

Kindergarten Home Learning Term 3 Week 8

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.

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


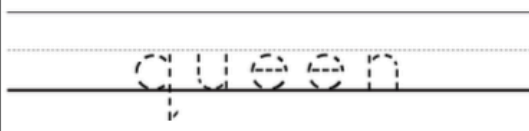
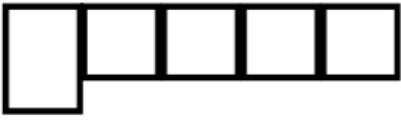
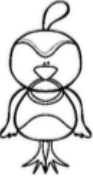
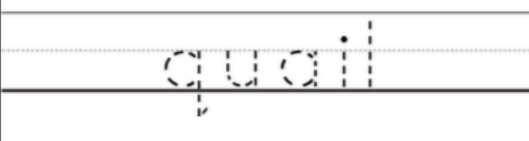
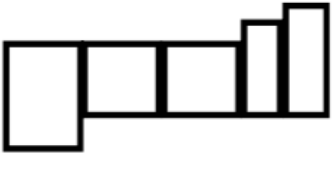
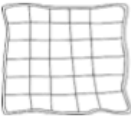
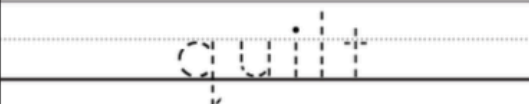
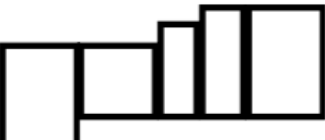

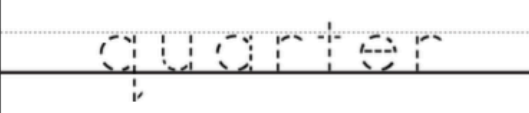
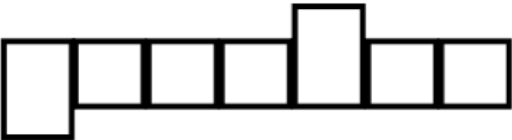
Time	Monday 30th August
Morning Session	<p>Writing a recount of an event on the weekend</p> <p>Let's write one sentence, or even more, about what you did on the weekend. What did you do? Who were you with? There is a SeeSaw activity assigned to this task.</p> <p>Mrs Sydney-Jones' recount: Yesterday I rode my bike in the sunshine and I put my cat Roger in the basket of my bike. We both had a really great time as we were looking at the gardens of the houses we rode past.</p> <p>Sound blend: 'qu'</p> <p>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 - Patterns</p> <p>This week we will be exploring repeating patterns. Some SeeSaw activities have been assigned.</p> <p>Spend some time on the Maths Seeds program for some basic revision also.</p> <p>PE:</p> <p>Hop on to Seesaw and complete the 'Be Active! Wk8 Monday' activity.</p> <p>Let's put some of our new skills into action!</p> <p>Today you will need:</p> <ul style="list-style-type: none"> - A ball, or something you can use as a ball - Soft objects that can be used as targets - A bat, or something you can use to strike with <p>Press on the link to see how the activity is played, then get going to try it yourself!</p> <p>https://players.brightcove.net/1479191975001/rklNJhXR_default/index.html?videoId=6192970991001</p>
Afternoon Session	<p>History - Stories in the Past</p> <p>If you have Seesaw, follow the link to Inquisitive.</p> <p>If not please discuss with your family member:</p> <p>Bragging is showing off, and sometimes grandparents/parents like to brag about children.</p> <ul style="list-style-type: none"> -do your parents/grandparents tell stories about something you did that is different from how you remembered? -what did you learn to do before starting school? (walk, draw etc.) <p>On the attached template draw/write things you could do at each of those ages.</p>

Digraphs

Color, TRACE, Box Write

qu

Name: _____

Teach At Daycare

Monday Maths

Materials you will need:

- a range of objects for a patterned necklace (see lesson)
- string / thread
- unifix cubes
- colouring pencils

In this lesson your student will be learning to:

- create repeating patterns using objects.

Background Information

In this lesson, a pattern is a sequence of shapes or objects which follow a rule.

This pattern of unifix cubes has three parts which are repeated using only two colours.



Necklace pasta patterns

In this activity, the student is going to revise patterns using hands on manipulation.

The student can build on their previous knowledge and understanding of patterns to create their own necklace using pasta, straw / bead patterns.

Search for objects which can be threaded onto string to make a necklace.

You may want to use:

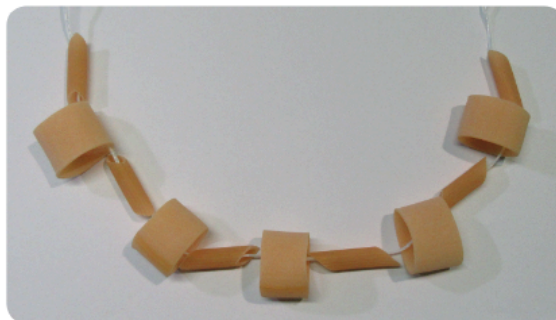
- various pasta shapes
- coloured straws cut into small sections
- beads
- shells with holes
- pipe cleaners tied into loops.

We are going to make different patterned necklaces. Remember that a pattern uses parts which are repeated again and again.

We are going to find some materials that we can use to make our necklace.

Use pasta and straws if you have them, or other objects such as those listed on the previous page.

Here is a pattern made from two types of pasta. The pattern goes long pasta, round pasta, long pasta, round pasta. The repeating part of the pattern is a long pasta, then a round pasta.



Can you describe the pattern to me?

Which part of the pattern is repeating?

Use your pasta to make a pattern that is similar to the pattern in the photo.

If you are using other materials, refer to them in this question.

Look at this pattern. Can you tell me how it is different to the pasta necklace on the other page?



Use your pasta and straws to make a pattern similar to the pattern in the photo.

If the student has only one colour straw they could thread two at a time or if you are using other materials, refer to them instead.

Once the student has completed the necklace, allow them time to create their own necklace patterns. Ensure they describe them. Check that the student can describe the repeating part of the pattern they created.

Prompt them along the way to see if they can extend their patterns by using more than two parts which are repeating.

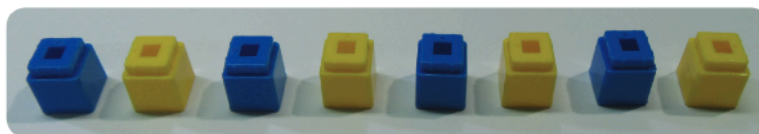
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Whilst the lessons below involve unifix cubes, any type of block would suffice eg. Lego blocks.

Creating patterns using unifix cubes

Today we are going to make some of our own patterns using unifix cubes.

Look at the photograph below. It shows a pattern.



What colours can you see in this pattern? Can you describe the pattern to me? Point to each piece as you describe the pattern.

Which part of the pattern is repeated?

Establish with the student that this pattern uses two colours and has two unifix cubes in the part which is repeating.

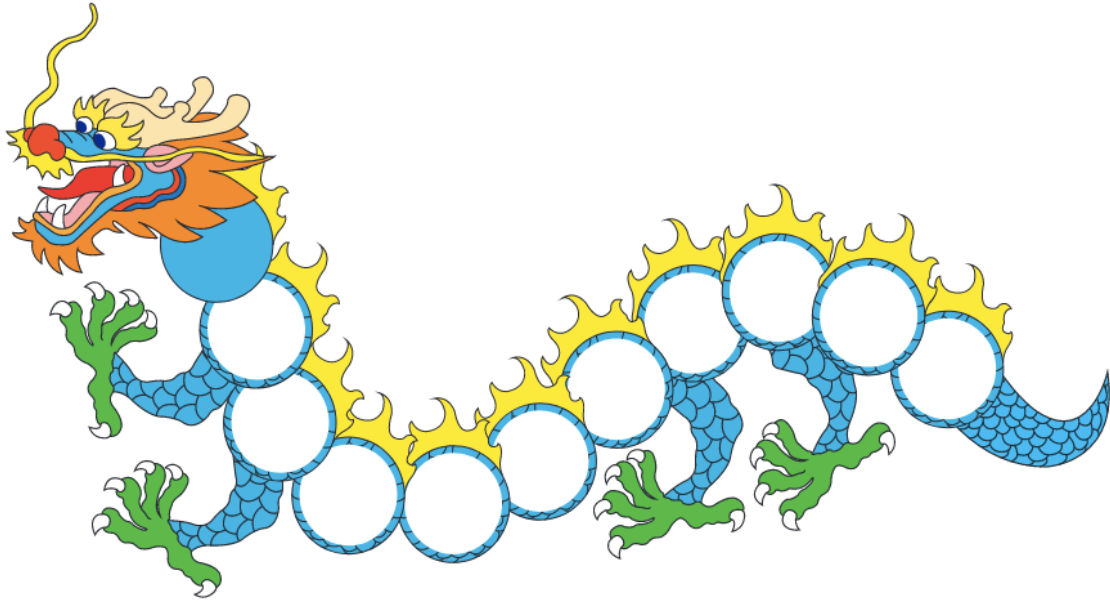
What comes next in the pattern?

Using a pencil, draw a circle around the parts which are repeating.

Dragon Patterns

You are now going to create a pattern by colouring in the dragon's body using **two** or **three** colours.

Make sure that the parts which make up the pattern are repeating.





6 Draw the things you could do on the timeline.



Time	Tuesday 31st August
Morning Session	<p>Father's Day Writing Hop onto Seesaw and complete the 'Father's Day Writing' activity. Otherwise, let's write a letter to someone special at home for Father's Day. Our Learning Intention is to write a letter using correct letter structure.</p> <p>Using the starters: Dear ... I love you because ... Love from ...</p> <p>Complete a letter to that someone special. Once you have finished, draw a picture of you and your special person together. Hold on to your letters to give on Father's Day!</p> <p>Sound blend: 'qu' We are going to continue to explore 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 are continuing our work with patterns today. We will be finding errors in patterns and completing patterns. SeeSaw activities have been assigned in addition to the activities outlined on the following pages.</p> <p>Spend some time on the Maths Seeds program for some basic revision also.</p> <p>PE: Hop on to Seesaw and complete the 'Be Active! Tuesday Wk8' activity.</p> <p>Let's do some bowling practice! Today you will need: - A ball of any size or something to use as a ball - Items that can be used to mark out a river area</p> <p>Press the link to see how the activity will be played, then head outside and give it a go! Post a video or photo of you giving this activity a try! https://players.brightcove.net/1479191975001/rkINJhxR_default/index.html?videoId=619297720001</p>
Afternoon Session	<p>History - Families in the Past If you have Seesaw, follow the link to Inquisitive. If not please discuss with your family member: Families from the past are different from today. Parents and Grandparents can tell us about family life in the past. -What kinds of things would you like to know about the past? (toys, school, free time etc.)</p>

-talk to your family member about their past.

On the attached sheet fill out some of those things that are still the same and some things that are different now.

Tuesday Maths:

Materials you will need:

- colour pencils

In this lesson your student will be learning to:

- recognise when an error occurs in a pattern and explain what is wrong.
- continue repeating patterns using pictures.

Background Information

Identifying when an error occurs in a pattern allows the student to work mathematically by communicating and reasoning.

When the student moves onto continuing patterns in latter part of this lesson, ensure they are able to identify how the arrangement of the shapes or pictures affects the pattern.

Describing patterns

Look at the pattern of insects below. Can you describe the pattern to me?

What insect would come next in the pattern?

Circle the part of the pattern that is repeating. (one caterpillar and one butterfly.)



Look at the pattern below. Can you describe the pattern to me?

What would come next in the pattern?

Circle the part of the pattern that is repeating. (one bee, and ant and one ladybug.)



Look at the pattern below. Can you describe the pattern to me?

What would come next in the pattern?

Circle the part of the pattern that is repeating. (one snail and two spiders.)



Finding errors in patterns

Look at the pattern below showing farmyard animals. The part of the pattern that is repeating is shown.

Can you tell me what animals you can see?

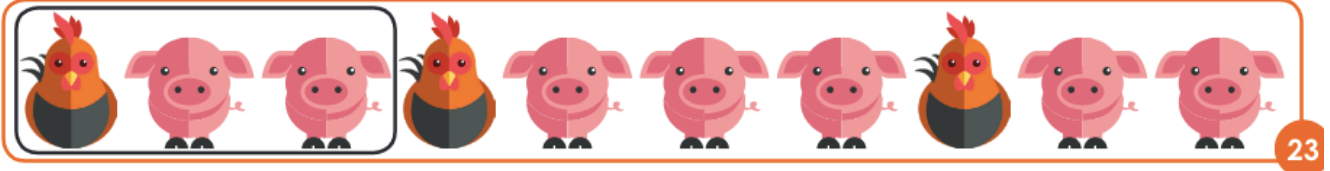
There is a mistake in this pattern. Can you help me find where it is? Circle the animal which is in the wrong place.



Look at the pattern below showing different farmyard animals. The part of the pattern that is repeating is shown.

Can you tell me what animals you can see?

There is a mistake in this pattern. Can you help me find where it is? Circle the animal which is in the wrong place.



The following three activities have been placed on SeeSaw for your convenience.

Finding missing shapes in patterns

We are now going to look at fruit patterns. Look at the first pattern below.

Can you tell me the names of the fruits? Say the pattern aloud and point to each fruit as you say them.

Can you see one fruit is missing? Look at the rest of the pattern to help you work out the answer.

Once you have worked out the answer, draw and colour the missing fruit in the box.



Repeat with the second pattern. This time there are two fruits missing.



Continuing patterns

The student will now practise continuing patterns which include both colour and shape attributes.

You are now going to continue some patterns. Look carefully at the shapes and colours which make up the repeating patterns.

Say the patterns aloud and then draw and colour the rest of the pattern.



1 3 6 1 3 6 1 3 6

A D D A D D A D D





- 5** Ask an adult about some things from the past.
Draw or write what is the same and different.

Same as me	Different from me

Time	Wednesday 1st September
Morning Session	<p>Show and Tell Hop onto Seesaw and complete the 'Show and Tell' activity. Otherwise: Our Learning Intention today is to use interesting words and sentences to describe your favourite toy at home. Either attach a photo or draw your favourite toy, then write 2 or more sentences describing it using the starter:</p> <p>My favourite toy is ... because ...</p> <p>We can't wait to read about your favourite toy at home!</p> <p>Word Family: - et 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 '-et'. How many words do you know that rhyme with '-et'? 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 on Sunshine Online.</p>
Middle Session	<p>Maths: Patterns We are continuing our work with patterns today. You are invited to make many different repeating patterns using objects from home and are encouraged to take photos of them to upload to SeeSaw. Let's make some simple and very tricky repeating patterns today! Let's get creative with our mathematical thinking!</p> <p>Spend some time on the Maths Seeds Program for some basic revision also.</p> <p>Drama lesson with Mrs Tapuska.</p>
Afternoon Session	<p>Science Super Cape Activity Wk8 We have been looking at natural and made materials and thinking about how they can be used.</p> <p>Today's super science challenge is to think about what a superhero cape might be made out of?</p> <p>If you had to make a superhero cape, what material would you choose to make it and why?</p> <p>Some questions to ask: Would it need to be strong or weak? Would it need to be hard or flexible? Would you like it to look shiny or fluffy?</p>

Fill out your answers and draw yourself in your superhero cape on the sheet provided at the end of today's timetable!

Wednesday Maths:

Creating patterns using everyday objects

This activity will allow the students to consolidate and apply their understanding to create interesting patterns using objects around the home.

The student could combine different types of objects to create patterns such as:

car, lego man, car, lego man, car, lego man, car...



Or they could create patterns based on similar types of objects, such as cutlery:

knife, fork, spoon, knife, fork, spoon...

Or they could create patterns based on distinguishing features, such as colour and shape:

yellow pasta shell, green pasta spiral, yellow pasta shell, green pasta spiral

The photographs below are some examples of objects the student could use.



Once some objects have been chosen ask:

You are now going to make some interesting repeating patterns.

What objects are you going to use for your first pattern. Which parts of the pattern are going to be repeating?

Allow time for the student to make their pattern and provide help if there are errors in the pattern.

Encourage the student to make patterns with three or more objects repeated and ask them to describe the patterns they have made.

Take pictures of the student's work and send them to the teacher.

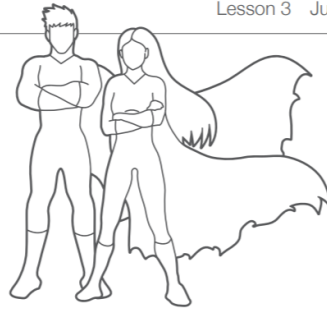




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What would be the best material for a superhero cape? Why?

I think _____ would be the best material for a superhero cape because _____



Draw and label your cape.

Time	Thursday 2 nd September
<p>Morning Session</p>	<p>Sight words Spend some time now with a grown-up practicing your sight words. Choose some of your trickiest words (not all of the words on your page) to build 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: -in 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 '-in'. How many words do you know that rhyme with '-in'? 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 on Sunshine Online.</p>
<p>Middle Session</p>	<p>Maths: Patterns Revision Day. SeeSaw activities have been assigned.</p> <p>Spend some time on the Maths Seeds Program for some basic revision also.</p> <p>PE: Hop on to Seesaw and complete the, 'Be Active! Thursday Wk8' activity.</p> <p>Otherwise, show us your favourite way to stay active! Is it riding your bike? Or Jumping on the trampoline? Or playing with a sibling?</p> <p>Send us a video or photo!</p> <p>Drama Lesson with Mrs Tapuska.</p>
<p>Afternoon Session</p>	<p>Science It's science experiment Thursday with Ms O'Keefe, so hop onto Seesaw and complete the, 'Science with Ms O'Keefe Wk8' activity, or watch the following link and then have a try experimenting at home. Ooblek - YouTube</p> <p>You will need:</p> <ul style="list-style-type: none"> - A container - Corn flour or corn starch - Food colouring - Water <p>Ooblek works only with cornflour as the starch in it reacts differently to fluids to create this interesting mix of liquid and solid textures.</p> <p>Have fun trying this gooey experiment at home!</p>

Week 8

Drama Activity - Puppet Show



Step 1: Watch [Euzzaboom](https://www.youtube.com/watch?v=WrwIu9y6DJQ) video 'Georgie's Imaginary Phone'.

<https://www.youtube.com/watch?v=WrwIu9y6DJQ>

Step 2: Using your puppet to see if you can come up with a conversation between you and another character we can't see.

Step 3: Video yourself using your puppet having a conversation about pretending to be on the phone with someone. Make sure you give your friend some time to talk. You don't need to be in the video, just your puppet and you make it move (maybe even with a phone). 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).
- > It would probably be a good idea to brainstorm things you might like to talk about first.
- > Maybe they could be things like what you have to do today, how you are feeling being at home during lockdown, describing the members in your family or even some of your favourite things
- > You are welcome to make up your own choice!
- > Don't forget to say hello to greet your friend first and good bye to finish your conversation.

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 on the phone you have about having a discussion 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

Time	Friday 3 rd September
Morning Session	<p>Sight words Spend some time now with a grown-up practicing your sight words. Choose some of your trickiest words (not all of the words on your page) to build 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: Patterns</p> <p>SeeSaw activities have been assigned for genral revision in the area of repeating patterns.</p> <p>Spend some time on the Maths Seeds program for some basic revision also.</p> <p>Art - Top Secret It is Father's Day on Sunday! A day where we celebrate the special men in our lives, our Dads, Pops, Grandpas. If you have Seesaw you can follow the link to some directed drawings and ideas. Here are some ideas for cards that you could make. There are also some rock art ideas, so get hunting in your yards. You can use whatever materials you have around the house. We have also attached some card templates if you would like to use those. Don't forget to keep them hidden and until Sunday for a surprise.</p> <div data-bbox="245 1263 533 1541"> </div> <div data-bbox="555 1263 916 1541"> </div> <div data-bbox="932 1218 1334 1541"> </div> <div data-bbox="245 1626 683 2069"> </div> <div data-bbox="721 1612 1107 2069"> </div> <div data-bbox="1123 1612 1433 2069"> </div>
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Afternoon Session	2:00 Kindergarten Dance Party via zoom.
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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 8 *This week we are listening to another one of the CBCA Shortlisted books to celebrate Book Week...*

We Love You, Magoo by Briony Stewart

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

Please log onto Story box library as per instructions

Username: jamo20 Password: jamo20


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

Hover the cursor over the book **We Love You, Magoo**

and click the **Play** button. Watch and listen carefully to the story.



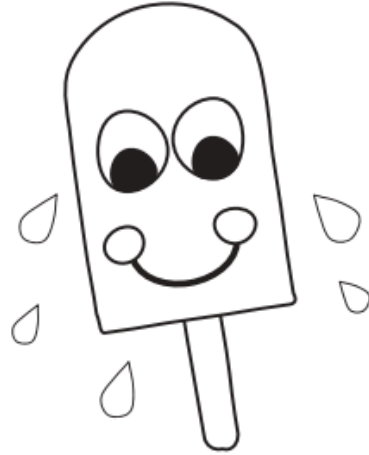
Things to do after you have listened to the story

- Tell someone what your favourite part of the story is and why.
- Draw a picture of Magoo doing something cheeky and add a thinking bubble. Write or draw what he might be thinking inside the bubble. 
- Write a list of all the naughty/cheeky things Magoo loves to do.
- Create an acrostic poem using MAGOO or your own pet's name as your starting letters.
- During this story you never see the faces of the other people in Magoo's family. Draw a family picture and label all the family members – don't forget to include Magoo!
- Cut up some squares of paper and write down all the different things that Magoo does during the day, one thing per piece of paper. Then try to put them in sequence of what Magoo did first to last.
- Draw a dog and label its features. Make a list of all the things you need to do in order to take care of a pet dog.
- Design a house for Magoo. Use your Lego or other construction toys.

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**Dad, you're
the COOLEST!**



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**You're the
best Pop!**

