

Year Two

Week Five

Continuity of Teaching & Learning

Timetables and worksheets available from:

<http://westbyfordprimaryschool.wa.edu.au/flexible-online-learning>

Student Login Details:

Phonics Play

Username: westbyford

Password: wbps5833

Student Login Details:

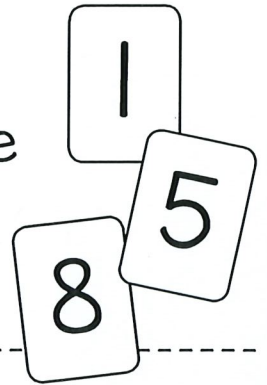
Math Seeds

Please see individual student login cards which have been sent home.

Please contact the teacher if you need the details resent.

Mango's Digits

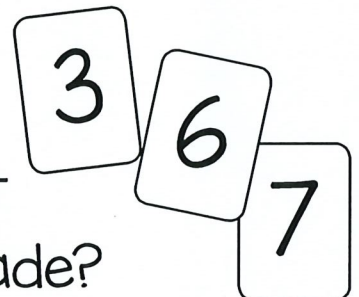
- 1 Mango has three number cards: 1, 5 & 8. She makes as many numbers as possible using all 3 digits once. How many 3-digit numbers can she make?



- a Underline the question. b Circle the facts.
c Make a list of all the 3-digit numbers that can be made.

- d There are _____ 3-digit numbers.

- 2 Now Mango has the cards: 3, 6 & 7. This time she makes 1, 2 and 3-digit numbers. She can only use each digit once. How many numbers can be made?



- a Make three lists of all the 1, 2 and 3-digit numbers.

1-digit	2-digit	3-digit

- b There are _____ numbers.

Critical thinking and problem solving

Mathseeds encourages children to solve problems and use higher level thinking throughout the program. These critical thinking and problem solving worksheets provide a growing toolkit of different strategies, using a simple structure that helps children grow in skills and confidence. The more experience children have with higher-level thinking, the more confidence they will gain to think logically, take risks, ask questions and apply reason. In turn, this will encourage them to communicate, explain and justify their mathematical reasoning.

Tackle each problem using this simple structure.

1. Read the question

Encourage children to read the question carefully.

2. Underline the question

What is the question asking them to do? In turn, children can ask their own questions such as: Is this an addition problem? Do I need to draw a shape? Am I being asked to measure something?

3. Circle the facts

Focus on the important facts needed to solve the problem: numbers, words or phrases.

4. Use a strategy to solve the problem

Think about how to solve the problem, which strategy will you use?

5. Evaluate

Encourage children to think about how they solved the problem; to check their answer and to share their solutions with a partner. Consider other ways or strategies they could have used to find a solution. This encourages children to reflect, to analyse, to ask questions and to explore alternate options.

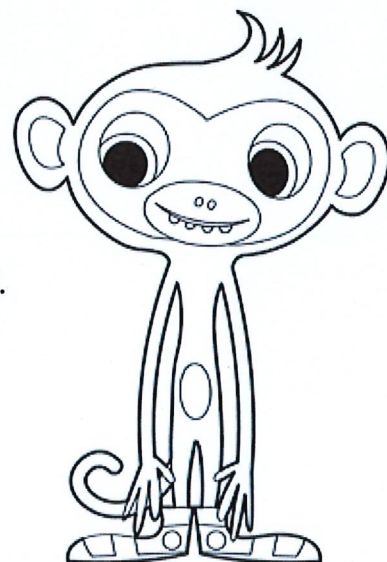
Lesson 105 • Mango's Digits

The strategy used in this lesson is:

Make a list

Making a list helps children see all the possible answers and to then check that all answers have been found.

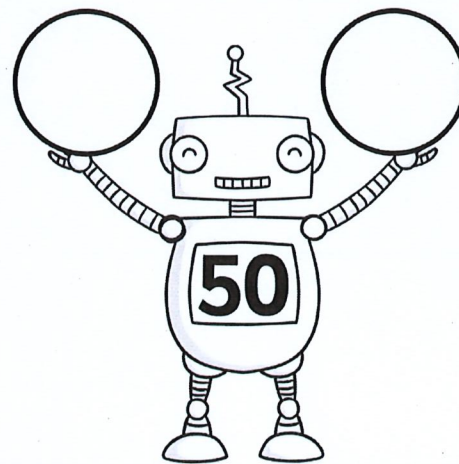
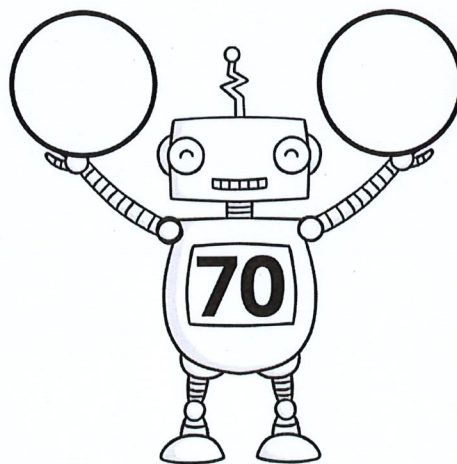
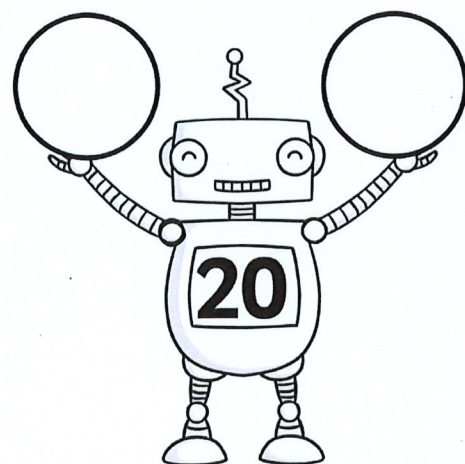
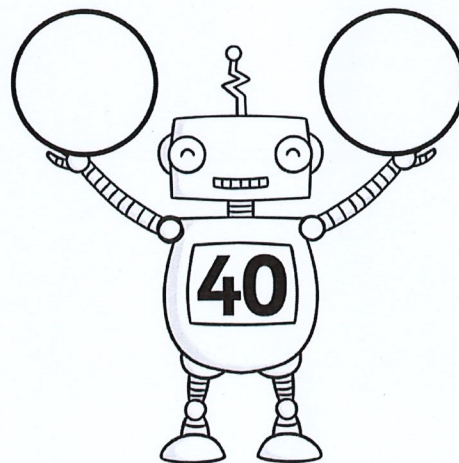
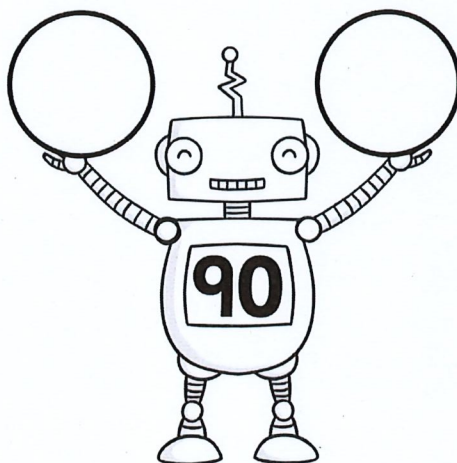
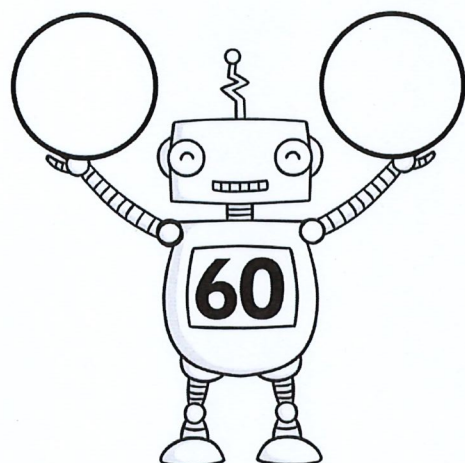
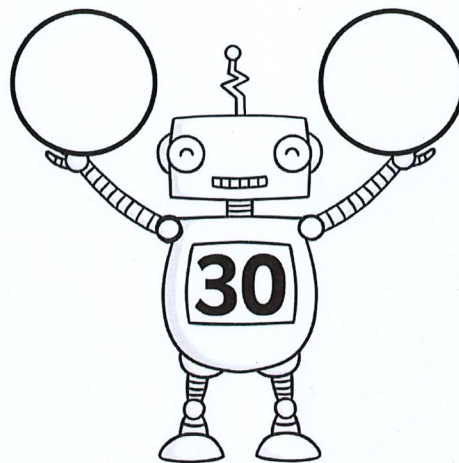
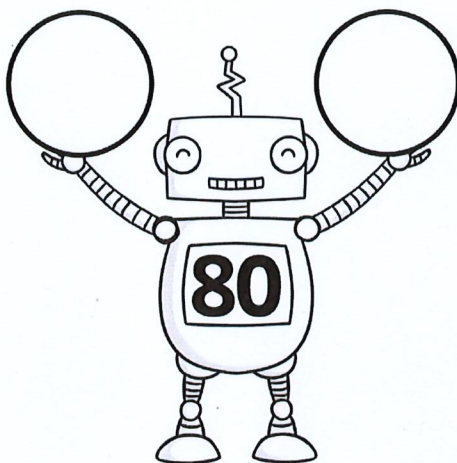
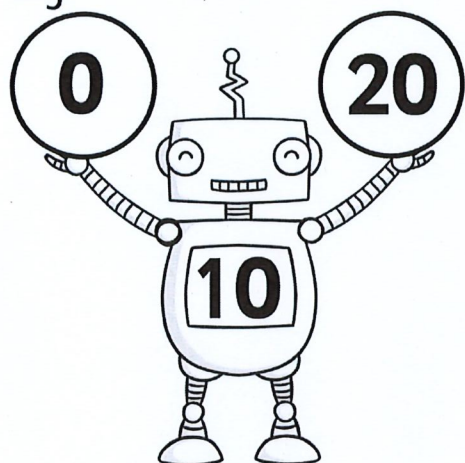
The second question extends the problem to an ordered list.



①

10 More 10 Less

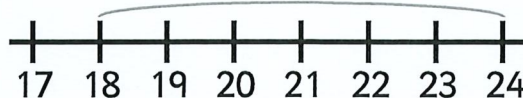
Can you find 10 more than and 10 less than the number in the robot's tummy?
E.g.



Addition to 30 with a number line

Example:

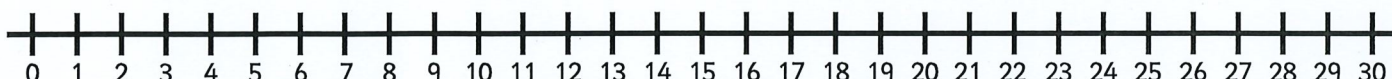
$$18 + 6 = 24$$



$$15 + 10 =$$



$$18 + 10 =$$



$$17 + 3 =$$



$$16 + 8 =$$



$$19 + 11 =$$



$$14 + 7 =$$



$$25 + 5 =$$



$$23 + 6 =$$

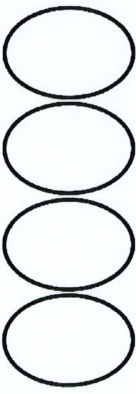
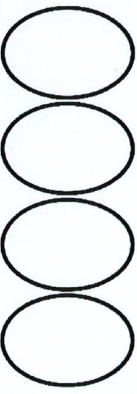
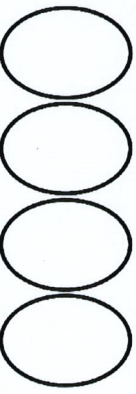
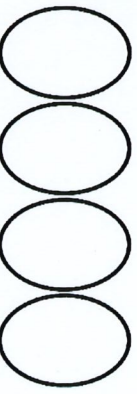
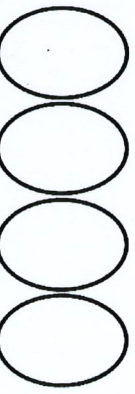
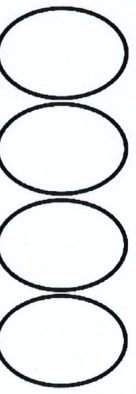


Phase 5a Week 5 - graphemes: <wh>, <ph>, <ew>, <oe>, <au>, <ey>

GROUP 1	GROUP 2	GROUP 3	GROUP 4	Tricky Words
why	when	which	whisper	little
what	where	wheel	whenever	said
Philip	sphinx	phonics	elephant	so
Philippa	dolphin	phantom	Christopher	have
blew	grew	crew	threw	like
flew	drew	brew	screw	
toe	Joe	goes	heroes	
doe	toe	Glencoe	automatic	
haul	author	haunted	trolley	
key	money	honey	pulley	

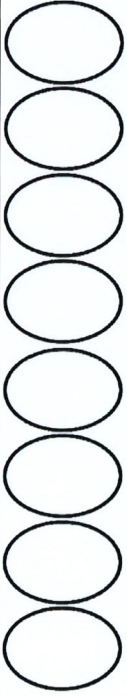
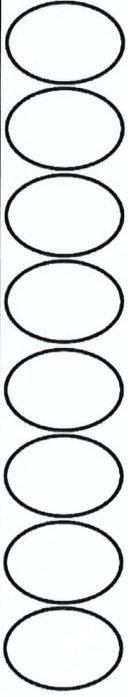
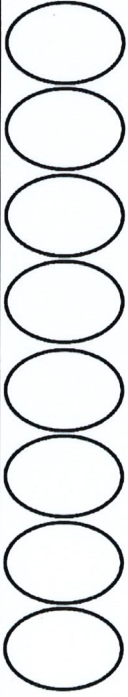
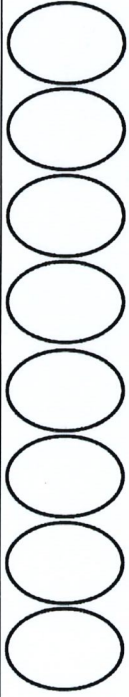
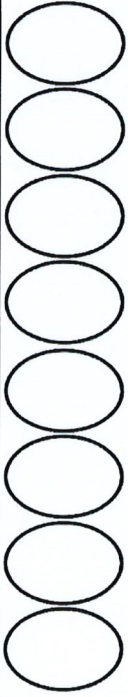
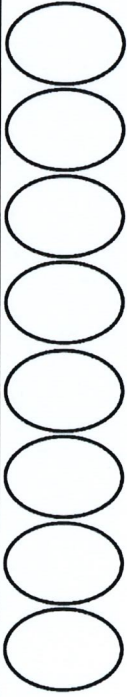
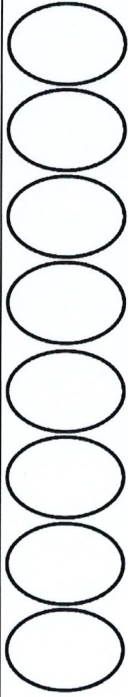
Week 5

Choose 6 of your list words and complete the following activities.

List Word	Map the Word	Graph the Word (Colours)				Write the Word	Sentences:
							
							
							
							
							
							

Week 5

Choose 7 of your list words and complete the following activities.

List Word	Map the word	Graph the word (Colours)	Write the word
			
			
			
			
			
			
			

The Birthday Ride

It was the best birthday ever! Sammy's wish came true!

As soon as the family was awake, Sammy's dad had told her to close her eyes. Then he led her outside with her brothers.

"Surprise!" her family cried.

Sammy opened her eyes to see a brand-new bike! It was purple with a silver seat. On the handlebars was a very shiny bell. Sammy raced over and rang it many times. She was so excited!

Hanging off the seat was a sparkly helmet. Sammy grabbed it and began buckling it under her chin.

"Can I take it for a spin? she asked.

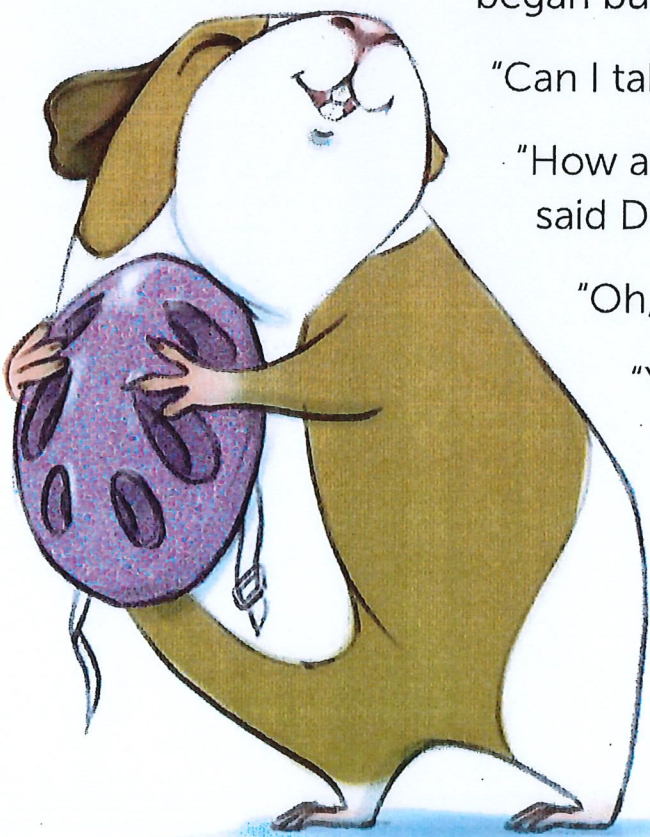
"How about some breakfast first?"
said Dad.

"Oh, please?" she begged.

"You could have a quick ride up
and down the driveway," he said.

"But there's not much space
there."

Dad nodded. "Breakfast
first, and then you can go
somewhere for a longer ride."



Sammy ate that breakfast faster than any other! She didn't even take her helmet off. Then she ran out and jumped on her new bike.

She rode up the street. She rode down the street.

She rode past the big house with the red and blue door on the hill.

She rode past the tree that she fell out of when she was little.

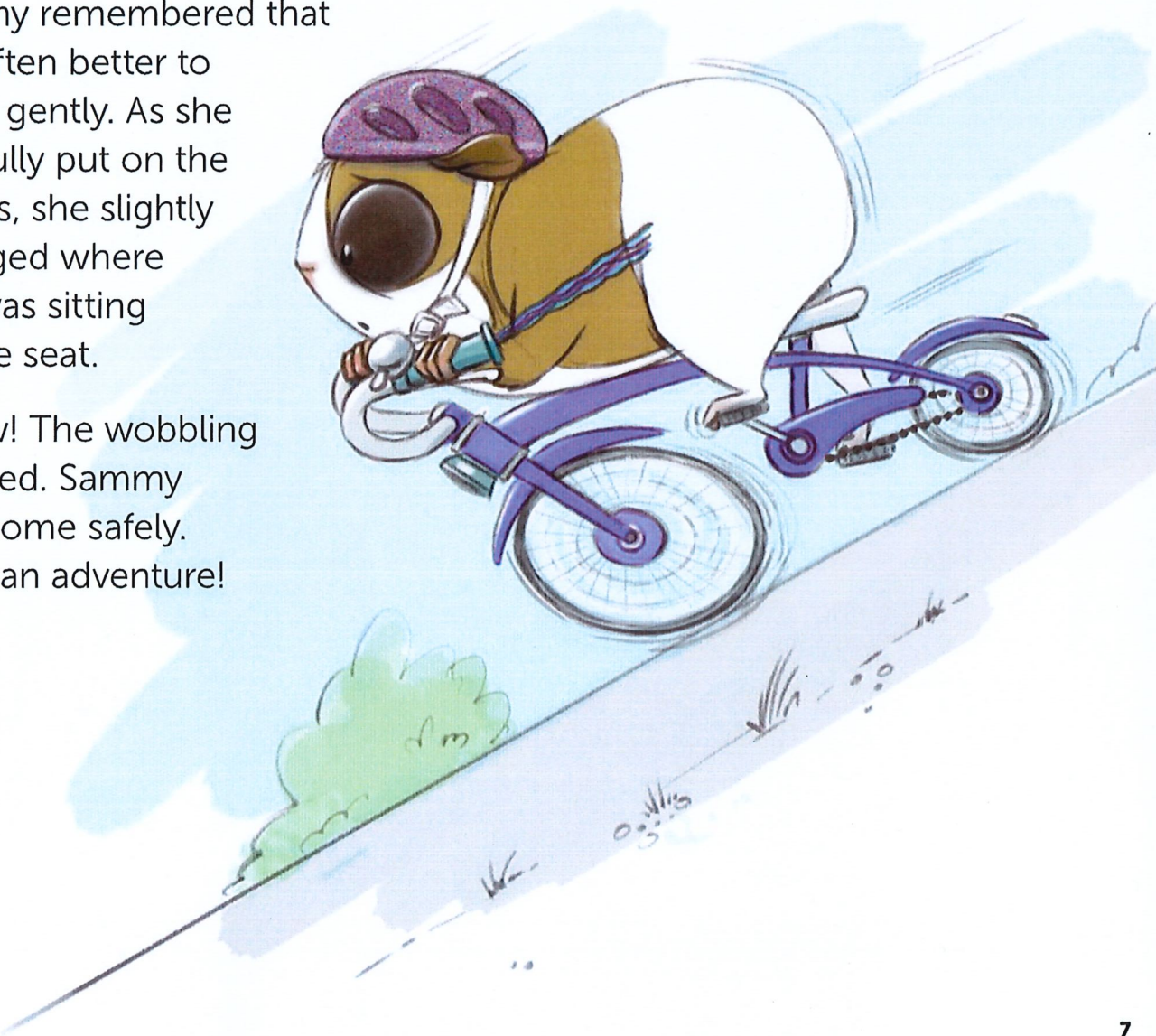
She rode past the park where she played with her brothers.

Then she headed home. Sammy's house was at the bottom of the hill. She was puffed after all that riding, so she stopped pedaling and coasted down the hill. She was going really fast!

All of a sudden, the bike began to wobble. Sammy felt like she might fall off! This had never happened on her old bike! What was happening?

Sammy remembered that it is often better to brake gently. As she carefully put on the brakes, she slightly changed where she was sitting on the seat.

Whew! The wobbling stopped. Sammy was home safely. What an adventure!





Reading Strategies



Predicting:

Look at the front cover of the book. Use the title and the pictures to help you guess what the story might be about.

Share your thoughts with someone at home.

Visualising:

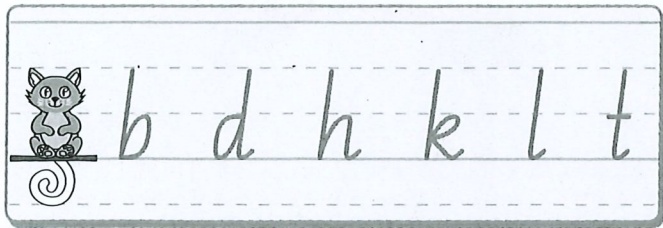
As you are reading, try to visualise yourself as the main character. What would you see, hear, taste, smell and feel?

Fill out the Y chart to describe your visualisation.

Connecting:

Make a connection between the text and either yourself, the world or another book it reminds you of. Complete the making text connections worksheet.





Trace, then write the head and body letters.

b b

k k

d d

l l

h h

t t

Add the missing head and body letters to complete the words.



rin



um

Trace, then write the rhyming words.

all ball call hall tall wall stall

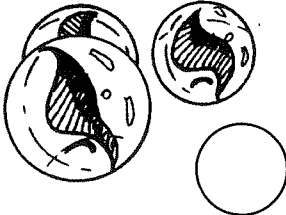

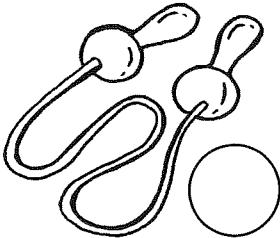
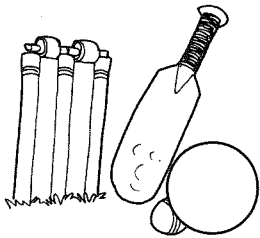
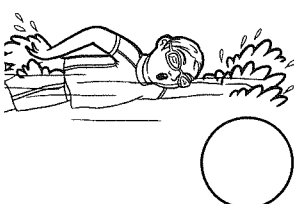
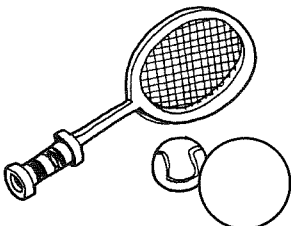
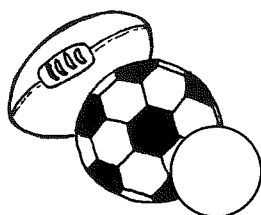
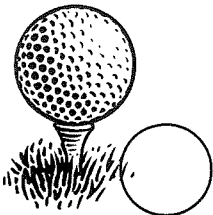
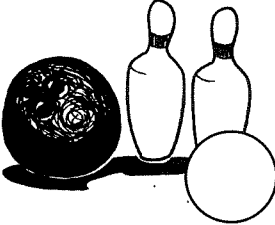
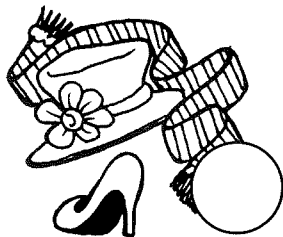
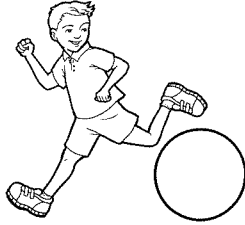
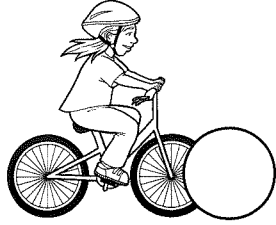
ink link blink think stink drink

book hook took look chook shook

Activity

Being Active

- ☐ Playing and being active helps you to stay healthy and it feels great.
Draw a smiley face next to the activities that make you feel good.

marbles 	climbing trees 	skipping 	cricket 
swimming 	tennis 	ball games 	golf 
bowling 	dress-ups 	running 	cycling 

- ☐ Write one benefit of physical activity: _____

- ☐ Draw two things that you can do to be active:

AT HOME

AT SCHOOL