

Prep - Learning at Home - Term 3 Week 1

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:

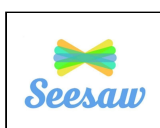
Start Time: 9:15am

Below are the login details for each class:

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

Writing books: We ask that children complete their work in their Writing book, in greylead pencil. They should write their name and 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 the logo, you know that your child should upload a photograph of that one piece of work.



Instructions for Term 3 Art Lessons:

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 provided in the work program. For example, this week it is: [Week 1 Art Program](#)
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. Please note:
 - There is audio and video embedded in the slides, so make sure you have the volume turned up on your device.
 - The audio will play automatically for each slide, but if you need to listen to the instructions again, you can click on the speaker icon in the top left hand corner of the slide.
 - There are seven activities; each is listed as suitable for a range of year levels. The 'suitable year' range is a recommendation. Students can choose activities that are not in their year level range. Students can select one or more of the activities based on what interests them or matches their ability.
 - All videos are suitable for students in Prep to Grade 6. While students may not be in the recommended year level, they may find the visual information and artworks inspirational and helpful in gaining ideas for their own artwork.
 - Some activities may require a printer so they can be printed. Copies will also be available at the office.
 - Some activities can be downloaded and saved as a Word document, which can then be completed on the computer (for example, highlighting in a word search, or filling in text in a crossword).

Note: The intention is to provide students with choice in their learning, to accommodate a range of abilities and interests, and to provide younger students with more independence.

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 OR Anticlockwise Letters - 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 <i>trace and write</i> 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 following videos by the Prep teachers: Friends to 10 Writing Numbers Who Am I? Before & After (select the level required: 1-10 , 1-30 and 1-100)
	Activity: Set up a shop and sell items to your family members or toys; try to use real coins if you can.

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](#).

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](#) OR [Anticlockwise Letters](#)

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 sand outside or in flour in the kitchen
- Use Bananagram or Scrabble letters to make the words

Dictation with your child: At the end of term two children were introduced to writing dictated texts. During dictation, children are encouraged to write what they hear, to stretch out the sounds and to include punctuation. You will read the entire sentence to your child first and then re-read, one word at a time. The sentence is: 'We went on a bus to the shops. I got a green frog.'

Maths

Watch one of the maths daily practice videos by the Prep teachers:

[Friends to 10](#)

[Writing Numbers](#)

[Who Am I?](#)

Before and After - (select the level required: [1-10](#), [1-30](#) and [1-100](#))

Day One

Complete the daily practice activity aligned to the subject area (available on page 2) before completing these tasks.

Reading

Focus: Making Connections



Log in to your *Seesaw* account. Watch the videos that have been assigned to you (they are in the 'Activities' tab - the one with the lightbulb). These will help you to understand how to use *Seesaw*.

Writing

Focus: Holiday Recount



On the school holidays, what did you do? Think about your holiday and decide on three things you would like to draw and write about. Write (if you can) or copy 'On the holidays I...' and finish the sentence in your own words.

Include details about your experience that help the reader to visualise what you did. Repeat this for your second and third experiences and draw a picture for each. Post a photo of your work on *Seesaw* and add it to the **purple Writing folder**.

Maths

Focus: Money

Words to use during Maths this week: five cents, ten cents, twenty cents, fifty cents, cent, dollar, buy, money, coins, notes, more, less, receive, difference, all together, change, addition, subtraction, how much?

First, watch [Introduction to money](#)

Task: Coin Rubbing

Using paper and crayons/coloured pencils and coins, you may be able to collect from your parents/your pocket money, rub the crayons over the paper with the coin underneath. This will give you a record of the coin. What do you notice about the shapes, sizes and colours? Besides the numbers, what else do you notice on the coins (for example Australian animals, pictures of the Queen)?

For something extra:

Do you know what is worth more or less? Order coins and notes from what is worth least to most.

Art

Link: [Week 1 Art Program](#)

Artist of the Week: **Bridget Riley**

Day Two

Complete the daily practice activity aligned to the subject area (available on page 2) before completing these tasks.

Reading

Focus: Making Connections

Before listening to the story [The Snowman](#) think about what you already know about the snow. Have you been to the snow or made a snowman before? Doing this is referred to as 'using prior knowledge to make connections' and it can help us better understand what we read. After you have seen the story, think about what else you know about the snow or snowmen.

Writing

Focus: Procedural Text

Watch the video of Tarsh's daughter, [Emily making her bed](#). You'll notice that a procedural text has steps. Have a go at writing what Emily did first, second, third.... and then draw a picture to match each step. If you get stuck, draw the picture first, then write one word to match.

Maths

Focus: Money

Task: Create a shop with a price list

For the rest of this week you will be planning and preparing a shop.

What business or shop could you create? Maybe there is something special you can make, bake or create? Perhaps you can create self-portraits of people in your family, or set up a photo booth or lemonade stand.

Today, you need to decide on what type of shop you're setting up and how much your item/s will cost.

Create a price list. This is what a dollar sign looks like... \$

For something extra:

- Consider having more than one item on your menu.
- Include dollars and cents in your price list.

PE

Use *Seesaw* to watch a short PE welcome video.

Opening/Warm-up: Complete the [Short Workout Routine](#)

Kicking: We are going to start this term by looking at kicking a ball off the ground. There are different parts to this skill. This week we are going to focus on the important part the non-kicking foot plays.

Watch the short video: [Kicking A Ball Coaching](#) and then head outside to have-a-go at kicking.

You can practise with someone else or by yourself, by kicking your ball towards a rebound wall. If you are having some trouble, you can place the ball on top of a small cone or bean bag. This will help you kick the ball with the top of your foot and not your toes.

Day Three

Complete the daily practice activity aligned to the subject area (available on page 2) before completing these tasks.

Reading

Focus: Making Connections

During daily check-in, your teacher read you a picture story book.

What part did you like best? What connections can you make?

If you didn't make it to the daily check-in, ask someone in your family to read you a book and think about the connections you can make to it.

Writing

Focus: Procedural Text

Have a look over the steps you wrote yesterday for Emily making her bed.

Now choose your own activity (something simple that you do every day) and write down the steps for your activity - this could be how you brush your teeth, get dressed, do a cartwheel etc.

Remember to write a heading so that we know what your topic is, for example, 'How to brush your teeth'.

Then, write down each step with a number at the start.

Maths

Focus: Money

Task: Create a shop. Making Money

Today, you will need to make your money. You will need money to give to your 'customers' to spend and to use for yourself to give change. Think back to the coin rubbing you did on day one and what you noticed about the shapes and numbers on each coin. You may also like to have a look at the Australian notes.

For something extra:

Do a coin rubbing of two or three coins. Add the totals. How much are your coins worth altogether?

Indonesian

Focus: We are learning to name the people in our family.

Watch: [Family by Ibu Lyndal](#). You might like to watch it more than once.

Activity: Draw a picture of your family and write the words in Indonesian (explained within the video).




If you would like to share this work with Ibu Lyndal, post a photo and add it to the **red Indonesian folder**.

Day Four

Complete the daily practice activity aligned to the subject area (available on page 2) before completing these tasks.

Reading	Focus: Making Connections
<p>During daily check-in, your teacher will read some of the class novel. What part did you like best? What connections can you make? If you didn't make it to the daily check-in, ask someone in your family to read you a book and think about the connections you can make to it.</p>	
Writing	Focus: Procedural Text
<p>Watch the video of Tarsh's daughter, Lily Making Breakfast. You'll notice that a procedural text has steps. Have a go at writing what Lily did first, second, third... and then draw a picture to match each step. If you get stuck, draw the picture first, then write one word to match.</p>	
Maths	Focus: Money
<p>Task: Create a shop. Finalise Today you will complete any items you need to make or create to set up your shop. Make sure your price list is written and add price tags to the items if you are selling. Make sure you have your money ready, as tomorrow your shop is open for customers!</p> <p>For something extra: What is your most and least expensive item? Explain why you chose this to a parent, sibling or toy.</p>	
Performing Arts	
<p>Here is your virtual classroom link for the Performing Arts Lesson for the week. It is designed to be completed independently by the students. Once you open the link you will need to press 'present', and if you see a play icon on the page this is me (Michelle) speaking and giving you instructions. Enjoy the Animation. Thanks for all of your hard work in Performing Arts.</p>	

Day Five

Reading	Focus: Making Connections
<p>Select a book to read at home.</p> <p>Draw a picture of the main character. Is there anything you like or dislike about this character?</p> <p>Do they remind you of anyone you know or a character in another book or movie?</p>	
Writing	Focus: Procedural Text
<p>Have a look back at the steps you wrote down for Lily making her breakfast yesterday.</p> <p>Write the steps down for an activity that you do in your day (make sure it is a different one to what you have previously written about this week). This may be how you water your garden, tidy your room, or put your seatbelt on, etc. Remember to write a heading at the top so we know what topic you have chosen. For example, 'How to brush my teeth'. Then, write down each step with a number at the start.</p>	
Maths	Focus: Money
<p>Task: Create a shop. Shop is open for business!</p> <p>Before you open your shop today, hand out money to your customers. Then, count how much money you start off with (maybe a parent can help). If family members are able to visit your shop you may sell to them, otherwise get your toys to come along as your customers. Barbie might like a new hairdo at the hairdressing salon or your teddy may need new boots.</p> <div style="display: flex; align-items: center;">  <p>Take a photo of your shop in action and post it to Seesaw in the green Maths folder.</p> </div> <p>For something extra:</p> <ul style="list-style-type: none"> - Who spent the most money? Add up how much money your customers spent at your shop. - Can you give change to a customer? - Can you work out how much money you earned by comparing what you started with and how much you had at the end? 	
Health (Please note, this is the same across P-2)	<p>Topic: Supporting people we don't know (a combination of kindness and fairness)</p> <p>Start by reading <i>Wilfrid Gordon McDonald Partridge</i> at https://www.youtube.com/watch?v=rOgc7nLSreU</p> <p><i>Wilfrid is a small boy who lives next door to an aged care facility. He discovers that his favourite person there has lost her memory. He feels so upset about this that he takes in lots of items to help jog her memory.</i></p> <p>Choose from any of the following activities:</p> <ul style="list-style-type: none"> ● Write/draw about one caring thing you could do for a grandparent/another older person. ● Send drawings/photos/get-well messages to the local hospital. ● Make a list of the memories that you have about your grandparents/older people in your life; what is it that reminds you of them? Why? ● As a researcher, find out two facts about a charitable organisation.
1pm Webex: Friday Funday meeting	<p>Today's meeting theme: Wear a silly hat</p> <p>Your teacher will email the Webex details for this meeting by Thursday 23rd July.</p>



Learning at Home

Support

SORTING SOCKS

This science activity gives children the chance to develop their observation and investigation skills. It asks them to record, sort, compare and discuss the information they discover. These are all important scientific skills.

Ages
5-8

Learning activity



What you will need:

- a basket of clean socks.



What to do:

1. After doing a load of washing, talk to your child about finding and sorting the pairs of socks.
2. Ask: *How many socks are there altogether?*
How many pairs of socks would that be?
What else comes in pairs or twos?
3. Talk about these words and phrases: *pairs, sorting, the same, the same as, different, etc.*



Taking the learning further:

4. *How else can socks be sorted?* By wearer (e.g. Mum, Grandma, Me), by size (small, smaller, smallest), by colour (red, blue, white), by type (sports, school, hiking) ... etc.
5. Make two piles with one half of each sock pair in each pile. Take a sock from one pile so the other person can't see and describe it so the other person can find the matching pair in their pile.
6. Pose a problem: 6 friends went for a walk on the mountain. How many gloves would they need for them to have a pair each? Develop your own problem-solving question.



What learning is happening:

This activity helps children understand that we can sort, describe and count objects. Using new words builds vocabulary.



Links to more information:

[Learning at home!](http://www.education.tas.gov.au/parents-carers/learning-at-home/) on the Department of Education website

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