

**WEDNESDAY Prep Learning Tasks Term 3 Week 3****READING**

**Learning Intention:** I can use text-text connections to make meaningful predictions about the author's meaning.

**Success Criteria:** I have recorded my thinking.

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

Alexander's Outing by Pamela Allen

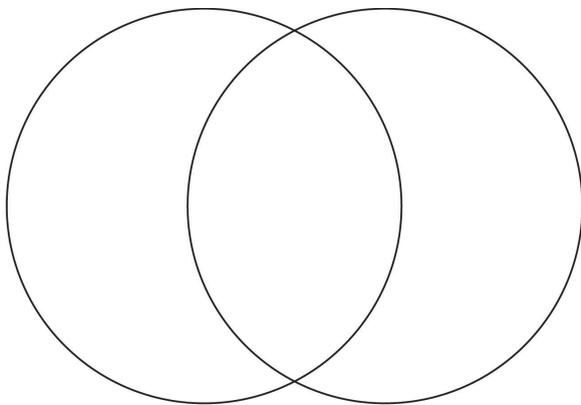
<https://www.youtube.com/watch?v=KgQq168OVvo>

**Learning Task:**

- Read or watch the book *Alexander's Outing*.
- You can watch it here;

<https://www.youtube.com/watch?v=KgQq168OVvo>

- Discuss and answer this question:
  - *What was similar and different between the book *Who sank the boat?* (from Monday) and *Alexander's Outing*?*
- Complete a Venn Diagram about the two books. Each circle lists what is different about either book and in the middle lists what is the same. Students can draw pictures to represent their thinking.



- 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**

**Learning Intention:** I can write imaginative stories based on Pamela Allen's style.

**Success Criteria:** I have explored the use of rhyming words in my writing.

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

**Learning Task:**

Pamela Allen uses many rhyming words in her books. Today we are going to explore how we can add rhymes into our sentences.

- Talk to your child about a setting and a character for their writing today. For example; a horse in a barn, a pig in a house, a girl at school, a dog in a tent. Or they may like to use their own name.
- Help them to identify a rhyming word for the place/setting. For example... A pig in a **house**.  
Mouse, blouse, douse, spouse. Choose one for the next sentence.
  - **A pig in the house! He stole my blouse! And then he gave it to a mouse!**
- In a focused 15 minute writing block, most students should aim to complete three to four sentences today.

**Extension task:** Complete their writing, and using a different coloured pencil, check their gold or red words for them to correct using the M100W list in their diary.

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

**MATHS - PROBLEM SOLVING**

**Learning Intention:**

I can work backwards when solving problems.

**Success Criteria:**

I have worked backwards to help me solve the problem.

**Learning Resources Required:**

Workbook and pencils.

**Learning Task:**

- Today's problem solving strategy is working backwards.
  - Working backwards means to start with the final solution and work back one step at a time to get to the beginning.
- Today's problem
  - ***Give directions from the school back to your home.***
- Use location language to write directions from school to your house.
  - location language may include: left, right, turn, around, over, under etc.
- For example:
  - Start: Home
  - Turn right on Gray St.
  - Go over the bridge.
  - Turn left on Sycamore Ln.
  - Turn left on Rose Dr.
  - Cross over the train tracks.
  - Turn right on Schoolhouse Rd.
  - End: School

- Support your child to then say the directions they have decided on, from school back home.

**Extension task:** Draw a map so they can see clearly that they have to do the opposite as they make their way back home from school. In other words, they need to “undo” each turn to get back, i.e. turn left on Schoolhouse Rd. and then right on Rose Dr. etc.

### SPELLING - NAME BOOGLE

**Learning Intention:**

I can use the letters I know to build words.

**Success Criteria:**

I have used the letters from my name to build words.

**Learning Resources Required:**

Workbook and pencils.

**Learning Task:**

- We are going to use all the letters from our first and last name, and see how many words we can make.
- Cut little pieces of paper. Then write out all the letters in your name. Having movable letters will help your child build words.
- Once you have made a word, list them in your workbook.

For example from the letters in Ann Liston you can make it, is on, tan, ant, lion, tin.

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

### ITALIAN

**Learning Intention:** I can learn sweet food vocabulary.

**Success Criteria:** I have listened to, practised the words, labelled and illustrated them.

**Learning Resources Required:**

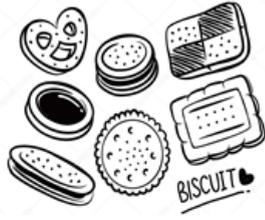
Workbook and pencils.

**Learning Task:**

1. Using the link below click ‘open with google slide’
2. In the slide, click ‘present’ button on the top right hand corner. Click to move to the next slide, and ‘esc’ on the keyboard to get back to the top.
3. Click the link:  
[https://docs.google.com/presentation/d/1fSNDf69qgtb5J75ZyJtfv1VgvOzWS3gi\\_sn1LKUG4XI/edit?usp=sharing](https://docs.google.com/presentation/d/1fSNDf69qgtb5J75ZyJtfv1VgvOzWS3gi_sn1LKUG4XI/edit?usp=sharing)
4. Listen to the spoken Italian and practise saying them until you feel confident.  
(If you click on the speaker icon the voice will play again.)
5. Draw and label the food items below.



la torta



i biscotti



il cannolo



il pane



la cioccolata



il gelato

**PHYSICAL ACTIVITY**

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