













Kindergarten Term 3 : Week 7 - 2021

Framework for Learning from Home – Early Stage 1

PLEASE **ONLY** UPLOAD THE TASKS IN GREEN WRITING TO SEESAW

You will need help from a parent/carer. Show each completed activity to your parents/carers, so they can check it.

	Monday	Tuesday	Wednesday	Thursday	Friday
	 <p>Have you had breakfast?</p>	 <p>Can you help empty the dishwasher?</p>	 <p>Have you brushed your teeth?</p>	  <p>Can you make your bed and tidy your room?</p>	 <p>Try and help someone in your family today.</p>
ROLL	<p>9:30am</p> 	<p>9:30am</p> 	<p>9:30am</p> 	<p>9:30am</p> 	<p>9:30am Kinder Assembly</p> 
MORNING SESSION	<p>The Seven Days of the Week Song https://www.youtube.com/watch?v=3tx0rvuXIRg</p> <p>Months of the year song by The Sing Walrus https://www.youtube.com/watch?v=Fe9bnYRzFvk</p> <p>Check out the Weather https://www.youtube.com/watch?v=RmSKsyJ15yg</p> 				

English: Writing

This is an assigned activity. Please complete it on Seesaw.

Write a recount about the weekend. This week, please try and add as much information as you can.

Use the following structure:

Orientation (Beginning) - **When, who** and **where**.

Sequence of events (Middle) - Use the following sentence beginnings:

First, Then, Next and **Finally**.

Personal comment (End) - **I felt.....** or **I had.....**

Writing Goals:

- Start with a capital letter
- End your sentence with a full stop
- Leave finger spaces between your words
- Stretch out words, writing all the sounds you hear

FRUIT BREAK**English: Guided Reading**

Read a book from your reading level on **WUSHKA** with a parent/carer and complete the quiz.

Activity: Play a **sight word memory game** with a family member.

English: Writing

Week 7 **Sight Words:**

read draw write

Use the sight words in 3-5 sentences. Illustrate one of your sentences.

Extension: Write some questions using the sight words: e.g: What do you like to **draw**?

Public Speaking: Work with your Parent/Carer to prepare your **1** minute speech on '**My Favourite Place**'. Refer to attachment for support.

FRUIT BREAK

Literacy: 'Elmer' by David McKee... also read to you by David McKee

<https://www.youtube.com/watch?v=ZFrD18XLmIM>

The book Elmer, teaches you to always be yourself. We are all different and that's what makes us special. Elmer is a very special elephant.

Activity: Write 8 adjectives to describe Elmer, eg: funny

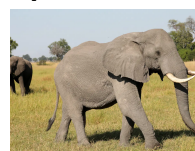
You might like to draw a picture of Elmer in the middle of your page, and write the adjectives around him.

Take a photo and upload it to Seesaw.

English: Writing

This is an assigned activity. Please complete it on Seesaw.

Elmer is the main character in our book, '**Elmer**'. Today we will write an information report about **Elephants**.



Watch: Elephants for Children:

<https://www.youtube.com/watch?v=LpzwxDqVDtc>..... then

write an **information report** using the following structure:

Try & write compound sentences this week.

Elephants

Elephants are

They have.....

Elephants eat.....

They live in.....

Add one more interesting fact about elephants.

FRUIT BREAK

Public Speaking: Practise your prepared **1** minute speech.

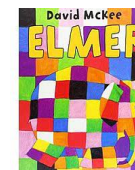
English: Guided Reading Read a book from your reading level on **WUSHKA** with a parent/carer and complete the quiz.

Extension: Choose 5 words from the story and put them into alphabetical order.

Revise your sight words.

Literacy:

'Elmer'



<https://www.youtube.com/watch?v=ZFrD18XLmIM>

Activity: In the story Elmer, the characters show empathy. **Empathy** means to understand what someone else might be thinking or feeling.

Complete the sentences below:

*The characters show **empathy** by

*I show **empathy** at school when

Take a photo and upload it to Seesaw.

FRUIT BREAK

Sport - Sisa : Sport in Schools Australia

- online learning: Dance ES1

Watch the following clip:

<https://youtu.be/qQeq9ryQUa4>

Follow our instructor Miss Naomi, to learn some dance step sequences leading to a fun dance routine.

**Mathematics Statistics & Probability: Data**

In maths we can show information using pictures. Watch the following clip to see ways we can show data.

https://www.youtube.com/watch?v=zF_dBk8EPDk

Now watch the clip below, then play the game. Answer the questions about the data you have.

Fruit Fall Game

<http://toytheater.com/fruit-fall/>

Now complete your daily assigned mathematics Seesaw activity.

Mandarin:

Origami - Flying Bull

Complete the Assigned Seesaw activities uploaded by Mr Li.

This activity is to be done over two weeks: Week 7 and Week 8.

Activity: Follow the instructions on Seesaw to make the Flying Bull.

Sound Waves

Focus Grapheme: 'z'

Complete 's' assigned activities on Seesaw.**Handwriting:** Complete the 'c' page in your 'My Handwriting Book'.**Mathematics: Counting-If** you can count confidently to **30**, and back from **20**, try counting to **50** and back from **30**.**Subtraction: Watch:****How to Subtract and Record**<https://www.youtube.com/watch?v=eg9iSqMAJZc>

Collect 10 pegs.

Draw and record each subtraction in your 'Working from Home' book.**Start with your 10 pegs.**Take 2 away. How many are left? (*record*)Then take 3 away. How many are left? (*record*)**Then put the pegs you have taken away back to start again with 10 pegs.**Take 4 away. How many are left? (*record*)Take 3 away. How many are left? (*record*)Take 2 away. How many are left? (*record*)**Now complete your daily assigned mathematics Seesaw activity.****Sound Waves Song & Chant**https://www.youtube.com/watch?v=0rZk_z3EJfQ

Focus Grapheme: 'z'

Complete 's' assigned activities on Seesaw.**Mathematics: Counting****Oral counting-If** you can count confidently to **30**, and back from **20**, try counting to **50** and back from **30**.**Subtraction: Watch: Cookie Monster Subtraction**<https://www.youtube.com/watch?v=bnBeGmjWnK4>

and then play the subtraction game, 'Handfuls'.

Use a container of Lego blocks, pasta or beads.

Take a small handful - count how many, and then subtract 3. How many are left?

Draw and record in your 'Working from Home' book.Take another handful, subtract 5. How many are left? (*record*)

Do again but subtract 2.

How many are left? (*record*)

Do again but subtract 6.

How many are left? (*record*)

Do once more and subtract 1.

How many are left? (*record*)**Take a photo and upload it to Seesaw.****Now complete your daily assigned mathematics Seesaw activity.****Sound Waves/Phonics****Song & Chant:**https://www.youtube.com/watch?v=0rZk_z3EJfQ

Focus grapheme: 'x'

Complete 'x' assigned activities on Seesaw.**Handwriting:** Complete the 'x' page in your 'My Handwriting Book'.**Mathematics: Counting****Oral counting-If** you can count confidently to **30**, and back from **20**, try counting to **50** and back from **30**.**Subtraction: Jack Hartman**<https://www.youtube.com/watch?v=pwQKugrFmJQ>Using a cookie, biscuit or a slice of bread, break it into 9 pieces, then draw them in your '**Working from Home**' book.Now, take 2 away. How many are left? **Draw and Record****after each subtraction.**Then take 2 more away. How many are left? (*record*)Then take 2 more away. How many are left? (*record*)Then take 3 more away. How many are left? (*record*)

When there are no pieces left, you can eat what you have used!!

Now complete your daily assigned mathematics Seesaw activity.**Sound Waves/Phonics****Song & Chant:**https://www.youtube.com/watch?v=0rZk_z3EJfQ

Focus Grapheme: 'x'

Complete 'x' assigned activities on Seesaw.**Mathematics:****Volume & Capacity****Race to fill the cup!****To play this game you will need:**

- A partner
- Objects for counting that are the same size. E.g. marbles, small dried pasta, beads, dried beans...
- A cup for each player (the same size)
- Two dice

How to play:

- Take turns to roll the dice and add the numbers together
- Take that number of objects and add them to your cup
- The first one to fill their cup wins!

Variation: Work backwards and empty the cups instead of filling them. Before you start, guess how many rolls it will take to empty the cups.**Now complete your daily assigned mathematics Seesaw activity.****Here are some fun ways to spend every Friday afternoon!**

- Play a board game
- Read a story to a pet or a cuddly toy
- Play outside
- Watch a movie
- Make a card for someone you love

**Science and Technology-
Material World.**

**This is an assigned activity.
Please complete it on Seesaw.**

**Materials are chosen for
specific items for a reason.**

Would you use paper to make
your shoes?

Would you use spaghetti for a
belt? Why not?

**In the activity, you need to
give the reason why the
materials were used to
make each object.**

Some materials don't let in
water, some materials stretch,
some come from nature and
other materials keep you
warm.

Shared Reading: Enjoy a
book from your home library
or Storyline Online with a
parent/carer.

**Geography-
People Live in Places**

Natural and built environments

There are many special
places across Australia and
the world.

Today's lesson will help us
understand the difference
between natural and built
places.

Follow the lesson that will be
shared in the morning through
Seesaw. It is called
**'Natural, managed and
constructed features'**.

Think of some special places
that are in our city of Sydney.

For example:

***The Opera House**

***The Harbour Bridge**

***The Royal Botanic Gardens**

***Luna Park**

***Darling Harbour...**

Write a sentence and draw a
picture about a time when you
visited the city.

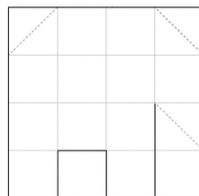
****I went to the city and saw...***

****It was...***

**Take a photo and upload it to
Seesaw.**

English: Guided Reading

Read a book from your
reading level on **WUSHKA**
with a parent/carer and
complete the quiz.

Creative Arts- Elmer Artwork
**Our activity today is to make
a 'Patchwork Elmer'.**

*Using an A4 piece of paper,

cut out a square 20cm by 20cm

*Rule 3 horizontal lines 5cm
apart, then rule 3 vertical lines
5cm apart.

*Colour each square a
different, bright, colour.

*Now rule over all the lines with
a black texta.

*Using the example above, cut
(solid lines) and fold (3 dotted
lines), as per the picture.

*Don't forget to add his ear.

*Add a button for the eye to
finish Elmer.

*Glue Elmer onto a coloured
piece of paper.

**Take a photo and upload it to
Seesaw.**

Shared Reading: Enjoy a book
from your home or Storyline
Online with a parent/carer.

Public Speaking:

Ask your Parent/carer to
record your **1 minute**
speech '**My Favourite
Place**'.

**Then upload to Seesaw for
your teacher to observe
and provide you with
feedback.**

Don't forget to **refer to the
attached Public Speaking
note** for the important
presentation skills.

Library: The Magic Fish

**Complete the Assigned
Seesaw activities
uploaded by Mrs Mar.**

Think and Draw.

*If you could make a wish
what would **you wish** for?

*In your book, **draw** your
wish.

***Colour** and **label** your
drawing.


**Take a photo and upload it to
Seesaw..**

English: Guided Reading




Read a book from your
reading level on **WUSHKA**
with a parent/carer and
complete the quiz.

Language Learning Accommodations for EAL/D Learners ES1

Term 3 Week 7

Term 3 Week 7: Monday Science & Technology-Material World - Choice of Materials	Language Learning: wood, plastic, metal, fabric, foam, rubber, sponge, paper, cotton, leaves, bark, grasses, leather, vinyl, canvas, strong, weak, water-proof, not water-proof, rough, smooth, hard, soft, bend-able, bendy, flexible, malleable, elastic, stretchy, stiff, rigid, high, low, spongy, padded, cushioned, warm, cool
Term 3 Week 7: Wednesday: Writing-Information Reports Elephants 	Language Learning: largest living land mammal, heavy, mammals, hair, warm-blooded, feed babies milk, herbivores, leaves, fruit, twigs, bark, grass, roots, large flat ears, long flexible trunks, nose, strong, lift, endangered, hunted for ivory tusks, habitats being destroyed Asian: smaller, smaller ears, some do not have tusks, grasslands, forests and scrublands African: larger, oversized ears, prominent tusks, forests, woodlands, scrub, deserts,
Term 3 Week 7: Thursday Mathematics- Measurement and Geometry - Volume and Capacity	Language Learning: container, bigger, smaller, will hold more, will hold less, holds about the same, capacity, least, most, material, fill, pour, predict, liquid, full, empty, about half-full, volume, space, has more, has less, takes up more space
Term 3 Week 7: Friday Mathematics - Statistics and Probability - Data	Language Learning: information, collect, group, display, objects, pictures, data

ES1 Learning from Home - Great Websites/Apps for EAL/D Resources and Games

https://www.gamestolearnenglish.com/ 	This fabulous free website has lots of simple games and activities for learning basic English vocabulary. Primarily, it is aimed at ESL (English as a second language) learners, but other learners may find it useful too. Great for developing vocabulary, speaking practice, sentence making, making questions, using tenses, descriptions, comparisons.
https://learnenglishkids.britishcouncil.org/ 	Learn English Kids is brought to you by the British Council, the world's English teaching experts. They have lots of free online games, songs, stories and activities for children. For parents, They have articles on supporting children in learning English and videos on using English at home.
https://www.uniteforliteracy.com/ 	A wonderful website for families to read & share at home Unite for Literacy provides free digital access to picture books, narrated in many languages.

Supporting your child at home

A resource to assist parents and carers in supporting their child's development of literacy and numeracy at home.

Click on the following link: [Helping your child with literacy and numeracy at home](#)

Additional ideas to support your child with writing and reading.

English	Strategies
Writing	<p><u>To enhance your child's writing, encourage them to:</u></p> <p>Think about including adjectives (describing words) to add more detail and make their writing more interesting. Instead of:</p> <ul style="list-style-type: none">• A peacock has feathers.• A peacock has long, colourful feathers. <p>Move from simple sentences by using conjunctions (joining words) such as: (and, but, for, or, so, because). Instead of:</p> <ul style="list-style-type: none">• I went to the park.• I went to the park because it was a lovely sunny day. <p>Experiment with punctuation by using question marks and exclamation marks. Eg: Have you ever been rock climbing? That was the best weekend I ever had!</p>
Reading	<p><u>To enhance your child's understanding of texts, encourage them to:</u></p> <ul style="list-style-type: none">• Use the picture and title to predict (make a good guess) what the book might be about. Write their prediction.• Make predictions during the reading. What do you think will happen next?• Make connections to the text using their personal experiences. "Remember when we went to the park, just like here in the story."• Rather than just recalling information from the text, ask your child some open-ended questions such as: What do you think about.....? What would you do if.....? How did you feel when.....? Why do you think the character• Ask them to summarise the text by writing/telling what happened at the beginning, middle, end of the story.• Discuss and then ask them to write a different ending for the story they have read.• Ask them to choose a new title for the book and explain why they chose it.• Design a new cover for the book.• Discuss characters with them and write traits to describe them.• If you could be a character in this story, which one would you choose and why?

Kindergarten students will work on developing their public speaking skills. Public speaking is an important element of 'Speaking and Listening' in English.

In Term 2 the children practised public speaking strategies such as using eye contact with the audience, volume and clarity of voice, use of natural expression and a comfortable speaking stance.

Children will be required to prepare their speeches with their parent/carer, using the assigned topics below.

The speech needs to have a beginning, a middle and a conclusion. Students will need to use palm cards (little cards no bigger than ¼ of an A4 page) to assist them with delivering their speech. Students should refer to them for cues but must not read from them. Picture cues on the palm cards are best for Kindergarten students. When planning the speech, the speaker should **not** say 'good morning' or introduce him/herself at the beginning of the speech. The opening statement should be the beginning of the speech. They also do **not** say 'thank you' for listening to my speech at the end.

How to support your child:

- Please help your child to organise his/her thoughts and plan a talk which lasts approximately **1 minute**.
- Avoid writing out a whole speech. Use picture cues as a prompt NOT for reading.
- Try to prepare a few days ahead so your child can practise in front of you.

The first speech, in Week 6, will be presented in front of the family and does not need to be recorded.

From Week 7, the children will be asked to present their speeches on Seesaw, to enable their teacher to provide the following feedback.

- Did you look at your audience
- Were you well prepared (including having palm cards)
- Did you speak clearly and confidently
- Were you standing still and steady
- Did you have an interesting introduction and conclusion

WEEKLY NEWS TOPICS

- **Week 6** – My Favourite Activity/Hobby
- **Week 7** – My Favourite Place
- **Week 8** – Being healthy. How can I stay healthy? What can I eat, drink and do to stay fit and healthy?
- **Week 9** – When I grow up