

FRIDAY Prep Learning Tasks Term 3 Week 3

READING - COMPREHENSION

Learning Intention:

I can engage with a variety of texts, online and offline.

Success Criteria:

I have selected and engaged with one of the activities below.

Learning Resources Required:

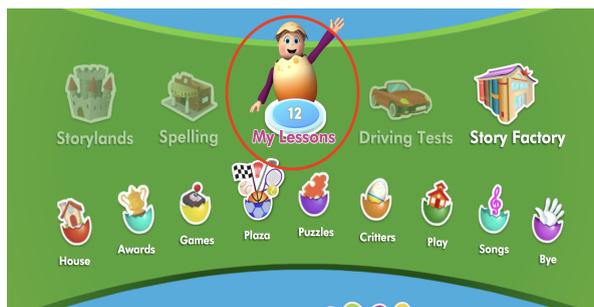
Workbook, pencils, iPhone/tablet/computer.

Learning Task:

Today is a flexible learning time for reading, students can choose activities from the following:

1. Practise your gold/red or blue words (or the colour that you are up to) for 15-20 minutes. Depending on the current colour your child is on, remember that they are 'sight' words so they need to be able to read them in random order, with no sounding out before they are ready for their next set.
2. Login to [Reading Eggs](#) and continue with your lessons.

Use your child's Log in and Click on "My Lessons"



WRITING - FREE CHOICE FRIDAY

Learning Intention:

I can develop my writing stamina.

Success Criteria:

I have written about a free choice topic.

Learning Resources Required:

Workbook and coloured pencils.

Learning Task:

- We would recommend that you complete the following writing prompt today: *If I went to the Olympics I would because...*
- Students can write as a spectator, or as a world class sportsperson. Which sport would they choose and why? Encourage them to come up with two reasons for their chosen sport.

But it is Free Choice Friday so students can choose their own topic to write about. You may prefer:

- Revisiting one of their favourite styles of poems!
- Retelling a favourite part of a story.
- Recounting a happy family memory.

- Writing a fact about their favourite animal.

OR you can use today as a catch up day to complete any lesson from this week.

Extension Task: Make sure you include descriptive words in your writing and check that all gold words are spelt correctly. Coloured words are in the front of your diary.

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

MATHS - APPLIED

Learning Intention: I can compare the capacity of objects.

Success Criteria: I have identified which objects have the same, greater and smaller capacity.

Learning Resources Required:

Workbook, pencils, a variety of everyday items from around your home that can contain varying volumes. Eg. ice-cream tub, plastic cup, bucket, tray, bowl, bottle. Be careful to include two items that are the same.

Learning Task:

- Language to learn today 'more than', 'less than' and 'same'.
- Support your child to make comparisons between each container. We do not need to fill the containers today. We are using our schema (prior knowledge) to help us to compare the capacity of the containers.
- Ask versions of the following questions:
 - Would the bucket hold more than or less than the plastic cup?
 - Which two containers would hold the same?
 - Make sure that you are discussing the clues that they should use to judge this, height, width and size.
- Ask your child to record pictures of two different objects with the words 'more than' or 'less than' between each picture of the different objects.
- See example below

More Than, Less Than Capacity

Pour water from each object below to compare their capacity.
Write 'more than' or 'less than' to complete the sentences.

 The ice cream tub holds _____	 the plastic cup.
 The bucket holds _____	 the book tray.
 The plastic cup holds _____	 the water bottle.
 The bowl holds _____	 the pencil tin.
 The book tray holds _____	 the ice cream tub.

Challenge: Find your own objects to compare.

The _____ holds _____ the _____

Extension task: Find 4-5 containers around your home and order them from which will hold the least to which will hold the most.

SPELLING

Learning Intention: I can use onset and rime to improve my spelling choices.

Success Criteria: I have used words I know to sound out other words.

Learning Resources Required: Workbook and pencils.

Learning Task:

- Explain that we can use words we already know to help us sound out other words.
- Write cat in their work book and ask them to use the _at sound to make new words (*The onset is /c/. The rime is /at/*).
- Read out the following list and get them to write them in their workbook.
 - sat
 - bat
 - mat
 - hat.
- Now explain that when we know how to spell those words we can use the _at sound we can also sound out harder words. Ask your child to try spelling the following
 - flat
 - splat
 - brat
 - chat
 - that
- How many _at words can you make that are spelt correctly? Can you add others to the list?

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

WELL-BEING

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

PHYSICAL ACTIVITY

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