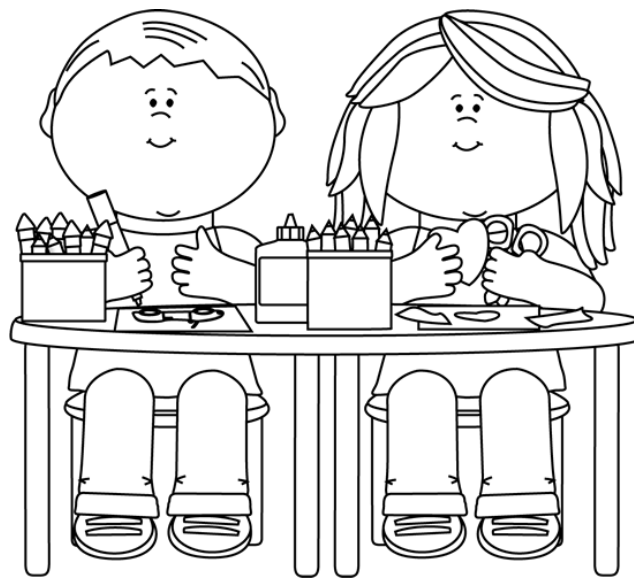


# Kindergarten Learning from Home Workbook

## Week 2 - Term 3



This book belongs to:

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# Learning from Home- Kindergarten

Hello Kindergarten students and families!

**Happy Week 2!** We are enjoying seeing all of your home learning photos on Seesaw, keep up the wonderful work! Remember for this week:

- you can complete these tasks in any order but please try your best to complete them all over the course of the week
- you do NOT need to access the digital options if it is too tricky - all activities can be completed using the workbook only
- extra educational games and websites will be communicated to families via Seesaw - again these are not compulsory.

Mrs Malinov, Mrs Reitano & Mrs Hayton

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Morning</b>	<b>ENGLISH</b> <ul style="list-style-type: none"> <li><b>Reading</b> - read the decodable sentences and draw a picture to match each one.</li> <li><b>Writing</b> - label the picture of the book character. Remember to use describing words. <u>Digital option</u> - Also watch the story online - your teacher will post the link on Seesaw.</li> </ul>	<b>ENGLISH</b> <ul style="list-style-type: none"> <li><b>Reading</b> - read a book with a grown up. Retell what happened in the beginning, middle and end of the story. <u>Digital option</u> - listen to the story your teacher puts on SeeSaw instead of a book at home.</li> <li><b>Writing</b> - use your labels from yesterday to write at least 2 sentences describing the book character.</li> </ul>	<b>ENGLISH</b> <ul style="list-style-type: none"> <li><b>Reading</b> - read the decodable sentences and draw a picture to match each one.</li> <li><b>Writing</b> - label the picture of the book character. Remember to use describing words. <u>Digital option</u> - Also watch the story online - your teacher will post the link on Seesaw.</li> </ul>	<b>ENGLISH</b> <ul style="list-style-type: none"> <li><b>Reading</b> - read a book with a grown up. Talk with your grown up - Who were the characters in the story? What was the problem in the story? How did the problem get solved? <u>Digital option</u> - listen to the story your teacher puts on SeeSaw instead of a book at home.</li> <li><b>Writing</b> - use your labels from yesterday to write at least 2 sentences describing the book character.</li> </ul>	<b>ENGLISH</b> <ul style="list-style-type: none"> <li><b>Phonics</b> - cut up the sound cards. Flash them and say the sound they make. Make some words using the sound cards and write them in your workbook. <u>Digital option</u> - Also sing our phonics song. Show your family the actions.</li> <li><b>Handwriting</b> - complete the handwriting sheets using your neatest writing. Look at the top of the page to remember where to start the letter and what direction the lines should go in.</li> </ul>
<b>Break Middle</b>	<b>MATHEMATICS</b> <ul style="list-style-type: none"> <li><b>Counting to 30</b> - Move your body, for example count your steps, clap, click your fingers, and count forwards to 30.</li> </ul>	<b>MATHEMATICS</b> <ul style="list-style-type: none"> <li><b>Counting to 30</b> - Star jumps. <i>Challenge</i> - start at any number and count forwards until someone says stop.</li> </ul>	<b>MATHEMATICS</b> <ul style="list-style-type: none"> <li><b>Counting to 30</b> - Toe touches. <i>Challenge</i> - start at any number and count forwards until someone says stop.</li> </ul>	<b>MATHEMATICS</b> <ul style="list-style-type: none"> <li><b>Counting to 30</b> - Hop on one leg. <i>Challenge</i> - start at any number and count forwards until someone says stop.</li> </ul>	<b>MATHEMATICS</b> <ul style="list-style-type: none"> <li><b>Counting to 30</b> - Jump on the spot. <i>Challenge</i> - start at any number and count forwards until someone says stop.</li> </ul>



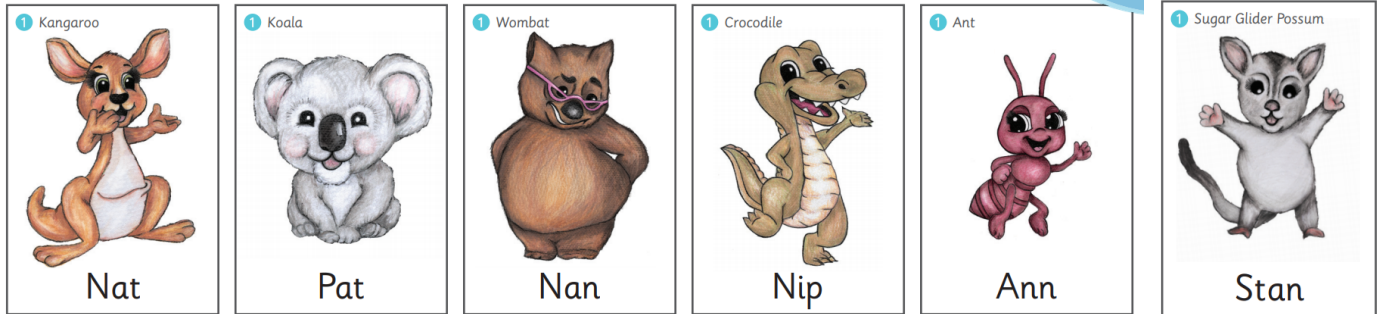
	<ul style="list-style-type: none"> <li>• <b>Write numbers to 10</b> - In your number booklet, practise writing your numbers to 10. Remember to start at the dot and follow the arrow.</li> <li>• <b>Mass (heavy/light)</b> - find objects around the house and group them into 'heavy' and 'light'. <u>Digital option</u>: Also watch <b>Sesame Street - Ernie's Heavy and Light Game</b> on YouTube</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Mass (hefting)</b> - Look in the backyard and see what objects are heavy and light. Pick up two objects. Put one in each hand, for example, a rock in your left hand and a leaf in your right hand, think which one is heavier and which one is lighter. Say: "The rock is heavier than the leaf" and "The leaf is lighter than the rock." Complete worksheet. <u>Digital option</u>: Also watch <b>Blippi learns what weighs more</b> on YouTube</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Mass (measuring scale)</b> - Make a seesaw using a small tin can (tuna can) and a flat baking tray. Put objects on either side and see which object is heavier and which object is lighter. Complete worksheet. <u>Digital option</u>: Also watch <b>NUMBERJACKS / Getting Heavy / S1E8</b> on YouTube</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Write numbers to 10 booklet</b></li> <li>• <b>Addition</b> - Four-in-a-row dice addition. Roll two dice. Count the dots and match it with the correct number on the board game. Try to get four counters in a row and WIN!</li> <li>• <u>Digital option</u>: <b>Matific/SeeSaw activities</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Write numbers to 10 booklet</b></li> <li>• <b>Addition - counting on.</b> You start at your bedroom and make your way to your letter box. You will need a dice and someone to play with. Roll the dice and count your steps. Remember your number. Then the next person has their turn. Roll the dice and if it lands on 5, count from 3 - 4, 5, 6, 7, 8. Whoever reaches the letter box first WINS! <u>Digital Option</u>: <b>Matific/SeeSaw activities</b></li> </ul>
<b>Break</b>					
<b>Afternoon</b>	<ul style="list-style-type: none"> <li>• <b>SPORT</b> <ul style="list-style-type: none"> <li>• Tear out the cube net to make 2 dice. With a family member roll both dice and complete the action.</li> </ul> </li> </ul>	<b>HEALTH</b> <ul style="list-style-type: none"> <li>• Cut and paste the pictures of how to brush your teeth in the correct order.</li> <li>• Draw some pictures of the many ways you look after your body.</li> <li>• <u>Digital Option</u>: Also watch the 'How to brush your teeth video' posted on Seesaw.</li> </ul>	<b>DRAMA</b> <ul style="list-style-type: none"> <li>• Tear out the 2 masks and decorate them.</li> <li>• Pretend you are a dinosaur and act out how the dinosaur moves around.</li> <li>• <u>Digital Option</u>: Also watch the video of Arlo posted on Seesaw.</li> </ul>	<b>GEOGRAPHY</b> <ul style="list-style-type: none"> <li>• Think of all the places that you like to visit. Draw pictures of at least 10 places.</li> <li>• Draw places that are big and small. (A big place might be the park and a small place might be a cupboard).</li> <li>• <u>Digital option</u>: Also watch the My Place video posted on Seesaw</li> </ul>	<b>SCIENCE &amp; TECHNOLOGY</b> <ul style="list-style-type: none"> <li>• Think of the things ducklings need to survive. Circle the pictures.</li> <li>• Can you add anything extra that ducklings need to survive?</li> </ul>

MONDAY

# Reading - Pips



Here are some characters from our decodable readers we have been reading at school:



Here are the strategies we use to read sentences:

## What to do if I get stuck...



Look closely at the word



Put your finger under the word



Slide your finger



Blend the sounds out loud



Ask yourself 'Did that make sense?'



Re-read the sentence

Read the sentences about our characters and draw a picture to show you have understood what you read. BONUS - can you take a photo of this page and send it to your teacher on Seesaw?

It is a pip.

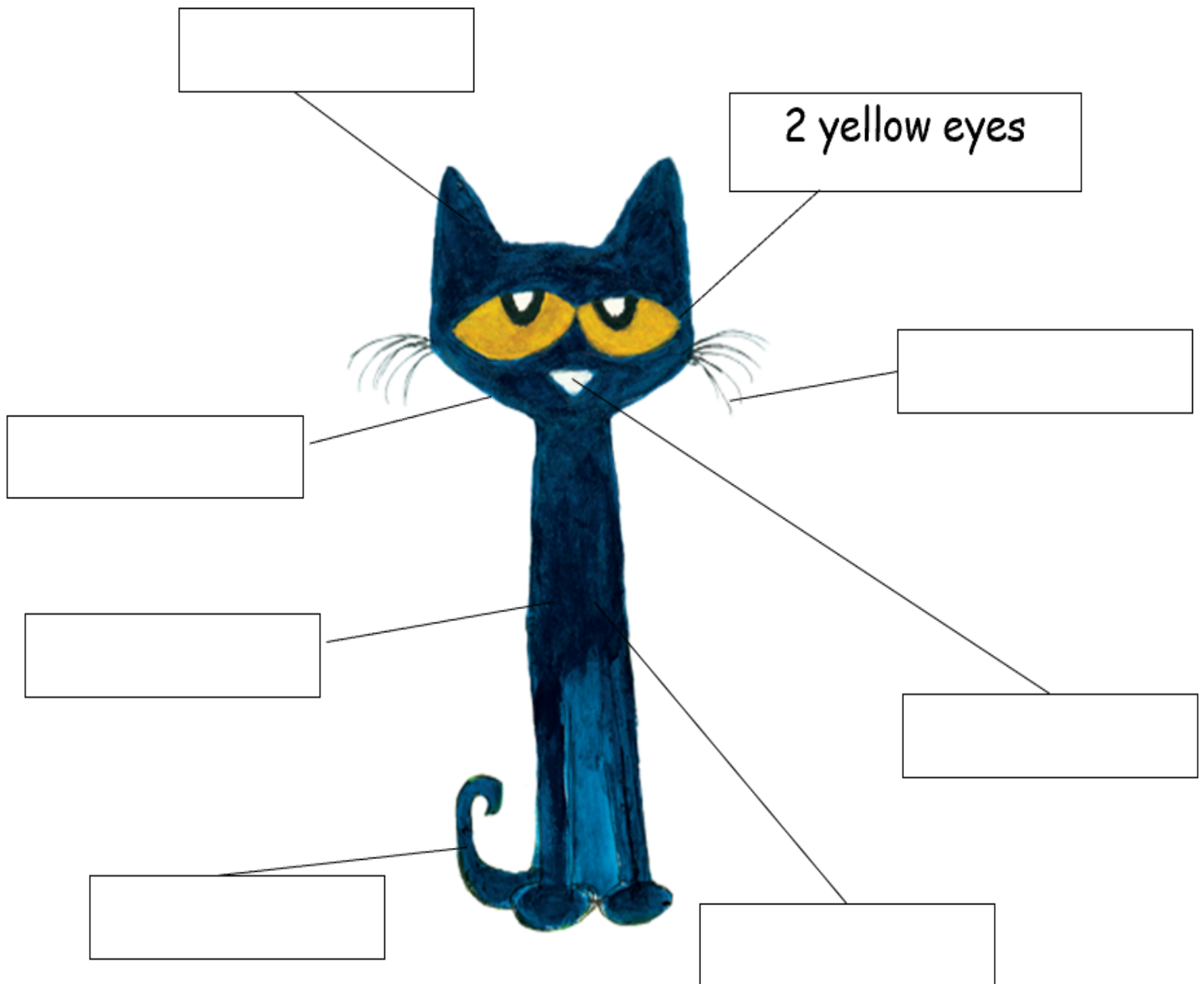
Ann the ant spits pips.

Can Nan spin the pips?

The pips go in the tin.

# Writing

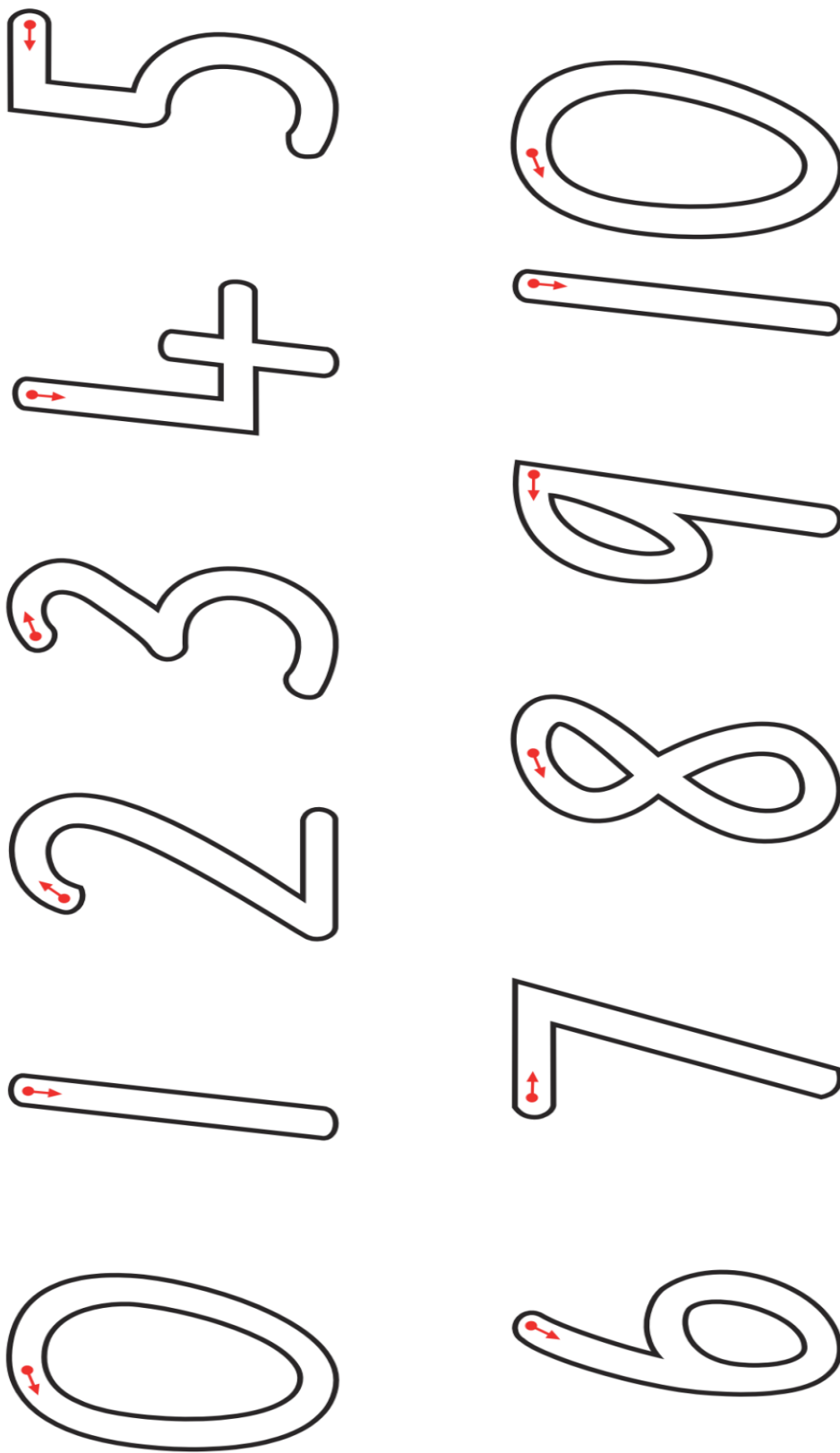
Label **Pete the Cat**. Don't forget to use adjectives to describe the colour, shape, size, amount of each body part. One has been done for you. To spell the words, **say the word slowly and write the sounds you hear** - please don't ask your grown ups to spell it for you!



# Maths

## Number Formation

*Can you trace the numbers?*





# Sport

Tear out the following pages of the dice.

Make both dice by cutting out the bold black line.

Fold the dice on the dotted line.

Glue or sticky tape the edges together.

Play the game with someone in your family.

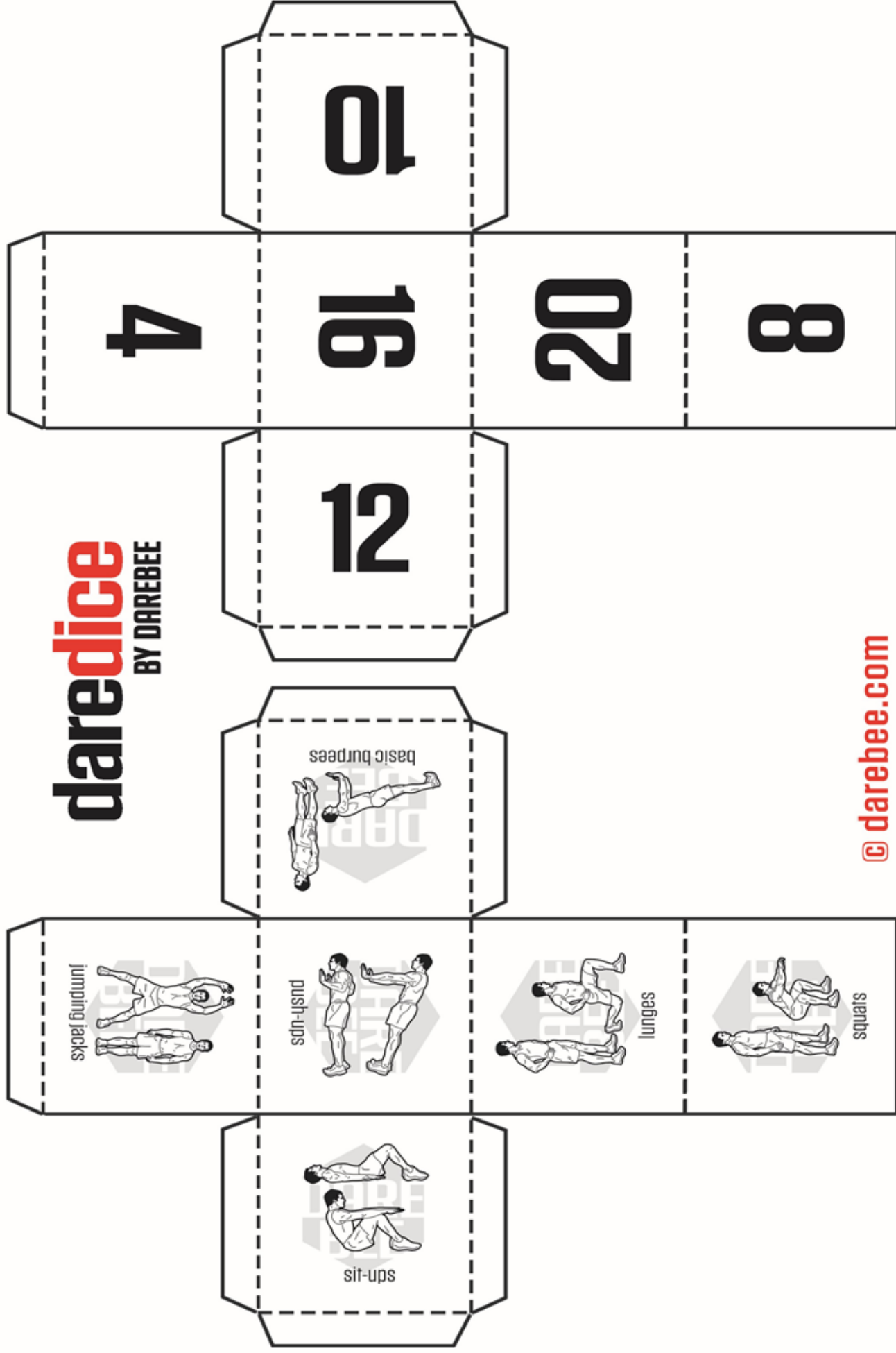
Roll both dice at once.

Complete the action.



# daredice

BY DAREBEE





TUESDAY

# Reading

This page is optional! Reading and talking about the story together is enough, however students can complete this page if families wish.

Today I read the story: \_\_\_\_\_

It is written by: \_\_\_\_\_

It is illustrated by: \_\_\_\_\_

Beginning:

Middle:

End:



# Writing



Find your labels from yesterday's writing lesson.  
Turn your labels into at least 2 sentences to  
describe **Pete the Cat**.

For example: Pete the Cat has a long skinny blue  
body. He has 2 yellow eyes and a curly tail.

Make sure you use:

- ☐ Capital letters      **ABC**
- ☐ Punctuation      **. ! ?**
- ☐ Finger spaces      
- ☐ Neat handwriting      

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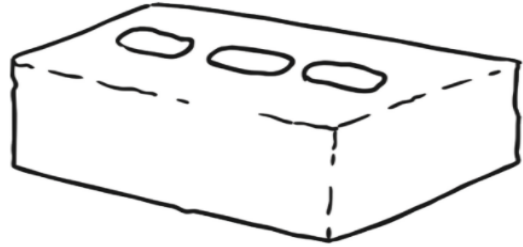
# Maths - Which is Heavier?

Mass is measuring how heavy or how light an object is.

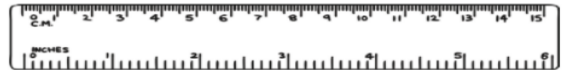
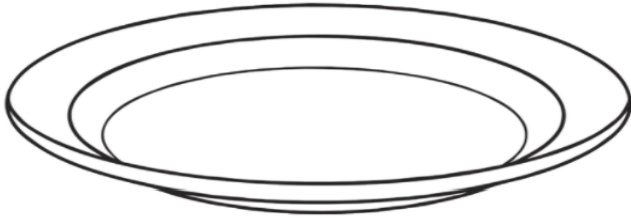
Today we are learning to heft. This means we use our arms like scales to feel and measure if an object would be heavier or lighter than the other object.

**Colour in the correct picture and write a sentence underneath.**

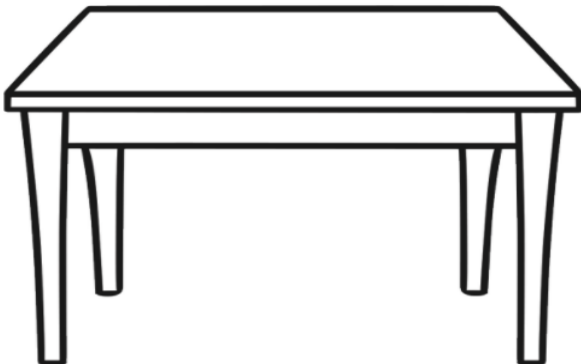
*For example, the brick is heavier than the feather.*



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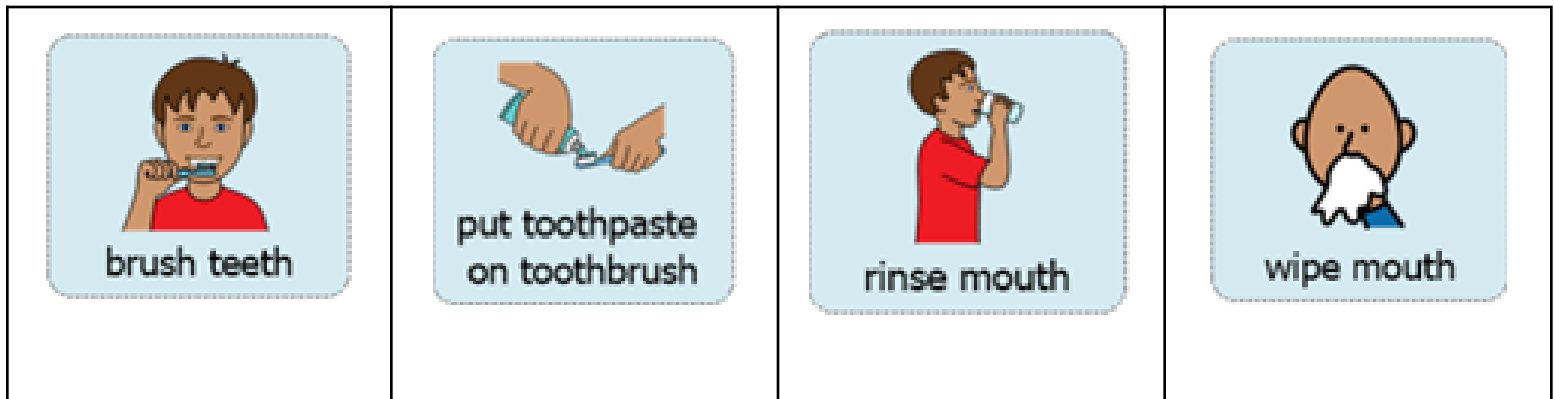
# Health

## Brushing Your Teeth

Tear this page out of your booklet

1. Cut out the pictures of how to brush your teeth
2. Glue them in the correct order

*Cut out the pictures*



*Glue the pictures of brushing your teeth in the correct order*

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# Looking After Your Body



*Looking after your body is extremely important.*

*Draw a picture of you looking after your body*

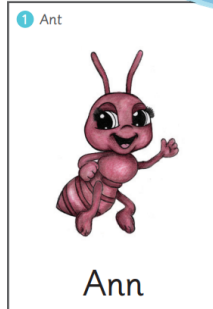
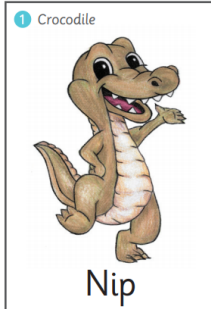
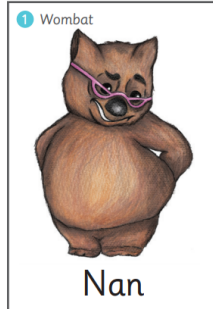
Brushing your hair	
Cleaning your teeth	
Using a tissue	
Washing hands	
Wearing shoes on your feet	
Having a shower or a bath	

WEDNESDAY

# Reading - The Tin



Here are some characters from our decodable readers we have been reading at school:



Here are the strategies we use to read sentences:

## What to do if I get stuck...



Look closely at the word



Put your finger under the word



Slide your finger



Blend the sounds out loud



Ask yourself 'Did that make sense?'



Re-read the sentence

Read the sentences about our characters and draw a picture to show you have understood what you read. BONUS - can you take a photo of this page and send it to your teacher on Seesaw?

The tin is in the pit.

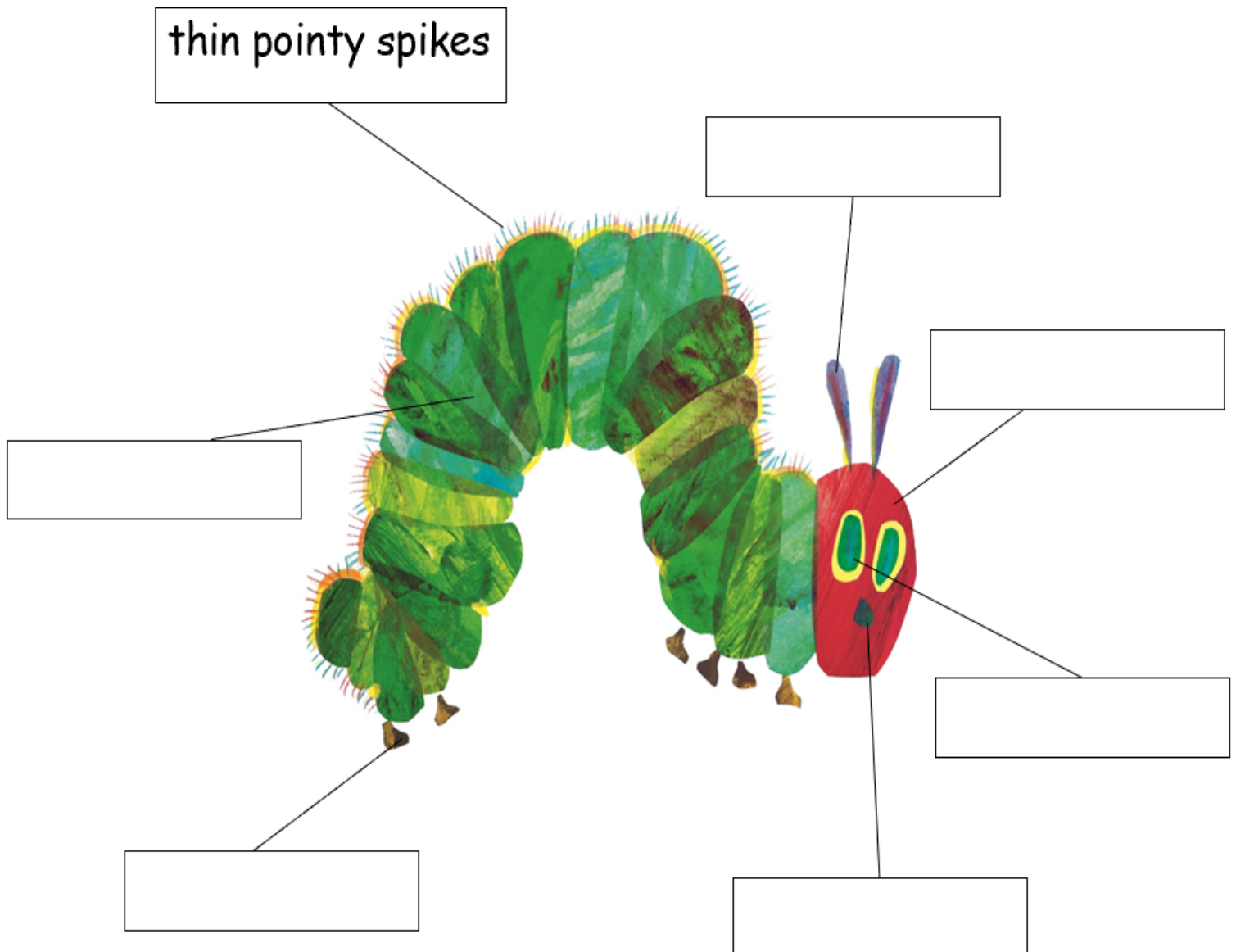
Nan can sit in the tin.

Nat and Pat spin the  
tin.

Ann pats the tin.

# Writing

Label **The Very Hungry Caterpillar**. Don't forget to use adjectives to describe the colour, shape, size, amount of each body part. One has been done for you. To spell the words, **say the word slowly and write the sounds you hear** - please don't ask your grown ups to spell it for you!

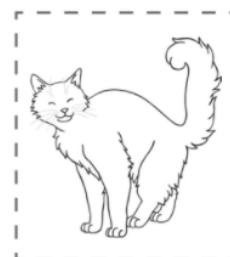
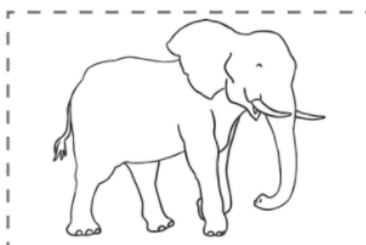
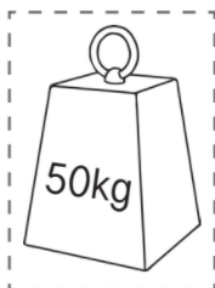
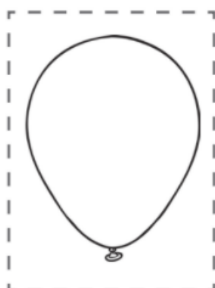
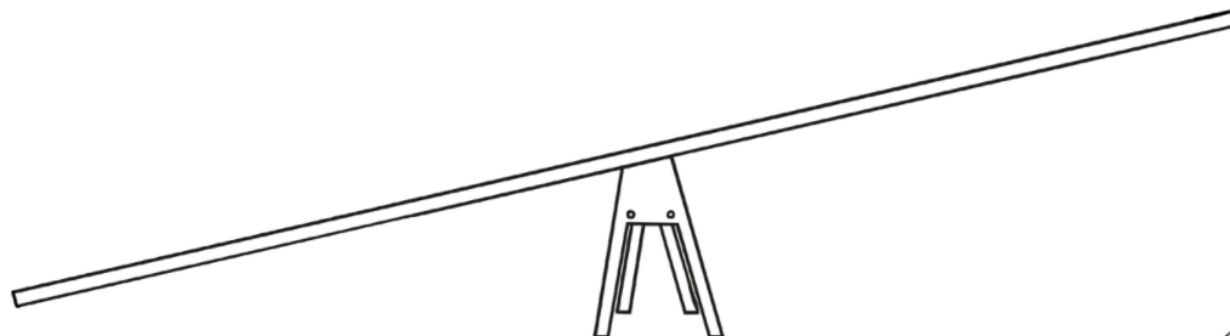
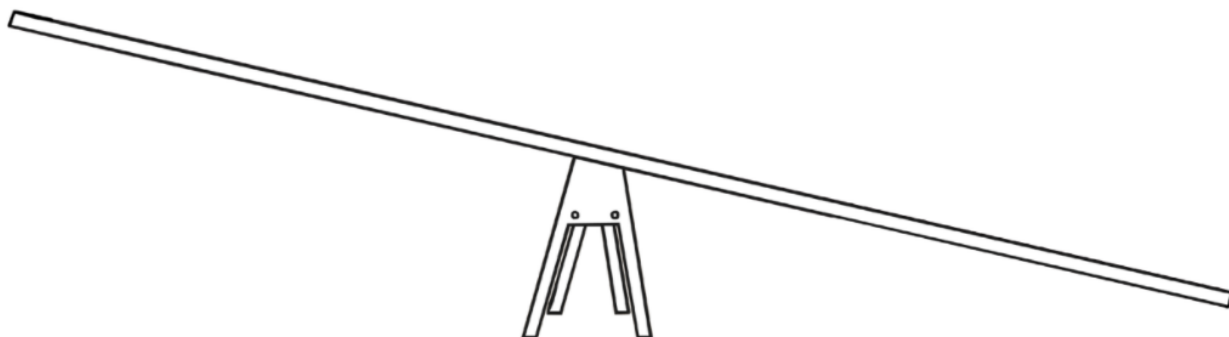






# Maths - Scales

Cut out the heavy and light objects and **glue** them on the **correct side** of the balance scales to complete the picture.





# Drama

Tear out the 2 masks and colour them in.

Using your imagination and using the mask, you are going to pretend to be a dinosaur.

Ask a family member to be a dinosaur with you.

Stomp around like a tyrannosaurus rex



Fly like a pterosaurs



Run through the forest looking for food like a triceratops

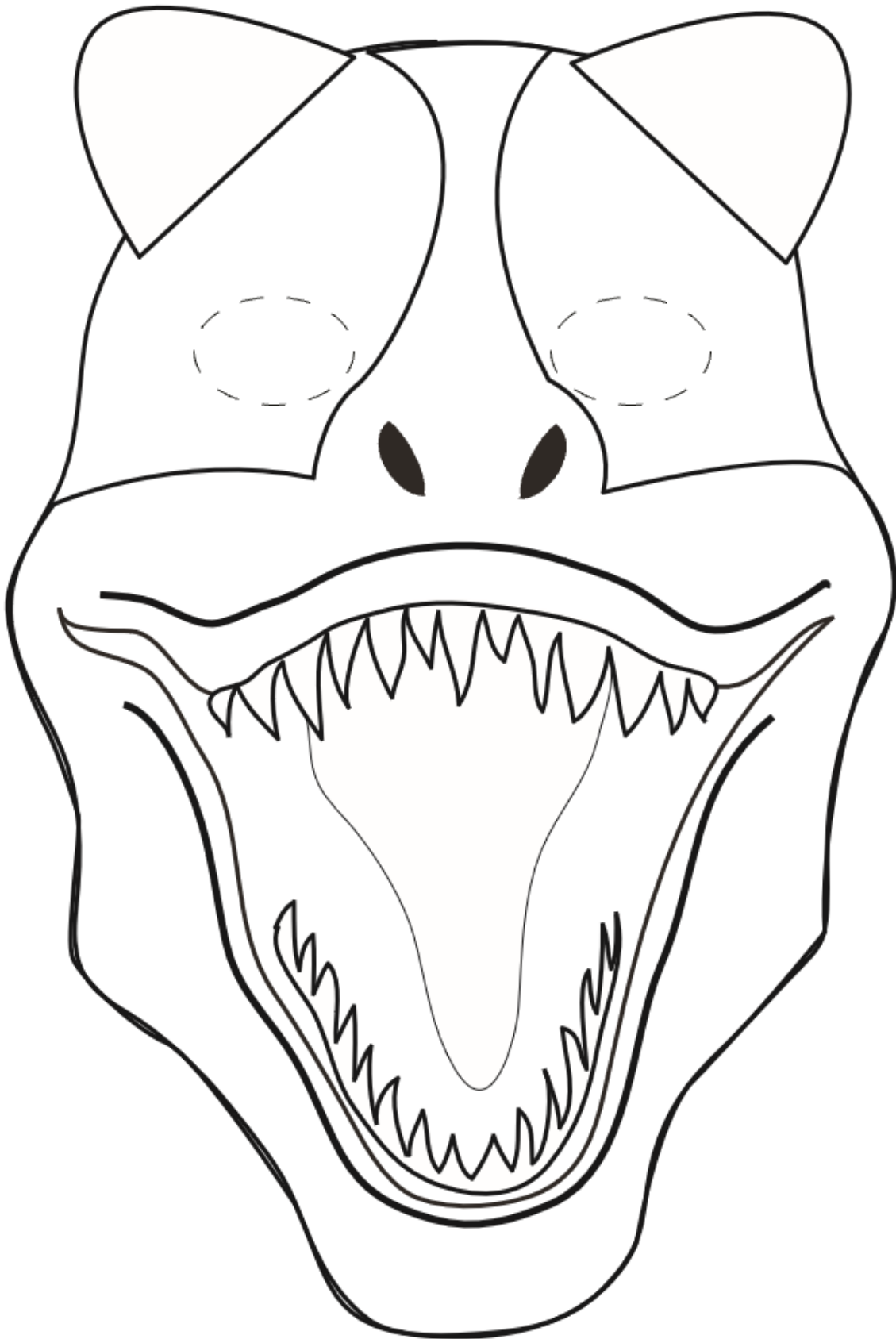


Calmly eat the leaves off a branch like a brontosaurus



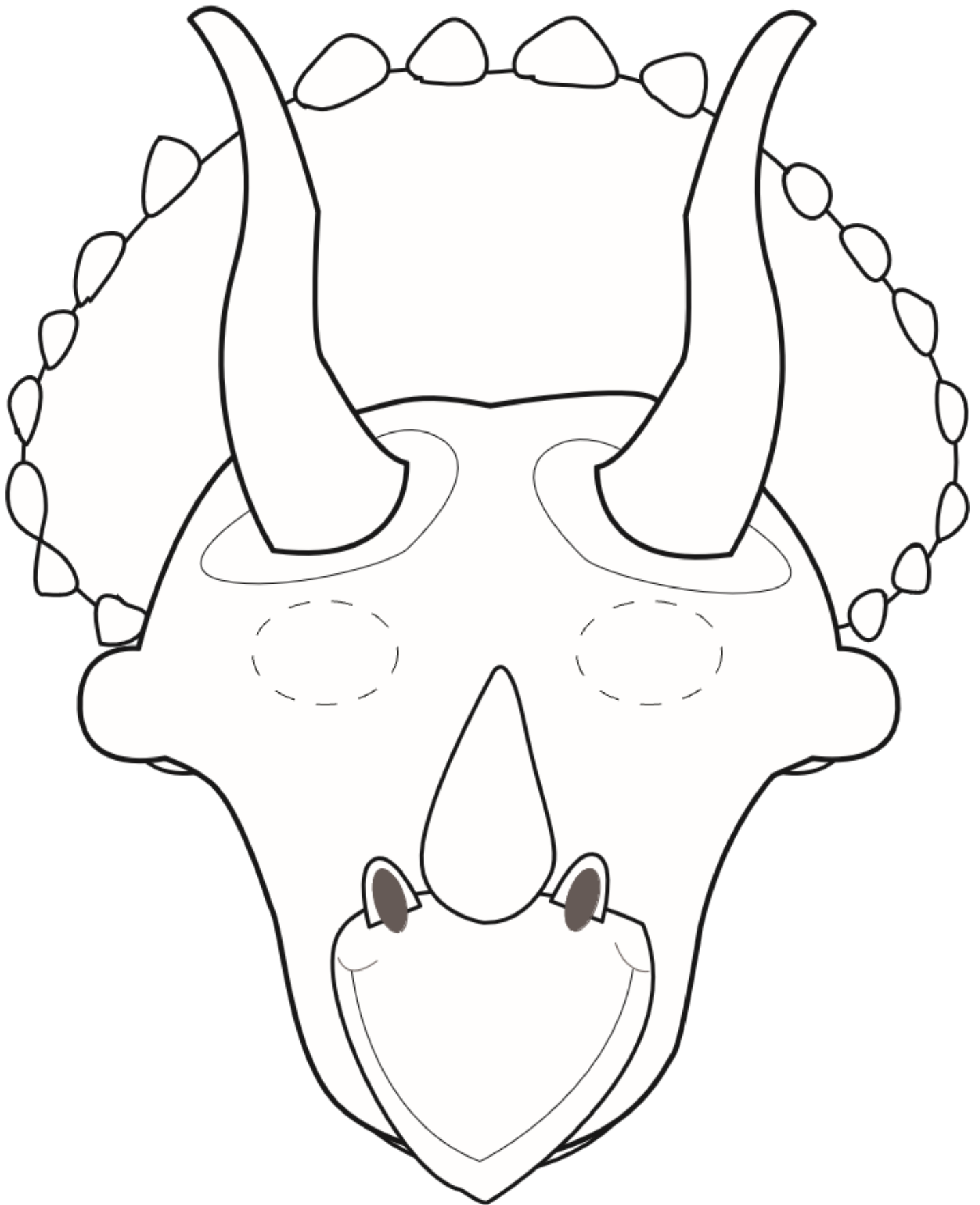


Tear out this page to colour in your dinosaur mask





Tear out this page to colour in your dinosaur mask







THURSDAY

# Reading

This page is optional! Reading and talking about the story together is enough, however students can complete this page if families wish.

Today I read the story: \_\_\_\_\_

It is written by: \_\_\_\_\_

It is illustrated by: \_\_\_\_\_

Characters:

Problem:

Solution:



# Writing



Find your labels from yesterday's writing lesson.  
Turn your labels into at least 2 sentences to  
describe **The Very Hungry Caterpillar**.

For example: The Very Hungry Caterpillar has  
lots of thin pointy spikes. He has 2 big green eyes  
and a round red head.

Make sure you use:

- ☐ Capital letters      **ABC**
- ☐ Punctuation      **. ! ?**
- ☐ Finger spaces      
- ☐ Neat handwriting      

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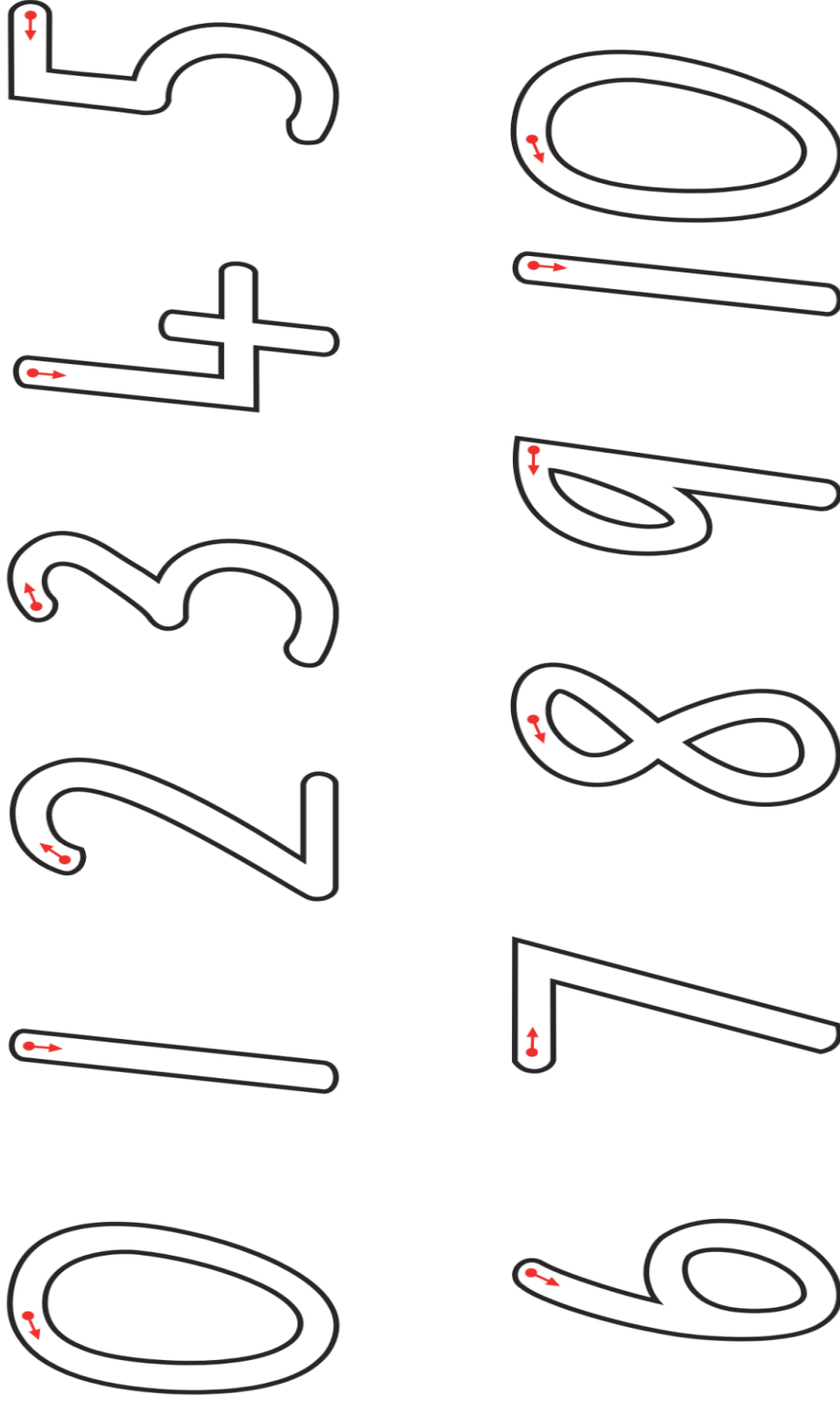
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# Maths

## Number Formation

*Can you trace the numbers?*



# Dice Addition

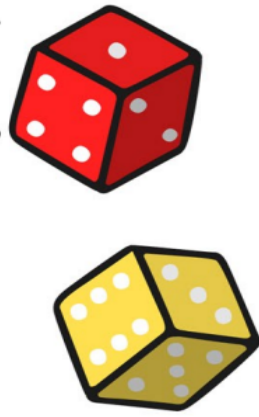
## 4-in-a-Row

You will need:

- 2 dice
- 2 different coloured sets of 13 counters

The aim of the game is to get four of your own counters in a row.

Roll the two dice. Add the numbers together and place a counter on that number. Take it in turns until a player wins or the board fills up.

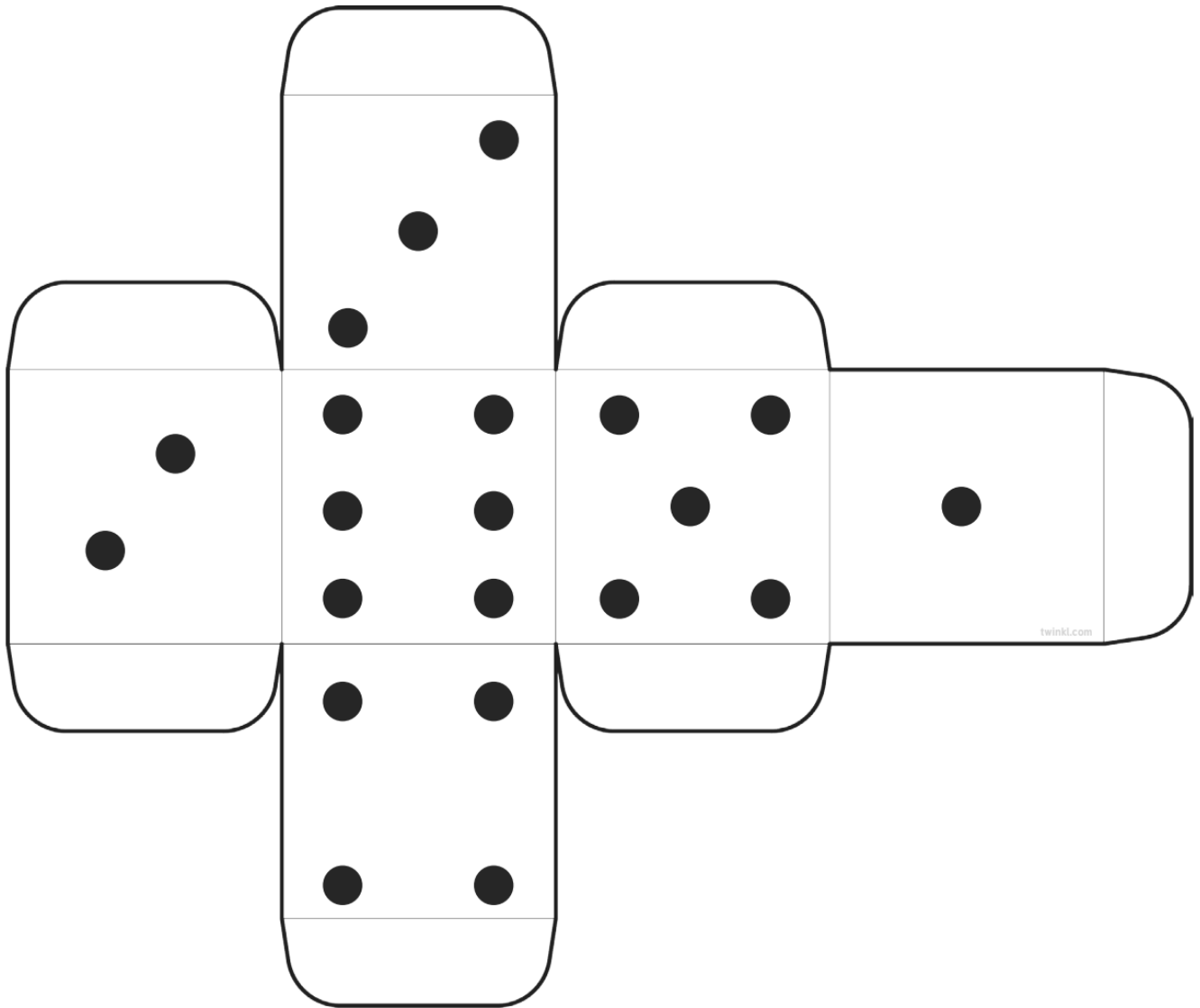


2	5	10	8	3
4	11	6	4	10
5	7	2	12	8
11	6	4	9	5
12	3	8	6	9



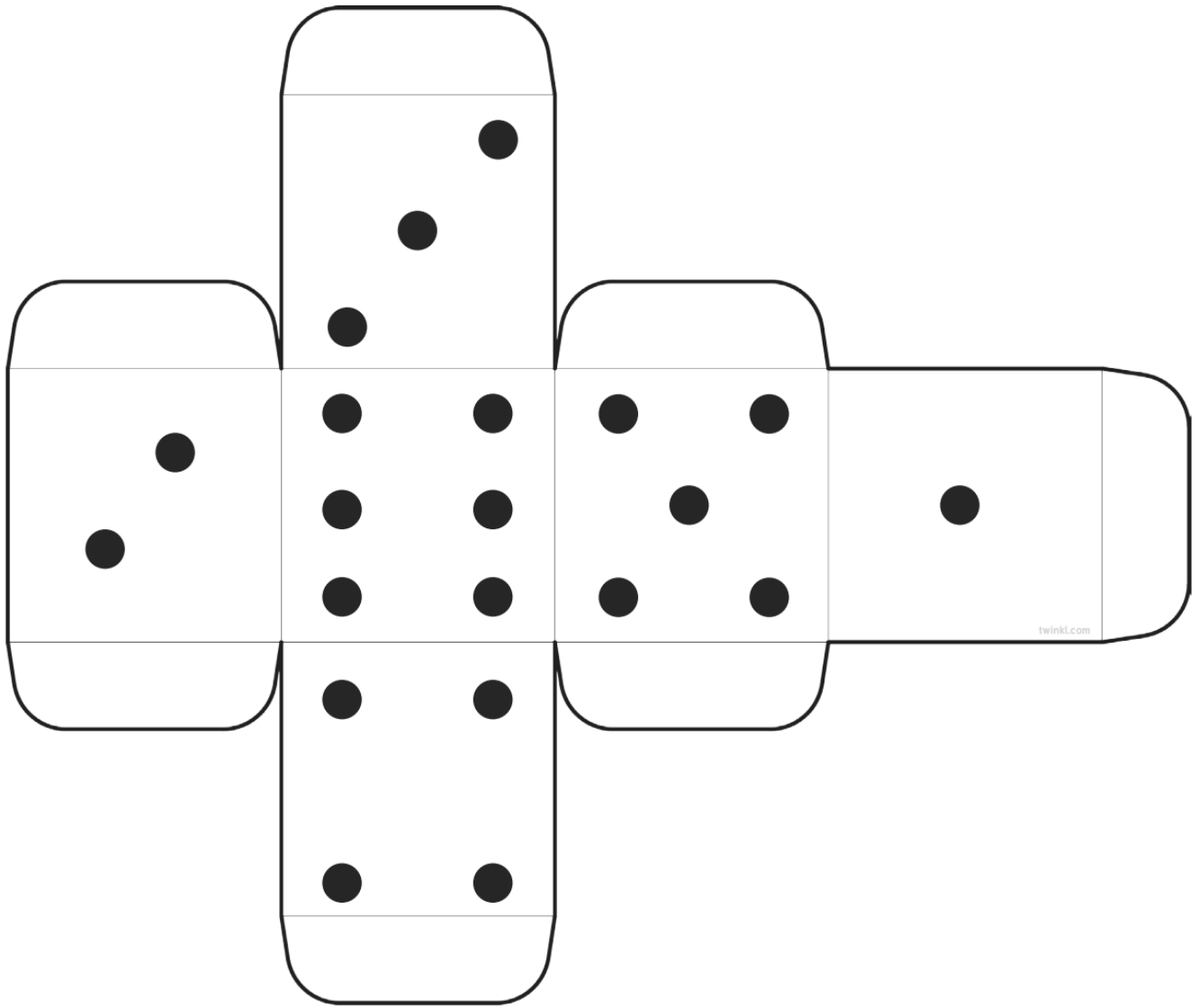
Cut and paste these dice together.

Alternatively you can use a dice app, or write numbers 1-6 on scrap paper, then pull one out of a hat or bowl.











# Geography

A place is a space that we use. It can be many things like where you live, where you work or where you play.

Think of all the places you know and draw them

Joey's safe place is his house. Draw your safe place.



Places can be big or small



Which of these places are big?

Which of these places are small?



Can you name some other big and small places?

Can you think and draw some of the places that you have been to that are big and small?

Big places	Small Places

FRIDAY



# Phonics

(tear this page out of your booklet and cut into flashcards)

s	a	t	p
i	n	m	d
g	o	c	k
ck	ar	e	u
r	b	h	l
j	v	w	x
y	z	sh	th





What words can you make with your flash cards? Write them here in your favourite colours.

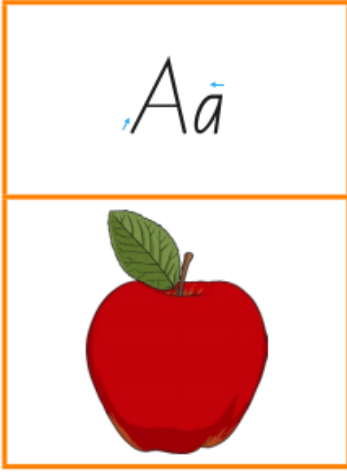
*Easier option - Make words with only 3 sounds. Only use the blue card sounds.*

*Mid range option - Make words with 3, 4 or 5 sounds. Use blue, orange and yellow cards.*

*Challenge - Make words with 4 or 5 sounds. Use the green cards too. We haven't learned these sounds in class but you might know them or your family can teach them to you.*

# Handwriting

Handwriting Practice Sheets



Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: a for apple.

Now copy the letters and words into your handwriting book.

a a a

A A A

Aa Aa Aa

and

apple

axe

Bb



Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: b for bird.

Now copy the letters and words into your handwriting book.

b b b

B B B

Bb Bb Bb

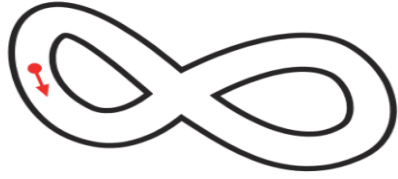
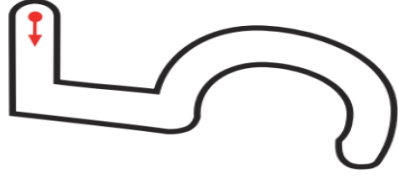
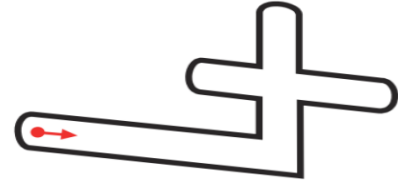
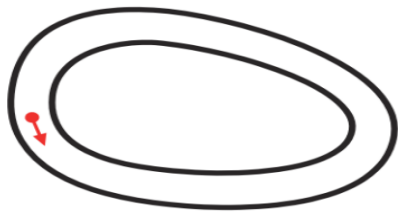
be

but

before

## Number Formation

*Can you trace the numbers?*



# Science

## Caring for Bonnyrigg's Wood Ducklings



Circle the objects ducklings will need to live and grow into ducks.



Can you think of anything else ducklings will need to survive?