





Term 4 Week 2 Kindergarten Home Learning Framework

	Morning Session	Middle Session	Afternoon		
Monday 11/10	<p>9:30am Daily Zoom</p> <p>English: InitialLit Lesson Follow along with the Kindy teachers as we start to explore new sounds, this week is /b/. <i>Link to come through SeeSaw.</i> Complete the SeeSaw activity or the /b/ spy and count worksheet at the end of this document.</p> <p>English: Phonics and Reading Read the sounds and words on pages 20 & 21 in the sounds and words Foundation InitialLit book. (You do not need to print these pages, but if you wish to print there is a separate file on the website available to print) https://library.multilit.com/viconline_initialit/</p> <p>Digital Streaming Brain Break Optional Activity: Dancing Robots https://www.youtube.com/watch?v=hpLULy-qjyc</p>	<p>English: Writing <u>Learning Intention</u> <i>We are learning to write an information report about an animal</i></p> <p>Follow along with the video from Mrs Lockley as we learn how to write an information report. (Link to come through SeeSaw) Complete the writing activity from Mrs Lockley.</p> <p>Non-Digital Option Answer these questions about elephants. Write each one as a sentence. What type of animal is it? What does it look like? Where does it live? What does it eat? Use the planning template at the end of this document to help you. There is a page at the end of the framework that you can write your information about elephants on or use a blank piece of paper.</p>	<p>Mathematics: Volume/Capacity</p> <p>Warm up: https://www.youtube.com/watch?v=hFO1I0dgmU</p> <p><u>Learning Intention:</u> <i>To identify items that take up a lot of space and a little bit of space. To describe objects that are large and small using a range of words</i></p> <p>Big things take up a lot of space. Little things take up a little bit of space. Draw or take a photo of yourself taking up - a lot of space - a little bit of space</p> <p>Write a word map brainstorming words we use to describe things that: Take up lots of space e.g. enormous, huge - Take up a little bit of space e.g. tiny, small Complete the Maths worksheet at the end of this framework.</p> <p>Optional Extra Activity Watch the Numebrjacks Capacity episode https://www.youtube.com/watch?v=4y0QvIFGxqA&t=531s</p>	<p>Mathematics & Science</p> <p><u>Learning Intention:</u> <i>make your own balance scales.</i></p> <p>Here is one example of how to make your own balance scales. https://youtu.be/FRtbekqsuZ8</p> <p>For this method you will need two plastic cups, string/wool, a coat hanger. Here is a weblink with more instructions https://www.thoughtco.com/ki-d-science-make-a-balance-scale-2086574</p> <p>Experiment comparing the mass of two objects by weighing them. See if you can find something heavier than something else, something lighter than something else, two objects that are the same weight.</p> 	<p>Art: Mr Squiggle</p> <p>Complete the SeeSaw Mr Squiggle activity.</p> <p>Non-Digital Option Complete the Mr Squiggle worksheet at the end of this document. Turn the squiggles into an interesting picture.</p> <p>Digital Brain Break Optional Activity: I'm Gonna Catch You – Just Dance https://www.youtube.com/watch?v=ENKjxyoDaAU</p>

Morning Session		Middle Session		Afternoon	
Tuesday 12/10	9:30am Daily Zoom	English: Writing	Mathematics: Volume/Capacity	Library with Mrs Burke	Letter B Craft – Bees
	English: InitialLit Day 2 Follow along with the Kindy teachers as we start to explore new sounds, this week is /b/. Link to come through SeeSaw. Complete the SeeSaw activity. Non-Digital Option: Complete the /b/ handwriting worksheet and go on a sound hunt around your house for items that start with the sound /b/.	<u>Learning Intention:</u> <i>To write longer pieces of text.</i> <i>To correctly structure our sentences using a capital letter, full stop, finger spaces, and sky/grass/ground letters.</i>	Warm up: Volume/Capacity sort: Sort the images from smallest to largest (See Saw task). https://www.youtube.com/watch?v=HhiUoPxNXbl	<u>Learning Intention:</u> <i>Design a book cover</i> Listen to a story of your choice from Story Box Library or Storyline Online https://storyboxlibrary.com.au/ https://storylineonline.net/	Turn a paper plate or a toilet roll into a cute bumblebee for the letter b. If you do not have any craft materials draw and colour a picture of a bee. You'll need a paper plate or a toilet roll, scissors, glue, cardboard or paper for wings, and paint or paper to make yellow and black stripes.
	English: Magic Word Choice Practise reading and writing the Magic Words for your level. You can do this as a game or in the way you like. Or complete the SeeSaw Magic Word Choice Activity.	<i>Join our Kindergarten Zoom Writing Lesson with Mrs Lockley at 11am.</i> <i>Zoom invitation through Class SeeSaw.</i>	<div><div>Look at these 2 towers. Which takes up more space? How can you tell?</div><div></div></div>	https://storylineonline.net/	
	English: Reading Read on Bug Club or SPELD SA for 20 minutes. Non-Digital Option Practise by reading some books at your home	Students at school participate in a teacher writing session.	Build a really tall tower. Now build a really short tower. (use Lego, blocks or anything that can build)	If you were an Author what would you like to write a book about.	
	<u>Digital Streaming Brain Break Optional Activity:</u> The YMCA Dance - https://www.youtube.com/watch?v=xU5ikYwR3QQ	Non-Digital Option Stretch a boring sentence by adding more detail such as describing words (adjectives). Start with the boring sentence, “I can play with a ball”, or a sentence of your choice. When you are finished writing your sentence, draw a picture for it.	Which tower takes up more space? Why? Write or draw your answer.	Design and draw the front cover of your book and don't forget to put your name at the bottom as you are the author.	
		Make a tall building using 10 blocks or cubes. Using another 10 blocks or cubes, make a building that is low and wide. Look at your buildings. Does one take up more space than the other? Discuss this with someone at home. Take a photo of your two towers to send to your teacher on SeeSaw. You may also like to record your voice or write a response to the question: Does one take up more space than the other?	<u>Digital Brain Break Optional Activity:</u> Play a game outdoors (4 corners, bullrush, octopus tag, pacman, tag), go for a walk, kick a ball, ride your bike etc.		
		Extension: Make as many different shaped buildings as you can using 10 blocks.			
		Volume is not determined by shape.			

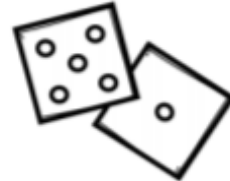
Morning Session		Middle Session		Afternoon	
Wednesday 13/10	9:30am Daily Zoom	School Morning Session Suggestion	School Middle Session Suggestion	School Middle Session Suggestion	School Afternoon Suggestions
	Zoom Scavenger Hunt	(OR teacher and students pick from Grid at end of this document)	(OR teacher and students pick from Grid at end of this document)	(OR teacher and students pick from Grid at end of this document)	(OR teacher and students pick from Grid at end of this document)
	WELLBEING WEDNESDAY!				
	Today is ‘Wellbeing Wednesday’. What could be more important at this time than looking after YOU and making time for yourself. Today we ask you to put your electronics down after the class Zoom, step away from your school work and make time for yourself and prioritise doing things you love that you know are good for your mind and body. The Kindergarten teachers have chosen a variety of activities for you to consider. Students at school will also have a Wellbeing Day. It is digital detox time.	- have a nature scavenger hunt - Write a thank you letter to someone - Make a thank you card to someone to say thank you - Read some favourite stories - Try star gazing/cloud gazing. Can you make any pictures or patterns with them? - Get outside. Go for a walk and try to look for different plants and animals. Could you make a note of which ones you see or draw a picture of some of them? - Have eating time outside as a teddy bears picnic with your favourite teddy	- Complete a mindfulness colouring in picture - Take part in some painting, drawing, craft or colouring activities. - play with some toys - play with puzzles - play on the playground equipment	- Do some Yoga and stretch your body and your mind - Play an outside game like ‘What’s the time Mr Wolf?’, ‘Fruit Salad’, ‘Octopus Tag’ - Complete some fitness activities such as an Obstacle Course, skipping, catching , kicking or throwing	- have a class dance party - play a class game such as ‘sleeping lions’

Morning Session		Middle Session	Afternoon
Thursday 14/10	9:30am Daily Zoom	Mathematics: Volume/Capacity	Fitness: Workout
	English: CVCC & CCVC Words Complete the SeeSaw CVCC & CCVC words activity. Non-Digital Option Complete the worksheets at the end of this framework.	Warm Up: Watch the Peg and Cat Video https://www.youtube.com/watch?v=KBFE9ywQ5qA	Follow the link below to participate in the workout https://www.youtube.com/watch?v=364hLkdOXXc
	English: InitialLit Day 3 Follow along with the Kindy teachers as we start to explore new sounds, this week is /b/. Link to come through SeeSaw. Complete the SeeSaw activity. Non-Digital option Complete the Tricky Words worksheet and draw pictures of at least 5 different things that you can think of the sound /b/.	Learning Intention: <i>To identify items that hold more as having a greater capacity and items that hold less as having less capacity.</i>	Log in to the Inquisitive website http://inq.co/class/ECZS6 - access code: 4150
	English: Reading Read on Bug Club or SPELD SA for 20 minutes. Non-Digital Option Practise by reading some books at your home	Complete the Volume and Capacity activities on SeeSaw.	Look at the images and answer the following questions: What digital technology can you see? Why are these people using digital technology to communicate?
	Digital Streaming Brain Break Optional Activity: Go Noodle Dance Monkey - https://www.youtube.com/watch?v=6JPVKD_UT-Q	Non-Digital Option Complete the 'What holds more' page. Complete the sorting worksheet by cutting out all the items. On a spare piece of paper glue the headings (words) at the top of the page and glue the images under the correct headings.	On the worksheet, use the emojis to 'send texts' to your mum or dad, and to your friend
	English: Writing Learning Intention <i>We are learning to write an information report about an animal</i> Follow along with the video from Mrs Lockley as we learn how to write an information report. (Link to come through SeeSaw) Complete the writing activity from Mrs Lockley. Non-Digital Option Answer these questions about lions. Write each one as a sentence. What type of animal is it? What does it look like? Where does it live? What does it eat? Use the planning template at the end of this document to help you. There is a page at the end of the framework that you can write your information about lions on or use a blank piece of paper.	Science: Digital Systems Lesson 2 – Let's Communicate Learning Intention: <i>To recognise that people use digital technologies to communicate.</i> Log in to the Inquisitive website http://inq.co/class/ECZS6 - access code: 4150 Look at the images and answer the following questions: What digital technology can you see? Why are these people using digital technology to communicate? On the worksheet, use the emojis to 'send texts' to your mum or dad, and to your friend Digital Streaming Brain Break Optional Activity: How To Dance - Bubble It - https://www.youtube.com/watch?v=PGSJM-ZrZwg	



Spy and Count...

Monday - Letter B



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

Tricky Words

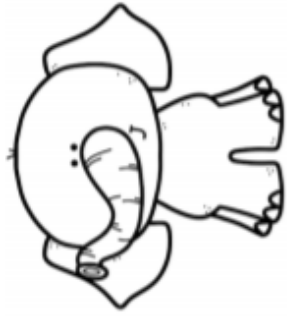
I the My my is a

Monday - Phonics & Reading

1. I met the man.
2. I fed the dog.
3. My pet is on a log.
4. I can get a red pen.

g	e	l	n	e
gas	on	gap	lad	net
lot	men	lip	ten	lin





Elephants

?

Elephants are



Elephants have...



Elephants eat ...



Elephants live...



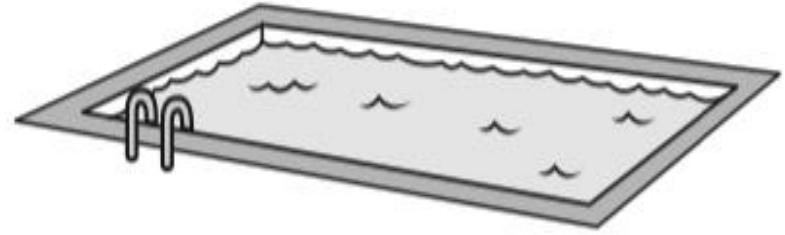
Elephants...

Monday - Writing

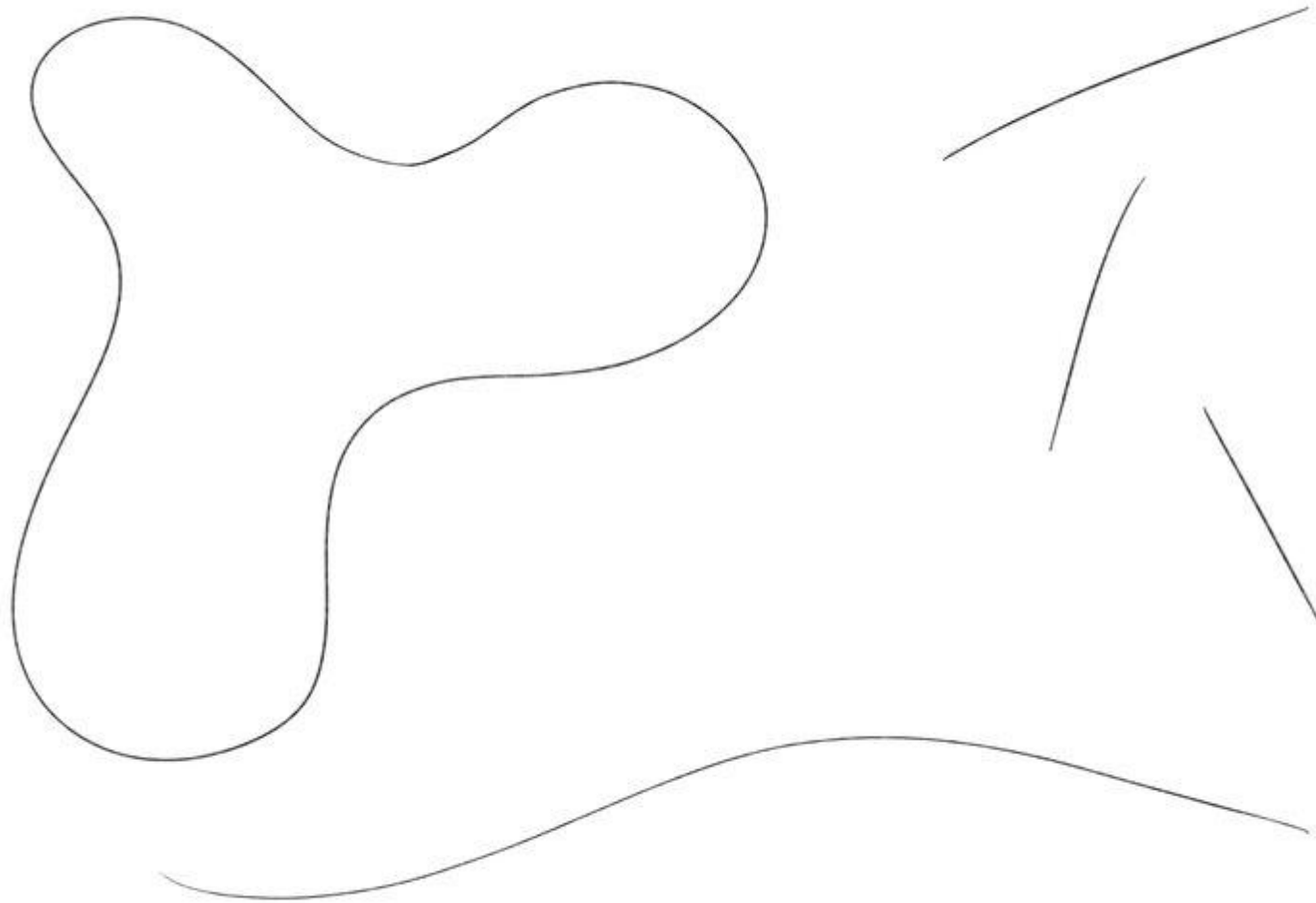


A series of ten vertical dashed lines spanning the height of the writing area, intended for handwriting practice.

Monday - Maths



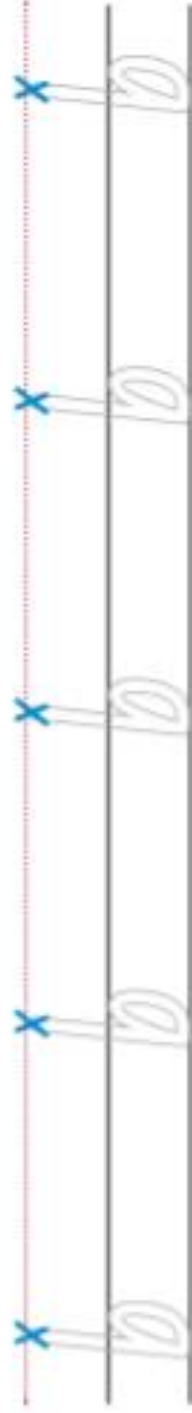
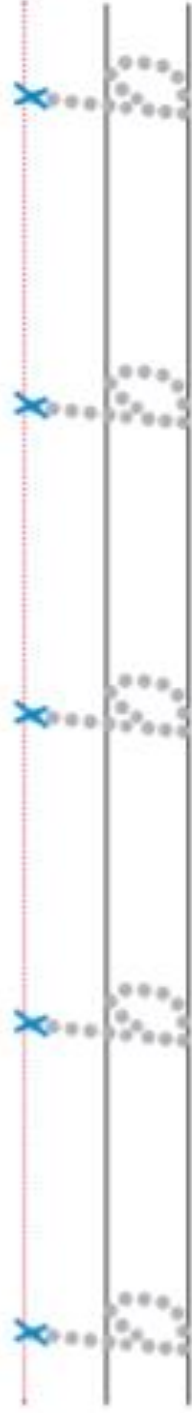
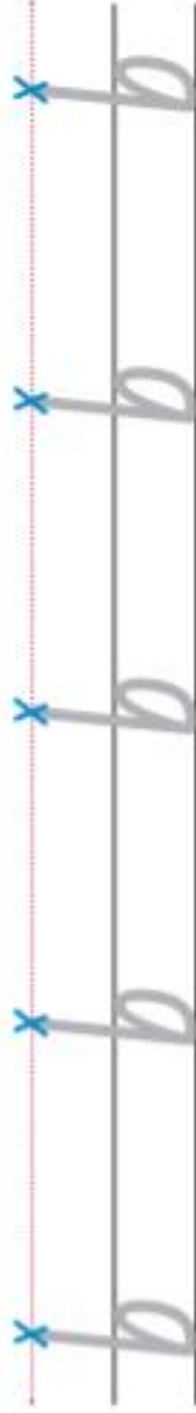
Monday - Mr Squiggle Art



b



Bessie Bilby



Let's practise!



Tuesday - Library

Design Your Own Book Cover



WELL-BEING GRID WKS 1 & 2

Go outside and play a game.	Complete a STEM challenge (see sheet attached)	Read quietly outside	Complete a puzzle	Make an origami frog (see instructions attached)
Fold paper and cut out shapes to make a snowflake	Stargazing: For those who can, spend some time every night having a look at the stars in the sky. Learn the constellations and the stories behind them, and learn about which planets can be seen in the night sky.	Draw a hopscotch and play it with someone in your family	Write a letter to a loved one or friend. Post it to them.	Help with some chores around the house
Make a musical instrument using recycled materials		Create a collage of photos or drawings of people and things that are important to you	Eat breakfast outside	Make a yummy fruit salad using fruit you have at home
Paint some rocks and hide them around the community	Make a mug cake (recipe attached)	Help make lunch	Grow some seeds and monitor their progress each day	Go for a walk or bike ride.
Free drawing	Make some coloured rice to play with (recipe attached)	Make a paper aeroplane. Make a few with some friends and have a competition to see which one flies the furthest.	Try using your non-dominant hand to do some everyday tasks, e.g. brushing your teeth, drawing or writing.	Make a potato person

Read and Match **ccvc**

<i>We love to play in the snow.</i>	
<i>I can spin the ball.</i>	
<i>The sign says stop.</i>	
<i>I can blow a bubble.</i>	
<i>I saw a crab in the sand.</i>	



Cutting Page

Thursday - CVCC

CCVC + CVCC DETECTIVES Read and Find

fold



send



tank



swim



plum



clap



sand



milk



bolt



help




Colour each tricky word in the top row in a different colour.
 Use your chosen colours to match the words below.
 For example, colour 'look' in red, colour 'has' in yellow.

Thursday - Tricky words

look	one	has	we	to	were
------	-----	-----	----	----	------

	look		to		look
we		has		one	
	were		we		to
one		to		look	
	has		were		one
we		one		look	

Read  and draw	Read  and draw
We look at the cat.	I had one sip.



Lions

?

Lions are



Lions have...



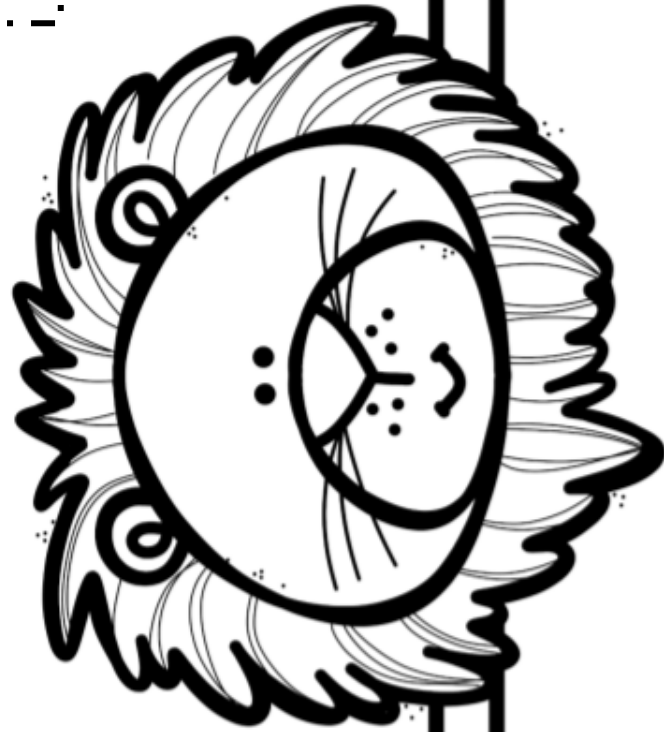
Lions eat...



Lions live...



Lions...



A large rectangular box containing ten horizontal dashed lines for handwriting practice. The box is outlined with a thick black border. There are small dots at the top left and bottom right corners of the box, possibly indicating where to start or end writing.

3 Digital technologies help us **communicate** with each other.



What digital technology can you see?

Why are these people using digital technology to communicate?



5 Use the emojis and words to send some texts.



Happy



Angry



Sad



Tired



Love



School



Thumbs up



Thumbs down



Wave

Circle the container that **holds more**.

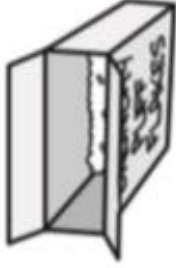
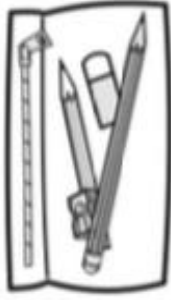


Draw a container that **holds more** than a coffee mug.

Circle the container that **holds more**.



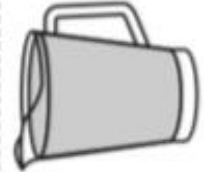
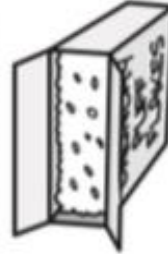
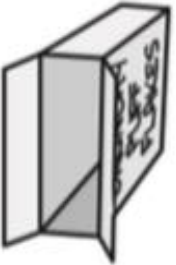
Draw a container that **holds less** than a bathtub.



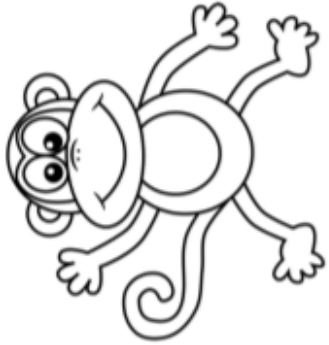
Empty

Full

Half-Full



Cutting Page



Monkeys

?

Monkeys are



Monkeys have...



Monkeys eat...

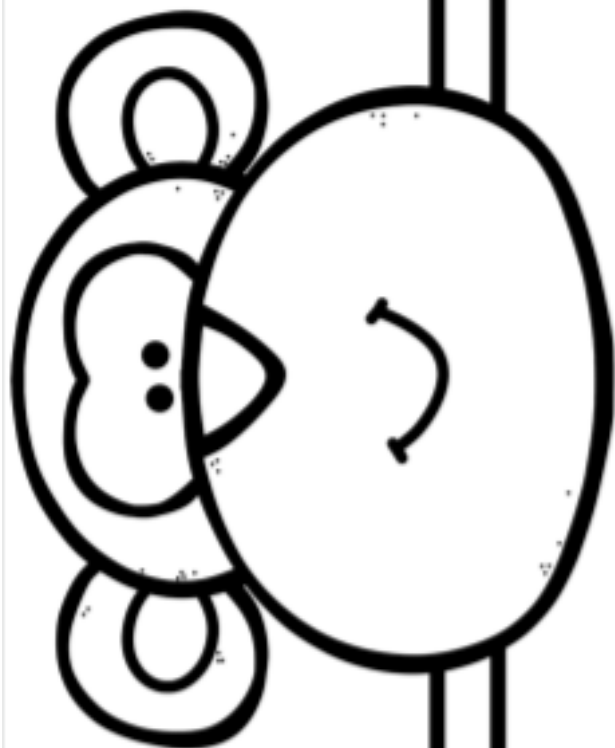


Monkeys live...



Monkeys...

Friday - Writing

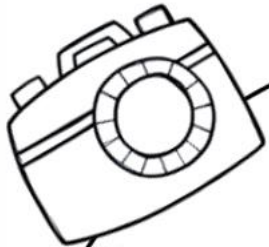


Handwriting practice lines consisting of ten vertical dashed lines for tracing and writing.

Name: _____

THINKING about Places!

Friday - Geography



A place to do
something fun!

A place with
a happy
memory!

