

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

## THURSDAY Prep Learning Tasks Term 4 Week 2

### READING - COMPREHENSION MAKING CONNECTION

**Learning Intention:** I can make connections to deepen my understanding of a text.

**Success Criteria:** I have used my schema to make text to world connections.

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

I am Australian Too By Mem Fox

<https://www.youtube.com/watch?v=BnqeUMfDR3c>

**Learning Task:**

- Today we are going to use the text 'I Am Australian Too' to make connections.

## MAKING CONNECTIONS

Good readers.....

Make personal connections with the text using their schema (background knowledge).



#### TEXT-TO-SELF

Connect to text through a personal experience.



#### TEXT-TO-TEXT

Connect with one text with another text.



#### TEXT-TO-WORLD

Connect with the text and something that is occurring around the world.



- After reading the text, discuss with your at home teacher any text to self connection you can make. Do any of the memoirs of the people in the text remind you of your life or family? Can you make any connections to your family?
- Track any of your thinking or discussion.
- Now discuss with your at home home teacher any of the concepts from the experiences of the people that you have heard about happening in the world.
  - Have you ever heard of the famine in Ireland?

- Have you heard of people fleeing war?
- Have you heard of people moving to Australia to have a better life?
- Have you heard of people coming to Australia in boats?
- Do you know what a refugee is?
- Track any discussions you have had where you were able to make a connection between the text and the world.
- 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:** 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 - 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 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.
- Today we will be writing about a memory of something that used to worry them but doesn't anymore. Often memoirs help our readers to learn an important lesson. Can they help their readers learn from their experiences?
- Try not to make this too scary an idea, we want to give them authentic purpose to their writing, but not upset them. Choose an activity that they remember, but aren't worried about. Riding without training wheels, putting their head underwater at the pool, going to kinder without mum etc.
- Students will be practising using the planner from earlier this 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 was something you used to worry about, something you can easily do now?
  - What is happening in your memory?
  - Who else is there?
  - 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-riding my bike. Sleeping without a nightlight	
<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:** 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 - APPLIED: SHAPE**

**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>

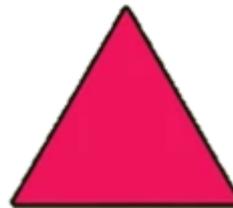
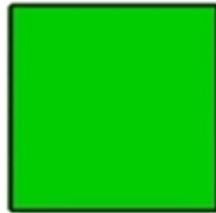
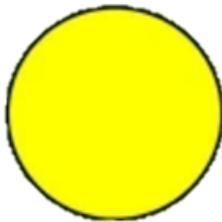
**Learning Intention:** I can identify the difference between 2D shapes and 3D objects.

**Success Criteria:** I have identified the edges and vertices of shapes.

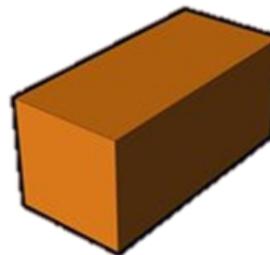
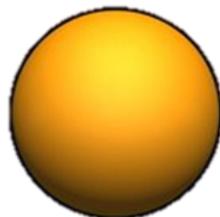
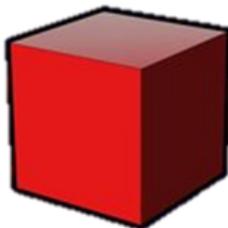
**Learning Resources Required:** Workbook, pencils and 3D object from around the house (part of the lessons activities).

**Learning Task:**

- Today we are revisiting shape, where we will be looking at the features of different 2D and 3D shapes.
- In your workbook copy the pictures of the 2D shapes below and label each shapes features;
  - name of the shape
  - how many edges (sides) they have
  - how many vertices (corners/points) they have

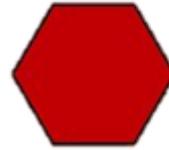


- When we identify the features of 3D shapes, we discuss the edges and vertices but we also include faces.
- Go on a shape hunt around your house to see if you can find any of the 3D shapes below!



- Once you have completed your shape hunt, draw your objects into your workbook. Try and make them look 3D!
- After you have drawn your objects, now it is time to label their features. Remember to include;
  - name of the 3D shape
  - how many edges it has
  - how many vertices it has
  - how many faces it has

**Extension task:** Can you identify these 2D shapes? Draw and label them into your workbook.



### SPELLING - HIGH FREQUENCY WORDS

**Learning Intention:** I can spell common words correctly.

**Success Criteria:** I have practised spelling my sight words.

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

**Learning Task:**

- Choose four gold/red/blue words that you do not know and practise spelling them.
- Write them in rainbow colours, write them in bubble writing, say them out loud.
- Write them on pieces of paper, and put them up around your house and spell them as a password to enter the room!

**Please note:** If your child has spelling words in their diary, and would like new take home spelling words please contact Mrs Liston during our 10-11am Q and A webex and I will be able to help you.



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

### P.E.

**Learning Intention:** I can control my body and coordinate it through balance activities.

**Success Criteria:** I have demonstrated my balance and coordination skills in an indoor and/or outdoor setting.

**Learning resources required:**

- Small bean bag/soft toy
- Yoga mat or soft surface (recommended but not essential)

Today your task will be to complete some additional balance challenges as a follow on from last week.

This week our focus is on using a bean bag and controlling the bean bag in a number of ways using our coordination and balance skills.

**Activity 1: Bean bag toss**

- Toss bean bag straight up and then...
  - clap 1 time before it hits the floor.
  - clap 1 time and then try to catch it.
  - clap as many times as you can before it hits the floor.
  - clap as many times as you can and then try to catch it.
  - with right hand only (repeat tasks above)
  - with left hand only (repeat tasks above)
  - turn/spin around before the bean bag hits the ground.

**Activity 2: Bean bag balancing act**

- With the bean bag balancing on your head, shoulders, or back...
  - balance on one foot and swap to balance on the other foot.
  - sit and then stand again. If the beanbag falls, try again.

**Activity 3: Bean bag 'TWISTING, BENDING AND STRETCHING'**

- With the bean bag on the floor...
  - stretch your body and log roll over it back and forth.
  - start low like a frog, and then jump over it backwards, forwards and side-to-side.

**PHYSICAL ACTIVITY**

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