

Prep - Learning at home - Week 4

This week, instead of including a daily timetable, we have provided a suggested time guide for learning activities. Health, Mindfulness and STEAM activities have been aligned for grades Prep to 2, to simplify the delivery of content for families with more than one child across these year levels.

Our planner allows for around 2-3 hours of learning per day.

Suggested time guide for learning activities	
Subject	Suggested Time
Literacy - Reading	30 minutes, daily
Literacy - Writing	30 minutes, daily
Maths	30 minutes, daily
Health, BQT, Mindfulness and STEAM	30-60 minutes, once each per week
Specialists (Art, Indonesian, PE, Performing Arts)	30 minutes, once each per week

Beyond these guidelines, other valuable activities include:

- Play-based learning (cooking, puzzles, Lego, household chores, board games, drawing etc).
- Healthy activities (Cosmic yoga, Smiling Mind mindfulness).
- Reading, audiobooks ([Audible](#)) and podcasts ('best podcasts for kids lists' from [Common Sense Media](#) and [Wired](#) are suggestions only: you'll need to decide whether the content is appropriate for your child).
- Educational apps (Targeting Maths, Book Creator, Friends of 10, School Writing or any others from the 2020 Prep-2 suggested apps list).
- Educational websites ([Education at the ABC](#)).

Of paramount importance is the understanding that learning at home should not create family discord. If things aren't working out, on any given day, please take a break or stop for the day.

DAILY PRACTISE ACTIVITIES

(Activities we suggest be completed each day)

Reading

Phonics Practise:

Practise saying the name and sound for all sounds/letters learnt to date (s a t p i n m e h r d o u l b k, ck w). Be sure to show your child both upper and lower case versions of the letters. You may like to practise your letter names and sounds watching the video [Cued Articulation with Tarsh](#).

Introduce these new letters: j, v, z

High frequency words practise:

Practise reading all of the words learnt to date: *as a I is at it in am the was man an of to sat and his on not said because like me be we went so no go going you my us*

You may like to practise your high frequency words watching the video [High Frequency Words with Emma](#)

Introduce these new words: if, there, him

Reading Strategy reminder: Stretchy Snake

Remind children that when they are reading independently, they need to stretch out the sounds that letters make and then put the sounds together to solve a word.

Independent Reading practise:

Children read their take home books for 15 minutes every day. You will also find online books that they can use to practise their reading here: [Speld Decodable Readers](#)

Sunshine Online Reading Books: Access terrific books from [Sunshine Online](#). Use these login details;

Username: *newportlakes* and **Password:** *newport*

On the site, enter the 'Emergent' learning space, go to 'The Bookshelf' and you'll find some appropriate books.

Writing

Practise handwriting: Copy all lower case letters, following the correct starting points.

Revise spelling high frequency words: Try one of these ways to practise spelling high frequency words:

- Look at the word, point to and say each letter, cover it and say the names of the letters that spell the word
- Place the word to be spelt in eyeline, bounce or throw a ball as you say each letter in the word
- Write the words in sand or out of rocks or tan bark in the garden
- Write the new words on flashcards (twice for each word). Turn them face down and children play a memory game to find the pairs.

Write one sentence with your child:

Choose a simple sentence, or ask your child to construct one, e.g. 'I like to ride my bike to the beach.' You write, while your child stretches out each word (with your help) and says the sound that they can hear. Ask them which letter, or letters, make that sound and record what they say.

You may end up with a sentence that looks like this; 'I lik to rid mi bik to the be.' Encourage and praise any letter/sound matches. It's ok that they don't have the correct spelling at this stage – we are working on matching letters to sounds.

Maths

Choose an activity from the *Maths Daily Practise* suggestions to complete each day.

You may also like to watch the video [Counting with Hannah](#)

MONDAY

Reading

Focus: Weekly Song or Poem

Read 'A Jiggling Jellyfish' with a parent or sibling (included in blue bags). Afterwards, highlight particular letters that you know. For example, "Colour all the letter 'Js' in pink and 'Ss' in blue". Try to stick to around 3 letters. If you can, circle the words that you can read off by heart in the poem.

Writing

Focus: Recount

On the weekend, what did you do? Think about your weekend, and then write or copy 'On the weekend I...' and finish the sentence in your own words. Afterwards, draw a picture to match your sentence.

Maths

Focus: Sharing

If you're able to, watch this 5 minute video [How to Share Equally](#).

First: Set up three of your toys ready for a teddy bears' picnic. Each toy needs its own plate and spoon. How many plates and spoons will you need?

Next: Get some things ready for the picnic; put these in little piles next to your toys and their bowls and spoons. Get 9 socks (these are party pies), 12 leaves (these are fairy bread) and 6 pieces of Lego or blocks or stones (these are lollies).

Now: Share the party pies, fairy bread and lollies equally between the three plates for your toys. Make sure they all have the same amount of each thing. Keep sharing until you don't have any leftovers.

Finally: Draw a picture of what you ended up with on each plate.

Lastly (and VERY importantly): Put everything back exactly where it came from (your teacher will check how well this last step was done)!

STEAM

Complete the 'Mail a Hug' activity, included at the end of the document.

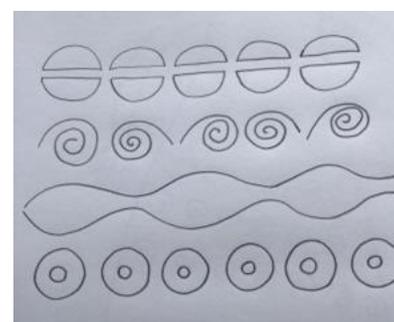
Art

Introduction: Pattern

Pattern in an artwork is a shape and/or colour that is repeated. **Gustave Klimt** used pattern in his artwork. Have a close look at [this artwork](#) by Klimt (this is included at the end of the document); use the slide bar on the right side of the screen to zoom in.

Task:

How many patterns can you see in Klimt's artwork? On a piece of paper, draw the different patterns. Draw each pattern across the page so you can see it repeating, and draw one pattern per line like this...



TUESDAY

Reading

Focus: Retell

Listen to the story '[Who Sank The Boat](#)' read by Hannah.

Afterwards, retell the story using your own words to a parent or a sibling (you might even be able to retell it over the phone to a grandparent). Make sure you think about the most important parts and include the beginning, middle and end.

*If you don't have access to a device to view the read aloud mentioned above, you can listen to your parent or sibling read any picture story book in your house.

Writing

Focus: Story Writing (Characters and Setting)

Imagine writing a fabulous story. Who would be in your story (the **characters**); would it be people or animals perhaps? And where would your story take place (the **setting**); at the beach, in the park or even in space? Share your character and setting ideas with a family member, and draw a detailed picture of your setting.

Maths

Focus: Sharing

If you're able to, re-watch yesterday's video [How to Share Equally](#).

First: Draw 2 big trees on your page.

Then: Collect 10 rocks. Make sure you count your rocks carefully. Count them twice to make sure you have the right amount.

Next: Share the rocks equally between the two trees. Count how many are on each tree... are they the same?

Finally: Remove the rocks one at a time and draw an apple on the tree to replace each rock. You should have five apples on each tree. Do you?

Repeat: This time begin with 12 rocks, and then repeat with 8 rocks.

STEAM

Finish your STEAM 'Mail a Hug' project from yesterday. Or choose a play-based activity (you may like to create a school for your toys or set up a shop), or tune into an episode of the podcast 'But Why' or the ABCs '[House of Sound](#)'.

PE

Warm-up:

Complete the [Dance Routine](#) (approximately 4 minutes). Or head outside and complete the following scavenger hunt. Try to find as many of the items as you can in five minutes (tick the box next to each one once you find it, it's ok if you can't find everything).

Item	Tick ✓	Item	Tick ✓
A brown leaf		Spot a cat or dog	
A small twig		A bicycle	
A small flower		A picket fence	
A small stone		A large rock	
Spot a bird		A piece of fruit	

Vertical Leaping: Last week you discovered what a vertical leap is and how to do one. This week, you will consolidate your vertical leap by completing a few different activities. Spend about 3-5 minutes performing each one of the following activities. Remember to have enough time to rest in between each attempt so that you can leap as high as possible every time you try and to have a soft surface to land on such as grass or cushions.

- a. **Shape Jumping** – Stand on something that’s about 30-50cm off the ground like a chair or a bench but check with a parent/adult first to make sure it’s safe. Have a target like a hoop close by that you are aiming to land in. If you don’t have a hoop, you can make a circle with a skipping rope or simply use a pillow/cushion to land on. Leap as high as you can and while you are in the air make different shapes with your body before landing in your hoop. Try to hold your landing for 2 seconds. You can make wide, thin, twisted or curled shapes with your body.
- b. **Leap the Wall** – Place a cane/ruler/stick on marker cones or two stacks of books, making a small hurdle. Standing close to your hurdle, use your body correctly to leap over it and land safely on the other side. You can increase the difficulty by making your hurdle higher as you go by adding marker cones or books to each side.
- c. **Sergeant Jumps** – Stand side-on and next to an outside wall or fence with chalk in your hand closest to the wall or fence. Leap vertically as high as you can and try to make a chalk mark on the wall at the highest point of your leap. How high can you go?
- d. **Slam Dunk** – Ask a taller family member to hold a ball, soft toy or balloon high above your head. Leap vertically trying to reach up and touch what they are holding. Ask them to hold it a little higher every time you can reach it.
- e. **Sack Jumping** – You need a big potato sack for your last activity. If you don’t have one, you can tie your feet together with some long socks or tie your shoelaces together.
Set out a target about 10m away and standing inside the sack, or with your feet/shoes tied together, jump to the cone and back to where you started. You can even have some races with other people in your family.

WEDNESDAY

Reading

Focus: Retell

Listen to the story '[Too Loud Lily](#)' read by Tarsh.

Afterwards, retell the story using your own words to a parent or a sibling (you might even be able to retell it over the phone to a grandparent). Make sure you think about the most important parts and include the beginning, middle and end.

*If you don't have access to a device to view the read aloud mentioned above, you can listen to your parent or sibling read any picture story book in your house.

Writing

Focus: Story Writing (from a picture prompt)

Choose **one** picture from the 'picture prompts' worksheet at the end of this document.

What do you think is happening in the picture? Make up a story to match this picture and share your story with a family member. Now write down the story, making it as detailed as you can.

Maths

Focus: Sharing

Materials: Playdough or Blu Tac, toothpicks or matchsticks OR just draw your solution.

Make three echidnas by rolling playdough into three balls; make one end pointy to create a snout.

The echidnas have lost their spikes! But you have 12 new ones (matchsticks/toothpicks) that you must share equally between each of the three echidnas. How many spikes does each echidna get? Push the spikes into the playdough echidnas to share them out. Then take a photo or draw a picture of the echidnas with their new spikes. Record your findings, for example, 'Each echidna has 4 spikes'.

Repeat: Vary the number of spikes you start with - 6, 9, 15, 18.

Extension: Start with a trickier number that does not divide by three (7, 11, 14). Discuss the need to share equally and accept that there may be some 'leftovers' or 'remainders'. Encourage children to say the equation aloud. For example, 'I had 14 spikes to share between 3 echidnas. They each got 4 spikes and there were 2 remainders'.

Health

Listen to the picture story book [The Colour Monster](#)

*If you don't have access to a device, have a discussion with an older sibling or adult about some of your feelings. Match a colour to each feeling. For example, red might be anger and yellow is happy.

After listening to the story, choose one of the following activities to complete:

- Make a list of things that you can do if you are feeling RED. Some people like to take deep breaths or go outside to get some fresh air. What could you do?
- Choose a colour that wasn't mentioned in the story. Think about what it might feel like (what would purple feel like? Orange? Brown?) Have a go at drawing your colour monster. You might like to use the images below as a guide.



**Indonesian -
Pet vocabulary**

Lesson: Watch [this short video](#) that Ibu Lyndal has made about pet words in Indonesian. While you're watching, practise saying the words out aloud to help your brain remember them. Please do not share the video on any other platform.

Activity: Make a poster by drawing a picture of each of the animals and writing the Indonesian word next to each one. Or if you have a printer you might like to print out [this poster with pet pictures](#) to colour and fill in the spaces with the Indonesian words.

You could put your poster up on your fridge or somewhere else in the house, and then practise the words over the week.

If you would like to share your work with me, please email me: carrington.lyndal.w@edumail.vic.gov.au



THURSDAY

Reading	Focus: Book response	
<p>Listen to the story 'Some Mums' read by Emma. Afterwards, think about one special thing that you love about your Mum and think about why... and go and tell her. Then see if you can write one or two words to describe your Mum and draw a picture to match. *If you don't have access to a device to view the read aloud mentioned above, you can listen to your parent or sibling read any picture story book in your house.</p>		
Writing	Focus: Story Writing (from a sentence starter)	
<p>Make up a story based on one of these ideas: <i>The bears have escaped from the zoo...</i> (OR) <i>Now that I can fly...</i> (OR) <i>I woke up and I was a cat...</i> Share your story with a family member, and then write down your story and make it as detailed as you can.</p>		
Maths	Focus: Sharing	
<p>Family Sharing - try some of these:</p> <ol style="list-style-type: none"> 1. Play a game of Snap - you are in charge of sharing the cards equally between all the players. Take your time. Only invite people to play once you have sorted out the cards. 2. You are in charge of morning or afternoon tea. Make sure each member of your family has a plate and a 'fair share' of whatever you are eating. 3. Draw some chalk circles on the ground. Have a walk and collect items such as gumnuts, leaves and pebbles. When you get home, share your items equally between the chalk circles. 4. Set the table for dinner. Collect all the knives and forks you need and then lay them out for your family. 5. Bake some biscuits or muffins (or draw some pretend biscuits, decorate them and cut them out) and see how many each person in your family would get if you shared them equally. 		
Big Question Time (BQT)	<p>Learning Asset Focus: Communication Select one of these play-based activities:</p> <ul style="list-style-type: none"> - Create a school for your toys and/or your siblings - Make a card for Mum/Grandma for Mother's Day - Make up a short song and perform it <p>Reflection: Have a chat to your parents over dinner tonight about your activity and communication skills. You can use the following as prompts:</p> <ul style="list-style-type: none"> - Who did you communicate with? (Who was in your audience or classroom, or who did you write to?) - How did you communicate? (Writing, drawing or performance?) - What things helped you succeed in your activity? (Maybe you had to be confident to speak or sing in front of others?) 	
Performing Arts	<p>Puppets Today is the day when your child can present the puppet show to the family. Have fun! You may like to film the puppet show for your child to watch later on.</p>	

You may need to help your child to construct a story for the puppet show. They need to consider the character names and voices. What happens at the beginning, in the middle and the end?

At my house, I performed a story to my children first. This gave them an example of a great storyline that they could use to guide them in playing independently for hours.

If you record the puppet show for your child, get them to watch it back and reflect on what they would do next time to improve their performance.

Discuss with your child what an **audience** is.

FRIDAY

Reading

Focus: Retell

Watch and listen to the story [The Night Before Mother's Day](#). After listening to the story try these activities:

- What could you do to celebrate Mother's Day at home? (Maybe set up a restaurant and create a name tag for Mum's seat or write a menu; or create a home day spa and paint your Mum's nails).
- Draw a picture of you with your Mum doing something together that you both love.
- Did this story remind you of another book that you know? What was similar? (Hint: Christmas)

*Please note: being an American story, 'Mum' is spelt 'Mom' and words such as 'coupons' appear that may require an explanation.

Writing

Focus: Story writing

Spend some time drawing a wonderful picture; use all of the colours and add lots of details. Now make up a story based on your picture. Share your story orally with a family member, and then write down your story. Remember to make it as detailed as you can: what happens at the start (make sure you say who your story is about and where it is happening); what happens in the middle (does something go wrong?) and finally; what happens at the end?

Maths

Focus: Sharing

Complete the 'Sharing' worksheet, included at the end of the document and/or do some of the Division Training on the Targeting Maths app, if you have it.

Mindfulness

Select 1 or 2 of the following mindfulness activities:

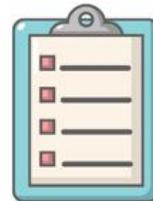
Self-love and self-compassion is important! List 7 ways you can be kind to yourself.



Offer to help out your parents with a job around the house. You might help with washing the dishes, gardening, making your bed or tidying up. Write a small journal entry about how it felt to be helpful.



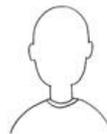
Make a list of 15 things you can do for others.



Write a kind note or letter to someone who lives in your street. Pop it in their letter box and see if you get a response!



Draw a portrait of someone you know who is a leader. List the qualities that make them a leader.



Do a mindfulness activity on GoNoodle Flow.



Play-based learning

Choose your own play-based activity to complete, such as: make Mum a flower crown for Mother's Day; play schools; create an obstacle course, or; collect natural materials to create a fairy garden or a home for a minibeast.

PRIORITY TASKS

Reading

- Phonics practise
Practise saying the name and sound for all sounds/letters learnt (S A T P I N M E H R D O U L B C K ck W as well as **J V and Z**). Be sure to show your child both upper and lower case versions of the letters.
- High Frequency Words (HFW) practise
*as a I is at it in am the was man an of to sat and his on not said because like me be we went so no go going you my us **if there him***
- Independent reading practise
- Listen to a story read by [Oliver Jeffers](#) or [Mo Willems](#) through these 'A Story A Day' links OR watch an episode or two of [Storytree](#) on ABC iView Education. Ask your child to retell the story that was told.

Writing

- Practise handwriting
- Write one sentence with your child

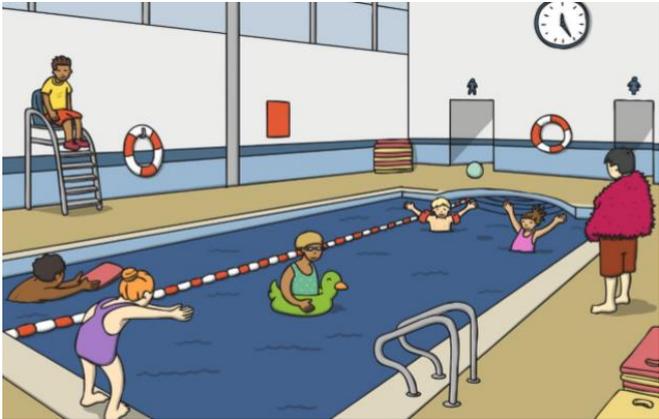
Easier day option:

Ask your child to complete one of the *trace and write* sheets from their green books. They should be encouraged to add a follow on sentence of their own and draw a picture to match their writing.

Maths

- Maths daily practise
- Activity: You are in charge of morning or afternoon tea. Make sure each member of your family has a plate and a 'fair share' of whatever you are eating. Draw a picture of your plates.

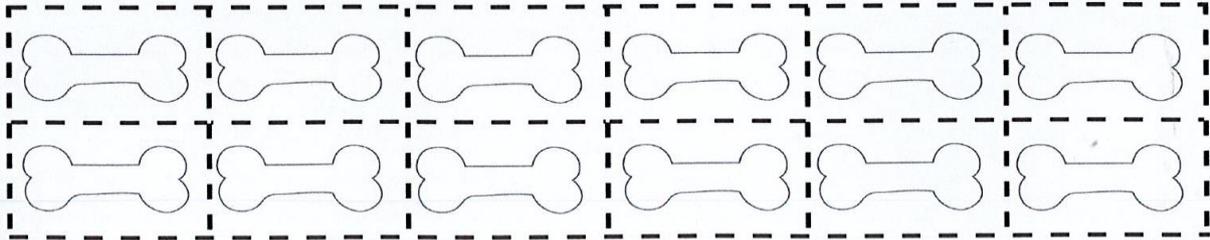
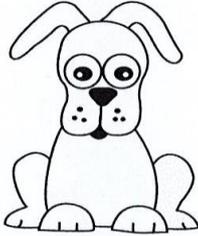
Writing - Picture prompts



Name: _____

Equal Sharing

Share the bones equally between the 3 dogs.



STEAM - Mail A Hug

(from theleangreenbean.com)

During this STEAM challenge, the focus is on the learning asset of communication. Children need to work with another person to have their outline drawn and to get help where necessary. They will also need to think carefully about the message that they want to communicate to a loved one.

Resources: paper, sticky tape, pencils / textas / crayons / paint, envelope and postage stamp.

Instructions:



First: Join some pieces of paper together so that they are wider than your arm's width and taller than from your armpit to the top of your head.

Next: Find a space where you can lay the paper down and then lay on top of it like in these photos.

After that: Ask someone to trace carefully around your outline.

Then: Fill in the details like your face and hair and clothes and then colour or paint your work.

Finally: If you are able to, cut carefully around your outline (you may want to ask a grown up to help you do this).

For a challenge: Measure your arm's width. You could use objects from around your house such as teaspoons or milk bottle tops, or use a ruler or tape-measure, to measure with.

Communicate: Think about who you would like to send your 'hug' to and write a message for them on the back. Ask a grown-up for help to address your envelope to the person you chose and then go for a family walk to the post box to post your letter.

Reflection: Tonight at dinner, talk about how you think the person you sent your hug to will feel when they receive it. How have you changed their day? What might they say?



Art - Gustav Klimt Artwork

