

# Remote Learning

Prep

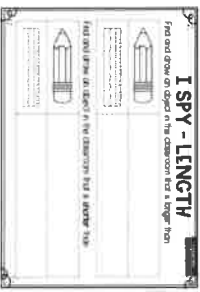
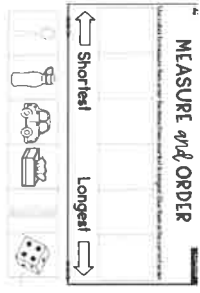

-Mrs Ryan-

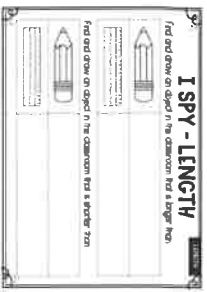


**REMOTE LEARNING GUIDE- MAY 31st to June 3rd**

Please find below a timetable for remote learning.  
**Please return your child's work with their name on it. Please return on Friday June 4th.**

|  |  |   |   |   |  |
|--|--|---|---|---|--|
|  | <p><b>Webex- 9.00am</b><br/>Refer to you pack for meeting number and password</p>  | <p><b>Webex- 9.00am</b><br/>Refer to you pack for meeting number and password</p>   | <p><b>Webex- 9.00am</b><br/>Refer to you pack for meeting number and password</p>   | <p><b>Webex- 9.00am</b><br/>Refer to you pack for meeting number and password</p>   |  |
| <p><b>Day</b></p>  | <p><b>Monday</b></p>   | <p><b>Tuesday</b></p>   | <p><b>Wednesday</b></p>   | <p><b>Thursday</b></p>  |  |
| <p><b>Reading fluency</b><br/>At least 10 - 15 minutes daily</p>   | <p>Practice reading your books. Read aloud, read to yourself, even try recording your reading on a device.<br/>                 Read your Sounds-Write words (Grade Preps and Ones) and Oxford words (Grade Ones). You may also like to build your Sounds-Write words using the letter tiles provided.</p> |   |   |   |  |
| <p><b>Reading 20-30 min.</b><br/>Read a book from your reader cover or Wushka and complete the activity.</p>                                       | <p>Read a book, and talk with an adult about what happened at the <b>end of the story.</b></p>   | <p>Read a book, and talk with an adult about what happened at the <b>beginning and end of the story.</b></p>  | <p>Read your book, and talk with an adult about what happened at the <b>beginning, middle and end of the story.</b></p>   | <p>Read your book, and talk with an adult about what happened at the <b>beginning, middle and end of the story.</b></p>   |  |
| <p>* Ensure your child reads a new book each day.<br/>                 * If capable, they can read more than one book and repeat the activity.</p> | <p>Draw a picture and write a sentence about the story ending.<br/>                 *Complete this task using the sheet provided in your remote learning booklet.<br/>                 *Parents/Older sibling can write the sentence.</p>  | <p>Draw and write about the beginning.<br/>                 Draw and write about the end.<br/>                 *Today encourage your child to write keywords or a whole sentence if they can.</p> | <p>Draw and write about the beginning.<br/>                 Draw and write about the middle.<br/>                 Draw and write about the end.<br/>                 *Today encourage your child to write keywords or a whole sentence if they can.</p> | <p>Draw and write about the beginning.<br/>                 Draw and write about the middle.<br/>                 Draw and write about the end.<br/>                 *Today encourage your child to write keywords or a whole sentence if they can.</p> |  |

| <p><b>Writing Fluency</b><br/>10 - 15 minutes</p>   | <p>Practice handwriting and spelling regularly.<br/>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).<br/>Handwriting suggestions- write words that you know such as family names, toys or other items.</p>  |   |  |                  |                       |  |   |   |  |   |   |  |  |   |  |  |   |  |   |                                     |  |
|---|--|---|--|------------------|-----------------------|--|---|---|--|---|---|--|--|---|--|--|---|--|---|-------------------------------------|--|
| <p><b>Writing 20-30 min.</b><br/>Try writing by yourself, but if a parent helps you with a word that is okay.</p> | <table border="1"> <thead> <tr> <th data-bbox="1098 524 1329 837"><b>Weekend recount planner</b></th> <th data-bbox="1098 837 1329 1189"><b>Weekend recount</b></th> <th data-bbox="1098 1189 1329 1541"><b>Procedure</b></th> <th data-bbox="1098 1541 1329 1865"><b>Letter Writing</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="930 524 1098 837"> <p>Use the weekend recount planner in your pack.</p> </td> <td data-bbox="930 837 1098 1189"> <p>Write about what you did on the weekend.</p> </td> <td data-bbox="930 1189 1098 1541"> <p>Write a procedure for how you made your breakfast. First draw a picture of your breakfast.<br/>For writing remember - Start each step with a number.<br/>- Each step is to be written on a new line.<br/>See below for an example.</p> </td> <td data-bbox="930 1541 1098 1865"> <p>Write a letter to a friend about what you have done this week during remote learning.<br/>Dear *friend*,<br/>I have had a great time this week.</p> </td> </tr> <tr> <td data-bbox="794 524 930 837"> <p>Draw a picture about your weekend. Write key words (parents can help with this).</p> </td> <td data-bbox="794 837 930 1189"> <p>Prep- Using the planner from yesterday, complete your weekend writing with the sentence starter: 'On the weekend I ...' (in your pack)</p> </td> <td data-bbox="794 1189 930 1541"> <p>Prep-<br/>1. Get a bowl.<br/>2. Add the cornflakes.<br/>3. Add the milk.<br/>4. Eat with a spoon.</p> </td> <td data-bbox="794 1541 930 1865"> <p>(Use the sentence starters below as a prompt.)<br/>My favourite thing was...<br/>I had a great time...<br/>I can't wait to...</p> </td> </tr> <tr> <td data-bbox="659 524 794 837"> <p>You will use this planner to help you write about your weekend tomorrow.</p> </td> <td data-bbox="659 837 794 1189"> <p>Grade 1 (and anyone that wants to have a try)- Use the sentence starter 'On the weekend' to begin your writing.</p> </td> <td data-bbox="659 1189 794 1541"> <p>Grade 1-<br/>1. Get a bowl.<br/>2. Shake cornflakes into the bowl.<br/>3. Carefully pour in the milk.<br/>4. Enjoy eating your cornflakes with a spoon.</p> </td> <td data-bbox="659 1541 794 1865"> <p>From...<br/>(This is an example, try to add some more ideas)</p> </td> </tr> <tr> <td data-bbox="178 524 659 837"></td> <td data-bbox="178 837 659 1189"> <p>Write about what you did on the weekend in order.<br/>Use capital letters at the beginning of each sentence. Make sure your sentences end with a full stop. Include some keywords at the beginning of each sentence such as, Next, Then, After, etc.</p> </td> <td data-bbox="178 1189 659 1541"> <p>*Parents may help if needed.</p> </td> <td data-bbox="178 1541 659 1865"></td> </tr> </tbody> </table> | <b>Weekend recount planner</b>  | <b>Weekend recount</b>   | <b>Procedure</b> | <b>Letter Writing</b> | <p>Use the weekend recount planner in your pack.</p> | <p>Write about what you did on the weekend.</p> | <p>Write a procedure for how you made your breakfast. First draw a picture of your breakfast.<br/>For writing remember - Start each step with a number.<br/>- Each step is to be written on a new line.<br/>See below for an example.</p> | <p>Write a letter to a friend about what you have done this week during remote learning.<br/>Dear *friend*,<br/>I have had a great time this week.</p> | <p>Draw a picture about your weekend. Write key words (parents can help with this).</p> | <p>Prep- Using the planner from yesterday, complete your weekend writing with the sentence starter: 'On the weekend I ...' (in your pack)</p> | <p>Prep-<br/>1. Get a bowl.<br/>2. Add the cornflakes.<br/>3. Add the milk.<br/>4. Eat with a spoon.</p> | <p>(Use the sentence starters below as a prompt.)<br/>My favourite thing was...<br/>I had a great time...<br/>I can't wait to...</p> | <p>You will use this planner to help you write about your weekend tomorrow.</p> | <p>Grade 1 (and anyone that wants to have a try)- Use the sentence starter 'On the weekend' to begin your writing.</p> | <p>Grade 1-<br/>1. Get a bowl.<br/>2. Shake cornflakes into the bowl.<br/>3. Carefully pour in the milk.<br/>4. Enjoy eating your cornflakes with a spoon.</p> | <p>From...<br/>(This is an example, try to add some more ideas)</p> |  | <p>Write about what you did on the weekend in order.<br/>Use capital letters at the beginning of each sentence. Make sure your sentences end with a full stop. Include some keywords at the beginning of each sentence such as, Next, Then, After, etc.</p> | <p>*Parents may help if needed.</p> |  |
| <b>Weekend recount planner</b>  | <b>Weekend recount</b>   | <b>Procedure</b>  | <b>Letter Writing</b>  |                  |                       |  |   |   |  |   |   |  |  |   |  |  |   |  |   |                                     |  |
| <p>Use the weekend recount planner in your pack.</p>  | <p>Write about what you did on the weekend.</p>  | <p>Write a procedure for how you made your breakfast. First draw a picture of your breakfast.<br/>For writing remember - Start each step with a number.<br/>- Each step is to be written on a new line.<br/>See below for an example.</p> | <p>Write a letter to a friend about what you have done this week during remote learning.<br/>Dear *friend*,<br/>I have had a great time this week.</p> |                  |                       |  |   |   |  |   |   |  |  |   |  |  |   |  |   |                                     |  |
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| <p>You will use this planner to help you write about your weekend tomorrow.</p>                                   | <p>Grade 1 (and anyone that wants to have a try)- Use the sentence starter 'On the weekend' to begin your writing.</p>   | <p>Grade 1-<br/>1. Get a bowl.<br/>2. Shake cornflakes into the bowl.<br/>3. Carefully pour in the milk.<br/>4. Enjoy eating your cornflakes with a spoon.</p>  | <p>From...<br/>(This is an example, try to add some more ideas)</p>  |                  |                       |  |   |   |  |   |   |  |  |   |  |  |   |  |   |                                     |  |
|   | <p>Write about what you did on the weekend in order.<br/>Use capital letters at the beginning of each sentence. Make sure your sentences end with a full stop. Include some keywords at the beginning of each sentence such as, Next, Then, After, etc.</p>  | <p>*Parents may help if needed.</p>   |  |                  |                       |  |   |   |  |   |   |  |  |   |  |  |   |  |   |                                     |  |

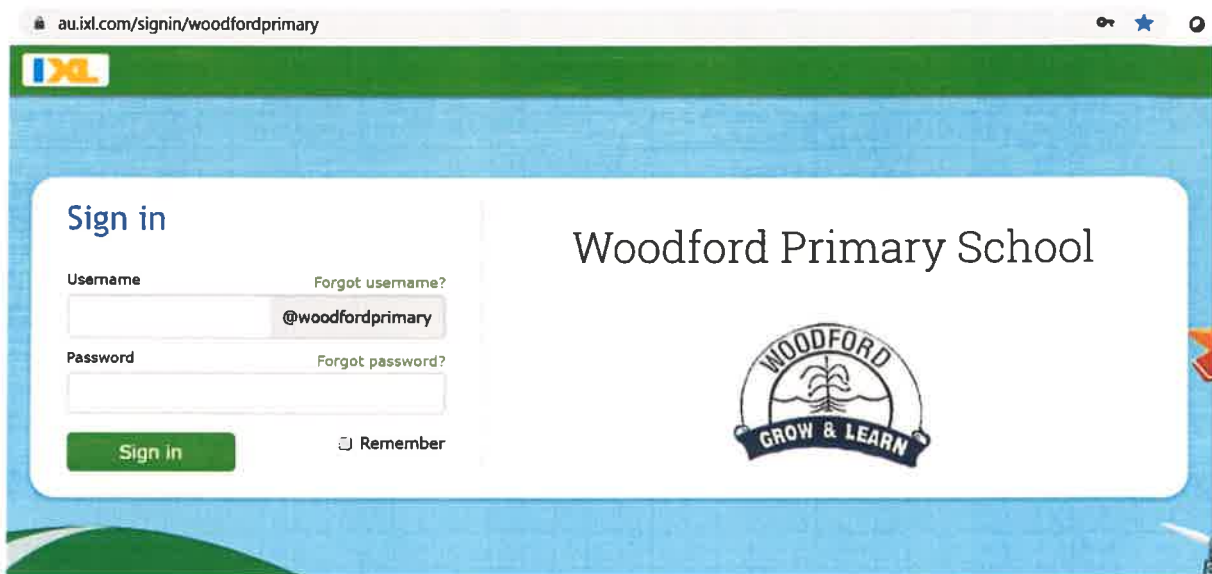
|   |  |   |   |  |
|---|--|---|---|--|
| <p><b>Maths Fluency</b><br/>(10 - 15 minutes)</p>   | <p>Prep- Practice counting by ones to 20 and beyond. Use materials to support understanding and encourage 1-1 counting, e.g. beads, pegs, blocks, cereal, sultanas, Lego.<br/>Grade 1- Practice counting to 100 and beyond. Practice writing numbers.</p>                              |   |   |  |
| <p><b>Maths – Prep (20 minutes)</b></p> <p>*Please feel free to repeat an activity if you do not have the resources available, or use other resources you do have at home.</p> <p>*Go online and use your IXL login.<br/><a href="http://au.ixl.com/signin/woodfordprimary">http://au.ixl.com/signin/woodfordprimary</a><br/>Practice a range of numeracy activities.</p> | <p><b>I spy - Length Worksheet.</b></p>  <p>Find and draw objects that are longer and shorter than the items shown on the worksheet. If you do not have these items at home, choose other items.</p> | <p><b>Measure and order Worksheet.</b></p>  <p>Cut and paste each item and order from shortest to longest.</p> | <p><b>Measure the room Worksheet.</b></p>  <p>Find items in your house to measure. If you can't find the items on the worksheet, find different items and draw them on a blank piece of paper.</p> <p>Measure each item with a range of objects, including hands, paperclips, Lego, pencils, etc.</p> <p>For example, measure a book using Lego pieces. How many Lego pieces did you use? Write this number in the correct box.</p> | <p><b>Measurement at home</b></p> <p>Find 10 items in your house. Order them from shortest to longest. Draw these items in order from shortest to longest on a piece of paper.</p> |

|  |   |  |   |   |  |
|--|---|--|---|---|--|
| <p><b>Maths - Grade 1 (30 minutes)</b></p> <p>*Please feel free to repeat an activity if you do not have the resources available, or use other resources you do have at home.</p> <p>*Go online and use your IXL login.<br/> <a href="http://au.ixl.com/signin/woodfordprimary">http://au.ixl.com/signin/woodfordprimary</a><br/> Practice a range of numeracy activities.</p> | <p><b>I spy - Length Worksheet.</b></p>  <p>Find and draw <b>multiple</b> objects that are longer and shorter than the items shown on the worksheet. If you do not have these items at home, choose other items.</p> | <p><b>Measure and order Worksheet.</b></p>  <p>Cut and paste each item and order from shortest to longest. Find 4 more items that are shorter, and 4 more items that are longer than the items on the worksheet. Take a photo of these items when you find them.</p> | <p><b>Measure the room Worksheet.</b></p>  <p>Grade 1 - Complete the activity and order the items from shortest to longest. Make sure each object you are using to measure is the same size and facing the same way.</p> | <p><b>Measurement at home</b></p> <p>Find 10 items in your house. Order them from shortest to longest. Draw these items in order from shortest to longest on a piece of paper. Measure these items with the same objects, e.g. hands, Lego, paperclips.</p> |  |
|--|---|--|---|---|--|

## Online Platforms

On Thursday your child was provided sign in details for Wushka and IXL. Wushka will provide your child with access to readers. IXL will give your child access to a range of numeracy activities. Please use these online platforms as an extra resource.

<https://au.ixl.com/signin/woodfordprimary>



The screenshot shows a web browser window with the address bar displaying "au.ixl.com/signin/woodfordprimary". The page features the IXL logo in the top left corner. The main content area is titled "Sign in" and includes a form with the following elements:

- Username:** A text input field containing "@woodfordprimary". A link "Forgot username?" is located to the right of the field.
- Password:** A text input field. A link "Forgot password?" is located to the right of the field.
- Sign in:** A green button.
- Remember:** A checkbox labeled "Remember".

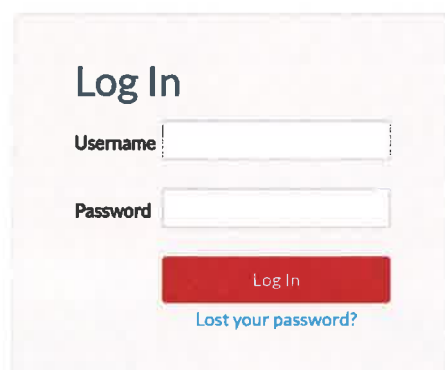
To the right of the form, the text "Woodford Primary School" is displayed above the school's logo, which features a tree and the motto "GROW & LEARN".

<https://wushka.com.au/login/>



The screenshot shows the header of the Wushka website. The address bar displays "wushka.com.au/login/". The header includes the Wushka logo, which consists of the word "wushka" in colorful, rounded letters. To the left of the logo is the text "modern teaching aids". To the right of the logo is a navigation menu with the following items:

- Libraries -
- Reading Boxes -
- How It Works
- Pricing
- Resources
- Contact Us



The screenshot shows a "Log In" form with the following elements:

- Log In:** The title of the form.
- Username:** A text input field.
- Password:** A text input field.
- Log In:** A red button.
- Lost your password?:** A blue link below the "Log In" button.

## Prep/One R Webex Sessions

Optional daily Webex sessions will be provided. This is a time for your child to check in, say hello to their classmates and ask any questions about the activities for the day.

| <b>Webex Sessions May 31<sup>st</sup>-June 3<sup>rd</sup></b>  |  |  |  |
|--|--|--|--|
| <b>MONDAY</b>  | <b>TUESDAY</b>   | <b>WEDNESDAY</b>   | <b>THURSDAY</b>  |
| <b>9:00am</b><br>Optional Daily Webex<br>check in<br><b>Meeting number:</b><br><b>165 902 0198</b><br><b>Password: hello</b> | <b>9:00am</b><br>Optional Daily Webex<br>check in<br><b>Meeting number:</b><br><b>165 902 0198</b><br><b>Password: hello</b> | <b>9:00am</b><br>Optional Daily Webex<br>check in<br><b>Meeting number:</b><br><b>165 902 0198</b><br><b>Password: hello</b> | <b>9:00am</b><br>Optional Daily Webex<br>check in<br><b>Meeting number:</b><br><b>165 902 0198</b><br><b>Password: hello</b> |

## Webex

Webex is the videoconferencing solution that the Department of Education and Training offers all Victorian government schools.

Here are instructions on how to access Webex meetings provided by your teacher using your internet browser.

You may need to ask your parent or carer to help you access them.

1. Your teacher will provide you with a meeting or class number and a meeting password. This will be 9 digits long (e.g. 123 456 789).
2. Open your internet browser and go to <https://eduvic.webex.com/>
3. Enter the meeting number in the '**meeting information**' field and press '**Enter**'.
4. Enter the password provided by your teacher, and press '**Enter**'.
5. Select the '**Join**' or '**Join Meeting**' button. If you see a pull-down arrow on the button, click the pull-down and ensure '**Use web app**' is selected.
6. When prompted, enter your first name and initial of your last name. Enter an email address. If you don't have an email address, you can enter your parent's email address or a made-up email address. Just make sure that you include an @ symbol. This email address will not be displayed when you join the meeting, and you will not receive emails from Webex at this address.
7. Click '**Join Meeting**'.
8. The session will start. You might be asked to allow your microphone and camera to be used in the session. Click '**Allow**' then press '**Skip**' to continue.
9. Start learning with your peers and teachers, just like at school!

\* Webex meetings can also be accessed via a desktop application. The instructions above are for browser access, however you can download the desktop application from <https://eduvic.webex.com/> or when prompted when joining a meeting from the link you have been sent.



## The Initial Code: words for reading and spelling

The words included in the lists are provided as a supplement to the lists in the Sounds-Write manual.

They can be used for the purpose of word building and word reading, though they are also invaluable for giving 'quick quizzes' at the beginning of the week to remind pupils of sound-spelling correspondences covered in the previous week.

In addition, they can be useful in giving 'spaced practice' exercises, in which the teacher can present words built in the morning to be read in the afternoon, or words read in the morning to be word built in the afternoon. Such 'recycling' is held by cognitive scientists to be very helpful in getting information from working memory into long-term memory.

\* Words your child can read and build using the letter tiles

| <u>Initial Code</u><br>Unit 1 | Sounds: /a/ /i/ /m/<br>/s/ /t/ |     | < a > < l > < m ><br>< s > < t > |     |
|-------------------------------|--------------------------------|-----|----------------------------------|-----|
| at                            | it                             | mat | sat                              | sit |
| Sam                           | Tim                            |     |                                  |     |

| <u>Initial Code</u><br>Unit 2 | Sounds: /n/ /o/ /p/ |     | < n > < o > < p > |     |
|-------------------------------|---------------------|-----|-------------------|-----|
| in                            | man                 | nip | top               | pot |
| tin                           | pop                 | tap | pin               | mop |
| sip                           | pip                 | pat | not               | nap |

| <u>Initial Code</u><br>Unit 3 | Sounds: /b/ /k/ /g/<br>/h/ |     | < b > < k > < g ><br>< h > |     |
|-------------------------------|----------------------------|-----|----------------------------|-----|
| bag                           | cab                        | cog | hat                        | pig |
| big                           | cat                        | gap | hot                        | sob |
| cop                           | gas                        | ham | mob                        | nip |
| bit                           | hob                        | nag | sap                        | bib |

| <u>Initial Code</u><br>Unit 4 | Sounds: /d/ /f/ /v/<br>/e/ |     | < d > < e > < f ><br>< v > |     |
|-------------------------------|----------------------------|-----|----------------------------|-----|
| bad                           | cod                        | van | fan                        | get |
| had                           | if                         | mad | net                        | pad |
| set                           | ten                        | van | beg                        | did |
| fed                           | got                        | him | men                        | vat |
| peg                           | vet                        | bed | dip                        | fin |
| hen                           | pet                        | den | fog                        | hip |

| <u>Initial Code</u><br>Unit 5 | Sounds /l/ /r/ /u/<br>and new spelling of<br>/k/ |     | < k > < l > < r ><br>< u > |     |
|-------------------------------|--|-----|----------------------------|-----|
| bug                           | cup  | fig | gum                        | hut |
| kid                           | lad  | mug | nil                        | pal |
| rag                           | sun  | tub | keg                        | let |
| red                           | bus  | cut | dug                        | fun |

|     |     |     |     |     |
|-----|-----|-----|-----|-----|
| gut | hum | kip | lip | mud |
| nut | pub | rim | sum | tug |
| up  | kit | log | run | bud |
| hug | lap | rot | us  | rip |

| <u>Initial Code</u><br>Unit 6 | Sounds: /j/ /w/ /z/ |     | < j > < w > < z > |     |
|-------------------------------|---------------------|-----|-------------------|-----|
| jug                           | jet                 | wag | zip               | jam |
| web                           | jig                 | win | job               | fez |
| jab                           | wig                 | wet | wok               | jot |
| zap                           | Jim                 | wit | jog               | jut |

|   |   |   |   |
|---|---|---|---|
| s | t | a | i |
| m | n | o | p |
| l | c | h | g |
| d | e | f | v |
| k | l | u | r |
| j | w | z |   |

- Cut out the letter tiles. Use the letters to build words. Refer to the wordlist for a list of words your child can build.

# Reading Activity- Monday

## **Reading Activity- Tuesday**

# Reading Activity- Wednesday

# Reading Activity- Thursday



- Planner to be completed on Monday 31/05/21 for writing

On the weekend... (May 29<sup>th</sup> - 30<sup>th</sup>)

Who



What



# Writing the Alphabet

A a B b C c D d

E e F f G g H h

I i J j K k L l

M m N n O o P p

Q q R r S s T t

U u V v W w X x

Y y Z z

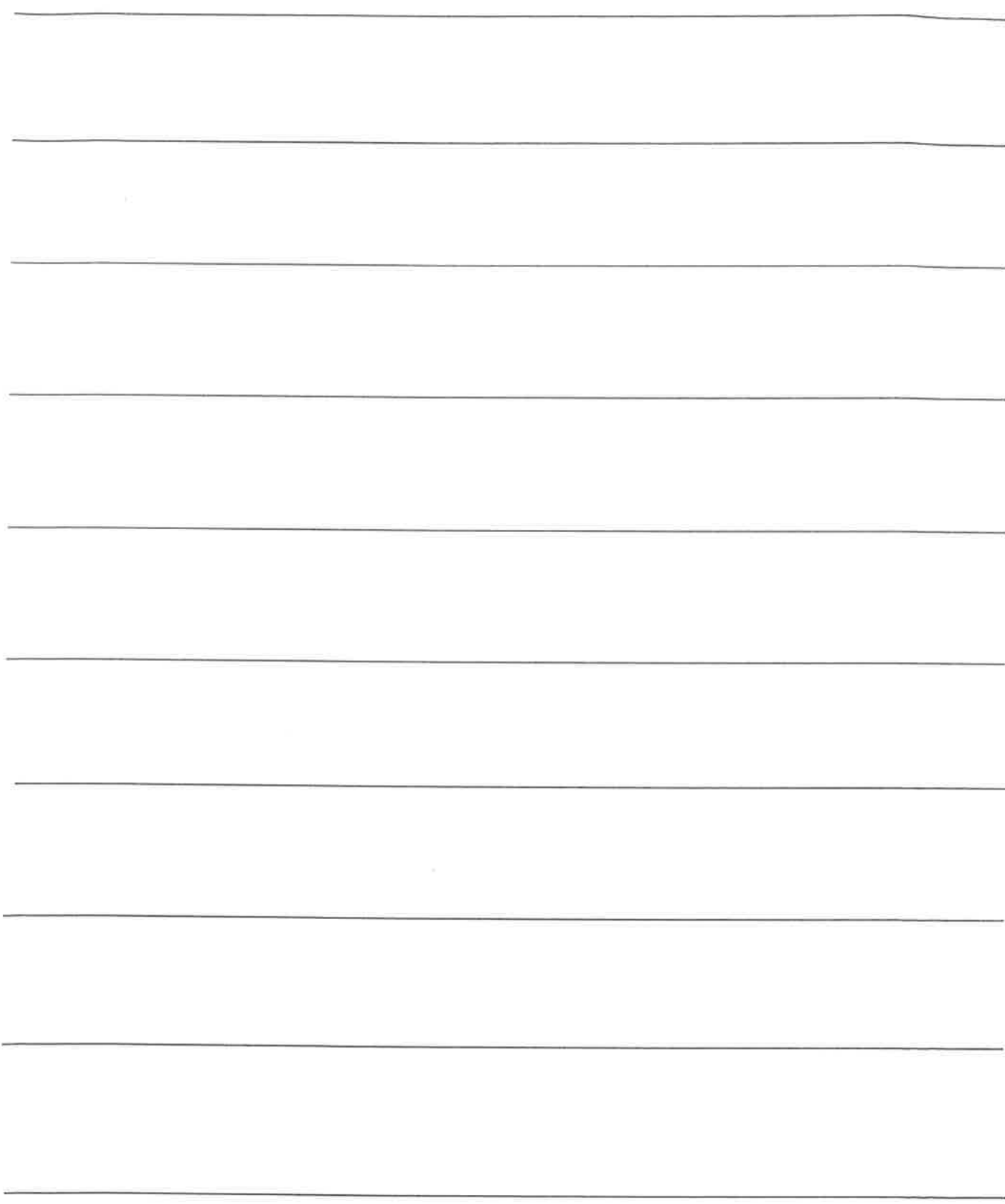
Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm

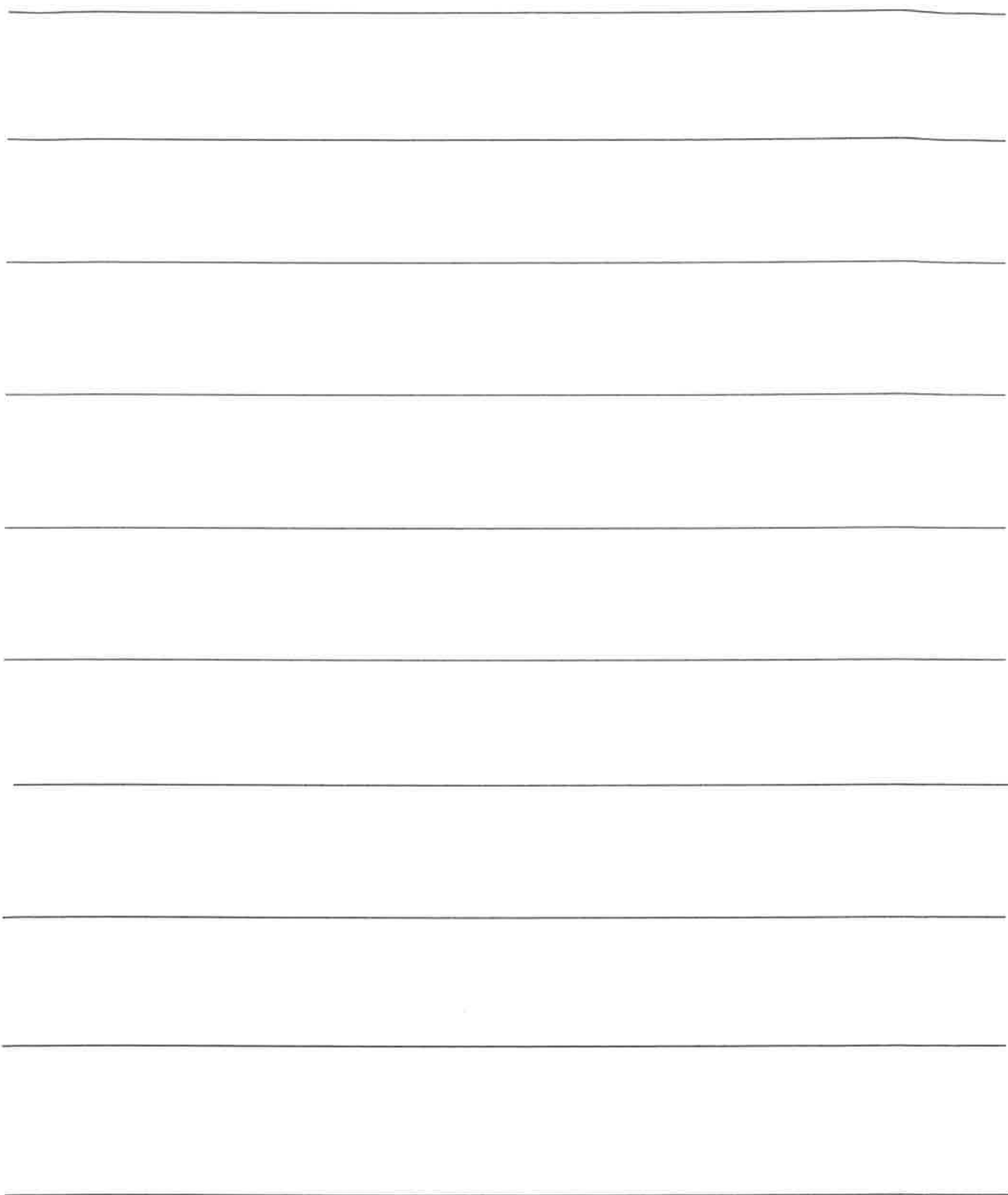


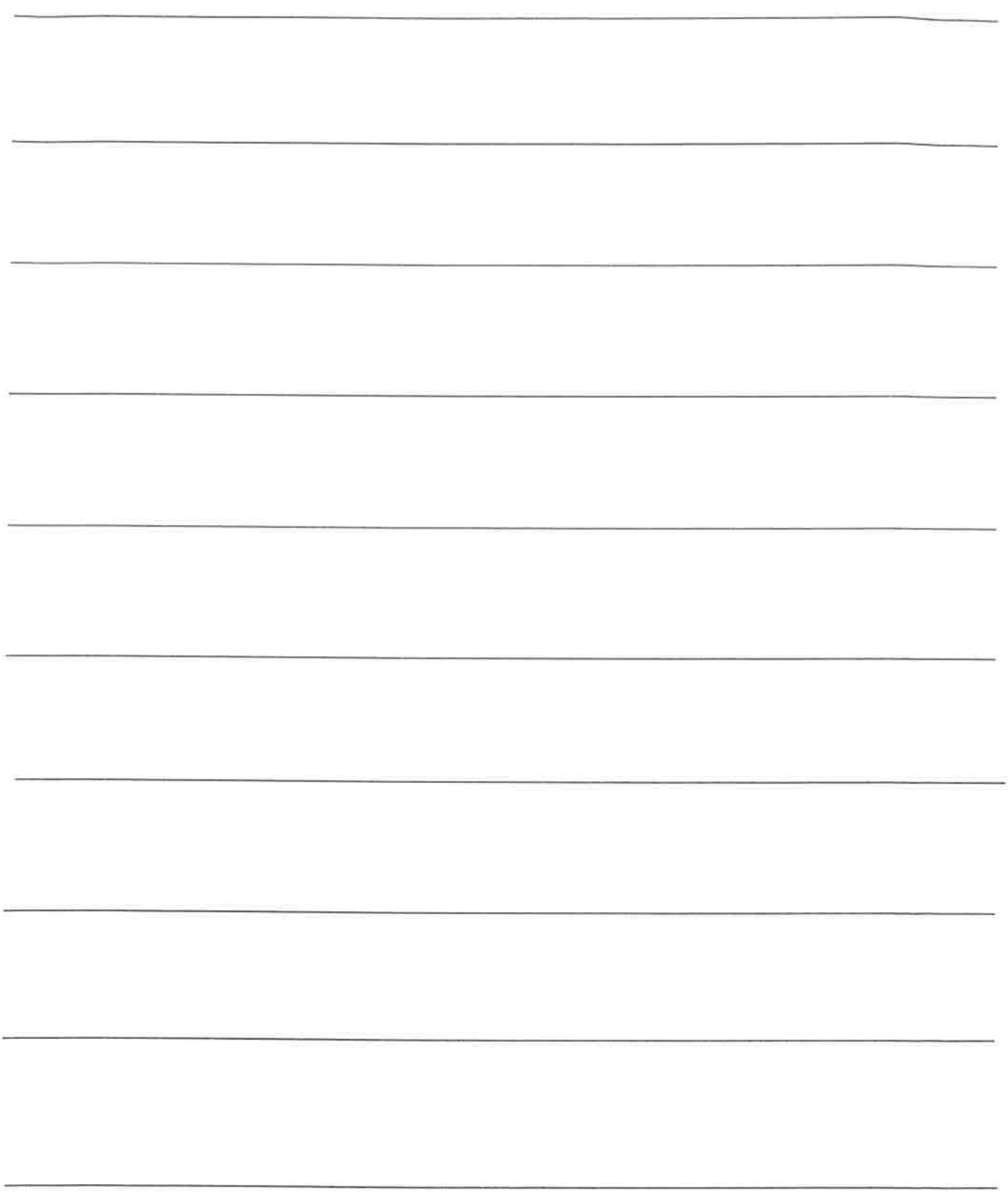
Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

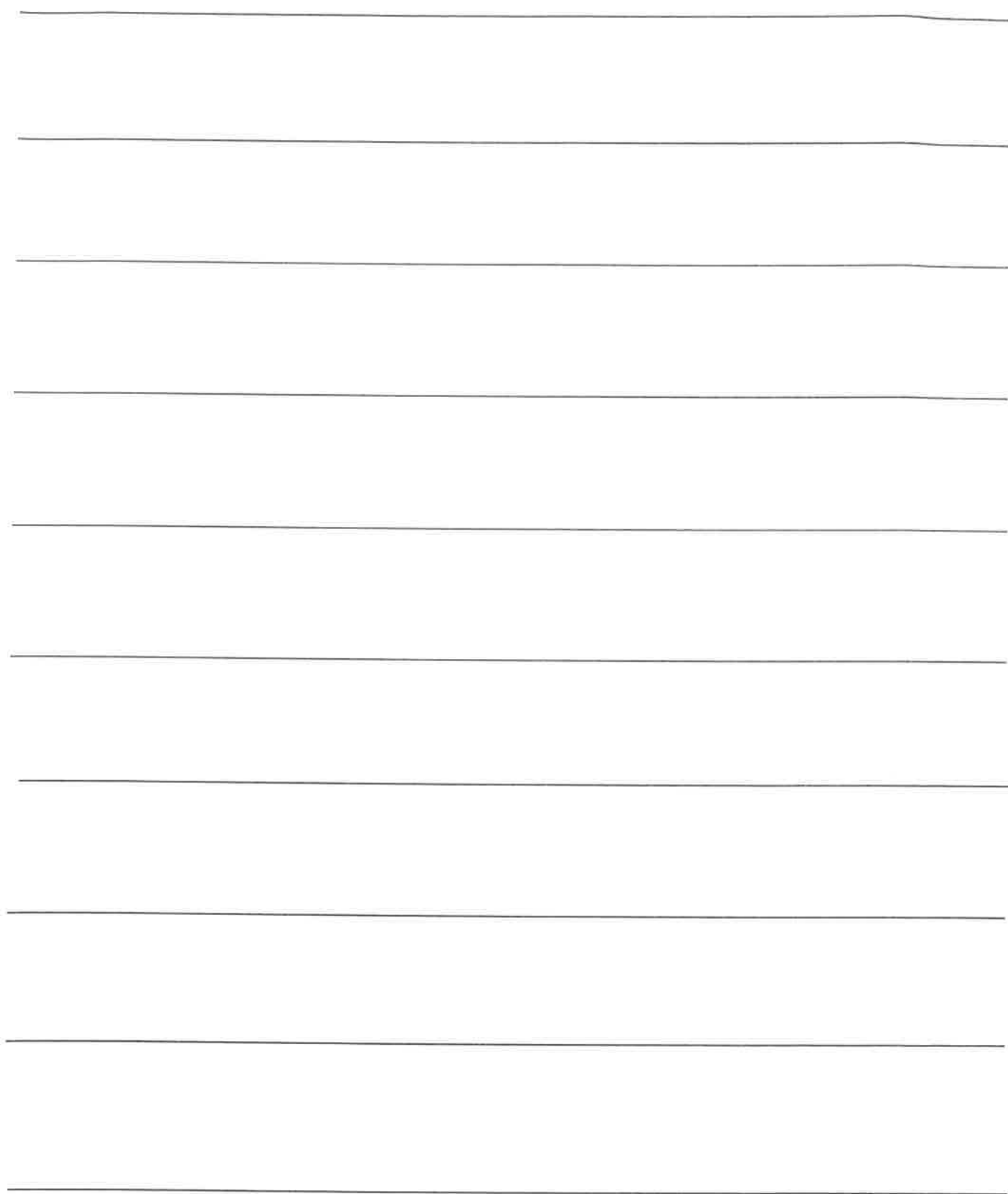




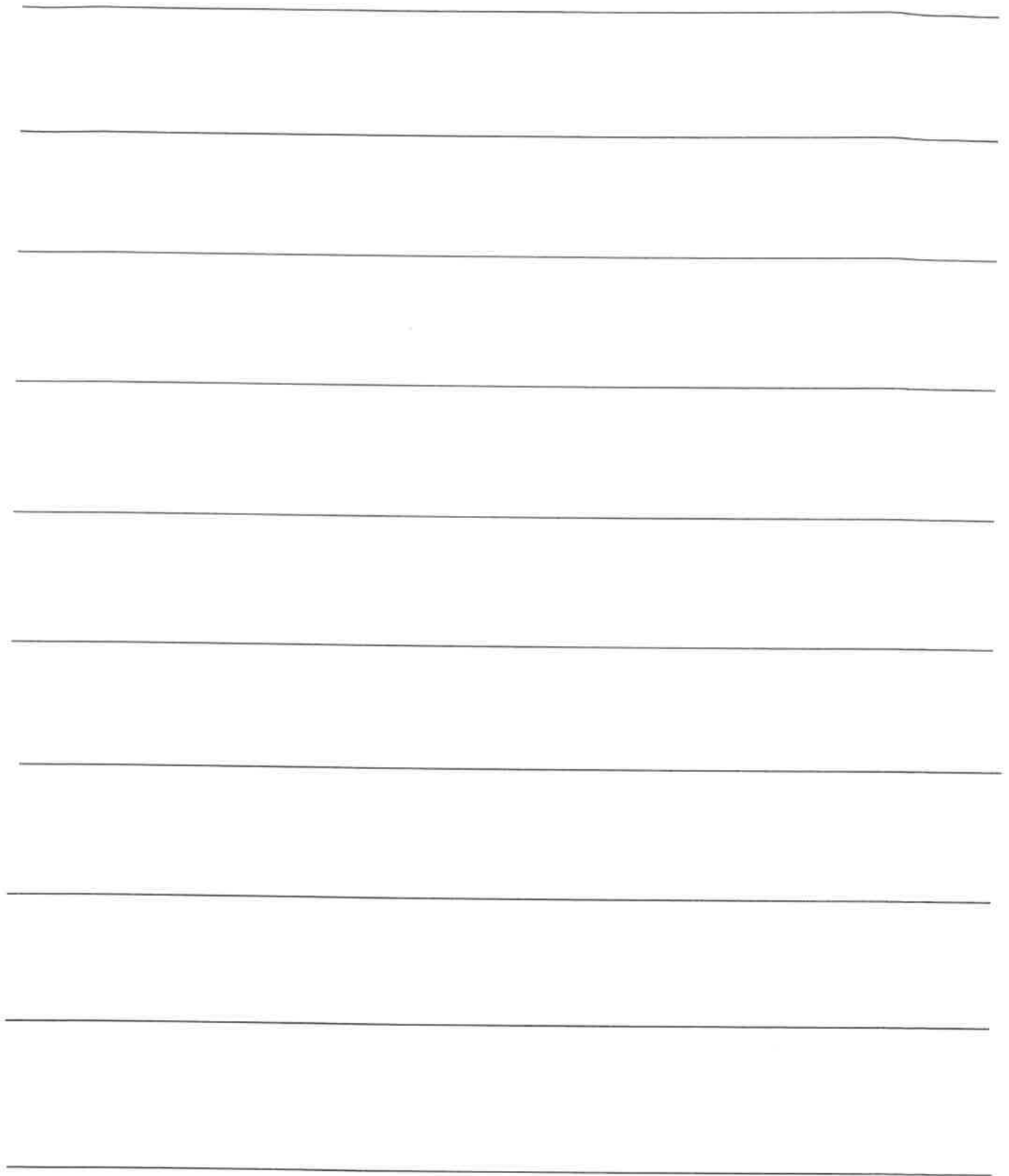












# Practise Your Numbers

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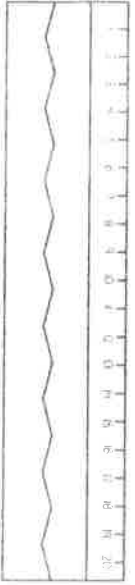
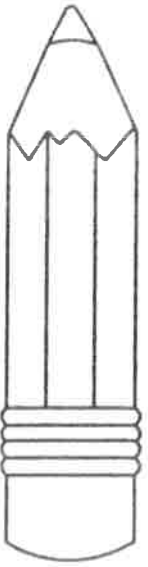
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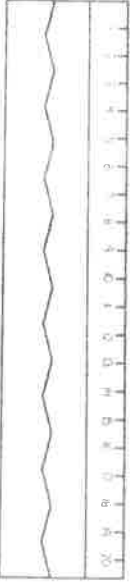
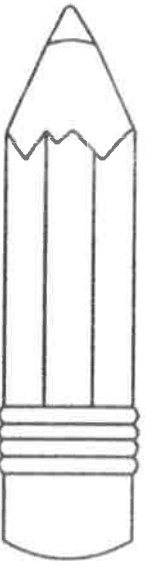
# I SPY - LENGTH

LENGTH

Find and draw an object in the classroom that is longer than:



Find and draw an object in the classroom that is shorter than:

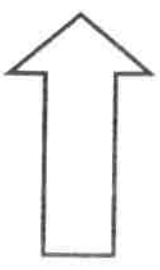


# MEASURE and ORDER

LENGTH

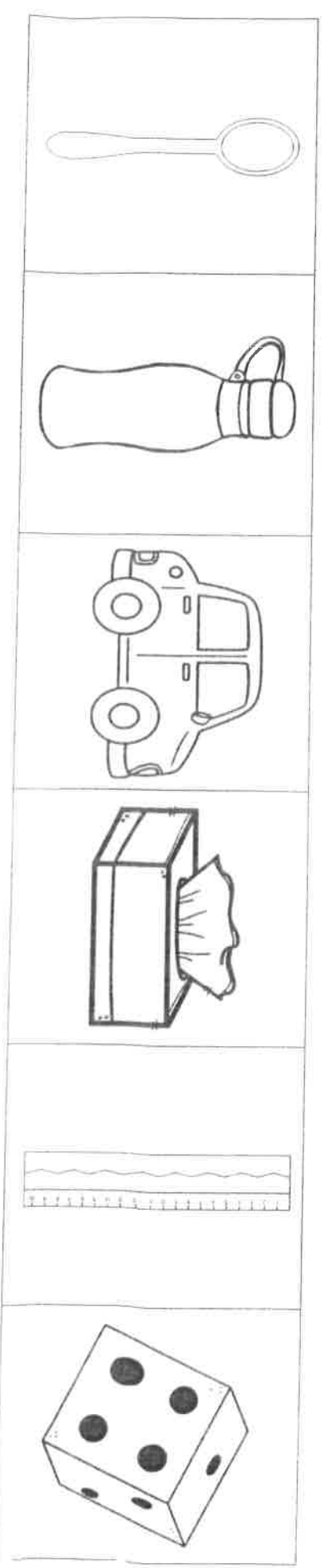
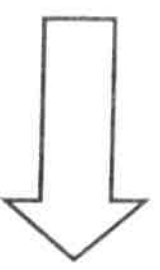
Use cubes to measure then order the items from shortest to longest. Glue them in the correct order

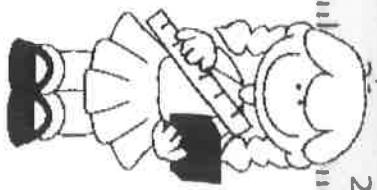
|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  |  |  |  |  |
|--|--|--|--|--|--|



Shortest



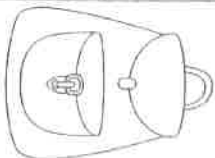
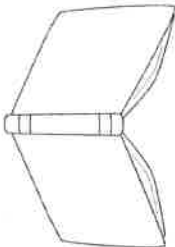
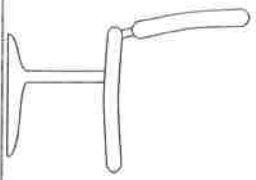

Longest





# Measure the Room

What will you use to measure the room with?

| Item  | Estimation | Actual Measurement |
|---|------------|--------------------|
| <br>lunchbox     |            |                    |
| <br>ruler        |            |                    |
| <br>school bag   |            |                    |
| <br>book       |            |                    |
| <br>chair      |            |                    |
| <br>glue stick |            |                    |