

## Mrs Whittington Wednesday 6<sup>th</sup> May Lesson Plan

**Date: 6<sup>th</sup> May**

**Day: Wednesday**

### Morning Greeting

- Check your email for your daily update!
- **Have an amazing day and we will see you soon!**

### Morning Fitness

**Option 1- If you have Internet access:** Number Fitness Counting song

- <https://www.youtube.com/watch?v=yTeUqWGCKjA>

**Option 2-** run on the spot for 20 seconds. Jump like a kangaroo for 10 jumps.

### **Literacy**

#### **Activity 1: Morning Shared Reading**

**Resource-** see story title **On the Mat** in your pack for Monday.

- 1. Before reading part 1-** revise what happened in the story.
- 2. On the last page of the book-** using the grid provided in the book, have children say the sounds and read the words as revision for the story.
- 3. During reading-** have your child re-read the story to improve fluency and comprehension.
- 4. After reading part – Complete Worksheet titled- Book 1a- Sentence dictation.**
- 5.** Children have revised writing this sentence in class.
- 6.** Using the worksheet- read the sentence- **I am Tim** to your child.
- Using the lines provided on the sheet, your child will fill in the missing words.
- Remind your child to sound out for each word as they write it.

#### **Activity 2: Literacy Warm up/Review Work-**

- Locate Resource pack titled **Literacy Warm up/Review Work-** Locate stapled sheets titled **Literacy and Numeracy Posters for Week 2 and Investigation Grid 2.**
- Use the poster provided titled- **Literacy Warm up Poster Week 2 to complete sound revision, the alphabet letter name, reading the words and fine motor.**
- Students do this every day with myself in class as a quick fast revision so they will be familiar with this format.
- a. Sound revision-** have your child point to each sound and get them to say the sounds.
  - Point to each one and kids should be fast saying the sound.
  - Correct any errors if they mispronounce the sound.
  - If you are unsure how to pronounce the sounds here is a link to assist you with pronunciation.  
[https://www.youtube.com/watch?time\\_continue=4&v=Lh1XwB7ARPQ&feature=emb\\_logo](https://www.youtube.com/watch?time_continue=4&v=Lh1XwB7ARPQ&feature=emb_logo) --- PLD Literacy Diana Rigg – from 2minutes 45 seconds to about 5 minutes 22 you can watch and hear her pronounce the sounds.
- b. Letter name-** point to each letter name and remind kids to say the letter name not the sound. Assist where needed. Remind kids that this is like when we sing the ABC song.
- c. Reading words-** have your child point to each sound in each word, say it and then they will read the word like magic!

- d. Fine motor/Gross Motor movement-** have your child stand up and read the action and kids will make the movement for you. If you would like to call them Tall Line, Small line instead please use that wording instead of Tall Man/Short Man.

**Brain Break/Shake and break:** Go outside, collect a stick and in the sand draw tall man, small man and sideways to sideways.

**Activity 3: Phonological awareness task-** call out these words for your child to jump out the sounds. They will say each sounds as they jump. Children do this in class for myself so they are familiar.

Words to call out: Sam, tim, mat, at, hop, ham, is, bag, cat.

For example, **Sam-** will be 3 jumps s-a-m will be **3 sounds**, **at** will be **2 jumps** a-t as it has 2 sounds.

**Investigation time: Guided Play/Child Directed Free play**

- Encourage your child to engage in some unstructured play time with their chosen toys.
- Encourage your child to tell you what they are doing with their toys to promote oral language.

**Recess**

**Literacy continued**

**Activity 1: Phonics tasks- Activity 1: Phonics tasks-**use the worksheet provided titled **Read and draw 1 (2 sided sheet).**

**Task-** Ask student to say the sounds and read the word. Then they illustrate the word underneath

**Activity 2: Handwriting worksheet titled- Handwriting Appendix 3 – 2 sided sheet.**

- Using the worksheet provided, students complete the sheet forming the letters **p o b c g h**.
- Make sure students start at the dot and number 1 and finish where the X is located.
- Monitor correct formation.

**Investigation time: Child Directed Free play**

- Encourage your child to engage in some unstructured play time with their chosen toys.

**Lunch**

**Post break activity time:**

**Option 1- If you have Internet access:**

- Bunny songs- Hop Bunny <https://www.youtube.com/watch?v=BRjsyzbvqsc>

**Option 2-** Go outside and jump like a bunny rabbit and count to 20. Have a rest. Do this a few times.

**HASS/Design Technology – Mrs Douglas**

**Task 1- Mother's Day card.** Using the materials provided in the pack (including the small bag of craft items) and the coloured template love heart card, children will create their own Mother's Day card design. Use as much or as little of the materials and cards that have been provided.

**Resources:** coloured love heart card, craft material in pack, white A4 paper and coloured A4 card.

**Task2-** See sheet titled- **Growing Older worksheet.**

**Resources-** precut pictures of people of different ages to sequence.

Talk about how we change as we grow older and using the worksheet and pictures, glue in order from youngest to oldest.

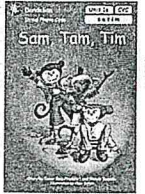
**Investigation time: Child Directed Free play**

- Encourage your child to engage in some unstructured play time with their chosen toys.

**Afternoon Break**

**Science**

- See the sheets titled- **Science Task Wednesday Week 2**
- Complete the task set by Mrs Gwatkin using the Science explanation sheet and worksheets provided.



## Book 1a - Sentence dictation



I

Offer the sentence below as dictation. Encourage the children to sound out the words as they spell them.

I am Tim.

Read and draw

Task— Ask student to say the sounds and read the word.  
Then they illustrate the word underneath.

<i>bat</i>	<i>can</i>
<i>hat</i>	<i>tin</i>

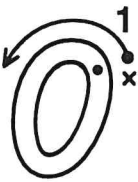
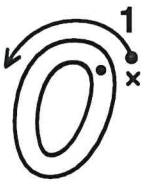
Read and draw

Task— Ask student to say the sounds and read the word.  
Then they illustrate the word underneath.

ham	pig
cat	pig

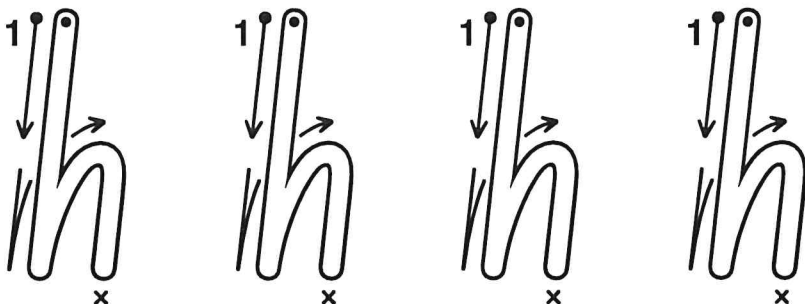
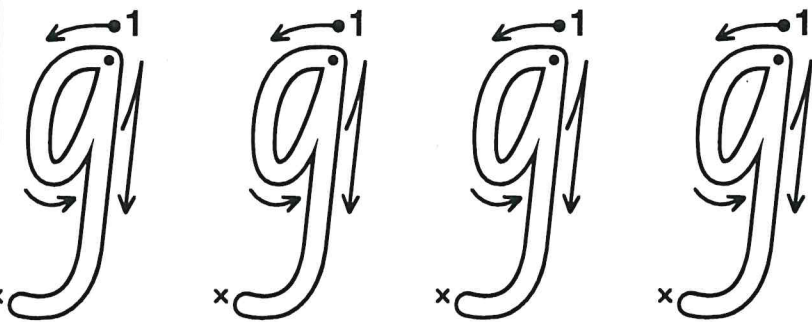
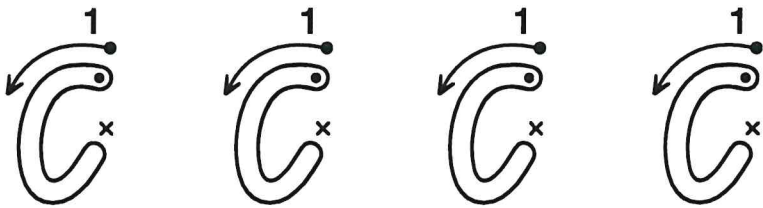
# Handwriting Appendix 3

1. Select a coloured pencil.
2. Start at the dot.
3. Stay in the path.
4. Repeat until all letters are completed.
5. Change colours and repeat steps 1 to 4.



# Handwriting Appendix 3 continued...

1. Select a coloured pencil.
2. Start at the dot.
3. Stay in the path.
4. Repeat until all letters are completed.
5. Change colours and repeat steps 1 to 4.



To Mum,

Happy

Mother's Day

Love from

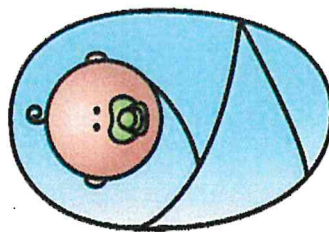

# GROWING OLDER

What is my history and how do I know?

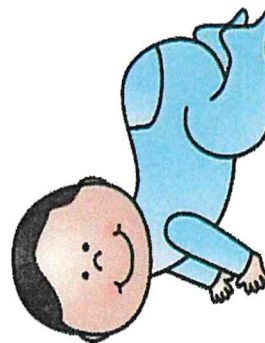
# GROWING OLDER

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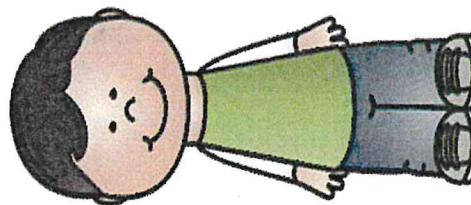
\* Pre-cut in your package.



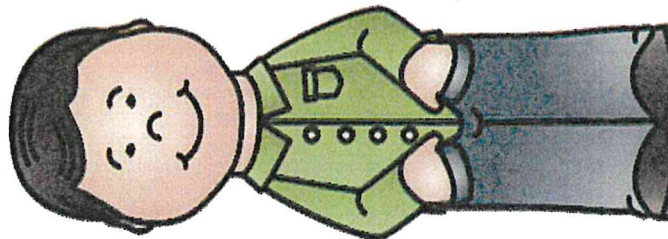
baby



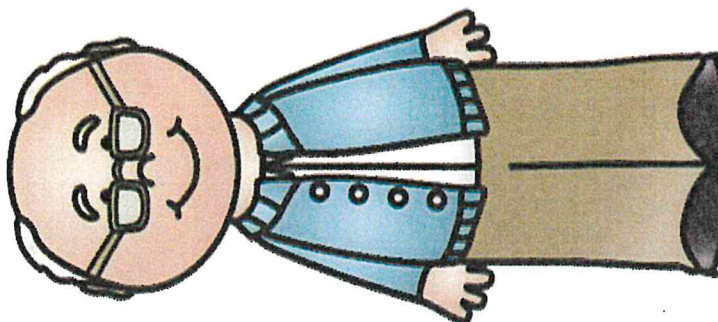
toddler



boy



teenager

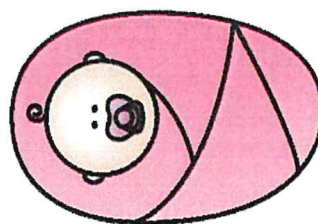


man

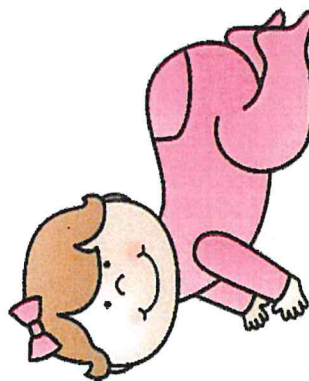
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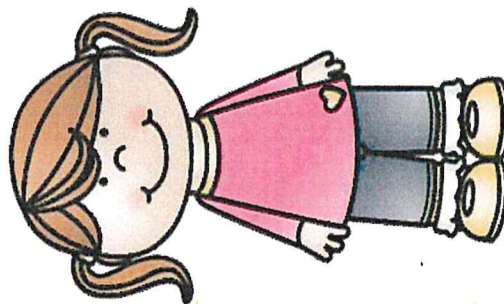
\* Precut in your package.



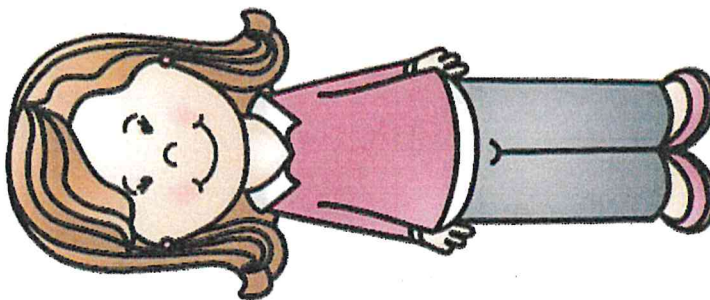
baby



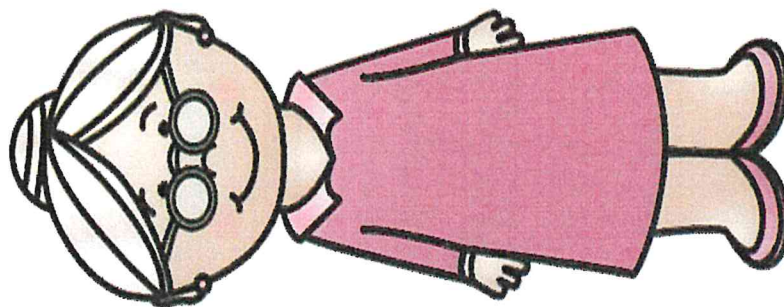
toddler



girl



teenager



woman



# Primary Science

Term 2: Week 2

Pre-Primary

## Chemical Sciences

**Focus:** Different houses around the world.

**Inquiry Question:** What materials are different houses made from around the world?

**Materials:**

- Electronic device to look up examples of different houses. (e.g. laptop, iPad, phones etc.)  
(If you do not have access to an electronic device, pictures can be attached for your reference)
- Scissors
- Stapler/glue
- Coloured pencils/lead pencil
- Attached PDF worksheet: *Houses around the world - 1*
- Attached PDF worksheet: *Houses around the world (mini booklet)*

**Safety:** Please ensure this experiment is supervised, as the students will need help with writing the materials and being able to access digital websites.

**Steps:**


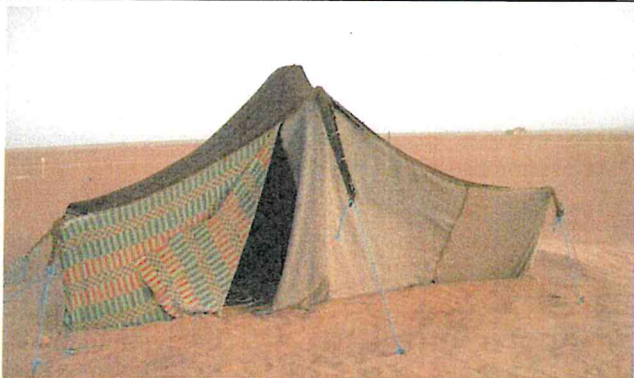


1. Collect all materials needed to do the experiment. (Use those items you have available at home; it is not expected that you purchase the examples you may not have.)
2. Using the *Houses around the world - 1* worksheet, look and then talk together about the different examples of houses. (Tree house, tent, stilt house, hut, mud hut igloo, apartment) - What materials are each made of?  
\*You are welcome to further google/video search about each type of house.
3. Together talk about your house and its materials: walking around your house could help see the many different materials within your own home. Is there any other family members/friends/neighbours who have different materials for their house?
4. Using the *Houses around the world (mini booklet)* worksheet, write in what material each house is made of and then draw a design of their own house. (pictures can be coloured in also) Focusing on: my house, hut, igloo, yurt and apartment.
5. Create a mini booklet (adult/older sibling support will be needed to put this together and cut out) by cutting on the dotted lines.
6. Staple or glue the booklet together.

**Conclusion:** Questions to talk through together about the experiment.

1. Reading through the 'Three little pigs' book will assist this activity.
  - Which material is the strongest for a house?
  - Why do you think brick is better than straw?

I hope you have fun with this experiment. © If possible, could you please email your findings, worksheets and any pictures of your experiment to [Melissa.Gwatkin@education.wa.edu.au](mailto:Melissa.Gwatkin@education.wa.edu.au)

## Houses around the world - 1

House name	Picture
Tree house  e.g. Material = WOOD	
Tent  e.g. Material = FABRIC	
Stilt House  e.g. Material = WOOD	
Hut  e.g. Material = WOOD	

### Mud Hut

e.g. Materials = MUD and  
WOOD



### Igloo

e.g. Materials = ice



### Apartment

e.g. Materials = metal and  
glass



### Yurt

e.g. Materials = FABRIC  
(wool)

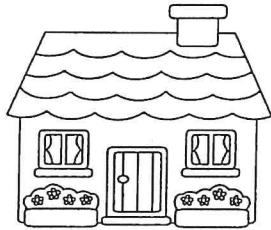


All images sourced from google images.

# HOUSES

around the

# WORLD

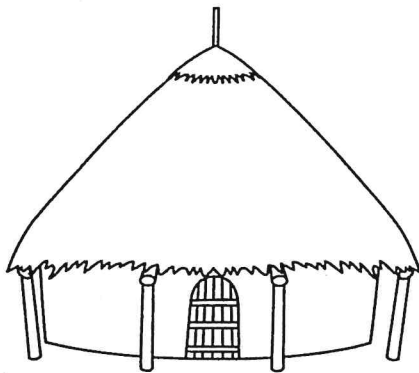


By: \_\_\_\_\_

This is my house.

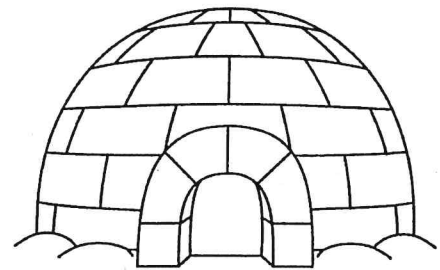
It is made of \_\_\_\_\_

This house is called a hut. It is from Africa.



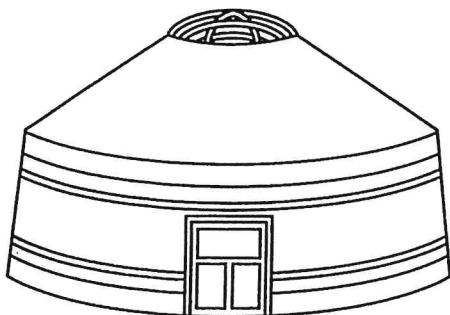
It is made of \_\_\_\_\_

This house is called an igloo. It is from the Arctic.



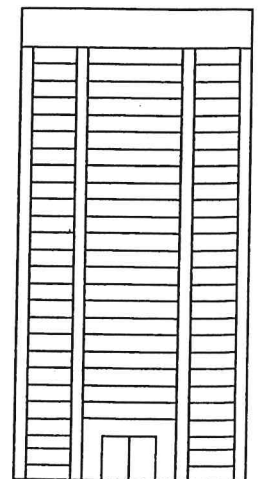
It is made of \_\_\_\_\_

This house is called a yurt. It is from Mongolia.



It is made of \_\_\_\_\_

This house is called an apartment. They are in cities all over the world.



It is made of \_\_\_\_\_