

Kindergarten Home Learning Grid

Dear Parents and Carers of Kindergarten students, the work below covers **Week 2 of Term 4** in a grid-like structure. It covers all key learning areas (KLA) and reflects the work that students will be working on at school within their classrooms.

If you do not have access to the internet or a device to submit work, then it can be completed in an A4 exercise book or on paper. As you will see there are a selection of activities that we encourage you to engage in daily to allow for practise and consolidation of the basic concepts of print, handwriting development, sound knowledge and reading skills. **Friday is Wellbeing Day.** If you have work to catch up on, Friday is your chance to complete this work. Teachers will be able to answer any questions you have in the classroom as always. Once you're all up to date, select some fun activities from the wellbeing grid that has been uploaded to SeeSaw.

We love seeing our student's achievements at home and we encourage you daily to upload 1 task that they have completed. It can be in the form of a photo, video recording or even a document they have created on their device or computer. It makes our day that extra special, knowing they are enjoying their learning at home. These can be uploaded to Seesaw.

Just remember, it is so important to get up, move about and keep your mind and body healthy too! Take advantage of the fitness links and brain break links throughout the day. Most importantly take time out to enjoy each other's company, the sunshine and your backyard.



Student check-ins – Students should check in with their teacher each day on Seesaw. If students do not check-in, school staff will call you at home to check on their ongoing learning.

Feel free to also access the Department of Education's free Education Live sessions being run daily from 10am. These are a great resource for students to watch:

<https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home>



Monday	Tuesday	Wednesday	Thursday	Wellbeing Day
ENGLISH				
Soundwaves grapheme: ee, e, ea for bee	Soundwaves grapheme: ee, e, ea for bee	Soundwaves grapheme: i_e, y for ice-cream	Soundwaves grapheme: i_e, y for ice-cream	Take the time

<p>Practise writing your sound of the week in your workbook, in some sand or dirt, with a paint brush and water on the concrete and/or using chalk on your driveway or footpath. Take a photo to show your teacher on Seesaw.</p> <p>Handwriting (10 minutes) Remember to sit properly and hold your pencil correctly.</p>  <p>11th October 2021 o o o o o o o o o o o o o o o o o o o o old shoot pool old now Oscar took only one orange. (illustrate by writing a line of o's and turning them into oranges) </p>	<p>Make a collage using magazines, brochures and/or newspapers of your sound of the week, looking for pictures and the letter itself.</p> <p>Locate assigned activities on Seesaw and complete the soundwaves worksheet</p> <p>Sight Words (Red words) *listed below this document/ also on Seesaw Practise reading and writing your sight words by writing them in your workbook, use different colours and/or different pens/pencils.</p> <p>Reading (10 minutes) Read a book with an adult or older brother or sister. This can be a book you have at home or a Big Book from Reading Eggs.</p> <p>Use the strategy: Skippy Frog. Skip the tricky word, read to the end then go back and try to read the sentence again.</p>	<p>Practise writing your sound of the week in your workbook, in some sand or dirt, with a paint brush and water on the concrete and/or using chalk on your driveway or footpath. Take a photo to show your teacher on Seesaw.</p> <p>Sight Words (Red words) *listed below this document/ also on Seesaw Telling someone your words. You could even ring a special person in your life and tell them your words for the week.</p> <p>Reading (10 minutes) Read a book with an adult or older brother or sister. This can be a book you have at home or a Big Book from Reading Eggs.</p> <p>Use the strategy: Skippy Frog. Skip the tricky word, read to the end then go back and try to read the sentence again.</p>	<p>Find and draw, or even take a photo of, 6 things around your house that begin with your sound.</p> <p>Locate assigned activities on Seesaw and complete the soundwaves worksheet</p> <p>Sight Words (Red words) *listed below this document/ also on Seesaw Choose 3 sight words and write them in sentences. Read these back to your family. Post a copy of your work on Seesaw if you can.</p> <p>Reading (10 minutes) Read a book with an adult or older brother or sister. This can be a book you have at home or a Big Book from Reading Eggs. Tell your adult what the story was about and what part you liked the best.</p> <p>Use the strategy: Skippy Frog. Skip the tricky word, read to the end then go back and try to read the sentence again.</p>	<p>today to catch up on any work you need to complete for the week, then enjoy some fun activities from the MSPS Wellbeing grid. You will find the grid in your SeeSaw classroom!</p>
---	--	--	---	--



DAILY FITNESS				
<p>Daily Fitness Cosmic Kids Yoga – 123 Back to School</p>	<p>Daily Fitness Build an obstacle course outside or inside and challenge yourself. Here are some ideas (111) PE at</p>	<p>Daily Fitness Balance a ball on your head – without holding it. How long can you keep it there? Can you turn</p>	<p>Daily Fitness https://www.youtube.com/watch?v=eNuZN3GSm8U Baby shark workout</p>	

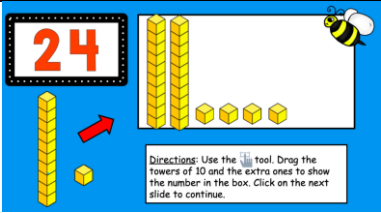
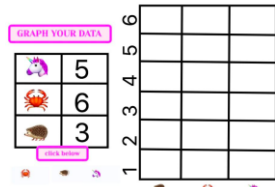
https://www.youtube.com/watch?v=Mus0sjniKT0	Home: Backyard Obstacle Course - YouTube	around in a circle with the ball on your head?		
---	--	--	--	--














A note on Mathematics for the week...

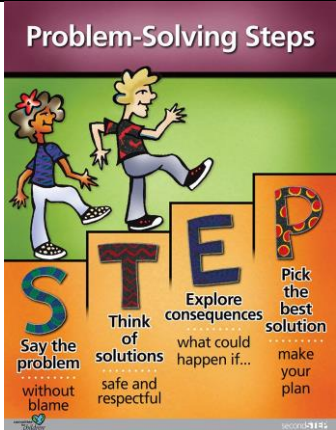
TENS GAMES LIST for this week (Choose one each day)

- Roll a pair of dice. Each time you roll, add the numbers together and write the number sentence e.g. $2 + 5 = 7$. Repeat five times.
- Can you start counting from different numbers? Try starting at 5 to 20, at 11 to 20 and so on.
- Take 10 Game tutorial: <https://www.youtube.com/watch?v=EtewQAUGrsQ>
 - You will need a dice and tens-frame (you may wish to draw one or use the interactive online version <https://www.coolmath4kids.com/manipulatives/tens-frame>). You can also google a virtual dice if you don't have a physical one available.
- Follow the link <https://www.youtube.com/watch?v=RmpETLN7LUU> to the TENS YouTube clip "Magic Number". You may like to play with your mum, dad or siblings.
- Play the game **Blast off Numerical Order**: https://www.abcya.com/games/numerical_order Practise number sequences by arranging numbers in ascending order.
- Play the game **Math Bingo**: <https://www.abcya.com/games/math-bingo> Practice your addition, subtraction, multiplication, or division (or all of them) with a fun game of bingo.
- Can you start counting from different numbers? Try starting at 5 to 20, at 51 to 70, at 101 to 110 and so on.
- Grab a handful of objects, e.g. coins, beads, marbles, cereal, etc. Guess how many there are. Are you close to your guess? Write down your guess and the actual number. Repeat 3 times.

Maths (Monday)	Maths (Tuesday)	Maths (Wednesday)	Maths (Thursday)	Maths (Friday)
<p>TENS GAME (10 minutes) Complete a TEN activity from the list above.</p> <p><i>Learning Intention: I can sort short and long objects.</i></p> <p>Digital: Complete the longer and shorter activity on Seesaw.</p>  <p>Non-Digital:</p>	<p>TENS GAME (10 minutes) Complete a TEN activity from the list above.</p> <p><i>Learning Intention: I can use place value to partition two-digit numbers, eg 32 as 3 groups of ten and 2 ones</i></p> <p>Digital: Complete the Place Value activity on Seesaw.</p>	<p>TENS GAME (10 minutes) Complete a TEN activity from the list above.</p> <p><i>Learning Intention: I can collect information about myself and my environment.</i></p> <p>Digital: Complete the picture graph activity on Seesaw.</p>  <p>Non-Digital:</p>	<p>Number A Day (10 minutes) Complete the number a day activity using the grid below. The number is 27.</p> <p><i>Learning Intention: I can arrange objects in rows or columns according to characteristics to form a data display.</i></p> <p>Digital: Complete the picture graph activity on seesaw.</p>	

<p>Find 3 objects longer than your shoe. Find 3 objects shorter than your shoe. Record in your workbook.</p>	 <p>Non-Digital: Write the numbers 0-9. Shuffle the cards and turn them upside down. Close your eyes and pick two different numbers to create a number. For example, if you choose 2 and a 3, this forms the number 23. Write the number in your workbook showing how many tens or ones are in each number.</p>	<p>Estimate how many cars will drive past you in the next 5-10 minutes. Guess which colour car you will see the most. Now create a tally on which cars you see and how many of each.</p>	 <p>Non-Digital: Today you will create a picture graph. Refer to the data you collected yesterday from the cars you saw. Now, draw a picture graph as above in your workbook. Share with your teacher on SeeSaw.</p>	<p>Take the time today to catch up on any work you need to complete for the week, then enjoy some fun activities from the MSPS Wellbeing grid. You will find the grid in your SeeSaw classroom!</p>
<p>ENGLISH</p>	<p>ENGLISH</p>	<p>ENGLISH</p>	<p>ENGLISH</p>	
<p>Learning intention: I am learning to read and respond to texts using different strategies</p> <p>Success Criteria: I can use different strategies to read and comprehend texts.</p> <p>EXPLORE – reading strategies</p> <p>Read text: <i>Phil Loves Animals (On Seesaw)</i>. Use pointy parrot to read the text – point to each word for directionality. Create a mental image in your head as you read along.</p>	<p>Learning intention: I can recognise rhymes and sounds in poems</p> <p>Success Criteria: I can say the sound and identify the digraph ‘ph’ in the poem</p> <p>EXPLORE - sounds</p> <p>Our focus sound is the digraph ‘ph’. Watch the video: https://youtu.be/BxKz11ydAis</p> <p>Re-read text: <i>Phil Loves Animals</i>. As you read, pay attention and look for words that have the ‘ph’ sound.</p>	<p>Learning intention: I can recognise rhymes and sounds in poems</p> <p>Success Criteria: I can say the sound and identify the rhyming words in the poem</p> <p>EXPLORE - rhyme</p> <p>Re-visit/read the text using pointy parrot. Pay attention to the rhyming words in the text (words that have the same or similar ending sound).</p> <p>The rhyming words in the text end in: -all and -oo.</p> <p>Can you think of any other words with the same ending/</p>	<p>Learning Intention: I am learning to use comprehension strategies to understand a text</p> <p>Success Criteria: I can use different comprehension strategies to understand a text.</p> <p>EXPLORE - comprehension</p> <p>Re-visit the text. Read the text focusing on reading with fluency and using expression.</p> <p>Can you use your own words to summarise what the poem is telling us? Are there any words in the poem that you don’t understand? Good readers ask questions to clarify meaning.</p>	

<div data-bbox="112 95 347 414"> <p>Phil Loves Animals</p> <p>Phil loved animals big and small. Dolphins and gophers, elephants who were tall.</p> <p>Phil grabbed the phone and called up the zoo. He wanted to visit and feed animals, too!</p>  <p>ph</p> </div> <p>SUPER SIX: VISUALISING</p> <p>Visualise the text. In your workbook, illustrate the poem to bring the text to life and draw what you visualised. Use your imagination and five senses: What do you: See? Feel? Hear? Smell? Taste? Extend: Label your illustration</p>	<p>Can you think of any other words that have the digraph 'ph'. What other words make the 'ph' sound? Brainstorm and write them down.</p> <p>ANNOTATE/WORD WORK</p> <p><i>Access the text: 'Phil Loves Animals' On Seesaw</i></p> <p><u>Annotate poem:</u> Find the words in the poem that have the 'ph' sound and circle them.</p> <p><u>Word work:</u> In your workbook, write the 'ph' words you found in the poem in a list using rainbow colours.</p>	<p>similar ending sound? Brainstorm and write them down.</p> <p><i>e.g. zoo, too, glue, chew tall, wall, crawl, doll</i></p> <p>ANNOTATE/WORD WORK <i>Access the text: 'Phil Loves Animals' On Seesaw (from previous lesson)</i></p> <p><u>Annotate poem:</u> Underline the rhyming words in the poem.</p> <p><u>Word work:</u> In your workbook, write a list of the rhyming words ending in -all and -oo you found in the poem. Add your own words to the list that you brainstormed.</p> <p>Create your own sentence using the rhyming words from your list.</p>	<p>WORD WORK Making connections with the text: Text-to-self: What do you like to do on a hot day? Have you had a bbq? What did you eat? Text-to-world: Does this remind you of a similar event that has happened in your life?</p> <p>Complete the comprehension activity on Seesaw:</p> <p><small>Text: Phil Loves Animals Read the text (with support). What animals does Phil love? Colour and sort the pictures when they belong.</small></p> <table border="1" data-bbox="1366 670 1668 1013"> <tr> <td style="text-align: center;">✓</td> <td style="text-align: center;">✗</td> </tr> <tr> <td style="height: 100px;"></td> <td style="height: 100px;"></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </table>	✓	✗							
✓	✗											
												
												
<p>BRAIN BREAK</p>	<p>BRAIN BREAK</p>	<p>BRAIN BREAK</p>	<p>BRAIN BREAK</p>									
<p>Let's have a brain break. Put on your favourite song and dance around the house with your family!!</p>	<p>Let's have a brain break. https://www.youtube.com/watch?v=CT86DI442jA Animals in Action</p>	<p>Let's have a brain break. https://www.youtube.com/watch?v=dKa2LHYcln4 Walking through the jungle</p>	<p>Let's have a brain break. https://www.youtube.com/watch?v=dKa2LHYcln4 Walking through the jungle</p>									
<p>PDHPE Health/Second Step</p>	<p>Creative & Practical Arts (CAPA) Art</p>	<p>HSIE History</p>	<p>Science & Technology</p>									
<p>Second Step Solving Problems</p>	<p>Pick at least one animal to draw. Jaguar Tiger</p>	<p>Lion King Jungles The 1994 Lion King shows the jungle as a colourful, happy, fun and peaceful place.</p>	<p>Weather This term in science we are learning about the weather!</p>									



You may remember seeing this poster in your classroom. These are our problem solving steps. Today, you are going to look at this poster and listen to Miss Nix asking some questions.



[Snake](#)
[Sloth](#)
[Alligator](#)

Digital: Upload a recording of your drawing to SeeSaw.

Non-digital: Display your drawing for your family to see.



<https://www.youtube.com/watch?v=mzABW42AihM>

Is this how you think jungles are?

Would you want to live in a jungle like this? Why or why not?

What features did you see in the jungle?

2019 Lion King movie shows the viewers what a jungle really looks like.

<https://www.youtube.com/watch?v=zDQLvuTHLZ8>

Is the new version realistic?
Does this look like a real jungle?
Do animals really dance to the beat of the music?
Are animals really that friendly and would they join in walking with other animals?

Which jungle do you like the best- the jungle from the 1994 movie or the recent 2019 one?

Digital – Post answers to SeeSaw. **Non-Digital** – Complete in your workbook.

Have a look outside, what is the weather like today? What can you see in the sky- are there clouds moving? Is it a sunny, hot day? Is it windy?

Digital: Upload a video of yourself pretending to be a weather forecaster on the news! Tell your teacher what the weather looks like today and what you know about the weather.

Non-Digital:

In your workbook, draw a few pictures of what you already know about the weather. Attempt to label or write a few sentences! Such as: In winter the weather is cold. Then draw your picture of what cold weather can look like. You may know that the weather changes often, and that we have seasons in the year which can affect the weather.

Additional (optional) daily activities:

◆ Soundwaves <http://www.soundwaveskids.com.au/> select I'm a Student, then enter the code **work815**

◆ Colouring/drawing ◆ Studyladder ◆ Reading Eggs ◆ Assigned SeeSaw activities ◆ Education Live sessions

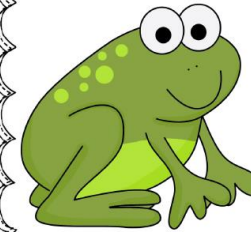
Sight Words (also accessible through Seesaw)

This week's reading strategy

Red words (20)

all	as	are	at	but
for	had	have	he	her
his	not	on	one	said
so	they	we	with	you

Skippy Frog



Skip the tricky word.

Read to the end.

Go back & try it again.



Mathematics – Number A Day Grid template

Number a day

The number is: _____

What is the number before? _____ What is the number after _____?

Show it's place value:

Tens	Ones
	

Show it in tally marks:



Write it out in words: _____



Simplified Activities

Please complete 2 focus sight word and sound activities each day. At the end of the week, you should be able to revise the learnt sound and sight word. Make sure to revise the last sound you learnt as well as the new focus sound and sight word for the day.

Write the focus sound and sight words in 5 colours from the rainbow.



Watch video:
Refer to the video for the day below for the correct sound.



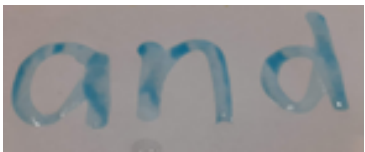
How many words can you find with the focus sound?

Find 5 words with the focus sound in a reading book.

Find the focus sight word 5 times in your book.



Grab a bowl of water. You can add a drop of food colouring to it. Dip your finger and write the focus sound and sight word on a paper.



FOCUS SOUND

FOCUS SIGHT WORD

Using a big tray fill it up with rice, sand or soil to cover the base. Use your finger to write the sound and sight word.



Touch 10 things around the house and say the focus sound.

Choose from the following to write out your sound and sight word.

- Pebbles
- Lego
- Playdough
- Pasta



Draw a picture of all the things starting with the focus sound.

	<i>DAILY VIDEO</i>	<i>FOCUS SOUND</i>	<i>FOCUS SIGHT WORD</i>
<i>MONDAY</i>	https://www.youtube.com/watch?v=4Dd0E9x7aWU	I i	I
<i>TUESDAY</i>	https://www.youtube.com/watch?v=kH3pJWzMVGM	N n	it
<i>WEDNESDAY</i>	https://www.youtube.com/watch?v=l53Mq-u2xZc	E e	the
<i>THURSDAY</i>	https://www.youtube.com/watch?v=LFAvNz44vJU	H h	in
<i>FRIDAY</i>	Revision day of all sounds and words		