

Gunnedah South Public School

24/03/2020

**Parents Remote Learning Guide K-6**

We have put together this guide to assist parents and carers in setting up remote learning for students. It is important that parents and carers note the following:

* For the remainder of Term 1, student work sent home will consist of paper guides, booklets and resources.
* We are currently working towards establishing online platforms and lines of communication for teachers to assist with learning at home **if needed given the current circumstances** – we plan to move to this model Term 2

Being confined at home for extended period of time will add extra pressure to families and this can result in added stress. We suggest that parents set up a daily structure or routine to help keep their children occupied, entertained and keep some level of normality in their daily lives. Students should set themselves up with a work space that is clear from distractions (e.g. tvs, electronic devices) and gets them focused on learning.

The Premier has also said there will be one single unit of teaching for children at school and at home and the NSW Education Minister, Sarah Mitchell, said schools will move to an online learning model. Our learning continuity plan consists of three phases:

· Phase 1 – short term (Remainder of Term 1)

· Phase 2 – mid term (First weeks of Term 2)

· Phase 3 – long term (ongoing)

**Communicating with your Child**

We ask that you take time during your day to:

* talk to your whole family about what is happening. Understanding the situation will reduce their anxiety
* help your children to think about how they have coped with difficult situations in the past and reassure them that they will cope with this situation too. Remind them that the isolation won't last for long
* exercise regularly. Options could include exercise DVDs, dancing, floor exercises, yoga, walking around the backyard or using home exercise equipment, such as a stationary bicycle, if you have it. Exercise is a proven treatment for stress and depression
* encourage your children to keep in touch with family members and friends via telephone, email or social media (where appropriate)
* **we hope to have set up Term 2 lines of online communication where students can get in touch with their peers and teachers. In the meantime, we strongly urge parents and carers to monitor ways in which children communicate with each other, avoiding platforms such as Facebook, Snapchat, etc. It has been well documented by our staff that these channels of communication lead to trouble. If a Telstra customer apply for the extra data.**

**Starting your Day**

We encourage parents to start every day by giving students an overview of the planned activities. Discuss what tasks you will be setting for them throughout the day, when they will have breaks, what they will have for lunch and when they will get a chance to play. Perhaps parents could display this information on a whiteboard and wipe tasks off as they have been completed. This will help focus students and keep them relaxed.

**Daily Timetable**

We have included a timetable that we suggest parents and carers follow. **The activities and times are just a guide.** We expect parents and carers will need to make adjustments to suit their own daily routines and time constraints.

To assist parents and carers with multiple children, we have included activities for Kindergarten to Year 6 on the one timetable. This way students can be working on the same task but will have variations to suit their grade and/or ability. **We ask that parents use their own judgement in allocating tasks** – students should be given activities where they will have success. We have tried to allocate work that students can complete independently. **Please make further adjustments to tasks to suit students’ interests and ability.** For instance, if your child struggles with reading, parents could read to them instead.

**Booklets**

To assist parents and carers with remote learning, we have compiled some booklets of worksheets for the students to complete. We have worked with teachers to send home work that students can complete independently and not find too difficult. **For this reason, booklets have been given to students based on their learning needs.**

Parents will also find that we have included some answer pages. We recommend that once work is completed, that students and parents together use these answer pages to check their work and fix any mistakes.

**Accessing Digital Learning Platforms**

In addition to our suggested daily timetable, we have purchased a 12 month school subscription to Reading Eggs, Eggs Express and Mathletics. Log in details have been included in these packs. We recommend that parents and carers follow our suggested timetable, and ask students to complete some ‘hands on’ tasks first and use these fun apps as a reward. Please ensure initially students complete the reading eggs assessment as this will place your child automatically on the appropriate level. Mathletics is pre-set to your child’s grade level, class teachers will adjust levels accordingly. Please be mindful that kids actually will need to complete set items in Mathletics as well (cool maths games is not the teaching – it is the fun follow up).

**Additional Tasks and Activities**

If parents and carers would like to set up their own lists of learning tasks for children, please feel free to do so. Learning can occur during all sorts of activities and this time may present parents and carers with an opportunity to address things that time has not permitted before.

You will find below a grid of general learning activities that suit students in Years K-2 and Year 3-6. We have selected a range of activities and tasks that allow students to learn and practice important skills important to their stage of development. For instance, students in Years K-2 need to maintain strong fine motor skills – so we have recommended lots of activities where they can keep up the strength in their hands.

**Years K-2 Suggested Grid**

|  |  |  |
| --- | --- | --- |
| Learn how to tie shoelaces | Build something out of Lego | Teach your children how to make their bed |
| Show your children how to turn their clothes through, fold and place in their draws | Cook something together | Write a letter to a grandparent |
| Talk about how to brush teeth correctly | Complete a weaving activity | Learn a new card game |
| Make a joke book | Make or do a jigsaw puzzle | Build the tallest tower from materials you have at home |
| Cut some strips out of paper and make a paper chain | Work together in the garden | Make some sculptures from playdough |
| Write out your full name neatly | Practice saying and/or writing your address and phone number | Make a sculpture or artwork out of recycled materials or craft supplies you have at home |
| Ask each member of your family what their favourite colour is. Show their answers in a picture graph. | Time yourself to write out your spelling words | Play a board game |
| Paint your finger nails | Sort a variety of shapes and objects  | Learn your birth date |

**Year 3-6 Suggested Grid - Reading**

|  |  |  |
| --- | --- | --- |
| Rule 3 columns for nouns, verbs and adjectives from a book you’ve read | Watch a movie and write a review | Favourite PartWhat was your favouritepart of the text? Why?Detail your reasons infull sentences. |
| Character MapDraw a picture of acharacter in your text.Label your character. | VisualisationRead a page or two of astory and draw a pictureof what is happeningfrom what you visualisedin your head. | SummarisingJot down as many V.I.P’s(Very Important Points)from the text as you can |
| QuestioningBefore reading aninformation text, write ‘Iwonder’ in the middle ofthe page. Next, writequestions you haveabout the topic beforereading. Once you readthe text, write down theanswers to yourquestions. | Text-to-worldConnectionList down how this textrelates to somethingthat has happened inthe real world | Character MapDraw a picture of acharacter in your text.Label your character. |
| InferringWhat’s in my teacher’sbag or trash?Make inferences aboutwhat is in their bagbased on what you knowabout your teacher. | Activating PriorKnowledgeChoose a topic and writewhat you already know,then research the topicand in a second column,write what you nowknow. | ScanningScan a newspaper andfind the following: birthnotice, weatherforecast, advertisement,sports result, good newsarticle and bad newsarticle.Glue them under theirheadings if you wish. |
| B-M-EIdentify and summarisein paragraphs theBeginning, middle andend of your story. | Different EndingChange the ending ofyour story. Illustrateafter you have written. | Tricky WordsWrite down any trickywords you come acrosswhile reading. Find themin a dictionary and writethe meaning down. |
| Non FictionList 3 interesting factsyou read in your book.Complete some extraresearch and add somemore facts | RetellAfter reading the story,retell it to a familymember using first, next,lastly. | SettingWhat is the setting ofyour story? Write aboutit in detail. |

**Year 3-6 Suggested Grid – Spelling**

Students and parents will find we have included spelling lists for each grade in this guide. Each day students could choose one activity from the grid below and practice their spelling words. We will soon have an online platform set up where students will be able to post pictures of their work for their teachers to see (we hope to have this up and running Term 2).



**Year 3-6 Suggested Grid – Creative Arts**

|  |  |  |
| --- | --- | --- |
| DanceChoose your favouritesong and choreographysome dance moves | DramaTurn a section of yourfavourite book or novelinto a script for readerstheatre. Perhapsperform your script withyour siblings and record | DramaPlay a mime game withyour family. Eachmember acts out aneveryday activity orchore and others try toguess the activity |
| DancePlay a game of freezewith your family. Apply acertain style of dancingfor each song | Visual ArtsUse a camera orsmartphone to createdifferent viewpoints ofthe same object. Try andsketch these. | Visual ArtsGather 3-5 objects fromaround your house andarrange them to draw astill life |
| MusicFollow and learn a ‘cuppercussion’ video.Record your attempt | DramaWrite a short play or skitand perform to yourfamily | MusicSTOMP is famous forplaying percussion musicusing everyday objects.Try to make a piece ofmusic using everydayobjects around thehome. |

**Year 3-6 Suggested Grid – Other Subjects**

|  |  |  |
| --- | --- | --- |
| Technology has changed a lot over time. Talk to your parents/grandparents about what the technology was like when they were children. Identify similarities and differences between the old and the new technology | Set up two plastic cups with the same number of ice cubes and place them in different places to see what happens. Tell a family member your prediction (what you think will happen) | Ask each member of your family what their favourite colour is. Show their answers in a picture graph |
| Watch a documentary and take notes | Observe the weather for the week by drawing or writing about the weather each day. Make your own weather chart for the week | Journal writing – write and draw how you’re feeling today. |
| Make a paper airplane. Measure how many steps the plane flies. Try a new design to see if you can beat that distance. | Work together in the garden | Design a healthy menu for a day at home. Present the menu to your family in a creative way. |

**Online Learning Platforms**

For the remainder of Term 1 all **copies** of information, resources and booklets will be available to parents via our school website. We are currently setting up online platforms for communication through Microsoft Teams. This will be rolled out to students Term 2. Students at school will be doing exactly the same work.

In the meantime, we need you to help ensure that students each know their email addresses. We have included a copy of your child’s email address in this pack.

**Updating Parents**

We will continue to update parents with any latest information using our school Facebook page and the SkoolBag App.

**Educational Websites**

Below is a list of educational websites parents and carers may wish to use to supplement student learning.

<https://theschoolmagazine.com.au/explore> - A collection of plays, poems, stories and comics. This is not the full catalogue, but samples are available.

<https://www.literacyshed.com/home.html> - Literacy Shed External link for students K-6. Range of free reading materials.

<http://www.pobble365.com/> - Pobble365 External link for K-6. Online daily visual with writing, grammar and speaking and listening activities.

<https://www.storylineonline.net/> - Storyline Online External link for K-6. Videos featuring celebrated actors reading children’s books alongside illustrations.

<https://www.kidsnews.com.au/news> - Kids News External link for 2-8. Newspaper articles for teachers using current daily news. The content is written into educational stories in child appropriate language and filtered/censored to remove any inappropriate content or imagery.

<http://www.readwritethink.org/classroom-resources/student-interactives/#top-tabs> - Read Write ThinkExternal link for K-12. Range of online activities that can be refined into grade, learning objectives and focus.

<https://www.spellingcity.com/> - Vocabulary Spelling City External link for K-6. A free version is available. A range of spelling games and quizzes are accessible.

<https://thekidshouldseethis.com/> - Free collection of over 4,300 kid-friendly videos, curated for teachers and parents to share meaningful media in the classroom. Useful as a writing prompt for informative, persuasive and imaginative texts.

<https://www.sea.museum/discover/apps-and-games/voyage-game> - Voyage Game External link Australian National Maritime Museum – Games-based learning resource exploring convict transport in 1830 from England to Australia.

<https://mrsbmusicroom.com/> - Mrs B’s Music Room External link technology and music

<https://www.teachstarter.com/au/blog/drama-games-lesson-ideas-activities-for-kids-k-3/> - Drama Activities for K-3 student’s External link

**If you have any Questions??**

If parents and carers have any questions regarding remote learning they can contact Stage APs by calling the school office on (02) 67421899.

**Spelling Lists**

 Year 1 Year 2



|  |  |
| --- | --- |
| nextcomealltodayFriday | blackblockblueblowblink |

|  |  |
| --- | --- |
| good notjustSaturdaySunday | eggsEasterbunnyhuntchocolate |

 Year 3 Year 4



 Year 5 Year 6

**Suggested Timetable - Weekly Overview**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Monday | Tuesday | Wednesday | Thursday | Friday |
| WritingOption 1: Write about what did you do on the weekend? Try and include who, when, where, why, what.Option 2: Write a narrative using this starter:“What on earth are you doing up there?” mum exclaimed. | **Writing**Option 1: Write about what can you see out your window or door? Use adjectives (describing words) when you write what you can see.Option 2: Continue writing your story or edit and correct any mistakes. | **Writing** Option 1: Write a narrative using this starter:Wow, it was so hairy. I cannot believe it was in my home…Option 2: Ask your parent or carer for some feedback on your writing. What changes could you make? | **Writing** Option 1: Write a letter to a friend using some of your spelling words.Option 2: Continue to work on your story. Write out a second draft. | **Writing** Option 1: Write a list of food you would like for a dinner. Think of a main dish and dessert.Option 2: Publish your story by writing a final copy on paper or typing it onto a Word Document. |
| Booklet TimeChoose at least 2 pages on either reading, writing or spelling to complete from your booklet | **Booklet Time**Choose at least 2 pages on either reading, writing or spelling to complete from your booklet | **Booklet Time**Choose at least 2 pages on either reading, writing or spelling to complete from your booklet | **Booklet Time**Choose at least 2 pages on either reading, writing or spelling to complete from your booklet | **Booklet Time**Choose at least 2 pages on either reading, writing or spelling to complete from your booklet |
| Morning Tea Break | **Morning Tea Break** | **Morning Tea Break** | **Morning Tea Break** | **Morning Tea Break** |
| **Reading**Choose a book to read aloud with a parent/carer. Before reading, look at the front cover and ask ‘what do you think is going to happen in this story?’Read the book aloud together. Answer these questions. * What was this book about?
* What happened at the beginning, middle and end?
 | **Reading**Choose a book to read aloud with a parent/carer. Before reading the book, talk about what you think is going to happen by looking at the pictures? * What do you think will happen at the end of the story?
* What do you think is going to happen next in the story based on what you already know?
 | ReadingChoose a book to read aloud with a parent/carer. Read the book aloud together. Answer these questions. * What was this book about?
* What are three facts you have learnt from reading it?
 | ReadingChoose a book to read aloud with a parent/carer. * Read it aloud together.
* Does it have a good beginning and ending?
* Are the characters interesting? What makes them interesting?
* Which illustration in the story was your favourite? Why?
 | ReadingChoose a book to read aloud with a parent/carer. Read it aloud together.* How does the title describe the content of the book?
* Was the title a good one for this book? Why or why not?
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| **Reading Eggs**Complete one lesson on the Reading Eggs Program. | **Reading Eggs**Complete one lesson on the Reading Eggs Program. | Reading EggsComplete one lesson on the Reading Eggs Program. | Reading EggsComplete one lesson on the Reading Eggs Program. | Reading EggsComplete one lesson on the Reading Eggs Program. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Monday | Tuesday | Wednesday | Thursday | Friday |
| Lunchtime Break | **Lunchtime Break** | **Lunchtime Break** | **Lunchtime Break** | **Lunchtime Break** |
| Booklet TimeChoose at least 2 maths pages to complete from your booklet | **Booklet Time**Choose at least 2 maths pages to complete from your booklet | **Booklet Time**Choose at least 2 maths pages to complete from your booklet | **Booklet Time**Choose at least 2 maths pages to complete from your booklet | **Booklet Time**Choose at least 2 maths pages to complete from your booklet |
| Additional Task off the GridChoose an activity off the Additional Activity or Task Grid | **Additional Task off the Grid**Choose an activity off the Additional Activity or Task Grid | **Additional Task off the Grid**Choose an activity off the Additional Activity or Task Grid | **Additional Task off the Grid**Choose an activity off the Additional Activity or Task Grid | **Additional Task off the Grid**Choose an activity off the Additional Activity or Task Grid |