

**There will be no class Webex's during the staggered return. There are no work requirements to be submitted by parents.**

**If you have any questions regarding any of today's learning you can login to our Prep Q and A 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

## THURSDAY Prep Learning Tasks Term 4 Week 3

### READING - COMPREHENSION: VISUALISING

**Learning Intention:** I can visualise the story to improve my understanding.

**Success Criteria:** I have used descriptive language to make a movie in my head as I read.

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

My Farm - Alison Lester <https://www.youtube.com/watch?v=h52Ou3yx7kU>

(Do not show the students the pictures.) Read up to the following page.



### Learning Task:

- Visualising is about what we see in our minds eye while we read or listen to someone read to us. It is what you see in your imagination. It's the movie we see in our mind. Visualising while we read helps us to understand the story.

# VISUALISING

## Good readers.....

Use the clues in the text to help create a mental picture in their minds.



Engage with the text in a way that makes the text personal and memorable.

Create mental images in their mind using the details from the text that make reading 3-dimensional.

Adapt their mental images as they continue to read.

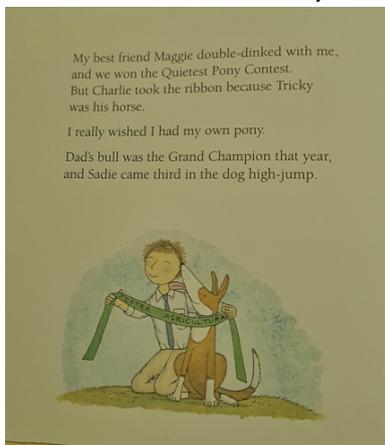
Imagine they are part of the mental image.

Use all 5 emotions to create a mental picture;

- "I see....."
- "I hear....."
- "I smell....."
- "I taste....."
- "I feel....."



- Focus on using your 5 senses to really put yourself into the story.
  - I see
  - I hear
  - I smell
  - I taste
  - I feel
- Listen to the memoir 'My Farm' or just a short part. **Do not look at the pictures.**



- Track your visualisations. Ensure you include evidence of all of the 5 senses in your drawing.
- After completing the comprehension activity, read independently for 15 minutes. Please make sure you are using reading strategies to solve unknown words. Track your visualisation from your levelled reader.

**Extension Task:** Track your thinking from one of the levelled readers. Can you write the purpose of one of your stories? Why did the author write this book?

**Learning Intention:** I can create a short text using a planner.

**Success Criteria:** I have written a nonfiction memoir, using questions to add details.

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

**Learning Task:**

**Please note:** Students may prefer to write it in a narrative paragraph structure, or they may like to use the planning document below. The table may help them to organise their thoughts.

- We are writing nonfiction memoirs this week. Memoirs from our own experiences.
- We have been practising these at school this week. Today we are writing about MY BEST DAY EVER!
- Students will be practising using the planner throughout the week. But we are still using questions to help support students' thinking.
- Draw or print out this part of the memoir planning document.
- Remind students that we are writing in the first person.
- Help the student organise their thoughts by asking the following questions
  - What happened on your best day ever?
  - Who was there?
  - What are we doing?
  - How did you feel at that moment?
  - Why is this such an important memory to you?
  
- In a focused 15 minute writing block, most students should aim to complete three to four sentences today.

<b>What is your memoir about?</b> Add the specific details here-getting my new bike. Meeting my baby sister/brother.	
<b>Who was involved?</b>	
<b>When did the event take place?</b>	
<b>Where did the event take place?</b>	
<b>Why is the event important to you?</b>	

**Extension Task:** Please ensure that your child finds two words that don't look right. Help them to fix their spelling words.

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

**MATHS - ADDITION AND SUBTRACTION**

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

**Success Criteria:** I have solved addition and subtraction problems using a range of strategies.

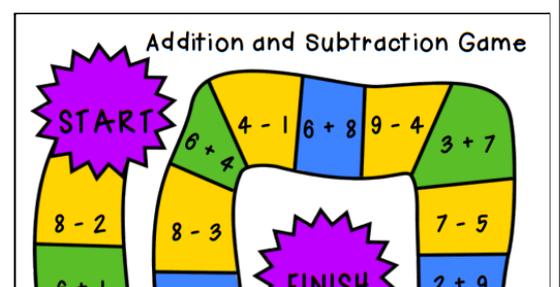
**Learning Resources Required:** Workbook, pencils, counters or blocks, number lines, printed board game (optional).

**Learning Task:**

- Today you will be revising addition and subtraction strategies.
- You will remember that we did this on Monday, when we used the flash cards and played a memory game.
- As a reminder, there are a list of addition and subtraction strategies below.
- These are the addition strategies.
  - 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.
- These are the subtraction strategies.
  - count all
    - $8 - 3 =$ , we could solve this by using counters and make a pile of 8 and take away 3 counters from the pile. We then count the remaining number of counters in the pile.
  - count back
    - where we start with the first number and count backwards from there. This is where we can use our number line to help us.  $12 - 5 =$ , we would start from 12 and count backwards 5 spaces.
- If you have access to a printer please feel welcome to print the 'Addition and Subtraction equation worksheet' from the resource folder. Otherwise please copy the equations into your workbook.
- Spend some time solving the equations, trying to use different strategies. Make sure you are careful and look for the + or - sign! After you have found the answer, discuss with your at home teacher which strategy you used.

**Extension task:** Print or draw the 'Addition and Subtraction Board Game' from the resource folder, or make your own!

You could play in pairs or with up to 4 players.  
Using counters or something small to use as your playing token, place them on the start star.



Then take turns rolling a dice and move that number of spaces.  
Whichever space you land on you must solve the equation.  
If you get the correct answer your counter/token may stay, but if you get the answer incorrect you must go back to the space you were previously on.  
Take your time answering the equations and don't forget to have fun!

### SPELLING:

**Learning Intention:** I can use my orthographic knowledge to identify and fix spelling mistakes.

**Success Criteria:** I have identified the spelling error in each sentence.

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

- Today you are going to use your orthographic knowledge to identify and fix the spelling mistakes in the sentences below.
- Remember we did this yesterday at school!
- There is only 1 mistake per sentence.
- You will need to read the sentence, find the mistake and write the sentence into your workbook with the spelling mistake fixed.
  - Today I'm going to take mi dog for a walk.
  - I have to wat for my turn.
  - Beas make honey.
  - I love to go to the beech.
  - There is a gait at my house

**Extension Task:** Can you identify which spelling guideline you have used to fix the mistake?

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

### P.E.

P.E will now be taught on site.

### PHYSICAL ACTIVITY

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