

Kindergarten Program Timetable Term 4, Week 3



Monday	Tuesday	Wednesday	Thursday	Friday
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Sentence a Day (5 minutes)
Record your learning in your workbook and/or upload a copy of it to Seesaw.

Refer to student booklet. *Refer to student booklet.* *Refer to student booklet.* *Refer to student booklet.* *Refer to student booklet.*

ENGLISH

<p>Journal Writing Use the visual stimulus below to complete your journal writing for today.</p> <p>Soundwaves grapheme: oa, o_e, o for boat 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) In your workbook, write the following. Please use a sharpened lead pencil only: *Remember to use finger spaces and take your time. Long date E E E E E E E E</p>	<p>Soundwaves grapheme: oa, o_e, o for boat 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</p>	<p>Soundwaves grapheme: ar, a for star 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>Soundwaves grapheme: ar, a for star 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.</p>	<p>Sight Words (Red words) *listed below this document/ also on Seesaw Practise your typing fluency by typing your sight words. Take a photo to show your teacher on Seesaw.</p> <p>Handwriting (10 minutes) In your workbook, write the following. Please use a sharpened lead pencil only: *Remember to use finger spaces and take your time.</p> <p>Long date G G G G G G G G g g g g g g g g goggles goose gagging game Gina gave Greg great green grapes. (illustrate with a line of green grapes)</p>
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<p>e e e e e e e e ear eagle excel exercise Eels are eagerly eating Easter eggs. (illustrate with a line of Easter eggs)</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: Flippy Dolphin. Flip the vowel sound. Try the long and short sounds.</p>	<p>be a book you have at home or a Big Book from Reading Eggs.</p> <p>Use the strategy: Flippy Dolphin. Flip the vowel sound. Try the long and short sounds.</p>	<p>Use the strategy: Flippy Dolphin. Flip the vowel sound. Try the long and short sounds.</p>	<p>Tell your adult what the story was about and what part you liked the best.</p> <p>Use the strategy: Flippy Dolphin. Flip the vowel sound. Try the long and short sounds.</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. <i>Draw a picture about your book.</i> <i>Use the strategy:</i> Flippy Dolphin. Flip the vowel sound. Try the long and short sounds.</p>
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DAILY FITNESS



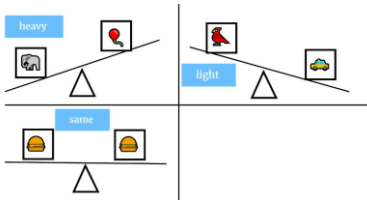


<p>Daily Fitness Teacher to select</p>	<p>Daily Fitness Teacher to select</p>	<p>Daily Fitness Teacher to select</p>	<p>Daily Fitness Teacher to select</p>	<p>Daily Fitness Teacher to select</p>
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A note on Mathematics for the week...

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.

<p>Maths (Monday)</p>	<p>Maths (Tuesday)</p>	<p>Maths (Wednesday)</p>	<p>Maths (Thursday)</p>	<p>Maths (Friday)</p>
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<p>TENS GAME (10 minutes) Complete a TEN activity from the list above.</p> <p>Learning Intention: I can identify materials that are light or heavy.</p> <p>Digital: Complete the Seesaw activity.</p> <p>Look at the pictures in each box. Circle the one that is heavier.</p>  <p>Non-Digital: Find 6 objects. Sort them in to light and heavy. Record and draw in your workbook under separate headings.</p>	<p>Number A Day (10 minutes) Complete the number a day activity using the grid below. The number is 29.</p> <p>Learning Intention: I can sort objects on the basis of their mass.</p> <p>Digital: Complete the Seesaw activity.</p>  <p>Non-Digital: Find 6 objects. Organise them from lightest to heaviest. Record and draw in your workbook in weight order.</p>	<p>TENS GAME (10 minutes) Complete a TEN activity from the list above.</p> <p>Learning Intention: I can find two collections of objects that have the same mass.</p> <p>Digital: Complete the Mass activity on Seesaw.</p>  <p>Non-Digital: Find two collections of objects that have the same mass, e.g., a collection of blocks and a collection of counters.</p>	<p>Number A Day (10 minutes) Complete the number a day activity using the grid below. The number is 30.</p> <p>Learning Intention: I can cover surfaces completely with smaller shapes.</p> <p>Digital: Complete the area Emoji activity on Seesaw.</p>  <p>Non-Digital: Estimate how many books are needed to cover your desk. Now using a book, measure and check the area of your desk.</p>	<p>TENS GAME (10 minutes) Complete a TEN activity from the list above.</p> <p>Learning Intention: I can compare two areas directly, e.g., superimposing or super positioning two surfaces.</p> <p>Digital: Complete the Comparing Area Seesaw activity.</p>  <p>Non-Digital: Draw around your hand, and around your foot. Place the paper hand on top of the foot one on top of the other to compare the area. Cover both with lego pieces and check which has more area. Paste into your workbook and label which has the larger area.</p>
<p>ENGLISH</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 Success Criteria: I can use</p>	<p>Learning intention: I can recognise rhymes and sounds in poems Success Criteria: I can say the</p>	<p>Learning intention: I can recognise rhymes and sounds in poems Success Criteria: I can say the</p>	<p>Learning Intention: I am learning to use comprehension strategies to understand a text</p>	<p>Learning intention: I am learning to be a good reader by decoding and blending words together</p>

different strategies to read and comprehend texts.

EXPLORE – reading strategies

Read text: *Phil Loves Animals (On Seesaw). The Big Hit!* Use **Lips the Fish**. Say the sounds before the vowel, then blend the rest. Create a mental image in your head as you read along.



SUPER SIX: VISUALISING

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

BRAIN BREAK

sound and identify the short 'i' words in the poem

EXPLORE - sounds

Our focus sound is the short vowel 'i'. Watch the video and join along to read all the short 'i' words:

<https://youtu.be/uWQcGjo9I3M>

Re-read text: *The Big Hit!* As you read, pay attention and look for words that have the short 'i' sound.

Can you think of any other words that have the short 'i' sound. What other words make the short 'i' sound? Brainstorm and write them down.

ANNOTATE/WORD WORK

Access the text: *'The Big Hit' On Seesaw*

Annotate poem:

Find the words in the poem that have the short 'i' sound and circle them.

Word work:

In your workbook, write the short 'i' words you found in the poem in a list using rainbow colours.

BRAIN BREAK

sound and identify the rhyming words in the poem

EXPLORE - rhyme

Re-visit/read the text using **Lips the fish**. Pay attention to the rhyming words in the text (words that have the same or similar ending sound).

The rhyming words in the text end in: **-it**

Can you think of any other words with the same ending/ similar ending sound? Brainstorm and write them down.

ANNOTATE/WORD WORK

Access the text: *'The Big Hit' On Seesaw (from previous lesson)*

Annotate poem:

Underline the rhyming words in the poem.

Word work:

In your workbook, write a list of the rhyming words ending in -it you found in the poem. Add your own words to the list that you brainstormed.

Create your own sentence using the rhyming words from your list.

BRAIN BREAK

Success Criteria: I can use different comprehension strategies to understand a text.

EXPLORE - comprehension

Re-visit the text. Read the text focusing on reading with fluency and using expression.

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.

WORD WORK

Making connections with the text:

Text-to-self:

Have you played a batting sport before? Have you hit a ball with a bat before?

Text-to-text:

Does this remind you of a similar event or story?

Complete the comprehension activity on Seesaw:



BRAIN BREAK

Success Criteria: I can focus on sounds to decode, blend and identify unfamiliar words

EXPLORE – decode and blend

Re-visit the text. As you read, clap the number of syllables in each word.

Practise saying the short 'i' words.

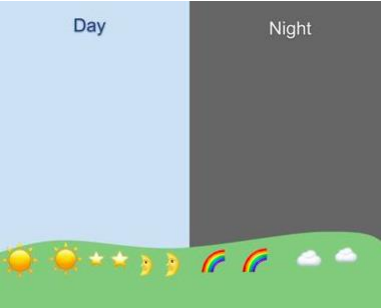
WORD WORK

*Real or nonsense? (*nonsense words are pretend words that have no meaning)*

Access the copy of short 'i' words that are real and nonsense (on Seesaw). Read all the short 'i' words. Colour the boxes that have REAL short i words in them. Put a star next to the nonsense words.

rit	flit	dit	bit	hit
thit	sit	fit	git	kit
vit	plit	mit	knit	jit
wit	quit	glit	drit	chit

BRAIN BREAK

<p>Let's have a brain break. Teacher to select</p>	<p>Let's have a brain break. Teacher to select</p>	<p>Let's have a brain break. Teacher to select</p>	<p>Let's have a brain break. Teacher to select</p>	<p>Let's have a brain break. Teacher to select</p>
<p>PDHPE Health/Second Step</p>	<p>Creative & Practical Arts (CAPA) Art</p>	<p>HSIE History</p>	<p>Science & Technology</p>	<p>PDHPE Sport</p>
<p>Second Step Refer to teacher booklet</p> <p>PDHPE Health Refer to drug education program</p>	<p>Let's draw a movie character from Pixar!</p> <p>Nemo Toy Story</p> <p>For fast finishers please >CLICK HERE< for more resources</p>	<p>Mickey Mouse has been on TV for 93 years! Watch his first clip, Steamboat Willie which was black and white. https://www.youtube.com/watch?v=BBgghnQF6E4</p> <p>There is no talking, only music and movement. Can you try to make a short film of yourself doing something with no talking, only actions. Usually there is something that goes wrong!</p> <p>Maybe you could get your family to join in too. Some ideas: Gardening and you see a spider Cleaning the house and more mess keeps appearing. Making something delicious and you are missing an ingredient. Or your own idea.</p>	<p><i>Why do we have day and night?</i> This is because the earth spins on an axis and although it looks like the sun moves it is the Earth that is moving! Watch this video explaining the concept. https://www.youtube.com/watch?v=yypZ_xL7qGQ</p> <p>Digital: Complete Seesaw activity "Day and night sort"</p>  <p>Non-Digital: Draw a picture of things that you do during the day e.g play outside. Then draw a picture of things you do in the night e.g sleep.</p>	<p>Goalies</p> <p>Watch video: https://players.brightcove.net/1479191975001/rkINJhxR_default/index.html?videoId=6193625827001</p> <ul style="list-style-type: none"> • You need to find a partner. • Stand opposite each other with your feet apart...this is the goal. • Use any sized ball or rolled up socks • Roll the ball or throw underarm. • Try to get it through your partners feet. • Score a goal!!!!
<p>Program notes and evaluations:</p>				

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Additional (optional) 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

Monday – Journal Writing


Week 3:

Food Fun


Write about the most delicious OR the most disgusting meal you can think of. Make sure your reader can imagine what it tastes like!



Word Bank



delicious	crunchy
tasty	sweet
yum	
nice	
yummy	
crispy	



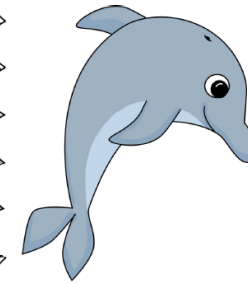
disgusting
yuck
moldy
smelly
inedible
sour

Sight Words	This week's reading strategy
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Red words (20)

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

Flippy Dolphin



Flip the vowel sound.

Try the long & short sounds.

Mathematics – Number A Day Grid template



Number a day

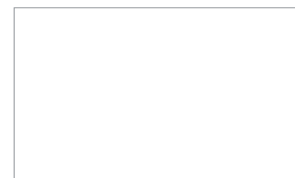
The number is: _____

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

Show it's place value:

Show it in tally marks:

Tens	Ones
	



Write it out in words: _____

Simplified Activities

Examples of activities that can be completed to support students as intensive support (with SLSO/LS)

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.



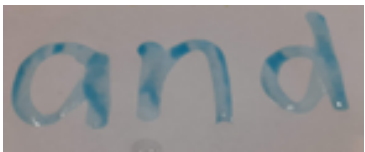
How many words can you find with the focus sound?

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		