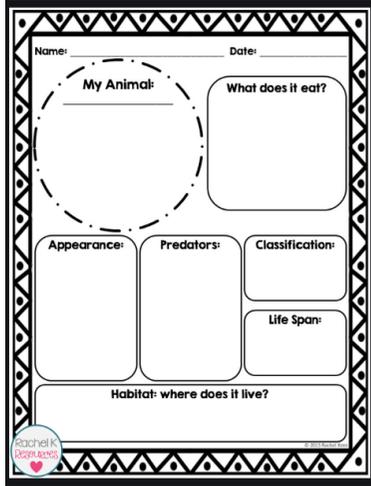


Connected Learning Week 2 Yr. 2

Dear parents, you **will** need access to a digital device to complete some of the following activities. In the English and Maths lessons, parents and students have particular roles. Please see our support videos on our website to help you with the parent roles.

Monday	Morning (1 hour)	Middle (40 minutes)	Afternoon
Task	English	Mathematics	Integration
Warm up Game	<p>Spelling</p> <p>http://www.ictgames.com/mobilePage/forestsPhonics/index.html choose phoneme</p>	<p>Play 'Place Value Number Battle' page 11 Acing Maths card games booklet.</p>	<p>Science and Writing</p> <p>Choose one of the creatures from the story "Caterpillar Shoes" and research more information about that creature. following the template below using dot points (parent to support note taking and researching)</p> 
You do	<p>While playing, write out the ten words containing the phoneme you chose during each game into your exercise book. (10-15 minutes)</p>	<p>Watch video explaining horizontal addition using 2 digit numbers. Stop at 1:09.</p> <p>https://www.youtube.com/watch?v=7EzCbuSixy0</p>	
Do together	<p>Read through the word list together and highlight the focus sound/digraph. For any unknown words, use a dictionary, Google or a parent/carer to learn what unknown words mean.</p>	<p>Practice 5, 2-digit addition sums using the horizontal strategy together in your scrapbook. Support and teach as required.</p>	
Kids do	<p>List Build- What other words can you think of that contain that sound? Child to have a go at writing them down into their exercise book (5 minutes)</p>	<p>Give your child 5 addition sums to do independently, into their scrapbook (10-15 minutes)</p>	
Review	<p>Ask what is a new word they learned today, have them write it down, write down its meaning and draw a picture to help remember its meaning (5 minutes).</p> <p>Reading</p> <p>Use the following link: https://www.literacyshed.com/caterpillar-shoes.html</p> <p>Listen to the story "The Caterpillars Shoes". Retell story using descriptive language to describe the different creatures. Upload child's retell to Seesaw.</p>	<p>Take a photo of your 5 sums to upload to Seesaw.</p>	
	Brain Break	Brain Break	<p>Parent tip: Friday's integration requires children to construct using cylinders. If possible save as many cylinders as you can (toilet rolls, paper towel rolls, Pringles containers, cups etc).</p>

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Tuesday	Morning (90 minutes)	Middle (30 minutes)	Afternoon
	English	Mathematics	Integration
Warm up Game	<p>Spelling</p> <p>Play hangman using one of the words from Monday's list</p> <p>Model sounding out word from the list and writing it eg. say 'boat' sound out 'b-oa-t' and write sound as you say it.</p> <p>Read words from the list and sound out words and write them down together.</p> <p>Dice roll (refer to image below) student rolls a dice and writes a word from the list that matches the corresponding dice number. Do this for 20 rolls into the exercise book.</p> <p> <input type="checkbox"/> Write word with opposite hand <input type="checkbox"/> Write word as fast as you can <input type="checkbox"/> Write word with eyes closed <input type="checkbox"/> Write word in all CAPITAL LETTERS <input type="checkbox"/> Write as small as possible <input type="checkbox"/> Write word backwards </p> <p>Dictation- Parent/carer choses a word and orally puts it into a sentence. Students write the sentence down. Mark together and ensure the list word is correctly spelt. Take a photo of your work and voice record yourself reading the sentences. Upload to Seesaw</p> <p>Writing</p> <p>Using the child's research sheet from yesterday, assist them with putting the information into full sentences to create an information report into exercise book (set out using a title and the headings on the research sheet).</p>	<p>Play 'Friends of 10 snap'. If the 2 top cards add to 10 players to snap the cards.</p> <p>Revise with your child the horizontal addition strategy from yesterday.</p> <p>Practice 1 or 2, 2-digit addition sums using the horizontal strategy together. Support and teach as required.</p> <p>Give your child 5 addition sums to do independently, into their scrapbook. (10 -15 mins)</p> <p>Take a video of your child completing a problem and have them explain how they solved it. Upload to Seesaw</p>	<p>Health</p> <p>Thinking back to yesterday's text, has there been a time when you have received or given something to another person? How did this make you feel?</p> <p>"Pay it Forward"</p> <p>What do you think this means? How could you "Pay it Forward" to others in your house and away from your house during these times? (Oral discussion).</p>
You do			
Do together			
Kids do	Brain Break	Brain Break	
Review			

Connected Learning Week 2 Yr. 2

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Wed	Morning (1 hour)		Middle (40 minutes)		Afternoon
Task	English		Mathematics		Integration
<p>Warm up Game</p> <p>You do</p> <p>Do Together</p> <p>Kids do</p> <p>Review</p>	<p>Spelling</p> <p>Write out 6 list words using lowercase letters, then re-write the same words using all capital letters</p> <p>Model putting a list word into a sentence orally and then model writing it (ensure to start with capital and have a punctuation mark to end).</p> <p>Put a word into a sentence together and write it down.</p> <p>Child will choose 6 words from list and write each word into its own sentence (10-15 minutes)</p> <p>Take a photo of your sentences and upload it to seesaw with a recording of you reading out your sentences.</p> <p>Reading</p> <p>Non-fiction text. Using the reading resources in the following link read the texts on dinosaurs and answer the comprehension questions. If text is too difficult for your child to read, it is ok for you to read to your child and have them answer the questions orally. https://www.literacyshedplus.com/en-au/browse/comprehension-plus/stage-1/dinosaurs</p>	Brain Break	<p>Play "Number memory odd/even" page 54 in the Acing maths booklet. Extra challenge add the 2 cards together if they are a match.</p> <p>Using the same horizontal addition strategy, show your child how to complete 3-digit addition sums.</p> <p>Practice 5 together, supporting and reteaching where necessary.</p> <p>Give your child 5, 3-digit addition sums to complete independently into their scrapbook (10-15 mins).</p> <p>Take a video of your child solving one of the problems and explaining their working. Upload to Seesaw</p>	Brain Break	<p>Follow the recipe on this link https://www.mrfood.com/Cookie-Recipes/Fossil-Cookies</p> <p>Discuss the features of the recipe- the ingredients and steps.</p> <p>Assist your child with measurement of ingredients.</p> <p>Explain the importance of accuracy when measuring ingredients. Have your child follow the recipe independently as much as possible.</p>

Connected Learning Week 2 Yr. 2

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Thursday	Morning (1 hour)		Middle (30 minutes)		Afternoon
Task	English		Mathematics		Integration
Warm up Game	<p>Spelling Write out 8 list words using rainbow writing into your exercise book (different colour for each sound eg. loud)</p>	Brain Break	<p>Re watch 3D objects using the following video clip https://www.youtube.com/watch?v=2cg-Uc556-Q&pbjreload=10</p> <p><u>Revise the 3D objects and attributes from last week's video (faces, edges and vertices)</u></p>	Brain Break	<p>Make a string phone using 2 cylinders (tin cans, foam/plastic cups) and string. Try different length pieces of string, types of string and different cylinders. Test them out. Which material and length of string works the best?</p> <p>Extra challenge: Using as many cylinders as you can and a roll of sticky tape, what can you create?</p>
You do	Teach student how to order words alphabetically using any random words.		Go on a 'cylinder' treasure hunt around your house, making a tally in your scrapbook of how many you find.		
Do Together	Revise the sound for the week and read through the words together again. Begin putting the list of words in order alphabetically together.		Can you roll a cylinder? Why does it roll?		
Kids do	Child continues writing words alphabetically independently into exercise books (complete the list)		Which room did you find the most cylinders?		
Review	<p>Go through and check spelling and order of words with child.</p> <p>Reading Using the link below, read "Hector the Hermit Crab" and one other text. Answer the given questions https://www.literacyshedplus.com/en-gb/browse/comprehension-plus/stage-2/homes- Discuss new facts learnt about homes. Can you make any text to self connections about homes?</p>		<p>Take a photo of one cylinder and describe its attributes (faces, vertices and edges) then use 2 adjectives to describe your object EG: a large red can. Upload to Seesaw</p> <p>Next week will be a new 3D object study following the same lesson structure as today's</p>		

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Friday	Morning	Middle	Afternoon								
Task	English	Mathematics	Integration								
<p>Warm up</p> <p>You do</p> <p>Do together</p> <p>Kids do</p> <p>Review</p>	<p>Spelling http://www.ictgames.com/mobilePage/foresightPhonics/index.html choose an activity.</p> <p>Review the focus sound for the week. Give child a test on the list of words into their exercise books.</p> <p>Mark together and upload to Seesaw.</p> <p>Viewing – B is for Bromidrosiphobia – Figaro Pho https://www.youtube.com/watch?v=XJnjiUp6u4M</p> <table border="1"> <thead> <tr> <th>Discover</th> <th>Opinion</th> </tr> </thead> <tbody> <tr> <td>Research what causes sweaty armpits to smell.</td> <td>Should people shower and clean themselves every day? Why?</td> </tr> <tr> <th>Solution</th> <th>Create</th> </tr> <tr> <td>If someone had horrible body odour all the time, how could you let them know?</td> <td>Design a t-shirt or pants that block body odours.</td> </tr> </tbody> </table> <p>(you will do this 'Create' section in the afternoon for integration)</p>	Discover	Opinion	Research what causes sweaty armpits to smell.	Should people shower and clean themselves every day? Why?	Solution	Create	If someone had horrible body odour all the time, how could you let them know?	Design a t-shirt or pants that block body odours.	<p>Play "Give me 10" page 26 of Acing Math (One Deck at a Time) booklet. (revising friends of 10)</p> <p>Trace your child's body outline outside using chalk or large paper and pen.</p> <p>Using clothes pegs, child is to measure the length of their different body parts (arms, legs, head and body). Record these measurements in a table in your scrapbook.</p> <p>Using another unit of measurement eg. milk bottle lid, teaspoons, etc child to measure their body parts again.</p> <p>Questions to ask: How long are your arms, legs, head and body? How much longer/shorter is your head than your legs? etc.</p> <p>What did you notice when you used a different unit? Why do you think this is?</p>	<p>Following on from this morning's viewing video, design a t-shirt or pants that block body odours.</p>
Discover	Opinion										
Research what causes sweaty armpits to smell.	Should people shower and clean themselves every day? Why?										
Solution	Create										
If someone had horrible body odour all the time, how could you let them know?	Design a t-shirt or pants that block body odours.										