





				<p>qZWN0VHlwZSI6InN0aW11bHVzbWFOZXJpYWwiLCJpYXQiOjE1OTA0NzcwMzh9.HBIO0jA7IMwOXGuwCKh1dtT2n2t0nUgTjzUNIDce6g4</p> <p>Complete the ‘Home Sweet Home’ activity on Seesaw or using the activity sheets provided.</p> <p>Extra Viewing: Watch the short video of a knockdown/rebuild of a home and think about the materials that were used to build it. https://www.inquisitive.com/video/829-knock-down-rebuild</p>	
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	Morning Session		Middle Session	Afternoon	
T u e s d a y	English: Rhyming Watch the video of Mrs Lockley and complete the lesson activity with her through SeeSaw. <u>Non-Digital Activity</u> Use the Cat in the Hat template at the back of the document and try to write rhyming words to the word cat, 1 word in each section.	English: Storytime lesson 2 <u>Learning intention:</u> <i>Use the story and interpret meaning by responding to questions about the text.</i> <i>Watch the story ‘A Surprise for Dingo’ again.</i> https://www.youtube.com/watch?v=e44fPSPVGIO During the story, pause to ask yourself these questions and define three interesting words	Mathematics: Warm up: https://www.youtube.com/watch?v=GvTcpfSnOMQ https://www.youtube.com/watch?v=uedvwH6Ay18 <u>Learning Intention:</u> To informally measure distances of varying lengths. Shot Put: Measurement/Length Make a line on the ground. Hold a teddy, cushion, soft ball. Estimate how far you can push it. Then measure the distance using informal units such as blocks, counters, paddle-pop, toy cars, bananas etc. Record your findings on SeeSaw or in a workbook/ piece of paper. <u>Digital Streaming - Optional Activity:</u> ABC ME or Channel 23 10:25 Where in the World? 10:40 Koumi’s animated story	Visual Arts: Observe Van Gogh’s sunflowers artwork. Discuss the colours, shapes, position and detail in them. With your family member esearch what the artwork is about and what inspired the artist to paint this artwork.  Practise fringing paper on some scrap paper. Once you are able to do this successfully, fringe 3 yellow circles and paste them to straws or paddle pop sticks or sticks from the backyard. Cut out the black circles and paste them in the center of each sunflower. Glue flowers/stems onto coloured paper. Colour the template of a vase. Cut and paste the vase onto artwork on top of flower stems. <u>Story Camille & the Sunflowers</u> https://www.youtube.com/watch?v=dJQEdMtGJsE <u>Alternate Art Ideas:</u> https://www.thesprucecrafts.com/sunflower-crafts-for-kids-to-create-1250709	Creativity Choice Pick and complete a creative choice from the activity grid board on SeeSaw. OR go to the YouTube channel ‘Art for Kids Hub’, and pick a directed drawing to complete. https://www.youtube.com/channel/UC5XMF3Inoi8R9nSl8ChOsdQ OR do something creative of your own choice this afternoon. <u>Digital Brain Break Optional Activity:</u> Click the link below. Spin the wheel and do that activity to get your body moving and give our brain a break. https://wheeldecide.com/index.php?c1=10+star+jumps&c2=10+sit+ups&c3=30+seconds+of+high+knees&c4=go+and+check+the+letter+box&c5=10+lunge&c6=10+squat+jumps&t=Kindergarten+exercise+break&time=5
	English: Syllable hunt View video of Mrs Franzke. (Link through SeeSaw) Collect a variety of objects from around your house. On pieces of paper write 1, 2, 3, 4. Say the name of each object and count the syllables. Put the object on the paper that has the same number of syllables. Continue until all objects are sorted into their syllable groups. Take a photo of your syllable sort and send it to your teacher on SeeSaw.	<ol style="list-style-type: none">What does the dingo do at the start of the story? ‘howled’ means: a low, long crying sound that dogs and wolves make.Why do you think the bilby said “Uh-oh, he’s back”?How did Echidna move into her burrow? ‘shuffled’ means: to walk slowly, without lifting your feet off the ground.What is Sand Python doing? Why did he say “Sssssh”?Thorny Devil clambered onto a rock. Was it easy or hard for her to get up the rock? Why? ‘clambered’ means: to climb up using lots of energy, using all four feet and hands.What do you think could be about to happen when Dingo licks his lips? What really happens?			

	Morning Session		Middle Session		Afternoon
W e d n e s d a y	English: Sight words	English: Storytime Lesson 3	Mathematics:	PDHPE: Health	Free Choice/Fitness
	Complete the 'can, me the, you' worksheets on Seesaw. Non-digital Worksheets (2 sheets) are also attached at the end of this document.	<u>Learning Intention:</u> <i>to know the meaning of commonly used words and increase vocabulary</i>	Warm up: https://www.youtube.com/watch?v=e0dJWfQHf8Y https://www.youtube.com/watch?v=2cg-Uc556-Q	<u>Learning Intention:</u> <i>To identify differences between needs and wants.</i>	Play a board game with a family member, complete a puzzle, play outside, play with Lego or pick an activity from the extra activity grid at the end of this document.
	English: Reading comprehension	Revise the meanings of the three new vocabulary words.. Act out/think about each word	<u>Learning Intention:</u> <i>To bundle objects in groups of 10.</i>	Watch the story 'But I want it!' https://www.youtube.com/watch?v=xFHq23ytkm8	Or alternatively complete a day of the Get Active at Home Early Stage 1 Booklet found on the school website and link sent through SeeSaw.
	Read the passage (or listen to Miss Browne read the passage on SeeSaw and follow along). Answer the comprehension questions by circling the correct image. Illustrate what is happening in the passage. Non-digital copy of this worksheet is attached at the end of this document.	1. Show me how you howl like a dingo. A person can also howl if they make a long, low cry. Show me how you would look and sound if you were howling about losing your favourite stuffed toy. Now finish this sentence: "The boy was howling in the playground because ." 2. Pretend you are an old person shuffling around your house. 3. Pretend you are clambering up monkey bars in the playground. Now say this sentence: "I feel very tired after clambering up the monkey bars." What else could you clamber up? Try to find opportunities to use the three special words in different contexts during the day.	Table Tennis: Place Value/ Bundling to 10 Place a big pile of paddle-pop sticks, matchsticks, pencils, crayons or even sticks from outside. When a family member says "GO" bundle as many of your objects in groups of 10 until the family member says "STOP". Work out how many objects there are in total. Count how many bundles of ten and how many extra ones you have. Draw and write your responses on SeeSaw or in a workbook/ piece of paper. Optional Extra Song: Numbers in teens have a group of 10 - https://www.youtube.com/watch?v=uedvwH6Ay18	Discuss with your family member what you think the differences are between wants and needs. Watch the video & see if you are right. https://www.youtube.com/watch?v=FpNyTKgi1Io Complete the SeeSaw activity or complete the non-digital worksheet at the back of this document. <u>Digital Brain Break Optional Activity:</u> Follow the Leader Dance https://www.youtube.com/watch?v=rlicsTE2TzQ	<u>Medal Count:</u> <i>How many medals did Australia win at the Olympics?</i> <i>How many of each?</i> <i>Do you need to update your tally sheet</i> <u>Digital Streaming - Optional Activity:</u> Pick an animal to watch or watch the livestream for Zoos Victoria https://www.zoo.org.au/animations-at-home/

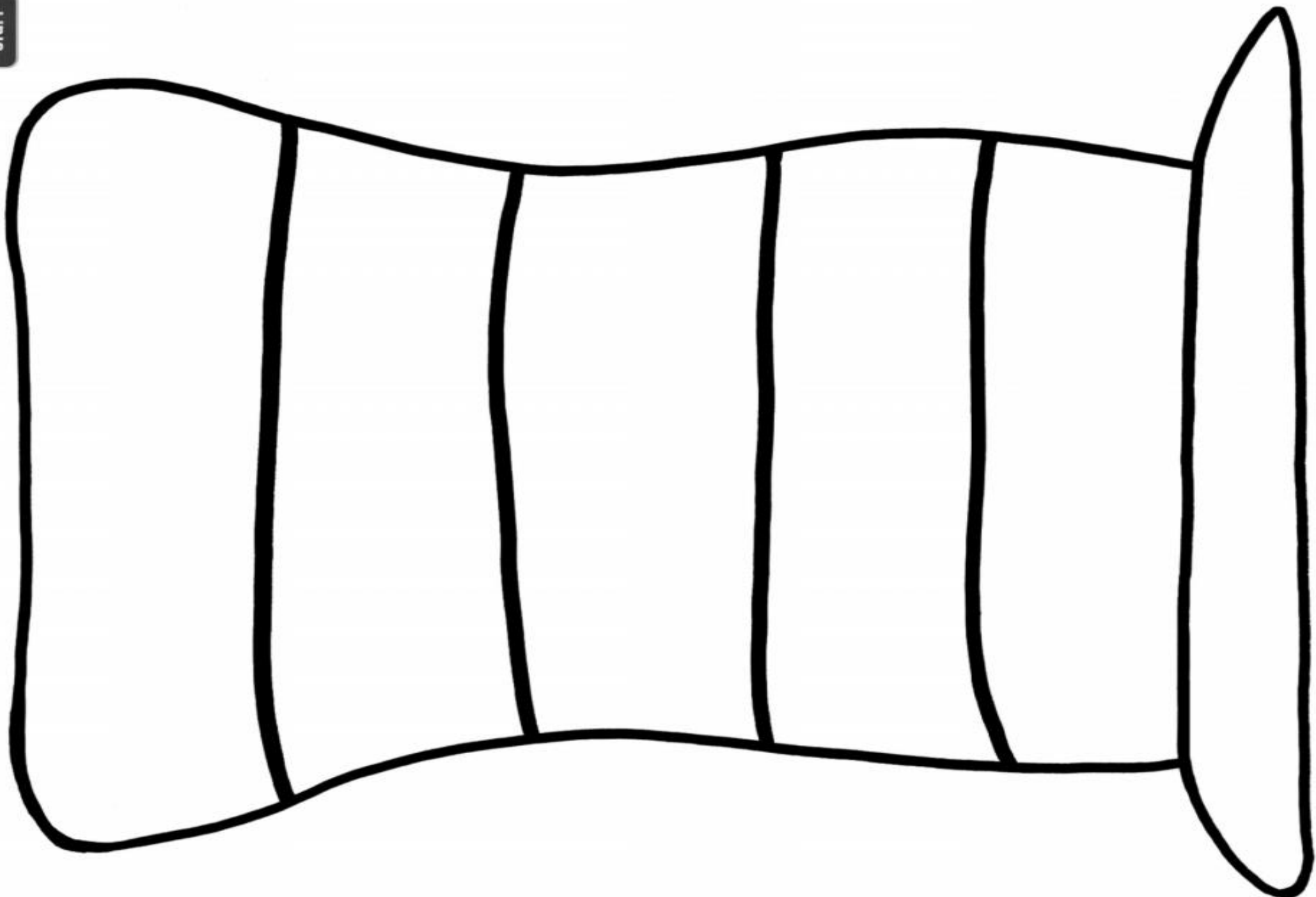
	Morning Session		Middle Session		Afternoon
T h u r s d a y	English: Tricky words and CVC words Watch the InitialLit video with Miss Browne on SeeSaw. Follow along with the lesson by reading the tricky words and helping stretch out the sounds for simple CVC words. Complete the 2 worksheets provided at the end of the document to revise the tricky words they, that, to, the and you.	English: Writing <u>Learning Intention:</u> <i>To write one or more sentences correctly, using a capital letter, full stop, finger spaces, sky/grass/ground letters.</i> Talk about deserts and desert animals with a friend or household member. <ol style="list-style-type: none"> 1. Look up some pictures of deserts. What sorts of plants do you see? What is the weather like? 2. Look up some pictures of animals that live in deserts. How do you think they survive in the desert? 	Mathematics: Warm up: Counting forwards to 20 https://www.youtube.com/watch?v=Aq4UAss33qA Counting Backwards from 20 https://www.youtube.com/watch?v=ShqXL-zfLxY <u>Learning intention:</u> <i>To count backwards from 10.</i>	Science: Push and Pull <i>Lesson 2–Pushing or Pulling (cont)</i> <u>Learning intention:</u> <i>to understand that the way an object moves depends on a variety of factors including size or shape.</i> <ul style="list-style-type: none"> • Look at the pictures on the sheet (lesson 2, Q4). Circle the things that can slide and tick the things that can roll. • <u>Investigation:</u> Find some things at home that are different shapes, sizes and weights that can be pushed, pulled, slid or rolled. Explore how they move. • Draw one object for each of the boxes - Something that needs a big push to move it, Something that can roll, Something that can slide, Something that needs a big pull to move it. 	Fitness: Yoga Participate in the Cosmic Yoga exercise video below https://www.youtube.com/watch?v=QM8NjfCfOg0 Or alternatively complete a day of the Get Active at Home Early Stage 1 Booklet found on the school website and link sent through SeeSaw.
	English: Handwriting Complete the worksheet at the end of the document by tracing over the capital and lowercase letters. Draw a line to match the capital and lowercase letters to each other. Look at the images at the bottom and write the letter that makes the sound each picture begins with. Practise writing the lower and uppercase letters for each letter.	Ask your child to draw their favourite desert animal from the book and label it (e.g., dingo, bilby, gecko). They can also label features such as claws, tail or a pointy nose. <u>Digital Brain Break Optional Activity:</u> Hammer Time https://www.youtube.com/watch?v=E2uuQSNngVU	Volleyball: Counting Backwards Get a balloon or soft toy/ball. Start at 10 and count backwards each time you hit the balloon/ toy up in the air. See if you can get to 0. If that is too easy, try starting at 20, 30 and so on. Draw a picture of you playing the counting backwards Volleyball game. Record who you played with, the number you started on and count backwards e.g. 10, 9, 8... Please record this on SeeSaw or in a workbook/ piece of paper.		<u>Digital Brain Break Optional Activity:</u> Pete the Cat and his 4 Groovy Buttons, Song Story https://www.youtube.com/watch?v=2JrFDPwNDMY

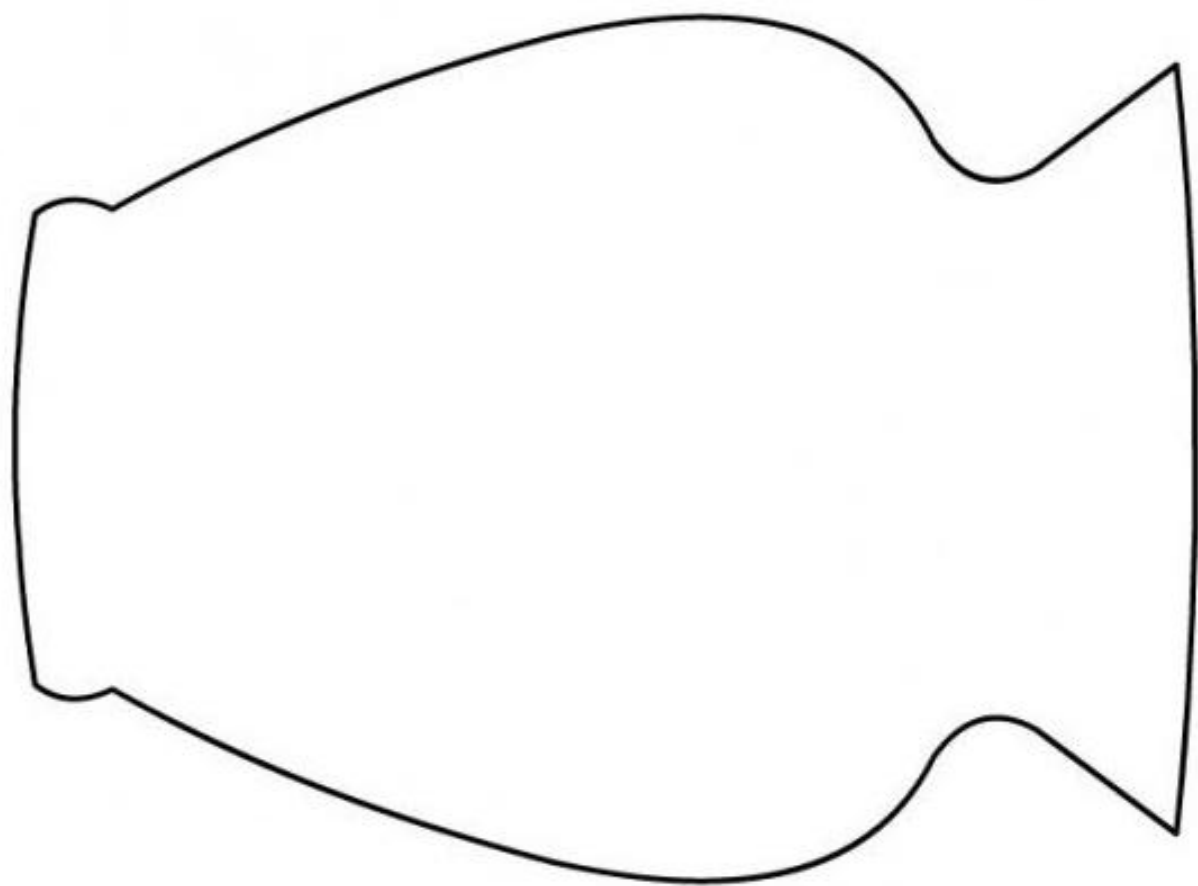
	Morning Session		Middle Session	Afternoon	
F r i d a y	English: Writing Watch the video of Mrs Lockley (link through SeeSaw) and complete the writing activity with her. Non-Digital - Write 1 or more sentences about any topic you like. Remember to plan your writing first, use finger spaces, start your work with a capital letter, use a full stop and reread your writing many times to check your work.	English: Reading <u>Learning Intention:</u> To recall the main events in a story and place them in order. Watch the video of Mrs. Bradley reading ‘Thelma the Unicorn’: https://drive.google.com/file/d/18w61vLOolhMTQN2SXg0VvvrHWyJiyy1U/view?usp=sharing Cut out the pictures of the main events from the book. Think about the order of the events in the story. Tell someone what happened in each picture. Glue the pictures onto the sheet in order, starting with what happened first.	Mathematics: Warm up: https://www.youtube.com/watch?v=GRvktTmiPs8 https://www.youtube.com/watch?v=nsScVF6Jo6A <u>Learning intention:</u> Read and interpret simple data. Closing Ceremony: Data Ask 10 family/friends what their favourite sport was in the Olympics. Basketball, swimming or gymnastics. Put a tally mark for each vote and count up the votes for each sport. <div><div>Title Our favourite sport to play.</div><div><div></div><div><div></div><div></div><div></div></div><div>Totals</div><div><div><input type="radio"/></div><div><input type="radio"/></div><div><input type="radio"/></div></div></div></div> Answer these questions: Which sport had the most votes? Which sport had the least votes? Record your findings on SeeSaw or in a workbook/ piece of paper.	Medal Count: How many medals did Australia win at the Olympics? How many of each? Do you need to update your tally sheet? Drama Games:Mime Watch along and join in the Drama games from the Art Unit https://digital.artsunit.nsw.edu.au/art-bites/drama-games-k-2-movement-and-mime Or practice being a mine. Can you get someone to guess what you are pretending to be only using your body, no sounds or talking. <u>Digital Brain Break Optional Activity:</u> Exercise and count by 5 https://www.youtube.com/watch?v=amxVL9KUmq8	Fitness Choice Pick an activity from the activity choice board on SeeSaw. Or alternatively complete a day of the Get Active at Home Early Stage 1 Booklet found on the school website and link sent through SeeSaw.
	English: Handwriting Watch the video for Handwriting with Mrs Lockley (Link through SeeSaw) and participate in her lesson activity. Non-digital - Write all the letters that we have practiced at school neatly and correctly. Write both the capital and the lowercase for each letter.	Extension: Write 1 or more sentences about Thelma the Unicorn. What happened after the story?			

OPTIONAL EXTRA ACTIVITY IDEAS GRID

Play Simon Says	Help with Cooking	Play a Board Game	Set the table for dinner	Build with Lego/Blocks
Jigsaw Puzzle	Make Playdough	Clean your bedroom	Play Hide and Seek	Learn a magic trick
Make a Blanket Fort	Make a present for a family member	Choreograph a Dance	Make a paper plane	Noughts and Crosses
Make and have a picnic in your backyard	Design an obstacle course for a family member	Wash the car with a family member	Help in the garden	Sing some of your favourite songs

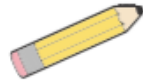
Letter tiles template -





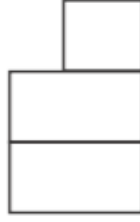
Name: _____

can, me, the, you

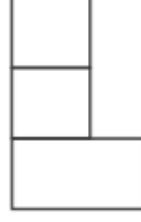


Match the words to the correct boxes. Write the word in its box.

can



me



the



you



Unscramble the following words. Write the correct word next to it.

uoy _____

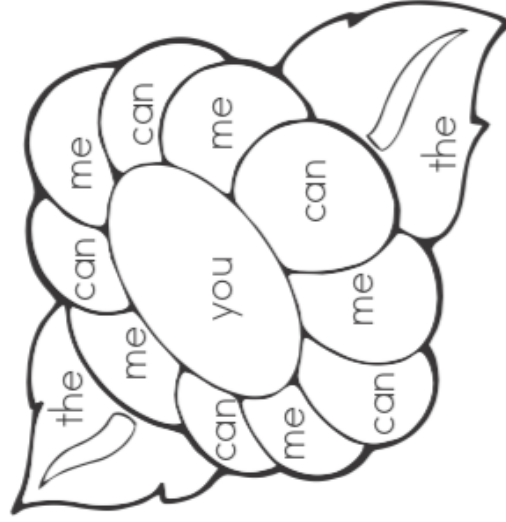
em _____

nac _____

het _____



Color the picture using the special code:



me - red
you - yellow
the - green
can - pink

Name: _____

can, me, the, you

Find the following words in the word search below.



can

me

the

you

a	m	e	t
f	y	o	u
s	c	a	n
t	h	e	h

Trace the sentences below and complete with the correct word.



can, me, the, you



I like _____!



Can you see _____?



I _____ see the pig.



_____ mat is blue.

Comprehension Passages

◆ Read the passage below:



In the Pond

The fat frog is on a log. The frog wants to catch a fly. The frog jumped to catch the fly. He missed and fell into the pond.

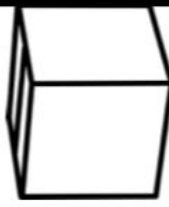
◆ Circle the answer to the questions below:



Who was on a log?



The frog is on a...



The frog was trying to catch a...



How did he try to catch the fly?



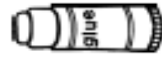
◆ Illustrate the passage:



Wants vs. Needs Sorting

I want...

I need...



Cut out the pictures. Sort them as either a want or a need in the chart above.

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clothes



puppy



water



candy



tablet



air



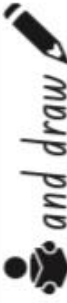
bike



vegetables

they	to	they	my	they
that	that	my	that	to

they to that my they

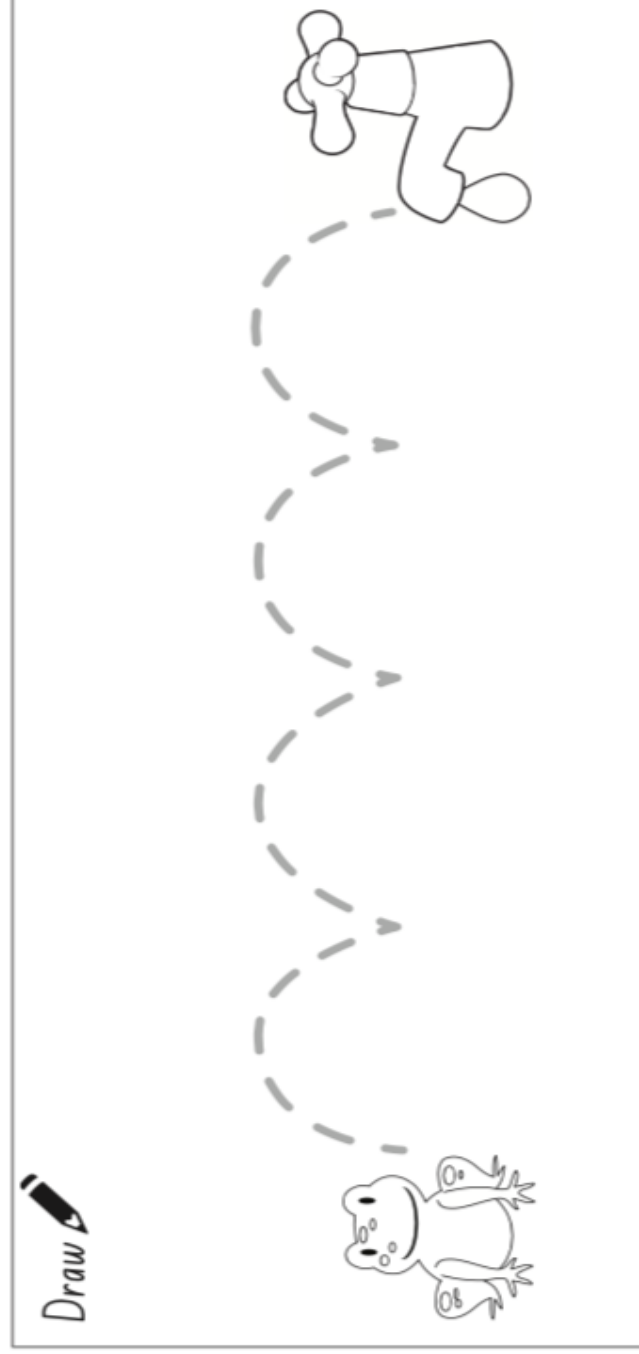
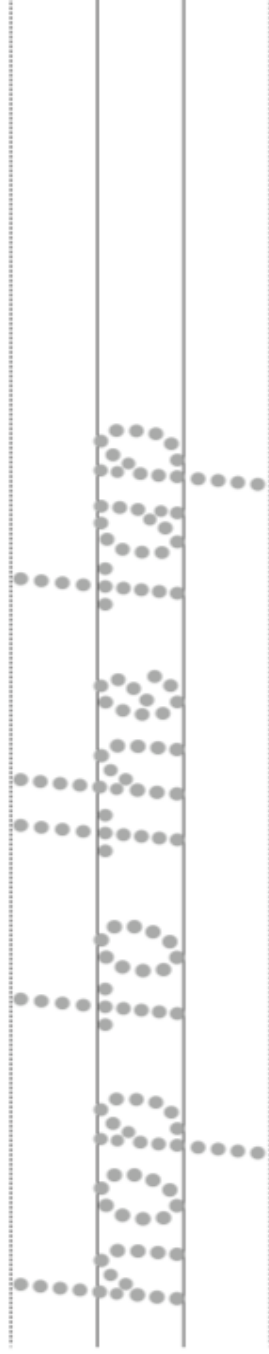
Read  and draw

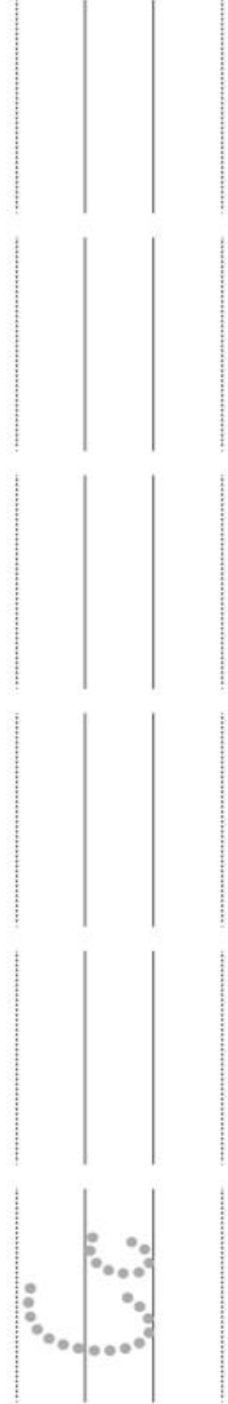
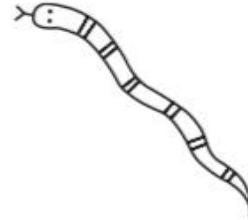
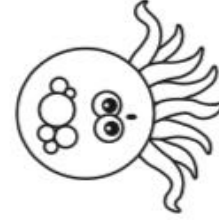
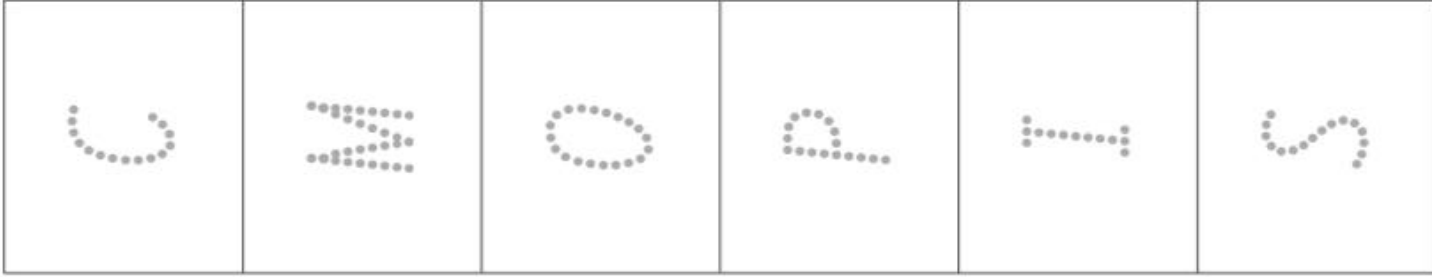
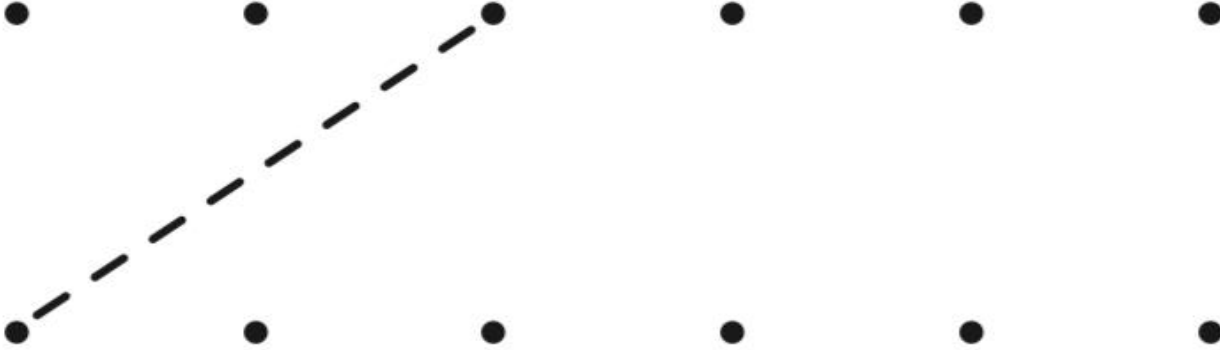
They hop to that red net.

Materials: Coloured pencils, pencil

Instructions: Find and colour the tricky word in each row that matches the tricky word in the first column. Trace the words in the sentence. Read the caption. Trace and read the sentence in the box and draw a picture to illustrate.

the	you	to





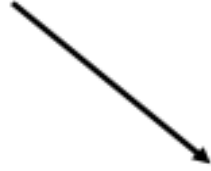
Name:

Thelma the Unicorn

I CAN RETELL

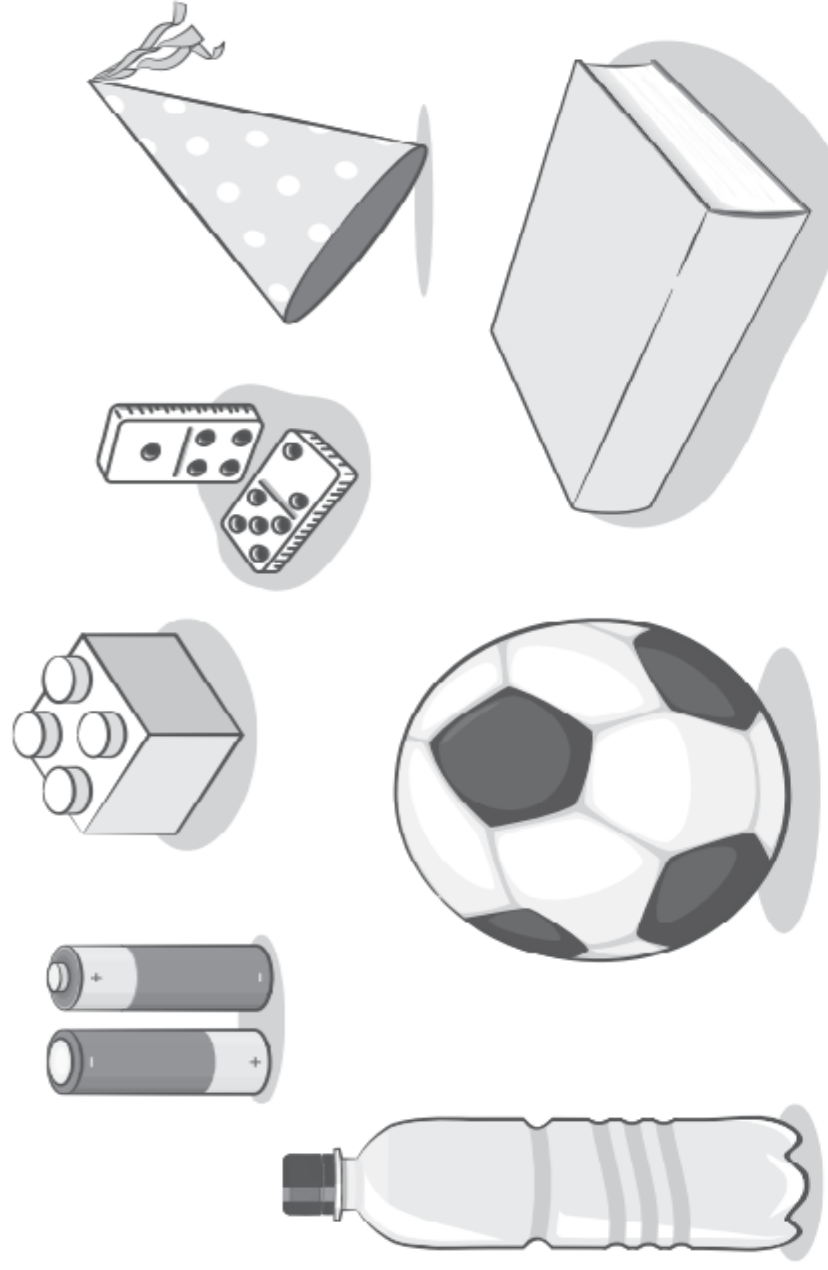


Glue the pictures in order to retell the story.





- 4 Put a circle around the things that can slide. Put a tick on the things that can roll.



- 5 Draw these things from your home

Something that needs a big push to move it.

Something that can roll.

Something that can slide.

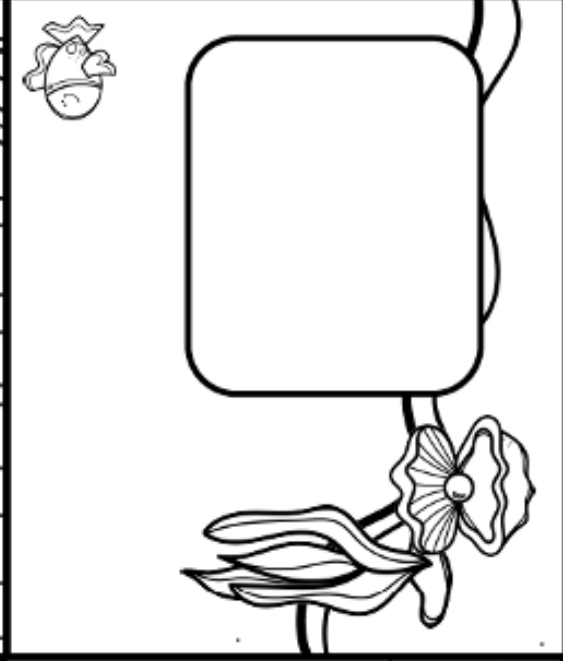
Something that needs a pull to move it.

Name: _____

Date: _____

Home, Sweet Home!

Match the living things to their homes!



A home is a place where we _____

I feel _____

_____ in my home.

Geography: 'Home Sweet Home' activity.
(pictures for cutting/matching.)

