




Prep - English - Learn from home timetable - Week 1

Reading Concepts

Priority Tasks

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Phonemic Awareness</b></p> <ul style="list-style-type: none"> <li>Practise saying the sounds of the letter/letter patterns already taught at school.</li> <li>Introduce this week's letter/sound.</li> <li>Identify words that start with this sound.</li> <li>Create a poster for the week and write these words on it.</li> </ul>	<p><b>Phonemic Awareness</b></p> <ul style="list-style-type: none"> <li>Practise saying the sounds of the letter/letter patterns already taught at school.</li> <li>Re-visit this week's letter/sound.</li> <li>Go for a search around the house or in the back yard for objects that start with this sound.</li> <li>Add the new words to the poster.</li> </ul>	<p><b>Phonemic Awareness</b></p> <ul style="list-style-type: none"> <li>Practise saying the sounds of the letter/letter patterns already taught at school.</li> <li>Re-visit this week's letter/sound.</li> <li>Identify words that end with this sound and add them to the poster.</li> <li>Segment (<i>sound out/break apart</i>) words with this week's letter in them. <i>d/e/s/k = desk</i></li> </ul>	<p><b>Phonemic Awareness</b></p> <ul style="list-style-type: none"> <li>Use the <b>rimé -at</b> with the sounds already taught. (<i>Blend together letters, including this week's letter to make words.</i> <i>E.g. s – a – t = sat.</i>)</li> <li>It can be helpful to write the letters on pegs, counters, bottle tops etc. and have the students move them together to make words.</li> <li>Write out the word family: <i>at – hat, pat, sat, mat, bat, cat, fat, rat.</i></li> </ul>	<p><b>Phonemic Awareness</b></p> <ul style="list-style-type: none"> <li>Practise saying the sounds of the letter/letter sounds already taught at school.</li> <li>Re-visit this week's letter/sound.</li> <li>Look in magazines and newspapers for words or pictures that have this week's sound in them. Add them to the poster.</li> <li>Come up with a sentence or short story that uses as many words from our poster as possible. Have your caregiver help you write it.</li> </ul>
<p><b>Fine Motor Skills to support pre-writing</b></p> <ul style="list-style-type: none"> <li>Practise writing this week's letter.</li> <li>Have a caregiver write out some simple words using the letters you have learnt for you to trace over.</li> <li>Have a go writing these words underneath by yourself.</li> </ul>	<p><b>Fine Motor Skills to support pre-writing</b></p> <ul style="list-style-type: none"> <li>Write your name 5 times – each time as neatly as you can. Make sure the first letter of your name is a capital letter.</li> </ul>	<p><b>Fine Motor Skills to support pre-writing</b></p> <ul style="list-style-type: none"> <li>Write this week's letter and some of your HFW using lots of different things – crayons, colours, textas, paint, chalk.</li> </ul>	<p><b>Fine Motor Skills to support pre-writing</b></p> <ul style="list-style-type: none"> <li>Make this week's letter out of playdough or plasticine.</li> <li>Try to make a capital and a lower case.</li> </ul>	<p><b>Fine Motor Skills to support pre-writing</b></p> <p>Build up our finger muscles by:</p> <ul style="list-style-type: none"> <li>using tweezers to pick up objects (using just one finger and thumb).</li> <li>popping bubble wrap (try it in different ways).</li> </ul>
<p><b>High Frequency Words (HFW)</b></p> <ul style="list-style-type: none"> <li>Have your caregiver write your HFW on pieces of paper. Turn them over and play memory.</li> </ul>	<p><b>High Frequency Words</b></p> <ul style="list-style-type: none"> <li>Timed speak. Start the clock and flip over your sight words and say them. Write down your time. Repeat the process 3 times and try and beat your time.</li> </ul>	<p><b>High Frequency Words</b></p> <ul style="list-style-type: none"> <li>Use magnetic/wooden/tiled/stamped letters to spell out this week's high frequency words.</li> </ul>	<p><b>High Frequency Words</b></p> <ul style="list-style-type: none"> <li>Have your caregiver write your words onto a 2x2 or 3x3 bingo card. As your caregiver says your HFW, mark them off until all have been said and then yell 'Bingo!'</li> </ul>	<p><b>High Frequency Words</b></p> <ul style="list-style-type: none"> <li>Write your high frequency words out. If you get stuck, have a caregiver write the words for you to trace over.</li> </ul>
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Look at the front cover. Discuss what you can see. Predict what the story might be about.</li> <li>Read the book with a caregiver.</li> <li>Point to the first word, the last word in a sentence, the spaces between words.</li> <li>Count the number of words in a sentence, the number of sentences on a page.</li> <li>Point out the capital letters and full stops.</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Look at the front cover. Discuss what you can see. Predict what the story might be about.</li> <li>Read the book with a caregiver.</li> <li>Point to the first word, the last word in a sentence, the spaces between words.</li> <li>Count the number of words in a sentence, the number of sentences on a page.</li> <li>Point out the capital letters and full stops.</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Look at the front cover. Discuss what you can see. Predict what the story might be about.</li> <li>Read the book with a caregiver.</li> <li>Point to the first word, the last word in a sentence, the spaces between words.</li> <li>Count the number of words in a sentence, the number of sentences on a page.</li> <li>Point out the capital letters and full stops.</li> </ul>	<p><b>Listening/Viewing</b></p> <ul style="list-style-type: none"> <li>Select a short clip on-line or a story to listen to.</li> <li>Look/listen to the title.</li> <li>Predict what you think it might be about.</li> <li>View or listen to the story. Were your predictions correct?</li> </ul>	<p><b>Reading – Nonfiction</b></p> <ul style="list-style-type: none"> <li>Read something that is nonfiction (<i>facts</i>). It could be a story from a newspaper or magazine, or an information report about an event, animal or person.</li> </ul>
<p><b>After reading activity</b></p> <ul style="list-style-type: none"> <li>Retell the story in sequence by drawing 3-5 pictures.</li> <li>Try to write what is happening in each picture. Have an adult write the sentences for you if you need help.</li> </ul>	<p><b>After reading activity</b></p> <ul style="list-style-type: none"> <li>Go back to the book and look for any words that have this week's letter.</li> <li>Look for any of this week's HFWs. See how many you can find.</li> </ul>	<p><b>After reading activity</b></p> <ul style="list-style-type: none"> <li>Choose a sentence in the book.</li> <li>Carefully copy all the words – making sure you use a capital at the beginning and a full stop at the end.</li> <li>Illustrate your sentence.</li> </ul>	<p><b>After viewing activity</b></p> <ul style="list-style-type: none"> <li>Share your feelings about the characters, and events in the story.</li> <li>Orally retell the story to your caregiver.</li> <li>Record this by drawing pictures.</li> </ul>	<p><b>After reading activity</b></p> <ul style="list-style-type: none"> <li>Draw a picture about what you just read and explain it to someone in the house.</li> </ul>
<p><b>Oral language experience</b></p> <ul style="list-style-type: none"> <li>Act out the story. Use props and costumes you can find around the house.</li> </ul>	<p><b>Craft Activity</b></p> <ul style="list-style-type: none"> <li>Make an animal/object that begins with your letter/sound of the week. <i>e.g. – S – snake</i></li> </ul> 	<p><b>Literature inspired play</b></p> <ul style="list-style-type: none"> <li>Use Lego, blocks etc to recreate one of the scenes from today's story.</li> </ul> 	<p><b>Oral language Game</b></p> <ul style="list-style-type: none"> <li>Play rhyme tennis. Agree on a rhyming family e.g. -at. Take turns, back and forth, each saying a new word that fits the rhyming family.</li> </ul>	<p><b>Sharing Knowledge</b></p> <p>Call a friend, grandparent, neighbour, aunty, uncle etc and tell them two things you learnt this week.</p> 

Independent Reading.

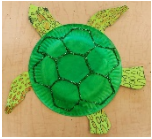


If you are ready, read the books your teacher has sent home with you to practise.

There are some free decodable readers available at the Specific Learning Difficulties Association of South Australia (SPELD) website - <https://www.speld-sa.org.au/services/phonics-books.html>

Prep - English - Learn from home timetable - Week 2

Looking at Words

Priority Tasks



Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Phonemic Awareness</b></p> <ul style="list-style-type: none"> <li>Practise saying the sounds of the letter/letter patterns already taught at school.</li> <li>Introduce this week's letter/sound.</li> <li>Identify words that start with this sound.</li> <li>Create a poster for the week and write these words on it.</li> </ul>	<p><b>Phonemic Awareness</b></p> <ul style="list-style-type: none"> <li>Practise saying the sounds of the letter/letter patterns already taught at school.</li> <li>Re-visit this week's letter/sound.</li> <li>Go for a search around the house or in the back yard for objects that start with this sound.</li> <li>Add the new words to the poster.</li> </ul>	<p><b>Phonemic Awareness</b></p> <ul style="list-style-type: none"> <li>Practise saying the sounds of the letter/letter patterns already taught at school.</li> <li>Re-visit this week's letter/sound.</li> <li>Identify words that end with this sound and add them to the poster.</li> <li>Segment (<i>sound out/break apart</i>) words with this week's letter in them. <i>d/e/s/k = desk</i></li> </ul>	<p><b>Phonemic Awareness</b></p> <ul style="list-style-type: none"> <li>Use the <b>rim</b> -<b>an</b> with the sounds already taught. (<i>Blend together letters, including this week's letter to make words. E.g. m – a – n = man.</i>)</li> <li>It can be helpful to write the letters on pegs, counters, bottle tops etc. and have the students move them together to make words.</li> <li>Write out the word family: <i>an – man, can, fan, ban, ran, Nan, pan tan</i></li> </ul>	<p><b>Phonemic Awareness</b></p> <ul style="list-style-type: none"> <li>Practise saying the sounds of the letter/letter sounds already taught at school.</li> <li>Re-visit this week's letter/sound.</li> <li>Look in magazines and newspapers for words or pictures that have this week's sound in them. Add them to the poster.</li> <li>Come up with a sentence or short story that uses as many words from our poster as possible. Have your caregiver help you write it.</li> </ul>
<p><b>Fine Motor Skills to support pre-writing</b></p> <ul style="list-style-type: none"> <li>Practise writing this week's letter on a tray of salt, in sand, on the couch, on each other's back, in the air, etc.</li> </ul>	<p><b>Fine Motor Skills to support pre-writing</b></p> <ul style="list-style-type: none"> <li>Have your caretaker help you make labels for objects in your house (creating a word rich learning environment at home). Some of the words may include <i>bed, mat, door, table, chair, pens, tv, pots, pans</i> etc.</li> </ul>	<p><b>Fine Motor Skills to support pre-writing</b></p> <ul style="list-style-type: none"> <li>Write your letter of the week as a giant letter.</li> <li>Then write it in tiny fairy writing.</li> <li>Lastly – write it in normal writing.</li> </ul>	<p><b>Fine Motor Skills to support pre-writing</b></p> <ul style="list-style-type: none"> <li>Make some of these words out of playdough or plasticine. <i>Hint: you will only need to change the first letter to make a new word.</i></li> </ul>	<p><b>Fine Motor Skills to support pre-writing</b></p> <p>Build up our finger muscles by:</p> <ul style="list-style-type: none"> <li>opening and closing pegs (using just one finger and thumb). See how long you can keep it open.</li> <li>screwing and unscrewing a bolt into a nut.</li> </ul>
<p><b>High Frequency Words (HFW)</b></p> <ul style="list-style-type: none"> <li>Have your caregiver write your HFW on pieces of paper and stick them on the wall. Have your caregiver say a HFW and you hit the matching word with a soft ball or a nerf gun.</li> </ul>	<p><b>High Frequency Words</b></p> <ul style="list-style-type: none"> <li>Timed speak. Start the clock and flip over your sight words and say them. Write down your time. Repeat the process 3 times and try and beat your time.</li> </ul>	<p><b>High Frequency Words</b></p> <ul style="list-style-type: none"> <li>Have your caregiver put your HFW into a wordsearch for you to find.</li> </ul>	<p><b>High Frequency Words</b></p> <ul style="list-style-type: none"> <li>Line up several word cards on a tabletop. Have your caregiver say one of the words and you point to it. If you get it correct, ask your caregiver to repeat the process with another word.</li> </ul>	<p><b>High Frequency Words</b></p> <ul style="list-style-type: none"> <li>Lay your words out on a tabletop. Have your caregiver provide some clues to a word for you to find. <i>E.g. This word has 4 letters. It starts with a 't' and ends with a 't'. It rhymes with sat. It has the word hat in it. = that</i></li> </ul>
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Look at the front cover. Discuss what you can see. Predict what the story might be about.</li> <li>Read the book with a caregiver.</li> <li>Find any long or tricky words.</li> <li>Clap the syllables in the word.</li> <li>Talk about what they mean.</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Look at the front cover. Discuss what you can see. Predict what the story might be about.</li> <li>Read the book with a caregiver.</li> <li>Find any long or tricky words.</li> <li>Clap the syllables in the word.</li> <li>Talk about what they mean.</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Look at the front cover. Discuss what you can see. Predict what the story might be about.</li> <li>Read the book with a caregiver.</li> <li>Find any long or tricky words.</li> <li>Clap the syllables in the word.</li> <li>Talk about what they mean.</li> </ul>	<p><b>Listening/Viewing</b></p> <ul style="list-style-type: none"> <li>Select a short clip on-line or a story to listen to.</li> <li>Look/listen to the title.</li> <li>Predict what you think it might be about.</li> <li>View or listen to the story. Were your predictions correct?</li> </ul>	<p><b>Reading – Nonfiction</b></p> <ul style="list-style-type: none"> <li>Read something that is nonfiction (<i>facts</i>). It could be a story from a newspaper or magazine, or an information report about an event, animal or person.</li> </ul>
<p><b>After reading activity</b></p> <ul style="list-style-type: none"> <li>Retell the story in sequence by drawing 3-5 pictures.</li> <li>Try to write what is happening in each picture. Have an adult write the sentences for you if you need help.</li> </ul>	<p><b>After reading activity</b></p> <ul style="list-style-type: none"> <li>Go back to the book and look for any words that have this week's letter.</li> <li>Look for any of this week's HFWs. See how many you can find.</li> <li>Pick 3 words and write them.</li> </ul>	<p><b>After reading activity</b></p> <ul style="list-style-type: none"> <li>Make a list of any rhyming words you find in the book. See if you can add your own words that also rhyme with them.</li> </ul>	<p><b>After viewing activity</b></p> <ul style="list-style-type: none"> <li>Share your feelings about the characters, and events in the story.</li> <li>Orally retell the story to your caregiver. Record this by drawing pictures.</li> </ul>	<p><b>After reading activity</b></p> <ul style="list-style-type: none"> <li>Draw a picture about what you just read and explain it to someone in the house.</li> </ul>
<p><b>Oral language experience</b></p> <ul style="list-style-type: none"> <li>Act out the story. Use props and costumes you can find around the house.</li> </ul>	<p><b>Craft Activity</b></p> <ul style="list-style-type: none"> <li>Make an animal/object that begins with your letter/sound of the week. <i>e.g. -T – turtle</i></li> </ul> 	<p><b>Literature inspired play</b></p> <ul style="list-style-type: none"> <li>Use playdough to make one of the characters from the story</li> </ul> 	<p><b>Oral language Game</b></p> <ul style="list-style-type: none"> <li>Alphabet chain. Choose a category (<i>e.g. colours</i>) and take turns naming an item that fits the category following the alphabet sequence. For example <i>A- aqua, B- blue</i> etc.</li> </ul>	<p><b>Sharing Knowledge</b></p> <ul style="list-style-type: none"> <li>Pretend to be a news anchor and recap the events that have happened at home this week.</li> </ul> 

Independent Reading.

If you are ready, read the books your teacher has sent home with you to practise.

There are some free decodable readers available at the Specific Learning Difficulties Association of South Australia (SPELD) website - <https://www.speld-sa.org.au/services/phonics-books.html>

**Looking at Sentences  
Priority Tasks**

Monday	Tuesday	Wednesday	Thursday	Friday
<p align="center"><b>Phonemic Awareness</b></p> <ul style="list-style-type: none"> <li>Practise saying the sounds of the letter/letter patterns already taught at school.</li> <li>Introduce this week's letter/sound.</li> <li>Identify words that start with this sound.</li> <li>Create a poster for the week and write these words on it.</li> </ul>	<p align="center"><b>Phonemic Awareness</b></p> <ul style="list-style-type: none"> <li>Practise saying the sounds of the letter/letter patterns already taught at school.</li> <li>Re-visit this week's letter/sound.</li> <li>Go for a search around the house or in the back yard for objects that start with this sound.</li> <li>Add the new words to the poster.</li> </ul>	<p align="center"><b>Phonemic Awareness</b></p> <ul style="list-style-type: none"> <li>Practise saying the sounds of the letter/letter patterns already taught at school.</li> <li>Re-visit this week's letter/sound.</li> <li>Identify words that end with this sound and add them to the poster.</li> <li>Segment (<i>sound out/break apart</i>) words with this week's letter in them. <i>d/e/s/k = desk</i></li> </ul>	<p align="center"><b>Phonemic Awareness</b></p> <ul style="list-style-type: none"> <li>Use the <b>rime -ap</b> with the sounds already taught. (<i>Blend together letters, including this week's letter to make words. E.g. c – a – p = cap.</i>)</li> <li>It can be helpful to write the letters on pegs, counters, bottle tops etc. and have the students move them together to make words.</li> <li>Write out the word family: <i>ap – cap, rap, tap, nap, map sap, yap.</i></li> </ul>	<p align="center"><b>Phonemic Awareness</b></p> <ul style="list-style-type: none"> <li>Practise saying the sounds of the letter/letter sounds already taught at school.</li> <li>Re-visit this week's letter/sound.</li> <li>Look in magazines and newspapers for words or pictures that have this week's sound in them. Add them to the poster.</li> <li>Come up with a sentence or short story that uses as many words from our poster as possible. Have your caregiver help you write it.</li> </ul>
<p align="center"><b>Fine Motor Skills to support pre-writing</b></p> <ul style="list-style-type: none"> <li>Write as many lower case _____ as you can. Big ones, small ones, with coloured pens, crayons etc. Ask a caregiver to show you how. Look at the direction in which they write the letter.</li> </ul>	<p align="center"><b>Fine Motor Skills to support pre-writing</b></p> <ul style="list-style-type: none"> <li>Copy some of the words from your poster using different colours (pens, textas, paint).</li> </ul>	<p align="center"><b>Fine Motor Skills to support pre-writing</b></p> <ul style="list-style-type: none"> <li>Use a paintbrush dipped in water to write some of your words outside – e.g. on the wall, on the concrete path, on the garage wall, on a fence. See if you can get to the end of the word before it dries out and disappears.</li> </ul>	<p align="center"><b>Fine Motor Skills to support pre-writing</b></p> <ul style="list-style-type: none"> <li>Make some of these words out of playdough or plasticine. <i>Hint: you will only need to change the first letter to make a new word.</i></li> </ul>	<p align="center"><b>Fine Motor Skills to support pre-writing</b></p> <p align="center"><b>Build up our finger muscles by:</b></p> <ul style="list-style-type: none"> <li>threading beads or</li> <li>threading and tying shoelaces</li> </ul>
<p align="center"><b>High Frequency Words (HFW)</b></p> <ul style="list-style-type: none"> <li>Find a dark room in the house. Lay out your cards. Use a torch to point to a word and read it. Hand the torch for your caregiver to point to a word and read it. Do this together until you have read all your HFWs.</li> </ul>	<p align="center"><b>High Frequency Words</b></p> <ul style="list-style-type: none"> <li>Timed speak. Start the clock and flip over your sight words and say them. Write down your time. Repeat the process 3 times and try and beat your time.</li> </ul>	<p align="center"><b>High Frequency Words</b></p> <ul style="list-style-type: none"> <li>Use magnetic/wooden/tiled/stamped letters to spell out this week's high frequency words. Close your eyes and have your caregiver remove or cover one of the letters. Then open your eyes and try to work out which letter is missing.</li> </ul>	<p align="center"><b>High Frequency Words</b></p> <ul style="list-style-type: none"> <li>Orally, tell a story and try to use as many of your HFWs as you can.</li> </ul>	<p align="center"><b>High Frequency Words</b></p> <ul style="list-style-type: none"> <li>Write your high frequency words out. If you get stuck, have a caregiver write the words for you to trace over.</li> </ul>
<p align="center"><b>Reading</b></p> <ul style="list-style-type: none"> <li>Look at the front cover. Discuss what you can see. Predict what the story might be about.</li> <li>Read the book with a caregiver.</li> <li>Discuss what a simple sentence is. It must have a who/what (<i>subject/object/noun</i>) and what they did (<i>predicate/verb/verb group</i>). E.g. <i>John walked to the shop. The who is John. What did John do? John walked to the shop.</i> Find some simple sentences in the book and identify the who/what and what they did.</li> </ul>	<p align="center"><b>Reading</b></p> <ul style="list-style-type: none"> <li>Look at the front cover. Discuss what you can see. Predict what the story might be about.</li> <li>Read the book with a caregiver.</li> <li>Find and read some simple sentences.</li> <li>Ask who or what the sentence is about? (<i>subject/object/noun</i>)</li> <li>What are they doing? (<i>predicate/verb/verb group</i>)</li> </ul>	<p align="center"><b>Reading</b></p> <ul style="list-style-type: none"> <li>Look at the front cover. Discuss what you can see. Predict what the story might be about.</li> <li>Read the book with a caregiver.</li> <li>Find and read some simple sentences.</li> <li>Ask who or what the sentence is about? (<i>subject/object/noun</i>)</li> <li>What are they doing? (<i>predicate/verb/verb group</i>)</li> </ul>	<p align="center"><b>Listening/Viewing</b></p> <ul style="list-style-type: none"> <li>Select a short clip on-line or a story to listen to.</li> <li>Look/listen to the title.</li> <li>Predict what you think it might be about.</li> <li>View or listen to the story. Were your predictions correct?</li> </ul>	<p align="center"><b>Reading – Nonfiction</b></p> <ul style="list-style-type: none"> <li>Read something that is nonfiction (<i>facts</i>). It could be a story from a newspaper or magazine, or an information report about an event, animal or person.</li> </ul>
<p align="center"><b>After reading activity</b></p> <ul style="list-style-type: none"> <li>Retell the story in sequence by drawing 3-5 pictures.</li> <li>Try to write what is happening in each picture. Have an adult write the sentences for you if you need help.</li> </ul>	<p align="center"><b>After reading activity</b></p> <ul style="list-style-type: none"> <li>Go back to the book and look for any words that have this week's letter.</li> <li>Look for any of this week's HFWs. See how many you can find.</li> <li>Pick 3 words and write them.</li> </ul>	<p align="center"><b>After reading activity</b></p> <ul style="list-style-type: none"> <li>Copy one of the simple sentences from the book.</li> </ul>	<p align="center"><b>After viewing activity</b></p> <ul style="list-style-type: none"> <li>Share your feelings about the characters, and events in the story.</li> <li>Orally retell the story to your caregiver.</li> <li>Record this by drawing pictures.</li> </ul>	<p align="center"><b>After reading activity</b></p> <ul style="list-style-type: none"> <li>Draw a picture about what you just read and explain it to someone in the house.</li> </ul>
<p align="center"><b>Oral language experience</b></p> <ul style="list-style-type: none"> <li>Act out the story. Use props and costumes you can find around the house.</li> </ul>	<p align="center"><b>Letter Craft</b></p> <ul style="list-style-type: none"> <li>Make an animal/object that begins with your letter/sound of the week. e.g. –D – Dinosaur</li> </ul> 	<p align="center"><b>Literature inspired drawing</b></p> <ul style="list-style-type: none"> <li>Choose one scene from your book and draw it using colours. Explain your drawing to someone in the family.</li> </ul> 	<p align="center"><b>Oral language Game</b> - How many...?</p> <p>Take turns at asking each other 'how many?' questions. Use a timer or count to 30. Today's category is <b>animals</b>. Example questions are below:</p> <ul style="list-style-type: none"> <li>How many animals can you name that start with k?</li> <li>How many animals can you name that eat leaves?</li> </ul>	<p align="center"><b>Sharing Knowledge</b></p> <p>Tell someone in your house:</p> <ul style="list-style-type: none"> <li>something new you learnt this week</li> <li>the most fun thing you did</li> <li>something that was tricky</li> <li>what you did to overcome it</li> </ul>

**Independent Reading.**





If you are ready, read the books your teacher has sent home with you to practise.

There are some free decodable readers available at the Specific Learning Difficulties Association of South Australia (SPELD) website - <https://www.speld-sa.org.au/services/phonics-books.html>

**Prep - English - Learn from home timetable - Week 4**

**Looking at Stories (Characters and Settings)**

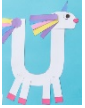

**Priority Tasks**

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Phonemic Awareness</b></p> <ul style="list-style-type: none"> <li>Practise saying the sounds of the letter/letter patterns already taught at school.</li> <li>Introduce this week's letter/sound.</li> <li>Identify words that start with this sound.</li> <li>Create a poster for the week and write these words on it.</li> </ul>	<p><b>Phonemic Awareness</b></p> <ul style="list-style-type: none"> <li>Practise saying the sounds of the letter/letter patterns already taught at school.</li> <li>Re-visit this week's letter/sound.</li> <li>Go for a search around the house or in the back yard for objects that start with this sound.</li> <li>Add the new words to the poster.</li> </ul>	<p><b>Phonemic Awareness</b></p> <ul style="list-style-type: none"> <li>Practise saying the sounds of the letter/letter patterns already taught at school.</li> <li>Re-visit this week's letter/sound.</li> <li>Identify words that end with this sound and add them to the poster.</li> <li>Segment (sound out/break apart) words with this week's letter in them. <i>d/e/s/k = desk</i></li> </ul>	<p><b>Phonemic Awareness</b></p> <ul style="list-style-type: none"> <li>Use the <b>rime</b> <i>-in</i> with the sounds already taught. (<i>Blend together letters, including this week's letter to make words: e.g. w - i - n = win.</i>)</li> <li>It can be helpful to write the letters on pegs, counters, bottle tops etc. and have the students move them together to make words.</li> <li>Write out the word family: <i>in - win, bin, fin, din, pin, thin</i></li> </ul>	<p><b>Phonemic Awareness</b></p> <ul style="list-style-type: none"> <li>Practise saying the sounds of the letter/letter sounds already taught at school.</li> <li>Re-visit this week's letter/sound.</li> <li>Come up with a sentence or short story that uses as many words from our poster as possible. Have your caregiver help you write it.</li> </ul>
<p><b>Fine Motor Skills to support pre-writing</b></p> <ul style="list-style-type: none"> <li>Write as many lower case letters as you can. Big ones, small ones, with coloured pens, crayons etc. Ask a caregiver to show you how. Look at the direction in which they write the letter.</li> </ul>	<p><b>Fine Motor Skills to support pre-writing</b></p> <ul style="list-style-type: none"> <li>Practise writing some of this week's words on a tray of salt, in sand, on the couch, in the air, etc.</li> </ul>	<p><b>Fine Motor Skills to support pre-writing</b></p> <ul style="list-style-type: none"> <li>Sit in front of your poster and have a caregiver write one of the words on your back. You have 3 guesses to work out what it is. Then swap places. See if you can each get 5 correct.</li> </ul>	<p><b>Fine Motor Skills to support pre-writing</b></p> <ul style="list-style-type: none"> <li>Make some of these words out of playdough or plasticine. <i>Hint: you will only need to change the first letter to make a new word.</i></li> </ul>	<p><b>Fine Motor Skills to support pre-writing</b></p> <p>Build up our finger muscles by:</p> <ul style="list-style-type: none"> <li>making this week's letter out of Lego</li> <li>tearing up paper in the shape of the letter</li> </ul>
<p><b>High Frequency Words (HFW)</b></p> <ul style="list-style-type: none"> <li>Have your caregiver write your HFW on pieces of paper. Have your caregiver say a word and you swat it with a fly swat.</li> </ul>	<p><b>High Frequency Words</b></p> <ul style="list-style-type: none"> <li>Timed speak. Start the clock and flip over your sight words and say them. Write down your time. Repeat the process 3 times and try and beat your time.</li> </ul>	<p><b>High Frequency Words</b></p> <ul style="list-style-type: none"> <li>Go outside and have a caregiver write your HFW on the ground with chalk in a line. Walk up and down the line saying the HFW aloud as you step on them.</li> </ul>	<p><b>High Frequency Words</b></p> <ul style="list-style-type: none"> <li>Play rocket with your words. Have your caregiver choose a word and mark out how many letters make up that word. You guess the letters, but for every letter that is not in the word, your caregiver draws a line to make a rocket. You must try and guess the word before the rocket blasts off.</li> </ul> 	<p><b>High Frequency Words</b></p> <ul style="list-style-type: none"> <li>Have your caregiver write your HFW on pieces of paper and put them on the grass. Throw a small bean bag or other appropriate item on to the paper. Say the HFW aloud that it lands on.</li> </ul>
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Look at the front cover. Discuss what you can see. Predict what the story might be about.</li> <li>Read the book with a caregiver.</li> <li>Talk about where the story took place (<i>setting</i>.)</li> <li>Talk about the characters. Who did you like best and why?</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Look at the front cover. Discuss what you can see. Predict what the story might be about.</li> <li>Read the book with a caregiver.</li> <li>Talk about where the story took place (<i>setting</i>.)</li> <li>Talk about the characters. Who did you like best and why?</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Look at the front cover. Discuss what you can see. Predict what the story might be about.</li> <li>Read the book with a caregiver.</li> <li>Talk about where the story took place (<i>setting</i>.)</li> <li>Talk about the characters. Who did you like best and why?</li> </ul>	<p><b>Listening/Viewing</b></p> <ul style="list-style-type: none"> <li>Select a short clip on-line or a story to listen to.</li> <li>Look/listen to the title.</li> <li>Predict what you think it might be about.</li> <li>View or listen to the story. Were your predictions correct?</li> </ul>	<p><b>Reading - Nonfiction</b></p> <ul style="list-style-type: none"> <li>Read something that is nonfiction (<i>facts</i>). It could be a story from a newspaper or magazine, or an information report about an event, animal or person.</li> </ul>
<p><b>After reading activity</b></p> <ul style="list-style-type: none"> <li>Retell the story in sequence by drawing 3-5 pictures.</li> <li>Make sure we can see some of the characters and the setting from the story.</li> <li>Try to write what is happening in each picture. Have an adult write the sentences for you if you need help.</li> </ul>	<p><b>After reading activity</b></p> <ul style="list-style-type: none"> <li>Go back to the book and look for any words that have this week's letter.</li> <li>Look for any of this week's HFWs. See how many you can find.</li> <li>Pick 3 words and write them.</li> </ul>	<p><b>After reading activity</b></p> <ul style="list-style-type: none"> <li>Draw one of the characters from the story.</li> <li>Discuss the words/events in the story that helped you understand the character.</li> </ul>	<p><b>After viewing activity</b></p> <ul style="list-style-type: none"> <li>Share your feelings about the characters and events in the story.</li> <li>Orally retell the story to your caregiver.</li> <li>Record this by drawing pictures.</li> </ul>	<p><b>After reading activity</b></p> <ul style="list-style-type: none"> <li>Draw a picture about what you just read and explain it to someone in the house.</li> </ul>
<p><b>Oral language experience</b></p> <p>Act out the story. Use props and costumes you can find around the house.</p>	<p><b>Letter Craft</b></p> <ul style="list-style-type: none"> <li>Make an animal/object that begins with your letter/sound of the week. <i>e.g. -R - rainbow</i></li> </ul> 	<p><b>Literature experience</b></p> <ul style="list-style-type: none"> <li>Collect items around the house that might give clues to the book you just read. Put them in a 'clue bag' and then give them to someone else in the house to guess what the book was.</li> </ul> 	<p><b>Oral language Game</b> - Odd one out</p> <ul style="list-style-type: none"> <li>Begin by naming three items - two that are connected in some way and one that is not (<i>you can make this as easy or as hard as you wish</i>) and ask your partner to choose the odd one out. For example, with <i>"train, bus, hair"</i> it is easy to identify the odd one out. <i>"Platypus, cobra, horse"</i> is more challenging. <i>"Chop, chicken, ship"</i> focuses the game on identifying different sounds.</li> </ul>	<p><b>Sharing Knowledge</b></p> <p>Call a friend, grandparent, neighbour, aunty, uncle etc and tell them two things you learnt this week.</p> 

**Independent Reading.**

**Prep - English - Learn from home timetable - Week 5**  
**Stories and Me (Making Connections)**

**Priority Tasks**

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Phonemic Awareness</b></p> <ul style="list-style-type: none"> <li>Practise saying the sounds of the letter/letter patterns already taught at school.</li> <li>Introduce this week's letter/sound.</li> <li>Identify words that start with this sound.</li> <li>Create a poster for the week and write these words on it.</li> </ul>	<p><b>Phonemic Awareness</b></p> <ul style="list-style-type: none"> <li>Practise saying the sounds of the letter/letter patterns already taught at school.</li> <li>Re-visit this week's letter/sound.</li> <li>Go for a search around the house or in the back yard for objects that start with this sound.</li> <li>Add the new words to the poster.</li> </ul>	<p><b>Phonemic Awareness</b></p> <ul style="list-style-type: none"> <li>Practise saying the sounds of the letter/letter patterns already taught at school.</li> <li>Re-visit this week's letter/sound.</li> <li>Identify words that end with this sound and add them to the poster.</li> <li>Segment (<i>sound out/break apart</i>) words with this week's letter in them. <i>d/e/s/k = desk</i></li> </ul>	<p><b>Phonemic Awareness</b></p> <ul style="list-style-type: none"> <li>Use the <b>rime</b> <i>-ip</i> with the sounds already taught. (<i>Blend together letters, including this week's letter to make words:</i> <i>e.g. t – i – p = tip.</i>)</li> <li>It can be helpful to write the letters on pegs, counters, bottle tops etc. and have the students move them together to make words.</li> <li>Write out the word family: <i>ip – tip, lip, zip, hip, dip, pip, ship</i></li> </ul>	<p><b>Phonemic Awareness</b></p> <ul style="list-style-type: none"> <li>Practise saying the sounds of the letter/letter sounds already taught at school.</li> <li>Re-visit this week's letter/sound.</li> <li>Look in magazines and newspapers for words or pictures that have this week's sound in them. Add them to the poster.</li> <li>Come up with a sentence or short story that uses as many words from our poster as possible. Have your caregiver help you write it.</li> </ul>
<p><b>Fine Motor Skills to support pre-writing</b></p> <ul style="list-style-type: none"> <li>Ask a caregiver to show you how to write some of the letters in lower case and in upper case (capitals). Look at the direction in which they write the letter.</li> <li>Trace over all the letters.</li> <li>Have a go at copying all the letters by yourself.</li> </ul>	<p><b>Fine Motor Skills to support pre-writing</b></p> <ul style="list-style-type: none"> <li>Ask a caregiver to write 12 different capital letters.</li> <li>Trace over all the capitals, then write the lower case letter for each one. Make sure they are as neat as you can make them.</li> </ul>	<p><b>Fine Motor Skills to support pre-writing</b></p> <ul style="list-style-type: none"> <li>Draw as many straight lines as you can – some going across the page and some going up or down.</li> <li>Draw different sized circles – some going clockwise and some in the other direction.</li> <li>Draw some zigzags.</li> <li>Draw a wavy sea and lots of mountains at the back.</li> </ul>	<p><b>Fine Motor Skills to support pre-writing</b></p> <ul style="list-style-type: none"> <li>Make some of these words out of playdough or plasticine. <i>Hint: you will only need to change the first letter to make a new word.</i></li> </ul>	<p><b>Fine Motor Skills to support pre-writing</b></p> <p>Build up our finger muscles by:</p> <ul style="list-style-type: none"> <li>Going outside and make your letter of the week out of sticks and leaves.</li> <li>Use a squeeze bottle to spray this week's letter onto a vertical wall.</li> </ul>
<p><b>High Frequency Words (HFW)</b></p> <ul style="list-style-type: none"> <li>Have your caregiver write your HFW on pieces of paper. Turn them over and play memory.</li> </ul>	<p><b>High Frequency Words</b></p> <ul style="list-style-type: none"> <li>Timed speak. Start the clock and flip over your sight words and say them. Write down your time. Repeat the process 3 times and try and beat your time.</li> </ul>	<p><b>High Frequency Words</b></p> <ul style="list-style-type: none"> <li>Use magnetic/wooden/tiled/stamped letters to spell out this week's high frequency words.</li> </ul>	<p><b>High Frequency Words</b></p> <ul style="list-style-type: none"> <li>Sort your words in different ways (e.g. starting letter, final sound, rhymes, number of syllables, meaning).</li> </ul>	<p><b>High Frequency Words</b></p> <ul style="list-style-type: none"> <li>Write your high frequency words out. If you get stuck, have a caregiver write the words for you to trace over.</li> </ul>
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Look at the front cover. Discuss what you can see. Predict what the story might be about.</li> <li>Read the book with a caregiver.</li> <li>Talk about the characters. Who did you like best and why?</li> <li>Were any of the characters like you? How?</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Look at the front cover. Discuss what you can see. Predict what the story might be about.</li> <li>Read the book with a caregiver.</li> <li>Discuss what the book was about and any connections you made. <i>E.g., "When the main character got lost, this reminded me of when I couldn't find you at the shops".</i></li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Look at the front cover. Discuss what you can see. Predict what the story might be about.</li> <li>Read the book with a caregiver.</li> <li>Talk about the characters. Who did you like best and why?</li> <li>Were any of the characters like you? How?</li> </ul>	<p><b>Listening/Viewing</b></p> <ul style="list-style-type: none"> <li>Select a short clip on-line or a story to listen to.</li> <li>Look/listen to the title.</li> <li>Predict what you think it might be about.</li> <li>View or listen to the story. Were your predictions correct?</li> </ul>	<p><b>Reading – Nonfiction</b></p> <ul style="list-style-type: none"> <li>Read something that is nonfiction (<i>facts</i>). It could be a story from a newspaper or magazine, or an information report about an event, animal or person.</li> </ul>
<p><b>After reading activity</b></p> <ul style="list-style-type: none"> <li>Retell the story in sequence by drawing 3-5 pictures.</li> <li>Make sure we can see some of the setting and characters from the story.</li> <li>Try to write what is happening in each picture. Have an adult write the sentences for you if you need help.</li> </ul>	<p><b>After reading activity</b></p> <ul style="list-style-type: none"> <li>Go back to the book and look for any words that have this week's letter. Add them to your poster.</li> <li>Look for any of this week's HFWs. See how many you can find.</li> <li>Draw 2 pictures – one from the story and one from your own life that shows your connection.</li> </ul>	<p><b>After reading activity</b></p> <ul style="list-style-type: none"> <li>Orally retell the story</li> </ul>	<p><b>After viewing activity</b></p> <ul style="list-style-type: none"> <li>Share your feelings about the characters, and events in the story.</li> <li>Orally retell the story to your caregiver.</li> <li>Record this by drawing pictures.</li> </ul>	<p><b>After reading activity</b></p> <ul style="list-style-type: none"> <li>Draw a picture about what you just read and explain it to someone in the house.</li> </ul>
<p><b>Oral language experience</b></p> <ul style="list-style-type: none"> <li>Act out the story. Use props and costumes you can find around the house.</li> </ul>	<p><b>Letter Craft</b></p> <ul style="list-style-type: none"> <li>Make an animal/object that begins with your letter/sound of the week. <i>e.g. – U – unicorn</i></li> </ul> 	<p><b>Literature experience</b></p> <ul style="list-style-type: none"> <li>Make sock or paddle pop puppets to retell today's story and/or predict what happened to the characters after the story finished.</li> </ul> 	<p><b>Oral language</b></p> <p><b>Silly songs</b></p> <p>Make silly nursery rhymes by altering the rhyming words of familiar nursery rhymes. For example, "Twinkle twinkle little bat, How I wonder where you're at."</p>	<p><b>Sharing Knowledge</b></p> <p>Tell someone in your house:</p> <ul style="list-style-type: none"> <li>something new you learnt this week</li> <li>the most fun thing you did</li> <li>something that was tricky</li> <li>what you did to overcome it</li> </ul>

**Independent Reading.**

If you are ready, read the books your teacher has sent home with you to practise.

There are some free decodable readers available at the Specific Learning Difficulties Association of South Australia (SPELD) website - <https://www.speld-sa.org.au/services/phonic-books.html>