




# HOME LEARNING PACK

TERM 4 – WEEK 3

YEAR 2










Term 4, Week 3 – Stage 1					
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Literacy – Reading</b>	<p><b>Log on to PMeCollection and read your new text.</b></p> <p><b>First:</b> Watch the orientation video, to help you when you read. The link will be in your portfolio.</p> <p><b>Next:</b> Read your text on PM eCollection.</p>	<p><b>Log on to PMeCollection and re-read your text.</b></p> <p>Answer the ‘after reading questions’ at the end of the orientation video (and in your portfolio). Share on your portfolio.</p>	<p><b>Log on to PMeCollection and read your new text.</b></p> <p><b>First:</b> Watch the orientation video, to help you when you read. The link will be in your portfolio.</p> <p><b>Next:</b> Read your text on PM eCollection.</p>	<p><b>Log on to PMeCollection and re-read your text.</b></p> <p>Answer the ‘after reading questions’ at the end of the orientation video (and in your portfolio). Share on your portfolio.</p>	<p><b>Warm and Fuzzy Friday!</b></p> <p>Watch the video link each Friday of your teachers sharing stories, jokes and other fun!</p> <p>Read a book at home for pleasure, fun and enjoyment!</p>
<b>Literacy - Writing</b>	<p><b>First:</b> Watch the video and listen to your teacher read the story ‘Elmer the Elephant’.</p> <p><b>Next:</b> Write your responses to the questions about the story (at the end of the video).</p>	<p><b>Your task today:</b> Come to our shared writing zoom. Together we’re going to write a summary of the story we heard yesterday...and talk about book reviews! See you there!</p>	<p><b>First:</b> Watch the video and listen to your teacher read the story ‘The Dot.’</p> <p><b>Next:</b> Write your responses to the questions about the story (at the end of the video).</p>	<p><b>Your task today:</b> Choose a book from this week to review.</p> <p><b>Then:</b> Write your review! Look at the book review’ task in your learning pack for more information. Draw a picture to add to your review.</p>	<p><b>Free writing Friday!</b> Write about anything you like – it could be a journal, story, poem.</p>  <p>You can share in your portfolio if you like.</p>
<b>Maths</b>	<p><b>First:</b> Watch the video made by your teacher to learn about ‘Numbers to 100’.</p> <p><b>Next:</b> Complete the Monday maths tasks in your learning pack. Talk about the task with a family member. Share on your portfolio.</p>	<p><b>First:</b> Watch the video made by your teacher to learn about ‘The Hundreds Chart and Patterns in the Hundred Square’.</p> <p><b>Next:</b> Complete the Tuesday maths tasks in your learning pack. Talk about the task with a family member. Share on your portfolio.</p>	<p><b>First:</b> Think about what you have learnt about Estimating (make a ‘smart guess’) and strategies to solve maths problems.</p> <p><b>Next:</b> Complete the Wednesday maths tasks in your learning pack. Talk about the task with a family member. Share on your portfolio.</p>	<p><b>Your task today:</b> Come to our number talk zoom! Together we’re going to work through a maths problem and think about how numbers work! See you there!</p>	<p><b>Opt-in activity:</b> With a partner, take turns rolling a dice. Count the number of spaces that you rolled and leave a counter (or a mark) on the number you finished on. Keep taking turns and adding on the number to where you left your own counter. The first person to get to 100 WINS!</p>
<b>Free Choice Grid</b>	Choose at least one activity from the grid. Have fun! Share some of your learning on your portfolio.	Choose at least one activity from the grid. Have fun! Share some of your learning on your portfolio.	Choose at least one activity from the grid. Have fun! Share some of your learning on your portfolio.	Choose at least one activity from the grid. Have fun! Share some of your learning on your portfolio.	Choose at least one activity from the grid. Have fun! Share some of your learning on your portfolio.



# Free Choice Grid – Stage 1

Healthy Body, Healthy Mind	Other KLAs	Quiet Time Learning Activities
<p><b>Smiling Minds – Meditation</b></p>  	<p><b>Elmer the Elephant by David McKee</b> Colour in the patchwork pattern.</p>  <p>Use the numbers and the colours suggested to colour in Elmer the Elephant.</p>	<p><b>ABC TV</b></p> <p>ABC TV has many educational videos that you can watch while at home. Follow the program on the next page to find out when you can watch certain shows.</p> 
<p><b>Sing and Dance along to these videos</b></p> 	<p><b>The Dot by Peter Reynolds – art</b> An artist named Wassily Kandinsky created a famous artwork using a dot and circles. Have a go at creating your own artwork using lots of colours and circles. Follow the instructions in your pack.</p> 	<p><b>Handwriting</b></p> 
<p><b>Healthy eating</b></p> <p>Ask permission to make a healthy snack for afternoon tea. Write a list of ingredients and share a photo on Dojo.</p> 	<p><b>Direct a draw –</b> Carefully follow the directions to draw a baby elephant!</p>  	<p><b>Reading</b></p> <p>Read the Narrative called 'A Change of Plans' and have a go at answering the questions</p> 
<p><b>Throwing and catching</b></p>  	<p><b>A Week of Thanks</b></p> <p>For every day this week, write down something that you are thankful for. On Friday, take a photo of it and share in on your portfolio!</p> 	<p><b>Grammar</b></p> <p>Have a go at completing the grammar pages about 'Questions'.</p> 
<p><b>Mindfulness Colouring in</b></p> <p>Mindfulness colouring is a calming activity that can be used to help lower stress levels and improve wellbeing. Enjoy colouring in the picture in your pack...</p> 	<p><b>Positive Words to Describe Me</b></p> <p>Think about how you would describe yourself and write all the words on the worksheet found in your pack. You might like to colour the picture of the person so it looks like you too.</p> 	<p><b>Spelling</b></p> <p>Have a go at completing the spelling pages that are focusing on the sound that the long 'a' makes (i_e)</p> 

# Learn with ABC TV Education

On ABC ME and iView



## ABC TV Guide

Monday 18 <sup>th</sup> Oct	Tuesday 19 <sup>th</sup> Oct	Wednesday 20 <sup>th</sup> Oct	Thursday 21 <sup>st</sup> Oct	Friday 22 <sup>nd</sup> Oct
<p><b><u>10.50am – Maths</u></b></p> <p><b><u>Program:</u></b> Look Kool - Origami</p> <p><b><u>About:</u></b> Hamza is packing for a vacation, but he can't fit all of his stuff in his suitcase. Origami to the rescue - he takes a nod from the art of Japanese paper folding to make things with a lot of surface area take up less space.</p>	<p><b><u>10.50am – Design and Technology</u></b></p> <p><b><u>Program:</u></b> Bug Technology - Dragonfly</p> <p><b><u>About:</u></b> Studying the extraordinary surface and motion of the dragonfly's wings has enabled the design of a wind turbine suitable for use in areas with the weakest of winds</p>	<p><b><u>10.00am – History</u></b></p> <p><b><u>Program:</u></b> History Hunters – Ancient China</p> <p><b><u>About:</u></b> Our hosts discover the strength of the earth, how to measure it and figure out where they are going to? Plus de-mystifying an ancient Chinese abacus and how it beats a calculator hands down!</p>	<p><b><u>10.10am – PDHPE</u></b></p> <p><b><u>Program:</u></b> The Mindfulness Toolkit – Mood</p> <p><b><u>About:</u></b> Let's talk about Mood! Did you know that recalling a happy memory can make you feel better straight away? Watch this episode to find out how the chemicals in our brains work to make this happen</p>	<p><b><u>10.00am – English</u></b></p> <p><b><u>Program:</u></b> Mini Lesson – Decoding Unfamiliar Words Using Onset and Rhyme</p> <p><b><u>About:</u></b> In this lesson, you will learn how to decode unfamiliar words by breaking them up into onset (the starting sound) and rime (the ending of words). Leanne demonstrates how to build and read new words by changing the onset.</p>

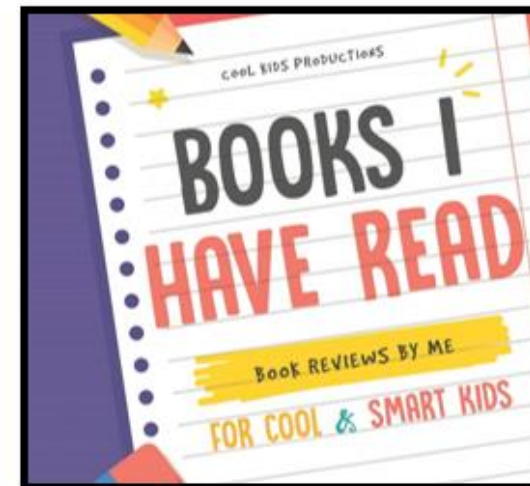
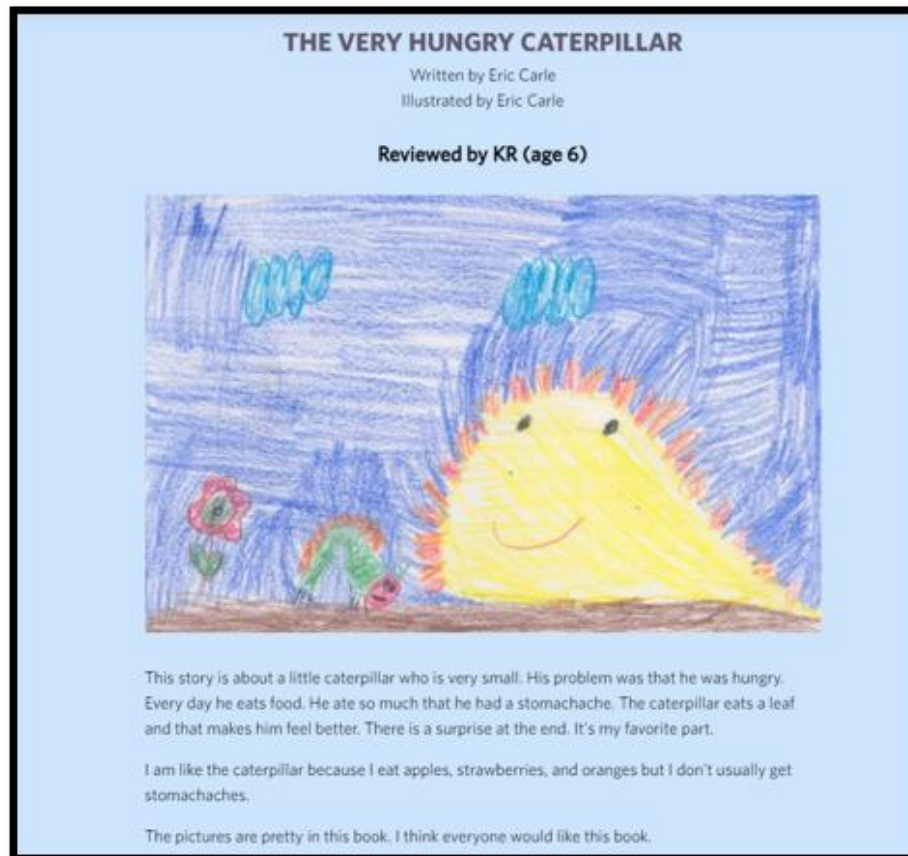


# GEPS Stage 1



Term 4, Week 3

## Book reviews!





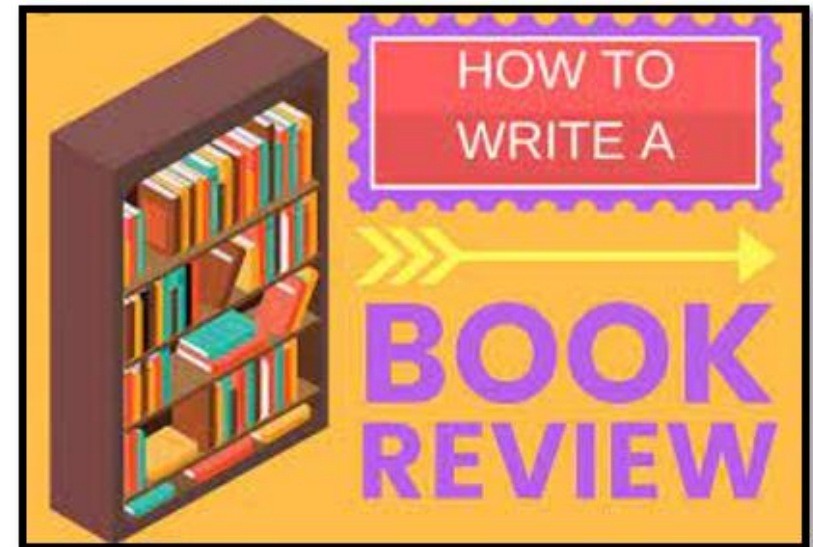
## Write a book review!

**WALT** read stories for enjoyment, and to share our enjoyment with others through book reviews!

### **Success Criteria:**

#### **I can:**

- talk about what happens in the story
- think about the parts I like (or don't like)
- suggest who else might like the book and give a reason why
- share my ideas in a book review



Book reviews are a way of sharing books you have read and enjoyed with other people. The purpose of a book review is to help people decide if they might like to read the book too. You can share some information about the book – but just enough to make them interested!

When you write a book review, it is like giving a sneak peek into the book – you don't retell the whole story or write a complete summary because you want people to enjoy reading the story themselves!

We will share our reviews in the school library. People looking for books can read your reviews to find out about books they might like to read!

### Your task:

Over the next few weeks, you are going to write your own book reviews! Each week you will hear two new stories. On Thursday, you will write your review. You can choose which book you would like to write about.

This week, you can write a review about:

- *Elmer the Elephant by David McKee*

OR

- *The Dot by Peter Reynolds*

When you write your review, follow the structure: summary, opinion, recommendation. Each part is a new paragraph.

**Summary:** First write a paragraph to tell the reader what the book is about. This should be only 3-4 sentences. Don't give away the ending!

**Opinion:** Start a new paragraph to write what you liked about the story. What was your favourite part and why? You could use one of the following sentence stems:

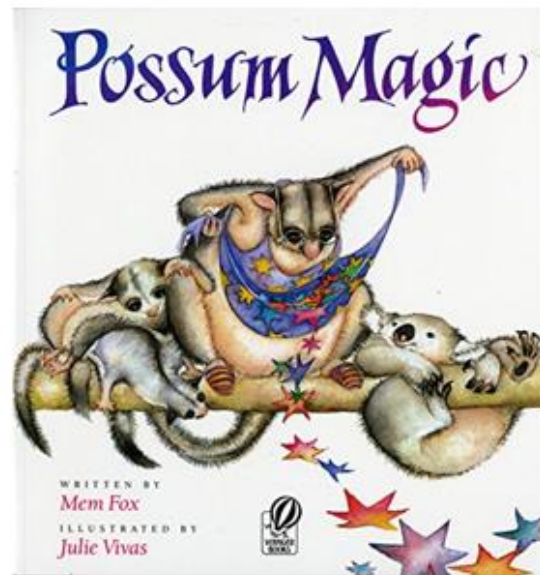
- *I liked this book because...*
- *My favourite part was...because...*
- *My favourite character was...because...*
- *This book was interesting because...*

**Recommendation:** Start a new paragraph to suggest who else might like this story. If it's a funny story, you might recommend the story to other children who like to laugh! You could use the following sentence stem:

- *I recommend this book to readers who...because...*



For more information about how to write a book review, watch the following video which tells you about a review of the book 'Possum Magic':

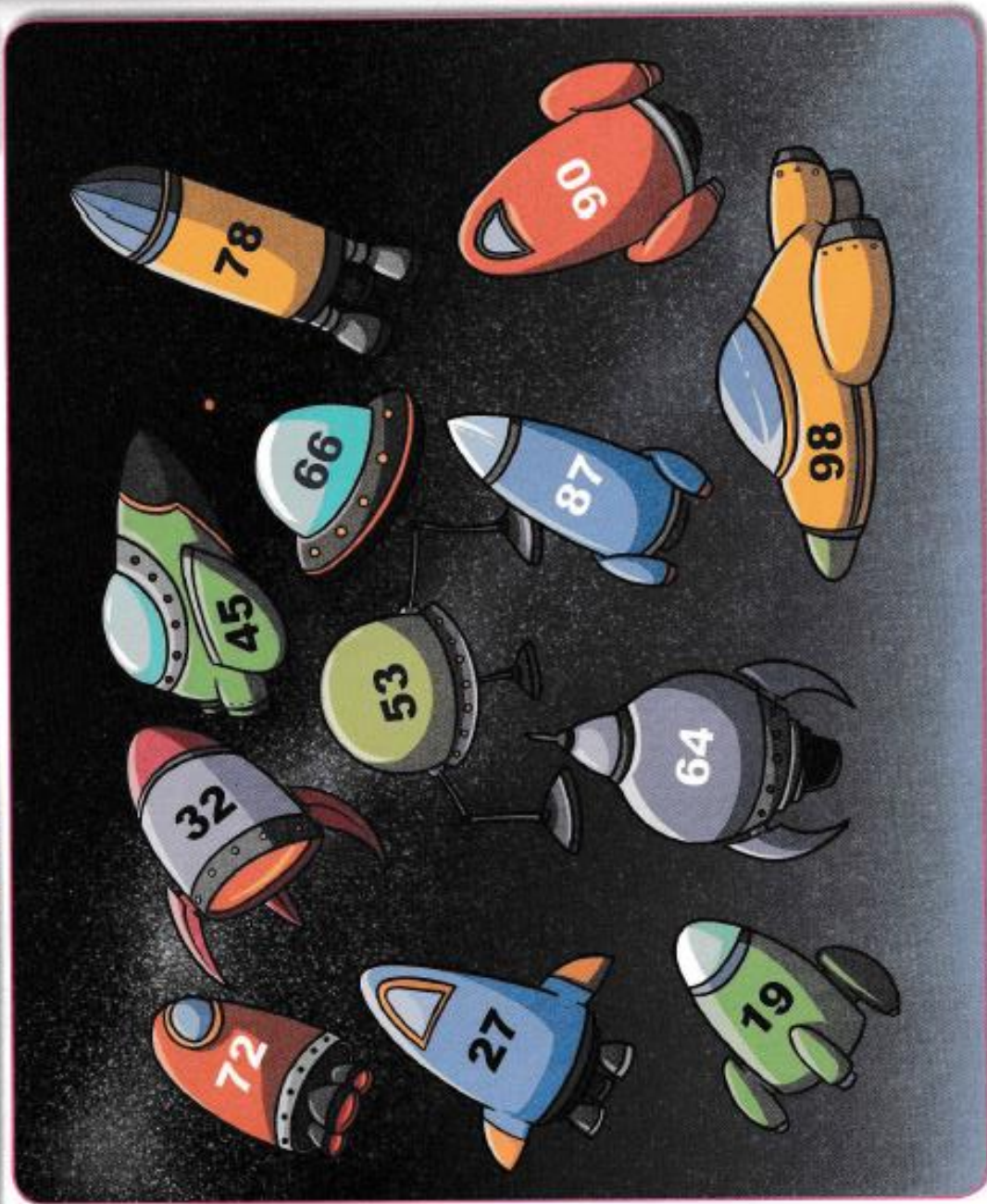




**Lab 2**  
addition

# Numbers to 100

Numbers to 100



1 Which numbers are:

a more than 80?  b less than 50?

2 Write the number between

a 52 and 54  b 65 and 67  c 89 and 91  d 18 and 20

3 Order from smallest to largest.

smallest           largest



# Numbers to 100



Write the number:

1 one more than

a 44 b 52 c 97 d 89 e 91

2 one less than

a 29 b 67 c 88 d 81 e 20

3 ten more than

a 22 b 35 c 19 d 77 e 66

4 ten less than

a 26 b 82 c 77 d 100 e 89

5

before	after
a	67
b	31
c	52
d	70

between	e	f	g	h
				89

6 Use 7 4 1 to make 2-digit numbers, eg 14.

smallest  Write in order.  largest



**Challenge!**

One rocket's number is double another's. Find the two rockets.



# The hundred chart

1 Fill in the missing numbers.

1	2	3	4	5	6		8	9	10
11	12	13		15	16		18	19	20
				25	26		28	29	30
	32	33	34		36		38	39	40
	42	43	44						
51	52	53	54		56		58	59	60
61	62			65			68	69	70
71		73	74	75	76		78	79	
81		83	84	85	86			89	90
91		93	94	95	96		98		100

2 Count by tens.

a	16	26	36						
b	23	33	43						

3 Count backwards.

a	54	53	52						
b	81	80	79						
c	90	80	70						
d	86	76	66						

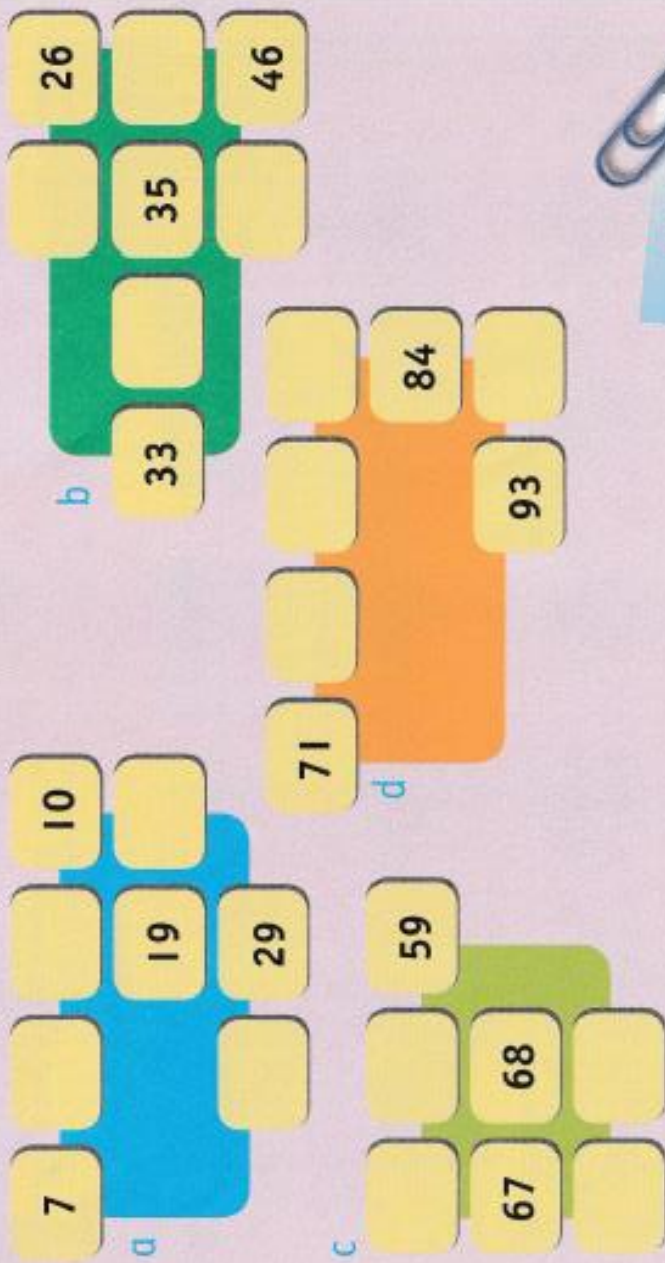
4 ACMNA028 Number and place value MA1-4NA Whole Numbers 2 • Count forwards and backwards by tens, on and off the decade. • Identify number sequences on number charts.



# Patterns in the hundred square



1 These are parts of a hundred square. Write the missing numbers.



**Hint!**  
Use the  
100 chart



2 In 20 houses, who didn't get a letter?

The postman delivers letters to 20 houses.

On Monday, every 2nd house got a letter.

On Tuesday, every 3rd house got a letter.

On Wednesday, every 5th house got a letter.

Which houses got no letters?

Which houses got 1 letter?

Which houses got 2 letters?



## Looking for patterns

Jump back to zero. Use jumps of 2. Find different numbers in the hundred square that will take you back to zero.



Now try jumps of 5 and 10. What patterns can you see?



**Estimate**  
Make a good guess.  
Don't count.

Don't count yet!

Here are 20 flowers.

**1 Without counting, estimate how many.**

<p><b>a</b></p> <p><input type="text"/></p>	<p><b>b</b></p> <p><input type="text"/></p>	<p><b>c</b></p> <p><input type="text"/></p>
<p><b>d</b></p> <p><input type="text"/></p>	<p><b>e</b></p> <p><input type="text"/></p>	

Here are 30 dots.

**2 Estimate how many.**

<p><b>a</b></p> <p><input type="text"/></p>	<p><b>b</b></p> <p><input type="text"/></p>
<p><b>c</b></p> <p><input type="text"/></p>	

**3 Count to check. Circle groups of 10. Were you close?** \_\_\_\_\_

## Problem solving

You win a prize in a competition.

**1st  
Prize  
\$100**

**2nd  
Prize  
\$50**

**3rd  
Prize  
\$25**



Each prize winner gets some notes. What could they be?

Choose a prize and work out which notes you could get.

Show as many answers as you can.

**Extension** What could you buy with the prize money?



Join the Zoom on Thursday to complete this activity with your teacher.

**This is part of a hundreds chart.**  
**What number belongs in the yellow square?**  
**How do you know?**

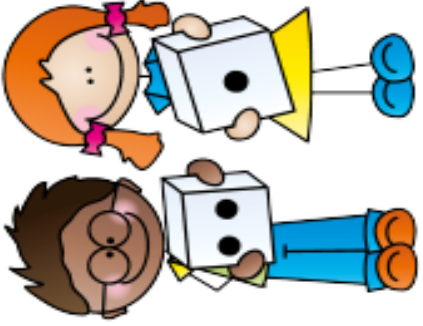
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# ROLLING TO 100



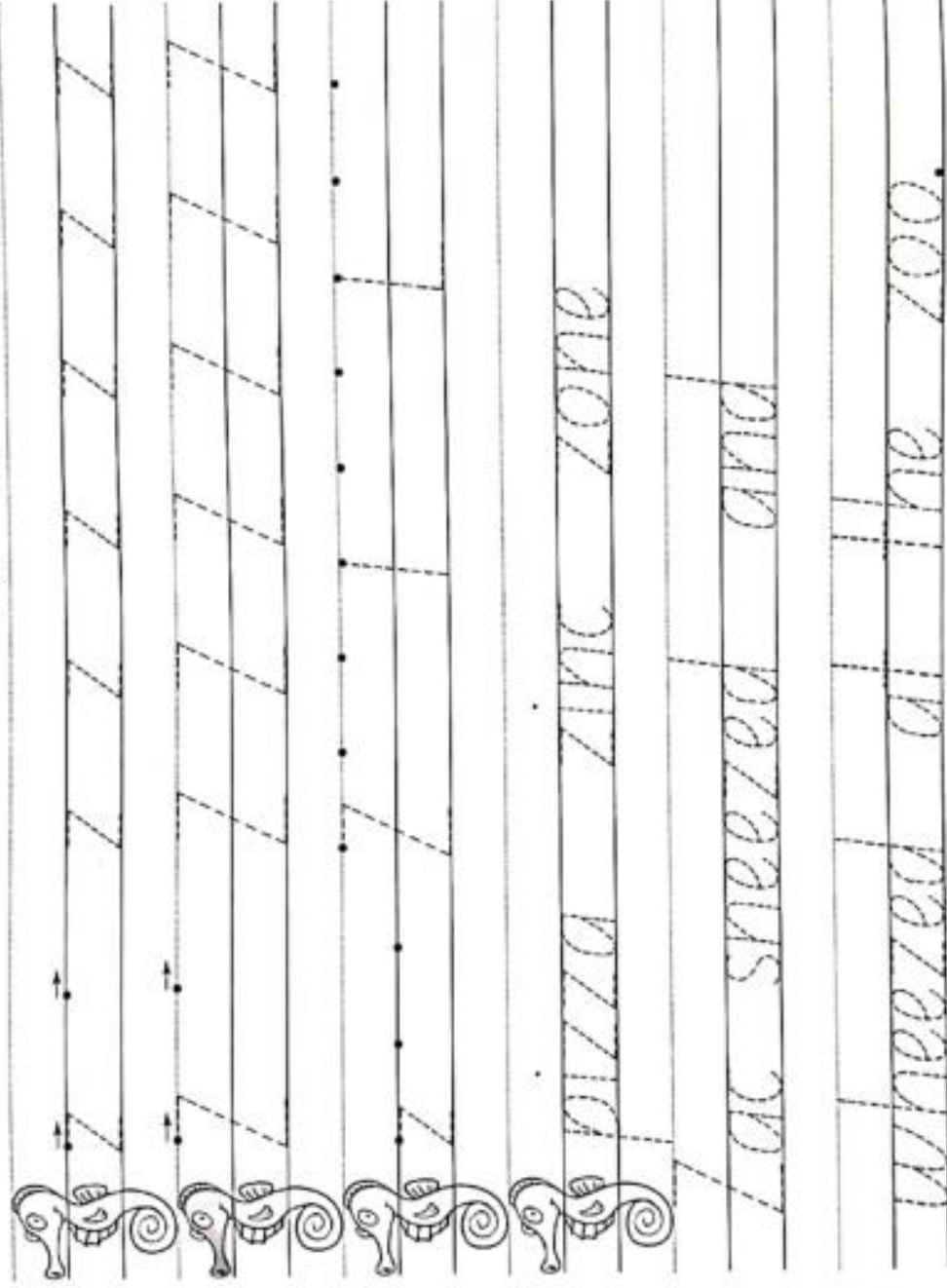
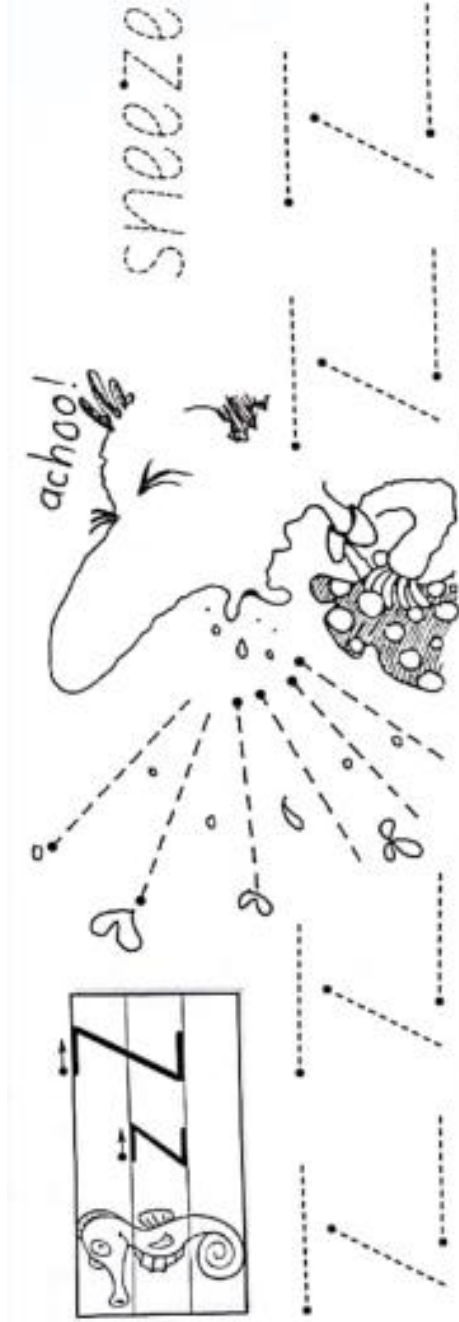
**Directions:** With a partner, take turns rolling a dice. Count the number of spaces that you rolled and leave a counter (or a mark) on the number you finished on. Keep taking turns and adding on the number to where you left your own counter. The first person to get to 100 WINS!

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





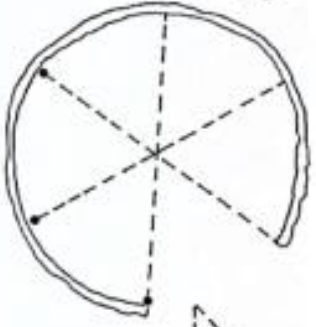
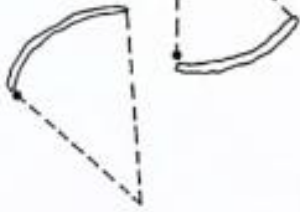
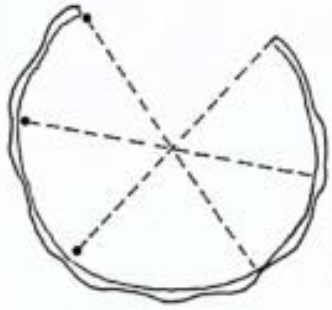
Stage 1 – Term 4, Week 3



Look at the sentence. Re-trace the downstroke letters in red.

✓ your best Z.

Downstroke pattern



I like pi a best

Trace these tricky letters.



Z Z Z S S S Z S Z S



ero O sub ero

Trace. Fill in the missing Z's. Copy.

ja

ma e

ha y

do e

la y

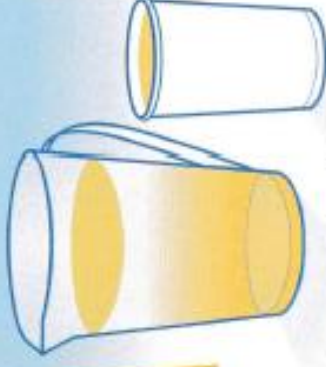
snoo e

A zoological garden is

often called a



## Cool Drinks Stand



Ben and Luke were friends. They wanted to go to a movie, but they did not have any money. They tried walking dogs to earn money. The dogs were big and pulled them down the street. Next, they tried washing dogs, but that was really messy. The boys were covered in soap and water.

Ben and Luke wanted to babysit. However, Ben's mum said he was too young. She suggested they set up a cool drinks stand in front of their house.

Luckily, the next day was hot and dry. It was a good day to sell cool drinks. They set up a table by the footpath. They made a sign. Next, the boys mixed cordial and water in a plastic jug. They poured the drinks into paper cups. They sold each cup for one dollar.

Ten adults and ten children each bought a drink. Ben and Luke each needed eight dollars for the movies. They had made enough money. They were very happy. The next day, they would go to the movie.

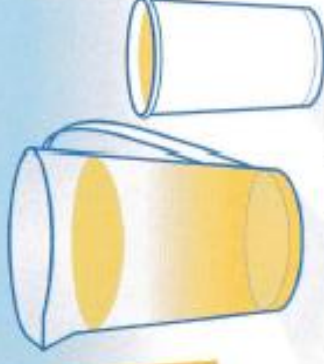




## Unit 13

### Narrative

# Cool Drinks Stand

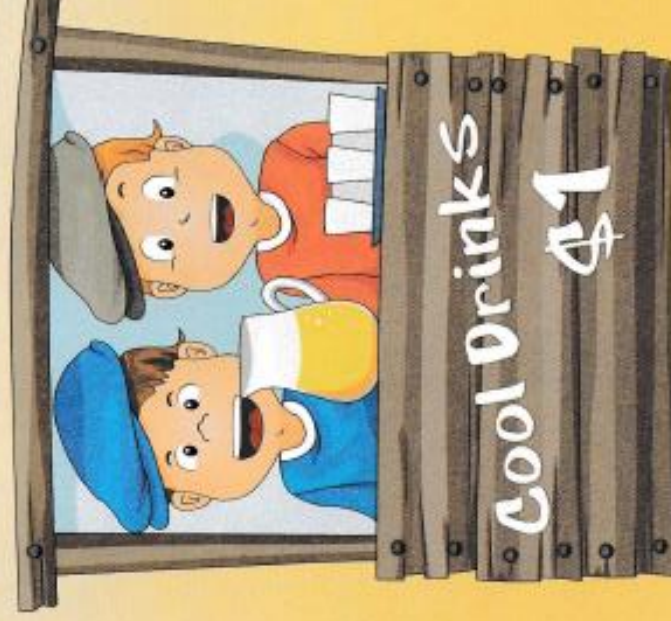


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## Unit 12

## Sentences

The 'doer' tells us who or what is doing the action (verb).

For example: Jenny kicked the ball. Who kicked the ball? Jenny.

1 Answer the following questions.

Kelly dropped her book.

a Who dropped her book?

Nina clicked her fingers.

b Who clicked her fingers?

Dad waved to Mum.

c Who waved to Mum?

Tim watched a movie.

d Who watched a movie?

Who is the 'doer' of the action?



The bee

The teacher

The fish

2 Write the 'doer' from the box above to complete each sentence.

a \_\_\_\_\_ swam around its fish bowl.

b \_\_\_\_\_ told the class to sit down.

c \_\_\_\_\_ flew around the hive.



A full sentence must have a verb (process). This verb tells us what is happening.  
For example: The dog **dived** onto my lap.

3 Write the verb found in each sentence.

a Kelly *dropped* her book.

b Nina *clicked* her fingers.

c Dad *waved* to Mum.

d Tim *watched* a movie.



4 Write a sentence about what is happening in each picture.



- a Picture 1: \_\_\_\_\_
- b Picture 2: \_\_\_\_\_

The 'done - to' tells us what or who received the action. (verb)  
For example:

The doer	Verb	The done-to
The dog	chased	the cat

Who or what is the 'done-to'?

5 Fill in these tables using the sentences in the yellow boxes.

The girl read a book.		
The doer	Verb	The done-to
a The girl	read	

The dog licked my leg.		
The doer	Verb	The done-to
b The dog	licked	

The bird scared my cat.		
The doer	Verb	The done-to
c The bird	scared	

6 Underline the 'done-to' in the following sentences.

- a The clown juggled five balls.
- b The mouse ate the cheese.
- c Peter scored a point.







# Long Vowels: i (i - e)

The vowel **i** has a short sound (*him*), and a long sound (*like*).  
A long **i** (**i**) has the same sound as its name, and often follows the pattern, **i - e**. Examples: *time, white, five, wide*. The **e** on the end is silent.

## SEE & SAY

ride	like	ice	shine	slide
side	bike	rice	spine	glide
kite	fine	price	smile	stripe
white	line	twice	while	strike

## 1 Write these nouns in plural form.

bike \_\_\_\_\_ stripe \_\_\_\_\_ smile \_\_\_\_\_  
price \_\_\_\_\_ line \_\_\_\_\_ kite \_\_\_\_\_

## THE 'e' RULE

When verbs end in **e**, drop the **e** before adding **-ing**, **-ed** and **-y**.  
Examples: *ice, icing, ic**e**d, icy*. Just add **-s** to show present time (*ices*).

## 2 Add endings to the words in bold. Choose from -s, -ing, -ed and -y.

**ride** Jed is \_\_\_\_\_ his skateboard in the park.  
**smile** My friend \_\_\_\_\_ when she sees me.  
**shine** Jess stepped out in her new \_\_\_\_\_ red shoes.  
**slide** We like \_\_\_\_\_ in the slippery, wet mud.  
**glide** We \_\_\_\_\_ across the ice on our skates.

## 3 Write three rhyming words for each of these words.

ride	fine	ice	stripe
t	n	n	r
w	p	sl	p
h	d	sp	w

Read the words in each list two times.  
How many words can you remember?  
Write them in your notebook. Check and write your scores here.

## LOOK & LEARN

look his our theirs

**4** Name the pictures. All have the pattern **i\_e**.

5			9	

**5** Colour the correct word in the brackets.

The books are [our ours] and the comics are [his her].

Billy was the [fast first] boy [to two] cross the line.

I [lick like] lizards, but not [snakes snacks].

Ellis [ride rode] his bike around the park [twice two].

**6** Add vowels to mend the broken words.

Choose between **a** and **i**.

Many children r\_\_de their b\_\_kes to school.

Danny has m\_\_de a paper k\_\_te with a long tail.

Timmy l\_\_kes to sl\_\_de down the slippery sl\_\_de.

Mum put a sl\_\_ce of birthday c\_\_ke on my pl\_\_te.

Note the long vowel pattern:

a \_ e

i \_ e

**7** Write in the missing words.

You would r\_\_ a horse. Tennis is a fast g\_\_.

You would s\_\_ on ice. You cut your food with a kn\_\_.

A b\_\_ has two wheels. The sun s\_\_ on fine days.

**8** Choose a special past time verb from the box to write beside each present time verb.

ran	struck	bit	slid	shone	rose	rode	hid
-----	--------	-----	------	-------	------	------	-----

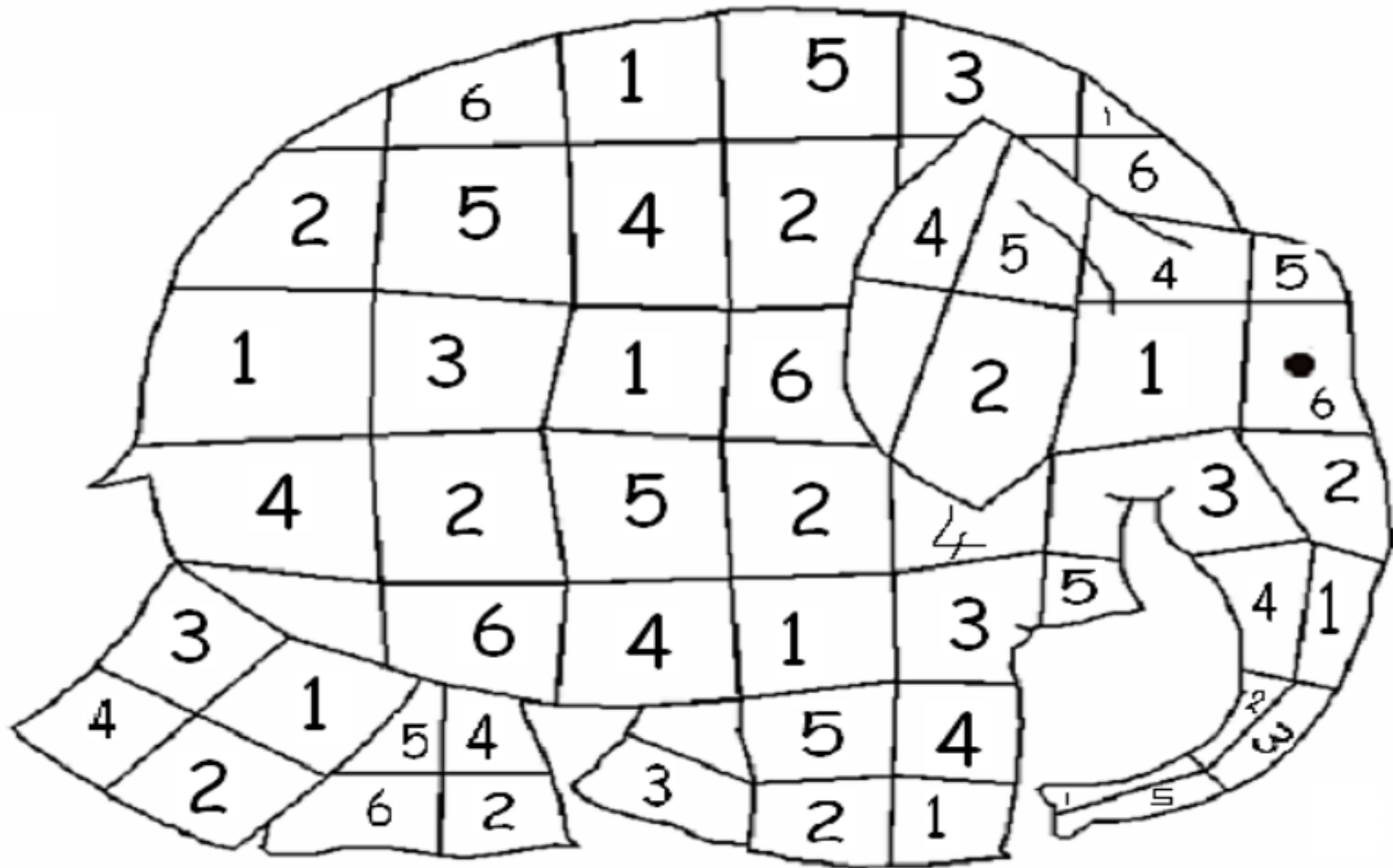
run	rdh	bite	hide	ride
slide		rise	strike	shine

**9** Join the word parts to make compound words.

skate	shine	bag	show
back	board	side	time
sun	bone	summer	pipes



## Colour in the patchwork pattern



**1 = Blue**

**2 = Green**

**3 = Red**


**4 = Orange**

**5 = Black**

**6 = Purple**

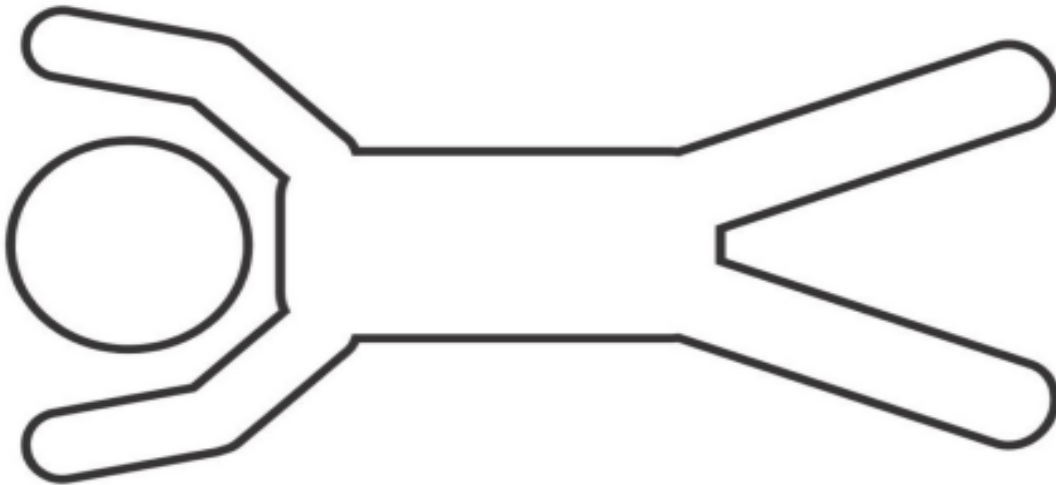




<h1>A WEEK OF Thanks</h1>					 <p><i>"Gratitude is the healthiest of all human emotions. The more you express gratitude for what you have, the more likely you will have even more to express gratitude for." -Zig Ziglar</i></p> <p><small>The Counseling Teacher Brandy © 2018</small></p>
MONDAY					
TUESDAY					
WEDNESDAY					
THURSDAY					
FRIDAY					

POSITIVE WORDS TO DESCRIBE  
**ME.**

Write words all over the page that describe you!



The Counseling Teacher Brandy © 2019







Kandinsky inspired artwork - Example



## Your turn:

- Have a go at drawing circles that get bigger and bigger around one middle circle.
- Each circle needs to be a different colour.
- You may like to use lots of different colours, or just a few.
- Use the next page, to create your own circle artwork.



My Circle Art – The Dot and Kindinsky Inspired








Stage 1 – Term 4, Week 3