



PREP HOME LEARNING WEEK 6



~Beginning Monday 18th May until Friday 22nd May~

Don't forget we are all about Strong, Smart and Deadly (make sure to work on your Deadly!)

Feel free to contact us if you have any questions regarding the home learning tasks.

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After each day on the timetable, there will be a set of resources needed for that day if you have a hardpack. Anything that has a [blue underlined web address](#) is a direct link for you to click on and go straight to the activity online.

The “Challenge” tasks you can find at the end of a lesson are an extension of activities if your child finishes early or is looking for a little extra task to complete.




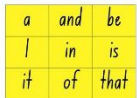





Class Access Codes for Epic Reading Program!

Prep M: **azs5199**

Prep T: **vhn8468**

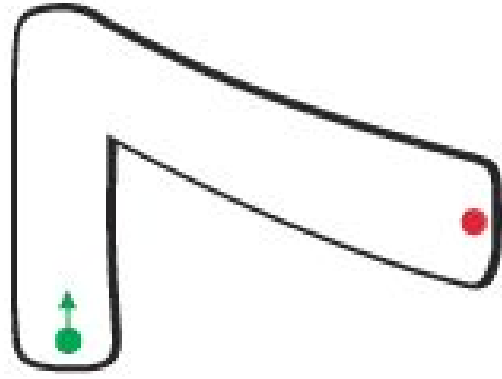
Prep B: **brg1016**

Monday 18th May

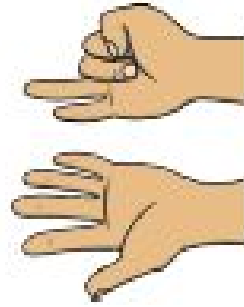
Reading	Writing	Mathematics	Art
<p>Learning Intention: To practice and learn the Magic 100 Words.</p> <p>Success Criteria: I can read the Magic words on my list out of order.</p> <p>1. Practise the Alphabet chart (A - a - *a* sound - apple) https://youtu.be/N3CUcmQuDXQ</p>  <p>2. Practise the Magic 100 Word lists. (Whichever colour you are up to! If you need the next colour of words - email your class teacher and we will email you a copy)</p>  <p>3. Salt Words - Write the set of Magic words that you are practising in salt/sugar or flour. Place some salt etc on a plate and practise writing your words with your finger. (Take a photo and post to your ClassDojo)</p>  <p>4. Read 10-15 mins from Epic Reading Online or your own book from home. Tell an adult what happened in the story. https://www.getepic.com/sign-in</p>  <p>Challenge: Video record yourself reading one set of your Magic 100 words and post it to your teacher on ClassDojo.</p>	<p>Weekend Recount</p> <p>Learning Intention: To write a recount of events from the weekend.</p> <p>Success Criteria: I can write a sentence about what I did over the weekend. I can have an uppercase letter at the beginning of my sentence. I can have a full stop at the end of my sentence.</p> <p>Watch this video on how we write a recount https://youtu.be/T8PQ3kMLR4Y</p> <p>Tell an adult working with you what you did over the weekend. Remember to say it in a sentence.</p> <p>Draw a WOW picture to match your sentence. Then write about what you did over the weekend. Count how many words and spaces you will need in your sentence. Then write down the sounds you hear or some letters you know. (Don't forget to use an uppercase letter at the beginning, spaces between words, and a full stop at the end.)</p> <p>Here are some sentence starters to help begin your writing. An adult might be able to write these down to help you start; <i>"On the weekend I..."</i> <i>"Yesterday/ On Saturday/ On Sunday..."</i> <i>"I played with..."</i> **Parents - when writing has been completed. Ask your child to read what they have written and write it for them. They can then write their sentence again, using the correct spelling that you have provided.**</p> <p>Challenge: Write more than one sentence using connecting words like "next / then"</p>	<p>Quick Maths: Have some Fuzz Bug fun :-) This activity revises some of the concepts that you have been learning about. Fuzz Bugs - Counting, Sorting, & Comparing Game for Kids</p> <p style="text-align: center;">or</p> <p>Count collections of objects. (Gather some small objects/toys and make groups of between 1 and 10 or between 1 and 20) Remember the rules for counting :-)</p> <p>Activity: Deeper Understanding of 7</p> <p>Learning Intention: To understand more about the number 7.</p> <p>Success Criteria: I can show 7 in some different ways and explain how each way is 7.</p> <p>*Write the number 7 Learn to Write Numbers - Counting Game</p> <p>*Copy the number word (seven) 7 times.</p> <p>*Make a collection with 7 objects in it. Arrange the objects so that you can subitise how many objects there are. (Like the dots on a dice).</p>  <p>*Show 7 tally marks</p>  <p>*Find the number 7 on a numberline or ruler.</p> <p>*What number is 1 more than 7? Add another object and count them or use the numberline. 1 less than 7?</p> <p>*Using both hands, show 7 fingers in as many ways as you can.</p> <p>*Go on a number 7 hunt around your house.</p> <p>*Exercise in groups of 7. 7 jumps, 7 runs around the sandpit. 7 ball bounces, etc</p> <p>*Birds on the wire. Use coat hangers and pegs to figure out all the ways to make 7. Move the pegs to make different combinations. Eg. 2 and 5 makes 7. Write down all the different ways that you found to make 7.</p>  <p>*Complete the worksheet. (Only if you are able to print. Don't stress if this is not an option for you.)</p>	<p>Let's Draw a Cute Teddy Bear!</p> <p>Who loves cuddling up to their favourite teddy bear at night? I know I do! Follow along as we sketch and draw a cute little Teddy Bear! You can follow along in the fun YouTube video as Mr B shows you how to draw your teddy bear step-by-step or you can check out the website link below that inspired the artwork.</p> <p>YouTube – Let's Draw a Cute Teddy Bear!</p> <p>https://www.youtube.com/watch?v=rVVyGaHY3CM</p> <p>How to Draw a Cute Teddy Bear in 7 Steps:</p> <p>https://www.lovetodrawthings.com/2020/04/how-to-draw-cute-teddy-bear-in-7-steps.html</p>

All About Number 7

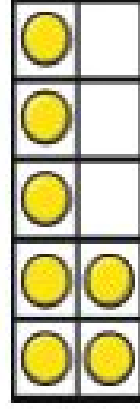
Number Formation Activity



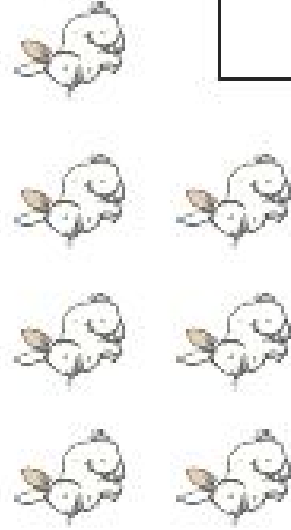
How many fingers are being shown?



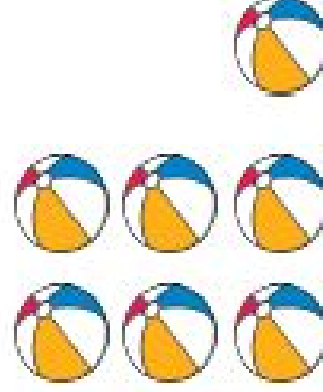
How many counters are in the ten-frame?





How many rabbits can you see?



How many balls are there?



Tuesday 19th May

Reading	Writing	Mathematics	Phys Ed
<p>Learning Intention: To learn about the letter b in the alphabet.</p> <p>Success Criteria: I can say the name and sound for the letter b. I can find some things that start with the 'b' sound.</p> <p>1. Sing along with the cued articulation song Ants in the Apple</p> <p>https://www.youtube.com/watch?v=YZPaS-3C5vQ&t=195s <i>(Hardcopy - sing the alphabet and read your alphabet chart.)</i></p> <p>2. Watch the Letter B Introduction https://youtu.be/Vo94PREW11Y <i>(Hardcopy Provided)</i></p> <p>3. Bouncy Ben: Letter B: <i>(Hardcopy provided)</i> Look at the Bouncy Ben Picture in the Resources and make a list (either written or video) of all the objects in the picture that you can find that start with the letter b.</p>  <p>4. Read the 'My B Book' *Use Eagle Eye to look at the pictures, then look for high frequency words you know. *Talk about these High Frequency words "I, have, a" *Circle these words in the book. *Read the book 3 times. Use Tracking Tiger. *Colour the pictures.</p>	<p>Learning Intention: To write a recount of pretend play experiences.</p> <p>Success Criteria: I can write a sentence about pretend play in my cubby house. I can have an uppercase letter at the beginning of my sentence. I can have a full stop at the end of my sentence.</p> <p>Writing about play: Watch the first 4:30mins of this mindfulness episode of Playschool where they build a cubby house https://iview.abc.net.au/show/play-school-mindfully-me <i>What sorts of things did they take into their cubby house?</i></p> <p>Build your own cubby house, tent or forte inside or outside. You could use a blanket over some chairs or a table or even make a treehouse in the garden.</p> <p>Take some toys, books and special things into your cubby house and find some interesting objects from outside as "treasure" to put in your cubby.</p> <p>Imagine your cubby could be anything or anywhere. <i>Is it a castle, a cave, in a forest or under the sea? Who lives there? What dangers are lurking outside?</i></p> <p>Draw a picture and write about what you played and pretended to do in your cubby house. E.g. "I played in my cubby house." "I made stones into treasure." "I made a cave. I was a troll."</p> <p>Challenge: Write more than one sentence using connecting words like "next / then / but"</p>	<p>Quick Maths: <i>*Counting to 100 Exercise! Have fun!</i> Let's Get Fit Count to 100 Count to 100 Song Counting to 100 Jack Hartmann</p> <p>*counting forwards to 10/20/50 and backwards from 10/20 (depending on your child's ability). *practise writing numbers, use your laminated practise sheet, then try on paper.</p> <p>TODAY'S ACTIVITY IS A REPEAT OF LAST WEEK'S LESSON ON SUBITISING. The aim is to continue building understanding of numbers. Begin with activities 1 and 2, using the dot cards that suit your child's ability. I've also included a game that you could print and play (if you are able to).</p> <p>Activity: Subitising (instantly seeing how many without counting) Preparation: 6 sided dot dice or dot cards (to print or copy them onto paper.) or this virtual dice. https://www.online-stopwatch.com/chance-games/roll-a-dice/</p> <p>Learning Intention: To recognise the number of objects by how they are arranged. Success Criteria: I can use the way objects are arranged to know how many there are.</p> <ol style="list-style-type: none"> 1. Roll a dice or flip a dot card. Allow your child to look at it briefly (1 - 3 seconds), then tell you how many dots they see. To extend they could then write the number. 2. Show a dot card for 1 - 3 seconds. Ask your child to make what they saw using small blocks, stones, buttons etc. 3. Play concentration matching a dot card and a number card. 4. Say a number and have your child make the dot arrangement to match using small blocks, stones, buttons etc. <p>Note to Parents: If your child can easily subitise dot regular arrangements 1 -6, (like those on a dice) you could try some different dot arrangements. (See the dot cards in the resource section).</p> <p>Further activities to try using different dot arrangements</p> <ol style="list-style-type: none"> 5. Flip a dot card, use all dot cards showing numbers 1 - 6. Allow your child to look at it briefly (1 - 2 seconds), then tell you how many dots. Ask, "What did you see to help you work that out?" 6. Play concentration games, matching cards that have different dot arrangements for each number. 7. Show several cards, all but one of which have the same number. Ask children which card does not belong and explain their choice. 8. Use cards with zero through six dots in different arrangements. Have students spread the cards in front of them. You say a number or show a number card. Students find the matching card as fast as possible and hold it up. <p>Note to Parents: You are not expected to do all of these activities. You will need to judge based on what your child is able to do. The activities could be used for a quick game at any time during your day.</p>	 <p>Fitness Click on the YouTube link below https://youtu.be/qtlRtyUDMqo</p> <p>and watch the Grade Prep Fitness #2 video, and then choose one of the two tasks to complete this week. This week there are two Fitness activities to choose from. If you do not have UNO cards at home to do the "UNO Fitness" activity then choose the "Fitness Bingo" activity.</p> <p><i>Upload a video/photo to the PE task on your Class Dojo so Miss Shore can comment on your work.</i></p> <p><i>Please remember that videos cannot be longer than 30 seconds.</i></p>




Maths: Subitising game board. (regular dot patterns 1 - 6)


























Match the die pattern

How to play

- Toss the die.
- Find the matching dot pattern on the chart.
- Place one token on the pattern.
- If the pattern already has a token on it, you lose that turn.
- Once all patterns are covered, count the coloured tokens to see who wins.

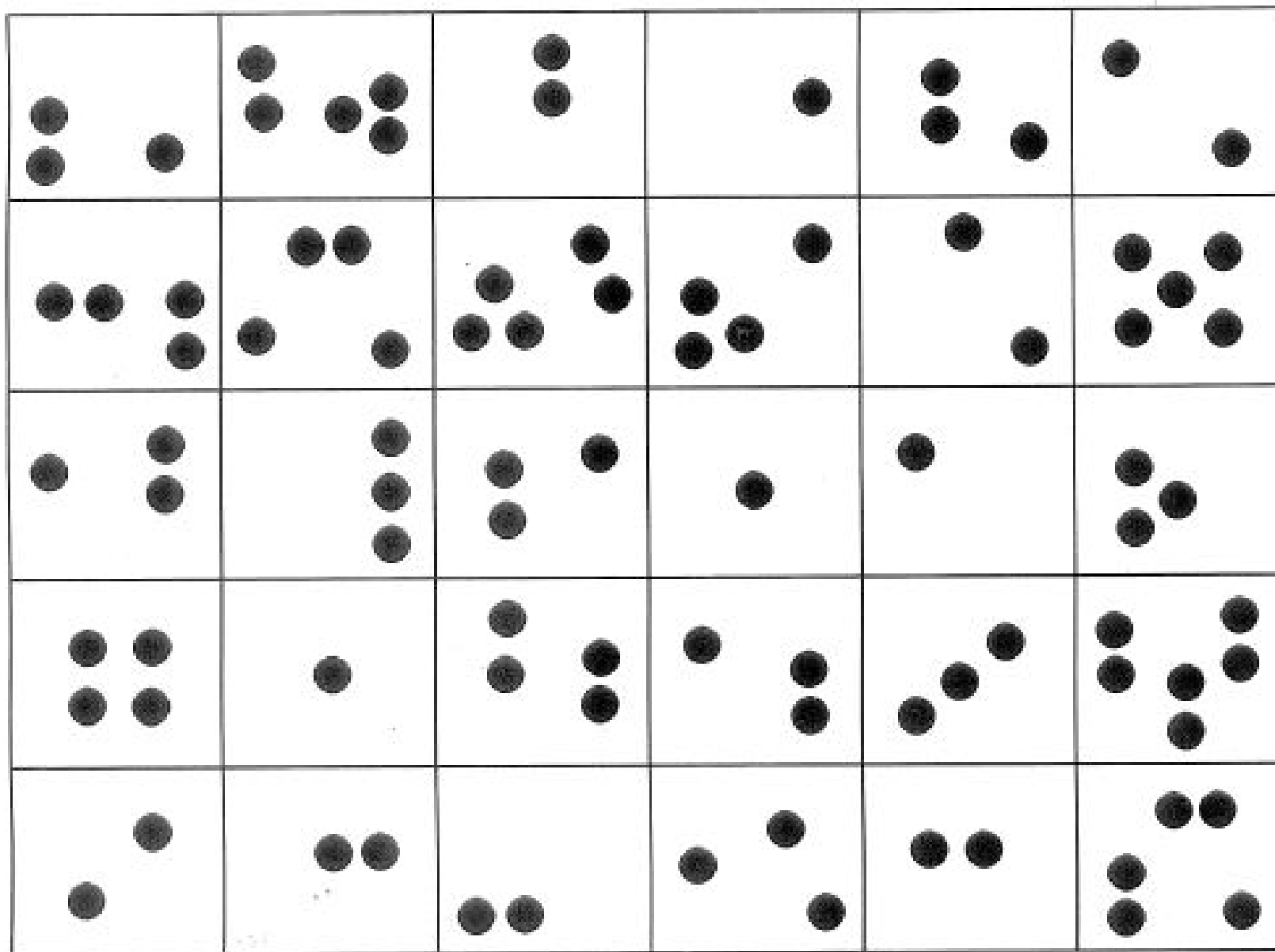
- Each player chooses a token colour.
- Players toss the die. The player with the largest number goes first.



Maths: Subitising game board. (irregular dot patterns 1 - 6)

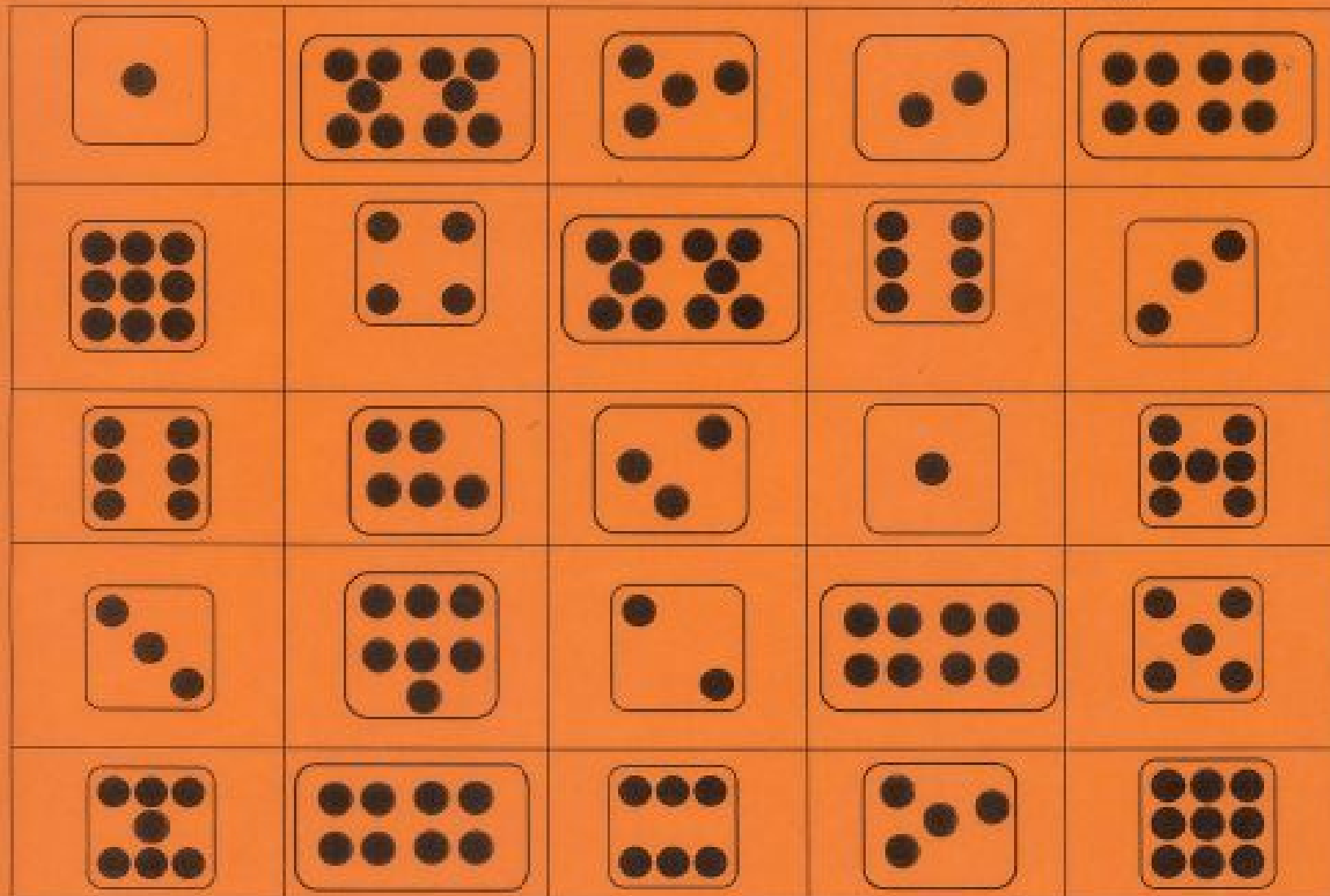
Subitising Game






Maths: Subitising game board. (dot patterns 1 - 10)

Subitising Connect Four

Turn over your Number Card, Find a matching dice on the game board. Cover it with your coloured counter. Your goal is to get 4 counters in a row in any direction.



Wednesday 20th May

Reading	Writing	Mathematics	Performing Arts
<p>Learning Intention: To use the front cover illustration of a book to help Get Our Knowledge Ready (GKR) before reading.</p> <p>Success Criteria: I can use the Eagle Eye strategy to look at the picture to help give me an idea about what is going to happen in the story.</p> <p>1. Practise the Alphabet chart (A - a - *a* sound - apple) like we do at school. (Hardcopy in blue reader bag book) https://youtu.be/N3CUcmQuDXQ</p>  <p>2. Story Book: Day 1 Getting Knowledge Ready with Mrs McDonald: https://www.youtube.com/watch?v=tqTiDZ8S8Vo&feature=youtu.be (Hardcopy provided)</p> <p>3. Read: Epic Online : Your teacher has posted you a book to read:- ‘At Bat’. It is in your Mailbox on the program. At the end of the book, answer the Quiz questions that appear on the last page. (Hardcopy: Read one of your books from home and answer the Story Questions in Wednesday’s resource section) https://www.getepic.com/sign-in</p>  <p>Challenge: Record yourself reading a story and send it to your teacher on ClassDojo.</p>	<p>Learning Intention: To use my knowledge about the new GKR text to write about what I think the story will be about (Prediction).</p> <p>Success Criteria: I can write a prediction about the book from GKR.</p> <p>Handwriting Practice: Here is a video on how to write lowercase letters https://www.youtube.com/watch?v=olgfkiTTvtY or Use your laminated practise sheet.</p> <p>Getting Knowledge Ready Video: https://www.youtube.com/watch?v=tqTiDZ8S8Vo&feature=youtu.be</p> <p>Text response: Now that you have completed Day 1 of Getting our Knowledge ready (GKR) about our new book, Think about what might happen in the story using your knowledge about the book. <i>Who else might be in the book (other characters)?</i> Tell your adult your prediction for this story.</p> <p><i>E.g. “I think the bear will...” “I think the book is called...” “I hope the bear meets a...” “The bear is mad. I think he has a prickle in his foot.”</i></p> <p>Draw a picture of what you predict is going to happen in the story.</p> <p>Write a sentence to match the picture of your prediction.</p> <p>*Parents, if this is a challenge, you may begin writing the sentence for your child then ask them to finish the sentence using sounds they can hear or know*</p> <p>Challenge: Write more than one sentence using connecting words like “because / but / then / and”</p>	<p>Quick Maths: Use the 2D Shapes activity (alike and different) from last Wednesday as a warm up for Maths today.</p> <p>Activity: Sort and classify objects Preparation: Find a variety of small objects from inside and outside your house; eg. rocks, leaves, flowers, pasta, beads, marbles, pencils, buttons etc</p> <p>Learning Intention: To sort objects so that all the objects in a group are alike in one way.</p> <p>Success Criteria: I can sort objects into groups and say how they are alike.</p> <ol style="list-style-type: none"> Go outside and find some different coloured autumn leaves. Sort these leaves into groups of their colour. Tell your adult about the leaves that are in each group. e.g. “This group has brown leaves.” “This group has red leaves” This group has leaves with more than 1 colour.” Sort the leaves again, this time into big leaves and small leaves. Ask, “Is there another way you could sort the leaves?” Ask your child to sort the leaves showing their new sorting rule. Now look at all the other objects you collected. Talk about the different ways you could sort the objects into groups. How many different ways can you sort your objects into groups? e.g. colour, size, shape, length, sides, feel, same type. Explain your sorting rule. eg. “They are all the same colour.” “They all look the same.” “They are the same thing.” Sort the objects in a new way and explain your sorting rule. Repeat the activity, searching for new ways to sort the objects. Play ‘What’s My Rule’. Take turns to sort the objects into groups using a rule. Other person has to guess the sorting rule. (Only use the rules that the child has discovered. Maybe end the lesson by sorting the objects in a new way and talk about how you have sorted. Ask your child, “Where would you put this object? Why?) <p>Note for Parents: During this lesson, you will need to gauge what your child can do and work within this to begin with. Slowly encourage them to develop their understanding of the different ways objects can be sorted. You may need to help them when sorting the objects by reminding them of the rule e.g. “These objects are all toys, is the leaf a toy? Which group do you think the leaf belongs to?”</p>	<p>Drama</p>  <p>Costume Creation</p> <p>Dress up in some of your own clothes or borrow some from other family members (make sure you ask first).</p> <p>Try to create a character.</p> <p>See the Performing Arts resource page for information.</p>

Wednesday's Resources: (Please keep this sheet as you will need it for the following week of learning)

Reading:

Story Questions:

These questions can be asked by an adult every time your child listens to a book.

Before you read:

*What do you think might happen in this story?

While you read:

*What do you think will happen next?

*What was the character's name again?

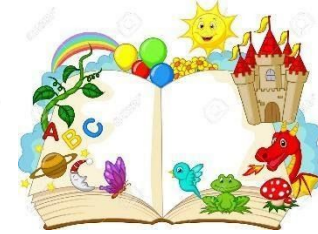
*Which words do you think best describe this character?

*Does anything in this book seem familiar to you or remind you of something else?

After you read:

*What happened in the story?

*Think of a different ending to the story. Explain how the story reminds you of something in real life or another book you have read.



Wednesday's Resources:

Performing Arts:

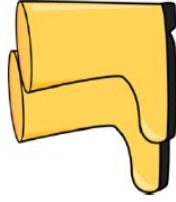
Week 6 Prep PERFORMING ARTS - Drama



Costume Creation

Dress up in some of your own clothes or borrow some from other family members (make sure you ask first). Try to create a character.

For example:



Jeans + A Flannelette + Boots + A Broad Brimmed Hat
could become a



= Cowboy/Cowgirl







Or a Farmer

Think about:

- Other clothes you could use as a costume.
- Other characters you could create.
- Add a different voice to your character.
- Find a prop (object) that your character would carry.
- Put on a show as your character. Perform it for your family.
- Film it or take a photo.
- If you can, upload it to Class Dojo or email to your teacher.

Thursday 21st May

Reading	Writing	Mathematics	You Can Do It!
<p>Learning Intention: To use our knowledge of a book, to make a prediction before reading and during reading.</p> <p>Success Criteria: I can make a prediction about what will happen in the story. I can change my prediction after getting more information from a Picture Walk.</p> <p>1. Follow along with the cued articulation Alphabet: https://www.youtube.com/watch?v=bdGSazs2_YI</p>  <p>2. Practise the Alphabet chart (A - a - *a* sound - apple) like we do at school. https://youtu.be/N3CUcmQuDXQ</p>  <p>(If you have a hardcopy practice your alphabet chart in your blue reader bag book like at school.)</p> <p>3. Story Book: Day 2 Getting Knowledge Ready with Mrs McDonald: https://www.youtube.com/watch?v=QNdPh5TR4h8 (Hardcopy provided).</p> <p>4. Read: Pick a book from Epic online or from your own book collection and read for 10-15mins.</p>  <p>https://www.getepic.com/sign-in</p>	<p>Learning Intention: To identify words that have the 'b' sound at the beginning (onset).</p> <p>Success Criteria: I can hear the 'b' sound at the beginning (onset) of words.</p> <p>Follow our Phonemic Awareness Video here: https://youtu.be/rE_BwrdaSWE</p> <p>Writing Name Practice: use your laminated practise sheet and then try in your book. Your challenge is to have the letters resting on the line.</p> <p>Watch: https://youtu.be/f1bcER1Zzak</p> <p>Handwriting: Practice writing the letter Bb in your book. Remember the exit and placing the letters on the line. (Make sure you practise writing 'b' using our school writing.)</p> <p>Watch this video about the letter Bb https://youtu.be/f1bcER1Zzak</p> <p>Draw pictures from the video, find pictures in magazines, newspapers or catalogues, or draw pictures of other words that you know that begin with 'b'.</p>  <p>Write the sounds you hear at the beginning of each word. Write some other sounds that you can hear in each word.</p>	<p>Quick Maths: Practise counting and writing numbers. Child counts the number of claps, bangs, bell rings, stomps, finger clicks (any sound can be used), then write the number of sounds heard. Start with 1 - 10. Child can use their 'writing number practise sheet' to help with writing the number if they need.</p> <p>Activity: More or Less Preparation: A set of the more-or-less cards (see resources) you will need 3 or 4 of each card, a set of number cards from 3 - 10 (2 of each number)</p> <p>Learning Intention: To understand the more than and less than relationship in numbers.</p> <p>Success Criteria: I can use objects to work out 1 or 2 more than and 1 or 2 less than numbers.</p> <ol style="list-style-type: none"> 1. Choose a number card and place it face up where all can see. Put that number of counters, blocks, marbles, or any other small object, into some kind of container. 2. Choose a More-or-Less card and place it beside the number card. 3. For the More cards, counters or other objects, are added to the container. For the Less cards, they are removed from the container. For Zero cards, no change is made. 4. Once the cup has been adjusted, predict how many counters are now in the container. 5. Dump the objects out of the container and count the collection. 6. Child says the number sentence. e.g. "Two more than six is eight." or "Eight is two more than six." 7. Repeat. 	<p>Ricky Resilience (Lesson 3) Learning Intention: To recognise different ways that we can calm down and be resilient. When I feel really upset, I can calm down and find a "trustworthy" grown-up to talk to.</p> <p>Success Criteria: I can list some trustworthy grown-ups that I can talk with to help me calm down.</p> <p>Ask an adult to read or sing you the song lyrics to "I'm Ricky Resilience" (in Thursday's resources). Join in if you know the words!</p> <p>Last week Ricky Resilience taught us that we can find something fun to do to help us calm down and be "resilient". This week we are going to learn some other helpful ways we can calm down. Help your child to find the 3 things in the lyrics that Ricky does to help him stay calm when things get tough:</p> <ul style="list-style-type: none"> • I find something fun to do. • I can talk to a grown-up • I can take a breath or two. <p>Draw a picture of 2-3 trustworthy grown-ups in your life that you could talk to when you are feeling sad, angry or worried, to help you calm down. (For example: teacher, parent, aunty, uncle etc.). Ask an adult to help you label your pictures.</p> <p><i>(If possible, take a photo of your drawing and upload it to Class Dojo!)</i></p>

Thursday's Resources:

You Can Do It: "I'm Ricky Resilience" Song Lyrics

Verse 1

I'm Ricky Resilience

I know what to do.

I know how to stay calm

You can do it too.

I'm Ricky Resilience

I get on with my day.

'Cos if there's a problem

I know what to say.

Chorus

I'm Ricky Resilience

I know what to do.

I know how to stay calm

You can do it too.

Verse 2

When stuff gets tough

I find something fun to do.

I can talk to a grown-up

I can take a breath or two.

When stuff gets tough

This is what I do

I can make it through

That's what I do.

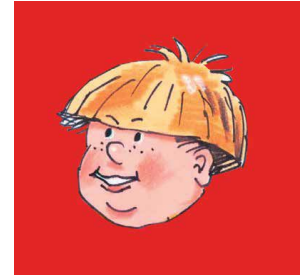
Chorus

I'm Ricky Resilience

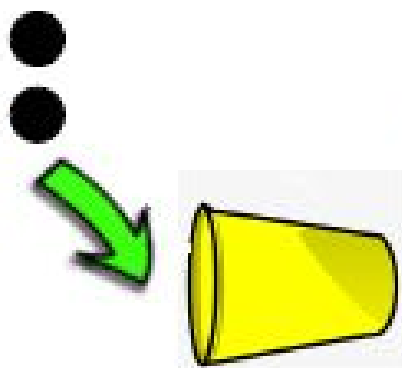
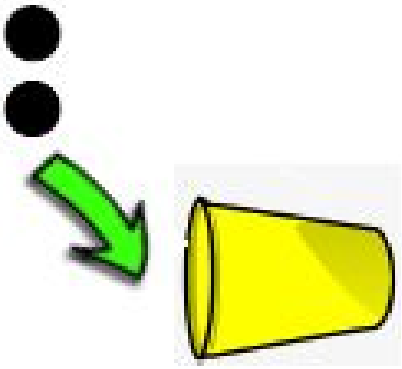
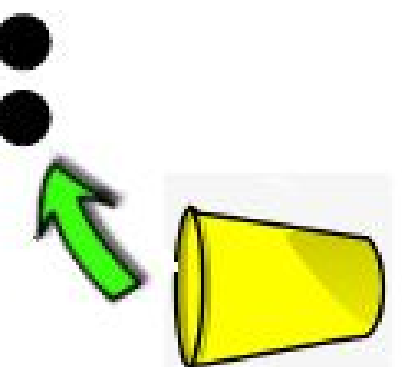
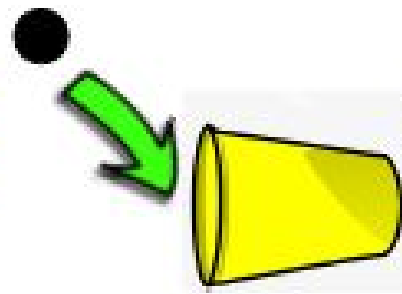
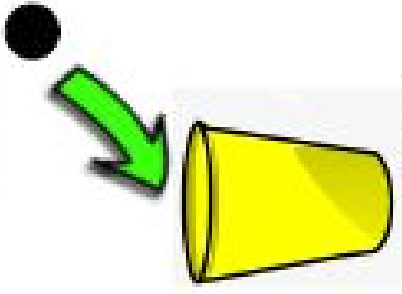
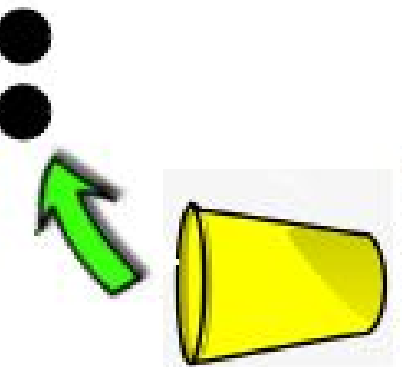
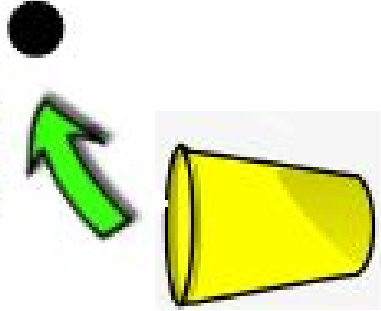
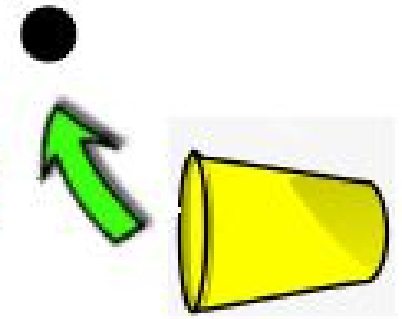
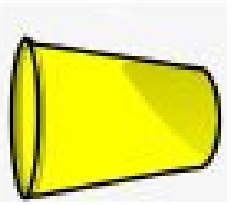
I know what to do.

I know how to stay calm

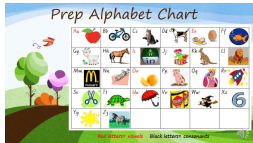


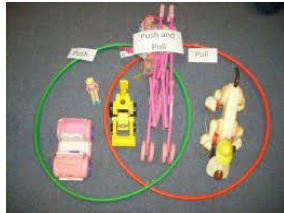
You can do it too.



Thursday's Resources: Numeracy

<p>2 more</p>  <p>plus 2</p>	<p>2 more</p>  <p>plus 2</p>	<p>2 less</p>  <p>minus 2</p>
<p>1 more</p>  <p>plus 1</p>	<p>1 more</p>  <p>plus 1</p>	<p>2 less</p>  <p>minus 2</p>
<p>1 less</p>  <p>minus 1</p>	<p>1 less</p>  <p>minus 1</p>	<p>Zero</p> 

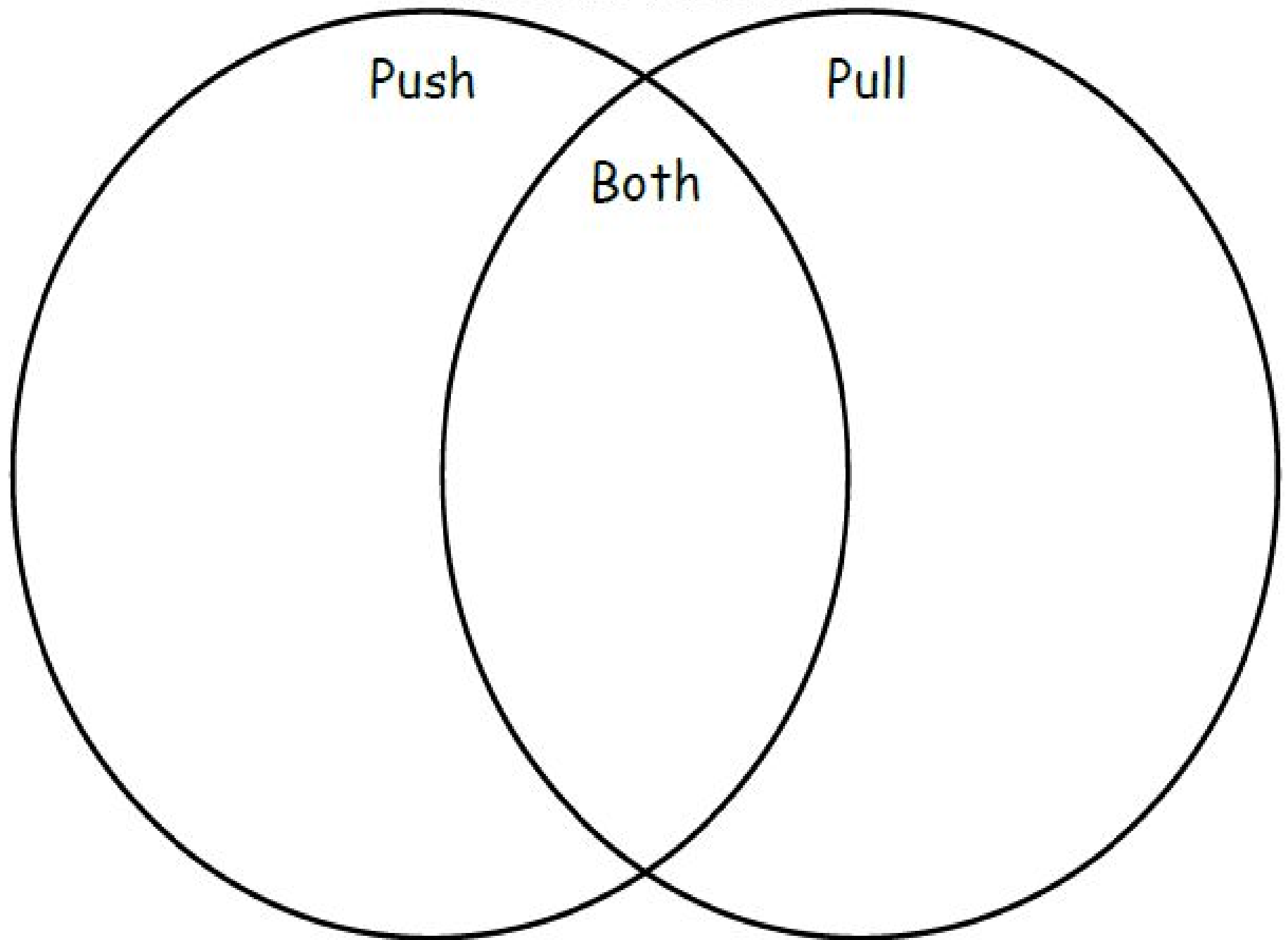
Friday 22nd May

Reading	Writing	Mathematics	Science
<p>Learning Intention: To use the knowledge we have found during our Picture walk and our Reading Strategies to help us read the story.</p> <p>Success Criteria: I can recognise some High Frequency Words. I can use my reading strategies to help read parts of the story. I can act out the word of the week.</p> <p>1. Practise the Alphabet chart (A - a - *a* sound - apple) like we do at school. https://youtu.be/N3CUcmQuDXQ</p>  <p>2. Alphabet song clip: https://www.youtube.com/watch?v=wQsr7bX1Tc</p>  <p>4. Story Book: Day 3 Getting Knowledge Ready with Mrs McDonald Video: https://www.youtube.com/watch?v=8RLoorG3Eys</p> <p>5. Read: Pick a book from Epic online or from your own book collection. Read for 10-15mins. Tell an adult what your favourite part was and why. https://www.getepic.com/sign-in</p>	<p>Learning Intention: To write a recount of a pretend play activity.</p> <p>Success Criteria: I can write a sentence about pretending to go fishing. I can use an uppercase letter at the beginning of my sentence. I can use a full stop at the end of my sentence.</p> <p>Watch: Pretend Play Fishing & Camping Toys with Wendy! Family Fun Activities</p> <p>Play: Pretend to go fishing either outside, inside or even in your bathtub. You might pretend you are a pirate or camping and make a boat out of a cardboard box or a clothes basket. You could make a fishing rod/line out of a stick, string, a rubber band or magnet, a paperclip or even sticky tape to try and catch your fish.</p>  <p>Draw a picture of you pretending to go fishing, then write about your play. (Include an uppercase at the start, spaces between words and a full stop at the end") <i>E.g. "I made a big, red fish."</i> <i>"I caught a fish with worms for bait."</i> <i>"I went fishing in a boat."</i> <i>"I was a pirate on a ship. I caught a huge shark."</i></p> <p>A fishing story for you to watch: We Caught a Fish - Audio Book</p> <p>Challenge: Watch [Special Effects] The Rainbow Fish Read Aloud Books for Children and make some rainbow fish out of paper or leaves to add to your pond, creek, sea or river.</p>	<p>Quick Maths: *Bingo - https://www.abcya.com/games/number_bingo or Draw a 2X2 grid and play bingo.</p> <p>Activity: Measuring using length Learning Intention: To compare and order objects by their length Success Criteria: I can find objects shorter, longer and the same length as another object. I can use length words to compare the length of objects.</p> <p>Maths Talk:- These are the words we would like you to use during this lesson. short, shorter, shortest, big, bigger, biggest, small, smaller, smallest, long, longer, longest, tall, taller, tallest.</p> <ol style="list-style-type: none"> Go on a nature walk and collect objects of different lengths. We will use these objects to order from shortest to longest. Choose 3 objects. Ask the following questions so your child can place them in order from shortest to longest: <ul style="list-style-type: none"> Which object is the shortest? That goes first. Which object is the longest? That goes last. Where should we put this object? It's not the shortest and it's not the longest. <p>When comparing length, make sure the objects are lined up at one end so the measuring is accurate.</p> <ol style="list-style-type: none"> Ask your child to tell you about the length of the objects using sentences. Eg. The leaf is the shortest. The flower is longer than the leaf. The stick is the longest. Ask what is another word to use instead of shortest/longest and have them repeat the sentences with other words. Repeat the steps with another 3 objects. Here is where you can order 4 or 5 objects, depending on what your child could do. <p>Challenge: Working together, place all of the objects you found in order from the shortest to the longest. Send your teacher a photo.</p>	<p>Learning Intention: To explore the forces of Push and Pull on moveable objects.</p> <p>Success Criteria: I can sort items into categories of whether they need to be pushed, pulled or can do both.</p> <p>Push and Pull:</p> <p>Watch these videos for ideas on what Forces - Push and Pull are: Pushes & Pulls (Forces) Video For Kids Kindergarten, 1st & 2nd Grade Forces Can Push or Pull Science Is A Snap Jack Hartmann Force and Motion Science Video for Kids</p> <p>Discuss what push and pull means with an adult.</p> <p>Have a go at the Push & Pull Game: Pushing and pulling</p> <p>TASK: Push, Pull or Both? Sort sheet (Hardcopy resource) If you have a printer you can print the object sort sheet and complete or create a sort chart like below using objects from around the house.</p> 







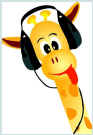

Friday's Resources: Science



Push vs Pull Sort






Try some of these activities

Fine Motor Skills/Developing Independence	Get Creative	Get Outdoors
<p>Draw and colour a bear to improve your fine motor skills and build persistence and writing stamina. https://www.youtube.com/watch?v=YBuhShCWA-8</p> 	<p>Make some playdough then use it to make the letter Bb</p> 	<p>Make an Obstacle Course in your yard. Find things to go under, over, around, between, balance on, etc</p>  <p>HAVE FUN PLAYING 😊</p>
<p>Practise doing up buttons on your pyjamas or shirt.</p> <p>Practise putting your shoes and socks on. Practise tying your shoelaces.</p> 	<p>Practise singing Advance Australia Fair.</p> <p>Practise saying the Ranfurly Ode. (It's on our website) https://www.ranfurlyps.vic.edu.au</p>	<p>Play Connect 4 if you have it. Play Noughts and Crosses if you don't have Connect 4. You will have to have a 'Smart Brain' and also be 'RESILIENT' if you do not win.</p> <p>HAVE FUN PLAYING 😊</p> 
<p>Practise your cutting skills. Cut out some of the shapes you have been learning about this week.</p> 	<p>Follow the dance moves to "I like to move it" https://www.youtube.com/watch?v=ziLHZeKbMUo</p>  <p>or</p> <p>Ask an adult to teach you a favourite song from when they were young.</p>	<p>Make some bubble mixture and have some fun blowing bubbles.</p> <p>5 Bubble Recipes for Hours of Fun</p> 

Looking for more to do at home? Try these educational websites



Some Websites to use from Home

<p><u>Literacy:</u></p> 	<p><u>Numeracy:</u></p> 	<p><u>Other:</u></p> 
<p>Abcya https://www.abcya.com/</p>	<p>Numberblocks https://www.youtube.com/channel/UCPlwvN0w4qFSP1FIILB92w</p>	<p>FunBrain https://www.funbrain.com/</p>
<p>Alphablocks https://www.youtube.com/channel/UC_qs3c0ehDvZkbiEbOj6Drg</p>	<p>Numberjacks https://www.youtube.com/channel/UCWKuiktSh-V3E4ysPU0VC3Q</p>	<p>GoNoodle https://www.youtube.com/user/GoNoodleGames</p>
<p>ABC Education https://education.abc.net.au/</p>	<p>Fuse Education https://fuse.education.vic.gov.au/Primary</p>	<p>Topmarks Education https://www.topmarks.co.uk/</p>
<p>Storybox Library Online https://storyboxlibrary.com.au/ Username: Ranfurly Password: ranfurly</p>	<p>Twinkl https://www.twinkl.com.au/ To get your one month free access, go to: www.twinkl.com.au/offer and enter the code: AUSTRCODE)</p>	<p>Advance Australia Fair https://www.youtube.com/watch?v=3SmkW4fI9MI</p>

Teach your Monster to Read: online game - free but requires you to sign in once open.
<https://www.teachyourmonstertoread.com/games/tm1> (Needs Google Chrome browser)