

# Kindergarten Home Learning Term 3 Week 4

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.

Here is a list of handy Youtube channels that you can access if you want to try something different or have some extra time.

- Cosmic Kids Yoga (A YouTube channel full of fun yoga stories)

<https://www.youtube.com/user/cosmickidsyoga>

- Jack Hartmann (A YouTube channel with lots of active songs to consolidate a range of concepts)

<https://www.youtube.com/channel/UCVcQH8A634mauPrGbWs7QIQ\>

- Harry Kindergarten (A YouTube channel with various videos of different concepts from Maths and Science)

<https://www.youtube.com/user/harrykindergarten>

Time	<b>Monday 2<sup>nd</sup> August</b>
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><b>Letter / sound revision: Yy</b></p> <p><b>Sight word revision: are, going, down</b></p> <ul style="list-style-type: none"> <li>- Complete attached page or Seesaw activity with today's letter</li> <li>- Complete the Seesaw Sight Word Activity or on paper use different coloured pencils / crayons, practice writing your sight words and letters</li> </ul> <p><b>Writing a sentence</b></p> <ul style="list-style-type: none"> <li>- On the weekend I . . .</li> </ul> <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><b>** 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.</b></p> <p>Take a photo or record a video of you reading your sentence and post to your Journal in Seesaw.</p> <p><b>Reading</b></p> <p>Either complete the Humpty Dumpty Reading Activity on Seesaw, or have someone at home help you read the Humpty Dumpty Sheet attached and write down your answers.</p>
Middle Session	<p><b>Maths</b></p> <p>Complete today's Seesaw maths activity and/or see detailed pages at the end of this document.</p> <p><b>Social</b></p> <p>Play a game of Simon Says with someone in your home. Make sure you take turns so everyone can have a turn at giving the instructions and following the instructions.</p>
Afternoon Session	<p><b>Visual Arts</b></p> <p>Either using the Seesaw Directed Drawing: Icecream Activity or using the Directed Drawing Sheet provided, complete your drawing of an icecream. The teachers can't wait to see the flavours you choose for your icecream!</p> <p><b>Fitness</b></p> <p>Find somewhere safe to:</p> <ul style="list-style-type: none"> <li>Slither like a snake</li> <li>Crawl like a bear</li> <li>Prowl like a lion</li> <li>Jump like a kangaroo</li> <li>Jump like a frog</li> </ul> <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 3 <sup>rd</sup> August
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><b>Letter / sound activity: Yy</b>  <b>Sight word focus: are, going, down</b></p> <ul style="list-style-type: none"> <li>- 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!</li> <li>- If you have access to Seesaw, complete the Yy Activity</li> <li>- 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. Post a photo of your finished work to your Journal.</li> </ul> <p><b>Reading</b>  Complete the 'What's in My Kitchen' Seesaw Activity or worksheet. If using the worksheet, write the words on the sheet next to the item you have to find.  - Can you find some of those items in your kitchen? Draw a map of your kitchen to show where they are.</p>
Middle Session	<p><b>Maths</b>  Complete today's Seesaw maths activity and/or see detailed pages at the end of this document.</p> <p><b>Personal Development - Health</b></p> <p><b>How do we take care of our bodies?</b>  Students describe how they would take care of each of these body parts:  Hair  Teeth  Nose  Hands  Feet  Our whole body</p> <p>Draw or write your answers on a piece of paper (or in Seesaw), take a photo and add it to your journal.</p>
Afternoon Session	<p><b>Fine Motor Activity</b>  Try to write your name using playdough, see if you can write the names of all of your family out of play dough!</p> <p><b>Science</b>  Ask a grown-up in the house first, then go on an object hunt. Can you find objects made of:  Rubber  Plastic  Glass  Wood</p>

	<p>Paper Metal</p> <p>Draw what you found and label your drawings. Post to your journal so we can see too!</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>
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Time	Wednesday 4 <sup>th</sup> August
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><b>Letter / sound revision: Vv</b>  <b>Sight word revision:</b> are, going, down</p> <ul style="list-style-type: none"> <li>- Complete the attached Vv page or Seesaw Activity</li> <li>- Try making your Vv 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 and say them.</li> <li>- Can you make anything out of playdough that starts with 'v'? Post a photo on your journal of what you came up with.</li> </ul> <p><b>Writing a sentence</b>  We are going to ...  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. Post a photo of your sentence to your journal.</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><b>Reading</b>  Log in to Reading Eggs, click on 'Library' and read one of the books listed on your bookshelf. Try reading the book to someone at home, and if you like you can video or record your voice as you read so that your teachers can hear.</p>
Middle Session	<p><b>Maths</b>  Complete today's Seesaw maths activity or see detailed pages at the end of this document.</p> <p><b>Social skills</b>  Play the card game 'Go Fish' with someone at home. Count out your pairs at the end to see who had the most. Play a couple of games if you have time.</p>

Afternoon Session	<p><b>Drama Lesson</b> 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>
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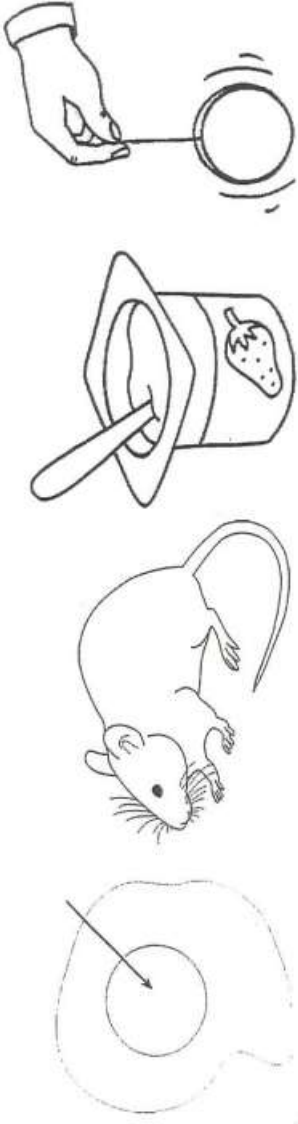
Time	Thursday 5 <sup>th</sup> August
Morning Session	<p>After breakfast, be sure to make your bed and tidy your room. Help a grown-up tidy up the kitchen.</p> <p><b>Letter / sound revision: Vv</b> Sight word revision: mum, dad, said</p> <ul style="list-style-type: none"> <li>- Try making your letters 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.</li> <li>- Complete the 'Vv' Activity on Seesaw</li> </ul> <p><b>Writing a sentence</b> Down at the . . .</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><b>** 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.</b></p> <p><b>Reading</b> Read the story 'The Ugly Duckling', you can use this link to watch the story online if you don't have a copy at home. <a href="#">The Ugly Duckling   Fairy Tales   Gigglebox - YouTube</a></p> <p>Think about these questions:</p> <ul style="list-style-type: none"> <li>- What was the Ugly Duckling feeling?</li> <li>- What made them happy?</li> <li>- What made them sad?</li> </ul> <p>With the person at home with you, make some links to anti-bullying and connections to everyone being special in their own ways.</p> <p>Complete the Ugly Duckling sequencing activity on Seesaw, or on a piece of paper draw the beginning, middle and end of the story - try to write a sentence under each picture explaining what is happening.</p>
	<b>Maths</b>

Middle Session	<p>Complete today's Seesaw maths activity or see detailed pages at the end of this document.</p> <p><b>Personal Development and Health</b>          Make a list of the things you have done today to care for yourself.</p> <p>For example:          I brushed my teeth</p> <p>Either write your list on Seesaw or take a photo and add it to your journal.</p>
Afternoon Session	<p><b>Fine Motor Activity</b>          Rip up some paper and scrunch the bits into balls, scatter the balls in front of you, try to pick up all the balls with a peg. Once you've collected them all, do it again!</p> <p><b>Exercise</b>          Using the paper pack or the Seesaw activity, find the Grose Motor Roll a Dice. Roll a dice and complete the activity that matches the number you rolled. Do this 10 times.</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	<b>Friday 6<sup>th</sup> August</b>
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><b>Sight Word focus:</b> mum, dad, said          Ask a grown-up to say these words and try and write them down as best you can.</p> <p><b>Writing a sentence(s)</b>          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><b>** 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.</b></p> <p><b>Reading</b>          Log in to Reading Eggs, click on 'Library' and read one of the books listed on your bookshelf. Try reading the book to someone at home, and if you like you can video or record your voice as you read so that your teachers can hear.          After, you may play some Reading Eggs Levels.</p>
Middle	<b>Maths</b>

Session	<p>Complete today's Seesaw maths activity or see detailed pages at the end of this document.</p> <p><b>Geography</b> Either in the Seesaw Map Activity or on a piece of paper, draw a treasure map. Don't forget that 'X' marks the spot! You can label the pictures on your map with words like: trees, mountain, lake</p>
Afternoon Session	<p><b>Library lesson from Mrs Jones</b> 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><b>Thanking</b> Give the grown-ups who have been helping you with your learning this week at home a big hug to thank them. 😊</p>

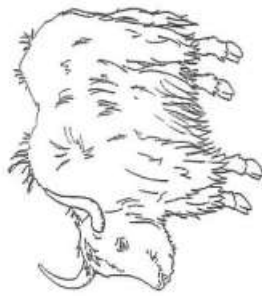
Colour the pictures with the 'y' sound



Y y



Write the 'y' word to go with the picture.



\_\_\_\_\_

Trace over all the 'y' sounds that you can find

y y n p d y y  
 e z y g d y l  
 a u y m o v y

y y y y y  
 y y y y y

y y y y y  
 y y y y y

y y y y y  
 y y y y y



## HUMPTY DUMPTY OFF THE WALL

Humpty Dumpty is in the garden.

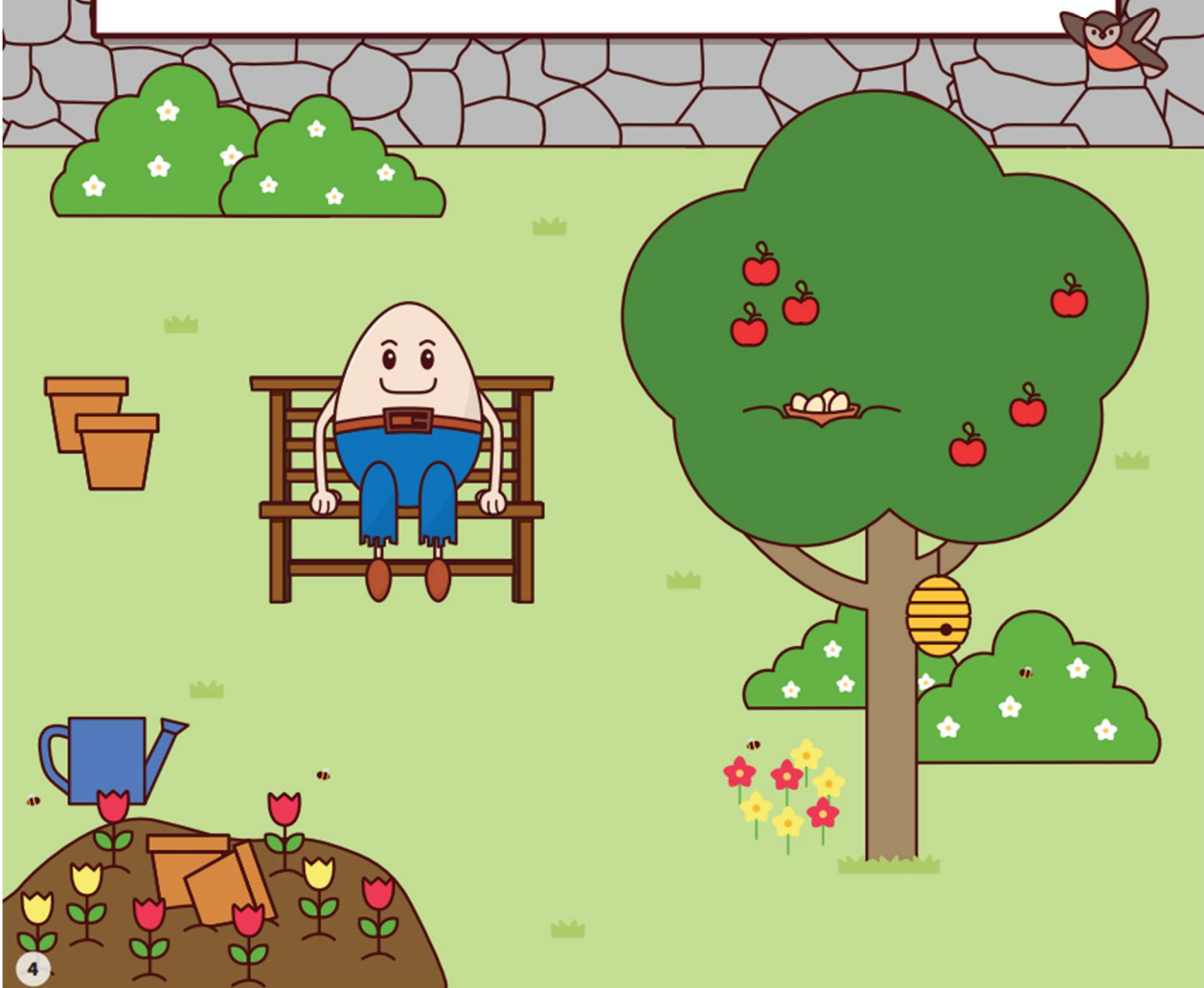
He is not sitting on the wall. He does not want to have a fall! He has found a good place to sit.

Humpty Dumpty likes to count. He can see lots of apples on the tree. How many are there?

He looks at the flowers. Are there more yellow flowers or more red? Humpty can see some pots in the garden. How many pots are on the grass?

Humpty keeps counting things. What else can you help him count?

*By Janeen Holzberger*



# ice cream

1



2



3



4



5



6



7



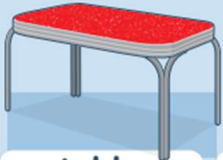
8



# What's in My Kitchen?



Can you find the ...



table



cup



bowl



oven



fridge



plate



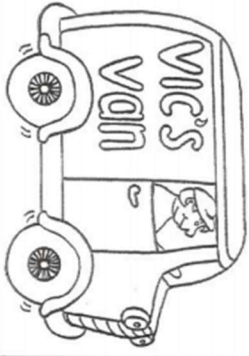
fork



sink



knife



V v

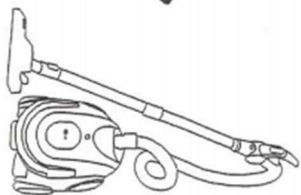
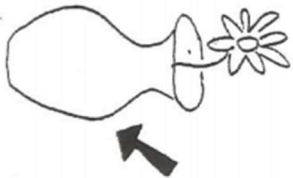
Write the 'v' word to go with the picture.



\_\_\_\_\_

Trace over all the 'v' sounds that you can find

v v n p k c v  
e z v v d v l  
k u v m o v e



Colour the pictures with the 'v' sound

v

v

v

v

v

v

v

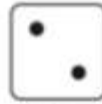
v

v

v



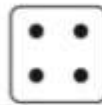
**push-up**



**toe touches**



**jumping jacks**



**squats**



**arm circle**



**sit-ups**

Read the words.

**are**                      **going**                      **down**

Trace and copy.

are \_\_\_\_\_

going \_\_\_\_\_

down \_\_\_\_\_

Circle the sight words. Read and draw:

\* The big bears are going down to the bus.





Cross the wrong word.

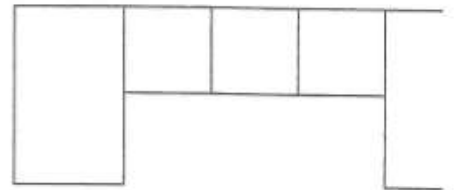
go	are	are	are
going	going	going	at
down	dad	down	down

Write the word in the correct shape.

are

going

down



Find and colour the sight words.

are

going

down

d	o	w	n	a
a	r	e	c	i
r	o	a	t	p
g	o	i	n	g

## Monday Maths



**Materials you will need:**

- counters

In this lesson the student will be learning to:

- make comparisons between collections and groups.

**Background Information**

It is important for the student to be able to look at groups of objects and correctly determine which group has more items in it by counting.

The student will count objects in a group to determine which group has more or less.

Hugo has this many toy cars (point to Hugo's cars) and Jake has this many toy cars (point to Jake's cars).

Hugo



Jake

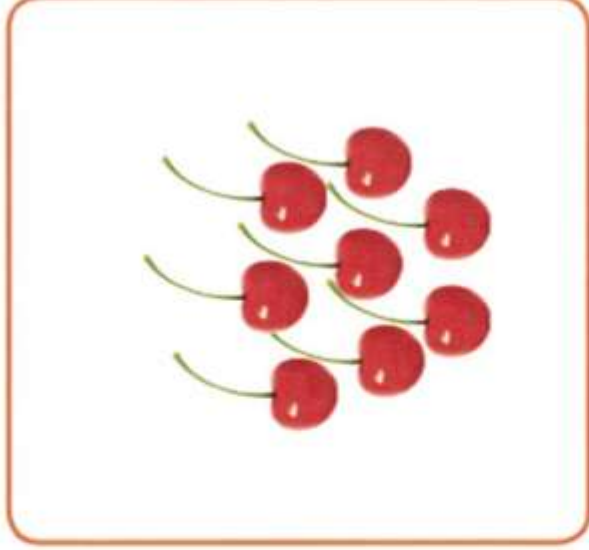


Point to each box.

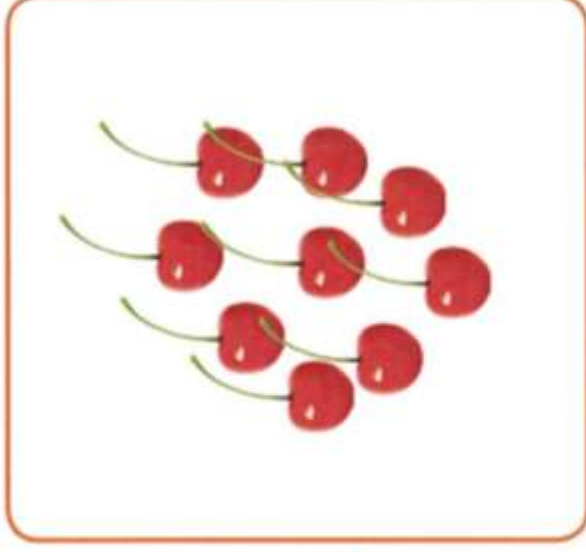
Can you tell who has more toy cars just by looking at them? How?

**Stephanie has this many cherries** (point to Stephanie's cherries) **and Romee has this many cherries** (point to Romee's cherries).

Stephanie



Romee



Point to each box.

Can you tell who has more cherries just by looking at them? How?

What will you need to do to know who has more cherries? (Count)

Count the number of cherries in each group. Who has more cherries?

Place 6 counters in front of the student. Count out 3 counters for yourself.



**You have six counters and I have three counters, so you have more counters than I do.**

Count out 8 counters and give them to the student. Count out 13 counters for yourself.

**How many counters do you have?**

**How many counters do I have?**


**Who has more counters?**

**You have a turn. Count out some counters for yourself and then some counters for me. Prompt the student to keep the numbers less than 20.**


**Who has more counters?**

Look at the pictures below. In each box, circle the group that has more objects.


d.




b.




c.



d.



e.



f.





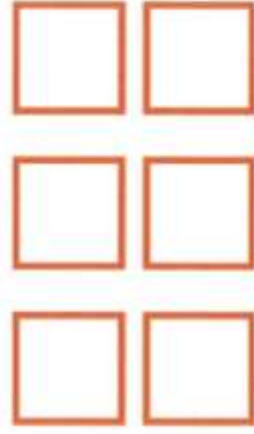
Draw shapes in the space to show more than the first box. How do you know you have drawn more? Tell me how many you have drawn.

a.



Draw more

b.



Draw more

c.



Draw more

## Tuesday Maths

**Materials you will need:**

- scissors
- glue
- **Lesson 2: Resource Sheet 1**

In this lesson the student will be learning to:

- make comparisons between collections and groups;
- order groups of objects.

**Background Information**

The student will be counting objects in a group to determine which group has less or more.

The student will arrange groups of objects from less to more.

Assist the student to cut out **Lesson 2: Resource Sheet 1** prior to beginning this lesson.



## Supervisor Working with Student

Look at the pictures below of Isabella and Laura with their puppies.

Isabella



Laura



Point to Isabella's box. How many puppies does Isabella have?

Point to Laura's box. How many puppies does Laura have?

Which girl has fewer puppies? (Isabella)

Which girl has more puppies? (Laura)

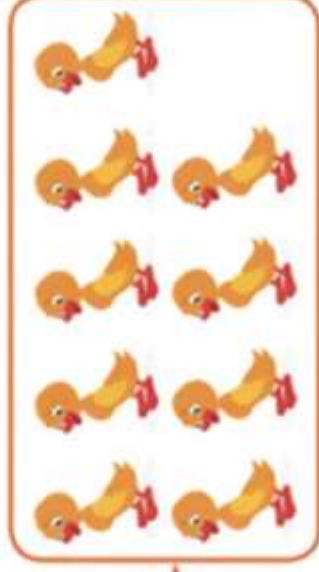
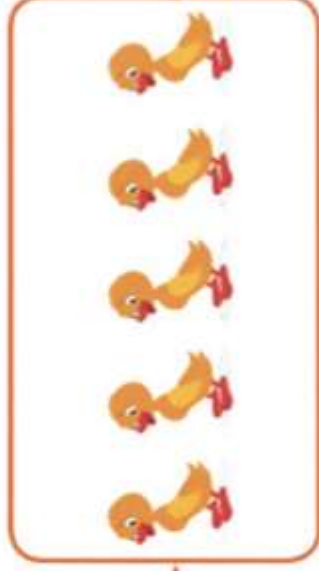
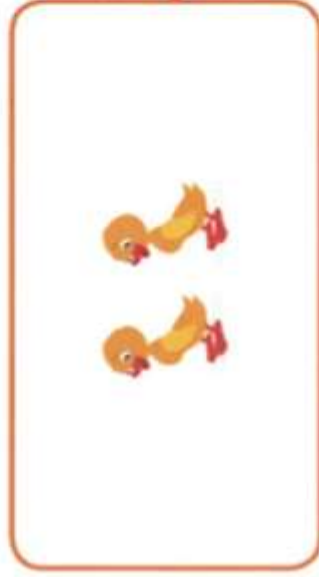
Look at the pictures of ducks below.

Point to the first box. How many ducks in this box? Write 2 in the box underneath.

Point to the second box. How many ducks in this box? Write 5 in the box underneath.

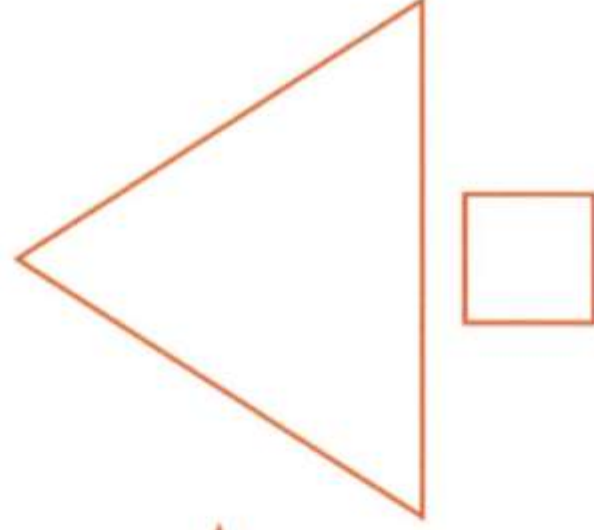
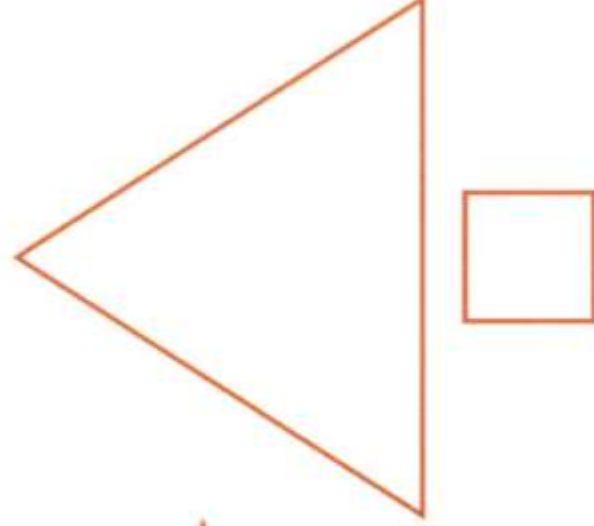
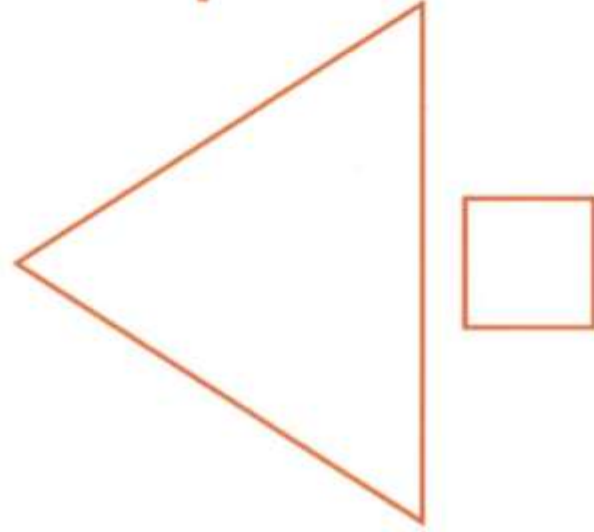
Point to the third box. How many ducks in this box? Write 9 in the box underneath.

These groups of ducks have been ordered from least (2) to most (9).



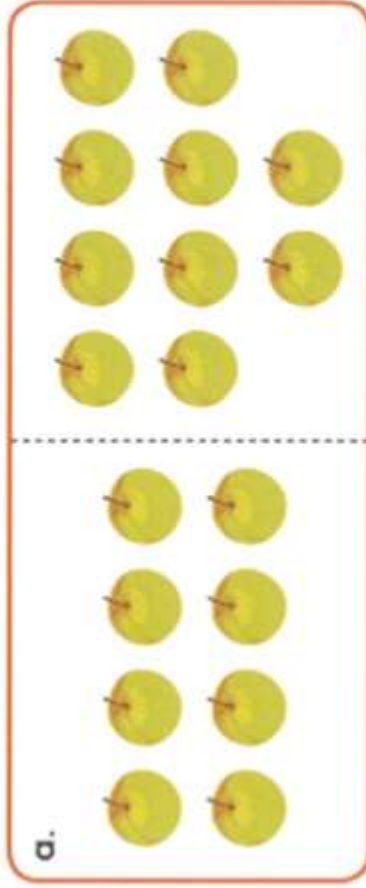
You will need **Lesson 2: Resource Sheet 1**.

You are going to arrange the pictures and, on the following pages, paste them in order from least to most. Write the number in each group in the boxes underneath.



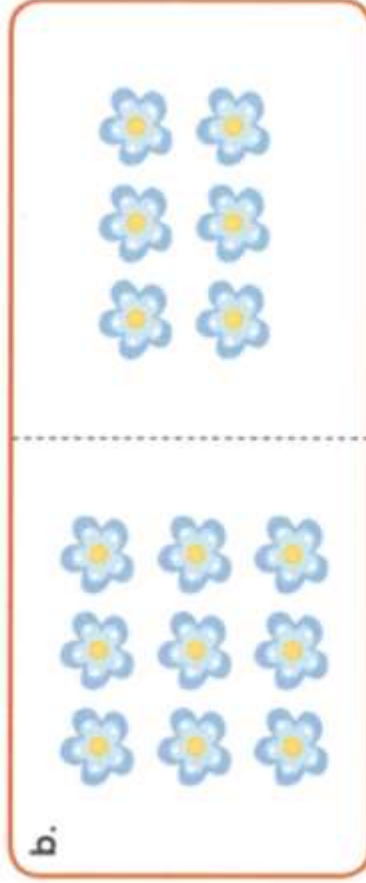
Look at the pictures below. Circle the group that has less objects.

a.



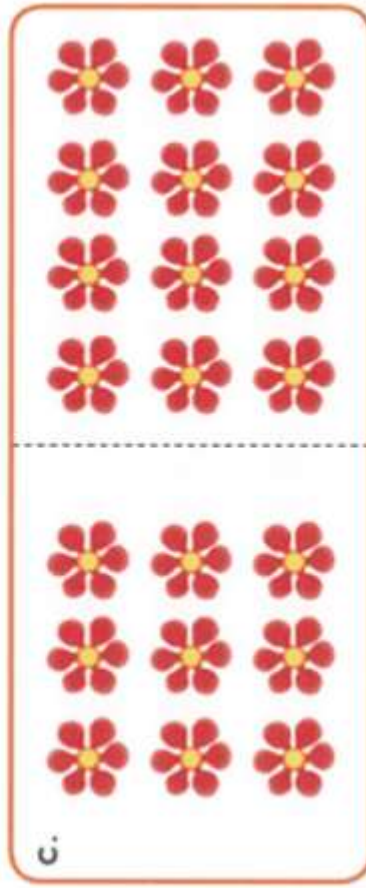
Group a shows 10 green circles with stems. The left side has 8 circles (two rows of four) and the right side has 2 circles (one row of two). A dashed vertical line separates the two groups.

b.



Group b shows 10 blue flowers. The left side has 9 flowers (three rows of three) and the right side has 1 flower (one row of one). A dashed vertical line separates the two groups.

c.



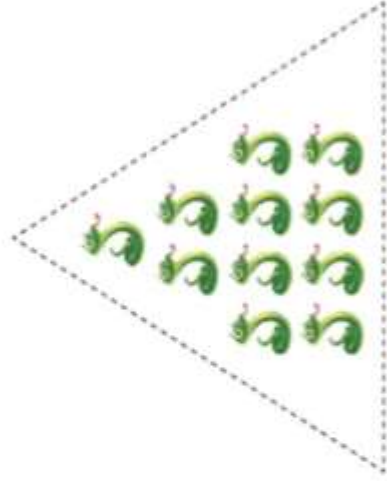
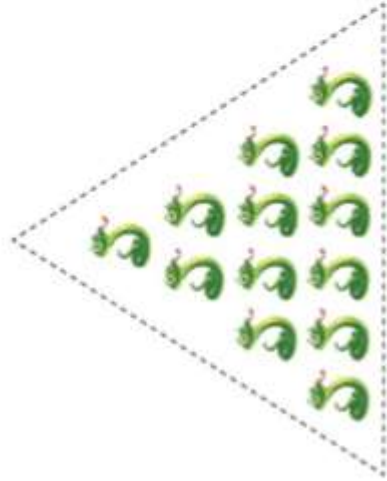
Group c shows 12 red flowers. Both the left and right sides have 6 flowers (two rows of three). A dashed vertical line separates the two groups.

d.



Group d shows 12 yellow bananas. Both the left and right sides have 6 bananas (two rows of three). A dashed vertical line separates the two groups.

Lesson 2: Resource Sheet 1



## Wednesday Maths



### Materials you will need:

- counters
- unifix cubes
- **Lesson 3: Resource Sheet 1**
- scissors

In this lesson the student will be learning to:

- use the term 'is the same as' to express equality of groups;
- count with one-to-one correspondence.

### Background Information

The student will count objects to make groups that are 'the same as'. They will also draw the correct number of pictures to match the same amount.

Counting with one-to-one correspondence familiarises the student with the sequence of numbers. Counting with one-to-one correspondence is when the student says the name of the number in the counting sequence to match the object.

Assist the student to cut out the cards from both pages of **Lesson 3: Resource Sheet 1** prior to beginning this lesson to enable the student and supervisor to play the game, Memory.

Have a collection of counters and unifix cubes ready to use in this activity.



**Look at the unifix cubes in this image. Count how many unifix cubes there are.**



**Look at the counters in this image. Count how many counters there are.**

**What do you notice about the number of unifix cubes and counters? (They have the same number)  
The number of unifix cubes is the same as the number of counters.**

Give the student 13 counters.

**Count how many counters I have given to you.**

**Now, make a group of unifix cubes with the same number as the counters.**

Give the student 9 counters.

**Count how many counters I have given to you.**

**Count and make a group of unifix cubes with the same number as the counters.**

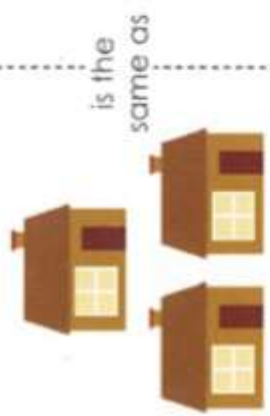
Count out 16 counters.

**Count and make a group of unifix cubes and another group of counters which have the same number as this group of counters. (point to the group of 16 counters)**



Count how many objects are in each group. Write this number in the circle. Draw another group of objects which is the same number as the first group.

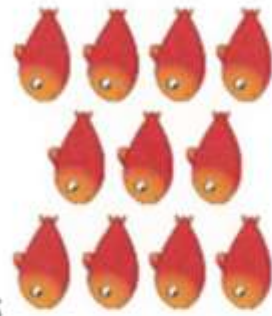
a.



is the same as



b.



is the same as



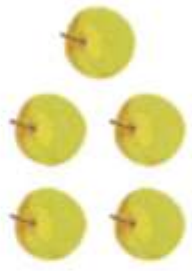
c.



is the same as



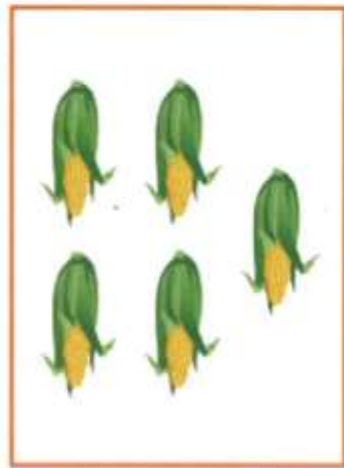
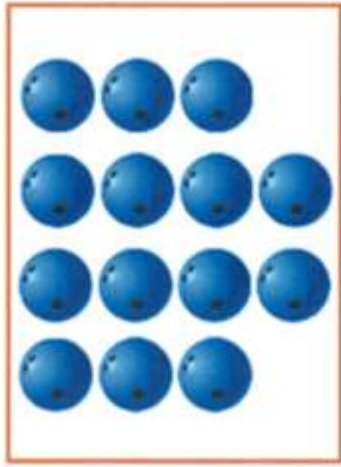
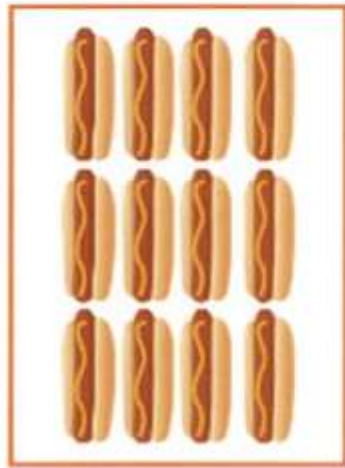
d.



is the same as



Count the objects in each group, then draw a line to the number which is the same. The first group has been done for you.



2

12

5

10

7

14

## Memory

To reinforce the student's ability to recognise when the number in a group is the same, play the Memory card game.

Shuffle the cards from **Lesson 3: Resource Sheet 1** and place them face down in five rows of four.

Take turns to flip over two cards. Check whether the cards have the same number of animals. If the cards are the same, keep the cards. If the cards are not the same, place them face down in the same position. The game is over when all the cards have been matched.



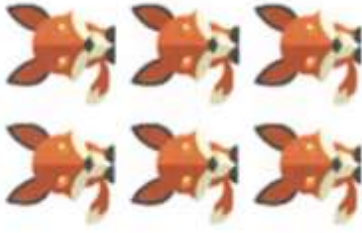







The student may need to be reminded to count the animals in the card to find the same as.

If the student matches two cards because they are the same animal, ask:

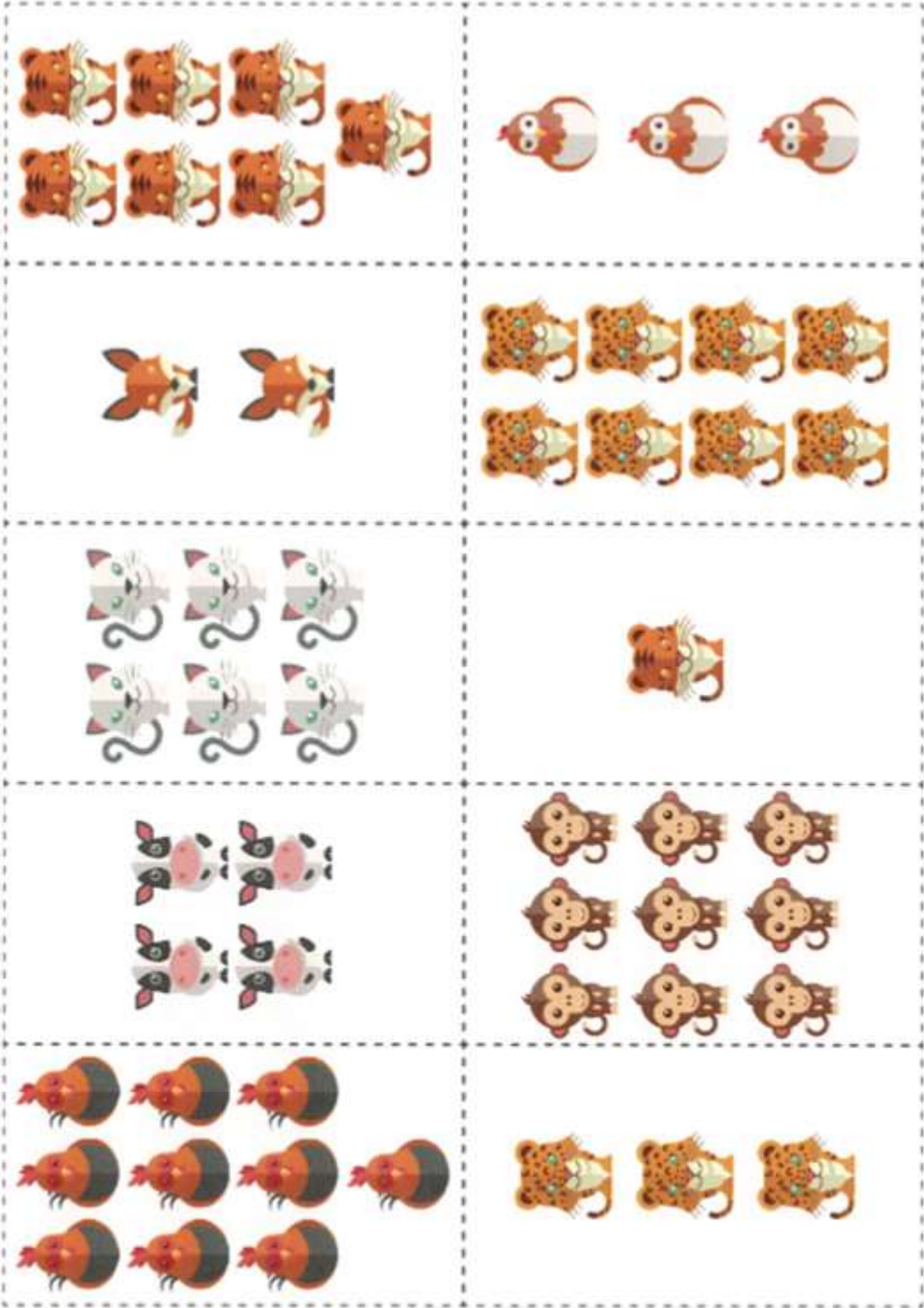
**Why are they a pair?**

**We are matching the number of animals, do these two cards show the same number of animals?**

Lesson 3: Resource Sheet 1





## Thursday Maths

**Materials you will need:**

- Microsoft Word® or similar

In this lesson the student will be learning to:

- use the term 'is the same as' to express equal groups;
- use technology to explore mathematical concepts.

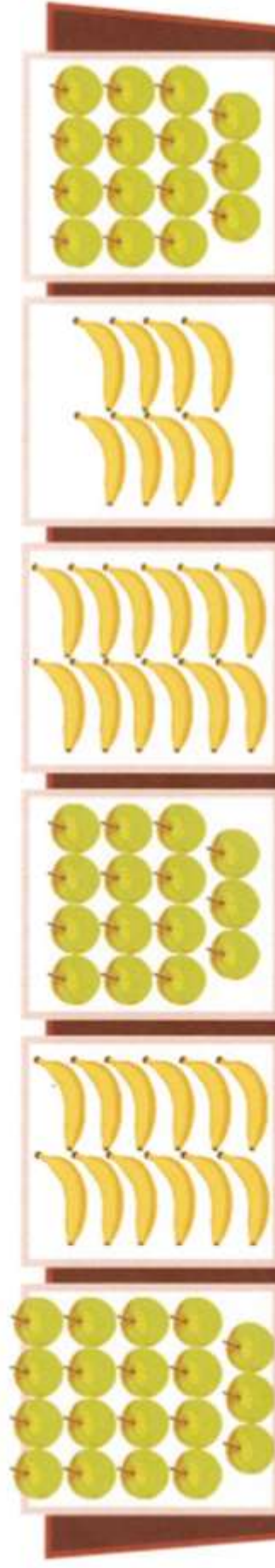
**Background Information**

The student will use computer software to create groups of different objects which have the same number.

Some trays of fruit show the same number.

Draw a circle around the trays of apples that have the same number as each other.

Draw a circle around the trays of bananas that have the same number as each other.



**Kon's Fruit Shop**



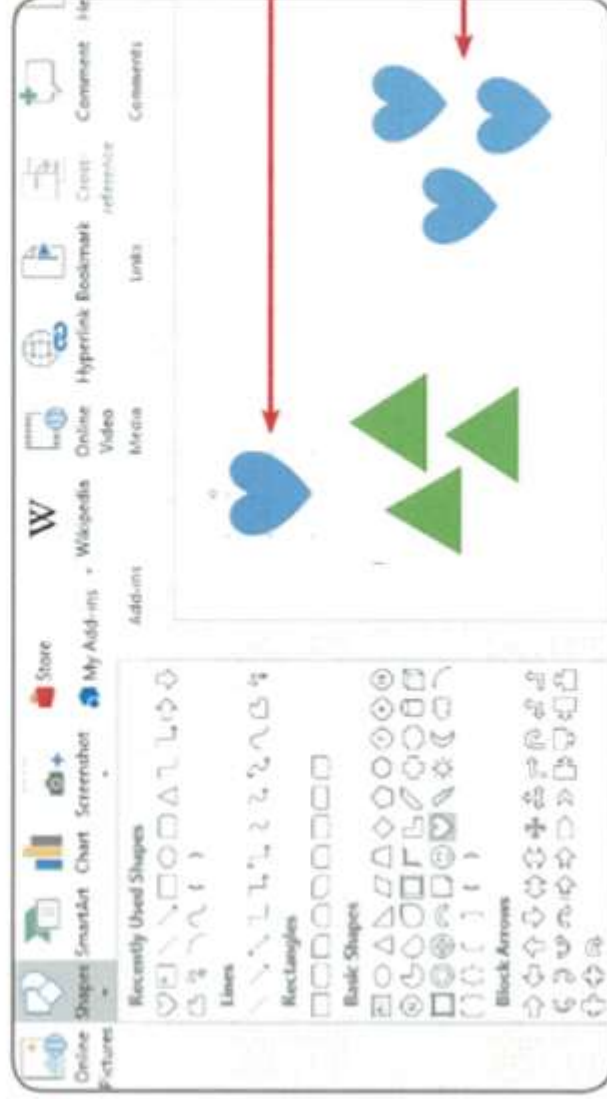
Open a Microsoft Word® document for the student. The student will make groups that are the same using a computer program.

1. Click on the Insert tab across the top toolbar.

2. Go to the Shapes tab.



Used with permission from Microsoft



3. Choose a shape and then click on the page, your shape will appear.

4. Create groups where the numbers are the same.

Used with permission from Microsoft

The student may want to explore the Drawing Tools tab to format their shapes by changing colour and adding other shape effects.

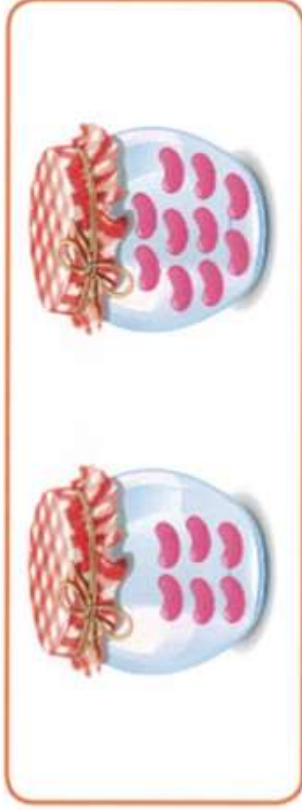
Choose one group to return to the teacher.



Used with permission from Microsoft

## Friday Maths

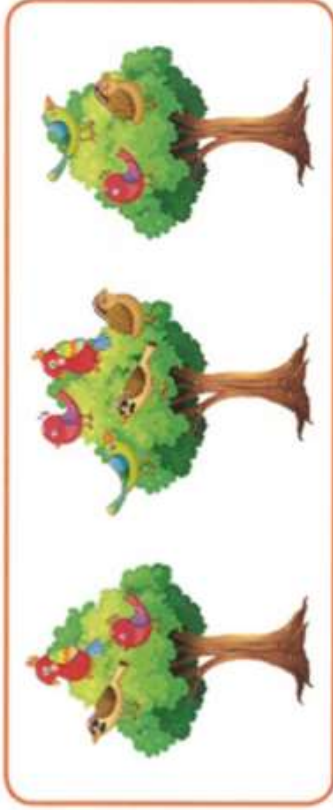
1. Circle the jar which has more lollies in it.



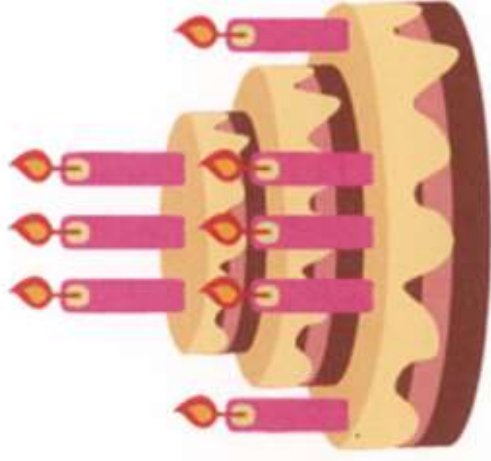
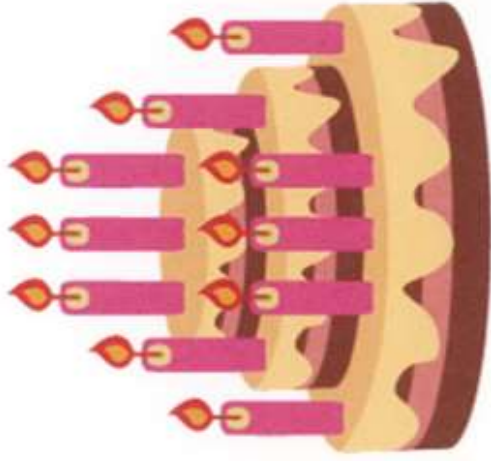
2. Circle the tank which has less fish in it.



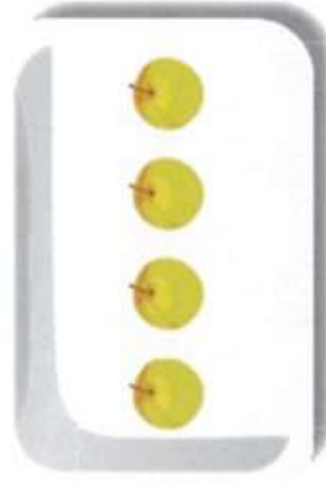
3. Circle the tree which has more birds in it.



4. Circle the cake which has less candles on it.



5. Colour the trays which have the same number of apples.



6. On the ten frames draw counters to show more than the number in the box.


Show me more than **2**


Show me more than **6**

7. On the ten frames draw counters to show less than the number in the box.


Show me less than **3**


Show me less than **8**

8. In the empty pots draw flowers to show the least number of flowers to the most number of flowers.





## Working Mathematically

Who has less water, Isabella or Caitlin? Tell me how you worked out your answer.

Isabella



Caitlin



## Working Mathematically

Who has more slices of pizza, Matthew or Charles? Tell me how you worked out your answer.

Matthew

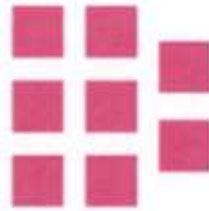


Charles



Look at the pictures below. Which 2 groups have the same number of shapes? Explain why you think these groups are the same and what you did to work out your answer.

a.



b.



c.



## 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 2 - Week 4

#### The Runaway Hug by Nick Bland

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

Please log onto Story box library as per instructions

**Username: jamo20 Password: jamo20**

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

Hover the cursor over the book **The Runaway Hug** 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 and why.
- Draw a big cloud shape and write down words from the story that describe hugs inside the cloud.
- Write down who in the story gave hugs and who received hugs.
- Draw a picture of you giving a hug to someone special.
- Make a card for someone that you care about that will brighten their day.
- Are you good at sharing? Who do you share with and what do you share?



## Drama Activity - Puppet Show



Step 1: Watch Fuzzaboom video 'Shy'. <https://www.youtube.com/watch?v=5uTaz8jTjaE>

Step 2. Make a puppet. You can get some good ideas from these websites to make simple puppets. If you already have a puppet, you can use that!

<https://www.youtube.com/watch?v=1NhOn2LcU7I> How to make a sock puppet

<https://www.youtube.com/watch?v=ayFG5Ow4wXI> How to make a paper puppet

<https://www.youtube.com/watch?v=ybKPN9vNIHc> How to fold an origami snapper puppet

Step 3: Video yourself using your puppet to introduce it to your audience. You don't need to be in the video, just your puppet and you make it move. You might like to use these ideas in your performance:

- Give your puppet a different voice
- Speak in first person, which means you are describing the puppet as yourself (I, me, my, mine'
- Give your puppet a name.
- Describe the things they like to do.
- Describe the things they don't like to do.
- Describe what kind of person/animal/creation they are

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:)

If you don't have access to any internet, just try to design a sock puppet yourself or use a puppet you already have and introduce it to a member of your family.

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

Mrs T