

Kindergarten Home Learning Term 3 Week 2

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 and a Library lesson have been included in this pack also. 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.

Time	Monday 19th July
Morning Session	<p>After breakfast, be sure to make your bed and tidy your room. Help a grown-up tidy up the kitchen.</p> <p>Letter / sound revision: Hh Sight word revision: mum, dad, said</p> <ul style="list-style-type: none"> - Complete attached page with today's letter - Using different coloured pencils / crayons, practice writing your sight words and letters in different colours <p>Writing a sentence</p> <ul style="list-style-type: none"> - On the weekend I . . . <p>Students copy down the sentence starter and then use their knowledge of sounds to attempt to spell unfamiliar words. It will be helpful for the child to practice saying their sentence out loud a few times to bring it into their memory.</p> <p>** Be mindful of finger spaces between words, capital letters, correct letter formation and full stops. Many children will be able to write more than one sentence and this should be encouraged where appropriate.</p> <p>Reading Read the 'Three Little Pigs' fairy tale.</p> <ul style="list-style-type: none"> - What did the wolf do? Why do you think he did that? - What were the words saying each time when the wolf blew down the house? <p>This video below may also be used to assist you: https://www.youtube.com/watch?v=jpEBv1GFte4</p>
Middle Session	<p>Maths Refer to pages for a detailed plan at the end of this document.</p> <p>Sight Words Choose a book / magazine and see how many sight words you can find that you recognise or know.</p>
Afternoon Session	<p>Visual Arts Draw a house using only a triangle, squares, rectangles and circles. Colour in your house neatly, using different colours. Let's see how creative you can be! How many of each shape do you need in your picture?</p> <p>Fitness Choose five different activities you can do with your body to increase your heart rate.</p> <p>Be sure to pack everything away you have been using today. How can you help a grown-up in your home this afternoon / evening? Could you bring the washing in off the line, empty the dishwasher, tidy up the lounge room, tidy up your bedroom? Can you think of another idea? Choose at least two things to do right now.</p>

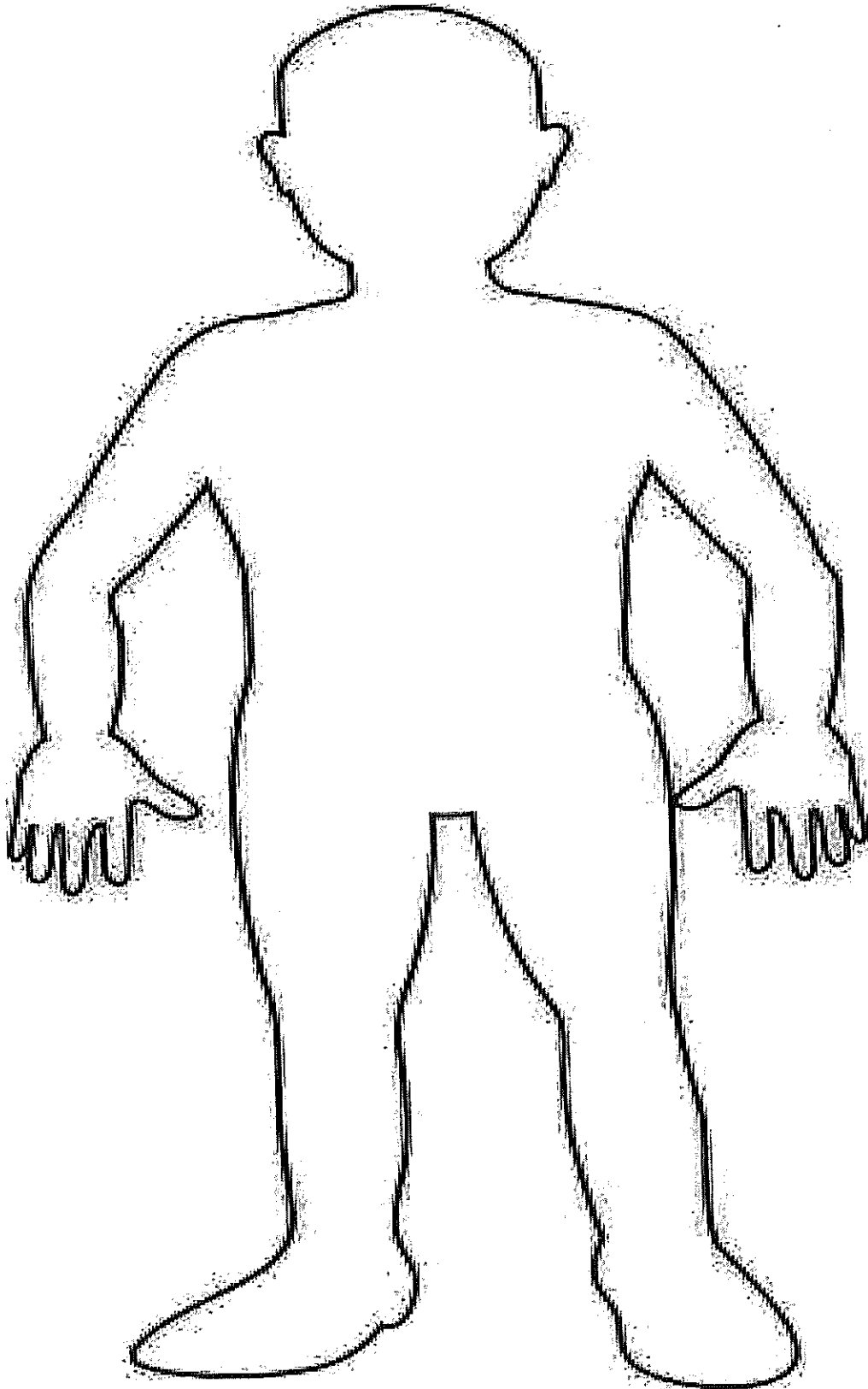
Time	Tuesday 20 th July					
Morning Session	<p>After breakfast, be sure to make your bed and tidy your room. Help a grown-up tidy up the kitchen.</p> <p>Letter / sound activity: Hh Sight word focus: mum, dad, said</p> <ul style="list-style-type: none"> - Practice writing today's letter and draw some things that start with that letter. Try writing the words underneath. Grown-ups: give praise for attempts and the recording of some of the sounds in the words. We encourage the children to say the word slowly and write down the sounds they can hear. This is the beginning of spelling development! - Try and cut out some letters in magazines, brochures, etc to make your sight words. Stick the letters next to each other so that you can read your words. <p>Reading Read 'Three Little Pigs' fairy tale again. Fold a piece of page horizontally into three sections. Label each section beginning, middle and end. In each section draw something that happened in the book in these parts of the story.</p> <table border="1" data-bbox="256 846 786 927"> <tr> <td data-bbox="256 846 432 927">Beginning</td> <td data-bbox="432 846 608 927">Middle</td> <td data-bbox="608 846 786 927">End</td> </tr> </table>			Beginning	Middle	End
Beginning	Middle	End				
Middle Session	<p>Maths Refer to pages for detailed plan at the end of this document.</p> <p>Personal Development - Health Students are learning about the different parts of their body and what they are used for. Draw (on stencil provided) an outline of a person's body. Write the words nose, ears, eyes, arms, knees, legs, feet, hand, mouth in the correct places on the outline.</p> <p>Discussion ideas:</p> <ul style="list-style-type: none"> - Recognise that the terms 'private' and 'public' are associated to different parts of the body - identify parts of the body which are private and give reasons as to why they are private - 					
Afternoon Session	<p>Fine Motor Activity Throw some socks on the floor and use a peg in each hand to pick them up.</p> <p>Science Choose a room in your house to take a tour in. Walk around the room, paying attention to where things are located. Draw a simple map of the room from a bird's eye view (looking down from above). Add the important features of the room. Try to label them or ask your grown-up to help you.</p> <p>Be sure to pack everything away you have been using today. How can you help a grown-up in your home this afternoon / evening? Could you bring the washing in off the line, empty the dishwasher, tidy up the loungeroom, tidy up your bedroom? Can you think of another idea? Choose at least two things to do right now.</p>					

Time	Wednesday 21st July
Morning Session	<p>After breakfast, be sure to make your bed and tidy your room. Help a grown-up tidy up the kitchen.</p> <p>Letter / sound revision: Bb Sight word revision: mum, dad, said</p> <ul style="list-style-type: none"> - Complete the attached Bb page. - Try making your Bb and sight words out of playdough making sure that the letter is formed correctly. Once you have made each letter / word write them down on a piece of paper. - Can you make anything out of playdough that starts with 'b'? <p>Writing a sentence My mum said . . .</p> <p>Students copy down the sentence starter and then use their knowledge of sounds to attempt to spell unfamiliar words. It will be helpful for the child to practice saying their sentence out loud a few times to bring it into their memory.</p> <p>** Be mindful of finger spaces between words, capital letters, correct letter formation and full stops. Many children will be able to write more than one sentence and this should be encouraged where appropriate.</p>
Middle Session	<p>Maths Refer to pages for detailed plan at the end of this document.</p> <p>Social skills Take a walk to the bathroom and see if you can help tidy it up by picking up any clothes, putting away any items that aren't meant to be there. Check that the towels are hanging up. Replenish toilet paper supplies if needed.</p>
Afternoon Session	<p>Drama Lesson from Mrs Tapuska. Refer to attached page.</p> <p>Be sure to pack everything away you have been using today. How can you help a grown-up in your home this afternoon / evening? Could you bring the washing in off the line, empty the dishwasher, tidy up the lounge room, tidy up your bedroom? Can you think of another idea? Choose at least two things to do right now.</p>

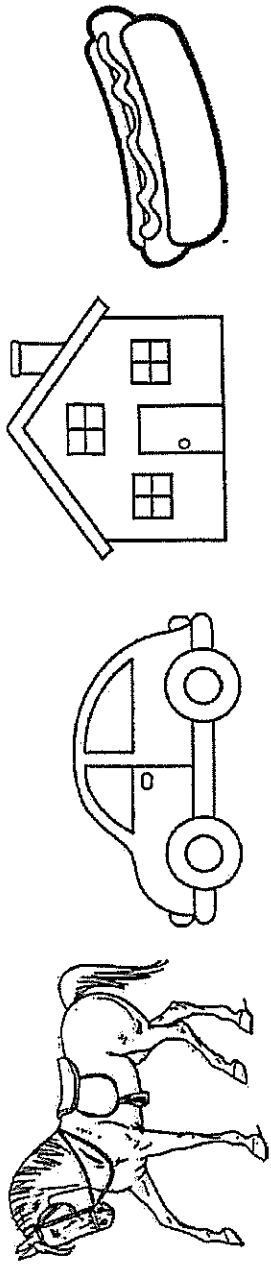
Time	Thursday 22nd July
Morning Session	<p>After breakfast, be sure to make your bed and tidy your room. Help a grown-up tidy up the kitchen.</p> <p>Letter / sound revision: Bb Sight word revision: mum, dad, said</p> <ul style="list-style-type: none"> - Try making your letters and sight words out of Lego or blocks. Once you have made them, write your sounds and sight words on a piece of paper. You could even use a paint brush and water and 'paint' them with water on the driveway or veranda. <p>Writing a sentence My dad said . . .</p> <p>Students copy down the sentence starter and then use their knowledge of sounds to attempt to spell unfamiliar words. It will be helpful for the child to practice saying their sentence out loud a few times to bring it into their memory.</p> <p>** Be mindful of finger spaces between words, capital letters, correct letter formation and full stops. Many children will be able to write more than one sentence and this should be encouraged where appropriate.</p>
Middle Session	<p>Maths Refer to pages for detailed plan at the end of the document.</p> <p>Personal Development and Health Discuss what we need to stay alive. Talk about how we need air to breathe, food to eat, water to drink and shelter / clothes for protection. Draw a picture of yourself with all of these things you need to survive (food, clothing, shelter). Discussion points: -Where do these things come from? - What would happen if we didn't have these things? - Are these needs the same for everyone? Explain.</p>
Afternoon Session	<p>Fine Motor Activity Take a scrappy piece of paper and snip all along the edges with a pair of scissors. Are you holding your scissors the correct way? Trace around a cup on a piece of paper. Practice cutting out the circle shape. Are there other things you can trace around and then cut out?</p> <p>Exercise Practice balancing on one foot for five seconds and then swap and try the other foot. Can you do it now for ten seconds? Try balancing on: one knee and one hand; one knee and one elbow; one knee and two fingers. Talk to your grown-up about which ones are the hardest and why they are. See if you can find something outside to balance on, such as a low wall or a line in the concrete.</p> <p>Be sure to pack everything away you have been using today. How can you help a grown-up in your home this afternoon / evening? Could you bring the washing in off the line, empty the dishwasher, tidy up the lounge room, tidy up your bedroom? Can you think of another idea? Choose at least two things to do right now.</p>

Time	Friday 23rd July
Morning Session	<p>After breakfast, be sure to make your bed and tidy your room. Help a grown-up tidy up the kitchen.</p> <p>Letter / sound activity: Hh, Bb Choose some words from the list below and practice blending the sounds to read them. Once you have read these words draw a picture of each and write the words below each one. List: hat, bag, hug, hut, hand, band, bad</p> <p>Sight Word focus: mum, dad, said Ask a grown-up to say these words and try and write them down as best you can.</p> <p>Writing a sentence(s) Can you put 1 or 2 or 3 of your sight words into a sentence. Can you write another sentence? It will be helpful for the child to practice saying their sentence out loud a few times to bring it into their memory.</p> <p>** Be mindful of finger spaces between words, capital letters, correct letter formation and full stops. Many children will be able to write more than one sentence and this should be encouraged where appropriate.</p>
Middle Session	<p>Maths Refer to pages for detailed plan at the end of the document.</p> <p>Personal Development and Health Help do a job in the kitchen. It might be putting things away, washing or drying dishes, helping to prepare lunch, putting the rubbish in the bin, etc.</p>
Afternoon Session	<p>Library lesson from Mrs Jones Refer to attached page.</p> <p>Be sure to pack everything away you have been using today. How can you help a grown-up in your home this afternoon / evening? Could you bring the washing in off the line, empty the dishwasher, tidy up the lounge room, tidy up your bedroom? Can you think of another idea? Choose at least two things to do right now.</p> <p>Thanking Give the grown-ups who have been helping you with your learning this week at home a big hug to thank them. 😊</p>

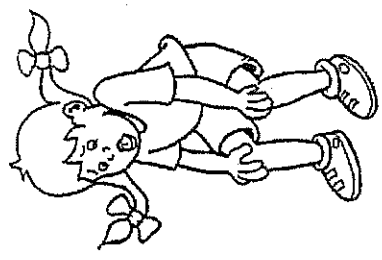
My Body



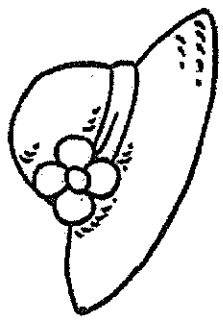
Colour the pictures that begin with the 'h' sound



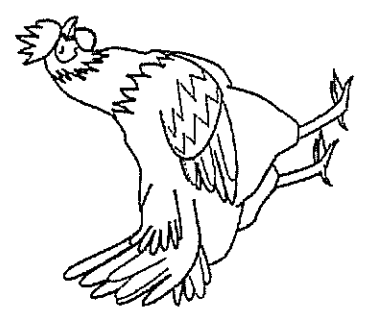
H h



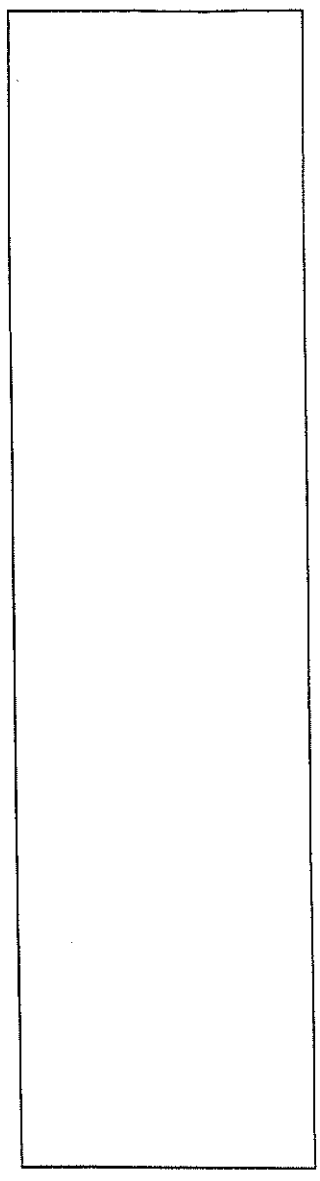
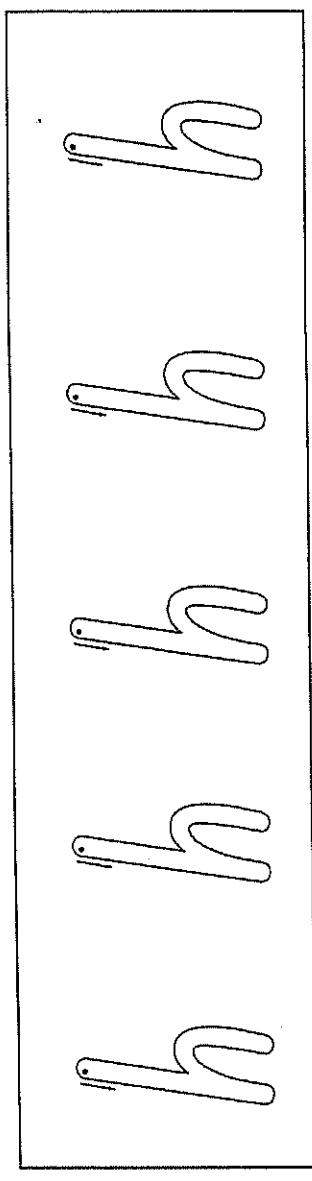
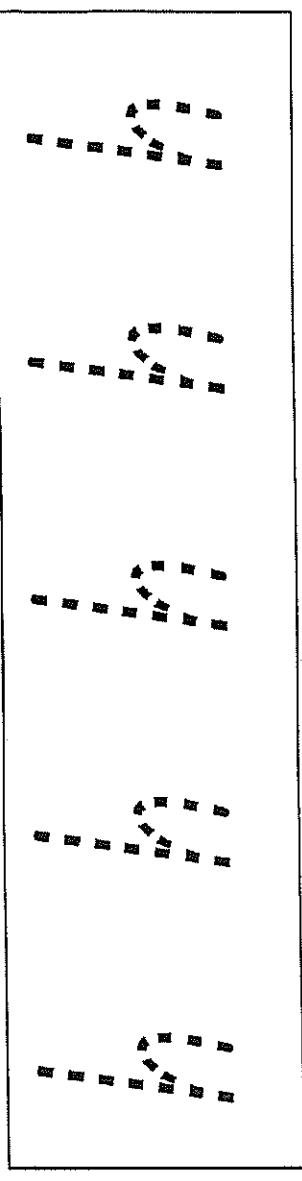
Write the 'h' words to go with the picture

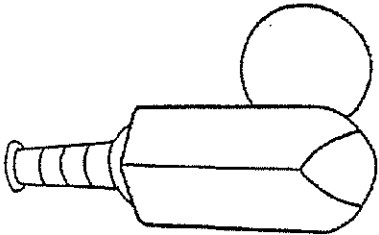


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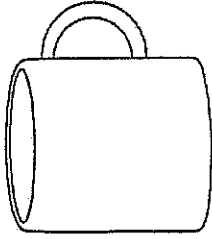
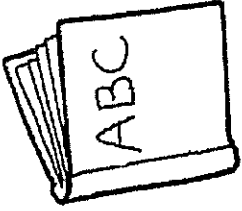
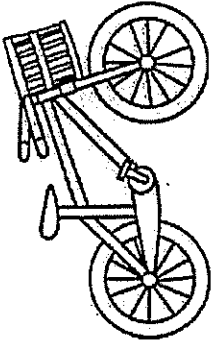


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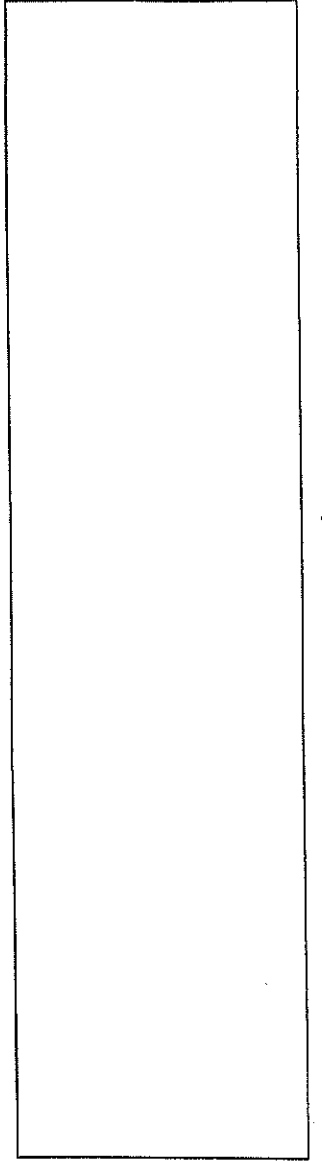
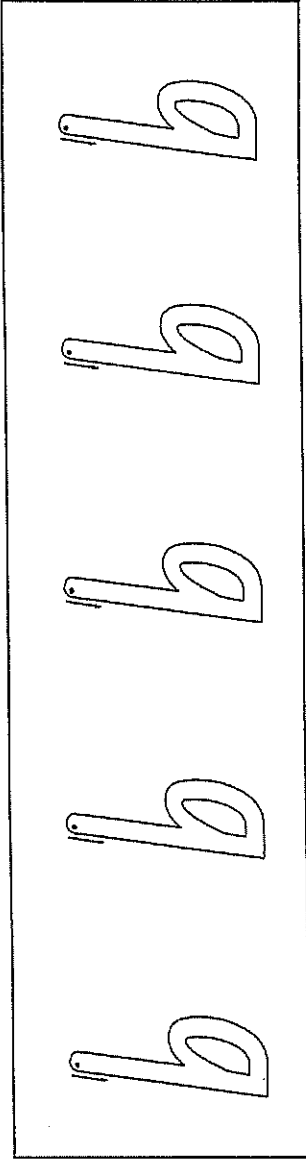
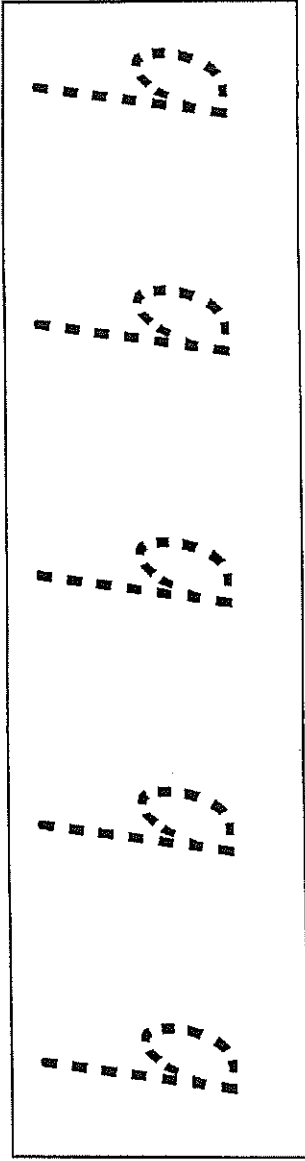
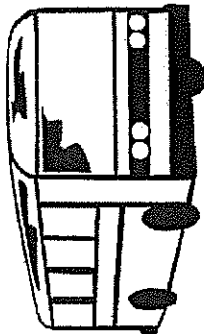


B b



Colour the pictures that begin with the 'b' sound

Write the 'b' words to go with the pictures below



Read the words.

mum

dad

said

Trace and copy.

mum

dad

said

Circle the sight words. Read and draw:

* Mum and dad said to sit on the mat.

Cross the wrong word.

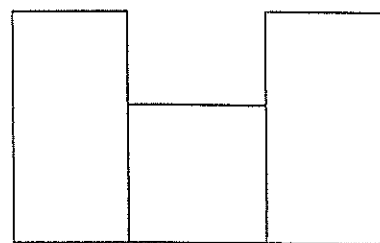
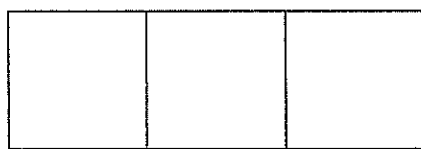
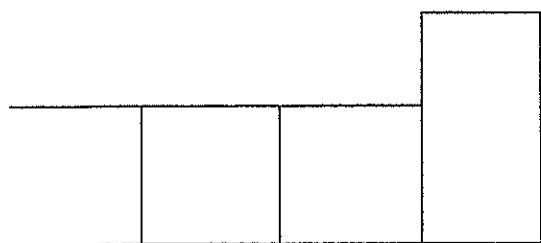
mum	mum	am	mum
dad	and	dad	dad
dad	said	said	said

Write the word in the correct shape.

mum

dad

said



Find and colour the sight words.

mum

dad

said

d	e	g	a
a	m	u	m
d	t	z	c
s	a	i	d

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 2

Barney by Catherine Jinks

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

Please log onto Story box library as per instructions

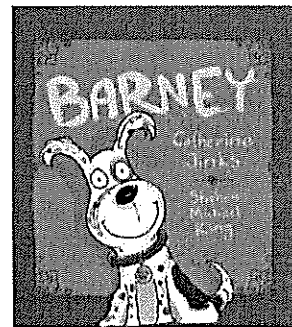
Username: jamo20

Password: jamo20


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

Hover the cursor over the book **Barney** 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 part of the story was.
- Draw a picture of Barney and add a thought bubble to your picture showing what Barney might be thinking. 
- Find a way to group the objects Barney loves (e.g. food and non – food items)
- Draw and label a picture of your pet/s eating their favourite foods.
- Sort the foods featured in the story into unhealthy and healthy foods.
- What are your favourite foods? Write a sentence “My favourite food is.....” Draw a picture of yourself eating your favourite food.

A decorative border of stars surrounds the entire page. The stars are arranged in a rectangular frame, with a single row of stars at the top and bottom, and vertical columns of stars on the left and right sides.

Drama Activity - Week 2

Digital Talent Show

Challenge: film yourself doing one of your special talents (singing, acting/storytelling, dancing, gymnastics, magic, slam poetry, stand-up comedy, visual art, spoken word, making/creating something, yoga poses, tiktok dances, tricks, etc). The sky is the limit! (school appropriate)
Acts can be up to 2 minutes long & students can submit 1 video. Bonus points when you include costumes/props or cool venues! Video submissions can be uploaded on your Seesaw classrooms.

Mrs T is very excited to see all of the talents of our JPS students!

MONDAY - T3W1

Counting forwards from 10

Supervisor Information

Materials you will need:

- pop sticks
- counters

In this lesson the student will be learning to:

- estimate how many items are in a group;
- count forwards from 10 to 20.

Background Information

To estimate a number requires the student to think about a possible answer. They then count to check their estimate.

A helpful strategy for developing counting skills is to be able to count forwards from a given reference such as 10.

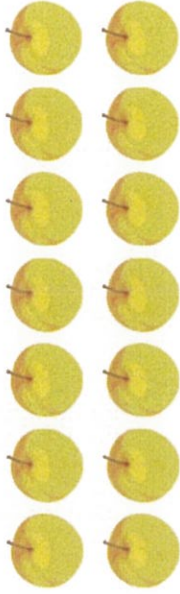
When we want to know how many objects are in a group we look and think how many it might be before counting. This is called estimating. Look at the group of lady bugs. Without counting, do you think there are more or less than 5? How many ladybugs do you think are in the group? Write your estimate in the space. Count the ladybugs. Was your estimate close to the actual number? Have a go at estimating and counting the objects in the other groups.

My estimate _____



There are _____ lady bugs.

My estimate _____



There are _____ apples.

My estimate _____



There are _____ strawberries.

My estimate _____



There are _____ fish.

Ten frames are useful for counting. The student will be using 20 counters with the ten frames to create numbers from 11 to 20.

Place a counter in each square of the first ten frame. Count as you place each one. How many counters did it take to fill the first ten frame?

Place 3 counters on the second ten frame. How many counters do you think are on both ten frames altogether?

Let's check your estimate by counting. We can count forwards from 10 because we know that the first frame has 10 counters. Point to the first ten frame. This is 1 group of ten.

Point to the second ten frame and count each counter 11, 12, 13. This is 3 ones.

The ten frames show us that 13 is 1 group of ten and 3 ones.

Leave the ten counters on the first ten frame. Remove the counters from the second ten frame.

Place 6 counters on the second ten frame. How many counters do you think are on both ten frames altogether?

Let's check your estimate by counting forwards from 10... 11, 12, 13, 14, 15, 16. How many groups of ten in 16? How many ones?

Place 2 more counters on the second ten frame. How many counters do you think are on both ten frames altogether?

Let's check your estimate by counting forwards from 10... 11, 12, 13, 14, 15, 16, 17, 18. How many groups of ten in 18? How many ones?

Take 4 counters off the second ten frame. How many counters do you think are on both ten frames altogether?

Let's check your estimate by counting forwards from 10... 11, 12, 13, 14. How many groups of ten in 14? How many ones?

Using pop sticks, ask the student to model the following questions to practise counting forwards from 10.





This is 1 pop stick.



This is a bundle of 10 pop sticks.



Use your pop sticks and count out 10 to make a bundle. Look at question a. There is a bundle of 10 in the picture and some single pop sticks. Count forwards from 10 for the single pop sticks in the picture. 11, 12, 13, 14, 15, 16, 17. Now count out that same number of pop sticks to make your own model. Have a go at the other questions. Remind the student if necessary that the bundle of pop sticks is 10.

<p>a.</p> 	<p>b.</p> 
<p>c.</p> 	<p>d.</p> 

17

Supervisor Information

Materials you will need:

- centicubes
- dice

In this lesson the student will be learning to:

- count with one-to-one correspondence for numbers to 20;
- recognise the dot patterns for dice and dominoes.

Background Information

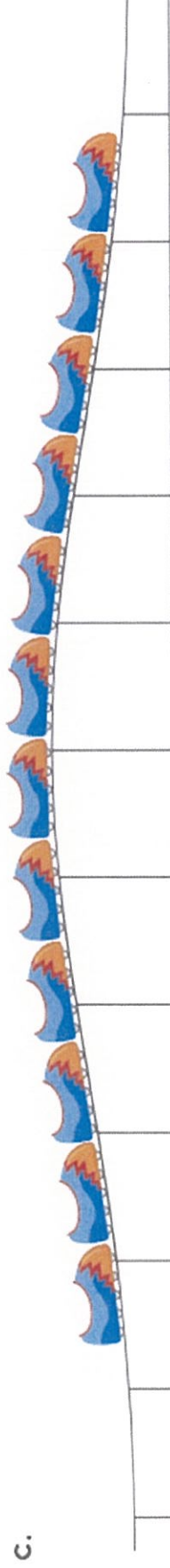
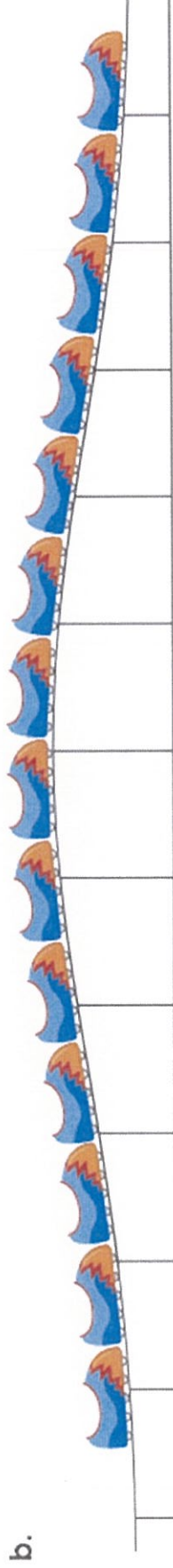
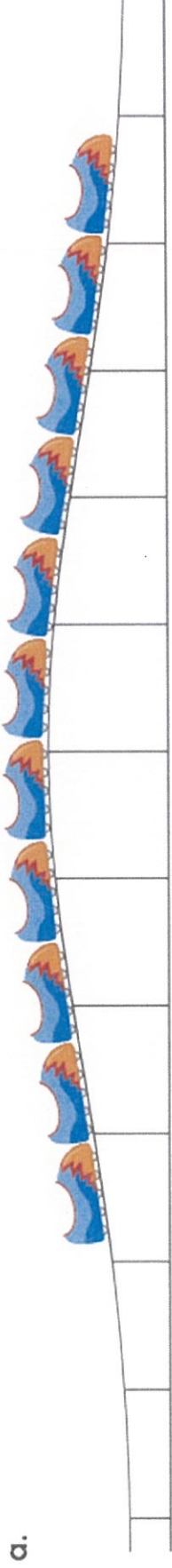
Counting with one-to-one correspondence familiarises the student with the sequence of numbers.

Representing numbers in a variety of ways is essential for developing number sense. Being able to instantly recognise the number of objects in a small collection without having to count the objects is developed by using dice and domino dot patterns.

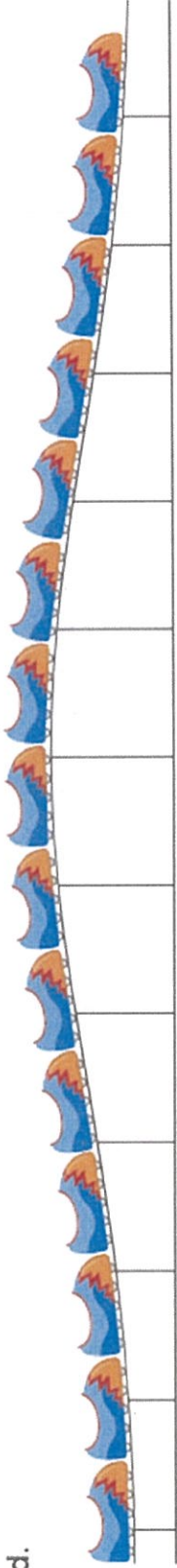
Supervisor Working with Student

The student will complete the following activities to reinforce counting numbers 1 to 20.

Let's continue to practice counting. Place a centicube on each rollercoaster carriage. How many carriages are on each rollercoaster?



d.



Write the missing numbers in the empty spaces while counting out loud from 1 to 20.
Count backwards from 20 to 1.

1	2			5				9		
11		13				17	18			

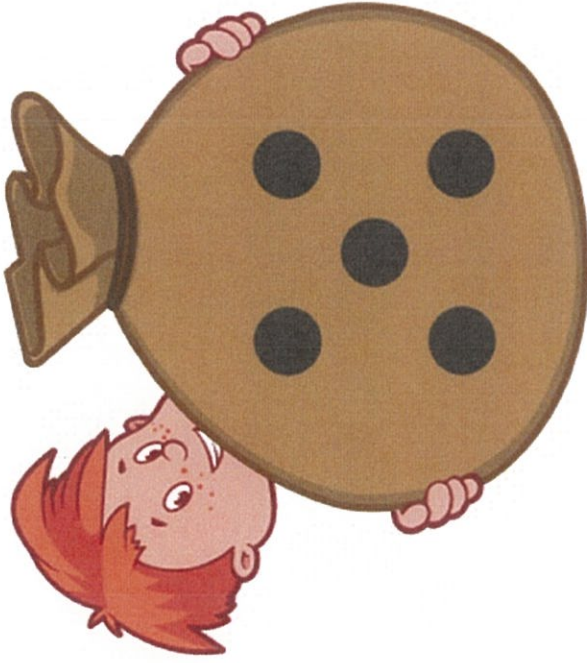
Colour the number one after 14 blue.

Colour the number one before 7 red.

Colour the number one before 19 orange.

Colour the number one after 11 green.

Have a dice available for this activity to confirm the student's attempts at creating the dot patterns on a dice.



Show the student the picture above. Give them enough time to look at it but not so that they can count the number of dots on the bag. Cover the picture.

How many dots do you think are on the bag?

The student counts to confirm that it is 5.

Look at the pattern the dots make. What do you notice about how they are arranged? Have you ever seen dots in a pattern like this before?

A 5 dot pattern on a dice has a dot in each corner and one in the middle.

Let's draw the dice dot patterns on the blank dice for the numbers 1 to 6.

Ensure that the student is drawing the dots using correct dot placement on the dice for each number.

Where do you think you would put the dots for the number 1?

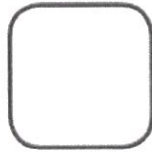
Where do you think you would put the dots for the number 2?

Where do you think you would put the dots for the number 3?

Where do you think you would put the dots for the number 4?

Where do you think you would put the dots for the number 5?

Where do you think you would put the dots for the number 6?



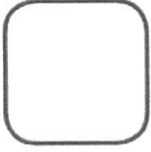
1



2



3



4



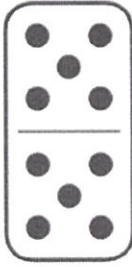
5



6

The student will practise counting forwards from 10 using dot patterns. The double 5 domino tile will be used to show 1 group of 10.

Look at the domino tile below. Estimate how many dots are on the tile altogether. Let's count to check your estimate.



Look at question a. We know that the first tile has 10 dots so we can count forwards from 10 to see how many dots altogether. 11, 12, 13, 14, 15, 16. Have a go at completing the questions.

<p>a.</p>		<p>b.</p>
<p>c.</p>		<p>d.</p>
<p>e.</p>		<p>f.</p>

WEDNESDAY T3W1

Supervisor Information

Materials you will need:

- counters
- **Lesson 4: Resource Sheet 1** and **Sheet 2**

In this lesson the student will be learning to:

- recognise how numbers are used in their surroundings;
- draw dot patterns to represent numbers;
- count forwards from 10 to 20.

Background Information

It is important for students to become aware of the role numbers play in the world around them. Through exploration and discussion, the student can explain their understandings of how numbers are used in everyday contexts.

Assist the student to cut out **Lesson 4: Resource Sheet 1** and **Sheet 2** prior to beginning the lesson. Keep **Lesson 4: Resource Sheet 2** to use with this lesson and the Skill Tester.

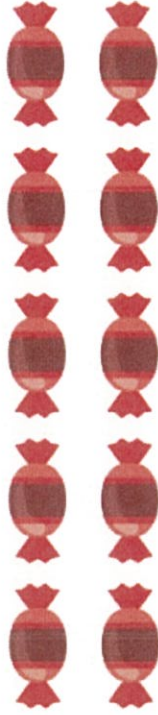
Supervisor Working with Student

The student will continue to practise counting numbers larger than 10 in the following activity.
Count how many objects are in each group and then draw more objects to match the number given.

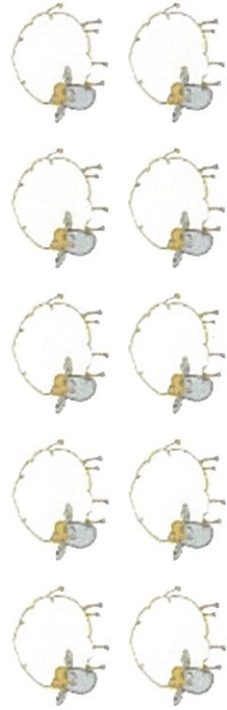
16



15



12



17



The student is going to create dot patterns for numbers using counters on blank domino tiles. Note that there will be various combinations possible for some numbers. For example 7 can be represented as 6 and 1, 5 and 2 or 3 and 4.

For numbers greater than 10, use the double 5 configuration as 10 on the first tile. Encourage the student to count forwards from 10 using those numbers.

Using your counters and the blank domino files on Lesson 4: Resource Sheet 1, create the following numbers using the domino dot patterns.

Lesson 4: Resource Sheet 2 shows the dot patterns on one side of a domino tile. The student can use these to help with creating dot patterns on the blank domino tiles.

12 10 13 16 9 14 6

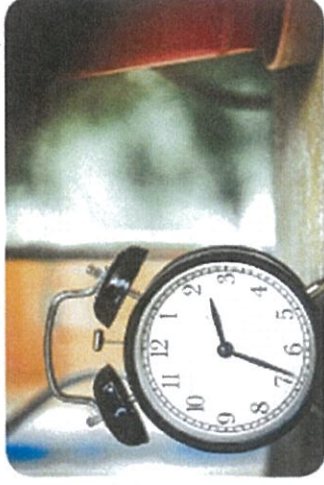


Hunting for Numbers

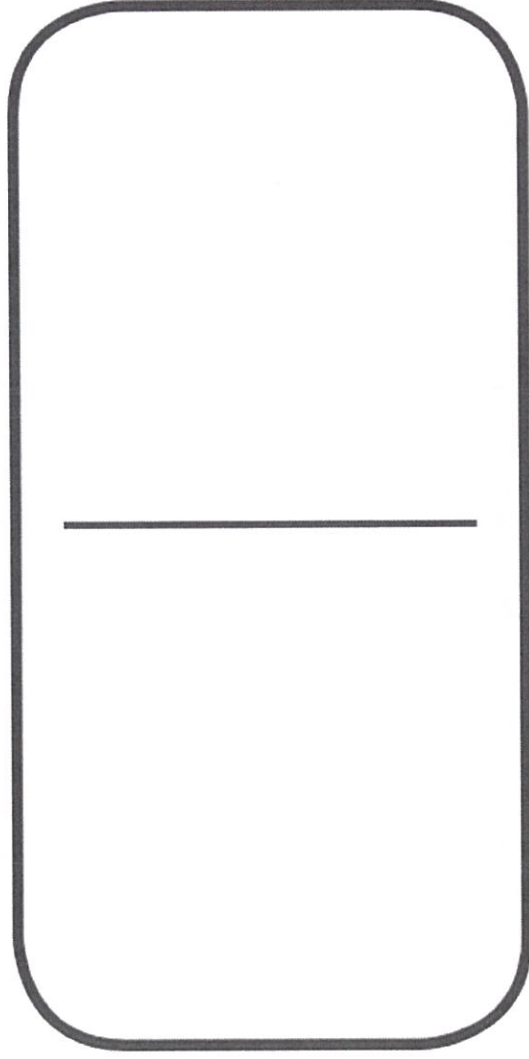
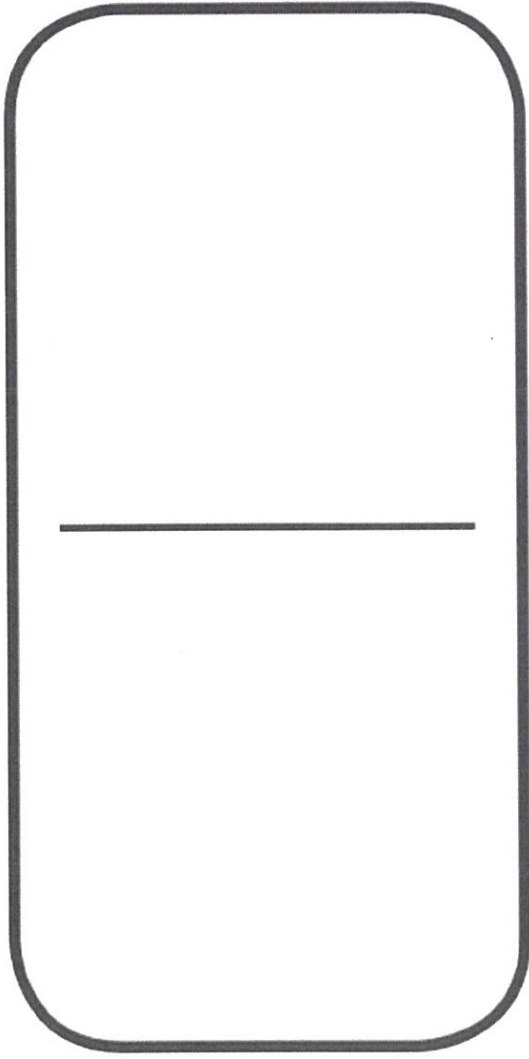
The number hunt will involve the student and supervisor looking for numbers in the local environment.

Go on a number hunt with the student. Together you will discuss how these numbers are used in everyday situations.

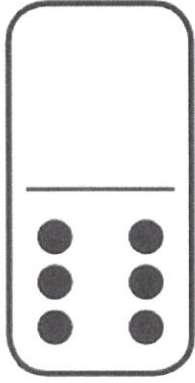
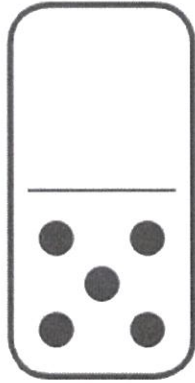
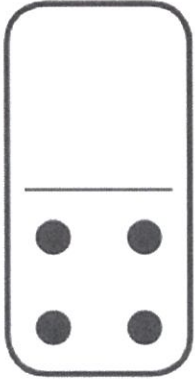
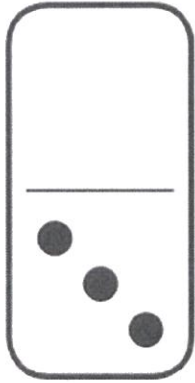
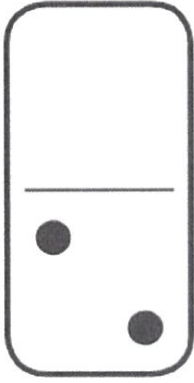
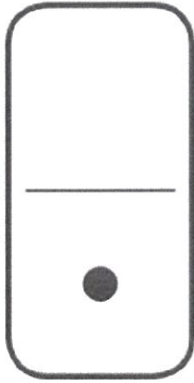
We are going to look for numbers in the real world! When you see a number, tell me what you think it is for. For example the numbers on a microwave can tell the time or how long something will take to heat.



Resource Sheet 1



Resource Sheet 2



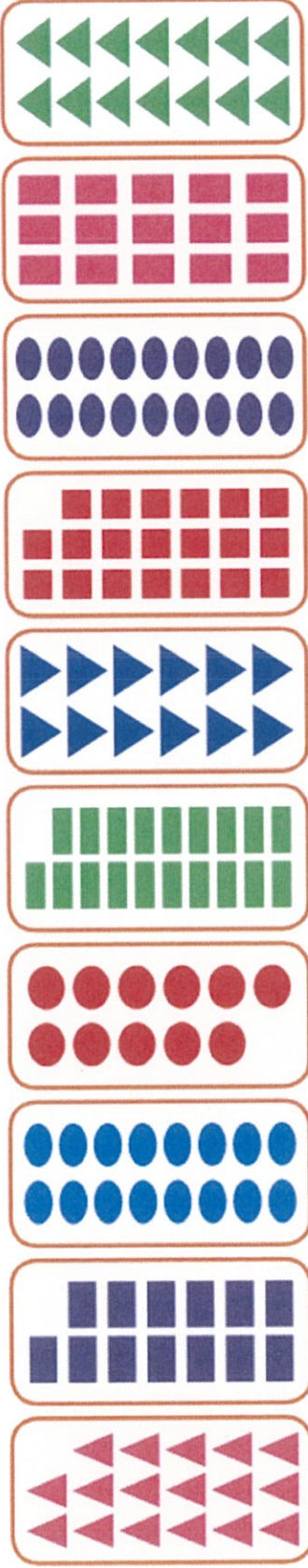
THURSDAY T3W1

Student Name: _____

 Make sure the student works on this Skill Tester **independently**. Read the instructions to the student, but do not provide assistance to answer the questions. Please give feedback on page 41 if the student was unable to complete the Skill Tester independently.

1. Trace the following numbers. Draw a line to match the group of shapes with the same number.

11 12 13 14 15



16 17 18 19 20

Student Name: _____

2. Fill in the missing numbers. Colour each number asked for in the statement below each box.

a.

1		3	4	
---	--	---	---	--

Colour the number one after 4 blue.

b.

13	14		16	
----	----	--	----	--

Colour the number one before 18 green.

c.

10			13	
----	--	--	----	--

Colour the number one after 12 orange.

d.

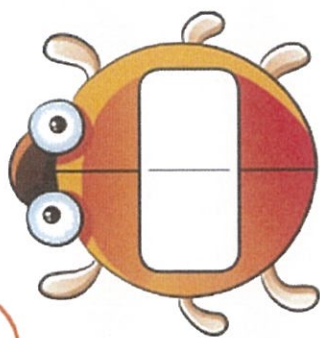
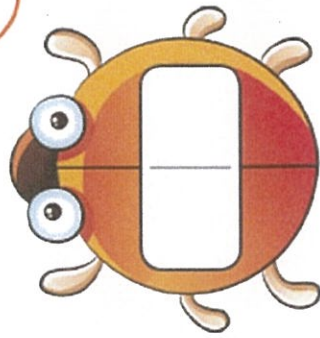
15		17		20
----	--	----	--	----

Colour the number one before 20 purple.

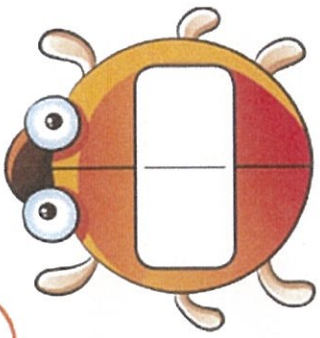
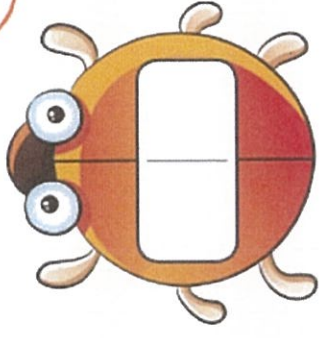
Student Name: _____

3. Draw domino dot patterns on the lady bugs to match the numbers. Use **Lesson 4: Resource Sheet 2** to help you remember the dot patterns.

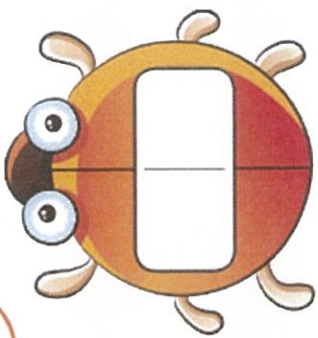
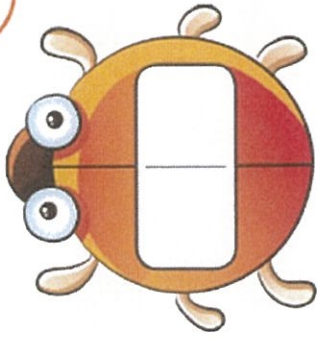
12



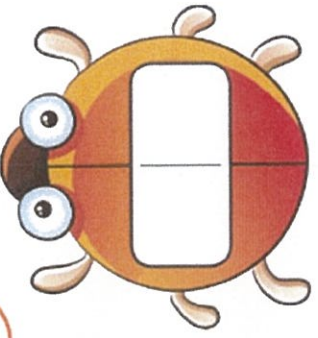
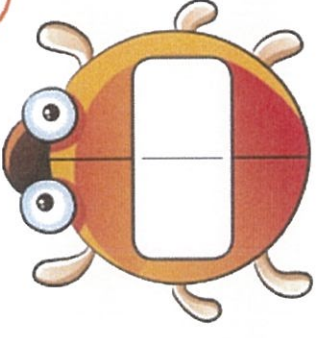
19



16



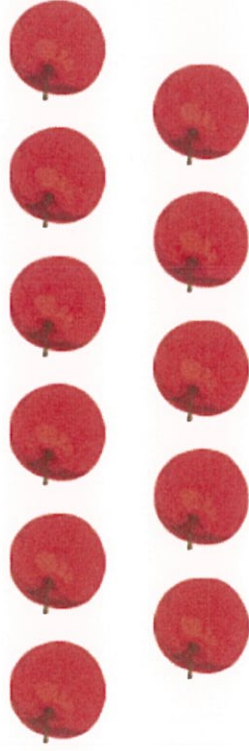
14



Student Name: _____

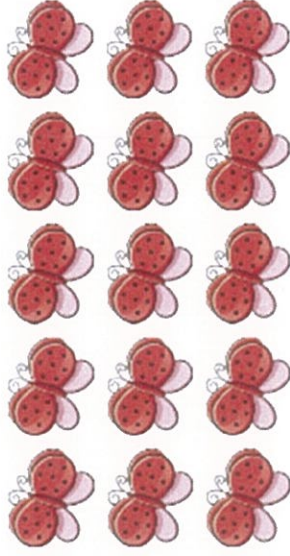
4. Estimate then count the number of objects.

My estimate _____



There are _____ apples.

My estimate _____



There are _____ butterflies.

My estimate _____



There are _____ snails.

My estimate _____



There are _____ kiwi fruit.

FRIDAY T3W1

Put a large group of your toys together on the floor. Guess how many there are just by looking at them. This is called estimating. Go through the group now and count your toys one by one. How many were there? Was your estimate close to the real number? Write down the number.

Open up your cutlery drawer in the kitchen. Look at the pile of spoons. Estimate how many you think there may be. Go through the spoons now and count them out. How many were there? Was your estimate close to the real number? Write down the number.

Ask someone to come and have a look at the forks in the cutlery drawer now. Ask them to estimate how many there are. Go through and count them out for them. Was their estimate close to the real number? Write down the number.