

YEAR 2 SAMPLE ONLY, Term 1 SBE

Developmental Phase: magic happens sometimes or to certain people.

This is a delicate transition time for children. Magic no longer *seems* to be everywhere. This can be both disheartening and disappointing. However, they may still hold the belief that magic happens in special places, at certain times, or to certain people. For example: Christmas, the Tooth Fairy, if you wish upon a star etc.

Irish Enchantment and olden folk tales are brought in as many of the stories have characters with one foot in the magical realm and one foot out. This is a way to support and validate the children's changing beliefs and developmental stage.

Within this transition parents and teachers might find a more rational, logical child who delights in finding 'true' answers in the world.

Main Lesson Overview	
Weeks 1-4	“Fiery Folk” Comprehension through Irish Tales (English/Visual Arts)
Weeks 5-7	“The Leprechauns of Tipperary” Multiplication (Mathematics)
Weeks 8-10	“Planet Earth” Earth and Space Sciences (Science/HASS)

Materials List (required):

Main Lessons Books - no lines *unless children can comfortably write between lines.*

10mm Grid Book for Maths

Handwriting Exercise book with red guide lines OR Dotted Thirds Exercise Book for Writing/English

Block Crayons

Wax Stick Crayons

Triangular Giant Pencils: coloured and lead

Watercolour paints

Art Paper (small, medium, large)

Scissors

Glue

An up to date library card for the borrowing of books at correct reading level

Information Texts of interest (Week 1)

4 Dice (Week 1)

Playdough or similar for moulding (Week 1)

An ABACUS or similar (Week 2)

Straws or toothpicks and Blu Tack or playdough (Week 2)

<http://www.mercurius-australia.com/>

<https://www.dragonflytoys.com.au/>

Recommended Materials (not required):

Year 2 Handwriting booklet (you will be directed to some free resources otherwise)

Index or System Cards

<https://goo.gl/qeuGJa>

Natural Fleece

Blackboard and good quality chalk

Kite or Crepe paper - coloured

Coloured Felt

Acrylic paints and paint brush set

Waldorf Book Ideas

The King of Ireland's Son

Only One You by Linda Kranz

Thornton Burgess Bedtime Stories or Nature Stories

Wind in the Willows by Kenneth Grahame

Stories of the Saints Retold by Siegwart Knijpenga

Brother Francis by Jakob Streit

Saint Odelia by Jakob Streit

The Eight Year Old Legend book by Isabel Wyatt

<http://www.waldorfbooks.com/>

<https://www.bookdepository.com/>

<https://www.dragonflytoys.com.au/>

Weekly Timetable Suggestion

Times	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Session	Main Lesson	Main Lesson	Main Lesson	Main Lesson	Main Lesson
Middle Session	English and Mathematics	English and Mathematics	English and Mathematics	English and Mathematics	English and Mathematics
Afternoon Session	Hands on activities/real world experiences/physical activities	Hands on activities/real world experiences/physical activities	Hands on activities/real world experiences/physical activities I	Hands on activities/real world experiences/physical activities	Hands on activities/real world experiences/physical activities

Afternoon session ideas: painting (watercolour and experimentation with acrylic) dance, playing an instrument, martial arts, sport, gymnastics, nature walks/hiking, special interest projects, sketching, travelling/historial trails.

Rhythms - It is important to continue rhythms to maintain a sense of calmness, stability, and expectation. Verses and stories become more complex, but the timing and delivery remains consistent. Feel free to bring flexibility through with excursions and outings. Children might like to start negotiating elements of their curriculum, if they have not started doing so already.

Fiery Folk

English and Visual Arts - Comprehension

Numbered Levels of difficulty 1-3

Have children choose their own level of difficulty. If it is too easy, guide to the next level, and vice versa.

Week 1

Story to tell the night before Lines Main Lesson

[Celtic Fairy Tales](#) by [Joseph Jacobs](#)

Connla and the Fairy Maiden

CONNOLA of the Fiery Hair was son of Conn of the Hundred Fights. One day as he stood by the side of his father on the height of Usna, he saw a maiden clad in strange attire coming towards him.

"Where do you come from, maiden?" said Connla.

"I come from the Plains of the Ever Living," she said, "there where there is neither death nor sin. There we keep holiday always, nor need we help from any in our joy. And in all our pleasure we have no strife. And because we have our homes in the round green hills, men call us the Hill Folk."

The king and all with him wondered much to hear a voice when they saw no one. The prince was the only one who could see the fairy maiden standing there.

"To whom art thou talking, my son?" said Conn the king.

Then the maiden answered, "Connla speaks to a young, fair maid, whom neither death nor old age awaits. I love Connla, and now I call him away to the Plain of Pleasure, Moy Mell. Oh, come with me, Connla of the Fiery Hair, ruddy as the dawn with thy tawny skin. A fairy crown awaits thee to grace thy comely face and royal form. Come, and never shall thy grow old."

The king was in fear at what the maiden said, which he heard though he could not see her. He called aloud to his Druid, Coran by name.

"Oh, Coran of the many spells," he said, "and of the cunning magic, I call upon thy aid. A task is upon me too great for all my skill and wit, greater than any laid upon me since I seized the kingship. A maiden unseen, a fairy maiden, has met us, and by her power would take from me my dear, my comely son. If you do not help me, the fairy maiden will take the prince from us all, for she swears to love him. What shall we do?"

To be continued....

Day One

Main Lesson - Fiery Folk

Verse/Song: The Mystery (appendix)

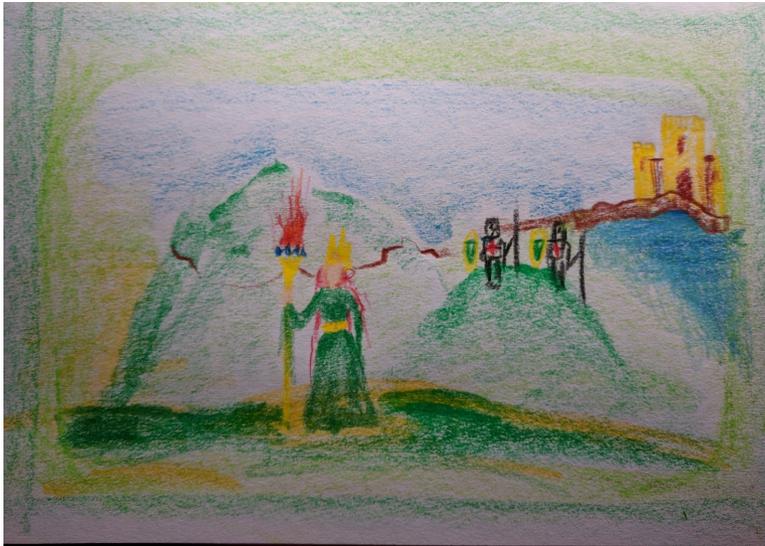
Questions: Who came to visit Connola of the fiery hair? What did she want from him? Why was the king afraid? What do you think the fairy realm might look like?

Retell: Ask children to retell the entire first part of the story in their own words. They might like to use toys as characters in their retell.

Book Work:

Create a title page for Fiery Folk (idea below)

Parents and teachers can model step by step drawings here if desired.



Story 1: Connla and the Fairy Maiden Part 2

Then Coran the Druid stood forth and chanted his spells. As the fairy maiden vanished, she threw an apple to Connla.

For a whole month from that day Connla would take nothing, either to eat or to drink, save only from that apple. But as he ate it grew again and always kept whole. And all the while there grew within him a mighty yearning and longing after the maiden he had seen.

But when the last day of the month of waiting came, Connla stood by the side of the king his father on the Plain of Arcomin, and again he saw the maiden come towards him, and again she spoke to him.

"'Tis a glorious place that Connla holds among short lived mortals awaiting the day of death. But now the folk of life, the ever-living ones, beg and bid thee come to Moy Mell."

Then Conn the king observed that since the maiden came Connla his son spoke to none that spake to him. So Conn of the hundred fights said to him, "Is it to thy mind what the woman says, my son? Do you wish to go with her?"

"'Tis hard upon me," then said Connla; "I love my own folk above all things; but yet, but yet a longing seizes me for the maiden."

When the maiden heard this, she answered and said: "The ocean is not so strong as the waves of thy longing. Come with me in my curragh, the gleaming, straight-gliding crystal canoe. Soon we can reach Boadag's realm."

Connla of the Fiery Hair rushed and sprang into the curragh, the gleaming, straight-gliding crystal canoe. And then they all, king and court, saw it glide away over the bright sea towards the setting sun. Away and away, till eye could see it no longer, and Connla and the Fairy Maiden went their way on the sea, and were no more seen again.

Break English

- Information Texts - Fact or Fiction?

-Explain that children will be learning how to write information texts this term.

-Ask: *Are information texts fact or fiction?*

Play 'Fact or Fiction' (appendix)

Maths

- Numbers to 1000

-Using the three dice, children roll them all at once.

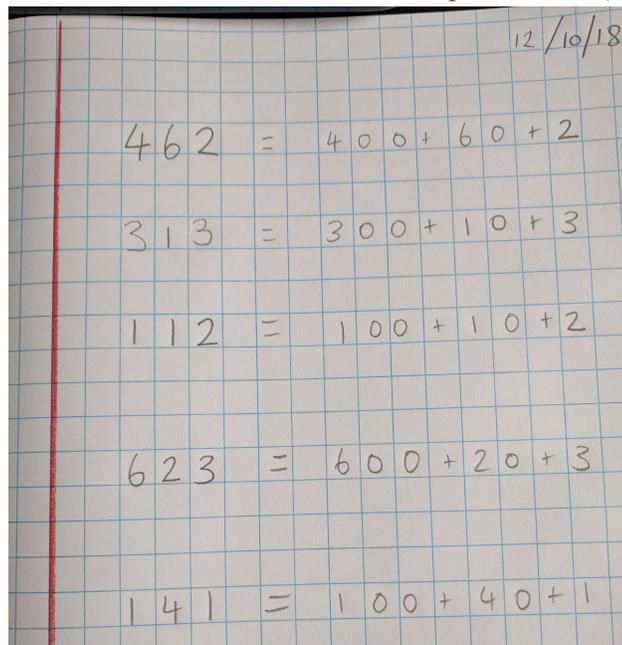
-Put the dice in any order.

-Children write the numbers next to one and other to get a number in the hundreds.

Level 1: Parent or teachers say the number out loud, children say it back and tap the numbers on their page as they do.

Level 2: Children say the number and tap the numbers on their page as they do.

Level 3: Break the number down into place values (as shown)



Day Two

Main Lesson

Verse/Song: The Mystery - children to create actions.

Questions: What do you think about the about the apple given to Connla? Do you think he really wanted to go with the Fairy Maiden? What kind of boat did she have?

Retell: Ask children to retell the last part of the story in their own words. They might like to use toys as characters in their retell.

Book Work:

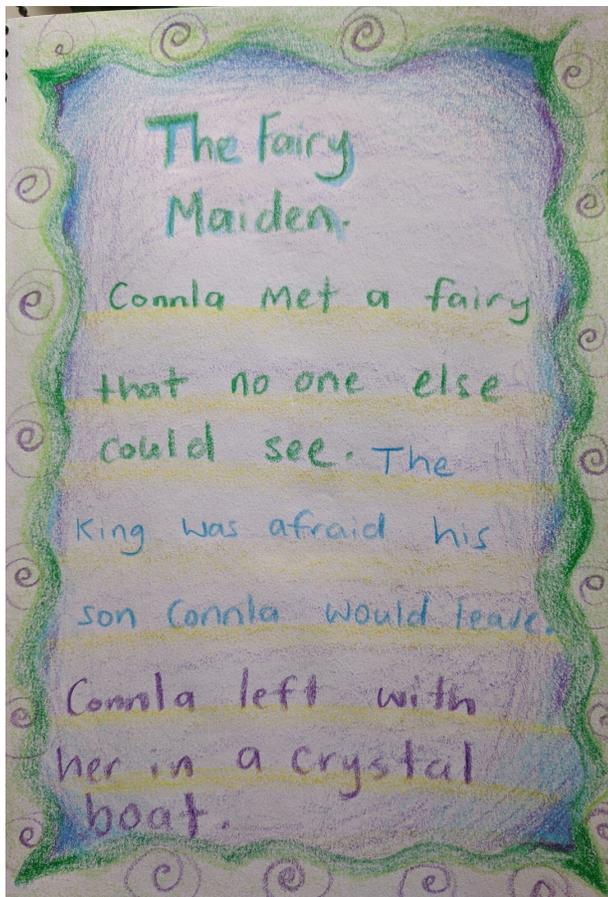
Model 'retelling' the story in a few sentences. In other words, model how to summarise a text.

Level 1: Children use some of the sentences created by parents or teachers.

Level 2: Children develop some of the summary on their own.

Level 3: Children develop their own summaries.

Include a drawing if desired.



Story 2: Hudden, Dudden, and Donald O'Neary

THERE was once upon a time two farmers, and their names were Hudden and Dudden. They had poultry in their yards, sheep on the uplands, and scores of cattle in the meadow-land alongside the river. But for all that they weren't happy. For just between their two farms there lived a poor man by the name of Donald O'Neary. He had a hovel over his head and a strip of grass that was barely enough to keep his one cow, Daisy, from starving, and, though she did her best, it was but seldom that Donald got a drink of milk or a roll of butter from Daisy.

One day Hudden met Dudden, and they were soon grumbling as usual, and all to the tune of "If only we could get that vagabond Donald O'Neary out of the country."

"Let's get rid of Daisy," said Hudden at last; "if that doesn't make him clear out, nothing will."

No sooner said than agreed, and it wasn't dark before Hudden and Dudden crept up to the little shed where lay poor Daisy trying her best to chew the cud, though she hadn't had as much grass in the day as would cover your hand. And when Donald came to see if Daisy was all snug for the night, the poor beast had only time to lick his hand once before she died.

Well, Donald was a shrewd fellow, and downhearted though he was, began to think if he could get any good out of Daisy's death. He thought and he thought, and the next day you could have seen him trudging off early to the fair, Daisy's hide over his shoulder, every penny he had jingling in his pockets. Just before he got to the fair, he made several slits in the hide, put a penny in each slit, walked into the best inn of the town as bold as if it belonged to him, and, hanging the hide up to a nail in the wall, sat down.

"Some of your best whisky," says he to the landlord. But the landlord didn't like his looks. "Is it fearing I won't pay you, you are?" says Donald; "why I have a hide here that gives me all the money I want." And with that he hit it a whack with his stick and out dropped a penny! The landlord opened his eyes, as you may fancy.

"A hide that gives you money?"

"Bought it from a Leprechaun many moons ago." Donald winked. He had the whole bar fooled into thinking his hide gave

magical gold coins within minutes.

"What'll you take for that hide?" said the bar keep.

"It's not for sale, my good man."

"Will you take a gold piece?"

"It's not for sale, I tell you. Hasn't it kept me and mine for years?" and with that Donald hit the hide another whack and out jumped a second penny. By then, everyone was watching over.

To be continued...

Break

English

- Information Texts

-Select an information book on a topic of interest

-Look at the cover and discuss similarities and differences to a book of fiction (images, titles etc).

-Do a walkthrough of the book and discuss the 'layout' of the book.

-Read a few pages together (or the entire book if desired).

-Ask: *What is the writing like in this book? How is it different?*

Maths

- Numbers to 1000

-Complete a levelled worksheet (appendix)

Afternoon Idea: Paint a Shamrock (3-leaved clover) onto a rock or paper

This is Ireland's National Symbol



Day Three

Main Lesson

Verse/Song: The Mystery *AND* Skye Boat Song - Traditional Scottish (appendix)

Questions: Who were Hudden and Dudden? What did they want from poor Donald O'Neary? How did Donald trick the bar keep? What do you think might happen next?

Retell: Ask children to retell the first part of the story in their own words.

Book Work:

Model 'retelling' the story in a few sentences.

Level 1: Children use some of the sentences created by parents or teachers.

Choose and underline the important words together.

Level 2: Children develop some of the summary on their own.

Choose and underline the important words together.

Level 3: Children develop their own summaries.

Choose and underline the important words together.



Story 2: Hudden and Dudden Part 2

After selling his hide, Donald set off to pay Hudden and Dudden a visit. "Good-evening, Hudden; good-evening, Dudden.—Ah! you thought you had played me a fine trick, but you never did me a better turn in all your lives. When I found poor Daisy dead, I thought to myself, 'Well, her hide may fetch something;' and it did. Hides are worth their weight in gold in the market just now."

Hudden nudged Dudden, and Dudden winked at Hudden.

The next day Hudden or Dudden set off to the market with their hides. When they came to the fair, each one took a hide over his arm, and there they were walking through the fair, bawling out at the top of their voices: "Hides to sell! Hides to sell!"

Out came the tanner:

"How much for your hides, my good men?"

"Their weight in gold."

"It's early in the day to come out of the tavern." That was all the tanner said, and back he went to his yard.

"Hides to sell! Fine hides to sell!"

Out came the cobbler.

"How much for your hides, my men?"

"Their weight in gold."

"Is it making game of me you are! You better watch yourself!" he shouted so loudly that all the people stopped and stared. 'Get outta here, will ye!'

Up the people came running from one end of the fair to the other. "What's the matter? What's the matter?" cried they.

"Here are a couple of vagabonds selling hides at their weight in gold," said the cobbler.

"Hold 'em fast; hold 'em fast!" bawled the innkeeper, who was the last to come up. "I'll wager it's one of the rogues who

tricked me out of thirty gold pieces yesterday for a wretched hide."

It was more kicks than halfpence that Hudden and Dudden got before they were well on their way home again, and they didn't run the slower because all the dogs of the town were at their heels.

Break

English

- Spelling - Long A (a-e, ai, ay)

-Spelling Rule: long a says 'a' when there is a magic e on the end like in the following words:

space

race

name

fame

lame

came

same

pale

whale

sale

-Choose a levelled spelling list to complete (today and tomorrow)

Maths

- Numbers to 1000

-Write some large 3 digit numbers in chalk on the concrete or on pieces of paper. Focus on some numbers with zeros.
E.G: 203, 230.

-Children jump on the numbers and shout them out.

-Challenge: call out the place values, e.g: one hundred, 2 tens and 3 ones.



The Mystery

I am the wind which breathes upon the sea,
I am the wave of the ocean,
I am the murmur of the billows,
I am the ox of the seven combats,
I am the vulture upon the rocks,
I am a beam of the sun,
I am the fairest of plants,
I am a wild boar in valor,
I am a salmon in the water,
I am a lake in the plain,
I am a word of science,
I am the point of the lance of battle,
I am the God who created in the head the fire.
Who is it who throws light into the meeting on the mountain?
Who announces the ages of the moon?
Who teaches the place where couches the sun?
(If not I)



The Isle of Skye

The Skye Boat Song

Music [HERE](#)

(Chorus)

Speed, bonnie boat, like a bird on the wing,
Onward! the sailors cry.
Carry the lad that's born to be king
Over the sea to Skye.

Loud the winds howl, loud the waves roar,
Thunderclaps rend the air,
Baffled, our foes stand by the shore,
Follow they will not dare.

Chorus

Though the waves leap, soft shall ye sleep.
Ocean's a royal bed
Rocked in the deep, Flora will keep
Watch by your weary head.

“Fact or Fiction?”

If you think the statement is a fact, stand up. If you think it is fiction (not true) sit down/stay seated. Remember, these are TRICKY, so have fun!

1. The sky is purple. *(Fiction)*
2. Earth has one moon. *(Fact)*
3. Frogs are amphibians. *(Fact)*
4. Butterflies have scales. *(Fact)*
5. Horses never used to have hooves. *(Fiction)*
6. People have travelled to Mars. *(Fiction)*
7. The largest number is called Googleplex. *(Fact)*
8. Snails usually sleep through the whole winter. *(Fact)*
9. Lizards are reptiles. *(Fact)*
10. Dogs can't swim. *(Fiction)*
11. Birds have a two-sided vocal organ that they have developed over time *(Fact)*
12. Crocodiles can hold their breath for an hour *(Fiction)*
13. Crocodiles can hold their breath from 4-15 minutes *(Fact)*

Create more together if desired and test another family member or peer.

Numbers to 1000

WRITE THE NUMBERS FOR:

3 hundreds 2 tens and 3 ones

--	--	--

6 hundreds 4 tens and 2 ones

--	--	--

7 hundreds 5 tens and 8 ones

--	--	--

2 hundreds 0 tens and 0 ones

--	--	--

9 hundreds 5 tens and 2 ones

--	--	--

WRITE THE NUMBERS FOR:

3 hundreds 2 tens and 0 ones _____

6 hundreds 9 tens and 2 ones _____

7 hundreds 5 tens and 8 ones _____

2 hundreds 0 tens and 0 ones _____

8 hundreds 0 tens and 2 ones _____

9 hundreds 9 tens and 2 ones _____

2 hundreds 3 tens and 1 ones _____

Numbers to 1000

WRITE THE NUMBERS FOR:

3 hundreds 21 tens and 0 ones _____

6 hundreds 9 tens and 22 ones _____

7 hundreds 5 tens and 8 ones _____

2 hundreds 10 tens and 0 ones _____

8 hundreds 0 tens and 23 ones _____

9 hundreds 90 tens and 2 ones _____

2 hundreds 31 tens and 1 ones _____

Spelling Words

Long 'a' with magic e



Key: space

Read the words

space
race
name
fame
lame
came
same
pale
sale

Get 50 points however you like!

Write the words - this can include with chalk on pavement etc.

10 pts

Put the words into sentences. 20pt

Draw an image to go with the word. 20 pts

Create a word find. 20 pts

Make the words from playdough or plasticine. 20 pts

Practise look, cover, say, write check. 20 pts

Negotiate another activity that you might like to do.

Spelling Words

Long 'a' with magic e

VCe



Key: space

Read the words

ace
lace
pace
place
grace
space
race
name
fame
lame
came
same
pale
whale
sale

Get 50 points however you like!

Write the words - this can include with chalk on pavement etc. 10 pts

Put the words into sentences. 20pt

Draw an image to go with the word. 20 pts

Create a word find. 20 pts

Make the words from playdough or plasticine. 20 pts

Practise look, cover, say, write check. 20 pts

Negotiate another activity that you might like to do.

Spelling Words

Long 'a' with magic e



Key: space

Read the words

ace
lace
pace
place
grace
space
race
name
fame
lame

pane
paste
shave
gaze
came
same
pale
whale
sale
parade

Get 50 points however you like!

Write the words - this can include with chalk on pavement etc. 10 pts

Put the words into sentences. 20pt

Draw an image to go with the word. 20 pts

Create a word find. 20 pts

Make the words from playdough or plasticine. 20 pts

Practise look, cover, say, write check. 20 pts

Negotiate another activity that you might like to do.

*Sharing, modifying or redistributing this material is prohibited.
This material falls under the Copyright Act, 1968.
© Copyright, Commonwealth of Australia
and the Patents Act 1990*