Year 2

Home Learning Booklet

© Walk in My Shoes

Boggabri Public School

Term 3 Week 8

Hi 1–2,

I hope you are staying safe and enjoying your time at home.

Here is your booklet for week 8. Just like last week, only do what you can do. If you don't get the whole booklet finished that is okay. Your health and safety are the most important!

Hopefully it isn't too much longer until I can see you all in the classroom

It is book week, so if you get a chance be sure to dress up and send a photo to the school. I would love to see you as your favourite character!

Take care, stay safe and I hope to see your smiling faces soon!

Miss Perry

Little Learners Love Literacy decodable readers are free to download until end of September from the Apple App Store

What does it mean?

What does it sound like? 2

w | ear

What other words rhyme? (word families)

If I know wear *then I can make* ____.

e.g.
pear

How many syllables?

What do we know about this word?

wear

What are other words that begin with the same sound?

How many letters?

Can we put it in a sentence?

Daily Rhyming

If I know...

vet

Then I know...

e.g.
pet

let

Daily Rhyming

If I know...

bee

Then I know...

What does it mean?

What does it sound like?

What other words rhyme? (word families)

If I know _____ then I can make _____.

How many syllables?

What do we know about this word?

dive

How many letters?

What are other words that begin with the same sound?

Can we put it in a sentence?

Daily Rhyming

If I know...

Sweep

Then I know...

What does it mean?

What does it sound like?

What other words rhyme? (word families)

If I know _____ then I can make _____.

How many syllables?

What do we know about this word?

won

What are other words that begin with the same sound?

How many letters?

Can we put it in a sentence?

Daily Rhyming

If I know...

quick

Then I know...

What does it mean?

What does it sound like?

What other words rhyme? (word families)

If I know _____ then I can make _____.

How many syllables?

What do we know about this word?

quiet

What are other words that begin with the same sound?

How many letters?

Can we put it in a sentence?

Daily Rhyming

If I know...

love

Then I know...

What does it mean?

What does it sound like?

What other words rhyme? (word families)

If I know _____ then I can make _____.

How many syllables?

What do we know about this word?

twenty

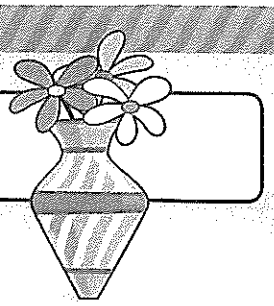
What are other words that begin with the same sound?

How many letters?

Can we put it in a sentence?

Unit 26

v ve vase sleeve



List Words				
ever	given	cover	seventeen	you've
dive	loving	above	haven't	they've

Letters	Words

1 **Underline** the letter or letters for v ve 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 **Write** these words in alphabetical order. The alphabet is here to help you.

a b c d e f g h i j k l m n o p q r s t u v w x y z

given dive ever above cover seventeen

1. _____ 2. _____ 3. _____

4. _____ 5. _____ 6. _____

3 **Finish** each sentence by adding ed or ing to the words in the brackets.
Go to Helpful Hints 2a and 2b.

The vet was _____ the animals their injections. (give)

A dog _____ under a seat trying to escape. (dive)

Dogs are usually very _____ pets. (love)

4 **Write** the contractions for the following words. **Finish** the sentences with your contractions. Go to Helpful Hint 13.

you have _____ they have _____

I have _____ have not _____

Y _____ been to my house, _____ you?

I _____ got a swimming pool at my house.

T_____ got a pool next door too.

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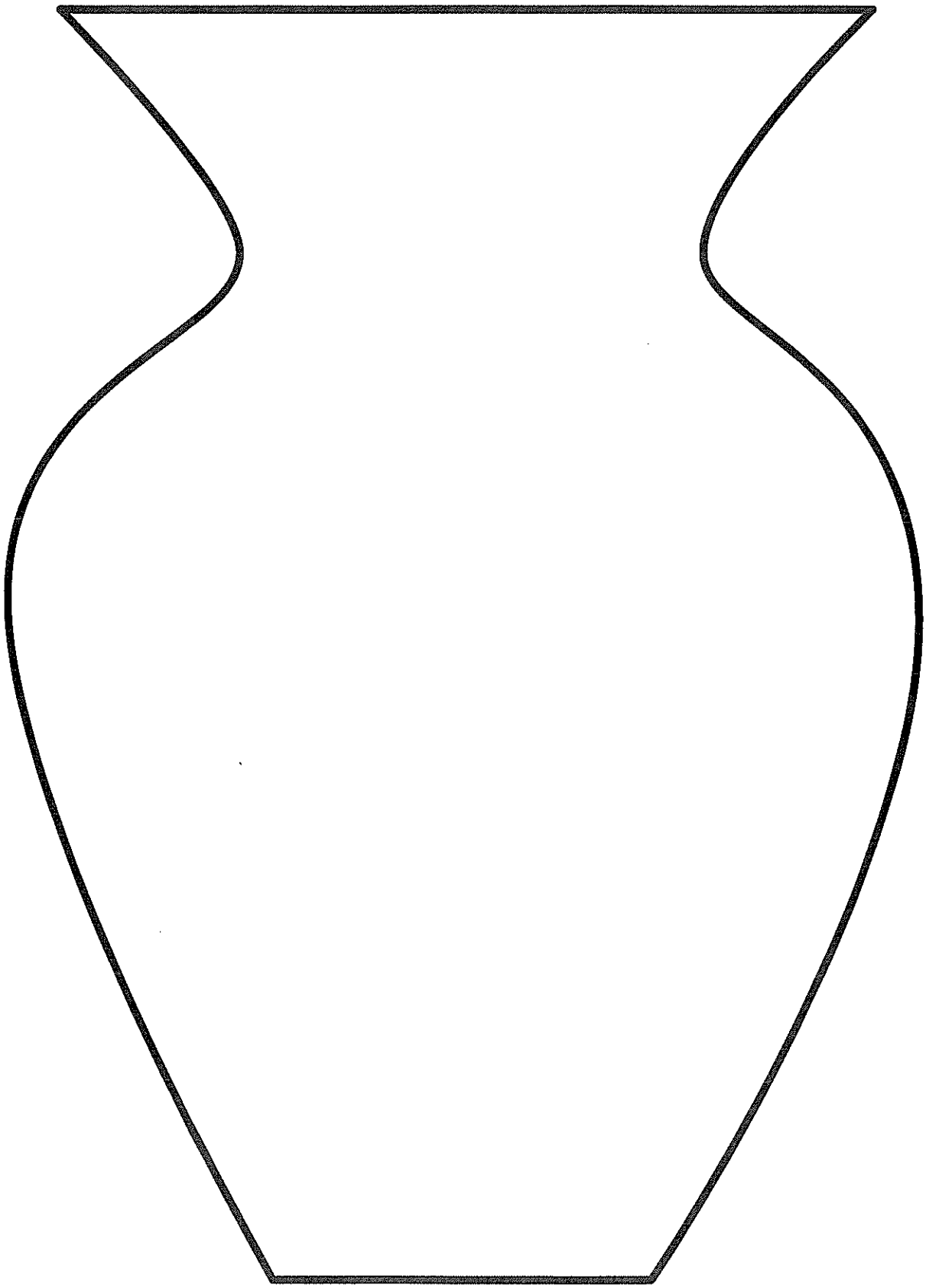
BLM A30



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ever

dive

given

loving

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above

seventeen

haven't

you've

they've

swim

won

which

white

while

where

would

quickly

quiet

warm

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above

adventure

arrival

could've

cover

evenly

everything

favourite

heavy

invite

leave

lovingly

serve

seventy

should've

travel

vacation

video

visit

visitor

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BLM GM87 2 GM87 **Match Up**: Match Letters to Finish Words

e	____ver	ee	sevent___n
v	di____e	a	h____ven't
i	g____ven	ou	y____'ve
o	l____ving	ey	th____'ve
er	cov____	ng	divi____
b	a____ove	ve	e____ry

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BLM GM85 2 GM85 2 GM86 **Match Up:** Pairs of Words to Contractions

2 GM85 have not	2 GM85 haven't
2 GM85 we have	2 GM85 we've
2 GM85 you have	2 GM85 you've
2 GM85 I have	2 GM85 I've
2 GM85 they have	2 GM85 they've
2 GM85 is not	2 GM85 isn't

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w wh u web whale queen

List Words

swim	which	while	would	quiet
won	white	where	quickly	warm

Letters	Words

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

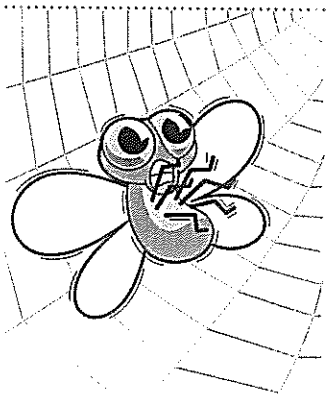
2 **Cross** out the word that is not in alphabetical order in each row.

a b c d e f g h i j k l m n o p q r s t u v w x y z

quiet swim twelve one would yellow

once quickly warm swimming twenty zebra

3 **Finish** the sentences with white, while, where, which.
Use capitals to start sentences.



_____ way do we go?

Our house is painted _____.

_____ do you live?

It rained _____ we were swimming.

4 **Colour** 17 List Words in the Word Search. Hidden Word _ _ _ _ _ _

w	i	n	e	e	t	n	e	v	e	s	c	o	v	e	r
y	o	u	'v	e	e	t	i	h	w	e	l	i	h	w	n
e	v	e	r	e	v	o	b	a	h	a	v	e	n'	t	o
c	l	o	v	i	n	g	t	h	e	y	'v	e	k	e	w
n	e	v	i	g	h	c	i	h	w	w	h	e	r	e	d
y	l	k	c	i	u	q	d	i	v	e	t	e	i	u	q

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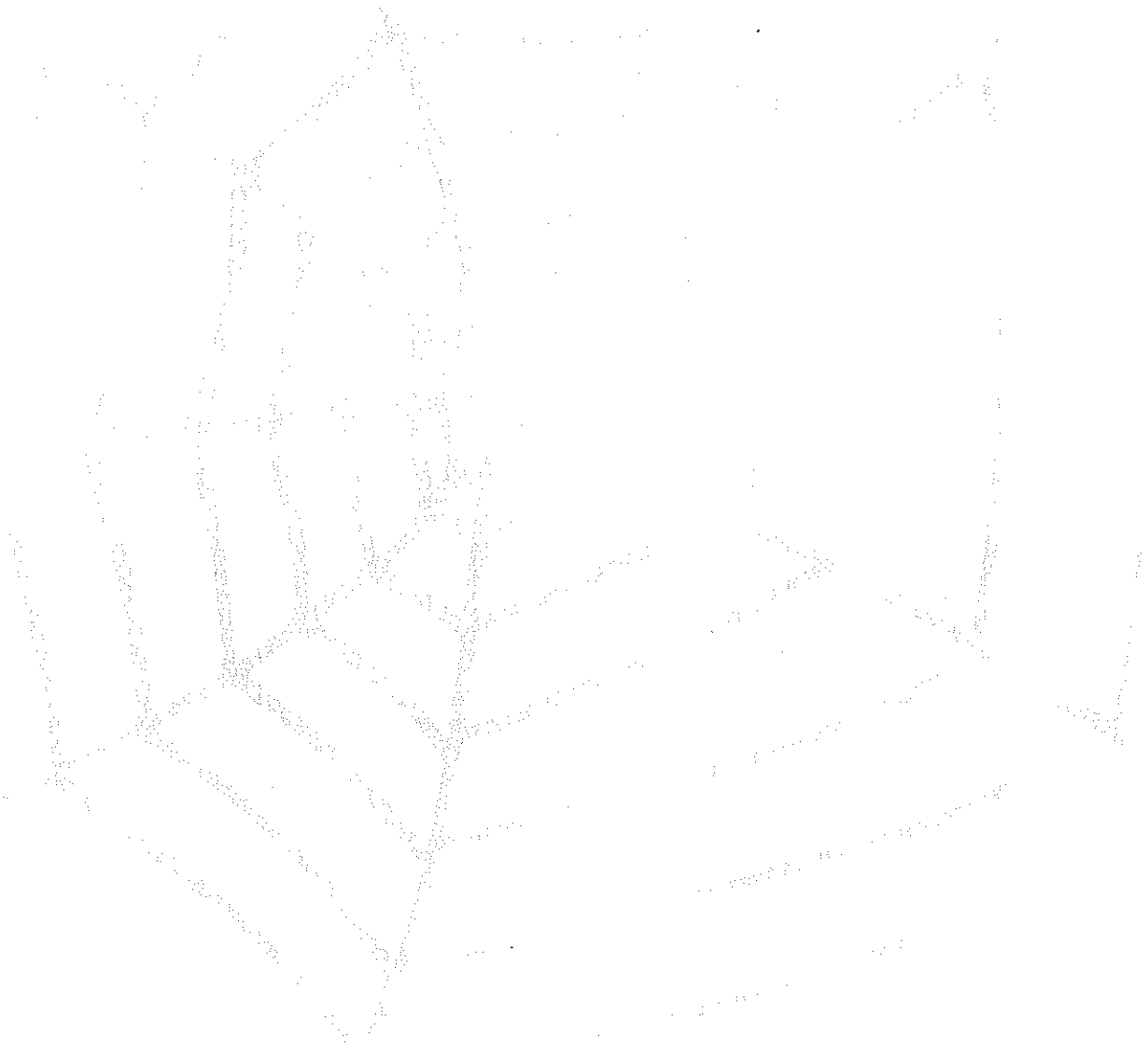
BLM A31 w wh u



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BLM GM86 2 GM85 2 GM86 **Match Up**: Pairs of Words to Contractions

2 GM86 are not	2 GM86 aren't
2 GM86 was not	2 GM86 wasn't
2 GM86 were not	2 GM86 weren't
2 GM86 do not	2 GM86 don't
2 GM86 will not	2 GM86 won't
2 GM86 cannot	2 GM86 can't

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BLM GM88 2 GM88 **Match Up**: Match Letters to Finish Words

2 GM88 sw	2 GM88 ____im	2 GM88 w	2 GM88 ____ould
2 GM88 o	2 GM88 w____n	2 GM88 u	2 GM88 q____ickly
2 GM88 ch	2 GM88 whi____	2 GM88 i	2 GM88 qu____et
2 GM88 wh	2 GM88 ____ite	2 GM88 ar	2 GM88 w____m
2 GM88 l	2 GM88 whi____e	2 GM88 tw	2 GM88 ____enty
2 GM88 wh	2 GM88 ____ere	2 GM88 on	2 GM88 ____ce

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BLM GM89 2 GM89 2 GM90 **Match Up**: Match Words to Sentences

2 GM89 Do you know _____ to go?	2 GM89 where
2 GM89 Today I will _____ my new clothes.	2 GM89 wear
2 GM89 My new clothes have _____ stripes.	2 GM89 white
2 GM89 _____ you were away, I washed the car.	2 GM89 While
2 GM89 _____ car did you wash?	2 GM89 Which
2 GM89 I went to the party dressed as a _____.	2 GM89 witch

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BLM GM90 2 GM89 2 GM90 **Match Up**: Match Words to Sentences

2 GM90 _____ do you go to school?	2 GM90 Where
2 GM90 Do you _____ a uniform to school?	2 GM90 wear
2 GM90 Our new car is _____ with a gold trim.	2 GM90 white
2 GM90 It was hot _____ we were at the beach.	2 GM90 while
2 GM90 I don't know _____ car is yours.	2 GM90 which
2 GM90 The _____ was wearing a tall, black hat.	2 GM90 witch

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afterwards

aqua

awoke

between

forward

quantity

quest

question

sandwich

sweet

waste

weather

weekend

welcome

wheat

wheel

whether

whisper

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woman

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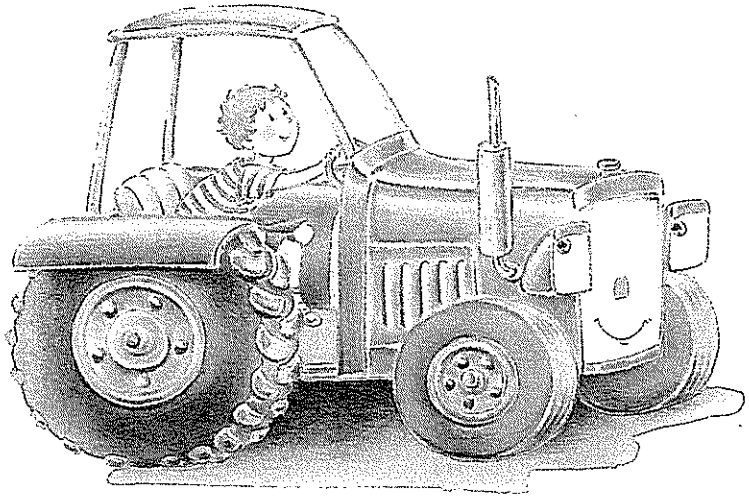
Spelling Activity Ideas

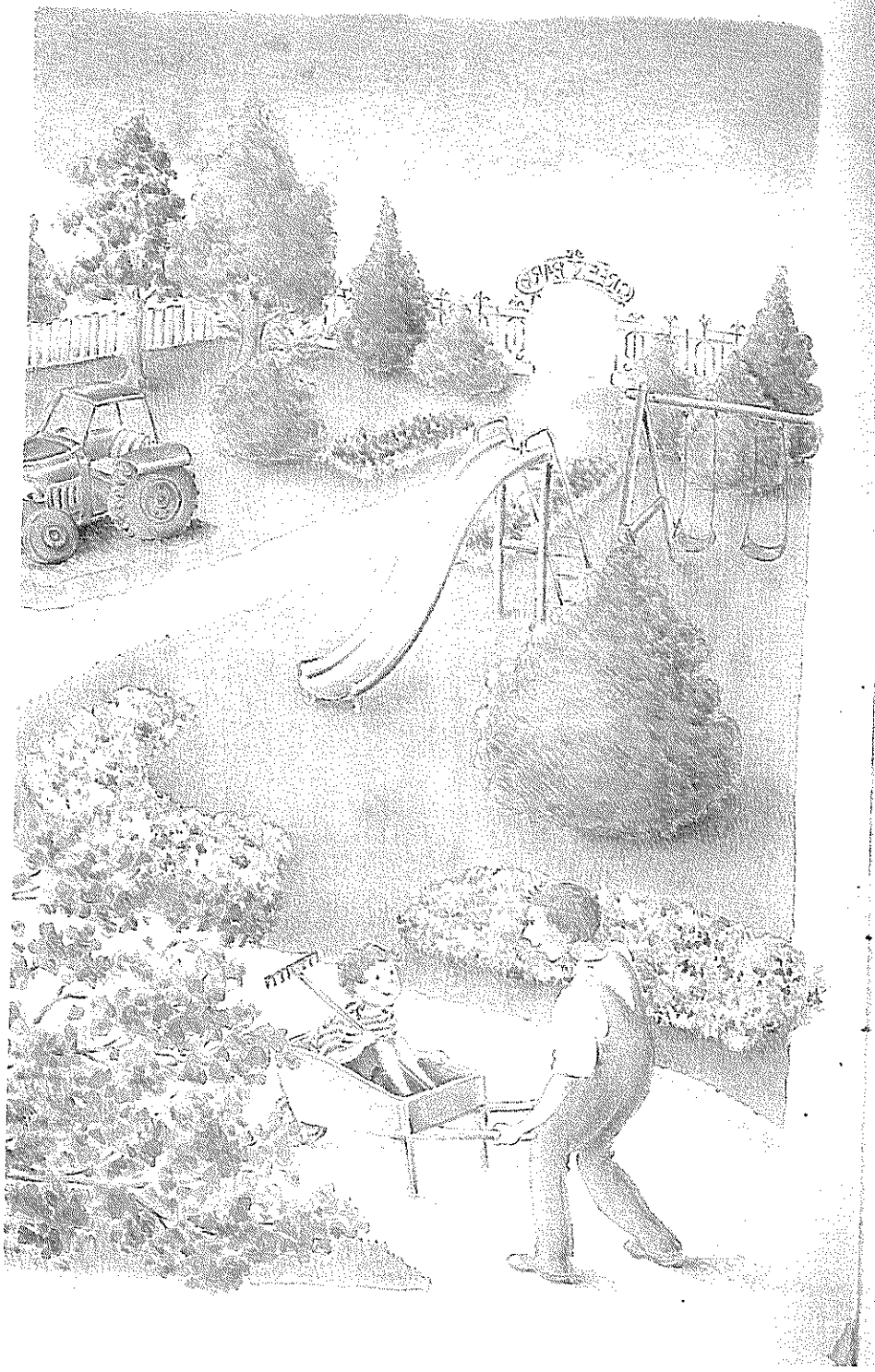
Create a word pyramid e.g. s st sta stam stamp	Write your words backwards e.g. stamp pmats	Draw a picture and hide your spelling words. See if someone from your family can find them all.	Create a box for each letter of your spelling words e.g. stamp 	Write your words using red for the vowels and blue for the consonants
Write your words in alphabetical order	Technology: Type your spelling words in 3 different fonts, colours or sizes and stick them in your book.	Write 5 sentences using your spelling words.	Using a magazine or newspaper, cut out the letters of 3 of your spelling words and stick them in your book.	Write your words with rainbow colours
Write 3 clues for one of your spelling words. Have someone try to guess your mystery word.	Write your words in bubble writing. e.g. stamp	Write each spelling word using your other hand (not the one you normally write with)	Write your words in fancy writing. e.g. stamp	Speed spelling: write your words out as fast as you can. Record your time. See if you can beat it a second time

Jack and Chug

Story by Jenny Giles
Illustrations by Chantal Stewart



NELSON PRICE MILBURN



Jack always went to stay
with his father for the holidays.

His father was a gardener
who took care of a little park.
There were swings and a slide
in the park.

But best of all,
just by the path,
was Chug the Tractor.

'Can I go and play on Chug
right now, Dad?" asked Jack.

Dad smiled at Jack.
'What do you do
on that tractor all day?"
he asked.

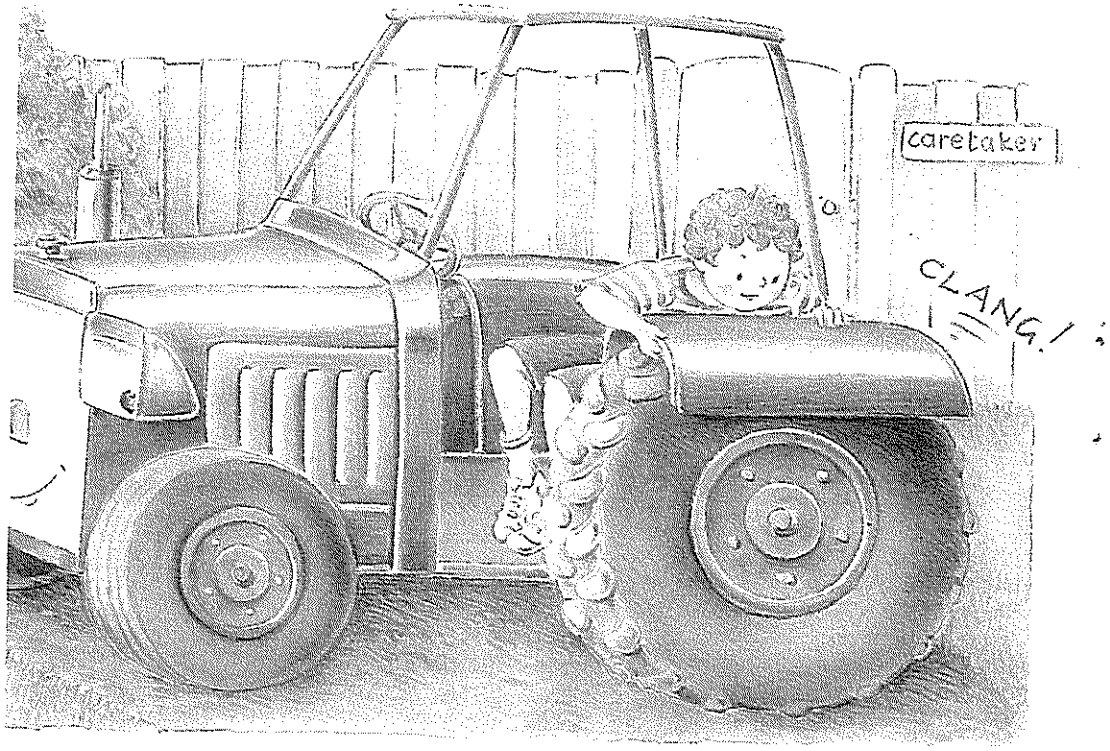
'I am a farmer," said Jack,
'and I go everywhere on Chug."

'Off you go then, Farmer Jack!"
laughed Dad.

Jack climbed up onto Chug.

Clang! went the big mudguard.

'Oh, Chug!" said Jack.
'Your mudguard is broken!
I'll have to ask Dad
to fix it for you."



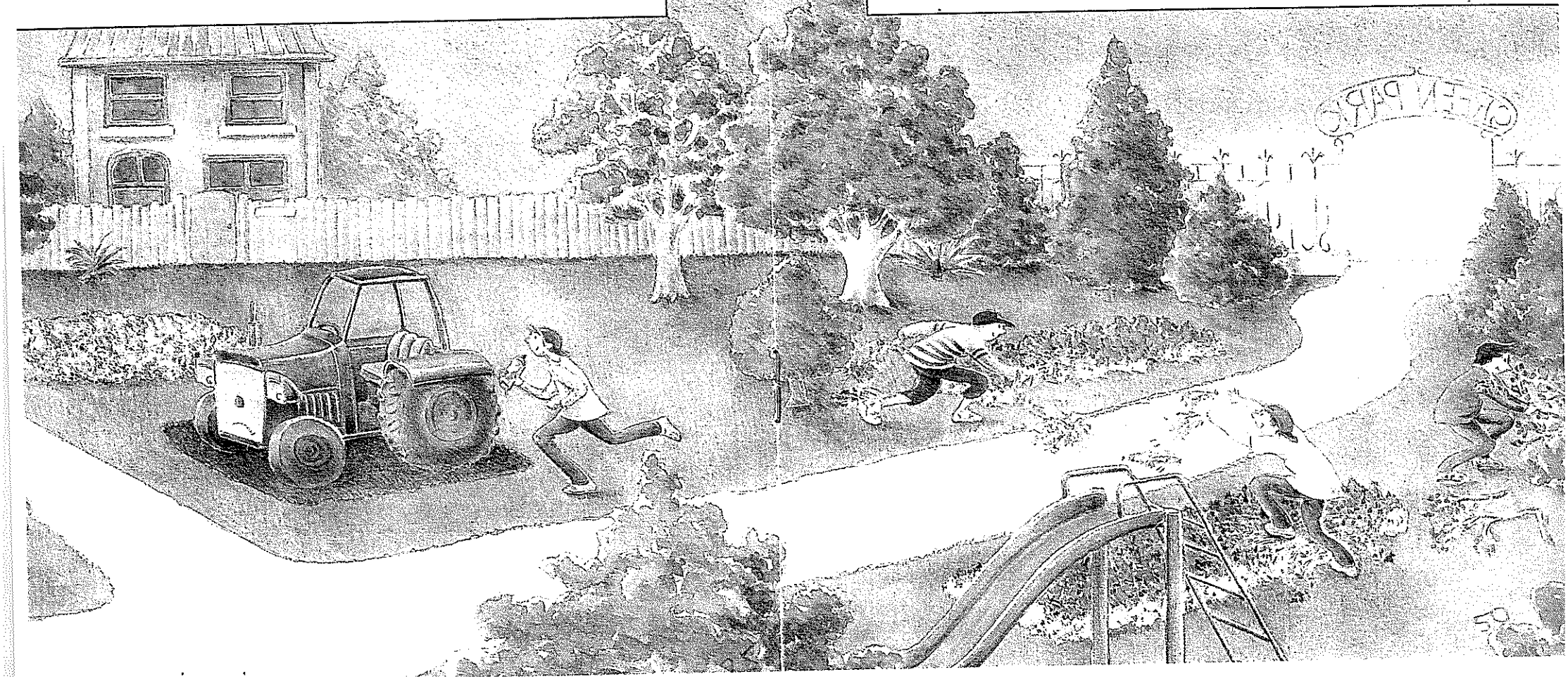
Jack turned the steering wheel.
"We are going for a ride
around our farm, Chug,"
he said.

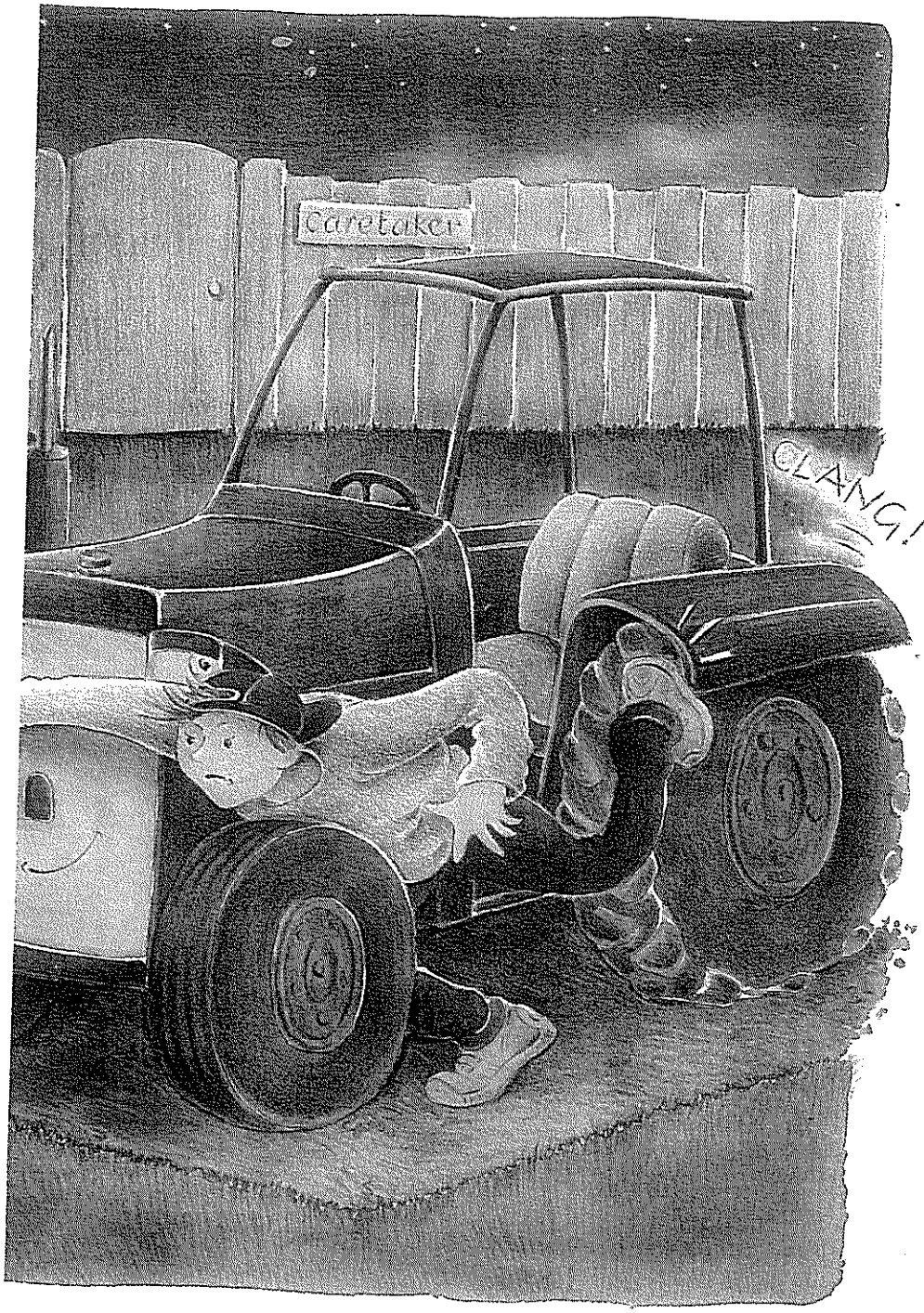
Then Dad called,
"Come on home now.
It's bedtime for Farmer Jack!"

ate that night,
hen Jack was asleep,
)me older boys
ame into the park.
hey broke branches off the trees
ıd ran across the gardens.

One boy was running around
with a can of paint.

"Oh, no!" said Chug.
"I must tell Jack.
But how can I wake him up?"



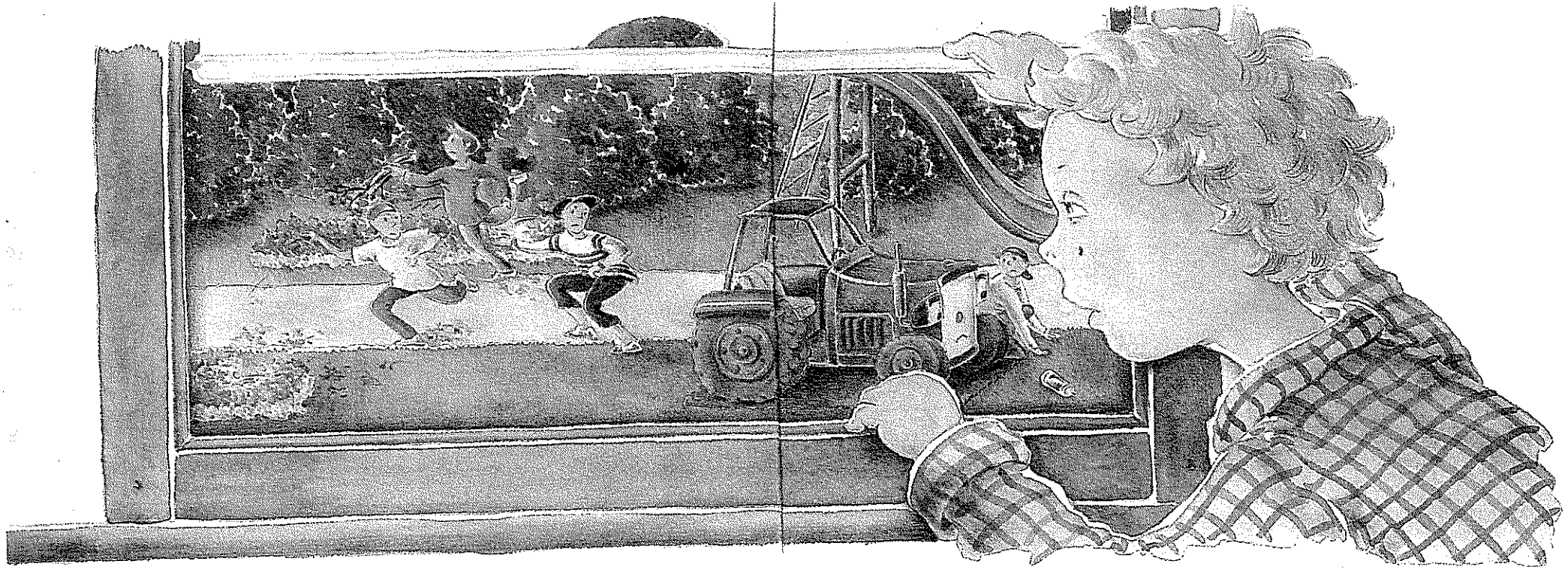


Then Chug smiled to himself.
"I will make my mudguard move,"
he said.

Clang! went his mudguard.

The boy with the can jumped.
"What's that?" he cried,
and he bumped
into Chug's wheel.

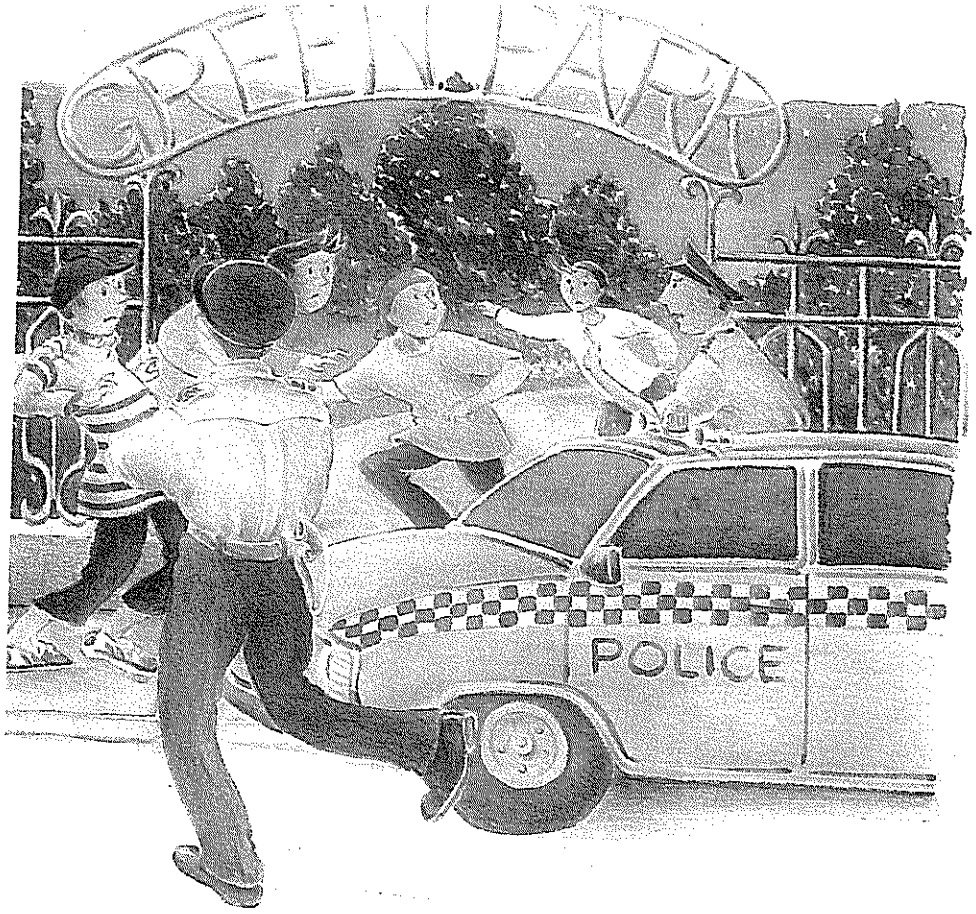
Clang! went the mudguard again.



ack woke up.
That's Chug!" he said,
ınd he went to the window.
Dad! Dad!" he called.
There are some boys
down in the park...
ınd look what they are doing!"

"Stay here, Jack," said Dad.
"I'm going to ring the police."

Jack watched the boys
running across the park.
"Oh, no!" he cried.
"They are getting away."

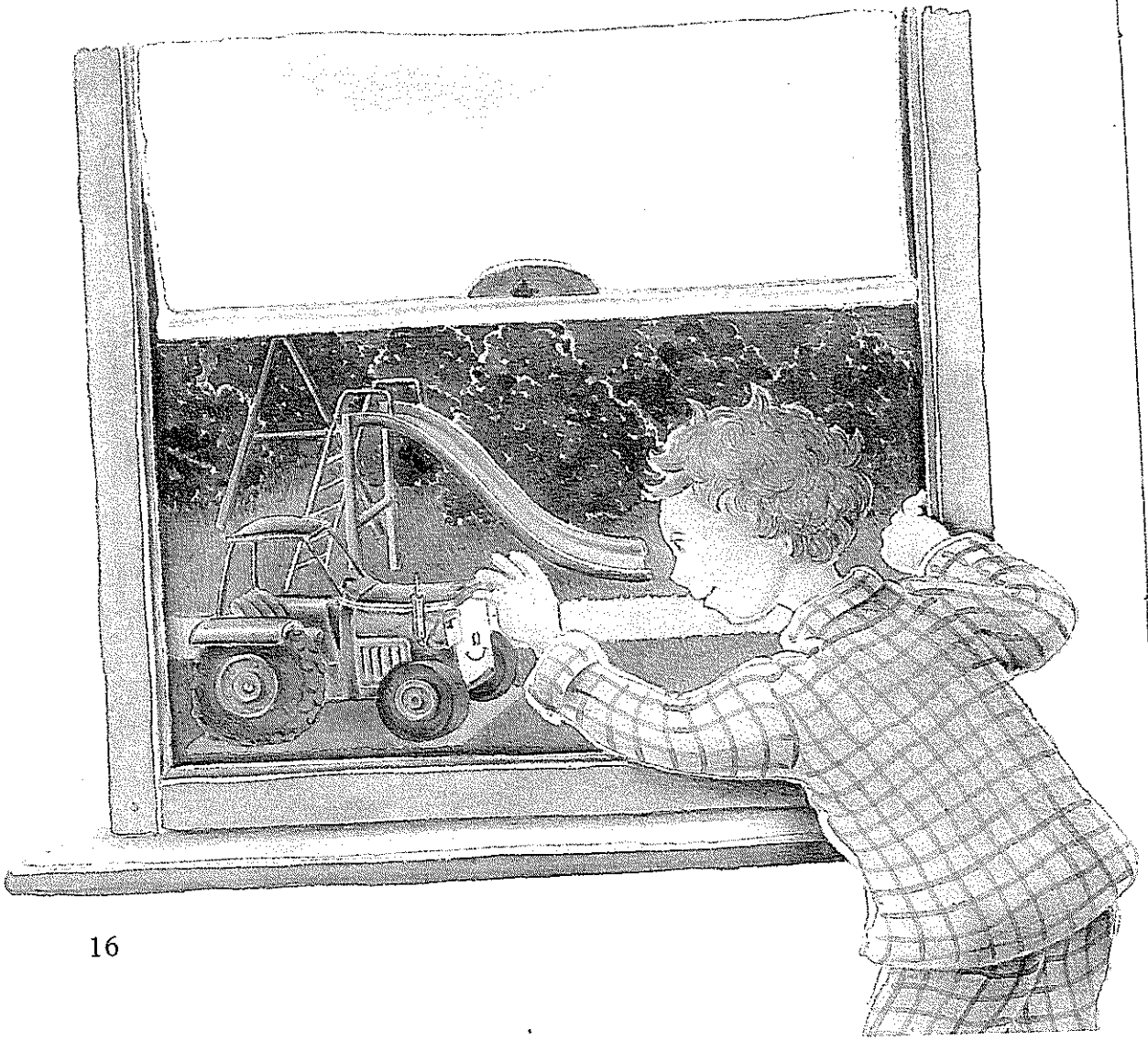


just then a police car
ped outside the park gates.

k, Dad!" shouted Jack.
police have got all the boys."

"Good work, Jack," said Dad.
"You helped to catch them."

"So did Chug!" said Jack.
"He woke me up, just in time!"



Running words: 338

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Jack and Chug
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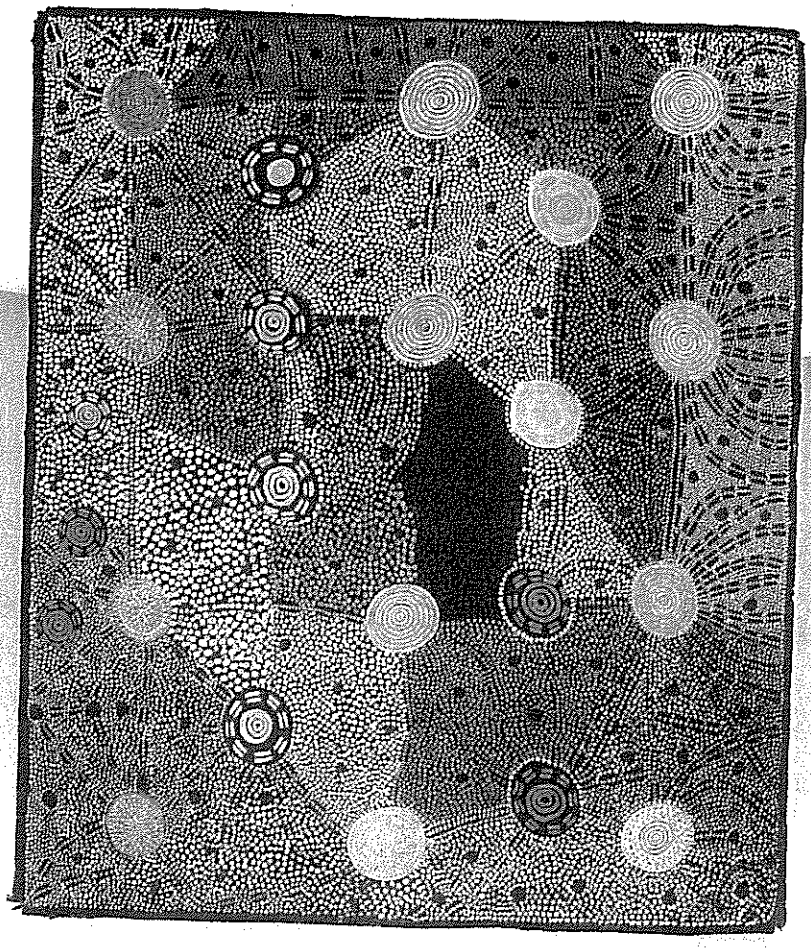
Indigenous Australian Art

Nicolas Brasch

What Is Indigenous Australian Art?

Indigenous Australian art is art that is made by Aboriginal and Torres Strait Islander peoples. Some Indigenous Australian art is ancient. Today, it is possible to see Indigenous Australian art that dates back as far as 30 000 years.

Indigenous Australian art takes many forms. It includes rock art, ground designs (art etched into the ground or in sand) and bark paintings. There are also body decorations, woven objects, decorated poles, and landscape and dot paintings. This artwork is not only beautiful to look at, it is also a way for Aboriginal and Torres Strait Islander peoples to tell their stories and share their backgrounds and beliefs.



Until the 1970s, few non-Indigenous people knew about Indigenous Australian art. However, over the past few decades, it has become recognised around the world.

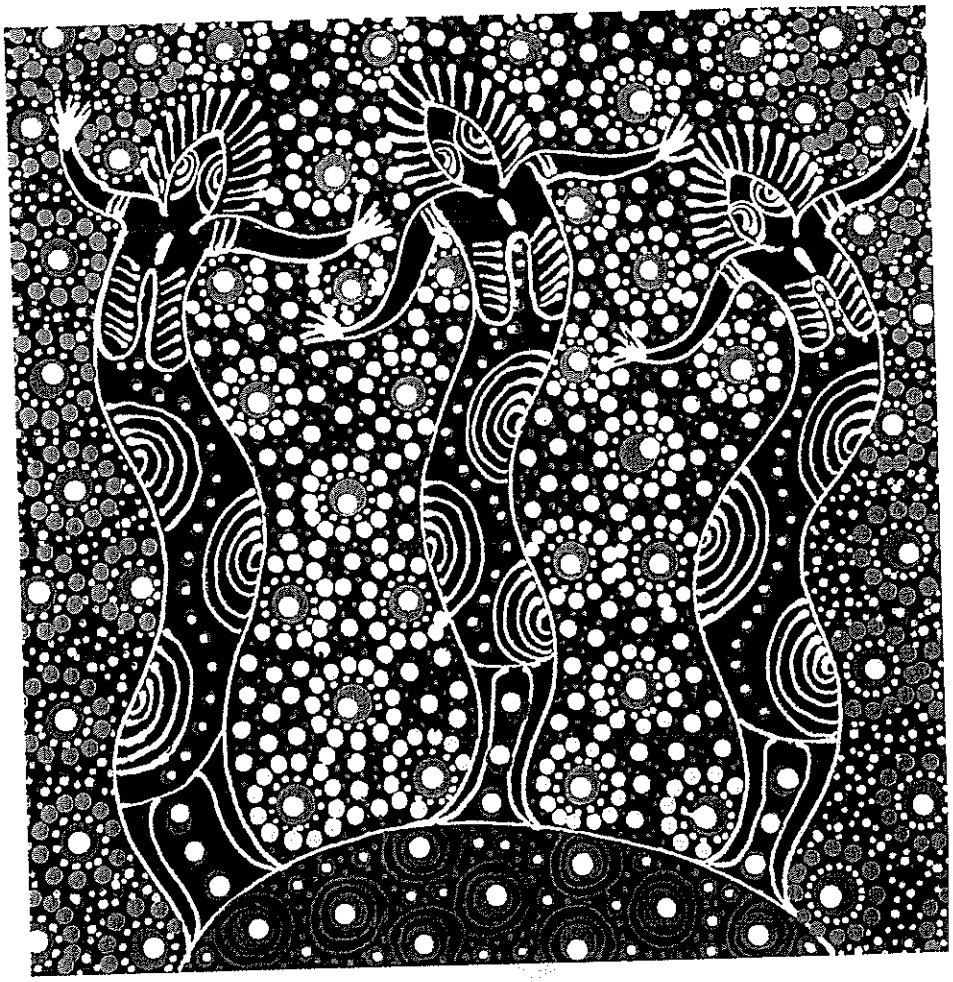
Aboriginal and Torres Strait Islander peoples should be aware that this text contains the names of people who are deceased.

This work of art, *Watunuma (Warturnuma) (Flying Ant Dreaming)*, painted by Indigenous Australian artist Kaapa Tjampitjinpa, tells a story from the Dreaming about the Flying Ant Man, a spiritual being.

The Dreaming

In the Aboriginal way of life, the Dreaming refers to the time when spirits created the land and all life in the human world. The Dreaming gives Aboriginal people their laws, beliefs and everything they know, see and feel.

Dreaming stories about the creation of the world can often be seen in Indigenous Australian art. By showing these stories in art, the artists are making sure their laws and beliefs are passed along to later generations. Some of the symbols from the Dreaming stories are only understood by Aboriginal people.



This painting is of the Dreamtime Sisters, by Colleen Wallace Nungari. This Dreaming story is about spirit sisters who look after their country and guide their family.

The Land

Aboriginal people have a different relationship to the land than non-Aboriginal people. For example, Aboriginal people don't believe land can be owned. Instead, they believe that the land belongs to everyone, and that the land helps to tell the stories of their people.

A lot of Indigenous Australian art shows the Australian landscape, but in a different way to some other styles of art. Indigenous Australian art shows how an artist feels about the land in their heart, not how the land looks through their eyes. It shows how important the land is to Aboriginal people.

Rock Art

Rock art is the oldest form of Indigenous Australian art that still exists today. Past generations of Aboriginal artists carved and painted images onto cave walls and boulders, using a type of clay called red ochre (pronounced *oh-ka*). These images tell the stories of spirit ancestors and are very important to Aboriginal people today. There are thought to be over 100 000 significant rock art sites in Australia.

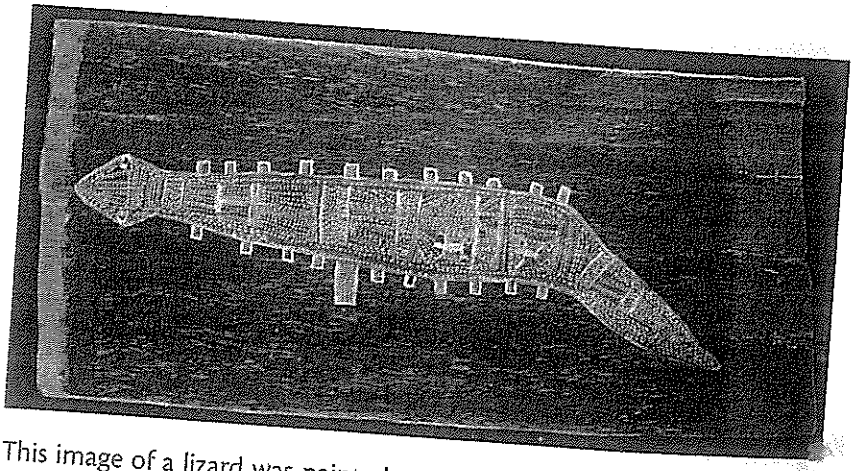
The largest collection of rock art is at the Dampier Archipelago site, in Western Australia. There are over one million images of spirits, animals and Earth creation stories carved into the rocks here. It is a very special place for Aboriginal people.

This ancient Indigenous Australian rock engraving of a fish is in the Burrup Peninsula, at the Dampier Archipelago.

Bark Art

Bark art is painting on a piece of bark that has been stripped from a tree. It is believed that this form of Indigenous Australian art is even older than rock art. However, because bark breaks down over time, examples of bark art from thousands of years ago no longer exist.

Each Aboriginal group had its own style of bark painting. Some groups showed human figures, some showed animals and others used symbols. Some paintings were done on the ceilings of shelters made from bark. The shelters protected people from rain in the wet season.

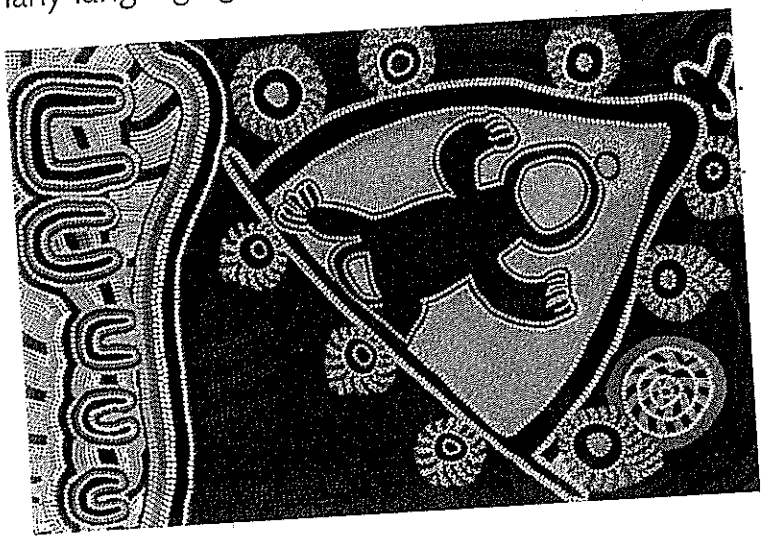


This image of a lizard was painted onto the bark of the Stringybark tree using ochre pigment.

Desert Art

Desert art refers to art created by Aboriginal artists from the communities of central Australia, the Northern Territory, Western Australia and South Australia.

There are many groups of artists living in these desert areas. The Papunya community is about 250 kilometres west of Alice Springs, in the Northern Territory. This community is made up of people from many language groups. Traditionally, artists from Papunya drew art in the desert sand and painted art on their bodies. Then, in the early 1970s, they began to use paint and canvas to create artworks made up of many small, coloured dots. This dot-painting style is now famous around the world.



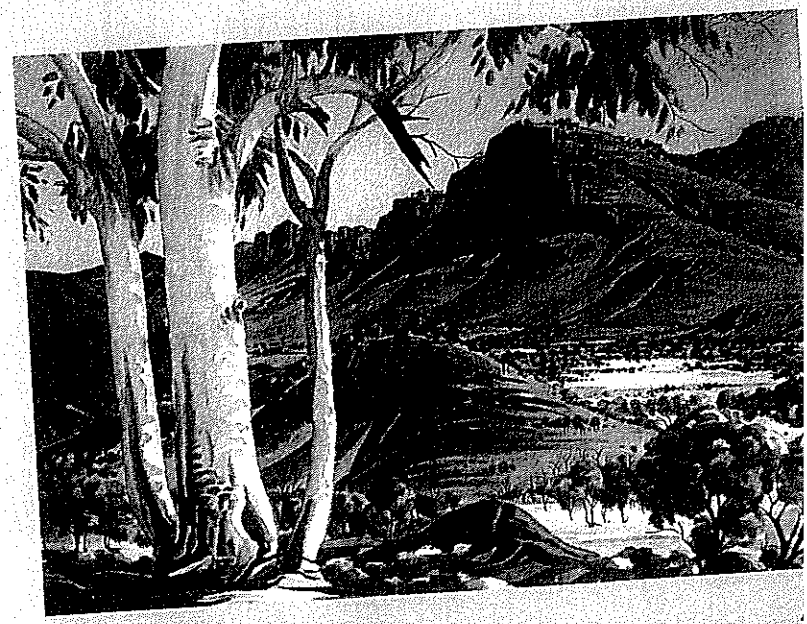
Tjanpi Grass, created by Aboriginal women from the Blackstone community, is made up of many small, coloured dots of paint.

Famous Indigenous Australian Artists

Albert Namatjira (1902–1959)

Albert Namatjira (pronounced *Na-ma-ji-ra*) was an Aboriginal artist who grew up on a mission station near Alice Springs, in central Australia. A mission station was a place where Aboriginal people were watched over by people from the government or a church.

Albert worked as a stockman and camel hand (someone who looks after camels), but his main love was painting. He started painting bush scenes on plaques and boomerangs. These were then sold to visitors to the mission station. In the 1930s, Albert was introduced to watercolour painting. His pictures of European-style landscapes became very popular.



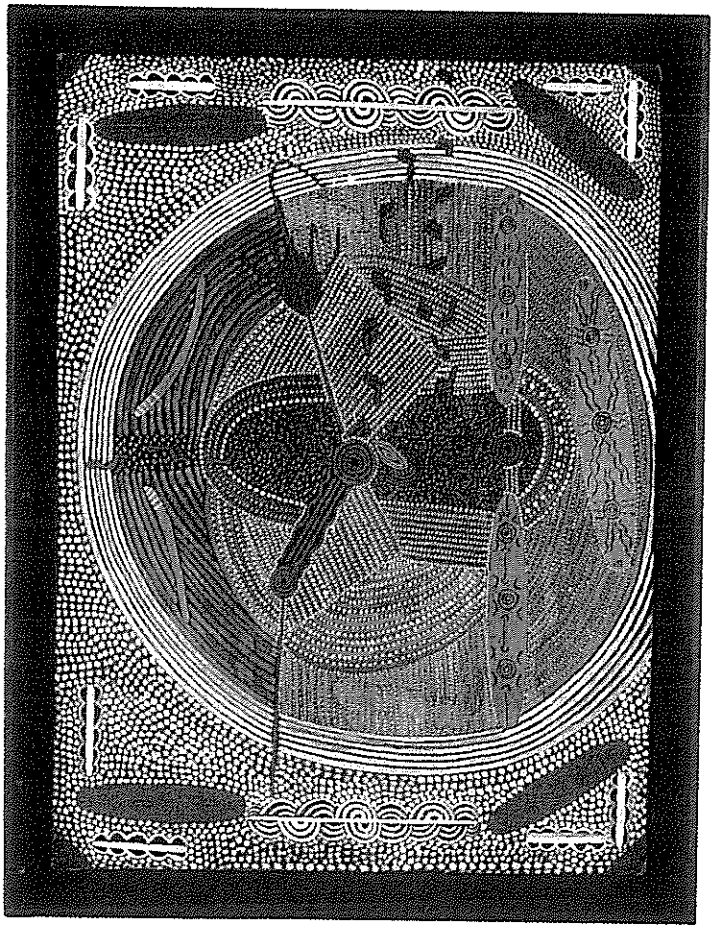
Blue Haze Over James Range, by Albert Namatjira

Emily Kame Kngwarreye
(1910–1996)

Emily Kame Kngwarreye (pronounced *Na-warr-eye*) was the most important artist to come from the Utopia region of central Australia, about 250 kilometres north-east of Alice Springs. She only began painting in the last decade of her life, but it is thought that she produced up to 5000 artworks in that time.

Emily's paintings show her knowledge about the Dreaming, and she is well known for her dot paintings. In the 1990s, Emily's work became famous around the world. One of her paintings sold for more than one million dollars.

Emily Kame Kngwarreye painted many coloured, interconnecting lines to create *Big Yam*.

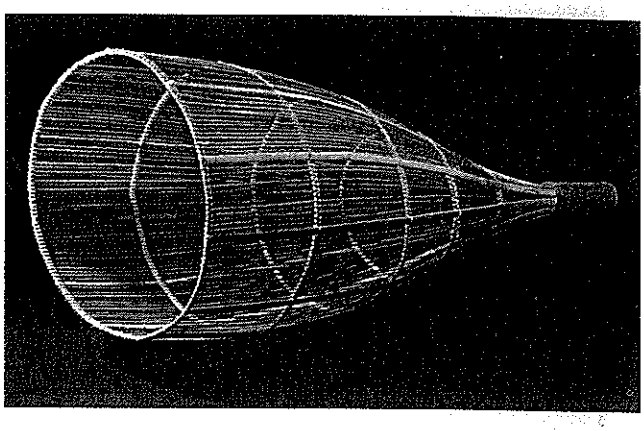


Clifford Possum Tjapaltjarri
(1932–2002)

Clifford Possum Tjapaltjarri (pronounced *Ja-pal-jar-i*) was an Aboriginal artist, born about 200 kilometres west of Alice Springs. He was a stockman, and already a skilled artist when he moved to the Papunya community in the early 1970s. He is famous for his paintings using dots and circular patterns. Clifford was a great storyteller, and his paintings often told stories about the Dreaming.

Clifford Possum Tjapaltjarri used the dot-painting style in *Love Story*.

Torres Strait Islander Art



This is a fish scoop woven by a Torres Strait Islander artist.

The most common art form among Torres Strait Islander people is weaving. Their woven objects are both useful and artistic. Traditionally, fibres from animals and plants were used to make baskets, fishing nets and items of clothing, such as cloaks. Coconut leaves were used to make baskets for cooking rice.

In the 1980s, new materials and methods for weaving were introduced. This made weaving an even more popular art form among Torres Strait Islander people.

Indigenous Australian Art Today

Artwork by today's Indigenous Australian artists can be found all around the world, in galleries, museums and private collections. It takes many forms and explores many different subjects. Like traditional rock art or desert art, today's Indigenous Australian art provides insights into the world, thoughts and passions of Indigenous Australian people.

Retell this Information Report

Read this information report again.
Record yourself as you retell the information report.
Listen to the recording.
Check! Did you remember most things in the information report?

Questions about *Indigenous Australian Art*

1 How old are some Indigenous Australian art forms?
2 In the Aboriginal way of life, what does the Dreaming refer to?
3 Why is it important for later generations to understand the Dreaming?
4 Why has rock art existed longer than other art forms?
5 What form of art is believed to be older than rock art?
6 Why did the Indigenous Australian people paint on the ceilings of their shelters?
7 What is desert art?
8 How does artwork become famous around the world?
9 What style of art did Clifford Possum Tjapaltjarri use?
10 What is the role of a storyteller?

Vocabulary

Replace the noun 'insights' in this sentence: *Like traditional rock art or desert art, today's Indigenous Australian art provides insights into the world, thoughts and passions of Indigenous Australian people.*

PM

Word Count: 974 Text Type: Information Report (Informative)
Curriculum Areas: Aboriginal and Torres Strait Islander Histories and Cultures; the Arts
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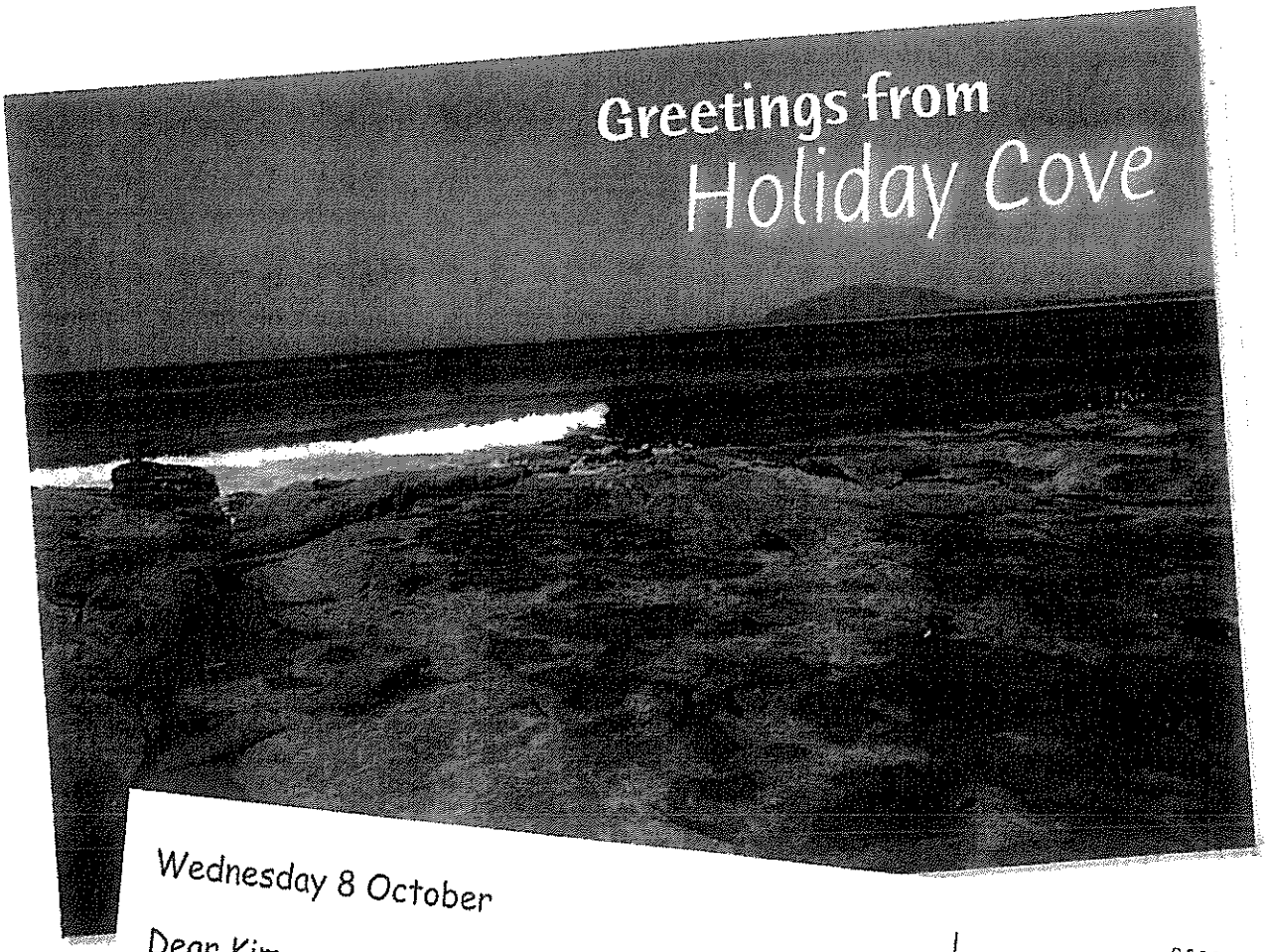


Wednesday 8 October

Dear Kim

We arrived at Holiday Cove on Monday and we are having lots of fun.

The flight was so boring I nearly fell asleep but at least it was smooth - not like last time.

When we landed we went straight to our campsite. My cousin Gemma is staying in the caravan next to ours.

I am excited because we are going to visit the crocodile farm tomorrow. Peter is scared and says he wants to go to the butterfly farm instead.

Tom

P.S. We are leaving here on Friday and sailing to Rest Harbour.

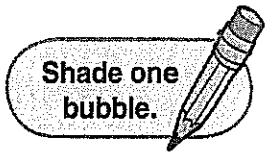
55c

AUSTRALIA

Kim Allen

4 Lansdowne Parade

MILL HILL QLD 4332



Who is this postcard being sent to?

Tom	Peter	Kim	Gemma
○	○	○	○

When did Tom arrive at Holiday Cove?

Monday	Tuesday	Wednesday	Thursday
○	○	○	○

Which words are used to describe the plane flight?

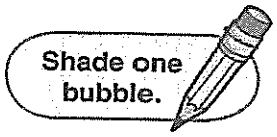
- ○ fun and scary
- ○ smooth and scary
- ○ great and exciting
- ○ boring and smooth

Where is Gemma's caravan?

- ○ Rest Harbour
- ○ Holiday Cove
- ○ crocodile farm
- ○ Lansdowne Parade

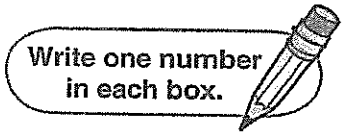
P.S. We are leaving here on Friday and sailing to Rest Harbour.

This sentence



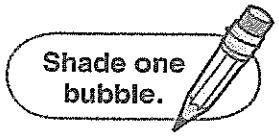
- ⬭ introduces the writer.
- ⬭ adds extra information.
- ⬭ sums up the main points.
- ⬭ explains what has been said.

Write the numbers 1 to 4 in the boxes to show the order of events during Tom's holiday.

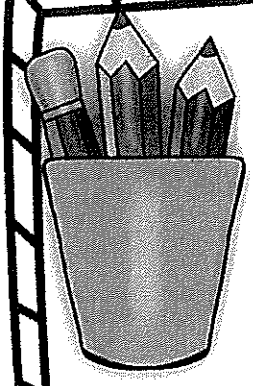


- ☐ go on a plane flight
- ☐ travel to Rest Harbour
- ☐ visit the crocodile farm
- ☐ arrive in Holiday Cove

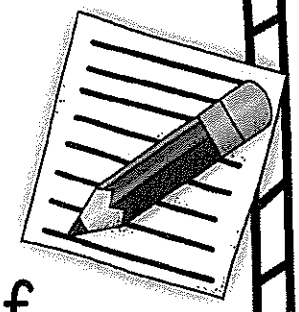
Why did Tom write this postcard?



- ⬭ to plan what to do next
- ⬭ to invite Kim on a holiday
- ⬭ to tell Kim about his holiday
- ⬭ to find out how things are going at home



Prefix

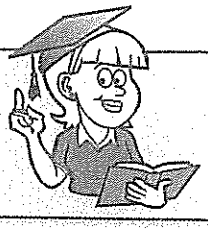


a word part added in front of a base word to change the meaning

Prefix	Meaning	Examples
re-	again	rewrite
un-	not	unkind
pre-	before	premade
dis-	not, opposite of	dishonest
im-	not, opposite of	impolite
non-	not	nonsense
mis-	wrong, bad	misbehave

Unit 19 Prefixes

A prefix is placed before a word or root word.
It usually changes the meaning of the root word.
*For example: **re**do, **re**name, **re**gain.*



1 Rewrite these words by adding the prefix ***un***.

a	kind	unkind
b	wrap	_____
c	tidy	_____
d	true	_____
e	happy	_____

The prefix ***un*** means 'not'.
E.g. true ⇒ untrue = not true

2 Underline the prefix ***un*** in these words.

undress *unlike* *unload*
undo *unwell*

u	n	l	i	k	e
n	n	l	t	o	y
d	z	l	k	e	l
r	e	e	o	l	u
e	b	w	y	a	n
s	r	n	b	r	d
s	a	u	e	e	o

3 Find the words above in the word search.

4 Add the prefix ***dis*** to the following words.

a ___ ___ ___ like
b ___ ___ ___ obey
c ___ ___ ___ own
d ___ ___ ___ order
e ___ ___ ___ honest

The prefix ***dis*** means 'lack of' or 'not'.
E.g. agree ⇒ disagree = not agree

5 Match the clues to their words.

a	not tidy
b	not kind
c	not well
d	lack of order
e	lack of honesty

- dishonesty
- unwell
- untidy
- disorder
- unkind

6 Add *re* to the following words to change their meaning.

a ____ ____ do

b ____ ____ visit

c ____ ____ pack

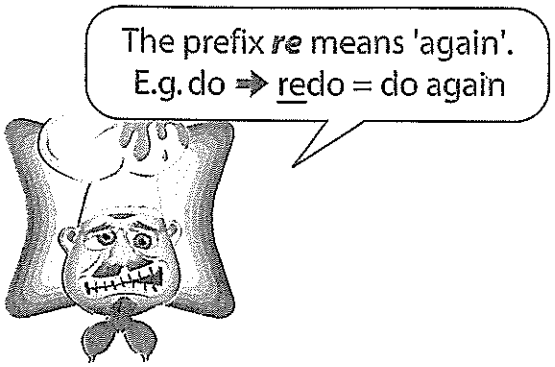
d ____ ____ live

e ____ ____ turn

f ____ ____ place

g ____ ____ view

h ____ ____ make



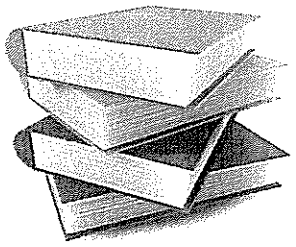
7 Underline the words that use the prefix *re*.

a I will remake my bed.

b I returned my library books.

c I will revisit the zoo.

d I will rebuild my sandcastle.



preschool	*preview*	*precook*	*preset*

8 The prefix ***pre*** means 'before'.
Choose a word from the yellow box to match the clues.

a To cook before _____

b To set before _____

c To view before _____

d Before school _____

9 Write the prefix used in these groups of words.

	Words	*Prefix*
a	recall, rewind, renew	
b	untie, unload, unwise	
c	prepare, preview, prebook	

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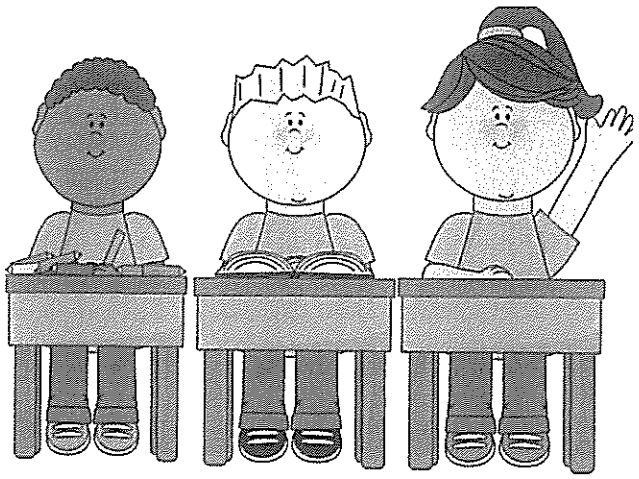
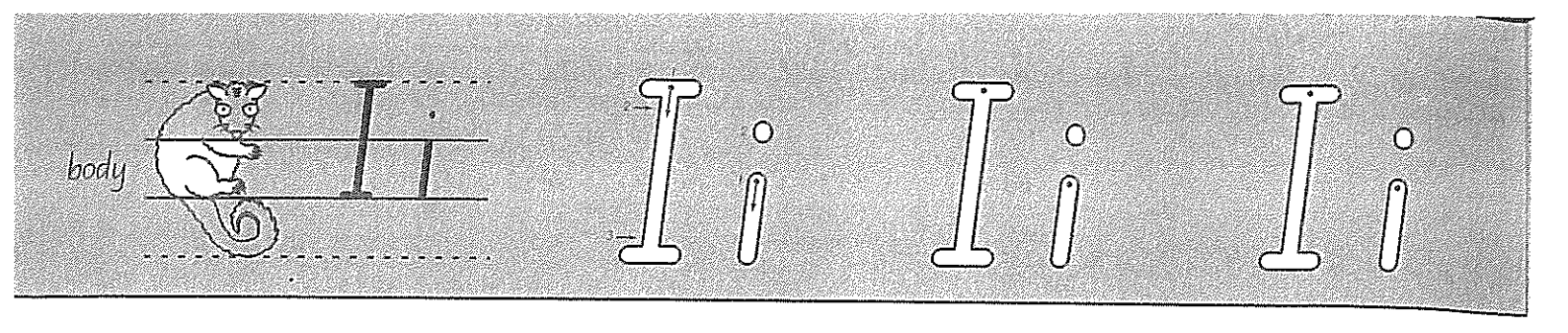
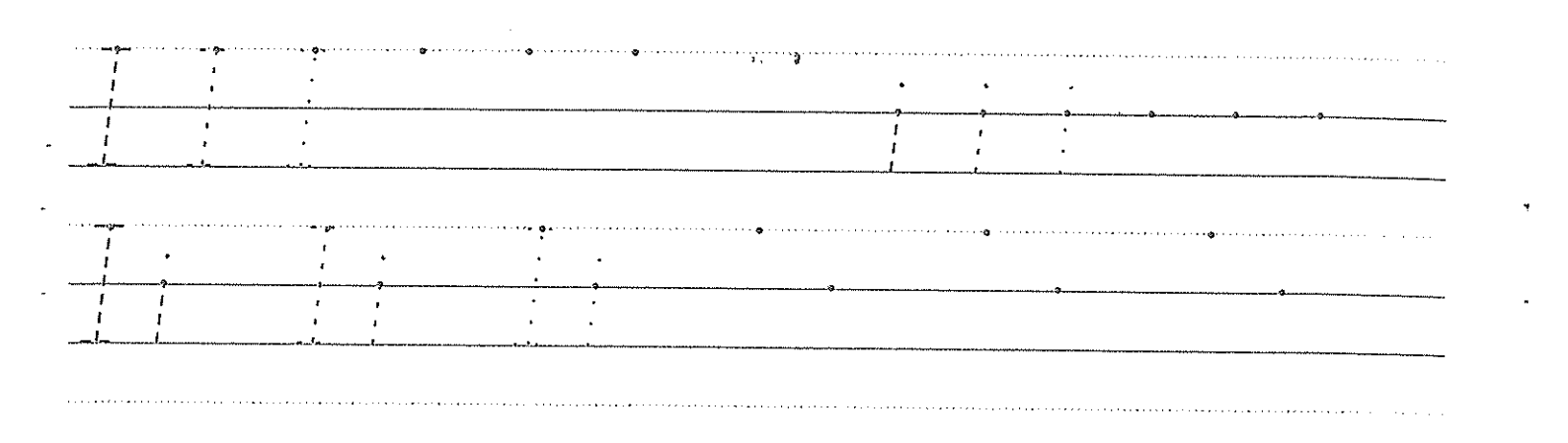
Prefixes

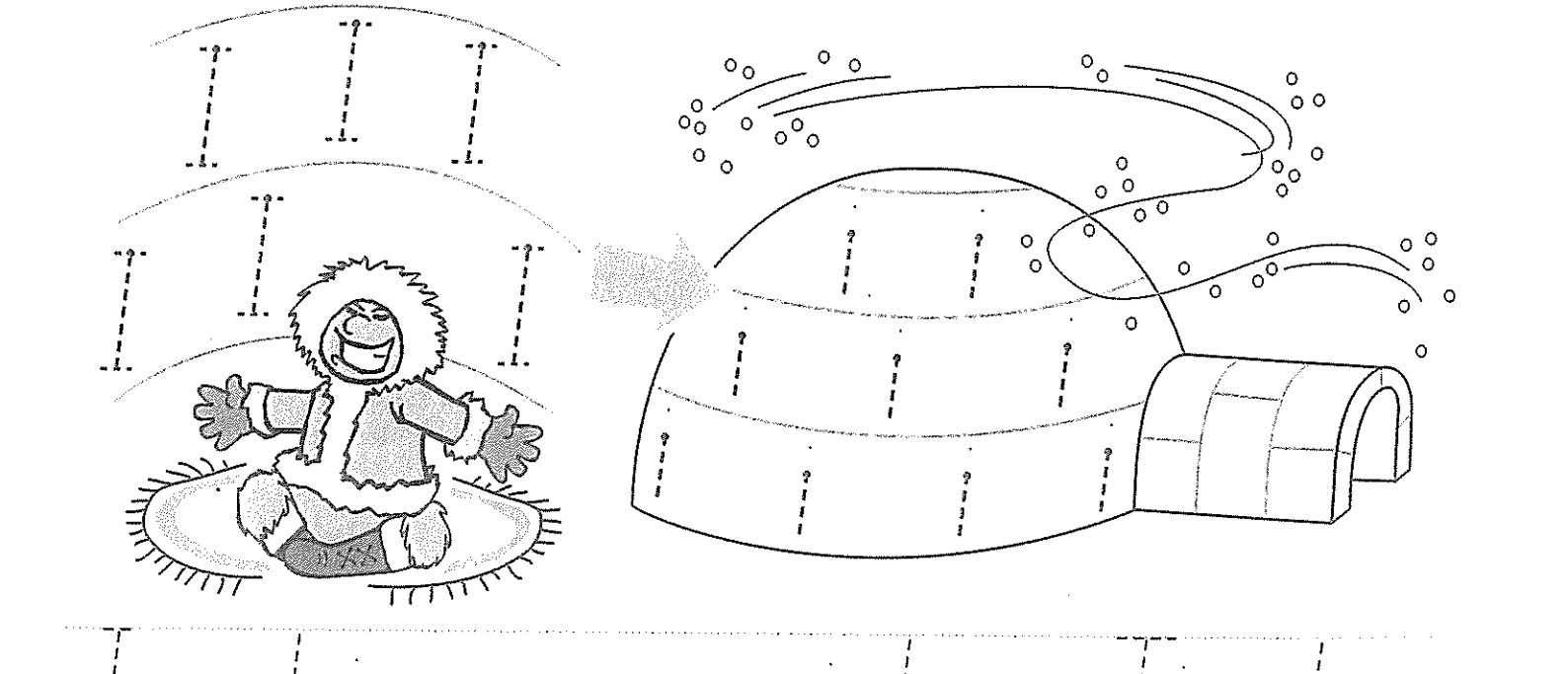
Use the words to write the prefix and the root word in each box.

Word	Prefix	Root Word
dishonest		
untrue		
redo		
misbehave		
recycle		
bicycle		
refried		
untrue		
disagree		
impolite		
retell		





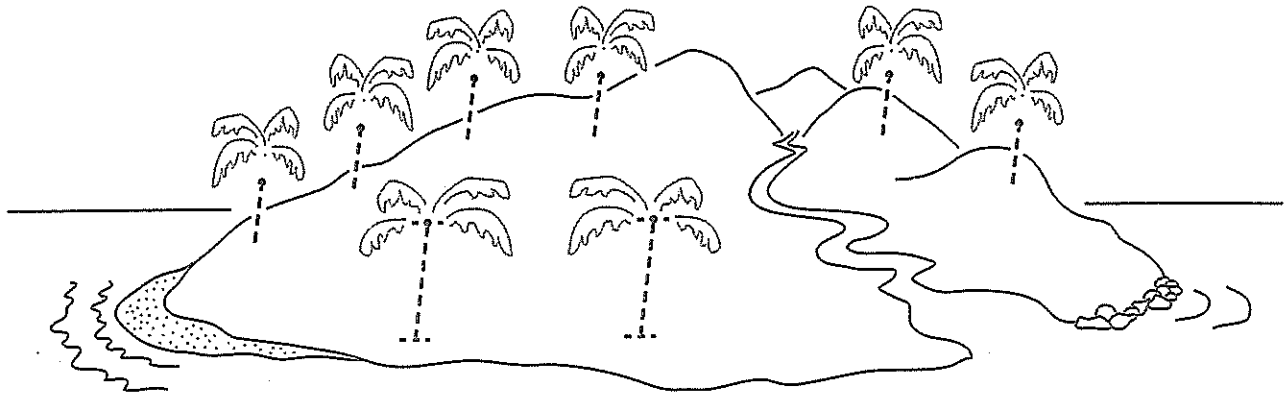




In his cosy igloo Tinuk

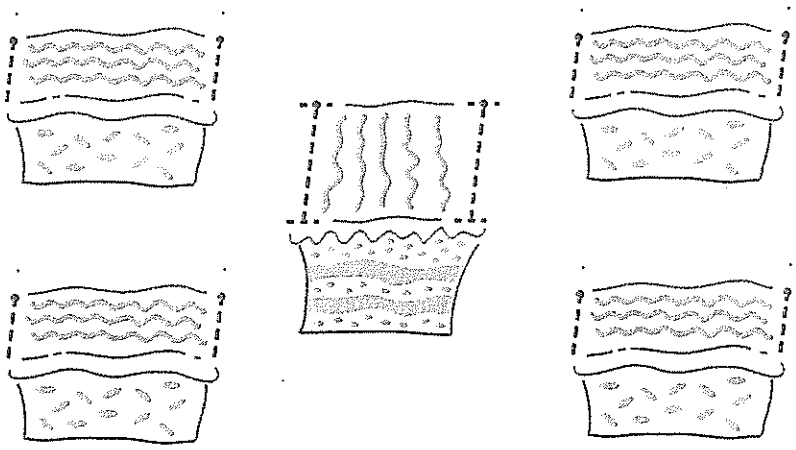
ignored the icy blizzard.

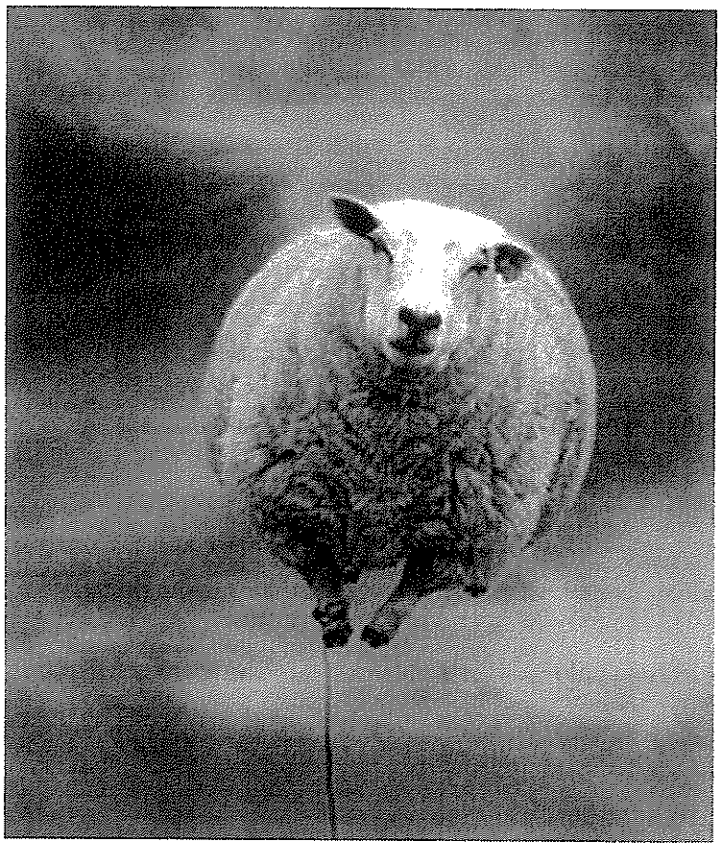
island, net, hill, river



It was Tom's idea to put

fruity icing on the slices.





Introduction:

It was the start of Spring and Fluffy was moved to her new field full of lush green grass. She took a few small nibbles and thought the grass tasted a bit weird, but she continued on eating. Several moments after taking those small nibbles something unexpected happen.

Complication / Problem:

Series of Events 1, 2, 3:

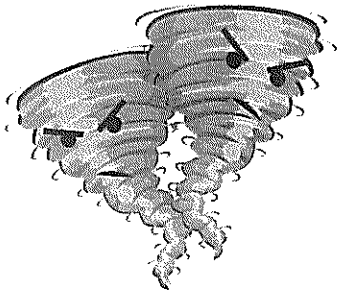
Resolution:

Narrative Planning Map

Introduction
(Who, What, Where, When?)

-
-
-
-

Complication
(The Problem)



-

Series of Events

1.

2.

3.

Resolution

(Is the problem fixed?)

-

Now use your plan to write a narrative.

Have I got/checked?									
Capitals		Sentence		Punctuation		Paragraphs /		Spelling	

Name _____ Date _____

ODD AND EVEN NUMBERS

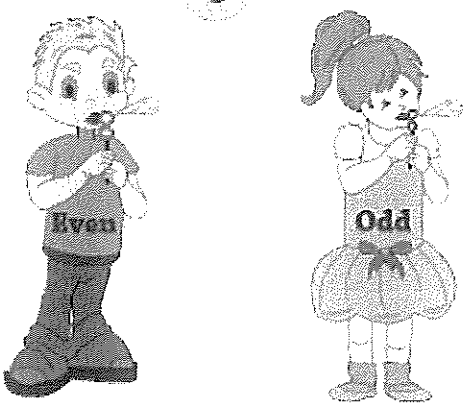
0 1

2 3

4 5

6 7

8 9



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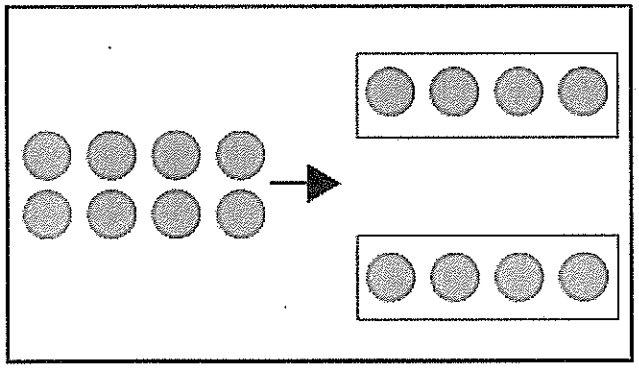
Odd and Even Number

We can also know if a number is odd or even by grouping. If they go into 2 equal groups or groups of 2 then they are **even**, if there is one remaining or the groups are uneven then the number is **odd**.

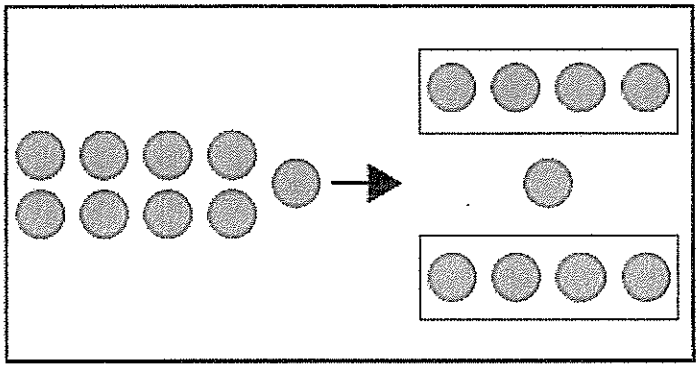
Share into 2 groups

8



Even

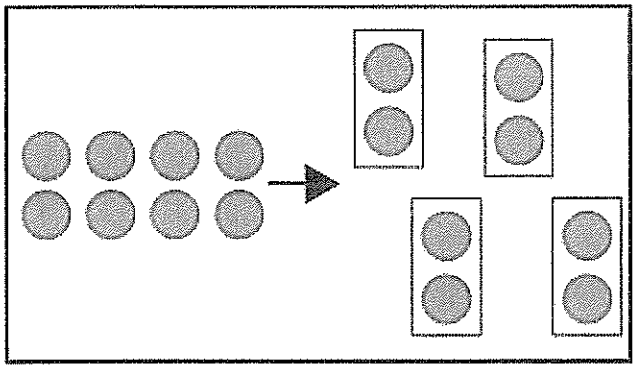
9



Odd

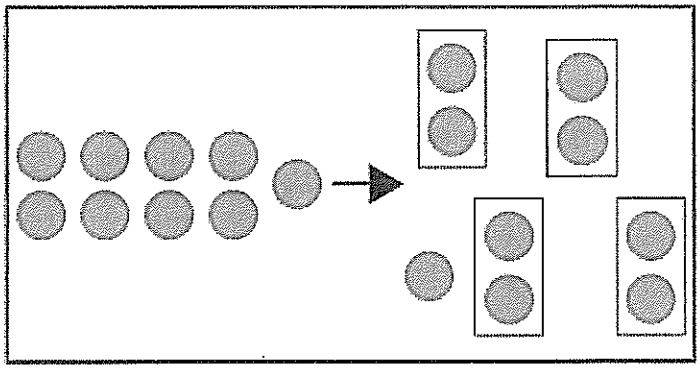
Share into groups of 2

8



Even

9



Odd

Grouping 'Shared into 2 groups'

e.g. 10 shared into 2 groups.

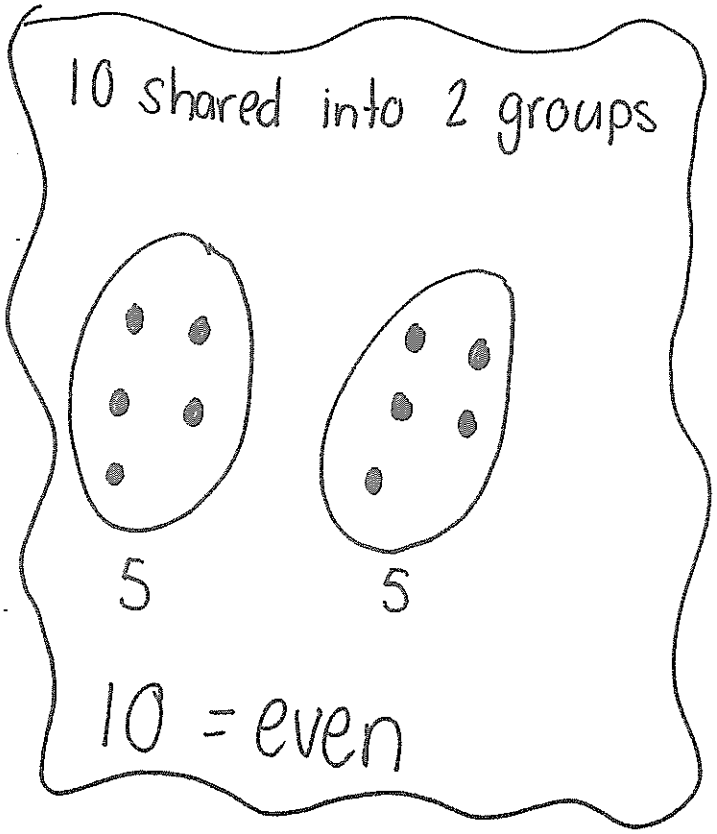
Step 1: Draw circles for how many groups you need.

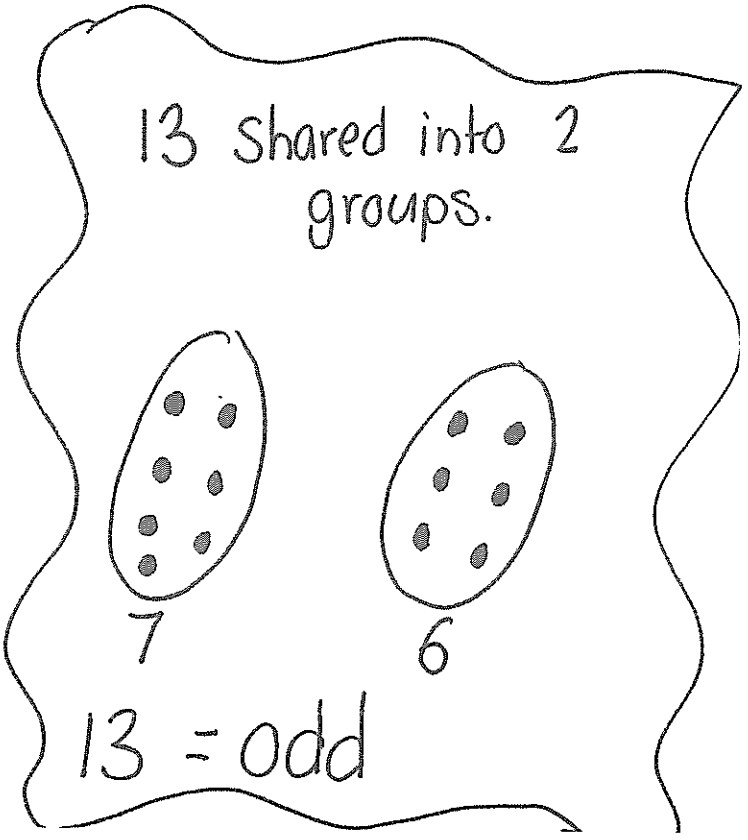
Step 2: Count to the largest number while drawing a shape in each circle - 1 at a time.

Step 3: Count how many are in each circle.

If they are the same then the number being shared is EVEN!

If they are uneven then the number being shared is odd!





WALT: Share into 2 groups to see if the number is odd or even. EVERYONE:

6 shared into 2 groups	9 shared into 2 groups	10 shared into 2 groups
Odd or Even? 6=	9=	10=
4 shared into 2 groups	5 shared into 2 groups	7 shared into 2 groups
4=	5=	7=

WALT: Share into 2 groups to see if the number is odd or even.

Challenge:

14 shared into 2 groups	25 shared into 2 groups	18 shared into 2 groups
Odd or Even? 14=	25=	18=
31 shared into 2 groups	23 shared into 2 groups	22 shared into 2 groups
31=	23=	22=

Grouping 'Shared into groups of 2'

e.g. 10 shared into groups of 2.

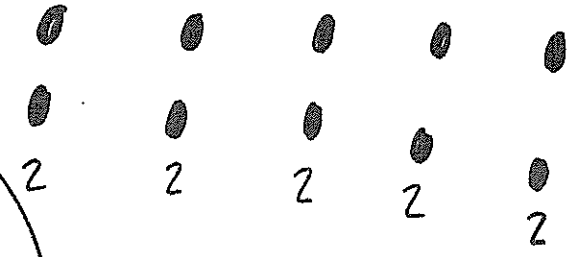
Step 1: Count up to the largest number while putting shapes into pairs (2)

Step 2: Is there a group with just one shape?

*If there is one left over the number being shared into pairs is <u>odd!</u>

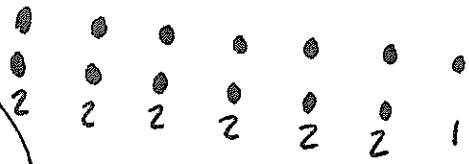
If they are all groups of 2 then the number is <u>even!</u>

10 shared into groups of 2



10 is <u>even</u>

13 shared into groups of 2



13 is <u>odd!</u>

WALT: Share into groups of 2 to see if the number is odd or even.

EVERYONE:

11 shared into groups of 2	8 shared into 2 groups	12 shared into 2 groups
Odd or Even? 11=	8=	12=
14 shared into 2 groups	3 shared into 2 groups	10 shared into 2 groups
14=	3=	10=

Challenge

21 shared into groups of 2	23 shared into 2 groups	15 shared into 2 groups
Odd or Even? 21=	23=	15=
14 shared into 2 groups	31 shared into 2 groups	28 shared into 2 groups
14=	31=	28=

Maths

Odd and Even Numbers

Lesson Objective: To be able to identify if a number is odd or even.

Even Numbers– 0, 2, 4, 6, 8

Odd Numbers– 1, 3, 5, 7, 9

When working out if a number is odd or even and it has more than 1 digit, always look at the last digit.

89 = odd

52 = even

105 = odd

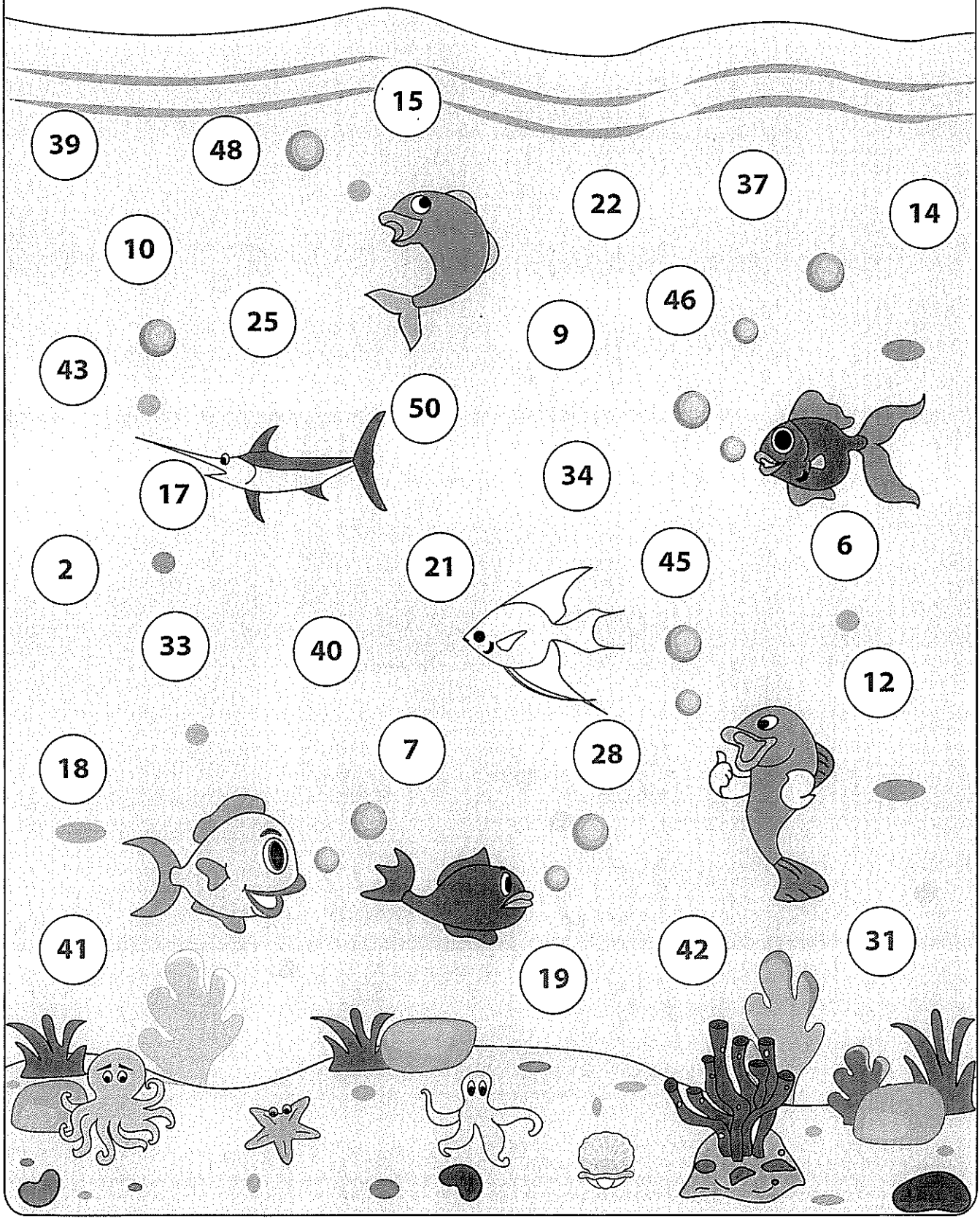
158 = even

Name : _____ Score : _____

Coloring Activity

Sheet 1

Color the odd bubbles blue and the even bubbles green.



Name: _____

Odd or Even?

Odd numbers end with these digits: 1, 3, 5, 7, or 9

Even numbers end with these digits: 0, 2, 4, 6, or 8

Tell whether each number is odd or even.

a.	6	_____	**b.**	36	_____
c.	23	_____	**d.**	74	_____
e.	54	_____	**f.**	0	_____
g.	98	_____	**h.**	952	_____
i.	100	_____	**j.**	500	_____
k.	41	_____	**l.**	67	_____
m.	20	_____	**n.**	89	_____
o.	72	_____	**p.**	58	_____
q.	41	_____	**r.**	714	_____
s.	9	_____	**t.**	1,378	_____

u. An apple tree has 62 apples on it.
Are there an odd or even number of apples on the tree? _____

v. Samantha has 17 cookies.
Does she have an odd or even number of cookies? _____

w. Is the sum of 7+3 odd or even? _____

Odd and Even Number Facts

Addition:

Even + Even = EVEN

e.g. 2 + 4 = 6

Even + Odd or

Odd + Even = ODD

e.g. 3 + 2 = 5

2 + 3 = 5

Odd + Odd = Even

e.g. 3 + 7 = 10

Subtraction:

Even − Even = EVEN

e.g. 10 − 4 = 6

Even − Odd or

Odd − Even = ODD

e.g. 7 − 2 = 5

8 − 3 = 5

Odd − Odd = Even

e.g. 7 + 3 = 4

Addition and Subtraction

Answer the addition and subtraction problems and circle if the answer is odd or even.

Everyone:

1 - 1	3 + 1	1 + 3	3 + 3
ODD	ODD	ODD	ODD
EVEN	EVEN	EVEN	EVEN

Mini Challenge:

9 + 3	7 + 4	17 - 12	5 + 18	5 + 17
ODD	ODD	ODD	ODD	ODD
EVEN	EVEN	EVEN	EVEN	EVEN

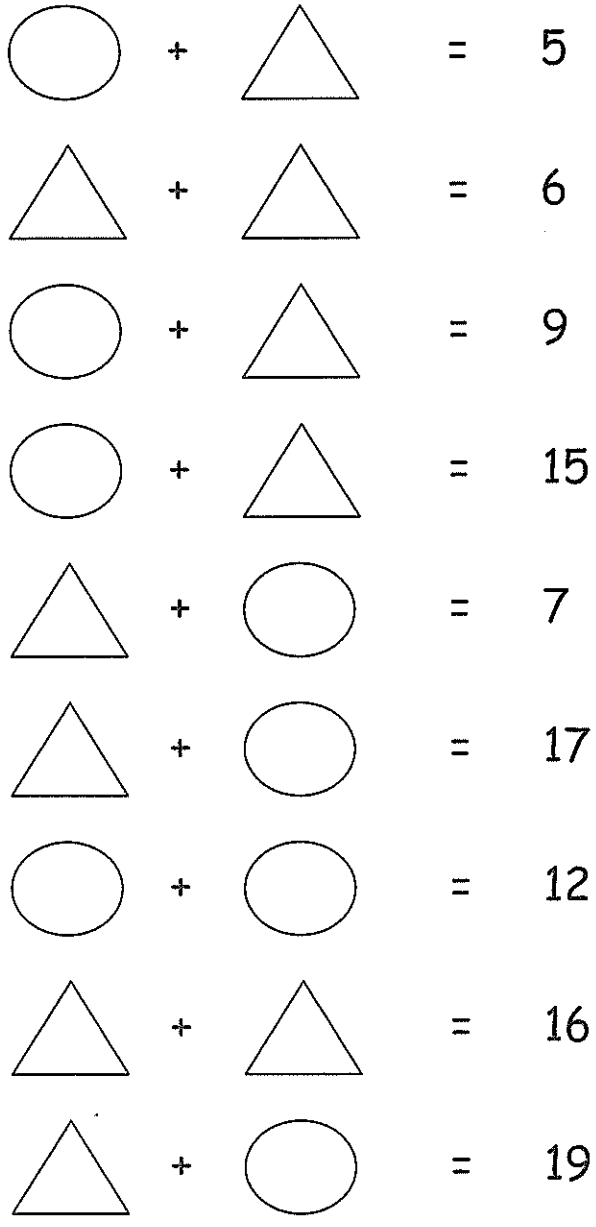
Super Challenge:

67 - 12	61 + 24	97 - 87	22 + 31
ODD	ODD	ODD	ODD
EVEN	EVEN	EVEN	EVEN

Odds and evens

Find numbers to make these totals:

Write only odd numbers in triangles.
Write only even numbers in circles.



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4 Australia is often called The Land Down Under.

Class Chat

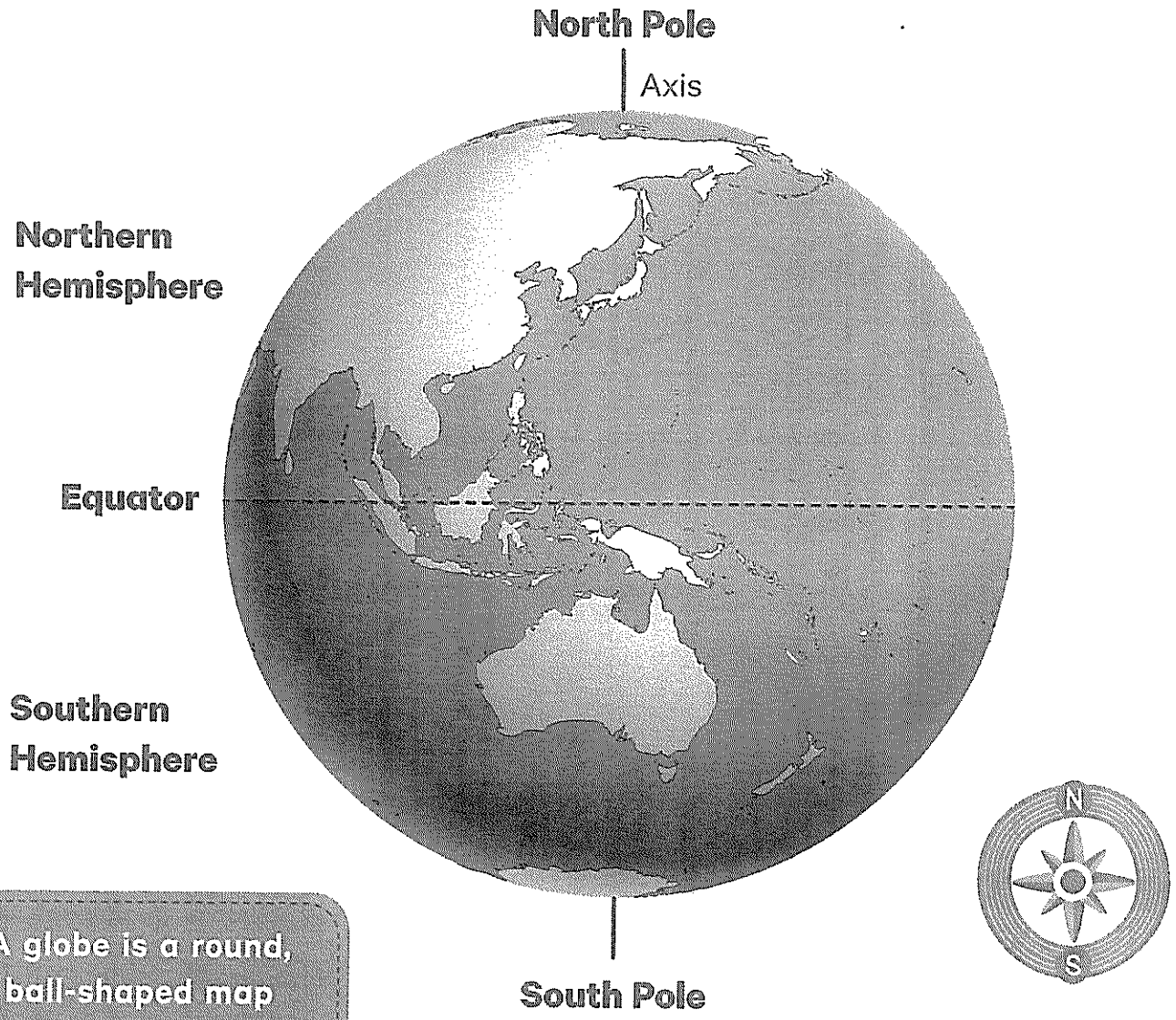
Look at the image of the globe of the Earth. Why do you think Australia is called The Land Down Under?

5 Read the eBook *One World – Two Hemispheres.*

Connect, Extend, Challenge

With your class, talk about:

- what you already knew
- what you learnt
- what questions you now have



A globe is a round, ball-shaped map of the Earth.

6 Small Group Chat

In your group, answer the questions in the speech bubbles.

If you went from Australia to the North Pole, which direction would you travel?

If you went from Australia to the South Pole, which direction would you travel?

North Pole

NORTH AMERICA

EUROPE

ASIA

AFRICA

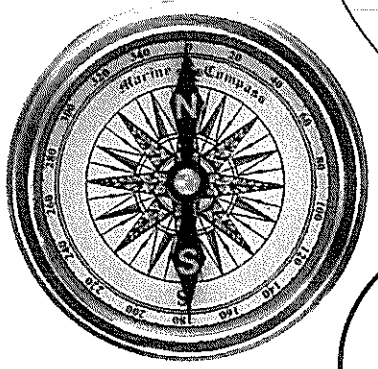
Equator

SOUTH AMERICA

AUSTRALIA

ANTARCTICA

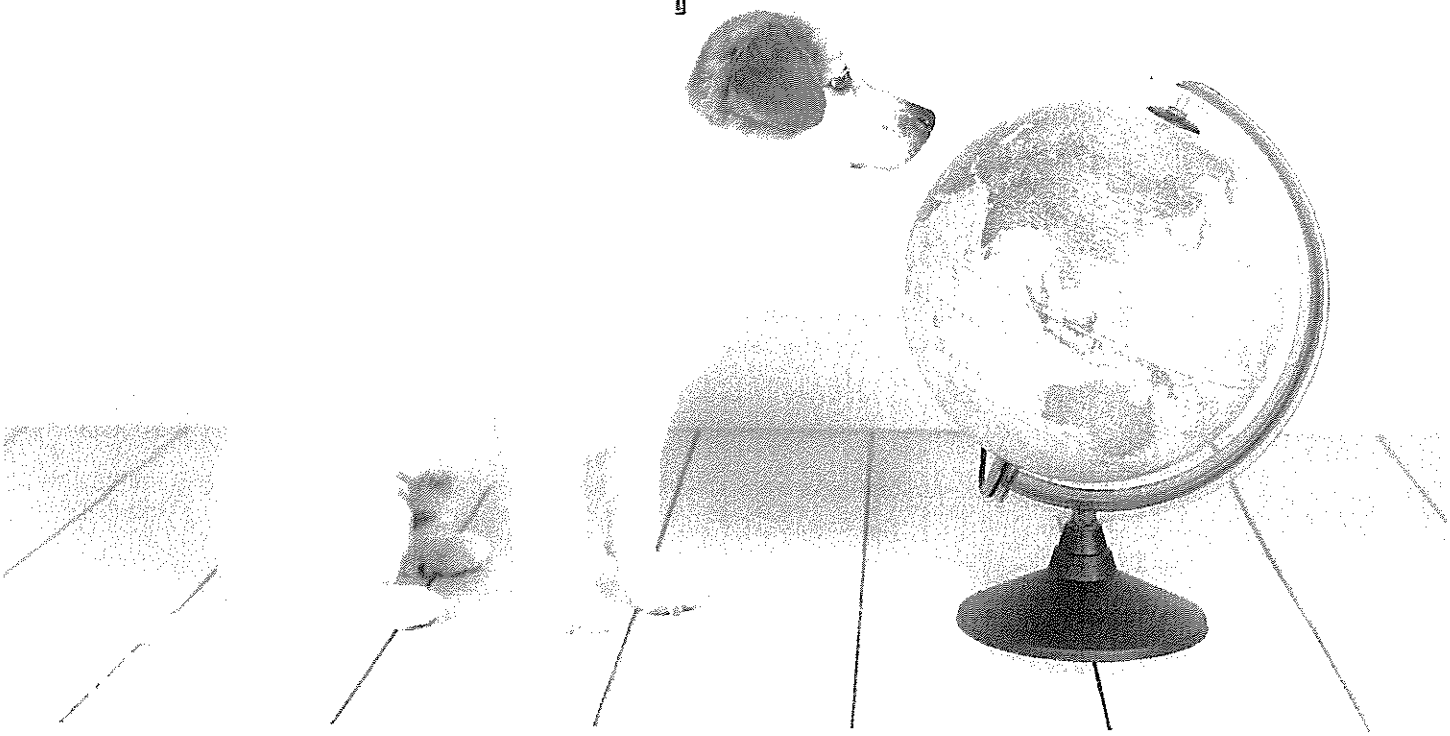
South Pole



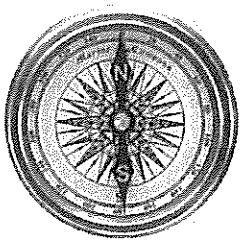
Name a continent which is North of the Equator.

Name a continent which is South of the Equator.

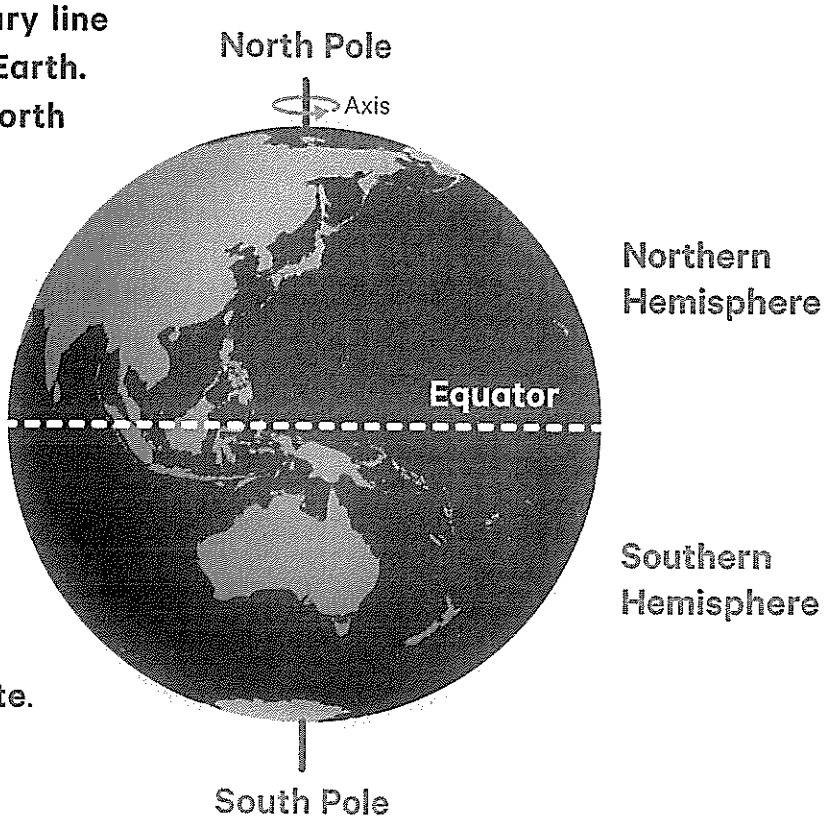
One World
Two Hemispheres



The Equator is an imaginary line around the middle of the Earth. It divides the Earth into North and South.



Each hemisphere is **equal** but **opposite**.



Northern Hemisphere

Southern Hemisphere

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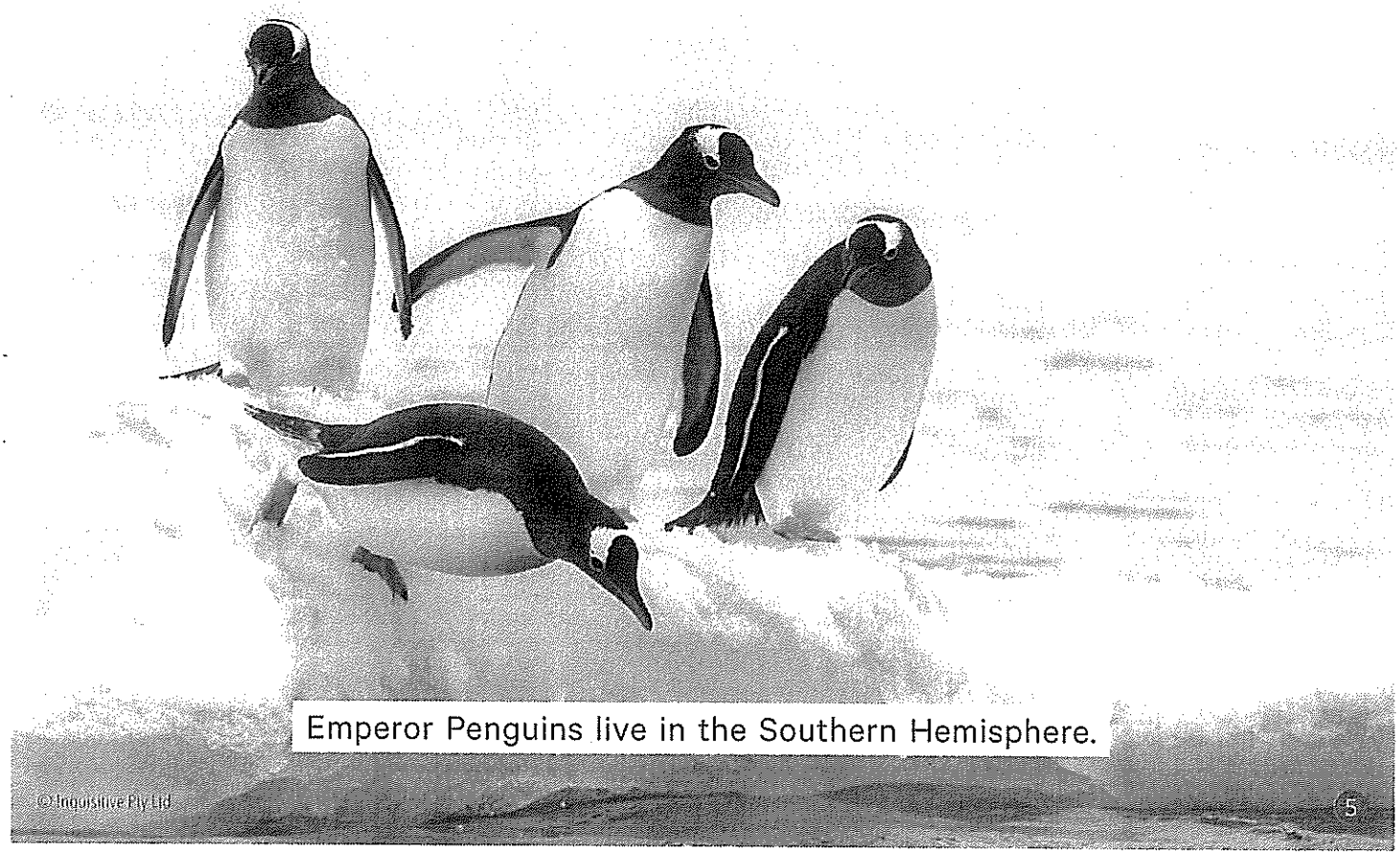

Emperor Penguins live in the Southern Hemisphere.

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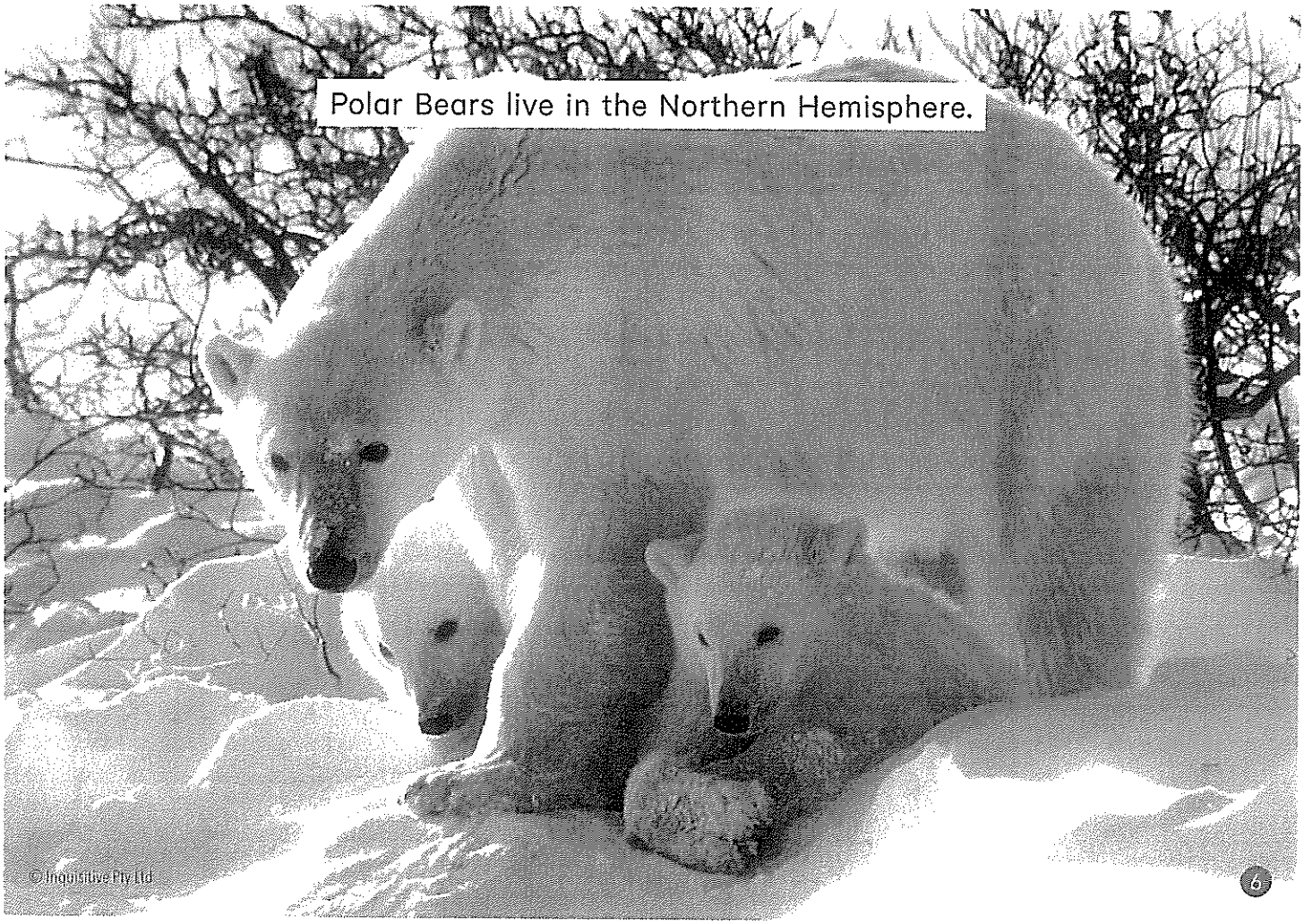

Polar Bears live in the Northern Hemisphere.

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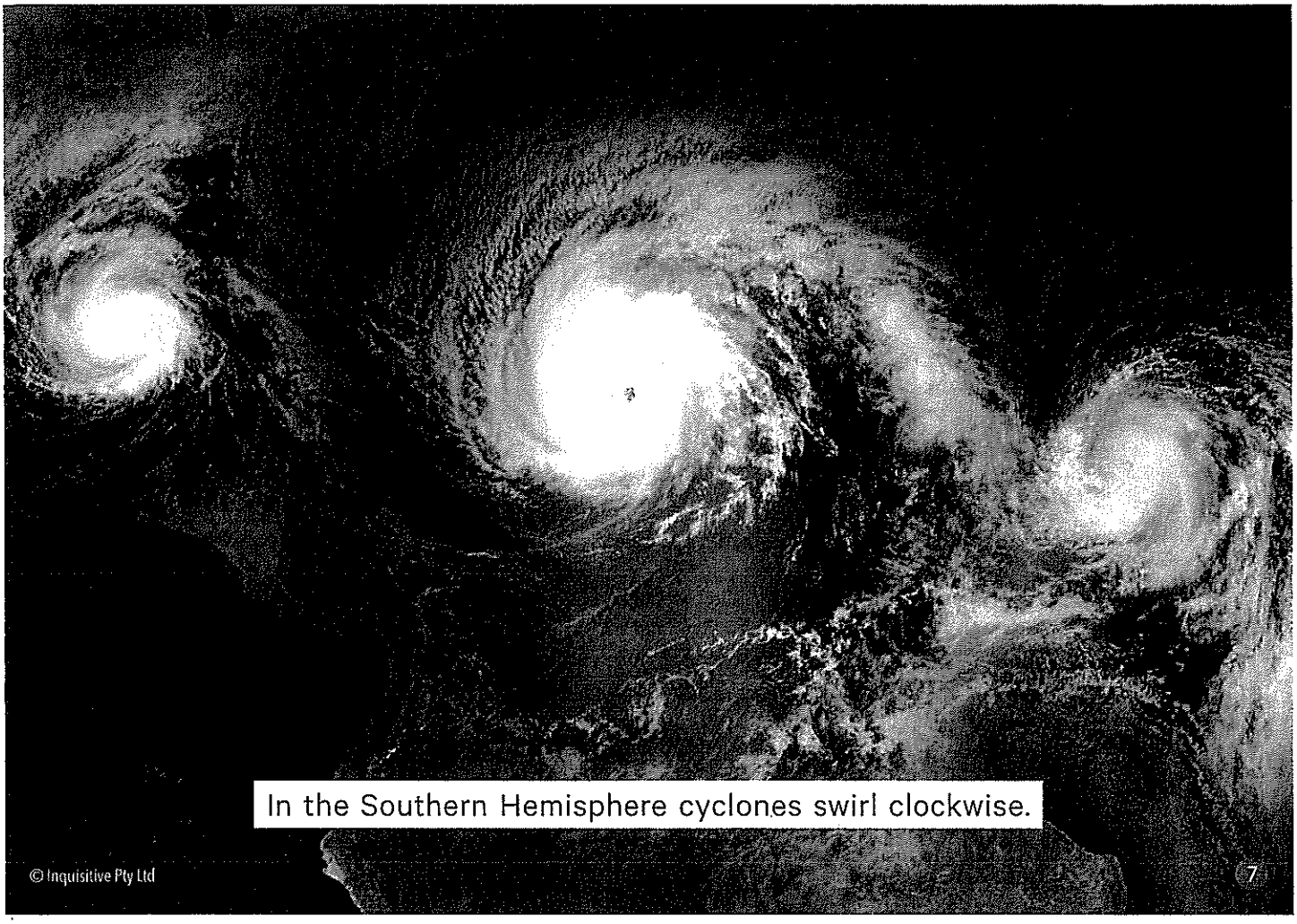

In the Southern Hemisphere cyclones swirl clockwise.

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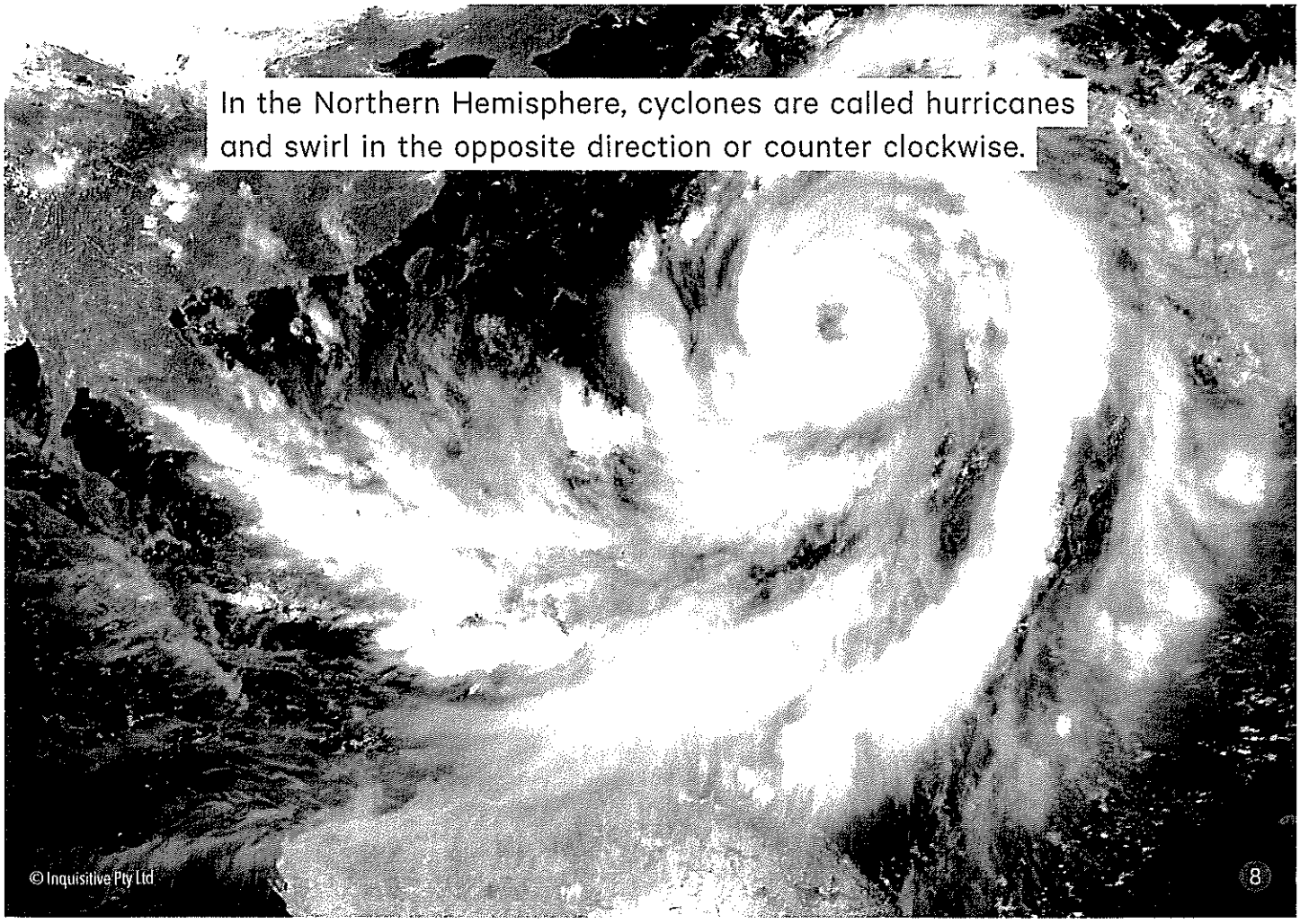

In the Northern Hemisphere, cyclones are called hurricanes and swirl in the opposite direction or counter clockwise.

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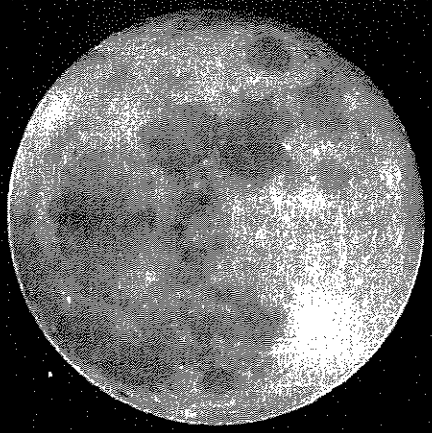

The moon looks different in each Hemisphere.

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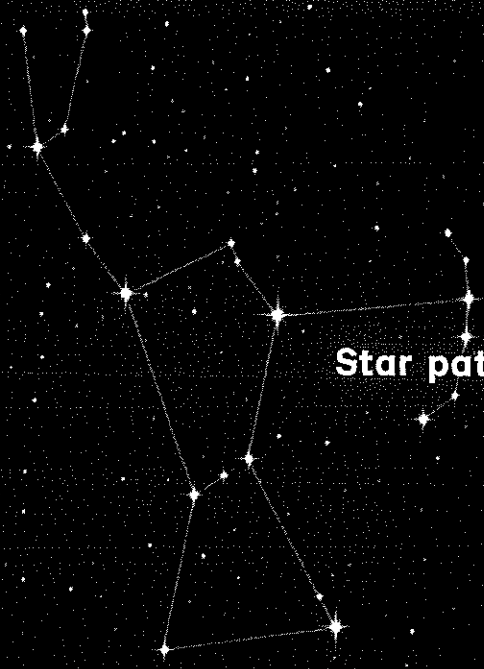
Orion in the Northern Hemisphere.



Star patterns are different.

Orion in the Southern Hemisphere.

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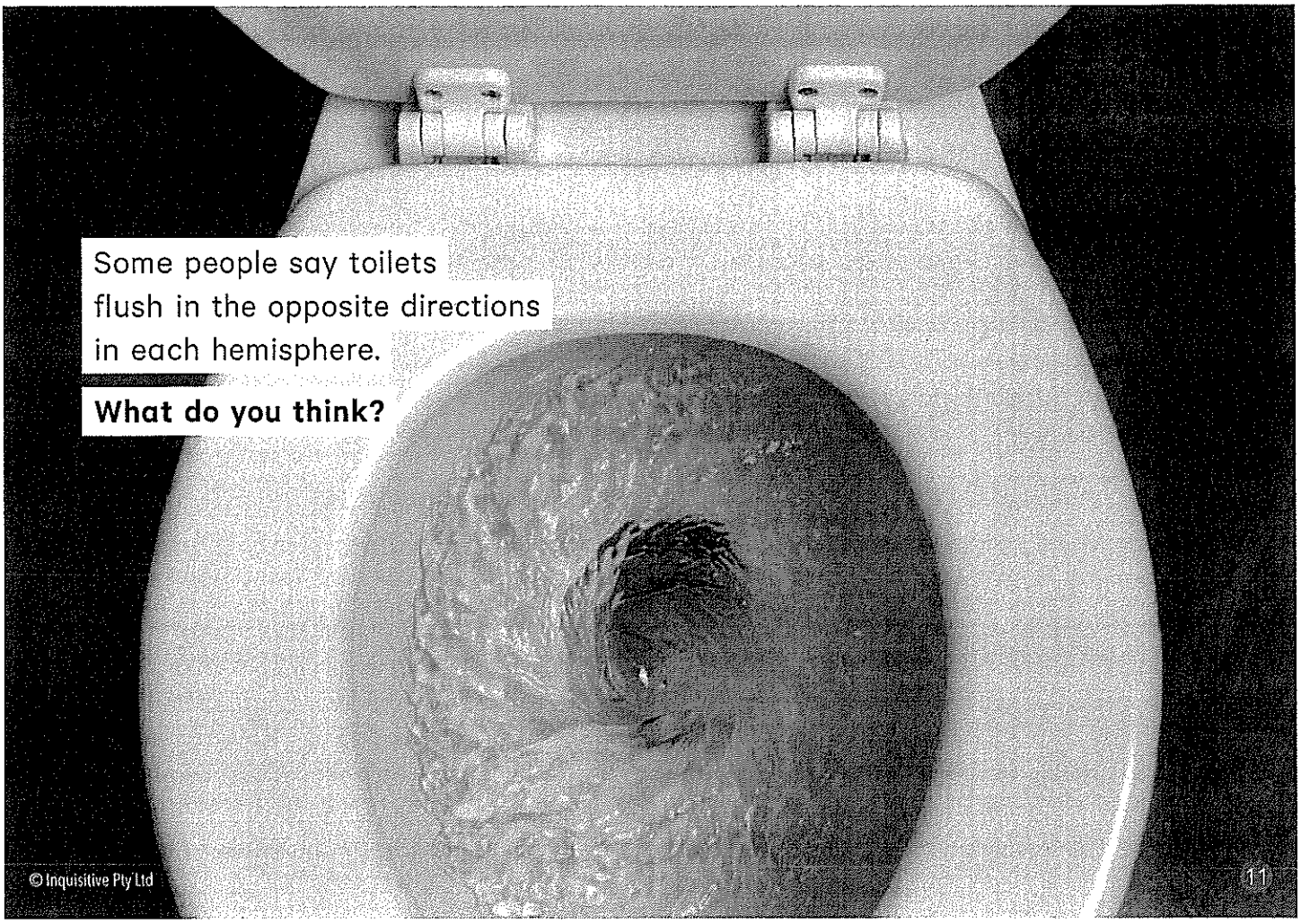

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7 Write the words in the correct spaces.

South | North | December | January | February | June | July | August | water | land

Northern Hemisphere

The Northern Hemisphere is _____ of the Equator.

Summer months are _____ _____ _____ .

The Northern Hemisphere has most of the _____ .

Southern Hemisphere

The Southern Hemisphere is _____ of the Equator.

Summer months are _____ _____ _____ .

The Southern Hemisphere has most of the _____ .

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8 Think about the information in the eBook *One World – Two Hemispheres*. Write or draw four things you learnt about the hemispheres.

Southern Hemisphere

Northern Hemisphere

Southern Hemisphere

Northern Hemisphere

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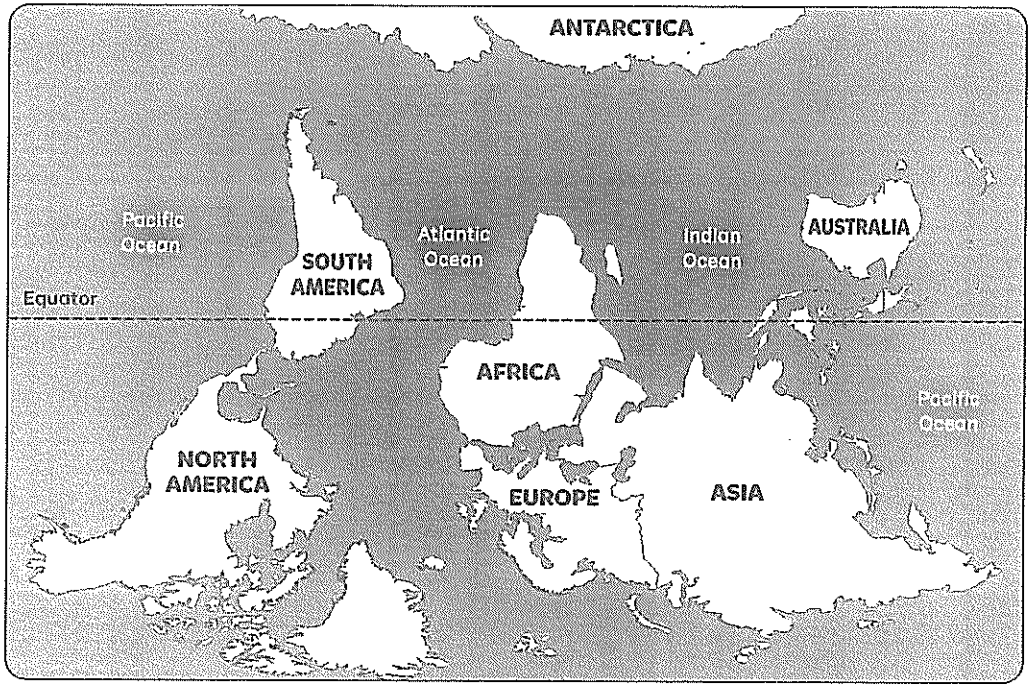
10 There is really no up or down in space. What if Australia was at the top of the world?

What would be different?

What would be the same?

Write your ideas below.



If Australia was at the top of the World ...

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Drama

Drama Freezes!

Can play individually, with a family member or as a whole family.

*Move around the designated areas either skipping, walking etc. You can either come up with a character yourself or get a partner / family member to call out a situation, profession or action. When '3, 2, 1 Freeze!' Is said you need to freeze in what you were given.

You may like some of these:

Scenario drama freezes • You have just seen superman flying in the sky • You have just been splashed with mud • You are pointing to something interesting • You have a stomach ache • You are modelling for a photo shoot • You are being chased by a lion • You are in the middle of a big dance move • You are about to crash into something • You are looking up at a giant • You are getting dressed • You are eating messy spaghetti • You just stubbed your toe • You are singing in the shower

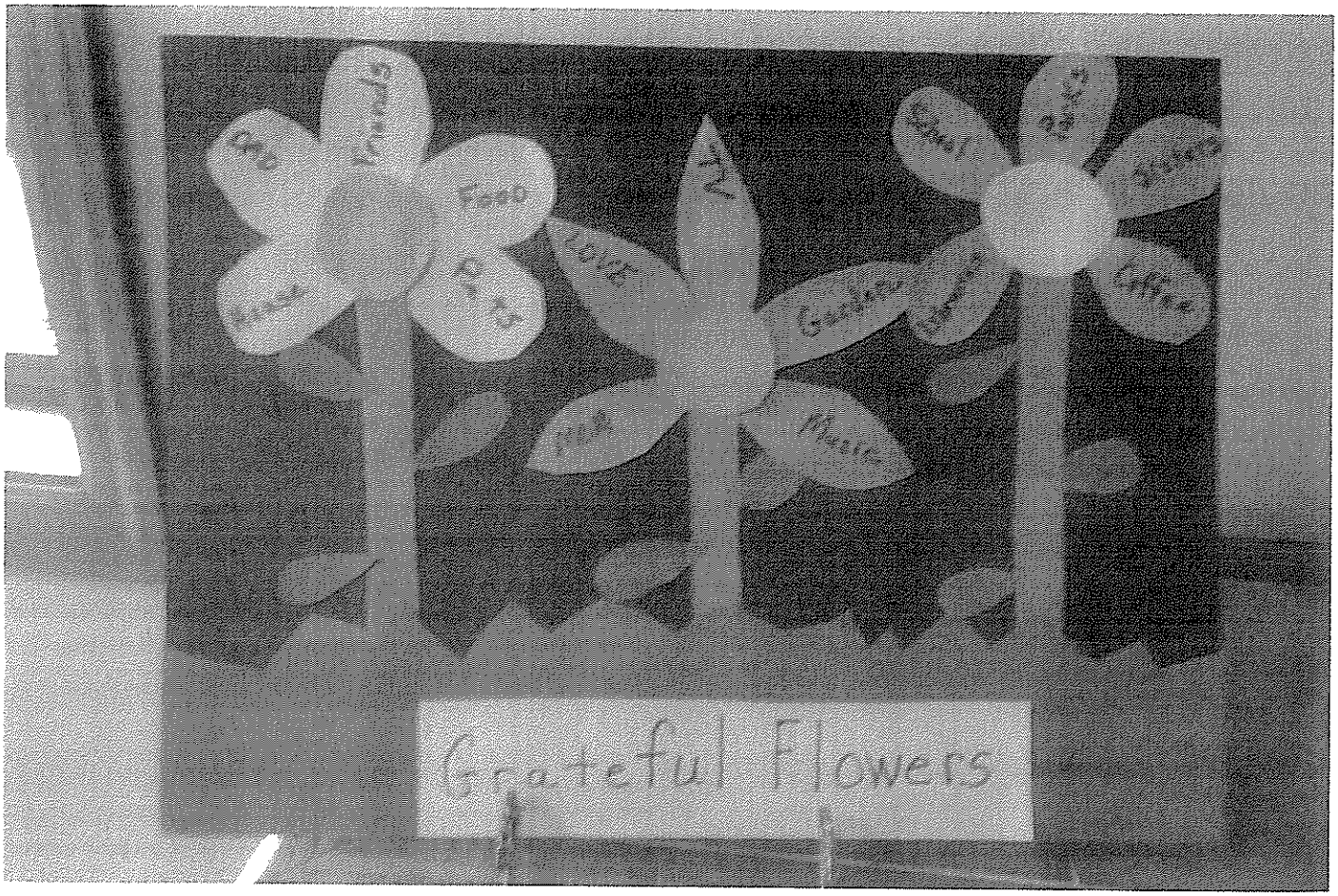
Or try these character freezes: • Police Officer • Ticket Inspector • Body Guard • Principal • Businessman / woman • Burglar

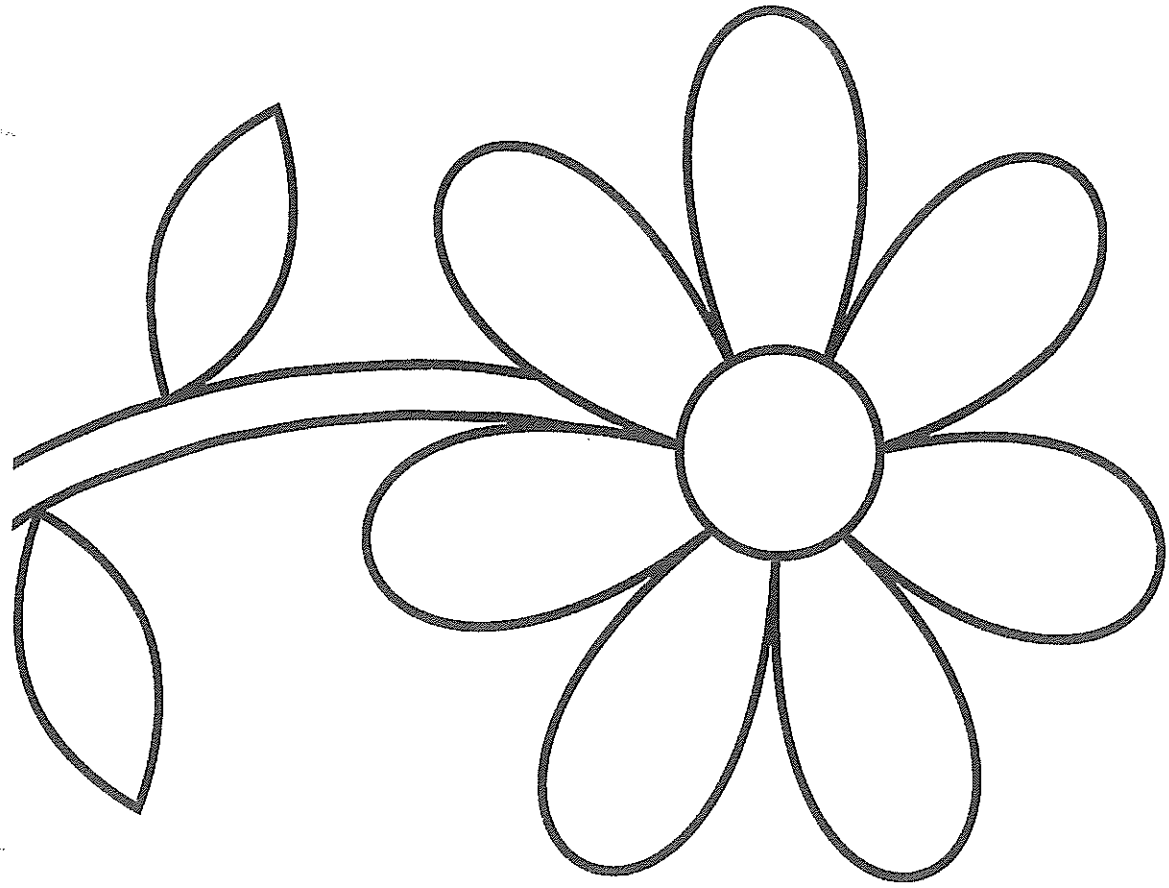
Gratitude

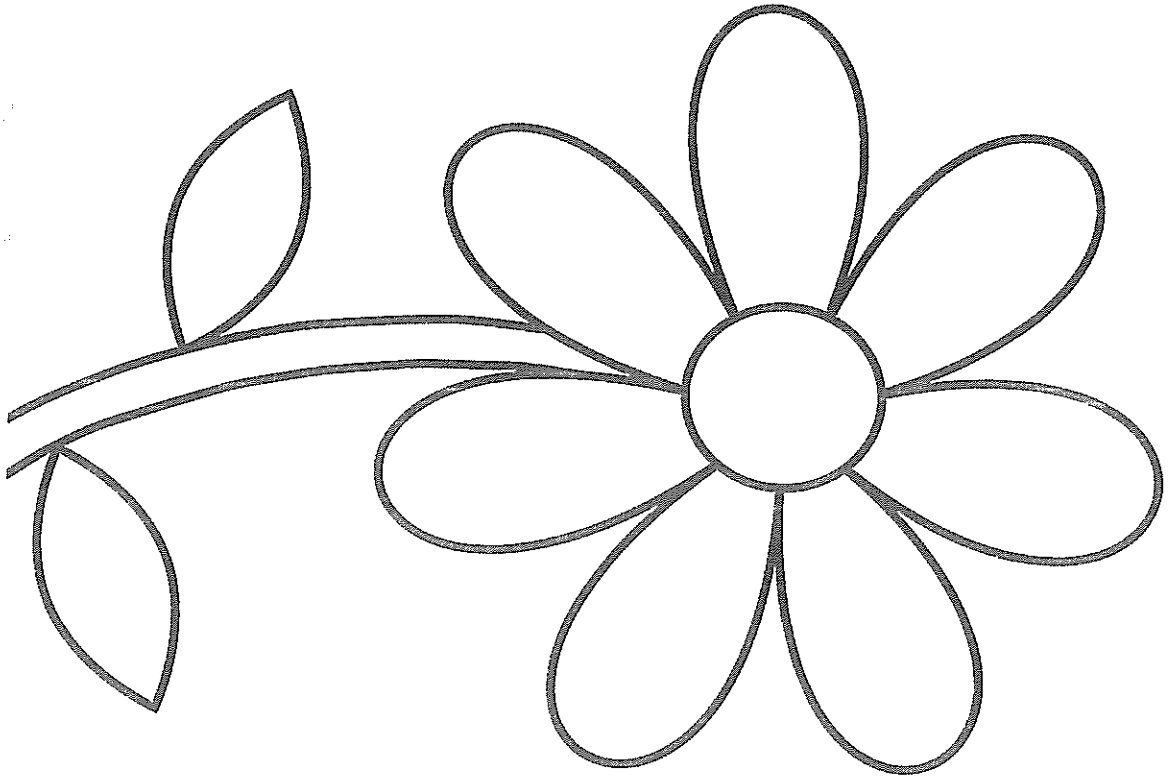
Times are different at the moment and it can be stressful and upsetting. It is important to take time to look around you and think of all the things you are grateful for.

There is a template to create your own flower or garden with all the things you are most thankful (grateful) for.

Below is an example.







Years 1/2 Science with Mrs Watt

Hi Years 1/2 and parents,

I hope you are going well at home. There has been some very changeable weather since I have last seen you! It has gone from cold and frosty to warm and sunny to rainy and cold again. I hope you have been paying attention to the weather. Did you complete the weather scavenger hunt? How did you go with designing weather measurers? And did anyone do the 'Make Clouds' experiment? I would love to see some photos if you did take some and hear about it. Here is my email address janet.watt@det.nsw.edu.au if you would like to share with me.

Also did anyone see the bunny on the full moon? Don't forget to look up at the night sky with it's amazing moon and constellations of stars.

This week the whole school is doing an **Engineering Challenge** to build a tower out of Lego, Blocks, cardboard boxes or whatever you have at home. Measure it and email me a photo of you with your tower. Remember good foundations (bases) make for a strong tower that won't fall!

Wk 8 Science Lesson

1. If you didn't make a weather measuring instrument last week, how about you have a go this week and those that did last week, how about you make another one. I have found some good step by step instructions that I will include in this booklet.
2. Complete the worksheet in booklet on your weather instrument.
3. If you can watch the video "Meterologists and Weather Tools" https://www.youtube.com/watch?v=GV2YCnoReQ8
4. Complete the sheet reading the thermometers.
5. Fill in the sheet on Today's weather and if you are keen continue to monitor the weather for the week.

Don't forget to the Engineering Challenge and make a weather instrument if you can.

Take care.

Kind Regards,

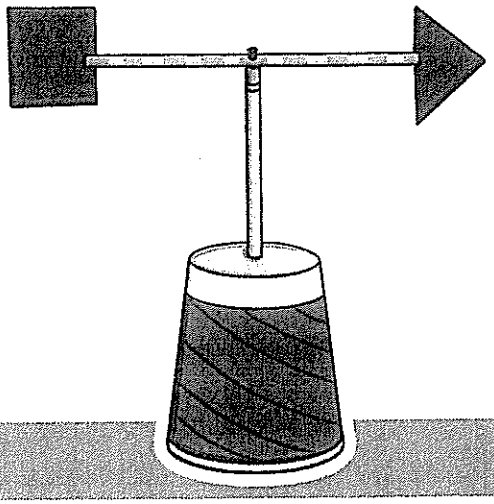
Mrs Janet Watt ☺

Weather Station Garden Craft
Weather Vane

To measure the amount of rainfall.

You will need:

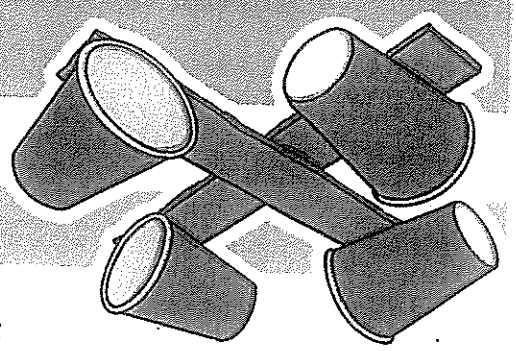
- drinking straw
- scissors
- card
- large coffee cup with lid
- pencil with a rubber on top
- drawing pin
- sticky tape
- small pebbles
- compass (optional)



Instructions:

1. To make the arrow at the top of the weather vane, cut off the bendy section of the straw. Cut a slit in each end of the remaining length of straw.
2. Cut a square and a triangle out of the card. Make sure the triangle is smaller than the square.
3. Stick the square and triangle into the slits on the straw to make an arrow.
4. For the base of the weather vane, fill the cup with pebbles. Use sticky tape to secure the lid not the cup and turn the cup upside-down.
5. Stick the pencil through the base of the cup.
6. Stick the drawing pin into the middle of the straw and then into the rubber on top of the pencil.
7. Place the weather vane in the garden. You may like to use a compass to mark north, south, east and west onto the base of the cup.

Weather Station Garden Craft
Anemometer



To measure wind speed.

You will need:

- drinking straw
- firm cardboard
- 4 small plastic cups
- marker pen
- pencil with a rubber on top
- paperclip
- sticky tape
- scissors
- strong glue

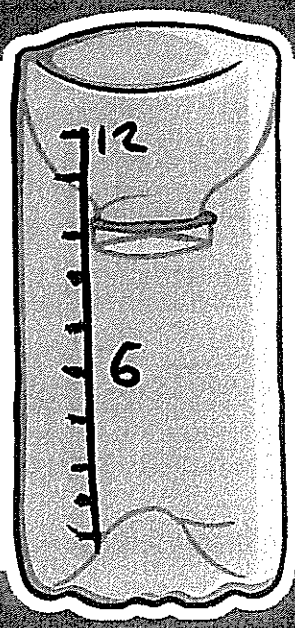
Instructions:

1. To make the top of the anemometer, cut two rectangles out of the cardboard, both 3cm x 15cm in size.
2. Place the cardboard rectangles in a cross shape and add a dot of glue to secure the cross shape.
3. Use the marker pen to colour a pattern or design onto **one** of the cups.
4. Next, attach the cups to the cardboard. All the cups need to face the same direction. Use strong glue to attach a cup to each end of the cardboard cross.
5. Once the glue has dried, turn it over so the cups are on the underside of the cross.
6. Ask an adult to do this bit! Unfold the paperclip and press the wire through the cardboard and then into the rubber at the tip of a pencil.
7. Position the anemometer in the wind and count how many times it spins round in a minute. The cup with the design on will be easier to see, so count by spotting this cup.

Weather Station Garden Craft
Rain Gauge

To measure the amount of rainfall.

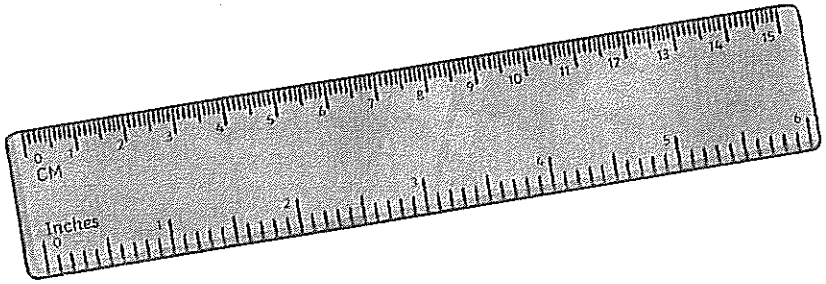
You will need:



- 2-litre plastic drinks bottle
- sticky tape
- scissors
- marker pen
- ruler cut out
- laminator (optional)

Instrutions:

1. Cut the top quarter of the plastic bottle off.
2. Turn the top upside-down, like a funnel, and place it back inside the empty bottle.
3. Tape the top and the main part of the bottle together.
4. Either use the ruler and a marker pen to mark out the scale on the side of the bottle or laminate the ruler and attach it to the side of the bottle.
5. Leave the rain gauge outside, away from buildings and trees. You may need to dig a hole to bury the rain gauge a little to make it more stable and less likely to blow over.
6. Wait for some rain!



Purpose

My instrument will measure: _____

My design

Did it work?

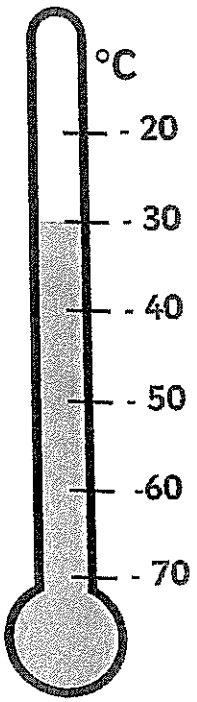
I could make it better by:

Reading Thermometers

Name: ..... Date: .....

For each of the thermometers write:

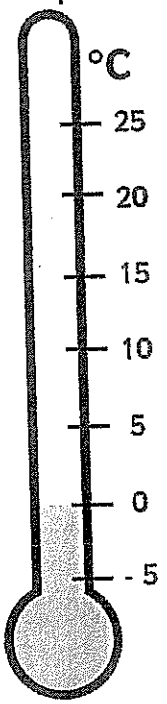
1. the highest temperature
2. the current temperature
3. the lowest temperature



highest temperature _____

current temperature _____

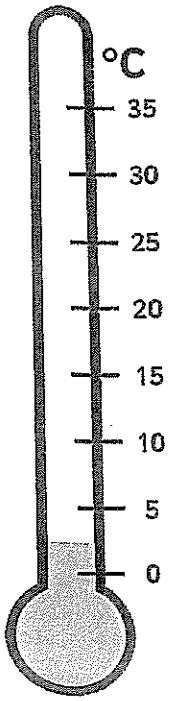
lowest temperature _____



highest temperature _____

current temperature _____

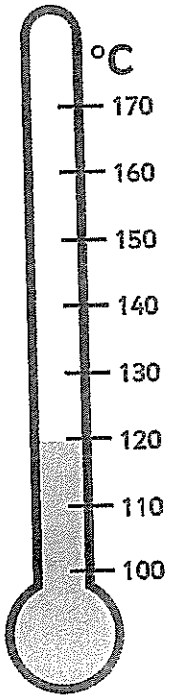
lowest temperature _____



highest temperature _____

current temperature _____

lowest temperature _____



highest temperature _____

current temperature _____

lowest temperature _____

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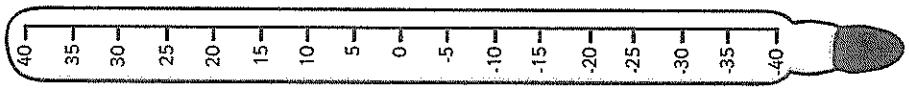
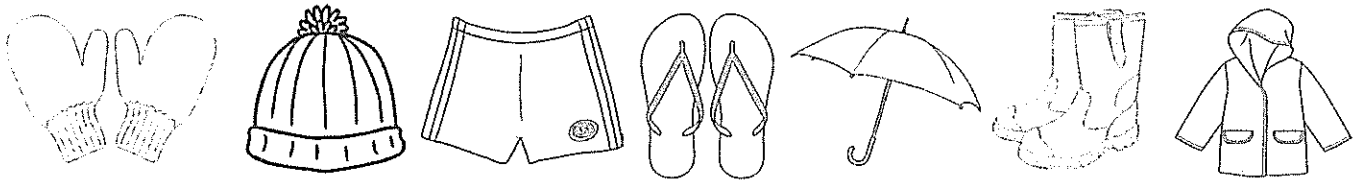
_____ 's Weather Report

The thermometer says it is _ _ _ _°(degrees) Celsius.



Draw what the sky looks like.

The best clothes to wear today are:

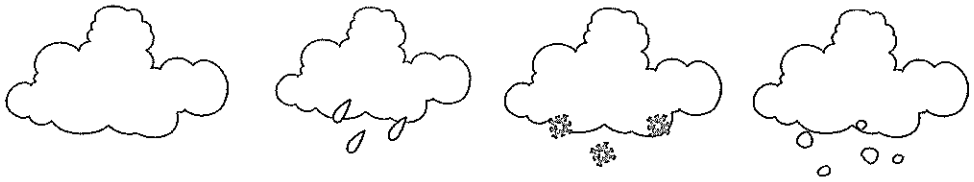


The clouds are: _ _ _ _ _ _ _ _ _ _

white	grey	flat	thin
fluffy	thick	feathery	moving fast
big	small	layered	moving slow

The precipitation is:

none rain snow hail



The winds feels like it is...

cold	still	warm	strong
breezy	gusty	blustery	blowy

Draw what you think the weather will be like tomorrow.