

Prep - Learning @ Home, Term 3 Week 3, Mon-Tues

Suggested time guide for daily learning activities	
Subject	Suggested Time
Literacy - Reading (including daily practice)	30 - 45 minutes, daily
Literacy - Writing (including daily practice)	30 -45 minutes, daily
Maths (including daily practice)	30-45 minutes, daily
Specialists / BQT / Science	30 minutes, once each per week

Webex Morning Check-In Meeting Links (Start time 9.00am)			
Class	Meeting Number	Password	Web Browser Link
Prep DS (Diana)	165 471 5176	NLPS	https://eduvic.webex.com/eduvic/j.php?MTID=mc4a52070c754608bf28834600468daa3
Prep HW (Hannah)	165 133 5910	NLPS	https://eduvic.webex.com/eduvic/j.php?MTID=m8346102e133f8c07b63bc8e094a9cd89
Prep RS (Bianca)	165 867 5494	NLPS	https://eduvic.webex.com/eduvic/j.php?MTID=md86a5be1ff3ccf522a8f96759726bd85
Prep SS (Sarah & Lisa)	165 758 8134	NLPS	https://eduvic.webex.com/eduvic/j.php?MTID=m49add291eb2e73d7c815adb18dbf0c8

Educational Screen Time Options

There may be days when parental workplace pressures render it tricky to assist your child with their learning. If you need screen time 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 PRACTISE ACTIVITIES

Activities we suggest be completed **each day**.

Reading

Phonics practise:

- 1) Practise saying the name and sound for all the letters of the alphabet. You can follow along with Tarsh in this [Cued Articulation](#) clip.
- 2) Listen to the two different sounds that /th/ can make in this [Voiced and unvoiced /th/](#) clip.
- 3) Remind yourself about the [Magic e](#) and the [long /oo/](#).

High frequency words practise:

Practise reading the high frequency words on lists 1, 2 and 3 and (where instructed) list 4.

Independent Reading practise:

Read your take home books and Songs, Rhymes and Chants for 15 minutes every day.

You will also find online books through this site:

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

Writing

Handwriting practise:

Play 'Ants in the Apple' (<https://tinyurl.com/AintheA>) and write one capital and one lower case letter for each verse. Then work along with our handwriting videos on [Tail Letters](#), [Anticlockwise Letters](#) or [Downward Strokes](#).

High frequency word practise:

- Write individual letters on clothes pegs and peg words onto a line or a clipboard.
- Look at the word - then say it, sound it, spell it, cover it up, write it and, lastly, check it.
- See if you can find words that follow the magic e rule (e.g. snake, late, time, drove).
- See if you can find words with the soft /th/ sound (e.g. three, through) and hard /th/ sounds (e.g. the, they).
- Write words on a piece of paper, cut them into individual letters, mix them up then put them back together.
- Listen to us reading out each list ([list 1](#), [list 2](#), [list 3](#) and [list 4](#)) and try to write each word yourself.

Maths

Number practise:

- Record (write) the numbers from 0 to 20 in your book.
- Practise friends to 10
- Read them forwards from 0 - 20 and then do this without looking at the numbers.
- Read them backwards from 20 to 0 and then do this without looking at the numbers.
- Choose any number and count on from here to 20.
- Choose any number and name the number before and after it.
- Practise your skip counting by 10s, 5s and 2s. (Need a little more? Practise skip counting by 4s and 7s.)

Day 1

Reading

Focus: Traits of good writers (voice, ideas and conventions)

Daily Practise (for 15 mins each day)

Task: First, listen to Hannah reading the poem 'Thelma and Theo' on Seesaw. Stick this poem into the front of your Songs, Rhymes and Chants book and circle every /th/ sound.

Now think back to the classroom and remember the three traits of good writers that we have already talked about (writers have great ideas, writers allow us to hear their inner voice and writers use standard conventions). Listen to the story '[Brave Irene](#)' (written by William Steig and read by Al Gore) two times. The first time you listen to the story, just listen for pleasure. The second time you listen to the story, be a detective and notice the writer's idea and notice when you can hear the writer's voice in the story.

Writing

Focus: Recount

Daily Practise (for 15 mins each day)

Set up for writing: Find your writing goal on the list at the end of this document to remind you of your personal focus for writing. Make sure you include the date and title at the top of your page in your writing book.

Task: On the weekend, what did you do? Choose one or two things that you can write about in detail. Draw a picture in your writing book and write about your experiences. You can start your writing with, 'On the weekend I ...' or you can have a go at using an interesting sentence starter. As you are writing, think about the traits that we have learned (voice, ideas and conventions) and include them in your writing.



Maths

Focus: 2D shapes and 3D objects

Daily Practise (for 15 mins each day)

Vocabulary: cube, sphere, cylinder, cone, prism, face, side, vertedge, corner, point, solid, shape, square, circle, triangle, rectangle, rectangular

Task: Watch [2D vs. 3D Shapes!](#) What are some 2D shapes? What do you know about 3D objects? Have a look around the house to find 2D shapes and 3D objects. Can you name your shapes and objects? Show your collection to your family members. Now that you are a 2D shape and 3D object expert, record everything you know about these shapes and solids in the venn diagram (available at the end of the document). E.g. 2D shapes are flat and 3D objects are solid but they both have length and width.



Extension: Think about the unique characteristics of a circle and sphere. Share how a circle and sphere are similar, and also share how they are each different. Record in your scrapbook. Choose your own shapes to compare.

Science

Focus: States of Matter

Vocabulary: matter, solid, liquid, gas

Task: Watch one, two or all three of these short clips about the three states of matter: [Matter Chatter](#), [Solid, Liquid, Gas](#) by They Might Be Giants, or Jack Hartman's [Move Like a State of Matter](#). Using the 'States of Matter' worksheet, on page 11 of this document, cut out each of the items at the bottom of the page, decide which state of matter the item is and glue it into the correct column. Loving your Science? For a little extra, try playing the 'Amazing Matter' board game with an older sibling or parent.

Day 2

Reading

Focus: Traits of good writers (organisation)

Daily Practise (for 15 mins each day)

Task: Try to recall the three traits of good writers that we have talked about (writers have great ideas, writers allow us to hear their inner voice and writers use standard conventions). Now listen to Hannah, on Seesaw, as she explains another of the traits of good writers, the trait of organisation.

Listen to the story '[How to Find a Fox](#)' (written by Nilah Magruder) two times. The first time you listen to the story, just listen for pleasure. The second time you listen to the story, be a detective and notice: (i) the writer's idea, (ii) where you can hear the writer's voice, and (iii) the way that the writer organised their writing to convey their message. After you have listened to the story and you have considered the traits (voice, ideas, conventions and organisation), chat to a family member about these traits - explain to them what you understand about the four traits of good writers.

Writing

Focus: Procedural text - key features

Daily Practise (for 15 mins each day)

Task: Watch the video on Seesaw explaining the key features of a procedural text. Using the 'Features of a Procedural Text' worksheet, at the end of this document, label the key features (including heading/goal, list of materials, steps/method, picture) and underline the verbs that tell you what to do. Now create your own list of verbs to use in your procedural writing later in the week, remembering that verbs are 'doing' words. Add to this list of verbs throughout the day as you are 'doing' more things.



Maths

Focus: 2D shapes and 3D objects

Daily Practise (for 15 mins each day)

Vocabulary: cube, sphere, cylinder, cone, prism, face, side, corner, point, solid, shape, square, circle, triangle, rectangle, rectangular

Task: Let's investigate houses and buildings in your neighbourhood. With an adult, go for a little walk around the block and video houses or buildings that show particular shapes. E.g. What shape is the roof? Can you see a cylinder? What part of the building is it? What other 2D shapes and 3D objects can you see? Upload a film of yourself describing the shapes that you can see.

Extension: Make a house from construction materials (straws, pipe cleaners, playdough, sticks). Then draw your house and write about the 3D objects you have used to make the house.

PE

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

Opening/Warm-up – Have fun completing the 5 minute superhero workout found in the link

<https://www.youtube.com/watch?v=cvMbkW2572k>

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

Watch the video found in the link. You may want to pause the video after each type of kick, head outside to practice for a few minutes before continuing to watch the video and learning about the next kick. Once again, you can practice with someone else or by yourself.

<https://www.youtube.com/watch?v=LI9MWH0wAyo&t=233s>

Daily Practise: High Frequency Word Lists

We have learned the word on lists 1, 2 and 3 in class. Now practise reading and writing these independently.

List 1			
as	a	I	is
at	it	in	am
*the	*was	man	an
*of	*to	sat	and
his	on	not	*said

List 2			
me	he	be	we
so	no	go	big
bad	us	if	up
him	had	*has	got
like	play	*because	park

List 3			
dog	*are	can	get
with	*one	went	*they
run	but	let	*into
ran	sit	red	like
girl	boy	friend	school

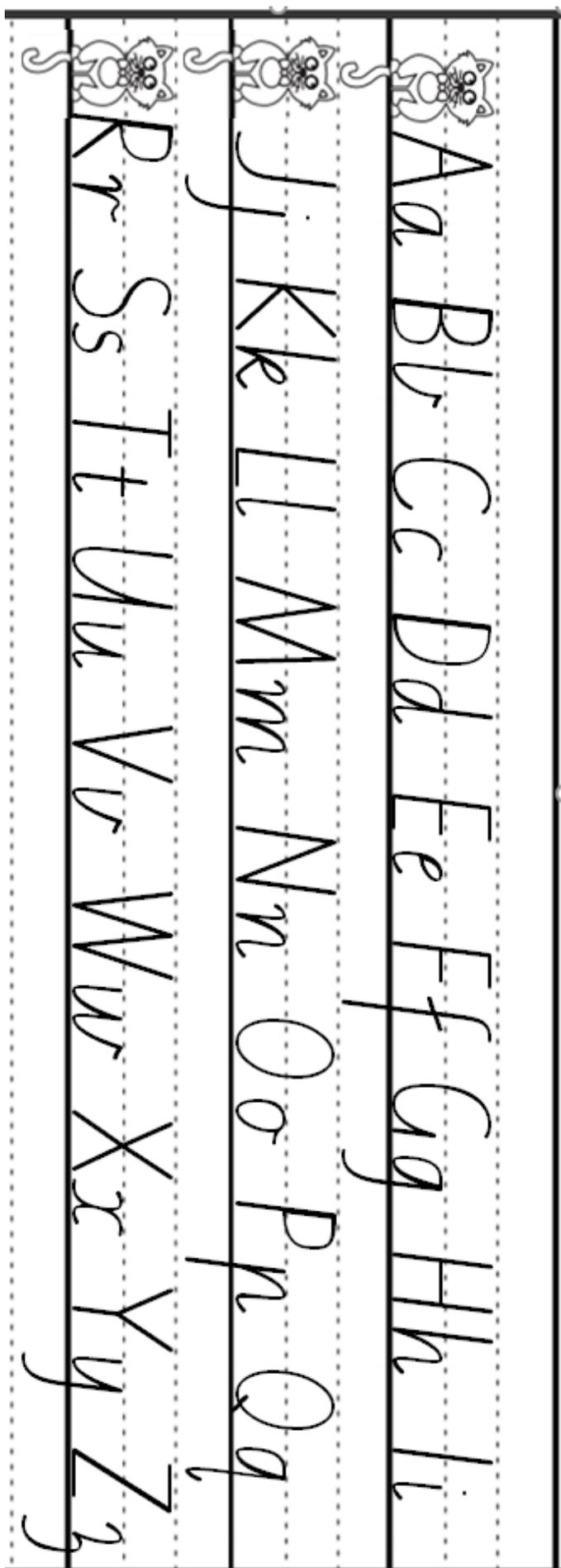
* These are 'heart words' that students need to learn by heart, rather than reading by sounding them out.

Daily Practise: High Frequency Word Lists

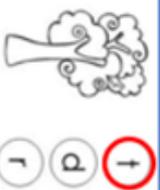
We have instructed a few children to move on to list 4 words.

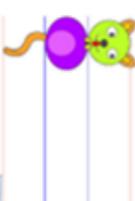
List 4			
from	*do	she	*have
*you	*your	her	*her
old	just	did	must
my	by	fly	why
or	for	jump	*saw

* These are 'heart words' that students need to learn by heart, rather than reading by sounding them out.



Daily Practise: Writing Goals

My Writing Goals Name: _____	
I will write my name correctly	
I will start my work straight away	
I will draw a picture to my share my ideas	
I will write from left to write and top to bottom	
I will make my writing match my picture	
I will be a risk taker and have a go at writing by myself	
I will listen to the first sound of the word and write it down	

I will form my letters correctly	
I will use Phoebe the cat to place each letter correctly	
I will stretch out the word and write down the sounds I hear	
I will write some high frequency words correctly	
I will leave spaces between my words	
I will read back what I wrote	
I will use a capital letter at the start of my sentence	
I will use a full stop at the end of my sentence	
I will change words I know to produce new words	

Thelma and Theo

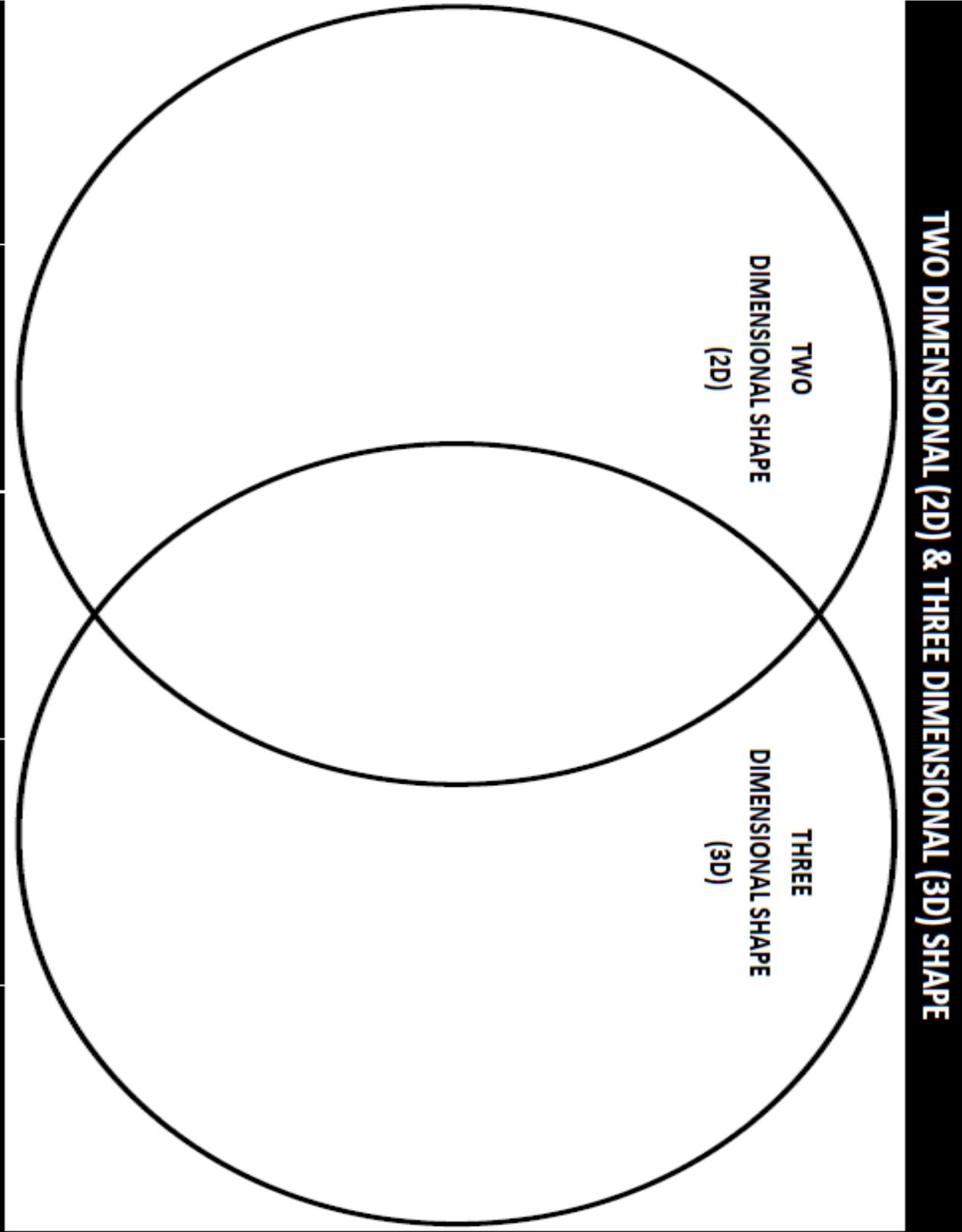
Story by Andrew Frinkle



Thelma was three years old.
She could not think of many words.
She only knew thirty of them.
Her favorite words was: thirteen.

Theo had thick arms.
He could lift this and that.
He could throw these and those.
He was stronger than his dad!





Directions: Cut and paste the word in the correct column.

Solid	Liquid	Gas

air	table	door	milk	smoke
water	river	steam	rock	apple
juice	brick	tree	wind	rain

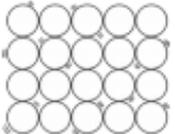
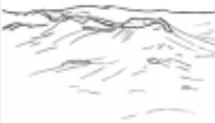
An Amazing Fact a Day

Amazing Matter

Tar pitch, the material used to coat roofs and roads, is actually a liquid that flows incredibly slowly. Each drop takes approximately ten years to form and then drop.

Use what you know about matter to help the mouse to find the cheese. Colour the squares about liquids red, the squares about gases green, and the squares about solids yellow. Then draw a line on the yellow path for the mouse to get to the cheese.



 liquid	solid	has a definite size but no shape			water takes this form above 100 °c
has a definite size and shape	gas	has no definite size or shape		can be poured	
		water takes this form below 0 °c	takes the shape and size of any container		things take this form when they freeze
takes the shape of the container but not the size		water changes to this state between 0 °c and 100 °c	water changes to this state above 100 °c		
	solids take this state when they melt				liquids take this state when they evaporate

You could also try to find out:

- what other slow-flowing liquids exist;
- what the official definitions of solids and liquids are;
- what speed ketchup flows at;
- if you can set up a slow-flowing liquid demonstration.



Day 2 - Writing - Features of a procedural text

<ul style="list-style-type: none">• 1 cup of milk.• 1 scoop of ice cream.• 2 tablespoons of chocolate topping.	<ul style="list-style-type: none">• 1 large drinking glass.• Blender 

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1. **Add** the scoop of ice cream to the blender.
 2. Pour the cup of milk into the blender, being careful not to spill any drops.
 3. Add the chocolate topping to the blender.
 4. Place the lid on the blender, plug it into power and turn the power point on.
 5. Turn the blender on and **blend** the ingredients on high for 30 seconds.
 6. Carefully pour the milkshake into the drinking glass.
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