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| **AUGUST 24th-28th**  **PREP/ONE/TWO- REMOTE LEARNING GUIDE**  During remote learning teachers will be updating their blogs daily to match curriculum planning  <https://woodfordprepone.global2.vic.edu.au/> | | | | | |
| There will be a change in the running of remote learning including the use of Seesaw and our remote learning blog. Everything teaching and learning focused can be found on the blog including videos, links and resources. All communication will be given through SeeSaw. We will endeavour to get back to you as soon as we can via SeeSaw but please be aware that we have other school and curriculum commitments. | | | | | |
| **Day** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Reading**  15 minutes  \*Your child must use Wushka or ActiveLearn to access new books. Students will not receive new readers from school. | Read a reader from Wushka or ActiveLearn to a parent or sibling | Wushka reading activity. Refer to the box below. Onsite children to complete at home.  **\*Please note, your teacher will be checking to see how went with this task.** | Read a reader from Wushka or ActiveLearn to a parent or sibling | Wushka reading activity. Refer to the box below. Onsite children to complete at home.  **\*Please note, your teacher will be checking to see how went with this task.** | INVESTIGATION DAY  Refer to investigation overview |
| **Wushka Task** Sign in and complete your assigned task  <https://wushka.com.au/login/> | * Books have been allocated to your child * Read your allocated books and answer the questions related to the books (the children must answer these questions without any assistance). * Read only **one** book on Tuesday and Thursday and complete the comprehension questions. | | | | INVESTIGATION DAY |
| **Sounds Write-**  **Webex Session between 10.00am- 11.am**  20 minutes  Please refer to Seesaw to check if your child needs to attend Session A or B  \*Please note these sessions may sometimes be interrupted due to teachers providing onsite supervision. If the session is not to occur information will be sent out via seesaw. We apologise in advance if this is at late notice. | Webex Sessions  Session A- 10.00am Session B- 10.30am  Students working on Extended Code do not have Webex meetings for Sounds Write and will complete their tasks independently, using information and resources accessed via Seesaw or the blog. The activities are explained in the video also located on the blog. | Webex Sessions  Session A- 10.00am Session B- 10.30am  Students working on Extended Code do not have Webex meetings for Sounds Write and will complete their tasks independently, using information and resources accessed via Seesaw or the blog. The activities are explained in the video also located on blog. | Webex Sessions  Session A- 10.00am Session B- 10.30am  Students working on Extended Code do not have Webex meetings for Sounds Write and will complete their tasks independently, using information and resources accessed via Seesaw or the blog. The activities are explained in the video also located on the blog. | Dictation session  Dictation found on blog daily overview.  **\*Please send a photo of your child’s dictation to the classroom teacher on SeeSaw** | INVESTIGATION DAY  As a **Sounds Write follow-up** please access a decodable reader for your child to practice ‘saying the sounds and reading the words’.  These will be marked:  **Session A reader**  **Session B reader**  **Extended Code reader** |
| **Sight Words/Sounds write follow up**  10 minutes | Read your sight words/sounds-write words. | Write your sight words/sounds-write words in rainbow colours. | Type your sight words/sounds-write words on an ipad or computer. | Cut out the letters provided to spell your sight words/sounds-write words | INVESTIGATION DAY |
| **Optional Daily Webex check in 11.15**  This is an opportunity for the whole class to touch base and ask questions.  \*Please note these sessions may sometimes be interrupted due to teachers providing onsite supervision. If the session is not to occur information will be sent out via seesaw. We apologise in advance if this is at late notice.  If there is a clash between siblings using a shared device you may choose to check in alternate days. | Webex Session 11.15  P/1 O  P/1 R  1/2 B  2 K | Webex Session 11.15  P/1 O  P/1 R  1/2 B  2 K | Webex Session 11.15  P/1 O  P/1 R  1/2 B  2 K | Webex Session 11.15  P/1 O  P/1 R  1/2 B  2 K | INVESTIGATION DAY  **Big Life Boost Activities**  Access via the blog |
| **Writing Fluency** | Trace over the alphabet sheet provided. Ensure that your child is focusing using correct pencil grip along with the correct starting position. Complete this task daily. Optional-  Practice handwriting, spelling and writing a recount about your day regularly.  Spelling suggestions- use Sounds-Write letter tiles, write words in rainbow colours, use finger paint or chalk, go on a word treasure hunt (parents leave words around the room for children to find and copy). | | | | |
| **Writing**  Try writing by yourself, but if a parent helps you with a word that is okay.  **\*Please do all writing tasks in the writing book provided.** | **Recount - Sensory Walk (sight)**  Think about your sensory walk from the weekend.  Use your photos and notes in your notebook to write about your sensory walk.  **\*Examples only, please do not copy.**  Prep- Draw a picture and write a sentence to match, e.g. On my sensory walk I saw a big gum tree next to the river.  Grade 1- On Saturday I had an incredible sensory walk! I saw the green gum leaves blowing in the breeze. The Merri River was flowing fast.  Grade 2 - On Saturday I had an incredible sensory walk! I saw the amazing bright green gum leaves blowing in the gentle breeze. The Merri River was flowing quickly because of the heavy rain.  **\*Please send a photo of your child’s work to the classroom teacher on SeeSaw.** | **Persuasive Text- Little Princess - I want to be...**  Listen to Mrs Kenna’s video on the blog. Brainstorm and make the plan- what do you want to be when you grow up and why.  **\*Examples only, please do not copy.**  Prep - draw a picture of what you want to be when you grow up. Label your picture.  Grade 1- draw a picture of what you want to be when you grow up. Label your picture and give **one** reason why you want to be that.  Grade 2 - draw a picture of what you want to be when you grow up. Label your picture and give **two** or **three** reasons why you want to be that. | **Persuasive text- Little Princess**  Use the plan from yesterday to write a persuasive text.  When I grow up I want to be a\_\_\_\_\_\_\_\_because  **\*Examples only, please do not copy.**  Prep- Write a range of short repetitive sentences. Include **two** or **more** reasons. For example. When I grow up I want to be a vet because they work with animals.  When I grow up I want to be a vet because they make pets better. It would be a great job to help animals.  Grade 1- When I grow up I want to be a doctor. Doctors help people and make people well when they are sick. I would get to work with lots of different people in this job like nurses and other doctors.  Grade 2- When I grow up I want to be a musician because I want to perform on a stage and become very famous. Music is so special to the world. It makes people happy and I think that is very important. | **Writing Grid**  Choose a task from the new writing grid. Record the date so you can keep track of the tasks you have completed. | INVESTIGATION DAY   * Watch this episode of the Little Princess. I Want To Be…   <https://youtu.be/1-MNyR0IWXQ> |
| **Maths Fluency**  Approx 15 minutes | Trace the numbers- ensure you start in the correct starting position. Counting Goals - Practice your counting goal by saying or writing the pattern. Refer to your number chart for support. | | | | |
| **Maths - Tuning In** | Doubles Game with a deck of cards. See video on blog for instructions. | Doubles Game with a deck of cards. See video on blog for instructions. | Doubles Game with a deck of cards. See video on blog for instructions. | Doubles Game with a deck of cards. See video on blog for instructions. |  |
| **Maths - Prep**  Approx20 minutes | Learning the Tuning In Doubles Game. See video on blog for instructions.  Play this multiple times. | Land grab  Roll a dice and colour in your template using a whiteboard marker to make groups of 2. See video on blog.  For example;  4 groups of 2  5 groups of 2  3 groups of 2 | Land Grab Game  Play the same land grab activity as yesterday but with a partner. Record the sums as you go. The winner of the game is the player who has the ‘most land’ at the end. | Applied- Tallying  Collect a large handful of lego or something similar (for example a range of different coloured counters, buttons, pens).  Sort the lego into groups based on the colour. Tally the colours in your book.  Watch the clip below to see how to tally, clip can also be seen on the blog-  [How to tally up numbers](https://youtu.be/0WhqQ-UuqjI) | INVESTIGATION DAY |
| **Maths - Grade 1**  Approx20 minutes | Learning the Tuning In Doubles Game. See video on blog for instructions.  Play this multiple times. | Land Grab  Roll a dice and colour in your template using a whiteboard marker to make groups of 2 or 5 - Alternate between groups of 2 and 5.  For example;  4 groups of 5  5 groups of 2  3 groups of 5 | Land Grab Game  Play the same land grab activity as yesterday but with a partner. Record the sums as you go. The winner of the game is the player who has the ‘most land’ at the end.  Revision of equal groups (click on the links)  [Count equal groups (Year 2 maths practice)](https://au.ixl.com/math/year-2/count-equal-groups)  [Practising Year 2 maths: 'Identify multiplication sentences for equal groups'](https://au.ixl.com/math/year-2/identify-multiplication-sentences-for-equal-groups) | Applied- Tallying  Collect a large handful of lego or something similar (for example a range of different coloured counters, buttons, pens).  Sort the lego into groups based on the colour. Tally the colours in your book. Using your tally write a sentence to explain what you have found.  For example- red was the most popular coloured block.  Watch the clip below to see how to tally, clip can also be seen on the blog-  [How to tally up numbers](https://youtu.be/0WhqQ-UuqjI) | INVESTIGATION DAY |
| **Maths - Grade 2**  Approx20 minutes | Learning the Tuning In Doubles Game. See video on blog for instructions.  Play this multiple times. | Land Grab  Roll a dice and colour in your template using a whiteboard marker to make groups of 2, 5 or 3 - Alternate between groups of 2,5 and 3.  For example;  4 groups of 3  5 groups of 2  3 groups of 5 | Land Grab Game  Play the same land grab activity as yesterday but with a partner. Record the sums as you go. The winner of the game is the player who has the ‘most land’ at the end.  Revision of equal groups:  (click on the links)  [Count equal groups (Year 2 maths practice)](https://au.ixl.com/math/year-2/count-equal-groups)  [Practising Year 2 maths: 'Identify multiplication sentences for equal groups'](https://au.ixl.com/math/year-2/identify-multiplication-sentences-for-equal-groups) | Applied- Tallying  Collect a large handful of lego or something similar (for example a range of different coloured counters, buttons, pens).  Sort the lego into groups based on the colour. Tally the colours in your book. Using your tally write at least 3 sentences to explain and compare what you have found.  For example- there we 5 more green blocks compared to yellow blocks.  Watch the clip below to see how to tally, clip can also be seen on the blog-  [How to tally up numbers](https://youtu.be/0WhqQ-UuqjI) | INVESTIGATION DAY |
| **Specialists for today** | Music | Science | Art | PE | INVESTIGATION DAY |
| **Specialist Blogs** | Visit the specialist teacher’s blogs for activities on the assigned day  Mrs Dowie - <http://mrsdowie1.global2.vic.edu.au/>  Mr A’s P.E -<http://woodfordpe.global2.vic.edu.au/>  Miss Dale’s Art - http://[missdalesart.edublogs.org](http://missdalesart.edublogs.org/)  Mr A’s Science - [http://woodfordscience.global2.vic.edu.au](http://woodfordscience.global2.vic.edu.au/) | | | | |

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| **AUGUST 31st-4th SEPTEMBER**  **PREP/ONE/TWO- REMOTE LEARNING GUIDE**  During remote learning teachers will be updating their blogs daily to match curriculum planning  <https://woodfordprepone.global2.vic.edu.au/> | | | | | |
| There will be a change in the running of remote learning including the use of Seesaw and our remote learning blog. Everything teaching and learning focused can be found on the blog including videos, links and resources. All communication will be given through SeeSaw. We will endeavour to get back to you as soon as we can via SeeSaw but please be aware that we have other school and curriculum commitments. | | | | | |
| **Day** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Reading**  15 minutes  \*Your child must use Wushka or ActiveLearn to access new books. Students will not receive new readers from school. | Read a reader from Wushka or ActiveLearn to a parent or sibling | Wushka reading activity. Refer to the box below. Onsite children to complete at home.  **\*Please note, your teacher will be checking to see how you went on this task.** | Wushka reading activity. Refer to the box below. Onsite children to complete at home.  **\*Please note, your teacher will be checking to see how you went on this task.** | Wushka reading activity. Refer to the box below.  Onsite children to complete at home.  **\*Please note, your teacher will be checking to see how you went on this task.** | INVESTIGATION DAY  Refer to investigation overview |
| **Wushka Task** Sign in and complete your assigned task  <https://wushka.com.au/login/> | * Books have been allocated to your child * lRead your allocated books and answer the questions related to the books (the children must answer these questions without any assistance). * Read only **one** book on Tuesday, Wednesday and Thursday and complete the comprehension questions. | | | | INVESTIGATION DAY |
| **Sounds Write-**  **Webex Session between 10.00am- 11.am**  20 minutes  Please refer to Seesaw to check if your child needs to attend Session A or B  \*Please note these sessions may sometimes be interrupted due to teachers providing onsite supervision. If the session is not to occur information will be sent out via seesaw. We apologise in advance if this is at late notice. | Webex Sessions  Session A- 10.00am  Session B- 10.30am  Students working on Extended Code do not have Webex meetings for Sounds Write and will complete their tasks independently, using information and resources accessed via Seesaw or the blog. The activities are explained in the video also located on the blog. | Webex Sessions  Session A- 10.00am  Session B- 10.30am  Students working on Extended Code do not have Webex meetings for Sounds Write and will complete their tasks independently, using information and resources accessed via Seesaw or the blog. The activities are explained in the video also located on the blog. | Webex Sessions  Session A- 10.00am  Session B- 10.30am  Students working on Extended Code do not have Webex meetings for Sounds Write and will complete their tasks independently, using information and resources accessed via Seesaw or the blog. The activities are explained in the video also located on the blog. | Dictation session  Dictation found on blog daily overview.  **\*Please send a photo of your child’s dictation to the classroom teacher on SeeSaw** | INVESTIGATION DAY  As a **Sounds Write follow-up** please access a decodable reader for your child to practice ‘saying the sounds and reading the words’.  These will be marked:  **Session A reader**  **Session B reader**  **Extended Code reader** |
| **Sight Words/Sounds write follow up**  10 minutes | Read your sight words/sounds-write words. | Write your sight words/sounds-write words in rainbow colours. | Type your sight words/sounds-write words on an ipad or computer. | Cut out the letters provided to spell your sight words/sounds-write words | INVESTIGATION DAY |
| **Optional Daily Webex check in 11.15**  This is an opportunity for the whole class to touch base and ask questions.  \*Please note these sessions may sometimes be interrupted due to teachers providing onsite supervision. If the session is not to occur information will be sent out via seesaw. We apologise in advance if this is at late notice.  If there is a clash between siblings using a shared device you may choose to check in alternate days. | Webex Session 11.15  P/1 O  P/1 R  1/2 B  2 K | Webex Session 11.15  P/1 O  P/1 R  1/2 B  2 K | Webex Session 11.15  P/1 O  P/1 R  1/2 B  2 K | Webex Session 11.15  P/1 O  P/1 R  1/2 B  2 K | INVESTIGATION DAY  **Big Life Boost Activities**  Access via the blog |
| **Writing Fluency** | Trace over the alphabet sheet provided. Ensure that your child is focusing using correct pencil grip along with the correct starting position. Complete this task daily. Optional- Practice handwriting, spelling and writing a recount about your day regularly.  Spelling suggestions- use Sounds-Write letter tiles, write words in rainbow colours, use finger paint or chalk, go on a word treasure hunt (parents leave words around the room for children to find and copy). | | | | |
| **Writing**  Try writing by yourself, but if a parent helps you with a word that is okay.  \*Please do all writing tasks in the writing book provided. | **Recount - Sensory Walk (hearing)**  Think about your sensory walk. Listen to the story on the blog. Brainstorm and make the plan- Why you don’t want to go to bed and why.  **\*Examples only, please do not copy.**  Prep - draw a picture of why you don’t want to go to bed. Write some words on your picture as well.  Grade 1- draw a picture of why you don’t want to go to bed. Write some words on your picture as well.  Write **one** reason why you don’t want to go to bed.  Grade 2 - draw a picture of why you don’t want to go to bed. Write some words on your picture as well.  Write **two or three** reasons why you don’t want to go to bed.walk from the weekend.  Use your photos and notes in your notebook to write about your sensory walk.  Prep- Draw a picture and write a sentence to match, e.g. On my sensory walk I heard the river flowing past me.  Grade 1- On Saturday I had an incredible sensory walk! I heard the leaves rustling in the wind. I could hear the water flowing down the river.  Grade 2 - On Saturday I had an incredible sensory walk! I heard the gentle rustling of leaves in the tall gum trees. I could hear the water gushing noisily under the bridge. | **Persuasive Text- Little Princess. I don’t want to go to bed.**  [**https://youtu.be/YAltJ\_Sc2iU**](https://youtu.be/YAltJ_Sc2iU)  Listen to the story on the blog. Brainstorm and make the plan- Why don’t you want to go to bed?  **\*Examples only, please do not copy.**  Prep - draw a picture of why you don’t want to go to bed. Write some words to go with your picture.  Grade 1- draw a picture of why you don’t want to go to bed. Write **one** reason why you don’t want to go to bed.  Grade 2 - draw a picture of why you don’t want to go to bed. Write **two or three** reasons why you don’t want to go to bed. | **Persuasive Text- Little Princess. I don’t want to go to bed.**  [**https://youtu.be/YAltJ\_Sc2iU**](https://youtu.be/YAltJ_Sc2iU)  Use the plan from yesterday to write a persuasive text about why you don’t want to go to bed.  I don’t want to go to bed because \_\_\_\_\_\_\_\_\_\_\_\_\_\_ .  **\*Examples only, please do not copy.**  Prep- Write a range of short repetitive sentences. Include **two** or **more** reasons. For example:  I don’t want to go to bed because I want to watch television.  I don’t want to go to bed because I want to cuddle my mum.  Grade 1- I don’t want to go to bed. I want to stay up and read my book. I love reading and it is good for my brain! Please let me stay up late to read!  Grade 2- I don’t want to go to bed. Instead, I want to stay up and help my mum and dad tidy up. I could put away all of my toys and make Mum and Dad a cup of tea. Please let me stay up to help you!  **\*Please send a photo of your child’s work to the classroom teacher on SeeSaw.** | **Writing Grid**  Choose a task from the new writing grid. Record the date so you can keep track of the tasks you have completed. | INVESTIGATION DAY   * Watch this episode of the Little Princess, I Don’t Want To Go To Bed...   <https://youtu.be/BeuRO3bxqxI> |
| **Maths Fluency**  Approx 15 minutes | Trace the numbers- ensure you start in the correct starting position. Counting Goals - Practice your counting goal by saying or writing the pattern. Refer to your number chart for support. | | | | |
| **Maths - Tuning In** | Doubles Game with a deck of cards. See video on blog for instructions. | Doubles Game with a deck of cards. See video on blog for instructions. | Doubles Game with a deck of cards. See video on blog for instructions. | Doubles Game with a deck of cards. See video on blog for instructions. |  |
| **Maths - Prep**  Approx20 minutes | Arrays - making rows of 2.  Roll a dice (6 sided) and create arrays. For example, student rolls a 3 and then makes an array of 3 rows of 2. | Arrays - drawing rows of 2.  Roll a dice (6 sided) and create arrays. For example, student rolls a 3 and then makes an array of 3 rows of 2.  Draw 3 rows of two. | Arrays - Recording rows of 2.  Roll a dice (6 sided) and create arrays. For example, student rolls a 3 and then makes an array of 3 rows of 2.  Record rows of 2 using the template. | Applied- Tally & Bar Graph.  Watch the clip below to see how to tally, clip can also be seen on the blog-  [How to tally up numbers](https://youtu.be/0WhqQ-UuqjI)  Using the I SPY Monster picture on the blog create a tally based on the type of monster. | INVESTIGATION DAY |
| **Maths - Grade 1**  Approx20 minutes | Arrays - making the link to land grab from last week  Roll 2 dice (6 sided) and create arrays. For example student rolls a 3 & 4 and then makes an array of 3 rows of 4 | Arrays - Roll 2 dice (6 sided) and create arrays. For example, student rolls a 3 & 4 and then makes an array of 3 rows of 4.  Draw the array in your book and record the number sentence.  3 rows of 4 makes 12 | Scootle - refer to the blog for link to activity.  [The array](http://www.scootle.edu.au/ec/viewing/L106/index.html)  Revision of arrays – refer to the blog for link to activity.  [Practising Year 2 maths: 'Identify multiplication expressions for arrays'](https://au.ixl.com/math/year-2/identify-multiplication-expressions-for-arrays)  [Practising Year 2 maths: 'Write multiplication sentences for arrays'](https://au.ixl.com/math/year-2/write-multiplication-sentences-for-arrays) | Applied  Watch the clip below to see how to tally, clip can also be seen on the blog-  [How to tally up numbers](https://youtu.be/0WhqQ-UuqjI)  Using the I SPY Monster picture on the blog create a tally based on the type of monster. Using your tally write a sentence to explain what you have found. | INVESTIGATION DAY |
| **Maths - Grade 2**  Approx20 minutes | Arrays - making the link to land grab from last week  Roll 2 dice (6 sided) and create arrays. For example student rolls a 3 & 4 and  then makes an array of 3 rows of 4 | Arrays - Roll 2 dice (6 sided) and create arrays. For example, student rolls a 3 & 4 and then makes an array of 3 rows of 4.  Draw the array in your book and record the number sentence.  3 rows of 4 makes 12 | Scootle – refer to the blog for link to activity.  [The array](http://www.scootle.edu.au/ec/viewing/L106/index.html)  Revision of arrays – refer to the blog for link to activity.  [Practising Year 2 maths: 'Identify multiplication expressions for arrays'](https://au.ixl.com/math/year-2/identify-multiplication-expressions-for-arrays)  [Practising Year 2 maths: 'Write multiplication sentences for arrays'](https://au.ixl.com/math/year-2/write-multiplication-sentences-for-arrays) | Applied  Watch the clip below to see how to tally, clip can also be seen on the blog-  [How to tally up numbers](https://youtu.be/0WhqQ-UuqjI)  Using the I SPY Monster picture on the blog create a tally based on the type of monster. Using your tally write at least 3 sentences to explain and compare what you have found. | INVESTIGATION DAY |
| **Specialists for today** | Music | Science | Art | PE | INVESTIGATION DAY |
| **Specialist Blogs** | Visit the specialist teacher’s blogs for activities on the assigned day  Mrs Dowie - <http://mrsdowie1.global2.vic.edu.au/>  Mr A’s P.E -<http://woodfordpe.global2.vic.edu.au/>  Miss Dale’s Art - http://[missdalesart.edublogs.org](http://missdalesart.edublogs.org/)  Mr A’s Science - [http://woodfordscience.global2.vic.edu.au](http://woodfordscience.global2.vic.edu.au/) | | | | |

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| **SEPTEMBER 7th-11th**  **PREP/ONE/TWO- REMOTE LEARNING GUIDE**  During remote learning teachers will be updating their blogs daily to match curriculum planning  <https://woodfordprepone.global2.vic.edu.au/> | | | | | |
| There will be a change in the running of remote learning including the use of Seesaw and our remote learning blog. Everything teaching and learning focused can be found on the blog including videos, links and resources. All communication will be given through SeeSaw. We will endeavour to get back to you as soon as we can via SeeSaw but please be aware that we have other school and curriculum commitments. | | | | | |
| **Day** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Reading**  15 minutes  \*Your child must use Wushka or ActiveLearn to access new books. Students will not receive new readers from school. | Read a reader from Wushka or ActiveLearn to a parent or sibling | Wushka reading activity. Refer to the box below. Onsite children to complete at home.  **\*Please note, your teacher will be checking to see how you went on this task.** | Wushka reading activity. Refer to the box below. Onsite children to complete at home.  **\*Please note, your teacher will be checking to see how you went on this task.** | Wushka reading activity. Refer to the box below.  Onsite children to complete at home.  **\*Please note, your teacher will be checking to see how you went on this task.** | INVESTIGATION DAY  Refer to investigation overview |
| **Wushka Task** Sign in and complete your assigned task  <https://wushka.com.au/login/> | * Books have been allocated to your child * lRead your allocated books and answer the questions related to the books (the children must answer these questions without any assistance). * Read only **one** book on Tuesday, Wednesday and Thursday and complete the comprehension questions. | | | | INVESTIGATION DAY |
| **Sounds Write-**  **Webex Session between 10.00am- 11.am**  20 minutes  Please refer to Seesaw to check if your child needs to attend Session A or B  \*Please note these sessions may sometimes be interrupted due to teachers providing onsite supervision. If the session is not to occur information will be sent out via seesaw. We apologise in advance if this is at late notice. | Webex Sessions  Session A- 10.00am Session B- 10.30am  Students working on Extended Code do not have Webex meetings for Sounds Write and will complete their tasks independently, using information and resources accessed via Seesaw or the blog. The activities are explained in the video also located on the blog. | Webex Sessions  Session A- 10.00am Session B- 10.30am  Students working on Extended Code do not have Webex meetings for Sounds Write and will complete their tasks independently, using information and resources accessed via Seesaw or the blog. The activities are explained in the video also located on the log. | Webex Sessions  Session A- 10.00am Session B- 10.30am  Students working on Extended Code do not have Webex meetings for Sounds Write and will complete their tasks independently, using information and resources accessed via Seesaw or the blog. The activities are explained in the video also located on the blog. | Dictation session  Dictation found on blog daily overview.  **\*Please send a photo of your child’s dictation to the classroom teacher on SeeSaw** | INVESTIGATION DAY  As a **Sounds Write follow-up** please access a decodable reader for your child to practice ‘saying the sounds and reading the words’.  These will be marked:  **Session A reader**  **Session B reader**  **Extended Code reader** |
| **Sight Words/Sounds write follow up**  10 minutes | Read your sight words/sounds-write words. | Write your sight words/sounds-write words in rainbow colours. | Type your sight words/sounds-write words on an ipad or computer. | Cut out the letters provided to spell your sight words/sounds-write words | INVESTIGATION DAY |
| **Optional Daily Webex check in 11.15**  This is an opportunity for the whole class to touch base and ask questions.  \*Please note these sessions may sometimes be interrupted due to teachers providing onsite supervision. If the session is not to occur information will be sent out via seesaw. We apologise in advance if this is at late notice.  If there is a clash between siblings using a shared device you may choose to check in alternate days. | Webex Session 11.15  P/1 O  P/1 R  1/2 B  2 K | Webex Session 11.15  P/1 O  P/1 R  1/2 B  2 K | Webex Session 11.15  P/1 O  P/1 R  1/2 B  2 K | Webex Session 11.15  P/1 O  P/1 R  1/2 B  2 K | INVESTIGATION DAY  **Big Life Boost Activities**  Access via the blog |
| **Writing Fluency** | Trace over the alphabet sheet provided. Ensure that your child is focusing using correct pencil grip along with the correct starting position. Complete this task daily. Optional- Practice handwriting, spelling and writing a recount about your day regularly.  Spelling suggestions- use Sounds-Write letter tiles, write words in rainbow colours, use finger paint or chalk, go on a word treasure hunt (parents leave words around the room for children to find and copy). | | | | |
| **Writing**  Try writing by yourself, but if a parent helps you with a word that is okay.  \*Please do all writing tasks in the writing book provided. | **Recount - Sensory Walk (choose one sense - smell, touch or taste)**  Think about your sensory walk from the weekend.  Use your photos and notes in your notebook to write about your sensory walk.  Prep- Draw a picture and write a sentence to match, e.g. On my sensory walk I could **smell** the muddy river.  Grade 1- On Saturday I had an incredible sensory walk! I could **feel** the cold wind blowing against my face.  Grade 2 - On Saturday I had an incredible sensory walk! I could **smell** the eucalyptus in the tall gum trees. The Merri River **felt** icy on my little fingers. | **Persuasive Text- I Wanna Iguana**  [**https://youtu.be/GmX9qPgMMLw**](https://youtu.be/GmX9qPgMMLw)  Listen to the story on the blog. Brainstorm and make the plan- What animal do you want to have as a pet?  **\*Examples only, please do not copy.**  Prep - draw a picture of the animal that you would like to have as a pet. Write some words on your picture as well.  Grade 1- draw a picture of the animal that you would like to have as a pet. Write **one** reason why you want to have this animal as a pet.  Grade 2 - draw a picture of the animal that you would like to have as a pet.  Write **two or three** reasons why you want to have this animal as a pet. | **Persuasive Text- I Wanna Iguana**  [**https://youtu.be/GmX9qPgMMLw**](https://youtu.be/GmX9qPgMMLw)  Use the plan from yesterday to write a persuasive text about - What animal do you want to have as a pet?  I want a \_\_\_\_\_\_\_\_ as a pet because \_\_\_\_\_\_\_\_\_\_\_\_\_\_ .  **\*Examples only, please do not copy.**  Prep- Write a range of short repetitive sentences. Include **two** or **more** reasons. For example:  I want a goldfish as a pet because they don’t make a mess.  I want a goldfish as a pet because they don’t eat much.  Grade 1- I want a guinea pig as a pet because they are so cute and fluffy. I would love a guinea pig to look after.  Grade 2- I want a hermit crab as a pet because they are very quiet. They are not noisy like a dog is! A hermit crab is a very easy animal to take care of. | **Writing Grid**  Choose a task from the new writing grid. Record the date so you can keep track of the tasks you have completed. | INVESTIGATION DAY |
| **Maths Fluency**  Approx 15 minutes | Trace the numbers- ensure you start in the correct starting position. Counting Goals - Practice your counting goal by saying or writing the pattern. Refer to your number chart for support. | | | | |
| **Maths - Tuning In** | Doubles Game with a deck of cards. See video on blog for instructions. | Doubles Game with a deck of cards. See video on blog for instructions. | Doubles Game with a deck of cards. See video on blog for instructions. | Doubles Game with a deck of cards. See video on blog for instructions. |  |
| **Maths - Prep**  Approx20 minutes | Solving provided sums - making rows of.  Use the template, with sums provided, to make rows of 2.  See video on blog for instructions. | Solving provided sums - drawing rows of.  Use the template, with sums provided, to draw rows of 2 and record your answer.  See video on blog for instructions.  **\*Please send a photo of your child’s work to the classroom teacher on SeeSaw.** | Solving provided sums - recording rows of.  Use the template, with sums provided, to record rows of 2.  See video on blog for instructions. | Applied- Tally & Bar Graph.  Select something around your house that you would like to tally based on a category such as colour. You may wish to tally the types of fruit in your fruit bowl, toys, leaves in your backyard. Once you have tallied the information create a bar graph.  \*if you can’t find something to tally around the house you may wish to use the scarecrow/leaves/basket worksheet  Click on the link below or go to the blog for the link to see how to make a graph-  [How to make a bar graph](https://youtu.be/ZWvp2TQ428Q) | INVESTIGATION DAY |
| **Maths - Grade 1**  Approx20 minutes | Repeated addition  Roll 2 six sided dice and make equal groups and an array to match the numbers rolled.  Draw the equal groups and the array into your maths book. | Repeated addition  Roll 2 six sided dice and make equal groups and an array to match the numbers rolled.  Draw the equal groups and the array into your maths book. Write the repeated addition sum to match.  (Refer to the worked example on the blog). Eg.  4+4+4=12  3x4=12 | Repeated addition - IXL  Revision of repeated addition – Go to the blog for a link to the activity.  [Practising Year 2 maths: 'Relate addition and multiplication for equal groups'](https://au.ixl.com/math/year-2/relate-addition-and-multiplication-for-equal-groups)  [Relate addition and multiplication (Year 2 maths practice)](https://au.ixl.com/math/year-2/relate-addition-and-multiplication)  After you have practiced with the activities above, repeat Tuesday’s activity take a photo of your work to be sent to your teacher.  **\*Please send a photo of your child’s work to the classroom teacher on SeeSaw.** | Applied- Tally & Bar Graph.  Click on the link below or go to the blog for the link to see how to make a graph-  [How to make a bar graph](https://youtu.be/ZWvp2TQ428Q)  Select something around your house that you would like to tally based on a category such as colour. You may wish to tally the types of fruit in your fruit bowl, toys, leaves in your backyard. Once you have tallied the information create a bar graph.  \*if you can’t find something to tally around the house you may wish to use the scarecrow/leaves/basket worksheet  Using your tally and graph write a sentence to explain what you have found. | INVESTIGATION DAY |
| **Maths - Grade 2**  Approx20 minutes | Repeated addition  Roll 2 six sided dice and make equal groups and an array to match the numbers rolled.  Draw the equal groups and the array into your maths book. (Refer to the worked example on the blog).  Extension - use a spinner or 10 sided dice to complete the activity. (google online spinners or dice rollers if you don’t have one to use at home) | Repeated addition  Roll 2 six sided dice and make equal groups and an array to match the numbers rolled.  Draw the equal groups and the array into your maths book and write the sum to match.  (Refer to the worked example on the blog). Eg.  4+4+4=12 3x4=12  Extension - use a spinner or 10 sided dice to complete the activity. (google online spinners or dice rollers if you don’t have one to use at home) | Repeated addition -  Revision of repeated addition - Go to the blog for a link to the activity. [Practising Year 2 maths: 'Relate addition and multiplication for equal groups'](https://au.ixl.com/math/year-2/relate-addition-and-multiplication-for-equal-groups)  [Relate addition and multiplication (Year 2 maths practice)](https://au.ixl.com/math/year-2/relate-addition-and-multiplication) After you have practiced with the activities above, repeat Tuesday’s activity and take a photo of your work to be sent to your teacher.  **\*Please send a photo of your child’s work to the classroom teacher on SeeSaw.** | Applied- Tally & Bar Graph.  Click on the link below or go to the blog for the link to see how to make a graph-  [How to make a bar graph](https://youtu.be/ZWvp2TQ428Q)  Select something around your house that you would like to tally based on a category such as colour. You may wish to tally the types of fruit in your fruit bowl, toys, leaves in your backyard. Once you have tallied the information create a bar graph.  \*if you can’t find something to tally around the house you may wish to use the scarecrow/leaves/ basket worksheet.  Using your tally and graph write at least 3 sentences to explain and compare what you have found. | INVESTIGATION DAY |
| **Specialists for today** | Music | Science | Art | PE | INVESTIGATION DAY |
| **Specialist Blogs** | Visit the specialist teacher’s blogs for activities on the assigned day  Mrs Dowie - <http://mrsdowie1.global2.vic.edu.au/>  Mr A’s P.E -<http://woodfordpe.global2.vic.edu.au/>  Miss Dale’s Art - http://[missdalesart.edublogs.org](http://missdalesart.edublogs.org/)  Mr A’s Science - [http://woodfordscience.global2.vic.edu.au](http://woodfordscience.global2.vic.edu.au/) | | | | |