



## Term 2 Week 3 - Home Learning Program Year 2



= Set Task using SeeSaw App






= Set Task using PM Reader App



= Set Task using Pobble 365 website



= Set task on Reading Eggs

	Monday 11th May	Tuesday 12th May	Wednesday 13th May	Thursday 14th May	Friday 15th May
Check in Task	Students, please listen to, or read, the morning message from your teacher on Seesaw.				
Wellbeing	<b>Wellbeing activity</b> Watch and sing along to <a href="#">33 positive affirmations for you</a> .	<b>Wellbeing activity</b> Mindfulness guided relaxation. Watch <a href="#">Peace Out</a> .	<b>Wellbeing activity</b> <u>Mindfulness Time:</u> Find a toy you love to play with. Think about why it is special to you. <u>Mindfulness colouring in</u> or drawing. (These are from your Wellbeing Diary p 28).	<b>Wellbeing activity</b> Watch <a href="#">Belly Balloon Breathing &amp; Yoga</a> (First 10 mins only).	<b>Wellbeing activity</b> Watch and join in <a href="#">Yes you can!</a> Zen Den.
Morning	<b>ENGLISH</b> <input type="checkbox"/> <b>Spelling - short vowel 'u'</b> Use the template on Seesaw to brainstorm any words that include this phoneme.  <input type="checkbox"/> <b>PDHPE Brain Break</b> Watch the <a href="#">video</a> and join Mr Yoga for a yoga session. Try to learn the poses so that eventually you can just listen and follow along without needing to watch the screen.	<b>ENGLISH</b> <input type="checkbox"/> <b>Spelling - short vowel 'u'</b> Complete the segmenting activity for the 'u' sound like in umbrella. Segment either the list words or the extension words. You can do this online at <a href="#">Sound Waves Kids</a> or using a paper copy. Use the student code to log in ( <b>king861</b> ) and click on unit 11. Then either use the segmenting tool or print of the BLM of the list words with the segmenting boxes.	<b>ENGLISH</b> <input type="checkbox"/> <b>Spelling - short vowel 'u'</b> Complete student activity pages 26 and 27 in your Sound Waves Booklet.  <b>Writing - Sentences</b> Sentences should have a subject. <b>Complete Exercise C</b> with a subject that makes sense in the sentence. <b>Using the text box tool</b> on the Seesaw template will help to make this neat. 	<b>ENGLISH</b> <input type="checkbox"/> <b>Spelling - short vowel 'u'</b> Log into Sound Waves Kids and then click on Unit 11. Play a free choice spelling game for 10 minutes.  <input type="checkbox"/> <b>Writing - Sentences.</b> Sentences need to make sense. <b>Complete Exercise D with verbs that make the sentence make sense.</b> <b>Again, using the text box tool</b> on the Seesaw template will help to make	<b>ENGLISH</b> <input type="checkbox"/> <b>Spelling - short vowel 'u'</b> In your exercise book, write down three sentences using as many words containing the short vowel 'u' sound as possible. Make sure to check your spelling and punctuation (capitals and full stops). <b>Post a picture of your sentences to Seesaw.</b>  <input type="checkbox"/> <b>Writing - Sentences</b> Look at the pictures



**Writing - Sentences**

This week we are looking at sentence writing - specifically what makes a sentence.

**Unit 1** - Subjects and verbs. Please read the information and **complete Exercise A on the template in Seesaw.**



**Handwriting -**

Complete page 8 in your handwriting book. Watch the [video](#) while you write to benefit from a guided lesson. Remember to use the correct pencil grip and sit with the correct posture! **Please post this activity tomorrow.**

**Reading**

**Login to the PM Reader App** and choose a book from your bookshelf. Look through the book to identify any words you don't know before reading. Can you work them out from reading the other parts of the sentence? If not, please ask someone at home for help. Do a first reading or listen to the book.



**Writing - Sentences**

Sentences need to contain a verb. Complete Exercise B by underlining the verbs in each sentence. Please complete this on the template in Seesaw.



**PDHPE Brain Break**

Watch the [Mood Walk](#) video. Join Blazer Fresh and act out each of the emotions as you walk.



**Handwriting -**

Complete page 9 in your handwriting book to finish this week's letter. Watch the video while you write to benefit from a guided lesson. Remember to use the correct pencil grip and sit with the correct posture! **Please take a photograph of both pages and post it on Seesaw today.**



**Reading**

Practice reading the book you chose yesterday. Focus on reading smoothly at a normal talking speed.



**Reading Personal Choice**

Read a book from home for at least 15 minutes!

this neat.



**PDHPE Brain Break**

Watch the [video](#) and join Mr Yoga for a yoga session. Try to learn the poses so that eventually you can just listen and follow along without needing to watch the screen.



**Reading Personal Choice**

Read a book from home for at least 15 minutes!

provided in Exercise E on Seesaw.

The six pictures together will make a story so look at all of them before starting to write.

Write a sentence for each picture in your workbook as there is not enough room on the template.

Please write the heading - **Sentences** and include today's date.

**This activity can be photographed and uploaded to Seesaw.**
















**Reading**

To show off your smooth and expressive reading, **record yourself reading your PM story of the week and post it on Seesaw** if you can.

Don't forget to mention the title of the book and the author's name.



Middle	<p><b>MATHEMATICS</b></p> <p><input type="checkbox"/> <b>Chance</b></p> <p><b>Prediction</b></p> <p><input type="checkbox"/> Have a look at . Read or listen to the explanation of a prediction. Complete the student worksheet of predicting the weather for the week. At the end of each day this week check how accurate your weather prediction was. Upload your completed worksheet on Friday.</p>	<p><b>MATHEMATICS</b></p> <p><input type="checkbox"/> <b>Chance</b></p> <p><b>Learning the language of Chance: Certain, Impossible, Possible</b></p> <p><input type="checkbox"/> Watch the video that explains the meaning of certain, impossible and possible. Complete the attached template and answer the questions using certain, possible or impossible. Upload your answers to .</p>	<p><b>MATHEMATICS</b></p> <p><input type="checkbox"/> <b>Chance</b></p> <p><b>Learning the language of Chance: Likely and Unlikely</b></p> <p><input type="checkbox"/> Watch the video that explains the difference between likely and unlikely. Complete the attached template and upload. </p>	<p><b>MATHEMATICS</b></p> <p><input type="checkbox"/> <b>Chance</b></p> <p><b>Revision: Chance Outcomes A</b></p> <p>Complete the attached worksheet and upload in .</p> <p><input type="checkbox"/> <b>Optional Game - Double Trouble</b></p> <p>Play the game Double Trouble with a family member. The game allows you to practise the double add 1 strategy for addition.</p> <ol style="list-style-type: none"> <li>1) Watch the video <a href="#">How to Play Double Trouble</a>.</li> <li>2) Print off the 'Double Trouble' game board and blank dice template from Seesaw.</li> <li>3) Construct the number cube with the numbers: 3, 4, 5, 6, 7, 8</li> <li>4) Gather 6 counters for each player.</li> <li>4) Teach your family member how to play this game.</li> </ol>	<p><b>MATHEMATICS</b></p> <p><input type="checkbox"/> <b>Chance</b></p> <p><b>Revision: Chance Outcomes B</b></p> <p>Complete the attached worksheet and upload in .</p> <p><input type="checkbox"/> <b>Mathletics</b></p> <p>Log into Mathletics and click on the topic, chance. Have a go at some of these activities. Extension option: Complete all of the chance activities.</p>
Break					
Afternoon	<p><b>HISTORY/GEOGRAPHY</b></p> <p><input type="checkbox"/> <b>The Past in the Present (cont.)</b></p> <p>Continue to find evidence of the past or links to our local</p>	<p><b>JAPANESE</b></p> <p><input type="checkbox"/> Greeting from Sensei</p> <p><input type="checkbox"/> Revise the Calendar and months of the year and the celebrations we have learned about.</p>	<p><b>PDHPE</b></p> <p><input type="checkbox"/> Watch the <a href="#">Bye Bye Bye</a> NTV video. Spend about 20 minutes dancing along to the video and trying to learn the moves.</p>	<p><b>SCIENCE &amp; TECH</b></p> <p><input type="checkbox"/> <b>Continue your inquiry project 'Purpose and Process'</b>, where you will research and present your findings about</p>	<p><b>CREATIVE ARTS</b></p> <p><input type="checkbox"/> <b>Music</b></p> <ol style="list-style-type: none"> <li>1) Join in with the Seesaw video of Mr and Mrs Cronin singing a song.</li> <li>2) Watch the video <a href="#">Meet the</a></li> </ol>

	<p>Manly history when you are out and about. This could include dated buildings or photographs of the area, indigenous artefacts including significant sites. <b>Take photos over the next two weeks and be ready to present these as a Powerpoint presentation in class in week 4.</b> Check <b>Seesaw</b> for locations of local indigenous sites on the Manly to Spit walk.</p> 	<ul style="list-style-type: none"> <li>❑ Sing the months of the year song.</li> <li>❑ Match the English and Japanese months activity.</li> <li>❑ <b>Optional activities</b> Shade the corresponding numbers and colours to reveal the picture.</li> <li>❑ Watch and dance with Pokemon.</li> <li>❑ Sing along to the Clean Up song.</li> </ul> <p>Activities are all in .</p>	<p><b>Post a video of you dancing along!</b></p>  <p><b>PDH-Bounce Back</b></p> <ul style="list-style-type: none"> <li>❑ Complete the Seesaw (Bounce Back Week 3) activity. Create a self portrait describing your strengths.</li> </ul> 	<p>different mixtures.</p> <ul style="list-style-type: none"> <li>❑ <b>Your final presentation is due in Week 7, and will be posted on Seesaw</b></li> </ul>  <ul style="list-style-type: none"> <li>❑ <a href="#">View science inquiry project in Google Docs</a></li> <li>❑ You can also post on Seesaw  at any time throughout the term to receive feedback on your project so far or ask questions.</li> </ul>	<p><a href="#">Woodwinds</a>.</p> <p>3) Complete the Seesaw activity Name that Instrument - Woodwind Family.</p>  <ul style="list-style-type: none"> <li>❑ <b>Drama</b> Complete the Seesaw activity Emotional Sculptures.</li> </ul> 
Check out	<p><b>Positive Behaviour for Learning (PBL) - <a href="#">We are learning to be responsible online</a>. Read through all slides with a parent or adult and complete the <a href="#">K-3 Activities on Slide 6</a>.</b></p>				

**PBL FOCUS WEEK 3:**

## **Responsibility**

- Online Learning