**Learning from Home – Brooke Avenue Public School**

**Kindergarten – Week 6, 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.

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| **Monday - Week 6, Term 3 - Kindergarten**  Daily Task - Match socks and sort washing. | |
| English  **Phonics:** You will need a piece of paper and a pencil.Access Seesaw. Watch the video by Mrs Rex and follow her instruction. If unable to access Seesaw, review all sounds on [Jolly Phonics](https://vimeo.com/106231366).  Today we are learning that the sound **zz** is the same sound as **z**. We see **zz** in the middle and the end of a word – drizzle or buzz.   * Write he **zz** sound and say it say you write it. * Practice writing some **zz** words.   **buzz fizz pizza puzzle jazz sizzle** (underline where you can see the zz sound).  Extension: Write a fun sentence using at least 5 **zz** words.  **Reading:** Read a book on <https://app.pmecollection.com.au>**.** Use the record tool to record yourself reading and replace it back to yourself. If you are unable to access the PM eCollection, please read a book from home and ask a family member to video you reading. Post this to your teacher on Seesaw.  **Writing:** You will need a piece of paper and a pencil. Access Seesaw. Watch the video by Mrs B. If you cannot access SeeSaw, look at the picture and on your piece of paper, write one or more sentences that describe what is in it. Make sure you include a capital letter at the beginning and a full stop at the end. (Remember we encourage phonetically spelt words)  **Sight words:** Using flashcards with your sight words on them (extras attached), play a game of memory. Add some new words in that you have been learning over the past few weeks.  Extension: Write a sentence with 3-5 of your sight words.  Optional – complete 10 minutes of Reading Eggs activities. | |
| Break – Time to stop and refuel. Eat, play, have fun. Self-directed outside activities where possible. | |
| Maths  Warm up: Use two piles of playing cards, one red, one black. Turn a card from each pile over and identify the larger number. Add the two cards together by counting up from the largest card, using the visuals on the smallest card.  **We are learning to:** use the term 'sharing' to describe the distribution of a collection of objects.  **Activity:** Today’s lesson is about ‘sharing’.Sharing is the term to describe **distributing a collection of objects**. Use teddies along with toys/figurines/animals to explicitly model equal sharing. “I have 6 toys to share between 2 baskets”. Model equal sharing by counting out the toys/figurines/animals, by ones between the 2 baskets, until all are gone.  Continue to work together to share the following-  Share 12 toys between 3 containers.  Share 10 toys between 2 containers.  Share 6 toys between 3 containers.  Take a photo of your sharing and upload to Seesaw.  **Extension:** Complete the ‘equal sharing’ worksheet *(see attached).* Share the treats equally between the dogs.    **Optional:** Complete some Mathseeds activities for 10 minutes. | |
| Break – Time to stop and refuel. Eat, play, have fun. Self-directed outside activities where possible. | |
| PDHPE: Episode 1  <https://app.education.nsw.gov.au/sport/Bouncing-and-dribbling> | **Creative Arts:** POP ART DONUTS  See the sheet attached to create a donut artwork. Links below.  <https://www.youtube.com/watch?v=xz_DXXN4yWA>  <https://www.youtube.com/watch?v=g1Q0Y_yc750> |

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| **Tuesday - Week 6, Term 3 - Kindergarten**  Daily Task - Wash the dishes. |
| English  Phonics: You will need a piece of paper and a pencil.Access Seesaw. Watch the video by Mrs Rex and follow her instruction. If you cannot access seesaw, review your sounds at [Jolly Phonics](https://vimeo.com/106231366).  Today we are learning the sound **ff**. The sound **ff** is the same sound as **f**. We often see the sound **ff** at the end and in the middle of words – sni**ff** or mu**ffi**n   * Practise writing the sound ff and say it as you write it. * Practise writing a list of words with the sound ff:   **Off puff cliff sniff fluff cuff muffin waffle**  Extension: Write a sentence with as many **ff** words as you can.  Reading: Read the story ‘Playing with Friends’ and answer the questions below by circling the correct answer. Choose and read a book from <https://app.pmecollection.com.au>**.** If you are unable to access the PM eCollection, please read a book from home.  Writing: You will need a piece of paper and a pencil. Access SeeSaw and watch Mrs B’s writing lesson. If you cannot access SeeSaw edit the sentence **‘we always do our bst work in Kindergarten’** Remember to include a capital letter, full stop and circle any incorrect words and write them above correctly.  Editing is when we fix mistakes in our writing.  Sight words: Write out 10 sight words in rainbow writing (extra sight words attached).  Extension: Write 3 sentences using your sight words. |
| Break – Time to stop and refuel. Eat, play, have fun. Self-directed outside activities where possible. |
| **Maths**  **Warm up:** Roll a dice or pick up a number card. Read the number and say the next 2 numbers that come after it. Do this 5 times. To make this harder, give your child a number in the range of 30-100 and ask them to tell you the number before and after.  **We are learning to:** use the term 'group' to describe a collection of objects.  **Activity:** Watch the clip Miss Hetherington has videoed on Seesaw.  A group refers to a collection and today we will be forming equal groups.  Form three groups of 3 in each.  Form 6 groups with two in each.  Form 2 groups with ten in each.  Assist your child to record a short 10 second video of their work, with them explaining how many groups they have made and how many are in their group. Upload the video to Seesaw. |
| Break – Time to stop and refuel. Eat, play, have fun. Self-directed outside activities where possible. |
| PDHPE: Episode 2  <https://app.education.nsw.gov.au/sport/Bouncing-and-dribbling>  **Creative Arts:** The Twist  See the sheets attached to learn about The Twist. Links below.  <https://www.youtube.com/watch?v=7Aee2eDMr44>  <https://www.youtube.com/watch?v=D7yfizvCRMg>  <https://www.youtube.com/watch?v=im9XuJJXylw> |
| **Wednesday - Week 6, Term 3 - Kindergarten**  Daily Task – Make your bed. |
| English  Phonics: You will need a piece of paper and a pencil.Access Seesaw. Watch the video by Mrs Rex and follow her instruction. If you cannot access seesaw, review your sounds at [Jolly Phonics](https://vimeo.com/106231366).  Today we are learning the sound **ll** is the same as **l.** We often see this sound in the middle and at the end of words – fa**ll** or ye**ll**ow   * Practice writing the sound **ll** and say it as you write it. * Write the word **ball** then change it to **hall** then change it to make **tall**.   Say and create a list of words with the sound **ll** in them.  Fall/call/bell/wall/shell/jelly/smell/yellow  Extension: write a sentence using as many **ll** words as possible. Underline the **ll** sound in your words.  Reading: Read a book from <https://app.pmecollection.com.au> with a family member. Record yourself reading using the record tool and use the drawing tool to circle any tricky words. If you are unable to access the PM eCollection, please read a book from home and ask a family member to video you reading. Post this to your teacher on Seesaw.  Writing: You will need a piece of paper and a pencil. Access Seesaw. Watch the video by Mrs B. If you cannot access SeeSaw, put the following two sentences together using the word ‘**and’**.  ***I like apples. I like bananas.***  Sight words: Ask a family member to quickly flash your sight word cards to you. Collect the ones you got correct and try again with the ones you are still learning. Extension: Go on a sight word hunt around your house and see if you can find any of your sight words written in books (books, magazines, labels etc). |
| Break – Time to stop and refuel. Eat, play, have fun. Self-directed outside activities where possible. |
| Maths  **Warm up:** Ask a family member to play a card game called “Card Add”. Find a set of playing cards or make a set of number cards 1-10 (2 of each number and you may wish to draw circles to show how many for each number). If you are using playing cards, remove the king, queen, jack and joker cards. Shuffle and place in a pile. You and a family member pick a card each and turn it over. Add the two numbers together. The first person to get the answer correct gets a point. The first person to 5 points is the winner!  **We are learning to:** model equal groups.  **Activity:** What does equal mean? **Equal means to be the same**. Today, we are going to make equal groups. Use the template provided to show equal grouping *(see attached).* Count the objects out one by one into the circles. Example: to use the ‘2 groups template’, count out ten objects and then make two equal groups. I have made 2 groups of five.  Repeat the activity:  Making equal groups on the ‘3 groups template’ using 6 objects, and then 9 objects.  Making equal groups on the ‘4 group template’ using 8 objects, and then 12 objects.  After completing each template, **ensure each group is equal** by asking your child to count objects in each group, discuss how many groups there are and how many in each group.  **Extension:** Complete the tricky ‘Before and After Monsters’ worksheet (see attached).  **Optional:** Complete some Mathseeds activities for 10 minutes. |
| Break – Time to stop and refuel. Eat, play, have fun. Self-directed outside activities where possible. |
| **Creative Arts** - Tongue Twisters  See the sheets attached and practise your tongue twisters.  **STEM** – Use lego, blocks or materials around the house to being a structure of your favourite sport or venue. You might like to create a swimming pool, the Bato Bowl or a hockey field. |
| **Thursday - Week 6, Term 3 - Kindergarten**  Daily Task – Help an adult with an outside activity. |
| English  Phonics: You will need a piece of paper and a pencil.Access Seesaw. Watch the video by Mrs Rex and follow her instruction. If you cannot access seesaw, review your sounds at [Jolly Phonics](https://vimeo.com/106231366).  Today we are learning that the sound **ss** is the same sound as **s.** We usually see **ss** the end of a word – glass or pass   * Practice writing the sound ss and say it as you write it. * Practice writing some **ss** words:   Less mess boss grass glass cross class miss  Extension: Write a fun sentence using 2-3 **ss** words.  Reading: Read the story ‘Winter Fun’. Answer the questions below by circling the correct answer.  Choose and read a book from <https://app.pmecollection.com.au>**.** Use the record button to record yourself reading. If you are unable to access the PM eCollection, please read a book from home.  Writing: You will need a piece of paper and a pencil. Access Seesaw. Watch the video by Mrs B. If you cannot access SeeSaw, look at the picture and on your piece of paper, write one or more sentences that describe what is in it. Remember to use a capital letter at the beginning and a full stop at the end.  Sight words: Select some sight words and make them using playdough, sticks, rocks, counters, toys etc.  Optional – Complete 10 minutes of Reading Eggs activities. |
| Break – Time to stop and refuel. Eat, play, have fun. Self-directed outside activities where possible. |
| Maths  Warm up: Play “Bunny Ears” with a family member. The family member gives you a number from 2-9 and you have to use both hands to show this number, with your fingers on top of your head as ‘Bunny Ears”. Do this with 3 different numbers. Discuss the different way you could make that number with two hands.  **We are learning to:** recognise groups that are not equal in size  **Activity:** Remind your child what equal means. Today you will use a yummy treat such as smarties/jellybeans/cheerios to model when groups are not equal in size. Share the treats between family members and yourself, making your share larger. Ask your child to identify how many are in each group. Are they equal? Is this fair? Explain to your child that the groups are **unequal**. Complete the ‘dog bone sharing’ worksheet *(see attached)*. Students need to make 2 equal groups using as many of the bones as they can, and then identify how many bones are left over. Upload a photo of your work.    **Extension:** use toys/animals/figurines along with teddies to model unequal groups.  **Optional:** Complete some Mathseeds activities for 10 minutes. |
| Break – Time to stop and refuel. Eat, play, have fun. Self-directed outside activities where possible. |
| **Science:** [**https://video.link/w/zfK4c**](https://video.link/w/zfK4c)  Create a Cotton Ball Launcher using materials at home.      **Creative Arts** - Find a range of items from around your home and place them in colour coordinated groups. Place them in a circle, line or new shape (just like the one above). |
| **Friday - Week 6, Term 3 - Kindergarten**  Daily Task – Clean up your room. |
| English  **Phonics:** You will need a piece of paper and a pencil.Access Seesaw. Watch the video by Mrs Rex and follow her instruction. If you cannot access seesaw, review your sounds at [Jolly Phonics](https://vimeo.com/106231366).  Ask a family member to read out the sounds from this week and you write them down – ‘zz’ as in buzz, ‘ff’ as in puff, ‘ll’ as in tall and ‘ss’ as in grass.  Complete the FF LL SS ZZ Words Sorting activity worksheet.  **Reading:** Read a story to family member from <https://app.pmecollection.com.au>. Answer the key questions at the back of the book. If you are unable to access the PM eCollection, please read a book from home and ask a family member a question about the book.  **Writing:** You will need a piece of paper and a pencil. Access Seesaw. Watch the video by Mrs B doing ‘FriYay Feedback Day’. If you cannot access SeeSaw, write one goal for yourself to achieve next week in writing. (Do you need to use a full stop, capital letter, sound out your words instead of asking for help?). Take a picture of your goal and post to Seesaw.  **Sight words:** Ask a family member to test you on your sight words that you have been learning this week. Write them down on a whiteboard or paper and check the ones you got correct. Practise writing the ones you did not remember 3 times.  Option – completed 10 minutes of reading Eggs activities. |
| Break – Time to stop and refuel. Eat, play, have fun. Self-directed outside activities where possible. |
| **Maths**  **Warm up:** Write out ‘friends of 10’ number sentences (example: 9+1=, 8+2=) or ‘friends of 20’ number sentences (example: 15+5=, 10+10=).  **We are learning to:** group and share concrete materials to solve problems.  **Activity:** Today, you will use paper/whiteboard/chalkboard, toys/figurines/animals and 2 x dice or numeral cards (numbers 1-6) to share objects and solve problems. Using two different dice or numeral cards, explain to your child that the first dice/card will tell us how many groups they need to make, and the second dice/card will tell them how many go in each group. Roll the first dice/pick up the first card and ask your child to make the corresponding number of “groups” by drawing large circles on their paper/whiteboard/chalkboard. Roll the second dice/select the second card and say how many items we need in each group. Ask your child to place the corresponding number of toys/figurines/animals in each group. Questions to ask... How many groups have you made? How many in each group? What is the total of all groups? Take a photo of your work and upload to Seesaw for your teacher to see!  Next, your child will complete a Seesaw activity, which has been assigned to them in the App. Read the instructions to them one step at a time but allow your child to complete the activity independently. Don’t worry if your child makes an error. Teachers will use this data to direct their teaching/program!    **Extension:** Complete what you can of the tricky ‘Missing Numbers’ worksheet (see attached). |
| Break – Time to stop and refuel. Eat, play, have fun. Self-directed outside activities where possible. |
| **PDHPE – Water Safety**  See the worksheet attached and answer the questions on Water Safety. Maybe you could create a poster or draw a picture of you being safe around water.  FRIYAY! Do something fun with your family. Maybe a bike ride, cooking, painting, play cards or head to the beach! HAPPY WEEKEND! |

