

Learning from Home – Brooke Avenue Public School



Kindergarten – Week 1, Term 3

The following timetable can be used by students to support learning at home. All tasks have been linked to syllabus outcomes. If technology is available at home, please use the attached links to support learning. Extension activities have been provided for additional challenges. These are optional.

	Monday	Tuesday	Wednesday	Thursday	Friday
Daily task		Match socks and sort washing	Wash the dishes	Make your bed	Help an adult with an outside activity
Morning	STAFF DEVELOPMENT DAY	English Phonics <u>Single Sounds</u> <ul style="list-style-type: none"> - Review all single sounds. Listen to Youtube video Jolly Phonics - Write both capital and lower case sounds on a piece of paper (Aa, Bb). - CVC words review (<i>consonant, vowel,</i> 	English Phonics <u>Digraph sounds</u> <ul style="list-style-type: none"> - Listen to Youtube video Jolly Phonics 'ch' song. - Practise writing 'ch' sound on a piece of paper. Say the sound 'ch' as you write it. <u>CCVC words review</u> <i>(consonant, consonant vowel, consonant eg. chop,</i>	English Phonics <u>Digraph sounds</u> <ul style="list-style-type: none"> - Can you write 'ch' - Listen to Youtube video Jolly Phonics - Practise writing 'sh' sound. Say the sound 'sh' as you write it. <u>CCVC words review</u> <i>(consonant, consonant vowel, consonant eg. chop,</i>	English Phonics <u>Digraph sounds</u> <ul style="list-style-type: none"> - Listen to Youtube video Jolly Phonics 'th' song. - Practise writing 'th' sound. - Find words in a book, magazine etc that have the sound 'th' in them. <u>CCVC words review</u>

Monday	Tuesday	Wednesday	Thursday	Friday								
	<p><i>consonant eg. cat, dog, mat etc.)</i></p> <p><u>Please use known sounds</u></p> <p>Focus is on hearing individual sounds.</p> <p>Example: z – i – p</p> <p>Change to l – i – p</p> <p>Change to l – i – t</p> <p>For beginning, middle, end sounds.</p> <p>“What is the first sound in tip? What is the last sound in pip?”</p> <p><i>Extension: complete above activities using digraph sounds (ch, sh, th, wh).</i></p> <p>Reading</p> <ul style="list-style-type: none"> - Read or view a text from home or online at Storyline Online - Discuss the text with a family member. Tell the family member what happened in the story. 	<p><i>chin etc.)</i></p> <p><u>Please use known sounds to practise (If this is too challenging with digraph sounds, review CVC words)</u></p> <p>Focus is on hearing individual sounds.</p> <p>Example: ch – a – t</p> <p>Change to ch – a – p</p> <p>Change to ch – i – p</p> <p>For beginning, middle, end sounds.</p> <p>“What is the first sound in chat? What is the last sound in chip?”</p> <p><i>Extension: Review ‘oa’ and ‘oe’ sounds. Discuss with family members which oe/oa sound we use in middle or end of words. Write the following words out in a T chart as follows:</i></p> <table border="1" data-bbox="1055 1222 1375 1337"> <tbody> <tr> <td>oe</td> <td>oa</td> </tr> <tr> <td>toe</td> <td>boat</td> </tr> </tbody> </table>	oe	oa	toe	boat	<p><i>chin etc.)</i></p> <p><u>Please use known sounds to practise (If this is too challenging with digraph sounds, review CVC words)</u></p> <p>Focus is on hearing individual sounds.</p> <p>Example: sh – o – t</p> <p>Change to sh – o – p</p> <p>Change to sh – i – p</p> <p>For beginning, middle, end sounds.</p> <p>“What is the first sound in shot? What is the last sound in ship?”</p> <p><i>Extension: Review ‘ie’ and ‘igh’ sounds. Discuss with family members which ie/igh sound we use in middle or end of words. Write the following words out in a T chart as follows:</i></p> <table border="1" data-bbox="1406 1222 1727 1337"> <tbody> <tr> <td>ie</td> <td>igh</td> </tr> <tr> <td>tie</td> <td>light</td> </tr> </tbody> </table>	ie	igh	tie	light	<p><i>(consonant, consonant vowel, consonant eg. chop, chin etc.)</i></p> <p><u>Please use known sounds to practise (If this is too challenging with digraph sounds, review CVC words)</u></p> <p>Focus is on hearing individual sounds.</p> <p>Example: th – a – t</p> <p>Change to th – a – n – k</p> <p>Change to th – i – n – k</p> <p>For beginning, middle, end sounds.</p> <p><i>Extension: discuss ‘Bossy E’ words. Discuss with family member that Bossy E makes a vowel say its long sound. Write these words and read them. Then add a Bossy ‘e’ to the end and see how the word changes: (eg: fin – fine)</i></p> <p><i>Can, mat, tap, cap, man, pin, pip, rid, cub, tub.</i></p>
oe	oa											
toe	boat											
ie	igh											
tie	light											

Monday	Tuesday	Wednesday	Thursday	Friday								
	<p><i>Extension: Video yourself explaining what happened at the beginning, middle and the end of the story and upload to seesaw.</i></p> <p>Sight Words</p> <ul style="list-style-type: none"> - Practise reading 3 words from the red box words, on the butterfly card, to a family member. - Write the 3 red box words, 3 times each, on a piece of paper using rainbow colours. <p><i>Extension: Ask a family member to test you on all the butterfly card words. Practise any incorrect words using rainbow colours. If all words correct, locate 3 challenging words in a dictionary or online and learn to write these.</i></p> <p>Writing</p> <ul style="list-style-type: none"> - With a family member, collaboratively create a simple sentence 	<table border="1" data-bbox="1059 240 1379 400"> <tr> <td><i>foe</i></td> <td><i>moan</i></td> </tr> <tr> <td><i>doe</i></td> <td><i>float</i></td> </tr> </table> <p>Writing</p> <ul style="list-style-type: none"> - Practise writing the following 'ch' words. Focus is on letter formation and three-finger pencil grip. Chip, chat, chin, chop, much, beach. <p><i>Extension: Complete the above activity with following 'oa' words: floating, boat, moaned, groans, bloated, throat.</i></p> <p>Sight Words</p> <ul style="list-style-type: none"> - Practise reading 3 words from the red box words, on the butterfly card, to a family member. - Write the 3 red box words, 3 times each, on a piece of paper using rainbow colours. <p><i>Extension: Have a family</i></p>	<i>foe</i>	<i>moan</i>	<i>doe</i>	<i>float</i>	<table border="1" data-bbox="1411 240 1731 400"> <tr> <td><i>lie</i></td> <td><i>sign</i></td> </tr> <tr> <td><i>pie</i></td> <td><i>sight</i></td> </tr> </table> <p>Reading</p> <ul style="list-style-type: none"> - Read the story Tig Naps a lot (Sound out the words you do not know) https://www.speldsa.org.au/161-speldsa-phonics-books-set-3 - Discuss the text with a family member. Questions can be found after text. <p><i>Extension: Complete activity with the text 'What is in the Sack'</i> https://www.speldsa.org.au/160-speldsa-phonics-books-set-4</p> <p>Writing</p> <ul style="list-style-type: none"> - Have a family member read out the following sentence and write it down, remembering to 	<i>lie</i>	<i>sign</i>	<i>pie</i>	<i>sight</i>	<p>Writing</p> <ul style="list-style-type: none"> - Write a sentence with a family member about your favourite toy. <p><i>Extension: Independently write 3 things about your favourite toy (What it looks like, what it is made of and how you play with it or how you make it work).</i></p> <p>Sight Words</p> <ul style="list-style-type: none"> - Ask a family to test you on your red butterfly card words. Practise any you got incorrect. If all correct, begin practising 3 blue box words. <p><i>Extension: Ask a family member to test you on the challenging words you have been learning this week. Practise any you got incorrect. If all correct, find 3 new words to learn.</i></p> <p>Reading</p> <p>Work through lessons on</p>
<i>foe</i>	<i>moan</i>											
<i>doe</i>	<i>float</i>											
<i>lie</i>	<i>sign</i>											
<i>pie</i>	<i>sight</i>											

Monday	Tuesday	Wednesday	Thursday	Friday
	<p>about an aspect of the story read. Student to illustrate the story.</p> <p><i>Extension: Student independently writes 3 sentences about what happened in the story. Focusing on what happened at the beginning, middle and end.</i></p>	<p><i>member test the words you didn't know from yesterday. Practise any you still need to learn and add some more challenging words from a dictionary or online.</i></p> <p>Reading</p> <p>Work through lessons on Reading Eggs and Fast Phonics.</p>	<p>sound out the words and write what you can hear.</p> <p>Tig is a pup and he naps a lot.</p> <p><i>Extension: complete the same activity with the following sentences:</i></p> <p><i>Jock Green had a sack with a lump in it. A kitten crept into the sack and fell asleep.</i></p> <p>Sight Words</p> <ul style="list-style-type: none"> - Write all red box words twice and create flash cards. Play memory with a family member. <p><i>Extension: complete same activity as above with the challenging words you have learned this week.</i></p>	<p>Reading Eggs and Fast Phonics.</p>
Break	Break 1 – Eat, play, have fun. Self-directed outside activities where possible.			
	<p>Mathematics – <u>We Are Learning To:</u></p> <p>Count to 30, and order, read and represent numbers in the range 0 to 20.</p>			

	Monday	Tuesday	Wednesday	Thursday	Friday
Describe and compare length using everyday language					
Middle		<p>Mathematics</p> <ul style="list-style-type: none"> - Count out 20 toys. Count backwards as you put them away. - Write your numbers 0-20 in your book. If you have written any numbers backwards, write those numbers again 3 times correctly. - 2 minute path – set a timer for two minutes and make a path using blocks/sticks/objects. Discuss the length of the path. <p>Mathseeds (available through Reading Eggs website/app).</p>	<p>Mathematics</p> <ul style="list-style-type: none"> - Write your numbers from 1-20 – you could do this on your driveway in chalk, or in your book/on a piece of paper in rainbow colours. - Choose a number between 0-20 and write it down. Then write the number that comes before and after that number. - Count backwards from 20. - 2 minute tower – set a timer for two minutes and make a tower using blocks/objects. Discuss the height of the tower. <p>Mathseeds (available through Reading Eggs website/app).</p>	<p>Mathematics</p> <ul style="list-style-type: none"> - Count forwards and see what number you can count to. Write the sentence in your book “I can count to ___.” - Practice writing your teen numbers. Use this video https://video.link/w/RhJ3c - Write the numbers 0-10 and cut them out. Shuffle the numbers and arrange them in order. - Collect a group of sticks from your garden/backyard and order them from shortest to longest. Take a photo and show your teacher on seesaw. <p>Mathseeds (available through Reading Eggs website/app).</p>	<p>Mathematics</p> <ul style="list-style-type: none"> - Find your peg basket. How many pegs do you think are in there? Write down your prediction. Count out how many pegs are in the peg basket. Sort them into colours and write how many of each colour there are. - Write these numbers down (4, 7, 10, 13, 19) and then cut them out. Shuffle these and put them in order. You could do this with numbers 0-10 or do more numbers too. - Find a tissue box (or something similar in length) and then find 5 items shorter than the tissue box and 5 items longer than the tissue box. <p>Mathseeds (available through Reading Eggs website/app).</p>

Monday	Tuesday	Wednesday	Thursday	Friday
				website/app).
Break	Break 1 – Eat, play, have fun. Self-directed outside activities where possible.			
Afternoon	<p>Imagine</p> <p>Listen to the story Dhagarwara.</p> <p>It is a story set in winter about the Ngaran Ngaran, the lyrebird. It tells us a message about sharing and being thankful. You will hear a song by Aunty Brenda. Sing along as you are listening.</p> <p><i>Listen to- Chapter 2: Dhagarwara</i></p> <p>https://education.abc.net.au/home#!/digibook/2947053/classic-kids-music-for-the-dreaming</p> <p>Think about where they are and what it looks like?</p> <p>What sounds can you hear?</p> <p>What animals are they talking about?</p>	<p>Plan</p> <p>A home for a lyrebird.</p> <p>Look up lyrebird facts – https://www.kidcyber.com.au/lyrebirds</p> <p>The lyrebird lives in the forest and finds food by scratching with their feet. The lyrebird can copy sounds that it hears.</p> <p>Using items from around your home and garden, plan a space where the lyrebird could live.</p> <p>This could be done with – sticks, grass and rocks</p> <p>playdoh</p> <p>lego</p> <p>a drawing</p> <p>PDHPE</p>	<p>Create</p> <p>Create the environment where the lyrebird could live. After you have created this space, sit for a few minutes and listen to the sounds a lyrebird might mimic. Repeat some of the sounds you can hear. Can you create a song?</p> <p>PDHPE</p> <p>Practise kicking and catching a ball with a family member.</p>	<p>Present</p> <p>Present your lyrebird home to your family and sing them the song/sounds you created.</p> <p>Upload a photo or video to Seesaw.</p> <p>Refine/Review</p> <p>Collaboratively write about why the lyrebird would like the home you have created.</p> <p>PDHPE</p> <p>Create an obstacle course in your house or backyard. If you can, time yourself racing a family member.</p>

Monday	Tuesday	Wednesday	Thursday	Friday
	<p>PDHPE</p> <p>1 minute challenges –</p> <p>Count how many of the following exercises you can do in a minute –</p> <ul style="list-style-type: none"> - Star jumps - Squats - Burpees - Toe Touches - Frog Jumps <p>Repeatx3</p> <p>Write your score down and send it to your teacher.</p>	<p>Musical Statues, Go Noodle/Just Dance (available on Youtube)</p>		

a

b

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C

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I

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L

M

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S

T

U

V

w

x

y

z

sh

ch

th

wh

kn

ck

oo

ea

ou

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ar

ir

or

ur

a _ e

p h

t c h

n g

i g h

i _ e

oi

oy

ear

e_e

ee

_y

VC words (CS)

in it on at
an if up us
am ox ax Ed

CVC words (CS)

sap sat sad rat
rap ram rag nap
Nat mat map mad
lap lag lad fat
fan fad fin fit

CVC words (CS)

lid lip lit mid
nit rid rig rim
rip Sid sip log
mom mop nod rod
Ron rot sod fun

CVC words (CS)

mum mud rug nut
rut sum sun fed
led leg met Ned
net not man set
ran let run men

CVC words (CS)

red sit six yes
Sam van wet win
fox fog fix fib
lug mob mug rub
wig wax wag sub

CVC words (CS)

zap mix Rex yet
rob nab lot zip
sis web yak yum
fig nag rib sob
vet yap zen wed

CVC words (stop sounds)

bad bag bam bat
cap cab dad Dan
gas gag ham hat
jab jam pan pat
tab tag tan tap

CVC words (stop sounds)

bid dig dip hid
hit hip Jim jig
kin kid pin pit
pig tin tip Tim
cop con Don dog

CVC words (stop sounds)

hop hog job jog
pot pop top Tom
bug bud cup cub
dud dug Gus gun
hum jug pup tub

CVC words (stop sounds)

tug beg bet hen
jet Ken pen pet
peg had but can
him did get put
big got cut hot

CVC words (stop sounds)

ten Ben bit bun
cat dam den dim
gut hug hut Jan
kit bus bib box
dot gum Pam Kim

CVC words (stop sounds)

Pip Tad Ted bob
dab Jen pal tot
ban cot gap pod
tax bog cob cod
hem pad jib jut

VCC words (CS)

and its end ask
off add act ant
ink Ann egg elf
elk elm inn odd
imp ill

CVCC words (CS)

mitt will long well
must went land last
left next miss list
song fast full sing
fact fell fill film

CVCC words (CS)

fist lamp lick lift
limp lock luck lump
mask mass mast melt
mend milk mill mint
mist neck nest raft

CVCC words (CS)

rock fizz runt rust
sack sand sank self
sell send sent sick
sock soft sung weld
wind fang fuss loft

CVCC words (CS)

lost lung mess rest
ring sang sink sits
sunk vent vest wing
wink yell Nick Rick
ruff zing lack less

CVCC words (CS)

link Matt rack rang
rink sips Zack fond
lend lent lint mock
fizz rant rent risk
rung sift silk west

CVCC words (stop sounds)

back just help tell
hand best jump pick
pull band bank bell
belt bend bent bump
bunt camp cast damp

CVCC words (stop sounds)

dent dump dust gasp
gulp gust held hint
honk hung hunt junk
kept pant pass past
pest pill pond punk

CVCC words (stop sounds)

tack tent test till
bang bill cuff deck
gift hang huff Jack
king kiss pack puff
tank tick toss doll

CVCC words (stop sounds)

hill Jeff Jill kick
peck ping pong body
bunk buzz desk duck
dunk hunk kits pink
rack rang rink taps

CVCC words (stop sounds)

tusk bond cost disk
dock gang husk pelt
punt task tend tint
tock copy jazz Tess

CCVC words (CS)

from flag flap flat
fled flip flop frog
slam slap sled slim
slip slob slug slum
smog snag snap snip

CCVC words (CS)

snub snug swam swim
flit Fred fret slid
slit slop snob swig
swum slot smug slat

CCVC words (stop sounds)

stop bled blot brag
brat bred brig brim
clad clam clan clap
clip clot club crab
cram crib crop drag

CCVC words (stop sounds)

drip drop drug drum
glad glum grab gram
grim grin grip plan
plop plot plug plum
plus prop scab scan

CCVC words (stop sounds)

scat skid skim skin
skip skit span spat
sped spin spit spot
spun step stem stun
trap trim trip trot

CCVC words (stop sounds)

twig twin stub blab
blip brad bran clod
glen glob grit plod
prim prod scum spud
tram trek trod Stan

CCVCC words (CS)

fling flung frank frill
frisk frost slang slant
slept sling slump smack
smell snack sniff swell
swing slick swept flock

Lyrebirds

The following information has been copied from <https://www.kidcyber.com.au/lyrebirds>



- Lyrebird males dance and sing for females.
- They live in forests and woods in Australia.
- They have wings but stay on the ground most of the time.
- Lyrebirds eat insects, spiders, beetles and worms.
- Male lyrebirds can copy many sounds.
- There are two species of lyrebird:
 - Superb lyrebird, which is the size of a rooster



Male Superb lyrebird ©Getty Images

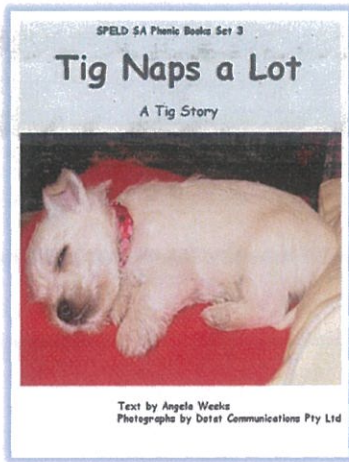
- Alberts lyrebird, which is the smaller of the two



Male Albert's lyrebird



Lyrebird's Nest



Tig Naps a Lot

Set 3 (42 words)

Text written by Angela Weeks
and photographs by Dotat Communications Pty Ltd

Special words

a, is

Tig is a pup.

Tig naps a lot.

Tig naps on dad.

Tig naps on mum.

Tig naps in a bag.

Tig naps on a rug.

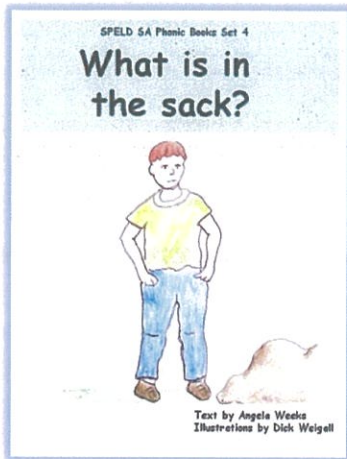
Tig naps on Mum's laptop.

Tig naps a lot on Mum's desk.

Questions

After reading the text ask students one or more of the following questions. If students are working in pairs, alternate Partner 1, then Partner 2.

- What does the word 'nap' mean?
- Why do you think Tig naps a lot?
- Why do you think babies sleep so much?
- Why do you think Tig sleeps a lot on Mum's desk?
- Where is your favourite spot to take a nap?



What is in the Sack?

Set 4 (63 words)

Text written by Angela Weeks and illustrated by Dick Weigall

Special words

a, that, I, the, what, is, no, into

Jock Green needs a sack. "That is odd. I can see a lump in the sack.

What is in the sack?"

Is it a hen?

Is it a duck?

Is it a stork?

Is it geese?

Is it a numbat?



























Is it a rabbit?

No. It is a kitten. The kitten crept into the sack and fell asleep.

Questions

After reading the text ask students one or more of the following questions. If students are working in pairs, alternate Partner 1, then Partner 2.

- Who needed a sack?
- What might he need the sack for?
- What would you do with a sack?
- Think of some different uses for sacks. Can you think of four?
- Geese is a plural word. We say: three geese but one (what)?
- Children is another plural word. We say: two children but one (what?)

 a	 b	 c	 d	 e	 f	 g	 h
 i	 j	 k	 l	 m	 n	 o	 p
 q	 r	 s	 t	 u	 v	 w	 x
 y	 z	<div data-bbox="685 1027 1104 1445" style="border: 2px solid red; padding: 10px; text-align: center;"> <p>is the</p> <p>and for</p> <p>a on</p> </div>		<div data-bbox="1173 1027 1592 1445" style="border: 2px solid blue; padding: 10px; text-align: center;"> <p>I am</p> <p>went to</p> <p>this can</p> </div>		<div data-bbox="1666 1027 2085 1445" style="border: 2px solid yellow; padding: 10px; text-align: center;"> <p>we are</p> <p>like my</p> <p>in see</p> </div>	

A4 Alphabet Card B101

P.O. Box 21614
Henderson,
Auckland 1231
New Zealand
Ph/Fax (INT) 64 9 828 7742
Ph/Fax (NZ) 09 828 7742
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