

## TUESDAY Prep Learning Tasks Term 3 Week 3

### READING- COMPREHENSION - TEXT TO TEXT CONNECTION

This lesson will be taught during our class Webex session today.

Please submit this learning task to Compass for feedback and evaluation by 5pm on Friday.

Please refer to the link for instructions on how to upload the learning tasks.

<https://youtu.be/YWilyJ0P6CQ>

**Learning Intention:** I can use text-text connections to make meaningful predictions.

**Success Criteria:** I have made a prediction based on what I know about the author.

#### Learning Resources Required:

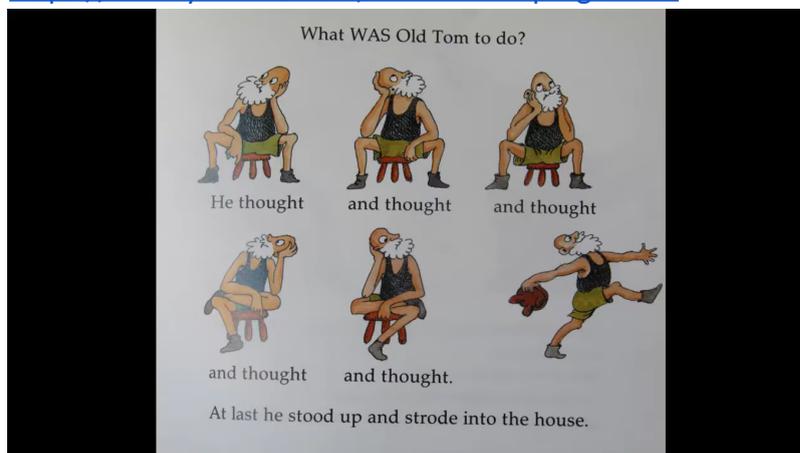
Workbook and pencils.

*Belinda* by Pamela Allen

<https://www.youtube.com/watch?v=tWpWg90ai40>

#### Learning Task:

- Discuss with your child all the things we know about Pamela Allen the author. For example, she uses:
  - rhyming words
  - funny ideas
  - silly ideas
  - talking animals
  - bright pictures.
- Read or watch *Belinda*, stopping on this page **OR** at 3 minutes and 35 seconds.  
<https://www.youtube.com/watch?v=tWpWg90ai40>



- Think about what we know about Pamela Allen. What can we expect in the solution to her stories?
- Predict the ending for the story. What do you think Old Tom is going to do? How is he going to milk Belinda the cow so there is enough milk for all the other animals and Old Tom?
- Write a list of predictions.
- Your child will also need to complete 10 minutes of independent reading using simple books from home or reading their levelled readers. You may like to read as fluency

partners. Person one reads the first page, person two follows along and corrects any errors. Swap roles for page two and so on.

**Extension Task:** Track your thinking about one of your levelled readers today. What made my book interesting today? My levelled reader was interesting because....

### WRITING - AUTHORS STUDY

**Learning Intention:** I can write short texts based on Pamela Allen's writing style.

**Success Criteria:** I have explored the use of silly ideas in my writing.

**Learning Resources Required:** Workbook and pencils.

**Learning Task:**

- Today we are choosing one idea from Pamela Allen's books and we are going to make a funny story.
- What makes her books funny is that they are silly and nonsensical.
- The writing prompt you can use today is
  - Once a little boy decided to fly to school. So he looked in the cupboard and made wings with....cooked noodles? Marshmallows? His cat? Remember, the silliest idea is the best!
- In a focused 15 minute writing block, most students should aim to complete three to four sentences today.
- Get students to draw a detailed picture to match their writing.

**Extension Task:** Ensure that your writing has descriptive words. Can you include an onomatopoeia? Swoop, swoosh, bang?

**BREAK:** Ensure students have a well-earned break with a snack, rest and a game/physical activity.

### MATHS - NUMBER

**Learning Intention:**

I can use a range of practical strategies for adding and subtracting.

**Success Criteria:**

I have remembered all the ways I can make 10.

**Learning Resources Required:** Workbook and pencils.

**Learning Task:**

*PLEASE NOTE: One of the ways that we support our students' mental maths skills is to learn the partners to ten. Once they learn the sets of numbers they can apply them to addition and subtraction. Keep reviewing these occasionally until they are remorisred.*

- Using the partners to ten rainbow activity that you created earlier in the year or yesterday as a resource, we are going to use fact families to explore subtraction.
- Explain to your child that once they know the addition facts we can reverse them to help us solve subtraction. For example, if I know that 6 and 4 make ten then I can reverse my thinking. Ten take away six must be four.
- Starting with 10 can you list all the subtraction questions using the partners to ten. For example
  - $10 - 0 = 10$

- $10 - 1 = 9$
- $10 - 2 = 8$  etc.

Your child can run their fingers across the rainbow colours to find the answers OR they may prefer to build the questions with concrete materials to solve the subtraction questions.

In class our learning focus would be;

1. Memorising the reserved combinations
  2. Correct writing of numbers (not reversed or incorrect formation)
  3. Neatness of book work, can we read it back?
  4. Understanding of the different mathematical symbols.
- Start at 100 and list off the subtraction questions using the partners to 10 and the place value system. For example, if  $10-0=10$  then  $100-0=100$  and so on.
    - $100-0=100$
    - $100-10=90$
    - $100-20=80$

**Extension Task:** Make cards with the numbers 0-10 on them and play a partners to ten memory game. If your child turns over a six can they remember where the four was? If they find a pair they get to keep the cards the one with the most cards at the end wins.

## SPELLING

### Learning Intention:

I can identify digraphs in words.

### Success Criteria:

I have used the 'oo' digraph to build words.

### Learning Resources Required:

Workbook, pencils and easy level reading books.

### Learning Task:

- Explain that 'oo' is a digraph. It makes two common sounds for us: 'oo' from book, and 'oo' from smooth. That is why the picture is a coo-coo clock.
- Make a list of words where your child can hear the 'oo'
- Look through the books at your house, can they find any new words to add to the list?
- Once your list is complete. Can they read the words to you?

**Extension:** Can you use a new word in a sentence? Write it in your workbook.

**BREAK:** Ensure students have a well-earned break with lunch, rest and a game/physical activity.

## ART

**Learning Intention:** I can draw and make images and objects related to self, others and personal environments in different art forms.

**Success Criteria:** I have drawn and made images and objects related to self, others and personal environments in different art forms.

## Focus artwork



### Learning Resources Required:

- Access to Internet to watch the videos
- White A4 sheets of paper
- Grey lead pencil
- Black marker
- coloured pencils /texter or any colouring media
- Lollipop Sticks or small twigs
- Glue or masking tape

### Learning Task: Introduction to portraits -Guided drawing

**Portrait:** A portrait is a representation of a particular person.

**Self Portrait:** A self-portrait is a portrait of the artist by the artist

### Activity

Watch the following videos to draw faces of girls and boys.

How to draw a boy's face - [https://www.youtube.com/watch?v=EHG0XVP\\_TKY](https://www.youtube.com/watch?v=EHG0XVP_TKY)

How to draw a girl's face - <https://www.youtube.com/watch?v=BzXawIUTRys>

### Steps

- Once you practice drawing a few faces, try drawing the faces of your family members.
- Colour them using coloured pencils or texters.
- Carefully cut around them.

- Using glue, stick the lollipop stick or the small twig to the back of your face as in the pictures.
- You can use masking tape or sticky tape if the glue doesn't work.

Now you have a stick figure family to play with.

**Remember to take photos of your artwork.**

**Here is the Padlet link to upload the photo of your artwork.**

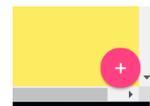
**That way we all can enjoy each other's work.**

[https://padlet.com/dharmdee/GEM\\_LD\\_art2021](https://padlet.com/dharmdee/GEM_LD_art2021)

### **Instructions to upload your work onto Padlet (From last week)**

- o Click on the link
- o [https://padlet.com/dharmdee/GEM\\_LD\\_art2021](https://padlet.com/dharmdee/GEM_LD_art2021)
- o **To add your artwork**, click on the pink plus button on the bottom right hand corner of the screen.

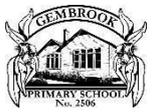
It will open up another small screen as below.



- Type in your name and a title.
- Describe your artwork and what inspired you to do this.
- To attach the photo, use the bottom links (the arrow) and follow the prompts.



- Your work will be automatically saved.
- To edit, click the pencil mark on the right-hand side of the new small screen. It'll pop up when you hover your mouse over the screen.



*Please make sure you adhere to appropriate school rules and protocols on the 'responsible use of online media and technology'*

**PHYSICAL ACTIVITY**

Please select an activity to complete from the **PHYSICAL ACTIVITY GRID** (Resource section on Compass)