

















Prep Learning from Home tasks timetable

Duration	Friday 04/06	Monday 07/06	Tuesday 08/06	Wednesday 09/06	Thursday 10/06
Read for 5-10 min.	Record your reading on Seesaw to show your teacher!  Reading	Record your reading on Seesaw to show your teacher!  Reading	Record your reading on Seesaw to show your teacher!  Reading	Specialist Wednesday! Choose 3 Specialist learning tasks and complete them throughout the day!	Record your reading on Seesaw to show your teacher!  Reading
1 hour	 Math	 Writing	 Inquiry		 Math
1 hour	 Inquiry	 Math	 YCDI		 Spelling
1 hour	 Spelling	 Spelling	 Writing		 YCDI

Learning Overview

LI – Learning Intention: This tells us what the students are learning to do in this task.

SC – Success Criteria: This tells us how the students will demonstrate success with the learning. They do not have to achieve all of the steps in the Success Criteria; it serves as a guide for the different levels of success a student can demonstrate through the task.

Friday 4th June

Task 1: Maths – Reading, writing and making numbers to 20

LI: To explore numbers to 20.

SC: I can name numbers to 20.

I can describe how many in a set of objects.

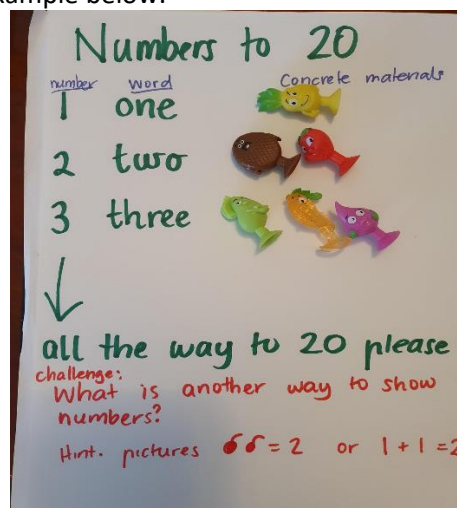
I can apply concrete strategies to count accurately.

I can create numbers to 20 with concrete materials.

Write numbers from 0 to 20!

Now write the number as a word and then show the number using concrete materials!

See example below:



As a challenge, can you represent the number in other ways as well?

Task 2: Inquiry - Researching an action-based question

LI: To create a class focus.

SC: I can identify the question I want to investigate.

I can describe why this question is important.

I can explain my big question and how it is connected to me.

I can reflect on how we can find a solution.

Choose one of the four questions below and think about ways we in Prep can solve the problem.

Draw or write your solution:

1. How can we repurpose unwanted toys?
2. How can we look after plants at school?
3. How can we reduce food waste at school?
4. How can we reduce wasting water at school?

See example:



Task 3: Spelling – Magic Words

LI: To build our understanding of Magic Words.

SC: I can identify Magic Words I know.

I can describe how to best learn my Magic Words.

I can apply Magic Words to my writing.

I can reflect on my 'where to next' with my Magic Words.

Challenge 1: Practise reading your Magic Words.

This is determined by the students' area of need. If you think your child is ready for new words, please let your child's teacher know.

Note: Only work at the child's pace, practise only a few words at a time.

Challenge 2: Complete assigned task: Ice Cream Sight Word Find on Seesaw.



Take a picture and upload to Seesaw!



Take a picture and upload to Seesaw!



Monday 7th June

Task 1: Writing - Persuasive writing

LI: To understand the purpose of persuasive writing.

SC: I can identify a topic I want to write about.

I can list my ideas.

I can explain the reasons using the word 'because'.

I can create a conclusion to complete my writing.

We write persuasive texts to change people's minds!

What would you like your mum and dad to change their minds on?

Do you want them to change your sleeping time?

Do you want them to buy you something special?

Do you want to eat something particular for dinner?

Choose a topic you like and write a persuasive text! You can start your writing by using "I think we should.... because..." and come up with at least 3 reasons to support your idea.

Task 2: Maths - Counting fluency

LI: To count backwards from 20.

SC:

I can name numbers to 20.

I can describe the number I have chosen.

I can apply a strategy to count backwards.

I can reflect on my strategy (Was I successful?).

Practice counting backwards from 20.

You may use concrete materials or draw pictures to help you.

Record it on Seesaw!

What strategies did you use to help you count backwards?

Challenge: Choose a number above 20, can you count backwards from that number? What strategies did you use to help you count backwards?

Task 3: Spelling - Vowels

LI: To understand Vowel sounds in words.

SC: I can identify the different Vowel letters.

I can describe Vowel Sounds in words.

I can explain the vowel sounds in words.

I can create a list of words with vowels in them.

Today we are going to be looking at vowels and the sounds they make.

To complete this learning task, you will need to log in to Reading Eggs.

Your teacher has assigned the following task:



Map 10 Lesson 97

End your writing by using the sentence, “This is why I think we should....”

Take a picture and upload to Seesaw!



Please contact your classroom teacher if you cannot locate your Reading Eggs login details and they will help you out!



Tuesday 8th June

Task 1: Inquiry/Writing- Persuade your class to take action

LI: To understand the purpose of persuasive writing.

SC:

I can identify the topic I want to write about.

I can list my ideas.

I can explain the reasons using the word ‘because’.

I can create a conclusion to complete my writing.

Using your research question from Friday last week, convince your teacher on WHY we should action your question using persuasive writing.

Questions from last Friday:

1. How can we repurpose unwanted toys?
2. How can we look after plants at school?
3. How can we reduce food waste at school?
4. How can we reduce wasting water at school?

See example below:

Task 2: You Can Do It - Gratitude to our friends in class

LI: To explore the language I use to show gratitude.

SC:

I can identify how I feel when I show gratitude.

I can describe words I would say to show gratitude.

I can record a gratitude voice message to my class.

I can reflect on how I would feel if I received a gratitude message.

Step 1: Go into Seesaw ‘Gratitude Journal’ and look for the ‘I am grateful to have friends in my class...’ post.

Step 2: Click on the ‘comment’ button to add a voice message to all your friends, using sentence starter “I am grateful to have friends in my class because...”

Step 3: Go back into the same post later in the day once your teacher has approved all the voice messages, to listen to the messages your friends have recorded!

Task 3: Writing – Sustained writing

LI: To understand the purpose of sustained writing.

SC: I can identify the genre I would like to write in.

I can describe how I am going to write my story.

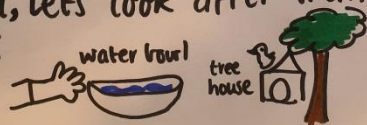
I can apply magic words to my writing.

I can create an engaging piece of writing.

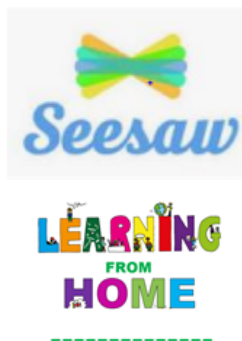


You should help native animals at school.

It is important to look after native animals at school. This is because they could become extinct. We can help them by making sure there is water for them to drink. We can plant trees so they have shelter. We MUST help native animals at school, let's look after them together.



Take a picture and upload to Seesaw!



Example:



Find this post in your Seesaw 'Gratitude Journal' folder. Click 'Comment' and leave a voice message to your friends.



Today we are going to do some sustained writing! Remember sustained writing is when we write for an amount of time without stopping.

Students can write in any genre they like. They could write a letter, persuasive piece, narrative or anything else they can think off. Use the picture prompt above to come up with an idea of what you want to write.

Take a picture and upload to Seesaw!



Wednesday 9th June

Specialist Wednesday!

Choose 3 Specialist learning tasks and complete them throughout the day!

Task 1: Maths – Mathletics task

LI: To investigate larger numbers.
SC: I can identify larger numbers.
I can list larger numbers.
I can apply my knowledge of larger numbers.
I can reflect on the strategies I used to answer the questions.

Complete your assigned tasks on Mathletics!
If you have already done the tasks, have another go as it never hurts to consolidate your learning.

Limit this task to one hour. It is okay if you do not complete all the tasks, just do what you can or come back to it later.

Please contact your classroom teacher if you cannot locate your Mathletics login details and they will help you out!

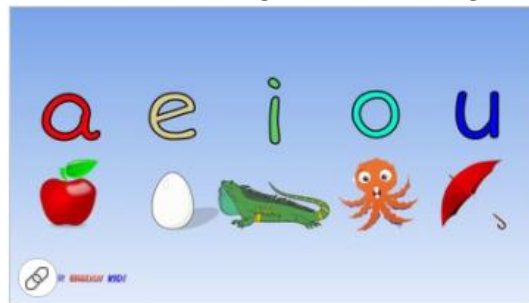


Task 2: Spelling - Vowels

LI: To understand Vowel sounds in words.
SC: I can identify the different Vowel letters.
I can describe Vowel Sounds in words.
I can explain the vowel sounds in words.
I can create a list of words with vowels in them.

This lesson we will continue to look at vowel letters and the sounds they make. To complete this learning task, you will need to log on to Seesaw.

Your teacher has assigned the following task:



Follow the instructions and complete the learning task. This will be posted on Seesaw for your teacher to see.



Task 3: You Can Do It – Letter writing for “Getting Along”

LI: To understand the purpose of letter writing.
SC: I can identify the features of a letter.
I can combine letter writing and questioning.
I can apply sentences to my letter writing.
I can create clear message for the reader.

We write letters to others to express our feelings, deliver messages and ask questions!

Think of your peers in your class. Who would you like to get to know more about?

You are going to write a letter to this person and ask 3 questions about anything you want to know more about them.

Remember to use the features of a letter including the greeting, body and an ending.

Dear _____,

I want to know more about you.

_____?

From _____.

Feel free to add more details to your letter as well!

