

Prep - Learning @ Home - Term 3, Week 5

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)	165 884 9790	NLPS	https://eduvic.webex.com/eduvic/j.php?MTID=mbf16eb2e9e5c3357a0ad42fc0064b7df
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 three different sounds that 'ch' can make in this '[ch](#)' clip.
- 3) Remind yourself about the [Voiced and unvoiced 'th'](#) clip .

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.
- Watch one of the videos, at your level, and try to write each word yourself: [HFWs Lists 1&2](#) or [HFWs Lists 3&4](#) or [HFW Lists 5&6](#) or [HFWs List 7](#)

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 One

Reading

Focus: Poem /ch/

Daily Practise (for 15 mins each day)

Task: Poem - Chef's soup

This week's poem is focusing on two of the three sounds the 'ch' digraph makes.

After watching the reading daily practise video [/ch/](#) and listening to poem being read to you on Seesaw you need to:

1. Read the poem and carefully circle all the /ch/digraphs and take notice of whether they were at the start, middle or end of each word and which /ch/ sound it makes.
2. Today you will go on a /ch/ hunt and create a list of the /ch/ words you find in your books and see if you can sort them into a list. e.g. the location it is found in the word or which /ch/ sound it makes.

*Keep adding to your list throughout the week.

Writing

Focus: Recount

Daily Practise (for 15 mins each day)

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, conventions, organisation and word choice) and include them in your writing.

Maths

Focus: Numbers beyond 20

Daily Practise (for 15 mins each day)

Vocabulary: ten and how many ones; tens; ones; place value; teen number; ty number; 2 digit numbers

Task: Make Tens - Train Game

We have been learning about teen numbers and know they start with a 1, e.g. 15,16. We also know 'ty' numbers end with a 0, e.g. 20,30,40. Today we will be investigating more 2 digit numbers. I wonder what you notice about the number in the tens column. Play 'Tens Frame Train' (available at the end of this document). How many groups of 10 can you count? Roll a dice, pick up a playing card or make your own number flash cards to 20. Place the number of counters/lego/dots in the first train and say the number each time, e.g. 5 ones. When you fill a train, say 'I have 1 ten and 3 more', etc. Continue until the train is finished.

Extension: Write a 2 or 3 digit number on a page and come up with as many ways as you can to make that number e.g. $35 = 3 \text{ tens and } 5 \text{ ones}$, $45 - 10 = 35$, $5 + 5 + 5 + 5 = 35$

Science

Task: How do things float?

Watch this [play school science](#) experiment explaining how salt helps things float.

As a scientist you are now going to record the process and the result in the procedural template attached at the end of this document. This means you may need to watch the experiment more than once and pause at various times. Remember the structure of a procedural text including heading, sub headings and a list of materials etc.

*If you have the equipment for this experiment and grown ups have time to assist you throughout the week or even on the weekend, have a go yourself, making a prediction first and then trialling different toys and objects to see if they sink or float.

Day Two

Reading

Focus: Word choice

Daily Practise (for 15 mins each day)

Task: We now know *five* of the traits of good writers as we began exploring the fifth trait in writing last week, word choice.

Today you will listen to Sarah read you a story on Seesaw while exploring the author's word choice and inferring why the author may have chosen to use the vocabulary they did. Does it make the story more interesting to listen to? Does it help the reader understand the character?

For independent reading today you can start creating your own 'fancy/juicy/wow' words you find in your readers or any picture story book. You will continue to add to this throughout the week.

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 first 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. Try to start with a lovely lead (rather than 'Once upon a time...' consider 'Early one morning...' or 'One sunny day...').



Remember the writer's traits that we've learned about so far. Good writers use these in their writing - ideas, voice, conventions, organisation and word choice - so read back over your own writing to check for each of these traits.

Maths

Focus: Numbers beyond 20

Daily Practise (for 15 mins each day)

Vocabulary: ten and how many ones; tens; ones; place value; teen number; ty number; 2 digit numbers

Task: Let's play a game 'Tens and Ones'. You might like to play with your family members or your teddy. Draw a line down the middle of your page and write 'Tens and Ones' at the top of each column. Roll the dice and get that number of sticks (straws, pencils, etc) and put them in the ones column. When there are enough ones, make a bundle of 10 and move to the tens column. Stop when you get to your target number. Explain your number e.g. I have 3 tens and 4 more.



Extension: For something extra, play hundreds, tens and ones game using 3 digit numbers. Can you write the number after you make it?

P.E.

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

Opening/Warm-up – Let's begin by completing a 4 minute Avengers workout. [Click on the link](#) and get ready to use your super powers.

I have included two links 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 links and try to perform each drill for 2-3 minutes. You can perform more than five drills if you wish.

https://www.youtube.com/watch?v=tJ9e_CuSKQg and <https://www.youtube.com/watch?v=-y-XH9B9izQ>

Day Three - 'At the Movies' day

Reading

Focus: Writer's Traits

Daily Practise (for 15 mins each day)

Task: We know *five* of the traits of good writers (writers have great ideas, writers allow us to hear their inner voice, writers use standard conventions and they show organisation and they also make sure they make juicy word choices). Listen to the book [The Go Away Bird](#), by Julia Donaldson, 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; where you can hear the writer's voice; where they made great word choices; the way that the writer organised their writing and used standard conventions, to convey their message in this story. Can you explain these traits, in your own words, to a family member or record yourself talking about these traits and play this to a family member later today.

Activity 1

'At the Movies' craft activity

Julio Donaldson wrote 'The Go Away Bird', and later today you are going to be invited to watch an animated version of a Julia Donaldson book. Yes, we are going to the movies!! Prepare by making yourself a movie poster and some cinema tickets to admit you, your favourite teddy or doll and maybe even a bigger / smaller brother or sister to watch the animated book with you.

Activity 2

Focus: Texts into Film

The book we read earlier is by author Julia Donaldson, who has written heaps of children's books. Some of her books have been re-read and animated in short films. With help from your grown up, access [ABC iView](#) and make a choice to look for one of her films. You could choose between: 'The Gruffalo', 'The Gruffalo's Child', 'Room on the Broom', 'Zog', 'The Highway Rat' or 'The Snail and the Whale'. [Julia Donaldson's website](#) also includes some of her books - she reads them or acts them out; you could choose to listen to, or watch, any of these.

Writing

Focus: Summarising

Daily Practise (for 15 mins each day)

Task: We have practised summarising in the classroom - it is when you use your own words to briefly retell the main events of a text. Have a go at summarising the Julia Donaldson filmed text you watched earlier. See if you can summarise the film out loud and then record your summary in your writing book.

Maths

Focus: Numbers beyond 20

Daily Practise (for 15 mins each day)

Vocabulary: ten and how many ones; tens; ones; place value; teen number; ty number; 2 digit numbers

Task: You're going to have some fun using 2 digit numbers. Play the 'Race to 100' game (available at the end of this document). Roll the dice and colour in that number of boxes, e.g. if you land on 6, colour in 6 boxes. Continue to play until you reach 100. You may like to play with a teddy or family member. How many turns did you need before reaching 100?

Extension: Have a go at making your own number game. It might be like Snakes and Ladders or Memory using 2 and 3 digit numbers.

Art

Week 5 Art – Rene Margritte

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

This week is about [Rene Margritte](#).

The link will also be available on Seesaw.



Day Four

Reading

Focus: Word Choice

Daily Practise (for 15 mins each day)

Task: After listening to Sarah read and explain the 'wow' words the author used, continue practising your independent reading. While you are reading, see if you can spot any 'wow' words to add to your own 'wow' word list from earlier in the week. If you can't find any, maybe there are some words you are curious about and would like to explore more interesting options.

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 first 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. Try to start with a lovely lead (rather than 'Once upon a time...' consider 'It was a funny sort of day...' or 'I was walking my dog in the sunshine...').



Remember the writer's traits that we've learned about so far. Good writers use these in their writing - ideas, voice, conventions, organisation and word choice - so read back over your own writing to check for each of these traits.

Maths

Focus: Numbers beyond 20

Daily Practise (for 15 mins each day)

Vocabulary: ten and how many ones; tens; ones; place value; teen number; ty number; 2 digit numbers

Task: Time to pause and think about 'teen' and 'ty' numbers. What do we need to remember when ordering numbers? What if they all have the same tens number? Draw a ladder in your scrapbook and write your choice of 6 numbers. Write these numbers in order. Would the lowest number be at the top of the ladder or bottom? Once you have a go yourself, why not play the game with your teddy with a different set of numbers. Record yourself on Seesaw reading your number ladder. Can you tell us what number comes before and after?



Extension: Are you ready for a challenge? You can choose three digit numbers and order them from lowest to highest. How did you work that out? If my number is 435 – how many ones, tens and hundredths are there?

Performing Arts

Here is the Planner for Performing Arts/ Drama: [SCHOOL CONCERT PRACTICE](#)

This week we are focusing on the School Concert Practice. You will find the lyrics and a demonstration of the dance as we have been practicing in class. It may take a while to load as the document has lots of videos in it. Thanks, Michelle.

Day Five

Reading

Focus: Character description

Daily Practise (for 15 mins each day)

Task: After listening to the story on Seesaw, draw your favourite character. Use your 'wow' word choice list to help you choose appropriate adjectives to explain your character's traits including feelings. e.g. prickly skin, sad and lonely whale. Take a photo of the /ch/ word list and 'wow' word list you created and have added to throughout the week to upload.



Writing

Focus: High frequency words and handwriting

Daily Practise (for 15 mins each day)

Task: First, warm up by writing every letter of the alphabet, one capital and one lower case along with [Ants in the Apple](#). Next, use the List 3 high frequency word sheet to practise writing each word (remember, for each word you must read it, sound it, cover it, write it and check it). Lastly, choose five of the List 3 words and write a sentence or two using these five words. Remember, writing quickly isn't the same as writing well - take your time, consider where each letter is placed (is it a head, body or tail letter) and make sure you are forming your letters in the way that you've been taught in the classroom.



Check your work; does each sentence start with a capital and finish with a full stop? Only when you have re-read your own work and checked for accuracy, can you photograph your work and send it to your teacher - please also record yourself reading your own writing.

Maths

Focus: Numbers beyond 20

Daily Practise (for 15 mins each day)

Vocabulary: ten and how many ones; tens; ones; place value; teen number; ty number; 2 digit numbers

Task: Think Boards

We have been focusing on 2 digit numbers this week. Watch the video of Bianca showing you how to use a think board. Now it's your turn to have a go and show us what you know about 2 digit numbers. Use the think board available at the end of this document.

Extension: You have mastered the 2 digit numbers, how about having a go with a 3 digit number/s.

Indonesian

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

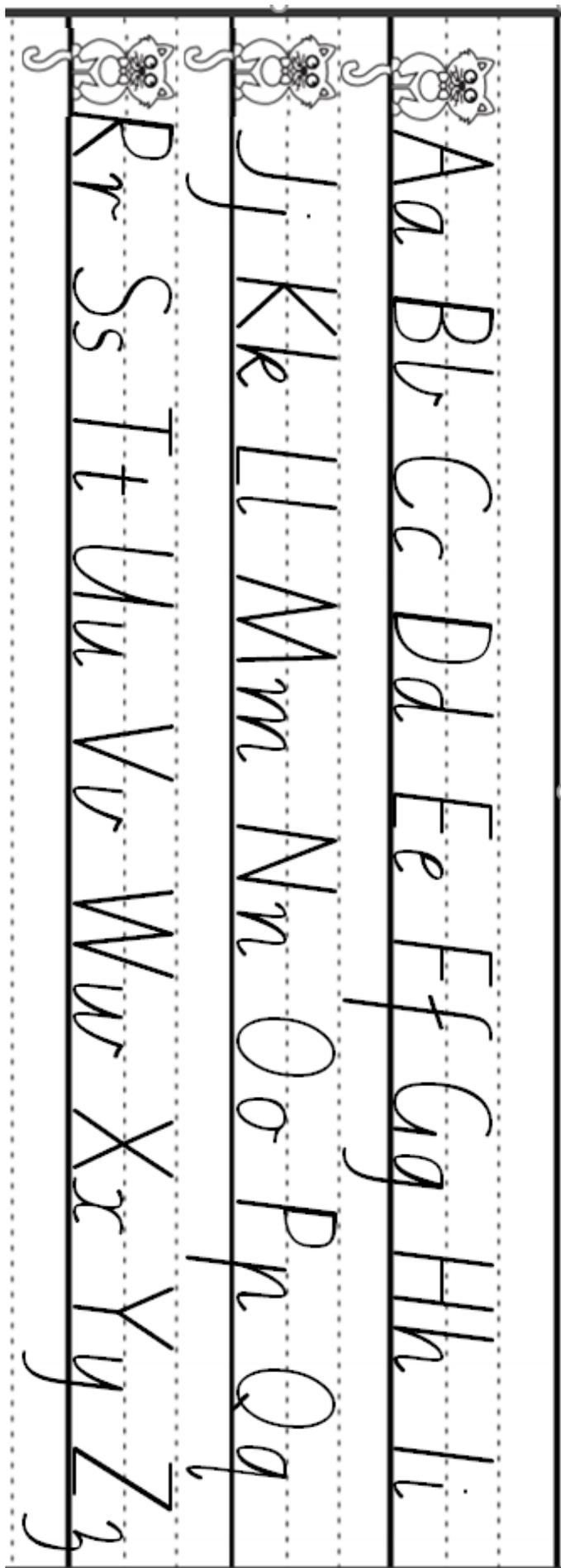
* These are 'heart words' that students need to learn by heart, rather than reading by sounding them out.

Daily Practise: High Frequency Word Lists

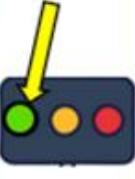
We have instructed a few children to move on to list 4 words.

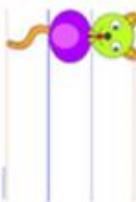
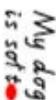
List 4			
from	*do	she	*have
*you	*your	her	*her
old	just	did	must
my	by	fly	why
or	for	jump	*saw

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



Daily Practise: Writing Goals

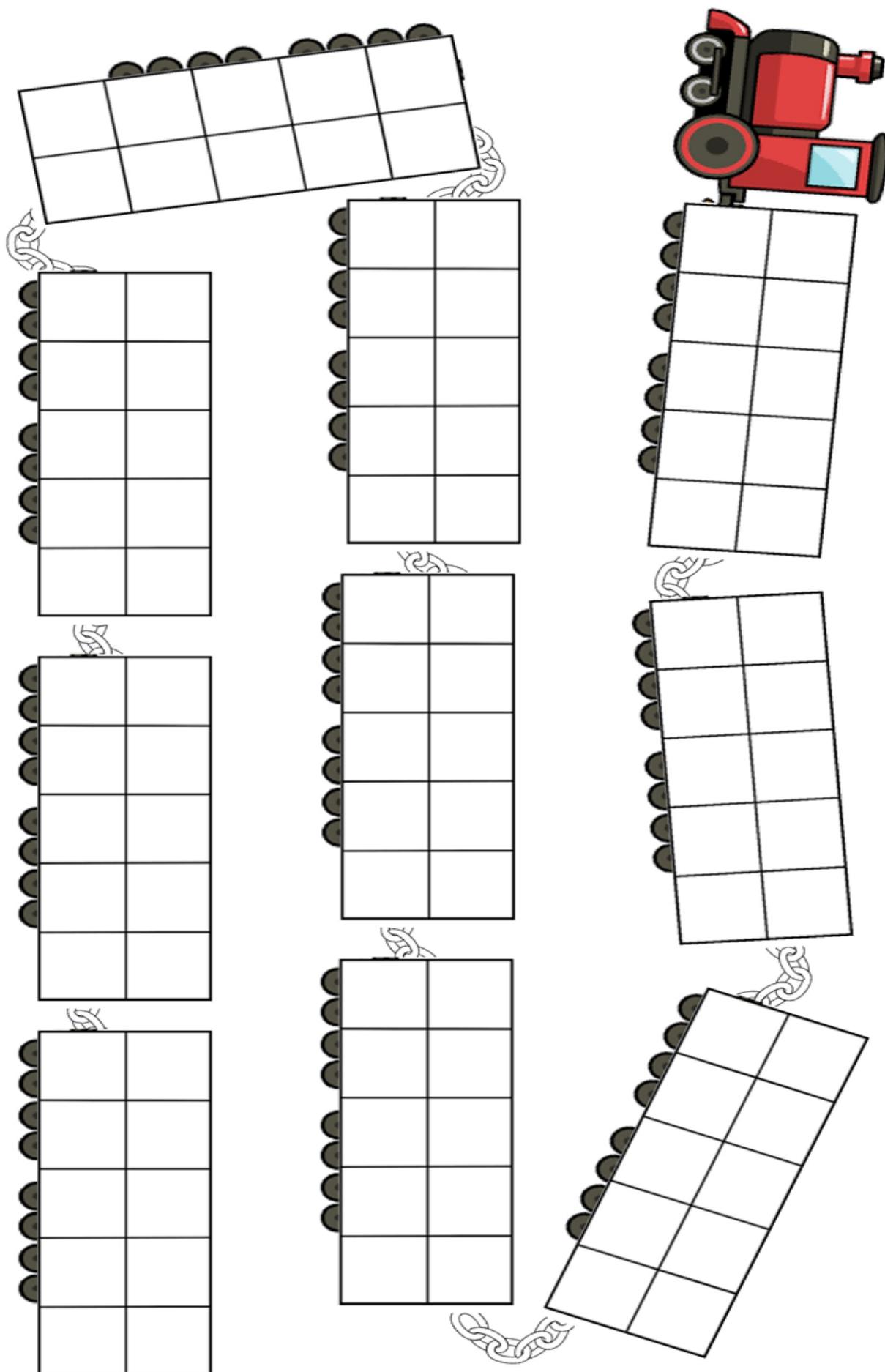
My Writing Goals	Name: _____
I will write my name correctly	
I will start my work straight away	
I will draw a picture to my share my ideas	
I will write from left to write and top to bottom	
I will make my writing match my picture	
I will be a risk taker and have a go at writing by myself	
I will listen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

Chef's Chilli

Charlotte the chef loves to make chilli
She chops up peppers with her bud Lily
She chops some chicken and puts it in
Then adds a pinch of salt from a tin
Charlotte adds in some beans, all warm and yummy
She smells her chilli and rubs her tummy
She takes her spoon to taste from the pot
Ouch! Her chilli is still a bit too hot!
Charlotte the chef makes such yummy food
Her chilli puts us all in such a good mood!





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Materials/Equipment/Ingredients
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Step 1

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Step 2

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Step 3

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Step 4

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Step 5

Day Two - Writing - Picture Prompt

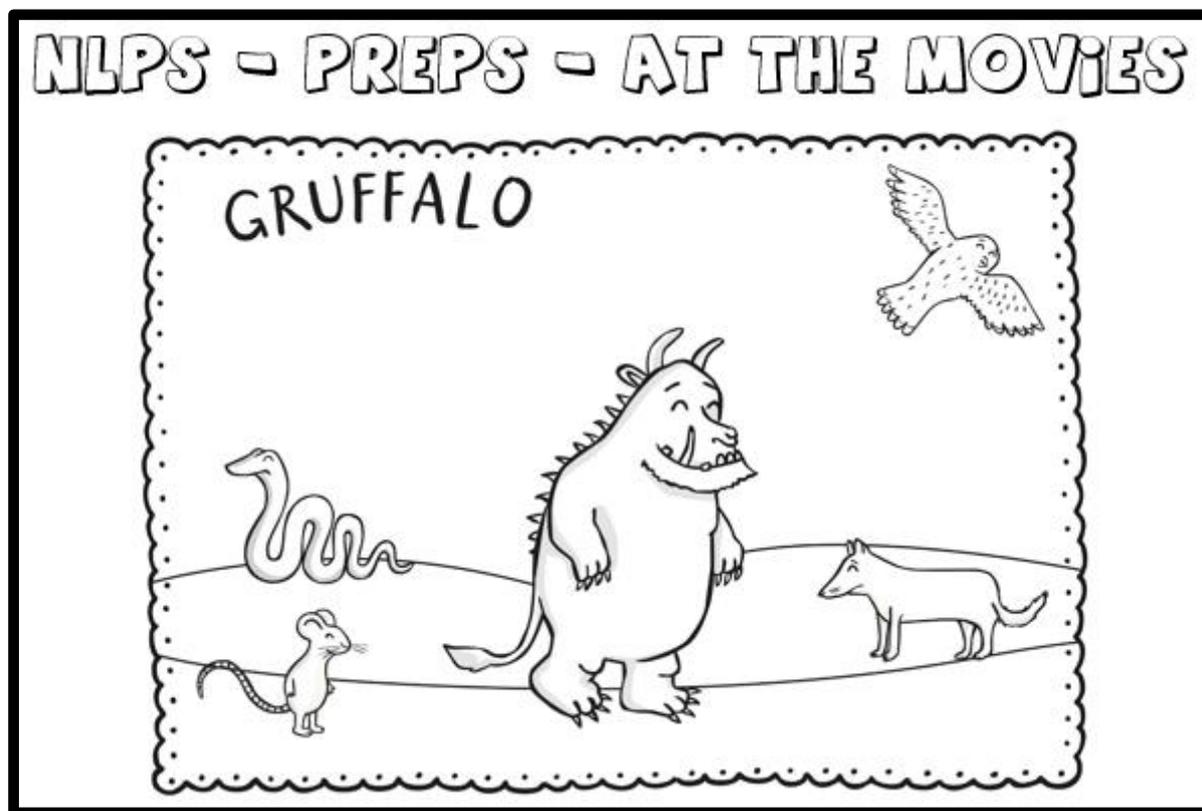


Day Three - Movie activities

Print out these movie tickets, colour them, and be sure to share them with your family. they'll need a ticket to get in to see the films with you.



And colour in copies of this movie poster; hang the posters on your bedroom door or on the fridge, to advertise the movie afternoon to your family.





Race to 100



Player 1 estimates it will take _____ many rolls to get to 100.	Player 2 estimates it will take _____ many rolls to get to 100.
It actually took _____ rolls to get to 100.	The first player to 100 was _____

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



Day Four - Writing - Picture Prompt



Day Five - Maths - Think Board

Write it

Draw it

Make it

$\square + \square = \square$

Show it

