

Kindergarten Home Learning Term 3 Week 5

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 will also be posted.

We ask that as a minimum you complete one Literacy task and one Numeracy task each day.

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.

| | |
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| Time | Monday 9th August |
| Morning Session | <p>Writing a recount of an event on the weekend</p> <p>Let's write a sentence, or even more, about what you did on the weekend. What did you do at home? Who were you with? There is a seesaw activity assigned to this task.</p> <p>Mrs Sydney-Jones' recount: On Saturday I made a chocolate cake at home with my daughters. We put sprinkles on top and it was delicious to eat.</p> <p>Finish this sentence: On . . .</p> <p><i>Grown-ups: It is always a good idea to have children say the sentence they are going to write before starting. Even repeating it a few times and clapping each word as they go will help commit it to their memory. Encourage children to say the words slowly as they write down the sounds they can hear in the words they are writing. If they are finding it difficult to write one of their sight words you could direct them to their sight word page for reference.</i></p> <p>Sound blend: 'th'</p> <p>We are going to be exploring this sound blend today and tomorrow. Please assist your child to form this sound correctly by making them poke their tongue out! They will love this part! So many children make the 'f' or 'v' sound instead for the 'th' sound and this directly impacts spelling development. SeeSaw activities have been assigned for this.</p> <p>Spend some time on the Reading Eggs program to practice your letters, sounds and words.</p> <p>Spend some time reading a book from Sunshine Online.</p> |
| Middle Session | <p>Maths</p> <p>We are exploring the concept of Mass this week. It would be great if you could take a photo of the objects and foods you and your child use in these activities.</p> <p>Spend some time on the Maths Seeds program for some basic revision also.</p> <p>Physical Activity</p> <p>Start the 'Get Active! Monday Wk 5' activity on Seesaw - follow the link to have fun with Sam and Victor as we work on our catching skills!</p> |
| Afternoon Session | <p>History - What is a family?</p> <p>If you have Seesaw, follow the link to Inquisitive. If not please discuss with your family member:</p> <ul style="list-style-type: none"> -What is a family? -What does a family do? -How does a family make you feel? -Why is it important to have a family? -What are the names of some people in your family? (nana, gramps, aunty.. Etc.) <p>Fill out your family tree on the attached sheet.</p> |

We will be exploring the concept of Mass this week.

Monday:

Materials you will need:

- four or more different foods
- colour pencils
- material
- 5-10 common objects of varying mass, eg. tennis ball, pencil, book, phone, tv remote, full bottle of water

Place the collection of common objects in front of the student.

I want you to use the words 'heavy' or 'light' to describe the mass of these objects.

What is mass?

Mass is the amount of matter in an object. Objects that are heavy have more mass, objects that are light have less mass.

Pick up the pencil. Would you describe the pencil as heavy or light? Choose a different object, pick it up and tell me if it is heavy or light.

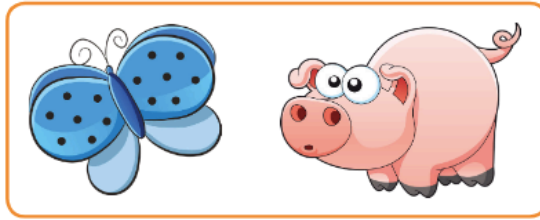
Now, thinking about the two objects you picked up, which object was heavier? Which object was lighter?

Which object has more mass? (the heavier object) Which object has less mass? (the lighter object)

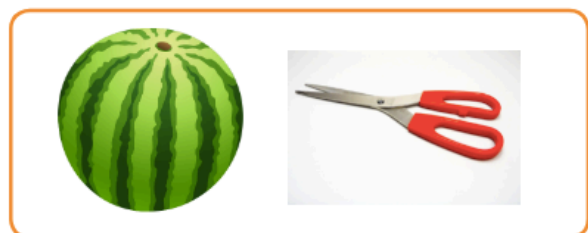
Repeat this with different pairs of objects until the student is confident using the terms heavy, light, heavier and lighter to describe and compare the mass of objects. The next lesson introduces hefting to the student, where they compare the mass of two items by holding an object in each hand. If the student uses hefting in this activity that is acceptable, however they are not required to.

Remember, when we are comparing the mass of objects, we are thinking about if they are heavier or lighter than another object.

Look at the pictures below to decide which object would be heavier in real life. Tick the heavier object, the object with more mass, in each group. If required, point to and name each object or animal.



Look at the pictures below to decide which object would be lighter in real life. Tick the lighter object, the object with less mass, in each group. If required, point to and name each object or animal.





Have available a four or more different foods with considerable differences in their mass. Substitute names of foods that are available into the instructions below.

Place all items on the table in front of the student.



Look at this group of different foods. Which one do you think has the most mass? Why? (it is heavier)



Which one do you think has the least mass? Why? (it is lighter)



Select two pieces from the group and ask the student to draw pictures below and on the next page to match the statements based on their predictions. Change the selected items for each question. Encourage the student to give reasons for their prediction for example, 'I think the cucumber is heavier than the strawberry because the cucumber is larger. An example has been completed for the student.

I think the  has more mass than the 



I think the  has more mass than the 

I think the  has more mass than the 

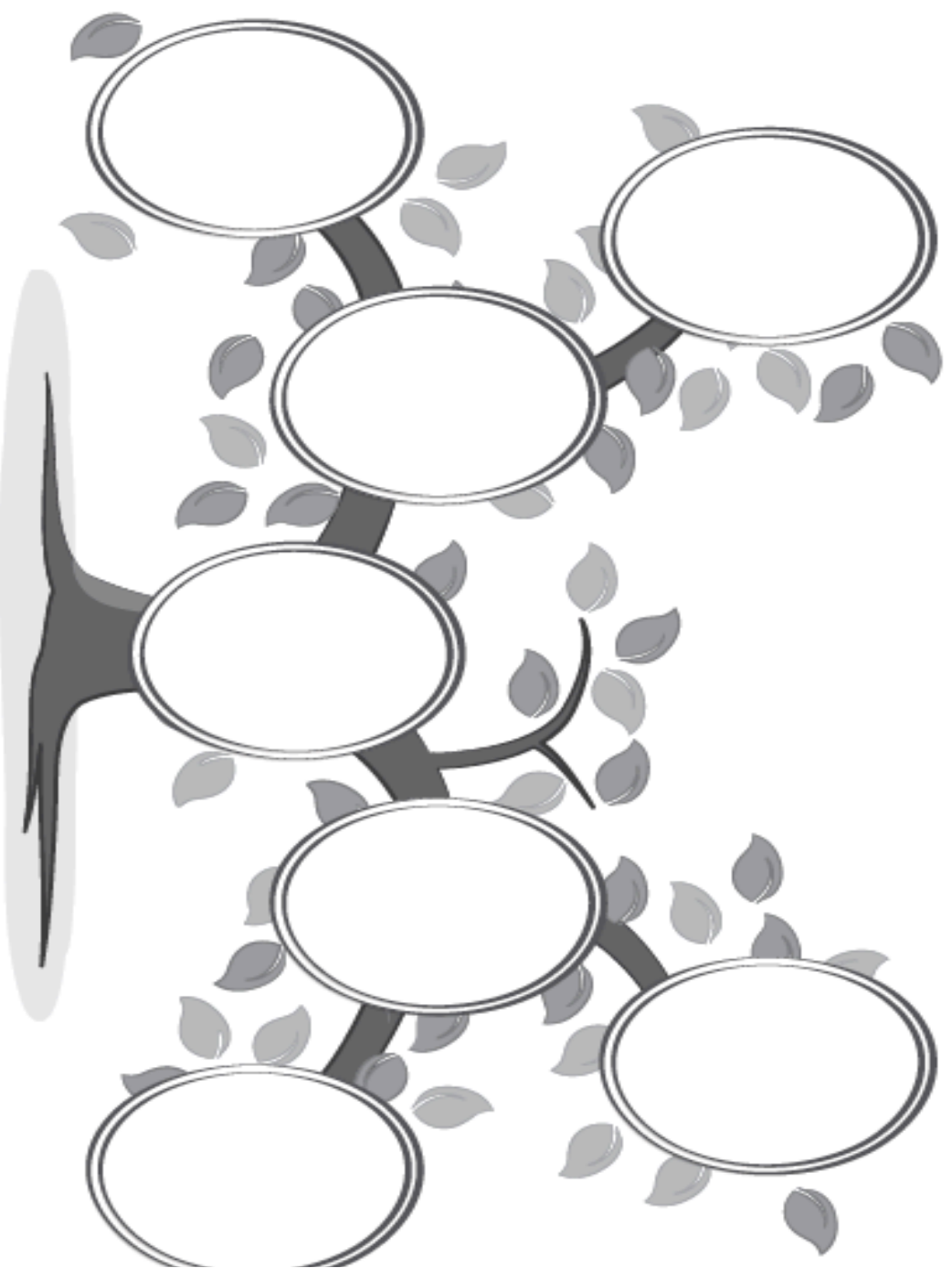
I think the  has less mass than the 

I think the  has less mass than the 

If possible, allow the student to compare two objects with the same mass to complete the following comparison.

I think the  has the same mass as the 

- 6** Draw the people you think could be in a family tree.



| Time | Tuesday 10 th August |
|------------------------|---|
| <p>Morning Session</p> | <p>Writing - Dreamtime Stories 'How the Kangaroo's got Their Tails' - either on paper or on the Seesaw activity.</p> <p>Before watching the story of 'How the Kangaroo's Got Their Tails', we are going to write and/or draw a prediction of what you think is going to happen in the story. You can see the picture on the cover, and the title - have a quick think about what you think will be happening. With the sentence starter:</p> <p>I think this story will be about ...</p> <p>Write a sentence or two with your prediction. Don't forget our 'What Good Writers Do' list - Capital letter to start a sentence Full stop at the end of each sentence Finger spaces between each word Writing the sounds you hear in the words you are writing to make the words you don't know</p> <p>You can then press on the link to watch the story: https://www.youtube.com/watch?v=JS2sZrI0KzQ</p> <p>How close was your prediction? Post your writing and tell me how close your prediction was to what happened in the story.</p> <p>Sound blend: 'th'</p> <p>We are continuing to explore this sound blend today. Please assist your child to form this sound correctly by making them poke their tongue out! They will love this part! So many children make the 'f' or 'v' sound instead for the 'th' sound and this directly impacts spelling development. SeeSaw activities have been assigned for this.</p> <p>Spend some time on the Reading Eggs program to practice your letters, sounds and words.</p> <p>Spend some time reading a book from Sunshine Online.</p> |
| <p>Middle Session</p> | <p>Maths We continue exploring the concept of Mass today and practice hefting. A photo of the objects used / recording of your child hefting different objects with an explanation of which item is heavier or lighter would be wonderful if you have the time.</p> <p>Spend some time on the Maths Seeds program for some basic revision also.</p> <p>Physical Activity Start the 'Get Active! Tuesday Wk 5' activity on Seesaw, follow the link and have fun with Sam and Victor as we learn to do an underarm throw!</p> |

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| Afternoon Session | History - My family If you have Seesaw, follow the link to Inquisitive. If not please discuss with your family member: -Who is in your family? -What things does your family like to do together? We can show the people in our family we care about them by giving them compliments (saying nice things about them). Fill out the attached sheet. |
|-------------------|--|

Tuesday:

When we hold objects in each of our hands to check their mass this is called hefting.

You are going to do some hefting of different objects. You will need to decide which object is heavier, lighter or if they are about the same mass.

Provide the opportunity for the student to practise hefting and determine which object is heavier, lighter or about the same mass.

For this task you are to provide the objects for the student to heft.

The student can draw or write their results below.

The is lighter than the

The is heavier than the

The is about the same mass as the

The is lighter than the

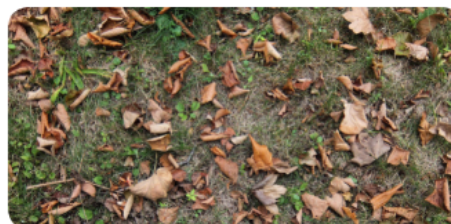
The is heavier than the

The is about the same mass as the

Nature Walk

If the opportunity presents itself, take the student outside in your local environment. Ensuring that the student is following safe practices, have them heft different objects to compare their masses.

Ask the student to predict and then check by hefting which objects are heavy, light or about the same mass.



If you feel that your local outdoor environment is not appropriate for this task you may wish to have the student complete further indoor hefting activities.

Have available a variety of objects with varying masses including different types of balls and a blown up balloon.

Look at this small ball (point), do you think it is lighter or heavier than this large ball (point)?

Heft a blown up balloon and a tennis/golf ball. Which one is heavier?

The mass of an object depends on its matter - what it is made of. A blown-up balloon is mostly filled with air, which is why it is so light.

Heft objects to see if the student can find any small but heavy objects and any large but light objects. Assist the student to complete the sentences below.

An object that is small and heavy is a _____.

An object that is large and light is a _____.



7 Saying nice things to people in our family shows how much we care about them. Write a compliment for each person in your family.

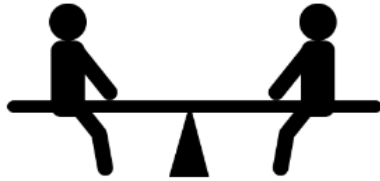
| Person | Compliment |
|--------|--------------------------|
| Mum | Your hugs make me happy. |
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| Time | Wednesday 11th August |
| Morning Session | <p>Writing - Dreamtime Stories Watch 'How The Kangaroo's Got Their Tails' again. https://www.youtube.com/watch?v=JS2sZrI0KzQ</p> <p>Let's think about what the author's purpose is for a Dreamtime Story? With someone at home discuss whether Dreamtime stories are informative or entertaining texts?</p> <p>Now you are going to write a narrative recount of the story, you may need to watch it again to remember what happened. Our recounts always start at the beginning, then describe the middle, and finish at the end. Don't forget our 'What Good Writer's Do' List: Capital letter at the start of a sentence Full stop at the end of a sentence Finger spaces between words Writing down the sounds you hear in words that you don't know</p> <p>Who were the characters? What did they do? Where did they end up? Are good questions to ask yourself before you start. You may like to draw pictures under your sentences when you are finished, just like we would at school.</p> <p>Attach a photo of your narrative recount - we can't wait to read them!</p> <p>Word Family: 'at' 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 '-at'. How many words do you know that rhyme with '-at'? Make a list of all the words that you know (remember you can go through the alphabet to help you find your words) Have a go at the attached worksheet and if you can access Seesaw have a go at the activity.</p> <p>Spend some time on the Reading Eggs program to practice your letters, sounds and words.</p> <p>Spend some time reading a book from Sunshine Online.</p> |
| Middle Session | <p>Maths</p> <p>While continuing our focus on Mass we are moving forward to understanding equal arm balances. We will begin this though with the idea of a seesaw. Again, if you could post a photo of your 'see-saw' on SeeSaw (!!) that would be wonderful (time and energy pending).</p> <p>Spend some time on the Maths Seeds program for some basic revision also.</p> <p>Drama lesson with Mrs Tapuska</p> |

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| Afternoon Session | <p>Science Access the Lesson 'I Spy on My Little Eye' in Seesaw.</p> <p>Otherwise, gather some materials to make yourself a pair of binoculars or a telescope. Take them with you to use as you complete the two Science activities on the following pages. Your binoculars or telescope will be your tools to help you find things!</p> |
|-------------------|---|

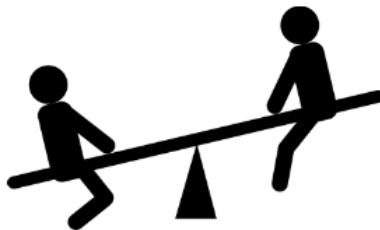
Wednesday:

Have you ever had a turn on a seesaw?



What do you have to do to make a seesaw work? use feet/legs to push up when you are in the lower position

Look at this picture of two people on a seesaw.



Point to the person at the bottom. **What does it mean when the seesaw has stopped moving and one person is in this position down here?** (this person is heavier, has more mass)

Point to the person at the top. **What does it mean when the person is in this position up here?** (this person is lighter, has less mass)

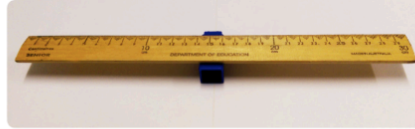
Use a ruler and some Lego blocks to make a seesaw.

Make your own Seesaw

We are going to create our own small seesaw to find out which items are heavier, lighter or about the same as.

Balance a ruler on two joined unifix cubes.

Demonstrate using a combination of centicubes, counters, unifix cubes and other small objects/toys to see whether they are lighter, heavier or about the same.



Allow the student to have numerous attempts with the seesaw. Encourage the student to try different amounts of each object and to predict the result beforehand.

The student can draw some of their results below to match the labels.

heavier



lighter

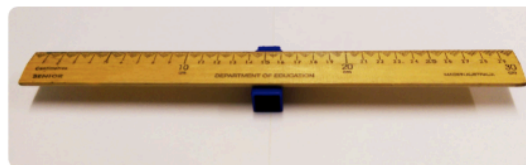
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Make your own Seesaw

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Allow the student to have numerous attempts with the seesaw. Encourage the student to try different amounts of each object and to predict the result beforehand.

The student can draw some of their results below to match the labels.

heavier



lighter

29

Drama Activity - Puppet Show



Step 1: Watch Fuzzaboom video 'Bored'. https://www.youtube.com/watch?v=Hgphc2mP_Lc

Step 2: Using your puppet from last week, see if you can come up with a conversation between your puppet and another toy you have at home about being bored. You could even copy the ideas from the video.

Step 3: Video yourself using your puppet and your new toy having a conversation about being bored. You don't need to be in the video, just your puppet and toy and you make them move.

You might like to use these ideas in your performance:

- Give your puppet and your toy different voices.
- Speak in first person, which means you are always pretending to be the characters (I, me, my, mine).
- Maybe introduce your new toy as another character.
- You could talk about all the things you'd like to do at the moment but you aren't able to.
- You could describe how that makes you feel other than just 'bored'.

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 and make up a conversation between your puppet from last week and another toy you have about being 'bored' 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



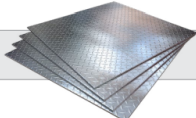


3 Using materials from your teacher, make your own telescope or binoculars to find these things in your classroom.

- Something that starts with m
- Something that is red
- Something that is blue
- Something that rhymes with cat



5 Go for a walk outside with your tools. Record what you see that is made from:

| Glass  | Wood  | Metal  |
|---|--|---|
| | | |

| Time | Thursday 12 th August |
|--------------------------|---|
| <p>Morning Session</p> | <p>Sight Words Spend some time now with a grown-up practicing to read your sight words. Choose some of your trickiest words (not all of the sight words on your page) to build them with magnetic letters on the assigned SeeSaw activity. Read your sight words out to your teacher on this SeeSaw activity also.</p> <p>Word Family: an 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 '-an'. How many words do you know that rhyme with '-an'? Make a list of all the words that you know (remember you can go through the alphabet to help you find your words) Have a go at the attached worksheet and if you can access Seesaw have a go at the activity.</p> <p>Spend some time on the Reading Eggs program to practice your letters, sounds and words.</p> <p>Spend some time reading a book from Sunshine Online.</p> |
| <p>Middle Session</p> | <p>Maths This will be a great, fun time using the idea of an equal arm balance with a homemade coat hanger and plastic bags substitute. This is sure to be a lot of fun and whatever you are able to share on SeeSaw would be greatly appreciated.</p> <p>Spend some time on the Maths Seeds program for some basic revision also.</p> <p>Physical Activity Start the 'Get Active! Thursday Wk5' activity on Seesaw, today we want you to head outside and practice those throwing skills! Send us through a photo or video so we can see your amazing skills!</p> |
| <p>Afternoon Session</p> | <p>Science Access the 'Is the Tissue Wet or Dry?' Activity on Seesaw.</p> <p>Otherwise, you will need a clear container (as deep as your cup), a clear cup, and a tissue. Push the tissue firmly into the bottom of the cup, then fill the container with water. Prediction: If you put the cup upside down into the water, will the tissue be wet when you pull it out?</p> <p>Experiment: Holding the cup by the base, turn it upside down - the tissue shouldn't fall out, then push it into the water. Hold it there and watch what happens. Pull out the cup, the pull out the tissue to see if it is wet or dry.</p> <p>Have students discuss if their prediction was correct. Why do they think the tissue was dry? What kept it from getting wet?</p> <p>Answer: Because there is also air in the cup which even if we can't see, stays inside the cup even under the water.</p> |

Thursday:

Go and get a coat hanger that is not being used and two bags that are exactly the same. Plastic shopping bags could be good for this activity. Clothes pegs could also be used to attach the bags to the coat hanger.

Hefting with a Coat Hanger

Assist the student to tie, or use pegs to attach, a plastic bag on either end of a coat hanger. Hook the coat hanger over a door knob so that it balances freely.



We are going to use the coat hanger instead of hefting with our hands to see which objects are lighter, heavier or about the same.

How do you think we will know which object is heavier when we use the coat hanger?

Using different objects - toys, pantry items, fruit and vegetables - have the student predict whether the objects will be lighter, heavier or about the same as before they check using the coat hanger.

Give the student numerous opportunities to predict and heft objects using the coat hanger .

The student can draw objects in the bags for some of their investigations. Assist the student to complete the statements.




The _____ is lighter
than the _____



The _____ is heavier
than the _____



The _____ is about
the same as the _____

| | |
|-------------------|--|
| Time | Friday 13th August |
| Morning Session | <p>Sight Words Spend some time now with a grown-up practicing to read your sight words. Choose some of your trickiest words (not all of the sight words on your page) to build them with magnetic letters on the assigned SeeSaw activity. Read your sight words out to your teacher on this SeeSaw activity also.</p> <p>Spend some time on the Reading Eggs program to practice your letters, sounds and words.</p> <p>Read one of the stories to your teacher that you have been enjoying this week from Sunshine Online.</p> <p>Library Lesson with Mrs Jones.</p> |
| Middle Session | <p>Maths Revising and checking in with conceptual understandings of Mass.</p> <p>Spend some time on the Maths Seeds program for some basic revision also.</p> <p>Art - Family Portrait In History we are learning all about families. I want you to think about who is in your family and you are going to draw a picture of your family. Don't forget to:</p> <ul style="list-style-type: none"> -include everyone in your family, including pets if you would like. -have a background (sky, ground, your house behind) -draw your family members wearing something they love to wear. -colour in or paint your picture after first drawing in pencil. <p>Upload a photo of your brilliant artwork to Seesaw:)</p>  |
| Afternoon Session | <p>2:00pm Kindergarten Dance Party via zoom. The link will be posted on SeeSaw during the week.</p> |

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 5

Whitney and Britney Chicken Divas by Lucinda Gifford

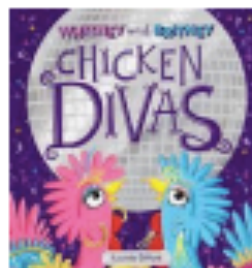
<https://storyboxlibrary.com.au/login>

Please log onto Story box library as per instructions

Username: jamo20 Password: jamo20

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

Hover the cursor over the book **Whitney and Britany Chicken Divas** and click the **Play** button. Watch and listen carefully to the story.

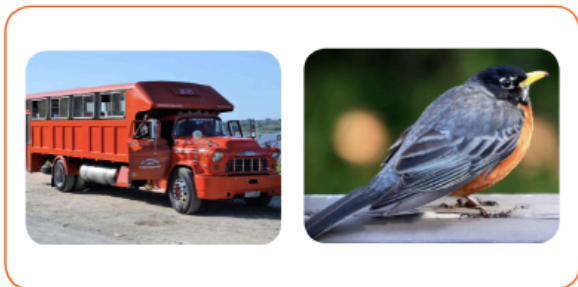


Things to do after you have listened to the story

- Draw a picture of your favourite character.
- With the help of an adult write 5 things you know about chickens or foxes and draw a picture of them.
- Design a new head dress for the chickens or fox to wear to their next performance. Please just use craft materials you already have at home.
- Draw around your handprint and turn it into a picture of a chicken.
- Find out how to perform the chicken dance. Practice the steps and perform for your family. Get the whole family to join in!
- Recreate one of the scenes from the story with either – Lego, play dough or finger puppets.

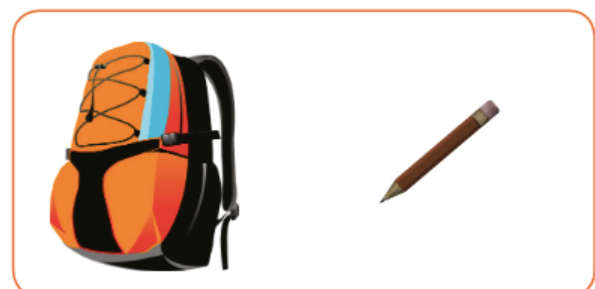
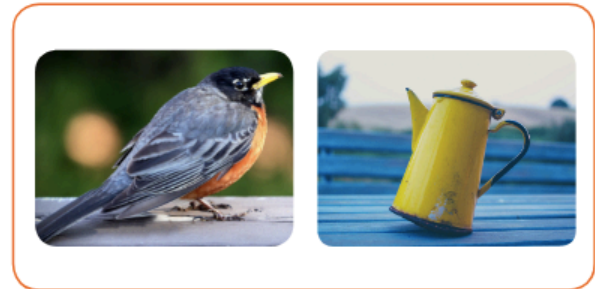
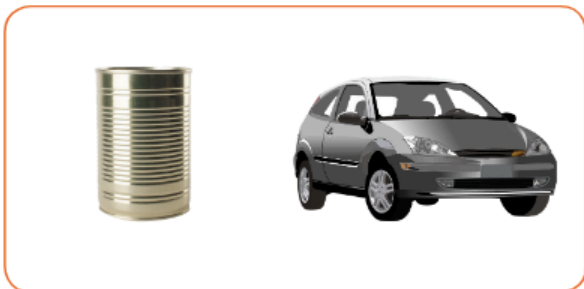
Friday Maths: REVISION DAY

1. Look at the groups of pictures below. In each pair, circle the object that would be lighter in real life.



3

2. Look at the groups of pictures below. In each pair, circle the object that would be heavier in real life.



3. Provide the student with a range of objects, ensure two have a similar, or the same mass. Tick the box next to each sentence if the student hefts and completes the sentence correctly.

Heft these objects and then complete the sentences.

The _____ is lighter
than the _____

The _____ is heavier
than the _____

The _____ is about
the same as the _____

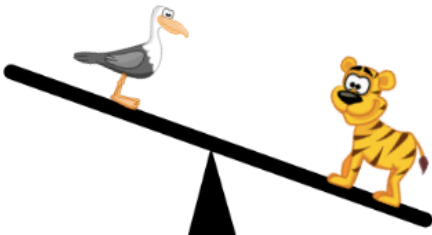
4. Look at these seesaws. Circle the word to make the sentences correct.

a.



The elephant is heavier / lighter than the monkey.

b.



The bird is heavier / lighter than the tiger.

c.



The bear is heavier / lighter than the chicken.

5. Look carefully at the pictures below. Put a tick on the coat hangers that are correct. Put a cross on the coat hangers that are incorrect.

