

Set 2

Day 1

MORNING MEETING VIDEO SeeSaw

FAMILY MORNING FITNESS – Fitness Monopoly

LITERACY

Reading – Read/share a story: Please use the Kindergarten Reading Literature Question Stems in the resource pack to support reading a story.

Semantics

Semantics refers to the meaning of sentences in works and is essential in building oral language skills. Look at The Zoo scene included in the pack and discuss the following questions;

- **BEFORE** you show them the picture. Ask your child to “What animals live at the Zoo?”
- **SHOW** them the picture. You say “I’m thinking of something that you can climb and it gives us shade. What is it?”
- **POINT** to the animal that jumps. You say “What other animals can jump?” (E.g frog)
- **POINT** to the penguin. You say “Tell me what you know about penguins?”
- **REFLECTION** get your child to tell you their favourite animal that lives at the Zoo.

Phonological Awareness - Phase 1

The Letters and Sounds program concentrates on developing children’s speaking and listening skills. The emphasis is to focus children to listen to the sounds in their environment. If you have internet access, please play this video and see if they can recognise the animal sounds. Once the sound has been played get your child to point to the animal that made the sound and then mimic this. <https://www.youtube.com/watch?v=Qd6wZHUCUg>. If you do not have internet access sit in your garden and close your eyes. What sounds can you hear?

Child Initiated Play

- Talk to your child about their play (but don’t quiz them!). Use rich vocabulary and don’t simplify your selection of words.
- Use your first language (especially if it’s not English)
- Encourage your child to also engage in unstructured play time with their toys.

BREAK

LITERACY

Writing

Name writing

Use the name writing template as supplied by your child’s teacher. Please make sure you follow the pencil grip steps and ensure your child uses correct letter formation.

*** Syllables * NEW CONCEPT – Teachers will track and assess this skill**

A syllable is a part of a word that contains sounds (phonemes) of a word. It usually has a vowel in it. A syllable is also called a 'beat' and teachers often teach children to identify syllables by body beating the 'beats' in words. Using the blending cards in your resource pack;

1. Hold the card so your child cannot see the picture.
2. You say, “Can you guess the word?”
3. Say the following slowly and in two parts, “Zeb-ra”

There will be a teacher example video posted on SeeSaw – This will be uploaded Monday morning. **Please post a video of your child completing this activity for assessment purposes.**

BREAK

MINDFULNESS CHOICES (Please select one of the following)

Cosmic Kids - <https://www.youtube.com/watch?v=2aje33UPixE> Colouring in (In resource pack)

NUMERACY

Number - Oral counting

Counting is the simplest number concept that children develop, and it merely consists of counting numbers in order. If you have internet access, please play this counting video and ensure that your child starts at 0 and continue to 10. <https://www.youtube.com/watch?v=dk9Yt1PqQiw>. If you do not have internet access you can do this activity by counting 0 to 10 orally.

Number recognition

Number recognition is the ability to identify and name basic numerals. Use the flash cards in your Term 1 Week 9 pack;

1. Turn them upside down.
2. Get your child to pick a card and tell you the number on the card.
3. Using the card they have selected, they need to count the number of objects. E.g. 5 forks.

Cutting and counting

Help your child to cut out the animals and match the number of animals to the corresponding number. Please use the scissor skills poster in Term 1, Week 9 package for correct scissor control.

Child Initiated Play

- Talk to your child about their play (but don’t quiz them!). Use rich vocabulary and don’t simplify your selection of words.
- Use your first language (especially if it’s not English)
- Encourage your child to also engage in unstructured play time with their toys.

BREAK

Reading - Storyline online <https://www.storylineonline.net/books/chesters-way/> Alternatively, choose a book from your bookshelf

ART

Colours

Making rainbows. Please see Art activity printed in the resource pack.

BEDTIME STORY

Choose a book to read with your child and/or family before bed ☺



Please keep this resource page for future use.

Kindergarten Reading Literature Question Stems



Who was in this book? (Who were the characters?)
Where was the setting? *Setting = Place

What happened at the beginning of the story?
What happened in the middle of the story?
What happened at the end of the story?

What does the author of a story do?
Who is the author of this book? Can you point to their name?
What does the illustrator of a story do?
Who is the illustrator of this book? Can you point to their name?

Where is the spine of the book?
Where is the front cover?
Where is the back cover?
Where is the title of the story?

How is (character 1) different from (character 2)?
How is (character 1) the same as (character 2)?

Please keep this resource page for future use.

Zoo Scene



Guess the picture . . .



cam - el

Guess the picture . . .



tur - tle

Guess the picture . . .



li - on

Guess the picture . . .



ti - ger

Guess the picture . . .



spi - der

Guess the picture . . .



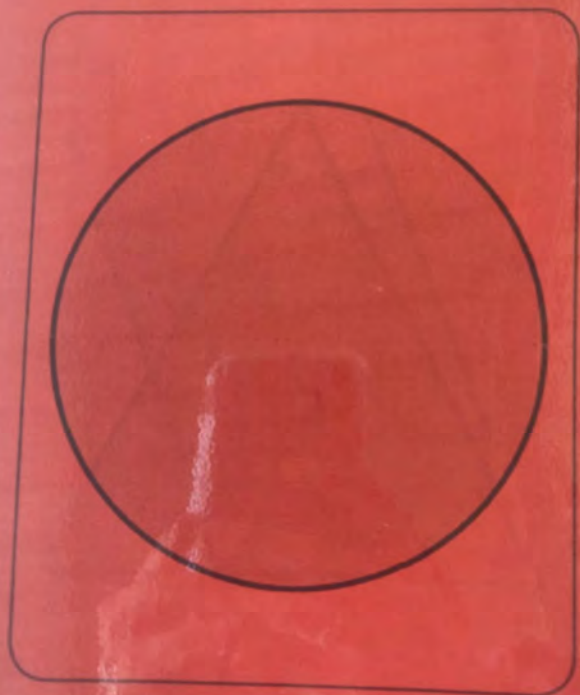
zeb - ra

Guess the picture . .



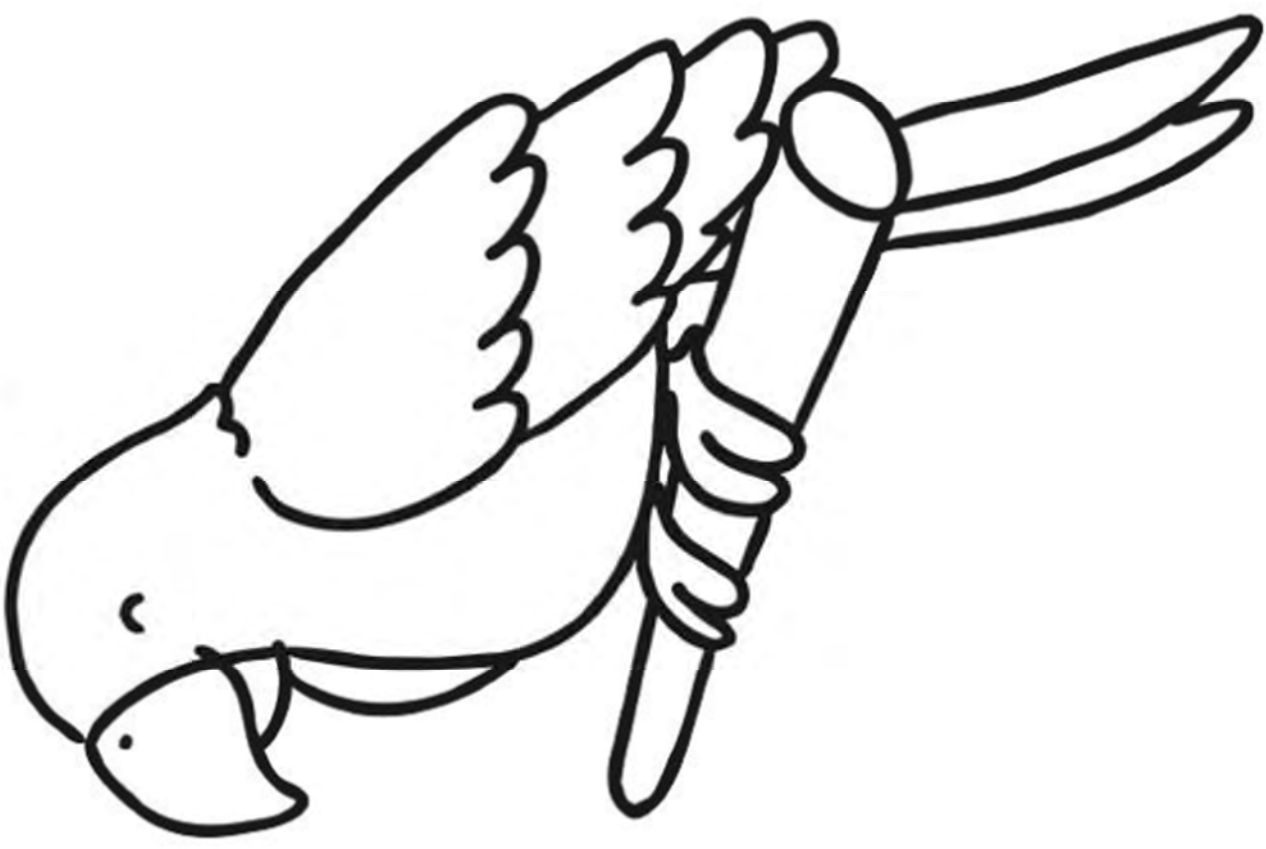
pen - cil

Guess the picture . . .



cir - cle

Day 2 - Mindfulness



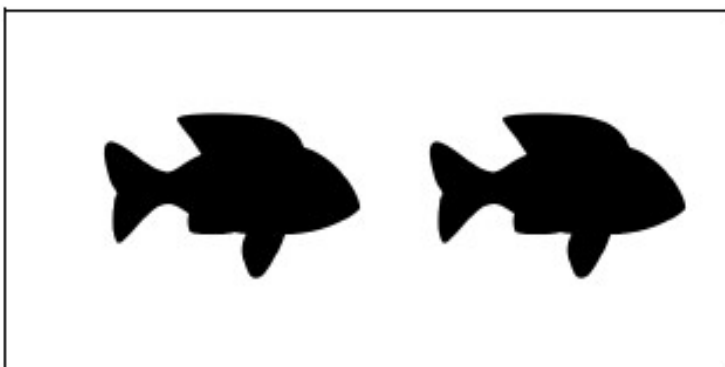
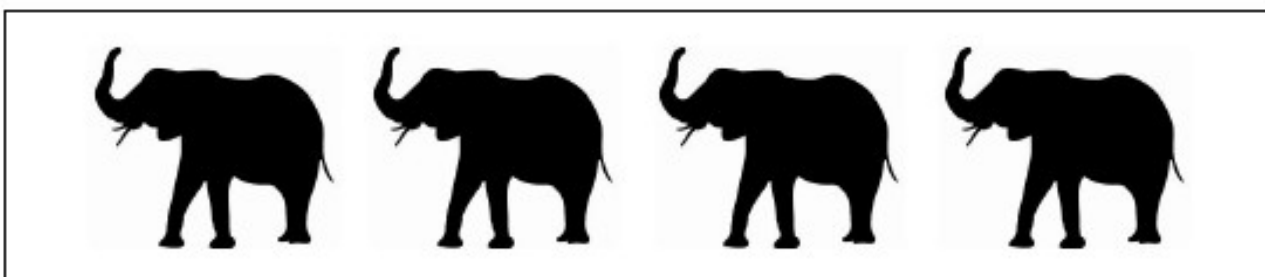
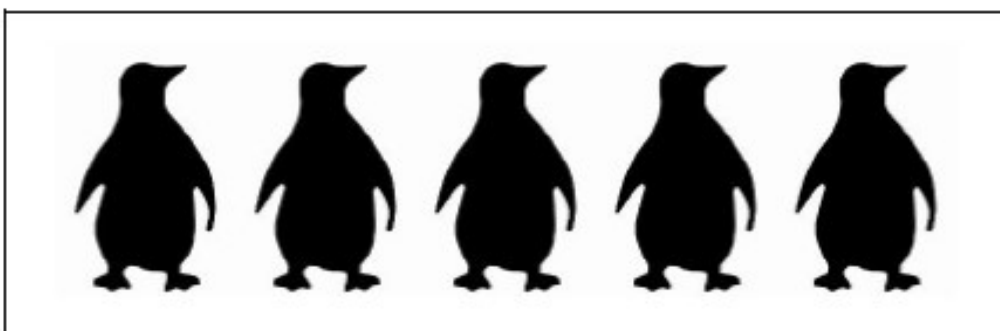
Day 1 - Mindfulness



Animal and Number Match

1	
2	
3	
4	
5	

Please cut out these pictures for the Animal and Number match worksheet



Learning at Home

Visual Art Lessons

Kindy & Pre Primary

Week 1, Term 2

Making Rainbows

Learning Intention:
Learning to identify colours.

Watch this video all about rainbow colours.

<https://www.youtube.com/watch?v=5L2cWGQQsmg>



This week you will need:

- *Your colour wheel you made before*
- *Piece of paper or newspaper*
- *Scissors, glue*
- *Colour pencils or crayons*

What you do:

- *Cut your colour wheel into lots of pieces.*
- *Get someone to draw a rainbow shape for you on a large piece of paper or newspaper. Make the sections wide.*
- *Use this diagram to help you.*
- *Glue the colours on the rainbow in the correct order-*
Red, orange, yellow, green, blue, violet.
- *Now you have a wonderful rainbow.*
- *If you have space, you can draw your family under the rainbow.*

