

Week 5 Year 2 Level- Remote and Flexible Learning Program

This week we have started our Virtual Class Meetings via the WebEx platform. A wonderful opportunity for teachers and students to connect and interact online. We are encouraged by the excitement of both students and teachers connecting to the class and sharing some great stories. We believe this virtual classroom is a great way to support student wellbeing. Teachers have enjoyed creating the activities for the virtual platform for students to engage and connect with their peers and learning.

The learning tasks developed are for all students, and if you feel there is too much work please make the adjustments that work for your family with pace and quantity.

Week 5 Planner- Year 2

| | Monday 11 th | Tuesday 12 th | Wednesday 13 th | Thursday 14 th | Friday 15 th |
|----------|--|--|--|---|---|
| Reading | Seesaw Activity: Watch the video to find out what an 'Inference' is. Make an anchor chart in your book similar to the example below (remember an anchor chart is like a poster explaining a topic) | Seesaw Activity: Reading A-z books Students are to read an assigned text, record some or all of their reading and complete a worksheet or quiz on the book. | | | Seesaw Activity: Optional On Seesaw: Windows book to view: If not on Seesaw use this link: https://www.youtube.com/watch?v=4JLVneJa1Is While you are watching think about what the author is inferring (what are they telling you and what are the clues) |
| Spelling | Seesaw Activity: Watch the MSL soundpack | Seesaw Activity: Watch video on Seesaw. I will say the sounds and then you say the sounds Look away and write the graphemes When finished read all of the sounds again licking them off When finished watch the review Phoneme Encode And Spelling review of ch rule. | Seesaw Activity: Watch the video The Gentle Cindy Rule - If a C or G is followed by a e, i or y the g or c will say its soft sound. C will say 's' and G will say 'j' - refer to rule on larger poster Task attached | Seesaw Activity: Watch the video about red flag words then write them on seesaw or a piece of paper. | |
| Writing | Seesaw Activity: Genre - Narrative Now that you have created a character (last week) you can write a narrative with that character in it. You might also decide to create a different if you like. Refer to the poster for the structure. | | | Seesaw Activity: Pobble: Use the picture or seed prompt to write a narrative story (just like the stories you like to read). Your story should be 1 to 2 pages long, it needs a beginning, middle and end, with a problem and a solution. | Seesaw Activity: Dictation linked to the spelling rule. Read the sentence out and the student write the sentence, using knowledge of spelling and punctuation. |
| Maths | Seesaw Activity: Introduction to Subtraction https://www.youtube.com/watch?v=pwQKugFmJG Maths games | Seesaw Activity: Optional Mathletics assigned activities. | Seesaw Activity: Subtraction using number lines. Students watch https://www.youtube.com/watch?v=N7aNRUf6_U Then complete a worksheet as assigned to them with different degrees of difficulty. | Seesaw Activity: Subtraction: Dinosaur subtraction and colour | Seesaw Activity: Optional Open Ended questions: There are 5 vehicles in the carpark, how many wheels might there be? |
| Inquiry | | Seesaw Activity: After watching the 'How a caterpillar becomes a butterfly' clip, use the attached template to complete the life cycle of a butterfly. Move the pictures of the different stages of the butterflies life cycle to the correct places. | Seesaw Activity: Optional STEM Lego Challenge: Chase an image from the pictures and start creating. A photo of your design can be uploaded to Seesaw. | Seesaw Activity: Optional STEM Lego Challenge: Use Lego pieces to create a Lego animal. | Seesaw Activity: Butterfly designs You can print out the butterflies or complete on Seesaw. Choose one of the butterfly shapes you like then create a symmetrical design. |
| Webex | | Class meeting: 10am | | | Class Meeting 10.30 |

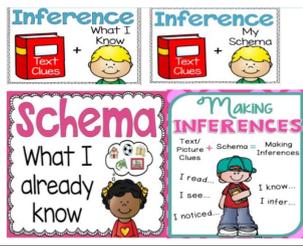
Year 2

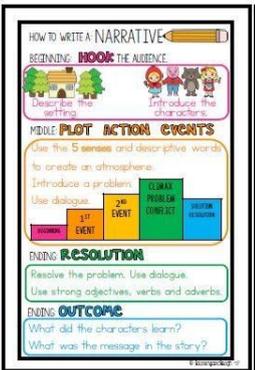
If you do not have online access please contact the school and related hard copy learning packs will be made available. Congratulations on all the work you have uploaded so far. We would like to thank the families for helping the students participate in their online learning. The Webex class meetings have begun on Tuesdays at 10 am and Fridays at 10.30, it is a great chance to see your friends and share their learning and other things you love. While these virtual class meetings are over the internet, any family not connected can

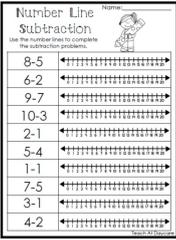
continue to book one on one conferences with their teachers once a week via Sentral, if you feel this is necessary.

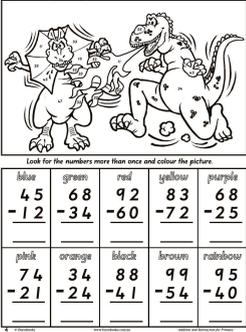
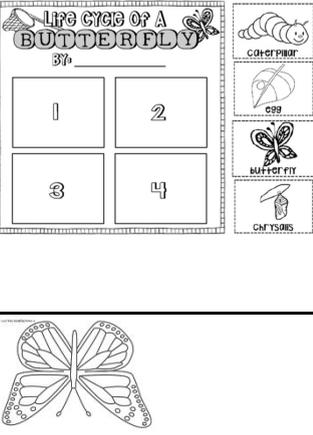
If you would like extra or optional activities for your child assigned on Seesaw please let your teacher know so this can be done.

(We have assigned activities on particular days, these will be made available on Seesaw on the days as stated below.)

| Week 5 Year Level 2 | | |
|---------------------|---|---|
| Content Area | Suggested Learning Activities | Resources Required |
| Well Being | <p>Take the Berry Street Education Model's thumb challenge Revisit your daily timetable and make sure you have enough brain breaks and outdoor activities planned for each day. These will help you break up your day, refocus and stay motivated during remote and flexible learning. Watch the Berry Street Education Model's ""thumb challenge" video – it's harder than it looks!</p> <p>If that was easy check out another of Berry Street Education Model's brain breaks – ""the forehead signature!""</p> <p>If you would like to try out more brainbreaks check out the Geelong Cats "Mindful Moments" cards and make sure you have regular brainbreaks every day.</p> | |
| Reading | <p>Seesaw Monday: Anchor chart to teach students how to use their inferring skills. Reading Strategy : Inference 1. Watch the video to find out what an 'Inference' is. 2. Watch it again and discuss with a brother, sister or a parent to check your understanding 3. Make an anchor chart in your book similar to the example below (remember an anchor chart is like a poster explaining a topic) 4. Finish your anchor chart and upload it to Seesaw, remember also to bring it into school when we are all back at Torquay College.</p> <p>Seesaw Tuesday: Reading A-z books Students are to read an assigned text, record some or all of their reading and complete a worksheet or quiz on the book.</p> <p>Seesaw Wednesday: Windows picture Inference activity: Look at the picture, take your time. What do you see, what do you already know, what are the clues? write a sentence in each column to tell us your thinking.</p> <p>Suggested Extra: Will be available on Friday Windows book to view: If not on Seesaw use this link: https://www.youtube.com/watch?v=4JJVne1a1Is Or on Seesaw WK 5 Reading Strategy Inferring: Window, by Jeannie Baker</p> <p>While you are watching think about what the author is inferring (what are they telling you and what are the clues)</p> | <p>https://www.youtube.com/watch?v=ac7zllp1y74</p>  <p>The image shows two examples of 'Inference' worksheets. The first is titled 'Inference What I Know' and 'Inference My Schema', both featuring a 'Text/Clues' box and a cartoon character. The second is a 'Schema' anchor chart titled 'What I already know' and 'Making INFERENCES', with columns for 'I read...', 'I see...', 'I noticed...', 'I know...', and 'I infer...'. It also includes a 'Text/Picture + Schema = Making Inferences' diagram.</p> |
| | | Assigned individually. If no access to seesaw, download an appropriate book and quiz. |
| | | Windows activity |
| | | |

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|-----------------------|---|---|
| <p>Writing</p> | <p>Seesaw Monday: Genre – Narrative Now that you have created a character (last week) you can write a narrative with that character in it. You might also decide to create a different if you like. Use the poster (on seesaw) to guide you about the structure of the narrative. Ensure that you use this structure to help you write your story.</p> <p>Students can write one story throughout the week, or multiple stories. If students are capable, they can move through the writing cycle of - Planning, Drafting, Revising, Editing, Publishing their story Ensure correct punctuation and have students use adjective, nouns and verbs in their writing.</p> <p>Feedback will be provided on your story about your character.</p> | <p>Narrative activity with anchor chart using character from last week.</p>  |
| | <p>Seesaw Thursday: Pobble: Use the picture or seed prompt to write a narrative story (just like the stories you like to read). Your story should be 1 to 2 pages long, it needs a beginning, middle and end, with a problem and a solution. Think about, plan then write the story. (these are some ideas to get you started - Give the creature a name, explain where he/she is, why he/she is waiting in the rain and has a big leaf to shelter under, who will your character meet, what adventure is the character going to have, will your story have a sad or happy ending) Take a photo of your finished writing and upload.</p> |  |
| | <p>Seesaw Friday: Dictation linked to the spelling rule. Read the sentence out and the student write the sentence, using knowledge of spelling and punctuation. Give me a cent to take to the shop to spend.</p> <p>The ice was cold on the bench.</p> <p>Trace the pen on the bench to be huge.</p> <p>The gum was not nice in the cab.</p> <p>Let's go to the city and get a giant.</p> | |
| | <p>Optional Extras: Writer's Workshop Write a draft using the prompt, or make a seed first to help you with your draft. Be very creative and use great word choices. I would like you to upload a revised draft (one that you have made changes to improve your word choices etc) You can refer to the writing cycle wheel to help you.</p> | <p>WRITE ABOUT THE WEATHER</p> <p>Go outside or open the windows. What is happening with the weather? How does it make you feel? How does the outside world look in this weather? What is special about this type of weather? How is the weather impacting people/animals/the world?</p>  |

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|------------------------|--|--|-------|------|-----|-------|--------|-----|-------|-------|------|-------|-------|------|-----|-----|-------|------|
| <p>Spelling</p> | <p style="text-align: center;">Gentle Cindy (soft and hard g and c)</p>  <p>The Gentle Cindy Rule - If a C or G is followed by a e, i or y the g or c will say its soft sound. C will say 's' and G will say 'j' - refer to rule on larger poster</p> <p>Students can view the sound mats to go through the sounds and spelling rules.</p> <p>Review spelling rule from previous week and go over the spelling words from the previous week.</p> <p>Students learn the spelling rule and practice this by learning the following words. They can use the strategy of finger spelling (they have been taught this). Students read the words, write the words, and the read words again.</p> <p>Words to demonstrate The Gentle Cindy Rule rule - cent, cell, lace, cake, cup, ice, trace, cool, cinch, cite, wage, cage, page, age, huge, giant, gum, glad, cabin, grow</p> <p>If your child would like more challenging or easier words please look in the levelled books on reading a-z, reading express or home books.</p> <p>Irregular words - Students can learn from the list of High Frequency Words attached.</p> | <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; color: yellow;">Soft c and g Rule</p> <ol style="list-style-type: none"> Hard c says /k/. Soft c says /s/ before e, i and y. Hard g says /g/. Soft g says /j/ before e, i and y. <p>Copy: _____</p> <p>_____</p> <p>_____</p> <p>Read the soft c and g words. Circle the c or g with the letter that makes it soft (e, i or y).</p> <table border="0"> <tr> <td>trace</td> <td>cell</td> <td>gem</td> <td>stage</td> </tr> <tr> <td>cinder</td> <td>gym</td> <td>twice</td> <td>spicy</td> </tr> <tr> <td>huge</td> <td>stage</td> <td>since</td> <td>cage</td> </tr> <tr> <td>age</td> <td>ice</td> <td>fence</td> <td>city</td> </tr> </table> </div>   | trace | cell | gem | stage | cinder | gym | twice | spicy | huge | stage | since | cage | age | ice | fence | city |
| trace | cell | gem | stage | | | | | | | | | | | | | | | |
| cinder | gym | twice | spicy | | | | | | | | | | | | | | | |
| huge | stage | since | cage | | | | | | | | | | | | | | | |
| age | ice | fence | city | | | | | | | | | | | | | | | |
| <p>Maths</p> | <p>Seesaw - Monday: Introduction to Subtraction https://www.youtube.com/watch?v=pwQKugrFmIQ Intro to subtraction has changed to watch the video and listen for words that describe subtraction. So focus is on vocab used in subtraction. Activity is student make their own anchor chart. I provided them with an example in the template section. They complete Anchor chart on paper and upload using a photo.</p> <p>Seesaw - Wednesday: Subtraction using number lines. Students watch https://www.youtube.com/watch?v=NYzaNRuMp_U Then complete a worksheet as assigned to them with different degrees of difficulty. Please wait for this activity to be scheduled before competing as there are different sheets available. The students are to complete the worksheet the same as the addition sheet from previous week showing their working out on the number line.</p> <p style="background-color: yellow;">Feedback will be provided on your number lines.</p> |  <p style="text-align: right;">Sample only</p> | | | | | | | | | | | | | | | | |

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| | <p>Seesaw -Thursday: Subtraction: Dinosaur subtraction and colour Students are to solve 2 digit subtraction, first working out the ones column then working out the 10's column. When finished answering questions students can colour the dinosaurs in the correct colours based on answers.</p> | <p>Name: _____</p> <p>Write 6 sums of your own for your friend.</p>  <p>Look for the numbers more than once and colour the picture.</p> <table border="1"> <tr> <td>blue</td> <td>green</td> <td>red</td> <td>yellow</td> <td>purple</td> </tr> <tr> <td>45</td> <td>68</td> <td>92</td> <td>83</td> <td>68</td> </tr> <tr> <td>-12</td> <td>-34</td> <td>-60</td> <td>-72</td> <td>-25</td> </tr> <tr> <td>_____</td> <td>_____</td> <td>_____</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>pink</td> <td>orange</td> <td>black</td> <td>brown</td> <td>rainbow</td> </tr> <tr> <td>74</td> <td>34</td> <td>88</td> <td>99</td> <td>95</td> </tr> <tr> <td>-21</td> <td>-24</td> <td>-41</td> <td>-54</td> <td>-40</td> </tr> <tr> <td>_____</td> <td>_____</td> <td>_____</td> <td>_____</td> <td>_____</td> </tr> </table> | blue | green | red | yellow | purple | 45 | 68 | 92 | 83 | 68 | -12 | -34 | -60 | -72 | -25 | _____ | _____ | _____ | _____ | _____ | pink | orange | black | brown | rainbow | 74 | 34 | 88 | 99 | 95 | -21 | -24 | -41 | -54 | -40 | _____ | _____ | _____ | _____ | _____ |
| blue | green | red | yellow | purple | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 45 | 68 | 92 | 83 | 68 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| _____ | _____ | _____ | _____ | _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <p>Optional Open Ended questions: There are 5 vehicles in the carpark, how many wheels might there be? (look at vehicle pictures if needed. What vehicles could there be bike, car, truck, tricycle etc) Draw it. Extend with more vehicles.</p> <p>Optional: Mathematics: tasks scheduled throughout week.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Inquiry</p> | <p>Seesaw - Tuesday: After watching the 'How a caterpillar becomes a butterfly' clip, use the attached template to complete the life cycle of a butterfly. Move the pictures of the different stages of the butterfly's life cycle to the correct places.</p> <p>Or: Find information out about the lifecycle of a butterfly. Create a poster/chart to describe each stage of the butterfly.</p> <p>Feedback: Will be on the task showing the butterfly's lifecycle.</p> <p>Seesaw - Friday: Butterfly designs</p> <p>You can print out the butterflies or complete on Seesaw. Choose one of the butterfly shapes you like then create a symmetrical design (ie left and right or top and bottom are the same pattern and colours) If you have printed it take a photo and upload.</p> <p>Optional Extra:</p> <ol style="list-style-type: none"> https://www.zoo.org.au/animal-house/ watch animals at the zoo. STEM Lego Challenge: Chose an image from the pictures and start creating. A photo of your design can be uploaded to Seesaw. Or: STEM Lego Challenge: Use Lego pieces to create a Lego animal. Research and type up some facts: a)what your animal eats b) where it lives and c) family type (ie, bird, reptile, amphibian, mammal etc) Watch this clip if you need https://www.youtube.com/watch?v=RP0BWpUXQ7M |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Physical Activity</p> | <p>Let's get ready to do some overhand throwing Grade 2 stars!</p> <p>WARM UP ACTIVITY</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

GO NOODLE WORKOUT!

Wake up your body by following this workout video (Wake up):
<https://www.youtube.com/watch?v=etYhia9hM8A>

For something harder you are welcome to try this video
 (Pump it up):
<https://www.youtube.com/watch?v=etYhia9hM8A>

SKILL DEVELOPMENT- OVERHAND THROW

The focus for grade 2 students in week 5 is the overhand throw.

SKILL COMPONENTS OF THE OVERHAND THROW

(Introductory components marked in bold)

1. **Eyes focused on target area throughout the throw.**
2. **Stands side-on to target area.**
3. Throwing arm moves in a downward and backward arc.
4. **Steps towards target area with foot opposite throwing arm.**
5. Hips then shoulders rotate forward.
6. **Throwing arm follows through, down and across the body**



PERSONAL BEST THROW

1. Focus is on throwing for distance
2. Set out the markers at distances such as 10, 20, 30 metres (this will depend on the size or the area available and throwing ability)
3. Students are encouraged to throw for distance and see how many markers they can throw past.
4. Emphasis is placed on students achieving their personal best distance.

TARGET THROWS

Students will need a target to throw at. This could be a target marked on a wall, a household object- bin, washing basket.

Students aim to hit the target

They could try:

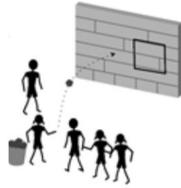
Counting their successful throws from 5 attempts

Playing against another player and seeing who is first to 5

Taking a step back each time they hit the target

Making the target bigger or smaller to increase or decrease the challenge.

Students should be pointing at and have their eyes used on the target. Don't forget to step with the front foot



CLEAN UP YOUR YARD

1. Students will need another player/s to play against.
2. Set up marker cones apart to designate two areas. The opposing players face each other in their territory.
3. On the command, each group bombards the other players territory trying to accumulate as many newspaper balls as possible in the other group's territory.
4. Set a distance which requires a full force overhand throw.
5. The team with the least amount of rubbish (paper balls) on the whistle wins.

This video shows how we play with teams that can be changed (as above) to play with a small groups or partner
https://www.youtube.com/watch?v=QUveuS_HBFA

LOB THE BOMB

1. Played with a partner or as a small group
2. Players lie face down in a set area (e.g. backyard) but must be within throwing distance and not behind any objects.
3. Another player has a number of newspaper balls or soft items that they throw at the players lying down trying to hit them. How many hits can they achieve?

TEE OFF!

1. Students design their own golf style hole using household objects to create a tee off (starting point), golf hole and even hazards some e.g. water hazard etc.
2. They try to throw the ball into the golf hole in as few throws as possible.
3. The tee-off must be a full force overhand throw and the 'putt' must be an underarm throw.
4. How many shots (throws) did it take to get the ball in the hole? Can you beat that score and/or play against someone else
5. Can you change your hole and play again or even make other holes to play.



Indonesian

Activity 1:
 Watch this Becak song:
https://www.youtube.com/watch?v=vo33M_Me1as
 Then, answer the following questions:
 - What does the becak look like?
 - What do you think is good about becak?

- [YouTube] Becak song
https://www.youtube.com/watch?v=vo33M_Me1as
 - Becak template
 - [YouTube] Naik Kereta Api song
<https://www.youtube.com/watch?v=wzRoh-uEbVk>

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|-------------------|--|---|
| | <p>- What do you think is not so good about becak? Write your answers and upload to Seesaw. Things to think about:</p> <ul style="list-style-type: none"> - speed - comfort - number of passengers - environment - noise <p>Activity 2: Draw a picture of your own becak and write 'saya naik becak'. If you have a printer, you can print this becak template and make your own.</p> <p>OPTIONAL Super Challenge: Watch this video of Indonesian trains a few times and sing along! Listen out for the word 'kereta api'! https://www.youtube.com/watch?v=wzRoh-uEbVk</p> | |
| <p>Art</p> | <p>Animal Habitats</p>  <p>Make a diorama to create the habitat of an animal of your choice. When you have chosen your animal, research where it lives. Decorate the sides, ground and front of your diorama using paper, paint, pens or things from nature.</p> <p>Think of what the ground would be covered with. Is it sand? Is it dirt? Is it leaves?</p> <p>Think about the background scene for your diorama. Is it in the ocean? Is it in a forest? Is in it the Australian Bush?</p> <p>What will be in the centre of your diorama? Is it a nest? Is it a burrow? Is it a cave/?</p> <p>Extension Activity: Create or find the animal for this habitat.</p> | <p>Shoe box or any type of box you can find. Cardboard Tectas Glue Scissors Materials from nature eg sand, dirt, leaves</p> |



Torquay College Remote and Flexible Learning Program

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| Optional websites sites that can be accessed to support learning | <ul style="list-style-type: none">• Twinkl- Setting this up is really easy to do - go to www.twinkl.co.uk/offer and enter the code AUSTRCODE (30 day free trial)• Reading https://www.storylineonline.net/ Great website for students to listen to and read well known picture story books• Reading readinga-z.com.au Website.• Spelling - Teach Your Monster to Read. Free app (need to download from App Store). There is no assessment so students begin at learning satpin. | |
|---|---|--|