

Welcome to Week 4

Thanks for all your hard work so far. We have been very impressed with how smoothly it has been going and how engaged you have been with the program.

This week we will be trialling **Webex Guided Reading sessions**. This is where a teacher will [attempt] to conduct a video call with 1 or more students to listen to you read, practise your reading strategies and check in on your comprehension of texts. You will be sent an invitation via SeeSaw with a time and details for logging in.

We have a **bit of assessment to get through this week** as we are finishing up units on **Fractions, Time** and **Pattern** and starting a unit on **2D shapes**. We have also set up a teacher test for your **spelling words** on Monday, so we can set some new words this week. It is SUPER important that you answer all assessment questions by yourself, without help, so we know what you know and what you still need to learn. It is ok though, to ask someone to read a question to you if you don't understand it.










Friday is Rainbow Day for Boolarra Primary School. This is a day of Rainbow themed activities to build community spirit and engagement. It is also much needed at the moment with all this dreary weather!

Have a good week Prep/1/2s!




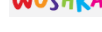





Ms Smith & Ms Webster.









HOME LEARNING – GRADES 1/2

TERM 2 – Week 4





Monday	Tuesday	Wednesday	Thursday	Friday
MORNING SESSION. TEACHER AVAILABLE FROM 8:45-9:45AM				
Morning Greeting 	Morning Greeting 	Morning Greeting 	Morning Greeting 	Morning Greeting 
Mrs. Duncan	Ms. Smith	Mr. Holt	Mrs. Webster	Mrs. Cascianelli
NUMERACY	NUMERACY	NUMERACY	NUMERACY	NUMERACY
Mathematics	Mathematics	Mathematics	Mathematics	RAINBOW DAY
<p>WARM UP: Practise your fast facts cards. Starting at you last successful level. See if you can answer each question in under 3 seconds.</p> <p>Learning Intention: We are learning to recognise and interpret common uses of halves, quarters and eighths of shapes and collections</p> <p>Success Criteria: I can identify fractions of collections.</p> <p>ACTIVITY: Fraction Review activities. See SeeSaw.</p> 	<p>WARM UP: Practise your fast facts cards. Starting at you last successful level. See if you can answer each question in under 3 seconds.</p> <p>Learning Intention: We are learning to recognise and interpret common uses of halves, quarters and eighths of shapes and collections</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • I have tried to answer all the questions in my post-test. • I have used some of the strategies we have learnt to find the answers. • I answered all the questions without adult help. <p>ACTIVITY:  Fraction post-test. See SeeSaw.</p>	<p>WARM UP: Practise your fast facts cards. Starting at you last successful level. See if you can answer each question in under 3 seconds.</p> <p>Learning Intention We are learning about Australian coins.</p> <p>Success Criteria</p> <ul style="list-style-type: none"> • I have tried to answer all the questions. • I haven't received help from and adult. <p>ACTIVITY: Money post-test. See SeeSaw.</p> 	<p>WARM UP: Practise your fast facts cards. Starting at you last successful level. See if you can answer each question in under 3 seconds.</p> <p>Learning Intention: To assess my current knowledge of 2D shapes.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • I have tried to answer all the questions. • I haven't received help from and adult. <p>ACTIVITY: 2D Shape pre-test. See SeeSaw.</p> 	
SNACK BREAK				

2ND SESSION – TEACHERS AVAILABLE FROM 10:15 – 12:15

LITERACY	LITERACY	LITERACY	LITERACY	LITERACY
<p>Reading</p> <p>Independent Reading:  Read a book from your Wushka Book Box to a parent/carer</p> <p>Learning Intention: We are learning to make connections as we read.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> I can make connections between books that I read and my own life. I can use the sentence starters to record my connection. <p>ACTIVITY:  Activity and WAGOLL on SeeSaw.</p> <p>WEBEX Reading: Callen, Kodee,</p>	<p>Reading</p> <p>Independent Reading:  Read a book from your Wushka Book Box to an adult.</p> <p>Learning Intention: We are learning to describe the traits of characters.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> I can identify the Inside traits of a character. I can use evidence from the book to explain these traits. <p>ACTIVITY: Listen to a book and complete activity on SeeSaw.</p> <p>Webex Reading: Ruby M, Daisy</p>	<p>Reading</p> <p>Independent Reading:  Read a book from your Wushka Book Box to an adult.</p> <p>Learning Intention: We are learning to 'infer' character feelings from pictures.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> I can use clues from pictures to identify a character's feelings. I can use clues from a picture to explain why they are feeling that way. <p>ACTIVITY: Picture cards with questions on SeeSaw.</p> <p>Webex Reading: Ruby H, Angela.</p>	<p>Reading</p> <p>Independent Reading:  Read a book from your Wushka Book Box to an adult.</p> <p>Learning Intention: We are learning about 'settings' in stories.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> I can draw a picture of the setting of my story I can describe the setting of a story using nouns and adjectives. <p>ACTIVITY: Story and Activity on SeeSaw.</p> <p>Webex Reading: James, Scarlett, Violet,</p>	<p>Reading</p> <p>Independent Reading:  Read a book from your Wushka Book Box to an adult.</p>
<p>Spelling</p> <p>Teacher Test: Listen to me reading out your words. Write each word out without any help. Upload your work for me to mark.</p>	<p>Spelling</p> <p>Learning Intention: To learn to how spell my words correctly.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> I complete my activity with all my words spelt correctly. My friend test shows I am improving my spelling of these words. <p>ACTIVITY:  See SeeSaw.</p>	<p>Word Work</p> <p>Learning Intention: We are learning to make changes to sentences to improve meaning, spelling and punctuation.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> I can identify errors in sentences and fix them. <p>ACTIVITY:  Please check SeeSaw.</p>	<p>Spelling</p> <p>Learning Intention: To learn to how spell my words correctly.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> I complete my activity with all my words spelt correctly. My friend test shows I am improving my spelling of these words. <p>ACTIVITY:  See SeeSaw.</p>	
Brain break	Brain Break	Brain Break	Brain Break	Brain Break

<p>Writing</p> <p>DIARY WRITING Learning Intention: We are learning to write recounts.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can write an opening paragraph that includes who, what, where, when, why. • I achieve my writers' checklist goal. <p>ACTIVITY: Diary Writing. See  for details.</p>	<p>Writing</p> <p>Learning Intention: To write a Cinquain Poem on my sport or dance animal.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • I brainstorm words for my animal. • I try my best to write a poem. • I add an illustration. <p>ACTIVITY: See SeeSaw. </p>	<p>Writing</p> <p>Learning Intention: To write draft of a Cinquain Poem on a member of my family.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • I brainstorm words. • I try my write a poem. <p>ACTIVITY: See SeeSaw. </p>	<p>Writing</p> <p>Learning Intention: To listen to and respond to a story.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • I listen to the story. • I am able to make some rhymes of my own. <p>ACTIVITY: See SeeSaw. </p>	<p>Writing</p>
<p>P.E.</p> <p>Fundamental Motor Skills – Catching</p> <p>Learning Intention: To keep our bodies active and improve our fundamental motor skills.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • I perform the catching activities • I make changes to improve my catching. <p>ACTIVITY: See SeeSaw for details</p>	<p>Fitness Challenge</p> <p></p>	<p>Fitness Challenge</p> <p></p>	<p>Fitness Challenge</p> <p></p>	<p>Fitness Challenge</p> <p></p>
<p>LUNCH BREAK</p>				

AFTERNOON SESSIONS – TEACHER AVAILABLE 1:15-2PM.

RRR&R	INTEGRATED	ART	LANGUAGE	INTEGRATED
<p>PERSONAL STRENGTHS</p> <p>Learning Intention: We can describe how to use our strengths to be a good family member and friend.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> I can act out or draw examples of a strength being used at home or in class. I can include a sentence with my examples. <p>ACTIVITY: Full task on SeeSaw. </p>	<p>HISTORY</p> <p>Learning Intention: To learn about my local area.</p> <p>Success Criteria: To identify the people I know in my local area.</p> <p>ACTIVITY: See SeeSaw </p>	<p>CREATE A BOTTLEFISH</p> <p>Learning Intention: To explore ways to be creative using resources we find at home.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> I have an open mind about what art is and what I can use to make it! have used a plastic bottle to create my fish. <p>ACTIVITY: See SeeSaw </p>	<p>MANDARIN</p> <p>To Be Advised </p>	

Brain Breaks

Focus Breathing Yoga

Free Apps

Smiling minds

Head space (for kids)

Calm



Colour yourself mellow

Mellow music in background

Set a timer 10 mins

Colour in a mindful page

<http://www.supercoloring.com/coloring-pages/arts-culture/mandala>



Reading

Grab a book

Listen to an audio book

Bean bag or couch



Listening to music

Have a bit of a dance with some upbeat music or maybe sway to calming music.

Race in place – stand on spot and jog until the song is over.



Go outside

Go for a walk, jog, bike ride.



Keep it up

Blow up a balloon or grab a beach ball and try not to let it hit the ground.

Challenge – grab another one try keep them both from hitting the ground



Rock, paper scissors

See if you can beat a family member



Physical Challenge

Rub your belly and pat your head at the same time. Now swap hands.

Grab your nose with your left hand and your left ear with your right hand.



Jumping

Do 50-star jumps

Jump on trampoline

Popcorn jumps (squat and jump)

Challenge – count by 2's 5's or 10's whilst jumping.

