

# Kindergarten Home Learning

## Term 3 Week 10

Dear Parents and Carers,

This pack has been designed to take a week for completion. Most of these tasks do not require printing.

A Drama lesson has been included in this pack also. The Library lesson will be posted during the week.

We ask that as a minimum you complete one Literacy task and one Numeracy task. Feel free to then select activities for your child that can be managed within your home during this complex time. We will send through activities also that can be completed on a tablet, computer or mobile phone.

Class and Stage Zooms - Get links through Seesaw

K Green Class - 9.30am Wednesday

K Blue Class - 10am Wednesday

K/1 Red Class - 10.30am Wednesday

FriYAY Kindy Dance Party - 2pm Friday

We hope you enjoy an amazing and well-deserved school holidays!

Time	Monday 13 <sup>th</sup> September
Morning Session	<p><b>Write about your favourite part of 'Ditch the Digital Day'</b> Our Learning Intention today is to write one or more sentences using interesting descriptive words.</p> <p>Before you start, think about what you did last Friday at home, and then think about your most favourite part. Think about how it looks, how it feels, did it involve something tasty or smelly? Think about some words that would describe those feelings, tastes, and smells. Try to use those words as you are writing your sentences.</p> <p>Use the sentence starter: My favourite part of Ditch the Digital Day was...</p> <p>Remember our What Good Writer's Do List:</p> <ul style="list-style-type: none"> <li>- Capital letter at the start of the sentence</li> <li>- Full stop at the end of the sentence</li> <li>- Finger spaces between words</li> <li>- Writing the sounds we hear in the words we don't know</li> </ul> <p>We hope you had a wonderful day last Friday and can't wait to read about your favourite parts!</p> <p><b>Sound blend: 'wh'</b> We are going to be exploring this sound blend today and tomorrow. Please assist your child to form this sound correctly in their mouth by modelling it to them. Children often confuse this sound with 'v'. SeeSaw activities have been assigned.</p> <p>Spend some time on the <b>Reading Eggs</b> program to practice your letters, sounds and words. Spend some time reading a book from <b>Sunshine Online</b>.</p>
Middle Session	<p><b>Maths: Position</b> Today we are going to explore the concepts of 'left' and 'right' and using these ideas to describe the position of objects in relation to themselves and other objects. Please refer to the pages below before approaching the assigned SeeSaw activities.</p> <p>Spend some time on the <b>Maths Seeds</b> program.</p>

**PE:**  
Hop onto Seesaw and complete 'Get Active! Wk 10 Monday' activity.

Or press on the link below and have fun doing some aerobics with Naomi!

[https://www.youtube.com/watch?v=iMO4txHN\\_3E](https://www.youtube.com/watch?v=iMO4txHN_3E)

Have fun!

**Afternoon Session**     **History - Families in Other Places Pt 1.**







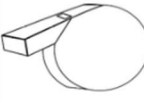

If you have Seesaw follow the link to Inquisitive. If not:  
Australia is a big place and has lots of different families. Different people like to do different things with their families and by themselves. Discuss with an adult what things you like to do by yourself and your family. Are there other people that you know that like to do different things with their families?  
Draw pictures of things you like to do with your family and by yourself. Don't forget to label your drawings.

## Digraphs

Color, **TRACE**, Box Write

wh

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

	whale	
	wheat	
	wheel	
	whistle	

Teach At Daycare

## Monday Maths:

In this lesson the student will be learning to:

- describe the positions of objects in relation to themselves using the terms 'left' and 'right'.

### Background Information

The student will learn to identify left and right. They will use the terms 'left' and 'right' when referring to familiar tasks, for example 'I hold my pencil in my left hand', 'I put on my right shoe first'. Knowing left and right is essential to everyday life as these terms are used with many things from labelling/describing shoes, to crossing the road, to telling someone which direction to go.

Cut out the cards for 'left' and 'right' from **Lesson 1: Resource Sheet 1** prior to beginning the lesson. During the lesson the student can trace the words on the cards.

There is a way that can help you remember which is your left side.

Hold your hands out in front of your chest.



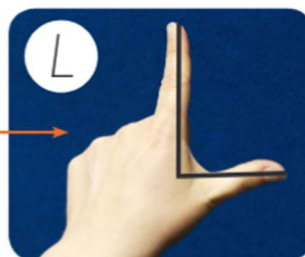
Make a fist with each hand.



Extend your thumbs and pointer fingers only.



One of your hands has made a capital letter. Which capital letter have you created? Which hand has the capital letter?



The hand you have made the capital L with is your left hand. It is on the left side of your body. Your other hand is your right hand and it is on the right side of your body.

Discuss how being able to quickly identify the left side and right side of the body will be helpful in everyday life.

Time	Tuesday 14 <sup>th</sup> September
Morning Session	<p><b>Writing Task: How the Birds got their Colours</b> Hop onto Seesaw and complete the activity, 'How the Birds got their Colours'</p> <p>Otherwise watch the story by pressing on the link: <a href="https://www.youtube.com/watch?v=pu-HG9yuU4Q">https://www.youtube.com/watch?v=pu-HG9yuU4Q</a></p> <p>Our Learning Intention today is to experiment and recognise different punctuation marks. There were some full stops (.) and exclamation marks (!) in our story today. The other punctuation we see at the end of a sentence is a question mark (?).</p> <p>We are going to write a question we have about the story as our writing task today.</p> <p>Think about our What Good Writer's Do List:</p> <ul style="list-style-type: none"> <li>- A capital letter at the start of a sentence</li> <li>- Punctuation mark at the end of our sentence . ! ?</li> <li>- Finger spaces between words</li> <li>- Writing down the sounds we can hear in words we don't know</li> </ul> <p>Attach a photo or video of your question - and make sure it ends with a ?.</p> <p><b>Sound blend: 'wh'</b> We are continuing to explore and practice this sound blend today. Please assist your child to form this sound correctly in their mouth by modelling it to them. Children often confuse this sound with 'v'. SeeSaw activities have been assigned.</p> <p>Spend some time on the <b>Reading Eggs</b> program to practice your letters, sounds and words. Spend some time reading a book from <b>Sunshine Online</b>.</p>
Middle Session	<p><b>Maths: Position</b> Today we are working on giving and following directions to place an object. We will be using the language of 'inside', 'outside', 'on' and 'off'.</p>

	<p>Please refer to the pages below before approaching the assigned SeeSaw activities.</p> <p>Spend some time on the <b>Maths Seeds</b> program.</p> <p><b>PE:</b> Hop onto Seesaw and complete the 'Get Active! Wk 10 Tuesday' activity.</p> <p>Or press on the link below and have fun with Miss Naomi! Ms O'Keefe completed this one, and it was great!</p> <p><a href="https://www.youtube.com/watch?v=-uKEuikMrRo">https://www.youtube.com/watch?v=-uKEuikMrRo</a></p>
<p>Afternoon Session</p>	<p><b>History - Families in Other Places Pt 2.</b></p> <p>If you have Seesaw follow the link to Inquisitive. If not: Last History lesson you talked about what different people like to do by themselves and with their families. Today you need to discuss what children need to survive. Remember that a need is different to a want. For example you need water to survive but you might want McDonalds. Draw and label all the things you need to survive.</p>

## Tuesday Maths:

In this lesson the student will be learning to:

- give and follow simple directions to position an object or themselves;
- follow directions to a point or place.

### Background Information

The student is going to be using simple positional language such as 'inside', 'outside', 'on' and 'off' to direct where objects need to be placed. They will continue to use and consolidate their knowledge of the terms 'left' and 'right' in this lesson. The student will need a collection of small everyday items such as a cup, plate, book, shoe, teddy bear, etc that can be moved into different positions. The student will also need to have objects such as a hoop, chair, box, bucket, etc to place items either in or on, and a length of string or chalk to make a circle.

This lesson will involve hands-on work that can be completed outside if desired. Otherwise the activities can be done just as well inside.

Cut out the position word cards from **Lesson 2: Resource Sheet 1** prior to beginning the lesson. At the end of the lesson the student can trace the terms on the cards.

In the last lesson we practised using left and right to follow directions. In this lesson you will use your body to practise performing directions.

Before you start following my directions, there are a few words that I need to make sure you know.

**What does the word 'inside' mean?** Ensure the student talks about being in or inside something, or being able to put an object in or inside something else such as a box, bucket or bag.

Repeat the same question to ensure the student understands the meaning of the words 'outside', 'on' and 'off'. Point to the images below as you ask each question.

All these words are telling you where something is or needs to be placed. We call these, words of position.



13

Let's go outside. I am going to get you to use parts of your body to show me how well you follow directions.

Place the hoop and chair on the ground a few metres away from the student. If you do not have a hoop, then use a long piece of string or chalk to make a circle. If you do not have a chair outside, use something else that the student can sit on.

I am going to give you some directions. You will need to listen carefully and follow what I say. After I have told you what to do, you will be giving me some directions to do.

Use the position word cards from **Lesson 2: Resource Sheet 1** to help the student visualise the positions.

Allow the student time to perform each direction after you have read it. Read the instruction again if the student does not understand the first time. Check that the student is using left or right correctly.

Put your left hand on your head.

Wave your right hand.

Touch your nose with your left hand.

Stand on your right foot.

Stand inside the circle.

Put your left foot outside the circle.

Sit on the chair.

Get off the chair.



Now it is time to see if I can follow your directions. Ask me to do the same actions using on, off, inside, and outside.

14

Place a collection of small items that can be moved to another position on the ground in front of you. Keep the hoop and chair where they are and add the box, bucket, etc that the student can put an item in. Space out the items that the student is going to be directed to on the ground a few metres away from them.

**Now let's have some fun moving these small items to positions I will tell you.**

**Listen very carefully to what I say. Make sure that you pick up the correct item and then put it where I tell you.**

Allow the student time to perform each instruction asked. Check that the student has put the item in the correct position after each instruction.

These instructions are general ones that can have the objects changed to suit what you have available to use with the student.

**Put the teddy inside the circle.  
Put the plate outside the circle.**



**Put the book on the chair.  
Take the book off the chair.**



**Put the shoe inside the bucket.  
Put the teddy to the left of the chair.  
Put the book to the right of the bucket.**

**Now it is time to see if I can follow your instructions. Make sure that your instructions use the position words 'left', 'right', 'on', 'off', 'inside' and 'outside'.**



Time	Wednesday 15 <sup>th</sup> September
Morning Session	<p><b>How the Birds got their Colours - sentence writing</b> Hop onto Seesaw and complete the activity, 'How the Birds got their Colours - sentence writing'.</p> <p>Otherwise, watch the story again by pressing on the link. <a href="https://www.youtube.com/watch?v=pu-HG9yuU4Q">https://www.youtube.com/watch?v=pu-HG9yuU4Q</a></p> <p>Our Learning Intention today is to continue exploring punctuation marks we use at the end of a sentence. Today's writing task is to write 3 sentences about the story, each sentence will end in a different punctuation mark.</p> <ol style="list-style-type: none"> <li>1. Your first sentence will end in a full stop.</li> <li>2. Your second sentence will end in an exclamation mark!</li> <li>3. Will your third sentence end in a question mark? Yes it will!</li> </ol> <p>Remember our What Good Writer's Do List:</p> <ul style="list-style-type: none"> <li>- Capital letter at the start of the sentence</li> <li>- Punctuation mark at the end of a sentence . ! ?</li> <li>- Finger spaces between words</li> <li>- Writing down the sounds we hear in words we don't know</li> </ul> <p>Attach a photo of your 3 sentences and if you can, read them out to us so we can hear how your voice changes with the different punctuation marks.</p> <p><b>Word Family -ug</b> What's the time? It's rhyme time! Words that rhyme have the same end sound! Today we are going to look at the end sound '-ug'. How many words do you know that rhyme with '-ug'? Make a list of all the words that you know (remember you can go through the alphabet to help you find your words) If you can access Seesaw have a go at the activity.</p>
Middle Session	<p><b>Maths: Position</b> Today we are working on giving and following directions to place an object. We will be using the language of 'between', 'next to' and 'behind'. Please refer to the pages below before approaching the assigned SeeSaw activities.</p> <p>Spend some time on the <b>Maths Seeds</b> program.</p>

	<p><b>CAPA:</b> Hop onto Seesaw to see Mrs T's fun Drama lesson for this week. Otherwise, please find the lesson page at the end of this document. Here is the link: <a href="https://www.youtube.com/watch?v=EFtVhimpyzs">https://www.youtube.com/watch?v=EFtVhimpyzs</a></p>
<p><b>Afternoon Session</b></p>	<p><b>Science:</b> Hop onto Seesaw and complete the activity, 'How do we use natural materials?' Otherwise, follow this link: <a href="http://inq.co/class/hm4">http://inq.co/class/hm4</a> Then add the 4 digit code: 3371</p> <p>Let's read our e-book 'Natural or Made' one more time.</p> <p>You are going to pick one natural material and then think of 3 ways we can use it. On the sheet provided, you can draw what your natural material is and the three ways it can be used, then label your drawings.</p> <p>Have fun!</p>

### Wednesday Maths:

In this lesson the student will be learning to:

- describe the position of an object in relation to themselves using everyday language;
- give and follow simple directions to position themselves or others.

#### Background Information

The student is going to be using positional language such as 'between', 'next to' and 'behind' to position objects in relation to themselves. You will need to use an area where the student can position themselves in relation to everyday objects. For example, the student will need to stand next to a chair or crouch behind a lounge. If you do not have the space inside then complete the activity outside.

In the previous lesson, you learnt about how to use the words inside, outside, on and off when putting an item in a different position.

I am going to give you some more directions, but first there are some new words that you need to know to help you direct or position items.

**Do you know what the word 'between' means?** Ensure the student talks about 'between' as being in the position where something has two items on either side of it.

**Look at the dog below. He is sitting between the tree and his kennel.**

Repeat the same question to ensure the student understands the meaning of the words 'next to' and 'behind'. Point to the images below as you ask each question.

**All these words are telling you where something is or needs to be placed. We call these words of position.**



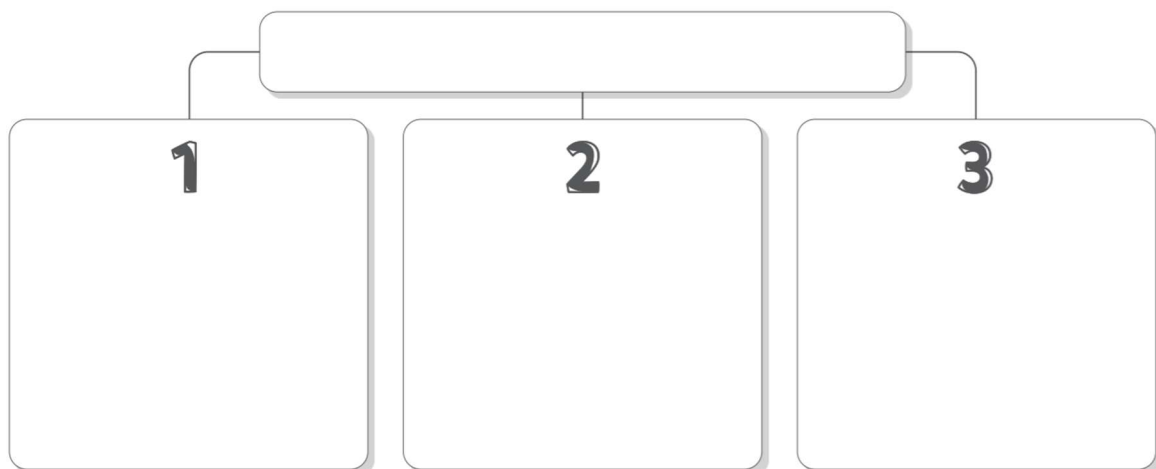
Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

Unit 1 What are Things Made of?

## The Big Picture – looking at levels of understanding

### TAKING IT FURTHER

Choose a natural material and draw three ways it can be used.



Time	Thursday 16 <sup>th</sup> September
Morning Session	<p><b>Sight Words:</b> Hop onto Seesaw and complete the 'Sight Words' activity.</p> <p>Otherwise, practice writing your Sight Words in three different ways like: playdough, lego, rainbow writing, chalk, crayon</p> <p><b>Word Family - op</b> What's the time? It's rhyme time! Words that rhyme have the same end sound! Today we are going to look at the end sound '-op'. How many words do you know that rhyme with '-op'? Make a list of all the words that you know (remember you can go through the alphabet to help you find your words). If you can access Seesaw have a go at the activity.</p>
Middle Session	<p><b>Maths: Position</b> Today we will be revising all sort of different positional language. Refer to assigned SeeSaw activities.</p> <p>Spend some time on the <b>Maths Seeds</b> program.</p> <p><b>PE:</b> Get outside and do an activity that you love to do!</p> <p>You could: ride your bike, jump on the trampoline, run around like crazy - whatever you like!</p> <p>Send us a photo or video of you doing your favourite activity outside.</p>
Afternoon Session	<p><b>Science:</b> Hop onto Seese and complete the 'Science With Ms O'Keefe Wk10' activity.</p> <p>Otherwise, follow the link to watch this week's experiment: <a href="https://youtu.be/vOYjkD+02kY">https://youtu.be/vOYjkD+02kY</a></p> <p>To try this experiment at home you will need: - A large container with warm water</p>

- A metal spoon
- Whiteboard markers



Enjoy!

## Thursday - Drama Lesson with Mrs Tapuska

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Week 10

Drama Activity - Puppet Show

Step 1: Watch Fuzzaboom video 'Georgie thinks he has Superpowers'.

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

Step 2: Using your puppet and another character to see if you can come up with a conversation about the fact you think you have 'Superpowers'. You can make up any superpower that you like but if you get stuck, you can just use the superpower idea in the video about knowing what animal someone is thinking of.

Step 3: Video yourself using your puppet and another character having a conversation about you and your superpowers. Don't forget to demonstrate how you use your superpowers. You don't need to be in the video, just your puppet and you make it move and another character of your choosing. You might like to use these ideas in your performance:

- > Give your puppet or characters different voices.
- > Speak in first person, which means you are always pretending to be the characters (I, me, my, mine).
- > Lots of people have made stages to work behind like a lounge or table or even ones they have made themselves!
- > Make sure you have already decided on your Superpower and how you can demonstrate that to your friend.
- > You are welcome to make up your own choice!

Step 4: Upload your video to the CAPA folder in your Seesaw classroom.

If you have trouble with any of the links, just copy and paste the website addresses into your search bar.

Also, if you have a sibling in Stage ES1 or S1, you could even work together to save some time and use the same video:)

If you don't have access to any internet, just try and make up a conversation between your puppet and another character discussing you and your superpowers and present it to a member of your family.

I can't wait to say how many talented Puppeteers we have at JPS!

Mrs T

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Time	Friday 17 <sup>th</sup> September
Morning Session	<p><b>Sight Words:</b> Hop onto Seesaw and complete the 'Sight Word Detective' activity.</p> <p>Or simply be a Sight Word Detective, go through different types of texts and find your Sight Words - when you find one, write it down!</p> <p>You could find them in: brochures, newspapers, books, food containers</p> <p><b>Library:</b> Hop onto Seesaw and complete the Library activity set by Mrs Jones.</p> <p>Otherwise, you can find the lesson page at the end of this document. Mrs Jones loves seeing all your library work each week!</p>
Middle Session	<p><b>Maths:</b> Spend some time on the <b>Maths Seeds</b> program today for general revision.</p> <p><b>Art - Puppet Families:</b> We have been learning about our family in History and puppets with Mrs T. Let's combine both those for our Art. Using whatever materials you have at home (pencils, texta's, paint, collage materials etc.) you are going to make puppets of your family members on paper. Don't forget to match features such as eye and hair colour to your family. They could even be wearing their favourite outfit. When you are done creating your family you can stick them to paddle pop sticks to make puppets. If you don't have paddle pop sticks you can use small sticks from outside.</p>



Afternoon  
Session

**2pm - FriYAY Kindy Dance Party**

Let's dance our way into the holidays...

Thank you for a fabulous term! We hope you have a happy and safe holidays with your family! 😊

## Library Lesson:

### 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 3 - Week 10

##### Not Cute by Philip Bunting

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

Please log onto Story box library as per instructions

**Username: jamo20 Password: jamo20**

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

Hover the cursor over the book **Not Cute** and click the **Play** button. Watch and listen carefully to the story.



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

- Tell someone what your favourite illustration in the story is and why.
- *"I want to be deadly," whispered Quokka.* The animals are laughing at Quokka. Draw Quokka with a thought bubble that explains how this makes him feel.
- Choose another character from this story and redesign the cover with a drawing of them and a new title. For example, you could draw Croc and the title could be 'Not Snappy'.
- The story ends with Quokka being eaten by the snake. Tell someone a sequel for this story that explains how Quokka gets rescued.
- Quokkas are found on Rottneest Island. Locate Rottneest Island on a map of Australia.
- Write some facts about Quokkas - things like what they like to eat, where they live, what do they look like, how do they move.
- Write a list of 10 Australian animals. Put them into lists headed Cute and Not Cute.
- Quokkas are famous for their "selfies". Click on this link to see some of these Quokka selfies. [How to get the perfect quokka selfie - Tourism Australia](#)  
Create a picture of yourself in a "selfie" with a Quokka.