



Please complete all tasks by Friday 15th of May. Please ensure your child actively engages in their learning by sending through work via FlexiBuzz, supporting them to ask questions and contribute through the FlexiBuzz chat function or if timetabled, attending a Webex Meeting, before 3:45pm each day to ensure your child is marked as 'present.'

Tick the box when the task is complete.

ESSENTIAL TASKS THIS WEEK:

To reduce the amount of photos you need to take and send, we will identify key learning tasks in this section that the Year 2 teachers require to be sent via Flexibuzz. These tasks help us to assess student understanding, provide constructive feedback and plan for future learning. As you complete the other tasks on the grid, we ask that you keep a folio of your learning so that we can share these once we return to school.

Please send photos of the following tasks: Reading: Tasks 3 and 5 Writing: Tasks 1-3 Maths: Tasks 1, 2 and 3

Reading: Read a 'good fit' book for 20 mins every day.

This week we are focusing on **non-fiction texts**. During your 20 minutes of reading each day, you should choose **good fit book non-fiction** text to read. You should practise reading **out loud** with **fluency** and try to use an **interesting voice**. We will be looking a little further into how we use non-fiction text features including how to use an **index**. Please watch this video from Miss Everett to find out more:

<https://drive.google.com/file/d/1XFnNZIIK2q6Ros8CekeiTcZh1tPS1kJ1/view?usp=sharing>

Please complete one task each day:

- 1 - Practise reading a non-fiction text. Once you reach the end of each page, discuss at least one thing you learnt from reading that page with someone in your family. (Question prompts attached below for parents).
- 2 - What is an index page? Find a book with an index. Read the book and practise finding interesting information in the book using the index. Once complete, write down why an index page is helpful.
- 3 - Reading an index: Complete the activity sheet attached below that asks you to read an index page. Answer the questions as best as you can.
- 4 - Open a book to its index. Choose a subject that appears on more than one page. Read the sections that subject appears in and write down short sentences/dot points about what you have learnt.
Alternatively, you can discuss what you have learnt with someone in your family using the question prompts provided for task 2.
- 5 - Find an interesting non-fiction book. Read it and keep an eye out for key words in the text. Write these words down as you go. Create an index for the book you have read using the words you wrote.

Writing: We are continuing to focus on information texts. You are going to be creating a poster or book which contains all of the information you have been gathering together.

<https://drive.google.com/file/d/1eYRMNRhLvgsWaelkhZC3ShfrZCCSqHvD/view?usp=sharing>

Before you begin, choose whether you would like to create a poster or a book. *Hint - a book will show off your understanding and knowledge of non-fiction texts better than a poster.

- 1 - 3 - Each day choose one of the subheadings that you created last week to work on. You need to write the subheading with the facts recorded in full sentences and in your own words. For each of these sections you can include a picture, a diagram or photo. Don't forget to use labels and captions to help your readers to understand what they are looking at. Use your best handwriting or you might like to publish it on a computer.
Poster - You will need to make your poster interesting to look at, subheadings need to be with their particular facts and pictures/diagrams/photos. You could include a glossary on the back of your poster.
Book - Each subheading needs to be on a separate page and you will need to think about other non-fiction text features such as a table of contents, glossary and index.

Writers Notebook Tasks: (These tasks are designed to be more student lead) Writer's Notebook tasks are a chance for you to write down your own ideas and thoughts. Please complete both tasks this week:

- 4- Using your five senses, write and draw your favourite place to go.
- 5 - Brain dump! What's bothering you? Write about something that you are worried about.

Maths: This week we are continuing to focus on **telling the time to the quarter-hour**, using the language of 'past' and 'to'

Watch the following videos to revise 'quarter past' and quarter to' times:

<https://youtu.be/9UoJA7hJnZE?t=1>
<https://youtu.be/OeAyyTclkWQ?t=1>

- 1 - Make a set of 16 game cards for Memory or Snap. Write a time in words, and draw the matching time on an analogue clock on a different card. Do this for 8 pairs of times, including 'o'clock', 'quarter past', 'half past' and 'quarter to' times. Use your cards to play Memory or Snap with a family member.
Challenge: For a longer game, add more cards to your set. You could include times to the nearest 5 minutes past, or to the hour.
- 2 - Draw a large analogue clock face. Draw a line to split it in half from the 12 down to the 6. Colour one half to show 'past' times and the other half to show 'to' times. Draw and label both hands. Write some clock facts that you know around your clock.
- 3 - I looked at the time on an analogue clock, but forgot what time it showed. I know that the minute hand was pointing to an ODD number. What might the time have been? Draw two different solutions on analogue clock faces.
- 4 - Play the online Hickory Dickory Clock game at <https://www.ictgames.com/mobilePage/hickoryDickory/>

*Remember to practise your **Counting Caterpillar** goal for 15 minutes twice a week.*



Daily Spelling: 15 minutes

This week's focus sound is: 'ie' as in pie
Everyone will have a new spelling list each week so please check Literacy Planet for your new words:
<https://app.literacyplanet.com/login>
Mrs V has some helpful hints at
<https://drive.google.com/open?id=1Q9zXvOskEFy-NUu3Gdky3PNewGSOg0MZ>

Daily tasks:

- 1: Complete Look, Say, Name, Cover, Write, Check, Use for each of your words.
- 2: Choose one activity from the menu to help practise your spelling words.

Challenge: Write your words and then segment them according to whether they contain graphs, digraphs and trigraphs (see the challenge part of the above supporting video). For example: sh/u/t

Learning Online Options:

- Watch the following video which shows a great example of resilience and discuss how Pip showed this:
<https://www.youtube.com/watch?v=07d2dXHYb94&t=29s>
- Optional inquiry Kahoot quiz: Head to <https://kahoot.it/> and enter the following game pin: **08487931** This quiz is all about this week's inquiry tasks. The quiz can be completed at any time during the week and unlike when we complete Kahoot quizzes in class, you will be able to see the questions and answer options on one screen (please enter your first name when asked for a nickname so your teacher knows who completed the quiz).
- <https://www.sunshineonline.com.au/prodMovies.php>
Username & Password: dps1645

Stem Challenge:

- You enter a contest to build the tallest tower. Will you win?



What did you make your tower with?
How tall is your tower?
What special features does your tower have?
How did you stop your tower from falling over?

Mindfulness:

- Mindfulness colouring (see attached picture or use your own)
- A Moment Of Gratitude:
 1. Sit or stand straight and still. Close your eyes or look downward.
 2. Take three deep breaths in and out.
 3. Think of something you feel grateful for today. This is your 'gratitude moment'.
 4. Think about how this moment affects your life, or the lives of people around you.
 5. Notice how you feel when you think about your 'gratitude moment'.
 6. Let the feeling grow bigger, spreading from where it is until it fills your entire body.



Inquiry:

Big idea: 'By mixing and changing materials we use chemistry in our everyday lives.'

- Explore:** This week we are exploring states of matter. Matter is all around us, it is anything that has mass or takes up space. Matter can be a solid, a liquid or a gas. Explore the following link to learn more:
https://www.abcya.com/games/states_of_matter
- Investigate:** Changing the temperature of water is a great way to see the different states of matter. When water is cooled to 0 degrees it freezes and becomes a solid. As ice melts it becomes a liquid. Once you heat that liquid to boiling point it becomes steam / a gas.
You must have parent permission and help to investigate this in your own kitchen.
- Watch the following experiment which also demonstrates states of matter:
<https://drive.google.com/file/d/13ym76dEEuHOox23QCx-99XLux6VHo95B/view?usp=sharing>
- Think:** What examples of solids, liquids and gasses can you find at your house? Do you use these every day? What would happen if that item changed its state?
- Create a 'What's the Matter' display (see attached photo for an example). You can draw or collect samples.

Family Time

This week we want you to focus on the value of **Resilience**: Resilience is all about bouncing back after difficult times.
<https://www.smh.com.au/national/kids-and-resilience-in-their-own-words-20160311-4bvyx.html>



What does resilience mean to you?
You and your families have shown amazing resilience during this challenging time, let's celebrate this!

- Make a resilience award for someone in your family

Helping at Home

Complete some tasks that help with the family's workload:

- Help with the dishes
- Make your bed
- Sweep or vacuum the floor
- Tidy a cupboard or drawer
- Fold the washing
- Help an adult clean the car





Specialist Grid

Please complete all tasks by Friday 15th May.

LOTE - Indonesian

Binatang

(Animals)

Activity 1) Kamu punya binatang apa? What pet/animal do you have?

Click on this link and listen to the conversations.

https://www.education.vic.gov.au/languagesonline/indonesian/sect15/no_1/no_1.htm

Write either sentence number 1 if you have a pet or the sentences from number 2 if you don't have a pet.

1) Saya punya _____ . (I have a _____.)

2) Saya tidak punya binatang. (I don't have a pet.) Saya mau _____ . (I want a _____.)

anjing (dog) **ikan** (fish) **kodok** (frog) **burung** (bird) **kucing** (cat)

kura-kura (turtle) **tikus** (mouse) **marmot** (guinea pig) **kelinci** (rabbit) **domba** (sheep)

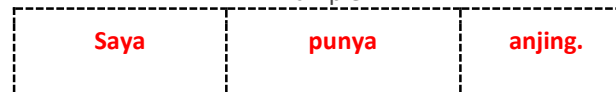
Activity 2) Choose one animal from the list above.

On a piece of paper draw the animal's face (**muka**), making sure the animal's mouth (**mulut**) is quite big.

Fold the paper gently where the mouth is and cut out the inside of this part.

Now cut out each word from your sentence in Activity 1. Read your sentence using correct word order and place each word into the animal's mouth. Lapar sekali! (very hungry).

Example -



Art

Hello Year 2! Your art task this week is to make paint using food dye and create some crazy haired characters! Have fun!

https://docs.google.com/document/d/1_hm-Wf_J0PyPqllzjVakG0Rhb_-Nes3KgkQuQiZTqIU/edit?usp=sharing

Performing Arts: "Exploring Instrument Families in an Orchestra"

We are learning to: *Explore the different instruments and sounds in an orchestra.*

An orchestra is a large group of musicians who play together on a variety of string, wind and percussion instruments. Leading the group of musicians is the conductor.



The instruments of the orchestra are organized into families:

Strings – String Instruments use vibrating strings to make their sound. The violin is an example of a string instrument.

Woodwinds – Woodwind instruments are made of a long hollow tube of wood or metal. The sound is made by blowing air through a very thin piece of shaved wood called a reed, or across a small mouthpiece. The clarinet is an example of a woodwind instrument.

Brass – Brass instruments are wind instruments made of metal with a cup shaped mouthpiece. The tuba is an example of a brass instrument.

Percussion – Percussion instruments are played by being struck or shaken. A snare drum is an example of a percussion instrument.

Task: Visit *Classics for Kids interactive 'Instruments of an Orchestra'*

https://www.classicsforkids.com/music/instruments_orchestra.php

This fun online activity gives you the opportunity to listen to all the different instruments in an orchestra.

Press on an instrument to learn about the way they sound, how they are played, what makes them special and what they look like.



When you have finished exploring 'Instruments of an Orchestra' make a poster with different drawings to explain the different instrument families in an Orchestra.

Stings, woodwinds, brass and percussion

Physical Education:

Try to do something daily totalling 30 minutes of physical activity.

Complete the 3 physical education tasks below (10-15mins each).

Video demonstrations of the activities can be found at <https://vimeo.com/showcase/7033922> (password is *moovosity*).

Alternatively, search the apple app store for *Moovosity* to see video demonstrations in the app (only available on apple).

I will also be adding resources on the school website for extra ideas of things to do at home. <http://www.drysdaleps.vic.edu.au/?cat=318>

Yr1&2 Gamified Catching Assessment (find it in the 'Skills Beach' category in app)

Equipment: 1 x large, medium and small "catchable" object per player. Suggestion; Basketball, playball and tennis ball.

Instructions: 1. Have a go at catching all 3 items so you are comfortable. The assessment will be timed for a period of 5 minutes.

2. Follow the instructions below, beginning at Level 1.

Level 1: Underarm toss a basketball up into the air (above head height) and catch with two hands 5 times in a row. If you succeed at Level 1 then go to Level 2 and drop a catch before reaching 5 in a row then you remain at Level 1 until you catch 5 in a row.

Level 2: Underarm toss a playball (bigger than tennis ball, smaller than basketball) up into the air (above head height) and catch with two hands 5 times in a row. If you succeed at Level 2 then go to Level 3 and if you drop a catch before reaching 5 catches in a row then you go back to Level 1





Level 3: Underarm toss a tennis ball against a wall and catch with two hands 5 times in a row. If you succeed at Level 3 then you remain there until you drop a catch and if you drop a catch then you go back to Level 2.

At the end of the 5 minutes, record where you were at the end of the 5 minutes; Level 1 (Basketball), Level 2 (Playball) or Level 3 (Tennis ball). You cannot go any lower than Level 1 and you cannot go any higher than Level 3. i.e You keep catching at Level 1 until you get 5 in a row and you keep catching at Level 3 until you drop one.

After completing the catching assessment please fill out this short survey <https://forms.gle/uFdnBfZuYjH3bwWh7>

Catch-a-lot (find it in the Skills Beach' category in app)

Equipment: Hard surface with a wall

Instructions: 1. Student 1 begins with the ball and throws it downward at the wall. The ball must bounce before it hits the wall.

2. Student 2 moves into position and catches the ball on the full off the wall.

3. Student 2 throws the ball downward at wall so that it bounces before it hits the wall.

4. Student 1 moves and catches the ball on the full off the wall. This continues until the catcher drops or is unable to catch the ball, or the thrower lands the ball outside the playing boundary.

5. Students may not enter the safety zone, nor can the ball be placed there by the thrower. That is, the ball must be thrown with enough force so that it doesn't land in the safety zone.

6. Students throw with different force and angles to make it difficult to catch.

Variations: Use a larger ball to slow the play down (easier), or a smaller ball to speed it up (harder).

Weekly Challenge (optional)

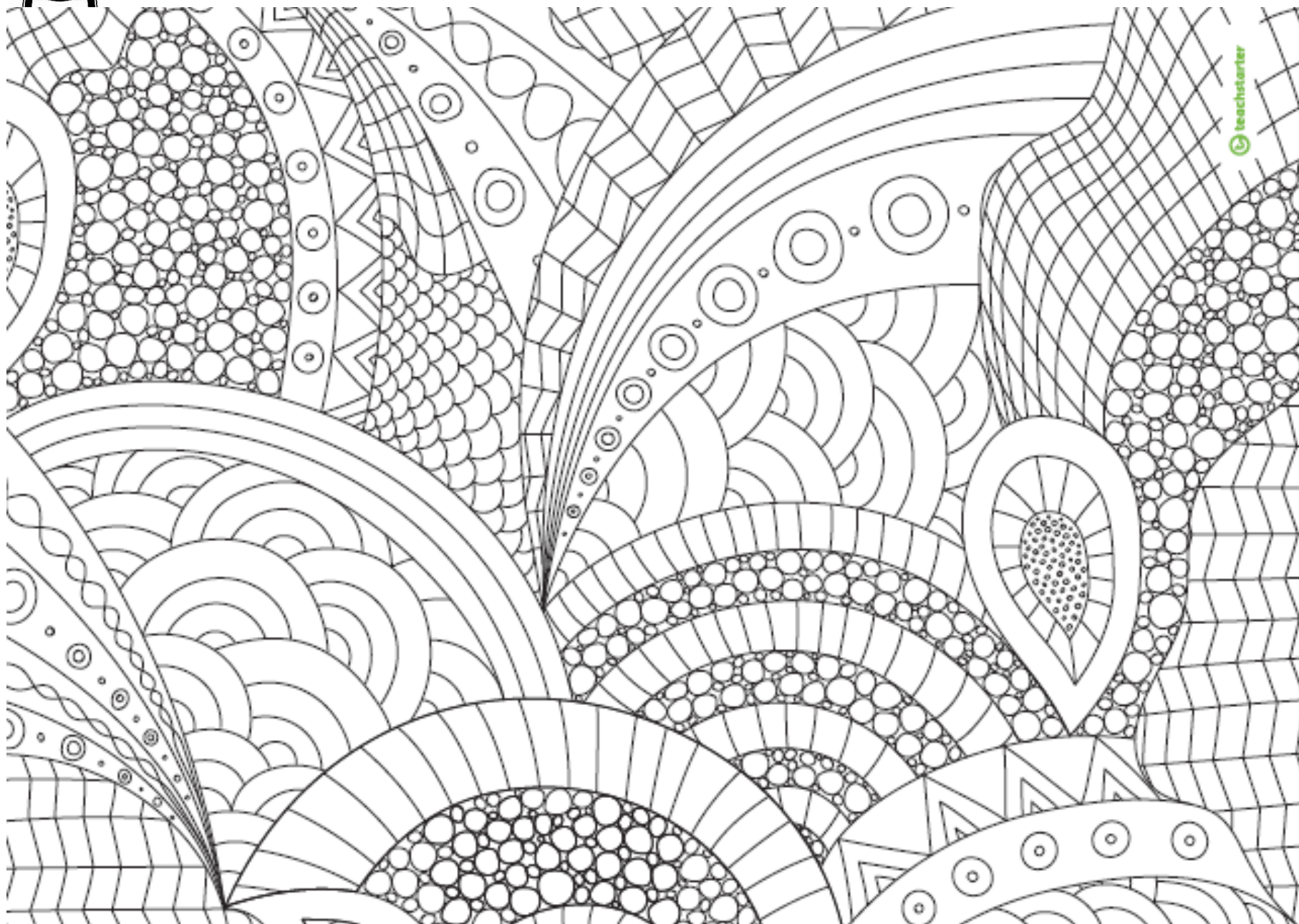
[T-shirt Challenge](#)



Spelling Menu

Choose one activity to complete each day. You can find your current spelling list on Literacy Planet <https://app.literacyplanet.com/login>

<p>Rainbow Write</p> <p>First, write the words in pencil. Then trace over them in two different colours.</p>	<p>Silly Sentences</p> <p>Write silly sentences using a spelling word in each sentence. Underline the spelling words and write neatly!</p>	<p>Hidden Words</p> <p>Draw and colour a picture. Hide your spelling words inside the picture. See if someone can find your hidden words!</p>	<p>Backwards Words</p> <p>Write your spelling words forwards and then backwards! Remember to write neatly!</p>	<p>Code Words</p> <p>Come up with a code for each letter of the alphabet. Then write your words in code. Eg: A = 1, B = 2, C = 3 Write out each word.</p>
<p>Waterfall Words</p> <p>Example:</p> <p>c ca cat catc catch</p>	<p>ABC Order</p> <p>Write your spelling words in alphabetical order. If words start with the same letter, look at the next letter.</p>	<p>Story</p> <p>Write a story using <u>ALL</u> of your spelling words. Be sure to underline your spelling words.</p>	<p>Fancy Words</p> <p>Write your words using fancy letters, twice each. Example: CATCH <i>catch</i></p>	<p>Magazine Words</p> <p>Use an old magazine or newspaper and find your words or letters that make up your words. Cut them out and glue them in your book.</p>
<p>Three Times</p> <p>First, write each word in pencil. Then, write each word in crayon. Finally, write each word in marker!</p>	<p>Adding My Words</p> <p>Vowels are 10 and consonants are 5. Write your words and then add the value of each word. Eg. cat 5+10+5=20</p>	<p>Riddle Me</p> <p>Write a riddle for each of your words. Don't forget to answer them. Eg: I am cute. I wear nappies. Answer: baby</p>	<p>Rhyming Words</p> <p>Write each of your spelling words with a rhyming word next to them. Eg: cut shut</p>	<p>UPPER and lower</p> <p>Write your words one time with all UPPERCASE letters and one time with all lowercase letters.</p>
<p>Words Within Words</p> <p>Write each spelling word and then write at least two words made from that word. Ex: catch - cat hat</p>	<p>Words Without Vowels</p> <p>Write all of your words replacing vowels with a line. Go back and see if you can fill in the vowels.</p>	<p>Colourful Words</p> <p>Write each letter in your spelling words using a different colour. Eg. <i>ca</i> <i>t</i></p>	<p>Choo Choo Words</p> <p>Write the entire list end-to-end as one long word. Write each new word in a different colour. Eg. <i>trainbackstop</i></p>	<p>Other Handed</p> <p>First, write your words the way you usually do. Then, write the list using your other hand!</p>





Nonfiction Text Discussion Questions

What was the most interesting fact from the text?

www.thisreadingmama.com

Is there a question you had while reading that is still unanswered? If so, what is it?

www.thisreadingmama.com

If you could give the text a new title, what would it be? Why?

www.thisreadingmama.com

What did you already know about the topic before reading? How did it help you better understand the text?

www.thisreadingmama.com

What was the author's main purpose for writing the text? What makes you think that?

www.thisreadingmama.com

Did you learn something new from reading the text? If so, what was it?

www.thisreadingmama.com

How did the author organize the information to help you understand it? Can you give examples?

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What were some of the important concepts and words the author wanted you to learn by reading this text?

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Index

Dolphins	8 – 12, 24, 31
Fish	52 – 53, 62 - 64
Sharks	51 – 56, 58 - 61
Starfish	6 – 10, 33 - 50
Whales	4, 12 - 29

1. On what page/pages would you find facts about whales? _____
2. What is the first page in the book that has sharks on it? _____
3. What is the last page in the book about dolphins? _____
4. By reading the index, what is this book most likely about?

5. Why do these words/topic have more than one number next to them?

6. List any other information you know by reading this index.