



Remote and Flexible Learning Term 3 2020

Year: 2

Week: 9

Torquay College Families,

We are now entering our 6th week of Remote and Flexible Learning and there is only two weeks left of term three. I am fortunate in my position to see all the teaching and learning across the college and what I am observing is a wonderful community of learners. I am proud of the work that the students and teachers are doing in these unprecedented times.

The virtual learning environment is a great way to maintain learning and build friendships with class friends. A reminder to families that the class virtual lessons are an official class session that deserve students' full attention and a reminder to families that when we are in our Virtual Class meeting we need to ensure students are ready to engage and participate. Please make sure students are not in bed or distracted by breakfast, games or other home activities.

Digital safety continues to be a focus with some students engaging on sites that may put some students at risk and we urge families please make sure you have considered your child's digital safety and screen time. The department's E-safety website attached is a wonderful resource that all families should engage with to ensure children are using technology safely. <https://www.esafety.gov.au/parents>

The Three Way Conferences (parent, student and teacher) are open to all families each fortnight. Three Way Conferences are a great way for families to discuss individual child's learning needs. Conferences can be booked on Sentral each fortnight for the following weeks.

Thank you for your continued support.

Assistant Principal
Nadia Tkaczuk

Weekly Team Message:

Welcome to Week 9 of remote and flexible learning for Term 3. Thank you for the continued support and the amazing job that you are doing at home. We really appreciate all of the work and feedback we have been receiving and your patience when we have issues.

Virtual class meetings 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.

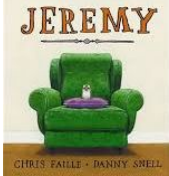
	When Lessons will be assigned on Seesaw		
Monday	Reading: Lesson 1 Feedback will be supplied	Writing: Lesson 1	Maths: Lesson 1
Tuesday	Reading: Lesson 2	Maths: Lesson 2 Feedback will be supplied	Inquiry: Lesson 1
Wednesday	SPECIALIST DAY: Focus on PE, ART and INDONESIAN		
Thursday	Reading: Lesson 3	Writing: Lesson 2	Inquiry: Lesson 2 Feedback will be supplied
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:	Writers Workshop: Pobble Writing Trait: Conventions	Pobble Picture Seesaw will have the mentor text and a mini lesson	

	<p>Learning Intentions: I can use conventions (punctuation and spelling) in my writing.</p> <ol style="list-style-type: none"> 1. Listen to the mentor text ' Possum Magic '. As you listen focus on how the author has used conventions throughout the story. Look for capital letters at the start of a sentence and for names, full stops at the end of a sentence, question marks ?, exclamation marks ! and commas. 2. Look at the Pobble picture on templates and use it to write a story. 3. Use the story starter if you like. This is optional. 4. Set your timer for at least 15 minutes so you write for a minimum of 15 minutes. Write for longer if you want to. 5. Reread your work and check to make sure you have used your conventions in your story. 6. Take a clear and close photo: of your work and upload: to SeeSaw. 		
<p><u>Lessons 2</u> Learning Intention:</p>	<p>Information Report: On a person Writing Cycle -Drafting, Editing, Revising and Publishing Students are going to work their way through the writing cycle, they will write an information report on a person. The lesson has been separated into two parts. Part 1: Students will write their draft once they have completed their draft they will revise and edit their writing. Part 2: Students will publish their information reports. The choice of how to publish is up to the students. Some examples include:</p> <ul style="list-style-type: none"> - Flyer - Brochure - Video - Diorama - Poster <p>We encourage students to be as creative as possible when presenting their final information reports.</p>	<p>Seesaw will have some examples of published information reports.</p>	
<p><u>Lessons 3</u> Learning Intention:</p>	<p>Recount: on anything weekend, fathers day, remote learning day. Students are to write a detailed recount of something that has happened to them during remote learning. Remembering to begin with Who, What, when and where and then to tell the story in chronological order.</p>	<p>Mentor text Jeremy</p> 	

		Recount can be written in Remote learning book.	
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Writing: Optional Extra- if you want to do more:

- 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:</p>	<p>Focus on er, ir, ur MSL:</p> <ol style="list-style-type: none"> 1. Students watch sound pack video. 2. Students then watch the new skill video to learn er, ir, ur (her bird is hurt) 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. One is a sheet to draw an er/ir/ur word and draw a picture and the next is a page to upload your anchor chart and sentence.</p>	
<p><u>Lessons 2</u> Learning Intention:</p>	<p>Asking Questions and Questioning</p> <p>Learning Intention: I can ask questions about the text (book) after I read</p> <ol style="list-style-type: none"> 1. Watch the 3rd Mini Lesson by Ms Hill on asking questions and questioning after reading. 2. Re read the page about weather to yourself or with an adult or older brother or sister. 3. Write down on the 4th slide or in your Remote Learning 2 book your new questions you have after reading the whole page. 4. Include your thinking in the second column. Why you want to 	<p>Students fill out the questions on the sheet that they want to ask after reading and also write their thinking about why they want to ask those questions.</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>	

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

- Reading eggs and Reading Eggspress
- Reading A-Z

Mathematics

Curriculum Area Focus	Learning Activities	Material links / Online Resources	Feedback by Teacher
<u>Lessons 1</u> Learning Intention: I can compare and order the capacity of containers using informal units.	VOLUME AND CAPACITY investigate containers that hold the same amount half full, full, almost full, empty. Complete the worksheets provided.	Seesaw lesson Capacity worksheets Capacity information sheets 4 different sized containers	
<u>Lessons 2</u> Learning Intention: I can compare and order the capacity of containers using informal units.	<u>various containers have the same capacity</u>	Worksheet on volume 4-6 containers of different shapes seesaw lesson	feedback on this lesson

<p><u>Lessons 3</u> Learning Intention: I can discuss what happens when you push a ball into a container.</p>	<p>Water, Water Everywhere. In this lesson students are going to fill a large container with water and push a ball into the container. The idea is to discuss what happens when you release the ball and also discuss what has happened with the water level. (When you push the ball down into the container the water level rises .Then when you release the ball the push of the water forces the ball upwards and may make the water level decrease.)</p>	<p>Students draw a picture on Seesaw or in Remote Learning book of the water level before, during and after pushing the ball in.</p>	
<p>Mathletics: Optional Extra- if you want to do more:</p> <ul style="list-style-type: none"> • Mathletics, • Maths Seeds, • Written counting patterns starting from any number other than 0 or 1 • Write some addition and subtraction problems to solve. • Cook something with an adult 			

Inquiry

Curriculum Area Focus	Learning Activities	Material links / Online Resources	Feedback by Teacher
<p><u>Lessons 1</u> Learning Intention: I can identify how Technology has changed in the past to the present.</p>	<p>On the template students move the items into the past and present. Then students to sort the telephones from oldest to newest along the timeline</p>	<p>Past and present technology sort template</p>	

<u>Lessons 2</u> Learning Intention: I can identify how Technology has changed in the past to the present.	<p>Students use the telephone template to refer to as an example</p> <p>Students are to decide what type of technology they would like to investigate and create a mini report that includes photos and facts about each.</p>	<p>Then and now Template Telephone information notes</p>	<p>Feedback on this lesson</p>
<u>Lessons 3</u> Learning Intention: I can describe what I see in an experiment	<p>Students are required to observe what happens to food coloring in a dish of milk once you add dishwashing detergent. They can record a video of their experiment and are required to answer two questions. 1. What happens when you first put the cotton bud in the milk? then 2. Do you think the food dye was pushed or pulled away?</p>	<p>At home Science experiment.</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 Week 6) 			

Wednesday Specialist Program

Curriculum Area Focus	Suggested Learning Activities	Material links / Online Resources	Task Assessed by Teacher Due Date
<u>Well Being Activity</u> Learning Intention: I can recognise unique traits and qualities about myself.	<p><u>What are my best qualities?</u></p> <p>Each one of us is different. We are all unique with many special qualities. Make a list of all of your best qualities. A few examples might include: I am honest. I am brave. I make people laugh. I am a good friend. Try your best to do this activity on your own, or if you need help, ask an adult for some ideas. You might even like to write your best qualities on post-it notes to put up somewhere in your bedroom or house.</p>		

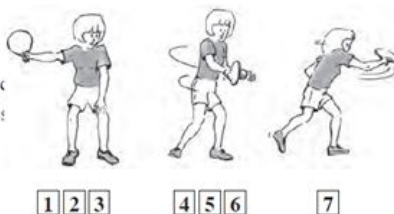
<p><u>Art Activity</u></p> <p>Learning Intention:</p> <p>I can make art works using materials, techniques and processes to express ideas, observations and imagination.</p>	<p>Fish collage</p> <p>Materials- paper/cardboard for background -any colour, coloured paper for the head, tail and bones, textas, scissors, glue</p> <p>Directions - Look at images for inspiration.</p> <p>Start by sticking down the spine (backbone) of your fish. You can use a straw, a piece of ribbon or wool or cut a long thin piece of paper. Add the head of the fish by firstly drawing the shape and then cutting it out (a triangle shape is good for this). Now add in the tail of the fish and stick it to the other end of the spine. Add in the bones by cutting small rectangle shapes and add them to each side of the spine. For the eye, you can draw it in or make an eye out of paper. If you have a goggle eye you might like to stick it on. If you want to, you can add in the fins.</p>		
<p><u>Indonesian Activity</u></p> <p>Learning Intention:</p> <p>I can create a storybook using the words for body parts in Indonesian.</p>	<p>First, watch the mini-lesson on Seesaw. We will listen to the story one more time and learn how to write our own story.</p> <p>Then, on Seesaw, click "Add Response" and write your own story in Indonesian using the words for body parts. You will need to decide which character is going to be in your story, and what body part they hurt when they fall over. Don't forget to write in Indonesian (use your Word Wall to help you) and don't forget to draw pictures!</p>	<p>1. Mini-lesson (found on Seesaw)</p> <p>2. Storybook writing activity (on Seesaw, press "Add Response")</p>	
<p><u>Physical Education Activity</u></p> <p>Learning Intention:</p> <p>I can demonstrate Fundamental Motor Skills in different movement situations and test alternatives to solve movement challenges</p>	<p>This week we are working on the forehand strike and two handed strike. A forehand strike is like what we use in Tennis, while the two handed strike is like what we use when hitting in Baseball.</p> <p>A full description of the activities and games is located in the Resource folder. I hope you enjoy them</p> <p>EQUIPMENT NEEDED:</p> <ul style="list-style-type: none"> · A bat or racquet that you can hit with. It may even be an empty plastic bottle or rolled up newspaper 	<p>A full description of the activities and games is located in the Resource folder.</p> <p>EQUIPMENT NEEDED:</p> <ul style="list-style-type: none"> · A bat or racquet that you can hit with. It may even be an empty plastic bottle or rolled up newspaper · A tee (stand) to place the ball onto so it can be hit e.g. 	

- A tee (stand) to place the ball onto so it can be hit e.g. cardboard box with plastic cup sitting on top to place ball on
- Markers to use to create target zones e.g. empty bottles, clothing, toys etc.
- A ball (e.g. tennis ball or medium sized ball) you can hit. It can also be a pair of rolled socks, scrunched up newspaper or balloon

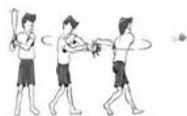
Skill components- Forehand Strike

Performance Criteria

1. Eyes are focused on the ball throughout the strike
2. Stand side-on to the target with bat held in one hand
3. Striking hand nearly straightened behind shoulder at end of backswing
4. Step towards target with foot opposite striking arm during the strike
5. Marked sequential hip to shoulder rotation during the strike
6. Ball contact made opposite front foot with straight arm
7. Follow through towards the target then around body



Skill components- Two handed strike



Skill Components

1. Eyes are focused on the ball throughout the strike.
2. Preferred hand grips bat above non-preferred hand.
3. Stand side-on to the target.
4. Bat held behind shoulder prior to the strike.
5. Step towards target with foot opposite preferred hand during the strike.
6. Marked sequential hip to shoulder rotation during the strike.
7. Ball contact made opposite front foot with straight arms.
8. Follow through with bat around body.

cardboard box with plastic cup sitting on top to place ball on

- Markers to use to create target zones e.g. empty bottles, clothing, toys etc.
- A ball (e.g. tennis ball or medium sized ball) you can hit. It can also be a pair of rolled socks, scrunched up newspaper or balloon