

Prep - Learning at Home - Term 3 Week 2

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

Information for the week

It is important that the learning at home program maintains a harmonious family life. If things aren't working out on any given day, please take a break or stop for the day.

Webex Daily Catch-Up Details

Start time: 9:15am

Class	Meeting Number	Password	Web Browser Link
Prep E	165 598 5371	NLPS	https://eduvic.webex.com/eduvic/j.php?MTID=m019d3a2c6c4811634df4950f4bb5110c
Prep T	165 878 2509	NLPS	https://eduvic.webex.com/eduvic/j.php?MTID=mc0c16e60b8e843eaff06fb52273c9e43
Prep H	165 627 4851	NLPS	https://eduvic.webex.com/eduvic/j.php?MTID=ma841675629ebd56bbffefee2b1169bab
Prep D	165 186 2378	NLPS	https://eduvic.webex.com/eduvic/j.php?MTID=m6c9022d3934b8ebbfbd3bd4687931582

Webex 'Friday Funday' Chat: Start time: 1pm

Class	Meeting Number	Password	Web Browser Link
Prep E	165 367 3625	NLPS	https://eduvic.webex.com/eduvic/j.php?MTID=md1648c355e933fb9504726d93ccd51d2
Prep T	165 306 9367	NLPS	https://eduvic.webex.com/eduvic/j.php?MTID=ma72721877678fef4eee0251708ab1d99
Prep H	165 876 6209	NLPS	https://eduvic.webex.com/eduvic/j.php?MTID=m1cb502665dffe28fb7aa8153d7cd3837
Prep D	165 075 8279	NLPS	https://eduvic.webex.com/eduvic/j.php?MTID=m908478481934938fb332227c63ef5a74

Writing books: We ask that children complete their work in their Writing book, in greylead pencil. They should write their name and the date on *each* page. Children are asked to return this book to school when we resume.



Sharing work via Seesaw: It is exciting for your child to be able to post their work to *Seesaw*. In fact, Emma's sister is a teacher and she received 1000+ photographs in one week from her excited students!! To avoid *Seesaw-overload*, we will indicate the work that your child should post across the week. So, look out for the Seesaw logo within the planner; when you see this logo, you know that your child should upload a photograph of that one piece of work.

PRIORITY TASKS

Activity suggestions for a shorter learning day, if required.

Reading

- Phonics practice: Watch [Cued Articulation](#). Say each name and sound.
- High Frequency Words (HFW) practice: Watch [High Frequency Words](#). The word lists are included in your brown literacy book (available at the front office) and we suggest revising lists 1-3 this week.

Writing

- Practise handwriting: Watch one of the following handwriting videos and complete the activity -[Tail Letters](#), [Anticlockwise Letters](#) OR [Downward Strokes](#)
- Ask your child to write 1 or 2 sentences and then read them back to you OR
- Ask your child to complete one of the *trace and write* sheets from their brown literacy book, add a follow on sentence of their own, and draw a picture to match their writing.

Maths

Maths daily practice: Watch one or two of the maths daily practice videos by the Prep teachers and then have a go at the activity yourself:

[Friends to 10](#)

[Writing Numbers](#)

[Who Am I?](#)

Before and After ([1-10](#), [1-30](#) and [1-100](#))

New Videos for the week:

[Counting Forwards & Backwards](#)

[Telling the time](#)

[Skip Counting](#)

[10 More/10 Less](#)

Activity: Complete one of the money worksheets attached at the end of this document.

Educational Screen Time Options

There may be days when parental workplace pressures render teaching impossible. If you need a 'screen day' for your child, here are some quality educational shows that connect with, and support, your child/rens learning outcomes:

Number Blocks

Alpha Blocks

Science Max

Play School

Mister Maker

[Little J & Big Cuz](#): In an Australian first, SBS television show *Little J & Big Cuz* showcases young Indigenous relatable characters and offers an insight into traditional Aboriginal culture, country and language.

DAILY PRACTICE ACTIVITIES

Activities we suggest be completed each day.

Reading

Phonics practice:

Practise saying the name and sound for all sounds/letters of the alphabet. 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](#) or our new video on [Digraphs and the Magic E](#).

High frequency words practice:

Practise your high frequency words watching the video [High Frequency Words](#). The word lists are included in your brown literacy book (available at the front office) and we suggest revising lists 1-3 this week.

Independent reading practice:

Children read their take home books for 15 minutes every day.

You will also find online books through these sites:

[Speld Decodable Readers](#) (No login details required)

[Sunshine Online](#) Username: *newportlakes* Password: *newport*

[Decodable Readers Australia](#) Username: 16883 Password: 290420

Writing

Practise handwriting: Watch one of the handwriting videos on [Tail Letters](#), [Anticlockwise Letters](#) OR [Downward Strokes](#).

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

- Trace letters using the handwriting trace sheet in your brown books (available for collection at the office).
- Write the words in different colours, over and over again to create rainbow words.
- Use magnetic letters or Scrabble letters to make the words

Maths

Watch one of the maths daily practice videos by the Prep teachers and then have a go at the activity yourself:

[Friends to 10](#)

[Writing Numbers](#)

[Who Am I?](#)

Before and After ([1-10](#), [1-30](#) and [1-100](#))

New Videos for the week:

[Counting Forwards & Backwards](#)

[Telling the time](#)

[Skip Counting](#)

[10 More/10 Less](#)

Day One

Reading	Focus: Fluency/Comprehension
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Daily practice: 15 mins phonics, HFW and independent reading (Daily Practice Activities on pg3).

Reading group: Once a week, you will have the opportunity to take part in a small group reading session; your day and time will be emailed to your parents.

Reading Tasks: If it is not your reading group day, please complete **ONE** of the following activities:

1. Go to the 'Activities' tab on Seesaw and listen to Rose Byrne reading [The Tale of Peter Rabbit](#), or Betty White Reading [Harry the Dirty Dog](#). Then listen to the instructions to complete the task.
2. Select any book and practise reading it fluently. You will need to re-read pages more than once and you'll likely end up reading the book many times. After all your fluency practice, set up your toys or gather your family members and sit down and read to them (you will be the teacher). Once you are reading your book fluently, take a photograph of one of the pages and upload it to Seesaw with a voice recording of yourself reading that page.



Writing	Focus: Weekend recount
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Daily Practice: 15 mins handwriting and spelling HFW (Daily Practice Activities on pg3).

Task: On the weekend, what did you do? Think about everything you did, even the little things; maybe you learnt a new game or came up with a new recipe idea. Write about your experiences in your Writing book; write (if you can) or copy 'At the weekend I...' and finish the sentence in your own words. Include details in your writing and try to write two or three sentences about the same thing. E.g. 'On the weekend I learnt to play Uno flip. It is much harder than normal Uno. My dad kept getting +2 and had lots of cards left at the end.'

When you have finished, draw a picture to match your writing.

Maths	Focus: Money
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Daily Practice: 15 mins maths practice (Daily Practice Activities on pg3).

Words to use during Maths this week: coins, notes, currency, dollars, cents

Task: Complete the worksheet titled, '**\$ and c'** (found at the end of the document).

For something extra: Find a selection of coins and group them together according to their value (i.e. all of the 5c coins together, 10c coins together etc). Take one of the groups and trace around them in your workbook. Write the value of each coin next to it. How much are the coins worth altogether? **NB** It will be easiest for children to do this with a set of \$1 coins or 10c coins as they can count by 1s or tens to add them together. A greater challenge would be to add a collection of 20c or 50c coins or, indeed, a mixed collection of coins.

Extension: How many different ways can you make \$1? Record your results.

Art - Artist of the week: Georgia O'Keeffe

During 'Learning at Home' for Art in Term 3, all students will be sent a link to the same google slides document. Please take the following steps to access the learning:

- 1: Click on the link: [Art Week Two](#);
- 2: Click on 'Present' at the top right hand corner of the screen, next to the orange 'share' button;
- 3: The PowerPoint presentation will then present as a full screen ready for students to watch.

Day Two

Reading	Focus: Fluency/Comprehension
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Daily practice: 15 mins phonics, HFW and independent reading (Daily Practice Activities on pg3).

Reading group: Once a week, you will have the opportunity to take part in a small group reading session; your day and time will be emailed to your parents.

Reading tasks: If it is not your reading group day, please complete **ONE** of the following activities:

1. Go to the 'Activities' tab on Seesaw and listen to Rose Byrne reading [The Tale of Peter Rabbit](#), or Betty White Reading [Harry the Dirty Dog](#). Then listen to the instructions to complete the task.
2. Select any book and practise reading it fluently. You will need to re-read pages more than once and you'll likely end up reading the book many times. After all your fluency practice, set up your toys or gather your family members and sit down and read to them (you will be the teacher). Once you are reading your book fluently, take a photograph of one of the pages and upload it to Seesaw with a voice recording of yourself reading that page.



Writing	Focus: Procedural texts
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Daily practice: 15 mins handwriting and spelling HFW (Daily Practice Activities on pg3).

Watch these introduction to a procedural text videos: [Features of a procedure](#) and [Writing a procedure](#)

Task: Watch the video [How to Make a Snowman?](#)

Once you have watched the video, have a go at writing a procedural text about 'how to make a snowman'.

Start by writing the heading, **How to Make a Snowman**, at the top of your page.

Underneath that, write **You will Need**: Make a list of the things you think you would need to build a snowman.

Underneath that write **Steps**: Think back to the video - what did they do first, second, third? Record the steps. If you would prefer, you can use the **Procedural Text Template** provided at the end of this document.

Maths	Focus: Money
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Daily practice: 15 mins maths practice (Daily Practice Activities on pg3).

Task: Complete the worksheet **Money** at the end of this document.



For something extra: See if you can find some coins from other countries in your house. If you do, take a photo of them and upload it to Seesaw. Record yourself explaining how your family got these coins.

Extension: Take a silver coin. Can you work out how much more money you would need to make \$1? Which coins might you use to do this? Record your answers in your workbook.

PE

Use Seesaw to watch a short PE welcome and explanation video.

Opening/Warm-up: Have fun completing the short [Dance Routine](#)

Kicking: This week we are going to continue working on kicking a ball off the ground. Last week we focused on the non-kicking foot. This week, we are learning about the kicking foot. Watch the short video [Coaching Kicking](#) and then head outside to practise kicking once again. Try to really concentrate on keeping your ankle tight and following through with your kicking leg. Like last week, you can practise with someone else or by yourself, by kicking your ball towards a rebound wall.

Optional activity: If you feel like doing a little extra, complete the [Indoor Scavenger Hunt](#).

Day Three

Reading	Focus: Fluency/Comprehension
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Daily practice: 15 mins phonics, HFW and independent reading (Daily Practice Activities on pg3).

Reading group: Once a week, you will have the opportunity to take part in a small group reading session; your day and time will be emailed to your parents.

Reading tasks: If it is not your reading group day, please complete **ONE** of the following activities:

1. Go to the 'Activities' tab on *Seesaw* and listen to Rose Byrne reading [The Tale of Peter Rabbit](#), or Betty White Reading [Harry the Dirty Dog](#). Then listen to the instructions to complete the task.
2. Select any book and practise reading it fluently. You will need to re-read pages more than once and you'll likely end up reading the book many times. After all your fluency practice, set up your toys or gather your family members and sit down and read to them (you will be the teacher). Once you are reading your book fluently, take a photograph of one of the pages and upload it to *Seesaw* with a voice recording of yourself reading that page.



Writing	Focus: Dictation
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Daily Practice: 15mins handwriting and spelling HFW (Daily Practice Activities on pg3).

Task: At the end of term two, children were introduced to writing dictated texts. During dictation, children write what they hear, stretch out the sounds and include punctuation. Please read the entire sentence to your child first and then re-read, one word at a time. **This task will be available, for your child to follow, on Seesaw.** Upload a photo of your text to *Seesaw*.



The sentence is: 'My friend and I went to the park. The park is near my school.'

Maths	Focus: Money
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Daily practice: 15 mins maths practice (Daily Practice Activities on pg3).

Task: Complete the worksheet **Shopping** (found at the end of this document). When you have finished it, glue it into your workbook.

For something extra: Ask your parents what job/s you might be able to do to earn 50c pocket money. And, parents, if you don't do pocket money you could ignore or modify this task (for example, what job could your child do to 'earn' an extra bedtime story).

Extension: Diana had three silver coins in her hand. How much money did she have altogether? Try to find at least two different answers to this question.

Indonesian

Focus: We are remembering the words for people in our family and completing an online matching activity.

Materials: iPad/computer

Watch [this video](#) made by Ibu Lyndal to remember the words.

Activity: Today's activity and instructions are on *Seesaw*.

Day Four

Reading	Focus: Fluency/Comprehension
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Daily practice: 15 mins phonics, HFW and independent reading (Daily Practice Activities on pg3).

Reading group: Once a week, you will have the opportunity to take part in a small group reading session; your day and time will be emailed to your parents.



Reading Tasks: If it is not your reading group day, please complete **ONE** of the following activities:

1. Go to the 'Activities' tab on **Seesaw** and listen to Rose Byrne reading [The Tale of Peter Rabbit](#), or Betty White Reading [Harry the Dirty Dog](#). Then listen to the instructions to complete the task.
2. Select any book and practise reading it fluently. You will need to re-read pages more than once and you'll likely end up reading the book many times. After all your fluency practice, set up your toys or gather your family members and sit down and read to them (you will be the teacher). Once you are reading your book fluently, take a photograph of one of the pages and upload it to **Seesaw** with a voice recording of yourself reading that page.

Writing	Focus: Procedural texts
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Daily practice: 15 mins handwriting and spelling HFW (Daily Practice Activities on pg3).

Task: Watch the video [How to ice a cupcake](#).

Start by writing a heading at the top. Then, list the equipment/things you will need. What would you need to ice a cupcake? Lastly, write the steps in order; what did they do first, second, third... in the video? You may choose to use the **Procedural Text Template** (at the end of this document) to support your writing.

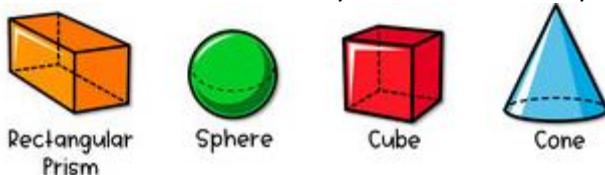
Maths	Focus: Shape
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Daily practice: 15mins maths practice (Daily Practice Activities on pg3).

Words to use during Maths this week: sides, edges, corners, vertices, flat, flat, sphere, cube, cone, pyramid, rectangular prism

Task: Watch one, or both of these videos: [3D shape video 1](#) and [3D shape video 2](#)

Go on a treasure hunt around your house to see if you find something that is each of these shapes.



Draw each object and label it with its name (e.g. My TV is a rectangular prism).

For something extra: Have you ever made a cube? Use the net (found at the end of the document) to make your own 3D cube (parents, children will need help with this). Decorate each side with pictures of other 3D shapes. Alternatively, if you have any blocks or clean recycled containers, build something and talk to someone at home about which 3D shapes are in your construction.

Performing Arts

Here is your Performing Arts Lesson for the week: [Performing Arts Week 2](#). It is designed to be completed independently by the students. Once you open the link you will need to press 'present'. If you see a play icon on the page this is me (Michelle) speaking and giving instructions. Enjoy and thanks for all your hard work!

Day Five

Reading	Focus: Fluency/Comprehension
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Daily practice: 15 mins phonics, HFW and independent reading (Daily Practice Activities on pg3).

Reading group: Once a week, you will have the opportunity to take part in a small group reading session; your day and time will be emailed to your parents.

Reading Tasks: If it is not your reading group day, please complete **ONE** of the following activities:

1. Go to the 'Activities' tab on **Seesaw** and listen to Rose Byrne reading [The Tale of Peter Rabbit](#), or Betty White Reading [Harry the Dirty Dog](#). Then listen to the instructions to complete the task.
2. Select any book and practise reading it fluently. You will need to re-read pages more than once and you'll likely end up reading the book many times. After all your fluency practice, set up your toys or gather your family members and sit down and read to them (you will be the teacher). Once you are reading your book fluently, take a photograph of one of the pages and upload it to **Seesaw** with a voice recording of yourself reading that page.



Writing	Focus: Procedural texts
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Daily practice: 15 mins handwriting and spelling HFW (Daily Practice Activities on pg3).



Task: You can complete a good copy of your procedural writing about 'How to make a Snowman' or 'How to ice cupcakes'. You might even like to have a go at baking cupcakes with your family.

We would like to see your wonderful writing. Take a photo of either your Snowman or Cupcake piece and post it to **Seesaw** in the **purple Writing** folder. If you finish this, continue with your spelling or handwriting practice.

Maths	Focus: Shape
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Daily practice: 15 mins maths practice (Daily Practice Activities on pg3).

Task: Watch the video [3D Shapes](#) and play the game **What shape am I?**

Complete the worksheet **Boxes** (found at the end of this document).

For something extra: Practise drawing 3D shapes by following along with this video [How to draw 3D shapes](#)

Health	Focus: Positivity and gratitude
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Positivity: Being positive means 'looking on the bright side' and finding at least one small 'good bit' within everything that happens. Watch the story of '[Two Frogs in Trouble](#)' (a fable from Russia). One of the two frogs always looks on the bright side of things.

- When have you been positive or looked on the bright side?
- Start each day in with a positive song, such as:
[What a Wonderful World](#), [Here Comes the Sun](#), [Zip-a-dee-doo-dah](#)

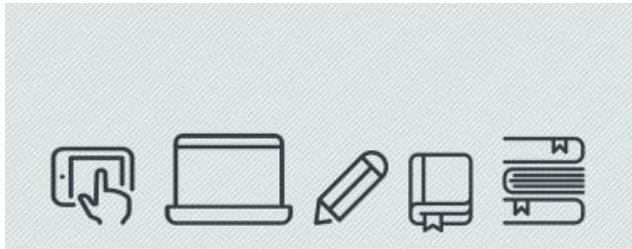
Showing Gratitude: Gratitude is being thankful for the big things (like having a warm bed to sleep in) and the little things (like sharing a moment of sunshine, or having a warm cat to stroke).

- Draw a tree on a big piece of paper, or use the template available at the end of the document.
- Draw a leaf on the tree each day; inside your leaf, write a word or draw a picture to show what you are grateful for.

1pm Webex: Friday Funday meeting

Today's meeting theme: Onesie Day

For something extra: STEM Project Activity: Making Shelters



Learning at Home

Support



MAKING SHELTERS



What you will need:

- bark, sticks and leaves
- feathers
- rocks
- grasses
- clay, playdough or sand
- animals (soft toys or figurines).



What to do:

1. Spread the clay, playdough or sand to make a flat surface.
2. Talk with your child about animals and people, and their need for shelter. Think about why, what types and the materials that can be used for shelter.
3. Go outside and collect some of the materials, as listed above.
4. Choose a toy animal and build them a shelter, using the materials you have found.
5. Ask your child to tell you about the shelter they have created.



What learning is happening:

Children are learning to manipulate materials to investigate, assemble, invent and instruct. They are exploring their ideas and theories using their imagination, creativity and play. Children are building their knowledge of the natural world and beginning to develop a respect for the environment.

Links to more information:



- Tasmanian Aboriginal people continue to build huts and shelters of all different types to match the weather and landscape. Watch how Danny builds a shelter:
<https://shelters.theorb.tas.gov.au/view/lean-to/construction>
- [Learning at home](#)¹ on the Department of Education website

¹ www.education.tas.gov.au/parents-carers/learning-at-home/

\$ and c

It is important to include the \$ or c symbol when writing a money value.

The cent symbol is a lower case c and is written **after** the number.

For example:

5c 10c

Trace the c symbols and then write some on your own.



The dollar symbol looks like this \$ and is written **before** the number.

For example:

\$1 \$2

Trace the \$ symbols and then write some on your own.



Now practise writing c **after** the number.

5 _____ 20 _____

10 _____ 50 _____

Now practise writing \$ **before** the number.

_____ 1 _____ 2

_____ 2 _____ 1

Day One Maths

Day Two and Four Writing - Procedural Text Template

Write your title here:

You Will Need:

Steps:

Write what you do here

1.

Draw what happens here:



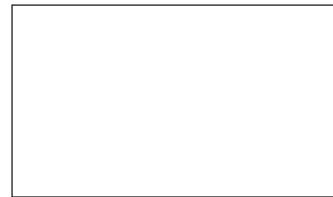
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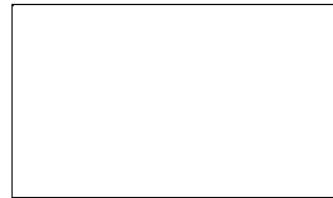
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4.



5.

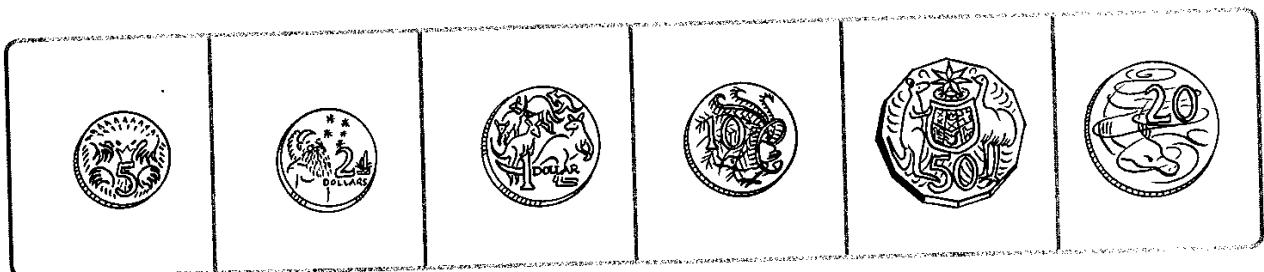
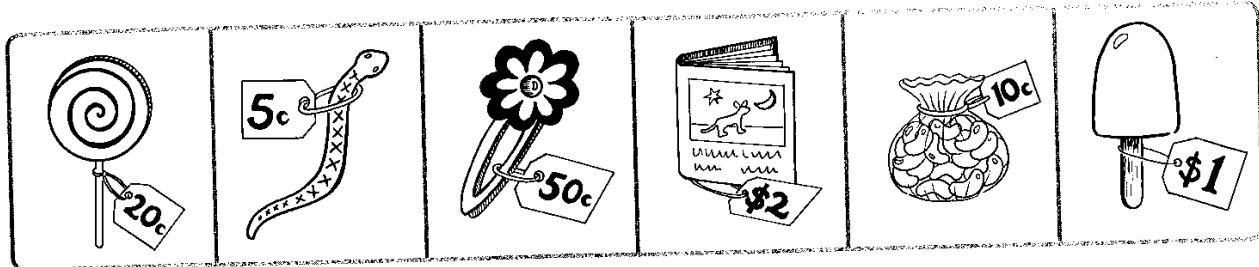


If you need to add more steps, continue onto another page.

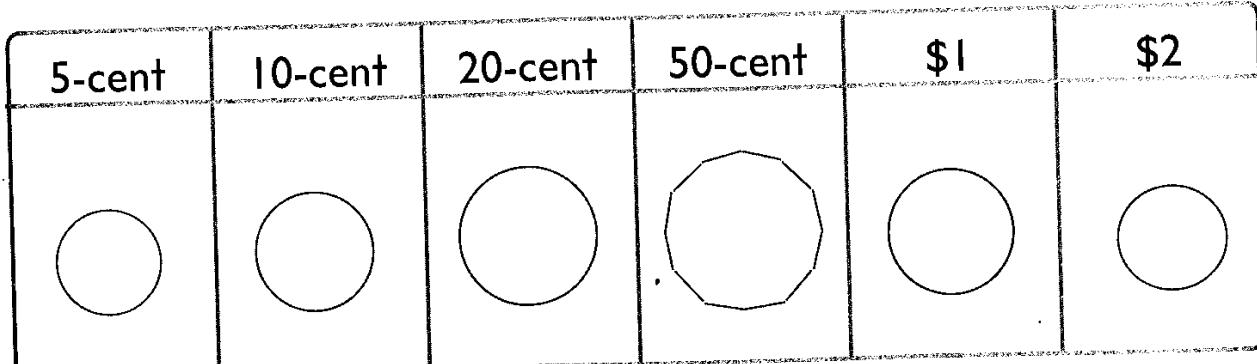
Money

Date:

- Draw lines from the boxes to the money needed to pay for each thing.



- Draw each coin.



- How much money altogether?

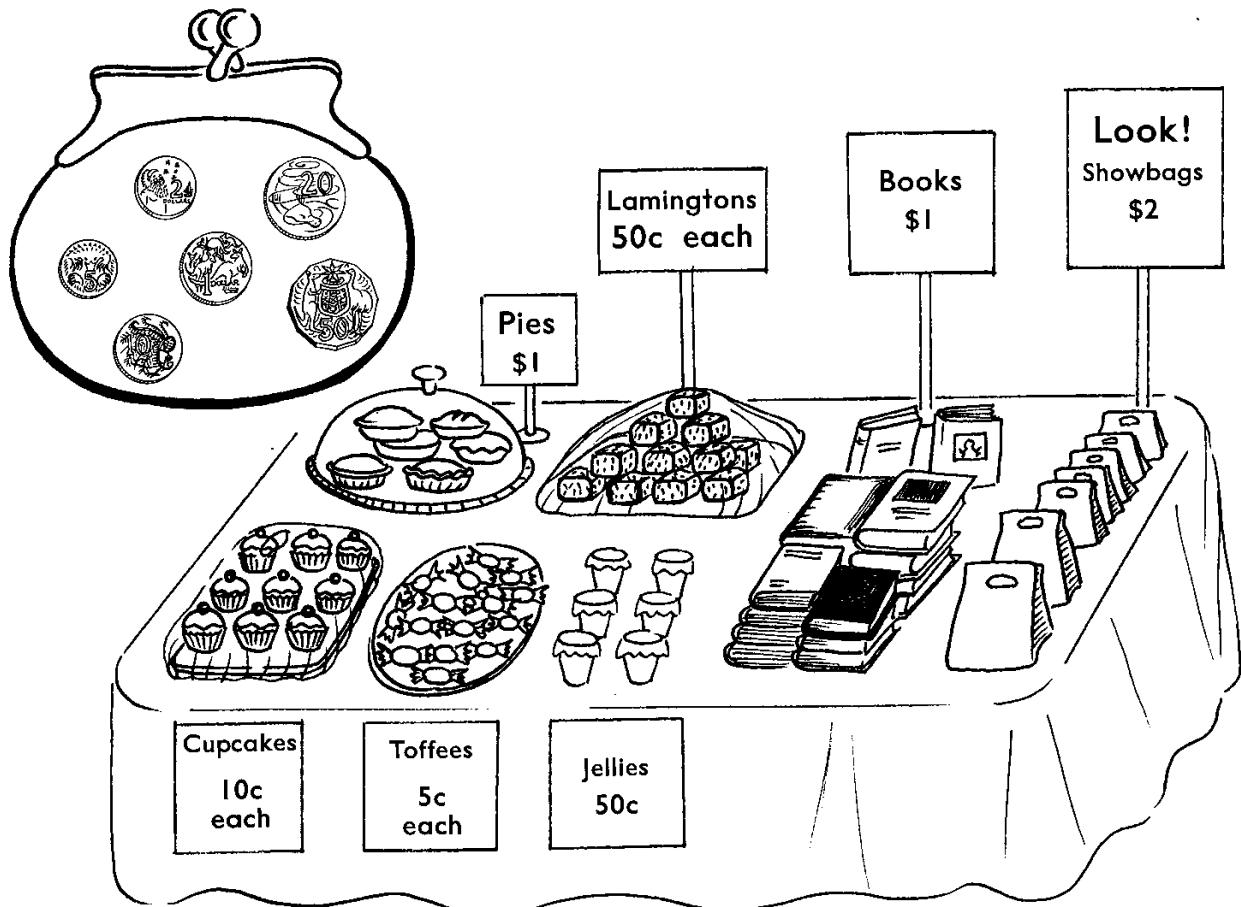


\$

Shopping

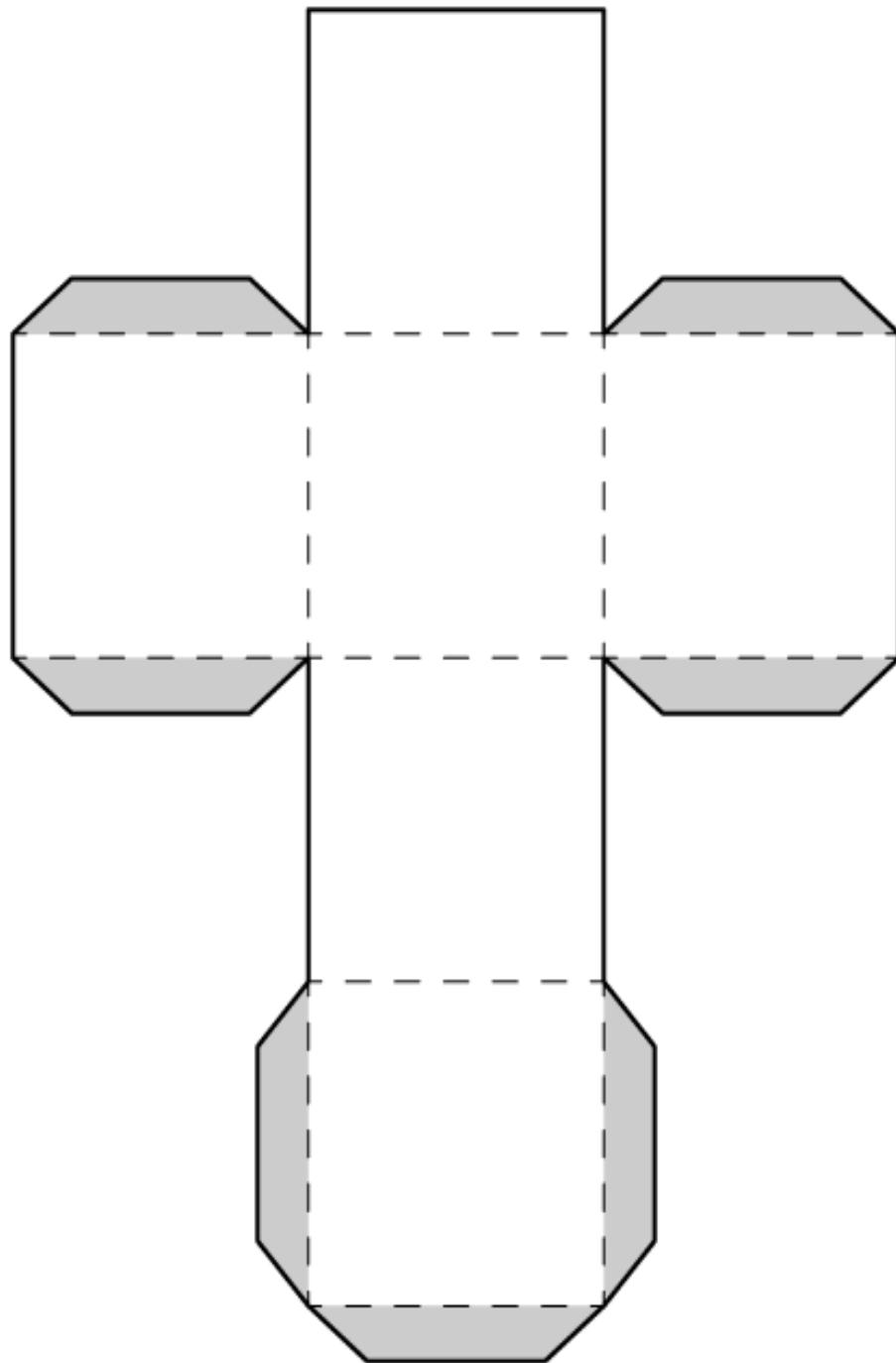
You have this much money in your purse.

- Colour the things you will buy.



- Draw the things you bought.

Day Four Maths (Extension)



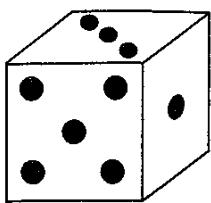
Day Five Maths

Space

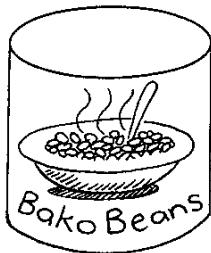
Boxes

Draw the faces that are used to make these solid shapes.

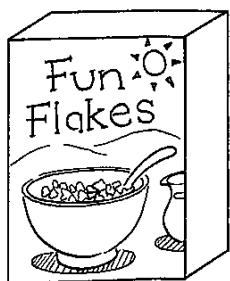
Dice



Tin can



Box



Health - Friday - Gratitude Tree

