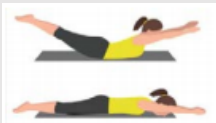
Name: _____ Class:_____

St Johns Park Public School – Kindergarten (Week 10)

You may need access to a digital device to complete the following activities. You will need help from a parent/carer.

Monday	Tuesday	Wednesday	Thursday	Friday
FITNESS: Side Hops: Standing with your feet together, jump side to side like you are jumping over an imaginary line. You might like to challenge yourself by using your arms to lift you higher off the ground.	**FITNESS: Squat Jumps:** Start with your feet hip distance apart. Bend at the knees to do a squat, like you are sitting back onto a chair. Then, jump high and swing your hands above your head. Repeat 10 times.	**FITNESS: Superman:** Lay on your stomach with your arms and legs out straight. Lift your arms and legs off the ground like you are flying high in the sky like SUPERMAN! 	**FITNESS: Throwing:** Practise some accurate underarm throwing. You could throw to someone at home or against a wall. Use a hoop or a bucket to practise aiming for a target.	**FITNESS: Penguin waddle** Place a balloon or a soft ball between your knees. Waddle from one side of the house to the other without dropping the balloon or ball. Challenge yourself by creating an obstacle course to jump over.
Morning Routine: -Watch the following and sing along: *Days of the Week Song* https://www.youtube.com/watch?v=mXMofxtDPUQ **English** **SIGHT WORDS:** Choose 6 to 8 sight words for this week. You will practise these each day. -Use magnetic letters,	**Morning Routine:** -Watch the following and sing along: *Phonics Song* *https://www.youtube.com/watch?v=saF3-f0XWAY* **English** **SIGHT WORDS:** -Use coloured markers to write your sight words three times each. Can you write them without looking?	**DEVICE DOWN DAY!** *St Johns Park Public School is having a device free day today!* *See Seesaw for suggestions of activities you can complete today!*	**Morning Routine:** -Watch the following and sing along: *Rocco the Rhyming Rhino* https://www.youtube.com/watch?v=nAUdQZ8Xivw **English** **SIGHT WORDS:** -Say each of your sight words in a sentence for someone at home. Make sure your sentences make	Connect with Your Class Day! *Today is an opportunity for you to enjoy some fun activities as a class!*

	letter cards, playdough or blocks to build your words. *Keep a list of your sight words nearby so that you can include them in your writing this week. **PHONICS:** *This week, let's have some fun and a challenge with ccvc words (blends). Each day, there is a funny nonsense sentence for you to solve. Unjumble each* **red underlined** *word to reveal the message.* Remember: The formula to unjumble is, **c c v c**. Write each complete message and you might like to illustrate it. You could record yourself reading the silly sentence first, followed by the solved version. If you can read and say the silly words, that shows that you are segmenting and blending well, even if it is something you have never heard before. Good luck! The grof wams in the dnop. **Reading and Viewing:** *-We are learning to:*	*Keep a list of your sight words nearby so that you can include them in your writing this week. **PHONICS:** The brug was on the mets of the flower. **Reading and Viewing:** *-We are learning to:* Listen to and comprehend texts read or told by an adult. -Watch the following: *Mrs Beard's Bird - a video of Mrs Beard and her bird, Marilyn Monroe.* ***Your teacher will upload this to your class Seesaw.*** **Speaking and Listening:** *-We are learning to:* use full sentences to answer comprehension questions and demonstrate our understanding of a text. -Answer the following questions about the text you have read by speaking in full sentences: *-What sort of bird does Mrs Beard have?*		sense! *Keep a list of your sight words nearby so that you can include them in your writing this week. **PHONICS:** Don't kids on the lugs in the goms. **Reading and Viewing:** *-We are learning to:* Listen to and comprehend texts read or told by an adult. -Listen again to the story: *How to Make a Bird* by Meg McKinlay and illustrated by Matt Ottley. ***Your teacher will post this on Seesaw.*** **Speaking and Listening:** *-We are learning to:* use full sentences to answer comprehension questions and demonstrate our understanding of a text. -Using the **parts of a bird template included in your pack**, discuss with someone at home how you would label the bird using the parts of the bird in the text box.	*Your teacher will send a link with the time for your zoom on Seesaw so that you can join the fun!* *We hope to see the whole class there!*

	Listen to and comprehend texts read or told by an adult. -Watch the following: *How to Make a Bird* by Meg McKinlay and illustrated by Matt Ottley. ***Your teacher will post this on Seesaw.*** **Speaking and Listening:** -*We are learning to:* use full sentences and adjectives to share our understanding and describe people, places and things. -Look at the illustration from the story **that is included in your pack.** -Answer the following questions about the text you have read by speaking in full sentences: -*What has the little girl used in addition to bones and feathers to make her bird? What can you see?* -*If you were to make a bird at home, what would you use? Why?* -*Would you describe a bird as 'delicate'? Why?* ***The word delicate means: easily broken or damaged, fragile.***	-*How does Mrs Beard describe her bird?* -*Does Mrs Beard's bird remind you of the bird in 'How to Make a Bird'? Why or why not?* -*How would you describe Mrs Beard's bird? What adjectives would you use?* **Writing and Representing:** -*We are learning to:* write coherent sentences to describe people, places and things. -Draw a detailed, coloured picture of Mrs Beard and her bird, Marilyn Monroe. -Label your drawing with three adjectives to describe the bird. - Use your adjectives to write *at least two detailed* sentences about Mrs Beard's bird. **Extension:** Students write 3-4 detailed sentences. **Supported:** You can use these sentence starters - **Mrs Beard's bird is...** **She has...** Say your sentence out loud and hold your sentence in		-Talk about adjectives that you could use for the feathers, heart and tail. **Think about the birds that you have looked at in stories and birds you have seen in real life!** -*Why did you choose these adjectives?* **Writing and Representing:** -*We are learning to:* write coherent sentences to describe people, places and things. -Complete the parts of a bird template, including your chosen adjectives for the feathers, heart and tail. **-Record yourself on Seesaw explaining *why you have chosen your adjectives to describe the feathers, heart and tail.*** **Extension:** Students write a description of a bird using the parts of a bird listed on the template (3 to 4 sentences). **Reading:** -*We are learning to:* use	

	Writing and Representing: *-We are learning to:* write coherent sentences to describe people, places and things. -Use natural materials at home to make a bird. You could use paper roll, paper, feathers, paddle pop sticks, pipe cleaners, cotton balls, etc. Think about the weight of your bird, we want to make sure that our bird is **delicate, light** and **fine.** ***Take a picture of your bird and post it to Seesaw for your teacher to see!*** -Once you have made your bird, think about three adjectives to describe it. Write these down. You could think about the colour, the size or shape of it, the way it feels to touch it or how you imagine it will move! -Use your adjectives to write *at least two* detailed sentences about your handmade bird! **Extension:** Students write 3-4 sentences about their	your head as you write. You might need to keep saying your sentence over and over to keep it in your mind. **Remember to start each sentence with a capital letter, leave finger spaces between words and end each sentence with a full stop.** **Don't forget to have your **Butterfly Card** handy for your sounds and sight words.* **Reading:** *-We are learning to:* use our understanding of letter/sound relationship and sight words to decode and understand simple texts. -Read the story: *School Holidays* (Level 6). **A copy is included in your pack.** *Ask someone at home to record your reading and upload your work to Seesaw.* **-When you finish the story, retell what happens in your own words!**		our understanding of letter/sound relationship and sight words to decode and understand simple texts. -Read the story: *Zac at the Zoo* (Level 7). **A copy is included in your pack.** *Ask someone at home to record your reading and upload your work to Seesaw.* **-When you finish the story, retell what happens in your own words!** Reading eggs **-Complete self-paced activities each day for 10 minutes.** PM eCollection -Login to *PM eCollection* https://app.pmecollection.com.au/login Read at your level for 10 minutes. If you're not sure which level to choose, ask your teacher!	

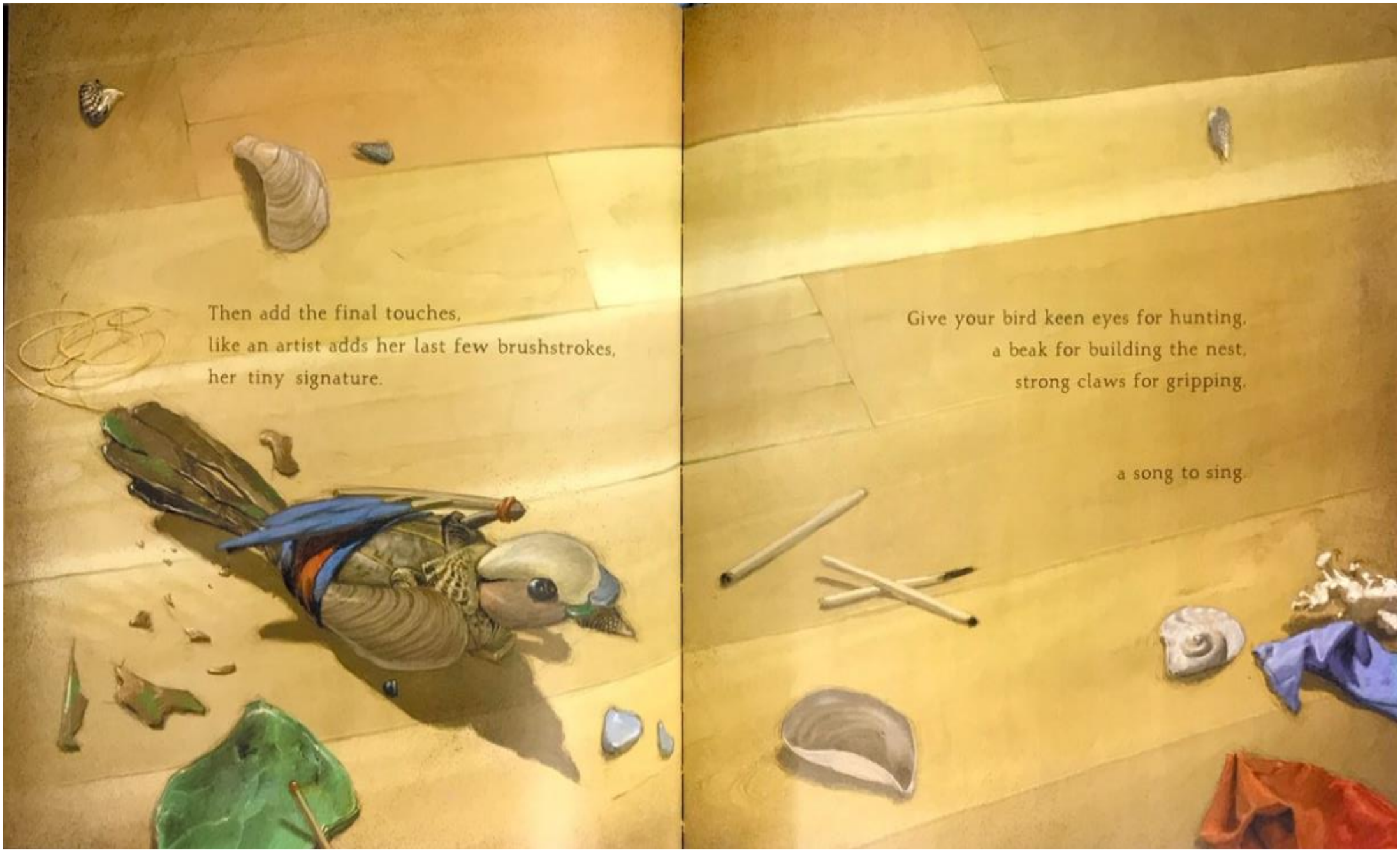
	bird. **Supported:** You can use the sentence starters - **My bird is…** **I made it this way because...** Say your sentence out loud and hold your sentence in your head as you write. You might need to keep saying your sentence over and over to keep it in your mind. **Remember to start each sentence with a capital letter, leave finger spaces between words and end each sentence with a full stop.** **Don't forget to have your **Butterfly Card** handy for your sounds and sight words.* -Login to *Reading Eggs* www.readingeggs.com -Complete the placement test if you have not already completed it. This will place you in the right spot to start learning! **-Complete self-paced**	**-Complete self-paced activities each day for 10 minutes.** -Login to *PM eCollection* https://app.pmecollection.com.au/login Read at your level for 10 minutes. If you're not sure which level to choose, ask your teacher!			

	activities each day for 10 minutes. -Login to *PM eCollection* https://app.pmecollection.com.au/login Read at your level for 10 minutes. If you're not sure which level to choose, ask your teacher!				
	Break	Break	Break	Break	Break
	Mathematics -Practise counting by 2s, 5s & 10s up until 80. Use your toys to assist you in counting correctly. If you make a mistake, you can check by counting your toys or the 100s chart. **Challenge:** Count backwards from 100 by 10s. (https://www.mathplayground.com/interactive_hundreds_chart.html) *We are learning to:* partition whole numbers into small numbers to see how smaller numbers make bigger numbers.	**Mathematics** -Practise counting by 2s, 5s & 10s up until 80. Use your toys to assist you in counting correctly. If you make a mistake, you can check by counting your toys or the 100s chart. **Challenge:** Count backwards from 40 by 5s. (https://www.mathplayground.com/interactive_hundreds_chart.html) *We are learning to: listen and follow instructions to position objects.* Discuss with a family member, what positional	**DEVICE DOWN DAY!** *St Johns Park Public School is having a device free day today!* *See Seesaw for suggestions of activities you can complete today!*	**Mathematics** -Practise counting by 2s, 5s & 10s up until 80. Use your toys to assist you in counting correctly. If you make a mistake, you can check by counting your toys or the 100s chart. **Challenge:** Count backwards from 60 by 5s. (https://www.mathplayground.com/interactive_hundreds_chart.html) *We are learning to: share from a collection of objects to make equal groups. We are also learning to check that each group has the same amount.*	Connect with Your Class Day! *Today is an opportunity for you to enjoy some fun activities as a class!* *Your teacher will send a link with the time for your zoom on Seesaw so that you can join the fun!* *We hope to see the whole class there!*

	Partitioning is *when you break a whole into smaller pieces.* It will help us understand how to make and break different numbers which can assist in addition and subtraction. - Use LEGOs and create a tower using only 5 blocks. Break the tower at different parts and see what 2 numbers 5 breaks up into. -Record your answers for how many different ways we can break 5 into smaller numbers using the **Decompose 5 worksheet** -After finding all the numbers that make 5, how can you check that the two numbers make 5? How do you know? What happens when you add the numbers together? *-Log onto MangaHigh www.mangahigh.com and complete the assigned work for 10 minutes.*	words do you know? *Can you list some of them?* -In today's activity you are going to listen to your teacher (recording) or parent read the instructions below. -You need a blank paper and some colour pencils (black, red, blue, purple,green). -You have to use your excellent listening skills to draw or write in the correct places! -Please write your name on the top left-hand corner of your page with a black pencil. ● Draw an X in the middle of the paper with a red pencil. ● Draw a blue straight line under the X. ● Draw a big purple circle on the left side of the X. ● Draw a face in the circle with a blue pencil. ● Draw a party hat on the top of the circle. ● Draw a present on the right side of the X ● Draw colourful streamers around the		-Today, you are going to pretend you are making pizza for 4 friends. Each friend will have a small pizza each. **Your job is to put the toppings on the pizza BUT you need to make sure each person has the same amount of toppings.** -In the learning pack you have **4 pizza crusts.** **You also have some pepperoni, mushrooms, and tomatoes.** *Make sure to colour them in before cutting them out.* Once you have made your pizza, how can you check each slice has the same amount of each topping? Discuss with a family member to answer the following questions: *-Was there some toppings left over?* *-Could we use the leftover toppings to share on the four pizzas?* *-Share your reason why or*	

		whole picture. ● Write your name between the top of the page and the X. ● Draw a line above your name with a green pencil. ● Draw a line below your name with a red pencil. *-Log onto MangaHigh www.mangahigh.com and complete the assigned work for 10 minutes.*		*why not?* *-Log onto MangaHigh www.mangahigh.com and complete the assigned work for 10 minutes.*	
	Break	Break	Break	Break	Break
	Science and technology *We are learning to describe the needs of an animal and how the features of the home help cater for these needs.* -Watch: **Beautiful Birds Read Aloud by Justin Mc Croy Martin (Scholastic Book)** https://www.youtube.com/watch?v=2Yj1-v0EOgc -Have your birdhouse ready. -You will record a video of your bird home using an iPad or Seesaw. You will need to explain *- What do birds need to*	**History** *We are learning to: Compare similarities and differences between the past and present.* *Imagine yourself twenty years in the future. What things would you tell people about your life in 2021?* 	**DEVICE DOWN DAY!** *St Johns Park Public School is having a device free day today!* *See Seesaw for suggestions of activities you can complete today!*	**Footsteps Virtual Disco!** ***Look out for the link from your teacher and join the fun as we dance, dance, dance!*** *You might like to get dressed up in your coolest outfit for this activity.* ***Post photos to Seesaw and let your teacher know if you are happy for it to be shared on the school's Facebook page.***	**Developmental Play:** *Play helps children to:* *-build confidence* *-build communication and social skills* *-learn about the environment and their community* *-develop motor skills* *-feel happy, safe and loved* *-feel empowered* *-transfer learnt knowledge* *-find success and foster a love of learning.* This afternoon, your play theme is **MAGIC!** **Where will your imagination take you?** *Will you be a magician in a travelling circus? A wizard*

	survive? *- How does each feature of the bird home meet its needs?* *- Instructions about how to care for a bird, using the features of the bird home.* **-You must cater for the bird's five basic needs.** **Post your video on Seesaw.**				*casting spells? Or a fairy in the forest making wishes come true?* -Use anything you have around the house to dress up, create and enjoy your own world.


Then add the final touches,
like an artist adds her last few brushstrokes,
her tiny signature.
Give your bird keen eyes for hunting,
a beak for building the nest,
strong claws for gripping,
a song to sing.

Decompose 5

Name _____

Show some of the ways to make 5.

___ + ___ = 5

___ + ___ = 5

___ + ___ = 5

___ + ___ = 5

___ + ___ = 5

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School Holidays

Next week is going to be the School Holidays. We will have ten days of no schoolwork.

Everyone has been excited for the school holidays.

In the holidays, Sally will play at the park.

She is going to kick the ball with her brother.

Sally will also walk her dog down the hill. She will let the dog go running.

Another thing Sally will do is play with her toys. She likes to take out her dress up clothes. She will become someone new!

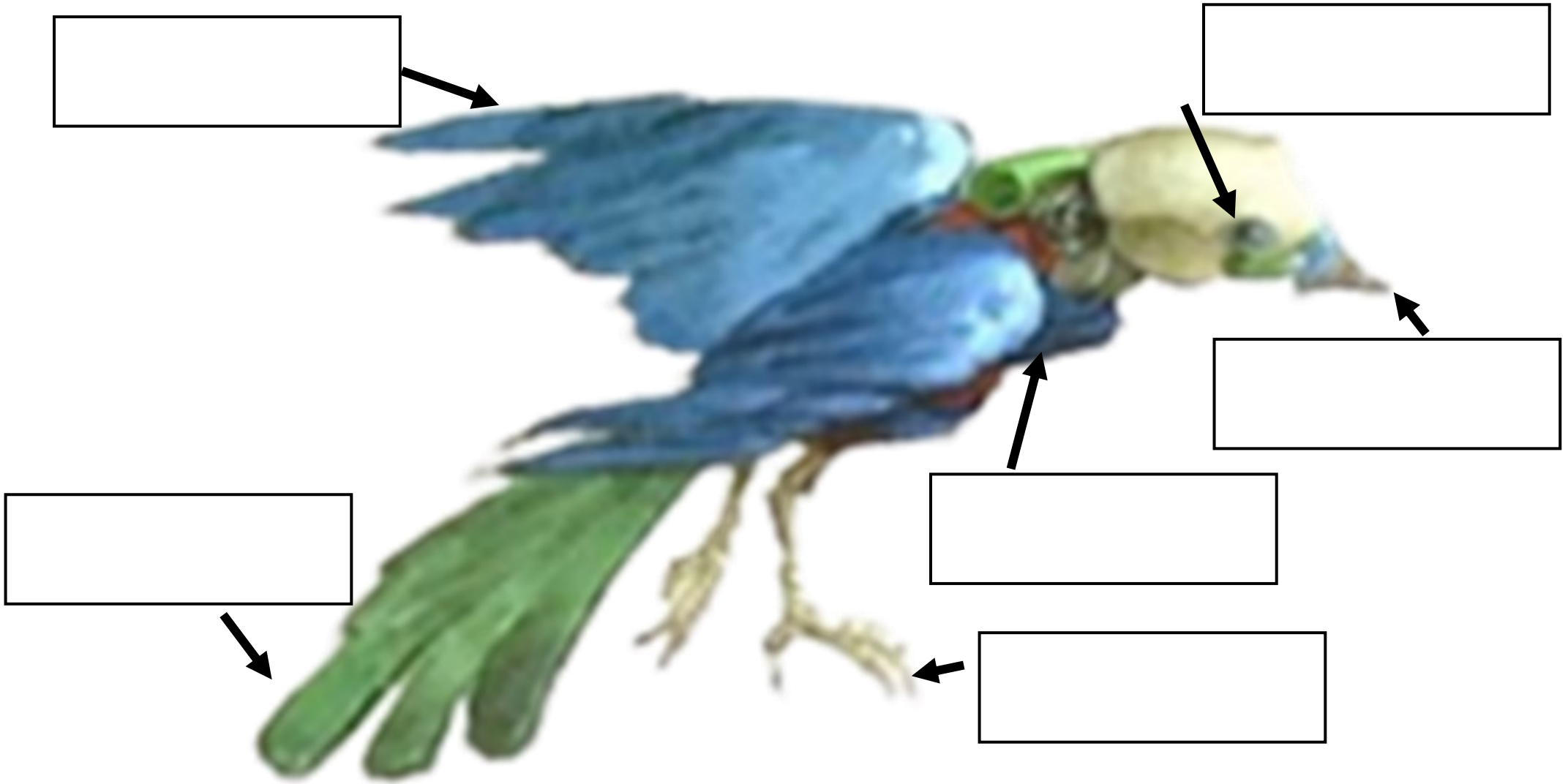
When it is cold, Sally will stay inside.

If it is hot, she is going to swim in the pool outside.

What will you do for your school holidays?

Label the bird using the words from the text box.

Where there is a line (___) think of you own adjective to add.



building beak	grasping claws	hunting eyes
_____feathers	_____heart	_____ tail

Zac at the Zoo

Zac and his Mum are going to the zoo today. They went on a train to get to the zoo.

"Watch your step," said Mum. Zac and Mum got off the train.

"I am excited to see all the animals!" shouted Zac.

"What animals do you want to see the most?" asked Mum.

"I love seeing the tigers and bears," said Zac. "We can go see the tigers over here," said Mum.

Zac and Mum walked down the steps and looked for the animals.

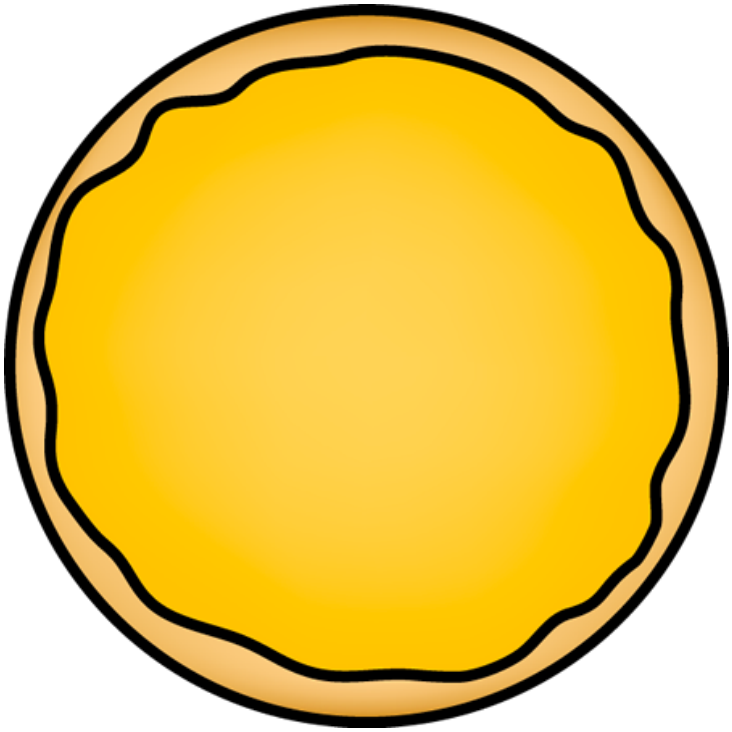
"I can see a little tiger!" cried Zac. "There he goes… wow," said Zac.

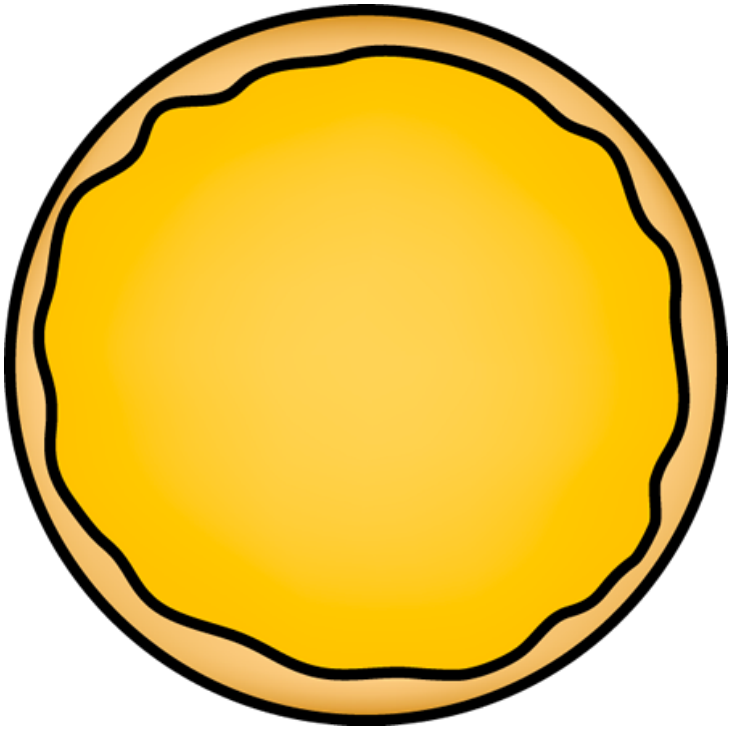
The tiger was moving away from Zac and Mum.

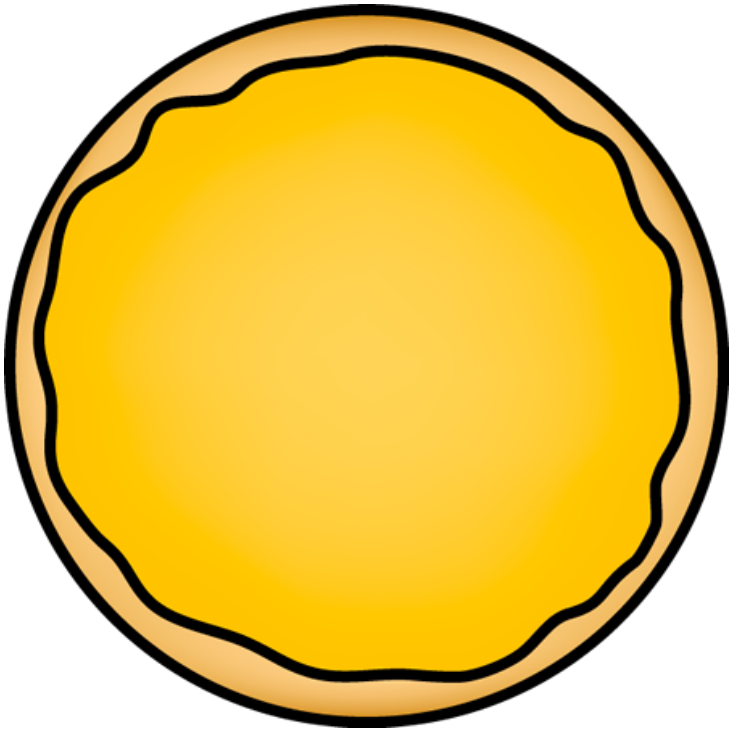
I'm thinking he is very shy," said Mum.

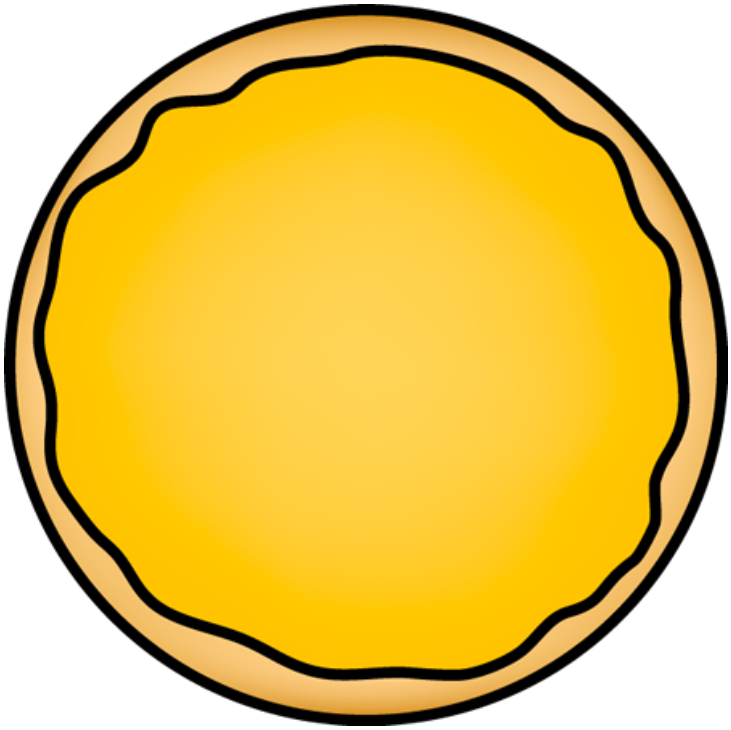
"Yes, he likes to stay at the back of the zoo," said Zac.

Zac and Mum went to find the other animals in the zoo.

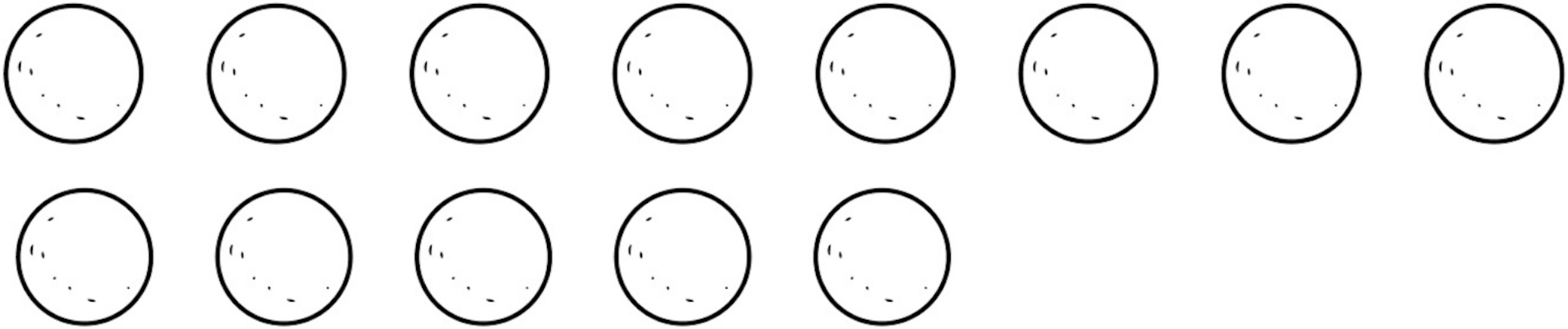




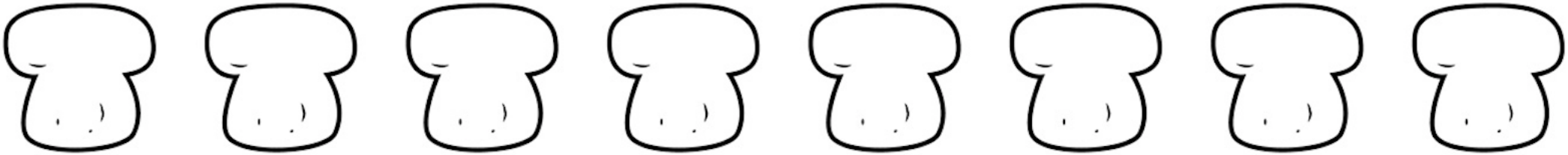
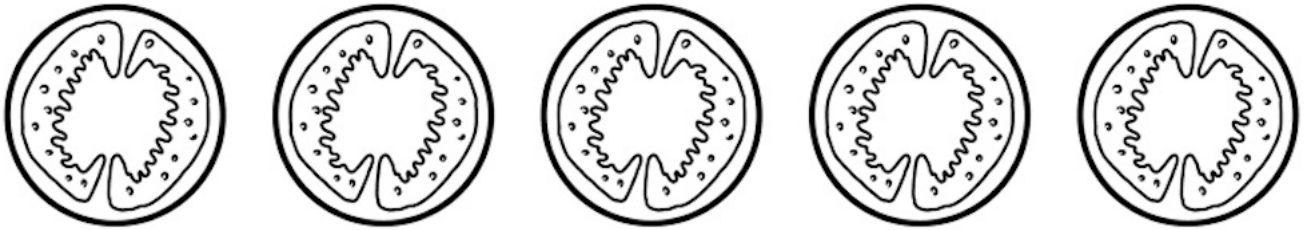




Pepperoni



Mushroom



Tomatoes