

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

TUESDAY Prep Learning Tasks Term 4 Week 2

READING- AUTHOR'S PURPOSE

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/YWiLyJ0P6CQ>

Learning Intention: I can identify an author's purpose.

Success Criteria: I have identified the message from the book.

Learning Resources Required: Workbook, pencils and digital device.

My Grandpa Always Marches

<https://www.youtube.com/watch?v=lnRR2DjvuCo>

Learning Task:

- Yesterday we listened to 'My Grandpa Always Marches.'
- You may like to listen to it again thinking about today's Success Criteria.
- Yesterday we determined the purpose of the text. Was it to persuade, inform or entertain?
- Today we are going to identify the big idea from the book. What is the message from the memoir?
- Discuss what you think the message from the story is with your at home teacher.
- Track your thinking. You may like to use the following prompt:
 - *The reason the author wrote 'My Grandpa Always Marches' was to give the reader a message about...*
- After completing the comprehension activity, 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.

© creating firsties

Extension Task: Track what you think the author's purpose was for your levelled reader.

WRITING - NONFICTION MEMOIRS

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, pencils and digital device.

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.
- Remember that a memoir is like a narrative story told from one person's perspective; it can be fictional or based on a real experience.
- Today we will be writing about our favourite birthday memory.
- Students will be practising using a different part of the memoir planner from last week's lessons, 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.

- In order to make sure that the student is writing about one clear memory, it may help them to talk about the memory first.
- Help the student organise their thoughts by asking the following questions
 - What is your favourite birthday memory?
 - How old were you?
 - Who was there?
 - What is happening in your memory?
 - Why is this so special to you?
 - How did you feel at that moment?
- In a focused 15 minute writing block, most students should aim to complete three to four sentences today.

	My Favourite Birthday Memory!
What is your memoir about? <i>Add the specific details here- a present, a cake, an activity at a party etc.</i>	
Who was involved?	
When did the event take place?	
Where did the event take place?	
Why is the event important to you?	

Extension: Ensure that they have included how they were feeling and why that event is important to them in their writing today.

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 subtraction problems.

Success Criteria: I have used count all, count back and number lines to solve subtraction problems.

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

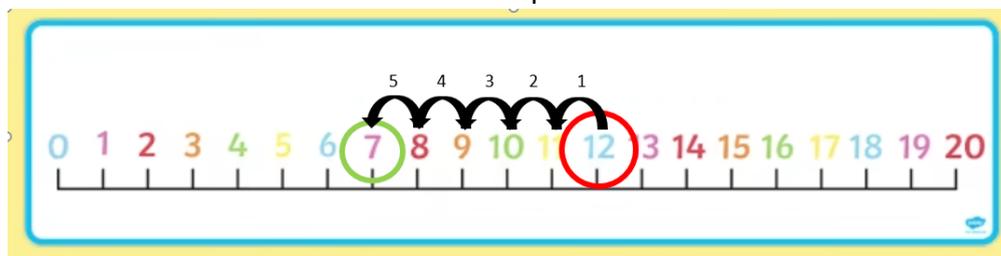
Learning Task:

- Today we are revising subtraction and the different strategies we use to solve subtraction equations.
- If you have access to a printer, please feel welcome to print the subtraction worksheets (page 3 and 4) from the resource folder. If you do NOT have access to a printer please copy the equations into your workbook.

SUBTRACTION SHEET 3	
$5 - 2 =$	$6 - 5 =$
$10 - 5 =$	$15 - 6 =$
$11 - 3 =$	$16 - 5 =$
$9 - 3 =$	$12 - 4 =$
$13 - 9 =$	$17 - 5 =$
$12 - 6 =$	$15 - 11 =$

SUBTRACTION SHEET 4	
$22 - 6 =$	$8 - 2 =$
$11 - 2 =$	$15 - 5 =$
$14 - 3 =$	$10 - 4 =$
$13 - 10 =$	$27 - 9 =$
$17 - 5 =$	$18 - 16 =$
$19 - 10 =$	$20 + 13 =$

- There are a couple different strategies we can use to help us solve subtraction equations. These are;
 - 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.



- Spend some time to complete the subtraction 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
- count back

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

$$46 - 22 =$$

$$34 - 13 =$$

$$57 - 25 =$$

$$63 - 51 =$$

SPELLING

Learning Intention: I can use vowel sounds correctly.

Success Criteria: I have used the correct digraph to make the 'long e' sound.

Learning Resources Required: Workbook, pencils, and a range of readable texts.

Learning Task:

- Build a table in their workbook and go on a 'long e' sound hunt in their books. Then discuss the following questions:
 - Can they find an example of each?
 - Which is the most common?
 - Which can we find at the end of words?
 - Which was the hardest to find?

ea	ee	ey	y	ie
beach	tree	monkey	pony	chief

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

ART

Learning Intention: I can observe and record my daily experiences in a range of visual forms. I can observe and record symmetry based on colour, objects and line.

Success Criteria: I have observed and recorded my daily experiences in a range of visual forms. I have observed and recorded symmetry based on colour, objects and line.

Focus artwork:



Learning Resources Required:

- Access to Internet to watch the videos
- Coloured or white A4 sheets of paper
- Grey lead pencil
- Black marker, oil pastel or crayon
- coloured pencils, texter or any colouring media

Learning Task: Symmetrical Butterfly

What is symmetry?

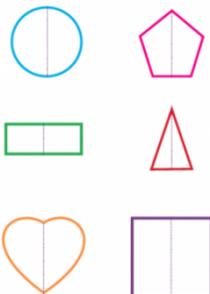
Watch the video to learn about symmetry

<https://www.youtube.com/watch?v=S6SfHkm5-QY>

Symmetry is everywhere. Your face is symmetrical.



If you draw a line going on across your face as in the picture, starting from the top of your forehead, down the nose, top of your lips and up to the chin, you can see that both sides of your face look the same.



Look at these geometrical shapes. They are all symmetrical because they have two sides that look the same. As if you are looking in a mirror.

Why is symmetry important in art?

Symmetry is an important concept in art. It gives the artwork balance in the use of the object, colour and the other elements used in the artwork.

Activity

- Click on the link to the instructional video and follow the steps to draw your symmetrical butterfly.
Instructional video link: <https://youtu.be/x8QDqikprb4>
- Pause the video if needed.
- Colour your symmetrical butterfly beautifully, making sure that you use the same kind of patterns and colours on both sides.
- You can use any media to colour your artwork: watercolour, coloured pencils, crayons or texters to draw the patterns and colour in.
- Draw a beautiful background to your butterfly and be creative!

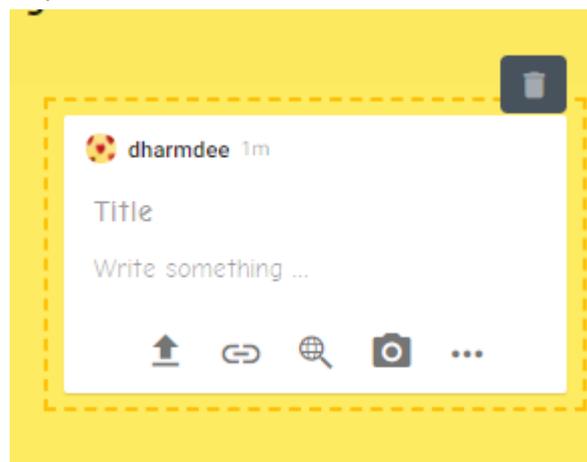
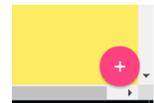
Enjoy!! 😊

Please feel welcome to take photos of your artwork and upload to Padlet. Here is the Padlet link to upload the photo of your artwork.

https://padlet.com/dharmdee/GEM_LD_art2021

Instructions to upload your work onto Padlet (from last week)

- Click on the link
https://padlet.com/dharmdee/GEM_LD_art2021
- **To add your artwork**, click on the pink plus button on the bottom right hand corner of the screen.
It will open up another small screen as below.



- Type in your name and a title.
- Describe your artwork and what inspired you to do this.

- To attach the photo, use the bottom links (the arrow) and follow the prompts.



- Your work will be automatically saved.
- To edit, click the pencil mark on the right-hand side of the new small screen. It'll pop up when you hover your mouse over the screen.

Please make sure you adhere to appropriate school rules and protocols on the 'responsible use of online media and technology'

PHYSICAL ACTIVITY

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