


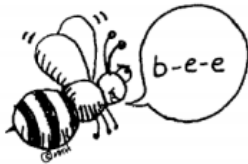







 **WEEK 2 LEARNING AT HOME GRIDS EARLY STAGE 1-  
ENGLISH**

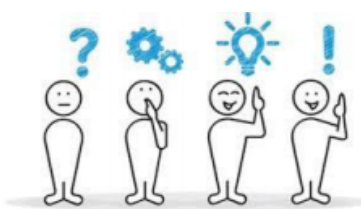


| <p style="text-align: center;"><b>READING</b></p>    | <p style="text-align: center;"><b>WRITING</b></p>   | <p style="text-align: center;"><b>LANGUAGE/VOCABULARY</b></p>    | <p style="text-align: center;"><b>SPELLING</b></p>   | <p style="text-align: center;"><b>SPEAKING &amp; LISTENING</b></p>                              |
|---|--|---|---|--|
| <p> Farmer Duck - Martin Waddell &amp; Helen Oxenbury<br/>Watch the YouTube Video of Farmer Duck being read. Follow and try to read along with the video. Before every writing activity make sure you read/watch the video again to understand the story better.</p> | <p>Write a recount about something that you did one afternoon after finishing your school work. Draw a picture of you doing the fun activity.</p>                            | <p>Say and write in your book 3 or more words that rhyme with:</p> <ul style="list-style-type: none"> <li>● Cow</li> <li>● Duck</li> <li>● Hen</li> <li>● Sheep</li> </ul>  | <p>Word family 'ar':<br/>Write as many words as you can think of that have 'ar' in them<br/>E.g. car, art, farmer<br/>Make sure you think about beginning, middle and ending sounds</p>   | <p>On your news day, video record your free choice news item, to be shared with your class on Seesaw. Make sure you let your teacher know if you don't want your video shared!</p> |
| <p>Who did the duck live with? Draw a picture/Write a sentence.</p>   | <p>Write a sentence about what you had for breakfast this morning. Draw a picture of your breakfast.</p>   | <p>Create a collage/drawing/picture and label to show everything you know about ducks. You might like to do some research first by looking at books or using the internet.</p>  | <p>If you have access to a device with a touchscreen, see if a parent can download the Eggy 100 sight word app. Spend 10 minutes practicing sight words on the app.</p>   | <p>Tell someone about the story of Farmer Duck, in the correct order. Think about what happened at the beginning, middle and end.</p>  |
| <p>Complete activities on Reading Eggs for 15 minutes a day.</p>  | <p>Pick one of the animals that Duck worked with that was your favourite. Write a sentence about the animal and why it was your favourite. Draw a picture of the animal.</p> | <p>Write an alliterative adjective for the characters in the story:</p> <ul style="list-style-type: none"> <li>● Cow e.g. cool cow</li> <li>● Duck e.g. dizzy duck</li> <li>● Hen e.g. helpful hen</li> <li>● Sheep e.g. shy sheep</li> <li>● Farmer e.g. funny farmer</li> </ul> | <p>Complete the 'Making Words: ar words' activity on Seesaw.</p>  |  |
| <p>What did the farmer do all day? Draw a picture/Write a sentence.</p>   | <p>Think about why the Duck would have been so upset? Write a sentence explaining why the Duck was upset and how his friends helped. Draw a picture afterwards.</p>          | <p>Write down any new words that you have read that you have not read before. Ask a grown up what the word means then write your new word in a sentence.</p>  | <p>Write each of your sight words on a piece of paper, using big, neat writing. Cut out each letter and mix them up. See if you can put your words back together. You might like to time how long it takes you then do it again to see if you can beat your time!</p> |  |
| <p>What did the farmer keep asking the duck? Draw a picture/Write a sentence.</p>   |  |   |   |  |
| <p>Why did the other animals get so upset? Draw a picture/Write a sentence.</p>   | <p>Think about what your favourite part of the book was. Write a sentence to explain your favourite part. Draw a picture afterwards.</p>                                     |   | <p>Make your sight words using playdough. If you don't have playdough, write them outside in some dirt, using a stick.</p>  |  |
| <p>What did the duck say back to the farmer each time? Draw a picture/Write a sentence.</p>   | <p>Complete the Farmer Duck- Making Connections activity on Seesaw</p>   |   |   |  |

# LEARNING AT HOME GRIDS EARLY STAGE 1- MATHEMATICS

| <p style="text-align: center;"><b>Maths Warm-Ups</b></p>  | <p style="text-align: center;"><b>NUMBER AND ALGEBRA</b></p>    | <p style="text-align: center;"><b>MEASUREMENT AND GEOMETRY</b></p>    |
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| <p>Go to the link and sing:<br/> <a href="#">▶ The Days of the Week Song (Starting with Monday)   Silly Scho...</a></p>                    | <p><b>NUMBER TRAIN:</b> Construct a train from blocks. Display a number on each carriage of the train. Place the correct number of items, such as Lego people, counters or blocks, into each carriage. Ask someone to count the items in each carriage to confirm that the collection of items corresponds with the numeral.<br/> <b>Easier:</b> Show numbers 1-10<br/> <b>Medium:</b> Show numbers 11-20<br/> <b>Harder:</b> Show numbers 20+ (you choose how many)<br/>           Upload a photo of your number train to Seesaw.</p> | <p>Watch the YouTube video: <a href="#">▶ Jim and the Beanstalk</a><br/>           Watch the video uploaded by your teacher on Seesaw.<br/> <b>LONGER/SHORTER THAN A PIECE OF STRING:</b> Use a piece of string, ribbon or a shoelace to find 3 or more objects around your house that are the same length as the string, 3 objects that are longer and 3 objects that are shorter. Record your findings by writing and drawing in your book then upload a photo to Seesaw.</p>  |
| <p>Go to the link and sing:<br/> <a href="#">One less one more than - Jack Hartman</a></p>   | <p>Watch the video uploaded by your teacher on Seesaw.<br/> <b>ONE MORE, ONE LESS:</b><br/>           Get someone at home to tell you numbers between 1 and 20. Write the number then write the numbers that are 1 more and 1 less.<br/> <b>Easier:</b> Get someone at home to tell you a number 0-10 to write. Draw a picture to show how many. See if you can say the number before and the number after.<br/> <b>Harder:</b> As above, but write the numbers 2 more and 2 less than the given number.</p>                           | <p>Watch the video uploaded by your teacher on Seesaw.<br/> <b>TALLER &amp; SHORTER:</b> Move around your house and identify 3 objects that are taller than you and 3 objects shorter than you. Record in your book by drawing and labelling using the words “taller” and “shorter”.</p>   |
| <p>Go to the link and sing:<br/> <a href="#">▶ 1 to 30 and 30 to 1   Jack Hartmann Count to 30   Counting S...</a></p>                     | <p><b>HIGHEST NUMBER WINS:</b> Use a deck of playing cards with the jokers, jacks, queens and kings removed. Share all cards evenly between players. All players draw a card from their own pile on the count of 3 and turn it over in the middle. The player with the highest number wins all of the cards from that round. The overall winner is the person who collected the most cards when all cards have been played.</p>  | <p><b>STUDYLADDER ACTIVITY:</b><br/>           Complete the activity- <i>Directly Compare Length (longer, shorter)</i><br/> <b>KH Class link:</b><br/> <a href="https://www.studyladder.com.au/myschool/1554/myclass/1300433">https://www.studyladder.com.au/myschool/1554/myclass/1300433</a><br/>           Use the password that was sent to you in a message on Seesaw<br/> <b>KB Class link:</b><br/> <a href="https://www.studyladder.com.au/myschool/1554/myclass/1300547">https://www.studyladder.com.au/myschool/1554/myclass/1300547</a><br/>           Use the password that was sent to you in a message on Seesaw<br/> <b>KR Class link:</b><br/> <a href="https://www.studyladder.com.au/myschool/1554/myclass/1300536">https://www.studyladder.com.au/myschool/1554/myclass/1300536</a><br/>           Use the password that was sent to you in a message on Seesaw</p> |
| <p>Go to the link and sing: <a href="#">▶ The Polar Bear Length Song</a></p>   | <p>Watch the video uploaded by your teacher on Seesaw.<br/> <b>MAKE A NUMBER PUZZLE:</b> Write numbers all over a blank piece of paper, and decorate using pencils, crayons or textas. Turn your paper over and draw some lines on the back- they can</p>  | <p><b>LENGTH: Who is tall, who is short?</b><br/>           Choose a person to stand beside. Compare your heights. “Who is tall?” “Who is short?” Draw pictures of yourself with the other person and label the two figures as “tall” and “short”. Write a sentence</p>  |

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|  | be straight, curved and/or squiggly. Cut along the lines with a pair of scissors so you have pieces. Turn the pieces of paper over and put your puzzle back together. You can glue the puzzle into your book or keep them in pieces to use again. | saying either "I am taller" or "I am shorter." |
| Watch the video about length:<br><a href="https://education.abc.net.au/home#!/media/29655/measuring-length-informally">https://education.abc.net.au/home#!/media/29655/measuring-length-informally</a> |   |  |

## LEARNING AT HOME GRIDS EARLY STAGE 1 - Other Learning Areas

| PERSONAL DEVELOPMENT   | CAPA: DANCE/ART   | PHYSICAL EDUCATION<br>RECOMMENDED AT LEAST 1 HOUR PER DAY  |
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|   |   |   |
| Every day in a book write the date and write down or draw a picture of how you are feeling in the morning as soon as you wake up. Then just before you go to bed write or draw a picture of how you are feeling. | <b>Warm Up Video:</b><br><a href="https://www.youtube.com/watch?v=QErBojJvCMI">https://www.youtube.com/watch?v=QErBojJvCMI</a>  | <b>Daily Challenge:</b> Count how many burpees you can do - do this daily. Keep a record and see if you can challenge yourself to beat your personal best.   |
| Play a board game with your family or a member of your family.   | Watch the video on Seesaw and interact as the activities are explained. This video can be watched twice to ensure you can navigate obstacles in your space.   | <b>Follow the leader:</b> With your family line up in a single file and let each family member take turns being the "leader". The leader decides how the group will move around the backyard. Think crawling around the perimeter, walking backwards (carefully) or hopping on one foot. |
|  | <b>Move it to the Sounds:</b><br><a href="https://www.youtube.com/watch?v=7JvkWXY2eY">https://www.youtube.com/watch?v=7JvkWXY2eY</a>  | <b>Foursquare:</b> Draw numbered squares on your driveway or any open area and challenge yourself to bounce a ball to a number that gets called out by a family member.  |
|  | <b>Yoga Freeze Dance:</b><br><a href="https://www.youtube.com/watch?v=K58uOQHHRc">https://www.youtube.com/watch?v=K58uOQHHRc</a>  | <b>Cosmic Kids Yoga:</b><br><a href="https://www.youtube.com/watch?v=LhYtcadR9nw">https://www.youtube.com/watch?v=LhYtcadR9nw</a>  |
|  | <b>Cool down:</b><br><a href="https://www.youtube.com/watch?v=LHipGCjOPuM&amp;t=4s">https://www.youtube.com/watch?v=LHipGCjOPuM&amp;t=4s</a><br><br><b>Reflection:</b><br>Write down how you avoided the obstacles in your space. | <b>Obstacle course:</b> Make your own obstacle course. Get creative with what you have available to make it fun and challenging.   |

**ART:** Watch the video uploaded on Seesaw and create the artwork by following the steps.

**Walk/Ride:** Go for a walk or a ride with a family member. Let your teacher know by drawing what you saw.

**Animal Dance:** Get your body moving like your favourite animals. For example, slither like a snake or waddle like a penguin.

**Trampoline:** See how many jumps you can do in a certain amount of time. If you don't have a trampoline this can be done on the grass.

**Dance Fever:** Dance Fever has done a remote learning option for their dance lessons. Please click the link and follow Lesson 1 for Kindergarten.  
<https://www.dancefevermultisport.com/remote-learning-2/>

### INTERVENTION

These learning activities will cater for all students in Kindergarten while learning from home. They are activities which will support their reading and writing development. There is also a parent guide to supporting your child when reading at home. Please contact your child's class teacher or myself (Monday-Wednesday) for further information or if you have any questions. Sending you all the very best during these more difficult times!  
 x Mrs Hopkins – Kindy Interventionist.

### SCIENCE



### Brain Breaks



#### Oral Language and Vocabulary:

I spy –  
 Play the game 'I spy' with a sibling or parent.  
 Find things around the room that is a certain colour.  
 Find things around the room starting with the sound ...

Feelings –  
 Write as many different feelings as you can. Can you think of more than 10?  
 For example, "nervous" "happy" "scared"

Students will be working from Inquisitive which allows them to work interactively to complete the science lesson.  
 Watch the video posted on Seesaw and complete the activities.

Stand up. Pat your head with your right hand. Rub your stomach with your left hand. Switch hands.  
 Extra challenge: sing your favourite song at the same time as you are doing this.

#### Phonics:

Initial sounds –  
 Use one of the books you have read while at home and choose ten words from the story. Look at each word carefully and say the initial sound three times. For example, "Dog /d/d/d/" "Farm /f/f/f/" "LEGO /l/l/l/"

Final sounds –  
 Look around the room for ten different things. Say each object and then state the final sound you can hear in that word. For example, Fridge "/g/" Television "/n/" Cup "/p/"

KH Link- <http://inq.co/class/bix> passcode: 4955  
 KR Link- <http://inq.co/class/CCWGW> passcode: 9307  
 KB Link - <http://inq.co/class/AU6F2> passcode: 8943

Listen to your favourite song whilst having Crunch + Sip

#### Fluency:

Acting –  
 Put on a show for your family! Act out a favourite nursery rhyme. Don't forget to use expressions and fun character voices!

Play rock, paper, scissors with a member of your family

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| <p><u>Tongue Twisters –</u><br/>Time for some fun! Practice a tongue twister until you can say it without making a mistake. For example, “He threw three free throws” ‘She sells seashells by the seashore” “Sheep should sleep in a shed”</p>                                   |  |  |
| <p><b>Comprehension</b><br/><u>Making connections –</u><br/>Did the story you read remind you of another story or movie? What was the same?<br/><u>Changing the ending –</u> Rewrite the ending of a story you have read this week. Draw an illustration to match your text.</p> |  | <p><b>Rise and fall:</b> lay down and place an object on your stomach. As you breathe in and out your nose the object will move up and down. This will enhance your focus for the day.</p> |
|  |  | <p><b>Squiggle story:</b> On a blank piece of paper or whiteboard draw one squiggle line. Allow one minute to draw with your non-dominant hand to create a picture or design.</p>          |
|  |  | <p>Allow time to play with playdough or build a tower with blocks.</p>   |