

### Week 3 Year 2 Level- Remote and Flexible Learning Program

#### 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.

Welcome to our Remote and Flexible Learning Program. The Remote Learning Program consists of activities that can be completed with resources around the home or have been uploaded onto SeeSaw and other learning sites. If you do not have online access please contact the school and related hard copy learning packs will be made available.

### Week 3 Year Level 2

#### Content Area

#### Suggested Learning Activities

#### Reading

Activity 1: Watch Ms. Giuffre's reading of "Just the way we are". Enjoy (seesaw only)

Activity 2: This activity can be repeated more than once.

Choose a book to read together or the student can read independently. If you choose to read with the child and have them read out loud, use the attached sheet 'guided reading challenge' and 'guided reading questions'. Have students choose one task per day from the list.

If you would like decodable books to read with your child, you could choose a book from the below website. These books are matched to the sounds that are the focus of the lesson. There are also support tasks that you could also complete with your child if they need that additional support. Decodable books are suited to students who need support with letters and sounds.

<https://www.speld-sa.org.au/services/phonic-books.html>

## Reading Challenge





Write about an experience or memory of your own that is similar to something you have read in the book.

twinkl.co.uk

**Feedback - Complete this reading challenge and upload this to seesaw.**

**Activity 3: Visualising task: On seesaw student login. Please respond on Seesaw.**

We are going to practice "seeing" mental pictures while reading together. It's called visualization!

1.  Choose a book to read.
2.  Start reading the book aloud.
3.  After 2 to 3 pages, stop. Close your eyes and describe the pictures or movie you see in your mind?
4.  Continue reading the book, stop at interesting parts and picture what you hear?



Family Why:

- When readers make mental pictures of what is happening in a book, they are better able to understand and remember what they are reading about.

- **Please remember to read every day and record in your take home diary: reading a-z, reading eggs or books from home.**

### Writing

**Activity 1:**

**Genre – Recount,**

Students can write about any personal experience they have had. This could include - Their weekend, A trip to the park, recount a play experience, A birthday party, A recent holiday, A recent family gathering

Students to include the 5 w's -  
Who, What, When, Where, Why.

Students can include and identify the nouns, verbs and adjectives they have included in their writing. Students include punctuation such as full stops, capital letters, commas, question marks, exclamation marks.

**Activity 2:**

**For a Writer's workshop lesson:**

**Create a seed and begin writing a story using the cycle:**

Prewriting/planning, Drafting, Revising, Editing, Publishing

Notice and Wonder:

Sit quietly and observe the world around you. Write down what you notice and what you wonder. Remember that we Generate an Idea, then Plan, then write a Draft. Have fun with this as this is your own personal writing, inspired by what you see around you. Please do your writing on a piece of paper and if you want to share it, you can take a photo and upload it.

**Activity 3:**

Using the pobble picture below, students write their response to the picture. You might like to use the prompts in pobble or brainstorm ideas, rocket writing or even write a whole story



**Question time!**

- ▶ What had happened when Brian fed the biscuits to his dogs?
- ▶ How quickly did they grow to this size do you think?
- ▶ Did Brian give the biscuits to anything/anyone else?
- ▶ Have the creatures stopped growing?
- ▶ How will Brian keep them as pets?
- ▶ What are the benefits/problems with having such enormous pets?
- ▶ Is there a way for Brian to restore his animals to their original size?

**Feedback - Take a photo of your Pobble Writing.**

**Spelling**

**Activity 1:**

Handwriting - practice formation of lowercase letters

**Activity 2: New Skill:**



**Rule - Use ck to spell 'k' at the end of a one syllable word, immediately following one short vowel. Use k to spell 'k' at the end of a word following a consonant, a long vowel sound or two vowels - refer to rule on larger poster**

<https://www.youtube.com/watch?v=kUFA3tywNJ4>

**Activity 3:**

Dictation linked to the spelling rule.

	<p><b>Read one sentence out and the student repeats out loud then writes the sentence, using knowledge of spelling and punctuation.</b>          Mother will push the rock.          What will they pack in the sack?          Where will the ship dock?          The clock rang at two and four.          The sink had a crack in it.          There is an art smock in the bin.          When will the ship dock?          We will feed the duck over there.</p> <p><b>Students can view the sound mats to go through the sounds and spelling rules.</b>  <b>Review spelling rule from previous week and go over the spelling words from the previous week.</b>          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.  <b>Words to demonstrate the k/ck spelling rule -</b>  <b>lack, sack, tack, pack, back, luck, pick, dock, lock, rock, mock, tick, sock, deck, neck, slack</b></p> <p><b>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.</b>  <b>Irregular words</b> - Students can learn from the list of High Frequency Words attached.</p>
<p><b>Maths</b></p>	<p><b>Addition:</b>  <b>1st activity:</b>          Maths game: Dice addition game (play straight on seesaw or on printable version)</p> <p><b>2nd activity: Worded Problems</b></p> <ol style="list-style-type: none"> <li>1. There were 7 pencils in the drawer. Dan placed 4 more pencils in there. How many pencils were there altogether?</li> <li>2. Tom had 8 Easter eggs and Glen had 12. How many Easter eggs did they have?</li> <li>3. Jason grew 9 watermelons and Tim grew 4 watermelons. Sarah grew 2 watermelons. What was the total amount of watermelons?</li> <li>4. Phil and David went to a café. Phil got 6 cupcakes and David got 11! How many cupcakes did Phil and David eat in total?</li> <li>5. Glen’s dog loved surprises. For its birthday it got 6 bones, 2 balls and 3 squeaky toys. How many toys did Glen’s dog have?</li> </ol> <p><b>If your child would like to create some of their own write them down.</b></p> <p><b>3rd activity:</b>  <b>Open Ended questions:</b>          I went to the zoo and saw 40 legs, what animals did I see?</p> <p><b>*Feedback will be provided on the open ended activity. Please upload to seesaw.</b></p> <p>*Mathletics activities on addition: use something easier or something harder if students find work easy or hard can be done at any time.</p>

<p><b>Inquiry</b></p>	<p><b>Interview a grandparent and ask the following questions:</b>          Name:          Place of birth:          Year of birth:          List 3 different ways you connect with people.          What is your favourite toy?          What type of music do you like?          How do you listen to your music?          Do you use a computer daily?          What do you do with your family on the weekend?          How do you get to school?          Record your answers.</p> <p>Template provided if you wish to print. This information will be used at school for another task.</p>
<p><b>Wellbeing</b></p>	<p><b>Cheering up and calming down</b></p> <p>We all have times when we feel negative emotions like sad, angry, jealous, lonely or bored so it is important to have strategies that help us manage these ups and downs. We might do things to cheer us up and other times to calm ourselves down.</p> <p>Listen to The Teeny Tiny Stevie’s song “Friendly, Gentle, Sharing, Courageous”</p> <p><a href="https://www.youtube.com/watch?v=YMC9GSTIkIM">https://www.youtube.com/watch?v=YMC9GSTIkIM</a></p> <p>Then listen to The Teeny Tiny Stevie’s song “Sleep through the night”</p> <p><a href="https://www.youtube.com/watch?v=2oFC54bN5Ec">https://www.youtube.com/watch?v=2oFC54bN5Ec</a></p> <p>Now listen to Teeny Tiny Stevie’s “I ate a rainbow”</p> <p><a href="https://www.youtube.com/watch?v=JXzyizJuMu8">https://www.youtube.com/watch?v=JXzyizJuMu8</a></p> <p>For some people music is a way to cheer themselves up (e.g. When they feel lonely or sad or bored) and to calm themselves down (e.g. When they are angry, scared or very excited). Other people will have different ways to help them feel happy or calm when they are tired, or stressed, or grumpy. For example, singing a song, going for a walk, drawing, playing with a pet, playing a game, cuddling a teddy, asking for help, talking to your parents/carers, taking deep breaths, ask for a hug, tell yourself it’s ok etc.</p> <p>Use the <a href="#">“cheering myself up and calming myself down” worksheet</a> to draw a picture of what you do to help yourself cheer up or calm down when you are feeling sad, angry, lonely, scared and worried.</p> <p>Share this with your teacher on seesaw.</p> <p><i>Adapted from RRRR Level 1 /2 Topic 3 Positive Coping Activity 2</i></p> <p><b>Smiling Minds</b></p>

	<p>With help from a parent/carer download the Smiling Minds app <a href="https://app.smilingmind.com.au/">https://app.smilingmind.com.au/</a></p> <p>Try one of the mindfulness activities in the 7-9 year old section such as “the bubble journey” <a href="https://app.smilingmind.com.au/sessions/2/2/2/">https://app.smilingmind.com.au/sessions/2/2/2/</a></p>
<p><b>Physical Activity</b></p>	<p><b>BALLOON CHALLENGES</b></p> <ol style="list-style-type: none"> <li>1. Inflate a Balloon</li> <li>2. Practice tapping the ball into the air attempting to keep it in the air as long as possible</li> <li>3. How many taps with your hand can you do in a row before it touches the ground? Can you beat your personal best?</li> <li>4. Try tapping and keeping the balloon off the ground with various body parts? Head, hand, knee, foot</li> <li>5. Work as a team or with a partner. Taking it in turns to tap the balloon up. How many taps can you do as a team/pair?</li> <li>6. Challenge your parent/s, brother or sister to see who gets the most taps. If you have a balloon each, start tapping on the word ‘go’ and see who can keep it in the air the longest</li> <li>7. Try tapping the balloon with a bat, racquet or rolled up newspaper etc.</li> <li>8. Play against an opponent and try and tap the balloon through the designated goals.</li> </ol> <p><b>JUST DANCE</b></p> <ol style="list-style-type: none"> <li>1. If you have the game, play a number of songs attempting to copy the dance moves of the dancers pictured.</li> <li>2. If you don’t have access to the game, you can type Just Dance into YouTube. It will bring up a range of just dance songs that students can attempt to copy. Here are a couple of examples:</li> </ol> <p><a href="https://www.youtube.com/watch?v=p7yYiLEus7w">https://www.youtube.com/watch?v=p7yYiLEus7w</a> - Playlist of assorted children songs and dances  <a href="https://www.youtube.com/watch?v=KhfkYzUwYFk">https://www.youtube.com/watch?v=KhfkYzUwYFk</a> - Can’t stop the feeling!  <a href="https://www.youtube.com/watch?v=8-9Sm6_yE98">https://www.youtube.com/watch?v=8-9Sm6_yE98</a> - Eye of the Tiger!</p> <p>Alternatively, put on your favourite tunes and get your groove on. DANCE PARTY!          You may even like to choreograph a dance</p>
<p><b>Indonesian</b></p>	<p><b>Activity 1:</b>          ‘Naik’ means take or ride.          Write and draw pictures of at least 3 of the following sentences:</p> <ul style="list-style-type: none"> <li>- Bu Kylie naik sepeda.</li> <li>- Miss Jess naik bis.</li> <li>- Pak Zander berjalan kaki.</li> <li>- Spiderman naik becak.</li> <li>- Bluey naik kapal.</li> <li>- Taylor Swift naik sepeda motor.</li> <li>- Homer Simpson naik mobil.</li> </ul> <p>Take a photo and upload to Seesaw.</p>

	<p><b>Activity 2:</b> Listen to <a href="#">‘Ke Sekolah’ song on Seesaw</a> and sing along. Perform your own version with different types of transport.</p> <p><b>Super Challenge:</b> Complete the interactive tasks for Topic 32. Open with Explorer not Chrome. <a href="#">Languages Online Indonesian topics</a></p>
<b>Art</b>	<p>Look around your house for cardboard boxes, lids, butter containers, masking tape, glue and be creative and make a 3-D lifecycle. Even newspaper and masking tape can be used to create the form of a frog. You could paper mache over the form with paper. Or over a plastic water bottle. To make the glue, mix one cup of flour and one cup of water until you get a thick, glue like consistency. Add more water if it’s too thick and mix well to get rid of lumps. Let dry and paint. What other items around the house do you have to make the rest of the lifecycle events?</p>
<b>Optional websites sites that can be accessed to support learning</b>	<ul style="list-style-type: none"> <li>● Twinkl- Setting this up is really easy to do - go to <a href="http://www.twinkl.co.uk/offer">www.twinkl.co.uk/offer</a> and enter the code AUSTRCODE (30 day free trial )</li> <li>● Levelled Inquiry based units of work for all year levels- <a href="https://www.coolaustralia.org/">https://www.coolaustralia.org/</a></li> <li>● Reading Eggs/ Reading Express/ Math Seeds (all same login)</li> <li>● Mathletics</li> <li>● <a href="https://www.speld-sa.org.au/services/phonic-books.html">https://www.speld-sa.org.au/services/phonic-books.html</a></li> <li>● <a href="https://www.zoo.org.au/animal-house/">https://www.zoo.org.au/animal-house/</a></li> </ul>