

Prep - Learning at Home - Term 3 Week 4

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

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 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=mcfd7c4e03c55377e01c1dd18148ddcd6
Prep D	165 186 2378	NLPS	https://educic.webex.com/educic/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://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=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: 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. This logo will also signal where an activity is uploaded on Seesaw with instructions and perhaps a video.



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, Long 'a' 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. This week practise reading one of the lists of words (choose the one that you think is right for you).

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: 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](#)

[Who Am I?](#)

[Counting Forwards & Backwards](#)

[Skip Counting](#)

[Writing Numbers](#)

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

[Telling the time](#)

[10 More/10 Less](#)

Activity: Complete the **Subtraction Assessment: Part A*** worksheet from Day 5.

* Please note that this piece of work will be treated as an assessment piece and, as such, children should only be assisted to read the requirements, not to solve the equations.

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

Alpha Blocks

Science Max

Play School

Mister Maker

[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.

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, Long 'a' 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 practice:

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

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](#))

[Counting Forwards & Backwards](#)

[Telling the time](#)

[Skip Counting](#)

[10 More/10 Less](#)

Day One

Reading

Focus: Structure of a Narrative

Daily Practice: Watch this short [video](#) introducing the /oi/ sound. You can also check out this '[Oi' Rap](#) and some kids helping to explain the /oi/ sound [here](#). Then practise your phonics, HFW and independent reading (Daily Practice Activities on pg3 and Seesaw).

Reading group: Attend your once a week small group reading session. Your day and time has been emailed to your parents.

Reading Tasks: If it is not your reading group day, please work through the following activities in order (and complete **one** task per day).



1. Read the 'Oi Oi Ship Ahoy' poem at the end of this document and colour all of the words that have the /oi/ sound in them. Then complete the **worksheet** sorting out the 'oi' and 'oy' words into the correct columns.
2. [Brave Irene](#) Part A: Listen to the story on Seesaw then follow the instructions to complete the task (draw a picture to show what happens at the beginning of the story, and write one sentence to match). Take a photo of your work and upload the photo to Seesaw with a voice recording to explain what happens at the beginning.*
3. [Brave Irene](#) Part B: Listen to the story again on Seesaw then follow the instructions to complete the task (draw two pictures, one to show what happens in the middle of the story and one to show what happens at the end, and write one sentence to match each). Take a photo of your work and upload the photo to Seesaw with a voice recording to explain what happens at each stage.*
4. [Vivid verbs](#): Listen to the song and notice the vivid verbs. Changing dull verbs (the doing words) into vivid verbs makes your writing more exciting. For example, "Hannah walks to school" might become "Hannah dances her way to school". Try the '**Vivid Verbs**' worksheets (available at the back of this document) and then write one sentence of your own, with a vivid verb, and take a photo of your sentence and upload it to Seesaw with a voice recording of you reading your work.

* If you would prefer, you can use the '**structure of a narrative**' template (at the end of this document).

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 enjoyed the longest sleep ever! I was so tired because the night before I stayed up a bit late watching my favourite movie. The movie was Happy Feet. I even got to eat some popcorn!'

Maths

Focus: Subtraction

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

Words to use during Maths this week: take away, less than, how many, count back, now, difference between

Warm up: Watch the [Subtraction dice game video](#), and see if you can beat the teacher.

Task: Emma went shopping and bought bananas. There were 10 bananas in her bag. On her way home, 4 fell out. How many bananas did she have left? Solve this problem on your own. (Hint: use beads, beans, lego blocks or any other materials to 'act out' this subtraction.) Then draw a picture to represent the story. Finally write the equation to match.

For something extra: Roll two dice, and write down the larger number. Draw this many objects on a page. Take away the smaller number (cross them out on your picture) and find a total. Record this subtraction.

Extension: Parents: type 'random number generator' in a browser search and set this to 'min = 1 and max = 15'. Students: press 'generate' and write down the first random number. Press 'generate' again, and write down the second random number. Then record the two numbers, largest first, as a subtraction equation and calculate the answer.

Eg. $14 - 3 = 11$

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: [Art Week 4 Yayoi Kusama](#)
- 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



The link to this week's Art program will also appear on Seesaw

Previous weeks – [Art Week 3](#) [Art Week 2](#) [Art Week 1](#)

Day Two

Reading

Focus: Structure of a Narrative

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: 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 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 sentence is: 'A boy got his coins to pay for his toy. It was a red frog that went BOING!'



Maths

Focus: Subtraction

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

Task: BOWLING - Make a bowling set using ten cardboard tubes (cut A4 paper in half, roll into tubes and tape) that can be knocked over with a soft ball. (You could also use empty milk bottles.) After each throw, talk about the score. There were ten pins and I knocked over 6. There are 4 left standing up. $10 \text{ take away } 6 \text{ is } 4$.

Extension: Parents: type 'random number generator' in a browser search and set this to 'min = 1 and max = 20'. Students: Repeat the extension task from 'Day One' and record your answer. Eg. $17 - 12 = 5$

PE

Use Seesaw to watch a short explanation video.

Opening/Warm-up: Spend a few minutes completing the [exercise routine](#).



I have included two links (link 1 [here](#) and link 2 [here](#)) for you to watch this week. In both links, you will see different types of kicking and foot skill drills such as dribbling and ball control. Choose any five of the drills you see across the two videos and try to perform each drill for 2-3 minutes. You can perform more than five drills if you wish. Enjoy!

Day Three

Reading

Focus: Structure of a Narrative

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

Writing

Focus: Narrative

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

Task: Watch this video [Gus the Ladybird](#) where the Prep teachers take you on a story trip around the school. After you've watched the video, you're going to draw a story map of the journey Gus the Ladybird went on. You will need to draw the main places Gus went to and draw or write what happened to him at each place. Watch the Activity on Seesaw that explains how to draw your story map. If you are unable to access this via Seesaw, here is the video [Gus the Ladybird Story Map](#)



Maths

Focus: Subtraction

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

Words to use during Maths this week: take away, less than, how many, count back, now, difference between

Task: Complete the **Number Line Subtraction** worksheet at the end of this document.



For something extra: Take out your number line and use it to help you solve all of the subtraction equations on the chameleon colouring sheet. When you have answered all of the questions, colour it in according to the key. There is an explanation on Seesaw if you are not sure how to do this task.

Extension: Parents: type 'random number generator' in a browser search, set this to 'min = 1 and max = 25'.
Students: Repeat the extension task from 'Day One' and record your answer.

Indonesian

Ibu Lyndal has gone on a small break in readiness to have her new baby. In her absence we have had some special guests to prepare for you a short Indonesian video lesson to help you count from 1-10 in Indonesian and how to greet people. We hope you like your lesson for this week.

Watch: The introduction video to counting in Indonesian - <https://youtu.be/XbZanLv7UzU>

Task: After you have watched the video, and practiced counting with your family members, you may also want to complete the 1-10 worksheet that is attached at the end of this document.

Day Four

Reading

Focus: Structure of a Narrative

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

Writing

Focus: Narrative

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

Task: Yesterday you drew a story map to show what happened to Gus the Ladybird. Today you will write your own story map about Gus the Ladybird but, this time, he is going to be in your garden. Just like the teachers did yesterday, you will need to send Gus on an adventure. Imagine he is stuck somewhere in your garden or house. He was naughty again and flew too far and his wings are worn out so he has trouble flying home. Think about the adventures he might have in your garden or in your house. Here are some ideas to get you started...

- he accidentally ends up in the fridge and almost freezes before someone comes along to get a drink
- he crawls up your dog's leg and hitches a ride but ends up at the park
- he visits your goldfish and chats to her through the glass
- he hides in your gumboot and nearly gets squished when you go outside to play

Decide on three things that might happen to Gus at your house. Also think about how he can finally get home. Draw a story map to show these adventures. Upload your story map to Seesaw with a recording of you telling the story.



Maths

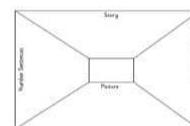
Focus: Subtraction

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

Task:

Use the **Thinkboard template** at the end of the document to record a subtraction story. In each section, you will show the story in a different way. You will:

- Write the story e.g. 'There were 6 rabbits in the cage. Two jumped out. There were 4 rabbits left in the cage.'
- Record the story as an equation e.g. $6 - 4 = 2$
- Draw picture to represent the story (draw 6 rabbits and cross out 2)
- Use objects (concrete materials) to represent the equation and then move some as you describe the story (like you did with the frogs in the pond)



You can see an example of this Thinkboard in use on Seesaw.

For something extra: Counter pinch

Take a pinch full of counters, beads, marbles or any materials you might have. Work out how many you have and record it. Then roll a dice, and take that number away. Write it in the form of an equation. E.g $19 - 4 = 15$

Extension: Start by choosing any number to 100 and take away 10. Repeat until you can explain what happens each time you take away ten (the tens go down by one but the ones always stay the same.) Next, try subtracting 9 from a starting number. Repeat several times. What do you notice about the tens and ones? Can you see the pattern? Can you solve some of these without using a number line or needing to count back?

Performing Arts

For Performing Arts, you'll need this lesson link: [Performing Arts Week 4](#)

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 you instructions. Enjoy the Animation. Thanks for all of your hard work in Performing Arts. Michelle

Day Five

Reading	Focus: Structure of a Narrative
Work through the activities listed in 'Day One' on page 4.	
Writing	Focus: Narrative
<p>Daily Practice: 15mins handwriting and spelling HFW (Daily Practice Activities on pg3 and Seesaw).</p> <p>Task: Putting your story together. Today you will write the start of <i>your</i> story about Gus the Ladybird (following your story map from yesterday). Where is Gus at the start? What sort of day is it? How does he get to your house? How can you show that he is a little bit naughty? What does Gus do when he realises that his wings are worn out and he will have to mostly walk home? Write 2 or 3 sentences to describe who this story is about, where it is happening and what happens at the very start. Once you have your beginning, read it aloud and then continue telling (not writing) the rest of the story using the story map you made yesterday to guide you. When you are satisfied with your story, take a photo of your beginning sentences and your story map and upload them to Seesaw with a recording of you telling the story.</p> 	
Maths	Focus: Subtraction
<p>Daily Practice: 15 mins maths practice (Daily Practice Activities on pg3).</p> <p>Words to use during Maths this week: take away, less than, how many, count back, now, difference between</p> <p>Task: Complete the Subtraction Assessment: Part A*</p> <p>Extension: Complete the Subtraction Assessment: Part B* (please <i>only</i> offer this to your child if they are VERY confident with subtraction as it is a big jump from the first assessment).</p>  <p>N.B. Teachers perform ongoing assessment when in the classroom. With the extended lockdown in place, we must collect assessment data, remotely, for our prep students. To ensure that this data is accurate, we ask that you do not assist your child with the assessment tasks. You may read the instructions to your child, but please don't help them by hinting, leading or making suggestions about the actual mathematics. It is ok if your child doesn't know everything; however, we need to know what they do and don't know so that we can adjust our teaching accordingly.</p>	
Health	Focus: Being brave in our learning/Having a growth mindset
<p>Task: Sometimes we imagine that our work / our thoughts / the things that we try <i>always</i> have to be correct, the first time around. Perhaps we don't have a go at new things, in case we make mistakes. Let's challenge ourselves to be brave and have a go...</p> <p>Listen: to this story about 'The Girl Who Never Made Mistakes'. (Notice how even the reader makes a few mistakes, but we don't mind because she gives it a really good go.)</p> <p>Consider: a time that you didn't want to do something because you felt a bit nervous. Did you give it a go anyway? How did you feel afterwards? Remember that there's a very good chance you'll learn more and have more fun if you just give things a go.</p> <p>Colour: the poster, 'Mistakes are Proof You're Trying', and stick it up near your desk.</p> <p>Enjoy: another lovely story about carrying on, despite doubt, is 'The Empty Pot' read by Rami Malek.</p> <p>PARENTS: Some children are unwilling to give new things a go because they are worried about making mistakes. We have developed a work-at-home 'Growth Mindset' support module for you and your child with suggestions, activities and a little science. The module is offered for your consideration only and it is attached at the end of this document.</p>	

For something extra: STEM Project Activity: Make a musical instrument

This activity is about reusing old materials around the house to make new objects - musical instruments!

**What you will need:**

- Look for empty bottles (with lids), cardboard tubes, plastic ice cream containers (with lids), cardboard boxes and rubber bands... use your imagination!
- Other items are listed in the 'what to do' section, depending on the instrument you are making.

What to do:

1. **Shakers** - Use a washed and dried, empty cream bottle, water bottle or take away food container. Use a funnel to add any of the following – rice, lentils, beads, small buttons, etc. Put the lid back on and secure the lid with tape. (You may like to decorate the outside of your new shaker too!)
2. **Drum** - Use a washed and dried, plastic ice cream container. Put 2 holes in the container just under the lid, on opposite sides of the container. Put 2 matching holes in the lid and put the lid on the container. Thread a long piece of string or rope through the holes to secure the lid, and to create a strap to go around your neck. Use a wooden spoon as the drumstick! Decorate the outside if you like.
3. **Tapping sticks** – Use some small sticks (dowel) about 15-20 centimetres long (you may have an old broom stick or handle from a tool that you could cut). Paint and decorate the stick if you want. You may need to sand the ends, so there are no splinters. Tap away! *Another option – use PVC pipe and permanent markers to decorate.*
5. **Guitar** – Use an empty cardboard box, eg a tissue box or an open box. Stretch several large elastic bands around the box to make the 'strings'. Decorate if you want!
6. **Start a band!** Play along to familiar songs, make up new songs, dance and sing along!

Oi Oi Ship Ahoy!

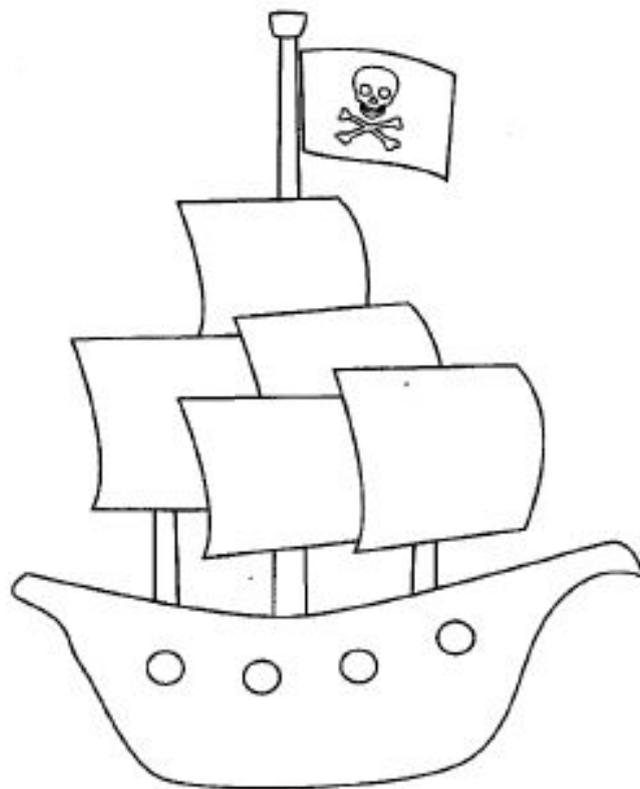
When a rescue ship came sailing by
To save a girl and boy

"oi,oi ship ahoy!"

"oi,oi ship ahoy!"

"oi,oi ship ahoy!"

They shouted out with joy.



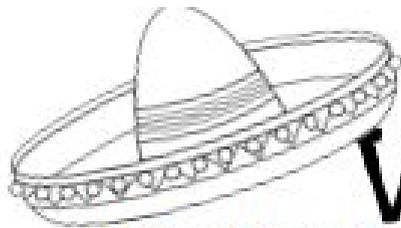
Day One - Reading

oi	oy

toy	boil	soil	spoil
annoy	boy	coil	deploy
joy	joyful	foil	toil

Reading - Structure of a Narrative Worksheet

<u>Beginning</u>	
Drawing	Sentence
<u>Middle</u>	
Drawing	Sentence
<u>End</u>	
Drawing	Sentence

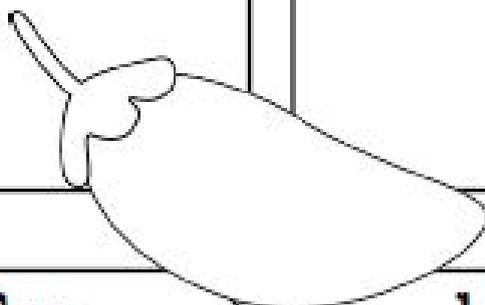
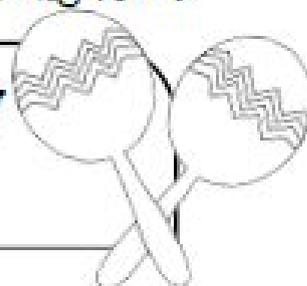


Vivid Verbs

Write at least 3 strong, spicy verbs for these boring verbs.

eat

say



like

look

Vivid Verbs

Rewrite each sentence using a stronger verb.



1. Jerome ate his food quickly.

Jerome scarfed down his food quickly.



2. Nyla looked inside the box.

3. Jasmine went to her mother after school.

4. Brooke said that she lost her shoes.



5. Kymonni likes football.

Write your own Sentences!

Handwriting practice lines for writing original sentences.

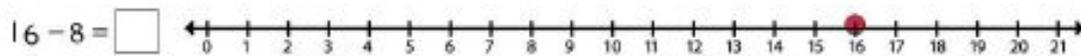
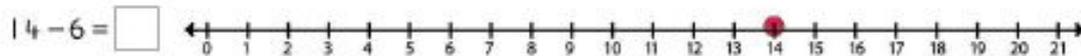
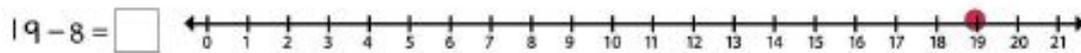
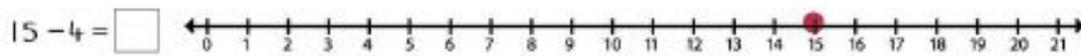
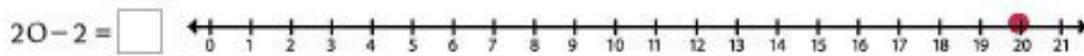
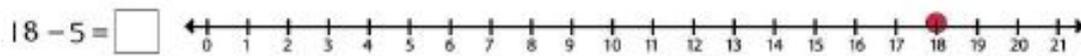
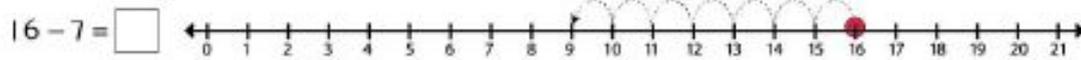
Day Three Maths

Name _____

Date _____

Subtraction

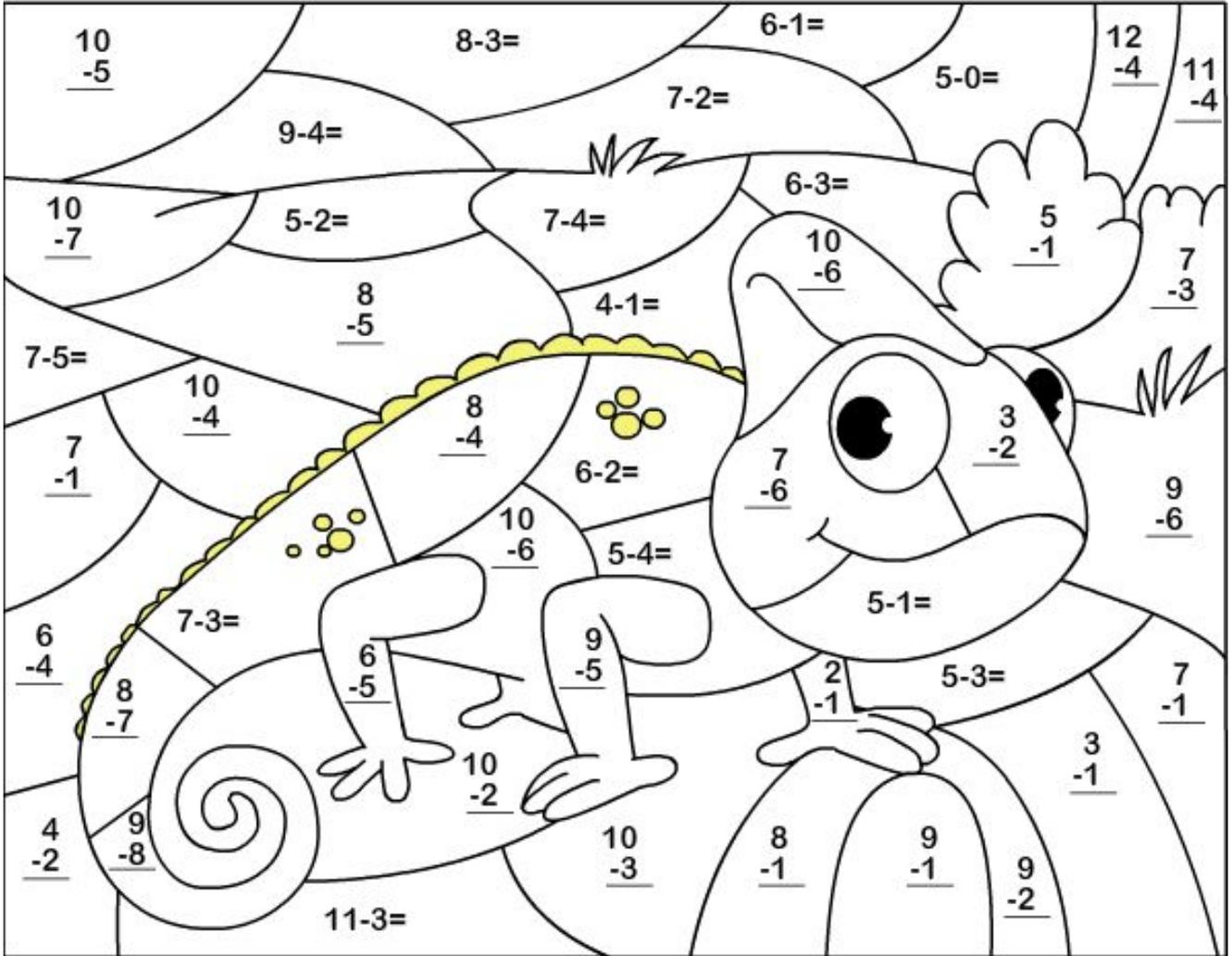
Use the number-line to find the answers to the subtraction exercise below.



www.cleverlearner.com

Day 3 Maths

Subtract the given numbers and color the picture.



green 1,4

yellow 3

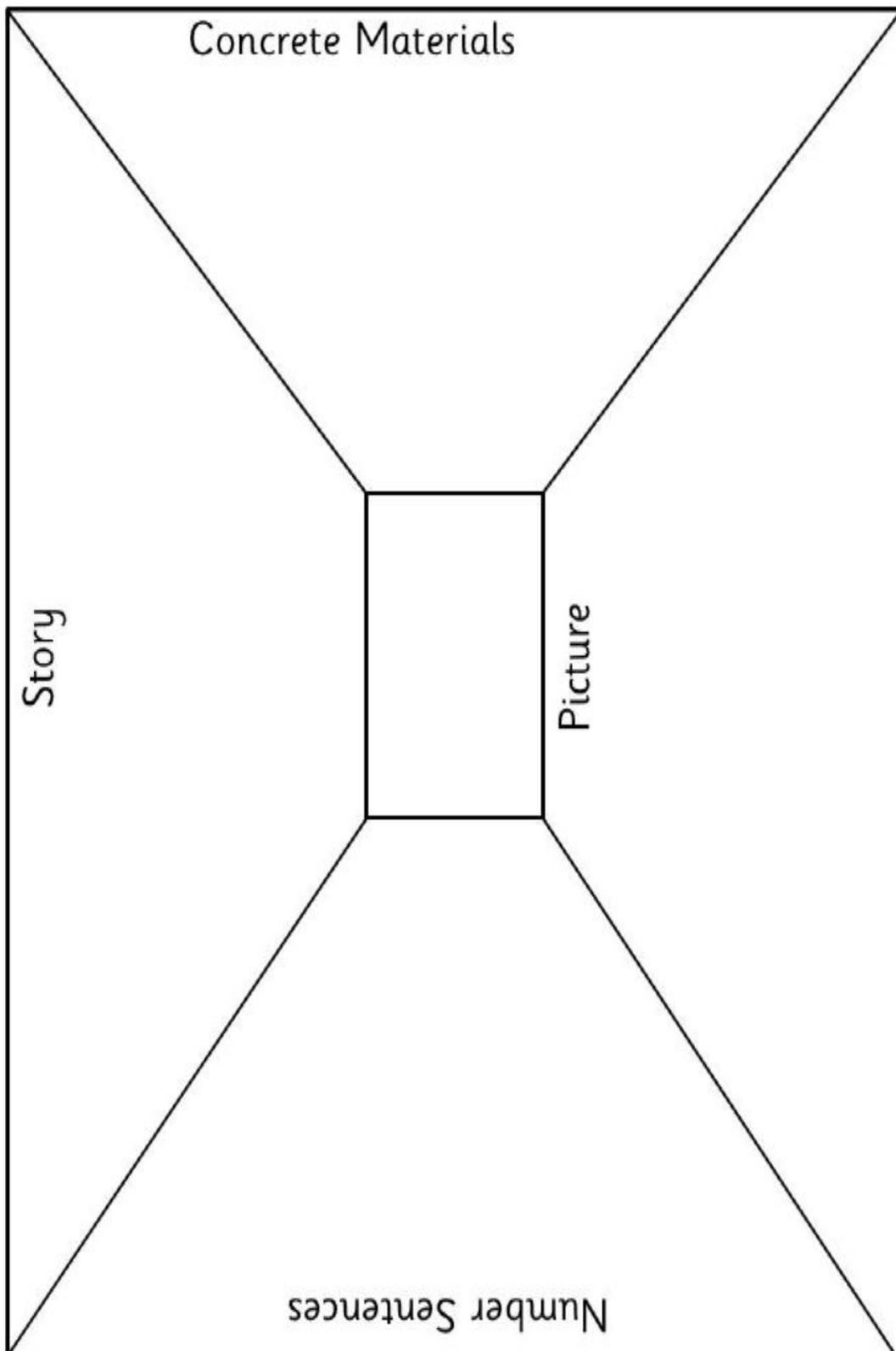
pink 9

blue 5

gray 2,6

brown 7,8

Day 4 Maths



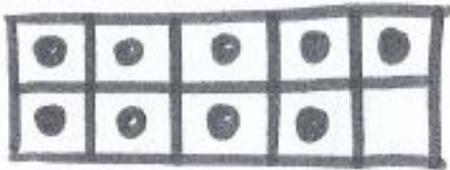
Day 5 Maths - Subtraction Assessment: Part A

When we subtract or take-away
we make things

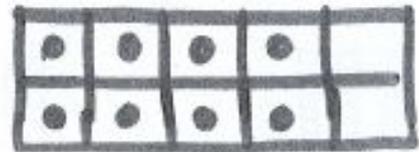
BIGGER
SMALLER

Use the tens frames to solve.

a. $9 - 3 = \square$

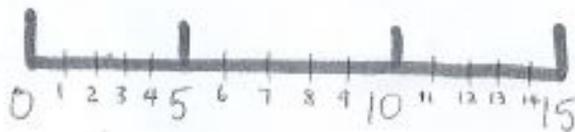


b. $8 - 5 = \square$

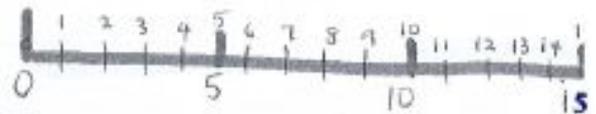


Use the number lines to solve.

c. $12 - 4 = \square$



d. $15 - 9 = \square$



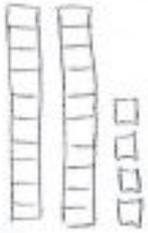
Count backwards to solve.

$18 - 2 = \square$

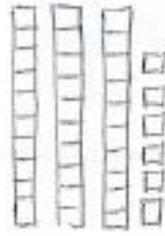
$19 - 4 = \square$

$23 - 5 = \square$

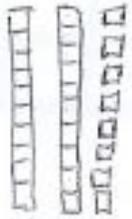
Day 5 Maths - Subtraction Assessment: Part B



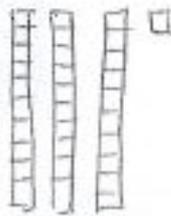
$$24 - 11 = \square$$



$$36 - 21 = \square$$



$$\begin{array}{r} 28 \\ - 14 \\ \hline \end{array}$$



$$\begin{array}{r} 31 \\ - 16 \\ \hline \end{array}$$



$$\begin{array}{r} 23 \\ - 15 \\ \hline \end{array}$$

Can you do these mentally?

a. $36 - 10 = \square$

d. $28 - 20 = \square$

g. $32 - 9 = \square$

b. $87 - 10 = \square$

e. $57 - 30 = \square$

h. $43 - 9 = \square$

c. $93 - 10 = \square$

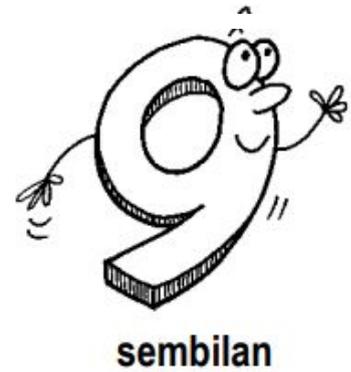
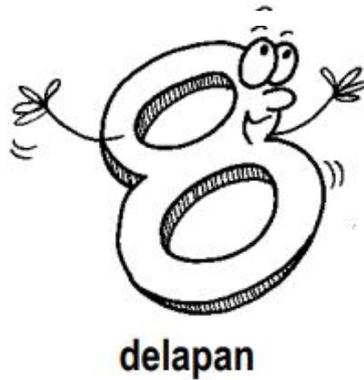
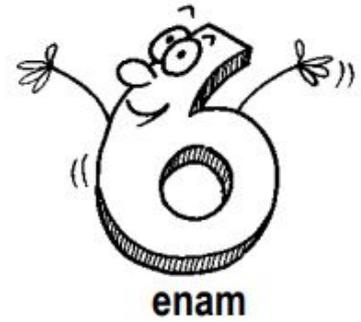
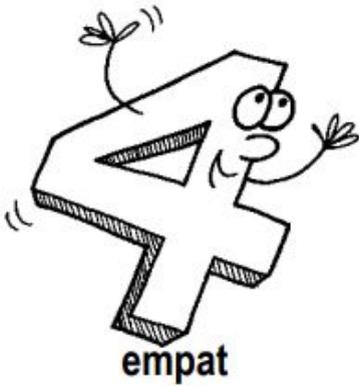
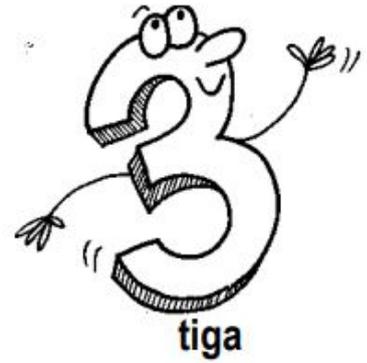
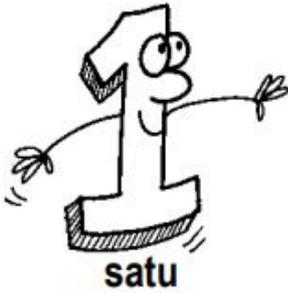
f. $64 - 40 = \square$

i. $56 - 9 = \square$

Day 3 - Indonesian Counting Worksheet

Languages Online
Indonesian Section 03

1. Nomor 1 - 10



Day 5 - Health: Growth Mindset Module (a work-at-home guide for families)

Question: While working, my child is unwilling to give new things a go because they are worried about making mistakes. Is this common and how should I help my child?

Answer: This attitude isn't uncommon in children. (And it's more common in children who are used to being correct all the time or children with more rigid thinking patterns.)

These children just haven't developed learning 'grit' yet. The ideal is that every child can notice their own mistakes (without judging or being hard on themselves) and still persevere, try and try again, to correct their mistakes or solve their problem. The same goes for speaking up; every child will use their voice and make their suggestion, even when they are not sure whether or not their answer, or idea, is correct.

The ability to accept mistakes, or to accept not always knowing everything, as being part of the learning process suggests a *'growth mindset'*. A growth mindset is characterised by having a go with an, "I'll try this" or "I'll try again, in a different way" attitude despite setbacks. The alternative of, "I can't", "I give up" or "I'll never be able to do this", describes a *'fixed mindset'*.

DEVELOPING A **GROWTH MINDSET** 

INSTEAD OF.....	TRY THINKING....
I'm not good at this	What am I missing?
I give up	I'll use a different strategy
It's good enough	Is this really my best work?
I can't make this any better	I can always improve
This is too hard	This may take some time
I made a mistake	Mistakes help me to learn
I just can't do this	I am going to train my brain
I'll never be that smart	I will learn how to do this
Plan A didn't work	There's always Plan B
My friend can do it	I will learn from them

What next?

Ideally, the notion of 'growth mindset' and 'fixed mindset' would be introduced to your child, in Health classes, at school. However, if you feel that your child is currently negative about their work, or disinclined to take risks in their work, and that you'd like to support them *right now* then you might like to work through any or all of these activities together.

Listen to the reading of [The Girl Who Never Made Mistakes](#). (And, yes, the young reader does make her own mistakes in this reading, but we don't mind - she's giving it a good go!)

During or after the reading you could use any of these questions, to start a general chat with your child:

- How does Beatrice's morning compare to the way you start your morning?
- I wonder why the pictures of the crowd are in one colour? Is there a real crowd there?
- Brother Carl definitely made mistakes. Are you more like Carl or Beatrice? What makes you say that?
- Oh no, Beatrice tripped! What do you think is going to happen?
- Why do you think Beatrice won't go ice skating with her friends?
- What do you think Beatrice put in the salt shaker? Why did Humbert sneeze?
- I wonder why Beatrice was sleeping so well — even after she made a mistake?
- What happened that changed her thinking?

- What changed about Beatrice from the start of the book to the end of the book?
- Is it ok to make mistakes?
- After Beatrice's mistake, how else could she have responded? What can you do when you make a mistake? (At this time, model the sort of 'self talk' that will support your child: *I'm going to give this another go / this isn't the end of the world / mistakes show I'm learning.*)
- Why is it important that people call her Beatrice now and not the girl who never made mistakes?
- Do you think we learn from mistakes? How?

Other growth mindset activities for your child:

1. Print out the 'mistakes are proof that you are trying' poster. Once your child has coloured this in, stick it up on the wall close to their work space, so that you can refer to it any time.
2. Let your child listen to [The Growth Mindset Song \(I Have a Go\)!](#) In fact, listen to the song so many times that it becomes your child's new chorus – encourage them to sing to themselves, whenever the task gets tricky.
3. Enjoy another lovely story about carrying on, despite doubt; '[The Empty Pot](#)' is read by Rami Malek.

Growth mindset habits to support your child

1. Incorporate growth mindset language in your everyday language, especially the language of 'yet'. (Child: "I can't do this." Your response, "Actually, you can't do this yet.")
2. Share stories of your own experiences; "I was so nervous when I had to ..., but I thought to myself ... and so ...".
3. Share real life examples of people who have used their growth mindset to success. For example, J K Rowling (the author of the Harry Potter books) was rejected by twelve publishers, but she kept on trying and her first book was accepted by the thirteenth publisher she approached. Imagine if she had given up - we'd have no Harry Potter!
4. Learn more about growth and fixed mindset, so that you can field any questions your child might throw at you. The videos, '[Teaching a Growth Mindset](#)' and '[How to Help Every Child Fulfil Their Potential](#)' might help.
5. Have growth mindset conversations, any old time, with your child.



Growth Mindset Questions

to ask your kids at the
dinner table



1. What did you do today that made you think hard?
2. What challenge or problem have you worked on today?
3. Can you think of something new you tried today? What was it?
4. Was there anything that made you feel stuck today?... Great! What other ways might be there to solve this?
5. What did you learn today outside of school?
6. Can you think of a mistake you made today? ... Great! How can you use this mistake to do better next time?
7. Is there anything you are struggling with? ... Excellent! What new strategies can you try next?
8. Can you think of something you could have done better today?... Great! Who can you seek feedback from to make it better?
9. What would you like to become better at?
10. Did you do anything today that was easy for you? ... How can you make this more challenging for you?

Mistakes
are PROOF that you
are TRYING

Doodle Art Alley ©