



Kindergarten Learning Overview: Week 4

Dear Parents,

Please see below for the daily learning activities. Any work that needs to be uploaded to Seesaw is **green**. Any Seesaw activities that need to be completed are in **red italics**. Online links to songs and activities are in **blue** – you should be able to click on the link and it will take you to the relevant website. **Please remember that at least one piece of work needs to be uploaded to Seesaw each day for your child to be marked as present on the attendance roll.** You will need to visit our website to access pre-recorded lessons on most days:

<https://sites.google.com/education.nsw.gov.au/carltonsouthpublicschool/home>

	Monday	Tuesday	Wednesday	Thursday	Friday
English	<p>Reading Read a book on the PM website. Watch this clip from Aladdin.</p> <p>Phonics Go to the website. Watch the 'th' video. Watch the th song. Draw pictures of words that have the 'th' sound at the beginning and end.</p> <p><i>Complete the 'get' sight word activity on Seesaw.</i></p> <p>Writing Write a recount about what you did on the weekend. What did you do? Who did you do it with? When did it happen? Draw a picture and write at least one sentence. Try to write the tricky words by yourself! Take a photo and upload to Seesaw. <u>This week's writing goal:</u> Start with a capital letter at the beginning of every sentence.</p>	<p>Reading Read a book on the PM website. Watch this clip from Aladdin. Refer to the 'Aladdin: A whole New World' Questions (scroll to the bottom of this document) and see 'Tuesday Think Alouds'.</p> <p>Phonics 'th' – What sound does th make? <i>Complete the 'th' activity on Seesaw.</i></p> <p>Watch the 'want' sight word video. Write 'want' 10 times. Using rainbow writing.</p> <p>Writing Imagine you had a magic carpet. Draw a picture of it and describe it. Write at least one sentence. Try to write the tricky words by yourself! Take a photo and upload to Seesaw. <u>Remember this week's writing goal!</u></p>	<p>Reading Read a book on the PM website. Watch this clip from Aladdin. Refer to the 'Aladdin: A whole New World' Questions. Discuss 'Wednesday questions'.</p> <p>Phonics Go to the website. Watch the 'wh' video. Watch the wh song. Draw pictures of words that have the 'wh' sound at the beginning. <i>Complete the CVC Middle Sounds activity on Seesaw.</i></p> <p>Watch the 'love' sight word video. Make 'like' with play dough 3 times. You can use pasta, rice or any other material instead.</p> <p>Writing Where would you go on a magic carpet ride? Would it be something real or imaginary? What would you taste, see, hear, feel or smell? Draw a picture of the place you would go. Take a photo and upload to Seesaw. <u>Remember this week's writing goal!</u></p>	<p>Reading Read a book on the PM website. Choose a story from Storyline Online to watch. Discuss whether the characters and events are real or imaginary.</p> <p>Phonics 'wh' – What sound does wh make? Watch this video to see how to draw a whale. Follow along and draw your own whale!</p> <p>Make these high frequency words using lego or blocks. Take a photo and upload to Seesaw Words: get, want, love</p> <p>Writing If you found a genie and he granted you 3 wishes, what would you wish for? Would you wish for real or imaginary things? Draw a picture of one thing you would wish for and write at least one sentence. Try to write the tricky words by yourself! <u>Remember this week's writing goal!</u></p>	<p>Reading Read a book on the PM website. Upload a recording of yourself reading a PM book to Seesaw.</p> <p>Phonics – Dictation Go to the website. Watch the 'Dictation video. Complete the activities on a whiteboard or paper. Take a photo and upload to Seesaw.</p> <p>Practise writing the high frequency words using whatever materials you want – chalk, paint, water, pasta, rice, etc. Words: get, want, love</p> <p><i>Complete the Middle Sound activity on Seesaw.</i></p> <p>Writing Draw a picture of what your home looks like. Write about your home. Write at least 1 sentence describing what it looks like. Try to write the tricky words by yourself! <u>Remember this week's writing goal!</u></p>

<p>Maths</p>	<p>Draw a ten frame. Put 4 dots in your ten frame. Where did you put them? Can you draw it a different way?</p> <p>Complete at least 1 activity on Mathletics.</p> <p>Equal Groups Watch the video. Discuss how the objects were sorted. Why? How many were there in each group?</p> <p>Using any household objects (lego, pegs etc), form equal groups and record how many objects are in a group on a paper. E.g. 2 groups of 3 is 6</p> 	<p>Draw a ten frame. Put 6 dots in your ten frame. Where did you put them? Can you draw it a different way?</p> <p>Complete at least 1 activity on Mathletics.</p> <p>Equal Groups Watch the Unequal Groups song and discuss what unequal groups are (not the same amount in groups). Make unequal groups using household objects. Count how many in each group and change the groups to ensure they are equal.</p> <p>Draw pictures of your unequal group and then how you changed it to make equal groups. Record, eg 3 groups of 3 is 9. Take a photo and upload to Seesaw.</p>	<p>Draw a ten frame. Put 5 dots in your ten frame. Where did you put them? Can you draw it a different way?</p> <p>Complete at least 1 activity on Mathletics.</p> <p>Sharing Into Equal Groups Revise the term sharing and watch the 'Sharing Video'.</p> <p>Complete online sharing game</p> <p>Use pasta, rice, blocks or pegs. Count out 6. Share the 6 objects into 3 groups. Make sure you share the objects into each group 1 at a time. How many in each group? Repeat with these numbers:</p> <ul style="list-style-type: none"> - 8 shared into 2 groups - 10 shared into 5 groups - 12 shared into 3 groups 	<p>Draw a ten frame. Put 7 dots in your ten frame. Where did you put them? Can you draw it a different way?</p> <p>Complete at least 1 activity on Mathletics.</p> <p>Sharing Into Equal Groups Revise sharing and how you need to share objects into each group 1 at a time and make sure groups are always equal.</p> <p><i>Complete The Doorbell Rang (Sharing Activity) on Seesaw.</i></p> <p><i>Complete Show Equal Shares on Seesaw.</i></p>	<p>Draw a ten frame. Put 8 dots in your ten frame. Where did you put them? Can you draw it a different way?</p> <p>Complete at least 1 activity on Mathletics.</p> <p>Sharing Into Equal Groups Have a tea party with some of your toys. Place plates in front of each teddy. Choose a household item or toy (pasta, rice, pegs, etc) and share an amount of this item between the toys.</p> <p>Discuss if each toy received the same amount or an unequal amount. If unequal, how can you make it equal? Take a photo and upload to Seesaw.</p>
<p>Other Learning Areas</p>	<p>Science – Living Things</p> <p>Watch The Tiny Seed. How were the seeds able to fly across the sky? Why didn't the seed on the icy mountain grow? At the end of the story, where did the seeds come from?</p> <p><i>Complete Parts of a Plant Activity on Seesaw.</i></p>	<p>PDHPE – Healthy Foods</p> <p>Watch The Hungry Caterpillar. Look at the My Plate picture (on this document). What are some healthy foods? What foods should we be eating in every meal? Draw a picture of your lunch box. Inside the lunch box, draw a healthy lunch.</p> <p>PE: Go outside and perform 20 star jumps. How long did it take you to do? Time yourself. See if you can beat your record.</p>	<p>Geography - People Live in Places</p> <p>Watch The Journey Home. If you can, go for a short walk with someone in your family. Take some photos of things you see on your walk. Draw a picture map of your walk. Try and label the things you saw on your walk! Take a photo and upload to Seesaw.</p> 	<p>Music</p> <p>Watch this video. Practise these clapping patters.</p> <p>Make up your own body pattern using either clapping, stomping or clicking.</p>	<p>Fine Motor: Pasta necklace</p> <p>You will need some raw macaroni or penne pasta and a string (don't have string, use a shoelace). Pick up one pasta piece at a time and thread it through the string. Once the pasta is close to the end of the string, ask a parent to help you tie a knot. If you would like a coloured pasta necklace, dip your raw pasta in food colouring and allow them to dry before making your necklace.</p> 

Aladdin: A Whole New World Questions

This week's focus: identifying that texts can show us real and/or imaginary things

Tuesday Think Alouds

Pause the story at these times and say the following ideas to your child. Your child does not have to respond - they just have to think quietly.

0:28

I noticed Jasmine and Aladdin are flying through the air on a magic carpet. The carpet just used a tassel to pick a flower for Aladdin to give to Jasmine – it made it look as though the carpet has hands. I know that this must be an imaginative text because carpets can't fly or move like people. The author is showing us something imaginary.

1:24

I wonder why the bird squawked when he saw Jasmine and Aladdin? I think he's surprised to see people flying in the air because that does not normally happen in the real world.

1:46

'I'm like a shooting star, I've come so far' – this reminds me of a shooting star, which travels very long distances through space. I think Jasmine feels like she's gone on a long adventure and she can't believe it's really happening to her. I wonder if she thinks she's dreaming?

1:56

I noticed even though they're on a magic carpet, which isn't real, they're seeing real things and places like horses, birds, clouds and the ocean. There are both real and imaginary things in this song so that means stories can have real and imaginary things in them.

Wednesday Questions

Pause the story at these times and pose the following questions. Ask your child to share their ideas with you. **Optional** – record their responses and upload to Seesaw.

0:25

Look at Jasmine's face – her eyes are very big and she's smiling. How do you think Jasmine felt during the magic carpet ride? Why did she feel this way?

1:55

If you had a magic carpet, where would you go? Is this place real or imaginary?

End of the song:

This song is about Aladdin taking Jasmine on an adventure because she's not allowed out of the castle. Why do you think this song is called A Whole New World?

MY PLATE

