

Remote Learning Planner – Prep Term 3 Week 2

20/07/2021

REMOTE TEACHING SESSION: 10.30am – 11.30am daily

Prep students will receive a 1 hour face to face remote teaching session with their teacher each day. These sessions will be run using Zoom and will focus on Reading, Writing, Maths or Inquiry. The link to your child's Zoom meeting is listed in the table below. Instructions on how to access your child's Zoom meeting are available on Sentral.

Advice for accessing your child's Zoom meeting:

- Please log on 5 minutes before the start time.
- Ask your child to organise the resources they will need prior to the start time.
- When signing in, **please use your child's name** as this will be the name displayed to their teacher during the meeting.
- If you have any questions or you are not able to access the Zoom meeting, please refer to the instructions available on Sentral or contact the school via phone on 03 8766 4000 or email at barton.ps@education.vic.gov.au.

Grade	Teacher	Personal Room Link	Passcode
PA	Shannon Gallagher	https://us02web.zoom.us/j/4119942916?pwd=K0RmSVZFK0tJOWYvWDdxSzM3Zjh1UT09	5560
PB	Rachael Vriend	https://zoom.us/j/3775679859?pwd=L3pqdEZ0TVJ4TVEzZ0hEV2pDMGovUT09	5560
PC	Charlotte Howle	https://zoom.us/j/7711524412?pwd=L25FQXBvbXQ5WWJRWXZJRWlmQ052Zz09	5560
PD	Ashlea Barnes	https://zoom.us/j/5147051409?pwd=c1ZPcjFhSTBTYjhXeERNZnFRTXdOZz09	5560
PE	Bec Hurley	https://zoom.us/j/4227496755?pwd=MVIBWVGJaNVU0clBtclFzWXI3dzZKdz09	5560
PF	Rhiannon Steward	https://zoom.us/j/5428385382?pwd=TFFScU83SGVINEhwQIVMcZFrTVdqQT09	5560
PG	Maryanne Ognjenovic	https://zoom.us/j/7988793903?pwd=WIRIYVBIRFBhYVJncnFQRIAzUFJtUT09	5560
PH	Linna Phuong	https://zoom.us/j/3173913590?pwd=SUFtQ3lvNDNEdm5FRGhEY2pKRndFdz09	5560

Optional: Drop in support session: 12:00pm – 12:30pm daily

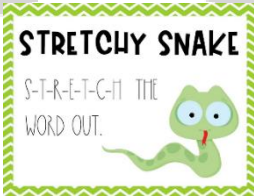


Grade	Teacher	Personal Room Link
Prep	Specialist Teacher	https://us02web.zoom.us/j/4119942916?pwd=K0RmSVZFK0tJOWYvWDdxSzM3Zjh1UT09

Optional Live Specialist Session: 1.00pm – 1.30pm daily



Grade	Teacher	Personal Room Link	Personal Room Number
Prep	Wednesday – Spanish	https://eduvic.webex.com/meet/french.justine.m	573-944-792

Wednesday 21st July


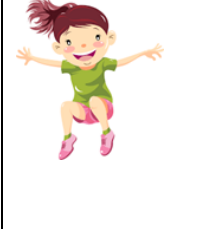

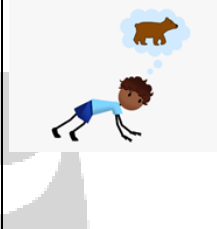

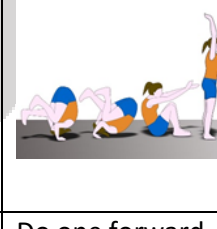
- Today you will need:**
- Scrapbook/paper
 - Writing pencil
 - Paper
 - Device to take photo's
 - Coloured pencils
 - Readers from library bag
 - Scissors

	Writing	Reading	Maths
Learning intention	We are learning to write a sentence with 3-star writing.	We are learning to make text-to-self connections.	We are learning about location.
Success criteria	<ul style="list-style-type: none"> • I can use a capital letter at the start of my sentence. • I can use finger spaces in between my words. • I can use a full stop at the end of my sentence. 	<ul style="list-style-type: none"> • I can identify the main events, characters and settings in a story. • I can make a connection between the story's character and myself. 	<ul style="list-style-type: none"> • I can describe where an object is • I can use the language on, in, under and next to
Task	<p>Jolly Phonics – Alternate Y ('ee' sound)</p> <p>Zoom remote teaching session Zoom class lesson starts at 10:30am. Please <u>log on 5 minutes</u> before and have the resources listed below ready.</p> <p>You will need:</p> <ul style="list-style-type: none"> • Scrapbook/paper • Writing pencil • Coloured pencils (if possible) 	<p>Task 1: Read to self:</p> <div style="display: flex; justify-content: space-around;">   </div> <p>Reading using the pictures (eagle eye) and having a go at stretching out (stretchy snake) the letters to sound out the words.</p> <p>Read with someone at your house:</p>	<p>Step 1: Students create a character of their choice and make a paddle-pop stick puppet. (If you do not have paddle-pop sticks you can use sticks from outside).</p> 

		<p>Supervise the student, making sure that they are using their finger to point to each word.</p> <p><u>Task 2: Character Connection</u></p> <ul style="list-style-type: none"> • Discuss the story you have just read with someone in your house. Think of a connection between a character and something similar about you. <p><u>Example:</u> “The main character has long brown hair, just like me”.</p> <ul style="list-style-type: none"> • Draw your connection, including a drawing of the chosen character and yourself. • Label both drawings with the character’s name and your name, and label the feature that you made a connection with (example: long brown hair). <p>Challenge: Write a sentence describing your connection using the sentence starter: “My connection is...”</p>	<p><u>Step 2:</u> Students take their paddle-pop stick puppet on an adventure. Students take a photo of their puppet in an object.</p> <p><u>Step 3:</u> Students take a photo of their puppet on an object.</p> <p><u>Step 4:</u> Students take a photo of their puppet under an object.</p> <p><u>Step 5:</u> Students take a photo of their puppet next to an object.</p> <p><u>Step 6:</u> Students share their photos with someone in their house. Students discuss the location of the puppet in each photo.</p>
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OPTIONAL SPECIALIST ACTIVITIES			
ART	PERFORMING ART	PHYSICAL EDUCATION	STEM
<p>Learning Intention: We are learning about creating a pattern caterpillar.</p> <p>Success Criteria: I can:</p> <ul style="list-style-type: none"> Use patterns, colours and shapes to decorate my caterpillar artwork. Trace around objects at home. <p>Resources: Small cup, greylead pencil, coloured pencils, crayons and paper.</p>  <p>Task:</p> <ol style="list-style-type: none"> Trace around a cup six times to make the caterpillar with a greylead pencil. Draw two smaller circle in the first circle for the eyes and draw a line for the mouth. Add two lines on the head with two smaller circles to make the caterpillars antennae. 	<p>Learning Intention: We are learning about rhythm</p> <p>Success Criteria: I can:</p> <ul style="list-style-type: none"> Watch a video and copy a rhythm pattern <p>Resources:</p> <ul style="list-style-type: none"> Device to access YouTube YouTube video https://www.youtube.com/watch?v=9sS0OeABaFs <p>Task:</p> <ol style="list-style-type: none"> Watch this video and have a go at being a clapping machine Watch the video as many times as you like to practise different rhythm patterns 	<p>Learning Intention: We are preparing for gymnastics</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> I can control my body while performing different balance and movement skills I can move my body safely while attempting my moves <p>Resources: 20-25 books (of any sort)</p> <p>Task: Warm up: First, complete this quick warm up: https://www.youtube.com/watch?v=EYD DtTJ6TtQ</p> <p>Main Activity: Obstacle Course Next, you are going to create an obstacle course from start to finish.</p> <ol style="list-style-type: none"> Create a trail inside to follow. Spread out books on the floor to follow (please don't step on the books, as you could slip). At every 4th or 5th book you get to, complete a gymnastics exercise. The following exercises should be: 	<p>Learning Intention: We are learning about seasons.</p> <p>Success Criteria: I can... Draw a picture that shows how the seasons change across the year.</p> <p>Resources:</p> <ul style="list-style-type: none"> Paper Coloured pencils <p>Task:</p> <ol style="list-style-type: none"> Split your page into 4 parts. In each section draw a picture of something you see, or something that happens in that season. <p>For Example:</p> 

4. In each circle draw different lines and shapes to create patterns with crayons or pencils.
5. Lastly, don't forget to post your caterpillar on Seesaw for us to see!

	
Hop on one foot 6 times	Jump in the air 5 times
	
Balance on one foot and count to 5	Crawl like a bear to the next exercise
	
Leap several times to your next exercise	Do one forward roll

Extension:

How many laps can you complete in 2 minutes?

		<p>Turn your obstacle course into 'the floor is lava'.</p>  <p>Causes of insomnia FUNsubstance.com</p>	
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