

Prep - Learning @ Home - Term 3, Week 2 (Wed-Fri)

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

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.

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 different sounds that /oo/ can make in this [Long /oo/](#) clip.
- 3) Remind yourself about the [Magic e](#)

High frequency words practise:

Practise reading the spelling words in your spelling book.

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](#) and [list 3](#)) and try to write each word yourself.

Maths

Number practise:

- Record the numbers from 0 to 20 in your book.
- 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 Three

Reading

Focus: Author's voice and idea

Daily Practise (for 15 mins each day)

Task: Read one of your favourite picture story books. Can you hear the author's voice? Can you explain the author's idea? Can you name some conventions that the author has used?

Using the high frequency word lists (available at the end of this document), complete some of these activities:

- Snap or memory
- Use a stick and write the words in the dirt or sand, or use chalk and write these words on the pavement
- Find the words in the books you read
- Make the words out of playdough
- Put your words around the house, and each time you see it, you say it

Writing

Focus: Animal report

Daily Practise (for 15 mins each day)

Task: Create an animal report poster for the animal of your choice. Remember that a report has three sections: there must be a title, then a scientific drawing (this isn't a picture, rather it's a labelled drawing) and finally some written information (three or more facts).

Maths

Focus: Number scavenger hunt

Daily Practise (for 15 mins each day)

Vocabulary: teen number, tens, ones, place value, ten and how many ones

Task: You are going on a number scavenger hunt! Using the Scavenger Hunt sheets (available at the end of the document), the objective of the hunt is to find certain numbers in magazines or newspapers based on the clues you've been given. For example, you might be looking for a number with a five in the ones place or a seven in the tens place. Once you find the number in the paper, cut it out and glue it to your scavenger hunt sheet.

Extension: Use the Scavenger Hunt extension sheets which ask you to find numbers based on the clues you've been given, and then work out numbers more or less than your original number. Finally, order all of these numbers from least to greatest and record this order in your book.

Indonesian

Hai anak-anak. Click on the [numbers](#) link for this week's Indonesian lesson.
Have fun, Pak Ben



Day Four

Reading

Focus: Narrative text / reading for fluency

Daily Practise (for 15 mins each day)

Task: Read a few of your favourite picture story books to an audience of your choice (your pet, toys, family members). Notice the characters, the setting, the problem and the solution.

Writing

Focus: Writing from a picture prompt

Daily Practise (for 15 mins each day)

Task: We know how to write from a picture prompt - it's when you use the picture to give you an idea and get you started, and then you write whatever story comes into your imagination based on the picture. There are no 'right' or 'wrong' stories, so have a look at the picture prompt (available at the end of this document) and write your own story to match. Remember your story should have a beginning, middle and ending.

Maths

Focus: 2D shape hunt

Daily Practise (for 15 mins each day)

Vocabulary: 2D shapes - circle, square, rectangle, triangle, oval, star, heart

Task: Watch this [2D Shapes I Know](#) song.

Can you remember what 2D shapes are? Yes, that's right; the flat shapes, like circles, triangles and rectangles. What shapes can you find at home? You are going to go on a shape hunt around your house and find different 2D shapes. Draw a picture of each object that you find, label the shape and what the object is. Example: The door is a rectangle.

Extension: Create a shape monster by only drawing different 2D shapes. You could draw them on coloured paper and cut them out. The body may be a circle, rectangles for legs, triangles as teeth and star eyes. Be creative! Can you count how many of each shape you used?

Science: States of matter

Vocabulary: states, matter, solid, liquid, gas, change of state

Task: Use your scrapbook and title three pages with the words 'solid', 'liquid' and 'gas'. Then draw items, or cut pictures out of magazines and newspapers and glue them in, to match each state. Label each of these items as well.

Performing Arts

Preps

Here is your Performing Arts Lesson for the week. This is a virtual classroom link.

<https://docs.google.com/presentation/d/1DqK53k1UPLsvhSHunnsGz3Q5fljknfLUxwl6elnjarw/edit?usp=sharing>

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: Author's idea and voice

Daily Practise (for 15 mins each day)

Task: Listen to the story '[A Bad Case of Stripes](#)' by David Shannon.
Can you hear the author's voice? Can you explain the author's idea?

Writing

Focus: High frequency words and handwriting

Daily Practise (for 15 mins each day)

Task: Spelling Fun

Choose 5 words from list 2 and 3 (available at the end of this document) and write them outside on the concrete using chalk or in your book using rainbow colours.

Now use your chosen high frequency words and put them into sentences of your choice, remembering where each letter is placed on the page - is it a body letter, does it have a head or a tail etc. You also need to start each sentence with a capital letter and finish each sentence with a full stop.

If you would like a challenge - using the high frequency words you have been learning this week, have a go at creating new words.

e.g. are = art, smart, arm, charm

Maths

Focus: 3D shapes

Daily Practise (for 15 mins each day)

Vocabulary: 3D, sphere, cube, cone, pyramid, rectangular prism

Task: Can you remember what 3D shapes are? They are not flat, they are solid (or 'fat') and have corners, edges and faces. Watch this [3D shape clip](#) and then create models of 3D shapes using materials you have at home (playdough, Lego, straws, sticks, paper / anything else you have). Start with a cube or a pyramid. Once you've made a 3D shape, notice how many corners, edges and faces it has.

Extension:

Draw your 3D shape, label it and record how many corners, edges and faces it has.

BQT

With our focus on people and places, remember where you've seen the Indigenous flag. Using the template (available at the end of the document) colour in the flag. Be a researcher - find out what colours to use and where, and research what each colour represents. You may need to research by looking these things up on a computer or a phone, you could read a book or ask a grown up.

Art

Week 2 Art – David Hockney

To access the week 1 Art program on google slides click on the link below.

This week's feature artist is [David Hockney](#).

Click on the speaker in the bottom left corner of the slide to hear the information in the slide.

Daily Practise

We have learned list 1 and list 2 in class. We are practising 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

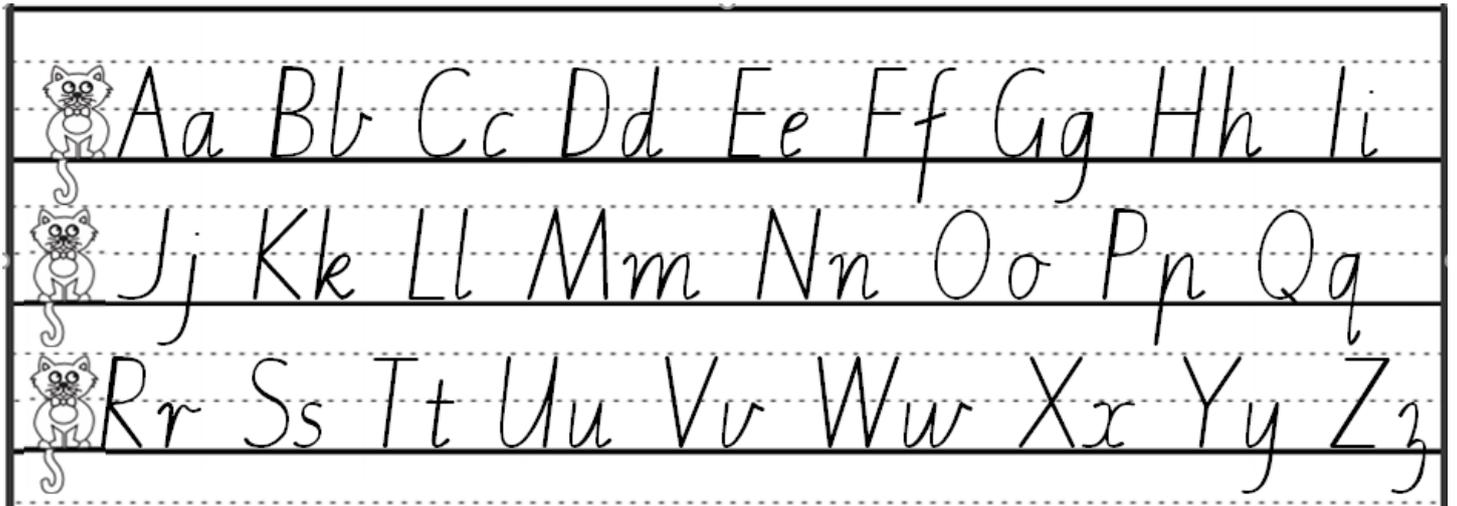
List 2			
me	he	be	we
so	no	go	big
bad	us	if	up
him	had	*has	got
like	play	*because	park

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

Handwriting template



Place Value Scavenger Hunt

Name: _____

Directions: Cut out and glue a number beside the description it matches.

4 in the ones place	
7 in the tens place	
0 in the ones place	
2 in the tens place	
8 in the ones place	

@Stephanie Trapp

Circle the smallest number you found.

Place Value Scavenger Hunt

Name: _____

Directions: Cut out and glue a number beside the description it matches.

3 in the ones place	
1 in the tens place	
5 in the ones place	
6 in the tens place	
9 in the ones place	

@Stephanie Trapp

Circle the largest number you found.

Place Value Scavenger Hunt

Name: _____

Directions: Cut out and glue a number beside the description it matches.
Then answer the question next to it.

3 in the ones place		What number is 10 more?
1 in the tens place		What number is 10 more?
5 in the ones place		What number is 1 less?
6 in the tens place		What number is 10 less?
9 in the ones place		What number is 1 more?

@StephanieTrapp

Write the numbers you found in order from least to greatest.

Place Value Scavenger Hunt

Name: _____

Directions: Cut out and glue a number beside the description it matches. Then answer the question next to it.

4 in the ones place		What number is 10 more?
7 in the tens place		What number is 10 more?
0 in the ones place		What number is 1 less?
2 in the tens place		What number is 10 less?
8 in the ones place		What number is 1 more?

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Write the numbers you found in order from **greatest** to **least**.

Day 4 - Writing - Writing from a picture prompt



