

Prep - Learning @ Home - Term 4, Week 1

A note regarding student assessments:

We will be allocating a couple of assessment tasks for all students to attempt over the next few weeks. As we recently communicated by Compass, student assessment is a vital part of our teaching because it helps us to better understand what each child has learned and what to teach your child next. Assessments are flagged for your attention with the bold red text '**THIS IS AN ASSESSMENT TASK**' and, in this instance, we ask that you do support your child by encouraging them to do their best - but we *strongly request* that you do not influence their thinking or alter their responses in any way. We thank you in advance for supporting us as we endeavour to authentically assess the work of your children.

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	30 minutes, once each per week

Meeting links (for morning check-in, daily drop-in and Friday Funday meetings)

Class	Meeting link	Meeting number
Prep RS (Bianca)	https://eduvic.webex.com/meet/elliott.bianca.l	576 328 474
Prep DS (Diana)	https://eduvic.webex.com/meet/stefanovic.diana.d	572 290 354
Prep HW (Hannah)	https://eduvic.webex.com/meet/whitaker.hannah.c	574 206 547
Prep SS (Sarah & Lisa)	https://eduvic.webex.com/meet/smith.sarah.l3	570 972 408

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.

N.B. It is very important that the Learning at Home Program doesn't overly disrupt a harmonious family life. If things aren't working out on any given day, *please take a break or stop for the day*. If you need a lighter day, the daily practise activities are the best place to start.

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:

[the er sound](#), [the sh sound](#) or [the ch sound](#) or [the th sound](#) or [introduction to the long /o/ spelling 'ow'](#) or [introduction to the long /o/ spelling 'oa'](#) or [Long Vowel Letter oa/o-e/ow](#) or [/oi/ and /oy/](#) or [/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. You could watch one of the videos, at your level, and try to read each word yourself: [HFWs Lists 1&2](#) or [HFWs Lists 3&4](#) or [HFW Lists 5&6](#)

Independent Reading practise:

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

You will also find online reading books through [ActiveLearn](#) (Pearson Education) using your child's unique log-in information and [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 two th sounds, three ch sounds, ai/ay and oi/oy.
- 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](#) and [friends to 20](#).
- Say numbers forwards from 0 - 20, and backwards from 20 to 0 and beyond. [Interactive Hundreds Chart](#)
- 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 - long /u/ sound

Daily Practise (for 15 mins each day including independent reading books from ActiveLearn or your home library)

Task: We are focussing on the long /u/ sound, which can be made in three different ways (ue, ew and u_e). Watch this clip which introduces [the long /u/ sound](#). Now listen as we read you the poem, 'The Plane Flew into the Stew!' Glue your copy of the poem into your Songs, Rhymes and Chants book and read it to yourself. Carefully circle all the words with the long /u/ sound in them (spelt as 'ew' and 'ue' in the poem). Lastly, complete the long /u/ word sort activity. During independent reading this week, notice other words with the long /u/ sound within them - and add them to your list.

Writing

Focus: Holiday recount

THIS IS AN ASSESSMENT TASK - There is a sheet of dotted third paper titled 'Day One - Writing - Holiday Recount', at the back of this document, for your child to use for this task.

Daily Practise (for 15 mins each day)



Task: This task is available on Seesaw. Write about what you did during the school holidays. We would love you to choose three different things you did and to write about them in the most interesting and informative way that you can. Be sure to include details about what your experiences looked, smelled or felt like.

Maths

Focus: Addition - draw a picture

Daily Practise (for 15 mins each day)

Vocabulary: and, more, altogether, add, plus, combine, join

Task: Warm up with [Move and Add, Add and Move](#).

There were 3 red apples in the basket and 4 more green apples were added. How many apples are there altogether? Today we are using the 'Draw a picture' strategy to solve this addition problem. Draw a picture of 3 red apples in a basket and 4 green apples. Write the addition sentence Eg. "I had 3, I added 4 and now I have 7 altogether" would be recorded as this: '3 + 4 = 7' or '3 and 4 is 7'. Now use different numbers to draw, and add apples in a basket. e.g. 7 red apples and 4 green apples = ?, 12 red apples and 5 green apples =?, 8 red apples and 5 green apples =?

Extension: There were 24 apples in the basket. How many red and green apples were there? See how many different ways you can come up with. What if there were 56 apples?

P.E.

Welcome to Term Four. I hope you all enjoyed a nice break over the holidays and are ready to enjoy another live PE lesson this week.

Once again, our lesson is going to take place on Monday at 1:30pm. I look forward to seeing you all at that time.

You should be able to get into the lesson by clicking on the following link:

<https://eduvic.webex.com/meet/antoniadis.terry.e>

Access code: 578 820 891

I have also included a program below for the students who are not available to log into the live lesson.

Opening/Warm-up – Let's begin young Jedi's with a quick and highly energetic Star Wars workout.

[STAR WARS 'SITH' Workout \(4mins 19sec\) #GETKIDSMOVING - Bing video](#)

Vertical Leap – Watch the video in the next link to see how to use your body correctly when jumping up as high as possible. Spend 1-2 minutes practicing this in front of the mirror.

<https://www.youtube.com/watch?v=Wzwf0eDAMCE>

Watch the final video and complete the five exercises which are aimed at helping you jump higher. Practice each one for 2-3 minutes each. Have a rest whenever you need one.

<https://www.youtube.com/watch?v=h4nMgLB2Yc>

Day Two

Reading

Focus: Verbs

Daily Practise (for 15 mins each day including independent reading books from ActiveLearn or your home library)

Task: You have already listened to Sarah explaining verbs during writing today. First, glue the 'Verb Search' template into your workbook. Next, you will undertake 15 minutes of independent reading (reading either your ActiveLearn books online, your collection of Songs, Rhymes and Chants or any other picture story book you have at home) and, while reading, be on the lookout for verbs. Write the verbs that you find in your 'Verb Search' table. Can you find ten verbs today, and then ten more every day for the rest of this week?

Writing

Focus: Verbs

Daily Practise (for 15 mins each day)

Task: Watch the video of Sarah explaining what verbs are, and the different types of verbs we will explore this week. Today your first task is to record one or more verbs to match the pictures at the end of the document. Your second task is to choose at least two pictures, then write your own sentences and underline the verbs in the sentences.



1. wagged, swished, flapped/ing, moving
2. Billy happily wagged his tail as he splashed in the water.



Maths

Focus: Addition - counting on

Daily Practise (for 15 mins each day)

Vocabulary: and, more, altogether, add, plus, combine, join

For this activity you will need a cup, dice and 20 items to use as counters e.g lego, pasta, leaves.

Task: Watch the clip of Bianca demonstrating the 'counting on' addition strategy. When we count on, we hold the biggest number in our head and count on.

e.g. To work out the answer to $4 + 8$ we hold number 8 in our head and count on 4 more: 9, 10, 11, 12. So, $4 + 8 = 12$. Can you place 8 counters under a cup and then count on 4 more - 9, 10, 11, 12. Check your answer.

Roll the dice twice, write your numbers down placing the biggest number first e.g. 6 and 3. Place 6 counters under your cup and continue to count on 3 more 7, 8, 9. $6+3=9$. Record your answer. Continue this activity 5 times. First roll two numbers, write them down, then put the bigger collection of counters under a cup and then count on.

Extension: The answer is 18 marshmallows. What is the problem? How many different ways can you think of?

Health: Rainbow of positivity

Task: We all need positivity. Today you need to think about all your positive attributes and complete the following statements in the rainbow. Then decorate your rainbow and stick it up somewhere around your home.

My favourite thing to do is...

I am good at...

I feel strong when...

My friends like me because...

I love...

I like to dream about...

I am proud of myself for...

Day Three

Reading

Focus: Verbs

Daily Practise (for 15 mins each day including independent reading books from ActiveLearn or your home library)

Task: Continue with your verb work. You can re-listen to Sarah explaining verbs and then, during your independent reading (reading either your ActiveLearn books online, your collection of Songs, Rhymes and Chants or any other picture story book you have at home), be on the lookout for more verbs. Add these verbs to the list you started yesterday in your 'Verb Search' table. Can you find ten more verbs today?

Writing

Focus: Narrative writing

THIS IS AN ASSESSMENT TASK - There is a sheet of dotted third paper titled 'Day Three - Writing - Narrative writing', at the back of the document, for your child to use for this task.

Daily Practise (for 15 mins each day)

This task is available on Seesaw. You are going to follow the instructions that Lisa gives you, to write a narrative story based on a picture prompt.



Maths

Focus: Addition - doubles

Daily Practise (for 15 mins each day)

Vocabulary: and, more, altogether, add, plus, combine, join

Task: When you add doubles you add the same number twice. Double answers are always even numbers. e.g. $2+2=4$, $5+5=10$. Watch [Doubles Addition Facts Song](#) Roll a dice or hold up a playing card such as 5. Tell your teddy what is double 5? How can you work it out? Use materials that you might have at home (pasta, beans, pencils, etc) to show double 5. Hold up another card, or roll the dice again, and repeat. Now it is time to play 'Finding Doubles'. Using the 'Number Mat' at the end of this program, try to work out all the doubles on the mat. Use your materials to show your teddy your workings and record your findings in your scrapbook.

For something extra: If you would like to do more work on 'doubles' you might like to try the 'Doubles aren't Trouble' activity which you will find in this planner. You have to roll a die and double your answer. For example, if you roll 2, what is double 2? You might record your workings in your scrapbook $2+2=4$, so if there is a number 4 on the sheet you can put a counter; bean; pasta or circle the number 4.

Extension: Jim had double the amount of goals than Sam in the soccer match. How many goals did each player have? Think of as many different combinations as you can and record them in your book. Remember you need to add the same number twice and the answer will be even.

Indonesian

Click on the link for this week's Indonesian lesson.

https://docs.google.com/presentation/d/1tkXxcYCGF_PTvD-bg_g7_U6eaZs4eUt5rUSrUNleZY/edit?usp=sharing

This lesson is also on Seesaw.

Please upload your work.

I will be teaching this lesson live at **1:30 on Wednesday October 6**

Click on the link below to join in. See you then

<https://eduvic.webex.com/meet/benito.ricci>

Pak Ben



Day Four

Reading

Focus: Verbs

Daily Practise (for 15 mins each day including independent reading books from ActiveLearn or your home library)

Task: Continue with your verb work. You can re-listen to Sarah explaining verbs and then, during your independent reading (reading either your ActiveLearn books online, your collection of Songs, Rhymes and Chants or any other picture story book you have at home), be on the lookout for more verbs. Add these verbs to your growing list in the 'Verb Search' table. Can you find another ten verbs today? You can't repeat verbs you've already written!!

Writing

Focus: Verbs - Mentor Text

Daily Practise (for 15 mins each day)

Task: Today you need to listen to the story '[It's hard to be a verb](#)'; this book is filled with verbs. The author has used repetition in this book to help the reader identify some of the key verbs easily. While you're listening add as many new verbs as you find to your verbs table. After listening to the story, you are going to use the author's style of writing as inspiration, connecting nouns and verbs in sentences.



Maths

Focus: Part/Part/Whole

Daily Practise (for 15 mins each day)

Vocabulary: and, more, altogether, add, plus, combine, join, part, whole

Task: Watch the video [Introduction to Part Part Whole](#). 7 is a whole number. It can be made up of 2 parts. e.g. $5 + 2 = 7$, or $4 + 3 = 7$ etc. Write the number 9 in your book and think about how it can be broken into part/part/whole. How many different ways can you think of? Write them into your book. Choose a different number and repeat.

For something extra:

Choose a number and think about everything you know about that number. Create a poster in your book or on a piece of paper about your chosen number. For example; My number is 8.

I know that $6 + 2 = 8$ and that spiders have 8 legs etc.

Extension: Choose 2 digit numbers and show different ways to make the numbers using part/part/whole. e.g 63 is $60 + 3$ or $43 + 20$, 46 and 15. Write as many combinations as you can in your book.

Art

Rosalie Gascoigne

To access the Art program on google slides click on the link - this week is about [Rosalie Gascoigne](#).

Click on the speaker in the top right corner of the slide to hear the information in the slide.

Art Online with Laura - Thursday 1:30pm

<https://eduvic.webex.com/meet/russell.laura.s>

Access code: 574 076 333

Have scissors, glue, and old magazines or recycle cardboard packaging ready when you log on.

Day Five

During the morning meeting today, we will work through a writing task with all students.

THIS IS AN ASSESSMENT TASK - There is a sheet of dotted third paper titled 'Day Five - Writing - Dictation', at the back of the document, for your child to use for this task.

Reading

Focus: Verbs

Daily Practise (for 15 mins each day including independent reading books from ActiveLearn or your home library)

Task: Continue with your verb work. You can re-listen to Sarah explaining verbs and then, during your independent reading (reading either your ActiveLearn books online, your collection of Songs, Rhymes and Chants or any other picture story book you have at home), be on the lookout for more verbs. Complete your list with a final ten verbs today. Once you've finished adding these to your list, re-read the whole list and circle five really vivid verbs. These are five verbs you could try to use in your writing sometime.

Writing

Focus: Verbs

Daily Practise (for 15 mins each day)

Task: Watch Lisa on Seesaw and act out some of the words she says - these actions are called verbs.

For today's writing task you will be creating an Action Alphabet book/table. Each page of the book will contain a letter of the alphabet and an action verb that starts with that letter. Pick your top 5 verbs and write a sentence including that action verb. For example, **J- I jumped** on the bed.



Maths

Focus: Addition strategies

Daily Practise (for 15 mins each day)

Vocabulary: and, more, altogether, add, plus, combine, join

Task:

Draw a 'pizza' in your scrapbook (or use the template at the end of the planner). Choose some toppings for your pizza. Choose 2 or 3 different toppings. Think how you can show these toppings so that each piece can be easily counted (see the example). Write how many toppings you had altogether. For example, I have 8 pieces of pineapple and 5 tomatoes. Altogether I have $8 + 5 = 13$. I have 13 toppings altogether. I have 4 mushrooms and 4 pieces of salami. $4+4=8$. Record which strategies you used to get your answer. e.g. doubling, counting on etc.

Extension: After working out how many of each topping you have, try to work out how many you would need for 2 pizzas. Or 10 pizzas! Record which strategies you used to get your answer. e.g. doubling, counting on etc. Remember you can use more than one strategy.

Performing arts

Here is a link for Performing Arts: [Term 4 week 1 Prep Performing Art](#)

OR please join Michelle at 1.30 on Friday for your online lesson:

Link: <https://eduvic.webex.com/meet/sullivan.michelle.p> Access code: 570 741 729

Friday Funday

Theme: Pyjama day

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

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

List 5			
going	soon	help	time
gave	home	five	take
make	white	room	look
good	too	back	black
came	made		

List 6			
see	been	tree	green
this	them	then	than
keep	three	were	much
that	*want	happy	
birthday	brother	sister	today

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

The Plane Flew Into The Stew!



There was a young girl named Sue,
she had a new plane that flew -
her new plane was bright blue.
But when her plane flew, it landed in stew!
Now, do you think that this story is true?

Day One - Reading - Word Sort

Read the words in the box below

Now sort them and write them in the correct column according to their spelling.

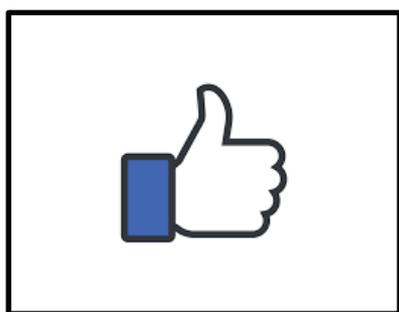
ew		ue		u_e	
dew	tube	flew	blew	huge	blue
Sue	due	rule	clue	stew	cute

Day Two - Writing - Verbs

Add verbs that you find during your reading and writing to these lists, throughout the week.

Action verbs (catch, kicking, climbed)	Saying verbs (whisper, screamed, hissing)	Sensing verbs (believe, wish, hear)

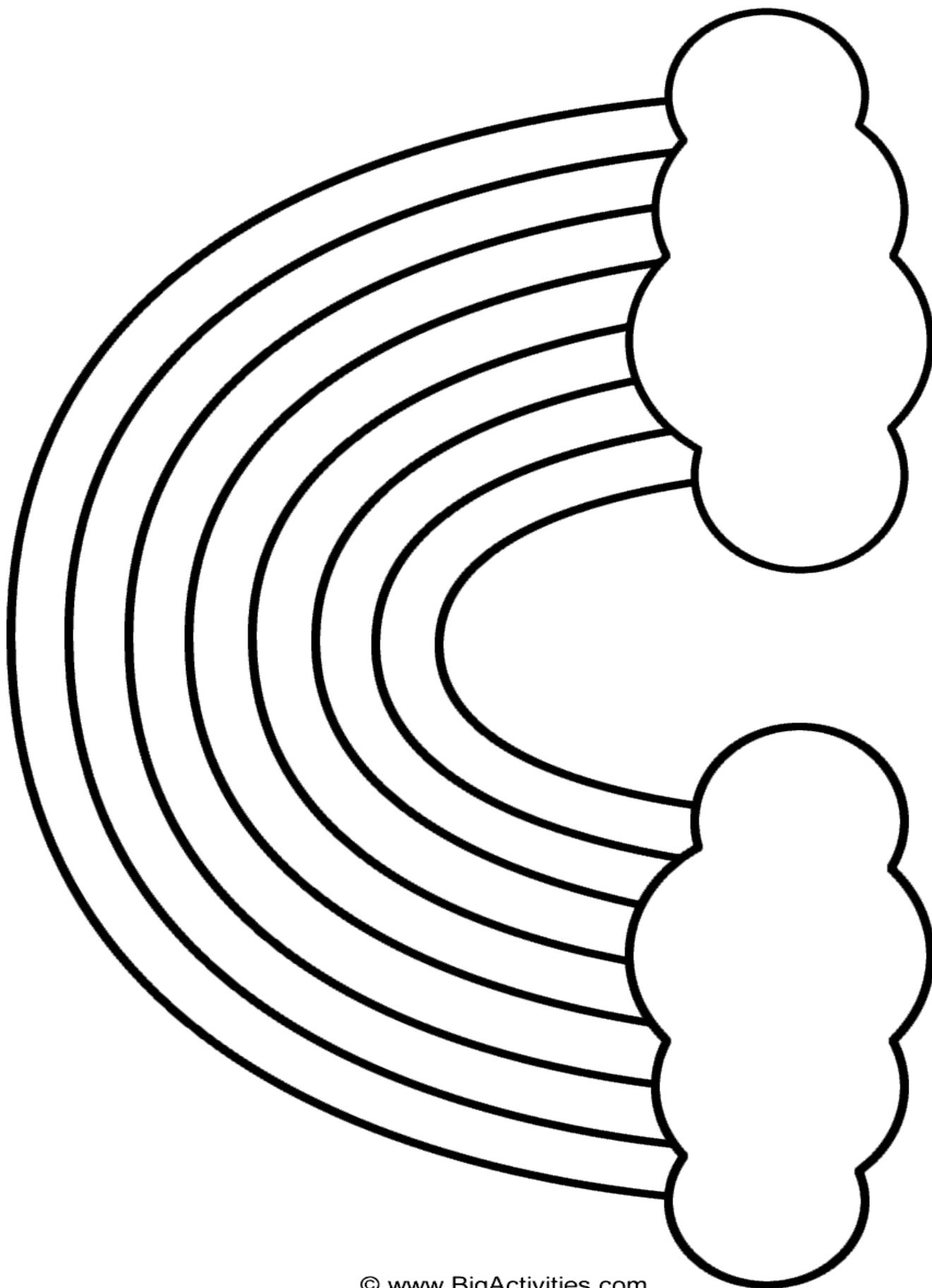
Day Two - Writing - Verb Picture Prompts



Day Two, Three, Four and Five - Reading - Verb Search

Verbs I have found in my reading book today are:

Tuesday's verbs	
1	6
2	7
3	8
4	9
5	10
Wednesday's verbs	
1	6
2	7
3	8
4	9
5	10
Thursday's verbs	
1	6
2	7
3	8
4	9
5	10
Friday's verbs	
1	6
2	7
3	8
4	9
5	10



THIS IS AN ASSESSMENT TASK

Day Three - Writing - Narrative Writing



Number Mat

12	16	8	4	10
20	6	14	2	18
14	8	10	20	12
16	2	15	4	6

Doubles aren't Trouble

DOUBLES AREN'T TROUBLE!

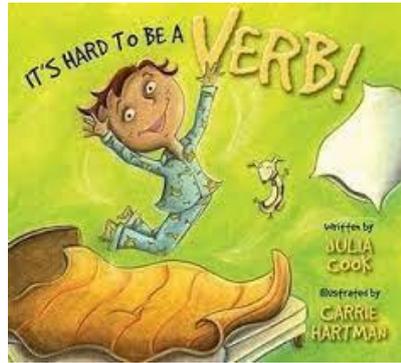
Roll one die and double your answer. Place a marker on your answer!



2	8	12	4
6	10	2	12
8	4	10	2
4	2	8	6
12	6	4	10
10	12	6	8

first grade blue skies 2013

Day Four - Writing - It's Hard to be a Verb



My knees start itching.

My toes start twitching.

My skin got jumpy.

My teacher got grumpy.

The sentence pattern is:

My noun starts verb

My _____ starts _____

My _____ starts _____

My _____ got _____

My _____ got _____

