

Please remember, individual class Webexs run from 9.30am - 10.00am on prescribed days, but if you have any questions regarding any of today's learning you can login to our Grade Prep Question Time Webex at any time between 10:00am - 11.00am.

Meeting link:

<https://eduvic.webex.com/eduvic/j.php?MTID=m1d84570780390b0c13b606388dc73322>

Meeting number: 165 182 6974

Password: gembrook

## MONDAY Prep Learning Tasks Term 4 Week 1

### READING - INTRODUCING MEMOIRS

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.

Feedback for this learning task will be provided within the following week.

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

<https://youtu.be/YWiLyJOP6CQ>

**Learning Intention:** I can identify common features in a memoir.

**Success Criteria:** I have identified the text features of a memoir.

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

Memoirs of a Goldfish.

<https://www.youtube.com/watch?v=pa5b0pvHA0s>

#### Learning Task:

- This week we will be exploring what a memoir is.
- **Memoir:** *Memoirs are a type of autobiography (non-fiction) because the author writes about his or her life. Memoirs are usually written in first person, and include a short moment of time that conveys a message. Sometimes, authors like to make fictional characters that write stories from their point of view in the genre of a memoir.*

**Please note:** You will need to watch the following clip with your child and read the words in the clip to your child as it plays.

- Watch - Characteristics of a Memoir: <https://www.youtube.com/watch?v=CD-OanLbcJY>
- Read and discuss with a family member: What are the characteristics of a memoir?

### **Characteristics of Memoir**

- ❖ **A memory; a description of an event from the past**
- ❖ **Written in the first person; told from one person's point of view**
- ❖ **Based on the truth**
- ❖ **Reveals the feelings of the writer**
- ❖ **Has meaning; shows what the author learned from the experience**
- ❖ **Focuses on one event; about one point in the author's life**
- ❖ **Is about the author's experience more than the event itself**

- Listen to and read along with:  
Memoirs of a Goldfish.  
<https://www.youtube.com/watch?v=pa5b0pvHA0s>
- Think about the characteristics of this fictional memoir:
  - It was written in 1st person. Discuss what this means? Find a clear example of it from the text.
  - Did it reveal the feelings the character had about the experience?
  - What was an important event from the story?
- Track your thinking for any of the above points.
- Read independently for 15 minutes. Please make sure you are using reading strategies to solve unknown words.

## Ways to Take Action!



**Eagle Eye**  
Look at the picture.  
Use the beginning letter.



**Lips the Fish**  
Get your mouth ready.  
Say the first sound.



**Stretchy Snake**  
Sloooooowly stretch each  
letter sound together.



**Chunky Monkey**  
Break the word into  
chunks you know.  
m at @ fl at @ spl at ter



**Tryin' Lion**  
Try to re-read the  
sentence. Think about  
what would make sense.



**Skippy Frog**  
Skip the tricky word.  
Read to the end.  
Go back & try it again.



**Flippy Dolphin**  
Flip the vowel sound.  
Try long & short sounds.

**Extension Task:** Make a prediction while you are completing your 15 minutes of reading. What is your evidence? Explain why you think this is a plausible prediction? Did you use clues from the text? What clues? Did you make a personal connection? Did you make a text-to-text connection? Did you use a fact from your schema knowledge?

### WRITING - FICTIONAL MEMOIRS

**Learning Intention:** I can plan my writing.

**Success Criteria:** I have planned what, who, when, where, why.

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

The Three Little Pigs

<https://www.youtube.com/watch?v=dXemLZIXy3M>

**Learning Task:**

- A memoir is like a narrative story told from one person's perspective; it can be fictional or based on a real experience. This week we will be exploring fictional memoirs.
- Rather than making up a story from scratch, we will be visiting a known story each day and writing it from that character's point of view.
- Today we will be writing a fictional memoir from the eldest of the three little pigs. Each student should be able to complete a verbal recount of this well known story, but we have included a link that they may enjoy watching if required.

- Students will be asked to complete a memoir from the end of the story, *starting at the point where the wolf arrives at the brick house.*
- When writing memoirs we need to ask ourselves questions. Such as:
  - Who was there?
  - What happened?
  - How were you feeling?
  - What was the most important thing that happened?
- Remind students that they will be writing in the *first person* as the little pig, they have to pretend to be that character as they complete the fictional memoir. For example:
  - “So, in a rush my brother and sister, they are being chased by the Big Bad Wolf!”
  - NOT...
  - The third little pig locked the door to his house, before the wolf could get in.
- In a focused 15 minute writing block, most students should aim to complete three to four sentences today.

**Extension:** Ensure that you have outlined how you feel as that character in the part of the story.

‘Terrified, I filled the pot with boiling water’

‘I felt so happy! The wolf was gone and we were safe!’

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

### MATHS - NUMBER: PARTITIONING

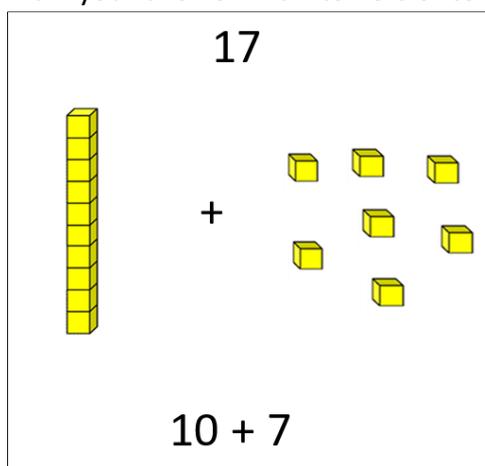
**Learning Intention:** I can partition teen numbers.

**Success Criteria:** I have explored the base ten number system.

**Learning Resources Required:** Workbook, pencils, counters or blocks.

#### Learning Task:

- Today we are going to revisit partitioning.
- What is partitioning? Partitioning is breaking up a number to show its different parts. For example the number 17 can be broken up into 1 ten (tower of ten) and 7 ones.
- Answer the questions below in your workbooks, using your counters or blocks to help you. Draw your answer with ‘towers of ten’ and single blocks. For example



- Now do the same to partition the following numbers.
- 10, 16, 12, 19, 15, 11, 18, 13, 14.

**Extension:** Can you partition some larger 2-digit numbers? Parents feel free to add your own examples!

20, 23, 27, 31, 35.

**SPELLING**

**Learning Intention:** I can link letter shapes to sounds.

**Success Criteria:** I have identified the names of letters and the sounds they make in order to build words.

**Learning Task:**

- Log onto Reading Eggs and click on the Fast Phonics icon.



- This is a different area in Reading Eggs that focuses on spelling and orthographic knowledge. It allows students to explore letter sounds, common letter patterns, digraphs and build them into words.
- At the moment the site has 11 "peakes", each with 19 interactivity spelling activities, and a quiz at the end of each peak.
- Explore and have fun!



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

**POSITIVE BEHAVIOUR FOR LEARNING**

**Learning Intention:** I can engage in all tasks to the best of my ability.

**Success Criteria:** I have considered how I could improve the quality of my work.

**Learning Resources Required:** Workbook, pencils, fineliner/pen and digital device.



## Positive Behaviours for Learning

### AT ALL TIMES

#### RESPECT

I use positive language in a calm voice, when I speak.

I follow instructions the first time.

I treat all belongings with care.

I keep my hands and feet to myself.

I listen to what others have to say, and wait for my turn.



#### HIGH EXPECTATIONS

I have a growth mindset.

I care for resources.

I engage in all tasks to the best of my ability.

I look after my peers.

I walk quietly and calmly in roll order when moving between classes.



**HIGH EXPECTATIONS:** I engage in all tasks to the best of my ability.

- Today we are focusing on the next statement of our 'At all Times' matrix - I engage in all tasks to the best of my ability.
- It is important to try your best at all times, so that you can continue to grow, and develop as a learner.
- Consider a time, it could be something you attempted today, or a hard task at the end of last term, that you feel like you could have tried harder with a piece of your work. Parents you may like to prompt a memory from a task last term they found too hard.
- Have an honest conversation about why we want to stop trying.
  - How do we feel in that moment? e.g. angry, frustrated, overwhelmed, etc.
  - What happens when we quit? e.g. we stop learning, we feel bad, etc.
  - What is a bad choice in that moment? yelling, crying, giving up, walking away, etc.
  - What is a better choice using our growth mindset? deep breathes, short break, ask for help, etc.
- In the workbook write a sentence that they can say to themselves when a task seems overwhelming. Such as 'Things always seem hard as I am learning them, but if I keep trying they get easy!' OR 'I can't do this yet, but I will keep trying until I get it.' Please allow your child to choose their own language as it will resonate more strongly with them when they actually use it.

### PHYSICAL ACTIVITY

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

# Gembrook Primary School Remote Learning Tasks

