



Gunnedah South Public School



Home Learning Booklet

Week 3

Name: _____

Class: _____

Year 2





Monday

Week 3

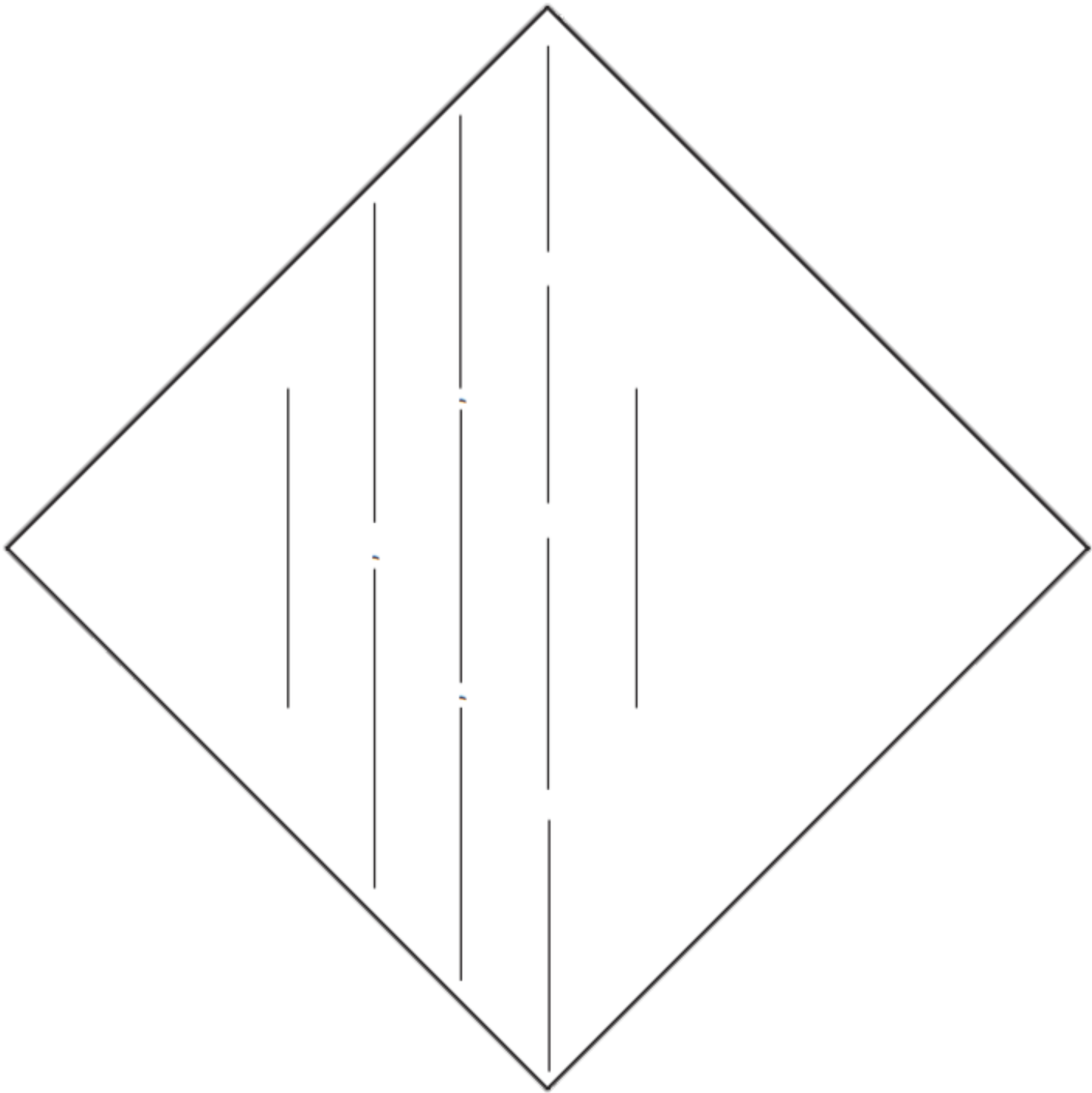
Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Teacher read aloud and comprehension: The Terrible Plop	Answer these questions in your draft writing book.
	Reading Eggs		
9.30 to 10	Writing	Discuss Dorothea Mackellar Comp Cinquain	Pages 3-4
10 to 10.30	Readiwriter Spelling		
10.30 to 11	Handwriting	Letter p	Pages 5-6
11 to 11.30	Recess Break		
11.30 to 12	Mathematics	Kitchen/Maths Lesson: quarters and thirds	Page 7
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	PE activities with Mrs Mitchell	
1 to 2	Lunch Break		
2 to 3	PBL PDH Wellbeing	PBL – Kindness PDH – Passenger Safety	Pages 8-9

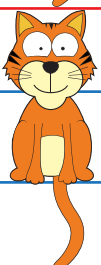
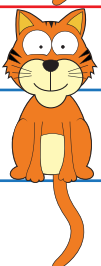
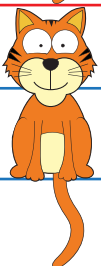
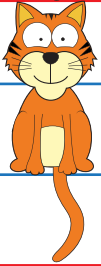
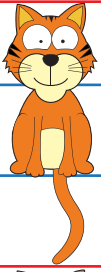
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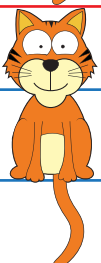
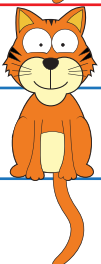
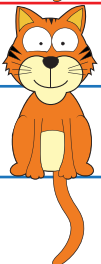
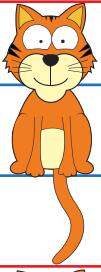
_____	(title)	_____
_____	(adjective)	_____ (adjective)
_____	(descriptive or action words)	_____
4 words about the topic		

1 word, synonym of the title		





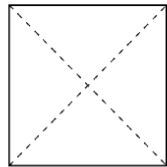
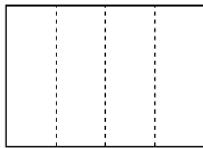
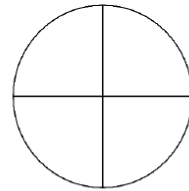
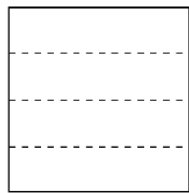




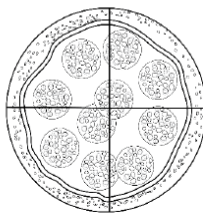
We are learning to identify and describe quarters and thirds

Quarters

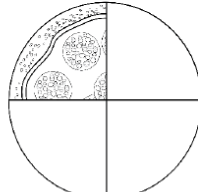
Colour in one quarter of each of the following shapes.



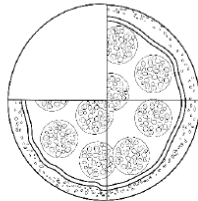
How many quarters of the pizza are left in each picture?



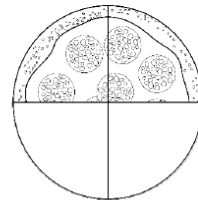
_____ quarters



_____ quarter



_____ quarters

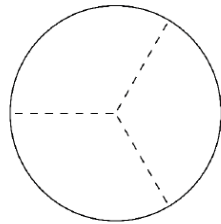
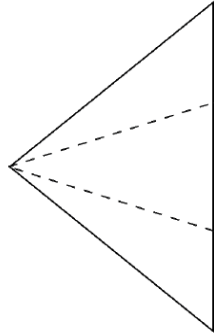


_____ quarters

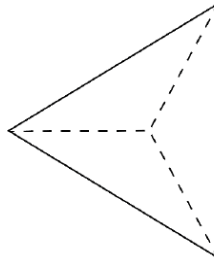
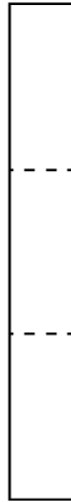
My mother was cutting up fruit for my brother, my sister, herself and me. She had one apple and one orange. To share the fruit equally, what could she do?

Thirds

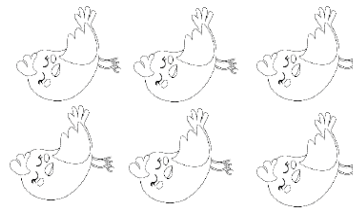
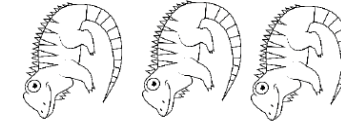
Colour in one third of each shape.



Colour in two thirds of each shape.



Colour in one third of each group of animals.





SAFE
EVERYONE

RESPECTFUL
EVERYWHERE

LEARNER
EVERY TIME

We are learning to participate in acts of kindness.

TASK ONE – Make a kindness poster to display to your street by placing it in a window in your house.

TASK TWO – Southey loves students that participate in acts of kindness. He has created an acts of kindness chart for you. How many acts can you complete this week? Mark them off here



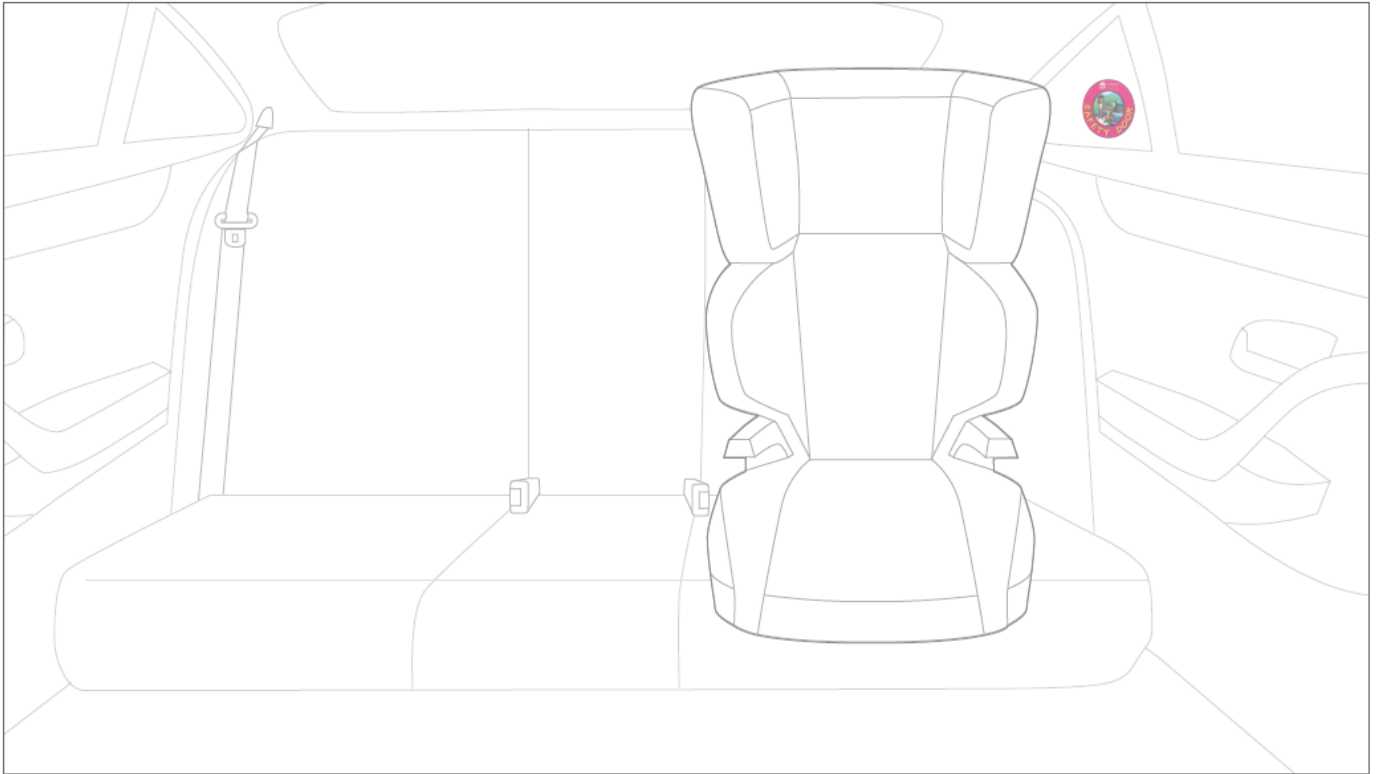
SOUTHEY'S ACTS OF KINDNESS CHART

Smile at someone	Give someone a compliment	Thank someone for something they have done	Play a game or read a book with your sibling/s or parents
Write a letter to someone - grandparent, friend, neighbour. You could post your letter or send a photo of it.	Kindness Cards - make cards that tell the people in your family your favourite thing about them.	Do something at home this week to help. Something you haven't been asked to do	Send someone a hug - Trace your arms on joined pieces of paper. Write kind things in your arms and send to someone you love
Help someone do something in your house.	Make a kindness poster to display in your window	Write a classmate a compliment in your TEAMS playground	Make thank you cards for people in your family

Personal Development & Health - Term 2 Week 3

We are learning to identify how to be safe in the car

Activity 1. Draw a picture of you safely strapped in the car seat.



Activity 2. Write about one of your favourite car trips.

Activity 3. Answer the following questions

Why is it important to sit in a car seat or booster seat? _____

Why can't you use the seatbelt like a grown-up? _____

Why do you think a grown-up should always check that you're buckled up properly?



Tuesday

Week 3

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Reading and comprehension: Under my Bed	Answer these questions in your workbook.
	Reading Eggs		
9.30 to 10	Writing	Alliteration poem	Pages 11-12
10 to 10.30	Readiwriter Spelling		
10.30 to 11	Handwriting	Letter p	Pages 13-14
11 to 11.30	Recess Break		
11.30 to 12	Mathematics	Tangram warm up activity Classify 2D shapes	Pages 15-19
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	PE activities with Mrs Mitchell	
1 to 2	Lunch Break		
2 to 2.30	Geography	Geography Weather	Pages 20-21
2.30 to 3			

Alliteration

Alliteration is when the sound or letter at the beginning of each or most of the words in a sentence is the same.

Alliteration is used in poetry to create many different effects. It can be used to create a greater and more interesting description of different themes, people and objects.

Some examples of alliteration:

Sally sells sea shells by the sea shore.

All authors allow authority after midnight.

Theresa tripped and tumbled tremendously over the tree.



Alliteration Activity

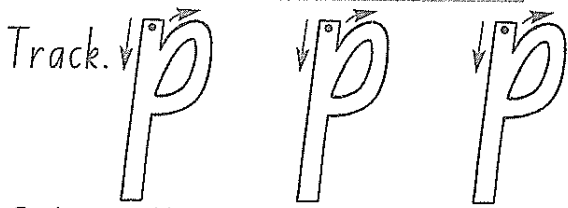
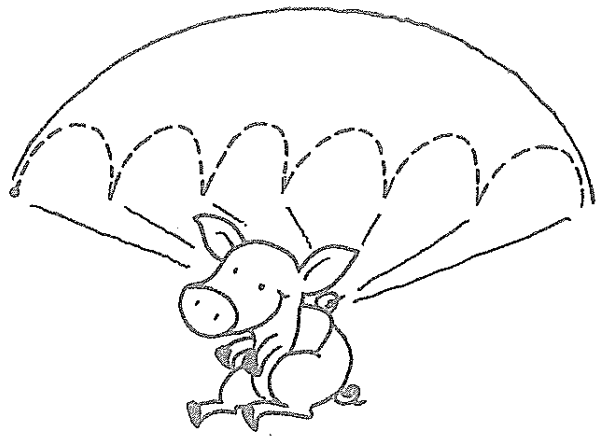
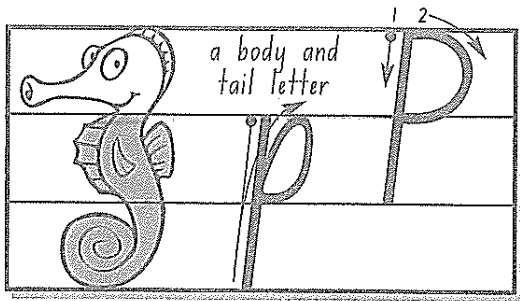
Letter: _____

Topic: _____

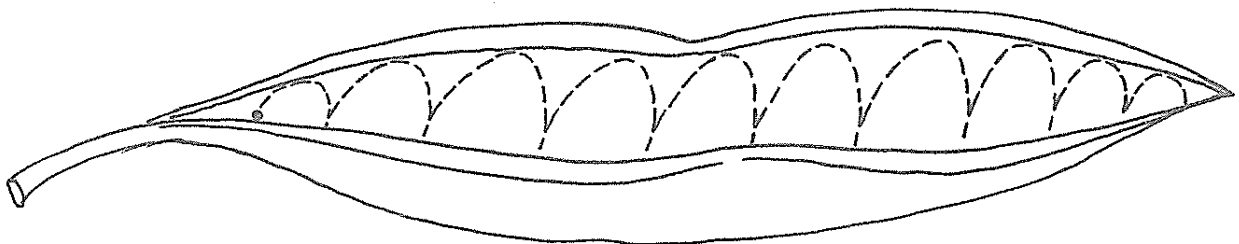
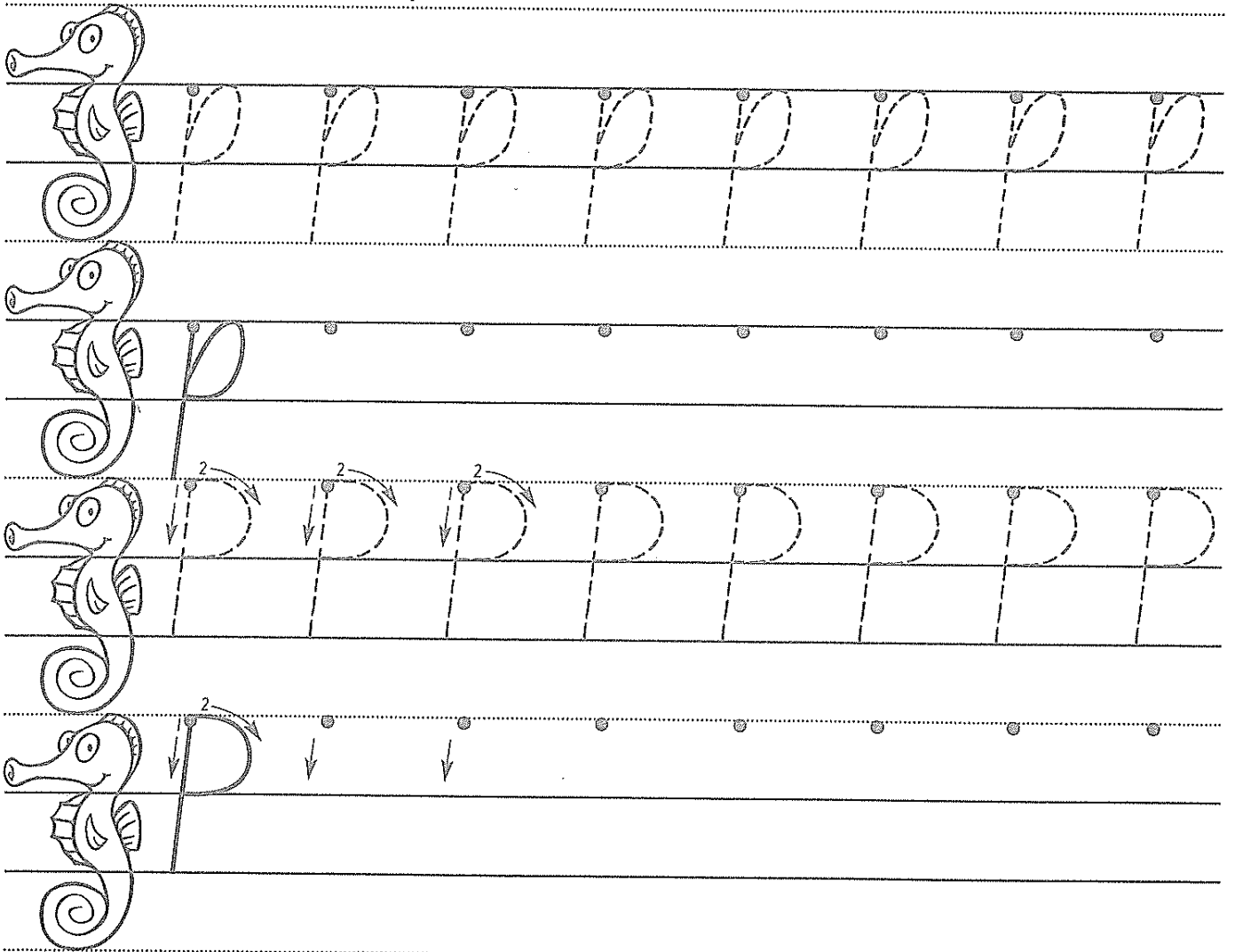
Adjectives
(describing words)

Nouns
(people, places or things)

Verbs
(action words)



Colour the parts of the seahorse that show where the letter p sits.
Put a * in your best p and P.

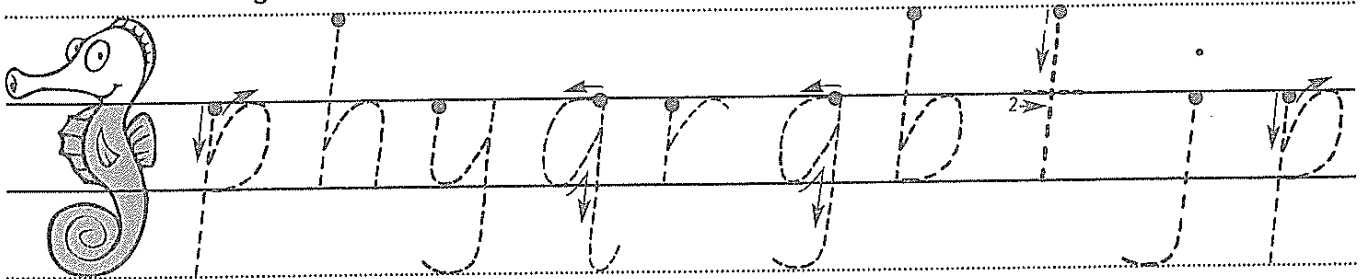


Find the p's.

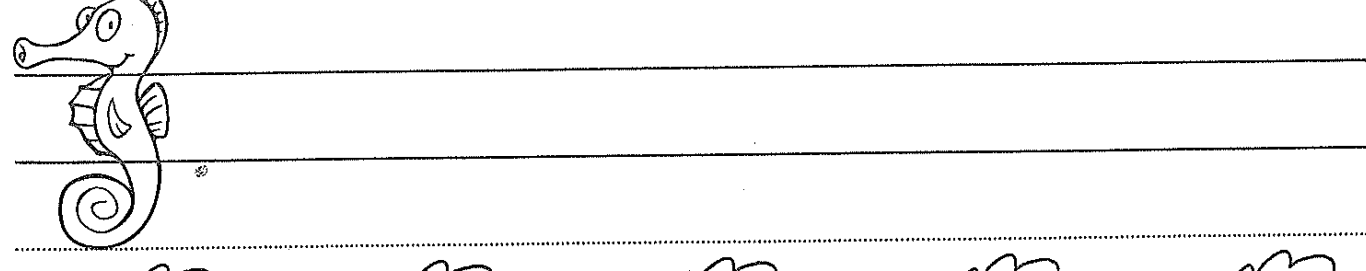
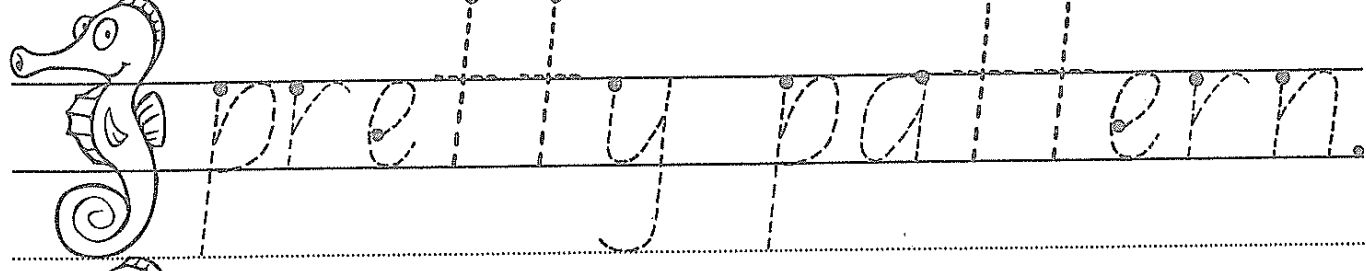
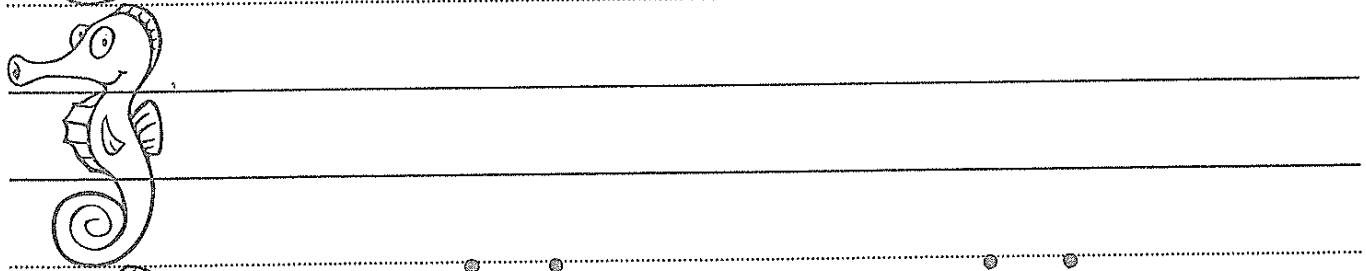
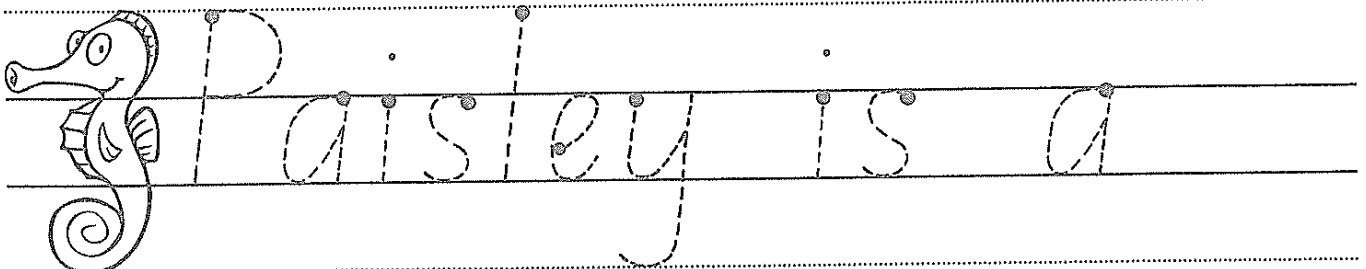
Hopping pattern



Trace the body and tail letters.



Trace, then copy. What is paisley?



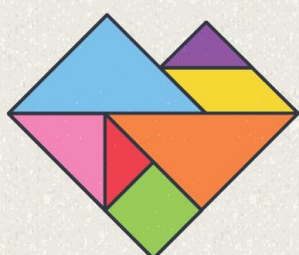
TANGRAM TREATS!



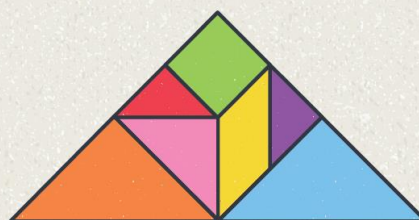
Cut out each shape to create your very own Tangram! What shapes can you see? What can you make with those shapes?

Cut out the Tangram and see how many of the following pictures you can make.

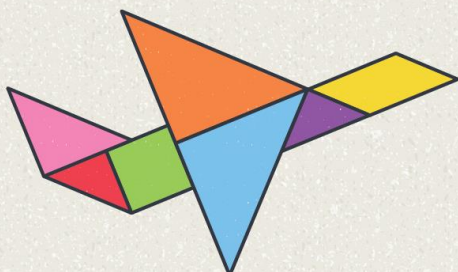
TANGRAM TREATS!
~ LEVEL 1 ~
Task Card 6 - Heart



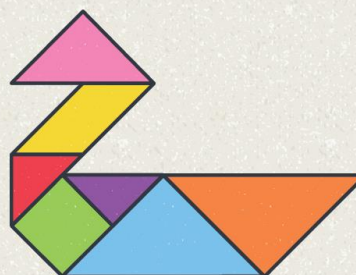
TANGRAM TREATS!
~ LEVEL 1 ~
Task Card 1 - Triangle



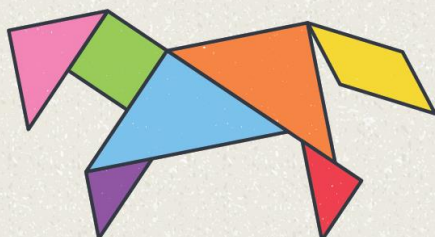
TANGRAM TREATS!
~ LEVEL 1 ~
Task Card 8 - Plane



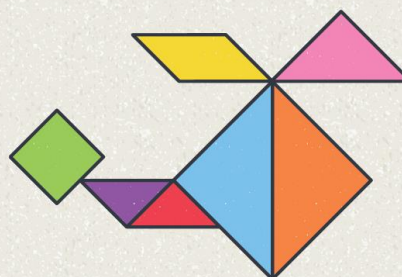
TANGRAM TREATS!
~ LEVEL 1 ~
Task Card 2 - Swan



TANGRAM TREATS!
~ LEVEL 1 ~
Task Card 7 - Horse

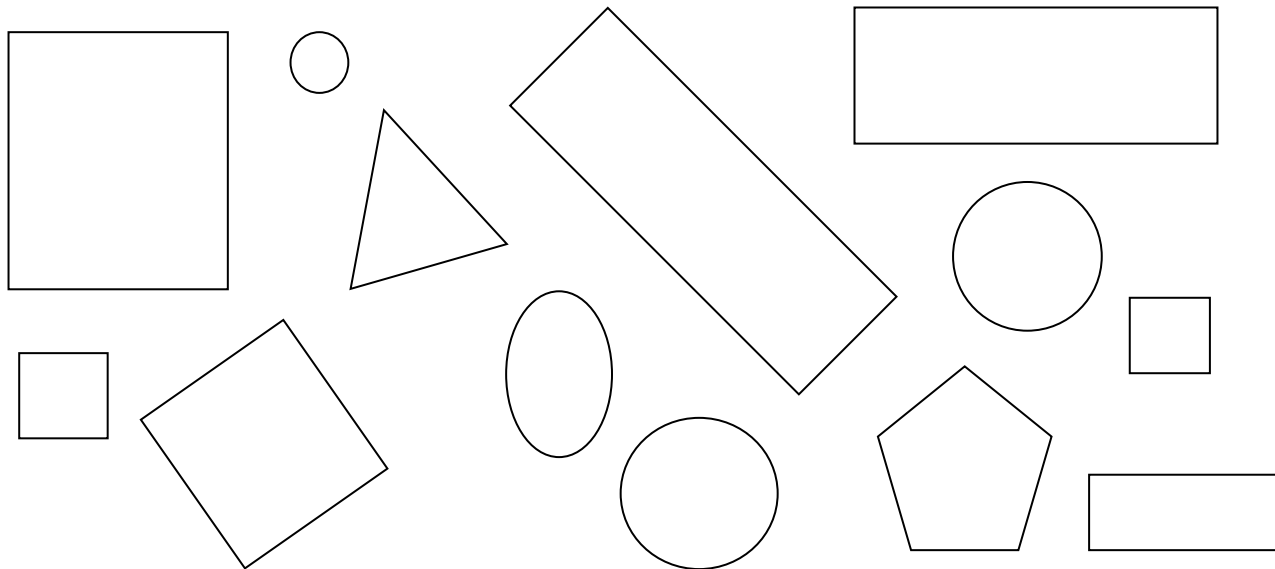


TANGRAM TREATS!
~ LEVEL 1 ~
Task Card 11 - Helicopter



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① Colour the squares red, the rectangles blue and the circles green.



- ② Read each description, then draw the shape and write the name.

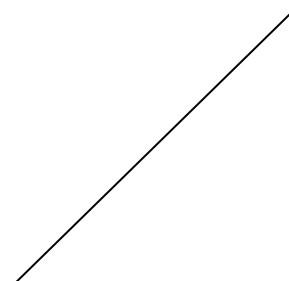
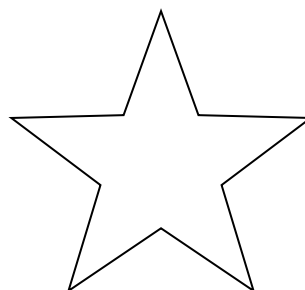
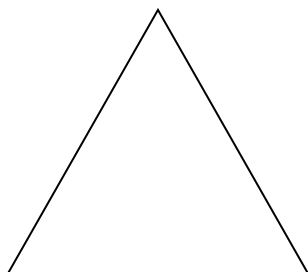
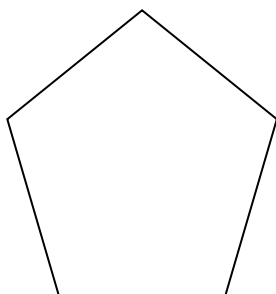
<p>I have 3 corners and 3 straight lines.</p> <hr/>	<p>I have no corners and one curved line.</p> <hr/>	<p>I have four corners and four straight sides that are the same length.</p> <hr/>
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Name _____

Date _____

2D Shapes (B)

- ① Draw one line of symmetry through each shape.

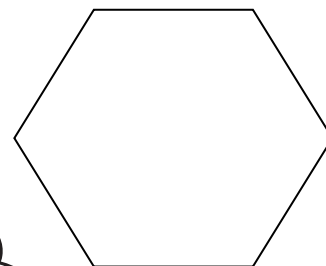


- ② Colour each shape the same colour as its matching set of clues in the clouds.

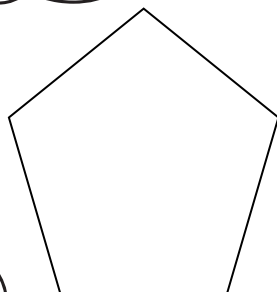
I have 4 sides that
are the same length
and 4 corners.



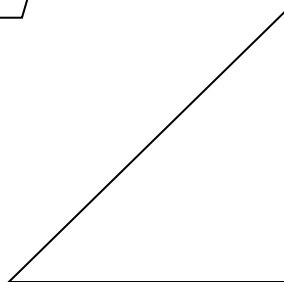
I have 3 sides and
3 corners that are
the same size.



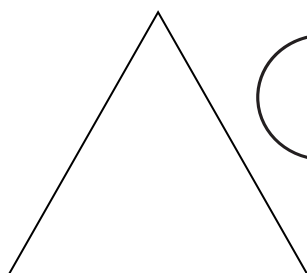
I have 6 corners
and 6 sides.



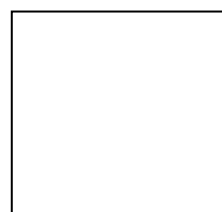
I have 3 sides of
different lengths
and 3 corners.



This shape has
5 sides and 5
corners.



I have 4 sides of
different lengths
and 4 corners.



Reading

Name _____

Date _____

Stormy Recount

Write a recount of the storm in *Stormy Weather* in your own words. The sentences have been started for you.

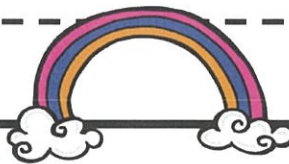
1. First the clouds _____

2. Then the rain _____

3. The wind _____

4. After the storm _____







Name: _____



Date: _____

Week of _____

Date	Monday	Tuesday	Wednesday	Thursday	Friday
					
Temperature 					

Type of Weather	Tally the Totals
sunny 	
cloudy 	
windy 	
rainy 	
stormy 	
snowy 	

My Observations

The most common weather this week: _____



Wednesday

Week 3

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Reading and comprehension: Dreadful Fluff	Answer these questions in your workbook.
	Reading Eggs		
9.30 to 10	Writing	Ballad	Page 23
10 to 10.30	Readiwriter Spelling		
10.30 to 11	Handwriting	Letter k	Pages 24-25
11 to 11.30	Recess Break		
11.30 to 12	Mathematics	Addition and subtraction mentals & 2D Shapes	Pages 26-29
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	Vertical jump and landing	
1 to 2	Lunch Break		
2 to 2.30	CAPA	Romero Britto Art	Find your art paper in your school package.
2.30 to 3		Drama with Miss Christie	

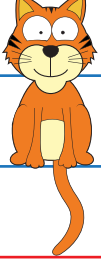
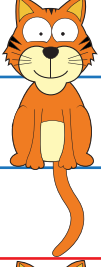
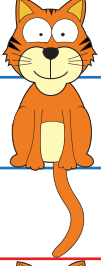
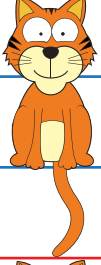
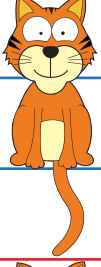
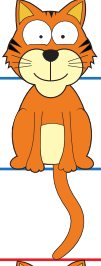
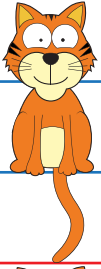
Ballad Planning / Brainstorming

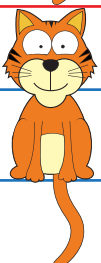
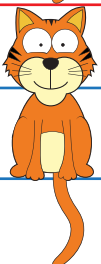
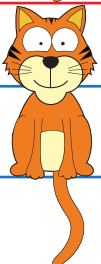
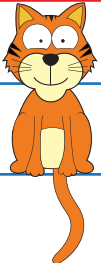
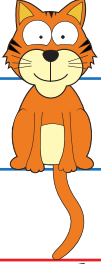
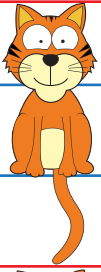
What does the Dreadful Fluff look like, sound like and smell like?

What does the Dreadful Fluff do?

Pick a word that has lots of rhyming words

Pick a word that has lots of rhyming words





Name _____

Daily Math Warm Up - 7

Write the number that comes next.

23, 24, _____, _____, _____

11, 12, _____, _____, _____

76, 77, _____, _____, _____

I baked 12 cookies. I gave 6 cookies to my friend. How many cookies do I have left?

Write the fact family.

$$2 + 3 = 5$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

Circle the **greater** number.

76 or 98

67 or 25

48 or 58

Write the number.

eleven _____

sixteen _____

twelve _____

Put the numbers in order from least to greatest.

44, 67, 57

_____, _____, _____
least greatest

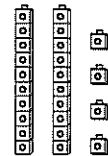
38, 69, 28

_____, _____, _____
least greatest

Write the time.



How many cubes?



Add.

$$6 + 5 = \underline{\quad}$$

$$2 + 7 = \underline{\quad}$$

$$6 + 6 = \underline{\quad}$$

$$4 + 5 = \underline{\quad}$$

Subtract.

$$7 - 3 = \underline{\quad}$$

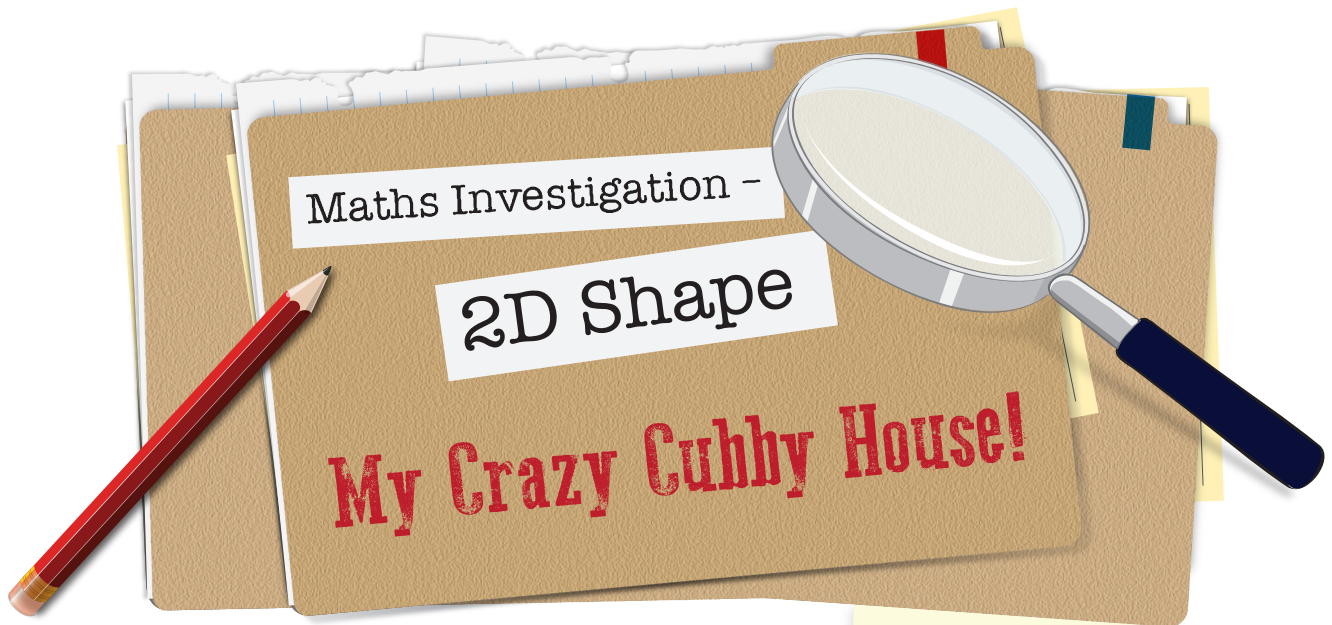
$$8 - 1 = \underline{\quad}$$

$$9 - 3 = \underline{\quad}$$

$$5 - 4 = \underline{\quad}$$

14, 24, 34, _____, _____, _____

45, 55, 65, _____, _____, _____



The Scenario

For years, you have been asking your parents for a cubby house for your backyard. Finally, they have decided to build you one for your upcoming birthday!

Your parents are keen to see your ideas about what the cubby house should look like. They would like you to do a drawing of your ideal cubby house using 2D shapes such as squares, rectangles, circles and triangles. They have promised to build your cubby house exactly the way you would like it – interesting, unusual and crazy ideas are welcome!

The Task

Draw a crazy cubby house design on grid paper using a variety of 2D shapes.

Colour your cubby house design according to the 2D shapes you have used.

Present your cubby house design to your class.

The Materials

- Lead pencil
- ruler
- coloured pencils or markers
- grid paper

The Procedure

1. Plan your crazy cubby house using the worksheet provided.
2. Use a pencil and a ruler to draw your design on the grid paper provided.
3. Colour your design according to the 2D shapes you have used e.g. squares = red.
4. Present your crazy cubby house design to the class.



Name: _____

Date: _____

Planning My Design

1. Use this table to plan your ideas for your crazy cubby house. There is extra space at the bottom of the table for you to add more interesting features of your own.

Which interesting features could my cubby house have?	Which 2D shapes could I use for these features?
an inside play area	
a roof	
doors	
windows	
a fence	

2. Decide which colours you will use for each 2D shape. Add these to the sentences below. There is extra space at the bottom for you to add more 2D shapes if you wish.

I will colour the squares in _____.

I will colour the rectangles in _____.

I will colour the circles in _____.

I will colour the triangles in _____.

I will colour the _____ in _____.

I will colour the _____ in _____.

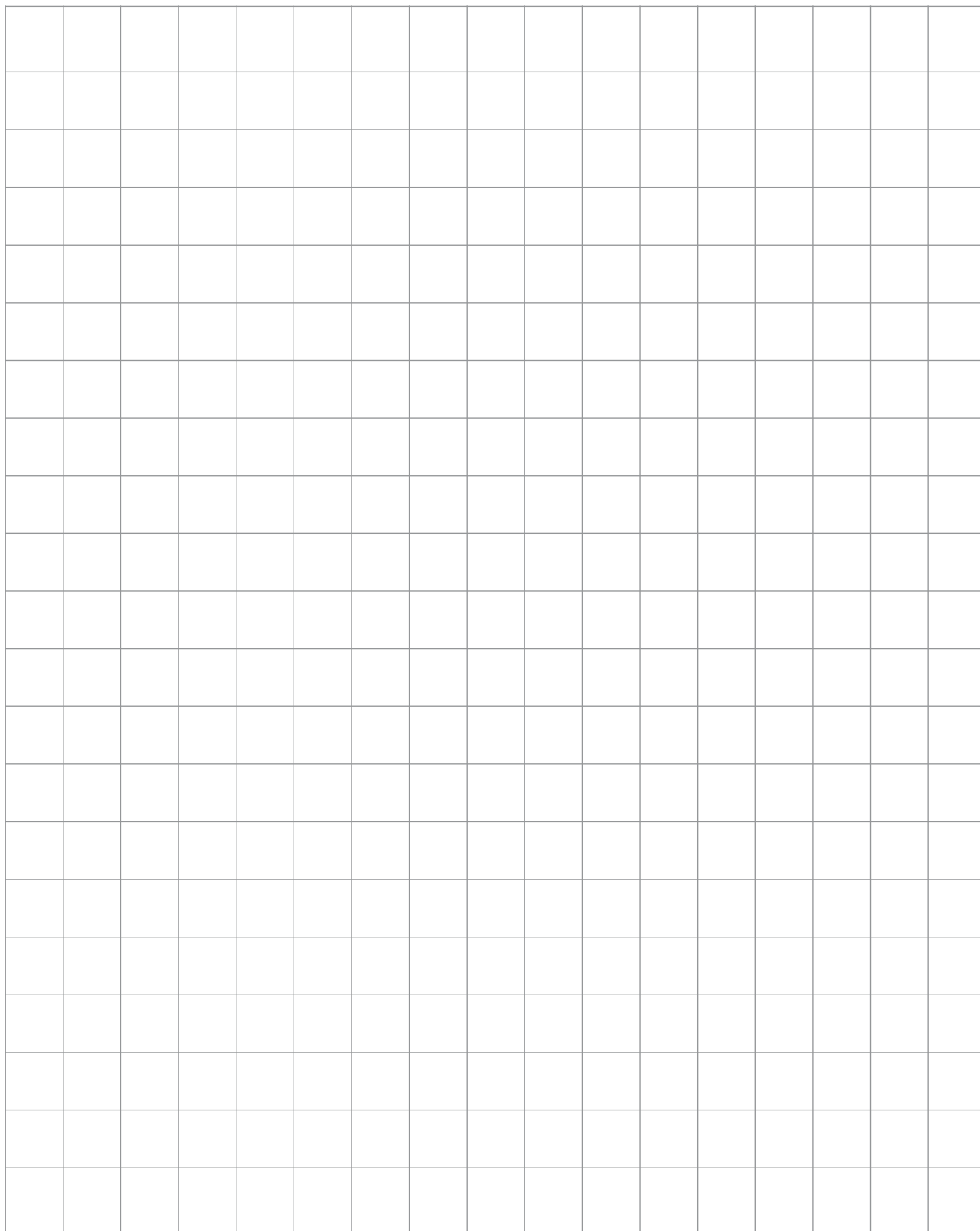


Name: _____

Date: _____

Drawing My Design

Draw and colour your crazy cubby house design on the grid paper below.





Thursday

Week 3

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Reading and comprehension Bogtrotter	Answer these questions in your workbook.
	Reading Eggs		
9.30 to 10	Writing	Write a draft poem	Pages 31-35
10 to 10.30	Readiwriter Spelling		
10.30 to 11	Handwriting	Letter k	Pages 36-37
11 to 11.30	Recess Break		
11.30 to 12	Mathematics	Recording data: Tally marks	Page 38
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	PE activities with Mrs Mitchell	
1 to 2	Lunch Break		
2 to 2.30	Science	Mrs Pepper's Science Lesson: Planning an investigation	Pages 39-40
2.30 to 3			

Alliteration Activity

Letter: _____

Topic: _____

Adjectives
(describing words)

Nouns
(people, places or things)

Verbs
(action words)

An Acrostic Poem About _____

Ballad Planning / Brainstorming

What does it look like, sound like and smell like?

What does it do?

Pick a word that has lots of rhyming words

Pick a word that has lots of rhyming words

Draft

_____ (title)

_____ (adjective)

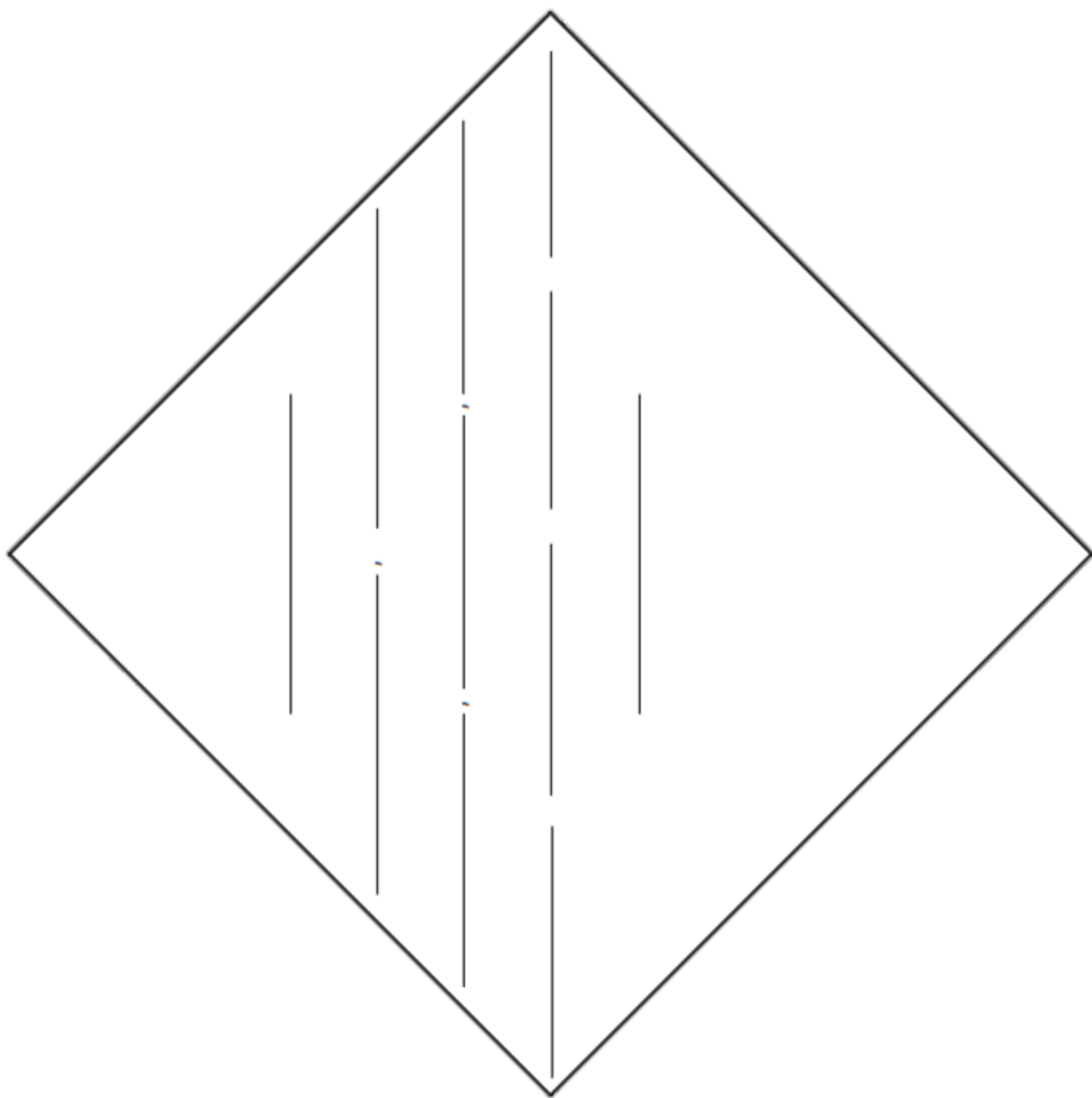
_____ (adjective)

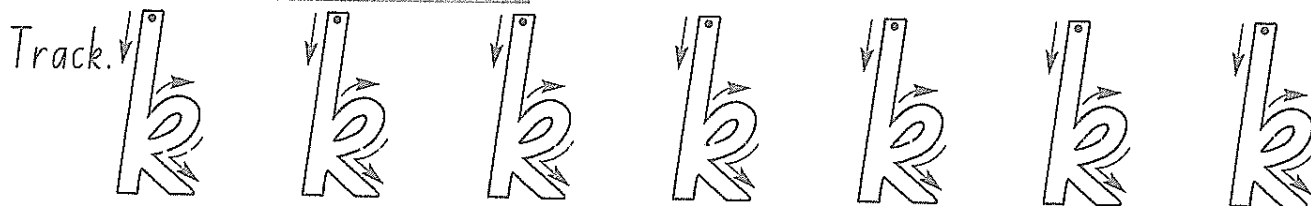
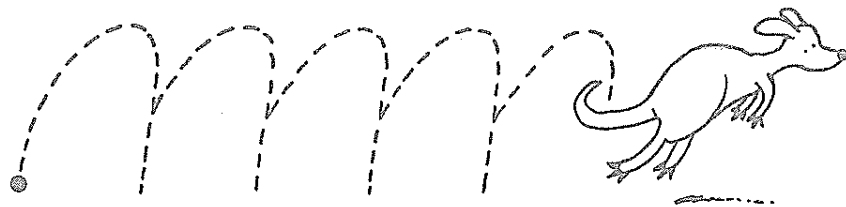
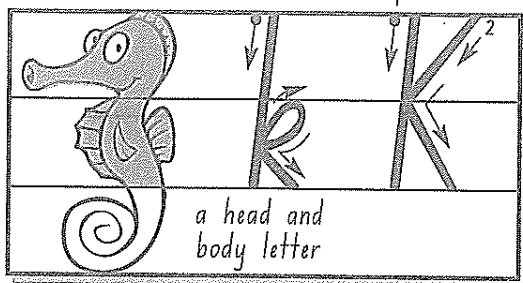
_____ (descriptive or action words)

_____ 4 words about the topic

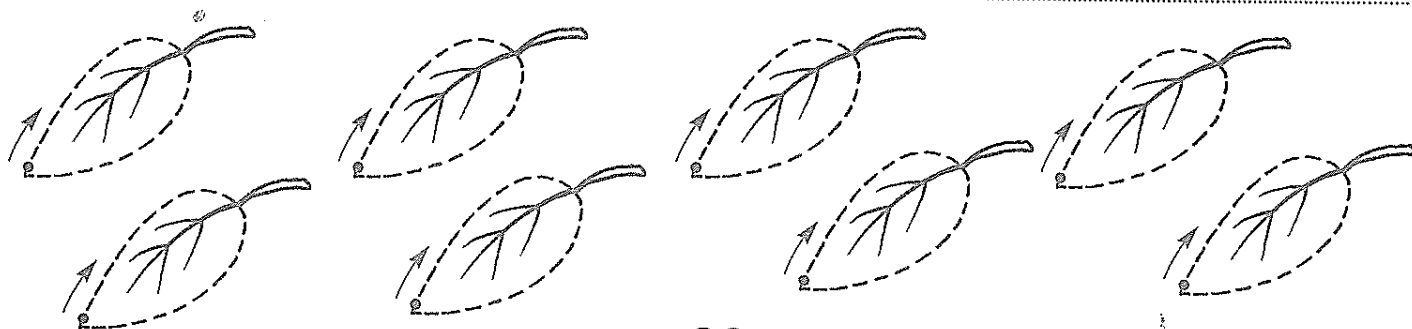
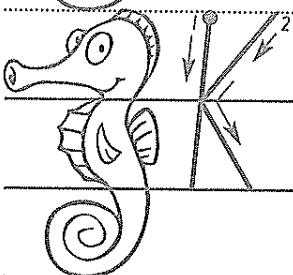
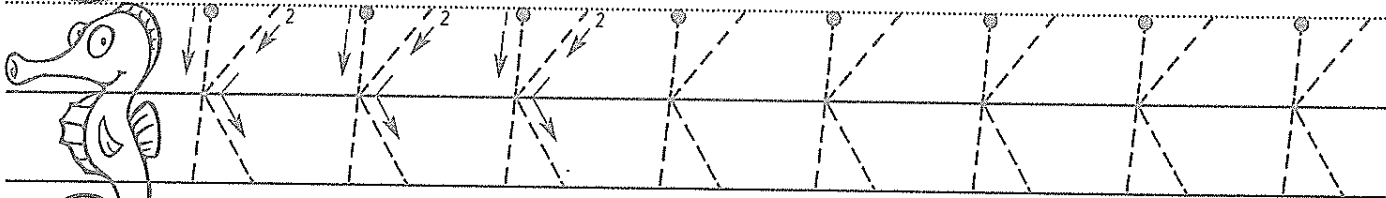
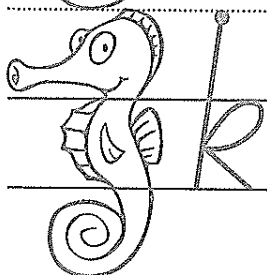
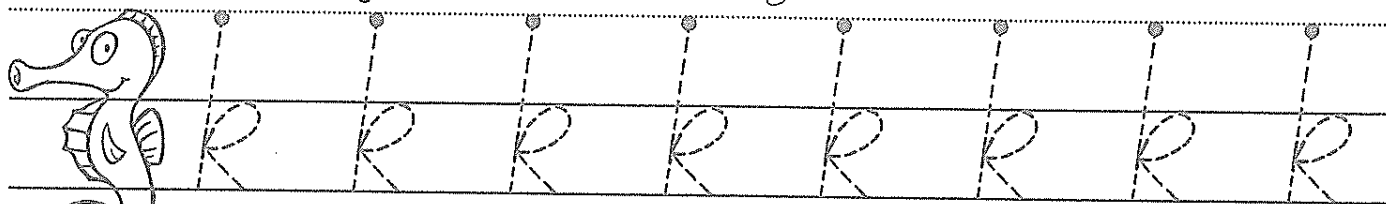
_____ 1 word, synonym of the title







Colour the parts of the seahorse that show where the letter k sits.
Put a ☆ around your best k and K.



Find the k's.

Hopping pattern

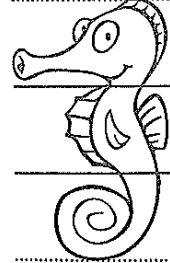
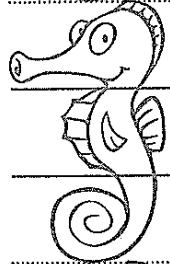
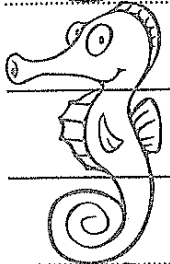
kmmmmmmmmmm

Trace the hopping pattern letters.

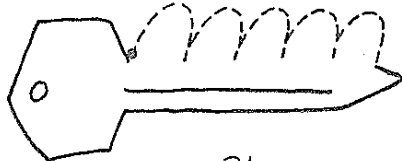
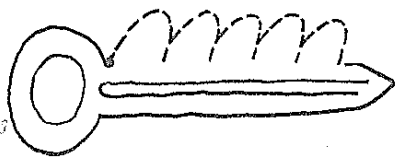
kaamptronnek

Trace, then copy.

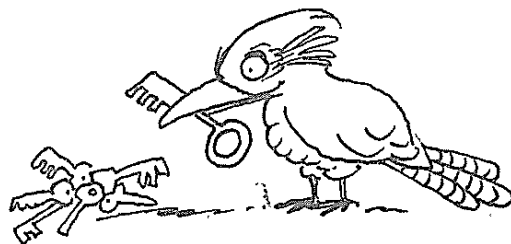
Kim Kookaburra



keeps reys.



31

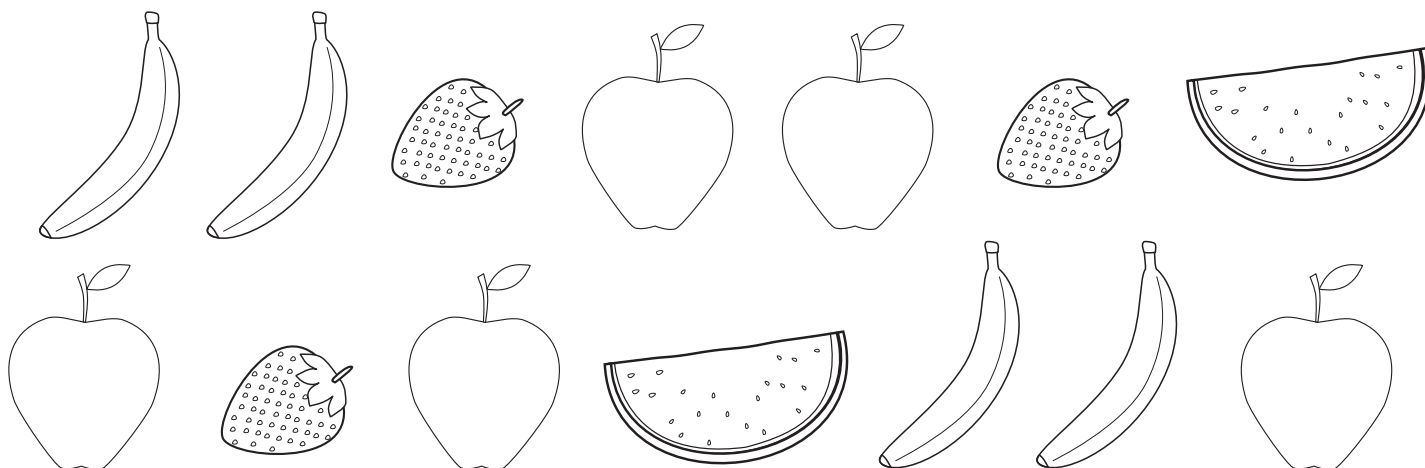


Name _____




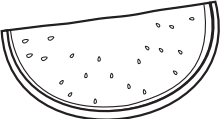
Date _____

Creating and Interpreting Tables (A)

- ① Each of Bella's friends was asked to bring a piece of fruit to the park for a picnic. The pieces of fruit at the picnic are displayed below.



Make a tally to show how many pieces of each fruit there were at the picnic.

a) apples 	b) bananas 
c) strawberries 	d) watermelon 

- ② Use the information in the table to answer **true** or **false** to these questions.

- a) More children brought strawberries than apples. _____
- b) Bananas were the most popular fruit at the picnic. _____
- c) Two children brought watermelon to the picnic. _____
- d) More children brought bananas than strawberries. _____



Investigation Planner

<p>What is your question for investigation?</p> <p><u>What will happen if we don't water half of our seeds?</u></p>	<p>What is your prediction?</p> <p>If we don't water the seeds then _____</p> <p>_____</p> <p>because _____</p> <p>_____</p>		
<p>To make the test fair, what things (variables) are you going to:</p>			
<p>Change</p> <p>Water one seed. No water on the other seed.</p>	<p>Measure or Observe</p> <p>Did the seeds grow (germinate)?</p>	<p>Keep the Same</p> <p>Containers they are planted in. How much soil are they planted in. Plant them at the same time. Keep the containers in the same spot, out of the rain.</p>	
<p>Equipment</p> <div style="display: flex; justify-content: space-between;"> <div> radish seeds soil </div> <div> Containers to plant in (milk bottle cut in half) Marker to label containers </div> </div>			
<p>Method</p> <ol style="list-style-type: none"> 1. Get two containers that are the same size. 2. Label one container water, and one container no water 3. Fill them with soil. 4. Plant seeds in each container, make sure they are planted the same depth. 5. Water the one labelled water and leave the no water one dry. 6. Take a photo or draw a picture to show what you have done. 7. Every second day take a photo or draw a picture to record your observations. 			
<p>Observations</p>			
Day 1:	Day 3:	Day 5:	Day 7:
Day 9:	Day 11:	Day 13:	Day 15:

Blank Investigation Planner for bonus task

What is your question for investigation? 	What is your prediction? <i>If</i> _____ <i>then</i> _____ <i>because</i> _____ _____		
To make the test fair, what things (variables) are you going to:			
Change	Measure or Observe	Keep the Same	
Equipment			
Method 1.			
Observations			
Day 1:	Day 3:	Day 5:	Day 7:
Day 9:	Day 11:	Day 13:	Day 15:



Friday

Week 3

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Reading and comprehension Dorothea Mackellar	Page 42
	Reading Eggs		
9.30 to 10	Writing	Publish and email writing to your teacher	Remember to watch the video if you are not sure how to send an email.
10 to 10.30	Readiwriter Spelling		
10.30 to 11	Handwriting	Revision letters f and z	Pages 43-46
11 to 11.30	Recess Break		
11.30 to 12	Mathematics	Bar Graph	Pages 47-48
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	PE activities with Mrs Mitchell	
1 to 2	Lunch Break		
2 to 2.30	Aboriginal Language and Culture	Aboriginal Artefacts and Tools	Page 49
2.30 to 3	Virtual Assembly		

Dorothea Mackellar

properties poet Gunnedah 1900's July ANZAC

Country Memorial competition

Dorothea Mackellar was a _____.

She was born on the 1st of _____ 1885 on Point Piper.

'My _____' is a famous poem by Dorothea

Mackellar. It is a poem about her family's _____ in

_____ in the early _____.

The Dorothea Memorial is located at _____ parade in

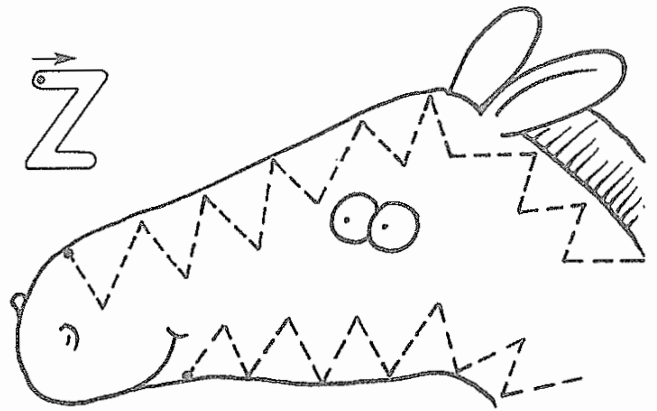
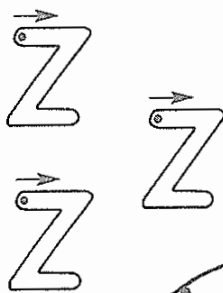
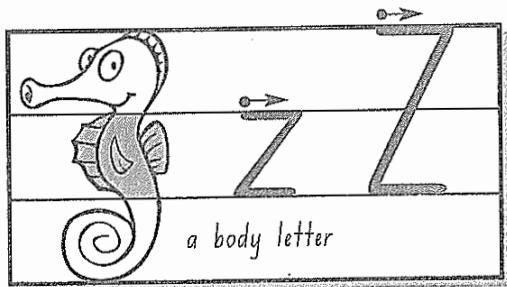
Gunnedah NSW.

Dorothea is still celebrated as a poet in Gunnedah through

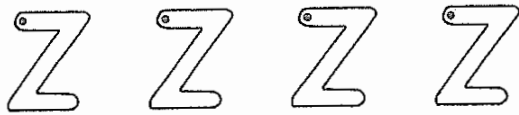
the Dorothea Mackellar _____ Societies 'My

Country' art collection, and in the annual poetry writing

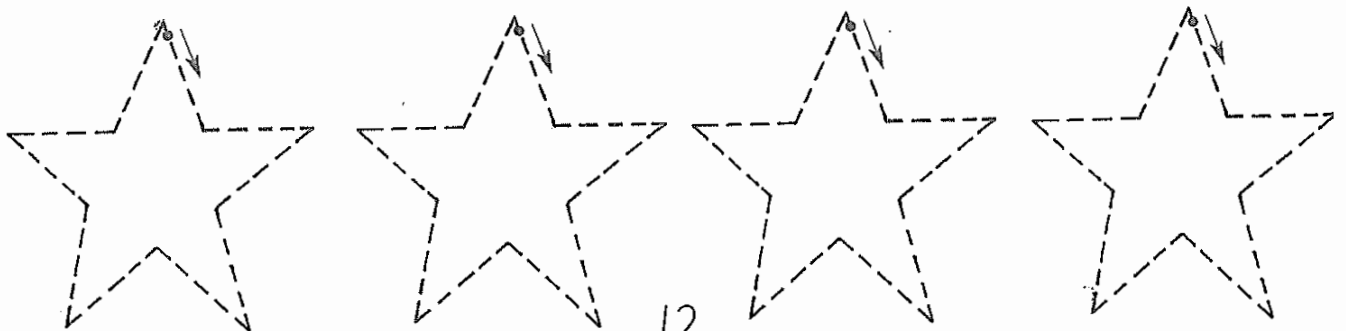
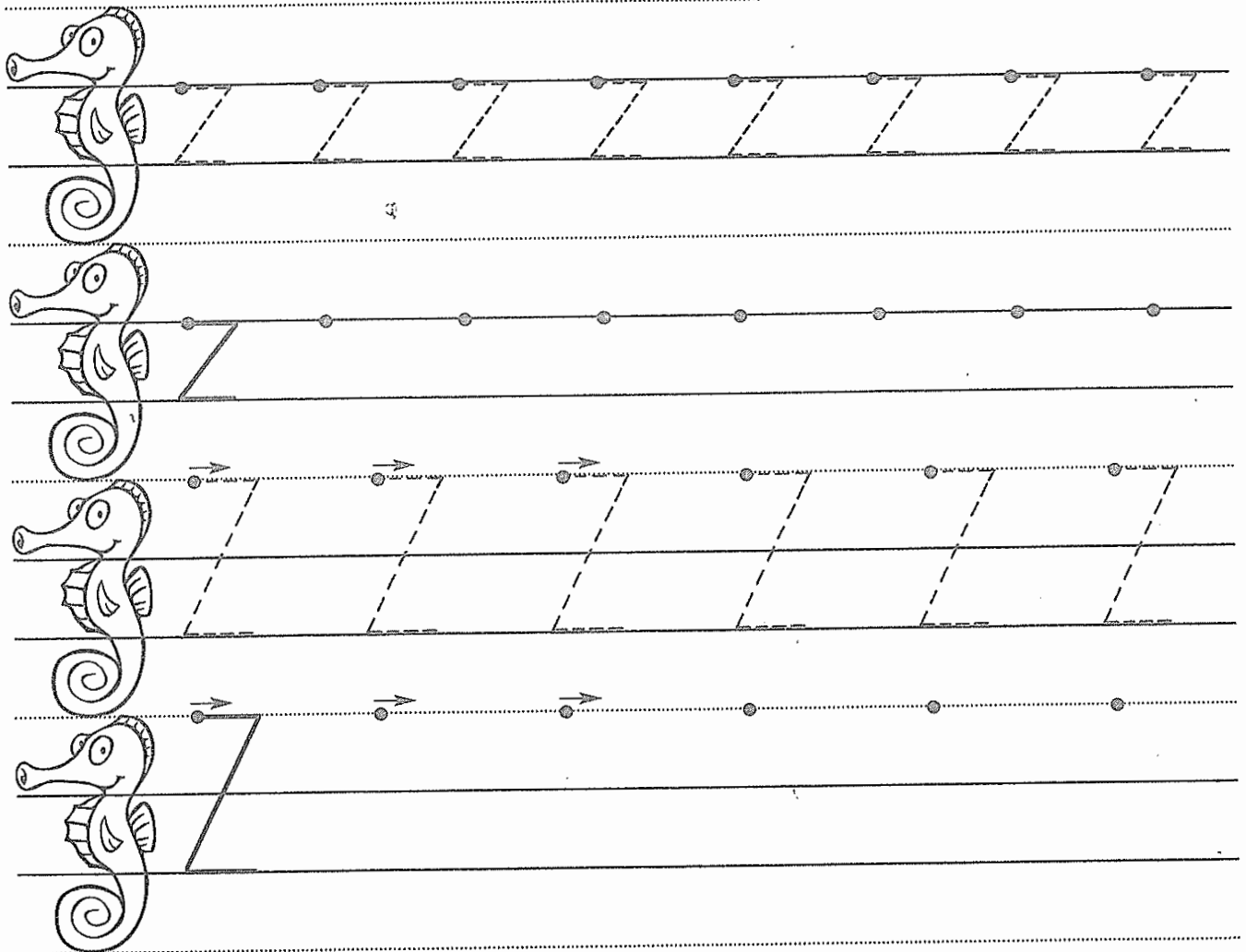
_____.



Track.

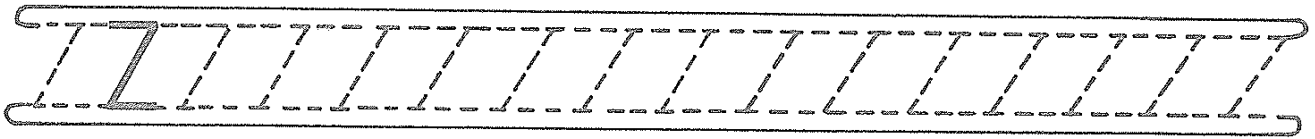


Colour the parts of the seahorse that show where the letter z sits.
 ✓ your best Z and Z.

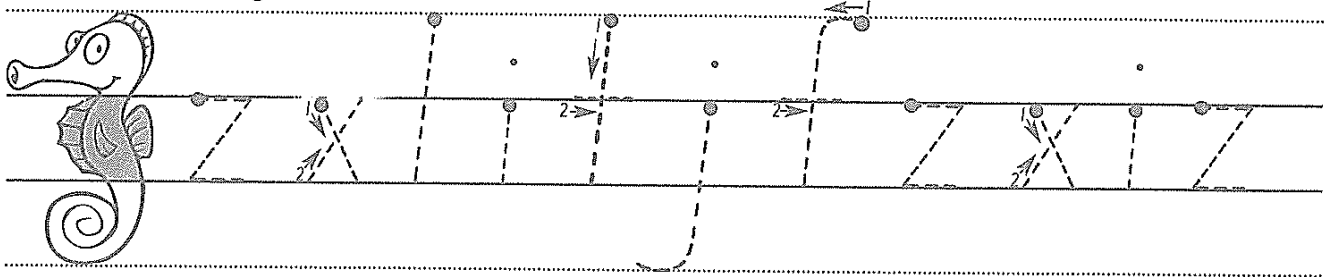


Find the z's in the ladder.

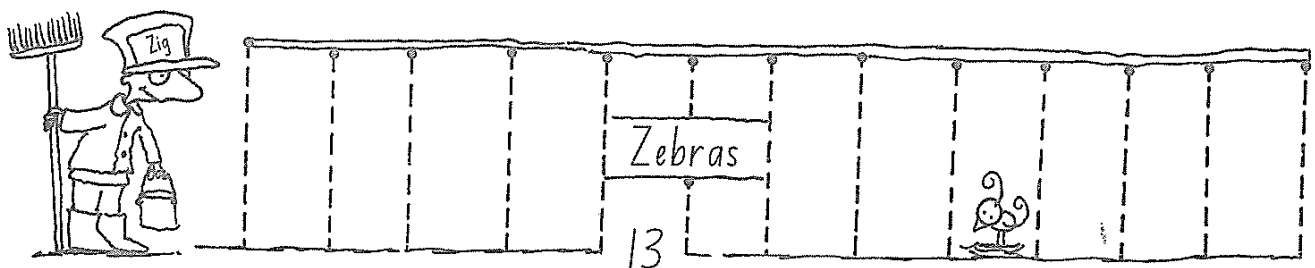
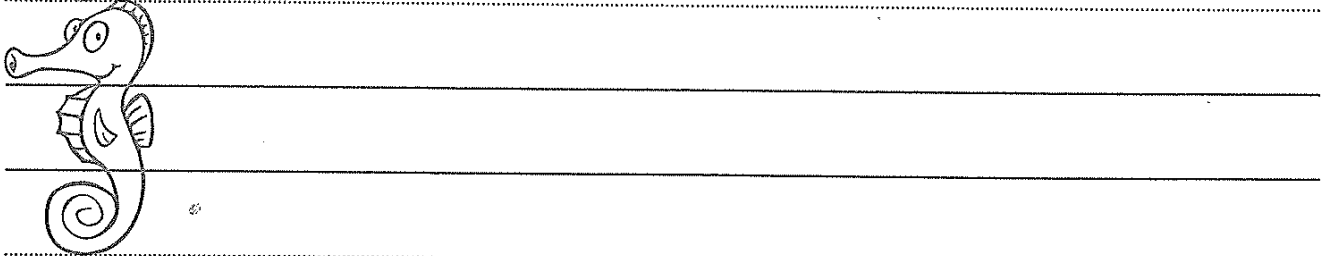
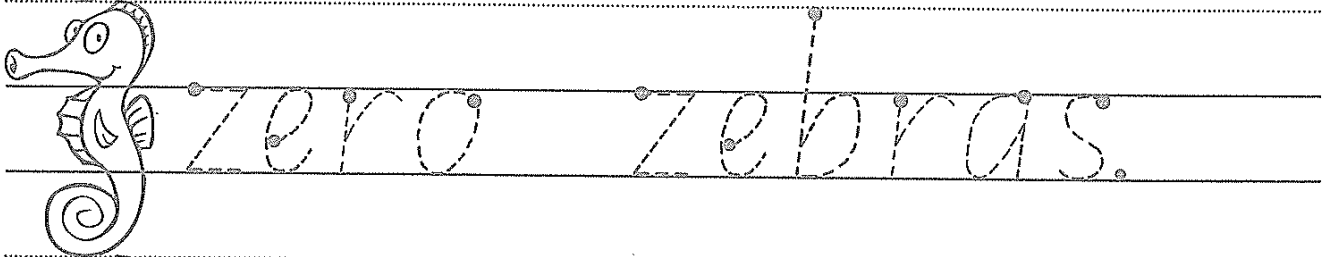
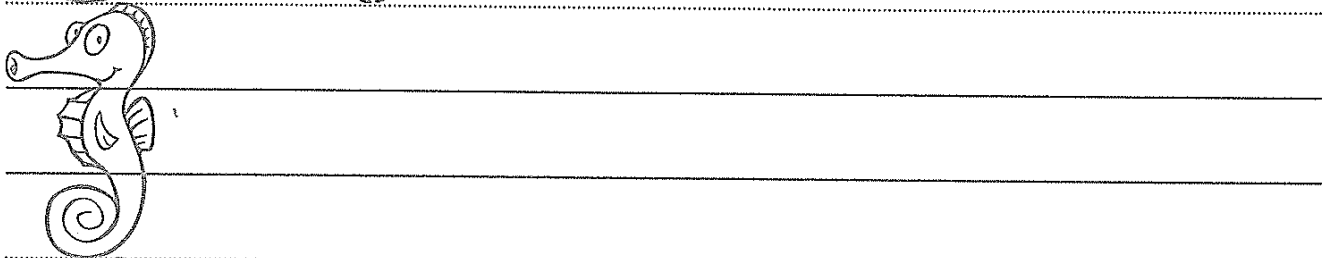
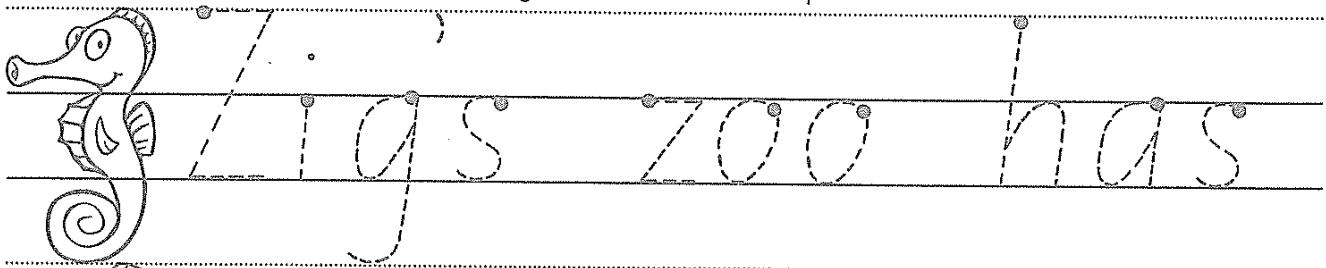
Downstroke pattern

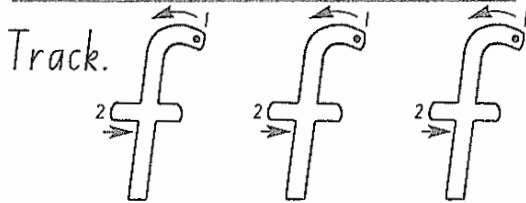
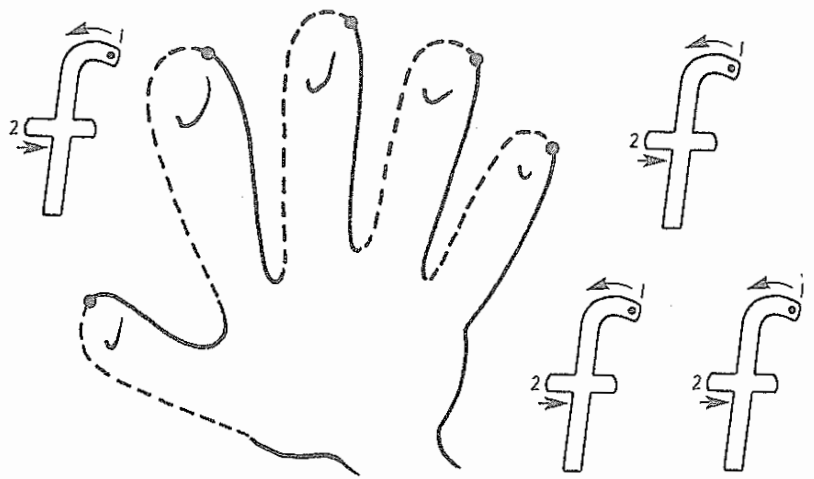
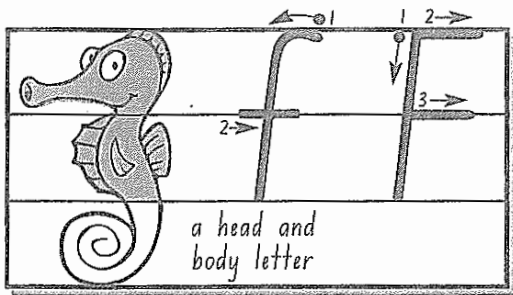


Trace the body letters.

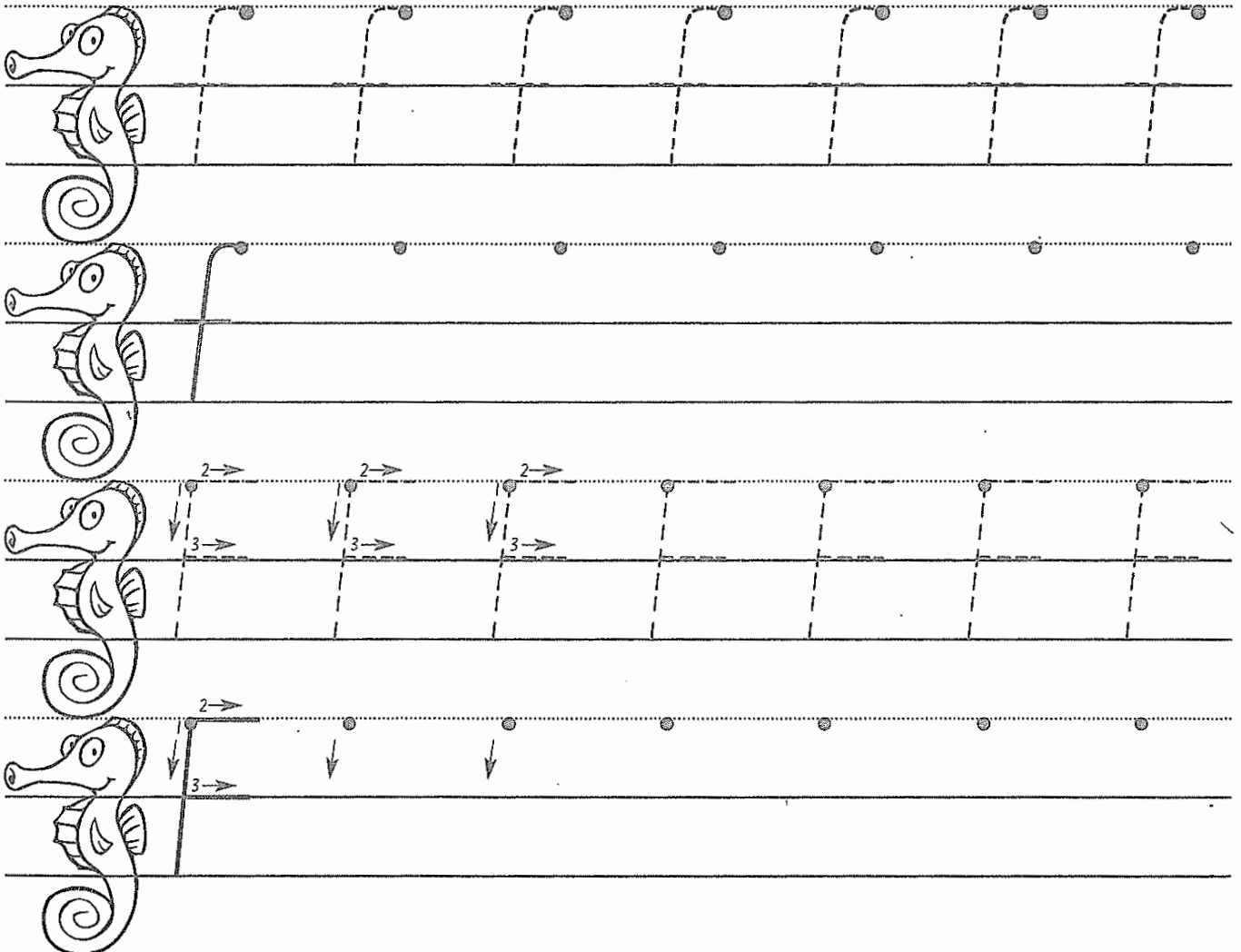


Trace, then copy. Don't forget the full stop.

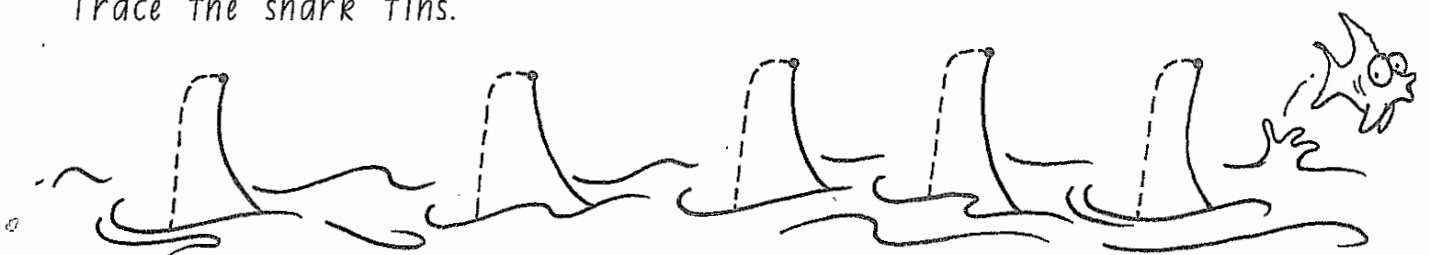




Colour the parts of the seahorse that show where the letter f sits.
Trace over your best f and F in your favourite colour.

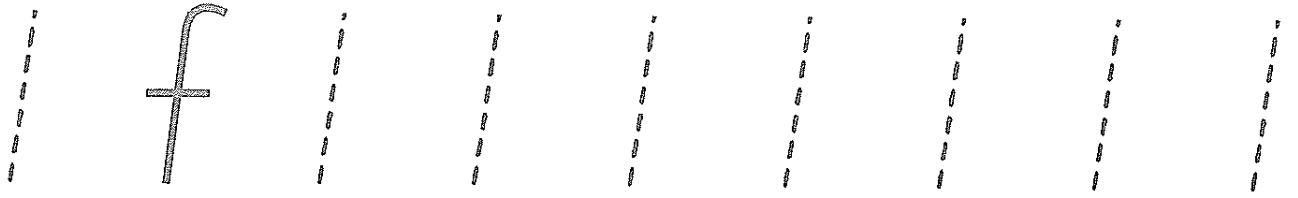


Trace the shark fins.

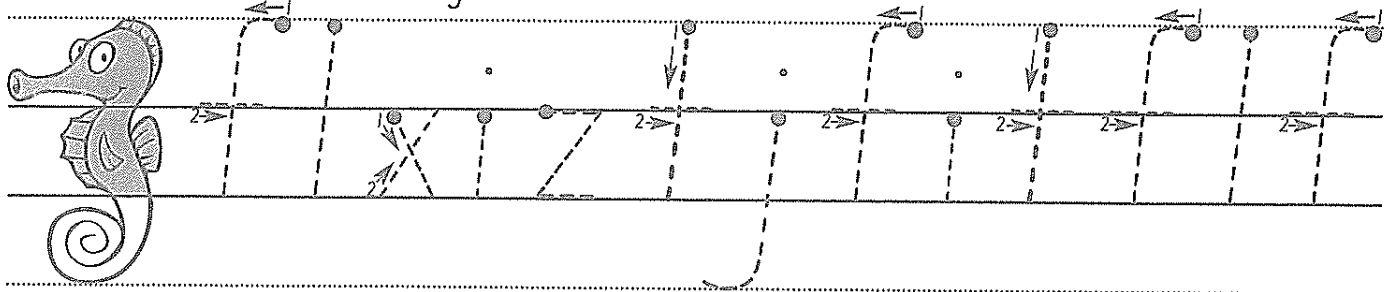


Find the f's.

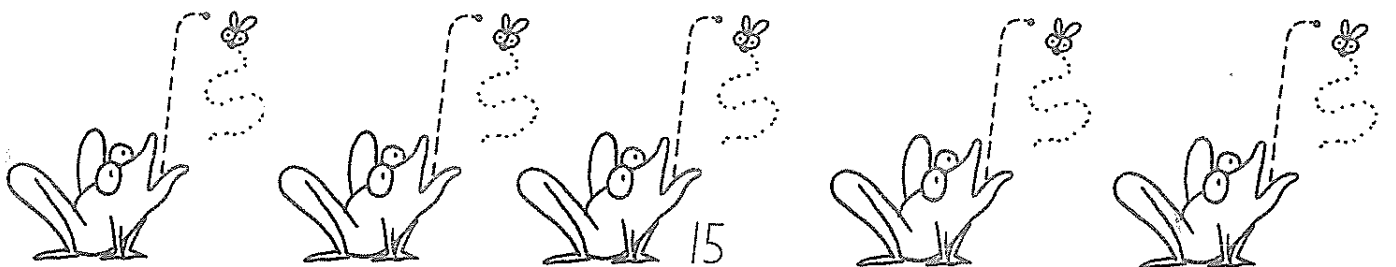
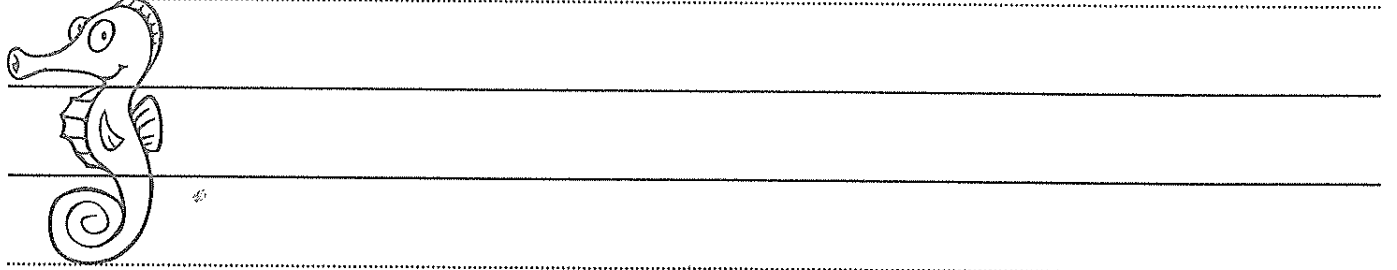
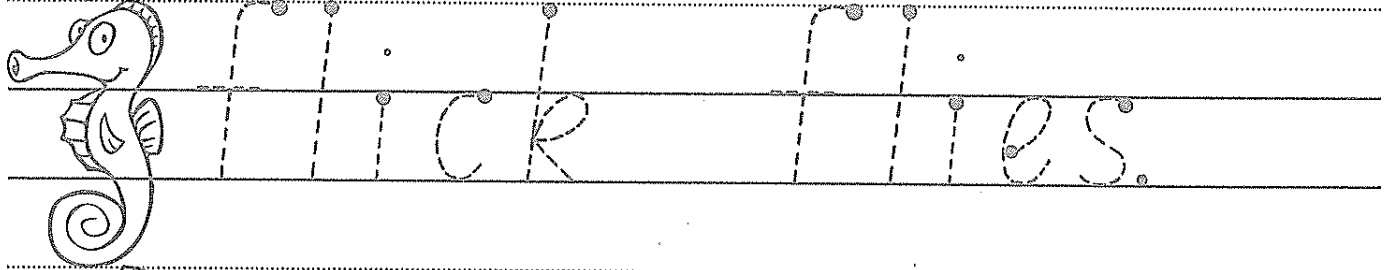
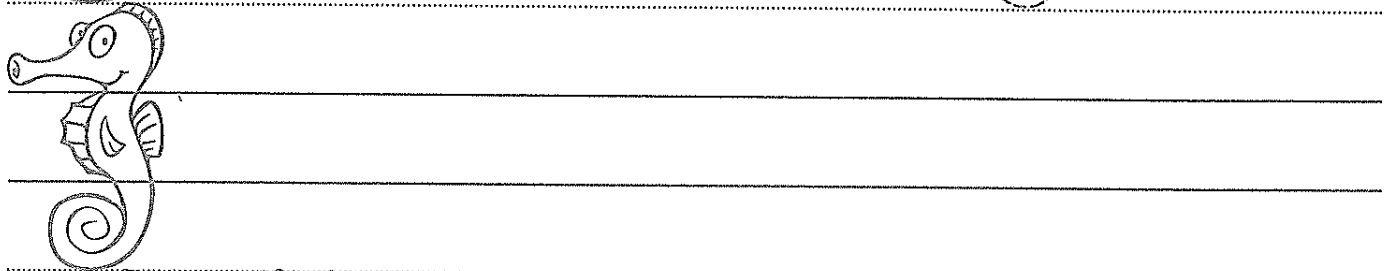
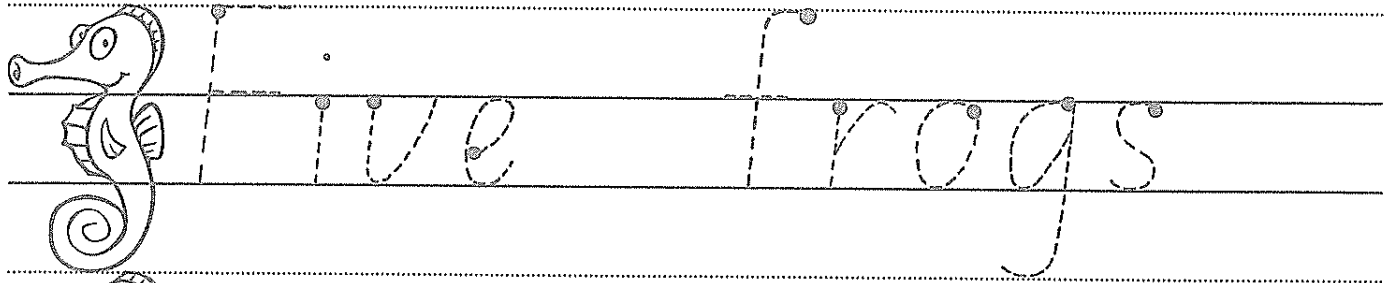
Downstroke pattern



Trace the head and body letters.



Trace, then copy. Put a line under any downward stroke letters.



HOW MANY letters

Name: _____

ARE IN OUR **hames?**

[illegible]

HOW MANY

Name: _____

letters

ARE IN OUR names?

10								
9								
8								
7								
6								
5								
4								
3								
2								
1								
	2	3	4	5	6	7	8	9+

INTERPRETING DATA

How many people did you survey? _____

What was the most common name length? _____ letters.







Which was the least common name length? _____ letters.

Aboriginal Artefacts and Tools - Week 3

We are learning to understand the purpose of Aboriginal artefacts and tools

Task: Fill in the table using the names and write a sentence about the purpose/use of each artefact or tool.

Coolamon	Clap Sticks	Emu Caller
Bullroarer	Killer Boomerang	Bundi

Picture	Name	Purpose/Use
		
		
		
		
		
		

****Note - Each Aboriginal tribal group may have different names or uses for artefacts or tools. Four of these were made by Ngemba Elder, Eugene Biles.***