

### Prep Remote Learning Term 3 - Week 9 (14/09/2020 - 18/09/2020)

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.

PLEASE NOTE - NO SPECIALIST WEBEX LESSONS THIS WEEK

**Thursday 17th September is a curriculum planning day for teachers, there will be no webex lessons on this day.**

	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>Can I recognise the sound the digraph is making?</p>	<p>How long can I read books by myself everyday?</p> <p>How can I use my strategies independently?</p> <p>How can I retell a story using expression?</p> <p>How can I understand why different stories are appealing?</p>	<p>How can I write a letter?</p> <p>How can I write an information report about an animal?</p> <p>How can I write a detailed sentence?</p>	<p>How can I improve my counting confidence?</p> <p>What is the difference between addition and subtraction?</p> <p>How can I use my problem solving skills?</p>	<p>How can I show what I understand about living things and their habitats?</p> <p>How can I communicate my knowledge with my peers?</p>
Monday	<p><b>SMART Spelling video (20 mins approx)</b></p> <p><b>SC:</b> I know the sounds and letters in the word of the week. I know the common words in the sentence of the week. I can recognise a digraph in a word.</p>	<p><b>Independent reading - find a relaxing reading spot where you can curl up with a favourite book for 10 to 15 minutes</b></p> <p>Take this time to really enjoy your own special reading time - remember this can be looking at a favourite story book or reading a favourite</p>	<p><b>Teacher lesson on Webex</b></p> <p><b>LI:</b> How can I write a letter? <b>SC:</b> I know the different parts of a letter. I can write down what I want to put in a letter.</p> <p>Please bring:</p>	<p><b>Counting (25 mins)</b></p> <p><b>SC:</b> I can practise my counting.</p> <p><b>Task:</b> Practise your counting by completing some of the suggestions below.</p> <ul style="list-style-type: none"> <li>Take a handful of counters, lego pieces, beads or another</li> </ul>	<p><b>Summative task- (work on this throughout the week). You will present to your Webex group on Friday.</b></p> <p><b>SC:</b> I can use my thinking and communication skills: I can identify the features of my chosen animal. I can identify the features of a habitat to help an animal to survive.</p>

**Student:**  
Watch the 'Word of the Week 25' video via [www.smartspelling.com.au](http://www.smartspelling.com.au).

**Parent:**  
Give your child the *fork* 'My Weekly Words' sheet. Assist with technology.

**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.

**Fun activity:** Fork art.



story.

**Let's look at a new reading strategy to help us work out words we don't know - Chunky Monkey (10 to 15 mins)**

**SC:** I can use my knowledge of blends, digraphs and words to decode unfamiliar words

**Task:** Watch the Seesaw post about the **Chunky Monkey** reading strategy then practise using this strategy and all the other ones you know when reading.

**Parent:** Listen to the Chunky Monkey seesaw post and discuss this with your child. Practise using this strategy together with the following words:

**frog** - I can blend the 'fr' together and I know what 'og' says. Together that makes frog.

**chart** - I know my 'ch'

- Dotted thirds writing book.
  - Writing pencil
- Coloured pencils

**\*The Big Talk prompt will be sent out today, in preparation for Wednesday's Webex lesson when we will do another 'Big Write'.**

- small object. Guess how many you have then check by counting.
- Turn over three or more dominoes. Count how many dots altogether. Guess first then check.
  - Ask someone to call out a number that is larger than 10. Start counting backwards from that number. Try starting from larger numbers like 20, 35 or even 50.
  - Count how many slices of bread in a loaf, pages in a favourite book, buttons on a shirt, trees at the park, dogs you see walking past or petals on a flower.
  - Investigate a box of smarties. Count how many altogether. Count backwards as you eat each one.
  - Count how many star jumps someone can do.
  - Find a spot where you can safely watch the

I can identify other things which live in the habitat. I can share my knowledge and understanding with others.

**Task:**  
This week you will create a diorama of the habitat that is of the most interest to you. This will be a chance to showcase the wonderful knowledge you have gained throughout the unit, so get your thinking caps on and let your creativity shine! In your diorama, make sure to include:

- Animal/animals that live in the habitat OR you may like to make up an animal that could survive there. You can create, draw or collect images of animals, but make sure we are able to see some of their special features.
- The features of the habitat that help living things to survive.
- Any other living things that live in the habitat.

**During your small group Webex meeting on Friday, you will present your**

		<p>digraph and I can see the word 'art' at the end.</p> <p><b>shouted</b> - I know my 'sh' digraph and I can see the word 'out' in the middle and there's 'ed' at the end.</p> <p><b>Parent and Child:</b> Think about all the strategies you know and remember to use them when you are reading. Which strategy helped you to work out your word? Say them aloud to show how clever you are!</p> <p>Eagle Eye Stretchy Snake Lips the Fish Tryin' Lion Chunky Monkey</p> <p><b>Nothing to upload to Seesaw.</b></p>		<p>road, count how many cars drive past over a time limit.</p> <ul style="list-style-type: none"> <li>Count how many mouthfuls it takes to finish your drink or water bottle.</li> <li>Use a calendar to count how many days until we are back at school together.</li> </ul> <p>You might even like to create your own counting task.</p> <p><b>Parent:</b> Assist your child in selecting a few tasks to complete. Help if your child is having difficulty completing the task.</p> <p>You can complete these over the week as well.</p> <p><b>Nothing to be uploaded to Seesaw</b></p>	<p><b>diorama to others. See Thursday for things that you may like to practise talking about.</b></p>
<b>Tuesday</b>	<p><b>What other words have the same sound as the 'or' digraph in fork? (approx 20 minutes)</b></p> <p><b>SC:</b> I can hear the sound the 'or' is making in the word of the week. I can think of other words</p>	<p><b>Independent book reading (10-15 mins)</b></p> <p>Read independently and continue to record books on your reading chart if you wish. Remember to think about your expression if you're reading aloud.</p>	<p><b>Writing Buddy Letter (15-20 mins)</b></p> <p><b>LI:</b> How can I reply to my buddy? <b>SC:</b> I can write a greeting I can write something about myself. I can write a question to my buddy.</p>	<p><b>Teacher Lesson on Webex</b></p> <p>LI How can I tell the difference between addition and subtraction?</p> <p>SC I can identify an addition story. I can identify</p>	<p><b>Here are some wellbeing activities that you can do as part of your schedule every day - choose one or two and enjoy the mindfulness</b></p> <p><b>Mindful Colouring</b> Put some relaxing music on and draw whatever you love</p>

	<p>that have the 'or' digraph  <b>Task:</b> Think of other words with the same 'or' digraph. The Sound of 'or' phonics song will be posted to Seesaw if you would like some ideas and to help with the sound.  <b>Student:</b> Make a list of words that contain the 'or' digraph. You may like to look through books to see if you can find any. Underline the 'or' digraph in each word in another colour.  <b>Parent:</b> Guide your child in thinking of words that contain the 'or' sound like in fork. Assist in sounding out the words to write.</p> <p><b>Fun activity:</b> Watch the story 'Toy Story 4: Forky in Craft Buddy Day' (link will be posted on Seesaw). You may like to create your own Forky, a spoon for a community Spoonville or another 'craft buddy' out of materials you have at home.</p>	<p><b>Use our whole body listening to remember the details of the stories you listen to.</b></p> <p><b>SC:</b> I can focus when I am listening to a story.  <b>SC:</b> I can remember the main parts of a story  <b>SC:</b> I can use expression when I retell a story.</p> <p><b>Task:</b> Listen to the Seesaw story called - The Very Busy Spider By Eric Carle then complete the task.</p> <p><b>Parent:</b> Assist your child to watch the Seesaw story and complete the task. Encourage them to focus on their whole body listening, ask questions throughout, point out the use of questions in the story and discuss Eric Carle's amazing use of colour in his illustrations.</p> <p><b>Student challenge:</b></p> <ul style="list-style-type: none"> <li>• Find a spider web in the garden and describe it</li> <li>• Make a spider web with sticks and wool</li> </ul>	<p>I can write a closing.  I can decorate my letter</p> <p><b>Task:</b> Write your letter to your buddy and decorate it any way you choose. You might like to use your favourite colours or you might like to draw a special picture to share with your buddy.</p> <p><b>Parents:</b> Assist your child uploading a photo of their letter</p> <p><b>Please upload a clear picture of your letter so that your teachers can pass it on to your buddy.</b></p> <p><b>In preparation for tomorrow's Webex 'Big Write': (15 mins)</b>  <b>SC:</b>  I can talk about my ideas.</p> <p>Go through the 'Big Talk' prompt (sent via Seesaw) with your child to help them to generate ideas to write about. Following the Big Talk, discuss the strategies that they can use to help them while writing (listening for the first sound, stretching out the</p>	<p>a subtraction story. I can tell the difference between the addition symbol and the subtraction symbol.</p> <p><b>Please bring along</b></p> <ul style="list-style-type: none"> <li>• <b>Book to write in (yellow or blue scrapbook or piece of paper)</b></li> <li>• <b>Writing pencil</b></li> </ul> <p><b>Nothing to upload to Seesaw</b></p>	<p>to draw without talking.</p> <p><b>Bucket Filling</b>  Remember to keep making people happy by doing good deeds.  Give your smiles away everyday!</p> <p><b>Creations!</b>  Go outside and create a picture by using a stick to draw and adding nature.</p> <p><b>Yoga with MPS students.</b>  Find the Seesaw post that gives you links to some of our clever students' videos. If you're ready to learn some more yoga, this is for you.</p> <p><b>Meditations</b></p> <p><b>Nothing has to be posted on Seesaw</b></p>
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Wednesday	<p><b>Handwriting (approx 20 minutes)</b>  <b>LI:</b> How do I write the letters that I can see in the word <i>fork</i>?  <b>SC:</b> I can write these letters in my dotted thirds book using the Victorian Modern Cursive script.  <b>Task:</b> Handwriting the letters in the word of the week.  <b>Student:</b> Use your dotted thirds book or paper to practise writing the letters in the word 'feather'. Write a line of each letter individually.</p>	<p><b>Independent book reading (10 mins)</b></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. Choose a book that you enjoy reading, even if you have read it before.</p> <p><b>Look, say, cover, write, check. (10 mins)</b></p> <p><b>SC:</b> I can use my knowledge of letters, sounds</p>	<p><b>Prior to Webex Lesson: Planning:</b> Give your child up to 10 minutes to draw a picture of their chosen animal</p> <p><b>Webex lesson - writing the 'Big Write'</b></p> <p><b>LI:</b> How can I write an information report about an animal?  <b>SC:</b>  I can talk about my ideas.  I can write a title.  I can write facts about an animal.</p> <p><b>Task:</b> Today the students will</p>	<p><b>Addition and Subtraction stories (approx 20 mins)</b></p> <p><b>SC:</b> I can write an addition story. I can write a subtraction story.</p> <p><b>Task:</b> Complete the seesaw activity 'Pete The Cat Five Little Bunnies &amp; Addition/Subtraction Story Problem'.</p> <p><b>Parent:</b> Assist your child when accessing the seesaw activity. Assist your child if they are having any difficulty</p>	

	<p><b>Parent:</b> Ensure children are following the correct formation of letters, check posture and pencil grip.</p> <p>You may also like to work on a page of your handwriting booklet.</p>	<p>and blends to remember how to spell tricky sight words.</p> <p><b>Task:</b> After reading independently, choose 1 or 2 of your favourite books. Find between 5 and 10 words that you can read, but you may not be able to write. One word at a time, do a <b>look, cover, say, write, check</b> with each word.</p> <p><b>Student:</b> Choose a word from your book, say it, cover it, try to write it then check to see if you are right!. Repeat this with each of your words. <b>Hint</b> - don't make them too hard, but give yourself a little challenge. Pick one of these words and put it in your own sentence. You could <b>challenge</b> yourself by picking 2 of your words and putting them in the same sentence.</p> <p><b>Parent:</b> Please assist with the look, say, cover, write, check process.</p> <p><b>Nothing to upload to Seesaw.</b></p>	<p>complete their second Big Write. This is an independent writing task we will do in our Webex lesson.</p> <p><b>After Webex lesson: (10 mins maximum)</b> <b>Finish writing the Big Write if your child still wants to write <u>independently</u>.</b> <b>After writing:</b> Encourage your child to reread their own writing to make sure it makes sense.</p> <p><b>Parent:</b> Assist your child with uploading their completed Big Write to Seesaw.</p>	<p>with the task.</p> <p><b>Please upload your response to seesaw.</b></p>	
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<p>Thursday</p> <p>No webex lessons today</p>	<p><b>Sentence of the week (approx 15 minutes)</b>  <b>SC:</b> I can write the sentence of the week. I can recall how to spell the common words 'can', 'you' and 'from'.  I can use a question mark.  <b>Task:</b> Write the sentence of the week into your dotted thirds book, draw a picture to match.  Take a different coloured pencil to correct your spelling and the placement of your letters on the lines.  <b>Parent:</b> Assist your child in checking (correcting) their against the sentence of the week. Provide guidance if needed.  <b>Student:</b> Write the sentence of the week in your dotted thirds book. Think carefully about using a capital letter and question mark. Write your letters carefully within the lines. Take another colour and correct your own work.  <b>Challenge:</b> Can you write the blue common words into a sentence?  Can you make it a</p>	<p><b>Independent book reading (10 mins)</b></p> <p>Read independently from your reading books that we have covered in our small groups for 10 minutes whenever you like today. Ask mum or dad to tell you about their favourite stories when they were growing up and you can tell them about your favourites.</p> <p><b>SC:</b>  I understand why I like certain books and I can share my thoughts.</p> <p><b>Task: make something for a family member to read and enjoy.</b></p> <p><b>Student:</b> Who will it appeal to?  It could be:</p> <ul style="list-style-type: none"> <li>• a note for a grandma,</li> <li>• your own illustrated book about a favourite topic,</li> <li>• your family members with speech bubbles,</li> </ul>	<p><b>Detailed sentence writing</b></p> <p><b>LI:</b> How can I write a detailed sentence?  <b>SC:</b> I can write a sentence with details.  I can draw a picture to match.</p> <p><b>Task:</b>  Complete the Seesaw activity 'Writing Sentences with Details'</p> <p><b>Parent:</b> Assist your child with accessing the activity as necessary.</p>	<p><b>Maths Seeds- (approx 20 to 30 minutes)</b></p> <p><b>SC:</b>I can show how my counting has grown. I can count to 20. I can count beyond 20.</p> <p><b>Task:</b> Log in to Math Seeds and complete the driving Tests assigned by your class teacher.</p> <p><b>Parent:</b> Assist your child in accessing the assessment on Math Seeds. Please refrain from assisting your child during the assessment.</p> <p><b>Nothing to be uploaded to Seesaw.</b></p>	<p><b>Inquiry- preparation for presenting your diorama</b>  Tomorrow you will present your diorama to your small Webex group! To prepare you to communicate confidently, here are some things you may like to think about before you share:</p> <ul style="list-style-type: none"> <li>- What is the habitat?</li> <li>- What does the habitat have that helps animals to survive there?</li> <li>- What animals live in the habitat?</li> <li>- Are there any other living things in the habitat?</li> <li>- Can you pick one animal and tell us about it's feature/s?</li> </ul> <p><b>We can't wait to see your wonderful work tomorrow!</b></p>

	<p>question?</p> <p><b>Upload to Seesaw</b></p> <p><b>Activity:</b> Help to set the table before a meal, think about where the knife and fork go.</p>	<ul style="list-style-type: none"> <li>• a page out of your diary,</li> <li>• a book report,</li> <li>• a joke book or</li> <li>• a special wish.</li> </ul> <p>You can make anything you like and you have today and tomorrow to complete it. Don't forget that the illustrations are very important too - another reason why we love reading particular books.</p> <p><b>Nothing to upload to Seesaw.</b></p>			
Friday	<p><b>Practising common words</b></p> <p><b>SC</b> I can practise writing my common words. I can remember how to spell the words can, you, from.</p> <p><b>Task:</b> Practise writing the blue common words from your word list.</p> <p><b>Student:</b> Choose 3 different ways to practise writing the common words. Here are some fun ways that you make like to practise writing the words:</p> <ul style="list-style-type: none"> <li>- Write each word in <b>bubble</b> letters.</li> </ul>	<p><b>Independent book reading (10 mins)</b></p> <p>Read independently and record time in minutes or add the books to your chart if you wish.</p> <p><b>Complete your activity from yesterday (20 minutes).</b></p> <p><b>SC:</b> I can read my work with expression and confidence. I can complete a task.</p> <p><b>Task:</b> use today to finish your work from yesterday.</p>	<p><b>Handwriting (15-20mins)</b></p> <p><b>SC:</b> I can form my letters correctly by focussing on pencil grip, posture, formation and size.</p> <p><b>Student:</b> Think about some names of people, things, games, toys or places you like. Practise writing them in your dotted thirds book. Keep an eye on where your letters sit within the lines. Complete one sheet from your handwriting book</p>	<p><b>Problem Solving (20 mins)</b></p> <p><b>SC:</b> I can use my problem solving skills. I can find many solutions to a problem.</p> <p><b>Task:</b> I was catching bugs for an experiment. I collected ten bugs and put them into my special container. Oh NO! Some have escaped and some are safe! What are the combinations you can make to show how many escaped and how many are still safe.</p>	<p><b>Webex meeting- Inquiry</b></p> <p>Please bring along your diorama to present to your group.</p> <p><b>SC</b> I can describe the features of my diorama to my peers. I can speak clearly so that others can understand what I am saying.</p> <p>During the meeting, each student will have the opportunity to present their diorama to the group. We would love you to cover the questions mentioned on</p>

	<ul style="list-style-type: none"> <li>- Write each word in curly letters.</li> <li>- Write consonants in blue and vowels in red.</li> <li>- Rainbow write the words with different colours.</li> <li>- Write the words in tiny writing.</li> <li>- Write the words in CAPITAL and lowercase letters.</li> </ul> <p><b>Parent:</b> Help to choose a way to write the words. May need to help with choices eg. how to do bubble writing, identifying consonants and vowels.</p> <p><b>Nothing to be posted to Seesaw.</b></p>	<p>If you finish early or you have already finished - Yay, it's holiday time!</p> <p><b>Share your completed work on Seesaw.</b></p>	<p><b>Parent:</b> Help them with correct spelling and using capital letters when appropriate (names of family members, friends, countries). Check posture and pencil grip and encourage your child to work slowly and carefully.</p>	<p>You can draw pictures, use some toys, use a number line or number cards to help you discover as many solutions that you can!</p> <p><b>Challenge:</b> You can change my ten bugs into twenty bugs!</p> <p><b>Parent:</b> Read the problem to your child. Help them decide on a strategy to use. Assist your child if they are having difficulty.</p> <p><b>Nothing to upload to seesaw.</b></p>	<p>Thursday on the planner when you present.</p> <p><b>Well being Activity</b></p> <p><b>It's holiday time!!</b></p> <p><b>To all our wonderful prep children and parents - We would like to say a huge and sincere thank you for your amazing support, resilience, humour, smiles, enthusiasm and learning. We hope the holidays bring lots of joy, relaxation and family fun.</b></p> <p><b>Nothing to be posted on Seesaw.</b></p>
<p><b>To Upload:</b></p>	<p><b>Thursday-</b> Sentence of the week.</p>	<p><b>Tuesday</b> - Upload your Seesaw work and retell of the Eric Carle story.</p> <p><b>Friday</b> - Share your completed work on Seesaw.</p>	<p><b>Buddy Letter .</b></p> <p><b>Big Write - Information Report on an animal.</b></p>	<p><b>Wednesday-Seesaw Activity - maths.</b></p>	<p>Upload a photo of your diorama when you have finished it.</p>