

Wednesday




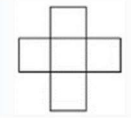

Today we are learning



English – Procedures

Maths – Skip counting and time

The materials I will need are

- Worksheets
- Lead Pencil
- A4 writing book

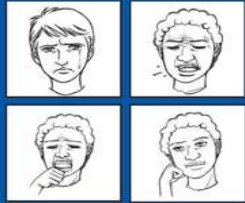

<p>Zones Check In</p> 	<p>How are you feeling this morning? Which zone are you in? If you are not in green zone how can you get to green zone?</p>	
	<p>9-10am Writing Activity 1 Write an adjective to describe the equipment in the attached worksheet.</p> <p>Activity 2 Using the template attached, write the ingredients and method that you believe you would use to make a disgusting smoothie. Don't forget to add adjectives to your ingredients to describe them. Think very carefully about the equipment you would need to use.</p>	
<p>Stop and enjoy a fruit break – think about all the things you love to do at home</p>		
	<p>10 – 10:30am Reading Eggs – 20 minutes</p>	
	<p>10:30 – 11am Spelling – Complete the spelling task for the day (in attachments).</p>	
<p>Stop and have something to eat and go outside and enjoy the fresh air.</p>		
	<p>12 – 1:30pm Maths Warm Up Hundreds Board Puzzle</p> <p>Number Fact Fluency Using the fact sheet given, set a timer for four minutes and do as many of the number facts as you can. Did you beat yesterday's?</p> <p>Movement Break Go noodle - https://app.gonoodle.com/</p> <p>Maths Lesson</p>	  

	<p>Activity 1 – Complete the attached worksheet on skip counting by twos.</p> <p>Activity 2 – Read the information on digital clocks and complete the worksheet.</p> <p>For more practise at digital time, you could have a play at this interactive clock.</p> <p>https://education.abc.net.au/res/i/L9651/index.html</p>
<p>Stop and have some lunch. Play outside for 30 minutes.</p>	
	<p>2-3pm</p> <p>Health</p> <p>Complete the worksheet attached. Think of three healthy activities that you do or like to do. Think about why you do them and how they make you feel when you do it.</p>
<p>Check In</p> 	<p>Fill in your check in sheet for Wednesday.</p> <p>Take a photo for your teacher.</p>



Daily Check In

The **ZONES** of Regulation®

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control

What zone are you in this morning and why?

What zone are you in this afternoon and why?

What did you do well today?

Activity 1

Write an adjective for each of the equipment shown.



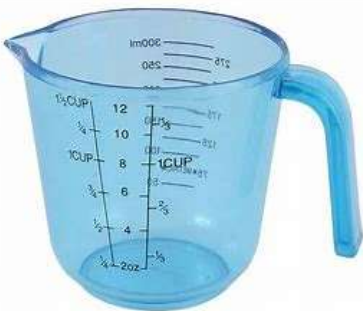
_____ pot



_____ spoon



_____ bowl



_____ cup

Activity 2

Create a list of ingredients and a list of equipment you would need to make a disgusting smoothie. You will need to create noun groups for each ingredient and equipment piece. Then in your table, draw a small illustration in the left hand side box to match each of your disgusting ingredients.



Ingredients		Equipment	



Spelling Week 5 - Wednesday





Weekly Focus:

Beginning complex consonant patterns 'thr-', 'shr-', 'squ-'

Complex consonant patterns are groups of letters that appear together in words. They may include blends such as 'squ' where each letter produces a sound /s/ k/ /w/; or a digraph with another consonant producing a blended sound such as /th/ /r/ or /sh/ /r/.

Activity 1:

Write out your words on the weekly spelling handwriting sheet under "Wednesday."

<u>WEEK 5</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
 throw				
 three				
 thread				
 shred				
 shrink				
 shriek				
 square				
 squint				
 squash				
 squeal				

Activity 2:

Complete the next activity sheet.

Year 2, Term 2, Week 5
Beginning Complex Consonant Patterns
thr.....shr.....squ

Draw a line to match the triple blend and word ending to make focus words.

thr	eal
shr	our
squ	ee
thr	ead
squ	ink
shr	ash
thr	ed
shr	iek

Draw a line to match the words that rhyme. The first one has been done for you.

shrink	tree
shred	bread
thread	pink
three	wash
stare	square
squash	bed

Focus words

throw	shrink	squash
three	shriek	squeal
thread	square	
shred	squint	

threa	shreed	shred
sqash	squash	three
chrink	squint	sqint
shriek	shreek	shrink
suare	sqeel	square
squeal	thread	thrad
throw		squeel

three square squint throw shred

I had to _____
my eyes because it
was very sunny.

Would you like to
_____ a ball
with me in the park?

A triangle is a shape
with _____ sides.

A _____ is a
shape with four sides.

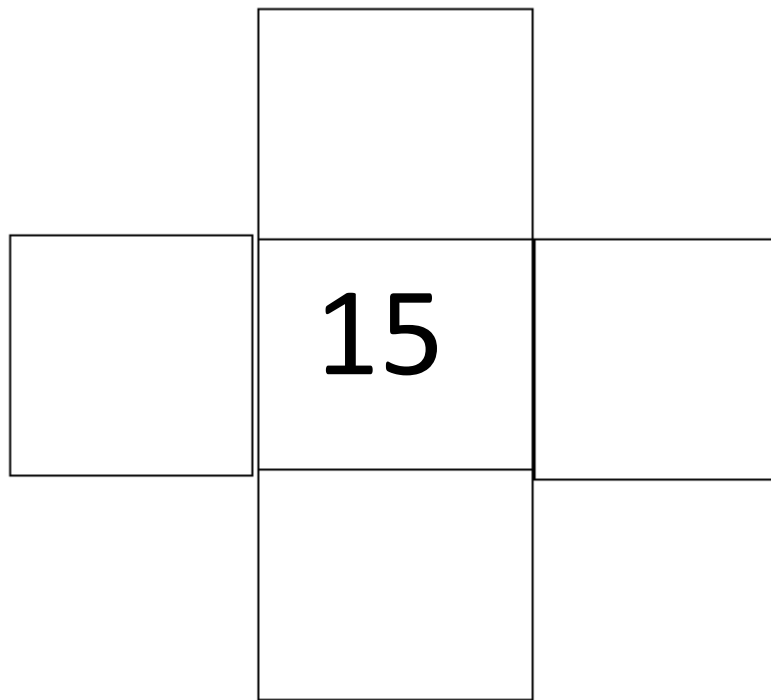
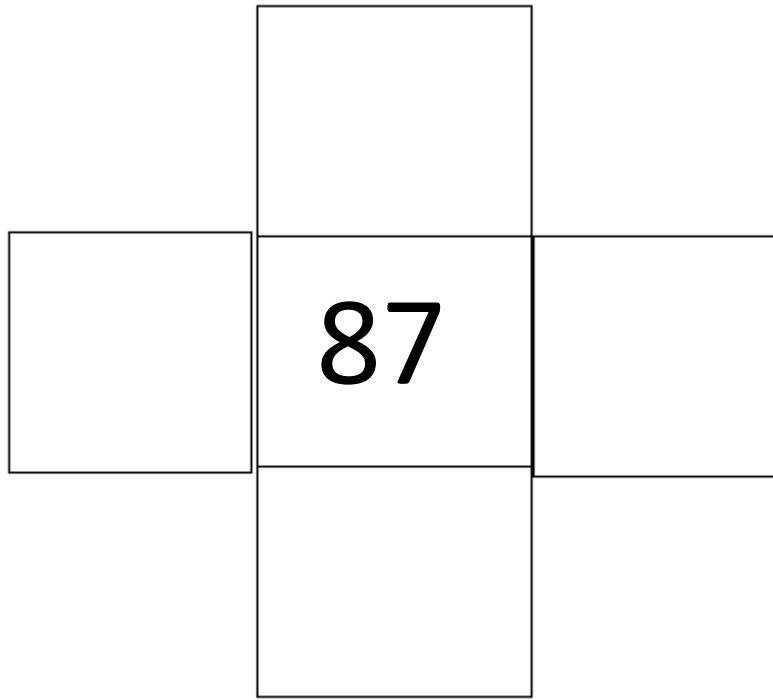
I will _____ the paper
and put it in the bin.

			ed
—	—	—	—

			int
—	—	—	—

			eal
—	—	—	—

			iek
—	—	—	—



Number Facts

$10 + 10 =$	$12 + 8 =$	$16 + 4 =$
$5 + 15 =$	$9 + 10 =$	$3 + 17 =$
$0 + 20 =$	$7 + 13 =$	$12 + 7 =$
$9 + 10 =$	$19 + 1 =$	$4 + 15 =$
$4 + 16 =$	$6 + 13 =$	$11 + 9 =$
$18 + 2 =$	$2 + 18 =$	$2 + 17 =$
$1 + 18 =$	$13 + 6 =$	$10 + 9 =$
$14 + 6 =$	$20 + 0 =$	$8 + 12 =$
$11 + 8 =$	$15 + 4 =$	$17 + 3 =$
$7 + 12 =$	$13 + 7 =$	$5 + 14 =$
$6 + 14 =$	$14 + 5 =$	$16 + 3 =$
$8 + 11 =$	$18 + 2 =$	$1 + 19 =$
$3 + 16 =$	$9 + 11 =$	
$10 + 10 =$	$15 + 5 =$	

Activity 1

Counting in Twos

Fill in the missing numbers.

Use the hundreds board to help.

f) _____ 44 42 _____ 38 36

g) 12 14 _____ 18 _____ 22

h) 20 _____ _____ 14 12 10

i) _____ _____ 56 58 60 62

j) 74 72 _____ _____ 66 64

Hundreds Board

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

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Activity 2

It is also very important to be able to read digital clocks and to know how to read an analogue clock and know what the digital time looks like.

This picture of a clock shows 4 o'clock, this is a digital clock.



When we want to write this time as digital we write it as

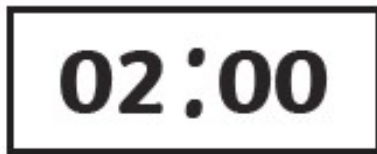


Have a go at reading the times on the following sheet and writing the digital time.

Digital Time – O’Clock

What is the time?

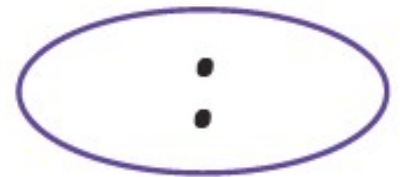
Write digits in the clocks to show the time. The first one has been done for you.



2 o'clock



5 o'clock



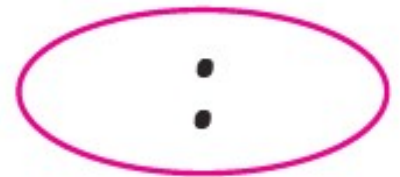
10 o'clock



8 o'clock



12 o'clock



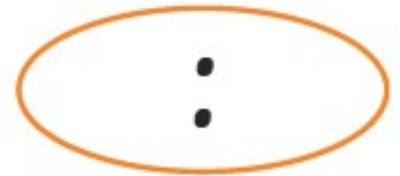
3 o'clock



9 o'clock



7 o'clock



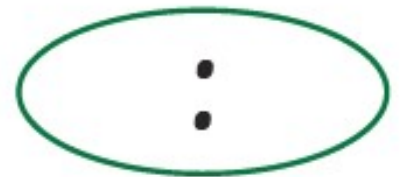
1 o'clock



4 o'clock



11 o'clock



6 o'clock

My activities

Activity 1:

I like this activity because:

- I can do it
- my family does it
- I can do it after school and on weekends
- I want to get better at it
- my friends do it.

Other reasons:

 _____ _____

When I do this activity, I feel...

Activity 2:

I like this activity because:

- I can do it
- my family does it
- I can do it after school and on weekends
- I want to get better at it
- my friends do it.

Other reasons:

 _____ _____

When I do this activity, I feel...

Activity 3:

I like this activity because:

- I can do it
- my family does it
- I can do it after school and on weekends
- I want to get better at it
- my friends do it.

Other reasons:

 _____ _____

When I do this activity, I feel...
