

Please remember, individual class Webex' s 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 2

READING - PURPOSE OF THE TEXT

Learning Intention: I can identify the audience and purpose of my text.

Success Criteria: I have recorded the target audience and the purpose of why the author wrote the text.

Learning Resources Required: Workbook, pencils and digital device.

My Grandpa Always Marches

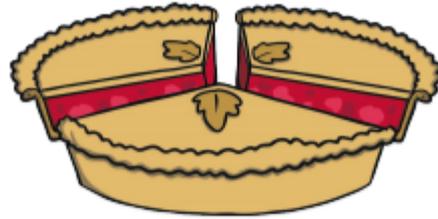
<https://www.youtube.com/watch?v=InRR2DjvuCo>

Learning Task:

- **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.*
- As we are looking at memoirs it is very important to think about the audience and purpose, to think about the message being conveyed in the memoir.
- **Purpose** refers to why the author/writer chose the topic to write about. Every writer has a reason (purpose) for writing a topic.

Author's Purpose

The author has written the text to:



Persuade

Did the author change your point of view of something?
Did the author make you think/believe something?



Inform

Did the author teach you something new?
Did the author give you facts?



Entertain

Did the author entertain you by making you laugh?
Did the author enjoy the story?



- Writers also write with an intended audience in their mind. Is the book for children? For adults? Is it to teach a lesson? Is it to tell you about history?
- Listen to and read along with:
My Grandpa Always Marches
<https://www.youtube.com/watch?v=InRR2DjvuCo>
- Discuss the following with your child to help them reflect about the purpose of this fictional memoir:
 - Did this book persuade, inform or entertain?
 - How do you know? What is the evidence that made you think that?
 - Who do you think the intended audience is for this book? Why?
 - What lesson do you think the author wants us to learn? (Why did they write this book?)
- 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.

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Extension Task: Record any questions you have today while you are completing your 15 minutes of reading. Think about: Who, What, When, Why, Where and How? Record your questions. Can your questions be answered from the text or from your schema.

WRITING - YEARBOOK ACTIVITY

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 create short texts to convey my meaning.

Success Criteria: I have completed my writing task to the best of my ability.

Learning Resources Required: Workbook, pencils and digital device.

Learning Task:

- In a focused 15 minute writing block, most students should aim to complete three to four sentences today.
- In today's webex teachers will be guiding students to complete a writing task, which will be developed into the class's yearbook page.

- Students who are unable to join us for the webex this week will receive a phone call from their classroom teacher in order to complete the task.
- Each class will be completing a different writing task:
 - Prep L will be completing an autobiographical poem.
 - Prep G will be choosing and writing about their favourite fiction character.
 - Prep M will be writing a book review for their favourite book.

Extension: Read over your child's completed work, ensure that it has been revised, and they are happy with all their word choices before their work is uploaded. Can they improve any words? Can they add any adjectives/descriptive words to their writing?

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

MATHS - ADDITION AND SUBTRACTION

Learning Intention: I can use a range of strategies to solve addition problems.

Success Criteria: I have used count all, doubles, partners to 10 and counting on to solve addition problems.

Learning Resources Required: Workbook, pencils, counters, number line, digital device and printable worksheets (optional).

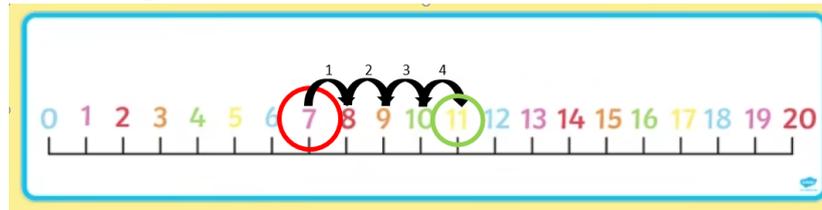
Learning Task:

- Today we are revising addition and the different strategies we use to solve addition equations.
- If you have access to a printer, please feel welcome to print the addition worksheets (page 1 and 2) from the resource folder. If you do NOT have access to a printer please copy the equations into your workbook.

ADDITION SHEET 1		ADDITION SHEET 2	
$6 + 7 =$	$4 + 4 =$	$11 + 2 =$	$11 + 11 =$
$7 + 3 =$	$12 + 4 =$	$5 + 5 =$	$15 + 6 =$
$9 + 1 =$	$3 + 3 =$	$15 + 11 =$	$5 + 6 =$
$12 + 12 =$	$9 + 4 =$	$2 + 8 =$	$6 + 6 =$
$16 + 5 =$	$13 + 3 =$	$17 + 5 =$	$4 + 6 =$
$18 + 7 =$	$2 + 2 =$	$10 + 10 =$	$5 + 4 =$

- There are a few different strategies we can use to help us solve addition equations. These are;
 - count all
 - $2 + 5 =$, we could solve this by using counters and make a pile of 5 and a pile of 2 and count how many counters we have all together.
 - doubles
 - $3 + 3 =$, some doubles we just know.

- we can also use the 'near doubles' strategy to break down numbers. $5 + 6 =$, we could solve by breaking the 6 into 5 and 1, where we then double the 5 to make ten and add the remaining 1.
- partners to 10
 - $0+10, 1+9, 2+8, 3+7, 4+6, 5+5, 6+4, 7+3, 8+2, 9+1, 10+1.$
- counting on
 - where we start with the larger number and count on from there. This is where we can use a number line to help us. $4 + 7 =$, we would start from 7 as it is the larger number and count on 4 from there.



- Spend some time to complete the addition equations.
- Once you have finished, go back and identify which strategy you used to solve the equation. Colour in your equations with the colours below to display which strategies you used.
 - count all
 - doubles
 - partners to ten
 - counting on

Extension: Revise the base 10 strategy from Week 1. This is when we count our tens together and our ones together. Practise solving these equations.

$$27 + 22 =$$

$$34 + 25 =$$

$$43 + 26 =$$

$$57 + 31 =$$

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 Resources Required: Workbook, pencils, and a digital device

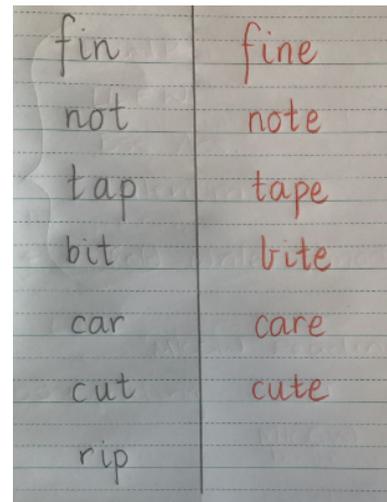
Nessy Reading Strategy Magic E

<https://www.youtube.com/watch?v=c3oA4wfUBak>

Learning Task:

- Watch the video and chat about the role of the magic e. In a split digraph it makes the vowel say its name. So when reading we have to flip the vowel from it's short sound to it's long sound.
- For example, hat becomes hate. Cub becomes cube. Pin becomes pine.
- Get your child to write the list of words below in their workbook. Read each cvc word.
- Add an e to the end of each word. How does that change the word/what does it say now? You may like to write them in a table like the example below so they can re-read and compare the words at the end of the activity.
- Complete the following word list.

fin	rip
not	pip
tap	rat
tip	mad
car	fat



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 and digital device.

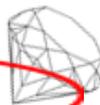


Positive Behaviours for Learning

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.



RESPECT: I listen to what others say, and wait my turn.

- Today we are focusing on the next statement of our 'At all Times' matrix - I listen to what others say, and wait my turn. It is important to listen to others at school, so we can understand and learn from each other.
- Today we are going to practice our listening skills by playing a drawing game. Click on the link below and it will lead you through a drawing game!
<https://www.youtube.com/watch?v=WroaMc-gXU0>
- Once you have completed the drawing game, discuss the following questions with your home teacher.
 - Why do you think the teacher repeated some of the instructions?
 - Was it easier to follow the idea when she repeated it?
 - What happened if you misunderstood an instruction?
 - How hard was it to complete the task if you didn't listen clearly?
 - How does this relate to learning at school?
- In their workbook ask your child to write a sentence that reflects on why listening to everyone at school helps them to understand each step of a task, and how it helps them understand what they can do to maximise their learning.
- Remind your child that repeating instructions can help them even if they listened effectively...so it is always okay to ask for help when they need it!

PHYSICAL ACTIVITY

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