

Prep Remote Learning Term 3 - Week 7 (31/08/2020 - 04/09/2020)

Please note at the bottom of the planner are work samples that **must** be uploaded to Seesaw for teacher approval.

The planner is a guide for your week, please note uploads can be made any day, the planner is flexible.

Don't forget your daily Webex meeting with your teacher, details have been posted to Seesaw.

	Spelling	Reading	Writing	Maths	Wellbeing/Inquiry
Learning Intention/s	<p>What are the letters and sounds in our word of the week?</p> <p>How can I write a sentence?</p> <p>How can my posture and pencil grip help me to write?</p> <p>How can I recognise digraphs?</p>	<p>For how long can I read books by myself everyday?</p> <p>How can I show that I understand what I read?</p> <p>How can I make a story come to life?</p> <p>How can I retell a story using expression and imagination?</p>	<p>How can I write an information report?</p> <p>What are the important parts of an information report?</p> <p>How can I collect facts?</p>	<p>How do we measure time?</p> <p>What are the parts of a clock?</p> <p>How do I tell o'clock time?</p> <p>How long is a minute?</p> <p>How can I use my problem solving skills?</p>	<p>How do animal features help them to survive?</p> <p>What do living things need?</p> <p>How can I stay calm and mindful during remote learning?</p>
Monday	<p>SMART Spelling video (20 mins approx)</p> <p>SC: I know the sounds and letters in the word of the week. I know the common words for the sentence of the week. I can recognise a digraph in a word.</p> <p>Student:</p>	<p>Listen to the Seesaw story called - I Want My Hat Back (25 mins approx)</p> <p>This week we are going to focus on retelling the stories we read using our imagination and lots of expression. Do we read informative texts using interesting and different voices? How can</p>	<p>Teacher lesson on Webex</p> <p>LI: How do we write an information report? SC: I can write a title. I can write 1-2 facts. I can draw a picture.</p> <p>Please bring:</p> <ul style="list-style-type: none"> • Dotted thirds writing book. • Writing pencil 	<p>Time - Clocks (25 mins)</p> <p>SC: I can find clocks in my environment. I can compare an analogue and digital clock. I can make a clock.</p> <p>Task: Watch the video on seesaw explaining what is an analogue clock and what is a digital clock.</p>	<p>Here are some wellbeing activities that you can do as part of your schedule every day - choose one or two and enjoy the mindfulness</p> <p>Belly Buddy Breathing Choose a favourite soft toy, lie down and sit your toy on your tummy. Breathe in slowly through your nose, hold your breath as you</p>

	<p>Watch the 'Word of the Week 23' video via www.smartspelling.com.au.</p> <p>Parent: Give your child the <i>teacher</i> 'My Weekly Words' sheet. Assist with technology. Log in details for SMART spelling have been emailed.</p> <p>Student: Watch the video for our new word of the week. Teach the letters and sounds to someone at home. Stick the word list into your word book.</p> <p>Fun activity: This week's sentence is a question and ends with a question mark. Is there a teacher at Murrumbena that you would like to ask a question? If there is, write down your question, send it to us and we can get the answer from the teacher for you! Remember to include the name of the teacher you are asking.</p>	<p>we retell a story so that the reader is interested in what they are listening to? How can I show that I understand what the story is all about?</p> <p>SC: I can retell a story SC: I can add expression to make my reading sound interesting.</p> <p>Task: Listen to 'I Want My Hat Back' and complete the follow up activity. Student: After you have listened to the story on Seesaw and completed your activity, find a couple of just right books and practise adding interesting voices and expression as you read them. You could add these books to your Reading Log from last week if you wish. When you have finished, choose a couple of pages from a favourite book that you have chosen and practise reading aloud with expression and imagination.</p> <p>Parent: Help your child access the Seesaw activity for today and be prepared to listen for expression and imaginative voices.</p>	<p>Coloured pencils</p> <p>Follow up activity after Webex lesson: 10-15 min</p> <p>SC: I can complete my information report by myself. I can read my information report. I can check for spelling, capital letters and full stops.</p> <p>After the lesson and follow up task please upload a photo of your information report to Seesaw.</p>	<p>Clock Hunt! Go on a clock hunt in your home. How many clocks did you find? Did they look the same or different? Don't forget clocks that live inside devices! Using the sheet 'What's the time?' Make your own clock to use in our lesson tomorrow. Student: Watch the video on seesaw introducing clocks. Go on a clock hunt in your home. Complete the 'What's the time?' worksheet. Parent: Assist your child in accessing the video on seesaw. Assist your child when hunting for clocks at home. You might want to lead discussion about the similarities and differences of the clocks at home. Assist your child in completing the 'What's the time?' worksheet.</p> <p>Nothing to be uploaded to Seesaw</p>	<p>count to 3 then breathe out slowly through your nose. Watch your toy as you breathe and relax.</p> <p>Breathing Together Sit back to back with a family member and breathe in the same way. Breathe in together, hold your breath and breathe out together. How does it feel?</p> <p>Mindful Colouring Put some relaxing music on and draw whatever you love to draw without talking.</p> <p>Bucket Filling Think of someone you can do a kind deed for everyday. Filling someone's bucket makes all of us feel great. Give your smiles away everyday!</p> <p>Photos Have fun finding and looking at old photos. Have you changed? Where were you when the photo was taken? Who is in the photo?</p>
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		<p>Upload your book response.</p>			<p>Creations! If you can, go outside and use nature to create - leaves, sticks, flowers etc. If you can't do that, find things among your toys and your cupboards to create with e.g. buttons, pencils, lego pieces, recycled boxes, paper etc</p> <p>Nothing has to be posted on Seesaw</p>
<p>Tuesday</p>	<p>What other words have the 'er' digraph? (approx 20 minutes)</p> <p>SC: I can use the digraph 'er' to find new words.</p> <p>Task: Write the word of the week <i>teacher</i> in your scrapbook. Listen to the sound the digraph 'er' makes. Can you think of any words that have this sound at the end like teacher?</p> <p>Student: Practise writing</p>	<p>Independent book reading (10-15 mins)</p> <p>Read independently and continue to record books on your reading chart if you wish. Find a favourite toy to read aloud to, using your best voices.</p> <p>Reading Aloud to an audience (15 mins)</p> <p>SC: I can add expression when I am reading</p> <p>SC: I can choose both fiction and non-fiction books</p>	<p>Research for writing</p> <p>LI: How can I collect facts?</p> <p>SC: I can ask questions to find out more about my dad*.</p> <p>Task: In your scrapbook, write down some facts about your dad. Then, come up with some questions for your dad and write down what you find out in your scrapbook. Keep these notes handy so you can use them for your writing tasks on Wednesday and Thursday. Some questions you might like to ask and record answers for</p>	<p>Teacher Lesson on Webex</p> <p>LI-How can I use a clock to tell the time? What is o'clock time?</p> <p>SC: -I know what an analogue clock looks like. I can name the parts of a clock? I can use the clock to tell o'clock time.</p> <p>Please bring:</p> <ul style="list-style-type: none"> ● Pencil ● Clock constricted yesterday ● Sheet 'Time-o'clock 	<p>What do animals need to survive?(20-30mins)</p> <p>SC: I can Identify what I need to survive. I can compare what I need with the needs of animals. I can identify similarities and differences.</p> <p>Task: Consider what a person needs and what an animal needs and find what they have in common.</p> <p>Student: Draw a line down a page in your scrapbook. On one side, draw the</p>

the word of the week. Circle the digraphs that are in the word. Can you think of any other words that have the 'er' digraph at the end? I think there was one in that question!
Parent: Support with letters and sounds. Correct activity. Read back the words together.
Challenge: Use as many 'er' words as you can in one sentence.

to read and retell.
Task: Find a favourite reading spot to practise reading aloud. When you think you know your story well, ask mum or dad to video you retelling your chosen story with expression. Remember to think about your characters, the setting and the beginning, middle and end if you have chosen a fictional story. Remember to make your voice sound really interesting if you have chosen a factual story. Think about changing your voice if you want to add a question.

Student: Choose your story, practise reading aloud to a toy, then retell your story with expression! Ask mum or dad to tell you what they enjoyed about your retell.

Parent: Please make time to video your child retelling their chosen story. Listen for and comment on - expression, details, remembering characters,

could be:
What's his name?
What does he like? (sport/food/favourite colour, anything)
What is his favourite thing to do with you?
Make sure you ask your own special questions too!

**please adapt this task if necessary to suit your situation. We will be writing a My Daddy Book this week for Fathers' Day, but a book for a grandparent, for an uncle or for mum may be more appropriate.*

times'

Time - o'clock times

1 Draw the hour (little) hand on these clocks to match the times.

4 o'clock 2 o'clock 8 o'clock

6 o'clock 11 o'clock 5 o'clock

2 Does this clock say 4 o'clock? Tell someone why or why not.

Nothing to upload to Seesaw

things you need to survive. On the other side, draw things you think an animal would need. Can you see some things that are the same? Circle the things that are needed by both.

Parent: Help students to set up their scrap book and to write 'Me' on one side and an animal name on the other. Help them to think of things that are needed for survival. Discuss the things that are needed by all living things eg. air, water, food (energy), a home (shelter).
Nothing to be uploaded to Seesaw.

		<p>setting and story parts and adding extra details like questions.</p> <p>Upload a video or your story retell. Remember you can practise in your favourite reading spot by reading to a special toy.</p>			
Wednesday	<p>Writing the sentence of the week. (approx 15 minutes)</p> <p>SC: I can start with a capital letter. I can use spaces between words. I can use a question mark. I can re-read my sentence. Task: Write the sentence of the week. Draw a picture to match the sentence. Student: Copy sentence of the week and draw a picture to match. Challenge: Use the word teacher to write another sentence, using a full stop this time. Parent: Correct sentences, monitor spaces between</p>	<p>Independent book reading (10 mins)</p> <p>Read independently and record the books on your chart if you wish. Make this time fun and relaxing by choosing a fun place to read.</p> <p>Reading Assessment to be started during our Small Group lessons today.</p> <p>Please bring a favourite book to read or some paper to make your own book.</p> <p>Your teacher will complete this assessment for all children over the next 2 to 3 weeks during this session.</p>	<p>Listen to the story called The Daddy Book on Seesaw and complete the tas</p> <p>SC: I can remember details when I listen to a story. I can use ideas from a story to make my own book. I can use my own research to make my own book.</p> <p>Task: SHHHHH - no dads allowed! Listen to 'The Daddy Book' story on Seesaw and talk about the things in that book that reminded you of your daddy. Make your own 'My Daddy Book' to give to your dad on Fathers' Day. Think of things that make your dad special so that each page is all about him. Use your writing task from yesterday to help</p>	<p>Position and Problem Solving (approx 20 mins)</p> <p>SC: I can use hands on materials to model a maths problem. I can investigate more solutions to a problem.</p> <p>Task: Watch the video posted to seesaw "Where do we sit?" Parent: Assist your child in accessing the video on seesaw. Assist in gathering materials and possibly assist in competition of the task by encouraging your child to see if there are any more solutions they can try? Student: Use three toys to create the story from the</p>	<p>What is a habitat? SC I know what a habitat is. I can use my thinking skills to match the animal with the habitat. I can justify my thinking. Task: Watch the links to learn about what a habitat is, think about your own habitat and then complete the Seesaw activity. Student: Watch the video links about animal habitats (these will also be posted on Seesaw). http://www.viewpure.com/Xj1ASC-Tlsl?start=0&end=0 http://www.viewpure.com/CxrlEajA398?start=0&end=0 After watching, talk with someone at home and tell</p>

	<p>words, check letter placement and formation.</p> <p>Fun activity: Think about what you would do if you were the teacher for the day. Have a discussion with someone at home to tell them what you would do. You might like to set up some of your soft toys and act out being their teacher.</p>		<p>you write and draw things that you know your dad will like and are about him. Spend time making sure your pictures have lots of details and colours and ask a mum to help you to set the pages up for you. On Father's Day you can read your special story with expression and present it to him with lots of love and hugs.</p> <p>Mum: Help your child to access the story on Seesaw or see if they can find it by themselves and watch it independently. Set your child up with pages for their book - they can do as many as they feel confident to do - and help if necessary.</p>	<p>video 'Where do we sit?' How many combinations can you find by moving your toys? How can you record how many ways you discovered?</p> <p>Challenge: Add a fourth toy. How many ways can you find?</p> <p>Nothing to upload to seesaw.</p>	<p>them what you now know about habitats. Then, think about your habitat (your home). What does it have? You may like to draw a picture in your book and label the things that make your habitat unique.</p> <p>Complete the Seesaw activity 'Animal Habitats' to match each of the animals with their habitat.</p> <p>Remember to click the green tick to submit your Seesaw task.</p> <p>Parent: Sit with students while they access the links. Guide a discussion to define what a habitat is.</p>
Thursday	<p>Mini lesson-handwriting (approx 20 minutes)</p> <p>LI: How do I write the letters that I can see in the word <i>teacher</i>?</p> <p>SC: I can write these letters in my dotted thirds book using the Victorian Modern Cursive script.</p> <p>Task: Handwriting the</p>	<p>Independent book reading (10 mins)</p> <p>Read independently and record time in minutes or just add your book to your chart if you wish.</p> <p>Teacher lesson on Webex</p> <p>Please bring along</p> <ul style="list-style-type: none"> • Guided Reading 	<p>Writing- publishing your own book</p> <p>SC: I can complete making my own book for dad. I can include facts, sentences and pictures in my book. I can practise reading my book with expression and feeling.</p>	<p>Time (approx 20 to 30 minutes)</p> <p>SC: I can use a clock to tell the o'clock time. I can use a digital clock to tell the o'clock time.</p> <p>Task: Log in Math Seeds and</p>	<p>How can I better understand the behaviours and habitats of different animals?</p> <p>SC I can use my research skills to learn about the features of penguins and how they help them to survive.</p>

letters in the word of the week.
Student: Use your dotted thirds book or paper to practise writing the letters in the word 'teacher'. Write a line of each letter individually.
Parent: Ensure children are following the correct formation of letters, check posture and pencil grip.

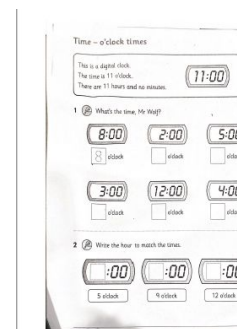
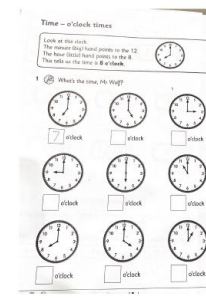
Pack (Pink Cover Letter).

SC:
I can answer questions about a book I have read.
I can listen to others during the guided reading session.
I can take part in a guided reading session by following the story and taking turns to read.
I can add expression to make my reading sound interesting

Nothing to upload to Seesaw.

Task
Finish writing, drawing and decorating your 'My Daddy Book' that you started yesterday.
Practise reading it with someone so that when you read it for your dad you can read it with feeling and expression.

complete the time lesson assigned to your account.
Complete the sheets pictured below. These are in your pack that has a blue cover.



Student: Complete the Time lesson on Math Seeds. Complete the tasks and upload your responses to seesaw.

I can use my research skills to learn about the habitats of penguins and how it helps them to survive.

Task: Watch the penguin parade (around 6pm most nights) by following this link <https://www.penguins.org.au/virtual/live-penguin-tv/> (we will also post it to Seesaw). This is such a fun experience for everyone in the family!

Listen to the rangers, observe the features and habitats of penguins to better understand how these things help them to survive.

Student: Here are some questions to consider:
What is the penguin's habitat?
Did you hear about any of their special features? How does that feature help them?
What do penguins eat?
What was an interesting fact that you learnt?
Have fun watching!
Parent: Assist your child in

				<p>Parent: Assist your child in accessing Math Seeds. Assist your child in completing the sheets. Help upload responses to seesaw.</p> <p>Task to be uploaded to Seesaw</p>	<p>accessing the stream, assist in asking questions in the chat and lead a conversation with the questions mentioned. Enjoy!</p>
<p>Friday</p> <p>Father's Day Breakfast 930am on Webex</p>	<p>Teacher lesson on Webex</p> <p>Please bring:</p> <ul style="list-style-type: none"> • Scrapbook • Grey lead pencil • Coloured pencils <p>Take a photo and upload the completed task to seesaw.</p>	<p>Independent book reading (10 mins)</p> <p>Read independently and record time in minutes or add the books to your chart if you wish.</p> <p>Reread your book and complete the follow up activity from Guided Reading (20 minutes).</p> <p>SC: I can complete an activity about my guided reading text. I can use my understanding of the book to complete the task. I can read my book independently.</p> <p>Task: Re-read your guided reading text. Complete the</p>	<p>Handwriting (15-20mins)</p> <p>How do we write the Magic 100 Words on dotted thirds? SC: I can form my letters correctly by focusing on pencil grip, posture, formation and size. I can use my M100 words chart to help me write common words. Student: Warm up your hands by pretending to play the piano on your desk. Check that you are holding your pencil correctly. Choose one M100 word list that you are practising to read at the moment. Write this list of words neatly into your dotted third book making sure you are writing carefully and not</p>	<p>Time-Minute to Win it! (30-40mins)</p> <p>SC: I can measure activities using a minute. I know how long a minute is .Task-Host a family game night exploring who can use one minute to complete tasks.</p> <p>You will need</p> <ul style="list-style-type: none"> • Timer • Opponents • Something to record scores • Blocks or lego, small ball or ping pong ball and a basket or cup. <p>Each contestant will take their turn completing each round. You will need to take</p>	<p>Well being Activity (your choice)</p> <p>New meditation idea Parents and Children: meditation moments during the day really do help us to slow down, relax for a few moments and breathe - a gift for our body! If you are interested in this type of thing for you and your child, you can look into 'Insight Timer' - a free app offering music and meditation for day and night.</p> <p>Friday is a great day for yoga and meditation. If you would like a change from Cosmic Kids (although it's certainly a fun way to do yoga), search Mrs</p>

		<p>follow-up task that your teacher explained during your guided reading lesson yesterday.</p> <p>Upload your task to Seesaw.</p>	<p>rushing. Put a space between each word so you can read them back clearly. Parent: Assist your child with choosing a list to practise writing, or if they need a challenge ask them to write the words neatly without looking at the list themselves. Choose what you think your child will be comfortable with. Check posture and pencil grip and encourage your child to work slowly and carefully. Encourage your child to take a coloured pencil and fix up letters if they need to.</p>	<p>turns timing. In each round you have one minute to see how many of each task you can complete. You can add any extra rounds you like by making up more tasks to complete. Have FUN!!</p> <p>Round One -You have one minute to build a tower, the tallest tower wins the round.</p> <p>Round Two -You have one minute to see how many times you can throw the ball into the cup or basket. Contestants under 9 can take four steps back from the target. Over 9 must take 6 steps. Highest scores wins the round.</p> <p>Round Three -How many star jumps can you do in one minute? Highest number wins this round.</p> <p>Round Four -How long can you balance on one leg? You must stand on one leg for a minute, falls are recorded the least amount of</p>	<p>Honeybee's Podcast on Spotify or Apple Podcasts. These are relaxing stories perfect to listen to before bedtime!</p> <p>OR</p> <p>Choose another activity that makes you happy - create, draw, dance, move, have fun.</p> <p>Nothing to be posted on Seesaw.</p>
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				<p>falls wins the round.</p> <p>*You might like to add additional challenges. Tying shoe laces, eating challenges, obstacle courses, writing your name or saying the alphabet.</p> <p>We would love any photos of this night to share at assembly so please email them to your teacher.</p>	
To Upload:	Friday's Webex lesson - upload to Seesaw.	Tuesday - upload a video of your story retell. Friday - Follow up activity to Thursday's guided reading	Monday's Information report started in the Webex lesson - Upload a photo to Seesaw.	Thursday-Worksheets to be uploaded.	Wednesday- Animal habitat match on Seesaw.