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	Morning Routine: -Watch the following and	DEVICE	Morning Routine: -Watch the following and	Connect
sing along: Days of the Week Song https://www.youtube.com/	sing along: Phonics Song https://www.youtube.com/w	DOWN DAY!	sing along: Rocco the Rhyming Rhino https://www.youtube.com/w	with Your Class Day!
watch?v=mXMofxtDPUQ English SIGHT WORDS:	<u>atch?v=saF3-f0XWAY</u> English SIGHT WORDS:	St Johns Park Public School is having a device free day today!	atch?v=nAUdQZ8Xivw English SIGHT WORDS:	Today is an
Choose 6 to 8 sight words for this week. You will practise these each day. -Use magnetic letters,	-Use coloured markers to write your sight words three times each. Can you write them without looking?	See Seesaw for suggestions of activities you can complete today!	-Say each of your sight words in a sentence for someone at home. Make sure your sentences make	opportunity for you to enjoy some fun activities as a class!

letter cards, playdough or blocks to build your words. <u>*Keep a list of your sight</u> 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 uniumble 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:

<u>*Keep a list of your sight</u> words nearby so that you can include them in your writing this week.

PHONICS:

The <u>brug</u> was on the <u>mets</u> 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 <u>kids</u> on the <u>lugs</u> in the <u>goms.</u>

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

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



activities each day for 10 minutes. PM eCollection -Login to PM eCollection https://app.pmecollection.c om.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.mathplaygrou nd.com/interactive_hundre ds_chart.html)We are learning to: partition whole numbers into small numbers to see how smaller 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.mathplaygrou nd.com/interactive_hundre ds_chart.html) We are learning to: listen and follow instructions to position objects. Discuss with a family member, what positional	DEVICE JOWN 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.mathplaygrou nd.com/interactive_hundre ds_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 mak and break different numbers which can assist in addition and subtraction. - Use LEOS and creak (recording) or parent read the instructions below. - You need a blank paper and break the tower at different parts and see what 2 numbers 5 break up into. -Record your answers for how many different ways we can break 5 into smaller numbers using the numbers together? Today, you are going to pretend you are making pizza for 4 friends. Each triend will have a small pizza each. Your job is to below. -You need a blank paper and some colour pencils (black, red, blue, puple, green). -You need to blank paper and some colour pencils (black, red, blue, puple, green). -You nave to use your excellent listening skills to draw or write in the correct paces! Today, you are going to pizza BUT you need to make stare acto person has the same amount of toppings. Tou have to use your excellent listening skills to draw or write in the correct paces! Totay a you also have some pepperoni, mushrooms, and tomatoes. Make sure to colour them in before cuting them outPlease write your name on smaller numbers using the numbers make 5? How any ou check that the two ray ou check that the two ray any that half and you page with a black pencil Draw a X in the middle of the paper with a red pencilLog onto MangaHigh www.manadhigh.com and work for 10 minutes.Draw a big purple circle on the left side of the X. Draw a big purple circle on the left side of the X. Draw a big purple circle on the left side of the X. Draw a big purple circle on the			
pieces. It will help us understand how to make and break different numbers which can assist in addition and subtractionIn tóday's activity you are going to listen to your teacher (recording) or parent read the instructions below.pretend you are making pizza for 4 friends. Each triend will have a small pizza each. Your job is to put the toppings on the pizza BUT you need to make sure each person take sure each person has the same amount of toppings Use LEGOs and create a tower using only 5 block, red, blue, purple, green)You need a blank paper and some colour pencils (black, red, blue, purple, green)You need to make sure each person take sure each person toppings 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 you know? What happens when you add the numbers together?-Diraw an X in the middle of the paper with a red pencil.Once you have made your pizza, how can you check tak sure as to same amount of each topping?- Log onto MangaHigh work for 10 minutesDiraw a party hat on the top of the circle.Discuss with a family member to answer the following questions:- Log onto MangaHigh work for 10 minutesDiraw a present on the right side of the XDiraw a present on the right side of the XWas there some toppings left over?- Draw a face in the you have to it the fully member to answer the following questions:-Was there some toppings left over?-Could we use the leftover toppings to share on the four yizzas?	Partitioning is when you	words do you know?	
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	 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. <i>Log onto MangaHigh</i> <u>www.mangahigh.com</u> and complete the assigned work for 10 minutes. 		why not? -Log onto MangaHigh <u>www.mangahigh.com</u> and complete the assigned work for 10 minutes.	
Break Science and technology	Break History	Break	Break	Break Developmental Play:
We are learning to	We are learning to:	DEVICE	Footsteps	Play helps children to:
describe the needs of an animal and how the	Compare similarities and differences between the	DOWN DAY!	Virtual Disco!	-build confidence -build communication and
features of the home help	past and present.	St Johns Park Public School	Look out for the link from	social skills
<i>cater for these needs.</i> -Watch: Beautiful Birds	Imagine yourself twenty	is having a device free day	your teacher and join the	-learn about the environment and their community
Read Aloud by Justin	years in the future. What	today! See Seesaw for suggestions	fun as we dance, dance, dance!	-develop motor skills
Mc Croy Martin (Scholastic Book)	things would you tell people about your life in	of activities you can	You might like to get	-feel happy, safe and loved -feel empowered
https://www.youtube.com/	2021?	complete today!	dressed up in your coolest	-transfer learnt knowledge
watch?v=2Yj1-v0EOgc	\sim		outfit for this activity. Post photos to Seesaw	-find success and foster a
<u>-Have your birdhouse</u> ready.			and let your teacher	<i>love of learning.</i> This afternoon, your play
-You will record a video of	(know if you are happy for it to be shared on the	theme is MAGIC !
your bird home using an			school's Facebook page.	Where will your
iPad or Seesaw. You will need to explain				imagination take you? Will you be a magician in a
- What do birds need to				travelling circus? A wizard

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.



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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.



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.









