



Remote and Flexible Learning Term 3 2020

Year: 2

Week: 6

Torquay College community are working creatively to meet the learning needs of all our students. The short mini lessons that teachers are posting are proving to be a welcomed addition to our learning program. The positive feedback received is encouraging and motivates us all to keep working to innovate and improve the teaching and learning program for all students.

Setting up a supportive home and school learning environment is key to ensuring a successful learning partnership and experience in the 'Remote and Flexible Learning' program.

The following is a guide to support and remind families to:

Setting up a learning environment:

Creating a quiet and comfortable learning space is crucial. Your child may have a regular place for completing homework under normal circumstances, but this space may not be suitable for working in for an extended period of time.

A space/location for extended learning should be a public/family space, not in a bedroom where possible. It should be a place that can be quiet at times. Above all, we encourage families to closely monitor and support your child/ren's learning.

Family Wellbeing:

Being confined to home for an extended period of time can cause stress and conflict. Tips for looking after your children during isolation include:

- Talking to your whole family about what is happening. Understanding the situation will reduce their anxiety.
- Help your children to think about how they have coped with difficult situations in the past and reassure them that they will cope with this situation too. Remind them that the isolation won't last forever.
- Exercise regularly. Options could include exercise DVDs, dancing, floor exercises, yoga, walking around the backyard or using home exercise equipment, such as a stationary bicycle, if you have it. Exercise is a proven treatment for stress and depression.
- Encourage your children to keep in touch with family members and friends via telephone, email or social media (where appropriate).

Establishing home learning environment:

- establishing and following a daily routine
- defining a space for your child to work in

- monitoring communications from teachers and others
- taking an active role in helping your children process their learning
- encouraging physical activity and/or exercise
- checking in with your child regularly to help them manage stress
- monitoring how much time your child is spending online (screen time)
- keep your children social, but set rules around their social media interactions.

If you have any questions or concerns about your child's learning please contact your class teacher or the school.

Regards,

Nadia Tkaczuk
Assistant Principal

Weekly Team Message:

Virtual class meetings will begin this week and will be on **Monday** and **Thursday** at **10am**. Please look out for your teacher to send a Seesaw announcement with their room number for you to attend. Please remember to stay mute on entry, and show respect to each other.

The school website curriculum program is designed for families who opt for hard copy pack and who do not have access to the internet.

The activities listed below will not be released all at once but uploaded by your teachers each day as listed below. If you complete your activity before the released date just upload a photo to the activity when it shows up on Seesaw, as this will go into your Journal.

We are adding "**The Giraffe and the Pelly**" read by Mrs. Gogerly that children can listen to each day it is assigned on Seesaw. It is an optional activity as students just listen. It will be removed at the end of the week.

	When Lessons will be assigned on Seesaw		
Monday	Reading :Lesson 1	Writing : Lesson 1	Maths : Lesson 1 FEEDBACK GIVEN
Tuesday	Reading :Lesson 2	Maths : Lesson 2	Inquiry : Lesson 1 FEEDBACK GIVEN
Wednesday	SPECIALIST DAY: Focus on PE, ART and INDONESIAN		

Thursday	Reading :Lesson 3	Writing : Lesson 2 FEEDBACK GIVEN	Inquiry : Lesson 2
Friday	Writing : Lesson 3	Maths : Lesson 3	Inquiry : Lesson 3

Suggested Daily Schedule

Program for: Monday Tuesday Thursday Friday			Program for: Specialist day Wednesday		
8.30 to 9.30 am	Physical Activity	Play outside, go for a walk, ride your bike	8.30 – 9.30am	Physical Education	Torquay College PE Lesson.
9.30 - 10.30am	Academic time	Select a reading or writing task from activities listed. Refer below	9.30 - 10.30am	Art Activity	Torquay College Art Lesson.
10.30- 11.00am	Break		10.30- 11.00am	Break	
11-.00 12.00pm	Academic time	Select a Mathematics task from activities listed. Refer below	11-.00 12.00pm	Indonesian Activity	Torquay College Indonesian Lesson.
12.00- 1.00pm	Creative time	Construction activity with your child's favorite materials i.e. Lego , draw, craft, music, instrument	12.00- 1.00pm	Well Being Activity	Torquay College Wellbeing Lesson.
1.00- 1.30pm	Lunch		1.00- 1.30pm	Lunch	
1.30 -2.30pm	Academic time	Select an Inquiry or English task from activities listed in the appropriate year level learning tasks. Refer below	1.30 -2.30pm	Creative time	Construction activity with your child's favorite materials i.e. Lego, draw, craft, music, instrument.
2.30- 3.30pm	Physical or Wellbeing	Select a wellbeing or physical activity: Play game outside, a ball game in your yard, skipping	2.30- 3.30pm	Physical Activity	Play outside, go for a walk, ride your bike.

Writing

Curriculum Area Focus	Learning Activities	Material links / Online Resources	Feedback by Teacher
<u>Lessons 1</u> Learning Intention: I can organise my ideas for writing.	Information Report: chose what you would like to write about and plan following the writing process. Research information and make notes under subheadings that you will expand on when drafting. Collect images/diagrams that you will use.	Information Report Poster to assist writing (will be assigned on Seesaw)	
<u>Lessons 2</u> Learning Intention: I can use my plan to write a draft.	Information Report: Continue with your choice and draft - using your plan you are moving into the second phase of the writing process, drafting. Organise all your information into sections and plan an information report poster with a topic sentence and subheadings and a conclusion.	Information Report Poster to assist writing (will be assigned on Seesaw)	Feedback Provided
<u>Lessons 3</u> Learning Intention:	Writers workshop: sentence Fluency 1. Look at Anchor chart in templates. Read the 3 sentences explaining sentence fluency. 2. Listen to mentor text 'GoGo and the Silver Shoes' focus on how the author uses sentence fluency. 3. Next, Tap on the Pobble link and use the sentence starter to start your writing. You can choose your writing genre. 4. Write a piece based on the Pobble picture and focus on the writing trait Sentence Fluency.	*Seesaw: View SeeSaw Slide *Watch book reading (SeeSaw) *Look at Anchor Chart : Sentence Fluency (SeeSaw) *Look at Pobble link and use sentence starter (SeeSaw)	
Writing: Optional Extra- if you want to do more: <ul style="list-style-type: none"> ● Write a story working through the Writing Cycle ● Writing the recipe for a meal or snack you have prepared together. ● Writing down some facts they have discovered whilst reading an information book. ● Writing some simple instructions of how to make something such as building a Lego model, etc. 			

Reading

Curriculum Area Focus	Learning Activities	Material links / Online Resources	Feedback by Teacher
<p><u>Lessons 1</u> Learning Intention: I can decode and encode the long vowel sounds of “o” oa and ow</p>	<p>Focus on oa ow MSL:</p> <ol style="list-style-type: none"> 1. Students watch sound pack video. 2. Students then watch the new skill video to learn the long “o” sounds of oa and ow (the boat is slow) Students can read the words and write them in their remote learning book. 3. Students complete the dictation sentence. 	<p>Seesaw will have this set as 2 activities as we cannot upload more than one video.</p>	
<p><u>Lessons 2</u> Learning Intention: I can use the clues from the text to make an inference</p>	<p>Comprehension strategy: Inferring</p> <ol style="list-style-type: none"> 1. Listen to 'The Hidden Forest' again by Jeanie Baker 2. Focus on Ben's personality/character, what you think he is like 3. Using the template on Seesaw(see template or hard copy) or writing in your remote learning book record your answers. 	<p>Listen to Hidden Forest on SeeSaw Record response to Ben's Character worksheet on Seesaw or in remote learning book</p>	
<p><u>Lessons 3</u> Learning Intention: I can read a book and comprehend what information is included.</p>	<p>Reading a-z books will be assigned to students through Seesaw or on the website. We would like students to read at least one page and record it on Seesaw. The second part of this activity requires students to answer comprehension questions related to their book.</p>	<p>Seesaw activities are set. If you require the book name from Reading A-Z please contact your teacher as they are differentiated for each student. If you cannot access Seesaw students can write a retell of their own book.</p>	
<p>Reading: Optional Extra- if you want to do more:</p> <ul style="list-style-type: none"> • Reading eggs and Reading Eggspress • Reading A-Z • Listen to The Giraffe and the Pelly. 			

Mathematics

Curriculum Area Focus	Learning Activities	Material links / Online Resources	Task Assessed by Teacher Due Date
<p><u>Lessons 1</u> Learning Intention: I can name the seasons and the months in each.</p>	<p>Our Seasons: Summer, Autumn, Winter, Spring</p> <p>Instructions: Using the tree template (2 copies) create a tree for each season. You could have orange and red leaves for Autumn, No leaves and snow for Winter, Spring could have green leaves and colorful blossoms and green leaves for Summer. Fold each tree in half with the coloured side facing inwards. Paste the back of the Summer tree to the Spring tree, then the Winter tree to the Spring tree. Finally glue the Autumn tree to the Summer and Winter Tree.</p> <p>In your book write the heading for each season and write which months belong to the season then take a photo of your tree with this page and upload to Seesaw. If you would prefer you can complete each season on a new page in the lesson on Seesaw</p>	<p>2 copies of Tree template (in resources pack) https://www.easypeasyandfun.com/four-seasons-tree-craft/</p> <p>This activity will be assigned on Seesaw with the template as 4 separate trees.</p>	<p>Feedback provided</p>
<p><u>Lessons 2</u> Learning Intention: I can draw images for each of the six Indigenous seasons</p>	<p>Seasons: Indigenous Seasons</p> <p>Students watch a video about the Gariwerd Seasons. After this students can view a poster which explains what happens in each season, then complete the worksheet by drawing an image in each section of the circle that relates to the indigenous seasons listed.</p>	<p>Worksheet and poster of Gariwerd seasons.</p>	
<p><u>Lessons 3</u> Learning Intention: I can use a variety of strategies to represent a number.</p>	<p>Number: Think Board including subtraction and addition</p> <ol style="list-style-type: none"> 1. Watch the video (mini lesson) on how to complete the think board with Mrs Leyden. 2. Choose a number to base the activity on (make sure you challenge yourself). 3. Fill in the think board template, this can be done on a hard copy or via Seesaw. Take a photo of your think board and send it back to your teacher. 	<p>Blank Addition and Subtraction Think board Mini Lesson youtube clip ...</p>	

Mathletics: Optional Extra- if you want to do more:


- Mathletics,
- Maths Seeds,
- Written counting patterns starting from any number other than 0 or 1
- Write some addition and subtraction problems to solve.

Inquiry

Curriculum Area Focus	Learning Activities	Material links / Online Resources	Feedback by Teacher
<p><u>Lessons 1</u> Learning Intention: I can research my family and create a simple family tree</p>	<p>Family tree: A family tree is a diagram (that can look a little like a tree), that shows all of a family's relatives through several generations from the present, backwards.</p> <p>Part A: Practice making a virtual family tree in Seesaw</p> <p>Part B: create your own family tree going as far back as you can. But keep it simple.</p>	<p>Examples of family trees in resources. This will be assigned on Seesaw for students to complete.</p>	<p>Feedback Provided</p>
<p><u>Lessons 2</u> Learning Intention: I can think about how I was then and how I am now.</p>	<p>Introduction: present is now and past is then Students need to compare themselves and the growth they have gone through from a baby until now.</p>	<p>Then and now worksheet. (will be assigned on Seesaw.)</p>	
<p><u>Lessons 3</u> Learning Intention:</p>	<p>Science: Push and Pull Students need to watch a video about push and pull, then complete a worksheet explaining how to move objects like a tissue box. Do you push it to move? Can you pull it to move? or can you do both?</p>	<p>Push and Pull worksheet in resources and will be assigned on Seesaw.</p>	
<p>Inquiry: Optional Extra- if you want to do more:</p> <ul style="list-style-type: none"> • Cosmic Yoga - https://www.youtube.com/user/CosmicKidsYoga • Smiling Mind App - https://www.smilingmind.com.au/ • Mindfulness Colouring Sheets - (in resources) 			

Wednesday Specialist Program

Curriculum Area Focus	Suggested Learning Activities	Material links / Online Resources	Task Assessed by Teacher Due Date
<p><u>Well Being Activity</u> Learning Intention:</p> <p>I can examine health messages and how they relate to health decisions and behaviours</p>	<p>Eat like a healthy hero!</p> <p>The Geelong Cats Healthy Heroes program is all about encouraging kids to do an hour of physical activity a day, to drink water and to eat well. Not only will this help us stay physically healthy but it will help us feel good too. During remote and flexible learning we might find ourselves spending more time online, so it is even more important that we are taking good care of ourselves!</p> <p>Geelong Cats players like Tom Hawkins, Bec Goring and Joel Selwood encourage us to have 5 serves of fresh fruit and vegetables a day. Watch the Teeny Tiny Stevies “I ate a rainbow” video for some colourful food inspiration and then challenge yourself to eat like a healthy hero by trying one of the Geelong Cats players recipes in the “Eat like a healthy hero cookbook”!</p>	<p>Teeny Tiny Stevies “I ate a rainbow” video: https://www.youtube.com/watch?v=JXzyizJuMu8</p> <p>Geelong Cats Healthy Heros “Eat like a healthy hero cookbook” is available here: https://www.geelongcats.com.au/experience/community/resources/healthy-heroes</p>	

<p><u>Art Activity</u> Learning Intention: I can make artworks using different materials and techniques</p>	<p><u>Year 2 Inquiry: Family</u></p> <p>Trace around your family members hands.</p> <p>Make sure you overlap these hands so that some hands are slightly on top of others.</p> <p>In each section of each hand, choose a different line pattern using zooms. This sample does not show a pattern in each section... but it would be good to add the feature of line and pattern to this piece.</p> <p>Paint over each different section using water colours or food dye from the kitchen that you have watered down. Each section should be a different colour.</p> <p>Please take a photo and post on the Specialists Seesaw page so I can see.</p>		
<p><u>Indonesian Activity</u> Learning Intention: I can understand and say the words for body parts.</p>	<p>Watch the mini-lesson on Seesaw and enjoy the story - "Aduh! Iron Man Sakit!" (Oh no! Iron Man is hurt!)</p> <p>Then, draw and label at least 2 of the body parts that Iron Man hurt in the story. Hint: The first one is 'kepala' (head)!</p> <p>Can you make it to Level 3? Level 1: Label at least 2 Level 2: Label 3 to 5 Level 3: Label all 6</p> <p>(Don't worry - no Iron Men were harmed in the making of this story!)</p>	<p>1. Mini-lesson video on Seesaw</p>	
<p><u>Physical Education Activity</u> Learning Intention: I can perform movement sequences that incorporate the</p>	<p>Year 2 Gymnastics</p> <p>This is our second of two weeks practicing our gymnastics skills. We will start with two warm up activities</p> <ol style="list-style-type: none"> 1. Alphabet Letters & Partner Balances 2. Sports themed Dance 	<p>Detailed lesson plan (with pictured) attached in resource section</p> <p>Seesaw video examples (to be loaded Sunday)</p>	

themes of movement	After our warm up we will complete these skill based activities <ol style="list-style-type: none">1. Shape, Position and Action Challenges2. Balancing- Balance Beam walks3. Hanging / Swinging (from Bar)- optional4. Creating a Balance and Locomotion Routine		
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