

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

FRIDAY Prep Learning Tasks Term 4 Week 2

READING

Learning Intention: I can engage with a variety of texts, online and offline.

Success Criteria: I have selected and engaged with one of the activities below.

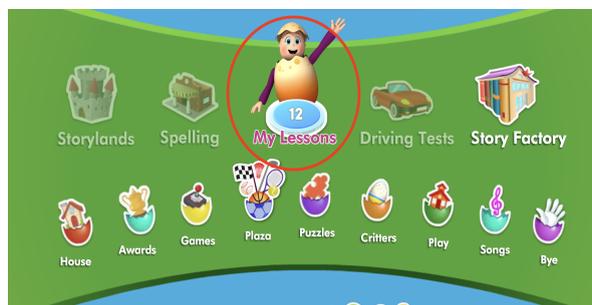
Learning Resources Required: Workbook, pencils and digital device.

Learning Task:

Today is a flexible learning time for reading, students can choose activities from the following:

1. Practise your gold/red or blue words (or the colour that you are up to) for 15-20 minutes. Depending on the current colour your child is on, remember that they are 'sight' words so they need to be able to read them in random order, with no sounding out before they are ready for their next set.
2. Login to [Reading Eggs](#) and continue with your lessons.

Use your child's Log in and Click on "My Lessons"



WRITING - FREE CHOICE FRIDAY

Learning Intention: I can develop my writing stamina.

Success Criteria: I have written about a free choice topic.

Learning Resources Required: Workbook and coloured pencils.

Learning Task:

We would recommend that you complete the following writing prompt today:

- Write a memoir about your favourite toy.
 - What is it?
 - When did you get it?
 - Why is it so special to you?

But it is Free Choice Friday so students can choose their own topic to write about. You may prefer:

- Write a fictional memoir from a character in their favourite book.
- If you could turn into any animal, which would you choose and why?
- Write a poem.
- Writing facts about their favourite place or toy.

OR you can use today as a catch up day to complete any lesson from this week.

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 - APPLIED: SHAPE

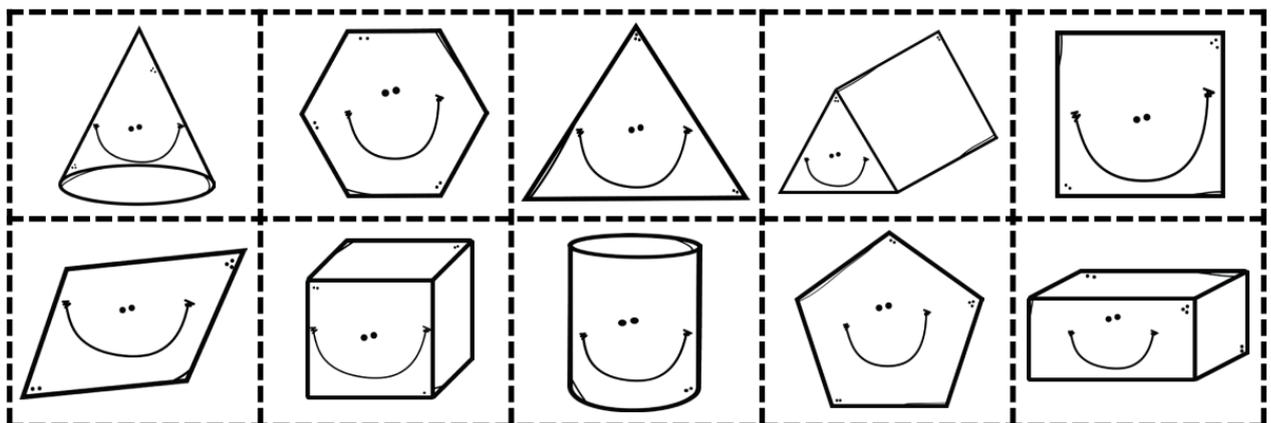
Learning Intention: I can identify the difference between 2D shapes and 3D objects.

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

Learning Resources Required: Workbook, pencils and printed worksheets (optional)

Learning Task:

- Today we are sorting 2D and 3D shapes.
- Draw a T-chart in your workbook and make a 2D column and a 3D column.
- Using the shapes below, draw them into your workbook in their correct column.
- After you have done this, explain to your at home teacher why you think the shapes are either 2D or 3D.

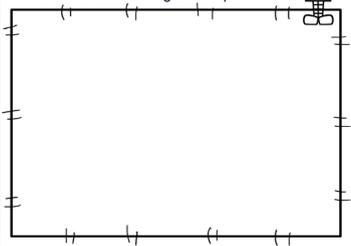


- Next we are going to create our very own shape robot. If you have a printer available please feel welcome to print the 'Shape Robot' worksheet from the resources folder, or refer to the image below.
- Using the 2D shapes at the bottom of the worksheet, create and colour your shape robot.
- After you have finished your shape robot, answer these questions;
 - How many shapes did you use?
 - How many different shapes did you use?
 - Can you add the **edges** of the shapes you used together?
 - Can you add the **vertices** of the shape you used together?

Name: _____

Shape Robot

Create a robot using 2D shapes.



Color the shapes that you used



Extension task: Are you a shape detective? Solve these four shape riddles.

- I have 4 sides. Each side is equal. What shape am I?
- I have 0 vertices and 0 sides. I am a round shape. What shape am I?
- I have 3 sides and 3 vertices. What shape am I?
- I have 4 sides and 4 vertices. 2 sides are long and the other 2 are short. What shape am I?

SPELLING

Learning Intention: I can identify parts of words.

Success Criteria: I have identified the base word and the suffix.

Learning Resources Required: Workbook and pencils.

Learning Task:

- Identifying base words is an important skill when reading and spelling.
- Write out the words provided and underline the base word in each.
 - unfinished
 - careful
 - friendly
 - misplace
 - impossible
 - skipping
 - disobey
 - relaxed
 - indecisive

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.

POSITIVE BEHAVIOUR FOR LEARNING

Learning Intention: I can follow instructions the first time.

Success Criteria: I have identified the importance of following instructions the first time, and the distractions that may stop me from doing so.

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 follow instructions the first time.

- Today we are focusing on the next statement of our 'At all Times' matrix - 'I follow instructions the first time.'
- Today we will practice following instructions by playing the game. How many steps? How good are you at following instructions?
- Start with the parent as the 'teacher' and tell your child 3 things to do. For example:
 - I'm going to tell you three things to do. Then, you are going to do them. Ready? One. Touch your nose. Two. Pick up three crayons. Three. Jump up and down four times. Ready, set, go!
 - Continue to increase the list by one step each time until they can no longer remember the list.
 - Change the activities each time...and no *repeating the instructions we are practising listening and following instructions the first time we hear them!*
- Once the student knows the game they may enjoy taking the role of 'teacher' for other people in your family.
- Then we want you have a discussion about the game, use the following prompts
 - How do you think you went playing the game today?
 - What distracted you from following the instructions?
 - OR what made it hard to remember the activities today?
 - How can we get better at this?

Your Task:

- Ask your child to write a sentence reflecting on things that may possibly distract them at school. What can we do to make respectful choices in those moments?

Please Note: You may like to try the 'build it' version. Play with blocks or Legos. Place matching blocks on either side of a barrier, such as a book standing up. Explain how you are building a shape and get them to match, only following verbal instructions. Do not repeat any steps! We are following instructions the first time we hear them today!

PHYSICAL ACTIVITY

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