

Torquay College Remote and Flexible Learning Program

Week 4 Year 2 Level- Remote and Flexible Learning Program

Welcome to week 4

This week we would like to say Thank you to all our parents and carers for the wonderful home schooling you are doing with your children. The home school partnership is the bed rock for student's wellbeing and learning especially during these uncertain times.

Torquay College staff appreciate all the positive feedback from families and we extend our gratitude and good wishes.

This week we are excited to start our Virtual Class Meetings via the WebEx program. This is an exciting opportunity for students and teachers to interact online.

Virtual Class Meetings

Each class will be holding two Virtual Class Meetings with all students. This offers students an opportunity to connect with their class and class teacher. Teachers may be engaging in a community circle, a social activity, a new learning activity or explain a task. This is a wonderful opportunity for our students to connect with each other, ask questions and clarify understandings about learning that has been planned.

These class meetings will be held via WebEx. Families have access to instructions for WebEx via their platform SeeSaw (years F-2) or Google classroom (years 3-6). While these virtual class meetings are over the internet, any family not connected will continue to book one on one conferences with their teachers once a week via Sentral.

The times for your year level (starting in week 4 from Monday 5th May)

<u>Year Level</u>	<u>Days & Time</u>	
<u>Yr 2</u>	<u>Tuesday 10:00am</u>	<u>Friday 10:30am</u>

Online safety

Please remember that it's important to continue to have discussions with your children about acceptable use of devices, and online safety especially at this time with both the number of people online and the potentially extended time students are using the internet. It could also be a great opportunity to revise or create a Family Technology Agreement - the link below will give you some ideas about how to do this.

The eSafety Commissioner has released the Australian Edition [Aus edition - Global online safety advice for parents and carers \(PDF, 1.1MB\)](#) resource. At this challenging time, we encourage all parents to have a read in order to support children with the safe use of technology.

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Suggested Daily Schedule

8.30 – 9.30am	Physical Activity	Play outside, go for a walk, play with your pet, ride your bike
9.30 - 10.30am	Academic time	Select two literacy tasks from reading, writing or spelling activities listed.
10.30- 11.00am	Break	
11.00 12.00pm	Academic time	Select a Mathematics task from activities listed
12.00- 1.00pm	Creative time	Select an Art activity or a home construction activity with your child's favourite materials i.e. Lego, craft, music, instrument
1.00- 1.30pm	Lunch	
1.30 -2.30pm	Academic time	Select an Inquiry or Indonesian task from activities listed
2.30- 3.30pm	Physical Activity	Select a physical education activity or wellbeing activity.

Week 4 Year Level 2

Content Area	Suggested Learning Activities
Well Being	<p>Watch Teacher Taylor's Tips for Remote Learning</p> <p>A few tips from one of Geelong's favourite teachers to help get you through this period of remote and flexible learning.</p> <p>Check out "Harry's Remote Learning Tips" video</p> <p>Complete the Bullystoppers "Being Cool Online" quiz</p> <p>Would you know how to help ten primary school students with their issues around cyberbullying and netiquette? This quiz will give you feedback as you go to help you understand how to be careful with what you share and what's shared with you online. Head to the Bullystoppers website and complete the "Being Cool Online" quiz. After you have completed the quiz read through the eSafety commissioner resource "Staying Safe Online".</p> <p>Spend some time with your parent/carer to check the settings on your device and talk through any issues or questions you may have about staying safe online. If you need further information or support check out the eSafety Commissioner website.</p>
Reading	<p>Lesson 1: Pig the Pug book: Please listen to the story from Ms Giuffre, she will be discussing synonyms and antonyms. This is assigned to all students on SeeSaw. If you cannot access it please listen to the story here: https://www.youtube.com/watch?v=7DuRtK4-zy8</p> <p>Lesson 2: Read a book as given on seesaw from reading a-z (if no access to Seesaw: find a book to read from reading a-z or home and record yourself reading the book.) Click the microphone then read it a second time and record yourself reading your book. Finally respond to the questions related to your book.. Levels will not be the same as what students will normally be reading at school.</p> <p>Feedback - Teachers will respond to this activity so please upload this to seesaw if working on hard copies.</p> <p>Lesson 3: antonym and synonym activity Please have students watch this clip https://www.youtube.com/watch?v=vSNs2oAkXA8 before they complete worksheets in resource folder.</p>

Optional Extra: reading challenge activities.

Reading Challenge

Write about the main character in the story.
Choose at least 5 words to describe his or her behaviour. Give an example for each one.

twinkl.co.uk

Writing

Lesson 1: Genre – Narrative.

When writing a Narrative, the structure is as follows -

Introduction with characters and setting.

Characters have a problem in the story.

This problem is solved throughout the story.

There is then a conclusion.

(if your child writes a story with a beginning, middle and end, that is sufficient).


After listening to Pig the Pug with Ms Giuffre, students can describe the physical (big, small, hairy) and personality (happy, sad, miserable) traits of Pig the pug. Draw this on a piece of paper or on Seesaw.



Name: _____

Character Traits

Cut and paste 4 words from the boxes below to match Pig's qualities




- long nose
- Floppy ears
- skinny
- freckled
- scaly skin
- wrinkly skin
- bulging eyes
- pudge body

Name: _____

Character Traits

Cut and paste 4 words from the boxes below to match Pig's qualities



- thoughtful
- Rude
- greedy
- nasty
- friendly
- selfish
- generous

Lesson 2:

Students create their **own** character for a story they will write. Students draw and label the character. Students write down the **physical traits** (big, small, hairy, tall) of the character and the **personality traits** (funny, happy, cheeky, miserable, mischievous) of the character. Draw your character on seesaw or upload an image.

Feedback:

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Lesson 3: Rocket writing: Students write for 3, 5 or 10 minutes. See resources. Also assigned on seesaw.



Rocket Writing

Sentence Starters

Choose from the sentence starters below or create your own.
Complete 3 different sentence starters.
Set your timer on 3, 5 or 10 minutes and write!

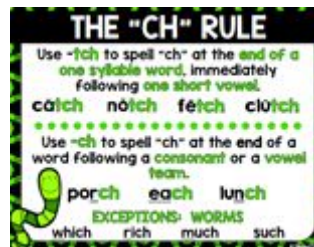
1. I found something cold touch my shoulder and started to turn around slowly....
2. I heard a knock and found a strange package at my front door....
3. The rain was pouring
4. out in the middle of the ocean I could see....
5. I looked out my bedroom window in the middle of the night and I couldn't believe what I saw....
6. Look out, here comes....

Optional Extras: Writer's Workshop:

Task in seesaw: Write about something you see or hear when you go outside.

Spelling

tch/ch



THE "CH" RULE

Use -tch to spell -ch- at the end of a one syllable word, immediately following one short vowel.

catch notch fetch clutch

Use -ch to spell -ch- at the end of a word following a consonant or a vowel team.

porch each lunch

EXCEPTIONS: WORDS

which rich much such

Use 'tch' to spell 'ch' at the end of one syllable word, immediately following one short vowel.

Use 'ch' to spell 'ch' at the end of a word following a consonant or vowel team - refer to rule on larger poster

<https://www.youtube.com/watch?v=79u8TmnlUpM>

Students can view the sound mats to go through the sounds and spelling rules.

Review spelling rule from previous week and go over the spelling words from the previous week.

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.

Words to demonstrate the 'ch rule spelling rule - patch, latch, match, batch, hatch, lunch, itch, witch, porch, ditch, hitch, botch, etch, fetch, match

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.

Irregular words - Students can learn from the list of High Frequency Words attached.


Handwriting - practice formation of lowercase letters

<https://www.youtube.com/watch?v=olgfKjITvtY>

Dictation linked to the spelling rule. Read the sentence out and the student write the sentence, using knowledge of spelling and punctuation.

Put the duck in the pitch and pat it.

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	<p>Mum will stitch the dress.</p> <p>Lock the latch and then go back home.</p> <p>Fetch the ball and take it back to Chip</p> <p>Do you want to sing with the witch?</p>
<p>Maths</p>	<p>Lesson 1: Addition snap. Using playing cards, students flip over 2 cards and add up. If you want to play with another person the first to add up wins the pair of cards. If playing by self how many sums can you do in a minute. Write your sums on SeeSaw. You can add more challenging sums if you wish.</p> <div style="text-align: center;">  <p>What you need: deck of cards</p> <p>2 Players</p> <ol style="list-style-type: none"> 1. Make to equal piles of cards 2. Each player flips a card 3. First player to add numbers correctly wins the set 4. Player with the most cards at the end wins <p>1 Player</p> <ol style="list-style-type: none"> 1. Make to equal piles of cards 2. Set the timer on a device for 1 minute and press 'go' 3. Flip two cards at once 4. Add cards numbers together 5. See how many you can do in 1 minute 6. Play again and beat your score <p>Extra Challenge</p> <p><small>You can add Queens, Kings, Jokers and Ace and give them an agreed value before you play the game.</small></p> </div> <p>Lesson 2: Differentiated worksheets: Year 1-3 Number lines See worksheets in resources. They progressively get harder. Students will be assigned these on SeeSaw.</p> <p>Lesson 3: Maths games: Play uno, card games, dominoes or board games. Also see the game below. Resources will be assigned on Seesaw and in resource folder.</p> <p>5 in a Row - Double Activity 2 Dice</p> <p>This game requires 2 players.</p> <ul style="list-style-type: none"> - Roll 2 six sided dice - Add the dice together, the double the number - Place a marker on or colour in the space with that number - The first person to get 5 spaces in a row is the winner <p>Optional Extra: Open Ended questions: Give each letter of the alphabet a value (number). How much does your name equal? What are the values of other names in your family?</p>
<p>Inquiry</p>	<p>Lesson 1: STEM: Build a bridge using materials found in the home that will hold a toy. We would like students to let their imagination run wild with this activity. Feedback: Take a photo of your artwork and upload to seesaw</p> <p>Lesson 2: Watch what is a life cycle. https://www.stem.org.uk/resources/elibrary/resource/36134/life-cycles Head out into your front or back yard and investigate what's living there. Look to see if there is evidence (proof) of a life cycle in your yard. These could be birds, butterflies, worms, ants, insects etc. Take a photo and write a sentence of what you found.</p> <p>Lesson 3: Life cycle of a frog: see resources (assigned on SeeSaw) Read the information about the life cycle of a frog and what an amphibian is. - Using the lines provided at the bottom of the worksheet write what you now know about amphibian life cycles.</p>

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- Fill in the different stages of a frog's life cycle, you will find the missing words at the bottom of the page.

Optional Extra: STEM: Build a masterpiece!

Build a Masterpiece

You can build your masterpiece by yourself or with a family member. Get creative and include all the items on the list? Each item is worth one point.

- It must be 5 feet tall and can stand on its own.
- The bottom is something orange.
- It has a head with shoes for ears.
- It will have 4 different square objects.
- It will have 6 different circles.
- It will have 1 triangle.
- It will have glasses.
- It will have a purple hat made from anything.
- It will have 3 items that you select yourself.
- It will have one piece that moves.
- It will have a sign with a name on it.

Total Points: 1 point per item

See what you can create with items from the list. You can work individually or ask your family to join you.

1. Read or have a family member read all the items on the list.
2. Collect your items.
3. Make a plan for your masterpiece and begin building. Be creative and have fun?
4. Add a picture or video of your masterpiece. Describe the process for making it. What was the biggest challenge? How many points did you earn?

Option: Before starting, create a design and draw it before you begin building. Test your design when building. Write down what worked and what needed to change?

Why:

- Children need many opportunities to explore, design, create and build. It is important for them to have time to think creatively, take risks, ask questions and be innovative. These skills are important building blocks to science, programming and engineering skills.

Physical Activity

Just Dance:

- Let's get ourselves warmed up!
- Follow the exercise moves in the video links below. If you don't have the internet, put on your favourite song and break out your best dance moves.
- Eye of the tiger!

<https://www.youtube.com/watch?v=qfN-3kBiUA8>

you may even like to also try this music video Can't Stop the Feeling (a bit more challenging) or pick one of your own

<https://www.youtube.com/watch?v=KhfkYzUwYFk>

Let's keep moving!

- Let's practice some more movement.
- Stand facing a marker 10m away
- Let's practice moving around that marker in different ways. Try and different way each time. For example, start with running around the marker and back. Now try – jumping, hopping, skipping.
- Place some evenly spaced obstacles between you and the marker.

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- Practice: jumping (jumping off and landing on two feet) over the obstacles, run around the marker and back to the start. Now try leaping (leaping off one foot and landing on the other foot) over the obstacles
- Finally dodge in and out of the obstacles and around the marker as quick as you can.

Toss, Catch, Bounce, and Dribble!

Remember:

- o *Keep your eyes on the ball all the way into your hands*
 - o *Keep your hands nice and soft with your fingers spread in the shape of the ball*

 - Try to find a medium size ball that will bounce.
 - Let's try some rolling like this:
 - Make the ball travel/roll around your body (e.g. waist) touching you all the way around
 - Place the ball on the ground and roll/tap the ball around both feet at once in a circle. One foot and then the other.
 - Can you roll the ball around your body while sitting down?
 - Hold the ball in front of you in both hands. Drop the ball and count how many times you can run around the ball before it stops bouncing!
 - Now, let's try:
 - Tossing (use a two handed underarm toss) the ball in the air and catching it with two hands. How many can you do in a row?
 - Tossing the ball up, let it bounce and then catch it.
 - Balancing on one leg, try tossing and catching the ball and then bouncing and catching the ball.
 - Tossing, turning around and trying to catch the ball after 1,2 or 3 bounces
 - Tossing the ball up and clapping once before catching the ball. Try this with and without a bounce/s. If you can do one clap, you may even try 2,3,4 ,..... claps and a catch.
- You may also like to try these challenges:
- Toss the ball up, touch a shoulder with your hands before catching it after one bounce. Try touching other parts of your body before catching- hips, knees, head etc. You can allow extra bounces to make things a bit easier if you like.
 - Toss and catch while moving
 - Bounce and catch while moving
 - Invent your own tossing and catching trick!

Dribble / Bounce

Why don't we work on dribbling the ball? You can choose to either use two hands (typically a bit easier) or one hand (a bit harder) or mix it up depending on the activity we are doing.

When we dribble:

- o *Use your fingers which are spread apart (not so much your palm)*
- o *Push the ball downward trying not to slap the ball.*
- o *Try to keep the ball out in front and a little to the side to avoid bouncing on your feet.*

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1. Dribble the ball in front of you. How many dribbles can you do in a row? Try dribbling it to one side of your body, now try the other side.
2. Try dribbling with one hand and then the other
3. Try walking in a circle around the ball while dribbling
4. Dribble the ball high. Now try to dribble the ball low. Can you dribble from high to low or low to high?
5. Balance on one foot and try dribbling
6. Can you bounce the ball while kneeling on one knee, two knees, while sitting? Super tricky, but can you move from standing to kneeling; then back to standing while bouncing your ball?
7. Try dribbling while walking around your space keeping your eyes looking where you are going.
8. Come up with your own dribbling activity. For example dribbling around or in and out of obstacles before throwing or shooting at a target.

Step back!

- We will finish with Step Back.
- This can be done with a partner or by yourself against a wall
- Take two big steps back from your partner or the wall
- Toss the ball to your partner or against the wall and count how many you can do in a row. What is your record?

Let's do step back!

- This time: Each time you catch three in a row against the wall or with your partner take a small step backwards (only one-partner step back). If you (or your partner) drop the ball, take a small step forward.

Indonesian

Activity 1:

Watch the Transportasi video again and practice your transport words.

Write at least 3 sentences like this one:

“Saya naik ____ ke ____.”

E.g. “Saya naik sepeda ke Supatramp.” (I take a bicycle to Supatramp.)

You can replace the transport and the destination with whatever you want, but make sure you write the transport in Indonesian!

Upload to Seesaw.

Activity 2:

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	<p>Watch at least 3 minutes of this Youtube video showing some Indonesian streets.</p> <p>What transport can you see?</p> <p>Which transport is most common?</p> <p>Which transport were not in the video?</p> <p>Write down what you notice about the transport.</p> <p>OPTIONAL Super Challenge:</p> <p>Watch this episode of Thomas the Tank Engine in Indonesian.</p> <p>See if you can hear the following words:</p> <ul style="list-style-type: none"> - kereta api (train) - permisi (excuse me) - dan (and) - melihat (look) - dua (two) - suka (like) - pergi (go) - berhenti (stop)
<p>Art</p>	<p>Create an artwork celebrating our theme: HOME is where the ART is...</p> <p>For your chance to win \$250* of Art & Craft Materials...PLUS \$450* of Art & Craft Materials for your school</p> <p>Embracing creativity strengthens us as individuals and as a community. Now, more than ever, it is vital to our resilience and wellbeing. Create, contribute and connect.</p> <p>Competition categories:</p> <p>Category 1: Primary Foundation to Level 3</p> <p>Category 2: Primary Level 4 to Level 6</p> <p>Artwork can be 2D (e.g. drawing, painting, sidewalk chalk drawing etc.) or 3D (e.g. sculpture, construction).</p> <p>Email a photo of your artwork to zartart@zartart.com.au with your:</p> <ul style="list-style-type: none"> ● Name ● Email Address

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	<ul style="list-style-type: none"> • Phone Number • Year Level • Category section • School Name • <u>Competition closes close of business Thursday 7th May</u> <p>For privacy reasons, student's FIRST NAME & SCHOOL NAME will be published only.</p> <p>By submitting your work, you are giving permission for Zart to showcase your artwork along with your name (first name only) and school name on website.</p> <p>ONE ENTRY PER STUDENT.</p> <p>Use resources that you have at your house. Please do not buy new materials. This could be a piece of art you have been working at home during remote learning and what else can you add to it to make it 'swisho' for the competition?</p> <p>It could be indoor or outdoor art.</p> <p>If it is more than one medium, then it is a mixed media piece.</p> <p>Maybe add a little written blurb to explain what you have made, how you have made it. If you can, add art terms like colour, line, form, balance, texture, pattern, figure ground, tone, contrast.</p>
<p>Optional websites sites that can be accessed to support learning</p>	<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 http://readinga-z.com.au • Spelling - Teach Your Monster to Read. Free app (need to download from App Store). There is no assessment so students begin at learning satpin. Could be suggested for parents of at risk students. • Study Ladder https://www.studyladder.com.au/account/teacher?t=teacher&r=#create-account Free <i>limited</i> student access from home, Printable and online resources, individual task allocation. Teachers will need to set up classes. • https://www.youtube.com/watch?v=vSNs2oAkXA8 Antonyms and Synonyms. This is an interactive story students can watch.