

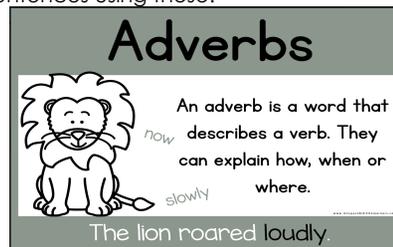
# Grade 2 Remote Learning Tasks, Term 2 Week 8 2021

With the extension of remote learning we have added a few supports for this week, along with some new learning tasks. **Monday, Tuesday, Thursday** and **Friday** will be focused on 2 x Literacy and 1 x Numeracy tasks per day. **Wednesday** will be Specialist class day, tasks set for this day will cover Health and Wellbeing, PE, Art and Science. All learning tasks can be found on our school website <https://www.bfps.vic.edu.au/remote-learning-tasks>

On Monday, Tuesday, Thursday and Friday we will run 2 live WebEx sessions; 1 focused on Literacy and 1 focused on Numeracy. These WebEx sessions support the tasks listed in the grid, please see below for task explanation and WebEx times. If you need support during these days please email me your questions and I will get back to you as soon as possible. If you need support on Wednesday please email [specialist@bfps.vic.edu.au](mailto:specialist@bfps.vic.edu.au) and one of the specialist teachers will get back to you.

**Attendance:** To be marked as present during remote learning days students will need to join the class WebEx's or email the class teacher to let them know they are working for the day.

Monday 7/6/21	Tuesday 8/6/21	Wednesday 9/6/21	Thursday 10/6/21	Friday 11/6/21
<p><b>Reading</b> <b>Live WebEx teaching session 10:05am</b></p> <p><b>WALT:</b> Stop and jot <b>SC:</b> I can stop when I notice important information I can use dot points to make notes</p> <p><b>Activity:</b> Students read their non-fiction texts from home on Epic or Britannica and stop and jot down any important information as they read.</p>	<p><b>Reading</b></p> <p><b>WALT:</b> identify key words in a text <b>SC:</b> I can identify keywords I can know that words in bold are important <b>Activity:</b> Read a non-fiction text from home/Epic! As you read, identify bolded key words/new words. Write down the key word, it's meaning and why it was important.</p>	<p><b>Specialist Day</b></p> <p><b>Mrs Beckwith</b> <b>9-9:20am</b> <b>Webex Meeting number:</b></p> <p><b>Link to Specialist Work Tasks</b> <a href="https://www.bfps.vic.edu.au/remote-learning-tasks">https://www.bfps.vic.edu.au/remote-learning-tasks</a>.</p>	<p><b>Reading</b></p> <p><b>WALT:</b> Summarise an information text <b>SC:</b> I can identify a fact and select 3 important facts from a text.</p> <p><b>Activity:</b> Find a non-fiction text of your choice on Epic! Or around your house. After reading, write down three important facts from the text, preferably in the order that you read them.</p>	<p><b>Reading</b></p> <p><b>WALT:</b> draft a labelled diagram to show the features of the animal <b>SC:</b> I can identify a labelled diagram I can say what labelled diagrams are for I can explain how they help us to understand the information better <b>Activity:</b> Look on getepic.com at the book 'Red Pandas.' Take notice of the subheadings and write them down. Use them to help you write a summary of the most important information you can find about Red Pandas.</p>
<p><b>Writing</b></p> <p><b>WALT:</b> Organise our ideas <b>SC:</b> I can set up my pages in my book using subheadings to organise my information.</p> <p><b>Activity:</b> Choose the subheadings you will write your information report about. Create a book by folding paper together. Label each page with a different subheading. Organise your research under each subheading (classification, habitat, diet, characteristics, predators and prey, fun facts).</p>	<p><b>Writing</b> <b>Live WebEx teaching session 10:05am</b></p> <p><u>Punctuation and Classification</u></p> <p><b>WALT:</b> use research to write sentences <b>SC:</b> I can use a full stop and a capital letter all the time I can write a classification</p> <p><b>Activity:</b> Under the sub-heading "Classification" begin writing your information report. Remember to use complete sentences. You will need to write about 2-3 sentences about the classification of your chosen Native Australian Animal (see attached turtle example below).</p>		<p><b>Writing</b> <b>Live WebEx teaching session 10:05am</b></p> <p><b>WALT:</b> interest our audience using verbs and adverbs to describe our animal <b>SC:</b> I can identify verbs I can use adverbs to describe a verb <b>Activity:</b> Brainstorm some verbs and adverbs that describe your animal and then write 1-2 sentences using these.</p>	<p><b>Writing</b> <b>Live WebEx teaching session 10:05am</b></p> <p><b>WALT:</b> Interest our audience using adjectives to describe our animals. <b>SC:</b> I can identify adjectives and can use adjectives to describe a noun.</p> <p><b>Activity:</b> Students will brainstorm some adjectives that describe their animal and then write 1-2 sentences using these adjectives. E.g. Giraffes are very tall animals with very long necks. They have yellow fur on their bodies with big, brown patches.</p>



# Subheadings

Subheadings are words that appear under the heading. Subheadings tell the reader the topic of the section or paragraph that comes next.



[this photo is from Scholastic Weekly Reader]

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# Verbs



flying

A verb is an action or a doing word.

playing

reading

The boy is watering the grass.

# Adjectives



Adjectives are describing words. They describe nouns and pronouns.

cute

green

fluffy

This ice-cream is delicious

**Maths**

**Live WebEx teaching session 11:50am**

**WALT:** Collect data

**SC:** I can pose a multiple choice question

I can collect data using tally marks in groups of 5.

**Activity:**

Create a different multiple choice question to ask your family - don't forget to call your extended family.

E.g. What is your favourite colour?

- a) Red
- b) Blue
- c) Purple

Record this in a tally.

III	3
IIII	5
IIII II	7

**Maths**

**Live WebEx teaching session 11:50am**

**WALT:** Make a picture graph

**SC:** I can use my tally marks to turn my data into a pictograph

**Activity:**

Using your tally mark data that you collected yesterday, we are going to turn it into a graph made of pictures.

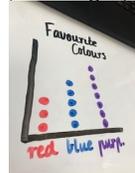
Draw a side and bottom for your graph.



Along the bottom evenly space out your categories.

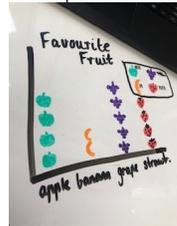
Eg:

For each tally mark in the category, draw a picture in the picture graph. EG



III	3
IIII	5
IIII II	7

Another Example:



**Maths**

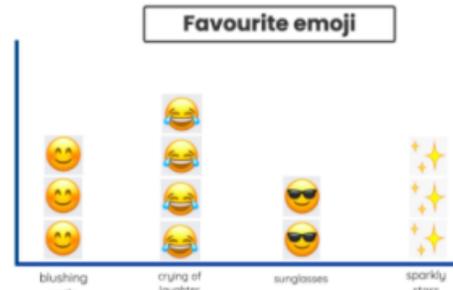
**Live WebEx teaching session 11:50am**

**WALT:** Explain data

**SC:** I can explain what my data and graph show

**Activity:**

Explain to a family member what data has been recorded on your graph. What is the connection between the title and what is on your graph? What groups did you use? How many were recorded in each? What was the most common/least common group? How do you know?



**Maths**

**Live WebEx teaching session 11:50am**

**WALT:** create multiple choice questions and collect data

**SC:** I can pose a multiple choice question

I can collect data using tally marks in groups of 5.

**Activity:**

Think of a new question with multiple choices for the answers.

Ask your family (and don't forget to call your grandparents and aunts and uncles!)

And record your answers in a table using tally marks, just like you did on Monday.

Some ideas for questions are:

\*What is your favourite colour car?

- white
- black
- silver
- red

\*Which type of pasta do you prefer?

- spaghetti bolognaise
- lasagna
- plain pasta with cheese
- carbonara

\*Which sport do you like to play?

- basketball
- swimming
- gymnastics
- footy/soccer

**Phonics:**

Add 'ing' to these words

Example:

Ring → ringing

**Wellbeing, History, Arts and Technology (WHAT)**

**Gratitude:**

**Wellbeing, History, Arts and Technology (WHAT)**

**Health and Wellbeing:**

**Phonics:**

Drop the **e** and then **+ing** to these words

Example:

<p>Sing</p> <p>Jump Drink Read Eat Play Watch Think Feel Look Smell</p> <p>Challenge: find some of your own.</p>	<p>Write down 2 things you are grateful 1 thing you are looking forward to tomorrow.</p>		<p>Design a healthy lunch box. Make sure you include: Fruits Vegetables Dairy Meat or meat alternative</p> <p>Website (for extra information) : <a href="https://heas.health.vic.gov.au/schools/healthy-lunchboxes">https://heas.health.vic.gov.au/schools/healthy-lunchboxes</a></p>	<p>have → having</p> <p>hope Shine Make Dance Joke Write Ride Slide Like Use Hike Smile</p> <p>Challenge: find some of your own</p>
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**Wellbeing**

**\*Guided drawings → 'Art for Kids Hub' on YouTube. We love this one of Bluey → <https://www.youtube.com/watch?v=ISSYciuiKSA>**

**\*Create your own bookmark!**

**\*Build a lego structure - how high can you build it?**

**\*Create a dance routine to your favourite song.**

**\*Go on a nature walk treasure hunt - collect some leaves, plants, stones, flowers, feathers along the way. Take a photo of your treasures!**

**\*Complete a Gratitude Journal Entry (pick a different number for each day):**

1) How do you feel when you are with your friends?  
 2) I don't feel good when...      3) Other people don't feel good when...      4) I can help others feel better by...  
 5) When you've helped someone feel better how do you feel?

## Tuesday Writing Example:

# INFORMATION REPORT

The purpose of an information report is to classify and describe people, animals, objects or phenomena using facts. Examples of information reports include:

- scientific texts
- geographical texts.

Information reports use:

- Present tense
- Auxiliary verbs
- Generic groups or categories
- Technical terms
- Cause and effect connectives

Title

## Turtles

Classification

Turtles are reptiles. They are **cold-blooded**, so they need sunlight to keep them warm and active.

Description

Turtles have a hard shell on their back. This **protects** them from their enemies. Some turtles can even hide their heads inside their shells if they are being attacked!

Turtles lay their eggs on land. Some **turtles** lay their eggs in sand, then leave the eggs to hatch on their own. **When they hatch**, the baby turtles scramble down into the water. They have to be quick so that they don't get eaten by larger animals.

Most turtles eat plants that grow in the water. Some turtles also like to eat meat. These turtles eat small insects, snails and worms.

Conclusion

Many species of turtles are endangered, which means **they are** at risk of becoming extinct. Humans must work to protect these beautiful creatures for future generations.

Technical terms

Present tense

Generic category

Cause and effect connectives

Auxiliary verb

