

Kindergarten Learning from Home Workbook

Week 6 - Term 3


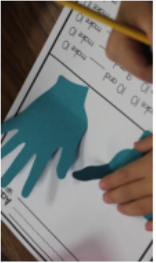
(16th - 20th August)



This book belongs to:

Learning from Home- Kindergarten

		Monday	Tuesday	Wednesday	Thursday	Friday	
Morning	ENGLISH	<ul style="list-style-type: none"> Reading - predicting - complete the worksheet BEFORE reading a story from home or on Seesaw. <u>Digital Option</u> - watch the story posted on Seesaw. Writing - procedures - make a leaf creature. Write the things you needed to make it in your workbook. <u>Digital Option</u> - watch the Leaf Man story, link on Seesaw to see some leaf creatures in a story. Phonics - read the information about the "th" digraph and complete the worksheet. <u>Digital Option</u> (strongly recommended) watch your teacher teach the "th" digraph on Seesaw. 	<ul style="list-style-type: none"> Reading - read the decodable sentences and draw a picture to show you have understood what you have read. <u>Digital Option</u> - also log in to Decodable Readers Online and read a book. Answer the questions at the back of the book. Writing - write the steps you took to make your leaf creature. Phonics - Complete the teeth craft and optional worksheet. 	<ul style="list-style-type: none"> Reading - predicting - complete the worksheet BEFORE reading a story from home or on Seesaw. <u>Digital Option</u> - watch the story posted on Seesaw. Writing - procedures - brush your teeth. Write the things you used in your workbook. Phonics - Take your teeth on a hunt around your house looking for items that have the "th" sound at the beginning, middle or end. Write/draw them in your workbook. 	<ul style="list-style-type: none"> Reading - read the decodable sentences and draw a picture to show you have understood what you have read. <u>Digital Option</u> - also log in to Decodable Readers Online and read a book. Answer the questions at the back of the book. Writing - write the steps you took to brush your teeth. Phonics - complete the "th" worksheet. 	ENGLISH	<ul style="list-style-type: none"> Phonics/reading/writing - use your knowledge of sounds to read the sentence about a chick. Cut and paste the words in the right order, then write the sentence and draw a matching picture. <u>Digital Option</u> - also sing the phonics song on Seesaw. 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"> Count to 30 Number after (0-10) Flash numeral cards and say the number after. <u>Challenge:</u> Make a two-digit number and say the number after, e.g. 4 and 6 would make 46. Friends of 10 - Friends of 10 are two numbers that we can put together to make a total of 10. We can use ten frames to help us. <u>Digital option: Highly recommended</u> - Watch your teacher teach Friends of 10 on Seesaw using ten frames. Complete the worksheet in your booklet. 	<ul style="list-style-type: none"> Count to 30 Number after (0-10) Flash numeral cards and say the number after. <u>Challenge:</u> Make a two-digit number and say the number after. Friends of 10 - Friends of 10 are two numbers that we can put together to make a total of 10. We can use blocks to help us. <u>Digital option: Highly recommended</u> - Watch your teacher teach Friends of 10 on Seesaw using a ten wand. Complete the worksheet in your booklet. 	<ul style="list-style-type: none"> Count to 30 Number after (0-20) Flash numeral cards and say the number after. <u>Challenge:</u> Make a two-digit number and say the number after. Friends of 10 - Friends of 10 are two numbers that we can put together to make a total of 10. We can use cups to help us. <u>Digital option: Highly recommended</u> - Watch your teacher teach Friends of 10 on Seesaw. Complete the Friends of 10 hand activity in the booklet. 	<ul style="list-style-type: none"> Count to 30 Number after (0-20) Flash numeral cards and say the number after. <u>Challenge:</u> Make a two-digit number and say the number after. Friends of 10 - Friends of 10 are two numbers that we can put together to make a total of 10. We can use cups to help us. <u>Digital option: Highly recommended</u> - Watch your teacher using cups on Seesaw. 	MATHEMATICS	<ul style="list-style-type: none"> Count to 30 Number after (0-20) Flash numeral cards and say the number after. <u>Challenge:</u> Make a two-digit number and say the number after. Friends of 10 - Cut out the uno cards. Play Friends of 10 Memory with a family member. Flip all the cards face-down so you cannot see the number. Flip over two cards. If those cards are friends of 10, you get to keep the pair and have another go. If they are not a friend of 10 combo, turn the cards back around and it is the next person's turn. For each match, colour in

<p>the part of the rainbow for example, if you match a 5 and 5, colour in the rainbow arch that has those numbers. Keep playing until you have all the friends of 10. <u>Digital option:</u> Watch your teacher play Friends of 10 Memory on Seesaw</p>					<p>Break Afternoon</p>
<p>SCIENCE & TECHNOLOGY</p> <p>What does a seed need to grow?</p> <ul style="list-style-type: none"> ● Cut out the 4 pictures and make them into a book. ● Match the words and the pictures together, you can also colour the pictures. ● <u>Digital option:</u> Read the book Let's Grow on Seesaw, click on the play arrow to the right of the book. 	<p>GEOGRAPHY</p> <ul style="list-style-type: none"> ● Activity 1: <u>Digital option:</u> watch Jimmy's Special Place and complete the questions. ● Activity 2- What is your special place? We all have different special places. Share by writing and drawing what your special place is and why. 	<p>CREATIVE ARTS-DANCE</p> <p>Dancing is another way to be physical and to have fun.</p> <ul style="list-style-type: none"> ● Create your own dance moves. ● <u>Digital option:</u> Watch Jingle Jam via Seesaw. 	<p>PDHPE- HEALTH</p> <ul style="list-style-type: none"> ● Ask someone in your home or ask someone that you speak to on the phone the following question 'What is your favourite physical activity?' ● Write a sentence and draw a picture of the people you interviewed being active. 	<p>SPORT</p> <ul style="list-style-type: none"> ● Play <i>Crocodile Crocodile what's your favourite colour?</i> You have to be quick to outsmart the crocodile so that you are not eaten! 	

Each day - also choose an activity from the "wellbeing grid" to complete. Bonus points if you can take a photo or video and send it to your teacher on Seesaw!



Wellbeing Grid



<p>List 3 things that you are grateful for.</p> 	<p>Eat 2 pieces of fruit or vegetables</p> 	<p>Do yoga by following one of the videos on Cosmic Yoga YouTube.</p> 
<p>Listen and dance to your favourite song</p> 	<p>Have a video call with a friend or family.</p> 	<p>Listen to some relaxing music.</p> 
<p>Do <u>30</u> star jumps</p> 	<p>Learn to cook something new.</p> 	<p>Lie down in your backyard and watch the clouds pass.</p> 

MONDAY

Reading - Dan the Dingo



Here are the sounds you have been using so far, to read your sentences. Point to each letter and say the sound it can make:

s	a	t	p	i	n
---	---	---	---	---	---

Now we are going to read some sentences with new sounds! Point to each letter and say the sound it can make:

m	d	g	o	c	k
ck	e	u	r	If you cannot instantly recall these sounds, be sure to practice them every single day at home!!	

We are also going to meet some new characters. Blend the sounds to read their names:

2 Dingo



Dan

2 Goanna



Gus

2 Platypus



Pam

2 Kookaburra



Kim

Read the sentences about our characters and draw a picture to show you have understood what you read. Remember to say each sound and blend them together to read each word.

Dan is a dingo.

Dan can run and run.

Dan can dig a pit.

Gus can go in the pit.

Dan and Gus ran to the top of the pit.

The sun is hot at the top of the pit. Dan drinks.

Writing - Procedure

We are learning to write a procedure. A procedure tells someone how to do something.

A procedure has 3 parts.

1. A title
2. Things you need
3. Steps

Today, we will write the title, and the things you need. Tomorrow, we will write the steps.

Before you can tell someone else how to do something, you need to do it yourself!

Your first writing job today is to go outside, collect some leaves, and build a leaf creature like the ones below. Get some glue and stick the leaf creature on a piece of paper (can you send it on Seesaw too?) You can even draw a face on it with a marker.



Think about the things you needed to use to make your leaf creature. Write them in the list on the next page. (you might not use up all of the lines - that is ok!)

Add a title to your writing - what are you telling people? How to do what?

Stop here. Tomorrow you are going to write the steps you took to create your leaf creature.

Title:

How to _____

What you need:

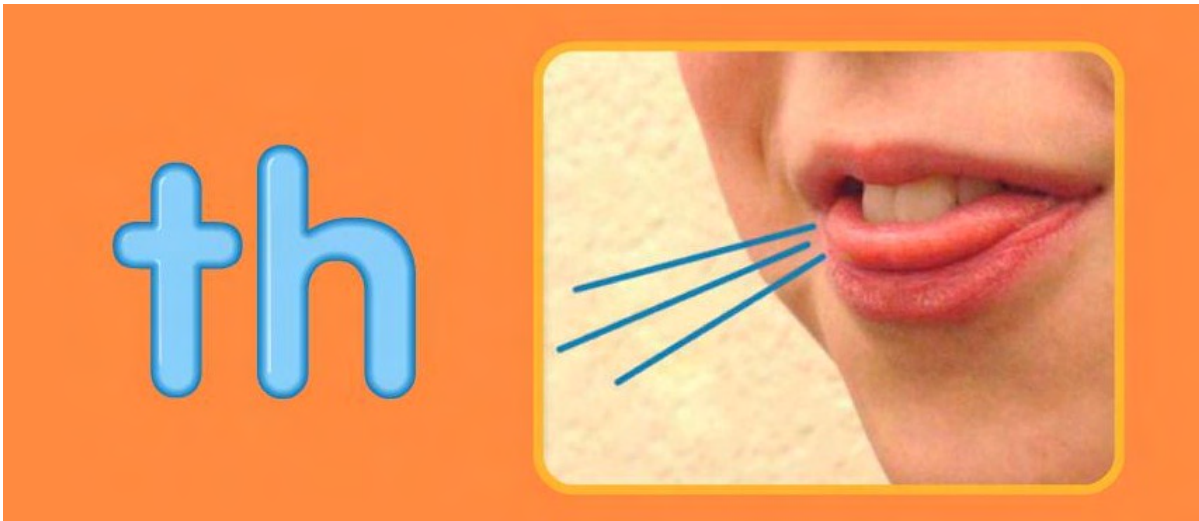
- _____
- _____
- _____
- _____
- _____
- _____

Draw some pictures of the things you need:

Phonics - th as in teeth

Please note - it is strongly recommended students get on to Seesaw to see the teacher-led phonics lesson.

This week we are learning the "th" sound.



Can you hear "th" at the end of the word **teeth**?

Say "th" **loud**! Now say it quietly.

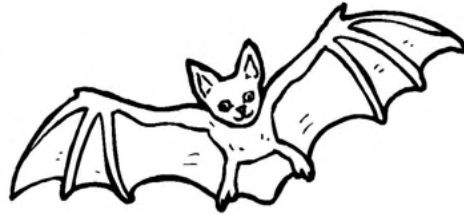
The two letters that work as a team to make the sound "th" are the letter **t** and the letter **h**. Remember, when two letters make one sound, it is called a **digraph**.

Your job for today: circle the focus digraph "th" in each word. ONLY colour the pictures that have the "th" digraph in its name. Remember - "th" can be at the start, in the middle, or at the end of the word!

thief



bat



three



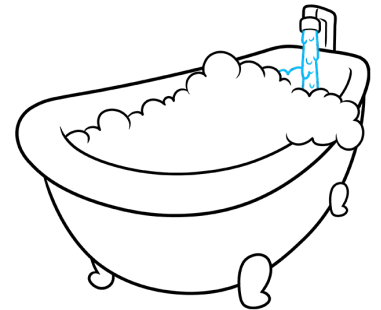
hill



tree



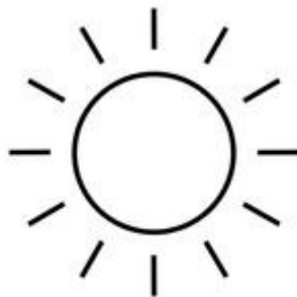
bath



think



sun



feather



Maths

Tear out the next page and cut them into flashcards. Flash the number card and say the number after.



0

1

2

3

4

5

6

7

8

9

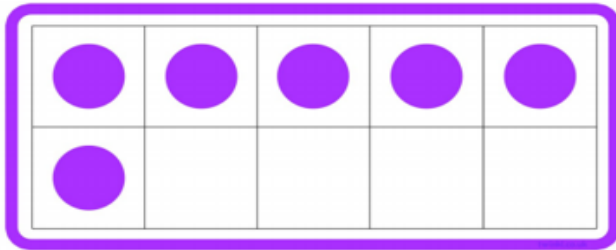
10



Using *ten frames* to help us with *Friends of 10*

Friends of 10 are two numbers put together to make a total of 10. We can use ten frames to help us with seeing patterns to make *Friends of 10*.

For example,

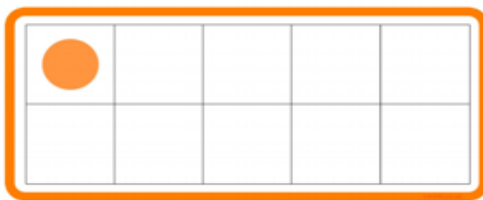


How many dots can you see? 6

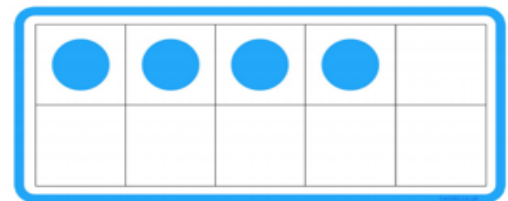
How many are missing? 4

So, 6 and 4 make 10

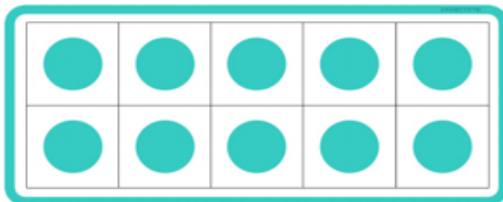
Now you try,



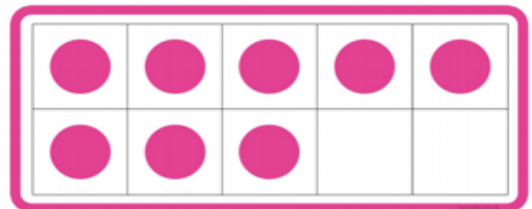
___ and ___ make 10



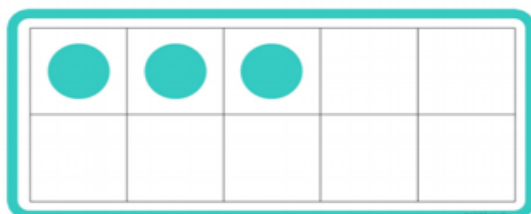
___ and ___ make 10



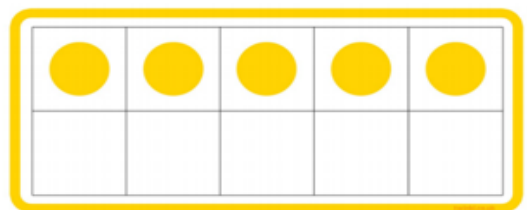
___ and ___ make 10



___ and ___ make 10



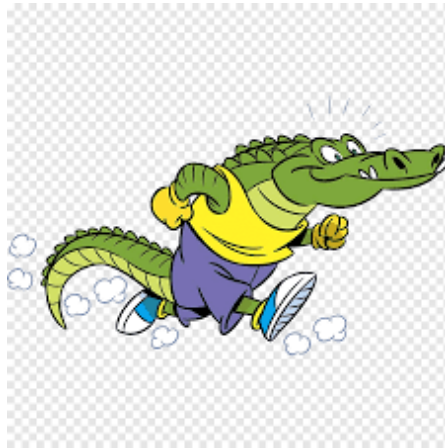
___ and ___ make 10



___ and ___ make 10

Sport

Crocodile, Crocodile What's Your Favourite Colour?



The aim of the game is to cross the river without being caught by the crocodile.

How to play:

All of the players (except one who is chosen as The Crocodile) stand next to each other at one side of the area, this area is called the bank. The Crocodile stands in the middle of the area, known as the river.

Players waiting on the bank sing out to the Crocodile, ***Crocodile, crocodile what's your favourite colour?***

The Crocodile calls out a colour and if any of the players are wearing that colour, they are safe to cross the river and pass Crocodile to the other side of the yard. *For example, if Crocodile calls, "Blue," anyone wearing blue is safe to cross. Crocodile does not chase them.*

Players not wearing the colour blue have to try to outrun the Crocodile to get to the other side of the river safely. A person who is caught gets to be "Crocodile" for the next game.

TUESDAY

Reading - predicting

This week we are going to learn how to make predictions about stories. Predicting means using the title and cover to make a sensible guess about who and what might be in the story.

Using Mrs Reitano's story on Seesaw, or a book you have at home, draw a picture and write a sentence about what you think will happen in the story **BEFORE you read the story!**

Story title: _____

In this story, I think _____

Writing - Procedure

Today you are going to write the next part of your procedure - the steps. On the next page, draw a picture of each step, and write what you did.

(For example - 1. Collect the leaves. 2. Put the leaves on the paper in the shape of a person. 3. Glue the leaves to the paper. 4. Draw a face on the person.)

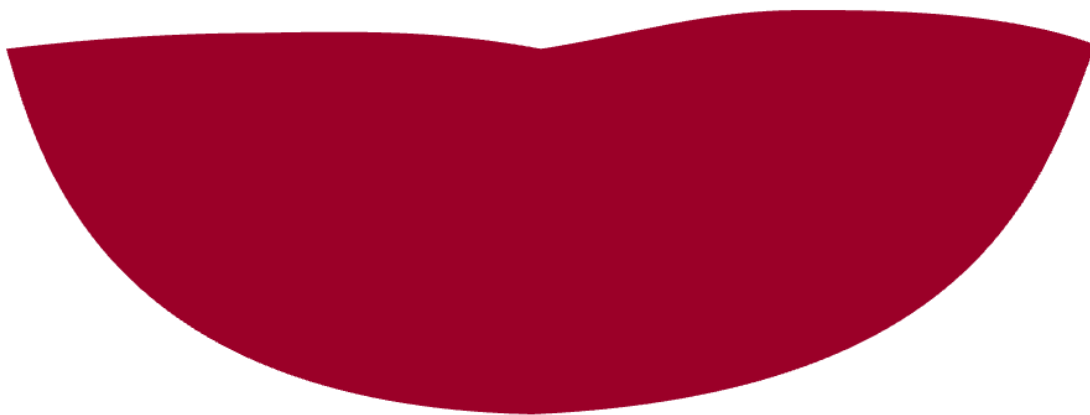
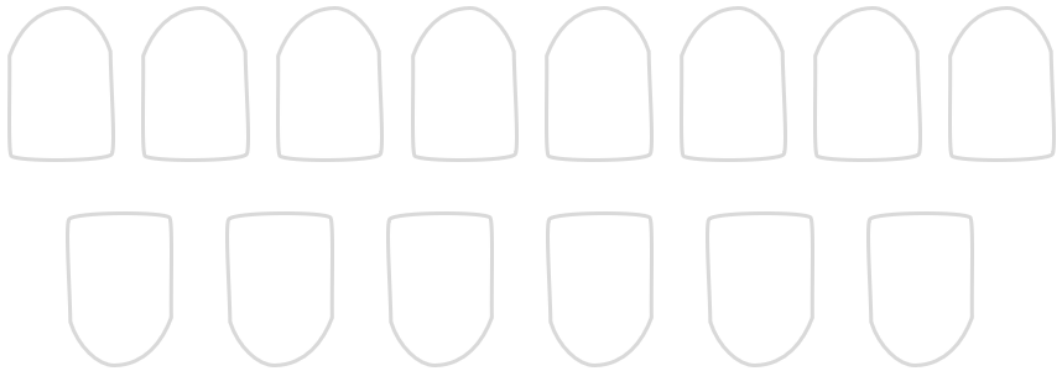
What a good one needs:

- Capital letter at the start of the sentence
- Full stop at the end of the sentence
- Finger spaces between words
- Sentence starts with a doing word (verb) eg. cut, pour, place, find etc
- Say each word slowly and write the sounds you hear - the word does not need to be spelt 100% correctly but does need to be attempted by the student, not the grown up!



Step	Draw it	Write it
1		<hr/> <hr/> <hr/> <hr/>
2		<hr/> <hr/> <hr/> <hr/>
3		<hr/> <hr/> <hr/> <hr/>
4		<hr/> <hr/> <hr/> <hr/>

Phonics - 'th' as in teeth



Maths

Addition facts Base 10

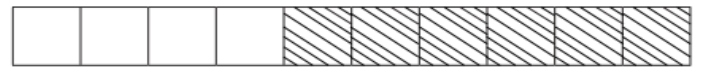
Can you complete these number sentences using addition facts to 10?



Can you write a matching number sentence below each rod?



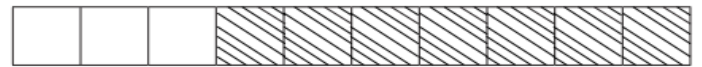
$$\square + \square = 10$$



$$\square + \square = 10$$



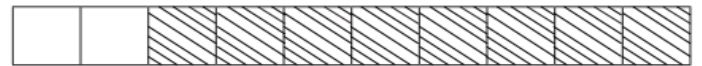
$$\square + \square = 10$$



$$\square + \square = 10$$



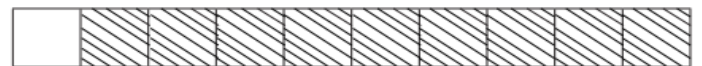
$$\square + \square = 10$$



$$\square + \square = 10$$



$$\square + \square = 10$$



$$\square + \square = 10$$



$$\square + \square = 10$$



$$\square + \square = 10$$

Health

Interview people in your house and ask them what their favourite physical activity is. Write the person's name and draw them doing their favourite physical activity.

Person's name _____

Favourite activity is

Draw them doing their favourite physical activity.

Person's name _____

Favourite activity is

Draw them doing their favourite physical activity.

Person's name _____

Favourite activity is

Draw them doing their favourite physical activity.

Person's name _____

Favourite activity is

Draw them doing their favourite physical activity.

WEDNESDAY

Reading - Pam and the tap



Practice your speed sounds below (point and say the sound each letter can make)

s	a	t	p	i	n
---	---	---	---	---	---

m	d	g	o	c	k
---	---	---	---	---	---

ck	e	u	r	If you cannot instantly recall these sounds, be sure to practice them every single day at home!!
----	---	---	---	--

We are also going to meet some new characters. Blend the sounds to read their names:

2 Dingo



Dan

2 Goanna



Gus

2 Platypus



Pam

2 Kookaburra



Kim

Read the sentences about our characters and draw a picture to show you have understood what you read. Remember to say each sound and blend them together to read each word.

See Pam.

Pam can spin.

Pam can sit on the tap.

Pam can kick the tap.

No Pam, no!

Pam is sad and wet.

Writing - Procedure

We are learning to write a procedure. A procedure tells someone how to do something.

A procedure has 3 parts.

4. A title
5. Things you need
6. Steps

Today, we will write the title, and the things you need. Tomorrow, we will write the steps.

Before you can tell someone else how to do something, you need to do it yourself!

Your first writing job today is one you already should have done this morning - brush your teeth! If you haven't brushed your teeth today, go to the bathroom and get brushing for 2 whole minutes.



Think about the things you needed to use to brush your teeth. Write them in the list on the next page. (you might not use up all of the lines - that is ok!)

Add a title to your writing - what are you telling people? How to do what?

Stop here. Tomorrow you are going to write the steps you took to brush your teeth.

Title:

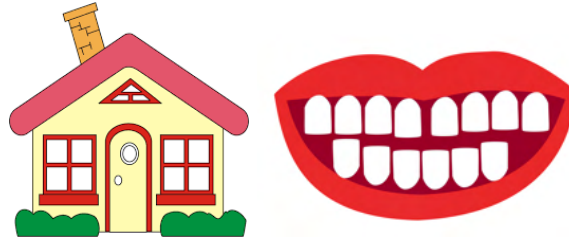
How to _____

What you need:

- _____
- _____
- _____
- _____
- _____
- _____

Draw some pictures of the things you need:

Phonics



The chomping teeth are hungry! But they only eat words that have the "th" sound in them. Can you take your teeth on a hunt around the house to look for words that have "th" in them (at the beginning, middle or end!)

Can you find some **th**ongs? A bat**th**ub? A foot**th**path? What else can you find? Write the "th" words and draw them on this page. Bonus - can you send a photo/video on Seesaw of your chomping teeth eating some "th" things?

Maths

Tear out the next page and cut them into flashcards. Flash the card and say the number after.



11

12

13

14

15

16

17

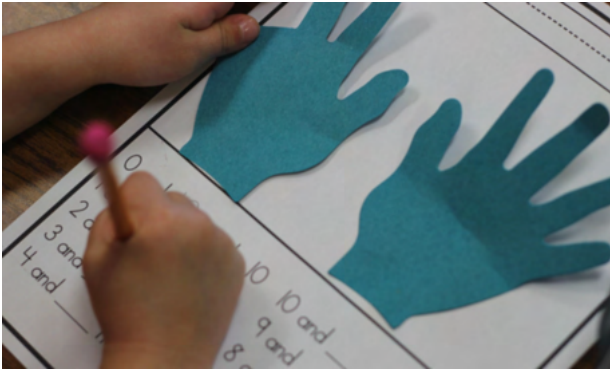
18

19

20

Cut out the hands and stick them onto the worksheet on the following page. When you glue the hands down, make sure you only glue down the palm so your fingers can be folded down.

For example,



Name: _____

Adding

UP TO 10!

1 and _____ make 10

6 and _____ make 10

2 and _____ make 10

7 and _____ make 10

3 and _____ make 10

8 and _____ make 10

4 and _____ make 10

9 and _____ make 10

5 and _____ make 10

10 and _____ make 10

Dance

Create your own dance by drawing the movements in the boxes below. Perform or teach someone in your family the dance you have created.

Digital Option: Click onto the Seesaw link- *Dance On and Robot*, and follow the dance moves, then complete this worksheet.

Step 1

Step 2

Step 3

Step 4

Step 5

Step 6

THURSDAY

Reading - predicting

We are going to make some more predictions about stories.

Remember - predicting means using the title and cover to make a sensible guess about who and what might be in the story.

Using Mrs Reitano's story on Seesaw, or a book you have at home, draw a picture and write a sentence about what you think will happen in the story **BEFORE** you read the story!

Story title: _____

In this story, I think _____

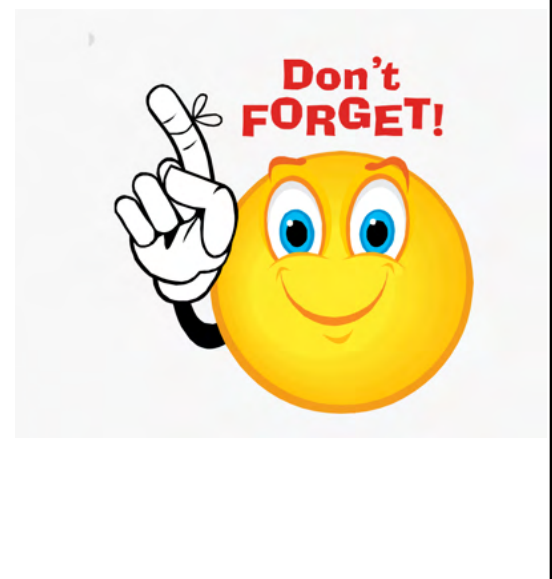
Writing - Procedure

Today you are going to write the next part of your procedure - the steps. On the next page, draw a picture of each step, and write what you did.

(For example - 1. Squeeze toothpaste on the toothbrush. 2. Put the toothbrush in your mouth and brush for 2 minutes. 3. Spit out the toothpaste. 4. Rinse your mouth with water.)

What a good one needs:

- Capital letter at the start of the sentence
- Full stop at the end of the sentence
- Finger spaces between words
- Sentence starts with a doing word (verb) eg. cut, pour, place, find etc
- Say each word slowly and write the sounds you hear - the word does not need to be spelt 100% correctly but does need to be attempted by the student, not the grown up!



Step	Draw it	Write it
1		<hr/> <hr/> <hr/> <hr/>
2		<hr/> <hr/> <hr/> <hr/>
3		<hr/> <hr/> <hr/> <hr/>
4		<hr/> <hr/> <hr/> <hr/>

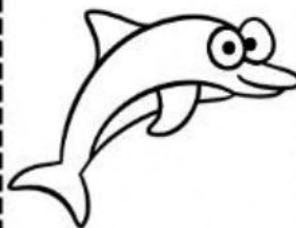
Phonics

Name: _____

Find a Digraph

th words

not th words



Maths

You will need 10 plastic cups for this activity.

Flip the cups upside down and place them in 1 row of ten.

For example,



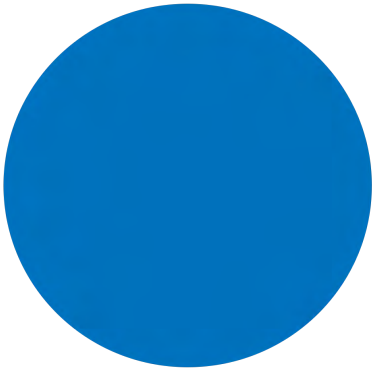
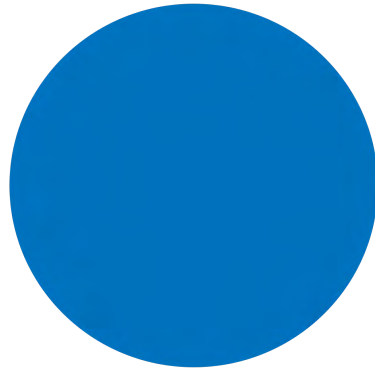
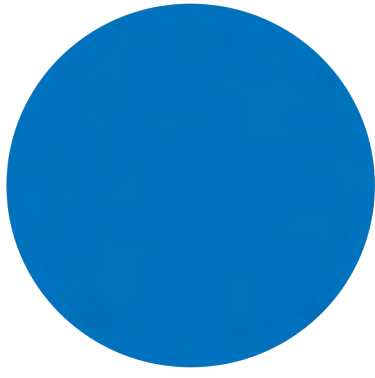
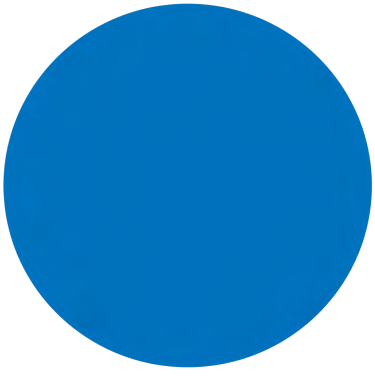
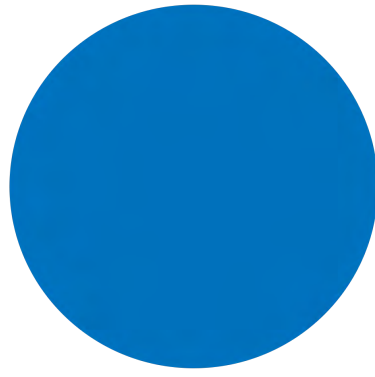
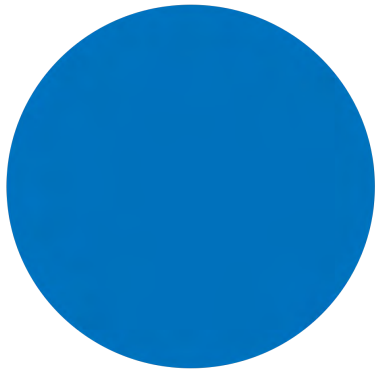
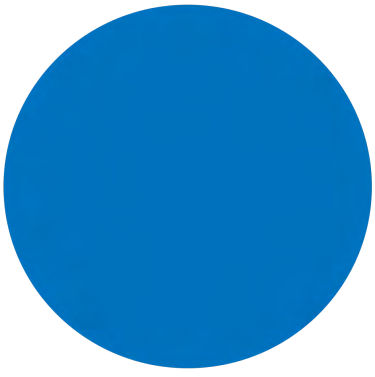
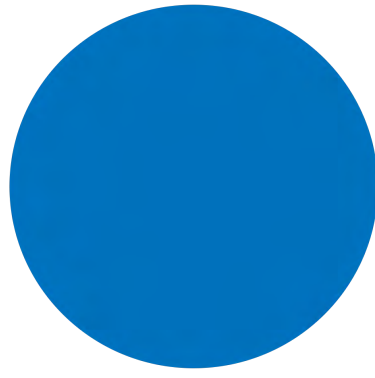
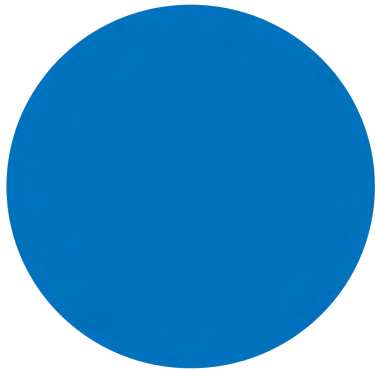
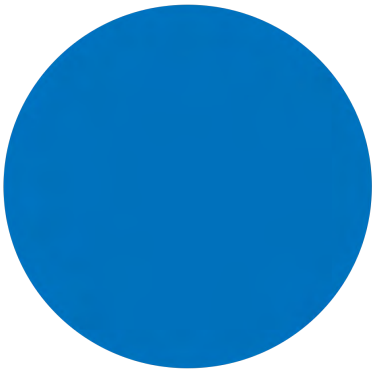
5 and ____ make 10 - Flip 5 cups over and count the left over cups.



[-----5-----] [-----5-----]

5 and 5 make 10

*If you do not have plastic cups, cut out the blue circles to help you complete the worksheet.



Name: _____

Adding
UP TO 10!

Flip the Cup

Use 10 plastic cups and flip it upside down in one row. Flip over the number of cups that is in each box and count the left-over cups. For example, '5 and ___ make 10', flip over 5 cups and count how many cups were not flipped over.



0 and ___ make 10

9 and ___ make 10

5 and ___ make 10

2 and ___ make 10

7 and ___ make 10

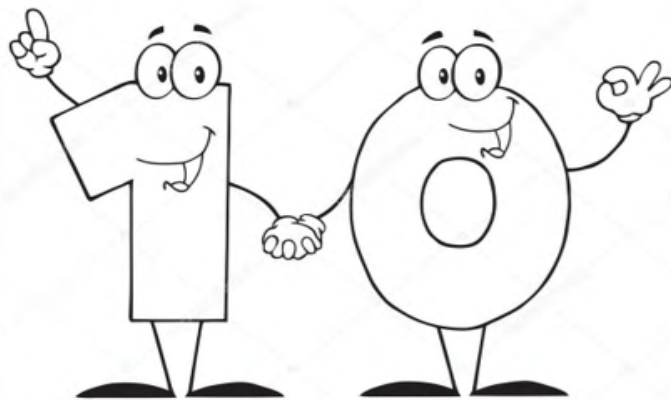
8 and ___ make 10

3 and ___ make 10

6 and ___ make 10

4 and ___ make 10

1 and ___ make 10



Geography- Activity 1

Online option - watch the video on SeeSaw and complete this worksheet:

What makes a place special?



What is Jimmy's special place? _____

How do you know it is a special place? _____

Why might it be a special place? _____

Geography- Activity 2



Where is your favourite place?

Write a sentence about why it is your favourite place.

Draw a picture of your favourite place.

FRIDAY

Phonics/reading/writing

1. Blend the sounds together to read the sentence: 

He thinks he has lost three
teeth.

2. Cut out each word below and stick them in order on the next page, so the sentence makes sense. Try to do it without copying the sentence above! Don't forget a capital letter at the start and full stop at the end.

3. Draw a picture to match the sentence.

thinks teeth
has he lost
He three .

Glue your sentence here

Draw your picture here:

Handwriting



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: i for ink.

Now copy the letters and words into your handwriting book.

i i i

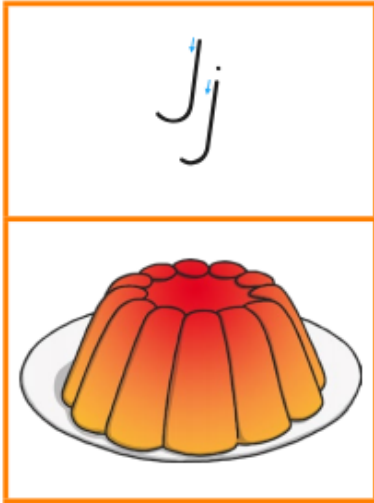
I I I

ii ii ii

if

is

if



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: j for jelly.

Now copy the letters and words into your handwriting book.

J J J

J J J

Jj Jj Jj

just

joke

jump

Maths

Tear out the pages with the UNO cards and cut the cards to play Friends of 10 Memory.

If you have playing cards, keep cards A-9 and take out the cards that are 10s, kings, queens, jacks and jokers.



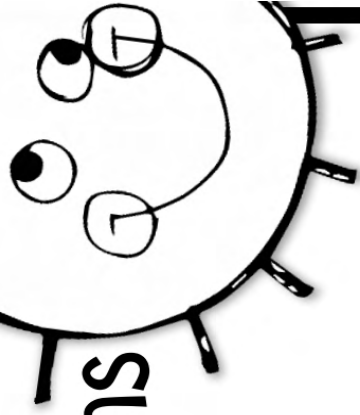




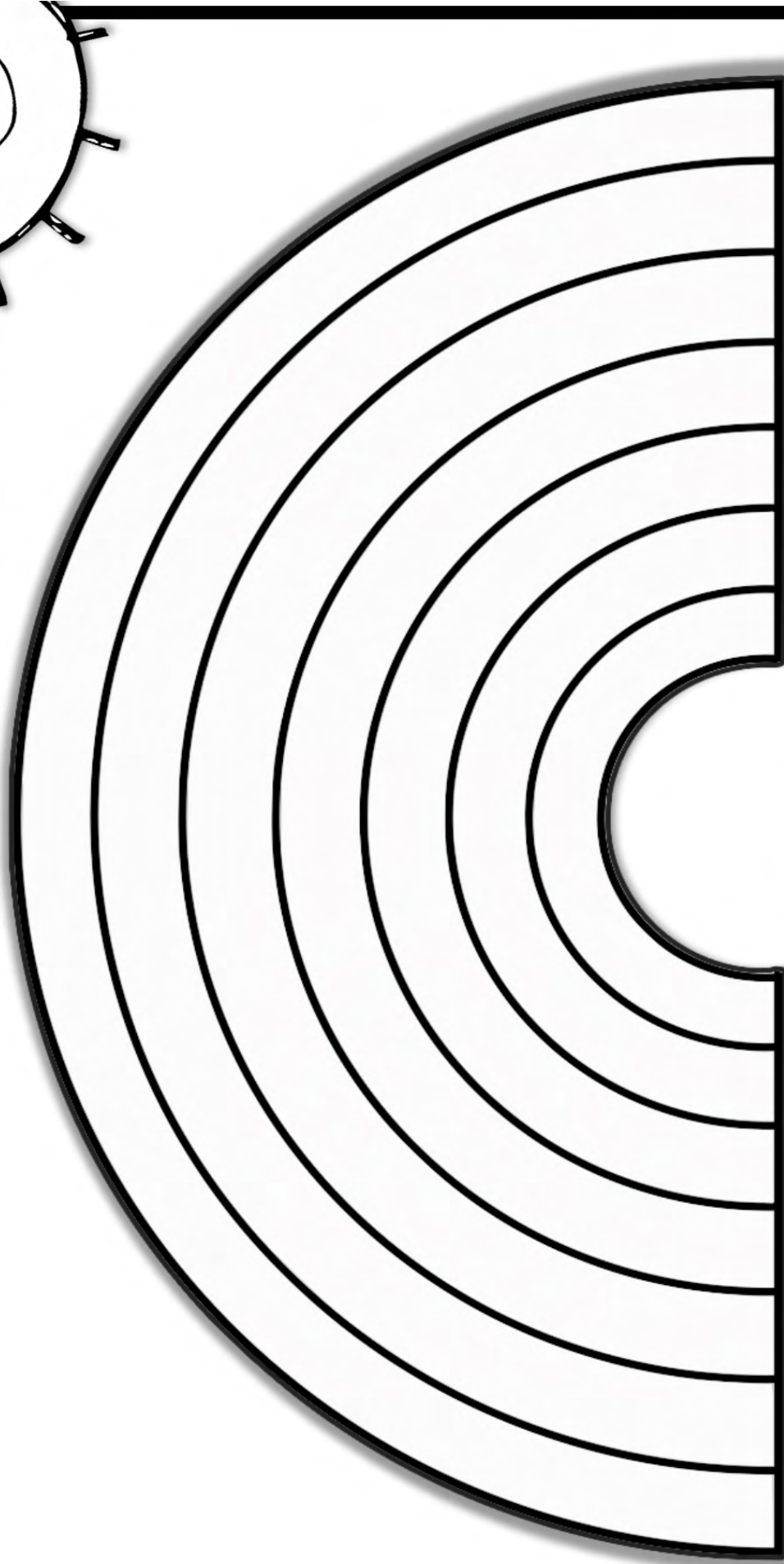




Rainbow Combinations



Name: _____



and

6 5 4 3 2 1 0 10 9 8 7 6 5 4

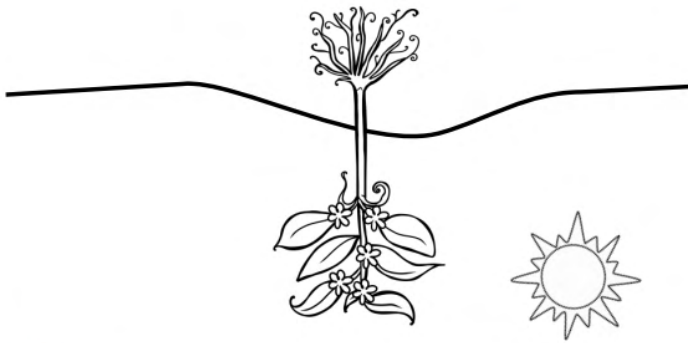
Science

Plant Book

Tear out this page

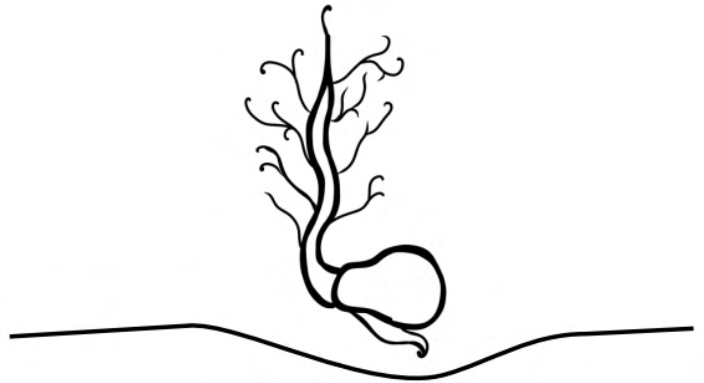
Colour the pictures, cut along the lines to make a book about how a plant grows.

Next, we see a stem, leaves, and flowers grow above the ground.



(1st fold)

Soon, a small root grows out of the bean.



Life Cycle of a Bean Plant



First, there is a small bean. We put it in soil and water it.

The flowers become pods filled with beans.
The End

©ABC Helping Hands

(2nd fold)

Science

What Do Plants Need to Grow?

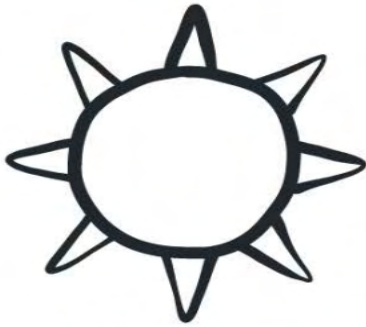
Draw a line from the picture to the word, you can also colour the pictures.



sun



air



soil



water