

Kindergarten Learning from Home Workbook

Week 3 - Term 3



This book belongs to:

Learning from Home- Kindergarten

Hello Kindergarten students and families!

Welcome to Week 3! You are all doing a wonderful job learning from home! Keep sending through your photos on Seesaw and send through any questions or concerns to your teachers.

Mrs Malinov, Mrs Reitano & Mrs Hayton

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	ENGLISH <ul style="list-style-type: none"> Reading - read the decodable sentences and draw a picture to match each one. Writing - label the picture of the book character. Remember to use describing words. <i>Digital option</i> - Also watch the story online - your teacher will post the link on SeeSaw. 	ENGLISH <ul style="list-style-type: none"> Reading - read a book with a grown up. Retell what happened in the beginning, middle and end of the story. <i>Digital option</i> - listen to the story your teacher puts on SeeSaw instead of a book at home. Writing - use your labels from yesterday to write at least 2 sentences describing the book character. 	ENGLISH <ul style="list-style-type: none"> Reading - read the decodable sentences and draw a picture to match each one. Writing - label the picture of the book character. Remember to use describing words. <i>Digital option</i> - Also watch the story online - your teacher will post the link on SeeSaw. 	ENGLISH <ul style="list-style-type: none"> Reading - 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? <i>Digital option</i> - listen to the story your teacher puts on SeeSaw instead of a book at home. Writing - use your labels from yesterday to write at least 2 sentences describing the book character. 	ENGLISH <ul style="list-style-type: none"> Phonics - Flash your sound cards from last week and say the sound they make. Make some words using the sound cards and write them in your workbook. <i>Digital option</i> - Also sing our phonics song. Show your family the actions. Handwriting - 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.
Break Middle	MATHEMATICS <ul style="list-style-type: none"> Counting backwards from 10 or 20 - Walk backwards as you count from 10 or 20. 	MATHEMATICS <ul style="list-style-type: none"> Counting backwards from 10 or 20 - jump backwards as you count from 10 or 20. 	MATHEMATICS <ul style="list-style-type: none"> Counting backwards from 10 or 20 - jog backwards as you count from 10 or 20. 	MATHEMATICS <ul style="list-style-type: none"> Counting backwards from 10 or 20 - floss backwards as you count from 10 or 20 	MATHEMATICS <ul style="list-style-type: none"> Counting backwards from 10 or 20 - take big steps backwards as you count from 10 or 20

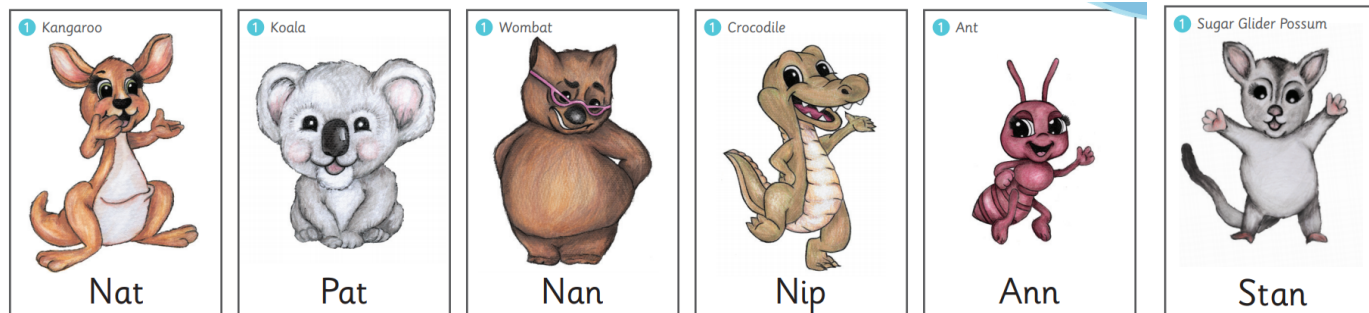


	<ul style="list-style-type: none"> • Write numbers 11-20 - In your number booklet, practise writing your numbers to 11-20. Remember to start at the dot and follow the arrow. • Capacity - Capacity is the amount of liquid a container can hold. Can you find some liquids in the kitchen? For example a milk bottle, juice bottle, etc. Take a picture and post it onto SeeSaw. 	<ul style="list-style-type: none"> • Capacity - Use 3 clear cups that are the same size and fill it up with water to show a cup that is empty, half full and full. Take a picture and post it on SeeSaw. Complete worksheet in booklet. **optional: try making a banana milkshake and share the milkshake with your family. Fill each cup to nearly-full. 	<ul style="list-style-type: none"> • Capacity - Waterplay- Go outside into your backyard. You will need: big tub of water or sand; small and big containers; and cups. You are going to measure how many cups of water it takes to fill a container. Complete the activity on the worksheet in the booklet. <u>Digital Option:</u> Also, watch Capacity for Kids - Waterplay on YouTube 	<ul style="list-style-type: none"> • Write numbers 11-20 - Volume is the amount of space an object takes, for example, a chair has less volume than a dinner table as it takes up less space. Use connecting blocks (like lego) to make two robots. Which robot has a greater volume? Take a picture and post it on SeeSaw. <u>Digital Option:</u> Also watch Umigo: Math Mania - Volumes. 	<ul style="list-style-type: none"> • Write numbers 11-20 • Volume - Make lego structures (refer to the booklet for structures) using only this block: <div data-bbox="332 241 457 382" data-label="Image"> </div> <p>Circle the structure with the greatest (most) volume. Complete task in your booklet. **if you do not have lego blocks, count the blocks that you can see in the picture to find the volume.</p>
Break Afternoon	SPORT <ul style="list-style-type: none"> • Participate in the fitness video clip posted to Seesaw. Make sure you are in a safe area, so that you will be able to move around. If you do not have access to technology, play a throwing and catching game with your family. 	HEALTH <p>Playing snap is so much fun, especially when you win!</p> <ul style="list-style-type: none"> • Cut out, shuffle and deal the cards. Good Luck! 	DRAMA <p>Use your imagination!</p> <ul style="list-style-type: none"> • Draw and write a sentence about the various scenarios on the worksheet. • After you have completed your writing and drawing, you will dramatise (act out) your scenes. 	GEOGRAPHY <ul style="list-style-type: none"> • Think of all the materials needed to build a house and label the pictures. • Explore what your house looks like and draw the various rooms in your house. • <u>Digital Option</u>- Watch the video on building a house posted to SeeSaw 	SCIENCE & TECHNOLOGY <ul style="list-style-type: none"> • Thinking of all the objects in the world, draw all the living and non-living things that you know. • Draw as many pictures as you can of animals that can walk, fly and swim • <u>Digital option</u> - watch the video and/or play the game posted to Seesaw.

MONDAY

Reading - A Pin







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 the pin.

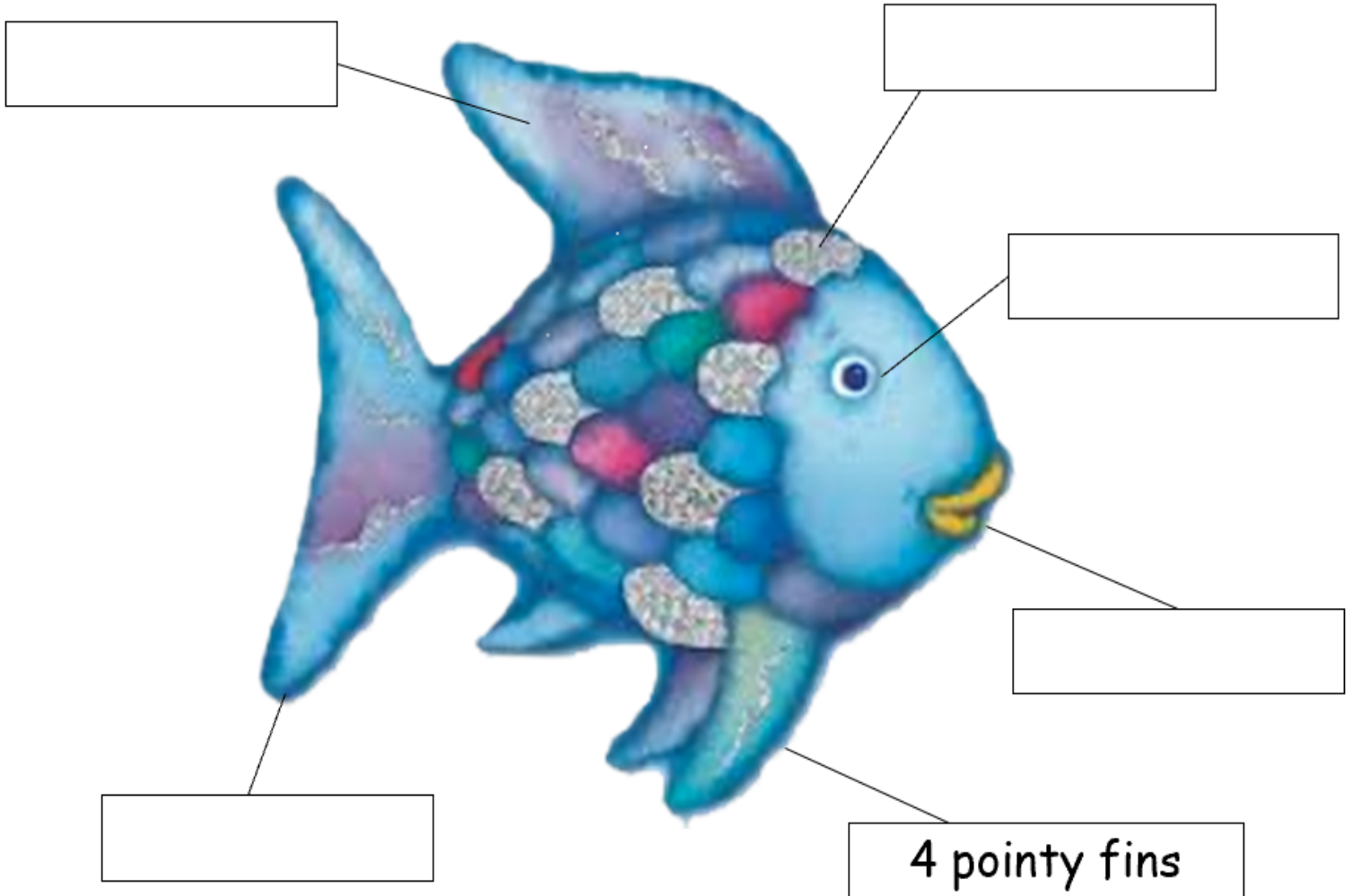
Nip pats the pin.

The pin is on Stan.

Nat spins on the pin.

Writing

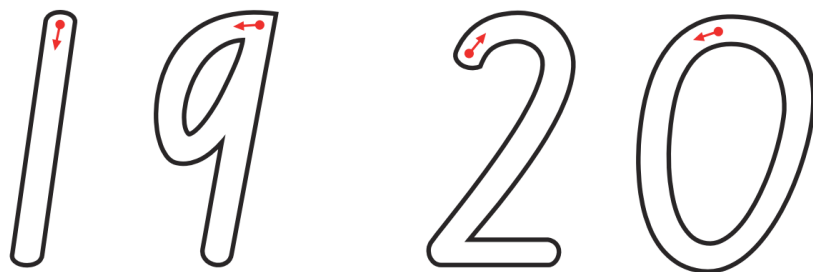
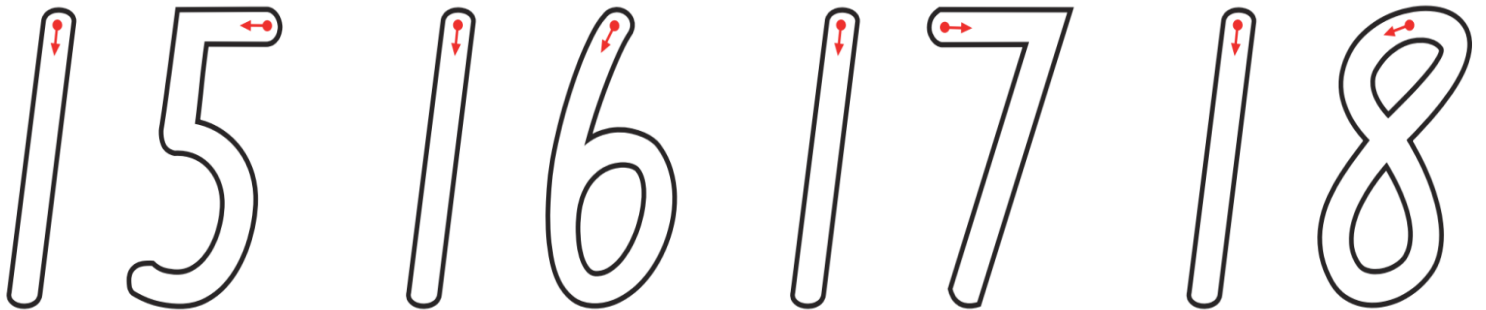
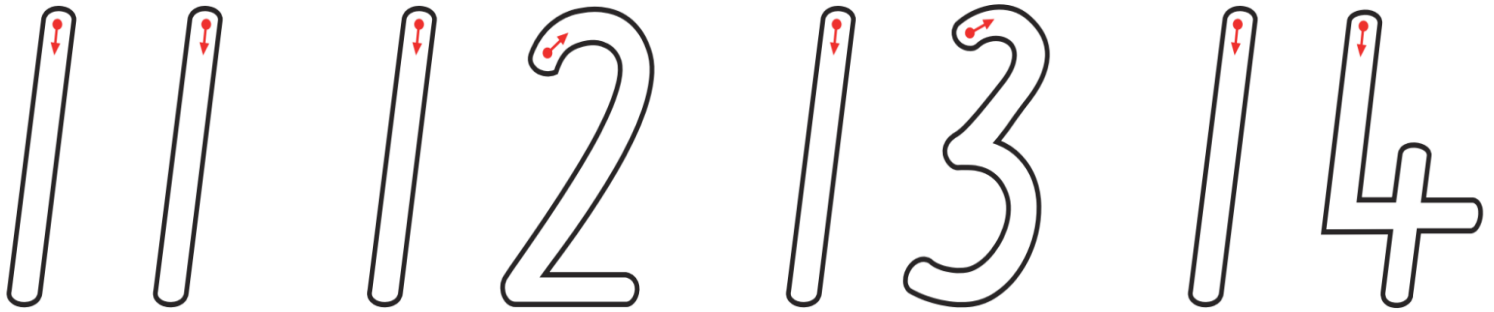
Label **The Rainbow Fish**. Don't forget to use adjectives to describe the colour, shape, size, amount of each body part. One has been done for you. To spell the words, **say the word slowly and write the sounds you hear** - please don't ask your grown ups to spell it for you!



Maths

Number Formation

Can you trace the numbers?



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 **The Rainbow Fish**.

For example: The Rainbow Fish has shiny
shimmering scales and 4 triangle fins. She has a
smiling yellow mouth and a long blue tail.

Make sure you use:

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

Maths

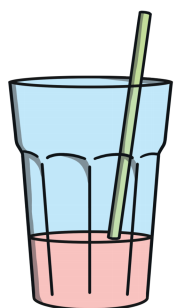
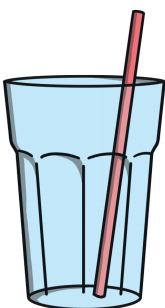
Draw a picture in each box to show your cup **empty**, **half-full** and **full**.

<i>full</i>	<i>half-full</i>	<i>empty</i>

Cut out the milkshakes and stick them in order from the least capacity to the most capacity.

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Least -----Most



Health

Tear out the following pages to play snap

It is really important that everyday you are participating in physical activity. The picture cards are some of the ways that you can be physical. Can you think of any other ways that you can be physically active?

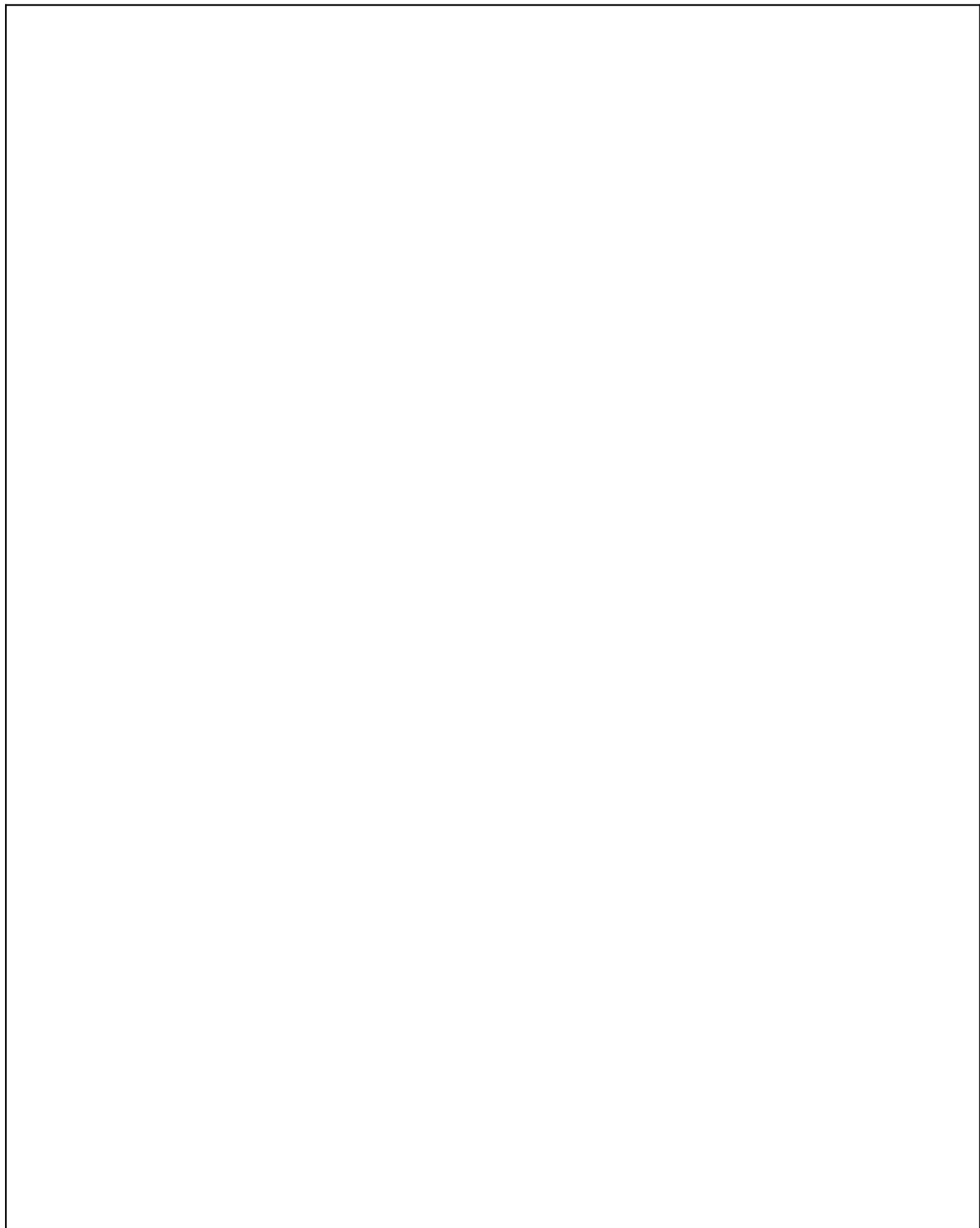
Instructions to play snap

- You need to have 2 or more people to play Snap
- Randomly deal the cards to the players
- Each player places their cards, face down
- Taking turns each player places one card face down
- When there are 2 cards with the same picture, smack your hand down
- The first player to put their hand down wins all the cards in the pile
- When one player has won all the cards, they are the winner of the snap

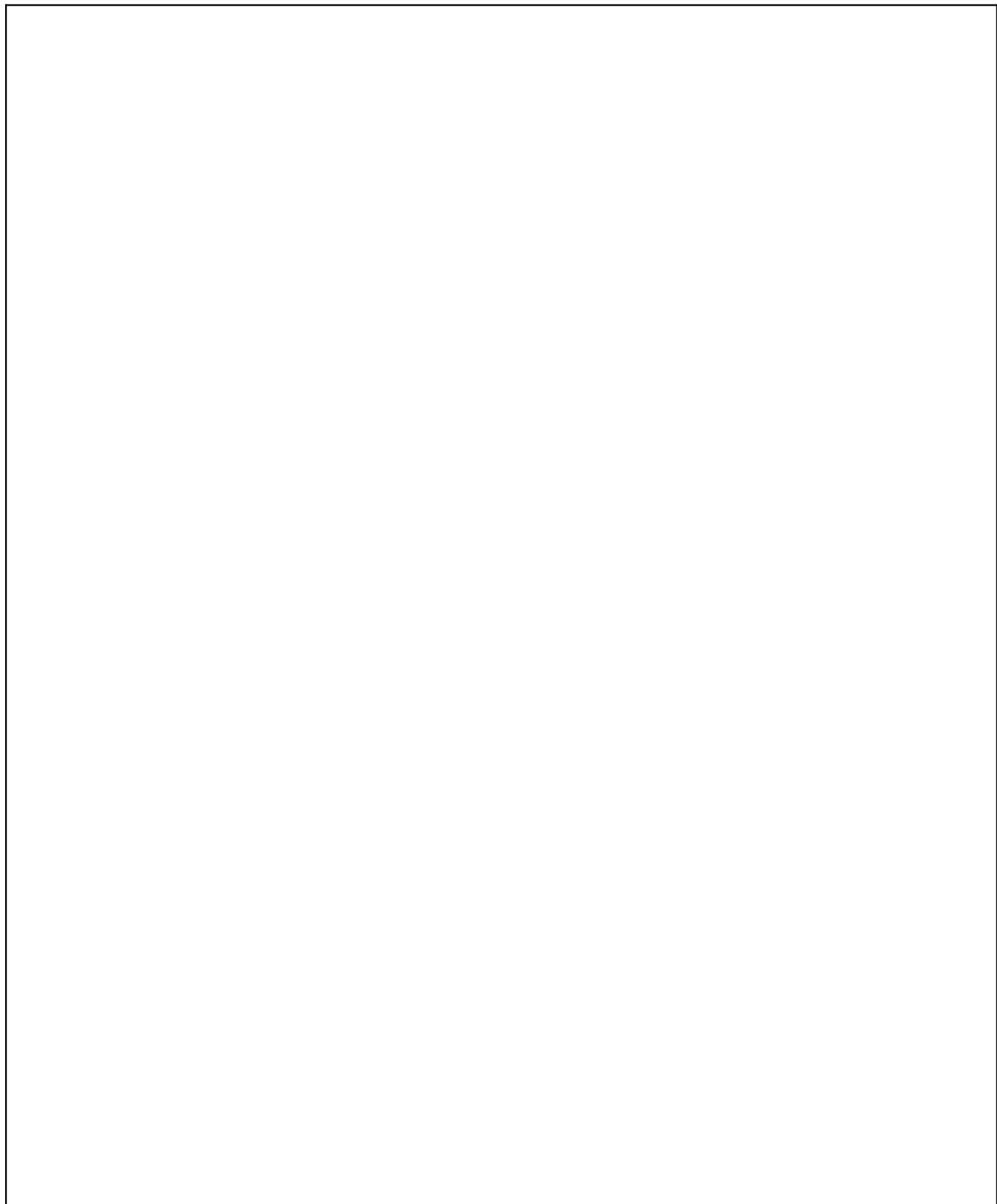
Snap

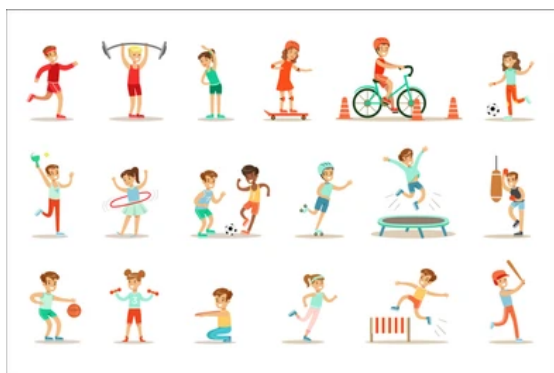
- Cut out the pictures needed to play snap



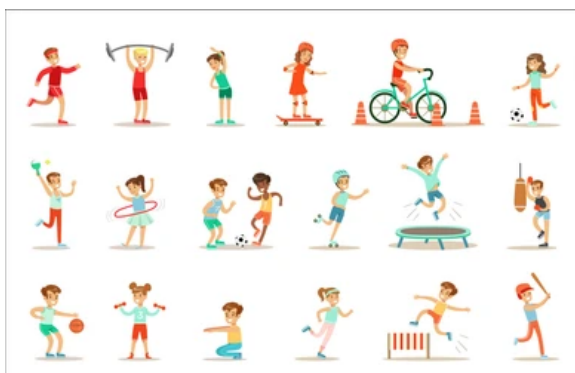








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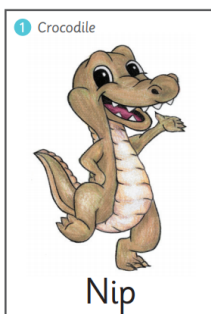
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WEDNESDAY

Reading - The Tap



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 tap is on.

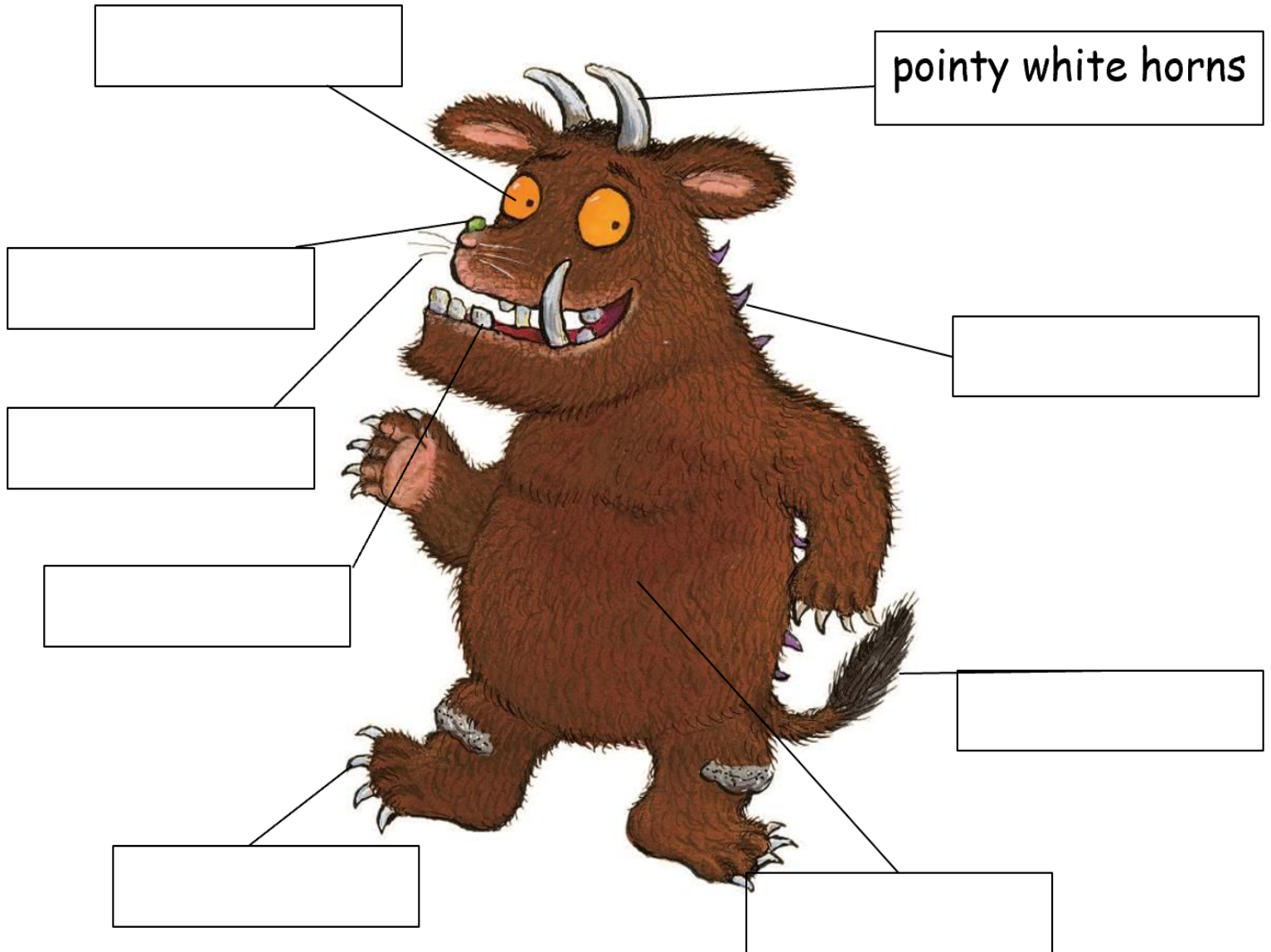
The tap is off.

Stan sits and taps the
tap.

The ant is on the tap.




Writing

Label **The Gruffalo**. 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 - Water Play

You are going to play with water today for Maths. Make sure you are outside in the backyard. You will need: a big tub of water or sand, plastic container, bowl, jug and a cup. **Today we are learning to measure how many cups of water it takes to fill a container.** When you are doing this activity, make sure you fill the cup to the very top.

CONTAINER	CAPACITY (HOW MANY CUPS?)
<div></div> <div>Plastic take-away container</div>	<div>_____ cups</div>
<div></div> <div>bowl</div>	
<div></div> <div>jug</div>	
<div>Your choice</div>	

Drama

Using your imagination, you are going to be performing different scenarios.

Ask your family to be part of your performance. Can you film it and send it to Seesaw?

Write a sentence and draw a picture of what you would do on a sunny day at the beach.

Write a sentence and draw a picture of you at the park and suddenly you see something very strange.

Write a sentence and draw a picture of you finding a magic wand in your backyard.

Can you write and draw your own scenario.....

After writing a sentence and drawing your pictures, act out the above scenarios.

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 Gruffalo**.

For example: The Gruffalo has a green wart on his nose. He has purple spikes on his back and a long fluffy brown tail.

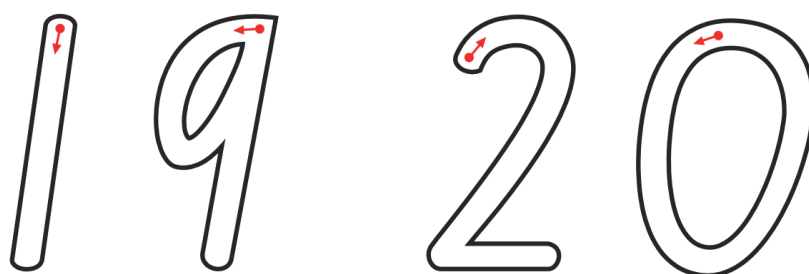
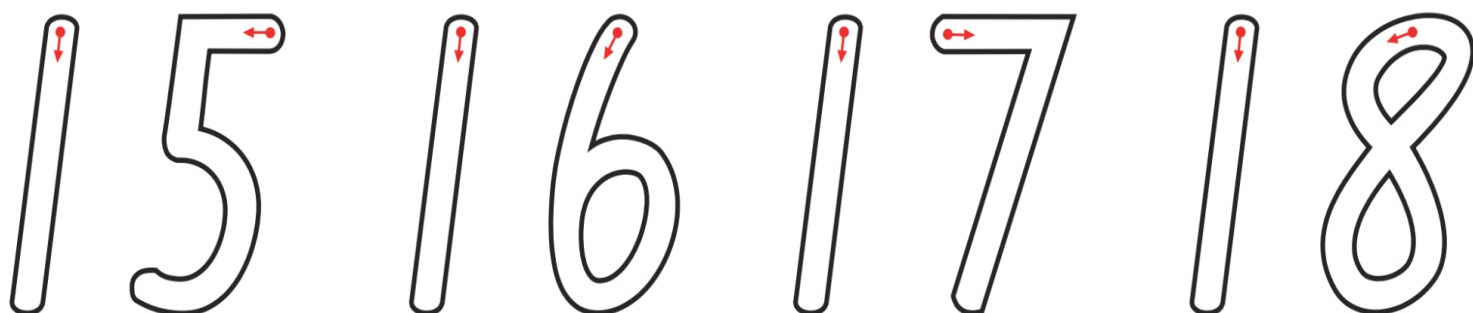
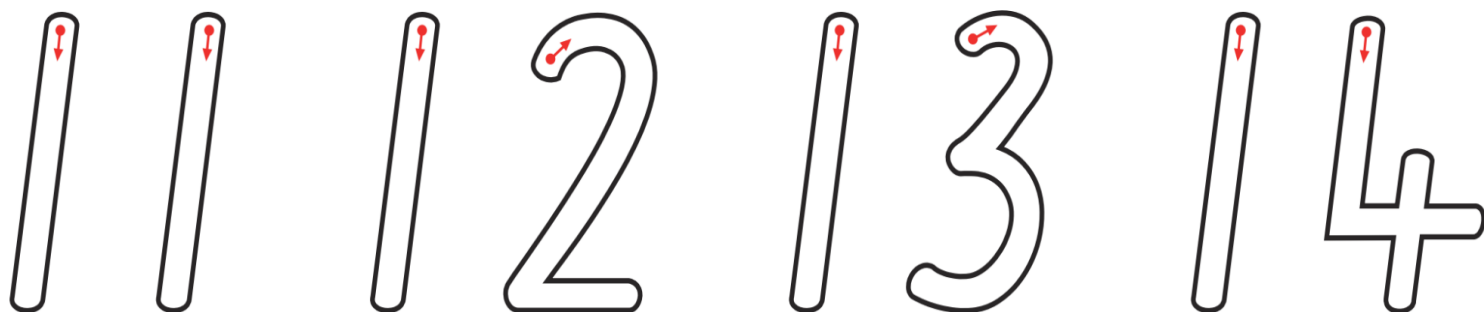
Make sure you use:

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

Maths

Number Formation

Can you trace the numbers?



Geography

Next to the pictures list the building materials that are used to build a house



Here are some words to help you with this activity. Do you know any extra words?

wood	bricks	cement	tiles	metal	nails
------	--------	--------	-------	-------	-------

Draw a picture of where you live and write a sentence about what your house looks like

Draw your bedroom

Draw your kitchen

Draw your lounge or living area

Choose a room of your choice to draw

FRIDAY

Phonics

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

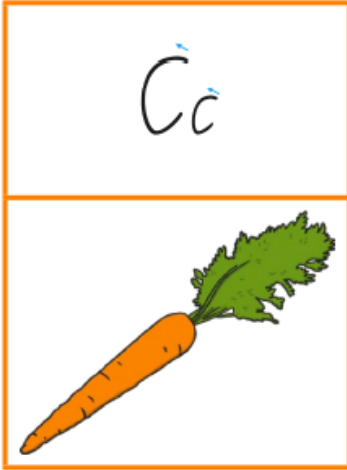
Easier option - Make words with only 3 sounds. Only use the blue card sounds.

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: c for carrot.

Now copy the letters and words into your handwriting book.

c c c

C C C

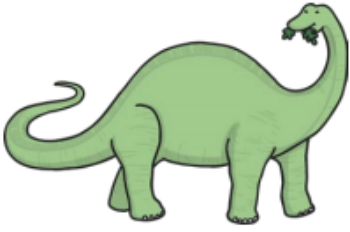
Cc Cc Cc

can

cat

come

Dd



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: d for dinosaur.

Now copy the letters and words into your handwriting book.

d d d

D D D

Dd Dd Dd

Dad

do

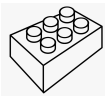
did

Maths


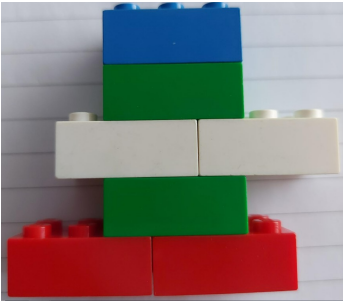

Volume

Volume is the amount of space an object takes. For example, a chair has less volume than a dinner table as it takes up less space. The dinner table has a greater volume as it takes up more space than a chair.

Today we are learning to compare the volume of objects.



You are going to make lego structures using this block and write down the volume (how many blocks were used). Remember when we measure anything, the unit must stay the same.

LEGO STRUCTURE	VOLUME (HOW MANY BLOCKS)
	The volume is _____ blocks.
	
	

Can you circle the structure with the greatest volume?

Science

Living and Non-Living Things

Draw 10 Living and Non-living objects in each category

Living Things



Non-Living Things



Living Things That Move

Draw living things that move by walking, flying and swimming

Walk



Fly



Swim

