







Stage 1 (Year 2)- Peakhurst West Public School


You will not need access to a digital device to complete the following activities. You will need help from a parent/carer.

Please upload at least 2 activities per day. You do not need to follow the daily schedule, this is just a plan to assist you with your school day at home.

| Term 3 Week 3 | Monday | Tuesday | Wednesday | Thursday | Friday |
|--|--|---|---|--|--|
| Check in Task | Roll Marking Activity on Seesaw- Log On and complete activity  | Roll Marking Activity on Seesaw- Log On and complete activity  | Roll Marking Activity on Seesaw- Log On and complete activity  | Roll Marking Activity on Seesaw- Log On and complete activity  | Roll Marking Activity on Seesaw- Log On and complete activity  |
| Morning Literacy – Reading Task | Log on to Reading Eggs. Read a book then complete the task. Task: Draw a picture from the book. It could be a character, animal, place or setting. Write a couple of sentences underneath to describe your picture and why you chose it. | Log on to Reading Eggs. Read a book then complete the task. Task: Rewrite the ending to your story. Explain why you chose your ending and why it is better. | Log on to Reading Eggs. Read a book then complete the task. Task: Turn your story into a comic strip. To create the comic strip, draw a set of pictures and write what is happening underneath each picture. If a character is speaking, you could use a speech bubble. | Log on to Reading Eggs. Read a book then complete the task. Task: Read your book out loud to a partner. Try to change your voice for different characters, situations (eg. use a scary voice for a scary scene or setting). As your partner to tell you three (3) things that they liked about how you read. | Log on to Reading Eggs. Read a book then complete the task. Task: Complete the Reading comprehension worksheet. See below. |

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| Writing Stimulus | Friends are important because...  | Write a story about when a snowman comes to life. | The crowd was cheering as I took the shot... | School is important because... | |
| Writing Task | Write an argument to convince someone why friends are important. Try to include three (3) reasons to support your point of view. You may like to also add in examples of how your friends are important to you. | What would it be like if a snowman came to life?! Write a story about a real-life snowman. Include the following parts in your story: 1. Orientation- describe the setting 2. Complication- Problem in the story 3. Resolution- How to problem is solved 4. Conclusion- How the story ends. | Use the story starter above to continue the story. Describe what happens, how you feel etc. Draw a picture underneath your story. | Create a poster to convince someone that school is important. Try to include three (3) reasons or pictures to support your point of view. You may like to also add in examples of how your friends are important to you. | Create a poster that gives information about a country of your choice. You could include: - Name of the country - Flag (what does it symbolise?) - Population - Location - Cultural festivals - Food/cuisine - Native Animals |
| Editing Task | one monday mornig a litle girl woke upe her nam waz stella Find 5 spelling mistakes. Add 4 capital letters and 2 full stops. | it was hur furst dae of year 3 and she was excitd Find 4 spelling mistakes. Add 1 capital letter and 1 full stop. | last nite my farther made us a spaghetti diner it was vere tasty and I eat the hole lot! Find 6 spelling mistakes. Add 2 capital letters and 2 full stops. | my brotha spilt saus all ovr his wite shirt Find 4 spelling mistakes. Add 1 capital letter and 1 exclamation mark. | Turn these sentences into one sentence by adding (and, but) 1. The dog is hungry. The cat is hungry 2. Lexi likes to eat pizza. I like to eat pasta. |
| Spelling Words | going, doing, eating, reading, running, cutting, swimming, dropping, shopping, clapping, chalk, stalk, lamb, thumb, knife | | | | |

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| Spelling and Vocabulary Tasks | Write out your list neatly. Group your spelling words according to the number of syllables. | Write out your list neatly. Write your list words in alphabetical order | Write out your list neatly. Can you see any letter patterns in your spelling words? Write down a pattern and words that fit your pattern. | Write out your list neatly. Write a sentence for 5 spelling words. You can try and use 2 words in one sentence. | Ask a family member to give you a spelling test on your list words. |
| Break | Break | Break | Break | Break | Break |
| Maths Activity (Posted on SeeSaw each day) | Please complete Maths activity on Seesaw. - Place Value - Fractions <i>If you cannot do the Seesaw work, please use worksheets below instead.</i> | Please complete Maths activity on Seesaw. - Place Value - Fractions <i>If you cannot do the Seesaw work, please use worksheets below instead.</i> | Please complete Maths activity on Seesaw. - Place Value - Fractions <i>If you cannot do the Seesaw work, please use worksheets below instead.</i> | Please complete Maths activity on Seesaw. - Place Value - Chance <i>If you cannot do the Seesaw work, please use worksheets below instead.</i> | Please complete Maths activity on Seesaw. - Place Value - Chance <i>If you cannot do the Seesaw work, please use worksheets below instead.</i> |
| Maths Word Problems (Use Newman's Board to show working out) | Peter had 48 marbles. Mike gave Peter some more marbles and then he had 73 in total. How many marbles did Mike give Peter? | Tess picked 19 flowers on Monday morning. In the afternoon she picked some more flowers. If Tess picked 37 flowers in total, how many did she pick in the afternoon? | Peter read 14 pages of his book before lunch. After lunch he read some more. If Peter read 39 pages in all, how many pages did he read after lunch? | Jess gave out 23 cookies to the students in her class. She then gave out some to her friends in the other classes. If Jess handed out 42 cookies altogether, how many cookies did she give out to her friends in other classes? | The total length of 3 ribbons is 100cm. One ribbon is 60cm. What might the other two lengths be? |
| Don't forget you can also get on Mathletics to complete the activities set. | | | | | |
| Break | Break | Break | Break | Break | Break |
| Afternoon | <u>Art Activity: Name poster</u> | <u>PD/H/PE</u> Create an activity centre | <u>STEM Challenge:</u> | Listen to a national | Draw a sketch drawing |

| | | | | | |
|--|--|--|---|--|---|
| | <p>Write your name in large letters. Try to use bubble or block letters so you can colour them in. Create a background for your poster and fill each section with a different design, pattern or colour.</p> <p>See the example below for inspiration.</p>  | <p>around your backyard where five (5) objects have a different activity to do. Allocate the following activities to each object:</p> <ol style="list-style-type: none"> 1. 10 starjumps 2. 10 hops 3. Run on the spot for 30 seconds 4. 20 Skipping rope jumps (or just regular jumps) 5. 10 throw and catch to yourself (or a partner) <p>Game:</p> <ol style="list-style-type: none"> 1. Create a spinner using a bottle and whatever number it lands on you need to complete that activity. 2. Ask a partner to time how long it takes to complete all 5 activities in the circuit. After a rest, try again and try to beat your time. | <p>Use/draw a map of your suburb or your local area to create a track for the Olympic marathon race.</p> <p>Try to avoid going down the same street twice. Remember to have a starting point and a finish line.</p> | <p>anthem other than Australia's.</p> <p>Write down how it is different from Australia's. If it is not in English do you understand it? Maybe you could use Google Translator to turn it into English?</p> | <p>of an object around your house.</p> <p>Remember to only press down lightly with your pencil so it is easy to rub out any mistakes as you go. Label your sketch and take a photo of it to post onto Seesaw.</p> |
|--|--|--|---|--|---|

Numbers to 999 – 2 digit revision

1 Use a hundred grid to help you find the lucky numbers.

- a** I am in the top half of a 100s grid.
I am odd.
I am a 2 digit number and both my digits are the same.
I am not 11.

I am

- b** I am in the bottom half of a 100s grid.
I have a 7 in me.
I am even.
My digits add to 9.

I am

- c** I am in the left half of a 100s grid.
If you add my digits they equal 7.
I am odd.
My tens digit is 1 more than my ones digit.

I am

- d** My tens digit is double my ones digit.
Both of my digits are even.
My tens digit is 8.

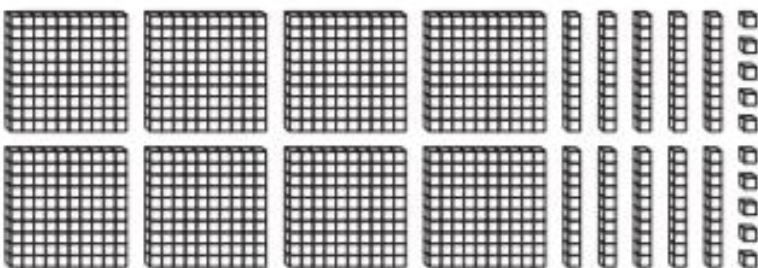
I am

- e** I am a 2 digit number.
I have a 5 in me.
How many different numbers could I be?

Numbers to 999 – matching numbers to amounts

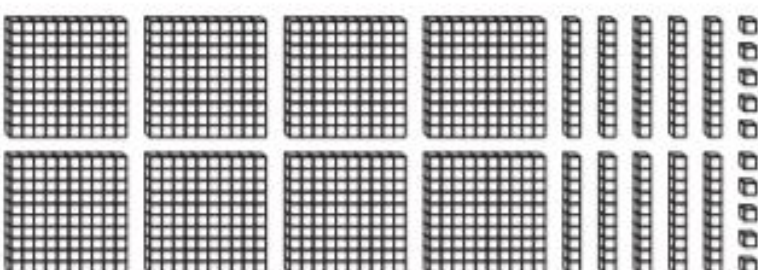
2 Colour the base-10 blocks to match the number.

a 346



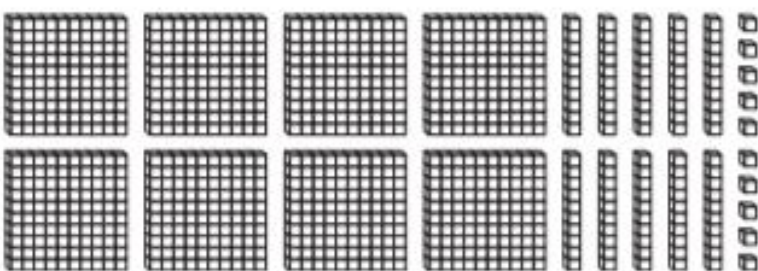
4 hundreds flats, 4 tens rods, and 6 ones units.

b 538



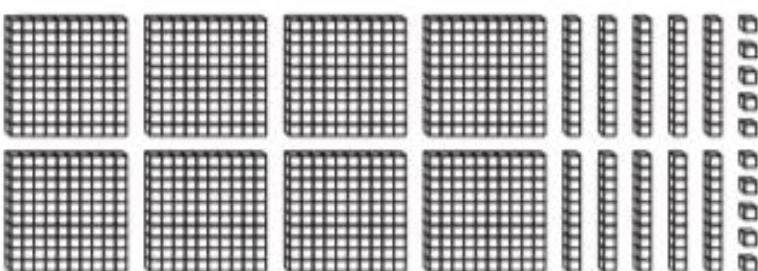
4 hundreds flats, 4 tens rods, and 6 ones units.

c 761



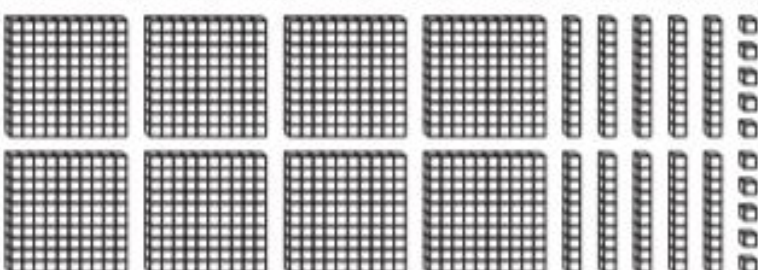
4 hundreds flats, 4 tens rods, and 6 ones units.

d 111



4 hundreds flats, 4 tens rods, and 6 ones units.

e 550



4 hundreds flats, 4 tens rods, and 6 ones units.

Introducing fractions – modelling fractions

Here we are going to explore fractions.

You will need: ■ a copy of this page ■ scissors ■ a paper bag
■ coloured pencils (blue, red, yellow and orange)



Instructions:

- a Colour this strip blue. Cut it out. Label it 1 whole.



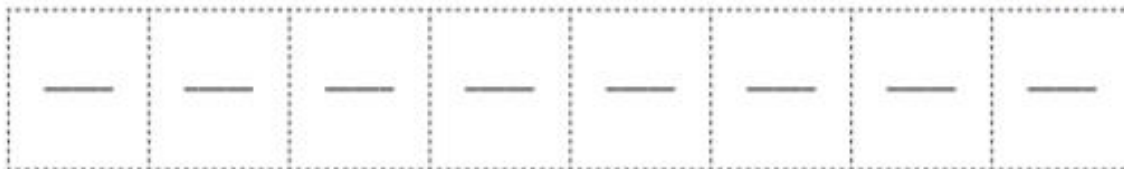
- b Colour this strip red. Cut it out. Fold it in half along the line and label each part $\frac{1}{2}$.



- c Colour this strip yellow. Cut it out. Fold it in half and half again along the lines and label each part $\frac{1}{4}$.



- d Colour this strip orange. Cut it out. Fold it in half three times and label each part $\frac{1}{8}$.



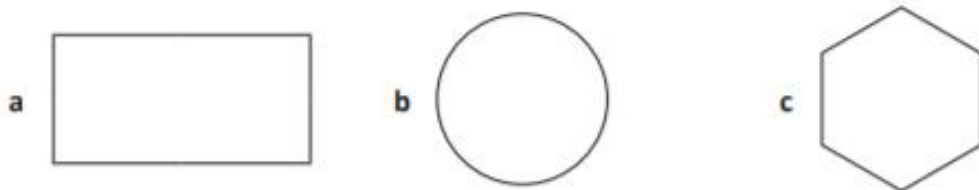
- e Cut them carefully along the folded lines and place the pieces inside your paper bag.
This is your fraction kit!

Introducing fractions – modelling fractions

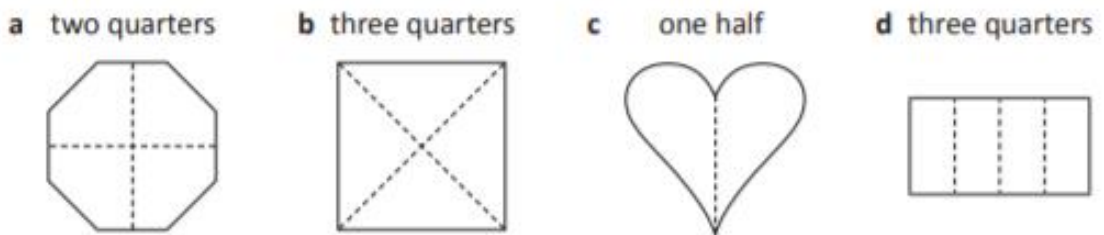
1 Show one half in a different way on each rectangle:



2 Show how each shape can be divided into quarters:



3 Colour the fractions of each shape:



4 Answer these sharing problems. Draw a picture to match:

a I have 10 lollies and I have to share them with my brother.
How many do we each get?

out of

b There are 12 biscuits to be shared among 3 people.
How many does each person get?

out of

Chance – language of chance

If something will definitely happen, we say it is **certain**.

If something might happen, we say it is **uncertain**.

If something definitely can't happen, we say it is **impossible**.

Certain and **impossible** are the opposites of each other.

There are lots of possibilities in between.

impossible

certain

1 At school today, what is something you ...

are **certain** will
happen?

are **uncertain** will
happen?

think is **impossible**
to happen?

2 Look at the jars below and answer the questions.



Is it possible to pull out a white counter? _____

Is it possible to pull out a black counter? _____

Is it possible to pull out a frog? _____



Zoe says it is impossible to pull out
a black heart. Is she right? _____

Otis says it is impossible to pull out
a red heart. Is he right? _____

Daz says it is certain he will pull out
a white heart. Is he right? _____

Chance – language of chance

We use lots of different words to describe the possibilities between impossible and certain.

- 1 You ask your mum or dad if you can sleep over at your friend's place tonight.
 - a What are some possible answers they might give you?
 - b Which is the most likely answer?
 - c Which is the most unlikely answer?

- 2 Draw arrows to show where you think each of the terms below should fit on the chance line.



Maybe, maybe, maybe.
Why can't they just say yes!

impossible

certain

never

probably

improbably

likely

unlikely

even

definitely

Chance – likelihood

1 Look at the bag.

- a Colour 6 counters red, 1 counter green, and 3 counters orange.
- b What colour counter are you **most** likely to pull out? Why?



What colour counter are you **least** likely to pull out? Why?

How would you describe the chance of pulling out an orange counter?

2 You will need blue, yellow and pink pencils. Colour the counters so:



- a You are **most** likely to pull out a blue one.
- b You are **least** likely to pull out a pink one.
- c You **could** pull out a yellow one.
- d Compare your bag with a friend's bag. Have they coloured the counters the same way as you? If they are different, can you both be right?