

Kindergarten Home Learning Term 3 Week 6

Dear Parents and Carers,

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

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

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

Class and Stage Zooms - Get links through Seesaw

K Green Class - 9.30am Wednesday

K Blue Class - 10am Wednesday

K/1 Red Class - 10.30am Wednesday

Kindy FriYAY Dance Party - 2pm Friday

Time	Monday 16th August
Morning Session	<p>Writing a recount of an event on the weekend 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? What you were feeling? There is a seesaw activity assigned to this task.</p> <p>Mrs Moller's recount: On Saturday I cleaned my house and did the washing. On Sunday I went on a bushwalk with Mr Moller and we went to a lookout. It was a very beautiful view and I loved the fresh air.</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: 'sh' We are going to be exploring this sound blend today and tomorrow. Please assist your child to form this sound correctly by modelling it to them. SeeSaw activities have been assigned.</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 We will be revising our understandings of addition and subtraction this week within the context of some word problems. These will need to be read to the children by a grown-up. These are on the following page and some SeeSaw activities have also been assigned.</p> <p>Spend some time on the Maths Seeds Program also.</p> <p>PE Hop onto the 'Get Active! Monday Wk6' Seesaw activity and have fun with Sam and Victor! The link is: https://vimeo.com/414632801</p>
Afternoon Session	<p>History - Where my family comes from If you have Seesaw, follow the link to Inquisitive. If not please discuss with your family member: Many people in Australia have families who have come from another country. It may have been a long time ago. Have a look at a globe/atlas and discuss places. -Where does your family come from? -Where do some other people you know come from? Draw a picture of someone in your family and write where they come from. Draw something special about the place they come from.</p>

Monday

Where these word problems suggest using cubes or other materials, these are easily replaced by Lego blocks, pebbles, dry pasta, etc. Nothing fancy is at all required!

Some examples to work through together for a refresher of the ideas of addition and subtraction:

Listen carefully as I read you a problem.

You open your lunch box and see you have five cherry tomatoes. You eat four of them at morning tea. How many do you have left?

Place five counters in front of the student.

Imagine these counters are the tomatoes in the problem. The problem said four were eaten at morning tea, so we need to separate a group of four and take this group away from the other group. (take 4 counters away) Next we count how many there are now. (1)

Read the problem again.

We have solved the problem and found out there is one tomato left.

To solve this problem we separated two groups and took away one group from the other.



2

Let's try another problem. Hannah went for a bushwalk with Bella. Hannah saw thirteen flowers on the walk and Bella saw eight. How many more did Bella see?

Place a row of thirteen unifix cubes and a row of eight unifix cubes in front of the student.

Imagine that the unifix cubes are the flowers in the problem. Which group has more? (the group of 13) Take away the cubes that are more. Count how many more there are. (5)

Read the problem again.

We have solved the problem and found out that Bella saw five more flowers than Hannah.

To solve this problem we lined up the two groups and compared them. Then we counted how many more.



Let's try another problem. Henry grew four red capsicums and two green capsicums. How many did he grow altogether?

Ask the student to hold up four fingers on one hand and two on the other.

Imagine your fingers are the capsicums in the problem. The problem says the words, 'altogether', so we need to combine the fingers. (put the fingers together) Next we count how many fingers you are holding up altogether. (6)

Read the problem again.

We have solved the problem and found out that Henry grew six capsicums altogether.

To solve this problem we combined the fingers and found out how many altogether.



Let's try another problem, but this time I would like you to tell me what we need to do to solve it. Pam scored eleven goals in a soccer match and Annie scored five. How many more goals did Pam score than Annie?

Place a row of eleven unifix cubes and a row of five unifix cubes in front of the student.

Do I need to combine, take away or count how many more there are to solve this problem?
(count how many more there are)

Imagine the cubes are the goals in the problem. Put the cubes into rows. Take away the cubes that are more. Count how many more there are. (6)

Read the problem again.

We solved the problem and found out that Pam scored six more goals than Annie.

What did you do to solve this problem? (compared the 2 groups and counted how many more)



Digraphs

Color, TRACE, Box Write

sh

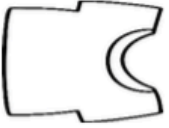
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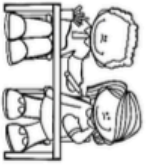
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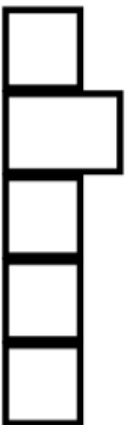
ship



shirt



store



Time	Tuesday 17 th August
Morning Session	<p>Writing Task</p> <p>Copy and Paste the following link into a new tab and watch Dunbi the Owl https://www.youtube.com/watch?v=Pcmvu7tsic4</p> <p>Our Learning Intention today is to be able to write a compound sentence using interesting words to describe Dunbi.</p> <p>Try to write your own compound sentence that describes Dunbi, remembering our conjunction is 'and'.</p> <p>Think about our What Good Writer's Do List:</p> <ul style="list-style-type: none"> - Capital letter at the start of a sentence - Full stop at the end of a sentence - Finger spaces between words - Writing down the sounds we hear in words we don't know <p>Attach a photo so we can see your amazingly interesting sentence!</p> <p>*There is a video in the Seesaw activity that describes and models a compound sentence.</p> <p>Sound blend: 'sh'</p> <p>We are continuing to explore this sound blend today. Please assist your child to form this sound correctly by modelling it to them. SeeSaw activities have been assigned.</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 continuing to revise our understandings of addition and subtraction today. Some word problems appear on the page below. SeeSaw activities have also been assigned.</p> <p>Spend some time on the Maths Seeds Program also.</p> <p>PE</p> <p>Hop onto the 'Get Active! Tuesday Wk6' Seesaw activity and have fun with Sam and Victor! The link is: https://vimeo.com/421886213</p>
Afternoon Session	<p>History - My name</p> <p>If you have Seesaw, follow the link to Inquisitive.</p> <p>If not please discuss with your family member:</p> <p>History is talking about people and things in the past. In the past you were a baby and you were given a name.</p> <ul style="list-style-type: none"> -How did you get your names? -Were you named after someone? <p>Draw a picture of yourself as a baby and write why your name is special.</p>

Tuesday:

Where these word problems suggest using cubes or other materials, these are easily replaced by Lego blocks, pebbles, dry pasta, etc. Nothing fancy is at all required!

Read the problem to the student twice.

Jenny and Amanda brought books to school for a stall at the Spring Fair. Jenny brought three books and Amanda brought seven books. How many books did they bring altogether?

What words tell you what you need to do to solve the problem? (altogether)

Do you need to combine or separate to find the answer? (combine)


Put a group of three unifix cubes and a group of seven unifix cubes in front of the student.

Imagine these unifix cubes are the books in the problem. Count how many are in each group. (3 and 7) What do you need to do next to solve the problem? (combine the two groups into one group)

Count how many cubes you have altogether. (10)

I will read the problem again and then you tell me the answer.

Jenny and Amanda brought books to school for a stall at the Spring Fair. Jenny brought three books and Amanda brought seven books. How many books did they bring altogether? (10)



On a rainy day Scott and Gary looked for snails. They both found five snails. How many did they find altogether?


What words tell you what you need to do to solve this problem? (altogether)
Do you need to combine or separate to solve this problem? (combine)

Put ten objects in front of the student.

I will read you the problem again. Show me how to solve this problem using these objects.

On a rainy day Scott and Gary looked for snails. They both found five snails. How many did they find altogether? (the student should combine two groups of five objects into one group of ten objects)

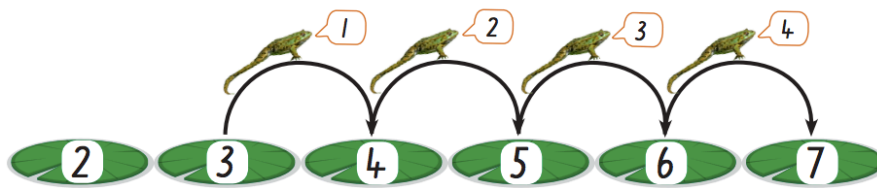
How many snails did they find altogether? (10)



Time	Wednesday 18th August
Morning Session	<p>Writing Task: Complete the Seesaw activity: Dunbi the Owl - Different Ending OR: watch Dunbi the Owl again thinking about the ending of the story. https://www.youtube.com/watch?v=Pcmvu7tsic4 Our Learning Intention today is to write a new ending for the story. How do you think the story of Dunbi should have ended? Write a couple of sentences with some pictures of your new ending and attach a photo with a voice-over telling us what you wrote and drew.</p> <p>Remember our What Good Writer's Do List: - Capital letter at the start of a sentence - Full stop at the end of a sentence (or an exclamation mark!) - Finger spaces between words - Writing down the sounds you hear in words you don't know how to write</p> <p>I wonder if we will see any compound sentences today?</p> <p>Word Family: -it 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 '-it'. How many words do you know that rhyme with '-it'? Make a list of all the words that you know (remember you can go through the alphabet to help you find your words) If you can access Seesaw have a go at the activity.</p> <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 Today we are working on the 'counting-on' strategy' for addition. There is where we put the bigger number in our head and count forwards by 1s to add. SeeSaw activities have also been assigned.</p> <p>Spend some time on the Maths Seeds Program also.</p> <p>Drama lesson with Mrs Tapuska</p>
Afternoon Session	<p>Science If you have Seesaw, complete the 'Natural or Made?' Seesaw activity, following the link through to Inquisitive where there are lots of fun resources to look through. *Please note that when the lesson says 'partner' or 'teacher' - it will have to be someone at home.</p> <p>Get out those binoculars or telescopes from last week and collect some natural and made materials.</p> <p>Look, feel and describe these different materials with someone at home, then complete the worksheet attached (found after the maths resources for today).</p>

Wednesday: Here are some little activities to do together to get the brain-juices flowing and counting moving in a forward direction!

Solve the problems below by counting forwards by ones. The first one has been done for you.
Find the number three below. Count forwards four jumps to the number seven.



Find the number four below. Count forwards six jumps to the number ten.



Find the number three on the stepping stones.
Count forwards five jumps to the number eight.



Find the number nine below. Count forwards four jumps to the number thirteen.



Find the number twelve below. Count forwards five jumps to the number seventeen.



Now move on to the assigned SeeSaw activities, reminding your child to put the bigger number in their head and 'count on' the smaller number.



5 Choose two materials you explored. Draw and write about them.

Natural

This is _____.

It feels _____ and _____.

_____.

Made

This is _____.

It feels _____ and _____.

_____.



Drama Activity - Puppet Show



Step 1: Watch Fuzzaboom video 'What can we do with the letter S'.

<https://www.youtube.com/watch?v=65e631ap2gU>

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 what you could do with things that start with the letter T. You could even copy the ideas from the video by having another character or even another person helping you as the other character doing all the actions to whatever ideas you come up with.

Step 3: Video yourself using your puppet and your new character if you have one, having a conversation about things you could do that start with the letter T. You don't need to be in the video, just your puppet and characters and you make them move. You might like to use these ideas in your performance:

- Give your puppet or characters different voices.
- Speak in first person, which means you are always pretending to be the characters (I, me, my, mine).
- Maybe introduce the other character if you have one.
- It would probably be a good idea to brainstorm things you can do that start with the letter T first.
- Maybe have a little rehearsal before you start.

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

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

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

If you don't have access to any internet, just try and make up a conversation between your puppet and another character you have about things you can do that start with the letter T and present it to a member of your family.

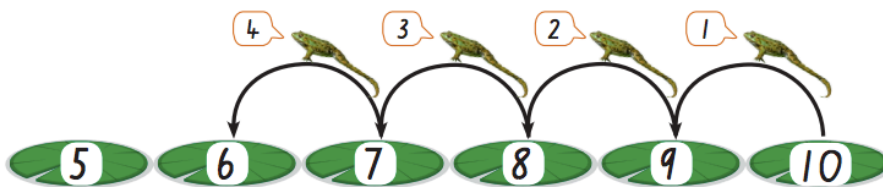
I can't wait to say how many talented Puppeteers we have at JPS!

Time	Thursday 19 th 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>Word Family: -ap 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 '-ap'. How many words do you know that rhyme with '-ap'? Make a list of all the words that you know (remember you can go through the alphabet to help you find your words) If you can access Seesaw have a go at the activity.</p> <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 Today we are working on the 'counting-back' strategy' for subtraction. There is where we count backwards by 1s to take away. SeeSaw activities have also been assigned.</p> <p>Spend some time on the Maths Seeds Program also.</p> <p>PE Hop onto the 'Get Active! Thursday Wk6' Seesaw activity, or simply head outside to practice those forehand and backhand skills. Send in a video so we can see!</p>
Afternoon Session	<p>Science</p> <p>Head over to Seesaw and watch 'Science with Ms O'Keefe Wk6'!</p> <p>Otherwise, follow this link to see the experiment this week. https://www.youtube.com/watch?v=mstpfooRWQsA</p> <p>Send in a photo or video if you try this one at home!</p>

Thursday: Here are some counting activities to warm-up young brains counting backwards!

Solve the problems below by counting backwards by ones to take away. The first one has been done for you.

Find the number ten below. Count backwards by ones to take away four from the number ten.



Find the number ten below. Count backwards by ones to take away five from the number ten.



Find the number ten below. Count backwards by ones to take away four from the number ten.



Find the number twelve below. Count backwards by ones to take away two from the number twelve.



Find the number fourteen below. Count backwards by ones to take away five from the number fourteen.



Find the number seventeen below. Count backwards by ones to take away seven from the number seventeen.

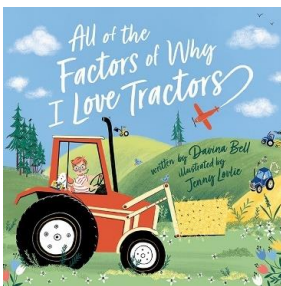


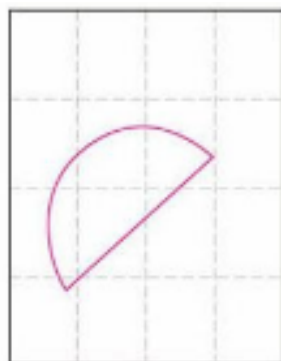
Now move on to the assigned *SeeSaw* activities, reminding your child to put the bigger number in their head and 'count back' the smaller number. With some of these activities you could also encourage children to cross off a picture in those tasks as they are counting backwards if this is helpful to them.

Time	Friday 20th 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 Today we will be revising all of our learning this week with addition and subtraction strategies. SeeSaw activities have been assigned.</p> <p>Spend some time on the Maths Seeds Program also.</p> <p>Art - Kangaroo In Literacy we learnt the dreamtime story all about how kangaroos got their tails. If you have Seesaw follow the link to a directed drawing video of a kangaroo. You can also use the attached step by step instructions to help you draw a kangaroo. Don't forget to colour in your drawing using any materials you have at home (paints, crayons, pencils). You also need to think of a background for your kangaroo picture.</p> <p>Book Week Costume Next week is Book Week! The theme for this year is 'Old Worlds, New Worlds, Other Worlds' Have a think about a character in your favourite book. What could you use from around your house to make a costume of your book character? You could start planning your costume or even start putting it together.</p>
Afternoon Session	<p>2:00pm Kindergarten Dance Party via zoom. The link will be posted on SeeSaw during the week.</p>

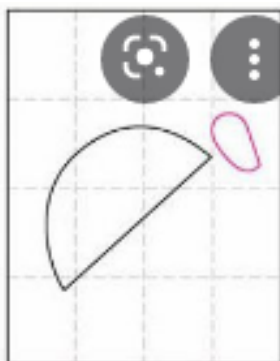
Early Stage One - At Home Library Program

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.

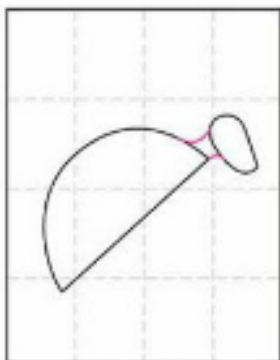
Term 3 - Week 6	
All of the Factors of Why I Love Tractors By Davina Bell https://storyboxlibrary.com.au/login Please log onto Story box library as per instructions Username: jamo20 Password: jamo20 In the search bar type in tractors and press enter Hover the cursor over the book All of the Factors of Why I Love Tractors and click the Play button. Watch and listen carefully to the story.	
Things to do after you have listened to the story	
<ul style="list-style-type: none">- Tell someone what your favourite part of the story is and why.	
<ul style="list-style-type: none">- List the vehicles in the story and put them in alphabetical order.	
<ul style="list-style-type: none">- Draw a picture of your favourite vehicle and label its parts.	
<ul style="list-style-type: none">- If you have some Lego or other construction materials try to build a vehicle and then give it a name.	
<ul style="list-style-type: none">- Pick one of the vehicles from the story and write 5 true facts about it.	
<ul style="list-style-type: none">- Tell someone in your family about an interesting ride you had on a special type of transport vehicle.	
<ul style="list-style-type: none">- Click on link below to learn some more fun facts about tractors. https://www.youtube.com/watch?v=ybMMkOSob30	



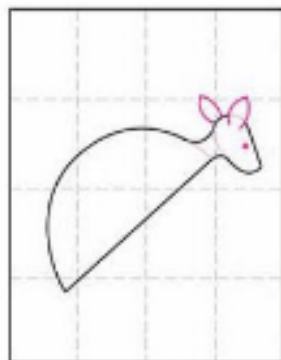
1. Draw a half circle on an angle.



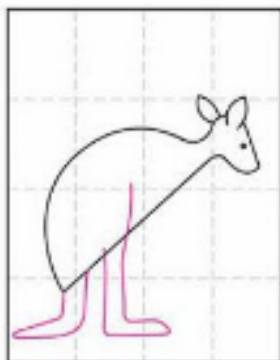
2. Add the head as shown.



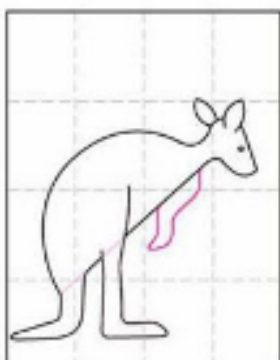
3. Draw neck with curves.



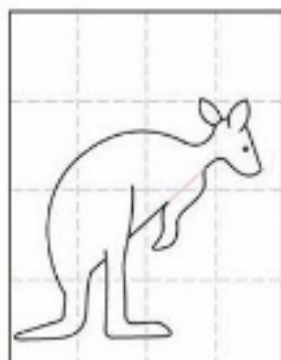
4. Add ears and eye. Erase lines.



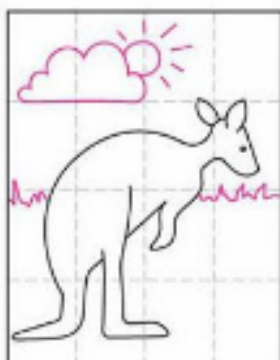
5. Add tail and then back leg.



6. Erase inside lines. Draw arm.



7. Erase inside lines as shown.



8. Draw a horizon line and sky.

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