

Prep - Learning at Home - Term 3 Week 5

Suggested time guide for daily learning activities	
Subject	Suggested Time
Literacy - Reading	30 - 45 minutes, daily
Literacy - Writing	30 -45 minutes, daily
Maths	30-45 minutes, daily
Specialists (Art, Indonesian, PE, Performing Arts)	30 minutes, once each per week

Webex Morning Check-In: Start time: 9:15am

Class	Meeting Number	Password	Web Browser Link
Prep E	165 598 5371	NLPS	https://educic.webex.com/educic/j.php?MTID=m019d3a2c6c4811634df4950f4bb5110c
Prep T	1659235363	nlps	https://educic.webex.com/educic/j.php?MTID=m5969fb5277bc371cf00fb08ddb4d789a
Prep H	165 013 2254	NLPS	https://educic.webex.com/educic/j.php?MTID=mcf7c4e03c55377e01c1dd18148ddcd6
Prep D	165 186 2378	NLPS	https://educic.webex.com/educic/j.php?MTID=m6c9022d3934b8ebbfd3bd4687931582

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

Class	Meeting Number	Password	Web Browser Link
Prep E	165 367 3625	NLPS	https://educic.webex.com/educic/j.php?MTID=md1648c355e933fb9504726d93ccd51d2
Prep T	165 306 9367	NLPS	https://educic.webex.com/educic/j.php?MTID=ma72721877678fef4eee0251708ab1d99
Prep H	165 236 4296	NLPS	https://educic.webex.com/educic/j.php?MTID=m22aa3ec9d38a4c70c1311159ab92e260
Prep D	165 075 8279	NLPS	https://educic.webex.com/educic/j.php?MTID=m908478481934938fb33227c63ef5a74

Sharing work via Seesaw: Many of the learning tasks in this planner are also available on Seesaw. We encourage children to share a photo or video of their work for tasks specified in this planner with the Seesaw logo or anything that they are particularly proud of.



PRIORITY TASKS

Activity suggestions for a shorter learning day, if required.

Reading

- Phonics practice: Watch [Cued Articulation](#). Say each name and sound. Make sure you also watch these [Digraphs and the Magic E](#), [Introduction to the /oi/ sound](#) and [Alphablocks /ow/ sound](#)
- High Frequency Words (HFW) practice: Select from the high frequency word list that best suits your needs: [HFWs Lists 1&2](#) or [HFWs Lists 3&4](#) or [HFW Lists 5&6](#). The word lists are included in your brown literacy book. Make sure you practise your chosen set/s of words every day.

Writing

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

Maths

Maths daily practice: 15mins maths practice [Skip Counting with Emma](#) and [The Singing Walrus Skip counting by 2s](#) and [The Singing Walrus Counting by 5s](#)

Watch [how to make 'groups of'](#) from Day One then complete the task yourself. Record in your book X groups of Y is Z, for example, 5 groups of 4 is 20.

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/ren's learning outcomes;

Number Blocks
Play School

Alpha Blocks
Mister Maker

Science Max

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

Science Week

This week is **Science Week**, and have we got some treats for you!!

1) Here's a collection of science experiments featuring your Prep teachers... watch any of these whenever you feel like slipping some science into your week. Try them at home, if you like, and have fun!
One of these videos will appear as an activity each day (Tue-Fri) on Seesaw. If you try an experiment at home, please upload a video of your experiment to share with your teacher on Seesaw, we would love to see it!

- Diana discusses '[How clouds work?](#)'
- '[Skittles Magic](#)' with Hannah
- Emma gets green with '[Gardening](#)'
- '[Straw Rockets](#)' with Tarsh



- 2) We have the Zoos Victoria webinar on life cycles on **Tuesday 18th August at 12noon**. Remember, you access this webinar from your child's device (instructions and details were emailed to families last week).
- 3) We are running a whole school paper plane challenge with prizes for the best design! The instructions for this are included in the 'Something Extra - STEAM' section at the end of this document.

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 phonics by watching one or more of the following videos: [Cued Articulation](#) , [Digraphs and the Magic E](#), [Introduction to the /oi/ sound](#) and [Alphablocks /ow/ sound](#)

High frequency words practice:

The word lists are included in your brown literacy book. Practise by watching one of the videos at your level: [HFWs Lists 1&2](#) or [HFWs Lists 3&4](#) or [HFW Lists 5&6](#)

Independent Reading practise:

Children read their take home books for 5-10 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:

- Look at the word, say it, cover it up, write it, check it
- Look at the word and take a picture with your mind, cover it and spell it orally
- Write each word on a piece of paper, cut into individual letters, mix them up then put back together

Maths

15mins maths practice [Skip Counting with Emma](#) and [The Singing Walrus Skip counting by 2s](#) and [The Singing Walrus Counting by 5s](#)

Day One

Reading

Focus: Non-fiction

Daily Practice: Watch the short [OU Sound Video](#) video introducing the /ou/ sound.

Reading group: Attend your once a week small group reading session.

Reading Tasks: When it is not your reading group day, work through these activities in order.

PLEASE NOTE: only complete **ONE of the tasks below per day.**

1. Read 'The Loud Mouse' at the end of this document and colour all of the words that have the /ou/ sound in them. Then complete the **worksheet** sorting out the 'ou' and 'ow' words into the correct columns.
2. Watch the video and complete the activity on Seesaw called 'Finding non-fiction books'.
3. Watch [Dino Road Trip - National Geo Kids](#). Recall 3 facts about the T-Rex from the video. Have a go at writing your favourite fact and draw a picture to match. You can upload this to Seesaw to show your teacher.
4. Watch [African Safari - National Geo Kids](#) or part of it (this video takes children on Safari for almost an hour). Write down the names of the animals you saw. How many animals did you spot? Can you recall any interesting facts about them? If you can, tell your family over lunch or dinner today.



For something extra, here is a fiction text from Storytime Online, [The Case Of The Missing Carrot Cake](#). Listen to this story being read and think about how this book is different to the non-fiction texts you have explored this week.

Writing

Focus: Weekend Recount

Daily Practice: 15mins handwriting and spelling HFW (Daily Practise Activities on pg3 and Seesaw).

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 'On 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 played in my garden with my dad and our dog, Pip. We played catch and Pip ran and ran and ran. She got really messy!'



Maths

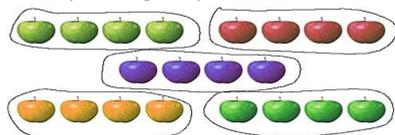
Focus: Multiplication

Daily Practice: 15mins maths practice [Skip Counting with Emma](#) and [The Singing Walrus Skip counting by 2s](#) and [The Singing Walrus Counting by 5s](#)

Words to use during Maths this week: groups of, lots of, times, twos, fives, tens, rows, arrays

Warm up: Watch this [Demonstration of groups](#) and this [Numberblocks video introducing arrays](#)

Task: Watch Tarsh showing [how to make 'groups of'](#) and then use a collection of paper plates, placements or pieces of paper to help you make 'groups of' items on each plate. Record in your book X groups of Y is Z, for example, 5 groups of 4 is 20.



For something extra: Draw pictures of objects that you would find in everyday life where things are organised into equal groups or rows e.g. an egg carton is made of 2 rows of 6, socks are put together in groups of 2.

Extension: Complete the worksheet **Multiplication Groups** at the end of the document.

Art

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 this link: [Week 5 Frida Kahlo](#)
- 2 - Click on 'Present' at the top right hand corner of the screen, next to the orange 'share' button
- 3 - The power point will then present as a full screen ready for students to watch

Previous weeks – [Art Week 4](#) [Art Week 3](#) [Art Week 2](#)

Day Two

Reading

Focus: Non-fiction

Work through the activities listed in 'Day One' on page 4.

Writing

Focus: Dictation

Daily Practice: 15mins handwriting and spelling HFW (Daily Practise Activities on pg3 and Seesaw).



Task: During dictation, children write what they hear, stretch out the sounds and include punctuation. Please read the entire two sentences 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 dictation is: 'The brown cow went in the house to get away from the loud, frowning, growling mouse.'

Maths

Focus: Multiplication

Daily Practice: 15mins maths practice [Skip Counting with Emma](#) and [The Singing Walrus Skip counting by 2s](#) and [The Singing Walrus Counting by 5s](#)

Warm Up: In Seesaw, watch the story 'How Many Seeds in a Pumpkin?'

Task: In Seesaw, listen to Tarsh explain today's task.



Extension: Complete the worksheet **Skip Counting** at the end of this document.

PE

Use Seesaw to watch a short explanation video.

Opening/Warm-up – Complete [the workout](#).



Catching – This week we are going to shift our focus to the fundamental motor skill of catching. Catching is an important skill to learn because it is needed in many different sports. There are two catching links for you to watch. [The first one](#) talks about catching technique and has some activities for you to try. [The second link](#) gives you some catching drills you can practise with a bigger ball. Have a go at the different catching activities, remembering to use your hands properly and watch the ball closely.

Day Three

Reading

Focus: Non-fiction

Work through the activities listed in 'Day One' on page 4.

Writing

Focus: Summarising Non-fiction

Daily Practice: 15mins handwriting and spelling HFW (Daily Practise Activities on pg3 and Seesaw).

Task: Watch: [Introduction to summarising](#).

On Seesaw: listen to the non-fiction text about sharks and then write your summary. Include a title and 3 facts (write the facts if you can, draw them if you need to). You can use the 'Non-Fiction Summary' template, if needed (available at the end of this document). Once you have finished your summary, upload a photo to Seesaw and record yourself reading your facts.



Maths

Focus: Multiplication

Daily Practice: 15mins maths practice [Skip Counting with Emma](#) and [The Singing Walrus Skip counting by 2s](#) and [The Singing Walrus Counting by 5s](#)

Words to use during Maths this week: groups of, lots of, times, twos, fives, tens, rows, arrays

Task: Sorting into groups. Collect 12 things (like 12 pencils or 12 pebbles). Your task is to see how many different ways you can sort them into equal groups (so each group is the same size). Watch [this video to follow a worked example](#). Record your findings e.g. 6 groups of 2 is 12.

Then start with 15 objects. How many different ways can you sort 15? Make sure your groups are always equal. Can you arrange your groups into neat rows?



For something extra: Have a go at recording your findings as repeated addition equations e.g. If you have 6 groups of 2, that is the same as $2+2+2+2+2+2$. Watch this, [repeated addition](#), if you need a hint.

Extension: Use the Targeting Maths app to practise your skills in multiplying.

Indonesian

This week we are learning how to say 'My name is ____' and 'What's your name?' in Indonesian.

Watch [the video](#).

Task: After you have watched the video, and practised saying your name and the name of other members of your family, you can complete the worksheet attached at the end of this document.

Day Four

Reading

Focus: Non-fiction

Work through the activities listed in 'Day One' on page 4.

Writing

Focus: Summarising Non-fiction

Daily Practice: 15mins handwriting and spelling HFW (Daily Practise Activities on pg3 and Seesaw).

Task: Watch again: [Introduction to summarising](#).

On Seesaw: listen to the non-fiction text about dinosaurs and then write your summary. Include a title and 3 facts (write the facts if you can, draw them if you need to). You can use the '**Non-Fiction Summary**' template, if needed (available at the end of this document). Once you have finished your summary, upload a photo to Seesaw and record yourself reading your facts.



Maths

Focus: Multiplication

Daily Practice: 15mins maths practice (Daily Practice Activities on pg3 and Seesaw).

Words to use during Maths this week: groups of, lots of, times, twos, fives, tens, rows, arrays

Task: An **array** is a way of organising groups of objects so they are easy to see and count. An array is always made up of any number of rows with the same amount of objects in each row. Watch [this video](#), to understand the game and then roll 2 dice and draw the arrays



For something extra: Record a matching addition equation for each of your 'groups of' equations.

e.g. 3 groups of 5 is 15 OR $5 + 5 + 5 = 15$

Extension: Try the **Add and Multiply** Extension Worksheet at the end of the document.

Performing Arts

Here is your Performing Arts Lesson for the week; it is a [virtual classroom link](#), designed to be completed independently. 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 you instructions.

Enjoy the animation, and thanks for all of your hard work in Performing Arts. Michelle

Day Five

Reading	Focus: Non-fiction
Work through the activities listed in 'Day One' on page 4.	
Writing	Focus: Summarising Non-fiction
<p>Daily Practice: 15mins handwriting and spelling HFW (Daily Practise Activities on pg3 and Seesaw).</p> <p>Task: Watch again: Introduction to summarising. On Seesaw: listen to the non-fiction text about diggers and then write your summary. Include a title and 3 facts (write the facts if you can, draw them if you need to). You can use the 'Non-Fiction Summary' template, if needed (available at the end of this document). Once you have finished your summary, upload a photo to Seesaw and record yourself reading your facts.</p>	
Maths	Focus: Multiplication
<p>Daily Practice: 15 mins maths practice (Daily Practice Activities on pg3). Words to use during Maths this week: groups of, lots of, times, twos, fives, tens, rows, arrays</p> <p>Task: Re-watch this Demonstration of groups and this Numberblocks video introducing Arrays then repeat the activity from yesterday.</p> <p>Extension: Complete the Match the Fact worksheet at the end of the document.</p>	
Health	Focus: Gratitude
<p>Listen to the read aloud My Gratitude Jar by Kristin Wiens.</p> <p>Task: Create your own gratitude jar:</p> <ol style="list-style-type: none"> 1. Find an empty jar or box. 2. Decorate your jar or box and label it 'My Gratitude Jar'. 3. On different bits of paper, write at least 3 things for which you are grateful. 4. Each day, continue to add more things to your gratitude jar. <p>NOTE: Your teacher may ask you to share some of these things each morning during the Webex meetings.</p>	
Friday Funday: 1pm Start	<p>Theme: <u>Come dressed as a scientist</u>. You don't have a favourite scientist? No worries; read about some of the most famous ones here.</p>



For something extra:

Paper Planes: a whole school STEAM project



Learning Intention:

How can I research, design and create a paper model of an aeroplane?
What features will help my plane fly further?

Watch task instructions: STEAM Paper Aeroplane

<https://www.youtube.com/watch?v=4pUcN5i0JPQ&feature=youtu.be> Or <https://youtu.be/4pUcN5i0JPQ>

Task:

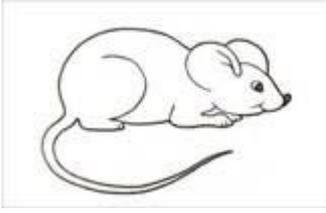
1. Research, design and create your own paper plane over the week.
2. Test your plane to see if it flies. You may need to make a new design if it doesn't go far.
Remember to decorate your plane!
3. Have an adult measure how far your plane travels.
4. Take a photo of your design (include all the different models you may have trialled) and write down how far it flew.
5. Upload your paper plane design onto Seesaw for your teacher to see. You might like to upload a video of it in action as well as a photo of its design.
6. The plane that has the best design from each class will get to show and demonstrate how far it travels when we return to school. The best design will be judged on:
 - a) how decorative (colourful) it is, and
 - b) whether it travels the furthest



****Note: PRIZES** will be given once back at school for the best design in each year level.**

For some ideas and inspiration on making paper planes see:

- Read: [Paper Airplane Designs](#)
- Watch: [Paper Planes TRAILER \(2015\)](#) - Sam Worthington Movie HD



The Loud Mouse

Squeaky the town mouse had a big problem. All of his friends around town were very quiet at prowling around the house. But Squeaky was very LOUD!

When they were in their mouse house, which was hidden under the couch, Squeaky would shout out, “I want to see the clown that is coming to town!” His parents would frown and scowl and tell him not to shout.

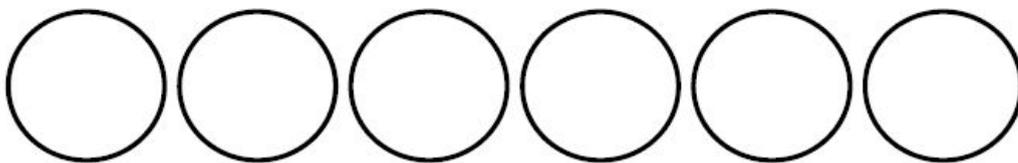
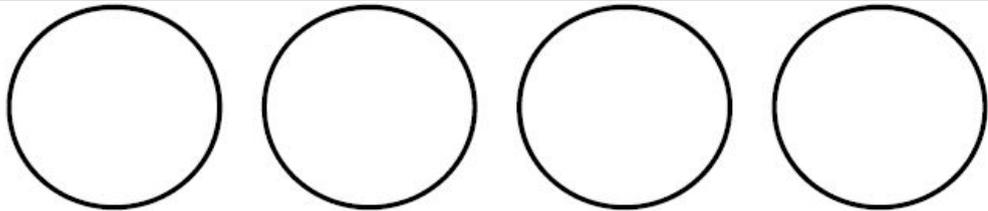
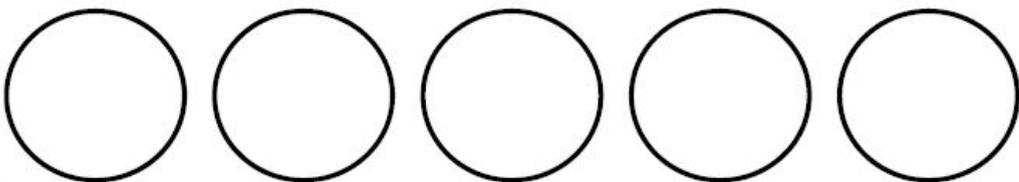
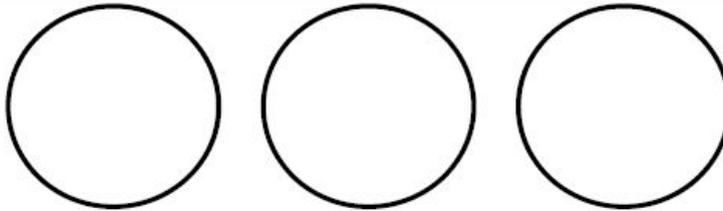
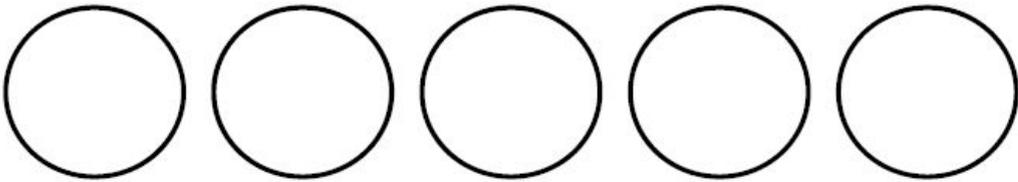
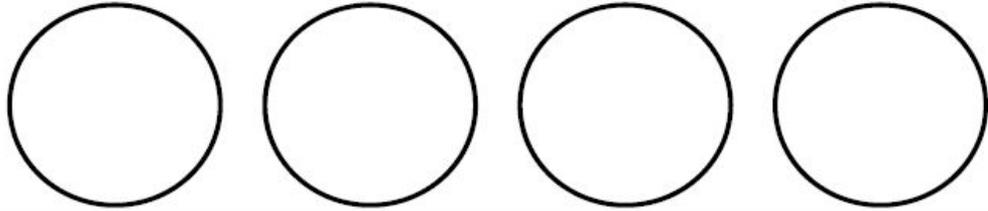
We all know that a good mouse should be quiet, but Squeaky wasn't a grouch, he was a loud, proud mouse!

Name: _____

Multiplication Groups



Create some equal groups to match the number sentence.



Day Two - Maths Extension

Name: _____

SKIP COUNTING

Color the numbers in the grid to skip count.



Skip count by 2's

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Skip count by 5's

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

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Day Three / Four / Five - Writing

Non-fiction Summary

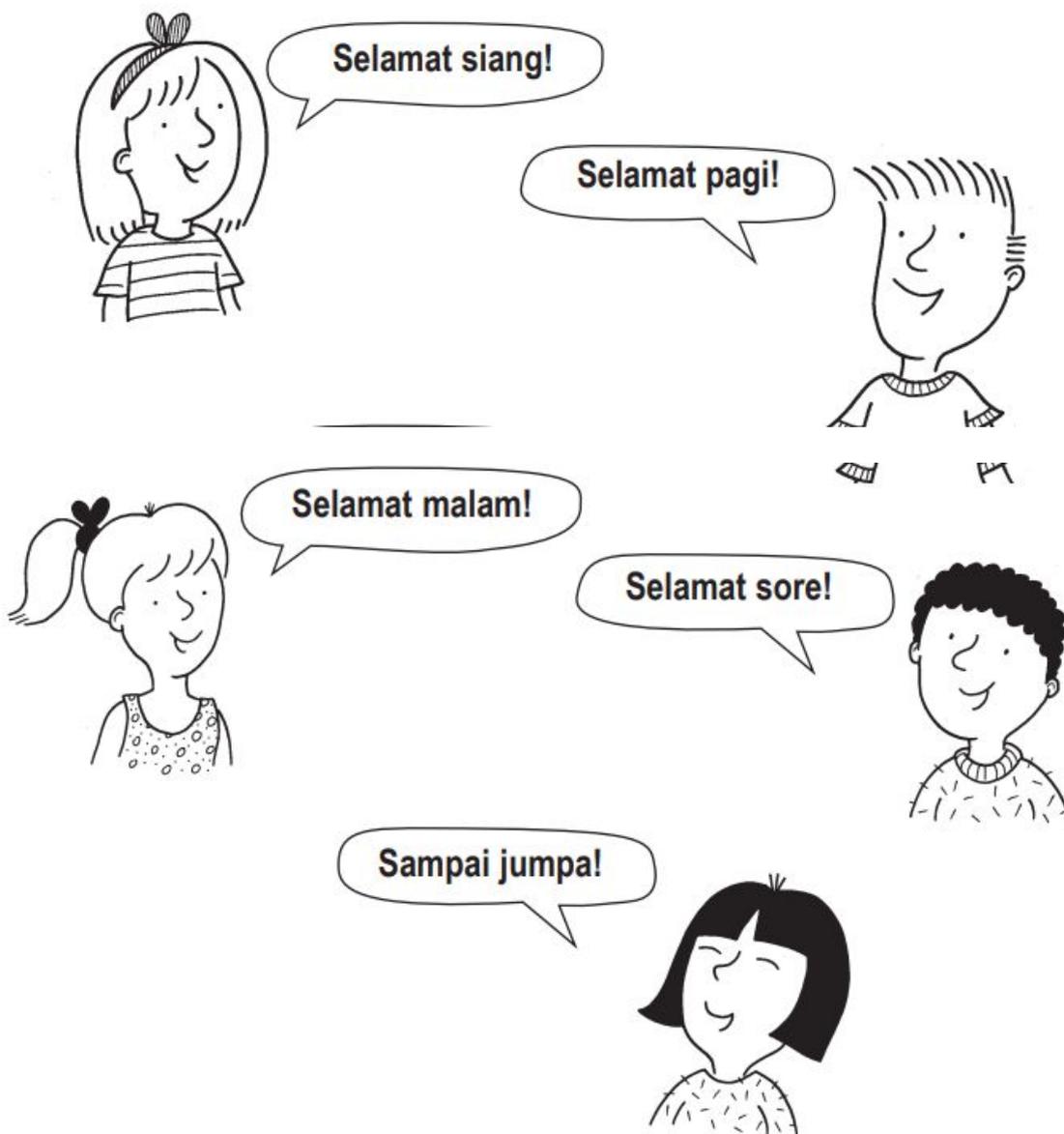
Title:

Fact 1:

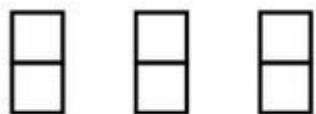
Fact 2:

Fact 3:

1. Salam

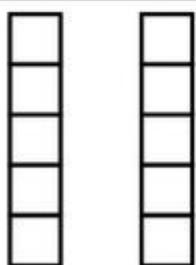


Add and Multiply



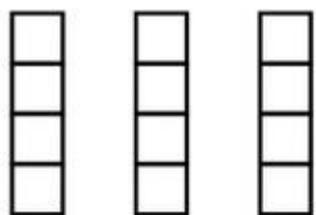
$2+2+2=$

$2 \times 3 =$



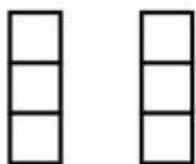
$5+5=$

$5 \times 2 =$



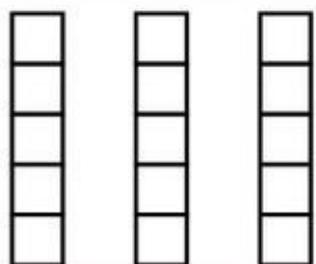
$4+4+4=$

$4 \times 3 =$



$3+3=$

$3 \times 2 =$



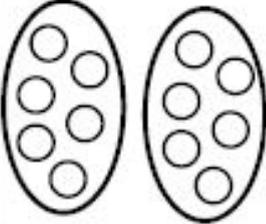
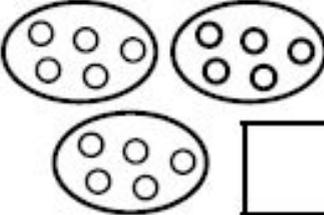
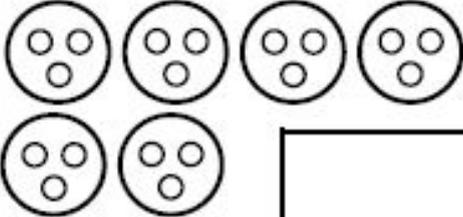
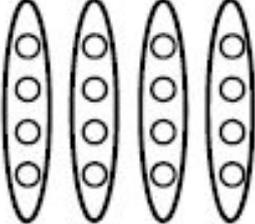
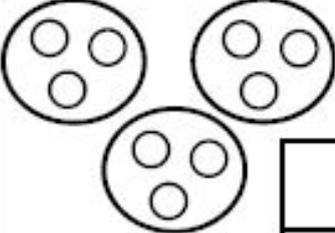
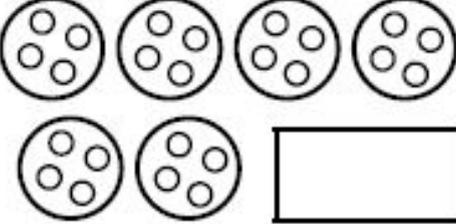
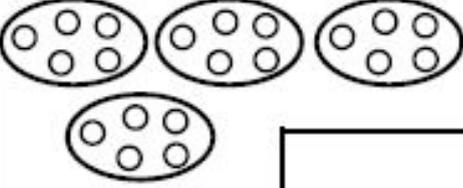
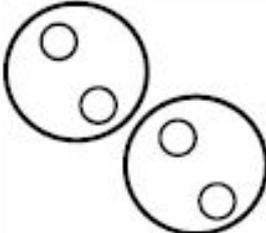
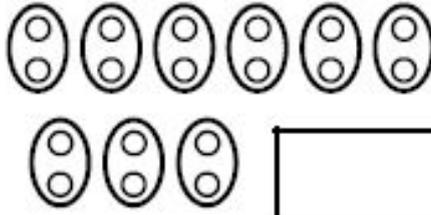
$5+5+5=$

$5 \times 3 =$

Name: _____

MATCH THE FACT

Match the multiplication number sentences to the groups.

 <input data-bbox="466 683 657 784" type="text"/>	 <input data-bbox="960 683 1152 784" type="text"/>
 <input data-bbox="466 945 657 1046" type="text"/>	 <input data-bbox="960 945 1152 1046" type="text"/>
 <input data-bbox="466 1205 657 1305" type="text"/>	 <input data-bbox="960 1205 1152 1305" type="text"/>
 <input data-bbox="466 1467 657 1568" type="text"/>	 <input data-bbox="960 1467 1152 1568" type="text"/>
 <input data-bbox="466 1720 657 1821" type="text"/>	 <input data-bbox="960 1720 1152 1821" type="text"/>

$2 \times 2 = 4$

$3 \times 5 = 15$

$9 \times 2 = 18$

$7 \times 3 = 21$

$2 \times 6 = 12$

$3 \times 3 = 9$

$4 \times 4 = 16$

$6 \times 4 = 24$

$6 \times 3 = 18$

$4 \times 5 = 20$