



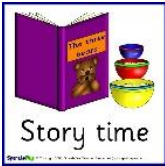





Wednesday 29th April 2020

Today we are learning to: identify objects that start with the /e/ sound, identify the sight words "as" and "at", understand and use new words, describing and continuing simple patterns, understand how we can tell stories about family events from the past.

The materials I will need: writing pencil, scissors, glue, colouring pencils, household items (see "Puppet" worksheet), "I am a" text, "Pete the Sheep" book by Jackie French *If you do not have a hard copy of this text it is available to be purchased online or alternatively, there are free versions online. When searching for anything online ensure that you follow cyber safety rules and have adult supervision and permission.*

<p>9-10am</p>  	<p>Sounds This week's sound is /e/. View instruction sheet attached for activities and teaching points.</p> <p>Sight words This week's sight words are, "as" and "at". View instruction sheet attached for activities and teaching points.</p> <p>Reading View instruction sheet attached for activities and teaching points.</p>
<p>Stop and enjoy a fruit break.</p>	  <p>https://www.youtubekids.com/watch?v=SjacPiXHDUw</p>
<p>10 – 11am</p>  	<p>Foundation Q L21 (prior lessons have been taught at school) - Using the book Pete the Sheep by Jackie French, following the lesson plan attached.</p>
<p>Stop and have something to eat and go outside and enjoy the fresh air.</p>	 
<p>12 – 1:30</p>	<p>Maths Warm Up- Number Songs Online Let's Get Fit- Count to 100 https://www.youtubekids.com/watch?v=0TgLf3PMOc&hl=en-GB</p>

$$2+1=3$$

Maths

The Big Numbers song

<https://www.youtubekids.com/watch?v=e0dJWfQHF8Y&hl=en-GB>

Count to 20

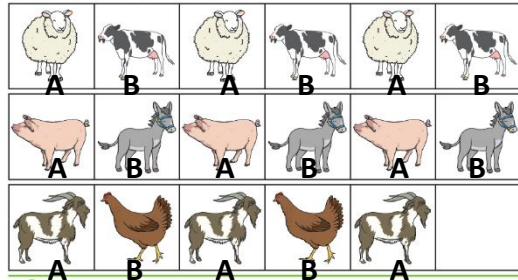
<https://www.youtubekids.com/watch?v=OVLxWIHRD4E&hl=en-GB>

Create and describe and continue simple patterns

- Look at the pattern sheet
- Continue the patterns by cutting and gluing the animals into the correct box
- Try to write the type of pattern underneath (see example below)

Who's at the Farm?

Can you complete the farm animal patterns?



- Use some materials to make your own AB pattern
- Share your AB pattern with your teacher



See Music activity sheet attached.

Stop and have some lunch. Enjoy a conversation with your family.



2-2:45pm



HASS: Lesson 6 – Stories about my family.

In this lesson, students will understand how they can tell stories about family events from the past. Using the “Puppet” sheet attached, choose one way you and your child will make puppets of their family. Create a family of puppets and practice telling family stories using these puppets (for example, tell a story about a birthday party).

2:45-3pm



What went well?



What can I improve on?



Have I shared with my teacher?

Sounds, sight words and reading instruction sheet

- Practice singing and learning the Jolly Phonics actions, letters and songs
- Phonics

→ print out the 'e' activity page.

→ complete this page and send a photo of this back to your teacher



- Sight words

→ shower sight word game – make sight word cards that you need to practice. Attach these to either the outside of a glass sliding door or the outside of your glass door in your shower. Ask the children words that are on display for the sight words that we are looking for. There are pictures below to show you how to play this game.



- Reading

→ re-read yesterday's book "I am a". Remember to encourage your child to point to the words while reading.

→ complete the cloze sentence with your child. Write their own response in yellow for your child to trace on top of with a lead pencil. Don't forget to get your child to include an illustration to match this sentence. Scan or photograph this to send back to your teacher.



I am a Writing activity sheet

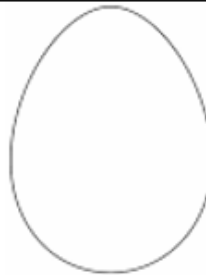
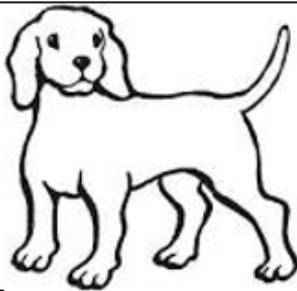
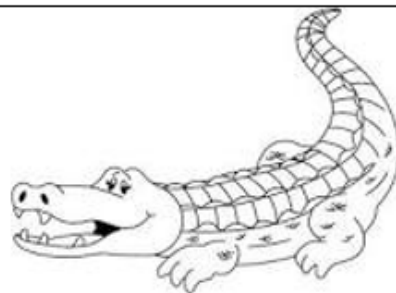
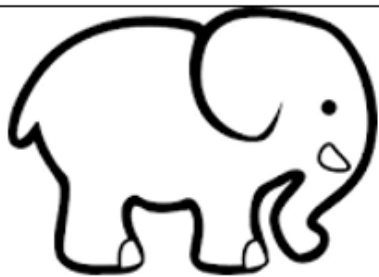
Complete the sentence with a response from the children. Draw a corresponding illustration to match.

Draw your illustration in this space to match.

Finish your sentence here. [Have your child make one up themselves. Don't copy one from this week's reader.]

I am a _____.

Colour the objects that start with the 'e' sound.



Week 11

Lesson 21: Let's use our manners.

Book: Pete the Sheep by Jackie French

Materials Book: *Pete the Sheep* by Jackie French

Before and During Reading: Print Knowledge

Learning Objective 1: To understand and use new words describing aspects of books (e.g. illustrator, author, cover, title page) and print (e.g. word, letter, spell, read, write)

1. Read the title of the book and tell the students: *Our title has three words* (track each word as you say it): *Pete - the - Sheep*. Ask students to come point to the words in the title, as in, *Joshua, can you come point to all the words in the title?*
2. Stop during reading to draw students' attention to how many words are in the sign on the shop window, 'SHAUN'S SHEEP SALON', as in: *Let's count the words on this page* (point to each of the three words, counting 1, 2, 3). *Three words. They say 'SHAUN'S SHEEP SALON'. Taylor, point to the words as I read them.* Continue to pause and ask students to count the words in the shop window signs which appear throughout the book.
3. As you read the book *Pete the Sheep*, stop to discuss the note left to the shearers, as in: *Look at this note. Brute, Tiny and Fang had left a note. Where do you think the sheepdogs have gone?* Let the students make guesses, then say: *Let's read it and see.*

During & After Reading: Vocabulary

Learning Objective 2: To understand and use words that modify things or actions.

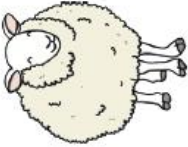

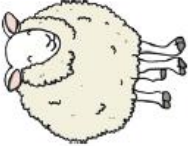

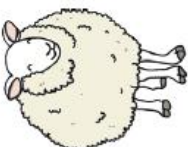












Target Word: *politely* (adverb)

1. Read the story to the students. When you reach the page where Shaun introduces Pete, stop and comment: *If you say something very nicely and use your best manners, you say it politely.* Continue to read.
2. At the completion of the story, remind the students of the word: *In the story we spoke about a word that you can use when you say something very nicely using your best manners. You say it politely.* Ask all the students to repeat the word (scaffold for an accurate production).
3. Provide your own examples of polite talking: *'May I please borrow your pen?'* Ask each student to provide their own example of polite talking (scaffold as necessary). Provide feedback to each student i.e. *You said that so politely.*
4. Say to the students: *I am going say some things. If you think I said them politely say 'that's polite'; if you think I didn't say them politely stay quiet.*
 1.) *Could I please have an ice-cream?* 2.) *Where's my hat?* 3.) *Can I please play?*
5. Students to repeat: *If you say something very nicely using your best manners, you say it*

Week 2 Wednesday- Pattern Sheet





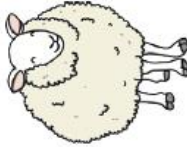


Who's at the Farm?

Can you complete the farm animal patterns?



Cut out and use to complete the patterns.

							
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JINIBARA STATE SCHOOL PREP MUSIC LEARNING GRID (1)













NAME: _____

Choose an activity and colour in the star once completed. Try to get **3 different activities done in a week**.

You can do an activity more than once. Add some more stars and colour them if you do. These are some starter ideas that support the direction of Music Education and Music concept development in our school. If you discover a fun extension or idea, please let me know about it. Take whatever opportunity you can to sing with your children, teach them nursery rhymes and play clapping games... all of these, at any age, are great.

Have fun making music with your family! **Ms Gibson**



<p>Demonstrate your 4 different voices (speaking, whispering, shouting, singing) to your family. Ask your family to demonstrate their different voices.</p> 	<p>Sing Heads and Shoulders Knees and Toes and perform the actions. Repeat but, leave out different body parts one at a time – singing them in your head.</p> 	<p>Play a freeze game with some different styles of music. Try jazz, heavy metal, opera...move around your lounge room and FREEZE when the music stops.</p> 	<p>Teach someone at home to sing Baa Baa Black Sheep. Change the colour of the sheep and who lives down the lane.</p> 
<p>Draw what you hear. Put some music on and away you go.</p> 	<p>Create a drum kit from things you have in the kitchen e.g. pots and pans, chopsticks, spoons, etc. Play along with a song that you like.</p> 	<p>Move to the Music. Dance and prance around to recorded music in different tempos (speeds - fast and slow – create some actions that match).</p> 	<p>Play Hot and Cold with one of your family, by hiding a toy and singing louder as the seeker gets closer and softer as they move away.</p> 
<p>Make up new words to a song you know -e.g. Twinkle Twinkle little _____?? Use some rhyming words to make your song.</p> 	<p>Listen to a range of music and keep the beat – (that nice steady feeling) on different parts of your body.</p> 	<p>Make a maraca (shaker), or a few maracas that use different materials and make different sounds. Will you SHAKE, STRIKE or RUB to make the sound??</p> 	<p>Lay down, relax and listen to some beautiful music. Talk about what you thought about while it was playing.</p> 

Puppets

Make two or more puppets using one or more of the ideas below.

Finger puppets

What you need

- Cardboard (e.g. old folder, cereal box, etc.)
- Scissors, pens/pencils/crayons/paints, sticky tape/glue
- Items to decorate the puppets e.g. wool for hair, buttons/seeds/beads for eyes, fabric scraps for clothes

What to do

1. Explain to your child that they will make puppets using cardboard, with two finger holes cut out to make legs/feet for the puppets.
2. Help your child to trace around their first two fingertips on pieces of cardboard.
Note: Make sure the finger holes are a little distance apart and the circles (when cut out) will be large enough to fit your child's fingers.
3. Ask your child to draw the rest of their puppets' bodies then cut out the bodies (including the two finger holes).
4. Help your child to cut out the circles for the puppets' feet.
5. Decorate the puppets. e.g. use pens/crayons/paint, buttons for eyes, material for clothes, wool for hair
6. Ask your child to put their fingers through the feet holes to make their puppets move and walk.



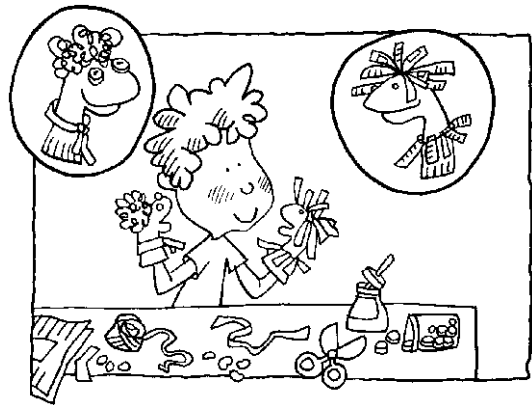
Sock puppets

What you need

- Old socks that cover your child's hand and stretch at least a little way up their arm
- Marker pen, coloured pens/pencils or paints
- Cardboard, buttons, beads, seeds to make eyes
- Items to decorate and dress the puppets (e.g. wool/string for hair, fabric scraps)
- Scissors, glue or tape

What to do

1. Put the socks on your child's hands. Fold the base of the socks back between the thumb and fingers to make the mouth. Ask your child to make the socks 'talk'.
2. Mark where the eyes should go on the puppets with a marking pen.
3. Remove the socks and ask/help your child to make (glue/draw/sew) eyes for the puppets. e.g. Your child could draw two eyes on cardboard, cut them out and glue/tape them onto the sock. Or sew/glue on buttons/beads/seeds for the eyes.
4. Add more features/decorations to the sock puppets. e.g. a tongue (use red paper/red marking pen), hair made using wool, cardboard ears, a cottonwool nose



Stick puppets

What you need

- Cardboard, ice-block/flat sticks
- Paints, pens/pencils, sticky tape, scissors
- Items to decorate and dress your puppets e.g. wool for hair, glitter, fabric, cardboard ears

What to do

1. Draw your puppet characters on the cardboard. e.g. a child, dog, family member, star, train, butterfly
2. Cut out the puppets and colour/decorate the puppets.
3. Attach each cardboard puppet to one end of a stick with sticky tape.
4. Move the puppets by holding onto the other end of the stick.

