Kindergarten Home Learning Term 3 Week 7

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

* Special Book Week Zoom – 2pm Friday with Kindy FriYay Dance Party to follow

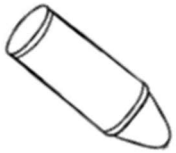
Time	**Monday 23rd August**
Morning Session	**Welcome to Book Week 2021!** The theme this year is - Old Worlds, New Worlds, Other Worlds Our Learning Intention today is to write one or two sentences that tell us your favourite story, and why it is your favourite. With the sentence starter: My favourite story is ... Students will write the title of their favourite story and then write why it is their favourite story. Some prompting questions may be: How does it make them feel? Do they like the characters? Do they think the story is funny? Think about 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 of words we don't know We can't wait to see pictures of your favourite story! **Sound blend: 'ch'** We are going to be exploring this sound blend today and tomorrow. Please assist your child to form this sound correctly in their mouth by modelling it to them. Children often confuse this sound with 'sh'. SeeSaw activities have been assigned. Spend some time on the **Reading Eggs program** to practice your letters, sounds and words. Spend some time reading a book from **Sunshine Online.**
Middle Session	**Maths: Volume and Capacity** This week we are going to explore the concepts of volume and capacity. It will involve using some containers you have in the kitchen and water! We will start with capacity today. SeeSaw activities have also been assigned. Spend some time on the **Maths Seeds** program. **PE** Head over to Seesaw and join Michelle and Teresa in our 'Get Active! Monday Wk6 ' activity. Otherwise, follow this link and have fun! https://vimeo.com/416347791
Afternoon Session	**History – The past** If you have Seesaw, follow the link to Inquisitive. If not please discuss with your family member: People, photos and objects can all tell us about the past. -What are some things you can find that tell people about your past? -Do these change depending on your age? Fill in the attached template with things from your past at 0, 3 and 5 years. Don't forget to label your drawings.

Digraphs

ch

Name:_____

Color, TRACE, Box Write

	cheese	
	chips	
	chalk	
	chili	

Monday:

Materials you will need:

- Lesson 1: Resource Sheet 1
- water
- 3 identical bowls, glasses or plastic containers (ideally see-through)
- colour pencils

In this lesson the student will be learning to:

- identify 'capacity' as the amount of liquid a container can hold;
- use the terms 'full', 'empty' and 'about half-full';
- compare the capacities of two containers by directly filling one and pouring into the other.

Have a container ready, such as a food bowl, glass or plastic container.

What can this (insert name of container) hold? If the student's answer does not include liquid, as well as food or solid items, prompt them by asking **Can it hold liquids, such as water?**

Objects that can hold material such as liquid or food are called containers.

Go to the kitchen and find three empty, see-through containers that are all the same. Place the three containers on the table. Select one of the containers. You will need a jug or bucket of water to pour into the containers and the labels from Lesson 1: Resource Sheet 1.

Container 1 is empty, which means it is holding nothing. Place the 'empty' label in front of this container.

Pour water into container 2 until it is half-full. **Container 2 is full, or at full capacity.** Place the 'full' label in front of this container.

Pour water into container 3 to fill it. **Container 3 is half-full.** Place the 'half-full' label in front of this container.

Capacity is the word used to describe how much a container can hold.

Draw the containers for the student in the boxes on the following page.

On the next page, draw where the water comes to for the half-full and full containers. On the line under each container, write if the container is empty, half-full or full. Use the labels to help you.

Lesson 1: Resource Sheet 1

empty

full

half-full

I have put this on SeeSaw for the children to draw it and record. They may need your guidance.

_____ _____ _____

Now complete the statements below.

Container 1 is _____.

Container 2 is _____.

Container 3 is _____.

Now pour the water from the full and half-full containers back into the original jug or bucket. Keep the water to use in the next activity.
Repeat the above activity several times, each time asking: **Is this container empty, about half-full or full?**
Vary the order that you pour the water into the containers to make them half-full or full.

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Look at these images below. Circle if the container is empty, half-full or is full.

empty half-full full

empty half-full full

empty half-full full

empty half-full full

empty half-full full

empty half-full full

7 Draw something that you had when you were these ages.

0 years	3 years	5 years

Time	**Tuesday 24th August**
Morning Session	**Book Week Writing Task:** Head over to Seesaw and complete 'Book Week Sorting and Sentence Activity'. Otherwise, think of our theme: 'Old Worlds, New Worlds, Other Worlds' Which world would you like to visit? Why would you choose that world? Write a sentence telling us which world you would pick and why, then draw a picture of yourself in that world. **Sound blend: 'ch'** We are going to be exploring this sound blend today and tomorrow. Please assist your child to form this sound correctly in their mouth by modelling it to them. Children often confuse this sound with 'sh'. SeeSaw activities have been assigned. Spend some time on the **Reading Eggs program** to practice your letters, sounds and words. Spend some time reading a book from **Sunshine Online.**
Middle Session	**Maths: Volume and Capacity** We will be doing some experiments with different sized and shaped containers to further our understandings of capacity. SeeSaw activities have also been assigned. Spend some time on the **Maths Seeds** program. **PE:** Head over to Seesaw and join Michelle and Teresa in our 'Get Active! Monday Wk6 ' activity. Otherwise, follow this link and have fun! https://vimeo.com/422700861 Let's get hopping! Today you will need: - 5 pairs of socks, or similar soft, small objects - 4 individual shoes - Water bottle - Activity Log or paper and pencil
Afternoon Session	**History – My Special Object** If you have Seesaw, follow the link to Inquisitive. If not please discuss with your family member: Everyone has special objects, but not everyone would value the same objects as being special to them. -What are some objects that might be special to other people around you? -Why do we need to take care of special objects? -What is your most special object. Draw a picture of your special object and write why it is special to you.

Tuesday:

Materials you will need:

- 2 identical containers
- 2 containers that have the same capacity but a different shape
- tape or non-permanent marker

In this lesson the student will be learning to:

- compare the capacities of two containers indirectly by pouring their contents into two other identical containers and observing the level reached by each;
- establish that containers of different shapes may have the same capacity.

Background Information

For this lesson the student will need containers that have the same capacity, e.g. 1 litre water bottle and 1 litre ice-cream container, but have a different shape, e.g. tall and narrow, and short and wide. The student will compare the capacities of two containers of different sizes indirectly by pouring their contents into two other identical containers and observing the level reached.

In this lesson you are going to learn about comparing the capacity of containers.

Sometimes containers may have a different shape but can hold the same amount of water. Look at the image below.

These containers are all different shapes. We can't tell if they have the same or different capacities from looking at them. We are going to do some activities to compare the capacities of different containers.

In this activity, you will be looking at how two containers that are a different shape can have the same capacity. First you will look at pouring water from one container into the other.

Direct Comparison

Find two containers that have the same capacity but are a different shape. For example, a tall and narrow 1 litre bottle of water and a short and wide 1 litre ice-cream or storage container, or a 250 mL measuring jug or bottle and a 250 mL storage container.

Place the two containers in front of the student. Do not tell the student that the containers have the same capacity.

Look at these containers. Which of these two containers has the larger capacity? Why did you choose that container?

Fill container 1 with water. **Is container 1 full, half-full or empty?**

What will happen when I pour the water from container 1 into container 2? Will container 2 be full?

Pour the water from container 1 into container 2. **Is container 2 full, half-full or empty?**

Even though container 2 is a different shape, it has the same capacity. Both containers can hold the same amount of water. What other containers do you think might have about the same capacity as these two containers?

Repeat this activity by directly comparing two other containers of the same capacity, but with different shapes. Use the sequence above to compare if containers of different shapes have the same capacity.

If you are able (pending on time and energy available) to take a photo / video to post on SeeSaw of the containers you and your child worked with we would greatly appreciate it.

Indirect Comparison

Find two containers that have the same capacity but are a different shape. For example, a tall and narrow 1 litre bottle of water and a short and wide 1 litre ice-cream or storage container, or a 250 mL measuring jug or bottle and a 250 mL storage container. These containers need to be different to the containers used in the previous activity about direct comparison.

You will also need to find two identical containers each with a capacity larger than the two containers the student will be comparing.

Place the two different-shaped containers in front of the student. Do not tell the student that the containers have the same capacity. Place the two identical containers to one side to use later.

In the following text, the different-shaped containers are referred to as 'bottle' and 'ice-cream tub'. Replace these names with the names of the containers you are using, if they are different.

Look at these containers, a bottle and an ice-cream tub. They are different shapes. The bottle is tall and narrow, and the ice-cream tub is short and wide. Point out these features as you describe the containers.

Which container do you think has the larger capacity, the bottle or the ice-cream tub?
Why did you choose that container?

I am going to show you a way to find out which container has the larger capacity. Place the two identical containers in front of the student.

These containers are called container 3 and container 4. These containers are the same shape and size, they are identical.

I am going to pour the water from the bottle into container 3 and mark where the water level comes to in the container.

Fill the bottle with water. **Is the bottle full, half-full or empty?**

Watch as I pour the water from the bottle into container 3. Pour the water from the bottle into container 3.

Point to where the water comes up to in container 3. Mark with a non-permanent marker or tape where the water level is.

Now I will pour the water from the ice-cream tub into container 4 and mark where the water level comes to in the container.

Fill the ice-cream tub with water. **Is the ice-cream tub full, half-full or empty?**

Watch as I pour the water from the ice-cream tub into container 4. Pour the water from the ice-cream tub into container 4.

Point to where the water comes up to in container 4. Mark with a non-permanent marker or tape where the water level is.

Look at the marks on container 3 and container 4. What is the same or different about the marks?

The water level is the same in both container 3 and container 4. This means that the bottle and the ice-cream tub both have the same capacity.

So even though the bottle and the ice-cream tub are different shapes, they both have the same capacity. Both containers can hold the same amount of water.

Repeat this activity if desired using containers of different shapes and capacities.

Again, if you are able (pending on time and energy available) to take a photo / video to post on SeeSaw of the containers you and your child worked with we would greatly appreciate it.

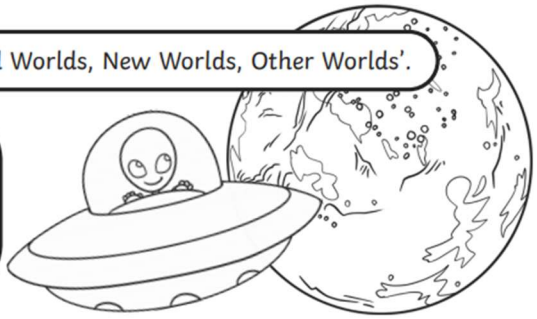
Time	**Wednesday 25th September**
Morning Session	**Book Week Writing:** Head over to Seesaw and complete the 'Book Week – Design a Book Cover' activity. Otherwise, think about our Book Week Theme 'Old Worlds, New Worlds, Other Worlds', and a story you would like to read with that theme. It doesn't have to be a story that you have read. Design a book cover for your story on the worksheet! Then, write a sentence about what your story would be about. We can't wait to see your out of this world story ideas! **Word Family: - ot** 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 '**-ot'.** How many words do you know that rhyme with '-ot'? 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.
Middle Session	**Maths: Volume and Capacity** We move our thinking today toward the area of volume. There are some practical activities below. SeeSaw activities have also been assigned. Spend some time with the **Maths Seeds** program. **Mrs T's Drama Lesson:** Hop onto Seesaw and complete. 'Drama Wk 7' activity. Otherwise, please see the lesson steps at the end of today's timetable. Mrs T can't wait to see your fun puppet videos!
Afternoon Session	**Science:** Hop onto Seesaw and complete the 'Just Right' activity. Otherwise, we have been thinking about what things are made of, today we are going to ask why are things made out of different materials? Use your binoculars or telescope to find all the chairs or lounges you have inside and outside your home. Are they all made of the same materials? Why? Go on an object hunt and find up to 4 objects made of different materials and complete the sheet attached.

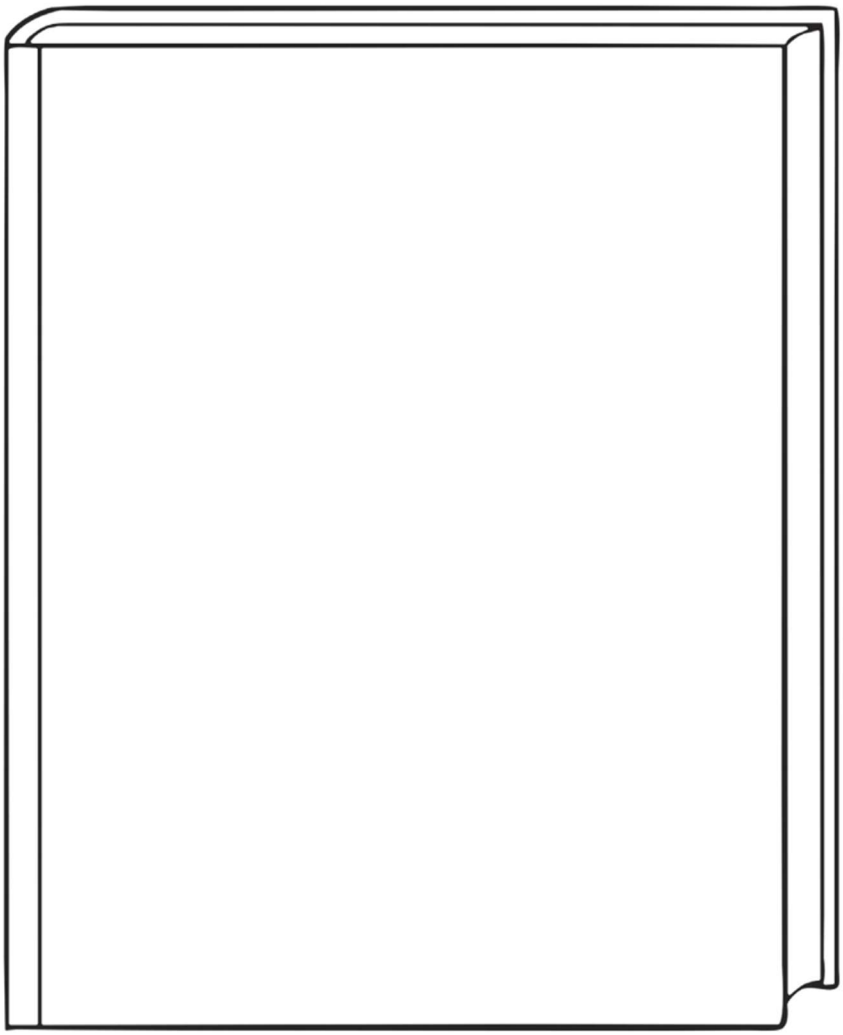
Design a Book Cover

The theme for CBCA Book Week 2021 is 'Old Worlds, New Worlds, Other Worlds'.

Design a book cover to reflect the theme.

You could choose one part of the theme to focus on or create a design that includes all parts of this year's theme.





Wednesday:

The lesson equipment below refers to unifix cubes and MAB shorts. You are unlikely to have these at home. Feel free to replace them with different kinds of blocks you may have at home. There needs to be two different distinct types or sizes of blocks. Each group of blocks must have identical blocks within it eg. Lego blocks with 6 knobby bits is one group, lego blocks with 10 knobby bits are all in another group etc. It will be good to get this sorted before you commence below.

Materials you will need:

- 2-3 books, a tissue box, and a small and large container
- two identical containers (ideally clear)
- unifix cubes
- MAB shorts

In this lesson the student will be learning to:

- identify volume as the amount of space an object or substance occupies;
- identify which three-dimensional objects stack and pack easily.

Background Information

This lesson is designed to give the student an understanding that objects and materials occupy a space in the world around us. The amount of space an object takes up is known as its volume.

Place the books, tissue box and containers in front of the student.

In this lesson, you will be learning about volume.

Volume is the amount of space an object takes up. The object might be a box or a tissue box like these, or there may be a collection of objects (such as these 2-3 books).

Look at the book, tissue box and container. Which takes up more space? Why?

So we can say that the (book, tissue box or container) takes up more space than the (book, tissue box and container).

Which takes up less space? Why?

So we can say that the (book, tissue box or container) takes up less space than the (book, tissue box and container).

The object that takes up more space has a larger volume. The object that takes up less space has a smaller volume.

Look around you. What other objects can you see that would take up more space than the tissue box? Write these three objects below.

1. _____ 2. _____ 3. _____

Knowing about volume or how much space something takes up is important when storing objects.

We need to know how much space an object takes up so that we know if there is enough space on a bookshelf or in a cupboard to put it.

Find the unifix cubes and make sure there are about 10 that are unjoined.
Look at these unifix cubes. How can you put these together so that none of them will get lost? (join them together in a tower)

You can put these cubes one on top of the other so that they look like a tower. This is called stacking.

Let's find out what else can be stacked. Let's go for a walk and find examples of where objects are stacked, for example, on a bookshelf or in a cupboard. Take the 2 or 3 books with you.

Find a bookshelf or cupboard. Place one book on the shelf so that it is lying flat on the shelf.

Watch as I put more than one book on top of this one. Demonstrate placing the other two books on top of the book already on the shelf. **This is called stacking. Objects that are stacked will take up less space than objects in a pile.**

What other objects can you find that stack? (the student could find: any kind of box or container, books, plates, toy blocks, tins, jars, etc).

Collect between 2 and 5 of one object that the student could stack on the bookshelf or in the cupboard.
Why is this object easy to stack? Let's try stacking them on the bookshelf/cupboard.

Now we can use unifix cubes and stack them in a container to work out how much space the container takes up.

Place all of the unifix cubes and one of the identical containers in front of the student. This activity can also be done just as well using MAB shorts or centicubes and a small container.

You are going to fill this container with unifix cubes to work out how much space the container takes up. Make one stack of cubes as long as the container is. Make more stacks to match this first one and stack them into the container until it is full. Make sure the container is not too large otherwise all the cubes will be used before the container is full.

Now take the cubes out of the container and count how many you have used. Allow the student time to count the unifix cubes used.

How many unifix cubes did you need to fill this container?

The number of unifix cubes will take up the same amount of space as the container. The number of unifix cubes has about the same volume as the container.

We can say that this container, point to the container, **has a volume of (insert number) unifix cubes.**

Write the volume of the container in the sentence below.

The container has a volume of _____ unifix cubes.

Repeat the activity with a different-sized container, asking the student the same questions as above.

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Again, if you are able (pending on time and energy available) to take a photo / video to post on SeeSaw of the containers and blocks you and your child worked with we would greatly appreciate it.

Place 20 unifix cubes and 20 MAB shorts in front of the student, keeping the materials separate. Also place the two identical containers that are the same shape and size, side-by-side in front of the student.

In this activity you will be comparing the volume of two piles of blocks/cubes. You are going to use these two containers to work out where the unifix cubes or MAB shorts have the larger volume. The containers are the same shape and size.

Look at the cubes/blocks on the table.

How many unifix cubes are there?
How many MAB shorts are there?

Which do you think has the larger volume, the unifix cubes or the MAB shorts?

Place the unifix cubes into container 1 and the MAB shorts into container 2.

Which material has the larger volume? How do you know? (the unifix cubes take up more space in the container; there is less space leftover in the container)

Why do the unifix cubes take up more space than the MAB shorts? (the unifix cubes are larger in size and have a larger volume).

So, we can say that even though there are the same number of unifix cubes and MAB shorts, the unifix cubes have a larger volume as they are larger in size than the MAB shorts.

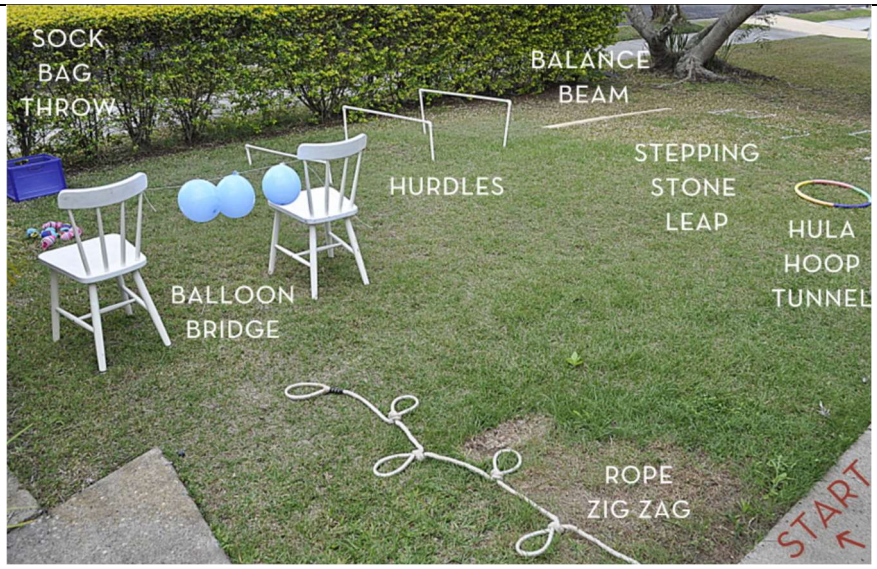
Repeat with different-sized containers or different materials to ensure the student understands that even if the amount of material is the same, e.g. 20 unifix cubes and 20 MAB shorts, the materials may have a different volume as the unifix cubes are larger in size and have a larger volume.

If you are able (pending on time and energy available) to take a photo / video to post on SeeSaw of the containers and blocks you and your child worked with we would greatly appreciate it.

5 Draw the objects you tested. Write what they look and feel like.

	Object 1	Object 2	Object 3	Object 4	Object 5
					
Size	small				
Shape	curved				
Colour	grey				
Feel	smooth, hard				

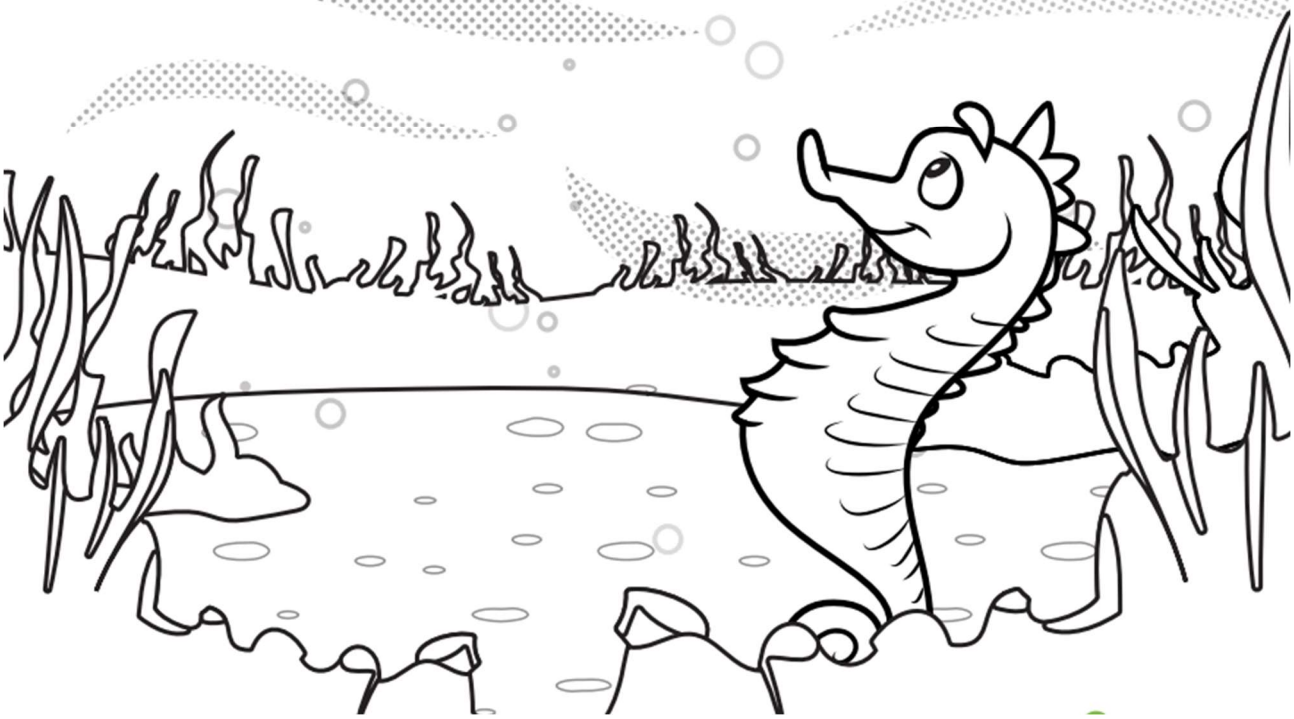
Time	**Thursday 26th September**
Morning Session	**Sight Words** Spend some time now with a grown-up practicing to read your sight words. Choose some of your trickiest words (not all of the sight words on your page) to build them with magnetic letters on the assigned SeeSaw activity. Read your sight words out to your teacher on this SeeSaw activity also. **Word Family: -ig** 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 '**-ig**'. How many words do you know that rhyme with '-ig'? 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. Spend some time on the **Reading Eggs program** to practice your letters, sounds and words. Spend some time **reading a book from Sunshine Online.** **Book Week Brain Break!** Hop over to Seesaw and complete the 'Book Week – Colouring' activity. Or, for a brain break today, use your fine motor skills to colour the Book Week poster attached to this day! Think about what the poster is saying - Dive into another world... read a book! What do you think that means? Talk to someone at home about what you think the poster means.
Middle Session	**Maths: Volume and Capacity** We continue thinking about volume today. There are some practical activities below. SeeSaw activities have also been assigned. Spend some time with the **Maths Seeds** program. **PE:** Head over to Seesaw and complete the 'Get Active! Wk6 Thursday' activity. Or, head outside and use different objects to create your own obstacle course!

	 Send us a photo or video of you completing your obstacle course.
Afternoon Session	**Science:** Hop onto Seesaw and follow the 'Science with Ms O'Keefe Wk7' activity. Otherwise, watch the video here: https://www.youtube.com/watch?v=jLNUSq4hAyc To try this experiment at home you will need: * shallow dish * milk to fill the bottom of the shallow dish * food colouring (different colours) * cotton swabs * washing up liquid Have fun experimenting! Why does it work? Milk is made up of fats and proteins, When the washing up liquid enters the milk the fat begins to break up. The soap molecules run around and try to attach to the fat molecules in the milk. Normally this process would be invisible to you, but the food colouring helps you to see all of the movement taking place.

Dive into

another World

...read a book!



Thursday:

Whilst this activity suggests using centicubes, that we are all unlikely to have in our homes, these are easily replaced with other kinds of blocks you have at home. The blocks that are used could all need to be the same size.

Materials you will need:

- centicubes
- Lesson 4: Resource Sheet 1
- colour pencils
- unifix cubes

In this lesson the student will be learning to:

- compare the volume of two objects by observing the amount of space each occupies;
- establish that volume stays the same even when the appearance is changed;
- use comparative language to describe volume.

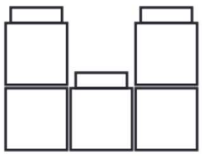
Background Information

Understanding that volume, like capacity, remains constant regardless of the form taken is the key learning objective in this lesson.

Assist the student to cut out **Lesson 4: Resource Sheet 1** prior to beginning the lesson.

I have put this into a SeeSaw activity so that this does not need to be printed or cut.

Lesson 4: Resource Sheet 1

Example 	

Now you are going to use 8 centicubes to make a model. I will make a model that is the same volume as yours but looks different. Allow the student time to make an object that uses 8 centicubes and for you to make a model that has the same volume but looks different.

What volume does your object have?
What volume does my object have?
Do they have the same volume?

Apart from counting, one way to check if they have the same volume is to pull apart my model and see if you can make your model using my centicubes. Allow the student time to make a copy of their object using the centicubes form your object.

What is the volume of the model you have made?

Has the volume of the two models changed?

So volume stays the same even if the model is taken apart and put back together again.

Make a new model that looks different but has the same volume as the models we have made.

Now repeat this activity using 7 centicubes to make two models that are different. Follow the steps and questions above for the student to complete the activity.

In this activity, I am going to show you how to check if the volume of two models built from centicubes is the same. Remember, volume is how much space an object takes up.

Place the centicubes in front of the student and make two models using 5 centicubes.

I have made two models that look the same, use the same number of centicubes and have the same volume. Show the student the two models you have made.

Point to the first model. **How many centicubes did I use? What volume does this model have?**

Point to the second model. **How many centicubes? What volume does this model have?**

I am going to show you how I can make a model that has the same volume, but looks different. Pull apart one of the models and make a new model using the same number of centicubes.

Count the number of centicubes in this model. Now count the number of centicubes in the other model. Do they have the same number of centicubes? These two models look different, but have the same number of centicubes. This means that they have the same volume.

Choose one of the models and take it apart and make a different model that has the same volume.

Once completed: **How many centicubes are in your model? Does it have the same volume as the other model? How do you know?**

Now you are going to use 8 centicubes to make a model. I will make a model that is the same volume as yours but looks different. Allow the student time to make an object that uses 8 centicubes and for you to make a model that has the same volume but looks different.

What volume does your object have?
What volume does my object have?
Do they have the same volume?

Apart from counting, one way to check if they have the same volume is to pull apart my model and see if you can make your model using my centicubes. Allow the student time to make a copy of their object using the centicubes form your object.

What is the volume of the model you have made?

Has the volume of the two models changed?

So volume stays the same even if the model is taken apart and put back together again.

Make a new model that looks different but has the same volume as the models we have made.

Now repeat this activity using 7 centicubes to make two models that are different. Follow the steps and questions above for the student to complete the activity.

Now we are going to look at how volume can stay the same but the shape of an object changes.

Place the unifix cubes and **Lesson 4: Resource Sheet 1** in front of the student.

Take one of each colour unifix cube. How many cubes do you have?

You are going to use these cubes to make objects that look different but have the same volume.

Look at these examples for some ideas.

Now use the unifix cubes to make as many different objects as you can.

Draw three objects that you made with the unifix cubes on Lesson 4: Resource Sheet 1. There is an example done for you showing you how to draw your object.

Ask the following question once the student has made as many objects as they can with the unifix cubes.
Does the volume of the objects stay the same for each different object you made?

Repeat this activity with the student using less than 10, and more than 10 unifix cubes to construct the objects with equal volumes, but different shapes.

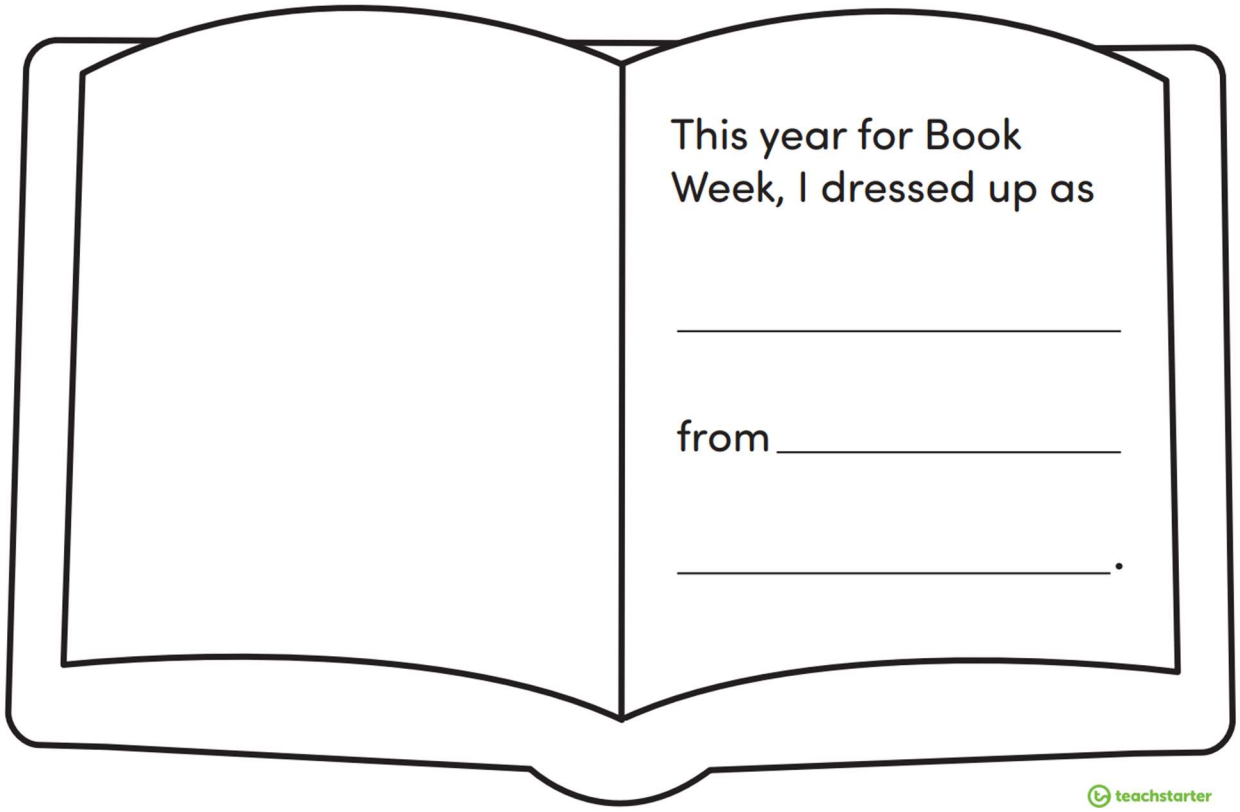
Maybe you could post some photos on SeeSaw of the different models you make that have the same volume.

Time	**Friday 27th September**
Morning Session	**Book Week Writing Task:** Head over to Seesaw and complete the 'Book Week – My Character'. It's our character dress-up day! Complete the worksheet telling us the character you chose and the story they came from. Then either take a photo and attach it of you dressed up or draw yourself dressed up as your character. We can't wait to see your amazing characters! **Library** Hop on to Seesaw and complete the library activity. Otherwise find the library lesson and steps at the end on today's timetable.
Middle Session	**Maths: Volume and Capacity** Revision day today! SeeSaw activities have been assigned. Spend some time with the **Maths Seeds** program. **Art – Natural Material Families** We have been learning about our family in History and natural objects in Science. Let's combine both those for our Art. You need to go on a scavenger hunt outside to find various natural materials (sticks, leaves, pebbles etc.). When you have collected your materials we would like you to make a picture of all your family members using these objects. Here are some examples:   

	
Afternoon Session	**Book Week Zoom 2pm** It is Book Week! The theme for this year is 'Old Worlds, New Worlds, Other Worlds' Join our Zoom wearing your costume to celebrate Book Week. FriYay Dance Party Zoom to follow!

My Book Week Character

Name: _____



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 7 *This week we are listening to one of the CBCA Shortlisted books to celebrate Book Week…*

There's no such thing by Heidi McKinnon

https://storyboxlibrary.com.au/login

Please log onto Story box library as per instructions

Username: jamo20 Password: jamo20

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

Hover the cursor over the book **There's no such thing** 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 picture in the story is and why.
- Make a list of the characters in the story. Draw the one you liked the most.
- Draw faces that show the emotions expressed by the characters in the story.
- *"Bear closed his eyes and thought about happy things"* Draw a picture of your own "happy things" dream.
- Three different creatures come and visit Bear and Ted on their camping trip. Use your imagination to draw one more creature and add the sound it would make in the night.
- What do you think you would need to take on a camping trip? Make a packing list.
- Craft – Using things you already have around your house make your own scary spider creation. You could use cartons, paper plates, paper bags, old magazines or newspapers or maybe just draw one and add paper strip legs.
- Use lego or other construction materials to make a giant or a dragon.