topic:</b> <a href="https://bit.ly/3xenDbP">https://bit.ly/3xenDbP</a></p> <p><b>Warm-up: Footsteps</b> Follow the instructor and dance to:</p>  <p><a href="https://bit.ly/3iehrw1">https://bit.ly/3iehrw1</a></p> <p><b>Focus Dance:</b> Watch the Chicken dance. <a href="https://bit.ly/3ibNVan">https://bit.ly/3ibNVan</a></p> <p>Practice the dance. Film your best performance and upload on Seesaw.</p> <p><b>Reflection</b> Complete the reflection sheet on Seesaw.</p>	<p><b>Geography</b> Watch <b>What is a Suburb?:</b> <a href="https://bit.ly/3AbtuAC">https://bit.ly/3AbtuAC</a></p>   <p><b>Activities Seesaw assigned activity:</b> Build a Suburb</p> <p>Select and move some features to create your dream suburb.</p> <p>Record yourself describing your dream suburb and explain why you have placed specific features in certain places (for example: I have placed the police station next to the shopping mall so there will be no thefts).</p> <p><b>Reflection</b> Watch <b>Types of Communities (suburbs):</b> <a href="https://youtu.be/jcEY8l8lx2E">https://youtu.be/jcEY8l8lx2E</a></p>	<p><b>Catch up session for all incomplete tasks and an opportunity to upload to Seesaw.</b></p>

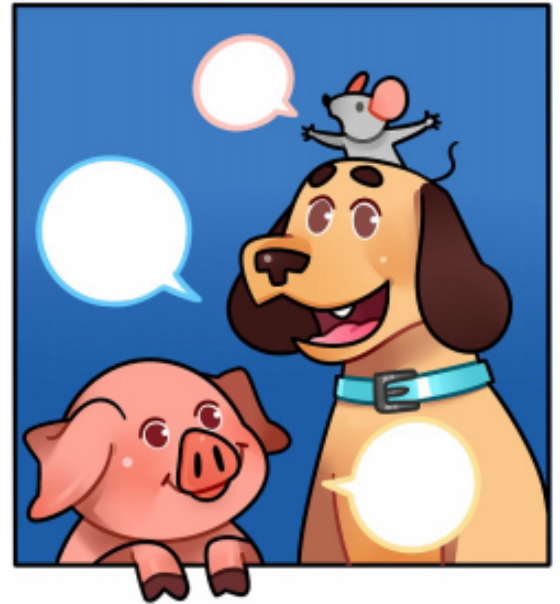
	<p>your house, back yard or school. Write the name of each living thing and explain why you chose it.</p> <ul style="list-style-type: none"><li>• Find 4 <b>non-living</b> things around your house, backyard or school. Write the name and explain why you chose them.</li></ul> <p><u>Activity 2:</u> Identify all the photos of living things. Colour their boxes using this colour key: feathers = green scales = pink fur = red skin = purple fins = blue shell = orange</p>				
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# Animal Voices

by Guy Belleranti

Mice squeak and pigeons coo.  
Dogs bark and cattle moo.  
Pigs oink and horses neigh.  
Ducks quack and donkeys bray.



Hens cluck and wolves howl.  
Whales sing and bears growl.  
Cats meow and bees buzz.  
Who croaks? A green frog does.  
  
Crows caw and songbirds tweet.  
Owls hoot and sheep bleat.  
Snakes hiss and parrots squawk--  
Animals sure can talk!



## Spelling Words

- |           |              |                    |
|-----------|--------------|--------------------|
| 1. why    | 6. wheel     | 11. whistle        |
| 2. their  | 7. wheat     | 12. whither        |
| 3. better | 8. whole     | 13. overwhelm      |
| 4. whip   | 9. whispers  | 14. wheelbarrow    |
| 5. white  | 10. whiskers | 15. wholeheartedly |

## Extension

- |              |              |
|--------------|--------------|
| 1. fireplace | 4. hibernate |
| 2. winter    | 5. skiing    |
| 3. August    |              |

## Activity Grid

### Across and down

Write each word going across and down, sharing the same first letter.

For example:

why

h

y

### “Ransom” words

Use magazines or newspapers to cut out the letters you need to spell the spelling words.

### Forwards and backwards

Write your word forwards, then backwards. For example: wheel, leehw

### Use technology

Type your spelling words on a computer.

### Invisible ink

Write your spelling word in white crayon. Paint over the words to make hidden words appear.

### Words without vowels

Write your spellings. Then rewrite them again without vowels. For example: wheat wh - - t

### Chalky letters

Use chalk to write out your spelling words on cement.

### Vowel Spotlight

Write your spelling words using one colour for the vowels and one colour for the consonants.

### Picture words

Draw a picture and hide your spelling words in the picture.

### Word detective

Choose 10 spelling words to write a clue about each word. Ask a family member to guess the word based on the clues.

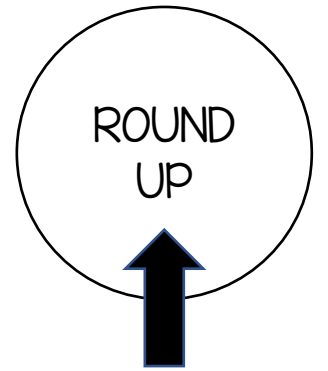
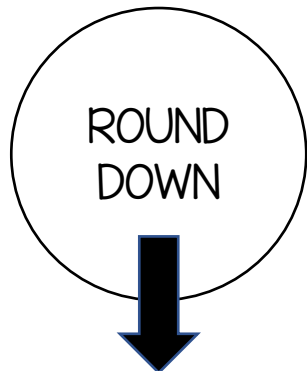
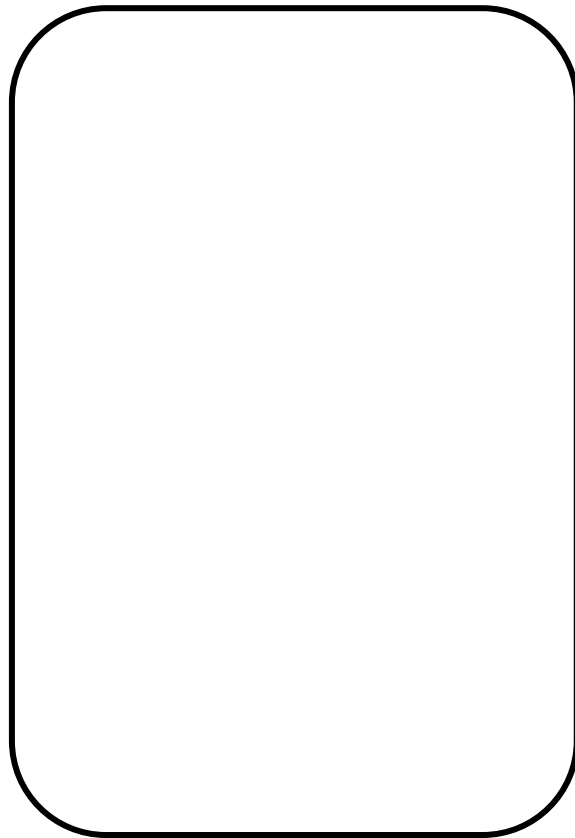


# ROUND UP - ROUND DOWN

For this activity you will need:

- A deck of playing cards or UNO cards (If you have none, make your own number cards using paper)

Choose two cards from your pile. Look at the number carefully and decide if you round the number UP or DOWN. Place it in the correct box below and repeat with new playing cards. Note: Only use the cards with numbers.



wh wh wh wh wh wh

whip whip white white wheel wheel

wheat wheat whole whole

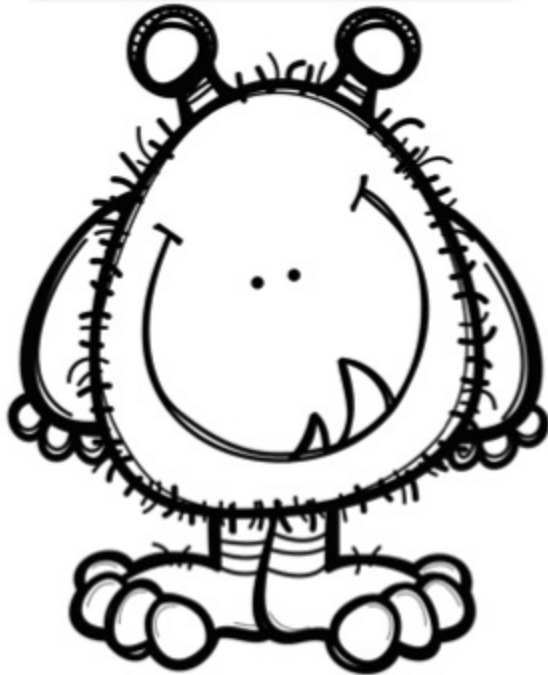
I whispered

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

Use Adjectives

Choose two adjectives from the box and write 6 compound sentences (two independent clauses connected by a conjunction).

Harry the Monster



Word Box

hairy	pointy	happy
round	smelly	sharp
short	long	two
three	four	fuzzy

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

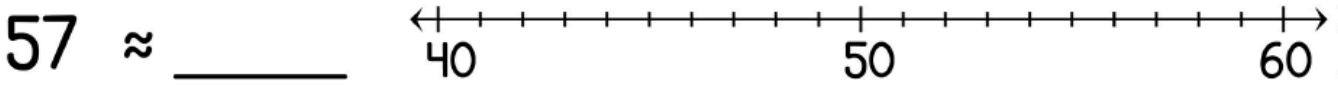
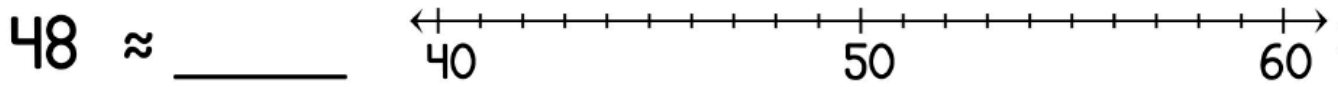
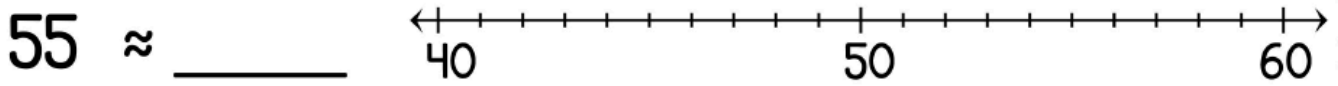
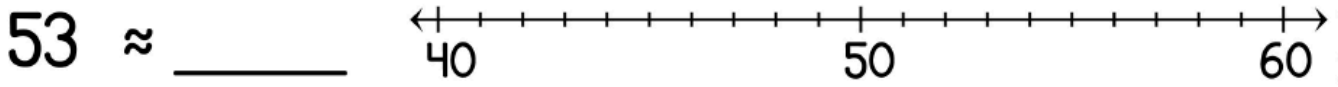
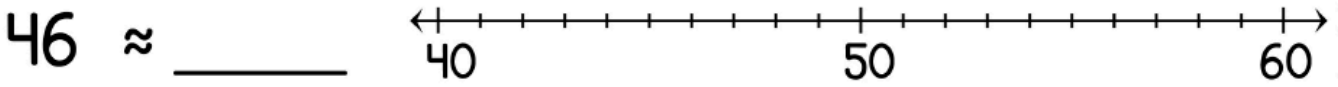
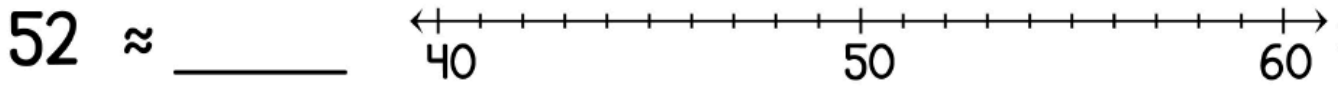
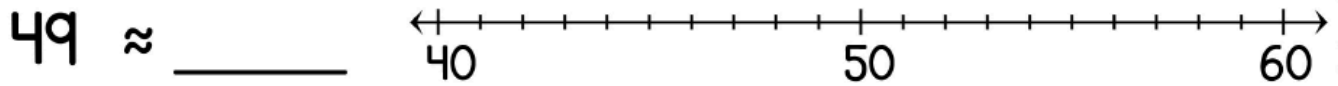
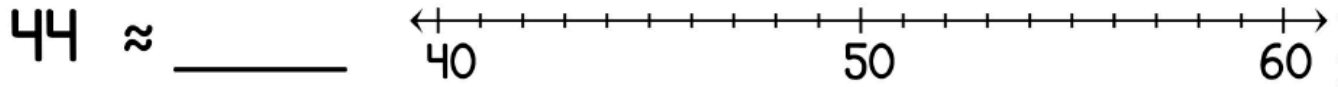
4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

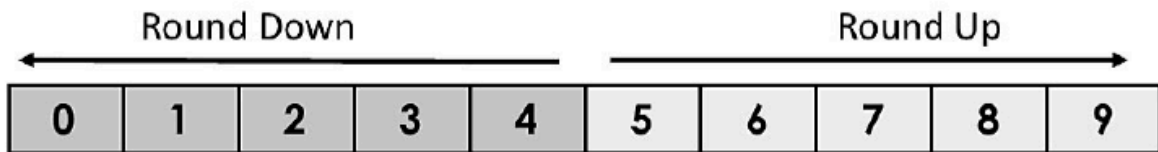
# ROUNDING WITH A NUMBER LINE

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



# Rounding to the nearest 10

Round the numbers to the nearest ten.



38 \_\_\_

77 \_\_\_

74 \_\_\_

95 \_\_\_

34 \_\_\_

29 \_\_\_

16 \_\_\_

31 \_\_\_

37 \_\_\_

84 \_\_\_

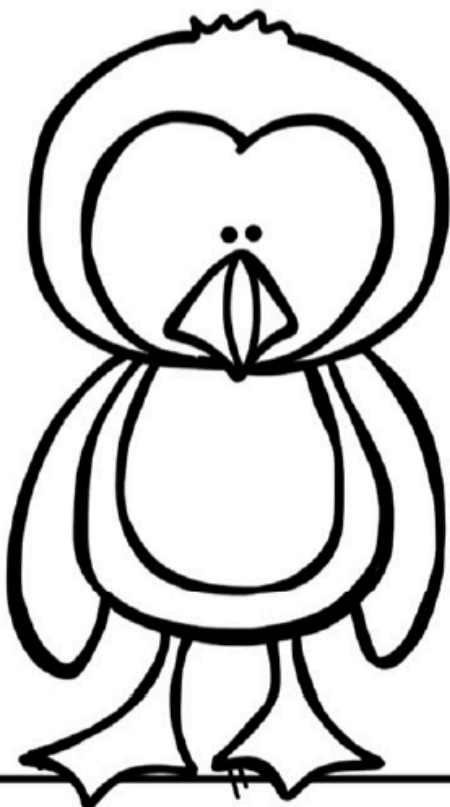
78 \_\_\_

19 \_\_\_

29 \_\_\_

39 \_\_\_

44 \_\_\_



95 \_\_\_

96 \_\_\_

84 \_\_\_

29 \_\_\_

17 \_\_\_

82 \_\_\_




42 \_\_\_

38 \_\_\_

99 \_\_\_

82 \_\_\_



Chicken Dance			
I think...	How well did you use your body to perform today?	How well did you use your timing today?	How well did you use your space (level) today?
			

1. What body parts did you use for the dance?
2. What levels did this dance have? Low/Middle/High
3. What speed was this dance? Slow/Medium/Fast

wh wh wh wh wh wh

why why whiskers whiskers whither

whither wholeheartedly wholeheartedly

A wheelbarrow is used for