







## Week 3 Grid – Term 4



The theme this week is 'The Past.' To get into the mood, watch this video <https://video.link/w/3VQCc>

Highlighted activities can be submitted for feedback.

MONDAY 18 <sup>th</sup> October	TUESDAY 19 <sup>th</sup> October	WEDNESDAY 20 <sup>th</sup> October	THURSDAY 21 <sup>st</sup> October	FRIDAY 22 <sup>nd</sup> October
Check in by greeting your teacher.	Check in by greeting your teacher.	Check in by greeting your teacher.	Check in by greeting your teacher.	Check in by greeting your teacher.
<b>SPELLING</b> <b>SOUNDWAVES</b> If you want to revise all of your sounds, sing along. <a href="https://video.link/w/qOF5c">https://video.link/w/qOF5c</a> The sound for this week is. <b>'ch' 'tch'</b> 'ch' – chicken 'tch' match You have another sound for this week. <b>'sh' 'ch' 'ti' 'ci'</b> 'sh' – shell 'ch' – chef 'ti' – station 'ci' musician Introduce the sound. Practise saying the sound. Brainstorm <b>'ch' 'tch'</b> words. Write as many as you can. Introduce the list words. Say the words. Discuss the meanings. Highlight / underline the sound in each word.	<b>SPELLING</b> Revise your spelling list words. Say your words aloud. Brainstorm <b>'sh' 'ch' 'ti' 'ci'</b> words. Write as many as you can. Now look at all your words Break each word into sounds. Example: chef – <u>ch</u> <u>e</u> <u>f</u> Write each of your spelling words into a good quality sentence. Remember to self-edit using a coloured pencil. <a href="#">Sentence Doctor Checklist</a> <a href="#">Give yourself a tick for a capital letter at the beginning of your sentence.</a> <a href="#">Give yourself a tick if you have ending punctuation like a full stop, question mark or exclamation mark.</a> <a href="#">Give yourself a tick if you have read your sentence and it makes sense.</a>	<b>SPELLING</b> Revise your spelling list words. Complete the sentence editing sheet that has been provided for you. Remember to do the editing sheet that goes with your spelling words. eg. Blue spelling words complete blue editing sheet. <b>Grammar - Plurals</b> We have special rules when we are looking at plurals. Plural means more than one for example: 1 cow – 3 cows There are lots of rules but we will only focus on one today. Our rule today is: For words that end in 'f' or 'fe,' to make them plural we drop the 'f' or 'fe' and add 'ves' Watch this plural video <a href="https://video.link/w/wNRCc">https://video.link/w/wNRCc</a> Can you change these words and make them plural 1. shelf 2. elf 3. knife 4. life 5. wife 6. hoof 7. leaf 8. loaf	<b>SPELLING</b> Revise your spelling list words. Say your words aloud. Soundwaves textbook. Your teacher will upload a copy of the worksheets to complete this today. Did you try the Spelling City website yet? <a href="https://www.spellingcity.com/#">https://www.spellingcity.com/#</a> There are some free activities, so no need to sign up. It can be used as an optional tool to work on skills. <b>Grammar - Plural</b> Yesterday for grammar you learned about Plurals. Watch this plural video again <a href="https://video.link/w/wNRCc">https://video.link/w/wNRCc</a> Pick one rule (choose a different one from yesterday) eg. Pig - Pigs Come up with 8 words that follow that rule and write them down.	<b>SPELLING</b> Get someone in your family to test you on your spelling words. Make it a fun family game. Have a house spelling bee! <b>ONLINE OPTIONAL</b> Access the Soundwaves website for games and activities. Year 2 code: first475 

<p><b>READING</b></p> <p>We have three e-books available. Pick only one of these books.</p> <p><i>Learning about the past - easy</i> <i>Long Ago Today - middle</i> <i>Electric Cars - challenging</i></p> <p>Select the book most appropriate to your reading level. Read this text each day. Little learners respond well to repetitive daily reading.</p>	<p><b>READING</b></p> <p>Read the passage below the grid under the heading Tuesday’s reading.</p> <p>Read the passages about Pat, Tod, David and Sid.</p> <p>Answer the 8 questions in full sentences.</p>	<p><b>READING</b></p> <p>Point of view</p> <p>We are looking at 3 types of point of view</p> <p>1<sup>st</sup> person - Which is when a character in the story is narrating.</p> <p>2<sup>nd</sup> person - Which is when the narrator is talking directly to the reader.</p> <p>3<sup>rd</sup> person – Which is when the narrator is not a character in the story.</p> <p>Below the grid under the heading Wednesday’s Reading complete the point of view sheet. There are clues in the apples to help you find key words when you are working out your answers. (Your teacher will send a copy of this)</p>	<p><b>READING</b></p> <p>Revisit your e-book from Monday. Read the text again.</p> <p>After reading the text, answer these questions.</p> <p>-What type of text is it? (imaginative, informative or persuasive?)</p> <p>-What evidence did you use?</p> <p>-Why do we read these texts?</p>	<p><b>Reading/Grammar</b></p> <p>Lets have some fun with Tell a silly animal tale. Below the grid under the heading Friday’s reading. There is a passage that asks you to fill in the blanks with the types of words they are describing. You can pick any word that fits in with the description. e.g. action words – jump, sleep describing words -hairy strong feeling words – angry, happy</p>						
<p><b>WRITING</b></p> <p>My Weekend – Recount</p> <p>Write a recount about your weekend.</p> <p>Option 1 – Aim for at least 8 sentences.</p> <p>Option 2 – Aim to write 5 paragraphs.</p> <p>On the weekend.....</p> <p>First,....</p> <p>Next,.....</p> <p>Finally, .....</p> <p>My weekend was.....</p> <p>Don’t forget to use a coloured pencil to be a sentence doctor and edit your work.</p> 	<p><b>WRITING</b></p> <p>Technology change.</p> <p>Below the grid are three pictures of computers taken 20 years apart.</p> <p>1. in 1980, 2 in 2000 and 3.in 2020</p> <p>In full sentences write what the similarities and differences are between all three pictures. (you can dram a table to help. Eg.Similarities</p> <table><tr><td>1980</td><td>2000</td><td>2021</td></tr></table> <p>Differences</p> <table><tr><td>1980</td><td>2000</td><td>2021</td></tr></table>	1980	2000	2021	1980	2000	2021	<p><b>WRITING</b></p> <p>Time capsule.</p> <p>Click on the link to find out what a time capsule is: <a href="https://video.link/w/n3SCc">https://video.link/w/n3SCc</a></p> <p>You are going to create your own time capsule. Remember that you will need to think carefully on what you would include and write them down. The video will help with ideas. You must have:</p> <ol style="list-style-type: none"><li>1. What children your age a doing for fun when they are stuck at home?</li><li>2. Favourite movie, video game, music, book or television? (these are seen now)</li><li>3. What people cherished during their time in quarantine?</li><li>4. Something about your family or culture</li><li>5. What would you write about the present moment eg. Maybe a sentence about how you feel.</li></ol>	<p><b>WRITING</b></p> <p>Next week we will all be back at school together again with our class.</p> <p>Write a paragraph or more (sentences for those finding a paragraphing difficult) about what you are looking forward to next week? What have you missed? Is there anything you are worried about? Is there anything you will miss about working from home?</p> 	<p><b>Handwriting</b></p> <p><u>Typing Practise</u></p> <p>Let’s start refining those typing skills. Jump online and have a go at the activities.</p> <p>Dance Mat typing practise <a href="https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr">https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr</a></p> <p>Typing Club <a href="https://www.typingclub.com/">https://www.typingclub.com/</a></p> 
1980	2000	2021								
1980	2000	2021								

<p>Short clip to see what it was like in the past</p> <p><b>Going to bed in the 1900's</b></p> <p><a href="#">Going to Bed - What was it like at the end of... - ClickView</a></p>	<p>Short clip to see what it was like in the past</p> <p><b>Transport</b></p> <p><a href="#">The Transformation of Transport - You wouldn't... - ClickView</a></p>	<p>Short clip to see what it was like in the past</p> <p><b>Early morning 1900's Australia</b></p> <p><a href="https://video.link/w/3ZfDc">https://video.link/w/3ZfDc</a></p>	<p>Short clip to see what it was like in the past</p> <p><b>Communication</b></p> <p><a href="#">The Transformation of Communication - The las... - ClickView</a></p>	<p>Short clip to see what it was like in the past</p> <p><b>Now and then</b></p> <p><a href="#">Long Ago and Now   Culture and History   Time   Little Fox   Bedtime Stories - YouTube</a></p>
<p><b>YEAR 2 MATHS</b></p> <p>Telling the Time</p> <p>Learning Intention: We are learning to –</p> <ul style="list-style-type: none"> <li>* Read and record the time on analog clocks to the hour, half hour and quarter hour using the terms 'past' and 'to'.</li> <li>* Describe the position of the hands on a clock for the hour, half hour, quarter past and quarter to.</li> <li>* Identify which hour has just passed when the hour hand is not pointing to a numeral.</li> </ul> <p>Background Information: Consider what the time is and how we read it. when the minute hand is pointing at the '3', '6', '9' or '12'.</p> <p>a. When the minute hand is put at the 12, no minutes have passed. We read that time as (hour) o'clock'.</p> <p>Example: 3 o'clock</p> 	<p><b>YEAR 2 MATHS</b></p> <p>Telling the Time</p> <p>Learning Intention: We are learning to –</p> <ul style="list-style-type: none"> <li>* Understand and recognise the features of a digital clock.</li> <li>* Read digital clocks to the hour, half hour and quarter hour.</li> <li>* Record times to the hour, half hour, quarter-past and quarter-to on a digital clock.</li> </ul> <p>Background Information:</p> <ul style="list-style-type: none"> <li>* The hour number will not change for the whole hour.</li> <li>* The minute number will show the number of minutes that have passed the hour.</li> <li>* A quarter past will show as 15 minutes.</li> <li>* Half past will show as 30 minutes.</li> <li>* A quarter to the next hour will show as 45 minutes.</li> </ul>	<p><b>YEAR 2 MATHS</b></p> <p>Telling the Time</p> <p>Learning Intention: We are learning to –</p> <ul style="list-style-type: none"> <li>* Understand and recognise the features of a digital clock.</li> <li>* Read digital clocks to the hour, half hour and quarter hour.</li> <li>* Record times to the hour, half hour, quarter-past and quarter-to on a digital clock.</li> </ul> <p>Revise: Use the interactive clock on the Visnos website (<a href="https://www.visnos.com/demos/clock">https://www.visnos.com/demos/clock</a>) to check your understanding of digital and analog clocks. Show at least 2 different times on the hour, quarter past the hour, half past the hour and a quarter to the next hour.</p>	<p><b>YEAR 2 MATHS</b></p> <p>Telling the Time – Problem solving</p> <ol style="list-style-type: none"> <li>1. Max went to bed at quarter of an hour after 7 o'clock. Show this time on a digital and an analog clock.</li> <li>2. Lincoln's photo was taken at quarter to 2. Show this time on a digital and an analog clock.</li> <li>3. Put these clocks in order. Could they go in a different order? Explain your reasoning:</li> </ol>  <ol style="list-style-type: none"> <li>4. Drish and Ellie were playing outside. Drish played outside for a quarter of an hour. Ellie played outside from 4 o'clock to half past 4.</li> </ol> <p>a. Who played outside for longer? b. If Drish and Ellie finished playing at the same time, what time did Drish start playing outside?</p>	<p><b>YEAR 2 MATHS</b></p> <p>Problem Solving and Number Sense</p> <p>Learning Intention: We are learning to –</p> <ul style="list-style-type: none"> <li>* Use objects, diagrams and technology to explore mathematical problems.</li> <li>* Support conclusions by explaining or demonstrating how answers were obtained.</li> </ul> <p>Use a number line, partitioning, split strategy or another known strategy to work out the answers to the problems. Show your thinking and your working out.</p> <p>Complete the Matharoo worded Maths Problems OR spend 25-30 minutes working out maths problems online with Prodigy.</p>

<p>b. When the minute hand is on the right hand side of the clock and it is heading down towards the '6' it is within the 30 minutes of the hour. We read these times as '<i>(number of minutes) past (the hour)</i>'. c. When the minute hand is pointing at the '3', it has gone a quarter way around the clock or 15 minutes or a quarter of the hour has passed. We read that time as '<i>a quarter past ... (the hour)</i>'. Example: A quarter past 3 – 3.15/15 minutes past 3</p>  <p>d. When the minute hand is pointing at the 6 it has gone half way around the clock or 30 minutes have passed. We read that time as '<i>half past (the hour)</i>'. Example: Half past 3 – 3.30</p>  <p>e. When the minute has gone past the '6' and it is on its way back up it is within the second 30 minutes of the hour and it is heading towards the next hour.</p>	<p>* When it is an o'clock time (it is on the hour/no minutes have past – e.g. 3 o'clock), the digital clock will show the number that the hour hand is pointing to. Then there will be 2 dots one on top of each other, these separate the hours and minutes. The minutes will show as 00 because no minutes have passed the hour yet.</p> <p>Activities:</p> <ol style="list-style-type: none"> <li>1. Brainstorm what you know about digital clocks.</li> <li>2. Use the interactive clock on the Visnos website (<a href="https://www.visnos.com/demos/clock">https://www.visnos.com/demos/clock</a>) to compare and contrast digital and analog clocks. Show at least 2 different times on the hour, quarter past the hour, half past the hour and a quarter to the next hour.</li> <li>3. Complete the '<i>Digital and Analog Clocks Match Up</i>' worksheet.</li> </ol>	<p>Activity</p> <ol style="list-style-type: none"> <li>1. Think about all the activities that you do in a day and at what time you usually do these.</li> <li>2. Pick at least 5 different activities. Examples: Waking up, brushing teeth, eating breakfast, end of recess time at school, soccer practice, Minecraft time, class zoom session.</li> <li>3. Plot these on a timeline/schedule, showing the time on both a digital clock and an analog clock and write different ways we would read/say that time.</li> </ol> <p>Try to think of activities that occur at different times – on the hour, a quarter past the hour, half past the hour and a quarter to the next hour</p>	<p>5. Ben, Haneen and William were playing hide and seek. They started playing at a quarter past 11.</p> <ol style="list-style-type: none"> <li>a. Show that time on an analog and a digital clock:</li> <li>b. They played for 45 minutes and then stopped for lunch. Show this time on a digital and analog clock:</li> <li>c. After lunch they played for another 45 minutes and then went inside at 1:15. How long was their lunch break?</li> <li>d. Create your own problem solving question to do with time and clocks for someone to answer:</li> </ol>	<p>Option:</p> <p>Play clock and calendar games through SmashMaths.</p> <p>Develop your number sense through '<i>Number of the Day – Junior</i>'.</p>
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Any time on the side of the clock we read the time as '*(number of minutes) to (the next hour)*'.

f. When the minute hand is pointing at the '9' it has gone three quarters of the way around the clock or 45 minutes have passed. We read that time as '*a quarter to ... (the next hour)*'.

Example: A quarter to 4 – 3.45/15 minutes to 4







Activities:

1. Revise:

- What do we call the long hand on a clock?
- What do we call the short hand on a clock?
- How long does it take the hour hand to travel all the way around the clock, how do you know?
- How long does it take the minute hand to travel all the way around the clock, how do you know?
- How long does it take the minute hand to travel to where it is showing half past the hour, and what fraction of the way around the clock has it travelled?
- How long does it take the minute hand to travel to where it is showing a quarter past the hour,

<p>and what fraction of the way around the clock has it travelled?</p> <p>g. Brainstorm: What else do you know about clocks and telling the time:</p> <p>1. Watch the video '<i>Quarter past and quarter to on analog clocks</i>' - <a href="https://online.clickview.com.au/libraries/categories/10067894/videos/39424302/quarter-past-and-quarter-to-on-analogue-clocks">https://online.clickview.com.au/libraries/categories/10067894/videos/39424302/quarter-past-and-quarter-to-on-analogue-clocks</a> (Click login with DOE and then use your student portal login). Can you add anything else to your brainstorm about clocks and telling the time?</p> <p>2. Draw or show the time on 8 clocks. 2 showing times that are on the hour, 2 showing times that are a quarter past the hour, 2 showing times that are half past the hour and 2 showing times that are a quarter to the next hour. '<i>o'clock</i>', '<i>a quarter past</i>', '<i>half past</i>' and '<i>a quarter to</i>'. Explain the position of the minute and hour hands on each clock – this can be done by discussing it with someone at home or by writing your explanation.</p> <p>Extension: Show matching times on digital clocks.</p>				
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PERSONAL DEVELOPMENT	ART	SPORT/PHYSICAL EDUCATION	SCIENCE	HISTORY
<p data-bbox="96 177 315 209"><b><u>Evaluating Safety</u></b></p> <p data-bbox="96 252 465 475">Last week, we evaluated the safety of our school playground. There are many other situations where we need to evaluate the safety before doing something.</p> <p data-bbox="96 518 465 703">Brainstorm other locations where you will have to assess the environment to make decisions around your own safety.</p> <p data-bbox="96 746 465 895">Choose one of these locations to evaluate using the worksheet 'Evaluating Safety'.</p> <p data-bbox="96 1007 271 1038"><b><u>History Special</u></b></p> <p data-bbox="96 1082 465 1257">Don't forget our special guest is coming. Make sure you have included a question on the Padlet. If you did this last week you don't need to do this again.</p>	<p data-bbox="499 97 797 169"><b><u>Knitting – An Art of the Past</u></b></p> <p data-bbox="499 212 902 459">Lots of us may have older relatives that like to knit, but it is great fun for everyone and very relaxing too. Regular knitting uses a pair of knitting needles, but you can also knit with your fingers. Here is a great activity to try.</p> <p data-bbox="618 464 779 496">Finger Knitting</p>  <p data-bbox="499 799 645 831"><b><u>You will need</u></b></p> <p data-bbox="499 836 902 1011">Some scraps of wool (Thicker wool is easier when you are just starting.) A quiet place to sit Some patience (Don't give up too easily.)</p> <p data-bbox="499 1054 622 1086"><b><u>What to do</u></b></p> <p data-bbox="499 1091 902 1187">1. Watch the youtube clip below. You can play it again and pause it when you need to.</p> <p data-bbox="499 1192 902 1264"><a href="https://www.youtube.com/watch?v=B_C4efJK4hd0">https://www.youtube.com/watch?v=B_C4efJK4hd0</a></p> <p data-bbox="499 1268 902 1332">2. Sit in a quiet place and try finger knitting.</p>	<p data-bbox="925 177 1350 280">Ask your parents what games they used to play for sport at school when they were younger.</p> <p data-bbox="925 323 1350 395">Have them teach you one to play at home.</p>   <p data-bbox="925 1050 1171 1082"><b><u>Knucklebones or Jacks</u></b></p>  <p data-bbox="925 1422 1010 1453"><b><u>Elastics</u></b></p>	<p data-bbox="1386 177 1442 201">Task</p> <p data-bbox="1386 209 1756 272">How do we use Earth's natural resources?</p> <p data-bbox="1386 316 1621 347"><b><u>Learning Intention:</u></b></p> <p data-bbox="1386 352 1756 528">Today, we will be watching and recording upon an experiment to explore and investigate the use of Earth's resources in our everyday lives.</p> <p data-bbox="1386 533 1756 596">I want you to think about ice-cream.</p> <p data-bbox="1386 601 1756 927">What does ice-cream: look like? Sound like when it is eaten? Smell like? Feel like? Taste like? Now what is your favourite flavour of ice-cream? Look at the ice-cream P3 page. Do you think the little boy in the picture is correct about where ice-cream comes from?</p> <p data-bbox="1386 970 1756 1034">Watch the clip on how to make ice-cream in a bag.</p> <p data-bbox="1386 1038 1756 1142"><a href="https://www.inquisitive.com/video/1088-how-to-make-ice-cream-in-a-bag">https://www.inquisitive.com/video/1088-how-to-make-ice-cream-in-a-bag</a></p> <p data-bbox="1386 1147 1756 1331">Once you have finished watching, watch the clip a second time and complete the recording sheet "How to make ice-cream in a bag".</p> <p data-bbox="1386 1362 1756 1466">Now, have a think about the ingredients that were used to make ice cream. Which</p>	<p data-bbox="1789 97 2007 169"><b><u>Family Roles</u></b></p> <p data-bbox="1789 209 2024 240"><b><u>Learning Intention:</u></b></p> <p data-bbox="1789 245 2130 389">Today you are going to be comparing roles in the family from the past until now in the present.</p> <p data-bbox="1789 394 2130 489">What is a 'role'? A role is a job or responsibility that people have.</p> <p data-bbox="1789 494 2130 710">Have a think about what YOUR jobs are in your home. Ask your Parents, what jobs did they have to do when they were your age.</p> <p data-bbox="1789 750 2130 813">Listen to the memories of Anne and Brad.</p> <p data-bbox="1789 818 2130 922"><a href="https://www.inquisitive.com/video/722-memories-audio">https://www.inquisitive.com/video/722-memories-audio</a></p> <p data-bbox="1789 927 2130 1031">Discuss the answers to these questions with an adult:</p> <ol data-bbox="1789 1035 2130 1362" style="list-style-type: none"> <li>1. What roles did Anne's mother have?</li> <li>2. What role did Anne's father have?</li> <li>3. What roles did Brad have on the farm?</li> <li>4. How are Anne's and Brad's family roles different from yours?</li> </ol> <p data-bbox="1789 1367 2130 1431">Using the sheet P4, draw and label who does</p>



Or

### **Cardboard roll bracelet**

*This is an alternative activity, if finger knitting is just too frustrating for you.*

#### You will need

A cardboard roll (from kitchen towel perhaps)

Wool scraps (If you don't have scraps of wool at home, perhaps you could cut some paper into thin strips)

Scissors and glue

#### What to do

1. Cut a piece of the cardboard roll to the desired length. (about 2 or 3 cm)
2. Cut the circle of cardboard so it can open and fit around your wrist.
3. Starting at one end, wrap wool around the cardboard so that each round is just touching the one before.
4. When the whole thing is covered, secure with some glue.
5. (optional) Add some finishing touches with a needle and thread.

natural resources do you think each ingredient came from? Read the e-book, "Everything comes from something. Look around your house and using the sheet "Fill your basket", you need to find something in your house which you play with, eat and wear. You need to draw the object and draw what NATURAL resource the item came from. Then complete the Flowchart P8. You need to draw pictures to make the sequence make sense.

We have included the investigation sheet for if you would like to do this yourself at home.



different jobs in your home.

Read through the e-book "Changing Family Roles". What changes do you notice between the roles from the past to the present?

With your Parents, talk about the jobs they do. Talk about what job you might want to do when you grow up more. Using the sheet P3, use the VENN diagram to sort which activities only happened in the past, which activities only happen now, and in the middle section write which activities happened in the past AND still happen now.



## TOPIC TALKS

Year 2 commence learning from school next week. We hope to quickly establish routines. Topic talks will recommence. The topic for Week 4 is 'Free Choice'.

This means you can present a speech about any topic you wish. You will present on your usual topic talk day. If you have any questions, please ask your teacher.

## YEAR 2 SPELLING

YEAR 2 RED	YEAR 2 BLUE	YEAR 1 WHITE
chop	lunch	adventure
chill	catch	branch
child	match	bunch
children	church	future
watch	stretch	chief
shut	should	machine
shall	shrub	shady
shook	shred	shining
sharp	action	shiny
share	chef	shore



- Read the texts and answer the questions in complete sentences.

1



When Pat worked at a school she was the cook. She made all the food in the morning and the children ate it at lunchtime. They loved her pancakes!

2



Tod lived in the countryside. He loved sport and he climbed and sailed every weekend. When it rained he called his friend, Fred, and they played badminton inside.

3



Yesterday David invited his friend Sid to go ice skating. It was very cold so they needed hats and scarves. It started to snow, but Sid ice skated on the lake. David pointed and shouted because Sid wasn't careful.

Answer the following questions in full sentences:

1. Where did Pat work?
2. When did Pat cook?
3. Who loved Pat's Pancakes?
4. Where did Tod live?
5. What did Tod love?
6. What did Tod and Fred play?
7. Who did David invite?
8. Why did David point and shout?

## Tuesday's Writing Task Technology Change

### 1. Computers in the 80's



### 2. Computers in 2000



### 2. Computers in 2020



## Wednesday's Reading Point of View

### 1st person

A character in the story is narrating.

#### Clues:

I, me, we, us, our, my

### 2nd person

The narrator is talking directly to the reader.

#### Clues:

you, your

### 3rd person

The narrator is not a character in the story

#### Clues:

they, them, him, her, she, he, name of character

**Directions:** Circle the point of view of each sentence. Underline the clues in the sentence.

**Example:** My brother's name is Chris.

1st    2nd    3rd

1. We went to a nearby farm to pick apples.

1st    2nd    3rd

2. Milo picked apples with his friends Jack and Nala.

1st    2nd    3rd

3. I filled a huge basket with apples.

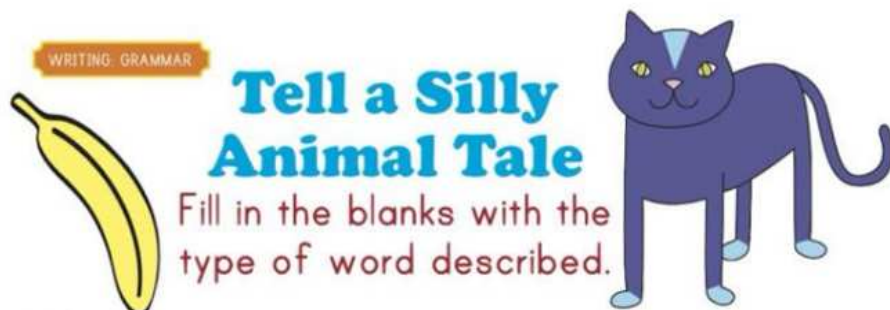
1st    2nd    3rd

4. You can use a ladder to pick the highest apples.

1st    2nd    3rd

5. They were exhausted after a long afternoon at the farm.

1st    2nd    3rd



There once was a \_\_\_\_\_  
describing word

\_\_\_\_\_ from \_\_\_\_\_.  
animal country

Nobody knew he was a \_\_\_\_\_  
same animal

because he had \_\_\_\_\_ fur and  
color

ate \_\_\_\_\_ each  
number plural food

day. He liked to \_\_\_\_\_ and  
action word

sing \_\_\_\_\_. Whenever  
song

he was \_\_\_\_\_, he would start  
feeling

speaking \_\_\_\_\_. Then he would  
language

feel \_\_\_\_\_!  
feeling





LEVELLED BOOK • G

# LONG AGO AND TODAY



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BRITISH ENGLISH

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## Long Ago and Today

*A Reading A-Z Level G Levelled Book • Word Count: 210*



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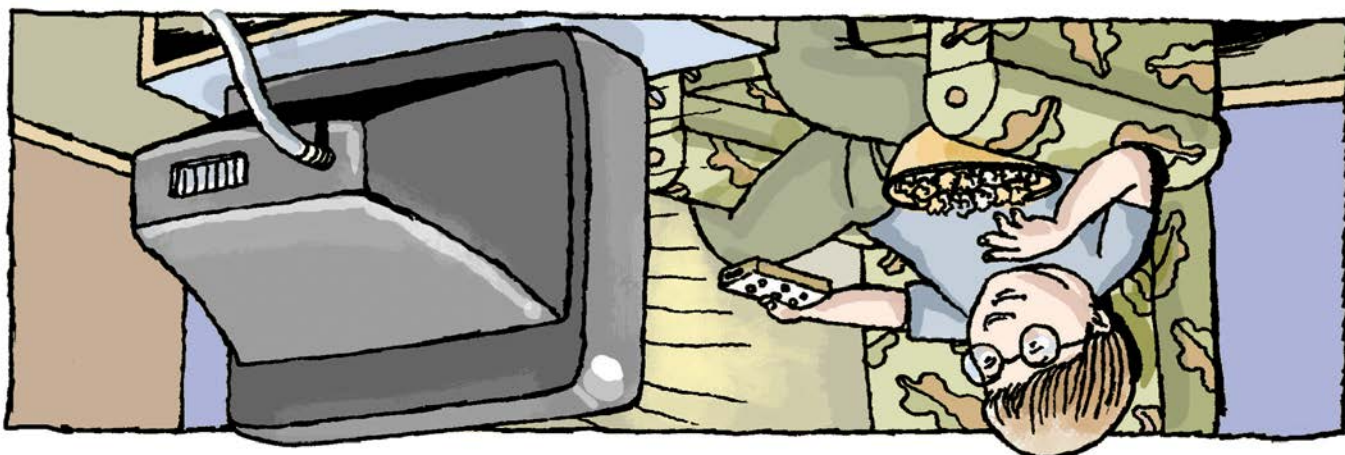
“Great-Grandma,  
what was it like long ago?  
What was it like  
when you were young like me?”

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3

h

“Great-Grandma,  
did you watch TV long ago?  
Did you watch TV  
when you were young like me?”





“No, dear Adam,  
we did not have TV.  
I listened to the radio  
when I was young like you.”

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“Great-Grandma,  
did you fly in an aeroplane long ago?  
Did you fly in an aeroplane  
when you were young like me?”

9







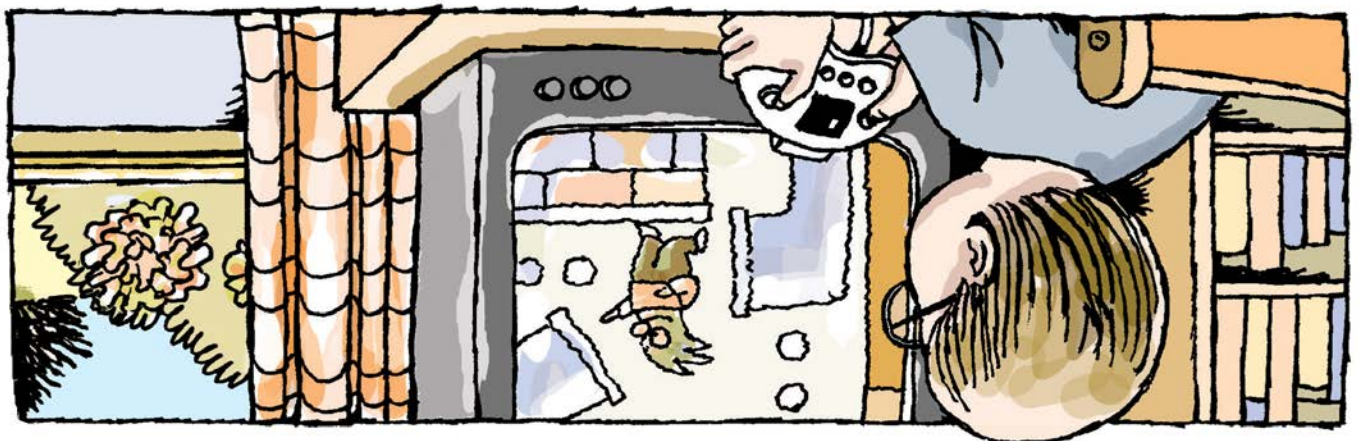
“No, dear Adam,  
we did not fly in aeroplanes.  
I rode on a train  
when I was young like you.”

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“Great-Grandma,  
did you play video games long ago?  
Did you play video games  
when you were young like me?”

8





“No, dear Adam,  
we did not have video games.  
I played board games  
when I was young like you.”

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“Great-Grandma,  
did you have plastic toys long ago?  
Did you have plastic toys  
when you were young like me?”

10







“No, dear Adam,  
we did not have plastic toys.  
I played with wooden toys  
when I was young like you.”

“Great-Grandma, were you happy  
when you were young like me?”







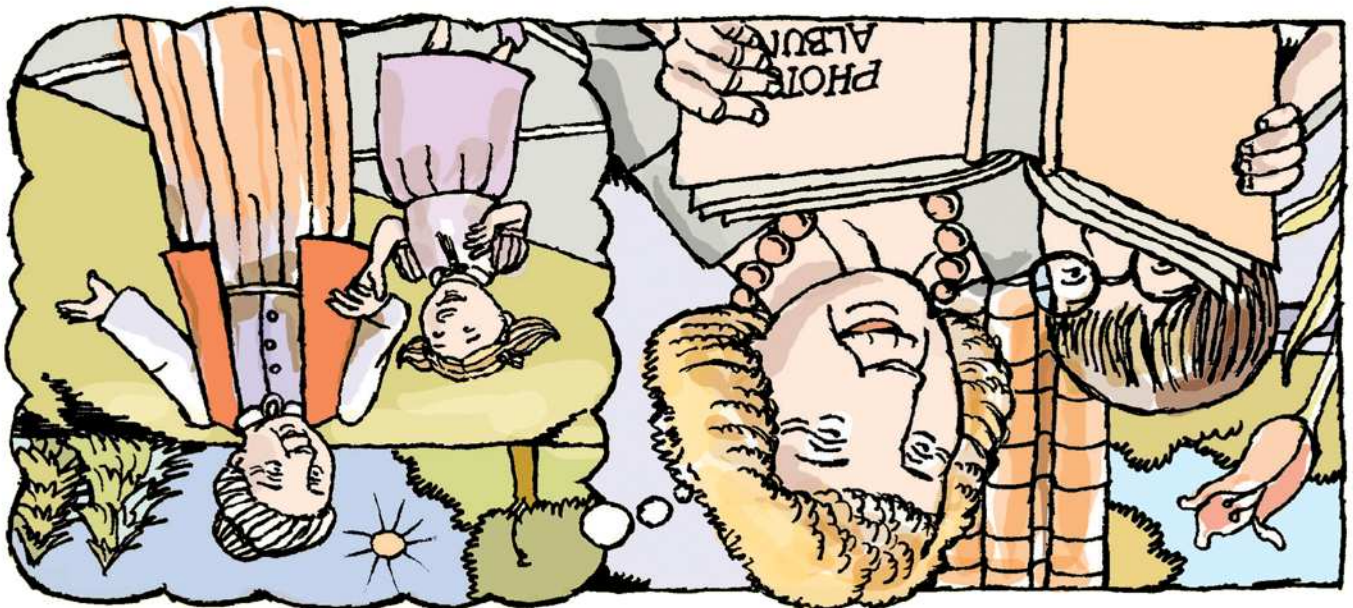
“Yes, Adam, I was happy  
when I was young like you.”

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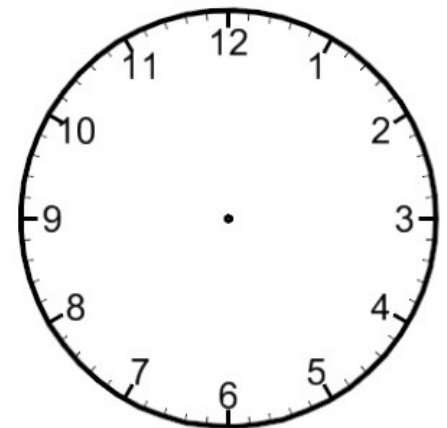
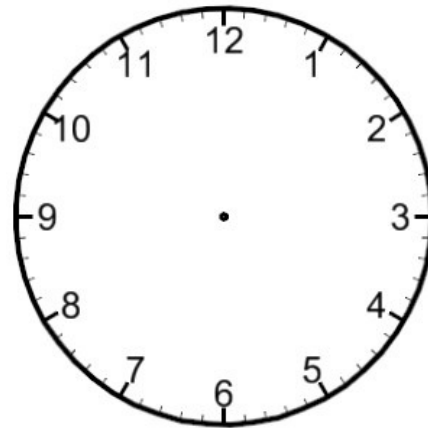
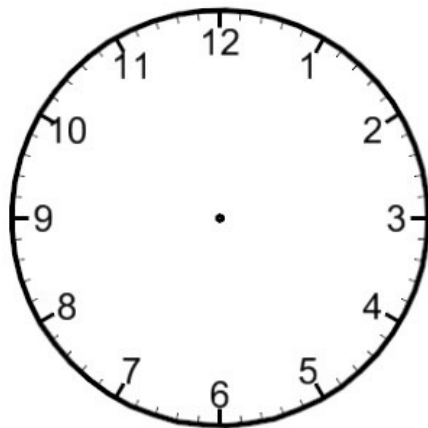
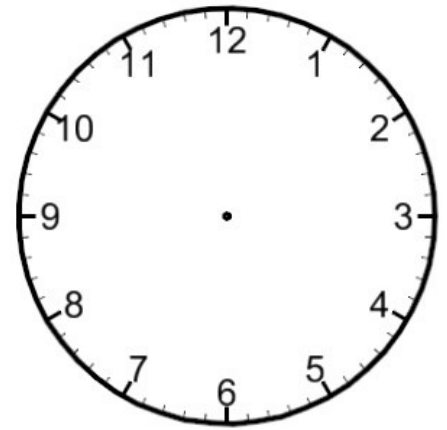
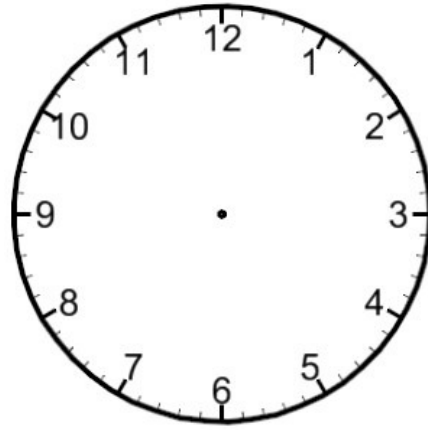
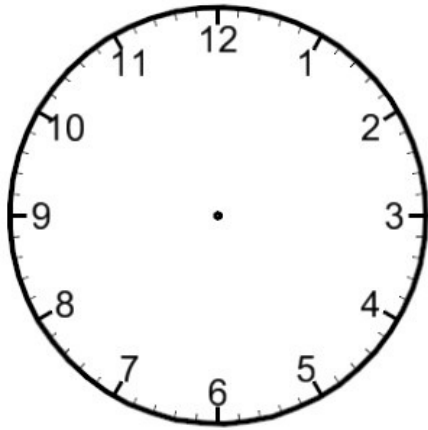
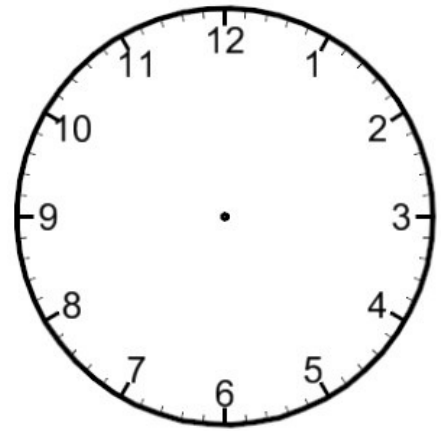
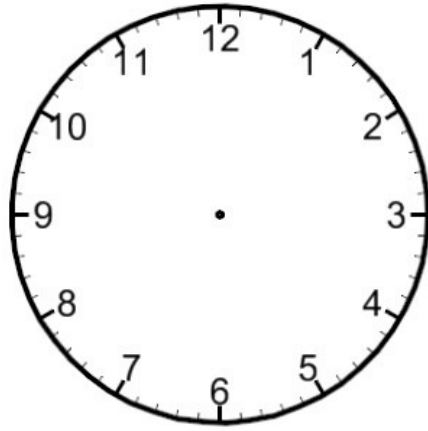
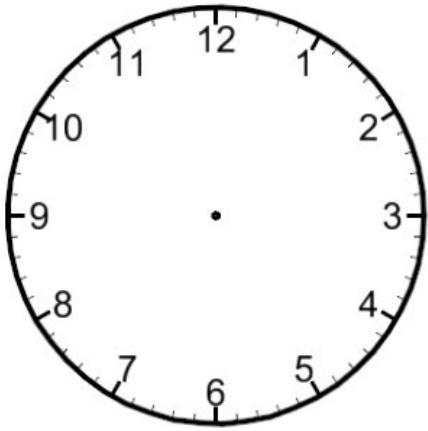
“I had a grandma who loved me  
just like I love you.”

14



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

# Telling the Time



## Evaluating Safety

- Name of the environment/situation:

---

- What time of day is it safe to play here?

---

- What time of day is it not safe to play here?

---

- Who can help make this a safe place to play and how?

---

- Who can make this an unsafe place to play and how?

---

- What type of weather would make this place safe to play and why?

---

- What type of weather would make it unsafe to play and why?

---

- What makes the equipment/physical features here safe to use?

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- What could the equipment/physical features look like to make it unsafe?







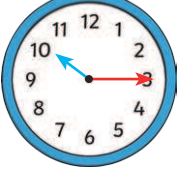

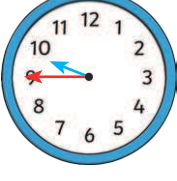

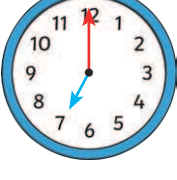





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Draw your place:



# Digital and Analogue Clocks

Match the different ways of representing the same time.

half past six		
quarter past eight		
nine o'clock		
quarter to seven		
quarter past five		
quarter past ten		
quarter to ten		
seven o'clock		

1. chiildrn are told to shar their toys

---

2. the childe shuk her head

---

3. there is a chil in the air

---

4. wotch out, there is a shharpe edge on the can

---

5. shal we leave now

---

6. please shuut the door behind you

---

7. i'll cohp the vegetables for dinner

---



1. the cherch is on the hill

---

2. can we cach the fish and eat it for lunnch

---

3. shood we go for dinner after the cricket macht

---

4. i strech after the running race

---

5. a small bush is called a shruub

---

6. can you shread the lettuce for the salad

---

7. lights, camera, acshun called the director

---

8. the shef made the best cake for dessert tonight

---

1. i'd love to go on a hiking advencher today

---

2. the eggs will hach soon

---

3. a buntch of flowers arrived at the door

---

4. in the fucher playing chacing is not allowed

---

5. fettch me that big tree branche

---

6. are cars expensive or cheep

---

7. the cheef is the leader of the people

---

8. will i chuse the caramel or chocolate sundae

---

Year 2 Editing Unit 32 Pink Group Term 4 Week 3

1. i serched for an advencher to go on today

---

2. the eggs will hach soon

---

3. a speshal buntch of flowers arrived at the door

---

4. in the fucher playing chacing is not allowed

---

5. fettch me that big tree branche

---

6. ive seen a pitcher of a cheep car

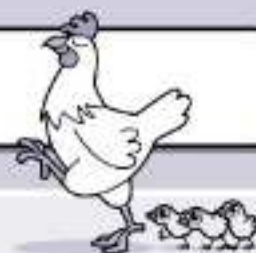
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7. the cheef was showne the new tepees

---

8. will i chuse to have shugar in my coffee

---

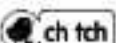


## List Words

chop child watch catch church  
chill children lunch match stretch

## Letters Words


1 **Underline** the letter or letters for  in each List Word. If any of these are not in the sound box, write them with a word example in the box above.

2 **Finish** these words with letters for .



3 **Write** these words in the boxes. **Write** the letter or letters for each sound in one box.

child

--	--	--	--

church

--	--	--	--

watch

--	--	--	--

lunch

--	--	--	--

4 **Find** smaller words inside these words. **Write** them on the lines.

chop

chill

catch

match

children

5 **Join** the words in alphabetical order.

What letters did you find?

child

beach

lunch

match

stretch

watch

champ

chop

church

check

child

which




# sh ch ti ci


## shell chef station musician

### List Words

shut shook share shrub action  
 shall sharp should shred chef

### Letters Words


1 **Underline** the letter or letters for  sh ch ti ci in each List Word. If any of these are not in the sound box, write them with a word example in the box above.

2 **Finish** these words with letters for  sh ch ti ci. **Count** the sounds in each word. **Write** the number above the shoe.



3 **Write** these words in the boxes. **Write** the letter or letters for each sound in one box.

shall

--	--	--	--

sharp

--	--	--	--

share

--	--	--	--

chef

--	--	--	--

shrub

--	--	--	--

shred

--	--	--	--

4 **Find** smaller words inside these words. **Write** them on the lines.

shut

\_\_\_\_\_

shook

\_\_\_\_\_

share

\_\_\_\_\_

shrub

\_\_\_\_\_

shred

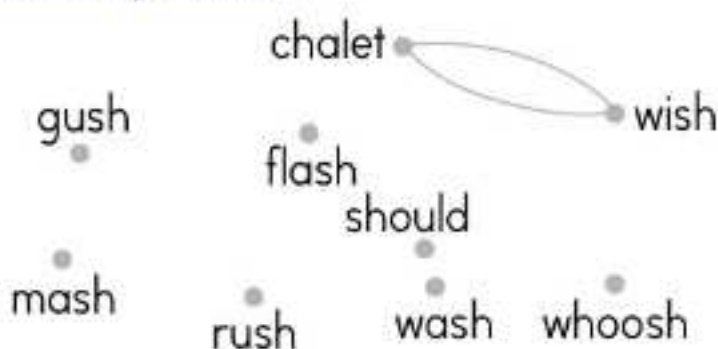
\_\_\_\_\_

action

\_\_\_\_\_

5 **Join** the words in alphabetical order.

What did you draw?





1. Max went to bed at quarter of an hour after 7 o'clock. Show this time on a digital and an analog clock.
2. Lincoln's photo was taken at quarter to 2. Show this time on a digital and an analog clock.
3. Draw digital clocks to match the times shown on these analog clocks. Put these clocks in order. Could they go in a different order? Explain your reasoning:



4. Drish and Ellie were playing outside. Drish played outside for a quarter of an hour. Ellie played outside from 4 o'clock to half past 4.
  - a. Who played outside for longer?
  - b. If Drish and Ellie finished playing at the same time, what time did Drish start playing outside - Show your answer on a digital and analog clock?

5. Ben, Haneen and William were playing hide and seek. They started playing at a quarter past 11.
  - a. Show that time on an analog and a digital clock:
  - b. They played for 45 minutes and then stopped for lunch. Show this time on a digital and analog clock:
  - c. After lunch they played for another 45 minutes and then went inside at 1:15. How long was their lunch break?
6. Create your own problem solving question to do with time and clocks for someone to answer:

We may buy things from the shops, but everything we get comes from Planet Earth. The food we eat, the clothes we wear and the houses we live in, all come from natural resources.

- 1 Read the boy's words. Is he right? Where does ice cream come from? Have a class chat.



**My favourite food to eat is ice cream.**

**I think it comes from the supermarket freezer.**

**INVESTIGATION** How to make ice cream in a bag

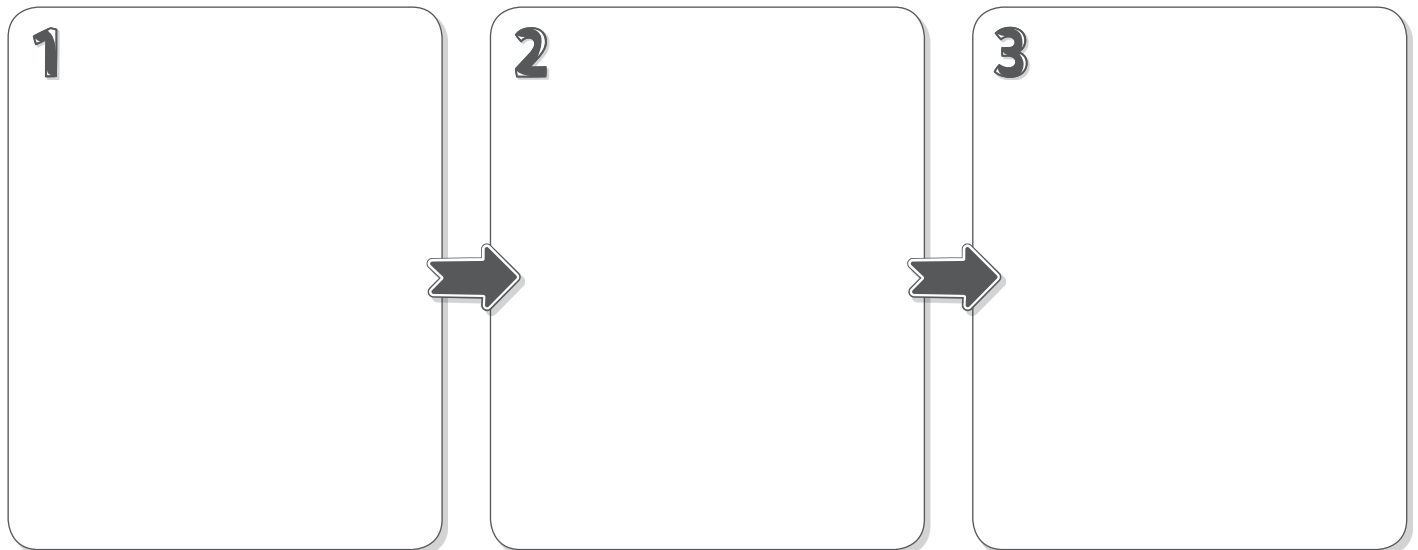
**Materials:** What you will need.

**Predict:** What will happen?

---

---

**Method:** How to do it.



**Results:** What happened?

---

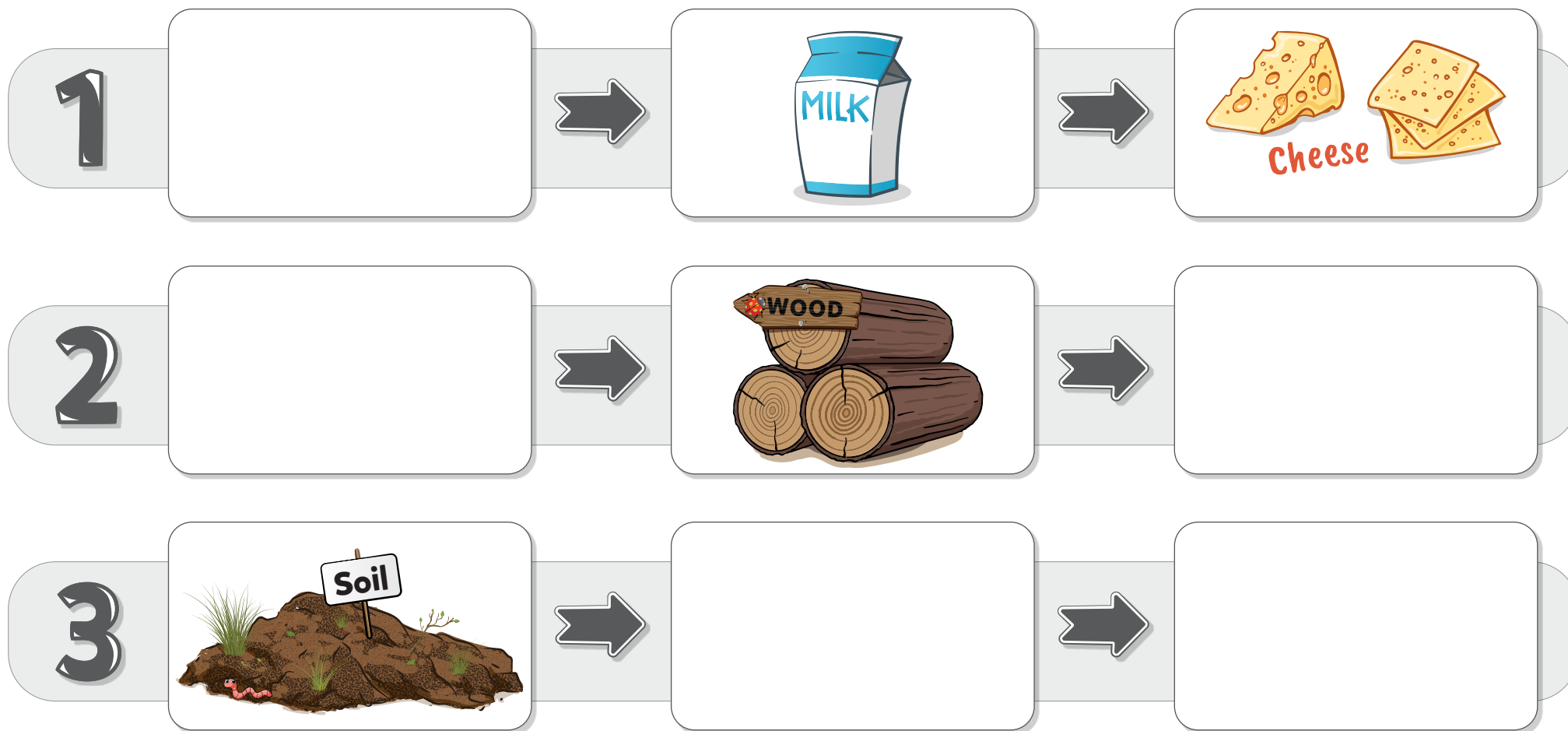
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- 8 Complete the flowcharts showing how we use Earth's resources.  
Draw and label the missing steps.

A **flowchart** shows how things are connected.



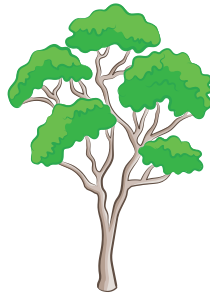


7

Fill the shopping basket. Draw and label something you play with, you eat and you wear. Think of the natural resources used to make your objects.

**Use**

Wooden chair



Tree

**Play****Eat****Wear**

Everything  
Comes from  
Something



# Contents

Everything comes from something .....	Page 3
Where does my breakfast come from? .....	Page 4
Where does this light come from? .....	Page 6
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Where do my toys come from? .....	Page 12
Where does my pillow come from? .....	Page 14
Where does my hug come from? .....	Page 16



‘Everything comes from something.

Nothing comes from nothing.

Just like paper comes from trees,


And glass comes from sand,

An answer comes from a question.

All you have to do is ask.’

An extract from *Agatha's Feather Bed*  
by Carmen Agra Deedy.





**Where does  
my breakfast  
come from?**

Corn cereal comes from corn plants.

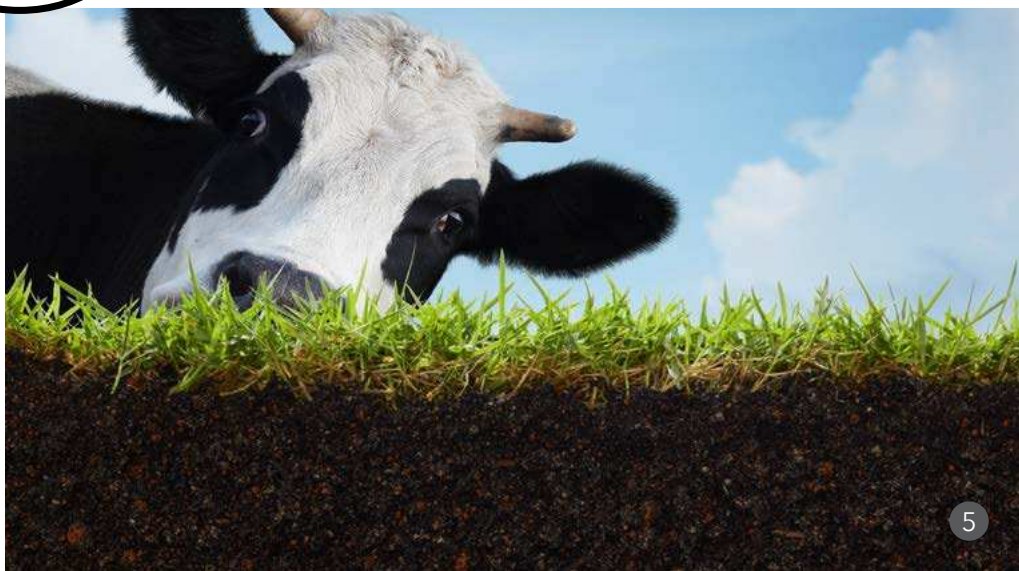


**MOO**



Milk comes from dairy cows who munch on grass.

Plants like corn and grass need good soil to grow.





**Where does  
this light  
come from?**






Most of our  
electricity comes  
from burning coal.



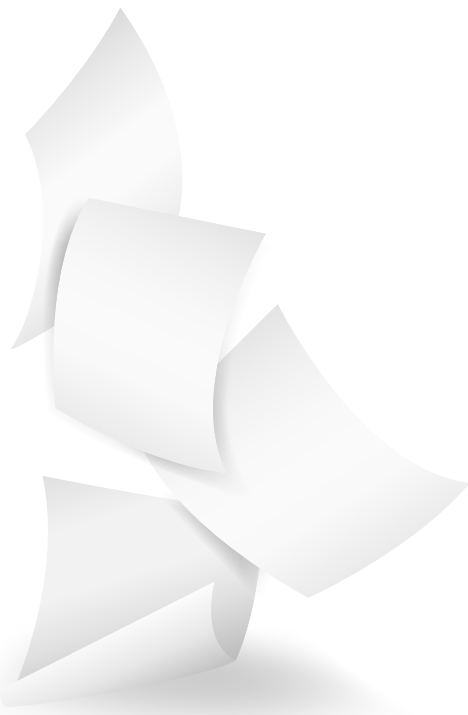
Coal is a natural  
mineral mined by  
people from inside  
the Earth.



A photograph of four diverse children of various ethnicities standing against a solid blue background. From left to right: a girl with long dark hair holding a pink book, a boy with short dark hair holding a yellow book, a girl with short dark hair holding a blue book, and a girl with long blonde hair and glasses holding an open orange book. A white speech bubble with a black border is positioned in the upper right area, containing the text 'Where do our books come from?'.

**Where do  
our books  
come from?**

Paper is made from wood that is squashed into a liquid pulp.







**Where does  
my bike  
come from?**




Some bike frames are made of aluminium, a metal found in the Earth.



Parts of wheels are made from latex (rubber), a liquid found in some trees and plants.





**Where do  
my toys  
come from?**




Most toys are made from plastic pellets.



Plastic is made from oil, a liquid dug by people from deep underground.



A man with a beard and a young child with curly hair are having a playful pillow fight in a bright room. The child is holding a large white pillow high, and many white feathers are floating in the air around them. The man is looking at the child with a smile. In the background, there are some shelves with toys and a piggy bank.

**Where does  
my pillow  
come from?**



Most pillows are made of cotton, a material from a plant.



Some pillows are stuffed with duck or goose feathers.



**Where does  
my hug  
come from?**







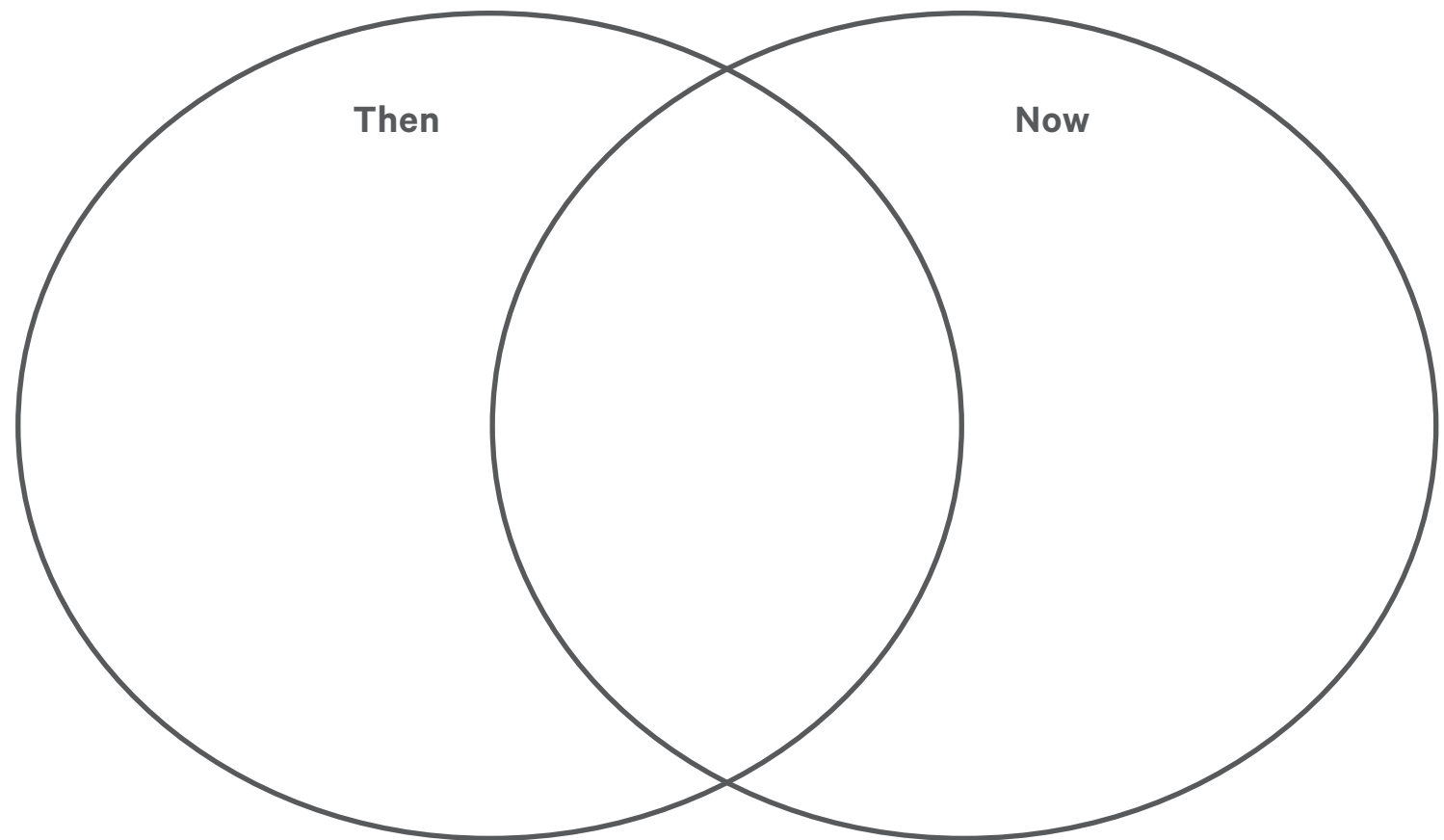
5

How have family roles changed over time?

Think of all the things you've seen and heard and have a **class chat**, then complete the Venn Diagram together.



## Family Roles



A Venn Diagram helps us compare things.

In the middle, we write down things that can go in both circles.





# 6 Draw and label who does the different jobs in your home.



Who? \_\_\_\_\_

200-6

2

200-6



# CHANGING FAMILY ROLES

6564215

6564215

2

200-6

2A

00-6



inquisitive



# Contents

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Introduction ..... Page 3

Women's roles ..... Page 6

Children's roles ..... Page 7

Men's roles ..... Page 8

Present day ..... Page 10





Then

# Introduction

When your grandparents were young, family roles were very different from now.

Now





# Women's roles



In the past, most married women stopped working and became housewives.



A housewife's day  
was busy.





A woman's role was to stay home to look after her house and children.







## Children's roles

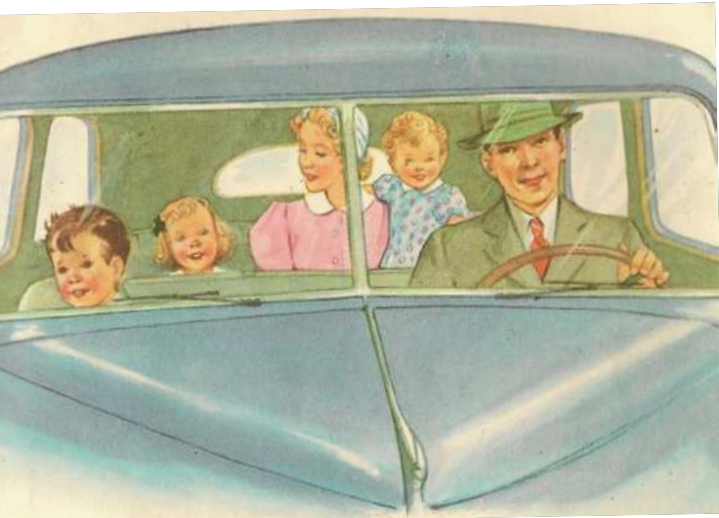
Children also had to help at home and were given chores.





# Men's roles

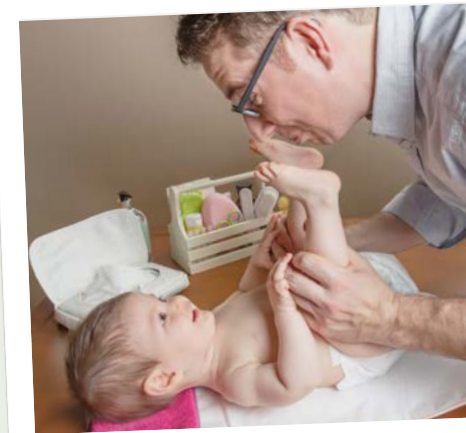
Men went to work to earn money.  
They worked long days.



Men were seen as the  
head of the house.







## Present day

In modern families, most women work and men and women usually share the jobs around the house.



# Stage 1 Homework and Topic Talks: Term 4

During Term 4, as part of our 'Talking and Listening' curriculum we will be giving the children a topic for each week. Your child's 'Topic Talk Presentation' is based on our Public Speaking Practice and is only meant to be short (1-2minutes) but sequenced in a logical fashion.

## **This term we will focus on...**

- ✓ speaking with a loud and clear voice
- ✓ making eye contact with the audience (not reading)
- ✓ knowing 'Who', 'What', 'When', 'Where', 'How' and 'Why' facts about the topic
- ✓ A suggestion is to use palm cards to avoid 'reading' information.

Ongoing assessments will be made of children's progress in the above focus areas.

You may need to help your child by discussing the topics with them and by being their audience as they practise.

## **Homework for Stage 1 students will consist of ...**

### **Compulsory Activities**

- ✓ Daily home reading – focus on comprehension (approximately 3-5 minutes each day)
- ✓ Spelling practice - look, say, cover, write, check (approximately 5 minutes each day)
- ✓ Weekly preparation for 'Topic Talks' (prepared 2-3 days prior to 'news' day and practised 1-2 minutes each day after that but prior to the presentation at school).

Hint: Establishing a daily routine for homework completion helps keep homework manageable



## Year 2 Topic Talks - Term 4

This term year two will be focussing on impromptus in class. An impromptu is a speech that is presented with little preparation given. Student will be give a topic in class on the day they normally present their topic and will given a short time in class to prepare. There is nothing for you to prepare at home as this will be done all in the classroom?

Week	Topic	
4	Free choice	Varies
5	<b>History</b> Choose a household item from your kitchen. What is your item used for? When was your item invented? What did people used to use before your item was invented? How has your item improved?	Explanation or Report
6	Impromptu	Varies
7	Free choice	Varies
8	Impromptu	Varies
9	<b>Reflection</b> Share your favourtie and not so favourite school moment from this year. Discuss why?	Recount/Varies
10	Free choice	Varies

Report Features	Explanation Features
<u>Classification</u> – General statement of what is being reported on. <u>Description</u> – Provides accurate description and facts <u>Conclusion</u> – A personal comment about the topic <u>Grammatical Features</u> Present tense , technical, accurate and factual language	<u>Definition</u> – one or more sentences that state what the explanation is about. <u>Description</u> – information represented in a logical order using time connectives. (firstly, next, secondly, finally.....etc.)
Recount Features	
<u>Purpose</u> – Tells people something that has happened in sequential order <u>Introduction</u> – Says Who? What? Where? When? Why? <u>Sequence of events</u> – Puts the events in order. You may want to give extra information in each event. Use words such Firstly, secondly, next, then, finally <u>Conclusion</u> – Gives an opinion about what happened in the recount <u>Grammatical Features</u> Past tense , time connectives, accurate and factual language	