

**Monday 11th October**

Morning  
Session

**Writing:**

Let's think about one of your favourite activities over the weekend. Where were you? What did you do? Who was there? How did you feel?

Sentence Starter: On the weekend I...

Take the time now to think about what you are going to write about. Practice saying your sentences out loud to a grown-up. Get ready to write your sentences by saying the words slowly and writing down the sounds you can hear.

After you have finished do a little double-check to ensure you have included capital letters, full stops and that spaces are in between each word.

**Sound blend: 'kn':**

The idea of having silent letters in words needs to be reinforced this week as we explore the 'kn' sound blend. Move to the assigned SeeSaw activities.

Spend some time on **Reading Eggs** and read a story book from **Sunshine Online**.

Middle  
Session

**Maths:**

We are beginning to learn about halves today. Refer to the pages below before moving to the assigned SeeSaw activities.

Spend some time on the **Maths Seeds** program.

**PE:**

Hop onto Seesaw and complete the 'Get Active! Monday Wk10' activity.

Or, press on the link here and have fun with Sam and Victor as we practice bouncing and dribbling skills!

<https://vimeo.com/418788433>

You will need:

- A drink bottle
- Closed in shoes
- A medium sized ball that bounces

Have fun!

Afternoon  
Session

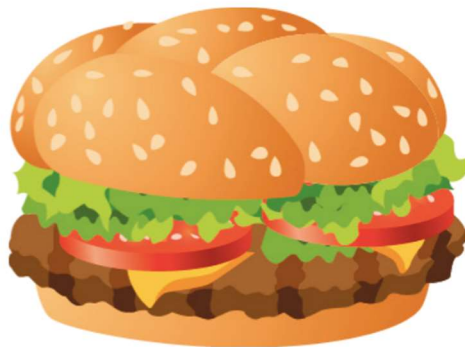
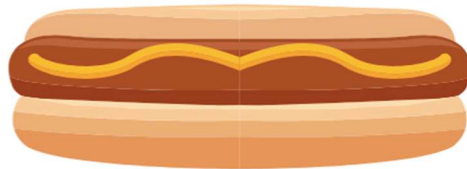
**History - Creating a Celebration**

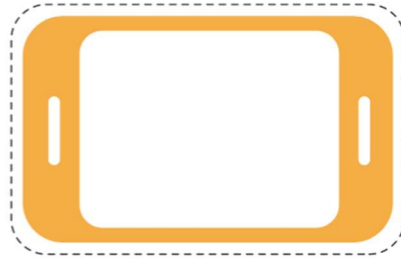
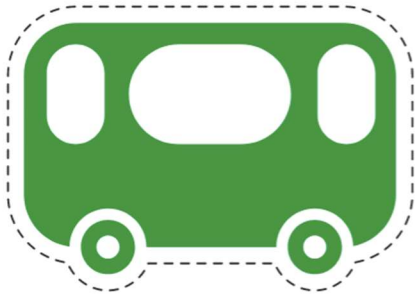
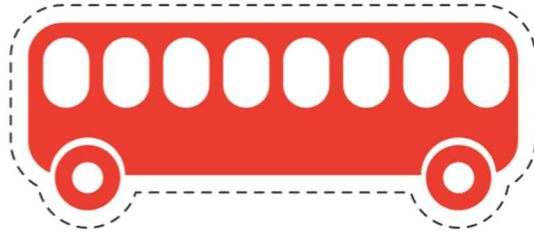
	<p>If you have Seesaw follow the link to Inquisitive. We have been learning about celebrations and traditions. Create something new to celebrate. Explain when it would be? why we would have it? how would we celebrate it? You can write and draw pictures to tell us all about your new celebration.</p>
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## MONDAY MATHS:

- **equal parts:** parts of a whole that are equal in size
- **half:** one of two equal parts of a whole
- **halves:** two equal parts of a whole
- **whole:** all the parts of a object or number

Look at these objects below. Draw a line to show how they can be cut in half, remembering that halves are two equal parts of a whole. These activities have also been put on SeeSaw for your convenience.





# Digraphs

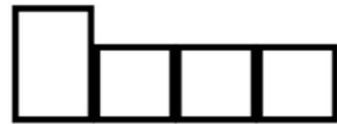
Color, TRACE, Box Write

kn

Name: \_\_\_\_\_



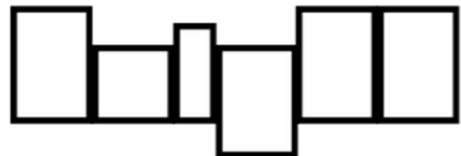
knee



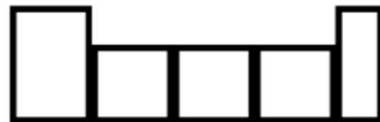
knife



knight



kneel



## Tuesday 12<sup>th</sup> October

### Morning Session

#### **Descriptive Writing:**

Hop onto Seesaw and complete the 'Descriptive Writing Tuesday Wk2' activity.

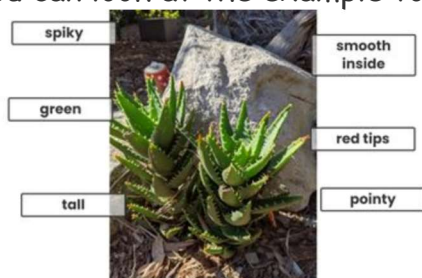
Otherwise, our Learning Intention today is to build on our descriptive writing vocabulary. Our success criteria is:

- I can use interesting words to describe an object
- I can describe my object to someone else
- I can write my descriptive words

We are going to put on our creative glasses and look outside for something we find interesting, beautiful or fun.

Once you have found your object, you are going to close your eyes and remember it - what words would you use to describe what you have found? Was it colourful? Was it hard or soft? Was it tall or small? Did it have a smell? Open your eyes and see if the words you thought of matched your object. Go inside and describe what you found to someone at home and see if they can guess what your object was from your descriptive words.

Draw or take a photo of your object and write the descriptive words around it, you can look at the example to guide you.



#### **Sound blend: 'kn':**

The idea of having silent letters in words needs to be reinforced today as we continue to explore the 'kn' sound blend. Move to the assigned SeeSaw activities.

Spend some time on **Reading Eggs** and read a story book from **Sunshine Online**.

### Middle Session

#### **Maths:**

We are continuing to learn about halves. It will be important to hear your child explain how they know that halves are present, or not. We are emphasising that halves are two equal parts, two parts that are the same. Explore the pages below using Lego blocks or other blocks within your home.

	<p>Spend some time on the <b>Maths Seeds</b> program.</p> <p><b>PE:</b> Hop onto Seesaw and complete the 'Get Active! Tuesday Wk10' activity.</p> <p>Or, press on the link and join Sam and Victor as you practice those bouncing and dribbling skills. <a href="https://vimeo.com/442258001">https://vimeo.com/442258001</a></p> <p>You will need:</p> <ul style="list-style-type: none"> <li>- A drink bottle</li> <li>- Closed in shoes</li> <li>- A medium sized ball that bounces</li> </ul> <p>Have fun!</p>
<p>Afternoon Session</p>	<p><b>History - Celebrations- the same and different.</b> Follow the link on Seesaw to the Inquisitive lesson about Chinese New Year and New Year's Eve.</p>

## TUESDAY MATHS:

Lego blocks or any other kind of block would be suitable for this activity.

Spread a variety of attribute blocks (except circles) on the table.



Take two blocks that are the same shape, size and colour. Put these together to make a new shape.

The shape you have made has two parts which are the same size. What is each equal part called?

The student should name each part half.

What do we call the two parts when they are put together?

Discuss how all the parts together are one whole.

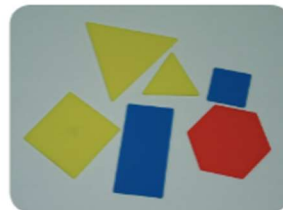
Try making some new shapes using two other blocks that are equal in size.



Use two different shapes to make a new shape.

Why are the parts not halves?

Discuss how these shapes are not made of two halves because the parts are not equal.



**Wednesday 13<sup>th</sup> October**

All Day!

Enjoy a day away from screens!

See the suggested activities for some ideas if needed, they will be posted throughout the week for the day.

We hope you have a wonderful day!



Thursday 14<sup>th</sup> October

Morning  
Session

**Descriptive Writing:**

Hop onto Seesaw and complete the 'Descriptive Writing Wednesday Wk10' activity.

Otherwise, our Learning Intention today is to build our descriptive writing vocabulary.

Our Success Criteria is:

- I can choose an animal that I can describe
- I can think of describing words for that animal
- I can write the descriptive words around the animal

Press on the link and have a look at some of the animals living at Taronga Zoo.

<https://taronga.org.au/sydney-zoo/animals>

Pick one of those animals to use for our writing task today. Either copy a photo of the animal or draw the animal you have chosen and then write your descriptive words around the picture. Try to think of as many interesting words as you can to describe your animal!

**Syllables:**

Syllables are the beat of a word. You can use your hands to clap each beat/part of the word.

If you have Seesaw follow the links to watch syllable video.

Fill out the attached syllable sheet.

Middle  
Session

**Maths**

Today we continue exploring halves with food, drinks and squares of paper! Enjoy eating, drinking and folding / cutting your learning today!

Spend some time on the **Maths Seeds** program.

**Drama**

It is time for Drama with Mrs Tapuska. The lesson has been included on the following pages.

Afternoon  
Session

**Science:**

Hop onto Seesaw and complete the 'Science with Ms O'Keefe Wk2' activity.

Otherwise, follow the link to watch the experiment for this week.

<https://youtu.be/oH19cR7-TJM>

If you are trying the experiment at home you will need:

- Self raising flour
- Water
- Salt
- Colouring (any type)
- A microwave
- Cardboard or thick paper




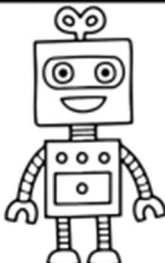





have fun experimenting!

# How Many Syllables?



Can you clap and count the syllables in these words?  
Colour the box which contains the correct answer.



		
1 2 3	1 2 3	1 2 3
		
1 2 3	1 2 3	1 2 3
		
1 2 3	1 2 3	1 2 3

## Dance Activity - Week 2 Jump Up



### Cha Cha Slide

You can practise this song as much as you like! 'Cha Cha Slide is one of 2 songs the whole school are going to learn to 'hopefully' get the chance to perform outside as a whole school towards the end of the year! Feel free to teach all f your family members!

### Just Dance - Jump Up

<https://www.youtube.com/watch?v=52pdktAMDe4>

Each week there will be a different 'Just Dance' for you to try and follow to move a groove to as many times as you like.

**YOU CAN CHOOSE TO VIDEO AND UPLOAD ANY OF YOUR DANCES ONLY IF YOU WANT. I suggest you upload to the task, not to the mainstream.**

### Warm Down

There will be videos to watch and follow as you warm down and stretch after your work out. It is highly encouraged for you to do this.

**I can't wait til we can move and grove together!**

Mrs T 😊

## THURSDAY MATHS

In this lesson the student will be learning to:

- divide concrete materials into halves using various methods;
- compare and describe half of an object or shape.

### Background Information

The focus of this lesson is to find one-half of everyday items. Examples of food the student could use are: slices of bread, muffins, sushi rolls or other food that can easily be divided into 2 equal pieces. Rice, sand and dirt are examples of things that can be poured that the student can find half.

This lesson includes hands-on activities that the student will need help with.

You may need to explain that liquids and items inside containers (water, rice etc.) represent one whole, and not the container itself.

When finding half of something that can be poured, such as rice, sand or dirt, one of the clear containers should be full to begin with.

Place the food, containers, string or ribbon on the table.

**We are going to divide these objects into halves. Some can be cut, but others will have to be poured out. Let's group them into objects that can be cut or poured.**

Help the student to sort the objects into 2 groups.

**Before you divide each object into halves, tell me how you will find where the half-way mark will be.**

**I'll help you with the first one. Which object would you like to find one-half of first?**



As you are helping the student, talk through the process you are using to work out one-half. For example, talk about how the ribbon can be folded to make two halves, or checking to see if both sides look equal before cutting the bread.

The objects that require pouring are best done by pouring the contents from one container (e.g. a glass) to another one and comparing the levels of the items in the two containers, then adjusting to make 2 equal amounts.

Once the student has completed finding one-half of everyday items and objects, ask:

**What object was easy to find one-half of?**

**What object was difficult to find one-half of? Why?**

**How do you know when you have found one-half of an object? (the two parts are equal)**

It would be great if you could post photos of what you have divided in half onto SeeSaw.

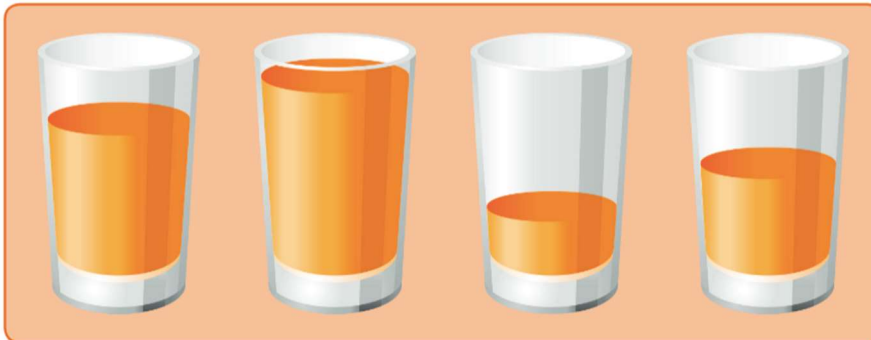
**Half of a container**

Look at the glasses of orange juice. When we try to find one-half, we look at what is inside the glass.

Circle the glasses that show one-half of a glass of orange juice.

Tick the glass that shows more than one-half of a glass of orange juice.

Cross the glass that shows less than one-half of a glass of orange juice.



Look at the chocolate milk. When we try to find one-half, we look at what is inside the glass.

Circle the chocolate milk that shows one-half.

Tick the chocolate milk that shows more than one-half.

Cross the chocolate milk that shows less than one-half.



Present your child with a square piece of paper, ensuring that all sides are equal.

Place the square in front of the student.

**How could you find one-half of the square?**

**I want you to use a ruler and a pencil to draw a line where you would cut the square to make 2 equal parts, or halves.**

**How can you check to see if you have made 2 equal parts now?**

If necessary, remind the student to fold along the line to check if the halves are equal.

Place the second square in front of the student.

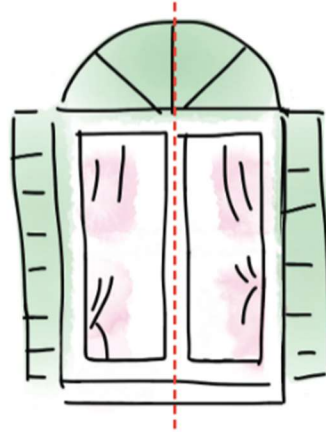
**Is there anywhere else we could draw a line to cut along that would give us halves of the square?**

Have a look around you. What objects can you see that you could divide into halves?

Choose two objects and draw a picture of each on the next page. Write what they are underneath and then draw some lines to show the different ways they could be divided into halves.

The objects should be drawn on the 'Drawing Halves' page (p. 31). Some examples of objects the student could draw and find halves of are doors, windows and tabletops. An example is shown below.

Encourage the student to show different ways to make one-half of the objects.

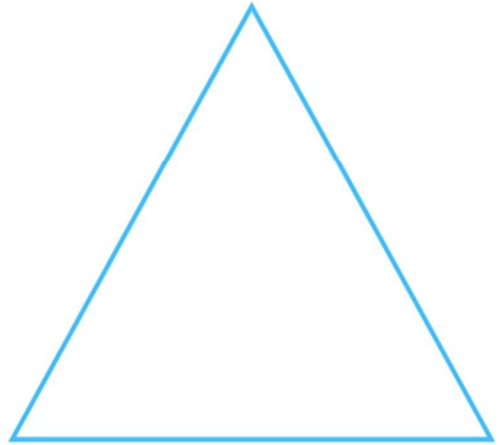
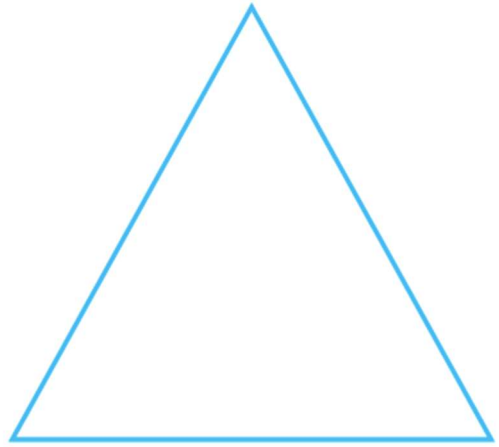
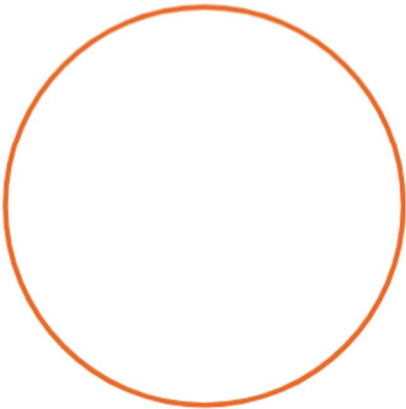
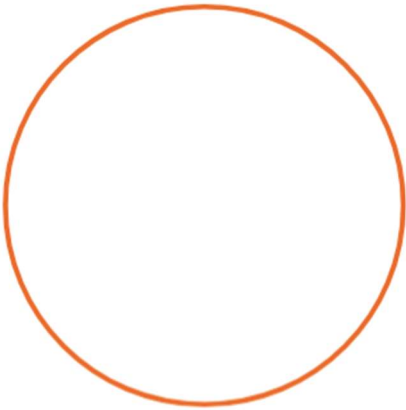


a window

The activities below have been put on SeeSaw for your ease.

### Drawing Halves



## Friday 15<sup>th</sup> October

### Morning Session

#### **Sight Words:**

Move onto Seesaw and build some of the sight words that you are finding quite tricky from your group.

Practice reading them while you are building them. Can you also find them on your sight word page? Have a little practice by reading through your sight words on your page all the way through. Ask a grown-up if they can record you to show your teacher on SeeSaw.

#### **Word family Sort (-at and -an)**

We have looked at lots of different word families. We have also learnt that words that rhyme have the same end sound. On the following template sort the -an and -at words by matching them to the pictures.

#### **Library Lesson:**

Go onto Seesaw and complete the Library activity set by Mrs Jones. The lesson page also appears at the end of this document.

### Middle Session

#### **Maths:**


Write the numerals from 0-20, leaving spaces in between each one as you go. Can you now write the numerals from 20 all the way down to zero, leaving spaces as you go? Take a photo of your numeral writing and upload it to SeeSaw.

Spend some time on the **Maths Seeds** program.











#### **Art:**

In History we have been learning about Celebrations and in particular Chinese New Year. Dragons are a big part of Chinese New Year. Our artwork today is inspired by this.


Follow the instructions on the attached template. Remember to use lots of warm colours (red, yellow and orange).

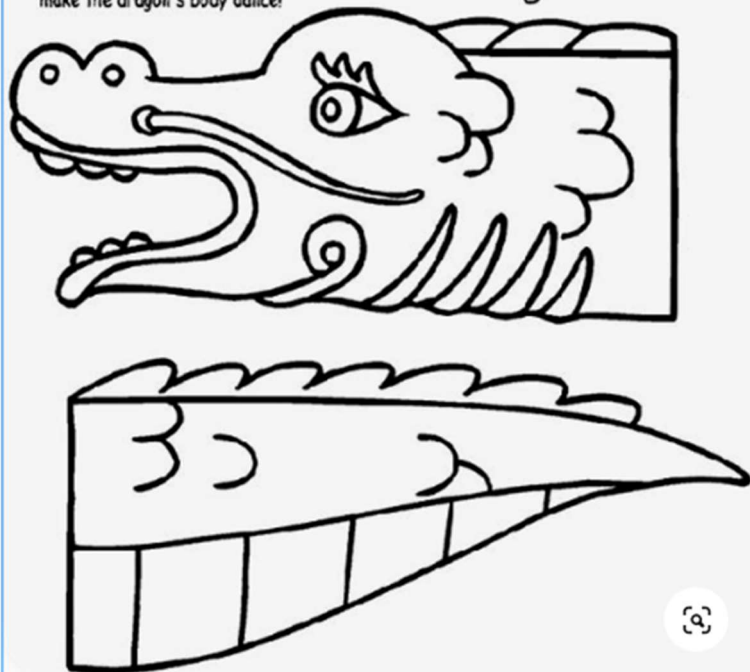
			
Afternoon Session	FriYAY Kindy Dance Party at 2pm via zoom		

-an and -at Word Family Sort

				pan	man
				hat	bat
				fan	van
				mat	rat
				cat	can

## Dragon Parade Puppet

1. Color and cut out this friendly dragon.
2. Cut a strip of construction paper to match the width of the dragon's head and tail.
3. Fold the construction paper in a zig-zag pattern: 
4. Tape or glue the head of the dragon to one end of the construction paper, and attach the tail to the other end of the construction paper.
5. Tape or glue craft sticks to the back of your dragon puppet. Hold the puppet by the sticks and make the dragon's body dance!



## Early Stage One - At Home Library Program

We will be using an online education resource called Story box Library online. The school has paid a subscription to this so all students can access it from home. The library lessons will be based on stories from this website. After listening to the story, you may choose to do just one of the activities below or you can complete as many as you like. You may participate in your Library lesson whatever day or time suits you and your family.

### Term 4 - Week 2

#### The Dress-Up Box by Patrick Guest

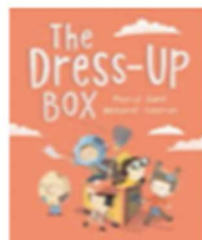
<https://storyboxlibrary.com.au/login>

Please log onto Story box library as per instructions

**Username: jamo20 Password: jamo20**

In the search bar type in **dress** and press enter

Hover the cursor over the book **The Dress-up Box** and click the **Play** button. Watch and listen carefully to the story.



#### Things to do after you have listened to the story

- Tell someone your favourite part of the story and why you like it.
- Identify different objects in the story. Group them into headings such as where they belong, are they hard or soft etc.
- Imagine you are a member of the Frolley family. Write a letter or a text message to your old neighbours, the Choong family.
- Find some old clothes to dress up in and take a photo of yourself.
- Draw a costume you would like to dress up in. Make sure you draw all the parts to it such as hat, props etc.
- Craft activity – Make a hat or something for your teddy or other toy to dress up in.
- Draw a picture of your house and write a sentence about why you like to live there.