

## PREP - WEEK 2: APRIL 20th-APRIL 24th

**Ongoing Activities:** [READING EGGS](#) and [MATHLETICS](#)

**Daily PE/Health and Fitness:** Suggested PE lessons are below this planner. You can also access YouTube: Joe Wick PE lessons, or just include your daily walk!

### Additional idea to try this week:

With your child watch and listen (and maybe dance!) to the song “Friendly, Gentle, Sharing, Courageous.”


<https://www.youtube.com/watch?v=YMC9GSTikjM>

Did you both enjoy it? Start a conversation about the four qualities shown in the song. Or you might like to focus on just one. *What do you think being friendly means? Can you share an example when you have been friendly? Does it feel good when you and your family/friends are friendly? Why?*

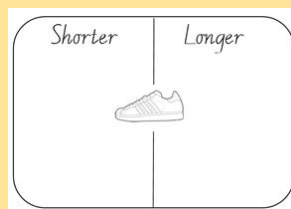
Keeping the chat short and simple and to your child’s interest level is great. Tuning kids into the positive actions of themselves and others is something we do quite a lot of at school!

### Activities for Week 2

READING CAFE	WRITING FOCUS	NUMERACY FOCUS	DISCOVERY	WELLBEING
Read for 10-15 minutes each day: Have you tried out Epic? (password sent last Friday)	<p><b>Revision of m, f c or k, o, e sounds</b></p> <p>Print the revision sheet below. Students cut out the lower case letters and pictures and match them with their correct capital letter and initial (first) sound.</p> <p>If you cannot print, draw up the capital letter table and get your child to write in the matching lower case letter and draw 2 pictures beginning with that sound.</p>	<p><b>Warm up:</b> Play Number Bingo - Try to get 3 in a row! Select either numbers to 10, teen numbers or a set of two digit numbers. <a href="https://www.abcya.com/games/number_bingo">https://www.abcya.com/games/number_bingo</a></p> <p><b>Ordering Numbers to 20:</b></p> <p>Recap on reading numbers and counting to 20. Print out numberline sheet with missing numbers. Can you cut out the numbers below and stick them into the correct places on the numberline? How did you know where they went?</p>	<p><b>Community helpers - Discuss</b></p> <ul style="list-style-type: none"> <li>* Who can help us in our community? (police, fire fighters, crossing supervisors etc)</li> <li>* Why are they important?</li> </ul> <p>Can you draw some community helpers? (here is a directed drawing of a firefighter you might like to do! <a href="#">Firefighter</a>)</p>	
Choose a book on Epic and either read it to someone, or listen to it being read	<p><b>Revision of n, s, i, d, u sounds</b></p> <p>Discuss writing high frequency words 'a' and 'some'. Have a go at writing each of these words 5 times on paper or your whiteboard (you can use the back of the alphabet book if you need)</p> <p>Complete the 'I see ____' sentences. For example, "I see a nest", 'I see some undies'...</p>	<p><b>Warm up:</b> Play coconut ordering - choose numbers 1-10, 1-20 or a different two digit number variation. <a href="https://www.topmarks.co.uk/ordering-and-sequencing/coconut-ordering">https://www.topmarks.co.uk/ordering-and-sequencing/coconut-ordering</a></p> <p><b>Ten Frames:</b></p> <p>Revise teen numbers. Can you read and order them? Print the Tens Frames sheet. Can you count the number of counters in each section? (NB, you know that a full frame has 10 so can you count on? Or</p>	<p>These are <b>OPTIONAL</b> activities:</p> <p>Youtube videos you might want to watch:</p> <p><a href="#">I want to be a Doctor</a></p> <p><a href="#">I want to be a Paramedic</a></p>	<p>Watch: <a href="#">The Way I Feel by Janan Cain</a></p> <p>Draw a picture of the emotion you feel today and what happened to make you feel that way.</p>

	<p>(Prompt your child to say the words they want to write slowly, and then encourage them to record the sounds they can hear in the words. Some students may record only the first sound and others will write many sounds they can hear. Correct spelling and including all letters is not expected! Tick correct sounds.)</p> <p>I wonder if you know what needs to come at the end of a sentence?! (A full stop).</p>	<p>maybe you know its 15 because its a 10 and half a board?)</p> <p>Cut the numbers out and stick the correct number next to the frames.</p> <p><u>If your child is not yet secure</u> with numbers to 10, get them to match objects with number cards to 10.</p> <p><u>Optional Extension:</u> Give a larger number. Can you write how many tens frames and how many left over counters you would need? Eg: 37 is 10 10 10 7 or 3 full tens frames, 7 extra counters</p>	<p><u><a href="#">I want to be a Firefighter</a></u></p> <p>Sheets in attachment on Compass:</p> <p>* Matching person, equipment, vehicle and location of work.</p> <p>* Add details and colour vehicles, or design your own vehicle using the outline as a template.</p>	<p>Label your emotion eg. I feel happy/sad/confused/silly etc.</p>
<p>Listen to a story on this Dr Seuss app (we use this app at school and it will need to be downloaded)</p> <p>Green Eggs App</p> 	<p><b>Revision of letters and sounds a, b, l, r, g</b> <a href="https://www.youtube.com/watch?v=saF3-fOXW AY">https://www.youtube.com/watch?v=saF3-fOXW AY</a></p> <p><b>Letter Investigators</b></p> <p>Draw up a table with the above letters. Use newspapers, old magazines and junk mail to cut and paste letters represented in different fonts and paste them into the grid.</p> <p>Can you draw some pictures or write in some words that begin with each of the letters? Or maybe you know a word with the sound in the middle (such as cat).</p>	<p><b>Warm up:</b> Card game "Highest Number Wins". See instruction sheet below planner.</p> <p><b>Revision from yesterday:</b></p> <p>Print out the "I Can Count Teen Numbers" sheet. Read the teen number and colour in that number of boxes on the tens frames.</p> <p><u>If your child is not yet secure</u> with numbers to 10, draw a large ten frame. Show a numbercard and ask them to put the corresponding number of small objects onto the frame (counters, pasta, lego...).</p> <p><u>Optional Extension:</u> As yesterday - Give a larger number. Can you write how many tens frames and how many left over counters you would need? Eg: 37 is 10 10 10 7 or 3 full tens frames, 7 extra counters</p>		<p>This activity will be assigned to you on Seesaw - look out for it on Weds morning!</p> <p><b>Inside Out Read Aloud and Emotions Reflection</b></p> <ol style="list-style-type: none"> <li>1. Click on the link to watch the read aloud</li> <li>2. Add Assignment</li> <li>3. Take pictures of yourself making faces of your different feelings.</li> </ol>

<p>Epic or Reading Eggs for 15 minutes</p>	<p>Introduce the letter Ww.  <a href="https://www.youtube.com/watch?v=jJ9zokXKszM">https://www.youtube.com/watch?v=jJ9zokXKszM</a>            Brainstorm 'w' words and focus on the sound that w makes. Find w page in your alphabet book and use rainbow colours to copy over the letter w. Can you practise writing the letter w around the page, drawing pictures of w things and labelling them.</p> <p>On the blank left hand page, draw around your hand (or print it with paint!!) and decorate. Write 3 sentences underneath. 'My whale is ____' blue/swimming/ blowing water/happy etc.</p> <p>Parents may need to write the sentence starter for children to complete using sounds.</p>	<p>Watch the following video about measuring length:  <a href="https://www.youtube.com/watch?v=q8o7n-AQSC0&amp;feature=youtu.be">https://www.youtube.com/watch?v=q8o7n-AQSC0&amp;feature=youtu.be</a></p> <p>Use small household objects (e.g. coins, lego, pasta, blocks, paperclips, cotton balls, stikeez) to measure different things in your house. <i>E.g. 'A banana is 6 blocks long. My teddy is 11 blocks long.'</i> Remember to follow the 4 measuring rules from the video!</p> <p><b>To extend learning:</b> Compare the length of objects. <i>E.g. 'My book is 9 coins long and this plate is 15 coins long. The plate is longer than my book.'</i></p>		<p>SPECIALIST ACTIVITY (See below)</p>
<p>Epic or Reading Eggs for 15 minutes</p>	<p>Introduce the letter Jj  <a href="https://www.youtube.com/watch?v=6KXX6fCKWes">https://www.youtube.com/watch?v=6KXX6fCKWes</a>            Brainstorm j words and focus on the sound j makes. Find j page in your alphabet book and use coloured pencils to copy over the letter j. Can you practise writing the letter j around the page, drawing pictures of j things and labelling them? Jellyfish Activity (left hand page). Cut a paper plate in half or use the template provided below. Decorate body with textas, food dye or paint. Add strips of paper, string or wool for the tentacles. Attach to the back of the plate/body with sticky tape. Be creative with what you could use for eyes! Write some sentences: My jellyfish is____ jolly/juicy/wiggly... My jellyfish can____ juggle/jump/swim...</p>	<p>Measure your shoe using a small object of your choice (e.g. lego, coins or paper clips). Measure other household items to find out if they are longer or shorter than your shoe.</p> <p>Fold a piece of paper in half. On one side draw things <i>shorter</i> than your shoe. On the other side draw things <i>longer</i> than your shoe.</p>		<p>Specialist Activity (see below)</p>



**Extension:** Reading Eggs  
Lessons: Map 3 Lesson 25

The Prep classes have 3 Specialist Subjects each week. Please see below to find which subject areas your child needs to choose from.

Prep A	Prep B	Prep C	Prep D	Prep E	Prep F
PE Japanese Art	PE Japanese Art	PE ICT Art	PE ICT Music	PE ICT Music	PE ICT Music

- If your child also wishes to try an activity from another specialist class, this will be fine too!



From the Art Room.

**Term 2 2020; Week 2 and 3 Monday 20<sup>th</sup> April – Friday 1<sup>st</sup> May**

From the Art Room. **Prep**

In the Art room Prep A, B and C students are learning all about artist, Wassily Kandinsky. We have been exploring and using our imagination and different materials to create art work in Kandinsky's style. We are creating a Kandinsky style garden painting that looks amazing! Prep D, Prep C and Prep D are also welcome to create some art using this planner!!;

### Prep Art activities

Read this story about Wassily Kandinsky Read the picture story book – *The Dreaming Giant* <https://www.youtube.com/watch?v=xetpyKiMYhg>

Watch this show about Mati and Dada meeting Wassily Kandinsky. Mati and Dada meet Kandinsky  
<https://www.youtube.com/watch?v=qXcAkgPKDxc>

### Activity 1

Do you have some paper and some crayons or pencils? Gather up your art materials and find a good spot to sit and draw.

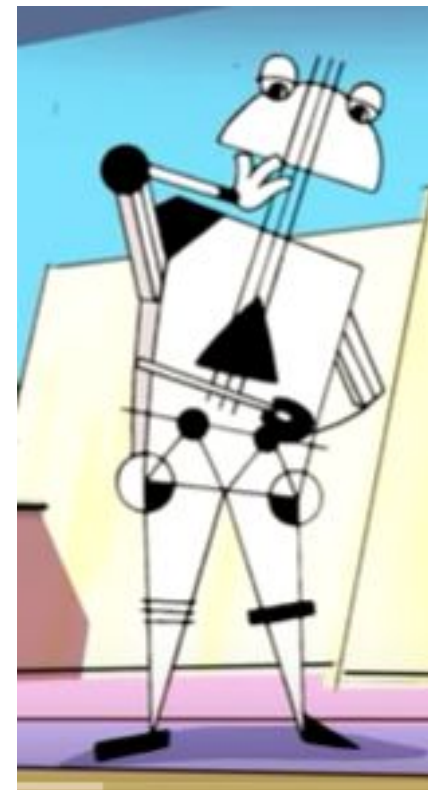
Draw the musical man from the cartoon. The musical man changes his shapes in the Mati and Dada show at 2:34 minutes. You can draw one of the musical men from the cartoon or make up your own.

What instrument does your musical man play? What does it sound like?

### Activity 2

Gather up your art materials again and play some music. It might be a favourite song. It could be a song that you like to sing. Someone in your family might play you their favourite song. While you are listening to the music draw a picture.

Listen to the music. Can you hear the colours in the music? Create a picture with the colours and shapes that you can hear in the music. Remember your picture can have any shapes and colours that you like.



# WHAT TECHNOLOGY DO YOU HAVE AT HOME?

## PREP ICT

In Term 1, the Prep students looked at what made something 'technology'.

- Does it have a screen?
- Does it use power?
- Does it have batteries?
- Does it move?

They decided that if it uses power, then it must be technology.

Preps,

Your task for this week is to look at what technology you have at home.

You need to make a list of what you can find.

You can do 1 or more of the following:

- Make a list.
- Draw pictures of technology you find.
- Count the number of technology devices in each room.
- Take pictures of different technology devices with a camera, iPad or phone.







# JAPANESE

## (Prep) Activity 1



Use greetings and introduce ourselves in Japanese



I can say "Hello, my name is ....." in Japanese

- say hello "konnichi"
- introduce ourselves ("I'm Sam", "I'm Emily")

(girls) **watashi** wa Emily desu.

(boys) **boku** wa Sam desu.

- Imagine your soft toys can speak Japanese: make a video of them saying konnichiwa or/and telling their names (of course, you'll need to say it for them ☺):
- Check out these examples: <https://www.youtube.com/watch?v=3SoGFuatCsw>



: This Activity is worth  
Send your video to



Classdojo Monster points. Mrs Yoshida will add them on for you!  
[yoshida.terri.l@edumail.vic.gov.au](mailto:yoshida.terri.l@edumail.vic.gov.au)

## Music At Home Learning: Prep

Lots of the activities will be completed more than once over the term to help develop and practice different skills.

Create a music journal and keep a written record of your achievements and/or write a small reflection of how you are going.  
You might even like to take a video of yourself completing an activity!

**Week 1 15/04/20 - 17/04/20**

### **Dance: Bring it all Back**

This is a dance taught by footsteps (the dance company that often comes to our school). You don't have to learn the whole dance at once. Have fun with it. We will practice it again next week.

<https://www.youtube.com/watch?v=pqZfzclY6Ys&feature=youtu.be>

1. Watch the whole video of this dance.
2. Go back to the beginning and start to learn this dance by following the instructions.
3. Learn a little bit at a time. Once you have learnt some of the steps, keep going back to the beginning to practice the steps.



### **Make and Decorate your own shakers**

You will need containers or plastic bottles, things to put in the containers (rice, noodles, sand, beads...), things to decorate the bottles (paper, textas, stickers ribbons...)

[https://www.youtube.com/watch?v=U2Gkf\\_HFrMM](https://www.youtube.com/watch?v=U2Gkf_HFrMM)




1. Use different size containers to make and decorate your shakers.
2. Fill them with different amounts to make different sounds.
3. Choose some of your favourite songs and play your shakers to the music.
4. Keep your shakers, we will use them next week.





## Physical Education At Home Learning Week 2: Grades P-2

Each activity is designed to be completed more than once over the week to develop and practise the different skills. Create a movement journal and keep a written record of your achievements and/or write a small reflection of how you are going. You might even like to take a video of yourself completing an activity!

Week 2 20/04/20 - 24/04/20		
<p style="text-align: center;"><b><u>Yoga</u></b></p> <p>Head to Cosmic Kids Yoga and complete a yoga session</p> <p><a href="https://www.youtube.com/user/CosmicKidsYoga">https://www.youtube.com/user/CosmicKidsYoga</a></p>  <p><i>*Yoga has many great health benefits including:</i></p> <ul style="list-style-type: none"> <li>- developing body awareness</li> <li>- improving concentration and focus</li> <li>- building self-esteem and confidence</li> <li>- reducing stress and anxiety</li> </ul>	<p style="text-align: center;"><b><u>PE Challenge Stations</u></b></p> <p><b>Balloon Tap Station</b></p> <p><i>*Use a balloon or scrunched up piece of paper*</i></p> <ul style="list-style-type: none"> <li>• <i>I can strike a balloon with my hand 15 times in a row without the balloon hitting the ground</i></li> <li>• <i>I can strike a balloon with my hand 15 times without moving</i></li> <li>• <i>I can strike a balloon with a bat 10 times without the balloon hitting the ground</i></li> </ul> <p><b>Target Stations</b></p> <ul style="list-style-type: none"> <li>• <i>Set up one target and stand 5-10 steps away - can you underarm roll/throw socks and hit the target?</i></li> <li>• <i>Build a target with three or more objects and throw from 5 steps away. Count how many throws it takes to knock them all down.</i></li> <li>• <i>Build a target with three or more objects and throw from 10 steps away. Count how many throws it takes to knock them all down.</i></li> </ul> 	<p style="text-align: center;"><b><u>Throw and Catch Challenge</u></b></p> <p><b>Equipment GAME 1:</b> A ball of any size</p> <p><b>Instructions:</b></p> <ol style="list-style-type: none"> <li>1. Stand facing your partner at close range.</li> <li>2. Throw the ball to your partner</li> <li>3. Once you have thrown and caught a ball each at the first distance you both then take a step back away from each other</li> <li>4. If either pair drops the ball then you go back to the starting distance.</li> <li>5. A point is awarded each time you and your partner step back and the goal is to beat your top score achieved each time.</li> </ol> <p><b>Equipment GAME 2:</b> One soft toy per person</p> <p><b>Instructions:</b></p> <ol style="list-style-type: none"> <li>1. Begin by throwing and catching with your partner with one toy.</li> <li>2. Once confident catching one toy, then add the second toy and throw at the same time.</li> <li>3. One can throw high and the other low or you could throw left and right.</li> <li>4. Each catch is worth a point but they must be in a row. If you drop one, then you go back to the start and try and beat your score.</li> </ol> 




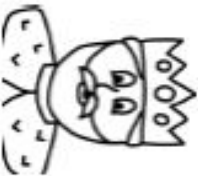






If you would like to share any of your learning or have any questions, please email your P.E. teacher!

Mrs Travers: [travers.amy.c@edumail.vic.gov.au](mailto:travers.amy.c@edumail.vic.gov.au)

Mr O'Brien: [o'brien.dallas.w@edumail.vic.gov.au](mailto:o'brien.dallas.w@edumail.vic.gov.au)

Sound	M	F	C	O	E
Lower case match					
Picture # 1 beginning with sound					
Picture # 2 beginning with sound					



f	c	e	o	m
				
				

I see

\_\_\_\_\_

\_\_\_\_\_



I see

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\_\_\_\_\_



I see

\_\_\_\_\_

\_\_\_\_\_



I see

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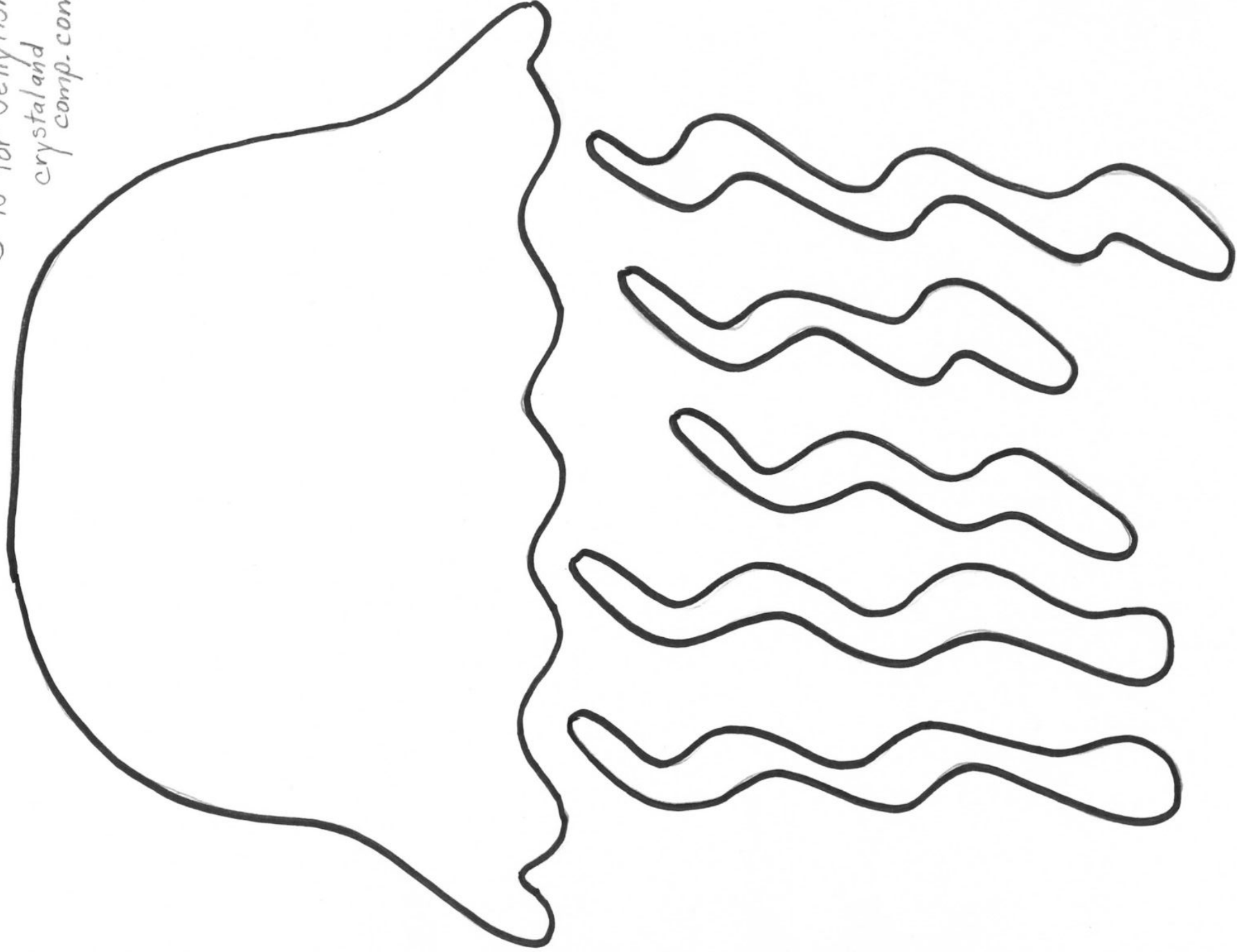
I see

\_\_\_\_\_

\_\_\_\_\_



J is for Jellyfish  
crystaland  
comp.com



# Ordering to 20 Cut and Stick Activity Sheet

1		3	4			7			10
11			14		16		18	19	

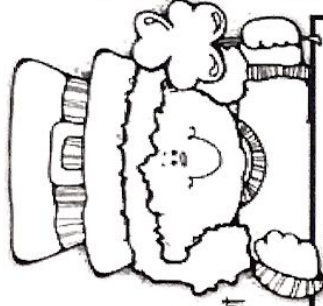
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Cut out the numbers below. Stick them in the correct order above.

8	20	15	12	9	2	17	13	6	5
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Name \_\_\_\_\_



# Ten Frames

Directions: Count the number on each ten frame set. Cut and paste the matching number next to the ten frame.

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# I Can Count Teen Numbers

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Color the correct  
number of boxes.

# I Can Count Teen Numbers

17



15



13



19





Color the correct  
number of boxes.

## Highest number wins card game



1. Remove all picture cards from the pack. Keep the Aces as the number 1.
2. Put the pile of number cards in the middle of you and a partner.
3. Each player flips over 1, 2 or 3 number cards (depending on if you want to make single digit, two digit or three digit numbers).
4. Make the highest number that you can.
5. **Optional:** circle the numbers on a number line or numbers chart to prove which is bigger
6. The person with the highest number gets to collect the cards.
7. Keep playing until there are no cards left on the pile.
8. The winner is the player with the most cards at the end!