

Prep Remote Learning Term 4 - Week 1 (5/10/2020 - 9/10/2020)

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

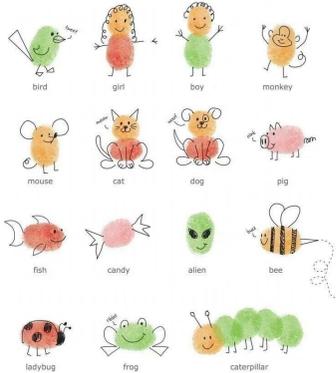
The planner is a guide for your week, please note uploads can be made any day, the planner is flexible.

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

PLEASE NOTE - NO SPECIALIST WEBEX LESSONS THIS WEEK

	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 two sentences?</p> <p>How can my posture and pencil grip help me to write?</p> <p>How can I remember how to spell common words?</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 look for and understand the different parts of a narrative?</p> <p>How can I understand why I like favourite stories?</p>	<p>What did you do during school holidays?</p> <p>How can I hear the sounds in words and write them?</p> <p>How can I practise Look Cover Write Check?</p> <p>Can I recognise the sound the digraph is making?</p>	<p>How can I improve my counting confidence?</p> <p>How do numbers look in words?</p> <p>How can I tell the difference between 'teen' and 'ty' numbers?</p> <p>How can I use my problem solving skills?</p>	<p>What are our learning goals for this unit of inquiry?</p> <p>How are stories told?</p> <p>What are the important parts of stories?</p> <p>How can I look after my friends when we all go back to school?</p> <p>How can I pack my belongings ready for next week?</p>
Monday	<p>SMART Spelling video (20 mins approx)</p> <p>SC: I know the sounds and letters in the word of the week.</p> <p>I know the common words in the sentence of the week.</p> <p>I can recognise a digraph in a word.</p>	<p>Independent reading - find a relaxing reading spot where you can curl up with a favourite book for 10 to 15 minutes - this will be the beginning of your reading schedule every day this week.</p> <p>Take this time to really enjoy your own special reading</p>	<p>Teacher lesson on Webex. Please bring your dotted thirds paper book to this lesson.</p> <p>SC: I can write sentences using full stops, capital letters and spaces.</p> <p>I can write about what I did during the school holidays.</p>	<p>Counting (25 mins)</p> <p>SC: I can practise my counting.</p> <p>Task: Practise your counting by completing some of the suggestions below.</p> <ul style="list-style-type: none"> Take a handful of counters, lego pieces, 	<p>Wellbeing:</p> <p>Let's use this week to think about how we will feel when we come back to school.</p> <p>Draw a picture for a special friend as a welcome back surprise.</p> <p>Make a list of the things you</p>

	<p>Student: Watch the 'Word of the Week 26' video via www.smartspelling.com.au.</p> <p>Parent: Give your child the <i>thumb</i> 'My Weekly Words' sheet. Assist with technology. After they have watched the video, have your child teach the letters and sounds in the word of the week to you. Ask them what digraphs are in the words. Practise the blue common words. Provide support where needed.</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: Make thumbprint pictures using paint or ink and a texta.</p>	<p>time - remember this can be looking at a favourite story book or reading a favourite story. We will be continuing this daily, independent reading when we get back to school!</p> <p>(15 to 20 mins)</p> <p>SC: I can draw what I know to show my understanding of the parts that make up a story. I can complete this task on my own. I can share my story.</p> <p>Task: Draw a sequence of pictures which tell a story.</p> <p>Parent: Please draw a series of connecting, empty shapes for your child to draw a sequence of pictures which tell a story. Please note - we would like your child to do this on their own as a pretest to see where their understandings lie. Just give them the task prompt and see what they come up with.</p> <p>Student: Use the empty</p>	<p>Student: Please bring:</p> <ul style="list-style-type: none"> • Dotted thirds writing book. • Writing pencil • Coloured pencils <p>Parent: The holiday recount will probably need to be finished after our scheduled Webex lesson. Please ensure completion of the task before uploading.</p> <p>Please upload a photo of your holiday recount writing to Seesaw.</p>	<p>beads or another small object. Guess how many you have then check by counting.</p> <ul style="list-style-type: none"> • Roll three or more dice. 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 toes in your family, spoons in your closet spoonville or find your own item to count. • Investigate a bowl of cut up fruit. Count how many altogether. Count backwards as you eat each one. • Count the letters in your name and a family member's name. Who has more letters? • Count how many fairy tales you know. • Use a calendar to 	<p>love doing in the playground.</p> <p>Make sure you use your bucket filling skills to be kind and helpful this week.</p> <p>Make a 'What I am Grateful For' book to help you to think about what you have enjoyed during home learning and what you are looking forward to when you go back to school.</p> <p>Think about all the ways you enjoy stories - could you tell a story to your family using something other than words?</p> <p>Close your eyes and listen to stories or meditations that tell a story and use your imagination to put yourself in that story as a character. Who would you be/ What would you do?</p> <p>Persuade mum, dad, grandma, grandpa or a special friend to tell you a special story, rather than read a story to you.</p> <p>Pack all the books from school ready to bring back on your first day. Make sure</p>
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		<p>shapes you have to tell a story. You can draw pictures, use words or tell your story however you like. You can then tell your story to a family member and upload a recording to Seesaw for your teacher to see and listen to.</p> <p>Upload a video of you presenting your story on Seesaw.</p>		<p>count how many days until we are back at school together. You might even like to create your own counting task.</p> <p>Parent: 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>Nothing to be uploaded to Seesaw</p>	<p>you get ready to return your special named box (ready to use at school for your independent reading in Term 4)</p> <p>Nothing has to be posted on Seesaw</p>
<p>Tuesday</p>	<p>Seesaw activity (approx 20 minutes) How can I reflect on my own learning? SC: I can think of something that I am proud of. I can write or say what I am</p>	<p>Independent reading - find a relaxing reading spot where you can curl up with a favourite book for 10 to 15 minutes - remember, this will be the beginning of your reading schedule every day this</p>	<p>Look Say Cover Write Check (15-20 mins)</p> <p>SC: I can use my knowledge of letters, sounds and blends to remember how to spell tricky words.</p>	<p>Teacher Lesson on Webex Number words</p> <p>LI-How do I write numbers as words? What is the difference between 40 and 14?</p>	

	<p>proud of. I can give myself a 'thumbs up.'</p> <p>Task: Use the template on Seesaw to record or write something that you are proud of doing in your learning.</p> <p>Student: Think of something that you are proud of in your learning and give yourself a 'thumbs up' for it. It could be something to do with your writing, spelling, reading or maths learning. Try to think of something specific e.g. "I am giving myself a 'thumbs up' because I can sound out new words when I am reading."</p> <p>Parent: Assist with technology and guide your child in choosing a skill that they are proud of.</p>	<p>week.</p> <p>Watch the YouTube clip called Parts of a Story uploaded on Seesaw before you start today.</p> <p>SC: I can identify the characters in my favourite story book.</p> <p>Task: Choose a favourite story book from your book collection. We will be using the same book for this activity all week, so choose one that is a favourite! Find and discuss each character in the story then draw and label them.</p> <p>Parent: Assist your child to choose the story they will use for the week. You could read it to them or read it together today. Discuss the characters together, focussing on using describing words for these characters too.</p> <p>Student: Read your chosen story then talk about all the characters that are in your story. Draw your favourite character and write the</p>	<p>Task: 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 look, cover, say, write, check with each word.</p> <p>Student: 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.</p> <p>Hint - 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 challenge yourself by picking 2 of your words and putting them in the same sentence.</p> <p>Parent: Please assist with the look, say, cover, write, check process.</p> <p>Nothing to be uploaded to Seesaw.</p>	<p>SC -I can write number words. I can tell the difference between 'ty' and 'ten' numbers.</p> <p>Please bring along</p> <ul style="list-style-type: none"> • Book to write in (yellow or blue scrapbook or piece of paper) • Writing pencil <p>Nothing to upload to Seesaw</p>	
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		<p>name of that character and two describing words for that character.</p> <p>Hint: Use a new whole page or a double page to do this. We might use the same page to add other parts of the story throughout the week.</p> <p>Nothing to be uploaded to Seesaw.</p>			
Wednesday	<p>Handwriting (approx 20 minutes)</p> <p>LI: How do I write the letters in the word <i>thumb</i>?</p> <p>SC: I can write the letters in my dotted thirds book using the Victorian Modern Cursive script.</p> <p>Task: Handwriting the letters in the word of the week.</p> <p>Student: Use your dotted thirds book or paper to practise writing the letters in the word 'thumb'. Write a line of each letter individually. You may like to practise the upper and lowercase version of each letter. Check that each of your letters is sitting</p>	<p>Independent book reading (15 mins) Remember, we need to do this every day on our own to get ready for our independent reading at school.</p> <p>SC: I can identify the setting in my favourite story book.</p> <p>Task: Use the same book that you chose yesterday and look through the story again. Today you are going to think about the setting for this story.</p> <p>Student: Let's look at the book that you chose yesterday. Can you work out</p>	<p>Webex lesson - writing</p> <p>Writing</p> <p>LI: How can I hear the sounds in words and write them?</p> <p>SC: I can attempt to write words using my knowledge of letters and the sounds that they make.</p> <p>Student: Please bring:</p> <ul style="list-style-type: none"> • Dotted thirds writing book. • Writing pencil 	<p>Number/word/quantity (approx 20 mins)</p> <p>SC: I can match the number to the number word. I can read the number word.</p> <p>Task: Complete the Seesaw activity 'Scratch and read Number words'.</p> <p>Parent: Assist your child in accessing the seesaw activity and submit their response.</p> <p>Please upload your response to seesaw.</p>	<p>Inquiry</p> <p>LI: What do I know about creating a story?</p> <p>SC: I can draw a sequence of pictures which tell a story.</p> <p>Task: To make up your own story and show it using pictures.</p> <p>Student: You are going to make up your own story today! Think about who or what might be in the story and what could happen to them before you start. You will draw 3 pictures to show what happens in the story (you may like to think of this as the beginning, middle and end).</p>

	<p>between the correct lines. Parent: Ensure children are following the correct formation of letters, check posture and pencil grip.</p>	<p>where this story is set? Share what you know and you could draw parts of the setting around the character that you drew yesterday.</p> <p>Parent: Assist your child to understand what the word 'setting' means and discuss the setting for this story. There might be more than one, depending on your chosen story</p> <p>Nothing to upload to Seesaw.</p>			<p>Get someone at home to help you to rule your page into three columns or to draw three separate squares. Make sure to use lots of colours and details! Parent: Talk with your child about their ideas before they begin drawing and help them to rule up three columns or boxes in a scrapbook. Once they get started, try to promote independence in recording their ideas. This will help to prepare for heading back to school next week.</p> <p>Upload your response to Seesaw and tell us your story, using your pictures to help you.</p>
Thursday	<p>Webex Lesson - Dictation</p> <p>Sentence of the week (approx 15 minutes) SC: I can write the sentences of the week. I can recall how to spell the common words.</p>	<p>Independent book reading (15 mins) Remember, we need to do this every day on our own to get ready for our independent reading at school.</p> <p>SC: I can identify the</p>	<p>Writing soft 'th' words</p> <p>SC: I can hear the sound the 'th' is making in the word of the week. I can think of other words that are making the same 'th' sound.</p>	<p>Maths Seeds- (approx 20 to 30 minutes)</p> <p>SC: I can complete Math Seeds lessons. I understand number words.</p> <p>Task: Log in to Math Seeds</p>	<p>Inquiry</p> <p>LI: What are our learning goals for this unit of inquiry?</p> <p>SC: I can listen carefully to learn about our new unit of</p>

	<p>I can attempt to spell words that I am unsure of.</p> <p>Student: Please bring:</p> <ul style="list-style-type: none"> Your dotted thirds writing book (a piece of paper is fine if you have completed your book). A pencil to write with. <p>Upload to Seesaw</p>	<p>problem that needs to be solved in my favourite story book. I can identify how the problem was solved (the solution).</p> <p>Task: Use the same book that you chose at the beginning of the week and look through the story again. Today you are going to think about whether this story has a problem that needs to be solved and how that problem is actually solved by the end of the story</p> <p>Student: Look at your story again and see if you can work out if there is a problem for the main character or one of the characters that needs to be solved. What is this problem? How did they manage to solve that problem by the time the story finished? If you can, write or draw the problem and the solution on the page where you have drawn a character and the setting from the story.</p> <p>Parent: Assist your child to</p>	<p>Task: Rewatch The TH sound phonics video http://www.viewpure.com/V-cvIZLNEBM?start=0&end=0</p> <p>Think of other words with the same 'th' sound that the digraph makes in thumb. There are some ideas in the short clip. Student: Listen to the sound that the 'th' digraph is making in the word of the week. Can you think of other words where the 'th' is making the same sound? Hint: you might find some on your wordlist! Practise writing them out and circling the 'th'. Parent: Guide your child in thinking of words that contain the 'th' sound like in thumb. Assist in sounding out the words to write.</p>	<p>and complete the assigned lessons.</p> <p>Parent: Assist your child in accessing the lessons on Math Seeds.</p> <p>Nothing to be uploaded to Seesaw.</p>	<p>inquiry. I can ask questions if I don't understand something.</p> <p>Task: To learn about our new unit of inquiry.</p> <p>Parent: Access the 'How we Express Ourselves' unit of inquiry planner (sent as an Announcement through Seesaw). You do <u>not</u> need to talk about this in detail with your child! We would like them to gain a general idea of the central idea which is '<i>Stories are shared for enjoyment and understanding</i>'. You may like to have a discussion about why people read/listen to or watch stories. You can also discuss the lines of inquiry: -<i>Ways stories are communicated and interpreted</i> (Discuss the different ways stories can be told). -<i>The special features of stories</i> (Discuss the parts we commonly see in stories). - <i>How we can learn about different cultures through stories</i> (Discuss how stories can be used to learn about a range of people and places).</p>
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		<p>think about the story again but with a focus on a problem that needed to be solved in this story and how it was solved (the problem and the solution). They could write this down independently or tell you so you can scribe their thoughts or draw a picture of both.</p> <p>Share your page with the character, setting, problem and solution on Seesaw. Write the name of the story you have used as your title at the top of the page!</p>			<p>Choose a favourite story from home to share during your Webex lesson tomorrow!</p>
Friday	<p>Practising common words (20 mins)</p> <p>SC: I can read the words 'has' and 'have'. I can use the words 'has' and 'have' in different sentences.</p> <p>Task: Choose option 1 or 2 depending on what you think is best for your child.</p> <p>Option 1: Practise differentiating between the words 'has' and 'have'.</p>	<p>Webex Teacher Lesson - Talking about our favourite book</p> <p>SC: I can share what I know about a chosen book. I can share the parts of my story with others.</p> <p>Student/Task: Please bring your book that you have used this week to our small class lesson today. You will be asked to share what you</p>	<p>Handwriting (15-20mins)</p> <p>SC: I can form my letters correctly by focussing on pencil grip, posture, formation and size.</p> <p>Student: 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</p>	<p>Problem Solving (20 mins)</p> <p>SC: I can use my problem solving skills. I can find many solutions to a problem.</p> <p>Task: Jack and Jill have made 12 cookies. They divide the cookies between them. Jack is bigger so he has more cookies than Jill.</p> <p>How many different ways can you split the cookies between</p>	<p>Inquiry- linked to reading Webex lesson</p>

	<p>Read the words, write a line of each word, say the letters in each word and make flashcards to practise reading the words throughout the day.</p> <p>Option 2: Look at the sentences of the week. Make up your own sentence using the same structure. E.g. One dog has four legs. Two dogs have eight legs.</p> <p>Challenge: Make up your own sentence with the words 'have' and 'has' using different sentences starters: I, you, we or they have.. He, she or it has..</p> <p>Parent: Guide your child in completing one of the activities that is suitable for them.</p> <p>Nothing to be posted to Seesaw.</p>	<p>now know about the parts of that story - the characters, setting, problem and solution.</p> <p>Parent: Give your child a reminder about what they will be sharing in our small group lessons today and ensure they have their book with them ready to go.</p> <p>Independent book reading - any book or books you enjoy. (15 mins)</p>	<p>sit within the lines. Complete one sheet from your handwriting book</p> <p>Parent: 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>Jack and Jill so that jack has more and Jill has less.</p> <p>You can draw pictures, use some toys or play dough to discover as many solutions as you can.</p> <p>Challenge: Now they have made 25 cookies.</p> <p>Parent: Read the problem to your child. Help them decide on a strategy to use. Assist your child if they are having difficulty.</p> <p>Nothing to upload to seesaw.</p>	
To Upload:	Thursday- Sentence of the week dictation.	Monday - Upload a video of your story presentation		Wednesday-Seesaw Activity	Wednesday's storyboard, along with a recording of you telling the story.

		<p>on Seesaw.</p> <p>Thursday - Share your work about the parts of your chosen story on Seesaw</p>			
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