

## Remote Learning for Year 2. Week 10: 14th - 18th September

MONDAY 14th September	Learning Goal	Task, Resources & Links	Done
<p><i>At the beginning of each day read a book out aloud to someone in your home, or read silently to yourself. You should try to read for at least ten minutes.</i></p> <p><i>You can choose your own book or you can choose the daily book from the resource book List. Choose a book that is suited to your level.</i></p> <p style="text-align: center;"><i>Here is the link for the booklist</i>  <a href="#">Books To Read At Home Each Day.pdf</a></p> <p style="text-align: center;"><b>Alternative Task</b>  <b>to Reading your Daily Book</b>  <b>if you don't want to read the daily book you can read a poem and respond to it.</b>  <b>Link: <a href="#">How Doth the Little Busy Bee.pdf</a></b></p> <p style="text-align: center;"><i>Also, don't forget to have your toolkit ready to use throughout the day.</i></p>			
<p><b>Information regarding Reading Tasks for the remainder of the term</b></p> <p>Each week you will be given two reading activities Each activity will include a number of tasks. You will have two days to complete the tasks. You can do these tasks in any order.</p>			
<p><b>Reading:</b></p>	<p><b>We are learning to:</b></p> <ul style="list-style-type: none"> <li>● Visualise mental images</li> <li>● identify author's purpose</li> <li>● think critically</li> </ul> <p><b>You Will know you are successful when:</b></p> <ul style="list-style-type: none"> <li>● You have been able to complete the tasks on the task cards.</li> </ul>	<p><b>Max's One Man Band</b>            You have two days to complete the Tasks for this activity</p> <p><b>You will need:</b></p> <ul style="list-style-type: none"> <li>● Max's One Man Band <b>story</b></li> <li>● Max's One Man Band <b>Task Cards</b></li> <li>● <b>Resource: Reading Strategy Posters:</b> These will help you understand the questions on the task cards.</li> </ul> <p><b>Task</b></p> <ol style="list-style-type: none"> <li>1. Read Max's One Man Band</li> <li>2. Complete the task cards in any order you like.</li> <li>3. You can print the tasks cards off and glue them in your book or you can write the questions out in your book and answer them.</li> <li>4. Make sure you put a heading in red pencil at the top of each page indicating what task card you are completing.</li> </ol> <p><b>Link for worksheets and resource</b></p> <p><a href="#">Week 10 Monday and Tuesday Max's One Man Band story.pdf</a></p> <p><a href="#">Week 10 Monday and Tuesday Max's One Man Band Task Cards.pdf</a></p> <p><a href="#">Reading strategy posters.pdf</a></p>	

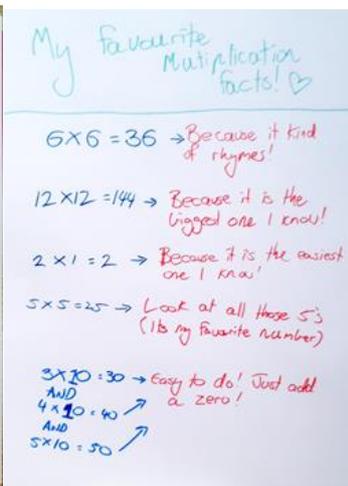
<p><b>Writing</b></p>	<p><b>We are learning to:</b> spell our words correctly and write letters with the correct formation.</p> <p><b>You will know you are successful when:</b></p> <ul style="list-style-type: none"> <li>- You have completed three spelling tasks and identified words with the "pi" sound.</li> <li>- Handwritten the tongue twister.</li> </ul>	<p><b>SPELLING:</b> <b><u>You will need:</u></b></p> <ul style="list-style-type: none"> <li>● Your weekly spelling list</li> <li>● Spelling activity grids from your Year 2 Toolkit</li> <li>● Lined writing book</li> </ul> <p><b><u>Task:</u></b></p> <ol style="list-style-type: none"> <li>1. Write the "p" sound words for the week into your writing book</li> <li>2. Choose and complete 3 activities from the spelling using your spelling words.</li> </ol> <p><b><u>Links for spelling list and spelling grid:</u></b> <a href="#">Year 2 Term 3 Week 10 Remote Learning Spelling List.pdf</a> <a href="#">spelling grid remote learning.pdf</a></p> <p><b>HANDWRITING:</b> <b><u>You will need:</u></b></p> <ul style="list-style-type: none"> <li>● Handwriting Alphabet page from your Year 2 Toolkit</li> <li>● Lined writing book</li> </ul> <p><b><u>Task:</u></b> Practice your handwriting by copying this tongue twister into your lined book:</p> <p><b><i>If two witches were watching two watches, which witch would watch which watch?</i></b></p> <p>Use the handwriting guide in the Year 2 Toolkit to ensure letters are formed correctly.</p>	
<p><b>Numeracy</b></p>	<p><b>We are learning to:</b> tell the time to the half past, quarter past and quarter to of the hour.</p> <p><b>You will know you are successful when:</b></p> <ul style="list-style-type: none"> <li>● You can tell which hand is the minute hand and which hand is the hour hand</li> <li>● You are able to tell that when the minute hand is on the 12, it is o'clock.</li> <li>● You can tell that when the minute hand is pointing to the 6, it is half past the hour</li> <li>● You can tell that when the minute hand is pointing to the 3, it is quarter past the hour</li> <li>● You can tell that when the minute hand is on the 9, it is quarter to the next hour.</li> </ul>	<p><b><u>You will need:</u></b></p> <ul style="list-style-type: none"> <li>● Your device (ipad or laptop)</li> <li>● <a href="#">Week 2 12 Hour Clock Template</a></li> </ul> <p>Watch Mr. Evans in the following video: <a href="#">Looking at Clocks - Quarter To</a></p> <p><b><u>Task:</u></b> Practice making the following times on your clocks:</p> <ul style="list-style-type: none"> <li>● 7:30</li> <li>● 6:00</li> <li>● 12:45</li> <li>● 5:15</li> </ul> <p>Using your device, click on the following link to play some Telling Time Games at a Year 2 level: <a href="#">SmashMaths - Telling Time Year 2</a></p> <p>If it is too hard, feel free to check out the games in Year 1 and if it is too easy feel free to jump down and check out the games from Year 3.</p> <p><b>Set a timer to play these time games for at least 30 minutes.</b></p>	

<p><b>Inquiry</b></p>	<p><b>We are learning to</b> understand how a place can change over time.</p> <p><b>To be successful:</b></p> <ul style="list-style-type: none"><li>• We need to be able to explain how the land on which our school is built has changed over 13 years.</li><li>• We need to be able to explain that change takes time and can happen in steps.</li></ul>	<p><b>You will need:</b></p> <ul style="list-style-type: none"><li>• Your book.</li></ul> <p>The land on which Pakenham Springs is situated used to be a family farm. How has the land our school is on changed over the past 13 years?</p> <p>On-line Learners look at the powerpoint presentation about how our school was built. <a href="https://drive.google.com/file/d/1iZereVLofCoxc9G-4BHHVc4-b_X7xjTD/view?usp=sharing">https://drive.google.com/file/d/1iZereVLofCoxc9G-4BHHVc4-b_X7xjTD/view?usp=sharing</a></p> <p>Task: Draw a sequence of 5 pictures showing how the land our school is on changed when it was being built. Write about your pictures like this. For example:</p>  <p>The land our school is on changed because diggers dug up the land and made holes to put in the concrete foundations for the school. The land had been changed forever.</p>	
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TUESDAY 15th September	Learning Goal	Task, Resources & Links	Done
<p style="text-align: center;"><i>At the beginning of each day read a book out aloud to someone in your home, or read silently to yourself. You should try to read for at least ten minutes.</i></p> <p style="text-align: center;"><i>You can choose your own book or you can choose the daily book from the resource book List. Choose a book that is suited to your level.</i></p> <p style="text-align: center;"><i>Here is the link for the booklist</i>  <a href="#"><u>Books To Read At Home Each Day.pdf</u></a></p> <p style="text-align: center;"><i>Also, don't forget to have your toolkit ready to use throughout the day.</i></p>			
<p><b>Reading</b></p>	<p><b>We are learning to:</b></p> <ul style="list-style-type: none"> <li>● Visualise mental images</li> <li>● identify author's purpose</li> <li>● think critically</li> </ul> <p><b>You Will know you are successful when:</b></p> <ul style="list-style-type: none"> <li>● You have been able to complete the tasks on the task cards.</li> </ul>	<p><b>Max's One Man Band</b></p> <p>You have two days to complete the Tasks for this activity</p> <p><b><u>You will need:</u></b></p> <ul style="list-style-type: none"> <li>● Max's One Man Band <b>story</b></li> <li>● Max's One Man Band <b>Task Cards</b></li> <li>● <b>Resource: Reading Strategy Posters:</b> These will help you understand the questions on the task cards.</li> </ul> <p><b><u>Task</u></b></p> <ol style="list-style-type: none"> <li>5. Read Max's One Man Band</li> <li>6. Complete the task cards in any order you like.</li> <li>7. You can print the tasks cards off and glue them in your book or you can write the questions out in your book and answer them.</li> <li>8. Make sure you put a heading in red pencil at the top of each page indicating what task card you are completing.</li> </ol> <p><b>Link for worksheets and resource</b></p> <p><a href="#"><u>Week 10 Monday and Tuesday Max's One Man Band story.pdf</u></a></p> <p><a href="#"><u>Week 10 Monday and Tuesday Max's One Man Band Task Cards.pdf</u></a></p> <p><a href="#"><u>Reading strategy posters.pdf</u></a></p>	
<p><b>Writing</b></p>	<p><b>We are learning to:</b> draft a poem.</p> <p><b>You will know you are successful when:</b></p> <ul style="list-style-type: none"> <li>● You have chosen what type of poem you are going to write and how you are going to publish it</li> <li>● You have completed your draft of your poem</li> </ul>	<p><b><u>You will need:</u></b></p> <ul style="list-style-type: none"> <li>● Your lined Writing book</li> <li>● grey lead pencil</li> <li>● Ideas for how to publish your poem <a href="#"><u>Published Poem Ideas.pdf</u></a></li> </ul> <p><b><u>Task:</u></b></p> <p>This week you are going to create your own poem to publish about <b>a topic of your choice</b>. Today we are writing the <b>DRAFT</b>.</p> <ol style="list-style-type: none"> <li>1. Look at the '<b>Ideas for how to publish your poem</b>' (link above). Choose what type of poem you want to write (acrostic poem, shape poem or colour poem) and how you are going to publish it. If you have another idea for how</li> </ol>	

		<p>to publish it that isn't on the list, that is completely fine- be creative!</p> <p>2. Write your draft in your lined writing book. If you would prefer to use a template for your draft, find the acrostic and colour poem templates here:          Acrostic template <a href="#">acrostic poem template.pdf</a>          Colour poem template <a href="#">Colour Poem template.pdf</a></p>	
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<p><b>Numeracy</b></p>	<p><b>We are learning to</b> celebrate our knowledge of multiplication by creating a poster</p> <p><b>I know I will be successful when:</b></p> <p>I can design a colourful poster to show off my knowledge</p> <p>I can show at least three facts or points of information</p>	<p><b>You will need:</b></p> <ul style="list-style-type: none"> <li>• Paper</li> <li>• Coloured pencils or textas</li> </ul> <p><b>Task</b></p> <p>Your task this week is to create a poster showing off everything you have learnt about multiplication this term.</p> <p><u>Some things you should include might be:</u></p> <ul style="list-style-type: none"> <li>• <b>Information about different multiplication strategies you have learned</b> (Repeated addition, groups of and arrays) with some examples of each.</li> <li>• <b>Some multiplication facts that you enjoy</b> (Eg <math>3 \times 3</math> is the same as <math>3+3+3</math> or 'my favourite multiplication is <math>6 \times 6 = 36</math> because it kind of rhymes.)</li> <li>• <b>Some problems that you make up and solve to show off your new skills.</b></li> </ul> <p>Some examples of what your posters could look like are featured below:</p>	
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WEDNESDAY 16th September	Learning Goal	Task, Resources & Links	Done
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*At the beginning of each day read a book out aloud to someone in your home, or read silently to yourself. You should try to read for at least ten minutes.*

*You can choose your own book or you can choose the daily book from the resource book List. Choose a book that is suited to your level.*

Here is the link for the booklist  
[Books To Read At Home Each Day.pdf](#)

**Alternative Task**  
**to Reading your Daily Book**  
**If you don't want to read the daily book you can read a poem and respond to it.**

**Link:** [Jimmy Jet and His TV Set.pdf](#)

**Also, don't forget to have your toolkit ready to use throughout the day.**

<p><b>Reading:</b></p>	<p><b>We are learning to:</b> Understand, identify and use Personification</p> <p><b>You Will know you are successful when:</b></p> <ul style="list-style-type: none"> <li>You can describe what Personification is</li> <li>You can identify Personification in a story or song</li> <li>You can make up your own Personification sentence</li> </ul>	<p><b>Personification Task</b> You have two days to complete the tasks for this activity</p> <p><b>You will need:</b></p> <ul style="list-style-type: none"> <li>Personification task</li> <li>Personification task 2</li> <li>Personification poster</li> </ul> <p><b>Task</b></p> <ol style="list-style-type: none"> <li>Complete the worksheets on <b>Personification</b>. You may complete the tasks in any order over the two days.</li> </ol> <p><b>Link for worksheet</b></p> <p><a href="#">Week 10 Wednesday and Thursday Personification Task 2.pdf</a></p> <p><a href="#">Week 10 Personification Task.pdf</a></p> <p><a href="#">Week 10 Personification poster.pdf</a></p>	
<p><b>Writing</b></p>	<p><b>We are learning to:</b> publish a poem.</p> <p><b>You will know you are successful when:</b></p> <ul style="list-style-type: none"> <li>You have read over your draft and made any changes you need to</li> <li>You have begun publishing your poem</li> </ul>	<p><b>You will need:</b></p> <ul style="list-style-type: none"> <li>Your poem draft from yesterday</li> <li>Whatever materials you need to publish your poem</li> </ul> <p><b>Task</b> Before you begin publishing today, have a read over your draft and make any changes you need to. Then you can get creative and <b>begin publishing</b> your poem in whatever way you choose! Here are some options again: <a href="#">Published Poem Ideas.pdf</a></p> <p><b>Learning task:</b> Send through a picture of your published poem to your teacher through Compass.</p>	

<b>Numeracy</b>	<p><b>We are learning to</b> revise our addition and subtraction</p> <p><b>I know I will be successful when:</b></p> <p>I can use a variety of strategies to solve the problems</p> <p>I can show my working out.</p>	<p><b><u>You will need:</u></b></p> <ul style="list-style-type: none"><li>● A colour by numbers worksheet</li><li>● Greylead pencil</li><li>● Workbook/ spare paper</li><li>● Coloured pencils or textas</li></ul> <p><b><u>Task:</u></b></p> <p>Today you are to complete one of the addition and subtraction colour by numbers worksheets. As you do record any of your working out in a workbook or spare piece of paper. There are a couple of ones to choose from and you can choose to do more than one if you wish.</p> <p><a href="#">Elephant</a></p> <p><a href="#">Smiley Face</a></p> <p><a href="#">Beach</a></p>	
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**Week 10 Learning Tasks:**

Once completed, please upload to Compass in the Learning Task tab.

**Numeracy Learning Tasks**

Send through a photo of your poster about what you have learnt in MULTIPLICATION.

Think about the strategies we have explored.

**Literacy Learning Task:**

Send through your published piece of poetry for us to include in the class poetry booklet.

THURSDAY 17th September	Learning Goal	Task, Resources & Links	Done
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*At the beginning of each day read a book out aloud to someone in your home, or read silently to yourself. You should try to read for at least ten minutes.*

*You can choose your own book or you can choose the daily book from the resource book List. Choose a book that is suited to your level.*

*Here is the link for the booklist*  
[Books To Read At Home Each Day.pdf](#)

**Art**

I can:

- experiment with a variety of materials, using the art element of form to construct a toy that supports a football team
- use recycled materials or manufactured materials to construct a model of a toy that supports a football team

Hello all you wonderful artists, I hope you had lots of fun learning about **form** and making your toy for the future. Your toy had form, **form** has three dimensions - length, width and depth. It could have been made from **lego** or **recycled materials**. In art when we talk about **form** our shape is **deep** or **thick**. It has **depth**. **Form can be found everywhere.**



**In art we see this in sculpture. In pictures they look real or textures may be used.**



Sculpture, Sydney 20<sup>th</sup> C; china, 2000-3000 BC; Pre colombian; Concha deMar Dibujo , A. Gale 2005; The sunflowers Sarah Lamb 20<sup>th</sup> C; Mural, 20<sup>th</sup> C; Vincent Vann Gogh, *Starry Night* 1889.



This week you are using **lego** or **recycled materials** to **make a toy with a football theme**. It could be a **toy from the past, present or future**.

Here are some images of AFL football teams' logos and colours for you to get ideas.



**What will your toy look like? What will it do?** First think about the toy and the football colours or logo. Use recycled products or lego.



1. First think about a game you could make and how you could have a footy theme.
2. Look for the football colours of your team.
3. Collect recycled materials, coloured paper and felt pens, scissors, glue or lego.
4. Make all the things you need in the football colours of your team.
5. Take a photo of your game and send it though compass.

Here are some example of games I made with a football theme. I made a Richmond Tiger Snake; North Melbourne Octopus; the Adelaide Crows House; Shake N Match Smart Game; Eagles Hospital with Eagles Doctor and Nurse.

Have lots of fun making your football game while exploring form. Send your work through compass. Do have a lovely and safe holiday. Mrs Brown.

## Japanese

**We are learning to** say we like and dislike things in Japanese.

**I know I will be successful when:**

- I can use a simple sentence to say that I like, really like/love, dislike and really dislike something at the football (using "ga")
- I can use a simple sentence to say my favourite or number 1 thing, ie team or player (using "wa")

## FOOTY WEEK!

This week, we are learning to say we like, dislike, really like and really dislike things at the footy. We will also learn how to say something is our favourite or number 1.

### ACTIVITY 1

\***Watch the Puni Puni video** which guides you through the likes and dislikes lesson:

Puni Puni video:

<https://youtu.be/dlQBW-wTsA4>



### ACTIVITY 2

\*There is a "Japanese – Likes & Dislikes Guide" in the Resources section of the website.

**Go through the Guide and read each example** for like, really like/love, dislike, really dislike, my favourite and number 1 thing.



### ACTIVITY 3

\*At the footy, there are lots of opportunities to say you like, really like/love, dislike and really dislike things, or to call them your favourite or number 1. Use the "Likes & Dislikes Guide" to help you create sentences about things you like and dislike at the footy. There are some suggestions for things to talk about below.

**Write at least 3 sentences about things you like or dislike. Draw pictures to match your sentences.**

I have **UNDERLINED** the words that you can replace with your own players/food/drinks/teams or other things.

## FOOTBALL PLAYERS

### futtobooru senshu



Examples:

Moana Hope ga suki desu.



Abbey Holmes ga daisuki desu.



## FOOD & DRINKS

### tabemono & nomimono



Examples:

Coffee ga kirai desu.



Soggy chips ga daikirai desu.



## FOOTBALL TEAMS

### futtobooru chiimu

Examples:

Sukina chiimu wa Essendon desu.



Ichiban sukina chiimu wa Essendon desu.

		<p><b>You need to write Japanese sentences</b> but you can write the player, food, drink or team in English. You can do other footy things you like or dislike too, such as the MCG, pies, high tackles or cheating.</p> <p>Have a great week and a safe, wonderful Term 3 break!</p> <p>~Miss Breadon~</p>	
<p><b>Media Arts</b></p>		<p>Refer to whole school Media Arts football challenge on the web-site!  <a href="https://pakenhamsprings.vic.edu.au/remote-learning/">https://pakenhamsprings.vic.edu.au/remote-learning/</a></p>	
<p><b>PE</b></p>	<p><b>We are learning to</b> Support and celebrate team sport</p> <p><b>I know I will be successful when:</b></p> <ul style="list-style-type: none"> <li>• Choose your team colours</li> <li>• Choose the item you wish to create</li> <li>• Gather materials you will need to make your supporting object</li> </ul>	<p><b>AFL Footy</b></p> <p>Each year at the Springs we've organised a Footy Parade for everyone to enjoy, it is just a little different this year.</p> <p>Between 10 – 11am this Friday we'll be holding our first Webex Footy Parade.</p> <p><b>Footy Parade Task:</b></p> <p>To prepare yourself for the Footy Parade we are setting you the fun task of making some crazy stuff for the day.</p> <p>Using your favourite colours create the best dress-up that you can, to take it even further prepare a dance or a chant for your team when your team's song is played in the parade.</p> <p>If doing a dance isn't quite your thing – design a poster or plan decorations in your lounge room.</p>  <p><b>Physical Activity task:</b></p> <p>We believe it is really important for you continue to undertake some physical activity each day. If you get up to any adventures through the week and want to share it with us, that would be fantastic.</p>	

FRIDAY 18th September	Learning Goal	Task, Resources & Links	Done
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FOOTBALL FUN DAY

Today you can work through the fun football tasks. Have Fun!

**My Football Jumper / My Sports Jumper**

If you barrack for a team or play for a team. Use your pencils to show what it looks like. Use the jumper template.

Then write about how you feel when you wear the jumper.

Online learners use the link.

[https://drive.google.com/file/d/1XFjLLlglqOw7jlbGp0DI1W\\_zxEZFKB2/view?usp=sharing](https://drive.google.com/file/d/1XFjLLlglqOw7jlbGp0DI1W_zxEZFKB2/view?usp=sharing)

**AFL word search.**

How many teams can you find in the word search?

Online learners use the link below.

[httpsdrive.google.com/file/d/1Onr-FfUHJ\\_PtQYmgJCh6D2Gdl6Kjt6U8/view?usp=sharing](httpsdrive.google.com/file/d/1Onr-FfUHJ_PtQYmgJCh6D2Gdl6Kjt6U8/view?usp=sharing)

**Who Do You Barrack For?**

Ask everyone you know who they barrack for. Record your results using tally marks like this:

1	
2	
3	
4	
5	/

Record your results in the graph.

Online learners use the link.

<https://drive.google.com/file/d/13DjIhNRBMa11brZTT9gGbC8QtEzrwKg1/view?usp=sharing>

**Who is on the Football Oval?**

Imagine you and your friends or you and your family playing football together.

Who would play where? Use the football oval to assign positions for your team. Write the names of your players. You can draw your players in the picture. What a Team!

Online learners use the link.

[https://drive.google.com/file/d/1p67gtTaPa\\_sA7nCasqgbhS6T77-rFgeq/view?usp=sharing](https://drive.google.com/file/d/1p67gtTaPa_sA7nCasqgbhS6T77-rFgeq/view?usp=sharing)

