

## Prep - Learning @ Home - Term 3, Week 6

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
<b>Prep DS (Diana)</b>	165 471 5176	NLPS	<a href="https://educic.webex.com/educic/j.php?MTID=mc4a52070c754608bf28834600468daa3">https://educic.webex.com/educic/j.php?MTID=mc4a52070c754608bf28834600468daa3</a>
<b>Prep HW (Hannah)</b>	165 884 9790	NLPS	<a href="https://educic.webex.com/educic/j.php?MTID=mbf16eb2e9e5c3357a0ad42fc0064b7df">https://educic.webex.com/educic/j.php?MTID=mbf16eb2e9e5c3357a0ad42fc0064b7df</a>
<b>Prep RS (Bianca)</b>	165 867 5494	NLPS	<a href="https://educic.webex.com/educic/j.php?MTID=md86a5be1ff3ccf522a8f96759726bd85">https://educic.webex.com/educic/j.php?MTID=md86a5be1ff3ccf522a8f96759726bd85</a>
<b>Prep SS (Sarah &amp; Lisa)</b>	165 758 8134	NLPS	<a href="https://educic.webex.com/educic/j.php?MTID=m49add291eb2e73d7c815adb18dbf0c8">https://educic.webex.com/educic/j.php?MTID=m49add291eb2e73d7c815adb18dbf0c8</a>

### 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.

### Science Week

This week is **Science Week**, and have we got some treats for you!! Here's a collection of science experiments featuring current and ex-Prep teachers... watch any of these whenever you feel like slipping some science into your week. Try them at home, if you like, and have fun! One of these videos will appear as an activity each day (Mon-Thu) on Seesaw. If you do try an experiment at home, feel free to upload a video of your experiment to share with your teacher on Seesaw, we would love to see it!

- Diana discusses '[How clouds work?](#)'
- '[Skittles Magic](#)' with Hannah

Emma gets green with '[Gardening](#)'  
'[Straw Rockets](#)' with Tarsh

## 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) Choose any, or all, of these short digraph clips to remind yourself about letters and their sounds:

[/ai/ and /ay/](#) or the [three sounds of /ch/](#) or [long /oo/](#) or the two [sounds of /th/](#) or about [the magic 'e'](#).

#### High frequency words practise:

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

If necessary, you can follow along with one of the videos: [HFWs Lists 1&2](#) or [HFWs Lists 3&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.
- [Skip Counting with Emma](#); [The Singing Walrus Counting by 5s](#); [Skip Counting by 10s - The Singing Walrus](#)

- (Need a little more? Practise skip counting by 4s and 7s.)

## Day One

### Reading

**Focus: Poem and /ay/ /ai/ sounds**

#### Daily Practise (for 15 mins each day)

**Task:** Watch [this clip](#) which introduces the sound that /ay/ and /ai/ both make, and listen to the poem on Seesaw. Then stick your copy of the poem (below, on page 12) into the front of your Songs, Rhymes and Chants book, read the poem and carefully circle all the words with /ai/ and /ay/ sounds in them. Next, complete the /ai/ and /ay/ word sort activity, by reading the words at the bottom of the page and re-writing them in the correct column. During independent reading all week, stay on an /ai/ and /ay/ hunt - when you find /ai/ and /ay/ words within your reading books and add them to the word sort lists.

### 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. Submit this to your teacher, along with a recording of you reading your own writing.



### Maths

**Focus: Measurement - Heavier and Lighter**

#### Daily Practise (for 15 mins each day)

**Vocabulary:** heavy, heavier, heaviest, light, lighter, lightest, weight, heft,

**Task:** For this lesson you will need pencils or markers and paper or your scrapbook. Trace around both your hands onto a large piece of paper (or your scrapbook). Find things around your home that are lighter and heavier than you. On your left hand, write the word 'lighter', and on each finger draw something that is lighter than you. On your right hand, write the word 'heavier', and on each finger draw something that is heavier than you.

**Extension:** Select five household objects and draw them in order from lightest to heaviest.

## Day Two

### Reading

### Focus: Writers' traits - sentence fluency

#### Daily Practise (for 15 mins each day)

**Task:** Try to recall the *five* traits of good writers that we have already talked about (voice, ideas, conventions, organisation and word choice). Now listen to Hannah, on Seesaw, as she explains the trait of sentence fluency (great writers start each sentence differently, they vary the length of sentences and they check that their writing flows well and is easy to read aloud).

Listen to the story '[Whales Passing](#)' two times. The first time you listen to the story, just listen for pleasure. The second time you listen to the story, please notice the author's sentences; can you find statements, questions and exclamations, can you hear juicy describing words (adjectives) and interesting 'doing' words (verbs) and see that sentences are of different lengths. After you have listened to the story, chat to a family member and tell them what you think 'sentence fluency' means in your own words.

### Writing

### Focus: 3 Word phrases

#### Daily Practise (for 15 mins each day)

**Task:** Three word phrases

Three word phrases are made up of two describing words (adjectives) and a naming word (noun).

These are used to help us create interesting sentences.

e.g. strong, wild wind      funny, silly puppy      bouncy, round ball

Have a go at creating some of your own. Here are some nouns to get you started...

spider      slide      elephant      lego      teddy      mum      school



### Maths

### Focus: Measurement - Plane Race

#### Daily Practise (for 15 mins each day)

**Vocabulary:** long, longer, longest, short, shorter, shortest, almost, distance, measure, how far?

**Task:** Make yourself a paper plane. Get your siblings and/or parents to make one as well (or you could make one for a favourite teddy or doll). Set up a start line and then decide how you are going to measure the distance the planes fly. Will you use foot length? (Are your feet the same size as Dad's? If not, is that fair?) Or perhaps you will use a ruler, measuring tape or big steps? Record your results in the 'Paper Plane Race' table. Whose plane won?

**Extension:** Measure the distance using formal measurement of centimetres and metres. You might like to use a tape measure if you have one. Then have a go at working out the difference between 2 distances flown. For example, how much further did your plane fly compared to your Mum's?



### P.E.

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

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

**Catching** – This week we are going to shift our focus to the fundamental motor skill of catching. Catching is an important skill to learn because it is needed in many different sports.

There are two catching links for you to watch. [The first one](#) talks about catching technique and has two activities for you to try. [The second link](#) gives you some catching drills you can practice with a bigger ball.

Have a go at the different catching activities, remembering to use your hands properly and watch the ball closely.

## Day Three

### Reading

#### Focus: Writers' traits / WOW words

#### Daily Practise (for 15 mins each day)

**Task:** We now know six of the traits of great writers (voice, ideas, conventions, organisation, word choice and sentence fluency); listen as Hannah reminds you about each of them on Seesaw. Next, listen to the story '[My Little Sister Ate One Hare](#)' two times. The first time you listen to this silly story, just listen for pleasure. The second time you listen to the story, consider the traits - can you tell what the author's idea is, or can you hear their voice, or notice their word choice and sentence structure?

During your independent reading, start your own weekly list of juicy '*WOW-words*' that you find in your reading books or any picture story book. You will continue to add to this list tomorrow, and you can always borrow from this list when you are writing.

### Writing

#### Focus: Adjectives and handwriting

#### Daily Practise (for 15 mins each day)

**Task:** Use your best handwriting to rewrite the following sentences and add two adjectives to add detail, describing the noun. Remember that the noun is the naming word and is underlined in each sentence to help you.

e.g. I went to the beach. = I went to the **shelly, sandy** beach.

Here are some sentences to try:

1. I saw a lion.
2. I love my bear.
3. We went to the pool.
4. The plane is in the sky.
5. I hear the train.



### Maths

#### Focus: Measurement - As Tall As Me

#### Daily Practise (for 15 mins each day)

**Vocabulary:** long, longer, longest, short, shorter, shortest, wide, wider, widest, almost, distance, measure

**Task:** Use string to measure either member/s of your family or your favourite toys. If you measure your family member/s you will start from their feet and measure all the way to their head (you might ask them to lie down). Also, get someone to measure how tall you are. Compare the heights and record things that are taller than, shorter than or the same height as you. E.g. you might notice that you are taller than your teddy but shorter than your bedroom door.

**Extension:** Complete the 'Snakes on Show' activity (below on page 15).

### Art

#### What is Art?

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

This week is about [What is Art?](#)

The link will also be available on Seesaw.



## Day Four

### Reading

#### Focus: Writers' traits / WOW words

#### Daily Practise (for 15 mins each day)

**Task:** We now know six of the traits of great writers (voice, ideas, conventions, organisation, word choice and sentence fluency). Return to yesterday's task if you want a reminder about each of them. Next, listen to the story '[Lotus and Feather](#)' two times. The first time you listen to the story, just listen for pleasure. The second time you listen to the story, again consider the traits that you notice.

During independent reading, continue to add interesting words to your list of juicy *WOW-words*. Underline five words that you would like to use in your writing in the future.

### Writing

#### Focus: Three word phrases in sentences

#### Daily Practise (for 15 mins each day)

**Task:** Using your learning about 3 word phrases (adjectives and nouns) create your own interesting sentences from the picture prompts at the end of the document. Remember we talked about sentence fluency and how good writers use short and long sentences and choose different ways to start their sentences.



e.g.

The shaggy, wet dog is running through the water.



### Maths

#### Focus: Measurement - Shoe Sorting

#### Daily Practise (for 15 mins each day)

**Vocabulary:** heavy, heavier, heaviest, light, lighter, lightest, long, longer, longest, short, shorter, shortest, measure, heft

**Task:** Go into your wardrobe and pull out all of your shoes (remember it is your responsibility to put them back where they came from afterwards!)

1. Put your shoes in order from shortest to longest. Point to the shortest shoe and then point to your longest shoe. Did you notice anything and why do you think that was?
2. Rearrange your shoes to put them in order from lightest to heaviest. Which shoes do you think are fastest? The heavier or the lighter ones? Why?
3. Did your order change between part one and part 2?



**Extension:** Put on your fastest shoes and choose someone in your family who you can go outside and race against. Set a start line and a finish line. Someone will need to be a timekeeper. Record how long you took to run compared with your competitor. Can you work out how much faster the winner was?

### Performing Arts

**SCHOOL CONCERT POSTER COMPETITION:** This week we are focusing on the [School Concert Poster](#). It would be great to have a student design a poster for our School Concert. Please submit your design onto Seesaw. Have fun! [Here is the slide from last week](#) if you need to practice your dances or sing the songs for the concert.

## Day Five

### Reading

### Focus: Writers' traits - sentence fluency

#### Daily Practise (for 15 mins each day)

**Task:** 'The Important Book' by Margaret Wise Brown is a fabulous book for demonstrating sentence fluency. [Listen to the book](#) and notice that though each page introduces a different topic each page features the same range of sentences. Listen to the book one more time, while you think about something you could write about in this way. Follow 'The Important Thing' template (page 17) to write in the same way as author Margaret Wise Brown - either fill in the gaps on the template, or copy the writing and complete the sentences.



### Writing

### Focus: I am an author

#### Daily Practise (for 15 mins each day)

**Task:** Today is 'I am an author'... you might choose to make a book, write your own story, create a shopping list, write and send a letter to a family member or neighbour or write your own poem. It is your day to choose what you write. Take your time with your choice and remember it does not need to be completed in one day, you may like to finish it off on the weekend. Don't forget to challenge yourself and see how many spelling words you can write correctly.



### Maths

### Focus: Measurement - Meal Preparation

#### Daily Practise (for 15 mins each day)

**Vocabulary:** holds more, holds less, bigger, smaller, capacity, measure, amount

**Task:** Ask an adult if you can help them prepare a meal. It might be morning tea, lunch, afternoon tea or dinner. What's on the menu? Write or draw the items that you will be eating. What are the bowls/plates you choose to fit these items? Draw these items and match them to the food. Think about why you matched a particular bowl or plate to each food. For example, pretzels might require a small bowl if they are just for you, but a bigger bowl if you are eating the whole packet with your family. Draw a picture or take a photo/video of the smallest bowl or plate to the largest, and make sure you include what food went in them.

**Extension:** Complete the 'Light or Heavy' sorting worksheet.

### Indonesian

Hai anak-anak  
Click on the link for this week's Indonesian lesson  
[Indonesian Prep week 6 term 3 2021](#)  
Selamat belajar  
Pak Ben



### Daily Practise: High Frequency Word Lists

Practise reading and writing these words 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

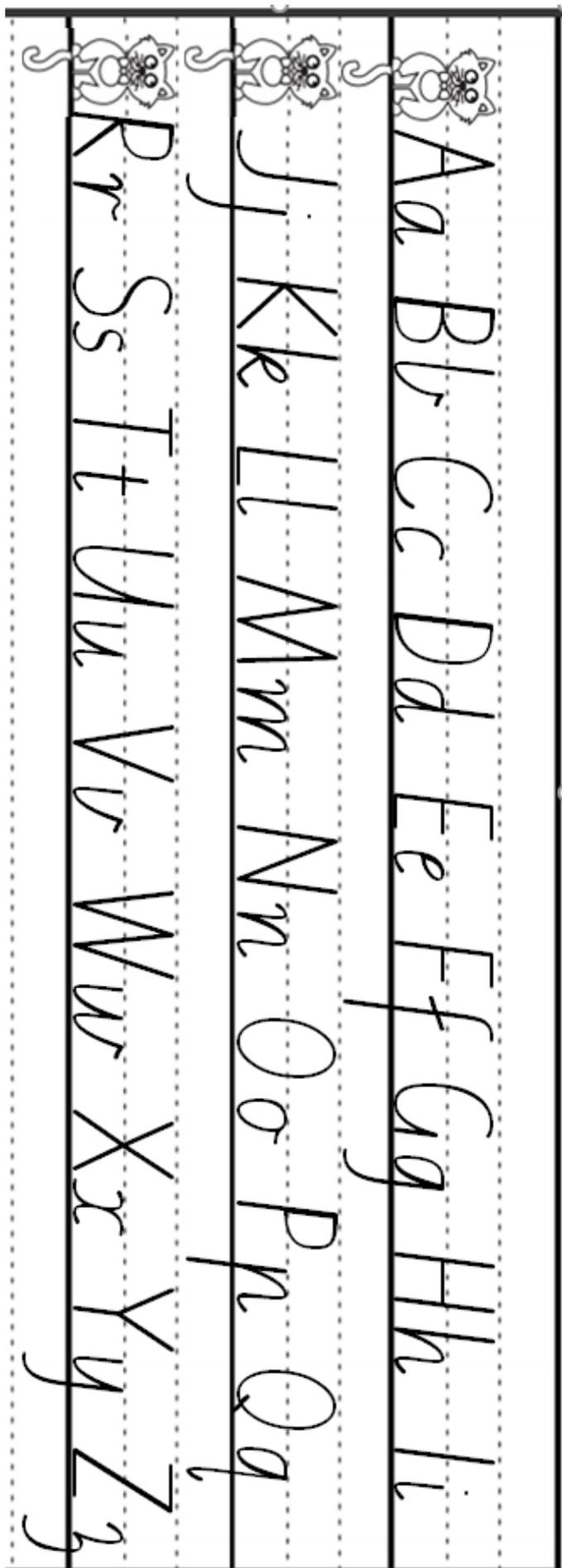
List 3			
dog	*are	can	get
with	*one	went	*they
run	but	let	*into
ran	sit	red	like
girl	boy	friend	school



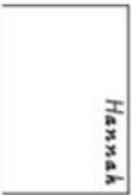
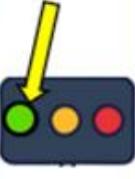
Daily Practise: High Frequency Word Lists

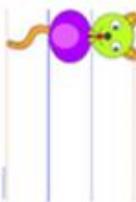
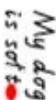
<b>List 4</b>			
<b>from</b>	<b>*do</b>	<b>she</b>	<b>*have</b>
<b>*you</b>	<b>*your</b>	<b>her</b>	<b>*her</b>
<b>old</b>	<b>just</b>	<b>did</b>	<b>must</b>
<b>my</b>	<b>by</b>	<b>fly</b>	<b>why</b>
<b>or</b>	<b>for</b>	<b>jump</b>	<b>*saw</b>

\* 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	

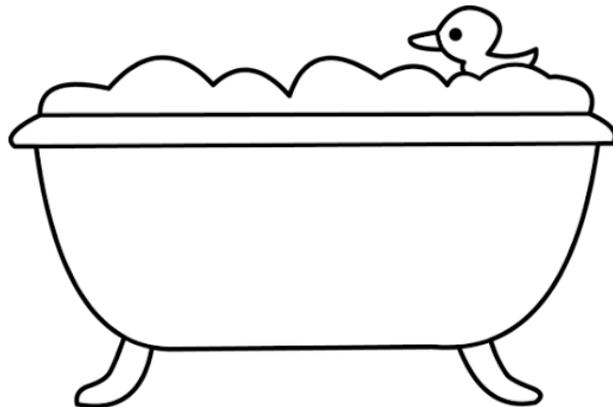
I will form my letters correctly	
I will use Phoebe the cat to place each letter correctly	
I will stretch out the word and write down the sounds I hear	
I will write some high frequency words correctly	
I will leave spaces between my words	
I will read back what I wrote	
I will use a capital letter 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	

**Rain, Rain, Go Away!**

**Rain, rain, go away!  
I have to stay inside today.**

**Rain, rain, go away!  
I'll sail my boat in the tub today.**

**Rain, rain, go away!  
Today I want to paint and play.**



### Day One - Reading - Word Sort Activity: /ay/ and /ai/

Read the words at the bottom of the page, notice if they are /ay/ or /ai/ words, and write them in the correct column in the table below. As you read your reading books this week, notice more /ay/ and /ai/ words and add them to this table too.

/ay/ words	/ai/ words

brain	jail	hay	tail	ray
say	nail	hail	crayon	pigtail
stain	lay	nailbrush	runway	mermaid
tray	aim	pay	maid	clay
chain	spray	holiday	snail	drain

Day Two - Maths - Paper Plane Race

Name	How Far	
	Attempt 1	Attempt 2
Mum	10 strides (big steps)	8 strides (big steps)

Who won? \_\_\_\_\_

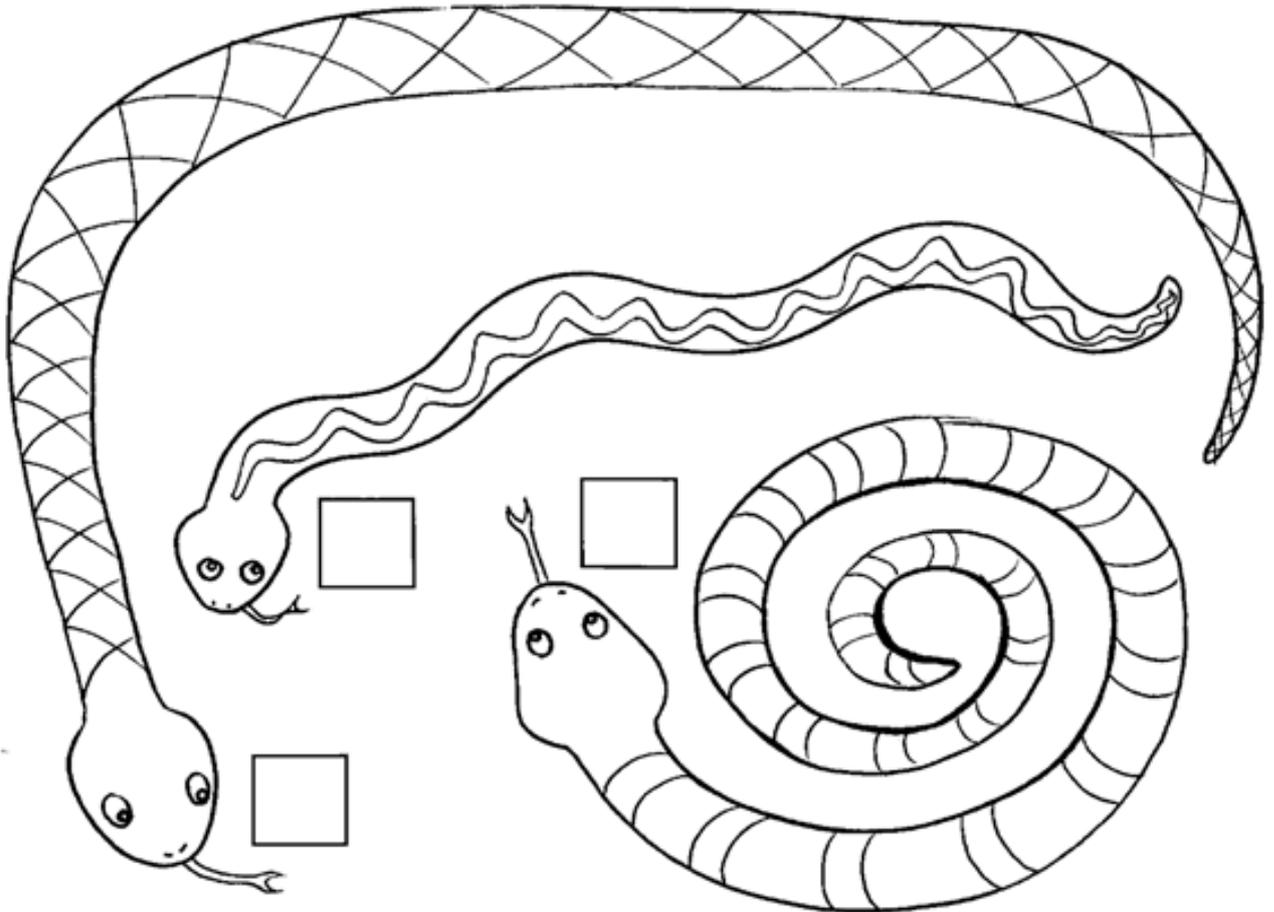
How far did their plane fly? \_\_\_\_\_

What did you use to measure? \_\_\_\_\_

## Day Three - Maths - Something Extra: Snake on Show

# Snakes on Show

- Measure all the snakes.
- Write how long each snake is.
- Colour the longest snake red.



- Draw the things you used to measure the snakes.

Unit 23 Length (TRB pp. 90–92.)

- Select appropriate informal units to measure objects.
- Estimate and then measure the length, width and height of objects.

VELS/Progression Points

Meas. C&D L1/links to PP 0.5, 1.0, extending into 1.25;  
Working mathematically L1/links to PP 0.5, 1.0

Choose three or more of these picture prompts to write three word phrases.



# The Important Thing about \_\_\_\_\_

The most important thing about \_\_\_\_\_

is \_\_\_\_\_

It \_\_\_\_\_

and it \_\_\_\_\_

It also \_\_\_\_\_

Finally, it is \_\_\_\_\_

But the most important thing about \_\_\_\_\_

is \_\_\_\_\_

Written by: \_\_\_\_\_

# Light or Heavy?

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Cut the pictures below and glue them above the correct category.

