

Name: _____ Class: _____

St Johns Park Public School – Kindergarten (Week 1, Term 4)

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
	School Development Day	<p>FITNESS: Balancing: Find an object at home (e.g. a small soft toy) and practise balancing it on different parts of your body. Can you balance it on your head, bent knee, shoulder, arm or foot? Can you sit or kneel down and stand back up again with the object still balanced?</p>	<p>FITNESS: Hopping: Hop forwards, backwards and sideways. Hop over an object and around.</p> <p>Swap legs and repeat.</p>	<p>FITNESS: Skipping: Skip around an open space using the hop, step, hop, step, hop Rhythm.</p>	<p>FITNESS: Tag – Ask your family members to play tag with you and go to the middle of an open area. You will need to catch your family in the area. Once you have caught someone, they will try to catch others. Swap roles and run as fast as you can!</p>
		<p>Morning Routine: -Watch the following and sing along: <i>Phonics Song</i> https://www.youtube.com/watch?v=saF3-f0XWAY</p> <p>English SIGHT WORDS: -Choose 6-8 sight words to work on this week! You might like to revise some from Term 3. -Use coloured markers to write your sight words three</p>	<p>Morning Routine: -Watch the following and sing along: <i>The Big Numbers Song</i> https://www.youtube.com/watch?v=e0dJWfQHF8Y</p> <p>English SIGHT WORDS: -Ask someone at home to jumble up the letters in your sight words. Can you unjumble them and write them correctly? <i>*Keep a list of your sight</i></p>	<p>Morning Routine: -Watch the following and sing along: <i>Rocco the Rhyming Rhino</i> https://www.youtube.com/watch?v=nAUdQZ8Xivw</p> <p>English SIGHT WORDS: -Say each of your sight words in a sentence for someone at home. Make sure your sentences make sense! <i>*Keep a list of your sight words nearby so that you can</i></p>	<p>Morning Routine: -Watch the following and sing along: <i>See it, Say it, Sign it</i> https://www.youtube.com/watch?v=WP1bIVh1ZQM&t=6s</p> <p>English SIGHT WORDS: -Ask someone at home to say your sight words and see if you can build them or write them without looking! How did you go? <i>Upload your results to</i></p>

times each. Can you write them without looking?
*Keep a list of your sight words nearby so that you can include them in your writing this week.

PHONICS:

This week we are going to look at CVCC words. These are words that have a consonant at the start, a vowel, and then two consonants at the end (blend).

There will be 4 words each day with a missing consonant. You will get a clue to help you to work out the missing letter.

For example:

gasp is a CVCC word that means to catch your breath, usually in shock.

-Find the missing consonant in each CVCC word. Say each word as you make it.
_ond (small body of water)
mi_k (comes from a cow)
sof_ (a marshmallow is __)
me_d (to fix something)

Reading and Viewing:

-We are learning to: develop the skills to read,

words nearby so that you can include them in your writing this week.

PHONICS:

-Find the missing consonant in each CVCC word. Say each word as you make it.
_ift (give it on a birthday)
fe_t (past tense of feel)
dum_ (a site for rubbish)
be_d (shape into a curve)

Reading and Viewing:

-We are learning to: develop the skills to read, view and understand texts about familiar topics.
-Listen to the story: How the Birds Got Their Colours by Mary Albert.
Your teacher will post this on Seesaw.

-Watch the way that your teacher retells the story in the video uploaded to Seesaw. They include the beginning, the middle and the end.

*Today, we will be looking at the beginning of the story. The beginning of the story is called the **ORIENTATION**.*

Speaking and Listening:

include them in your writing this week.

PHONICS:

-Find the missing consonant in each CVCC word. Say each word as you make it.
ca_p (sleep in a tent)
_ung (animal droppings)
lam_ (a light source)
sa_t (adds flavour to food)

Reading and Viewing:

-We are learning to: develop the skills to read, view and understand texts about familiar topics.
-Listen to the story: The Paperbag Princess by Robert Munsch and illustrated by Michael Martchenko
Your teacher will post this story in Seesaw.

Speaking and Listening:

-We are learning to: interact appropriately and communicate using appropriate language, active listening and turn taking.
-Answer the following questions about the text you have read by speaking in full sentences:
*-What happened at the beginning of the story? Don't forget to include **WHO**,*

Seesaw for your teacher to see!

PHONICS:

-Find the missing consonant in each CVCC word. Say each word as you make it.
gu_t (strong wind)
des_ (where I do my work)
_eft (opposite of right)
bes_ (Always our ____)

Reading and Viewing:

-We are learning to: develop the skills to read, view and understand texts about familiar topics.
-Listen again to the story: The Paperbag Princess by Robert Munsch and illustrated by Michael Martchenko
Your teacher will post this on Seesaw.

-Listen to your teacher retelling the story in their own words.

-Notice the way that they include a beginning, middle and end and retell using details and sequenced ideas.

Play Experience:

*-Imagine you are going to fight a dragon!
What will you need to take with you? How will you beat*

view and understand texts about familiar topics.
Let's do some REVISION!
 -Watch the story *How To Make a Bird* by Meg McKinlay and illustrated by Matt Ottley.
You will find a recording of this story on your class Seesaw.

Speaking and Listening:
 -We are learning to: interact appropriately and communicate using appropriate language, active listening and turn taking.
 -Looking at the **pictures included in your pack**, answer the following questions in full sentences.
 -Would the story make sense if the pictures were left in the order that they are in now? Why do you say that?
 -How would you have to rearrange the pictures so that the story makes sense? How do you know?

Writing and Representing:
 -We are learning to: compose simple texts to communicate an idea or message.
 -Cut out the images from the story included in your pack.
 -Rearrange them so that they

-We are learning to: interact appropriately and communicate using appropriate language, active listening and turn taking.
 -Answer the following questions in full sentences, including details.
 -Did you like this story? Why or why not?
 -What was your favourite part of the story? Why did you choose this part?

Writing and Representing:
 -We are learning to: compose simple texts to communicate an idea or message.
 The beginning or **ORIENTATION** is usually not the reader's favourite part of the story, but it is very important! The beginning of the story tells us **WHO** the story is about, **WHERE** and **WHEN** the story is taking place, and **WHAT** is happening in the story.

-Think about what happens **at the beginning** of the story.
 -Tell someone at home about the beginning of the story. Try to include **WHO**, **WHERE**, **WHEN** and **WHAT**.

WHERE, WHEN and WHAT.
 -Was there a good character and a bad character in this story? Describe them using adjectives.
 -What happens in the middle of the story? Is there a problem or something that goes wrong?

Writing and Representing:
 -We are learning to: compose simple texts to communicate an idea or message.

-Use the pictures included in your pack to sequence the story. To **SEQUENCE** means to put the events in the right order.
 -Use your sequenced pictures to retell the story to someone at home. *Don't forget to include sequencing words like:*
In the beginning... Then... Next... After that... In the end...
 -You can write down the sequencing words on the pictures when they are in the right order to help you with your retelling!
(Keep your sequenced images for tomorrow's lesson).

the dragon? What will you say? Spend some time outside acting out your adventure!

Speaking and Listening:
 -We are learning to: interact appropriately and communicate using appropriate language, active listening and turn taking.
 -Answer the following using full sentences:
 -How would you describe the Princess? What adjectives would you use?
 -What is the problem in the story? Can you think of more than one thing that goes wrong? The problem in a story is called the **COMPLICATION**. Sometimes there's more than one problem in the story! **Use your sequenced images from yesterday to help you answer this one!**

Writing and Representing:
 -We are learning to: compose simple texts to communicate an idea or message.
 Today, we are looking at the beginning of this story.
 -Using the **template in your pack**, draw a detailed, coloured picture of the

are in the correct order.
This is called **SEQUENCING**.
When we retell a story, it is important to have all the ideas and details in the correct order, otherwise the story will not make sense!
-Once you have all your pictures in order, use these to retell the story to someone at home. See if you can use some sequencing words like:
In the beginning...
Then...
Next...
After that...
In the end...

Reading:

-*We are learning to:* use our understanding of letter/sound relationship and sight words to decode and understand simple texts.

-Read the story: The Four Seasons (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!



-Use the **template included in your pack** to draw a detailed coloured picture of the beginning of the story.
-Write answers for WHO, WHERE, WHEN and WHAT.
- Use your answers to complete the sentence at the bottom of the page.
-Read your sentence out loud to someone at home.



-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!

Reading:

-*We are learning to:* use our understanding of letter/sound relationship and sight words to decode and understand simple texts.

-Read the story: The Pet Shop (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!



-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!

beginning of the story. What do you need to include in your picture?

-Fill in the WHO, WHERE, WHEN and WHAT sections and then use these details to write a sentence about the beginning of the story.

-You can start your sentence with the sequencing words:
In the beginning...

Extension: Students write 2 sentences to tell the reader what happens at the beginning of the story.

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.*

-Complete self-paced activities each day for 10 minutes.



-Login to *PM eCollection*
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Read at your level for 10 minutes. If you're not sure which level to choose, ask your teacher!



-Complete self-paced activities each day for 10 minutes.



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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 30. 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 10 by 2s.
(https://www.mathplayground.com/interactive_hundreds_chart.html)

We are learning to: collect information (data) to put into picture graphs. We are also

Mathematics

-Practise counting by 2s, 5s & 10s up until 30. 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 50 by 10s.
(https://www.mathplayground.com/interactive_hundreds_chart.html)

We are learning to: predict and compare objects that are heavier and lighter than

Mathematics

-Practise counting by 2s, 5s & 10s up until 40. 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 25 by 5s.
(https://www.mathplayground.com/interactive_hundreds_chart.html)

We are learning to: partition whole numbers into small numbers to see how

Mathematics

-Practise counting by 2s, 5s & 10s up until . 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 20 by 2s.
(https://www.mathplayground.com/interactive_hundreds_chart.html)

We are learning to: identify shapes that are divided into 2 equal parts.

learning to answer simple questions using the picture graphs. We are learning to use **tally marks** to collect information.

Tally marks is one of the easier ways to collect information on something.

To read tally marks as like how we count objects. The one we must remember is 5 with the slash across. This makes it easier to count by 5s if there are many.



Complete the **School Supplies worksheet** using tally marks. Where it says "Total" you have to write the number of tally marks for each object.

Answer the following questions:

- Which school supply was there the most?
- Which school supply was the least?
- Which school supply was there more of: Pencils or Erasers?

another.

-Close your eyes and have a family member find an object that is **heavy** and **light** that can **be held in a hand**.

-The objects will be placed in each of your hands.

With your eyes still closed, answer:

Which object in your hand is light?

Which object in your hand is heavy?

-You are describing the **mass of an object** which tells us how heavy or light something is.

-Use a full water bottle, and you are going to find three objects that are lighter and three objects that are heavier than your water bottle.

-Use your hands to help you investigate whether they are heavier or lighter.

- If you are not sure, you can close your eyes and feel the difference.

-Record your investigation by drawing and showing what is heavier and lighter. Post your drawing to SeeSaw.

smaller numbers make bigger numbers.

Partitioning is when you break a whole into smaller pieces. It will help us understand how to make and break different numbers in smaller parts which can assist in addition and subtraction.

For today's investigating and practising your partitioning skills, you will be partitioning the number:

14

-Using Lego blocks, break 14 into **two** pieces and see how many different ways we can make 14.

-List the different ways you can make 14.

Discussion:

Break the 14 blocks in the middle and are the same size.

-What did you notice for each piece when you put them next to each other?

-Do they have the same number of blocks for each piece? (Yes)

-How many blocks for each piece? (7)

-Listen to the story "Give Me Half" by Stuart J. Murphy until 3:50.

(<https://www.youtube.com/watch?v=hVaxiJB6Fls>)

-Discuss with a family member what do you know about half and what do you think it means?

-When something is cut in half, does it need to be equal and fair?



-Imagine you are sharing an apple with your mum. *Which of those pieces would be the best to share with mum and why?*

		<p>-The following activities are <u>CAN DO</u> activities, which means that students can choose to do them if they would like to:</p> <p>-Log onto MangaHigh www.mangahigh.com and complete the assigned work for 10 minutes.</p> <p>Maths Mentals -Complete the Maths Mentals for today - a sheet has been included in your pack!</p>	<p>-The following activities are <u>CAN DO</u> activities, which means that students can choose to do them if they would like to:</p> <p>-Log onto MangaHigh www.mangahigh.com and complete the assigned work for 10 minutes.</p> <p>Maths Mentals -Complete the Maths Mentals for today - a sheet has been included in your pack!</p>	<p>When we can break numbers in half (in twos) and both numbers are the same, these numbers are called even numbers.</p> <p>-The following activities are <u>CAN DO</u> activities, which means that students can choose to do them if they would like to:</p> <p>-Log onto MangaHigh www.mangahigh.com and complete the assigned work for 10 minutes.</p> <p>Maths Mentals -Complete the Maths Mentals for today - a sheet has been included in your pack!</p>	<p>Why wouldn't you choose the top picture? Is it fair and equal?</p> <p>One half is one of two equal parts of something. Each piece or part is the same size.</p> <p>-Complete the 2D shapes worksheet by drawing a line to cut the shapes in two equal halves.</p> <p>-The following activities are <u>CAN DO</u> activities, which means that students can choose to do them if they would like to:</p> <p>-Log onto MangaHigh www.mangahigh.com and complete the assigned work for 10 minutes.</p> <p>Maths Mentals -Complete the Maths Mentals for today - a sheet has been included in your pack!</p>
Break	Break	Break	Break	Break	Break
	<p>History <i>We are learning to:</i> <i>Identify how family life has changed over time.</i> -Look at the 'Past and Present' worksheet. -Sort out the different pictures</p>	<p>Creative arts <i>We are learning to:</i> To follow step by step instructions to draw a dragon. -Have a family member sit with you and help you follow the instructions or join you in</p>	<p>PDHPE <i>We are learning to define healthy and unhealthy.</i> <i>SC: I can sort healthy/unhealthy choices</i> -What is healthy?</p>	<p>Developmental Play <i>Play helps children to:</i> -build confidence -build communication and social skills -learn about the environment and their community</p>	

according to the correct column that they belong to.

PAST OR PRESENT	
Past	Present



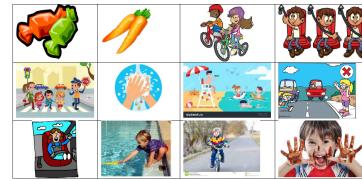
drawing a dragon.
-Watch the following video:
How To Draw a Dragon Using Shapes
<https://www.youtube.com/watch?v=mM2LQDy-e 8>

-Watch the video all the way to the end without stopping.

-Watch the video again, this time pause the video and complete the steps. Upload your dragon to Seesaw.

-What keeps me healthy?
-Find the **activity sheet** below and sort the pictures into healthy and unhealthy groups

Healthy Choices	Unhealthy Choices



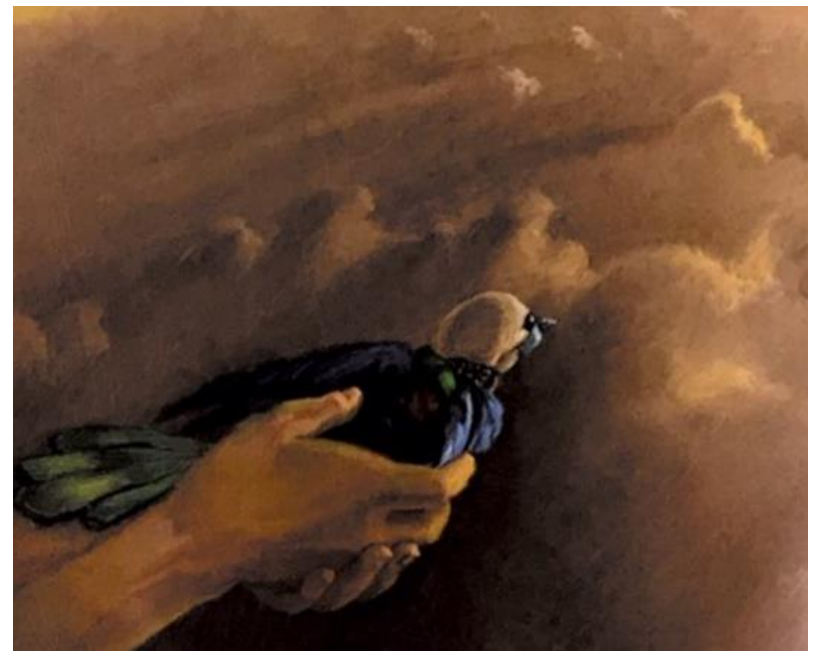
-Complete the activities on the **PE Activities page** for 10 seconds without stopping.
-Choose a game/sport to play.

*-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 ONCE UPON A TIME!

Where will your imagination take you?
-Use anything you have around the house to dress up, create and enjoy your own world.





The Four Seasons

There are four seasons in a year. The seasons are summer, autumn, winter and spring.

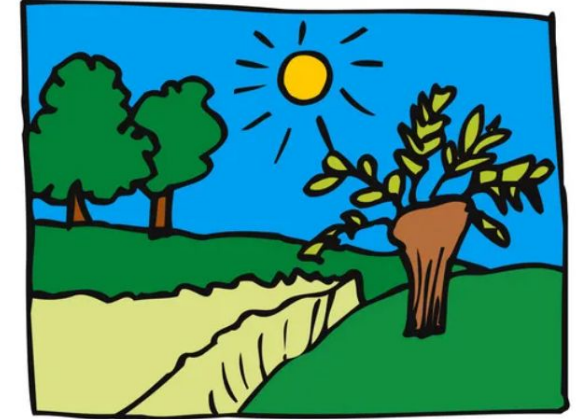
In summer, the sun is hot. You have to wear your hat and drink a lot of water.

In autumn, it is cooler. The wind will be cool and we can go for walks. You can also run as well!

In winter, you will feel cold. There could be snow, rain or fog. Everyone wears their scarves and gloves.

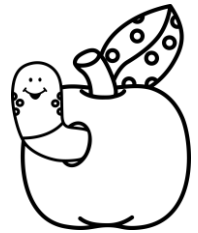
In spring, it is warm. The flowers are blossoming and the children are playing in the park.

What is your favourite season?

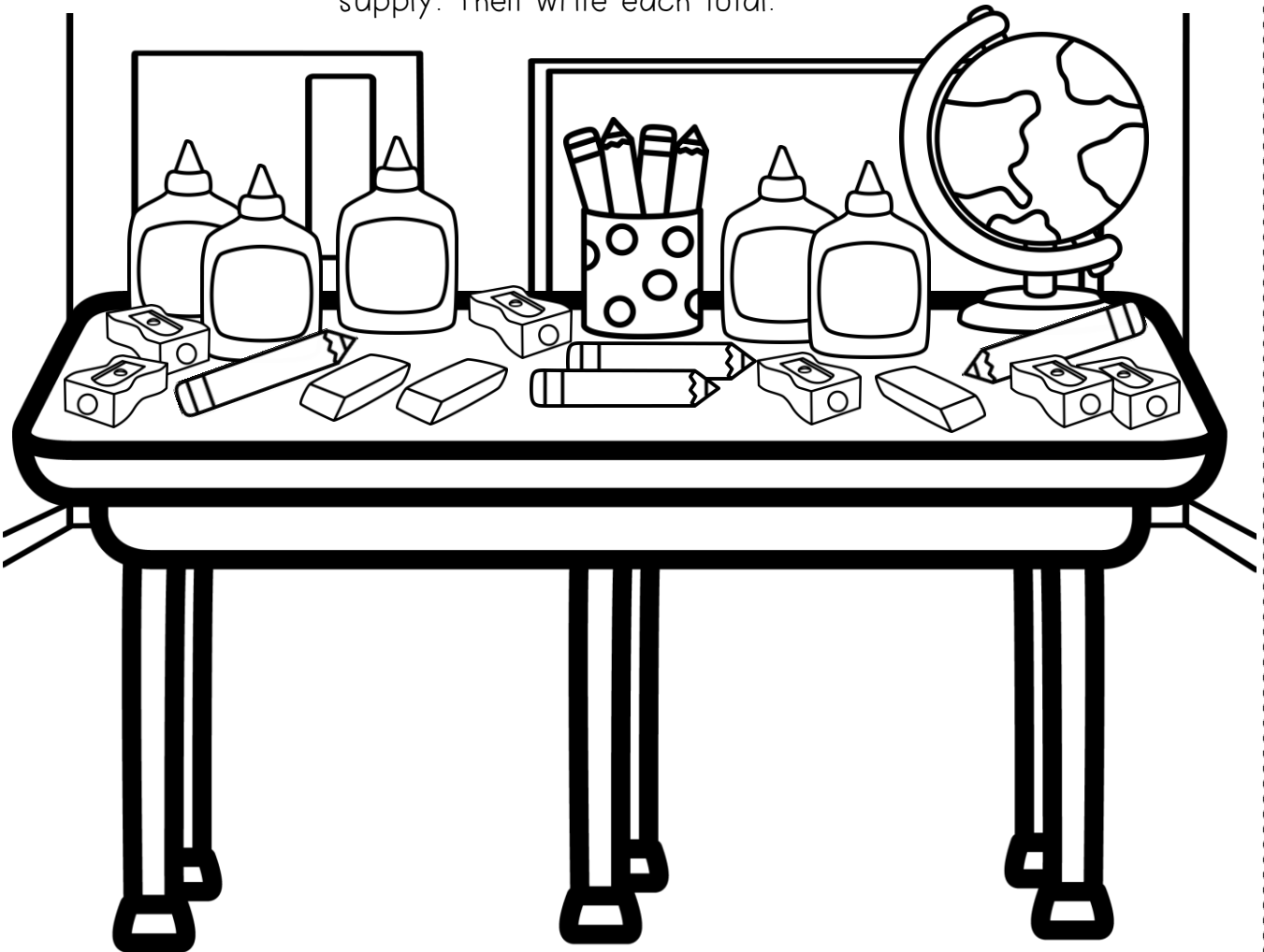




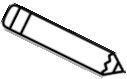

Name: _____

School Supply Tally



Directions: Make tally marks to show the number of each school supply. Then write each total.



SCHOOL SUPPLIES	TALLY	TOTAL
 Sharpener		
 Glue Bottle		
 Pencil		
 Eraser		

Tuesday

1. $8 - 6 =$ _____

2. $8 + 4 =$ _____

3. $8 + 6 =$ _____

4. Write the numeral for thirty-eight: _____

5. Complete this counting pattern:

1, 6, 11, 16, _____, _____, _____

6. I bought 7 dolls and was given 1 more doll. How many dolls do I now have? _____

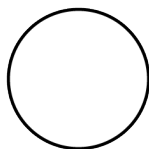
7. What is the sum of 2 and 8? _____

8. What is the value of this coin?



9. At 2 o'clock, the hour hand points to _____.

10. What is the name of this shape?



Wednesday

1. $1 - 1 =$ _____

2. $5 + 6 =$ _____

3. $5 + 8 =$ _____

4. Write these numbers in order from largest to smallest: 70, 63, 24, 92. _____

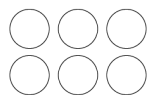
5. Complete this counting pattern:

5, 10, 15, 20, _____, _____, _____

6. Connor has 5 buttons. Mohammad has 6 buttons. How many more buttons does Mohammad have?

7. What does 7 plus 3 equal? _____

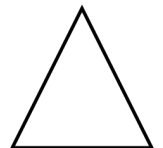
8. Colour in half of these circles.



9. What digital time does the clock show? _____



10. Circle the corners on this shape.



Thursday

1. $8 + 8 =$ _____

2. $6 + 7 =$ _____

3. $7 - 2 =$ _____

4. 994 = _____ hundreds, _____ tens, _____ ones.

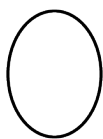
5. Complete this counting pattern:

8, 18, 28, 38, _____, _____, _____

6. In a group of 13 students, 8 would like to play cricket and the rest want to play field hockey. How many want to play field hockey? _____

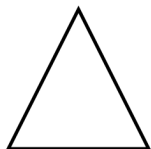
7. Leah has 6 match sticks. Gianna has 10 match sticks. How many more match sticks does Gianna have? _____

8. Colour in half of this shape:



9. At 4 o'clock, the hour hand points to _____.

10. How many sides does a triangle have?



Friday

1. $8 + 6 =$ _____

2. $6 + 2 =$ _____

3. $8 - 2 =$ _____

4. Write these numbers in order from smallest to largest: 56, 63, 90, 7. _____

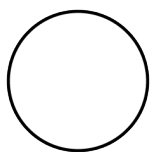
5. Complete this counting pattern:

4, 6, 8, 10, _____, _____, _____

6. Alex had 3 toy racing cars and was given 1 more toy racing car. How many toy racing cars does Alex now have? _____

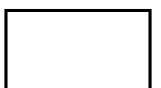
7. In a group of 7 students, 5 would like to play cricket and the rest want to play tennis. How many want to play tennis? _____

8. Draw a line to split this shape in half.



9. At 12 o'clock, the hour hand points to _____.

10. How many sides does a rectangle have?



PAST OR PRESENT

Past

Present



'How the Birds Got Their Colours' by Mary Albert

The Orientation (the beginning of the story).

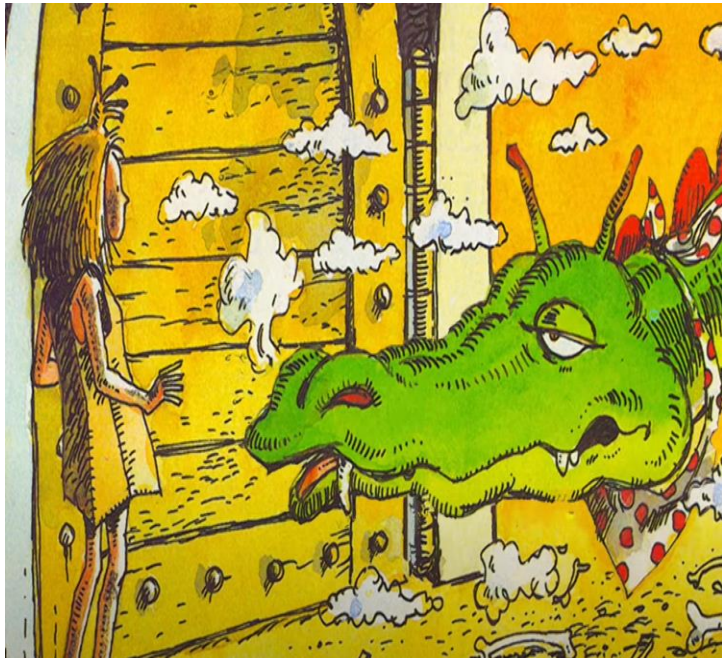
Who? _____

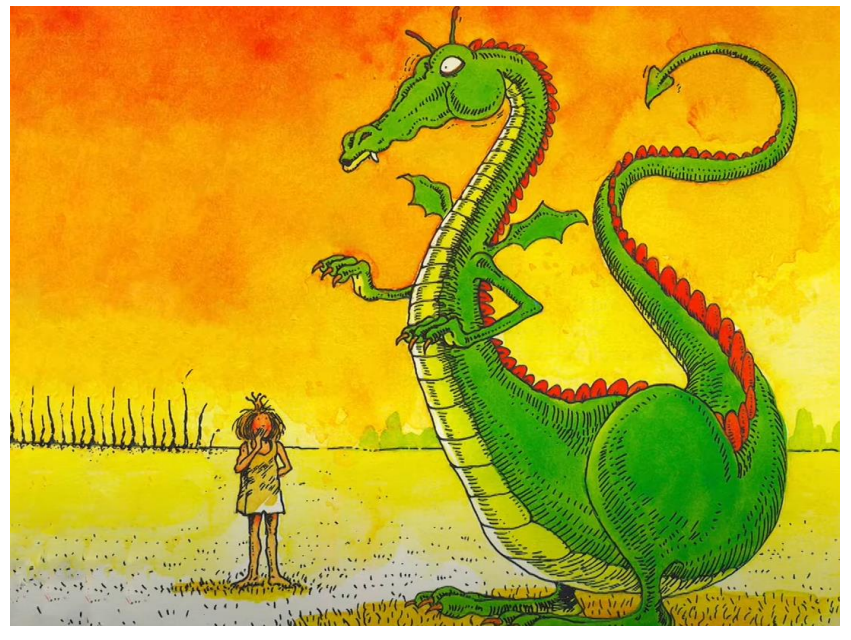
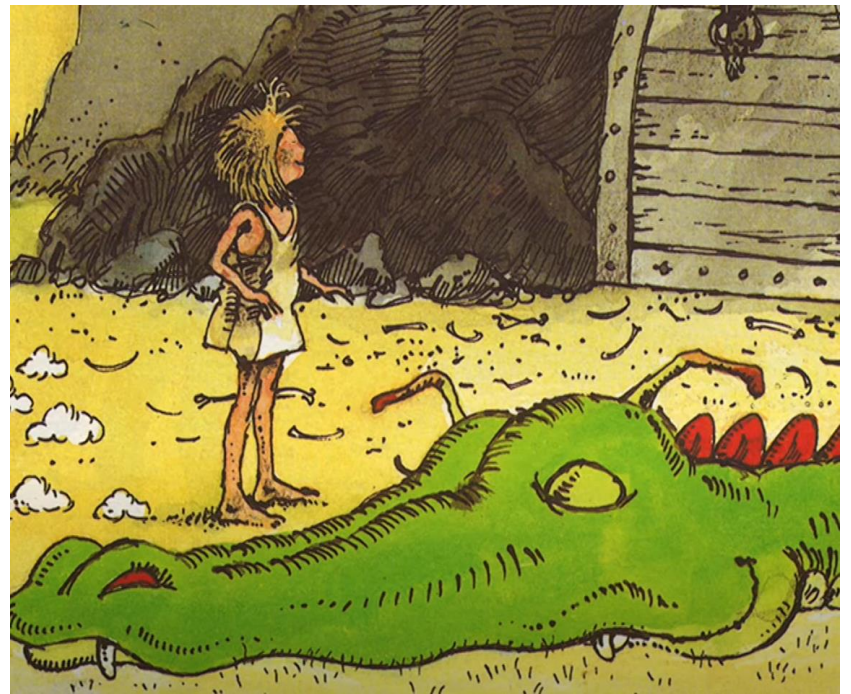
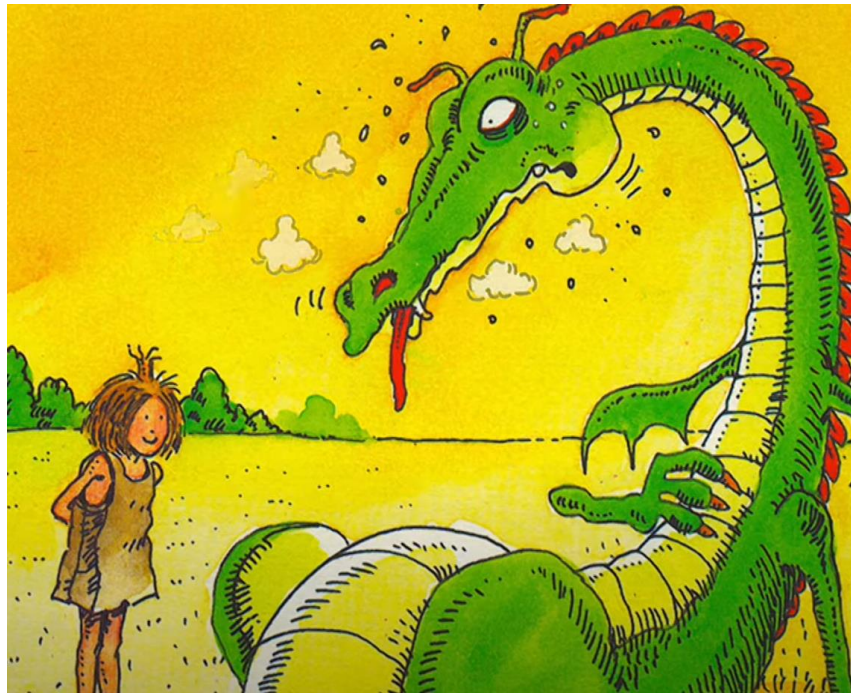
Where? _____

When? _____

What? _____

My Sentence:







The Pet Shop

It is Jason's birthday today! Today he is going to the pet shop with Mum and Dad.

"I am a big boy now," said Jason. "Yes, you are. You are 7 today," said Mum.

Jason put on his shoes and went to the car.

"Come on, Dad. I'm so excited to go to the pet shop!" shouted Jason.

"I'm coming, let's go get your present," said Dad.

Jason, Mum and Dad went into the pet shop.

"I can see a puppy, look at it's tail," said Mum.

"Wow, look at the cats. They came right up to me," said Dad.

"Look at that!" pointed Jason. "I love the birds. This one has a yellow beak and soft feathers," said Jason.

"Would you like this bird for your birthday, Jason?" asked Mum and Dad.

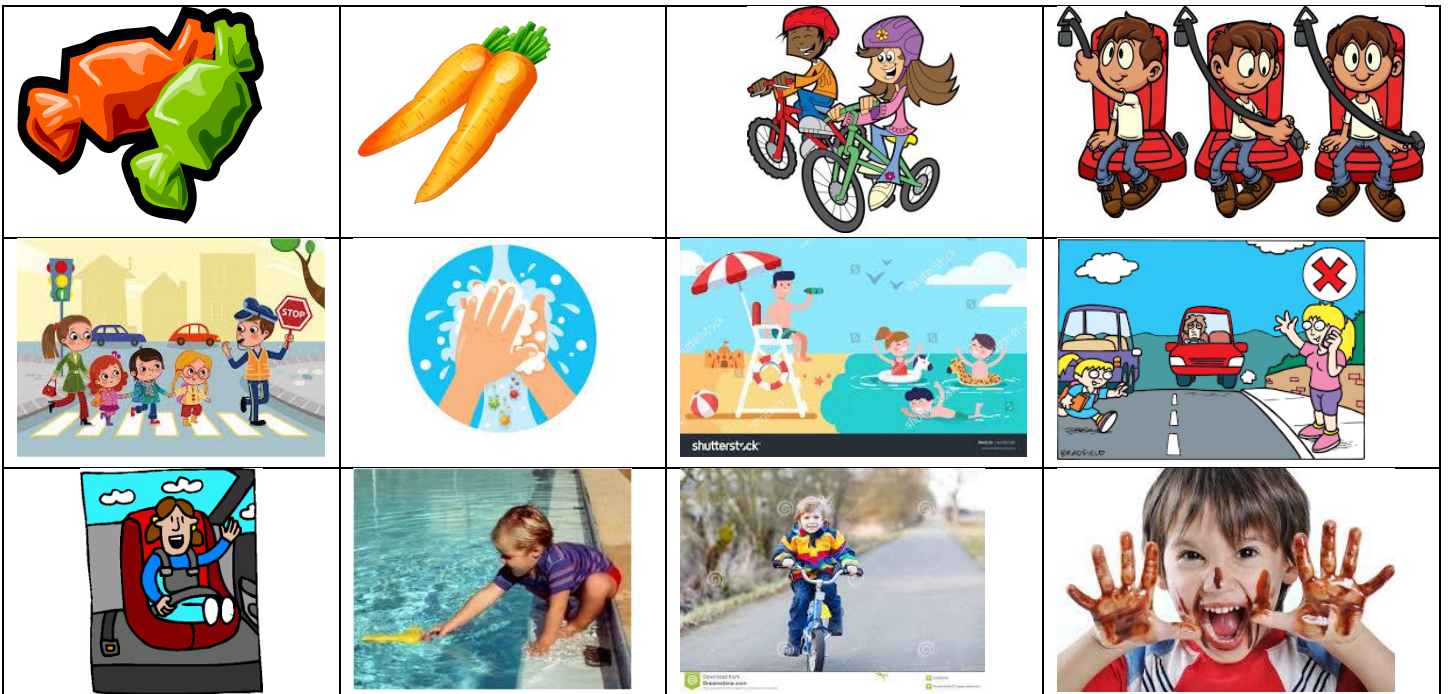
"Yes, please! Thank you, I love this bird," said Jason.



Name _____

Healthy Choices

Unhealthy Choices



PE Activities

Try to do each of these activities for 10 seconds without stopping. Take a 10 second break, then repeat this twice more.

Don't forget to tick the box once you have completed the activity!

WEEKLY FOCUS: UPPER BODY

Activity One: Arm Crossover

What: Stand up tall. With your arms straight out and in line with your shoulders, move your arms in front of your body, cross them over, then move them out to the side again. Can you march on the spot while doing your arm crossover?

Modified: Punch your arms out in front of you while you march.



Activity Two: Crab Kicks

What: Sitting on your bottom, bend your legs and place your hands flat on the ground behind your bottom. Point your fingers towards your heels. With strong arms, lift your bottom off the ground. Kick one leg up in the air, place it down, then repeat with the other leg.

Modified: Hold still in your crab position with your bottom off the ground for 10 seconds.



Activity Three: Side Bunny Hops

What: Start in a tuck position with your bottom off the floor. Place some socks beside your feet. With your hands flat on the floor in front of you, straight arms, and your knees/ankles together, lean forward and kick your bottom with your heels as you do some side bunny hops over the socks.

Modified: Do a forward bunny hop without moving side to side.



CHALLENGE OF THE WEEK

Play a game/sport of your choice.

Some suggestions:

- tag
- soccer
- throw and catch
- swimming
- football
- hula hoop
- skipping/running race



'The Paper Bag Princess' by Robert Munsch

The Orientation (the beginning of the story).

Who? _____

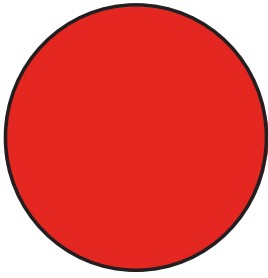
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When? _____

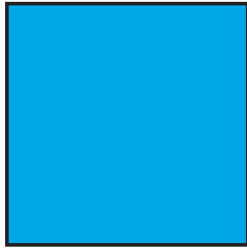
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My Sentence:

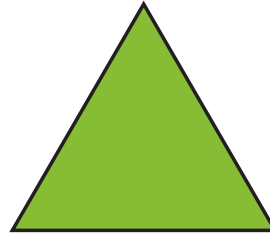
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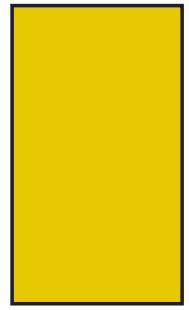
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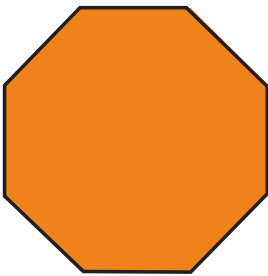
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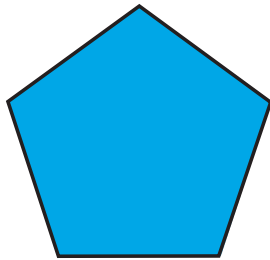
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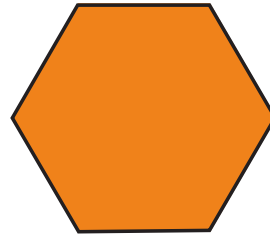
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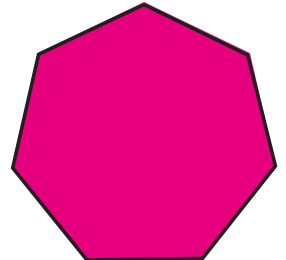
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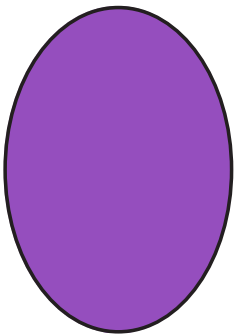
hexagon



heptagon



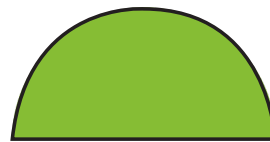
oval



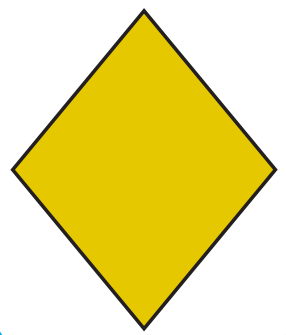
heart



semicircle



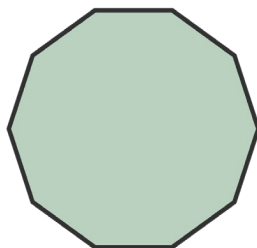
rhombus



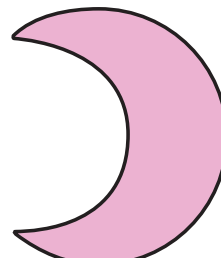
star



decagon



crescent



nonagon

