

QPS Home Learning – Adjusted English

Year 2 Term 2 Week 4

Time allocation per subject.

English 30-45 minutes per lesson

History/ Geography 30-45 minutes per lesson

Art - 30 minutes per lesson

Maths 30-45 minutes per lesson

Science 30-45 minutes per lesson

PDHPE - 30 minutes per lesson

	Tuesday 19/5	Wednesday 20/5	Thursday 21/5	Friday 22/5	Monday 25/5
Brain breaks	<i>Toy time - play a short game for 10 minutes.</i>	<i>Choose a sport (soccer, tennis) and mime playing it with the person in the mirror.</i>	<i>How many star jumps can you do in a minute?</i>	<i>Think of an animal starting with each letter of your name.</i>	<i>Toy time - play a short game for 15 minutes.</i>
Morning	<p>English</p> <p>1) Segmentation of Phonemes – Level 2 (see attachment sheet)</p> <p>Question 31 – 35</p> <p>Remember to use the sounds of the letters and not their names.</p> <p><u>Reconciliation Week</u> Reconciliation Week is in Week 5. What do you know about National Reconciliation Week and Sorry Day? Read through the PowerPoint slides explaining what National Reconciliation week is about. The theme is “In This Together”. Design and create a poster to promote</p>	<p>English</p> <p>1) Segmentation of Phonemes – Level 2 (see attachment sheet)</p> <p>Question 36 – 40</p> <p>Remember to use the sounds of the letters and not their names.</p> <p><u>Spelling/Writing/Reading</u> 1) _ et Go through the alphabet putting each letter in the blank space. Using the guidelines on your paper, list any real words you make. 2) Select the best tricky word from the box below and complete each</p>	<p>English</p> <p>1) Segmentation of Phonemes – Level 2 (see attachment sheet)</p> <p>Question 41- 45</p> <p>Remember to use the sounds of the letters and not their names.</p> <p><u>Spelling/Writing/Reading</u> 1) _ in Go through the alphabet putting each letter in the blank space. Using the guidelines on your paper, list any real words you make. <u>Revision</u> Read aloud your favourite sentence you wrote</p>	<p>English</p> <p>1) Segmentation of Phonemes – Level 2 (see attachment sheet)</p> <p>Question 46 – 50</p> <p>Remember to use the sounds of the letters and not their names.</p> <p><u>Spelling/Writing/Reading</u> 1) _ ock Go through the alphabet putting each letter in the blank space. Using the guidelines on your paper, list any real words you make. <u>Revision</u> Read aloud your favourite sentence you wrote</p>	<p>English</p> <p>1) Segmentation of Phonemes – Level 2 (see attachment sheet)</p> <p>Question 51 -60</p> <p>Remember to use the sounds of the letters and not their names.</p> <p><u>Spelling/Writing/Reading</u> 1) _ um Go through the alphabet putting each letter in the blank space. Using the guidelines on your paper, list any real words you make. <u>Revision</u> Read aloud your favourite sentence you wrote</p>

Tuesday 19/5

Reconciliation Walk.
Discuss things that you can commit to for Reconciliation week. Create a commitment star (see template).

Optional activity

Write: Queanbeyan Public School.

Tick each letter you think looks like a teacher wrote it!

Remember to hold your pencil correctly.

Wednesday 20/5

sentence. Some sentences may have a couple of options. Write each sentence very neatly on lined paper. Remember to use capital letters, spaces between your words and end the sentence with a full stop!

for	you	see	like
-----	-----	-----	------

1) I did not _____ the pig run.

2) I will get a bag _____ him.

3) Did mum _____ the red car _____ got?

Comprehension

*Point to the answer in the sentences before you give your reply. This is a good way to practice scanning for information.

- 1) What did the pig do?
- 2) A bag can be made from different materials. Can you name a few? e.g. plastic
- 3) What is your favourite coloured car?

Thursday 21/5

yesterday. Remember to use your sounds!

2) Select the best tricky word from the box below and complete each sentence. Some sentences may have a couple of options. Write each sentence very neatly on lined paper. Remember to use capital letters, spaces between your words and end the sentence with a full stop!

for	you	see	like
-----	-----	-----	------

1) Tom can _____ the sad dog.

2) Did the pig _____ the wet mud?

3) Ben did not _____ to sit in the hot sun.

Comprehension

*Point to the answer in the sentence before you give your reply. This is a good way to practice scanning for information.

1) How was the dog feeling?

Friday 22/5

yesterday. Remember to use your sounds!

2) Select the best tricky word from the box below and complete each sentence. Some sentences may have a couple of options. Write each sentence very neatly on lined paper. Remember to use capital letters, spaces between your words and end the sentence with a full stop!

for	you	see	like
-----	-----	-----	------

1) I will go _____ a jog up the hill.

2) _____ can get a fig from the pot.

3) Dad can _____ a fat bug on the rug.

Comprehension

*Point to the answer in the sentence before you give your reply. This is a good way to practice scanning for information.

1) What does the word jog

Monday 25/5

yesterday. Remember to use your sounds!

2) Select the best tricky word from the box below and complete each sentence. Some sentences may have a couple of options. Write each sentence very neatly on lined paper. Remember to use capital letters, spaces between your words and end the sentence with a full stop!

for	you	see	like
-----	-----	-----	------

1) I _____ to _____ the cub get wet.

2) Mum had to run _____ the bus?

3) Did _____ see a red bin in the hut?

Comprehension

*Point to the answer in the sentence before you give your reply. This is a good way to practice scanning for information.

- 1) What is a cub?
- 2) Why do you think mum

Tuesday 19/5		Wednesday 20/5	Thursday 21/5	Friday 22/5	Monday 25/5
		<p><u>Optional activity</u></p> <p>Write: Queanbeyan Public School.</p> <p>Tick each letter you think looks like a teacher wrote it!</p> <p>Remember to hold your pencil correctly.</p>	<p>2) What is the adjective used to describe the mud? Answer: wet</p> <p>3) What did Ben not like?</p> <p><u>Optional activity</u></p> <p>Write: Queanbeyan Public School.</p> <p>Tick each letter you think looks like a teacher wrote it!</p> <p>Remember to hold your pencil correctly.</p>	<p>mean?</p> <p>2) What is a fig?</p> <p>3) Can you describe what a rug is?</p> <p><u>Optional activity</u></p> <p>Write: Queanbeyan Public School.</p> <p>Tick each letter you think looks like a teacher wrote it!</p> <p>Remember to hold your pencil correctly.</p>	<p>had to run to the bus? Use your imagination!</p> <p>3) What is a hut?</p> <p><u>Optional activity</u></p> <p>Write: Queanbeyan Public School.</p> <p>Tick each letter you think looks like a teacher wrote it!</p> <p>Remember to hold your pencil correctly.</p>
Break					
Middle	<p>Mathematics</p> <p>Play a TEN game.</p> <p>Review the Fraction PowerPoint slides and complete the Tuesday worksheets (1, 2 and 3).</p>	<p>Mathematics</p> <p>Play a TEN game.</p> <p>Review the Fraction PowerPoint slides and complete the 2 worksheets for Wednesday.</p>	<p>Mathematics</p> <p>Play a TEN game.</p> <p>Review the Fraction PowerPoint slides and complete the Position worksheet for Thursday.</p>	<p>Mathematics</p> <p>Play a TEN game.</p> <p>Review the Fraction PowerPoint slides and complete the Position worksheet for Friday.</p>	<p>PDHPE</p> <p>Brainstorm the meaning of the terms 'health', 'wellbeing' and 'sustainable'.</p> <p>Discuss things that we could do to keep healthy and well, e.g. water bottles on desks, regular exercise.</p> <p>Draw a picture of the things that you do to stay healthy.</p>
Break					
Afternoon	<p>Science</p> <p>Lesson 3: Facts about the Moon.</p> <p>Read the PowerPoint. Stop when you get to the art</p>	<p>History/ Geography</p> <p>Reconciliation Week and National Sorry Day are in Week 5.</p> <p>The native hibiscus is the</p>	<p>PDHPE</p> <p>Activity: Hopscotch</p> <p>Play a game of traditional Hopscotch.</p>	<p>Creative arts</p> <p>Draw a picture of an astronaut landing on the moon or exploring the moon.</p>	<p>Music</p> <p>Think about or listen to your favourite song and answer the following questions.</p>

Tuesday 19/5		Wednesday 20/5	Thursday 21/5	Friday 22/5	Monday 25/5
	lesson (making a moon).	official symbol of Sorry Day. Decorate the flower with any material to produce a mauve or light purple flower.	Or make up a physical activity that you can play by yourself.		<i>-I like this song because...</i> <i>-My favourite part of the song is...</i>
Remember to send the work you have done back to school.					

Segmentation of Phonemes

Level 2

Goal: Given a target word consisting of three or four phonemes, the student will orally identify each phoneme.

Directions: Teacher/Helper reads the word and says: "Tell me each sound that you hear in this word."

- | | | |
|--|--|--|
| <input type="checkbox"/> 1. bed (<i>b - e - d</i>) | <input type="checkbox"/> 31. cake (<i>c - a - ke</i>) | <input type="checkbox"/> 61. dead (<i>d - ea - d</i>) |
| <input type="checkbox"/> 2. boot (<i>b - oo - t</i>) | <input type="checkbox"/> 32. cub (<i>c - u - b</i>) | <input type="checkbox"/> 62. dim (<i>d - i - m</i>) |
| <input type="checkbox"/> 3. coat (<i>c - oa - t</i>) | <input type="checkbox"/> 33. dog (<i>d - o - g</i>) | <input type="checkbox"/> 63. fake (<i>f - a - ke</i>) |
| <input type="checkbox"/> 4. him (<i>h - i - m</i>) | <input type="checkbox"/> 34. foot (<i>f - oo - t</i>) | <input type="checkbox"/> 64. fog (<i>f - o - g</i>) |
| <input type="checkbox"/> 5. like (<i>l - i - ke</i>) | <input type="checkbox"/> 35. goat (<i>g - oa - t</i>) | <input type="checkbox"/> 65. gnat (<i>gn - a - t</i>) |
| <input type="checkbox"/> 6. log (<i>l - o - g</i>) | <input type="checkbox"/> 36. light (<i>l - igh - t</i>) | <input type="checkbox"/> 66. hoot (<i>h - oo - t</i>) |
| <input type="checkbox"/> 7. make (<i>m - a - ke</i>) | <input type="checkbox"/> 37. hike (<i>h - i - ke</i>) | <input type="checkbox"/> 67. rich (<i>r - i - ch</i>) |
| <input type="checkbox"/> 8. neat (<i>n - ea - t</i>) | <input type="checkbox"/> 38. Kim (<i>K - i - m</i>) | <input type="checkbox"/> 68. meat (<i>m - ea - t</i>) |
| <input type="checkbox"/> 9. rat (<i>r - a - t</i>) | <input type="checkbox"/> 39. mat (<i>m - a - t</i>) | <input type="checkbox"/> 69. moat (<i>m - oa - t</i>) |
| <input type="checkbox"/> 10. tub (<i>t - u - b</i>) | <input type="checkbox"/> 40. said (<i>s - ai - d</i>) | <input type="checkbox"/> 70. rub (<i>r - u - b</i>) |
| <input type="checkbox"/> 11. funny (<i>f - u - nn - y</i>) | <input type="checkbox"/> 41. cheaper (<i>ch - ea - p - er</i>) | <input type="checkbox"/> 71. belly (<i>b - e - ll - y</i>) |
| <input type="checkbox"/> 12. hold (<i>h - o - l - d</i>) | <input type="checkbox"/> 42. cheesy (<i>ch - ee - s - y</i>) | <input type="checkbox"/> 72. build (<i>b - ui - l - d</i>) |
| <input type="checkbox"/> 13. little (<i>l - i - tt - le</i>) | <input type="checkbox"/> 43. round (<i>r - ou - n - d</i>) | <input type="checkbox"/> 73. leather (<i>l - ea - th - er</i>) |
| <input type="checkbox"/> 14. makes (<i>m - a - ke - s</i>) | <input type="checkbox"/> 44. feather (<i>f - ea - th - er</i>) | <input type="checkbox"/> 74. lucky (<i>l - u - ck - y</i>) |
| <input type="checkbox"/> 15. open (<i>o - p - e - n</i>) | <input type="checkbox"/> 45. fellow (<i>f - e - ll - ow</i>) | <input type="checkbox"/> 75. mellow (<i>m - e - ll - ow</i>) |
| <input type="checkbox"/> 16. pony (<i>p - o - n - y</i>) | <input type="checkbox"/> 46. many (<i>m - a - n - y</i>) | <input type="checkbox"/> 76. neater (<i>n - ea - t - er</i>) |
| <input type="checkbox"/> 17. runner (<i>r - u - nn - er</i>) | <input type="checkbox"/> 47. Mickey (<i>M - i - ck - ey</i>) | <input type="checkbox"/> 77. penny (<i>p - e - nn - y</i>) |
| <input type="checkbox"/> 18. teacher (<i>t - ea - ch - er</i>) | <input type="checkbox"/> 48. muddy (<i>m - u - dd - y</i>) | <input type="checkbox"/> 78. picky (<i>p - i - ck - y</i>) |
| <input type="checkbox"/> 19. under (<i>u - n - d - er</i>) | <input type="checkbox"/> 49. attic (<i>a - tt - i - c</i>) | <input type="checkbox"/> 79. valley (<i>v - a - ll - ey</i>) |
| <input type="checkbox"/> 20. yellow (<i>y - e - ll - ow</i>) | <input type="checkbox"/> 50. shallow (<i>sh - a - ll - ow</i>) | <input type="checkbox"/> 80. find (<i>f - i - n - d</i>) |

Blends

- 21. best (*b - e - s - t*)
- 22. black (*b - l - a - ck*)
- 23. clean (*c - l - ea - n*)
- 24. fast (*f - a - s - t*)
- 25. green (*g - r - ee - n*)
- 26. please (*p - l - ea - se*)
- 27. school (*s - ch - oo - l*)
- 28. sleep (*s - l - ee - p*)
- 29. small (*s - m - a - ll*)
- 30. stop (*s - t - o - p*)

Blends

- 51. block (*b - l - o - ck*)
- 52. claw (*c - l - aw*)
- 53. stick (*s - t - i - ck*)
- 54. last (*l - a - s - t*)
- 55. place (*p - l - a - ce*)
- 56. rest (*r - e - s - t*)
- 57. slide (*s - l - i - de*)
- 58. smile (*s - m - i - le*)
- 59. great (*g - r - ea - t*)
- 60. stool (*s - t - oo - l*)

Blends

- 81. blame (*b - l - a - me*)
- 82. glob (*g - l - o - b*)
- 83. slip (*s - l - i - p*)
- 84. nest (*n - e - s - t*)
- 85. past (*p - a - s - t*)
- 86. price (*p - r - i - ce*)
- 87. skit (*s - k - i - t*)
- 88. glows (*g - l - ow - s*)
- 89. smog (*s - m - o - g*)
- 90. stack (*s - t - a - ck*)

Name _____

Date _____

Game Board 9

Segmentation of
Phonemes