



Please complete all tasks by Friday 22nd 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:

Reading: Tasks 3 and 5 **Writing:** Tasks 1 – 2, 4 & 5 **Maths:** Tasks 1,3 and 4

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

During your 20 minutes of reading each day, you should choose a **good fit book** to read. 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 and the type of **language** that is used.

Watch this video to find out more:

<https://drive.google.com/file/d/1rWvdhnGpkHiukd7rFj6m42kPkNCX1do/view?usp=sharing>

Please complete one task each day:

- 1 - Asking questions: Find a non-fiction text with an interesting front cover. Before you start reading, write a question based on the front cover. As you read your book, continue collecting questions you have. If your questions are answered when reading, record the answers.
- 2 - 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).
- 3 - Fact finding: Think, what is the difference between a fact and opinion? As you read a non-fiction text, list some of the facts that you find.
- 4 - Reading a glossary: Log into Sunshine Online and find the book *Nature's Patterns By John Carr* (or any other book with a glossary you can find) under level 15. Read the book and it's glossary. What did you learn from the words in the glossary? Can you use them in a sentence? tell me what these words mean in your own words.
- 5 - Word detective: Find a new word that you have never seen before. What can you find out about this word? What does it mean? Can you use it in different sentences?

Writing:

We are continuing with and finishing off our information texts this week. We can't wait to see them next week at school!

<https://drive.google.com/file/d/1A-20twQLPNXgxvfg0JPNALJ7ed63qQ2Y/view?usp=sharing>

Please complete one task each day:

- 1 - 2 – You need to finish any subheading areas that you have not yet finished, remember to showcase your knowledge of non-fiction text features such as subheadings, diagrams, photographs, table of contents, index, labels, captions.

*You must include at least a glossary for your poster or book. Now is the time to check that your information text only contains facts (no opinions), that your sentences make sense and include interesting words.

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 these tasks this week:

- 3 - Life is a cookbook. Write a recipe for the best holiday!
- 4 - Create a checklist to prepare for returning to school. Write down the things you need to get ready. What will you need to do to get yourself ready? You might like to combine this with Maths task 4.
- 5 - Create a PMI (plus, minus, interesting) for returning to school. See the template below to write down your feelings about returning to school next week. Write at least two pluses, two minuses and two interesting things.

Maths: Number Games / Time

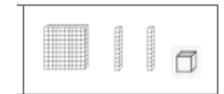
Watch this video for an explanation of this week's tasks:

<https://drive.google.com/open?id=1MgJu9eezqYnwm7Cg11HQAKcEh3RswuXx>

- 1 - Create a game of **Bingo** by making two game boards with 9 3-digit numbers each. Write each number in words, or draw the number in MAB on a small card, and play a game of bingo with a family member.

379	380	241
502	449	490
872	992	121

Three hundred and seventy-nine



- 2 - Create a game of **Guess My Number**. Make 5 cards, each with a 3-digit number. Write out some place value related questions on other cards - such as: 'Does it have 8 tens?', 'Is the ones digit odd?' or 'Is it greater than 500?'. Use your cards to play the game with a family member. Try to guess the number after you have asked 5 questions.
- 3 - Make a game of **Snakes and Ladders** - You could make your own board, or use the template below. Make sure your numbers go from 1 - 100, and think carefully about where you want to put each snake and ladder. Colour in your game, and play it with a family member.
- 4 - In preparation for our return to school in Week 7, create a **schedule** of your 'before school' morning routine. Include actions / tasks such as: wake up, eat breakfast, get dressed, pack bag and the **time** that you do each one. Your final action should be 'arrive at school'.



Daily Spelling: 15 minutes

This week's focus sound is: 'ee' as in bee

Watch this video to find out more:

<https://drive.google.com/open?id=1u6Lx61p--BMSkZIRiQmi5TyxFwkxZ4pd>

Everyone will have a new spelling list each week so please check Literacy Planet for your new words:

<https://app.literacyplanet.com/login>

Daily tasks:

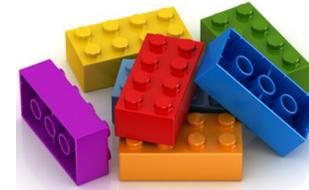
- 1: Complete Look, Say, Name, Cover, Write, Check, Use for each of your words.
- 2: Choose one activity from the menu to help practise your spelling words.

Learning Online Options:

- Check out some of the activities the National Gallery of Victoria has to offer on their 'Kids at Home' page: <https://www.ngv.vic.gov.au/kids/>
- Optional:** Attend one of Zoos Victoria's online webinars - check out the timetable at: <https://www.zoo.org.au/education/zoo-education-online/student-webinars/>
You can choose from a 'Wild Explorers' virtual excursion or a STEM Design Challenge.
- <https://www.sunshineonline.com.au/>
Username & Password: dps1645

Stem Challenge:

- You are stuck on Mars and need to build a spaceship to get home.



What features must your spaceship have?
How will your spaceship land once back on Earth?
What materials did you make your spaceship?

Mindfulness:

- Mindfulness colouring** (see attached picture or use your own)
- A Moment of Gratitude for Remote Learning:**



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 going to explore 'fun fluids'! We have learnt that the particles in liquids are slightly spread out and can move around which means that liquids change shape according to their container. Watch the following video to revise the states of matter: <https://www.youtube.com/watch?v=ELchwUIlWa8>
- Investigate:** Complete the 'Slick Oil' experiment to investigate what happens when oil, water and detergent are mixed together. (Tip: you might like to put a little food dye in the water to see what is happening easier). You need to predict what might happen each time before you complete the steps. Once you have followed the steps you need to illustrate or write what you observed after each = sign.
- Think:** Did your results match your predictions? Why/why not? What might happen if you add different liquids? Why?



Family Time:

As this week is our last week doing remote learning in Year 2, we would like you to take this opportunity to think about how you can work together to help your family prepare for our return to school. Here are some ideas for how you can help your family prepare:

- Collect all of your school items, ready to be packed for school (school bag, drink bottle, diary, reading books, counting caterpillar folder and any remote learning work).
- Display your morning routine (created in maths).
- Share all of the positives you have discovered during remote learning (eg: getting to spend time with family, being able to explore video conferences) and create an **Enjoyment** award for someone in your family.
- Make a list of questions you and your family have about returning to school and discuss what you and your family are excited about for when school returns.





Spelling Menu

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

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



Specialist Activities: Please complete tasks by Friday 22nd May

Performing Arts: "Body Percussion"

Learning Intention: 'I can play percussion using my body'

What is Body Percussion?

Body percussion is simply using the body to make percussive sounds in any way you can.

Examples of body percussion: Clapping hands, foot stamping, thigh slapping, finger clicking; sounds with lips or mouth, tongue clicking, humming, grunting, toe-tapping, fairy clapping (two fingers), fairy tapping (index finger on table top), clicking fingers and whistling.

Have a go at learning and following some body percussion with Ollie at this website

1. <https://www.youtube.com/watch?v=sW2DY1Opgrl>
2. <https://www.youtube.com/watch?v=QOh1P1ZcTaU>

Think about other ways you can make sounds with your body and make a list or your own routine

Body percussion challenges:

- Use combinations of sounds e.g. clap hands and cluck tongue; whistle and slap thighs; click fingers and stamp feet. How many body percussion sounds can you make at once?
- Try alternating body percussion sounds e.g. clap hands, stamp feet, clap hands, stamp feet; kissing sound with lips, cluck tongue, kissing sound with lips, cluck tongue – definitely challenging! Make up your own alternating body percussion sounds!



Physical Education:

Nearest to the Pin

Equipment: Tennis balls or bean bags, markers, targets (e.g. empty plastic bottles, plastic cups, cardboard boxes or folded cardboard)

Instructions: 1. Students have at least 1 ball/bean bag each (more if possible).

2. All students throw from behind the throwing line.

3. Students attempt to land their ball closest to the target.

Variations: Change type of throw (overarm, underarm, rolling, chest pass, lob) to experiment with angle of release - connections to Science. **Circular:** Create concentric circles (like an archery target) and allocate points for landing in an area (also numeracy activity)



Optional Activities (check the moovosity app or [website](#), password *moovosity*) - What's your target & Paper Aeroplane Throws

Weekly Challenge (optional)

Choose a challenge from the [RHSports e-Challenge](#) and help DPS win some prizes!



LOTE - Indonesian

Besar (big)

Kecil (small)

When describing something in Indonesian -
The noun (people, places and things) is placed before the adjective (the describing word).

e.g. **anjing besar** (big dog), **anjing kecil** (little dog). Please click on this link -

[Besar atau Kecil - Kelas Dua.pptx](#)



Ibu Roberts punya kucing dan kuda.

Mrs Roberts has a cat and a horse.



Here are some words that you will hear in the clip.

hitam - black

nama - name

tinggal - lives

gudang - shed

lapar - hungry

makan - to eat

pandai - clever

lihat - see

mata - eyes

Ibu - Miss, Mrs, Mum

cepat - fast

cepat sekali - very fast

kuda - horse

buka - open

pintu - door

ke luar - to go out

berlari - to run

mencium - to smell

pelan - slow

kucing - cat

Here is this clip -

<https://safeYouTube.net/w/4hdE>

Draw a picture of **kuda kecil dan kuda besar Ibu Roberts' (Mrs Robert's little horse and big horse)**. Label this picture using some of the Indonesian words from the list.

Art:

Hi Year 2! I hope that learning from home is going well. Here is this week's learning task. I have included a learning video to help you create your masterpiece! Have fun.

<https://docs.google.com/document/d/1enb7Vsmv8tICc6usb4ajUUFcBq9rh0sHovBRVERudok/edit?usp=sharing>



Slick oil

Name: _____ Date: _____

Question

What happens when oil, water and detergent are mixed together?

Equipment

- 1 cup vegetable oil
- 1 cup water
- 3 tablespoons dishwashing detergent
- 4 cups
- 4 mixing spoons or pop sticks
- measuring cup with ¼ marked on it
- protective covering for work area

Activity steps

Cup 1



+



=

Cup 2



+



=

Cup 3



+



=

Cup 4



+



+



=





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?

www.thisreadingmama.com

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

www.thisreadingmama.com



Name: _____

Date: _____

PMI Chart

Topic: _____

Plus	Minus	Interesting