

# Friday October 15<sup>th</sup>

## Grade 2 Term 4 2021

14/10/2021

**REMOTE TEACHING SESSION:** 10.30am – 11.30am daily

Grade 2 students will receive a 1 hour face to face remote teaching session with their teacher each day. These sessions will be run using Webex and will focus on Reading, Writing, Maths or Inquiry.

The link to your child's Webex meeting is listed in the table below. Instructions on how to access your child's Webex meeting are available on Sentral.

### Advice for accessing your child's Webex meeting:

- Please log on 5 minutes before the start time.
- Ask your child to organise the resources they will need prior to the start time.
- When signing in, please use your child's name as this will be the name displayed to their teacher during the meeting.
- If you have any questions or you are not able to access the Webex meeting, please refer to the instructions available on Sentral or contact the school via phone on 03 8766 4000 or email at [barton.ps@education.vic.gov.au](mailto:barton.ps@education.vic.gov.au).

Grade	Teacher	Personal Room Link	Personal Room Number
2A	Ms van Dam	<a href="https://eduvic.webex.com/meet/vandam.katrina.k">https://eduvic.webex.com/meet/vandam.katrina.k</a>	573-616-955
2B	Miss Keyworth	<a href="https://eduvic.webex.com/meet/keyworth.claire.c">https://eduvic.webex.com/meet/keyworth.claire.c</a>	570-038-656
2C	Mrs Bartlett	<a href="https://eduvic.webex.com/meet/bartlett.naomi.n">https://eduvic.webex.com/meet/bartlett.naomi.n</a>	573 415 491
2D	Miss Gianarelli	<a href="https://eduvic.webex.com/meet/gianarelli.simone.k">https://eduvic.webex.com/meet/gianarelli.simone.k</a>	584-874-482
2E	Mr Rendall	<a href="https://eduvic.webex.com/meet/rendall.fraser.w">https://eduvic.webex.com/meet/rendall.fraser.w</a>	165-312-7581
2F	Miss Evans	<a href="https://eduvic.webex.com/meet/evans.jayde.t">https://eduvic.webex.com/meet/evans.jayde.t</a>	578-446-708
2G	Miss Ivin	<a href="https://eduvic.webex.com/meet/ivin.rachel.r">https://eduvic.webex.com/meet/ivin.rachel.r</a>	575-425-326

PRIMARY SCHOOL

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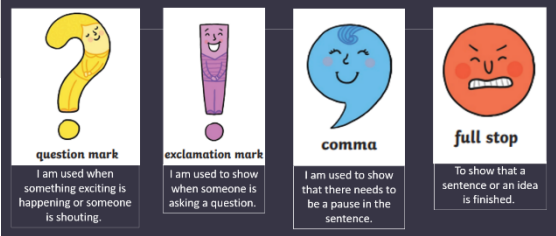

**Optional: Drop in support session: 12:00pm – 1:00pm**

Grade	Teacher	Personal Room Link	Personal Room Number
2	Specialist Teacher	<a href="https://eduvic.webex.com/meet/boldizs.raquel.r">https://eduvic.webex.com/meet/boldizs.raquel.r</a>	574- 942- 077

**Optional: Live Specialist Session 2:00pm-2:30pm daily**

Grade	Specialist Class	Personal Room Link	Personal Room Number
2	<b>Monday – Visual Arts</b> <b>Tuesday – STEM</b> <b>Wednesday – Spanish</b> <b>Thursday – Sport</b> <b>Friday – Performing Arts</b>	All sessions: <a href="https://eduvic.webex.com/meet/french.justine.m">https://eduvic.webex.com/meet/french.justine.m</a>	573-944-792

Friday October 15th 2021			
<b>Today you will need:</b> <input type="checkbox"/> Writing Pencil <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
<input type="checkbox"/> Paper/Book <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
<input type="checkbox"/> A device <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
	Webex - Wellbeing	Activity 1 – Writing	Activity 2 - Maths
<b>Learning intention</b>	We are learning to take care of our wellbeing.	We are learning about using the correct punctuation.	We are learning to practice our quick maths skills.

<p><b>Success criteria</b></p>	<p>I can:</p> <ul style="list-style-type: none"> <li>• Explore the 5 dimensions of wellbeing.</li> <li>• Identify ways to focus on my social, physical, emotional, cognitive and spiritual wellbeing.</li> <li>• Create a weekend wellbeing schedule.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>• Recognise different kinds of punctuation.</li> <li>• Understand what different types of punctuation is used for.</li> <li>• Use the correct punctuation in sentences.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>• Order numbers.</li> <li>• Continue skip counting patterns.</li> <li>• Share into equal groups.</li> <li>• Use volume and capacity to order items.</li> </ul>
<p><b>Task</b></p>	<p><b>Webex remote teaching session</b></p> <p>WebEx class lesson starts at <b>10:30am.</b></p> <p>Please <u>log on 5 minutes</u> before and have the resources listed below ready.</p> <p><b>You will need:</b></p> <ul style="list-style-type: none"> <li>• Paper</li> <li>• Writing Pencil</li> </ul>	<p>Today we would like you to show us what you learnt during yesterday's explicit lesson!</p> <p>Use 'The Gang' to complete the sentences and then create some examples of your own.</p>  <p><b>Step 1:</b> Log into <b>SeeSaw</b>.</p> <p><b>Step 2:</b> Find the activity called '<b>Super Marks</b>'.</p> <p><b>Step 3:</b> Read the instructions carefully.</p>	<p>Time to show us your mathematical magician ways!</p>  <p>Today you need to login to <b>Seesaw</b> and complete the <b>Quick Maths</b> activity that has been assigned to you.</p> <p>Make sure you try all the questions on <b>ALL</b> the pages. Don't forget to use your Growth Mindset!</p>

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**Step 4:** Complete the sentences on Page 1 using the different kinds of punctuation.

**Step 5:** Write your own sentences to show you understand how to use each member of the gang!

**Step 6:** Submit your amazing work 😊

**HOT TIP:** Read the sentence out loud to yourself to see what kind of punctuation it might need!

You will be showing us all you know about ordering numbers, skip counting, sharing and using volume and capacity to order items.

Think back to what you know and what we have been learning about.

Here are some things that might help you:

**Ordering Numbers:**  
Greatest to Least  
Numbers are decreasing!  
593, 400, 234, 200, 97  
Start bigger and get smaller

**Ordering Numbers:**  
Least to Greatest  
Numbers are increasing!  
123, 134, 234, 400, 593  
Start small and get bigger

Skip Counting


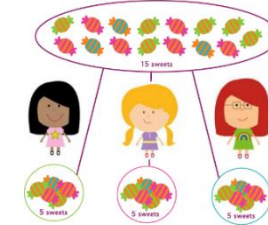
To repeat the same number pattern.

2: 2, 4, 6, 8, 10, 12  
 $\begin{matrix} \downarrow & \downarrow & \downarrow & \downarrow & \downarrow \\ +2 & +2 & +2 & +2 & +2 \end{matrix}$

5: 5, 10, 15, 20, 25  
 $\begin{matrix} \downarrow & \downarrow & \downarrow & \downarrow \\ +5 & +5 & +5 & +5 \end{matrix}$


10: 10, 20, 30, 40, 50  
 $\begin{matrix} \downarrow & \downarrow & \downarrow & \downarrow \\ +10 & +10 & +10 & +10 \end{matrix}$

100: 100, 200, 300, 400  
 $\begin{matrix} \downarrow & \downarrow & \downarrow \\ +100 & +100 & +100 \end{matrix}$



### Volume



The amount of space occupied by an object.

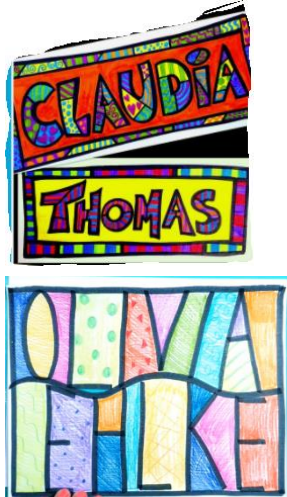


### Capacity

The amount a container can hold.

**SPECIALIST ACTIVITIES (OPTIONAL)**

Art	Performing Arts	Physical Education	STEM	Spanish
<p><b>Learning Intention:</b> We are learning about drawing different lines and shapes to create 'NameArt.'</p> <p><b>Success Criteria:</b> I Can...</p> <ul style="list-style-type: none"> <li>• Write my name in block letters.</li> <li>• Draw patterns, shapes and lines inside each letter.</li> <li>• Use bright colours to colour in.</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Paper, coloured pencils/textas</li> </ul> <p><b>Task:</b></p> 	<p><b>Learning Intention:</b> We are learning about song-writing</p> <p><b>Success Criteria:</b> I Can...</p> <ol style="list-style-type: none"> <li>1. Choose a character from a book I like</li> <li>2. Write a short song to describe my character</li> </ol> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Picture story book</li> <li><input type="checkbox"/> Device</li> </ul> <p><b>Task:</b></p> <ol style="list-style-type: none"> <li>1. Choose a character from a story that you like (for example, Edward the emu)</li> </ol>	<p><b>Learning Intention:</b> We are learning to complete an obstacle course in order to increase our heart rate</p> <p><b>Success Criteria:</b> I Can...</p> <ul style="list-style-type: none"> <li>• Create an obstacle course at my local playground</li> <li>• Try to beat my own time</li> </ul>  <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Your local playground</li> <li>• Timer</li> </ul> <p><b>Task:</b></p> <ol style="list-style-type: none"> <li>1. Complete an obstacle course at your local</li> </ol>	<p><b>Learning Intention:</b> We are learning to apply the design process.</p> <p><b>Success Criteria:</b> I Can...</p> <ul style="list-style-type: none"> <li>• Investigate a problem</li> <li>• Design a way to solve the problem</li> <li>• Create my idea</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Device</li> <li>• Building materials or drawing materials</li> </ul> <p><b>This activity is on SeeSaw – you can access it here:</b></p> <p><a href="https://app.seesaw.me/a/8a536ee9-6915-4873-91b8-002573aa5cdc">https://app.seesaw.me/a/8a536ee9-6915-4873-91b8-002573aa5cdc</a></p>	<p><b>Learning Intention:</b> We are learning about Jarabe Tapatío (Mexican Hat Dance)</p> <p><b>Success Criteria:</b> I can...</p> <ul style="list-style-type: none"> <li>• Watch and join in on the Jarabe Tapatío (Mexican Hat Dance)</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Device</li> </ul> <p><b>Task:</b></p> <p>First, watch the video and follow along to learn about the Jarabe Tapatío (Mexican Hat Dance)</p> <p><a href="https://video.link/w/U0RCc">https://video.link/w/U0RCc</a></p> <p>Next, Record your fabulous dancing and upload it to SeeSaw!</p>



1. Watch this video. Think about how you could write your name using lines, patterns and different colours.  
<https://video.link/w/NH9Cc>
2. Draw your name.
3. Draw colourful lines and patterns inside each pattern.
4. Draw shapes and patterns around your name.

2. Watch this video:  
<https://clickv.ie/w/boxr>
3. Think of some words to describe your character
4. Watch the video again
5. This time, sing the song using the words to describe your character
6. Take a video of your song and upload it to SeeSaw

Optional extras:

1. Play the notes on your instrument at home
2. Sing and play your song at the same time

- playground and time yourself
2. Do the course again, trying to beat your own time
  3. See **ClickView Video** for an example:  
<https://clickv.ie/w/s5vr>
  4. Take a quick video of you completing your course and upload it to **SeeSaw!** 😊

Playgrounds are not always able to be accessed easily by people who use a wheelchair. For example, they may be unable to get out of their wheelchair to use a swing, or go down the slide, or climb the monkey bars.

Here is an example of an invention that made it possible for people who use a wheelchair to experience the fun of a swing.

<https://video.link/w/Eo6Dc>

**TASK:** Your task is to create a piece of playground equipment that a person in a wheelchair could use.

You can think of a new way to use a piece of equipment



**Edward the Emu**  
(Start at middle C)

C C C C C E G C E  
Ed--die Ed--die Ed--die the Em--u

C C C C C C B A B G  
Is a ye--ry chee-ky li--tle fe--low

G G B D D  
With his long long legs

G G B D D  
He can stand so tall

G G G G E G E EDC  
Some--times he thinks that he's a bo--re

Words and music by Amy Clarke

that already exists or create something brand new!

You can choose to draw your invention or make it using any building equipment you have (eg. lego, deck of cards, icy pole sticks, food containers, tissues, pillows, paper, cardboard etc)