

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

# Year 2

## Remote Learning Booklet



## Week 3, Term 4

Monday 18th October - Friday 22nd October

# Year 2 Homework Term 4 - Week 3

Monday	Monday	Tuesday	Wednesday	Thursday
pigs	pigs			
bees	bees			
foxes	foxes			
dishes	dishes			
books	books			
rocks	rocks			
coats	coats			
cages	cages			
eyes	eyes			
lions	lions			
tricks	tricks			
things	things			
plants	plants			
spiders	spiders			
classes	classes			

# Year 2 Homework Term 4 - Week 3































Monday	Monday	Tuesday	Wednesday	Thursday
flashes	flashes			
bunches	bunches			
kisses	kisses			
sharks	sharks			
lambs	lambs			
fingers	fingers			
flowers	flowers			
monkeys	monkeys			
catches	catches			
watches	watches			
branches	branches			
quizzes	quizzes			
oranges	oranges			
giraffes	giraffes			
cabbages	cabbages			

# Making plurals – adding s and es

## 1. Copy each list word.

pigs	_____	cages	_____	classes	_____
bees	_____	eyes	_____	flashes	_____
foxes	_____	lions	_____	bunches	_____
dishes	_____	tricks	_____	kisses	_____
books	_____	things	_____	sharks	_____
rocks	_____	plants	_____	lambs	_____
coats	_____	spiders	_____		

## 2. More than one. Write the singular and plural for each word.

	_____	_____	  
	_____	_____	  
	_____	_____	 
	_____	_____	  
	_____	_____	 
	_____	_____	   
	_____	_____	 
	_____	_____	  





# Making plurals – adding s and es

## 3. Complete each sentence with a list word.

There were two \_\_\_\_\_ rolling in the mud.

We could hear the \_\_\_\_\_ roaring loudly from their cave.

I watched several \_\_\_\_\_ buzzing noisily around the garden.

I hung all the \_\_\_\_\_ in the closet.

I borrowed two new \_\_\_\_\_ from the library.

The florist had \_\_\_\_\_ of beautiful flowers outside her shop.

## Challenge words

### 4. Copy each challenge word.

fingers _____	branches _____
flowers _____	quizzes _____
monkeys _____	oranges _____
catches _____	giraffes _____
watches _____	cabbages _____

### 5. Interesting question. Answer the question with a challenge word.

What kinds of animals have long necks? \_\_\_\_\_

What do bees collect pollen from? \_\_\_\_\_

What do you have on your hands? \_\_\_\_\_

What kind of fruit grows on trees? \_\_\_\_\_

### 6. Complete the sentence.

The \_\_\_\_\_ sat in the tree eating bananas.

I have five \_\_\_\_\_ on one hand and five toes on one foot.

I picked seven juicy \_\_\_\_\_ from the tree.

# Spelling







	Monday	Tuesday	Wednesday	Thursday
out				
our				
loud				
cloud				
found				
sound				
round				
ground				
couch				
pouch				
house				
mouse				
shout				
proud				
mouth				
count				
around				

# ou sound



ow

Write the **ou** words under the pictures.

cloud			
house	_____	_____	_____
shout			
mouth	_____	_____	_____
mouse			
couch			

Trace the **ou** words that are the same as the first one.

<b>flour</b>	flour	flour	found	flour
<b>our</b>	round	our	our	our
<b>out</b>	out	sour	out	out

Write the missing word. Write the sentence again.



a mouse on a \_\_\_\_\_

\_\_\_\_\_



# ou sound



ow

Find the **ou** words in the puzzle.

n	o	m	d	h	u	u
c	f	o	u	n	d	c
s	o	u	n	d	u	l
s	o	t	o	m	c	o
n	s	h	o	u	t	u
u	u	u	d	f	c	d
d	d	p	o	u	c	h

★ found

★ sound

★ cloud

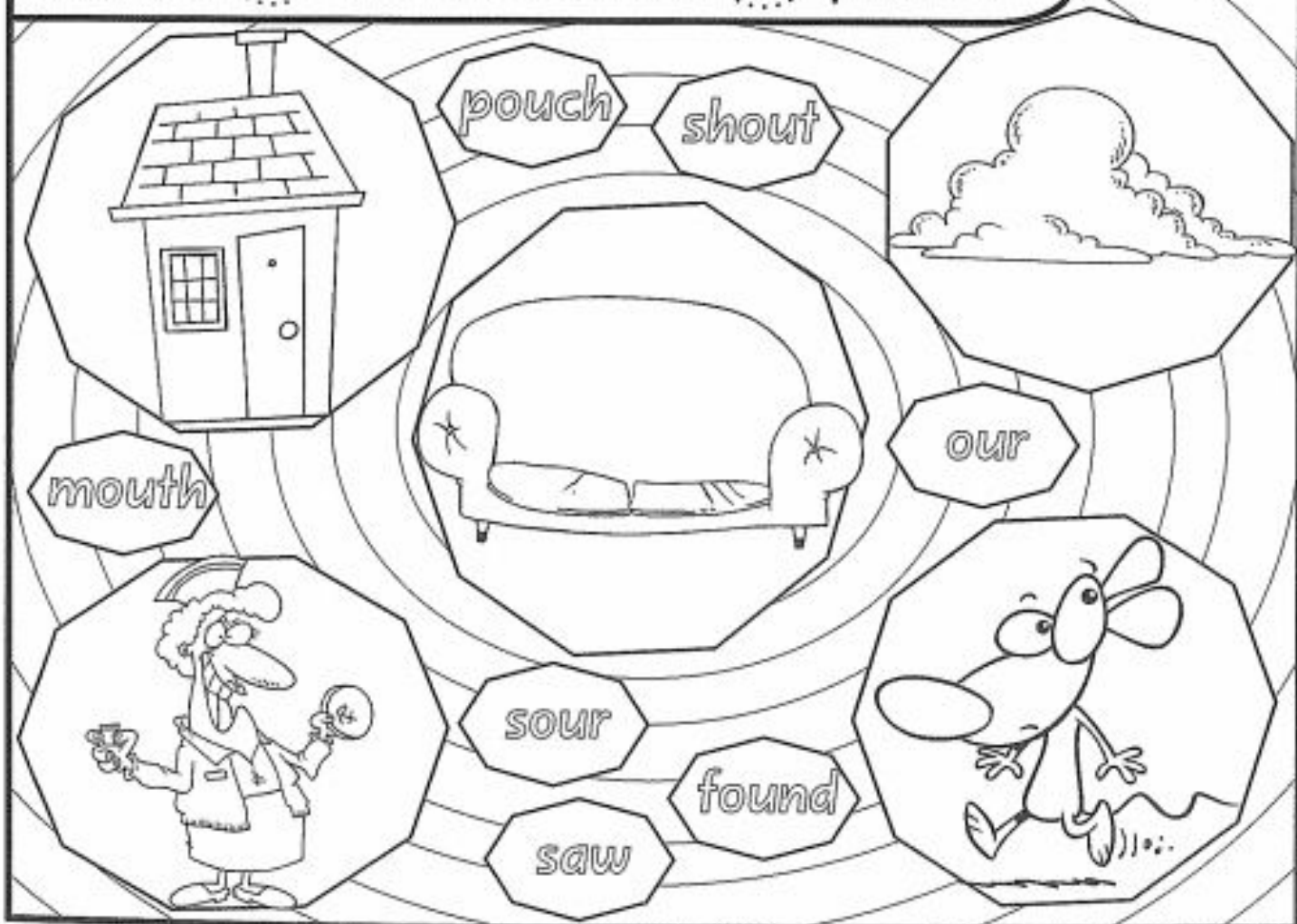
★ mouth

★ pouch

★ shout



Trace the **ou** words. Colour the **ou** pictures.





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

Date: \_\_\_\_\_

## Punctuation Pressure

Complete the sentences by adding in and naming any missing punctuation.

**Comma****Question Mark****Quotation Marks****Full Stop****Exclamation Mark**

1. What colour is your scooter going to be

\_\_\_\_\_

2. I like it here, said Kelly.

\_\_\_\_\_

3. The puppy had floppy ears shaggy brown hair and a long tail.

\_\_\_\_\_

4. "Run" he screamed.

\_\_\_\_\_

5. We are going to fly my kite

\_\_\_\_\_

6. When is it home time

\_\_\_\_\_

7. Josh stop that said Mum

\_\_\_\_\_



# Should Children be Helpers?

Being a community worker is an important job. People such as teachers, police officers and nurses are respected for the work they do. But should children be expected to help out in the community as well?

Some people think that it is important for children to help others. It could be as simple as cleaning their room, washing the car or doing the dishes at home. Children will learn new, lifelong skills and work as part of a family team.

Many children already join community groups such as Guides, Scouts or the Red Cross. These groups give special help to those in the community who need it, such as older or ill people. When children help in this way, it shows they care and will grow up to become responsible adults. By helping in such ways, children make others happy and themselves as well.

However, other people believe that children should not have to help. They think that children should just play sport and be active with their friends. It is their belief that childhood is over all too soon, so children should make the most of their freedom while they can.

These people also think that work should be done by adults, because they know what to do and they are a lot faster at it than younger children. Children are less able to focus on a task and finish it properly than adults are.

Both sides of this issue make some good points. It is important for children to play sport and be active socially. However, it is equally important for them to join in and help out in their local community. If everyone does their bit, then the jobs don't seem so big.

*Text sourced from: Targeting Text Interactively, Merryn Whitfield*

**Read the text and shade a bubble or write an answer to each question.**

**1 A nurse is a community worker.**

IDENTIFYING DETAIL

☐ True ☐ False



- 2 List two other types of workers from the text that are community helpers. IDENTIFYING DETAIL
- ① \_\_\_\_\_
- ② \_\_\_\_\_
- 3 Children who help out at home learn to work as part of a \_\_\_\_\_. QUESTIONING
- 4 Some people think it is important for children to help others. PREDICTING
- ☐ True ☐ False
- 5 List two of the community groups that children can join. MONITORING
- ① \_\_\_\_\_
- ② \_\_\_\_\_
- 6 What is the purpose of groups such as these? SUMMARISING
- \_\_\_\_\_
- 7 Children who help others are less likely to grow up to become responsible adults. MONITORING
- ☐ True ☐ False
- 8 Other people believe children should not have to help. What do they think children should do? MONITORING
- \_\_\_\_\_
- 9 Some people argue that adults can work much \_\_\_\_\_ and children are less able to do tasks \_\_\_\_\_. SUMMARISING
- 10 This text is an example of an \_\_\_\_\_ because it tries to show both \_\_\_\_\_ of view. PREDICTING

NUMBER OF CORRECT ANSWERS

10

# Dolphins and Porpoises

There are 31 species of dolphin and six species of porpoise.

Some dolphin species, such as the bottlenose dolphin, live in oceans. Others live in coastal waters and rivers. Porpoises, such as the harbour porpoise, live in coastal waters.

Dolphins and porpoises eat fish and squid. They breathe through a blowhole, which closes when the animal is underwater. They have flippers and streamlined bodies. All dolphins and porpoises have a **dorsal fin**, except the finless porpoise.

Dolphins and porpoises mostly live and hunt in groups called pods. Pods protect dolphins from predators. If a shark attacks, bottlenose dolphins fiercely defend their pod. They ram the shark's soft belly with their snouts.

*Text sourced from: Marine Mammals, Go Facts, Blake Education*

## FACTS

- Newborn dolphins can swim a few minutes after birth.
- Most dolphins live for about 20 years in the wild.
- A dolphin's top speed is about 40 km/h.
- A dolphin's skin is hairless and rubbery.



**Read the text and shade a bubble or write an answer to each question.**

**1** Dolphins are marine mammals.

IDENTIFYING DETAIL

- ☐ True  
☐ False

**2** There are more species of \_\_\_\_\_ than there are species of \_\_\_\_\_.

IDENTIFYING DETAIL



3

The bottlenose dolphins are found in

IDENTIFYING DETAIL

\_\_\_\_\_.

4

You can also find dolphins in rivers.

PREDICTING

☐ True

☐ False

5

Dolphins and porpoises need to come to the surface of the water to breathe.

IDENTIFYING DETAIL

☐ True

☐ False

6

Which two features help dolphins to swim easily through the water?

SUMMARISING

①

\_\_\_\_\_

②

\_\_\_\_\_

7

The fin on the top of the dolphin is known as the \_\_\_\_\_ fin.

IDENTIFYING DETAIL

8

Dolphins like to eat \_\_\_\_\_ and \_\_\_\_\_.

SUMMARISING

9

Dolphins live and hunt by themselves.

MONITORING

☐ True

☐ False

10

Dolphins are intelligent creatures that are well adapted to their \_\_\_\_\_.

PREDICTING

NUMBER OF CORRECT ANSWERS

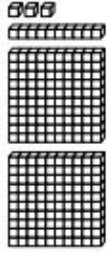
10

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

Date: \_\_\_\_\_

## Flip, Draw, Expand!

Flip three number cards and write your new number in the 'Flip' column. Draw your number using MAB blocks in the 'Draw' column. Show how your number can be partitioned according to place value in the 'Expand' column.

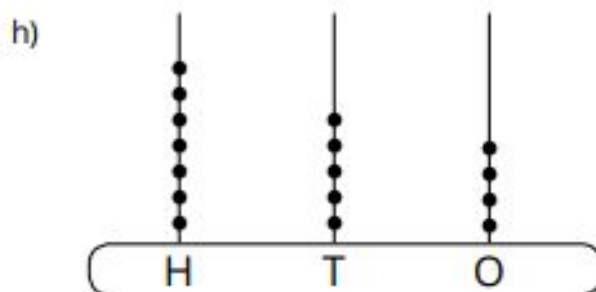
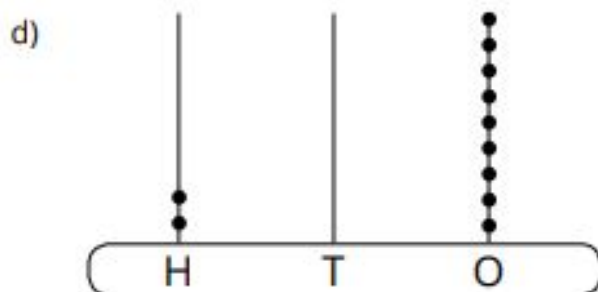
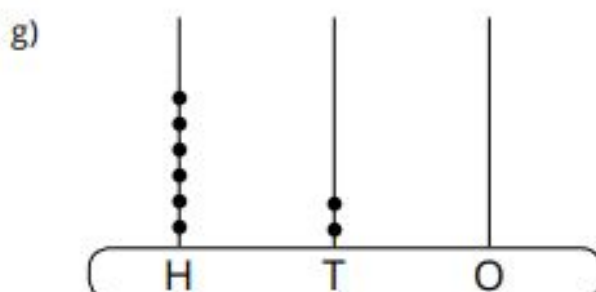
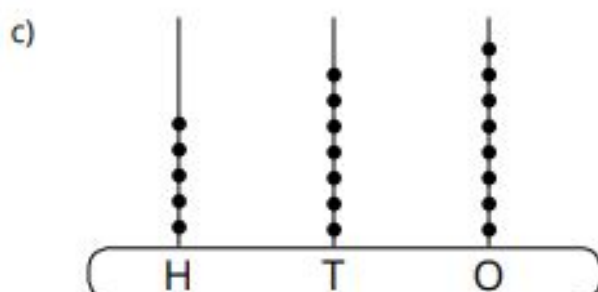
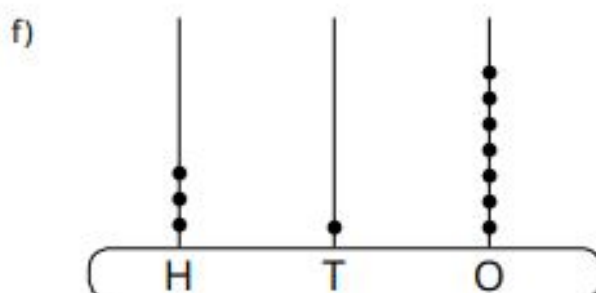
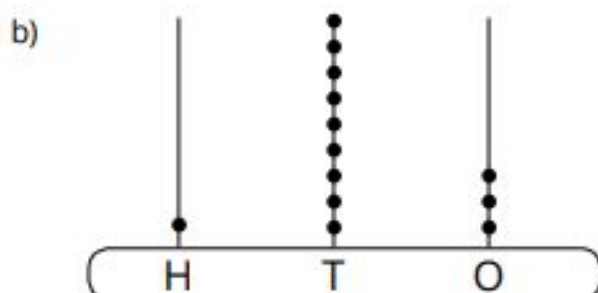
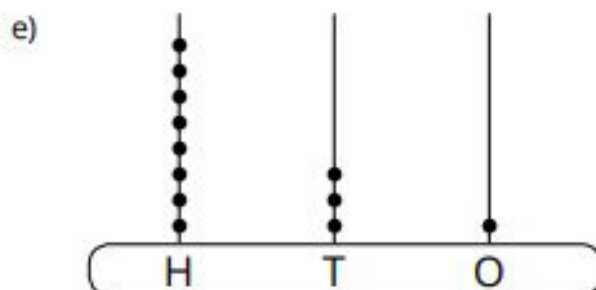
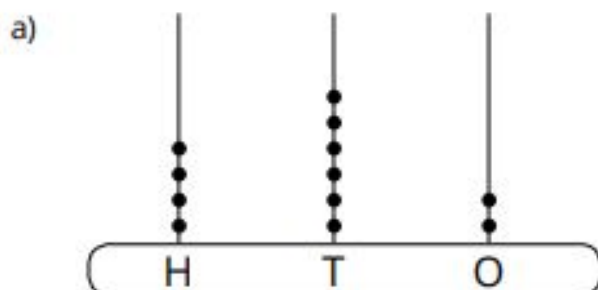
Flip			Draw	Expand
H 2	T 1	O 3		$200 + 10 + 3$

Name \_\_\_\_\_

Date \_\_\_\_\_

# 3-Digit Place Value - Abacus Worksheet (A)

Record the number shown in beads for each abacus.



# SENSORY BOTTLE

Materials: a sensory bottle filled with small floating objects or coloured liquid bubbles

1. Shake the bottle well so that its contents are all mixed up.

Imagine that the stirred-up bottle is like your mind when you are feeling stressed, angry or upset. Just like it is hard to see the contents of the bottle clearly, it is hard to think clearly when we are upset.

2. Place the bottle down on a table.

Watch what happens when the bottle is still for a few moments.

Notice how its contents begin to settle and the water clears. Our mind and our feelings work the same way.

When we stop and are still for a little while, hard feelings feel less intense and we can see things more clearly.

Follow the falling objects or coloured bubbles with your eyes until every last one has settled at the bottom of the bottle.





