

Prep - Learning at Home - Term 3 Week 3

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

*Please note: There will be no daily check-in on Thursday 6th August due to parent/teacher phone calls.

Class	Meeting Number	Password	Web Browser Link
Prep E	165 598 5371	NLPS	https://educic.webex.com/educic/j.php?MTID=m019d3a2c6c4811634df4950f4bb5110c
Prep T	165 878 2509	NLPS	https://educic.webex.com/educic/j.php?MTID=mc0c16e60b8e843eaff06fb52273c9e43
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=m6c9022d3934b8ebbfd3bd4687931582

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

*Please note: Friday Funday this week, is replaced with Thursday's reading group, due to Thursday parent/teacher phone calls. If you are in Thursday's reading group, please join using this link on Friday at 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

Chalk Pick Up: This week our health activity is 'Chalk Your Walk'. We are providing families with coloured chalk. One pack per family. You can drop by the office to pick up some chalk to complete the fun activity.

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. And Digraphs and the Magic E - 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). Introduction to the long 'a' sound with Alphablocks .							
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 <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 maths daily practice videos by the Prep teachers and then have a go at the activity yourself: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> Friends to 10 Who Am I? Counting Forwards & Backwards Skip Counting </td> <td style="width: 50%; vertical-align: top;"> Writing Numbers Before and After (1-10, 1-30 and 1-100) Telling the time 10 More/10 Less </td> </tr> </table>		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				
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 worksheet, In the Garden Subtraction Fun from Day 4							
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; <table style="width: 100%; border: none; margin-top: 10px;"> <tr> <td style="width: 33%;">Number Blocks</td> <td style="width: 33%;">Alpha Blocks</td> <td style="width: 33%;">Science Max</td> </tr> <tr> <td>Play School</td> <td>Mister Maker</td> <td></td> </tr> </table>		Number Blocks	Alpha Blocks	Science Max	Play School	Mister Maker	
Number Blocks	Alpha Blocks	Science Max					
Play School	Mister Maker						
Little J & Big Cuz : In an Australian first, SBS television show <i>Little J & Big Cuz</i> 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](#), 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:

- 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](#))

[Counting Forwards & Backwards](#)

[Telling the time](#)

[Skip Counting](#)

[10 More/10 Less](#)

Day One

Reading

Focus: Structure of a Narrative

Daily Practice: Watch this 5 minute [Alphablocks](#) episode which introduces the different ways to spell the long 'a' sound. 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. [Hey, That's My Monster](#) 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 then take a photograph and upload it to *Seesaw* with a voice recording explaining what happens at the beginning).
2. [Hey, That's My Monster](#) Part B: Listen to the story again. Then follow the instructions on *Seesaw* to complete the task (draw pictures to show what happens in the middle and at the end of the story then take a photograph of each and upload them to *Seesaw* with a voice recording explaining what happens in the middle and at the end of the story).
3. Re-watch the [Alphablocks](#) episode introducing the long 'a' sound. Then, create three columns in your writing book with the headings 'ai', 'ay' and 'a_e' (an example of this activity is on *Seesaw*). Next, go on a treasure hunt through some books and find some words that contain each of these spellings of the long 'a' sound. When you find a word, write it in the correct column. For a little extra - complete the '**Long 'a' Worksheet**' (at the end of this document) by sorting the long 'a' words into their correct columns.
4. [When a Dragon Moves In](#) Listen to the story. Think about what happens at the beginning, in the middle and at the end. Later today (maybe over dinner) tell your family about the story. Include the important things that happened at the beginning, in the middle and at the end. (You might like to draw pictures to help you remember).

Writing

Focus: Weekend Recount

Daily Practice: 15mins handwriting and spelling HFW (Daily Practice 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 went on a bike ride. We rode to the beach and I saw lots of seagulls on the sand. My whole family came along and I rode faster than my Dad!'

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.



Watch the video: [Introduction to subtraction](#)

Warm Up: Get your brain ready for maths by watching this [Take Away](#) song.

Task: Make your own pond and ten little frogs, from the worksheet '**Frogs and Pond**' (found at the end of this document). Once you have your frogs ready, listen to the frog stories on *Seesaw*, and act them out with your frogs and pond. **Note:** Keep your frogs safe, we will use them again on Friday.

For something extra: Make up some of your own 'frogs in the pond' stories, using language like, "There were 6 frogs in the pond, then 4 jump out of the pond, so there are 2 left"

Extension: Record your work, in your writing book, as a subtraction sentence.

Eg. "I had 6, I took 4 away and so now I have 2 left" would be recorded as this: $6 - 4 = 2$

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 3 Helen Frankenthaler](#)
- 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

Links will also appear on Seesaw

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



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 Practice 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 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: 'She likes PE. She can run and hop on one leg.'



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: Lego Tower

Have a go at building a tower using blocks or any materials that you might have. You need to have a tower of ten. Roll a dice and take away that number of blocks. eg. If you roll 4, you take away 4. Use the language: I had 10, I took 4 away, and now I have 6 left. To get to finish/win – you have to roll the exact amount to take away. Repeat this task several times.

Twin Towers: Working with someone at home, build two towers of exactly the same size out of blocks (or any materials that you might have). One person closes their eyes, while the other removes some blocks from one of the towers. The person who had eyes closed must compare the sizes of the towers to work out how many blocks have been taken away. Together, record this in a take-away story. E.g. 10 blocks take away 3 blocks is 7 blocks.

For something extra: If you have the Targeting Maths app, have a go at some of the training activities in the Addition and Subtraction section - choose 'Subtract to 10'.

PE

Use Seesaw to watch a short explanation video.

Opening/Warm-up – Have fun completing the '[Music Man](#)' routine found in the link.

Kicking – This week we are going to learn to kick a ball in three different ways. You are going to practise the push pass, kicking with your instep and having a shot at goal.

Watch [this video](#). You may want to pause the video after each type of kick, head outside to practise for a few minutes before continuing to watch the video and learning about the next kick.

Once again, you can practise with someone else or by yourself. Have fun!



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 the video on [Writing a beginning to a story](#)

1. Think back to the story **Hey, That's My Monster**. Who was the main character? What did he look like? How old might he have been?

Now it's your turn to get creative; draw 3 pictures of possible characters for a story and write their names underneath.

2. Where did the story **Hey, That's My Monster** take place? (This is called the setting.)

Now it's your turn to get creative again; draw 3 pictures of possible settings/places for a story and write the names of the places underneath your drawing.

You might like to use the worksheets at the end of this document to draw your characters and settings. Have a go at using one of your characters and a setting to write the start of a story.

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 worksheet **In the Garden: Subtraction Fun** (found at the end of the document).

For something extra:

Take a handful of counters (beads, pasta, beans, buttons, etc). Count how many you have and record it. Then roll a dice, and take that number away (by either counting what is left once you have taken some away OR by counting back). Write the equation e.g. $10 - 4 = 6$.

Extension: Using your 100s chart, choose a number to start. Take away ten. Record your findings as an equation. E.g. $82 - 10 = 72$. Repeat several times with a new start number. Describe the pattern you notice. Can you now do some 'take away ten' equations without using your 100s chart?

Indonesian

Focus: We are talking about our own family in Indonesian.

Materials: iPad

Watch the video from the first week of learning to refresh your memory of the [family words](#).

Activity: Today's activity and instructions are on Seesaw. We are taking a photo of our family and naming the people in Indonesian.

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: Today you will continue with your story from yesterday. Start by re-reading your beginning.

To help you understand what to put in your middle, watch the video -> [Writing a middle](#)

Write a list of things that could go wrong/problems that might happen to your character. Perhaps a surprise is told before it should have been, or luggage is left at the airport?

On your page, point to where the beginning of your story finished. Then, leave a line and begin writing the middle of your story. When you have finished writing today, you will have the beginning and the middle of your story.

Maths Focus: Subtraction

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

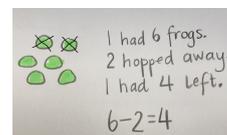
Task: Open ended subtraction problems

Start with the tens frame (found at the end of the document) and your frogs from Monday. Roll two dice.

Take the largest number. Place the larger number of frogs into the squares on the tens frame. Then take away the smaller number that you rolled as you say what is happening e.g. I started with 8 frogs, I took away 5 frogs and now I have 3 frogs left.

Repeat until you have done this task 5-10 times.

For something extra: Record one of these 'Frog Take-Aways' by using pictures and writing a sentence to explain what happened. It will look a bit like this...



Performing Arts

Here is your Performing Arts Lesson for the week. This is a virtual classroom link: [Performing Arts Week 3](#)

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 pg4.

Writing

Focus: Narrative

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

Task: Today you will write the ending to your story. Start by watching [Writing an ending](#). Return to the story that you have been writing this week. Re-read your beginning and middle. Now you will finish off your story with an ending. Think about how your problem could be solved. Leave a line after the middle and start writing your ending on a new line. When you have finished and you have checked for full stops and capital letters, take a photo of your writing and post it on *Seesaw* in the **purple Writing folder**.



Maths

Focus: Subtraction

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

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

Task:

1. Complete the worksheet **One Less** (found at the end of the document)t.
2. Take out your number line (there's one in the grey booklet you picked up from school). Choose a number to start on and point to that number. Roll a dice and move back by that many spaces. Say where you landed. (**Parents**, make sure your child moves their finger back one space as they count the first number back - some children tend to count the number they start on as the first number they are subtracting). Say the whole equation, "I started at 16 and I took away 5, and I ended up at 11." Repeat.

For something extra: Try playing Snakes and Ladders *backwards* (so start at the top, and go down ladders and up snakes). When you roll the dice, say the number you are starting on, then take away the number you rolled by carefully counting backwards, and say the number you landed on. This is tricky, so good luck.

Health

Focus: Chalk Your Walk

Task: We all need positivity. Draw or write encouraging messages on your driveway or footpath with chalk. You could write some beautiful messages or just draw something bright and colourful. Do it with the intention of brightening up someone's day.



There is no Friday Funday meeting this week due to the extra reading group that had to be moved from Thursday.

For something extra: STEM Project Activity: Magic Milk Experiment

Click on or go to this link <https://youtu.be/ayhUTZPZ8pk> (youtube video titled -*Magic milk experiment colours DIY fun activity science*) to view and then follow the simple steps for this amazing experiment.

You will need: 3 or more different food colouring, milk (cow or almond), dishwashing soap, shallow bowl, some cotton buds.

Have fun!



Optional: Take a photo of your Magic Milk and upload to *Seesaw* to share with your teacher. You can record yourself explaining what happened.



Long 'a' Worksheet

Read the words and sort into the correct columns

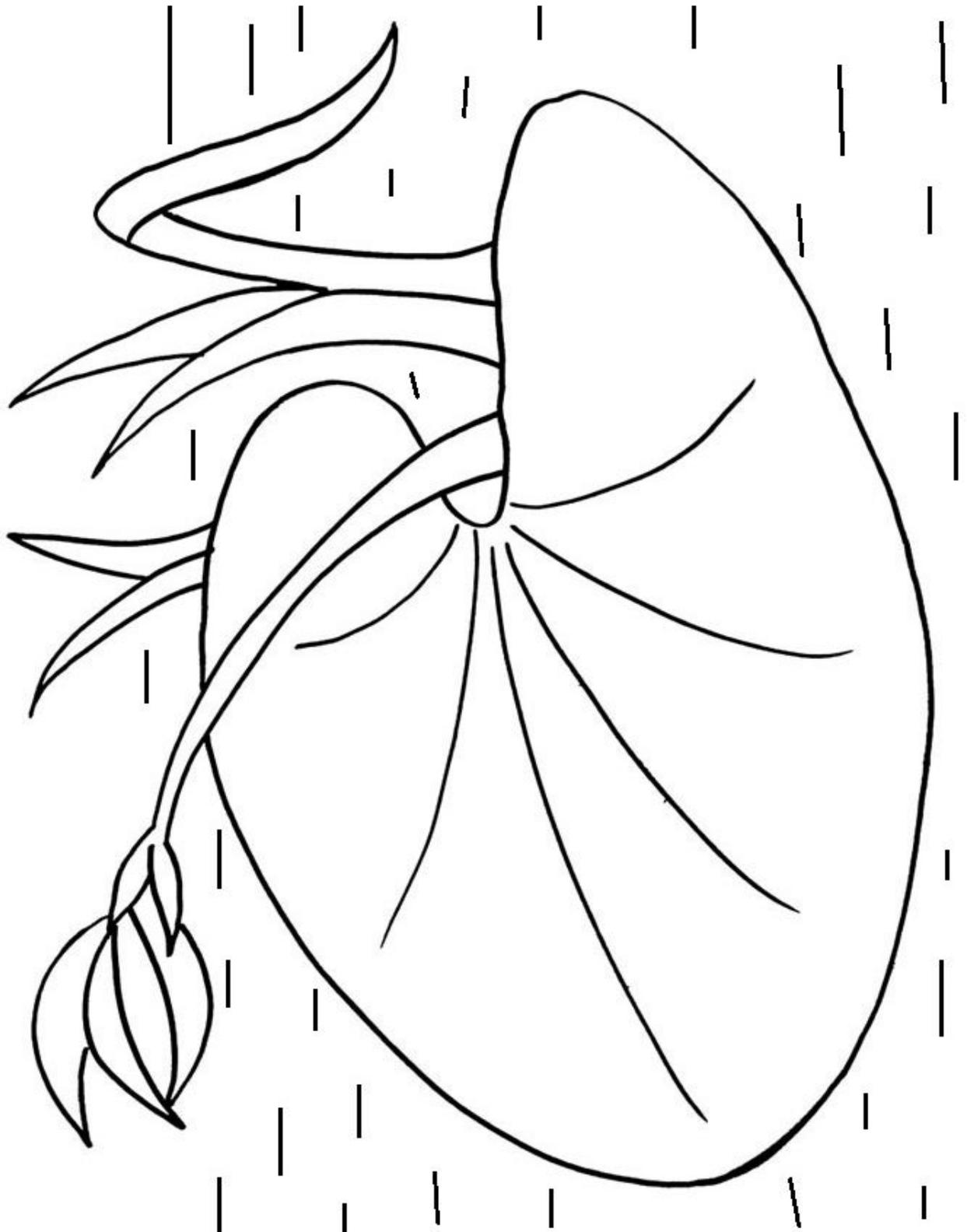
ai	ay	a_e
rain	play	wait
make	cake	rake
plane	pain	bait
say	today	hail
pay	train	ate

Writing Day 3

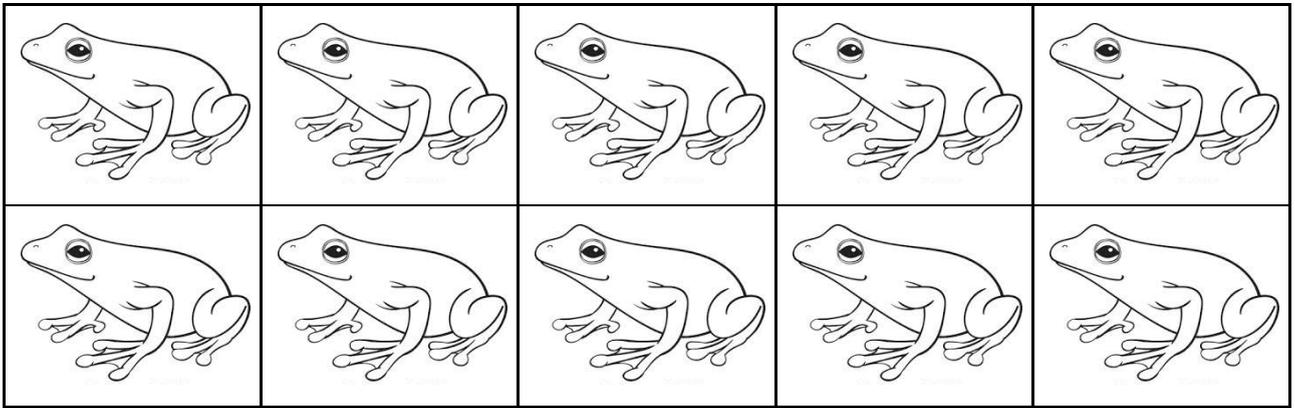
Draw 3 characters and write a name for them in the boxes below

Writing Day 3

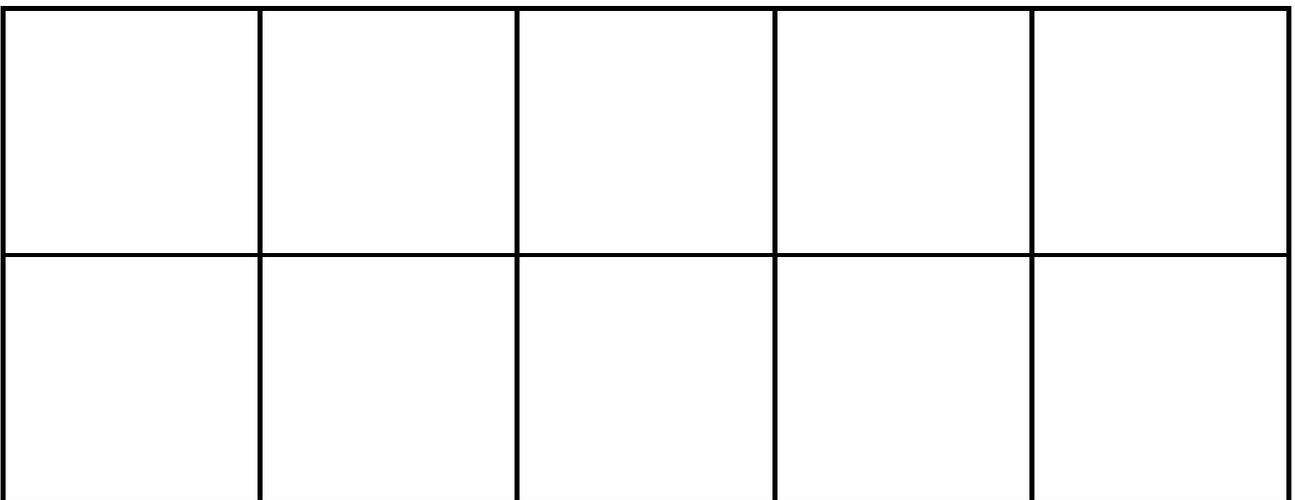
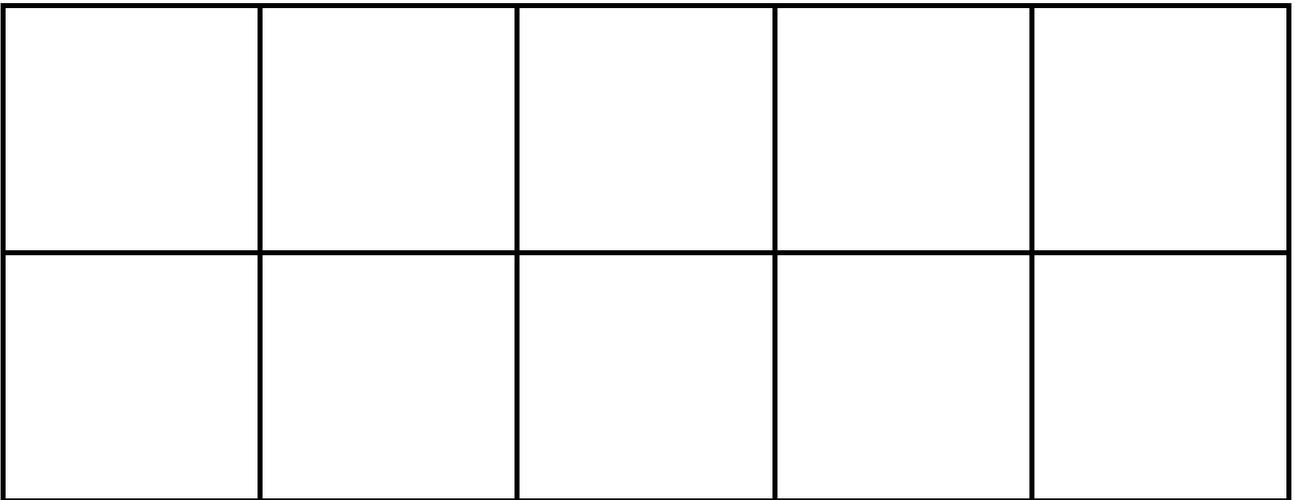
Draw 3 settings and write a name of the place in the box below



cool2kids



Tens Frames (Day Four)



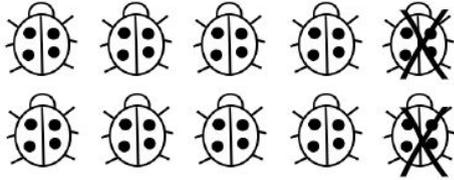


In The Garden

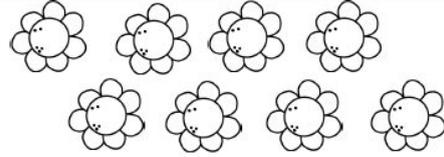
Name _____

Subtraction Fun

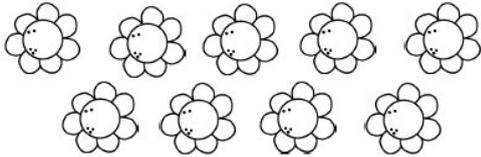
Solve. Use the pictures for help.



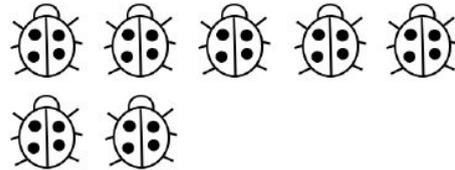
$$10 - 2 = \underline{\quad}$$



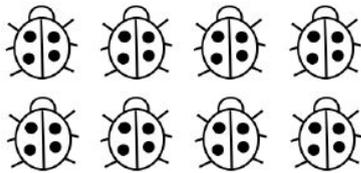
$$8 - 4 = \underline{\quad}$$



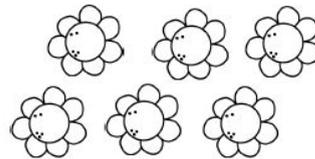
$$9 - 5 = \underline{\quad}$$



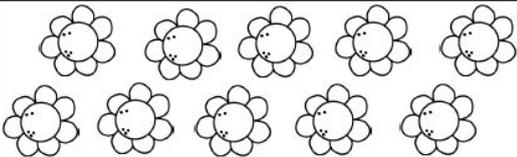
$$7 - 5 = \underline{\quad}$$



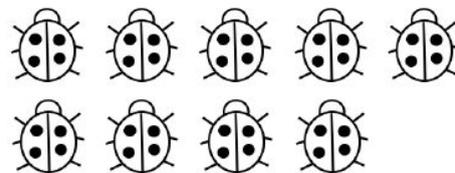
$$8 - 3 = \underline{\quad}$$



$$6 - 4 = \underline{\quad}$$



$$10 - 3 = \underline{\quad}$$



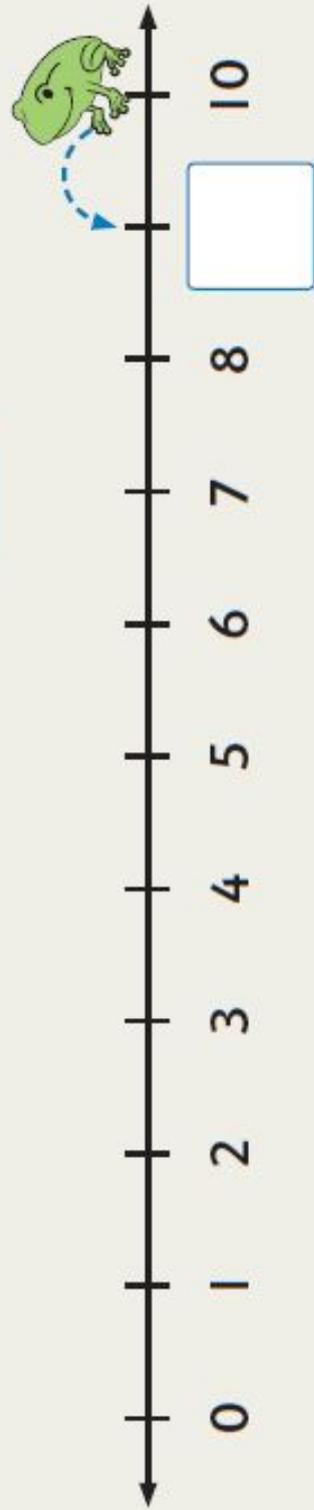
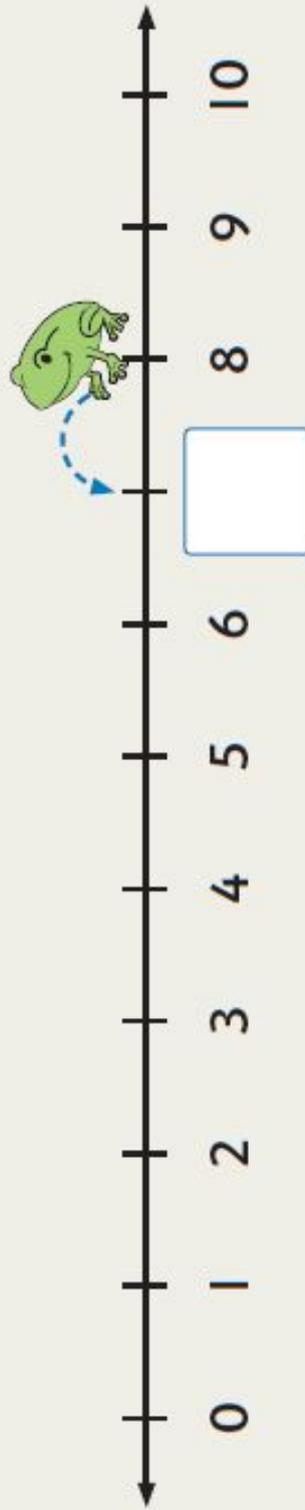
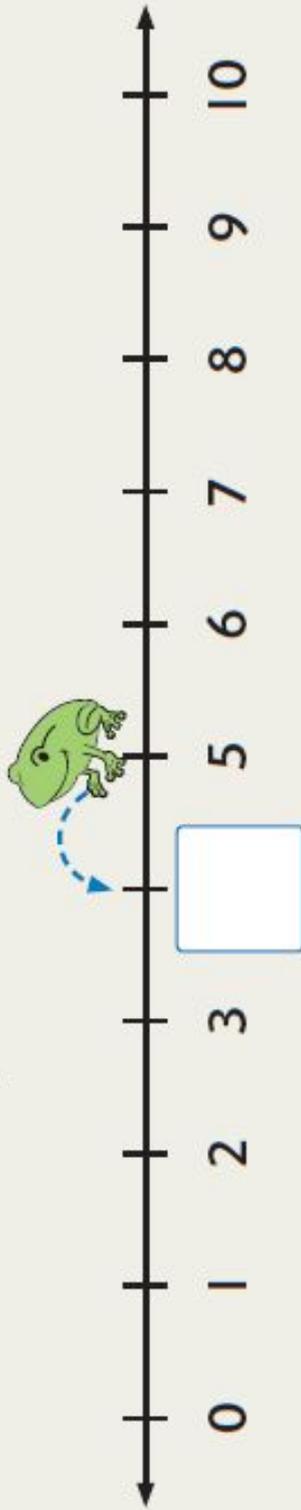
$$9 - 8 = \underline{\quad}$$

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NA29 One less

Count back one **less**. Write your answers in the boxes.



Name: _____

100 Chart



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