

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

FRIDAY Prep Learning Tasks Term 4 Week 4

READING - SKIPPY THE FROG

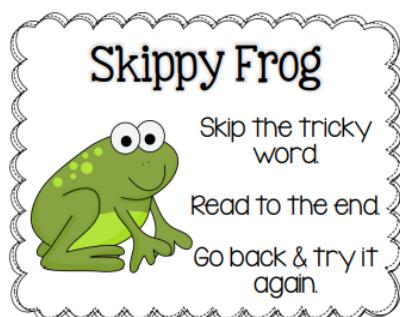
Learning Intention: I can use my knowledge of syntax and sounds to guess an appropriate word.

Success Criteria: I have read ahead and filled in a word to improve my understanding.

Learning Resources Required: Workbook, pencils and digital device.

Learning Task:

- Remind students about the Skippy the Frog poster and what the strategy is used for.



A worksheet titled "Skippy the Frog". It features a cartoon frog sitting on a lily pad. The text on the worksheet reads: "Skippy the frog reminds students that if they are unsure of a word, they can skip it and come back to it. Students should read to the end of the sentence and see if they can fill in the blank with the word they are unsure of. This center includes different stories with missing words. Students have to use the Skippy the Frog strategy and their context clues to fill in the missing words!"

Created by: Jessica Hamilton
Graphics by: www.mycutegraphics.com

A worksheet titled "Skippy The Frog". It features a cartoon frog sitting on a lily pad. The text on the worksheet reads: "Don't know a word? Skippy the Frog says to skip over it and come back later!" and "Read to the end of the sentence and think about it...what makes sense?"

- Read the following two pages to practice your Skippy the Frog skills.



I'm a Super Hero!

I love to  that I am a super hero! It is my  thing to play. I like to wear a  and a mask. I would fly through  as fast as I can. I would  people that need help. My  can be a hero, too!



Playing in the Park

The boy walked his  through the park. They played and  together. The boy  threw a  for his dog to catch. Then  he gave his dog a . It was such a yummy treat!

- Record the words that you think each frog is covering in a list.

- Read independently for 15 minutes. Please make sure you are using reading strategies to solve unknown words. Ask students to identify the genre of the text they are reading and track their thinking accordingly. Was it a memoir? Narrative? or non-fiction text?

Extension Task: Choose your favourite book and complete the following activity.



Setting map
Using the setting from
the story you read
create your very own
map!

WRITING - FREE CHOICE FRIDAY

Learning Intention: I can create a short text from a picture prompt.

Success Criteria: I have written a narrative from a picture, using known structures.

Learning Resources Required: Workbook and coloured pencils.

Learning Task:

We are using the following writing prompt today:



- Explain that today we are writing a fictional memoir from the point of view of the mouse.
- Students will need to write the story in the first person.
- Use the following questions to help them expand their thinking:
 - How in the world did I end up in this cup?
 - If I am the mouse, how am I feeling at this moment?
 - Do I know the cat is behind me?
 - How can I get back to my mouse hole safely?
 - What happens to the cat?

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 - PLACE VALUE

Learning Intention: I can partition two digit numbers.

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

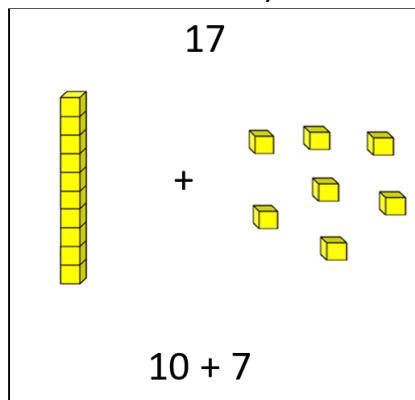
Learning Resources Required: Workbook and pencils.

Learning Task:

- Following on from yesterday's lesson, we will be continuing to work on partitioning but with larger 2-digit numbers.
- Yesterday we worked on partitioning teen numbers, for example 17 can be broken down to 1 ten and 7 ones.
- Practice partitioning these larger numbers.

$$\begin{array}{ll} 35 & 24 \\ 43 & 22 \\ 54 & 47 \\ 26 & 31 \end{array}$$

- Remember to draw your answer with 'towers of ten' and some ones.



- Now we are going to practice adding two 2-digit numbers together. For this we will be using a place value chart. This is where we place all 'towers of ten' into the tens column and our single blocks in the ones column.

Tens	Ones

- If we were to represent 17 in a place value chart it would look like this. We know that if we partition 17 we have 1 ten and 7 ones. So we put the 1 ten in the tens column and the 7 ones in the ones column.

Tens	Ones
1	7

- We can use place value charts to help us add larger 2-digit numbers together. For example, if we added $13 + 16$, we could solve it like this.

$$\boxed{13} + \boxed{16} =$$

Tens	Ones
2	9

- First we add the ones: $3 + 6 = 9$
- Then we add the tens together: $1 + 1 = 2$



- Draw a place value chart in your workbook and practice adding these larger 2-digit numbers together.

$26 + 12 =$

$32 + 36 =$

$13 + 31 =$

$35 + 21 =$

$17 + 23 =$

$43 + 45 =$

Extension task: Can you practice using a place value chart to subtract 2-digit numbers. Just like how in addition we add together the ones and then the tens, we first subtract the ones and then subtract the tens.

$17 - 12 =$

$34 + 22 =$

$25 - 14 =$

$37 + 25 =$

$27 - 23 =$

$45 + 34 =$

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.
- Ask them what two sounds they can hear in 'it' and write them at the top of the page.
- Ask them if they can spell sit. Write it under the 'it' in their workbook.
- Now ask them to use the _it sound to make new words (*The onset is /s/. The rime is /it/*).
- Explain that we can use words we know to help us spell other words. So if we can write sitwe can use those sounds to spell similar words.
- Read out the following list and get them to write them in their workbook.
 - pit
 - hit
 - kit
 - wit
 - lit
 - fit
- Now explain that when we know how to spell those words we can use the _it sound we can also sound out harder words. Ask your child to try spelling the following;
 - grit
 - split
 - slit
 - quit

Extension Learning Task: Can you find other examples in books at your house?



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

PHYSICAL ACTIVITY

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